



anguscollege

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**GENDER EQUALITY SCHEME  
ANNUAL REPORT 2**

JUNE 2009

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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 is the second annual report reflecting developments in respect of our Gender Equality Scheme and 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

Following on from the developments made and reported in June 2008, the College has continued to deliver, 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:

- Completion of the first stage of equalities awareness and inclusion training for all staff.

Evaluation of this training has been very positive and will underpin on-going awareness raising and refresher training for all staff.

In addition to all staff training and development, the range of short induction development sessions provided to all new staff has been extended to include a session with a specific focus on equality and diversity issues, including information and awareness raising in respect of gender equality.

- The success of the approach taken through the work of the College Disability Focus group has encouraged the College to adopt this as a template for the development of other equalities focus groups with the objective of creating a single equalities focus group designed to seek feedback and ideas, but also to support the cross-fertilisation of ideas and services across all strands of the Colleges equalities agenda.
- The College has continued to monitor practice and outcomes in respect of the equal pay audit undertaken in advance of the publication of its equal pay statement in September 2007. This monitoring activity continues to affirm 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 continued to play a leading role within discussions at a national level with Scotland's Colleges, STUC, EIS/FELA and Unison on the development of good practice guidance in equal pay for the sector as a whole.

- The "College 4U" project outlined within the 2008 annual report has continued to support 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 continued to be very successful in encouraging school pupils to engage in different areas of the curriculum. As a development during session 2008/2009, greater emphasis has been placed on the provision of information and advice for school pupils in S2 to support their awareness and understanding of the full range of college options available to them.

- Monitoring continues to highlight that students self-select course study options along gender lines. Improvements from 2007 have, however, been maintained and positive changes for 2008/9 include an increase of 6% in the percentage of female enrolments in Computing and IT provision (bringing female enrolments up to 45% in this area); an increase of 1.75% in the percentage of male enrolments into Care provision and an increase of 15% in female enrolments into Landbased provision.
- The College has invested significantly in enhancing its arrangements for student engagement over the past year through the creation of a post of Student Engagement Officer. This role has been very successful in supporting and encouraging engagement across the College's equalities agenda, including the organisation and development of awareness activities and campaigns for students and staff around issues such as: domestic violence; bullying and harassment; positive body images and eating disorders; sexuality and safe sex. All of these activities have made a significant contribution to the development of a positive equalities ethos within the College and have promoted understanding of gender issues for students and staff.
- Equalities impact assessment activities and monitoring data has highlighted that no College policies have had a disproportionate negative effect on the services the College provides for current or potential users on the grounds of gender.
- As a critical annual outcome, the retention, attainment and achievement figures for male and female students are consistent, comparable, and significantly above average for the sector (see appendix 1).
- 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 2007 Gender Equality Scheme is detailed below.

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**ANGUS COLLEGE  
GENDER EQUALITY ACTION PLAN**

<b>Area 1</b>	<b>Staffing</b>
<b>Issue</b>	<b>Equal Pay</b>
<b>Context</b>	<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>
<b>Action 1.1</b>	The College will prepare a full equal pay statement based around equal pay audit principles.
<b>Responsibility</b>	Director of Quality and Human Resources, Human Resource Officer, Staff Consultative Committee
<b>Timescale/Deadline</b>	31 August 2007
<b>Progress June 08</b>	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.

<b>Area 2</b>	<b>Student Recruitment</b>
<b>Issue</b>	<b>Uneven Gender Split of Participation Across Curriculum Areas</b>
<b>Context</b>	<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.
<b>Action 2.1</b>	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.
<b>Responsibility</b>	Director of Curriculum Support and Development, Student Services Manager.
<b>Timescale/Deadline</b>	On-going from August 2007
<b>Progress June 08</b>	<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>
<b>Progress June 2009</b>	Further development as detailed above, including extension of College 4U information to S2 school pupils.

<b>Action 2.2</b>	The College will develop promotional materials specifically designed to encourage participation within “non-traditional” areas of the curriculum for each gender.
<b>Responsibility</b>	Director of Marketing and Business Growth, Marketing and Design Officer
<b>Timescale/Deadline</b>	December 2007
<b>Progress June 2008</b>	Additional materials developed as part of College 4U project. Specific images selected for 2008/9 prospectus to promote gender equality across the College curriculum.

<b>Action 2.3</b>	The College will seek external funding to support the development and delivery of specific curricular provision for “non-traditional” gender participants.
<b>Responsibility</b>	External Funding Officer, Directors of Learning and Teaching
<b>Timescale/Deadline</b>	January 2008 (depending upon funding availability/options arising)
<b>Progress June 2008</b>	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.
<b>Progress June 2009</b>	Opportunities sought during the year, but no additional funding options identified. Changes to European funding arrangements have made it increasingly difficult to access funding to support activity of this type due to the growth in minimum project size required to meet funding criteria.

<b>Area 3</b>	<b>Staff Awareness</b>
<b>Issue</b>	<b>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.</b>
<b>Context</b>	<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>
<b>Action 3.1</b>	The College will develop and deliver essential equality awareness training on a scheduled basis for all staff.
<b>Responsibility</b>	Director of Quality and Human Resources, Staff Development Manager, Student Services Manager.
<b>Timescale/Deadline</b>	On-Going
<b>Progress June 2008</b>	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.

<b>Progress June 2009</b>	Equality and diversity training completed for all staff, with additional training offered as part of our staff development day activities. Equality and diversity awareness training built into revised staff induction training. CLIM training provided to staff to support development and embedding of positive equalities awareness and practice within learning and teaching approaches. Intercultural expertise extended to other staff and College is developing intercultural awareness and approaches for FE sector as a whole.
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<b>Action 3.2</b>	All staff will be reminded of the key link between their professionalism, the College community values and positive equality and diversity ethos and behaviours.
<b>Responsibility</b>	Director of Quality and Human Resources.
<b>Timescale/Deadline</b>	August 2007
<b>Progress June 2008</b>	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.
<b>Progress June 2009</b>	Take 5 campaign launched in August 2008 and used as a vehicle to promote College values and equality and diversity awareness.

<b>Area 4</b>	<b>Staff Terms and Conditions of Service</b>
<b>Issue</b>	<b>Ensuring that all staff are aware of the range of family friendly policies and service conditions available to them.</b>
<b>Context</b>	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.
<b>Action 4.1</b>	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.
<b>Responsibility</b>	Human Resource Officer, Director of Quality and Human Resources, Staff Consultative Committee
<b>Timescale/Deadline</b>	October 2007.
<b>Progress June 2008</b>	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.

<b>Area 5</b>	<b>Review and Evaluation of Gender Equality Services</b>
<b>Issue</b>	<b>Ensuring the on-going development, monitoring and review of equality and diversity activity and practice across the College.</b>
<b>Context</b>	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.
<b>Action 5.1</b>	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.
<b>Responsibility</b>	Director of Quality and Human Resources, Equality and Diversity Group
<b>Timescale/Deadline</b>	June 2007 and on-going.
<b>Progress June 2008</b>	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.
<b>Progress June 2009</b>	<p>To support developments in student engagement and feedback, the membership of the equality and diversity group was expanded to incorporate student representatives. The input and involvement of student members of this group has broadened the focus of activities and supported greater awareness raising of equality and diversity issues for both staff and students.</p> <p>Impact assessment reviews undertaken within the following policy areas: Curriculum Management; Equality and Diversity; Student Behaviour Management; Staff Development; Data Protection; Staff Discipline; Recruitment and Selection; Public Interest Disclosure; Health and Safety; Staff Grievance; Long-Term Absence; Protection of Children &amp; Adults at Risk; Redundancy; Copyright; Management and Employment Values; Student Guidance and Support; Drug and Alcohol Use; Stress Management; E-Mail and Internet use; Anti Bullying, Harassment and Victimisation; Assessment; College Vehicles; Staff Development; and Equality and Diversity. In all cases, the outcome of impact assessment activities has been reported through the Colleges ISO9002:2000 management review process. No disproportionate impact in respect of gender or related issues has been highlighted through these reviews.</p>

## Appendix 1 – Performance Indicator Comparison

<b>Performance Indicator</b>	<b>Female Students %</b>	<b>Male Students %</b>	<b>Whole College %</b>
Early Retention SRR1	97.52	97.73	97.61
Retention (SRR2)	95.08	94.93	95.01
Positive Student Outcome (PSO)	95.48	95.08	95.3
Successful Completion (SCR)	98.36	97.93	98.17
SARU	91.49	90.33	90.96

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