



Gender Equality Scheme Annual Report July 2008 - June 2009

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Scottish Charity No: 21199

Introduction

It has been three years since the Gender Equality Duty was first introduced into UK legislation. The legislation meant that as a public body, Jewel & Esk College was required to publish a Gender Equality Scheme by June 2007 showing how we intended to meet both our general and specific duties assigned under legislation. It also involved us setting out objectives on how we proposed to promote gender equality and it specifically assigned the duty to report annually on progress towards achieving our aims.

Our first Annual Report published in June 2008 reported our student and staff statistics in terms of gender and raised the issue of gender imbalance at the most senior levels of management and the stereotypical patterns of applications and enrolments in some vocational courses. A year down the line what difference, if any, have we made? We maintain that as an institution we encourage anyone to apply for their choice of course.

However the reality is that the majority of our students still choose to enrol on courses which are associated with their gender stereotype e.g. females into hair, beauty therapy, child-care and males into construction trades, mechanical and/or electrical engineering – with only a small number of students breaking with these traditions. But it is a start and only by establishing role models through those men and women brave enough and determined enough to challenge gender stereo-typing in their chosen career, can we hope to make a difference. Are the issues mainly ‘financial’ and if so, will it only be when salaries for Nursery Nurses are on par with those for Construction Trades (Plumbers, Joiners, etc) will we perhaps see more men applying for a career in Child Care? We are also establishing links with an organisation supporting women choosing to study science, engineering, technology and the built environment in Scotland. Small steps perhaps – but steps in the right direction and, in the words of an old Chinese proverb, “A journey of a thousand miles begins with the first step”.

In this Annual Report to June 2009 we highlight the work we are involved in and highlight some of the issues we have faced and actions we have taken over the past 12 months.

1. Equality & Diversity Training

In June 2008 we launched our on-line training in Equality & Diversity for our staff. This was planned to raise awareness about the specific equalities legislation relating to the six strands of Age, Disability, Gender, Race/Ethnicity, Religion/Belief and Sexual Orientation but also about the need to value and respect diversity. The training is mandatory for all staff to undertake and is specifically highlighted during staff induction sessions so everyone is aware of our intention to promote equality and diversity across all functions of the College. The training has three levels and while all staff are expected to successfully complete level 1, in addition all lecturing staff must also complete level 2 and all line managers must complete levels 1, 2 and 3.

The on-line training is interactive with quizzes, etc. to check that the relevant information has been absorbed. To date, the majority of our staff have successfully completed the levels of training appropriate to their role in College.

2. Equality, Diversity & Inclusion – Student and Staff Intranets

In the past 12 months we have built on the networks we have within the College for both students and staff – and have established a databank of resources, including learning & teaching resources, to promote equality and diversity among our students and staff. Specific ‘equality-related’ events are highlighted as separate news items on student and staff intranets and we then signpost people to the appropriate ‘equality’ strand in our Equality & Diversity Section on each intranet for further information, links to other websites, etc.

3. Impact Assessments

Our process of impact assessing our policies and procedures has identified some aspects which tend to indicate that there are issues which need to be addressed.

Specifically within the policies affecting our students, we initially identified some instances where it appears that an action would affect students equally, whether they were male or female. An example of this is within our Student Disciplinary Policy where, if a student is suspended during an investigation, this would normally affect payment of their bursary. We identified a possible gender issue through our impact assessment process in that as females were more likely to have child-care responsibilities compared to males, the policy would be more detrimental to female students as loss of child care place or payment of bursary to cover costs of child-care during suspension would make any return to College more difficult in terms of losing their child-care place at nursery. We have therefore taken steps to make payments to all students for the duration of their suspension and until the outcome of any disciplinary action is known.

Where we have identified at impact assessment that there are ‘equality’ implications we have recommended changes.

4. Marketing and Imagery

Our Marketing Team ensures that any materials specifically publicising our courses and provision e.g. our prospectus, posters, website and advertisements, portray images which are not gender-stereotyped and images are included of students on non-traditional courses. We have particularly highlighted testimonials which demonstrate to others the positive experiences some students have had in studying on non-traditional courses. Examples of this are our female student studying automotive engineering and a male

student, also a Scotland basketball player, who is studying childcare. It is particularly important that any student coming to College is given the opportunity to attend the course of their choice, whether or not that's a course traditionally associated with their specific gender.

5. Curriculum

We believe that challenging the gender stereo-types associated with males and females must begin as early as possible in a young person's development. Our Schools programme offers school pupils a wide choice of taster sessions to enable them to decide upon their future career and our Schools Team particularly encourages pupils to try taster sessions which would not normally be associated with their specific gender.

Continuing this good practice across the College, we understand the importance of ensuring that the learning and teaching materials available to our students promote equality and diversity. To support this initiative we have developed specific training for our staff which subscribes to the guidelines and good practice produced as a result of the Quality & Equality in Learning & Teaching (QELTM) Project. This on-line training is available to staff through our Virtual Learning Environment (VLE) and covers the areas of Style, Accessibility, Copyright and Equality with interactive quizzes, etc. to ensure staff have absorbed the information. The 'Equality' section specifically covers the issues of gender stereo-typing and how this can be avoided by staff when developing their teaching and learning materials for students.

As staff are aware of their responsibilities to promote equality and diversity across the organisation, student recruitment and selection for courses is on the basis of non-gender biased entry requirements. Our student profile in session 2008-09 is 51.3% females and 48.7% males. However, despite our best efforts, the profile of our students within the teaching faculties continues to indicate a gender bias in the courses chosen by females and males. Our Faculty of Service Industries offers courses in Hair/Health & Beauty, Child-Care, Health Care, Health & fitness and Catering/Hospitality and within that Faculty the greatest percentage of students are female (80%) compared to male students (20%). Our Faculty of Technology offers courses in Construction Trades, Offshore Oil and Instrumentation, and Engineering and the greatest percentage of students are male (94%) compared to female students (6%). These statistics tend to reinforce the image of gender stereotyping in careers and this continues to be an issue.

Changing the mindset of the population regarding gender-specific roles and careers will continue to be a major issue for the foreseeable future. Perhaps only when a career in child-care is recognised by its pay and rewards structure as being equivalent to the pay and rewards structure for trades (joinery/plumbing/plastering/electrical) in the construction industry will we see a major shift with women into construction and men into child-care. In the meantime we will continue to ensure that a variety of career and training

options are available to all our prospective students and provide the necessary information and advice to ensure they make an informed choice. We will also continue to offer encouragement and support to anyone choosing a career which doesn't conform to those gender stereotyping images normally associated with males and females.

6. New Build

October/November 2008 saw major improvements to the facilities available to our students and staff in that we moved into purpose-built accommodation at our new Midlothian Campus and into our newly-refurbished Edinburgh Campus, which also included an additional new build "THE CLUB". The benefit of the new buildings to our student body is particularly evident with vastly improved changing facilities for male and female students in areas which previously were restricted to only single-gender changing facilities – for example our Construction Pavilion at Midlothian Campus.

The Club also houses hair & beauty, health & fitness and catering & hospitality and students who had experienced the extremely limited and old-fashioned facilities available in our previous College buildings, were delighted at the changing facilities, showers and student lockers included in the new buildings. The availability of improved changing facilities particularly enhances the opportunities for students wishing to pursue courses which are not traditionally associated with their gender i.e. Beauty Therapy accepted its first male student and Construction Trades accepted several female students. The facilities also opened up the opportunity to encourage school pupils attending College for 'taster sessions' to consider all options which may previously have been restricted to specific genders due to lack of changing rooms and showers.

7. Equal Pay/Job Evaluation

A significant matter in terms of gender equality is the subject of equal pay.

Prior to the introduction of the gender Equality Duty, Jewel & Esk College had taken measures to address any inequalities and had implemented a flatter pay structure. This involved the removal of service based incremental pay scales which are generally considered detrimental to females as they are more likely to have career breaks.

During the last 18 months we have introduced a new Job Evaluation process and have evaluated all roles within the College (with the exception of a few roles where areas were being restructured). The evaluated roles are now assimilated into a revised pay structure using the Northgate Arinso Pay Modeller and Job Evaluation software.

A Pay Audit was carried out prior to the start of the implementation of the Job Evaluation process and a further audit (based on the same criteria) has been carried out recently. An interesting statistic that confirms the College's

commitment to gender equality is that 41% of the top 5% earners of the College are female.

8. Students Association

Over the past year our Student President and Students' Association Executive have been particularly active in our campaigns to promote Equality and Diversity amongst the student population.

For the first time the Students' Association (SA) elected an Equality Officer rather than have the separate roles of "Women's Officer" and 'Disability Officer'.

The Student Executive has fully participated in our '**Respect**' campaign which is intended to raise awareness of our student population to equalities issues in general. Our Student President launched our initial Respect Campaign as "a campaign for the students.....by the students". Specific campaigns we developed throughout the session under the '**Respect**' banner included one to increase student awareness of gender issues associated with Lesbian Gay Bisexual and Transgender (LGBT).

9. Services for Students

Specific LGBT training and awareness-raising for key staff in the College has raised the profile of gender issues in terms of our recruitment of students, the information and advice we provide to students and the way we provide it. We firmly believe we are focused on the students as our customers at all times and the support services we offer are intended to develop confident individuals and independent learners.

10. LGBT History Month

In February 2009 we promoted the issues of lesbian, gay, bisexual and transgender people by celebrating LGBT History Month. It was the first year that we had run a campaign and it was a success. We displayed posters and ran a series of 'interesting facts' which we displayed on our staff and student intranets. We held a quiz with the winner receiving a £50 voucher towards dinner for two at our *eh15 restaurant and bar*. We also handed out leaflets and displayed posters to raise awareness about LGBT issues.

We had good feedback from the student body; the Depute President of our Student Association (Students Union equivalent) reported that a number of students had commented positively to him. Using some 'quirky' facts and statistics with lots of links to other related sites also helped draw attention and interest. We also had internal links on our student intranet '*Discover*' to promote LGBT History month and to signpost students to our Equality & Diversity Section and to other useful websites like LGBT Youth and other events being run by local Diversity networks.

We will certainly be running something next year during LGBT History Month and would aim to raise the profile even further, hopefully by inviting a celebrity guest speaker to come along to the College.

11. Edinburgh Colleges' Equality Panel

Jewel & Esk is involved in a joint initiative working with the two other Edinburgh Colleges, Edinburgh's Telford College and Stevenson College, to promote Equality & Diversity. One idea we have taken forward is the launch of our Edinburgh Colleges' Equality Panel and at the beginning of June 2009, after several months of planning, we launched our inaugural meeting. External stakeholders representative of each of the six equalities strands (age, disability, gender, race, religion/belief, sexual orientation) were invited to participate and were asked for their views on how well we were communicating with their client groups and whether there were any specific groups of our communities which we did not appear to be engaging with. The feedback we received was extremely beneficial and helped us to increase our knowledge and awareness of specific client groups and hopefully improve the services we can offer to them. The Edinburgh Colleges' Equality Panel will meet three times during each academic session to explore in more detail some of the issues which have been identified.

12. Gender Survey

Following the first year of implementation of the Gender Equality Duty we conducted a survey of our students and staff relating to gender equality issues and published these statistics in our Gender Equality Annual Report in June 2008. With the imminent move into our new premises we took the decision to promote all six equality strands but we fully intend to conduct a detailed Gender Survey in the academic session 2009/10 and compare the results to our original survey.

However the decision was taken to concentrate on two separate focus groups where the course of study was generally associated with a particular gender and the class group was made up predominantly of the 'traditional' gender but the group had also included one member of the opposite sex within their group. The two groups chosen for this study were (a) 1st Year Mechanical Engineering within the Faculty of Technology and (b) 1st Year Beauty Therapy within the Faculty of Service Industries. Arrangements were made to interview both class groups separately but ask the same set of questions to each group.

The questions were based around the experience of having someone of the opposite gender in a class which would not normally be associated with that particular gender – (1) whether their experience of this had been positive or negative and if so why. (2) whether they felt this experience should be promoted in their Faculty and/or subject specialism and how this could be done (3) whether they felt any concessions had been made for the 'opposite

gender' in their group and if so how did this make them feel (4) whether the course materials/course content applied equally to the opposite gender and if not, did this lose valuable time in having to be adjusted. While these questions were quite specific to the situation both groups found themselves in, the remaining two questions related to (5) whether they personally felt safe in areas of the College where genders mixed i.e. food courts, library learning centres, learner bases, front entrances of buildings, car parks/bus pick-up points and on contract buses to and from College and (6) their views on the balance of genders at the particular campus their group was sited on – whether this was equally balanced.

(a) Mechanical Engineering

This focus group was held with a class of students studying Mechanical Engineering (Year 1). The group were predominantly young males but had been chosen specifically as they had one female in their class group. Unfortunately on the scheduled date of our interview the female student was off sick. However the group were happy to proceed (7 males in group) on this basis.

The group were fairly open and all agreed that overall the experience of having a female in their male-dominated environment had been a positive experience. Although initially the female student had been quite quiet for the first week or so, she is ultimately regarded as 'one of the lads' and participates in any 'banter, etc'. She is not afraid to speak her mind in the group and can 'give as good as she gets' with the others in the group. She was also part of the group outside the classroom situation i.e. had lunch with the group, etc. They indicated that there was nothing negative they could identify about their experience as part of this group. They were quite open about having enjoyed the experience and felt females should be able to study on other courses within their particular Faculty and that indeed there were now several female students within other areas like Carpentry/Joinery. They did indicate that whilst at school, both males and females worked together and mixed class groups undertook subjects like wood-work. However when it came to career choice, gender-stereotyping seemed prevalent with engineering, etc. being particularly promoted to male pupils. They did not feel that their female colleague had been given any special treatment or that concessions had been given to her by the lecturers because of her gender. They also felt that their course materials were not 'gender-biased' and could easily apply to males or females. They did point out that the group kept mainly to themselves, as did other groups within the campus and therefore there did not seem to be any point where they felt 'unsafe' – College was not like school where lots of fights used to take place. They felt College was a better environment. However they strongly felt that there was very little balance of genders within the Midlothian Campus – and that this was detrimental to their experience. They pointed out also that facilities were extremely limited within Midlothian Campus and there was very little for them to do or places for them to go outside of class. They did feel that all the facilities were sited at the Edinburgh Campus – none of them had actually seen the Edinburgh Campus but felt it

was a bit unfair that all the facilities like the gym, pool, etc were all based at there whilst at Midlothian Campus there was nothing available to them.

We met the following week with the female student and she was also positive about her experiences as the only female in a group of males studying mechanical engineering. She had really enjoyed the experience and found her classmates extremely supportive. She did point out that initially on leaving school she had enrolled on a course in Child Care and that careers advice at school did steer her towards a 'traditional' female career. However after a short time she felt Child Care was not for her and following a period of employment in a more industrial post, she had decided to come back to College to study engineering. The male students in her class and indeed her lecturers had been really good and she was now planning to continue her studies at College by taking a course in Offshore Instrumentation & Control Engineering.

(b) Beauty Therapy

This focus group was held with a class of students studying Beauty Therapy (Year 1). The group were predominantly young females but had been chosen specifically as they had previously had one male in their class group. Unfortunately the male student had subsequently withdrawn from the course for reasons not associated with his gender. However the group were happy to discuss their experience as a class group (**10** females in group).

They felt that initially there had been some difficulty when the class first started and they had realised there was a male in their class group. It had been a bit awkward for the first couple of weeks and they felt that this might have been because of his appearance ('quite manly') but they soon got used to having him around and he quickly established himself as part of the group. They indicated that having a male in their class group made no difference and it had made them view things from a different perspective. It also enabled them to practice male beauty treatments on him like facials, waxing, etc. as they appreciate that more males are becoming clients in some beauty salons. There had been a slightly negative side when practising some beauty therapy treatments and generally when the group needed to 'pair off' he was usually the last person to be chosen as a partner. He had also been asked to bring in his own clients when the group were being shown some treatments like 'bikini waxing'. The students felt that some clients might not appreciate having certain beauty treatments being performed by a male therapist. However they generally felt that males should be able to study whatever they wanted and that they should not be rejected because subjects like beauty therapy were felt to be a 'female only' environment. They felt it had helped a lot that their male colleague had been a nice person and quite good at what he did in class, enthusiastic and 'up for anything'. Initially the group felt that the male student had been given the concession of bringing in his own clients (for waxing) however several students also pointed out that they could now also bring in their own clients whereas prior to this it had not been possible as they had no reception area to book client into, etc. They did feel that course

materials were slightly gender-biased in that the 'therapist' and the 'client' were referred to as being 'she' and/or 'her' but otherwise course content could apply equally to both genders. The group also identified that they generally kept within their own group even at break-times, lunch, etc. outside the classroom and that this had included their male colleague whilst he was still at College. They felt fairly safe and comfortable on the College campus although one of two of the group had been whistled at by male students and one in particular had been closely followed by a male student who had thought this was 'a joke'. Overall they had no real concerns about their safety whilst on campus. However they indicated that all of their classes were now held over in "The Club" and they were not over in the main building (Bolam House) at any time therefore there was very little opportunity for genders to mix other than when they used the Food Court at break-times, etc. They felt that there should be a bit more opportunity for male/female genders to mix whilst on campus.

13. Respect Campaign

Our decision to run a campaign about Diversity and Equality was as a result of several incidents which were reported to the College late in session 2007-08. While the incidents were sensitively handled within the College, it brought home to us that we needed to get the message over to our student population that everyone is different – and there should be respect for the differences between people. The Respect Campaign was born!

Initially we ran a competition for students to come up with the best slogan to represent the word RESPECT. From a healthy number of entries, the winning slogan was:

Respect people's :
Emotions
Social Life
Personal Life
Equal Rights
Culture &
Treat people with RESPECT.

We produced posters using our own students with the message "I have the right to be respected.....and a responsibility to treat others with respect". The use of our own student images/photos seemed to make the message more relevant to our students.

Recognising that we had a new student intake at the commencement of Session 2008-09 we re-launched our campaign at the Student Welcome event in early September. In addition to posters and stickers, we distributed a card with our Respect slogan and included a calendar of events to highlight the various equalities themes of Disability, Race, Religion/Belief, Sexual Orientation. We also distributed summaries of our formal Equalities Schemes

of Disability, Gender and Race together with a leaflet "Getting In On The Acts" to inform students of the six equalities strands and the legislation and statutory duties the College must comply with, recognising that students may not have the time to read lengthy documents. All these materials are also available to our students on the Student VLE "*Discover*".

Themed events were organised that linked to national and international equality issues and each event was specifically publicised with its own "mini campaign" event. These separate events were planned to run over the entire academic session starting in September 2008 and continuing through to end of session to June 2009 and included us celebrating gender issues under the LGBT History Month banner in February 2009.

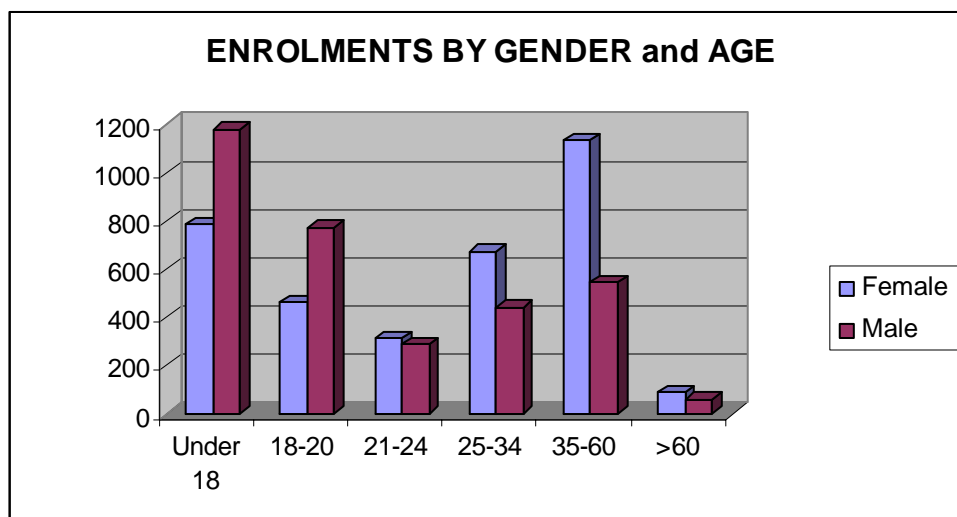
Our Respect Campaign is an ongoing initiative we will be taking forward in session 2009-10 and we will be developing mini campaigns to promote awareness of the separate equality strands but also the benefits that everyone can gain by valuing and respecting the differences between us.

14. Monitoring of Statistics

(a) Student Statistics

We also continue to monitor our student population within the equality strands of age, disability, gender and race/ethnicity and these statistics are reviewed annually by our Equality Diversity & Inclusion Group (EDIG) to establish any patterns and make recommendations to address any issues.

A comparison of 6754 current enrolments for session 2008-09 when split by gender shows 3463 females (51.3%) and 3291 males (48.7%). However student statistics by gender and age show that the greatest percentage of male students studying in College are **under** age 25 years (68%) while the greatest percentage of females are **over** age 25 years (55%). Whether this reflects a tendency for males to undertake training/apprenticeships at an earlier age after leaving school is uncertain. However our statistics do indicate that twice as many females (67%) undertake training over age 35 than males (33%). It is uncertain whether this indicates that women may be more likely to undertake training and education in order to facilitate a return to work after raising a family.



A comparison of genders and level of courses studied, showed that at Advanced Level (HNC/HND) the genders are split 50:50 whereas at FE level the split shows slightly more females (52%) study at this level compared to males (48%). **(Statistics for session 2007-08 indicated that at HE level the split was 51% females and 49% males and at FE level 52% females and 48% males.)** While the gender split at FE level has remained the same, we are pleased to note the gap between genders at HE level has reduced slightly in 2008-09.

At the time of publication of this Annual Report, statistics are not yet available for student retention in session 2008-09. However statistics for session 2007-08 indicated that of those who successfully completed their course, 52% were female and 48% were male **(Statistics for session 2006-07 indicated success rates of 54.4% for females and 45.6% for males.)**

Student withdrawals in session 2007-08 indicated a slightly higher percentage of males withdrew from their course (51.4%) compared to females (48.6%). **(Statistics for session 2006-07 indicated withdrawal rates of 55% males and 45% females.)**

We are therefore pleased to note that the gender gap in relation to student success and student withdrawals between sessions 2006-07 and 2007-08 has shown a slight reduction. However we will continue to monitor our statistics to identify any 'higher than anticipated' gender imbalance and, if so, take steps to address any relevant issues.

In session 2007-08 a total of 866 students withdrew from their chosen course, which is 11.76% of the total number of students who attended College. The most popular reasons given for withdrawal were 'personal reasons' (33%) and 'non-attendance' (14%). The majority of female students who withdrew were in the Faculty of Service Industries (43%) with the Faculty of Creative Industries & Arts coming a close second (41%). This reflects the fact that Service Industries is the faculty with courses which predominantly attract females (i.e. childcare, hairdressing/beauty). The faculty with the most male

withdrawals was Creative Industries & Arts (44%), with Technology coming second with 35% of withdrawals.

We are pleased to report that during the past 12 months we have not received any student complaints which specifically relate to gender.

(b) Staff Statistics

Detailed staff statistics for session 2008-09 are collated at the end of the academic session and will be published as an update to our Gender Equality Scheme in due course. However the statistics for session 2007-08 indicate that the College employed a total of 429 staff of which 58% were female and 42% were male.

The staffing establishment is shown as split between Teaching Staff, Support Staff and Directorate/Management categories.

Teaching Staff

Out of a total of **214** Teaching Staff, 51% (110 staff) were employed on a full-time basis and 49% (104 staff) on a part-time basis. When split by gender, females accounted for 55% and males for 45%. However more females (68%) were employed part-time than males (32%), which reflects the national trend that women are more likely to be employed on a part-time basis than men.

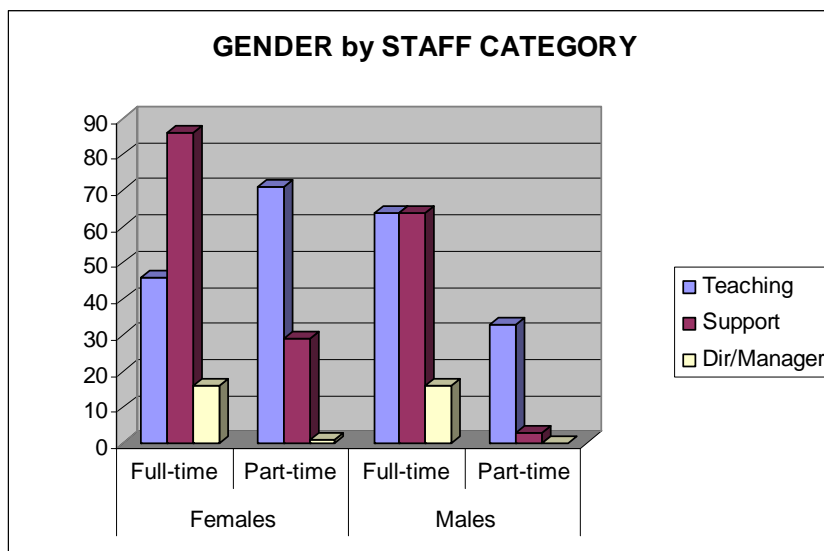
Support Staff

We employed a total of **182** Support Staff, of which 82% (150 staff) were employed on a full-time basis and 18% (32 staff) on a part-time basis. When split by gender, females accounted for 63% and males for 37%. However more females (91%) were employed on a part-time basis than males (9%) – almost 10 times as many females in part-time employment as males, once again reflecting the national trend.

Directorate/Management

A total of 33 staff were employed at Directorate/Management level – with 97% being employed on a full-time basis (32) and 3% (1) on a part-time basis. When split by gender, the split was fairly even with 48% male and 52% female. However this reflects the trend that generally managers are employed on a full-time basis.

The following chart shows the gender split of staff by category and full-time/part-time.



15. Summary

Throughout the past twelve months we have continued to raise the profile of equality and diversity to our student and staff population. This has also been the first full session of delivering our Respect campaign to the students during which time we have specifically highlighted gender issues and have conducted several focus groups on gender. Our challenge will be to continue the progress we have made with a new student intake after the summer break.

A year down the line and with several marketing campaigns designed to showcase students who have experienced career choices not normally associated with their gender, what difference if any have we made? Our student statistics still reflect that males and females are inclined to choose courses related to their gender i.e. females into Care, Hair & Beauty and males into Engineering and Construction and that females are still performing slightly better than their male counterparts although this gap has closed slightly. Meantime we continue to offer the widest possible choice of course to both males and females, based on their abilities, in an attempt to redress this imbalance.

Our staff statistics, albeit relating to session 2007-08, still indicate that females are more likely to be employed in a part-time capacity than males. Although the proposed Equality Bill will attempt to encourage employers to introduce measures which will reduce under-representation and/or counter disadvantage of protected groups and will specifically allow employers to base recruitment/promotion decisions on sex, ethnic origin, etc. we will continue to make our recruitment decisions based on the best candidate for the job.

Howard McKenzie
Principal & Chief Executive

June 2009

GENDER EQUALITY SCHEME - ACTION PLAN for YEAR 3 (July 2009 – June 2010).

ACTION	PERSON(S) RESPONSIBLE	TIMESCALE	PROGRESS	UPDATE (December 2009)
Impact Assessment of existing/new College Policies & Processes	Equality Diversity & Inclusion Team	December 2009	A number of our policies & processes have already been Impact Assessed	
Continuing theme of Respect Campaign to raise awareness of Equality/Diversity to new student intake – with at least two campaigns directed at gender issues	Equality Diversity & Inclusion Manager	August 2009 – June 2010	Calendar of events and promotional materials in process of being drawn up for session 2009-10.	
Analysis of student applications to enrolments to check for equality/diversity related issues (including gender)	Equality Diversity & Inclusion Manager	October 2009	Delay in statistical information for session 2008-09 due to availability of database information. However process now in place for statistical analysis of applications to enrolment for session 2009-10	
Analysis of staff applications to appointments to check for equality/diversity related issues (including gender).	Equality Diversity & Inclusion Manager	October 2009		
Pay Audit to be undertaken following implementation of Equal Pay/Job Evaluation Project	Director of Human Resources	December 2009	College Job Evaluation process implemented for majority of posts by January 2009. Appeals process nearing completion.	
Analysis of student statistics for session 2008-09 by gender for identification of patterns in student withdrawals, successful completion of course, etc.	Equality Diversity & Inclusion Manager	October 2009	Statistical analysis to be undertaken after end of Session	
Conduct student and staff surveys on gender issues – compare responses to 2008 surveys	Equality Diversity & Inclusion Manager	October 2009	Planning update of documentation for commencement of academic session/ September 2009 student intake	