

Gender Equality Scheme

Introduction

Vision

'New ideas come from differences. They come from having different perspectives and juxtaposing different theories.'

Nicholas Negroponte¹

The **eca** vision is of a College that the best students and staff, from all over the world, and from all backgrounds will want to come to, and where they can develop ideas, creativity, and skills that will have an international impact. We believe implicitly that we must seek the most talented students and staff, regardless of race, gender, age, religion, sexual orientation or disability, and we will support them to develop without barriers.

This Gender Equality Scheme brings together actions being taken to achieve this for men and women. It affects all staff in the College, but particularly those responsible for appointing and managing staff and admitting and teaching students.

Background

From 2007 new legislation came into force which extends Sex Discrimination legislation and establishes a Gender Equality Duty for all public authorities across the UK. The general and specific duties for the College are set out in Part 1 of the Schedule of the Sex Discrimination (Public Authorities) (Statutory Duties) (Scotland) Order 2007.

There is a general duty on public authorities to promote equality of opportunity between women and men, and eliminate unlawful discrimination and harassment.

The specific duties are to:

- publish a gender equality scheme and review it annually
- publish an equal pay policy
- conduct gender impact assessment

To fulfil these duties the College must:

1. Gather information on how our work affects women and men.
2. Consult employees, service users, trade unions and other stakeholders.
3. Assess the different impact of policies and practices on women and men and use this information to inform our work.
4. Identify priorities and set gender equality objectives.
5. Plan and take action to achieve gender equality objectives.
6. Publish a Gender Equality Scheme, report annually and review progress every three years.

¹ 1995, WIRED Issue 3.04 April 1995 <http://web.media.mit.edu/~nicholas/Wired/WIRED3-04.html>
Accessed 24 September 2007

7. Publish an equal pay statement and report on progress every three years.

Analysis

Context

Edinburgh College of Art has a mission to offer distinctive, excellent education in art, design and architecture and undertake research and professional practice that advances these disciplines. Its educational programmes range from part-time courses that require no prior experience to postgraduate Masters' and research programmes. The majority of its students are full-time undergraduates. A substantial number of students come from outside the UK.

The College's framework for managing equality and diversity issues includes a Disability, Equality and Diversity Committee, chaired by the Principal. This Committee consults and develops policy, which it recommends to the Management Group or to Academic Council as appropriate.

Employment

The College aims to promote diversity in the workforce where this is consistent with appointing the best candidate for each job. Job applications are generally anonymised at the shortlisting stage, so that selection will be blind to gender and certain other factors.

In order to fulfil the requirements of the National Framework Agreement, the College has implemented a new pay and grading structure and harmonised terms and conditions with effect from 1 August 2007. The College's policy on equal pay is appended to this Scheme.

In the process of developing the Gender Equality Scheme the College examined statistics on its staff and student body.

In October 2007 the College had 354 staff appointments of which 162 (46%) were held by women (eleven staff held more than one appointment). Women made up 44% of the academic staff and 66% of the administrative staff, which were the two largest categories. Of other categories the most gender segregated were technicians (80% men) and janitors and maintenance (both 100% men). Of the senior and middle managers, five (26%) were women and 14 (74%) were men. Women hold 38% of full-time appointments, and 57% of part-time appointments (including some women who hold two part-time appointments).

This analysis prompts the following questions:

- Why are women staff under-represented at senior management level?
- Is the gender segregation of certain employment categories the result of the College's assumptions, policies and practices, and can it be changed?

Education

In 2005-06 the College had about 1,705 students, of whom about 1,075 (63%) were female and 630 (37%) were male. This was a slightly higher proportion of women than the UK average, which, for the subjects taught at **eca**, was 58% female to 42% male².

² From HESA published student data tables.

At **eca** there were significant differences between subjects, with certain programmes being chosen largely by women (e.g. tapestry and fashion) and others where there was a good balance between men and women (e.g. architecture). Women made up 65% of undergraduates but only 58% of postgraduates. For UK-domiciled postgraduates in 2005/06 there were approximately equal numbers of men and women.

The gender balance reflects the balance of applications. In 2005-06 about 65% of UCAS applications to undergraduate first year studies at the College were from women. In the Architecture Building and Planning JACS subject group 39% of applications were from women and 61% from men, compared with 29%/71% for the UK as a whole. In the Creative Arts and Design JACS subject group 71% of the College's applications were from women and 29% from men, compared with 62%/38% for the UK as a whole³.

The College aims to promote equality in the curriculum. The majority of students are systematically introduced to gender and postcolonial perspectives.

The College collects detailed information about all its students from admission to graduation. It does not currently routinely analyse data on academic achievement by gender.

Objectives

The evidence leads the College to establish the following priority objectives:

- To ensure women and men are equally able to choose the best course for them and to be admitted to it.
- To ensure that women and men are equally able to succeed according to their abilities.
- To promote diversity within our programmes so that students have the opportunity, where possible, to learn by working with staff and alongside fellow students with a variety of perspectives.
- To ensure equality of opportunity in employment at the College.

Consultation

This Gender Equality Scheme was circulated to unions, including the Student Representative Council, and selected members of staff for comment.

Appendices

Appendix 1: Action Plan

Appendix 2: Equal Pay Policy

Appendix 3: Fact Sheet

MAR
30 October 2007

³ UCAS data, accessed via HEIDI.

Appendix 1

<i>Action Plan</i>	Lead	Deadline
Policy framework		
1. Review constitution of Disability, Equality and Diversity Committee.	Principal	April 2008
2. Develop a programme of regular review of policies and procedures, within which their impact on equality and diversity will be assessed.	Planning and Policy Officer	End 2007
Learning and teaching		
3. Continue to review equality issues during the regular Internal Review of Academic Programmes (IRAPs) and ensure that changes agreed during IRAPs are subsequently implemented.	Academic Registrar	Ongoing
4. Conduct a pilot analysis by gender of data on the academic achievement of students.	Academic Registrar	End 2008
Admissions and widening access		
5. Carry out a review of admissions processes across the College.	Assistant Principal/Academic Registrar	June 2008
6. Write College-wide admissions policies and implement further training for all staff making admissions decisions.	Assistant Principal/Academic Registrar	June 2009
7. Prepare admissions statistics broken down by gender for periodic review by Admissions Committee.	Academic Registrar	December 2008
8. Review the evidence for success of widening access activities and develop a widening access strategy	Vice-Principal/Wider Access Advisor	June 2009

Appendix 1

9. Deliver widening access sessions for men-only groups of potential students.	Head of Marketing/Wider Access Advisor	December 2008
10. Work with careers advisers, students and parents to break down assumptions about art college education and spread information about the career choices for art and design graduates.	Head of Marketing/Wider Access Advisor	Ongoing
11. Consider gender and ethnic balance in prospectus and other recruitment materials.	Head of Marketing	April 2008
Employment		
12. Review job advertisements and job descriptions for new posts for language bias in terms of age or gender	Head of HR	December 2007
13. Complete implementation of the National Framework Agreement, a single pay and grading structure.	Head of HR	June 2008
14. Undertake a pilot analysis by gender of applications for forthcoming senior appointments.	Head of HR	August 2008
15. Undertake an Equal Pay Audit.	Head of HR	September 2008
16. Carry out a programme of training in interviewing and selection skills for all involved in staff recruitment.	Head of HR	Ongoing
Review		
17. Report progress	Planning and Policy Officer	June 2008
18. Create a single equality scheme.	Principal	October 2008
19. Review the single equality scheme	Principal	June 2010

MAR
30 October 2007

Edinburgh College of Art

Equal Pay Policy

Introduction

This policy applies to all staff employed by Edinburgh College of Art.

This policy is about how we will ensure employees of Edinburgh College of Art will receive equal pay for work of equal value.

This policy must be reviewed every three years. The next review is due in June 2010. The College must also publish a report on equal pay at the same time.

The right to equal pay free of sex bias is conferred by United Kingdom legislation. The Race Relations (Amendment) Act, 2000 places a general statutory duty to promote race equality. The Disability Discrimination Act 1995 requires organisations not to discriminate against people with disabilities. The implementation of the EU directive on fixed term work and resultant UK regulations aimed at preventing fixed-term employees being treated less favourably than similar permanent employees also address equal pay. The College is required to publish an equal pay statement by the Equality Act 2006 and the Gender Equality Code of Practice Scotland.

The Head of Human Resources is responsible for implementing this policy.

Equal Pay Statement

It is in the interest of the College to ensure that it has a fair pay system. It reflects our core values and helps us to control costs. Avoiding unfair discrimination improves morale and enhances efficiency.

The College will take action to ensure that that staff receive equal pay for the same or broadly similar work, for work rated as equivalent and for work of equal value, whatever their age, nationality, ethnic or national origin, disability, sexual orientation, gender (including staff who have undergone gender re-assignment), marital or parental status, religion, political belief or socio-economic background and trade union membership.

In order to achieve this we will operate a pay system that is transparent, based on objective criteria, and free from unlawful bias. We will use the HERA (Higher Education Role Analysis) system to assist with determining equal pay.

Pay in this context is defined in the broadest sense and has several components including financial rewards e.g. base pay, variable pay (market pay, bonuses, PRP), allowances (e.g. overtime, call-out, expenses), benefits (e.g. pension) and other non-financial benefits (e.g. vocational training, annual leave, sabbatical leave etc.)

In order to put our commitment to equal pay into practice we will:

- Implement an equal pay review in line with EOC guidance for all current staff and starting pay for new staff (including those on maternity leave, career breaks, or non-standard contracts).
- Implement actions in a planned programme in partnership with the workforce.

- Carry out regular monitoring of the impact of our practices.
- Inform employees of how these practices work and how their own pay is arrived at on request from a role holder. We will respond to grievances on equal pay as a priority.
- Provide training and guidance for managers and supervisory staff involved in decisions about pay and benefits.

18 October 2007

Fact Sheet

This fact sheet will be developed with appropriate statistics as they become available.

Students by level of study and gender at Edinburgh College of Art, 2005/06

	Total	Female	% female	Male	% male
All HE students	1705	1075	63%	630	37%
<i>UK totals for relevant subjects*</i>	<i>101885</i>	<i>59110</i>	<i>58%</i>	<i>42785</i>	<i>42%</i>
Breakdown by level and domicile					
UK PG	160	80	50%	75	47%
EU PG	65	45	69%	20	31%
OS PG	140	85	61%	55	39%
Total Postgraduate	365	210	58%	155	42%
UK UG	1075	690	64%	385	36%
EU UG	130	85	65%	45	35%
OS UG	130	90	69%	45	35%
Total Undergraduate	1340	865	65%	475	35%

Extracted from HESA published student tables Table 0a and Table 2e

HESA's data protection strategy requires all published figures to be rounded to the nearest five. Therefore percentages are approximate and component figures may not add to totals.