



Coatbridge College

# **Gender Equality Scheme 2007 – 2010**

## **Issue 03**

**This document is available in large print or in an alternative format that meets your needs. Please contact Lorraine Sutherland, Head of Human Resources & Administration by telephone on 01236 707077 or by email: [lsutherland@coatbridge.ac.uk](mailto:lsutherland@coatbridge.ac.uk)**



**Coatbridge College**  
**Draft Gender Equality Scheme**  
**2007 – 2010**

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## **1 Foreword by Principal**

Coatbridge College is committed to promoting equality and warmly welcomes the introduction of the Gender Equality Duty. In support of our Mission, Vision and Strategic Aims we are pleased to be able to present our first Gender Equality Scheme (GES). The achievement of gender equality is central to all our activities and we are committed to working in partnership in the positive promotion of gender equality.

At Coatbridge College we recognise that we must strive to ensure that we:

- Promote equality so that all people who study, work or visit Coatbridge College can enjoy their full human, social and political rights, free from discrimination.
- Challenge and eradicate discrimination.
- Provide responsive and accessible services for all our stakeholders.
- Embrace diversity as a source of strength and opportunity.
- Promote equality for all people in all our activities.
- Ensure that our workforce reflects the diverse population of Coatbridge and North Lanarkshire and encourage exemplary employment practices.

The main aim of our Gender Equality Scheme is to make sure that gender equality is not reliant on the commitment of a few individuals but is core to all aspects of how we conduct our business. At its core is the continual involvement of our staff, students and stakeholders. I cannot stress enough how important it has been for perceptions to be challenged and for awareness to be raised. The GES development has been a learning process for us all but through effective partnership, we look forward to working with all our Communities in delivering our commitment to gender equality.

A handwritten signature in black ink that reads "John Doyle". The signature is written in a cursive style with a large, looping 'D' at the end.

**John Doyle**  
**Principal and Chief Executive**

## **2 Introduction to Coatbridge College**

Coatbridge College is Scotland's oldest Further Education College with over 100 years of experience in the delivery of vocational education and training. Until the 1970s the College provided education and training, to the coal, steel and heavy engineering industry that made up the landscape of North Lanarkshire. Today it provides more tertiary education with programmes in Science, Hairdressing, Beauty Therapy, Dental, Childcare, Health Care and Social Care, Performing Arts and Sound Technology.

A comprehensive range of demand-led programmes are available from Access and National Qualification level, to Higher National Certificate and Diploma. Many students spend anything from two to four years at College progressing at their own pace with 32% of our full-time students articulating to higher education each year.

The College also offers an extensive variety of programmes within the College and the community for students with additional support needs. A major strength of the College is its Support for Learning Section comprising of well qualified and experienced staff.

Operating from its main campus, the College has a Board led, comprehensive estates strategy integrated with its planning process and its strategic aims of "Widening Access and Participation" and "Partnership and Collaboration". This is supported by an ongoing estate refurbishment plan.

All students on commencement of programmes are core skills profiled and, where necessary, personal learning support plans are produced, monitored and evaluated. The College has a robust planning process with annual self-evaluation and each year creates a three-year rolling strategic plan and one year operational plan.

The College has recently created a Division of Learner Services that enables it to focus on all aspects of the students' learning experience needs. This Division begins its association with students at pre enrolment, continually working with them throughout their course of study. This function works in partnership with external agencies such as Social Work, Routes to Work, Learn Direct, Job Centre Plus and many more.

The 2001 Census data shows that the population of North Lanarkshire is 48% male and 52% female. This is comparable with the overall population figure in Scotland which is also 52% female and 48% male (Source: GROS 2005 Mid-2004 population estimates Scotland).

In 2005/06, the College enrolled 6,335 students of which 69% were female and 31% male. The College has a similar profile for 2006/07 with 7,332 enrolled students and 69% being female and 31% being male. The majority of the College's students are aged 19 and above.

The College currently employs approximately 190FTE staff. The College's workforce is 30% male and 70% female, a gender balance which is certainly not inconsistent with that of other Colleges of Further Education in Scotland.

The College's current strengths in promoting and implementing sex and gender equality are set out below.

Our strengths in relation to our students are as follows:

- Positive images of men and women in non traditional subject areas and jobs are displayed and promoted as part of College events.
- College Nursery facilities are provided to students, with financial support.
- Timetables take into account the needs of careers.
- Good promotion of the full range of College courses in schools and local communities and with employers.
- Female and male school pupils are encouraged to undertake taster sessions in non traditional vocational areas.
- The contribution men and women can make in non-traditional subject areas is promoted with employers.
- Good embedding of equality and diversity and the themes of Every Child Matters in subjects and in tutorials, with a comprehensive programme during induction that covers rights and responsibilities and promotes positive attitudes about gender, sexuality, age, disabled people and different racial, ethnic and cultural groups.
- Good promotion of our Anti Bullying Policy in induction.
- Bullying and harassment are not tolerated.
- Timely advice and guidance is provided to students at risk of dropping out or failing through Learner Services; male students participate in this programme which may help to address male under achievement.
- Students are represented on College Committees and at Board meetings and their views are regularly sought through other forums.
- Good analysis of satisfaction rates for student focus groups and surveys for male and female students.
- Regular target setting and monitoring of progress towards targets set for recruitment, retention, achievement and success rates for female and male students; these are reported on sessionally and published annually.

Our strengths in relation to our staff are as follows:

- “Family Friendly” policies are being developed.
- Bullying and harassment are not tolerated and the College’s Bullying & Harassment Policy is currently under review to take on board best practice in this area.
- Very good representation of females at senior and middle management levels.

The College's mandatory staff development review process ensures staff have the opportunity to upgrade skills and develop their continued professional development. All staff undergo mandatory, access and inclusion and equalities training on an annual basis. The College invests and will continue to invest in bringing in specialist expertise to deliver these programmes. All staff at Coatbridge College also have to undertake an Enhanced Disclosure Scotland check on a regular basis.

The Gender Equality Scheme is integrated with other College-wide strategies, policies and procedures such as:

- Access and Inclusion
- Learning and Teaching
- Learning Support and Extended Learning Support
- Core Skills
- Equal Opportunities
- Quality Enhancement and Assurance

The College offers a wide range of demand-led courses. These are available at different levels from Access to HND to enable students to enter learning at a level which suits their needs. The College is committed to the Scottish Executive's Lifelong Learning agenda for our local community and this is evidenced in the wide age range of our students.

However, learning choices still reflect the national measures of participation i.e. women are 25% more likely to enter Higher Education than men. Equally there are gender differences in learner's subject choices. In Higher Education, it has been shown that there are no subjects where the gender split is even. In Further Education, women and men are opting for traditional courses. This is reflected within Coatbridge College i.e. females predominate in early education, hairdressing, beauty and nursing and males in motor mechanics and digital music.

### **3 Gender Equality Vision, Values and Principles**

The Board of Management's vision for Coatbridge College is of "a vibrant and responsive organisation acknowledged for its outstanding education and training."

From that, our mission statement confirms that "We seek to offer high quality, enterprising lifelong learning opportunities which are accessible to and meet the needs of individuals and organisations within the communities we serve."

In achieving our mission, the College has, at its core, values as follows:

- To manage the College ethically, openly and in an accountable manner.
- To create an accessible environment in which staff, students and stakeholders feel welcomed and valued.
- To enable our learners to achieve their goals and maximise their potential.
- To invest in our staff.
- To practice open communication and constructive self-evaluation.
- To promote purposeful working relationships with external organisations
- To improve the quality of our services.

As its primary Strategic Aim, the College strives to widen access and participation in lifelong learning for all members of the community. In realising this key Strategic Aim, the College sets out to accommodate all its potential and existing students, staff and stakeholders by taking account of individual learning needs regardless of gender. This Aim is fulfilled through a comprehensive quality audit process where the Quality Audit team, working in partnership with the Access and Inclusion group, Curriculum Teams and College Support functions, ensure the Curriculum and College Services remain accessible to all learners regardless of gender.

The College's approach and policies in the area of gender equality are underpinned by our belief that everyone should have access to the educational and work opportunities provided by the College and we aim to create barrier-free learning and working.

The College believes that in removing barriers to education and that by taking proactive action, this will enable progress towards achievement of its primary Strategic Aim. In broad terms, this proactive approach will open the Curriculum and provide a high quality learning experience to all individuals regardless of gender.

The College is committed to continuous quality improvement in relation to gender equality, and the elimination of all forms of discrimination, proactively promoting gender equality and creating an inclusive environment for all who learn and work in the College.

Through the execution of the Gender Action Plan over the next three years, the College will, through a rigorous monitoring and evaluation process, ensure anti-discriminatory practice, equality of opportunity for all, ensure involvement for all in relation to decisions that directly affect them, and ensure the College Curriculum and services remain accessible offering benefit and choice to all.

With regard to gender equality, the College recognises it has a number of key challenges where significant improvements can be made and these are incorporated into the College's Gender Equality Action Plan (Appendix 3). The key challenges are:

- Income and Pay – the College is committed, through its Strategic Planning process, to a full evaluation of pay and job evaluation to ensure that we avoid occupational segregation (horizontal and vertical) and discrimination. We recognise that a full review needs to take place in relation to both academic and support staff to ensure that we eliminate any sex bias in our pay systems. Please see Appendix 2 for the College's statement of policy on Equal Pay.
- Family and Home – the College is currently developing a policy that will encompass caring responsibilities and flexible working arrangements for both men and women.
- Public policy and service delivery – further work needs to take place in relation to the College curriculum that considers the monitoring and evaluation systems we have in place in respect of educational attainment. The College will also be reviewing its systems for Procurement.
- Violence and Safety – Whilst the College believes it has a safe working environment, it recognises that further work needs to take place to enable disclosure of transgender/transsexual men and women and to ensure that there are measures in place should any protection issues arise in this area.
- Power – the College believes that it has a good representation of women and men in relation to public sector decision-making i.e. representation on the Board of Management, at senior management level and at middle management level within the College. This will, however, be kept under review.
- College Curriculum - To increase the number of female and male students in non-traditional areas of the curriculum e.g. females into automobile engineering and men into childcare.
- Training and Development - To establish a rolling programme of training and development for all staff in relation to gender equality and to establish a rolling programme of training and development that ensures the needs of students are met in relation to the teaching and learning experience.
- Marketing and Publicity - To ensure that all College marketing and publicity material is compliant with and promotes equalities legislation.
- Questionnaires and Feedback - To enhance the existing feedback/questionnaire strategy ensuring that the principles of equality are embedded in their content and that evaluations review this in a qualitative manner.
- Policies and Procedures - To ensure a full impact assessment of all College policies and procedures, plans and practices.

## **4 Legal Framework**

### **4.1 The General Duty**

The College's Gender Equality Scheme is set within the context of the Equality Act 2006 and the Gender Equality Duty. The College has due regard of the need under the general duty to:

- Eliminate unlawful discrimination and harassment.
- Promote equality of opportunity between women and men.

### **4.2 The Specific Duties**

The College also has due regard to the specific duties under the general duty which are to:

- Prepare and publish a Gender Equality Scheme which includes an Action Plan, 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 in the formulating of its overall objectives.
- Gather and use information on how the public authority's policies and practices affect gender equality in the workforce and in the delivery of services.
- Consult stakeholders (i.e. employees, service users and others, including trade unions) 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.

## **5 Aims and Objectives of The Gender Equality Scheme**

The purpose of Coatbridge College's Gender Equality Scheme is to make sure that we take account of, respond to, and promote the needs of men and women in all our activities and tackle sex and gender discrimination. Gender discrimination includes any discrimination on the basis of gender reassignment. We place equality and diversity at the heart of our work, and champion these by:

- Promoting equality so that men and women have the opportunity to actively participate in education, training and employment.
- Creating a learning and working environment for our students and staff which is free from discrimination.
- Challenging and eradicating inequality and discrimination.
- Providing high quality and responsive provision, services and support that meet the individual needs of students, staff and service users.
- Providing an environment in which difference is respected.
- Embracing and celebrating the diversity of our students, staff and local communities.
- Promoting equality for men and women in our policies, procedures, plans and practices.
- Making every effort to ensure that our student body and workforce reflect the diverse communities of Coatbridge, North Lanarkshire and beyond
- Involving students, staff, service users and partners in securing improvements to our programmes, services and learning and work environment

In outlining the overall purpose of our Gender Equality Scheme, the College believes it has been guided by the national aims as set out below:

- Women and men choosing to take up learning opportunities which fit with their aspirations and abilities and are not tainted by gender assumptions.
- Women and men participating equally in post-16 education and achieving the success they individually deserve.
- Women and men experiencing quality in their education and taking the skills they learn into the workplace.
- Excellence in promoting gender equality is recognised by funding regimes and quality assurance mechanisms.
- Having a gender-balanced workforce at all levels and across subject areas and all staffing functions.

- National education policies explicitly recognising and addressing gender differences and inequalities, supporting the professionals on the ground.

The overall aims and objectives of the Gender Equality Scheme are incorporated into the College's Strategic and Operational Planning processes ensuring they are regularly reviewed and evaluated to ensure progress is achieved against realistic target dates.

## **6 The Development of The Gender Equality Scheme**

### **6.1 Consultation and Involvement of Students, Staff and Stakeholders**

The College has embraced the spirit of consultation and involvement with its staff and students in relation to gender equality. An external specialist equality and diversity consultant was commissioned to initiate and support this process. This enabled professionalism, impartiality and a clear and transparent process to continue to be embedded into the College.

The following methods were used to get a clear picture as to where the College is with regards to gender equality:

- The use of a gender equality questionnaire to all staff.
- Focus groups with students and staff.
- One to one interviews with staff and students.
- Same sex interviews.
- Trade union consultation in relation to gender equality.

An analysis of the results of the staff questionnaire highlighted in the main that the College is addressing gender equality in its day to day activity but that some improvements could be made. A preliminary summary of the questionnaire findings is included as Appendix 5.

Other suggested areas for improvement were as follows:

- A need for more flexible working practices within the College.
- A review of how the College could support single mothers.
- Less gender stereotyping in particular roles e.g. women as cleaners, men as Technicians, etc.
- More courses for male students – a general feeling that men locally not attracted to courses at Coatbridge College as much as women.
- A need to understand why we have more female staff rather than male staff.
- Raise and maintain awareness of gender equality issues through focussed training.
- Work better with schools to promote gender equality.
- Review courses on offer at College.
- Ensure the College prospectus illustrates all genders.
- Better pay for traditionally female roles.
- Full review of policies and procedures to ensure equality for all.
- Talk to staff and students and take their views into account.
- Actively recruit more male students.
- Review of Board of Management profile.
- Greater use of notice boards to promote gender equality.

A number of observations were also made as part of the student consultation process:

- Awareness of:
  - Issues relating to transgender/transsexual men and women.
  - What is and are the implications of gender equality.
- Consistency throughout the College for flexibility to accommodate student carer responsibilities.
- Support where possible and flexible attendance for parents/carers.

- Supporting, where possible, flexible attendance during pregnancy and on return from maternity/paternity/adoptive absence.
- Work with other educational establishments (schools, Colleges and universities) and prospective employers to address occupational segregation so that the full circle is supported for students.

These results are part of an initial consultation and involvement which will be continued to enable the College to work in an inclusive and proactive way to embed gender equality throughout the College

## **6.2 The Initial Gender Equality Assessment of College Policies and Procedures**

In 2006 the College commissioned an independent consultant to review and evaluate relevant College policies and procedures and provide the College with a Gender Equality Assessment report to assess the current status of the College in relation to gender equality. The key findings of that report informs the College's Gender Equality Scheme and subsequent Action Plan. Key findings from this review are attached as Appendix 4.

## **6.3 The Implementation Sub-Group**

The College has set up an Access and Inclusion group to champion the accessibility of the College curriculum and services. The group comprises key management, academic and support staff ensuring maximum coverage and representation across the College. An implementation Sub-group of the Access and Inclusion Group has been set up to involve staff and students in the Action Plan linked to gender equality. In addition, the Sub-group will collaborate with external stakeholders and organisations. The Sub-group will report to the Access and Inclusion Group who in turn will update the College Management Advisory Committee on a regular basis.

The purpose of the Sub-group will be to meet on a regular basis until the Gender Equality Scheme and Action Plan are finalised. Thereafter it will meet monthly to review the implementation of the Gender Equality Action Plan. The Sub-group is accessible to students and staff who wish to discuss how a particular policy or its implementation impacts on them.

## **7 Leadership and Management Commitment and Key Responsibilities**

### **7.1 Commitment and Key Responsibilities**

The Board of Management, its staff, together with its trade unions, EIS and Unison, are committed to gender equality. The College Management Advisory Committee (CMAC) Chaired by the Principal and Chief Executive consists of the Senior Management Team of the College and it provides the strategic steer for the College's Gender Equality Scheme and is responsible to the College's Board of Management for:

- Providing a clear vision for, and shared understanding of gender equality.
- Creating a learning and working environment for staff and students which is free from discrimination.
- Challenging and eradicating inequality and discrimination.
- Providing high quality and responsive provision, services and support that meet the needs of all staff, students and service users.
- Providing an environment in which it is safe to disclose and difference is respected.
- Embracing and celebrating the diversity of students, staff and local communities.
- Promoting equality for all staff, students and stakeholders in policies, procedures, plans and practices.
- Ensuring that the student body and workforce reflect the diverse communities of Coatbridge, North Lanarkshire and beyond.
- Involving all staff, students and stakeholders in securing improvements to programmes, services and the learning and work environment.
- Achieving the actions and targets set out in the Gender Equality Scheme Action Plan and ensuring that there are sufficient financial and other resources to support the achievement of the Action Plan.
- Providing a high quality and responsive curriculum, effective services and support arrangements to meet the needs of our staff, students and service users.

The College Board of Management is responsible for ensuring that the College's Gender Equality Scheme and Action Plan is set within the context of the Equality Act 2006.

The Principal and Chief Executive has overall responsibility for equality and diversity and is responsible for ensuring that staff within the College implement the Gender Equality Scheme and the monitoring of progress against the Action Plan. The Head of Division: Learner Services is the Chair of the College's Access and Inclusion Group and reports to CMAC and the Board of Management on the progress made against agreed targets.

The College Management Advisory Committee (CMAC) are responsible for ensuring that managers and staff within their Divisions/Departments deliver high quality provision, support and services that meet the needs of all students, staff and stakeholders and promote gender equality and eradicate discrimination.

All Managers at the College are responsible for ensuring that the staff they manage have a clear vision and shared understanding of what the College is aiming to achieve through its Gender Equality Scheme and Action plan. All staff and managers are responsible for ensuring that:

- Discrimination on grounds of gender is eliminated.
- Gender equality is promoted in all activities.
- Provision, services and support are responsive to the individual needs of students, staff and service users.
- Targets for improvement are achieved.

The Board of Management, through the Planning Process, is well aware of the changing operational environment and the legislative influences on the College and their governance role.

The ongoing Committee structure of the Board of Management provides the necessary checks and balances in measuring progress, against agreed targets. This is supported by a comprehensive Board Evaluation Strategy which has at its heart the Association of Scotland Colleges "2006 Guide for Board Members" in addition to the adoption of the Principles of Good Governance by Board members.

Ongoing Board development is achieved through participation in externally led (Funding Council and SFEU) events with a planned programme of development that commenced in March 2007 (and is ongoing) with the College's external consultant at a residential Board Development event.

The College is being proactive in releasing staff to be involved in its Access & Inclusion Group and the ongoing work associated with the Group's activities.

## **7.2 The Student Union Responsibility**

All class representatives are provided with SPARQS training which provides resources to aid in the execution of their roles in supporting class groups. A key aspect of this training is to consider quality assurance and enhancement, ensuring that students have the opportunity to pass on concerns to the appropriate groups within the College.

The Student Affairs Committee provides the forum for the Student Association to communicate concerns over gender equality issues to the College Management and Advisory Committee and regular focused meetings are arranged to facilitate such collaboration.

Student Union representatives will be involved in workshop activity on equalities and the College's Gender Equality Scheme to ensure their role is clear and effective in supporting and representing students in the area of gender equality.

Information is disseminated to both staff and students on equalities matters in a variety of formats e.g. through information leaflets, via student/staff handbooks, etc.

### **7.3 Staff Development – Staff Development arrangements to raise Awareness**

The College has a comprehensive training and development strategy that encompasses equality and diversity.

As part of its training strategy, all staff have undertaken mandatory Gender Equality Awareness and consultation sessions.

The College will continue to raise awareness of Gender Equality and the benefits it brings to all aspects of our work by:

- Increasing staff awareness of gender equality through College Newsletters, information briefings, road shows, Committee meetings and through the Staff Intranet so that staff understand their role and their individual and collective responsibilities under the Equality Act 2006 towards the College's vision for gender equality.
- Increasing student awareness of gender equality through promotion in the Student Intranet, surveys, course handbooks, induction, tutorials and subject lessons is mandatory and delivered annually to all staff.
- Further training and development of staff in the skills needed to promote gender equality and to carry out the requirements of the Gender Equality Scheme and Action Plan so that improvements are secured.
- Continuing to build gender equality into course reviews and self assessment.
- Continuing to celebrate the diversity of our students and staff in publications and activities.
- Measuring, monitoring and improving the success rates of our students by gender.
- Publicising annually our progress on the actions and targets we have set.
- Further developing, learning and teaching materials that allow students to maintain the highest level of student experience.
- Developing assessment materials that enable students to complete programmes.

The College has also consulted and involved all staff in the development of its Access and Inclusion Strategy building on the expertise and experiences of individuals, and is particularly relevant in the context of informing the content of its Gender Equality Scheme and Action Plan.

The training and development strategy will be progressed significantly over the next three years. This will enable all staff to embrace gender equality and ensure that this is embedded comprehensively into the College's curriculum provision and services i.e. mainstreaming equalities matters into all College activity.

#### **7.4 Learning and Teaching**

The College offers a wide range of demand-led courses. These are available at different levels from Access to HND to enable students to enter learning at a level which suits their need. The College is committed to the Scottish Executive's Lifelong Learning agenda for our local community and this is evidenced in the wide age range of our students.

However, learning choices still reflect the national measures of participation i.e. women are 25% more likely to enter Higher Education than men. Equally, there are gender differences in learner's subject choices. In Higher Education, it has been shown that there are no subjects where the gender split is even. In Further Education, women and men are opting for traditional courses. This is reflected within the College i.e. females predominate in early education, hairdressing, beauty and nursing and males in motor mechanics and digital music.

The College is aware of the key areas of concern e.g. differential retention and attainment rates for male and female students and gender bias in assessments. For the former, the College has a comprehensive Learner Services Division working with the Senior Lecturers to help reverse this trend. For the latter, the College has a comprehensive student appeals policy.

The College has actively recruited students to non-traditional courses through positive action and has successfully run two eight-week introductory courses titled Men in Childcare. The College also has female students in the Road Freight Logistics course. Next year, the Make Up Artistry course will have a male student in their full time course. This student has been attending one class this year and took part in the Scottish National Competition in Stage Make-up.

The College staff have a wide range of experience in meeting students needs in the learning situation. This ranges from students with Additional Support Needs, reluctant learners (NEET group), third year secondary school pupils, range of employees learning within their company time and adult returners. Staff are well used to adapting its pedagogic methods to learners needs and abilities. This experience, through staff in-service training, will also embrace the gender equality needs of our students.

Learning and teaching material will be audited by the College Quality Audit Team against the HMLe's guide "Evaluating Inclusiveness" to ensure that learning and teaching material continues to celebrate equality and diversity. Learning and Teaching material includes both paper based and on line material. The GED will be used as an opportunity to further improve the internal assessment processes. The HMLe document "How good is our Community Learning and Development" will also be used as a framework on how to address gender equality issues within learning and teaching.

## **7.5 Procurement and Partnerships**

The College has a Procurement Policy and Tendering Procedure. Whilst the procedures are fit for purpose, they do not readily address aspects of gender equality and this will form an action for improvement in our Action Plan. The College is however away of our due regard to eliminate unlawful discrimination and promote equality of opportunity for women and men in the way in which we procure goods and services.

The College will require to review our processes and procedures in relation to placement activity with a view to ensuring that our partners are aware of our gender policies and procedures.

## **7.6 Disclosure and Confidentiality**

The College recognises that whilst it gathers data on male and female students and staff, there is no data gathered currently in relation to transgender or transsexual men and women. We are currently reviewing College documentation with a view to ensuring that disclosure and confidentiality issues are addressed and to enable full monitoring and evaluation to apply.

It should also be noted that the College has separate staff and student induction procedures that encourage disclosure and will enable additional support needs to be considered e.g. learning needs, physical needs, disability equality needs, etc.

## **7.7 Health & Safety**

The College has invested in relation to health and safety matters with the provision of a new post of Health & Safety/Placement Officer. As part of his responsibilities, the H&SPO ensures that there is efficient and effective health and safety support across all parts of the College.

The College has an agreed Health and Safety Policy and this is currently under review and a new policy will take account of changes to the legislation ensuring the College is fully compliant with its responsibilities in relation to the Equalities Act 2006.

Whilst the College believes it has a safe working environment, it recognises that further work needs to take place to enable disclosure of transgender/transsexual people and to ensure that there are measures in place should any protection issues arise in this area.

## **7.8 Discrimination and Non-Compliance**

The College has a variety of mechanisms in place whereby staff, students or our stakeholders can highlight any areas of concern with a view to these being resolved by the College.

These are as follows:

- An agreed staff Grievance Policy and Procedures.
- An agreed Student Complaints Procedure.

- A Customer Charter that allows external and internal stakeholders to make a complaint via a variety of methods e.g. via email, letter, by telephone, or in person. As part of its Chartermark accreditation, the College regularly reviews the number of complaints it receives.

It is recognised that the above methods require to be reviewed in order to ensure that they take account of the College's responsibilities in relation to gender equality legislation.

## **7.9 Members of the Public and Other Stakeholders**

The College is involved with a wide range of public and other stakeholders. Their involvement is being sought in the compilation of this Gender Equality Scheme and Action Plan.

## **7.10 Resources**

The resources for the development, implementation and monitoring of the Gender Equality Scheme and Action Plan will be provided through the College Planning Process and its budgetary allocation system. This will include resourcing to ensure that equality is embedded in day to day activity and planning within the College and to raise awareness of equalities issues.

Funding continues to support the engagement of the services of the external consultant who has the specialist experience of equality matters to work with the College in supporting the implementation, monitoring, evaluation and impact assessment gender equality in the College.

Given the importance the Board gives to "Widening Access and Participation" (our first Strategic Aim within the College), funds will be made available to ensure the full implementation and evaluation of its Action Plan. A comprehensive and integrated training and development strategy will have funding support in ensuring the achievement of our Action Plan. This has already begun with a comprehensive development strategy that started with the Board of Management and cascades throughout the organisation. Progress in this area will be the subject of continuous monitoring and evaluation.

## **8 Arrangements for Impact Assessments**

The College will schedule a programme of Impact Assessment within its three year Gender Equality Scheme. This will be done in order to identify and act on the need to modify policies and practices to have better regard to the need to promote gender equality.

The College is carrying out an initial Impact Assessment of all its relevant policies, functions and processes to ascertain whether they promote gender equality and whether there are any areas that need reviewing. This will be followed by full impact assessments on identified prioritised policies, functions and processes throughout the three year cycle. Procedures will be developed to impact assess new policies and to include impact assessment into the three year policy review cycle.

The impact assessment process will be facilitated by the Access & Inclusion Group through designing the College impact assessment framework and supporting staff to use the framework. The impact assessment of individual policies will be the responsibility of line managers. Overall responsibility for quality assurance of all college policies and procedures rests with the Head of Quality.

The College will be prioritising its policies and procedures for equality impact assessment but initial consideration will be given to policies in the following areas:

- Widening Access and Participation
- Student Welfare
- Learner Assessment Methods
- Self-Assessment Methods and Ensuring Quality
- Employment and Recruitment

The feedback from staff and students obtained during the creation of this Gender Equality Scheme and its action plan will be used to help determine priorities for full impact assessment. The Sub-Group will monitor progress on impact assessment.

### **8.1 Timetable for Identifying Priorities for Impact Assessment**

2007	Development of tools, briefings
	Training, screening of all functions, policies and processes for gender equality relevance across all policies and procedures
	Reporting progress and findings, prioritising
2008	Publishing findings and action plans
2008 and 2009	Full gender equality impact assessments for all highly relevant functions and policies

## 9 Gathering Information

### 9.1 Data Gathering

The College currently gathers internal and external relevant information for gender equality to assist in its gender equality work.

This includes the following:

- Recruitment, retention, achievement and success rates for male and female students.
- Feedback from student surveys for male students compared to female students.
- Progression rates of male and female students are monitored and evaluated robustly through the College's planning process.

### 9.2 Student Data

Below you will find an analysis of the numbers of male and female students enrolled at Coatbridge College during the period 2005/06 and 2006/07.

Age	2005/6		2006/7	
	Male	Female	Male	Female
Under 16	591	719	718	984
16-18	381	930	300	958
19+	983	2731	1234	3138
TOTAL	1955	4380	2252	5080
PERCENTAGE	31%	69%	31%	69%

Performance indicators such as retention and achievement rates for students are monitored and evaluated through the annual subject area review. This evaluation forms a major part of the College's planning process and enables changes to be made to the curriculum and how it is delivered. All students are evaluated in terms of performance against all other class members. Some students may be following specifically designed, discrete programmes, and this may involve setting softer targets or personal goals rather than nationally agreed performance indicators. Where this is the case, personal goals are agreed with each individual and a personal learning plan is created. Their performance against these targets is constantly monitored through regular meetings and targets are either achieved or revised.

The College seeks feedback over the course of each session as part of the curriculum self-evaluation process. Every effort is made by specialist staff to ensure the reporting mechanism meets the needs of all its students.

Improving retention rates for all students, and as a consequence success rates is one of the priorities set out in the scheme and action plan.

The College does not currently gather student data in relation to their membership of representative bodies by gender and this has been identified as an area for improvement.

In addition to the information already gathered on the performance of, and support for, its students, the College will gather information on:

- Admissions: applications made, offers made, enrolment, course and subject sector recruitment and views of all applicants.
- Recruitment, retention and achievement rates by gender, disability, level and subject sector area.
- Value added and distance traveled.
- Attendance.
- Trips, work experience and enrichment activities.
- Bullying and harassment.
- Improvements in the quality of service, such as the prevalence of adjustments.

### 9.3 Staff Data

The College collects, analyses, reports on and publishes data for the recruitment of male and female staff. The College workforce statistics show the following:

2005/06 STAFFING RETURN  AGE	Number of staff (FTE)								
	Teaching			Non-teaching (support)			Teaching and Non-teaching (support)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
29 or less	0.45	1.55	2	1	6.31	7.31	1.45	7.86	9.31
30-49	13.72	36.64	50.36	10.7	44.09	54.79	24.42	80.73	105.15
50-59	13.05	21.91	34.96	8.8	16.11	24.91	21.85	38.02	59.87
60 or over	5.24	1.26	6.5	4.79	3.05	7.84	10.03	4.31	14.34
Information refused / not known	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>32.46</b>	<b>61.36</b>	<b>93.82</b>	<b>25.29</b>	<b>69.56</b>	<b>94.85</b>	<b>57.75</b>	<b>130.92</b>	<b>188.67</b>

- Recruitment and selection: through the Equal Opportunities monitoring form, data is captured regarding the number of applications received in respect of a vacancy, the numbers selected for interview, details of the appointment, gender, the type of contract, types of job and salary level.
- Staff Development and Promotion Opportunities: Staff Development Review records are kept but are currently not analysed in relation to gender. This is an area for improvement and will be contained within the Action Plan. Promotion opportunities are analysed through the Recruitment and Selection process as outlined above.

- Career Development: Data is currently captured in relation to who applies for training, who is offered training, types of training attended, levels of satisfaction of training. Currently, this data is not an issue in relation to gender.
- Pay – the College does keep data in relation to what men and women earn but is not currently analysing such data to identify whether there is any gender pay gap i.e. differences in the average pay of men and women.
- Working Hours – the College captures data in relation to the working hours of men and women but the information is not evaluated to establish if there is any imbalance.
- Bullying and Harassment: Data is currently captured in relation to who has made a complaint, the nature of the complaint and any recommendations arising out of the process. No detail is captured in relation to gender.
- Grievance: Data is currently captured in relation to who has made a complaint, the nature of the complaint and any recommendations arising out of the process. No detail is captured in relation to gender.
- Capability: A policy is currently being developed by the College that will provide a comprehensive supportive framework for how the College will deal with any capability issues. The policy will take account of gender equality matters and data will be captured as part of this process.
- Disciplinary action: Data is currently captured in relation to who has made a complaint, the nature of the complaint and any recommendations arising out of the process. No detail is captured in relation to gender.
- Levels of satisfaction/views of staff: The College is currently developing a strategy in this area and recognises that improvements can be made that include the capturing of comprehensive data, including gender.
- Staff turnover rates: Key performance indicators in this area are published regularly to the Board of Management. This requires to be extended further and will include gender equality monitoring.
- Exit Interviews: The College is currently developing a strategy in this area and recognises that improvements can be made that include the capturing of comprehensive data, including gender.

Whilst it is recognised that much data is already captured in relation to staff, any areas identified for improvement above will be addressed through the comprehensive Action Plan.

#### **9.4 Responsibilities for Data Gathering**

The Principal and Chief Executive has responsibility for overseeing the gathering of all data. Heads of Division/Department are responsible for gathering and analysing information related to students. The Head of Human Resources and Administration is responsible for gathering and analysing information related to staff.

The Principal and Chief Executive has responsibility for ensuring that monitoring takes place at organisational level and each Head of Division/Department has responsibility for monitoring the areas within their Division/Department. Regular reports on the progress in achieving targets set in College plans are made by the Principal and Chief Executive to the Board of Management, HR Committee, Student Affairs Committee and the Access and Inclusion Group. The information gathered informs the development of the College's Operational Plan and is reviewed as part of the monitoring of the Plan and through the self evaluation process. Course reviews and section evaluations include a review of equality and diversity; more specific reference to the Gender Equality Scheme will be incorporated into these processes. All managers and staff are responsible for contributing to these processes and for securing improvements in the provision, services and support they deliver.

## **10 Putting the Gender Equality Scheme Into Practice**

The Gender Equality Scheme is part of the overall equality and diversity work in the College. The College recognises the separate requirements needed for gender equality and these will be addressed alongside the other equality issues where relevant and appropriate

The College already has in place a system for implementing all policies and procedures. Whilst it is acknowledged that the Gender Equality Scheme will be part of this system, the following will also apply:

- The College's Gender Equality Scheme will be published on the College's Intranet, Internet and the Virtual Learning Environment (VLE). The scheme will be available in alternative formats.
- The College's continued involvement of staff, students and stakeholders in consultation regarding gender equality matters.
- The dissemination of equalities information in a variety of formats e.g. information leaflets, email, intranet, television information.
- The Principal and Chief Executive will produce an annual report on progress and performance. The report will be presented to the Board of Management, and be made available on the College Intranet, Internet and VLE. The report will be available in alternative formats.
- The Action Plan accompanying the Scheme is attached as Appendix 3. This will be reported upon annually. Progress associated with the Action Plan will be monitored by the Access and Inclusion group who report to the College Management Advisory Committee and the Board of Management.

## **11 Monitoring and Evaluating of the Gender Equality Scheme**

The College already has in place a system of annual review for the monitoring and evaluation of all policies and procedures. Whilst it is acknowledged that the Gender Equality Scheme will be part of this system, the following will also apply:

The Action Plan associated with the Gender Equality Scheme shall have SMART (Strategic, Measurable, Achievable, Realistic, Timed) targets that are monitored and evaluated over the life cycle of the Plan.

The College will report on progress associated with Gender Equality on an annual basis.

The Scheme will be reviewed in year three and will publish a revised Scheme with further priorities for the next three years.

### **11.1 Senior Management**

The Principal and Chief Executive has responsibility for ensuring that the Action Plan is updated each academic year. The Principal and Chief Executive will make annual reports on progress and performance against the Action Plan to the:

- Board of Management
- College Management Advisory Committee
- Access and Inclusion Group

### **11.2 Staff, Students and Partners**

All staff, students and service users and partnership organisations will be involved in the monitoring and evaluation of the Plan through:

- Representation on the Access & Inclusion Group
- Representation on College Committees
- Surveys
- Focus groups and forums

## **12 The Way Ahead**

The College is working to embed all six elements of equality and will match internal resources to deliver the Action plan. Resources will be made available but inevitably priorities will be set to make best use of central funding from the Scottish Funding Council and changes in priorities as experience of the new Duty develops.

The College sees significant challenge ahead in relation to its equality strategy and in particular sees priority in the following:

- Ensuring that the College has a single Equality and Diversity Scheme for the future.
- Ensuring that there is a staff development strategy in place that embraces equalities legislation.
- Ensuring that equalities is embedded in the day to day activity and planning of the College.

## Appendix 1 Glossary of Term – from Equal Opportunities Commission

<b>Equality Scheme</b>	A scheme put in place by the employer, which sets out their gender equality goals. It includes tasks and timeframes and the individual(s) responsible for delivering each goal.
<b>Formal Legal Status</b>	This means that the Code of Practice can be used as evidence in a court of law and covers the legal requirements of the duty.
<b>Gender</b>	Refers to the wider social roles, attitudes, values and behaviours attributed to women and men by society which structure men's and women's lives. For example, traditionally, a gender role would suggest that women should look after children, while men continue to go to work.
<b>Gender Disaggregated Statistics</b>	Data that has been collected and analysed by gender, such as surveys, which would highlight any difference in results between men and women.
<b>Gender Impact Assessments</b>	An assessment of planning, service and employment policies, paying specific attention as to how the services impact on gender. Based on the results education authorities should redesign their services to meet the need of men, women and transsexual people.
<b>Gender Reassignment</b>	The process or steps, taken under medical supervision, of reassigning a person's gender by changing physical, social or other characteristics. For example, this may include hormone therapy or sex change operation.
<b>Occupational Segregation</b>	When women and men are employed in different jobs in the workplace or when men or women predominate a particular job, such as men in the construction industry and women in the childcare sector.
<b>Sex</b>	Refers to how we are born and to describe the biological and physical differences between women and men.
<b>Transgender</b>	People who identify their gender to be different from the physical one into which they were born but who choose not to undergo medical treatment and simply live their life in their new gender are not subject to the same legal protections as transsexual people.
<b>Transsexual</b>	A person who intends to undergo, is undergoing or has in the past undergone gender reassignment (which may or may not involve hormone therapy or surgery), and it is this individual who receives protection under the law.

## Appendix 2 Equal Pay Statement

The College is committed to ensuring that it fulfils its requirements in relation to equal pay and is using the following framework as part of its ongoing discussions in this area. What follows is a statement outlining our policy on equal pay between men and women. We recognise our obligation to report on this statement within three years.

*We are committed to the principle of equal pay for all our employees. We aim to eliminate any sex bias in our pay systems.*

*We understand that equal pay between men and women is a legal right under both domestic and European law.*

*It is in the interest of the College to ensure that we have a fair and just pay system. It is important that employees have confidence in the process of eliminating sex bias and we are therefore committed to working in partnership with the recognised trade unions. As good business practice we are committed to working with trade union/employee representatives to take action to ensure that we provide equal pay.*

*We believe that in eliminating sex bias in our pay system we are sending a positive message to our staff and customers. It makes good business sense to have a fair, transparent reward system and it helps us to control costs. We recognise that avoiding unfair discrimination will improve morale and enhance efficiency.*

*Our objectives are to:*

- *Eliminate any unfair, unjust or unlawful practices that impact on pay.*
- *Take appropriate remedial action.*

*We will over the course of the College's Strategic Plan:*

- *Implement an equal pay review in line with EOC guidance for all current staff and starting pay for new staff (including those on maternity leave, career breaks, or non-standard contracts).*
- *Plan and implement actions in partnership with trade union/employee representatives.*
- *Provide training and guidance for those involved in determining pay.*
- *Inform employees of how these practices work and how their own pay is determined.*
- *Respond to grievances on equal pay as a priority.*
- *In conjunction with trade union/employee representatives, monitor pay statistics annually.*

## Appendix 3 Gender Equality Scheme Action Plan 2007-2010

### 1 Governance & Leadership

Number	Target	Actions to achieve improvement	Responsibility	Monitored by/through	Target date/milestones	Progress
1.1	Gender Equality to be embedded in all planning and day to day activity within the College	Map existing policies and procedures to priorities for Impact Assessment process.	CMAC	Principal	December 2007	
1.2	Senior Managers to lead on Gender Equality Action Plan	CMAC responsibilities to be outlined in Gender Equality Scheme Action Plan.	Principal	Head of Learner Services/Access & Inclusion Group	December 2007	
1.3	Gender equality to be embedded in all curriculum activity on a phased basis.	Quality team to review identified policies and practices in line with gender equality.	Head of Quality	Principal	July 2008	
1.4	Gender Equality Duty embedded into student culture and provision.	Raise awareness of gender equality with students through induction and other planned activities.	Head of Learner Services	Depute Principal	July 2008	
1.5	Gender Equality Scheme to be updated and informed by stakeholders.	Review membership and participation in consultation groups and forums.	Head of HR & Admin	Principal	December 2007	

## Appendix 3 Gender Equality Scheme Action Plan 2007-2010

### 2 College Marketing & Publicity

Number	Target	Actions to achieve improvement	Responsibility	Monitored by/through	Target date/milestones	Progress
2.1	Ensure all marketing material is compliant with gender equality legislation.	All materials produced to be inclusive and portray non-stereotypical images.	Marketing Manager	Depute Principal	December 2007	
2.2	Ensure there is a clarity and consistency of message about positive support for all students.	Ensure information about support services are included in all College publicity and information.	Marketing Manager	Depute Principal	December 2007	
2.3	Ensure the College website and intranets are compliant with the Gender Equality Duty.	Maintain College internal/external sites to appropriate standards.	Web Development Coordinator	Principal	July 2008	

## Appendix 3 Gender Equality Scheme Action Plan 2007-2010

### 3 Training & Development

Number	Target	Actions to achieve improvement	Responsibility	Monitored by/ through	Target date/ milestones	Progress
3.1	Development of Staff Development Strategy for Equality and Diversity Training.	Rolling programme of equality and diversity training to be established.	Head of HR & Admin	Principal	July 2008	
3.2	Positive culture towards equality established throughout the College's recruitment and selection procedures.	Ensure all staff involved in recruitment and selection processes undertake equality and diversity training.	Head of HR & Admin	Principal	July 2008	

### Appendix 3 Gender Equality Scheme Action Plan 2007-2010

#### 4 Impact Assessment

Number	Target	Actions to achieve improvement	Responsibility	Monitored by/through	Target date/milestones	Progress
4.1	Undertake impact assessment of policies and procedures on a prioritised basis.	All policies in priority categories to undergo impact assessment.	Quality Team	Principal	June 2008	
4.2	Publish results of full impact assessment.	Compile a report of impact assessment results.	Head of HR & Admin	Principal	June 2008	

### Appendix 3 Gender Equality Scheme Action Plan 2007-2010

#### 5 Stakeholder Involvement & Consultation

Number	Target	Actions to achieve improvement	Responsibility	Monitored by/ through	Target date/ milestones	Progress
5.1	Ensure the views of our students, staff and stakeholders are better represented.	Review membership of all College committees, groups, etc	CMAC	Principal	December 2007	
		Formal mechanisms in place to recruit students and staff from diverse backgrounds onto focus groups and impact assessment reviews.	Head of Learner Services	Depute Principal	December 2007	
		Continue to develop and improve links with external partners to improve consultation process on a wider basis.	Depute Principal	Principal	July 2008	

## Appendix 3 Gender Equality Scheme Action Plan 2007-2010

### 6 Monitoring and Data Collection

Number	Target	Actions to achieve improvement	Responsibility	Monitored by/ through	Target date/ milestones	Progress
6.1	Establish strategy for the provision of management information for the purposes of monitoring on the basis of the six equalities.	Develop and implement Collect management information strategy that embeds equality legislation.	CMAC	Principal	July 2008	
6.2	Improved provision of information on staff by gender.	Review and evaluate statistics in accordance with newly developed Management Information strategy.	Head of HR & Admin	Principal	July 2008	

### Appendix 3 Gender Equality Scheme Action Plan 2007-2010

#### 7 Equal Pay

Number	Target	Actions to achieve improvement	Responsibility	Monitored by/ through	Target date/ milestones	Progress
7.1	Ensure the elimination of any sex bias in relation to the College's pay systems.	Review and evaluate the current salary assessment scheme for newly appointed academic staff.	Principal	Board of Management	July 2008	
		Introduce a system of job evaluation into the College following a period of review.	Head of HR & Admin	Principal	July 2008	

**C. C. Consultancy**

**Coatbridge College**  
Gender Equality Duty:  
Gender Equality Assessment on  
College Policies and Procedures

**Overview Report**  
*June 2007*

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## 1. Introduction

The Gender Equality Duty requires that the college:

- Eliminate unlawful discrimination and harassment, and
- Promote equality of opportunity between men and women

Unlawful discrimination means:

- direct and indirect discrimination against women and men, in employment and education, in goods, facilities and services and in the exercise of public functions;
- harassment, sexual harassment and discrimination on the grounds of pregnancy and maternity leave;
- discrimination on the grounds of gender reassignment in employment and vocational training;
- direct and indirect discrimination in the employment field on the grounds that a person is married or a civil partner;
- victimisation.

Complying with the Gender Equality Duty means the college needs to be proactive. This means that instead of the onus being on an individual to make a complaint about sex discrimination, the college is now be required to pro actively demonstrate that they treat men and women fairly.

Below is an assessment of Coatbridge College's current policy documents against the expectation of the GED that can be used to revise policy.

## 2. General

### 2.1 Challenging Sexism

The college needs to articulate and demonstrate its role in challenging sexism in Scotland, both through its employment and practice and through its core responsibility in education. The implementation of non discriminatory policy and practice can be enhanced [for the college and the employers of the college's graduates] by integrating anti sexist thinking into the educational process.

It would be useful if each departments carried out a participatory gendered assessment of their specific field and highlight the opportunities and challenges in preparation for the next strategic plan.

The college may want to consider integrating courses on understanding, managing and challenging sexism in the work place into their courses. They may also want to consider using sexism [and other 'isms'] as project themes in courses.

## 2.2 Making the business case

The college needs to understand what women and men really need from the college and improve student satisfaction by tailoring courses to their actual needs. This would result in better quality and more cost effective services and more effective targeting of resources.

College plans need to demonstrate an understanding of what a consideration of gender would bring:

- Staff and the college benefiting from improved recruitment.
- Increased possibility of filling any skill gaps.
- More efficient use of talent in the workforce.
- Flexible working, improved work – life balance and equal pay for like jobs creating a happier more coherent work force and increased staff retention.
- Action on maternity leave that will increase staff returning and save money on recruitment, and impact on individuals career progression and future security.

## 2.3 Acknowledge transgender people

The gender equality duty requires that the college eliminate discrimination and harassment for transgender people. This should start with the college ensuring that its own procedures and practices support the dignity and privacy of transgender people.

For example, when you requests identification from staff or students, does it restrict it to items such as birth certificates? If so, a transgender person may have to unwillingly reveal their original sex as they may not have been able to obtain a corrected birth certificate.

When someone's transgender is apparent they may face significant discrimination and abuse that can lead to them not taking up opportunities. The college needs to make it explicit that discrimination against transgender people will not be tolerated and that it encourages job and student applications from the transgender people.

There has been an example in Glasgow of a college acknowledging transgender people's exclusion and fear. They organise evening courses for them so that they start out separately, gaining confidence, getting used to the staff and environment before being supported to integrate into the mainstream courses.

The college needs to ensure the equal opportunities and harassment policies cover transgender people. They also need to develop a policy on supporting employees who are undergoing gender reassignment and be able to evidence that they have a system to support existing staff or students who intend to "transition" whilst at work/college. The college needs to be able to demonstrate that they have thought about the issues this could raise.

#### 2.4 Sexism vs Sexist Incident

The policies assessed refer to sexist incidents where 'bad' men [usually] do bad things but less attention is paid to systemic sexism in which most of us collude unwittingly but none the less creates inequality.

Given that we can acknowledge that sexism exists in society and therefore in the college it is important to be aware of that when measuring the impact of policy on people's experience outcomes and success.

It is important that the college understands and acknowledges systemic sexism and its impact on everyone. Of course there are situations where men are discriminated against and many certainly suffer under sexist norms that create expectations that they have to live up to, for example gay men, impoverished men, disabled men, over or under weight men etc. The high incidents of young male suicide is witness to that. [But they can also be caught up in a culture of male expectation of entitlement that is so 'normal' that they don't see it, feel it or hear it but just act as though the whole world was designed around them. ] However, there is little doubt that those that suffer most from sexism are women and transgender people who face daily discrimination, harassment and abuse.

Despite much progress women still earn less than men, female students will earn 15% less than their male counterparts within a year of leaving college.

Women retire on 53% of the male pension because of sacrifices made in their working lives to carry out the traditionally gendered roles of care for children and others, 66% of Scotland's 650,000 unpaid carers are women.

Forty three percent of young women think it is OK that their boyfriends act aggressively and 1 in 6 girls in Scotland have been physically abused by their boyfriends. 1 in 2 boys and 1 in 3 girls think it is OK for a boy to force them into sex. One hundred women report rape annually. Eighty seven percent of the 45796 domestic abuse cases in Scotland in 2006 were perpetrated by men on women.

Only 10% of senior manager in the private sector and 22% of councillors are women.

## Public & voluntary sectors: women's representation

Public appointments <sup>6</sup>	34.7%	251	472	723	110.5
Local authority chief executives <sup>7</sup>	12.5%	4	28	32	12
Senior police officers <sup>8</sup>	11.6%	5	38	43	16.5
Judiciary, high court judge and above <sup>9</sup>	11.8%	4	30	34	13
Head teachers in secondary schools <sup>10</sup>	20.9%	76	286	363	105.5
FE college principals <sup>11</sup>	27.3%	12	32	44	10
University vice chancellors <sup>12</sup>	23.1%	3	10	13	3.5
Health service chief executives <sup>13</sup>	23.8%	5	16	21	5.5
Trade Union general secretaries or equivalent <sup>14</sup>	18.6%	6.5	28.5	35	11
<b>Summary figures</b>	<b>28.2%</b>	<b>435.5</b>	<b>109.5</b>	<b>1546</b>	<b>337.5</b>

Transgender people have trouble finding housing due to mortgage companies not recognising them or landlords/ladies refusing them as tenants. Many have trouble getting jobs and are often 'outed' and then suffer bullying harassment and humiliation. Many live in fear of physical and sexual abuse to which they are often subjected. Transgender people being beaten on the street have been left by taxi drivers refusing to take them to safety.

There is along long way to go to achieve gender equality in Scotland and colleges can play a significant role in not colluding with sexist norms and demonstrating that things can be done differently, bringing about equality, diversity and a zero tolerance for sexism whether direct or indirect, or through inaction or victimisation.

### 3. Document Specific Assessment

#### 3.01 Evening and Leisure Guide 2006-7

- All female visuals. Does this imply evening and leisure studies are only for women?
- The equal opportunities provider strap line is tiny.

#### 3.02 Further Education Bursaries

- The equal opportunities provider strap line is tiny.

#### 3.03 Education Maintenance Allowance

- The equal opportunities provider strap line is tiny.

#### 3.04 Counselling Service for Students

- ❑ There is acknowledgement of gendered issues such as domestic violence, low self esteem, eating disorders, abuse, relationships etc.

### 3.05 Prospectus 2006-7

- ❑ The visuals include men and women but reinforce gender stereotypes and occupational segregation - guess the gender below from the pictures in the prospectus:

- Both sexes – exercising, teaching staff, graduating
- One sex – graduating, groups of, teaching, reading magazine, on computer, standing [computing page], reading magazine [again!], as fairy, as actor, standing [child care page], washing baby, holding book [politics], teaching art – additional support, pink tunics dental health nursing, standing [white coat], standing white coat and book [facials], standing white overall with nail file, standing pink tunic with giant teeth, standing black tunic with hair dryer and brush, standing graduate, white coat with medical body model, 2 interacting, using computer quick start programme, serving lunch, buying lunch, chatting in a group, portrait [student assoc], listening at a meeting.
- Other sex – with audio equipment, in suit at desk, on computer, with mixing equipment, with head phones, boiler suit with vehicle testing equipment, with lap top, with guitar, as actor, with white coat and micro scope, standing with book [social issues], playing pool.

- ❑ When the college organises training on understanding sexism it might be with inviting the marketing team.
- ❑ There is no commitment to equality in the Principal's welcome.
- ❑ FAQ's and Support to Succeed sections, could include a section on adult returners.
- ❑ Good opening statement from Student Assoc President
- ❑ The application form should include transgender otherwise it will be difficult to monitoring transgender people's opportunities and issues and so be difficult to prove they have been treated fairly. People should be given the choice to register male, female or transgender. Whilst some will have changed birth records and are living as male or female and thus be happy as being classed as male or female others may want to be acknowledged as transgender. They may want to present as male or female at different times and do not want to have to continually justify it.

### 3.06 Prevention of Harassment and Bullying at Work

Prevention of Harassment and Bullying at Work – Guidelines for staff

- ❑ Legislation needs to be updated to include the GED.
- ❑ Responsibilities, this should include actions to create an environment that is aware of systemic sexism

### 3.07 Prevention of Harassment and Bullying at Work – Guidelines for managers

- ❑ Awareness, should include managers understanding sexism and anti sexist practice

### 3.08 Protection of Employment

- ❑ Section 4.2 the criteria for selection includes people's attendance record , it should be noted that people will not be disadvantaged if they have taken maternity, paternity or other care leave to manage their work life balance.

### 3.09 Recruitment and Selection Policy and Procedure

- ❑ There is little mention of letting people know about opportunities for flexible working beyond of encouraging disabled applicants to apply. Due to traditional gender roles that prevail it is still women who do the bulk of the caring. To fulfill the GED duty to promote gender equality it may be necessary for the college to consider flexibility for women, lone parents etc.
- ❑ In the section 13 on the interview process it may also serve to promote gender equality if there is a stated recognition of the gaps in career paths and employment histories and confidence issues associated with returning to work. This is acknowledged for people coming back into work after illness, mental health issues, drug and alcohol problems, ex offenders etc. but rarely with regard to people, mainly women, who have taken time out to care for children, sick or elderly relatives.
- ❑ Section 19 needs to be updated to include the GED. The monitoring of applications, recruitment and retention figures provides some gender segregated data. However, if the college is to be proactive rather than reactive it may be worth establishing more complex data sets that provide information for a gendered analysis of why people do or don't apply, why they succeed or not, what are the environmental factors that assist in retention...

### 3.10 Job Evaluation Policy and Procedure

- ❑ To ensure that this system complies with the GED Job Analysts should be trained in understanding sexism and the LINK EQUATE system should be equality proofed to ensure it does not harbour systemic sexist assumptions. [Sexism in Scotland runs deep, it is so normalised that it is often hard to notice the subtle and insidious ways it is perpetuated. To really address it we all have to acknowledge our collusion, if we were not colluding the system would have collapsed centuries ago and the 30 year old sex discrimination act would have had an impact.

Currently women leaving college with the same qualification in the same subject as their male counterparts earn 15% less within one year! Girls consistently out perform boys at school yet only 10% of senior managers in the private sector are women ...not to mention that only 27% FE heads are women.

### 3.11 Maternity Support Leave Policy

- ❑ It is possible that under the GED fathers that want to be the primary carer of an infant whilst their partner [the mother] to go back to work could argue that he current maternity and paternity schemes are discriminatory. There are certainly countries that have developed parental leave schemes that do not assume the mother to be the primary carer.

### 3.12 Whistle Blowing Policy

- ❑ The bulleted section should include deliberate collusion with sexism or unlawful gender discrimination.
- ❑ The worker will have to show there are reasonable ground for his/her belief and under the GED it will be the responsibility of the college to prove it did not, rather than the worker proving that the college did.

### 3.13 Communications Policy

- ❑ The section on Involvement may be extended to include any equality and diversity teams or groups set up by the college.

### 3.14 Core Skills Policy and Procedure

- ❑ 6.11 Consider including a bullet on working with adult returners to establish specific support needs they may have
- ❑ Working with others should include understanding sexism

### 3.15 Equal Opportunities Policy

- ❑ The whole policy needs reviewing with reference to transgender people e.g. the bulleted list in section 2 should include transgender.
- ❑ In section 5 the list of related policies should include those on procurement and on marketing.
- ❑ Staff data sets should be revised so that each data set is gendered.
- ❑ Data sets on gender and marital status should be revised to include partnerships, dependents and caring role.
- ❑ A data set on part time and flexible working would be useful for gendered analysis on work/life balance, career progression etc They might include why people want those working conditions – children, caring, second income [choice], personal health, studying etc.]
- ❑ Student data sets should also include gender, partnership status and dependents and caring role; incidents of sexism and sexual harassment.

Although the information on people family life might seem intrusive it would enable the college to plan strategically around meeting staff and student's needs in terms of managing their life /work/study balance. It would demonstrate that the college is acknowledging and responding to gendered issues.

- ❑ Section 8, include anti sexist and anti racist environment to the sentence that talks of an inclusive, co-operative, and culturally diverse environment.
- ❑ Section 10, improving awareness could be enhanced by requiring all departments to carry out a participatory gendered analysis of their work.
- ❑ Section 11 paragraph one should refer to then GED.
- ❑ Section 11 paragraph 4 should state that the college has a duty under the GED to prevent gender discrimination and promote gender equality. It should also state that all college procurement and partnerships require that the contracting body commit to gender equality, anti gender discrimination and anti harassment in practice.

### 3.16 Inclusiveness Policy Statement

- ❑ Section 1 should include a statement on being an anti sexist college that will prevent discrimination and harassment and promote equality of opportunity for women, men and transgender people. It should also make reference to the GED.
- ❑ Section 2 – ‘The college will:’ should include
  - Acknowledge and address systemic sexism and promote gender equality for women, men and transgender people.

- ❑ Section 3 structures should include Gender Equality.

### 3.17 Quality Policy

- ❑ Section 3 paragraph four describes the content of the master folder. It is proposed that this include a gendered analysis of gender impact assessment of each unit being delivered.
- ❑ Section 4.0 should include an annual gendered analysis of SRR1, SRR2, SARU, SOPAR, PCSR, SUMS.
- ❑ It might be useful for the college to employ the QELTM guidelines.
- ❑ It is also suggested that the college consider gendering its audits [the GED obliges the college to be proactive and not reactive].

### 3.18 Race Equality Policy

- ❑ The policy should acknowledge that BME men, women and transgender people may have different perspectives, aspirations, challenges and needs.
- ❑ Monitoring of BME staff and students recruitment, experience, retention, progress, achievements etc should be gendered.
- ❑ Data collected on sexual and racial harassment should be cross reference in analysis since racism and sexism are more often than not related.
- ❑ Likewise the policy should acknowledge the relationship between racism and sexism, especially with regard to awareness raising and training, monitoring racist incidents and creating an anti racist environment.
- ❑ Again this policy would benefit from being linked with the QELTM guidelines.

### 3.19 Social Inclusion Policy

- ❑ Section 3 should include gender.

- ❑ Section 4.1 should have an additional bullet such as- carry out gendered research into the expectation, experience and reflections of current students to inform future practice.
- ❑ Section 4.4 should refer to the GED duties to prevent discrimination and harassment and promote equal opportunity for women, men and transgender people.

### 3.20 Customer Services Policy

- ❑ Section 5 should be updated to explain the GED.
- ❑ Section 6, it is suggested to change this to read 'gendered surveys and questionnaires'.
- ❑ Section 12, it is suggested that all data generated from feedback, suggestions and complaints are gendered.

### 3.21 Family Friendly Working Policy

Family Friendly Working Policy – Work/Life Balance, An Employees Guide

Policy on Family Friendly Working for Coatbridge College Staff

- ❑ This is a good gendered policy but throughout there is reference to 'the council' where it should read the college.
- ❑ The use of family in the title may lead some to believe that it is only for people with children, it is suggested it be change to Flexible Working or Work-Life Balance Policy.
- ❑ The policy needs a section on monitoring. Monitoring of family friendly or flexible working should be gendered and provide data /information on why and how people use it, how well it serves their needs, impact on the individual, impact on the college and colleagues.

No Comment

These have been read and not commented on either because they were OK or that the content was not gender related.

- ❑ Probationary Periods Policy and Procedure
- ❑ Time of in Lieu Policy and Procedure for Support Staff
- ❑ Guide to Maternity Provision for Lecturing Staff
- ❑ Guide to Maternity Provision for Support Staff
- ❑ Procedure for Health and Safety Travel
- ❑ Disability Inclusiveness Policy
- ❑ Health and Safety Policy
- ❑ Absence Reporting Procedure

## Appendix 5 Analysis of Gender Equality Questionnaire June 2007

### Fact and Figures for Staff Gender Equality Questionnaire June 2007

- 141 staff in total completed a questionnaire
- The questionnaire showed that there are two main gender categories within the College. Of these respondents, 2 did not state their gender
  - ✓ 104 female
  - ✓ 35 male
  - ✓ 2 blanks
- 77 academic and 60 support staff completed the questionnaire. Of these respondents, 4 did not state their staff category (Question 11). The questionnaire data showed that they were all female staff.
- The questionnaire showed that there are
  - ✓ Female and Academic: 55
  - ✓ Female and Support: 45
  - ✓ Female and Blank:4
  - ✓ Male and Academic: 20
  - ✓ Male and Support:15

Q1. How would you describe your gender?  
 Female: 104 Male: 35 Transgender: 0 Transsexual: 0 Blank: 2

Q2. Based on your experience, do you feel men, women and transgender men and women at the College are treated equally in the following areas? Please tick as appropriate.

	Men, Women and transgender men and women treated equally	Men treated less favourably	Women treated less favourably	Transgender treated less favourably	Transsexual treated less favourably
Recruitment & Selection - appointment to permanent, fixed term or supply posts	92	8	7	4	0
Recruitment & Selection - appointment to full-time, part-time or supply posts	91	9	5	3	1
Remuneration (pay and benefits)	87	7	15	0	0
Staff Development Review Process	91	9	6	0	0
Provision of Training & Development	90	11	6	0	1
Promotion opportunities	79	9	11	1	0
Family-Friendly Policies (including maternity, adoption, parental leave and flexible working)	65	30	5	1	0
College Facilities (e.g. estates, catering facilities)	99	10	3	1	0
Library	119	0	0	0	0

IT Services	106	2	11	0	0
Departmental Facilities/Support (e.g. HR, Payroll, Marketing, Finance, etc.)	99	7	4	0	0
Harassment and Bullying Policy & Procedure (including support mechanisms)	95	8	6	0	1

Q3. Do you feel Coatbridge College has a gender inclusive culture?

Yes: 93 No: 48

Q5a. Can you think of an occasion at work where you feel you were treated less favourably or discriminated against due to your gender?

Yes: 15 No: 126

(b). What steps did you take to resolve the issue? Please tick as appropriate.

I dealt with the issue myself by approaching the person/group involved

Yes: 6

I reported the issue to my Line Manager

Yes: 4

I reported the issue to my Head of Section/ Senior Manager

Yes: 1

I reported the issue to my trade union representative

Yes: 1

I reported the issue to HR Services

Yes: 1

Action was taken by manager/colleague/Trade Union

Yes: 0

(c). Were you satisfied with the way your issue was handled and resolved?

Yes: 0 No: 141

Q6 (a) Can you think of an occasion at work where you feel you were harassed or bullied due to your gender?

Yes: 14 No: 127

(b). What steps did you take to resolve the issue? Please tick as appropriate.

I dealt with the issue myself by approaching the person/group involved

Yes: 5

I reported the issue to my Line manager

Yes: 3

I reported the issue to my Head of Section / Senior Manager

Yes: 1

- I reported the issue to my trade union representative  
 Yes: 1
- I reported the issue to HR Services  
 Yes: 1
- Action was taken by manager/colleague/Trade Union  
 Yes: 1
- (c). Were you satisfied with the way your issue was handled and resolved?  
 Yes: 3      No: 138
- Q7. If you were ever unfairly treated, discriminated against or bullied at work due to your gender, where would you go for help and advice? Please tick as appropriate:
- HR Services  
 Yes: 53
- My Line Manager  
 Yes: 85
- My Head of Section/ Senior Manager  
 Yes: 32
- My trade union representative  
 Yes: 71
- Employee Counselling Service  
 Yes: 15
- Colleague  
 Yes: 48
- Other line manager/senior manager  
 Yes: 13
- I would not feel comfortable approaching anyone at the College  
 Yes: 7