

WALTHAM FOREST COLLEGE



GENDER EQUALITY SCHEME

1 THE COLLEGE

- 1.1** Waltham Forest College is a general further education college with a diverse catchment area that includes a wide range of minority ethnic groups. The College is proud of its diversity and welcomes the way in which it enriches College life and the experience of all students, staff and visitors.
- 1.2** WFC employs approximately 451 staff, including teachers, support staff and managers and has approximately 13,500 individual learners each year. The College promotes diversity and equality in employment and amongst the student population and aims to have a diverse workforce and student body where all colleagues and peers are treated fairly and with respect. For several years the % of female students in the College has been approximately 20% higher than that of males; approximately 59.4% of staff are female.
- 1.3** The College has extensive partnerships designed to promote participation amongst under-represented groups (particularly black and minority ethnic groups). In some cases these partnerships take the form of franchise agreements with community groups, outreach delivery on partner premises and targeted recruitment. Partnership learning has enabled the College to reach new groups of learners, including higher proportions of black and minority ethnic groups but there remain outstanding issues of under-representation both amongst students and staff.
- 1.4** Women are well represented at all levels of management within the College. However, women are under-represented on the Corporation and women from black and minority ethnic groups are under-represented in management as well as on the Corporation. The College is working to address issues of differential achievement between groups of students and to address issues of representation at management and Corporation level.
- 1.5** There is only limited data available in College on people with disabilities, although it is thought that there is wider representation throughout the College organisation. This is to be addressed by the College having regard to the comment under the Gender Equality Scheme.

2 COMMITMENT

- 2.1** The College celebrates and values the diversity brought to its workforce and student body by individuals and believes that the College will benefit from engaging and including governors, staff and students of all ages, from both genders as well as a variety of different racial, ethnic and national backgrounds, people with different sexual orientation and people with different abilities and disabilities. The College further believes that the diversity of its workforce is a key element in allowing it to meet the needs of a diverse student population within a multicultural society.
- 2.2** The College will treat all employees with respect and dignity, and seeks to provide a positive working environment free from sex discrimination, harassment or victimisation and where there are positive relations between people of both genders.
- 2.3** The College will work towards the elimination of sexism whether overt or covert.
- 2.4** The College will also seek to eliminate unlawful harassment and promote equality of opportunity for staff and students who intend to undergo, are undergoing or have undergone gender reassignment.
- 2.5** The College will seek to ensure that staff have equal access to opportunities for training and promotion, to facilities and to resources.

- 2.6** As part of the normal process of consultation the College will consult with all staff about their experience of the working environment. This will include individuals and groups who may have a particular experience of sexual discrimination in the work place.
- 2.7** The College will seek not only to eliminate sex discrimination, but also to create a working environment based on good relations between women and men. To this end, the College undertakes to provide diverse, non-stereotypical images of women and men in any material which it produces for students and staff. The aim is to create a positive inclusive ethos where issues of gender discrimination and stereotyping can be discussed openly, with a shared commitment to challenging and preventing sexism and sex discrimination, to respecting diversity and difference, and to encouraging good relations between women and men.
- 2.8** The College will seek to ensure that individuals and communities have equal access to learning programmes, resources and facilities.
- 2.9** The College will ensure that governors, staff, learners and their sponsors (including partners, contractors and work placement providers) are aware of the value placed upon equal opportunity, of our Gender Equality Scheme, of the action needed for its implementation and that action will be taken in the event of any breach of the published arrangements.
- 2.10** The College will ensure that governors and staff have access to comprehensive information, which assists them to plan, implement and monitor actions to carry out their responsibilities under the Gender Equality Scheme and the associated policies and procedures.

3 OUR LEGAL DUTIES

The College undertakes to fulfil all the legal duties put upon it by

- 3.1** The Sex Discrimination Act 1975 as amended by the Equality Act 2006 and The Equal Treatment Directive (75/117), (i.e. there will be no discrimination against staff, either directly or indirectly on grounds of sex or marital or family status in access to employment, training, working conditions, treatment at work, promotion or dismissal).
- 3.2** Equal Pay Act 1970 and The Equal Pay Directive (75/117)
- 3.3** The College also undertakes to adhere to the Gender Equality Duty Code of Practice, the Education-specific Code of Practice and the Code of Practice on Equal Pay produced by the Equal Opportunities Commission.
- 3.4** The College agrees that there are two requirements to the "general duty" or "gender equality duty" (GED). The College in carrying out its functions will have due regard to the need to:
- Eliminate unlawful discrimination and harassment
 - Promote equality of opportunity between men and women.
- 3.5** In line with the "specific duties" required under the Sex Discrimination Act 1975 (Public Authorities) (Statutory Duties) Order 2006, the College agrees to:
- Prepare and publish a Gender Equality Scheme (GES)
 - In preparing the GES:
 - Consult employees, learners and others (including trade unions)
 - Take into account any information it has gathered or considers relevant
 - Consider the need to have objectives to address the causes of any gender pay gap

- Ensure that the GES sets out the actions the College has taken or intends to take to:
 - Gather information on the effect of its policies and practices on men and women
 - Use the information to review the implementation of GES objectives
 - Assess the impact of its current and future policies and practices on gender equality
 - Consult relevant employees, learners and others (including trade unions)
 - Ensure implementation of the GES objectives
- Implement the GES and the actions for gathering and using information within three years of publication, unless it is unreasonable or impractical to do so
- Review and revise the GES at least every three years
- Report annually on progress

3.6 The College recognises that under the GED the College must have due regard to the need to eliminate all forms of discrimination that are unlawful under the Sex Discrimination Act 1975, specifically:

- Direct and indirect discrimination on grounds of sex
- Discrimination on the grounds of pregnancy and maternity leave
- Discrimination on the grounds of gender reassignment
- Direct and indirect discrimination against married persons and civil partners
- Victimisation
- Harassment and sexual harassment.

3.7 When this document refers to discrimination on the grounds of sex it refers to all the interpretations of sex discrimination as outlined above.

3.8 The General Duty

3.8.1 The EOC Code of Practice on the Gender Equality Duty for England and Wales is the statutory guidance on the legal requirements of the duty and it will be used by WFC to make sure it is complying with the law. The Gender Equality Duty [GED] (or the general duty) is in force from April 2007. The gender equality duty does not replace legal cases but is an additional tool for tackling discrimination and promoting equality.

3.8.2 In carrying out its functions, WFC will have due regard to the need to:

- eliminate unlawful discrimination and harassment
- promote equality of opportunity between men and women

3.8.3 This will apply equally to staff and to students.

3.8.4 This means the College will be required to develop policies, design services and have employment practices with the different needs of women and men in mind.

- 3.8.5 The Gender Equality Duty is limited by existing UK law which provides protection for transsexual people (but not those identifying as transgender) from discrimination at work and vocational training (including higher and further education) but not in regards to goods, facilities and services. The law defines transsexual people as those undergoing, intending to undergo, or having already undergone gender reassignment. It does not protect those individuals who may be defined as androgynous or who cross-dress.
- 3.8.6 Instead of depending on individuals making complaints about sex discrimination, the general duty gives the College legal responsibility for demonstrating that it treats women, men and transsexuals fairly in policy-making, services and employment.

3.9 Specific Duties

- 3.9.1 Men and women, including transsexual people, may experience different forms of disadvantage depending on their age, ethnicity, colour, religion/belief, sexual orientation, marital or civil partnership status, and disability status.
- 3.9.2 The specific duties are not an objective in themselves but they are a means of meeting the general duty.
- 3.9.3 The specific requirements in relation to WFC's Gender Equality Scheme are as follows:
- Publish a Gender Equality Scheme, identifying gender equality objectives and showing the actions WFC will take to implement them.
 - Consult WFC employees and stakeholders, including students, as appropriate in drawing up the Scheme.
 - Monitor progress and publish annual reports on progress generally and with regard to Gender Equality specifically.
 - Review the scheme at least every three years – preferably annually.
 - Develop and publish a policy on developing equal pay arrangements between men and women – including measures to promote equal pay and ensure fair promotion and development opportunities to tackle occupational segregation – which WFC will review at regular intervals (for example every three years).
 - Conduct and publish gender impact assessments, consulting appropriate stakeholders, covering all major proposed developments in employment, learning, policy and services.
 - Ensure that complaint handling is monitored to ensure that WFC is meeting its duties with regards to gender equality matters.
 - Identify the primary sources of information for assessing the impact of WFC policies on equality for women, men and transsexuals.

4 DEVELOPMENT OF THE GENDER EQUALITY SCHEME

- 4.1** The College has developed this scheme and action plan to be consistent with the overarching Equal Opportunities Policy and in parallel with the College's new Disability Equality Scheme and the Race Equality Scheme.
- 4.2** This scheme demonstrates WFC's commitment to move towards mainstreaming equality and diversity.

5 EQUALITY FOR STAFF AND STUDENTS

5.1 WFC has an overarching Equal Opportunities Policy and under that umbrella a suite of equality based policies including the following:

- The Race Equality Statement
- The Disability Equality Scheme
- The Multi-faith affiliation statement

5.2 Each of these statements aims to set out the College's missions, aims and principles in respect of equality. It is intended that the Gender Equality Scheme form part of that suite of policy statements.

6 DIVISION OF RESPONSIBILITIES

6.1 All Staff of the College

It is the responsibility of all College staff to:

- Inform themselves of the College's statutory duties with regard to gender equality legislation and to inform themselves of the content and implications of the scheme and to put the scheme into practice
- Seek appropriate training to ensure that they are confident that their own actions and professional practice (including customer interface, facilities, lesson plans, schemes of work, the design and content of materials used, relationships with colleagues etc.) are consistent with the policy and that they can confidently challenge sexual bias, sexual stereotyping, sexual discrimination and sexual harassment as it arises
- Deal with sexist incidents
- Not discriminate on sexual grounds
- Keep up to date with race relations legislation by attending training events and take note of related information organised and disseminated by the College
- Challenge prejudiced and discriminatory behaviour by students, work placement providers, outside contractors or other members of staff whenever practicable.

6.2 Managers

It is the responsibility of managers of the College (including members of the Principalship) to:

- Take the lead in creating a positive, inclusive ethos that challenges sexist attitudes and behaviour on the part of managers, staff or students
- Take the lead in putting the policy into practice and in ensuring that all aspects of the College's policies and activities are sensitive to gender issues
- Ensure that they are aware of the College's statutory duties in relation to gender equality and sex legislation
- Ensure that all staff within their scope of responsibility are trained in relation to equal opportunities and in particular their responsibilities under gender equality legislation and the College Gender Equality Scheme

- Treat all concerns with regard to issues of sexism and sexual discrimination raised by students and staff seriously and with sensitivity, to investigate and, if appropriate, instigate disciplinary action against staff and students who discriminate or harass others on grounds of sex
- Deal with sexist incidents
- Know how to identify and challenge sexual bias and stereotyping, sexual harassment and sexual discrimination
- Where appropriate, monitor patterns of participation and performance amongst different student groups and act on identified inequalities
- Not discriminate or stereotype on sexual grounds
- Keep up to date with gender equality legislation by attending training events and take note of related information organised and disseminated by the College
- Ensure that the procedures for the recruitment of students and for the recruitment and promotion of staff enshrine best practice in equal opportunities
- Set targets for the recruitment, retention, achievement and success of students based on gender monitoring information
- Ensure that the College's publicity materials present appropriate positive and non-stereotypical messages about gender
- Ensure that staff and student induction programmes reflect the College's commitment to promote equality of opportunity
- Ensure that appropriate training and development is provided to staff to support the appreciation and understanding of diversity

6.3 The Principal, Deputy Principal and Vice Principal

It is the responsibility of The Principal, Deputy Principal and Vice Principal to:

- Give a consistent and high profile lead on gender equality issues
- Promote the Gender Equality Scheme inside and outside the institution
- Ensure (with the Governors) that the policy, its related procedures and strategies are implemented
- Ensure that all staff are aware of their responsibilities under the scheme and are given appropriate training so that they can fulfil their responsibilities
- Ensure that students are aware of their responsibilities under the scheme
- Ensure that disciplinary action is taken against staff and students who sexually discriminate or harass others

6.4 The Corporation

Governors are responsible for ensuring that:

- Women and men are given an equal opportunity to be members of the Corporation, and in the event of significant under-representation of either women or men, consider what steps can properly be taken to address that under-representation

- There is a Strategic Framework that fosters a positive ethos with regard to sexual diversity and the elimination of sex discrimination and ensure that the College's Strategic Plan includes a commitment to gender equality
- Members are aware of the Corporation's statutory responsibilities in relation to sex legislation as an employer and service provider
- The College complies with gender equality legislation including the general and specific duties
- The College policy relating to gender equality is implemented
- They receive and respond to the gender monitoring information on staff, impact assessments and general equality objectives
- They receive and respond to reports on recruitment, retention, achievement and success rates for male and female students

6.5 Students of the College

It is the responsibility of students of the College to:

- Ensure that they are aware of the content and implications of the policy
- Ensure that they treat all members of the College with respect and do not engage in bias, stereotyping, harassment or discrimination on grounds of sex.
- Report any incident that contravenes the Gender Equality Scheme to a member of staff

6.6 Visitors and Contractors

Visitors and contractors (long term and short term) will be informed of and must comply with the College Gender Equality Scheme.

7 IMPLEMENTING THE POLICY

7.1 Planning

- The Gender Equality Scheme will be regarded as an integral part of the Equal Opportunities Policy and as such will be reviewed on an annual basis. The College will develop a clear strategy to ensure the implementation of the Gender Equality Scheme and this strategy will be integrated within the Development Plan and therefore monitored at Corporation level. The Policy and its implementation strategy will also be monitored discretely by the Equal Opportunities Steering Group.
- Impact assessments in relation to all aspects of equality including gender equality will be built into all policy development and planning processes. The College will use policy evaluations and auditing tools to identify specific gender equality targets and action.
- Monitoring will be a continuous process of data gathering, analysis, questioning, investigation, proposals and change
- Gender monitoring will take full account of the Data Protection Act 1998 in the collection storing and analysis of gender based data

- The College will collect and utilise gender monitoring data to monitor the recruitment, retention, achievement and progression of all students and will use this data to set targets for removing any identified disparities between groups of students. Gender monitoring data will also be used on attendance, formal disciplinarys, and complaints and will be used to inform planning and decision-making
- The College will collect and utilise gender monitoring data to monitor the recruitment, retention, development and progression of all staff and will use this data to set targets for removing any identified disparities between groups of staff

7.2 Monitoring and Evaluation

The policy and its strategy will be monitored and evaluated to ensure progress and effectiveness in the following areas:

- The elimination of sexual discrimination
- The promotion of sexual equality
- The promotion of positive attitudes towards gender diversity
- The utilisation of the results of reviews and assessments to inform planning and decision making
- The development of a self-assessment tool to assist evaluation and will also relate to each of the areas outlined in section 7.6 below.

7.3 Progress

Progress under the policy and against the implementation plan will be published annually in the Equal Opportunities Report that will be considered by the following groups:

- The Corporation
- The Equal Opportunities Steering Group
- Senior Management Team
- Course Team Meetings, School Meetings and Course Review Meetings
- Departmental Review Meetings

7.4 Training and Development

- Training and development for students, staff and Members of the Corporation will form an integral part of implementing the policy and the effectiveness of training will be monitored and evaluated
- Management Development Programme incorporating training on managing staff, grievance, discipline etc.
- Personnel provide 1-1 support and advice on fostering good practice in management of gender equality issues
- Equal Opportunities training mandatory for all staff

7.5 Communication and Dissemination

- The scheme, its implications and availability points will be published to students, staff, Members of the Corporation and visitors to the College
- Different formats will be developed as appropriate for different audiences
- Copies of the policy and other relevant literature will be available from Reception, the Library, the Students' Union, Personnel and Information & Guidance
- Equal Opportunities considerations will be included in the agendas of all formal College meetings to ensure that staff and students have clear and frequent opportunities to raise concerns
- Staff have an opportunity to raise issues via appraisals

7.6 College Life

7.6.1 Admissions and access

The College will

- Ensure that it takes steps to ensure that it attracts learners of both genders onto the full portfolio of learning opportunities
- Ensure that the admissions process is applied consistently and fairly to all applicants
- Ensure that everyone involved in interviewing and selecting applicants knows about the Gender Equality Scheme and the implications for recruitment and selection of staff and students
- Provide clear, accessible and welcoming information and advice about learning opportunities
- Work to customer care standards designed to promote access and participation for men and women of all ages
- Interview and assess applicants against clear and transparent criteria to ensure that they are placed on courses where they can succeed
- Inform course placement by explicit entry criteria and ensure that placement decisions are transparent and equitable
- Ensure that recruitment is monitored by gender in order to identify and address inequalities

7.6.2 Guidance and support

The College will:

- Offer all learners guidance and support prior to choosing their course and throughout their time at the College
- Ensure that initial assessment is designed to identify individual learner needs and to trigger support and guidance that responds to these needs
- Ensure that the tutorial framework highlights the recognition of individual needs and the negotiation of individual development plans

- Ensure that placements and work experience opportunities are consistent with the College policy on gender equality and that steps are taken when employers or placement providers breach that policy
- Ensure that support and guidance providers are trained to recognise and meet the particular needs of all sections of the student body including the particular needs of men and women from black and minority ethnic groups
- Monitor the usage of guidance and support services by gender in order to identify and address inequalities

7.6.3 Curriculum

The College will:

- Ensure that the curriculum deals with issues of gender and sexuality
- Take into account the needs of students from of both genders and diverse sexual orientation when planning the curriculum
- Build gender equality aims into all programmes
- Ensure that all students have access to different areas of the curriculum
- Ensure that Schools monitor and assess their curriculum to see that it meets the expectations of students from different genders

7.6.4 Teaching and Learning

The College will:

- Ensure that curriculum planning, staff selection, induction and professional development and course review are all designed to foster teaching and learning strategies which promote gender equality
- Ensure that the Teaching and Learning Handbook makes explicit commitment to the use of lesson planning, schemes of work, learning resources and activities which promote gender equality and recognise and celebrate diversity
- Ensure, through the above and other training, that teaching staff create an environment free of prejudice, discrimination and harassment where students can contribute fully and freely and feel valued
- Ensure that teaching takes account of students' gender
- Ensure that resources are available to meet any specific needs that students of different genders might have
- Ensure that the internal inspection, observation and self-assessment process will be designed to review the impact of teaching and learning on different genders and to identify and address any inequalities
- Ensure that Every Child Matters theme with the addition of equality and diversity will be linked to raising gender awareness

7.6.5 Achievement, progression and assessment

The College will:

- Ensure that College staff use a range of assessment strategies to meet the particular needs of individual learners within the frameworks set by awarding bodies
- Ensure that learners receive regular, planned formative assessment to monitor their progress and support action which keeps them on track for success
- Monitor retention and achievement by gender and ensure that curriculum managers and teaching staff take action to address identified inequalities

7.6.6 Marketing

The College will:

- Ensure that it promotes all learning opportunities to the widest possible audience and in particular targets groups such as men and women who have been traditionally under-represented in certain curriculum areas
- Ensure that all materials avoid the use of gender stereotypes and in fact promote positive images of women and men in diverse and non-stereotypical situations
- Ensure that it promotes diversity through its publicity materials
- Engage in market research which will identify groups non participating and their perceptions of the barriers to their participation in the College

7.6.7 Quality Assurance

The College recognises the centrality of equality to quality assessment and improvement and will as part of the regular staff and student monitoring:

- Ensure that there is an Annual Equal Opportunities Report which reports detailed patterns of participation and progress amongst male and female students and staff
- Ensure that (where they exist) gender equality benchmarks, are used in setting and monitoring targets and performance measures
- Encourage staff and students to comment on College performance in promoting and achieving gender equality and then use the feedback obtained to inform planning
- Ensure that the annual self assessment and internal inspection processes and procedures highlight the impact of curriculum and service delivery on gender equality
- Ensure that the outcomes of gender equality monitoring and assessment inform quality improvement plans at corporate, school and department levels and that these plans address identified gender inequalities and target improvements

7.6.8 Student induction

The College will:

- Ensure that students are provided with a general induction which, amongst other elements, covers information about the College's approach to Equal Opportunities including Gender Equality

- Provide supplementary student material which promotes Equal Opportunities and Gender Equality and ensures that students are aware of their rights, their responsibilities and how to get help and support in relation to issues of harassment and/or discrimination

7.6.9 Staff recruitment, selection, induction and professional development

The College will:

- Ensure that employment, promotion and development opportunities are advertised locally or nationally as appropriate
- Promote work life balance procedures and be sensitive to the religious needs of staff
- Ensure that all job opportunities will be outlined through a clear and transparent job description and person specification with clear and transparent criteria which provide maximum opportunities to all potential applicants within the frameworks of essential requirements for the job in question
- Ensure that all recruitment and selection processes are free from bias and discriminatory practice
- Ensure that everyone who is involved in recruitment and selection is effectively trained and knows what to do to avoid discriminating intentionally or otherwise
- Ensure that the quality of induction for new staff enhances their potential for success within the job in question
- Ensure that the induction of new staff covers all aspects of the College's policy and practice on Equal Opportunities including gender equality
- Ensure that all staff are aware of their entitlement to training particularly such training as is required to support them in working with new groups or individual learners with particular learning, access and/or support needs
- Take steps to ensure that differences in patterns of employment between staff of different genders (for example in grade, types of contract, or other terms and conditions are identified and that imbalances are addressed)
- Principles of equity will be integrated within processes for determining salaries and grading

7.6.10 Student discipline and exclusions

The College will:

- Ensure that there is a published, clear and transparent code of discipline for students
- Ensure that all processes relating to the disciplining of students are fair and transparent
- Ensure that students facing disciplinary situations or hearings are aware of their rights
- Monitor all major disciplinary procedure leading to final written warnings or exclusions to identify and address inequalities

7.6.11 The social infrastructure of the College

The College recognises the need to positively develop an ethos that celebrates diversity and promotes tolerance, respect and equality. The College will:

- Ensure that there are high quality multi-faith facilities for prayer
- Ensure that the extra curricular activities and events cater for the interests or needs of all students and take account of any concerns about gender, religion or culture
- Develop and organise events which promote the understanding of men and women in society and celebrate the contribution of the different genders
- Ensure that world events with the potential to cause tension and divisions within the College are treated sensitively by the staff and student body and take the opportunity to further promote understanding, tolerance and respect
- That the visual and physical environment reinforces messages related to celebration of diversity and the promotion of gender equality

7.6.12 Procurement and outsourcing

The College will:

- Ensure that it meets its general duty (as defined by the Act) in functions that it carries out under contract or under other service agreements
- Take account of gender equality in contractual and other arrangements for delivering services
- Ensure that sanctions are taken against contractors or providers of services who do not follow the College gender equality policy

7.6.13 College Partnerships and Community Links

The College recognises the crucial importance of a wide range of community and business partnerships in order to develop learning opportunities and services appropriate to and utilised by the diverse communities that the College serves. The College will:

- Develop extensive partnerships designed to promote participation by men and women, particularly amongst under-represented groups
- Set targets to address under-representation amongst the student body
- Work collaboratively with external organisations and partners to inform our own approach to gender equality and participate in such collaboration as required to contribute to gender equality work across the Borough and region

7.6.14 Harassment/Dealing with complaints

- Harassment on grounds of sex, gender reassignment, and sexual harassment are viewed by the College as very serious offences, which if proven may in certain circumstances lead to the dismissal of a member of staff or, if an employee is harassed by a student, the student disciplinary policy should be followed. For details of handling harassment claims, see the Harassment and Bullying Procedure which can be found on the staff intranet under: College Areas –Personnel – A-Z.

- WFC will take steps to determine the effectiveness of the Harassment and Bullying Procedure and improve it where necessary, by monitoring the number of complaints received and the outcomes, and by reviewing the procedures periodically.
- The College will seek to provide a supportive environment for staff and students who make claims of discrimination or harassment.
- Acts of sex discrimination (direct or indirect), harassment, victimisation or abuse will be treated as a serious disciplinary offence.
- Staff who feel they are being discriminated against on the grounds of sex by other members of staff should raise the matter under the Grievance/Harassment Procedure, which will, if the accusation is upheld, be treated as a serious disciplinary offence.
- If, in the course of their work, staff suffer sex discrimination from members of the public, WFC will take appropriate action and provide appropriate support.
- Any discriminatory behaviour directed against staff by students will be dealt with under the student disciplinary procedure.

7.6.15 Dismissal or Exclusion

- The College will ensure that there is no sex discrimination via an impact assessment in relation to dismissal of staff. In particular, should a redundancy situation occur, it will ensure that gender is not a factor in the selection of those to be made redundant.
- The College will ensure that there is no sex discrimination in the exclusion of a student from the college.

7.6.16 Maternity and Parental Rights

WFC will ensure that all of women's maternity rights are met, as are parents' rights to parental leave and will monitor

- return rates from maternity leave, and the roles to which they return
- pay levels
- grievances, disciplinary and capability proceedings
- the profile of those with dependants and caring responsibilities
- satisfaction surveys and exit interviews

7.6.17 Provision for those with Dependants

- Details relating to compassionate, paternity, fertility treatment and dependants leave are set out in the relevant policies.
- WFC recognises that staff are at times likely to have special issues in relation to childcare and the care of other dependants, and while this is likely to impact disproportionately on women, men too are sometimes affected. The College will make every effort to meet the needs of staff with such responsibilities and to ensure genuine equality of access for all affected staff, for example by adopting a flexible approach to producing timetables and work plans in order to take into account the caring responsibilities of staff

- The College will consider requests for flexible working
- The College will provide support for staff returning after a break caused by caring responsibilities, and will treat sympathetically requests to job share or to move to part-time employment for a specified period
- WFC will also assess the impact of caring responsibilities on both women and men, and will consider whether any steps are needed to address any relevant issues identified
- Curriculum managers with programmes that may have particularly high demands from students with caring responsibilities will be sensitive in timetabling within constraints on space utilisation
- WFC will use ring-fenced Learner Support Funds to provide childcare support targeted at students who are on low incomes or are lone parents

8 GENDER IMPACT ASSESSMENTS

- 8.1 All relevant College policies, procedures and practices will be assessed for their impact on different groups of men, women and transsexual employees and students. This will occur as part of a full Equalities Impact Assessment undertaken with regard to policy etc.
- 8.2 The College will analyse information gathered through data analysis and quality improvement self assessments to inform the impact assessments which are designed to ensure that neither sex is disadvantaged and to identify where equality of opportunity can be promoted actively.
- 8.3 The purpose of the impact assessment is both to ensure that the College's decisions and activities do not disadvantage any employees or students on account of their gender, and also to identify opportunities to actively improve equality.
- 8.4 Assessing the impact of current and future policies, procedures, plans and practices on gender equality is an ongoing exercise with all current policies having been assessed for their impact on gender over the next 3 years and all future policies and major procedures being assessed from June 2007.
- 8.5 Key information sources for conducting gender impact assessment will include:
- The College Self Assessment Report
 - The Annual Staff Training and Development Report
 - Student Satisfaction/Perception Report
 - ILR data and year on year trends for recruitment, retention, achievement and success of students
 - Staff profile

9 REVIEW OF THE GENDER EQUALITY SCHEME

The contents of the Gender Equality Scheme will be the subject of ongoing review by the Principal and Deputy Principal supported by members of the SMT and others, and changes will be made as and when appropriate.