



GENDER EQUALITY SCHEME

Revised April 2007

WOKING COLLEGE

Committed to Success

GENDER EQUALITY SCHEME

1 INTRODUCTION

Woking College is a provider of non-selective post 16 education for students from over forty schools in the Woking area. Students come to the College because they want to achieve excellent results in an environment that promotes independence and confidence. The College aims to be responsive to the learning and development needs of all the students and staff, with the principle of Equality and Diversity embedded throughout the institution.

We insist upon an open commitment to Equal Opportunity regardless of disability, gender, sexual or religious orientation, racial groups, nationality, social class or age. The College also aims to appreciate and value the differences between individuals in order to meet their academic, social and cultural needs. The College is proud to have been assessed as “good for social inclusion” by the Ofsted Inspectorate.

The purpose of this Scheme is to set out the College’s priorities and objectives, within the context of the College’s work, to tackle gender inequality, eliminate discrimination and promote equality of opportunity between males and females. It has been produced by using evidence from monitoring data and following consultation with stakeholders in the College. It is intended as a working document that will be integrated into a Single Equality Duty Scheme to be developed in 2007-08 dealing with all equality issues including ethnicity, disability, religion and sexual orientation.

2 STATEMENT OF INVOLVEMENT

Consultation took place with a range of stakeholders in the College and a summary of the conclusions from this initial consultation can be found in Appendix.1

3 GENDER PROFILE OF THE COLLEGE

The Gender Profile of the College is as follows (Nov 2006)

STAFF

Job Type	FT/PT	Total	Male	Female
Teachers	All	78	20	58
	FT	38	16	22
	PT	40	4	36
Support	All	25	7	18
	FT	6	3	3
	PT	18	4	14
Cleaners	All	13	3	10
Students	16-18	727	373 (51%)	354 (49%)
	19+	680	260 (38%)	420 (62%)

4 THE EQUALITY ACT 2006

The College recognizes that under the Equality Act 2006 it has a general duty to eliminate unlawful discrimination and harassment and promote equality of opportunity between males and females having regard to the following specific duties:

- To prepare and publish a gender equality scheme, setting out gender equality objectives.
- In order to set those objectives to;
 - Gather and use data on gender equality within the College
 - Consult relevant stakeholders
- To gender impact assess all policies and practices within the College
- To report annually on gender equality and review the Gender Equality scheme every three years

The Gender Equality Duty lists 13 employment issues that should be considered when deciding priorities for action. They are:

- Recruitment, occupational segregation; flexible working; part time working, parental and maternity leave, sexual harassment, transgender rights, grievance and disciplinary procedures, redundancy, retirement, equal pay and equal opportunities
- Attention should be paid to promotion, the pay gap, maternity related discrimination and sexual harassment
- Improved data collection and monitoring as a basis for action
- More effective targeting of resources

5 KEY PRINCIPLES

5.1 The College believes that all forms of prejudice and discrimination are unacceptable. In recognition of the fact that they can take a variety of forms, depending on the group against whom they are directed, the College should adapt/develop policies embodying the issues specific to discrimination on the grounds of:

- Age
- Disability
- Gender
- Race
- Religion
- Sexual Orientation
- Part-time status
- Fixed-term status
- Marital status

- 5.2 The College will seek to challenge inequality, prejudice and discrimination.
- 5.3 The College embraces diversity in all its aspects, and aims to employ a workforce and recruit students that reflect, at every level, the community it serves.
- 5.4 The College will treat all with respect and dignity, and seek to provide a working environment free from harassment, discrimination and victimization. The College will not tolerate any form of discriminatory behavior either from other employees, students, or members of the public.
- 5.5 In seeking to achieve a balanced workforce at all levels, the College will ensure that no-one will be disadvantaged, or treated less favourably because of conditions or requirements that are not related to their position in the College.
- 5.6 In order to ensure that all staff and potential staff are treated with equality and fairness at all stages of employment, and that their treatment is based solely on objective and job related criteria, the College will ensure that equality issues are embedded into all its policies and procedures. These may include:
- Capability
 - Conditions of Service
 - Contract Terms (including fixed-term and casual)
 - Discipline
 - Employment of Part-time Employees
 - Family and Dependants Leave
 - Grievance
 - Harassment
 - Ill-Health Retirement
 - Induction
 - Maternity/Paternity Leave
 - Parental Leave
 - Redundancy Procedure
 - Training and Career Development
- 5.7 In ensuring that this policy is fully effective, and that all are committed to it, the College undertakes to work locally in partnership with its' Stake Holders, the recognized trade unions, staff and students, parents and governors in its development and implementation.

6 STRUCTURES

- 6.1 The Corporation designates the Vice Principal as having overall responsibility for equality and diversity issues. The designated person will ensure regular reports are made to the Corporation.

- 6.2 In recognition of the fact that implementation of robust equality measures requires time and expertise, the College will dedicate appropriate time to staff specialising in this work and publicise these appointments throughout the College.
- 6.3 There is a College Equality and Diversity Group chaired by the Vice Principal. The membership of the Group will include any staff with time allocated to equality work, representatives of each trade union recognised by the College, and student representatives. The College may also include representatives of community groups.
- 6.4 The remit of the Equality and Diversity Group will be to promote policies and practices that ensure a College environment in which equality flourishes. To this end, it will develop policies related to the curriculum, student intake, the built environment, student services etc, which seek to ensure the removal of prejudice and discrimination. It is the responsibility of all staff and students to uphold the College policy on equality and diversity.
- 6.5 Employment policies and procedures will continue to be dealt with through existing consultation/negotiation arrangements, as appropriate.
- 6.6 The Equality and Diversity Group will periodically conduct equality audits of employment practices, to include, for example: recruitment, selection, training and promotion practices, pay, grading, and termination procedures. The monitoring of equality of opportunity for staff will be undertaken in co-operation with the recognised trade unions as will the drawing up of a programme of equality training for staff.
- 6.7 The Equality and Diversity Group will set equality targets for all aspects of College life, develop action plans, analyse the statistics produced by monitoring and propose positive action where necessary.

7 STUDENT MATTERS

- 7.1 The College aims to provide an education distinguished by opportunity, quality and achievement for all its students within a caring College community. This aim underlies the College's approach to equality and diversity which is summarised within its Equality and Diversity Policy. The College Equality Policy explains the College's commitment to the active promotion of equal opportunities in all areas of student life and work. This includes:-
 - Providing a supportive environment in which students feel valued, are able to grow in confidence and to fulfil their potential
 - Providing an educational experience of the highest quality for each individual student.

7.2 Admissions

Admissions to the College are managed in accordance with the Admissions Policy.

- The College prospectus and all other admissions publicity promote the College as a welcoming, non-discriminatory learning environment; the prospectus is made available to all partner schools and to applicants from other schools on request
- Open evenings are held in October and are extensively publicised; care is taken to ensure promotional literature is accessible to all prospective students.
- Admissions are monitored by gender, ethnicity, disability/learning need and secondary school.
- Applications are actively encouraged from all local schools.

7.3 Curriculum

- The College is committed to the promotion of good practice in all aspects of equality and diversity; all members of the College community are expected to challenge discrimination and stereotyping.
- Teaching staff ensure that learning materials do not discriminate against any individual student or group of students and that diversity is celebrated wherever appropriate.
- Heads of Department ensure learning resources are equally accessible by all students.
- The College seeks to create a learning environment suited to individual students' learning styles, motivations and aspirations so that each student's potential may be fulfilled.
- The College encourages and supports the integration of students with specific learning needs into further education.

7.4 Monitoring Student Performance

Each student's progress and results are carefully monitored to ensure that these are consistent with or exceed her or his potential as suggested by prior attainment.

- Performance data are analysed by department, by subject and by specification (within a subject).
- Performance data are analysed by student and, for each student, by gender, ability, race and former school.
- Annual monitoring of performance data is carried out by Heads of Department in meetings with senior colleague.
- Performance targets are set annually by each department and are recorded in the teaching department report and self-assessment report.

7.5 Student Support and Guidance

The College is committed to providing appropriate guidance and support for each individual student; the following support structures ensure that students have the opportunity to raise issues and concerns, including those related to equality of opportunity.

- Each student has a Tutor who provides information together with individual guidance, support and progress monitoring throughout the student's course
- Contact details of a number of external support agencies are widely publicised within College.
- Where appropriate, students are offered the support of a confidential counselling service provided by an independent counsellor
- The Student Council comprises elected representatives and is managed by an elected executive committee; the committee holds weekly meetings, for which all students are invited to offer suggestions, and is in regular contact with the Vice Principal.
- The College has a member of the Student Council on the Equality and Diversity Group and the group seeks to represent student views on issues of equality and diversity.

7.6 Responsibilities

- All students have personal responsibility for the practical application of those aspects of this Policy over which they exert influence; they are expected to act with due respect and consideration toward all members of the College community at all times and should challenge and report to a member of staff any action which is discriminatory.

8 MONITORING

- 8.1 The College undertakes to conduct comprehensive and effective monitoring of all aspects of staffing and the student body, it will continue to gather information on the gender profile of staff, including data on recruitment, promotion, the distribution of men and women at senior level, harassment, grievance and disciplinary, redundancy and retirement. We will include part time staff.
- 8.2 The College is committed to the collection of statistics, analysis of data and presentation of data, as well as monitoring on an ongoing basis and as employment policy and practices change.
- 8.3 The College will use the two main forms of monitoring, i.e. of the composition of the existing workforce and student body and the recruitment process, with reference to ethnicity, disability, gender and widening participation in particular.

- 8.4 We will gather information on the return rates of women on maternity leave and whether they are returning to jobs at the same level.
- 8.5 We will investigate how to gather information on those with caring responsibilities and transgender rights.
- 8.6 We will consider the other issues and prioritise them within our Action Plan as appropriate.
- 8.7 The College will also categorise employees according to grade; contract type, i.e. whether full-time or part-time, permanent or temporary; age; length of time in post; place of work, salary, caring responsibilities. Records should also be kept of training, appraisals, promotions, regradings and discretionary pay awards
- 8.8 After the employment relationship has ended, the College may retain statistics; data about the composition of the workforce, including appraisal and promotion records on an anonymous basis for the purpose of carrying out equal opportunities monitoring, and may also look at reasons for resignation and resignation rates.
- 8.9 Monitoring will be undertaken in accordance with best practice recommendations, particularly from bodies such as the Commission for Racial Equality (CRE), Equal Opportunities Commission (EOC), and Disability Rights Commission (DRC), and with regard to data protection principles.

9 GENDER EQUALITY OJECTIVES

9.1 Whole College

- To provide staff training and staff and student awareness raising on issues relating to gender equality.

9.2 Staff

- To identify over the years 2005 – 2007 whether there is a consistent pattern of gender disparity in recruitment and where a disparity is identified and where appropriate, identify specific targets for improvement and measurable time-bound actions.
- To identify whether there is a need to have an objective to address pay gap.
- Establish consultative group to gain feedback on the organization and its policies.
- To review all policies, practices and procedures within the College for gender equality within the same framework as that laid down in the College Disability Equality Scheme.

9.3 Students

- To identify over the academic years 2005-5 to 2006-7 subjects with a consistent pattern of gender disparity in:
 - Recruitment
 - Retention
- Where disparity is identified and where appropriate, identify specific targets for improvement and measurable time-bound actions.
- To identify over the academic years 2004-5 to 2006-7 subjects with a consistent pattern of gender disparity in achievement and where a disparity is identified to take steps to achieve equality on Value Added and male and female students.
- To analyse information on student destination over academic years 2004-5 to 2006-7 by gender and where a gender disparity is identified to consider changes to careers advice and guidance.
- To review all policies, practices and procedures within the College for gender equality within the same framework as that laid down in the College Disability Equality Scheme.

10 COMPLAINTS PROCEDURE

The College has a well developed complaints procedures for staff and students.

The College publishes its complaints procedures for students in the Student Diary/Handbook, on the Intranet and through the tutorial programme; procedures for staff are published in the Staff Handbook and on line in the staff file. Complaints are monitored and reported on annually to SMT and governors.

11.GENERAL

If an employee or student believes they have not been treated fairly, due to prejudice, or discrimination, they should follow the Grievance Procedures.

12. REVIEW

This policy will be reviewed on a regular basis in accordance with legislative developments and the need for good practice, using the local consultation/negotiating arrangements within the College.

ACTION PLAN AND IMPACT ASSESSMENT PROGRAMME

NB. The timetable for investigating and analysing the impact of this scheme on Policies and Procedures should be the same as that adopted for the Disability Equality Scheme and the Action Plans should be read in conjunction. Pro-Forma for Impact Assessment Appendix 2.

TERM	TOPIC	ACTION	BY WHOM
2007 Easter -July	Promote and monitor the GE Scheme	-Seek Governor's approval and circulate and publish via the website and intranet. -Monitor the GES through the usual College QA and planning processes and publish an annual report approved by the Governors	VP RVO and Equality and Diversity Committee
2007 September-December	Raise staff/student awareness	-Inset on implementing the scheme, esp. issues effecting transsexuality and avoiding gender bias in the selection and appraisal roles. -Review induction training for staff to include understanding of GE and Equality Act 2006. -Ensure GE indicators are identified and integrated into Development Plans and SAR's. -Ensure tutorial curriculum includes aspects of gender equality. - Ensure guidance and support systems meet the needs of all students, using the tutorial entitlement to highlight the recognition of individual needs. -Ensure staff and students are aware of what constitutes gender discrimination and sexual harassment.	VP & GSM GSM VP DSS DSS DSS
2008 January-Easter	Use of data Marketing	-Provide high quality comprehensive data re. Gender equality and take action to interpret and act upon the conclusions. -Review marketing to use positive role modals to attract non-participating/under represented groups.	VP & RVO MM
2008 Easter-July	Curriculum Annual Report	Review curriculum planning to foster teaching and learning strategies to promote gender equality. -Annual report of the Equality and Diversity Committee to the Governors	VP VP & Equality and Diversity Committee
2008 September-December	Curriculum	Monitor through the lesson observation scheme the impact of teaching/learning strategies on different groups of students.	VP
2009 January-Easter	Recruitment	Analyse advertisements, application rates, conversions and appointments to ensure gender neutrality and increase the proportion of high quality males.	VP & DSS
2009 Easter-July	Annual Report	-Annual report of the Equality and Diversity Committee to the Governors	VP

CONCLUSIONS FROM INITIAL CONSULTATION ON THE GENDER EQUALITY DUTY, MARCH 2007.

The consultation was conducted with the representatives of four unions, the chair of the Diversity Group, the senior female and male members of SMT, a Governor, a parent and representatives of the student body. 7 females and 8 males were interviewed in total.

Recruitment and selection of new employees	All agreed that jobs are given to suitably qualified people, irrespective of their sex or the hours they wish to work, both in theory and in practice. They thought fair and objective recruitment and selection procedures are applied consistently by all staff involved.
Training and Development	It was acknowledged that an audit of staff skills took place annually as part of the professional review process. A suggestion was made that a specific audit of staff IT skills would be useful. All agreed both women and men take up training and opportunities for careers development, at all levels within the College, irrespective of sex or hours worked. Some would welcome training in avoiding gender bias in selection and appraisal performance. The present system was acknowledged to be fair but some were not fully confident when required to take an active role in these processes.
Promotion and Career Development	There was agreement that there was a balanced representation of women and men at all levels of seniority and in all job areas and that men and women progress at the same rate throughout the pay scales. The lack of nationally agreed incremental scales for support staff were commented on. Everyone agreed that all staff, regardless of hours worked have an annual performance review and all staff are given opportunities to develop their skills and expertise regardless of hours of work and pregnancy. A comment was made that part-time staff cannot always attend training days because of previous commitments. Sometimes there is insufficient feed back on why training requests are refused.
Pay and Pay Structures	There was a consensus that the College abides by nationally agreed pay structures for all employees and part-time staffs are treated equitably. Whilst the pay system for teaching staff was transparent and understood, some felt this was not the case for support staff. All believe the pay systems were consistent and there were no anomalies in pay between men and women employed in comparable work.
Working Time Arrangements	There was agreement that both women and men work part-time at all levels and in all types of jobs in the College.
Working Conditions and Working Environment	All agreed that procedures are in place for preventing and dealing with allegations of sexual harassment but they are never used. It was also agreed employees returning to work after a period of maternity and/or paternity leave are treated equitably and male employees take up paternity leave

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Pro-Forma for Impact Assessment

Name of Policy/Function being Assessed:	Name of Manager/Group Carrying out the Assessment:
Is this a new or existing policy?	New Existing
Which Scheme or schemes is/are being assessed?	Gender Race Disability Sexuality Age Religion/Belief
What sort of concerns is there that the policy/function could have a differential impact on other groups? Please give details (continue overleaf if necessary)	
What evidence do you have for this?	
What are the risks associated with the policy in relation to the differential impact?	
Has your Line Manager or the Vice Principal been approached to explore these issues?	No Yes (if yes give details)
Please give details of the views of the Line Manager/VP	
What changes/modifications will now be made in the light of this Impact Assessment?	