



HADLOW
COLLEGE

Hadlow College

Gender Equality Scheme

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1. INTRODUCTION

The aim of Hadlow College is to establish and maintain a working and learning environment where diversity is celebrated and where equality of opportunity is offered to all.

We welcome the duties placed on us by the Gender Equality Duty (GED), and view this as an opportunity to promote equality of opportunity between men and women and to prioritise the issues important to each group.

We are committed to making gender equality a central part of the way we work and we will make sure that we take the needs and views of men and women into account in everything that we do, whether that be delivering our services, employing people or formulating policy.

This Gender Equality Scheme will provide the policy framework through which the College will ensure compliance with the duty and will, through our Action Plan, lead us into a continued cycle of improvement and progress.

2. CONTEXT

2.1 The Legal Context

The Equality Act 2006 created the Gender Equality Duty for the public sector.

The Gender Equality Duty comprises of a general duty to:

- to eliminate unlawful discrimination and harassment
- to promote equality of opportunity between men and women

Alongside this we have a specific duty to:

- Produce a Gender Equality Scheme identifying our gender equality goals and actions to meet them, in consultation with stakeholders
- Consider the need to include objectives to address the causes of any gender pay gap
- To gather and use information on how our policies and practices affect gender equality in the workforce
- To implement the actions in our scheme within three years
- To review the Scheme every three years
- To assess the impact of our current and proposed policies and practices on gender equality
- To review our progress annually

The GED does not require organisations to promote equality of opportunity based on sexual orientation. However, our approach will be to integrate this alongside our scheme and we will use it as a means of also ensuring equality of opportunity for lesbian, gay or transsexual people. Wherever possible gender impact assessments will also sexual orientation as well as other factors such as race and age.

This Scheme has been produced using evidence from monitoring data as well as priorities set within our current strategic plans.

2.3 The College: Our Priorities

Hadlow College's mission is:

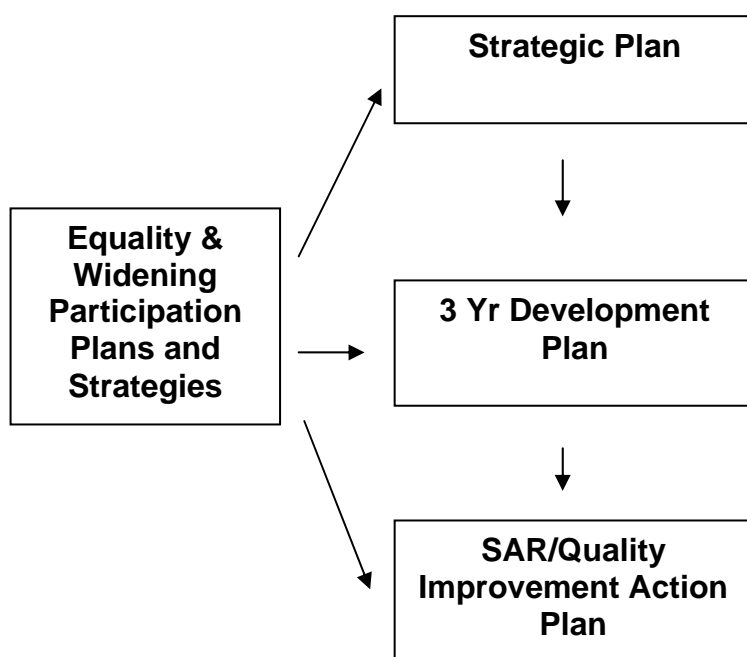
“To be an outstanding land-based college”

The College's Equal Opportunity Policy sets out the College's commitment to equality, and the framework within which it operates. Equality of opportunity and celebration of diversity remains key priorities of the College. Inclusion is a fundamental part of our corporate objectives and is fully reflected in our core values.

With that comes a commitment to mainstream equality so that it becomes core to everything we do.

2.4 Our Approach

We believe that equality is everyone's responsibility. As a College we produce a range of plans and strategies. Our intention is to mainstream equality and diversity throughout the planning process so that all our plans set out how we are going to deliver more accessible services. The diagram below illustrates how this works:



The Strategic Plan: This lays out the strategic direction of the college over a 3-year period. It establishes the corporate objectives and the core values of the organisation. The first of those objectives being:- “to maximise student potential within an inclusive learning environment that promotes diversity and equality of opportunity”.

3 yr Development Plan: This sets out the College’s direction over the same timeframe as the Strategic Plan but incorporates more detailed target setting and in terms of learner participation and achievement and the College’s Equality and Diversity Impact Measures (EDIMs), SAR and Quality Improvement Action Plan: This is the detailed operational improvement plan reviewed on an annual basis. Each curriculum area will incorporate equality targets and actions to address any area of under-representation or under achievement and how each area will make their curriculum more accessible.

Equality/WP Strategies: These are the strategies and action plans that summarise the equality targets of the College and respond to existing and emerging legislation. Targets within these plans are integrated into relevant Directorate action plans as appropriate.

2.5 Our Aims:

The following objectives support those already identified within the College’s Equal Opportunity Policy but particularly reflect our aims with regard to promoting equality between men and women.

Objective 1: We will promote equality between men and women by:

- Taking positive action to address under-representation of men or women at any level of the organisation or within any area of the curriculum.
- Promoting positive images of men and women in all publications, particularly those relating to sectors that traditionally face gender stereotyping.

- Regularly reviewing teaching and learning to ensure that the needs and views of both men and women are appropriately and adequately reflected in teaching delivery.
- Actively participating in events to celebrate gender diversity.

Objective 2: We will tackle discrimination by:

- Challenging stereotyping and discriminatory attitudes and behaviours
- Challenging bullying or harassing behaviour be it sexist or otherwise.
- Treating any claim of harassment or discrimination as a serious disciplinary offence
- Regularly reviewing policies and procedures to identify any existing or potential barriers to gender equality and removing or minimising them.

Objective 3: We will work in partnership with men and women by:

- Ensuring both men and women have active participation in decision making processes.
- Involving men and women in any changes and improvements that we make
- Consulting with male and female staff and students, both full-time and part-time, on issues likely to affect them.
- Developing robust consultant processes to ensure the views of male and female students and staff are regularly and routinely taken into account.

2.6 Our Commitments

The Curriculum and our Students

- The College will make every effort to provide a programme of learning for individual students that matches their needs, abilities and aspirations.

- Learning materials and the delivery of the curriculum will be free from discriminatory assumptions, images and language that portray either men or women in a negative light.

- The College will provide initial guidance and selection procedures that are sensitive to the needs of individuals and free from negative stereotyping.

- The College will provide a range of student support systems that take into account individual need.

- The College will provide suitable mechanisms to ensure that students are able to raise concerns or grievances regarding any form of harassment or bullying.

- The College will ensure that the college environment and the curriculum do not limit equality of opportunity by being orientated to only one gender.

Employment and our Staff

- All staff are required to ensure that their personal conduct conforms to this policy and the College Equal Opportunity Policy and contributes to creating a climate that supports and values diversity.

- Recruitment for all positions within the college will be carried out in a manner that accords with equal opportunities legislation and best practice guidelines.
- The selection interview and any pre-selection tests will be fair and free from bias. Selection for interview will be based on suitability against job and person specifications.
- Internal promotion or redeployment of staff will be undertaken fairly and consistently in line with relevant equal opportunities legislation.
- In designing, reviewing and implementing the Conditions of Service for staff, the college will seek to ensure that gender equality is provided and that these conditions are applied fairly and consistently.
- All staff will receive appropriate training and guidance to assist them to fulfil their obligations under this Scheme.
- The College will regularly seek the views of male and female students and staff to ensure that their needs are routinely taken into account in the development of organisational policy.

3 WHERE WE ARE NOW

3.1 The Local Context

The distribution of males and females is broadly well balanced within Kent and Medway with females making up 51% of the population. The proportion of female residents of working age is 58% and the proportion of males of working age is 66%.⁽¹⁾

Females in full-time employment resident in Kent and Medway earn less than males. In Kent the difference in pay averages at £120, although it is narrower in Medway at £84.⁽¹⁾

Within the land-based sector of Kent and Medway males make up 53% of the workforce of which approximately 4% are part-time workers. Of the 47% of female workers approximately 16% are part-time workers.(2)

3.2 Staff and Students at Hadlow College

Our Staff

Males and females are well represented at all levels of the organisation, including at senior and middle management. Female recruitment is increasing with females representing 63% of the workforce compared to 50% in 2002. During this same period there has been a corresponding rise in the number of female learners attending the college. This swing may well be accounted for due to changes in the curriculum offer introducing new vocational courses traditionally dominated by females. However, we will need to carry out further analysis to be sure that this is the case.

Of the part-time workforce at the college 82.5% are female. Part-time workers are also fairly well represented at most levels and across the organisation incorporating middle management, teaching, administrative and manual grades.

The process of gathering data for analysis in order to produce this scheme has highlighted a number of areas where data capture needs to be improved and these have been added as a priority within our equality action plan.

Our Students

Female enrolment has continued to increase and for 2005/06 stood at 71%. This high proportion is partly attributable to changes in the

(1) Learning and Labour Market Area Profile

(2) Sector Skills Study – Land-Based Sector

curriculum offer. It is a fact that the vocational areas offered by the college are traditionally dominated toward one gender or the other. Trying to change the entrenched views of adults is difficult and the pace of change is likely to be slow.

There are some differences depending on the age group of students; of the 16-18 group males represent 36% of the student cohort but this falls rather significantly to 25% for the 19+ group.

During 2006/7 we will need to investigate positive action initiatives to encourage males (and females) into non-traditional sectors if our target for male participation is to be reached.

Overall success rates are good for both males and females but within the 19+ group there exists a gap of 10% between female and male achievement with female performance exceeding that of males. Although this pattern is reflected nationally, regardless of vocational area, it is worth investigating further to try and identify trends leading to male underachievement at a local level and potential intervention strategies to overcome it.

Overall student satisfaction with the college is high. However, the result of student surveys does show that on the whole, males show a higher satisfaction, particularly with regard the information and guidance they receive prior to starting at the college, induction, awareness and use of additional support and awareness of educational and career options following their course. Females on the other hand show higher levels of satisfaction with the 'mechanics' of the course, for example understanding of how to behave whilst at the college, how the course is organised, satisfaction with cross college facilities and quality assurance.

The variance between both groups is not large and there may well be a myriad of reasons why the differences occur. Nonetheless it will be beneficial to the college to investigate further to identify ways in which we can raise satisfaction for both groups.

3.3 Involving Learners and Staff

The College has, and will continue to involve women, men and transgender people in the continued development and implementation of the scheme.

Learners will be involved in ongoing development of the scheme by means of:

- Student Focus Groups
- Bi-annual Student Surveys
- Student Questionnaires
- Representation on the Equality and Diversity Committee

Staff will be involved through:

- Staff surveys
- Questionnaires
- Focus Groups
- One-to-one discussions
- Representation on the Equality and Diversity committee

3.5 Monitoring Data

The College already has in place a statistical monitoring framework to identify under-representation or potential barriers to engagement and achievement. The collection of this data informs the setting of annual equality targets and the measurement of progress in achieving them.

The College will collect and analyse the following data disaggregated by gender:

For Students:

- Student Participation
- Applications for admission to programmes
- Retention rates
- Success rates
- Disciplinary action
- Complaints
- Student satisfaction rates
- Incidents of harassment or bullying
- Student take-up of services

The information collected will be also disaggregated by ethnic group, age and also disability.

As yet reporting systems are not yet adequately robust to monitor by gender::

- Value added/Distanced travelled
- Destination on leaving
- Access to enrichment activities
- Application v enrolment

We have recognised that this is a priority and will work to ensure that robust systems are in place as soon as possible.

For Staff we will collect:

- Profile of employees – full and part-time
- Employees by grade
- Employees by grade and rate of pay
- Application to interview rates
- Interview to appointment rates
- Access/take-up of flexible working provisions
- Take-up of training
- Promotion, application and success rates

- Grievances and disciplinary proceedings
- Incidents of harassment or bullying
- Gender by lesson observation grades and/or capability

Staff and student information will be regularly monitored and reported to the Equal Opportunities Committee on a quarterly basis.

4. IMPACT ASSESSMENT

The College has established an Impact Assessments Framework (IAF); our process for systematically and thoroughly assessing the effects of our proposed or existing policies and their likely effect on different groups.

The IAF enables the College to:

- Take account of the needs, circumstances, and experiences of those who intend to benefit from a policy or project.
- Identify actual and potential inequalities in outcomes
- Consider other ways of achieving the aims of policies and projects
- Increase stakeholder confidence in the fairness of policies and projects.
- Develop better policies and procedures.

Responsibility for Impact Assessment lies with the Equality and Diversity Committee although all members of staff will be expected to contribute to the impact assessment process.

The Equality and Diversity Committee will carry out the initial analysis of college policies and agree the degree to which each of those policies are relevant to the Gender Equality Duty and other relevant equality legislation.

Following this analysis the Equality and Diversity Committee is responsible for setting the full timetable of Impact Assessments over a three-year period.

Our Gender Impact Assessment Timetable is attached at appendix 1.

5. EQUALITY ACTION PLAN

The College has developed a joint action plan ensuring that we meet the requirements not only of the Gender Equality Duty but also the Race and the Disability Equality Duties. Available as a separate document the Equality Action Plan should be read in conjunction with this scheme.

The Equality and Diversity Committee will be responsible for monitoring the Action Plan and will provide a termly report on progress.

6. REPORTING ON PROGRESS

6.1 Monitoring of Progress

The College will publish an annual review of progress in meeting its responsibilities under the Gender Equality Duty. The report, which will also incorporate other equality objectives, such as the Race and Disability Equality Duty will be submitted to the Corporation and a summary of the findings incorporated within the College annual report and self-assessment report.

Cross college responsibility for equal opportunities is delegated to the Principal who chairs the Equal and Diversity Committee. The Committee has responsibility for monitoring updated policies, implementing the Gender Equality Scheme and Action Plan and

advising the Board of Governors, through the Senior Management Team, of developments and issues relating to equality of opportunity.

The monitoring of the effectiveness of the Scheme is the responsibility of the Senior Management Team through the Equality and Diversity Committee.

The Equality and Diversity Committee will review the Scheme annually, and recommendations for amendments will be made to Senior Management Team and the Board of Governors.

Both men and women will be actively involved in monitoring progress of the scheme. Both student and staff representation will be sought and maintained on the Equality and Diversity Committee.

We will also continue to take into account the views of all stakeholders through the process of student focus groups, Staff focus groups and any other gender specific partnership meetings.

6.2 Publishing Progress

We will publish our commitment to gender equality in our prospectus, annual equality report, and will be displayed prominently around the college.

The full Scheme will be published on our Intranet and a copy will be made available to anyone who requests it.

Copies of the Scheme will be on display in the Library, Learning Resource Centre and Student Association.

Results of monitoring will be published annually through the College's reporting systems, i.e. the annual equality report and the college self-

assessment report, and key actions to be implemented will be incorporated into the College development plans.

Learners will be made aware of the Scheme and progress towards it in the following ways:

- All Learners will receive a summary of this scheme in the Student Handbook and copies will be on display in the College
- The induction programme for Learners will highlight the College's commitment to gender equality, the action to be taken by Learners who suffer discrimination and the action to be taken against perpetrators of discrimination
- Student tutors will reinforce this information during tutorials and work-based monitoring visits
- Students will receive gender and other equality awareness training through the group tutorial system

Work Placement Providers will be made aware of the policy in the following ways:

- All work placement providers will receive a summary of their responsibilities under the Scheme and will signify their understanding of, and agreement to, these responsibilities
- The College will promote the requirements of all students
- A summary of the results of gender monitoring will be included in the appropriate College publication (e.g. newsletter) sent to relevant employers.

Employees will be made aware of the policy and progress in the following ways:

- All staff will receive a full copy of the policy as part of the staff handbook
- The staff induction programme will highlight the College's commitment to gender equality, action to be taken by staff who

suffer discrimination and the action to be taken against perpetrators of such discrimination

- A summary of the results of gender monitoring information will be included in the appropriate College publication (e.g. newsletter)
- A summary of progress will be made available in the college intranet, available to all staff.

APPENDIX 1

Impact Assessment Timetable

College Function/Policy	Relevance to DED	Impact Assess
Governance and Management Governance Management Statutory and Legal Duties (EO) Legal Compliance (other) Policy Development and Review Training	High High High Low High High	2007/8 2007/8 2006/7 2008/9 2006/7 2007/8
Students Information and Guidance Marketing Recruitment and Admissions Induction The Learning Environment Support and Guidance Progress performance and Retention Complaints Procedures Discipline Procedures Additional Support Funding Support	High High High High High High High High High Medium	2006/7 2006/7 2007/8 2007/8 2006/7 2006/7 2007/8 2007/8 2007/8 2007/8
Learning and Teaching Academic Planning and Development Teaching Methods and Materials Teaching Review and Observation Assessment	Medium High High High	2007/8 2007/8 2007/8 2007/8

Staff		
Staff Recruitment	High	2006/7
Career Progression	High	2006/7
Complaints	High	2007/8
Grievances	High	2007/8
Staff Training and Development	High	2006/7
Induction	High	2006/7
Terms and Conditions	High	2007/8
Facilities		
Student Accommodation	Medium	2007/8
Staffing Accommodation	Medium	2007/8
College student and staff facilities	Medium	2007/8
Commercial facilities	Low	2008/9
Catering Arrangements	Low	2008/9
Health and Safety/Risk Assessment	Medium	2007/8
Partnerships/Contractual Arrangements		
Suppliers and Contractors	Medium	2008/9
Community Partnerships	Medium	2008/9
Academic Partnerships	Medium	2008/9