

Gender Action Plan

2018– 2021

2018/19 Review

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

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Review of Gender Action Plan 2018/19

It is recognised that there is gender imbalance in certain college subjects and programmes. This issue is not unique to the Lanarkshire region, 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.

The Lanarkshire Board recognises the value our organisations 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.

Infrastructure	2018/19	What has been done	Person(s) Responsible
Systems: incorporating into policies, processes, strategies, leadership and current reporting mechanisms	<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>All new strategies, policy and procedures have an equality impact assessment completed prior to publication.</p> <p>NCL has recently appointed an Equality and Diversity Adviser, who is working to ensure no disadvantage to certain groups is taking place.</p>	Senior staff responsible for policy and procedure review
	<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>Drawer units of different sizes were distributed to toilets on all 7 campuses; however, the size was determined by available space rather than anticipated demand. Very early in the implementation phase, a request that free sanitary products should also be available in some of the changing rooms, which was agreed and a large drawer unit installed.</p> <p>Free sanitary products were also located in the Students' Association areas.</p> <p>Whole packs available from the Student Advisers and could be pre-ordered. All items placed inside a paper bag, with no identifying markings.</p> <p>Provision for holiday period was publicized via NCL Facebook and My Day App.</p>	AP: Learner Services and Quality
	<p>Monitoring of applicant's gender when applying for employment or place at college.</p>	<p>Information is gathered on the protected characteristics of employees and publish every two years, starting in 2013, as part of mainstreaming reports. At the end of April 2019, under the specific equality duties that apply to Scottish Public Authorities, the College will publish information on the protected characteristics of staff and include progress made in gathering and using that information to better form the equality duty.</p>	Head of Information Systems Head of HR

Infrastructure	2018/19	What has been done	Person(s) Responsible
		Prospective learner details are gathered at application stage. This is done as a matter of course via Admissions and MIS. Faculties monitor progress from those enrolled with protected characteristics through ACE. The Equality and Diversity Adviser's role includes supporting faculties in monitoring and reviewing protected characteristics.	
Humans: embedding in staff CPD, and reward and recognition processes	Equality and Diversity included in teaching staff induction, that includes a knowledge check and link to My Equality VLE.	Equality and Diversity included in the checklist for staff induction. Staff induction materials includes a link to My Equality. My Equality VLE highlighted, however this is under review for session 2019/20.	AP: Learner Services and Quality
	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.	As part of the introduction to the PDA Teaching Practice staff undertaking this award are reminded of the resources in My Equality that address the 9 protected characteristics. Additional resources related to equality and diversity are introduced during the programme as well as various learning and teaching approaches that may contribute to enhancing the understanding and application of the protected characteristics.	AP: Learner Services and Quality
	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.	As planned, all vacancies were advertised on myjobscotland and contained a statement on encouraging an environment that values equality and diversity.	AP: Organisational Development
	Continue with unconscious bias training for staff in curriculum areas of large gender imbalance i.e. construction, care, beauty, automotive.	Equality and Diversity training was delivered in January 2019, with good engagement from Faculty and support areas. For staff who were unable to attend, online training has been identified and which will be promoted throughout the year.	AP: Organisational Development

Infrastructure	2018/19	What has been done	Person(s) Responsible
Resources: research and understanding, time, finance and physical support	Ensure current, relevant publications are highlighted to staff and uploaded onto My Equality – VLE	Current, relevant publications are uploaded onto My Equality – VLE and highlighted to staff, however, it this resource is under review for session 2019/20.	AP: Learner Services and Quality
	Via the Clan, Natter newsletters and Aye magazine provide updates on equality issues and with particular emphasis on gender equality.	Updates via THE CLAN June 2018 -Plan: Gender Action Plan 18-21 upload August 2018 - News article: Introduction of Equality and Diversity Adviser November 2018 - News article: Equality and Diversity Update January 2019 - Campaign: Equality and Diversity CPD, Event: Equality and Diversity CPD booking, News article: Equality and Diversity CPD success February 2019 - LGBTQI event Updates via THE NATTER August 2018 - News article: Introduction of Equality and Diversity Adviser November 2018 - News article: Equality and Diversity Update January 2019 - Campaign: Equality and Diversity CPD, Event: Equality and Diversity CPD booking, News article: Equality and Diversity CPD success February 2019 - LGBTQI event Updates via AYEMAG Issue 3 (February 2019) - Feature: Introduction of Equality and Diversity Adviser, Event: LGBTQI	Marketing

Infrastructure	2018/19	What has been done	Person(s) Responsible
Relationships: internal and external networks for collaboration support	Continue to develop links with schools and external organisations, such as Amec Foster Wheeler to promote engineering scholarships for females joining engineering provision.	Four construction firms endorsed and promoted the females into construction course that took place in April 2018.	AP: Learning and Teaching AP: Business, Enterprise and Skills

Influencing the influencers	2018/19	What has been done	Person(s) Responsible
Educators and careers advisors: training, CPD and resource creation	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.	School event held in May 2018 – promoting Skills Set for Life. Current learner supported the event, by acting as role models to school pupils who will have the opportunity to explore issues and will provide the opportunity to challenge gender stereotypes. New video presentation was developed that has been delivered at several events to tackle gender stereotyping. Further school events planned for May 2019.	AP: Learning and Teaching
	Ongoing presentations to school pupils in S1 to S2 to highlight college provision and facilitate taster sessions as appropriate.	New College Lanarkshire launched North Lanarkshire’s first Big Bang Fair, a UK-wide initiative to get students excited about science, technology, engineering and maths (STEM); notes that the two-day event took place on 3-4 October 2018. The first day was held at the Motherwell campus, which involved more than 140 pupils in S1 and S2, with a second day at the Coatbridge Campus attracting almost 160 pupils who enjoyed science and technology-related tasks, interactive workshops. These events supplied a wide range of careers information from local and national employers and the pupils also gained an insight into the breadth of STEM subjects offered by the college, as well as how future STEM careers are vital to the future of Scotland's economy.	AP: Learning and Teaching
	Work with schools to identify females with an interest in construction / computing subjects and males with an interest in Childcare/Hair/Personal Care.	Service Industry Faculty is actively involved in events organised via the schools-college partnership. Lecturing staff have visited several local secondary schools to showcase the curriculum and address the gender balance. In March 2019, the faculty will be delivering a Hairdressing, Make up and Beauty Therapy workshop with video clips at the March 2019 ‘Have a Go’ event.	AP: Learning and Teaching

Influencing the influencers	2018/19	What has been done	Person(s) Responsible
	<p>Include SDS in the regional gender action planning process.</p>	<p>Quality assurance report from SDS noted that support is available for learners with additional support needs via learner services. In an overall review, the report noted that all of the support means that the specific needs of equality groups has been considered in planning the provision, ensuring any barriers to learning are removed.</p> <p>Have agreed with SDS that the college will be working towards reducing to 60% of MA frameworks where the gender balance is 75:25 or worse by 2021. Currently the college reports have 76% male and 24% female split.</p> <p>In conjunction with the College's Equality and Diversity Adviser, Regional Business Development Team has developed a Provider Equality Action Plan (PEAP) for Employability Fund, which targets and notes actions for the recruitment of learners from protected characteristic groups.</p>	<p>Vocational Programme Manager</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>All Faculties have included an action within their operational plan to address gender balance within the Faculty.</p> <p>All Faculties have representatives that attend the Equality and Diversity group.</p>	<p>AP: Organisational Development</p>
<p>Parents: awareness raising and support</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.</p>	<p>During National Apprenticeship Week, New College Lanarkshire, hosted the UK's best apprentices and learners from WorldSkills UK Competitions, as they competed to join #TeamUK at WorldSkills Kazan 2019 in Russia.</p>	<p>AP: Learning and Teaching</p>

Influencing the influencers	2018/19	What has been done	Person(s) Responsible
	<p>At this event there would be the opportunity to enable the college to effect gender imbalances.</p>	<p>This event was open to parents, pupils and career advisers to demonstrate just how a young person's technical skills can help them #GoFurtherFaster in their careers as well as challenging gender stereotypes.</p> <p>The school-college team have so far attended 50 parents' evenings in schools to give information on school-college vocational programmes and Foundation Apprenticeships. They also attend SDS events related to Foundation Apprenticeships, such as a Lanarkshire event, held in Motherwell Concert Hall, with times for pupils, schools staff and parents to attend and ask questions.</p> <p>Faculties engage with parents/carers regarding vocational pathway via:</p> <ul style="list-style-type: none"> • Attendance at school/careers events; • Hosting college open evening events; • Presenting at the annual Modern Apprenticeship week. <p>Development of prospectuses for schools, pupils and parents to outline courses, pathways and future positive destinations post-college. There are prospectuses available for mainstream full-time college courses and school-college mainstream vocational courses. NCL also works with local authorities to support their developments of prospectuses for Senior Phase pupils.</p>	

Influencing the influencers	2018/19	What has been done	Person(s) Responsible
<p>Current students: embedding in the curriculum and co-curricular activities; awareness raising and training</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>Elected Students' Association officers and volunteers participated in international Women's Day and engaged with the wider college community to celebrate some of the amazing achievements of inspirational women.</p> <p>Officers of the Students' Association have previously attended the NUS Scotland, Women's conference, and sharing ideas on how to promote gender equality.</p>	<p>AP: Learning and Teaching AP: Learner Services and Quality</p>
	<p>Routes to Success /employability events planned to assist learners gain employment and raise ambition.</p>	<p>Transition Event held on 28.2.19 to assist learners about opportunities available to them either at College or through other education providers, training providers, modern apprenticeship, employers or enterprise developers. The event had presentations, stalls and learners had the opportunity to hear from experts, take part in workshops, and get information and advice.</p> <p>Moving on event planned for May 2019.</p>	<p>AP: Learning and Teaching AP: Learner Services and Quality</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 STEM Industry; • increase awareness of STEM occupations; • Increase employability skills. 	<p>Details of Careerwise – Equate events are highlighted to Faculties so that learners can attend if they wish.</p>	<p>AP: Learning and Teaching AP: Learner Services and Quality</p>

Influencing the influencers	2018/19	What has been done	Person(s) Responsible
	<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 2018, monitor and evaluate if this approach has resulted in a diversity of class representatives.</p>	<p>Learner Engagement Team led on the promotion of the class representative role and the part it played in Be Engaged Programme. Of the 620 class reps recruited by December 2018, 59% are female and 41% male. Faculty breakdown is as follows:</p> <p>Business, Social Science and Sport – Reps - 63% female, 37% male, Faculty FT profile – 62% female, 38% male.</p> <p>Care and Science – Reps - 88% female, 12% male, Faculty FT profile – 91% female, 9% male.</p> <p>Computing and Creative Industries – Reps - 46% female, 54% male, Faculty FT profile – 36% female, 64% male.</p> <p>Engineering and Auto – Reps - 13% female, 87% male, Faculty FT profile – 7% female, 93% male.</p> <p>Service Industries – Reps - 75% female, 25% male, Faculty FT profile – 84% female, 16% male.</p> <p>Supported Learning – Reps - 43% female, 57%, Faculty FT profile – 39% female, 61% male.</p> <p>All Faculties with severe gender imbalance have achieved a greater diversity in class representatives.</p>	<p>AP: Learner Services and Quality</p>
	<p>Continue to promote hairdressing/barbering to increase male participation as part of Be Engaged programme</p>	<p>Pop-up shops continue to operate over the 3 main campuses to engage male participation in this area.</p> <p>Learner Engagement promoted this approach by participating at the CDN College Expo18 in June 2018.</p>	<p>AP: Learner Services and Quality</p>

Raising awareness and aspiration	2018/19	What has been done	Person(s) Responsible
<p>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.</p>	<p>All events attended by Schools Development Team raise awareness that gender does not preclude pupils from applying from various courses.</p>	<p>Fifth year pupils from a secondary school had the chance to try their hand at various college-offered subjects when students from New College Lanarkshire visited their careers event. The pupils were given the chance to have a go at subjects including Barbering, Make-up, Art & Design, Dental and Business, to give them an insight into the various career paths they could follow.</p> <p>Activities included barbering students demonstrating their skills on mannequins, offering free haircuts, advice and information on hair products and maintenance, while make-up students demonstrated their skills while offering advice on products, tools and techniques. Art and Design students also delivered two interactive workshops including Hydro Dipping, a paint technique, and marbling using shaving foam. Displays of current student artwork were also displayed.</p>	<p>School Development Manager</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>Marketing promoted the success of former learner Sophie Orr, as rising star in #BIM. Sophie hopes to inspire more young girls to consider the industry as a possible career route.</p> <p>Marketing for all courses to promote better gender balance is in constant review, promoting learning for all. Faculties are mindful of showing positive representations of minority gender in their subjects' information.</p>	<p>Marketing</p>

Raising awareness and aspiration	2018/19	What has been done	Person(s) Responsible
	Continue to participate in Science and Dental Ambassadors programme.	<p>As part of the College focus on STEM and through our work as the regional STEM HUB, all lecturers, work based assessors and technicians who work within the Science, Technology, Engineering and Mathematics areas were invited to become formally recognised STEM Ambassadors. This recognition is managed through a local hub organisation called Science Connects (operates out of Glasgow University). In New College Lanarkshire, we work with and support our local primary and secondary schools with STEM activities as well as other voluntary organisations.</p> <p>Our learner STEM Ambassadors get involved in a range of different activities. Our learners help with the delivery of STEM activities within the college when we invite secondary and primary pupils in to engage in some different learning with a STEM slant. The learner STEM ambassadors are fully immersed in the preparation and delivery of STEM activities that are created through group discussion and team working; these are also delivered to the local community and embedded with student learning in science communication.</p> <p>First #STEMLanarkshire conference held on 14 March led and hosted by our STEM team. The event started with the first Early Years STEM event in Lanarkshire involving 30 of our little learners. These events such as Toddle into STEM and Step into STEM Juniors are organised as part of Science and Dental Ambassador programme.</p>	Head of Faculty CQLs

Raising awareness and aspiration	2018/19	What has been done	Person(s) Responsible
		There are 13 STEM Ambassadors employed at New College Lanarkshire, who have undertaken training to raise awareness of gender Bias.	
	Continue to promote and attend events organised by Equate, such as “Eat. Sleep, STEMM. Repeat”	Details of Equate events are highlighted to Faculties so that learners can attend if they wish.	AP: Learning and Teaching AP: Learner Services and Quality
	“Showcase” gender balance of the Lanarkshire Board.	At the end of April 2019, under the specific equality duties that apply to Scottish Public Authorities, the College will publish information on the number of men and women board members and how this information has/will be used to improve diversity amongst members.	AP: Organisational Development
	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.	Engineering and Automotive Faculty has a 7% female, 93% male profile and in session 2017/18, the Faculty had the lowest return (53.25%) in the first whole college survey of the year. In 2018/19, the Learner Engagement Team had almost daily contact with staff and learners to promote the survey, which resulted in 71.33% return. This was second highest Faculty return and was well above the college average of 64.93%.	AP: Learner Services and Quality

Encouraging applications	2018/19	What has been done	Person(s) Responsible
<p>Recruitment: ensuring equitable admissions, supporting the recruitment process and tackling attainment disparities</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. 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>A review was undertaken on admission and funding applications, which resulted in applicants receiving a quicker response to their application.</p> <p>Review of applicants on Faculty with severe gender imbalance:</p> <p>Care and Science – Gender profile of applicants in 18/19 – 91% female, 9% male and for 19/20 – 91% female, 9% male. Faculty FT profile – 91% female, 9% male in 18/19.</p> <p>Computing and Creative Industries – Gender profile of applicants in 18/19 – 49% female, 51% male and for 19/20 – 50% female, 50% male. Faculty FT profile – 36% female, 64% male.</p> <p>Engineering and Auto – Gender profile of applicants in 18/19 – 6% female, 94% male and for 19/20 – 7% female, 93% male. Faculty FT profile – 7% female, 93% male.</p> <p>Service Industries – Gender profile of applicants in 18/19 – 89% female, 11% male and for 19/20 – 87% female, 13% male. Faculty FT profile – 84% female, 16% male.</p>	<p>Head of Information Systems</p> <p>Head of Faculties: Care and Science Service Industries Computing and Creative Industries Engineering and Auto</p>
	<p>Unconscious bias training to be provided to admission and marketing staff to tackle gender underrepresentation.</p>	<p>Equality and Diversity training took place on 24 and 25 January. Videos links provided can be used where appropriate in class. Online training highlighted to address unconscious bias.</p>	<p>AP: Organisational Development</p>

Encouraging applications	2018/19	What has been done	Person(s) Responsible
<p>Marketing: embedding gender equality and counter stereotyping within prospectuses, websites and open day activities</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>Website</p> <ul style="list-style-type: none"> • November 2018 <ul style="list-style-type: none"> - Development of Equality & Diversity Pages: https://www.nclanarkshire.ac.uk/us/equality-diversity <p>August 2019 Recruitment</p> <ul style="list-style-type: none"> • December – March 2019 <ul style="list-style-type: none"> - Development of Females into Football Course Materials • February – March 2019 <ul style="list-style-type: none"> - Continuous support and partnership with hub South West on recruitment drive for Females into Construction <p>College celebrated International Women’s’ Day – March 2019.</p>	<p>AP: Organisational Development Marketing</p>
	<p>Conduct single sex focus groups with students with the purpose of tackling gender underrepresentation.</p>	<p>Single sex focus groups for the second Be Heard events.</p>	<p>AP: Learner Services and Quality</p>
<p>Course packaging: designing courses to attract non-traditional students and utilising access programmes</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>Regional Business Development Team have delivered a ‘Men into Care courses’ targeting the lack of males in the Care Sector.</p> <p>New programme planned to attract women into football. As a precursor to the launch of the course, young female footballers from across the West of Scotland have been utilising training facilities at our dedicated sports campus in Broadwood Stadium.</p>	<p>Head of Care and Science Head of Engineering and Auto Head of Business, Social Science and Sport</p>

Encouraging applications	2018/19	What has been done	Person(s) Responsible
		<p>Women into Football Performance course is a unique female only course which will enhance football development whilst increasing educational and employment opportunities.</p> <p>Female into Construction programme is ongoing with continued discussion with external stakeholders regarding gender balance in workplace - CITB, SDS. Vex Robotics continues to be promoted to schools with encouragement for female pupils to participate. Programme currently has a 50:50 gender balance. The good partnership work between NL Schools and NCLAN in promoting female participation in Engineering, ICT and Robotics has resulted in the first female pupils now studying for a Foundation Apprenticeship in Engineering, after successfully participating in the VEX programme.</p>	

Supporting success	2018/19	What has been done	Person(s) Responsible
<p>Creating inclusive environments: auditing for and tackling environmental and structural barriers and developing gender inclusive environments</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>All new provision is considered at Academic Standards Planning and Monitoring Committee. Audits are underway for programmes that are being delivered.</p> <p>Full-time programmes are reviewed annually through Annual Curriculum Review (ACE) to ensure course content/ frameworks delivered do not create barriers and promote gender inclusive environments.</p>	<p>Heads of Faculty</p>
<p>Enhancing the student experience: student mentoring, student networks, awareness raising and support for progression into counter stereotypical careers</p>	<p>Build up the success of events such as Vex Robotics to assist with supporting consideration into counter stereotypical careers.</p>	<p>The Scottish regional final of a robotics championship was held at New College Lanarkshire, with the VEX Robotics Competition having school pupils aged 11 to 18 from three Lanarkshire schools compete in matches using robots that they had designed and built themselves. The competition promoted teamwork, problem solving and leadership while encouraging them to get involved in STEM subjects.</p> <p>Vex Robotics continues to be promoted to schools with encouragement for female pupils to participate. Programme currently has a 50:50 gender balance.</p>	<p>Heads of Faculty</p>