

SOUTH CHESHIRE COLLEGE

Gender Equality Scheme

1. Introduction

South Cheshire College is a tertiary college which provides a substantial number of further education programmes for learners aged 16 plus. It is predominately located on a single campus with a recently opened nearby Language School. The college also supports an integrated network of franchises and community access points located to help widen participation into education for those members of the community with limited opportunities to participate at the central campus and also provides a number of courses at higher education level. The main catchment area for the college is the surrounding local borough of Crewe and Nantwich although many learners come from further afield throughout the county of Cheshire and the surrounding counties of Staffordshire and Shropshire.

The Gender Equality Scheme describes our current position and our involvement and commitment to addressing issues relating to gender equality.

2. Legal Context

The college will provide the resources necessary to fulfil the obligations and the statutory duties placed on it by the Sex Discrimination Act 1975 as amended by the Equality Act 2006, the Equal Pay Act 1970, the European Equal Treatment Directive (75/207), the Gender Recognition Act 2004 and other relevant legislation. The investment in terms of time, people and money is evidenced in the college's Gender Equality Action Plan (see appendix 1).

Under the Gender Equality Duty, the college recognises its responsibility to the **general duty** and will give due regard to:

- Eliminating unlawful discrimination and harassment
- Promoting equality of opportunity for men and women

In accordance with the **specific duties**, the college will:

- Publish a Gender Equality Scheme (GES)
- Conduct an equal pay review and consider the need to include objectives to address any identified gender pay gap
- Ensure that data collection and analysis will inform further action
- Consult relevant employees, trade unions and service users in the development of the scheme
- Assess the impact of policies, procedures, functions and services on gender as an identified equality group and produce action plans to take necessary steps to redress any negative or adverse impact

3. Values and Principles

South Cheshire College is committed to ensuring that all men, women and transgendered persons are entitled to equal rights, responsibilities and opportunities and that everyone is equally valued and treats others with respect. The college will work to eliminate sexism, whether overt, covert or by omission and it will seek to ensure that discrimination, whether direct or indirect does not occur. These commitments are embodied within the college's Equal Opportunities policies.

The college is a caring employer constantly seeking ways of enhancing the skills of staff and providing staff with the best range of conditions and resources possible.

It has a wide range of policies, procedures and guidelines designed to promote and ensure equality for both learners and staff and to deal with unacceptable behaviour. The main policies and guidelines are:

- **Equal Opportunities (students) and Equal Opportunities (staff)**

The college is an equal opportunities employer and as such has made a commitment through its Equal Opportunities policies to ensure there are no barriers to employment, promotion, benefits or educational opportunities through discrimination based on the grounds of sex.

- **Harassment (students) and Harassment (staff)**

The college has Harassment policies for staff and students that cover all types of harassment and victimisation including those based on the grounds of gender or sexual harassment. If a complaint is brought on such grounds, it will be investigated promptly and appropriate action will be taken.

- **Disciplinary (students) and Disciplinary (staff)**

As a result of a harassment and/or victimisation complaint being received on the grounds of gender or sexual harassment the Disciplinary policies will be invoked to ensure a prompt and sensitive outcome for those involved.

- **Recruitment and Selection Policy**

Where a vacancy occurs the college will, in accordance with its Recruitment and Selection policy consider the nature of the replacement and whether the post could be considered for job-share or part-time working and will actively monitor each vacancy in accordance with its Equal Opportunities policies. Statistical information on each vacancy will be recorded, collated and used to measure and monitor its performance against such policies.

- **Flexible Working Policy (including the Phased Retirement Policy)**

The college acknowledges the legal entitlement that any parent with a child under 6 years of age (to be extended to 16 years of age from April 2009) or disabled child under 18 years of age has the right to request a more flexible work pattern, and as an employer, has a duty to explore this request seriously. Employees who have caring responsibilities for an adult also have the right to request to work flexibly in order to accommodate that responsibility. The college also recognises the needs of any staff member to potentially adopt a more flexible working pattern and has adopted a structured approach to deal with such requests and the details are contained within the Flexible Working policy. The Phased Retirement Policy also supports flexible working and provides an entitlement opportunity for phased retirement for employees in the six months prior to retiring.

- **Parental Leave Policy**

The college recognises the need for effective policies which play a key part in supporting appropriate work life balance and as such recognises and supports employees (men and women) in taking parental leave in respect of their child/ren in accordance with the Parental Leave policy. Where an employee takes parental leave for a period of four weeks or less, at the end of the period of parental leave, the employee will be entitled to return to the job in which he/she was employed under his/her original contract of employment, and on terms and conditions no

less favourable than those to which he/she would have been entitled had he/she not been absent. In cases of parental leave in excess of 4 weeks, the employee is entitled to return to the job in which he/she was employed under his/her original contract on terms and conditions no less favourable than those to which he/she would have been entitled had he/she not been absent unless this is not reasonably practicable for the college, in which case he/she is entitled to return to a job which is suitable and appropriate for him/her.

- **Maternity Leave and Paternity Leave Policies**

The college commits to maintaining the equal treatment of women during and after pregnancy through its Maternity Leave policy. Women are protected from unfair treatment due to pregnancy, childbirth or taking maternity leave. The college ensures that women returning to work from Ordinary Maternity Leave are entitled to return to the same job they left and those returning to work from Additional Maternity Leave can return to the same job with the same terms and conditions if this is reasonably practicable or if not reasonably practicable, they may be offered an alternative job and appropriate terms and conditions not less favourable than their original contract. Men and women also have the right to request paternity leave following the birth of their partner's baby or the placement of a child being adopted in accordance with the Paternity Leave policy.

- **Adoption Leave Policy**

Employees who are matched with a child for adoption will be entitled to paid adoption leave subject to the requirements set out in the Adoption Leave policy and will enjoy the same rights as a woman taking Ordinary Maternity Leave and/or Additional Maternity Leave.

- **Transgender Equality in Employment Guidelines**

The college recognises the obligations created under the Gender Recognition Act 2004 and has adopted the Joint Agreement on Guidelines for Transgender Equality in Employment to take into account the legal requirements that will protect transgendered persons from discrimination and/or harassment on the grounds of gender reassignment. Policies affecting staff and students will take into account the legal requirements in order to offer such protection.

- **Career Break Policy**

The college recognises that staff may need a period of absence from their job because of domestic or family responsibilities, or further education or personal development. The college has adopted a Career Break policy that allows an employee to take a period of absence of one or two years whilst protecting their right to return to the same or similar job.

- **Continuing Staff Development Policy**

The basic principles of the Continuing Staff Development policy are that all staff (teaching and support; full and part time) have an entitlement to staff development which should be flexible to meet the needs of individuals without causing conflict with other policies that address issues such as flexible working and work life balance.

- **Childcare Vouchers Scheme**

The college offers a childcare voucher scheme in conjunction with Busy Bees which offers a recognised payment method for childcare for all eligible working parents with children under the age of 16.

The Student Handbook informs students of these policies and how to obtain more detailed information, as well as being published on Learnwise and the college internet pages whilst staff policies are included in full in the Staff Handbook and published on the Staff Information System.

4. Leadership and Management

Within the organisation, decision making on gender equality issues occurs as follows:

- **Strategy**

Strategy is evolved by the Senior Management Team and referred to the Board of Governors for examination and, if approved, ratification.

- **Policies and procedures**

Responsibility is delegated through the Principalship to the Director of Organisational Development to the Equality and Diversity Co-ordinator and/or Human Resources Manager. After consultation with relevant individuals or groups (for example, the Student Council, Advice and Guidance teams, staff representatives and trade unions) policies and procedures are developed or amended. These are then examined by the Senior Management Team. If approved, any policy or procedure will be referred to the relevant Corporation Committee at its termly meeting. Those affecting staff are referred to the Organisational Development Committee, whilst those concerning learners are referred to the Quality and Standards Committee. They then go to the Board of Governors for examination and ratification.

- **Programme planning**

Responsibility is delegated through the Principalship to the Director of Studies to Heads of Faculty. After consultation with relevant individuals or groups (for example, course/subject leaders, community groups) Heads of Faculty develop their programmes. These are examined by the Director of Studies who refers the college programme to the Quality and Standards Committee. They then go to the Board of Governors for examination and ratification.

5. Consultation

All staff at the college were initially invited to participate in consultation on the GES via the Staff Forum held on 28 February 2007 and subsequent invitations have been made via the Staff Forum. An attempt was also made to consult with the relevant trade unions however at present there is a lack of union representation (for both Unison and UCU) present at college and as such the draft GES will be forwarded for comments to the trade unions at an appropriate date.

The College is proud to have achieved listings in the 'Sunday Times 100 Best Companies to Work For' in 2006, 2007 and 2008 and as part of the application process a random anonymous staff questionnaire was sent to a selection of staff across the college. Results of this questionnaire have been fed back to the college's Senior Management Team and as a result faculty and functional heads will be conducting staff focus groups to gain more insight into staff views. The results will be analysed and used to inform action plans and where appropriate the Gender Equality Action Plan.

The Student Council were also consulted in their views and their feedback will inform action planning in relation to learners in the Gender Equality Action Plan.

6. Gathering and analysing information

Staff

The college gathers information on both job applicants and staff. It is requested of all applicants that they complete a detachable Equal Opportunities Monitoring form as part of their application. The college monitors the breakdown of applicants, interviewees and successful applicants by gender, ethnicity, nationality and disability status. The purpose of gathering the information is to ensure that the college attracts a balance of applicants from all sections of the community and to bring to its attention any problem areas where there is under representation by applicants and the possible reasons for this.

The college, in conjunction with QDP also conducts an independent annual staff survey which seeks to gather information on staff views and opinions. The results are processed by QDP and the information is presented to the Senior Management Team. Information is disseminated to relevant Heads of Faculty which in turn informs policy, practice and procedure at college wide level and within faculties and functional areas.

The college also carries out a biennial Personnel Details and Data Protection audit on all members of staff, through which the college aims to ensure that all personnel records are kept up to date. This allows the college to see the breakdown of staff by gender and various other categories.

As at 1 May 2008 the college employed 388 staff and a further 112 agency staff (PN) as follows:

Staffing Numbers:

	Male	Female
Full time	155	137
Part time	10	86
Agency (PN)	38	74
Comment	39% of SCC female employees are part time 6% of SCC male employees are part time	

Further staff data gathering and analysis yields the following:

Staffing by Job Grade/Level:

	Male	Female
Staff	131	203
Managers	29	18
Senior Managers/Directors	5	2
Total	165	223
Comment	Overall, there are more female than male employees with approximately a 2.5:1 ratio for senior managers/directors and 1.6:1 (male:female) ratio of other managers	

Staff by Income (excluding PN):

Income	Male	Female
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< £7,500	3	13
£7,501 - £15,000	4	45
£15,001 - £25,000	40	82
£25,001 - £35,000	66	53
£35,001 - £45,000	43	23
£45,001 - £55,000	4	5
£55,001 - £100,000	4	2
> £100,000	1	0
Total	165	223
Comment	The average salary is £26447 (this includes staff, managers and SMT). 75.5% of staff paid below £26447 are female 41% of staff paid above £26447 are female Salaries are pro rata for part time employees. The proportion of females earning less than £26447 is affected by the higher % of females working part time.	

Analysis of Career Breaks (as at 1 May 2008):

Break commenced	Duration	Returned to Employment	Male	Female
2004	2 years	Resigned	1	
2004	1 year	Resigned		1
2004	1 year	Returned		1
2004	9 months	Returned		1
2006	1 year – extended to 2 years	Current		1
2006	2 year	Current		1
2006	1 year (option for 2)	Returned		1
2007	2 year	Current		1
2007	2 year	Current		1
2007	1 year	Resigned		1
Comment	90% of career breaks have been by females and requested owing to family/personal circumstances No applications have been refused			

Disciplinary and Grievance 2006/07 to date:

	Male	Female
Disciplinary	2	0
Grievance	0	1
Dismissals	0	0
Harassment Complaint	0	0
Comment	The disciplinary cases resulted in 2 written warnings being issued.	

Paternity and Parental leave 2006/07 (to date):

	Male	Female
Paternity	3	0
Parental	0	0
Comment	Employees tend to supplement paternity leave with holidays in order to maintain full pay	

Monitoring and analysis of recruitment and appointment data indicates the following:

		Applications		Appointments	
		2005/06	2006/07	2005/06	2006/07
Gender	Female	285	439	18	24
	Male	274	329	24	32
	Not known	0	0	0	0
Comment	57% of applications received by the college were from males and 55% male appointments in 2006/7 and 57% in 05/06.				

Learners

The college gathers information on learners at application and enrolment stages via the application and enrolment forms. The college monitors the breakdown of applicants and enrollees by gender, ethnicity, nationality and disability status. The purpose of gathering the information is to ensure that the college attracts a balance of applicants from all sections of the community in accordance with LSC targets and college strategic aims as defined within the college Strategic Plan and to bring to its attention any problem areas where there is under representation by applicants and the possible reasons for this.

The college, in conjunction with QDP also conducts learner subject and tutorial surveys which seek to gather information on student views and opinions. The results are processed and published by QDP and the information is presented to the Senior Management Team. Information is disseminated to relevant Heads of Faculty which in turn informs policy, practice and procedure at college wide level and within faculties and informs quality procedures.

Focus groups are also conducted within each subject by the Advanced Practitioners and Quality Managers to ascertain learner views and opinions. The feedback is formulated into a report and is communicated to each Course Team Leader which in turn populates the Course Review and informs action planning at a course level.

The breakdown by gender for further education students based on 2005/06 enrolments, withdrawals and those supported by Learner Services is as follows:

	Learners	Withdrawals	Supported learners
Female	4621	1051	18.78%
Male	3402	730	22.78%
unknown	81	19	
Comment	Further analysis is needed by faculty and at course level		

For understanding, context and comparison, the 2001 census population for Crewe and Nantwich District was 111,007 with 54,375 males (49%) and 56,632 females (51%) and is broken down further by age as follows:

Age	People	%
0-15	22,825	21
16-17	2,773	2
18-24	8,028	7
25-59	53,655	48
60-64	5,775	5
65-74	9,641	9
75+	8,310	7
All ages	111,007	100

7. Impact Assessment

In accordance with the Equality Impact Assessment guidance:

- An initial assessment will be conducted in accordance with the Impact Assessment and Quality calendar to determine any potential negative impact
- A second full assessment will be carried out to determine and record changes and actions should the initial assessment identify a negative impact.

8. Monitoring and Data Collection

To inform the setting of targets and the measurement of progress in achieving them, the college will collect and analyse the following information by gender:

For staff

- Profiles of staff by grade and type of work
- Job application rates
- Selection success rates
- Type of contract (permanent, temporary)
- Staff development applications
- Promotion application and success rates
- Disciplinary proceedings
- Grievances
- Satisfaction surveys
- Exit interviews

For learners

- Profiles of learners overall and by faculty areas
- Applications to and enrolments on programmes
- Attendance rates
- Retention rates
- Achievement rates
- Arrangement and delivery of learner support
- Work placements including success rates, satisfaction levels and job offers
- Disciplinary action
- Complaints by learners
- Satisfaction surveys

Information gathered will be evaluated to highlight any disparities between genders, to seek reasons for this, and to identify action that needs to be taken to improve recruitment and progress of both learners and staff and reduce and/or

eliminate any disadvantage or less favourable treatment suffered by men or women.

9. Reviewing the GES

The Gender Equality Scheme and its implementation will be reviewed every three years. As from 2006/07, the Equality and Diversity Co-ordinator and Human Resources Manager, working through the Equality Forum, will produce annual reports for both staff and learners, reviewing progress and setting further targets. These reports will be submitted to the Senior Management Team then to the appropriate College Committee, to form part of that Committee's report to Governors.

June 2008

GENDER EQUALITY ACTION PLAN

2007 - 2010

Objective	Performance Indicator	Persons Responsible	Review method
General Duty			
<ul style="list-style-type: none"> • To eliminate unlawful discrimination and harassment • To promote equality of opportunity between men and women 			
To ensure that the Senior Management Team and Governors understand their role and responsibilities in relation to the GES	Presentation of the GES to SMT and Governors at the appropriate meeting	Director of Organisational Development	Recording of GES awareness raising in the appropriate minutes
To prepare for Gender Equality Impact Assessment	Preparation of Equality Impact Assessment Guidelines and presentation of such guidelines to SMT. Training on conducting Impact Assessment to Quality team, policy managers and middle managers	Equality & Diversity Co-ordinator Director of Organisational Development Head of Professional Development Director of Quality	Production and adoption of Equality Impact assessment Guidelines Impact Assessment schedule Staff Development records
To work towards eliminating unlawful discrimination between men and women	Review and amendment where necessary of existing policies to ensure they are free from gender bias or discrimination and reflect up to date legislation. Such policies include: <ul style="list-style-type: none"> • Bullying and Harassment • Equal Opportunities • Maternity Leave • Flexible Working • Parental Leave • Paternity Leave • Employment of Part-timers Screening of such policies to	Equality & Diversity Co-ordinator Equality Forum Quality team / internal auditors Policy owners HR Manager SMT Governors	Annual reports Equality Forum minutes SMT and Governors minutes Gender Impact Assessment of existing and proposed policies SARs

	<p>correspond with the schedule for Impact Assessment</p> <p>To take positive action to promote 'gender champions' in employment/curriculum areas where traditionally they have been dominated by one gender</p>		
To maintain zero tolerance of harassment on the basis of gender	<p>Publicise the college's commitment to eliminating harassment and bullying for staff and learners</p> <p>Anti-harassment and bullying posters to be placed in staff rooms and student areas as appropriate around the college</p> <p>Train the Student Council members to be aware of bullying issues and how to refer to appropriate personnel for support</p>	<p>Equality & Diversity Co-ordinator HR Manager Student Council Youth & Community worker</p>	<p>Annual reports Display of relevant publicity Record of training with Student Council members (minutes of council meetings) Staff Development records</p>
To develop fair and transparent mechanisms for dealing with complaints of gender inequality	<p>As above</p> <p>Offer mediation as a solution to complaints</p> <p>Publicise hate crime reporting mechanism and explore possibility of training to become a Police recognised centre for hate crime reporting</p>	<p>Equality & Diversity Co-ordinator HR Manager Director of Organisational Development</p>	<p>Annual reports</p>
To promote gender equality on a 'whole college' basis	<p>Reflect gender equality within college values and vision statement</p> <p>Reflect gender equality within Strategic Plan</p>	<p>Director of Organisational Development Governors, Principal & Senior Managers Marketing</p>	<p>3 year strategy College publicity materials Revised policies and procedures Annual reports Sourcing and development of</p>

	<p>Utilise gender aware publicity and challenge stereotypical images in all areas</p> <p>Involve 'gender champions' (staff and learners) in school liaison activities, taster days and interview/open evenings</p> <p>Further develop relevant policies & procedures for staff and learners to check equality and gender balances</p> <p>Increase gender awareness in student induction, tutorials and curriculum</p>	<p>School Liaison team College ambassadors Equality Forum Head of Advice & Guidance</p>	<p>specific gender materials for use in tutorials/curriculum and at induction</p>
Specific Duty			
• To promote and ensure equality in the pay and benefits package			
<p>To conduct an equal pay review to ensure gender parity in relation to each element of a pay and benefits package</p>	<p>Develop and carry out an Equal Pay Review</p> <p>Update the Job Family/HPS Review</p> <p>Further clarify the Equal Opportunities issues commentary box on PDR paperwork to give examples that include the six key equality strands including gender</p> <p>Monitor annual staff satisfaction survey</p>	<p>HR Manager Managers Director of Organisational Development Head of Professional Development</p>	<p>Report from Equal Pay Review Updated Job Families PDR forms Annual reports Survey Results</p>
• To promote good relations and encourage good practice			
<p>To develop systems to ensure that stakeholders (work experience providers, contractors) understand and comply with EO policies</p>	<p>Provision of training for staff involved in sourcing work experience providers and contractors and develop a system to record a checklist of EO</p>	<p>Equality & Diversity Co-ordinator Head of Professional Development Director of Marketing</p>	<p>Staff Development records Employer engagement database</p>

	requirements has been met	Principal Deputy Principal Clerk to the Corporation Co-ordinators of External Activities	
• To ensure equality of opportunity between men and women			
To monitor and report on the recruitment and selection of staff	Analysis of: <ul style="list-style-type: none"> • Applications, interviews, offers and acceptance 	HR Manager	Annual statistical reviews
To monitor and report on career development and occupational segregation	Analysis of: <ul style="list-style-type: none"> • career progress • CPD / PDR • Satisfaction surveys • Grievances • Exit interviews Monitoring to ensure recruitment for management positions does not disadvantage women	Director of Organisational Development Head of Professional Development HR Manager	Annual statistical returns
To monitor and report on flexible working arrangements including provision for carers and those with dependants	Analysis and monitoring of applications and uptake of arrangements under policies for: <ul style="list-style-type: none"> • Maternity, Paternity, Parental, Dependants, Carers and Adoption Leave • Career Breaks • Compassionate Leave • Fertility Treatment • Requests to Alter Hours Recommendation that 'exit interviews' are completed for all staff rather than on a voluntary basis	HR Manager	Annual statistical returns

To collect and analyse information about the gender profile of staff and learners	Incorporation of data collection and analysis within the Equal of Opportunity policies for staff and learners to inform target setting and action planning	Equality & Diversity Co-ordinator HR Manager	Annual reports and action plans SARs
To address areas of under representation of male or female staff and learners in specific areas of work or curriculum areas	Identify 'gender champions' within staff and learners and with permission use to promote as role models Organise 'Gender Equality' activities as part of Equality & Diversity weeks Use gender positive approaches in Admissions/Induction/Recruitment programmes	Equality & Diversity Co-ordinator HR Manager Managers Heads of Curriculum Areas Connexions Head of Advice & Guidance Marketing School Liaison team	Annual reports Equality & Diversity week agenda / publicity Admissions/Induction/Recruitment programmes Staff Development records
To address areas of underachievement by analysis of gender	Collate data and statistics of learner profiles by attendance, retention and achievement Utilise data to inform staff development on alternative delivery of programme and diversification of learning styles Investigate incorporating gender observation into classroom observation processes	Equality & Diversity co-ordinator Director of Organisational Development Director of Quality Head of Professional Development	Annual reports Staff Development records Updated observation proforma
• 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	Inclusion on college website	Clerk to the Corporation Equality & Diversity Co-ordinator	Scheme renewal very three years Annual report Equality Forum minutes