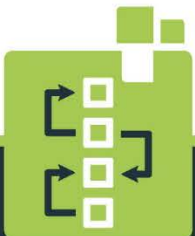




For the future you want

Gender Action Plan

2019



Curriculum Planning & Performance

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GENDER ACTION PLAN 2019

1. INTRODUCTION

Equality at Edinburgh College

Edinburgh College is committed to equality of opportunity and to a culture that respects difference. We want to provide an inclusive ethos and environment, where everyone feels welcome, supported and respected. Equality of access to education is crucial in unlocking many significant opportunities in life.

The focus of current gender action planning is to address female/male imbalances within subject areas. However, we respect that some people experience gender differently (for example, people who identify as transgender or non-binary). Our Equality Reports of 2017 and 2019, which can be found on our [Equality, Diversity and Inclusion](#) webpage provides more information about the work being carried out across the College to reflect this, alongside the work that we do to promote fairness for everyone.

Tackling Gender Imbalances in Subject Areas

As part of the Scottish Government's 'Developing the Young Workforce' youth employment strategy, the Scottish Funding Council (SFC) has developed a Gender Action Plan. This addresses gender imbalances at subject levels within colleges, together with Skills Development Scotland and other partners, in order to achieve the following aims:

Aim	Milestone
By 2021, increase by five percentage points the minority gender share in each of the ten largest and most imbalanced 'superclasses' among students aged 16-24 years old.	Increase by 4.2% in 2019-20.
By 2030, no subject should have an extreme gender imbalance (a minimum of 75:25).	50% reduction in the number of College subjects in this category by 2025.

The Scottish Funding Council asked each college to develop an initial Gender Action Plan in 2017, to outline the actions they were to undertake to tackle gender imbalance. Colleges were asked to focus gender action work in five key areas:

A.	Infrastructure	Within leadership, strategic, policy and staff development.
B.	Influencing the influencers	Careers advisers, parents, current students.
C.	Raising awareness and aspiration	Outreach work and role models.
D.	Encouraging applications	Fair admissions and marketing materials.
E.	Supporting success	Ensuring gender-inclusive environments and supporting progression.

The College published its initial plan in 2017 and has produced the current plan to report and build on its successes to date.



STEM Manifesto Launch - included inviting 100 S1/S2 pupils to interact with cross-College STEM activities and experiments from Engineering and Computing to Hair & Beauty.



P7/S1 STEM Inspiration - Bringing STEM alive for hundreds of local young people through exciting college-based workshops. This Engineering/Developing the Young Workforce project was a recent Herald Game Changer Award finalist.



Careers in Care (Cickers) Project - P6 pupils from local primary schools are introduced to the wide variety of roles available in the care sector, the skills needed to fulfil these roles and get some real-life work experience through a mini-work placement.



CABEC - The College played host to 50 local schools as it held the Edinburgh heat of the annual Construction and Build Environment Challenge (CABEC).

2. KEY HIGHLIGHTS

Engagement Work

Keen to undertake more work to address gender imbalance with parents, secondary schools and primary schools and employers where influencers are key, the College initiated a number of long-term strategic projects. Central to this has been the STEM Inspiration Project.

STEM Inspiration Achievements

- Links have been made with a number of cluster secondary schools and their primary schools across Midlothian, East Lothian and Edinburgh areas.
- Workshops have been delivered to hundreds of primary school pupils. Further workshops have been developed and delivered to S1 pupils on model hot air balloons/wind turbines.
- A P7 Workbook was created that schools complete prior to/just after their visit, providing schools with a considerable volume of additional STEM resources for their pupils. The Engineering Team are developing an online resource for the S1 cohort.
- In a cross-curriculum collaboration, Childhood Practice students have been supporting the Engineering Team during the school sessions, which helps them to develop an understanding of STEM learning and teaching.

Benefits

- Engaging pupils that may not traditionally engage in particular subjects; for example, females and pupils from SIMD 10 areas with engineering and encouraging a more diverse Early Year Practitioner workforce.
- Reducing the impact of gender and other stereotypes on children (as well on teachers and parents) and building greater awareness about the role of further education in advancing equality.
- Introducing pupils to the range of skills needed in different careers, including problem-solving, creative elements and soft skills.
- Increasing awareness among primary school pupils around the growing importance of and practical application of STEM (Science, Technology, Engineering and Maths) in many different careers.
- Giving teachers the added confidence to create inspiring STEM activities.

The STEM Inspiration Project has provided us with a successful model that is being rolled out in other subject areas.

Equality in Early Learning and Childcare Conference



This conference, hosted at the College in partnership with the College Development Network, Scottish Government and Scottish Funding Council, brought together key partners in November 2018 to share ideas on improving early learning and childcare experiences in Scotland. Guest speakers included Graham Andre, the Primary School Teacher featured in the BBC2 Documentary, 'No more boys and girls', as well as representatives from the Scottish Government, Skills Development Scotland, City of Edinburgh Council, Dads Rock and Father's Network Scotland.

Attendees took part in workshop sessions including two delivered by College staff: STEM: Inspiring Science in Early Years which showcased the STEM learning activities used at the College to inspire children and spark their interest in STEM-related careers; and Classrooms without Walls which demonstrated the benefits of outdoor play and learning, and how this is being implemented in our Childhood Practice courses.

"The event was a fantastic opportunity to bring together professionals with a shared passion for improving the experience of young people and creating a more diverse workforce."

Anne-Marie Dempsey

Head of Health, Wellbeing and Social Science



In addition:

- A Careers in Care (Cickers) schools programme has been designed and piloted to give P6 pupils insights into the wide variety of roles available in the care sector, encourage them to develop the skills needed to fulfil the roles and give them real-life experience of working in a professional care environment. As part of the course, pupils attended college one day a week and were given an opportunity to use the skills they had learned during a one-day work placement at a local nursery at the end of the course. During the course, the pupils heard from Edinburgh College lecturers on topics including the role of men in childcare, working in dental care and the importance and benefits of outdoor learning.
- Edinburgh College continues to collaborate with Men in Childcare charity to offer a route into childcare for males. The course is now advertised on the College website as well as by the charity, to maximise recruitment. There may be further potential to deliver this course in partnership with Midlothian Sure Start.

Women into Engineering



Twenty female College students from nine different Science and Engineering classes visited EDF Torness Power Station in November 2018 to take part in a Women in Engineering careers event.

This inaugural event was created by the College's Engineering team and EDF to give female students the opportunity to meet positive role models from industry and experience the working environment at a large nuclear site such as Torness.

"The event gave us the unique opportunity to meet with female engineers and experience the normally closed areas of the site they work in daily. We also were able to hear from ex apprentices who have successfully completed their qualification to gain insight into the opportunities available with EDF".

Curriculum Leader for Electrical Engineering, Control and Instrumentation (EECI)
Lynsey Kemp.

"Everyone who came along seemed to have a great time and hopefully we've given them something to think about when it comes to making career choices in the future."

EDF Torness Station Director, Robert Gunn.

- Through engagement with Equate by the Curriculum Leader for EEI, students have benefitted by attending the Equate STEM day and applying for summer work placements through the Equate Careerwise scheme.
- During Apprenticeship week, case studies from two of our female OPITO trainees were publicised on college social media channels to promote female engineering applications.
- The Engineering Team partnered with OPITO to run two Women in Oil & Gas recruitment events, where potential applicants were given presentations on the scheme, the industry and college life.

Razor's Edge Project



In 20107, a group of College barbering students gave haircuts on film as part of the Scottish National Portrait Gallery's Razor's Edge Project, which aims to explore men's appearances and identity. The students took part in a pop-up barber shop that sought to explore what young men feel about their style and appearance.

The Razor's Edge outreach project invited men to chat about their appearance and identity whilst enjoying a free haircut. This project accompanied Looking Good: The Male Gaze from Van Dyck to Lucian Freud, an exhibition of 400 years of male style icons. The film can be viewed at the [National Galleries Razor's Edge Barbershop](#)

Fearless Edinburgh



The College is a member of Fearless Edinburgh, a multi-agency partnership tackling gender-based violence (GBV) in HE/FE. A Practitioner Event was held in Dec 2018 to share good practice around tackling GBV in HE/FE, which received very positive feedback from the participants. Further work includes developing a multi-agency action plan from AY 2019/20.

Board Diversity

As of March 2019, the overall Board gender balance (seventeen current members) is 65% female / 35% male (i.e. 11:6).

On 13 December 2016, the Board of Management agreed to participate in the 50/50 by 2020 initiative. It should be noted the pledge is voluntary and that the Edinburgh College Board has maintained a very good gender balance since merger in 2012.

A further statement on the college's commitment to board diversity can be found on page 21 of the College's [Equality Report 2019](#)

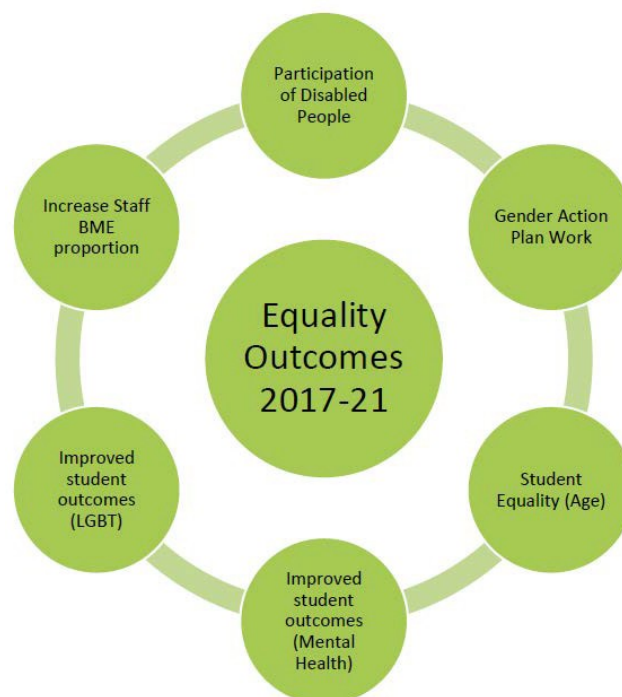
Staff Gender Equality and Equal Pay

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 act to ensure equality within our reward policy and practice.

The college's (mean) gender pay gap has decreased from 3.8% in 2015 to 2.2% in 2019 (which appears to be a fairly significant decrease). However, although there are females in senior grades, there are more females clustered in support roles (on lower grades). More detailed information can be found on p30 onwards of the College's [Equality Report 2017](#)



3. GENDER ACTION PLAN 2019

Action	Lead	Timeframe	Measures of success	Progress	Key Areas
Continue to deliver workshops to P7/S1 pupils.	ENG	AY 19-20	Numbers of participants. Positive evaluations.	Delivery to hundreds of pupils to date and bookings for AY19-20 in place.	A, B, C.
Continue to develop online resources to support S1 workshops.	ENG	AY 19-20	Suite of materials created and use evaluated.	This builds on the successful workbook created for P7 pupils.	A, B, C.
Develop processes to continue engaging pupils through secondary.	ENG	AY 20-21	Development of STEM engagement with S2+ pupils.	Already made good links with Secondary Schools through STEM Inspiration.	A, B, C, D.
Through data-sharing, monitoring and tracking systems developed.	ENG	Ongoing	Data-sharing with schools around subject choice information.	DYW Project Manager in discussion with partners on potential access to SEEMIS data.	A, B, C, D.
Build on partnership with Equate.	ENG/ ECSA/EQ	AY 19-20	Female student engagement with Equate activities, including student ambassador project.	Female students have so far engaged with Equate STEM Conference and Careerwise scheme.	D, E

Action	Lead	Timeframe	Measures of success	Progress	Key Areas
Rollout of Childhood Practice 'kickers' project to more primary schools and across College campuses.	HWS	AY 19-20	Greater awareness of pupils of all genders, plus teachers and parents/carers around careers available.	The team have already engaged with local primary schools and have a tested model ready to roll out further.	A, B, C.
Plan for delivery of SQA Forest Kindergarten award, to attract a broader range of students into Childhood Practice.	HWS	AY 20-21	Initial plans to pilot a CPD course to relevant college staff, with a view to offering a unit on FT college courses.	A group of Childhood Practice staff have completed this new SQA award in outdoor learning.	A, B, C, D.
Creating capacity to engage/support placement providers around gender bias where needed.	HWS	AY 20-21	Placement providers feel more confident around gender bias and recruiting a diverse workforce.	Plans are in place to canvas employers about their CPD needs and to audit current CPD units for relevant content.	A, B, C, D, E.
Childhood Practice conference planned for January.	HWS	AY 19-20	Opportunities created for networking, collaboration and sharing best practice, including around increasing/diversifying the workforce.	Itinerary and speakers already in place as event was originally planned for June 19 but postponed due to other events occurring in busy College calendar.	A, B, D.

Action	Lead	Timeframe	Measures of success	Progress	Key Areas
Explore potential for delivery of Men in Childcare course with Midlothian Sure Start.	HWS / Men in Childcare.	Ongoing	Potential opportunity explored to offer routes into childcare for males.	Currently at very early stage of discussions.	A, C, D, E.
Discuss rollout of school workshops with relevant curriculum areas.	Teams, DYW Project Manager.	Ongoing	Curriculum areas identified for possible outreach work. Workshops delivered. Positive feedback.	DYW Lead currently working on a project with Knockhill to encourage young females into automotive careers.	A, B, C D.
Continue to monitor marketing materials for gender-bias.	Marketing /Comms/ EQ	AY 19-20	Positive feedback on materials. Increased interest from minority genders.	Current publicity emphasises current students (e.g. with case studies) to provide an aspirational, relevant messages to all genders.	C, D, E.
Continue to deliver training raising gender-bias awareness.	EQ	Ongoing	Offer training during CPD days and develop a bank of resources, for example in Moodle.	Sessions delivered at Learning and Teaching All Staff Seminar Days in Oct 17 and June 19, including to staff from gender-imbalanced areas.	A, D, E.

Action	Lead	Timeframe	Measures of success	Progress	Key Areas
Work with students to promote gender-inclusive behaviour.	ECSA/EQ/Safeguarding.	AY 18-19	Joint events around anti-bullying awareness and equalities.	Building on work already done in previous years. Fearless Edinburgh collaboration around gender-based-violence.	D, E.
Collate gender-related research around the college. Have a themed gender-research event with a view to sharing good practice.	Edinburgh College Research Hub (ECRH)	AY 19-20	Opportunities to develop and share research that is pertinent to FE generally and the College in particular,	Audit of research work across the College is underway.	A, B, C, D, E.