



South
Lanarkshire
College

East Kilbride

Gender Action Plan

14th March 2017

Gender Action Plan

Five Board Themes:

Introduction

We recognise that there is a gender imbalance in certain subject areas at South Lanarkshire College.

Across the College we have approximately 50% female and 50% male students but within certain subject areas we have significant gender imbalances. Many of these imbalances have existed over a significant period of time and if we do not take appropriate action they will continue into the future. Historically, it is clear that these issues can be addressed. Even within the recent past it is clear that in society we have many more female doctors and many more male nurses than in the past. There has been a significant growth within such areas as women's football so it is possible to address gender balance both within occupational areas and in recreation. Fifteen years ago the Board of Management at South Lanarkshire College was exclusively male but the current board has a 50% gender balance!

What actions do we need to take?

- 1) Need to form regional partnerships within "pipeline plans" currently being developed by SDS with Developing the Young Workforce.
- 2) We need to develop a plan with a focus on the Five Board Themes outlined in the Action Plan. These needs to be supported with work that we do with schools, employers, local authorities and DYW groups.

Each college, including South Lanarkshire College needs to outline numerical targets for 2020 in at least 3 subject areas. For us that will be Construction, Child Care Services and Hair/Personal Care Services.

We need to align our commitment to tackle gender imbalances within our Public Sector Equality Duty and to state them within our Outcome Agreement.

We need to ensure that whilst we have our own college action plan we contribute to the Regional Strategic Body's action plan, (and our plan has been incorporated into the Regional Strategic Body's plan.)

The Scottish Funding Council is supporting the Equality Challenge Unit to work with 10 colleges to increase the participation of under-represented equality groups through the project: Attracting Diversity focused on widening participation, student recruitment and admissions.

By the summer of 2017 the University of Strathclyde will have produced a practical self-assessment tool to allow colleges and universities to audit their current awareness and support for trans students and staff and plan future work in this area.

The Scottish Funding Council will reform the Gender Steering Group to become a Gender Governance Group. This will reflect the work that College Boards will be expected to perform as part of their governance activity.

Oversight of the implementation of the Gender Action Plan will sit with the Board of the Scottish Funding Council.

Curriculum Areas in which the College is required to address severe imbalance.

Female under-representation

- a) Construction (general)
- b) Building/Construction Operations
- c) Building Services

It may be that in South Lanarkshire College b) & c) are subsumed into a).

Male under-representation

- a) Child Care Services
- b) Hair/Personal Care Services

Aim is by 2021 to increase by 5% points the minority gender share among 13-24 year olds. By 2030 to have no subject as an extreme gender imbalance (75:25).

It is important to note that Scottish Funding Council recognises that gender is not binary and wishes to be inclusive of all learners.

| Theme | 2017/18 | 2018/19 | Responsible Areas |
|-----------------------|---|--|---|
| Infrastructure | <p>Key agenda item at Internal committees and reviewed at the Academic Board.</p> <p>Consider making The Gender Equality Steering Group a permanent group</p> <p>Introduce gender champions in each Department and Faculty</p> <p>Gender balance message to be pervasive in life of the College and in the message coming from the Principal</p> <p>Review and equality impact access policies, procedures & plans with a strong focus on advancing opportunity on gender equality</p> <p>Embed the work that we do with partners (schools/colleges/universities/employers/SDS) to overcome gender stereotyping and reduce occupational segmentation</p> <p>Consider the working environment in the relevant areas: accessibility, welcoming, changing facilities, etc. – what’s on the Wall of Fame and in the student success cabinets etc.</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>Review where staff jobs are advertised</p> <p>Include a strong gender equality statement on all adverts for both staff and students.</p> | <p>Evidencing Impact Understanding what works and why.</p> <p>External enablers working with Scottish Government and national campaigns.</p> <p>Cross sector support reviewing work with other colleges, schools and universities etc.</p> <p>Integrating approaches that have been successful in other walks of life.</p> <p>Working in partnership with other colleges including the RSB to maximise impact.</p> | <p>Principalship</p> <p>Human Resources</p> |

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|------------------------------------|--|--|--|
| Influencing the influencers | <p>Focussed events with employers, parents, CITB, SNIPEF, Schools and SDS</p> <p>College roadshow to visit schools</p> <p>Ensure awareness at management level of gender equality plan to be cascaded throughout the organisation</p> <p>Develop pipeline plans with primary schools, secondary schools and SDS</p> <p>Work with schools to identify females with an interest in Construction subjects/males with an interest in Childcare/Hair/Personal Care</p> <p>Marketing of courses containing non-traditional images</p> <p>CPD – focused on Gender Stereotyping</p> <p>Student/staff mentoring programme on courses where there is a gender imbalance</p> <p>Liaise with early years nurseries and primary schools to talk to children – what do you want to be when you grow up – before they fall into stereotypical roles</p> <p>Learn from 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>Evidencing Impact Understanding what works and why.</p> <p>External enablers working with Scottish Government and national campaigns.</p> <p>Cross sector support reviewing work with other colleges, schools and universities etc.</p> <p>Integrating approaches that have been successful in other walks of life.</p> <p>Working in partnership with other colleges including the RSB to maximise impact.</p> | <p>Principalship</p> <p>Human Resources</p> <p>Marketing</p> |

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|---|--|--|---|
| <p>Raising awareness and aspirations</p> | <p>Using student successes as positive examples</p> <p>Host women-into-construction/men-into-care/hair events combining role model presentations and practical workshops</p> <p>Stronger showcases on our website and on social media</p> <p>Use of Health and Wellbeing week, Equality and Choices week and staff development days to raise awareness</p> <p>Peer support, male role models</p> <p>“Showcase” success in relevant subject areas – case studies – display success in college and in the media – use social media to full effect</p> <p>Consider including at Destination Success information in producing gender balance Construction and Care courses</p> <p>“Showcase” gender balance of the new SLC Board</p> | <p>Evidencing Impact Understanding what works and why.</p> <p>External enablers working with Scottish Government and national campaigns.</p> <p>Cross sector support reviewing work with other colleges, schools and universities etc.</p> <p>Integrating approaches that have been successful in other walks of life.</p> <p>Working in partnership with other colleges including the RSB to maximise impact.</p> | <p>Principalship</p> <p>Associate Principals</p> <p>Marketing</p> |

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|--|--|--|--|
| <p>Encouraging applications</p> | <p>Review our literature and web presence for gender balance – are women and men represented in a non-traditional way?</p> <p>Involve staff and student role models in open days and outreach</p> <p>Introduce peer mentoring schemes</p> <p>Media campaign externally and internally.</p> <p>Promote inspirational testimonials from former students who chose non-traditional courses and their subsequent careers – role models</p> <p>Promote courses for male/female only groups with the proviso that whilst we have positive action the other sex can apply</p> | <p>Evidencing Impact Understanding what works and why.</p> <p>External enablers working with Scottish Government and national campaigns.</p> <p>Cross sector support reviewing work with other colleges, schools and universities etc.</p> <p>Integrating approaches that have been successful in other walks of life.</p> <p>Working in partnership with other colleges including the RSB to maximise impact.</p> | <p>Student Services</p> <p>Marketing</p> |

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|---|---|--|--|
| Supporting success & retention | <p>Student mentoring programme to build confidence and contacts for studying and working in male/female dominated areas</p> <p>Review all current advertising and promotional material</p> <p>Ensure that all interviewers are sufficiently trained in the gender agenda</p> <p>Use social media and the press to highlight what we are doing</p> | <p>Evidencing Impact Understanding what works and why.</p> <p>External enablers working with Scottish Government and national campaigns.</p> <p>Cross sector support reviewing work with other colleges, schools and universities etc.</p> <p>Integrating approaches that have been successful in other walks of life.</p> <p>Working in partnership with other colleges including the RSB to maximise impact.</p> | <p>Associate Principals</p> <p>Marketing</p> |