



For the future you want



GENDER ACTION PLAN 2017

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1. INTRODUCTION

Within the Developing the Young Workforce – Scotland’s Youth Employment Strategy, the Scottish Government committed the Scottish Funding Council (SFC) to develop a Gender Action Plan to address gender imbalances at a subject level within colleges, in partnership with Skills Development Scotland and other partners.

Key to this are the following:

Aim	Milestone
By 2021, increase by five percentage points the minority gender share in each of the 10 largest and most imbalanced ‘superclasses’ among 16-24 year olds.	Increase by 4.2% in 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.

To enhance strategic oversight of tackling gender imbalances at a national, regional and institutional level, the SFC has asked each college to develop their own Gender Action Plan to outline the actions they will undertake to address the aims of the plan, with a specific focus on action to enhance:

1. Infrastructure

(e.g. policies and processes, strategies, leadership and reporting, CPD for staff, developing research and understanding, financial support, collaboration networks).

2. Influencing the influencers

(e.g. careers advisers, parents, current students).

3. Raising awareness and aspiration

(e.g. outreach work, school visits, role models, single sex activities).

4. Encouraging applications

(e.g. equitable admissions, marketing, course packaging and design).

5. Supporting success

(e.g. creating gender inclusive environments, tackling environmental and structural barriers, student networks and peer groups, support for progression).

2. GENDER EQUALITY AT EDINBURGH COLLEGE

Edinburgh College is committed to equality of opportunity and to a culture that respects difference. We are committed to providing an inclusive ethos and environment, where everyone feels welcome, supported and respected.

We believe that, as an employer and public body, we can play a leading part in the promotion of equality and diversity more widely. We recognise that equality of access to education is crucial in unlocking many significant opportunities in life.

While the focus of current gender action planning is to address female/male imbalances within subject areas, we respect and recognise that some people experience gender differently (for example, people who identify as transgender or non-binary). Our [Equality Report 2017](#) gives more information about the work being done in the college to reflect this and we will start to collect subject choice trends amongst transgender students as part of our advancing equality of opportunity work.



CURRICULUM

To tackle gender imbalance, the college has already delivered a number of curriculum projects which we plan to develop.

Men in Childcare - the College has had a partnership with Men in Childcare, based in Edinburgh for a number of years and has developed a close working relationship to deliver accreditation for those considering careers in this field ([see example](#)). The College is committed to engaging with fathers to provide training opportunities and in turn grow the employment opportunities available. Specific training in line with government priorities to increase the amount of free childcare provided to families will create a large demand for training, which will see the college increase its training provision in partnership with the local authorities, 3rd sector partners and CLD.

Codespace CSI - a pilot project with a crime investigation theme developed by the computing team to engage young women in digital skills. 80% of the participants were girls aged 14-17 (the team's target audience) and many of the participants said they were now keen to work or study in the field. They all said they would come back and do another college initiative in the future too. The Codespace CSI is planned to run on a sustainable, regular basis.

Product Design - This is a new multi-disciplinary Level 5 course in Engineering, Art and Design. The course reflects changes and emerging markets within the engineering concepts and creative industries sectors and allows students to build their engineering, creative and practical art and design skills. It includes a live project in conjunction with The National Galleries of Scotland. This course, and its title, was also designed to encourage more women into engineering. The current January 2017 cohort is 23% female, which is significantly higher than the gender balance on engineering as a whole.

Activity and Adventure Tourism NC – again, to respond to a growing business market and also to encourage more males into tourism, the curriculum team have developed this Level 6 course. There is a link to a local social enterprise (MY Adventure) which offers students a taste of the activities often on offer and help them understand better how these types of businesses operate and market themselves. The 2017 cohort is 41% male.

Barbering and Wellness Therapies – The Hair and Beauty team are offering a L3 qualification in barbering in 2017/18 for males and females who have been working in the sector who wish to enhance their skills, as well as current L2 students. They are also piloting a SQA Level 6 Wellness Therapies Award in 2017/18, which concentrates on massage, healthy eating, wellbeing and managing stress in response to a growth sector and to encourage more males into this area. The team provide a welcoming, inclusive environment to people of different genders and have a number of transgender clients accessing treatments.

ENGAGEMENT

The College recognises that more work to address gender is required with parents, secondary schools and primary schools and employers where influencers are key. A number of long term strategic projects have begun in this regard.

College Ambassadors. The College has embarked on a series of projects aimed at influencing career choices particular towards vocational careers at College, principally led by female students who are role models and influencers to the young people at School considering careers in STEM, in the cluster areas of Design and Digital Technology. The subject of Design and technology is the key area in the School curriculum which encourages learners to

take career options in Engineering, Construction and Technology based subjects at College or University. In inspiring young females in STEM or D-STE(A)M vocational areas we hope to have a long term strategy to improve gender balance in these areas. We plan to encourage these learners at BGE (S1-3) into Foundation Apprenticeships or other DYW/SCP relevant activity.

P7 STEM Inspiration

Specific curriculum plans are underway for the rebalancing of gender within the STEM area. A large cohort of gender balanced P7 students will enrol in the college to undertake skills-focussed activities spanning four years, with a view to tracking progress and motivation to study in these areas. Cluster secondary schools will play a major role in this. The Equality Challenge Unit will provide support and guidance for this innovative strategic project.



Building Capacity

The College has an ongoing Curriculum Plan, designed to address skills gaps and shortage in the economy, reduce regional employment (especially in the 16-24 age group) and widen access to learning. A strong focus of this plan will be on new STEM related and cross-curriculum courses. Other growth areas expected include Health and Social Care and Childcare. Continuing to align gender action work with these key areas of focus will ensure it is viewed as a priority responsibility.

Other work linked to the Gender Action Plan includes:

Board Diversity

As of 31 March 2017, the overall gender balance of the Edinburgh College Board of Management is 50/50.

On 13 December 2016, the Board of Management agreed to participate in the Scottish Government's 50/50 by 2020 initiative for governing bodies. Since merger, Edinburgh College has maintained a very good gender balance on the Board. A further statement on the college's commitment to board diversity can be found on page 37 of the College's Equality Report 2017

Staff Gender Equality and Equal Pay

Edinburgh College is committed to promoting and embedding equality of opportunity and diversity in employment. We believe our staff should be rewarded fairly and equitably and believe no one should be held back because of who they are or their background.

We are committed to the principle of equal pay for all our employees and aim to eliminate any bias in our reward systems. This includes equality on the

basis of gender, race, age, pregnancy and maternity, gender reassignment, sexual orientation, religion or belief, marital / civil partnership status, ethnic origin and disability.

We recognise the importance of staff confidence in the process of eliminating bias within our reward systems and we are committed to working in partnership with the recognised trade unions, EIS and Unison, to take action to ensure equality within our reward policy and practice.

Currently, there is a greater percentage of females in Senior Management, Middle Management, Teaching and Support Roles. There is a greater percentage of males in the Executive and gender balance varies in different departments.

The college's (mean) gender pay gap has increased slightly since 2015, from 3.25% to 3.80% as at 28 Feb 2017 (although this small increase may not be statistically significant). While this is much lower than the (mean) gender pay gap in Scotland of 14.9% (2016 provisional results), the pay gap does tend to be lower in the public sector. The gender pay gap is wider for part-time workers in the college. A more detailed commentary with actions to address gender pay inequality can be found on p38 onwards of the College's Equality Report 2017

Going forward, we will learn from the work undertaken by the University of Strathclyde and best practice across sectors, in relation to preventing gender-based violence (including violence against transgender people), to develop on work we have previously done in this area, such as ECSA's NUS-led I Heart Consent work.

3. EDINBURGH COLLEGE GENDER ACTION PLAN

Proposed Outcomes:

The minority gender share of 16-24 year old students studying in the following superclass areas is increased by 4% by June 2021:

Child Care Services

Electrical Engineering

Mechanical Engineering

The main focus on these three areas is partly to capitalise on work already being done in these areas, either through the college's involvement in the ECU's 'Attracting Diversity Project' or as part of other initiatives. It also covers superclass area with considerable degrees of imbalance (see table below).

	Minority Gender percentage		
	EC 2014-15	EC 2015-16	3 year Sector Average
Vehicle Maintenance/Repair	5.8%	5.2%	5%
Electrical Engineering	2.2%	3.0%	4%
Mechanical Engineering	5.5%	5.6%	7%
Engineering/Technology (general)	7.5%	9.0%	10%
Building Services	7.6%	4.5%	3%
Building/Construction Operations	1.3%	1.8%	4%
Construction (general)	2.7%	4.5%	5%
IT: Computer Science/Programming/Systems	10.2%	10.3%	10%
Child Care Services	3.8%	6.1%	5%
Hair/Personal Care Services	4.2%	4.4%	4%

While the action plan will target these specific areas and the Scottish Government Priority for short term change is 16-24 year olds, there college recognises the broader duty to mainstream gender equality work across all areas. This includes our contribution to implementing SDS' Equalities Action Plan for Modern Apprenticeships and to identify gender imbalances in retention and achievement by subject and address those with goals and actions.

The plan below indicates which of the five main areas (e.g. influencing the influencers) each action addresses. As research suggests that barriers differ, for example, in relation to women into engineering or men into childcare, the actions reflect that each area may need different solutions. The plan has been RAG rated to better monitor success, progress and where modification is needed.

Action	Head	Date	Measure of success and timeframe	RAG	SDS MAs	Infrastructure	Influencing Influencers	Raising awareness and aspiration	Encouraging applications	Supporting success
Links made with primary schools via cluster secondary schools.	ENG	16 onward	Short term – engagement with college project. Long term – partnership links built in.		✓			✓		✓
Workshops delivered to primary schools.	ENG	By Aug 17	Short term -Positive feedback female pupils and teachers.		✓			✓		
VLE materials created.	ENG	End 17	Suite of materials created. Use evaluated.		✓	✓	✓	✓	✓	✓
Teachers up-skilled.	ENG	Ongoing	Feedback from teachers confirming greater confidence in delivering STEM.		✓		✓			

Action	Head	Date	Measure of success and timeframe	RAG	SDS MAs	Infrastructure	Influencing Influencers	Raising awareness and aspiration	Encouraging applications	Supporting success
Through data-sharing, monitoring and tracking systems developed.	ENG, MIS	March 17 onward.	Short term – pupils enrolled in college system by gender and other relevant groups. Long term – Pupils tracked to gauge success of interventions e.g. more females choose STEM subjects.		✓	✓				
Evaluate workshops based on feedback for future delivery.	ENG	By end 2017	Future workshops more targeted as necessary.		✓			✓		✓
Identify sources of funding to support ongoing work.	APCDD	By end 2017	Project sustainable beyond initial stage.			✓				
Develop process to engage pupils beyond primary and into secondary.	ENG	From Aug 17	Early interest created by workshops maintained.			✓				

Action	Head	Date	Measure of success and timeframe	RAG	SDS MAs	Infrastructure	Influencing Influencers	Raising awareness and aspiration	Encouraging applications	Supporting success
Working with HEI partners, develop and deliver programme of school visits targeting female S1-S2 pupils to stimulate interest in Electrical and Mechanical Engineering subjects.	ENG	Aug 18	More females choose STEM at S4/5.					✓		
Review Engineering course titles, descriptions and marketing materials for content, and unconscious bias. Prioritise Electrical Engineering subjects. (include details of scholarships, prizes, funding opportunities available to encourage women into Engineering, add role models from students, etc.).	ENG	For 18/19 AY	Feedback from students on new descriptions. Increase of female students on reviewed courses.		✓				✓	

Action	Head	Date	Measure of success and timeframe	RAG	SDS MAs	Infrastructure	Influencing Influencers	Raising awareness and aspiration	Encouraging applications	Supporting success
Review retention and achievement data at subject level by gender and identify actions to address imbalances.	ENG, HWS	Nov 16	No major problems identified at this stage but difficult to assess when only small numbers—ongoing analysis needed.							✓
Analyse MA students by protected characteristic (enrolment, retention and achievement).	EQ	Nov 17	Short term – baseline figures. Long term – measuring increase in females, etc.		✓	✓		✓		
Curriculum review – working with HEI partners develop cross curriculum STEM related provision to broaden appeal to female pupils.	ENG		Aug 18						✓	
Curriculum review - Develop curriculum to offer entry route to engineering for adult returners or 16-24 year olds lacking science and maths qualifications.	ENG	Aug 18	Entry route developed. Successful recruitment of students from these target groups. Longer term – these students progress onto higher level courses.						✓	

Action	Head	Date	Measure of success and timeframe	RAG	SDS MAs	Infrastructure	Influencing Influencers	Raising awareness and aspiration	Encouraging applications	Supporting success
Develop partnership with STEMNET to train HN students as STEM ambassadors to influence school pupils.	ECSA ENG	Aug 18	Evaluate success of HND Visual Comm student ambassador pilot.					✓		
Working with Interconnect establish peer support groups in college for women in STEM. (Can use good practice from Ayrshire College).	ECSA and ENG	Dec 17	Evidence of uptake of female students on peer support groups. Evidence from focus groups and student satisfaction surveys of greater satisfaction.							✓
Share EC Interim Research findings with ECU and continue to develop and share research evidence base over session 2016-17.	EQ	June 17	Evidence base influences ongoing actions.			✓				
Working with partners, develop and deliver Unconscious Bias training to EC staff in gender segregated areas	EQ	From Aug 17	Short term -Increase in staff confidence measured by training evaluation forms. Longer term - embedding equality into curriculum.		✓	✓				✓

Action	Head	Date	Measure of success and timeframe	RAG	SDS MAs	Infrastructure	Influencing Influencers	Raising awareness and aspiration	Encouraging applications	Supporting success
Joint working on challenging UB and behaviour amongst students.	ECSA EQ	From Aug 17	Class reps/ students feel more empowered to challenge behaviour.		✓					✓
Develop collaborative partnerships with schools, universities and other stakeholders to develop approaches to influencing pupils, parents and careers advisers.	HWS, ENG	Aug 18	Working group formed. Joint statement of approach?				✓			
Increase number of taster sessions in Social Care, CC (Hair & Computer Science) with an emphasis on widening opportunities for females/ males.	HWS, THA, CI	From Aug 17	Increased participation by relevant groups. Conversion into applications.					✓	✓	✓
Curriculum review - Develop curriculum offer in childcare to recruit additional students to meet proposed SG workforce targets.	HWS	Aug 18	Development and advertising of offer. Increase in recruitment to meet targets.						✓	

Action	Head	Date	Measure of success and timeframe	RAG	SDS MAs	Infrastructure	Influencing Influencers	Raising awareness and aspiration	Encouraging applications	Supporting success
Curriculum review - Develop childcare curriculum content to increase the focus on partnership working, working with families and other professionals, to promote inclusion of fathers and male carers in childhood practice setting.	HWS	Aug 19	Links strengthened with partners. Developed curriculum. Longer term – increase in men in CC. *In addition to MiC, links already made with Dad's Rock and Tots 'n' Teens.						✓	✓
Develop partnership working with National Parent Forum of Scotland to promote vocational training skills, and inform and influence parents.	HWS, ENG	Aug 18	Joined up approach to influencing parents.				✓			
Develop LDT tutorial programme to raise awareness of gender stereotypes, stigma and unconscious bias in gender segregated curriculum areas.	HSL	Aug 18	Tutorial developed. Student evaluation of tutorial. LDTs experience fewer instances of gender bias.							✓

Action	Head	Date	Measure of success and timeframe	RAG	SDS MAs	Infrastructure	Influencing Influencers	Raising awareness and aspiration	Encouraging applications	Supporting success
Develop capacity in childcare placement coordinators and assessors to engage with employers on issues around stigma.	HWS	Aug 18	Raised awareness of stigma and strategies to combat this.							✓
Develop online flexible CPD to target childcare workforce, to address issues around stigma, stereotypes and unconscious bias.	HWS	Aug 19	Raised awareness of stigma, and strategies developed to combat this.			✓				✓



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