

Gender Action Plan

2018 – 2021

All College Action Plans adhere to the guidelines and ethos of Equality and Diversity

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Date of Origin	Last Updated	Proposed Review Date	EQIA Date	Responsibility For Review
December 2016	March 2018	March 2019	March 2018	AP: Quality Enhancement

GENDER ACTION PLAN

It is recognised that there is gender imbalance in certain college subjects and programmes. This issue is not unique to New College Lanarkshire, but is an issue for education, industry and society at large. Many of these imbalances have persisted over time but much is being done and more will be done to break perceived stereotypes by working proactively in partnership with schools, pupils, parents, industry and our local communities. Underpinning the Gender Action Plan the College will ensure all staff and the Students' Association are briefed on their role and responsibility to facilitate and promote gender equality and opportunities for all. Regular updates will be provided as part of the communication strategy to ensure all staff are aware of progress made.

New College Lanarkshire recognises the value our organisation and learners make to society. Together we can grow, flourish and ensure economic success, contributing to the growth of the country and beyond. Within the learner journey, the culture that values and respects diversity is clearly defined as is the need to tackle gender imbalance among learner provision for identified priority key subjects and corresponding employment sectors. All learners should receive the assistance to obtain the skills require to support the regional economy regardless of their gender or personal circumstances.

A society that ignores the abilities, energies, and intelligence of half its people fails them – and itself. That is not smart economics. Robert B. Zoellick (2010)

Priority 1. Development of the Infrastructure	2018/19 Action	2019/20 Action	2020/21 Action	Person(s) Responsible
<p>Objective 1.1: Ensure Systems: incorporating into policies, processes, strategies, leadership and current reporting mechanisms support addressing gender imbalance.</p>	<p>Undertake annual audit of all college policies and procedures to ensure adherence to the guidelines and ethos of Equality and Diversity.</p> <p>Need to ensure equality impact assessment is complete for all policies and procedure</p>	<p>Monitor all policies and procedures to ensure that equality impact assessments are correct and amended as appropriate.</p>		<p>Senior staff responsible for policy and procedure review</p>

Priority 1. Development of the Infrastructure	2018/19 Action	2019/20 Action	2020/21 Action	Person(s) Responsible
	<p>Provide access to free sanitary products for students to support equality, dignity and rights for those who menstruate and to ensure that lack of access to products does not impact on an individual's ability to fully participate in education at all levels.</p> <p>Monitoring of applicant's gender when applying for employment or place at college.</p> <p>Ensure all college groups / committees has equality and diversity as a standing agenda item at Internal committees.</p>	<p>Establish a Gender Equality Steering Group as a sub-group of the Equality and Diversity Strategy group.</p> <p>Review provision of free sanitary products including quantities, locations and potential new products</p>	<p>Introduce gender champions in each Support area/department and Faculty.</p>	<p>AP: Organisational Development</p> <p>AP: Quality Enhancement</p> <p>Head of Information Systems/Head of HR</p> <p>All Chairs of committees</p>

Priority 1. Development of the Infrastructure	2018/19 Action	2019/20 Action	2020/21 Action	Person(s) Responsible
<p>Objective 1.2: Humans: embedding in staff CPD, and reward and recognition processes support addressing gender imbalance</p>	<p>Equality and Diversity included in teaching staff induction, that includes a knowledge check and link to My Equality VLE</p> <p>During in-house training: PDA Teaching Practice in Scotland's College, the 9 protected characteristics are covered via class activities, independent learning activities, professional discussions and part of the Group Profile summative assessment. Equality, Diversity and Inclusion are reviewed in-depth throughout the programme through formative and summative assessment.</p>	<p>Work towards achievement of Athena SWAN Charter which encourages and recognises commitment to advancing the careers of women in science, technology, engineering, maths and medicine (STEMM) as well as addressing gender equality more broadly, and not just barriers to progression that affect women.</p>	<p>Consider the gender balance of the staff in the relevant subject areas – is there a role model on the staff in those identified areas whose presence might be reassuring.</p>	<p>AP: Quality Enhancement</p>

Priority 1. Development of the Infrastructure	2018/19 Action	2019/20 Action	2020/21 Action	Person(s) Responsible
	<p>All vacancies are advertised on www.myjobscotland.gov.uk and NCL website to ensure media is accessible to all. All recruitment to include a strong gender equality statement.</p> <p>Continue with unconscious bias training for staff in curriculum areas of large gender imbalance i.e. construction, care, beauty, automotive.</p>			<p>AP: Organisational Development</p>

Priority 1. Development of the Infrastructure	2018/19 Action	2019/20 Action	2020/21 Action	Person(s) Responsible
<p>Objective1.3: Resources: research and understanding, time, finance and physical support addressing gender imbalance</p>	<p>Ensure current, relevant publications are highlighted to staff and uploaded onto My Equality – VLE</p> <p>Via the Clan, Natter newsletters and Aye magazine provide updates on equality issues and with particular emphasis on gender equality.</p>	<p>Consider the working environment in the relevant areas: accessibility, welcoming, changing facilities, inclusive – what’s on the Wall of Fame / display boards and how is student success acknowledged.</p>	<p>Review the provision of gender neutral toilets</p>	<p>AP: Quality Enhancement</p> <p>AP: Estates</p>

Priority 1. Development of the Infrastructure	2018/19 Action	2019/20 Action	2020/21 Action	Person(s) Responsible
<p>Objective 1.4: Relationships: internal and external networks for collaboration support addressing gender imbalance</p>	<p>Continue to develop links with schools and external organisations, such as Amec Foster Wheeler to promote engineering scholarships for females joining engineering provision.</p>	<p>Embed that the colleges work with partners (schools / colleges / universities / employers) to overcome gender stereotyping and reduce occupational segmentation</p>	<p>Engage with key stakeholders that are currently encountering challenges of recruiting from a specific gender group.</p>	<p>AP: Learning and Teaching/ AP: Business Development</p>

Priority 2. Influencing the influencers	2018/19 Action	2019/20 Action	2020/21 Action	Person(s) Responsible
<p>Objective 2.1: Educators and careers advisors: training, CPD and resource creation, are engaged to support the gender action plan.</p>	<p>Plan and host event for Pupils and Career Advisers – linked to World Skills – championing skills in schools to support individual making an educational choice. At the event there would be the opportunity to challenge gender stereotypes and raise ambition which would enable the college to effect gender imbalances.</p> <p>Ongoing presentations to school pupils in S1 to S2 to highlight college provision and facilitate taster sessions as appropriate.</p> <p>Work with schools to identify females with an interest in construction / computing subjects and males with an interest in Childcare/Hair/Personal Care.</p>	<p>Plan and host an event inviting school pupils in the senior phase and teaching staff to participate in – “Have A go” to support individual making an educational choice. Senior Faculty staff to support event to assist with challenging stereotypes and raise ambition which would enable the college to effect gender imbalances.</p> <p>Ongoing presentations to school pupils in P5 to P7 to highlight college provision and facilitate taster sessions as appropriate.</p>	<p>Plan and host a daytime event inviting school pupils in the S1 to S3 and teaching staff to participate in – “Have A go” to support individual making an educational choice. Senior Faculty staff to support event to assist with challenging stereotypes and raise ambition which would enable the college to effect gender imbalances.</p> <p>Focussed events with employers, training and awarding bodies to ensure programme development is inclusive.</p>	<p>AP: Learning and Teaching</p>

Priority 2. Influencing the influencers	2018/19 Action	2019/20 Action	2020/21 Action	Person(s) Responsible
	<p>Include SDS in the regional gender action planning process.</p> <p>Ensure awareness at Faculty/ departmental management level of gender equality plan and include specific CDP to raise awareness of this throughout all levels of the organisation.</p>			<p>Vocational Programme Manager</p> <p>AP: Organisational Development</p>
<p>Objective 2.2: Parents: awareness raising and support are engaged to support the gender action plan.</p>	<p>Plan and host an evening event for Parents, Pupils and Career Advisers – “Have A go” to support individual making an educational choice and raise awareness of parents. At this event there would be the opportunity to challenge gender stereotypes which would enable the college to effect gender imbalances.</p>	<p>Plan to attend parents’ evenings with pupils in the S1 to S3 to support individual making an educational choice and raise awareness of parents. Senior Faculty staff to support event to assist with challenging stereotypes which would enable the college to effect gender imbalances.</p>		<p>AP: Learning and Teaching</p>

Priority 2. Influencing the influencers	2018/19 Action	2019/20 Action	2020/21 Action	Person(s) Responsible
<p>Objective 2.3: Current students: embedding in the curriculum and co-curricular activities; awareness raising and training are engaged to support the gender action plan.</p>	<p>Attend relevant events organised by SFC, Equate, sparqs and NUS Scotland to inspire and empower women students in areas where they are under-represented.</p> <p>Routes to Success / employability events planned to assist learners gain employment and raise ambition.</p> <p>Publicise Careerwise - Equate, which is an annual placement scheme exclusively for women studying STEM subjects at Scottish Universities and Colleges. This should:</p> <ul style="list-style-type: none"> • improve access to STEMM industry 	<p>Organise interfaculty day – give a skill ago to raise awareness employment opportunities for those identified subject areas with severe imbalances.</p>		<p>AP: Learning and Teaching, AP: Quality Enhancement, Heads of Faculty</p>

Priority 2. Influencing the influencers	2018/19 Action	2019/20 Action	2020/21 Action	Person(s) Responsible
	<ul style="list-style-type: none"> •increase awareness of STEM occupations •Increase employability skills. <p>In subject areas with severe gender imbalance encourage people from the minority gender to stand for election as class representatives to increase participation. By end December 2017, monitor and evaluate if this approach has resulted in a diversity of class representatives.</p> <p>Continue to promote hairdressing/barbering to increase male participation as part of Be Engaged programme</p>			

Priority 3. Raising awareness and aspiration	2018/19 Action	2019/20 Action	2020/21 Action	Person(s) Responsible
<p>Objective 3.1: Outreach: workshops, taster programmes, clubs, talks, bespoke programmes, competitions, school visits et al aiming to raise awareness and understanding of and interest in subjects and careers so as to influence the educational and career choice process. Use of role models, single-sex activities to support addressing gender imbalance</p>	<p>All events attended by Schools Development Team raise awareness that gender does not preclude pupils from applying from various courses.</p> <p>Continue to build upon the externally recognised success of previous promotional literature campaign for marketing material detailing the College’s Modern Apprenticeship that will highlight student successes as positive examples within information leaflets/electronic information in subject areas with severe gender imbalance.</p> <p>Continue to participate in Science and Dental Ambassadors programme.</p>	<p>Develop video presentations that can be used by Schools Development Team to address gender stereotyping particularly in identified subject areas with severe gender imbalances.</p> <p>Students to participate in workshops with schools to raise awareness of subject and careers.</p>	<p>Deliver single-sexed workshops in identified subject areas with severe gender imbalance. This would include combining role model presentations and practical workshops.</p> <p>Be ambitious and capitalise on learning from other areas such as rugby/football where women’s teams are now covered by the media and awareness raising of the gender agenda appears in adverts – how can we use their expertise in our promotional material without looking contrived?</p>	<p>School Development Manager</p>

Priority 3. Raising awareness and aspiration	2018/19 Action	2019/20 Action	2020/21 Action	Person(s) Responsible
	<p>Continue to promote and attend events organised by Equate, such as “Eat. Sleep, STEMM. Repeat”</p> <p>“Showcase” gender balance of the Lanarkshire Board.</p> <p>Emphasis on engaging with male students, particularly in areas that have a severe gender imbalance to obtain their views and participate in events to ensure they do not disengage with college life.</p>			<p>AP: Organisational Development</p> <p>AP: Quality Enhancement</p>

Priority 4. Encouraging applications	2018/19 Action	2019/20 Action	2020/21 Action	Person(s) Responsible
<p>Objective 4.1: Recruitment: ensuring equitable admissions, supporting the recruitment process and tackling attainment disparities to support addressing gender imbalance.</p>	<p>SFC (2016) – SFC/CP/05/2016 – identified subject areas with severe imbalances (greater than 75% of one gender)</p> <p>Analyse college and regional recruitment figures in subject categories listed by SFC and establish if there are other areas of concern.</p> <p>This is the baseline from which the college can identify targets for the future.</p> <p>Analysis of conversion rate from application to admission to tackle gender underrepresentation</p>	<p>An ambitious improvement programme should ensure that all subject areas to have achieved a minimum of a 2% improvement in relation to gender balance in subject areas with severe imbalance.</p>		<p>Head of Information Systems/Head of Faculties – (Care and Science/Service Industries/ Computing and Creative Industries/ Engineering and Auto)</p>

Priority 4. Encouraging applications	2018/19 Action	2019/20 Action	2020/21 Action	Person(s) Responsible
	Unconscious bias training to be provided to admission and marketing staff to tackle gender underrepresentation.			AP: Organisational Development
<p>Objective 4.2: Marketing: embedding gender equality and counter stereotyping within prospectuses, websites and open day activities to support addressing gender imbalance.</p>	<p>Audit to be undertaken by Marketing of all materials and websites.</p> <p>Staffing of college events to be supported by staff of both genders</p> <p>Positive statements on gender equality to be put onto college website.</p> <p>Conduct single sex focus groups with students with the purpose of tackling gender underrepresentation.</p>	<p>Focus groups of students to review and audit of all marketing materials and websites to establish if the materials are effective in tackling gender underrepresentation.</p> <p>Involve staff and students role models in open days and outreach.</p>	<p>Promote inspirational testimonials from former students who chose non-traditional courses and their subsequent careers – role models.</p>	<p>AP: Organisational Development</p> <p>AP: Learner Engagement</p>

Priority 4. Encouraging applications	2018/19 Action	2019/20 Action	2020/21 Action	Person(s) Responsible
<p>Objective 4.3: Course packaging: designing courses to attract non-traditional students and utilising access programmes to support addressing gender imbalance.</p>	<p>Continue to deliver new programme “Men into Care” as well as Men into Childcare.</p> <p>Following on from Women into Construction plan to deliver new programme “Women into Engineering”</p>			<p>Heads of Care and Science/ Engineering and Auto</p>

Priority 5. Supporting success	2018/19 Action	2019/20 Action	2020/21 Action	Person(s) Responsible
<p>Objective 5.1: Creating inclusive environments: auditing for and tackling environmental and structural barriers and developing gender inclusive environments to support addressing gender imbalance.</p>	<p>All learning and teaching material should be audited using QELTM audit tool to avoid genderisation.</p> <p>This audit will be a priority of courses with identified subject areas with severe imbalances.</p>	<p>Audit of teaching spaces to ensure that there are no environment or structural barriers that would impede a gender inclusive environment.</p> <p>Audit of work placements to ensure that there are no environmental or structural barriers that would impede a gender inclusive environment.</p> <p>Review all current advertising and promotional material to ensure gender bias is avoided</p> <p>Ensure that all interviewers are sufficiently trained to prevent gender bias when recruiting.</p>		<p>Heads of Faculty</p>

Priority 5. Supporting success	2018/19 Action	2019/20 Action	2020/21 Action	Person(s) Responsible
<p>Objective 5.2: Enhancing the student experience: student mentoring, student networks, awareness raising and support for progression into counter stereotypical careers to support addressing gender imbalance.</p>	<p>Build up the success of events such as Vex Robotics to assist with supporting consideration into counter stereotypical careers.</p>	<p>Using external and GOLF funding promote development of skills through International Learning Exchanges. Target curricular areas would be identified subject with severe imbalances (greater than 75% of one gender). This would offer learners the opportunity to study and work in an overseas environment as well as supporting young people who face barriers to learning /employment caused by gender stereotyping. This project should increase the profile of courses as well as being motivational to students and staff.</p>		<p>Head of Faculty</p>