



anguscollege

**GENDER EQUALITY SCHEME
ANNUAL REPORT 4**

JUNE 2011

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Copies of this document can be provided in large text or Braille formats as required by contacting the Student Services Team on 01241 432604.

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 an additional 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.

This report has been developed and published to update work undertaken during the period where the specific public sector equality duties in Scotland arising from the 2010 equality act remain unclear. In the interim the College has adopted guidance issued from EHRC to continue with the good practice of monitoring and reporting upon outcomes in respect of existing equalities schemes.

2. Key Developments

Following on from the developments made and reported in June 2010, 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:

- Embedding of equalities awareness training and activities across the College.

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.

Development and promotion of an on-line learning chunk available to all staff on good equalities practice.

Additional development has been undertaken with the Board of Governors, all managers, and other staff in respect of the 2010 Equalities Act.

Anti bullying training has been provided for a number of staff and learner groups. This training includes development of identifying and dealing with bullying and harassment issues related to gender.

- Assessment of the effectiveness and impact of College equality and diversity practice has featured within the Annual Engagement Review activities of Her Majesty's Inspectorate of Education (HMIe) in February and November 2010. These activities have highlighted strengths in respect of college activity in these areas.
- As part of learner engagement activities embedded across the college, a range of learner led and supported activities have been undertaken to support current and potential learners with disabilities.

These activities include the positive promotion of gender equality as part of activities focusing on body image, bullying, alcohol awareness and sexual health.

- The College undertook a second equal pay audit in December 2010. This audit looked at payment structures, arrangements and payments by occupational group and gender and confirmed College practice in respect of equal pay approaches. A copy of the report from this audit is enclosed (see appendix 2).
- 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 in respect of gender. This assessment includes review of complaints around discrimination and harassment and includes impact assessment in respect of reductions in College service as a result of the public sector funding cuts.
- As a critical annual outcome, the retention, attainment and achievement figures for students split by gender remain consistently high and directly comparable for each gender (see appendix 1).

These PI figures are consistent with the 2008/2009 figures in each case and represent a very strongly positive performance by the college and individual students.

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**

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.
Progress June 10	On-going monitoring confirms pay gap of only 0.4% based on all college posts. Equal Pay statement will be refreshed and published for September 2010.
Progress June 11	Equal pay audit completed December 2010 confirms pay equality. See appendix 2.

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</p>

	making application decisions for College places.
	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>
Progress June 2009	Further development as detailed above, including extension of College 4U information to S2 school pupils.
Progress June 2010	Further development as noted above.
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.
Progress June 1011	Further on-going developments as noted above.

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.
Progress June 2009	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.
Progress June 2010	Limited funding availability/opportunities as noted above.
Progress June 2011	As above. Projects supporting lone parents continuing.

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.

Progress June 2009	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.
Progress June 2010	Development activity on-going and reinforced through a range of events/activities each year.
Progress June 2011	Updated equalities training delivered to reflect 2010 Equality Act. Training provided to Board of Governors and staff. Additional induction information developed. On-line learning chunk developed and promoted.

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.
Progress June 2009	Take 5 campaign launched in August 2008 and used as a vehicle to promote College values and equality and diversity awareness.
Progress June 2010	Take 5 campaign continuing to be utilised.
Progress June 2011	As above.

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.
Progress June 2011	Revised childcare voucher scheme introduced February 2011, with increased uptake.

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.
Progress June 2009	<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 & 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>
Progress June 10	Impact assessment embedded as part of College activity and ISO9001:2008 quality system.
Progress June 2011	Impact assessment arrangements embedded in College approach. College requested to share good-practice approach on impact assessment with sector.

Appendix 1 – Performance Indicator Comparison

Category	Early Retention SRR1%	Retention SRR2%	Success SCR%	Positive Outcome PSO%
Whole College	98.03	95.96	97.38	94.78
Gender				
Male	97.76	96.28	96.37	94.14
Female	98.26	95.69	98.18	95.29

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1. Introduction

As part of the Colleges commitment to Equality and Diversity, an Equal Pay Audit was undertaken on staff full-time earnings with effect from 31 October 2010.

This Equal Pay Audit is designed to demonstrate the extent to which the college is meeting its commitment to equality of pay, and to identify any additional actions necessary to ensure equality and meet the objectives of the colleges Gender Equality Scheme.

2. Methodology

This audit was undertaken by through the following steps.

- a) Analysis of payment system and structure to look at conditions of service, pay elements paid to staff, and to identify any potential issues in respect of these. This included analysis of additional pay elements, post grading, and salary placement arrangements where appropriate.
- b) Analysis of full-time equivalent staff earnings as at the above date relative to post role and designation as detailed below.
- c) Identification of percentage gap between male and female earnings within each comparative grouping.
- d) Review of policy and practices underpinning pay gaps as identified by (c) above and consideration of any action necessary to address any pay gaps identified. NB in considering this the College paid due attention to the 5% threshold suggested for action by Close the Gap.

3. Employment Terms and Conditions

The terms and conditions of service of all posts within the College are formalised into one of three sets of terms and conditions of service as follows.

- Academic Staff;
- Support and Management Staff;
- Executive Staff.

Appointment to any post within the College (including salary level and salary placement) is made on the basis of these pre-determined terms and conditions of service.

For part-time posts the College operates a strict pro-rata apportionment of all terms and conditions of service.

Terms and conditions of service for Academic Staff and for Support and Management Staff are determined and developed through established negotiating arrangements with the EIS/FELA and Unison trades unions respectively. The terms and conditions of service of Executive staff are determined by the Board of Governors Remuneration Committee.

All terms and conditions of service are subject to regular review by the Human Resources Team to ensure that these meet legislative requirements and are applied on a consistent basis which is free from bias.

4. Payment Arrangements and Elements

The College operates very few additional payment structures or elements and does not offer performance or other discretionary bonus systems that may be discriminatory in application.

Additional payment elements are provided in respect of designated shift work and on-call rota requirements in respect of a small number of staff (5 staff). Where applied, these are determined solely in respect of the work requirements of these roles and conditions of service, with entitlement determined by pre-determined eligibility criteria. These criteria are applied equally to all staff irrespective of gender.

From analysis there was no gender pay issue in respect of the use or application of these allowances

5. Grading and Salary Placement of College Posts

The College determines the grading and salary placement of all posts on the undernoted basis.

3.1. Academic Posts

The College operates a system of common job roles for all Academic Staff posts, on the basis of the posts of Lecturer, Course Leader and Curriculum Manager. All Academic Staff posts fall within one or other of these roles, with common job descriptions, salary arrangements and conditions of service applied to all postholders within each role.

Although negotiated through separate arrangements, these posts have been evaluated using the same job evaluation arrangements as are used for support posts (see below), with evaluation highlighting equivalency in respect of the salary arrangements applied.

3.2. Support and Management Staff Posts

The College operates a gender neutral job evaluation grading scheme for all non-teaching support and management roles across the College. This evaluation system evaluates the level and requirements of each post across 9 separate gender neutral factors. The total score achieved through the job evaluation scheme is used to determine the job grade and salary scale applicable to each post.

Within this scheme, the College also operates a range of informal job families, whereby similar posts (such as all manager posts) incorporate similar ranges of duties and responsibilities.

3.3. Executive Staff Posts

The College operates a system of common "job families" for all Director level posts whereby these posts incorporate similar ranges/level of duties and responsibilities. Common salary arrangements and conditions of service are applied to all postholders within these roles.

The posts of Principal and Depute Principal are determined on an individual salary point basis by the Remuneration Committee of the Board of Governors relative to individual performance assessment and reference to national median salary data for equivalent roles within other colleges.

6. Monitoring and Ensuring Equality

To ensure that all payment systems are equitably applied and free from bias, the regular review and monitoring of appointments and promotions are undertaken as part of the annual equal opportunities monitoring arrangements.

Information from this monitoring activity is shared with the cross-College Equality and Diversity Group, and is available to the recognised trades unions.

The operation of all College Human Resource and payroll policies are incorporated within the established Equalities Impact Assessment procedures, and all HR and payroll procedures are subject to routing internal and external quality and financial audit.

The most recent equal pay audit information shows the following in respect of comparison between male and female earnings.

6.1 Academic Staff

- All Academic Staff Posts – Female staff salaries are 2.36% higher than male staff salaries.
- Lecturer Posts, 124 posts - Female staff salaries are 3.94% higher than male staff salaries.
- Course Leader Posts, 33 posts – Female staff salaries are 0.32% higher than male staff salaries;
- Curriculum Manager Posts, 12 posts – Female and male staff salaries are equal.

Each of the above differences is within the range of anticipated effect caused by movement within the annual incremental salary scales based upon individual service dates, and (for lecturer posts) by application of salary placement and movement conditions related to achievement of the range of teacher training qualifications.

6.2 Support and Management Staff

Given the range and diversity of Support staff posts these have been broken down into 2 categories as detailed below.

- All Support Staff Posts – Male staff salaries are 4.2% higher than female staff salaries.
- Support and Manual Posts (AC6 and below), 94 posts – Male staff salaries are 0.32% higher than female staff salaries;
- Professional Support Posts (AC7 – AC11), 25 posts – Male staff salaries are 0.13% higher than male staff salaries;
- Management Posts (AC12), 5 posts – Male and female staff salaries are equal.

Each of the above differences is within the range of anticipated effect caused by movement within the annual incremental salary scales based upon individual service dates.

6.3 Executive Staff

- Director Posts, 5 posts – Female and male staff salaries are equal.
- The posts of Principal and Depute Principal are on individual salary points so no comparison is possible.

6.4 Summary

From the salary comparison figures noted, it is judged that there are only very limited pay gaps in existence across the College, with all of these being linked to salary progression through established salary scales and in accordance with agreed and approved non-discriminatory employment conditions.

Analysis has noted that there is a tendency for a number of part-time lower paid posts (specifically within cleaning and canteen/kitchen roles) to attract female applicants. Recruitment and selection to these posts is, however, undertaken on the same gender neutral basis as other posts across the College and salary arrangements for these posts are determined through the same job evaluation arrangements as other support staff posts.

Discussion with postholders has highlighted that most have been attracted to these posts specifically because of the part-time and term-time nature of many of these posts and the flexibility this allows in relation to family and childcare commitments.

7 Conclusions and Future Steps

Angus College is committed to delivering equal treatment, and eliminating discrimination for all staff. This equal pay statement outlines how this commitment is enacted and monitored in respect of all posts across the College.

Although identified pay gaps are minimal, and effective arrangements are in place to ensure equity in salary and conditions of service arrangements, the College recognises that it cannot be complacent in respect of these issues.

To ensure that the College treats all staff equally in respect of salary and condition of service arrangements, it will continue to adopt the following approaches in respect of the salary determination, placement and progression of all posts.

- Ensure that all pay decisions are made with input and advice from trained Human Resources staff, and are made on an open, transparent, and non-discriminatory basis.
- Appoint all new staff at the same point (normally the bottom point) on the appropriate salary grade within the agreed scale for the post in accordance with agreed terms and conditions of service. Variation from this practice will be undertaken only where there are justifiable and non-discriminatory reasons for doing so.
- Inform staff of how equality practices operate, and how their salaries and salary placement is determined.
- Ensure that all salary scales and grades are determined with reference to the appropriate job family or job evaluation scheme arrangements.
- Ensure that all staff are given equal access to flexible and family friendly working opportunities.
- Undertake annual pay monitoring and reporting of gender related salary and earnings data.

Through these steps it is planned that Angus College will continue to achieve, and openly demonstrate, the provision of equal pay for all postholders across the College.

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