

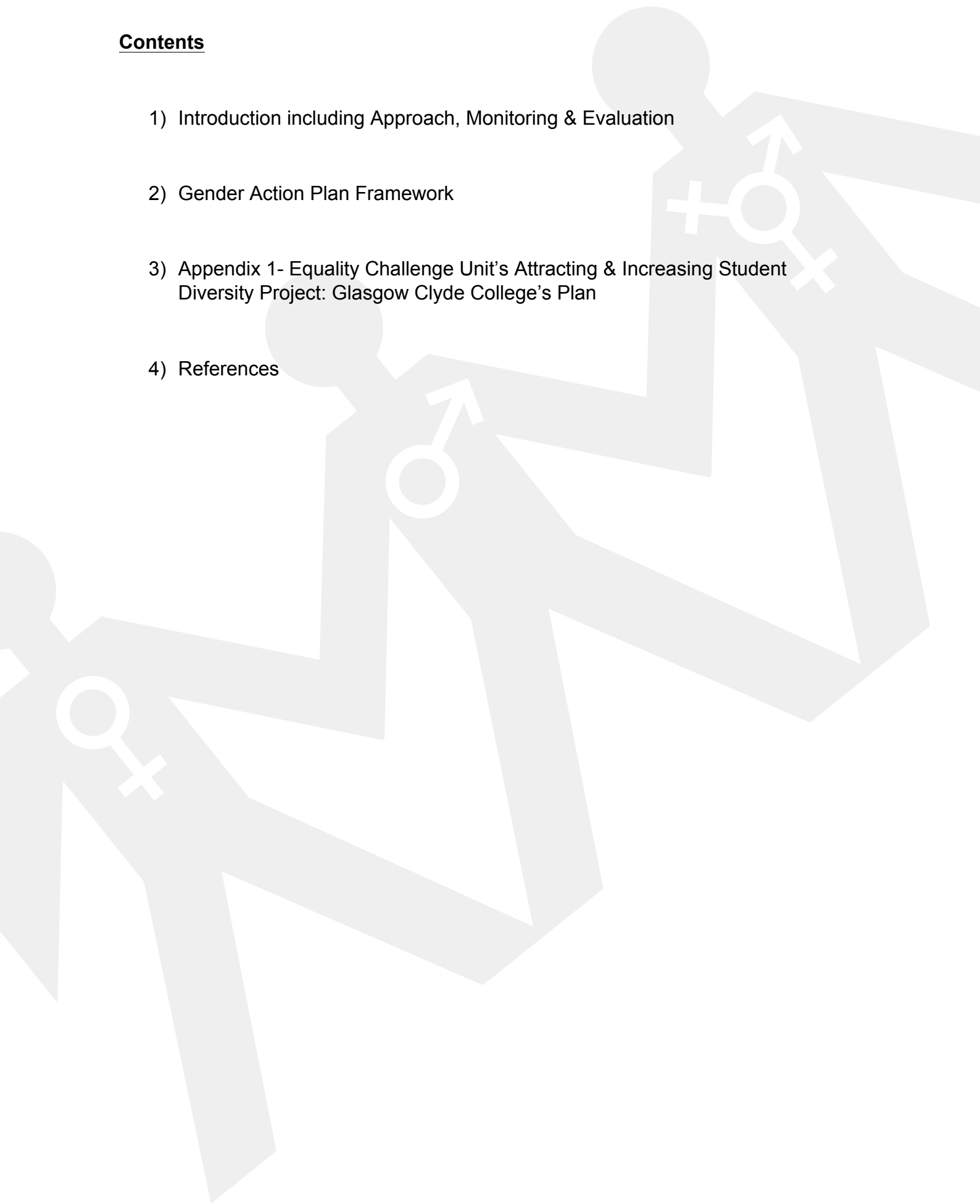


Gender Action Plan

Seeing Potential
Finding Solutions
Achieving More

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Introduction

Recommendations from *Developing the Young Workforce: Scotland's Youth Employment Strategy* committed The Scottish Funding Council (SFC) to work to address gender imbalances at subject level within college regions through the development of a Gender Action Plan (GAP).

The SFC guidance for Regional Outcome Agreements 2017/2018 tasked all colleges and universities with the development and publication of individual gender action plans.

"This Gender Action Plan is a vital part of how SFC will support Scotland's institutions to become more accessible and diverse."

SFC's ask of institutions

Research that the SFC commissioned to underpin the GAP looked at how institutions were already tackling gender imbalances across Scotland¹. It suggested a provisional framework for tackling gender imbalances based on the key underlying criteria for, and design features of, a successful and sustainable approach to tackling gender imbalances across an institution's activities. The research mapped approaches to tackling gender imbalances across Scottish colleges and universities and outlined the following five broad themes of:

- Infrastructure
- Influencing the influencers
- Raising awareness and aspiration
- Encouraging applications
- Supporting success.

¹ *Whose job is it anyway? SFC Gender Action Plan*

Issue date: 12 August 2016 Reference: SFC/CP/05/2016

Glasgow Clyde College welcomes the opportunity to assist in tackling the gender imbalance in both subject areas and successful outcomes. Whilst the College acknowledges the challenges involved and that this is a long term process, staff will work together with students, partners and stakeholders to help influence a positive change within the communities it serves.

The College is committed to changing perceptions and breaking down barriers to ensure equity of success for all learners and staff and as such is embedding this GAP into the College's Equality Outcomes.

Regional Strategic Equality Outcome Theme 5: Successful student & staff outcomes are increased, irrespective of protected characteristics.

Glasgow Clyde College Specific Outcomes

Outcome 5.1- There is an increased equity of success for all learners, irrespective of protected characteristic, based on decisions informed by robust and comprehensive data.

Outcome 5.2- Irrespective of protected characteristic or role within Glasgow Clyde College, all staff are empowered to fulfil their potential, based on decisions informed by robust and comprehensive data.

Approach, Monitoring & Evaluation

It was agreed with our regional assigned colleges: City of Glasgow and Glasgow Kelvin College, that the Glasgow colleges would include a further sixth theme of 'Stakeholder Engagement' within the framework to acknowledge the large part in which our partners and stakeholders (both internally and externally) would play in progressing our plans.

Glasgow Clyde College's GAP was initially created with input from the Curriculum Assistant Principals. These faculty leads, agreed high level actions and aims which would help progress the plan over the next year. Human Resources were also involved and committed to actions in order to tackle any staffing imbalances and promote relevant awareness raising of this area across the College.

Glasgow Clyde College's GAP is a live document with a framework. The framework's aims and outcomes will be reviewed every quarter and updated on an annual basis to appropriately focus the staff in specific faculties/units as to what actions will be most beneficial in progressing their aims. This will also allow for the student association to be involved and assist in its development through direct student engagement.

This GAP is set out for 2017-18 and will be enhanced annually as the SFC's final deadline of 2030 approaches. Glasgow Clyde College will review subjects where the completion/success rates by gender show an imbalance and agree actionable targets for improvement in 2018-19. Equality & Diversity staff will be involved at quarterly Curriculum Assistant Principals' meetings in order to help advance, evaluate and embed the targets and actions within equality mainstreaming and specific equality outcomes.

Gender Action Plan Framework

Gender Action Plan Framework

Infrastructure	Influencing the influencers	Raising Awareness & aspirations	Encouraging applications	Supporting success	Stakeholder engagement
<p>Systems: incorporating into policies, processes, strategies, leadership and current reporting mechanisms</p> <p>Humans: embedding in staff CPD, and reward and recognition processes</p> <p>Resources: research and understanding, time, finance and physical support</p> <p>Relationships: internal and external networks for collaboration</p>	<p>Educators and careers advisors: training, CPD and resource creation</p> <p>Parents: awareness raising and support</p> <p>Current students: embedding in the curriculum and co-curricular activities; awareness raising and training</p>	<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, thematic foci and media campaigns</p>	<p>Recruitment: ensuring equitable admissions, supporting the recruitment process and tackling attainment disparities</p> <p>Marketing: embedding gender equality and counter-stereotyping within prospectuses, websites and open day activities</p> <p>Course Packaging: Designing courses to attract non-traditional students and utilising access programmes</p>	<p>Creating gender inclusive environments: auditing for and tackling environmental and structural barriers and developing gender inclusive environments</p> <p>Enhancing the student experience: student mentoring, student networks, awareness raising and support for progression into counter-stereotypical careers</p>	<p>Creating effective partnerships:</p> <p>Student association, College groups</p> <p>Employers, schools, stakeholder groups, local, regional & national partners e.g. Equate, Equality Challenge Unit, Healthy Working Lives Group</p>

Regional Strategic Equality Outcome Theme 5: Successful student & staff outcomes are increased, irrespective of protected characteristics.

Glasgow Clyde College Specific Outcomes

Outcome 5.1- There is an increased equity of success for all learners, irrespective of protected characteristic, based on decisions informed by robust & comprehensive data (Curriculum- students)

Outcome 5.2- Irrespective of protected characteristic or role within Glasgow Clyde College, all staff are empowered to fulfil their potential, based on decisions informed by robust and comprehensive data (HR/OD- staff)

GCC/Faculty aim/milestone aligned to SFC recommendations

Rationale

Equality Outcome 5.1-

By 2021, increase by 5% the minority gender share in each of the 10 largest and most imbalanced 'superclasses among 16-24 year olds.

Within Glasgow Clyde College, these super-classes are within the Faculty of Engineering, Computing and the Built Environment (FECBE) and the Faculty of Health and Wellbeing (FHWB)

The Faculty of Access and Continuing Learning (FACL) does not have any courses where the gender imbalance is 75% or more. Thus the Faculty has reviewed its individual STEM subjects to see if there is a gender imbalance in any of them and will reduce the imbalance by 5% in the next five years

The Faculty of Business, Creative and Digital Industries (FBCDI) will target the gender imbalance in courses where the gender imbalance is 75% or more. Therefore the faculty has reviewed its NQ provision and will reduce the imbalance by 5% over the next five years.

Equality Outcome 5.2-

Human Resources has included actions within the following plan and will develop baseline staff data from August 2017 which will enable the College to measure impact and will be reviewed every quarter as per the curriculum

Progress

The baseline data/current work in each faculty shows:

FECBE: XS: Vehicle Maintenance / Repair and TH: Building Services: 1% female to 99% male. This will be reduced by 5% over the next five years.

The Faculty of Engineering, Computing & Built Environment are currently piloting a programme where research has been carried out into the marketing, careers guidance offered and the impact of external influences on girls entering engineering and construction vocational programmes. *Please see Appendix 1 for a copy of the Attracting Diversity Project Plan.*

FHWB: HL: Hair/Personal Care Services: 4% to 96% male to female imbalance. This will be reduced by 5% by 2021.

PQ: Childcare services: 5% to 95% male to female. This will be reduced by 5% by 2021.

The Faculty have-

- Retitled Hairdressing courses to include reference to Gents Barbering and have added an evening class in this area.
- Been using role models in health to use male HNC Care and Administrative Practice students as presenters at the recent Gender Conference 20th June at College Development Network. These student role models will also be filmed for the website.
- In Early Years and Social Care we have embarked on a Glasgow regional project to develop online HNCs in Childcare and Social Care, which may attract more males into those professions.

FBCDI: Courses reviewed are NQ Dance plus NQ Fashion Technology and NQ Fashion Design courses where the female to male ratio in each of these courses is 11% to 89%. This will be reduced by 5% by 2021.

FACL will concentrate on the subjects where there is the greatest gender imbalance. These subjects are as below, where the ratio of males to female are:

National five mathematics	35% to 65%
Chemistry	35% to 65%
Biology	20% to 80%

Feedback from staff suggests that the difference comes from the careers that the students are wishing to progress to after they complete their college courses.

The women in mathematics are pursuing primary education and those doing biology wish to progress into nursing. The chemistry figures are because students want to progress to medicine and the college offers an access programme.

Impact Measure and Target

The impact measure that the faculties will use is an increase in the number of females/males in their respective areas by 2021. The target will be a 5% increase. There will be more specific actions to target relevant areas added to the plan after quarterly reviews, with an updated plan created yearly.

The RAG (Red, Amber, Green) and Review Status will be completed at the first quarterly review by all responsible parties in September/October 2017.

Action to Target Students/Staff/Stakeholders	Intended Outputs	Timescale	Responsibility	RAG and Review Status
5.1.1 Infrastructure:	Access & Inclusion strategy will be implemented ensuring equitable opportunities for success for all learners.	November 2017	Board of Management	
	Performance Indicators will be published in November 2017 and be reviewed to allow course teams to make appropriate adjustments to reduce gender imbalance.	December 2017	Heads of Curriculum MIS and Course teams	
	Website information will be reviewed to ensure use of inclusive/gender neutral language	November 2017	Marketing and course teams	

	<p>All faculty staff will complete training related to equality and diversity in STEM subjects.</p>	June 2018	All staff/Organisational Development	
	<p>Equal Pay – statement and audit, fair system across the college with pay audits being carried out regularly.</p>	Annual Review	Human Resources	
	<p>Flexible working/work life balance – Continue work to develop a Flexible Working Policy with clear procedures and practices for requesting to work flexibly and the alternative methods of flexible working available to staff. Ensure the policy is appropriately communicated to all staff and awareness is</p>	Annual Review	Human Resources	

	<p>raised. Establish a monitoring system for all flexible working requests for men and women so that this can be reviewed / common issues be proactively addressed</p> <p>Communication and Engagement - Develop an understanding of gender diversity and general diversity issues among all staff</p> <p>Ensure that all College procedures have no adverse effect on any gender group and also part-time and fixed term staff</p> <p>Increase awareness throughout College of updated Harassment and Bullying Policy</p>	<p>September 2017</p> <p>October 2017</p> <p>August 2017</p>	<p>HR/OD</p> <p>HR/OD</p> <p>HR/OD</p>	
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	<p>Devise a policy and procedure to support staff and students and potential staff and students who are transitioning through gender reassignment</p>	November 2017	HR/OD	
	<p>Develop a Transgender Policy ensuring that it meets legal requirements and best practice and also covers what procedures should be followed when a member of staff is transitioning. Ensure the policy is appropriately communicated to all staff and awareness raised</p>	November 2017	HR/OD	

	<p>Facilitate improvement in staff data gathering and monitoring to ensure that clear and useful gender information is available</p>	<p>August 2017</p>	<p>HR/OD</p>	
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Action to Target Students/Staff/Stakeholders	Intended Outputs	Timescale	Responsibility	RAG and Review Status
5.1.2 Influencing the Influencers:	<p>Attend Careers events to raise awareness of the careers that are on offer to pupils completing STEM subjects to level 5 and above</p> <p>Careers advice across the institution will be gender checked to avoid stereotyping across the institution</p> <p>Liaise with Student Association to highlight the benefits of employability and careers within STEM subjects and the gender imbalance currently in subjects being studied.</p>	<p>June 2018</p> <p>June 2018</p> <p>June 2018</p>	<p>Student Experience Unit</p> <p>Equality, Marketing and Careers Guidance Units</p> <p>Equality and Student Association</p>	

	<p>Liaise with Students Association to highlight to current and potential students the gender imbalance in subjects highlighted above</p>	<p>June 2018</p>	<p>Equality and Student Association</p>	
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Action to Target Students/Staff/Stakeholders	Intended Outputs	Timescale	Responsibility	RAG and Review Status
5.1.3 Raising Awareness and expectations:	<p>Raise awareness in community classes of the usefulness of STEM subjects for women by use of the COGS programme and the Adult Achievement Awards.</p> <p>Use of Bloodhound Challenge and Lego League challenge to remove barriers by taking positive action to reduce gender imbalance in Engineering</p> <p>It is the intention to adjust the gender balance of teaching staff to support the Faculty's desire to provide gender appropriate role models.</p>	<p>June 2018</p> <p>June 2018</p> <p>June 2018 (review quarterly)</p>	<p>CLD manager</p> <p>Faculty of ECBE</p> <p>Faculty of BCDI</p>	

	<p>Use work undertaken with key partners (Scottish Textiles Skills Partnership and Dumfries House) to raise awareness of skills shortages in the industry and to attract males into traditional female roles e.g. sewing.</p> <p>Violence against women – white ribbon campaign</p>	<p>June 2018 (review quarterly)</p> <p>December 2017</p>	<p>Faculty of BCDI</p> <p>Lead by HR/OD/Equality for all staff</p>	
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Action to Target Students/Staff/Stakeholders	Intended Outputs	Timescale	Responsibility	RAG and Review Status
5.1.4 Encouraging Applications:	Increased male/female applications of 1% in identified programmes by designing and appropriately naming courses to attract non-traditional students	November 2017	Marketing and Course Teams	
	Review and change where appropriate marketing material to encourage applications from men/women in the identified subjects	November 2017	Marketing and Course Teams	
	Videos will be created for the college website that will challenge gender stereotypes and encourage applications.	October 2017	Marketing and Course Teams	
	The elimination of gender stereotyping – ensure all	August 2017- ongoing	HR/OD/Marketing	

	<p>communications and advertisements present a realistic picture of the skills and potential of women and men in modern society and do not portray them in a stereotypical manner. Use existing female employees in non-tradition roles to promote and market non-traditional role job opportunities within the College.</p>			
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Action to Target Students/Staff/Stakeholders	Intended Outputs	Timescale	Responsibility	RAG and Review Status
5.1.5 Supporting Success:	<p>Ask students for feedback on the subjects highlighted and analyse by gender</p> <p>Use existing female employees in non-tradition roles to promote and market non-traditional role job opportunities within the College.</p> <p>Male student Nursing students presenting at external events.</p>	<p>November 2017</p> <p>Aug 2017- ongoing</p> <p>June 2017 & ongoing</p>	<p>Quality Unit</p> <p>HR/Marketing</p> <p>Faculty of Health & Well Being</p>	

Action to Target Students/Staff/Stakeholders	Intended Outputs	Timescale	Responsibility	RAG and Review Status
5.1.6 Stakeholder Engagement	Increased awareness of parents and local schools of the gender imbalance in STEM subjects within the Faculty & Careers	November 2017	Student Experience Unit	
	Continue to work with ECU to redress gender imbalance in the Attracting Diversity Programme	June 2018	Faculty of ECBE	
	Continue to work with Equate to improve terminology and marketing material	June 2018	All Faculties/SMT/Marketing	
	Invite Equate to staff briefings/training	February 2018	HR/OD/Equality	

	<p>Healthy working lives group – encouraging a healthy and content workforce</p> <p>Build strong relationships with member organisations to keep abreast of best practice</p> <p>Build relevant networks and relationship with organisations for Domestic Abuse and Transgender to enable greater insight into national and local initiatives</p> <p>Continue to monitor equalities information for staff during the application process and employment (i.e. recruitment, promotion, development, resignation, retirement etc.)</p>	<p>Quarterly</p> <p>October 2017</p> <p>September 2017</p> <p>August 2017 ongoing</p>	<p>OD/Healthy Working Lives staff group</p> <p>HR/OD/Equality</p> <p>HR/OD/Equality</p> <p>HR/Equality</p>	
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Appendix 1: Equality Challenge Unit's Attracting Diversity Project: Glasgow Clyde's Plan

APPENDIX 1

Glasgow Clyde College: Attracting Diversity Project.

1 Overview, definition, evidence

Project description

Vision:

To remove any barriers by taking positive action to ensure equality of opportunity for all is achieved within the Engineering and Construction area.

Glasgow Clyde College is undertaking a research project support by the Equalities Challenge Unit to help redress the gender balance in Engineering & Construction.

A working group was established from a cross section of the college including Student services, Marketing, MIS, School Liaison, Head of Equality & Inclusion and representatives from the faculty of Engineering & Construction.

The aim of the project was to act on research obtained as part of the project and where possible have a positive influence on females with regard to careers in both the engineering and construction industries.

Disadvantage, underrepresentation or barrier to access the project addresses

Gender imbalance in Engineering & Construction and the perceptions around careers within these industries.

Evidence in relation to the disadvantage or barrier and in relation to possible solutions or initiatives

MIS were able to provide the group with data that demonstrated the lack of female enrolments in what is perceived to be male dominated subject areas. This was supported in some way by the marketing statistics however when examined the analytics data from marketing provided information that indicated females did in fact browse the subject areas however this did not convert into applications.

As part of the group's working they engaged with Equate as a provider of support and information. From this they reviewed our online marketing material within the area of Engineering & Construction which highlighted materials that were potentially sending out messages that could be viewed as male dominated and not for females.

Since this, a review of the text and pictures used to describe courses has been undertaken with ongoing changes implemented to remove any unconscious bias that may have been present.

In addition to this we have engaged with a local all-girls school to get their perspective in terms of subject and potential career choices. The information gained from this would suggest the key influencer is from parents, then peer groups. In addition to this the choices available to them in terms of school subjects had been limited, again potentially driven by parents. An example being no Computing at lower school level (S1 & S2) and limited uptake in the subject of Physics, again driven by students opting for Biology and general Science rather than Physics.

We are looking to work with this school to develop a joint approach to helping each other address some of the identified barriers. We will attend their careers event, which has both parents and pupils in attendance, to establish an ongoing relationship with the school and hopefully influence the influencers over a period of time. We have also invited staff and pupils to visit the college's Engineering & Construction departments to support the pupil's craft and design projects. This activity will help support engagement with females and hopefully inform choice at a future date.

The change or difference that the project will make

An increase in the number of females who engage with Engineering & Construction both in the short and long term.

2 Theory of change

Inputs/resources	Activities/initiatives/outputs	Short term outcomes	Intermediate outcomes	Long term outcomes
<p>What resource is required to deliver the activity?</p>	<p>What are interventions are you delivering?</p>	<p>What do you anticipate are the immediate benefits of your activities?</p> <p>Who will benefit?</p> <p>How will they benefit?</p>	<p>What will be people do differently in the medium term as a consequence of your interventions?</p>	<p>How will you know in the longer term that your intervention has had a positive impact?</p>
<p>A working group was established from a cross section of the college including Student services, Marketing, MIS, School Liaison, Head of Equality & Inclusion and representatives from the faculty of Engineering & Construction.</p>	<p>Since this, a review of the text and pictures used to describe courses has been undertaken with ongoing changes implemented to remove any unconscious bias that may have been present.</p> <p>In addition to this we have engaged with a local all-girls school to get their perspective in terms of subject and potential career choices. The information gained from this would suggest the key influencer is</p>	<p>Parents, Pupils and career guidance teachers will benefit from an increased knowledge base relating to career choices within Engineering & Construction. In turn attitudes and beliefs around these subject areas will influenced.</p>	<p>Targeted intervention around school open days to influence subject choice.</p>	<p>Increase applications and participation by females on each of the Engineering & Construction courses.</p>

	<p>from parents, then peer groups. In addition to this the choices available to them in terms of school subjects had been limited again potentially driven by parents. An example being no computing at lower school level (S1 & S2) and limited uptake in the subject of Physics again driven by students opting for Biology and general Science rather than Physics.</p>			
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Assumptions				
That the information is readily available?	That all who engage with this project are open to change?	That the positive action taken will make an impact?	Access to schools will be granted?	That the action taken demonstrates a sustained change?

3 Monitoring and evaluation

Inputs/Resources	Activities/initiatives/ outputs	Short term outcomes	Intermediate outcomes	Long term outcomes
Indicators				
<p>MIS data.</p> <p>Qualitative evidence around data.</p>	<p>Self-Evaluation by individual curriculum teams.</p>	<p>Review of marketing material.</p> <p>Implement any identified changes to marketing material changing the image of the industry.</p> <p>Positive and sustained engagement with both parents and pupils through career guidance.</p> <p>Promotional events – STEM, Bloodhound Challenge and Lego League.</p> <p>Equality and diversity information</p>	<p>Increase in number of applications and female students converting into course enrolments.</p> <p>Moving from a base line of 2% females to 15% by 2020.</p>	<p>A coordinated approach both in terms of region and national perspective to promote careers for females in both Engineering and Construction.</p> <p>A sustainable number of females recruited to Engineering & Construction courses.</p> <p>50/50 split in terms of gender split.</p>

		linked to self-evaluation.		
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Tools/methods				
Analyse MIS Data Marketing Material Promotional Video	Review Self Evaluation Paperwork and amend to include monitoring and evaluation of equalities information.	Parent evenings and open days to increase targeted engagement.	Monitor data trends.	Monitor data trends and implement any further action as a result.



References

References

College Development Network – Gender Action Framework

<http://www.cdn.ac.uk/wp-content/uploads/2016/07/Gender-Action-Plan.pdf>

Equality Challenge Unit- Attracting & Increasing Student Diversity Project

<http://www.ecu.ac.uk/guidance-resources/student-recruitment-retention-attainment/student-recruitment/attracting-and-increasing-student-diversity/>

Glasgow Colleges' Regional Outcome Agreement 2017-2018

http://www.glasgowclyde.ac.uk/_data/assets/pdf_file/0004/78376/17.11A-Draft-ROA-17_18-1.pdf

Scottish Funding Council Guidance

http://www.sfc.ac.uk/web/FILES/AboutUs/SFC_Additional_Letter_of_Guidance_-_2016-17.pdf

Scottish Funding Council Gender Action Plan Interim Report

http://www.sfc.ac.uk/web/FILES/Corporate_publications_SFCCP022016_GenderActionPlanInterimreport/SFCCP022016_Gender_Action_Plan_Interim_report.pdf