



GENDER ACTION PLAN 2017-18

1. Introduction

The Scottish Funding Council (SFC) guidance for Outcome Agreements for Academic Year 2017/18 set out the expectation that all colleges would develop, and publish by 3 July 2017, institutional gender action plans.

The Glasgow Kelvin College Gender Action Plan 2017/18 has been developed within the context of the College's own commitment to access and inclusion, its established equality outcomes, its existing partnership arrangements and its commitment to the regional equality theme that "*the diversity of students and staff reflects the communities the College serves*". It also takes account of the guidance on developing gender action plans published by SFC in April 2017.

The College recognises that tackling gendered choice of subject/career requires societal change and that it will be a challenging and lengthy process. It also recognises that by working with our learners and staff and with our local schools and stakeholders we can assist in changing perceptions of career pathways and be a positive influencer for change in the communities we serve.

This is however an early stage in a lengthy process and, at a time of significant constraint on resources, it is important that interventions target specific, priority areas of the curriculum, are thoroughly evaluated and that learning is shared prior to wider or more sustained application.

2. Subjects with an imbalance of male and/or female students

The College recognises that the subject choices our learners make are often in heavily gendered areas of study and that these choices can have a long term impact on their life chances, career pathways and ability to find economically sustainable employment.

The Glasgow Region Outcome Agreement also recognises that when student gender proportions are analysed at subject level, significant variations exist. It commits each assigned college to setting clear outcomes focused on the subjects with the greatest gender imbalances at the college. It particularly recognises that the Scottish Government, through Developing the Young Workforce (DYW), has set out its ambitions for colleges to address gender imbalances at subject level, including as a key performance indicator (KPI) to '*increase by 5 percentage points the minority gender share in each of the 10 largest and most imbalanced superclasses among 16-24 year olds by 2021*'.

This outcome/indicator is consistent with the wider aims for colleges, set by SFC, and listed appendix 1.

The College has reviewed its curriculum to identify where significant gender imbalances lie. The subject areas listed below are those where the imbalance is most severe (ie more than 75% of students are of one gender). These curricular areas are in line with regional and national trends.

Female under-representation
Construction
Building/Construction Operations
Building Services
Engineering/Technology
Mechanical Engineering
Electrical Engineering
IT: Computer Science/Programing/Systems
Vehicle Maintenance/Repair
Male under-representation
Child Care Services
Hair/Personal Care Services

The College will therefore seek to:

- **KPI 1** - increase the proportion of female learners in Construction, Engineering and IT programmes by 5% by 2021;
- **KPI 2** - increase the proportion of male learners in child care and hair/personal care by 5% by 2021.

3. **Imbalance between male and female completion and success**

The Glasgow Region Outcome Agreement also commits Glasgow’s colleges to identifying where they have an imbalance between male and female learners within completion by subject and outline the outcomes they hope to achieve in addressing the imbalance.

Again, the College has reviewed completion/success rates by gender.

Overall, on further education programmes, completion and success rates for male learners are around 5% higher than for female learners. While it is difficult to draw meaningful statistical comparisons between male and female performance in the subject areas which have a significant gender imbalance (due to the very low numbers involved) this largely reflects the significantly higher number of male learners in employment and consequentially on successful apprenticeship programmes. On higher education programmes, overall

completion rates for male and female learners are very similar but female learners are slightly more likely to complete successfully (around 2%).

On this basis, it is appropriate that the initial priority for the College is to seek to increase female participation in apprenticeship routes rather than to focus on attainment within any specific subject area. Nonetheless, the College will seek to:

- **KPI 3** – reduce the difference in completion and success rates of male and female learners to under 1% by 2021.

4. Approaches

The Glasgow Kelvin College Gender Action Plan builds on existing policies, practices and partnerships. It also reflects themes identified by SFC: *Infrastructure; Influencing the Influencers; Raising Awareness and Aspiration; Encouraging applications; and Supporting Success.*

In particular, the College sees working with schools as being critical to future subject and careers choice and recognises that this needs to extend beyond the traditional “senior phase” activities to include both raising young people’s awareness of vocational options before they have already accepted gendered choices and also influencing teachers and parents. It will do this by providing STEM activities for primary school pupils, by providing all local S2 pupils with opportunities to “try out” vocational areas not usually associated with their gender, and by working with teachers and education managers. The College will also work in partnership with Skills Development Scotland Careers Advisors to support this activity.

The actions set out in the Gender Action Plan will be reflected in annual Faculty/Academic and Advice and Guidance and Marketing Operational Plans.

Promotion and encouraging of applications will be enhanced by the development of video case studies as part of the current redevelopment of the College website and marketing materials. Similarly student success stories will be celebrated, documented and shared through both traditional and digital/social media.

Teaching materials are routinely reviewed to enhance the promotion of equality and diversity. The further promotion of gender inclusion and equality within teaching materials will be monitored routinely as part of this process.

Well established CPD processes support capacity building – raising awareness of equality and diversity issues and developing staff skills in responding to these aspect of the curriculum and the wider life of the College.

The College takes a wide view of gender equality. Beyond gendered subject choice it recognises that male under-representation in lifelong learning is a significant issue. The Youth Access programme is a targeted intervention – engaging young males in learning activities outwith school which both develop lifelong learning habits and enhance progression to further and higher education. Similarly it has recognised Violence against Women as an important local concern. The student led White Ribbon campaign has a key role to play in raising awareness of this issue, in changing attitudes towards it and in recognising that opportunity and choice need not be limited by gender.

5. Actions

Detailed actions for 2017/18 are set out in Appendix 3. These will also be reflected in operational plans.

6. Monitoring, Evaluation and Review

Monitoring and evaluation of the Gender Action Plan will be the responsibility of the College Equality, Diversity and Inclusion Manager.

Oversight of the Plan will lie with the Board of Management's Learning and Teaching Committee.

The Equality and Diversity Manager will provide an annual report on progress against the actions and measures established in the Plan. This will usually be to the September meeting of the Committee with a baseline report due in September 2017 and annual progress reports due from September 2018. This timescale will enable progress with the Gender Action Plan to be considered as part of the routine ROA and College self-evaluation processes.

Appendix 1 – Scottish Funding Council Aims and Milestones

Aim	Milestone
By 2021, increase by 5% the minority gender share in each of the 10 largest and most imbalanced 'superclasses' among 16-24 year olds.	Increase by 4.2% by 2019-20
By 2030, no subject has an extreme gender imbalance (75:25)	50% reduction in the number of college subjects in this category by 2025
By 2030, the gap between male and female participation in undergraduate study is reduced from 15.4% gap to 5%	We will look to have reduced this gap to 13.6% in 2019-20.

Appendix 2 – Glasgow Kelvin College Key Performance Indicators and Milestones

Key Performance Indicator	Milestone
<ul style="list-style-type: none"> • KPI 1 - increase the proportion of female learners in Construction, Engineering and IT programmes by 5% by 2021; 	Increase by 4% by 2019.
<ul style="list-style-type: none"> • KPI 2 - increase the proportion of male learners in child care and hair/personal care by 5% by 2021. 	Increase by 4% by 2019.
<ul style="list-style-type: none"> • KPI 3 – reduce the difference in completion and success rates of male and female learners to under 1% by 2021. 	gap reduced to 2% by 2019.

Appendix 3 – Action Plan

Objectives	Actions	Responsibility	Timescale	Progress
Planning for improvement in gender balance	<p>Actions to improve gender balance are included in all academic, promotional and advice/guidance plans</p> <p>Gender Action Planning reflected in College and Regional level Equality Outcomes</p> <p>Gender Action Planning and progress routinely reviewed by Equality and Diversity Committee</p>	<p>Heads of Faculties Guidance and Advice Manager Marketing Manager</p> <p>Equality, Diversity & Inclusion Manager</p> <p>Equality, Diversity & Inclusion Manager</p>	<p>Annually, from September 2017</p> <p>Annually, from summer 2017</p> <p>Quarterly – standing item on agenda of each meeting; Annual progress report to Learning and Teaching Committee (May 2018)</p>	Achieved
Building capacity in staff and systems	<p>Deliver training in unconscious bias to:</p> <ul style="list-style-type: none"> • managers • targeted staff in areas with gender gaps (initially in STEM areas) • staff interviewing learners <p>Target coaching and mentoring to support</p>	<p>Organisation Development Manager</p> <p>Organisation Development Manager</p>	<p>Managers by Summer 2017</p> <p>STEM by December 2017 Interviewers by January 2018</p> <p>October 2017</p>	Achieved

	<p>female staff in construction/engineering and male staff in childcare/hairdressing to develop as role models and ambassadors for gender balance</p> <p>Ensure that enhancing gender balance is embedded in the routine equalities review of learning and teaching materials</p> <p>Redevelop College website to enhance guidance and promotion materials and better showcase positive role models of learners in non-traditional areas if study. Gather alumni testimonials from former students who have chosen careers in non-traditional areas and link these to applications information for prospective learners</p> <p>Engage in local, regional and national forums to share understanding and</p>	<p>Equality, Diversity & Inclusion Manager</p> <p>Marketing Team</p> <p>Equality, Diversity & Inclusion Manager</p>	<p>From September 2017 with progress reported annually to Learning and Teaching Committee (May 2018)</p> <p>New website in place from summer 2017, schedule for development of video materials, case studies and testimonials confirmed by September 2017, progress reviewed by Equality and Diversity Committee at each meeting and reported to Learning and Teaching Committee in May 2018</p> <p>Report through routine meetings of Equality and Diversity Committee with</p>	<p>Equality & Diversity Manager attends Regional GAP forum,</p>
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	<p>best practice to inform future development</p> <p>Develop GAP as an aspect of senior phase school liaison</p>	<p>Equality, Diversity & Inclusion Manager /CM for School Liaison</p>	<p>progress reported to Learning and Teaching Committee in May 2018</p> <p>From summer 2017</p>	<p>Glasgow Region Equality Group and CDN events and works with Equate and Close the Gap</p>
Raising awareness	<p>White Ribbon Campaign</p> <p>Contribute to development of and participate in regional equalities events</p> <p>Undertake learner focus groups to explore attitudes to gender imbalance in vocational areas</p> <p>Introduce student project on developing gender identity in Early Education programmes</p> <p>Include a focus on GAP goals when holding events including International Women's</p>	<p>Students' Association/ Learner Engagement Officer</p> <p>Equality, Diversity & Inclusion Manager</p> <p>Equality, Diversity & Inclusion Manager / Learner Engagement Officer</p> <p>Head of Faculty/CM</p> <p>Equality, Diversity & Inclusion Manager</p>	<p>November 2017 March 2018</p> <p>February 2018</p> <p>March 2018</p> <p>3 events across 2017/18</p>	<p>White Ribbon status achieved May 2017, programme for 2017/18 now under development</p>

	Work with SWAP to establish targets for under-represented groups on SWAP programmes	Equality, Diversity & Inclusion Manager / SWAP co-ordinator/ SWAP director	November 2017	
Enhancing the Learner Experience	<p>Celebrate and publicise learner achievement and attainment in non-traditional areas.</p> <p>Learner mentors and ambassadors to promote their chosen fields of study and support learners.</p> <p>Promote external events and competitions to learners and encourage participation from under-represented gender</p> <p>Review learning materials and approaches to ensure promotion of gender equality</p>	<p>Heads of Faculties/Course Teams/Marketing</p> <p>Learning Engagement Officer/SA Marketing Team</p> <p>Course teams/Marketing Team</p> <p>Equality, Diversity & Inclusion Manager /Quality Manager</p>	<p>Articles in College newsletter at least once per faculty every teaching block</p> <p>August/September 2017</p> <p>Progress reported through Equality and Diversity Committee and to Learning and Teaching Committee in May 2018</p> <p>All programmes over a three year cycle. Schedule developed by September 2017. Progress reported through Equality and Diversity Committee and to Learning and Teaching Committee in May 2018</p>	