

# Single Equality Scheme

October 2010

☞ For consultation

This document will be of interest to academies, schools, colleges and private training providers and their learners funded by the YPLA. It will also be of interest to YPLA staff, local authorities, stakeholders and partners and others with a wider interest in the YPLA's work. This document offers an opportunity to comment on the proposed equality scheme, its objectives and the approach that the YPLA intends to adopt to deliver them.

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Where the document refers to ‘academies, schools, colleges and private training providers’ it should be taken to cover the following institutional types: General Further Education (FE) Colleges, Sixth Form Colleges, Schools with a Sixth Form, Academies with a Sixth Form, and private training providers under contract, all of which receive YPLA funding. This document is also relevant to any other providers in receipt of YPLA funding.

## INTRODUCTION AND CONTEXT

1 This is the Young People's Learning Agency's (YPLA) proposed Single Equality Scheme (the Scheme). It describes how the YPLA will fulfil its statutory duties to:

- promote equality of opportunity;
- avoid discrimination;
- place the advancement of inclusion, equality and diversity at the centre of its work;
- fulfil the requirements of its remit in a way which promotes equality; and
- ensure that the YPLA operates best practice as an employer in pursuit of equality.

2 The proposed Scheme also sets out, as required, the YPLA's equality objectives for the period 2010 – 2013 and the approach it intends to adopt to deliver them. The approach set out in the action plan at Annex 1 provides details about how the YPLA proposes to deliver its objectives. The YPLA welcomes your views. The consultation questions are included in Annex 2 to help you provide your response or complete the [consultation electronically](#).

## THE YPLA

3 The YPLA is a non-departmental public body, sponsored by the Department for Education (DfE), which was established on 1 April 2010 under the Apprenticeships, Skills, Children and Learning Act (ASCL) 2009.

4 The YPLA has a duty to secure the provision of financial resources to persons (including local authorities) providing, or proposing to provide, suitable education and training to young people who are over compulsory school age but under 19, or are aged 19 – 24 and subject to a learning difficulty assessment. This includes:

- General FE colleges and sixth form colleges for 16 – 19 provision or 19 – 25 provision for learners subject to a learning difficulty assessment;
- Directly funding private training providers for all 16 – 19 provision (other than apprenticeships);
- Young People aged 10 - 18 in Young Offenders Institutions;
- The direct funding of open academies for all their provision; and
- School sixth forms;
- Private training providers for non Apprenticeship provision.

5 The YPLA ensures that funds transfer to those providers, either directly or through an intermediary (principally local authorities), in line with a nationally determined and consistent process.

## THE STATUTORY FRAMEWORK

6 As a public body, the YPLA operates within a legislative framework. In the context of the Scheme, the legislation below has a particular bearing on the implementation of its responsibilities:

- Race Relations (Amendment) Act 2000: Race Equality Duty
- Disability Discrimination Act 2005: Disability Equality Duty
- Equality Act 2006: Gender Equality Duty
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010: Public Sector Equality Duty.

7 The equality legislation above provides for a number of general duties<sup>1</sup>, which are to:

- Eliminate unlawful discrimination and harassment;
- Promote equality of opportunity;
- Promote good relations between:
  - people of different racial groups
  - men and women
  - people with and without a disability;
- Promote positive attitudes towards disabled people;
- Encourage participation by disabled people in public life; and
- Take positive steps to take account of disabled people's disabilities, even where that involves treating disabled people more favourably than other people. This means, as a public body, the YPLA has to take steps that go beyond treating disabled people and non disabled people alike.

8 There were, until the Equality Act 2010, three areas where individuals were protected from discrimination – race, disability, and gender. The Equality Act 2010 identifies additional protected characteristics which protect individuals from discrimination due to their:

- age;
- religion or belief (including those who hold no religion or belief);
- sexual orientation (lesbian, gay and bisexual people);
- transgender (gender identity);
- pregnancy or maternity; and
- marriage and civil partnership.

9 All these protected groups are taken into account within the proposed Scheme.

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<sup>1</sup> Full details of each of the general duties are available on the Equality and Human Rights Commission's public sector duties webpage, [www.equalityhumanrights.com/advice-and-guidance/public-sector-duties](http://www.equalityhumanrights.com/advice-and-guidance/public-sector-duties)

10 In addition, Equality Impact Assessments (EIA) are a requirement of the current statutory framework and equality legislation. These requirements on YPLA continue to be supported in the Equality Act 2010.

## **THE EQUALITY ACT 2010**

11 The Equality Act 2010 harmonises and extends existing equality legislation and in addition introduces a new Public Sector Equality Duty which requires organisations like the YPLA to:

- Set equality objectives with regard to the nine protected groups;
- Demonstrate how equality has been taken into account in priorities and policies;
- Demonstrate what difference/s these actions make;
- Use procurement to promote equality;
- Produce an annual plan outlining organisational aspirations;
- Demonstrate clear links between the remit, purpose, and aim of the organisation in terms of equality, diversity and inclusion; and
- Make inclusion, equality and diversity part of how the organisation thinks and behaves.

## **ACCOUNTABILITY AND COMPLIANCE**

12 The accountability for meeting the statutory duties and for the delivery of the Scheme rests with the YPLA's Board. In addition, the Equality and Human Rights Commission (EHRC) exists to ensure, amongst other things, that Public Bodies comply with their duties.

13 The Chief Executive has designated a member of the Senior Management Team (SMT) to be Champion for Equality. They will be responsible for championing and monitoring equality, diversity and inclusion across the YPLA. This is currently Rob Wye, Director of Strategy and Implementation.

## **EQUALITY IMPACT ASSESSMENT**

14 To meet its statutory responsibilities on EIA, the YPLA will conduct EIAs to identify whether an existing or proposed policy, practice or process will have a positive or negative impact on any protected group(s).

15 The basic principles of EIAs are to ensure the YPLA can answer two key questions:

- Could/does the policy have a negative impact on one or more of the groups of people covered by the protected characteristics of equality? If so, how can this be changed or modified to minimise or justify the impact?

- Could/does the policy have the potential to create a positive impact on equality by reducing and removing inequalities and barriers that already exist? If so, how can these be maximised?

16 EIAs will identify opportunities to improve or change policy, practice or process to promote equality in line with the statutory duties.

17 The YPLA lead officers will use the YPLA's current EIA model until the revised guidance and code of practice is issued from the EHRC in April 2011. The approach to EIAs will be reviewed in line with the updated guidance.

## **THE SCHEME**

### **Scoping the Scheme**

18 In drawing up the Scheme, the YPLA has taken account of other public bodies, learners and the YPLA's workforce. The Scheme has been shaped and is underpinned by some established principles.

### **Principles Underpinning the Scheme**

19 The principles derived from the views gathered at the scoping stage are that:

- The Scheme will reflect the YPLA's Mission, Vision and Values.
- The operation of the Scheme will be open and transparent.
- The Scheme will support the YPLA's commitment to undertake EIAs.
- The YPLA will use all the levers and tools available to deliver its objectives.
- The YPLA will operate lawfully and within its remit.

### **Mission, Vision and Values**

20 The YPLA has established its mission, vision and values. These were developed at inception in consultation with its workforce and management group. Details of these can be found on the YPLA's website [www.ypla.gov.uk](http://www.ypla.gov.uk)

21 The Scheme summarises the YPLA's commitment to inclusion, equality and diversity over the next three years, this will be integral to the YPLA's mission, vision and values. The Scheme will be supported by an action plan which will be reviewed regularly, updated, and published annually. The Scheme is also part of the YPLA's commitment to be a good employer and to champion the best learning opportunities for all young people.

## **Benchmarking**

22 During March 2010, a benchmarking exercise was completed with ten similar public sector organisations. This included interviewing some of the individual authors who had written the Single Equality Scheme for their organisation.

## **Learner Involvement**

23 Two consultation sessions were held to secure the views of learners: one with the National Learner Panel; and, one with the 14–19 Learner Panel. In addition to this, the YPLA Chair and Chief Executive designate met with some learners in January 2010, prior to the establishment of the YPLA. These views have also been taken into consideration in scoping this proposed Scheme.

24 As part of the consultation, learners considered:

- the context of equality in learning;
- what equality means to the learner;
- their experience of inequality; and
- their levels of awareness of equality in learning.

## **Views of our workforce**

25 In drafting the Scheme, the YPLA used information gathered from its first employee survey. The YPLA has undertaken an internal consultation with a small task and finish group comprising a cross section of roles and grades across the organisation. In addition, the YPLA has undertaken internal consultation discussions and shared a draft with key workforce stakeholders in the business, such as the recognised trades union (Public and Civil Service Union), its Staff Consultative Group and every individual member of its workforce.

26 The issues raised at this stage of scoping the Scheme are reflected in the proposed objectives and the challenges faced. These are set out in paragraphs 28 and 29.

## **Issues identified in scoping the Scheme**

27 As part of the scoping activities with other organisations, the YPLA's workforce, academies, schools, colleges and learners, there were a number of issues raised. These are summarised as follows:

Key issue	To overcome these issues, the YPLA needs to:
Managing the impact of declining public funding and budgets.	<ul style="list-style-type: none"> <li>• Ensure it conducts EIAs for all its policies and decisions - to make sure there is no relatively adverse impact on specific groups, this includes funding policy.</li> <li>• Manage budgets to ensure it is getting value for money and achieving results in the most cost effective way.</li> </ul>
Maintaining the momentum for increased participation and achievement.	<ul style="list-style-type: none"> <li>• Work jointly with academies, schools, colleges and private training providers, whilst respecting their autonomy to deliver their objectives and commitment to. “champion young people’s learning”</li> <li>• Support schools, academies, colleges and private training providers to operate in line with their funding agreement or contract and be compliant with current legislation.</li> <li>• Challenge ourselves and others to make the best use of data and analysis to eliminate barriers and access to learning.</li> </ul>
Reducing gaps in the learner data to enhance the level of intelligent information and better inform decisions.	<ul style="list-style-type: none"> <li>• Use the range of tools, data and performance measures to support the assessment and improvement of schools, academies, colleges and private training providers, including: <ul style="list-style-type: none"> <li>• Developing fair and objective Information Advice and Guidance processes for admissions/access.</li> <li>• Reviewing and using analysis of success rates and student outcomes with a focus on learner characteristics and types.</li> <li>• Considering Ofsted inspection grades including the specific Equality &amp; Diversity grade.</li> <li>• Reviewing information about social disadvantage and how this affects access and the performance of pupils.</li> </ul> </li> </ul>
Making the YPLA’s workforce and board more representative.	<ul style="list-style-type: none"> <li>• Take a proactive approach to the recruitment and succession planning of future board members, considering alternative ways of promoting our remit amongst all areas of the communities that the YPLA serves. It should strive to create a board which is more reflective of equality groups, for example, by setting targets<sup>2</sup></li> <li>• Through an annual data cleanse exercise, encourage its workforce to update their personal information, particularly around the nine protected groups; race, gender, disability, age, sexual orientation, religion or belief, gender identity, maternity and pregnancy and marriage or civil partnerships</li> <li>• Research how best to engage with those from the new protected groups to ensure that the opportunity is available for them to express their views and needs.</li> <li>• Improve work force data analysis by the consideration of multiple dimensions, such as grade or role in the organisation and gender distribution.</li> <li>• Consider what types of positive actions might be needed to challenge and address the identified gaps.</li> </ul>

<sup>2</sup> Office of the Commissioner for Public Appointments (OCPA), set the Government targets to aim for: 50% of new appointments to be women, 14% to be disabled, 11% to be from ethnic minorities

## **YPLA OBJECTIVES 2011-13**

28 The YPLA is proposing to focus on four objectives through the period of this Scheme (2010–13). These have been developed through the scoping exercises and from the analysis of data and other evidence available to YPLA. The objectives are:

### **Objective 1**

To recruit and retain an inclusive and diverse workforce which is appropriately developed to ensure each individual has the opportunity to reach their full potential.

### **Objective 2**

To make data available on academies' performance to brief School Improvement Partners (SIPs) to support awareness and to help academies improve their performance in regard to inclusion, equality and diversity.

### **Objective 3**

To have in place comprehensive and transparent Equality Impact Assessment (EIA) arrangements, which are integral to the business cycle and the governance structure. This will be a key aspect of monitoring proposals to inform decision making and ensure that those making decisions are mindful of the impact on inclusion, equality and diversity.

### **Objective 4**

To improve the analysis and availability of data on the nine protected groups and their inclusion within YPLA funded activities; and to support the identification of gaps and challenge performance.

29 An overview of the proposed action plan is included in annex 1

## **Expectations of YPLA Providers**

### **Academies and Colleges**

30 All academies, schools and colleges funded by the YPLA have a responsibility to meet their legal obligations in their own right. The YPLA trusts the professionalism of these organisations and institutions to operate and respond to their own public sector duties.

31 All those delivering publicly funded education and training are expected to use data, information and analysis to inform continuous improvement. This includes equality of access, retention and outcomes for all their learners.

## **Local Authorities**

32 All local authorities are responsible for meeting their own legal obligations as public sector organisations.

## **Private Training Providers**

33 Private training providers which are funded by the YPLA are expected to be compliant with current equality legislation. All private training providers will be expected to operate within the principles of the Scheme and the associated Public Sector Equality Duty.

## **IMPLEMENTING THE SCHEME - THE ACTION PLAN**

### **Communications and Training**

34 The Scheme and action plan will be available internally and externally in a range of accessible formats. The Scheme will be communicated to providers and stakeholders through a structured approach to raise awareness of its purpose and objectives. Communications about the Scheme will also be delivered internally through a range of briefings with the entire workforce. The Scheme and objectives will be integrated into YPLA business processes.

35 The YPLA's SMT will offer a briefing session for YPLA Board members to ensure that members are clear about the Board's accountability for this Scheme.

### **Monitoring, Review and Reporting on the Scheme**

36 The performance information held by the YPLA on each provider will be shared with the providers themselves and other key organisations, such as Ofsted, to use as part of their detailed assessment and monitoring of performance of learners and Equality and Diversity.

### **Internally**

37 The YPLA's Equality and Diversity Champion will ensure that the board and SMT is regularly briefed on progress against the Scheme, and that the action plan and associated reports are integrated with current business process reporting.

38 The board will determine how SMT will be held to account and will reflect on their responses received from this consultation. The board will receive a summary of the consultation findings which will be published at the end of the consultation period.

39 The YPLA's SMT will report on progress against the action plan measures and goals, at least annually to the YPLA Board.

40 On an annual basis, the YPLA aims to provide a full report of the performance and outcomes. The board and YPLA staff will be the primary audience, although it is likely that DfE, as the sponsor Department, will want to evaluate progress.

41 The YPLA intends to adopt a self assessment tool to measure its own progress and work towards continuous improvement.

42 The Equality Champion will ensure the focus on equality and workforce inclusion is maintained amongst SMT and the workforce.

43 The YPLA currently has a baseline of its workforce profile (Annex 3). The existing employee data management system allows the YPLA to produce accurate and timely equality and diversity information which is populated directly by the individual, in confidence, and therefore minimises any perceived risk of discrimination. This reporting system is being updated to record additional information in line with the new Equality Act 2010.

### **Externally**

44 The YPLA, as a non-departmental public body is required to produce a report on the progress of the Scheme on an annual basis.

45 In addition to an annual review of YPLA's Scheme, it is a requirement of the public sector equality duty to produce a revised Scheme on a three year cycle, unless other priorities or directives determine that the Scheme is amended earlier.

## The YPLA's Proposed Objectives for the Single Equality Scheme

This is an outline action plan proposing the types of actions we can take to address the objectives agreed by the YPLA Board. These suggestions will be reviewed and expanded post consultation.

### Objective 1: To recruit and retain an inclusive and diverse workforce which is appropriately developed to ensure each individual has the opportunity to reach their full potential

Action	How	Timescale	Responsibility	Expected outcomes	Progress at review stage	Link to protected groups
Embed inclusion principles into all aspects of YPLA's engagement with its workforce and its approach to recruitment	Through: <ul style="list-style-type: none"> <li>• active engagement and consultation with YPLA's workforce;</li> <li>• taking action to attract a workforce that is diverse and appropriately reflects the community YPLA engage with;</li> <li>• ensuring that the recruitment, reward,</li> </ul>	Review annually	Peter Lauener	Inclusion principles are embedded into everything the YPLA does: <ul style="list-style-type: none"> <li>• with appropriate representation of all groups in the organisation;</li> <li>• strong leadership and accountability at all levels;</li> <li>• an inclusive culture;</li> </ul>		All protected groups

	<p>performance management and development activities are fair for all; and</p> <ul style="list-style-type: none"> <li>ensuring the YPLA leaders, managers and workforce are role models of the YPLA's mission, values and behaviours.</li> </ul>			<ul style="list-style-type: none"> <li>development and progression is available for all; and</li> <li>positive change in workforce data where there are appropriate opportunities.</li> </ul>		
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**Objective 2: To use available data on academies performance to brief School Improvement Partners (SIPs) to support and help academies improve their performance in regard to inclusion, equality and diversity**

Action	How	Timescale	Responsibility	Expected outcomes	Progress at review stage	Link to protected groups
To ensure that all staff working directly with academies are aware of their role to deliver this objective	<ul style="list-style-type: none"> <li>• Information about the Scheme to be included in induction and other aspects of staff training.</li> <li>• Academy Lead Officers (ALOs) will be asked to question each academy, on an annual basis, about gaps in data and actions taken to promote fair access and address outcomes for under-represented pupils.</li> <li>• A national report will be produced for SMT, SIPs and ALOs.</li> </ul>	Annual review and reporting	Neil Flint	<ul style="list-style-type: none"> <li>• Increased awareness of equality throughout all academies and more effective use of data and analysis to drive performance improvement</li> <li>• Academies staff have an improved awareness of performance data and relevant benchmark data.</li> </ul>		All protected groups

**Objective 3: To have in place comprehensive and transparent Equality Impact Assessment (EIA) arrangements which are integral to the business cycle and the governance structure. This will be a key aspect of monitoring proposals to inform decision making, mindful of the impact on inclusion, equality and diversity.**

Action	How	Timescale	Responsibility	Expected outcomes	Progress at review stage	Link to protected groups
<p>Review the current EIA process to ensure it meets the new Public Sector Equality Duty (2010/2011)</p> <p>Introduce a comprehensive EIA tool to support policy decisions</p>	<ul style="list-style-type: none"> <li>• Introduce a comprehensive and transparent process;</li> <li>• complete a policy audit;</li> <li>• deliver appropriate training for policy leads;</li> <li>• board and SMT to support policy decisions with EIA evidence.</li> </ul>	January 2011 – June 2011	Paul Williamson	<ul style="list-style-type: none"> <li>• EIA to be an integral part of the policy management process of the YPLA;</li> <li>• robust and rigorous decision making as part of the construction of board papers; and</li> <li>• evidence of decisions accepted or rejected with a clear link to EIA evidence.</li> </ul>		All protected groups

**Objective 4: To improve the analysis and availability of data on the equality protected groups and inclusion within YPLA funded activities, to support the identification of gaps, and challenge performance**

Action	How	Timescale	Responsibility	Expected outcomes	Progress at review stage	Link to protected groups
<p>Review current data and identify shortcomings and gaps</p> <p>Review the analysis of data collected including its frequency and depth</p>	<ul style="list-style-type: none"> <li>• Identify gaps in performance where data highlights an impact on protected groups.</li> <li>• Produce a regular narrative analysis for the Board, focussing on equality, diversity and inclusion.</li> </ul>	<p>Reporting annually</p>	<p>Paul Williamson</p>	<ul style="list-style-type: none"> <li>• Include equality, diversity and inclusion in analysis to support provider fit for funding assessment.</li> <li>• Improved information about learner participation and success to support EIA and decision making.</li> <li>• Better informed prioritisation and decision taking.</li> </ul>		<p>All protected groups</p>

# **Consultation Questions**

## Annex 2: CONSULTATION RESPONSE FORM

### YOUNG PEOPLE'S LEARNING AGENCY: PROPOSED SINGLE EQUALITY SCHEME

This form is not interactive. If you wish to respond electronically, please [download the form in Word format](#) or access the [online version](#).

The information you provide in your response will be subject to the Freedom of Information Act 2000, which allow public access to information held by the YPLA. This does not necessarily mean that your response can be made available to the public, as there are exemptions relating to information provided in confidence and information to which the Data Protection Act 1998 applies. You may request confidentiality by ticking the box provided, but you should note that this will not necessarily exclude the public right of access.

Please insert 'X' if you want us to keep your response confidential

This consultation complies with the Cabinet Office Code of Practice. Further information on the Code of Practice can be accessed through the Cabinet Office website:

[www.cabinetoffice.gov.uk/regulation/documents/consultation/pdf/code.pdf](http://www.cabinetoffice.gov.uk/regulation/documents/consultation/pdf/code.pdf)

If you have a query relating to this consultation, please forward your query to: [sesconsultation@ypla.gov.uk](mailto:sesconsultation@ypla.gov.uk)

Name	<input type="text"/>
Organisation (if applicable)	<input type="text"/>
Address	<input type="text"/>

Please insert 'X' in **one** of the following boxes that best describes you as a respondent.

- Academy (Executive, Governing Body, Trustee, Sponsor)
- School
- College (Sixth Form or FE, Executive, Governing Body, Trustee, Sponsor)
- Independent or Private Training Provider
- YPLA Employee
- Learner

- Local Authority
- Employer
- Other Government Department/Central Government
- Faith Organisations
- HE provider or association
- Public Sector Organisation
- Not for Profit/Voluntary sector
- Any other type of organisation/individual - please specify

Q1. To what extent do you agree the YPLA's Single Equality Scheme properly reflects the remit, mission, vision and values and our intent to deliver our objectives?

Please comment.

1	2	3	4	5
Agree strongly	Agree	Unsure	Disagree	Disagree strongly

Comments:

Q2. We believe the following are appropriate objectives :

- To recruit and retain an inclusive and diverse workforce which is appropriately developed to ensure each individual has the opportunity to reach their full potential.
- To use available data on academies' performance to brief School Improvement Partners (SIPs) to support awareness and improvement in regard to inclusion, equality and diversity.
- To have in place comprehensive and transparent Equality Impact Assessment (EIA) arrangements which are integral to our business cycle and governance arrangements. This will be a key aspect of monitoring proposals to inform decision making, mindful of the impact on inclusion, equality and diversity.
- To improve analysis of available data on the equality protected groups and inclusion.

To what extent do you agree?

Please comment.

1	2	3	4	5
Agree strongly	Agree	Unsure	Disagree	Disagree strongly

Comments:

Q3. To what extent do you agree that the action plan is sufficiently detailed for delivering the objectives?				
Please comment.				
1	2	3	4	5
Agree strongly	Agree	Unsure	Disagree	Disagree strongly
Comments:				
Q4. We believe that our approach to implementing the Scheme (outlined on page 8) meets the requirements to publish and share our progress against the objectives.				
To what extent do you agree with this?				
Please comment.				
1	2	3	4	5
Agree strongly	Agree	Unsure	Disagree	Disagree strongly
Comments:				

**Thank you for taking time to respond to this consultation. Please note that we do not intend to acknowledge individual responses.**

Completed questionnaires and other responses should be sent to the address shown below by 31 January 2011. If you require this document or a copy of the Single Equality Scheme in an alternative format, please contact:  
 Sharon Brookes 024 76823987 or [sesconsultation@ypla.gov.uk](mailto:sesconsultation@ypla.gov.uk)

Send by post to:  
 YPLA Single Equality Scheme Consultation  
 Quality Assurance and Intervention Team  
 YPLA National Office  
 Cheylesmore House  
 Quinton Road  
 Coventry CV1 2WT Or email to [sesconsultation@ypla.gov.uk](mailto:sesconsultation@ypla.gov.uk)

Please note we have also included an equality monitoring form to support the analysis of this consultation. We would appreciate your contribution to this exercise.

## Consultation equality and diversity monitoring sheet

The YPLA strives to operate a policy of equality and diversity and not discriminate against any person or group of people. The information you provide will be treated in the strictest confidence and is for monitoring purposes only.

### Gender:

Male  Female  Transgender  Prefer not to say

Age  16 -24  25 – 34  35 – 44  45 – 54  55 – 64   
65+

### Disability:

Do you consider yourself to have a disability as defined under the Disability Discrimination Act 2005?

Yes  No

### Ethnicity:

#### *White*

English  Welsh  Scottish  Northern Irish  British   
Irish  Gypsy  Traveller  Other white background

#### ***Mixed or multiple ethnic groups***

White and Black Caribbean  White and Black African   
White and Asian  any other multiple ethnic background

#### ***Asian/ Asian British***

Indian  Pakistani  Bangladeshi  Chinese   
Other Asian background

#### ***African/Caribbean/Black/Black background***

Caribbean  African   
other African/Caribbean/Black background

Other ethnic group please state  
\_\_\_\_\_

Prefer not to say

**Sexual Orientation**

Bisexual  Gay  Heterosexual  Lesbian   
Prefer not to say

**Religion or Belief:**

Agnostic  Buddhism  Christianity  Hinduism   
Islam  Jainism  Judaism  Sikhism   
No religion  Other  Prefer not to say

**Thank you for your co-operation**

**This is an extract from a discussion paper prepared for the Equality Champion to summarise the current constitution of the YPLA's workforce makeup. It also suggests actions to address some of the identified challenges in the workforce profile. This must be considered in the general context of no external recruitment activity at this time.**

## **YPLA - WORKFORCE AS AT 30 JUNE 2010**

### **1 Introduction**

The Equality Act 2010 came into full effect in October 2010. As part of ensuring that the YPLA prepares for the compliance with the requirements of the new Act, one aspect of the responsibilities is the analysis of the workforce and make sure that all individuals are treated with respect and dignity.

### **2 Employees by Gender and Pay Band**

The overall workforce profile of YPLA is 42% male and 58% female, compared with the National population of 49% males and 51% females.<sup>3</sup> The YPLA workforce is made up in the following way:

- Bands 3 and 4 broadly reflect the overall split of male and female
- Over 60% of Band 5s are male
- Over 80% of Band 1s are female<sup>4</sup>

A further aspect of gender equality is ensuring that YPLA have in place an Equal Pay Audit process; national statistics are still reporting that the gender pay gap is around 18%.

**Action 1:** Consider how the YPLA promote internal development and succession planning for women in lower bands who may want to progress in the organisation.

**Action 2:** YPLA to complete an equal pay review exercise on an annual basis to make sure the pay systems are applied effectively, appropriately and do not create any disadvantage.

### **3 Employees by Ethnicity and Pay Band**

The YPLA workforce is made up of 83% White and 15% BME groups compared with the National population of 92% White and 7.9% BME of which:

- 4% are Asian or Asian British
- 2% are Black or Black British
- 1.2% are mixed
- 0.4% are Chinese

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<sup>3</sup> This information is taken from an article produced by ONS 2009 population trends 138, winter 2009

<sup>4</sup> Note band 1 is lowest and 5 is highest

- 0.4% are other

The overall distribution of BME employees across pay bands within YPLA are as follows:

- 12% at Bands 4 and 5 are BME
- 10% of workforce not stated

#### **4 Employees by Religion/belief and Pay Band**

National population information indicates the current makeup of the population by religion is:

- 73% are Christian
- 2% are Muslim
- 1% Hindu
- 0.5% Jewish
- 0.5% Sikh
- 15% no religion
- 8% non response.

In the YPLA workforce, 24% stated a religion of which 20% stated they were Christian and 66% didn't state any religion or preferred not to say

#### **5 Employees by Sexual Orientation and Pay Band**

There are no comprehensive or official statistics but current estimates are that between 5 – 7% of the population are Lesbian, Gay, and Bisexual (LGB).

Of the YPLA workforce 36% stated they were heterosexual, 63% chose not to declare and less than 1% identified as LGB.

Transgender is a new protected group and there is even less information about the population who identify with this group.

#### **6 Employees by Age Group and Pay Band**

The YPLA workforce is made up of a wide distribution ages. The highest concentration of the workforce is aged between 25 – 54 age ranges, evenly distributed (27%). Of which:

- 25% of the workforce are 55 years +
- 2% of the workforce are under 24 and mostly Band 1
- 64% of Band 5 are 55+
- 73% of Band 4 are 45+
- 43% of Band 1 are 25-34

**Action 3:** YPLA to engage with the Apprenticeship programme to increase the number of young people in the organisation.

## **7 Employees by Disability and Pay Band**

In the national population, 19% have declared a disability; this has been a static figure for the last ten years. Of the 19% there has been a small increase in the numbers of those reporting mental illness and behaviour disorders.

Within the YPLA 5% of employees defined themselves as having a disability of which:

- 12% of those are at bands 1-3
- 2% prefer not to say

YPLA have received recognition as a Disability Symbol user, based on YPLA's current practices and processes; this will be used in any future recruitment campaigns and promoted internally.

The newer protected groups include: marital status (including civil partnerships), transgender and maternity/pregnancy these areas have now been included in the HR database to enable the YPLA to continue to monitor this aspect of its workforce.

## **8 Employees by Marital Status and Pay Band**

This is a new protected group. The YPLA's current workforce data identifies the following:

- 58% state they are married
- 22% prefer not to say

## **9 Employees on Maternity Leave as at 30 June 2010**

All those on maternity leave are in Bands 1-3

**Action 4:** YPLA to complete an employee declaration exercise on an annual basis to encourage employees to review all aspects of their personal details.