



**JAMES
WATT
COLLEGE**

**GENDER EQUALITY SCHEME
& ACTION PLAN (August 2009 – June 2012)**

Approved by:	Human Resources Development Committee
Date:	23 September 2009

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1. Foreword

Welcome to the James Watt College Gender Equality Scheme.

This is our formal document, which sets out our commitment, intentions and arrangements for meeting our public sector duty on gender equality.

Treating people fairly and equally is important to us here at James Watt College and we believe that we do have the ongoing practice which shows how we make sure that female and male learners, staff and visitors receive the welcome and support which they require to fully participate in their chosen areas of study, employment and engagement with the college.

We contribute to Scottish government initiatives such as More Choices; More Chances which seeks to improve the skills and create more opportunities for our people throughout Inverclyde and we offer a flexible course provision so that we can engage with learners and potential learners at times and in ways, which suit them.

In 2009, challenges still exist in terms of gender equity particularly in relation to matters of pay, job segregation and work opportunities at senior levels. Education has a strong role to play in challenging stereotypes, raising confidence and providing our young people both women and men with the skills to maximise their potential. James Watt College can make a positive contribution to gender equality by being a place of 'learning, empowerment and change'.

We want to be able to make sure that we involve as many people as possible in conversations about our commitment and intentions around gender equality and to that end we will be arranging consultation events to support the development of this Gender Equality Scheme and Action Plan (August 2009 – June 2012) .



Sue Pinder OBE
Principal



Drew Duncan OBE
Chair of the Board of Management

2. THE COLLEGE

The first one hundred years:

James Watt College is named after one of the country's most famous inventors. James Watt was a pioneer and innovator who invented powerful new versions of the steam engine, and changed the face of engineering and industry around the world.

The College originally opened as James Watt Memorial College in 1908, which was built with funds donated by another famous Scot, Andrew Carnegie, and still stands in Greenock. Over the years, the changing demands of commerce and industry highlighted the need for a new, purpose built College. Our existing Finnart Campus opened in 1973.

The 1970s witnessed a move away from traditional heavy industries into other areas of commerce and, as a result, the college adapted to offer a different education focus. Rising to this challenge, we developed courses for new and emerging business needs and dramatically expanded the learner population base, becoming a truly international education provider welcoming learners from around the globe.

One hundred years ago in Greenock, the founders of James Watt College opened their doors to learners for the very first time, to begin the story of the College's contribution to learning and skills development in the communities that it serves in Inverclyde and North Ayrshire.

In 2008 a full Centenary programme celebrated this first 100 years and included special activities across all campuses, involving learners, communities, local Councils and business.

The college location:

With four campuses located in the west coast of Scotland, the College offers a diverse range of programmes that allows learners from all walks of life to choose the location that suits them. In terms of learner profile we attract learners from the geographic areas of Renfrew; Inverclyde and North Ayrshire. We also have over a long history international links which have made James Watt College distinctive as a welcoming place to live and study as an international learner.

Finnart Campus

Our main Finnart Campus is located in Greenock, an area of unrivalled natural beauty and heritage, which benefits from its convenient location to the cosmopolitan city of Glasgow.

Waterfront Campus

Also situated in Greenock, the attractive Waterfront Campus is located adjacent to our Halls of Residence.

North Ayrshire Campus

Our newest campus situated in Kilwinning provides state-of-the-art facilities for over 6000 learners.

Largs Campus

Learners studying at the Scottish School of Sport, Exercise and Outdoor Studies are based at our Largs Campus at the Sportsscotland National Centre in Inverclyde.

Learner gender profile for session 2008/9

The breakdown on the numbers of women and men who registered for courses and learning opportunities over 2008-2009 was 8926 women and 6478 men. In percentage terms this is 57.94% women and 42.05% men.

This report confirms the continuing gendered nature of study and career choices, which female and male learners make. Traditionally construction & engineering is predominately male although it is worth noting that in excess of 100 women are involved in this area of study.

By contrast, females far outweigh males in education, humanities and social care as well as both of the hairdressing centres. Traditionally these areas are predominately female although again it is worth noting that in excess of 1000 men are involved in these areas of study.

Services and industries where there is comparability between male and female learning is business and computing and hospitality, sport and tourism.

This information is part of an equality data capture exercise for the College covering 2008/2009. This information is available in full via the College website through the following link: http://www.jameswatt.ac.uk/college/equality_index.asp

Staff gender profile for session 2008/9

The figures captured from the College management information system show that 71% of the College service workforce is female with 29% male.

The figures captured in relation to academic staff are 53.5% female and 46.5% male showing a much closer breakdown that exists for support staff employed in the College. The gender breakdown at Leadership Team level in the College is 4 female and 3 male.

College courses:

Our courses tend to be 'vocational' or work related, with a strong practical element where learners gain hands-on experience to take into the workplace, further enhancing job prospects and enabling learners to develop their potential and contribute to the wider economy e.g.:

- Beauty and Hairdressing
- Business & Computing
- Construction & Engineering
- Creative industries
- Education, Health, Social Care & Social Sciences
- Hospitality, Tourism & Sport
- Inclusion
- Science
- Highers/Intermediate 2s

Our flexibility allows learners to choose to study part-time, full-time, day-release, through Open Learning, On-line Learning, and Evening Class or at one of our Community Learning Centres. This flexibility recognises that not everyone can access learning during the day and so provides for a range of customer and learner needs.

Our learners come from wide-ranging and diverse backgrounds. This includes people who have been away from education for many years, people who are, have been working, and

are looking to change the direction of their careers. People with physical disabilities or learning difficulties, school leavers, adult returners, unemployed people and people for who English is not their first language wanting to develop new interests or enhance their employment opportunities.

College services:

The College is a split site provision across Inverclyde and North Ayrshire and so offers campus services in the following areas:

North Ayrshire Campus

In August 2000, the new North Ayrshire Campus opened its doors for the first time. The excellent new facility, based in Kilwinning is a new, bright and spacious building, housing state-of-the-art facilities sufficient for over 6,000 learners. This includes up to the minute industry standard resources include design studios, computer suites, refectory and first class nursery, as well as substantial grounds and large car parking facilities.

Waterfront Campus

Is a centre of Excellence for the College courses of Education, Social Science, Health and Social Care. The campus is the home of James Watt College's Business Development Unit who provides a range of courses, training and other business development services and where the business links are made for our international reputation.

This three storey, forty roomed Business and Management Centre has its own dining area, learner common room and library and is adjacent to the 164 room halls of residence. Recent additions to resources include a virtual language lab and state-of-the-art call-centre facility.

Largs Campus - Scottish School of Sport, Exercise and Outdoor Studies

The Largs Campus, at the Sportscotland National Centre, Inverclyde, is where learners in the Scottish School of Sport, Exercise and Outdoor Studies are based. This facility offers access to the best sporting facilities in Scotland, with the centre being used by a number of the country's national squads.

First class sports / exercise facilities

Resources include artificial tennis and hockey surfaces, cardiovascular and resistance-training suites, a fitness testing lab, a dance/fitness studio, grass pitches, a gymnasium and squash courts. The sportscotland National Centre, Cumbrae is also used for sailing and watersports.

Up-to-date Equipment

The College has invested heavily in new technology, allowing learners to become proficient in the highest levels of hardware and software available. In fact, all course related equipment is completely up-to-date and concurrent with industry standards in the workplace.

Study Support

All learners can be assured that they will have access to a massive resource of information. There are libraries at each campus where there is an extensive collection of study materials such as books, periodicals, videos and CD-ROMs. Our many computers are internet linked where learners can access Web based information.

There are also photocopiers, video monitors and computerised catalogues for sourcing publications and learners are welcome to use the facilities at any campus.

Guidance & Learner Services

The College guidance system provides help to learners to find the right courses and once on a course of study learners have access to on-going support if required. The types of support includes financial advice; personal /pastoral support and there is a mentoring programme which learners can access or be referred by a member of the staff team. There are two specific learner advisers covering Greenock and North Ayrshire campuses.

Well-equipped Nursery Facilities

There is a nursery in both the Finnart and North Ayrshire campuses for children between the ages of three and five. Highly qualified and capable staff care for the children in a secure and stimulating environment, providing learning experiences in relation to the Scottish Government Early Years' Curriculum.

These facilities are provided for students during class times or placements and are closed during college holidays.

Funding may be made available to help cover the cost of child care on completion of the appropriate forms. Places are available for private fee-paying children as well as government funded children at the Finnart Campus nursery. Early application for nursery places is advised.

Children under three years

The college works in partnership with Enterprise Childcare in Greenock and the Rainbow Cottage Nursery in Kilwinning to enable students to access childcare provision for children under three years of age.

The Pre 3 Centre is located in the Greenock Sports Centre, and is run in conjunction with Enterprise Childcare. The Rainbow Cottage Nursery is located at 19 Howgate, Kilwinning.

Incident Reporting Centre

The College is part of a partnership with Strathclyde Police on recording and reporting of hate incidents within the Inverclyde area. This partnership involves representatives from the local Councils; NHS and voluntary sector.

Excellent police relations exist with Strathclyde Police who has created the role of Campus Cop. The safety and security of all of our students is very important to the College and for that reason

Child Protection and Vulnerable Adults

All staff go through the vetting procedures as set out through Disclosure Scotland.

Learner Association

The College has a lively learner association, which links with the National Union of Learners which campaigns for learner rights at a national level.

This year's election proposals will create two learner president posts, which acknowledge the geographic spread of campuses served by James Watt College. This will allow mirror learner committee arrangements to be established which will reflect specific learner interest committees as well as international and equality committees.

3. LEGAL CONTEXT

A legislative framework to outlaw discrimination and promote equality in the UK has been taking shape for many years. The pace of change has been subject to influence from the European Union and by the degree of recognition given to the needs of different groups in society. European and International Law also provide a framework for rights and remedies against discrimination. These frameworks and the forms of legal protection offer an important basis for promoting equality of opportunity.

The College must have regard to the following pieces of equality legislation:

- Equal Pay Act 1970
- Sex Discrimination Act 1975
- Gender Relations Act 1976
- Gender Discrimination Act 1995
- Human Rights Act 1998
- Special Educational Needs and Gender Act 2001
- Criminal Justice (Scotland) Act 2003
- Protection of Children (Scotland) Act 2003
- Employment Equality Sexual Orientation Regulations December 2003
- Employment Equality Religion or Belief Regulations December 2003
- Gender Recognition Act 2004
- Civil Partnerships Act 2004
- Education (Additional Support for Learning) (Scotland) Act 2004
- Adult Support and Protection (Scotland) Act 2005
- Employment Equality Age Employment Regulations 2006
- Equality Act 2006
- Equality Act (Sexual Orientation) Regulations 2007.

Gender Equality

The Equality Act 2006 created what is called a "general duty" on public authorities to:

- Eliminate unlawful discrimination and harassment, and
 - Promote equality of opportunity between men and women.
- The Equality Act also allows for the creation of what are known as "specific duties" to be placed on public authorities. These duties help those bodies to fulfil their responsibilities under the general duty.

The specific duties enshrined in the Act are that public bodies must:

- **Produce a Gender Equality Scheme (GES) which must:**
 - Gather information on how their 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 their 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.

In addition to the duties set out above, listed Scottish public bodies with more than 150 full-time staff must:

- **prepare and publish an equal pay statement** that sets out the public body's policy on equal pay between men and women;

- **report** against the statement and **review** the statement at least every three years.

Implications for public bodies on procurement and the gender equality duty

Public bodies will be expected to consider gender equality as part of the procurement process thus:

- Ensuring generally that when public money is spent it supports the promotion of gender equality
- Incorporating gender equality requirements into the obligations of contractors, where appropriate to the performance of the contract
- Incorporating gender equality into their procurement processes so far as is consistent with EU Rules and UK regulations.

Future developments

In December 2008, a new single equality bill was announced as part of the Queen's Speech. The purpose of this bill is to simplify equality law to make it easier to implement and enforce. The proposals within the new bill are to:

- Extend the age legislation to cover goods, facilities and services
- Extend the scope for positive action in employment
- Extend the scope for recommendations which employment tribunals can make in discrimination cases
- Streamline the law by creating a clearer legal framework thus;
Creating a new single equality duty on public bodies covering all of the equality strands e.g. age; gender; race; disability; religion & belief, sexual orientation and gender re-assignment.

Consultation, involvement and communication

While only the disability equality duty requires involvement in the production of an equality scheme, we will make sure that involvement takes place around all of the equality strands in anticipation of the new Equality Bill, which comes into effect in 2010.

To that end, here at James Watt College, we will be hosting involvement and consultation events to ensure that we capture the views of learners, staff, external customers, stakeholders and partners. We will look to be as creative as possible and in addition to the above we will explore communication via:

- Learner/learner website
- Future Staff survey
- Learner/learner survey
- College intranet/internet
- Internal working groups.

With regard to staff engagement in 2008, the College completed a culture study amongst staff. This involved a staff opinion survey, staff briefing sessions and staff focus groups. The full report and its findings are available on the College intranet site.

In taking forward the analysis and issues raised from this culture study the College has identified this work, as one of the College Campaign strategies therefore further work will be forthcoming over the life of this gender equality scheme.

1. OUR VISION AND VALUES

The aspirations for James Watt College are outlined within the College's Strategic Plan 2009-2012. *"The focus of this plan is on quality learning and teaching, directed at sustainable employability for individuals and up to date skills for business and industry".* The common purpose for the College is *"it's all about learning"*.

These aspirations are aligned to the strategic objectives of the Scottish Government, which aim to make Scottish society:

- Wealthier and fairer
- Smarter
- Healthier
- Safer and stronger
- Greener.

OUR VISION

James Watt College is a place of learning, empowerment and change.

OUR VALUES

- We believe in empowering learners and staff to achieve their personal goals
- We treat each other (learners, staff and stakeholders) with courtesy, dignity and respect
- We promote an environment of inclusiveness, openness and trust
- We demonstrate integrity and fairness in all that we do
- We enable learners to be creative, motivated and ambitious
- We develop committed, enthusiastic and professional staff who provide a fun and friendly service to our communities
- We offer challenging, supportive, inspirational lifelong learning for learners and staff
- We are proactive in meeting the needs of the economy
- We promote a positive place to learn and work.

OUR COMMITMENT TO EQUALITY AND DIVERSITY

James Watt College has put equality and diversity into the heart of its values, which include treating each other with courtesy, dignity and respect. The College will also promote an environment, which is inclusive, open and built on trust, which enables us to demonstrate integrity and fairness in all that we do.

Embedding the principles of equality and diversity will help us measure our performance more effectively as part of the College's performance management framework and will contribute to the College meeting the positive equality duties of gender, race and disability. The College Equality and Diversity Steering Group will be responsible for monitoring and reviewing College progress on all aspects of Equality and Diversity and will report annually.

This policy will apply to all members of the College community be they staff, learners, prospective applicants, customers, partners, contractors or visitors. In particular the Board of Management and Leadership Team have a responsibility to ensure that this policy is owned by all members of staff who will be supported through appropriate and effective communication and training to carry out their duties in a way which promotes equality and diversity.

The College recognises that we are all complex beings with multiple identities across all of the equality strands of age, race, disability, gender, religion & belief and sexual orientation.

In this regard, the College commits to making sure that in its employment and education practice that individuals or groups will not be discriminated against.

STRATEGIC PLAN

Strategic aims

Our key objectives in working towards our vision are:

- Develop a learning experience, which exceeds learner and stakeholder expectations and a college ethos that commits to the common purpose 'It's all about learning.'
- Ensure effective governance, strategic planning, financial and organisational management of the College.
- Continuously enhance the quality of the learner experience.
- Enhance the College reputation and influence locally, nationally and internationally, seeking to be at the heart of the community.
- Develop and promote a harmonious learning and working environment

The College's Operation Plan for 2009-2010 gives a commitment to "delivering high quality learning embracing equality and diversity".

Campaigns

To complement the strategic plan the College has introduced a number of Campaigns, which have encouraged the involvement, and engagement of staff in areas highlighted as needing review. Our strategy therefore links directly to the following campaign areas:

- Learning
- ICT
- Culture
- Leadership
- Performance
- Stakeholder management
- Communication
- Business process
- Employee recognition & involvement
- Management development.

ROLES AND RESPONSIBILITIES

The College's gender equality scheme is aligned to the vision and values and as such, everyone will have a responsibility in the promotion of gender equality. Having said that particular responsibilities for gender equality and diversity in James Watt College will lie with:

The Board of Management is responsible for making sure that the College complies with all gender equality legislation and has in place appropriate plans to deliver the requirements of the positive equality duties.

The Principal and the Leadership Team are responsible for visible leadership on gender equality and diversity both inside and outside the College as well as making sure that the equality and diversity action plan is progressed.

Senior Managers are responsible for putting the requirements of the gender equality scheme into place and to make sure that where they have responsibility for staff that they receive support and training to understand and meet these requirements.

The Equality and Diversity Steering Group are responsible for co-ordinating the work on gender equality and diversity; reporting on progress and acting as an internal challenge on policy and practice. The Steering Group will be supported by three task and finish groups which will focus on equality and employees; equality and learners; and equality impact assessment. Details of the Equality & Diversity Steering Group & Task Groups are to be found in Appendix 4

Staff are responsible for promoting equality and diversity as part of their role and function within the College. All staff are responsible for attending training / information sessions on gender equality and diversity to keep up to date on the legislation and what it means in practice. Staff will also uphold the College values around treating each other with dignity and respect.

Learners are responsible for playing their part in making the College an equitable and fair place to study. Learners should be able to recognise sex discrimination and be confident to challenge or report it if they see it happening on campus or within any learning environment.

Partners and contractors are responsible for maintaining and delivering on any gender equality conditions in contracts or agreements. The college will be working to ensure that it complies with the legal requirements around procurement which were introduced in 2007 as part of the positive equality duty on gender and which will be part of the new Equality Bill currently going through Parliament.

Visitors are responsible for making sure that they behave in a way, which reflects the Colleges values and policy on equality and diversity.

5. DEMOGRAPHICS

The Scottish context

The following key information is taken from a facts and figures report on women and men in Scotland 2006 carried out by the Equal Opportunities Commission:

- In Higher Education only 12% of engineering and technology learners are female
- Less than 1% of apprentices in construction and plumbing are women
- Less than 2% of apprentices in engineering are women
- 79% and 71% of men and women respectively are in employment
- Part-time working is used by 40% of women and 9% of men
- Combining other flexible arrangements the figures are 55% of women and 22% of men work flexibly
- The difference in employment rates for disabled men and women is 48% men and 45% respectively will be in work
- Employment rates for BME women and men are 52% women and 63% men respectively
- The average weekly income in Scotland (2001-2004) was £210 for women and £359 for men – resulting in a gender pay gap of 42%
- Job segregation is high in some skill-shortage areas e.g. 0.4% in plumbing occupations are women while only 2% of childcare workers are men
- 10% of senior police officers are women
- 18% of Scottish secondary headteachers are women
- 19% of local Council Leaders are women
- In political life women make up 39% of the Scottish Parliament (2006).

The international political perspective is even starker where in a 2008 report on Sex and Power in Scotland the UK Parliament ranks 70th in terms of women's representation; outranked by Iraq, Afghanistan and Rwanda.

The local context

The College serves a geographic area covering Inverclyde, North Ayrshire and Renfrewshire. Therefore, it is important to look at the demographics of the areas across which the College provides learning services.

Inverclyde

Inverclyde is one of the smallest local Council areas in Scotland with a total population (in 2006) of 81,540. In terms of age the Inverclyde profile in line with the national profile shows an ageing population with approx 12% of the population over 70 years of age.

The largest settlement of people is in Greenock where approximately 44,000 of the population live.

The largest employment area is in public administration including education and health with 35% of those economically active being employed. This is followed by finance and distribution with 21% and 20% respectively.

Of the total number of claimants 13.3% are claiming incapacity benefit which compares with 9.5% Scottish wide.

Key facts about Inverclyde's gender population

In terms of gender, this was 38,901 men and 42,639 women. The picture for those people not working shows that in July 2007 the numbers of women claiming benefit was 1.8% compared with 1.3% for Scotland while the picture for men shows 6.1% claiming benefit with the Scottish figure at 3.5%.

North Ayrshire

For the third year in succession, the population for North Ayrshire has decreased because of there being more deaths than births and more outward than inward migration.

In 2006, 56% of recorded births were to unmarried parents. In terms of population forecast trends, North Ayrshire is expected to see the greatest change in age structure with more people that are elderly, fewer people of working age and fewer children.

In terms of unemployment the North Ayrshire percentage for November 2008 was 4.6% compared with Inverclyde, which was 3.8%, and Renfrewshire, which was 2.9%.

The population statistics for disability or limiting long term illness indicate that 1 in 5 people (22%) has a long term illness, health problem or disability (2001 Census) and that 23,216 households (39%) contain one person with a limiting long term illness, health problem or disability (2001 Census)

Key facts about North Ayrshire's gender population

Out of a total population of 135,920, 71,472 (52.58%) are women and 64,448 (47.41%) are men.

Renfrewshire

The population comparisons for Renfrewshire show that the population is rising from 169,600 in 2007 to 169,800 in 2008. This difference has arisen out of slightly more births than deaths and a slightly increased inward migration.

The gender breakdown was 52% female and 48% male as at 2008 figures. The unemployment rate is 3.2%, which is similar to Scotland as a whole. In terms of population change, it is expected that the older population will grow by 7% while the pre-school numbers are expected to fall by 14%.

Renfrewshire has 36,272 people with a limiting long-term illness, 21% of the total population in 2001. This compares to the figure for Scotland, which was 1,027,872 or 20.31% of the population in 2001.

Key facts about Renfrewshire's gender population

The gender breakdown was 52% female and 48% male as at 2008 figures.

6. MANAGEMENT INFORMATION

The gender equality duty requires public authorities to assess their performance in meeting the positive equality duty. The term positive equality duty comes from the legislation and serves to highlight the importance to public authorities of being able to actively evidence performance.

Data capture is an important part of this monitoring and measurement requirement and the Equality & Diversity Steering Group will strive to improve the level of data obtained to inform the College's equality improvement journey.

This will include information which helps to identify the range of barriers women and men face, including difficulties in accessing services as well as gathering information on positive outcomes such as educational attainment and employment.

To that end, the College will comply with the legal requirement to capture and publish the following employment data disaggregated by gender:

- Staff in post
- Applicants for employment
- Staff applying for training
- Staff applying for promotion
- Staff who receive training
- Staff who are involved in grievances
- Staff who are the subject of disciplinary procedures.

In terms of learner data the College will collect data from learners which will cover:

- Learners disaggregated by gender accessing the various modes of learning delivery
- Learners disaggregated by gender across learning centres
- Learners disaggregated by gender and attainment.

The information will be collected and reported on annually. The most important aspect of gathering this information is how it will be used and analysed.

This information will be considered by the College's Equality & Diversity Steering Group supported by 3 task and finish groups who will use the data to identify gaps or trends to be addressed which will further inform the annual gender scheme progress report.

7. EXTERNAL AND COMMUNITY RELATIONS

Community and Business Partners and Stakeholders

The College is committed to continuing to deliver a coherent and managed approach to local education and training provision by working with partners from education, business, local authorities, government and the voluntary sector.

The College is engaging with the community through Community Planning Partnerships (CPP) with the local authorities by:

- Developing and delivering the single outcome agreements with all community partners
- Being a key member of the CPP and the various Alliance Boards which have been established to bolster community and economic regeneration across the Inverclyde area
- Developing partnership projects
- Developing our new community learning centres

The Business Development Unit has a major role to play in local business and economic growth and development as well as the international perspectives through liaison with international business agents to promote the College on the international stage as a preferred provider of learning.

The College works with employers, Chambers of Commerce and Skills Development Scotland to reduce the impact of the economic downturn and to reduce skills shortages locally, nationally and internationally.

This will be achieved through an ongoing process of employer engagement, workshops and resource delivery to meet employers' needs.

Education partners

Education is a key component to ensure that our economic and social aspirations for the area, which align, to those of the Scottish Government are met. We will over the life of this gender equality scheme maintain a focus on creating:

- New articulation routes and opportunities for learners and potential learners to access education and training
- Agreement on shared delivery of curriculum and development of systems for curriculum mapping which will allow us to develop and target our provision accordingly
- Opportunities for responsive partnership bids for alternative sources of funding

School partnerships and work on the More Choices More Chances agenda will be achieved through:

- Skills for work programmes
- Winter and summer leavers programmes
- Transitional programmes
- Shared curriculum and CPD activities
- Prince's Trust

National consultation

There are a number of consultation papers out in the autumn of 2009 focussing on the proposals in the new equality bill. The Scottish Funding Council is also co-ordinating a consultation exercise on what will take the place of Equality Forward in terms of providing

support to the FE and HE sectors on equality within education institutions. James Watt College will be responding to both consultations and any future consultations over the life of this gender equality scheme.

Procurement and contracting

Procurement and contracting was introduced as a component part of gender equality with the introduction of the gender equality duty which highlighted importance of procurement and commissioning to help public bodies meet the legal duty to promote gender equality. We are aware that under the terms of the new single equality duty contained within the Equality Bill that we will be required to ensure that we equality proof our procurement and contracting arrangements. To that end we will work with the appropriate business managers to develop a process which includes equality measures within the procurement pre-qualification questionnaire and invitation to tender processes.

Marketing and Publicity

This is an important communication and promotion tool for the College and the marketing team will play a substantial role in making planned improvements to the College website which will be aiming for accessibility improvements measured through external benchmarking and/or award recognition.

The team will also support the development of clear communication standards across the college to ensure that there is compliance with good practice on representatives through marketing images which reflect the populations through the areas served by the College and of course the international connections.

8. PERFORMANCE MANAGEMENT AND REVIEW

Gender equality improvement monitoring

Evaluating and reviewing the gender equality scheme will be an on-going process supported by annual reports to update the equality and diversity action plan. It is important however to make sure that the performance management review of the gender equality scheme is dovetailed to the College performance improvement cycles. This will ensure that measurement of the overall equality improvement journey is integral to the College's quality management framework and as such, the College is able to present a clear 'line of sight' between strategic plan and practice delivery.

This alignment will ensure that gender equality successes and challenges are considered along with other College successes and challenges. Gender equality issues will be considered as part of the College's portfolio review process, which is an internal process for measuring progress on operational plan actions.

The Equality & Diversity Steering Group will have responsibility for ensuring that the College produces its annual equalities 'state of the college' report which will be used to measure the College progress on its equality improvement journey.

Getting feedback from our staff and learners on their experience of equality within the College will also be important and we will be exploring ways in which to use staff satisfaction mechanisms to provide us with personal feedback. The same of course applies to the ways in which we will capture our learners' views of their experience of gender equality within the college as a learning and social environment. We will work closely with the College learner association in order to maximise involvement and engagement opportunities.

Gender equality impact assessment

Carrying out equality impact assessments is contained within all of the positive equality duties including the gender equality duty.

An equality impact assessment is a process through which policy, practice and decisions are equality proofed.

There are legislative expectations around the requirement to equality impact assess and these are:

- Screening of existing policies to determine relevance and proportionality in terms of equality impact

This means that policies, which have a direct bearing on people, are likely to be highly relevant and higher proportionally than policies on paper shredding.

- Carrying out equality impact assessments on new and revised policies and on significant strategic decisions

In practice, this will require the production of a specific College equality impact assessment toolkit, which should align itself to current performance management practice.

- Ensuring that the leadership team consider the equality impact of key decisions

The leadership team will be supported in this by ensuring that due consideration of equality issues and impact is included as part of the College formal reporting process.

The Equality Impact Assessment Task Group will drive forward the equality impact assessment programme across the College.

GENDER EQUALITY ACTION PLAN (August 2009 – June 2012)

GOVERNANCE, LEADERSHIP and ETHOS							
OPERATIONAL TASK	TIMESCALE	RESPONSIBILITY		ACTION	MILESTONE/SUCCESS	RISK	RISK ACTION PLAN REF
		STAFF	LEAD				
To meet the legal requirements of gender equality legislation	August 2009 September 2009	All	AP Org. Dev.	Consult on the Gender Equality Scheme (GES) Produce a Gender Equality Scheme	Evidence of consultation used to inform GES Gender Equality Scheme approved and published on intranet/internet	Non compliance with equality legislation Non-compliance with HMle actions	3.1.1
To meet the legal requirements of gender equality legislation	September 2009	All	AP Org. Dev.	Establish an Equality & Diversity Steering Group. Establish E&D Task Groups reporting to Steering Groups	Steering Group in place and Remit approved E&D Task Groups in place and remits approved	Non-compliance with HMle actions	3.1.1
To meet future equality legal requirements by drawing up a Single Equality Scheme	September 2009 December 2009	E&D Project Mngr.	AP Org. Dev.	Produce E&D Annual Report Produce a SES	E&D Annual Report published SES approved.	Non-compliance with HMle actions	3.1.1
To integrate equality, diversity and human rights within the strategic and service College management reporting system	Nov 09 for Dec 09 Board Nov10 for Dec10 Board May10 for June Board As above - 2012	E&D Project Mgr .and Quality Mgr and Service Mgr. HR	AP Org. Dev.	Identify and report on gender equality performance indicators	Robust and reliable audit reports available and published.	Failure to mainstream E&D	3.1.1
To develop appropriate mechanisms to encourage participation and involvement of all learners	September 2009 June 2010, 2011	Learner Services/ Student Assoc. & E&D Project Mngr.	AP Org. Dev.	Election of female/male learner representatives on E&D Steering Group and Task Groups.	Female/male learner involvement in E&D College improvement journey. Female/male learners will help inform and challenge College progress on equality.	Non compliance with equality legislation	3.1.1
To carry out an annual review of the gender equality	June 2010, 2011 and 2012	E&D Project Manager	AP Org. Dev.	Annual Report	Engagement with staff and learners and annual Report published	Non compliance with equality legislation	3.1.1

GOVERNANCE, LEADERSHIP and ETHOS							
OPERATIONAL TASK	TIMESCALE	RESPONSIBILITY		ACTION	MILESTONE/SUCCESS	RISK	RISK ACTION PLAN REFERENCE
		STAFF	LEAD				
To develop appropriate mechanisms to encourage participation and involvement of all staff	September 2009 June 2010, 2011	All	AP Org. Dev.	Consult with staff through JNC process on the draft gender equality scheme Ensure that gender issues are included as part of the Culture Campaign	Staff input into the College gender equality improvement journey through focus group/consultation events and surveys	Non compliance with equality legislation	3.1.1
To ensure that systems are in place to provide gender equality management information data 	September 2009 June 2010, 2011 and 2012	E&D Project Mngr. and MIS staff	AP Org. Dev.	Identify required statistical information and agree format and frequency of data presentation	Annual publication of gender equality workforce profile. Annual publication of gender equality R&S data. Annual publication of learner gender equality profile	Non compliance with equality legislation	3.1.1

LEARNING AND TEACHING							
OPERATIONAL TASK	TIMESCALE	RESPONSIBILITY		ACTION	MILESTONE/SUCCESS	RISK	RISK ACTION PLAN REF
		STAFF	LEAD				
To widen participation of female/male learners	June 2010 June 2011 June 2012	E&D Project Manager and Quality Manager and MIS	AP Org. Dev. VP L&S AP Learner Services	Collaborate with and utilise MIS information on learners to target areas of under-representation	Improved internal data sharing. Achieving change on learning mode segregation	Non compliance with equality legislation	3.1.1
To ensure the visibility of gender equality and diversity within teaching and learning materials	November 2009 June 2011 June 2012	E&D Project Manager and Quality Manager	Quality Standards Cttee Validation & approvals Cttee. Internal Audit & Review	Identify internal best practice and map across Centres	Development of quality assured learning and teaching materials.	Non compliance with equality legislation	3.1.1
To ensure the visibility of gender equality and diversity within teaching and learning materials	June 2010, 2011 and 2012	E&D Project Mgr and Quality Mgr and Curriculum Mgrs and Learning Mgrs	AP Org. Dev.	Consider the application of QELTM guidelines Develop an equality proofing model for the College curriculum using QELTM guidance	Curriculum good practice projects in place on gender equality External equality award submissions made	Non compliance with equality legislation	3.1.1
To ensure the visibility of gender equality and diversity within teaching and learning materials	November 09 November 10 November 11	E&D Project Manager Quality Manager	AP Org. Dev.	Equality proof teaching materials through an agreed equality impact assessment	Promote positive attitudes to social and cultural diversity across the curriculum by evidencing numbers of completed E&D proofed teaching materials and instruments of assessment	Non-compliance with HMle actions	

LEARNING AND TEACHING							
OPERATIONAL TASK	TIMESCALE	RESPONSIBILITY		ACTION	MILESTONE/SUCCESS	RISK	RISK ACTION PLAN REF
		STAFF	LEAD				
To ensure the visibility of gender equality and diversity within teaching and learning materials	Nov 09 Nov 10 Nov 11	E&D Project Manager and Quality Manager	AP Org. Dev.	Equality impact assessment training for learning and teaching internal verifiers Equality proof instruments of learner assessment	Instruments of Assessment (IA's) routinely equality proofed	Non-compliance with HMle actions	

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A MODERN DIVERSE WORKFORCE							
OPERATIONAL TASK	TIMESCALE	RESPONSIBILITY		ACTION	MILESTONE/SUCCESS	RISK	RISK ACTION PLAN REF
		STAFF	LEAD				
To promote gender equality and diversity within the College workforce	September 2009 June 2010, 2011 and 2012	E&D Project Manager Service Mngr. HR	AP Org. Dev.	Analyse recruitment and workforce profile data to identify trends and positive action.	Annual publication of employment equality data in terms of gender Improved data on numbers of female/male staff in areas of job segregation and/or under-representation	Non compliance with equality legislation	3.1.1
To positively promote the college as an Employer of Choice.	Dec 2009 June 2010, 2011 & 2012	E&D Project Manager Service Mngr. HR	AP Org. Dev.	Develop an equality impact assessment tool for HR policies	EIA assessment process in place EIA accepted as KPI EIA assessments completed and published	Non compliance with equality legislation	3.1.1
To positively promote the college as an Employer of Choice.	Sept 2010 Sept 2011	E&D Project Mgr and Service Mgr. HR	AP Org. Dev.	Marketing of positive HR employment policy	External equality award submissions made		3.1.1
To ensure that staff are skilled and knowledgeable about the impact of gender equality and diversity on their role	December 2009	E&D Project Manager HR L&D	AP Org. Dev.	Embed gender equality within the learning and development competency framework	Gender equality is a component part of the College competency framework		3.1.1
To ensure that staff are trained on gender equality and diversity issues.	December 2009 June 2010, 2011 and 2012	E&D Project Manager HR L&D	AP Org. Dev.	Provide appropriate E&D learning opportunities for all staff	Evidence training programmes in place	Non compliance with equality legislation	3.1.1

A MODERN DIVERSE WORKFORCE							
OPERATIONAL TASK	TIMESCALE	RESPONSIBILITY		ACTION	MILESTONE/SUCCESS	RISK	RISK ACTION PLAN REF
		STAFF	LEAD				
To ensure that staff are trained on gender equality and diversity issues	June 2011 and 2012		AP Org. Dev.		Evidence participation and evaluation of training provided.	Non compliance with equality legislation	3.1.1

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COMMUNICATION, CONSULTATION AND ENGAGEMENT							
OPERATIONAL TASK	TIMESCALE	RESPONSIBILITY		ACTION	MILESTONE/SUCCESS	RISK	RISK ACTION PLAN REFERENCE
		STAFF	LEAD				
To ensure access to information meets gender equality standards.	Jan 2010	E&D Project Manager Marketing Manager	AP Org. Dev.	Develop accessible and user friendly website	Clear communication standards which reflect and promote gender in the workplace and learning environment	Non compliance with equality legislation	3.1.1
To ensure access to information meets gender equality standards.	June 2010, 2011 and 2012	E&D Project Manager Marketing Manager	AP Org. Dev.	Ensure prospectus reflects the gender profile of the college community	Positive College images on gender.		
To ensure access to information meets gender equality standards.	June 2010, 2011 and 2012	E&D Project Manager Marketing Manager	AP Org. Dev.	Equality proof College branding guidelines	Gender equality mainstreamed into branding guidelines	Non compliance with equality legislation	3.1.1
To capture staff and learner views on gender equality progress and improvements	September 2009, 2010 and 2011	E&D Project Mgr and Learner Services	AP Org. Dev.	Undertake learner election process	Student/Learner Association Equality Committee established	Non compliance with equality legislation	3.1.1
To capture staff and learner views on gender equality progress and improvements	October 2009, 2010 and 2011	Learner Services	AP Org. Dev.	Develop ways to consult with female/male learners	Student/Learner Gender Equality group in place	Non compliance with equality legislation	3.1.1
To capture staff and learner views on gender equality progress and improvements	June 2010		AP Org. Dev.	Explore potential for Gender staff network	Gender equality is embedded in culture campaign	Non compliance with equality legislation	3.1.1

PARTNERSHIP, PROCUREMENT AND ESTATES							
OPERATIONAL TASK	TIMESCALE	RESPONSIBILITY		ACTION	MILESTONE/SUCCESS	RISK	RISK ACTION PLAN REF
		STAFF	LEAD				
To ensure that the College responds to the needs of female/male learners	December 2009, 2010 and 2011	E&D Project Manager	AP Org. Dev.	To work with female/male equality committees	Gender specific services where appropriate and based on demand	Non compliance with equality legislation	3.1.1
To ensure that gender equality matters are built into the College procurement processes	June 2010 June 2011	E&D Project Manager Procurement Officer	AP Org. Dev	To build appropriate questions and clauses into contracting arrangements	Gender equality contract clause included in College contracts.	Non compliance with equality legislation	3.1.1

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APPENDICES

Appendix 1

Gender data for support staff for session 2008/9

– APPENDIX 1a

Support Summary

	<u>Female</u>	<u>%</u>	<u>Male</u>	<u>%</u>	<u>Total</u>
Admin	28	93.3%	2	6.7%	30
Adult Lit & Comm	13	81.3%	3	18.8%	16
Bursaries	10	90.9%	1	9.1%	11
Business Development	11	78.6%	3	21.4%	14
Catering	18	100.0%	0	0.0%	18
Chief Executive	6	66.7%	3	33.3%	9
Estates Management	24	43.6%	31	56.4%	55
European Funding	3	75.0%	1	25.0%	4
Finance Department	10	83.3%	2	16.7%	12
Faculty Support	37	63.8%	21	36.2%	58
Halls of Residence	9	64.3%	5	35.7%	14
Human Resources / Health & Safety	12	85.7%	2	14.3%	14
ICT Department	2	11.8%	15	88.2%	17
Marketing	4	80.0%	1	20.0%	5
MIS	14	82.4%	3	17.6%	17
Nursery	21	100.0%	0	0.0%	21
Quality	2	100.0%	0	0.0%	2
Stores/Procurement	1	25.0%	3	75.0%	4
Student Services	27	79.4%	7	20.6%	34
Total	252	71.0%	103	29.0%	355

Gender data for academic staff for session 2008/9 –

APPENDIX 1b

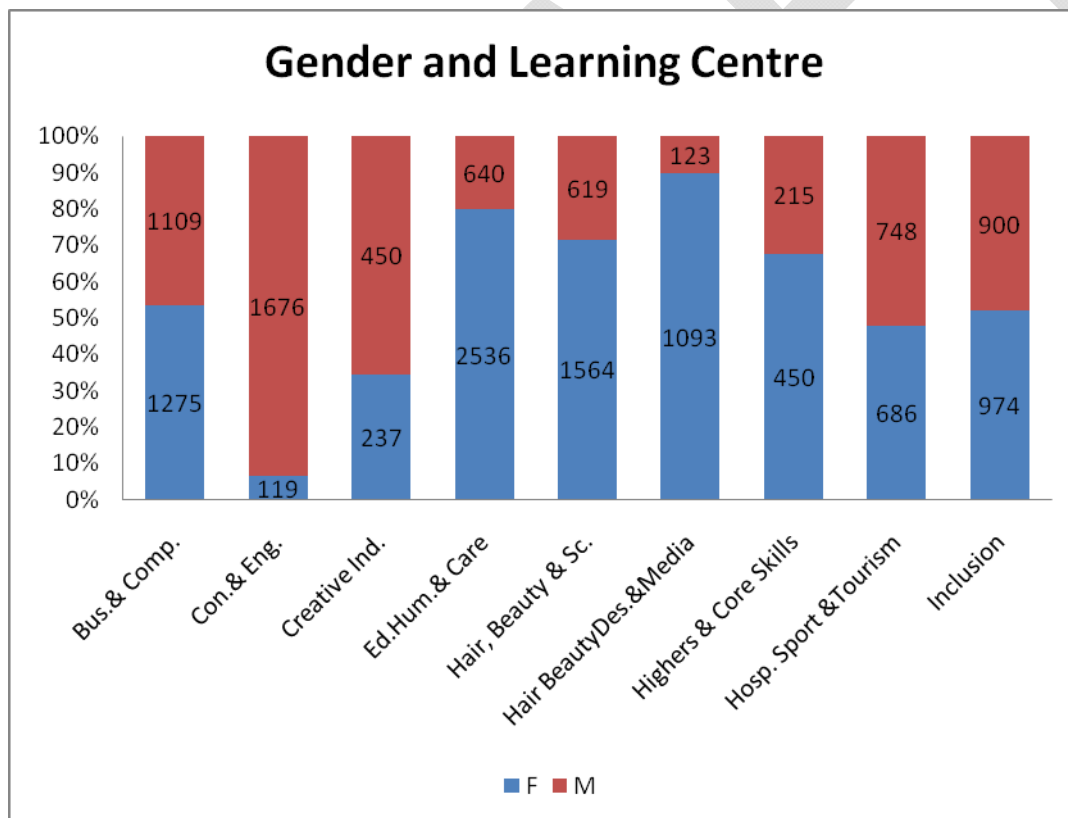
Total College Analysis (Teaching Staff)

	<u>Female</u>	<u>%</u>	<u>Male</u>	<u>%</u>	<u>Total</u>
Head of School	9	69.2%	4	30.8%	13
Curriculum Manager	13	48.1%	14	51.9%	27
Senior Lecturer	22	52.4%	20	47.6%	42
Lecturer	195	53.4%	170	46.6%	365
Total	239	53.5%	208	46.5%	447

APPENDIX 2

Gender profile for learners for session 2008/2009

Gender by Learning Centre				
Name	Gender			Learners
	F	M	(blank)	
Learning Centre : Business & Computing	1275	1109		2383
Learning Centre : Construction & Engineering	119	1676		1887
Learning Centre : Creative Industries	237	450		687
Learning Centre : Education, Humanities & Care	2536	640	1	3073
Learning Centre : Hairdressing, Beauty & Science	1564	619	1	2184
Learning Centre : Hairdressing, Beauty, Design & Media	1093	123		1216
Learning Centre : Highers & Core Skills	450	215		665
Learning Centre : Hospitality, Sport & Tourism	686	748		1422
Learning Centre : Inclusion	974	900		1873
Grand Total	8934	6480	2	15390



Appendix 3

Equality & Diversity Statement

This policy is accessible via the College website:

http://www.jameswatt.ac.uk/policies/equal_opps/policy_docs/a4%20equality%20diversity%20policy.pdf

Appendix 4

Remits of the Equality & Diversity Steering Group and Task Groups

[..\Equality & Diversity Steering Group\Remit\Equality and Diversity Steering Group remit - CS comments - August 09\(2\).doc](..\Equality & Diversity Steering Group\Remit\Equality and Diversity Steering Group remit - CS comments - August 09(2).doc)

Nursery user profile Appendix 5

"The Pre 3 Centre played a key role in my decision to study at James Watt. The facilities are excellent and I can go off to college every day confident that my children are well looked after."

Nicola Fenlon, 34, SVQ Level III Hairdressing student



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