

Gender Equality Scheme

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Part 1

Introduction

The Adam Smith College was created in August 2005 as a result of the merger of the former Fife and Glenrothes Colleges. Both Colleges had a Committee specifically to consider and monitor equal opportunities issues and to promote and manage inclusion and diversity for both students and staff.

Adam Smith College therefore builds on a position of strength and, within the first year of operation, a new Diversity Committee was established to continue to focus on this area of work. This committee considers statistics on gender for both students and staff on a six-monthly basis to ensure that this aspect of Diversity is considered by the College. Base data for both students and staff relating specifically to gender is shown in appendices B and C and this data will be monitored as the Gender Equality Action plan leads to further changes in practice across the College.

Part 2

Summary of the General Duties

The Gender Equality Act 2006 places a statutory duty on the College to have due regard to the need:

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

Summary of the Specific Duties

In order to support progress in delivering this general duty, the College will undertake the following specific duties:

- Prepare and publish a Gender Equality Scheme showing how the College will meet its general and specific duties and setting out its gender equality objectives,
- Prepare and publish an Equal Pay Policy by 28 September 2007.
- Consider the need to include objectives to address the causes of any gender pay gap when formulating overall objectives,
- Gather and use information on how the College's policies and practices affect gender equality in the workforce and in the delivery of its services.
- Consult with stakeholders (i.e. staff, students, trade unions, and others) in order to determine gender equality objectives,
- Assess the impact of the College's current and proposed policies and practices on gender equality, and have due regard to the results of these impact assessments,
- Implement the actions set out in the Gender Equality Scheme within three years, unless it is unreasonable or impracticable to do so,
- Report against the Gender Equality Scheme every year and review the Scheme at least every three years.
- Review the Equal Pay Policy and publish a report within three years of its publication and every three years after that.

Part 3

Gender Equality – Vision, Values and Principles

The Adam Smith College has a positive approach to gender equality and this is reflected in the College's Mission, Vision and Values as outlined below:

Our vision is of a College that is accessible, flexible and welcoming. The College will be driven by its customers and committed to enterprise, innovation and creativity in all that it does. Partnership is central to our work.

Our **mission** – inspiring learning. We will:

- inspire learners to continue learning throughout their lives,
- support the development of the economy of Fife and Scotland by way of high quality, relevant vocational education and training, research and consultancy and a range of enterprise activities,
- serve the needs and interests of local communities by providing accessible, vibrant College activity meeting vocational and broader learning needs,
- internationalise the College by increasing student recruitment and other international business and by extending international partnerships,
- achieve improved efficiency and sustainability based on integrated, streamlined and highly effective development and support services,
- Be a place in which staff enjoy working and are committed to customer service and continuous improvement through feedback and self-evaluation.

The **values** to which we will work together are those of: -

- providing all learners with the highest quality learning experience
- valuing clients and colleagues and treating others with respect and integrity
- recognising that enjoyable learning is the most effective learning
- nurturing and valuing enterprise, innovation and creativity
- embracing diversity as a cornerstone of our learning community
- accepting accountability and responsibility for our actions

Part 4

Information Gathering and Consultation

1. Gender Equality Advisory Group

A Gender Equality Advisory Group will be set up comprising both staff and students who have an interest in gender equality issues. This Group will operate as a sub-group of the Diversity Committee and will examine College policies and procedures and identify actions for improvement which will contribute to the elimination of any discriminatory practices.

The Gender Equality Scheme will be monitored by the Diversity Committee. Recommendations and actions by the Gender Equality Advisory Group will be considered by the Diversity Committee for inclusion in the ongoing Gender Equality Action Plan. In this way, the Advisory Group will influence the future development of College activity relating to this agenda. Management of the Scheme is also part of the responsibilities of all staff and managers in the College.

2. Survey

Contact was made with relevant external bodies and they were invited to contribute to our survey. In addition staff, students and members of the union within the college were involved in contributing to the work through the mechanism of Focus groups as well as the survey.

It was important to be able to identify if issues were generic or affected different groups so the survey was designed to elicit views from different groups if necessary, as outlined below:

- Current students
- Current members of staff
- Former students
- Former members of staff
- Members of the Public

This was the first step in the information gathering and consultation process and the survey was designed to identify barriers in the College in connection with gender equality. The findings from this survey will be incorporated in the Gender Equality Action Plan which will be monitored by both the Gender Equality Advisory Group and the Diversity Committee.

3. Overview of the Functions of the College

The College has a strong focus in relation to self-evaluation and quality improvement with action plans formulated by each directorate to improve everything we do.

A meeting of a sub-group of the Diversity Committee with union representation was held to carry out an overview of the functions of the College with relevance to gender equality as well as a Student Focus group. This resulted in the identification of actions for inclusion in a Gender Equality Action Plan.

The overview led to the following observations:

Teaching

The College already carries out specific objectives to encourage students into non-traditional areas. Examples include:

- The provision of a course with associated marketing to attract male students into the female-dominated area of Care.
- Adam Smith College has a partnership with The Fife Women's Technology Centre in order to attract more females into Engineering. Whilst these links have led to various initiatives during the last few years, at the present time, both organisations are working together to open a new joint Training Centre in Lochgelly to offer courses jointly.

ACTION: This type of deliberate targeting will be continued across more areas of curriculum delivery by Teaching Departments

Within the Teaching Institutes, the College endeavours to encourage non-traditional role models but does not follow a process of positive discrimination

ACTION: To be considered during recruitment selection by HR staff advising the interview panel whilst remaining committed to the principle of equal opportunities.

Regarding teaching delivery materials, the recent QELTM project has initiated a College response to facilitate a review of teaching materials College-wide. Guidelines have been produced which ensure that gender balance is considered along with ethnicity and disability. Teaching Institutes will embed this review in their processes such as internal moderation, annual review and course committees so that diversity is promoted during the teaching processes.

ACTION: Ongoing monitoring to take place of all teaching materials within Teaching Departments to ensure there is no discrimination and to promote diversity.

Student Admissions Process

The Admissions, Results and Withdrawal processes all include a section for students to complete if they are male or female, together with their marital status. Monitoring of the student experience by gender is undertaken and any relevant actions considered if issues are apparent.

ACTION: The number of males and females being refused from places on courses should also be monitored to ensure there is no discrimination occurring.

Student Disciplinary Procedure

The procedure does not appear to discriminate based on gender but no global analysis of hearings is undertaken.

ACTION: Monitoring by guidance staff should take place to compare the numbers of male and female students going through the Student Disciplinary Process and the penalties being awarded to ensure equity of approach.

Guidance and Support for Students

A review of the Guidance and support functions suggests that there is equal access to services being offered. There is a system in place to refer appropriate students to LGBT (Lesbian, Gay, Bi-sexual and Transgender) groups. A counselling service is also available to students should they need this.

ACTION: An analysis of guidance records should be undertaken to identify if there are issues related to gender. Action should be taken to redress this, if issues are identified.

ACTION: The number of males and females gaining financial support from the College hardship funds should be analysed by the Manager of Student Funding to ensure equity.

Policies and Procedures

The College has a number of policies and procedures, many of which will be subject to an impact assessment. Whilst all the College's policies and procedures were prepared in line with equal opportunities, the list of documents identified as priorities for assessment are listed in Part 6 under Gender Impact Assessment for monitoring and review.

Human Resources Data Monitoring

At the present time, data is provided on a six monthly basis to the Diversity Committee which shows the staff profile of male and female occupancy of both lecturing and support staff posts.

An analysis of this data indicates that, whilst females outnumber males in the overall total of staff employed at the College, in specific categories of posts, the totals are closer.

ACTION: Extend the gathering of statistics to include staff who are promoted and staff who receive training within the College.

ACTION: HR will collect data relating to female staff who return to posts following maternity leave and data relating to staff with caring responsibilities to ensure that they are not disadvantaged.

Human Resources Recruitment Processes

All potential candidates for posts complete an Equal Opportunities form which is separate from the application form and is not submitted to managers as part of the short listing process. The form includes information on the gender of the applicant and their marital status.

ACTION: Extend the use of this data, not only for recruitment, but also for training undertaken and any promotions gained by the successful candidate.

Staff Development

At the present time, there is no monitoring of the number of males or females attending Staff Development events in the College to ensure everyone has equal access.

ACTION: An analysis of the types of events being attended by each category of staff should be undertaken by the Manager of Organisational Development (OD) to the Diversity Committee every six months.

ACTION: Training events should be arranged by the Manager of OD on sexual orientation and trans-gender issues as well as gender issues linked to BME.

ACTION: There should also be training arranged by the Manager of OD in interviewing skills for all staff who are involved in interviewing either staff or

students, across the College to ensure that an integrated approach is adopted and that there is no discrimination.

Marketing

At the present time, the marketing of College products reflects both males and females and the current marketing campaign focuses on the slogan of “She’s Adam Smith and also “He’s Adam Smith”. Images chosen reflect the approach with images promoting people in non-traditional roles such as females in construction.

ACTION: This should continue to be considered by the Marketing Manager in future campaigns

ACTION: Guidelines should be produced by Marketing for Teaching Departments to follow, if they carry out marketing of their own, i.e. to ensure they work on brand and adhere to the promotion of gender equality and all diversity related agendas.

Nursery

The Nursery offers places equally to both male and female parents of children and no further actions appear necessary at this point in time.

College Committees

A review of the membership of College Committees identified that there was a representation from both males and females within the current structure so no action appears necessary at present but this will continue to be monitored.

Part 5

Leadership and Management

The responsibility for implementing the Gender Equality Scheme comes under the delegated remit of the Assistant Principal for Curriculum and Quality who chairs the Diversity Committee, who also has responsibility for guidance, learning support, quality, and the curriculum focus of the teaching Institutes.

The Diversity Committee also comprises the Director of Learner Services and a senior member of the HR Team, Trade Union Representatives from both teaching and support areas of the College, the Estates Manager, Teaching Staff and Students' Association Representatives. This group are all active members of the Committee which has responsibility for Disability, Gender, Race, Access, Inclusion, Age and Sexual Orientation matters.

Organisational Development provide training for staff on all diversity issues and will take account of the Gender Equality Scheme to ensure it becomes an integral part of the College's Staff Development Calendar.

Directors and Managers are all responsible for ensuring that the Scheme is implemented within their areas in relation to both staff and students.

Staff have a responsibility to attend appropriate training on gender equality and the Gender Equality Scheme, as well as to challenge sexual bias and stereotyping in their work.

Students have a responsibility to respect the rights of others to be treated with dignity and respect and to be able to study in an environment free of harassment and bullying.

The Students' Association have a responsibility to promote the Gender Equality Scheme and to support appropriate standards of behaviour amongst students.

Part 6

Gender Impact Assessment

One of the requirements of the Gender Equality Duty 2007 is to assess the impact of gender equality on all existing and new policies, procedures and practices in the College, and to have due regard to the results of these impact assessments.

The purpose of the impact assessment is to assess whether policies and procedures help to achieve gender equality for students and staff from different gender groups, or whether there are barriers to the promotion of gender equality.

Each Policy and Procedure in the College has a date for formal review and the designated member of staff responsible for carrying out the review. The main policies likely to impact on the Gender Equality Scheme are: -

Policies and Procedures for Staff

Policy Titles	Review Date
Equal Opportunities Policy	December 2007
Anti-Harassment and Bullying Policy	December 2007
Disability Policy	December 2008
Sickness Absence Policy	November 2007
Alcohol and Drugs Misuse Policy	November 2007
Procedure Titles	Review Date
Equal Opportunities Procedure	December 2007
Anti-Harassment and Bullying Procedure	December 2007
Recruitment Procedure	November 2007
Sickness Absence Procedure	November 2007
Alcohol and Drugs Misuse Procedure	November 2007
Return to Work Strategy – Manager Guidance	November 2007
Staff Code of Conduct	December 2007
The Family Friendly Suite	
1) Maternity, Adoption and Paternity Procedure	October 2007
2) Parental Leave Procedure	October 2007
3) Flexible Working Procedure	October 2007
4) Care of Dependents Procedure	October 2007

Policies and Procedures for Students

Policy Title	Review Date
Access	December 2008
Admissions	March 2008
Anti-Harassment and Bullying	September 2007
Assessment	June 2007
Attendance	February 2008
Customer Care	March 2008
Disciplinary	September 2007
Equal opportunities	July 2008
Freedom of Information	February 2009
Graduation	May 2009
Guidance	September 2007
Health and Safety	August 2007
Misuse of Drugs and Alcohol	September 2007
Quality	March 2008
Procedure Titles	Review Date
Academic Appeals	July 2008
Academic Deceit	June 2008
Admissions	March 2008
Alcohol and Drugs Misuse	November 2007
Anti-Harassment and Bullying	September 2007
Attendance	September 2007
Code of Conduct	September 2007
Complaints	April 2008
Credit Transfer APL and APEL	September 2008
Disciplinary	September 2007
Equal Opportunities	September 2007
Fee Waiver	November 2007
Guidance and Progression	June 2008
Health and Safety	August 2007
Internal Approval	October 2008
Internal Moderation	June 2007
Misuse of Drugs and Alcohol	September 2007

The Gender Equality Advisory Group will review each of the identified policies and procedures and report any recommendations to the Diversity Committee. In addition, a sub-group of the Directors Group, The Policies and Procedures Group will have a monitoring role in the process of the review of each policy and procedure so that the impact assessment will reflect appropriate change.

Part 7

Equal Pay Review

Following merger, job descriptions were reviewed for all members of support staff in the College. This was followed by a grading exercise of benchmark posts using the Equate Job Evaluation software.

In order to ensure that the College's pay structures do not reflect any gender bias and do not contravene Equal Pay legislation, the College will carry out an Equal Pay review.

This review will:

1. Compare the pay of female and male members of staff doing equal or like work or work of equal value.
2. Identify any equal pay gaps, including by differences between part-time and full-time staff pay.
3. Eliminate any pay gaps that cannot satisfactorily be explained on grounds other than gender.

Part 8

Annual Report

The College will report annually on the progress against objectives identified in the Gender Equality Action Plan.

Part 9

Review

The Gender Equality Scheme will be reviewed and revised every three years. The Diversity Committee will review progress against each of the actions contained in the Action Plan as well as review the Actions themselves for their appropriateness to lead to continual improvement in the implementation of the Gender Equality Duty.

Information that will feed in to this process will come from feedback from stakeholders i.e. students and staff on the effectiveness of the Scheme to date.

Appendix A

Gender Equality Action Plan

Action	By Whom	By When
Strategic Direction		
1. Set up a Gender Equality Advisory Group comprising students and staff to contribute to the elimination of gender discrimination and harassment and bullying and to promote gender equality in the College.	Assistant Principal OD	September 2007
2. Carry out an impact assessment of all Policies and Procedures which are most likely to impact on gender equality, with the priority being given to those listed under Part 6 of this Scheme.	AP Curriculum and Quality , Policy Owners, and the Policy and Procedure committee	As Review List
3. The college ethos should ensure that everyone is treated with respect in line with the mission, vision and values. Staff should challenge inappropriate remarks and behaviours which target individuals who differ.	All staff	As issues arise
4. Where complaints are made these should be acted upon. Complaints should be monitored for diversity issues and reported so that action can be taken to redress any issues.	Director of Quality	Annual report
5. Adoption of family friendly practices for staff and students needs to be considered so that the timing of staff meetings (Late /Early) and classes can take more account of people with care responsibilities	Teaching Institutes / Committee Chairs	Ongoing
Teaching Delivery		
1. Monitor and challenge gender stereotyping in teaching and learning materials to ensure there is no discrimination.	Lecturing Staff	Ongoing
2. Challenge gender stereotyping in teaching approaches.	Lecturing Staff	Ongoing
3. Continue to implement Quality and e-Quality of Learning and Teaching Materials (QELTM), approaches.	Lecturing Staff	Ongoing
4. Design and review assessment criteria and instruments of assessment to ensure they are not directly or indirectly discriminatory.	Lecturing Staff	Ongoing

Action	By Whom	By When
<p>Guidance and Support</p> <ol style="list-style-type: none"> 1. Build links with external groups and agencies, e.g. LGBT, Stonewall and Youth Scotland 2. Monitor the award of hardship funds and financial support to ensure equity between male and female students. 3. Monitor access to Guidance and support services to ensure gender equality. 4. Analyse and report to the Diversity Committee on the number of disciplinary cases conducted, by gender, together with <ol style="list-style-type: none"> 1. The level of penalties awarded, and 2. Reasons for the disciplinary action. 	<p>Director of Learner Services Information, Admissions & Student Funding Manager Director of Learner Services Director of Learner Service</p>	<p>November 2007 1 November & 1 May each year Ongoing Annually in June</p>
<p>Student Admissions</p> <ol style="list-style-type: none"> 1. Monitor applications, offers and acceptances by students for places on courses at the College for gender equality. and take appropriate action to rectify any inequity issues 2. Monitor withdrawals from courses and those being refused places, for gender equality and take appropriate action to resolve any identified issues 3. Monitor retention and achievement by gender and take appropriate action to rectify any identified issues. 	<p>Information, Admissions & Student Funding Manager Director of Information Systems Director of Learner Services</p>	<p>November each year November & May each year November & May each year</p>
<p>HR</p> <ol style="list-style-type: none"> 1. Produce and publish an Equal Pay Policy Statement that reflects the College's policy on equal pay for male and female staff. 2. Conduct an Equal Pay Audit to ascertain if there is a gender pay gap in the workforce and take appropriate action to rectify and identified gaps. 3. Review the Equal Pay Statement every 3 years. 4. Extend the use of the Equal Opportunities data collected on recruitment, to monitor and provide reports relating to gender to Diversity Committee twice yearly on promotions and leavers. 	<p>Assistant Principal OD Assistant Principal OD Assistant Principal OD Assistant Principal OD</p>	<p>28 September 2007 June 2008 Ongoing 1 November & 1 May each year</p>

Action	By Whom	By When
<ol style="list-style-type: none"> 5. Monitor areas and types of post in the College dominated by either male or female potholders and consider ways of promoting non-traditional candidates for these areas. 6. Provide reports to the Diversity Committee twice yearly on numbers of female staff returning to work following maternity leave and data relating to staff with caring responsibilities. 7. Review salary scales to ensure there are no equal pay issues across the college. 8. Monitor staff surveys by gender and take action where issues are identified 9. Consider the issue of role models in non-traditional areas as part of the interview process whilst remaining committed to the principle of equal opportunities. 10. Advertise the support available from HR and OHSAS in case staff have concerns about their treatment because of their gender or any diversity issue. 	<p>Assistant Principal OD</p> <p>Assistant Principal OD</p> <p>Assistant Principal OD</p> <p>Assistant Principal OD</p> <p>Assistant Principal OD</p> <p>Assistant Principal OD</p>	<p>Ongoing</p> <p>1 November & 1 May each year</p> <p>30 June 2008</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
<p>Staff Development</p> <ol style="list-style-type: none"> 1. Monitor and provide reports to Diversity Committee twice yearly on numbers of staff attending staff development events by gender and the types of events attended by male and female staff. 2. Provide staff development sessions on gender issues, including LGBT, sexual orientation and transgender 3. Provide staff development events concerned with gender linked to BME. 4. Provide interviewing skills, equal opportunities and sex equality training for all staff to ensure that an integrated approach is adopted to interviewing students or staff and that there is no discrimination. 5. Provide mandatory training to all managers on equal opportunities and gender equality training. 	<p>Organisational Development Manager</p> <p>Organisational Development Manager</p> <p>Organisational Development Manager</p> <p>Organisational Development Manager</p> <p>Organisational Development Manager</p>	<p>1 November & 1 May each year</p> <p>June 2008 and ongoing</p> <p>June 2008 and ongoing</p> <p>June 2008 and ongoing</p> <p>June 2008</p>
<p>Marketing</p>		
<ol style="list-style-type: none"> 1. Ensure the promotion of gender equality in all advertisements, leaflets, flyers and publications continues in a way that does not reinforce gender stereotyping. 	<p>Marketing Manager</p>	<p>Ongoing</p>

Action	By Whom	By When
2. Prepare "Guidelines" for areas of the College that prepare their own promotional material on gender equality, to ensure their work is on brand and adheres to the promotion of gender equality and all diversity related agendas.	Marketing Manager	January 2008
3. Build a gender "ethos" within all College marketing by the promotion of role model lecturers and students in non-traditional areas.	Marketing Manager	Ongoing
4. Target Marketing at under-represented groups in areas of the curriculum.	Marketing Manager	June 2008

Appendix B

Gender Profile of Staff as at 1 May 2007

Category of Post	F	%	M	%	Total
Principal	0	0%	1	100%	1
Asst Principal	2	67%	1	33%	3
Director (Institute)	6	67%	3	33%	9
Director (Support)	5	45%	6	55%	11
Dept Manager	12	52%	11	48%	23
Manager (Support)	8	50%	8	50%	16
Curriculum Head	54	54%	46	46%	100
Curriculum Leader	1	20%	4	80%	5
Co-ordinator	8	67%	4	33%	12
Lecturer	189	56%	146	44%	335
Team Leader (Support)	12	80%	3	20%	15
Business Executives	1	25%	3	75%	4
Specialist	2	50%	2	50%	4
Support Grade 6	2	67%	1	33%	3
Support Grade 5	10	63%	6	38%	16
Support Grade 4	45	58%	32	42%	77
Support Grade 3	33	73%	12	27%	45
Support Grade 2	106	84%	20	16%	126
Support Grade 1	22	76%	7	24%	29
Casual staff e.g. Invigilator, Life model etc	21	58%	15	42%	36
Modern Apprentice	2	50%	2	50%	4
	541	62%	333	38%	874

Total Staff

	01-May-06	01-May-07
F	531	541
M	343	333
Grand Total	874	874

Appendix C

Gender Profile of Students as at 1 May 2007

Gender	Enrolments		Current Enrolments		Withdrawn Enrolments	
<i>2006/7</i>						
No Gender Specified	78	0.251%	78	0.267%	0	0.00%
Female	16207	52.074%	15136	51.859%	1071	55.32%
Male	14838	47.675%	13973	47.874%	865	44.68%
TOTALS	31123		29187	93.78%	1936	6.22%

Note that the Withdrawn Enrolments figures show that 55.32% of students who withdrew were female and 44.68% of students who withdrew were male.

The totals row shows that the number of students (either female or male) who withdrew was 6.22% of the total enrolments.

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