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Gender Equality Scheme

1. Introduction

The aim of the scheme is to promote equality of opportunity for all men, women and transgendered people and to eliminate sex discrimination and harassment for all learners, staff and visitors to the College.

To this end our objectives will be that we will:-

- seek not only to eliminate sex discrimination, but also to create a working and learning environment based on good relations between women and men;
- promote awareness of gender equality throughout the College and the community in which we operate
- remove perceived gender barriers of access to all curriculum areas
- seek to improve flexible working and learning hours for both staff and students;
- create a culture that is supportive of gender reassignment and seek to eliminate harassment and promote equality of opportunity for staff and students who intend to undergo, are undergoing or have undergone gender reassignment;
- provide continuous training and development to underpin the College's GES;
- continue to address significant gender imbalances in staff recruitment

The College is committed to providing an inclusive, welcoming and positive environment for all which strives to eliminate discrimination whether witting or unwitting. We have an existing Equality and Diversity Policy and integrated action plan that goes beyond compliance of legislation and which is regularly reviewed. The action plan covers all aspects of the work of the College and applies to learners, staff and other relevant bodies such as the Corporation.

A Race Equality Policy has been approved in accordance with the Race Relations (Amendment) Act and a Disability Equality Scheme has been published in accordance with the Disability Discrimination Act. The College will give due regard in time to the potential benefits of devising an integrated single equality scheme.

The equalities policies identify the means of redress for anyone who believes that the College, either collectively or through individual action, has not adhered to any aspect of the Policy.

2. Context

Despite equalities legislation inequalities and discrimination still exist and research shows that there has been little, slow or no improvements in eliminating the inequalities between men and women.

National

Women working full-time earn, on average, 17% less an hour than men working full-time. For women working part-time the gap is 36% an hour.

11% of directors of the UK's top 100 companies are women

Employees in Britain work the longest hours of developed nations (more than 25% work more than 45 hours a week), with men working much longer hours on average than women, mainly due to women's caring responsibilities.

In 2007/8 national statistics for GCSE results showed that overall girls continued to achieve more than boys, particularly at the higher grades (A*-C); 69.9 per cent of girls achieved 5 or more grades A*-C compared to 60.9 per cent of boys.

65% of occupational groups are dominated by either women or men and is showing no improvement.

Men aged 16-44 are 47% as likely as women of the same age to consult their GP.

50% of women and nearly 10% of men have experienced sexual harassment at work.

Local area

On average men in Stockport earn £10.5 per hour whereas women earned £8.7 per hour (New Earnings Survey 2004).

The local population is made up of 51.4% female and 48.6% male.

GCSE % attainment for Stockport by gender compared to the national picture 2007/8

	5 A*-C Stockport	5 A*-C England	5 A*-C incl. English and Maths Stockport	5 A*-C incl. English and Maths England	5 A*-G Stockport	5 A*-G England
Boys	62.4	60.9	48.5	43.2	91.4	89.6
Girls	68.9	69.9	56.3	52.3	93.9	93.6

Stockport College

Students

Enrolments to particular areas of the college show a gender bias. These enrolment statistics are reflected at national levels both in education and employment.

College Enrolment by Gender 2007/8

Area	Female	Male
Management and Professional	453	480
Leisure Services	1198	287
Health, Care and Wellbeing	1465	240
Foundation and Learner Inclusion	224	262
Construction, Engineering and the Environment	63	1962
Business Development Unit	1381	937
Higher Education and Adult	148	82
Visual and Performing Arts	825	484
General Education and Skills for Life	2127	1925
Total	6028	5074

Staff

	Female	Male
College Workforce	62% (822)	38% (490)

The College workforce shows a gender bias towards females at an organisational level. Again, there is some evidence of the effects of occupational stereotyping leading to certain departments being wholly staffed by females e.g. the College nursery provision.

3. Gender equality vision, values and principals

The College mission statement is 'working together to develop your skills and learning'. The statement is underpinned by the College's seven corporate objectives. Those objectives which specifically apply to the vision for gender equality are:

Objective 1

To provide a safe, supportive and stimulating environment for all learners

Key priorities

- 1.1 Provide high quality personalised support for the learner's journey from entry to exit
- 1.2 Create a learning environment that is sensitive to the needs of all learners
- 1.5 Strengthen the voice of learners to make their experience rewarding and successful

Objective 4

To develop and sustain a highly qualified, motivated and professional workforce to meet the needs of the individual and the College

Key Priorities

Develop the organisational structure, culture and resources to meet the needs of the curriculum and external stakeholders

Objective 7

To develop and maintain effective external partnerships for economic prosperity

Key Priorities

- 7.3 Establish strong partnerships with key stakeholders across all brands
- 7.5 Develop networks that facilitate partnership working

4. Legislation

The Gender Equality Duty (GED)

The Equality Act 2006 places an important statutory duty – the “Gender Equality Duty” on all public authorities in Great Britain. In summary, the duty requires all public authorities to pay “due regard” in all their functions to the need to:

- eliminate unlawful discrimination and harassment on the grounds of sex
- and
- promote equality of opportunity between women and men

“Due regard” comprises two linked elements: proportionality and relevance. The weight which public authorities give to gender equality should therefore be proportionate to its relevance to a particular function. The greater the relevance of a function to gender equality, the greater the regard which should be paid to it.

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 development and implementation of gender equality objectives is at the heart of the Gender Equality Duty.

The Gender Equality Duty embodies previous sex discrimination legislation such as the:

- Equal Pay Act 1970
- Sex Discrimination Act 1975
- Employment Equality (Sexual Orientation) Regulation 2003
- Gender Reassignment Act 2003
- Gender Recognition Act 2004

The Gender Equality Scheme (GES)

The Equality Act 2006 extends the scope and powers of the Sex Discrimination Act 1975 and places additional “specific duties” on certain public institutions such as FE colleges, including a requirement to prepare and publish a “Gender Equality Scheme”.

The Gender Equality Scheme should demonstrate how the College will fulfill the general and specific duties and sets out its gender equality objectives. In preparing a scheme the College is required to:

- consult employees, service users and others (including trade unions)
- take into account any information it has gathered or considers relevant as to how its policies and practices affect gender equality in the workplace and in the delivery of its services
- in formulating its overall gender equality objectives, consider the need to have objectives to address the causes of any gender pay gap

The scheme is expected to set out the actions the College has taken or intends to take to:

- gather information on the effect of its policies and practices on men and women, in employment, services and performance of its functions
- use the information to review the implementation of the scheme objectives
- assess the impact of its current and future policies and practices on gender equality
- consult relevant employees, service users and others (including trade unions)
- ensure implementation of the scheme objectives

The College is also required to:

- implement the scheme and its actions for gathering and using information within three years of publication of the scheme
- review and revise the scheme at least every three years and report on progress annually

5. Monitoring Data and Procedures

The College is currently able to monitor a number of key processes and milestones by gender however we are only able to monitor the recruitment of transgendered staff. It is recognised that the organisation will need to consider whether further monitoring of transgendered staff can be introduced in the future.

What we currently monitor:

For Learners

- Enrolment
- Retention rates
- Achievement Rates
- Success Rates
- Gender of those accessing support, advice and guidance
- Satisfaction surveys

For Staff

- Job application rates
- Selection success rates
- Staffing profile
- Staff development
- Disciplinary, Grievance and Capability proceedings and outcomes
- Staff retention
- Exit interviews

The College's Equality and Diversity Committee is responsible for monitoring the progress of the action plan and for review and revisions to the scheme. The Committee is chaired by the Principal and also comprises representatives from curriculum, Learner Services, Estates, Human Resources, Quality and the College Corporation.

Equality and diversity targets are input onto Web Actions which is a tool which aids the management and reporting of all college action plans.

The Equality and Diversity Committee produces an annual report for governors which outlines the achievement of objectives in the action plan. The report also contains information and updates on college activities, monitoring data, legislation and other related equalities information.

Each curriculum area is required to report on equality and diversity as part of the Self Assessment Report and at course level via reviews and is required to set targets following data analysis to address problem areas.

6. Specific Duties

Public authorities with a duty to publish a gender equality scheme also have a range of specific duties that help them to meet their general duty to promote gender equality. The statutory code of practice for England and Wales summarises the duties as follows:

- *To prepare and publish a gender equality scheme, showing how the public authority will meet its general and specific duties, and setting out its gender equality objectives.*

The College has prepared and will publish this Gender Equality Scheme which sets out the actions it will take to meet the 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.*

The College has embarked on a Job Evaluation project which will address the issues of gender pay equality. The full roll out will commence following evaluation of the pilot project.

- *To gather and use information on how its policies and practices affect gender equality in the workforce and in the delivery of services.*

The College has used workforce data to set out its gender equality objectives in the action plan.

- *To consult stakeholders (that is, employees, service users and others, including trade unions) and take account of relevant information in order to determine its gender equality objectives.*

The College has consulted employees and trade unions regarding gender equality issues. These have taken place through the Principal's listen and learn sessions and Joint Consultative Committee meetings.

- *To assess the impact of its current and proposed policies and practices on gender equality.*

The College Impact Assessment Group has a programme to assess the gender and equality impacts of policies and procedures. Impact assessments are used to recommend actions to the Equality and Diversity Committee and will reduce the negative impact that policies and procedures may have in respect of gender equality.

- *To implement the actions set out in its gender equality scheme within three years, unless it is unreasonable or impracticable to do so.*

The action plan below sets out actions that will be taken to address gender equality

- *To report against the scheme every year and review the scheme at least every three years.*

The College produces an annual report on all equality and diversity issues. Gender Equality will be addressed in that report. A review of the Gender Equality Scheme will be undertaken within three years.

7. Location and Access to the Document

This document will be held on the College intranet and on the College website. The document will be main available on request to external parties as required and may be converted to other formats if appropriate (Braille, Large Print, Other Languages etc)

GENDER EQUALITY ACTION PLAN 2008/9

Theme 1: Leadership and Management

Objective	Action	Proposed Target Date	Monitoring Responsibility	Outcome
<p>Senior Leadership Team (SLT) and Governors demonstrate high commitment to the <u>Gender</u> Agenda.</p> <p>SLT to ensure approval and communication to staff regarding <u>Gender</u> policy development and implementation.</p> <p>To monitor and evaluate the <u>Gender</u> Section of the College Equality & Diversity Action Plan 08/09.</p>	<ul style="list-style-type: none"> • Governors receive a report for approval on the <u>Gender</u> Equality Scheme and Action Plan. 	March 2009	Principal	Annual Report Approved
	<ul style="list-style-type: none"> • Governor Training on <u>Gender</u> Equality & Opportunity 	November 2008	Principal	Governor Skills and knowledge updated
	<ul style="list-style-type: none"> • SLT receive regular progress reports on <u>Gender</u> action plan 	March/ July	Principal	Achievement of Action Plan
	<ul style="list-style-type: none"> • Principal Chairs College Equality & Diversity Committee 	Monthly	Principal	High profile given to Gender Equality
	<ul style="list-style-type: none"> • Draft Policy 	Nov 08	Principal	Policies up to date
	<ul style="list-style-type: none"> • SLT Approval of Policies 	Dec 09	Principal	Policies approved
	<ul style="list-style-type: none"> • Communication via Quality Unit & Staff Intranet 	April/Oct	Principal	Raise Staff awareness
	<ul style="list-style-type: none"> • Training issues raised with HR department 	Jan/April/July	Principal	HR aware of training issues for implementation
	<ul style="list-style-type: none"> • To input the Action Plan into web actions 	October 08	Principal	Action Plan in Web actions
	<ul style="list-style-type: none"> • Half yearly review of progress against action 	Feb 09/ June 09	Principal	Action plan on track
	<ul style="list-style-type: none"> • To take remedial action where necessary in order to achieve targets 	Feb 09/June 09	Principal	Action plan on track
	<ul style="list-style-type: none"> • To review progress against action plan 08/09 	July 09	Principal	90% of actions achieved

Theme 2: Curriculum and Pastoral

Objective	Action	Proposed Target Date	Monitoring Responsibility	Outcome
Continue to address significant gender imbalances in learner and staffing recruitment in particular curriculum areas	1. Analyse learner recruitment by gender by course	Nov 2008	Assistant Principal Curriculum	Curriculum area to identify actions to address this issue
	2. Promote those courses to gender groups where there is a significant gender imbalance. E.g. Childcare and Construction		CAMs	
	3. Provide positive images and case studies and staff profile		CAMs	
Continue to address significant gender imbalances in learner retention and achievement rates by course.	Analyse learner retention and achievement data by gender by course	Jan 2009	Assistant Principal Curriculum	Curriculum area to identify actions to address this issue
Continue to ensure gender equality issues are embedded in the tutorial process.	Each tutorial programme will include items on gender matters.	October 2008	Tutorial Manager/CAM/ALM	Opportunities to include gender issues are identified during curriculum planning
Further develop progression opportunities that reflect the needs of all learners.	1. IAG to be given on course and at exit tutorials.	June 2009	Student Services Manager/CAM/ALM	Progression documentation to show all students receive appropriate IAG on progression.
	2. Exit tutorials to be designed that are totally inclusive towards meeting the needs of all learners.	June 2009	ALM	Destination data shows positive progression opportunities undertaken

Theme 3: Quality

Objective	Action	Proposed Target date	Monitoring Responsibility	Outcome
Continue to monitor learner feedback in respect of gender equality to ensure continuous quality improvement	Develop and analyse appropriate questions on the learner survey	31/05/09	Head of Quality	Ensure gender equality is embedded within the curriculum, taking into account the learner voice
Ensure gender equality in teaching and learning processes	Observation of teaching and learning to include specific reference to gender awareness	31/05/09	Head of Quality	Observation records show that teaching and learning practice is inclusive.
Self assessment to evaluate impact of gender equality, and inform the planning and decision making process	1. Develop and embed a gender equality assessment method for annual departmental Self Assessment Reports and planning	31/10/08 and ongoing	Head of Quality	Academic and support teams are actively involved in planning and delivering appropriate learning programmes and environments, and ensure appropriate actions are implemented.
	2. Ensure that 'Impact Assessment' Procedures are embedded and College guidelines and Policies are reviewed	31/05/09	Head of Quality	
Fair recruitment process	1. Impact assess students' recruitment policy and procedures.	April 09	Assistant Principal Curriculum	Consistent and transparent recruitment policy and procedures.
	2. Devise monitoring system for applications to enrolment conversion.	June 2009	CIS Manager	

Theme 4: Human Resources

Objective	Action	Proposed Target Date	Monitoring Responsibility	Outcome
An identified plan for impact assessment for all College policies, procedures and practices	Draw up list of all policies, procedures and practices for impact assessment Prioritise the list for impact assessments	31/12/08	Equality and Diversity Group and SLT	All existing policies to be impact assessed within 12 months. Procedure embedded to ensure that all new policies are impact assessed at draft stage.
Management reports on equality and diversity profile of the workforce	Instigate use of MyView Starters, Leavers and Changes module or questionnaire if online solution cannot be implemented in time.	19/12/08	Assistant Principal HR & Organisational Development	Comprehensive workforce data will be available to inform planning and development.
Continue to discharge the duty to promote equality and diversity	Articles in Flagship, Sharepoint promoting the initiatives the College is involved in to support diversity within the workplace	30/06/09	Assistant Principal HR & Organisational Development	Staff can more easily access equality information within the college.
50% of core staff attend equality and diversity training in order to continue to promote the culture of equality and diversity in teaching and learning, student support	Deliver programme of training on equality, diversity, dignity at work (inc mental health)	30/06/09	Assistant Principal HR & Organisational Development	College compliant. Reduced risk of litigation. Reduction in complaints.
Recognise the needs of people in the organisation undergoing gender reassignment	Discuss the developments and implementation of Gender Reassignment Policies and Procedures	31/7/09	Assistant Principal HR & Organisational Development	Policies and procedures developed and published.

