

Harper
Adams



UNIVERSITY COLLEGE

HARPER ADAMS UNIVERSITY COLLEGE

**Gender Equality Scheme
(Revised edition) 2010 - 2013**

HARPER ADAMS UNIVERSITY COLLEGE

Gender Equality Scheme (Revised edition) 2010 - 2013

Introduction from the Principal

People are central to the success of any higher education institution and consequently, we at Harper Adams University College wish to recruit and retain staff and students of the highest calibre. We are specialist in our subject base, and in the range of research and knowledge transfer work that we undertake. We have excellent and committed academic staff who care deeply about the learning and teaching afforded to our students. Only by ensuring equality of opportunity can we be confident that we recruit from the widest available pool of talented individuals.

In order to do this we must maintain and regularly review policies and procedures that serve to perpetuate the friendly and caring environment we provide for both our students and staff.

This document is a revised addition of our first Gender Equality Scheme which was first published in April 2007. The original document made clear our aims and responsibilities and put forward an action plan to identify areas to be targeted to achieve greater Gender equality. This document serves to review the progress made since the implementation of our first Gender Equality Scheme and to set actions, recommendations and objectives for the next three years to ensure that the University College continues to promote an inclusive institutional culture that recognises the benefits of a diverse learning community for students, staff and the development of the institution.

References

In order to ensure that this document is fully compliant with UK legislation we have sought information and guidance from a variety of qualified sources. These are;

- The Equality Challenge Unit – (ECU)
- The Equality and Human Rights Commission – (EHRC)
- The Advisory Conciliation and Arbitration Service – (ACAS)
- The Department for Business Innovation and Skills – (BIS)
- The Universities and Colleges Employers Association – (UCEA)
- The Government Equalities Office – (GEO)
- The Equal Opportunities Commission – (EOC)

Introduction

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 Gender Equality Duty was introduced because, despite the existence of individual rights for over 30 years, discrimination on a large scale still persists. Large segments of the economy are needlessly missing out on the potential talent of millions of people who are seriously under represented in different occupations and at senior levels.

The Duty requires organisations to take action on the most important gender equality issues within their functions. The promotion of equal opportunities between women and men requires public bodies to recognise that the two groups are not starting from an equal footing and identical treatment will not always be appropriate.

The legislation makes it unlawful to discriminate on the basis of gender in terms of access to employment, promotion and the services provided by the College, including the provision of higher education.

The College already has policies in place covering gender and the monitoring of Equality and Diversity. These 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

Our aim at Harper Adams University College is to embed equality in the culture and systems of the organisation by ensuring that policy making, service delivery and employment practice are all equality orientated. Policies and procedures that appear neutral can have significantly different effects upon women and on men. This often contributes not only to greater inequality but also to overall poor policy outcomes.

We will therefore apply a proactive and systematic approach to both existing and new policies by conducting Equality Impact Assessments to measure their relevance to Gender and other protected characteristics.

The Legislative Background

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 Gender Equality Scheme.

The Equality Act 2006 amended the Sex Discrimination Act 1975 to place a statutory duty on all public authorities including 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 man 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 (i.e. as service providers, policy makers, and employers) and to services and functions that are contracted out by the public authority.

The EOC code states 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.

What is a Gender Equality Scheme?

A Statutory Requirement

The Gender Equality Duty requires public bodies, including higher education institutions to promote gender equality and eliminate sex discrimination and harassment. The duty shifts the emphasis from retrospective individual action to tackle discrimination to a proactive problem solving approach. The specific duties set out a framework to assist public bodies in planning, delivering and evaluating their activities to meet the general duty and to review and revise those activities at least every 3 years.

Involving Other People in the Development of the Scheme

The initial Gender Equality Scheme was developed in consultation with the University College's Staff Consultative Group, on which a balance of women and men are represented. A member of the one recognised trades union also forms part of the group. Members of the student community were also involved in a discussion group. The revised scheme will also be developed in consultation with both staff and students in a similar way to the original scheme. In order to expand the consultation to the wider community we will also speak with staff who have direct contact with women in the rural environment that we currently serve in order to gain an insight and understanding of current or emerging gender issues.

Responsibilities for Implementing and Monitoring the Scheme

The Ultimate responsibility for ensuring that the general duty is met lies with the University 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. A progress report on the implementation action plan for the period 2007-2010 is at Annex 1 and a revised action plan for the period 2010-2013 is at Annex 2. The board will receive an annual report in the form of an impact assessment of progress of the scheme, presented by the University College Secretary, who will co-ordinate input from the Personnel Officer with particular responsibility for Equality and Diversity, Student Services Manager, Academic Registrar and President of the Students' Union as appropriate.

The Staffing Committee will continue to monitor, on behalf of the Board, the implementation of the 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 Staffing Committee will also receive annual reports of gender monitoring (of applications for and appointments to posts for compared with an analysis of the local labour market.) to inform planning and decision making in relation to the scheme. Data produced by the Equality Challenge Unit will be used to enable benchmarking of the College's staffing policy measures.

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.

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 University College/UCE Joint Negotiating Committee (for staff) and meetings held by the Principal 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

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 continuing 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

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

Publication of the Scheme and Awareness Raising

The Scheme will be incorporated in:

- Staff handbooks - for all University College staff
- Student handbooks - for all University College students
- The University College's web site - for enquiries made to the University College
- The University College intranet site - for reference by staff and students

The University College will continue to arrange for Gender Equality to be included in Freshers' talks given to students at the start of the academic year. The University 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 University College including in particular the integration of the Marshall-ACM software into a mandatory training programme taken by all staff and first year students.

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 University College's Scheme, will be published annually in internal documents for circulation to, and access by University College staff and students, and on the University College's web site for external audiences. The Scheme will be updated after three years of operation, if not sooner.

What are the responsibilities of members of the College community?

We expect students and staff to be aware of this Scheme and put it into practice. The Scheme is widely available in University College publications and on the University College internet and intranet sites, and can be obtained from the Personnel Office and the Students Union.

For clarity, unlawful discrimination under the Sex Discrimination Act and the gender equality duty means:

- Direct or 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 has a civil partner
- Victimisation.

The University College has already made available training programmes for staff that covers equality and diversity issues and will be integrating a mandatory training programme for all via the Marshall ACM software. Staff are also encouraged to access or request further training on specific diversity issues via the Staff Development Officer should they wish.

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 University College internet or intranet services.

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?

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 are:

- 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.

These are important factors because one of the major issues that the University College will need to address is to generate and maintain an inclusive attitude and approach to this subject, through its training and refresher 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 our training and refresher programmes will seek to address.

Impact Assessments

An Equality Impact Assessment (EIA) is a systematic way of assessing how our policies affect employees or service users. This includes written policies, procedures, codes of practice, strategies, plans, and guidelines. It is a process to identify any negative or adverse effects, discriminatory practices or unmet needs or requirements. It also assess if the University College is meeting legislative requirements e.g. compliance with the Sex Discrimination & Equal Pay Acts. An EIA is particularly effective in identifying any unintentional impacts, barriers or omissions that detrimentally affect individuals because of their gender or because they are a transgender individual. It also helps to identify positive ways to promote equality.

It is a specific duty within the Gender Equality Duty to assess all policies for relevance to gender equality through the EIA process, and, where relevant, carry out a full EIA. A mapping exercise will be undertaken to identify all the University College's policies. Each policy will then be assessed for relevance to Gender Equality (plus other equality strands) and where found to be relevant arrangements will be made to perform an EIA.

Particular areas where the College will monitor its practices and, where necessary, make proportionate adjustments, will include:

- Partnership arrangements, where the University College will make clear to partner organisations its duties under the Gender Equality Legislation.
- Procurement, where the University 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 University College.
- Communications, including the way that the University 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

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.

The University College does not currently collect data on gender identity or gender expression (nor does it collect data on sexual orientation or religion). This was a conscious decision based on respect for individual privacy and concerns about confidentiality. This decision will be kept under review and the University College will make every effort to create an environment in which individuals would feel comfortable to declare as trans* (Trans is the name given to people who undergo gender reassignment)

An example data digest based on available information at the time of the development of this scheme appears at Annex 3. This information has informed elements of the new Action Plan at Annex 2.

Making this Scheme Accessible

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

Further information for staff or prospective staff about the College's approach to gender equality can be obtained from the University College's Personnel Office, the contact details for which are provided in the above paragraph.

Further information about the specific provisions for students, can be obtained from the College Registry provided in the above paragraph also.

Annex 1

Mapping of progress against action plan 2006 – 2009

Gender Equality Scheme Action Plan 06/09 Area	Action	Target Date	Action By	Review of Progress (March 2010)
Training & Development	Continue equality and diversity training programme with updating events for staff and managers	Ongoing	Staff Development Officer	Training events held 2006 – 2009. Marshall ACM now introduced actively to all new staff.
	Introduce pilot of Marshall ACM software for students.	2007	Staff Development Officer	Marshall ACM now embedded in a module that all first year students must take and complete
	Monitor take up of Marshall ACM software and implement updates as necessary.	2007 - 2010	Staff Development Officer	Staff Development Officer in contact regularly with Marshall ACM. New release of more 'user friendly' software to be released early 2010.
	Consult staff and students about particular gender equality training and development needs.	2007	DES Working Group	Student focus groups are held by ASPIRE staff and student needs addressed and met through this means. However no action as yet for Staff consultation. To be addressed in revised action plan (Annex 2).

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.	All reviews conducted have given due regard to the GES as well as other equality strands.
	Ensure that particular attention is devoted to personnel policies and procedures to ensure they continue to comply with the GES	2007 - 2010	Personnel Manager	College policies are currently under review by the Personnel Manager who is giving due regard to the GES as well as other equality strands.
Procurement	Review procurement systems to ensure that they meet the requirements of the GES.	2007	Office Services Manager with Director of Finance.	All procurement systems ensure that the College follows best practice in the sector including the use of NWUPC and other purchasing consortia which embed equality and diversity in their approach.
	Ensure that estates procurement systems take account of the requirements of the GES	2007	Estates and Facilities Manager	As above, best practice is followed and all tenders are closely scrutinised to ensure they embed equality and diversity in their approach.
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 & Marketing and Personnel Manager	The college is committed to producing both written documents and web content that is accessible to all regardless of gender, sexual orientation or marital status.

	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	Staff survey results have indicated no gender equality issues have arisen as a result of college communications. Survey to be completed annually and results monitored.
Employment	Undertake an equal pay audit using the ECU toolkit or a similar methodology	Summer 2007	Personnel Manager	Audit undertaken and no equal pay issues highlighted. Audits will be repeated on an annual basis.
	Establish targets for employment that reflects the College's employment market but aim to improve gender equality.	2008	Personnel Manager with Director of Corporate Affairs.	Analysis undertaken confirms that gender equality within the College is currently in line with national guidelines for HEI's from ECU.
	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	Difficult to identify how to target specific gender balances. Overall the University College has a good balance but typically male areas (agriculture and engineering) are in line with national averages. A similar situation is apparent in typically female areas e.g. veterinary nursing.
Student Recruitment	Establish targets for student recruitment that reflect the College's, national, but	2008	Academic Registrar	Student Gender equality is measured but as above certain areas are skewed but in line with national averages.

	rural, student recruitment market but aim to improve gender equality			
Partnership Arrangements	Ensure that partner institutions are aware of, and comply with, the requirements of the GES.	2007	Academic Registrar	Partners have been made aware.
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	It is proposed that for 2010 onwards that a standing item on Equality and Diversity is included on the Staff Consultative Group agenda at each meeting. The inclusion of all staff and students in opportunities to debate and discuss all or any aspect of the work of the college is a positive feature of working and studying at HAUC.
	Produce annual statistics on a range of College activities to demonstrate the College's performance in relation to the Scheme.	2007 - 2010	Academic Registrar, Personnel Manager	The Equal Opportunities Report to Staffing Committee has included this information for staff. Student data has been included in the Annual report to Academic Board. For 2010 – 2013, these annual reports will include a more specific mapping to each of the action areas included in the action plan for 2010 – 2013. The HR officer responsible for equality and diversity issues will work with the Learner Support co-ordinator from April 2010 onwards with a view to developing more user friendly and accessible reporting tool for student and staff data.

	Conduct one off surveys of students or staff to determine the College's approach to issues that might impact upon gender equality issues amongst students or staff.	2007 - 2010	Academic Registrar, Personnel Manger	Student surveys are undertaken annually and feedback evaluated and addressed. Staff surveys have also been undertaken and a free text field included to permit feedback on any aspect of working at HAUC.
	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	An annual report has been presented every year since 2006. This will be developed further to include data on other equality streams when the Single Equality Scheme is available and in place.

Annex 2

GENDER EQUALITY SCHEME ACTION PLAN 2010 – 2013

Area	Action	Target Date	Action by
Training & development	Continue equality and diversity training programme with updating events for all staff.	Ongoing	Staff Development Officer
	Introduce new version of Marshall –ACM software to all students and staff	TBC when the new version of the software is fully tested.	Staff Development Officer
	Ensure all newly recruited staff are informed of the importance of Equality and Diversity and make the completion of the Marshall-ACM training a mandatory action to be completed within 3 months of their start date.	Ongoing	Personnel Officer with responsibility for induction of new staff./ Staff Development Officer
	Communicate to all existing staff the importance of equality and diversity and request that the Marshall ACM training is completed as soon as possible with a deadline date of the end of the academic year.	End of the academic year	Staff Development Officer/Personnel Officer
	Include Equality and Diversity training and development as a standing agenda item at the quarterly Staff Consultative Group meeting.	2010 at all meetings then ongoing	Personnel Officer

Policy Development	Ensure that all College policies and procedures are reviewed on a timely basis to ensure they continue to comply with the GES and any further changes in employee legislation.	Ongoing	Personnel Manager
Procurement	Review at least annually procurement systems to ensure they meet the requirements of the GES.	Ongoing	Office Services Manager, 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.	Ongoing	Head of Liaison and Marketing and Personnel Manager
	Consult with all staff as part of Talkback 2010 regarding communication methods and their effectiveness and seek suggestions for improvement.	May 2010	Staff Development Officer/ Personnel Officer with responsibility for Equality and Diversity.
	Consult with students on a regular basis regarding communication methods, seeking suggestions for improvement	Annually	Academic Registrar.

Employment	Equal Pay Audits to continue to be conducted Annually.	Annually	Personnel Manager
	Conduct regular gender analysis to maintain the current gender mix in line with national guidelines for other HEI's.	Annually	Personnel Manager
	Benchmarking exercise to be undertaken with other HEI's to identify gender mix and recruitment objectives. Report to staffing committee on findings and recommendations.	2011	Personnel Officer
Implementation and monitoring of GES	Ensure that staff and student surveys include a specific opportunity to feedback on areas where people feel that there are gender issues and seek suggestions on resolution.	2010	Academic Registrar and Personnel Manager.
	Continue to produce annual statistics on a range of College activities to demonstrate the College's performance in relation to the scheme	Ongoing annually	Academic Registrar and Personnel Manager.
	Continue to produce and further develop annual reports on college activities in relation to the GES that will be considered by the Academic Board and Staffing Committee	Ongoing annually	Academic Registrar and Personnel Manager

Student Applications and Admissions for 2009 Entry

Category	Total Male	Male (%)	Total Female	Female (%)
Applications	1,245	71.9	486	28.1
Admissions	470	50.3	464	49.7

Student Progression by department 2009

Course Type	No entered for end of year assessments		Allowed to progress (%)	
	Male	Female	Male	Female
FND	205	145	84	91
HONS	699	604	96	97
NON-HONS	5	7	100	71
PG	43	37	98	100
TOP-UP	9	23	100	100

Student Achievement by department 2009

Course Type	Total attempting final year assessments		Completed Studies (awarded) %	
	Male	Female	Male	Female
FND	65	47	83	87
HONS	160	148	93	96
NON-HONS	5	6	100	83
PG	20	7	100	100
TOP-UP	8	17	100	100

