

Gender Equality Scheme

June 2007 to June 2010

Also available in large print (16pt)
And electronic format.

Ask Student Services for details.

www.perth.ac.uk

Contents

	Page
Statement from the Principal	1
General and Specific Gender Equality Duties and Gender Definitions	2
Introduction and Context	4
Consultation with Stakeholders	6
Information Gathering	9
Gender Impact Assessment	11
Gender Equality Objectives 2007 to 2010	13
Publication of the GES	14
Appendix 1 – Gender Equality Action Plan	
Appendix 2 – Gender Equality Staff Questionnaire	
Appendix 3 – Summary of Student Survey - Satisfaction with Services	
Appendix 4 – Remit and Membership of EDIT (Equality, Diversity and Inclusion Team)	
Appendix 5 – Perth College Gender Analysis for Staff	
Appendix 6 – Perth College Gender Analysis for Students	



Statement from the Principal

Perth College believes there is no place for gender discrimination in any of its services or activities. We are fully committed to the principles of gender equality and to encouraging and supporting all staff and students to reach their potential.

We aim to ensure that all of our policies, procedures and practices are non-discriminating and that positive action is taken to redress any inequalities in employment practices, provision of services to students and customers or the way in which we manage our business.

The Gender Equality Scheme (GES) is a stimulus for action across the college community and requires members of the Board of Management, the principal and managers, staff, students, customers, contractors and partner agencies to be aware of and to support its philosophy and aims.

We warmly welcome our new gender equality duties to eliminate discrimination and harassment and to promote equality. Our approach to meeting these duties allows us to think and act strategically about gender equality, rather than leaving it to individuals to challenge poor practice.



Mandy Exley
Principal
Perth College
25 June 2007

General and Specific Gender Equality Duties and Gender Definition

The general gender equality duty is a new legal requirement on all public authorities, when carrying out all their functions, to have due regard to the need:

- To eliminate unlawful discrimination and harassment on the grounds of sex.
- To promote equality of opportunity between women and men.

Functions include policy-making, service provision, employment matters, and statutory discretion, as well as decision-making. 'Due regard' means that authorities should give due weight to the need to promote gender equality in proportion to its relevance.

The duty requires organisations to take action on the most important gender equality issues within their functions. The promotion of equal opportunities between women and men requires public authorities to recognise that the 2 groups are not starting from an equal footing and identical treatment will not always be appropriate. Under the duty authorities also have an obligation to eliminate discrimination and harassment towards current and potential transsexual staff. This duty will extend to trans-sexual service users in December 2007.

In addition, there are also specific duties that have to be carried out to achieve the general duty. There are specific duties that have been agreed by the Scottish Parliament and only relate to Scotland. These specific duties are:

- Gather information on how the authority's work affects women and men.
- Consult employees, service users, trade unions and other stakeholders.
- Assess the different impact of policies and practices on both sexes and use this information to inform the authority's work.
- Identify priorities and set gender equality objectives.
- Plan and take action to achieve gender equality objectives.
- Publish a gender equality scheme, report annually and review progress every three years.
- Publish an equal pay policy statement and report on progress every 3 years.

The gender equality duty also requires public authorities to pay due regard to the need to eliminate discrimination and harassment towards transsexual staff.

Gender Definitions

Gender – refers to roles, attitudes, values and behaviours given to women and men by society.

Sex – refers to how we are born, the biological and physical differences between men and women.

Transgender – an umbrella term used to describe a whole range of diversity of gender identity and expression, including transsexual.

Transsexual – a medical term used to describe people whose sex and gender do not match up. This means someone whose biological sex is female, but whose gender is male, or someone whose biological sex is male, but whose gender is female.

Transition – term would be primarily to describe when transsexual people are moving from their assigned gender at birth to their current gender.

Introduction and Context

Perth College is an incorporated Further Education College and an academic partner in UHI Millennium Institute. The College is located in the Perth and Kinross area which has a population of approximately 135,000 people. The College has a commitment to education as a right for all and has a long history of successful provision for men and women with all abilities and needs. The College employs around 540 staff and provides services to around 9000 students.

Air Services Training (AST) is an aeronautical training company and is wholly owned by Perth College. AST employs 20 staff.

The College has in place an Equal Opportunities Strategy that incorporates all of its policies relating to equalities and inclusion issues, including Gender Equality. An annual Equal Opportunities Action Plan is prepared and published and this is informed both by the results of Equal Opportunities monitoring, including gender equality monitoring, and through consultation with College managers and other internal and external representatives. The current gender equality action plan is incorporated into the annual Equal Opportunities Action Plan for purposes of implementation. The Equality, Diversity and Inclusion Team (EDIT), which reports to the college Senior Management Team, has the responsibility to analyse data, set and monitor targets, assess the impact of the Equal Opportunities Action Plan, including gender equality issues, and to publish the outcomes.

The College also has a commitment to the GES of UHI Millennium Institute.

The development of the College's first GES has therefore built on the work undertaken over a number of years to address diversity and equality issues.

The Gender Equality Action Plan (Appendix 1) brings together the priorities and objectives identified from existing equal opportunities action plans, analysis of internal and external information, consultation with stakeholders and objectives set in the HR Strategy and Business Plans.

The Action Plan will cover all the functional areas of Perth College as follows:

- Principal's Office – governance, legal and compliance issues, strategic guidance, research.
- Finance and Planning – finance, planning, student records and information and management information.
- Curriculum and Quality – curriculum strategy/direction, development and implementation, quality standards, learning and teaching, learning resources.
- Communications and Business Development – internal and external communications, international students, business development centre, student services.
- Estates – buildings/estates, ICT and health and safety.
- Human Resources – learning and development, human resources, organisational development.

The Director of Human Resources has delegated responsibility for the development, implementation and review of gender equality strategies and initiatives that meet our

statutory duties. The Director of HR will also ensure that the GES objectives and actions are integrated into the Colleges HR Strategy and Business Plan.

The EDIT Team will review progress against the gender equality objectives and action plan quarterly and report to the Board of Management annually.

Consultation with Stakeholders

Staff

An on-line gender equality staff survey took place in June 2007 but there was a very low response rate to the questionnaire. Although the feedback received from the few people who did respond was very useful in developing the College's GES, it will be necessary to survey staff again in the new academic year. This will give the College another opportunity to seek staffs' views on gender equality and on the priorities and objectives set in the Gender Equality Action Plan. The gender equality staff survey is attached as Appendix 2.

Students

An on-line gender equality survey was sent to students but there were no responses received. The non-response to the College survey is likely to be as a result of timing as it was sent to students around exam time and end of year assessments.

Consultations with students will therefore take place in the 07/08 academic year to establish the needs and issues for students in relation to gender equality. The College will consider being part of UHIMI's student survey in the new academic year. The UHIMI's questionnaire will survey students on all areas of discrimination.

Students attending the College are surveyed annually and Appendix 3 summarises responses from students, by gender, to questions about satisfaction with services provided.

The College's Quality Unit monitors student complaints and the following table shows the gender split for the last 3 years:

	04/05	05/06	06/07
Female	23	16	11
Male	12	10	5
Anonymous	5	2	0
Total	40	28	16

There were no complaints concerned with gender issues.

Equality, Diversity and Inclusion Team (EDIT)

EDIT is an across-college group of practitioners who co-ordinate equality, diversity and inclusion practices to ensure there is clear, current information available about the range and scope of equality activities, and compliance with equalities legislation. EDIT produces reports and recommendations to the Senior Management Team to assist them to meet the statutory duties and to action plan, monitor and report on equalities issues.

Membership of EDIT is from every area of the College and includes 2 student representatives. The remit of EDIT and its membership is attached as Appendix 4.

At an EDIT meeting in May 2007, members were given an overview of the general and specific gender equality duties and there was a discussion on how the College should respond to these requirements. There were several members of EDIT absent at the May meeting but in the new academic session EDIT will play a key role in implementing the GES. This will give staff from all areas of the College along with student representatives the opportunity to work with senior managers to directly shape, influence and review the success of gender equality strategies and initiatives.

Trade Union Representatives and Staff Representatives

Perth College recognises Unison for support staff and EIS-FELA for academic staff. There are separate collective agreements and joint negotiating committees for each trade union. In addition to this, Perth College has a consultative forum, the Employee Development Forum, which has 2 EIS-FELA staff representatives, 2 Unison staff representatives, 2 management representatives and one non-trade union staff representative.

At the June 2007 meeting of the Employee Development Forum, the gender equality general and specific duties were discussed in detail, information regarding the gender spilt at Perth College in relation to job categories was shared and analysed and there was broad agreement regarding the priorities and objectives for the College's GES.

The meeting was not well-attended but there will be on-going consultations and discussions with trade union, staff and management representatives at the Employee Development Forum to ensure staffs' involvement in the implementation and review of the College's GES.

Local Businesses, Community and Voluntary Sector Organisations

Perth College works closely with Perth and Kinross Council, Careers Scotland, health services and other community and voluntary organisations in relation to the transition of people from other provision into Perth College courses. Scottish Executive guidelines given in the publication Partnership Matters are followed. Members of our Senior Management and College Management teams have strong link with local business forums and serve as School Governors.

A key priority for the gender equality action plan is to strengthen links with business and community groups in terms of gender equality issues and widely consult using a range of methods.

Main Findings from Consultations

The main findings from consultations with stakeholders are:

- There is a need to raise awareness amongst stakeholders about the College's diversity and equality policies, practices and initiatives.
- The College needs to impact assess policies and procedures and publicise the outcomes and actions from this to raise awareness amongst stakeholders and demonstrate transparency and how we value diversity.
- The College needs to share information on gender balance within different staff groups, representative bodies etc.

- The College needs to consider more family-friendly policies.
- The College should be leading when it comes to diversity.
- For students, complaints from females are significantly higher than complaints from males.
- For students, females consistently rate College services higher than their male counter-parts, except in the area of additional study support.

Information Gathering

Staff

Perth College has recently invested significant resources into purchasing an integrated Human Resources Information System (HRIS) and payroll system that will allow the accurate monitoring of gender equality statistics for recruitment, make-up of the workforce, including job types, training, development, discipline, grievance, pay, part-time working, promotion, sickness absence and other leave. The HRIS has a data mining module that assists senior managers to analyse HR information for strategic planning purposes.

A key objective in the HR Business Plan is to develop the HRIS to provide managers with strategic workforce intelligence. This objective will also be incorporated into the gender equality action plan. The analysis of future workforce intelligence will allow the College to target resources to meet the duties of eliminating discrimination and harassment, and promoting equality of opportunity across all 6 equality strands.

Appendix 5 provides an overview of Perth College's workforce by gender as compared to the 2001 Scottish Census and data for the population of Perth and Kinross.

Students

Perth College provides learning and teaching to around 9000 students – 59% of whom are female and 41% are male.

The College's overall retention of students in higher education (HE) is 86%. For the College's female students, HE retention is 86% and for males, HE retention is 85%. The Scottish Funding Council's latest published national retention rate for HE is 81%.

In further education (FE), the College's overall retention rate is 95%. For the College's female students, FE retention is 95% and for males, FE retention is 94%. The Scottish Funding Council's latest published national retention rate for FE is 79%.

The College's overall achievement rate for students in FE is 79% and this compares to the Scottish Funding Council's national achievement rate of 78%. For the College's female students, the FE achievement rate is 82%, and for males, FE achievement is 74%. It was not possible to include College achievement rates for HE students in this section.

Appendix 6 provides a summary of student retention and achievement by Scottish Funding Council funding group and by gender.

A number of more detailed reports on student retention and achievement have been analysed and are available for reference. These reports disaggregate retention and achievement rates by age and gender and by level of qualification. An analysis of those detailed report will inform further consultation exercises with students to determine what lies behind the statistics and whether there are any specific gender equality issues that need to be addressed.

Main Findings from Information Gathering

The main findings from the College's information gathering exercise are:

- The College's total workforce by gender is generally representative of the Scottish and Perth and Kinross populations.
- The College's Board of Management is under-represented in terms of female membership.
- The College's Senior Management Team is under-represented in terms of male membership.
- The College Management Team is representative in terms of its gender make-up.
- For all lecturers, there is a slight imbalance between males and females. However, the percentage of male full-time lecturers and percentage of female part-time lecturers is disproportionate. Nationally, women are disproportionately represented among part-time workers.
- For support staff, the ratio of male to female staff is not representative of the wider community. The male and female ratios for full and part-time support staff are less representative than the overall ratio for all support staff.
- For the College's trade union and staff representatives, there is a balance between males and females.
- For students, the ratio of male to female students is not representative of the national or local populations.
- College HE and FE retention rates for male and female students are proportionate and above the national rate.
- College FE achievement rate for females is higher than male achievement rate, and the College male achievement rate is also lower than the national rate.
- There are gender imbalances in the disaggregated reports that require further investigation, for example, in some funding groups, young female retention rates are significantly below the overall College and national rates.

Gender Impact Assessments

The College will assess the impact or likely impact of all policies and procedures on gender equality. By impact assessing all policies the College will:

- Ensure that neither sex is disadvantaged by College decisions and activities.
- Identify where the College can promote equality of opportunity between men and women.

The College has already mapped all policies and procedures and approved a template for developing policies and procedures. The College has also identified the elements of its current operation and function for which impact assessment on some scale is required in terms of disability equality. The College will therefore undertake multi-strand equality impact assessments where appropriate.

The College recognises that not all policies and practices will be equally relevant to gender equality. Impact assessment will therefore be undertaken as a 2 stage process. College policies and procedures will be prioritised for impact assessment through initial screening in order to identify the policies and practices most relevant to gender equality.

The initial screening process will involve:

- Identifying the aims of the policy or practice.
- Considering the evidence – based on existing knowledge and data, will the policy or practice have a differential impact on women and men? Absence of data will not be a justification for assuming there is no differential impact.
- Deciding whether to take remedial action based on available evidence, or to proceed to a full impact assessment.

The following core questions will be asked when screening policies and practices for gender impact assessment:

- Is the policy or practice a major one in terms of size and significance for the College?
- Is there any indication that, although the policy or practice is minor, it is likely to have a major impact on gender equality? As well as the numbers of people affected the seriousness of the potential impact, whether negative or positive will be considered.
- Is there any evidence that women and men have different needs, experiences, concerns or priorities in relation to the policy or practice?
- Is there evidence that particular groups of women or men have particular needs in relation to the policy or practice eg BME women, men from a particular age group or transsexual staff?
- Of those affected by the policy or practice, what proportion are men and what proportion are women?
- If more women (or men) are likely to be affected by the policy or practice, is that appropriate and consistent with its objective?
- Where the policy or practice is intended to achieve a particular outcome, what is the evidence on the likely outcomes for men and for women?

- Could the policy or practice unintentionally disadvantage people of one sex or the other or could it disadvantage transsexual women and men?

The initial screening of policies and practices will be carried out at EDIT meetings and this group will decide whether policies require a full gender impact assessment and prioritise these for action and any necessary amendments.

If a full impact assessment is required the College will use the Scottish Executive's 10 step equality impact assessment tool – EQIA.

Gender Equality Objectives 2007 to 2010

The following gender equality objectives are based on feedback from College stakeholders and the College's gathering of information, and are necessary to meet the general and specific gender duties.

Objective 1

To positively promote equality between men and women by ensuring staff and students understand the importance of gender equality and the benefit it provides to the College.

Objective 2

To develop and understanding of, and plan for the needs of, transsexual staff and students.

Objective 3

To work towards equal pay for equal work across the College by identifying and where necessary reducing the pay gap between men and women, and develop, implement and review an equal pay policy.

Objective 4

To ensure an appropriate gender balance on the Board of Management, and within the Senior Management Team, support staff and full and part-time staff.

Objective 5

To develop, implement and review the impact of family-friendly policies for staff and students.

Objective 6

To impact assess all staff and student policies to ensure males and females are not disadvantaged by College decisions and activities and the effective promotion of opportunity of equality.

Objective 7

To improve information systems so that workforce and student information is available to assess the strategic impact of the College's GES.

Objective 8

Develop and implement a Harassment Policy and train managers and staff.

Objective 9

Develop mechanisms for in-depth consultations with internal and external stakeholders and prioritise consultation activities to meet the College's GES objectives.

Objective 10

To ensure an appropriate gender balance between male and female students in relation to enrolments, completion rates, qualification levels and withdrawals across the College.

Publishing the GES

The GES will be published on the College's website and staff intranet, Sharepoint, on 29 June 2007. An all-staff e-mail will be issued informing staff that the GES is available on Sharepoint or the website. The GES is also available in print and in alternative formats.

Susan Bald
Director of Human Resources and Organisational Development
26 June 2007

Perth College Gender Equality Action Plan

Appendix 1

Objective 1

To positively promote equality between men and women by ensuring staff and students understand the importance of gender equality and the benefit it provides to the College.

	Outcome	Action	Timescale	Progress Indicator	Responsibility
1.1	All students and staff receive information or awareness raising sessions on the importance and benefits of gender equality and understand their responsibilities.	<p>Include a section on gender equality during induction sessions for staff and students and ensure this is enshrined in the review of induction policies.</p> <p>Train all current staff in gender equality duties and how to improve practices in their areas of responsibility.</p>	<p>Student Induction – Aug 07 Staff Induction – Dec 07</p> <p>March 08</p>	<p>Revised Induction Policies. Numbers receiving induction. Induction Evaluation.</p> <p>Training records. Surveys. Changes to working practices.</p>	<p>Student Services Manager HR Director HR Manager</p>
1.2	All Managers are aware of their responsibilities under the SDA and GED.	<p>Train Managers to ensure they understand their responsibilities under the SDA and GED.</p> <p>Develop a GED toolkit for Managers to train their teams to improve working practices.</p>	<p>Sep 07</p> <p>Sep 07</p>	<p>Training records.</p> <p>Training Records. Surveys. Changes to working practices.</p>	<p>HR Director HR Manager</p> <p>All Managers</p>
1.3	All Managers and staff involved in recruitment and selection of staff and students are trained and recruitment and selection policies and procedures have been impact assessed and reflect established best practice.	<p>Train Managers and staff involved in recruitment and selection of staff and students.</p> <p>Revise Recruitment and Selection Policies ensuring these are impact assessed and reflect best practice in terms of gender equality.</p>	<p>Jan 08</p> <p>Dec 07</p>	<p>Training records. Changes in working practices. Equal Opportunities Monitoring.</p>	<p>HR Director HR Manager</p>

Objective2

To develop and understanding of, and plan for the needs of, transsexual staff and students.

	Outcome	Action	Timescale	Progress Indicator	Responsibility
2.1	Established links with local and national groups and an understanding of the needs of transsexual people.	Identify relevant local and national groups and meet with representatives and gain an understanding of the needs of transsexual people.	Oct 07	Record of meetings/ correspondence.	Director of HR HR Manager
2.2	An amended Equal Opportunities Monitoring Form that includes a transsexual section so that staff and student data can be monitored and acted upon.	In consultation with external and internal stakeholders, revise equal opportunities monitoring forms and recording systems for staff and students. Develop student and staff management information databases so that transsexual data can be recorded and reported on.	Nov 07 Dec 07	Changes to working practices. Management reports.	Student Services Manager Director of HR HR Manager
2.3	Consultation with staff and students to understand their needs in terms of gender/transsexual equality.	Liaise with UHIMI to establish if Perth College can be part of their student survey planned for 07/08 academic session.	July 07	Report from survey.	Director of HR

Objective 3

To work towards equal pay for equal work across the College by identifying and where necessary reducing the pay gap between men and women, and develop, implement and review an equal pay policy.

	Outcome	Action	Timescale	Progress Indicator	Responsibility
3.1	Established whether or not there is a gender pay gap at Perth College.	Establish a methodology for collating and analysing pay data that will determine if there are any gender pay gaps at Perth College.	Sep 07	Toolkit.	Director of HR HR Manager
3.2	Equal Pay Policy published.	Draft an Equal Pay Policy for consultation and implementation.	Sep 07	Equal Pay Policy.	Director of HR
3.3	Equal Pay Action Plan produced.	Produce Equal Pay Action Plan to address any gender pay gaps to be reviewed annually.	Dec 07	Equal Pay Action Plan. Gender pay gap.	Director of HR HR Manager

Objective 4

To ensure an appropriate gender balance in the Board of Managers (BOM), Senior Management Team (SMT), support staff and full and part-time staff.

	Outcome	Action	Timescale	Progress Indicator	Responsibility
4.1	Identification of any gender equality issues that have contributed to the disproportionate number of women in support and part-time posts and improve gender balance.	In consultation with staff, develop method of consultation for support and part-time staff to identify any gender equality issues. Carry out consultation and develop action plan to address relevant issues identified.	Jan 08 April 08	Methodology. Gender balance. Changes to working practices.	Director of HT HR Manager

4.2	Improved gender balance.	Consider and carry out a range of positive actions to improve the gender balance on the BOM and SMT when vacancies arise.	On-going	Gender balance.	BOM Principal
-----	--------------------------	---	----------	-----------------	------------------

Objective 5

To develop, implement and review the impact of family-friendly policies for staff and students.

	Outcome	Action	Timescale	Progress Indicator	Responsibility
5.1	Identification of student/staff family friendly policy needs.	Survey and consult with staff and students to identify what their needs are in terms of family-friendly policies.	Feb 08	Survey/consultations.	Director of HR HR Manager
5.2	Family-friendly policies in place that also meet the needs of the College.	In consultation with staff and students, develop, implement and review required family-friendly policies.	Dec 08	Policies. Changes to working practices.	Director of HR HR Manager

Objective 6

To impact assess all staff and student policies to ensure males and females are not disadvantaged by College decisions and activities and the effective promotion of opportunity of equality.

	Outcome	Action	Timescale	Progress Indicator	Responsibility
6.1	Impact Assessment Action Plan.	Produce Impact Assessment Action Plan to gender equality impact assess all staff and student policies.	July 07	Action Plan	Director of HR HR Manager
6.2	Impact Assessments Prioritised.	Prioritise policies and procedures to be impact assessed at next EDIT meeting.	August 07	Minutes.	Director of HR HR Manager EDIT

		Impact one priority policy/ procedure using the initial screening methodology at next EDIT meeting.	August 07	Minutes.	
6.3	All policies and procedures impact assessed.	Impact assess all policies and procedures and revise as necessary.	July 09	Changes to working practices.	Director of HR HR Manager

Objective 7

To improve information systems so that workforce and student information is available to assess the strategic impact of the College's GES.

	Outcome	Action	Timescale	Progress Indicator	Responsibility
7.1	Good workforce/student intelligence that allows management to make a strategic impact on equality issues.	Develop student and staff management information databases so that equality data can be recorded and reported on.	Dec 07	Management reports.	MIS Director of HR HR Manager

Objective 8

Develop and implement a Harassment Policy and train managers and staff.

	Outcome	Action	Timescale	Progress Indicator	Responsibility
8.1	Harassment Policy in place and staff/students trained/provided with information.	In consultation with staff and students, develop, implement and review a Harassment Policy.	July 08	Harassment Policy.	Director of HR HR Manager
8.2	All staff/students trained and/or made aware of Harassment policy.	Ensure Harassment Policy is part of staff and student induction. Identify and train an appropriate number of Advisers to be first point of contact for staff/	August 08 Oct 08	Induction Procedure. Training Records. Incident Reporting.	Director of HR HR Manager

		students with harassment complaints. Ensure all staff and students are trained and/or provided with information in relation to the Harassment Policy.	Jan 09	Training Records.	
--	--	--	--------	-------------------	--

Objective 9

Develop mechanisms for in-depth consultations with internal and external stakeholders and prioritise consultation activities to meet the College's GES objectives.

	Outcome	Action	Timescale	Progress Indicator	Responsibility
9.1	Established links with relevant external stakeholders for gender equality issues.	Map external stakeholders and establish links with relevant organisations and their representatives.	Jan 08	External Stakeholder List.	Director of HR HR Manager
9.2	Consulted with external stakeholders and established partnership working and/or common approaches to address gender equality issues.	Develop a range of consultations methods eg survey, focus groups etc to consult with key external stakeholders to identify gender equality needs and/or areas for joint working/approaches. Prioritise and conduct consultations with key external stakeholders and share results for joint working/approaches to address identified issues. Review external stakeholders list annually from August 08.	March 08 August 08 Annually	Consultations. Changes to working practices.	Director of HR HR Managers Student Services Manager

Objective 10

To ensure an appropriate gender balance between male and female students in relation to enrolments, completion rates, qualification levels and withdrawals across the College.

	Outcome	Action	Timescale	Progress Indicator	Responsibility
10.1	Understanding of the reasons behind the student retention and achievement statistics.	<p>Liaise with UHIMI to establish if Perth College can be part of their student survey planned for 07/08 academic session.</p> <p>Develop and carry out additional consultation methods for students to understand the reasons for the gender differences in the retention and achievement rates.</p>	<p>July 07</p> <p>Feb 08</p>	<p>Survey.</p> <p>Survey.</p>	Director of HR HR Manager
10.2	Action Plan to address gender equality issues.	<p>Share consultation results with functional areas and develop action plans to address identified gender equality issues.</p> <p>Review Action Plan and future student statistic annually every July.</p>	<p>May 08</p> <p>Annually</p>	<p>Action Plan.</p> <p>Changes to working practices, student statistics.</p>	Director of HR HR Manager Curriculum Directors and Managers

Perth College Staff Questionnaire: Gender Equality

Appendix 2

The Equality Act 2006 amends the Sex Discrimination Act to place a statutory duty on all public authorities to eliminate unlawful discrimination and harassment and to promote equality of opportunity between men and women, including transsexual people. Under the Act, this duty is referred to the 'Gender Equality Duty' and it came into effect on 6 April 2007. This means that Perth College has a duty to promote gender equality and consider gender equality in all its decision making, activities and services. The law also requires us to publish a Gender Equality Scheme in which we state how we will promote gender equality in employment and in the provision of our services.

Through this questionnaire, we are seeking the views of our staff on our employment practices to inform the development of our Gender Equality Scheme. Please take the time to complete this questionnaire and return this to **Lee Ryan, HR and CPD Manager, by Monday 18th June 2007.**

Please tick the appropriate box(es) for each question, or write your response in the space provided. Additional space is provided for some questions if you wish to make any comments.

1	Are you...	Male	<input type="text" value="2"/>	Female	<input type="text" value="8"/>
2	Are you...	Support Staff	<input type="text" value="7"/>	Management	<input type="text"/>
		Academic	<input type="text" value="2"/>	Not stated	<input type="text" value="1"/>
3	Are you...	Full Time	<input type="text" value="9"/>	Part Time	<input type="text" value="1"/>
		Permanent	<input type="text" value="4"/>	Fixed Term	<input type="text"/>
		Not stated	<input type="text" value="6"/>		<input type="text"/>
4	Perth College's Equal Opportunities Strategy is well publicised and readily available to staff.				
	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
	<input type="text"/>	<input type="text" value="5"/>	<input type="text" value="4"/>	<input type="text" value="1"/>	<input type="text"/>
5	I have received training in equality and diversity appropriate to my role.				
	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
	<input type="text"/>	<input type="text" value="7"/>	<input type="text" value="2"/>	<input type="text"/>	<input type="text" value="1"/>
6	The College's employment policies and practices recognise and support gender differences, eg in working patterns, time off...				
	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
	<input type="text"/>	<input type="text" value="5"/>	<input type="text" value="5"/>	<input type="text"/>	<input type="text"/>

- 7 Equality and diversity issues are adequately represented in all forums within the College (eg Employee Development Forum, Joint Negotiating Committees, College Management Team).

Strongly agree	Agree	Don't know	Disagree	Strongly disagree
	1	9		

- 8 In reviewing its equal opportunities strategy, the College needs to pay particular attention to...

...recruitment and selection practices.

Strongly agree	Agree	Don't know	Disagree	Strongly disagree
3	4	3		

...access to training and development opportunities.

Strongly agree	Agree	Don't know	Disagree	Strongly disagree
1	7	2		

...employment monitoring.

Strongly agree	Agree	Don't know	Disagree	Strongly agree
1	5	3	1	

...grievances.

Strongly agree	Agree	Don't know	Disagree	Strongly disagree
3	3	3	1	

... 'equality proofing' of policies.

Strongly agree	Agree	Don't know	Disagree	Strongly disagree
2	3	5		

...other – please state.

- 9 The gender balance within the College is about right...

... at a promoted and College/Senior Management level.

Strongly agree	Agree	Don't know	Disagree	Strongly disagree
	4	6		

... within lecturing staff.

Strongly agree	Agree	Don't know	Disagree	Strongly disagree
	4	6		

... within support staff.

Strongly agree	Agree	Don't know	Disagree	Strongly disagree
	4	6		

- 10 The College has a representative gender distribution across roles (eg Cleaners, Caretakers, administration, technical...).

Strongly agree	Agree	Don't know	Disagree	Strongly disagree
	3	6	1	

- 11 What do you suggest should be the College's priorities in promoting gender equality, and why?

Everyone treated fairly eg time off for childcare.

Best person for job, regardless of gender.

Fairness for all.

Highlight in all publicity materials that we are actively promoting gender equality.

More information about actual policies and purpose would be useful.

More obvious promotions within the College to advertise gender equality.

Set an example for all other colleges.

Value everyone's diversity and differences.

Make staff aware of the policy.

- 12 What do you see as the barriers in promoting gender equality, and why?

Pre-conceived ideas.

Ignorance.

Will you get a 50/50 balance in, say, cleaners? Is it necessary or possible?

Some posts seen as single gender, eg caretakers.

Not having a monitoring system in place to track the progress.

Thank you for taking the time to complete this questionnaire. If you would like more information on the gender equality duty or would like to be involved in the development of our Gender Equality Scheme, please contact Lee Ryan.

Summary of Student Survey – Satisfaction with Services

Appendix 3

Complaints

Records of complaints held in the Quality Unit are not necessarily a complete record. The record consists of complaints which have been shared with the Unit, in line with procedure, and those which have been dealt with by the Unit.

The following shows the gender split of complaints for the last 3 years.

	04/05	05/06	06/07
Female	23	16	11
Male	12	10	5
Anonymous	5	2	0
Total	40	28	16

There are no complaints which are concerned with gender issues.

Student Survey 06/07

Total Responses: 486
 Male: 232
 Female: 251
 Not Completed: 2

Question in the Student Survey asked specifically about satisfaction.

"How satisfied are you with the support and advice available to you in the following areas?"

	Finance	
	Female	Male
Not satisfied at all	20	17
Not very satisfied	28	28
Quite satisfied	93	92
Very satisfied	66	46

	Personal	
	Female	Male
Not satisfied at all	5	6
Not very satisfied	11	16
Quite satisfied	100	97
Very satisfied	84	60

	Course/Study	
	Female	Male
Not satisfied at all	5	6
Not very satisfied	11	17
Quite satisfied	123	124
Very satisfied	98	65

	Additional Study Support	
	Female	Male
Not satisfied at all	1	5
Not very satisfied	11	24
Quite satisfied	73	101
Very satisfied	64	39

	Career Options	
	Female	Male
Not satisfied at all	6	7
Not very satisfied	36	27
Quite satisfied	100	105
Very satisfied	71	45

In terms of their overall experience of being a student at Perth College:

	Female	Male
Excellent	74	52
Fair	22	39
Good	148	126
Poor	4	11

Quality Unit
26/6/07

Remit and Membership of Equality, Diversity and Inclusion Team (EDIT)

Appendix 4

EDIT Remit

- Devise and implement Diversity Action Plans and monitor the effectiveness of mainstreamed EDI responsibilities.
- Prepare regular reports for the College SMT on progress with Diversity Action Plans and our compliance with relevant legislation.
- Provide monitoring reports to the College SMT in line with the general and specific duties related to equalities legislation.
- Report on cross-college activity in relation to inclusive practice and provision for students with additional support needs.
- Share information and good practice on all equality, diversity and inclusion aspects of the College operations.
- Provide support to the Student Support and Community Liaison Co-ordinators.
- Advise Curriculum areas and College departments on EDI issues and provide staff information and CPD opportunities as required.
- Ensure all College areas and working groups embed EDI into their operations.
- Advise and make recommendations on all aspects of the College's physical environment.
- Improve accessibility for all students in their engagements with all levels and modes of curriculum and service delivery.
- Work to ensure respect for the diversity of our students and staff and to encourage inclusiveness in all aspects of College life both on campus and in the community.

EDIT Membership

One member of SMT
 Two representatives from each Curriculum Directorate
 One representative from SVS
 One Advanced Practitioner
 One representative from AST
 One representative from the International Centre
 One representative from the Student Association Support Team
 Two student representatives
 Customer and Student Services Manager
 HR and CPD Manager

Learning and Teaching Manager
Quality Manager
Additional Support Co-ordinator
One representative from Estates
One EIS-FELA and one Unison representative
Learning Resources Manager

Gender Analysis

Appendix 5

Category	Male %	Female %	Totals (n)	Male total (n)	Female total (n)
Scottish Census 2001	48	52	5062011	2429765	2632245
P&K Council/Scottish Census 2001	48.3	51.7	134949	65180	69768
Perth College Board	11	89	9	8	1
Perth College/AST Total Staff	46	54	570	262	308
Perth College (PC) Senior Management team	17	83	6	1	5
PC College Management Team	47	53	17	8	9
PC All Lecturers	52	48	334	173	161
PC Full-time Lecturers	65	35	76	49	27
PC Part-time Lecturers	38	62	42	16	26
PC Hourly Paid Lecturers	50	50	216	108	108
AST Lecturers	92	12	13	12	1
PC All Support Staff	33	67	193	63	130
PC Full-time Support Staff	38	62	133	82	51
PC Part-time Support Staff	20	80	60	12	48
AST Support Staff	71	29	7	2	5
Trade Union/Staff Representatives	43	57	7	3	4

Student Population Valuing Diversity - Gender and Age

Appendix 6

Academic Year 2005/6										
Group	Total Enrs	% Ret	% Ach		Female	% Ret	% Ach	Male	% Ret	% Ach
Higher Education										
Engineering and Technology	282	90%			22	77%		260	92%	
Science	32	63%			11	73%		21	57%	
Computing and Information Science	108	84%			51	84%		57	84%	
Creative Arts and Hospitality	425	87%			218	87%		207	87%	
Education	32	97%			14	93%		18	100%	
Other Health and Welfare	224	84%			220	84%		4	100%	
Built Environment	45	64%			9	78%		36	61%	
Mathematics, Statistics and OR	54	89%			9	100%		45	87%	
Humanities, Languages and Business	316	91%			257	91%		59	90%	
Social Sciences	103	68%			70	76%		33	52%	
Sub-total:	1621	86%			881	86%		740	85%	
Further Education										
Agriculture and Horticulture	84	88%	95%		51	100%	96%	33	70%	91%
Business and Management	275	95%	59%		176	94%	61%	99	97%	56%
Food Technology and Catering	529	97%	23%		312	99%	21%	217	94%	25%
Computing	1426	97%	93%		965	97%	94%	461	96%	91%
Construction	250	94%	91%		3	100%	100%	247	94%	91%
Art and Design	1209	97%	97%		771	98%	98%	438	95%	94%
Engineering	198	92%	52%		5	80%	75%	193	93%	52%
Health	710	86%	84%		603	86%	87%	107	91%	63%
Minerals and Materials	228	100%	100%		166	100%	100%	62	98%	100%
Personal Development	133	95%	95%		84	96%	96%	49	94%	93%
Science and Maths	136	95%	50%		102	90%	55%	34	91%	35%

Office and Secretarial	53	96%	78%		46	96%	75%		7	100%	100%
Social Studies	1372	97%	74%		925	96%	75%		446	98%	72%
Social Work	248	94%	76%		214	93%	78%		34	97%	67%
Sport and Recreation	144	87%	91%		58	97%	96%		86	80%	87%
Transport	443	93%	61%		44	95%	64%		399	93%	60%
Special Programmes	164	94%	95%		66	95%	97%		98	93%	95%
Sub-total:	7602	95%	79%		4591	95%	82%		3010	94%	74%
Overall College Totals:	9223	93%			5472	94%			3750	93%	

Management Information Systems/Valuing Diversity.xls/DH

26 June 2007