



Working Together

Gender Action Plan 2017 - 2021

June 2017

History of Changes

Version	Description of Change	Authored by	Date
1.1	New College Plan	D Killean	30.5.17

1. Introduction

Gender is a protected characteristic within the Equality Act 2010 with good cause. We define ourselves and others by gender, perhaps more than any other characteristic. It impacts on our life chances and on the way others interact with us.

Gender has historically been defined as binary i.e. we are either male or female. But increasingly society recognises what many have known; that this is an oversimplification. A non-binary approach to gender recognises intersex, gender fluid and transgender as equally valid ways to define one's gender and a basis to be accepted and protected through equality legislation.

In 1970, the Labour Government passed legislation prohibiting less favourable pay and conditions on the basis of gender for workers doing broadly comparable work. The legislation took five years to implement, but rather than solving the issue of women being paid less than men it merely served to highlight the gender segregation that occurs in work and careers. Today, 47 years later, the gender pay gap still exists because of this gender segregation and how society unequally values the contribution made by men and women to work.

Colleges have a part to play as one of the influencing instruments of society in addressing gender segregation in careers, work and aspirations. Borders College aspires to be a model of good practice, from equal representation on our Board to eliminating the gender pay gap. The College is working to address the disadvantages women face through family friendly policies, recruitment, career progression and pay. However, there is much to do, with our gender pay gap currently at 13%.

The Scottish Funding Council has set challenging targets for the college sector with the aim of ensuring that no subject area has a gender disparity of more than 25%/75% by 2030. This will require the College to work closely and energetically with other influencers over the next decade to change the expectations of young people and free them from the current and commonly held views of gender. It is not simply a case of the College changing its recruitment practice but a more fundamental shift in many aspects of operation, accompanied by similar changes in other influencing agents within society, such as schools and changing societal attitudes and norms.

2. Scope

The Gender Action Plan involves all people associated with Borders College, including:

- Learners
- Teaching and business support staff
- College managers
- Members of the Regional Board
- Employers

Borders College is an organisation where equality and diversity is at the heart of its mission and vision. It is a community college that wants to create opportunities for people to learn so they can succeed in life, no matter where they are starting or whatever their background. It recognises that diversity brings immeasurable benefits to all the people who work and study at the College.

The College has significant challenges in addressing gender inequality. Superficially it would seem that the College is doing well with regards to gender. Two thirds of its workforce is female as is the majority of its students. However, the gender pay gap has widened in the last two years and there is significant gender segregation within the choice of programmes of study. 75% of the College's programmes have less than 25% of one gender enrolled. When it comes to choice, males and females are choosing very different career options. They are also taught in almost all cases by someone of the same gender. For example, hairdressing and childcare is studied by females, taught by female staff while engineering is studied by males, taught by males. This is despite efforts through marketing, recruitment and campaigns to attract more men in to traditional female areas and women into traditionally male vocational areas.

The scope of this plan is therefore broader than our approach to date. The Scottish Funding Council has identified five themes around which to construct this broader approach to tackling gender inequality. The College has adopted these to review and update its previous plan. The broad themes are:

1. Infrastructure
2. Influencing the influencers
3. Raising awareness and aspiration
4. Encouraging applications
5. Supporting success

3. Themes

3.1 Infrastructure

This refers to the infrastructure put in place by the College to address gender participation imbalance. Infrastructure can be defined as having four component parts:

Policies and Processes

The College will ensure that governors and leaders will drive change to reduce gender disparities and segregation. It will do this through embedding gender equality within its strategic plans, its regional outcome agreement and its policies. It will ensure that gender equality is a significant feature in its equality outcomes and action plans.

Governors and Senior Managers will lead the drive to gender equality through their influence on the committees that devise and deliver strategy, policy, recruitment and curriculum.

Staff Development

Training will be provided on gender related issues to improve understanding of the complexity and challenges involved in tackling gender segregation for managers and lecturing staff, including specific training on unconscious bias.

Resources

The College will ensure that staff have the necessary information relating to programmes with regard to gender. Through this, staff awareness of gender disparities and segregation will be raised.

External Relationships

Building and maintaining relationships with sector agencies leading on gender issues including SFC, the Equality Challenge Unit (ECU), Equate Scotland and the College Development Network will help to ensure that staff remain updated on effective approaches to challenging gender segregation and are able to share experience and benefit from the latest research. Working with the local schools and SDS careers staff will allow for a coordinated approach to tackling gender segregation.

3.2 Influencing the influencers

Lecturers, Teachers and Career Advisors

The College has an extensive training programme for new lecturers and assessors offering Teaching in Colleges Today, Professional Development Awards and supporting the delivery of TQFE with its university partner. Assessor and verifier awards are provided for those undertaking VQ delivery. All these awards provide the College with a good opportunity to develop its staff awareness of gender issues within their curricular area and more broadly within the College and society. Lecturers completing these awards will have a good understanding of the impact of gender bias and segregation on their vocational area and will be equipped to challenge the status quo.

College staff have a role and responsibility in challenging assumption made about career and course choices on the basis of gender. Where natural opportunities arise through teacher or career advisor briefings, these will be used to address gender related issues within vocational areas.

The College has a particular role to play in its training of the early years' workforce of the future. It will ensure that its curriculum has been reviewed for gender bias in its qualifications and training material. It will also ensure that lecturers are trained in unconscious bias and gender issues form an important part of the curriculum for its students.

Parents and Guardians

The College will use the opportunities that arise from attendance at careers events and at parents' evenings to take a gender neutral approach to the promotion of its courses and, where appropriate, to take positive action to promote certain career options to the underrepresented gender.

Employers

Through engagement with employers, both for student placement and in workforce development, the College will raise gender related issues, promoting the benefits of having a more evenly mixed gender workforce and will look to work with employers to promote career options to the underrepresented gender, where a gender segregated workforce exists.

Students

The Students' Association has a significant role in promoting gender related issues and in raising students' awareness of the need to tackle gender inequality. It will work in partnership with the College to address issues such as gender related bullying (including transgender and sexuality) and violence. It will promote specific events and campaigns related to gender, helping to tackle gender related stereotypes.

3.3 Raising awareness and aspiration

Outreach

The College recognises that to have an impact on career choices of young people it will need to work with both primary and secondary aged pupils. It has found that as children get older their own choice of career options tends to narrow and conform to gender stereotypes. To address this, the College will work with young people through a range of ongoing outreach events.

Positive Action

In some cases the College will take positive action by offering single sex events to the underrepresented gender. These will cover a range of subjects including Construction and Engineering for girls, and hairdressing and early education for boys.

Workshops and Taster Events

The College will deliver workshops in both primary and secondary schools for both genders, raising awareness of career options amongst pupils and emphasising the opportunities there are across all genders.

Case Studies and Talks

Real case studies of former students who have made a success of a career in a vocational area that is traditionally dominated by the other gender will be used as illustration in outreach work, as will talks from existing students who have chosen to study in an area not traditionally associated with their gender.

3.4 Encouraging applications

Recruitment

The College will take positive action in its recruitment process as part of the significant shift in emphasis from selection to transition in its review of admission in 2017/18. Where it receives applications from people who are in a gender minority for the vocational area it will ensure that part of its new transitions process will address issues of being in a gender minority. These people would be brought together to get to know one another and have the opportunity to explore and prepare for their chosen area of vocational study.

In recruiting for employment, the College recognises that, to address the influence of gender on the vocational choices people make, it needs to take positive action to address the gendered make-up of its staff within faculties. It will take positive action in recruitment to try to attract gender minority applications to the various curricular areas it offers.

Unconscious bias training will be provided to staff who are involved in recruitment, marketing and programme design. The College aims to ensure that all staff involved in these areas are alert to the impact of unconscious bias on their practice, language, course design, promotional material and decision making.

All new programmes are equality impact assessed to address unconscious bias, gendered language and images in course design and materials aiding the recruitment, retention and ultimate success of gender minority applicants.

Marketing

All marketing material will be equality impact assessed to ensure that gender equality is embedded within prospectuses, leaflets and websites. Use will be made of counter-stereotypical imagery and case studies and promotional material will include positive statements on gender equality.

The College will use videos, news stories, blogs and social media to promote gender equality and the promotion of open days will include positive action to promote gender equality in vocational areas.

Course packaging

The College will explore the option of running women and men only courses, alongside equivalent programmes open to all. This could include women only engineering courses or men only child, health and social care courses, particularly at introductory level and for access programmes, such as access to nursing.

Courses will be designed to remove any gender bias in content, language and imagery with the express intent to ensure the course is attractive to all, regardless of gender. The programme designer will use available research into gender interest to ensure this is the case.

3.5 Supporting success

Creating gender inclusive environments

The College undertakes to audit its timetabling, courses and classrooms to ascertain how female/male friendly they are and make any necessary adjustments.

It will take positive action in its recruitment practice for support services to try to address the gender imbalance that exists across these services. This will help to create a more gender inclusive environment and will have a positive impact on the College's gender pay gap.

The commitment to family-friendly employment will be extended to family friendly timetabling.

Enhancing the student experience

The College will make use of mentoring to support students who are in the gender minority. This will be done through student mentoring where experienced students will mentor new recruits, through work experience mentoring where the gender of the student will be matched to that of the workplace supervisor and through the use of external mentors from industry where successful people in the gender minority will be asked to talk to and support students in the same position. Where these mentors are alumni of the College they will be encouraged to share their experience of being a student.

Where more than one group exists within programmes, students of the gender minority will be placed in the same group allowing for mutual support.

Placement visits will be planned where there are opportunities to challenge the gender stereotype through the employment practice and the gender mix of that employer.

4. Responsibilities

The implementation of our Gender Action Plan is the responsibility of all college staff. Employees have a responsibility in act in such a way to implement and promote the plan, ensuring that action is taken to address gender issues. All staff have a responsibility under equalities legislation to promote gender equality and address issues of negative discrimination where they occur. Staff are encouraged to take positive action where this is necessary to reduce underrepresentation of a gender within a particular vocational area.

Harassment or victimisation is unlawful for any protected characteristic, including gender and gender reassignment. Where such circumstances occur they are addressed through the appropriate college policies and may be reported to external agencies, such as the police for further investigation and action.

Individuals should be aware that if they harass another person because of their Protected Characteristics they could be personally liable and may have to pay compensation themselves. This liability is separate from, and in addition to, any compensation that the College may be ordered to pay.

Regional Board: All members of the Regional Board are responsible for making sure that the College complies with the gender action plan. This is part of its wider responsibility to ensure it meets all its duties under equality legislation and delivers on its Equality Outcomes and Action Plan.

Principal and Chief Executive: The Principal is responsible for giving a consistent and high-profile lead on gender issues, promoting gender equality inside and outside the College, and ensuring that the Gender Action Plan is implemented and its impact measured and reviewed.

The College Senior Leadership Team: The College Senior Leadership Team is responsible for putting the Gender Action Plan into practice. Their role is to make sure that all staff are aware of their responsibilities and that they receive support and training in carrying these out. It is their responsibility to follow the relevant procedures and take action against staff or learners who may be discriminated unlawfully on the basis of gender. They are also responsible for ensuring that resources are made available to deliver the action plan.

Line Managers: All line managers are responsible for embedding a culture that embraces gender equality of opportunities. Line Managers will lead by example and challenge staff and students if inappropriate behaviour occurs. They have a responsibility for taking positive action where needed. They must ensure that they understand their responsibilities under equalities legislation. Those responsible for academic matters are responsible for ensuring that gender equality is embedded within the curriculum and that recruitment, transitions and retention practices include monitoring by gender and taking positive action where necessary.

HR: Are responsible for taking positive action in their recruitment practices to promote employment opportunities in both teaching and support roles to the gender minority within particular vocational areas.

Staff: All staff are responsible for promoting gender equality and being able to recognise and tackle discrimination and stereotyping. All staff have a legal obligation and a personal responsibility with regard to gender equality. They should ensure that they attend training to enhance their understanding of the commitment to equality and diversity and the elimination of discrimination. Teaching staff should make good use of opportunities to promote understanding of gender equality amongst their students.

Learners: All learners are responsible for promoting gender equality and good relations generally and avoiding discrimination. Learners should be aware of gender issues within their vocational area through the curriculum and practice of their lecturers.

5. Related Documents

Bullying and Harassment Policy

Employee Resourcing Policy

Professional Conduct between Staff and Students Policy

Staff Handbook

Equality Outcomes and Action Plan 2017-2021

Procurement Policy

Employee Discipline Policy and Procedure

Employee Grievance Policy and procedure

Gender Based Abuse Policy and Guide

Domestic Abuse Policy

Full copies of all policies are available on the website
www.borderscollege.ac.uk or by application to the Publications
department.

6. Gender Action Plan

1. Infrastructure						
No.	Issue	Actions	Output and Outcomes	Target Date	Responsible Person	Progress
1a	Gender equality requires a high profile within the organisation and at senior level to influence change.	Gender equality to be embedded within the strategic plan, the regional outcome agreement and policies.	A higher profile for gender equality is achieved	June 2018	Principal	
1b	Gender equality requires a high profile within the organisation and at senior level to influence change.	Ensure that gender equality is a significant feature in its equality outcomes and action plans and features strongly in enhancement plans.	Greater embedding of equality issues with self-evaluation and enhancement planning	Sept 2018	College Senior Leadership Team	
1c	The impact of unconscious bias on gender equality issues amongst managers and staff is limited leading to the issues not being addressed rigorously enough.	To provide training on gender related issues to including specific training on unconscious bias.	Improve understanding of the complexity and challenges involved in tackling gender segregation amongst staff.	June 2020	Head of HR & Development	
1d	Staff do not always recognise the issues within their vocational area relating to gender	Vocational area specific training for staff exploring the gender issues within their sector and approaches to address gender segregation and bias.	Improved understanding of gender issues within particular industry sectors	June 2020	Heads of Faculty	

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1e	Senior managers understanding of national policy and initiatives should always be current	Maintain relationships with sector agencies leading on gender issues including SFC, the Equality Challenge Unit (ECU), Equate Scotland and the College Development Network	Managers remain updated on effective approaches to challenging gender segregation, are able to lead on the issue and benefit from the latest research.	August 2017 - Ongoing	SMT	
1f	Action on gender inequality is not coordinated locally.	Working with the local schools and SDS careers staff will allow for a coordinated approach to tackling gender segregation.	A coordinated and planned approach is implemented and maintained through a shared gender action plan.	August 2017 - Ongoing	VP Curriculum	
1g	The Regional Board should lead by example and promote gender equality at Board level	To maintain a gender balance amongst Board members and promote female participation at Board level. To Maintain the commitment to 50:50 by 2020.	Board promotion of gender equality.	August 2017 - Ongoing	Chair of the Regional Board	

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1h	There are no clear targets for reducing the gender segregation that occurs within the curriculum as a result of applicant choice and college practices.	<p>To set recruitment targets for gender minorities in certain areas of the curriculum.</p> <p>i) To recruit 5 male students to hairdressing for 2018/19. ii) To recruit 5 male students to childcare for 2018/19. iii) To recruit 5 female students to construction for 2018/19. iv) To recruit 5 female students to engineering for 2018/19.</p> <p>To reduce the number of courses with fewer than 25% of recruits from the current level:</p> <p>75% - 2017/18 70% - 2018/19 65% - 2019/20 60% - 2020/21 (Of all FT courses)</p>	Improved gender balance across the curriculum	Annual targets to be set.	Heads of Faculty	
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1i	To have a sustainable approach within the College to support the gender equality challenge work and make an impact in the long term.	To embed gender equality issues within appropriate meeting agendas.	That gender equality issues will be a standing item on all key meetings including campus management committee, industry advisory boards and course team meetings. The executive report annually to the Board on progress with the Gender Equality Action Plan.	College Senior Leadership Team	August 2017 onwards	
2. Influencing the influencers						
No.	Issue	Actions	Output and Outcomes	Target Date	Responsible Person	Progress
2a	Gender equality is not always addressed through lecturers' core training	Teaching in Colleges Today, Professional Development Awards and TQFE will all address gender equality issues. Lecturers completing these awards will have a good understanding of the impact of gender bias and segregation on their vocational area and will be equipped to challenge the status quo. Add ongoing professional development	Lecturers completing these awards will have a good understanding of the impact of gender bias and segregation on their vocational area and will be equipped to challenge this issue.	June 2018	Learning & Teaching Development Director	

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2b	Gender equality training does not have a high priority in ongoing professional development for staff.	To ensure that there are annual opportunities for staff to engage with training and development on gender related issues.	Improved awareness and action planning to address gender inequality issues	2017 then annually	College Senior Leadership Team	
2c	Assumption about career choices and gender often go unchallenged	Lecturers and career advisor briefings will address gender related issues within vocational areas.	College staff challenge assumptions about career and course choices made on the basis of gender.	Ongoing through to 2021	Lecturers	
2d	College graduates from early years programme must be well informed on gender related issues	The College will ensure that its early years curriculum has been reviewed for gender bias in its qualifications and training material, it will ensure that early years lecturers are trained in unconscious bias and gender issues form an important part of the curriculum for its students.	Students are well prepared to influence thinking and attitudes in their future working environments	June 2018	Head of Care and Access	
2e	Gender issues in specific sectors are not well understood by all staff	To understand the specific gender equality issues within each of the employment sectors.	To create a briefing on each sector for staff, employers and recruitment staff.	June 2019	Heads of Faculty	

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2f	Gender issues and employment are not well understood by parents and guardians	The College will use the opportunities that arise from their attendance at careers events and at parents' evenings to take a gender neutral approach to the promotion of its courses and where appropriate to take positive action to promote certain career options to the underrepresented gender.	Improved understanding amongst parents and guardians	September 2017 onwards	Head of Student Services	
2g	Not all employers see the benefit in addressing gender related issues in their vocational area.	Through engagement with employers through employer liaison meetings, through student placement and in workforce development the College will raise gender related issues promoting the benefits of having a more evenly mixed gender workforce and will look to work with employers to promote career options to the underrepresented gender where a gender segregated workforce exists.	More students from gender minority on placement, greater employer involvement in promoting gender equality.	September 2017 onwards	Vice Principal Curriculum	

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2h	The Students' Association has a significant role in promoting gender related issues and in raising students' awareness of the need to tackle gender inequality.	It will work in partnership with the College to address issues such as gender related bullying (including transgender and sexuality) and violence. It will promote specific events and campaigns related to gender helping to tackle gender related stereotypes.	Improved understanding of gender related issues amongst students	September 2017 Onwards	President BCSA	
3. Raising awareness and aspiration						
No.	Issue	Actions	Output and Outcomes	Target Date	Responsible Person	Progress
3a	The College recognises that to have an impact on career choices of young people it will need to work with both primary and secondary aged pupils.	<p>The College will take positive action by offering single sex events to the underrepresented gender. These will cover a range of subjects including Construction and Engineering for girls, and hairdressing and early education for boys.</p> <p>The College will deliver workshops in both primary and secondary schools for both genders raising awareness of career options amongst pupils emphasising the opportunities there are across all genders.</p>	<p>Deliver 2 workshops per year for early years and for creative industries aimed at High School aged boys – these would be delivered by a male; either a past student, or a guest male speaker.</p> <p>ii) Deliver 2 construction workshops aimed at P7 to S3 girls per year.</p>	June 2018 and every year after	Heads of Faculty	

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3b	School students are unaware of role models from their own gender	Case studies of former students who have made a success of a career in a vocational area that traditionally dominated by the other gender will be used as illustration in outreach work as will talks from existing students who have chosen to study in an area not traditionally associated with their gender.	As per the workshops above	June 2018 and every year after	Heads of Faculty	
3c	There is little coordination between the College, schools and careers service (SDS) in taking a joint approach to raising awareness and aspirations	Plan with secondary schools and SDS a coordinated raising awareness and aspirations.	To create and implement a joint plan	Plan creation August 2018, Implementation September 2018 – August 2021	Vice Principal Curriculum	

4. Encouraging applications						
No.	Issue	Actions	Output and Outcomes	Target Date	Responsible Person	Progress
4a	Too many of the College's courses have almost all applicants from the same gender.	To ensure that part of the College's new admissions and transitions process addresses issues of being in a gender minority, bring these applicants together, to meet, get to know one another and have the opportunity to explore and prepare for their chosen area of vocational study. The areas of primary focus will be: Early Education Construction Hairdressing	Students are better prepared for being in a gender minority within a group.	October 2017	Head of Student Services	
4b	In recruiting for employment, the College recognises that to address the influence of gender on the vocational choices people make it needs to take positive action to address the gendered make-up of its staff within faculties.	It will take positive action in recruitment to try to attract gender minority applications to the various curricular areas it offers.	Better gender balance within faculties and subject areas amongst the College staff.	June 2020	Head of HR & Development	

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4c	Staff are not always aware of the bias that influences their behaviour.	Unconscious bias training will be provided to staff who are involved in recruitment, marketing and programme design.	The College aims to ensure that all staff involved in these areas are alert to the impact of unconscious bias on their practice, language, course design, promotional material and decision making.	September 2018	Head of HR & Development	
4d	Programmes may reinforce gender stereotypes through their content	All new programmes are equality impact assessed to address unconscious bias, gendered language and images in course design and materials aiding the recruitment, retention and ultimate success of gender minority applicants.	Gender bias in programme content is removed	August 2021	Heads of Faculty	
4e	There is no formal equality impact assessment of the ongoing activity in marketing and recruitment	All marketing material will be equality impact assessed to ensure that gender equality is embedded within prospectuses, leaflets and websites. Use will be made of counter-stereotypical imagery and case studies and promotional material will include positive statements on gender equality.	Marketing material that challenges gender stereotypes	June 2018	Marketing & Publications Manager	

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4f	The College's social media presence should be used to challenge gender stereotypes	The College will use of videos, news stories, blogs, social media to promote gender equality including in the promotion of open days.	More gender equal recruitment to the College's programmes	June 2018	Marketing & Publications Manager	
4g	There is no opportunity for gender minority groups to study in women or men only courses.	The College will introduce women only engineering courses and men only child, health and social care course.	Increased recruitment where there are currently significant gender minorities	June 2021	Heads of Faculty	
4h	Programmes should be analysed for any gender bias within their content.	Course will be designed to remove any gender bias in content, language and imagery with the express intent to ensure the course is attractive to all regardless of gender. Programme designer will use available research into gender interest to ensure this is the case.	Improved programme content reinforcing all vocation areas free from gender bias.	June 2020	Heads of Faculty	
4i	Significantly fewer males study part time, study on Business Development Unit programmes and community programmes	To review the curriculum, marketing, programming of these programmes to make them more attractive to male applicants.	Increase the number of male applicants and enrolments on part time programmes.	August 2017 onwards	Head of Business Development	

5. Supporting success						
No.	Issue	Actions	Output and Outcomes	Target Date	Responsible Person	Progress
5a	Students often don't see people of their own gender making a success of their career when in the gender minority.	To work with employers to have gender equality champions within the employment sectors working closely with our academic staff.	i) To have 6 gender champions in each of hairdressing, beauty therapy, construction, engineering and childcare.	June 2021	Heads of Faculty	
5b	Gender specific issues have not always been considering in programme design.	The College will audit its timetabling, courses and classrooms to ascertain how female/male friendly are they and make any necessary adjustments. The commitment to family-friendly employment will be extended to family friendly timetabling.	Course material avoids use of gender language and images. Timetabling is family friendly	June 2021	Heads of Faculty	
5c	The support services within the College are gendered. Student support services are almost exclusively female with IT and estates predominantly male.	The College will take positive action in its recruitment practice for support services to try to address the gender imbalance there is across these services.	Create a more gender inclusive environment and reduce the College's gender pay gap.	Head of HR and Development	August 2017 onwards	

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5d	Gender minority students have few role models within the student population.	<p>The College will:</p> <p>i) introduce student mentoring with experienced students mentor new recruits, ii) through work experience mentoring where the gender of the student will be matched to that of the workplace supervisor and iii) through the use of external mentors from industry where successful people in the gender minority will be asked to talk to and support students in the same position.</p> <p>iv) College alumni will be encouraged to share their experience of being a student.</p> <p>Where more than one group exists within programmes students of the gender minority will be placed in the same group allowing for mutual support.</p>	More students in the gender minority succeeding in their studies	Heads of Faculty Workplace coordinators	August 2017 onwards	
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5e	Students in the gender minority find that they are either the only one in their class of that gender or part of a very small gender group	Where more than one group exists within programmes students of the gender minority will be placed in the same group allowing for mutual support.	More balanced gender ratios where recruitment numbers allow.	Heads of Faculty	August 2017 onwards	
5f	Students are not often exposed to the gender minority within their chosen vocational area being professionals/experts in their field.	Placement visits will be planned where there are opportunities to challenge the gender stereotype through the employment practice and the gender mix of that employer.	A more balanced understanding of gender and students' vocational area of study.	Heads of Faculty	August 2017 onwards	
5g	We are not always clear why students in the gender minority withdraw from their programme early	Conduct exit interviews with specific questions to understand any gender related issues	Actions taken to address any gender related issues that emerge at programme or faculty level.	Heads of Faculty	August 2017 onwards	

Equality Impact Assessment

(Rapid impact assessment tool)

What Impacts may there be from this proposal on any group's ability to use the College services?

Policy: Gender Action Plan

Positive Impacts (Groups affected)	Negative Impacts (Groups affected)
The purpose of this plan is to address issues associated with the gendered choices people make with regards to their career options. It is clear within the makeup of the College staff and students that gender is one to the most significant factors in these choices. This plan is the College looking to address this issue with a more balanced workforce and an impact on recruitment to our courses.	It is also important to ensure that the focus on gender does not lead to a reduced focus on other protected characteristics.
Actions taken to alleviate any negative Impacts: The plan is designed to have an impact on gender inequality	
Recommendations: The College implements the plan, monitors its impact and reviews the plan regularly	

From the outcome of the rapid equality impact assessment, have negative impacts been identified for any protected characteristic or any other potentially disadvantaged group?

Has a full Equality Impact Assessment been recommended?

Yes

No

Reason for recommendation:

The plan is designed to tackle gender inequality issues over the long term. All outcomes will not be achieved within the period of the plan, therefore it is imperative that progress is reviewed regularly and the plan adjusted accordingly. It should be seen within the wider context of the College's equality outcomes and action plan rather than in isolation. By reviewing them together this linkage will be maintained.

Gender Action Plan

Status:	Agreed by Executive Team
Policy Dated:	June 2017
Author:	Vice Principal: Quality & Innovation
Review Date:	June 2019
Equality Impact Assessed:	June 2017