



Gender Action Plan

Academic Year 2017-2018

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Foreward

At West Lothian College we are fully committed to embracing equality, diversity and inclusive practices in all aspects of College life and work. We aspire to achieve more than just the minimum legislative compliance required and we will actively promote equality, diversity and inclusion across all aspects of our activities and throughout our organisation.

We have recently completed a community wide consultation on our Regional Outcome Agreement for 2017-2020 and have used feedback from our stakeholders to develop the College's key aspirations for 2020. One of these key aspirations is Widening Access where we plan to increase the number of College places for individuals from the most disadvantaged areas of West Lothian and for those with specific support needs and vulnerabilities. As a College, we are also committed to addressing gender imbalances in traditionally gender dominated staff roles and in College courses.

This work is reflected in the College Vision, Aims and Values where we aspire to "Open Doors" to opportunities for work and life successes for our staff and students. We want all of our students to have equitable opportunities to learn and grow in a welcoming, respectful and supportive environment and our hope for them is that they will ultimately secure positive and rewarding careers. For our Staff, we aim to provide a fair and equitable working environment where all staff have supported opportunities to learn and develop in their job role and to have rewarding working lives.

This Plan reflects our long term commitment to equality, diversity and inclusion and we look forward to working with our learners, staff, stakeholders and the sector to develop and implement our equality and this gender action plan. To this end, we thank all those who have helped us develop and implement our work on equality.

Please take the time to read this plan, not only to find out about our progress so far, but also to see how we are actively working towards improving our College as an equitable and inclusive place to work and study.

Mhairi Harrington
Principal and Chief Executive

Introduction

West Lothian College is committed to addressing gender imbalances on our courses.

The Gender Action Plan sets out developed actions the College will take to work towards making a positive impact on gender imbalances over the academic year 2017-20.



The Gender Action Plan is aligned with gender outcomes contained within the College Regional Outcome Agreement and with the College Equalities Action Plan. The Plan identifies actions and the process through which progress on actions will be monitored, reviewed and evaluated.

Embedding Gender Outcomes in Strategy and Planning

Gender outcome targets have been developed in consultation with the Scottish Funding Council Regional Outcome Agreement Manager and are located in the Regional Outcome Agreement and Plan, Equalities Action Plan and the Gender Action Plan.

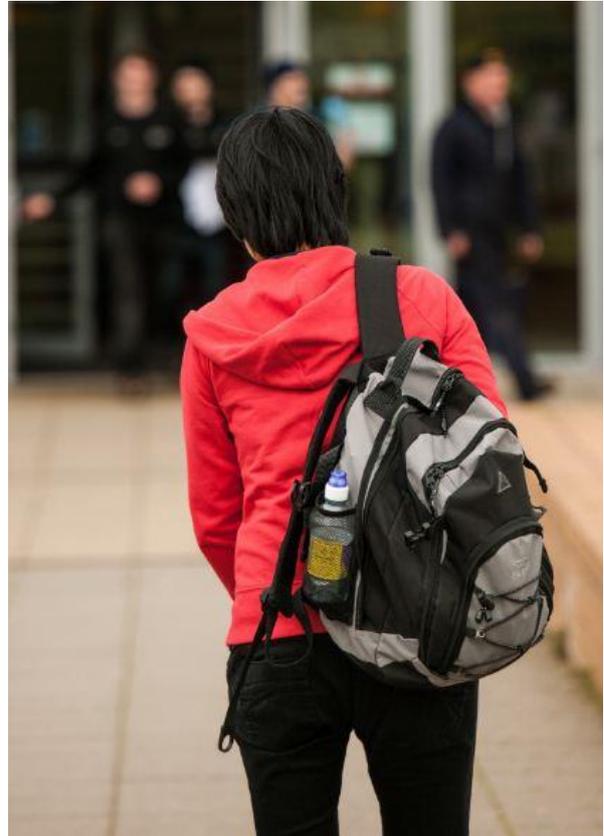
These targets are aligned to the College's 2020 strategic aspirations for Widening Access, in particular:

- Improving the balance of females and males in specific programmes prioritising the Engineering, Hair & Beauty, Construction, Computing, Health, Social Care and Early Years sectors

The Access and Inclusion Strategy and Equalities Policy also address strategic planning initiatives which include improving gender balance on identified courses. The HR Strategy and Policy targets improving gender balance for staff recruitment in subject specific areas.

The Curriculum Strategy encourages lecturing staff to think about relevant teaching approaches in courses where there are minority genders and lecturers also carry out an Equalities Impact Assessment on teaching methodologies and materials.

The College STEM Action Plan includes actions to improve STEM opportunities for women.



Leadership and Gender Action Planning



The Gender Action Plan is led by the Vice Principal Curriculum and Planning who also leads on the Regional Outcome Agreement. Gender actions are consulted on, monitored and reviewed with Curriculum and Support Managers through the Skills and Progression Committee and Quality and Learner Services Committee.

The Vice Principal Curriculum and Planning reports on progress against targets to the Senior Team and to the Scottish Funding Council through the Regional Outcome Agreement Manager.

The Head of Service for Quality and Learner Services leads on the Equalities Action Plan, including the Gender Action Plan and is Chair of the Equalities Committee.

The Equalities Committee consulted with a range of external partners in March 2017 and used the feedback from this event to inform our current equalities

outcomes. It was feedback from this event that originated the fourth Equality.

Outcome 1: WLC is fair and respectful to students, staff and all stakeholders and reflects and values cultural diversity

Outcome 2: The WLC learning experience is fair and equitable for all students and reflects cultural diversity

Outcome 3: At WLC the environment, buildings and resources provide equal opportunities and fair access for all users of the College

Outcome 4: WLC will pursue a gender balance for staff and students through relevant strategies, policies, procedures and working practices

Student Participation in Gender Outcomes and Action Planning

The Student Association has been fully consulted on development of the Regional Outcome Agreement and has been part of the consultation exercise to formulate the gender action plan targets.

Students are involved in key College Committees to enable student input to strategy and planning. There is student representation on the Equalities Committee and on the STEM Advisory Group, enabling the student body to be involved in developing, monitoring and reviewing progress on gender actions.

The Student Association works with support areas of the College to influence marketing and PR campaigns aimed at addressing gender imbalances in identified courses.



Subject Areas with a Current Gender Imbalance of more than 75% of one Gender



Gender imbalances at West Lothian College are representative of national trends across the FE Sector and reflect career choices made as a result of early socialisation. Scottish Funding Council SLD statistics for 2014-15 detail Care; Hairdressing; Beauty and Complementary Therapies as the most female dominated subject areas (92.8% females to 7.2% males) and Construction and Engineering as the most male dominated subject areas (93.1% males to 6.9% females).

At West Lothian College, gender imbalances of more than 75% of one gender appear in traditionally male/female dominated areas and, in particular, in STEM related courses. Taking action to redress gender imbalance is a key focus of the STEM Manifesto and Action Plan.

By 2020 the aim is that no subject area will recruit fewer than 10% from the underrepresented gender (eg no fewer than 10% of engineering students will be female).

Positive actions that have been taken include:

- Introduction of a Women into STEM course which successfully recruited 12 women and achieved an 83% complete success rate. All of the successful graduates from this course progressed to higher level study or employment in STEM related areas.
- Promoting male/female role models in marketing and promotional materials
- Engaging with West Lothian schools to promote opportunities to school pupils at an earlier age

In AY2015-16, gender enrolment and course success at West Lothian College evidenced higher female complete success.

Planning 2017-18

The College Plan anticipates that in 2017-18 58% of credit delivery will be to female learners and 42% to male learners. Support Services in 2016-17 targeted young, male learners with the aim of engaging them more fully and improving success rates. This work is currently being evaluated and will be progressed in 2017-18.

Monitoring and Evaluation

Equalities and actions from this Plan will be monitored through the Equalities Committee and reported to Senior Team and Board.

Progress will be reported and recorded through the Action Plan.

GENDER ACTION PLAN: 3 YEAR PLAN 2017-2020

Theme: Infrastructure					
High Level Action	2017-18 Target	2018-19 Target	2019-20 Target	Completion Date	Measure of Success
Implement a gender specific cross college training plan	50% of staff	75% of staff	100% of staff	June 2020	<ul style="list-style-type: none"> All staff will have participated in gender training by June 2020 There will be a positive impact of improved gender knowledge and understanding on marketing and publicity materials Learning and teaching materials and approaches will be gender neutral
Develop Moodle and Sharepoint systems for staff and student use	Staff Learning Academy includes flexible training tools L&T materials reviewed and upgraded in 50% of curriculum centres	L&T materials reviewed and upgraded in 100% of curriculum centres		June 2019	<ul style="list-style-type: none"> Flexible gender training packages will be available for staff and students Learning and Teaching materials for three curriculum centres will be reviewed for gender bias and upgraded
Implement a Positive Action Recruitment Campaign covering:	Gender balance improved.	Gender balance improved.	Gender balance improved.	June 2020	<ul style="list-style-type: none"> The staff gender balance in each curriculum centres will have been improved.

<ul style="list-style-type: none"> • Engineering and Computing • Construction and Automotive Industries • Childhood Practice • Beauty and Hairdressing 					
<p>Explore improvements to social and study spaces to reflect gender inclusivity</p>	<p>Student social spaces evaluated for gender bias and action plan implemented to address identified issues</p>	<p>Learning Resource Centre evaluated for gender bias and action plan implemented to address identified issues</p>	<p>Learning and Teaching spaces evaluated for gender bias and action plan implemented to address identified issues</p>	<p>June 2020</p>	<ul style="list-style-type: none"> • Student study spaces will be attractive to all genders and will impact positively on the gender balance • Student social spaces will be gender neutral and will be attractive to all genders • Student satisfaction with regard to buildings and facilities will be positively reflected in the SOCE results.

Theme: Influencing the Influencers					
High Level Action	2017-18 Target	2018-19 Target	2019-20 Target	Completion Date	Measure of Success
Implement a 3 year Engagement Campaign with West Lothian Schools to positively impact on recruitment	3% improvement achieved	3% improvement achieved	3% improvement achieved	June 2020	<ul style="list-style-type: none"> Gender imbalance of no more than 10% minority gender by 2020.
Develop case studies of learner success and use these in promotional materials to influence gender balanced applications and recruitment	3 case studies developed	3 case studies developed		June 2019	<ul style="list-style-type: none"> 6 gender positive Case studies will have been developed Our case studies will have been positively utilised in marketing and publicity materials by: <ul style="list-style-type: none"> West Lothian College West Lothian Council College Development Network
Hold three schools events for Head Teachers and Guidance Teachers to promote understanding of career opportunities for men/women	1 schools event held	2 schools events held		June 2019	<ul style="list-style-type: none"> School teachers will have a greater understanding of career possibilities for men/women and will be in a position to influence parents and pupils
Implement a 3 year Engagement Campaign with Parents of pupils aged 13+	1 event held targeting P7 parents	1 event held targeting P7 parents 1 event held targeting S1 & S2 parents	1 event held targeting P7 parents 1 event held targeting S1 & S2 parents 1 event held targeting S3 & S4 parents	June 2020	<ul style="list-style-type: none"> Parents will be targeted as children transition from primary to secondary school. Parents will be fully informed about career opportunities and will be in a position to influence subject choices

Theme: Raising Awareness and Aspirations					
High Level Action	2017-18 Target	2018-19 Target	2019-20 Target	Completion Date	Measure of Success
Utilise the STEM Manifesto and Action Plan to increase female engagement in STEM programmes.	5% increase achieved	7% increase achieved 1 Women into STEM course included in curriculum plan	8% increase achieved 2 Women into STEM courses included in curriculum plan	June 2020	<ul style="list-style-type: none"> • 20% increase in applications will have been received from girls for schools and full time courses • Two Women into STEM courses will have been successfully completed
Establish Men/Women's Information Hub	Information Hub established on college campus Hub marketed to students on male/female dominated courses	Information Hub programme of events established and running		Sept 2018	<ul style="list-style-type: none"> • Communication channels will be opened for men/women to discuss career change opportunities • Students will come together to share experiences • Transition opportunities will be presented and discussed and aspirations raised

Create a “wall of fame” in curriculum centres reflecting current industry role models	Industry Role models identified Wall of Fame created for 50% Curriculum Centres	Wall of fame created for 100% Curriculum Centres		Dec 2018	<ul style="list-style-type: none"> Student awareness of employment and career opportunities will be raised
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Theme: Encouraging Applications					
High Level Action	2017-18 Target	2018-19 Target	2019-20 Target	Completion Date	Measure of Success
Evaluate gender PI data and develop appropriate marketing campaigns, including digital marketing campaigns to promote non-traditional applications	5% improvement in non-traditional applications	10% improvement	5% improvement	June 2019	<ul style="list-style-type: none"> Markets will have been effectively segmented and targeted during campaigns Marketing data will evidence increased numbers of applications from men or women into traditionally gender dominated courses Gender imbalances will be improved by 20% on male/female gender dominated courses
Work with the Student Association to promote non gender traditional study	Student Association website reviewed to include gender employment opportunities			June 2018	<ul style="list-style-type: none"> The Student Association website will promote gender employment opportunities to the student body

Work with Equate to review prospectus and course information to ensure unconscious gender biases are removed	FT Prospectus fully reviewed	PT & Schools Prospectus fully reviewed		November 2019	<ul style="list-style-type: none"> • Unconscious bias will have been removed from course information • Unconscious bias will have been removed from the Full Time, Part Time and Schools prospectus • There will have been increased numbers of applications from men/women for traditionally gender dominated courses
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Theme: Supporting Success					
High Level Action	2017-18 Target	2018-19 Target	2019-20 Target	Completion Date	Measure of Success
Celebrate gender specific successes	3 case studies developed	3 case studies developed		June 2019	<ul style="list-style-type: none"> • 6 gender success case studies will have been developed • Students will have received recognition of success through College Graduation Ceremony
Establish a Gender Mentor programme	Mentor programme implemented for 2017-18 students	Mentor programme implemented for 2018-19 Students	Mentor programme implemented for 2019-20 students	Sept 2020	<ul style="list-style-type: none"> • Students will have an appropriate support network • Students will be retained and will attain their qualification