



Principal and CEO's Foreword to SRUC's Gender Action Plan

I am delighted to welcome you to SRUC's Gender Action Plan which sets out our continuing commitment to addressing gender imbalance within the subjects SRUC offers. SRUC is a tertiary education provider committed to encouraging and enabling participation in our land-based courses.

Research by ourselves and others suggest that when considering gender imbalance in further and higher education, many of the barriers cited are based on preconceptions and outmoded stereotypes. This plan seeks to dispel those preconceptions by raising awareness, providing practical encouragement, positive interventions, and celebrating and sharing success.

As Scotland's Rural College we support the sector we serve in addressing the challenges of 21st Century food production, animal welfare and environmental sustainability. One way we do this is to develop the future work force and it is essential we ensure those who have the aptitude and appetite for working in this diverse and critically important sector are able to do so with confidence in their abilities and the knowledge that their gender is not an issue.

This is initially is a four year plan. Its progress will be regularly evaluated through SRUC's Education Divisional Management Team and our Equality, Diversity and Human Rights Committee. It will be revised and refined when required and as we analyse its impact on our student profile. Our Students' Association has been closely involved in the plan's development and the Association's sabbatical team will work with us on our ongoing review of the plan.

SRUC launched its new strategic vision in April 2017. Our commitment to gender equality will be firmly embedded as we further develop the strategy and create a sustainable business plan to underpin our vision.

The Scottish Government has issued a bold challenge for all Scottish institutions to address gender imbalance so no subject at further education or at undergraduate level has an extreme gender imbalance (quantified as 75:25) by 2030. Within the same timescale the challenge is to reduce the gap between male and female participation in undergraduate study from a 15.4% gap to 5%.

This plan represents SRUC's response to that challenge and complements our intentions articulated within our Outcome Agreement and our Equality Outcomes and Action Plan.

I would like to thank in advance the individuals, organisations and partner agencies whose future support and involvement will assist SRUC in achieving the aims within this plan.

Professor Wayne Powell
Principal and Chief Executive
June 2017

Background

SRUC, the legal title for the institution, was formed on 1 October 2012 from the merger of four 'legacy colleges' - Barony, Elmwood, Oatridge and the Scottish Agricultural College (SAC). The merger has created an integrated institution delivering tertiary education, research and consultancy to serve a wide range of stakeholders in agriculture, land and the rural sector.

We are a designated higher education institution and are recognised by the Scottish Funding Council (SFC) as a Small Specialist Institution. SRUC also receives funding from the Scottish Government Rural and Environmental Science and Analytical Services Division for research and consulting activity. We have close links with industry across all of our education, research and consulting activities.

With over 5000 students and 1329 employees SRUC operates its main education activities from six campuses, including four education farms: Aberdeen, Ayr, Barony (nine miles from Dumfries), Edinburgh, Elmwood (in Cupar, Fife) and Oatridge (in Ecclesmachan, West Lothian). Research activity is focused primarily at the Edinburgh campus (with additional facilities at the Bush Estate, including the Roslin Institute Building shared with the University of Edinburgh), with other activity at a number of locations including the Aberdeen and Ayr (Auchincruive) campuses, and the four research farms SRUC operates. Consultancy activity is delivered through a network of 26 consultancy offices spread across Scotland and northern England and eight veterinary disease surveillance centres in Scotland.

Vision

SRUC's overarching vision is focused on:

“Leading innovation and sustainable development in agriculture, land and the rural sector”

The vision can be further articulated in that **“SRUC is recognised for its global and local impact on food and environmental security through world-class research, education, training and consulting”**.

We will achieve this vision through the following global aim:

- To provide world-leading research, innovation, education, training and consulting, in support of global food and environmental security, sustainable rural development, and animal and human wellbeing.

Mission

SRUC's mission is to be:

“Committed to excellence and innovation in the advancement, communication and translation of knowledge throughout the rural sector”.

Aims

SRUC's aims are to:

- Build a culture of educational excellence through the development of a Rural University College with degree awarding powers.
- Be a top UK agriculturally-focused HEI with increased global links and impact.
- Create a new FE/HE model for Scotland with innovative delivery of academic and practical expertise to enhance articulation and progression opportunities.
- Provide an enabling culture that supports our staff, students, stakeholders and our institution in achieving our vision and mission.

Values

SRUC's values were created by staff to shape the way we behave within the organisation and to describe how we deliver our services to customers and stakeholders.

The values are summed up by the acronym RISE:

- Respect
- Innovate
- Support
- Excel

"We will RISE to our values; RESPECT everyone's contributions, INNOVATE for success and SUPPORT each other to EXCEL in everything we do".

The current SRUC position

In responding to SFC's aim for the sector to move to no more than a 25:75 gender balance by 2030 in all subjects delivered in Scotland, SRUC has reviewed its current 2016-17 student enrolment gender balance. SRUC does not deliver in any of the subjects cited as sector priorities and therefore we have undertaken our own analysis.

Our overall enrolment is fairly evenly balanced with an overall gender balance of 50.1% Female: 49.8% Male

At FE this is 46.2% Female : 53.8% Male

At HE this is 53.4% Female : 46.4% Male

It is considered that this reversal is due to the availability of certain subjects at only one level. The HE split compares favourably with the sector situation in where there is currently a 15.4% gap between female and male undergraduates

Investigation into specific subject areas presents a more challenging situation. SRUC's superclasses (as termed by the SFC) have been identified by reviewing data prepared on the basis of the 17 subject areas we promote in our 2018 prospectus.

We have looked at the overall balance, and balance at both FE and HE (recognising that not all subjects offer at both levels). We have also looked applications and enrolments. These provide our benchmarks for monitoring progress for the next four intakes (until academic year 2020/21)

Of the 17 SRUC subjects areas, the following have a gender imbalanced enrolment split at both FE and HE and are therefore superclasses:

SRUC superclass	Student gender imbalance
Animal Care	Females exceed 75%
Golf Management and Greenkeeping	Males exceed 75%
Horsecare and Forgework	Females exceed 75%
Landscaping	Males exceed 75%
Vet Nursing	Females exceed 75%

In addition the following subjects at FE have a gender imbalanced enrolment

SRUC superclass	Student gender imbalance
Agriculture	Males exceed 75%
Countryside and Conservation	Males exceed 75%
Land-based Engineering	Males exceed 75%
Forestry and Arboriculture	Males exceed 75%
Rural Skills and Access courses	Males exceed 75%
Sport and Professional Golf	Males exceed 75%

The Action Plan sets out the activities which SRUC believes will assist in the eventual achievement of no SRUC superclass having a gender imbalance which exceeds 75% by 2030. Many of the activities are generic, but in their implementation we will remain mindful of the above subject areas and seek to positively highlight them to future students and their influencers. In addition, targeted action at programme level will emerge as a result of the findings of quality enhancement annual review.

This is already underway with the work SRUC is undertaking as part of the Equality Challenge Unit supported Attracting Diversity project. This focuses on understanding and addressing the reasons for a male imbalance on our FE land-based engineering courses and a female imbalance on our HE Vet Nursing courses. SRUC is learning from this project and appropriate project actions are being rolled and have been included within this Action Plan.

We would also stress that our promotional approach has always been to 'keep it real' and we only use SRUC students in our visual promotion of our student body. This can clearly hinder the aspiration to promote visual gender equality but one we will strive to overcome.

Whilst certain SRUC staff have specific responsibilities in this plan's delivery, it is important to recognise that each member of the SRUC community has a responsibility at all times to address gender stereotyping and gender inequality, and promote opportunity for all.

Employees

SRUC is committed to valuing diversity, advancing equality of opportunity and respecting human rights in all aspects of our activities. All employees and learners in everything they do, must understand, recognise and accept their individual duties and responsibility in this regard. Discriminating, harassing or victimising others, through intentional or unintentional actions or behaviour, will not be accepted nor tolerated and corrective action will be taken where the need arises.

Managers

All line managers have responsibility for leading by example and ensuring that equality, diversity and human rights provisions, policies, practice, and procedures are upheld. Senior management in SRUC has a collective responsibility to ensure that SRUC is an enabling and appropriately resourced environment. This includes ensuring fairness and impartiality in the selection, management and development of employees as well as in our service delivery. Line managers are also expected to assist with the promotion and effective delivery of the equality impact assessment process and with the, monitoring, evaluation and annual reporting of equality and diversity activities and initiatives.

Learners

Learners at all levels must understand, recognise and accept individual responsibility for equality and diversity within SRUC. Examples include classroom studies, field trips, practical sessions, work/study placements, social activities and when resident or a guest in SRUC accommodation. This means not discriminating, harassing or victimising against others, whether intentional or not, and taking remedial action where the need arises. It is about recognising, respecting and valuing everyone's differences.

Learners input into SRUC equality, diversity and human rights work is essential and there are opportunities throughout the academic year to influence current and future policies, procedures and practices.

Contractual and Service Providers

All contractors and service providers on behalf of SRUC are responsible for complying with policies aimed at achieving our equality outcomes and any equality conditions in contracts or agreements. SRUC aims to ensure that appropriate conditions are inserted in contracts and/or agreements with external service providers and partners. This will include those who provide work placement opportunities for our students.

SRUC staff profile

As a provider of education, research and consultancy closely aligned with one sector, it is important that our staffing profile is seen to be challenging outmoded stereotype perceptions. We understand the potential of positive role models in nurturing and supporting aspiration. It is encouraging that within SRUC's Education Division female staff members with management and teaching roles outnumber males colleagues by 6.5 percentage points with an overall staffing profile split of 41.6% male and 58.45 female.

SRUC have appointed an Equality Champion, with specific focus on gender equality. Champions play a key role in promoting a positive working environment and in embedding mainstreaming and inclusion activities in SRUC. They also advocate equality, diversity and human rights as key elements in all business planning activities in SRUC. As set out in our Equalities Action Plan, SRUC plans to appoint Equality Champions for all protected characteristics.

Action Plan 2017-2020

SRUC's three Equality Outcomes are fundamental to the aim and content of the following Action Plan.

1. Equality and diversity is firmly embedded in our management, leadership and governance structures and practice, ensuring equality of opportunity of employees, learners and stakeholders in recruitment, retention and progression.
2. SRUC embraces a culture which is underpinned by dignity and respect, values all employees, learners and stakeholders resulting in parity of experience in an inclusive learning and working environment.
3. Employees and students from all backgrounds are encouraged to achieve high levels of success and attainment.

Whilst the following Action Plan specifically addresses gender, when undertaking the actions, we are mindful of equality for all. We seek to encourage and support the aspirations of those with other protected characteristics and provide an accessible and inclusive land-based learning environment which is welcoming and inspiring.

SRUC GENDER ACTION PLAN 2017-2020

Aim	Milestone Aim
By 2020-21, increase by 5 percentage points, the minority gender share in each of the imbalanced SRUC superclasses at both FE and HE. The overall SRUC combined FE and HE student population has an almost equal gender balance of 50.1% female and 49.8% male. At application stage this balance is 63.4% female and 36.6% male	Improve the gender balance in each of the identified HE and FE superclass by 4.2% percentage points by 2019-20
By 2030, no subject to have a 75:25 imbalance. Currently of SRUC's 13 subjects at FE level, 10 have an extreme gender imbalance and of SRUC's 14 subjects at HE level 5 have an extreme gender imbalance	50% reduction in the number of superclasses with an extreme gender imbalance (75:25) by 2025
To bring the overall gap between male and female participation in undergraduate study from a current 7% gap to 5% by 2030. SRUC is currently well below the sector 15.4% male: female gap	. SRUC will seek to reduce its gap to 6% by 2020/21

THEME 1 - INFRASTRUCTURE

	Area	Aim	Action	Measurements for achieving the action	Impact or success measure	Timescale for delivery	Responsible lead(s)
1.1	Organisation	Gender balance leadership	To increase the number of female Board members	Compliance with legislation	Increase in female Board members to achieve the required 50:50 gender balance by 2020	2020	SRUC Board
1.2	Organisation	Embed gender equality within SRUC's strategy.	Equality Impact Assessment (EIA) of the emerging SRUC strategic plan and any accompanying/supporting plans	Gender neutral language, positive representation of gender in examples and images	EIA for the Strategic Plan and any accompanying/ supporting plans	Ongoing	Head of Communications
1.3	Organisation	Cross-college gender celebration	Role out the Equality Champion model which includes an Equality Champion for gender	A culture of the SRUC community celebrating female contribution and achievement at International Women's day	Year by year increase in numbers of male and female staff and students celebrating together	Review of participation in the pan SRUC International Women's Day lecture after 5 th year (March 2020)	Gender Equality Champion/HR
1.4	Organisation	Senior management oversight of gender balance activity	Equality and Diversity considered at Divisional level through the Education Divisional Management Team (DMT) (which reports to the Executive Management Team) and the Student Support and Engagement Committee (which reports through to the Learning and Teaching Committee)	Standing agenda item at each meeting plus quarterly review against this action plan by the Education DMT commencing October 2017	Identification of Divisional action (with clear Education DMT support) in response to issues raised	Ongoing	Student Experience Manager

	Area	Aim	Action	Measurements for achieving the action	Impact or success measure	Timescale for delivery	Responsible lead(s)
1.5	Organisation	Commitment to gender equality within equality outcomes	Equality outcomes embrace all protected characteristics	<p>Equality outcomes:</p> <ol style="list-style-type: none"> 1. Embed Equality & Diversity in our management, leadership and governance structures and practice 2. Develop a culture underpinned by dignity and respect, valuing all employees, learners and stakeholders to enable parity of experience in an inclusive learning and working environment 3. Promote equality of opportunity for employees, learners and stakeholders in recruitment, retention and progression 	<p>Quarterly meetings of SRUC Equality, Human Rights and Inclusion (EHRI) Committee</p> <p>EHRI Committee outputs reported to SRUC Board and EMT to encourage top-down leadership approach</p> <p>SRUC DMT agendas include Equality & Diversity progress reports as standing agenda items to translate plans into operational delivery models</p>	<p>3-monthly review (2107 – 2021)</p> <p>3-monthly review (2107 – 2021)</p> <p>Monthly review</p> <p>Ongoing</p>	HR/EMT
1.6	Staff	To review and where required improve the gender balance within the teaching teams of gender imbalanced superclasses	Review of current staffing to identify where to focus activity when natural wastage/delivery needs present an opportunity to respond	<p>Regular review of SRUC Equalities Data (2017) to analyse areas of imbalance and inform decision making on recruitment and retention</p> <p>Exit interview details collated to monitor gender influence on attrition levels and reasons for leaving</p>	<p>SRUC employee demographics reviewed year-on-year to identify emerging trends/ areas for concern.</p> <p>Analyses undertaken pan-SRUC; at Divisional level and within curriculum/ functional departments</p>	<p>First review September 2017</p> <p>Ongoing</p>	HR/Academic Heads of Department (HoD)

	Area	Aim	Action	Measurements for achieving the action	Impact or success measure	Timescale for delivery	Responsible lead(s)
1.7	Individuals	Increasing staff and student capacity through training and CPD (internal and external, online and face to face)	All staff undertake a compulsory equality on-line module. Equality is included within face to face student induction and the on-line Student Handbook. Specific awareness raising events throughout the year. Attending and disseminating relevant external development opportunities offered by QAA, CDN, UCAS, SPA, ECU and others	Staff and students feel better engaged with the gender agenda. This will be measured through the end of year students' survey and the SRUC staff survey	Each academic and support department to enable attendance at one gender focussed event annually and facilitate feed back to other department members	Ongoing	Learning and Development Manager/ Learner Engagement Manager/ Each academic and support department to enable attendance at one gender focussed event annually and facilitate feed back to other department members
1.8	Metrics	Analysis of Applications and Enrolments to SRUC's superclasses at FE and HE level	Consideration of any % point differences between applicant gender imbalance and enrolled student gender imbalance Reasons for differences to be explored as these may identify planned or unwitting positive actions which can be disseminated It is to be noted that enrolment figures will include progressing students	Superclass reports prepared annually to highlight noticeable differences for consideration by the Education DMT	Necessary changes introduced in the admissions decision making processes for superclasses	November 2017 and annually thereafter (analysis) December 2018 and annually thereafter (review of admissions decision making processes)	Education DMT/Education Business Support /Heads of the Academic HoDs

THEME 2 - INFLUENCING THE INFLUENCERS

	Area	Aim	Action	Measurements for achieving the action	Impact or success measure	Timescale for delivery	Responsible lead(s)
2.1	SDS Careers Advisers, Teachers	Demonstration of gender equality within land-based subjects	Annual updating event at one or more of our campuses	Inclusion of a session on challenging gender stereotyping	Feedback from the attendees	Review each year for the duration of this plan	Marketing and Student Recruitment Manager
2.2.	Teachers, Career Advisers and Parents	Positive statements on gender equality	Reference to SRUC's Equality Outcomes in the 2019 prospectus onwards to demonstrate commitment and action	Ongoing inclusion	Feedback from audience groups	Ongoing from February 2018	Marketing and Student Recruitment Manager
2.3	Teachers, Career Advisers and Parents	Publication to celebrate the gender balance within SRUC's staffing	Publication distributed to schools and SDS, available at open days/SRUC events and hosted digitally	Printed and digital versions available showcasing gender balance in early career researchers, lecturers and consultants. Press and social media releases	Analytics on web and social media, numbers of printed copies distributed	September 2018	Communication/HR/Student Experience
2.4	Work Based Learning and Placement provider Employers	Compliance with SDS's contract arrangements Equality in the work place for our students	Meeting SDS gender requirements within the contracts Making employers aware of SRUC's gender balance aims	Preparation of SDS contracts Employers issued with summary of SRUC's gender equality aims	SDS contracts being awarded Feedback from modern apprentices, students and employers included within programme and department annual quality reviews and enhancement plans	September 2017 for summary 2017-18 to commence review as individual modern apprenticeships end	Student Experience Manager/Commercial Business Manager/HR to prepare statement for issue Work Based Learning Manager/Academic HoDs to issue to employer partners and undertake reviews
2.5	Land-based sector	Women in Agriculture breakfast	Event at Royal Highland Show	Event taking place	Media reaction Social media reaction Feedback collected	Annual event	Head of Communications

THEME 3 - RAISING AWARENESS AND ASPIRATION

	Area	Aim	Action	Measurements for achieving the action	Impact or success measure	Timescale for delivery	Responsible lead(s)
3.1	Prospective and current students	Positive gender messages	Each SRUC superclass to profile a member of the delivery team who is of the currently under-represented gender	Profiles in the prospectus, on the website and in Cultivate	Increase in % of applications from under-represented gender	April 2018	Marketing and Student Recruitment Manager/ Academic HoDs
3.2	General public	Campus public events	Each campus to host an annual public facing event (such as estate day/open doors/farm Sunday) emphasising opportunities for all in the land-based sector	Events taking place	Numbers attending to grow each year	Ongoing	Campus MSRO/Senior Tutor/Dean of Campus
3.3	Current students	Challenging gender imbalance in the work place session at annual career fair	Open session designed to equip students with the confidence to pursue their goals. Senior pupils of local high schools are invited to the Careers Fair	Session taking place	Numbers attending the session. Longer term increased Information on career destinations of former students and use of profiles in promotional materials	November 2017 and annually after that	Learner Engagement Manager
3.4	Current students	Embedding gender equality within the curriculum for all students	Academic teams and departments to review gender imbalance as part of quality enhancement plan and ensure all students irrespective of gender are treated equally and offered the same opportunities. Attention should be given to examples provided in teaching and any practical /case study based learning	Feedback from students through Student Liaison Groups (SLGs) and unit evaluations	Performance indicators on retention and achievement of male and female students	Ongoing – annual activity	Quality team and Academic HoDs
3.5	Current students	Student campaigns which raise awareness of gender issues	Partnership working with student liberation groups to raise awareness of the diversity of the student body through events and campaigns including International Women's day, Violence against Women, Purple Friday etc	Student involvement in planned events, staff email sign off pledges, numbers engaging	Feedback in student surveys, campus Student Liaison Committees, SRUCSA Executive meetings, students coming forward to promote SRUC and their role and experience within it	Ongoing	Learner Engagement Manager/SRUCSA

	Area	Aim	Action	Measurements for achieving the action	Impact or success measure	Timescale for delivery	Responsible lead(s)
3.6	Teachers	Positive gender messages through equal gender participation in taster day sessions.	When schools attend on campus taster days (or similar) they will be required to ensure the gender profile of the pupils selecting activities is balanced	Providing teachers with a pre-prepared explanation to the background for this request Taster days taking place	Feedback from the pupils and teachers on whether their view of certain subjects had changed	September 2017 onwards	Marketing and Student Recruitment Manager
3.7	Parents/ Teachers/ Careers Advisors	Prospectus	Review Equality and Diversity text within the prospectus to include reference to gender imbalance	Update within 2019 prospectus	Changes made as required	February 2018	Marketing and Student Recruitment Manager
3.8	Primary Teachers and pupils	Engagement with World of Work week in Primary Schools	Each campus to seek to attend their local primary school's World of Work event to discuss career opportunities	Attendance at and feedback from events	Increased engagement with Primary school sector	June 2018	Marketing and Student Recruitment Manager
3.9	Teachers / Careers Advisors	Possible Robertson Trust funded widening access initiative	Partake in potential collaborative project funded by the Robertson Trust	Participants in scheme	Increased engagement with Primary/early secondary sector	June 2018	Admissions Manager / Marketing and Student Recruitment Manager

THEME 4 - ENCOURAGING APPLICATIONS

	Area	Aim	Action	Measurements for achieving the action	Impact or success measure	Timescale for delivery	Responsible lead(s)
4.1	Marketing	Embedding gender equality in the prospectus, website and other promotional materials	Language and images to be balanced whilst retaining an honest portrayal of our student population	Gender balance across our presentation of the student body	Increased number of applications from the under represented gender in our identified superclasses	First review September 2019)	Marketing and Student Recruitment team
4.2	Marketing	Our students being the role model for the next intake	Profiles and stories which challenge gender imbalance and stereotypes used in our promotional materials digital media outputs and press releases	Gender balance across student profiles	Increased number of applications from the under represented gender in our identified superclasses	First review September 2019	Marketing and Student Recruitment team
4.3	Sector Engagement	Findings and actions emerging from our ECU Attracting Diversity project	This three year project includes research, positive intervention, measurement and partnership working with RHET, SAYFC, the sectors and their professional bodies	Achievement of the project through meeting ECU milestones	Improved gender balance in Vet Nursing and Land-based Engineering from start of project to beyond	Project ends 2018. Impact to be measured 2019/20	Academic HoDs of Animal and Equine, and Engineering, Science and Technology/ Student Recruitment and Marketing Manager
4.4	Admissions	Awareness of the impact of unconscious bias	Agenda item at the annual recruitment and admissions roadshow. Analysis of programme data through annual monitoring to identify programmes/cohorts with gender imbalance changes between application and enrolment	Application/Enrolment reports 2016 to 2020 entry	Changes in % gender balance of superclasses	December 2018 (roadshow) Annually for analysis and action	Education Business Support, Marketing and Student Recruitment Manager, Admissions Manager, Academic HoDs
4.5	Marketing	Awareness of impact of unconscious bias	Unconscious bias training to be delivered to Marketing and Student Recruitment team	Training delivered	Greater awareness	Summer 2018	Marketing and Student Recruitment Manager
4.6	Marketing	Collaboration with STEM	Annual STEM competition designed to dispel gender myths within land-based careers	Increased participation in the competition and increased reach of the results	Positive gender rebalancing in applications	Summer 2017 and annually thereafter	Marketing and Student Recruitment Manager

THEME 5 - SUPPORTING SUCCESS

	Area	Aim	Action	Measurements for achieving the action	Impact or success measure	Timescale for delivery	Responsible lead(s)
5.1	Monitoring and addressing gender imbalance at programme level	Gender balance actions identified by programme	Gender balance PIs reviewed by programme teams as part of annual monitoring.	Applications, offers, enrolments, retention and achievement stats considered and target for following year set	Year on year alignment of gender balance	July 2019	Programme Leader
5.2	Monitoring and addressing gender imbalance at academic department level	Gender balance priority programmes identified by academic department	Gender balance PIs reviewed by Department Quality Enhancement Co-ordinator (DQEC) and Academic HoDs as part of departmental annual monitoring and discussed as part of annual review meeting	Departmental specific actions and targets set	Year on year alignment of gender balance	July 2019	DQEC and HoD
5.3	Creating gender inclusive environments	Auditing of physical learning environment to determine how female/male friendly are they	Agenda item at SLGs Annual campus audit undertaken by Senior Tutor and SRUCSA Campus Officer	Feedback from each SLG and findings from audit prepared as a report by the Senior Tutor for Education DMT consideration	Feedback at SLG from students about positive changes to learning and campus environment	February 2017 (SLGs and audit) April 2018 (reporting)	Programme Leader /Senior Tutor /SRUCSA/ DMT
5.4	Creating gender inclusive environments	Gender supportive student support services	Promote the range of remote services available and staff who are in a position to listen to counter any student sensitivities in approaching staff of another gender	Clear signposting of support including rolling out the generic email support facility and live chat. Utilise the campus safeguarding teams (which have been designed to have a gender balance) as a source of support	Monitoring may be difficult as we would seek to develop a gender neutral remote support service through the email and live chat facility.	Ongoing and: September 2017 for email support September 2018 (for live chat)	Learner Engagement Manager
5.5	Celebrating the student success	Positively highlighting examples of where our Alumni challenges gender stereotype	A promoted Alumni gender challenge campaign seeking those who have entered a perceived gender stereotypical profession to share their experiences	Inclusion in Alumni focussed publications, social media, activities on campus, hosted field trips	Number of Alumni coming forward to share their stories each year in response to the campaign	2017-20	Alumni Relations Manager/Student Experience Manager