Single Equality Scheme:
Our Strategy for Equality and Diversity

Large print version

April 2007
Of interest to all LSC employees and all providers
Further information
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C: How the Scheme was Developed, and the Processes of Consultation and Involvement

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Chairman’s Introduction

Our Single Equality Scheme (the Scheme) represents our commitment to ensuring that in transforming the learning and skills sector, we transform the chances for all. As we move towards meeting the challenges set out in the Leitch review (2006), our strategy is designed to place equality and diversity at the heart of what we do so that we develop a system in which all can benefit and no one is excluded. This has been an essential part of our role from the inception of the Learning and Skills Council (LSC).

We want to do more than comply with the present legislation for equal opportunities. We intend to go beyond it to make our policies and practice fully inclusive, eliminating discrimination, promoting equality and embracing diversity in all its aspects. In doing this we look forward to working with the new Commission for Equality and Human Rights to make sure that the learning and skills sector contributes to fulfilling its vision and objectives.

We want the Scheme to be a model for the colleges and providers we work with. We urge them, whether they are required to have their own race, disability and gender equality schemes or not, to develop their own inclusive and coherent approach to promoting equality and diversity, and to see it as integral to their mission, as we do.

We know that our Scheme will only succeed if there is organisational commitment at every level. The LSC has already taken significant steps towards remedying past disadvantage and exclusion, for example in our national strategy for learners with learning difficulties and/or disabilities, Learning for Living and Work, with significant investment to support it. We will appoint members of the National Council and the proposed new regional councils as
champions for equality and diversity, and the LSC’s National Equality and Diversity Committee will hold us to account.

We do not underestimate the challenges we are setting ourselves. But we will not compromise in our expectations of ourselves and the learning and skills sector to equip everyone to be able to contribute to the success of our economy and society and fulfil their personal potential.

Christopher N Banks CBE
Chairman, LSC
Action to promote equality and diversity is an integral part of the LSC’s business objectives. We can only realise our vision of creating a world-class workforce if we remove barriers, eliminate discrimination, address disadvantage, and raise the aspirations of both present and potential learners. Our Single Equality Scheme shows how we will put this into practice. By incorporating our individual schemes for race, disability and gender equality into one overarching scheme, we are creating a coherent framework for promoting equality and diversity within the LSC and across the learning and skills sector. Its objectives are aligned with our national priorities, so that it will operate strategically, in the mainstream of our work.

We are challenging ourselves to lead by example. We will demonstrate best practice as an employer, with a diverse workforce in which everyone has an equal chance of developing and progressing, and enjoys equal treatment and pay. Working with trade unions is central to delivering this aspiration, and we will continue to work with the Public and Commercial Services Union. Harnessing the talents of all employees will in turn equip us to work with learners, employers, providers and other stakeholders to promote equality and diversity. Every member of the LSC’s staff will have a contribution to make to the objectives of the Scheme. National directors are responsible for each section of the action plan and our regional directors will share these responsibilities, ensuring commitment and accountability at the most senior levels.

We will use the new National Learner Panel and the National Panel for Learners with Disabilities as key means of involving learners, and we will be creative in developing ways of working with learners to
seek their views on how we are doing and ensure that our priorities match theirs.

We will challenge all providers in the sector to ensure that equality and diversity are fully addressed in their plans and strategies for improvement, whether they are required to develop statutory schemes or not. All of our providers can expect to be challenged on outcomes for learners in relation to equality and diversity and the priorities we have set. We will use the work of our partnership teams and equality and diversity teams to support providers in this and to spread best practice.

We will monitor our performance rigorously, reporting on our progress and setting fresh objectives and targets as we move forward. We will respond enthusiastically as the legal framework for equality develops. And we will challenge ourselves and our partners to be bold and maintain high aspirations.

Mark Haysom
Chief Executive, LSC
**Executive Summary**

This is the LSC’s first Single Equality Scheme. The Scheme describes in a single document how the LSC will fulfil its statutory duties to promote equality of opportunity and avoid discrimination, demonstrating its commitment to placing the promotion of equality and diversity at the centre of every aspect of its work. It is intended to meet the requirements for a race equality, disability equality and gender equality scheme and to implement these in an inclusive way which takes account of religion and/or belief, sexual orientation and age. The Scheme will be effective from 30 April 2007 to 29 April 2010.

All LSC staff will have a role in contributing to the success of the Scheme and it will also be of interest to providers and other partners, with whom we will work to implement it.

The introduction sets out our aims for the Scheme, how it incorporates the goals of our Equality and Diversity Strategy 2004–2007, and what our action plan is based on. We describe our role, how our commitment to action for equality and diversity is integral to it and how the LSC is governed. We then describe the national priorities agreed with Government, which form the policy framework for our work and for the sections of our action plan that relate to learning and skills and improving the performance of the further education (FE) system. We outline our annual business cycle, which will be the key means of implementing the Scheme and its action plan for these two areas, and we list our key partners.
The following sections of the Scheme describe our approach to:

- impact assessment
- gathering and using information
- the impact measures we will use and their purpose.

We then explain:

- how we will involve learners and employees
- our publication policy
- how we will deal with complaints
- steps to implement the Scheme
- how we will monitor, report on, review and update it.

This is followed by our action plan which shows how it meets the LSC’s duties as a public authority. We include a guide for providers in the FE system, to show those parts of the Scheme with a direct bearing on their work, and what we will ask of them.

Throughout the Scheme and its annexes we show where action will be taken in the interests of a particular group. Annex A maps how the Scheme meets statutory requirements for race, disability and gender equality schemes. Annex B analyses the LSC’s functions and their
importance for equality. Annexes C, D, E, F, and G describe respectively:

- the process of consultation and involvement used to develop the Scheme
- impact assessments and other work already undertaken
- our impact assessment framework
- the information we gather
- the data used to inform the Scheme.

Annex H lists key publications, including those relating to legislative requirements. Annex I is a glossary.
Introduction

1 This is the LSC’s first Single Equality Scheme. It describes in a single document how the LSC will fulfil its statutory duties to promote equality of opportunity and avoid discrimination, placing the promotion of equality and diversity at the centre of our work, both in fulfilling our remit for commissioning and funding learning and skills provision, and in our action as an employer. The Scheme will be effective from 30 April 2007 to 29 April 2010.

2 The Scheme is intended to meet our duty to produce a race equality scheme, a disability equality scheme, and a gender equality scheme and to meet the requirements for each of these. It uses the common ground between the three to create a consistent approach, whilst ensuring that the distinctive requirements for the individual schemes and the individual duties, are also included. The Scheme subsumes our second Race Equality Scheme (2005–2008) our Disability Equality Scheme (effective from 4 December 2006), and our Gender Equality Scheme (effective from 30 April 2007) and uses the work undertaken in preparing these. Paragraphs 56–60 list our general duties in respect of race, disability and gender equality and the action plan that follows shows the steps we will take to fulfil these. This Scheme also takes account of the requirements of the Employment Equality Regulations relating to Religion or Belief, Sexual Orientation and Age, and other relevant legislation. Although the requirements flowing from these regulations are more limited, we are committed to implementing this Scheme in an inclusive way where practicable, for example in impact assessment, and to developing the evidence base that will enable us to do this. The Scheme is therefore based on the principle that we will take a proactive approach to promoting
equality in all its aspects. (A list of relevant legislation is at Annex H.)

3 Our aims in producing the Single Equality Scheme are to:

- demonstrate unequivocally our commitment to promoting equality and diversity, showing how this commitment is clearly related to our strategic priorities and targets, and incorporated into our business cycle
- make the best use of our systems to ensure that they integrate action for equality and diversity into all aspects of our work and define lines of accountability
- make clear what we are asking of all those we work with and avoid duplication or confusion
- demonstrate how we intend to fulfil statutory requirements to actual and potential learners, employees, providers and other stakeholders.

4 In 2003 we set up the National Equality and Diversity Committee to help us mainstream equality and diversity. In 2004 we produced our Equality and Diversity Strategy 2004–2007. This set six priority areas to tackle:

- leadership
- reaching out to learners who are disengaged
- supporting compliance
- inclusive and personalised learning
- working with employers
- measuring outcomes.
5 This Scheme incorporates the goals and actions of the Equality and Diversity Strategy and takes them forward to deliver further change and improvements in access to learning and attainment.

6 The actions in this Scheme are based on:

- our national priorities
- the equality and diversity policies and action to which we are already committed
- data already available to us
- consultation and involvement of learners and staff in respect of race, disability and gender (see Annex C).

7 We have assessed how each of our functions is relevant to race, disability and gender equality (see Annex B) and the impact of the policies and high-level processes that fall within each function, using our Impact Assessment Framework (see Annex E). The initial audit of our policies was completed in 2006. From 2007, all papers with a policy bearing being considered for decision include an initial equality and diversity impact assessment. The actions in this Scheme are based on our assessment.

**Where we Are Now: the Learners we Fund**

8 In 2005/06, the LSC had a budget of £10.2 billion and supported over 5.2 million learners (Table 1).

9 Race, disability and gender affect participation and success, for example:

- 46 per cent of learners in FE, 38 per cent in WBL and 76 per cent in ACL were female.
In FE and WBL, there is marked gender difference in the subjects studied. For example, in health, public services and care, females formed 84 per cent of the learners in FE and 91 per cent in WBL. In construction, planning and the built environment, males made up 94 per cent of the learners in FE and 99 per cent in WBL.

Members of black or ethnic minority groups form about one-tenth of the English population. They were under-represented in WBL, in full Level 2 and 3 programmes in FE, except for black or ethnic minority women at Level 3, and in ACL.

There are striking differences in achievement between different ethnic groups and between men and women in those groups in both FE and WBL, for example with a range of achievements on full Level 2 programmes of 21 per cent.

Table 1: LSC learner numbers 2005/06.

<table>
<thead>
<tr>
<th></th>
<th>Young people</th>
<th>Adults aged 19 and over</th>
</tr>
</thead>
<tbody>
<tr>
<td>Further education (FE)</td>
<td>744,000</td>
<td>2,884,800</td>
</tr>
<tr>
<td>Work-based learning (WBL)</td>
<td>268,000</td>
<td>217,600</td>
</tr>
<tr>
<td>Adult and community learning (ACL)</td>
<td>15,700</td>
<td>770,100</td>
</tr>
<tr>
<td>School sixth forms</td>
<td>364,980</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,392,680</strong></td>
<td><strong>3,872,500</strong></td>
</tr>
</tbody>
</table>
• Disabled people represent about a quarter of the population and are twice as likely as non-disabled people to have no or lower qualifications. About 10 per cent of funded learners state they have a disability. In WBL, learners with disabilities have lower success rates. In Apprenticeships, the success rate for young women who do not have a disability is 9 per cent above that for young men who do. In Advanced Apprenticeships, young men who do not have a disability have a 20 per cent higher success rate than young women who do.

10 See Annex G for the data from which these figures are drawn.

Where we Are Now: our Staff Profile

11 Our staff profile is reflected in the following data.

• In March 2007 there were 3,201 LSC employees.

• 51.4 per cent senior or middle manager posts were held by women.

• 5 per cent of senior or middle manager posts were held by people from black and ethnic minority groups.

• 61.4 per cent of the workforce were female.

• 7.8 per cent of the workforce came from black and ethnic minority groups.

• 2.8 per cent of the workforce declared that they had a disability.
The LSC is responsible for commissioning and funding post-16 education and training (other than higher education). We fund schools, colleges, adult and community learning services, work-based learning and other providers to deliver education and training. Some of the providers we fund, including colleges in the FE sector and local authorities, are public bodies and have their own race, disability and gender equality schemes.

From the outset, promoting equality and diversity has been at the heart of our responsibilities. The Learning and Skills Act 2000 includes a duty for us to ‘encourage individuals to undergo post-16 education and training and to encourage employers to participate in the provision of post-16 education and training.’ The Act requires us to have due regard to the need to promote equality of opportunity between people from different racial groups, between men and women, and between people with a disability and people without, and to report annually on how we have done this. In his original remit letter to us, the Secretary of State for Education and Skills said, ‘I expect the Council to build equality of opportunity into all its policies, programmes and actions’ and emphasised the importance of raising levels of participation and achievement.

Our vision is that by 2010, young people and adults in England will have knowledge and skills matching the best in the world and be part of a truly competitive workforce. This vision can only be achieved if we reduce the gap in attainment among people of
all ages from backgrounds of low income or disadvantage, and are committed to promoting equality and diversity as an integral part of all that we do so that all have the opportunity to realise their potential.

15 Our commitment is therefore to be a champion of equality and diversity and an example of best practice as an organisation and an employer. In 2006 we restructured our organisation to give us a business model based on partnership working, developing policy, planning and procuring learning and skills, and challenging the performance of the system. Our commitment to equality and diversity will inform each of these areas and will be underpinned by our shared values of trust, expertise, ambition and urgency. We will:

- comply with the law in promoting equality and where appropriate go beyond the legal requirements
- promote equality of opportunity by reaching out to groups of people with low skills who are not currently involved in learning, improving access to different types of learning and improving learners’ experience of the education and training they undertake
- ensure that all learners succeed and can progress in ways that match their abilities and aspirations
- be an organisation that harnesses the talents of all, and does not tolerate any form of discrimination or harassment.

16 We will judge our success by:

- our progress in improving participation, experience and achievement in areas where there is currently inequality
- our success in implementing Learning for Living and Work, the strategy for people with disabilities and/or learning difficulties
• the commitment of colleges and other providers with whom we contract to building action for equality and diversity into their plans and delivering them

• a positive approach to equality and diversity among all our staff and their record in implementing this Scheme and the predecessor Race Equality Scheme and Disability Equality Scheme

• the views of learners and employers on how well we and the system are doing

• our progress in recruiting a diverse workforce and demonstrating best practice as an employer.
How the Learning and Skills Council is Governed

17 The LSC is a non-departmental statutory body established by the Learning and Skills Act 2000. It is accountable to Parliament and the Secretary of State for Education and Skills (the Secretary of State). All the functions (listed in Annex B) are vested in the Council, whose members are appointed by the Secretary of State. The Council is responsible for providing direction on strategy and key policies. It both challenges and supports the executive to whom day-to-day management of the LSC has been delegated by the Council.

18 The LSC will make promoting equality and diversity an integral part of how it exercises its responsibilities. We will work with the Secretary of State to seek a diverse membership for the Council by operating open recruitment processes. We will appoint champions for equality and diversity from among Council members and brief members on their responsibilities in respect of equality and diversity. These principles will also be applied to the regional councils proposed in the Further Education and Training Bill 2006.

19 The LSC has established a National Equality and Diversity Committee. Its remit is to:

- work to ensure that LSC programmes are appropriately focused among the groups that make up our society
promote individual empowerment so that everyone can enjoy equal opportunity and meaningful options in learning, training and work

work to bring about change to ensure that equality and diversity is mainstreamed.

20 The National Equality and Diversity Committee will:

- monitor and assess progress on the Scheme and its action plan, with a cycle of reports from national and regional directors
- consider the annual report of progress
- review the Scheme annually
- report to the Council.

21 The Chief Executive is accountable for the fulfilment of our equality duties and has delegated responsibility for the implementation of this Scheme and its action plan to the National Director of Learning and the Director of Equality and Diversity. They will work with the national directors for Skills, Resources, Strategy and Communications, and Human Resources and the regional directors for each of the nine English regions, who will be responsible for implementation within their respective areas.

22 Management boards cover each area of the LSC’s work, to provide advice and support for our directors in exercising their delegated functions. The Equality and Diversity and Learners with Learning Difficulties and/or Disabilities Group reports to the Learning, Planning and Performance Board. The Group’s purpose is to consider strategic issues and advise the Board on the development and implementation of policy for equality and diversity. It will also monitor and advise on the implementation of the Scheme.
This section explains the policy framework for our activities. We work according to the Government’s policy for learning and skills, as set out in its 14–19 Strategy and Skills Strategy, and most recently in the FE White Paper, Further Education: Raising skills, improving life chances (HM Government, 2006). Each year, our grant letter from the Secretary of State sets out the Government’s requirements and our Public Sector Agreement (PSA) targets. Our annual statement of priorities flows from these and is the policy framework within which we will respond to our duties and demonstrate our commitment to promoting equality and diversity. We will give priority to identifying and reaching out explicitly to those most in need of learning, to tackle disadvantage and under-achievement. Our priorities for 2007/08 are to:

a. raise the quality and improve the choice of learning opportunities for all young people to equip them with the skills for employment, further or higher learning, and for wider social and community engagement

b. raise the skills of the nation, giving employers and individuals the skills they need to improve productivity, employability and social cohesion

c. raise the performance of a world-class system that is responsive, provides choice and is valued and recognised for excellence
increase our contribution to economic development locally and regionally through partnership working.

In October 2006, we launched our national strategy Learning for Living and Work: Improving education and training opportunities for people with learning difficulties and/or disabilities, which is directly related to priorities a, b and c in paragraph 23.

The objectives in the first two sections of our action plan flow from these priorities.

To work with providers to develop the post-16 sector into a world-class system, we have created agenda for change, our programme of transformation. Its aims are to:

- improve the reputation of the FE system for delivering for world-class skills
- deliver education and training excellence
- deliver choice and quality for individuals and employers
- streamline bureaucracy and regulation
- deliver economic success.

Our Framework for Excellence: a comprehensive performance assessment framework for the further education system (LSC, 2006a) will be developed during the lifespan of this Scheme to support these aims. As we introduce minimum levels of performance for providers, we will monitor how they impact on equality and diversity, to ensure that there is no adverse effect on particular groups. Section 3 of our action plan relates to improving performance.
Following the publication of the Leitch Report *Prosperity for All in the Global Economy: World class skills* (Leitch, 2006), we are consulting on how its agenda can be put into action in *Delivering World-class Skills in a Demand-led System* (LSC, 2007a). We have invited respondents to comment on the impact on equality and diversity of the proposed changes and will carry out an impact assessment before they are implemented.
**Building Action into our Annual Business Cycle**

29 Our annual business cycle is the process by which we plan our work, contract with providers and monitor and measure progress. We will use it to:

- place the sections of our action plan relating to the delivery of learning and skills in the mainstream of our work
- assess the impact on equality of opportunity of implementing our policies and priorities
- collect information on providers’ performance, monitor compliance, set improvement measures and monitor progress on these.

30 Regional strategic analysis, planning and commissioning and the work of partnership teams with providers will therefore play an essential part in implementing this Scheme. Accordingly, each region will produce an equality and diversity plan for learning and skills showing the action it will take by 29 April 2010 to implement the Scheme.

31 Where provision or services are to be procured through tendering, we comply with the requirements of European Union procurement directives. We will build action for equality into procurement by:

- requiring all suppliers to provide copies of their equality and diversity policies
- scoring the quality of proposals using an assessment matrix which includes equality and diversity
• excluding potential providers who do not have equality and diversity policies or undertake diversity monitoring

• including in our standard terms and conditions the requirement to comply with the anti-discrimination provisions of all equalities legislation and specifying any evidence the contractor must provide in order for us to meet our obligations under equalities legislation

• monitoring the contractor’s performance against equality performance standards set out in the contract.

**Timetable**

32 Table 2 sets out the timetable for action as aligned with our annual business cycle.
Table 2: Timetable of equality and diversity action aligned with LSC annual business cycle.

<table>
<thead>
<tr>
<th>Date</th>
<th>National: annual statement of priorities</th>
<th>National: DfES grant letter received</th>
<th>National: strategic analysis; area profiles; priorities agreed in regional skills partnerships</th>
<th>Regional: commissioning plan and tender documents</th>
<th>Regional: local partnership teams negotiate providers’ plans</th>
</tr>
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<tbody>
<tr>
<td>Oct</td>
<td>Impact assessment included in statement</td>
<td>Areas of underperformance and development opportunities identified for priority groups, to be reflected in impact measures</td>
<td>Impact assessment included Specific areas for action and targets shown Contribution to national impact measures shown</td>
<td>Additional regional impact measures shown</td>
<td>Provider plans include impact assessment, improvement indicators and specific areas for action</td>
</tr>
<tr>
<td>Date</td>
<td>Business cycle</td>
<td>Equality and diversity action</td>
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<td>-------------------------------------------------------------------</td>
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<tr>
<td>Mar–Apr</td>
<td>Regional: providers’ plans confirmed</td>
<td>Impact assessment included</td>
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<tr>
<td></td>
<td>National: plan</td>
<td>National and regional impact measures shown</td>
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<td>Impact assessment included</td>
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<tr>
<td></td>
<td></td>
<td>Specific areas for action shown</td>
<td></td>
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<tr>
<td>Year-round</td>
<td>Chief Executive’s review of national and regional performance</td>
<td>Progress on areas for action and impact measures reported and evaluated</td>
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Figure 1: LSC annual business cycle 2007/08.

June – September 2008
- Policy Deployment
  - Develop staff understanding
  - System changes

May 2008
- Final volumes agreed and budgets allocated to providers
- Local annual plans finalised
- Planning numbers and budgets – national cut for Management Board

April 2008
- Contracts awarded following tender commissioning process
- Provider development plans agreed

March 2008
- Local annual and regional plans approved by regional board
- Regional summaries of local plans to Council for final approval
- All plans published
- Annual planning review completed

February 2008
- Planning numbers agreed with providers and budgets – aggregated into first national cut for Management Group and National Council
- Regional plans presented to Chief Executive
- Local delivery plan agreed

October 2008
- LSC Annual Statement of Priorities published
- Providers’ self-assessment
- Regions carry out strategic analysis with area teams

November 2007
- DFES and LSC agree grant letter
- Draft budgets allocated to regions
- Regions agree priorities with regional partners
- Regional plan including regional priorities and commissioning plan published
- Regional consideration of budgets

December 2007
- Regional and area teams complete strategic briefing with providers
- Annual planning review – dialogue with providers should begin
- National Office aggregation of commissioning volumes to produce national aggregate

January 2008
- Tendered commissioning process commences
- Initial discussions re: volumes and draft budgets with providers
Providers will be key partners in implementing this Scheme by securing action for equality and diversity through their own plans. We will also take account of the schemes and relevant priorities of regional and national partners with responsibilities for managing the performance of the system. Our membership of regional skills partnerships will be the means of securing synergy between our actions for equality and diversity in the provision of learning and skills and those of our regional and national partners. For planning learning and skills, these are:

- Jobcentre Plus
- regional development agencies
- Higher Education Funding Council for England
- sector skills councils and the Skills for Business Network
- local authorities
- Department for Education and Skills.

For improving the performance of the system, our key partners are:

- Lifelong Learning UK
- Quality Improvement Agency
- Office for Standards in Education, Children’s Services and Skills
- Qualifications and Curriculum Authority
- Centre for Excellence in Leadership.
The LSC’s work is organised into five areas:

- learning
- skills
- human resources
- resources
- strategy and communications.

Annex B lists the functions that relate to each area. We have developed our procedure and programme for impact assessment covering all five areas, as follows.

- Our Equality Impact Assessment Framework (May 2006) sets out our procedure for initial screening and full impact assessment. This is summarised in Annex E. It will operate in respect of the race, disability, gender and age aspects of equality and diversity.

- An inventory of all existing policies was completed in 2006.

- Initial assessment and where necessary full impact assessments for all existing policies deemed to be relevant will be completed by the end of 2008, in partnership with the Department for Education and Skills.

- A rolling programme will complete impact assessment of all existing policies by 2009.
• From 2007, all papers with a policy bearing and that require decisions will include an initial equality and diversity impact assessment, and where relevant a full assessment or a timetable for this. Impact assessment will be built into our annual business cycle (see paragraph 29, Table 2 and Figure 1).

• Decisions on action to be taken as a result of impact assessment will be included in the review and updating of this Scheme and its action plan.

• A record of all impact assessments will be maintained. We will publish assessments and decisions on action to be taken on our website and where applicable in new publications.

37 The information available to us on equality of opportunity is listed in Annex F. We will use this to enable us to:

• identify barriers to access

• identify differences in the opportunities available to the groups covered by this Scheme in comparison with others for participation, achievement, progression, and satisfaction in learning, and as employees

• investigate the reasons for any differences and identify ways in which the gaps can be narrowed

• inform our initial and impact assessments

• measure the effectiveness of our action plan.

38 Working where relevant with the new Information Authority we will seek to extend our information base by:

• improving the quality and accuracy of information in respect of race, disability, gender and age in the learner population, and in particular improving the collection of information on disability
• data cleansing and refining our analysis of LSC employee data

• collecting information on how providers comply with their statutory duties

• considering information requirements when we conduct impact assessment and monitor subsequent changes and the action plan

• ensuring that our staff are trained in how information is collected and how to use it.
Our aims in setting equality and diversity impact measures (EDIMs) are to:

- provide high-level impact measures that will enable the overall direction and distance of travel to be judged: there will not be an individual EDIM for each item in the action plan
- link EDIMs for learning and skills to our PSA targets, which are key performance measures for the LSC
- set diversity targets for the composition of the LSC workforce.

To develop EDIMs, we will:

- complete the process of setting national EDIMs for all our PSA targets during 2007
- develop a framework to improve the way in which EDIMs are set at regional and local levels
- review EDIMs annually and raise them if appropriate.

Our national EDIMs for learning and skills are shown in Table 3.
## Table 3: National EDIMs for learning and skills in relation to PSA targets.

<table>
<thead>
<tr>
<th>PSA target</th>
<th>Equality and diversity: examples of evidence*</th>
<th>EDIM</th>
</tr>
</thead>
</table>
| All young people to reach age 19 ready for skilled employment or higher education to:  
  - increase the proportion of 19 year olds who achieve at least Level 2 by three percentage points between 2004 and 2006, and a further two percentage points between 2006 and 2008 | Success rates for 16–18 year olds in FE in 2005/06 were:  
  - 67 per cent for full Level 2  
  - 64.7 per cent for full Level 3.  
  Success rates for most groups of learners have improved progressively between 2003/04 and 2005/06. However, at full Level 2, the success rate for Asian or Asian British Bangladeshi learners fell from 75 per cent in 2004/05 to 68 per cent in 2005/06 for full Level 2, and from 59 per cent to 58 per cent for full Level 3. Success rates for other ethnic groups improved. | By 2010, raise the success rates for 16–18 year olds taking full Level 2 and Level 3 for all groups of learners to at least the 2005/06 average.  
Ensure that success rates for all groups of learners continue to improve, in particular:  
  - raise the success rates of males and Black or Black British Caribbean learners  
  - reverse the recent fall in success rates on full Level 2 and Level 3 courses for 16–18-year-old Bangladeshi learners. |

* The evidence in this column is not directly comparable to the PSA targets, but is for indicative purposes only. Data on progress towards PSA targets is drawn from a range of sources, which cannot currently be disaggregated consistently by ethnicity or disability. Moreover, a slightly different age range is covered. All 2005/06 data is indicative and subject to amendment.
Table 3: National EDIMs for learning and skills in relation to PSA targets (continued).

<table>
<thead>
<tr>
<th>PSA target</th>
<th>Equality and diversity: examples of evidence*</th>
<th>EDIM</th>
</tr>
</thead>
<tbody>
<tr>
<td>• increase the proportion achieving Level 3.</td>
<td>Success rates for full Level 2 were:</td>
<td>Data will be monitored by:</td>
</tr>
<tr>
<td></td>
<td>• 69.7 per cent for females and 64.6 per cent for males</td>
<td>• gender</td>
</tr>
<tr>
<td></td>
<td>• 63 per cent for Black or Black British Caribbean learners and 74.5 per cent for Asian or Asian British Indian learners</td>
<td>• ethnicity</td>
</tr>
<tr>
<td></td>
<td>• 60 per cent for males from Black or Black British Caribbean backgrounds</td>
<td>• learning difficulty and/or disability.</td>
</tr>
<tr>
<td></td>
<td>• 69 per cent for learners who declared learning difficulties and/or disabilities and 67 per cent for learners who did not declare a learning difficulty and/or disability.</td>
<td>Analysis of combinations of these will be conducted where data is sufficiently robust at this level of disaggregation.</td>
</tr>
</tbody>
</table>

* The evidence in this column is not directly comparable to the PSA targets, but is for indicative purposes only. Data on progress towards PSA targets is drawn from a range of sources, which cannot currently be disaggregated consistently by ethnicity or disability. Moreover, a slightly different age range is covered. All 2005/06 data is indicative and subject to amendment.
### Table 3: National EDIMs for learning and skills in relation to PSA targets (continued).

<table>
<thead>
<tr>
<th>PSA target</th>
<th>Equality and diversity: examples of evidence*</th>
<th>EDIM</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Success rates for full Level 3 were:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 67.3 per cent for females and 61.8 per cent for males</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 65.4 per cent for White British learners and 58 per cent for Black or Black British Caribbean learners</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 59.2 per cent for Black or Black British females and 56.9 per cent for Black or Black British Caribbean males</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 64.6 per cent for learners who declared a learning difficulty and/or disability and 64.8 per cent for those who did not declare a learning difficulty and/or disability.</td>
<td></td>
</tr>
</tbody>
</table>

* The evidence in this column is not directly comparable to the PSA targets, but is for indicative purposes only. Data on progress towards PSA targets is drawn from a range of sources, which cannot currently be disaggregated consistently by ethnicity or disability. Moreover, a slightly different age range is covered. All 2005/06 data is indicative and subject to amendment.
Table 3: National EDIMs for learning and skills in relation to PSA targets (continued).

<table>
<thead>
<tr>
<th>PSA target</th>
<th>Equality and diversity: examples of evidence*</th>
<th>EDIM</th>
</tr>
</thead>
</table>
| Increase the success rate for completing Apprenticeships to 59 per cent by 2007-08 | The average success rates in 2005/06 were:  
  - 53 per cent in Apprenticeships (Level 2)  
  - 53 per cent in Advanced Apprenticeships (Level 3).  
Sample success rates in Apprenticeships were:  
  - 61 per cent for Chinese females over 19 and 40 per cent for Chinese males over 19  
  - 49 per cent for Pakistani females aged 16–18 and 35 per cent for Pakistani males aged 16–18 | By 2010, raise success rate for all groups to at least the 2005/06 average for both Level 2 and Advanced Apprenticeships.  
In particular, raise the success rates of males, Pakistani and Black learners, and learners with learning difficulties and/or disabilities.  
Data will be monitored by:  
  - age  
  - gender  
  - ethnicity  
  - learning difficulty and/or disability. |

* The evidence in this column is not directly comparable to the PSA targets, but is for indicative purposes only. Data on progress towards PSA targets is drawn from a range of sources, which cannot currently be disaggregated consistently by ethnicity or disability. Moreover, a slightly different age range is covered. All 2005/06 data is indicative and subject to amendment.
Table 3: National EDIMs for learning and skills in relation to PSA targets (continued).

<table>
<thead>
<tr>
<th>PSA target</th>
<th>Equality and diversity: examples of evidence*</th>
<th>EDIM</th>
</tr>
</thead>
</table>
|            | • 46 per cent for learners over 19 who declared a learning difficulty and/or disability and 53 per cent for learners over 19 who did not declare a learning difficulty and/or disability. Sample success rates in Advanced Apprenticeships were:  
• 60 per cent for 16–18-year-old mixed White and Black African females and 41.7 per cent for 16–18-year-old mixed White and Black African males  
• 47 per cent for Black Caribbean females over 19 and 27 per cent for Black Caribbean males over 19 | Analysis of combinations of these will be conducted where data is sufficiently robust at this level of disaggregation. |

* The evidence in this column is not directly comparable to the PSA targets, but is for indicative purposes only. Data on progress towards PSA targets is drawn from a range of sources, which cannot currently be disaggregated consistently by ethnicity or disability. Moreover, a slightly different age range is covered. All 2005/06 data is indicative and subject to amendment.
Table 3: National EDIMs for learning and skills in relation to PSA targets (continued).

<table>
<thead>
<tr>
<th>PSA target</th>
<th>Equality and diversity: examples of evidence*</th>
<th>EDIM</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● 44 per cent for 16–18-year-old learners who declared a learning difficulty and/or disability and 57 per cent for 16–18-year-old learners who did not declare a learning difficulty and/or disability.</td>
<td></td>
</tr>
</tbody>
</table>

* The evidence in this column is not directly comparable to the PSA targets, but is for indicative purposes only. Data on progress towards PSA targets is drawn from a range of sources, which cannot currently be disaggregated consistently by ethnicity or disability. Moreover, a slightly different age range is covered. All 2005/06 data is indicative and subject to amendment.
As part of its ongoing contribution to this target, the LSC will work with local partnerships to determine appropriate EDIMs that focus on increasing participation in learning for those groups who appear to be over-represented as NEET.

EDIMs will be in place by September 2007.

* The evidence in this column is not directly comparable to the PSA targets, but is for indicative purposes only. Data on progress towards PSA targets is drawn from a range of sources, which cannot currently be disaggregated consistently by ethnicity or disability. Moreover, a slightly different age range is covered. All 2005/06 data is indicative and subject to amendment.
Table 3: National EDIMs for learning and skills in relation to PSA targets (continued).

<table>
<thead>
<tr>
<th>PSA target</th>
<th>EDIM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tackle the adult skills gap to:</td>
<td>EDIMs will be set by August 2007 to:</td>
</tr>
<tr>
<td>• improve the basic skills of 2.25 million adults between 2001 and 2010</td>
<td>• improve the basic skills of any groups of adults that are currently</td>
</tr>
<tr>
<td>with a milestone of 1.5 million in 2007</td>
<td>under-represented in learning, by ethnicity, disability or gender</td>
</tr>
<tr>
<td>• reduce by at least 40 per cent the number of adults in the workforce</td>
<td>• tackle any gaps identified by ethnicity, disability or gender in the</td>
</tr>
<tr>
<td>who lack an NVQ at Level 2 or equivalent qualification by 2010.</td>
<td>achievement of an NVQ at Level 2.</td>
</tr>
<tr>
<td></td>
<td>Data will be monitored by age, ethnicity, learning difficulty and/or</td>
</tr>
<tr>
<td></td>
<td>disability, gender, and combinations of these where data is</td>
</tr>
<tr>
<td></td>
<td>sufficiently robust at this level of disaggregation.</td>
</tr>
</tbody>
</table>

* The evidence in this column is not directly comparable to the PSA targets, but is for indicative purposes only. Data on progress towards PSA targets is drawn from a range of sources, which cannot currently be disaggregated consistently by ethnicity or disability. Moreover, a slightly different age range is covered. All 2005/06 data is indicative and subject to amendment.
Our Framework for Excellence (the Framework) will provide learners, employers and us with information on the performance of providers. We will aim to develop the equality and diversity aspects of the following dimensions of the Framework in particular:

- **Responsiveness** – reflecting the extent to which the provision of each provider responds to the needs of learners and employers, including the satisfaction and destinations of different groups of learners

- **Effectiveness** – reflecting the extent to which each provider enables all learners, including those from under-represented groups, to achieve their goals.

The diversity targets for the LSC’s workforce are to:

- increase the percentage of female senior managers from 39 per cent in bands 4 and 5 in 2002 to 51 per cent in bands 4 and 5 by 2010

- double the percentage of black and ethnic minority senior and middle managers from 3.8 per cent in bands 3, 4 and 5 in 2002 to 7.2 per cent in bands 3, 4 and 5 by 2010

- increase the proportion of black and ethnic minority staff overall in line with the 2001 census demographics from 7.2 per cent in 2002 to 9.1 per cent by 2010

- double the percentage of staff with disabilities or limiting illness from 3.4 per cent in 2002 to 6.8 per cent by 2010

- increase the proportion of men in band 1 roles from 19 per cent to 28 per cent by 2010.
We are committed to listening to learners to ensure that change is for their benefit. This section shows how we will work with learners (including potential learners) and our staff in assessing progress and developing the Scheme. Working with employers will also provide means of involvement. The role of trade unions is important in this regard; we will continue to work with them to reach more and more employees. We will also communicate learners’ views to the Department for Education and Skills (DfES) and other bodies as appropriate. We have or will put in place the means of involvement listed in Table 4. Where appropriate, we will commission specific activities to fill gaps in our knowledge or provide new insights. We have also published Developing a Learner Involvement Strategy: A handbook for the FE sector (LSC, 2007b) to support providers in developing their own strategy.
<table>
<thead>
<tr>
<th>Group</th>
<th>Purpose</th>
<th>Timing</th>
<th>Group</th>
<th>Purpose</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>All learners: national</td>
<td>Benchmarking learners’ views, differentiated by gender, ethnicity and age</td>
<td>Annual</td>
<td>All learners: National</td>
<td>Advise ministers and the Council on how well the system respond to needs</td>
<td>In development</td>
</tr>
<tr>
<td>learner survey</td>
<td>specific analyses for learners with learning difficulties and/or disabilities</td>
<td>From 2007</td>
<td>Learner Panel – composition to reflect diversity</td>
<td>involve learners in shaping LSC priorities and policies</td>
<td>From 2007</td>
</tr>
<tr>
<td></td>
<td>All learners: National Learner Panel – composition to reflect diversity</td>
<td></td>
<td>All learners: regional learners’ panels – composition to reflect diversity</td>
<td>Advise regions on needs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All learners with disabilities</td>
<td></td>
<td></td>
<td>Advise actual and potential learners on priorities and policy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Monitor progress and achievement</td>
<td></td>
</tr>
</tbody>
</table>

Table 4: Involvement strategy and timing.
Table 4: Involvement strategy and timing (continued).

<table>
<thead>
<tr>
<th>Group</th>
<th>Purpose</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Panel, linked to the Equality and Diversity Committee and with cross-representation on National Learner Panel</td>
<td>Review how information is gathered, impact assessment and advice on barriers and how to overcome them</td>
<td>As required</td>
</tr>
<tr>
<td>LSC Involvement Guidelines for specific tasks</td>
<td>Evaluation of Learning for Living and Work</td>
<td>2009</td>
</tr>
<tr>
<td>National Union of Students Disabled Students’ Committee</td>
<td>Advice on barriers and how to overcome them and other policy issues</td>
<td>At least annually</td>
</tr>
</tbody>
</table>
Table 4: Involvement strategy and timing (continued).

<table>
<thead>
<tr>
<th>Group</th>
<th>Purpose</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners with mental health difficulties: national task group composed of LSC, National Institute of Adult Continuing Education (NIACE), National Institute for Mental Health in England (NIMHE) and regional networks to include service users</td>
<td>Building the capacity of the FE system</td>
<td>From 2007</td>
</tr>
<tr>
<td>Staff involvement: disability; black and ethnic minority groups; gender</td>
<td>Influence policy and practice of the LSC as employer, feeding into the open forum</td>
<td>Forum to be established by 2007</td>
</tr>
</tbody>
</table>
Publications Policy

45 This Scheme uses the work we did to consult with and involve learners in preparing our race equality, disability equality and gender equality schemes. Annex C shows how we did this. In particular, we worked with a wide range of disabled learners, who advised on our involvement framework, priorities for impact assessment, barriers and unsatisfactory outcomes experienced by staff and learners, and priorities for the action plan. Their advice is set out in Annex C.

46 We will ensure that this Scheme and accompanying documentation are accessible, by publishing them electronically in appropriate formats and making them available on request in large print, Braille and on tape. We will make it available on request in community languages other than English. The equality and diversity area is within the 'About Us' section of the LSC website (at: www.lsc.gov.uk/aboutus/equality-diversity). The Accessible Communications Policy (LSC, 2006b) describes how documents will be made available.
How We Will Deal with Complaints

We are committed to meeting our legal obligations to promote equality. In support of this commitment we will ensure that procedures are in place to consider complaints or concerns. Our complaints procedure aims to maintain public confidence in the LSC by ensuring that public accountability encompasses a fair, proper and constructive response to complaints. This procedure is available to those who believe that we have not met our legal obligations in relation to equality. We have procedures in place for dealing with employees’ concerns or complaints, including allegations of harassment or discrimination, and recording and considering incidents of racism. Outcomes of complaints will be considered in the review process for this Scheme without breaching confidentiality.

Under the terms of the relevant statutes, if the respective enforcement bodies (the Commission for Equality and Human Rights after October 2007) are satisfied that we have failed in our specific duties under the Acts, they may serve us with a Compliance Notice. If we fail to comply within three months of the Compliance Notice, they can ask the courts to order us to comply. If individuals, community organisations, trade unions or others are concerned that we have failed to comply with our statutory duties under any of the relevant Acts, we hope that in the first instance they will raise their concerns with us directly via our complaints procedure.
Our action plan designates the lead responsibility for each area. As the Scheme comes into effect, those designated will delegate responsibilities for particular actions, establish lines of accountability and make arrangements for reporting to the Board responsible for monitoring and to the National Equality and Diversity Committee.

Guidance on implementing the Scheme in relation to particular tasks and roles will be prepared. This will include guidance on:

- embedding action into the business cycle
- working with providers
- the role of equality and diversity managers
- the role of Council and committee members
- line management
- impact assessment
- involvement.

Training will be organised for all staff to familiarise them with the Scheme and its implications for their work.
Progress on the Scheme will be monitored by our National Equality and Diversity Committee and the Equality and Diversity and Learners with Learning Difficulties Group, and through our system of performance review.

We will report annually on progress as part of our published annual report, fulfilling the LSC’s statutory obligation to report to the Secretary of State. Since 2006, the annual report, complemented by a progress report detailing the impact of the LSC’s work, has been published alongside our annual statement of priorities. We will use our website to provide more detailed information on progress on the action plans.

We will review the Scheme each year and update action plans and targets on an interim basis. Updating will take account of changes in the law, government policy and national priorities for the LSC, as well as new information relating to equality and diversity and the results of impact assessment. There will be a full review and revision at the end of its three-year cycle. Learners and staff will be involved at each stage, with a clear role in supporting development, locating best practice, and holding the LSC to account for action. Our National Equality and Diversity Committee will also provide a means of involving people and organisations with special expertise in the areas covered by this Scheme.
Our action plan follows the sequence of the Scheme. We specify how each item responds to our general legal duties in respect of race, disability or gender (denoted R, D and G respectively in the plan) in relation both to our employees and the services and functions we deliver, with an indication of the number of each duty that applies. The duties are described below.

**Race Relations (Amendment) Act 2000: Race Equality Duty**

The race equality duty is to:

1. eliminate unlawful racial discrimination
2. promote equality of opportunity
3. promote good relations between people of different racial groups.

The LSC also has a duty to:

4. monitor by racial group the number of teaching staff in FE establishments (as defined in the Further and Higher Education Act 1992)
5. take reasonably practical steps to publish, each year, the results of this monitoring.


The disability equality duty is to:

1. promote equality of opportunity between disabled people and others
2 eliminate unlawful disability discrimination
3 eliminate disability-related harassment
4 promote positive attitudes towards disabled people
5 encourage participation by disabled people in public life
6 take steps to take account of peoples’ disabilities, even where that involves treating disabled people more favourably than others.

Equality Act 2006: Gender Equality Duty

59 The gender equality duty is to:

1 eliminate unlawful discrimination and harassment
2 promote equality of opportunity between men and women.

60 The LSC also has a duty to:

3 consider the need to have objectives that address the cause of any differences between the pay of men and women that are related to their sex.

61 Table 5 and Annex A show how we meet both our general and our specific duties in respect of race, disability and gender.
Aim

- make promoting equality and diversity an integral part of how the LSC is led and governed.

Lead responsibility

Council Chairman

Monitored by

National Equality and Diversity Committee

---

<table>
<thead>
<tr>
<th>Action</th>
<th>Meets equality duties:*</th>
<th>How</th>
<th>Timescale</th>
<th>Outcomes and output</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Race</td>
<td>Disability</td>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>Achieve a diverse membership for our Council and committees</td>
<td>1, 2</td>
<td>1, 2, 3</td>
<td>1, 2</td>
<td>Search and appointment procedure Advice to Secretary of State</td>
</tr>
</tbody>
</table>

* Numbers refer to the duties listed at paragraphs 56–60.
<table>
<thead>
<tr>
<th>Action</th>
<th>Meets equality duties:*</th>
<th>How</th>
<th>Timescale</th>
<th>Outcomes and output</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Race</td>
<td>Disability</td>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>Appoint champions for equality and diversity on the Council and regional councils who will raise awareness of the equality and diversity dimensions of the Council's policies and priorities</td>
<td>2, 3</td>
<td>4</td>
<td>2</td>
<td>Council and regional councils, supported by National Equality and Diversity Committee</td>
</tr>
</tbody>
</table>

* Numbers refer to the duties listed at paragraphs 56–60.
2: National priority area: learning and skills

Aim
- raise the quality and improve the choice of learning opportunities for all young people to equip them with the skills for employment, further or higher learning and wider social and community engagement
- raise the skills of the nation, giving employers and individuals the skills they need to improve productivity, employability and social cohesion
- raise our contribution to economic development locally and regionally through partnership working.

Lead responsibility
National Director of Skills

Monitored by
Learning, Planning and Performance Board; Skills Board; regional directors

Note
The groups to which these actions refer are young people and adults, by ethnicity, disability and/or learning difficulty, and gender. Information and data will be interrogated to reveal differential patterns of under-representation or achievement in specific sub-groups; the effects of multiple disadvantage; variations in participation between the different components of the FE system; cross-cutting issues (for example occupational segregation by gender or differential performance within skills sectors or geographical areas) so as to enable improvement targets to be set to narrow gaps.
### National priority area: learning and skills (continued)

<table>
<thead>
<tr>
<th>Action</th>
<th>Race</th>
<th>Disability</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyse baselines for levels and patterns of participation, commissioning, retention and success for enabling relevant groups and set improvement targets</td>
<td>1, 2</td>
<td>1, 2, 6</td>
<td>1, 2</td>
</tr>
<tr>
<td>Develop an action plan to challenge and change current participation trends in work-based learning</td>
<td>2, 3</td>
<td>2, 3, 4, 5, 2</td>
<td>1, 2</td>
</tr>
</tbody>
</table>

*Numbers refer to the duties listed at paragraphs 56–60.*
## 2: National priority area: learning and skills (continued)

<table>
<thead>
<tr>
<th>Action</th>
<th>Meets equality duties:*</th>
<th>How</th>
<th>Timescale</th>
<th>Outcomes and output</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Race</td>
<td>Disability</td>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>Invest in more high-quality provision for learners with learning</td>
<td>1, 2, 4, 6</td>
<td>Implement Learning for Living and Work Action through annual business</td>
<td>November 2007</td>
<td>Changes to the gender balance within work-based and vocational learning routes</td>
</tr>
<tr>
<td>difficulties and/or disabilities and increase the number of</td>
<td></td>
<td></td>
<td>cycle</td>
<td></td>
</tr>
<tr>
<td>opportunities to study locally</td>
<td></td>
<td></td>
<td></td>
<td>2006–2010</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Annual</td>
</tr>
</tbody>
</table>

* Numbers refer to the duties listed at paragraphs 56–60.
<table>
<thead>
<tr>
<th>Action</th>
<th>Meets equality duties:*</th>
<th>How</th>
<th>Timescale</th>
<th>Outcomes and output</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support programmes for adult learners with learning difficulties and/or disabilities that enable them to progress to greater independence</td>
<td>1, 2, 4, 6</td>
<td>Implement Learning for Living and Work Action through annual business cycle Pilot of supported employment model with range of employers Implement Improving Services for Adults with Mental Health Difficulties</td>
<td>2006–2010</td>
<td>Detailed needs analysis in place from 2007</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2007/08</td>
<td>Plan for use of Investment to Change funds 2007</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2006–2008</td>
<td>Improved progression to employment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Action plan 2007 will define outcomes</td>
</tr>
</tbody>
</table>

* Numbers refer to the duties listed at paragraphs 56–60.
<table>
<thead>
<tr>
<th>Action</th>
<th>Meets equality duties:*</th>
<th>How</th>
<th>Timescale</th>
<th>Outcomes and output</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Work with government departments to share the costs of provision for learners with learning difficulties and/or disabilities</strong></td>
<td>Race: 1, 2, 4, 6</td>
<td>Implement Learning for Living and Work</td>
<td>2007</td>
<td>Protocols agreed for shared funding responsibilities 2007 New funding arrangements fully implemented by 2009–10</td>
</tr>
<tr>
<td><strong>Use findings of research to inform policy for engaging different faith groups in learning</strong></td>
<td>Race: 1, 2, 3</td>
<td>Engaging Muslims in Learning research project</td>
<td>2007</td>
<td>Report mapping current position and identifying areas for development</td>
</tr>
</tbody>
</table>

* Numbers refer to the duties listed at paragraphs 56–60.
<table>
<thead>
<tr>
<th>Action</th>
<th>Meets equality duties:*</th>
<th>How</th>
<th>Timescale</th>
<th>Outcomes and output</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve data collection and analysis for offender learning in order to</td>
<td>1, 2</td>
<td>Analyse Individualised Learner Record (ILR)</td>
<td>2007</td>
<td>Action plan to address identified equality issues for learning provision</td>
</tr>
<tr>
<td>establish baseline data for race, disability, gender and age</td>
<td>1, 2, 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assure ourselves that nextstep IAG for adults responds to the needs</td>
<td>1, 2</td>
<td>Analyse profiles and destinations of service</td>
<td>2007</td>
<td>Issues of under-representation identified</td>
</tr>
<tr>
<td>of all groups</td>
<td>1, 2, 6</td>
<td>users</td>
<td>2007–2010</td>
<td>Year-on-year targets for improvement set</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use procurement procedures to set</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>improvement targets as appropriate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Numbers refer to the duties listed at paragraphs 56–60.
## 2: National priority area: learning and skills (continued)

<table>
<thead>
<tr>
<th>Action</th>
<th>Meets equality duties:*</th>
<th>How</th>
<th>Timescale</th>
<th>Outcomes and output</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make the business case to employers for the benefits of promoting equality and diversity and plan provision accordingly</td>
<td>Race: 1, 2 * Disability: 1, 2, 4, 6 * Gender: 1, 2</td>
<td>Commission research on attitudes and impact Regional skills partnerships, including Jobcentre Plus objective of ‘working with employers to realise benefits of a diverse workforce’</td>
<td>2008</td>
<td>Research published as basis for further action Regional evidence of action and impact</td>
</tr>
</tbody>
</table>

* Numbers refer to the duties listed at paragraphs 56–60.
<table>
<thead>
<tr>
<th>Action</th>
<th>Meets equality duties:*</th>
<th>How</th>
<th>Timescale</th>
<th>Outcomes and output</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help develop sustainable communities: work with partners to increase the skills and economic inclusion of all groups, including migrant groups</td>
<td>Race: 1, 2, 3</td>
<td>Regional skills partnerships</td>
<td>Annual</td>
<td>LSC priorities aligned with those of partners</td>
</tr>
<tr>
<td></td>
<td>Disability: 1, 2, 4, 6</td>
<td>Local and multi-area agreements, city region strategies</td>
<td></td>
<td>LSC targets for Skills for Life and Level 2 show synergy with local authority and multi-area agreement targets</td>
</tr>
<tr>
<td></td>
<td>Gender: 1, 2</td>
<td>Skills for Jobs implemented in each region</td>
<td></td>
<td>Evidence of increased employment rate</td>
</tr>
</tbody>
</table>

* Numbers refer to the duties listed at paragraphs 56–60.
<table>
<thead>
<tr>
<th>Action</th>
<th>Meets equality duties:*</th>
<th>How</th>
<th>Timescale</th>
<th>Outcomes and output</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Trial subsidised access to Level 3 qualifications for women at a disadvantage in the labour market, particularly from black and ethnic minority groups</td>
<td>Race: 2</td>
<td>Disability: 1, 2</td>
<td>Train to Gain focused on occupational areas and levels within occupational areas where women are under-represented, as identified by the Women and Work Commission</td>
<td>2006–2008</td>
</tr>
</tbody>
</table>

* Numbers refer to the duties listed at paragraphs 56–60.
### 3: National priority area: the performance of the system

**Aim**
- raise the performance of a world-class system that is responsive, provides choice and is valued and recognised for excellence.

**Lead responsibility**
Regional directors

**Monitored by**
agenda for change Board

<table>
<thead>
<tr>
<th>Action</th>
<th>Meets equality duties:*</th>
<th>How</th>
<th>Timescale</th>
<th>Outcomes and output</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assure ourselves that providers give priority to equality and diversity</td>
<td>Race: 1, 2, 3</td>
<td>Three-year plans and supporting documentation</td>
<td>Annual update</td>
<td>Planning reflects priorities of regional commissioning plans and local needs analysis and sets out strategies to deliver these</td>
</tr>
<tr>
<td></td>
<td>Disability: 1, 2, 4, 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gender: 1, 2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Numbers refer to the duties listed at paragraphs 56–60.
### 3: National priority area: the performance of the system (continued)

<table>
<thead>
<tr>
<th>Action</th>
<th>Meets equality duties:*</th>
<th>How</th>
<th>Timescale</th>
<th>Outcomes and output</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assure ourselves that providers comply with statutory requirements</td>
<td>Race: 1, 2</td>
<td>Providers’ self-assessment and plans</td>
<td>Annual cycle</td>
<td>Providers’ self-assessment includes evidence; plans include relevant action</td>
</tr>
<tr>
<td>in respect of their provision and services</td>
<td>Disability: 1, 2, 3, 4, 5, 6</td>
<td>Applications for approved supplier status</td>
<td></td>
<td>Appropriate weight given to equality and diversity in awarding approved supplier status</td>
</tr>
<tr>
<td></td>
<td>Gender: 1, 2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Numbers refer to the duties listed at paragraphs 56–60.
<table>
<thead>
<tr>
<th>Meets equality duties:*</th>
<th>Race</th>
<th>Disability</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1, 2, 3, 4, 5, 6</td>
<td>1, 2, 3, 4, 5, 6</td>
<td></td>
</tr>
</tbody>
</table>

* Numbers refer to the duties listed at paragraphs 56–60.

**Guidelines for involving disabled people established**

**Providers’ schemes aligned to development plans, LSC organisational priorities, and self-assessment procedures**

**Implementation of the Framework for Excellence and EDIMs narrow performance gaps and improve success**

**Provider support programme – disability duty**
<table>
<thead>
<tr>
<th>Action</th>
<th>Meets equality duties:*</th>
<th>How</th>
<th>Timescale</th>
<th>Outcomes and output</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Race</td>
<td>Disability</td>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Information events – gender equality duty</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>EQUAL project to develop competences for equality and diversity work and research feasibility of a professional association</td>
</tr>
</tbody>
</table>

* Numbers refer to the duties listed at paragraphs 56–60.
### 3: National priority area: the performance of the system (continued)

<table>
<thead>
<tr>
<th><strong>Meets equality duties:</strong></th>
<th><strong>Race</strong></th>
<th>1, 2, 4, 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Disability</strong></td>
<td></td>
<td>1, 2, 4, 6</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td>1, 2, 4, 6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Action</strong></th>
<th>Support colleges and providers in developing high-quality provision for learners with learning difficulties and/or disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How</strong></td>
<td>Implementing Learning for Living and Work in partnership with Lifelong Learning UK</td>
</tr>
<tr>
<td><strong>Timescale</strong></td>
<td>2006–2010</td>
</tr>
<tr>
<td><strong>Outcomes and output</strong></td>
<td>Fully qualified FE workforce by 2010, with all staff with knowledge and skills to work inclusively</td>
</tr>
</tbody>
</table>

| **Action** | Introduce new funding arrangements for learners with learning difficulties and/or disabilities as part of agenda for change |
| **How**    | Common funding approach to be introduced across FE colleges |
| **Timescale** | 2008–2010 |
| **Outcomes and output** | New funding arrangements fully implemented by 2009–2010 |

* Numbers refer to the duties listed at paragraphs 56–60.
<table>
<thead>
<tr>
<th>Action</th>
<th>Meets equality duties:*</th>
<th>How</th>
<th>Timescale</th>
<th>Outcomes and output</th>
</tr>
</thead>
<tbody>
<tr>
<td>3: National priority area: the performance of the system (continued)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Analysis of data by Lifelong Learning UK to widen data collection beyond colleges</td>
<td>Accurate profile of workforce enabling targets for improvement to be set</td>
<td>Regional investment in promoting and disseminating REES Progress measured by Lifelong Learning UK</td>
</tr>
<tr>
<td></td>
<td>Race, Disability, Gender</td>
<td>Regional investment in promoting and disseminating REES Progress measured by Lifelong Learning UK</td>
<td>Annual cycle 2007–2010</td>
<td>Monitor FE system workforce by gender, ethnicity, disability and age</td>
</tr>
</tbody>
</table>
| | 1, 2, 3 | 1, 2, 4, 6, 1, 2 | 1, 2 | Numbers refer to the duties listed at paragraphs 56–60.
<table>
<thead>
<tr>
<th>Action</th>
<th>Meets equality duties:*</th>
<th>How</th>
<th>Timescale</th>
<th>Outcomes and output</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop the capacity of voluntary and community sector, particularly black and ethnic minority organisations, to enable them to enter and compete in the provider market</td>
<td>Race: 1, 2; Disability: 1, 2, 4, 6; Gender: 1, 2</td>
<td>Implement Working Together strategy, including support for the development of local consortia that involve all relevant organisations</td>
<td>2007–08</td>
<td>Consortia membership reflects local community engagement of consortia in bidding for new funds</td>
</tr>
</tbody>
</table>

* Numbers refer to the duties listed at paragraphs 56–60.
3: National priority area: the performance of the system (continued)

<table>
<thead>
<tr>
<th>Action</th>
<th>Meets equality duties:*</th>
<th>How</th>
<th>Timescale</th>
<th>Outcomes and output</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Race</td>
<td>Disability</td>
<td>Gender</td>
<td>Recruit and engage with Advisory Group on <em>Working Together</em></td>
</tr>
<tr>
<td></td>
<td>Procurement process</td>
<td>Annual cycle</td>
<td>Greater diversity of providers to increase participation by under-represented groups</td>
<td></td>
</tr>
</tbody>
</table>

* Numbers refer to the duties listed at paragraphs 56–60.
4: The LSC as an employer

Aim
- to be an organisation that harnesses the talents of all, and does not tolerate any form of discrimination or harassment.

Lead responsibility
National Director of Human Resources

Monitored by
Staffing Board

Note
Our Human Resources Equality and Diversity Action Plan (LSC, 2006f) gives fuller detail of actions and timescales to meet these objectives, including a comprehensive programme of training related to equal opportunities and diversity.
<table>
<thead>
<tr>
<th>Action</th>
<th>Meets equality duties:*</th>
<th>How</th>
<th>Timescale</th>
<th>Outcomes and output</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish comprehensive monitoring mechanisms for:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• recruitment</td>
<td>Race</td>
<td>Disability</td>
<td>Gender</td>
<td>2007</td>
</tr>
<tr>
<td>• employee profile</td>
<td>1</td>
<td>1, 2, 3, 4, 6</td>
<td>1, 2</td>
<td>2007</td>
</tr>
<tr>
<td>• employee experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• retention</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• working pattern</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• workforce development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to ensure good-quality data about the workforce with profiling by race, disability, gender and age, nationally and by region</td>
<td>1, 2</td>
<td>6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Numbers refer to the duties listed at paragraphs 56–60.
<table>
<thead>
<tr>
<th>Action</th>
<th>Outcomes and output</th>
<th>Timescale</th>
<th>How</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies to improve recruitment, retention and workforce development</td>
<td>Annually from 2007, with six-monthly interim reviews</td>
<td>Work with staff and advocacy groups to improve disclosure in potentially sensitive areas</td>
<td>Work with data (Oracle) project team to establish appropriate data reports to meet requirements of public duties</td>
</tr>
<tr>
<td>Information available to ensure support for staff and counter any discrimination or harassment</td>
<td>2007–2010</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Numbers refer to the duties listed at paragraphs 56–60.
### 4: The LSC as an employer (continued)

<table>
<thead>
<tr>
<th>Action</th>
<th>Meets equality duties:*</th>
<th>How</th>
<th>Timescale</th>
<th>Outcomes and output</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruit and retain a diverse workforce in line with best practice</td>
<td>Race 1, 2, Disability 1, 2, 6, Gender 1, 2</td>
<td>Extend advertising with positive action where appropriate and monitor responses; Consult with employees on how they wish to be involved in shaping policy and advising on impact (for race, disability, and gender)</td>
<td>2007–2010</td>
<td>Diversity-matching of relevant population profile shown in annual report on profile of recruitment; Advice on improving practice and strategies for development</td>
</tr>
</tbody>
</table>

* Numbers refer to the duties listed at paragraphs 56–60.
## 4: The LSC as an employer (continued)

<table>
<thead>
<tr>
<th>Action</th>
<th>Meets equality duties:*</th>
<th>How</th>
<th>Timescale</th>
<th>Outcomes and output</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Race</td>
<td>Disability</td>
<td>Gender</td>
<td>Develop and implement strategies to enable family-friendly working and establish mechanisms to measure this</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Develop best practice framework to support existing and potential trans employees (see glossary at Annex I), their line managers and colleagues</td>
</tr>
</tbody>
</table>

* Numbers refer to the duties listed at paragraphs 56–60.
### 4: The LSC as an employer (continued)

<table>
<thead>
<tr>
<th>Action</th>
<th>Meets equality duties:*</th>
<th>How</th>
<th>Timescale</th>
<th>Outcomes and output</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revise national workforce goals and set regional workforce goals</td>
<td>Race: 1, 2; Disability: 1, 2, 4, 6; Gender: 1, 2</td>
<td>Analyse national and regional data; Publish revised goals in Single Equality Scheme and deliver through HR Equality and Diversity Action Plan; Use monitoring data as basis for research into causes of imbalances and barriers to mobility</td>
<td>2007–2010</td>
<td>Workforce reflects area in which it operates; Workforce data shows year-on-year improved representation by ethnicity, gender and disability in areas or grades where there was proportional under-representation; Workforce diversity targets achieved (Table 4)</td>
</tr>
</tbody>
</table>

* Numbers refer to the duties listed at paragraphs 56–60.
### 4: The LSC as an employer (continued)

<table>
<thead>
<tr>
<th>Action</th>
<th>Meets equality duties:*</th>
<th>How</th>
<th>Timescale</th>
<th>Outcomes and output</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Race</td>
<td>Disability</td>
<td>Gender</td>
<td>Provide development, career progression and mentoring programmes including positive action where appropriate</td>
</tr>
</tbody>
</table>

* Numbers refer to the duties listed at paragraphs 56–60.
<table>
<thead>
<tr>
<th>Action</th>
<th>How</th>
<th>Outcomes and output</th>
</tr>
</thead>
<tbody>
<tr>
<td>Embed equality impact assessment into the review of all human resources (HR) policies to ensure that we meet our employment duties</td>
<td>Three-year rolling programme of policy review and impact assessment, with training for HR staff</td>
<td>Policies meet statutory requirements</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Timescale</th>
<th>2007–2010</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Race</th>
<th>Disability</th>
<th>Meets equality duties:*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2</td>
<td>1, 2, 3, 4, 1, 2</td>
<td>1, 2, 3, 4, 1, 2</td>
</tr>
</tbody>
</table>

* Numbers refer to the duties listed at paragraphs 56–60.
### 4: The LSC as an employer (continued)

<table>
<thead>
<tr>
<th>Action</th>
<th>Meets equality duties:*</th>
<th>How</th>
<th>Timescale</th>
<th>Outcomes and output</th>
</tr>
</thead>
</table>
| Meet equal pay requirements: assess whether men or women are disadvantaged in terms of equality of pay and whether LSC policies and practices are contributing to any pay gap | Race: 3                  | Conduct equal pay audit  
Analyze data and investigate possible causes and identify areas for action in consultation with Public and Commercial Services (PCS) union | Annually  | Annual report as part of pay review  
Action plan implemented to address any pay discrimination  
No equal pay claims                                                                 |
| Determine whether an equal pay audit is required in line with Equal Opportunities Commission guidance | Disability: 3            |                                                                      |           |                                                                                     |
|                                                                        | Gender: 3                |                                                                      |           |                                                                                     |

* Numbers refer to the duties listed at paragraphs 56–60.
<table>
<thead>
<tr>
<th>Action</th>
<th>Meets equality duties:*</th>
<th>How</th>
<th>Timescale</th>
<th>Outcomes and output</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Race</td>
<td>Disability</td>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>Demonstrate best practice as an employer and initiate rolling programme for benchmarking, using best available tools</td>
<td>1, 2</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>1, 2</td>
<td>Opportunity Now (gender) Race for Opportunity Disability benchmark Review benchmarking measures including REES and Investors in Diversity</td>
</tr>
</tbody>
</table>
## 5: Impact assessment and information

**Aim**
- use and extend our information base to support our equality and diversity work
- achieve a comprehensive programme of impact assessment.

**Lead responsibility**
National director for each area of work

**Monitored by**
FE System Programme Board; Staffing Board; Finance Board; Information Systems Board

<table>
<thead>
<tr>
<th>Action</th>
<th>Meets equality duties:*</th>
<th>How</th>
<th>Timescale</th>
<th>Outcomes and output</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Race</td>
<td>Disability</td>
<td>Gender</td>
<td></td>
</tr>
</tbody>
</table>
| Complete initial assessment and where applicable full impact assessment | 1, 2 | 1, 2, 6 | 1, 2 | Staff training programme  
Strategic-level policy review  
All other existing policies  
New policies | 2007  
2008  
2009 | Timing according to policy | Appropriate action included in action plan |

* Numbers refer to the duties listed at paragraphs 56–60.
6: Impact measures

Aim
- provide measures that will enable overall progress to be judged
- develop the equality and diversity dimension of the Framework for Excellence.

Lead responsibility
National Director of Learning

Monitored by
Learning, Planning and Performance Board

<table>
<thead>
<tr>
<th>Action</th>
<th>Meets equality duties:*</th>
<th>How</th>
<th>Timescale</th>
<th>Outcomes and output</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete setting of national EDIMs</td>
<td>1, 2</td>
<td>Research using latest data</td>
<td>August 2007</td>
<td>Measures in place to measure impact against PSA targets</td>
</tr>
<tr>
<td>Collect and publish performance data</td>
<td>1, 2</td>
<td>Business cycle</td>
<td>Annual cycle</td>
<td>Annual report shows evidence of progress</td>
</tr>
<tr>
<td>annually</td>
<td>1, 2, 4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Numbers refer to the duties listed at paragraphs 56–60.
<table>
<thead>
<tr>
<th>Action</th>
<th>Outcomes and output</th>
<th>Timescale</th>
<th>Meets equality duties:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review EDIMs annually</td>
<td>Improved capacity to measure impact in relation to regional and local priorities</td>
<td>Annual cycle</td>
<td>Race 1, 2</td>
</tr>
<tr>
<td>Create framework for regional and local impact measures</td>
<td>EDIMs continue to set challenges for improvement</td>
<td>Business cycle</td>
<td>Disability 1, 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Gender 1, 2</td>
</tr>
</tbody>
</table>

*Numbers refer to the duties listed at paragraphs 56–60.*
## 6: Impact measures (continued)

<table>
<thead>
<tr>
<th>Action</th>
<th>Meets equality duties:*</th>
<th>How</th>
<th>Timescale</th>
<th>Outcomes and output</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop Framework for Excellence performance indicators to support the monitoring of equality and diversity</td>
<td>Race: 1, 2</td>
<td>Pilot programme</td>
<td>2007/08</td>
<td>Tested indicators in place</td>
</tr>
<tr>
<td></td>
<td>Disability: 1, 2</td>
<td>Conduct equality impact assessment</td>
<td>2010</td>
<td>Better availability of data on how providers are contributing to equality and diversity</td>
</tr>
<tr>
<td>Action</td>
<td>Meets equality duties:*</td>
<td>How</td>
<td>Timescale</td>
<td>Outcomes and output</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>--------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Improve collection of data on learners with learning difficulties and/or disabilities to implement <em>Learning for Work and Living</em> strategy</td>
<td>1, 2, 4</td>
<td>Business cycle, in-house research</td>
<td>2007</td>
<td>Better performance measures introduced</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Longitudinal evaluation of progress and effectiveness of strategy – commissioned research</td>
<td>2009</td>
<td>Better definitions to inform data collection</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2009 start</td>
<td>Report on strategy for future</td>
</tr>
<tr>
<td>Publish evidence of the benefits of action for equality and diversity</td>
<td>1, 2, 3</td>
<td>Collect information through business cycle reporting</td>
<td>Annually</td>
<td>Annual report</td>
</tr>
<tr>
<td></td>
<td>1, 2, 4</td>
<td>Commissioned research (employment)</td>
<td>To be decided</td>
<td>Used in promotional materials and as basis for further action</td>
</tr>
</tbody>
</table>

* Numbers refer to the duties listed at paragraphs 56–60.
Guidance for Providers

62 The Scheme and action plan concern the duties of the LSC. However, some parts have implications for how we work with providers and what we will ask of them. This section is a guide for providers on these requirements.

Principles

63 In addition to the requirements for race, disability and gender equality schemes, the Scheme takes account of employment equality legislation relating to religion or belief, sexual orientation, and age, the Gender Recognition Act 2004, the Equality Act 2006, and the Work and Families Act 2006. We are committed to implementing the Scheme in an inclusive way where practicable and to being proactive in promoting equality in all its aspects.

- We will therefore encourage providers to identify needs and challenges relevant to their work in all these areas and to identify cross-cutting issues.

- Those providers that are public bodies, including colleges and other institutions designated in the Further and Higher Education Act 1992, and local authorities, are required by law to have their own race, disability and gender equality schemes. We encourage these providers to consider developing a single equality scheme because of the benefits of coherence and synergy.
• We encourage other providers to develop single equality schemes, noting that they will need to undertake a development process to ensure that they are aware of and respond to the principles of the individual schemes, for example in consulting and involving actual and potential learners and employees.

64 For more information on these principles, see paragraphs 2 and 3.

Implications for Governance

65 The Scheme has no direct implications for college governance (or for comparable arrangements for other providers). However, the *Handbook for Inspecting Colleges* (Ofsted, 2006) refers to ‘a governing body profile which reflects the local community and student body in terms of ethnicity and action to address discrepancies’ (p.87). Equally, the role of governors and other Board-level champions should be considered as part of a leadership strategy.

66 Providers may wish to consider using the model of designated champions for equality and diversity.

Implications for the Annual Business Cycle

67 Implementation of the Scheme will be built into the LSC’s annual business cycle as follows.

October to December

68 Regional strategic analysis and area profiles will identify areas for development in relation to promoting equal opportunities. These will include under-representation or lower rates of achievement by particular groups. Reflect on our actions within the Scheme in light of the grant letter from the Secretary of State and our own annual statement of priorities.
Commissioning plans will reflect this analysis within the national and regional priorities, supported by a regional action plan for equality and diversity, with regional equality and diversity impact measures (EDIMs).

Regional briefings for providers will include equality and diversity dimensions.

Specific references to equality and diversity will be incorporated into the procurement process where tendering is involved.

**December to February**

Action for equality and diversity and (where appropriate) EDIMs will be considered as part of partnership teams’ dialogue with providers on their plans, focusing on progress against the current plan, improvement indicators and specific areas for action or development. This will include responding to needs that the provider has identified, and the providers’ own EDIMs.

**Year-round**

Progress will be reviewed through the existing review arrangements.

Paragraphs 29–31 contain more details of the relationship between the annual business cycle and the Scheme.

**Implications for Providers’ Plans**

Providers’ plans should reflect regional priorities and local needs analysis in relation to equality and diversity. They should describe the strategies for meeting these, including the requirements of *Learning for Living and Work*, the national strategy for learners with learning difficulties and/or disabilities (LSC, 2006c).
If self-assessment has identified that action is needed to meet statutory requirements in respect of providers’ provision or services, the action should be incorporated into plans.

Links with Other Equality Schemes Affecting Providers

The Higher Education Funding Council for England (HEFCE) single equality scheme will use the data and information it already collects to monitor progress on equality and diversity (more information is available on the HEFCE website at: www.hefce.ac.uk/pubs/hefce/2007/07_01/default.htm#exec) DfES equality schemes also impact on providers. They are available from the DfES website (www.dfes.gov.uk/publications).

The single equality scheme action plan and PSA targets for Jobcentre Plus will be aligned with those of the LSC through regional skills partnerships (more information is available on the Jobcentre Plus website at: www.jobcentreplus.gov.uk/JCP/aboutus/equality%5Fschemes).

Ufi delivery partners should consult the Ufi’s equality scheme and action plan (for more information, see the Ufi website at: www.ufi.com/home/section5/equality/singleEqualityScheme.asp).

Paragraph 112 and Table 6 contain information on links with Ofsted requirements.

Paragraphs 33–34 contain details of those organisations that are working as key partners with the LSC.

Requirements for Impact Assessment

Providers with their own separate race, disability and gender schemes, or with single equality schemes will carry out impact assessments according to their schemes.
83 For providers that are required to have schemes, we would expect their development or strategic plans to include an impact assessment that will assist them in meeting the requirements of the statutory codes of practice for equality schemes (see Annex H for a list of statutory codes of practice, under 'Legislation'). We encourage other providers to include impact assessment as a matter of good practice.

84 Providers carrying out impact assessments do so in respect of their own policies and decisions, not in the light of the LSC’s policies or those of any other external organisation, and with good policy management.

85 Our equality impact assessment framework is at Annex E and may be useful to providers as a model. More information on the general approach to impact assessment is at paragraphs 35–36.

Information Requirements

86 We will draw the learner data we require for our action plan from existing data collected for the Individualised Learner Record (ILR).

87 Improving the quality and collection of information on disability is a key task. Our national strategy for learners with learning difficulties and/or disabilities (LSC, 2006c) includes new data definitions that will be used in the ILR system from 2009/10. We will also work with providers to tackle the barriers to accurate reporting.

88 We envisage that planning and self-assessment documents will be the key sources of information on equality and diversity for us, together with race, disability, gender and single equality schemes where these are in place. Through the review process we will seek to collect and share evidence of good practice in promoting equality and diversity.
Paragraphs 37–38, section 6 of the action plan (Table 5) and Annex F contain more details about the information that we gather in order to assess the effects of our policies and practices in relation to equality of opportunity.

**Equality and Diversity Impact Measures**

Providers will set their own equality and diversity impact measures (EDIMs). EDIMs should be proportional and relevant to the learning delivery and set in the context of providers’ existing priorities. Partnership teams will discuss these with providers in relation to the improvement indicators in their development plans.

Providers with their own schemes may have included impact measures or targets as a part of those schemes. In this case, we would expect these to be used in the development plan.

Paragraphs 39–40 and section 6 of the action plan (Table 5) contain more information on impact measures.

**Involving Learners and Employees**

Providers with their own separate race, disability or gender equality schemes, or with single equality schemes will have included provision for consultation (for race and gender equality) or involvement (disability equality) to meet the requirements of the statutory codes of practice.

The Further Education and Training Bill currently before Parliament proposes a duty on governing bodies to have due regard to guidance issued by the Secretary of State for Education and Skills in relation to consulting learners, prospective learners and employers. We have issued Developing a Learner Involvement Strategy: A handbook for the FE sector
(LSC, 2007b) to support providers in developing their own involvement strategies. This includes equality and diversity perspectives. Providers’ learner involvement strategies would incorporate the provision for consultation and involvement that is expected to be required when the Further Education and Training Bill becomes law.

95 Paragraphs 44–45 and Table 4 contain more information on learner and employee involvement.

**Monitoring and Reporting Requirements Arising from the Scheme**

96 All reporting will take place through our existing information-gathering and progress reviews. Partnership teams may seek specific information relating to regional action plans for equality and diversity.

97 However, the statutory codes of practice for race, disability and gender equality schemes include requirements for monitoring and annual reporting. Inclusion of these in a single equality scheme which places them within providers’ own structures of accountability and institutional development will help meet Ofsted requirements (see paragraph 112 and Table 6).

98 Paragraphs 52–53 contain more information on our plans for monitoring, reporting on, reviewing and updating the Scheme.

**Future-proofing the Scheme**

99 The annual review will take account of changes in legislation, national policy and our national priorities and update the Scheme and its action plan accordingly.
Specifically we will:

- take account of changes in how we work following the consultation *Delivering World-class Skills in a Demand-Led System* (LSC, 2007a), which address proposals for implementing the findings of Leitch Report (Leitch, 2006)
- incorporate equality and diversity dimensions into the *Framework for Excellence* (LSC, 2006a) as it develops and build these into the impact measures outlined in the Scheme
- work through the new Information Authority on data requirements related to the Scheme.

Paragraph 54 contains more information on our plans for reviewing and updating the Scheme and the action plan.

**Implications for Providers as Employers**

The Scheme has no direct impact on providers’ role as employers.

The LSC has a statutory duty to monitor by racial group the number of teaching staff in FE establishments (as defined in the Further and Higher Education Act 1992) and take reasonably practical steps to publish, each year, the results of this monitoring. This data will be collected through Lifelong Learning UK in the course of workforce monitoring.

We encourage providers to adopt and achieve the *Race Equality in Employment Standard* (LSC, 2006d) and will disseminate information concerning this at regional level. We encourage the roll-out of the principles of the *Race Equality in Employment Standard* to all aspects of diversity to support the achievement of a diverse workforce.
Paragraphs 55–57 and section 3 of the action plan contain more information on the race equality duty.

Support for Providers in Developing Action for Equality and Diversity

Following the fundamental principle of mainstreaming action for equality and diversity, support will come through the dialogue with providers. Regional equality and diversity managers may also develop networks and will advise colleagues as needed.

We have commissioned provider support programmes in respect of the disability equality duty, and a series of conferences on the gender equality duty. These took place in 2006/07. Further support in respect of the Single Equality Scheme will be rolled out in 2007/08.

There is more information on support for providers in section 3 of the action plan (Table 5.)

Responsibility for Compliance

Providers are responsible for complying with equal opportunities legislation, including requirements for race, disability and gender equality schemes where applicable. Questions of compliance are currently a matter for the Commission for Racial Equality, the Disability Rights Commission and the Equal Opportunities Commission. From October 2007, they will be the concern of the Commission for Equality and Human Rights (CEHR). More information can be found at the CEHR website (at www.cehr.org.uk).

We will wish to assure ourselves that providers comply with statutory requirements in respect of their provision and services, to ensure that we in turn are fulfilling our responsibilities and commitments. We will do this by using
existing documentation, for example by confirming that (where required to do so) providers have their own schemes in place. We will do this in the context of learning delivery, with a focus on outcomes in respect of participation and achievement. We will not focus on providers’ individual processes in the context of equality.

111 For more information on compliance, see section 3 of the action plan (Table 5).

Links with Ofsted Requirements

112 Paragraphs 262–268 of the Handbook for Inspecting Colleges (Ofsted, 2006) describe the criteria for judging ‘how well equality of opportunity is promoted and discrimination tackled so that all learners achieve their potential’. The ways in which this guidance supports providers in meeting the Ofsted criteria are shown in Table 6.
Table 6: Relationship between Ofsted requirements and LSC guidance for providers on equality schemes.

<table>
<thead>
<tr>
<th>Ofsted criteria from the Handbook for Inspecting Colleges (Ofsted, 2006) paragraphs 262–268)</th>
<th>LSC guidance on equality schemes (paragraphs 62–112) and action plan (Table 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paragraph 262</td>
<td></td>
</tr>
<tr>
<td>Clear statements of college values, supported by policies and measures, which demonstrate that the college welcomes and supports learners from a wide range of backgrounds, abilities and cultures. Inspectors will not merely expect a sound policy framework; they will look for specific examples of action that has successfully promoted equality of opportunity. They will also look for:</td>
<td>Providers’ single equality schemes (SES) if adopted will refer to the points listed in this paragraph, cross-referencing to the self-assessment report where relevant. See paragraphs 75–76.</td>
</tr>
<tr>
<td>• explicit aims, values and strategies relating to equality for all that are reflected in the college’s work</td>
<td>A focus on providers’ plans to deliver equality and diversity ensures coherence between values and delivery (see paragraphs 75–76).</td>
</tr>
<tr>
<td>• effective measures to eliminate oppressive behaviour, including all forms of harassment</td>
<td>Institutional policy included in the SES Section 4 of action plan (Table 5)</td>
</tr>
</tbody>
</table>
Table 6: Relationship between Ofsted requirements and LSC guidance for providers on equality schemes (continued).

<table>
<thead>
<tr>
<th>Ofsted criteria from the Handbook for Inspecting Colleges (Ofsted, 2006) paragraphs 262–268</th>
<th>LSC guidance on equality schemes (paragraphs 62–112) and action plan (Table 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>● effective procedures for dealing with, and recording information about, appeals and complaints relating to equality</td>
<td>SES and its action plan</td>
</tr>
<tr>
<td>● whether staff and governors demonstrate a good understanding of equal opportunities’ issues and have clear responsibilities for implementing college policies</td>
<td>SES and its action plan</td>
</tr>
<tr>
<td>● whether provision is designed to take into account the specific needs of both genders, all ethnic groups and those with learning difficulties and/or disabilities</td>
<td>Development plan requirements at paragraphs 90–91 and section 3 of the action plan (Table 5)</td>
</tr>
</tbody>
</table>
Table 6: Relationship between Ofsted requirements and LSC guidance for providers on equality schemes (continued).

<table>
<thead>
<tr>
<th>Ofsted criteria from the Handbook for Inspecting Colleges (Ofsted, 2006) paragraphs 262–268</th>
<th>LSC guidance on equality schemes (paragraphs 62–112) and action plan (Table 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>● participation, retention and achievement rates for learners from all ethnic groups, both genders, those with learning difficulties and/or disabilities and those receiving support for literacy, numeracy or language, together with any action taken as a result of the college’s analyses of this information</td>
<td>Improvement measures and EDIMs at paragraphs 90–91 and section 6 of the action plan (Table 5)</td>
</tr>
<tr>
<td>● evidence of monitoring staff recruitment and career progress by ethnic group</td>
<td>SES and section 4 of the action plan (Table 5)</td>
</tr>
<tr>
<td>● curriculum planning and teaching that is informed by equal opportunities principles and awareness of cultural and linguistic diversity</td>
<td>SES and its action plan (Table 5)</td>
</tr>
</tbody>
</table>
Table 6: Relationship between Ofsted requirements and LSC guidance for providers on equality schemes (continued).

<table>
<thead>
<tr>
<th>Ofsted criteria from the Handbook for Inspecting Colleges (Ofsted, 2006) paragraphs 262–268</th>
<th>LSC guidance on equality schemes (paragraphs 62–112) and action plan (Table 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>● surveys of learners and others involved with the college showing levels of awareness of the college’s equal opportunities policy, and levels of satisfaction among all ethnic groups, both sexes and people with learning difficulties and/or disabilities</td>
<td>Paragraphs 93–95 and Developing a Learner Involvement Strategy (LSC, 2007b)</td>
</tr>
<tr>
<td>● how well the college responds to survey findings and other views expressed by learners from minority and other groups</td>
<td>SES and Developing a Learner Involvement Strategy (LSC, 2007b)</td>
</tr>
<tr>
<td>● compliance with race equality, disability discrimination and any other relevant legislation.</td>
<td>SES and progress reports</td>
</tr>
</tbody>
</table>
Table 6: Relationship between Ofsted requirements and LSC guidance for providers on equality schemes (continued).

<table>
<thead>
<tr>
<th>Ofsted criteria from the Handbook for Inspecting Colleges (Ofsted, 2006) paragraphs 262–268)</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Paragraph 263</strong></td>
<td></td>
</tr>
<tr>
<td>Inspectors will look at work-based learning providers’ promotion of equal opportunities, in particular the extent to which providers promote training for people from groups that are under-represented on training programmes.</td>
<td>Development plan requirements at paragraphs 75–76 and section 3 of the action plan (Table 5)</td>
</tr>
<tr>
<td><strong>Paragraphs 264-265</strong></td>
<td></td>
</tr>
<tr>
<td>● The college should have a race equality policy and implementation plan, in accordance with its responsibilities under the Race Relations (Amendment) Act 2000. Inspectors will look for:</td>
<td>May be incorporated into the SES. See Annex A for mapping of the Scheme to the race equality duty.</td>
</tr>
<tr>
<td>● a well-considered race equality policy and implementation plan</td>
<td>SES and action plan</td>
</tr>
</tbody>
</table>
Table 6: Relationship between Ofsted requirements and LSC guidance for providers on equality schemes (continued).

<table>
<thead>
<tr>
<th>Ofsted criteria from the Handbook for Inspecting Colleges (Ofsted, 2006) paragraphs 262–268)</th>
<th>LSC guidance on equality schemes (paragraphs 62–112) and action plan (Table 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• staff training on race relations and the college implementation plan</td>
<td>SES and action plan</td>
</tr>
<tr>
<td>• consultation with staff, learners and governors about the policy</td>
<td>SES and Developing a Learner Involvement Strategy (LSC, 2007b)</td>
</tr>
<tr>
<td>• systematic monitoring of the impact of the policy on staff and learners from different ethnic groups and the publication of the findings</td>
<td>SES and progress reports</td>
</tr>
<tr>
<td>• the impact of the policy on the curriculum, the tutorial programme, the college environment and on learners’ progress and achievements</td>
<td>SES impact assessment (see section 6 of the action plan), and the institution’s self-assessment</td>
</tr>
<tr>
<td>• sound analysis of enrolments, retention and achievement by ethnic group, with follow up targets and action plan</td>
<td>Development plan requirements at paragraphs 75–76, and improvement measures</td>
</tr>
</tbody>
</table>
Table 6: Relationship between Ofsted requirements and LSC guidance for providers on equality schemes (continued).

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<thead>
<tr>
<th>Ofsted criteria from the Handbook for Inspecting Colleges (Ofsted, 2006) paragraphs 262–268)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>● sound analysis of staff by ethnic group, including applications, recruitment, promotion, appraisal outcomes and staff development</td>
<td>SES</td>
</tr>
<tr>
<td>● a staff and management profile which reflects the local community and student body in terms of ethnicity and action to address discrepancies, for example the use of the national Race Equality in Employment Standards for a governing body profile which reflects the local community and student body in terms of ethnicity and action to address discrepancies</td>
<td>SES and EDIMs; see paragraphs 103–105 and section 3 of the action plan (Table 5) and paragraphs 65–66</td>
</tr>
<tr>
<td>● regular reporting to governors.</td>
<td>SES section on reporting</td>
</tr>
</tbody>
</table>
Paragraph 266

Colleges’ duties are set out in the Disability Discrimination Act 1995, as amended by the Special Educational Needs and Disability Act 2002 (SENDA). Inspectors will make judgements about the extent to which the college is fulfilling its duties under the SENDA. They will take into account information from curriculum inspectors about, for example:

- whether learners have non-discriminatory access to courses during enrolment
- whether teaching, training and learning are designed to meet the needs of all learners, including those with disabilities

Provider disability equality schemes may be incorporated into a single equality scheme. See Annex A for a mapping of the Scheme to disability equality duty requirements. SES. Learner involvement (*Developing a Learner Involvement Strategy* (LSC, 2007b)) will contribute information on fulfilment of duties.

**Table 6: Relationship between Ofsted requirements and LSC guidance for providers on equality schemes (continued).**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Paragraph 266</strong></td>
<td><strong>Colleges’ duties are set out in the Disability Discrimination Act 1995, as amended by the Special Educational Needs and Disability Act 2002 (SENDA). Inspectors will make judgements about the extent to which the college is fulfilling its duties under the SENDA. They will take into account information from curriculum inspectors about, for example:</strong></td>
</tr>
<tr>
<td><strong>Provider disability equality schemes may be incorporated into a single equality scheme. See Annex A for a mapping of the Scheme to disability equality duty requirements. SES. Learner involvement (Developing a Learner Involvement Strategy (LSC, 2007b)) will contribute information on fulfilment of duties.</strong></td>
<td><strong>- whether learners have non-discriminatory access to courses during enrolment</strong></td>
</tr>
<tr>
<td><strong>- whether teaching, training and learning are designed to meet the needs of all learners, including those with disabilities</strong></td>
<td><strong>-</strong></td>
</tr>
</tbody>
</table>
Table 6: Relationship between Ofsted requirements and LSC guidance for providers on equality schemes (continued).

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<thead>
<tr>
<th>Ofsted criteria from the Handbook for Inspecting Colleges (Ofsted, 2006) paragraphs 262–268)</th>
<th>LSC guidance on equality schemes (paragraphs 62–112) and action plan (Table 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>● whether learners with restricted mobility or specific physical needs have access to all facilities, accommodation and resources and whether auxiliary aids are provided where necessary.</td>
<td></td>
</tr>
<tr>
<td><strong>Paragraph 268</strong></td>
<td></td>
</tr>
<tr>
<td>Inspectors will also evaluate:</td>
<td></td>
</tr>
<tr>
<td>● whether the college’s equal opportunities policy adequately takes account of relevant legislation</td>
<td>Demonstrated through the SES (which may include or subsume the equal opportunities policy)</td>
</tr>
<tr>
<td>● the quality of any action plan and the progress made in its implementation</td>
<td>SES, action plan and section on reporting</td>
</tr>
<tr>
<td>● arrangements for staff training on the legislation</td>
<td>SES and action plan</td>
</tr>
<tr>
<td>● arrangements for governors to monitor and review the policy.</td>
<td>SES section on reporting</td>
</tr>
</tbody>
</table>
Annex A:
How the Scheme Meets Statutory Requirements for Race, Disability and Gender Equality Schemes

1. In addition to our general duties in respect of race, disability and gender equality, we have a number of specific duties. This overview shows the paragraphs or sections where these are covered by the Scheme.

<table>
<thead>
<tr>
<th>Arrangements for</th>
<th>Race equality duty</th>
<th>Where in Scheme</th>
<th>Disability equality duty</th>
<th>Where in Scheme</th>
<th>Gender equality duty</th>
<th>Where in Scheme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gathering and analysing information</td>
<td>Monitoring, by racial group, the number of teaching staff at all the establishments for which we are responsible</td>
<td>Action plan section 3 Annex F</td>
<td>Gathering information on the effects of policies and practices on the recruitment, development and retention of disabled employees</td>
<td>Paragraph 38 Action plan section 4 Annex F</td>
<td>Gathering and using information on how our policies and practices affect gender equality in the workforce and in the delivery of services</td>
<td>Paragraph 38 Action plan section 2</td>
</tr>
<tr>
<td>Arrangements for</td>
<td>Race equality duty</td>
<td>Where in Scheme</td>
<td>Disability equality duty</td>
<td>Where in Scheme</td>
<td>Gender equality duty</td>
<td>Where in Scheme</td>
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<tr>
<td>Monitoring by ethnic group the number of employees who:</td>
<td>Action plan section 4 Paragraph 38</td>
<td>Gathering information on the extent to which the services we provide and the functions we perform take account of the needs of disabled people and for purposes of reviewing the effectiveness of the Scheme</td>
<td>Action plan section 2</td>
<td>Action plan section 4</td>
<td>Annex F</td>
<td></td>
</tr>
<tr>
<td>• are in post</td>
<td></td>
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<tr>
<td>• apply for employment, training and promotion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• receive training</td>
<td></td>
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<tr>
<td>• benefit or suffer detriment as a result of our performance assessment procedures</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Where in Scheme</td>
<td>Arrangements for</td>
<td>Gender equality duty</td>
<td>Disability equality duty</td>
<td>Race equality duty</td>
<td>Impact assessment policies and practices</td>
<td></td>
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<tr>
<td>----------------</td>
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</tr>
<tr>
<td>Action plan section 5 Annex E</td>
<td>Assessing the impact of our current and proposed policies on gender equality</td>
<td>Methods for assessing the impact of our current and proposed policies on the likely impact of its proposed policies on equality for disabled persons</td>
<td>Assessing and consulting on the likely impact of proposed policies on the promotion of race equality</td>
<td>Monitoring adverse impact on the promotion of race equality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arrangements for</td>
<td>Race equality duty</td>
<td>Where in Scheme</td>
<td>Disability equality duty</td>
<td>Where in Scheme</td>
<td>Gender equality duty</td>
<td>Where in Scheme</td>
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</tr>
<tr>
<td>Consultation and involvement</td>
<td>Assessing and consulting on the likely impact of proposed policies on the promotion of race equality</td>
<td>Table 3 Annex C</td>
<td>How disabled people have been involved in the development of the Disability Equality Scheme and the impact assessment criteria</td>
<td>Table 3 Annex C</td>
<td>Consulting stakeholders (that is, employees, service users and others, including trade unions) and taking account of relevant information in order to determine our gender equality objectives</td>
<td>Table 3 Annex C</td>
</tr>
<tr>
<td>Providing information</td>
<td>Ensuring public access to information and the services we provide</td>
<td>Action plan section 5</td>
<td></td>
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</tbody>
</table>

Table 3
Annex C

Table 3
Annex C

Table 3
Annex C
<table>
<thead>
<tr>
<th>Where in Scheme</th>
<th>Action Plan section 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender equality duty</td>
<td>Considering the need to include objectives to address the causes of any gender pay gap</td>
</tr>
<tr>
<td>Disability equality duty</td>
<td></td>
</tr>
<tr>
<td>Race equality duty</td>
<td>Annex B</td>
</tr>
<tr>
<td>Arrangements for</td>
<td></td>
</tr>
</tbody>
</table>

**Single Equality Scheme: Our Strategy for Equality and Diversity**

- **Race equality duty**: Listing the functions and policies that are relevant to the general duty on race.
- **Training**: Training our staff in connection with the duties imposed by the race equality duty.
- **Considering equal pay issues**: Considering equal pay issues.
- **Annex B**: Listing the functions and policies that are relevant to the general duty on race.
<table>
<thead>
<tr>
<th>Where in Scheme</th>
<th>Action plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender equality duty</td>
<td>Implementing the actions set out in our Scheme within three years, unless it is unreasonable or impracticable to do so</td>
</tr>
<tr>
<td>Disability equality duty</td>
<td>The steps we will take over the next three years towards fulfilling our general duty</td>
</tr>
<tr>
<td>Race equality duty</td>
<td></td>
</tr>
<tr>
<td>Arrangements for planning and reporting progress</td>
<td></td>
</tr>
</tbody>
</table>

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**Islamophobia**

- **Action plan**: Identifying and addressing the causes of Islamophobia.
- **Implementation**: Within three years, unless it is unreasonable or impracticable to do so.
<table>
<thead>
<tr>
<th>Where in Scheme</th>
<th>Paragraph 53</th>
<th>Paragraph 54</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender equality duty</td>
<td>Reporting against the Scheme every year</td>
<td>Reviewing the Scheme at least every year</td>
</tr>
<tr>
<td>Disability equality duty</td>
<td>Reviewing on a regular basis the effectiveness of the steps set out in the action plan and in preparing subsequent actions to deliver appropriate outcomes, Reporting annually the steps taken under the action plan, the results of information-gathering and the use to which we put the information</td>
<td>Revise at least every year</td>
</tr>
<tr>
<td>Race equality duty</td>
<td>Publishing the results of our assessments, consultation and monitoring</td>
<td>Reviewing every three years</td>
</tr>
<tr>
<td>Arrangements for</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Annex B:
**Functions and Policy Areas Relevant to Race, Disability and Gender Equality**

<table>
<thead>
<tr>
<th>Organisational area</th>
<th>Description</th>
<th>Functions</th>
<th>Level of importance for:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Race</td>
</tr>
<tr>
<td>Human resources (HR)</td>
<td>Supports the LSC as an employer</td>
<td>Recruitment, Employment pay and conditions, Training, HR policies (development, implementation, monitoring)</td>
<td>High</td>
</tr>
<tr>
<td>Learning</td>
<td>Develops and implements strategies to secure and improve opportunities for learning and meet the needs of learners</td>
<td>Young people’s learning, Adults and lifelong learning, Learner support, Quality and evaluation, Equality and diversity, Policy and innovation</td>
<td>High</td>
</tr>
<tr>
<td>Organisational area</td>
<td>Description</td>
<td>Functions</td>
<td>Level of importance for:</td>
</tr>
<tr>
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</tr>
<tr>
<td>Resources</td>
<td>Secures and manages the financial, information and business processes and property resources of the Council</td>
<td>Finance, Funding policy and strategy, Information management, Business performance and development, Corporate property and facilities</td>
<td>Low High High Low Low</td>
</tr>
<tr>
<td>Skills</td>
<td>Develops and implements national strategies to engage employers in skills training</td>
<td>Skills for employers, Skills for employment, Skills Strategy Unit, National Employer Service</td>
<td>Low High High</td>
</tr>
</tbody>
</table>

Skills for employers
Skills Strategy Unit
National Employer Service
<table>
<thead>
<tr>
<th>Organisational area</th>
<th>Description</th>
<th>Planning, research and performance</th>
<th>Marketing and communications</th>
<th>Public affairs</th>
<th>Legal and governance</th>
<th>Chief executive office support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy and communications</td>
<td>Leads and communications the development of the LSC’s overall strategy, working with executive and non-executive councils and committees and with external stakeholders</td>
<td>High</td>
<td>High</td>
<td>Medium</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td></td>
<td>High</td>
<td>High</td>
<td>Medium</td>
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<td>Medium</td>
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<td>High</td>
<td>High</td>
<td>Medium</td>
<td>High</td>
<td>Low</td>
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</tbody>
</table>
Annex C: How the Scheme was Developed, and the Processes of Consultation and Involvement

1 The section lists the action we have taken to consult and involve learners, employees and other stakeholders on race equality, disability equality, gender equality and age equality. The results have been taken forward into this Scheme.

All Areas

2 Our National Equality and Diversity Committee draws on a wide range of expertise in all the areas covered by this Scheme and has been closely involved in designing and commenting on it.

3 We have also consulted LSC staff and external stakeholders at the formative stages of designing the Scheme.

Race Equality Scheme

4 We consulted staff networks, external stakeholders and the National Equality and Diversity Committee in the development of our second race equality scheme. Regional workshops were organised and staff working regionally consulted local communities and black and ethnic minority learners in order to identify regional and local issues.

5 The Scheme was formally reviewed in 2006.
The Commission for Black Staff in Further Education has also been involved throughout.

We have consulted young Muslim learners on their experiences and motivations and how these impact on participation in learning. The findings were made available in Engaging Young Muslim People in Education (LSC, 2006e).

Disability Equality Scheme

We used the following means of involving disabled people:

- an external electronic debate through our high profile ‘Talk to Des’ campaign, inviting the contribution of ideas and participation in an online forum and survey
- work with the National Union of Students’ Disabled Students’ Committee
- the LSC Chairman has been appointed disability equality duty champion for the FE system
- advice sought from existing groups of disabled people as well as individuals
- an electronic staff debate and survey.

The priorities for impact assessments that these processes identified are as follows.

From learners

Priorities identified for impact assessment by learners are:

- funding for adult learners (those aged over 19): reductions or limits on funding were considered disproportionately to affect disabled learners, who tend to be adults
• funding priority being given to younger learners (14–19 year olds): again, priority for this age group tends not to favour disabled learners who often continue or start key learning after the age of 19

• support for disabled learners: this can be difficult to obtain or insufficient to meet individual disabled learners’ needs

• existing targets for participation and achievement by disabled learners: these do not adequately promote and measure the participation and achievement of disabled learners

• classification of courses: some that are vital for disabled people (for example, lip-reading) are defined as ‘leisure’ courses and thus are not funded by the LSC

• Skills for Learning Entry Level criteria: disabled learners may not have achieved the required entry criteria that would enable them to progress to other learning.

From employees

11 Priorities identified for impact assessment by employees are:

• raising awareness amongst colleagues: fellow employees need more disability-awareness training.

Other bodies

12 Issues identified for other bodies to consider are:

• funding and employment priorities: DfES, Department of Health, Department for Work and Pensions

• transport costs: Department of Transport

• guidelines and standards for support of disabled learners: Quality Improvement Agency

• disability awareness and support: providers.
Gender Equality Scheme

13 We conducted a wide-ranging literature review to identify issues and draw on existing evidence of consultation, drawing on the range of consultation that has taken place in shaping the context for gender equality.

14 The recognised trade union for our employees, Public and Commercial Services (PCS), was given the opportunity to inform our gender equality objectives.

15 We consulted a trans advocacy group to enable us to understand the key issues from the point of view of trans people.

Age Diversity

16 An internal project group developed our response to the Employment Equality (Age) Regulations 2006. A review of all HR policies for compliance with age regulations was completed in 2006.

Other

17 In 2003–2005, strategic area reviews were conducted in all local areas to determine how far provision met needs and what gaps existed. In the course of the reviews, providers, other stakeholders and learners were consulted. The outcomes of these consultations have been fed into our planning at regional and local level.
Annex D: Review of Impact Assessments and Equality and Diversity Work Undertaken

General

1 In 2006, we reviewed evidence on race, gender and disability issues in Apprenticeships. We concluded that segregation still exists on the Apprenticeship programme in terms of race, gender and disability but that this was due to factors outside the control of the programme.

2 Following the Women and Work Commission’s *Shaping a Fairer Future* report (Women and Work Commission, 2006) the proposal for a Level 3 trial in Train to Gain to increase women’s participation (see section 2 of the action plan in Table 5) was screened in 2006 for any adverse impact on other groups. No adverse impact was reported.

3 The DfES is carrying out an equality impact assessment of the White Paper *Skills: Getting on in business, getting on at work* (HM Government, 2005) in respect of race, disability, gender and age, which is expected to be completed by May 2007. The outcomes of this assessment may inform our work.

4 We have published *Developing a Learner Involvement Strategy: A handbook for the FE sector* (LSC, 2007b). This
includes references to promoting equality and diversity in and through learner involvement.

5 We have developed training programmes on equality and diversity for our workforce, including e-workbooks, and piloted impact assessment training for policy managers.

Race Equality

6 In 2006, we reviewed progress on our second race equality scheme. The review found that in addition to meeting requirements at national level, there was a wide range of regional-level initiatives responding to regional action plans.

7 A race equality impact assessment was carried out for the 2006 White Paper Further Education: Raising skills, improving life chances (HM Government, 2006). The assessment (conducted in November 2006) concludes that no proposal should have an unlawfully discriminatory impact and that most have the potential to help reduce and remove existing inequalities. Where applicable to the LSC, proposals for monitoring and further action have been built into our action plan.

8 Our participation in the Race for Opportunity benchmarking programme 2006 achieved the following scores:

- overall 71 per cent (education sector average 63 per cent)
- policy 77 per cent (sector average 65 per cent)
- impact 23 per cent (sector average 35 per cent).

9 Other work we have undertaken includes:

- We invested in the Black Leadership Initiative 2002–2004 and continue to work with the Network for Black Professionals and the DfES’ Workforce Race Advisory Group on race equality in the workplace.
• The **Race Equality in Employment Standard** (LSC, 2006d) was developed to support the recommendations of the Commission for Black Staff in Further Education by giving providers a framework for addressing race equality in employment systematically. It was originally approved by key national stakeholders and launched in 2005. Following an extensive pilot it was relaunched in October 2006.

• We have disseminated the Gender Equality and Race Inclusion (GERI) project resources, designed to challenge and address race inclusion issues, to providers.

**Disability Equality**

10 The process of involving disabled people in the preparation of our disability equality scheme (2006) identified the following issues and priorities for impact assessment.

• Learners: both the funding priority given to learners aged 14–19 and the impact of reductions in or limits on funding for those aged over 19 disproportionately affect disabled learners who continue or start learning later.

• Learners: support for individual disabled learners can be insufficient to meet needs or difficult to obtain.

• Learners: existing targets for participation and achievement by disabled learners do not adequately promote or measure their achievements.

• Learners: courses vital for disabled learners (for example lip-reading) are defined as ‘leisure’ courses and thus not funded by the LSC.

• Learners: Skills for Learning Entry Level criteria may exclude disabled learners because they have not achieved the standard that would enable them to progress.

• Employees: employees need more training to raise awareness.
Issues identified by learners which are for other public bodies to consider are:

- Funding priorities: DfES
- Transport costs: Department of Transport
- Guidelines and standards for support for disabled learners: Quality Improvement Agency
- Disability awareness and support for disabled learners: providers.

Other work we have undertaken includes the following:

- An impact assessment of the effect on adults with learning difficulties and/or disabilities of the 2006/07 planning round found that there had not been any wholesale reduction of provision and that in the majority of cases, the identified reasons for reduction were sound (a further assessment will be carried out in 2007).

- An LSC-funded project by the Learning and Skills Network to support providers in responding to Disability Discrimination Act (1995) requirements took place.

- A suite of publications was funded by the LSC to give guidance to providers on the disability equality duty.

- A programme of capital funding was launched to enable providers to make adaptations to meet access needs.

Gender Equality

In response to Shaping a Fairer Future (Women and Work Commission, 2006), we have begun work to improve access for women to Level 3 qualifications through Train to Gain, trialling in the London region.
14 We will also take account of the Equal Opportunities Commission (EOC) report *Moving on up? Bangladeshi, Pakistani and Black Caribbean women and work* (EOC, 2006).

15 As an employer we have:

- delivered the Springboard and Navigator development programmes respectively for women and men in non-management roles, with 41 per cent of Springboard and 44 per cent of Navigator participants achieving promotion

- piloted a flexible working model in one region.

Other Work

16 In 2003, we published *Diverse Voices* (LSC, 2003a), a collection of case histories of the impact of promoting equality and diversity. We also published a good practice guide, *Learners’ Entitlements* (LSC, 2003b).

17 Our strategy *Successful Participation for All: Widening adult participation* was published in 2003 (LSC, 2003c). Its goals are reflected in this Scheme.
Annex E: Equality Impact Assessment Framework

General

1 Equality impact assessment (EIA) is a process of systematically finding out whether a proposed policy or policy change or practice affects different groups differently. The full procedure is on our website (at www.lsc.gov.uk/aboutus/equality-diversity). It is summarised below.

Initial Assessment

2 The initial assessment follows procedures to:

- identify the main policy aims: name of policy; lead person; aim; who is likely to be affected; how the policy fits with the LSC’s aims

- identify the evidence base: information likely to be helpful in EIA and what this information shows

- decide whether the policy is relevant to equality: possibility of negative or differential impact; likelihood of affecting or damaging relations between particular groups, or between groups and the LSC; whether the policy could be directly or indirectly discriminatory

- assess the relevance of the above to decide whether a full impact assessment is required; if not, record conclusions and evidence.
Full Assessment

3 The full assessment follows procedures to:

- consult with and involve people who are or are likely to be affected by the policy (using our Involvement Guidelines)
- collect further data if initial assessment has identified gaps
- if policy is having or is likely to have an adverse impact, consider options for action, including measures to mitigate, changes to the policy, alternative policies, abandonment, or justification for the policy as it stands (subject to legal advice)
- decide action
- arrange for monitoring and review
- publish the results of the assessment (including on our website).
Annex F:
Information Gathered by the Learning and Skills Council

1. This section describes the information available to us which can be used to assess the effects of our policies and practices on equality of opportunity in respect of our race, disability and gender equality duties and in regard to religion and belief, sexual orientation and age. In the course of impact assessment, we will review the information available, identify any areas that are not clear, and take action to fill gaps or gain clearer information.

2. The following information relating to learners is available to us.

- **Generic information to provide a context for our performance:** demographic information on ethnicity, gender and disability (including the proportions of different needs and impairment types), respective age groups, and socio-economic factors

- **Information from other parts of the education sector:** sharing learner information across the sector to help improve the consistency and value of that information, measure and improve our performance and promote equality

- **Learner information using the ILR:** participation, completion of courses and achievements and qualifications, available by gender, ethnicity, disability and age, also support for disabled learners

- **Learner satisfaction:** through our annual learner survey (this reports specifically on disabled learners’ views)
Complaints: details of complaints sent to the LSC regarding access to learning.

3 The following information relating to employees, and members of Council and LSC committees is available to us:

- numbers and staff grades by gender, ethnicity, disability and age
- diversity monitoring throughout employment
- recruitment, including advertising, requests for information, applications, sifting, interviews, job offers, medical clearances and appointments
- professional development, including availability and take-up of training, promotion rates, performance appraisals and satisfaction levels.
- staff training in equality topics (awareness, management practice)
- workplace benefits and facilities
- data on harassment, discrimination grievances and disciplinary action
- retention and leavers (with reasons)
- how we make reasonable adjustments in respect of disabled people.

4 We do not currently monitor numbers of trans employees. In developing our information-gathering, we will be seeking to encourage disclosure by trans employees so that we can assess the extent of any discrimination or inequality of opportunity they experience. In respect of learners, we will consider appropriate ways of gathering this information.
5 We will use this information on a comparative basis, to identify any areas where learners or staff appear not to have equal opportunities by virtue of ethnicity, disability, gender or age, or where sub-groups may experience specific or multiple disadvantage. This will inform:

- our initial and full impact assessments
- methods used to measure the effectiveness of the action plan
- approaches to changing policies or practices
- the targets we set for remedial action.

6 Where necessary, we will co-ordinate information-gathering and analysis across the FE sector. Guidance on information-gathering and analysis will also be revised and reissued to our delivery partners where appropriate. In improving the standards of data collection and assessing the needs for any new data, we will work through the new Information Authority.
Annex G: Data Used to Inform the Scheme

1 Data is quoted for indicative purposes only, to show the issues that the Scheme will address. It may differ slightly from those in other publications due to the use of different methodologies and/or because of timing differences in the Individualised Learner Record (ILR) database. Totals do not always reach 100 per cent because ‘unknowns’ (ethnicity) and 'no information' (disability) have been excluded. Figures are for 2005/06 unless otherwise stated and are calculated from the LSC ILR unless otherwise stated.

Further Education

Overall participation

• At October 2006, there were 1,875,913 funded learners in further education. Overall, 59.4 per cent were female and 40.6 per cent were male.

• 11.4 per cent of the female learners and 8.2 per cent of the males were of ethnicity other than White.

Gender segregation

• Females formed 83.7 per cent of the learners in the Health, Public Services and Care sector subject area, 83.6 per cent of those in Retail and Commercial Enterprise, and 79.3 per cent of those in Education and Training.
Males formed 94.4 per cent of the learners in Construction, Planning and the Built Environment, and 90.7 per cent of those in Engineering and Manufacturing Technologies.¹

**16–18 participation**

Although it is not an exact comparison by age band, for the purposes of comparison, estimated proportions of the population aged 16–19 as at June 2006 are: male and White 86.9 per cent; male and of an ethnicity other than White 13.0 per cent; female and White 86.0 per cent; female and of an ethnicity other than White 13.9 per cent.²

**Disability and gender**

- For young learners on full Level 2 programmes, where we have disability information, males who consider they have a learning difficulty and/or disability and/or health problem represent a greater proportion (17.0 per cent) of all males for whom we have disability information than their female counterparts (14.9 per cent). At Level 3, the respective figures are 11.2 per cent for males and 9.9 per cent for females.

**Ethnicity and disability**

- For young people on full Level 2 programmes, where we have disability information, the proportion whose ethnicity is other than White and who consider they have a learning difficulty and/or disability and/or health problem is comparable (at 12.9 per cent) to their ethnic representation in the population at large. For those who do not consider they have a learning difficulty and/or disability and/or health problem, and whose ethnicity is White, their representation is lower (at 81.6 per cent).

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¹ ILR/SFR12 FE, WBL for young people, Train to Gain and Adult and Community Learning – Learner numbers in England (October 2006)

cent) than their ethnic representation in the population at large. The respective figures for Level 3 are 13.6 per cent (comparable) and 82.8 per cent (lower).

Gender and ethnicity

- Young women whose ethnicity is other than White appear to be proportionately under-represented on programmes at Level 2 compared with their male counterparts; females whose ethnicity is other than White make up 7.4 per cent of all learners at full Level 2 and males make up 9.3 per cent.

- The situation is reversed at Level 3, where females form 8.0 per cent of all learners at Level 3 and their male counterparts form 7.6 per cent.

16–18 success rates

Disability and gender

- On full Level 2 programmes, young women who consider they have a learning difficulty and/or disability and/or health problem were the most successful group of learners with a success rate of 71.5 per cent. On Level 3 programmes, their success rate was 66.1 per cent.

- The least successful group was young men who do not consider they have a learning difficulty and/or disability and/or health problem, with success rates of 64.6 per cent at Level 2 and 61.8 per cent at Level 3.

Ethnicity and disability

- On full Level 2 programmes, among learners who consider they have a learning difficulty and/or disability and/or health problem, the success rate for those of Mixed White and Black Caribbean ethnicity was 64.8 per cent, and for those of Asian or Asian British Indian ethnicity 81.7 per cent.
• Learners of Mixed White and Black Caribbean ethnicity who do not consider they have a learning difficulty and/or disability and/or health problem had the lowest success rate for full Level 2 at 61.0 per cent. This was 12.9 per cent lower than the highest success rate, 73.9 per cent for young learners of Asian or Asian British Indian ethnicity.

Full Level 3 programmes

• Learners of White Irish ethnicity had the lowest success rate: for those who consider they have a learning difficulty and/or disability and/or health problem, the success rate was 41.7 per cent, and for those who do not so consider, it was 53.2 per cent. Learners of Asian or Asian British Indian ethnicity had the highest success rate at 75.0 per cent.

Gender and ethnicity

• On full Level 2 programmes, young women of Mixed White and Black African ethnicity had a success rate of 72.2 per cent compared with 58.5 per cent for their male counterparts.

• Young women of White Irish ethnicity had a success rate of 71.49 per cent compared with 60.53 per cent for their male counterparts.

• On full Level 3 programmes, young women of Asian or Asian British Pakistani ethnicity had a success rate of 67.1 per cent compared with 59.2 per cent for their male counterparts.

19 and over participation

Although it is not an exact comparison by age band, for the purposes of comparison, estimated proportions of the population aged 20 or over in June 2006 are: male and White 90.4 per cent; male and of an ethnicity other than White 9.5 per
cent; female and White 90.6 per cent; female and of an ethnicity other than White 9.3 per cent.

Disability and gender

- For adult learners on full Level 2 programmes, where we have disability information, males who consider they have a learning difficulty and/or disability and/or health problem represent a greater proportion (8.1 per cent) of all males for whom we have disability information than their female counterparts (7.5 per cent).

- At Level 3, the respective figures are 10.6 per cent and 8.0 per cent.

Ethnicity and disability

- For adults on full Level 2 programmes, where we have disability information, the proportion whose ethnicity is other than White and who consider they have a learning difficulty and/or disability and/or health problem is higher (at 16.4 per cent) relative to their ethnic representation in the population at large.

- For those who do not consider they have a learning difficulty and/or disability and/or health problem, and whose ethnicity is White, their representation is lower (at 84.8 per cent) than their ethnic representation in the population at large.

- The respective figures for Level 3 are 19.7 per cent (higher) and 80.5 per cent (lower).
Gender and ethnicity

- Adult women and men whose ethnicity is other than White appear to be proportionately under-represented on programmes at Level 2, with females at 7.6 per cent of all learners at full Level 2 and males at 6.0 per cent. At Level 3, males whose ethnicity is other than White appear to be proportionately under-represented at 6.5 per cent of all learners at Level 3, but their female counterparts appear to be proportionately over-represented at 11.5 per cent.

19 and over success rates

Disability and gender

- The gap in success rate on full Level 2 programmes between adult men and women who do not consider they have a learning difficulty and/or disability and/or health problem has closed year-on-year since 2003/04, with a 0.2 per cent difference in 2005/06. It has widened between women and men who consider they have a learning difficulty and/or disability and/or health problem. In 2005/06, these women had a success rate of 65.0 per cent compared with 60.4 per cent for their male counterparts. In 2004/05, the gap was 0.7 per cent.

- On full Level 2 programmes, adult women who do not consider they have a learning difficulty and/or disability and/or health problem were the most successful group of learners with a success rate of 63.4 per cent, compared with women who do so consider at 58.3 per cent.

- The respective figures for men were 56.6 per cent and 52.3 per cent.

Ethnicity and disability

- The success rate for learners (all ethnicities) on full Level 2 programmes who do not consider they have a learning difficulty and/or disability and/or health problem has closed year-on-year since 2003/04, with a 0.2 per cent difference in 2005/06. It has widened between women and men who consider they have a learning difficulty and/or disability and/or health problem. In 2005/06, these women had a success rate of 65.0 per cent compared with 60.4 per cent for their male counterparts. In 2004/05, the gap was 0.7 per cent.

- On full Level 2 programmes, adult women who do not consider they have a learning difficulty and/or disability and/or health problem were the most successful group of learners with a success rate of 63.4 per cent, compared with women who do so consider at 58.3 per cent.

- The respective figures for men were 56.6 per cent and 52.3 per cent.
difficulty and/or disability and/or health problem was 67.8 per cent, compared with those who do so consider at 62.7 per cent.

- For learners of all ethnicities on full Level 3 programmes, the rates were 61.4 per cent and 56.2 per cent respectively.

- Learners of Black or Black British Caribbean ethnicity who consider they have a learning difficulty and/or disability and/or health problem had success rate of 46.4 per cent.

**Gender and ethnicity**

- The overall success rate (all ethnicities) for women on full Level 2 programmes was 67.2 per cent, compared with men at 66.6 per cent. For full Level 3 programmes, the rates were 62.7 per cent and 55.7 per cent respectively.

- On full Level 2 programmes, the success rate for women of Asian or Asian British Bangladeshi ethnicity was 66.6 per cent compared with 57.0 per cent for their male counterparts, and for women of Chinese ethnicity 72.0 per cent compared with 64.0 per cent for their male counterparts.

- On full Level 3 programmes, the success rate for women of Asian or Asian British Pakistani ethnicity was 58.3 per cent compared with 45.5 per cent for their male counterparts.

**Work-based Learning**

**Overall participation**

In October 2006, there were 283,005 LSC-funded learners in work-based learning. Of these, 38.2 per cent were female and 61.8 per cent were male; 2.5 per cent of the female learners and 2.9 per cent of the males were of ethnicity other than White.
Gender segregation

- Females formed 90.8 per cent of the learners in the Health, Public Services and Care sector subject area, 71.8 per cent of those in Business, Administration and the Law and 69.0 per cent of those in Retail and Commercial Enterprise. Males formed 99.0 per cent of the learners in Construction, Planning and the Built Environment, and 97.7 per cent of those in Engineering and Manufacturing Technologies.4

16–18 participation

Although it is not an exact comparison by age band, for the purposes of comparison, estimated proportions of the population aged 16–19 as at June 2006 are: male and White 86.9 per cent; male and of an ethnicity other than White 13.0 per cent; female and White 86.0 per cent; female and of an ethnicity other than White 13.9 per cent.5

Disability and gender

- For young learners on Apprenticeships, where we have disability information, females who consider they have a learning difficulty and/or disability and/or health problem represent a greater proportion (15.3 per cent) of all females for whom we have disability information than their male counterparts (12.4 per cent).

- For learners on Advanced Apprenticeships, the respective figures are 6.1 per cent and 4.8 per cent.

4 ILR/SFR12 FE, WBL for young people, Train to Gain and Adult and Community Learning – Learner numbers in England (October 2006)
Ethnicity and disability

- For young learners on Apprenticeships, where we have disability information, the proportion of young people whose ethnicity is other than White and who consider they have a learning difficulty and/or disability and/or health problem is lower (at 6.3 per cent) than their ethnic representation in the population at large.

- For those young learners who do not consider they have a learning difficulty and/or disability and/or health problem, and whose ethnicity is White, their representation is higher (at 94.5 per cent) than their ethnic representation in the population at large.

- The respective figures for learners on Advanced Apprenticeships are 4.2 per cent (lower) and 96.0 per cent (higher).

Gender and ethnicity

- Young women and young men whose ethnicity is other than White appear to be proportionately under-represented in Apprenticeships and Advanced Apprenticeships, females forming 2.9 per cent of all those on Apprenticeships and males forming 2.1 per cent. The respective figures for learners on Advanced Apprenticeships are 1.1 per cent and 1.8 per cent.

16–18 success rates

Disability and gender

- In Apprenticeships, young women who do not consider they have a learning difficulty and/or disability and/or health problem were the most successful group of learners with a success rate of 55.4 per cent. Male learners who do so consider were the least successful group at 46.6 per cent.
In Advanced Apprenticeships, male learners who do not consider they have a learning difficulty and/or disability and/or health problem were the most successful group at 58.7 per cent and females who do so consider the least successful group at 38.3 per cent.

**Ethnicity and disability**

- The overall success rate for learners of all ethnicities aged 16–18 on Apprenticeships who do not consider they have a learning difficulty and/or disability and/or health problem was 54.9 per cent, compared with those who do so consider at 47.8 per cent.

- For Advanced Apprenticeships, the rates were 42.2 per cent and 24.1 per cent respectively.

- Among learners who do consider they have a learning difficulty and/or disability and/or health problem, those of Black or Black British African ethnicity achieved a success rate of 39.1 per cent and those of Mixed White and Black Caribbean ethnicity a rate of 37.5 per cent.

- Those learners of Black or Black British African ethnicity in Apprenticeships who do not consider they have a learning difficulty and/or disability and/or health problem achieved a success rate of 39.1 per cent.

- For Advanced Apprenticeships, those of Black or Black British Caribbean ethnicity who consider they have a learning difficulty and/or disability and/or health problem had a success rate of 8.3 per cent.

- Those of White Irish ethnicity who do not so consider had a success rate of 31.8 per cent.
Gender and ethnicity

- The overall success rate on Apprenticeship programmes for all ethnicities for young women was 54.3 per cent, and for young men 53.5 per cent.
- The respective figures for Advanced Apprenticeships were 51.6 per cent and 58.1 per cent.
- Young women of Chinese ethnicity had a success rate of 52.9 per cent in Apprenticeships compared with 38.5 per cent for their male counterparts, and young women of Asian Bangladeshi ethnicity had a success rate of 44.8 per cent compared with 34.7 per cent for their male counterparts.
- In Advanced Apprenticeships, young women of ‘any other White’ ethnicity had a success rate of 51.4 per cent compared with 36.6 per cent for their male counterparts.

19 and over participation

Although it is not an exact comparison by age band, for the purposes of comparison, estimated proportions of the population aged 20 or over in June 2006 are: male and White 90.4 per cent; male and of an ethnicity other than White 9.5 per cent; female and White 90.6 per cent; female and of an ethnicity other than White 9.3 per cent.\(^6\)

Disability and gender

- For adults in Apprenticeships, where we have disability information, females who consider they have a learning difficulty and/or disability and/or health problem represent a greater proportion (11.1 per cent) of all females for whom we have disability information than their male counterparts (9.7 per cent). In Advanced Apprenticeships, the respective figures are 7.2 per cent and 4.5 per cent.

\(^6\) Office for National Statistics Annual Population Survey For England (June 2006)
Ethnicity and disability

- For adults in Apprenticeships, where we have disability information, the proportion whose ethnicity is other than White and who consider they have a learning difficulty and/or disability and/or health problem is lower (at 8.5 per cent) than their ethnic representation in the population at large. For those who do not consider they have a learning difficulty and/or disability and/or health problem, and whose ethnicity is White, their representation is slightly higher (at 91.4) per cent than their ethnic representation in the population at large.

- The respective figures for Advanced Apprenticeships are 6.5 per cent (lower) and 93.8 per cent (higher).

Gender and ethnicity

- Adults whose ethnicity is other than White appear to be proportionately under-represented in Apprenticeships, with women comprising 4 per cent of all learners on Apprenticeships and men comprising 3.7 per cent.

- The respective figures for Advanced Apprenticeships are men at 2.6 per cent and women at 2.8 per cent.

19 and over success rates

Disability and gender

- The overall success rate for both men and women in Apprenticeships and Advanced Apprenticeships was higher for those who do not consider they have a learning difficulty and/or disability and/or health problem, than for those who do.
In Apprenticeships, females who do not consider they have a learning difficulty and/or disability and/or health problem were the most successful group at 54.3 per cent and the least successful were males who do so consider at 45.3 per cent.

In Advanced Apprenticeships, males who do not consider they have a learning difficulty and/or disability and/or health problem were the most successful group at 54.9 per cent, with females who do so consider at 36.4 per cent.

**Ethnicity and disability**

- The overall success rate for all ethnicities for adults on Apprenticeships who do not consider they have a learning difficulty and/or disability and/or health problem was 53.5 per cent, compared with those who do at 46.4 per cent.

- For Advanced Apprenticeships, the rates were 50.9 per cent and 40.0 per cent respectively.

- Among learners who consider they have a learning difficulty and/or disability and/or health problem, those of Mixed White and Black Caribbean ethnicity in Apprenticeships had a success rate of 39.2 per cent and those of Black or Black British Caribbean ethnicity in Advanced Apprenticeships had a success rate of 18.2 per cent.

- Those learners of Asian or Asian British Bangladeshi ethnicity on Apprenticeships who do not consider they have a learning difficulty and/or disability and/or health problem had a success rate of 40.8 per cent and those in Advanced Apprenticeships who do not so consider and are of Black or Black British Caribbean ethnicity had a success rate of 36.4 per cent.
Gender and ethnicity

- The overall success rate for Apprenticeship programmes for all ethnicities for adult women was 53.4 per cent, and for adult men 52.1 per cent.
- The respective figures for Advanced Apprenticeships were 46.1 per cent and 54.5 per cent.
- Women of Mixed White and Asian ethnicity had a success rate of 62.7 per cent in Apprenticeships compared with 44.2 per cent for their male counterparts.
- Men of 'any other Asian' ethnicity in Advanced Apprenticeships had a success rate of 80.9 per cent compared with 55.2 per cent for their female counterparts; the success rates for men and women of Black or Black British Caribbean ethnicity were respectively 47.0 per cent and 26.6 per cent.

Young People not in Employment, Education or Training

Disability

- Of those young people who are not in education, employment or training (NEET) and who consider they have a learning difficulty and/or disability and/or health problem, 66.8 per cent are male and 33.3 per cent are female.

Ethnicity

- Of those young people who are NEET whose ethnicity is known, 14.1 per cent are of ethnicity other than White, higher than their representation in the population at large.
Gender

- The balance between young men and women who are NEET who do not consider they have a learning difficulty and/or disability broadly reflects the gender profile of the 16–18 population, with 50.1 per cent being female (48.6 per cent of population), and 49.9 per cent being male (51.4 per cent of population).

Adult and Community Learning

In October 2006, there were 315,624 LSC-funded learners in ACL. Of these, 76.4 per cent were female and 23.6 per cent were male. The proportions were: 7.6 per cent of the female learners and 1.9 per cent of the male learners were of ethnicity other than White.

Gender

- Women form the higher proportion of learners in all subject areas. The subject area with the highest proportion of men is Languages, Literature and Culture, with 34.2 per cent of learners being male.

Age

- In terms of age, 26.4 per cent of female learners and 9.1 per cent of male learners are aged 60 or over: in both cases this was the age group with the highest proportion of learners.

8 National Client Caseload Information System (December 2006)
9 ILR/SFR12 FE, WBL for young people, Train to Gain and Adult and Community Learning – Learner numbers in England (October 2006)
Annex H: Bibliography

Legislation

Age
Employment Equality (Age) Regulations 2006

Disability
Disability Discrimination Act 1995
Special Educational Needs and Disability Act 2001
Disability Discrimination Act 2005
Statutory Code of Practice on the Duty to Promote Disability Equality 2006

Gender
Sex Discrimination (Gender Reassignment) Regulations 1999
Equality in Employment (Sexual Orientation) Regulations 2003
Gender Recognition Act 2004
Equality Act 2006
Work and Families Act 2006
Gender Equality Duty Statutory Code of Practice 2006

Race
Race Relations Act 1976
Race Relations (Amendment) Act 2000
Statutory Code of Practice on the Duty to Promote Race Equality 2002
Religion

Equality in Employment (Religion or Belief) Regulations 2003

Other

Human Rights Act 1998

Other Publications


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LSC (2007a) Delivering World-class Skills in a Demand-led System, Coventry: LSC.


LSC (undated) Procedure for Dealing with Complaints about the Learning and Skills Council (at www.lsc.gov.uk/Complaints_Procedure.htm).


Annex I:
Glossary

code of practice:
gives practical guidance to public authorities on how to meet the equality duties. The codes of practice relating to race, disability and gender equality duties are statutory. This means that it has been approved by Parliament and are admissible in evidence in any legal action under the equality acts.

Commission for Equality and Human Rights:
will come into being in October 2007, bringing together the Equal Opportunities Commission, the Disability Rights Commission and the Commission for Race Equality. It will also serve as the national body for age, religion or belief and sexual orientation discrimination, as well as human rights.

DDA:
Disability Discrimination Act. The legislation that sets out what must be done for disabled people and how the law protects them.

disability:
the DDA 1995 provides that a person has a disability if she or he has a ‘physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.’ In implementing this Scheme, we follow the principle of the wider definition in the Learning and Skills Act 2000: ‘a person has a learning difficulty if (a) he has a significantly greater difficulty in learning than the majority of persons of his age, or (b) he has a disability which either prevents or hinders him from making use of facilities of a kind generally provided by institutions providing post-
16 education or training.’ Through involving disabled people, the LSC understands that the term covers a wide and complex range of situations, and is aware of the social model of disability: briefly, that disadvantage or exclusion are not an inevitable result of disability, but rather of negative attitudes and assumptions and physical and social barriers. To achieve better equality of opportunity for disabled people therefore requires us to change the attitudes, policies, practices and actions that create barriers.

**duty:**

a mandatory and legal obligation to do something.

**Entry to Employment:**

programme designed to help those young people who are not yet ready or able to directly enter Apprenticeship programmes, further education or employment.

**functions:**

the full range of a public authority’s duties and powers including its role as service provider, policy-maker and employer.

**further education (FE) system (also referred to as the learning and skills sector):**

the sector providing for learners after the age of 16 (except in higher education), comprising:

- FE colleges
- independent specialist colleges and schools
- independent training providers
- large employers who contract with the LSC
- Ufi/learndirect
• providers of personal and community development learning, including local authorities
• providers of learning and skills for offenders
• school sixth forms and special school sixth forms
• providers within the voluntary and community sector.

gender:

two related aspects: gender identity, which is a person’s internal perception and experience of their gender; and gender role, which is the way that the person lives in society and interacts with others, based on their gender identity.

ILR:

Individualised Learner Record, the LSC’s collection of data about learners and their learning aims. It is collected from providers that are in receipt of LSC funds.

information, advice and guidance (IAG):

nextstep is the discrete IAG service for adults funded by the LSC. It complements IAG which is part of providers’ offer, employment advice through Jobcentre Plus and information and advice through the national learndirect helpline.

impact assessment:

assessment of policies by public authorities of how they impact on each racial group, disabled people and different genders. Based on these results, public authorities may need to redesign their services and policies to meet the different needs of ethnic groups, disabled people and women and men.
impact measure:
a measure, usually numerical, which describes the progress we have made.

Information Authority:
established by the DfES and LSC, with a board of representatives from agencies and providers, the Information Authority will act as a single gatekeeper for information standards and data reporting requirements across the FE system.

Jobcentre Plus:
the government agency supporting people of working age from welfare into work, and helping employers to fill their vacancies (part of the Department for Work and Pensions).

Level 2:
for the purposes of the PSA targets, a level of achievement attained by gaining a single qualification (for example, one National Vocational Qualification (NVQ) or Vocationally Related Qualification (VRQ) pass at Level 2 or an Apprenticeship) or a number or combination of qualifications (for example, five or more GCSEs at grades A*–C).

Level 3:
for the purposes of the PSA targets, a level of achievement attained through gaining a single qualification (for example, one National Vocational Qualification (NVQ) or Vocationally Related Qualification (VRQ) pass at Level 3 or an Advanced Apprenticeship) or through a number or combination of qualifications (for example, two A- or A2-levels or two A-levels and two AS-levels).

Lifelong Learning UK (LLUK):
the sector skills council covering the workforce in post-school learning.
**local area agreements:**

targets for local government to improve services and performance.

**Ofsted (Office for Standards in Education, Children’s Services and Skills):**

responsible for the inspection and regulation of provision in the care of children and young people, and in education and skills for learners of all ages.

**PCS:**

Public and Commercial Services Union for people working in government services, either in the private or public sector.

**partnership teams:**

LSC teams charged with working directly with providers.

**procurement:**

the process by which the LSC enters into a contract with an external supplier for the latter to carry out works, or provide goods or services.

**providers:**

organisations that provide education and training.

**Public Sector Agreement (PSA) targets:**

targets for delivery agreed with HM Treasury.

**public authorities:**

bodies providing a public service; lists are given in the race, disability and gender equality codes of practice. They include government departments, local authorities, national agencies and non-
governmental bodies including the LSC, and educational institutions. Work-based learning providers and many voluntary organisations are not included.

**Quality Improvement Agency (QIA):**
the national agency charged with leading quality improvement in the learning and skills sector.

**regional development agencies (RDAs):**
non-departmental public bodies that lead on economic development, business growth and regeneration for their region.

**regional skills partnerships:**
bring together the LSC regionally with regional development agencies, Jobcentre Plus, higher education institutions, sector skills councils and government offices. They produce regional skills strategies.

**sector skills councils (SSCs):**
employer-led organisations each covering a specific occupational sector, which work to reduce skills shortages, improve performance, and improve the supply of learning. Skills for Business (the Sector Skills Development Agency) funds, supports and monitors the national network of SSCs.

**service users:**
members of the general public who use services provided by the public sector, including education and training.

**stakeholders:**
all those individuals or organisations who have an interest in, or could be affected by a policy.
Train to Gain:

a brokerage service managed by the LSC which offers employers impartial advice and access to training, by matching training needs with providers.

trans:

a generic term generally used by those who identify themselves as transgender, transsexual or transvestite. Transgender people are those 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. Some transgender people elect to undergo medical treatment – gender reassignment – whilst others simply choose to live their life in their new gender role. Transsexual is usually used to describe a person who intends to undergo, is undergoing or has undergone gender reassignment (which may or may not involve hormone therapy or surgery). This group of people is currently offered legal protection by UK sex discrimination law, and so is covered by the provisions of the gender equality duty.

Ufi:

provides the learndirect service – courses, services for business and the learndirect advice line.

work-based learning (WBL):

vocational programmes where participants learn in a work situation to gain a qualification, including Apprenticeships and Advanced Apprenticeships.