



anguscollege

GENDER EQUALITY SCHEME ANNUAL REPORT

JUNE 2008

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1. Introduction

As part of our commitment to the provision of a positively focused and inclusive learning and teaching service, the undernoted report has been developed to outline steps taken by the College to deliver upon the commitments outlined within our Gender Equality Scheme.

The undernoted report outlines achievements against the various points outlined within our gender equality action plan, and details other developments which have taken place since the introduction of the gender equality duty in June 2007.

2. Key Developments

Over the past year, the College has continued to develop and promote the services it provides to learners, potential learners, staff, and others irrespective of gender. Key developments in respect of these activities include the following:

- Provision of extensive staff development on equality and diversity awareness and promoting inclusion. This development has included a focus upon disability and gender equality issues and has ensured the comprehensive development of all College staff over the past year.

Evaluation of equality and diversity staff development has been very positive, with equality and diversity issues featuring significantly as one of the themes of the College staff development day in February 2008.

Further equality and diversity CPD activity is scheduled to be undertaken for all staff during academic session 2008/2009.

- The College undertook an equal pay audit in advance of the publication of its equal pay statement in September 2007. This audit affirmed College practice in job evaluation and equal pay practice and has highlighted the comparability of pay and earnings between genders and across comparable roles.

The College has also taken a leading role within discussions at a national level with the ASC, STUC and unions on the development of good practice guidance in equal pay for the sector as a whole.

- Over the past year, the College has developed a "College 4U" project, establishing the right to College information and a vocational study experience for all S3 and S4 pupils within Angus schools and within Mearns Academy in South Aberdeenshire. Delivery of College 4U has included the direct marketing of non-traditional areas of study for each gender group on a short taster basis and a series of talks and information sessions aimed at encouraging school pupils to consider studying within subject areas that they may not traditionally have considered.

College 4U has been very successful in encouraging school pupils to engage in different areas of the curriculum and early evidence suggests that this initial taster activity is helping to re-shape future course decisions within skills for work provision and full-time course applications.

Key changes over the past year include an increase of 21% in male enrolments in Care provision; an increase of 115% in male enrolments into Hairdressing and Beauty; and an increase of 69% in female enrolments in Sports and Fitness. All but one of the other curriculum areas across the College has shown a consistent trend in respect of uptake by each gender. The only reduction in gender balance has been within the Construction curriculum, and arrangements have been developed within this area to run a specific marketing programme along with the CITB, employers, and local schools to focus promotion of construction industry careers to female potential course applicants.

- Overall student support services have been enhanced over the past year through the creation of an additional Student Support Worker post. This post has a specific focus on the provision of one-to-one and group transition support for students with a range of social, behavioural and mental health issues.

As part of the development of this support role, the College has recognised that young male students were significantly more likely to be excluded from College during the initial stages of their course for reasons of inappropriate behaviour. The new Support Worker postholder has a focus on supporting transitions to College to reduce the exclusion rate for this group and to develop student and staff understanding of transition needs and positive behaviour management.

- The retention and attainment figures for students from each gender remain comparable across the College.
- Monitoring figures and activity for staff from each gender group have highlighted parity of opportunity and application of terms and conditions of service, career progression and, staff development/CPD. This information affirms the Colleges professional practice in these areas.

3. Progress Against Gender Equality Action Plan Targets

Progress in respect of the various targets outlined within the Gender Equality Scheme is detailed below.

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**ANGUS COLLEGE
GENDER EQUALITY ACTION PLAN**

Area 1	Staffing
Issue	Equal Pay
Context	<p>Angus College recognises and supports the ideals and objectives of equal pay as a critical element of fairness and equality within the workplace. The College operates a gender neutral job evaluation grading scheme for all non-teaching support and management roles across the College, and operates a system of common job families for all academic posts. The College does not operate any discretionary payment systems or arrangements.</p> <p>Regular review and monitoring of salary levels are undertaken as part of the annual equal opportunities monitoring arrangements, and payroll and salary policies are included within the College impact assessment arrangements.</p>
Action 1.1	The College will prepare a full equal pay statement based around equal pay audit principles.
Responsibility	Director of Quality and Human Resources, Human Resource Officer, Staff Consultative Committee
Timescale/Deadline	31 August 2007
Progress June 08	Statement produced incorporating equal pay audit data. Statement highlights effectiveness of College approaches and minimal pay gaps relative to salary and earnings levels for identified comparable jobs.

Area 2	Student Recruitment
Issue	Uneven Gender Split of Participation Across Curriculum Areas
Context	<p>Analysis of gender related data has highlighted that whilst the overall gender split within the College reflects the Angus area, the gender split within most subject areas is disproportionately skewed to one gender or the other.</p> <p>As a community college, Angus College offers a broad based curriculum and data analysis shown that student application, recruitment and participation within this tends to follow very “traditional” gender lines. This analysis highlights that College admissions and selection approaches are not having a negatively disproportionate effect on this recruitment, but that course applicants have in most cases self-selected prior to application to their chosen subject area.</p> <p>Interviews with students studying within both “traditional” and “non-traditional” areas for their gender has highlighted that they were aware of the full range of College provision prior to application and applied because of a specific interest within the subject area they were studying.</p> <p>Gender neutral student guidance and admissions arrangements are in place, and currently a wide range of taster sessions are provided in partnership with Angus schools to give potential students a flavour of a range of different subject areas prior to their making application decisions for College places.</p>

	Despite the above, it is recognised that the College has a duty to have “due regard” to the promotion of gender equality within the services it provides, and must take additional steps to encourage and support potential students within “non-traditional” subject areas.
Action 2.1	The College will engage further with schools and careers services to specifically encourage and develop the promotion of curricular provision for “non-traditional” gender groups.
Responsibility	Director of Curriculum Support and Development, Student Services Manager.
Timescale/Deadline	On-going from August 2007
Progress June 08	<p>Extensive input provided to local schools through College 4U project activity, resulting in significant input of non-traditional gender participants within taster sessions and information days.</p> <p>Specific awareness raising activity developed on a partnership basis through College, CITB, Angus schools and local construction industry employers to encourage female participation within construction provision. New NC Built Environment Technician programme has incorporated promotional activity aimed at encouraging female participants.</p> <p>Over the past year recruitment arrangements have been further refined to reflect the responsibility upon the College to promote gender equality issues and to encourage and support applications from non-traditional gender groups in each subject area. A working group has been established to further review recruitment arrangements and identify and share good practice in student recruitment. This group will have a significant focus on equality and diversity practice and will identify and share good practice in respect of the positive promotion of gender, disability and race equality.</p> <p>Course approvals procedures and documentation has been further developed to incorporate more detailed analysis and scrutiny of equality and diversity plans and approaches as part of course design, delivery, planning and recruitment. This includes more detailed analysis and planning to further encourage and promote course recruitment from non-traditional gender groups.</p>
Action 2.2	The College will develop promotional materials specifically designed to encourage participation within “non-traditional” areas of the curriculum for each gender.
Responsibility	Director of Marketing and Business Growth, Marketing and Design Officer
Timescale/Deadline	December 2007
Progress June 2008	Additional materials developed as part of College 4U project. Specific images selected for 2008/9 prospectus to promote gender equality across the College curriculum.

Action 2.3	The College will seek external funding to support the development and delivery of specific curricular provision for “non-traditional” gender participants.
Responsibility	External Funding Officer, Directors of Learning and Teaching
Timescale/Deadline	January 2008 (depending upon funding availability/options arising)
Progress June 2008	Projects/opportunities considered to support full-time delivery options, but no additional funding yet secured. The College has made a significant contribution to a number of projects aimed at supporting engagement in learning for each gender within non-traditional areas. This has included to support and encourage women into the road haulage industry and input into projects developing educational opportunities for lone parents in partnership with Job Centre Plus and the Careers Service.

Area 3	Staff Awareness
Issue	Feedback from staff and student interviews and focus groups has highlighted that a very small number of staff within the College demonstrate inappropriate language/behaviours in respect of gender equality.
Context	<p>Feedback from the vast majority of student interviews and surveys has provided strong evidence that staff demonstrate positive and professional values and approaches in supporting and promoting gender equality. A very small number of respondents noted, however, that this was not always the case.</p> <p>Staff are encouraged and supported to attend regular equalities awareness training sessions, and the Teaching Qualification in Further Education contains mandatory elements on professional equalities practice.</p> <p>Progress on raising awareness of gender equalities issues has been made with College staff attending a range of equality and diversity training sessions. It is recognised, however, that development and supporting professional practice in respect of all aspects of equality and diversity should be on-going.</p>
Action 3.1	The College will develop and deliver essential equality awareness training on a scheduled basis for all staff.
Responsibility	Director of Quality and Human Resources, Staff Development Manager, Student Services Manager.
Timescale/Deadline	On-Going
Progress June 2008	Equality and diversity training delivered to all staff over past year. Equality and diversity training formed key focus of College staff development day in February 2008. Further training planned for session 2008/9. This will include the College hosting an international conference based around the CLIM principles of intercultural development and the integration of elements of the CLIM philosophy within our new learning strategy.

Action 3.2	All staff will be reminded of the key link between their professionalism, the College community values and positive equality and diversity ethos and behaviours.
Responsibility	Director of Quality and Human Resources.
Timescale/Deadline	August 2007
Progress June 2008	Awareness raising information provided both formally and informally as part of College and team development activities. College is currently finalising a major staff and student ethos/values campaign for session 2008/9. The "Take 5" campaign will incorporate strands on equality and diversity and specific information/awareness raising on gender equality.

Area 4	Staff Terms and Conditions of Service
Issue	Ensuring that all staff are aware of the range of family friendly policies and service conditions available to them.
Context	The College prides itself on the flexibility and support it can offer staff in respect of balancing family and work commitments and offers a range of opportunities in respect of flexible working, maternity, paternity, adoption and other conditions of service benefits. It is recognised, however, that knowledge of these policies and flexible practice could be enhanced across the College.
Action 4.1	To develop awareness of the range of family friendly policies and conditions of service available to staff as part of the overall staff benefits package available.
Responsibility	Human Resource Officer, Director of Quality and Human Resources, Staff Consultative Committee
Timescale/Deadline	October 2007.
Progress June 2008	College benefits package rebranded and re-launched in November 2007 in on-line and paper based formats. The "Rewarding You" package incorporates family friendly policies and information alongside a significant range of staff benefits including childcare vouchers.

Area 5	Review and Evaluation of Gender Equality Services
Issue	Ensuring the on-going development, monitoring and review of equality and diversity activity and practice across the College.
Context	The College currently operates an equality and diversity group which monitors activity, development and impact in respect of College activities and practice across the full equality and diversity agenda. This group includes a mixture of academic and front-line support staff and students, alongside senior staff with responsibilities for developing the equality and diversity agenda and practice. This group is led by a member of the College Executive team and reports into the Personnel and Quality Committee of the Board of Management.
Action 5.1	The role and remit of this group will be developed to incorporate annual review of the Gender Equality Scheme and Action Plan, alongside comments and points arising from the Disability advisory Group.
Responsibility	Director of Quality and Human Resources, Equality and Diversity Group
Timescale/Deadline	June 2007 and on-going.
Progress June 2008	Equality and Diversity group membership, meetings arrangements and remit developed over session 2007/8. Revised arrangements, including review of gender equality activities and outcomes, incorporated in group remit and work plan for session 2008/9.

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