

TRINITY LABAN

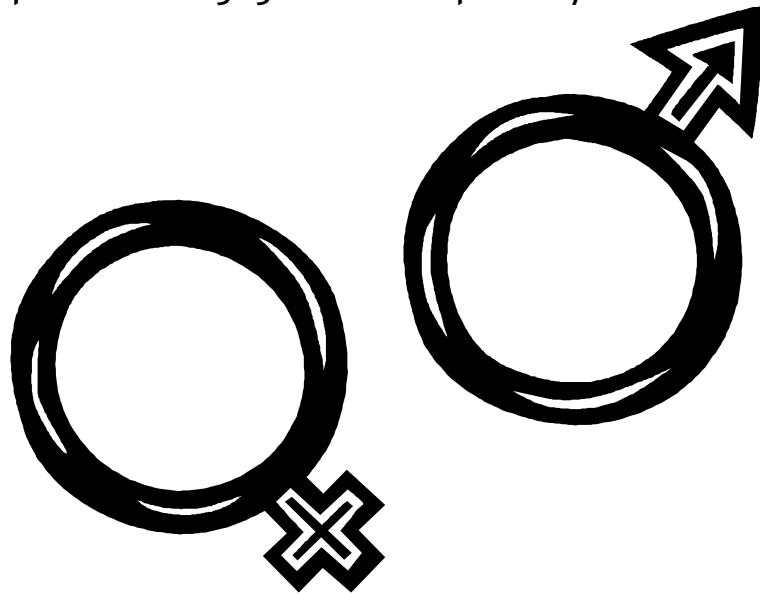
Trinity Laban Gender Equality Scheme 2007-2010

Document author(s) and Department Jonathan Peel Head of General Administration	Responsible Person and Department
Approving body Board of Governors	Date of approval 3 rd July 2007
Review date April 2010	Edition no. 1
EITHER For public access online (internet)? Yes / No	OR For staff access only (intranet)? Yes / No
For public access on request copy to be mailed Yes / No	Password protected Yes / No
External queries relating to this document should, in the first instance, be referred to the Head of Human Resources : telephone +44 (0)208 469 9475 or email mlarge@trinitylaban.ac.uk	

TRINITY LABAN

Gender Equality Scheme 2007 - 2010

- promoting gender equality.....



.....in support of creative futures and ambitions

Contents

1. Summary
2. Status of the Gender Equality Scheme
3. National and Local Context
4. Legislative Context
5. Equality and Diversity in Trinity Laban
6. Responsibility for the Gender Equality Scheme (GES)
7. Consultation Process
8. Gender Equality Objectives
9. Action Plan
10. Impact Assessment
11. Reporting on Progress

1. Summary

Trinity Laban's Gender Equality Scheme aims to promote equality of opportunity and positive attitudes towards our staff and students. In order to do this, we welcome and encourage the diversity of our College community and aim to create an environment of respect and dignity where we provide male, female and transgender¹ staff and students the opportunity to realise their full potential.

Our aim for gender equality at Trinity Laban is to give men and women equality in work and study. We are fully committed to eliminating potential direct and indirect discrimination and actively promoting equality of opportunity for our staff and students in line with our Strategic Plan and supporting strategies.

The Gender Equality Scheme includes an action plan with agreed priorities to redress the most pressing issues over the next three years. It also includes details of how the impact of the proposed activities will be assessed and progress monitored and reviewed.

Derek Aviss
Joint Principal

Anthony Bowne
Joint Principal

¹ Transgender means that an individual's "gender identity" (self-identification as male, female) does not match their "assigned gender" (identification by others as male or female based on physical/genetic sex).

2. Status of the Gender Equality Scheme

Trinity Laban has developed a Race Equality Scheme, a Disability Equality Scheme and now our Gender Equality Scheme. The action plan to help us meet our gender equality objectives is incorporated into section 9 of this document. Implementation of the Gender Equality Scheme action plan is the responsibility of the Equality Working Group (EWG), a working group consisting of both staff and student representatives. The EWG will monitor and report termly on progress on the Gender Equality Scheme to the Human Resources Committee which in turn will report annually to the Planning and Resources Committee and Board of Governors.

3. National and local context

There are a number of gender equality challenges facing Higher Education generally and Trinity Laban specifically. The national Higher Education position is as follows;

- 51.83 per cent of the 510,855 people employed in UK HEIs in 2004-05 were female. However, only 15.83 per cent of all senior academics or professors (2,095 out of a total 13,230) were female.² Within the Design & Creative Arts sector these percentages varied (sometimes quite significantly) and whereby 33.5 percent of all senior academics or professors were female (775 out of a total of 2,310).³
- Within the national context, the total student population consisted of 43 per cent of undergraduate and postgraduate students being male and 57 per cent are female.⁴
- Some gender division exists within the creative arts HE sector but the position is not as divisive as the national position: 61 per cent of creative arts & design students are female. ⁴

Being a small specialist institution with a specific range of study to offer, Trinity Laban's position does not entirely follow the same trend as the national picture;

Women make up 22% of the non-academic workforce at Trinity Laban, whereas, women account for 44% of Trinity Laban's academic workforce. ⁵

44% of our senior academics are women compared to an average of 33.5% of our comparator HEIs.⁵

Trinity Laban follows the national trend (within the Creative Arts HE sector) in that the divide is much less between men and women according to the subject areas they are employed in as compared with the national position.

Trinity Laban has a split of male (35.8%) and female (64.2%) students as a whole. However, this balance changes when looking at the apportionment between the Music and Dance Colleges as follows: Music (51.1% female and 48.9% male) and Dance (86.4% female and 13.6% male).

Little is known about the issues affecting transgender staff and students.

2 and 3 Source: HESA Resources of HE Institutions 2004/05 (Data prepared January 2006).
 4 Source HESA individualised student records, 2005-06.
 5 Trinity Laban gender analyses

4. Legislative Context

The Gender Equality Duty, created by the Equality Act 2006, is the most significant change in gender legislation since the implementation of the Sex Discrimination Act 1974. This new duty does not create individual rights, but rather, places a proactive duty on public authorities to promote gender equality. Under the new duty, and through all relevant functions, public authorities are required to have due regard to the need to;

- Eliminate discrimination and harassment that is unlawful under the Sex Discrimination Act and discrimination that is unlawful under the Equal Pay Act;
- Promote equality of opportunity between men and women.

The legislation also introduces specific duties to assist us in meeting the general duty which require that we;

- Produce and publish an equality scheme identifying our gender equality objectives, including equal pay objectives and actions to meet them;
- Monitor and review progress;
- Review the scheme every three years;
- 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, and;
- Conduct and publish gender impact assessments of all policies and practices

This new duty represents a change to the way Higher Education Institutions manage their diversity. HEIs can no longer be reactive, making adjustments for staff and students in order not to discriminate. This duty requires us be proactive in promoting equality for men, women and transgender people.

5. Equality and Diversity in Trinity Laban

Founded upon the principles of equality and established to provide education on the basis of merit and without regard to race, creed or political belief, Trinity Laban has embedded a requirement not to discriminate against any person within all its policies. In that context, we welcome our duties under the GED as part of our proud tradition of commitment to ensuring equality of opportunity for all, including our current, past and potential staff, students, external business partners and academic stakeholders, and the general public.

Trinity Laban has embedded this commitment to the promotion of equality in all of our strategic plans and supporting policies, e.g. Equal Opportunities Policy, Race Equality and Diversity Policy, and the Disability Equality Scheme.

6. Responsibility for the Gender Equality Scheme (GES)

Positive and consistent leadership is essential to the promotion of good staff relations and to the development of a diverse organisation. The Joint Principals shall lead as the public face of Trinity Laban in challenging inequality and promoting gender equality. Responsible for working with the HEI's Human Resources Committee, and Senior Officers of the University to promote equality and the provisions of this Scheme, the Joint Principals will provide a consistent and public lead on issues of equality throughout Trinity Laban's community and direct managerial action to ensure the Scheme and Action Plan is implemented and followed and the principles of equality are embedded in Trinity Laban policies generally.

The Board of Governors is ultimately responsible for ensuring that the HEI acts within the requirements of, and meets all its duties under, the GES; for ensuring that the Scheme and its procedures are followed; and that the Action Plan targets are achieved and kept under review. The Board shall, in particular, monitor the work of its Committees to ensure that the General Duty is achieved.

The Head of General Administration and Head of Human Resources will assume responsibility for providing the appropriate strategic direction and co-ordination of day-to-day management involvement, reporting regularly to the Human Resources Committee, the Senior Management Team and Joint Negotiating and Consultative Committee.

7. Consultation

The HEI's Trade Unions have been consulted on the development of this scheme, via the Joint Negotiating and Consultative Committee and the students via the Student Union. The HEI is currently reviewing its committee and workgroup structures and as part of this process will be establishing a single Equality Working Group (EWG) to create a forum for regular and on-going discussion of gender along with Race, Disability, Age and other areas central to Trinity Laban's commitment to equality of opportunity. The work of this group will inform the future development and refinement of the GES and the HEI's other Equality Schemes and Action Plans.

8. Gender Equality Objectives

We have developed six gender equality objectives. These objectives have been selected because we believe that:

1. They represent the major gender challenges in work and study at Trinity Laban.
2. They will make the most impact on gender equality over the next three

years.

Objective 1

To embed the principles of gender equality within the HEI

Objective 2

To monitor and take action to improve the gender balance in both academic and support workforces when divisions are identified. (e.g. reducing the pay gap between men and women at Trinity Laban if an imbalance is identified).

Objective 3

To proactively promote equality between men and women by ensuring staff understand the business case for diversity and gender equality.

Objective 4

To develop an understanding of, and plan for the needs of, transgender staff and students.

Objective 5

To increase the numbers of male students recruited to the Dance programmes over a three year period.

Objective 6

To monitor student outcomes (assessment results, auditions, drop-out rates etc) and take action to address any identified imbalances.

9. Action Plan

In order to achieve our objectives the following action plan has been developed. The Gender Action Plan will continue to be developed via the work of the EWG.

	ACTION	OBJECTIVE LINK	TIMESCALE	OUTPUT
1. Corporate Management				
1.1	Maintain and develop termly meetings of EWG	1	April 2007 and termly	Minutes and recommendations
1.2	Monitor and report to HR Committee on GES action plan	2	Annually (normally March)	Update plan as required
1.3	Incorporate promotion of gender equality in all Trinity Laban strategies, plans and policies	1, 2	Ongoing	Public presentation of positive commitment to equality
1.4	Introduce and embed impact assessments in policymaking process through training	1, 2	June 2007 - July 2009	Embed principles of gender equality at all levels
2. Teaching & Learning				
2.1	Monitor enrolment, retention, achievement and complaints of students by gender	1, 6	Ongoing	Invoking principles of gender equality within all processes
	ACTION	OBJECTIVE LINK	TIMESCALE	OUTPUT

2. Teaching & Learning				
2.2	Monitor data on gender in relation to the student recruitment processes	1, 6	Annually from May 2007	Report to HR Committee
2.3	Ensure there are no gender related issues related to differences in final assessment outcomes for students	1, 6	Annually from May 2007	Report to HR Committee
2.4	Ensure there are no gender related issues related to withdrawals	1, 6	Annually from May 2007	Report to HR Committee
3. Staff and Employment				
3.1	Monitor data on gender in relation to the workforce, recruitment, promotions, staff development, disciplinary procedures and staff turnover	1,2,3,	Termly from May 2007	Report to HR Committee
3.2	Embed understanding of Gender Equality in all management training	1,2,3,	Ongoing	Ongoing training programmes
3.3	Develop employment policies and procedures that promote equality of opportunity between men and women	1,2,3,		Gender equality embedded within corporate processes and procedures
3. Staff and Employment				
	ACTION	OBJECTIVE LINK	TIMESCALE	OUTPUT

3.4	Carry out annual equal pay audit and address findings in report to HR committee	1,2,3,	Annual report in May to HR committee	Address any inequalities in pay
3.5	Introduce diversity training for all staff	1,2,3,	Completion by June 2010	Embed principles of equality in workforce
4. Consultation and Feedback				
	ACTION	OBJECTIVE LINK	TIMESCALE	OUTPUT
4.1	Review progress against the Gender Equality Scheme	1, 2, 3, 4, 5, 6	Annual report in May to HR committee	Identify and address any slips in action plan
4.2	Introduce a gender equality survey to identify any issues that require action to address	1, 2, 3, 4, 5, 6	Bi-annually from June 2008	A fuller picture of gender equality issues within the HEI

10. Impact Assessment

Trinity Laban is in the process of developing guidance for use when considering the potential impact of policies, procedures and practices in terms of all Equality legislation including Gender, Disability, Race, Age, Sexual Orientation and Religion and Belief. This will provide for an initial assessment supported, in cases where a possible negative differential impact is identified, by a more detailed assessment to establish whether that impact can be objectively justified, removed, reduced or mitigated.

11. Reporting on Progress

In relation to the specific duties of the Equality Act 2006, Trinity Laban will take the following actions:

- Report on the Gender Equality Scheme annually to Board of Governors via the P&RC Committee as part of the report on all of our Equality Schemes.
- Review and update the Gender Equality Scheme and the all other Equality Schemes annually so that they continue to accurately reflect the priorities of staff, students and the HEI.
- Carry out a full review of the Gender Equality Scheme every three years, with the first review to be carried out in 2010.