

Gender Equality Scheme

Annual update on action plan objectives (2008/09):

This paper forms part of the annual reporting process and should be read in conjunction with the Equality & Diversity Annual Reports (staff and students), the college's Self Assessment Report and the relevant governing body committee papers (available on request), which highlight college wide activities to tackle equality of opportunity across all strands of equality and diversity.

General Duty		
To eliminate unlawful discrimination and harassment		
To promote equality of opportunity between men and women		
Objective	Commentary on progress to date	Further identified action
To ensure that the Senior Management Team and Governors understand their role and responsibilities in relation to the GES	<ul style="list-style-type: none"> • SMT and the Governors have been briefed on the Equality Act 2006 and subsequent duties imposed as a result of this legislation • The Clerk to the Corporation is briefed on the relevant legislative requirements and has a responsibility of compiling an appropriate Governor training programme, including new governor induction that incorporates equality and diversity training • The DoOD presents an annual summary of the GES to the relevant committee to the corporation 	<ul style="list-style-type: none"> • Prepare briefings as relevant for the corporation • Ensure that equality and diversity training is identified where appropriate amongst the governing body and arrange delivery of awareness raising and training as part of the governors' continuing professional development programme
To prepare for Gender Equality Impact Assessment	<ul style="list-style-type: none"> • The Equality & Diversity Coordinator prepared guidelines on conducting an impact assessment and created a 	<ul style="list-style-type: none"> • Identify ways in which impact assessments will be rolled out to include functions and change

	<p>proforma</p> <ul style="list-style-type: none">• The Equality & Diversity Coordinator attended Impact Assessment training and subsequently attended SMT to disseminate information• The Quality team drew up a schedule of all policies and procedures operational within the college and set out a timescale in which the policies and procedures were to be reviewed.• SMT assumed responsibility for undertaking impact assessments relevant to their functional or faculty area in line with the schedule• At the time of a policy review, the manager responsible must also complete an impact assessment and report on this to SMT with a report on the policy (including any recommendations), the impact assessment will be stored electronically on SIS• Of specific note, the key policies relating to GES were reviewed as a priority; the college has a policy of adopting AoC model policies and guidance and all policies named under part 3 are AoC model policies. All have been impact assessed within the college with no negative impacts	
--	---	--

	<p>reported</p> <ul style="list-style-type: none"> • To date, 68 impact assessments have been conducted on policies and procedures 	
<p>To work towards eliminating unlawful discrimination between men and women</p>	<ul style="list-style-type: none"> • See above for a report on action taken in relation to reviewing key policies and procedures • As part of the ongoing review process, the college has adopted the AoC Gender Equality in Employment Policy • Working in partnership with Cheshire Police the PDU arranged a staff development session on transgender. This workshop was also delivered to a student group to raise awareness of transgender issues and help the student group concerned empathise with a student currently undergoing transgender (the workshop was arranged with the student's consultation and agreement) • Marketing take positive action to promote 'gender champions' in gender stereotypical areas. Students are invited to participate in celebrating their success by having their photograph taken for the college's prospectus and website and are asked to give a 'bio' of their experiences in the relevant subject 	

	<p>area(such as female students in construction, engineering and motor vehicle, male students in hairdressing, counselling and health and social care). The bios are enlarged and displayed at college road shows, enrolment, advice and guidance sessions and generally displayed around the college. Students are invited to become college ambassadors to represent their curriculum area and talk positively about their experiences at college open and interview evenings and in conjunction with schools liaison at the feeder schools</p>	
<p>To maintain zero tolerance of harassment on the basis of gender</p>	<ul style="list-style-type: none"> • The college has a clear ‘zero tolerance’ stance to bullying and harassment for students and staff – this is promoted at induction and maintained by regular cross college poster campaigns supported by tutorial workshops on bullying, harassment and rights and responsibilities (delivered by PDTs and the Youth and Community Worker and / or personal tutors) • Student Council members received guidance on bullying and harassment and how to refer students in need. Two Equal Opportunities executive 	

	<p>officers were elected and ran successful poster campaigns as well as a promotion in line with national anti-bullying week</p>	
<p>To develop fair and transparent mechanisms for dealing with complaints of gender inequality</p>	<ul style="list-style-type: none"> • See above • The college has robust bullying and harassment policies for staff and students • The college Marketing Officer analyses complaints to the college by gender, ethnicity and disability and reports to SMT • A team of staff and students have received mediation training • The college became a hate crime reporting centre in 2008/09. A dedicated team of staff and students undertook training to become the designated staff to report on hate crime 	
<p>To promote gender equality on a 'whole college' basis</p>	<ul style="list-style-type: none"> • Equal opportunities generally are reflected in the college's values and vision statement and strategic plan • Equality and diversity resources have been developed (and are continually updated) for an effective and robust tutorial programme and where appropriate curriculum delivery • Marketing take positive action to promote 'gender champions' in 	

	<p>gender stereotypical areas. Students are invited to participate in celebrating their success by having their photograph taken for the college's prospectus and website and are asked to give a 'bio' of their experiences in the relevant subject area (such as female students in construction, engineering and motor vehicle, male students in hairdressing, counselling and health and social care). The bios are enlarged and displayed at college road shows, enrolment, advice and guidance sessions and generally displayed around the college. Students are invited to become college ambassadors to represent their curriculum area and talk positively about their experiences at college open and interview evenings and in conjunction with schools liaison at the feeder schools</p> <ul style="list-style-type: none">• All college publicity is scrutinised for stereotypical imagery• Staff have received training on the need to address equality within their schemes of work, lesson plans and to challenge behaviour or comments as the need arises, or to further develop	
--	--	--

	discussion and debate as appropriate within every lesson	
<i>Specific Duty</i>		
• To promote and ensure equality in the pay and benefits package		
To conduct an equal pay review to ensure gender parity in relation to each element of a pay and benefits package	<ul style="list-style-type: none"> • The job families and HPS is reviewed annually (see data above for précis of gender distribution of staff) • The Equal Opportunities issues commentary box has been revised on the PDR paperwork, staff have an opportunity to flag any issues. The issues are reported on separately and confidentially to the Equality & Diversity Coordinator who then contacts each member of staff to discuss the issue further and identify a solution as and where appropriate. The Equality & Diversity Coordinator reports on the issues (anonymously) and actions taken to the DoOD. Examples of issues raised include: <ul style="list-style-type: none"> ✘ <i>“The casual referencing to sexual orientation in a derogatory way by students and going unchallenged in some cases by staff”</i> ✓ As a result, the Equality & Diversity Coordinator 	<ul style="list-style-type: none"> • Carry out Equal Pay audit by July 2010 • Report on annual staff satisfaction survey

	<p>worked in conjunction with Body Positive North West to create and deliver a workshop aimed at staff and students on heterosexism and challenging heterosexist behaviour</p> <ul style="list-style-type: none">✘ <i>“The need for more support with regards to childcare, this can affect being able to attend meetings due to the number of hours work, meetings scheduled outside of working hours”</i>✓ The Equality & Diversity Coordinator arranged a meeting with the relevant managers and highlighted the issues concerned, the result being that meetings were rescheduled to take into account fractional hours and parents with childcare responsibilities✘ <i>“Feel that a significant majority of the promoted posts are on higher grades and hence higher salaries are held by men.”</i>	
--	--	--

	<ul style="list-style-type: none"> ✓ The member of staff was invited for consultation in the creation of the GES and was given the information on job families, HPS review and the college's current data regarding distribution of staff amongst roles by gender 	
To promote good relations and encourage good practice		
To develop systems to ensure that stakeholders (work experience providers, contractors) understand and comply with EO policies	<ul style="list-style-type: none"> • Staff responsible for arranging work experience placements received training on the importance of providers understanding and complying with EO legislation, as a result part of the initial checklist for staff is to check that a provider has a relevant and up to date robust policy on EO, if one is not in place then the staff issue the provider with the college's policies and offer advice, guidance and training as appropriate 	<ul style="list-style-type: none"> • The same provision needs to be in place for contractors
• To ensure equality of opportunity between men and women		
To monitor and report on the recruitment and selection of staff	<ul style="list-style-type: none"> • Annual reporting is underway, to date there is no discrepancy in terms of applications, interviews, offers and acceptance between genders 	<ul style="list-style-type: none"> • Change the reporting to termly to better inform any strategy of addressing recruitment gaps • Discuss with job agencies how they could encourage applications from non stereotypical gendered jobs from

		their client basis
To monitor and report on career development and occupational segregation	<ul style="list-style-type: none"> • Annual reporting underway by HR manager • Exit interviews are conducted by the principal for all staff 	
To monitor and report on flexible working arrangements including provision for carers and those with dependants	<ul style="list-style-type: none"> • Annual reporting • Applications to policy leave are monitored and analysed (the figures are contained within the Gender Equality Scheme as part of the annual update). Of note, men are more likely to book holidays than take their full paternity leave in order to avoid the reduction in pay as per SPP • Staff making requests to vary hours because of family commitments are treated sensitively and with respect regardless of gender as it is acknowledged that men may want to vary their hours to support their partner's return to work following the birth of a child 	<ul style="list-style-type: none"> • The issue of SPP has arisen at a national level and staff are encouraged to support a national change through their unions
To collect and analyse information about the gender profile of staff and learners	<ul style="list-style-type: none"> • Staff data is updated annually with commentary by the HR manager and presented as part of the annual report to governors 	<ul style="list-style-type: none"> • Quality managers, curriculum areas and course teams need to embrace learner data and utilise it more effectively to inform effective course planning and strategies to narrow any gender gap
To address areas of under representation of male or female staff and learners in specific	<ul style="list-style-type: none"> • See below for commentary (re learners) 	<ul style="list-style-type: none"> • Quality managers, curriculum areas and course teams need to embrace

areas of work or curriculum areas	<ul style="list-style-type: none"> • Job adverts are advised locally and nationally with the rationale of employing the 'best person for the job' 	this data and utilise it effectively to inform effective course planning
To address areas of underachievement by analysis of gender	See below for data analysis and comments	<ul style="list-style-type: none"> • Quality managers, curriculum areas and course teams need to embrace this data and utilise it effectively to inform effective course planning
• To take such steps as are reasonably practicable to publish annually the results of this monitoring		
To publish the Gender Equality Scheme, action plan and progress reports through accessible channels	<ul style="list-style-type: none"> • The GES and action plan are available on the college's website • Progress is reported annually to the committee of the governing body, the agenda and minutes are available on the website, scheduled papers are available on request • Data and progress are also reported in the college SAR, on the LSC website and by Ofsted • Progress is reported at the Equality Forum and members are invited to comment and contribute 	

Learner data analysis and commentary:

% Success rates (long courses):

16-18	2005/06		2006/07		2007/08		2008/09	
	Starts	%	Starts	%	Starts	%	Starts	%
Female (level 1)	309	78	215	77	221	81	259	76
Male (level 1)	345	70	279	69	327	80	384	73
Female (level 2)	634	75	491	84	538	77	882	80
Male (level 2)	549	69	425	77	666	75	842	77
Female (level 3)	1898	82	1865	83	1620	82	1670	85
Male (level 3)	1371	74	1473	79	1618	79	1498	80
19+								
	Starts	%	Starts	%	Starts	%	Starts	%
Female (level 1)	482	68	582	73	519	78	538	72
Male (level 1)	271	74	480	66	457	66	348	66
Female (level 2)	412	63	512	78	537	64	565	75
Male (level 2)	191	66	212	71	282	64	266	74
Female (level 3)	355	74	310	78	277	78	294	74
Male (level 3)	162	58	154	64	130	72	142	68

- There are more female 16-18 students than males but this is a proportional reflection of the local community and surrounding areas as compared with census data
- The trend shows us that the success gap is narrowing and this is as a result of revised teaching strategies to address the needs of 16-18 learners; learners are screened on entry for literacy and numeracy support, additionally learners are screened for preferred learning styles; the results of

these tests populates the learners' personal data that staff have access to so that staff are aware of the diverse needs of their classes. Staff have received training from the advanced practitioners on diversifying teaching methods to ensure success for all learners.

- There are more female 19+ learners than males – this is historically the case amongst adult learners as women traditionally are returners to education following career breaks, taking time off to care for children or other family members or the need to upskill or retrain to enhance career prospects
- The success rate gap is generally narrowing, however further in depth analysis is needed at course level to highlight areas of specific concern and action plan accordingly.

Example of positive impact:

Construction

Course	2006/07 Female student numbers	2007/08 female student numbers	2008/09 female student numbers
FD Construction	-	5	4
BTEC Construction	0	0	4
Wood levels 1,2,3	0	0	1
Brick levels 1, 2, 3	0	0	1
Paint levels 1, 2, 3	3	5	10

Construction is traditionally considered a gender stereotypical curriculum area dominated by male students. To challenge the stereotype, the construction staff have been proactive in taking positive action and have:

- worked with schools liaison to offer primary college courses suitable as a taster session for primary age children. Female pupils have been actively encouraged to select construction activities where ordinarily they would not have done so
- worked with schools liaison to offer secondary college taster sessions available for local feeder school pupils to try pre-GCSE choices. Female pupils have been actively encouraged to participate
- offered taster sessions on site to pupils interested in trying a typical construction session
- worked with local schools on 'women into construction' projects and fed into diplomas in construction being offered at local feeder schools

- invited female workers with BAM to speak to their students and raise aspirations amongst female students in particular
- worked on varied community projects to raise the profile of the construction courses available at college
- taken part in the Year 8 'Challenging Stereotypes' event - 14 Year 8 pupils from SWS took part in a challenging stereotypes event at SCC in March. Following presentations in school, the pupils visited the college and took part in a range of activities within curriculum areas.
- Supported vocational planning in schools - staff liaison continued in the 14-16 phase including Construction

More detailed information on the positive actions and strategies taken across the college are contained within the Equality & Diversity annual report (students).