

# Gender Equality Scheme

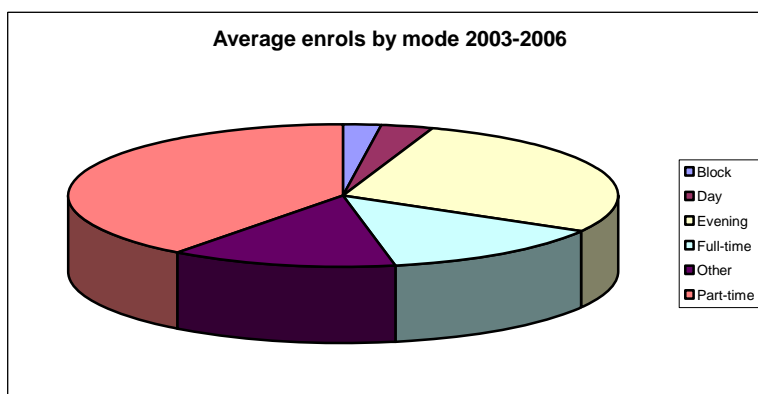
## 1 Introduction

Cardonald College enjoys a reputation as one of the most inclusive colleges in Scotland. Our Mission Statement commits us to helping all people to fulfil their potential through a valuable and enjoyable learning experience. The College prides itself on its inclusive ethos in all its dealing with students and staff. The College Strategic Development Plan clearly sets out our commitment to equality and as a community college we will endeavour to promote better understanding of gender equality specifically, as well as equality of opportunity more generally in all our operations and activities.

Our aim in promoting gender equality is to further attract and retain students and staff irrespective of their gender and to eliminate discrimination and harassment on the grounds of gender.

During Session 2005-2006, the College had 12 842 students on College programmes. Of these, 18% were full-time with 82% part-time attending a wide range of programmes of varying length, mode of attendance and location. Those figures have been fairly consistent over the past three years as the information below demonstrates.

Mode	Average 2003-2006	%
Block	292	2.3
Day	378	3.0
Evening	3534	28.0
Full-time	1709	13.5
Other	1699	13.5
Part-time	5007	39.7
Grand Total	12619	100.0



In total approximately 66% of these students were female, 34% were male and none were recorded as transgender students. (Appendix 2A shows a more detailed breakdown of student data and comparison data in relation to gender.) Nationally in 2004/5, women were 57% of students in Further Education Colleges, and men were 43%. This gender balance of students in FE has remained fairly constant since 2000.

There are 590 staff on the College payroll (as at May 2007). In total, approximately 65% of staff are female, 35% male and none were recorded as transgender. Nationally in 2004/5, taking full-time and part-time academic staff together, women were 51% and men were 49%. A more detailed breakdown of quantitative data on staff is provided in Appendix 2B. This data, along with the student data, has been reviewed and analysed and the analysis will help to inform our Scheme.

The latest population estimate (2006 – Scotland) is 5.12 million; of which 48.26% were male and 51.74% female. The national figures presented here show excellent agreement with local population statistics. All of the above would suggest that both our student and staff profiles at Cardonald are higher than national trends: ie women are over-represented in staff and student populations.

The College will enhance the current monitoring of staff at Cardonald on an annual basis throughout the recruitment and promotions process, and produce data on applications, short-listing and outcome by gender. This data will help us to identify the extent to which occupational segregation exists. Current monitoring of students will also be enhanced and we will continue to produce annual data on applications, subject choice, retention, and attainment.

### **1.1 The College Equality and Diversity Policy states:**

*The Board of Management is committed to a positive and pro-active approach to equal opportunities, which encourages, supports and values diversity.*

*To this end it will:*

*Promote and embed the principles of equity in all College Services and in every aspect of College life.*

*Ensure equality of opportunity and freedom from harassment for all students, staff and visitors by opposing and countering all forms of discrimination on the grounds of gender, marital status, family responsibility, health status, sexuality, age, disability, race, ethnic or national origin, colour, religious or political belief, class, educational attainment, spent offences and mental health.*

*Provide complaints procedures for the reporting of any events which contravene the ethos of fair treatment.*

## 2 Context

### 2.1 College Context

Current College practice is that an Equality and Inclusion strategy 2005/08, which covers all 6 equality strands, is integrated into the overall college planning process. An Equality Forum has been set up to oversee, monitor and push forward a better understanding of all equality needs; more specifically, a sub group, focussing on issues specific to gender and sexual orientation and to support inclusive practice, has been established. The Equality and Inclusion Manager (who leads the gender sub group) has a lead role to promote a positive ethos within the college-wide strategy on equality and inclusion, working with all staff to promote inclusive practices with students and with Personnel to promote inclusive practices with staff. The Equality and Inclusion Manager has membership of other college groups including the IT Users Forum, Academic Quality Standards Committee and various Short Life Working Groups. This has been productive in providing a sustained focus and the opportunity to embed inclusion and equality across different areas of our provision.

The Equality and Inclusion Manager is a Director of Inclusion Scotland, a member of the SFEU Access and Inclusion Forum and the Equality Forward West of Scotland Equality Forum. The College Principal is a member of the Strategic Board of Equality Forward

### 2.2 Legal Context

The Sex Discrimination Act 1975 has been amended by the Equality Act 2006 so that, from April 2007, all public authorities will have a general duty to promote gender equality. This General Equality Duty means that public authorities must have due regard to the need to:

- Promote equality of opportunity between men and women
- Eliminate discrimination and harassment that is unlawful under the Act
- Be proactive in positively promoting attitudes towards gender equality
- Actively eliminate unlawful discrimination and harassment against transsexual people
- Encourage participation from all staff and students when carrying out college functions

The Act also places **specific duties** on Colleges. These are designed to assist them in meeting the General Duty and include a requirement to prepare and publish a Gender Equality Scheme (GES) and associated Action Plan, involving consultation with staff, students, Trade Unions and relevant stakeholders in their development. Further specific duties include, annually monitoring and reporting on progress, fully reviewing the scheme at least every three years and conducting and publishing **gender impact assessments**.

### 2.3 Recruitment and Promotion

Cardonald College does not discriminate on the grounds of gender, ethnicity, disability, religion and belief, sexual orientation or age in the way it recruits and selects staff. In general, our data gathered shows that the number of women employed as lecturers and support staff is higher than that of men. There is a healthy gender balance in promoted posts - middle and senior management.

All job applicants receive an Equality Statement with the job information package. As an equal opportunity employer we recognise and value the skills and experience which women

and men can bring to Cardonald and we will continue to identify opportunities to promote equality of opportunity in employment.

## **2.4 Family Friendly Policies**

As part of our commitment to equality and equal opportunity for all staff at Cardonald College we already have in place a number of very effective family friendly policies which we actively promote to all staff. We recognise that employees have family responsibilities and obligations in addition to the responsibilities that they have to the College. To this end the College provides a range of entitlements which enables all staff to fulfil their family responsibilities.

Throughout their career at Cardonald College, staff will have differing demands on their time and energies at home as well as work. The following list of procedures aims to make our institution 'friendly' to all staff.

- Maternity Leave
- Maternity Support Leave
- Paternity Leave
- Family and Parental Leave
- Personal and Domestic Leave
- Adoption Leave
- Flexible Working

## **2.5 Staff Development and Training**

A key objective for staff development is to ensure that all staff have equal access to development opportunities to enhance their professional and career development. All such opportunities will be notified to each and every member of staff via publication on the college Intranet, by email, as well as hard copy notification, detailing the relevant courses available.

Line managers are required to attend training sessions specifically geared towards their management needs and these often focus on the impact of new or amended legislation. More generally, we will promote awareness-raising sessions and training updates on equality issues with a particular emphasis on gender equality.

We will continue to review our current staff development provision to ensure that gender equality is embedded effectively in all our processes and functions.

## **2.6 Student Support**

Additional support for all students, irrespective of age, ethnicity or gender, who have identified learning needs, is available across all subject areas in the College. This is provided by the Student Support Team of five full time members of staff who offer a wide variety of different kinds of individual support including communication for the deaf, dyslexia screening, scribing, equipment loan, brailing of documents, in class and/or one to one study skills support and proof reading. In addition a counselling service and stress management programme are available to students and staff on request.

The College actively promotes student awareness of the diversity of the student population and through the student welcome talks, given by senior managers, advocates mutual respect for all.

## **2.7 External links**

We work proactively with a number of key partners and organisations who facilitate us in implementing the duty to promote gender equality. We will actively try to build up this list over the next two years, particularly with organisations whose specific focus is related to issues concerning women and/or men. Appendix 1 provides details. The College is affiliated to LGBT Youth Scotland as well as working closely with Equality Forward and various other agencies which provide support and information on gender related issues.

## **2.8 Equal Pay**

Cardonald College supports the principle of equal opportunity for all staff. This fundamental principle is central to our Equality and Diversity Policy which will assist us in eliminating unlawful discrimination under the Equal Pay Act.

Cardonald College recognises that in order to achieve equal pay for employees doing work of equal value and to eliminate any sex bias in our pay systems and structures, it must operate a pay system which is fair and transparent.

We have, following due consultation and pay information gathering, published an equal pay statement which clearly states our policy on equal pay between men and women. Our Equal Pay Policy statement will be reviewed and reported on every three years and can be found in Appendix 4 of this document.

## **2.9 Summary**

The College vision of equality and inclusion is based upon an inclusive approach to all and through this values diversity by meeting the needs of the individual. It is the College's aim constantly to develop ways of working that are built upon the principle of universal design: that is, ensuring that all our practices are designed in such a way that we are accessible to all and that the staff ethos is supportive and non discriminatory.

### **3 Development of the Gender Equality Scheme: Consultation**

The GES, led by the Depute Principal and the Equality and Inclusion Manger, has been developed through the involvement of current students and staff, trade unions, Board of Management and partner organisations and stakeholders with whom the college works closely were also asked to assist.

Various methodologies were employed in the consultation process and this process and its findings were used to support and inform the development of our Gender Equality Scheme.

This scheme and its action plan have been developed along similar lines to our Disability Equality Scheme thus allowing us in the future to take a 'whole-system approach' to all Equality strategies.

The steps taken to gather information views of our staff, students and all other stakeholders are outlined below.

#### **3.1 Internal student and staff involvement activities:**

- Online student questionnaire
- Online staff questionnaire
- Feedback Focus Group for Additional Learning Needs students
- Focus Group of students
- Focus group of staff (including union involvement)
- Awareness articles in staff and student newsletters

#### **3.2 External involvement activities:**

- Online stakeholder questionnaire (sent to 200 contacts)
- Informal meeting with a small number of specific stakeholders
- Participate in training events and seminars organised by Equality Forward
- Liaise with LGBT support staff

#### **3.3 Embedding involvement**

Most of these mechanisms will become part of our regular planning and review of the Gender Equality Scheme and will help determine how best to further promote gender equality and engage staff and representative groups in the planning and shaping of future revisions to GES. Our newly establish Equality Forum will help to ensure that the views of staff, students and stakeholders, irrespective of gender, are integrated into our normal College planning and review activities

#### **3.4 Outcomes of involvement**

The online student questionnaire was completed by 172 students – 121 female and 50 male (Approximately, 70% female and 30% male). This is very similar to the global student population breakdown, by gender, for the college. 60% of the students completing the survey were under 26 years of age. Twelve students expressed an interest in participating in a Focus group.

The online staff questionnaire was completed by 101 staff – 70 female, 30 male and 1 transgender (Approximately, 70% female and 30% male). Again this is similar to the global staff population breakdown, by gender, for the college. 19 staff members expressed an interest in participating in a Focus group.

The online stakeholder questionnaire was completed by 40 stakeholders – 20 female and 20 male.

The significant majority of those involved in the survey were very positive about the College's proactive approach to promoting gender equality. A summary of feedback analysis and representative comments from the 3 groups are given below:

#### 3.4.1 Students:

- “Information centre is very useful for the students, they listen to students and give them proper advice”
- “... all course are open to both girls and boys, i.e. the fashion and clothing courses ... “
- “Role models - Principal is a woman and many promoted members of staff are women. Also, college literature shows men and women in non-traditional roles”
- “I have never witnessed any inequality in two years at the college”
- Try to promote better mixing of students from different cultures
- Promoting better awareness and respect with regard to gender

#### 3.4.2 Staff

- Approximately 10% of male staff (as against 4% of female staff) felt they were treated less favourably in relation to Family Friendly Policies and Flexible Working
- Approximately 10% of female staff (as against 2% of male staff) felt they were treated less favourably in relation to Promotion
- Approximately 5% of female staff (as against 0% of male staff) felt they were treated less favourably in relation to Employment contracts, eg fixed-term, part-time and Pay Awards and Negotiations
- We should get better at raising awareness among staff in subject areas where 'traditional' attitudes remain
- Greater promotion of gender (and all) equality through course materials
- “It seems to be an area where men feel less willing (or comfortable) in asking for changes to their normal working hours”
- “Greater proportion of recruited staff are women. Temp to permanent review means most staff accruing permanency rights are women. A leaning towards positive discrimination for women over the last 10 years has resulted in what appears to be a higher proportion of women receiving promotions, particularly as Section Leaders”
- “A supportive and safe environment is offered to students who experience difficulties, issues or family problems relating to their sexuality - by lecturers, guidance and information centre”
- “Leaflet produced and circulated to encourage females to consider a career in the construction industry”
- “There are female staff employed in traditionally male areas ( construction) and male staff in traditionally female areas( care and holistics)”

- Lack of male toilets
- “Mixed gender in Faculties, Units, senior management and the Board. Growing number of male cleaning staff. Students and staff appear to be accepted, whatever gender is, good mix of gender all round. Good childcare facilities for staff and students of all genders Few instances of sexual harassment”
- “An example of good practice is of course the clear demonstration of equal opportunity for all - whereby females in management positions, including most senior management roles, out number men”

#### 3.4.3 External stakeholders:

- “Cardonald College has the best balanced Senior Management Team in terms of gender equality. In the college sector, there is still a predominance of males in senior roles”
- “In my discussions with the College, I have always felt there was an understanding of the particular needs of women - especially in relation to the needs of those in deprived communities - with the real pressures and practical challenges faced by women in accessing education”
- “That it's not always possible”
- “Open access for all apprentices”

## 4 Gender Equality Objectives

In order to develop our Gender Equality Scheme and ensure that our objectives are relevant and will have the most impact on promoting gender equality, we extracted and analysed staff and student data as well as having engaged in consultation with staff, students and stakeholders. Analysis of the above has resulted in the development of seven gender equality objectives for implementation within the first three years.

These objectives have been selected because we believe that they represent the major gender challenges in work and study at Cardonald College and that they will make the most impact on gender equality over the next three years.

- To raise staff and student awareness and to provide staff training on aspects and issues relating to gender equality
- To investigate the gender balance in both the academic and support staff
- To make all staff aware of the potential to take up family friendly opportunities including flexible working options
- To undertake an equal pay audit
- To determine, in academic session 2007 - 2008 whether there are any consistent gender disparity patterns in relation to student recruitment, retention and achievement
- To review all policies, practices and procedures within the college in relation to gender equality
- To develop the curriculum to present a positive view of gender issues and include appropriate content

## **5 Gender Equality: Impact Assessments**

As indicated above there are many existing mechanisms in place to monitor the impact of college actions and these will continue to be used and improved to inform and amend College policies, procedures, plans and practices.

An Equality Impact Assessment is a way of deciding whether an existing or proposed policy, procedure or practice does (or may) have an “adverse impact” on some aspects of our college function. The “adverse impact” may often be the result of not taking into account the individual needs of diverse groups in relation to gender, ethnicity, disability, religion and belief, sexual orientation or age.

Our gender impact assessment process will be a key driver in the implementation of our Gender Equality Scheme and will focus on how our policies impact on the promotion of gender equality. All new policies, practices and revisions will be subject to impact assessment from September 2007. The College Strategic Management Group is the focus for assessing the overall impact of college policies, procedures, plans and practices, with each manager responsible for regularly assessing the impact of these within their own area.

## **6 Arrangements for gathering and using information on College performance on gender equality**

A wide range of quantitative and qualitative mechanisms currently exist to gather information on college performance on the various equalities and the use of information from them is built into regular college monitoring systems. This means that that the information is gathered and used at different times of the year by different areas of the college and is generally embedded in the College’s self evaluation and quality assurance processes. Examples of student data relating to gender are given in Appendix 2A.

### **6.1 Student information:**

- The College student records systems, managed by the Assistant Principal (Management Information Systems) provides gender data on enrolments by mode of attendance and by age. Some of this data is compared to the Scottish FE situation nationally.
- Gender profiles, by Faculty, are also provided. The graphs identify clearly where gender differences occur in relation to study areas.
- Student Programme Forums and the annual Self Evaluation process can identify and address various issues. Where these issues pertain to equality (including gender) they can be acted on within the Faculty or if necessary referred to senior management for action.

### **6.2 Staff information:**

- The College Personnel Department provides data on staff recruitment, retention, staff development and progression.
- The Personnel Department regularly compares College practice against the Equality and Inclusion strategy and acts with senior management to meet any necessary gaps.

### **6.3 General information:**

- The strategic Management Group regularly monitors the implementation of the Equality and Inclusion Strategy Action Plan.
- All College policy and procedures are subject to a 3-year review period and any aspects which are identified as creating barriers to equality (including gender) are addressed in a revised document.
- All College procedures are subject to an audit schedule by the College Quality Development Unit and any issues related to equality (including gender) within a procedure which are highlighted are addressed.
- All College support Units conduct annual self evaluation and through this have the potential to raise equality issues which can be fed into their Development Plans or referred to senior management for action.
- The Complaints Procedure Report, collated by the Quality Development Unit and considered by the Strategic Management Group, has the potential to highlight any issues related to Equality.
  
- The Equality Forum meets regularly and feeds back on a wide range of equality issues.
- The Health and Safety Committee chaired by the Principal, reviews all College H&S practices in terms of all equality strands.

### **6.4 Possible additional mechanisms**

While the above mechanisms are in place it is recognised that additional information could be gathered and that greater use could be made of the information available. Consideration will be given to such issues as the following over the duration of the Action Plan:

- Greater use at Faculty and Section level of quantitative as well as qualitative information
- Necessity to report specifically during self evaluation processes, audit and programme approval documentation on all equality strands
- Greater use of existing and new student questionnaires, Focus Groups, Course Forums etc to seek views on gender issues
- Improved identification through the Complaints Procedure of equality issues

## **7 Implementation, monitoring and publication of the Gender Equality Scheme**

### **7.1 Leadership**

The Depute Principal and the Equality and Inclusion Manager will lead on the implementation of the GES and the associated Action Plan.

### **7.2 Communication**

Staff will be made aware of the background and launch of the GES through the College weekly bulletin, regular staff newsletters and staff development workshops. The approach to be taken will be within a continuation of the College's holistic inclusive approach to all equalities.

### **7.3 Partnerships**

The further development of partnership working is seen crucial to the success of our work on gender equality and existing links will be strengthened and new ones forged to ensure maximum involvement from external agencies in the implementation of our GES.

### **7.4 Monitoring and Publication**

The GES will be published on the College website and on the staff intranet and will be clearly signposted.

An annual review and updating of the Action Plan will be undertaken and then considered by the Strategic Management Group and the Board of Management. Quarterly reports will be published on the College Intranet with hard copies available on request.

The Scheme will be fully reviewed and revised as necessary, at least every three years, whereupon a new Scheme will be published.

## External Links

SFEU, Access and Inclusion  
Equal Opportunities Commission  
Scottish Further and Higher Education Funding Council  
Equality Forward Scotland  
Scottish Executive  
LGBT Youth Scotland  
The Equal Project

## Student data gathered

## Cardonald College

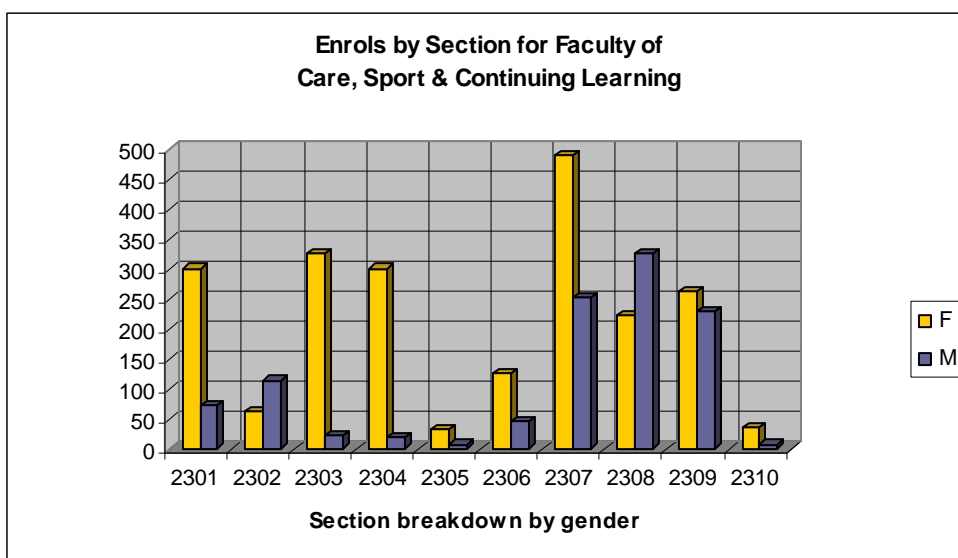
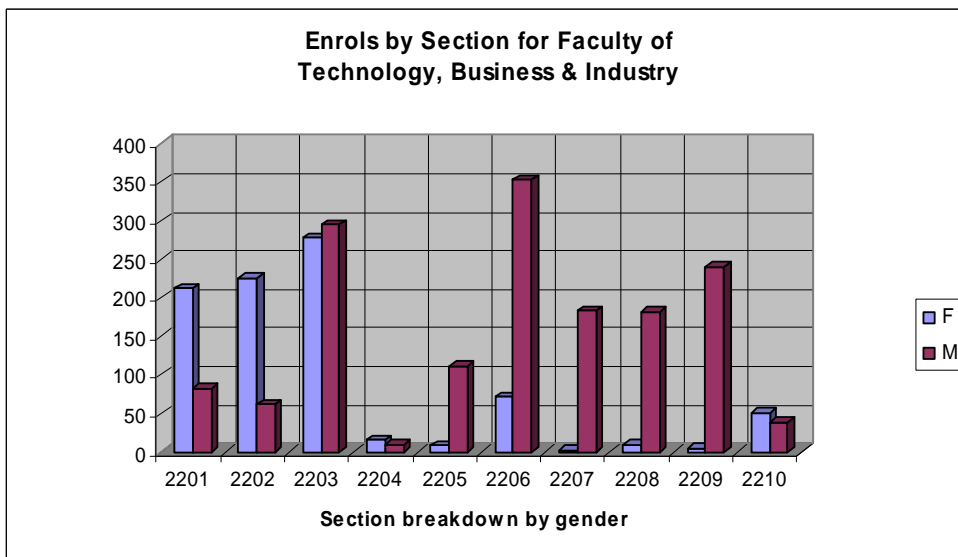
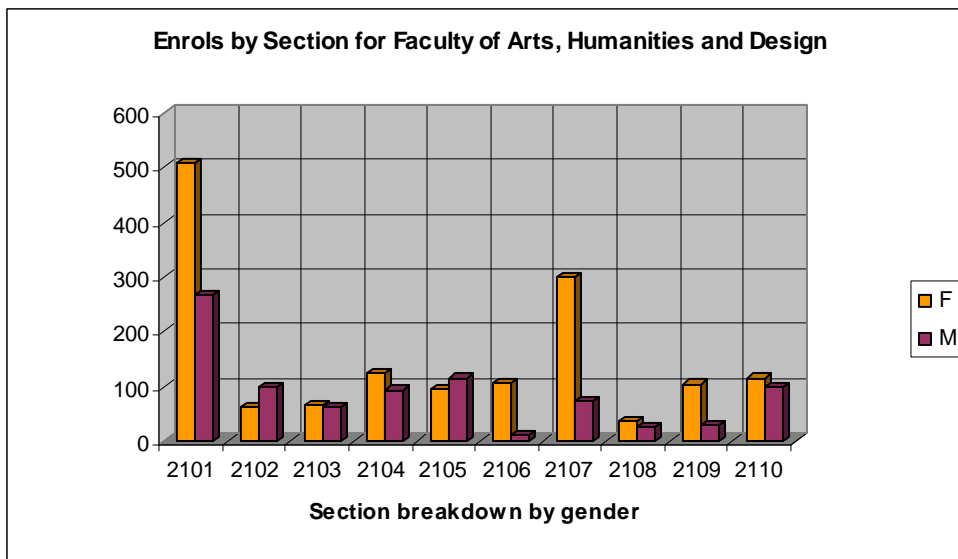
(Source: Scottish Further Education Funding Council)

Enrolments by mode of attendance		
Mode of Attendance	Gender	2005-2006
Block	F	13
	M	361
Block Total		374
Day	F	208
	M	99
Day Total		307
Evening	F	2947
	M	725
Evening Total		3672
Full-time	F	1331
	M	865
Full-time Total		2196
Other	F	621
	M	693
Other Total		1314
Part-time	F	3398
	M	1581
Part-time Total		4979
Grand Total		<b>12842</b>

Enrolments in Scottish FE Colleges by Age (2005)				
Age	Male	Female	Total	Female as % of total
U 19	44825	42555	87380	49
19 - 24	17995	19860	37855	52
25 - 34	17640	29090	46730	62
35 - 49	26245	49640	75885	65
50 - 59	11430	20285	31715	64
O 59	8345	13650	21995	62
<b>Total</b>	<b>126480</b>	<b>175080</b>	<b>301560</b>	

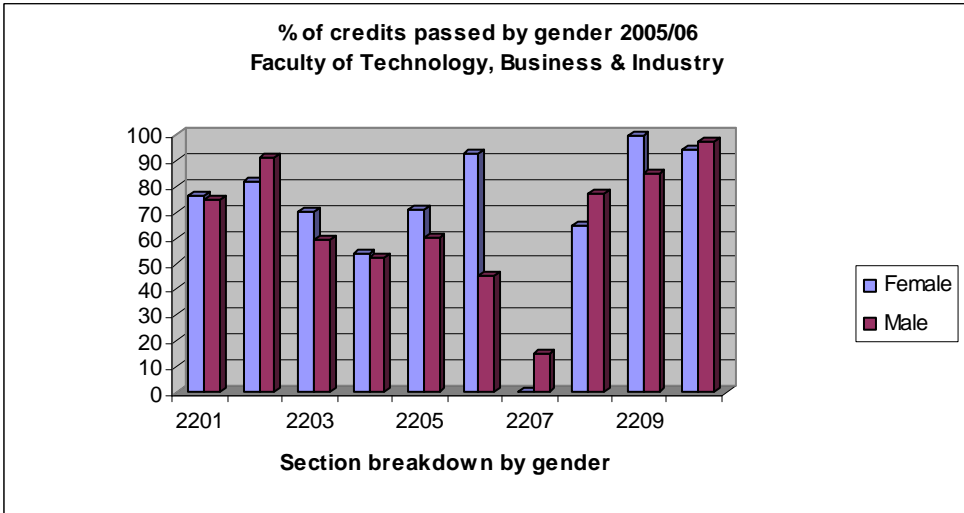
Enrolments in Cardonald College by Age (2005)				
Age	Male	Female	Total	Female as % of total
U 19	1426	1788	3214	56
19 - 24	838	1021	1859	55
25 - 34	659	1467	2126	69
35 - 49	842	2430	3272	74
50 - 59	334	1034	1368	76
O 59	225	778	1003	78
<b>Total</b>	<b>4324</b>	<b>8518</b>	<b>12842</b>	

# Gender Profile by Faculty

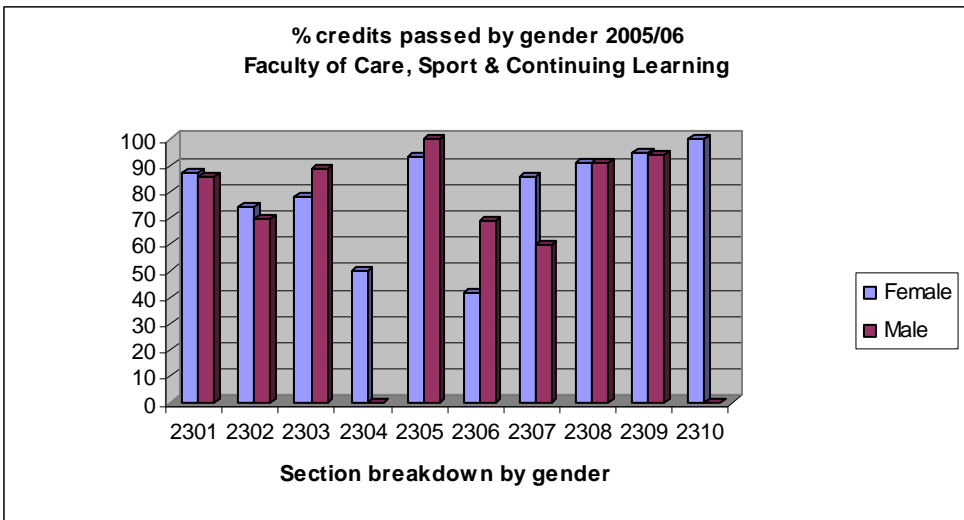




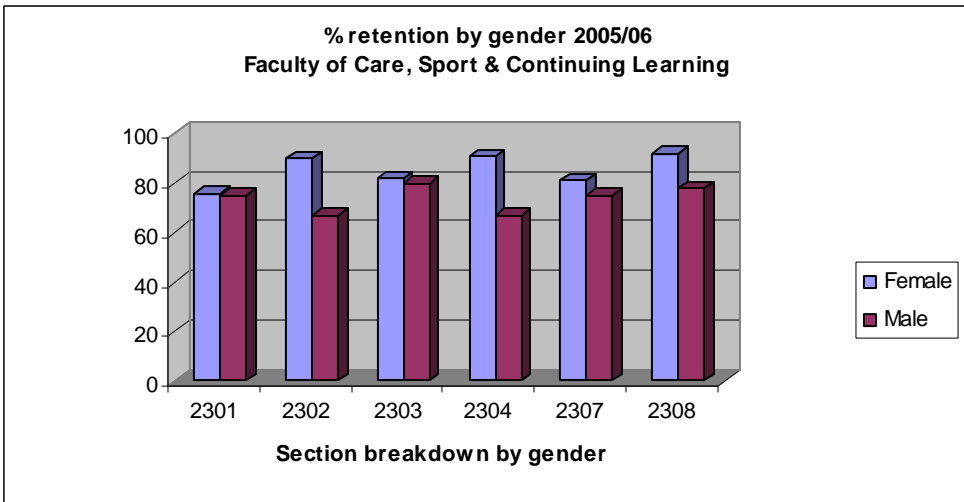
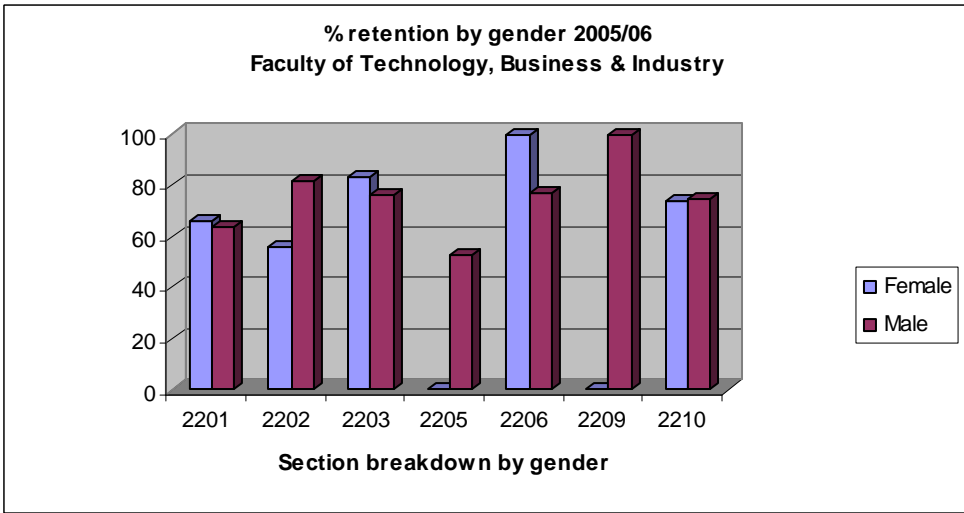
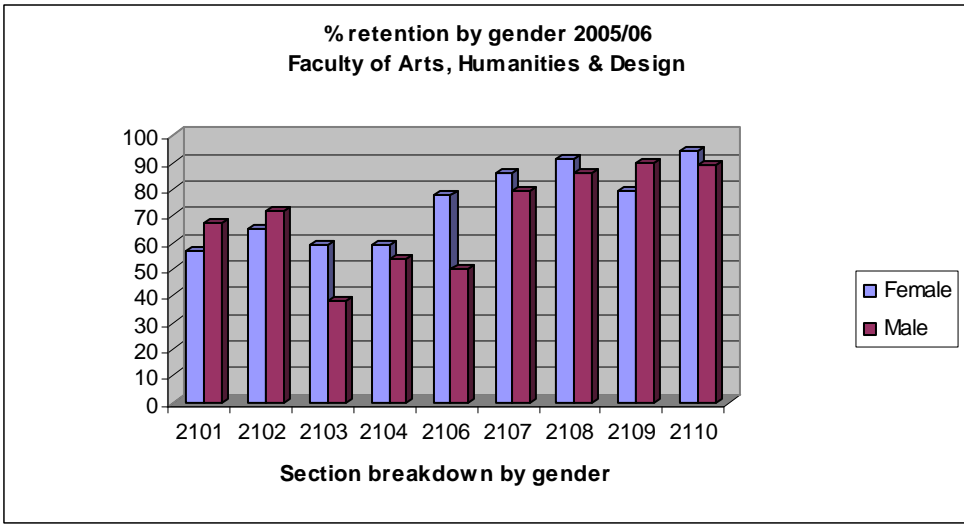
There is not much variation in the % credits passed in the various Sections of Arts, Humanities & Design. This is also mirrored by reasonably comparable enrols by gender.



It is noted that there is an apparently significant disparity in pass rate for Section 2206 above (2207 has essentially no female students). However, we see that the Section enrolment numbers for this Faculty show very small numbers of females enrolled in those Industrial Sections.



There is not much variation in the % credits passed in the various Sections of Care, Sport & Continuing Learning; although there are significantly more female enrols.



Comparing the data for retention collectively, there is no clear evidence of gender disparity in the data across all Faculties. It is important to compare the above charts with their corresponding enrols charts.

A key to the Section codes is given below.

<b>FACULTY: ARTS HUMANITIES &amp; DESIGN</b>	
GENERAL STUDIES & LANGUAGES	2101
TV PRODUCTION	2102
ADVANCED COMMS & JOURNALISM	2103
SOCIAL SCIENCE, ACCESS & MEDIA	2104
TRAINING & DEVELOPMENT	2105
FASHION TECHNOLOGY	2106
FASHION DESIGN	2107
JEWELLERY AND CERAMICS	2108
PORTFOLIO AND APPLIED ART	2109
GRAPHIC DESIGN	2110
<b>FACULTY: TECHNOLOGY BUSINESS &amp; INDUSTRY</b>	
BUSINESS, RETAIL & TOURISM	2201
ADMINISTRATION & TECHNOLOGY	2202
COMPUTING	2203
BUSINESS DEVELOPMENT	2204
ELECTRONICS ENGINEERING	2205
CONSTRUCTION & ENGINEERING TECHNOLOGY	2206
PLUMBING & GAS TECHNOLOGY	2207
WATER & ENVIRONMENTAL STUDIES	2208
ELECTRICAL INSTALLATIONS TECHNOLOGY	2209
MATHS & SCIENCE	2210
<b>FACULTY: CARE SPORT &amp; CONTINUING LEARNING</b>	
SOCIAL CARE	2301
SPORT AND FITNESS	2302
HEALTH AND CHILD CARE	2303
HOLISTIC THERAPIES	2304
FIRST AID	2305
SVQ CARE	2306
ADULT BASIC EDUCATION	2307
SUPPORTED LEARNING - COLLEGE	2308
SUPPORTED LEARNING - OUTREACH	2309
ADULT LITERACY	2310

## Staff data gathered

<b>Job Type</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
<b>Senior Management</b>	5	7	12
<b>Middle Management (academic)</b>	17	12	29
<b>Lecturers</b>	201	120	321
<b>Middle Management (Units)</b>	10	10	20
<b>Support Staff</b>	151	57	208
	384	206	590

		Female	Female	Total Females	Male	Male	Total Males	Total
Job Type		F/T	P/T		F/T	P/T		
<b>Senior Management</b>	<i>SMG/Faculty Head</i>	5	0	5	7	0	7	12
<b>Middle Management</b>	<i>Academic</i>	13	4	17	12	0	12	29
<b>Lecturers</b>	<i>Programme Coordinator/Lecturer</i>	52	149	201	54	66	120	321
<b>Middle Management</b>	<i>Unit Managers</i>	10	0	10	10	0	10	20
<b>Support Staff</b>	<i>Support</i>	66	85	151	45	12	57	208
		146	238	384	128	78	206	590

This second table highlights that 74% of female lecturing staff are part-time as opposed to 55% of male lecturing staff. There are almost 3 times as many (pro rata) P/T female support staff as male.

**Procedures considered by Equality Forum:**

Student Admissions and Enrolments

Admission/Guidance for Students

Equality and Diversity

Staff Recruitment and Selection

Absence Management

Family Friendly Policies

Dignity at Work

Personal and Domestic Leave

Interview Guidelines

Grievance and Discipline

Equality and Diversity Policy

Equality and Inclusion Strategy

## CARDONALD COLLEGE

### EQUAL PAY POLICY (ALL STAFF)

#### 1 EQUAL PAY STATEMENT (Equality Act 2006)

- 1.1 Cardonald College believes in equal opportunities in employment and is committed to the fundamental principle that procedures to determine the pay and conditions of employment of all our employees do not discriminate unlawfully and are free from gender bias. The College recognises that in order to achieve equitable pay, it should operate a pay system which is transparent and based on objective criteria.

#### 2 THE LEGISLATIVE FRAMEWORK

The relevant legislation concerning equal pay is found within the Equal Pay Act 1970, the Equal Pay (Amendment) Regulations 1983 and the Pensions Act 1995. It is included in other United Kingdom legislation, European Community Law, EU Directive on Fixed Term Work and resultant UK regulations.

The legislation which applies to all employees regardless of full or part-time status, casual or temporary contract or length of service requires employers to ensure that equal pay is given to employees carrying out like work or work seen as equivalent or of equal value.

#### 3 DEFINITIONS

- 3.1 For purposes of this policy and in line with relevant legislation, pay is defined by Article 141 of the Treaty of Rome as:

‘The ordinary basic or minimum wage or salary and any other consideration, whether in cash or kind, which the worker receives directly or indirectly, in respect of his (*or her*) employment from his (*or her*) employer.’

- 3.2 Pay, therefore, includes basic pay, allowances (overtime, call-out pay, expenses), pensions, discretionary bonuses and sick pay as well as other additional benefits (child

care provision) and other non-financial benefits, e.g. vocational training, sabbatical leave, etc.)

3.3 The following terms are contained in Equal Pay legislation:

- '*Like work*' is defined as work which is the same or broadly similar
- '*Work related as equivalent*' is defined as work which has achieved the same or a similar number of points under a job evaluation scheme
- '*Work of equal value*' is defined as work which is of broadly equal value when compared under headings such as effort, skill and decisions.

#### **4 ACTION TO IMPLEMENT POLICY**

In order to show commitment to equal pay in practice, Cardonald College will:

- Discuss and agree the equal pay policy with trade unions and professional associations as appropriate
- Provide training, supported by guidelines for those involved in recruitment and promotion processes and determining pay
- Respond swiftly to grievances raised on equal pay issues
- Provide information to employees of how pay is determined and the College's commitment to equality of pay
- Undertake regular equal pay audits to examine existing and future pay practices for all employees
- Carry out regular monitoring of the impact of pay practices

#### **5 COMPLAINTS PROCEDURE**

Complaints about the lack of equal pay should, in the first instance, be made to the relevant manager or the Personnel Manager. If these informal approaches do not satisfy the employee, the complaint may be dealt with through the College grievance procedure.

#### **6 MONITORING**

The findings of the equal pay audit will be reviewed by the Strategic Management Group. Complaints about unequal pay will be monitored on an annual basis and statistical

information will be produced by the Personnel Department for consideration by the SMG/Board. Names of individuals will not be published.

## **7 RESPONSIBILITIES**

Ultimately the Principal and the Board are responsible for ensuring that employees are treated equitably. The Assistant Principal HR and Quality will be responsible for ensuring the success of this Policy. Selection Panel Chairs, the Personnel Manager and Personnel Officers, and other relevant managers have an additional responsibility to ensure that initial starting salaries are consistent with this Policy.

## **8 FURTHER INFORMATION**

8.1 The following relevant Equal Opportunities guides are available on the College Intranet

- Equality and Diversity Policy and Procedure
- Gender Equality Scheme
- Disability Equality Scheme
- Race Equality Policy Statement

8.2 The College has an HR Strategy spanning the period January 2007 to January 2012. This strategy lays out the broad approach to the steps the College is taking to ensure equality in pay. In addition, the College's Gender Equality Scheme outlines actions in support of ensuring equality.

### **SOURCES OF HELP (INTERNAL)**

Personnel Manager	Christine Jardine	Ext 221
Equality & Inclusion Manager	Nancy Birney	Ext 123
Personnel Officers	Gillian Crankshaw Joanna Campbell	Ext 217 Ext 217

### **SOURCES OF HELP (EXTERNAL)**

Commission for Equality and Human Rights      Tel: 0141 248 5834  
Interim Website: [www.cehr.org.uk/](http://www.cehr.org.uk/)

# Gender Equality Scheme Action Plan 2007-2010



The Gender Action Plan has been developed to underpin the delivery of the College's Gender Equality Scheme 2007-10 and priorities for action identified in response to internal and external feedback through involvement of students, staff and external stakeholders. Progress on achieving objectives and actions will be monitored annually and the action plan revised in light of the outcomes.

## Contents

- Infrastructure and Organisation
- Information and communication
- Student services
- Curriculum development and delivery
- Staff employment and development
- Estates accessibility
- Engaging with the wider gender community
- Monitoring and evaluation

# 1 Infrastructure and Organisation

Objective		Action	Responsibility	Target date	Success Indicator
1.1	Ensure policies, procedures and structures reflect and support good practice, meet legislative requirements, are regularly reviewed and updated to ensure continuous improvement and promotion of equality in gender.	<ul style="list-style-type: none"> <li>Review and update policies, procedures, work instructions and associated forms.</li> </ul>	QDU Manager	July 2010	<ul style="list-style-type: none"> <li>Review conducted and signed off.</li> </ul>
		<ul style="list-style-type: none"> <li>Include appropriate GES objectives and actions in Faculty and Unit Operational Development Plans.</li> </ul>	Faculty Heads/Unit Managers	August '08	<ul style="list-style-type: none"> <li>Plans included relevant gender equality objectives.</li> </ul>
		<ul style="list-style-type: none"> <li>Introduce impact assessments for all new and revised policies, procedures and processes.</li> </ul>	Depute Principal/ E&I Manager and appropriate other managers	June '07 and ongoing	<ul style="list-style-type: none"> <li>Completed impact assessments signed off.</li> </ul>
		<ul style="list-style-type: none"> <li>Prioritise policies, procedures and work instructions to be reviewed.</li> </ul>	QDU Manager	July '08	<ul style="list-style-type: none"> <li>List of priorities produced</li> </ul>
1.2	Enhance quality systems to improve recording of gender equality issues.	<ul style="list-style-type: none"> <li>Introduce a specific question to the procedure audit process which captures equality information (including gender).</li> </ul>	QDU Manager	August '07	<ul style="list-style-type: none"> <li>Question included and gender equality issues identified as a result.</li> </ul>
1.3	Monitor marketing and promotional materials and activities to ensure there is a message of equality (including gender).	<ul style="list-style-type: none"> <li>Review marketing strategy and conduct Equality Impact Assessment if required.</li> <li>Materials to be monitored and amended as appropriate</li> </ul>	Marketing & Commercial Development Manager	August '08 August '08 and ongoing	<ul style="list-style-type: none"> <li>Review conducted and impact assessment signed off.</li> <li>New materials incorporated into marketing strategy.</li> </ul>

## 2 Information, Communication and Involvement

Objective		Action	Responsibility	Target date	Success Indicator
2.1	Encourage greater feedback from staff, students and stakeholders on equality issues (including gender).	<ul style="list-style-type: none"> <li>Use the Equality Forum as a sounding board for staff, student and stakeholder feedback.</li> </ul>	E&I Manager	August '07 and ongoing	<ul style="list-style-type: none"> <li>Minutes of Forum plus all sub groups (including Gender/LGBT) set up.</li> </ul>
		<ul style="list-style-type: none"> <li>Appropriate questions/issues incorporated into the Student Evaluation Questionnaires, Staff Satisfaction Surveys and Focus groups.</li> </ul>	E&I Manager/QDU Manager	September '08	<ul style="list-style-type: none"> <li>New/revised internal and external mechanisms in place to ensure feedback.</li> </ul>
2.2	Actively promote the College's commitment to equality of opportunity for men, women and transgender people.	<ul style="list-style-type: none"> <li>Publish equality information on website, staff/student newsletter and bulletin.</li> </ul>	E&I Manager	June '07 and ongoing	<ul style="list-style-type: none"> <li>Evidence of published material.</li> </ul>
		<ul style="list-style-type: none"> <li>Include equality awareness (including gender) at student inductions and early feedback sessions. Also make use of publicity materials to emphasise the equality message.</li> </ul>	All Managers	August '07 and ongoing	<ul style="list-style-type: none"> <li>Signed off on Student Induction checklist.</li> <li>New/revised publicity material in use.</li> </ul>
		<ul style="list-style-type: none"> <li>Include equality awareness (including gender) at staff inductions.</li> </ul>	Faculty Heads/Unit Managers	August '07 and ongoing	<ul style="list-style-type: none"> <li>Signed off on Staff Induction checklist.</li> </ul>
		<ul style="list-style-type: none"> <li>Raise awareness of importance of dignity at work.</li> </ul>	Personnel Manager	October '07	<ul style="list-style-type: none"> <li>Procedure in place.</li> </ul>
		<ul style="list-style-type: none"> <li>Provide information in Staff Handbook on the family friendly opportunities available to staff.</li> </ul>	Personnel Manager	January '08	<ul style="list-style-type: none"> <li>Handbook updated</li> </ul>

### 3 Students services and admission

Objective		Action	Responsibility	Target date	Success Indicator
3.1	Ensure recruitment processes promote equality (including gender)	<ul style="list-style-type: none"> <li>Review student admissions procedures and practices.</li> </ul>	Assistant Principal for Quality and Human Resources	January '08	<ul style="list-style-type: none"> <li>Ability to track student recruitment numbers per equality sub group.</li> </ul>
		<ul style="list-style-type: none"> <li>Analyse data to identify and evaluate gender patterns in students recruited at Cardonald.</li> </ul>	Assistant Principal for Quality and Human Resources	January '08	<ul style="list-style-type: none"> <li>Completed evaluation report.</li> </ul>
3.2	Promote the role of the equalities posts within the SRC to all students	<ul style="list-style-type: none"> <li>Regular SRC article in Student Newsletter.</li> <li>College Information Centre to promote greater awareness of equalities and SRC role at induction.</li> </ul>	Assistant Principal for Quality and Human Resources	August '08  August '08	<ul style="list-style-type: none"> <li>Students better aware of the many support mechanisms available to them and all have equal access.</li> <li>Signed off on Student Induction checklist.</li> </ul>
3.3	Develop best practice in guidance and student support	<ul style="list-style-type: none"> <li>Investigate the nature of equality issues (including gender) in relation to guidance and student support.</li> </ul>	Head of Student Support	August '08	<ul style="list-style-type: none"> <li>Best practice guidelines produced.</li> </ul>

## 4 Curriculum development and delivery

Objective		Action	Responsibility	Target date	Success Indicator
4.1	Ensure the curriculum promotes equality (including gender) and provides an inclusive learning experience	<ul style="list-style-type: none"> <li>Ensure that programme design promotes equality (including gender).</li> </ul>	Faculty Heads	August '08 and ongoing	<ul style="list-style-type: none"> <li>Quality audits and self evaluation processes show evidence of this.</li> </ul>
		<ul style="list-style-type: none"> <li>Establish suitable mechanisms for the dissemination of the QELTM guidelines to academic staff.</li> </ul>	E&I Manager	March '08	<ul style="list-style-type: none"> <li>Effective dissemination and implementation of QELTM guidelines.</li> </ul>
4.2	Develop equality proofed assessment instruments	<ul style="list-style-type: none"> <li>Promote staff awareness of all potential equality issues related to internal and external assessments.</li> </ul>	E&I Manager	May '08	<ul style="list-style-type: none"> <li>Included within the QELTM dissemination.</li> </ul>
		<ul style="list-style-type: none"> <li>Support development of equality proofed assessment instruments.</li> </ul>	E&I Manager/QDU Manager	May '08 ongoing	<ul style="list-style-type: none"> <li>As above.</li> </ul>
4.3	Build all equalities into academic quality systems	<ul style="list-style-type: none"> <li>Embed equality issues into the programme approval process.</li> </ul>	AQSC	June '08	<ul style="list-style-type: none"> <li>Question built into the approval process.</li> </ul>
		<ul style="list-style-type: none"> <li>Review the Internal Verification procedures to ensure they support all equalities.</li> </ul>	Assistant Principal for Quality and Human Resources	June '09	<ul style="list-style-type: none"> <li>Carried out within an appropriate Impact assessment, changes implemented and positive audit outcome.</li> </ul>

## 5 Staff employment and development

Objective		Action	Responsibility	Target date	Success Indicator
5.1	To try to reduce any negative impact of gender bias in HR procedures and practices	<ul style="list-style-type: none"> <li>Review Human Resource policies, procedures and work instructions to ensure equality of opportunity for all people irrespective of gender.</li> </ul>	Personnel Manager	June '08	<ul style="list-style-type: none"> <li>Review conducted and signed off.</li> </ul>
		<ul style="list-style-type: none"> <li>Develop a system for the collection and analysis of staff recruitment, selection and promotion data by equalities.</li> </ul>	Personnel Manager	June '08	<ul style="list-style-type: none"> <li>New monitoring system in place.</li> </ul>
5.2	Provide staff development to support good equality practices (including gender)	<ul style="list-style-type: none"> <li>Arrange and coordinate awareness-raising sessions on equalities issues for all staff.</li> </ul>	Staff Development Officer	September '07 and ongoing	<ul style="list-style-type: none"> <li>Staff awareness sessions set up with all staff attending on a rolling programme.</li> </ul>
		<ul style="list-style-type: none"> <li>Develop induction material to support all equality practices.</li> </ul>	Staff Development Officer	August '08	<ul style="list-style-type: none"> <li>Materials created and included in induction programme.</li> </ul>
		<ul style="list-style-type: none"> <li>Arrange equality workshops (including gender).</li> </ul>	Staff Development Officer	September '07 and ongoing	<ul style="list-style-type: none"> <li>A minimum of 3 workshops delivered each year</li> </ul>
5.3	To undertake a comprehensive Equal Pay review covering all College staff	<ul style="list-style-type: none"> <li>Publish an Equal Pay policy statement.</li> <li>Plan and resource information.</li> </ul>	Personnel Manager	August '07  August '08	<ul style="list-style-type: none"> <li>Policy Statement published.</li> <li>Equal Pay review completed and required actions identified and prioritised</li> </ul>

## 6 Estates accessibility

Objective		Action	Responsibility	Target date	Success Indicator
6.1	Provide campus facilities which meet the needs of everyone irrespective of gender	<ul style="list-style-type: none"><li>Audit all facilities within new and refurbished estate (including GPCLC).</li></ul>	Estates and Facilities Manager	June '08	<ul style="list-style-type: none"><li>Report produced and presented to Equality Forum.</li></ul>

## 7 Engaging with the wider community

Objective		Action	Responsibility	Target date	Success Indicator
7.1	Maintain and enhance links with relevant groups in the community	<ul style="list-style-type: none"> <li>Build on existing external links to ensure ongoing involvement in college equality planning and action.</li> </ul>	E&I Manager	January '08 and ongoing	<ul style="list-style-type: none"> <li>Evidence of enhanced links and improved outcomes.</li> </ul>
		<ul style="list-style-type: none"> <li>Develop joint approaches with identified partners /agencies to promote equality (including gender).</li> </ul>	E&I Manager/Faculty Heads	October '08	<ul style="list-style-type: none"> <li>New joint methods of promoting equality being implemented.</li> </ul>

## 8 Monitoring and evaluation of GES

Objective		Action	Responsibility	Target date	Success Indicator
8.1	Ensure that the scheme is monitored annually and reviewed every three years	<ul style="list-style-type: none"> <li>Carry out a monitoring review of the <b>actions</b> and <b>success indicators</b> outlined in the GES Action Plan.</li> </ul>	Equality Forum and relevant Managers	April '08 then annually and review every three years	<ul style="list-style-type: none"> <li>Production of annual report – this could be incorporated in the Strategic Development Plan.</li> </ul>
8.2	Board of Management to receive annual update on Gender Equality issues	<ul style="list-style-type: none"> <li>Board of Management to monitor effectiveness of our gender equality strategy</li> </ul>	Principal	April '08 then annually thereafter	<ul style="list-style-type: none"> <li>Report tabled and Board of Management satisfied that the Gender Duty is being met.</li> </ul>
8.3	Maximise use of available data	<ul style="list-style-type: none"> <li>Ensure that Faculties take action to address gender issues where appropriate.</li> </ul>	Faculty Heads	June '08	<ul style="list-style-type: none"> <li>Gender statistics are used by Faculties to monitor, evaluate and improve services for students where necessary.</li> </ul>
		<ul style="list-style-type: none"> <li>Introduce the requirement to report specifically on equality during self evaluation process.</li> </ul>	SMG	June '08	<ul style="list-style-type: none"> <li>Self Evaluation paperwork amended to ensure equality information included in self evaluation process.</li> </ul>
8.4	Monitor and review every three years the Equal Pay policy statement	<ul style="list-style-type: none"> <li>Review and report on the Equal Pay policy statement.</li> </ul>	Personnel Manager	September 2010	<ul style="list-style-type: none"> <li>Report produced every three years.</li> </ul>