



Gender Equality Scheme
2007-2010

Challenging Discrimination: Promoting Equality and Diversity

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1 Introduction

Welcome to Newbattle Abbey College's Gender Equality Scheme (GES).

Over the past two years we have reviewed our Equalities and Inclusiveness Policy and Procedures to move forward our commitment to challenging discrimination and promoting diversity. However, we are not complacent and this scheme aims to demonstrate that we are very serious about making Gender Equality issues a priority, making sure that they are linked to other equality initiatives. This GES should be read in conjunction with Appendix 3 (Gender) of the College Equalities and Inclusiveness framework.

This academic session 2006-2007 we have published our Disability Equality Scheme, and reviewed our Race Equality Scheme. This GES follows the same format as the previous two and it is our intention to bring all three equalities schemes together after the annual review of 2008. This will provide one overarching document, which is more coherent and easily accessed, maintaining a commitment to mainstreaming equalities whilst retaining the specific duties from the differing legislation.

We are very pleased to be able to involve students, staff and external organisations in formulating our Scheme and Action Plan. We are committed to continue to involve men and women in developing all aspects of this scheme and will welcome people telling us what we need to do better or differently.

This Gender Equality Scheme sets out the plans and priorities of Newbattle Abbey College for making equality happen for men, women and transsexual/transgender people who are potential or actual students or staff, and members of the public who use our facilities.

If you have any comments or views and want to tell us what you think of our Scheme and Action Plan we will be very pleased to hear from you.

Ann Southwood
Principal

2 National Context

2.1 The Gender Equality Duty is the third function of the Equality Act (2006) that came into effect on 6 April 2007.¹ Further Education Colleges are public authorities that must have due regard to the need to:

- eliminate unlawful discrimination and harassment; and
- promote equality of opportunity between men and women including transsexual people

Colleges also have specific duties under the Act to:

- Publish a Gender Equality Scheme (GES)
- Prepare and regularly review an Action Plan that will detail the steps taken to meet the new duty
- Review, revise and publish the scheme every three year

The biggest change in sex equality legislation for 30 years, the Gender Equality Duty (GED) moves the emphasis from individuals making complaints about sex discrimination to public authorities demonstrating that they treat women and men fairly in policy making, services and employment.

2.2 There are a number of important national issues in the post 16 education sector surrounding gender and employment, widening access, learning, teaching and assessment. There are also a number of national policy directives and information that relate to Gender Equality. These include violence towards women, equal pay, childcare and caring for dependents, and occupational segregation.²

Some key facts³ that inform this GES are:

- Women make up nearly half the workforce and although men's role in caring for children is growing, women still take on the majority of care for children. Four in ten mothers and one in ten fathers have left or turned down a job because of childcare responsibilities.

¹ See Appendix 1 for a fuller description of the Equality ACT 2006

² See glossary of terms in Appendix 1

³ A Gender audit of statistics: Comparing the position of Women and Men in Scotland: Scottish Executive

- As people live longer the dependency ratio is increasing, with more working people having responsibility for ageing parents and family. Women make up the majority of care for elderly dependants.
- Women take breaks from paid work to care for others and for many this means limited career progress, lower pay and reduced pensions.
- Women are concentrated in low, part time paid jobs and the main barrier to gender equality is occupational segregation. Ethnic minority women and disabled women have the lowest rates of employment generally.
- Women and men have different working patterns. 44% of working women work part time, compared to only 10% of men.
- In 2005 there was a gender pay gap of 12% in the average hourly earnings of men and a gender pay gap of 19% in the average weekly earnings of men and women.
- Women make up the majority of those on benefits, with lone parents and lone pensioners being particularly vulnerable to poverty. Women's pensioners' income is 57% of men's.
- Women have less access to private cars and are the main users of public transport.
- Men are less likely to use Further Education that they see irrelevant to their needs. They are also less likely to visit doctors or be involved in their children's education.
- Boys are more likely to under perform in school, seeing education as uncool and girly. Girls are likely to perform better at school, stay longer, and leave school with better qualifications. Women now make up a majority of entrants to further and higher education.
- Women are in a slight majority of academic staff in Further Education Colleges but remain under represented in senior positions. Occupational segregation is an issue found in the support staff workforce in further and higher education

3 College Context

- 3.1 Located one mile south of Dalkeith in Midlothian, Newbattle Abbey College operates from a 16th century house which occupies the site of a 12th century abbey. Newbattle Abbey is listed Category A by Historic Scotland as a building of national historic and architectural interest. The College, therefore, operates within the limitations of a Class A listed building and a countryside designated park area.

The College operates under a Governing Deed of Trust set up by Philip Kerr 11th Marquis of Lothian in 1937, when he gifted the building to the Scottish nation, to be used as a national adult education college. The Trustees are the Principals of the four Ancient Scottish Universities of Edinburgh, Glasgow, Aberdeen and St Andrews.

The College is well regarded as a place where people who have missed out on education first time around have the opportunity to immerse themselves in a residential study experience. Since the introduction of the new funding base in 1998 the College has been establishing a nationally accredited, quality curriculum in Arts and Humanities that prepares those who have low or no qualifications for further or higher education or employment. Students have to be over 20 years of age and attend a full time course of study.

An emerging strategy for international work will build on our current provision of international Summer Schools and our reputation as a conference and training venue. The Masterplan will also develop this. Our short course activity in 2006 has raised awareness of the College nationally and internationally and this will be extended.

The College operates within the limitations of restricted funding due to its size and the nature of the block recruitment grant.

- 3.2 The Strategic Plan for the College outlines our strategic direction for the next five years. The Equalities schemes and action plans inform the strategic direction and day to day operations of the College.

The College vision is:

- Empowering adult learners through a quality curriculum delivered nationally and internationally.

The Statement of Purpose of our Strategic Plan is:

To deliver a quality curriculum to national and international learners by:

- Ensuring an inclusive approach
- Providing a learning environment which encourages personal fulfilment and enterprise
- Delivering a flexible curriculum which develops ownership of learning
- Preparing individuals for progression to employment and other learning opportunities
- Assuring and improving the quality of provision
- Widening the portfolio of College activities to include family learning and other initiatives

3.3 Values

The Gender Equality Policy statement within the College Equalities and Inclusiveness framework defines Gender in line with the Equality Act 2006. This means we try to focus on the barriers of assumption, prejudice and stereotype which prevent men and women from participating fully in College life. Our efforts will be focussed on reviewing these barriers and finding ways of promoting equality and meeting differing needs.

The values on which the policy and this Gender Equality Scheme are based on are as follows: -

- Social justice
- The worth and dignity of each individual
- Developing a learning culture that is inclusive
- The right to the same choices as everyone else
- Quality services
- The right to respect, privacy and confidentiality
- The right to protection from abuse and exploitation
- The right to information
- Recognising responsibilities of the organisation and individuals
- Equality and inclusiveness is recognised and promoted internally and

externally

- Learning to respond to individuals based on his/her needs
- Recognition that men and women may also be affected by other equalities matters such as race and/or disability
- Creating a culture where accessibility, inclusiveness, equality, diversity and choice are encouraged and celebrated
- Creating a culture where harassment, bullying, victimisation and discrimination is unacceptable
- Addressing any unconscious institutional and overt prejudice

3.4 Equalities Committee

The College has had an Equalities Committee to advise on equalities and inclusiveness matters since 2004. Staff from all College teams and students are represented and there are two external advisers, one from Forward Mid, a Disability rights organisation in Midlothian and the other a former student. The Development Officer is the lead person for the College and she works closely with staff teams and Equality Forward in promoting equalities, inclusiveness and diversity.

The Equalities Committee meets no less than three times a year and has an Action Plan that directs its work.

3.5 Policies and Procedures

Newbattle Abbey College has always been committed to the ideals of democracy and social justice. Our Equalities and Inclusiveness Policy and Procedures framework is entitled Challenging Discrimination and Promoting Diversity. The framework is intended to give a common sense approach to the rights and responsibilities of all staff and students. It also recognises the compelling business and moral case for equality and inclusion.

In session 2005-2006 the College reviewed its equalities and inclusiveness policies and procedures to ensure that the six equalities strands were effectively addressed. There is one overarching framework document with Appendices that concentrate on the six equality strands. Procedures for dealing with unlawful discrimination and harassment are also in place as part of the framework.

There is a review cycle in place for all policies and this year an Equality Impact Assessment (EIA) process has been initiated as part of this review cycle. A timetable will be put in place to ensure that all existing and new policies and procedures will be covered over a three-year cycle. Policies and procedures will be screened against all equality strands as part of our intention to mainstream equalities and avoid duplication.

The College supports equality of opportunity in employment and recognises that in order to achieve the principle of equal pay for employees doing equal work it should operate a pay system which is transparent, based on objective criteria and free from gender bias.

3.6 Staff development

Each academic year a staff development programme is drawn up to achieve the Strategic aims and objectives of the College. Equalities and Inclusiveness features highly in the staff development programme. Internally, awareness-raising sessions are held for all staff including relevant legislation and equality, diversity and inclusion sessions delivered through Sfeu. Staff have attended courses designed to widen participation and the Development Officer has attended briefings on the Gender Equality Duty offered through EOC and Equality Forward.

3.7 Student information:

- Students that are accepted to study on the Newbattle Abbey Award for Arts and Social Sciences receive an Adult Education grant (not a loan) for full time study. The funding available through the Student Award Agency for Scotland is not available for part time study.
- The College student records system provides data on applications, enrolments, retention and achievement. This information is collated, analysed and reported annually to the Equalities Committee and Senior Management team. Information is gathered from students who have identified themselves or are identified by staff as requiring support via Individual Learning Plans. Regular monitoring of individual progress takes place against these plans.

- The Academic Team conducts an Annual Course Review and self-evaluation processes have mechanisms in place where any issues relating to equality can be raised and acted on.
- Our student profile over the past three years has shown that we have a ratio of 3 male to 1 female enrolment, which indicates that we are successful in attracting more men than the average for total Scottish Further Education Colleges.
- We have established a new data monitoring form that will allow us to compare year on year statistics for enquiries, applications, enrolments, retention, achievement and destination. This will enable us to measure our progress and analyse our student profile in a more rigorous way, so that we can analyse the information and where relevant make improvements to meet the different needs of men and women.
- There are two student representatives on the Equalities Committee.

3.8 Staff information:

- The Administration Team provides data on staff recruitment, retention, and staff development
- Staff from each team have representation on the Equalities Committee
- The Annual staffing return to the Scottish Funding Council for 2005 - 2006 indicates that:
 - 52.9% academic staff are female compared with a national figure of 51% based on fte from all Scottish Colleges⁴.
 - 68% of support staff are female compared with a national figure of 63% based on fte from all Scottish Colleges.
 - Of 21 female staff (headcount) 14 are part time, and 8 male staff (headcount) 1 post is part time.
- Staff induction is available to all new staff. A Staff Development scheme involves staff in an annual review meeting where Personal Development Plans are drawn up, indicating their staff development and training needs for the year. In addition support and supervision meetings are available where required. The College is adopting a coaching approach to staff development and support.

⁴ A Gender audit of statistics: Comparing the position of Women and Men in Scotland

4 Leadership and Strategy

- 4.1 The Board of Directors has overall responsibility for the Gender Equality Scheme. The Principal is responsible for the management of the College's Equalities and Inclusiveness Policy and the Race and Gender Equality Schemes. The Senior Management Team is responsible for ensuring the operation and effectiveness of policies, procedures and schemes.
- 4.2 The Equalities Committee chaired by the Principal is responsible for advising the Senior Management Team on the development and implementation of the Gender Equality Scheme, including monitoring and reporting on the scheme.
- 4.3 The Administration Manager is responsible for implementing the Gender Equality Scheme and Action Plan as it relates to all aspects of Human Resources management.
- 4.4 The Depute Principal is responsible for implementing the Scheme and Action Plan as it relates to:
- Programme Design
 - Curriculum management
 - Academic guidance
 - Learning support
- 4.5 The Facilities and Estates Supervisor is responsible for implementing the Gender Equality Scheme as it relates to:
- Contracting/ building works
 - Procurement

The Equalities Committee has an annual Action Plan that directs its work. The Gender Equality Scheme will become an integral part of all planning and audits within the College i.e. the GES and Equalities Committee Action Plan inform the Strategic and Operational Plans of the College

5 Scrutiny, Monitoring and Evaluation

5.1 Equality Impact Assessments

An Equality Impact Assessment is a way of deciding whether an existing or newly proposed policy, procedure, practice or service affects (or may

affect) people differently and, if so, whether it affects them in an adverse way.

The College will be carrying out Equality Impact Assessments on all new policies and services as they are developed. Over time all other existing policies and procedures will be carried out. A timetable for screening policies and functions will be established and where a high level of impact is identified a full Impact Assessment will be carried out. Gender issues will be considered alongside other equality issues such as race, disability, age, sexual orientation, religion and belief.

A summary of the results of the Equality Impact Assessments, Actions Plans and consultation exercises will be reported as part of the annual review of the Gender Equality Scheme and in the College Equalities and Inclusiveness Annual report.

5.2 HMIe Framework and Quality Standards in Further Education

The HMIe publication *Standards and Quality in Scottish Further Education (Quality Framework for FE Colleges)* takes account of all equalities legislation and the Scottish Executive social justice agenda. The framework includes specific quality indicators and key prompts to help Colleges review the inclusiveness of their practice as part of the self evaluation process. Newbattle Abbey College conducts self-evaluation exercises throughout the year using these indicators. We publish an Annual Course Review and Improvement Plan that addresses the 'A' elements of curriculum resources, processes and outcomes. We also conduct a self evaluation exercise against the B elements of the framework (leadership and quality management) and record actions for improvement.

In this session (2006-2007) we integrated prompts from the HMIe guidance document *Evaluating Inclusiveness* into our self-evaluation exercise against the B elements, to assist us in making judgements and writing improvement plans.

5.3 Publishing Results of Assessment, Involvement and Monitoring

The way we publish the results of assessment, involvement and monitoring will vary. Some will be published within reports to relevant Committees and to the Board of Directors.

The main consultation and involvement of men and women will be summarised in our yearly report on the Gender Equality Scheme, as part of our Equalities and Inclusiveness Annual Report. The yearly report for this Gender Equality Scheme will report on progress made, show what has changed as a result of the implementation of the GES and include an update on the Action Plan.

We will inform staff, students and the public about this information through:

- The College newsletter and intranet
- Relevant voluntary organisations, community group and national stakeholders
- Project partners and local authority partners

5.4 Comments and Complaints

Members of the public who feel they have experienced discrimination in the way the College has treated them can make a complaint through the College complaints procedure.

We have Grievance and Disciplinary Policies and Procedures in place for employees and procedures for dealing with complaints of bullying, harassment and victimisation relating to staff and students.

We take all complaints seriously and will not tolerate any form of discriminatory behaviour. Monitoring complaints is also another way of gathering information to see whether we are meeting our equalities duties. These will be reported as part of our annual review of the GES.

5.5 Monitoring

We will monitor:

- The number and gender of people who apply and are interviewed for employment
- The number and gender of people appointed to advertise posts.
- The number and gender of enquiries, applications and enrolments of students

- The retention and achievement rates of men and women students
- The progression and destination of men and women students who complete the Newbattle Award in Arts and Humanities

We will monitor on a yearly basis to ensure that our workforce and student population continues to be representative of the wider community and take positive action to promote representation at all levels within the College.

Monitoring will respect confidentiality and protect identity. Where an individual or individuals may be identified, information will only be available in a generalised report.

5.6 Scrutiny

Monitoring of the GES will take place through the Equalities Committee and be reported through the Senior Management team to the Board of Directors in the form of an Annual Report.

We will publish the results of our monitoring in our Annual Report on Equalities and Inclusiveness, on our website and in promotional material.

6 Consultation and Involvement

- 6.1 Newbattle Abbey College is committed to involving and consulting men and women, including transsexual/transgender people and giving them the opportunity to comment on how our provision and employment practices are provided and developed. Newbattle Abbey is a small College and our capacity for extensive consultation with external and national organisations is limited. This Gender Equality Scheme has involved staff, students and a limited number of external organisations and has been informed by national and local policy (See Appendix 2)
- 6.2 The outcomes of this consultation and evidence gathered from desk research has identified the following priority areas for meeting the general duty
- **Widening Access.** Finding out what barriers men and women face in learning and employment and taking steps to meet their different needs e.g. Childcare, flexible working, increased support for part time study

- Looking at the impact of existing and proposed policies, procedures and marketing
- Monitoring how well things are done and making changes that will make a difference
- Implementing a staff development programme on a Cross College basis
- Building a culture of Inclusiveness and mainstreaming equalities i.e. making sure that gender and all equalities issues are built into Strategic Planning and procedures.
- Networking with organisations that focus on Gender Equality to improve our services
- Ensuring that contractors are aware of our equalities policies and requiring them to meet statutory obligations and College policies and procedures.

7 Aims and Objectives of the Gender Equality Scheme

7.1 Our scheme is designed to:

- Identify the key factors which restrict choice and participation in College life.
- Explain our responsibilities and tell people how we will make things fairer for men and women in planning our services and what we do
- Show how the scheme links with our Equalities and Inclusiveness Policy and Procedures
- Set out a three year Gender Equality Action Plan , show how we will put the GES into practice and show what has changed as a result
- Monitor and evaluate what we are doing and report each year
- Make sure we meet our legal duties
- Create a culture where accessibility, inclusiveness, equality, diversity and choice are encouraged and celebrated
- Create a culture where harassment, bullying, victimisation and discrimination is unacceptable

7.2 The Gender Equality Action Plan will be approved by the Senior Management Team and Board of Directors. It indicates:

- how we will implement the Scheme
- what we have prioritised as key actions
- relevant objectives, targets and priorities that will inform the Strategic and Operational Plan of the College

- the requirements of the Code of Practice: Duty to promote Gender Equality Draft Code of Practice Scotland and the Guidance on the duty for Post-16 education Providers in Scotland

We have based our priorities and actions on the evidence we have collated from College statistics, national comparative statistics, national and local policies. We have considered our functions, our Strategic priorities and then identified the areas of work that will make the greatest difference to gender equality.

7.3 We want men and women studying, working and visiting Newbattle Abbey College to be enabled to realise their full potential.

Our aim is to promote equality and diversity, and eliminate discrimination.

Our four key objectives are:

- Effectively implement the GES through improving the College infrastructure and systems
- Effective scrutiny monitoring, evaluation, and review
- Gender Equality in employment and Human Resources practices and contribution to College life
- Gender equality in student recruitment, selection, retention and in educational attainment and contribution to College life

**GENDER EQUALITY
ACTION PLAN**

Priority 1

Implementing the Scheme

| Action | Outcome | Responsibility | Timescale |
|--|---|--|-----------------------------|
| 1. Prepare Gender Equality Scheme and promote involvement of men and women to meet the requirements of the Equality Act 2006 | Effective involvement and feedback from men and women, including transsexual people on draft Gender Equality Scheme. | Equalities Committee Development Officer | January - June 2007 |
| 2. Publish and promote full Gender Equality Scheme. | Scheme reflects priorities of staff, students, national and local policies and is widely publicised. | Equalities Committee Development Officer | By 29 June 2007 |
| 3. Prioritise improvements in services and functions for men and women | Priorities reflect involvement of staff, students and external organisations and improvement in services and functions to meet the differing needs of men and women, including transsexual people | Equalities Committee Senior Management Team | June 2007 and annual review |

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| 4. Ensure that procurement activity addresses Gender and other equalities areas. | External providers of services meet statutory equalities requirements and College policies and practices. | Administration Manager Estates & Facilities Supervisor | June 2008 |
| 5. Involve staff and students in evaluating, monitoring and reviewing the GES and Action Plan. | Improved evaluation, monitoring and analysis of data identify relevant information for future planning. | Equalities Committee Senior Management Team | June 2007-June2008 |
| 6. Implement a staff development and training programme | Training programme results in raised awareness of legal obligations. Priorities identified in the GES Action Plan are implemented and result in a building of culture of equalities and inclusiveness. | Equalities Committee Development Officer | June 2007 and on going |
| 7. Network with organisations that focus on gender issues to promote equality and inclusiveness in the wider community | Updated knowledge and skills that contribute to building a culture of equalities and inclusiveness | Equalities Committee Development Officer | April 2007 and ongoing |

Priority 2 Scrutiny, monitoring, evaluation and review

| Action | Outcome | Responsibility | Timescale |
|---|--|--|---|
| 1. Ensure that access and inclusion elements of HMIe quality framework are monitored and actions for improvement are carried out. | Improvement plans are in place, progress is monitored and changes are apparent. | Depute Principal (Quality Manager) Development Officer | Annual course review (October) Self evaluation against B elements (February - May) annually |
| 2. Produce a three year, prioritised timetabled programme of Equality Impact Assessments. | Equality Impact Assessments, including gender, take place systematically and are used to inform future policies and plans. EIA form part of the mainstreaming equalities agenda. | Development Officer Administration Manager | July 2007 and annually thereafter |
| 3. Develop systems to more effectively collect and monitor gender and other equalities data relating to students and staff | Monitoring system is established, implemented and produces relevant data on which to base future planning | Equalities Committee Development Officer Marketing Committee | January 2007 - July 2008 |
| 4. Conduct an annual review of the GES and publish findings as part of an Equalities and | Equalities and Inclusiveness Annual review and report informs of progress, records change and identifies areas | Development Officer Equalities Committee | October 2007/2008/2009 |

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| Inclusiveness Annual Report. | for improvement in next GES. | | |
| 5. Improve monitoring systems for student data to enable us to judge the impact of Gender on recruitment retention and achievement. | Monitoring system established and results included in Annual Course review, with areas for improvement. | Depute Principal | September 2007 - July 2008 |
| 6. Track and analyse the conversion rate from enquiries to applications and enrolments to identify and disproportionate effects on men and women | Monitoring system established and results reported through Marketing Committee to improve future Marketing Plan. Disproportionate effects eliminated. | Marketing Committee Depute Principal | June 2007 - September 2008 |
| 7. Improve monitoring systems of employment data to enable us to identify any disproportionate effects on men and women | Analysed data informs future employment advertising, interviewing and appointment and eliminates unintentional discrimination. | Administration manager | June 2007 - July 2008 |

Priority 3 Gender Equality in Employment and Human Resources Practices

| Action | Outcome | Responsibility | Timescale |
|--|--|--|-------------------------------|
| 1. Ensure training on Gender and other equalities legislation and issues is delivered to all staff. | Consistent approach to equalities statements in promotional and recruitment material. | Development Officer Administration Manager | January 2007 - September 2007 |
| 2. Review employment policy statements on equal pay and flexible working to ensure best practice. | Employment policies and procedures demonstrate best practice in equalities and inclusiveness | Administration Manager Equalities Committee | June 2007-July 2008 |
| 3. Review employment policy and practices, using the equality impact assessment process to identify disproportionate effects on men and women. | Employment policies and procedures demonstrate best practice in equalities and inclusiveness | Administration Manager Equalities Committee | July 2007 - October 2007 |

Priority 4 Gender equality in student recruitment, selection, retention, educational attainment and contribution to College life

| Action | Outcome | Responsibility | Timescale |
|--|--|------------------------------------|--------------------------------------|
| 1. Conduct impact assessment procedures to ensure recruitment and admissions processes promote gender equality | Student admissions and interview procedures and practices reviewed and changes implemented | Depute Principal | October 2007 - July 2008 and ongoing |
| 2. Ensure that equalities statements are included in all Award and Short Course promotional material. | Consistent approach to all College promotional material with regard to equalities statements. | Marketing Committee | September 2007 and on going |
| 3. Promote equalities issues, including gender to students and potential students and ensure promotion in learning and teaching. | Students are made aware of equality and inclusiveness and their rights and responsibilities through pre-enrolment, enrolment and induction | Depute Principal and Academic Team | April 2007 - July 2008 |

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| <p>4. Ensure the curriculum promotes equality and provides an inclusive learning experience</p> | <p>Staff are aware of and guidelines from QELTM project and update their materials to ensure equalities and inclusiveness.</p> | <p>Development Officer South East Scotland Staff Development Group</p> | <p>August 2007-December 2007</p> |
| <p>5. Design all programmes to promote equalities and inclusiveness.</p> | <p>Newbattle Abbey College Award in Arts and Humanities and short courses are inclusive and promote flexible approaches to learning that encourage men and women to participate and become involved.</p> | <p>Depute Principal and Academic team</p> | <p>September 2007-2010</p> |
| <p>6. Identify how support for part time study can be funded and implemented</p> | <p>Discussions with Students Award Agency for Scotland results in a change grants of system to include funding for part time study.</p> | <p>Senior Management Team</p> | <p>September 2008</p> |
| <p>7. Review assessment of learning and teaching processes to promote equality</p> | <p>Staff awareness of potential equality issues related to internal and external assessments is raised and changes made.</p> | <p>Depute Principal Academic team</p> | <p>December 2007 - September 2009</p> |

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| <p>8. Consider how being a Residential College that does not have childcare arrangements may have a disproportionate effect on women and men.</p> | <p>Arrangements for childcare are reviewed and any changes that are recommended are implemented to minimise negative impact .</p> | <p>Equalities Committee Senior Management</p> | <p>October 2007 - July 2008</p> |
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Glossary of Terms

Appendix 1

Gender Equality Duty

The Gender Equality Duty is the third function of the Equality Act (2006) which came into effect on 6 April 2007- the other two being

- The creation of a single Commission, called the Commission for Equality and Human Rights, to replace the Equal Opportunities Commission, The Commission for Racial Equality and the Disability Rights Commission.
- To make unlawful discrimination on the grounds of religion or belief or sexual orientation in the provision of goods, facilities and services, the management of premises, education and the exercise of public functions.

General Duties

Have due regard to the need to:

- Eliminate unlawful discrimination and harassment: and
- Promote equality of opportunity between men and women

Specific Duties

- Publish a Gender Equality Scheme (GES)
- Prepare and regularly review an Action Plan that will detail the steps taken to meet the new duty
- Review, revise and publish the scheme every three year

Unlawful Discrimination

Under the act the following are identified as constituting unlawful discrimination

- Direct and indirect discrimination on grounds of sex
- Discrimination on the grounds of pregnancy and maternity leave
- Discrimination on the grounds of gender reassignment
- Direct and indirect discrimination against married partners and civil partners
- Victimisation
- Harassment and sexual harassment

Scottish Code of Practice

The Scottish Code of Practice on Gender Equality has formal legal status. This means that the Code of Practice can be used as evidence in a court of law and covers the legal requirement of the duty

Occupational segregation

Stereotyping about women's and men's capabilities and skills that results in people being clustered into certain occupations. This stereotyping can result in women being clustered into predominantly female occupations that are associated with low pay. These include cleaning, catering, clerical, caring, and retail working.

Quality Services

This value means that we aspire to provide an environment that offers and delivers learning, teaching and working experiences to the highest standards. The College uses the HMIe Quality in Further Education Framework and SQA standards to measure performance. It also engages in self evaluation to set improvement plans.

Sex

When used as a verb, means sexual intercourse. When used as a noun, means gender. It is usually important, both grammatically and socially, to distinguish between the verb and the noun. When the intention is sex as a noun, gender is the

preferred term. Sex refers to how we are born and describes the biological and physical differences between men and women

Gender

Gender refers to sexual identity, the condition of being male or female and the wider social roles, attitudes, values and behaviours attributed to women and men by society, which structures people's lives.

Transgender and Transsexual

Transsexual is usually used to describe a person who intends to undergo, is undergoing or has in the past undergone gender reassignment. This individual receives protection under the law. Transgender people are those individuals who identify their gender to be different from the physical one into which they were born. . Transgender people who choose not undergo medical treatment and live their lives in their new gender are not subject to the same legal protection as transsexual people.

Gender Reassignment

The process or steps taken under medical supervision, of reassigning a persons gender by changing physical, social or other characteristics. This may include hormone therapy or sex change operation.

Gender Disaggregated Statistics

Data that has been collected and analysed by gender, which would highlight any differences in results between men and women.

Single Sex Services

It is lawful to provide single sex training if it is based on the following:

- Training based on job sampling, work experience ,taster days with employers, or work shadowing
- Training a in a skill, for example carpentry or computer programming
- Career counselling and guidance for working women , or those wishing to return to work
- Retraining into areas of skill shortage

Appendix 2

Details of consultation relating to Equalities and Gender Equality

| ACTIVITY | DETAIL |
|-----------------------------|--|
| Identifying Priorities | Academic Staff Meeting |
| | Questionnaire to support staff teams |
| | National desk research (see list below) |
| | Equalities Committee |
| | Stonewall telephone discussion |
| | Engender telephone discussion |
| | Meeting SMT on Impact Assessment process |
| | Equality Forward seminars 18 April/18 May |
| | Advice from Jenny Kemp EOC |
| | HMIe and Scottish Executive Gender Equality scheme |
| | National Union of Students |
| | |
| Briefing /awareness raising | SMT |
| | Equalities Committee |
| | All staff through Self Evaluation B elements meetings and improvement planning |
| | Briefing session in Quality Week 2007 |

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| Consultation /feedback | Scottish Enterprise and Midlothian Council through Master Planning Process |
| | Student Focus Group |
| | Equalities Committee |
| | Staff teams |
| | Forward Mid |
| | |

Desk research

www.eoc.org.uk/genderduty

www.womenandequalityunit.gov.uk

Out at Work : A unionlearn/TUC Education workbook on LGBT people in the work place

Equality network www.equality-network.org

Close the Gap . www.closesthegap.org.uk

Stonewall www.stonewallscotland.org.uk

Equality Network www.equality-network.org

Engender www.engender.org.uk

A Gender Audit of Statistics: Comparing the position of Women and Men in Scotland

Scottish Executive: Gender Equality Scheme

Equality Forward: Signposting the Gender Equality Duty 18 April 2007

Gender Equality Duty: guidance on the duty for Post 16 Education Provides in Scotland

Equality Forward Seminar: Gender Equality Impact Assessment : May 2007

Gender Equality Duty: Draft Code of Practice (Scotland)

Scottish Executive: Lifelong learning statistics 2005

Scottish Funding Council :Equality Scheme

National Union of Students

Appendix 3

Staffing statistics 2005 - 2006

| | | | |
|---|------|--------|-------|
| Staff in academic departments | Male | Female | Total |
| | 2 | 2.25 | 4.25 |
| Cross College Staff | 5.5 | 13.5 | 19 |
| Total staff in academic departments and cross college staff | 7.5 | 16.75 | 23.25 |

| Number of College payroll staff (headcount and FTE) | | Number of Staff (Headcount) | | | Number of staff (FTE) | | |
|---|-----------|-----------------------------|------------------------|-------|-----------------------|------------------------|-------|
| | | Teaching | Non-teaching (support) | Total | Teaching | Non-teaching (support) | Total |
| Permanent | Full-time | 1 | 11 | 12 | 1 | 11 | 12 |
| | Part-time | 6 | 10 | 16 | 3 | 6.5 | 9.5 |
| | Total | 7 | 21 | 28 | 4 | 17.5 | 21.5 |
| Temporary | Full-time | | | 0 | | | 0 |
| | Part-time | 1 | | 1 | 0.25 | | 0.25 |
| | Total | 1 | 0 | 1 | 0.25 | 0 | 0.25 |
| | Fulltime | 1 | 11 | 12 | 1 | 11 | 12 |
| Permanent & Temporary | Part-time | 7 | 10 | 17 | 3.25 | 6.5 | 9.75 |
| | Total | 8 | 21 | 29 | 4.25 | 17.5 | 21.75 |

Information is available in an alternative format e.g., large print, Braille, audio tape, easy to read, or in a community language.

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| Newbattle Abbey College | POLICY/PROCEDURE |
|--------------------------------------|----------------------------------|
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