

Central College



Gender Equality Scheme Annual Report June 2009

Changing lives..... shaping futures



Foreword by the Principal

As the Principal and Chief Executive of Central College, I would like to express my commitment to Gender Equality and the equalities agenda as a whole. My vision for Central College is to become a World Class Centre of Excellence, a top class quality college and a best in class partner of access and inclusion/economic and cultural development. I am committed to Central College being:

- At the heart of the Glasgow Community
- At the forefront of Social Inclusion and Economic Development
- At the Cutting Edge of Learning & Teaching

This can only be achieved by embracing the diverse range of staff, learners and visitors to its community and consulting with them during the process.

This second Gender Equality Annual Report aims to reflect the progress made by the College towards achieving the aims as set out in the Action Plan contained within the Gender Equality Scheme. It will also highlight difficulties the College has encountered in trying to fulfil its actions and how it aims to address these.

I would also like to announce that Central College will soon be publishing it's first Single Equality Scheme, which will not only cover Gender, Race and Disability, but will extend this to cover Age, Religion or Belief and Sexual Orientation. Therefore, from June 2010 our Gender Equality Annual Report will be incorporated within our Single Equality Scheme Annual Report.

All equality schemes, annual reports, associated documents and links are available to view on the College website at www.centralcollege.ac.uk. All documents are available in alternative formats. Please contact Gayle Gallacher, Equalities Co-ordinator at Gayle.Gallacher@central-glasgow.ac.uk

P.G.K Little

Principal & Chief Executive

Where are we now?

This annual report aims to highlight the progress which has been made to promote gender equality and the steps taken to eliminate unlawful discrimination and harassment and to promote equality of opportunity between men and women.

Progress has been made in the following areas:

1. Discussions between the Human Resources Department and Trade Unions to agree a Job Evaluation Tool are currently ongoing. Once this tool is agreed it will be used to establish if any remedial steps are required to address any pay inequalities that exist arising from gender.
2. The College continues to enable all learners, regardless of gender, to access all areas of the curriculum.
3. Through the 'Learning for All' brand, Central College continues to promote positive attitudes towards gender equality and ensure that these are incorporated into every day activities.
4. All staff, continue to have equal access to training and development opportunities irrespective of gender. However, figures indicate that female staff members have undertaken more training and development. A recent drive to ensure all staff had attended safeguarding training may explain this. Training and development figures listed below:

	Male	Female
Gender of All Staff	36%	64%
Staff Development Activity 01.08.2009 – 31.03.09	28%	72%

5. Flexible and part-time working opportunities are promoted to staff employed at all levels irrespective of gender who have caring responsibilities. As a result of a recent equality monitoring exercise, the Human Resources department are now aware of more staff who are eligible to request flexible and part-time working opportunities.
6. An Equal Pay Statement has been published and is available to view from the Equality and Diversity section of the College website.
7. The Learner Charter has been amended to include the College's duty to eliminate unlawful discrimination and harassment on the grounds of gender.
8. Dignity at Central Policy published which clearly states that any form of bullying and/or harassment will not be tolerated at Central College.
9. Central College continues to ensure that all promotional materials represent both male and female learners and staff.
10. Grievance and Disciplinary Procedures have been redesigned for equality monitoring. Figures show that, there has been no grievance or disciplinary actions due to gender.

The Way Forward

Significant progress has been made towards the impact assessment process. The toolkit used by the College, covers all six equality strands: age; disability; gender; race; religion or belief; sexual orientation. To date, 43 impact assessments have been completed.

Results of the impact assessments have begun to be published on the Equality & Diversity pages of the College website. However, following advice from Equality Forward, Central College will be revising how this information is published, therefore no further impact assessments will be published at this time.

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GENDER EQUALITY ACTION PLAN – PROGRESS DURING SECOND YEAR

No.	Key task	Progress to Date	Difficulties/Actions	Date of Next Review
1	<p>Ensure all policies and procedures are reviewed and have the category of transgender added to relevant policies.</p> <p>Ensure all policies comply with equality legislation and good practice.</p> <p>Policies to be easily accessible and effectively communicated to all staff by placement on college intranet and website.</p> <p>All policies to be monitored for impact and effectiveness.</p>	<p>Following guidance produced by Equality Forward and Stonewall Scotland, the category of transgender will not be added to relevant policies.</p> <p>Dignity at Work Policy created in collaboration with ACAS. Covered by overarching Equality Policy.</p> <p>Gender Equality Scheme and Action Plan are available on College website.</p> <p>Lead persons responsible for Policies have received impact assessment training and have begun the process.</p>	<p>Monitoring information will be reviewed as further guidance becomes available.</p> <p>Dignity at Work Policy being reviewed and is likely to be amended to Dignity at Central to ensure the policy applies to the whole College community.</p> <p>Equality and Diversity section created on College website.</p> <p>The number of policies, procedures and processes identified is high.</p>	<p>June 2010</p> <p>September 2009</p> <p>Completed</p> <p>December 2010</p>

No.	Key task	Progress to Date	Difficulties/Actions	Date of Next Review
5	To ensure equalities monitoring data is captured and systematically analysed throughout the academic session.	Equalities monitoring data for students' continues to be recorded via Enquirer.	Papers to Access, Inclusion, Equality and Diversity committee; Senior Management Team and the Staffing & Student Affairs Committee.	Internally – as per meetings calendar
6	Review policies and provide training to relevant staff to ensure compliance with legislation and equalities scheme.	Overarching Equality Policy produced and published. New policy framework adopted by the College and communicated to the One Management Team.	As the impact assessment policy is completed, policies will be rewritten following new policy framework.	June 2011
7	All adverts to be screened for possible discrimination. Guidance to be issued to all HR staff and managers to enable them to recognise what constitutes discriminatory practices.	Ongoing All HR staff are suitably qualified and recognise what constitutes discriminatory practices		Ongoing
8	Monitor starting salaries and conditions for all staff to highlight any difference by gender and report on results.	HR currently liaising with Unions re Job Evaluation tool. HR continually monitor salary placements and staff are able to ask for a reassessment/review at any stage during their career.	Agreement on appropriate tool has proved difficult.	On-going

No.	Key task	Progress to Date	Difficulties/Actions	Date of Next Review
9	<p>Train managers so they are aware of flexible working options.</p> <p>Promote flexible working at all levels for staff.</p> <p>Monitor the number of staff taking up flexible working including part-time, annualised hours, job share etc.</p>	<p>New College structure in place from February 2009. Training ongoing for the One Management Team.</p>	<p>Already an increase in staff applying for flexible working options</p>	<p>May 2010</p>
10	<p>Analyse current workforce by gender split and post held.</p> <p>Implement positive action measures in areas where men and women are particularly under represented.</p>	<p>Analysis in progress and summary with recommended actions to be tabled at the next Access, Inclusion, Equality and Diversity Committee meeting.</p> <p>Childcare voucher scheme implemented instead.</p>	<p>Uptake has been low to date although information is readily available to staff.</p> <p>Child care voucher scheme promoted in the June issue of the College's in-house magazine – CHAT and a reminder due to be emailed to all staff at the start of session 09-10.</p>	<p>July 2009</p> <p>September 2009</p>

No.	Key task	Progress to Date	Difficulties/Actions	Date of Next Review
11	<p>Add the category transgender to the Bullying & Harassment policy.</p> <p>Publicise throughout the College</p> <p>Monitor cases and track progress.</p>	<p>Following guidance produced by Equality Forward and Stonewall Scotland, the category of transgender will not be added to relevant policies.</p> <p>Bullying and Harassment Policy will be replaced by Dignity at Work Policy.</p>	<p>Dignity at Work Policy being reviewed and is likely to be amended to Dignity at Central to ensure the policy applies to the whole College community.</p>	<p>September 2009</p>
12	<p>Gather information related to gender from staff, learners and external stakeholders.</p>	<p>Equality questionnaire circulated to all staff.</p> <p>Equality questionnaire for learners to be embedded within learner satisfaction questionnaire.</p> <p>Equality questionnaire to be available from the reception in each building for visitors.</p>		<p>Completed</p> <p>November 2009</p> <p>August 2009</p>
13	<p>Publicise the Gender Equality Scheme through partnership working with the Central College Student Association (CCSA).</p>	<p>Gender Equality Scheme published on the Equality & Diversity pages of the College website.</p>	<p>Meeting with CCSA, Assistant Principal Policy & Planning and Equalities co-ordinator to increase their awareness of all equality strands.</p>	<p>Completed</p>