



KILMARNOCK COLLEGE

GENDER EQUALITY DUTY AND SCHEME

Introduction

The Gender Equality Duty (GED) is a new legislative requirement placed on public authority, including colleges, to promote gender equality. The GED requires us to take action on the most important gender equality issues and recognise that women and men are not starting from an equal footing and identical treatment will not always be appropriate. The duty is aimed at tackling discrimination and harassment on the grounds of sex.

Responsibilities

Responsibility for making sure of our duty is met lies with senior College staff. Lecturing and support staff, students, and members of the wider community using the College facilities also need to play a part in fulfilling the duty.

The duty comprises a general duty to:

- promote equality of opportunity between men and women
- eliminate unlawful sex discrimination and harassment (on grounds of sex and of gender reassignment).

The duty comprises a specific duty to produce a gender equality scheme, and the College's Scheme is set out below.

Our Gender Equality Scheme

This Scheme is specifically designed for the College, to help us meet effectively and fully our general duty as outlined above.

The Scheme is published on our website; reviewed and revised as necessary every three years (first review Spring 2010) and we will report on progress on an annual basis.

The Scheme has been produced with the active involvement, help and support of men and women (as detailed later).

There are five parts to our Scheme:

- a statement of how both men and women have been involved in developing the Scheme;
- arrangements for gathering information on the recruitment, development and retention of employees by gender, and the educational opportunities available to and achievements of students by gender;
- details of how information gathered will be used, in particular to review the effectiveness of Action Plans and prepare subsequent Schemes;
- a method/methods for assessing the impact of policies and practices on gender equality and where improvements can be made;



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- an Action Plan detailing the steps that are going to be taken to meet the general duty.

Part 1: Involving men and women

The college recognises that those best placed to identify and help resolve barrier are men and women themselves. We wanted to ensure as many students and staff as possible were involved. For the purposes of this Scheme the College ensured that:

- all recent staff and student surveys allowed for the identification by gender and survey results were analysed so that results could easily be compared with the whole survey population. This allowed us to find out differences in opinion on issues such as perceptions of induction, learning and teaching, information provision, resources to support the learner from a large number of staff and students by gender;
- students and staff were canvassed for their more detailed views on these matters.

Part 2: Gathering information

The College has extensive data gathering mechanisms as part of its work within the EFQM and HMIe quality standards. Data is routinely collected through our:

- student records systems;
- financial system;
- human resources system;
- staff and student surveys
- attendance monitoring system;
- timetabling system;
- IT helpdesk system
- Estates and Maintenance requests system.

In addition the College collects data on other activity such as student attendance, retention and success.

Collectively this provides a comprehensive set of data capable of analysis for equality purposes. In particular it enables us to analyse the effect of our policies and practices on the:

- recruitment, development and retention of staff;
- educational opportunities available to, and achievements of, students;
- overall experience provided to staff and students.

Part 3: Using Information

The College is committed to action rather than simply analysis. We intend to examine all our key sub-processes over the life of this Scheme and develop clear and effective



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actions that demonstrate our commitment to equality and diversity in practical terms and enrich the college experience of staff and students.

The key way in which information is used is through the impact assessment programme detailed in the next part of this Scheme. They will drive actions that will be included in our annual action plan. However, we recognise the impact assessments focus on actions to address identified shortcomings. In addition we will also analyse data with a view to identifying other ways in which we can promote equality of opportunity; promote positive attitudes, and encourage participation in public and College life.

Given the extensive nature of our data systems the College will seek to evaluate the effectiveness of actions in our action plan using that data.

Part 4: Impact assessment

The College has identified key processes through its work on the EFQM and HMIe Quality models. They are:

- learner success process;
- financial control process;
- human resources process;
- environmental process;
- quality improvement process;
- planning process.

This allows the College to identify key sub-processes which need to be impact assessed. The sub-processes have been assessed for scale and relevance to the duty. The key sub-processes will be assessed annually, others undertaken over a three-year cycle.

The assessments will be made by relevant senior managers and reported to either the Organisational Development committee or Performance Review Group. They will usually take the following form:

- a description of current procedures or actions to achieve our equality objectives;
- an analysis of data to identify any potential equality issues;
- an assessment of the effectiveness of current action;
- where the assessment indicates current action is insufficient, the identification of new action that should be undertaken (following consultation) with clear assignment of responsibility for this.

The intention is that assessments will be concise, action-oriented reports. Progress against actions will be summarised in our Annual Report.



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The impact assessment timetable is as follows:

Process	Sub-process	Timing	Responsibility
Learner Success	Admissions process and recruitment v local population	2007 and every year	Head of Student Services
	Attendance	2007 and every year	Heads of Faculty
	Retention	2007 and every year	Heads of Faculty
	Achievement	2007 and every year	Heads of Faculty
	Progression	2008	Heads of Faculty
	Surveys and access to enrichment, work placement, trips and visits etc	2007 and every year	Heads of Faculty
Financial Control	Procurement	2009	Finance Director
	Student Support payments	2009	Head of Student Services
Human Resources	Recruitment process and recruitment v local population	2007 and every year	Director of Corporate Services
	Staff Development	2007 and every year	Director of Corporate Services
	Sickness Absence	2007 and every year	Director of Corporate Services
	Turnover and redundancy	2007 and every year	Director of Corporate Services
	Disciplinary and Grievance	2007 and every year	Director of Corporate Services
	Staff Surveys	2007 and every year	Quality Manager
Environmental	Security, Access, IT, signage etc	2008	Estates Manager
Quality	Student Surveys	2008	Quality Manager
	Complaints	2008	Quality Manager
Planning	Planning data – external data	2009	Director of Enterprise

Part 5: The Action Plan

The Action Plan is designed to ensure we meet our general and specific duties. However the College has already identified that it specifically wishes to improve its curriculum offer so that we can promote and offer more opportunities for girls and women to access provision leading to well-paid employment such as Construction, Vehicle Services and Engineering, and boys and men into care, hairdressing and beauty. This Action Plan is based on addressing all the above objectives.



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This Plan covers a period of one year only to reflect the one-off actions we need to undertake in the first year. Subsequent plans will cover a longer period but still be revised annually to reflect impact assessments and other changes.

Objective	Action	Who?	When?	Outcome Expected
Ensure better promotion of vocational courses	Develop a number of discrete courses aimed at girls and women eg girls and women into Construction and boys and men into Care	Director of Learning & Teaching	February 2008	Wider range of College programmes
GES: improved data gathering	Ensure the HR system can provide data to compare the performance and experience of those different genders	Director of Corporate Service	March 2008	Effective analysis of data within impact assessments
GES: more effective impact assessments	Undertake the assessments in line with part 4 of this document	As set out in part 4 Principal	As part 4 Annually	New actions for inclusion in the Action Plan Actions happen
	Build any action identified into the Action Plan			
	Identify best practice in assessment and use this to help improve our own practice	Directors of Learning & Teaching, Corporate Services and Enterprise	July 2008	Improved practices
Eliminate discrimination that is unlawful	Review admissions criteria for courses to ensure no unnecessary barrier	Head of Student Services	July 2007	Higher success rates and higher numbers of under-represented students
	Review recruitment process for staff and students	Director of Corporate Services and Head of	Students July 2007 Staff December	Better services to those groups



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Objective	Action	Who?	When?	Outcome Expected
		Student Services	2007	
Eliminate gender related harassment	Continue to ensure we use our bullying and harassment policies for staff and students and take any appropriate action	Directors of Learning & Teaching and Corporate Services	Ongoing	Bullying and harassment issues dealt with swiftly
Encourage appropriate participation in public life	Actively ensure that the voice of under-represented gender in any area of the College is heard eg male hairdressing students, female construction students	Student President	December 2007	Better survey outcomes
	Review the involvement of staff in cross-college activity and ensure it is appropriate in the context of this objective	Principal	July 2007	Better survey outcomes from both staff and students