



Coatbridge College

# **Gender Equality Scheme 2008 – 2009**

## **Year Two Report on Progress**

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

## **CONTENTS**

<b>Commitment Statement</b>	3
<b>Section One: Introduction</b>	4-5
<b>Section Two: Achievements in Year One 2008-09</b>	
Progress Against the Gender Equality Scheme Action Plan	
- Governance & Leadership	6-7
- College Marketing & Publicity	7
- Training & Development	7-8
- Impact Assessment	8
- Stakeholder Involvement & Consultation	8-9
- Monitoring and Data Collection	9-12
- Equal Pay	12
<b>Section Three: Challenges in Year One 2008-09</b>	13
<b>Section Four: Targets for Year Two 2009-10</b>	
- Governance & Leadership	14
- College Marketing & Publicity	14
- Training and Development	14-15
- Impact Assessment	15
- Stakeholder Involvement & Consultation	15
- Monitoring & Data Collection	15-16
- Equal Pay	16
<b>Section Five: Conclusion</b>	17
Appendix 1 – Gender Equality Scheme Action Plan Update on Progress	

## **Commitment Statement**

I have a personal commitment to ensuring the College, of which I am Principal & Chief Executive, equally provides equality of opportunity and maximises the benefits of engaging with our diverse and changing communities.

The College Management Advisory Committee (CMAC) leads the College in a holistic approach to equality and diversity because we firmly believe that this is the best way to enhance the student experience and motivate staff.

The Equality, Diversity and Inclusion Group enables us to express our commitment and that of the College in ensuring that our Strategic Plan is monitored and realised.

The College ethos recognises values and respects the differences which are inherent within the communities which we serve. By publishing this year one report on progress we are reaffirming our culture as one of inclusiveness and openness and our commitment will be to challenge and eliminate gender inequality.

Of particular note in Year Two has been our success in mitigating any issues arising through equal pay. The College has introduced a new job evaluation system for support staff posts and will be introducing reduced academic staff pay scale points linked to the achievement of academic qualifications with effect from August 2009. The new scale points eradicate the previous system of salary assessment.

A handwritten signature in cursive script that reads "John Doyle". The signature is written in black ink and is positioned above the printed name and title.

**John Doyle**  
**Principal & Chief Executive**

## Section One: Introduction

Coatbridge College remains fully committed to creating a stimulating, supportive and accessible learning and working environment, based on mutual respect and trust, to assist all staff and students to achieve their full potential, irrespective of gender. The College is committed to ensuring that all students and staff are treated fairly and it has a long tradition of promoting equality and diversity.

In the coming year the College will continue to reaffirm its commitment to a policy of equal opportunity within the College and will continue to create conditions whereby staff, students and stakeholders are treated on the basis of their relative merits, abilities and potential. The College's policy on this aims to free students and staff from all forms of discrimination particularly on the grounds of:

Sex	Race	Responsibility for
Marital Status	Colour	Dependents
Ethnic Origin	Religion	Employment Status
Political Belief	Sexual Orientation	Age
Trade Union Activity	Nationality	Language

In the last year we have focussed on several key gender equality areas that include:

- The College has prioritised Equality & Diversity through its Strategic Aims & Objectives with the establishment of a key aim "To embed equalities in all aspects of planning and day-to-day activity."
- The consultation and relaunch of the College's Equality & Diversity Strategy with an outline of how this would be implemented.
- Delegated responsibility from the Principal and Board of Management to College Management Advisory Committee members (i.e. the senior team) to lead the College strategically through the different equality strands.
- The reconstitution of an Equality, Diversity & Inclusion group with a revised operational remit and responsibilities in support of the College's Equality & Diversity Strategy. Emanating from the EDI group is the reconstitution of 6 equality sub-groups for consultation and support.

- A full review, consultation, negotiation and implementation of revised pay and conditions structures for staff to address equal pay issues and requirements.
- The launch of two online Equality & Diversity training and development modules for staff with one focussing on the broader rights, roles and responsibilities of all 6 equality strands and the other focussing on Equality & Diversity awareness raising on the design and delivery of learning and teaching materials.
- The delivery of specific training and development for teaching staff on the Quality and Equality of Learning & Teaching Materials.
- Impact assessment training for managers.
- The development of an Impact Assessment toolkit for the College.
- Discrimination and non-compliance - All staff, students and stakeholders are expected to continue to treat colleagues with dignity and respect. Any form of harassment of a person on account of their gender, including transgender groups, is regarded by the College as unacceptable behaviour.

This second year report demonstrates how the College has continued to meet its statutory commitments towards promoting gender equality for staff and students alike, working in partnership with key relevant stakeholders internally and externally.

This second year report illustrates:

- Further progress made against our 2007-2008 Gender Equality Scheme Action Plan in eliminating discrimination, promoting equality of opportunity, and meeting targets.
- The results of our information gathering in the period 2008-09. This includes the information obtained, what it indicated and how these findings were used in influencing gender equality action and progress at the College.
- The actions the College will continue to take in order to progress the final year of this strategic period 2007-10

## **Section Two: Achievements in Year Two 2008-09**

### **Progress Against the Gender Equality Scheme Action Plan**

#### **1. Governance & Leadership**

During Year One, the Access & Inclusion Group met regularly and has monitored progress associated with the Gender Equality Action Plan. The Head of Learner Services chaired the Equality, Diversity & Inclusion Group which has responsibility for leading on the Gender Equality Scheme Action Plan. Year Two brought about a relaunch of the EDI Group with a revised remit to promote equality and diversity for the College and to be ambassadors and champions of equality and diversity. The impact of this will be reviewed in Year Three.

The College had already launched a revised induction strategy with greater clarity given to the College's equality strategy conveyed to individuals at a very early stage in the process. A review of the impact of the revised induction strategy took place in the latter part of Year Two and the results of this will be publicised in Year Three.

Gender equality has been further embedded into College self evaluation processes for all staff. During Year Two, the College relaunched the strategy for equality and diversity making it an integral part of the College's Learning & Teaching strategy. Linking equality ultimately to the College planning process ensures that the results from this process can be used to inform the College further on gender equality.

Year One brought about significant change in embedding gender equality into all student induction materials and processes. Gender equality is further embedded in Year Two with a review of the Personal Development Planning materials for students and these will be launched at the start of academic year 2009-10 i.e. Year Three of this Scheme.

In Year One, the College had reviewed student recruitment and selection materials to ensure gender inclusiveness through the impact assessment process. These materials have worked successfully through Year Two and will be continuously evaluated for quality improvement through the Team Evaluation Operational Planning process and future impact assessment.

In Year Two of the Scheme, the College invested significantly in equalities online training materials. Two packages were purchased and all staff have completed the general awareness training of all equalities, including gender. In Year Three, the second module will be used by academic staff and is focused on how they can further embed equalities into the learning and teaching process. Prior to the completion of this second module, academic staff have in Year Two been undertaking training in Quality and Equality of Learning and Teaching Materials (QELTM). This is a rolling programme that is likely to stretch into Year Three.

## **2. College Marketing & Publicity**

In response to feedback from stakeholders, the College has been able to make a number of improvements within the College in relation to gender equality and its publications. This process has continued in Year Two with a new cohort of staff, students and stakeholders.

All College marketing materials continue to be gender equality inclusive e.g. stakeholder focus group discussions were held consulting on the College Course Guide and then this was developed taking on board the recommendations from the discussions.

The promotion of gender equality awareness continues through poster advertising throughout the College that was established in Year Two.

## **3. Training & Development**

Year One resulted in all staff undergoing significant training and development in relation to gender equality that enables them to have awareness of the legislation, understand reporting processes plus their roles and responsibilities, and how to put this into practice in their day to day work.

The College recognises that offering training and development across the grades is vital in providing staff with the opportunity and skills to develop and progress within the organisation. It is also important that staff understand equality issues and their legal obligations in order to properly implement the public sector equality duties for race, disability and gender. Data collection on participation in staff development and training events and programmes by gender is ongoing. The College is collecting data on

participation rates but the overall aim of the College is to achieve full participation since the development of a mandatory approach to all equalities training for staff.

With this in mind, in Year Two of the Scheme, the College invested significantly in equalities online training materials. Two packages were purchased and all staff have completed the general awareness training of all equalities, including gender. In Year Three, the second module will be used by academic staff and is focused on how they can further embed equalities into the learning and teaching process. Prior to the completion of this second module, academic staff have in Year Two been undertaking training in Quality and Equality of Learning and Teaching Materials (QELTM). This is a rolling programme that is likely to stretch into Year Three.

Training in Year Two has also included impact assessment with the senior management team undertaking comprehensive training that has resulted in them developing an Impact Assessment toolkit for the College.

#### **4. Impact Assessments**

In Year One, initial impact assessment of College policies has been completed and we now have details of prioritised policies and procedures that will undergo detailed impact assessment.

Training in Year Two has also included impact assessment with the senior management team undertaking comprehensive training that has resulted in them developing an Impact Assessment toolkit for the College. This will be carried through into Year Three and ongoing.

#### **5. Stakeholder Involvement & Consultation**

The College has over many years worked with external organisations to proactively address gender equality such as setting up courses for:

Men into Childcare  
Women in Science  
Coatbridge Science Investigates  
Women in Mechanics

Stakeholder involvement and consultation in these areas is ongoing in Year Two.

## 6. Monitoring and Data Collection

### The College as an Employer

As part of the formal process of statistical analysis required by the Scottish Funding Council, the College submits an annual Staffing Return that analyses staff by gender. The data for the periods 2006-07 and 2007-08 is as follows:

#### Staff Job Categories by Gender – 2006-07

Grade of Post of College Payroll Staff 2006-07		Number of staff (FTE)								
		Full-time			Part-time			Full-time and Part-time		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Staff in Academic Departments	Head of Department	1	3.87	4.87	0	0	0	1	3.87	4.87
	Lecturer/Instructor/Senior Lect.	17.73	35.89	53.62	9.69	26.1	35.79	27.42	61.99	89.41
	Research/Lab Assistant	0	0	0	0	0	0	0	0	0
	Other staff	0	1.91	1.91	0.04	0.76	0.8	0.04	2.67	2.71
	<b>Total</b>	<b>18.73</b>	<b>41.67</b>	<b>60.4</b>	<b>9.73</b>	<b>26.86</b>	<b>36.59</b>	<b>28.46</b>	<b>68.53</b>	<b>96.99</b>
Cross College Staff	Principal	1	0	1	0	0	0	1	0	1
	Depute/Assistant Principal, etc	1	0	1	0	0	0	1	0	1
	Other senior management	1	2.88	3.88	0	0	0	1	2.88	3.88
	Lecturer/Instructor/Senior Lect.	2	1.94	3.94	0	0	0	2	1.94	3.94
	Research/Lab Assistant	0	0	0	0	0	0	0	0	0
	Other staff	19.2	33.69	52.89	1.79	37.86	39.65	20.99	71.55	92.54
	<b>Total</b>	<b>24.2</b>	<b>38.51</b>	<b>62.71</b>	<b>1.79</b>	<b>37.86</b>	<b>39.65</b>	<b>25.99</b>	<b>76.37</b>	<b>102.36</b>
<b>Total Staff in Academic Departments and Cross College Staff</b>		<b>42.93</b>	<b>80.18</b>	<b>123.11</b>	<b>11.52</b>	<b>64.72</b>	<b>76.24</b>	<b>54.45</b>	<b>144.9</b>	<b>199.35</b>

## Staff Job Categories by Gender – 2007-08

Grade of Post of College Payroll Staff 2007-08		Number of staff (FTE)								
		Full-time			Part-time			Full-time and Part-time		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Staff in Academic Departments	Head of Department	1	2.29	3.29	0	0	0	1	2.29	3.29
	Lecturer/Instructor/Senior Lect.	18.57	36.34	54.91	8.24	28	36.24	26.81	64.34	91.15
	Research/Lab Assistant	0	0	0	0	0	0	0	0	0
	Other staff	3	1.93	4.93	0.56	6.35	6.91	3.56	8.28	11.84
	<b>Total</b>	<b>22.57</b>	<b>40.56</b>	<b>63.13</b>	<b>8.8</b>	<b>34.35</b>	<b>43.15</b>	<b>31.37</b>	<b>74.91</b>	<b>106.28</b>
Cross College Staff	Principal	1	0	1	0	0	0	1	0	1
	Depute/Assistant Principal, etc	1	0	1	0	0	0	1	0	1
	Other senior management	1	3	4	0	0	0	1	3	4
	Lecturer/Instructor/Senior Lect.	0.45	1.57	2.02	0	0.6	0.6	0.45	2.17	2.62
	Research/Lab Assistant	0	0	0	0	0	0	0	0	0
	Other staff	14.24	42.71	56.95	2.62	30.23	32.85	16.86	72.94	89.8
	<b>Total</b>	<b>24.217.69</b>	<b>47.28</b>	<b>64.97</b>	<b>2.62</b>	<b>30.83</b>	<b>33.45</b>	<b>20.31</b>	<b>78.11</b>	<b>98.42</b>
<b>Total Staff in Academic Departments and Cross College Staff</b>		<b>40.26</b>	<b>87.84</b>	<b>128.1</b>	<b>11.42</b>	<b>65.18</b>	<b>76.6</b>	<b>51.68</b>	<b>153.02</b>	<b>204.7</b>

## Age Profile by Gender – 2006-07

Age of College Payroll Staff (on 1 August 2007)	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	0.62	1.64	2.26	1.77	10.75	12.52	2.39	12.39	14.78
30-49	14.29	37.7	51.99	9.03	44.45	53.48	23.32	82.15	105.47
50-59	12.12	21.64	33.76	8.42	18.7	27.12	20.54	40.34	60.88
60 or over	3.39	3.95	7.34	4.8	6.08	10.88	8.19	10.03	18.22
Information refused / not known	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>30.42</b>	<b>64.93</b>	<b>95.35</b>	<b>24.02</b>	<b>79.98</b>	<b>104</b>	<b>54.44</b>	<b>144.9</b>	<b>199.35</b>

## Age Profile by Gender – 2007-08

Age of College Payroll Staff (on 1 August 2008)	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	1.04	1.82	2.86	0	15.04	15.04	1.04	16.86	17.9
30-49	13.79	38.23	52.02	12.62	46.69	59.31	26.41	84.92	111.33
50-59	10.01	22.26	32.27	7.58	17.69	26.27	17.59	39.95	57.54
60 or over	2.42	4.19	6.61	4.22	7.09	11.31	6.64	11.28	17.92
Information refused / not known	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>27.26</b>	<b>66.5</b>	<b>93.76</b>	<b>24.42</b>	<b>96.51</b>	<b>110.93</b>	<b>51.68</b>	<b>153.01</b>	<b>204.69</b>

## The College as an Education Provider

As part of the formal process of statistical analysis provided by the College, there is analysis of our data by student gender. The latest data for the period 2006-07, 2007-08 and 2008-09 is as follows:

### Total student population

2008/09			2007/08			2006/07		
Male	Female		Male	Female		Male	Female	
1520	3621	5141	1710	4235	5945	2058	4740	6798

### HE Split

2008/09 HE			2007/08 HE			2006/07 HE		
Male	Female		Male	Female		Male	Female	
100	408	508	96	440	536	100	560	660

### FE Split

2008/09 FE			2007/08 FE			2006/07 FE		
Male	Female		Male	Female		Male	Female	
1420	3213	4633	1614	3795	5409	1958	4180	6138
<b>Totals</b>		<b>5141</b>			<b>5945</b>			<b>6798</b>

### Divisional Split

	2008/09			2007/08			2006/07		
	Female	Male		Female	Male		Female	Male	
CAR	1114	315		1051	388		1504	579	
SHB	1222	96		1349	48		1566	176	
BAT	646	874		1126	867		1218	1107	
LSE	215	510		707	409		493	155	
<b>Totals</b>	<b>3197</b>	<b>1795</b>	<b>4992</b>	<b>4233</b>	<b>1712</b>	<b>5945</b>	<b>4781</b>	<b>2017</b>	<b>6798</b>

As can be seen from statistics for session 2008-09 a higher proportion of our students are female, although statistics also indicate that enrolments for men and women are disproportionate in some vocational areas i.e. within the Division of Science Hair and Beauty where courses are traditionally attractive to females, whilst in the Division of Business Arts and Technology there is less of a gender imbalance. A range of reviews co-ordinated by the Equality Diversity & Inclusion Group will assist Divisions and Teams to tackle these issues within the Gender Equality Action Plan. The College currently collects data on student achievement by gender but this does not at present disaggregate this down to course level. Therefore this will form an action review within our Gender Equality Action Plan to be implemented for the next review period. This was originally intended for Year Two but the College is awaiting the

implementation of its new Sharepoint system that will integrate many of its College systems prior to further statistical analysis.

The College is committed to providing a range of provision that offers equally attractive opportunities regardless of gender. The table above demonstrates that the College should address Gender Imbalance and stereotyping through the Divisional planning process as it suggests reluctance or barriers for either gender to enter some courses and areas of employment. This will be addressed through the EDI Group.

The following student data is still not available at the time of writing this report. These figures will be added to the report once they become available.

- % over 21 years by gender
- Ethnic minority by gender
- Pass and fail rates by gender
- Grade of award by gender
- Annual monitoring

## **7. Equal Pay**

Progress in this area includes the purchase of a new computerised job evaluation system (FEDRA). Extensive discussions have taken place with our recognised trade union UNISON and staff on its implementation with job evaluations taking place at the commencement of the Year Three period and completing by December 2009. Training for job analysts has been completed in the Year Two period.

Year Two has also concluded successful negotiations with our recognised trade union EIS and staff on the implementation of reduced salary scales for academic staff linked to the achievement of teaching qualifications and the eradication of the system of salary assessment for newly appointed lecturers. This new scheme will be effective from 1 August 2009.

### **Section Three: Challenges in Year Two 2008-09**

The College also recognises that there have also been challenges that we have faced or indeed will need to face in the future. These are:

Impact Assessment – Whilst the College has now trained the personnel who will lead the impact assessment process and has developed its own toolkit for Impact Assessment, significant progress can still be made in this regard.

The College remains on target to complete a cycle of impact assessment by the end of the 3 year timescale of our Action Plan.

Provision of Management Information - The College recognises the importance of providing meaningful information to allow monitoring and evaluation for gender equality purposes. It is currently working with an external company in the provision of a fully integrated management information system that will ensure effectiveness in this area. The target date for implementation of the new system Sharepoint is 1 August 2009.

## **Section Four: Targets for Year Three 2009-2010**

### **1. Governance & Leadership**

The College will re-establish membership of the Gender Equality Group at the commencement of academic session 2009-10.

We will continue with the review of our Maternity, Paternity and Adoption Leave and Pay Policy with a view to further promoting the benefits of flexible working and work-life balance.

A review has been undertaken of the College's Bullying and Harassment Policy. This will be fully implemented in the period 2009-10.

The College has a revised Equality & Diversity policy following a review of its originating Equal Opportunities policy. The impact of the implementation of this policy will be assessed in the period 2009-10.

The College has yet to complete the development of a Diversity and Dignity at Work and Study Policy which will be complete in the forthcoming period.

Through the implementation of Sharepoint in August 2009, the College aims to set up more holistic equality reporting and recording processes for all staff, students and stakeholders.

### **2. College Marketing & Publicity**

The College will continue to actively promote a zero tolerance approach to discrimination in any form.

The College will implement an Equality and Diversity Induction DVD for new staff and students in the Year Three period.

### **3. Training & Development**

In Year Three, the second online equalities training module will be used by academic staff and is focused on how they can further embed equalities into the learning and teaching process.

Prior to the completion of this second module, academic staff have in Year Two been undertaking training in Quality and Equality of Learning and Teaching Materials (QELTM). This is a rolling programme that is likely to stretch into Year Three.

Whilst impact assessment training has been delivered to the senior management team, this process will continue in Year Three with staff gaining knowledge of how to impact assess through the self evaluation process.

#### **4. Impact Assessment**

The results from prioritising policies and procedures for impact assessment will be used to conduct full impact assessment on those with high priority.

Impact assessment training has already been delivered to the senior management team and will expand this to undertake detailed training on impact assessment with key personnel and provide general training for all other staff members. This training will be undertaken through the College's self-evaluation process.

#### **5. Stakeholder Involvement & Consultation**

The College acknowledges that ongoing consultation and involvement is key to meeting its statutory requirements under gender equality, and has therefore continued in its aspiration to establish best practice in this area and get positive outcomes in relation to gender equality.

Student consultation on gender will be undertaken for the new academic year 2009-10. Other consultation will continue through the Gender Equality Group.

This is an ongoing process throughout the life of our GES, as it is key in monitoring our performance against the gender equality targets during this period.

#### **6. Monitoring and Data Collection**

The College will ensure that it publishes an Annual Report on Progress for Year 3 in June 2010.

Following the launch of Sharepoint, the College will review equalities statistical analysis for both staff and students to see how this can be disaggregated further.

The College will review how Sharepoint can be used to its best effect in ensuring the efficient and effective monitoring and evaluation and impact assessment of all equality areas.

## **7. Equal Pay**

The College continues to be committed to its Equal Pay Statement that it published in 2007.

The College will be undertaking job evaluations throughout the period August to December 2009 using the new FEDRA job evaluation system.

## **Section Five: Conclusion**

Coatbridge College once again reaffirms its commitment to a policy of equal opportunity within the College.

As stated in our Year One report, this report reiterates that the College endeavors to provide an environment which is supportive and fair. Where problems relating to the operation of the gender equality scheme does occur, staff and students are encouraged to advise an appropriate member of staff as soon as possible. Where a complaint is not dealt with satisfactorily at an informal level, any formal complaint or grievance should, in the case of a student, be pursued through the complaints procedure. In the case of a member of staff, the complaint should be pursued through the Grievance procedure.

The College has embarked on an ambitious estates strategy and during the decant period when works will be undertaken to enable the campus to be DDA compliant and fit for purpose, some College activity has been moved to a new campus at Strathclyde Business Park. For the period of the dual campus situation, the College will continue to strive to maintain its commitment of equal opportunity and will strive to remove any gender barriers there may be to pursuing either employment or a path of education at Coatbridge College.

The College is currently working towards a Single Equality Scheme that will incorporate the progress that has taken place so far. Details of this will be contained in a future report.

**June 2009**

## Appendix 1 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	<b>Achieved</b> Gender equality embedded into College self evaluation process which is an integral part of the College's planning process.
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	<b>Achieved</b> Head of Learner Services chairs the Access & Inclusion Group which has responsibility for leading on the Gender Equality Action Plan.
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	<b>Achieved</b> Gender equality embedded into College self evaluation process. In addition, staff are undertaking QUELTM training on rolling programme basis.

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	<b>Achieved</b> Awareness raising on gender equalities included in student induction material and processes. College investment in 1 year paid sabbatical for Student President.
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	<b>Partially Achieved</b> Update on Action Plan complete for period 2008-09. Gender Equality Scheme to be fully updated following annual report publication. Membership of groups to be reestablished at commencement of academic session 2009-10.

## 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	<b>Achieved</b> All marketing materials now gender equality inclusive e.g. stakeholder focus group discussion on Course Guide.
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	<b>Achieved</b> Paperwork signposting support services developed and implemented by Learner Services Division. College publicity materials and information also gender equality inclusive.
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	<b>Achieved</b> Coatbridge College the first College in Scotland to achieve AAA compliance.

## 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	<b>Achieved</b> Rolling programme of equality and diversity training in place.
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	<b>Achieved</b> All staff involved in recruitment and selection have undertaken equality and diversity training. Recruitment and selection policy has been reviewed and is gender equality inclusive.

### 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	<b>Partially Achieved</b> Initial assessment to prioritise policies and procedures undertaken.
4.2	Publish results of full impact assessment.	Compile a report of impact assessment results.	Head of HR & Admin	Principal	June 2008	<b>Partially Achieved</b> Group to continue to support departments to impact assess their sections.

### 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	<b>Achieved</b> Review of college committee structure, membership, etc undertaken.
		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	<b>Partially Achieved</b> College information developed to facilitate in recruitment process. Students and staff recruited onto focus groups, etc at commencement of each new academic session.

		Continue to develop and improve links with external partners to improve consultation process on a wider basis.	Depute Principal	Principal	July 2008	<b>Achieved</b> College has developed and improved links with schools (Auto mechanics course includes female students), the community and other external partners e.g. North Lanarkshire Council – Men into Childcare.
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### 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 management information strategy that embeds equality legislation.	CMAC	Principal	July 2008	<b>Partially Achieved</b> The College are investing in a fully integrated management information system that will ensure the efficient and effective monitoring and evaluation and impact assessment of all equality areas. To be fully implemented August 2009.
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	<b>Partially Achieved</b> The College is reviewing current monitoring information available and this will be enhanced in light of the above (6.1).

### 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	<b>Achieved</b> The College has reviewed and evaluated the current salary assessment scheme for newly appointed academic staff and will be proposing a revised system with effect from the commencement of the new academic session 2008-09.
		Introduce a system of job evaluation into the College following a period of review.	Head of HR & Admin	Principal	July 2008	<b>Achieved</b> FEDRA job evaluation system has been introduced to the College. All job evaluations scheduled for completion December 2009.