

FVC Gender Action Plan 2017-20

Context

The Scottish Government's high level strategic objectives for colleges include:

- Access to education for people from the widest range of backgrounds, including implementation of the recommendations of the Commission on Widening Access
- Developing the Young Workforce
- Learning which...prioritises provision that meets known skills gaps in the economy, for example in STEM subjects...
- Address the underrepresentation of women on the governing bodies of colleges and universities and at senior levels, and gender balance among student intakes for some key subjects, including STEM subjects

This has led to the requirement on Colleges to have a Gender Action Plan (GAP).

The SFC's Aims and Milestones to tackle gender imbalances are as follows:

| 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. |

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.

The GAP is linked to FVC’s Regional Outcome Agreement 2017-20. Each year’s progress of the GAP is to be reported annually through the Outcome Agreement process. Below, the overall OA Credit delivery targets for males and females. The detail in this GAP takes this as a starting point and considering the Superclasses (Appendix 1), has looked at data for programmes within those classes in order to form Actions. The GAP aims to start small and keep activity simple: one heavily-male gendered programme (from Engineering) will be selected for analysis and action in Year 1; 1 heavily-female gendered programme (from Care) will be focused on in Year 2.

| No. | FVC ROA 2017-20 Targets | Performance | | | Current Year Target | Targets | | |
|------------|---|----------------|----------------|---------|---------------------|---------|---------|---------|
| | Measure | 2013-14 (1) | 2014-15 (1) | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| 1d) | Volume and proportion of Credits delivered to learners from protected characteristics: | | | | | | | |
| | Volume of Credits delivered to females ⁽²⁾ | 38,980 | 41,811 | 40,375 | 42,244 | 42,244 | 42,244 | 42,244 |
| | Proportion of Credits delivered to females ⁽²⁾ | 46% | 48% | 48% | 49% | 49% | 49% | 49% |
| | Volume of Credits delivered to males ⁽²⁾ | 45,412 | 45,772 | 45,897 | 43,970 | 43,790 | 43,790 | 43,790 |
| | Proportion of Credits delivered to males ⁽²⁾ | 54% | 52% | 52% | 51% | 51% | 51% | 51% |

ECU Attracting Diversity project

FVC has had a project with support from ECU since AY 2015-16 to examine embedding equality and diversity in student recruitment. Although the learning from the project to date is limited, it has provided examples of activity which could be replicated across the programmes requiring analysis. The project has provided a useful foundation for the GAP and some relevant data which will be examined further (see Appendix 2). The project will run into AY 2017-18, and be linked to GAP activity.

The Attracting Diversity project is now complete and has shown that STEM activity and female representation in the Falkirk staff has made a difference to create interest in STEM. However, enrolment does not seem to have increased over the years. More research is needed to determine if more work needs to be done between application and enrolment stages. In terms of men in care, the research has shown that it would prove more fruitful to appeal to career changers. Overall the SCOTS programme has helped us determine that indeed the college experience attracts learners to college. However whether the college inspires pupils to return to school to gain STEM qualifications in order to access the university route is unclear. The need for additional careers advice as outlined in Influencing the Influencers guidance below has been confirmed by school pupils. We aim to work more closely with SDS to ensure young people are aware of all their options.

GAP Framework

SFC commissioned the Higher Education Academy (HEA) to undertake research into how institutions were tackling gender imbalances across Scotland. *Whose job is it anyway?* Higher Education Academy (2016) suggested a framework for tackling gender imbalances based on a successful and sustainable approach across an institution's activities. The five broad themes are as follows and have been used as the framework for FVC's GAP:

- Infrastructure
- Influencing the influencers
- Raising awareness and aspiration
- Encouraging applications
- Supporting success

Update

As the size and scope of the implementation of the Gender Action Plan has so far proved a challenge to track as a college-wide project, we have decided to adjust our actions in year three to see more achievable results. In contemplating the whole of the Gender Action Plan, we have considered what has worked and what has proved more difficult. It is clear that changes must be made within curricular areas, so that we can disperse responsibility more manageably as well as see change that is more concrete and over-arching.

Similarly, in order to see results we, as college, will need to remain committed to actively making adjustments to our current systems and practices in order to see a genuine transformation by 2030. Creating a more equally gendered student body while challenging such deeply-rooted cultural traditions will take a considerable amount of time. However, this is not to say that efforts will be wasted. We must simply remain realistic about what can be done in shorter time frames.

Therefore, we are using what has been learnt over the past two years of the GAP to concentrate our efforts differently. Not only did we trim down actions to create more impact on principle activity we refocused creating pilot projects within a wider range of superclasses . With the Engineering pilot we were able to offer reinforced pastoral support to the underrepresented students while challenging attitudes and stereotypes within the group as a whole. A key element to achieving success was ensuring that various members of staff closely monitored the pilot group. Therefore in year three of the project we are planning for each department to create a pilot course that falls within the superclass list to inform how we may attract more applicants at the pre-entry stage as well as support those within the current programme.

Another addition to this updated GAP is the involvement of the Student Association. Because of the annual, sometimes biennial, change of elected posts this can prove a challenge as each elected president/vice president creates their own manifesto. However in this amended version of the plan we have included work to be carried out by the SA, so that there is an awareness raising at the student level. This will include working with White Ribbon Scotland to support Equally Safe and specifically to include more men in conversations around gender. Class representative and student council workshops will also include information on the GAP .

*Note: The original guidance on the Gender Action Plan from the Scottish Funding Council very much focused on the binary idea of men and women into heavily gendered courses. However, we recognise that not all learners will identify along these gender lines. We aim to include all genders as part of this action plan.

Infrastructure

| Academic Year | Tackling under-representation of males (M), females (F) or both (B) | What we want to achieve (targets) | Key things we will do to meet these targets | How | When | Who | Progress/Evidence |
|---------------|---|---|---|---|-------------|--|-------------------------|
| | B | Improve male and female participation and success in a range of programmes where there is a clear gender divide | Set targets for gender underrepresentation at subject level (superclasses) | Establish a cross-college short-life working group | Aug-17 | DOC AP HEILS/DC | In progress for 2019/20 |
| | B | Improve male and female participation and success in a range of programmes where there is a clear gender divide | Use data to examine male and female representation, retention and achievement across key subject and course areas | Increase specific information on why students leave – move away from ‘reason unknown’ | From Aug 17 | Teaching departments CMs LDWs LAs | ongoing |

| Academic Year | Tackling under-representation of males (M), females (F) or both (B) | What we want to achieve (targets) | Key things we will do to meet these targets | How | When | Who | Progress/Evidence |
|---------------|---|---|---|---|-------------|-------------------|--|
| | F | Improve male and female participation and success in a range of programmes where there is a clear gender divide | Use data to examine male and female representation, retention and achievement across key subject and course areas | Through data analysis, identify 1 course with historically more males to focus Access to Engineering YCET/FK | Aug-17 | DC ASME CMs | complete |
| From 17-18 | B | Improve male and female participation and success in a range of programmes where there is a clear gender divide | Use data to examine male and female representation, retention and achievement across key subject and course areas | Compulsory analysis/action of gender information as part of team-evaluation and curriculum planning processes | From Aug 17 | HODs CMs DC | Presentation on equality to inform team evaluation 2019/20 |

| Academic Year | Tackling under-representation of males (M), females (F) or both (B) | What we want to achieve (targets) | Key things we will do to meet these targets | How | When | Who | Progress/Evidence |
|---------------|---|---|---|--|-------------|---|---|
| | B | Maintain 50/50 male and female representation on BOM | Comply with Equality Act | Continue to gather & publish information on protected characteristics of BOM | As required | Corporate Governance and Planning Officer HR | This has been recently reported with progress report on Equality Outcomes |
| | B | Gender Equality amongst staff | Meet recruitment obligations as public sector organisation | Continue to use MJS to provide fair and transparent recruitment process | Ongoing | HR | EQIA on Recruitment process |
| | B | Improve male and female participation and success in a range of programmes where there is a clear gender divide | Use data to examine male and female representation, retention and achievement across key subject and course areas | Track enrolments from school-college partnership activity programmes | From Sep 17 | SPC DC | Complete 2017/18 |

| Academic Year | Tackling under-representation of males (M), females (F) or both (B) | What we want to achieve (targets) | Key things we will do to meet these targets | How | When | Who | Progress/Evidence |
|-------------------------------|---|---|---|--|----------------------------|------------------|---|
| | F | Improve male and female participation and success in a range of programmes where there is a clear gender divide | Use data to examine male and female representation, retention and achievement across key subject and course areas | Examine female experience in STEM subjects through interviews | Dec-17 | DC | interviews with women in the Pilot group complete 2017/18 |
| 2019/20 | F | Improve male and female participation and success in a range of programmes where there is a clear gender divide | Use data to examine male and female representation, retention and achievement across key subject and course areas | Examine Female MA experience in engineering—dissect success of 2018/19 | Autumn 19 | DC | |
| 2017-18 2018-19 2019-20 | B | Improve male and female participation and success in a range of programmes where there is a clear gender divide | Use data to examine male and female representation, retention and achievement across key subject and course areas | Training in unconscious bias for staff from key subject areas who interview potential students | From Aug 17 From Aug 18 | CMs Lecturers | Complete August 18/19 |

| Academic Year | Tackling under-representation of males (M), females (F) or both (B) | What we want to achieve (targets) | Key things we will do to meet these targets | How | When | Who | Progress/Evidence |
|---------------|---|---|---|---|---------------|--------------|--|
| 2018-19 | M | Improve male and female participation and success in a range of programmes where there is a clear gender divide | Use data to examine male and female representation, retention and achievement across key subject and course areas | Through data analysis, identify 1 course with historically more males to focus activity on: Care | Jan-18 | DC CR CMs | Course identified, pilot complete |
| | M | Improve male and female participation and success in a range of programmes where there is a clear gender divide | Use data to examine male and female representation, retention and achievement across key subject and course areas | Examine male experience in the Care subjects as a whole | From April 18 | DC | In progress |
| 2018-19 | B | Gender equality amongst staff | Analyse trends in recruitment and CPD information for male and female employees as per equality duty | Improve data collection and analysis to examine information per employee | As required | HR | Completed as part of Equality Outcomes and mainstreaming progress report |

| Academic Year | Tackling under-representation of males (M), females (F) or both (B) | What we want to achieve (targets) | Key things we will do to meet these targets | How | When | Who | Progress/Evidence |
|---------------|---|---|---|---|---------------|--|---|
| 2019-20 | B | Gender equality amongst staff | Publish protected characteristics of staff in Equality Outcomes | Highlight male/female representation at different levels in FVC | As required | HR | This has been recently reported with progress report on Equality Outcomes |
| | B | Understanding on which changes have the most impact | Change existing systems to identify where barriers lie. | Through data analysis, identify 1 course with historically more students from underrepresented gender—create a pilot course | May -19 | Each curriculum area— Construction, Engineering, Computing, Childcare, salon services | |
| 2019-20 | B | Balance underrepresentation of male candidates generally and female candidates in Engineering | Change details in recruitment practice | HR to take action on identified underrepresentation in Staff by gender specifically in Engineering | From May 2019 | HR | |

Influencing the Influencers

| Academic Year | Tackling under-representation of males (M), females (F) or both (B) | What we want to achieve (targets) | Key things we will do to meet these targets | How | When | Who | Progress/Evidence |
|--------------------|---|---|---|--|--------|----------------------------------|--|
| 2017-18 | B | Contribute to changing perceptions and stereotypical attitudes to gender by reaching a range of influencers to highlight opportunities at College for males and females | Raise awareness amongst parents/carers of what College can offer young people | Page on FVC website created with guidance for parents/carers on courses and potential employment opportunities, tally 'hits' on page | Dec-17 | DC Marketing & Communications | Webpage revised for parents. May 2018 1784 hits |
| 2018-19 2019-20 | B | Contribute to changing perceptions and stereotypical attitudes to gender by reaching a range of influencers to highlight opportunities at College for males and females | Raise awareness amongst FVC staff | PDA teaching practice to include a session on Unconscious bias | Aug-18 | AP DC Equate | 2019-20 |

Raising Awareness

| Academic Year | Tackling under-representation of males (M), females (F) or both (B) | What we want to achieve (targets) | Key things we will do to meet these targets | How | When | Who | Progress/Evidence |
|---------------|---|---|--|--|-----------------|-----------------------------|--|
| 2017-18 | B | Contribute to changing perceptions and stereotypical attitudes to gender by highlighting barriers, attitudes etc. | Review interview process and historical data for most heavily gendered subjects | EQIA on interview process | From Dec 17 | Specific TDs DCs | an evaluation on the process would prove more beneficial—to be conducted 2019/20 New process |
| 2019-20 | B | Contribute to changing perceptions and stereotypical attitudes to gender by highlighting barriers, attitudes etc. | Educate students and staff to question ideas of gender and their impact on our daily lives | Link workshops on Gender and GBV Staff development. Work in partnership with Rape Crisis | From April 2019 | LDWs Student Association | Training for staff and working within the first stages for becoming a White Ribbon college 2018/19 and 2019/20 |

| Academic Year | Tackling under-representation of males (M), females (F) or both (B) | What we want to achieve (targets) | Key things we will do to meet these targets | How | When | Who | Progress/Evidence |
|---------------|---|---|--|--|------------------|---------------------|-------------------|
| | B | Contribute to changing perceptions and stereotypical attitudes to gender by highlighting barriers, attitudes etc. | Educate students and staff to question ideas of gender and their impact on our daily lives | Class representative training and student council workshops to include information on underrepresented genders in Superclasses | From August 2019 | Student Association | |

Encouraging Applications

| Academic Year | Tackling under-representation of males (M), females (F) or both (B) | What we want to achieve (targets) | Key things we will do to meet these targets | How | When | Who | Progress/Evidence |
|--------------------|---|---|--|---|------------------|------------|--------------------------------|
| 2018-19 2019-20 | B | Increase number of applications received by males and females for subjects with | Track applications – interviews – offers – retention - achievement | Use of Cognos reports Specific focus on certain programmes | From February 18 | CMs DCs | Reports have been set up by IS |

| Academic Year | Tackling under-representation of males (M), females (F) or both (B) | What we want to achieve (targets) | Key things we will do to meet these targets | How | When | Who | Progress/Evidence |
|---------------|---|--|---|--|-----------|---------------------------|---|
| | | severe gender imbalances | | | | | |
| | B | Increase number of applications received by males and females for subjects with severe gender imbalances | Course packaging—creating new course names/descriptors to be more relevant, specific and reader-friendly. | Meet with CMs during curriculum review | Spring 18 | DC ASME/EICE/CR CMs | To start in one curriculum area 2019-2021 |
| | | | | | | | |

Supporting Success

| Academic Year | Tackling under-representation of males (M), females (F) or both (B) | What we want to achieve (targets) | Key things we will do to meet these targets | How | When | Who | Progress/Evidence |
|---------------|---|--|---|--|-------------|-----|--|
| 2017-18 | F | Track if any difference in retention/achievement of females compared to males and males – females on subjects with severe gender imbalances, through provision of specific support | Provide enhanced support to females on male dominated course and vice versa | Mentoring support from LDW on target course NC Mechanical Engineering (YCE/FK) | From Aug 17 | LDW | Course was changed to YCET/FK Pilot complete |
| 2018-19 | M | Track if any difference in retention/achievement of females compared to males and males – females on subjects with severe gender imbalances, through provision of specific support | Provide enhanced support to females on male dominated course and vice versa | Care course YCCHSCSC/FK | From Aug 18 | LDW | Complete 2019 |

APPENDIX 1

Superclasses

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 |

