

Gender Equality Action Plan 2010-11 Updated April 2011

Aberdeen College is committed to the meeting its obligations under the Gender Equality Duty 2007 specifically to eliminate unlawful discrimination and harassment and to promote equality of opportunity between men and women.

The functions through which the College will ensure the integration and mainstreaming of gender equality are:

- The Curriculum – Learning and Teaching
- Access and Facilities
- Admissions Procedures
- Student Guidance and Support
- Working with Others
- Staff Recruitment, Selection and Promotion
- Staff Induction and Development
- Staff Retention and Flexibility
- Procurement and Outsourcing

The Vice Principal (HR) will have overall responsibility for the implementation of the annual gender equality action plan and all managers and staff will have specific responsibilities.

FUNCTION	ACTION	OUTCOME	RESPONSIBILITY	INDICATORS OF SUCCESS	SUCCESS AGAINST INDICATORS
The Curriculum – Teaching and Learning	Ensure the College's Equality Policy Statement is available on Student Net	Students will be aware of the College's commitment to gender equality	Curriculum Managers, Lecturers, Instructors, Guidance Staff	Positive student feedback through discussion groups and focus groups	Equality Policy Statement is included in the Student Net.
	Continue with student focus groups with women in male dominated areas and men in female dominated areas to assess the quality of their learning experience	The College will identify strengths and areas for improvement	Quality Manager	Strengths and areas for improvement will be identified	Student focus groups have been conducted including a diverse range of students including students in gender biased areas. Issues raised regarding gender continue to be actioned.

FUNCTION	ACTION	OUTCOME	RESPONSIBILITY	INDICATORS OF SUCCESS	SUCCESS AGAINST INDICATORS
The Curriculum – Teaching and Learning cont.	Continue to review the content of teaching materials to ensure that they do not include gender stereotypes	Teaching materials will reflect a modern society and challenge issues of occupational segregation based on gender	Quality Manager	Positive audit results	Audit was undertaken. No major issues identified
Access and Facilities	Continue to target marketing at areas where women or men are particularly under-represented e.g. engineering, construction, care	Challenge to gender stereotypes and gender segregation	Design, Publicity and Advertising Manager/ Sector Managers	More women will apply to undertake courses traditionally dominated by men and more men will apply to undertake courses traditionally dominated by women	A sample of learning materials are being audited in 2010-11 , further results to follow at the end of the year.
Admissions Procedures	Continue to monitor and analyse student enrolment, retention, achievement and progression by gender and identify any trends, actions to meet the specific needs of men and women and targets to improve retention and achievement where appropriate.	Issues affecting specific groups of students will be identified and actions put in place to address these.	Sector Managers	Information in monitoring reports	This was done and presented in annual equality and diversity report.

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Working with Others	Continue to work with local authority partners to improve careers information to school pupils and parents	Greater understanding on the part of local authorities of the College's commitment to promote gender equality	Associate Principals	An increasing number of female school pupils opting to undertake traditionally male-dominated courses	<p>In 2009-10 the College recruited 26 men to a childcare course entitled "Men in Childcare" which was funded by the Scottish Government as part of a European initiative to encourage more men to study for a career in childcare.</p> <p>The College has also worked with two local authorities – Aberdeen City Council and Aberdeenshire Council to promote non-traditional courses for school pupils attending College as part of the school/college link programme. However, despite our efforts, it remains the case that occupational segregation based on gender is still a significant feature of enrolments of school link students.</p>

FUNCTION	ACTION	OUTCOME	RESPONSIBILITY	INDICATORS OF SUCCESS	SUCCESS AGAINST INDICATORS
Staff Recruitment, Selection and Promotion	Monitor staff appointments, promotions, disciplinary and grievance cases and turnover by gender and identify any trends and actions from improvement	Identification of any trends or issues and areas for improvement	Vice Principal (HR)	Information in monitoring reports	Monitoring reports are completed monthly and analysed for areas for improvement. In 2010-11 to date the gender split between applicants is 42% male and 58 % female, more balanced than 09-10 figures. When looking at appointments made, 31% were male and 69% were female (more women appointed compared to 09-10). To date, the internal appointments equate to 18% male and 82% female mainly in administrative posts.
	Where any departments and roles are identified as under represented by gender, actively promote a balance of gender	Identification of any trends or issues and areas for improvement and increased publicity	HR Manager	Balanced allocation of staffing by gender across the college	There has been less recruitment this year therefore no significant change in the staffing profiles. Overall there are now 41% men to 59% women which is a change of 1%.
	Investigate opportunities for work placements within the College for under represented groups.	Improving the skills and personal qualities of adult returners	HR Manager/ HR Manager People Development	Work placements will be introduced.	Two work placements have been offered, one in the IT centre and one in administration.

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	Continue to conduct job evaluations and equal pay audits on an ongoing basis.	All posts within the college will be evaluated using a new equal pay monitor.	HR Manager	No inequality in pay between men and women.	All posts have been job evaluated resulting in 13 posts requiring equalisation of pay due to changes in the roles across the years. As a result of this review, the College Support Staff Pay Structure has also been updated detailing the exact job evaluation points in each grade.
Staff Induction and Development	Ongoing monitoring of staff induction and ensure that all new staff are booked on equal opportunities training within 6 months of taking up post	All new staff will attend equal opportunities training	Staff Development Manager	Positive feedback from staff	New staff attend equal opportunities training as part of their induction and 95% of them complete the training within their first month of employment. The other 5% achieves this within the 6 month target period.
	Monitor staff development applications and attendance by gender and identify any trends and actions for improvement	Identification of actions for improvement	Staff Development Manager	Information in monitoring reports	The data for 2010-11 will be available in July 2011
	Promote the use of mediation to encourage effective informal dispute resolution e.g. bullying or harassment claims	Improved management skills in dealing with difficult staffing issues and dispute resolution without recourse to formal procedure	HR Manager	Effective resolution of disputes	Mediation continues to be communicated as an option to staff with any disputes. Over 20 staff are trained as workplace mediators. There has been one informal mediation this year with no grievances.

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Staff Retention and Flexibility	Publish details of staff appointments and promotions	Staff will appreciate the potential for career development within the College	HR Manager	Positive feedback from staff	Staff appointments are published with 11 internal appointments in 2010/11 of which 2 were men and 9 were women.
	Implement flexible working arrangements where possible	Staff will see that flexible working is available fairly across the college	HR Manager	Retention of staff and appointment to key posts	21 flexible working applications received, 2 men to date, 11 in teaching posts, 10 in support posts. This is an increase on 09-10 by 6 applications from teachers.
Procurement and Outsourcing	Ensure that all contracts for services entered into by the College contain a clause regarding the promotion of gender equality	The College will only contract with organisations that demonstrate a commitment to gender equality	Vice Principals	Acceptance of contracts with this clause by contractors	All contracts contain a clause relating to equalities.
Quality Assurance and Quality Improvement	Carry out consultative meetings with staff to assess the effectiveness of the College's approaches to the promotion of equality for staff	Views of staff will be obtained and actions for improvement will be identified	Vice Principal (HR)	Positive staff feedback	Feedback from staff indicates a very positive response to the promotion of equality.
Security	Ensure that contractors' staff attend training on discrimination so that they understand the College's and their responsibilities	Greater awareness of contractors' staff about their role in relation to gender equality	Staff Development Manager		Training has been attended.