



Learning Development Unit (Quality)

## Stafford College Gender Equality Scheme

<b>POLICY NUMBER</b>	<b>POL/053/000</b>
<b>APPROVED BY</b>	<b>Corporation</b>
<b>ENDORSED BY</b>	<b>Equality and Diversity Committee</b>
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INVESTOR IN PEOPLE

## 1. Introduction

1.1 Stafford College has a policy for promoting Equality and Diversity (POL/007/000). Within this the college has the following equality and diversity statement:

“Stafford College is committed to the implementation of a policy to achieve equality of opportunity for all staff, students and members of the community it serves. Therefore, the College will actively work to achieve equality regardless of, for example age, race, skin colour, disability, gender, marital status, sexual orientation and faith”.

1.2 The ultimate responsibility for ensuring that the college has effective policies and procedures for gender equality and complies with relevant legislation lies with the Corporation. However, staff and learners are fully involved in managing progress towards Gender Equality (see Appendix 1 for the terms of reference of the relevant committees and groups).

## 2. Definition

2.1 The Gender Equality Scheme (GES) is the link between the overarching Equality and Diversity Policy and the consultative arrangements and procedures involved in meeting the college’s legal obligations.

## 3. Scope

3.1 The GES is applicable to staff, learners, governors and sub-contractors.

## 4. Legal Context

4.1 Under the Sex Discrimination Act 1975 (as amended) it is illegal to discriminate, harass or victimise staff or learners on the grounds of gender. Under the Equality Act 2006 the college has a ‘general duty’ to eliminate unlawful discrimination and harassment on the grounds of sex and to promote equality of opportunity between males and females. The promotion of equality applies to staff, learners and the curriculum.

4.2 The ‘general duty’ under the 2006 Act is supported by a set of ‘specific duties’, which include the requirements to develop gender equality objectives and a related action plan within a gender equality scheme to be published by 30 April 2007.

### Specific Duties

- Prepare and publish a **gender equality scheme**, showing how the college will meet its general and specific duties and setting out its gender equality objectives.

- In formulating the college’s overall objectives, consider the need to include objectives to address the causes of any **gender pay gap**.

- **Gather and use information** on how the college’s policies and practices affect gender equality in the workforce and in the delivery of its services.

- To **consult** stakeholders (i.e. employees, service users and others,

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including trade unions) and take account of relevant information in order to determine gender equality objectives.

- To **assess the impact** of the college's current and proposed policies and practices on gender equality.
- To **implement** the actions set out in the college's scheme within 3 years, unless it is unreasonable or impracticable to do so.
- To **report** progress against the scheme every year and **review** the scheme at least every 3 years.

## 5. Gender Equality Vision

5.1 Stafford College is committed, in all its functions, to eliminate unlawful discrimination and harassment on the grounds of sex and of gender reassignment. This commitment applies to staff, learners and prospective learners.

5.2 Stafford College will promote gender equality across all its policy, service delivery and employment functions, including any functions that are contracted out. Also, although not a legal requirement, the college will promote equality between transsexual people and non-transsexual people.

5.3 Stafford College will not tolerate any gender discriminatory behaviour through the application of its policies, procedures, practices and plans, or in the behaviour of its staff, learners, sub-contractors or partners.

## 6. Consultation

6.1 There will be regular consultation with stakeholders via the following mechanisms:

- Equality and Diversity Committee (see Appendix 1) for staff and learners;
- Termly JCNC (Joint Consultative and Negotiating Committee) meetings between management and trade union officers, and additional union/management equality consultation meetings as requested by JCNC;
- Gender Equality Group for Staff and Sub-contractors (see Appendix 1);
- A consultation/feedback link on the home page of both the staff and learner intranets;
- Gender Equality Groups for Learners (see Appendix 1);
- Consultation on employment issues with any transsexual staff will be conducted separately.

6.2 The findings of the consultation process were as follows:

6.2.1 The college should undertake a pay review to determine whether there is a gender pay gap, and if so the nature of the gap;

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6.2.3 There are a number of curriculum areas where traditionally the learners are either mostly male or female;

6.2.4 Learners should be more involved in the development and implementation of learner harassment policy;

6.2.5 Managers and staff would appreciate more staff development on gender equality issues.

6.3 In addition to the consultation processes mentioned in 6.1 any learners, staff or others wishing to comment on this scheme can do so at any time by contacting the Quality Manager at the college.

## 7. Gathering Information

7.1 Stafford College currently collects statistical data on staff job applicants. For the academic year 2006/07 the data are as follows (to 27 April 2007):

### 7.1.1 Curriculum Staff Posts

Number of vacancies:	15
Applicants:	78 male, 68 female
Interviewed:	39 male, 34 female
Appointed:	5 male, 9 female

### 7.1.2 Support Staff Posts

Number of vacancies:	14
Applicants:	67 male, 141 female
Interviewed:	30 male, 47 female
Appointed:	4 male, 9 female

7.2 Stafford College collates statistical data on the gender balance of its staff. The current permanent staff numbers are summarised as follows:

Management Spine:	14 males, 18 females
Curriculum Staff:	172 males, 299 females
Support Staff:	100 males, 231 females

7.2 The current college learner application form collects gender data on learners enrolling onto courses. The current proportions are 49% male, 51% female. The gender balance has improved over the last 3 years from 42% male in 2002/03.

7.3 Staff and learner satisfaction survey results are analysed by gender. Any differences in perception are generally very small. However, where there are differences of more than 2% these are discussed within the staff and learner gender consultation groups (Appendix 1) to determine whether there are viable actions that could be taken. The European Union Citizens' Survey results published in April 2007 indicated that females are generally happier across the EU member states than males – college survey results are in line with this finding.

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College Learner Satisfaction Ratings (%)  
(national averages in brackets)

	<u>Males</u>	<u>Females</u>
Information/advice/guidance before course	65 (=)	67 (=)
Induction	72 (70)	77 (75)
Overall quality of experience	81 (73)	84 (78)
Teaching and learning	74 (72)	78 (76)
Organisation of course	67 (66)	74 (71)

College Staff Satisfaction Ratings (%)  
(national averages in brackets)

Communications	59 (=)	63 (61)
Support	61 (=)	61 (=)
Equal Opportunities	76 (72)	72 (=)
Happy at college	60 (55)	54 (=)

7.4 Learner qualification retention, pass and success rates are analysed by gender. There is no major imbalance between male and female learners, with outcomes in 2005/06:

Retention: male 83%, female 82%  
Pass rate: male 90%, female 92%  
Success rate: male 75%, female 75%

7.5 The college will gather information on any gender equality barriers, e.g. from analysis of complaints. Information gathered on particular barriers will help identify appropriate actions. The information gathering will be an ongoing process, facilitated by the Equality Duty Working Group (see Appendix 1). There have been no complaints related to gender equality during the last 5 years.

## **8. Gender equality Objectives and Actions**

The selection of objectives has been informed by consultation and information gathering (see sections 6 and 7). See Appendix 2 for the list of objectives and related actions. The actions are subsumed within the college's single equality action plan (see Equality and Diversity Code of Practice and Action Plan, QAL/033/000).

## **9. Carrying out Impact Assessments**

9.1 All college policies, procedures, practices and plans will be reviewed and where necessary will receive an impact assessment. Reviews and impact assessment will be led by designated co-ordinators to ensure that the College considers gender equality (see the review and impact assessment plan within the Equality and Diversity Policy, POL/007/000).

## **10. Monitoring, Reporting and Review of the Scheme**

10.1 The scheme action plan will be monitored termly by the Equality and Diversity Committee and reviewed annually in December by SMT and then the Corporation.

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10.2 The Equality and Diversity Committee's termly action plan monitoring report will be published on the student and staff intranets.

10.3 Following the Corporation's annual review of the action plan, an annual report giving progress on the scheme objectives will be published on the college's website and will be summarised in the college's 'Annual Report'.

10.4 SMT and the Corporation will review, and if necessary revise, this Gender Equality Scheme at intervals of no longer than 3 years. The review will include a review of progress to date and the appropriateness of the previous scheme objectives. Evidence for this process will include information gathered to date, results of impact assessments, and any feedback from stakeholders on the effectiveness of the preceding scheme. In preparing a new scheme the college will collect and make use of information, and consult stakeholders as before.

The first review will be no later than 30 April 2010. Following a review the new scheme will be published on the college's website and be summarised within the college's 'Annual Report'.

## 11. Related Documents

Equality and Diversity Policy .....	POL/007/000
Equality and Diversity Code of Practice and Action Plan (incorporating Race Equality Action Plan).....	QAL/033/000
Complaints Procedure .....	QAL/004/000
College Student Disciplinary Procedure .....	QAL/005/000
Faculty and Curriculum Unit Student Disciplinary Procedure.....	QAL/035/000
Application and Enrolment.....	QAL/034/000
Staff Disciplinary Procedures .....	QAL/038/000
Staff Grievance Procedures .....	QAL/039/000
Staff Retirement Procedure .....	QAL/042/000
Tutoring Policy .....	POL/001/000
Admissions Policy .....	POL/002/000
Student Induction Policy .....	POL/029/000
Child Protection Policy .....	POL/020/000
Child Protection Procedure .....	QAL/029/000
Additional Learning Support Policy .....	POL/021/000
Data protection Policy .....	POL/024/000
Staff Recruitment and Selection Policy .....	POL/025/000
Protection of Pay and Conditions Policy .....	POL/026/000
Staff Development Policy .....	POL/028/000

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Staff Harassment Policy .....	POL/034/000
Recruitment of Ex offenders.....	POL/041/000
Learner Voice Policy .....	POL/049/000
Learner Harassment Policy .....	POL/050/000
Information, Advice and Guidance Policy .....	POL/051/000
College Charter (on the Student Intranet)	

## 12. Publication of the Scheme

12.1 The Gender Equality Scheme will be published on the college's website.

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## Appendix 1

### Terms of Reference of Groups and Committees involved in the College's Gender Equality Scheme (GES)

#### Corporation

- Annually reviews the operation and impact of the GES
- Annually approves the GES and associated action plan

#### Senior Management Team (SMT)

- Executive management of the GES
- Termly monitoring of the role of the Equality and Diversity Committee and the gender equality action plan and its impact
- Annually presenting a gender equality impact assessment to the Corporation
- Annually presenting the GES and action plan to the Corporation for discussion and approval, including any recommendations for changes

**Equality Duty Working Group (EDWG) - this also covers all other equality duties such as race and disability** (comprising the \*Vice Principal (curriculum & quality), Vice Principal (resources), Head of Corporate Services, \*Quality Manager, \*Personnel Manager, Marketing Manager, Enrolments Manager, \*Learning Development Manager, Additional Learning Support Manager, \*Skills for Life Manager)

- The EDWG makes recommendations to SMT and the Equality and Diversity Committee on the production and revision of the GES, action plan and the Equality and Diversity Impact Assessment procedures
- **The Equality and Diversity Impact Assessment Steering Group** (those members marked ‘\*’) co-ordinate the production and implementation of the equality and diversity impact assessment procedures
- EDWG members give feedback on progress against the gender equality action plan (within the Equality and Diversity Action Plan) to the Equality and Diversity Committee and link governors

**Equality and Diversity Committee** (meets termly and comprises staff members representing all curriculum and support areas of college, trade unions, a governor and 2 learners)

- Co-ordinates the operation of the GES, and implementation and monitoring of the action plan
- Presents a termly report to SMT on the impact of the gender duty action plan
- Annually presents a report to SMT on the effectiveness of the GES and action plan and any recommendations for changes
- Promotes the Gender Equality Groups to learners and staff
- Receives and considers feedback and recommendations from the Gender Equality Working Group and the learner and staff Gender Equality Groups
- Reports progress on gender equality to staff and learners

**Gender Equality Groups for Learners** (i.e. termly College-wide Student Council and Faculty/Unit Student Forums)

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- Advises the Equality and Diversity Committee on matters related to learner gender equality and reports on the experience of learners at college

**Gender Equality Group for Staff, Sub-contractors and Partner Organisations**  
(meets termly with membership open to any member of staff and sub-contractor or partner representatives with an interest in gender equality)

- Advises the Equality and Diversity Committee on matters related to staff, learner, college sub-contractor or college partner gender equality and reports on evidence of the experience of these groups

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## Appendix 2

### Gender Equality Objectives and Actions

Objectives (in priority order)	Importance of each objective	Actions taken, or to be taken, in order to achieve objectives *	By whom	Month/year of commencement of action	Milestone completion dates
To ascertain whether there is a staff gender pay gap  If there is a gender pay gap then there will be an objective to address this	To ensure fairness and to comply with the law	<ul style="list-style-type: none"> <li>○ Carry out an equal pay review</li> </ul>		April 2007	
To develop improved information systems for gender equality issues	To ensure that the college has sufficient baseline data in order to determine the effects of any actions taken	<ul style="list-style-type: none"> <li>○ Analysis of formal complaints to determine the prevalence of harassment and sexual harassment of staff and service users;</li> <li>○ Analysis of data to determine whether there are any gender differences in service use (needs, expectations, barriers,, satisfaction rates, outcomes);</li> <li>○ Determine the balance of men and women in each</li> </ul>		April 2007	

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Objectives (in priority order)	Importance of each objective	Actions taken, or to be taken, in order to achieve objectives *	By whom	Month/year of commencement of action	Milestone completion dates
		<ul style="list-style-type: none"> <li>employment grade of staff;</li> <li>○ Determine the gender profile of staff who are full-time and part-time;</li> <li>○ Annual survey of the gender profile of staff with caring responsibilities for children and older people;</li> <li>○ Determine the return rates from maternity leave and the posts returned to;</li> <li>○ Analysis of the gender balance of staff accessing flexible working practices;</li> <li>○ Assess if there is a correlation between staff leaving and gender patterns;</li> <li>○ Analysis of the take up of staff development opportunities,</li> </ul>			

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Objectives (in priority order)	Importance of each objective	Actions taken, or to be taken, in order to achieve objectives *	By whom	Month/year of commencement of action	Milestone completion dates
		<ul style="list-style-type: none"> <li>including management training, according to gender;</li> <li>○ Determine whether there are any gender imbalances in learner performance (attendance, retention, pass rates, success, progression);</li> <li>○ Ensure all managers have access to gender monitoring data for staff and learners as applicable</li> </ul>			
To ensure that the harassment policies and procedures for staff and learners adequately cover sexual and transsexual harassment	To ensure fairness and to comply with the law	<ul style="list-style-type: none"> <li>○ Involve learners and staff more closely in the development and implementation of harassment policies and procedures, through the gender equality groups in appendix 1</li> </ul>		February 2007	
To provide staff development for those undertaking a lead role in gender impact	To ensure standardised implementation of the gender equality duty and in			May 2007	

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<b>Objectives</b> (in priority order)	<b>Importance of each objective</b>	<b>Actions taken, or to be taken, in order to achieve objectives *</b>	<b>By whom</b>	<b>Month/year of commencement of action</b>	<b>Milestone completion dates</b>
assessments	response to feedback from staff				
To provide training on gender equality issues for managers and staff	To ensure standardised implementation of the gender equality duty and in response to feedback from staff	<ul style="list-style-type: none"> <li>○ Gender awareness training for staff on interview panels;</li> <li>○ Gender awareness training relating to teaching and learning issues</li> </ul>		July 2007	
To attract a diverse pool of candidates for employment opportunities with the college	To address the gender imbalance in staff establishment	<ul style="list-style-type: none"> <li>○ Update recruitment and selection policy/procedures</li> <li>○ Review the range of media/publications for advertising vacancies</li> </ul>		May 2007	
To improve the perception of male learners towards their college experience	Male learners consistently give a lower rating on the quality of their college experience than females	<ul style="list-style-type: none"> <li>○ Review with the learner consultation groups the possible reasons for differential perception, with a view to developing an action plan</li> </ul>		September 2007	
To increase the number of male or female learners taking up non-traditional course areas, for example: - Motor Vehicle		<ul style="list-style-type: none"> <li>○ In College publicity - positive portrayal of male learners engaged in traditionally female</li> </ul>		May 2007	

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Objectives (in priority order)	Importance of each objective	Actions taken, or to be taken, in order to achieve objectives *	By whom	Month/year of commencement of action	Milestone completion dates
<ul style="list-style-type: none"> <li>- Plumbing</li> <li>- Electrical</li> <li>- Engineering</li> <li>- Health &amp; Social Care</li> <li>- Early Years</li> <li>- Dance</li> <li>- Fashion</li> </ul>		<ul style="list-style-type: none"> <li>curriculum and vice versa</li> <li>o In presentations at College Open Evenings (to parents and prospective students) - stress the appropriateness of males/females joining all areas of the curriculum</li> <li>o Include in these vocational areas curriculum activities to challenge gender stereotype - for example dance for young males</li> <li>o When recruiting staff for these curriculum areas, positively welcome applications from females for areas of the curriculum traditionally studied by males (and vice versa), in an effort to provide staff role</li> </ul>			

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<b>Objectives</b> (in priority order)	<b>Importance of each objective</b>	<b>Actions taken, or to be taken, in order to achieve objectives *</b>	<b>By whom</b>	<b>Month/year of commencement of action</b>	<b>Milestone completion dates</b>
		models for learners.			
Report on gender equality in the College Self-assessment Report	To track the overall impact of the gender equality plan and review compliance with the college's legal obligations	<ul style="list-style-type: none"> <li>○ Revise the SAR templates</li> <li>○ Staff development for managers and SAR team leaders</li> </ul>		July 2007	

\* Actions are implemented and tracked from within the college's Equality & Diversity Action Plan (procedure no. QAL/033/000, see related documents in section 12)

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