Gender Action Plan Framework

Introduction

The Gender Action Plan is a vital part of how the Scottish Funding Council (SFC) plans to support colleges to become more accessible and diverse. It sets outs how they are asking colleges to consider their infrastructure, policies, processes and activities to determine the role they can play in tackling gender imbalances.

How to use this document

This framework document sets out the key messages from the Scottish Funding Council's Gender Action Plan publication; identifies the action required by colleges and makes recommendations on how colleges can meet their commitments.

Who should use this document?

This document is intended for a wide variety of staff in colleges but will initially be most useful to senior managers in drawing up college Gender Action Plans. Additionally the following staff will have a role in implementing and contributing to the Gender Action Plan:

- Equality practitioners
- Staff development managers
- School/college liaison
- STEM working groups
- Curriculum leaders and lecturing staff
- Guidance and Careers staff
- Marketing and communications
- Admissions staff
- Publications and website staff
- Student engagement officers

General information

Research that SFC commissioned looked at how institutions were already tackling gender imbalances across Scotland. 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 within an institution's activities. Five broad themes were identified:-

1. Infrastructure
2. Influencing the influencers
3. Raising awareness and aspiration
4. Encouraging aspirations
5. Supporting success

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.

Subject areas in colleges with severe imbalances (greater than 75% of one gender)

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

SFC will ask colleges to develop their own Gender Action Plans (GAPS) to outline the actions they will undertake to address the aims of the plan, with a specific focus on actions to enhance the key five themes. This will be done annually through the outcome agreement process and the first round of GAPS are expected by **July 2017.**

What do colleges need to do?

- Outline key ambitions to tackle gender imbalances at subject level, focusing on those subjects with the greatest gender imbalances at the college.
- Identify where there is an imbalance between male and female students within completion in a particular subject area and outline outcomes to be achieved in addressing this imbalance.
- Outline how you are proactively promoting gender equality in relation to staff. This should include progress with addressing gender imbalances at senior academic level and how you are working towards eliminating the gender pay gap.
- Describe how you are working towards improving gender imbalances on your College Board.

How should they do this?

Gender Action Plans may sit within broader plans such as Equality Outcomes (**by April 2017**) or regional context statements but should clearly detail the specific actions to tackle gender imbalances across all five themes and lead to improved outcomes in the curriculum subjects you have identified. SFC also wants colleges to state the outcomes they aim to achieve through their GAPs within their Outcome Agreements.

Infrastructure	
Systems	• Strong leadership • Embedding gender equality within strategic plans and accompanying documentation • Cross-college action gender groups • Senior management oversight of and involvement in EDI committees and initiatives • Commitment to gender equality within equality outcomes
Humans	• Increasing staff and student capacity through training and CPD (internal and external, online and face to face) • Emphasis on unconscious or implicit bias training, particularly in admissions and recruitment
Resources	• Developing knowledge and expanding the evidence base via reports, research etc.
Relationships	• Schools, college, universities • Articulation hubs and networks • Sector agencies (SDS, CDN, ECU, Equate Scotland) • Local and national STEM strategic groups • College based working groups

Influencing the Influencers	
Educators and Careers Advisors	- TQFE, PDA in Teaching in Colleges Today - GTCS Registration - Professional Standards for College Lecturers - Links with school careers and guidance teachers - Careers fairs, workshops, twilight events for teachers
Parents	- Colleges attending parents evening and careers events in schools - Communications targeted at parents/carers - Open Days for parents/carers (taster events)
Current Students	- Embedding gender equality within the curriculum for all students - Looking at students as workforce and parents of today and tomorrow with particular emphasis on early years practitioners - Student campaigns around gender issues such as gender based violence - Campaigns and events on gender specific issues (International Women's Day) - Partnership working with students associations

Raising awareness and aspirations	
Outreach	- Workshops - Taster events - Talks - Site visits - A Day in the Life of…. - Use of videos and social media - Role models and student ambassadors - School visits/school college partnership work - Working with youth clubs and other CLD activity

Encouraging applications	
Recruitment	- Equitable admissions - Unconscious bias training - Equality impact assessments
Marketing	- Embedding gender equality in prospectuses and websites - Using counter-stereotypical imagery and case studies - Positive statements on gender equality - Use of videos, news stories, blogs, social media to promote gender equality - Single sex information and networks - Open days
Course packaging	- Women and men only courses - Targeting gender interests based on research - Using access programmes

Supporting Success	
Creating gender inclusive environments	- Auditing of courses and classrooms: - how female/male friendly are they? - Tackling gender imbalances in using support services - Family-friendly timetabling
Enhancing the student experience	- Student mentoring - Student networks - External mentoring - External networks - Work/industry experience and placements - External speakers and visits - Using alumni positively - Links with employers and industry - Coaching and careers advice - On-campus career awareness raising activities - STEM job clubs

Seven key areas of potential development that cut across all five themes:

- ❖ Strategic approaches (alignment with other priorities, initiatives- see mind map)
- ❖ Mechanisms for success (existing infrastructure and support can be utilised)
- ❖ Evidencing impact (understanding what works and why)
- ❖ External enablers (national campaigns, charter marks and projects)
- ❖ Student involvement (student associations, women's officer, Interconnect champions)
- ❖ Cross-sector support (schools, colleges, universities, local authorities and industry)
- ❖ Subject focus (turning attention to other imbalances outwith STEM)