



GENDER EQUALITY SCHEME

APRIL 2007

Approved by: **Employment & Safety Committee 24 April 2007**

College Corporation Board 23 May 2007

Foreword

This is Coleg Llandrillo's first Gender Quality Scheme which forms an integral part of the College's wider Equality and Diversity Policy and Institutional Plan. These set out how the College will promote equal opportunities regardless of race, gender, disability, age, faith or sexual orientation, in the delivery of education and training and services and the employment of staff.

The College is committed to ensuring gender equality in every aspect of its operation and in its responsibility as an employer. The Gender Equality Scheme identifies how the College intends to reinforce this commitment and implement, monitor and review the action plan in its contribution to creating a society in which all are treated equally.

John Bellis
Chair to the Corporation Board

Huw Evans OBE
Principal

1 Introduction

1.1 *Background*

This Gender Equality Scheme has been formulated in response to the Gender Equality Duty, created by the Equality Act 2006. The General Duty comes into effect on 6 April 2007 and it applies to every public authority in Wales. The Duty covers all of the functions carried out by a public authority including policy making, service design and delivery and employment matters. In addition to the general duty, specific duties come into force in April 2007 in England, but the specific duties for Wales have yet to be finalised by the Welsh Assembly Government. The implementation date for the specific duties in Wales is unlikely to be before April 2008.

The new Gender Equality Duty will require all public authorities to:

- Eliminate unlawful discrimination and harassment, and
- Promote equality of opportunity between men and women

These are the requirements of the general duty and are the core of the gender equality duty.

Unlawful discrimination means:

- Direct and indirect discrimination against women and men, in employment and education, in goods, facilities and services and in the exercise of public functions;
- Harassment, sexual harassment and discrimination on the grounds of pregnancy and maternity leave;
- Discrimination on the grounds of gender reassignment in employment and vocational training;
- Direct and indirect discrimination in the employment field on the grounds that a person is married or a civil partner;
- Victimisation.

It is the biggest change to sex equality legislation since the introduction of the Sex Discrimination Act thirty years ago. The Gender Equality Duty will bring about real change within organisations as the onus will be on organisations to promote equality, rather than on individuals to highlight discrimination.

2 What is a Gender Equality Scheme?

In order to meet the General Duty, all public sector organisations must eliminate unlawful discrimination and harassment and promote equality of opportunity between men and women. In doing so, it is important that weight is given to the need to promote gender equality that is proportionate to its significance in a particular area. In practice, this principle means that the organisation should prioritise action to address the most significant gender inequalities within their remit.

The steps necessary to comply with the general duty are as follows:

- Gathering and analysing information;
- Consulting stakeholders;
- Carrying out impact assessments;
- Prioritising and implementing gender equality objectives;
- Reporting and reviewing.

Integral to the Scheme will be an action plan, which will be reported on annually and reviewed every three years.

3 The Organisational Context

3.2 *Leadership Statement*

Coleg Llandrillo has a reputation for delivering high standards of education and training and aims to provide an inclusive learning environment that recognises the benefits of a diverse student population. Part of its mission and values is to meet the individual needs of students and to continue to make its distinctive form of education more widely accessible to all.

Significant efforts have been made over the years to address gender issues for female staff and students, which have been very successful. The commitment going forward will be to further promote equality of opportunity between men and women.

3.3 *Equality and Diversity Policy*

The College has a well developed Equality and Diversity Policy. This is reviewed every 2 years. The College follows a code of practice to

ensure that the policy is fully effective and has had an Equality and Diversity Implementation Plan in place since 2004.

The responsibility for Equality and Diversity is at the highest level of the College and is led by the Deputy Principal.

3.4 *Involvement in external groups*

The College is a member of Equality Exchange Wales, organised by the EOC, and members of Personnel Services are regular participants at meetings. Members of staff also attend Dysg (Equality & Diversity Network) meetings, with attendees from across Wales.

4 Consultation with Stakeholders

4.1 *Staff and Student Forums*

The views of staff and students have been canvassed and their experiences have identified areas that need to be further developed and which have been included in the College's action plan. Student and staff forums have taken place and views have also been sought through established College communication channels (e.g. email, Equality and Diversity Forum). This has enabled staff and students who wish to share views in an anonymous way to do so.

Union representatives from Unison and UCU attend the Equality and Diversity Forum, and a Unison representative has had direct involvement in organising the Student Forum and attending the Staff Forum.

5 The College's Arrangements for Gathering Information and Using Information to improve gender equality.

5.1 *Existing data regarding gender on students.*

5.1.1 *Student Admissions*

From a student's first point of contact with the College, all information and literature is aimed at promoting a gender balance and making it clear to potential students that there are no barriers to learning, regardless of the course they wish to attend and regardless of their gender. In areas which traditionally attract predominantly males or females (for example Technology courses attract mostly males and

Hair and Beauty courses mostly females), marketing literature has deliberately been produced to challenge these stereotypes with photographs depicting under-represented students on particular courses and careful attention to the text and messages used to ensure there is no gender bias.

This impartiality is mirrored in the information and messages conveyed by Advice & Guidance and academic staff. Data exists on enquiries received by potential students, and further work will be done in the future to monitor these enquiries and continue to ensure equality of access and opportunity for all.

5.1.2 *Enrolled Students*

Data from the last three academic years shows that in general terms, across the organisation, there is a reasonable mix of male and female students, with female numbers being slightly higher. Small strides have been made over the last two years to increase the number of male students.

It is clear that in certain areas there is a gender imbalance – and these are the areas, such as Technology, that traditionally attract more males than females, or Hair and Beauty, that traditionally attract more females than males. These areas will be included in the action plan, and positive action will be taken to ensure that all who wish to enter such areas are enabled to do so.

5.1.3 *Student Retention and Student Outcomes*

Performance indicators (PIs) of Enrolment, Retention and Attainment are assessed and analysed through the College's comprehensive self assessment process throughout the academic year. A self assessment report including the key PIs is produced and monitored by the Quality and Academic Standards Committee which reports to the Academic Board of the College. Actions are taken to remedy any shortfalls in performance. Currently this is not analysed by gender, but will be included as an area for attention in the action plan.

5.2 *Existing data regarding gender on staff*

5.2.1 *Staff recruitment & promotion*

Statistics are gathered on the number of males, females and transsexuals (where disclosed) who apply for positions when they are advertised internally and externally, and who then go on to be shortlisted. This core information has been held for a number of years. Information for the period 1st September 2006 to 31st March 2007 shows that a total of 366 males and 389 females applied for positions; as a percentage of total applications this is 49% male and 51% female, which shows a reasonable split. However, as is the case with students on courses, there are certain occupations which attract predominantly male or female candidates (for example, a caretaker vacancy attracted 73 men and no women; a personal assistant vacancy attracted 45 women and 4 men).

The imbalance in certain occupational areas will be included in the action plan.

With regard to promotion to managerial positions, information analysed over a two year period on such vacancies demonstrates an almost equal split in the number of males and females applying. However, there are a greater number of females who are successful and become postholders; this is reflected in the employment statistics, with more female managers than male.

5.2.2 Staff Development

Staff Development statistics show that from 31st March 2004 to date, 627 females and 362 males have accessed staff development and the figures for the number of external and internal events attended in total are 6443 for female and 3347 for male. Generally, there are more females accessing staff development than males; this will be included in the action plan.

5.2.3 Employed staff

Information is currently available on the breakdown of staff employed at the College in both a salaried and hourly paid capacity. This has been analysed by salary bandings, occupation and age. Of the total staff currently employed, 62% are female and 38% are male; this is almost identical to the figures provided for the whole FE sector in Wales, which comes out at 38% males employed and 61% female (Welsh Assembly Government, Staff Management Statistics, 2004/05). The table below provides a breakdown of staff employed within different categories.

Categories of Staff	No. of males	% male	No. of females	% female	TOTAL
Modern Apprentices	0	0%	3	100%	3
Manual Staff	17	59%	12	41%	29
Support Staff	103	34%	200	66%	303
Lecturers	88	42%	120	58%	208
Management Spine (all)	17	37%	29	63%	46
Middle Managers	13	36%	23	64%	36
SMT	6	40%	9	60%	15
Policy Group	1	20%	4	80%	5

Areas of gender segregation, or imbalance will be addressed within the action plan.

6 Impact Assessments

6.1 Policies

Responsibility for College Policies is designated to the appropriate Assistant Principal. All Policies are approved by the Corporation Board. Impact assessments are carried out routinely in relation to existing policies to evaluate their effect on men, women and transsexual people. These assessments will continue when existing policies are reviewed according to a published schedule. Policies that have not been impact assessed will be prioritised and assessment undertaken. New policies will be impact assessed under existing guidelines which will also be reviewed. All impact assessments will involve consultation with men, women and transsexual people as a way of discovering the likely impact of policies and practices.

The College, through the relevant Assistant Principal, will initiate reviews, beginning with policies deemed to be of high relevance, to ensure that they promote good race relations, disability equality and gender equality.

6.2 Curriculum Impact Assessments

The College recognises that impact assessments are as relevant to teaching practices and course design as they are to policies and procedures at institutional level. It will build on current practice and

develop guidelines for impact assessments for teaching and learning and implement a phased programme of teaching and learning impact assessments of its curriculum across the College by 2009. See Action Plan.

1 Coleg Llandrillo Gender Equality Scheme Action Plan 2007 - 2010

<i>Objective</i>	<i>Action</i>	<i>Outcome/PI</i>	<i>Responsible</i>	<i>When</i>	<i>Progress</i>	
1	Identify application, enrolment attainment, retention and destination data of males, females and transsexuals across the College and continue to analyse trends in relation to gender	<ul style="list-style-type: none"> Develop management reports to analyse performance and trends of males, females and transsexuals Report findings of above to QASC and the Equality and Diversity Forum on an annual basis 	<p>Management Report</p> <p>Report to QASC and E & D Forum</p>	<p>Quality Team</p> <p>Quality Team</p>	<p>Annually from September 2007</p> <p>Annually from Oct 2007</p>	
2	Continue to promote a positive culture in relation to gender equality	<ul style="list-style-type: none"> Ensure all publicity and marketing materials reflect a multi faceted society with positive role models 	Publications which reflect a positive culture in relation to gender equality	Marketing	Annually from September 2007	

Objective	Action	Outcome/PI	Responsible	When	Progress
	<ul style="list-style-type: none"> • Review current publications and advertisements and ensure that all future items provide a welcoming image to the whole community • Obtain opinions from staff and students on the image the College provides to customers. Implement findings from above • Conduct a curriculum audit to ensure a minimum entitlement of gender equality content for all learners – this should link to objective 4 • Develop a bank of equality and diversity resources, available on moodle/G drive, for staff to use in teaching/ embedding issues into the curriculum 	<p>Publications which reflect a positive culture in relation to gender equality</p> <p>Report to Equality and Diversity Forum</p> <p>Audit Report</p> <p>Resource area on Moodle/G Drive</p>	<p>Marketing</p> <p>Quality Improvement Officer/Marketing/ Personnel Services</p> <p>CADS/HOPS/ Equality and Diversity Forum</p> <p>CADS/HOPS/ Equality and Diversity Forum/ICT Services</p>	<p>Annually from September 2007</p> <p>Annually from Jan 2008.</p> <p>Annually from Sept 2007</p> <p>On-going</p>	

Objective	Action	Outcome/PI	Responsible	When	Progress
	<ul style="list-style-type: none"> • Include in contract a summary statement for external stakeholders e.g. work experience providers who provide placements for learners and all employers of work based trainees to ensure they are aware of College policies and procedures and of their responsibilities to learners • Provide a summary statement for subcontractors as above • Review the Equality and Diversity Policy and make appropriate amendments to maintain continuous improvements in equality and diversity 	<p>Summary Statement</p> <p>Summary Statement</p> <p>Equality and Diversity Policy</p>	<p>Personnel Services/Enterprise Team</p> <p>Estates</p> <p>Personnel Services/ Equality and Diversity Forum</p>	<p>Dec 2007</p> <p>Sept 2007</p> <p>Every 2 years from Dec 2006</p>	

Objective		Action	Outcome/PI	Responsible	When	Progress
		<ul style="list-style-type: none"> • Report to staff, students and the Board on gender equality improvements as a result of this action plan • Undertake student and staff forums on an annual basis • Amend the staff survey to include a section asking for comments and suggestions regarding gender equality 	<p>Annual Report to the Board, Staff and Students, Equality and Diversity Forum</p> <p>Feedback from Forums</p> <p>Amended Staff Survey with associated feedback</p>	<p>Personnel Services, Planning and Standards</p> <p>Personnel Services and Student Recruitment</p> <p>Personnel Services</p>	<p>Annually from Dec 2007</p> <p>Annually from Jan 2008</p> <p>Sept 2007</p>	
3	Ensure that Learner Recruitment processes are free from bias	<ul style="list-style-type: none"> • Review recruitment processes, highlighting areas where there is gender bias 	Improvement in the number of males/females in under-represented areas	Director - Student Recruitment CADs	Annually from Sept 2007	

Objective		Action	Outcome/PI	Responsible	When	Progress
		<ul style="list-style-type: none"> Collate and analyse any learner complaints or appeals regarding entry to courses 	Report	Customer Services Manager	Annually from Jan 2008	
4	Further develop existing methods to ensure there is no potential for discrimination against males, females and transsexuals when formulating and implementing new and existing policies and procedures	<ul style="list-style-type: none"> Review all policies and seek ways of mitigating any adverse impact on males, females and transsexuals, amend and gain approval at Board Level. Implement. Select three programme areas and undertake gender equality impact audits on teaching and learning within these programmes. 	<p>Reviewed Policies</p> <p>Guidelines and criteria established. Impact audits completed and improvement targets set.</p>	<p>Relevant AP</p> <p>Equality and Diversity Forum and chosen CADs/HOPS/ Planning and Standards</p>	<p>According to review schedule.</p> <p>December 2007</p>	

Objective	Action	Outcome/PI	Responsible	When	Progress
Establish curriculum model for effective impact assessments/audits to roll out to whole College	<ul style="list-style-type: none"> Establish improvement targets following above Roll out the above, in a manageable and timely way, across the College, once reviewed 	<p>Set of revised targets</p> <p>Whole College Teaching and Learning Impact Assessments Completed and Reported upon</p>	<p>Deputy Principal/CADs</p> <p>Planning and Standards</p>	<p>March 2008</p> <p>June 2008</p>	
5 Ensure that staff recruitment processes embed gender equality	<ul style="list-style-type: none"> Analyse application and successful candidate data and report in relation to gender using the equality and diversity monitoring forms 	Report	Personnel Services	Annually from June 2007	

Objective	Action	Outcome/PI	Responsible	When	Progress
	<ul style="list-style-type: none"> • Include a statement on adverts relating to gender equality 	Internal and external adverts	Personnel Services	June 2007	
	<ul style="list-style-type: none"> • Analyse staff statistics and produce a management report which identifies trends in the number of males, females and transsexuals employed and compare with local and national comparators. Take positive action to address any imbalances 	Report	Personnel Services	Annually From September 2007	
	<ul style="list-style-type: none"> • Analyse staff promotion statistics and positively encourage the development of male staff within the organisation. 	Increased statistics/ feedback from male staff.	Personnel Services	On-going	
	<ul style="list-style-type: none"> • Carry out an analysis of pay to identify any gaps 	Report	Personnel Services	September 2007	

Objective		Action	Outcome/PI	Responsible	When	Progress
		<ul style="list-style-type: none"> • Provide staff development for interviewing staff on equality legislation 	SD Programme	Personnel Services	On going	
6	Ensure that staff including the Corporation Board receive appropriate staff training and development in relation to gender equality and ensure that professional development opportunities for staff are fair and free from bias.	<ul style="list-style-type: none"> • Monitor staff development applications and records for participation and fairness in approval • Provide an on-going programme on gender equality for Governors, senior and middle managers, course co-ordinators, lecturers and business support staff including Learning Support Assistants. 	<p>Staff Development Report</p> <p>Staff Development Programme</p>	<p>Staff Development</p> <p>Staff Development</p>	<p>Annually from September 2007</p> <p>Annually from November 2007</p>	

7 Monitoring and Review of the Gender Equality Scheme Action Plan

The College will publish an annual report which will contain a summary of:

- 1 The steps it has taken to fulfil its gender equality duty. What the College has done and achieved over the year to eliminate discrimination and promote equality of opportunity. This will include how it has performed against targets in the action plan.
- 2 The results of the information gathering which has been carried out will include the evidence base that has been obtained and an analysis of this information.
- 3 What the College has done with the information gathered and what actions will be taken as a result of what the information identifies.

The report will be produced by Personnel Services in conjunction with the Equality and Diversity Forum, approved by the Corporation Board and published on the College Web Pages and available on request in a variety of media e.g. Braille, larger font etc.