



**Chichester College Gender Equality Scheme  
2007 - 2010**

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## 1. Introduction

Following the recent publication of the College's Disability Equality Scheme, we are pleased to introduce our Gender Equality Scheme (GES) to improve equality of opportunity for staff, learners and visitors at Chichester College.

A dedicated steering group is co-ordinating the growth and maturity of the three equality Schemes, covering race, disability and gender. The purpose of the steering group is to oversee the development and implementation of all three Schemes and to ensure that wide consultation takes place across all areas of the College.

In developing this Scheme, focus groups, one to one discussions and opportunity for feedback have taken place. Many people from across the College have been involved in its design and development.

We are pleased with the progress we are making towards achieving equality of opportunity for all; however, we also acknowledge there is more work to be done.

This Scheme will be regularly monitored, reviewed and developed in line with our core values, user feedback, best practice and legislation. We are confident that during the next three years, by progressing the actions in our plan, we will make accelerated progress in further promoting gender equality for people at Chichester College.

## 2. The Gender Equality Scheme

In July 2005 the Government produced an Equality Bill with the purpose of ensuring that people are treated fairly and equally (i.e. are not subject to discrimination). Within this Bill, a Gender Equality Duty was established for the public sector.

The new legal Duty places a requirement on public bodies to be proactive and to promote gender equality within their service delivery and employment; for colleges this includes education. It is recognised that public authorities can make an enormous contribution towards removing the barriers to equal opportunities that exist in society. The legislation outlines both a General Duty and Specific Duties.

The Equality Act 2006 amends the Sex Discrimination Act 1975 (SDA) to place a statutory general duty on all public authorities to:

- Eliminate unlawful discrimination and harassment; and,
- Promote equality of opportunity between men and women.

The Duty therefore requires colleges to adopt a proactive approach. It also requires colleges to consider gender equality in all decisions and functions.

Under the SDA, unlawful discrimination is defined as:

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

Furthermore, unlawful discrimination also includes that which is unlawful under the Equal Pay Act 1970.

Following the above list, the Duty requires colleges to have due regard to the need to eliminate unlawful discrimination and harassment against transpeople. This includes people who intend to undergo, are undergoing or have undergone gender reassignment.

The specific duties apply to some organisations including colleges and are a means of meeting the general duty. In summary, the specific duties are:

- To prepare and publish a Gender Equality Scheme by 30 April 2007, showing how the college intends to fulfil the general and specific duties and setting out its objectives.
- In preparing the Scheme, the college will:
  - Consult members of staff, trade unions and other stakeholders;
  - Take into account any relevant information; and,
  - Consider the need to have objectives to address the causes of any gender pay gap.
- Ensure that the Scheme sets out the actions the college has taken or intends to take to:
  - Gather information on the effect of its policies and practices on women and men;
  - Use the information to review the implementation of the Scheme objectives;
  - Assess the impact of current and future policies on gender equality
  - Consult relevant members of staff and others; and,
  - Ensure implementation of the Scheme objectives.

In practice this means that the College must take gender equality into account in every area of its day to day work, which includes policies, practices, procedures and plans.

In meeting the duty, the College is required to plan, deliver and evaluate action to eliminate discrimination and promote equality. The core requirements are:

- the preparation of a Gender Equality Scheme;
- implementation of the Gender Equality Scheme via a three year plan in the scheme; and,
- annual reporting.

Chichester College's Gender Equality Scheme meets these requirements, contributes toward our aim of promoting good equality practices across the College, and ensures that we will meet the needs of all staff, learners and visitors.

### **3. The development of the Gender Equality Scheme**

#### **3.1 Planning and organisation**

A dedicated Equality Scheme steering group, led by the Head of Human Resources, has been co-ordinating the development of the Equality Schemes and implementation plans. The group has involved learners and members of staff in its design and development.

The steering group will ensure that the GES is prepared by 30 April 2007 to cover a three-year period, to oversee the initial impact assessments over the life of the group, and to ensure that focus groups are effective and feed into the scheme.

The group have considered the current provision for learners and staff, undertaking wide consultation across all areas of the College, involving learners and staff, identifying gaps in current provision, and identifying data and information required to develop and maintain and monitor the scheme.

The infrastructure already in place, which has supported the development of the College's GES, and will underpin implementation and ongoing review, includes:

- The College Equality and Diversity Committee, which meets termly, whose terms of reference include the progression and implementation of equality and diversity policies across the College.
- Human Resources staff with equality and diversity knowledge and specific responsibilities for developing policy and practice for staff.
- Regular equality and diversity training.
- A range of codes of practice, guidance and resources for both staff and learners.

The GES and implementation plan will be subject to approval through the College's Governance Structure.

### **3.2 Senior staff involvement**

The Head of Human Resources, as a member of the College Senior Management team, will ensure that senior management are informed of progress of the GES and the action plan. Governors will be informed and advised of progress via the Human Resources Committee.

### **3.3 Involvement of staff and learners**

The College has ensured that it consults and engages with all staff, learners and stakeholders at all stages of the development of the scheme.

Communication and involvement has focussed on identifying what is working well, what is not working well, where there are barriers to equal opportunities, and where there are gaps in provision or knowledge.

It has been recognised that different methods allow people to participate to varying extents. The College has held focus groups for both staff and learners, as well as communicating by phone, face-to-face-interviews and email.

The responses from this involvement, along with the analyses of student and staff data are detailed in section 4 below. These have enabled us to identify and prioritise the actions needed to deliver the College GES and will provide valuable evidence as we determine priorities for the equality impact assessments.

Awareness of the scheme has been developed through communication by email, Intranet bulletins, and articles in the College publication, Chichester Matters.

### **3.4 Involvement of trade unions**

The College acknowledges that the Gender Equality Scheme (GES) must be developed in consultation with recognised trade unions. In the development of this Scheme, the University and College Union (UCU) and Unison trade unions were consulted. An initial meeting took place in March 2007 to agree the way forward with the Scheme and its link to other College policies and procedures.

### **3.5 Gathering information**

Staffing information is currently gathered when individuals complete a job application form, which is mandatory. The data is captured on the Human Resources database, and monitoring and reporting of data is confined to application, shortlisting and selection.

The College is aware that the data capture and reporting needs to be developed, and there are plans to carry out annual data protection audits to ensure the information we hold is correct.

Learner information is gathered when a new learner enrolls at the College. The College would like to extend the existing systems and processes for information gathering in order to capture further information.

### 3.6 Link to other documents

Chichester College has 1400 staff and a learner population of approximately 20,000 full and part time students. In addition, the College is in the top 20 Further Education College's in the UK.

The College embraces six core values that reflect the provision of an inclusive and supportive approach, providing opportunities and access for all. The core values are:

- Teaching and learning is our prime focus
- Commitment to excellence in all that we do
- Respecting and valuing all individuals
- Providing opportunities for all
- Having a "can do" attitude
- Operating with honesty and integrity

These values support the College's objective to move from 'good' to 'great'. The GES implementation plan will incorporate these core values in its implementation and embed these into the way we operate.

Concerning policies, the College has an Equality and Diversity Policy, which is supported by a Grievance policy for staff and a Harassment policy for learners. These will be reviewed as a priority as part of the implementation plan.

An integral part of the revised self-assessment process is also to review equality and diversity in the curriculum areas at the end of each year, and a three-year quality improvement plan aims to continually develop equality and diversity across the College.

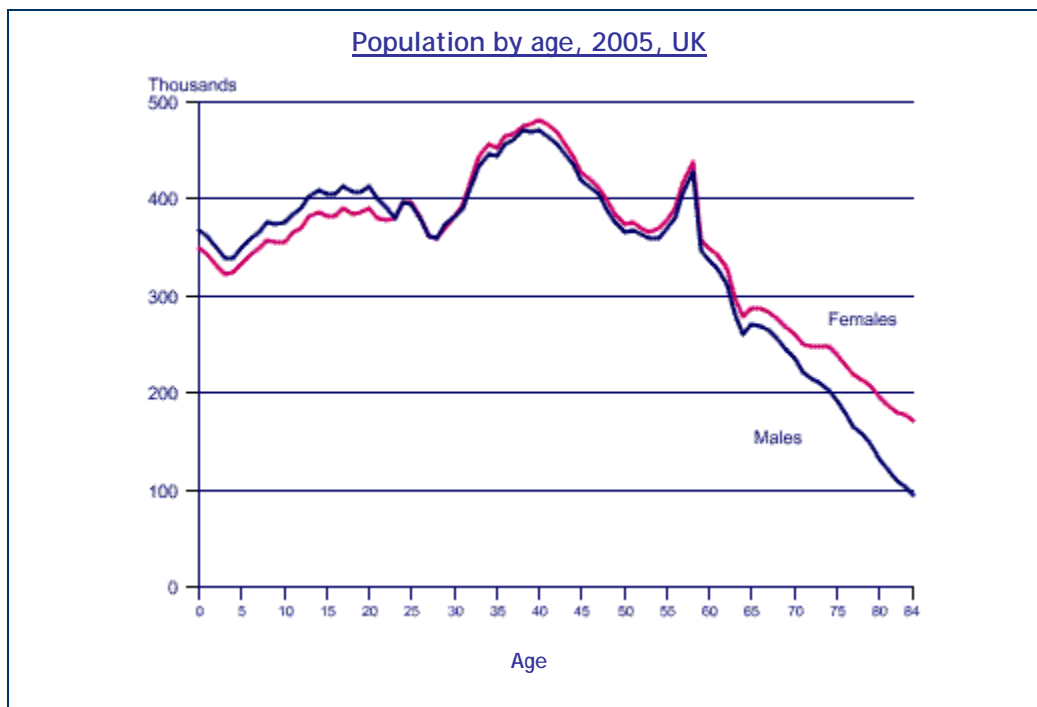
In addition, the College continues to use the common inspection framework to ensure that the equality aspects of leadership and management are achieved.

In essence, this document is an expression of what we have already done to promote equality for all across Chichester College and the wider community, both in our service delivery and employment practice, and what we plan to do in the future to develop this further.

#### 4. Gender equality - where are we now?

##### 4.1 Data and statistics

According to the National Statistics survey 2005, boys outnumber girls and women outnumber men in the UK population as indicated in the graph below. There were 30.7 million females compared with 29.5 million males in the UK population mid-2005, however more boys than girls are born each year.



According to the National Statistics, in April 2001, the ratio of men to women varied across the ethnic groups in Great Britain. The largest differences were among the Other Asian group, consisting of 55 per cent men and 45 per cent women compared with 55 per cent women to 45 per cent men in the Other ethnic groups.

The Black Caribbean group also comprised a large proportion of women to men. There were larger proportions of women than men with White, Black, Chinese, Mixed and Other ethnic backgrounds. By contrast, there were a larger proportion of men than women with Asian backgrounds.

There are 3.7% of non-white people from ethnic backgrounds living in West Sussex. In addition, there are 1.7% of pupils from non-white backgrounds in secondary school.

#### 4.2 Staff data

Staff data held at Chichester College is set out below.

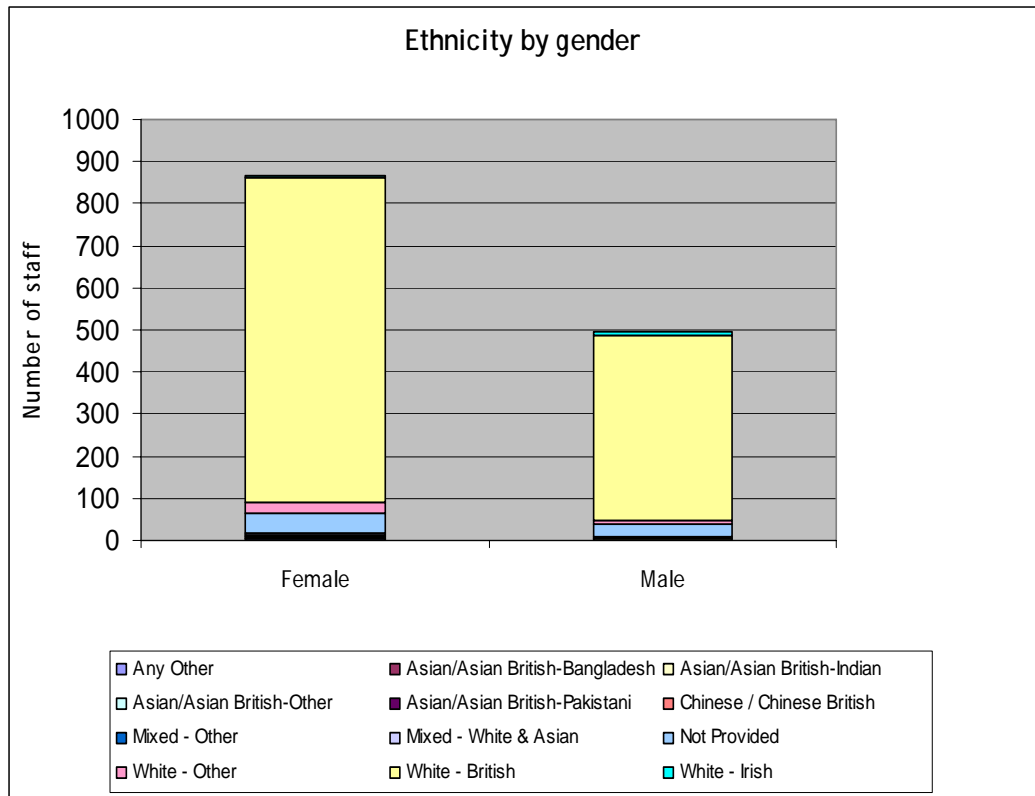
	Male %	Female %
Business Support staff	18.8	40.3
Teaching staff	17.6	23.2
Total staff average	36.5	63.5

Among Chichester College staff, 63.5% of staff are women<sup>1</sup>. The average age of members of staff is 42.5 and 1.35% have disclosed they have a disability.

	Men	Women	Total for both sexes
Average age	44	41.5	42.5
Disability	0.64%	0.71%	1.35%

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<sup>1</sup> Data accurate as of 1 February 2007



89% of both male and female staff have declared themselves white British.

There are more female than male staff in the following areas:

- Additional support (85% female)
- Care and early years (95% female)
- Childcare (96% female)
- Hair and beauty (92% female)
- Human Resources (90% female)

There are more male than female staff in the following areas:

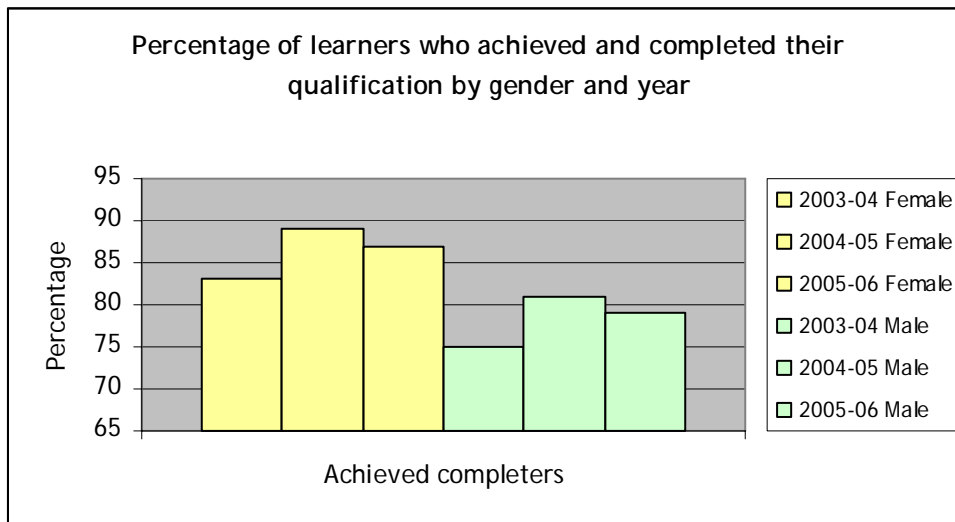
- Carpentry and plumbing (91%)
- Computer services (100%)
- Electrical installation and brickwork (93%)
- Maintenance (90%)
- Motor vehicle and engineering (87.5%)

This indicates that staff at the College are working in areas that traditionally have higher percentages of males or females. Although there are no immediate plans to address this balance, it will be considered as part of the action plan.

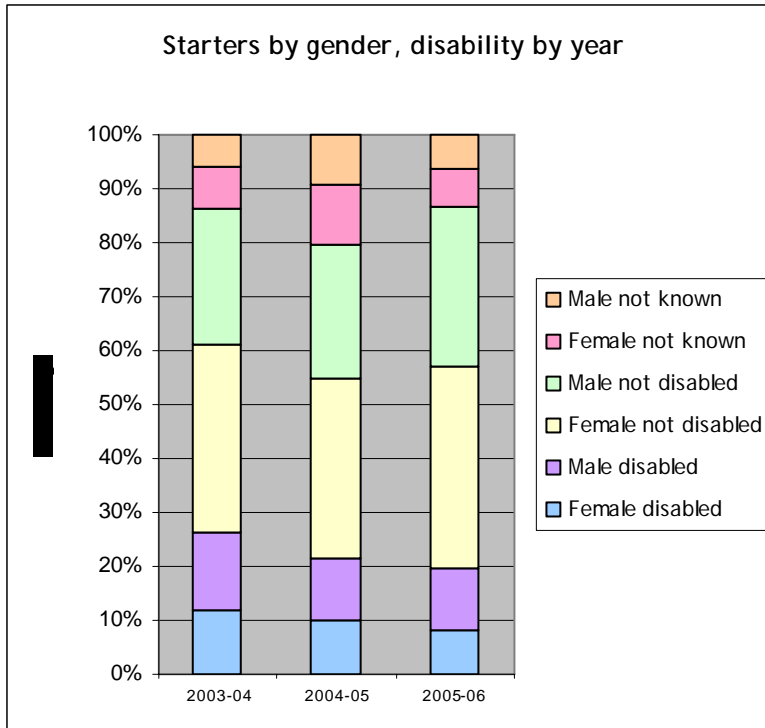
#### 4.3 Learner data

Total Starters	Female starters	Male starters
23931	54.3%	45.7%
23230	54.8%	45.2%
25206	53.0%	47.0%

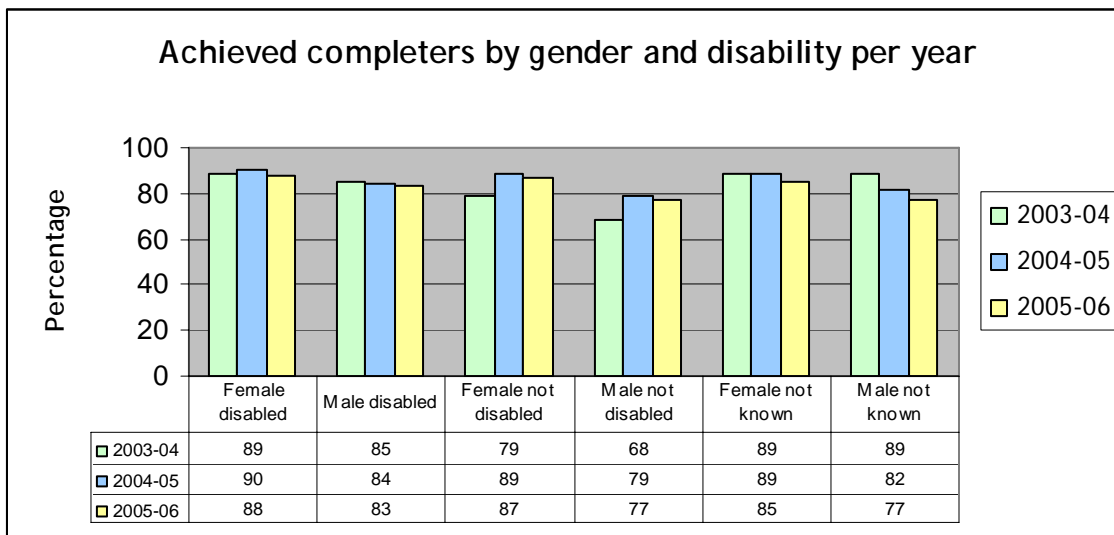
Over the last three academic years, 2003-2006, a higher percentage of female learners than males started studying at the College.



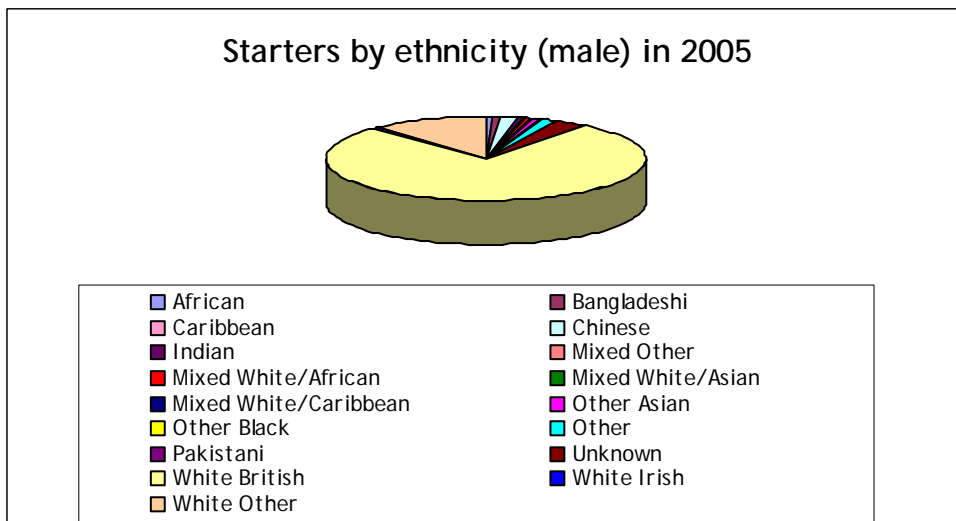
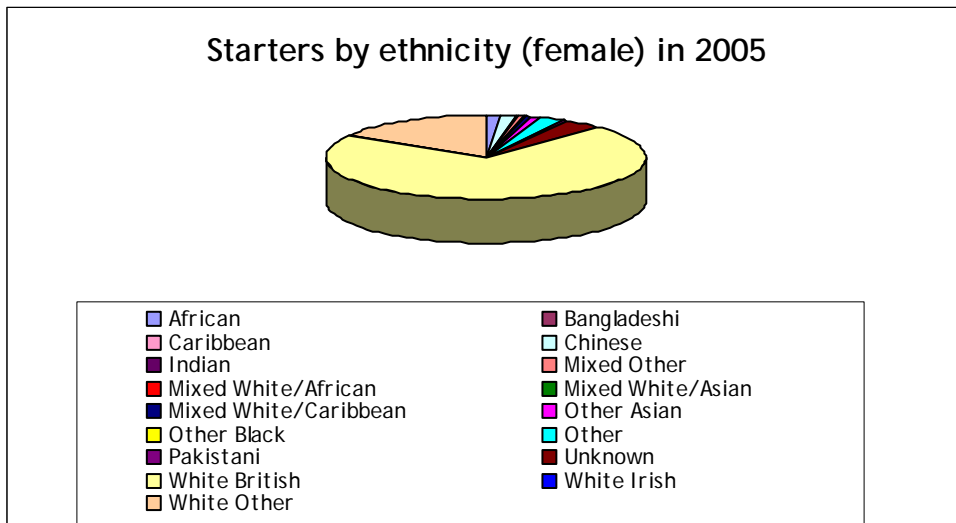
Of these starters, a higher percentage of female students have achieved and completed their qualification each year.



Conversely, a higher number of male than female learners declared themselves as disabled each year - 54% in 2003-04, 55% in 2004-05 and 53% in 2005-06. Although the overall number of learners declaring themselves disabled reduced each year.



The highest achievers of a qualification and course were females who declared themselves disabled.



71.5% of female learners and 77% of male learners who started at the College in 2005 declared themselves White British.

The College has a large international cohort of students which account for a higher than local average of non-white students. In 2005, 1.8% of new students were Chinese and 1% were African.

#### 4.4 Feedback from staff and learners

Gaining feedback from staff and learners is a continuing process. Focus groups are being held each half term. The main issues that have arisen are regarding discrimination or harassment on the grounds of gender. Training is a key area

that has arisen with regards to addressing all areas of promoting equality and diversity.

## 5. Key areas of improvement

Consultation that has been carried out in the development of the scheme have identified many key areas where the College needs to improve over the next three years. These are listed in the implementation plan in Annex A. To summarise, these are some of the priorities.

- Review policies, processes, practices and procedures across the College to ensure inclusiveness and no potential discrimination.
- Develop a comprehensive training plan to improve awareness of all equality and diversity issues.
- Review and improve statistics for staff and learners.
- Review the communications strategy to ensure it meets the needs of staff and learners.
- Ensure that all staff understand the meaning of an inclusive curriculum and provide this for their students.
- Review current recruitment patterns and address any inequalities in recruitment.
- Although we are not aware of any inequalities, and the College has introduced a new single spine pay system, the College's pay scheme will be reviewed. If any gender pay gaps are revealed, they will be addressed.

It is essential that the College embed consideration of equality and diversity in everything we do, and ensure that neither sex is disadvantaged and to identify where equality of opportunity can be promoted.

## **6. Equality impact assessments**

The College is developing an Equality Impact Assessment framework and has delivered training to approximately 20 individuals on the purpose and process of completing impact assessments, and ongoing training will be carried out with other members of staff.

Equality impact assessments will take place to cover all areas of Equality and Diversity to ensure compliance with other relevant legislation, including disability, race, sex and age.

In addition, systems are being developed to ensure that policies signed off through formal governance structures have been screened for relevance by policy owners/developers. Templates and guidance notes will be developed by March 2007. Those who have been trained to complete impact assessments will provide guidance and support.

## **7. Implementation plan**

The College is committed to a programme of action to deliver the principles, aims and objectives set out in this Gender Equality Scheme.

The general principal is that all actions that are outlined in the Disability Equality Scheme will also cover assessment on the grounds of gender. In addition to the areas identified in that Scheme, other priorities have been identified in the GES implementation plan (Annex A). These have been identified from our consultation and information gathering processes.

Each action has been assigned an accountable job role, target date, desired outcome and timescale for completion.

## **8. Monitoring, publishing and review arrangements**

### **8.1 Publishing arrangements**

The GES and implementation plan will be communicated to all staff and available on the Staff Intranet site, and to learners on the Student Intranet and through the Student Centre. It will also be available to job applicants, the public and prospective learners on the College's Internet site. References to the scheme and implementation plan will be included in the staff handbook, staff induction materials, and policies and statements for learners. The Scheme will be available in standard and alternative formats.

### **8.2 Monitoring and review**

The steering group reports into the College Equality and Diversity Committee, and this Committee will monitor the ongoing implementation of the scheme, post July 2007. This scheme will be reviewed in its entirety every three years. Progress against targets and objectives in the implementation plan will be reviewed annually and a report published, which will include the results of information gathering and the use made of this information. Reports will be made available to staff, learners and the public in standard and alternative formats.

The Equality and Diversity Committee will consider regular monitoring reports of quantitative and qualitative staff and learner data. Where monitoring shows that people are not accessing our services or policies and practices, we will make changes to mitigate this and where effective monitoring systems are not in place, we will obtain baseline data with which to work.

There will be ongoing involvement with staff and learners to identify the effectiveness of our GES and implementation plan, what is working well, where improvements can be made, and further priorities for action.

### 8.3 Feedback

We welcome feedback on this Gender Equality Scheme and implementation plan and the way it operates. We are interested to know of any possible or actual adverse impact that this scheme may have on any groups in respect of gender or marital status, race, disability, sexual orientation, religion or belief, age, or other characteristics. We would also like to know how effective this scheme and implementation plan is in promoting and delivering gender equality.

Feedback can be sent by email to [Julie.sleeman@chichester.ac.uk](mailto:Julie.sleeman@chichester.ac.uk), or by writing to: Julie Sleeman, Head of Human Resources, Chichester College, Chichester Campus, Westgate Fields, Chichester, West Sussex, PO19 1SB.

## Annex A - GES Implementation Plan

### 1. Support and engagement

Action	Outcome	Responsibility	Timescale
Regular diversity updates for senior staff through SMT/CTM briefs	All senior managers aware of legislative responsibilities, best practice and activities taking place internally to support equality and diversity	Head of Human Resources	To commence Spring term 2007, then termly
Continue to operate the Equality steering group until July 2007 and implement a transition arrangement to report into the Equality and Diversity Committee from May 2007	Ongoing monitoring of the GES and implementation plan	Steering group/ Equality and Diversity Committee	July 2007

**2. Information and communication**

Action	Outcome	Responsibility	Timescale
Prepare a briefing paper for all staff to coincide with the launch of the scheme.	All staff are aware of the GES and can ask questions/offer feedback	Head of Human Resources/steering group	May 2007
Produce the GES in a range of formats, publicise its existence and request feedback	Staff, learners, trade unions and stakeholders are aware of the GES, have the opportunity to read it and offer feedback	Head of Human Resources	May 2007
Develop a framework for ongoing consultation with staff and learners with regard to equality and diversity issues	Clear channels for communication and consultation in place	Head of Human Resources/Director (14-19 provision)	In place for start of academic year 2007/2008

**3. Teaching, learning and assessment**

Action	Outcome	Responsibility	Timescale
Ensure that all staff understand the meaning of an inclusive curriculum and that teaching staff provide an inclusive curriculum for their students	All curriculum design can demonstrate its inclusive nature	Director of Quality and Strategy	Academic year 2007/08
Through teaching observations, ensure that teachers are inclusive in the delivery of classes	Delivery of teaching is inclusive	Director of Quality and Strategy	Academic year 2007/08

## 4. Student Services

Action	Outcome	Responsibility	Timescale
Regular diversity training for Personal/Student Tutors and Mentors	All tutors aware of and updated on legislation and inclusive practice	Student Support Manager/Personal Tutor Manager	Commence May 2007
Promote GES through Student Voice	All students made aware of gender equality and inclusive policy through Student Exec who will lead campaign through Student Council and other promotional activities	Student Support Manager/Student Union President	May 2007
Review the Student bullying and harassment policies	Up to date policy, to enable a simpler route in the event of harassment and bullying		September 2007

## 5. Staff employment

Action	Outcome	Responsibility	Timescale
Review the College's staff harassment and grievance policies	Up to date policy, to enable a simpler route in the event of harassment and bullying of staff	Head of Human Resources	May 2007
Review job application process to ensure it allows equality of opportunity, including reviewing adjustments that could be made	Develop process and practices which allows fair recruitment and selection process	Head of Human Resources	March 2007
Develop a timetable to review Human Resources policies not recently reviewed	Review all policies and forms to ensure they promote equality of opportunity	Head of Human Resources	August 2007
Identify an in-house expert to champion equality and diversity issues	Clear source of expertise identified and their existence publicised	Head of Human Resources	December 2007
Complete an Equal Pay audit	Ensure that the College is providing equal pay and to ensure that there is no unlawful discrimination	Head of Human Resources	April 2008

## 6. Staff Development

Action	Outcome	Responsibility	Timescale
Impact assessment training	Ensure adequate numbers of staff have been trained to complete equality impact assessments	Director of Quality and Strategy / Head of Human Resources	June 2007
Design a co-ordinated programme of training and guidance.	Programmes are in place and individuals are aware of their rights and responsibilities and transfer their learning into practice	Director of Quality and Strategy / Head of Human Resources	Programme developed, review July 2007
Develop individual initiatives to include: Annual diversity training and/or updates for senior managers; <ul style="list-style-type: none"> <li>• Awareness raising for line managers;</li> <li>• Awareness raising for HR staff as to issues and support</li> </ul>	Interventions developed and integrated into programme  Learning is transferred into practice	Director of Quality and Strategy / Head of Human Resources	2 phases Phase 1 in place for start of academic year 2007/08 Phase 2 in place for start of academic year 2008/09
Develop inclusive proactive guidelines for managers and support staff	Guidance written and circulated	Director of Quality and Strategy / Head of Human	August 2007

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		Resources/Additional Support	
Equal opportunities training identified as a requirement during induction/PDRs to encourage attendance at training	Induction and PDRs specifically consider equal opportunities training	Quality Director/ Head of Human Resources	April 2007

**7. Partnerships and engaging with the wider community**

Action	Outcome	Responsibility	Timescale
Audit and review contract agreement procedures with contractors to ensure that they identify the College's expectations with regard to equality and diversity	Contract requirements meet College requirements with regard to E&D	Head of Additional Support	Summer term 2007

8. Data collection and usage

Action	Outcome	Responsibility	Timescale
Develop statistical recording of staff data through use of a staff questionnaire	Accurate recording of staff data	Head of Human Resources	August 2007
Review staff and monitoring categories to ensure, as far as possible, that comparisons between the two data sources are possible and provide the quality and depth of information required	Review conducted with effective monitoring requirements clearly identified	Head of Human Resources	August 2007
Develop statistical recording of data regarding potential applicants	Ensure the College is reaching a wide pool of applicants and take action to address any anomalies	Head of Human Resources	December 2007

## 9. Monitoring and evaluation

Action	Outcome	Responsibility	Timescale
Systematically review and analyse impact assessments to identify any disparities or disadvantage created by existing policies and practices and take action to remove them	Progress and outcomes of impact assessments are clearly demonstrated at each stage, and identified actions are included within the implementation plan	Equality Steering group	Ongoing
Complete initial report and present to HR Committee, Governing Body and Trade Unions	Review progress	Head of Human Resources	October - November 2007
Complete first annual review and report outlining progress to date	Review implementation plan and communicate to public	Head of Human Resources	December 2007, then yearly

## **Annex B - Involvement of staff and learners**

Staff have been involved in the scheme through a programme of focus groups, meeting each half term at each of the College campuses. The focus groups have covered all areas of equality and diversity, including race, disability and gender. Staff have been made aware of the focus groups through articles in Chichester Matters, email, letters, a questionnaire and general awareness.

Since January 2007, the focus groups have taken a case study approach, which has considered situations which may occur at the College and how adverse situations can be avoided.

Following the meetings, key points were recorded and the areas of concern have been fed into the Equality Schemes.

In addition, where individuals have been unable to make the focus group meetings, one to one discussions have taken place, and staff have been encouraged to email their concerns.

Focus groups and one to one communication has also taken place for learners. Active involvement has taken place by the Student Council Executive and by individuals who have encountered. Learners have been encouraged to share their experiences.

## Annex C - Supporting information

### Policies

Equality and Diversity policy

Recruitment and Selection policy

Grievance policy

Data protection policy

Disclosure policy and procedures for learners

Inclusion risk assessment policy and procedures

Student referral procedures

### Training and Development

Equality and Diversity training, Recruitment and Selection training run for staff by Daniel Wood.