

# **Gender Equality Scheme**

**Sue Coole**

**Vice Principal Learner Support & Community Links**

**Originally agreed May 2007 (Revised August 2010)**



## ***Gender Equality Scheme***

**This Policy is available in other languages and formats upon request by telephoning the College on 0845 52 12345.**

**Policies and Procedures made by the Principal and Chief Executive under Delegated Authority from the Corporation**

**These policies and procedures are made by the Principal and Chief Executive of the College using the powers delegated by the Corporation in accordance with the Instrument and Articles of Government.**

They are intended to ensure that the matters concerned are not only conducted fairly, appropriately and in accordance with the law where required, but also promote the purposes of the College and its customers.

The policies and procedures may be revised or amended from time to time in the light of experience or changing circumstances.

If you have any observations on these policies and procedures, please write to the Principal and Chief Executive.

.....  
**Jan Hodges**  
**Principal and Chief Executive**

.....September 2010  
**Date**

### Equality Impact Assessment

Date of Equality Impact Assessment	28.08.10
Name of policy, practice, process or procedure	Gender Equality Scheme
What is the main aim or purpose of the policy, practice, process or procedure?	To promote gender equality and eliminate sex discrimination
Who is responsible for creating/implementing this? Please state job role	Sue Coole Vice Principal Learner Support & Community Links
Names of staff, students, stakeholders involved in the equality impact assessment process	Equality and Diversity Group, Senior Leadership Team, Sue Coole

#### Information to support the impact assessment process

What evidence is already available to help inform the impact assessment process and to promote the general and specific duties related to equality and diversity? (Consider both quantitative and qualitative information)	<ul style="list-style-type: none"> <li>• E &amp; D Reports</li> <li>• Self Assessment Reports</li> <li>• Development Plans</li> <li>• Learner achievement/success rates</li> <li>• Compliments and Complaints</li> <li>• Procedures and analysis</li> </ul>
In what areas are there concerns that the policy, practice, process or procedure could have a differential impact? (Please circle or highlight)	Age <b>Disability</b> Race Religion or Belief Sex (Gender) Sexual Orientation Gender Reassignment Marriage & Civil Partnership Pregnancy & Maternity <b>Other:</b> <ul style="list-style-type: none"> <li>• Social Class/Background</li> <li>• <b>Language</b></li> </ul>
What are the risks associated with the policy, practice, process or procedure in relation to the differential impact?	Access to the Scheme required for all people with difficulties/disability or language requirements
What are the expected benefits of the policy, practice, process or procedure?	Promotion of gender equality and elimination of sex discrimination

## Equality Action Plan

Please list any recommendations for action that are planned as a result of this impact assessment

(Categories: Age, Disability, Race, Religion or Belief, Sex (Gender), Sexual Orientation, Gender Reassignment, Marriage & Civil Partnership, Pregnancy & Maternity, Other - Social Class/Background, Language)

Identify groups	Action required/changes and modifications to outline of the promotional benefits	By Whom	By When	Evaluation and Date
Disability Language	To provide scheme as required in different accessible formats	Sue Coole	1 <sup>st</sup> September 2010	January 2011

If the action proposed will not fully eliminate negative impact, why is this and how can it be justified?	N/A
General comments/concerns	N/A

- This document has been impact assessed against the Communication Guidelines and Equality Impact Assessment process

## Gender Equality Scheme

South Essex College recognises the developmental requirements of the Gender Equality Scheme and reflects this in the annual adjustments and revisions to the attached Action Plans

### 1.0 Introduction

#### Context and Legislation

The Gender Equality Duty (GED) was a new legislative requirement placed on public authorities and came into force on 6<sup>th</sup> April 2007. It required public authorities to promote gender equality and eliminate sex discrimination and harassment. Instead of depending on individuals to make complaints about sex discrimination, the duty places the legal responsibility on public authorities to demonstrate that they treat men and women fairly.

Thirty years after the introduction of the Sex Discrimination Act (SDA), discrimination still exists. The rights of individuals do not oblige organisations to actually promote equality. The GED will bring about real change in the culture of organisations, as the onus will be on organisations to promote equality, rather than on individuals to highlight discrimination.

The legislation introduced 'general' and 'specific' duties to promote gender equality. The general duty required South Essex College to:

- promote equality of opportunity between men and women
- eliminate discrimination and harassment

The specific duties required the College to:

- prepare and publish a gender equality scheme, showing how it will meet its general and specific duties and setting out its gender equality objectives
- consider the need to include objectives to address the causes of any gender pay gap when formulating its overall objectives
- gather and use information on how the College policies and practices affect gender equality in the workforce and in the delivery of services
- consult with stakeholders and take account of relevant information in order to determine its gender equality objectives
- assess the impact of its current and proposed policies and practices on gender equality
- implement the actions set out in its scheme within three years, unless it is unreasonable or impracticable to do so
- report against the scheme every year and review the scheme at least every three years

## South Essex College's Strategic Plan 2010-13 Summary

### VISION

To better serve the learning needs of the young people, adults, employers and communities of South Essex we aim

- to become an outstanding college

offering outstanding skills, education and careers

### VALUES

The values that underpin our approach to our work are the 3 As:

- **Aspiration**

We aim to inspire and empower staff and learners to achieve their full potential

- **Achievement**

We focus on learners and delivering excellence in learning with high quality services and standards

- **Access**

We aim to provide an environment that is inclusive, supportive, welcoming and safe. Creativity, enterprise, team and partnership working help us achieve our vision and live our values.

### PRIORITIES

OUR KEY PRIORITIES are:	OUR KEY TARGETS FOR 10/11 ACADEMIC YEAR are:
Learner success	Plus 3 % on 9/10 success rates
Learner Numbers	Achieve learner number targets
Learner, employer, Staff and stakeholder satisfaction	Improve learner, employer, staff and stakeholder satisfaction rates (on 9/10 baselines where available or establish new baselines)
The learning environment	Improve the learning environment in particular through refurbishment and redecoration of the Thurrock and Basildon Campuses and progressing capital projects
Financial solvency and organisational efficiency	Manage within our budget and improve efficiency

## **Key Messages related to Gender Equality**

- The College has an inclusive approach to staff and learners and takes positive steps to promote equality of opportunity. The College aims to promote opportunities and to enable all people to work and learn at the College.
- The College's publicity reflects the range, variety and gender of people who learn and work at the College.
- The College has fair and appropriate systems for the recruitment and selection of learners which ensures that learners are not disadvantaged related to their gender.
- The College has robust systems in place for assessing individual's needs.
- Support and academic staff work together to meet the needs of all learners to ensure access to the curriculum, equipment and physical resources regardless of the learner's gender.
- Learners and staff are aware of how they should treat people, regardless of their gender, and of the College's expectation on this.
- The College actively seeks and acts on the views of all learners and all staff through a generic questionnaire and via the Student/Learner Councils, which provide opportunities to raise specific issues, including those related to gender.
- The College monitors the participation of staff and learners by gender and has a clear policy on equality of opportunity.
- College staff/learners participate in equality and diversity training and activities aimed at raising awareness of people and their different needs regardless of their gender.

## **Local Context**

The College has been successful in meeting and exceeding learner number targets, recruiting new learners, improving and maintaining high success rates, meeting and exceeding retention and success rate targets, extending the range of partners and its activities and improving the quality of teaching and learning. The College was inspected by Ofsted in May 2008 who agreed with the analysis of the 2006/07 self-assessment report

The College overall FE success rate is 80% for 2008/09 against a figure of 78% for 2007/08. This is based on the changes to the success rate calculation where the success rate for 2008/09 is formulated using the six-week rule rather than the census point calculation. It is anticipated in the sector that the change in the rule for calculation will effect a lowering of success rates across the board. It is estimated that we can expect a 2% reduction in the expected national rates.

Success rates for 16-18 year old learners on long qualifications have risen substantially. For 16-18 year olds at long level 1 the success rate for 2008/09 is 83% compared to 80% in 2007/08. At long level 2 the success rate for 16-18 year olds is 85% in 2008/09 compared to 80% in 2007/08. At long level 3 the success rate for 16-18 year olds is 79% against a figure of 78% for the previous year. These improvements are set against some substantial

increases in learner numbers, particularly at long levels 2 and 3. Success rates for 16-18 year olds on long level programmes have improved from 79% in 2007/08 to 81% in 2008/09. The number of 16-18 learners on short/very short programmes is small. In 2008/09 the 16-18 short success rate is 77% compared to 82% in 2007/08. Very short success rates are 100%. 16-18 year olds now make up around three-quarters of the LSC FE funded learners in the College.

Success rates for adult learners on FE long qualifications have seen a steep increase in 2008/09 on the figures for 2007/08. At long level 1 the 19+ success rate in 2008/09 is 77% compared with 74% the year before. The 19+ success rate in 2008/09 at long level 2 is 79% compared with 71% in 2007/08. At long level 3 the adult success rate for 2008/09 is 76% compared to 74% in 2007/08. The overall long level success rate for adults increased from 72% in 2007/08 to 76% in 2008/09. This is maintaining a 4% increase which was achieved the year before. At 19+ the short success rate has increased from 78% in 2007/08 to 83% in 2008/09 with a substantial increase in learner numbers. The 19+ very short success rate has increased from 86% in 2007/08 to 93% in 2008/09.

Learner support and guidance at the College are seen as crucial to learners achieving their main qualification and progressing onto further education or higher education programmes. The service, which is free of gender bias, comprises five main areas: information, advice and guidance; careers guidance; tutorial framework; academic support and learning support, which also incorporates additional tutorials. The service continues to be refined and developed to meet the increasingly diverse needs of the learners and the widening expectations of employers. External quality measures have identified good practice throughout the whole area. The College has remained a comprehensive and inclusive organisation, free of gender bias, which has recruited a more diverse range of learners over recent years. This recruitment is often in partnership with other organisations and agencies such as:-

- Connexions
- Local mainstream schools
- Essex & Thurrock mainstream Schools
- Special Schools ( Southend/Essex /Thurrock)
- Special Needs Departments in Children's Services
- Teachers of the Deaf
- Teachers for Visual Impairment
- Supported Housing organisations
- Learning & Skills Council (Improving Choice Project)
- HI/VI organisations and agencies
- Advocacy Services for people with mental health issues ( Rethink, Cruise etc)
- Primary Care Trust
- Children's & Young People's Trust
- 14-19 Vocational Pathways Network

- Networks for FE for Equality & Diversity, Learner Support, Learner Services provided via Association of Colleges for the Eastern Region.

The College is proactive in providing a range of services and activities for young people; which are based on the five 'Every Child Matters' outcomes enshrined in the Children's Act 2004:

- Being Healthy
- Staying Safe
- Enjoying and Achieving
- Making a positive contribution
- Achieving economic well being

The College's Young People's Plan identifies the wide range of priorities and underpinning activities that run alongside course delivery and is integrated into the Children and Young People's Plans already published by both Southend, Essex and Thurrock Local Authorities. A proactive approach has been made to incorporate activities which raise young people's awareness of a wide range of social, moral and spiritual issues, which includes gender and gender impact.

The College has an enthusiastic and dynamic Equality and Diversity Group, which underlines the College's strategic approach, inclusive attitude and expectations. This led to the College being recognized by the LSC as reflecting best practice in Essex and gaining re-accreditation of the Matrix Award. The Assessors commented that 'equality of opportunity strongly features in the promotion of the service'.

Equality and Diversity Impact Measures were originally agreed with the LSC and an Action Plan produced which is monitored and reviewed within the Equality and Diversity Group.

The current Equality and Diversity Policy (revised 2010) states that:-

South Essex College is committed to the promotion of equality and diversity for all learners, employees, and all other users of the College. We aim to ensure that the environment is one where all individuals are treated with courtesy and respect and their contribution to the learning process is valued. Our ethos is to create and maintain the conditions whereby learners and staff are treated solely on the basis of their merits, abilities and potential, regardless of ethnic or national origin, disability, gender, age, religion or belief, sexual orientation, social class and background, or other distinction.

The College's Marketing Strategy promotes a proactive approach to developing marketing materials which reflect the diverse group of learners within the College.

The Marketing Team:-

- has attended training and development sessions and external Conferences regarding marketing related to the Equality Schemes.
- is a member of the Equality and Diversity Group
- has increased Marketing representation on E & D Group (one additional member)
- has disseminated information to the E & D Group
- has made links with a transcription service
- has improved representation in publications. This resulted in amending the College Charter in line with recommendations.
- has produced Made for Everyone document
- has improved representation in advertising, including that related to gender

## **2.0 Involvement of learners in the development of the Gender Equality Scheme**

Equality of opportunity is embedded in the College policy and practices from admissions through to progression from the College. There are fair and appropriate systems for the recruitment and selection of learners, regardless of their gender, that promote equality of opportunity using a standard application form and transparent recruitment and selection processes.

The College is widely recognised as being committed to providing the support required to meet individual needs and requirements. A joint approach to transition planning for learners is well developed with local schools. Specialist assessments, utilising external facilitators and experts, ensure that individual needs and requirements are met to enable them to succeed on their chosen programme. Multi-agency partnership working is well developed and ensures access to a wide range of services to meet support requirements.

## **2.1 Involvement of staff in the development of the Gender Equality Scheme**

The College celebrates and values the diversity brought to its workforce by individuals. The College is committed to equality of treatment for all employees, regardless of gender, and will treat all employees with respect and dignity, and seek to provide a positive working environment free from discrimination, harassment or victimisation. The College will seek not only to eliminate gender discrimination, but also to create a positive inclusive ethos with a shared commitment to challenging and preventing stereotyping and prejudice, to respecting diversity and difference, and to encouraging good relations between all staff.

To progress the above agenda, the College originally set up a Task & Finish Group to lead on the development of the Equality Schemes, which will include a detailed Action Plan on improving provision for employees and learners. Measures are in place to ensure all staff and learners are consulted on issues relating to disability, age, gender, religion and race.

### **3.0 South Essex College's Methods for Impact Assessment**

- developing an overall College approach to the production of materials/policies etc that encapsulates good practice
- mapping all policies, procedures, plans and practices in each Academic and Support Services Team via Quality mechanisms
- gathering information and evidence to inform the impact assessment process
- making a judgement using all the evidence available and consider all parts of the duty to inform the judgement.
- exploring the options re adverse impact /opportunities to promote gender equality and amend/make necessary changes
- implementing monitoring processes and procedures regarding impact assessment completed
- compiling a report of the findings re each Impact Assessment undertaken to feed into an annual published report

In line with legal requirements the College will carry out Gender Impact Assessments against all policies, procedures, plans and practices by 2010.

The Single Equality Act gained Royal Assent in April 2010 and will come into force in October 2010. As a consequence the College is preparing a Single Equality Scheme which will incorporate all the principle characteristics, including gender.

### **4.0 Gathering and using staff gender information**

In 2008/09 the College employed 1138 employees. The information gathered during recruitment provides information on the gender make up of staff. Gender information is analysed and broken down into Academic staff and Support Services staff. In addition the College records data on gender and reports annually on the following (please see the annual Equality and Diversity report):

- Recruitment activity (number of applications received/short listed/performance in selection activities/selected)
- Types of post (academic/business support/management)
- Length of service and turnover
- Formal Grievances, Disciplinary actions and invitation to Probationary review meetings
- Take up of and success rates in staff development activities
- Appraisals
- Internal promotions

## Gender profile – staff

The gender profile of the College has a higher number of female employees at 65.8% compared to 34.2% of male employees, this similar to other colleges with 63% female and 36% male employees (FE Workforce Data Report 2008). The gender difference is less pronounced in the College's teaching staff than the FE sector, with 53.5% female and 46.4% male employees in comparison to 59% female and 41% male in the FE sector teaching staff (FE Workforce Data Report 2008).

**Table 1: Teaching/Teaching Support/Business Support Staff 2008-09, 2007-08 and 2006-07**

	Teaching Staff (517)	Teaching Support Staff (153)	Business Support Staff (468)	Total Number of Staff and % 2008-09 (1138)	Total Number of Staff and % 2007-08 (1091)	Total Number of Staff and % 2006-07 (1043)
<b>Gender</b>						
Female	277	128	344	749 (65.8)	696 (63.8)	676 (64.8)
Male	240	25	124	389 (34.2)	395 (36.2)	367 (35.2)

NB: Data excludes Summer Enrolment Assistants employed for the August/Sept enrolment period only.

## Management status

Data for the management group showed more female managers in post than males with 58.3% female and 41.7% male. This generally represents the larger staffing body, with 65.8% females overall and 34.2% males. The FE Workforce Data for England report states that in 2008/09 there were 60.1% female managers and 39.9% male managers.

## Staff Leaving the College

15.7% of male staff left which is higher than the College Average of 14.6% and turnover for female staff at 14%.

## Equal Pay Audit

An annual equal pay audit is conducted in July to check the proposed salary review awards for that academic year. Individual staff salaries are benchmarked against others in similar roles with similar qualifications and skills to ensure equity is maintained. A particular focus is placed on checking gender differences in pay, investigating and addressing any anomalies.

## 5.0 Gathering and using Learner Gender Information

### Age and Gender

Learners aged 14-18 make up 48% (4462) of the population with learners aged 19+ comprising 52% (4886) as shown in Figure B1. Overall, females constitute 57% of total numbers (males 43%).

### Learner numbers by Gender and Age

In the local area of Southend the population comprises 48% males and 52% females<sup>1</sup>. In Essex as a whole and England the gender balance is 49% males and 51% females. Our learner population is composed of proportionately more females than the local area.

#### Learner Numbers by Gender

	No.	%
Female	4726	56%
Male	3648	44%
<b>Totals</b>	<b>8374</b>	<b>100%</b>

Analysis of the number of learners by age category shows an almost equal number of 14-19 and 19 plus learners with the 14-19 group comprising 51% of the overall learner population.

#### Learner Numbers by Age

	Age	Male	Female	
14-19	4239	51%	47%	53%
19 plus	4135	49%	40%	60%
<b>Totals</b>	<b>8374</b>			

Analysis of the gender distribution, by age, shows that for 14-19 learners the proportion of male to female learners is close to the local Southend population, with males accounting for 47% of the learner population. This represents a 1percentage point (pp) difference from the local Southend population where males account for 48%.

In relation to the 19 plus age range, there is a more marked difference with females accounting for 60% of the learner population.

Female 19 plus learners comprise the largest group, representing 32% of all learners. The 14-18 age group is more evenly balanced in terms of gender, (female 24%, male 22% of total).

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<sup>1</sup> 2001 census figures

## Success Rates

There is a marked gender difference within the 14–18 success rates: 83% for females and 78% for males, although the difference has reduced now to 5% and was previously 6%. Success rates for 19+ males and females show a 3% difference in the same direction: 78% for females and 75% for males.

### Overall Success Rates by Age and Gender for Long Qualifications

Age/Gender	Under 19				19+			
	No.	Suc %	Ret %	Ach %	No.	Suc %	Ret %	Ach %
Long 1,2,3 & H								
All	5634	81	86	94	1557	77	83	92
Female	3515	83	88	95	1092	78	84	93
Male	2119	78	84	93	465	75	83	90

The overall success rate for 14-19 learners is 4 percentage points higher than for 19 plus learners, both retention and achievement are lower in relation to 19 plus learners.

Success rates for female learners are higher than male learners in both age categories; however this is more marked in relation to 14-19 learners where the difference is 5 percentage points (83% for female 14-19 learners compared to 78% for male 14-19 learners).

The difference between retention rates (4pp difference) is greater than the difference in achievement rates (2pp difference).

This suggests that priority could be given, in the first instance, to investigating factors influencing retention of male learners.

### Overall Success Rates by Level and Gender

	Female		Male		Overall
	No.	% Success	No.	% Success	% Success
Level 1	1161	82	709	83	82
Level 2	1773	85	850	79	83
Level 3	2456	80	1455	75	78

Analysis of success rates by level and gender shows that at level 1 the success rate for male learners is 1pp above the success rate for females. At both level 2 and 3 female success rates are higher than male success rates (6pp and 5pp respectively)

## Complaints

### Analysis of 2008-09 Complaints by Gender

Male	34	43%
Female	54	57%

Data shows that proportionately more female than male students complained.

The percentages for gender are not reflective of the College population and are a result of analysing a small data set and comparing it to a much larger data set that is analysed for College population.

## **6.0 Putting the information gathered to use to review action plan and later gender equality schemes (Staff and Learners)**

- Some areas for development are already reflected in the existing Equality & Diversity Action Plan and EDIMS and will be taken forward as part of the Single Equality Scheme.
- The annual self assessment process is designed to incorporate feedback from learners. Gender data is analysed by Heads of Faculty and their staff, and strengths and areas of development identified which feeds into the Faculty SAR and is incorporated into the College SAR and Development Plans.
- The College is currently working with Children's Trust to identify systems that need to be developed to enable the Local Authority to provide accurate transitional information for students moving from school to College. This information will include gender breakdown, statementing support requirements, academic records; this will enable the College to provide more accurate data with which to support learners and to provide more accurate ILR returns, SARs and Development Plans.
- Later analysis of transitional data will enable better planning and implementation across the 14-19 Southend Planning Group and the Southend, Thurrock and Essex Children and Young People's Plans.

### **Publication and Procedures**

The College produces an annual Equality and Diversity Report which analyses data gathered for both learners and staff. As a result of the analysis an Action Plan is developed which the Equality and Diversity Group regularly monitor. The Equality and Diversity Group reports directly to the Senior Leadership Team and also the twice yearly Academic Board, which ensures that processes and procedures are reviewed and evaluated on a regular basis. The Equality and Diversity Report incorporates the College's Equality and Diversity Impact Measures (EDIMs) which are agreed and monitored by the local authorities and key stakeholders.

The Equality and Diversity Report is placed on the Colleges Internet and intranet sites and is available in hard copy, as requested. The College Corporation receives the Equality and Diversity Report and analyse the report at one of its Board meetings.

The developments around the use and impact of gender equality is continually developing and ,although monitored annually via the Equality and Diversity Report, staff training and development has increased staff understanding and has proved to be a positive outcome. As follows:

Wider understanding of the needs of gender differences due to staff/ student training and ongoing events and activities (See Young People's Plan re Every Child Matters)

### **The Gender Equality Scheme Action Plan (Appendix 1)**

The Gender Equality Scheme Action Plan is based on the following:

1. To eliminate unlawful discrimination and harassment
2. To promote equality of opportunity between men and women
3. To promote and ensure equality in the pay and benefits package
4. Gather and use information on how the College policies and practices affect gender equality in the workforce and in the delivery of services
5. Consult with stakeholders and take account of relevant information in order to determine its gender equality objectives
6. To take such steps as is practicable to publish annually the results of the monitoring
7. To assess the impact of its current and proposed policies and practices on gender equality.
8. Equality & Diversity Impact Measures

#### Timescale

Year 1: April 2007 –March 2008

Year 2: April 2008 –March 2009

Year 3: April 2009–March 2010

October 2010 – to be incorporated into Single Equality Scheme

## Appendix 1

### **GENDER EQUALITY ACTION PLAN 2007 – 2010**

- To eliminate unlawful discrimination and harassment
- To promote equality of opportunity between men and women

Action No	Section of Policy or code	Action	Objective	Resources	Timescale	Responsible Persons	Monitoring Committee(s)	Progress
1.1	Legislation	Review Bullying & Harassment Policy & Dignity at Work Policy	Eliminate unlawful discrimination and harassment	Policies	Year 1	Vice Principal Learner Support & Community Links/Head of Human Resources	SCG /Student Council /Academic Board	Action completed 07/08
1.2	Promotional activities regarding legislation	Plan & implement awareness raising activities and gender promotion for College	To raise awareness/comb at gender discrimination and to promote opportunity	External Agencies/ Learner Services	Year 1,2,3	Vice Principal Learner Support & Community Links	SCG/Student Council /FE Board of Studies	To continue action into 07/08, 08/09, 09/10
1.3	Complaints	Assess numbers of complaints related to gender discrimination /harassment	To assess number of gender related complaints	Complaints Report	Year1,2,3,	Director & Head of Quality Improvement	Senior Leadership Team /FE Board of Studies	E & D Reports shows no gender related complaints received

1.4	Recruitment (Staff & Learners)	To investigate the necessity of usage of birth certificates as a means of identification	Eliminate discrimination related to staff/students and gender reassignment		Year 1,2	Executive Director Finance & Corporate Services & Vice Principal Learner Support & Community Links	Senior Leadership Team/SCG/ Student Council	A range of choices is available to prove citizenship/CRB. Applicants select most appropriate relevant to them. No complaints have been received.
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#### Specific Duty

- To promote and ensure equality in the pay and benefits package

Action No	Section of Policy or code	Action	Objective	Resources	Timescale	Responsible Persons	Monitoring Committee(s)	Progress
2.1	Monitoring	Continue to collect and monitor staff Equal Opportunity data annually	To identify gender related issues re staffing in the areas of recruitment, selection, appraisal, staff development, promotion, pay and exit strategies	N/A	Year 1,2,3	Executive Director Finance & Corporate Services & Head of HR	SCG/ Policy & Resources/ College Corporation	Data provided in 06/07, 07/08 & 08/09 Equality and Diversity Reports

2.2	Systems	Review the data available for the SIR for accuracy	Obtain information related to gender and check accuracy	N/A	Year 1,2,3	Executive Director Finance & Corporate Services & Head of HR	SCG/ Policy & Resources /College Corporation	
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### Specific Duty

- Gather and use information on how the College policies and practices affect gender equality in the workforce and in the delivery of services

Action No	Section of Policy or code	Action	Objective	Resources	Timescale	Responsible Persons	Monitoring Committee(s)	Progress
3.1	Monitoring	Continue to collect and monitor EO gender data annually including information from formal complaints, student disciplinarys and feedback from students	To use statistical data to inform Heads of Faculty/Teams of strengths and weaknesses around gender issues and to identify via SARS & Development Plans. To feed into the College SAR & Development Plans	N/A	Year 1,2,3	Head of Faculty/Team & Director of Quality Improvement	Annual School Performance Review /Academic Board	Quality process re SAR/ Development Plans  Equality and Diversity Reports used to monitor and evaluate data related to gender (both staff & learners)

3.2	Monitoring	Continue to collect and monitor staff EO gender data annually	To identify gender issues related to staffing	N/A	Year 1,2,3	Executive Director Finance & Corporate Services & Head of HR	SCG, Policy & Resources/ College Corporation	Equality and Diversity Reports 06/07,07/08 & 08/09 used to monitor and evaluate data related to gender (both staff & learners)
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#### Specific Duty

- To consult with stakeholders and take account of relevant information in order to determine its gender equality objectives

Action No	Section of Policy or code	Action	Objective	Resources	Timescale	Responsible Persons	Monitoring Committee(s)	Progress
4.1	Surveys	Review staff survey to ensure that it meets the needs of staff of both genders	To obtain full information from staff who would normally participate in questionnaires	Survey	Year 1,2	Executive Director Finance & Corporate Services & Head of HR	SCG/ Senior Leadership Team	Actioned via SCG
4.2	Surveys	Review Student survey to ensure that it meets the needs of learners of both genders	To obtain full information from learners who would normally participate in surveys	Survey	Year1,2,	Director of Quality Improvement /Head of Quality Improvement	FE Board of Studies	Action via the FE Board of Studies (June 2008)

4.3	Focus Groups	Consult with focus groups of staff and learners to identify relevant gender issues	To obtain information and data to determine gender equality objectives	Staff from SCG Learners from Student Councils	Year1,2,3	Executive Director Finance & Corporate Services & Head of HR, Vice Principal Learner Support & Community Links, Head of Learner Services	SCG/ Student Council /E&D Group	Disability Groups formed and working well, however progress continues to be less marked with Gender/Ethnic Minority Groups
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#### Specific Duty

- To take such steps as is reasonably practicable to publish annually the results of the monitoring
- To assess the impact of its current and proposed policies and practices on gender equality

Action No	Section of Policy or code	Action	Objective	Resources	Timescale	Responsible Persons	Monitoring Committee(s)	Progress
5.1	Information	To publish the Gender Equality Scheme, action plan and progress reports through accessible channels	To monitor and review Gender Equality Scheme and Action Plan and report on an annual basis	N/A	Report Year 1 & 2 Revise Gender Equality Scheme Year 3	Vice Principal Learner Support & Community Links	CLG/ Academic Board / College Corporation	To provide updated Action Plan to CLG/Academic Board and publish on intranet and internet

### Specific Duty

- To take such steps as is reasonably practicable to publish annually the results of the monitoring
- To assess the impact of its current and proposed policies and practices on gender equality

Action No	Section of Policy or code	Action	Objective	Resources	Timescale	Responsible Persons	Monitoring Committees	Progress
6.1	Monitor & Review	Impact Assess all policies, processes and procedures related to gender issues	To identify impact of policies, processes and procedures on gender issues and to grade as significant or insignificant	Impact Assessment Model and Committee	Years 1-3	Vice Principal Learner Support & Community Links	Senior Leadership Team / Academic Board /College Corporation	Impact Assessment model designed and agreed. Gender Scheme to be assessed in 08/09 & following review/amendment

### Equality and Diversity Impact Measures

Action No	Section of Policy or code	Action	Objective	Resources	Timescale	Responsible Persons	Monitoring Committee(s)	Progress
7.1	EDIMS	Focus on gender achievement	To reduce the difference between male and female achievement to 5%	N/A	Year 1,2	Vice Principal FE	FE Board of Studies /Academic Board	Equality and Diversity Report EDIM was to reduce the difference between male & female achievement. This EDIM was achieved in 06/07