



North Nottinghamshire
COLLEGE

GENDER EQUALITY SCHEME 2007–2010

INTRODUCTION

Meeting our Legal Duties?

The College undertakes to fulfil all the legal duties put on it by:

- the Sex Discrimination Act (1975) as amended by the Equality Act (2006) and the Equal Treatment directive (75/11).
- The Equal Pay Act 1970 and the Equal Pay directive (75/117)

All public authorities including colleges must have due regard to:

- Promoting equality of opportunity among males, females, transgender males to females and females to males
- Eliminating direct and indirect discrimination on the grounds of gender, pregnancy, maternity/paternity or adoption leave and gender reassignment
- Eliminating discrimination against married persons and civil partners.
- Eliminating gender-related victimisation and harassment

More specific duties include:

- Gathering and analysing information on how the College's policies and practices affect gender equality
- Consultation with stakeholders (applicants to courses, learners, staff and external stakeholders)
- Assessment of the impact of college policies and procedures on gender equality
- Identification of key objectives to improve gender equality and devise an action plan
- Implementation of the actions set out in the action plan within 3 years of the publication of the scheme
- Reporting on progress against the scheme on an annual basis and reviewing the scheme every 3 years.

These duties are intended to address the fact that, despite 30 years of individual legal rights to gender equality there is still widespread discrimination and persistent gender inequality. Policies and practices that seem neutral can have a differing effect on all people. The Gender Equality Duty provides the framework to help the College to avoid inadvertent discrimination.

Purpose of the Gender Equality Scheme

We have to have Gender Equality Scheme to be compliant with the Gender Equality Duty. However, we believe very strongly that North Nottinghamshire College must be a fully inclusive organisation which does not tolerate

discrimination in any form. We are committed to making continuous improvements to ensure that this can be demonstrated. The promotion of equal opportunities among all people requires the College to recognise that groups are not starting from an equal footing and that identical treatment may not always be appropriate.

The College also has a role in contributing to improvements in the skills and qualification levels of our partner employers. We, therefore, have a responsibility for educating not only our learners, colleagues and visitors with regard to these issues, but also ensuring that our partner employers are aware of the issues and respond appropriately to the diversity of the community in which we live.

In line with the "specific duties" required under the Sex Discrimination Act 1975 (Public Authorities) (Statutory Duties) Order 2006, the College agrees to:

- Publish the Gender Equality Scheme (GES)
- In preparing the GES:
 - Consult employees, learners and others (including trade unions)
 - Take into account any information it has gathered or considers relevant
 - Consider the need to have objectives to address the causes of any gender pay gap
- Ensure that the GES sets out the actions the College intends to take to:
 - Gather information on the effect of its policies and practices on all people
 - Use the information to review the implementation of GES objectives
 - Assess the impact of its current and future policies and practices on gender equality
 - Consult relevant employees, learners and others (including trade unions)
 - Ensure implementation of the GES objectives.
- Implement the GES and the actions for gathering and using information within three years of publication, unless it is unreasonable or impractical to do so
- Review and revise the GES at least every three years
- Report annually on progress

What do we want to achieve by April 2010?

1. We want to further develop a fully inclusive culture within the College, which encourages people to learn and work with us without gender barriers
2. We want to make sure that any remaining barriers to the admission of all learners in 'non-traditional' vocational areas and all colleagues in 'non-traditional' occupational areas are broken down.
3. We want to ensure that our curriculum meets the different needs of all people.
4. We want to eliminate bullying, harassment and discrimination on the grounds of gender.

5. We want to set targets regarding the above and monitor the achievement of those targets closely.
6. We want to promote gender equality in every aspect of our operation
7. We want to involve all learners and staff, irrespective of gender, equally in screening and equality impact. assessment of strategies/plans/policies and procedures
8. We want to monitor our progress against the Gender Equality Scheme and action plan regularly and ensure that it is a working document.

PART 1 Our vision, values and strategies for Gender Equality

We aim to be an inclusive organisation which regards equal opportunities and the celebration of diversity as key facets of our values, mission and strategic planning. We are committed to responding pro-actively to the requirements and demands of all equal opportunities legislation.

The College celebrates and values the diversity brought to its workforce by individuals, and believes that the College will benefit from employing both women and men at all levels of responsibility, and across all areas of work, thus hoping to provide role models for both female and male learners in whatever area of the curriculum they are interested in. The College will treat all employees with respect and dignity, and seek to provide a positive working environment free from sex discrimination, harassment or victimisation.

The College will seek not only to eliminate sex discrimination, but also to create a working environment based on good relations between all people. To this end, the College undertakes to provide diverse, non-stereotypical images in any material which it produces for learners and staff. The aim is to create a positive inclusive ethos where issues of gender discrimination and stereotyping can be discussed openly, with a shared commitment to challenging and preventing sexism and sex discrimination, to respecting diversity and difference, and to encouraging good relations between women and men.

The College will also seek to eliminate unlawful harassment and promote equality of opportunity for employees who intend to undergo, are undergoing or have undergone gender reassignment.

Our Gender Equality Statement is intended to set out how the College, both as an employer and as a learning organisation, will work towards the elimination of all forms of sexism whether overt or covert.

PART 2 Where are we now?

The College has a Single Equality Scheme, of which this Gender equality Scheme is a part, an Equality and Diversity Committee where colleagues and learners can raise the issues that concern them and an equality and Diversity Management group, the roles of which are explained in the Single Equality Scheme.

To fully understand the current situation and to identify any trends, information regarding gender of learners is gathered by the College and a full report is produced on an annual basis. This includes information analysed at curriculum level and discussed with relevant managers and targets for team development are identified. These targets are included in annual self assessment reports. Formal reporting against the targets is then required as part of the college's monitoring process.

PART 3 Key issues for action (learners)

We will ensure that:

- departments understand the current situation and trends and have targets associated with recruitment
- all marketing and recruitment practices positively promote the Gender Equality scheme and address any identified inequalities
- all students are introduced to the College values and mission associated with equality and Diversity during induction (Please see the Induction Policy and the Single Equality Scheme and the specific poster for learners)
- all business and support functions routinely collect gender information for reporting and monitoring purposes
- the College encourages any activity or project that promotes Diversity
- all procedures that deal with discrimination and harassment are effectively managed (Please see the Student Disciplinary Policy)
- those responsible for managing teaching and learning facilitate the promotion of Equality and Diversity in tutorials as well as the classroom
- we provide appropriately levels of support to break down any barriers to learning (Please see the Additional Learning Support Policy)
- all learners are provided with a range of opportunities to be involved in the development of our policies and communicate their complaints and ideas
- Equality and Diversity awareness is a mandatory part of induction for all colleagues and learners

* Please refer to attached Action Plan

PART 4 Key issues for action (colleagues)

In the setting of objectives for the GES and the measurement of progress towards achieving them, the College will collect and analyse the following information about gender:

- The gender of employees by grade/salary scale, hours and type of work (e.g. management, teaching, support)
- The gender of employees by ethnicity, disability, age,
- Job application and selection success rates
- Type of contract (permanent, temporary agency)
- Rates of requests for flexible working
- Training / staff development
- Promotion
- Return rates from maternity/paternity/adoption leave, and the roles to which they return
- Pay levels
- Grievances, disciplinary and capability proceedings
- The profile of those with dependants and caring responsibilities
- Satisfaction surveys and exit interviews

The College confirms that monitoring data collated from staff will be anonymised and treated in confidence. However, the College recognises that employees may prefer not to identify themselves due to concerns of privacy. The College will not place any obligation on colleagues to provide monitoring data; however, the College will inform colleagues of the importance of such data for the purpose of further promoting Equality and Diversity. No information will be published that will enable an individual colleague to be identified.

The results of the analysis and objectives will be published annually in an action plan.

Recruitment and Selection

The College will not discriminate on the grounds of gender in the way it recruits and selects colleagues. Details are to be found in the Recruitment and Selection of Employees Policy.

Career Development and Occupational Segregation

All employees shall have equal rights to training, promotion and other aspects of career development.

The College will assess the impact of its policies and practices on the career development opportunities of all people.

The College will analyse monitoring data to assess whether there may be any sex discrimination or adverse impact in terms of recruitment into senior positions and/or in promotion.

In order to promote Equality and Diversity, the College will consider initiatives such as women-only training or coaching in management to take positive action to address any existing inequalities.

The College recognises that stereotyped gender roles can be harmful to everyone. Constraints can lead to occupational segregation between roles, which limit opportunities available to both sexes. Encouragement and support will be given to colleagues who try to step outside the constraints of gender stereotypes in any area of the College's work.

In recognition of the constraints of occupational segregation and in acceptance of the importance of role models for learners, the College will also consider a positive action, where monitoring highlights an imbalance, to redress this.

Equality training programmes will include anti-sexist material, and will have due regard to the need to break down traditional gender stereotypes.

Harassment

Harassment on grounds of gender, harassment on grounds of gender reassignment and sexual harassment, are viewed by the College as very serious offences, which if proven may in certain circumstances lead to the dismissal of a colleague or, if an employee is harassed by a student, the student disciplinary policy should be followed. For details of handling harassment claims, see the Harassment Policy.

The College will take steps to determine the effectiveness of the Harassment Policy and improve it where necessary, by monitoring the number of complaints received and the outcomes, and by reviewing the procedures periodically.

Dismissal

The College will ensure that there is no sex discrimination in relation to dismissal of colleagues. In particular, should a redundancy situation occur, it will ensure that gender is not a factor in the selection of those to be made redundant. For more details see the Redundancy Handling Procedure.

Maternity/Paternity/Adoption and Parental Rights

The College will ensure that all women's maternity rights are met, as are parents' rights to parental leave. For details, see the Maternity Leave Policy and the Parental Leave Policy.

Ensuring Gender Equality

The College is committed to working to eliminate gender inequality and harassment, and to promote equality and Diversity. The College is also committed to encouraging changes in individual behaviour and attitudes, and ensuring equality of opportunity for all.

The College recognises that, despite the Equal Pay Act 1970, a pay gap still exists in general terms. The College recognises its obligation to gather information to determine whether a gender pay gap exists in the College, and if a gap is found the College will seek to identify the causes of that gap.

If barriers to equal pay are identified, the College will set objectives for their removal during the prioritisation process for the GES objectives.

The College will provide gender equality training for all stakeholders in order to foster a learning and work environment free from the limitations of traditional views of gender roles and opportunities.

The College believes that a whole-college approach is required to promote gender equality and will therefore ensure that adherence to the ethos of this gender equality policy will feature as part of the procurement process in order that providers of contracted-out services comply with the College's standards as prescribed in this document.

Provision for those with Dependants

Details relating to compassionate, paternity, fertility treatment and dependants leave are set out in the Dependants' Leave Policy.

The College recognises that staff are at times likely to have special issues in relation to childcare and the care of other dependants and will make every effort to meet the needs of those colleagues with such responsibilities and to ensure genuine equality of access for all affected colleagues, for example by adopting a flexible approach to producing timetables and work plans in order to take into account the caring responsibilities.

The College will provide support for colleagues returning after a break caused by caring responsibilities, and will treat sympathetically requests to job share or to move to part-time employment for a specified period.

The College will also assess the impact of caring responsibilities on all people and will consider whether any steps are needed to address any issues identified.

Complaints

Acts of discrimination (direct or indirect), harassment, victimisation or abuse will be treated as a serious disciplinary offence. The College will seek to provide a supportive environment for colleagues and learners who make claims of discrimination or harassment through the appropriate procedure.

PART 5 ACTION PLAN

Objectives	Actions	By whom	By when	Evidence
Schools understand the current situation and trends and have targets associated with recruitment	<ol style="list-style-type: none"> 1. Undertake an annual assessment of the ILR data with regard to participation and success rates of male and female students and publish the results. 2. Each department to undertake a gender analysis of students enrolled onto courses. 3. Each Department to investigate the reasons for improving/declining participation and/or improving/declining success rates. 4. Each Department to analyse attendance statistics for gender bias. 5. Each department to establish targets 6. Identify possible strategies to encourage improved gender participation. 7. Report analysis and action in course reviews and SAR documentation. 	Section Heads EDC HR Director Student Services Manager	Annually	Annual report Course Reviews SAR Development Plans
All marketing and recruitment practices positively promote the Gender Equality Scheme and address any identified inequalities	<ol style="list-style-type: none"> 1. Post GES on the College Website. 2. Impact assess all strategies/policies/procedures/decisions 3. Screen all publicity materials for gender bias before they are finalised 4. Introduce activity to challenge gender stereotype in school liaison activity 5. Include checks into observation schedule for individual guidance 6. Provide staff training as appropriate 	Marketing Manager and Student Services Manager HR Director School Links TL EDC	Ongoing	Website Policies Impact Assessment documents Publicity materials Observations & reports Training Records
All students are introduced to the College values and mission associated with equal opportunities during induction	<ol style="list-style-type: none"> 1. Include guidance in Induction package and ensure that all learners undertake awareness raising. 2. Include exploration of the College Code of Conduct as a compulsory element of Induction 3. Audit the delivery of the Induction Package 4. Include Equal Opportunities as a separate section in the Student Handbook 5. All Departments to ensure that course representation reflects the gender balance in the Department 6. Encourage student membership of relevant management groups 	Student Services Manager Section Heads HR Director EDC	Annually	Tutorial Guidance Code of Conduct Handbook Audit reports Minutes of meetings

All cross College functions routinely collect gender information	<ol style="list-style-type: none"> 1. Analysis of activity and trends identified are reported to relevant manager on a monthly basis. 2. Activity report to College Executive on a termly basis and the results fed into Departmental SAR. 	Student Services Manager HR Director EDC	Ongoing	Monthly and Termly reports
The College encourages any activity or project that promotes diversity	<ol style="list-style-type: none"> 1. Ensure that gender equality success stories are publicised fully. 2. Organise a Diversity week on an annual basis to include International Women's Day. 3. Pair departments to introduce activity to challenge stereotypes through either Enrichment or Respect Week. 4. Support the use of EO projects for Key Skills Assignments. 5. Actively seek funding to work with partner organisations (e.g. ESF). 6. Give preference to Quality Bids that address Equality and Diversity issues. 	HR Director EDC Student Services Manager Marketing Programme Managers	Ongoing	Quality Bids Activity records Publicity Key Skills records
All procedures that deal with discrimination and harassment are effectively managed	<ol style="list-style-type: none"> 1. Screen and prioritise all policies and procedures. 2. Introduce a timetable to ensure full coverage of historical data. 3. Ensure that gender equality issues to emerge from equality impact assessment are reported and addressed and action publicised. 4. Ensure that the College Code of Conduct and Disciplinary policy is impact assessed on an annual basis. 	HR Director EDC Student Services Manager	Ongoing	Policies IA records Annual Report to Governors SAR
Those responsible for managing teaching and learning facilitate the promotion of Equality and Diversity in tutorials as well as the classroom	<ol style="list-style-type: none"> 1. Ensure that all materials used are non-stereotypical or challenge stereotypes 2. Ensure that gender issues are appropriately addressed in Curriculum Plans, Schemes of Work, Lesson Plans 3. Ensure that gender issues are appropriately addressed in Lesson Observation Schedules 4. Staff challenge discriminatory behaviour 5. Provide briefings to ensure that staff are aware of the reporting mechanisms that they can use to monitor emerging issues 6. Take positive action to address gender imbalances in progression to HE where appropriate 7. Commission staff training as appropriate 	Programme Managers Section Heads Head of Quality EDC	Ongoing	Classroom materials, SOW, LPs Cause for concerns Staff training records Aimhigher activity

<p>We provide appropriate levels of support to break down any barriers to learning</p>	<ol style="list-style-type: none"> 1. Provide mentoring support for learners in 'non traditional' occupational areas if required. 2. Facilitate the attendance of learners who are carers by positively allocating financial support for childcare. 3. Liaise with external agencies to provide early intervention and appropriate support. 4. Provide support for any learners who are experiencing discrimination or who are affected by the behaviour of others. 5. Investigate inequalities in the take up of support and ensure proposals are in place to address this situation. 	<p>Student Services Manager EDC Mentors PAM for LD</p>	<p>Ongoing</p>	<p>Monthly Activity reports Termly reports to Exec Quality Bids Interagency meetings Reports</p>
<p>All learners are provided with a range of opportunities to be involved in the development of our policies and communicate their complaints and ideas.</p>	<ol style="list-style-type: none"> 1. Ensure that gender equality issues are included in all focus group activity as appropriate. 2. Ensure that gender equality issues are included in the training for course representatives. 3. Ensure that gender data is analysed as part of the College Questionnaire programme. 	<p>Student Services Manager Head of Quality EDC</p>	<p>Ongoing</p>	<p>Focus group minutes Minutes of meetings Course reps</p>
<p>Equality and diversity awareness is a mandatory part of all colleague and learner induction.</p>	<ol style="list-style-type: none"> 1. Awareness raising sessions to be delivered to the Governing body as to the activity undertaken in the college 2. Mandatory E&D training for all. 	<p>Director of Human Resources EDC Deputy Clerk to Corporation DP</p>	<p>Ongoing</p>	<p>Staff training records</p>