

# Barton Peveril College



# Gender Equality Scheme

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### **1. Introduction**

1.1. This Gender equality Scheme sets out the response of Barton Peveril College to The Sex Discrimination Act 1975 (Public Authorities) (Statutory Duties) Order 2006, and shows how the College intends to fulfil its section 76A(1) duty and its duties under this order.

1.2. The Gender equality Duty comes into force on 06.04.07 and a Scheme must be produced by 30.04.07.

1.3. The duty should help the public sector and those working within it identify and respond to stereotyping, sex discrimination and sexism, resulting in improvements for all and the promotion of gender equality.

## **2. Summary of the Gender Equality Duty**

- 2.1. The Gender Equality Duty requires public bodies to eliminate unlawful discrimination and harassment and to promote equality of opportunity between women and men.
- 2.2. This means that the onus is shifted from individuals having to prove that they have been discriminated against to public bodies (including colleges) having to positively promote gender equality.

## **3. General Duty**

- 3.1. All public bodies will be required to:
  - 3.1.1. Eliminate unlawful discrimination and harassment and
  - 3.1.2. Promote equality between women and men.
- 3.2. This is called the 'General duty'.

## **4. Specific Duties**

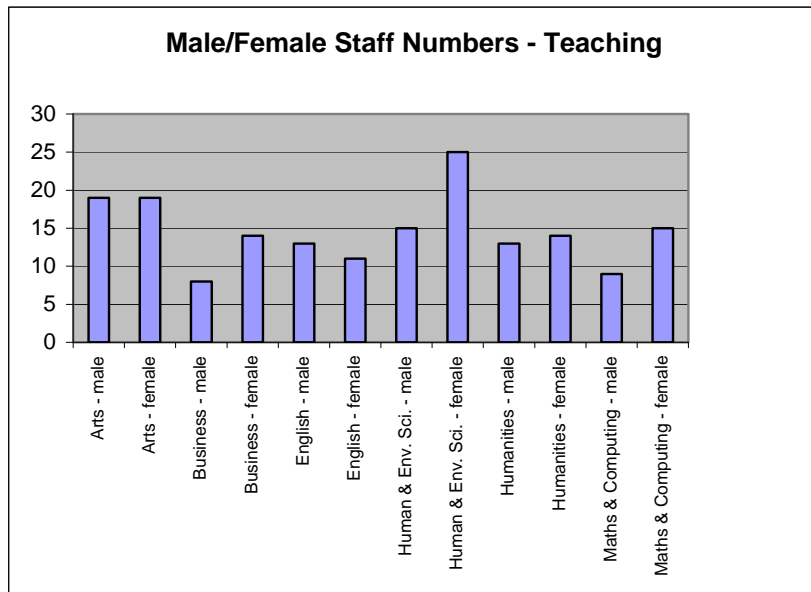
- 4.1. As well as the general duty, higher and further education bodies have specific duties to:
  - 4.1.1. Prepare and publish a gender equality scheme (the present document) showing how the college will meet its general and specific duties and setting out its gender equality objectives.
  - 4.1.2. In preparing the scheme a college must:
    - 4.1.2.1. Consult employees, service users and others including trade unions.
    - 4.1.2.2. Take into account any relevant information which it has already gathered.
    - 4.1.2.3. Develop objectives to address the causes of any pay gap.
    - 4.1.2.4. Have due regard to eliminating discrimination and harassment against transsexual people in the fields of employment and training.
  - 4.1.3. Ensure that the scheme sets out the actions the college has taken or intends to take to:
    - 4.1.3.1. Gather information on the effects of its policies and practices on women and men and in particular –
      - 4.1.3.1.1. The extent to which they promote equality between its male and female staff and
      - 4.1.3.1.2. The extent to which the services it provides and the functions it performs take account of the needs of men and women.
  - 4.1.4. Make use of this information and any other information considered to be relevant to assist in the promotion of equality and in particular in the regular review the implementation of the scheme objectives

- 4.1.5. Assess the impact of its current and future policies and practices on gender equality.
- 4.1.6. Consult relevant employees, service users and others, including trade unions.
- 4.1.7. Ensure implementation of the scheme objectives.
- 4.1.8. Implement the scheme and the actions for gathering and using information within three years of the publication of the scheme.
- 4.1.9. Review and revise the scheme at least every three years.
- 4.1.10 Report on progress annually.

## 5. Staff Statistics

### 5.1 Profile

At Barton Peveril female staff outnumber male staff by almost 2:1. This is directly representative of the post-16 sector as a whole (CEL March 2007).

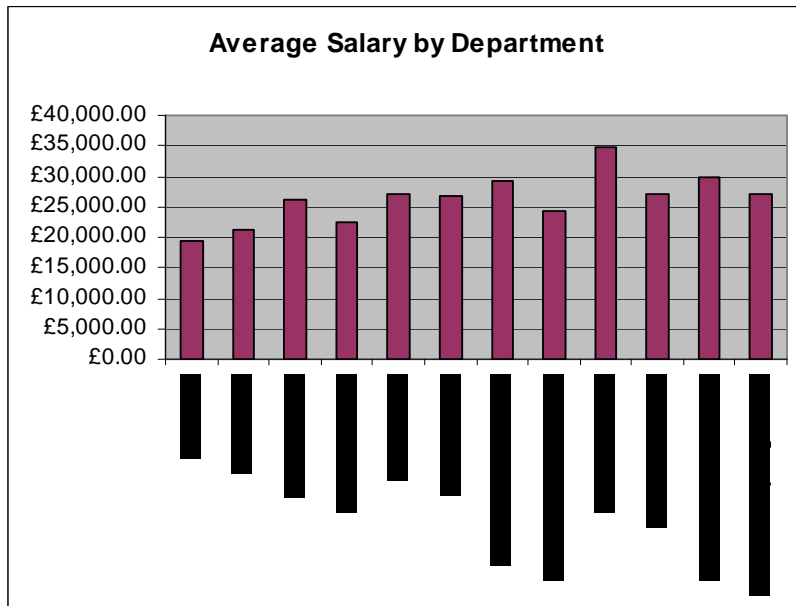


Females are in the majority in 4 of the 6 Curriculum Areas and this is particularly noticeable in the Human and Environmental Science Curriculum Area (Males 15 and Females 25).

These figures, however, do not distinguish between teaching and support staff, or take into account whether or not staff are full or part-time.

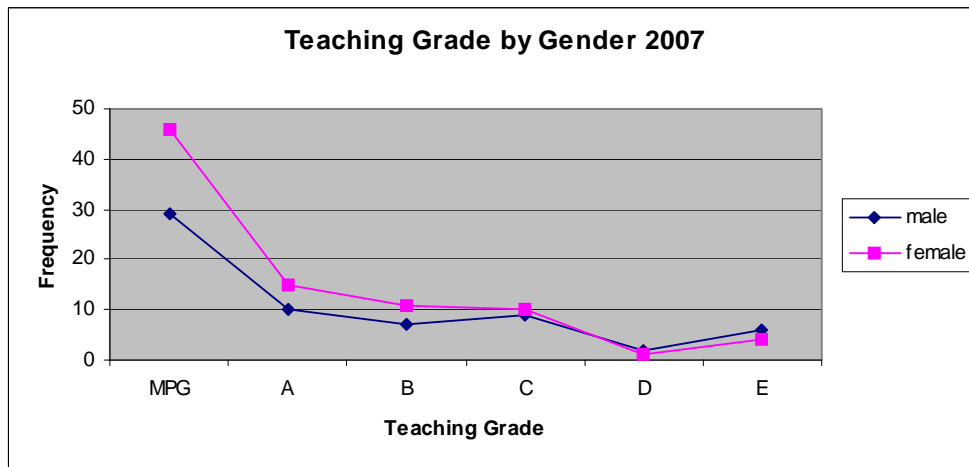
### 5.2 Salaries

The average male salary at College is 40% higher than the average female salary when calculated as a mean average for the organisation. These statistics do not distinguish between teaching and support staff, or full and part-time and as only 7.6% of males compared to 30% of females hold part-time posts this is likely to explain the difference and is representative of the national picture of women in the workforce within public bodies (Breitenbach 2006:7). Further research is necessary within this area and is outlined as an objective within the action plan (**Objective 4**).



The Arts is the only curriculum area where female average salary is higher than male even though females are in the majority in 4 out of 6 curriculum areas. There is a predominance of females in lower grade teaching posts and further research is needed within this area to ascertain whether or not this is due to move female entrants moving into the profession.

Within the teaching staff males represent the majority position from grade C upwards but only by a small majority (see Objective 5)



### 5.3 Applications for employment

53% of all applications for employment were made by women. For teaching posts this percentage is higher with 56%. 51% of support post applicants were female.

### 5.4 Appointments (2004 – 7)

65% of all appointments made and taken up were by females. Female teaching applicants were the most likely to be short listed but male teachers had the highest 'conversion rate' from short-list to appointment (**Objective 5**).

Male support staff had the lowest ‘conversion rate’ at only 12 %. This is partly attributable to the appointment of a Security Officer for which a number of applicants were short listed of which none was suitable in the first round of interviews.

Appointments since Sept 2004	Applicants	Shortlisted	% Applicants to shortlist by gender	Appointed	Conversion Rate from Shortlist to Appointment
Male Teaching	142	23	16%	10	43%
Male Support	179	26	15%	3	12%
Female Teaching	178	39	22%	14	36%
Female Support	186	24	13%	10	42%

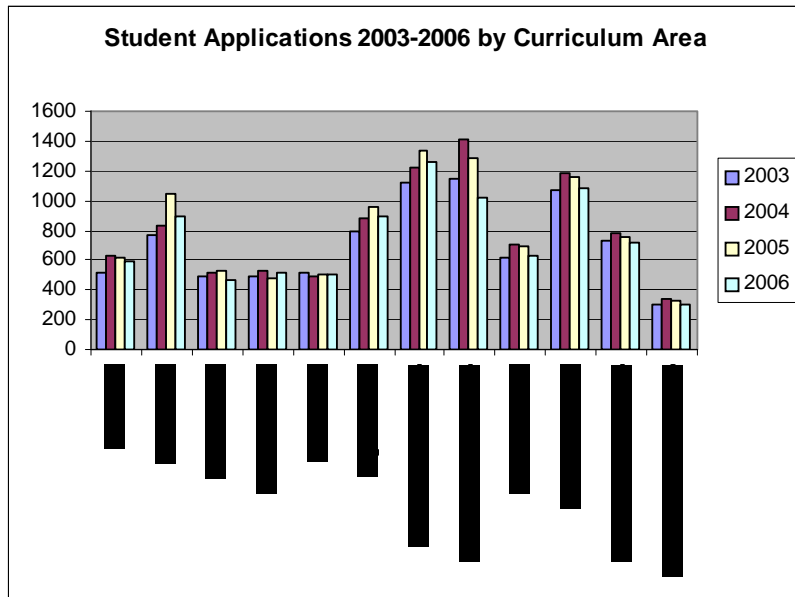
25% of female appointments and 8% of the male were for part-time posts.

### 6. Student Statistics

Student Statistics for monitoring purposes have been divided into two categories; full-time 16-19 students and adult education students.

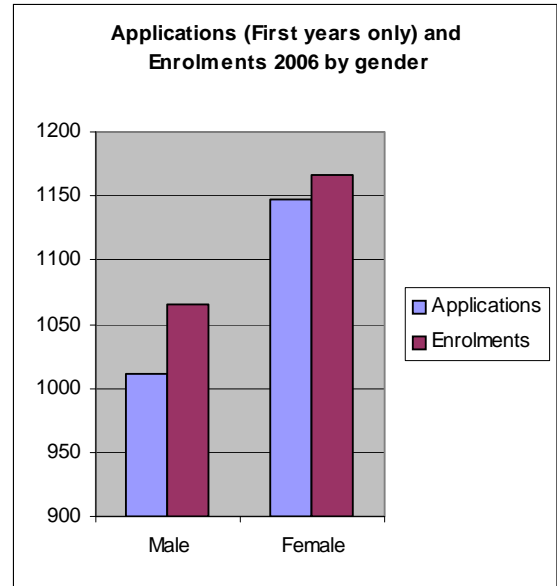
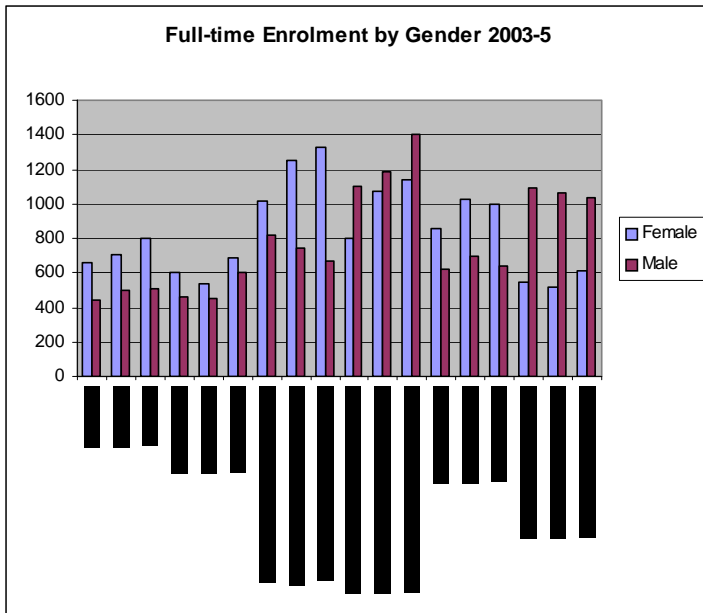
#### 6.1 Full-Time Students

The College four year trend shows a female majority in The Arts, English studies and Humanities and a male majority in Maths and Computing.

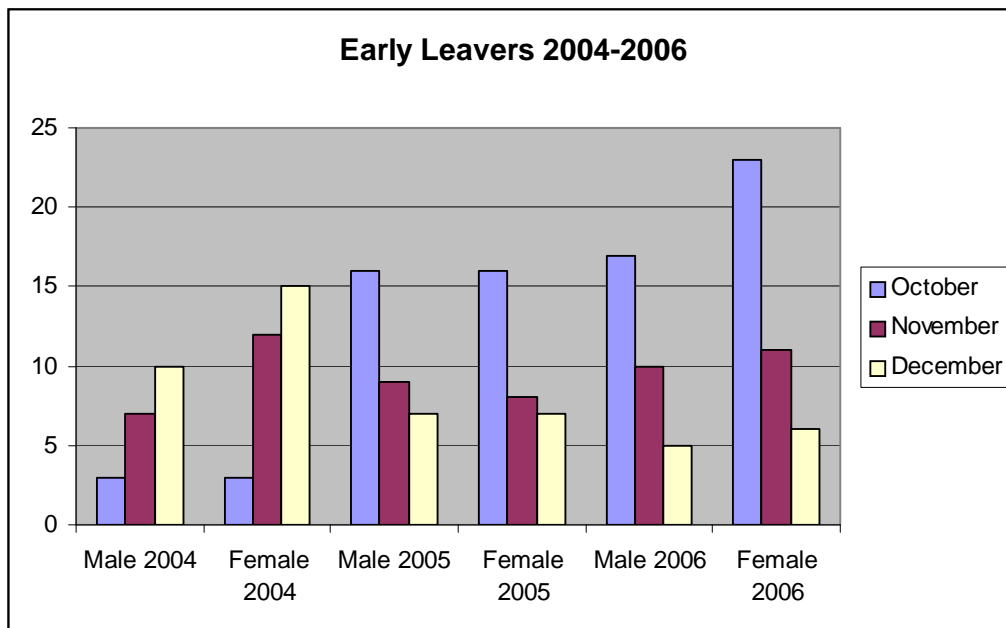


These represent national trends in students studying these subjects but are areas for further development within the College action plan (**Objective 6**).

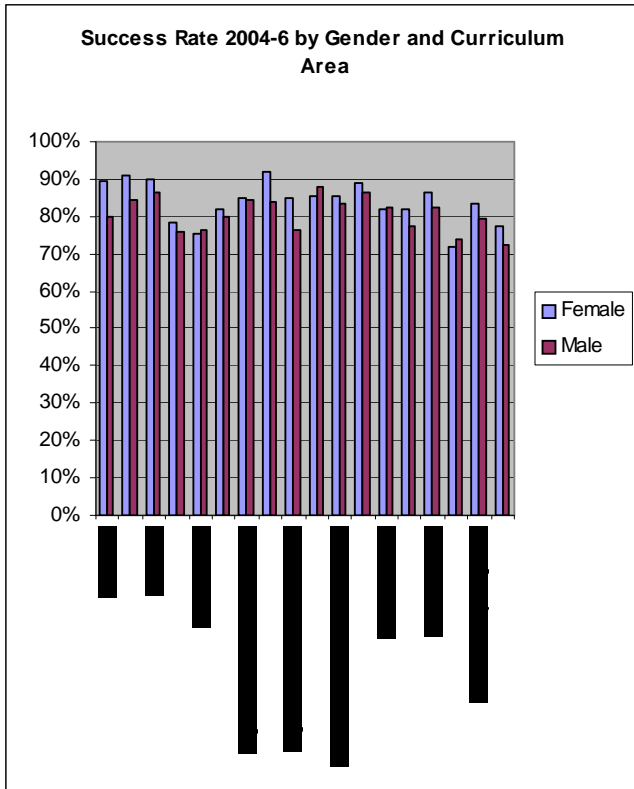
A higher percentage of males that apply actually enrol compared to females.



The three year trend also shows a marked rise in the number of females leaving in October compared to males (**Objective 7**).



In terms of achievement over a 3 year period, female success rates are almost always higher males



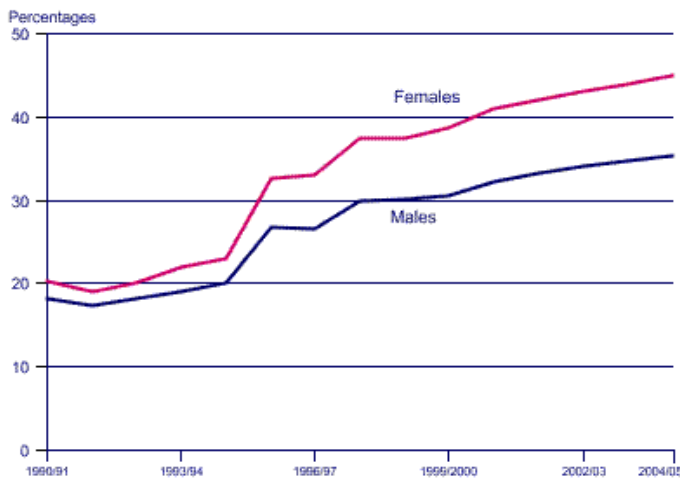
This, however, is a continuation of the trend from schools where 52% of boys and 62% of girls in the UK achieved five high grade GCSEs or equivalent by the age of 16 in 2004/5 (EOC March 2007).

There are more female students at Barton Peveril with an ALIS score of 5 or more than male students in 2006/7 for both first and second year students.

	Enrolled 2006/2007	ALIS >=5	ALIS >=5 AS Percentage
1 <sup>st</sup> Year Males	557	419	75%
1 <sup>st</sup> Year female	558	448	80%
2 <sup>nd</sup> Year Males	503	414	82%
2 <sup>nd</sup> Year Females	565	491	87%

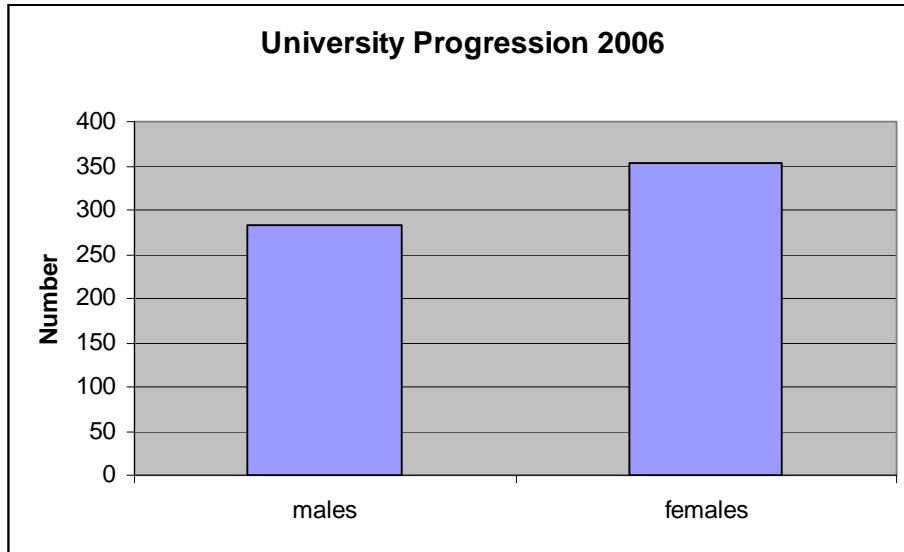
This pattern also continues nationally with the achievement of two or more A Levels as shown below at a national level.

Graph showing the percentage of females compared to males achieving two or more A Levels since 1990/91.



(Source National Statistics [www.statistics.gov.uk](http://www.statistics.gov.uk))

At Barton Peveril in 2006 62% of female and 52% of male leavers progressed to university (Objective 8)

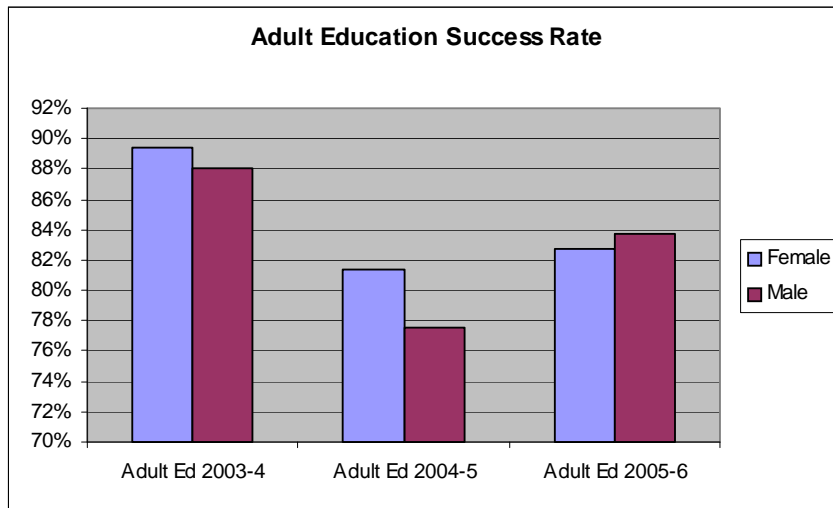


## 6.2 Adult Education

Adult education enrolment has seen a steady decrease in female numbers over the past 3 years. In contrast male enrolment reduced in 2004 and then increased again in 2005.

	Females	Males
Adult Ed 2003	3191	1460
Adult Ed 2004	1826	825
Adult Ed 2005	1415	984

There are a number of possible reasons why these trends are taking place that require further investigation. These include further research into the types of courses being studied and the impact of funding changes on adult education courses per se (**Objective 9**) Males have overtaken females in terms of success rates for adult education during 2005 for the first time in the past 3 years.



## 7. Objectives and Action Plan

Objective	Action	By whom	Review date
1. To continue to ensure that there is no unlawful discrimination or harassment on the grounds of Gender.	Promote an open culture where all employees feel free to express views and feelings. Include specific gender related questions on staff and student satisfaction questionnaires and exit questionnaires.	SMT  SMT & Personnel	Nov 07
2. To promote equality between men and women.	By the specific actions below.		Nov. 07
3. To assess all policies and procedures for the effect they have on men and women.	See 'Impact Assessment' section 8.	SMT Personnel E & D group	Nov. 07
4. To provide more detailed analysis and research into staff composition, salaries and the impact of gender	Introduction of a new Human Resource Information System with reporting facilities to give more detailed information.	SMT & Personnel	Nov. 07
5. To actively support and encourage staff to move into more senior management positions.	To analyse and conduct further research into the barriers that affect women moving into grade C management positions and above using focus groups and to provide support and encouragement for women to move into more senior management positions should they wish to do so.  Further promotion of courses eg interview and application techniques for female lower grade teaching staff to encourage them to move into more senior roles  To make links with external training providers and sources of networking opportunities such as the Women's Network	SMT Personnel E & D group  SMT Personnel Curriculum Directors  SMT	Nov. 07

6. To promote gender balance in all aspects of promotional work to the general public and within College.	Ensure minority group role models take part in open evenings and school liaison activities. To ensure press releases include appropriate gender balance.	Marketing	Nov. 07
7. To ensure that students are counselled on to the appropriate courses and reduce the number of students who choose to leave early.	To reduce the number of early female leavers by continuing to provide the best advice at enrolment and to review the enrolment process.	SMT Tutor Managers Curriculum Directors	Nov. 07
8. To continue to increase the success rates for all 16-19 full-time students and progression on to University.	To monitor male progress even more closely from the start to increase the male success rate for 16-19 full-time students and their progression on to University To target males for more structure/ support. Mentoring.	Tutorial team/ curriculum areas	Nov. 07
9. To conduct more research into Adult Education and the impact of gender on enrolment.	Provide more detailed analysis of gender by courses to ascertain whether the reduction in female enrolments is due to changes in the curriculum offer.	Chris Archdeacon MIS	Nov. 07

## 8. Impact Assessment

8.1 All college policies and procedures are updated on a two-yearly cycle as a matter of routine. The Personnel Officer, Cristine Spires, implements this process. Policies and procedures are then agreed by the Staff Consultative Committee and ratified by the Corporation.

8.2 Throughout the next cycle all policies will be rigorously assessed for their impact on gender in relation to staff and students. The purpose of this assessment will be to ensure that no college decisions or activities disadvantage people on the basis of gender, and also to identify opportunities to actively promote equality, considering where different parts of the new equality duty can be built into policies, procedures and practices.

8.3 The following policies will be reviewed in accordance with the College's review timetable

- Appeals Procedure
- Appointments Procedure
- Capability Procedure
- Absence and Cover policy
- Disciplinary (Misconduct) Procedure
- Flexible Working
- Grievance Procedure
- Harassment policy
- Ill Health Retirement Policy
- Paternity Leave Policy
- Redundancy Policy and Procedure

## **9. Implementing the Scheme**

9.1 The draft Gender Equality Scheme will be submitted to senior and then to the Governors' Standards Committee.

9.2 The draft scheme will be on the agenda for the Management Team discussion on department meeting agendas. Comments and ideas will be invited and taken as part of the staff consultation.

9.3 The draft Gender Equality Scheme and Action Plan will be published on the College website and then be submitted for ratification at the full Corporation meeting on 10 July 2007 and then updated or amended on the published version.

9.4 A link will appear on the Intranet Home Page. This may also be accessed from the College website at [www.barton-peveril.ac.uk](http://www.barton-peveril.ac.uk)

9.5 Progress will be reported annually, to include:

- Results of all monitoring activities
- Results of consultation with employees, service users and trades unions.
- Feedback from 2007 action plan.

9.6 The report and updated Action Plan will be published on the Intranet and college website by December 2007, in line with the Disability Equality report and action plan.

9.7 Further developments and refining of the Action Plan will be reported by December 2008.

9.8 By Autumn 2009, all impact assessments, monitoring and surveys will be used to inform a new, updated Gender Equality Scheme to be ready for publication by December 2009. The individuals responsible for this will be Jane Hosmer, Equality and Diversity co-ordinator, and Catherine Richards, Assistant Principal (Students). All items will be approved by Senior Management and the Corporation before publication.

## **References**

Breitenbach, E (2006) Gender Statistics an Evaluation, Working Paper Series 51, Equal Opportunities Commission available from [www.eoc.org.uk/pdf/wp51\\_gender\\_statistics\\_evaluation.pdf](http://www.eoc.org.uk/pdf/wp51_gender_statistics_evaluation.pdf)

CEL (2007) Gender-related factors in career progression a research report for the Centre for Excellence in Leadership and the Women's Leadership Network, March 2007

EOC (2007) The gender equality duty and schools, Guidance for public authorities in England, Equal Opportunities Commission March 2007