



John Wheatley College

Board of Management

Gender Equality Scheme

and

Gender Equality Action Plan

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1.0 Introduction

John Wheatley College recognises the strength of a multi-cultural and diverse society and is committed to taking a proactive approach to promote equality of opportunity for all. The College also values the diversity of its workforce, learner population and the communities it serves. Its equality policies, procedures, gender equality scheme and action plan apply to all staff, learners, partnership organisations, contractors, service users, visitors and service providers who shall be required to comply with their requirements.

The College is committed to equality of opportunity for all and strives to ensure that there are no barriers to the progress of staff or learners on the grounds of their gender, directly or indirectly.

The College recognises that staff have differing experiences depending on their gender, disability, age, sexual orientation, religion/belief and ethnicity.

Staff and learners deserve equal and mutual respect in all circumstances. Mutual respect, cooperation and understanding are expected of all individuals and groups as outlined above. Staff and learners should neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual or which creates an intimidating, hostile or offensive environment.

The College recognises that the provision of equal opportunities in the workplace is not only good management practice, which helps to create a positive working environment it also ensures the delivery of a high quality service to learners and the communities it serves. The College believes that by providing learners with the best education which embeds citizenship it will enable them to make the most of opportunities in life. By taking account of the impact of gender on learners' choices, attainment, achievement and career opportunities the College aims to assist in removing barriers and to promote equality of opportunity in a social context. The College's commitment to equality and diversity will help all employees and learners to develop their full potential and talents, and ensure resources are effectively utilised to maximise the efficiency of the service the College provides.

The College is committed to ensuring that all learners receive appropriate impartial guidance at appropriate stages in their learning journey. Learners will be treated fairly and provided with guidance to help them select programmes which assist them to meet their educational aspirations. All applicants will be viewed impartially and will not normally be denied access to a programme of study without an educationally justifiable or legal reason which may apply in some particular courses of study.

The College operates in one of the most challenging educational environments in Scotland.

All most all of the local authority wards which comprise its East End and Greater Easterhouse catchment area are identified by the Scottish Index of Multiple Deprivation as among the most deprived in Scotland.

The extent of the challenge which the College faces in addressing local needs can be gleaned from the Constituency Profiles published by the Office for Public Health In Scotland (in March 2004). Further information on the College's catchment area is provided in the College's context statement, this document can be accessed on its Website.

The College is one of five community colleges located within the City of Glasgow. Its provision is planned, as a community college, within the strategy for Glasgow which has been endorsed both by all colleges located in the City and by the Scottish Funding Council. That document is entitled 'The Rough Road to Superhighway'.

2.0 John Wheatley College Context

2.1 Community Demography and Labour Market Information

Glasgow has witnessed a 6% rise in population since 2000 (against a West of Scotland increase of only 1%) with 382,000 in the working age population and, though it will slow, there is an expected growth of 1% to 2014. However, the influx of migrants from European Economic Areas (EEAs) renders these predictions a little unreliable as there is a continuing flow of migrant workers from the European Union's new Accession states (around 30,000 Eastern European workers registered in Scotland since 2004).

Over the last eight years there has been a large increase (18%) in employment in Glasgow, giving an overall rate of 66%. However, this lags behind the national and GB rate of 75% and it remains the lowest employment rate of any other Scottish council area. This however has had limited impact on the City's residents, as many of the additional jobs have gone to workers from outside the City (52%). Commuter flows tend to skew the figures, disguising the fact that Glasgow residents fail to obtain employment in well-paid, sustainable jobs and indicating that employers continue to source skills from outwith the city's population.

Average weekly earnings in Glasgow are higher than for the rest of Scotland (£411 per week) with males earning 45% more than females. However, for City residents, weekly earnings were £386 per week, illustrating that the more highly paid jobs tend to be held by commuting workers.

Glasgow's growth in jobs of 19% since 1995 has outstripped most other UK cities, with the increase being divided evenly between men and women and this being mainly met by full-time jobs. Glasgow's main employers are public services (31%) and financial & business services (25%) with the latter witnessing the largest increase (+39%) since 1995. It is expected that there will be continued growth in these sectors to 2016.

To 2010, many industries are set to expand. The key increases will be in the Financial Services sector (17,000 jobs) and Public Services (6,000), whilst manufacturing continues to contract. Health related jobs are also set to increase.

However, in spite of the reported contraction of the Construction industry in the next 8 years, this years figures predict a 3% expansion and there is reported significant local demand. Continued skills shortages and industry predictions underscore that construction is undergoing a medium term 'boom'.

Although there will be no huge expansion in either Hospitality & Catering or Retail & Customer Services, each sector will witness significant net requirement for employees, highlighting the degree of churn in these industries. In addition, local demand for these skills remains prevalent.

The unemployment rate in Glasgow is 8% and 28% of the working age population are deemed economically inactive, against a rate of 20% for Scotland.

The key areas of concern are the long-term unemployed and, within the College's catchment areas in particular, the under 25 age group (6.3%).

Forty four (44) of Glasgow's wards are in the most deprived 10% in Scotland and over half of the city's population lives in these wards.

Functional literacy and numeracy continue to present challenges for sustainable employment opportunities and for existing employees.

Although Glasgow performs well in respect of those educated to degree level, there is still much to be done locally to bring residents up to SVQ level 3 and 4 qualifications to address the skills group in the labour market.

Significantly, many Glasgow residents have no qualifications, 41% against a Scottish average of 33%. 22% of the working population have no qualifications against a Scotland rate of 17%. A lack of qualifications is very evident among unemployed people.

Since recent report from Scottish Enterprise Glasgow and SLIMS on migrant workers from Eastern Europe (A8 accession countries) reveal that some 400,000 A8 workers are registered in the UK, with some 30,000 (7%) registered in Scotland. It should be borne in mind that registration is required only from wage earning family members, and each registration could well represent a family of European migrants. The vast majority of A8 workers are from the Polish community. Evidence suggests that many workers hold qualifications in advance of those required for the jobs they currently hold but are restrained by their lack of English language skills.

Schools in the College's catchment area continue, in the main, to exhibit an overall performance below that of the Glasgow average which is itself well below the Scottish norm. In addition there is a greater dependency on Free Meal allowance within this part of the City.

Scottish Employers continue to highlight skills shortages and to notify 'hard to fill' vacancies. However, only 8% of those surveyed reported skills gaps. The most often cited skills gaps in existing employees tend to be the Personal & Social Development skills, such as Customer

Service (52%), Planning & Organisation (54%), Problem Solving (50%), Oral Communication (45%) and Team Building.

Significantly, these skills are absent mainly in semi and unskilled employees. However, most of the job training is directed at professionals and managers (48%) with only 27% of elementary occupations receiving this type of training.

The types of skills lacking in skills shortage vacancies varied. Chief among these were communication skills (58%), customer handling (52%) and problem solving (50%) with literacy skills being reported by 28% of employers and basic IT skills by 14%.

There are clear skills shortages (reported by the employers i.e. NHS Greater Glasgow and Clyde and Glasgow City Council) in the Health, Social Care and Social Work sectors. Local initiatives are in place to address these through an increase in training and qualifications provision which will be undertaken in partnership with further education establishments. Skills gaps exist in health sector employees for, not only advanced technical skills, but key personal development skills to enhance the quality of provision in an increasingly demanding climate.

In spite of previous conflicting reports relating to the requirement for construction workers in the medium term, there is now widespread recognition that the sector lacks skilled trades' people and semi-skilled workers in the elementary trades. Any decline in the industry is liable to be at the customer service and managerial levels.

There is set to be a significant shortfall in the availability of skilled and semi-skilled trades' people and emerging apprentices to meet the Construction boom.

There will be a clear requirement for multi-skilled and 'labouring trades' workers to keep pace with demand.

The College continues to work closely with local Community Planning Partnerships to seek to put in place strategies which will help the community meet the challenges of economic and social regeneration.

The College continues to play an active role in local and national partnerships in order to provide a cohesive and effective service to all its service-users.

2.2 College Profile

The College is located in and primarily recruits learners from Glasgow's East End and Greater Easterhouse (although a sizeable fraction of its enrolment does relate to community-based provision made in close

association with North Lanarkshire Council's Community Learning and Development Service).

In size the College is a mid-rank institution (in terms of budget and student enrolment). It was, it will be recalled, one of Scotland's smallest colleges at Incorporation.

In academic session 2005/06 (the last for which it has audited data) the College delivered 34,063 weighted student units of measurement (wSUMS) against a Funding Council Target for the session of 32,747 (this represented an unfunded overachievement in activity terms of 4%). In that session it enrolled 4,707 individual students, however, the trend in the College's enrolment, in common with that of the Sector, is towards fewer enrolments but more 'lumpy' programmes for those who enrol.

The College's Board of Management's Academic and General Purposes Committee has analysed the trends in student enrolment in recent sessions. It is difficult to escape the conclusion that the only trend is that there is not a trend.

The headline description of the College's provision suggests that:

- the College's provision is predominantly non-advanced and part-time (this reflects the demand locally and also historical factors which have ossified the nature of FE provision. These are related, in the main, to central planning issues beyond the College's control);
- the proportion of women learners in the College outweighs significantly that of men (in session 2005/06 44% of enrolments were by men against the balance for women. These data understate the imbalance since enrolments in Construction are primarily male);
- the College has a small (but slowly growing) Higher Education provision (the development of this part of the College's portfolio is also restricted by constraints imposed by policy decisions outwith its control); and
- the College's enrolments for Scotland's most deprived and excluded communities (data provided by SFC in respect of the 20% most deprived post codes, the former Social Inclusion Partnership areas and enrolments on programmes which require Additional and Extended Learning Support) significantly exceed with 76% students living in the 20% poorest data areas as defined by the Scottish Index of Multiple Deprivation (SIMD) any other in the Sector (this is entirely unsurprising given the nature of the College's catchment areas and the focus which it has put on improving 'inclusiveness' within the agenda set out in the Beattie Report).

The College's 'performance', when judged by national norms, appears to be poor in terms of student attainment and although retention has improved in recent sessions it remains below the sector average. The College contends that this is primarily a reflection of the realities of its catchment area. It would contend that this is determined largely by factors which are beyond the College's control. For example, a poorer student retention rate is an almost inevitable consequence of the health profile of Glasgow's East End (which is one of the poorest in Europe). It is hardly surprising in this context that retention rates are often lower than national norms when ill-health is both a primary and secondary cause of drop-out (the College contends that ill-health of students and of those for whom they care is a primary cause of student drop-out). The College welcomes the proposal that, in future, HMIe Review methodology will focus on 'distance travelled' and the achievement of citizenship skills. The College seeks to demonstrate that students do learn and achieve during the course of their studies (even if this cannot be measured by traditional and, frankly, blunt performance indicators).

The College contends that it is able to recognise more intangible benefits of participation and learning as a consequence of its development of both Individual Learning Plans (ILPs) and Personal Learning and Support Plans (PLSPs) for all learners. However, the College would wish to see the Scottish Funding Council develop a national performance indicator data set which recognises the 'value added' by the learner experience at college. College would not wish to have to revise key aspects of its inclusiveness agenda to select 'able' students merely to improve performance indicators.

The effectiveness of the College's approach was recognised when a formerly 'reluctant, unconfident' male learner received the Scottish Qualifications Authority (SQA) Student of the Year Gold Award in 2004 in the area of Catering and Hospitality. In addition its work with the Routes Out Community Planning Project, for women who wanted to exit prostitution, was recognised with the award of the Scottish Further Education Unit Learning Award in 2006.

The nature of the College's catchment areas demands novel approaches to the engagement of local residents in Lifelong Learning. The College takes the view that all community regeneration and development activities offer opportunities for participation in Lifelong Learning (indeed it contends that without Lifelong Learning there can be no growth in the community capacity necessary to sustain the work of local activists and others engaged in the development and regeneration of disadvantaged communities). As a consequence of this philosophy the College operates a de-centralised, community-based approach to the provision of lifelong learning which is, if appropriate, designed to articulate with or to provide opportunities for progression to more traditional qualifications (including Higher Education both at the College and elsewhere in Glasgow).

The College is aware that there is a higher participation rate of women than men in lifelong learning and specific subject areas are accessed more by particular genders. In order to address these issues the College seeks to work with partners to recruit gender specific groups into non-traditional subject areas such as men into childcare and women into technology and construction. The College offer a diverse range of programmes which are marketed and promoted to attract both genders into lifelong learning. The College is currently running a Women into Construction Programme in partnership with Glasgow City Council. In session 2004/05 the College ran a programme in partnership with One Plus entitled Men into Child Care.

The Youth Access project run by the College since session 2004/05 seeks to engage local young people of both genders, aged 12-19. The aim of the project is to develop both transferable ICT skills and social skills.

The Youth Access project has a gender balance of 60% male and 40% female. The project is successful as part of the College's citizenship agenda in building positive relationships between local young people and the College, and this has led to increased applications from young people at the age of 16, mostly male. The project supports flexible learning based on games, Internet use, music creation and other creative skills and is led by youth workers rather than teaching staff, supporting the youth club environments in which it operates. The College anticipates that early engagement with young males through the project will lead to an increased chance that they will further engage with Lifelong Learning.

The College promotes and celebrates the achievement of successful learners. In session 2005/06 five students received the Robert Bennie Award. The Awards are sponsored by the Robert Bennie Trust which was set up four years ago to help support young people in the College's catchment area and to help sufferers of the debilitating disease, neurofibromatosis. The Award winners included one male student and four female students.

In session 2005/06 the College received the Gold Award for 'Centre of the Year - College' in the 2005 Scottish Qualifications Authority (SQA) Annual Awards for its innovative approach towards exploiting technology to enhance learning and teaching across the curriculum. This was the third year in a row the College had been involved in the SQA Gold Awards. In 2004 the 'Candidate of the Year' Award went to a young male learner in Catering and Hospitality and the 2004 'Partnership of the Year' Award went to the Greater Easterhouse Learning Network (GELN) where the College is the lead partner. In 2003 the Gold for 'Centre of the Year – School' went to Lochend Community School for their Youthstart programme which was run in partnership with the College.

Each year the achievements of outstanding adult learners are celebrated through the Adult Learner' Week Awards sponsored by the Scottish Adult Learning Partnership (SALP). This award was won by a female learner in 2005 who participated in one of the College's community programmes in session 2005/06 titled Parents of East End Primary School (PEEPS) children, which supported adults who wished to re-enter mainstream education after long periods of unemployment. In session 2006/07 a male learner was awarded a commendation by SALP for his individual contribution to the Tronda History Group which is run by the College.

The College is aware that there is particular under representation of older males participating in Lifelong Learning and works in partnership with external partners such as Community Connections to specifically target older male returners to attract this group into further education through programmes such as 'Voyager'.

3.0 Gender Equality Duty

The Sex Discrimination Act 1975, amended by the Equality Act 2006 which introduced the Gender Equality Duty, places a general duty on all public authorities, including Further Education colleges, when carrying out their functions to have due regard to promoting gender equality. The aim of this Gender Equality Scheme is to fulfil the requirements of the general duty by mainstreaming gender equality throughout the College in all its policies and functions. The College must have due regard for the need to:

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

This is known as the 'general duty' and came into effect on 6 April 2007.

To support progress in delivering the general duty, there is also a series of 'specific duties' which apply to listed public authorities, such as the College, as laid out in The Sex Discrimination (Public Authorities) (Statutory Duties) (Scotland) Order 2007. The Order, which came into force on 9 April 2007, sets out steps the College must take to help it meet the general duty.

Those specific duties, in brief, are to:

- prepare and publish a gender equality scheme, showing how it will meet its general and specific duties and setting out its gender equality objectives;
- consider, in formulating its overall objectives, the need to include objectives to address the causes of any gender pay gap;
- gather and use information on how the public authority's policies and practices affect gender equality in the workforce and in the delivery of services;
- consult stakeholders (i.e. staff, learners, trade union, professional association, service users and others) and take account of relevant information in order to determine its gender equality objectives;
- assess the impact of its current and proposed policies and practices on gender equality, and to have due regard to the results of those impact assessments;
- implement the actions set out in its scheme within three years, unless it is unreasonable or impracticable to do so; and
- report progress against the scheme every year to its Board and review the scheme at least every three years.

4.0 Gender Equality Scheme

This is the approved Gender Equality Scheme of the Board of Management of John Wheatley College produced in partnership with management, trades unions, the professional association, learners, staff representatives, partners and the wider community. The purpose of this Gender Equality Scheme and Action Plan is to clearly indicate how the College addresses its general and specific duties derived from The Sex Discrimination Act 1975, as amended by The Sex Discrimination (Public Authorities) (Statutory Duties) (Scotland) Order 2007.

The Gender Equality Scheme applies to all staff, learners, partnership organisations, contractors and service providers.

The College seeks to incorporate the general and specific duties within the mission and vision of the College and to address them through its Strategic and Operational Plans.

The College's Vision and Mission Statements visibly demonstrate the extent of its commitment to equality.

Vision Statement

'John Wheatley College seeks to offer opportunities in life-long learning of the highest quality to raise the educational attainment levels in the East End and Greater Easterhouse to the national norm'.

'It also seeks to play a central role in the economic and social regeneration of these and other communities in its catchment area'.

Mission Statement

'John Wheatley College strives to provide an excellent and inclusive Lifelong Learning environment for Glasgow's East End, Greater Easterhouse and the other communities it serves'.

The Scheme will be reviewed annually as part of the College's strategic and operational planning procedures.

The Gender Equality Scheme and associated Action Plan will be reviewed every year and the results published in its Annual Equalities Review. In accordance with the Gender Equality Duty the Scheme will be reviewed at least every three years to report the College's progress against its prioritised objectives.

The review process will enable the College to assess the Scheme's impact and effectiveness.

The College aims to produce a single Equalities Scheme and Action Plan to bring together its race action plan, disability and gender equality schemes which will set out an equality action plan to address these issues. Currently there are no statutory positive duties in place to promote equality on the basis of sexual orientation, age, and religion and belief. However, the College is aiming to go beyond meeting its positive statutory duties, and is committed to integrating the other strands, age, religion/belief and sexual orientation into a single Equality Scheme in the near future, so that it reflects the spirit, as well as the letter, of the law. The College is currently at the planning stage of embedding these strands into a single Equality Action Plan. This is an ongoing process and a high priority in the coming months.

5.0 Consultation Process

The College's Gender Equality Scheme and Action Plan identify its gender equality objectives and set out the actions which the College intends to carry out to achieve them. To develop an understanding of the major gender equality issues in its functions and the services it provides the College undertook a detailed consultation process with its stakeholders and considered both our local context and the situation within Further Education in Scotland.

The particular areas and functions of the College's activities to which the Gender Equality Duty would particularly apply are outlined in Section 6.0 of the Scheme.

The College's Scheme and Action Plan attempts to focus on the issues within its remit which have the greatest importance and impact on gender equality.

The consultation process to identify the College's gender equality objectives included the undernoted methods:

- prospective job applicants being invited to contribute to the development of the Gender Equality Scheme in a College advert placed in the national media and various websites on 27 April 2007;
- consultation with members of the Equalities Employment Workgroup held on 30 April 2007;
- consultation with members of the College's Joint Consultative Committee at a meeting held on 4 May 2007;
- consultation with members of the Colleges Equalities Committee at a meeting held on 14 May 2007;
- equality matters are evaluated through the mid-programme learner evaluation survey. The results of the survey were presented to the Board of Management at its meeting on 17 May 2007. The data gathered will be used to inform the College's gender equality priorities;
- consultation with members of the Board of Management at its meeting held on 17 May 2007;
- consultation with members of the Equalities Inclusive Learning Workgroup at its meeting held on 21 May 2007;
- a survey of staff by means of a Gender Equality Questionnaire issued on 31 May 2007;
- a survey of learners by means of a Gender Equality Questionnaire issued in May 2007;
- evaluation of equality matters are through an End of Programme Learner Satisfaction survey. The documentation has this session been amended to facilitate equality data disaggregation. Initial responses indicate that the College is successfully promoting Gender and preventing discrimination;

- the inclusion on the College's Website of a specific section inviting staff, learners and partners to contribute to the Gender Equality Scheme and Action plan by means of a questionnaire or by discussion by contacting key personnel;
- a consultation meeting with contractors who provide cleaning and security services to the College on 5 June 2007; and
- a meeting with the Community Health Care Partnership to discuss Mental Health Service provision for the College which included gender related issues.

The Gender Equality priorities identified during the consultation process has informed the College's Action Plan, Section C. The Implementation Schedule, Section D identifies the main gender equality priorities for the College over the next three years based on the issues identified in its Action Plan.

6.0 Functions of the College

The primary function of the College is to provide teaching and learning within the terms of the Further and Higher Education (Scotland) Acts 1992 and 2005.

Particular areas of the College's activities to which the Gender Equality Duty applies include:

- strategic and operational planning, including budget planning and estates;
- learner admissions and access;
- learner achievement and assessment;
- provision of learner guidance and support;
- curriculum design and delivery;
- staff recruitment, selection, employment career progression and professional development;
- grade and remuneration;
- training and development and career development review;
- working in partnership with the community and establishing community links;
- service delivery and procurement;
- marketing and publicity; and
- quality assurance and improvement in all policies and functions.

These functions are complex and overlap in many ways and the College has, therefore, chosen to provide a position statement in the following areas:

- Strategic and Operational Planning;
- Employment, including equal pay;
- Staff Training and Development;
- Learners;
- Involvement/consultation and Impact Assessment;
- Monitoring Equality; and
- Monitoring and Review of Gender Equality Scheme and Action Plan.

The College's Gender Equality Scheme Action Plan is contained in Section C.

Section B – Current Position

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7.0 Strategic and Operational Planning

This Equality Scheme is managed by the College's Strategic Management Team, with input from across the College. Action plans relating to it are embedded in strategic and operational planning structure and within individual team plans across the College. The College has equality policies separate from this scheme, which deal with its approach and duties as an employer and service provider. It is the College's intention to review the need for its equality policies to be incorporated more fully into a single Equality Scheme in the future.

Equality matters, including gender equality, are mainstreamed through integration into the College's management and strategic planning structure. In addition, its budget is constructed to meet the aims of the Board's strategic objectives therefore resources are allocated as appropriate.

The College Plan, approved by the Board of Management for session 2006-09, contains specific references to the further development of the inclusive approach which it has towards all learners and employees. This strategic underpinning of gender equality is evidenced by the College gaining external recognition for the quality of its inclusive provision. This evidence base includes College HMIe Reports and the Aspect Inspection Report: Implementing Inclusiveness in Further Education which was published in November 2004.

The College's senior management team and operational managers routinely consider reports on equality, including gender, as part of their strategic and operational planning processes. The HMIe College review report of July 2006 graded the College's educational leadership and direction as very good.

Curriculum teams and Project Teams are required to undertake a self-evaluation exercise which involves measuring progress against targets contained in the College Plan. The information gathered through the annual Curriculum self-evaluation process is reported in the overall School Action Plan published at the beginning of each session and individual Curriculum Team Action Plans. The revised format of the Project Team self-evaluation annual report, which is based on the HMIe framework, was piloted in session 2006/07 and will be rolled out in session 2007/08.

The College also reviewed the format of how team meetings are conducted during session 2005/06. This requires teams to focus specifically on equality issues. Teams are required to consider and address their approach to equality and diversity, sustainability and citizenship. The impact of these discussions will be assessed and reported in the 2005/06 Equalities Report.

Documentation relating to evaluation of the College's services has been revised to promote consideration of and engagement with the

equalities agenda. The amended Learner Satisfaction Survey, the College's self-evaluation report; and the pilot pro-forma for Team Self-evaluation reports all provide evidence of the steps taken to mainstream the Equalities agenda within the college.

The Board of Management and its standing committees consider regular progress reports on the operational aspects of the College, including an annual Equalities Report which includes specific reference to aspects of gender equality both in terms of employees and learners. The College's Annual Equalities Report can be accessed on the College's Website. The College will review and revise the format of its Annual Equalities Report where necessary in light of the Gender Equality Duty.

The College's progress against objectives in its Gender Equality Scheme will be reported to the Board of Management and appropriate standing committees and feature as a standing item at team meetings.

The Board of Management consults its staff systematically under the auspices of the Joint Consultative Committee which consists of representatives of management, recognised Trades Unions and a Professional Association. The Board, which has a student representative as a member by legislation the Student Association to nominate a representative to be a member of relevant committees such as the Equalities Committee, Academic Board and Board of Management. The College will further seek to ensure the views of male and female staff are represented by the Joint Consultative Committee members.

The College's Equalities Committee oversees its equality agenda and is supported by two Workgroups, the Equalities Employment Work Group and the Inclusive Learning Work Group. The Committee and its Workgroups are chaired by a member of the strategic management team.

As part of a management review in session 2004/05 the College created the post of Assistant Associate Principal (Quality). Part of the remit of that post is to co-ordinate the College's curriculum equalities agenda and provide advice to ensure compliance with equalities legislation to programme and project teams.

In addition in session 2006/07 the College created an Equalities Human Resources Officer for a fixed-term period as part of its staffing structure to support managers and drive forward its equality agenda in both in employment and curriculum areas.

7.1 Estates

The College recognises that, for many people, environmental barriers can play a large part in restricting opportunities. The College involves

learners and staff, including males and females and relevant external agencies in the design process of any new builds and the formation of new services.

All of the College's buildings are built in compliance with appropriate equality legislation and relevant building regulations on accessibility. They are, therefore, fully accessible by all learners and staff. The College is currently reviewing the signage for its toilet facilities in each College campus. However further consultation with an appropriate external agency regarding the needs of potential transgender and transsexual staff, learners or visitors will be undertaken.

7.2 Procurement

The College currently uses the Authorities Buying Consortium, abc, in the majority of cases, when making purchases. Abc provides professional procurement expertise in the setting up and management of large scale contracts to the advantage of all its customers. Suppliers who tender with abc are required to provide an Equal Opportunities Certificate and a Race Relations Certificate.

The College includes an appropriate equalities statement, which includes gender, in any tender documentation which it prepares for major projects. The College expects service providers to demonstrate commitment to equality.

The College's Procurement Service will by the start of financial year 2009/10 be provided by the Association of Procurement for Universities and Colleges. The College will seek to ensure that an organisation adopts a proactive approach to promoting an equalities agenda.

The College seeks a copy of the equal opportunities policies from the organisations which tender to provide services to the College this includes cleaning, security, audit and other construction services. The College will ensure through its tender processes that organisations that provide services to the College promote gender equality.

7.3 Marketing and Publicity

The College consistently reviews its approach to the development of appropriate publicity materials, including the use of focus groups, and consults widely on the production of materials in a variety of formats. The College has produced a prospectus which contains positive images which promote equality, including gender, disability, race and age. An electronic version of the prospectus is available on the College website.

The College will also consider whether its advertising and marketing function could do more to promote positive attitudes towards gender equality and identify appropriate measures in its Equalities Action Plan.

7.4 Community Engagement

The College takes the following approach to engage with the community in the establishment of its strategic and operational priorities.

A comprehensive survey of its learner population is undertaken (most of whom are resident in the Glasgow East Community Planning Partnership areas, East Centre and Calton and Glasgow North East, Shettleston, Baillieston and Greater Easterhouse). This involves mid-year reviews, focus groups and an end of programme survey. This approach provides a comprehensive overview of the views of learners. This exercise identifies possible priorities for inclusion in its future Strategic and Operational Plans.

Wide consultation with stakeholders (including the recently established Community Planning Partnerships, formerly the Social Inclusion Partnerships) takes place regularly. The records of such discussions are included in the College Plan which can be found on the College's website. The College engages with local community representatives through the auspices of local voluntary organisations within the communities it serves.

Circa £450,000 is committed annually to the College's Wider Access Programme to sponsor community-based adult education. The College liaises with local community organisations to ascertain their priorities and to seek an understanding of their possible contributions/roles in the organisation of any classes which this Programme can support.

Analyses of enrolment data highlights that there is a significant gender imbalance in this curricular area of provision with most participants being female. The College recognise that males are under represented and work with partners who target males. Partnerships with organisations such as Community Connections who specifically target older male returners through programmes such as 'Voyager'.

The College continues to participate in the local Lifelong Learning Groups in both Community Planning Partnership Areas in its locality.

The College will, for the purpose of meaningful consultation, maintain contact with local and regional groups, including those which promote gender equality.

The College will seek to further explore innovative ways to engage male learners within the Widening Access Provision.

8.0 Policies, Procedures and Associated Practices

The College's approach to equality, including gender equality, is supported by a range of College policies, procedures and associated practices which underpin its equalities agenda. The College has specific policies which promote and support gender equality for staff and learners. All of these policies and procedures are available from the College's website.

There is a systematic process for the development and review of the College's policies, procedures and associated practice. In addition legislative changes, developments in case law and recognised best practice require these areas to be monitored and reviewed on an on-going basis. The College will reprioritise its Policy Schedule to review and revise policies and procedures in light of the gender equality duty.

The College's approach to mainstreaming equalities is supported by policies and procedures to ensure that all areas of its equality agenda are an integral part of all functions and services provided for learners and staff. This is achieved through a range of informal and formal consultations and other involvement mechanisms. A diagrammatical outline of the supporting policies and systems structure can be found at appendix 1. The College is currently reviewing its Equal Opportunities Policy document and associated policies with the aim of producing an overarching single equality policy with specific supporting policies for each strand of equality. This review will be completed by the end of session 2007/08.

The College encourages staff and learners to participate in focus groups to ensure involvement and consultation in the development of policies, procedures and associated practice. The College will continue to actively seek to consult with staff and learners, to participate in policy development. This will ensure direct input into the review process of policies and procedures. The College will seek to identify further ways in which to appropriately consult staff and learners.

The College also makes use of professional bodies and seeks advice and comment from external sources to inform and assist in the development of its policies, procedures and associated practice. The College will directly involve relevant groups where appropriate in its development processes.

The College's Equalities Committee oversees the development of policies, procedures and associated practices and is supported by the Equalities Employment Workgroup and Equalities Inclusive Learning Workgroup.

Line managers have responsibility for promoting equality, including gender and for the day-to-day management of gender related issues for staff. The College incorporated a responsibility for promoting

equality into the job description for each post in session 2003/04. The College provides managers with the appropriate training to implement its policies and procedures.

When planning and developing policies and procedures it is the current practice of the College to:

- build the implications of all areas of equality into the development and implementation process of its policies and strategies by taking cognisance of the College's equality agenda;
- develop and implement policies in partnership with management, Trades Unions, Professional Associations, learners and staff representatives (and external bodies where appropriate);
- present all draft policies and procedures to the Equalities Committee for critical review of their potential impact on learners and staff;
- refer all draft policies and procedures to the College's external legal advisor;
- consider all draft policies and procedures with strategic management and operational managers for consultation and comment;
- review and revise policies and procedures in line with agreed process; and
- present all draft policies and procedures to the relevant Board of Management committees for comment and review prior to their consideration by the Board.

In order to comply fully with the College's legal obligations under the Gender Equality Duty and to further enhance its current approach the College will in future:

- specifically build the implications of gender equality into the development and implementation process of all policies and strategies through the involvement and consultation of learners and staff; and
- develop and implement policies and procedures in consultation with learners and staff, in partnership with management, Trades Unions, Professional Associations, learner and staff representatives and relevant external bodies.

The College will conduct a gender impact assessment of all its policies and procedures, functions and services over the next three years. The impact assessment of policies and procedures is covered in Section 14.0. The College has planned training and development for key members of staff in Equality Impact Assessment, this training is scheduled to take place early in session 2007/08.

Staff or learners who believe that they have suffered any form of discrimination on the basis of their gender are encouraged to raise the matter through the College's agreed policies and procedures which include the Dignity at Work Policy and Procedure, Commendations and Complaints Procedure, Disciplinary and Appeals Procedure and Grievance Procedure. A copy of the relevant policies and procedures are issued to all new entrants, learners, external contractors, agency staff and partnership organisations. The policies and procedures clearly demonstrate the College's commitment to equality, including gender equality.

It is emphasised to staff and learners that internal policies procedures do not replace or detract from their right to pursue complaints under the legislation to an employment tribunal. Staff and learners are advised that further information on relevant legislation can be found in the College Library.

8.1 Family Friendly Policies and Procedures

The College recognise that caring responsibilities may have an impact on employees in the workplace and can contribute to the gender pay gap. In session 2000/01 the College produced, in partnership with management recognised Trade Unions and Professional Association, two policies to support work-life balance. The College is committed to developing an environment for its staff in which they are enabled to fully contribute to the service while feeling valued and respected. The College recognises that employees may have family responsibilities and obligations in addition to the responsibilities that they have to the College.

The College provides a range of entitlements, which enables employees to fulfil their family responsibilities by allowing employees to care for, and spend time with, their child(ren) and fulfil carer responsibilities, to improve the working lives of staff and enhance service delivery. Through the introduction of the Family and Parental Policy and Personal and Domestic Policy the College has sought to balance the needs of staff with the requirements of delivering a high quality service for students and the communities it serves. It is recognised that throughout their career in the College staff will have differing demands on their time and energies at home as well as work. The policies introduced by the College aim to assist employees who are seeking to achieve an equitable balance between their home and working lives.

The College's Family and Parental Leave Policy uses the term 'parent' however the College recognised the broader definition of a parent to include all circumstances where an adult assumes the care of a child – natural parent, step-parent, adoptive/foster parent and same sex partner, grandparent and legal guardian. The College's Family and Parental Leave Policy exceeds the requirement of the legislation by

providing staff with up to 15 days paid leave of absence of the 60 days leave entitlement. The College utilises the Workforce Profile to maintain a register of information within the Human Resources Section of staff that are entitled to apply for leave under its Family and Parental Leave Policy and staff are informed of their entitlement on commencing employment with the College.

The Policy is brought to the attention of all new employees during induction and is regularly promoted in the College Newsletter.

In academic year 2005/06 the College received 36 applications for Family and Parental Leave, a total of 49 days leave (46 paid and 3 unpaid) from 24 staff of which 16 were female (34.5 days) and 8 were male (14.5 days).

The main reasons identified were - child care provision (42%), hospital appointments (17%), illness (6%) and to spend time with children (35%).

In session 2000/01 the College also introduced the Personal and Domestic Leave Policy to assist staff manage a domestic emergency situation. In session 2005/06 the College received 40 applications under this Policy involving 32 employees of which 48.5 days were granted. Of the 32 staff 22 were female (25.5 days) and 10 were male (20 days). The three main reasons for requests included bereavement leave (64%), child or dependent illness (21.5%) and child/dependent hospitalisation (14.5%).

Since April 2003, employees with parental responsibility for young or disabled children have had the right to formally request a change to their working arrangements in order to enable them to work more flexibly. This entitlement was extended to individuals with carer responsibilities under the Work and Families Act 2006. However, the College operated beyond the requirements of the legislation has granted a number of applications submitted by staff for carer responsibilities and for children over the age specified in the legislation since session 2003/04. Employees do not have an automatic right to work flexibly but the College is obliged to give any request it receives serious consideration and follow through a defined procedure to review whether the request can be granted.

The College has received eleven requests since the introduction of flexible working from one male and ten female. Not all requests were related to parental responsibility. To date the College has accepted nine of the eleven applications received, one application was resubmitted and accepted. Currently the College has seven staff members operating a flexible working pattern, six female, four of whom hold management positions and one male member of staff. The College's procedure follows the Department of Trade and Industry, Flexible Working, A Guide for Employers and Employees, entitled 'The

Right to Request and the Duty to Consider' when considering applications made by staff.

The College is currently in the process of introducing a Time and Attendance system which will introduce flexible working for support staff and monitor the working hours of all staff to ensure staff adhere to the Working Time Regulations. This system will also help support staff to balance personal and work commitments and assist the College to manage peak operational periods.

In addition the College has introduced family friendly measures to support fathers, such as paid leave of absence for employees who wish to accompany their partner to ante-natal classes. Paid paternity leave has been available for a number of years and is now a legislative requirement. The College also offer paid maternity support leave which is open to employees' outwith the paid paternity entitlement who are involved in supporting an expectant mother.

The College has recently implemented a Work-life Balance Policy which incorporates all its family friendly policies and types leave. A review of the supporting procedures for each area is currently underway. Staff will have the opportunity to contribute to the development of the procedures through the College's consultation processes.

8.2 Tackling Harassment and Discrimination

The College is committed to providing equality of opportunity to all its employees and attempts to ensure that every employee is treated with dignity and respect in the course of their employment.

The College's Dignity at Work Policy was introduced in session 2000/01 and revised in session 2003/04. In accordance with the College's Policy Review Schedule this Policy is currently under review. The purpose of the Policy is to provide a working environment in which all employees can realise their potential and contribute to meeting the mission of the College free from all forms of harassment. The primary aim of the Policy is to prevent bullying and harassment or discrimination through developing a climate at work in which employees' treat each other with respect. To raise awareness of the Policy and the duty to comply with the College's approach this Policy and associated policies (Equal Opportunities Policy and Race Equality Policy) are issued to new entrants who are required to sign an acceptance form that they have read and understand the requirements of the Policy.

The College, Trades Unions (TU) and Professional Associations recognise the potential problem of harassment in the workplace. It is acknowledged that harassment has serious consequences for both

employee and the College alike. It can cause stress and anxiety, poor work performance, increased absenteeism, reduced productivity and higher labour turnover. All of which has a direct impact on the College's effectiveness and the service it delivers.

To ensure the prevention and cessation of harassment should this occur in the College, it will develop and implement policies and procedures which ensure that:

- harassment is known by all staff to be unacceptable at all levels in the College's staffing structure;
- individuals are confident enough to bring complaints without fear of ridicule or reprisal; and
- incidents are quickly and positively dealt with as close to the point of origin as possible.

The College provide training and development in promoting equality and dealing with harassment and discrimination for all managers and staff on an annual basis as part of its on-going staff development programme. This is covered in more detail in section 12.0.

The College treat discrimination, harassment and victimisation as acts of misconduct that may lead to disciplinary action up to and including dismissal and as such are dealt with under the College's Disciplinary Policy and Procedure. All new employees are informed at induction training of the College's Equal Opportunities Policy and related policies and codes of practice, (including its policy on Harassment), of the serious view taken of this issue and of the procedures in place for dealing with allegations of discrimination/harassment.

The Dignity at Work Policy clearly explains to those involved in the workplace their own responsibilities (be it employer, employee, student, contractor, agency worker, Board Member, representative of another organisation or any other person who has access to College premises) and advises to be alert to harassment when it occurs.

The Policy clearly states that unacceptable behaviour such as bullying and harassment, victimisation or discrimination must not occur and when it does, is not allowed to continue unchecked.

The College will consult with appropriate external organisations in the review of its Dignity at Work Policy and Procedure.

The College has agreed to a joint presentation with its Trades Unions and Professional Association to introduce the revised Dignity at Work Policy to promote equality and work towards the elimination of bullying and harassment or discrimination in the workplace.

The College monitors and reports cases associated with its Dignity at Work Policy, Grievance Procedure and Disciplinary and Appeals Procedure that relate to bullying and harassment, victimisation or discrimination.

8.3 Attendance at Work

Attendance levels for staff are monitored through its policies and procedures and support and assistance is offered to staff. The College utilises the services of an independent Occupational Health Service which offer services to staff such as lifestyle screening.

The College will review its Attendance at Work Policy and supporting documentation in light of legislative developments, in particular in relation to those receiving treatment for cancer. The gender equality duty to transsexual employees will require the College to consider the adjustment of working hours if necessary to enable an employee with gender dysphoria or in transition to be absent during normal working hours for assessment, counselling, treatment, and rehabilitation.

The College currently holds a Bronze Accreditation Award awarded by Health Working Lives (previously SHAW). The award demonstrates the College's commitment to promoting health in the workplace. The College often run gender specific campaigns and presentations to inform staff and learners about certain health conditions to provide information on prevention and promote early intervention.

The College will seek to achieve the Silver Accreditation Award and the Mental Health Commendation Award in session 2007/08. It is anticipated health checks will be offered to staff on an annual basis and the College is currently discussing this service with its Occupational Health Provider.

9.0 Employment

The College is a relatively small organisation, employing around 200 staff. The College has an Equal Opportunity Policy which describes how it aims to treat staff and what happens if anyone contravenes that policy. It links to the College's formal policies - Dignity at Work, Disciplinary and Appeals, Recruitment and Selection, Attendance at Work, Grievance and Wellbeing, which are highly relevant to equality. The College regularly reviews its performance on staff equality through the collection and monitoring of data, consultation with recognised trade unions and professional association and an annual analysis of its workforce profile. The College publishes an analysis of its workforce profile, the impact of its equality agenda and its progress in an Annual Equalities Report. The first Report was published in session 2001/02.

The College is aware that the three causes of the gender pay gap, as defined by the Equal Opportunities Commission, include pay systems discrimination, occupational segregation and caring responsibilities and has taken steps to address these issues. The actions taken are demonstrated in the Scheme.

The College's actions related to its employment function, for instance the monitoring of its workforce profile, recruitment and selection process, and the prioritisation of the policies and functions are particularly relevant to gender equality.

The College is committed to training all staff and Board Members in equality and diversity. The College provides equal opportunities training on an annual basis as part of its staff development programme and Board Training Events. All new members of staff receive equal opportunities training as part of the induction programme. The College also provide training for those staff that requires specific skills to carry out their roles effectively (such as managing staff, recruitment and selection, or managing discipline and grievance). The College deliver training and development to promote equality and diversity issues internally and fund staff to attend external events. These areas are described in more detail in the following sections of this Scheme.

As a consequence of the College's commitment to gender equality and all aspects of equality, to promote good business practice and to comply with legislation, the College gathers information relating to gender, ethnicity, disability and age. The data accumulated by this process provides the College with a picture of:

- its workforce profile;
- the effectiveness of its recruitment and selection processes;
- remuneration levels;
- the impact of its training and development provision; and

- its management of grievance and discipline.

The College has in place a number of systems to gather information on the effect that policies and working practices may have on staff in relation to their gender. These processes assist the College to identify areas of best practice and areas for further development. The data gathered is published annually in the College's Equalities Report.

9.1 Recruitment and Selection

Information specific to the recruitment and selection process is gathered through the College's Equal Opportunities Monitoring Form which all candidates are required to complete. The recruitment and selection statistics are reported annually in the Annual Equalities Report. The Report specifically contains information on the gender of applicants who have sought employment with the College and their success rate. The College will seek to establish mechanisms to consult with representative groups to gather information on potential barriers to employment as a supplement to collecting statistical information from employees and applicants where possible.

The College has a Recruitment and Selection Policy which is supported by detailed Procedures (which are currently being revised). These Procedures take full account of the equalities legislative frameworks, including gender. The purpose of the College's recruitment and selection strategy is to select the best candidate for every job vacancy and achieve a fair and consistent approach.

The College's Application Form asks applicants to indicate if they wish to be considered for the post flexible on a working basis. The supporting information about the College informs applicants that the College supports flexible working and will consider a variation of hours for any post.

Every member of the Board of Management and all College managers who participate in the recruitment and selection process are required to have attended training in the process and to participate in regular equalities updates. There is no obligation for a person to disclose their gender identity as a condition of employment. However the College will train managers, and as appropriate members of its Board of Management, as part of its recruitment training process to manage a situation where an interviewee may choose to disclose their gender identity or where relevant references or qualifications are listed under a different name in a sensitive and purely confidential manner.

Positive strategies will be further enhanced to ensure that the recruitment and selection process is accessible regardless of a candidate's gender or gender identity.

The College will seek to involve other relevant external agencies in the final development stages of its Recruitment and Selection Procedures and associated documentation prior to implementation where appropriate.

If an employee discloses their status as a transsexual person or if an existing member of staff goes through transition during their employment the College will need to identify the point at which the employee's new gender is changed in their personnel records, and public references, such as telephone directories, email and security pass. The College will seek to agree a suitable arrangement with the individual concerned as to when these changes are made. The College restricts access to personal records to the Human Resources Section. Access to records regarding the change of status will be restricted in accordance with College policy. The individual concerned will be made aware of who will have access to the information and the reasons for access. If for any reason an individual needs access other than those identified initially to the employee this will be discussed with the individual concerned prior to access being granted.

Once a person has obtained a Gender Recognition Certificate (GRC) the College will replace all records with new details.

If an employee chooses to disclose for any reason their gender prior to the acquisition of a GRC the College will treat the information in the strictest confidence. The College will provide the appropriate training and development for staff and managers to ensure that they are aware that any disclosure must be treated in the strictest confidence.

In addition the College will produce effective guidance for managers to support staff who are going through the process of transition.

The College is currently conducting a review of its recruitment and selection procedures and will consider the impact on transgender and transsexual applicants and staff in areas such as the provision of references for employees and ex-employees and a Disclosure Check.

9.2 Exit Interview

All staff leaving the service of the College is invited to participate in an Exit Interview. The purpose of the exit interview is to assist the College to monitor the reasons for staff turnover, make an informed decision about the vacancy, introduce or adapt existing Policies and Procedures or address any areas of concern appropriately. The College seeks to improve upon its policies and procedures and the feedback from staff is invaluable in this process.

Information taken from staff Exit Interviews is used to inform the revision of job descriptions, working practices and policies and procedures. Exit Interviews are conducted by a member of the Human

Resources Section. The results from the Interviews are published annually in the College's Annual Equalities Report.

The format of the Exit Interview form will be reviewed to incorporate specific questions regarding gender equality, and other strands of equality, in relation to the employee's experiences with the College.

9.3 Workforce Profile

The College's equalities agenda include primary objectives such as to increase employment opportunities for and promote equality of under-represented groups within the workforce, to eliminate discrimination and promote equality.

It is an essential prerequisite of any positive action programme that a full picture of the current workforce profile is available. In this way it is possible to identify areas where specific groups are under represented and to evaluate progress made to address all areas where there is a demonstrable weakness in its workforce profile.

To obtain the necessary equalities data the College issues to all new entrants a questionnaire titled the Workforce Profile. The completion of this form is compulsory as part of the College's appointment procedures. All existing staff are required to complete a workforce profile on a two-yearly basis to ensure data held is accurate.

The College's Annual Equalities Report publishes information on the College's workforce profile as at the 31 July for each year.

A breakdown of the College's workforce by gender, race, disability and age at 31 July 2005 is reported in the College's Annual Equality Report.

9.4 Staff Gender Balance – 31 July 2005 and in comparison 31 July 2006

In session 2004/05 the College employed 243 staff as at 31 July 2005, the overall gender balance was 48.56% male and 51.44% female.

There were 121 full-time employees, 56.20% male and 43.80% female and 122 part-time staff, 40.98% male and 59.02% female. The College overall employs more female staff than male. In relation to full-time posts there are more males than females and with regards to part-time posts there are more females than males.

When assessing remuneration levels by gender in the Annual Equalities Report the data analysed showed gender in the College to be fairly well balanced at all scale points. The workforce gender balance remained in favour of female. The College's senior

management team was, however, one area which was highlighted as male dominated and the College agreed to continue to monitor its position in relation to this area. The College encourages all staff to take advantage of training and development to help prepare staff to take on more senior roles. Training is readily accessible for both genders.

In comparison, in session 2005/06 as at the 31 July 2006 the College employed a total of 190 staff, the overall gender balance was 45.26% male and 54.74% female. There were 124 full-time employees, 53.23% male and 46.77% female and 66 part-time staff, 30.30% male and 69.70% female. The data shows an increase in the number of full-time and part-time female staff. The College employs more full-time males than females and more part-time females than males but overall it employed more female staff than male in session 2005/06. A full analysis of the gender balance at 31 July 2006 will be reported in the Annual Equalities Report.

The College monitors and reports on the gender balance of its workforce and consults annually with its recognised trade unions and Professional Association. Members of the Education Institute Scotland/College Lecturing Association (EIA/CLA), now Education Institute Scotland/Further Education Lecturer Association (EIS/FELA), expressed some concerns at the discussion stages of the Annual Equalities Report for year 2000/01 regarding the gender imbalance at the College's Senior Lecturer level in that males were under represented on this grade. The gender balance for this category of staff is detailed below for session 2006/07.

The College reviewed its middle management structure at the senior lecturer level at the end of session 2005/06 and a revised structure was introduced in session 2006/07.

The revised structure comprises of twelve permanent senior lecturers and one temporary appointment of which there are ten males and three females. A new role was introduced entitled Curriculum Leader, there are eight posts in total, of which three are male and five are female. The current gender balance for this level of management is 61.29% male and 38.01% female. The data shows a shift in the gender balance in favour of male. More female staff however are located at the higher management level within this category of staff. All appointments are made on the basis of meeting the essential criteria for the post and individual merit. A more detailed analysis of the College's workforce profile will be reported in its Annual Equalities Report.

10.0 Grading and Remuneration

10.1 Grading Structure and Job Evaluation

The College group jobs into pay bands. Jobs on the same bands are regarded as being of equal value. The College's existing Job Evaluation System transferred from Strathclyde Regional Council at the time of incorporation in 1993 (in accordance with the Transfer of Undertakings (Protection of Employment) Regulations 1981 as amended).

The College has agreed with its recognised Trades Unions and Professional Association to review its current Job Evaluation System and to source a more appropriate System suited, if possible to the Further Education (FE) Sector.

The College participated in a pilot project involving two other colleges. The project involved piloting a competency based Job Evaluation System titled HERA (Higher Education Role Analysis) which was designed and implemented by the Higher Education Sector. HERA is owned by the Educational Competences Consortium Ltd (ECC Ltd). ECC Ltd is a consortium of universities and colleges of further and higher education, set up in 1994 to create an approach for the analysis and sizing of roles in the Higher Education Sector. HERA was developed to promote equal pay for work of equal value and integrate human resource management. The outcome of the pilot exercise is a revised system appropriate for the Further Education Sector titled FEDRA (Further Education Development and Role Analysis). The College will work with a representative of ECC and College Trades Unions and Professional Association to take forward the development of FEDRA for the College.

The College recognise that pay systems discrimination can contribute to the gender pay gap and the importance of an effective job evaluation scheme that is analytical, non-discriminatory in both design and implementation and that covers all roles within the organisation can help to address this issue.

The College will take forward the purchase and implementation of an appropriate Job Evaluation System during session 2007/08 in partnership with its recognised Trade Unions and Professional Association. The implementation of the new system will involve a re-evaluation of all posts, including management, within the College and a review of the existing salary structures.

The Job Description and the Person Specification for a role will be reviewed and updated when necessary each time the post becomes vacant and at least every two years in accordance with the College's revised Recruitment and Selection Procedures using the new system.

10.2 Consultation and Negotiation Structure

The College has agreed a Recognition Procedures Agreement (RPA) for negotiation and consultation purposes. The College has in place an RPA for negotiation purposes for each of its recognised Trade Unions (Unison and EIS/FELA) and the Professional Association (ACM). A single RPA signed by all parties exists for consultation purposes.

The College negotiates salaries and terms and conditions for staff groups on an annual basis through its Committee structure. The structure is as follows:

- Strategic Management Team – Board of Management;
- Operational Managers – Association of College Managers – Joint Negotiating Committee;
- Support Staff – Unison – Joint Negotiating Committee; and
- Academic Staff – EIS/FELA - Joint Negotiating Committee.

The College has four separate and distinct salary arrangements:

- Support Staff - Scale Points 1 – 50;
- Academic Staff – Scale Points 1 -18;
- Operational Academic Managers – Fixed Scale Point; and
- Senior Management – based on a percentage of the Principal's salary.

10.3 Remuneration

The College is aware that pay system discrimination can contribute to the gender pay gap and has set terms and conditions for salary placement for both support and academic members of staff. The College's salary placement rules for staff are consistently monitored and reviewed in partnership with recognised Trade Unions and its Professional Association.

Support Staff

The College identifies appropriate salary bands within scale points 1 – 50 for support posts using its existing job evaluation system. Posts which are on the same band are regarded as being broadly equivalent.

A band for each post would normally consist of 3 scale points with a clear path for progress with an annual increment being awarded until the maximum scale point for the post is reached.

There are set terms and conditions in place in relation to the salary placement of appointees (internal and external) these are applied equally regardless of gender.

The remuneration levels for support staff are analysed and reported in the College's Annual Equalities Report by gender, ethnic origin, disability and age by scale point on an annual basis. The College will include date of commencement in its analysis in its Annual Equalities Report.

Academic Staff

A salary band applies to all basic grade and senior lecturer academic staff. The salary band previously covered 18 scale points, of which 14 were active (1-11 Lecturer and 12 – 14 Senior Lecturer). However in light of the The Employment Equality (Age) Regulations 2006 the College reduced the scale points to 14 of which only 12 scale points are currently active, the scale points for lecturing staff were reduced from 9 to 6, it could take up to five years for a lecturer to reach the maximum of the scale (6 – 11 Lecturer and 12 – 14 Senior Lecturer). The remaining staff to whom the 18 scale points apply are on fixed scale point.

The College has consistently undertaken a review its salary placement rules for academic staff and has made a number of amendments to promote and ensure equality.

An analysis of salaries in academic session 1999/2000 showed that part-time staff appeared to be on lower scale points than their full-time counter parts. At that time the College employed more female part-time staff than male. Once this issue had been identified the College altered the method for carrying out salary assessments to help ensure that the potential for indirect discrimination is limited. All service is calculated based on start and finish date. In subsequent years the analysis of academic salaries by gender and scale point has shown an equal balance of full-time and part-time males and females at each scale point.

A further review of the salary placement rules for academic staff was undertaken in session 2003/04 at which point any reference to age was removed. A further review was undertaken in session 2005/06 in light of the The Employment Equality (Age) Regulations 2006. The College use qualifications, length of service and experience to calculate the salary placement of an individual. A short-life workgroup consisting of management and members of EIS/FELA carried out the review. After detailed consultation and having taken legal advice it was agreed that the College would continue to use this criteria for calculating salary placements. The College will continue to monitor and report the impact

of using this criteria on staff in this area. Any sign of potential discrimination will be addressed immediately.

In session 1999/00 the College revised its terms and conditions for Lecturing Staff to include credit for breaks in service due to ill health or disability in addition to the credit it already provided for breaks in relation to family commitments. This should also assist to minimise the potential for indirect discrimination.

There is a clear path of progression with an annual increment being applied to academic staff on pay bands until the maximum scale point for the post is reached. This is applied equally regardless of gender. Staff are advised that they have access to their salary assessment details and that the assessment can be fully explained by a member of the HR Section. Salary assessments are checked and authorised by two separate HR representatives.

The College previously employed a high number of temporary part-time staff of which a higher percentage were female and were conscious that this category of staff may potentially be subject to elements of indirect discrimination. Over the past eight years the College has systematically reviewed its terms and conditions for lecturing staff and has brought the terms and conditions for temporary academic staff, which were mainly on part-time contracts, into line with that of permanent academic staff, which were mainly on full-time contracts. The College's proactive approach to ensure equal treatment of permanent and temporary academic staff meant that it met the requirements of The Fixed-Term Employee (Prevention of Less Favourable Treatment) Regulations 2002 in session 2005/06 without any additional adjustments.

In Session 2005/06 the College created a number of permanent full-time and part-time academic posts which were advertised externally, many of the College's existing temporary staff were successful in securing a permanent position through the open recruitment process. In addition the College offered existing part-time temporary academic staff that had accumulated sufficient service, four years or more, a fractional permanent contract. The College now makes limited use of temporary academic contracts.

The College proactively reviews the terms and conditions for all staff on a regular basis taking into consideration current and pending legislation, developments in case law and best practice.

10.4 Workforce Planning

The College monitors and reviews its workforce profile on an annual basis and produces an annual Workforce Plan. The Workforce Plan is discussed and agreed at the College's annual development events. The Workforce Plan reviews the teaching activity for the current

session and plans for the teaching staffing structure for the coming session. The College has updated its Workforce Plan as part of the development of the 2007/2010 planning cycle.

The Workforce Plan is used to ensure that a review of current and future staffing is undertaken in the light of the grant-in-aid awarded from the Scottish Funding Council and the student activity target included. Human Resource Management work with the College's operational and strategic managers to ensure that staffing levels are sufficient to meet the agreed student activity and the Board's aims and objectives.

The workforce requirements and the student activity requirements are then linked to the College budget to ensure that resources are available to deliver the required activity. The College's Chief Finance Officer utilises this information to produce the overall College budget for consideration by the Board of Management. Equality matters, including gender equality, are mainstreamed through integration into the College's management and strategic planning structure. In addition, its budget is constructed to meet the aims of the Board's strategic objectives therefore resources are allocated as appropriate.

10.5 Gender Pay Gap

The Equal Opportunities Website states that the gender pay gap is determined by calculating women's overall average pay as a percentage of men's. To arrive at a figure for the gender pay gap most official statistics compare the average hourly earnings of men and women working full-time, as the best way to compare 'like with like'. This accounts for differences in hours worked. The gender pay gap in the UK is derived from an analysis of national earnings data. Earnings data for 2002 show average hourly earning for women working full-time to be 81.2% of men's and therefore an 18.8% gender pay gap, and 58.9% for part-time employees and therefore a 41.10% pay gap (Equal Opportunities Website).

The College has undertaken an annual analysis of the average pay of men and women at 31 July each year for the past three years and report the findings at its Board of Management, relevant sub committees of the Board and College committees.

The Gender Comparison of Salaries for session 2005/06 showed that the female average FTE salary expressed as a percentage of Male average FTE salary as 90.23%. The female average FTE salary expressed as a percentage of total average of FTE salary was 94.97%. The College is aware that the gender pay gap is mainly created by an all male strategic management team. Excluding the strategic management team the College employ a total of 37 managers of which 48.64% are female and 51.35% are male.

The College will undertake a more detailed statistical analysis appropriate to its pay data as recommended by the Equal Pay Review Kit produced by the Equal Opportunities Commission. The results of its analysis will be published annually in the Annual Equality Report.

A full analysis of remuneration levels broken down by gender and cross referenced with other areas of equality will be reported in the College's Annual Equalities Report.

11.0 Equal Pay Statement and Policy

John Wheatley College supports the principle of equality and believes as part of that principle that male and female staff should receive equal pay for the same or broadly similar work, for work rated as equivalent and for work of equal value (other than where the difference in pay is genuinely due to a material factor which is not the difference of sex). The College is committed to ensuring that procedures to determine pay and conditions for employment for all staff do not discriminate unlawfully and are free from bias.

The relevant legislation concerning equal pay is found within the Equal Pay Act 1970 as amended and the Pensions Act 1995, as amended. It is included in other United Kingdom (UK) legislation, European Community law, EU Directives and resultant UK Regulations. The College takes full consideration of both UK and European legislation when implementing its pay systems.

The College believe that it is good management practice and in the interests of the College that pay is awarded fairly and equitably. It is important that employees have confidence in the process of eliminating gender bias and the College is therefore committed to working in partnership with its recognised Trade Unions and Professional Association. As good business practice we are committed to working with Trade Unions, the Professional Association and when appropriate staff representatives to take action to ensure that equal pay is provided.

It is recognised that in order to achieve the principle of equal pay for employees doing equal work, that the College should operate a pay system which is transparent, based on objective criteria and free from gender bias. By eliminating gender bias in the College's pay systems it sends a positive message to staff. The College recognise that avoiding unfair discrimination will improve morale and enhance efficiency.

It is recognised that pay includes pensions, discretionary bonuses or allowances, sick pay as well as other additional benefits.

The College's objectives are to:

- identify any unfair, unjust or unlawful practices that impact on pay; and
- take appropriate remedial action.

In order to put its commitment to providing equal pay into practice, the College will:

- consistently monitor and review existing and future pay practices;
- implement a new Job Evaluation System;

- re-evaluate all posts, including senior management using the new Job Evaluation System;
- conduct an equal pay audit on an annual basis and report the findings in the Annual Equality Report;
- monitor and report the impact of the College's pay practices;
- provide training and guidance for those staff directly involved in decisions about pay and benefits; and
- continue to work in partnership with its recognised Trade Unions and Professional Association.

The Board of Management and College Principal are responsible for ensuring that employees are treated equitably. The College's Personnel and Staffing Committee and Equality Committee have the role of ensuring the success of this Policy. The Human Resources Manager has additional responsibility to ensure that the initial starting salaries are consistent with this Policy.

The following relevant policies and procedures are available from the College's Website or from the Human Resources Section:

- Equal Opportunities Policy;
- Race Equality Policy;
- Recruitment and Selection Policy and Recruitment and Selection Procedures; and
- Disability Equality Scheme and Action Plan.

12.0 Staff Training and Development

The College considers that a comprehensive continuing professional development (CPD) programme is crucial in supporting its approach to prevention of discrimination and promotion of equality, including gender equality. The CPD programme, including Initial Staff Induction, is continuously reviewed to support the inclusive agenda of the College and the implementation of its policies and procedures. All teaching and support staff are offered the opportunity to participate in a wide variety of development activities.

The CPD programme offers a range of opportunities including:

- in-house sessions delivered by relevant staff;
- in-house sessions delivered by external training providers; and
- external events both national and local.

Various training events, internal and external, are aimed at addressing different aspects of the College's equality agenda. These are documented in the College's Annual Equalities Report and CPD Report.

Future staff development programmes will continue to promote gender equality and all aspects of equality in relation to employment, teaching and learning and service delivery.

The College will provide training in gender equality and diversity on an annual basis for all staff, with a particular focus on managers. In addition training and development will be provided when there are changes in UK and European legislation, development in case law and examples of good practice.

The quality of the College's commitment to continuing professional development has been recognised by the Investor in People (IiP) standard.

12.1 Staff Development Policy

The Staff Development Policy provides details of the College's approach to providing opportunities for staff to undertake continuing professional development. All staff, regardless of employment status, are equally covered by the Staff Development Policy. In the main the activities are driven by College priorities, however, individual professional development needs are also taken into account.

In addition to the general programme of continuing professional development activity the College allocates an element of its annual Quality budget to the Professional Development Programme. This programme affords all staff the opportunity to bid for financial support,

from the College, to undertake nationally recognised qualifications are closely monitored.

The College produces an annual report detailing those who have been successful in bidding for continuous professional development which is presented to the Board of Management and relevant committees.

12.2 Career Development Review

The College's Career Development Review (CDR) process involves both a team assessment of development needs and an individual one-to-one assessment between the employee and the line manager. The CDR interview process culminates in the production of an Individual Action Plan (training plan) for each employee which is agreed with their line manager. Information from Individual Action Plans is collated by the Associate Principal (Quality) and assists the College plan a relevant continuing professional development programme.

The College maintains, for all staff, a CPD Log that forms the basis of the Continuous Professional Development record. During session 2006/07 the CPD application process was further refined, staff are now required to identify the equalities strand and College strategic priorities to which the training relates. The College continues to monitor individual CPD applications and Logs to ensure that both male and female staff are encouraged and enabled to participate in training and development opportunities. In addition the information is assessed to ensure that the College takes an appropriately balanced approach to its equalities agenda.

The College recently revised the Strategic Management Appraisal System to align the process with the liP model which involves a more reflective approach.

12.3 Equalities Training and Development

As part of its strategic commitment to gender equality the College actively supports the engagement of its staff in local and national Equalities activities. Staff have over the years participated in events organised by a number of organisations including. The Scottish Discrimination Law Association, Equality Forward, Equality Exchange and the Scottish Further Education Unit.

Activities relating to the equalities agenda and inclusive learning form an integral part of the College's CPD programme. On an annual basis it provides training in relation to equality promotion and prevention of discrimination, including specific activities related to gender.

Gender specific training in session 2005/06 and 2006/07 included, for example:

- 'Equal Opportunities in Recruitment and Selection' - all staff involved in the College's Recruitment and Selection process and Board Members;
- Bridging the Gap;
- Beyond Gender;
- Challenging Discrimination;
- Equal Pay and Equal Pay Audits;
- Towards the Commission for Equality and Human Rights;
- Taking LGBT Equality Further and Higher Education – A training and best practice guide for colleges and universities;
- Managing Domestic Violence;
- Domestic Abuse – Vulnerable Adults;
- Equality Rewarding Seminar; and
- Women and the Creative Industries.

Additionally, as evidenced in CPD records, staff training has been undertaken in a range of areas that support the College in preventing discrimination, harassment and promoting equality, including:

- Mainstreaming Equalities in Regeneration;
- Enhancing Learning in 'Community based Further Education';
- Child Protection;
- Engaging with hard to reach learners;
- Leadership for Access and Inclusion; and
- Money Advice and Financial Inclusion.

In order to assist the College in meeting its commitment to ensure that all applicants for courses are viewed impartially and that all learners receive appropriate impartial guidance, members of the Advice team have specifically taken part in a wide range of equalities related training.

The College will build into its development programme for session 2007/08 specific training including:

- raising awareness and promoting gender equality;
- managing sexual harassment and eliminating discrimination;
- raising awareness on how the gender duty applies to transsexual people;
- management training on dealing with the process of transition; and
- gender equality and gender reassignment in recruitment and selection.

In its commitment to gender equality the College will continue to:

- ensure that staff involved in recruitment, interview and selection processes for staff and learners have received training in gender equality;
- provide training to prepare staff to compete on genuinely equal terms for jobs and promotion (actual recruitment to all jobs will be strictly on merit);
- include gender awareness training in the induction process for learners and staff;
- provide training whenever feasible and awareness raising events on a regular basis for all staff; and
- provide training *for* staff in the effective management of discriminatory incidents and behaviour in relation to gender or gender identity.

13.0 Learners

The College's inclusive policy for recruitment to programmes ensures that learners are offered equality of opportunity and are provided with a range of support services to encourage both participation and achievement.

In academic year 2005/06 the College had 7,417 learner enrolments. Of the 7,417 learners 59.74% were female and 40.26% were male. Of the 7,417 learners 2.03% were black minority ethnic (61.59% female and 38.41% male) and 2.84% were of a different national origin (62.09% female and 37.91% male). A total of 23.95% declared a disability (35.23% female and 64.77% male). A total of 6,090 learners completed their programme with the College of which 60.13% were female and 39.87% were male. A total of 1,327 learners withdrew of which 57.95% were female and 42.5% were male.

Across the College as a whole data highlights that there are more female than male learners. In depth analysis across specific programme and curriculum areas highlights that, in the main, the significant gender imbalances correspond to the traditional occupational gender divide. There are few female learners participating in Construction programmes whilst on the other hand almost all Hairdressing and Beauty programme learners are female. The College will explore additional methods of engaging learners across the traditional occupational gender divide.

In general the College's learning activities are open to both genders however it does recognise that gender specific classes and programmes are sometimes necessary in order to provide the support required in crossing the occupational gender divide. An example of this provision would be the Men into Child Care programme.

Teaching and learning is delivered in approximately 100 community venues, across the two local Information and Communication Technology learning networks, provides learners with local access to the College's services and facilities. Data analysis highlights that most of the learners accessing this provision are female. The College will seek to identify further ways of engaging male learners in community based learning activities.

The Inclusive Learning Policy, first published in session 2001/ 2002, outlined the College's approach to identification of learner needs, the provision of support services; and importantly it enhanced involvement mechanisms. Inclusiveness approaches are now fully integrated into the College's service provision, policies and procedures. The Inclusive Learning Policy is in the final stages of review and now includes all strands of equality, including gender equality. The revised document will be presented at the first scheduled meeting of the Board of Management in session 2007/08.

13.1 Guidance and Advice Services

The College and Student Services Committee have an overarching welfare and pastoral role. At operational level the Guidance and Advice Team works in collaboration with curriculum and programme tutors, to provide effective systems of pre-entry, on-course and progression guidance.

In session 2004/05, the use of the Individual Learning Plan (ILP) system was extended across the College. It underpins guidance and is the primary document for tracking an individual's needs and support measures. An Individual Learning Plan is opened for every learner and reviewed at least once per teaching block to record any changes circumstances which impact on the learner's progress, attainment, achievement or support requirements. The annual ILP audit highlights issues to be addressed and informs future planning in relation to the inclusion of individuals with family commitments or other gender specific issues.

The Advice Team provides a wide range of guidance activities to all learners, including those participating in outreach programmes. In order to assist programme tutors a Directory of Support Agencies is published and made available to support staff in identifying appropriate external specialist guidance or counselling services. This document is reviewed annually. Furthermore, the Greater Easterhouse Pathfinder website, which the College developed with the involvement of local community groups, also contains information on a range of agencies to support learners.

Progression Guidance, designed to enable John Wheatley learners to compete on equal terms in post-College employment and/or education, is delivered as a series of learner centred activities and includes job seeking skills, participation in mock interviews and presentations from external agencies and/or employers.

In supporting learners towards employment the College utilises its Service Level Agreement with Careers Scotland and engages with the extensive range of employment support agencies in the locality.

There is an expectation that mental health practitioners will be supplied by the Community Health Care Partnership, Glasgow East for the provision of Mental Health Services for learners and discussions are progressing on this matter.

Local 'jobs fairs' are deployed to support learners with opportunities which are hosted within the College and it also participated in an Employment Support Project.

The Employment Support Project which has facilitated the involvement of an employment development worker within programmes and the

provision of a training course in Supported Employment for College and partner Agency staff; has been accessed equally by male and female learners.

The outcomes from these activities will be highlighted within the Annual Equalities Report.

13.2 Financial Support for Learners

Information in relation to bursaries and funding available to all students are circulated using a variety of methods, including:

- pre-entry interview with advice team;
- the College prospectus;
- student Induction;
- class talks;
- student email folder;
- posters on notice boards; and
- 'Money Matters' leaflets issued to students.

During session 2005/06 306 awards were made under the College's Bursary funds. Of the 306, 85 were male and 221 were female. 173 awards were made to students over the age of 18 and 133 awards went to students under the age of 18.

There were 80 Part-time Bursary awards of which 23 were male and 57 were female. 78 went to students over the age of 18 and 2 to students under the age of 18.

Under the Further Education Hardship Fund 166 awards were made, 138 were female and 28 male. Of the 166 awards 139 went to students over the age of 18 and 27 to students under the age of 18. This included 4 asylum seekers and 2 refugees.

The College made 82 awards under its Childcare Fund all of which were female. 78 students were over the age of 18 and 4 students were under.

The Finance Team consistently apply the Scottish Funding Council guidelines to ensure equality when assessing applications. The College gather information in relation to age and ethnic group on the application Form for bursary assistance

13.3 Learning and Teaching

Provision of an inclusive learning experience is integral to the operation of the College. To this end the Curriculum Support Services Forum, established in 2006, oversees the operational aspects of College services that are involved in meeting the diverse range of learning needs.

In order to support the general duty to prevent discrimination and actively promote equality, including gender equality, the College provides frameworks for the design and delivery of programmes and to support the creation of accessible materials.

To create effective learning environments, the Learning and Teaching Strategy highlights that variety in learning and teaching approaches requires to be utilised. There is an emphasis on blended learning, which integrates a range of approaches and materials suited to the topic being delivered. The value of this approach was recognised when the College received the SQA Gold Award for Centre of the Year in 2005.

In academic session 2005/06 the College participated in the materials piloting phase of the Quality and Equality in Learning and Teaching Materials (QELTM) Project, funded by the Scottish Funding Council. The Project aimed to help colleges produce teaching materials which recognise and address issues of discrimination and meet their obligations under equality legislation. As a consequence of this involvement the College revised its curriculum design and approval procedures to embed the promotion of equality, including gender equality, and the prevention of discrimination.

The revised Curriculum Development and Approval procedures, which include the Master Teaching Pack – Recommended Structure, Guide to Writing Accessible Materials and the Integrated Audit Checklist must be adhered to when designing programmes and developing materials for learning and teaching. These documents are available to all staff via the College intranet. In addition in session 2006/07 a centralised administration system, for curriculum development and approval, was enhanced to help facilitate the creation of electronic versions of learning and teaching packs which are adaptable and more easily differentiated to meet learner needs.

Following a review of Student Induction procedures a new Induction programme, incorporating additional inclusive materials and activities based on College Web-site information sections, was piloted in session 2005/06. The results of the pilot will be reported in the College's Annual Equalities Report. Feedback on the revised induction programme will be sought from learners, in particular in relation to gender equality issues through the focus groups and learner surveys.

14.0 Involvement and Impact Assessment

The College has a strong commitment to involving learners in its review processes. At subject and team levels learners provide feedback via end of unit surveys and through participation in programme team meetings. Cross-college activities engage learners in Focus Groups, a mid-programme evaluation and the End of Programme Learner Satisfaction Survey. Initially learners are encouraged to discuss additional needs or support during the pre-entry process. Each year the College invites participation, in its five scheduled planning activities, from representatives of the Student Association.

Class representatives are briefed by the SPARQs team (Student Participation in Quality Scotland) on their role in evaluating the learner experience. Events take place on an annual basis. SPARQs is a service which is supported by the Scottish Funding Council to assist and support learners, learners' associations and institutions to improve the effectiveness of engagement in quality assurance and enhancement in the Tertiary Sector across Scotland.

Involvement of learners in the evaluation of their College experience has been enhanced by the use of electronically available differentiated surveys, which are more accessible to a wider range of learners than the previous paper based versions. In addition the equality data can now be disaggregated by gender, age, disability and race so that data can be cross referenced.

The College currently consults with employees and learners regularly by means of a range of informal and formal mechanisms. It invites staff to participate in the development of the College's employment conditions, policies and procedures work practices and services provided in relation to equality. These focus groups will be extended to specifically look at gender, transsexual and transgender equality issues.

Following the implementation of any policy the College undertakes a process of assessment to establish the impact individual policies and functions have on staff and learners and on the College's gender equality agenda. Gender information provided by staff and learners will be directly collated and fed into the College's Equality Report. The details of any assessment shall be made directly available to learners and staff and presented to the relevant Board of Management committees. Assessment of policies and functions will inform the College's Strategic and Operational Plans.

The College conducts an assessment of the impact and implementation of policies and functions on an annual basis. This is achieved through mechanisms such as:

- learner satisfaction surveys, learner enrolments, learner achievement, learner and public commendations and complaints, learner discipline;
- staff discipline, staff grievance, (informal and formal) staff complaints, statistics from the Employee Counselling Service, exit interviews with staff and learner retention levels;
- the Joint Consultative Committee and Equalities Committee and Workgroups;
- the College's annual planning process in relation to strategic and operational plans including Academic Plans;
- the review of programmes, processes and services provided on a regular basis to ensure that they meet the needs of staff, learners and College communities and take appropriate steps to remedy deficiencies identified;
- the Programme Planning process which should make every effort to identify and remove unnecessary or unjustifiable barriers for males, females and those with trans status;
- the systematic monitoring and reviewing policies and functions to seek to provide appropriate facilities and conditions of service to meet the specific needs of staff and learners; and
- evaluation of annual team self evaluation reports, presented to the senior management team where appropriate or relevant Board of Management committees.

In order to comply with its legal obligations under equalities legislation, including gender the College put in place a number of mechanisms to ensure that equality is integral to its functions. These include the:

- review all teaching and learning materials on a regular basis to ensure that they seek to embed gender equality and all areas of equality;
- review all College materials to ensure that they seek to embed gender equality and all areas of equality;
- requirement of external contractors, partner organisations and agencies to support the College's practice on equality and gender issues;
- inclusion of responsibilities for equality, including gender, of management and staff into job descriptions;
- production of appropriate printed materials on request to meet the needs of learners and staff;
- provision of additional support and guidance for learners from under represented groups as required, with particular support given to those entering into non-traditional subject areas; and

- integration of appropriate citizenship, including gender equality, themes in all teaching programmes within the College.

In order to comply fully with the Gender Equality Duty the College will in future consider whether to conduct a full impact assessment.

This will require the College to:

- identify which decisions, new functions, work practices, policies and procedures require a full gender impact assessment;
- publish the results of the full impact assessment in its Annual Equalities Review; and
- review its arrangements for monitoring the impact.

The addenda will be an integral part of the College's annual planning exercises.

15.0 Monitoring Equality

The College already has a comprehensive range of monitoring systems in place. It monitors, reviews and reports to its Board of Management Committees on a regular basis gender equality data related to staff and learners. The College recognises the benefits of monitoring in identifying possible inequalities, to analyse how policies, functions, practices and procedures affect differently different genders and transsexuals. It will continue to monitor its service delivery, identifying users and under represented groups to enable the College to assess progress against its Gender Equality Scheme and the associated Action Plan.

Monitoring enables the College to:

- establish what is happening in practice using evidence based datums;
- assess risk arising from legislative change and emerging case law;
- measure progress in relation to gender and equality;
- ensure, for example, that the workforce and learner profile reflects and is representative of the diversity of society as a whole; and
- identify any obstacles within its structures, procedures or service and modify these accordingly to promote equality of opportunity.

Equality monitoring includes:

- the integration of equality matters within the College's risk register, considered which is by the strategic management team on a regular basis and to the Board of Management and its standing committees on an annual basis;
- analysing learner applications, admissions, level of achievement and reasons for leaving by gender, age, disability and race and report the findings to the College's Board of Management Committees as appropriate;
- maintaining an Individual Learning Plan for all learners;
- producing workforce and learner profiles on an annual basis and cross referencing information gathered across other equality areas including gender, age, disability and race;
- assessing the up take of flexible working;
- assessing terms and conditions, remuneration levels and pay systems and reporting findings on an annual basis;
- the utilisation of policies related to caring responsibilities;
- taking full account of reported changes in the community profile led local demography;
- conducting exit interviews with all staff leaving the employment of the College;
- analysing student evaluation data;
- analysing statistical information relating to job applications through the College's recruitment and selection procedures both externally

and internally, in all areas, at pre interview and post interview stages;

- analysing internal staff movement, promotions, acting up positions;
- reviewing the professional development of staff, evaluate the relevant programmes and reporting to the appropriate Board of Management Committees; and
- the provision monitoring information for external bodies such as the Scottish Funding Council.

Information gathered through the College's monitoring process will enable it to analyse statistical information to identify priorities, set and monitor objectives and assess impact.

The College has systems in place to address issues where the above activities identify areas that suggest that practice could be further developed or improved. The College has a systematic approach to disseminating good practice through its quality enhancement procedures and a range of mechanisms.

The College takes full account of the Data Protection Act 1998 and apply the eight Data principles when collecting, processing, storing and analysing sensitive personal data relating to gender and gender identity. Access to individual information is strictly restricted to specific personnel. Employees may check and where necessary amend their own record of these details.

The results of assessment and monitoring data are published on annual basis through the College's Equalities Report. This is presented to the Board of Management and appropriate standing committees and the College's Joint Consultative Committee. Copies of the report are made available upon request to job applicants, through recruitment advertising and placed on the College website.

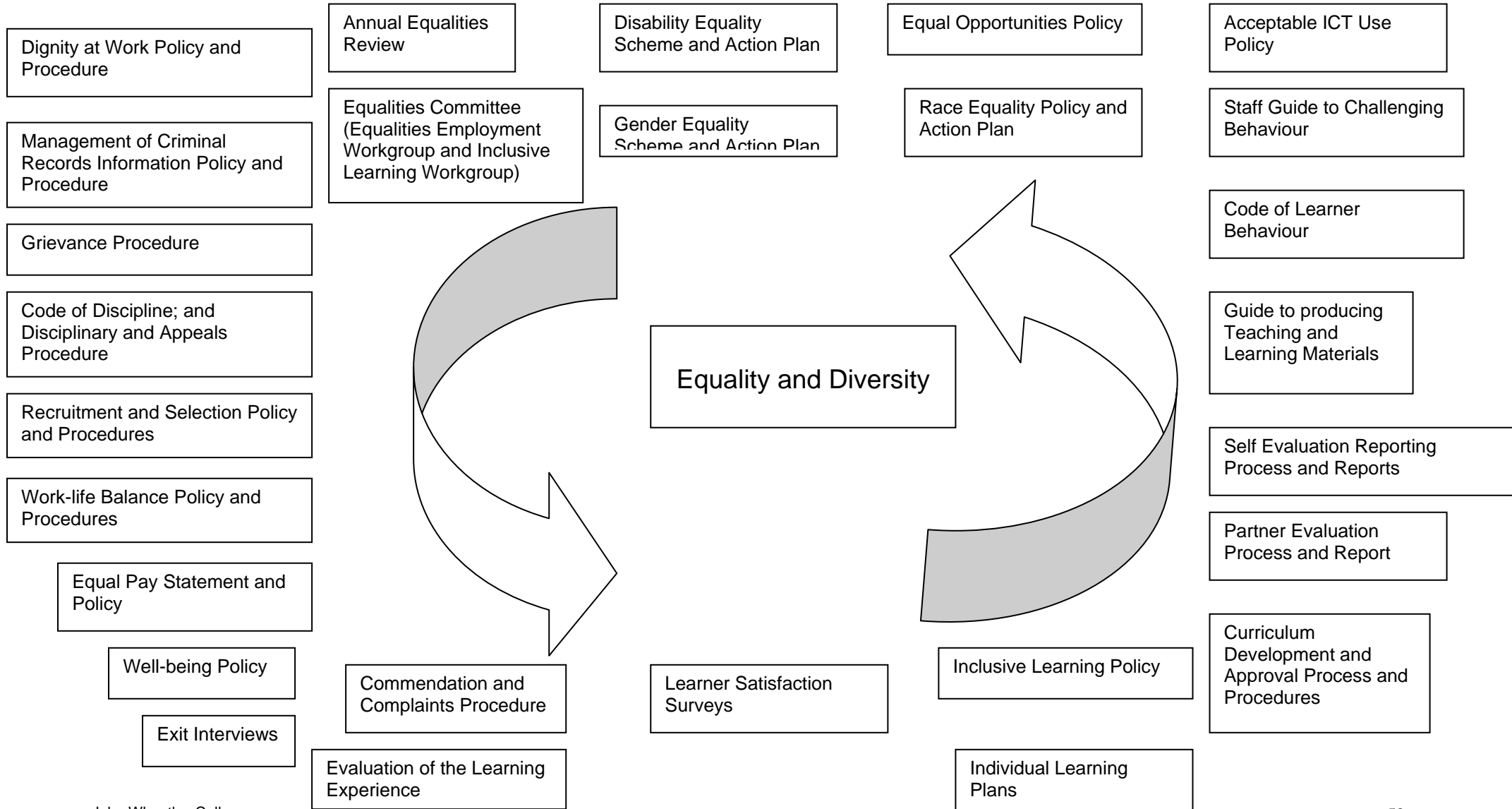
16.0 Review and Monitoring of the Gender Equality Scheme

The content, effectiveness and operation of the Gender Equality Scheme will be reviewed on an annual basis at the end of each academic session by the Equalities Committee and updated in partnership with management, Trades Unions, Professional Association, staff and learner representatives (including staff and learners) and external parties. The outcome of the review will be reported to the Board of Management and its standing committees and published in the College's Annual Equalities Review.

The College will continue to make use of professional bodies, and seek advice and comment from external sources to inform and assist in the development of its policies, procedures and associated practice. Examples of organisations that have assisted or been involved in this process include:

- the Equality Exchange (the College maintains an annual subscription with this organisation which seeks to disseminate best practice in equalities management);
- the use of external consultants, where necessary, to assist in the development of policies and procedures;
- the analysis of comments from the review of the College's Race Equality Policy, carried out by a consultant from the Gus John Partnership, were used to inform and revise the College's Race Equality Policy (the Gus John Partnership was employed by the Scottish Further Education Funding Council to review the Policies produced by Further and Higher Education Institutes in session 2003/04);
- working in partnership with representatives from the Greater Easterhouse Mental Health Forum and Greater Glasgow Health Board to develop the Wellbeing Policy;
- consulting regularly with its Community Health Care Partnership, Glasgow East;
- comments and guidance from the College's legal advisors on the content of policies and procedures and terms and conditions;
- the use of external consultants in the delivery of training and development to equip staff and managers in the compliance and operation of policies and procedures;
- the use of external organisations to inform and assist in the development of policies and procedures such as the Royal National Institute for the Blind, Equal Opportunities Commission and Commission for Racial Equality;
- the involvement of College representatives in external Forums such as the Inclusion, Access and Support Forum run by the Scottish Further Education Unit (SFEU); and
- the services which are provided, with Scottish Funding Council's grant assistance, by Equality Forward.

17.0 Supporting Policies and Systems Structure



Section C – Action Plan

Strategic and Operational Planning

Subsection	Current Position	Action	Responsibility for Action	Reporting to	Target Date
Strategic and Operational Management	Gender equality is integrated into the management and strategic planning structure and development processes.	Conduct a review of the Gender Equality Scheme and associated Action Plan to assess the initial impact and effectiveness by June 2008 and publish the results in the Annual Equalities. Page 58	Human Resources Section and Assistant Associate Principal (Quality)	Strategic Management Team	September 2009
	The College Plan contains specific references to the further development of the inclusive approach which the College has towards all learners and staff.	Review progress against targets set in the College Plan. Page 21	Strategic Management Team	Board of Management	June 2008
	Specific operational targets are established and incorporated into the relevant Section Plans.	Heads of Section to produce annual self-evaluation reports with specific reference to equality, including gender equality. Page 21	Head of Sections	Strategic Management Team	June 2008
Subsection	Current Position	Action	Responsibility for Action	Reporting to	Target Date

Strategic and Operational Management	Policies and procedures to support the equalities agenda in relation to staff and learners.	Produce a single Equalities Policy, with specific sections relating to the individual aspects of equality. Page 25	Human Resources Section and Assistant Associate Principal (Quality)	Board of Management	July 2008
	Range of action plans to support equalities agenda.	Produce a single Equalities Scheme and Equality Action Plan to promote all strands of equality, including gender. Page 15	Human Resources Section and Assistant Associate Principal (Quality)	Personnel and Staffing Committee and Academic and General Purposes Committee	July 2008
	Schedule for reviewing policies and procedures in place.	Reprioritise the policy schedule to review and revise policies and procedures in light of the gender equality duty. Page 25	Human Resources Section and Assistant Associate Principal (Quality)	Personnel and Staffing Committee and Academic and General Purposes Committee.	June 2008
	Annual Equalities Report published.	Update format of annual Equalities Report in light of legislative changes and developing best practice. Include date of commencement in data. Page 22; Page 41	Depute Principal	Board of Management	February 2007
	Assess the different impact of policies and practices on both sexes and use the results to inform the equality agenda.	Conduct an Impact Assessment on existing policies, proedures, functions and service delivery. Devise an impact assessment recording mechanism. Page 26	Human Resources Manager /Assistant Associate Principal (Quality)	Strategic Management Team	June 2010
Subsection	Current Position	Action	Responsibility for Action	Reporting to	Target Date

Estates	All of the College's buildings are fully accessible by learners and staff.	Carry out consultation with appropriate external agencies regarding the needs of transsexual, potential transsexual and transgender people. Page 22	Strategic Management Team	Board of Management	June 2008
Procurement	The College seeks a copy of the equal opportunities policies from the organisations which tender to provide services to the College this includes cleaning, security, audit and other construction services	The College will ensure through its tendering process that organisations that provide services to the College promote gender equality. Page 23	Depute Principal	Board of Management	June 2008

Subsection	Current Position	Action	Responsibility for Action	Reporting to	Target Date
Marketing and Publicity	The College consistently reviews its approach to the development of appropriate publicity materials.	Review advertising and marketing to ensure material promotes gender equality. Page 22	Marketing Manager	Strategic Management Team	June 2008
		Work with academic managers to identify strategies to encourage males and females into non-traditional subject areas. Page 11	Marketing Manager	Strategic Management Team	June 2009
		Work with academic managers to identify strategies to encourage males into Lifelong Learning. Page 10	Marketing Manager	Strategic Management Team	June 2009
Community Engagement	The College continues to participate in the local Lifelong Learning Groups in both Community Planning Partnership Areas in its locality.	The College will, for the purpose of meaningful consultation, maintain contact with local and regional groups, including those which promote gender equality. Page 24			
		The College will seek further innovative ways to engage male learners within the Widening Access Provision. Page 24			

13.2 Employment

Subsection	Current Position	Action	Responsible for Action	Reporting to	Target Date
Employment	Staff information relating to gender and other strands of equality is gathered on an annual basis.	Analyse and publish statistical information relating to the workforce profile. Information will be used to identify any causes of gender pay gaps, gender equality priorities or discrimination. Page 35	Human Resources Manager	Board of Management	June 2008
	Vacancies advertised in national media, on the College's website and with appropriate agencies, actively encourage specified under represented groups to apply.	Further enhance positive strategies to ensure that the recruitment and selection process encourages males and females into non-traditional occupations where possible. College adverts will promote the use of flexible working. Page 33; Page 34	Human Resources Manager	Personnel and Staffing Committee	June 2008
	Statistical data is collected and analysed on an annual basis for applicants and existing staff.	Seek to establish mechanisms for gathering information on barriers to employment as a supplement to collecting statistical information from employees and applicants. Page 33	Human Resources Manager	Personnel and Staffing Committee	June 2008
		Review and enhance support mechanisms, where possible, to further develop strategies to assist with the retention of staff with carer or family commitments. Page 29; Page 33	Human Resources Manager	Personnel and Staffing Committee	June 2008
Subsection	Current Position	Action	Responsible for Action	Reporting to	Target Date

Employment	Policies and procedures promote attendance at work.	Review and revise Attendance Management Handbook to support managers to promote health care and manage certain health conditions which are gender specific. Page 31	Human Resources Manager	Strategic Management Team	June 2008
	Equalities data gathered through workforce profile for all staff.	Review format of workforce profile pro-forma to ensure equalities data relating to gender equality meets the equalities duty. Page 35	Human Resources Manager	Personnel and Staffing Committee	August 2008
	Attendance levels for staff are monitored through its policies and procedures and support and assistance is offered to staff. The College utilises the services of an independent Occupational Health Service which offer services to staff such as lifestyle screening.	The College will seek to achieve the Silver Accreditation Award and the Mental Health Commendation Award in 2007/08. It is anticipated health checks will be offered to staff on an annual basis and the College is currently discussing this service with its Occupational Health Provider. Page 31	Human Resources Manager	Strategic Management Team	December 2008
	The College restricts access to personal records to the Human Resources Section. Access to records regarding the change of status will be restricted to a 'need to know' basis.	Staff concerned will be made aware of who will have access to their personal information and the reasons for access. If for any reason an individual needs access other than those identified initially to the employee this will be discussed with the individual concerned prior to access being granted. Page 34	Human Resources Manager	Strategic Management Team	December 2007
Subsection	Current Position	Action	Responsible for Action	Reporting to	Target Date
Employment		In addition the College will produce	Human	Strategic	December

		effective guidance for managers to support staff who are going through the process of transition. Page 34	Resources Manager	Management Team	2007
	Review of existing Job Evaluation System.	Take forward the purchase and implementation of an appropriate Job Evaluation System during session 2007/08 in partnership with its recognised Trade Unions and Professional Association. Page 37	Human Resources Manager	Strategic Management Team	December 2010
		Re-evaluate of all posts, including management, within the College and a review of the existing salary structures. Page 44	Human Resources Manager	Strategic Management Team	December 2010
	The College has consistently undertaken a review its salary placement rules for academic staff and have made a number of amendments to promote and ensure equality.	The College will continue to monitor and report the impact of using this criteria on staff in this area any sign of potential discrimination will be addressed immediately. Page 40	Human Resources Manager	Strategic Management Team	December 2010

Subsection	Current Position	Action	Responsible for Action	Reporting to	Target Date
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Employment	The College has undertaken an annual analysis of the average pay of men and women at 31 July each year for the past three years and report the findings at its Board of Management, relevant sub committees of the Board and College committees.	The College will undertake a more detailed statistical analysis appropriate of its pay data as recommended by the Equal Pay Review Kit produced by the Equal Opportunities Commission. The results of its analysis will be published annually in the Annual Equality Report. Page 42	Human Resources Manager	Personnel and Staffing Committee	August 2008
		A full analysis of remuneration levels broken down by gender and cross referenced with other areas of equality will be reported in the College's Annual Equalities Report. Page 42	Human Resources Manager	Personnel and Staffing Committee	August 2008
		The College is currently conducting a review of its recruitment and selection procedures and will consider the impact on transgender and transsexual applicants and staff in areas such as the provision of references for employees and ex-employees and a Disclosure Check. Page 34	Human Resources Manager	Personnel and Staffing Committee	August 2008

13.3 Staff Training and Development

Subsection	Current Position	Action	Responsible for Action	Reporting to	Target Date
Staff Development	A comprehensive staff development programme is crucial in the approach to promoting gender equality.	Produce, for staff and Board members, an annual training programme to promote gender equality. Page 45	Associate Principal (Quality) / Human Resources Manager	Personnel and Staffing Committee	June 2008
	Staff and Board Members undertake recruitment and selection training; and attend equalities updates.	Extend training for staff and Board Members involved in the recruitment and selection process. Page 33	Associate Principal (Quality) / Human Resources Manager	Board of Management	June 2008
	Information gathered from CDR process and staff development logs to inform staff development programme.	Review information, from CDR and staff development logs, to ensure an appropriately balanced approach is taken to the equalities agenda. Page 46	Associate Principal (Quality)/ Human Resources Manager	Strategic Management Team	June 2008
	CDR and staff development logs monitored to review training and development undertaken by staff.	Publish data on training and development undertaken, broken down into equality categories, where possible, in Annual Equalities Review. Page 46	Associate Principal (Quality) / Human Resources Manager	Strategic Management Team/Personnel and Staffing Committee	August 2008
	Opportunities for management development offered equally to all staff.	Actively encourage, through the CDR process, staff wishing to progress to participate in management training. Page 46	Quality Team/ Line managers	Strategic Management Team/Personnel and Staffing Committee	May 2008
Subsection	Current Position	Action	Responsible for	Reporting to	Target

			Action		Date
Staff Development	Work with Trade Unions and Professional Association to promote gender equality and eliminate harassment and discrimination.	The College has agreed to a joint presentation with its Trades Unions and Professional Association to introduce the revised Dignity at Work Policy to promote equality and work towards the elimination of bullying and harassment or discrimination in the workplace. Page 30	Human Resources Manager/Assistant Associate Principal	Strategic Management Team	June 2008
		Train managers as part of recruitment training process to manage a situation where an interviewee may choose to disclose their gender identity or where relevant references or qualifications are listed under a different name in a sensitive and purely confidential manner. Page 33	Human Resources Manager/Assistant Associate Principal (Quality)	Strategic Management Team	June 2008
		The College will provide the appropriate training and development for staff and managers to ensure that they are aware that any disclosure must be treated in the strictest confidence. Page 34			

Subsection	Current Position	Action	Responsible for Action	Reporting to	Target Date
Staff Development	Future staff development programmes will continue to promote gender equality and all aspects of equality in relation to employment, teaching and learning and service delivery.	The College will provide training in gender equality and diversity on an annual basis for all staff, especially managers, and in particular where there are changes in UK and European legislation, development in case law and examples of good practice. Page 46	Human Resources Manager/Assistant Associate Principal	Strategic Management Team	June 2010
	Activities relating to the equalities agenda and inclusive learning have formed an integral part of the College's Staff Development programme for a number of years.	The College will build into its development programme for session 2007/08 specific training including: raising awareness and promoting gender equality; managing sexual harassment and eliminating discrimination; raising awareness on how the gender duty applies to transsexual people; management training on dealing with the process of transition; and gender equality and gender reassignment in recruitment and selection. Page 47	Human Resources Manager/Assistant Associate Principal (Quality)	Strategic Management Team	June 2008

13.4 Involvement and Consultation

Subsection	Current Position	Action	Responsible for Action	Reporting to	Target Date
Policies, procedures and Associated Practice	The College's approach to gender equality and diversity is supported by a range of College policies, procedures and associated practice which underpins its equalities agenda.	Seek to identify additional methods to actively encourage staff and learners to participate in policy development to ensure direct input in to review and development process. Page 25	Human Resources Section /Quality Team	Strategic Management Team	June 2008
		Directly involve external agencies where appropriate in its development processes. Page 25	Human Resources Section /Quality Team	Strategic Management Team	June 2007
		Complete review of Recruitment and Selection Procedures. Seek to involve additional relevant external agencies in the final development stages of the Recruitment and Selection Procedures and associated documentation where appropriate. Page 33	Human Resources Manager	Strategic Management Team/ Personnel and Staffing Committee	June 2007
		Implement the Inclusive Learning Policy, to ensure it fully supports the overarching single Equalities Policy framework. Page 49	Equalities Committee	Board of Management	June 2007

Subsection	Current Position	Action	Responsible for Action	Reporting to	Target Date
Learners	Information on learners relating to gender and other strands of equality is gathered through a range of strategies.	Monitor learner profile and publish results in Annual Equalities Review. Page 49	Associate Principals, Core and Vocational	Board of Management	February 2008
	Paper based surveys conducted to evaluate learner experience.	Pilot the use of on-line accessible surveys in the learners' evaluation of their College experience. Page 52	Quality Team/ Information Learning Services Manager	Strategic Management Team	November 2008
	A number of local 'jobs fairs' hosted within the College.	Publish results of the "Jobs Fair" pilot in the 2005/06 Annual Equalities Report. Page 50	Guidance Manager	Equalities Committee	February 2008
	Electronic ILP in operation.	Develop an interactive database to support the administration of the Individual Learning Plans. Page 50	Curriculum Support Service Forum	Strategic Management Team	June 2008

Subsection	Current Position	Action	Responsible for Action	Reporting to	Target Date
Learners	The Learning and Teaching Strategy provides an overarching framework for the delivery of programmes.	Review and develop programmes within agreed procedures and systems for curriculum development and approval. Page 52	Quality Team/ Associate Principals, Core and Vocational/ Curriculum Leaders	Strategic Management Team	June 2008
	Staff are required to adhere to guidelines within the Teaching pack development guide which promotes equality and the College's Guide to Accessible Materials.	Monitor and review teaching pack development and use of the College's Teaching Pack Development Guide and Guide to Accessible Materials. Page 52	Curriculum Leaders /Associate Principals, Core and Vocational	Academic Board/ Academic and General Purposes Committee	June 2008
	Learners with additional support needs, including those arising from gender related issues, are involved in a range of evaluation activities aimed at improving the learning experience.	Develop the use of electronic differentiated surveys to enhance accessibility for a wider range of learners than the current paper based versions. Page 53	Assistant Associate Principal (Quality)	Strategic Management Team	June 2008

Subsection	Current Position	Action	Responsible for Action	Reporting to	Target Date
Learners		Report the results of the mid-programme evaluation and end of programme satisfaction survey to the appropriate committee and publish results in Annual Equalities Review. Page 53	Quality Team/Human Resources Manager	Strategic Management Team/ Board of Management	February 2008
	Quality Team and Marketing Manager run a series of focus groups which evaluates various aspects of the College's provision.	Take appropriate action where necessary in relation to the feedback received from focus groups and publish results in Annual Equalities Review. Page 53	Quality Team/Human Resources Manager	Strategic Management Team/ Board of Management	February 2008
	Across the College as a whole data highlights that there are slightly more female than male learners.	The College will explore additional methods of engaging learners across the traditional occupational gender divide. Page 49	Quality Team	Strategic Management Team/ Board of Management	February 2008
	Data analysis on the use of outreach centres highlights that most of the learners accessing this provision are female.	The College will seek to identify further ways of engaging male learners in community based learning activities. Page 49	Quality Team	Strategic Management Team/ Board of Management	February 2008

Subsection	Current Position	Action	Responsible for Action	Reporting to	Target Date
	Responsibility for promoting equality, including gender is incorporated into individual job descriptions.	Review all existing job descriptions to ensure the clause on responsibility relating to equality, including gender equality is included. (Responsibility clause is incorporated into all new job descriptions). Page 37	Human Resources Manager	Strategic Management Team	June 2008
	All staff leavers are invited to participate in the Exit Interview process.	Seek to involve staff in the review of the Exit Interview pro-forma with a view to incorporating questions specific to gender equality. Page 35	Human Resources Manager	Strategic Management Team / Personnel and Staffing Committee	August 2008
	Board of Management consult staff systematically under the auspices of the Joint Consultative Committee.	Seek to ensure the views of male and female staff are represented by the Joint Consultative Committee members. Page 22	Strategic Management Team/Trades Unions/Professional Association	Personnel and Staffing Committee	June 2008

Subsection	Current Position	Action	Responsible for Action	Reporting to	Target Date
Community	The College's strategic and operational priorities are established with community involvement.	Maintain contact with local, regional and national groups. Page 24	Strategic Management Team	Board of Management	June 2008
		Further involve relevant gender and transsexual groups where appropriate in its development processes seek to extend partnership arrangements. Page 25	Operational Managers	Strategic Management Team	June 2008

13.5 Impact assessment

Subsection	Current Position	Action	Responsible for Action	Reporting to	Target Date
General	A range of informal and formal mechanisms are in place to assess the impact of policies, procedures and associated practice.	Identify which decisions, new functions, work practices, policies and procedures require a full gender impact assessment. Page 55	Equalities Committee	Strategic Management Team	June 2008
		Review arrangements for monitoring the impact of decisions, new functions, work practices, policies and procedures. Page 56	Equalities Committee	Strategic Management Team	June 2008
		Publish the results from the impact assessment in the annual Equalities Review. Page 55	Operational Managers	Strategic Management Team / Board of Management	Annually February 2008
		Engage with Equalities Forward and publish an outline of activities in Equalities Review. Page 58	Strategic Management Team	Equalities Committee	February 2008
	Complaints policies and procedures are currently in place.	Publish statistics related to disciplinaries, grievances and complaints relating to discrimination or harassment in Equalities Review. Page 30	Human Resources Manager	Strategic Management Team / Board of Management	February 2008
	Curriculum teams and Project Teams undertake a self-evaluation exercise annually.	Collate information from Curriculum Teams and Project Teams self-evaluation exercise. Report to the Board and relevant standing committees. Publish in annual Equalities Report. Page 21	Operational Managers/ Curriculum Teams and Project Teams	Strategic Management Team / Board of Management	December 2008

Subsection	Current Position	Action	Responsible for Action	Reporting to	Target Date
General	The revised format of the Project Team self-evaluation annual report, which is based on the HMle framework, was piloted in session 2006/07 and will be rolled out in session 2007/08.	Roll out revised format of the Project Team self-evaluation annual report. Page 21	Quality Team	Strategic Management Team / Academic Board	August 2007
	Equalities Committee oversee the development of policies, procedures and associated practice.	Produce an appropriate impact assessment pro forma for the development of policies, procedures and associated practice. Reprioritise policy review schedule. Page 55	Equalities Committee	Strategic Management Team	June 2007
Staff	A team and individual Career Development Review is carried out for all staff and a staff development log is maintained for each member of staff.	Collate and monitor individual Career Development Review's and staff development logs to ensure staff are actively encouraged to participate and enabled to participate in training and development opportunities. Page 46	Quality Team/Human Resources Manager	Strategic Management Team/ Personnel and Staffing Committee	December 2007

Subsection	Current Position	Action	Responsible for Action	Reporting to	Target Date
Learners	Learner profile and information is published in the Annual Equalities Review.	Publish information on learner achievement in annual Equalities Review. Page 49	Strategic Management Team/ Board of Management	Associate Principals, Core and Vocational	February 2008
	Teaching and learning materials are regularly reviewed to ensure gender equality is promoted.	Review all materials in accordance with established procedures. Page 52	Assistant Principal (Board Service and Quality)	Quality Enhancement Committee	June 2008
	An ILP audit conducted annually.	Produce results of ILP audit and present to Quality Enhancement Committee. Page 50	Quality Team and Assistant Associate Principal (Curriculum)	Quality Enhancement Committee / Strategic Management Team	June 2008
	A comprehensive survey of learners is undertaken through mid-year reviews, focus groups and an end of programme survey to evaluate the learner experience.	Report the results of surveys undertaken to the Board and appropriate standing committees and publish results in Annual Equalities Report. Page 16	Quality Team/Human Resources Manager	Strategic Management Team / Board of Management	February 2008
	Revised Student Induction Programme piloted in session 2005/06	Publish feedback on Induction Programme in the Student Evaluation of the Learning Experience and Equalities Report. Page 52	Quality Team/Human Resources Manager	Strategic Management Team / Board of Management	July 2007