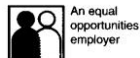


Central College of Commerce



GENDER EQUALITY SCHEME JUNE 2007 – JUNE 2010



1 Foreword by the Principal

Central College of Commerce welcomes a diverse range of staff, learners and visitors to its community. A reputation for excellence entails the consideration of fair and equitable treatment for all. Access is the well recognised first step to be taken to remove barriers which results in a better service for all. However, this document, the College's first Gender Equality Scheme, offers an important opportunity to detail the extended range of activities undertaken and services offered to achieve Gender Equality. It also offers a chance to take stock and plan in detail where our efforts should be focused.

The scheme details the steps the College has taken to consult with staff and learners, what the College has achieved under the 7 key elements of the scheme, how the College achieved this and an Action Plan outlining the way forward over the next 3 years.

Members of the College community are encouraged to read the Scheme and participate actively in its development and implementation. They are also positively encouraged to engage with the Scheme and feedback about the College's progress will be sought. An annual report will be produced, submitted to the Board of Management and published, to show what we have done and how we intend to move forward. Decision-makers and all staff at the College have an important role to play in considering the implications of policies, procedures and practices and how these impact on gender equality. The College is also committed to promote equality of opportunity in education and employment. As a major College, Central College of Commerce is well placed to lead by example in implementing its Gender Equality Scheme. The Scheme represents an opportunity to highlight our achievements and look positively towards the future.



Peter Duncan
Principal

2 About Central College of Commerce

Central College of Commerce has been established for over forty years. It is Glasgow's premier college specifically dedicated to business and commerce. Its central location links it intrinsically to Glasgow's business community.

Central College of Commerce and Distribution was established at 300 Cathedral Street, Glasgow in 1963 and was renamed Central College of Commerce in 1968. In July 1989 the College acquired the Allan Glen's School Building at 190 Cathedral Street and in June 1994 the original building was named Charles Oakley after the first and longest serving Chairman of the College Council.

The Central Business Learning Zone is home to our advanced, Internet-linked Flexible Learning Unit and the College gratefully acknowledges ERDF support in the funding of this enterprise.

The College has formed strong links with Glasgow, Strathclyde, Caledonian and Paisley Universities creating clear progression routes for students who wish to continue their studies to degree level. In addition, the College's local business links ensure that courses remain relevant to today's market.

There are three teaching departments in the College offering a range of full-time and part-time courses at SVQ, NQ, HNC and HND levels, as well as specialist, professional courses at levels up to and including post graduate. Health, Hair & Beauty courses are based in the Charles Oakley Campus. The departments of Accounting, Law & Information Technology and Marketing, Business Management & Design can be found in both the Allan Glen's Campus and the Charles Oakley Campus. Some specialist classes are held in the Central Business Learning Zone.

3 Mission Statement, Corporate Values and Behaviours

We provide quality life-time learning for a
diverse and changing world

- 3.1 Our **Mission Statement** reflects our commitment to: -
 - 3.1.1 Lifelong Learning.
 - 3.1.2 Equipping our learners to manage their achievement, development and careers within a changing social, technological and professional environment.
 - 3.1.3 Enabling our diverse range of learners to become appropriately skilled, employable, enterprising, confident and able to make a contribution to the Scottish economy and society.
 - 3.1.4 Quality enhancement and improvement.

- 3.2 Through our **Corporate Values**, Central College of Commerce recognises: -
 - 3.2.1 The importance of respecting all learners and their individual needs and backgrounds.
 - 3.2.2 The diversity of the learner population in terms of ethnicity, age, disability, gender, religion and belief, sexual orientation and social background is encouraged and supported.
 - 3.2.3 The importance of all members of staff and their contribution to the corporate goals.
 - 3.2.4 Frequent and effective communications with all staff is undertaken and Encouraged.

- 3.2.5 The importance of openness in governance and management and the participation of all staff in decision-making.
 - 3.2.6 Consultative processes and events are regularly held and are encouraged. All staff participate in the strategic planning process.
 - 3.2.7 Academic freedom and the free exchange of ideas are essential elements of the college. These are facilitated by the Academic Board, Functional and Course Teams, where innovation and good practice are encouraged and shared
- 3.3 The types of **behaviours** expected of and exhibited by all College managers can be encapsulated into the following five categories:
- 3.3.1 Integrity and Professionalism
 - 3.3.2 Sensitivity and Respect
 - 3.3.3 Direction and Support
 - 3.3.4 Health and Safety Conscious
 - 3.3.5 Recognise and Celebrate Success

4 College Aims Related to Gender Equality

The College aims to:

- 4.1 Enable all learners, regardless of gender to access the curriculum and gain maximum educational advantage from the learning opportunities provided;
- 4.2 Promote positive attitudes towards gender equality and ensure these are incorporated into everyday activities;
- 4.3 Address under representation of men and women in particular areas of College employment and learning;
- 4.4 Break down persistent gender stereotypes regarding specific employment areas by working in partnership with schools to support wider choice for young people, there by, creating work experience opportunities in areas which they may not have previously considered;
- 4.5 Ensure all staff have equal access to Training and Development Opportunities irrespective of gender;
- 4.6 Enable staff to upgrade knowledge and skills in gender related issues through provision of appropriate Training and Development activities;
- 4.7 Promote flexible and part-time working opportunities to staff employed at all levels who have caring responsibilities;

- 4.8 Develop an Equal Pay Policy in accordance with EOC guidelines. This will be achieved by:
- a) Undertaking an audit to establish if any pay inequalities exist arising because of gender;
 - b) Formulate an action plan, and publish an Equal Pay Statement;
- 4.9 Mainstream gender equality into the College's strategic planning process to aid effective governance;
- 4.10 Systematically assess the impact on gender equality in all new and existing policies, procedures and practices at the College.

The Access, Inclusion and Equalities sub group of the Academic Board used the information contained within appendix 1 and 2 to develop these objectives. They have been approved by the College Management. The College's objectives for Gender Equality will be revised with each cycle of the scheme.

5 Central College of Commerce Gender Equality Statement

Central College of Commerce is committed to gender equality, the eradication of unlawful discrimination and harassment and the promotion of equal opportunities with respect to its role as an employer, service provider and in the development and implementation of College policies and procedures.

As part of this commitment the College will not tolerate any gender discriminatory behaviour through the application of its policies, procedures and operations or in the behaviour of its staff or learners. Contractors will also be expected to follow the commitment of the College towards gender equality.

6 Aims and Objectives of the Scheme

6.1 Our aims in producing this document are:

6.1.1 To set out the College's strategy to meet the Gender Equality Duty;

6.1.2 To fulfil the general and specific duties of the Gender Equality Duty as required by the Equality Act 2006 by producing a Gender Equality Scheme and Action Plan;

6.2 Legislation already exists to protect people (staff, learners and visitors) from discrimination because of their gender. The new duty requires that we actively promote gender equality as well as eliminating discrimination and harassment.

- 6.3 The following objectives describe what the College is required to do while performing its functions to meet the requirements of the GED. The College will:
- 6.3.1 Prepare and publish a Gender Equality Scheme (GES) showing how it will meet its general and specific duties and setting out its gender equality objectives;
 - 6.3.2 Gather and use information on how its policies and practices affect gender equality in the workplace and in the delivery of services;
 - 6.3.3 Consult stakeholders (i.e. employees; service users and others including trade unions) and take account of relevant information in order to determine its gender equality objectives;
 - 6.3.4 Assess the impact of its current and proposed policies and procedures on gender equality ;
 - 6.3.5 Implement the actions set out in this scheme within the three year cycle or report on why this has not happened;
 - 6.3.6 Report annually on the scheme and review the scheme at least every three years.
 - 6.3.7 Publish an Equal Pay Statement and report on progress every three years.
- 6.4 In putting the scheme into effect, we seek to achieve increased satisfaction with the delivery of our functions amongst men and women, and an increased staff awareness of gender equality issues.

7 Legislative Framework

The Equality Act 2006 amends the Sex Discrimination Act 1975 to place a statutory duty on all public authorities, when carrying out their functions, to have due regard to the need:

- to eliminate unlawful discrimination and harassment
- to promote equality of opportunity between men and women.

This is known as the 'general duty' and comes into effect on 6 April 2007.

The Sex Discrimination Act covers men and women, people undergoing or who have undergone gender reassignment (transgendered men and women), married people and those in a civil partnership, and pregnancy or maternity. Transgender describes someone who has transitioned or is transitioning gender because they have gender dysphoria and intend to live permanently in their acquired gender.

The Sex Discrimination Act (Gender Reassignment) Regulations 1999 make it unlawful to discriminate against a person in an employment context or vocational training context on the grounds that that person intends to undergo gender reassignment, or is undergoing gender reassignment, or has at some time in the past undergone gender reassignment. The Gender Recognition Act 2004 provides transsexual people with legal recognition in their acquired gender.

To support progress in delivering the general duty, there is also a series of 'specific duties' which apply to listed public authorities. Those specific duties, are:

- **To prepare and publish a gender equality scheme**, showing how it will meet its general and specific duties and setting out its gender equality objectives.
- In formulating its overall objectives, **to consider the need to include objectives to address the causes of any gender pay gap.**

- **To gather and use information** on how the public authority's policies and practices affect gender equality in the workforce and in the delivery of services.
- **To consult stakeholders (i.e. staff, service users and others, including trade unions) and take account of relevant information** in order to determine its gender equality objectives.
- **To assess the impact of its current and proposed policies and practices** on gender equality, and to have due regard to the results of those impact assessments.
- **To implement the actions set out in its scheme** within three years, unless it is unreasonable or impracticable to do so.
- **To report** against the scheme every year and **review** the scheme at least every three years.

The first scheme must be published by **29 June 2007**.

In addition, listed public authorities which have at least 150 full time equivalent staff, must publish a statement which outlines their policy on equal pay between men and women, no later than **28 September 2007**. They must review this statement and publish a report on their equal pay policy within three years of its publication, and at least every three years thereafter.

The gender equality duty aims to make gender equality central to the way that public authorities work, in order to create:

- better-informed decision-making and policy development;
- a clearer understanding of the needs of service users;
- better-quality services which meet varied needs;
- more effective targeting of policy and resources;

- better results and greater confidence in public services;
- a more effective use of talent in the workforce.

The duty is intended to address the fact that, despite 30 years of individual legal rights to sex equality, there is still widespread discrimination – sometimes intentional, sometimes unintentional – and persistent gender inequality. Policies and practices that seem neutral can have a significantly different effect on women and on men, often contributing to greater gender inequality and poor policy outcomes. Individual legal rights have not been enough by themselves to change this.

The duty is intended to improve this situation, both for men and for women, for boys and for girls. Gender roles and relationships structure men's and women's lives. Women are frequently disadvantaged by policies and practices that do not recognise their greater caring responsibilities, the different pattern of their working lives, their more limited access to resources and their greater vulnerability to domestic violence and sexual assault. Men are also disadvantaged by workplace cultures that do not support their family or childcare responsibilities, by family services that assume they have little or no role in parenting, or by health services which do not recognise their different needs. Both sexes suffer from stereotyping of their roles and needs. The duty should help the public sector, and those working with it, to identify and respond to stereotyping, sex discrimination and sexism, resulting in improvements for all.

The duty requires public authorities to identify and tackle discrimination, to prevent harassment, and to ensure that their work promotes equality of opportunity between men and women. It is a form of legally enforceable 'gender mainstreaming' – building gender equality into the core business thinking and processes of an organisation. It is different from previous sex equality legislation in two crucial respects:

- public authorities have to be proactive in eliminating discrimination and harassment, rather than waiting for individuals to take cases against them.
- public authorities have to be proactive in promoting equality of opportunity, and not just avoiding discrimination.

8 The Duty to Promote Gender Equality

Eliminate unlawful discrimination and harassment

Central College of Commerce aims to eliminate unlawful discrimination and harassment through its policies and procedures for both staff and learners.

The College has in place an Equal Opportunities Policy and a Bullying & Harassment Policy for both staff and learners. Both policies are available to all staff and both are included within the Learner Charter which is issued to all learners. They clearly state the College's view on discrimination and harassment on any grounds and include the procedure for dealing with such instances. For session 2007:08, the Learner Charter will be amended to include the College's duty to eliminate unlawful discrimination and harassment on the grounds of gender.

Currently all learners sign a learner agreement which includes a code of conduct. This clearly states that learners must "show respect at all times to fellow learners, lecturers and College staff regardless of gender". Failure to abide by the code of conduct results in learners being subject to the College disciplinary procedures.

Contracts of employment outline, in the section on Equal Opportunities, the college's expectations with regard to equal and fair treatment for all. The section relating to Equal Opportunities will be amended to include gender.

All post descriptions detail employees' responsibilities under the College's Equal Opportunities Policy which has been amended to include gender. The College analyses all Equal Opportunities Monitoring Forms that are received as a result of applications for employment on an annual basis and reports and acts upon findings accordingly.

Promote equality of opportunity for both men and women

During session 2006/07 Learner Services have taken a lead role in promoting the equalities legislation. In conjunction with the Marketing Department, the “Learning for All” brand was developed and used to promote the Disability Equality Duty. This brand will be rolled out to raise the profile of the College’s commitment to the whole equalities agenda. For session 2007:08 it will be used as the cover for the learner diary to promote equality of opportunity for all.

The College has an Access, Inclusion & Equalities sub-group of the Academic Board. The group has members from all academic departments and support services and is chaired by a member of the senior management. The group membership comprises staff who have an interest in this area. A member of the Central College of Commerce Students’ Association (CCSA) is also a member of the group to ensure learners are represented. The group reports to the Academic Board who in return report to the Board of Management, thus ensuring any gender related issues and concerns are voiced at the highest level.

9 The Specific Duties

Gathering information

Information has been gathered from a variety of sources, including:

- Discussion with learners
- Existing staff data
- Staff survey and individual discussions
- Discussion with individual learners at interviews with Learner Services
- Consultation with members of the Access, Inclusion and Equalities group
- Equality Forward

The College recognises the need for further consultation and plans are in place for further consultation from:

- Central College Students Association (CCSA)
- Recognised Trade Unions
- Schools, through the Schools Partnership Co-ordinator
- External stakeholders, such as those who sponsor learners at the College

Information has also been gathered from data available internally and from external sources such as the Scottish Funding Council and the Scottish Executive to enable the gender profile of our learners and staff to be compared to the Scottish averages. This information has allowed the College to address gender inequalities for both learners and staff.

Data will continue to be monitored and arrangements are in place for further data analysis to identify any trends relating to gender, ethnicity, age and disability. Mechanisms will also be developed to monitor and evaluate learner service provision by gender.

Consultation

Learner Services consulted with learners during the discussion groups which were held, during interviews and as part of the review process. The College recognises the need to consult with more service users and stakeholders and Learner Services are planning a campaign for the new session, to recruit learners to take part in an ongoing consultation process for Gender Equality. This will be done in conjunction with the Central College Students Association (CCSA) once new members are elected.

Meetings will be held with a range of both academic and support staff and recognised trades unions will be consulted. In these discussions staff and unions representatives will have the opportunity to offer their frank views on how the Gender Equality Scheme could be constructed and shaped to positively affect them and their colleagues’.

Impact Assessment

The College has started the process of mapping policies for impact assessment. The Chair of the Access, inclusion and Equalities group, the Quality Manager and a Learner Services Co-ordinator, have agreed that the following policy areas should be prioritised:

- Guidance & Support (Providing Learner Support)
- Equal Opportunities Policy
- Extended Learning Support (ELS)/ELS Review Procedures
- Assessment Procedures
- IT Code of Practice

The Equality Impact Assessment Toolkit developed by the Scottish Executive will be piloted by the College as it covers all six equality strands. It is envisaged that this will then be adapted to meet the College’s own requirements.

Action Plan

Action Plan is shown as appendix 3.

10 Annual Reporting

The College is required to report annually on the progress made in meeting the Action Plan and the results of any information gathering, including how the information has been used. The Annual Report will show that Central College of Commerce is committed to gender equality and others will be able to see the progress which has been made.

11 Reviewing & Revising the Gender Equality Scheme

- 13.1 The College must review and revise the Gender Equality Scheme at least every three years. Revising the scheme will be a chance for the College to build on experiences of the previous three years and improve and enhance the promotion of equal opportunities.

- 13.3 The revised scheme will take into account the information that has been gathered throughout the cycle of the scheme. By the continued involvement of staff, learners and stakeholders, the College will be able to prioritise areas on which to focus when producing the next Gender Equality Scheme and Action Plan.

Appendicies

- 1 Staff Gender Profile
- 2 Learner Gender Profile
- 3 Action Plan

Staffing Gender Profile 2005

According to Scottish Executive statistics the gender balance in the labour force in Scotland is approximately 50% women and 50% men.

The College's breakdown of PERMANENT full-time female and male employees in 2005 was:

Academic Staff	Male	Female	TOTAL	% M	% F
ALIT	20	15	35	57%	43%
HHB	3	15	18	17%	83%
MBMD	23	14	37	62%	38%
TOTAL	46	44	90	51%	49%

The College's breakdown of PERMANENT part-time female and male employees in 2005 was:

Academic Staff	Male	Female	TOTAL	% M	% F
ALIT	3	11	14	21%	79%
HHB	2	10	12	17%	83%
MBMD	3	16	19	16%	84%
TOTAL	8	37	45	18%	82%

The proportion of lecturers employed on temporary part time contracts in 2005 also shows that of 58 day time lecturers 39 were female i.e. 67% F to 33% M.

Out of the total permanent college academic workforce of 135 in 2005:

60% were female and **40%** were male.

This figure does not concur with that for the labour force in Scotland. This is due to the high proportion of female employees in HHB due to the nature of the courses taught i.e. Hairdressing & Beauty Therapy, considered as a traditionally female domain so males are under represented here. However looking more closely it appears there is under representation of females in certain subject areas of MBMD and ALIT. This is again possibly due to the nature of courses taught being considered in the past as more traditionally male subjects, for example Marketing, Advertising, Accounting, Computing, Law

For all FE colleges in Scotland in 2005 the split in gender for academic staff employed was:

51% female - 49% male

The College's female academic staff percentage is higher than the average for colleges in Scotland again due to the nature of courses on offer.

Out of the total permanent (full-time and part-time) college academic workforce of 135 in 2005:

46% of females were permanent part-time workers and **15%** of males were permanent part time workers. These figures concur roughly with the Scottish Executives findings. (41% females to 10% males)

Out of the total permanent college academic workforce of 135 in 2005:

Overall in college 50% of Section Leaders and Senior Lecturers were female, 50% male.

The split by sections below gives a more detailed picture and shows an imbalance in gender split at senior level. Again this is due to the nature of the subjects taught, HHB having subjects which were considered as more traditionally female occupations with ALIT and MBMD subjects showing the opposite.

Section Leaders & Senior Lecturers	Male	Female	TOTAL	% M	% F
ALIT	8	5	13	62%	38%
HHB	2	8	10	20%	80%
MBMD	9	6	15	60%	40%
TOTAL	19	19	38	50%	50%

Support Staff – Full time

Male	Female	TOTAL	% M	% F
30	52	82	37%	63%

Support Staff – Part time

Male	Female	TOTAL	% M	% F
7	37	44	16%	84%

Out of total support staff of 126 in 2005:

71% were female and 29% were male.

29% were female part time workers and 5.5% were male.

The percentage of female workers is higher as the majority of support posts are in areas which are traditionally considered to be female occupations such as administration and cleaning. Most male support workers in college are employed in IT support, Finance, Marketing or as Superintendents. Women are more likely to work part time when children are young and are more likely to be employed in unskilled work than their male counterparts.

For all FE colleges in Scotland in 2005 the split in gender for support staff employed was:

63% female – 37% male

Senior Managers – 2005 – all full-time

Male	Female	TOTAL	% M	% F
4	3	7	57%	43%

Learner Gender Profile 2004:05

	Scotland Wide		CCC	CCC
	HE	FE	HE	FE
Male	47%	42%	36%	32%
Female	53%	58%	64%	68%

Scottish figures are taken from the Scottish Funding Council publication, Learning For All: Measures of Success. Session 2004:05 is the latest figures available for Scotland.

Although a higher proportion of the learner population is female compared with the Scottish average, it is still the case that men and women are disproportionately represented in certain vocational areas.

The Colleges Health, Hair and Beauty department predominantly receives applications from females. For example, for session 2004:05, less than 10% of applicants to our Beauty courses were men, this increased to 22% for session 2005:06. However, numbers remain low and the increase may be due to the increased number of courses in the holistic therapies area.

College enrolments by gender split

Category	2003:04	2004:05	2005:06
Male	33%	33%	33%
Female	67%	67%	67%

Interestingly enough, although the total number of enrolments has changed over the previous 3 sessions, the College gender profile has remained static.

College completion rates by gender split

An analysis of the course completion rates by gender compared to the previous two sessions is as follows:

Category	2003:04	2004:05	2005:06
Male	69%	74%	69%
Female	78%	77%	75%

College achievement rates by gender split

An analysis of the learner achievement rates by gender compared to the previous two sessions is as follows:

Category	2003:04	2004:05	2005:06
Male	66%	66%	65%
Female	75%	71%	75%

CENTRAL COLLEGE OF COMMERCE

Gender Equalities Action Plan



JUNE 2007

Central College of Commerce

Gender Equalities Action Plan 2007 - 2010

The Gender Equality Action Plan outlines priorities for implementing the College's commitment to a policy of equal opportunities for all staff and learners.

No	Key Tasks Emanating from Aims	Actions	Responsible Person(s)
1	To promote positive attitudes towards gender equality to ensure these are incorporated into everyday activities	<ul style="list-style-type: none"> ▪ Ensure all policies and procedures are reviewed and have the category of transgender added to relevant policies ▪ Ensure all policies comply with equality legislation and good practice ▪ Policies to be easily accessible and effectively communicated to all staff by placement on college intranet and website ▪ All policies to be monitored for impact and effectiveness 	Human Resources and Operation (HRO) Quality & Development (Q&D) Learner Services Co-ordinator (LSC)
2	Ensure all college services are accessible, available and appropriate to the needs of all customers and staff	<ul style="list-style-type: none"> ▪ Consult and involve customers and staff on level and accessibility of services ▪ Take on board recommendations, analyse and implement as appropriate to achieve improvements ▪ Monitor levels of satisfaction ▪ 	Human Resources and Operation (HRO) Quality & Development (Q&D) Learner Services Co-ordinator (LSC)
3	To ensure staff are confident in meeting the needs of diverse customers	<ul style="list-style-type: none"> ▪ Training on gender equality responsibilities will be provided 	HRO T&D Manager

No	Key Task	Actions	Responsible Person(s)
4	To ensure equalities monitoring data is captured and systematically analysed throughout the employment processes	<ul style="list-style-type: none"> ▪ Arrangements to be agreed for comprehensive equalities monitoring in all areas; recruitment, leavers, training and development, grievance, disciplinary etc 	HRO
5	To ensure equalities monitoring data is captured and systematically analysed throughout the academic sessions	<ul style="list-style-type: none"> ▪ Continue to monitor all areas; admissions, withdrawals, attainment, achievement, disciplinary etc 	Q&D LSC
6	To ensure recruitment processes are fair for staff and students	<ul style="list-style-type: none"> ▪ Review policies and provide training to relevant staff to ensure compliance with legislation and equalities scheme 	HRO
7	To ensure all vacancies advertised comply with legislation and are non-discriminatory	<ul style="list-style-type: none"> ▪ All adverts to be screened for possible discrimination ▪ Guidance to be issued to all HR staff and managers to enable them to recognise what constitutes discriminatory practices 	HRO
8	All staff will receive equal treatment and equal pay for work of equal value	<ul style="list-style-type: none"> ▪ Monitor starting salaries and conditions for all staff to highlight any difference by gender and report on results ▪ Implement any recommendations 	HRO

No	Key Task	Actions	Responsible Person(s)
9	Promote flexible working within the College	<ul style="list-style-type: none"> ▪ Train managers so they are aware of flexible working options ▪ Promote flexible working at all levels for staff ▪ Monitor the number of staff taking up flexible working including part-time, annualised hours, job share etc 	HRO
10	To support employees with carer responsibilities	<ul style="list-style-type: none"> ▪ Take steps to raise managers' and employees' awareness of flexible working rights ▪ Promote flexible and part-time work opportunities ▪ Conduct research into employees recently returned from Maternity/Adoption/Paternity leave to highlight positive and negative experiences ▪ Develop an action plan to address any areas for improvement 	HRO
11	Address under representation of men/women in particular areas of college work and subject areas	<ul style="list-style-type: none"> ▪ Analyse current workforce by gender split and post held ▪ Implement positive action measures in areas where men and women are particularly under represented ▪ Consider providing nursery facilities for staff and students ▪ 	HRO Q&D LSC

No	Key Task	Actions	Responsible Person(s)
12	To eliminate all forms of harassment and bullying	<ul style="list-style-type: none"> ▪ Add the “category” transgender to the H&B policy ▪ Publicise the policy throughout the college ▪ Monitor cases and track progress 	HRO Q&D LSC
13	Gather further information related to gender from staff, learners and external stakeholders	<ul style="list-style-type: none"> ▪ Questionnaire produced and disseminated to all staff ▪ Recruitment campaign for learners ▪ Research the possibility of an on-line forum 	HRO Q&D LSC
14	Regular updates submitted to the Access, Inclusion and Equalities group	<ul style="list-style-type: none"> ▪ Gender equality to be a regular agenda item to enable the Chair to feedback to the Academic Board 	Q&D LSC
15	Create work experience opportunities for young people in areas which they may not have previously considered	<ul style="list-style-type: none"> ▪ Liaise with schools to encourage participation in work experience for males and females in non traditional areas 	HRO
16	Work In partnership with the Schools Liaison Officer (SLO) to support wider choice for young people	<ul style="list-style-type: none"> ▪ Liaise with schools to encourage participation in work experience for males and females in non traditional areas 	Q&D LSC SLO
17	Meet with CCSA President to maximise Learner involvement	<ul style="list-style-type: none"> ▪ Publicise the GES through partnership working with the CCSA to encourage involvement 	Q&D LSC