



HARPER ADAMS UNIVERSITY COLLEGE

GENDER EQUALITY SCHEME

April 2007

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Gender Equality Scheme

Introduction

1. The Gender Equality Duty (GED) introduced under the Sex Discrimination Act, as amended by the Equality Act 2006 places a new duty on public bodies to promote gender equality. The legislation makes it unlawful to discriminate on the basis of gender in terms of access to employment and the services provided by the College, including the provision of higher education. The purpose of this document is to outline the College's response to the legislation by way of a Gender Equality Scheme.
2. Each public body is expected to publish its scheme by 30 April 2007, and there are particular expectations placed upon such bodies about the contents of the document and the consultation process required during its development.
3. The College already has policies in place covering gender and the monitoring of Equality and Diversity which form part of the College's Equality and Diversity Code of Practice. Each policy document has undergone an equal opportunities assessment. These policies should be read in conjunction with the Gender Equality Scheme.

The Aim of the Scheme

4. The College wishes to promote an inclusive institutional culture that recognises the benefits of a diverse learning community for students, staff and the development of the institution. It is the College's aim that potential and current students and staff are treated fairly on the basis of merit regardless of their gender. The College will, to this end:
 - Provide services to students and staff that meet the requirements of this scheme and the College's Equality and Diversity Code of Practice;
 - Challenge discrimination that is based on gender;
 - Promote gender equality in College activities and through the College's policies;
 - Gather information on the effects of the College's policies and systems on men and women
 - Develop an action plan to help the College reflect gender equality in its workforce and student population.
5. By adopting the above approaches it is envisaged that the College will ensure that its commitment to gender equality is clear both to existing students and staff, and to those who may wish to join the College community at some point in the future.

Involving Other People in the Development of this Scheme

6. The final scheme was developed in consultation with the College's Staff Consultative Group, on which a balance of men and women are represented. Members of the student community were also involved in a discussion group during the process so that they might contribute to the Scheme, and a parallel review of relevant parts of the College's Equality and Diversity Code of Practice.

The Legislative Background

7. The Equal Opportunities Commission (EOC) has prepared a Code of Practice based on the Sex Discrimination Act 1975 as amended by the Equality Act 2006. The Code of Practice is a 'statutory' code which, while not imposing legal obligations on the College, can be used as a basis for a court or tribunal to draw an adverse inference, should the College have failed to follow the recommendations in the Code. The Code has therefore been used as a guide in preparing the College's GED.
8. The Equality Act 2006 amended the Sex Discrimination Act 1975 to place a statutory duty on all public authorities (which, for this purpose, includes higher education institutions) when carrying out their functions, to have due regard to the need:
 - To eliminate unlawful discrimination and harassment
 - To promote equality of opportunity between men and women

This is known as the 'general duty' which came into force on 6 April 2007. The duty applies to all public authority functions (ie as service providers, policy makers and employers) and to services and functions that are contracted out by the public authority.

9. The EOC Code says that, 'Public authorities are expected to pay 'due regard' to the provisions of the duty in all of their functions. The concept of 'due regard' is based on the concepts of proportionality and relevance. The weight which public authorities give to gender equality should therefore be proportionate to its relevance to a particular function. The greater the relevance of a function to gender equality, the greater regard which should be paid to it, and vice versa'¹.

Responsibilities for Implementing and Monitoring the Scheme

10. The ultimate responsibility for ensuring that the general duty is met lies with the College's Board of Governors. The Board will also be responsible for ensuring that adequate resources are provided to enable the effective implementation, monitoring and evaluation of this Scheme. The implementation action plan is at Annex 1. The Board will receive an annual report in the form of an impact assessment of progress with the Scheme, compiled by the Director of Corporate Affairs, who will co-ordinate input from the Personnel Officer, Student Services Manager, Academic Registrar and President of the Students' Union.
11. The Governors' Staffing Committee will monitor, on behalf of the Board, the implementation of this Scheme as it relates to College staff. It will receive reports of issues of concern with regard to gender and the way in which they have been managed and resolved. The Governors' Staffing Committee will also receive annual reports of gender monitoring (of applications for and appointment to posts, for example) to inform planning and decision making in relation to the Scheme. Data produced by the Equality Challenge Unit and other sector agencies will be used to enable benchmarking of the College's staffing policy measures.
12. A similar report on the admission and progress of students (using local and HESA data) will be presented annually by the Academic Registrar to the Academic Board to measure the effect of the open access approach that the College wishes to promote to applicants and students.
13. Consultation on the Scheme and its development and issues relating to the use or interpretation and progress of this policy will be considered by the Staff Consultative Group and the College/UCU Joint Negotiating Committee (for staff) and meetings held by the Principal and senior staff with the Students' Union Executive, which occur at regular intervals throughout the academic year (for students). External consultation will be undertaken with relevant local groups as these are identified and relationships with them are developed.

Evidence Required for Monitoring the Scheme

14. Our annual reports are expected to include (but not be limited to) the following:
 - A progress report on mainstreaming gender equality in strategy and policy development by way of a report on progress against key outcome measures in the Action Plan that forms part of this Scheme
 - Developments in governance and management of the Scheme
 - A general section on 'Improving Gender Equality' which will cover aspects of:

Students	Staff
Admissions (based on recruitment)	Recruitment and selection
Progression and level of achievement	Promotion
Curriculum development	Training and development
Use and access to student support systems	Use and access to staff support systems
Disciplinary matters	Disciplinary matters
Student complaints and their resolution	Grievances and their resolution

15. Monitoring is not intended to be an end in itself, but to produce information to be used in planning and decision-making in support of the implementation of this Scheme, and to assess the impact of the scheme on the recruitment, development and retention of students and staff. Quantitative data will be

¹ 'What is the Gender Equality Duty?', Equal Opportunities Commission, London, October 2006, p5

supplemented by qualitative information gathered, where possible, from student and staff surveys. Feedback on the development of the Scheme will be provided to staff and students.

Publication of the Scheme and Awareness Raising

16. The Scheme will be incorporated in:
 - Staff handbooks - for all College staff
 - Student handbooks - for all College students
 - The College's web site - for enquiries made to the College
 - The College intranet site - for reference by staff and students
17. The College will arrange for Gender Equality to be included in Freshers' talks given to students at the start of the academic year. The College will also continue its training programme to support staff and students in general awareness-raising about Equality and Diversity and its implications for the work of the institution.
18. The outcomes and assessment of progress against the objectives of the Scheme, associated gender monitoring reports and any alterations to the legislation or EOC Code that might lead to a substantial change to the College's Scheme, will be published annually in internal documents for circulation to, and access by College staff and students, and on the College's web site for external audiences. The Scheme will be updated after three years of operation.

Complaints

19. Complaints by students arising out of the provisions of the scheme should be addressed, in the first instance, to the Student Services Manager and thereafter to the Academic Registrar. Complaints will be dealt with in accordance with the regulations on Student Complaints.
20. Complaints by staff arising out of the provisions of the Scheme should be addressed, in the first instance, to the appropriate Line Manager. If the Line Manager is involved in the complaint then the complainant should register their complaint with the Personnel Office. Thereafter the complaint will be dealt with in accordance with the College's established grievance procedure.

What are the responsibilities of members of the College community?

21. We expect students and staff to be aware of this Scheme and to put it into practice. The Scheme is widely available in College publications and on the College internet and intranet sites, and can be obtained from the Personnel Office and the Students Union.
22. For clarity, unlawful discrimination under the Sex Discrimination Act and the gender equality duty means²:
 - Direct and indirect discrimination against women and men, in employment and education; in goods, facilities and services and in the exercise of public functions;
 - Harassment, sexual harassment and discrimination on the grounds of pregnancy and maternity leave;
 - Discrimination on the grounds of gender reassignment in employment and vocational training
 - Direct and indirect discrimination in the employment field on the grounds that a person is married or a civil partner
 - Victimisation
23. The College has already made available training programmes for staff that cover equality and diversity issues. Staff are encouraged to access or request further training on specific gender equality and diversity issues via the Marshall-ACM self-learning software adopted for this purpose or via the Staff Development Officer. The Marshall ACM self-learning software is also available for student use.
24. Staff are reminded of the duty to ensure that services, information, facilities and communications are provided to colleagues and members of the public in such a way as to support and promote gender equality. This includes information placed on the College internet or intranet services.

² 'What is the Gender Equality Duty?', Equal Opportunities Commission, London, October 2006, p8

25. Staff and students should bring to the attention of their Line Manager or the Student Services Manager, any issue that they think might affect gender equality so that consideration may be given as to how it might be addressed.

What other factors should be taken into account?

26. The aim of the general duty is to enable faster progress to be made towards gender equality. The expected outcomes that form the basis of our action plan are³:
- Gender equality issues, and any budgetary implications, are considered at the beginning of policy making;
 - It is easier to find a wide variety of data and information to assess effectively how certain actions will affect women and men;
 - Women and men, from all groups of the community, feel effectively engaged in decision and policy making around issues that have a direct effect on them;
 - Women and men are represented at all levels of the workforce and in all areas of work;
 - Sexual and sexist harassment of staff and service users is dealt with promptly and systematically, according to agreed procedures;
 - There is no discrimination against pregnant women and women returning from maternity leave;
 - There is a greater understanding of equality in terms of women and men's pay and steps are taken to address any potential inequality;
 - Employees and service users with caring responsibilities receive improved support from the College, including flexible and part-time working opportunities at all levels of work;
 - Barriers to the recruitment and retention of transsexual staff have been identified and removed;
 - Employees are aware of the gender equality duty, understand how it affects their work, and are trained in gender equality issues at a level appropriate to their role and responsibilities.
27. These are important factors because one of the major issues that the College will need to address is to generate an inclusive attitude and approach to this subject, through its training programmes and the approach taken by students and staff towards the issue of gender equality. Our use of language will therefore be a primary consideration and one that training programmes will seek to address.

Impact Assessments

28. Particular areas where the College will monitor its practices and, where necessary, make proportionate adjustments, will include:
- Partnership arrangements, where the College will make clear to partner organisations its duties under the gender equality legislation;
 - Procurement, where the College will be expected to ensure that the procurement process takes account of the requirements of this Scheme, and that contractors/suppliers understand and comply with the duties required of the College;
 - Communications, including the way that the College communicates to students and staff (in all forms including electronic media) in such a way that complies with the spirit of this Scheme;
 - Managers and supervisors, will be expected to be familiar with the provisions of the Scheme and its implications for the areas that they manage or supervise.

Gender Monitoring Data

29. Our annual data collection exercise will take place in August/September each year so as to coincide with the end of the academic and financial year. A summary data digest will be made available and we will attempt to benchmark our performance within the sector using publicly available information (such as HESA data) when comparable statistics are available.
30. An example data digest based on available information at the time of the development of this Scheme appears at Annex 2. This information has informed elements of the Action Plan at Annex 1.

³ 'What is the Gender Equality Duty?', Equal Opportunities Commission, London, October 2006, p11-12

Making this Scheme Accessible

31. Information about our Gender Equality Scheme can be made available in other languages and formats upon request, such as large print, Braille, audio cassette and computer disk. If you would like to receive information in a different language or another format, then please contact us on telephone number 01952 820280 or by e-mail (for staff) to ngh@harper-adams.ac.uk or (for students) to nmorrison@harper-adams.ac.uk.

Further Information

32. Further information for staff or prospective staff about the College's approach to gender equality can be obtained from the College's Personnel Office, the contact details for which are provided at paragraph 31.
33. Further information about the specific provisions for students, can be obtained from the College Registry (contact nmorrison@harper-adams.ac.uk or call 01952 815227).

April 2007

Gender Equality Scheme (GES) Action Plan 2006-2009

Area	Action	Target Date	Action by:
Training & Development	Continue equality and diversity training programme with updating events for staff and managers	Ongoing	Staff Development Officer
	Introduce pilot of Marshall-ACM software for students	2007	Staff Development Officer with HEDQE
	Monitor take up of Marshall-ACM software and implement updates as necessary	2007-2010	Staff Development Officer
	Consult staff and students about particular gender equality training and development needs and priorities	2007	DES Working Group
Policy Development	Ensure that College policies are reviewed on a timely basis to meet the requirements of the GES	2007-2010	Director of Corporate Affairs/Academic Registrar
	Ensure that particular attention is devoted to personnel policies and procedures to ensure they continue to comply with the GES	2007-2010	Personnel Manager
Procurement	Review procurement systems to ensure that they meet the requirements of the GES	2007	Office Services Manager with Director of Finance
	Ensure that estates procurement systems take account of the requirements of the GES	2007	Estates and Facilities Manager
Communications	Review College communications and web sites to ensure that they meet the requirements of the GES for current students and staff and applicants for student places and employment	2007	Head of Liaison and Marketing and Personnel Manager
	Consult staff and students on appropriate methods to ensure effective communication within the College that meets the requirements of the Scheme	2007	Academic Registrar and Personnel Manager
Employment	Undertake an equal pay audit using the ECU toolkit or a similar methodology	Summer 2007	Personnel Manager
	Establish targets for the employment that reflects the College's employment market but aim to improve gender equality	2008	Personnel Manager with Director of Corporate Affairs
	Consider the distribution of men and women in all sections of College employment and establish an action plan to address the gender balance amongst specific staff groups	2008	Principal with Director of Corporate Affairs and Personnel Manager
Student Recruitment	Establish targets for student recruitment that reflect the College's national, but rural, student recruitment market but aim to improve gender equality	2008	Academic Registrar

Area	Action	Target Date	Action by:
Partnership Arrangements	Ensure that partner institutions are aware of, and comply with, the requirements of the GES	2007	Academic Registrar
Implementation and Monitoring of the GES	Establish and maintain a dialogue on gender issues with the Staff Consultative Group and the student community to ensure that the requirements of the Scheme are being addressed	2007	Director of Corporate Affairs
	Produce annual statistics on a range of College activities (outlined in the GES) to demonstrate the College's performance in relation to the Scheme	2007-2010	Academic Registrar, Personnel Manager
	Conduct one-off surveys of students or staff to help determine the College's approach to issues that might impact upon gender equality issues amongst students or staff	2007-2010	Academic Registrar, Personnel Manager
	Produce an annual report on College activities in relation to the GES that will be considered by the Academic Board and Staffing Committee	2007-2010	Director of Corporate Affairs with Academic Registrar and Personnel Manager

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Gender Equality Scheme (GES) Example Summary Data Digest for 2006/07

Analysis of Staff by Occupational Group – 31 March 2006

Occupational Group	Male	Female	Total
Senior Management	7	0	7
Senior Academic	7	2	9
Principal Lecturer/Reader	13	1	14
Senior Lecturer	36	18	54
Lecturer	4	3	7
Research	3	3	6
Visiting Lecturers	8	5	13
Technicians (Academic Support)	15	14	29
Non-Academic Line Managers	9	10	19
Professional	2	11	13
Administrative	6	80	86
Technical	15	1	16
Manual/Craft	36	67	103
Totals	161	215	376

Summary by Occupational Group – 31 March 2006

Occupational Group	Male	%	Female	%	Total
Senior Staff	7	87.5	0	12.5	7
Academic Staff	7	68.0	2	32.0	9
Technicians (Academic Support)	13	52.0	1	48.0	14
Admin, Professional, Clerical	36	14.0	18	86.0	54
Technical/Manual/Craft Staff	4	43.0	3	57.0	7
Totals	3	43.0	3	57.0	6

Analysis of Staff employed on Fixed-term or Temporary Contracts – 31 March 2006

Occupational Group	Male	Female	Total
Teaching	1	1	2
Research	2	3	5
Technicians	3	2	5
Admin, Professional, Clerical	7	13	20
Manual	1	0	1
Total	14	19	33

Note: Excludes casual student labour

Staff Promotions

Male	Female	Total
3	2	5

Grievance & Disciplinary

Staff Grievances: No formal grievances raised

Disciplinary Action: 1 male dismissed

Undergraduate Applications and Admissions for 2006 Entry

Category	Male (%)	Female (%)
Applications	56	44
Admissions	60	40

All Harper Adams Based Students in 2006/07

Category	Male (%)	Female (%)
University Access Course	71	29
Undergraduate	60	40
Postgraduate	63	37

Harper Adams Based Students Who Completed Programmes in 2005/06

Category	Male (%)	Female (%)
University Access Course	73	27
Undergraduate	64	36
Postgraduate	42	58

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