

Single Equality Scheme

March 2011

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.

 **For information**

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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) 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 Scheme sets out the YPLA's equality objectives for the period 2010 – 2012 and the approach it intends to adopt to deliver them. The Action Plan at [Annex 1](#) provides details about how the YPLA intends to deliver its objectives.

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:

- maintained schools with sixth forms Academies;
- general further education colleges;
- sixth form colleges;
- independent providers
- independent specialist providers for learners with learning difficulties and/or disabilities; and
- young people in youth custody.¹

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.

¹ Taken from the YPLA Statutory Guidance: Funding Arrangement for 16-19 Education and Training full details of which are available at: http://readingroom.lsc.gov.uk/YPLA/Statutory_Guidance-Funding_16-19.pdf

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; the previous individual duties (race, gender and disability) are now subsumed within the public sector Equality Duty (the Duty). The legislative frameworks are:

- Apprenticeships, Skills, Children and Learning Act 2009; and
- Equality Act 2010: public sector Equality Duty.

7 The equality legislation above provides a number of responsibilities², which are to:

- eliminate unlawful discrimination and harassment;
- promote equality of opportunity;
- promote good relations between:
 - people of different racial groups;
 - men and women; and
 - 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 The Equality Act 2010, gives protection to nine protected characteristics which protect individuals from discrimination due to their:

- age;
- disability;
- gender;
- marriage and civil partnership; (under the duty to eliminate discrimination)
- pregnancy or maternity;
- race;
- religion or belief (including those who hold no religion or belief);
- sexual orientation (lesbian, gay and bisexual people); and
- transgender (gender identity).

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

10 In addition, Equality Analysis (EA)³ (previously known as Equality Impact Assessment (EIA)) is a requirement of the new equality legislation.

² 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

The YPLA will continue to use the concepts of Equality Analysis in its policy decision making processes.

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 (the Duty) April 2011 which requires the YPLA to:

- eliminate unlawful discrimination, harassment and victimisation;
- advance equality of opportunity between people of different groups; and
- foster good relations between people from different groups.

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 Sue Samson, Director of Strategy and Implementation.

EQUALITY ANALYSIS (EA)

14 To meet its statutory responsibilities on EA, the YPLA will conduct EAs 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 EAs 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?

³ Public sector Equality Duty, changes the emphasis of the impact assessment process from process driven to actions taken based on information from the analysis exercise.

http://www.equalityhumanrights.com/uploaded_files/EqualityAct/PSED/essential_guidance.doc

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

17 YPLA is currently reviewing its EIA guidance following the publication of the new public sector Equality Duty guidance and proposed Code of Practice received from EHRC in January 2011. The guidance will focus on the “analysis of the effects of equality” not on the process in place to complete an Equality Analysis (EA) exercise.

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 second stage of the scoping activity was the external consultation with our providers, learners and partners, the feedback from this exercise is summarised in [Annex 2](#). 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;
- operation of the Scheme will be open and transparent;
- Scheme will support the YPLA’s commitment to undertake EAs;
- YPLA will use all the levers and tools available to deliver its objectives; and
- 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 its inception in consultation with its workforce and management group. Details of these can be found on the YPLA’s website www.ypla.gov.uk

21 Since the publication of the proposed Scheme there has been a new White Paper on the future of education in Britain “The Importance of Teaching – The Schools White Paper 2010⁴”. The vision in this White Paper is set out in The Education Bill, which was published in January 2010. The Education Bill proposes the dissolution of the YPLA in April 2012 and the creation of a new government ‘Education Funding Agency’ (EFA).

22 The Scheme summarises the YPLA’s commitment to inclusion, equality and diversity over the coming 12 months, which will be integral to the YPLA’s mission, vision and values. The Scheme is supported by an Action Plan

⁴ <http://www.education.gov.uk/b0068570/the-importance-of-teaching/> the YPLA will become part of the EFA subject to the passage of the Bill

which will be reviewed regularly and a single report will be published in 2012 to summarise the progress made. 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

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

Learner Involvement

24 Learners have been involved in the consultation activity during the scoping and the external consultation stages of the development of the Scheme. This activity included:

- two discussion sessions, one with the National Learner panel and one with the 14 - 19 Panel;
- discussions with the YPLA Chair and Chief Executive; and
- online learner panel sample of 292 learner interviews with a cross section of learners.

A summary of the feedback is included in [Annex 2](#).

25 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

26 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.

27 The issues raised at this stage of scoping the Scheme are reflected in the objectives and the challenges faced. These are set out in paragraphs 28 to 30.

Issues identified in scoping the Scheme

28 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 on the following table:

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"> • ensure it conducts EAs for all its policies and decisions - to make sure there is no relatively adverse impact on specific groups, this includes funding policy; and • manage budgets to ensure it is getting value for money and achieving results in the most cost effective way.
Maintaining the momentum for increased participation and achievement.	<ul style="list-style-type: none"> • 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”; • support schools, Academies, colleges and private training providers to operate in line with their funding agreement or contract and be compliant with current legislation; and • challenge ourselves and others to make the best use of data and analysis to eliminate barriers and access to learning.
Reducing gaps in the learner data to enhance the level of intelligent information and better inform decisions.	<ul style="list-style-type: none"> • 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"> • developing fair and objective Information Advice and Guidance processes for admissions/access; • reviewing and using analysis of success rates and student outcomes with a focus on learner characteristics and types; • considering Ofsted inspection grades including the specific Equality & Diversity grade; and • reviewing information about social disadvantage and how this affects access and the performance of pupils.
Making the YPLA’s workforce and Board more representative.	<ul style="list-style-type: none"> • take a proactive approach to the recruitment and succession planning of future Board members should vacancies arise, 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 targets⁵; • 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. • 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; • improve work force data analysis by the consideration of multiple dimensions, such as grade or role in the organisation and gender distribution; and • consider what types of positive actions might be needed to challenge and address the identified gaps.

⁵ 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 2010-12

30 The YPLA Board has agreed to focus on four objectives through the period of this Scheme (2010–12). These were 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 Analysis (EA) 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.

31 An overview of the Action Plan is included in [Annex 1](#).

Expectations of YPLA Providers

Academies and Colleges

32 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 Equality Duties.

33 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

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

Private Training Providers

35 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

36 The Scheme and Action Plan is available internally and externally in a range of accessible formats. The Scheme has been communicated to providers and stakeholders 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 its objectives are part of the YPLA's business processes.

37 The YPLA's SMT E&D Champion 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

38 The performance information held by the YPLA on each provider is shared with 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

39 The YPLA's Equality and Diversity Champion ensures that the Board and SMT are regularly briefed on progress against the Scheme, and that the Action Plan and associated reports are integrated with current business process reporting.

40 The Board has agreed how SMT will be held to account and received a summary of the completed consultation (see [Annex 2](#))

41 The YPLA's SMT will receive reports on progress against the Action Plan measures and goals to the YPLA Board for the duration of the YPLA's remit.

42 The YPLA will provide a full report of the performance and outcomes to share with the Board and YPLA staff. This is anticipated to be a one off report in light of the proposed transition to the EFA.

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

44 The YPLA currently has a baseline of its workforce profile (Annex 3 updated December 2010). 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 has been updated to record additional information in line with the new Equality Act 2010.

Externally

45 The YPLA, as a non-departmental public body is required to produce a report on the progress of the Scheme on an annual basis. This will be a one off report, to be presented in March 2012, due to the proposed dissolution of the YPLA.

The YPLA's Proposed Objectives for the Single Equality Scheme

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, training and HR policies	Through: <ul style="list-style-type: none"> • active engagement and consultation with YPLA's workforce; • taking action to attract a workforce that is diverse and appropriately reflects the community YPLA engage with; • ensuring that the recruitment, reward, performance management and development 	Review annually	Sheridan Whalley	Inclusion principles are embedded into everything the YPLA does: <ul style="list-style-type: none"> • with appropriate representation of all groups in the organisation; • strong leadership and accountability at all levels; • an inclusive culture; • development and progression is 		All protected groups

	<p>activities are fair for all; and</p> <ul style="list-style-type: none"> ensuring the YPLA leaders, managers and workforce are role models of the YPLA's mission, values and behaviours. 			<p>available for all; and</p> <ul style="list-style-type: none"> positive change in workforce data where there are appropriate opportunities. 		
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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"> • information about the Scheme to be included in induction and other aspects of staff training; • 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; and • a national report will be produced for SMT, SIPs and ALOs. 	Annual review and reporting	Sue Reekie	<ul style="list-style-type: none"> • increased awareness of equality throughout all Academies and more effective use of data and analysis to drive performance improvement; and • Academies staff have an improved awareness of performance data and relevant benchmark data. 		All protected groups

Objective 3: To have in place comprehensive and transparent EIA process and adapt to new Equality Analysis (EA) 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 in light of moving to Equality Analysis (EA) process to ensure it meets the new public sector Equality Duty (2010/2011)</p> <p>Introduce a comprehensive EA tool to support policy decisions</p>	<ul style="list-style-type: none"> • introduce a comprehensive and transparent process; • complete a policy audit; • deliver appropriate training for policy leads; and • Board and SMT to support policy decisions with EA evidence. • EA training for Policy Managers across the YPLA 	January 2011 – June 2011	Paul Williamson	<ul style="list-style-type: none"> • EA to be an integral part of the policy management process of the YPLA; • robust and rigorous decision making as part of the construction of Board papers; and • evidence of decisions accepted or rejected with a clear link to EA evidence. 		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"> • identify gaps in performance where data highlights an impact on protected groups; and • produce a regular narrative analysis for the Board, focussing on equality, diversity and inclusion. 	Reporting annually	Caroline Kempner	<ul style="list-style-type: none"> • include equality, diversity and inclusion in analysis to support provider fit for funding assessment; • improved information about learner participation and success to support EA and decision making; and • better informed prioritisation and decision taking. 		All protected groups

Summary of external consultation feedback

Introduction

This paper summarises the feedback from the YPLA's Single Equality Scheme (the Scheme) external consultation exercise. The Scheme was circulated to a range of forums and networks.

The responses are summarised below, it is important to note that the "agree/disagree" numbers will not add up to the total responses, as some responses were narrative comments. Where narrative comments have been received they are summarised under each of the questions asked.

Who has been consulted?

- Disability Equality Implementation Group;
- all our 16 - 19 funded providers and local authorities via the E-bulletin;
- Employee Focus Group;
- Opportunity Now Employer Network PCS;
- Race Equality Implementation Group;
- Race for Opportunity Employer Network Staff Consultative Forum;
- The Forum – Sexual Orientation focus in FE; and
- YPLA workforce.

Feedback received through Survey Monkey and SES mail box

Through the combination of Survey Monkey and the consultation mailbox 10 responses were received from:

- 4 Colleges;
- 1 local authority
- 1 independent provider
- 3 not for profit organisations; and
- 1 YPLA employee.

Question 1: 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?

- 7 agree
- 2 unsure

Why don't you agree?

College: you have interpreted the requirement for equality in a way that means you are trying to measure compliance overall rather than by exception

College: the vision and values of YPLA should be included in the SES; more explicit link required between the vision and values and the proposed/ expected outcome

NIACE: Welcomes YPLA's commitment to embedding equality, placing it at the heart of what we do and the holistic person centred approach.
We agree that consulting and involving learners and key workforce stakeholders is a sound way to advance this agenda.

SKILL recommendations made in their feedback:

Recommendations:

- The consultation approach could go further to gain more involvement with disabled people themselves, for example disabled YPLA staff and funded learners.
- The National Learner Panel, which the YPLA delivers in partnership with BIS and the Skill Funding Agency, should use the LSC's 'Talk to Des' campaign as a model to enable disabled people's experiences to be listened to and allow barriers to be more easily identified and removed.
- The YPLA could consider allowing SKILL to assist them in gaining the views and perspectives of students with disabilities on the Single Equality Scheme by consulting with our members and disabled representatives.
- The YPLA should also be responsible for empowering providers to take positive action.
- Sanctions should be issued for non-compliance and suggests that ultimately the YPLA must withdraw a contract if a provider is not addressing disability equality issues.

Question 2: We believe the following are appropriate objectives?

- 6 agree
- 2 unsure

Agree additional comments

College: there should be an objective regarding the equality and diversity expectation of all bodies in receipt of YPLA funding, as part of the procurement process

College: are colleges grouped in with academies? Decisions being made now re student funding eg EMA will have a massive impact on the aim of increasing participation – surely this doesn't support SES objectives

NIACE: welcome the four objectives identified but express concerns that the focus on improvement appears to be limited to academies only and the risk of EA's becoming a bureaucratic exercise and needs to have a "harder edge" approach which would be supported.

Don't agree comments

College: again you seem to have interpreted the requirement for equality by requirement to measure it

SKILL recommendations made in their feedback:

Recommendations:

- The YPLA should consider including a further objective around account management as highlighted by the Skills Funding Agency SES

YPLA response: not sure that the Skills Funding Agency objectives are relevant to the YPLA remit

- The Scheme must include data which acknowledges whether disabled staff are under-represented in the YPLA and/or are likely to be at a lower grade than non-disabled people.

YPLA response: This information was supplied in Annex 3 of the consultation document

- The YPLA must develop robust mechanisms to challenge Academies on equality issues.

YPLA response: this is not YPLA's remit

- The YPLA must to ensure it conducts EAs for all its policies and decisions – to make sure there is no relatively adverse impact on specific groups and must develop robust equality analysis mechanisms to fulfil its duties under the Equality Act 2010
- The YPLA should develop plans to use a range of tools, data and performance measures to help drive provider improvement. In particular this should include a sub-target to deliver quality information advice and guidance (IAG) to all learners.

YPLA response: not sure that this is within our remit as we are a funding body

- More information on how the YPLA intends to identify gaps and challenge performance is required

Question 3: to what extent do you agree that the Action Plan is sufficiently detailed for delivering the objectives?

- 3 agree
- 1 unsure
- 2 disagree

Agree additional comments

College: given your (in my view false) objectives this would seem to be adequate

ASCL: welcomes the acceptance of the professionalism of school and college leaders.

Specific points: if SIPS are to be abolished the reference to them becomes obsolete. Likewise, and on a larger scale it may be worth referring to the YPLA's successor body to avoid needing to conduct the exercise again. We trust that Rob Wye will be replaced as equal opportunities champion by someone of similar seniority and authority.

Objective 4 indicates an intention to "challenge performance" but the text does not indicate who will do this where or how.

NIACE: agree with the named Champion at Senior Management level, however should they be referenced in the Action Plan, concerns are expressed about how they will be supported, authority to effect change and promote the "protected characteristics". Also suggest that there should be a champion at governance level.

Action Plan needs to be expanded and should have an explicit focus on all the protected characteristics.

Positive feedback on the workforce analysis and actions outlined in annex 3, but would like to see a more proactive approach to addressing the workforce makeup.

Further comments are made on whether there should be a link made between safeguarding and equality, diversity and inclusion which affects the learning environment, ensuring it is free from bullying, harassment and victimisation.

Don't agree comments

Employee: Expected outcomes could be more concrete and actions could be linked to other YPLA roles in addition to senior managers

College: The Action Plans should include the specific actions outlined in Annex 3, and the feedback from the scoping exercise (page 8). More detail of how and the expected outcomes e.g. objective 1 - the precise activities actions that will be taken to ensure recruitment, reward etc. are fair.

SKILL recommendations made in their feedback:

Recommendations:

- YPLA staff learning/training needs to be an ongoing process not a one-off event.
- Equality Champions are not limited to those in senior positions and that this opportunity is open to staff at all levels.

YPLA response: we have other mechanisms such as focus groups and the Forum to engage employees across the organisation.

- Clearer information on responsibility for equality analysis is required
- The YPLA take active steps to develop an inclusive and open culture of equality and diversity in which staff feel comfortable to disclose disabilities.

YPLA response: we take an approach of this is applicable to more than just disabilities

- The YPLA explore in detail career progression and the level at which disabled people are employed and take appropriate action to close gaps.

YPLA response: this can only be considered at a time when we are recruiting – possibly in the future and we would consider all protected characteristics not just disability, whilst recognising the capacity to take positive action with disabled people.

- To include more information on how the YPLA will hold academies to account in regards to equality and diversity

- SMART'er, in particular more timely, targets within the 'how' column are needed
- The YPLA must assess all new and existing policies in order to ensure that no policy unlawfully discriminated against disabled people or any other protected characteristic.

YPLA response: links to the EA comments in question 2. Our final Scheme will reflect the revised approach of Equality Analysis as outlined in the public sector Equality Duty.

Question 4: 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

- 5 agree
- 2 unsure

Agree comments

College: the communication approach covers both internal and external stakeholders

Don't agree comments

Employee: not sure that it accurately reflects changing YPLA remit – would like to see more about use of funding to increase life chances of all young people

SKILL recommendations made in their feedback:

Recommendations:

- The YPLA will 'ensure it conducts EAs for all its policies and decisions – to make sure there is no relatively adverse impact on specific groups'. This should be reflected in objective 3 and in the Action Plan.
- The YPLA must make the best use of data and analysis to eliminate barriers and access to learning, and more detail on how to do this should be detailed in the Action Plan.
- The YPLA must monitor learner trends in order to ensure its policy does not have an indiscriminate impact on certain learners.
- The YPLA should ensure that providers can access the funding for disabled learners on a more flexible basis rather than basing funding on success rates only

- The YPLA SES should highlight that the equality and diversity grade may limit providers' overall inspection grade
- In order for YPLA funded activities to fulfil equality duties it is important for the YPLA Board to be more reflective of all equality groups and that targets should be set in order to achieve this.
- The YPLA work hard to develop an open and inclusive culture in order to enable staff to feel that that they can disclose their disability.
- If data shows that the makeup of YPLA staff with a disability is lower than the 19% national average then Skill suggests that the future approach to recruitment within the YPLA needs to take positive action.

YPLA response: limitations of current situation, both financial climate and anticipated reorganisation to Education Funding Agency (EFA).

Are you willing to complete the monitoring form?

- 5 yes
- 1 no
- 1 skipped question

Equality and Diversity Profile of respondents

Gender

- 3 female
- 1 male
- 1 prefer not to say
- 2 skipped question

Age

- 1 45 – 54
- 1 55 – 64
- 1 prefer not to say
- 2 skipped

Disability

- 1 yes
- 4 no
- 1 skipped question

Ethnicity

- Afro/Caribbean
- White/English
- 1 prefer not to say
- Other white background
- 2 skipped

Religion/belief

- 2 Christian
- 1 Prefer not to say
- 2 skipped
- 1 no religion
- 1 agnostic

Sexual orientation

- 3 Heterosexual
- 2 prefer not to say
- 2 skipped

Question asked through SES consultation mail box

- Has the YPLA impact assessed the removal of EMA for current year one students
- Criticisms made of the questionnaire - inability to make a copy of completed response
- Equal opportunities form was not very impressive, given the consultation
 - It did not allow a response on behalf of a group
 - Religion omitted Humanism not necessarily agnostic
 - Jainism - misspelled.

This is a summary of the YPLA's current workforce makeup. It also suggests actions to address some of the identified challenges in the data. This must be considered in the general context of no external recruitment activity for public arm's length bodies at this time.

YPLA - WORKFORCE AS AT December 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 to make sure that all individuals are treated with respect and dignity. The following is a summary of the workforce analysed by protected characteristics and pay band

2 Employees by Gender and Pay Band

The overall workforce profile of YPLA is 41% male and 59% female, compared with the National population of 49% males and 51% females.⁶ The YPLA workforce is made up in the following way:

- Band 2 62% female; 38% male
- Band 3 55% female; 44% male
- Band 4 52% female; 48% male
- Over 60% of Band 5s are male
- Over 80% of Band 1s are female⁷

The YPLA has a duty to produce an equal pay audit on an annual basis; national statistics are still reporting that the gender pay gap is around 18%. YPLA has in place a process for conducting and reporting on its equal pay reviews.

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 a equal pay review exercise on an annual basis to make sure the pay systems are applied effectively, appropriately and do not create any disadvantage.

⁶ This information is taken from an article produced by ONS 2009 population trends 138, winter 2009

⁷ Note band 1 is lowest and 5 is highest

3 Employees by Ethnicity and Pay Band

The YPLA workforce is made up of 73% White and 13% BME groups 13% not stated or prefer not to say, 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
- 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.

YPLA workforce, 24% of employees stated their 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:

- 18% of the workforce are 55 years +
- 2% of the workforce are under 24 and mostly Band 1
- 62% of Band 5 are 55+
- 73% of Band 4 are 45+
- 43% of Band 1 are 25-34

Action 2: YPLA to engage with the Apprenticeship programme to increase the number of young people in the organisation.

7 Employees by Disability and Pay Band

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% (26 people) of employees defined themselves as having a disability of which:

- 96% (25) of those with a disability 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 2 – 4

Action 3: YPLA to complete an employee declaration exercise on an annual basis to encourage employees to review all aspects of their personal details.

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