



GENDER EQUALITY SCHEME

WORKING DOCUMENT

Approved by Capel Manor Governing Body 29th March 2007

CAPEL MANOR COLLEGE – GENDER EQUALITY SCHEME

1. INTRODUCTION

Capel Manor College is Greater London's specialist college for land-based studies. The Enfield campus is situated in 30 acres of gardens and the college's other centres across Greater London are also beautiful places to study.

1.1 The Legal Duty

The college undertakes to fulfil all the legal duties place upon it by:

- i. The Sex Discrimination Act 1975 as amended by the Equality Act 2006 and The Equal Treatment Directive (75/117). There will be no discrimination against staff, either directly or indirectly, on grounds of sex or marital or family status in access to employment, training, working conditions, treatment at work, promotion or dismissal. There will be no discrimination against learners on grounds of sex or marital or family status in access to learning.
- ii. The Equal Pay Act 1970 and The Equal Pay Directive (75/117).

1.2. The College's culture

The college strives towards having a diverse workforce and will have due regard to the need to eliminate discrimination and harassment and promote equality between men and women in all aspects of their work or study.

Unlawful discrimination means:

- Direct and indirect discrimination against women and men, in employment and education
- Harassment, sexual harassment and discrimination on the grounds of pregnancy and maternity leave
- Discrimination on the grounds of gender reassignment in employment and vocational training
- Direct and indirect discrimination in the employment field on the grounds that a person is married or a civil partner
- Victimisation

1.3 Staff and student profile

Staff profile (as at March 2007)

There are currently 54 female and 50 male full-time members of staff. However, there are four times as many female members of staff who have a fractional commitment or work during term-time than male members of staff (85 females and 21 males). The college currently employs 43 female staff and 24 male staff on a casual/hourly paid basis.

The college recognises that a disproportionate number of its part-time workers are women, for reasons which are normally related to caring responsibilities. The college therefore accepts that any unequal treatment of part-time workers is likely to have more adverse impact on women than on men. The college adheres closely to legislation relating to the employment of part-time workers.

Student profile (2005/06 academic year)

The overall male/female ratio across the college's schools and centres is 35:65. The profile varies considerably between specialist areas, to an extent reflecting traditional employment patterns in the industries served by the college. For example, at the two extremes, the majority of Floristry students are women, the majority of arboriculture students are men. No specialist area is exclusively single sex.

1.4 Current Position regarding GED implementation – the college's strengths and areas for development

Area	Strengths	Areas for development
New staff	As part of the recruitment process applicants that meet the criteria detailed in the person specification are automatically invited for interview. The college does not discriminate on the grounds of sex in the way it recruits and selects staff.	Identify barriers to employment at the college
Existing staff	All employees have equal rights to training, promotion and other aspects of career development.	All relevant college policies, procedures and practices will be assessed for their impact on different groups of men, women and transsexual employees

Area	Strengths	Areas for development
Existing staff	Encouragement and support is given to staff who step outside the constraints of gender stereotypes in any area of the college's work.	The college will consider the need to take positive action, where monitoring highlights an imbalance, to increase numbers of women teaching staff and practical instructors in male-dominated areas and vice-versa.
	The college ensures that all women's maternity rights are met, as are parents' rights to parental leave.	
	The college recognises that staff are at times likely to have special issues in relation to childcare and the care of other dependants and makes every effort to meet the needs of such staff by adopting a flexible approach.	
	Placement on salary scales for administrative staff ensures no discrimination between men and women.	
		Exploration of pay differential between gender because of job role.

Area	Strengths	Areas for development
Learners	High quality advice, information and guidance is offered to all potential learners enquiring about training and career progression in the specialist industries served by the college	
	Positive action is in place to encourage women to training in areas in which they are currently under-represented.	
	Flexibility in attendance patterns is arranged for individuals and groups with high incidence of domestic caring responsibilities. (This is primarily a benefit for women but does not exclude male carers.)	

Area	Strengths	Areas for development
Learners	A contribution to childcare expenses is available for all full time and part-time students. (Subject to financial circumstances.)	
	Learning materials are reviewed annually to eradicate any gender bias.	Active consideration of promoting positive role models through learning materials.

1.5 How the Gender Equality Scheme links with other important documents

- Self-Assessment Report (SAR) – as part of the college’s SAR, Heads of School annually profile students by gender. Annual monitoring.
- Joint Agreement on Guidance for Gender Equality in Employment for Further Education Colleges will be considered at the Personnel Committee meeting on the 18th June 2007.
- Quality Improvement Plan is generated from action points identified in Self Assessment Reports and Service Standard review. A focus on inclusive approaches for diversity and disability – in line with the provision of *Every Child Matters*, with legislation and with good practice guidelines.
- A three-year Development Plan is updated annually in consultation and negotiation with LSC officers. The plan incorporates quality and funding review informing performance targets and financial allocations. The college’s active engagement with equality and diversity is a key performance indicator in the consultation process.
- Equal Opportunities and Racial Equality Policy – sent to all job applications as part of the recruitment process. The accompanying action plan is regularly reviewed and updated by the Equal Opportunities sub-group.
- Personnel policies e.g. harassment, grievance, disciplinary.

2. GENDER EQUALITY VISION, VALUES AND PRINCIPLES

2.1 The college’s values and mission and how they relate to gender equality

The college’s mission is:

“to promote lifelong learning through the understanding and enjoyment of flowers, trees, plants and animals for career, business, educational and leisure purposes”

The college actively wishes to build on its existing approach to develop a culture that welcomes and supports staff of either gender who wishes to join the organisation or benefit from the learning opportunities.

In order to be able to achieve this the college will:

- collect and analyse information about gender;
- identify barriers to employment and consider the need to take positive action, where monitoring highlights an imbalance, to increase numbers of women teaching staff and practical instructors in male-dominated areas and vice-versa;
- undertake impact assessments on all relevant college policies, procedures and practices for their impact on different groups of men, women and transsexual employees;
- raise awareness amongst all academic and student support staff on means of meeting the needs of learners with entering a non-traditional field for their gender;
- promote positive role models for a diverse work force in land based industries;
- incorporate diversity, equality and accessibility principles in student project activity and work assignments.

2.2 How the Gender Equality Scheme aligns to the college's strategic priorities and quality improvement plan

The college addresses equality and diversity through specific action plans which are incorporated into the college's overall annual development plan. See item 1.5 for the full listing.

2.3 The college's attitude towards gender equality

The college embraces the importance of adopting a socially inclusive approach to gender equality as the key to the successful understanding and implementation of the gender equality duty.

The college is determined not to discriminate, either directly or indirectly, against people on the grounds of sex or marital or family status. It is determined to dissolve barriers and provide bridges for maximum access to a diverse community of users. It is anticipated that the involvement of those who have an interest in gender issues will be actively involved in taking steps towards best practice.

2.4 The benefits that improving gender equality will bring to the college

Employment

Taking positive action to increase numbers of women teaching staff and practical instructors in male-dominated areas and vice-versa will provide role models for industry and potentially bring a fresh perspective to team experience.

Action on maternity leave will increase staff returning. Support for flexible working will result in happier staff and higher staff retention.

Access to training will help fill any skills gaps.

Learners

College students will progress to careers in land based industries. A clear commitment to diversity and equality communicated throughout their learning experience will inform their working life. This will benefit the industry, therefore strengthening the college.

2.5 The college's commitment to improving gender equality, eliminating all forms of discrimination, proactively promoting gender equality and creating an inclusive environment for all who learn and work in the college.

The college will actively take steps to involve people with an interest in gender issues to inform the college's three-year action plan and be actively involved in achieving the actions/targets set.

2.6 The college's vision of gender equality and where the college wants to be in three years' time.

Tangible, specific outcomes and challenges are identified in the three-year action plan which will be reviewed and monitored on an annual basis by the Gender focus group.

2.7 The college's priorities

Employment

- Identify barriers to employment and consider taking positive action, where monitoring highlights an imbalance, to increase numbers of women teaching staff and practical instructors in male-dominated areas and vice-versa.
- Continue to actively support women's maternity rights and parents' rights to parental leave.
- Continue to recognise that staff are at times likely to have special issues in relation to childcare and the care of other dependent and make every effort to meet the needs of such staff by adopting a flexible approach.

- Exploration of pay differential between gender because of job role
- Continue to ensure that all employees have equal rights to training promotion and other aspects of career development
- Ensure all relevant college policies, procedures and practices will be assessed for their impact on different groups of men, women and transsexual employees.
- Encourage positive action for gender equality through targeted Continuous Professional Development programmes.

Learners

- promote positive role models for a diverse workforce contributing to land based industries;
- promote positive role models for diversity in managerial and supervisory positions;
- incorporate diversity, equality and accessibility principles in student project activity and work assignments;
- encourage and welcome individuals and family groups to enjoy all facilities open to the general public;
- include exploration of mutual respect in induction and mentoring programmes.

3. ACTIVELY ENGAGING PEOPLE

3.1 Different groups that have been involved

- Views of staff with an interest in gender issues will be asked and a Focus Group formed if there are sufficient numbers.
- Views of learners will be sought through course representatives' meetings.

3.2 Different ways people have been actively involved in developing the Gender Equality Scheme

- Staff and students with an interest in gender issues will be asked to join a Focus Group.
- The Gender Equality Scheme will be an evolving document to be continually developed and reviewed.
- The Gender Equality Scheme will be posted for comment on the college's Virtual Learning Environment – capella.

3.3 The barriers that people have identified which relate to gender for the college to address

- Remit of the Focus Group

3.4 How people will be involved in implementing, motoring and evaluating the Scheme

- Remit of the Focus Group

3.5 How the college will regularly seek the advice of people with an interest in gender issues on the process of the involvement to ensure that it is genuine and active.

- Focus Group
- Annual review of membership of Focus Group

4. LEADERSHIP AND MANAGEMENT

4.1 How senior staff have been involved in the development of the Gender Equality Scheme

- The Gender Equality Focus Group will include senior staff (Head of College and Personnel Manager).
- To take a lead in challenging discriminatory behaviour and creating a positive, inclusive ethos
- Be aware of the College's statutory duties in relation to gender legislation.
- Ensuring all aspects of the college's policies and activities are sensitive to gender issues.
- Consideration of setting targets in recruitment of staff based upon the analysis of sex monitoring information.
- Ensuring procedures for the recruitment and promotion of staff enshrine best practice in equal opportunities.
- Ensuring the college's publicity materials present appropriate positive and non-stereotypical messages about gender.
- Ensuring appropriate training and development is provided to support the appreciation and understanding of diversity.

4.3 The responsibilities of governors

- Ensure the college's strategic plan includes a commitment to gender equality. (Equalities training features as part of the college's strategic plan.)
- Be aware of the Corporation's responsibilities in relation to sex legislation as and employer and service provided.
- Receive and respond to sex monitoring information on staff and learners, impact assessments and the Gender Equality Scheme objectives
- Ensure that women and men are given an equal opportunity to be members of the Corporation and, in the event of significant under-representation of either women or men, the Corporation will consider what steps can properly be taken to address that under-representation.

4.4 The responsibilities of key staff such as support managers and Heads of Curriculum Areas

- Challenge prejudiced and discriminatory behaviour, whether witting or unwitting, by learners, work placement providers, outside contractors or other members of staff whenever practicable.
- Be aware of the College's statutory duties in relation to gender legislation and the benefits it will bring to the college.
- The work and roles of their School/Department are sensitive to gender issues
- Schemes of work, lesson content and teaching resources demonstrate sensitivity to issues of diversity.
- Embed gender equality across the whole organisation.

4.5 The responsibilities of all staff in eliminating discrimination and promoting gender equality

- Challenge prejudiced and discriminatory behaviour, whether witting or unwitting, by learners, work placement providers, outside contractors or other members of staff whenever practicable.
- Challenge prejudiced and discriminatory behaviour by learners, work placement providers, outside contractors or other members of staff whenever practicable.
- Be aware of the College's statutory duties in relation to sex legislation.

5. CARRYING OUT IMPACT ASSESSMENTS

5.1 Policies, procedures, plans and practice the college has identified that will be assessed over the life span of the DES

It is anticipated that the Gender Focus Group will be involved in undertaking impact assessments on college policies and procedures. This process will be undertaken over the next three years with the Gender Focus Group deciding priorities. As part of the process of carrying out impact assessments, the Gender Focus Group will:

- map all policies, procedures, plans and practice;
- screen to determine priority;
- consider evidence;
- assess the likely impact of policies and practice to ensure that neither sex is disadvantaged and to identify where equality of opportunity can be promoted actively.
- explore options and make decisions;
- identify monitoring processes;
- publish results.

5.2 How policies, procedures and plans will be prioritised

The role of the Gender Focus Group will be to assess priority as either high, medium or low. The Gender Focus Group will need to consider each area of the college's work, for example Human Resources, Curriculum Planning, Student Services, Marketing, Admissions, Quality.

As part of this process, consideration will need to be given to:

- the aim of the policy, procedure or practice;
- who is responsible for developing and implementing it;
- who is affected by it;
- what the information already held suggests;
- agreement on the need for further information before making any decisions;
- scope for improving gender equality.

5.3 The timescales involved for carrying out impact assessments on the policies, procedures, plans and practice

Timescales will be agreed by the Gender Focus Group and a more detailed timescale will be developed and incorporated in college action plans as an on-going process.

5.4 Who in the organisation will take overall responsibility for this process

The Gender Focus Group will work together to prioritise the policies, procedures, plans, practice and associated impact assessment. As the Gender Focus Group will include the members of the Senior Management Team responsible for the areas of work identified in 5.2 above, the lead will be taken by these members of staff with work being delegated to other individuals/groups as appropriate. The views of other staff/students will be sought as part of the process. It may be that sub-groups are convened to look at specifics.

5.5 How the process will be embedded across the organisation for the impact assessment of policy development, new plans and decision-making activities

All college policies are routinely reviewed on a three year staggered cycle. An explicit focus on assessing the impact of current procedures and proposed development will be included in policy reviews undertaken from July 2007.

As a general guiding principle, review will be steered towards inculcating and encouraging a culture of heightened consciousness in considering everyone's needs.

6. GATHERING INFORMATION

6.1 Information currently gathered on gender equality and what this existing information has revealed

Recruitment, development and retention of staff

Gender statistics in respect of job application and selection success rates are gathered, presented to the Personnel Committee and monitored annually.

Category	June 2004 to May 2005 Applications	Appointed	January to December 2005 Applications	Appointed	January to December 2006 Applications	Appointed
Female	63% (153)	12	61% (293)	24	61% (228)	19
Male	26% (63)	8	30% (143)	11	31% (116)	11

Again there is a continuing trend that the College recruits a high proportion of female staff. It is pleasing to note the gap between the percentage of female and male staff appointments decreased during 2006.

Staff development, career development and promotional opportunities are made accessible to all staff.

The educational opportunities available to and the achievements of non-traditional learners

The College's Management Information System recording student data is comprehensive and robust. Data reports may be extracted to highlight recruitment, retention and achievement rates broken down by sex. Individual students in areas where their sex is traditionally under-represented appear to achieve better than their peers. However, the numbers are small and may not be statistically significant. Some qualitative research into the experience of non-traditional learners and workers in the industry may be illuminating here.

Termly student satisfaction surveys are similarly sophisticated in their capacity for detailed data analysis and reporting. On average, women are more satisfied than men with the college's level of service. However, detailed exploration reveals that this is a reflection more of variances in satisfaction between programmes than of a real difference between the sexes. (It must also be noted that the average level of satisfaction across the college is very high so the use of variations is not a wholly convincing indicator of differing experience.)

6.2 Further information the college plans to gather

Other areas where the college's Personnel team will collect and analyse information about gender will include:

- the sex of employees by grade/salary scale and type of work, for example management, teaching, support;
- type of contract;
- Rates of requests for flexible working
- Training / staff development
- Return rates from maternity leave and the roles to which they return

ESF projects promoting equality and diversity require additional collection and compilation of data for beneficiaries. The additional information fields allow in-house analysis should that be of interest.

6.3 Responsibility for gathering information and how often information will be used

Gathering and monitoring of information about staff is the responsibility of the Personnel Manager. Gender statistics relating to the recruitment are presented and discussed by the Equal Opportunities Sub Group and by the Governing Body Personnel Committee annually as part of the report on Equal Opportunities monitoring.

It is anticipated that the Gender Focus Group will review whether the information provided and the format could be improved.

Information on learners is gathered electronically at the point of application, at enrolment and at interview. Learner satisfaction reports are drawn from responses to confidential questionnaires conducted termly. Anonymised data is used frequently through the year as various internal quality processes unfold and external agencies explore the data direct or request customised reports.

6.4 Arrangements to ensure monitoring takes place at organisational and departmental level

Recording of equal opportunities monitoring statistics for staffing is an on-going process within the Personnel Section.

Student profile monitoring is conducted routinely via the college's MIS at course, school and college level. The annual Self Assessment Report reflects on strengths, progress and areas for development including for equality and diversity. Termly student satisfaction surveys are analysed by respondents' self identification: sex, age, mode of study, ethnicity, disability and learning difficulty. Action plans and improvement plans drawing from these surveys and reports are drawn up, then reviewed by managers and governors biannually.

6.5 How the information gathered will inform planning and decision-making

Information gathered will assist with planning priorities for undertaking impact assessments and with curriculum review.

6.6 Arrangements for making use of such information to improve gender equality continually and the responsibilities of staff in this process.

- Discussion at Gender Focus Group and with other interested parties to enable action to be taken to remedy equality gaps and barriers.
- On-going monitoring to identify where improvements have been made.
- Rolling staff development programme to raise and maintain awareness.
- Focus on the need for inter-disciplinary collaboration and excellent communication across curriculum and support functions.

7. PUTTING THE SCHEME INTO PRACTICE

7.1 How the Scheme will be published

The Scheme will be:

- circulated to all staff
- placed on Capella – the college's VLE – for reference and downloading by students;
- placed on the college intranet for reference and downloading by staff

- placed as a link on the college website for download and reference by potential applicants and students.

Reference to the Scheme will be made in key documents

7.2 Reporting mechanisms to communicate annual progress and performance to governors, staff, learners and other interested stakeholders. (The results of impact assessments, gathering and using information and the improved outcomes)

- Minutes of Focus Group meetings to be circulated to staff
- Personnel Committee
- Curriculum and Quality Committee

8. Monitoring and evaluation

8.1 Arrangements for updating the Action Plan regularly in the light of information and gathering

- Regular review by the Focus Group
- Annual Report to governors through appropriate sub committees
- Annual updating on web-based sites as listed in 7.1 above.

8.2 Arrangements for regular monitoring and evaluating the implementation of the Gender Equality Scheme and Action Plan

- Focus Group