

Sabhal Mòr Ostaig
Gender Equality Scheme
2007-2010

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Date of creation 28 June 2007

Approved by Senior Management Team 28 June 2007

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Director's Statement

We welcome the requirements of the new statutory Gender Equality Duty 2007 for us to take a proactive approach to the promotion of gender equality.

This Gender Equality Scheme has been developed by the College's Equal Opportunities Committee. It provides a statement of our strong commitment to delivering gender equality across all areas of our work and to building on initiatives and activities that are already in place.

We would like to thank all staff who have taken part in this important development.

A handwritten signature in black ink, appearing to read 'Tormod MacIlliosa', with a stylized flourish extending to the right.

Tormod MacIlliosa

College Director

SECTION 1: Gender Equality At Sabhal Mòr Ostaig

The development of our first Gender Equality Scheme has taken place against a background of diversity and equality work at the College since May 2002. This Scheme relates to our over-arching Equal Opportunities Policy, and is closely aligned to the College's Strategic Aim to:

'Further promote social inclusion, access and equality of opportunity'.

The College is constantly striving to promote an inclusive environment. The Equal Opportunities Sub-committee of the Senior Management Team has already produced Race Equality and Disability Schemes, and has offered a broad range of training to staff and students on inclusiveness issues.

We have consulted students and staff in developing our Gender Equality Scheme and have collected and analysed a range of staff and student trend data by gender. These activities have enabled us to identify key priorities for the Scheme.

It is clear that we have a number of policies and practices in place for staff and students that support the promotion of gender equality and the elimination of unlawful discrimination and harassment. We will be working to establish whether any particular group, which has lower representation is being disadvantaged, and whether barriers are inadvertently being placed in their way as a result of College practices and procedures, in which case action will be taken with the aim of removing these barriers.

Recently, the College has undertaken a number of developments relevant to Gender Equality, including the establishment of a crèche for children of staff, students and the community and the implementation of *Family and Parental Leave* and *Job Share* policies. Salary scales are in place, and all employees, regardless of gender, are paid in accordance with the appropriate scale relevant to their remits and responsibilities.

This Gender Equality Scheme provides us with an agenda for action to further improve gender equality for staff and students.

SECTION 2: Overview Of The College

Sabhal Mòr Ostaig, which is an independent educational institution and an Academic Partner of the UHI Millennium Institute, was founded in 1973. It is unique in that it is the only college of FE/HE in the United Kingdom offering advanced courses solely through the medium of Gaelic. The innovative and holistic approach of the College to serving its constituency was recognised in 2002 with the award of the Queen's Anniversary Prize for Higher and Further Education.

The College's Mission is as follows:

'Sabhal Mòr Ostaig is committed to being a centre of excellence for the development and enhancement of the Gaelic language, culture and heritage, by providing quality educational, training and research opportunities through the medium of Scottish Gaelic; and by interacting innovatively with individuals, communities and businesses, to contribute to social, cultural and economic development.'

Since its inception, Sabhal Mòr Ostaig has drawn strength and support from its links with agencies and organisations within the Gaidhealtachd and further afield and through its support of, and co-operation with, the local community and businesses. The College is recognised as having a pivotal role to play in developments related to Gaelic, in economic and development issues affecting the Gaidhealtachd and in its innovative use of Information Communication Technology (ICT).

The College is an active partner in the UHI Millennium Institute (UHIMI) which provides university-level education and research through a partnership of 15 colleges and research institutions across the Highlands and Islands. UHIMI aims to create a University of the Highlands and Islands, and has over 5000 students, who are currently undertaking university-level education or are involved in research.

Sabhal Mòr Ostaig offers a range of courses including short courses, distance-learning courses and full-time courses up to degree and post-graduate level.

SECTION 3: Promoting Gender Equality

3.1 The Legislative Framework

The Sex Discrimination Act 1975 as amended by the Equality Act 2006 places a general statutory duty on public authorities, when carrying out their functions, to have due regard to the need to: eliminate unlawful discrimination and harassment and to promote equality of opportunity between men and women.

As part of the duty, public authorities are required to have due regard to the need to eliminate discrimination and harassment in employment and vocational training (including further and higher education), for people who intend to undergo, are undergoing or have undergone gender reassignment.

To support progress in delivering the general duty, the Act places the following 'specific duties' on Public Authorities:

- to prepare and publish a gender equality scheme (by the 29th June 2007), showing how it will meet its general and specific duties and setting out its gender equality objectives
- in formulating its overall objectives, to consider the need to include objectives to address the causes of any gender pay gap
- to gather and use information on how the public authority's policies and practices affect gender equality in the workforce and in the delivery of services
- to consult stakeholders (i.e. employees, service users and others (including trade unions) and take account of relevant information to determine its gender equality objectives
- to assess the impact of its current and proposed policies and practices on gender equality
- to implement the actions set out in its scheme within three years, unless it is unreasonable or impracticable to do so
- to report against the scheme every year and review the scheme at least every three years.

3.2 Principles of Sabhal Mòr Ostaig's Gender Equality Scheme

This Gender Equality Scheme sets out the framework within which we intend to promote equality of opportunity between men and women, and eliminate unlawful discrimination and harassment. It has been developed to meet the statutory gender equality duty, which includes transsexual people in the duty to prevent unlawful discrimination and harassment.

The following principles underpin our Gender Equality Scheme:

1. We recognise that the successful implementation of our Gender Equality Scheme requires the commitment, involvement and active support of the entire College community, including our partners and contractors.

2. Gender equality will be a core part of our policy development and service delivery objectives in the context of the College's commitment to inclusion.
3. Staff and students are entitled to dignity and respect in the workplace and learning environment, including when on work-placement. We recognise that discrimination, direct or indirect, based on a person's gender is unjust and it will not be tolerated.
4. We aim to optimise our use of the skills and potential of staff and students, irrespective of gender.
5. Job applicants and appointees will be treated solely on the basis of their merits, irrespective of gender.
6. We will provide equal pay for work of equal value, irrespective of gender.

3.3 Gathering of Information and Equality Impact Assessment

In developing our scheme, we have gathered information on the gender balance of our student body and on a departmental basis for our staff.

We have formed a working group, which has devised a procedure for assessing College policies and procedures, and made a start on screening this activity.

We will assess the gender impact that our key policies and practices have on the experiences of staff and students working or studying with the College. (See Action Plan in Section 5)

3.4 Objectives

The responses from the consultation with stakeholders, along with analyses of the information and data collected have enabled us to identify key priority areas and develop objectives for our Gender Equality Scheme. Actions to deliver the objectives below are set out in the Action Plan (Section 5).

Strategic Engagement and Infrastructure

1. To provide visible leadership for Gender Equality; communicate responsibilities; and ensure that Gender Equality actions are integrated into College policies and practices.
2. To monitor the impact of policies, practices and procedures so that the underlying cause(s) of any gender imbalance can be identified and addressed as appropriate, and benchmarks established.

Sexual Harassment

3. To ensure that Sabhal Mòr Ostaig is free from sexual harassment.

Staff

4. Reduce the gender pay gap.
5. To review and assess issues of gender imbalance in job categories including promoted posts
6. To review and assess issues of gender imbalance in committee membership.

Transsexuals

7. To ensure transsexual staff (and students after December 2007) have equal access to all benefits of membership of the College including an environment free of harassment.

Students

8. To investigate reasons for gender imbalance in relation to student participation, achievement and progression.

External Relations

9. To promote Sabhal Mòr Ostaig as a College which values gender equality, through publicity materials and relationships with service users, contractors and partners.

SECTION 4: Gender Equality At Sabhal Mòr Ostaig: Where We Are Now

4.1 Staff

The following information has been collected relating to staff:

- Salary by Gender (See Appendix 1). The Gender Pay Gap in the College has been calculated as around 23%, in favour of male employees.
- The current gender profile (women 58.25%, men 41.75%) of staff members at the College is made up of a higher percentage of women compared to national and local economic activity rates (see Appendix 7 for breakdown by Faculty). Amongst the current staff population there is parity between the numbers of women (48.89%) and men (51.11%) in academic roles. This difference is not mirrored for non-academic female and male staff members (women 65.52%, men 34.48%). Comparisons have been made with national statistics.

Department	Male	Female
Education	18	10
ICT	4	0
Corporate Services	4	4
Facilities	6	23
Lifelong Learning	4	9
Research	1	3
Tobar an Dualchais	6	11
Totals	43	60
	41.75%	58.25%

Table 1

Academic Staff	Male	Female
Education	18	10
Lifelong Learning	4	9
Research	1	3
Totals	23	22
	48.89%	51.11%

Table 2

Non-academic Staff	Male	Female
ICT	4	0
Corporate Services	4	4
Facilities	6	23
Tobar an Dualchais	6	11
Totals	20	38
	34.48%	65.52%

Table 3

- Membership of Board of Trustees and Senior Management Team (See Appendix 2)

Board of Trustees	Male	Female
Members	11	0
Totals	11	0
	100%	0%

Table 4

Management Group	Male	Female
College Director (Chair)	1	0
Head of Studies	1	0
Head of Corporate Services (Secretary)	1	0
Director of Development	1	0
Chief Executive, Canan Ltd	0	1
Facilities Manager	0	1
Nominated	1	0
	5	2
	71.43%	28.57%

Table 5

4.2 Students

The following information has been collected relating to students:

- Enrolments by gender for HE in 2006/7 were 70% female to 30% male including Postgraduate and Research Studentships. (See Appendix 3)

Male	Female
9	21
30.00%	70.00%

Table 6

- We have identified that there are higher numbers of female students than male students on our courses. (See Appendix 4).

Full time Courses 2006		
Course	Male	Female
Comais	8	15
GC	1	6
B2	4	19
B3	3	10
B4	1	0
TV	0	2
MC 1	2	2
MC 2	2	3
PH.D	1	1
Total	22	58
	27.50%	72.50%

Table 7

Distance Courses 2006		
Course	Male	Female
Cùrsa Inntrigidh	115	152
Earrann 4	17	38
Cùrsa Adhartais	9	10
	141	200
	41.35%	58.65%

Table 8

The student profile of the college is dependent on both the level of study and the mode of study (see appendix 4 for breakdown by course) There are more HE undergraduate female students (72.5%) than undergraduate male students (27.8%). The percentage of HE undergraduate female students (72.5%) and male students (27.8%) studying fulltime is not similar to that of the total number of full-time undergraduates in the UK (women 54%, men 46%). However the number of Distance Learning female students (58.65%) and Distance Learning male students (41.35%) is similar to the full-time undergraduate figures.

- Full time students by gender and ethnicity, and gender and age (See Appendix 5)

2004				
Male	Female	Age Range	%Male	%Female
1	3	<18	25%	75%
5	13	18-20	28%	72%
11	16	21-24	41%	59%
4	5	25-29	44%	56%
2	6	30-34	25%	75%
5	4	35-39	56%	44%
4	7	40-44	36%	64%
4	3	45-49	57%	43%
1	0	50-54	100%	0%
1	2	55-59	33%	67%
0	2	60-64	0%	100%
0	1	65+	0%	100%

Table 9

2004		
Male	Female	Ethnicity Code
4	3	0*
3	3	11
0	1	12
29	48	13
0	2	17
0	1	18
1	4	19
1	0	98

Table 10

2005				
Male	Female	Age Range	%Male	%Female
0	3	<18	0%	100%
6	13	18-20	32%	68%
6	12	21-24	33%	67%
1	3	25-29	25%	75%
3	4	30-34	43%	57%
4	5	35-39	44%	56%
4	5	40-44	44%	56%
5	3	45-49	63%	38%
0	4	50-54	0%	100%
3	1	55-59	75%	25%
2	2	60-64	50%	50%
0	1	65+	0%	100%

Table 11

2005		
Male	Female	Ethnicity Code
3	6	0*
5	10	11
0	2	12
19	31	13
1	1	17
3	5	19
0	1	90
1	0	98

Table 12

2006				
Male	Female	Eth.	%Male	%Female
1	6	<18	14%	86%
9	16	18-20	36%	64%
1	8	21-24	11%	89%
0	2	25-29	0%	100%
4	2	30-34	67%	33%
2	2	35-39	50%	50%
1	5	40-44	17%	83%
3	5	45-49	38%	63%
0	3	50-54	0%	100%
2	3	55-59	40%	60%
0	4	60-64	0%	100%
3	2	65+	60%	40%

Table 13

2006		
Male	Female	Ethnicity Code
17	34	0*
2	7	11
6	16	13
0	2	17
1	0	19

Table 14

*An ethnicity code of 0 is where the ethnicity of the student is not recorded.

- Awards by gender for Degree courses; Diploma in TV and Multimedia; and Postgraduate Courses (See Appendix 6).

2006				
	Male	Female	%Male	%Female
Cert HE	2	6	25%	75%
DipHE	1	3	25%	75%
BA	1	3	25%	75%
BA Urram	2	1	67%	33%
DipMeadhanan	2	5	29%	71%
Total	8	18		

Table 15

SECTION 5: Priorities For Action

The following are the priority areas for the Gender Equality Scheme arising from the stakeholder feedback, data analysis and information on current policy and activities.

<i>Strategic Engagement and Infrastructure</i>				
Objective	Action Required and Responsibility	Timeframe 2007 Scheme	Revised Timeframe (where applicable)	Measurable Outcomes
1. To provide visible leadership for Gender Equality; communicate responsibilities; and ensure that Gender Equality actions are integrated into College policies and practices.	1.1 Name gender equality contact persons. EOC	29 June 2007		Equalities Committee membership
	1.2 Publicise the scheme throughout the College. EOC	30 September 2007		Email to all users. Scheme in prominent position on website.
	1.3 Continue to provide training/awareness raising for	30 November	31 August 2007	Details of training offered, dates, attendance and evaluation.

<p>2. To monitor the impact of policies, practices and procedures so that the underlying cause(s) of any gender imbalance can be identified and addressed as appropriate, and benchmarks established.</p>	<p>senior staff EOC</p>	<p>2007</p>		<p>It is expected that Equalities is a standing item on all College Minutes and agendas</p>
	<p>1.4 Place gender equality as a standing item on all College committees. Policies' Working Group (PWG)</p>	<p>30 November 2007</p>	<p>30 September 2007</p>	
	<p>2.1 Work with Personnel and Administrative Systems Co-ordinator to screen policies/practices and map College into areas or clusters of policies..P WG</p>	<p>31 August 2007</p>	<p>31 January 2008</p>	<p>Working group established (SMT and EOG Minutes)</p>
	<p>2.2 Ensure that policies are in a uniform format . PWG</p>	<p>30 September 2007</p>	<p>31 December 2008</p>	<p>Existence of policies in standard format - achieved</p> <p>New policies in existence-achieved.</p>
	<p>2.3 Formalise unwritten practices into policies where appropriate.</p>	<p>30 November 2007</p>		<p>Records of impact assessment and</p>
	<p>2.4 Organise and implement training on impact</p>			

	assessment on all policies using a recommended process (such as the Scottish Executive 10-step model).	31 December 2008		outcomes/recommendations
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Sexual Harassment

<p>3. To ensure that Sabhal Mòr Ostaig is free from sexual harassment.</p>	<p>3.1 Review and update sexual harassment complaints policy and procedures, and identify contact persons. PWG</p> <p>3.2 Continue to publicise sexual harassment policy and procedures through student and staff handbooks, posters, website, noticeboards, staff meetings.</p> <p>EOC</p> <p>3.3 Continue to source and provide training for sexual harassment contact persons.</p> <p>EOC</p>	<p>30 September 2007</p> <p>31 October 2007</p> <p>30 November 2007</p>	<p>All sessions to be complete by 30 June 2008</p>	<p>Policy reviewed and updated - achieved.</p> <p>Examples of publicity material</p> <p>Minutes of meetings/correspondence to confirm discussions about training</p> <p>Details of training offered, dates, attendance and evaluation.</p>
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	3.4 Provide awareness raising sessions for staff including sexual harassment and the law. EOC			
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Staff				
4. Reduce the gender pay gap.	4.1 Continue to identify, and address where possible, issues relating to the gender pay gap. EOC	31 July 2008		List of factors contributing to gender pay gap.
	4.2 Support opportunities for professional development for women. EOC/SMT	31 December 2008		Relevant working practices identified and discussions recorded in committee minutes.
	4.3 Implement additional working practices to support opportunities for professional development for women.. e.g. work-shadowing and mentoring. SMT	31 July 2009		Policies and procedures in support of additional working practices.
	4.4 Offer further opportunities for flexible working. SMT	31 July 2009		

5. To review and assess issues of gender imbalance in job categories including promoted posts.	5.1 Review job categories including promoted posts and identify any gender equality issues EOC	15 December 2007	31 March 2009	List of job categories by gender
	5.2 Make recommendations to address any gender imbalance EOC/SMT	31 January 2008	31 May 2009	List of recommendations drawn up and submitted as SMT papers.
6. To review and assess issues of gender imbalance in committee membership.	6.1 Review membership of all College committees including trustees EOC	31 October 2007	31 December 2008	Review undertaken and evidence in committee minutes.
	6.2 Make recommendations to address any gender imbalance EOC	31 January 2008		List of recommendations drawn up and submitted as SMT papers.
		30 June 2010		Improved gender balance on committees.

Transsexuals

<p>7. To ensure transsexual staff (and students after December 2007) have equal access to all benefits of membership of the College including an environment free of harassment</p>	<p>7.1 Obtain guidance for managers and transsexual staff (including protocols for the management of sensitive and confidential information, and ensure that all staff are aware of these protocols. EOC</p> <p>7.2 Encourage transsexual staff (and students after December 2007) to disclose their status so that appropriate support measures can be implemented. EOC and line managers, and Student Services Adviser</p>	<p>30 September 2007 (staff) and students from December 2007</p> <p>31 January 2008</p>		<p>Information circulated to all staff and students stating College's commitment to equality of benefits.</p> <p>Records of communication and of support measures identified.</p>
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Students				
8. To investigate reasons for gender imbalance in relation to student participation, achievement and progression.	8.1 Monitor College statistics against national trends and identify any disparities. EOC	June each year		Minutes of EOC meetings and report of Annual Review meeting.
	8.2 Draw up list of action points to encourage improvement in gender balance. Marketing Officer/Recruitment officer/EOC	30 September 2007		Gender equality strategy in relation to marketing and recruitment.

Promotion of Gender Equality				
<p>9. To promote Sabhal Mòr Ostaig as a College which values gender equality, through publicity materials and relationships with service users, contractors and partners.</p>	<p>9.1 Draw up strategy identifying actions to be taken to ensure that all the users of the College are aware that it values gender equality. EOC/ICT</p> <p>EOC/Staff Development Officer</p> <p>Marketing Officer/EOC</p>	<p>29 June 2007</p> <p>From 29 June 2007</p> <p>SMT/EOC</p>	<p>From 31 August 2007</p> <p>From 31 August 2007</p>	<p>Gender equality scheme prominently placed on College website.</p> <p>Information via induction and awareness raising sessions for staff and students.</p> <p>Commitment to gender equality evident in publicity materials and advertisements.</p> <p>College's commitment to gender equality communicated to service users and contractors and partners.</p>

Table 16

SECTION 6: Implementation - Action Plan, Monitoring, Publishing And Review Arrangements

The key priorities for the Action Plan have been identified from the outcomes of stakeholder consultation and information gathering. We have focused actions around

Each action is assigned an accountable job role, target dates, and success indicators. Where actions require allocation of resource this will be via the College's annual planning processes.

The Gender Equality Scheme will be reviewed in its entirety at least every three years and an annual progress report will be made via the Equal Opportunities Group to the Senior Management Team and Board of Trustees.

To feed into these annual reports and three-yearly reviews, the Equal Opportunities Group will monitor progress against objectives with the accountable area, and monitor annual reports of quantitative and qualitative staff and student trend data. The annual report will be published, and will include the results of information gathering and the use made of this information. Where effective monitoring systems are not in place we will obtain baseline data with which to work. The Gender Equality Scheme and Action Plan will be circulated to all staff, and will be available on the College website.

We welcome feedback on this Gender Equality Scheme and the way it operates. We are also interested to know of any possible or actual adverse impact that this Scheme may have on any groups in respect of marital status, race, disability, sexual orientation, religion or belief, age, or other characteristics. You can send feedback on the Scheme to Alison Dix at sm00ad@uhi.ac.uk or by phoning her on 01471 888216.

Appendix 1: Salary by Gender

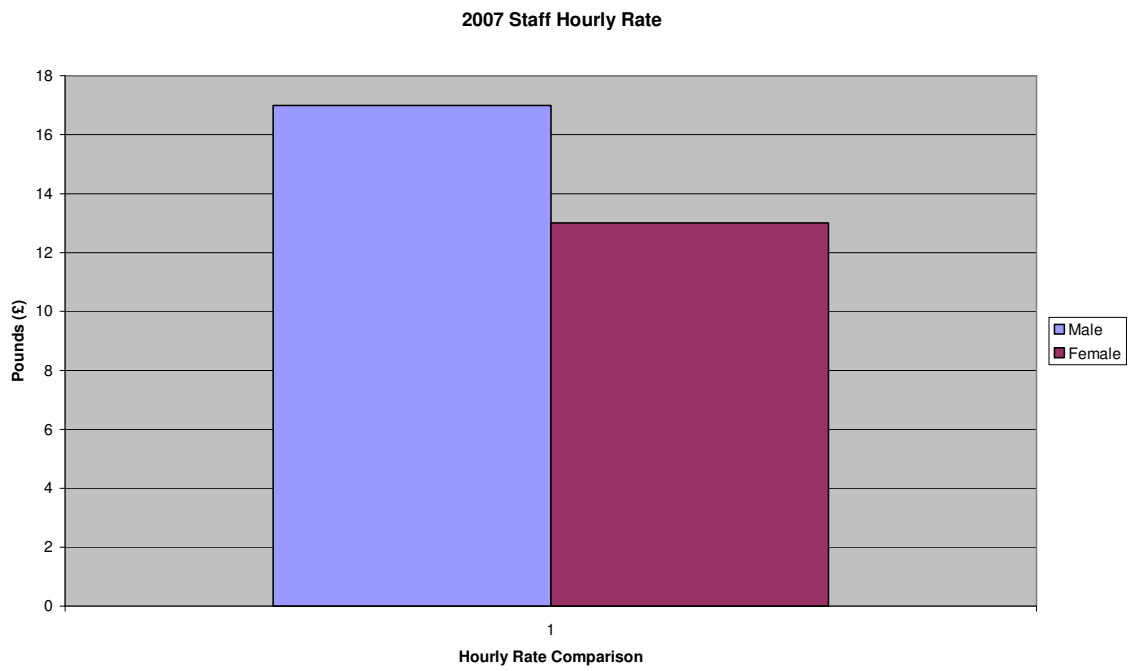


Figure 1

Appendix 2: Senior Management

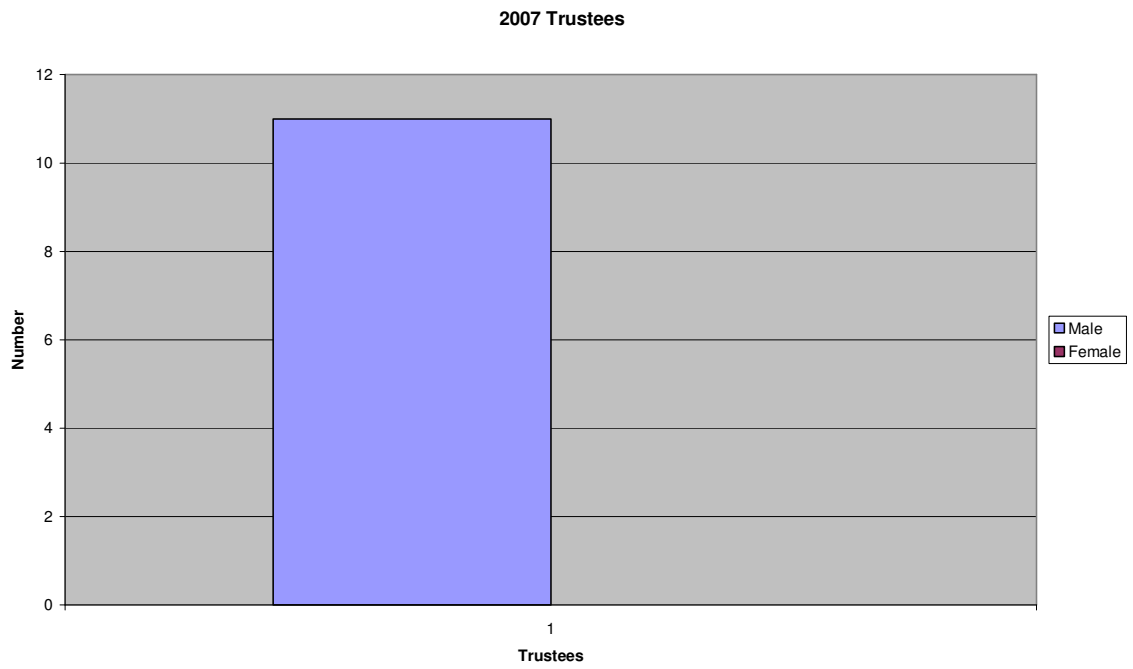


Figure 2

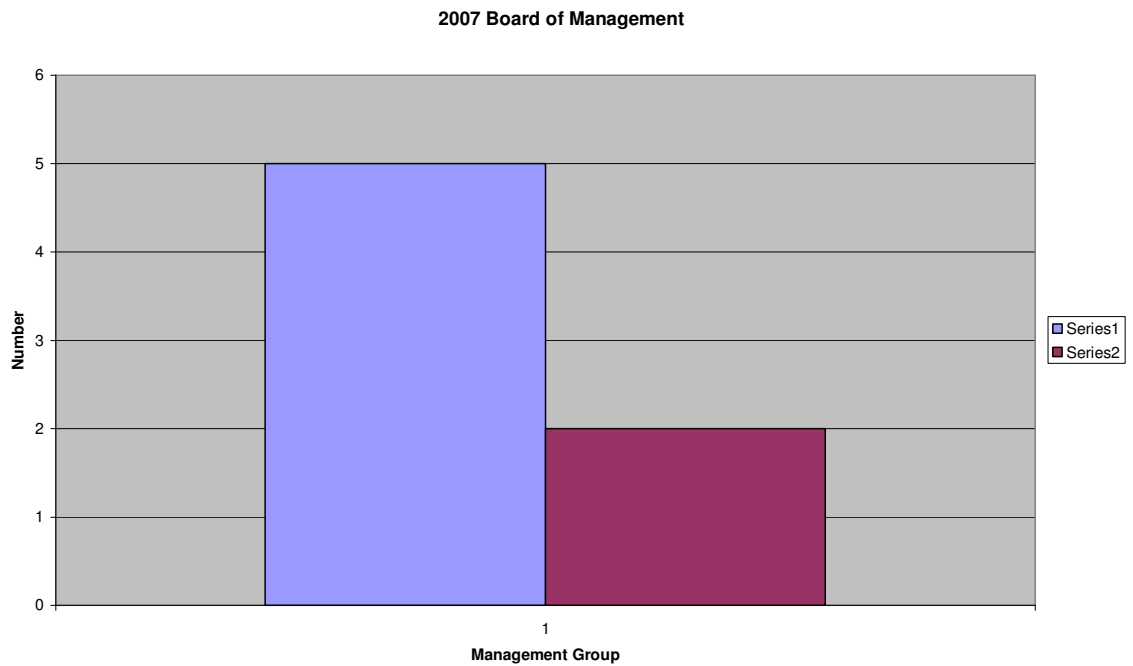


Figure 3

Appendix 3: Enrolments by gender for HE in 2006/7

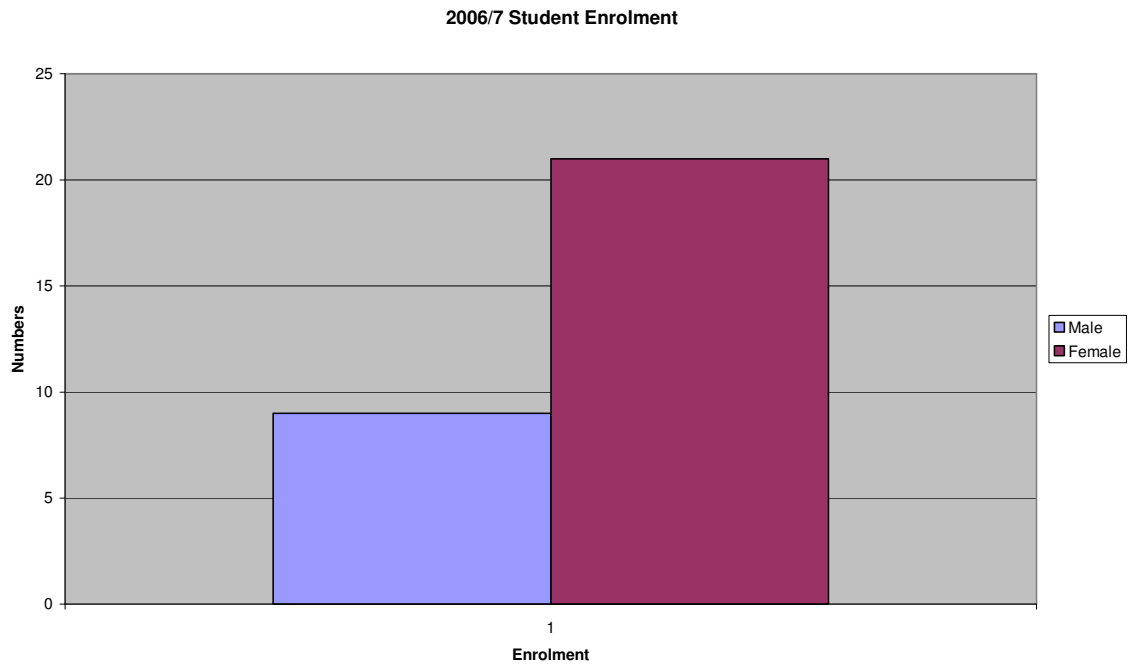


Figure 4

Appendix 4: Students on courses

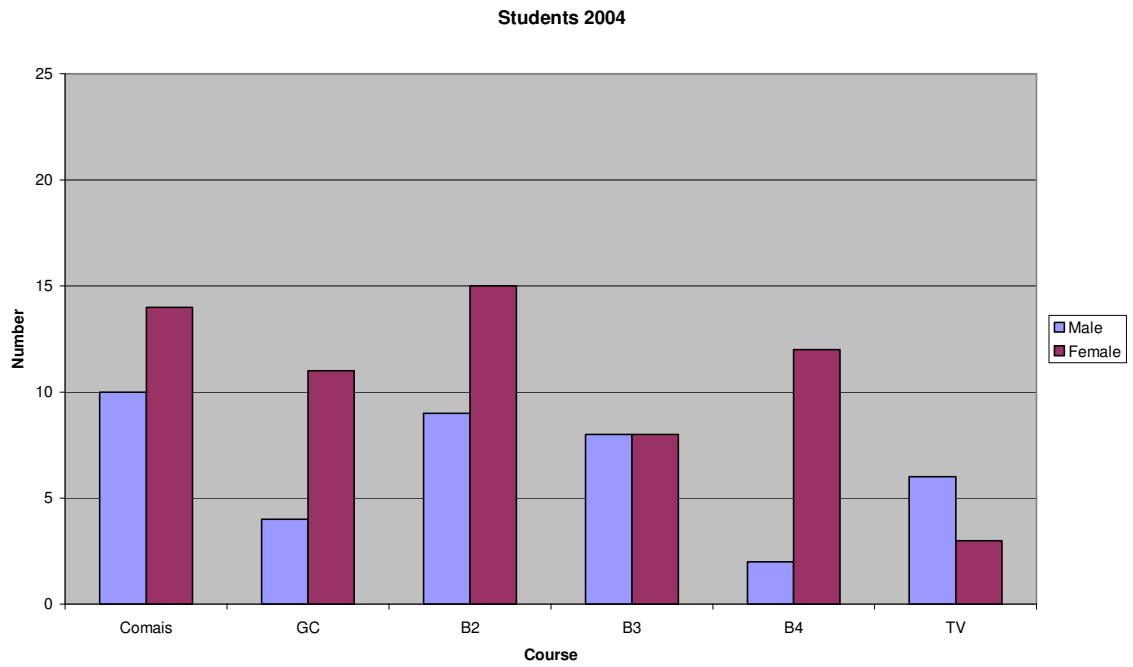


Figure 5

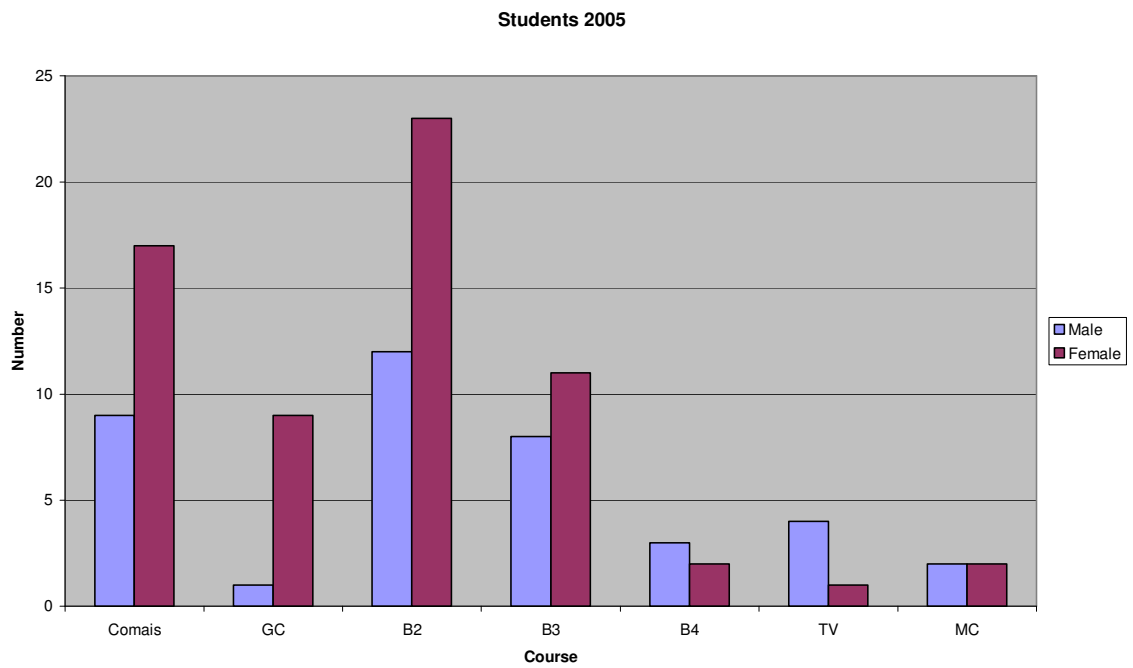


Figure 6

Students 2006

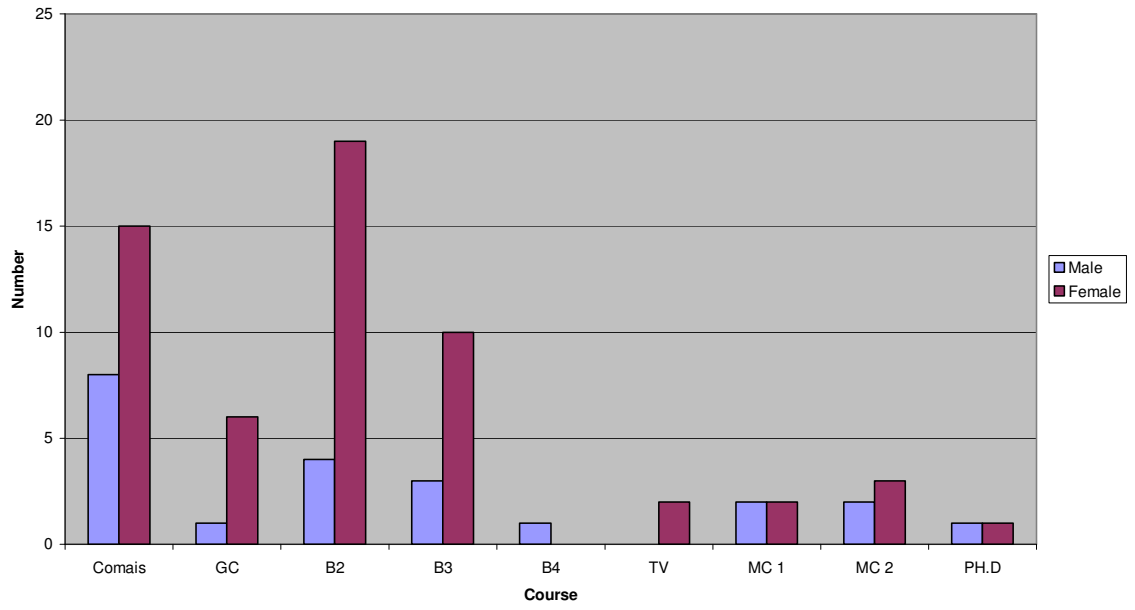


Figure 7

2006/7 Distance Students

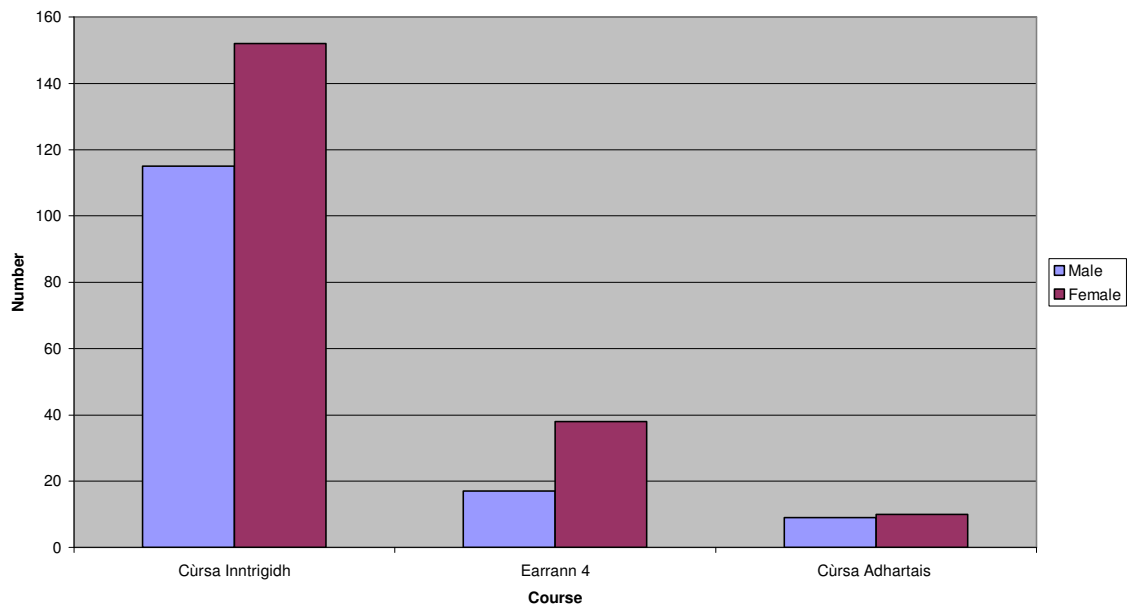


Figure 8

Appendix 5: Full time students by gender and ethnicity and age

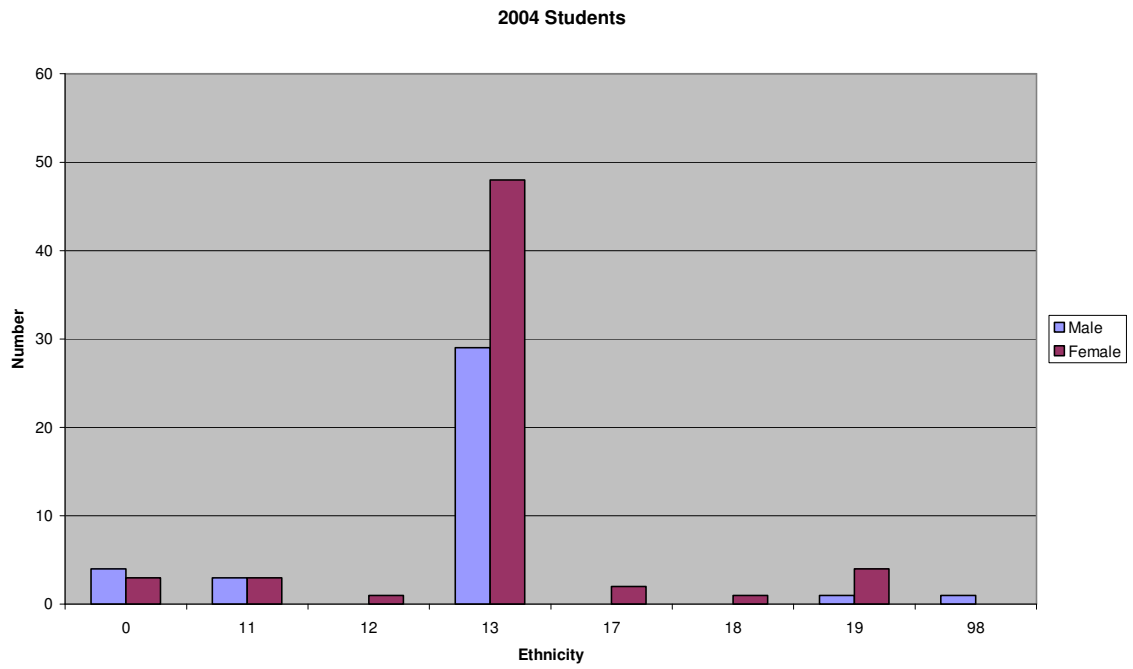


Figure 9

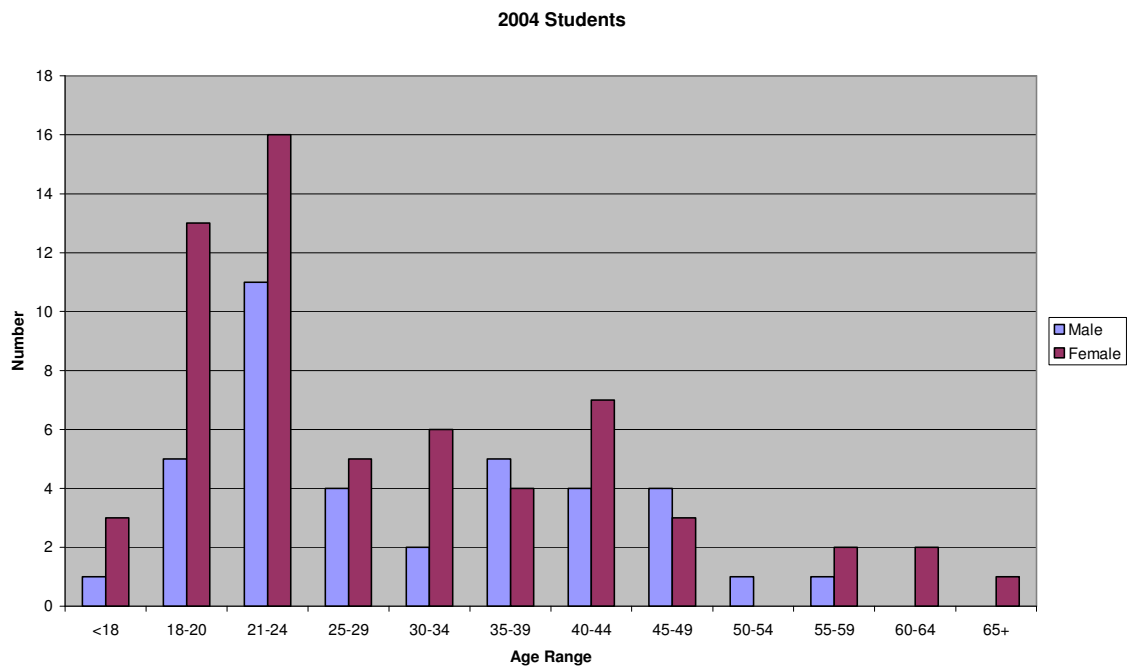


Figure 10

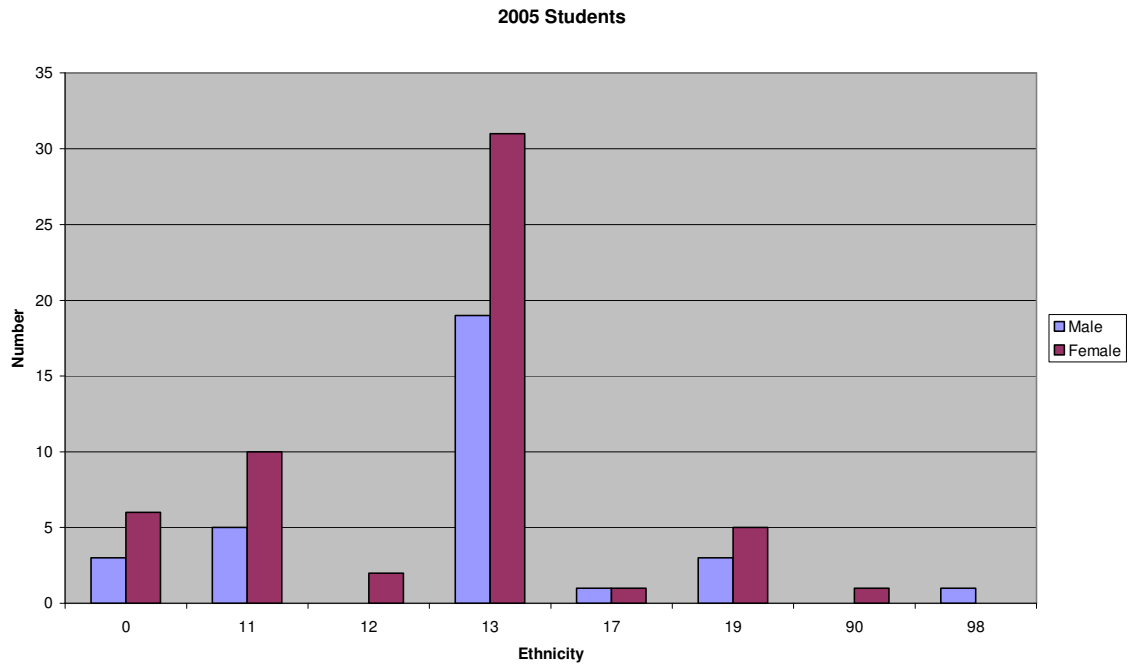


Figure 11

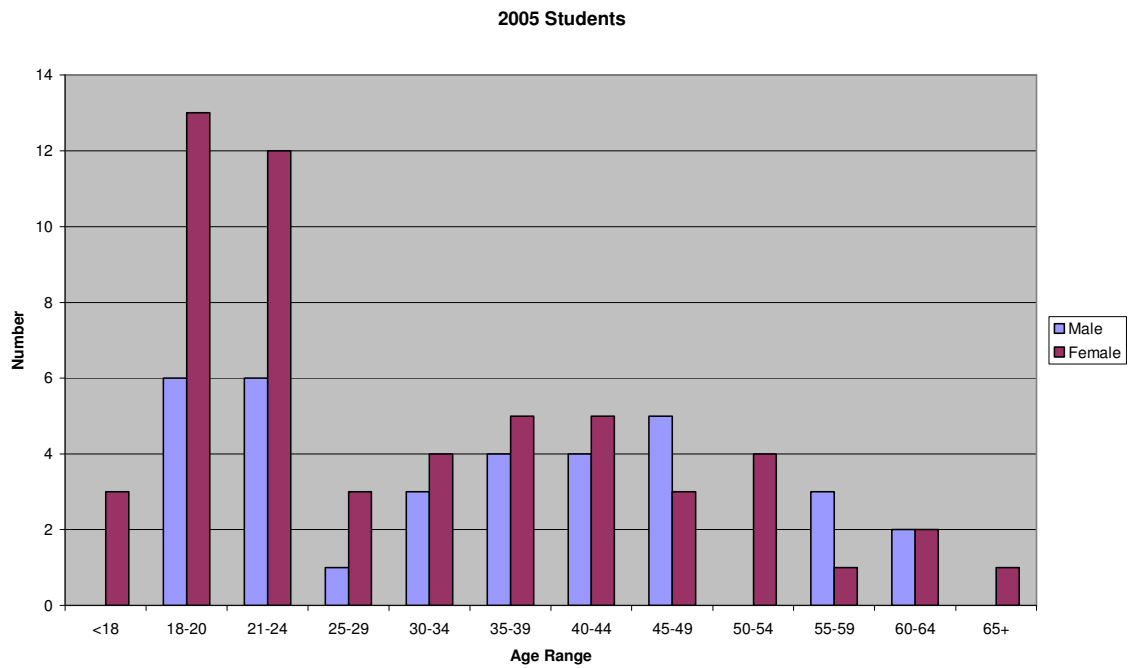


Figure 12

2006 Students

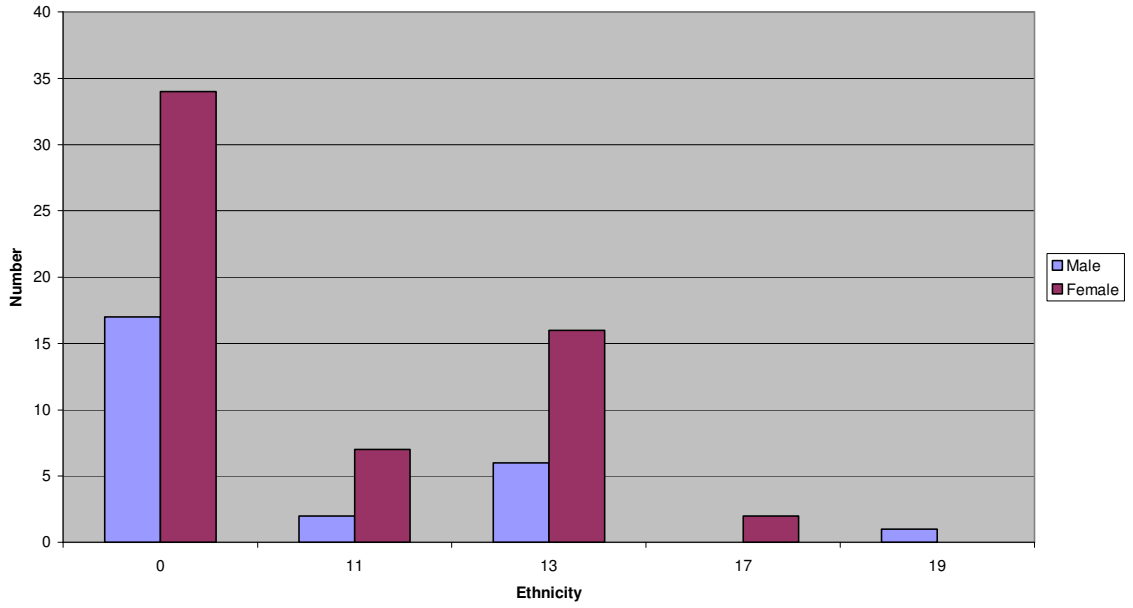


Figure 13

2006 Students

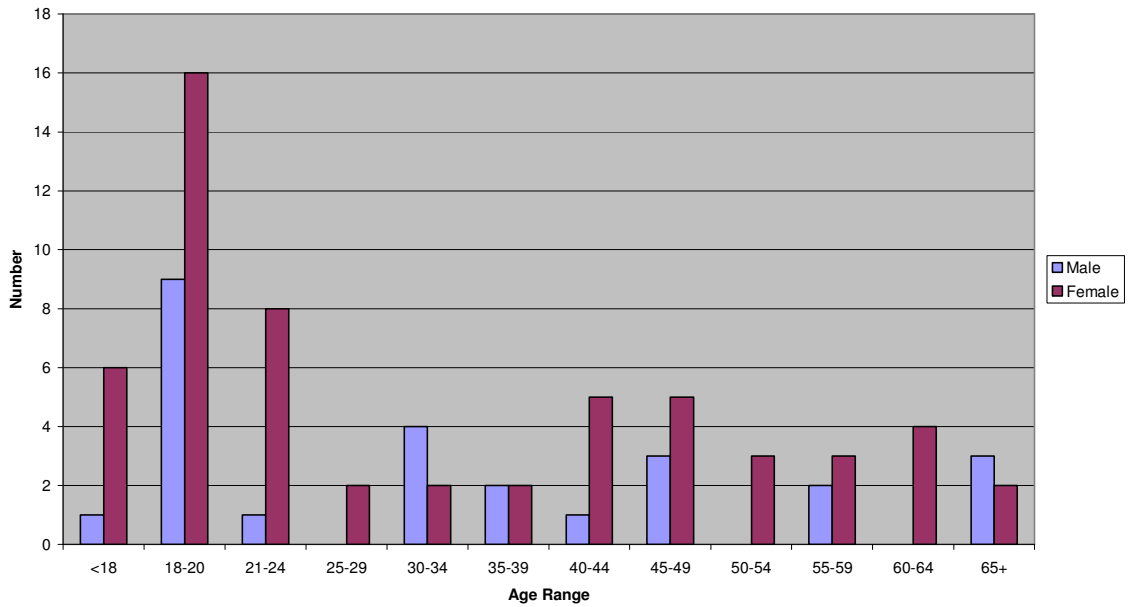


Figure 14

Appendix 6: Awards by gender

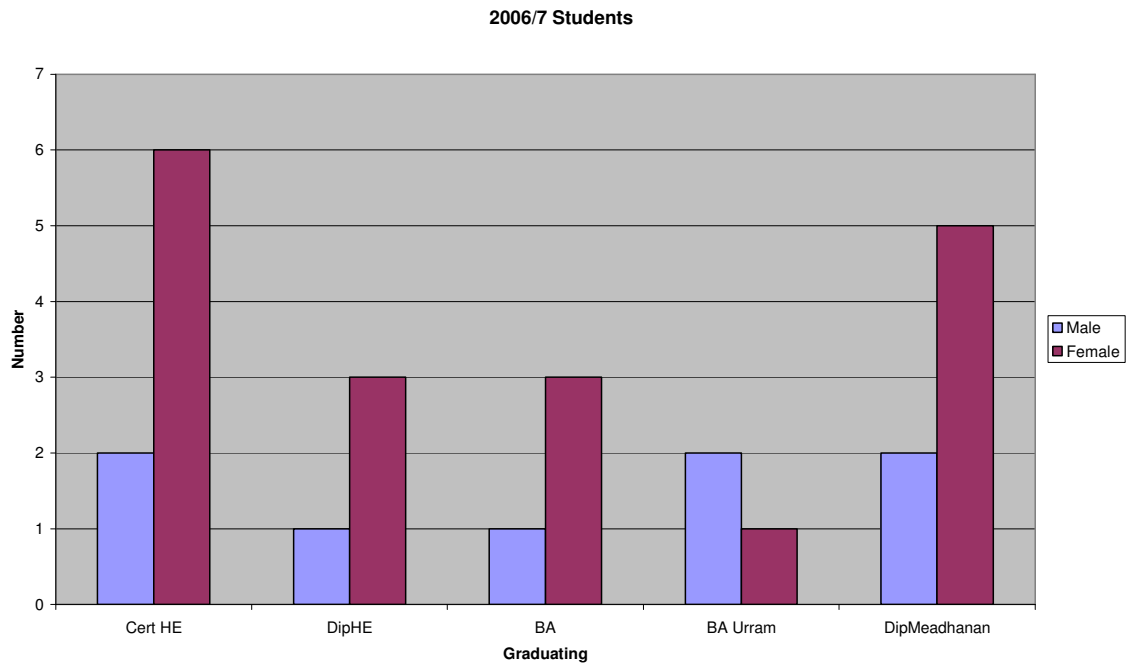


Figure 15

Appendix 7: Staff by department

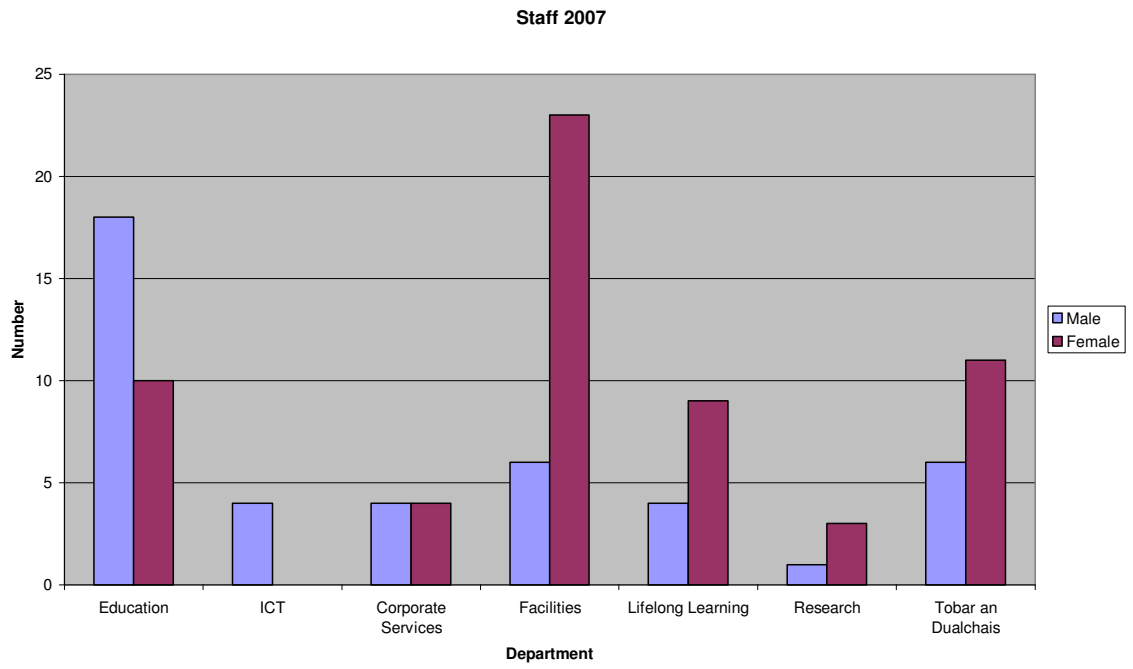


Figure 16