

**Shetland Island's Council: in partnership with
Shetland College; Shetland Licensing Board; Shetland
School's Service; and ZetTrans**

Women. Men. Different. Equal



Gender Annual Report 2009

Access to the scheme

Copies of this scheme can also be made available in large print, Braille or on audiotape.

Copies can also be translated into various languages, on request.

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“Prejudices, it is well known, are most difficult to eradicate from the heart, whose soil has never been loosened or fertilized by education; they grow there, firm as weeds among rocks.”¹

¹

Charlotte Brontë (En **Charlotte Brontë** (English novelist, 1816-1855)

Introduction

The Gender Equality Duty (GED) is the biggest change to sex equality legislation since the Sex Discrimination Act came into force over 30 years ago.

What is the gender equality duty?

The Equality Act 2006 amends the Sexual Discrimination Act to place a statutory duty on all public authorities, when carrying out their functions, to have due regard to the need:

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

This came into effect on 6 April 2007.

The gender equality duty also requires public authorities to have due regard to the need to eliminate unlawful discrimination and harassment against transsexual and transgender people in the fields of employment and vocational training (including further and higher education).

Transgender

Transgender people are people who identify their gender to be different from the physical sex at birth. Transgenderism, sometimes known as gender dysphoria, is recognised as a medical condition. It is accompanied by a sense of discomfort with one's physical body and a wish to go through a process known as gender reassignment or transition.

Some transgender people undergo medical treatment - gender reassignment - , which can include cosmetic treatment, such as electrolysis for hair removal, hormone therapy, and/or reconstructive surgery. Some people elect not to undergo medical treatment and simply live their life in their new gender role. It is very much an individual decision.

Some examples of discrimination on the grounds of gender reassignment may include:

- Refusing to associate with or ignoring someone because they are transsexual
- Refusing to address the person in their acquired gender or to use their new name
- Probing into the person's private life and relationships
- Spreading malicious gossip about that person
- Failing to keep confidential information about that person's transsexual status

- Indefinite refusal to allow use of sanitary facilities appropriate to their gender after a reasonable transition period
- Treating that person less favourably than others in regard to sickness or other absences

Some useful resources for more information on Transgender.

<http://www.unison-scotland.org.uk/lgbt/links.html>

<http://www.lgbtyouth.org.uk/advice/transgender.htm>

<http://www.supportline.org.uk/problems/sexuality.php>

Who does the duty apply to?

The duty applies to all public authorities in respect of all of their functions. This means it applies to policy-making, service provision, employment matters, and in relation to enforcement or any statutory discretion and decision-making. It also applies to a public authority in relation to services and functions which are contracted out. In addition, it applies to private and voluntary bodies which are carrying out public functions.

For Instance, employers must not label jobs 'for men' or 'for women', except in some very special circumstances: a person's sex can be considered a 'genuine occupational qualification' in jobs such as acting or for reasons of privacy and decency.

Why do we have the duty?

The GED is intended to address the fact that, despite 30 years of individual legal rights to sex equality; there is still widespread discrimination and gender inequality. One reason for this is that policies and procedures of public authorities can often appear neutral but have a significantly different effect on women and men – often contributing to greater gender inequality. Individual legal rights have not been enough by themselves to change this.

To support progress in delivering the general duty, there is also a series of 'specific duties'. These are as follows;

- **To prepare and publish a gender equality scheme**, 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** in order to determine its gender equality objectives.
- **To assess the impact of its current and proposed policies and practices** on gender equality, and to have due regard to the results of those impact assessments.
- **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.

What will the duty achieve?

The gender equality duty aims to make gender equality central to the way that public authorities work, in order to create:

- Better-informed decision-making and policy development
- A clearer understanding of the needs of service users
- Better-quality services which meet varied needs
- More effective targeting of policy and resources
- Better results and greater confidence in public services
- A more effective use of talent in the workforce.

Our Schemes

The Shetland Islands Council, including the Schools Service and Shetland College, and ZetTrans decided to publish a Gender Equality Scheme together for Shetland. This outlined their individual requirements, service specific objectives and partnership Gender objectives. Therefore the Annual report for Gender will refer to the Shetlands Islands Council, Schools Service, Shetland College and ZetTrans.

The Council, The Schools Service, Shetland College and ZetTrans

The Gender Equality Scheme published 30th June 2007, detailed how the Council, Schools Service, the Shetland College and ZetTrans complied with the Equality Act 2006 and the Sex Discrimination Act 1975 and accompanying regulations and best practice.

The Gender Equality Scheme covers both recruitment and employment practices and access to all Council, College and ZetTrans services.

The main stakeholders identified within in the scheme were:

- ❖ Current service Users
- ❖ Trade Unions,
- ❖ Council staff,
- ❖ Pupils and ex-pupils
- ❖ Local community groups, in particular parent groups, and
- ❖ Community Planning Partners.

Who are we?

The Council

Shetland (formerly spelled **Zetland**; Old Norse,) is an Archipelago off the northeast coast of mainland Scotland. The islands lie to the northeast of Orkney, 280 Km from the Faroe Islands and form part of the division between the Atlantic Ocean to the west and the North Sea to the east. The total area is approximately 1466 km² (566 sq.miles). Shetland constitutes one of the 32 council area of Scotland. The islands' administrative centre and only burgh is Lerwick.

The current population of Shetland is approximately 22,000.

Shetland Islands Council is a local authority established under the Local Government etc. (Scotland) Act 1973, as amended, and has its principle offices at the Town Hall, Lerwick, Shetland, ZE1 0HB.

The Shetland Islands Council provides services throughout Shetland and all its inhabited Islands, and all the Islands come under the Authority of Shetland Islands Council.

The Shetland Islands Council provides services in the areas of Environmental Health, Roads, Social Work, Community Development, Policy, ICT, Planning, Registration of Births, Death and Marriages, Safety and Risk, Economic Development, Building Standards, Trading Standards, Housing, Capital Programmes, Legal and Administration, Finance, Waste, Education, Burial Grounds, Fire Service, Ports and Harbours, Ferries, Human Resources, Integrated Child and Young People's Services, Older People's Services, amongst others.

The Council is made up of approximately 30 services, all of which are detailed in appendix **A**

Or you can go straight to the website to access the A to Z of Council Services.

<http://www.shetland.gov.uk/atoz/>

Schools Service

The Shetland Islands Council is an Education Authority under the Education (Scotland) Act 1980 and through its Schools Service has a duty to ensure that there is, for their area, adequate and efficient provision of school education. The Schools Service includes 385 Teachers who deliver the curriculum to 1867 primary pupils and 1660 secondary pupils. A total of 31 central support staff offer financial, administrative and quality assurance support to 34 establishments.

A policy of inclusion seeks to ensure that young people are educated in their local school as far possible and is consistent with meeting their needs. The Shetland Islands Council Inclusion Services provides a range of services to children and young people, through: youth work delivered in youth centres and clubs across Shetland; the Bridges Project to enable young people aged

16-19 to access education, employment and training; the Local Support Network, which through early intervention provides children, young people and families with support at the earliest opportunity.

Shetland Islands Area Licensing Board

The Licensing Board is a separate body from the Council and is constituted under the Licensing (Scotland) Act 2005 to carry out the function of regulating liquor licensing and other related functions in the Shetland Islands Area. Although separate from the Council, the Board is wholly comprised of members of the Council. It has no direct employees but it receives all its administrative and legal support from staff employed by the Council. The Board has, as it is required to do, adopted its own Gender Equality Scheme. The opportunity is now taken to include the 2008 annual review of the Licensing Board's Scheme.

Shetland College

Shetland College is a non-incorporated college governed by a Board of Management consisting of nine members, all of whom are appointed by the Council. Shetland College is a partner college within the UHI and as an unincorporated College the responsibility for Further and Higher Education is vested in Shetland Islands Council. The College is bound by the Shetland Islands Council's policies and procedures and therefore is required to comply with any requirements set out in Shetland Islands Council's Gender Equality Scheme. Similarly being a partner in the UHI, cognisance of and adherence to their Gender Equality Scheme is also required.

The Strategic Priorities of the college are outlined below:

1. To promote broad-based Further and Higher Education, Life Long Learning and Social Inclusion, through the identification of the training, education and vocational needs in Shetland, and delivery of provision to meet them.
2. To play a significant role in developing the Shetland economy through meeting the needs of established and new industries and services.
3. To engage in the social and cultural development of Shetland, including Shetland's heritage.
4. To maintain a position of financial health and stability;
5. To strengthen the governance and management arrangements;
6. To develop the physical infrastructure of Shetland College to meet known and future needs, including the IT infrastructure. To ensure continued investment in and maintenance of College estate.
7. To promote the achievement of excellence through commitment to quality standards and continued investment in staff development, recognising that staff are a key resource.

8. To ensure a quality experience for all learners.

Shetland College is primarily located at Gremista in Lerwick. The College currently comprises of two buildings and a car parking area. Additional departments under the umbrella of Shetland College are based off campus; including Hospitality and Vocational Training which are both located at the Anderson High School and some courses within Health and Care which are housed in the Gutters Huts at the North Ness Business Park.

Shetland College Community Learning Network has lecturers based in five areas of Shetland, North Isles, North Mainland, Whalsay, West Mainland and South Mainland.

Shetland College offers a wide range of courses, both full time and part time in FE and HE provision.

ZetTrans

Shetland's Transport Partnership (ZetTrans) was established in December 2005 following the introduction of the Transport (Scotland) Act 2005, following a successful campaign to be recognised as a Regional Transport Partnership (RTP) in its own right.

ZetTrans consists of a Board comprising of four elected Members of Shetland Islands Council (SIC). It is supplemented by a member from NHS Shetland, and one from HIE Shetland. In addition, individual representatives from Lerwick Port Authority, SIC Ports and Harbours Department, VisitShetland and the Sumburgh Airport Consultative Committee are invited as Advisers to the Board.

ZetTrans has the responsibility for the development and delivery of the Regional Transport Strategy.

In November 2006, responsibility for bus services was transferred to ZetTrans.

At officer level, the service delivery functions of ZetTrans are currently undertaken by SIC's Transport Service.

Operational funding for the Partnership is secured from SIC, with support provided by the Scottish Executive. The majority of projects and actions arising from the Transport Strategy are likely to be funded either through SIC's capital and revenue funds, or from the Scottish Executive.

What do we want to achieve?

The Council is committed to fulfilling the duties imposed on it under the amended Sex Discrimination Act 1975 and working towards gender equality. Shetland's community statement contains the following statements:

- ❖ We'll seek to create fulfilling, well paid jobs for all, whatever their talent
- ❖ Foster confident, thriving communities across Shetland
- ❖ Promote justice and equality, here and overseas
- ❖ Expand knowledge, extend opportunities and improve access

The Community Plan priorities and targets contains the following:

- ❖ To make sure we are all able to enjoy living in Shetland as fully as possible:

We will be internationally renowned by ranking in the top 5% on a European stage. We will ensure that equal opportunities exist for all, no matter an individual's age; race, gender, faith, sexual orientation or disability and we will decrease inequalities.

Shetland already ranks highly in Scotland for social welfare, health and safety. However, we are aiming to be high ranking on an international stage. We also recognise that not everyone in Shetland shares this good experience'

One of our key priorities from 2008-2011 is to improve people's life chances and reduce inequalities. This will be delivered through a set of priorities, targets and actions plans held within Shetlands Single Outcome Agreement 2009.

Please click on the link below to access this document

<http://www.shetland.gov.uk/communityplanning/documents/ShetlandSOA2009.pdf>

Zetland Transport Partnership is committed to fulfilling the duties set out under the amended Sex Discrimination Act 1975 and working towards gender equality.

The Vision of the Partnership is to develop an effective, efficient, safe and reliable transport system for Shetland. The transport system will comprise an integrated network of accessible, and affordable internal, inter - island and external links, which will contribute to the development of a safe, healthy, vibrant and inclusive society, a diverse, successful and self-sufficient economy, and enhanced environmental quality.

Shetland College

Statement from the Director of Shetland College

Shetland College is committed to ensuring that all people within Shetland should be able to access further and higher education. Our mission is to make a major contribution to the local economy through provision of high quality further and higher education and training which meets the needs of the population and employers.

'I will ensure Shetland College continues to adhere to its legal duty to promote gender equality and to take account of the needs of all people in our decision making across the whole organisation. With the support of Shetland Islands Council we aim to demonstrate best practice in recruitment and retention by providing excellent support for our staff. Equally we are committed to addressing any inequalities and discrimination which might hinder individuals and communities from achieving their full potential.'

Shetland College is committed to ensuring that all students, staff and users of the college have equality of opportunity in whatever aspect of college activity they are engaged in and will work to ensure that that opportunity is not compromised through any form of discrimination.

The College will work with Shetland Islands Council to address the objectives and actions identified in this Gender Equality Scheme action plan, including those objectives and actions particular to the College. It was recognised that in the first year much of the work was about establishing a baseline and putting in place effective systems to better understand any issues relating to gender inequalities, to put in place actions to remedy any shortcomings and to put in place effective consultation and monitoring mechanisms. While this work must continue in some instances, it is time to be focussed on making a real difference to people's lives by addressing inequalities and discrimination wherever that might exist in a proactive and positive way.

Shetland College is committed to addressing the objectives identified in Shetland Islands Council Gender Equality Scheme and in addition shall:

- Build on existing information systems within the college to ensure full and required data is gathered re student population and college workforce.
- Establish appropriate consultation mechanisms, including Equalities Committee. Ensure that the Equalities Committee brings to the table any issues relating to inequalities and discrimination and that action is taken to address these.

- Continue to carry out impact assessments of all policies and procedures within the college.
- Seek to address any under representation by gender on decision making bodies within the college.
- Seek to increase numbers of male and female students taking up courses in which their gender has been traditionally underrepresented.

Examples of how Shetlands Islands Council services are meeting our Gender Equality Objectives (outlined in the Gender Equality Scheme and 2008 action plan)

Staff Training

LGBT youth Scotland Training for all youth issues staff. LGBT Youth Scotland is a national youth organisation working towards the inclusion of lesbian, gay, bisexual and transgender young people in the life of Scotland.

The Gender Equality Duty legally protects right of transgender people, and with that we are legally bound to raise awareness and promote the rights of transgender.

Stonewall training for HR Advisor and Policy Officers. Stonewall is a lesbian, gay and bisexual charity. Although sexual orientation is a different sexuality strand in itself it does have gender implications. Everyone has a sexual orientation and a gender identity. When someone's sexual orientation or gender identity does not conform to the majority, they are often seen as a legitimate target for discrimination or abuse.

Council Gender Role Model Programme

In May 2009 the Policy Unit ran a pioneering role model programme throughout schools in Shetland. This was to help raise young people's awareness of under representation of women and men in certain professions within Shetland. The aims of the Role Model Programme were to explore young people's perceptions of gender roles in employment and seek to inspire them to consider jobs - which have been traditionally viewed as exclusively male or female.

Our programme involved selected role models who visiting participating schools to give short presentations to small groups of secondary pupils. They talked with pupils about why they chose their specific career, what the benefits were and what they have experienced.

We had a female,

- Janitor,
- Chief Official,
- Electrician, and
- Architectural Technician

We had a male,

- Primary teacher,
- Social worker, specialising in mental health,
- Nurse/carer, and
- Play worker

The outcomes from the programme have been extremely positive. We hope to run this programme again next year.

Shetland Islands Council; Library

Childcare

- Shetland Library encourages staff to return to work after maternity leave and looks favourable on the creation of flexible working arrangements, where these can be put in place whilst ensuring a high quality of service to the public. Currently, from a workforce of 31 staff, three staff work flexibly to assist with childcare arrangements; of these one works part-time, one in a job-share arrangement and one works term-time only. One is a man and two are women
- All vacancies are considered for job-share.
- In terms of service to the public, a broad range of materials and learning opportunities on Childcare are available and libraries are available at varied times of the day, weekend and evening to promote usage
- Shetland Library promotes usage of libraries amongst babies and families through the Bookstart Scheme

Good Practice

- Events and promotions to attract both men and women, jointly and separately e.g. Mills and Boon celebrations and competition, Makkin and Yakkin, History at Home events, Microfilm reader / printer promotion
- Promotional leaflets in English and five other languages featuring men and women using the library
- In terms of the LGBT community, national and regional book collections and promotions are featured e.g. LGBT History month in 2009, loud and Proud, Big Gay Read, booklists of materials likely to be of particular interest are posted on our website, publications drawing the public's attention to new anti-discriminatory measures, such as the Pink Pound, are displayed. Other council departments have used displays to circulate consultative material for the LGBT community.

Barriers to meeting objectives

- Occasional letters of objection about the display of materials of interest to the LGBT community are received and replied to by the Service Manager.
- The balance between flexibility in relation to childcare, fairness and service need is a constant consideration.

Shetland Islands Council; Community Care: Care at Home

At North Haven they employ a male full-time social care worker in the residential unit. They also have three male relief social care workers working in the unit as well as care at home. They are valued by the service users, as well as by the female staff. Some of the female service users initially said that they prefer to have female workers to shower or bath them, but most accept this type of care from these male workers once that they had got to know them. They staff at North Haven noted that it is always the service users choice and that a particular type of care is never imposed.

At Taing, Residential Unit, they employ a male social care worker for their care at home service and on the whole this works very well.

A number of Shetland units will not accept male workers, due to female service users requesting female's carers. This may be an area to be looked at in the future, as it has the potential to impact on so many other areas.

Nordalea Residential Unit have been actively trying to recruit male social care workers, in a drive to promote Gender Equality. With the last advert used they had 50% application for males and 50% female.

Please see advert on the following page.



Nordalea Employment Opportunities

**We need relief social care workers to
work in both residential and community
settings and relief cleaners and kitchen
staff**

**A training and support package is
provided**

If you're between the ages of 18 and
retirement, either male or female,
come and find out more by contacting
Nordalea to arrange an informal visit

Tel: 01595 745870

Closing date: Friday 22nd May

Shetland Islands Council; Infrastructure Services

The Shetland Islands Council, Infrastructure services offer a sponsorship cadet programme. Details are outlined below,

Benefits of the Programme

- Undertake your academic training in Shetland at SSNS
- Get paid while you train
- Gain recognised academic and professional qualifications
- Excellent career prospects afloat and ashore
- Structured career path to Master or Chief Engineer
- A springboard for further study to degree level

Employment and Sponsorship

All cadets are employed or sponsored directly by a shipping company, ship manager, or indirectly by other organisations acting on their behalf. These organisations provide the sea service and support throughout the programme. For the complete duration of the programme, the employing or sponsoring organisation pays the Cadets a salary or training allowance, college fees and other associated costs, although specific arrangements may vary between employing and sponsoring organisations.

Qualifications

To serve as an officer on a Merchant Vessel an appropriate Certificate of Competency qualification must be held. This is issued by the UK Maritime & Coastguard Agency in accordance with national and international requirements and all aspiring officers must attain it. A key route to attaining this certificate is to follow a cadet training programme based on SQA Higher National Diplomas and Vocational Qualifications.

The Cadets

Shetland Islands Council sponsors 4 Cadets per year for the Deck and Engineering Programme. The intake for this is September / October of each year.

The Council currently have a female cadet who is going through the Deck Cadet programme and has worked on our ferries during study periods. The Council has had female engineer cadets going through the programme and hopes to see this continue.

Single Status and Equal Pay

In 1999, the Single Status Agreement was reached between national employers and Trade Unions. The agreement came from a recognition that pay and conditions in local government were not equal, and was open to challenge under equal pay legislation.

The principles of the Agreement are based on:

- Delivery of high quality and flexible services
- A well trained and motivated workforce
- Ensuring equal opportunities in employment

Traditionally, Councils in Scotland have had more than one set of pay rates terms and conditions for their employees, and Shetland is no exception. Single Status is about harmonising these, fairly and consistently.

Different sets of terms and conditions has meant that some groups of employees enjoyed benefits that others weren't, and there have been different rates for some of these benefits. As this is against Equal Pay legislation, and has led to claims of discrimination, **one** single set of terms and conditions has to be developed and introduced for everybody. This is what's known as 'Single Status'.

The National agreement on Single Status has set some terms and conditions to apply nationally across all Scottish Councils and left others for negotiation between individual Councils and local Trade Unions. However, all Councils were required, through the Agreement, to deliver the following,

1. A new local pay and grading structure to replace the current national grades and pay rates. This had to follow on from a Job Evaluation exercise;
2. An associated pay structure for the new grades using a new expanded spinal column of hourly rates/pay points, agreed by the Scottish Joint Council; and
3. Local, harmonised terms and conditions of employment.

Where Shetland Islands Council has got to

The Council signed a Collective Agreement with the relevant Trade Unions on Single Status in May 2009. Full Single Status pay and grading and terms and conditions will be implemented from September 2009.

As part of the implementation of single status, the Council will be conducting an annual equal pay audit to monitor the application of the Council's pay scheme to ensure we comply with equal pay legislation and that there is no evidence of gender bias.

Schools Service Update 2009

Gender Equality Duty

The Schools Service is committed to promoting gender equality for all by fulfilling the objectives set in the Council's Gender Equality Scheme, and the targets set by the Schools Service Action Plan.

STAFF

Schools Service staff work with staff from Human Resources to remove barriers affecting mothers returning to work and to inform action to promote gender equality within the Schools Service.

We monitor the uptake of courses to inform gender equality in training – e.g. Leadership. This year we have also begun to explore the uptake of flexible arrangements to support parents and to ensure that women returners are supported by ongoing contact with the service – for example, through attendance at in-service training. We are consulting women returners on other methods of easing the process back to work.

The Schools Service provided training for all Head Teachers in “Equalities: What we can do to fulfil the equality duties” on the 24th November 2008, provided by Donnie McLeod from the Centre for Inclusion and Equity. Subsequently participants received helpful documentation from Mr McLeod and are now considering how this might inform their future school improvement plans.

PUPILS

Schools examine attainment data each year to identify and gender issues and promote equality through individual projects – or example, targeting reading in one primary school where boys were achieving less well.

In the current year. There is little statistically significant difference between the attainment of boys and girls in most secondary subjects and this was the case in previous years. There is some evidence to suggest that boys in primary schools perform less well in writing and reading, particularly in the early stages and some schools have targeted boys to develop their skills. There continue to be some subjects preferred by boys (e.g. Physics, technical education) and girls (home education, foreign languages).

GENERAL

The Schools Service is committed to an open review of practice and planned action to promote gender equality. We have worked with the Single Status team towards the final agreement which means equal pay for equal work.

We have introduced the SEEMIS system for management information which will give improved access to data at school and central level to allow effective monitoring of equalities information.

Schools Service staff works closely with staff from Integrated Children's Services to ensure childcare services in all areas of Shetland. For example, this year we have continued to support:

- Full day childcare in Mossbank
- A vulnerable nursery service in Lunnasting which now sits within the Schools Service as the partner provider was unable to offer the service

FUTURE ACTION

The Schools Service will continue to work with employees, other agencies and the young people who make use of the service, to promote gender equality and meet the targets in the Equalities Action Plan.

Shetland College Objectives Progress report

1. All college staff are aware of the Shetland Islands Council Gender Equality Scheme and Action Plan and their responsibilities. A staff information sheet informing staff about the Gender Equality Duty was published, which informed managers and staff of their responsibilities.
2. All staff were notified via email of the Shetland Islands Council Gender Equality Scheme and Action Plan and were informed that a copy can be located on the college's intranet for staff and on the college's website.
3. Equality and diversity training for managers and staff was arranged for January 09 as part of the college's Staff Development Plan 2008/2009. All new staff participate in the college's induction procedure. This outlines the Shetland Island's Council Equality and Diversity policy, the Gender Equality Duty, Scheme and Action Plan. All new staff are made aware of the location of the documentation on the college's intranet.
4. The Operations Manager, Admin Manager, Guidance Co-ordinator and Support staff continued to review and evaluate the college's enrolment and application procedures for 2008/09. Course guidance and careers education and guidance is in place and is available at all stages of a student's contact with Shetland College from pre-entry to post-exit.
5. The Guidance Coordinator has a welfare and pastoral role and is dedicated to supporting students within the college environment. The college management team has supported the college's students' association and UHISA to assist students who wished to participate in all aspects of college life and wider community activity, through the work of the Guidance Coordinator in her pastoral care role with the students. The Coordinator has worked with the course representatives in looking at the role of a course representative and initiating SPAQS training.
6. The college continues to build on its information systems to ensure full and required data is gathered re student population and college workforce.
7. To establish appropriate consultation mechanisms, at the start of the 2008/09 academic year the committee structure of the college was reviewed and in line with the additional objectives within the Shetland Islands Council Gender Equality Duty for Shetland College an Equalities Committee was formed with the following remit:

'The Equalities Committee will have the responsibility for overseeing the implementation of the College's Equality Duties and Schemes across all aspects of College provision in accordance with College's quality procedures and policies. Its

role is one of constant evaluation and continuous improvement as well as active promotion of equality opportunities and diversity.'

Membership of the Equality Committee is made up from cross-college representation including student, Shetland Islands Council and UHI representation. The committee is chaired by the Operations Manager.

The Equality Committee reports to the College's Academic Board, chaired by the Director, which is responsible for the strategic overview of the academic development of Shetland College, therefore ensuring that equality issues are paramount within college decision making processes.

8. It is college policy to ensure that all sections and staff follow the college's Quality Manual, which has been revised during 2008/2009 for implementation in 2009/2010. In addition, the college has established an impact assessment tool and a programme of impact assessment is underway in 2008/2009 and will continue in 2009/2010 in relation to all college and Shetland Islands Council policies and procedures.
9. The college will continue to address any under representation by gender on decision-making bodies within the college.
10. The college will continue to seek to increase numbers of male and female students taking up courses in which their gender has been traditionally underrepresented. However the college publicity material continues to be routinely updated and made available to students, staff and visitors. Paper copies are available in the reception, student areas, staff rooms, learning centres and the library. As part of the college's publicity, the college's website is also regularly updated with the same information as the paper versions.

ZetTrans Update

The Shetland Islands Council provides all employees of of ZetTrans, and therefore workforce related development lies with the council.

All staff are aware of the Shetland Gender Action Plan and their responsibilities.

ZetTrans takes a proactive, comprehensive and inclusive approach to all consultation exercises. No feedback, to date, has indicated any gender specific issues

When monitoring usage of all public transport services, in order to effectively match the level of provision to the demand, it has been noted there is no evidence to suggest this monitoring needs to be gender specific at this time.

ZetTans continue to support the use of Scottish Executive Rural Transport funding to support the complementary network of shopper services. This led to a review of transport provision across Shetland, with the implementation plan to be developed to improve levels of provision, and accessibility for all. This once more led to little evidence to suggest a need to promote access in relation to gender.

Shetland Islands Council Policies

Equal Opportunities are paramount to the Shetland Islands Council and it's employees.

All Council departments must adhere to the;

- Recruitment and Selection Policy
- Disciplinary and Grievance Procedures
- Remote Working Guidelines
- Flexible Working Guidelines
- Maternity and Parental Leave Policy
- Job Share Policy
- Equality and Diversity Policy
- Race Equality Scheme
- Disability Equality Scheme
- Gender Equality Scheme
- Employment Over Retirement Age Policy
- Training Policy
- Harassment and Bullying Policy
- Absence Management Policy

Gender Action Plan for 2009

Action	Timescale	Responsibility	Outcome/ Indicator
Work with partners to develop a gender equality awareness training resource	Summer 2009	Organisational Development College Schools NHS ZetTrans	Staff to be aware of gender equality issues and their responsibilities to promote gender equality
To develop training provision on awareness around trans issues	Summer 2009	Organisational Development College Schools NHS	All staff to have a greater awareness around transgender issues
Continue to assess as a matter of priority all policies that relate to gender	Ongoing	Organisational Development College Schools NHS ZetTrans	Ensure that all policies have been identified and processed through the policy template, and that appropriate amendments have been made
UHI EO to identify systems to gather data for UHI wide area (Highlands and islands of Scotland) on the Associated Partners and also the wider communities in this area		Shetland College	Establish systems and ensure that all Associated Partners in UHI network can access, and input the information.
Conduct an annual equal pay audit to monitor the application of the council's pay scheme to ensure we comply with equal pay legislation and that there is no evidence of	September 2009 and thereafter	Organisational Development	Ensure that all employees are paid equally regardless of sex/gender

gender bias.			
Continue to investigate and trial innovative forms of public transport service delivery in an attempt to improve service levels, reliability, whilst reducing costs. In the future, this may include further development of community transport initiatives, and other forms of rural demand responsive provision.	September 2009	ZetTrans	Percentage of households able to access Demand Responsive Transport services.
Continue to consult with communities to develop public transport services. One method is through External and Internal Transport Forums for consultation on specific transport issues.	Throughout 2009	ZetTrans	Held on quarterly basis. Area Transport Forums established

Licensing Board: THREE-YEAR ACTION PLAN – 2007- 2010

Objective	Action	Target Date	2008 Review
Eliminate unlawful discrimination and promote equality of opportunity	<ol style="list-style-type: none"> 1. Review the Gender Equality Scheme on an annual basis 2. Develop working relationship with Shetland Islands Council and their Community planning partners 	<ol style="list-style-type: none"> 2. Ongoing 3. Ongoing 	<ol style="list-style-type: none"> 2. This is the first annual review of the Gender Equality Scheme 3. The Assistant Clerk is involved in a working group of officers looking at the fulfilment of the SIC's equality duty.

Consult with stakeholders	1. Consult with the new Licensing forum when it is established to seek opinions and suggestions towards improving equality of opportunity.	1. 2007	1. The Licensing Forum has only recently begun operation. The Assistant Clerk has arranged to attend the first suitable meeting to raise the issue of equalities.
Assess impact of policies and services on the promotion of gender equality	1. Review all current documentation for compliance with the Act.	1. 2007	1. This process has begun but has not been completed at the time of the report. Policies and procedures under the Licensing (Scotland) Act 1976 have been impact assessed. The new policies and procedures under the Licensing (Scotland) Act 2005 require to be impact assessed. The target date for completion is June 2009.

<p>Monitor policies for an adverse impact</p>	<p>1. Review all existing policies with a view to identifying any incompatibilities with the aims and objectives of the Act.</p> <p>1. Consider whether new policies or procedures to be adopted by the Board in the implementation of the Licensing (Scotland) Act 2005 will have an adverse impact on equality of Opportunity. If there could be adverse impact, whether it could be avoided or reduced</p>	<p>1. 2007</p> <p>2. Ongoing</p>	<p>1. The existing policies under the Licensing (Scotland) Act 1976 have been impact assessed. One possible source of inequality was identified being the lack of female board members. This will be brought to the attention of potential board members when a vacancy arises and through this review to the attention of current board members. ACTION 2009</p>
<p>Train Staff in connection with the general duty</p>	<p>Review staff training in conjunction with Shetland Islands Council and their community planning partners.</p>	<p>Ongoing</p>	<p>1. Two of the Administration Assistants and another Assistant Clerk have undertaken Equality and Diversity Training in February 2008.</p>
<p>Ensure public access to information and services</p>	<p>As part of the annual review process consider whether further publicity in relation to the Scheme itself is required</p>	<p>Ongoing</p>	<p>The Gender Equality Scheme is available on the Licensing Board's Website.</p>

Issues arising

Review of Action Plan on Gender Equality – Issues arising 30/4/08

Issue	Action Required	Lead Officer	Timescale	Resource Implications
Lack of female representation on the Board	Make female Councillors aware of the situation when a vacancy arises. The Administrative Services Manager needs to be contacted to discuss how this might be done.	Assistant Clerk (S. Brunton)	1 month	None
Introduction of the Licensing (Scotland) Act 2005	Review new policies and procedures introduced under the Licensing (Scotland) Act 2005 for an impact assessment on gender equality.	Assistant Clerk (S. Brunton)	Before June 2009	Can be dealt with within existing resources.

Gender analysis for the Shetland Islands Council 2009

The total number of applicants for 2009 was **2714**. If you refer to figure 1 you will see the breakdown by age and fig 2 by Gender.

Figure 1: total applicants by age

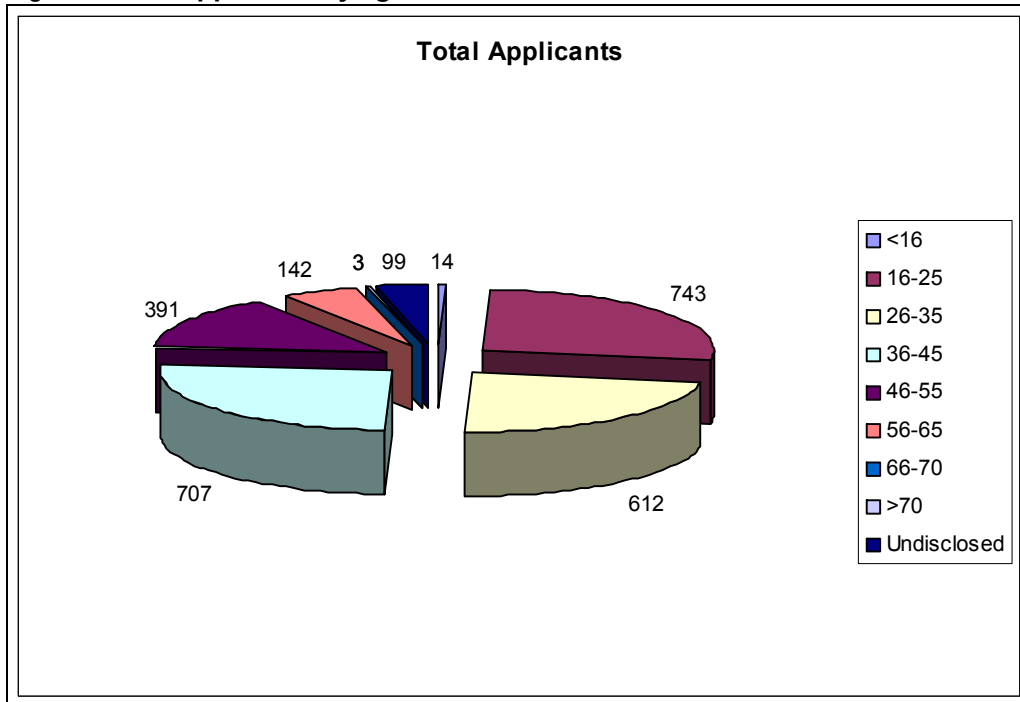
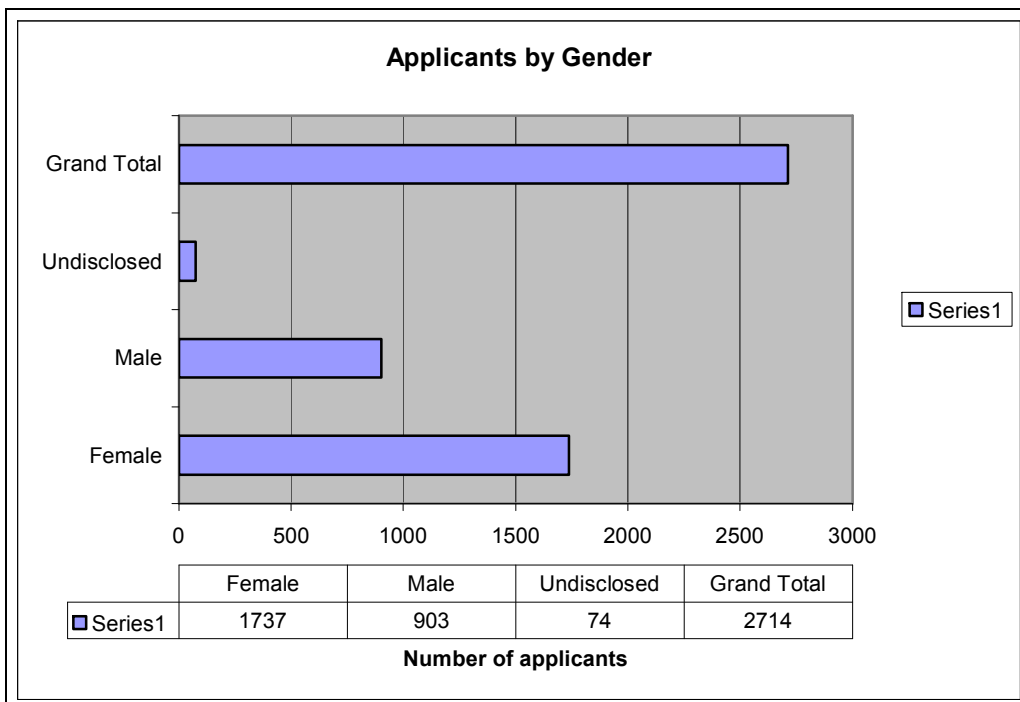


Figure 2: Total applicants by Gender



Total applicants = 2714

Gender	Grand Total	
Female	1737	64.00%
Male	903	33.27%
Undisclosed	74	2.73%
Grand Total	2714	100.00%

Unsuccessful at Shortlist

Gender	Grand Total		Unsuccessful at Shortlist	
Female	1737	64.00%	657	54.57%
Male	903	33.27%	510	42.36%
Undisclosed	74	2.73%	37	3.07%
Grand Total	2714	100.00%	1204	100.00%

Unsuccessful at Interview

Gender	Grand Total		Unsuccessful at Interview	
Female	1737	64.00%	368	65.60%
Male	903	33.27%	177	31.55%
Undisclosed	74	2.73%	16	2.85%
Grand Total	2714	100.00%	561	100.00%

Withdraw

Gender	Grand Total		Withdraw	
Female	1737	64.00%	199	74.25%
Male	903	33.27%	63	23.51%
Undisclosed	74	2.73%	6	2.24%
Grand Total	2714	100.00%	268	100.00%

Reserve

Gender	Grand Total		Reserve	
Female	1737	64.00%	72	69.90%
Male	903	33.27%	30	29.13%
Undisclosed	74	2.73%	1	0.97%
Grand Total	2714	100.00%	103	100.00%

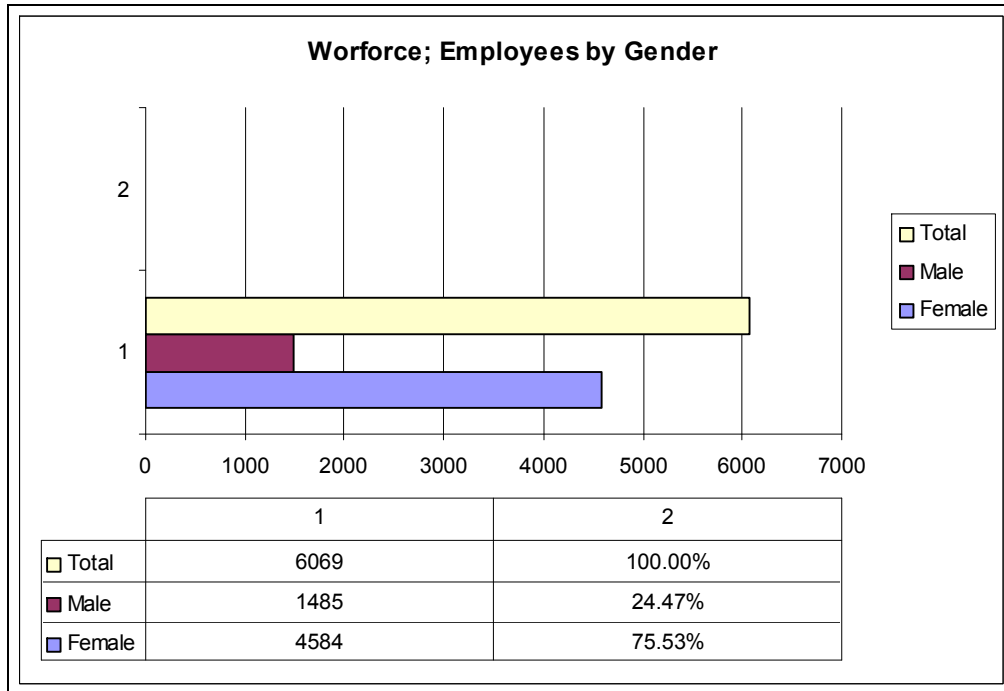
Successful

Gender	Grand Total		Successful	
Female	1737	64.00%	441	76.30%
Male	903	33.27%	123	21.28%
Undisclosed	74	2.73%	14	2.42%
Grand Total	2714	100.00%	578	100.00%

Workforce Analysis of the Shetland Council

This section will outline the workforce analysis specifically highlighting any gender specific points.

Figure 3: **Workforce 2009 by Gender**



As you can see from fig 3 females make up the majority of the workforce within the council. Fig 3, above, includes full time workers, part time workers and also encapsulates employees that have more that one job.

APT&C

	Gender	
Female	2411	76.23%
Male	752	23.77%
Total	3163	100.00%

Craft Operatives

	Gender	
Female	4	4.12%
Male	93	95.88%
Total	97	100.00%

Chief Officials

	Gender	
Female	3	15.79%
Male	16	84.21%
Total	19	100.00%

Instructors

	Gender	
Female	130	70.65%
Male	54	29.35%
Total	184	100.00%

Lecturers

	Gender	
Female	50	61.73%
Male	31	38.27%
Total	81	100.00%

Manual Workers

	Gender	
Female	1256	79.14%
Male	331	20.86%
Total	1587	100.00%

Teachers

	Gender	
Female	730	77.83%
Male	208	22.17%
Total	938	100.00%

As you can see from breakdowns above, female employees are more prominent within the arena of **APT&C, Instructors, Manual workers and Teachers.**

Male employees are prominent within the arena of **Chief Officials and Craft Operatives.** While within classification of **Lecturers** males and females are fairly equal.

Promotion Rates

	Gender	
Female	658	78.52%
Male	180	21.48%
Total	838	100.00%

Employee Review and Development Meetings

	Gender	
Female	163	79.90%
Male	41	20.10%
Total	204	100.00%

LEAVING THE AUTHORITY

Resignation

Female	338	78.79%
Male	91	21.21%
Total	429	100.00%

Redundancy

Gender		
Female	2	66.67%
Male	1	33.33%
Total	3	100.00%

Other

Female	435	81.16%
Male	101	18.84%
Total	536	100.00%

Gender profile and analysis of Shetland College

The table below is a breakdown of the gender profile for student enrolments for the academic year 2007/2008 compared to the academic year 2006/2007 figures in brackets.

Mode of Delivery	Total number of enrolments	Male	Male %	Female	Female %
All Enrolments	1723 (2185)	682 (1026)	40 (47)	1041 (1159)	60 (53)
Further Education programmes					
Further Education (FE)	1495 (1981)	602 (977)	40 (49)	893 (1004)	60 (51)
FE Full time	83 (79)	36 (39)	43 (49)	47 (40)	57 (51)
FE Part time / Distance Learning / Other Part time / Short/Full time / Evening/Weekend	797 (1208)	329 (609)	41 (51)	468 (599)	59 (49)
FE Day Release	506 (543)	206 (253)	41 (47)	300 (290)	59 (53)
FE Open Learning	109 (104)	31 (29)	28 (28)	78 (75)	72 (72)
Higher Education programmes					
Higher Education (HE)	228 (204)	80 (49)	35 (24)	148 (155)	65 (76)
HE Full time	69 (75)	21 (11)	30 (15)	48 (64)	70 (85)
HE Part time / Distance Learning/ Other Part time / Evening/Weekend	135 (47)	57 (9)	42 (19)	78 (38)	58 (81)
HE Day Release	24 (49)	Figures are too small to publish (18)	8 (37)	22 (31)	92 (63)

For the academic year 2007/2008, there is a preponderance of female students in both the FE and HE programmes, the proportion of females being slightly higher in HE. This compares with a fairly even split in the academic year 2006/ 2007 in the FE programmes.

For the academic year 2007/2008 the female preponderance is mirrored across the board in full time, part time, day release and open learning programmes. Note that the part time courses are again analysed as a group since the actual figures for individual programmes were too small to publish separately, as doing so may have created an issue regarding student confidentiality.

An increase in the preponderance of female students is found in the FE open learning programme. A similar situation was noted in 2006/2007, and again this excess may be due to the types of programmes to which this mode of delivery lends itself, such as the health and care programmes, as these are curriculum areas that tend to attract more female enrolments.

A greater excess is also apparent when HE full time programmes are examined. Here, only 30% are male whilst 70% are female compared with 15% and 85% in 2006/2007.

Analysing HE part time, distance learning, other part time and evening/weekend with male enrolments at 40% and female enrolments 60%, we find the common ratio again, differing from 19% and 81% in 2006/2007. Again the mode of delivery may lend itself to certain types of curriculum, such as the health and care programmes, attracting more female enrolments.

There is a very low figure of male enrolments, only 2%, on HE day release programmes, compared with 37% 2006/2007. As before, this mode of delivery may lend itself to certain types of curriculum, or traditional roles may be at play wherein males are in full time employment and females may have more time available for study. However more in depth research is required to determine the cause or causes of the imbalance.

Owing to the very small numbers of students on this programme, the actual numbers have been omitted for reasons of confidentiality as described above.

Appendix A: Council - Core Functions

Education and Social Care – Schools –

- To educate young people aged 3 - 18 to reach their full potential

Library & Information –

- To provide books, large print books, music cd's, talking books, open learning packs, newspapers and talking newspapers.
- To provide free access to the Internet and a broad range of software
- To provide free access to a range of reference materials
- To provide promotional activities

Adult Learning -

- To provide a library service to schools Adult Learning –
- To provide a range of adult learning programmes to help adults and young people achieve their potential

Sport & Leisure Services –

- To manage sports and leisure facilities
- To manage Islesburgh Community Centre and Youth Hostel
- To manage play areas, multicourts and general amenity areas
- To deliver a programme of sports development opportunities and activities
- To deliver the Active Schools programme
- To provide outdoor education and adventure activities
- To administer a variety of grant aid schemes

Shetland College –

- To provide Further and Higher Education from Access level to Degree level and beyond

Train Shetland – Short Courses –

- To develop and provide quality short courses locally to meet the need of both the SIC and external customers

Train Shetland – Vocational Training –

- To act as a managing agent for the Government Funded Training Programmes of Skill seekers and Modern Apprenticeships

Integrated Children's Services –

- To provide an integrated care service for children and young people in Shetland.

Criminal Justice –

- To supervise offenders in the community in order to increase community safety and protect the public
- To work with offenders on community sentences or post release supervision to reduce current levels of re offendingCommunity Care –

- To provide a care service to older people, people with dementia, physical disabilities, mental health problems, sensory impairments, learning difficulties, children with disabilities or a disabling illness, people with HIV/AIDS and people who are terminally ill

Inclusion –

- To provide a universal youth work service delivered through a network of 10 youth centres provided in partnership with local communities and groups

Community Work –

- To provide up to date information and advice on all issues concerning voluntary organisations in a way that best suits the organisation
- To develop the skills and confidence needed for communities to engage and exercise power and influence, and to achieve their outcomes
- To engage with communities and other stakeholders across Shetland to identify, plan and meet their needs
- To provide community transport in the form of self drive community minibuses located throughout mainland Shetland

Infrastructure –

Planning –

- To prepare, maintain, review and implement the Structure Plan and Local Plan, which set out the framework for development and area regeneration
- To undertake wide consultation and resulting negotiations on new development proposals
- To ensure that new building work achieves national standards relating to the health, safety, welfare and convenience of people in and around buildings
- To look after our very rich heritage of buildings, landscapes, plants and animals

Roads –

- To ensure that all roads, footways, streetlights, traffic signals, culverts and bridges are inspected and maintained

Ferries –

- To own and operate a fleet of ferries providing lifeline services between the mainland and other islands

Transport –

- To provide local bus services on behalf of ZetTrans
- To provide internal air services and management of associated airport infrastructure
- To provide transport services for all other statutory functions within the Council, such school and social work transport
- To manage the Council fleet

- To administer the Council's function as licensing authority for taxi and private hire care licensing

Trading Standards –

- To check businesses for compliance with Trading Standards legislation
- To educate and inform locally based businesses and consumers
- To register and license locally based businesses
- To enforce Trading Standards legislation
- To maintain Shetland's standard weights and measures and provide a metrological service

Environmental Health –

- To ensure the healthy production of food animals, the responsible ownership of pets and the welfare of animals
- To ensure adequate protection, maintenance and improvement of the local environment so as to benefit the health of the community
- To ensure the safe production, manufacture, storage, handling and preparation of food and its proper composition and labelling
- To safeguard the safety, health and welfare of persons whilst at work and those who might be affected by work activities
- To ensure the provision and maintenance of housing stock of a good standard, that is safe and that is provided with all basic amenities
- To ensure the protection of public safety and/or elimination of nuisance or other adverse impacts of activities through the exercise of licensing controls
- To prevent the potential spread of disease and/or physical damage resulting from infestation by pests
- To ensure proper public health controls are in place at ports of entry
- To protect and secure improvements in the public's health

Waste –

- To audit Council services and buildings with regard to environmental performance
- To promote waste prevention within the Council, households and the business community
- To provide a range of disposal and recovery options
- To monitor and coordinate activities related to the cleaning of litter and graffiti and maintaining public areas to a high environmental standard

Burial Grounds –

- To provide a grave digging service for all funerals in Shetland
- To maintain all 62 yards
- To maintain records of all yards

Cleansing –

- To provide an integrated waste management service from the point of collection through to safe disposal or recycling

Building Services –

- To provide a catering service to schools and Social Care clients

- To provide a cleaning service to all Council schools, offices, public buildings and toilets
- To provide a building maintenance service for all Council properties

Executive Services

Committee Services –

- To manage, coordinate and administrate all Council and Committee meetings, and their related subcommittees and forums
- To administrate all Scottish Parliament, Westminster Parliament, Shetland Islands Council and Community Council elections
- To implement and comply with the Data Protection Strategy, Policy and relevant legislative requirements
- To implement and comply with the Records Management Strategy, Policy and relevant legislative requirements, including the Freedom of Information (Scotland) Act 2002

Registration Services –

- To collect and process accurate information from the public to enable an event to be registered, to produce an accurate permanent record, and to ensure that no events remain unregistered

Legal Services –

- To provide a legal service to all Council departments

Contract Compliance –

- To provide a tendering and contract administration service to all Council departments, including advice and assistance regarding EU procurement regulations and relevant Council policies and procedures.

Asset Services –

- To manage the Council's assets
- To provide land and seabed surveys to facilitate works in the capital programme

Emergency Planning –

- To prepare a Community Risk Register (CRR)
- To prepare and produce emergency plans and procedures
- To provide advice to businesses and voluntary organisations

Safety and Risk –

- To provide a corporate approach to the management of risk across all Council services

Human Resources –

- To recruit and retain high quality people to meet the Council's present and future needs
- To build on and improve fair employee relations strategies

Policy –

- To initiate, coordinate and facilitate partnership working initiatives

- To develop Council wide corporate strategies based on need, and prepare mechanisms to deliver those strategies
- To promote and ensure the incorporation of best value principles and management practices throughout the Council
- To develop performance management systems at all levels of the Council

ICT Unit –

- To provide and ICT service for all parts of the Council

Finance –

- To provide financial management information and advice
- To maintain the General Ledger of the Council's Financial Management System (Integra)
- To manage the Council's cash flow
- To provide a payroll, pensions and payments service
- To conduct audit investigations, as directed
- To collect local taxes due
- To process claims for Council Tax Benefit and Housing Benefit in Shetland

Housing –

- To provide general needs, temporary, supported and sheltered accommodation
- To provide a strategic overview of housing provision in Shetland

Capital Programme –

- To manage the range of individual projects within the Council's Capital Programme on behalf of service users
- To manage the Council's aspirations and to deliver a sustainable Capital Programme

Economic Development Unit –

- To provide a research and development function
- To invest in a variety of projects and economic sectors
- To provide a marketing function

Ports and Harbour Operations –

- To maintain a service to board and land pilots to/from vessels and for running moorings from ships to the shore dolphins
- To maintain a towage service for tankers berthing at and sailing from the Sullom Voe oil terminal
- To assist the oil terminal in any marine related activity