

Annexes to the Leading Inclusion Guide

Leadership of Equality, Diversity and Inclusion in the Learning and Skills Sector



Contents

Preface	04
1. Equality Act 2010 Summary	05
2. Beyond prejudice Organisational Culture: Further text	06
3. Organisational Culture: Further text	09
4. The Equality and Diversity Value Chain as applied to the learning and skills sector	16
5. The East Midlands Regional EDI Survey 2010	18
6. The Framework for Excellence Performance indicators 2009-10	41
Acknowledgments and Contacts	47

The Leading Inclusion Guide and these annexes have been produced as an outcome of an East Midlands regional project sponsored initially by the Learning and Skills Council, now by the Young People's Learning Agency (YPLA), the Learning and Skills Improvement Service (LSIS) and by EMFEC, the East Midlands regional organisation for learning and skills.

June 2010

Preface

These annexes are part of the Leading Inclusion Guide, published by LSIS, the YPLA and EMFEC on 18 June 2010. The Guide is the outcome of a joint project on Leading Inclusion by the three partners, to support leaders of college and training organisations ensure that they meet legal and best-practice requirements at a time of significant structural change. The focus for the year ahead will be on high quality provision for priority learners, both young people and adults. Many of these learners are vulnerable and are at the heart of the agenda for equality, diversity and inclusion.

Progressive leaders have quickly recognised the importance of meeting all learners' needs. As sector leaders, you are going beyond mere compliance by;

- evidencing improvement as part of the raised expectations for equality and diversity
- seeking to re-focus your resources without compromising quality
- taking advantage of the lead time between the announcement (2008) and arrival of the Equalities Act 2010
- aiming to deliver excellent services to all learners.

To support sector leaders further, the partners (LSIS, YPLA and EMFEC) are pleased to present this **Guide to Leading Inclusion** which aims to;

- strengthen leadership understanding, knowledge and expertise in equality, diversity and inclusion, for providers working with learners of all ages and backgrounds
- support more effective leadership by governors and supervisory boards as well as by leaders operating at all levels of management and delivery.

Although the Leading Inclusion project has been based in the East Midlands, it reflects national requirements in promoting equality, diversity and inclusion. It will assist leaders of all types of college and training organisation across the country in meeting their goals for inclusion. Phase one of the project has involved the production of this Guide and a sector survey of the issues affecting success in this field. Results are summarised in this guide and form a major annex.

The partners will continue their commitment to this project. Phase two is already under development and is intended to support implementation of the Equality Act 2010 requirements.

We invite sector leaders to consider the approaches utilised here and to provide feedback and instances of best practice to the contacts detailed in the Guide. By taking this opportunity to continue your own professional development, as **Leaders of Inclusion** who wish to go beyond compliance, you will help reduce disadvantage, narrow the gaps in attainment and demonstrate the value that all learners bring to society.



1. Equality Act 2010 Summary

Equality Act 2010

What It Does.....

The Act strengthens our equality law by:

1. Introducing a new public sector duty to consider **reducing socioeconomic inequalities**;
2. Putting a new integrated **Equality Duty** on public bodies;
3. Using **public procurement** to improve equality;
4. Banning **age discrimination** outside the workplace;
5. Requiring **gender pay** and employment equality publishing;
6. Extending the scope to use **positive action**;
7. Strengthening the **powers of employment tribunals**;
8. Protecting **carers** from discrimination;
9. Clarifying the protection for **breastfeeding mothers**;
10. Banning discrimination in **private members' clubs**;

11. Strengthening protection from discrimination for **disabled people**; and

12. Protecting people from **dual discrimination** - direct discrimination because of a combination of two protected characteristics.

See the website of the Equality and Human Rights Commission for full details and periodic updates: www.equalityhumanrights.com

2. Beyond prejudice Organisational Culture: Further text

INCLUSION EXTRACT from: Beyond prejudice: inclusive learning in practice. Smith v and Armstrong A, LSC/NIACE/LSDA 2005.

Defines Inclusive learning:

Herein, inclusive learning is viewed as: an educational model, as opposed to a political one ... [where] inclusive learning does not equate with locating the learner within the mainstream or consider the social dimensions of education which extend wider than the learning activity. Instead, ... inclusive learning operates ... at the level of the education system, the institution and the individual teachers and learner.

(Anderson et al. 2003:)

Anderson V, Faraday S, Prowse S, Richards G, Swindells D (2003). Count me in FE. Learning and Skills Development Agency.

Cites Taylor as follows.

At an organisational and strategic level, providers need to establish protocols of good practice to ensure they are able to provide opportunities for inclusive learning. Taylor (2000) identified six principles of good practice for effective working with disadvantaged young people, describing a range of interventions and characteristics of provision that should be in place as an entitlement for young people in any locality.

These are revisited in Table 1 to identify key principles for working with learners as part of an inclusive learning agenda. (Figure next page)

It also needs to be recognised that, within this framework, one size does not fit all. Providers need to identify the barriers faced by different groups of learners and to respond to each of these. To facilitate this process a checklist of questions for providers to ask themselves, based on Williams (1999) and CRE (2003), is presented in Figure 2.

Taylor S (2000). Back on track: successful learning provision for disaffected young people. Summary report and recommendations. London: Learning and Skills Development Agency.

CRE (2003). Towards racial equality: an evaluation of the public duty to promote race equality and good race relations in England and Wales. Commission for Racial Equality. London.

Williams H (1999). Tackling racism. London: National Housing Federation.

Figure 1: Principles for working within an inclusive learning agenda

Targeting, recruiting and initial assessment and guidance	Effective strategies to reach learners Effective strategies to engage young people Systematic Information, Advice and Guidance (IAG) Integrated assessment
Re-engagement strategies to motivate, engage and encourage progression	A clear rationale for the programme(s) Effective arrangements for identifying needs, aspirations, abilities and options and deciding on an action Programme matched to learners' needs Clear and realistic progression routes An ethos of respect Effective individual support A clear and realistic plan to ensure and maximise delivery of an inclusive learning strategy
Monitoring and support	Regular reviews Timely opportunities and encouragement to achieve Rewards for achievement Follow-up of early drop-out A final review to determine next steps Well-managed and supported transition Tracking first destinations
Collaboration	Coordinated partner involvement Effective links between organisations, to enable progression and support for the unique requirements of individuals
Resources	Appropriate staff who benefit from appropriate/targeted continuing professional development
Leadership and management	Management recognition and support Quality assurance, including standards and indicators against which to measure provision Budgetary control Reporting to partners Long-term planning

3. Organisational Culture: Further text

Figure 2: Provider inclusive learning checklist

Do we understand the diverse learning and access to learning needs of learners from across the sector?	<input type="checkbox"/>	Yes
Do we have ways of developing an ongoing dialogue with groups and individuals who tend to be excluded?	<input type="checkbox"/>	Yes
Do our services meet the diverse needs and aspirations of learners from across the sector?	<input type="checkbox"/>	Yes
Do we provide an appropriate and professional service to learners from across the sector?	<input type="checkbox"/>	Yes
Do we achieve equally high outcomes for all learners in all programmes?	<input type="checkbox"/>	Yes
Do we have a strategy for inclusive learning?	<input type="checkbox"/>	Yes
Do we communicate our inclusive learning strategy internally and externally?	<input type="checkbox"/>	Yes
Do we have specific, comprehensive outcomes and targets for inclusive learning?	<input type="checkbox"/>	Yes
Do we know our baseline – where are we now, and what have we achieved?	<input type="checkbox"/>	Yes
Do we know which of our major functions, services and policies have most (potential) impact on inclusive learning?	<input type="checkbox"/>	Yes
Do we know how well these currently promote inclusive learning or work against it?	<input type="checkbox"/>	Yes
Do we regularly monitor and review the extent to which we achieve/promote inclusive learning and the impact of our work?	<input type="checkbox"/>	Yes
Do we need to develop our capacity to deliver the inclusive learning agenda?	<input type="checkbox"/>	Yes

This section will explore the ways in which providers can facilitate positive change to an organisation’s culture by enhancing or including both principles and practice of equality, diversity and inclusion (EDI). By referring to the research that accompanies this project and external sources, this section presents some of the opportunities and challenges that arise when attempting to align EDI as a positive component of an organisation’s culture, and outlines some strategic and practical ways forward for leadership in the learning and skills sector.

What is EDI, why is it important to an organisation’s culture and what are the challenges when trying to bring the two together? EDI is primarily concerned with fairness of opportunity within an inclusive environment, which for the provider relates to learning, teaching and employment. As an organisation’s culture is made up of diverse components, some of which are intangible (values, ethos and attitudes) and others that reflect the general ‘health’ of an organisation (the level of staff and learner engagement, reduced staff turnover, greater productivity and success rates, for example) there can be benefits to aligning the two and show the organisation to be an employer and learning provider of choice.

As these benefits are closely aligned to the provider’s desire to pursue excellence in learning, teaching and employment it therefore makes sense to ensure that EDI produces meaningful results.

“Our aim has been to create a culture where the firm’s values of respect and cooperation would be practiced by every individual in their everyday work...our wider HR strategy could be summed up as “attract, retain, enable” and our work on diversity supports that”

Adrian Barlow, Partner and Head of Property Group in the solicitors’ partnership Pinsent Masons, cited in Talent not Tokenism

However, whilst most efforts to link EDI to organisational culture can often be seen in public communications and policy documents that reflect organisations’ best laid high-level plans, this essential link tends to be less prominently featured when it comes to subsequent activity, particularly when it comes to locating clear and measurable outcomes that address inequality and exclusion. This disjoint reflects not only lost opportunities for providers (for example the opportunity to make quality assurance processes easier to manage) but also increases the risk of legal non-compliance with equalities legislation.

An adult and community learning provider has found that developing an inclusive environment at the point of contact with learners has encouraged more potential learners to their organisation <http://www.excellencegateway.org.uk/page.aspx?o=inclusivepolicies>.

It may be that this challenge is in itself reflective of other difficulties. For example, tangible measures (such as policy changes) are comparatively easier to deal with, but it is often the more informal elements that make up an organisation's culture that may be more difficult to address but are nonetheless core to a provider's functions and activities and require more in the way of long-term activity such as reflective training interventions (ref to relevant section in guidance). Whilst benefits such as those outlined in the business case section (ref to business case section) can be achieved through these long-term efforts, they will often have to be sustained and pushed forward in the face of opposition, such as a lack of understanding as to the relevance of EDI to a provider's work.

Issues to consider

- How do you identify and, if necessary, address these less formal elements, the "feel" of your organisation...for you...with your Board, the staff team and above all your learners and would-be, or might-be, learners and staff?
- How do you articulate your desire to meet needs, as with the case study outlined above (ref to box two)?
- How do you present your organisation (e.g. through your website, initial inquiries and welcome procedures) to prospective learners and staff, and what do you think this tells them about the culture they will experience?
- Are there any tangible examples of intangible attitudes to access? Do you offer courses that largely take place on Friday afternoons, which is a barrier to and could discriminate against learners who can't attend during that time and could also constitute indirect discrimination?
- Do you feel that your organisation exhibits visible and meaningful commitment to EDI as part of internal and external practice and communications? (Link to EMSECC project)

1. Context and confidence
2. Equality evidence for action
3. Organisational standards on EDI
4. Effective engagement and communications

Whilst the points under each of these headings are not exhaustive, they do highlight important issues for you to consider when it comes to EDI for staff, learners and your organisation. In particular, think about what you already do in these areas: what could be enhanced, and how often do you review progress via supervisory boards and/or senior managers?

1. Context and confidence

Plan

Understanding the EDI context is about understanding how key drivers (the legal framework, local and regional demographics, best business practice and levels of representation) are relevant to your work as a provider. This will help in developing equality confidence, and making EDI work for you, for example in dealing with current issues and anticipating future changes and their impact on the provider, such as the learner profile.

In developing or ensuring equality confidence it is worth looking at two key areas: how EDI is linked to the your business operations and the inclusive nature of the your employment and learning environment.

As part of your considerations you should think about live EDI issues as they relate to the law, learners and the workforce, how you have linked this understanding to organisational processes and the way in which your organisation shows its commitment to the EDI agenda at a strategic level (for example through regular agenda items on EDI at SMT, governor or equivalent meetings, with constructive work already taking place, the presence and promotion of high-level EDI champions and effective capacity building across areas such as self-assessment, Ofsted inspections, QI etc.) Considering these points will help you identify where the organisation is at with regards to equality confidence, what can be celebrated and what remains to be done.

Implement

In developing further work, think about the following:

"Our monitoring system is not very efficient and some areas in the college are quite complacent in terms of staff not conforming to agreed standards in relation to E & D. This is being dealt with at the most senior level in the college and we are hoping to see some improvements across the board."

Do you:

Understand key features of EDI, such as the legal framework and local context and how they relate to your learners and staff?

Example indicators:

- An understanding of current and forthcoming equalities legislation, including clear desired outcomes.
- Good working relationships with local stakeholders (including voluntary and community organisations such as faith and belief groups, local authorities and other providers)

Make sure that staff, learners, contractors and your stakeholders are aware of EDI and what it means for them? (link to comms and engagement bit below)

Example indicators:

- For staff - Provision of reflective training, mentoring and coaching interventions that allow participants to understand how EDI relates to their work/participation, additionally linked to their CPD
- For learners – access to information that outlines their rights and responsibilities when it comes to EDI – a forthcoming legal requirement
- For contractors – incorporating EDI principles and practice within procurement arrangements.
- For stakeholders – Ensuring that stakeholders are aware of your commitment to EDI, and your desire to work with them to advance work in this area

Have clear and transparent processes in key areas, such as complaints and grievances, bullying and harassment-as well as constructive suggestions for improvement?

Example indicators:

- Ensure that EDI considerations are part of B&H, complaints and grievance procedures (for example by conducting equalities impact assessments of staff well-being)
- Ensure that relevant staff are trained on how EDI considerations impact on their work.

Publicise your organisational standard on EDI with confidence?

Example indicators:

- Publish a clear commitment to equality (for example through a single equalities scheme or priority objectives on EDI) (x-ref with organisational standard section below)

Have action plans that incorporate all of the above, so that people inside and outside of the organisation are aware of your work? Example indicator: Presence of action plans have clear objectives based on priority issues, a requirement for many providers under the Equality Act 2010?

Example indicators:

Presence of action plans with clear objectives based on priority issues, a requirement for many providers under the Equality Act 2010?

“We are in the process of developing and implementing an Equality Action Plan to address E and D in both staff and curriculum areas together with mandatory training for all staff and full E and D induction for all students. An E and D working group has been formed to take forward this plan and to monitor/evaluate its success.”

Equality evidence for action**Plan**

A common and unfortunate feature of equalities work, experienced by a critical mass of those that participated in the research, is that plans and research do not necessarily lead to action. The new Equality Act requires monitoring across particular themes, such as the gender pay gap and the setting of equality objectives based on these and other data and information. The impetus for activity for positive change can come about if information gathered is used as an evidence base, and is aligned to other priority areas. It is therefore important to establish an evidence base for equality by incorporating effective monitoring data with equalities impact assessment (EIA) processes.

Implement

In developing further work, think about the following:

Do you:

Have systems in place to collect and accommodate equalities data and information?

Example indicators:

Alignment of EDI data categories (for staff and learners) with MIS systems at your organisation

Staff dealing with data and information analysis are appropriately trained on EDI issues

Able to monitor across particular themes, for example in relation to gender and pay, and levels of representation of Black and Minority Ethnic and disabled staff. Large providers may be required to monitor across these areas under the Equality Act 2010.

Have the ability to analyse EDI data and information to address inequalities and future planning, and use EIAs as a means of making sure your policies and practices meet the needs of your learners and staff?

Example indicator:

There is a good level of understanding about EIAs from staff and learners at the provider, and responsibility for conducting EIAs is delegated and fairly apportioned

Have EDI data and information that provides insights into other priority areas?

Example indicator:

Monitoring data and EIAs on EDI issues help establish an evidence base to enable understanding on key areas of the learner and staff lifecycle and stakeholder engagement.

Organisational standards on EDI

Plan

The two preceding characteristics can help your organisation identify how its organisational vision and objectives, culture and preferred operating styles can incorporate and advance equality and diversity. If conducted effectively, they can also help you to define a strong organisational standard on EDI.

Implement

In developing further work, think about the following:

Do you:

Have an organisational standard on EDI that is reflected in your values, vision and objectives along with more operational areas?

Example indicators:

- Development of an organisational standard that shows a commitment to advancing EDI, and identifies the types of behaviours that are encouraged and those which will not be tolerated and actively addressed (e.g. discriminatory behaviour, bullying and harassment etc).
- A clear understanding of the EDI standard at the strategic level of your organisation, clearly expressed through its vision or mission statement.
- The standard features in job roles throughout your organisation, and particularly for staff with learner-facing responsibilities.

Have a set of competencies for managers on EDI that can be reviewed through the performance appraisal process?

Example indicator:

- Competencies that take into account the current and future legal framework, Ofsted's Common Inspection Framework¹ and relevant competencies such as the Skills for Justice NOS²

Effective engagement and communications

Plan

Effective engagement can often play a key part in demonstrating visible commitment to the principles and practice of EDI. For example, research by the Equality Authority of Ireland on disability has found that a more inclusive culture can be achieved where leaders show a genuine concern, for example in developing their strengths, and having positive expectations of what they can achieve, understanding the issues faced by people of different backgrounds, including people in decision-making through staff and learner networks.³

Similarly, good internal and external communications (on both a strategic and operational level) can also play an invaluable role in showing how the provider is committed to EDI for all in relation to activities, making sure that people understand that EDI is everyone's right and responsibility, clarity on what contentious issues such as positive action means and celebrating good work.

Implement

In developing further work, think about the following:

Do you:

Have ways of assessing your organisation's position against your own mission as a provider?

Example indicators:

- Reflected in self-assessment report and improvement plan
- Reflective of Common Inspection Framework requirements

Ensure that front-line managers and support staff understand your organisation's approach to EDI?

Example indicators:

- Development of strong strategic messages on EDI, including the importance of maximising the skills base of the workforce, developing learners for the workplace and society, understanding learners and employees.
- Follow-up of attendant actions.

Have targeted information for all current and prospective staff, learners and stakeholders?

Example indicator:

- Use of accessible communications that targeted to the needs of the learner.

Conclusion

These characteristics provide a strong foundation for continuously improving a culture of equality, diversity and inclusion allowing providers to enhance their work

in relation to learning, teaching and employment. Whilst there may be obstacles when working on these characteristics, these can be identified and minimised progressively. Dividends can be achieved through good practice which will provide benefits for providers, learners, staff and the community in which they exist.

Useful links

Context and confidence

Warwickshire Police Force - <http://www.warwickshire.police.uk/Diversity/confidence-equality>

Equality evidence

LLUK
http://www.lluk.org/documents/Guidance_for_FE_Colleges_Race_Equality_Assessments.pdf

EHRC
http://www.equalityhumanrights.com/uploaded_files/eiaguidance.pdf

Consultation and engagement mechanisms

Worcestershire County Council
[http://politics.leics.gov.uk/Published/C00000734/M00002049/AI00022335/\\$BBAAppendix3TheLadderofParticipation.doc.pdf](http://politics.leics.gov.uk/Published/C00000734/M00002049/AI00022335/$BBAAppendix3TheLadderofParticipation.doc.pdf)

West Thames College
http://www.lluk.org/documents/west_thames_cs12.pdf

Standards

LLUK
Equalities Framework (update required from LLUK)
LSIS equivalent

¹ Common Inspection Framework for Further Education and Skills, Office for Standards and Education (2009) ----- for online references: <http://www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Other/General/Common-inspection-framework-for-further-education-and-skills-2009>

² National Occupational Standards AA1 CS1 – Promote Equality and Diversity, Skills for Justice

³ Effective Leadership and Organisational Culture for the Recruitment and Retention of People with Disabilities in the Irish Public Sector, Disability Research Series -10, National Disability Authority (n.d) ----for online references: [http://www.nda.ie/cntmgmtnew.nsf/0/BB5340F21CFAD85980257425003E0F3F/\\$File/effectivleadership_02.htm](http://www.nda.ie/cntmgmtnew.nsf/0/BB5340F21CFAD85980257425003E0F3F/$File/effectivleadership_02.htm)

4. The Equality and Diversity Value Chain as applied to the learning and skills sector

<p>Organisational Context: EDI priorities in the education and training communities served</p>	<p>Strategies</p>
	<ul style="list-style-type: none"> • Leadership demonstrates commitment in provider mission and values and monitors progress • Self assessment integrates EDI with challenging improvement plans • Plans for access, participation learning, teaching and assessment require staff to demonstrate use of EDI to improve opportunities and quality • Financial planning supports EDI objectives • Learner, Employee, Employer and other stakeholder involvement • Processes and mechanisms to monitor and report progress on EDI actions and how they support business priorities • Differentiated IAG delivery • Performance management framework that builds in EDI objectives, with externally benchmarking standards • A staffing framework with EDI principles embedded, including representative recruitment and continuous professional development

<p>Measures of process and outcomes</p>	<p>Organisational outcomes</p>
<ul style="list-style-type: none"> • Improvement plans that include specific targets to improve the attainment of underachieving groups of learners • Participation of all types of learner in involvement activities • Access to learner support by different groups of learners • Learner destinations supported and monitored by type of learner • Positive outcomes of involvement activities including learner voice and learner surveys • Workforce representation at all levels including governor/Board • Staff turnover rates • Recruitment costs • Outcomes from employee surveys • Costs associated with litigation and employment tribunals 	<ul style="list-style-type: none"> • Improved inspections grades • Improved quality of provision • Narrowing of attainment gap between different groups of learners • Improved performance and retention rates • Wider participation of learners • Compliance with regulatory and legal requirements • Enhanced corporate reputation • Access to new labour pools • Enhanced productivity and innovation • Opportunities to engage new business markets • Valued by community
	<p>Employee outcomes</p>
	<ul style="list-style-type: none"> • Reductions in absenteeism & labour turnover; • Improved employee relations • Employer of choice
	<p>Employee Performance</p>
	<p>Increased-</p> <ul style="list-style-type: none"> • Commitment • Motivation • Job satisfaction • Life satisfaction • Work-life balance; • Reduced stress

5. The East Midlands Regional EDI Survey 2010

The East Midlands Regional EDI Survey in Detail

Introduction: about the research

To inform and support Leading Inclusion: A Guide to Leadership of Equality, Diversity and Inclusion in the Learning and Skills Sector research was carried out during February and March 2010. Following consultation with partners, it was decided to carry out the work as an online survey that combined a series of multiple choice questions with the opportunity for respondents to add personal comments throughout.

The main factors being investigated in the research were the adoption and establishment of inclusion and equality practices within the different organisations. Information from this was then used to help inform this guide and provide potential action points for principals, chief executives and others leading on equality and inclusion.

While this was an East Midlands-based project, invitations to take part in the research stretched beyond this region. The research was divided into distinct sections, summarised in the list of questions below.

Summary list of questions

1. Respondents' profile information
2. How actively is your organisation promoting a comprehensive approach to equality and inclusion?
3. Is there a clear vision/mission for equality and inclusion?
4. How well informed are the following groups about equality and inclusion?
5. How committed are the following groups to equality and inclusion?
6. Staff learning and development
7. Equality and inclusion in the organisation
8. Awareness and application of equality and inclusion
9. What are the main barriers and / or areas for improvement for your organisation's approach to equality and inclusion?
10. What are the main successes for equality and inclusion in your organisation?

1. Respondents' profiles

The survey was completed by 36 respondents. These included colleges, work-based learning providers, and community & voluntary sector providers. Twelve of these were at principal or chief executive level, while over half were at director level.

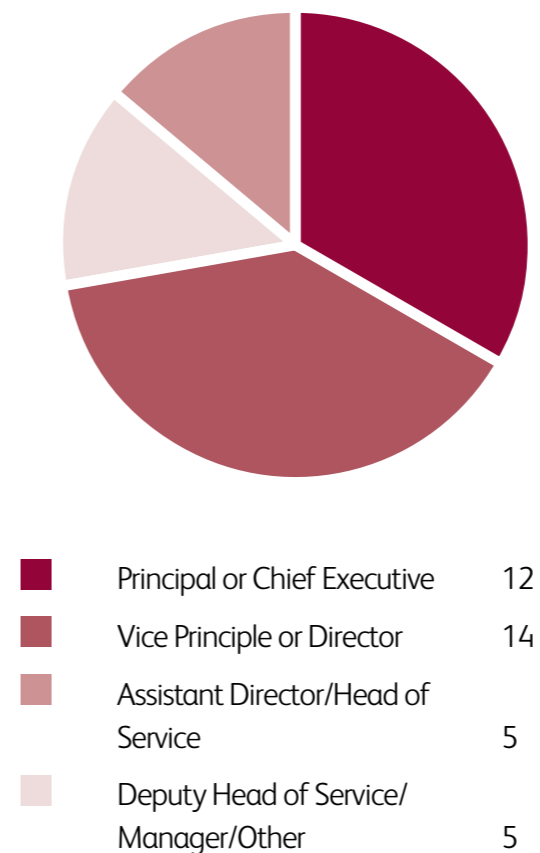
This provides valuable information and insights from the perspective of those with significant levels of accountability for the performance of their organisation.

Survey respondents

The survey was completed by the following respondents:

Liz Geary, Lewisham College; Sarah Dennis, Castle College, Nottingham; Kemal Ahson, Lifeworld; Jan Leivers, Loughborough College; Maggie Galliers, Leicester College; Susan Trevatt, Mencap; Aamir Butt, Hertford Regional College; Liz Cumberbatch, WEA; Janet Kenward, Fairfield Farm College; Ita Leavy, City of Westminster College; Damian Brant, Burton College; Nadia Khan, Greenwich Community College; Lisa Craddock, Brooksby Melton College; Sally Dicketts, OCVC; Cherie Andrews, National Star College; Ama Dixon, NIACE; Dr Heather Pike, Abingdon and Witney College; Sharon King, Coca Cola Enterprises Nottingham; Deborah See, Highbury College; Ron Simpson, RMJS Associates Ltd; Michaela Butter, Arts Council England; Rob Skelton, Notts County Council; David Croll, Derby College; Thalia Marriott, Women's Leadership Network, Len Closs, Northampton College; Jez Simons, Hathi Productions; Patricia Harman, West Nottinghamshire College; Julia Ashton, New College Nottingham; Mike Welsh, Tresham College; Judith James, Swansea University; David Staples, The Dukeries College ACL; Linda Houtby, Grantham College; Chris Moody, Moulton College; Sue Daley, Boston College; Jim Mutton, Loughborough College; N.A. Goffin, Gateway SFC Leicester

Figure 1: Respondents by role



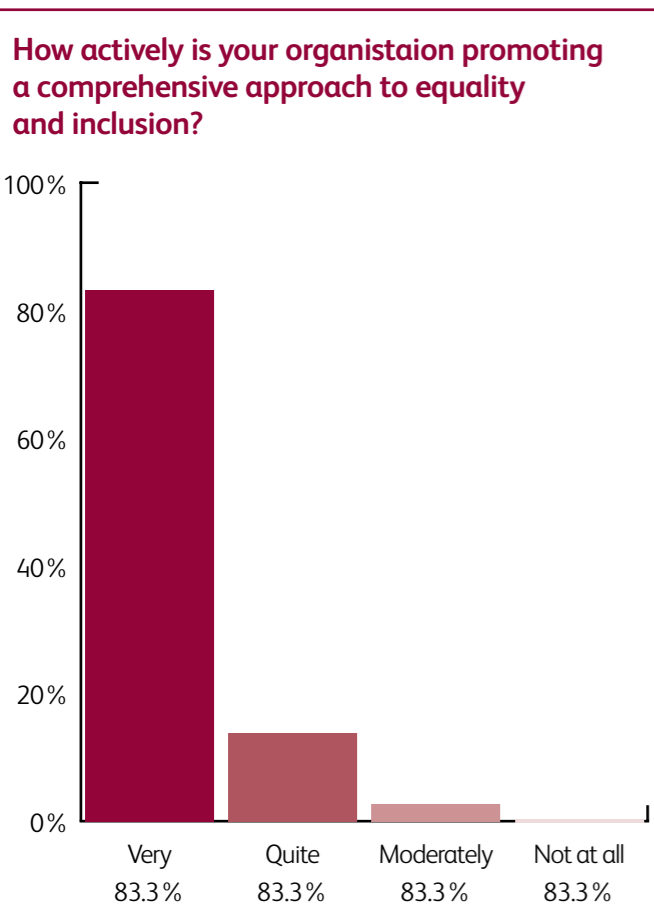
⁷ Roger Mörtvik and Roland Spånt, OECD Observer No 250, July 2005

2. The organisation’s activity in promoting a comprehensive approach to equality, diversity and inclusion

This section of the research sought to discover how actively respondents believe that organisations are pursuing equality, diversity and inclusion.

Most respondents believe their organisations are ‘very active’ in this. Respondents provided examples of compulsory training, working groups, senior management support and inductions. They also reported this is work in progress, with much more still to do.

Figure 2: Promotion of a comprehensive approach to equality and inclusion



Individual comments about Q2: How actively is your organisation promoting a comprehensive approach to equality and inclusion?

“Engaged internally and externally to share best practice. E & D is a strategic objective and has annual targets in addition to those in the SES. Worked with LSIS re production of resources for FE.”

“We take a whole organisation approach to equality and inclusion.”

“College has won an LSIS Award and an AOC Beacon Award for its work around inclusion and community cohesion.”

“In terms of promotion we are doing a lot of work. However, we still have along way to go to make all our provision effective and inclusive. A lot of work is going on in terms of raising awareness among staff and a developing support mechanism to achieve a truly inclusive provision and environment.”

“As an independent specialist college all our students have learning disabilities. We are limited in our intake by Government policy - we can only seek funding for learners whose needs cannot be met by local college. This limits learner choice and our ability to be inclusive.”

“This is actively promoted as part of both the College’s actions and as a key part of teaching and learning.”

“We are working on all fronts i.e. learner, staff and curriculum. Our vision is to embed this in all paths of college. I will be meeting with the Vice Principal Curriculum soon to review the curriculum planning and delivery to move forward. We are engaging and informing learners through enrichment activities, learner voice and tutorials. Staff are provided training and opportunity to discuss and reflect on E & D subject. This is to keep the thoughts and approach fresh at all times.”

“We are in the process of developing and implementing an Equality Action Plan to address E & D in both staff and curriculum areas together with mandatory training for all staff and full E & D induction for all students. An E & D working group has been formed to take forward this plan and to monitor/ evaluate its success.”

“We have actively promoted a comprehensive approach but we are only really beginning to measure the impact of these approaches.”

“We are key players in “Action for Inclusion,” an ambitious project in the SE in response to “Learning for Living and work”. This initiative involves 12 facilitators who are co-ordinating capacity building and other projects for learners with learning difficulties and disabilities; a national showcasing event is planned for October 2010 funded by LSIS.”

“In our 2007 Ofsted Inspection, inspectors judged our approach to social and educational inclusion as outstanding. Equality and Diversity was also a key strength for our Community Development and Learning provision as part of the Ofsted Inspection of Portsmouth City Council in 2009. Recent Ofsted surveys of our Literacy, Numeracy and ESOL and Girls’ and Young Women’s achievements also highlighted our approach to inclusion.”

“We require all of our clients to produce equality action plans and have tool kits and books available to support them as well as training and officer support.”

“Inclusion is at the centre of everything we do. Our learners come from diverse backgrounds and have a range of individual needs. We actively plan to try and support our learners in ways appropriate to them as individuals.”

“WLN is a member-based organisation with a single objective - to encourage and support more women into senior and top positions in the learning and skills sector. We work closely with the Network for Black Professionals.”

“Single Equality Scheme developed and implemented.”

“As a BAME Theatre Provider it is one of most important roles.”

“Single Equality Scheme. Comprehensive training programme. Celebration of events and festivals.”

“The role of the Department of Adult Continuing Education is to work on behalf of Swansea University to widen participation in HE by disadvantaged and under-represented people and groups.”

“It is fundamental to our existence and mission. The comments that follow relate to our ACL division which includes vocational 16-18 provision as well as 19+ but does not include the academic sixth form delivery.”

“Since taking up my new role in July 2009, I have made this a strategic priority for the organisation and have taken the lead personally on this.”

*“The promotion of equality and diversity is outstanding. In all aspects of the college’s policies, procedures and practices, equal opportunities, respect for and celebration of differences is inherent. Simply observing the composition of the college community, the resources provided and comfortable inclusion of the diverse student population, it is evident that the equality and diversity principles that the college espouses are excellently manifested in its deeds.”
Ofsted November 2009.*

“We invest a lot in the agenda and involve all staff in some way. We have a steering and monitoring group which has representation from across the college, including students and a governor. All staff have had training in some E & D aspects in the last two years.”

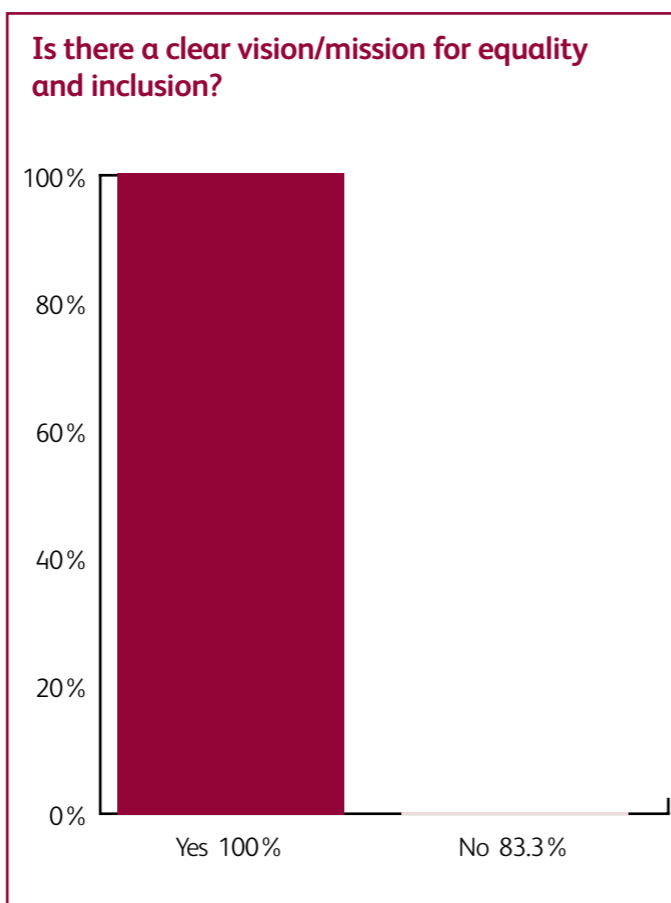
“In a very mixed multicultural environment it is integral to all that we do and E & D plus community cohesion, acknowledging our ‘bag of bias’ and prejudices is a fundamental ethos of the College.”

3. The organisation’s vision for equality and inclusion

This question sought to identify if respondents believe the organisation has a clear vision for equality and inclusion.

All respondents were unequivocal on this topic – their organisations have clear visions for equality and inclusion.

Figure 3: Existence of a clear vision for equality and inclusion



Individual comments about Q3: Is there a clear vision/mission for equality and inclusion?

“Entitled ‘Different but Equal’ our vision for equality and inclusion is set out in policy, and strategy.”

“Our vision and mission is very clear and it is aimed at meeting individual needs.”

“The College has recently updated its Core Values with input from staff, students, parents/carers and other stakeholders. Value 3 is: Valued and Respected,

our culture is one where every individual is valued and shown respect.”

“As stated above this is driven from the top. Principal and Vice Principal are fully supporting the agenda and are not missing any opportunity to promote E & D. This then results in clarity and shared vision. However please remember that this is a journey and we have still a lot to gain.”

“The College has a new Single Equalities Policy which clearly defines our mission and vision for a fully diverse student base and workforce with equal opportunities for all.”

“There is but it is not always translated down to all areas of the college in equal measures and certainly is not being equally adhered to.”

“Equality and diversity are integral to our vision and mission. As part of our Strategic Planning process, we set and monitor Equality and Diversity strategic objectives and key performance indicators annually in our Operational Plan.”

“Our curriculum offer covers provision from entry to level 4 with some HE provision as well. We have a range of delivery centres which are easy to access as they are on key transport routes.”

“See above - the mission is necessarily narrow.”

“Investors in Diversity Award obtained March 2010.”

“‘Integration not segregation’ through the Arts!”

“Rooted in local community and raising aspirations.”

“We regularly review our working practices and procedures as part of our equality impact assessments, curriculum review, quality review, contractual arrangements with third party organisations and also in the evaluation of the services we provide by learners.”

“It is an integral part of our vision and values - staff and students are aware of our commitment to equality, diversity and inclusion.”

“The strategic plan is split into sections and each section has E & D objectives. All management teams derive their own operating plans from the SP and have to address these objectives.”

“As well as formal statements and a specialist provision for students with physical and learning difficulties and disabilities, staff role models remain important. It is also a governance priority in all review and planning work and the student’s perspective and needs require it as central to all aspects of our provision.”

“It is an integral part of our vision and values - staff and students are aware of our commitment to equality, diversity and inclusion.”

“The strategic plan is split into sections and each section has E & D objectives. All management teams derive their own operating plans from the SP and have to address these objectives.”

“As well as formal statements and a specialist provision for students with physical and learning difficulties and disabilities, staff role models remain important. It is also a governance priority in all review and planning work and the student’s perspective and needs require it as central to all aspects of our provision.”

4. Different groups in the organisation: how well informed are they about equality, diversity and inclusion?

This section sought to create a more detailed picture of how well informed different groups are about equality and inclusion. The questions allowed them options from ‘very’ well informed through to ‘not at all’ informed.

Respondents believe that 75% of directors and senior managers are ‘very well’ informed about equality and inclusion. However, this figure falls away when other groups are considered. While 97% of directors and senior managers are either ‘very’ or ‘quite’ well informed about equality and inclusion, this falls to 64% for partners.

The pattern in the findings suggests that the more remote the group is away from the directors and senior managers, the less likely they are to be ‘very well’ informed. The tendency is to become ‘quite well’ informed.

See Table 1 below

Table 1: How well informed are different groups in the organisation about equality and inclusion?

	Very	Quite	Moderately	Not at all	Don't know
Board / governors	58.3% (21)	27.8% (10)	13.9% (5)	0.0% (0)	0.0% (0)
Directors & senior managers	75.0% (27)	22.2% (8)	2.8% (1)	0.0% (0)	0.0% (0)
Middle managers	52.9% (18)	41.2% (14)	5.9% (2)	0.0% (0)	0.0% (0)
Front line managers	54.5% (18)	42.4% (14)	3.0% (1)	0.0% (0)	0.0% (0)
Teachers	38.7% (12)	54.8% (17)	6.5% (2)	0.0% (0)	0.0% (0)
Support staff	39.4% (13)	45.5% (15)	12.1% (4)	3.0% (1)	0.0% (0)
Service users	21.2% (7)	51.5% (17)	24.2% (8)	3.0% (1)	0.0% (0)
Partners	19.4% (7)	44.4% (16)	27.8% (10)	0.0% (0)	8.3% (3)

Individual comments about Q4: How well informed are the following groups about equality and inclusion?

“Mandatory training this year but not sure we have done enough to spread the word.”

“We endeavour to promote equality and inclusion at all opportunities, but there is always scope to do more.”

“Some support staff are experts by the nature of their roles e.g. Inclusion Co-ordinator, others e.g. cleaners will not necessarily be as aware.”

“All staff are undertaking or have undertaken a equality and diversity level 1 qualification. Academic staff will undertake a level 2 qualification next year. And managers a level 3. The college has provided a number of training sessions for teaching staff on inclusion in the curriculum and mandatory sessions on equality and diversity for all staff as part of staff development.”

“Next year will be key for us to bring all our staff and partners from quite to very.”

“We have not fully engaged with our partners as yet.”

“Again the service users and partners have a varied experience whilst the information is the same how it is communicated to them is different.”

“Have ticked the relevant boxes, others are not applicable.”

“Partners are not included in corporate communication, however locally Nottingham updates its external stakeholders on its relevant plans and activities.”

“The Corporation receives term reports on equality and inclusion. The College is a member of the BLI and managers and the Chair of Governors have acted as mentors. The College’s Equality and Diversity Committee, which has representation from staff, students and community organisations, takes an active role in inclusion initiatives and monitoring the College’s progress against our strategic objectives for equality and diversity. Equality and inclusion have a high profile in the curriculum and in College activities. Staff undertake regular training on Equality and Diversity. Managers have undertaken a Level 3 qualification in Equality and Diversity.”

“It is a core part of induction training and a requirement in all funding arrangements.”

“There are only two consultants who coordinate the WLN - through a steering group or board made up largely of FE college principals.”

“Ensuring consistency is a big priority for us. We have pockets of excellent practice but this is not consistently applied across the board.”

“We’re all informed; the trick is applying it to make a difference!”

“We work with community enterprises in disadvantaged communities to provide access to HE level courses in over 25 community locations in West Wales and a part time degree in 14 disadvantaged communities.”

“Many of these categories exhibit a diversity of understanding which a simple tick box doesn’t describe, especially the last 3.”

“Our priority is to ensure that all service users and partners understand about what the college does to embed equality, diversity and inclusion moving forward. We also want to involve these 2 groups more extensively in our work on this area.”

“We need to do more work on keeping service users up-to-date with the frequently changing agendas. As far as their own experience goes, they are well enough informed to know how to behave and how to complain in an informed way. Partners are informed at different levels - we give them all the same information; they absorb it differently, so we don’t have a consistent picture about their practice.”

“Terms are relative and information provision is one thing absorption is another. Personal feelings, perspectives and bias will obviously exist, and levels of interest and understanding will vary widely among staff and students, as in all aspects of society.”

5. Commitment to equality and inclusion

This section of the research sought to clarify the level of commitment by different groups to equality and inclusion. It was included to build upon the previous stage, which focused upon how well informed the different groups were.

The table below shows the perceived levels of commitment that exist. It reveals that respondents believe that just under 2/3 of teachers are “very committed” to inclusion. Around half of support staff are described as “very committed”.

Results suggest that there is a recognised need to continue building commitment from all stakeholders.

See Table 2 below

Individual comments about Q5: How committed are the following groups to equality and inclusion?

“We are aiming to improve the situation by providing extensive training and awareness to all the managers and staff. There are still some issues with front line managers and teaching staff not being consistent. This is being tackled through closer monitoring and promotion.”

“We don’t provide training for learners but do have clear guidance and codes of conduct regarding diversity and behaviour. We also expect all tutors to take account of diversity in their planning and course delivery. All partners would be provided with WEA policies etc and where we are delivering programmes and projects they are subject to WEA E & D policy etc.”

“I think all staff members are very committed. I have not heard in my organisation “why do I have to do this” which is very positive. However the responsibility lies with us on driving and informing all about the spiritual, moral, social and cultural differences and respect that goes hand in hand with the E & D.”

“This is a difficult question to answer as this is an important area of work for the college and I don’t believe any group would state anything but commitment. However human nature being as it is means that some people are probably not going to be equally committed to all parts of equality and inclusion as some people will have prejudices. The aim we have is to stop a prejudice leading to discrimination.”

“CCE Nottingham and local partners share best practice.”

“The College is also working closely with employers to promote equality and inclusion.”

“Service users are committed according to need (personal, family and friends) and also according to how informed they are about ED&I.”

“Very difficult to answer for service users and partners, both of which are very disparate group.”

“We need to ascertain the commitment of employers especially for those students who are trained exclusively in the work place.”

“Commitment may exist and operate informally; application and evidence is more difficult to enumerate. Variations between and within groups will exist based on life experience and personal histories. Such group classifications may be unhelpful.”

Table 2: How committed are different groups in the organisation about equality and inclusion?

	Very	Quite	Moderately	Not at all	Don’t know
Board / governors	77.8 % (28)	13.9 % (5)	8.3 % (3)	0.0 % (0)	0.0 % (0)
Directors & senior managers	80.6 % (29)	8.3 % (3)	11.1 % (4)	0.0 % (0)	0.0 % (0)
Middle managers	70.6 % (24)	17.6 % (6)	11.8 % (4)	0.0 % (0)	0.0 % (0)
Front line managers	66.7 % (22)	21.2 % (7)	12.1 % (4)	0.0 % (0)	0.0 % (0)
Teachers	64.5 % (20)	22.6 % (7)	12.9 % (4)	0.0 % (0)	0.0 % (0)
Support staff	54.5 % (18)	36.4 % (12)	9.1 % (3)	0.0 % (0)	0.0 % (0)
Service users	21.2 % (7)	48.5 % (16)	21.2 % (7)	3.0 % (1)	6.1 % (2)
Partners	34.3 % (12)	28.6 % (10)	20.0 % (7)	2.9 % (1)	14.3 % (5)

6. Staff: learning & development and role competencies.

This section sought to understand the different interventions that providers are using to encourage an environment of equality and inclusion.

34 out of the 36 respondents confirmed that the organisation provides equality and diversity training for staff. This represented 97% – as compared with 84% that provide such training for learners.

Training is the traditional route. Coaching and mentoring approaches are also being used, although, as with training, these are more prominent for staff than for learners.

Role competencies can provide the organisation with the opportunity to monitor and review managers' performance against these competencies – including equality and inclusion, if these are established within the competency framework.

Just over 2/3 (69%) of respondents indicated that management competencies are in place. Of these competencies, just under 2/3 (64%) include equality and inclusion.

See Table 3 below

Individual comments about Q6: Staff learning and development

"A significant investment has been made in introducing a coaching culture, but it isn't yet fully bedded in across the College. I would make the same comment regarding learners."

Mentoring is offered mostly at management levels."

"Yes to all in varying degrees. Not all learners are part of our various mentoring schemes."

"Though we offer formal mentoring to learners but this is across the board and some areas are better than others. We are aware of the issues and are dealing with them through various training sessions and initiatives."

"We are in process of developing and coaching and mentoring framework and culture. We do have buddy's for induction for staff and informal mentors are sometimes chosen. We also have some mentoring for tutors within some regions. We don't have formal mentoring for learners to my knowledge but as we are working with adults this may not be seen as relevant as with 16-19 years."

"There is not a cross college coaching and mentoring culture but I am committed to trying to develop this area of work."

"Completing the above questions took me by surprise. I suppose we are a bit too hard on ourselves- yes we are doing a lot but there so much more to do!!"

"The formal mentoring to staff and students is to certain groups and to those tutors refer

Learners-more geared to education faculties?"

"Mentoring is in place for new graduate intake."

"The College has a Support to Achieve Programme which provides mentoring to the most disadvantaged groups. This programme was cited as good in our Ofsted Survey on Girls' and Young Women's' achievements."

"Not relevant as there is one person working for 2 days a week and another occasionally on projects e.g. conference organisation."

"Mentoring is offered but this is more on an informal basis."

"We are about to embark on a coaching initiative across the college. We currently have 20 Subject Learning Coaches but this has not been centrally managed - and to make a difference I believe we need to control it fully."

"Not sure what is meant by a coaching approach?"

"E & D learning (rather than "training") is part of all full-time programmes but probably not all part time. Definitions of coaching and mentoring might lead to different answers."

"There are degrees of success covered in most of these answers - I could have said 'partially' to most, apart from the first."

"Mentoring/Coaching - not universal. Case by case basis."

"In terms of staff most aspects are fairly formalised as part of induction and CPD. In terms of students issues and support will be via tutorial provision, curriculum content and direct experience."

"Equalities are included in the existing framework, but we are in the process of refreshing our competency framework at the moment."

Table 3: Staff learning & development?

	Yes	No	Don't Know
Does your organisation provide equality & diversity training for staff?	97.1% (34)	2.9% (1)	0.0% (0)
Does your organisation provide equality & diversity training for learners?	84.4% (27)	12.5% (4)	3.1% (1)
Does your organisation embrace a coaching approach to staff development?	65.7% (23)	34.3% (12)	0.0% (0)
Does your organisation embrace a coaching approach to learners?	59.4% (19)	37.5% (12)	3.1% (1)
Does your organisation offer formal mentoring to staff?	79.4% (27)	20.6% (7)	0.0% (0)
Does your organisation offer formal mentoring to learners?	65.6% (21)	31.3% (10)	3.1% (1)

e are in the process of developing competencies for managers and team leaders. There are elements of competencies which include equality and fairness.”

“We still need to work on consistently monitoring managers’ performance in relation to equality and inclusion.”

“We have a plan to introduce competency framework but this has been put on hold!”

“This is an area the college is currently in the process of developing.”

“It is included in our job descriptions but I am not sure if we have the set of competencies.”

“Being developed.”

“We have a generic set of competencies which we are working on changing as they are to loose and woolly.”

“Competencies are in place across all levels to grow a diverse high performing total team”.

“Job descriptions reflect duties and responsibilities in terms of Equality & Diversity.”

“Not sure that competencies are embedded.”

“2nd question not applicable in view of answer to first question.”

“This is a recent addition to all staff competencies along with safeguarding and it’s the first point in our values statement which is expected to be signed up to by all staff.”

“Indirect inclusion in Competencies.”

“No formal competencies but in an environment that by its nature is diverse and inclusive survival in role depends on informal competency in such areas. How such competency is measured is an interesting challenge in terms of theoretical knowledge and practical application.”

7. Equality, diversity and inclusion in the organisation

In addition to learning and development initiatives, organisations have the opportunity to encourage and enforce inclusive behaviours through their presence in competencies. Of course, this requires organisations to have competencies in the first place.

If competencies are in place, it provides the organisation with the opportunity to use its performance appraisal system to monitor managers against these competencies – including inclusion, if it is established within the competency framework.

We have focused the competency question on managers – and part of their role is to ‘spread the word’ and model best inclusion practice.

See Table 4 across

Table 4: equality and inclusion in the organisation?

	Yes	No	Don’t Know
Does your organisation provide equality & diversity training for staff?	97.1 % (34)	2.9 % (1)	0.0 % (0)
Does your organisation provide equality & diversity training for learners?	84.4 % (27)	12.5 % (4)	3.1 % (1)
Does your organisation embrace a coaching approach to staff development?	65.7 % (23)	34.3 % (12)	0.0 % (0)
Does your organisation embrace a coaching approach to learners?	59.4 % (19)	37.5 % (12)	3.1 % (1)
Does your organisation offer formal mentoring to staff?	79.4 % (27)	20.6 % (7)	0.0 % (0)
Does your organisation offer formal mentoring to learners?	65.6 % (21)	31.3 % (10)	3.1 % (1)

Individual comments about Q7: equality and inclusion in the organisation.

“Equalities are included in the existing framework, but we are in the process of refreshing our competency framework at the moment.”

“We are in the process of developing competencies for managers and team leaders. There are elements of competencies which include equality and fairness.”

“We still need to work on consistently monitoring managers’ performance in relation to equality and inclusion.”

“We have a plan to introduce competency framework but this has been put on hold!”

“This is an area the college is currently in the process of developing.”

“It is included in our job descriptions but I am not sure if we have the set of competencies.”

“Being developed.”

“We have a generic set of competencies which we are working on changing as they are to loose and woolly.”

“Competencies are in place across all levels to grow a diverse high performing total team”.

“Job descriptions reflect duties and responsibilities in terms of Equality & Diversity.”

“See answer to above.”

“Not sure that competencies are embedded.”

“2nd question not applicable in view of answer to first question.”

“This is a recent addition to all staff competencies along with safeguarding and it’s the first point in our values statement which is expected to be signed up to by all staff.”

“Indirect inclusion in Competencies.”

“No formal competencies but in an environment that by its nature is diverse and inclusive survival in role depends on informal competency in such areas. How such competency is measured is an interesting challenge in terms of theoretical knowledge and practical application.”

8. Awareness and application of equality and inclusion

This section sought to create a ‘temperature check’ for the awareness and application of equality and inclusion. It included a number of statements that sought to capture the awareness of such factors as Ofsted and legislative requirements, coupled with the provider’s capability to use data and self-assess.

There are a number of potential messages emerging from the answers included in the table below. This includes a mixed response relating to data, evidence and self-assessment. It perhaps indicates more work is required in the performance management, monitoring and reviewing of the data and evidence that is available. There appears to be a gap between understanding (responsibilities, Ofsted, legislation) and ensuring robust processes are in place to capture key information.

See Table 5 across

Individual comments about Q8: Awareness and application of equality and inclusion

“We have a good level of awareness and commitment to equalities but are not complacent. There is work to be done in fostering a culture of distributed leadership and ensuring accountability at different levels of the organisation. We have a Single Equalities Scheme in place.”

“Equality and inclusion is embedded within self assessment and has been for some considerable time. There are annual reviews and reporting using robust data which provide the evidence for this.”

“We are better at collecting data regarding learners than staff.”

“This is an area which requires development within the college. We are giving it very high priority.”

“We have E & D committee that is chaired by Vice Principal. The committee and its members are very actively promoting and informing the others. I am attending all the relevant meetings, training and conferences to ensure that college is aware of the changes and are working with speed to ensure that these are reflected in GCC practices and procedures.”

“Again we do work in the SAR to assess equality and inclusion issues but we are not clear enough on which of the measures we have put in place to address issues are the ones that have had the real impact. This is made difficult by the fact individuals have such a key role to play.”

Table 5: Awareness and application of equality and inclusion

	Very	Quite	Moderately	Not at all	Don't know
How effectively do staff understand their individual roles in contributing to delivery of inclusion?	38.9% (14)	41.7% (15)	16.7% (6)	0.0% (0)	2.8% (1)
How effectively does your culture promote accountability and responsibility?	34.3% (12)	45.7% (16)	17.1% (6)	0.0% (0)	2.9% (1)
How aware are the leadership team of their roles and responsibilities in ensuring good practice in equality and inclusion?	69.4% (25)	22.2% (8)	5.6% (2)	0.0% (0)	2.8% (1)
How effectively does your organisation make use of the available evidence relating to inclusion?	30.6% (11)	47.2% (17)	16.7% (6)	2.8% (1)	2.8% (1)
How well does it identify, gather and use data?	37.1% (13)	42.9% (15)	17.1% (6)	0.0% (0)	2.9% (1)
How aware is your leadership team of Ofsted requirements for equality and inclusion?	77.1% (27)	17.1% (6)	0.0% (0)	0.0% (0)	5.7% (2)
How aware is your leadership team of relevant legislation including the proposed Single Equality Bill?	60.0% (21)	31.4% (11)	2.9% (1)	0.0% (0)	5.7% (2)
How effectively do your current self-assessment procedures identify and assess equality and inclusion issues?	45.5% (15)	36.4% (12)	9.1% (3)	0.0% (0)	9.1% (3)

“Have ticked the relevant questions.”

“The self assessment process and guidance clearly identifies equality and diversity issues, however, quality of completion is patchy.”

“The College has invested in making itself legislatively compliant. We are now concentrating on embedding this into all we do.”

“The University is not subject to Ofsted? Except for FE level provision such as Welsh for Adults - ESTYN inspected (in Wales).”

“Self assessment can always be more effective.”

“We use data to justify our funding but are not as good at it as we should be...”

“We are stronger in the philosophy than the detail. We have a small team which struggles to address the huge amount of information available, asked for or expected.”

“Theory and practice may vary - structures and plans exist and in terms of Ofsted were an interesting challenge. A key question omitted is how do Ofsted understand and operate E & D ideas and actions. All white teams in multicultural or predominantly non white institutions remain a major concern and this is a key area for action and training.”

9. Barriers to equality and inclusion

In addition to the multiple choice questions, respondents were invited to describe (unprompted) the main barriers to equality and inclusion in their organisations. These have been summarised into a list, presented below. We have also highlighted a range of quotations from respondents’ comments.

Table 6: Barriers to equality and inclusion

- Resources
- Insufficient and / or inappropriate funding streams
- Tokenistic approach / complacency
- Inefficient monitoring
- Leadership not role modelling required behaviours / not walking the talk
- Location: rural mono-cultural area / multiple sites
- Embedding still to be done in curriculum
- Greater diversity of the governing body and senior leadership team is needed
- Increasing the proportion of staff from under-represented groups
- Recruitment from traditionally excluded communities remains low
- More sophisticated use of EDIMS
- Further and better communication with learners
- Ensuring consistency
- Lack of cohesion around the agenda

Individual comments about Q9: What are the main barriers and / or areas for improvement for your organisation’s approach to equality and inclusion?

“Using the data to identify gaps in our profile and developing actions to close the gaps e.g. we know that although we have a good level of representation of minority groups across the grades we have fewer BME and disabled managers than we would like.”

“Resources to do more work to support and train staff.”

“The main area for development currently is the Single Equality Scheme.”

“Insufficient funding to address every area as we would want.”

“A tokenistic approach to inclusion can be sometimes resorted to due to time constraints and under staffing.”

“Our monitoring system is not very efficient and some areas in the college are quite complacent in terms of staff not conforming to agreed standards in relation to E & D. This is being dealt with at the most senior level in the college and we are hoping to see some improvements across the board.”

“Complacency, seeing this as another area of extra work. Leadership who are committed to the agenda but not always modelling it in behaviours. Lack of clarity as to expected behaviours and therefore accountability.”

“The college is situated in a rural area which is mostly mono-cultural. The staff are very willing to embrace equality and inclusion but are also quite fearful and worried about their own lack of knowledge in this area.”

“Large college on 5 sites, hard to have a whole college approach.”

“Continuing to embed this within the curriculum as part of teaching and learning. Working with students to overcome any possible misperceptions.”

“I would say funding. This in one way restricts the good practice and support systems.”

“Resource.”

“Being clearer about what really has had the impact. Putting in more sensitive processes so that people feel more comfortable so they can express in a less threatening way how they feel.”

“Greater diversity of the governing body and senior leadership team.”

“In walking the walk. Funding is also a major barrier for most charities - when they fund equality we do equality.”

“Stalled building programme.”

“We believe everybody has the right to fair treatment. We are currently focussed on gender.”

“Areas for Improvement: Increasing the proportion of staff from under represented groups.”

“Some of the people we work with.”

“Despite all of our efforts recruitment from traditionally excluded communities remains low.”

“A perceived incompatibility between attainment and inclusion or the inclusion of some versus achievement of many.”

“No main barriers - however work to be done in certain areas such as development of a more diverse workforce.”

“More sophisticated use of EDIMs. Further and better communication with learners.”

“We seek to promote equality and inclusion in all aspects of our work to both participants and audiences alike - our main hurdles are those external to us who seek to separate provision.”

“Ensuring consistency.”

“30% of our students are from BME backgrounds. 10% of our staff are from BME backgrounds. I believe positive role models on the staff team will aid improvement - but this is long term”

“Lack of cohesion around the agenda and clarity of the Ofsted role in relation to L&M Grade.”

“Training does not alter attitudes which are ingrained- sometimes it is very difficult to overcome prejudices particularly in security, catering and secretarial staff who may be on low paid short term contracts yet present the public face for the organisation. I have noticed this particularly in relation to our work with asylum seekers and the response they receive from these groups of staff in particular (not all of them of course, but a significant number).”

“MLP - there is a direct conflict between engaging all learners and consistently achieving success rate targets in all areas. Size and funding - there is no recognition in funding mechanisms of small institutions even though these are vital to achieve inclusion. Government centralisation and formulaic approaches which don't allow local officers to recognise the diversity and quality of provision we offer.”

“Having more sophisticated analysis and subsequent action plans around staff data relating to equality - this is the key area for improvement; second area is fully embedding equality and diversity in all curriculum areas.”

“Funding streams that do not recognise the need to observe equality and diversity principles.”

“Our main issues are to do with nationality (migrant workers) and rural poverty - neither of which are protected characteristics, so there are no real benchmarks or points of comparison with other institutions. We could be more consistent in our approach and in staff's implementation of some of our principles - but we have 600+ staff and training has to cover other things as well.”

“Our major barrier to ensuring fair and equal access to learners in our area is funding, particularly ALR which will, next year especially, affect very badly the ability of learners in the more remote rural areas from accessing our curriculum provision.”

“Time, monitoring, staff development opportunities.”

“Change in groups - new entrants - and the levels of need for support of some students. Funding needs to be fairly targeted at need not an abstract 'share' by size for funding for SLDD. The need for extra support/ funds for new arrivals to aid integration is paramount. It is however about ethos rather than resources.”

10. Equality, diversity and inclusion successes in the organisation

In addition to the barriers to equality and inclusion, respondents were also asked to describe, unprompted, the successes for the same theme.

There are good stories to tell. A selection of these are listed below:

Table 7: Equality and inclusion successes

- Our Single Equalities Scheme
- Students and staff speak very well of equality and inclusion at the college (survey and Ofsted evidence) Have closed the attainment gaps between different ethnic groups
- There is a good level of tolerance among students and staff of cultural, racial and gender issues
- College systems to challenge any breach or discrimination are effective. Majority of staff and student are well aware of their roles and responsibilities in relation to E & D and organisational expectation of accepted behaviours and practices
- Course programmes are linked to local needs and involve learners in planning.
- Over the last 9 months the college has invested time and resources in up-skilling staff and giving them confidence. On our MIS system we have introduced an area for staff to record incidents, support discussion relating to E & D.
- Staff are committed and devoted. They have their belief in E & D. They respect the differences and celebrate the diversity
- Make up of staff/students reflect the local community
- Introducing the data sets to curriculum teams and key support areas. Seeing the evidence is always powerful in starting change. Holding round table events for staff and students from particular groups to talk about their experiences at the college
- Chief Exec champions and leads the E & D Steering Group
- A “mind over matter” can - do approach
- We realise the value of an increased talent pool together with flexible working opportunities and have successfully recruited part time roles through targeted markets e.g. working mums website
- Mutual respect and tolerance within the staff and student communities

Individual comments about Q10: What are the main successes for equality and inclusion in your organisation?

“Our Single Equalities Scheme; grade 1 in Equalities in 2 consecutive inspections; full commitment from the senior team, especially the Principal; LSC Beacon award 2008; successful business enterprises and learner success rates in the School of Supported Learning; Two Ticks symbol of good practice in recruitment regarding those with a disability.”

“Sexual orientation - LSIS DVD, Stonewall Index Score, Disability support for staff, diversity and success of FL Learners, widening participation, good staff and student survey results.

Achieved outstanding for education and social inclusion at the last inspection.”

“Students and staff speak very well of equality and inclusion at the college (survey and Ofsted evidence) Have closed the attainment gaps between e.g. different ethnic groups. Have won two national awards and are cited in numerous case studies as good practice.

In the recent OFSTED inspection the college was graded as good in terms of promotion of E & D across the college. The Inspectors highlighted some areas where we still need to improve but overall we are good at promoting Equality and Diversity across the college

There are effective systems in place to monitor various areas in the college to identify any issues related to Equality and Diversity.”

“Students feel safe in the college.”

“There is a good level of tolerance among students and staff of cultural, racial and gender issues.”

“College systems to challenge any breach or discrimination are effective.”

“Majority of staff and student are well aware of their roles and responsibilities in relation to E & D and organisational expectation of accepted behaviours and practices.”

“Very committed staff especially within regional education teams, field staff and a lot of tutors. Course programmes are linked to local need, involve learners in planning, matrix standard is applied across the Association regarding IAG and we have a national manager and a high level scrutiny panel - trustees and senior managers. Also involvement of all regions and functions in the E & D forum. recent Equality event showed expertise and commitment of many staff and volunteers, recent specific projects such as Tackling Race Inequalities Fund TRIF.”

“Over the last 9 months the college has invested time and resources in up skilling staff and giving them confidence. On our MIS system we have introduced an area for staff to record incidents, support discussion relating to E & D. This is being used effectively to record the work being undertaken.”

“Very diverse student cohort in terms of ethnic mix, no groups stand out as significantly underachieving.”

“An inclusive culture which recognises the contribution of all individuals. This was referenced in the College’s most recent Ofsted inspection the report of which commented that the College’s inclusion was social outstanding. The College Leadership Team is fully committed to Equality and Diversity and supports all staff and students throughout the organisation to achieve their full potential.”

“Transgender Training.”

“Big Diversity Challenge training last year.”

“Regular surveys to keep staff thinking.”

“Tutorial programmes engaging learners.”

“All the above and much more is achieved due to staff who are committed and devoted. They have their belief in E & D. They respect the differences and celebrate the diversity.

Make up of staff/students reflects the local community.”

“Concerted work to narrow the achievement gap of males/females.”

“Far greater understanding/commitment of staff.”

“Robust recruitment and induction.”

“Introducing the data sets to curriculum teams and key support areas. Seeing the evidence is always powerful in starting change. Holding round table events for staff and students from particular groups to talk about their experiences at the college. Chief Exec champions and leads the E & D Steering Group.”

“Increase in employing staff that are disabled.”

“Increased organisational awareness through role out of Single Equality Scheme and action plan.”

“Named lead officers for specific strands a “mind over matter” can - do approach.”

“We realise the value of an increased talent pool together with flexible working opportunities and have successfully recruited part time roles through targeted markets e.g. working mums website.”

“A whole College approach to promoting equality and inclusion, and tackling discrimination.

We practice what we preach.”

“Action plans. Targeted development programmes to promote artists from BME and disabled communities. Strong stated commitment with targets for both ourselves and our clients low numbers in specialist provision.”

“Very low NEET figures.”

“Improving attendance rates.”

“We have a wide curriculum offer. Formative and summative data is collated on admissions, enrolment, retention, achievement and success rates. Quality is embedded in teaching and learning.”

“Regular update of percentage of women principals, successful bidding for gender research

Ofsted Grade 2 for E & D.”

“TiD.”

“SES in place.”

“In 2011 Hathi will be 25 years old thought its time it is proud to boast the promotion of equality and inclusion through its multi-lingual non-euro centric approach. Many of today’s successful artists are from a Hathi Productions background.”

“Meeting individual needs and the Ashfield NEET project are just two.”

“Ofsted rated the college highly for E & D.”

6. The Framework for Excellence Performance indicators 2009-10

“I would like to see all BME and LLDD students achieve as well (or better) than the total student population. Inclusion Agenda.”

“No identified groups underachieving.”

“Reengagement agenda.”

“Social inclusion.”

“Community cohesion.”

“I am not sure whether it is due to our success or due to an emphasis placed by the Funding Council on ‘widening participation’ but our work would appear to be of more importance to the whole institution than in the past.”

“A 17 year old student who was rejected by a OFSTED Grade 1 rated local college because she was subject to seizures and who had a strong likelihood of not completing her childcare course who managed a whole year of College was happy and felt almost normal before her illness forced her to drop out - a success rate failure of course. A student who suffered a brain injury as a child and whom psychologists said had little short term memory capacity who has successfully completed her Level 2 childcare course and is now doing level 3. A lady from the Philippines who took 3 years to complete a 2 year programme because of both limited initial English skills and suffering her flat being burned down but in the end succeed (though not in MLP terms). ...”

“Successful approach to supporting people with learning difficulties and/or disabilities and ensuring they are an integral part of the college culture and community - they are not segregated. I am particularly pleased with how students across the college work together and mentor one another.”

“Mutual respect and tolerance within the staff and student communities.”

“We have hardly any E & D related complaints or grievances from either students or staff; we have few discriminatory incidents. We have been very successful in raising participation in remote areas and taking learning to those people (we are the subject of a BIS Case Study). Despite more than usual issues with transport and low income (70%+ of our full-time learners come from families with an income of less than £15,500) we have above average retention rates.”

“Ofsted result!”

“Social, learning and developmental integration of students and staff groups, governors and visitors. The college is a safe environment in which integration is possible, encouraged and evident. Community cohesion is vital but student (and staff) views are most important whatever managers perceive.”

Introduction

Leadership and management are central to the improvement of performance in colleges; and governors are at the heart of effective strategic leadership. The Framework for Excellence (FfE) offers college governors a standard set of indicators to help them assess their college’s performance. This guide is intended to give governors an overview of the FfE; inform them about how the FfE is being implemented and utilised; and explain the benefits it is expected to bring to learners, employers and communities.

The aim of FfE

The sponsoring government departments, Department for Business, Innovation and Skills (BIS) and the Department for Children, Schools and Families (DCSF), share a mission to improve the opportunities available for young people and adults so that they can fulfil their potential and realise their ambitions, and so that their employers and the country as a whole can meet the challenges of an increasingly competitive global economy. A responsive, high-quality post-16 education and training sector is fundamental to this. FfE will help to drive up performance across the sector by setting clear standards of excellence.

How will FfE achieve this?

The Framework will:

- provide robust and timely information on the performance of post-16 providers;
- give learners, parents and carers, careers teachers and advisers, employers and skills brokers the information they need to make informed choices about the quality of providers and post-16 education and training;

- help providers to improve the quality of provision by setting clear and measurable standards of excellence and by providing a rich source of data for providers to benchmark themselves against;
- provide commissioners and funders of provision with consistent and comparable data, across all post-16 providers, regardless of type;
- identify excellence, so that this can be rewarded and used to support improvements across the sector;
- identify areas of underperformance to allow for more effective actions, intervention, support and challenge; and
- provide evidence to inform policy, planning and funding and enable the Government to evaluate the success of its learning and skills strategies.

Background

The FfE is the Government’s performance assessment tool for further education colleges and post-16 education and training providers which receive funding from the Learning and Skills Council and successor bodies. From September 2010 it will apply to all providers, including school sixth-forms, which receive 16-18 Learner Responsive, Adult Responsive or Employer Responsive funding from the Skills Funding Agency, the Young People’s Learning Agency (YPLA) or local authorities.

The FfE is commissioned by BIS and DCSF. Its other sponsors include the LSC (succeeded by the Skills Funding Agency and the YPLA), the Local Government Association (LGA) and Association of Directors of Children’s Services (ADCS). Ofsted has been involved in the development of the FfE measures and is an assessor on the sponsoring board.

Further details of partners and stakeholders, including the details of sector representation in the governance structure, can be found in Framework for Excellence: Unified Post-16 Performance Assessment, (LSC, 2009).

For the first time, the FfE provides public, comparable information for school sixth-forms, colleges and training providers that will give parents, carers, learners of all ages and employers access to detailed information about the quality of post-16 provision. This will help them to make informed choices about what and where they want to study or train. It will also be used by organisations that commission or fund provision, helping them to focus their investment on the best provision to meet the needs of learners and employers.

Developing the FfE

In the future, ownership and policy responsibility for the FfE will be shared through joint governance arrangements between BIS and the DCSF. The operation of FfE will be the responsibility of the Skills Funding Agency.

The first year of the FfE implementation, 2008/09, was the first time an assessment of this kind and scale was undertaken for further education in England. As FfE extends to bring almost all providers into scope by September 2010, a number of improvements have been made. These include having greater involvement of sector representatives in governance and technical groups; the refinement of some performance indicators; the streamlining of the FfE surveys; improvement in data supplied for the calculation of scores and grades; provision of benchmarking capabilities; and more effective communications with providers.

Structure of the FfE

The FfE is formed from a set of verifiable performance indicators that give an overall picture of performance for all providers. In this way, the FfE gives an independent, quantitative assessment of the performance of individual providers and of the whole sector against a set of national standards, which will allow a transparent comparison between all providers.

Since the original model was piloted, the FfE has become simpler and more sensitive to the diverse nature of the further education sector. It has a small number of core performance indicators that will apply to all types of provider. The core indicators are supplemented by specific indicators that are relevant to particular types of provider and provision. For example, the employer views performance indicator applies only to those providers delivering employer responsive learning. Also those providers that are certificated to the Training Quality Standard on or before 23 March 2010 will be taken to be “Outstanding” for this performance indicator.

Table 1 shows the performance indicators applied to providers in scope in 2009/10.

The Framework is intended to operate with certainty and stability and, to this end, assessment criteria have been set which are seen as sustainable going forward. In order to maintain these standards the assessment criteria will be kept under review.

This ensures that the criteria remain valid as the Framework is extended to include new types of provider, and enables commissioning bodies to monitor and respond to the impact of the present economic situation.

Certain indicators will be published; others, although unpublished, will contribute to decisions on commissioning and performance assessment. Refer to table 1 for more detail.

Full details of the performance indicators and their assessment can be found in Unified Post-16 Performance Assessment: Framework for Excellence Provider Guide 2009/10.

Table 1: Framework for Excellence performance indicators for 2009/10

- * The volume of employer responsive training undertaken by each provider receiving employer responsive funding will be calculated and displayed alongside each provider’s employer views grade.
- ** Funding per successful outcome is under review and will not be calculated in 2010.

Category Indicator	Indicator	Core or specific	Published or unpublished
Learner and qualification success	Success rates	Core	Published
Learner views	Learner views	Core	Published
Learner destinations	Learner destinations (including a statement of volume of employment outcomes)	Core	Published
Responsiveness to employers	Employer views	Specific	Published
	*Amount of training (statement of volume for information; not graded)	Specific	Published
	Training Quality Standard	Specific	Published
Financial health and management	Financial health	Specific	Unpublished
	Financial management and control evaluation	Specific	Unpublished
Resource efficiency	**Funding per successful outcome	Core	Unpublished

Key milestones

During May 2010, full 2009/10 results and supporting information will be shared with providers as management information.

In summer 2010, results will be published on the Framework for Excellence reporting website, to support learner and employer choice. High-level benchmarking information for providers will also be made available.

By spring 2011, it is planned to publish more detailed information for learners and employers, and to develop benchmarking facilities still further.

The Framework for Excellence and the National Commissioning Framework

The FfE, as a unified post-16 performance assessment framework, will help to ease the transition to new arrangements introduced through Machinery of Government changes, which take effect in April 2010. These changes are brought about through the Apprenticeships, Skills, Children and Learning Act 2009. Among other provisions this Act transfers responsibility for the planning and commissioning of young people's learning to local authorities, funded through the YPLA, and the funding of adult learning to the Skills Funding Agency. Both the YPLA and the Skills Funding Agency are given powers by the Act to adopt or develop schemes for performance assessment of those making provision of education and training, in their respective areas of responsibility.

The Skills Funding Agency will have performance management responsibility for general further education colleges and independent training providers. Local authorities will become responsible for the performance management of sixth Form Colleges, utilising statutory policy to be issued by the YPLA. Local authorities will have a number of responsibilities in performance management in relation to 16-19 providers, through their planning and commissioning roles as set out in the National Commissioning Framework (NCF).

The NCF was published by DCSF and the LSC in a draft form for consultation between November 2009 and February 2010. The NCF identifies the core requirements for planning, commissioning, procuring, funding, and accountability of the education and training of: 16-19 year olds, young people up to age 25 where a learning difficulty assessment is in place, and young offenders in youth custody. The finalised NCF will be published by the YPLA in April 2010.

The draft sets out detailed proposals to make the FfE central to Local Authority commissioning and to self-evaluation and self-assessment by all types of provider, including colleges and schools with sixth forms. As now, providers will have primary responsibility for managing their own performance and taking action to improve services, based on rigorous annual self-assessment and external validation through periodic inspection. Consideration of quality, success rates and value for money will inform commissioning decisions and arrangements for funding, reorganisation proposals and capital developments.

The FfE will also give learners, parents and advisers the information they need to make informed choices, and will help providers to improve the quality of provision by setting clear and measurable standards of excellence and providing a rich source of data for benchmarking and institutional self-development.

The FfE, inspection, provider self-assessment; and local authority and Skills Funding Agency planning and commissioning will be integrated into a single Quality Assurance System.

Using the FfE

To support self-improvement by schools and colleges

The FfE will underpin the new performance management arrangements being established through the 2009 Act. It is therefore essential that colleges and other providers have a clear understanding of their own performance as assessed against the FfE indicators. Staff in all parts of a college will need to understand how the scores are derived and how they can manage performance related to their outcomes.

Colleges were expected to refer to FfE scores as part of the evidence for their self-assessment from the academic year 2008/09, and to refer explicitly to its performance indicators in their self-assessment reports. Guidance on self-assessment in the further education system indicating how FfE scores and grades should be used has been published as Selfassessment – Updated Guidance for the Further Education System (the LC 2008).

The FfE will also provide evidence to inform, and where appropriate, support proposals by colleges (and other providers) for commissioned business. It will provide a platform of comparative evidence for stakeholders and commissioning bodies such as the Skills Funding Agency, YPLA and Local Authorities as they take on their new roles.

To inform choice - learners, parents, employers and advisers

FfE will provide learners, parents, employers and their intermediaries will have access, via a FfE website, to a provider's published grades and scores to help them make choices about their learning and training. This will give them access to more detailed objective information and ways of making comparisons across providers.

To inform Ofsted

Ofsted will draw on FfE indicators to help inform its inspection selection process on an annual basis. It is possible that weak performance in a number of areas of the FfE could mean that an inspection is brought forward.

Ofsted inspectors will draw on FfE indicators to support post-16 inspection activities. The inspection handbook for further education and skills includes guidance for inspectors in using performance information from the Framework.

The FfE will provide a “balanced scorecard” of performance scores and ratings which will enable governors and Boards to identify progress made by their own colleges and check comparative evidence. It will provide a range of evidence to support improvement activity, including self-assessment and pre-and post-inspection actions.

How will governors, governing bodies and boards use FfE?

Governing bodies and management teams will find FfE data, scores and ratings useful in setting and monitoring progress against their strategic goals and targets, and are encouraged to do so. They will need to take note of the FfE outputs at regular intervals in the business planning cycle. As the FfE develops, its objective data and the developing ability to compare performance with other, similar, providers will be essential tools to help to identify and address instances of underperformance.

By their engagement in the process of considering and acting upon FfE evidence now, governors will help ensure their colleges are ready for the challenges ahead.

13. Acknowledgments and Contacts

We wish to acknowledge the significant contribution to this publication and the ongoing support for the Leading Inclusion Project of the following colleagues.

The Core Project Team:

Authors:

Jim Aleander, lead author
Jamila Astrom
Keith Nelson
Saheema Rawat

Jamilah Shah, leading inclusion project director, YPLA.
Margaret Adjaye, head of equalities and diversity, LSIS.
Simon Feneley, deputy chief executive, EMFEC.
Alison Scott, continuous professional development manager, EMFEC.

Lead Sponsors:

LSIS, Yvette Adams, executive director, organisational development.
YPLA, Mick Brown, regional director, East Midlands.
EMFEC, Jennie Gardiner, chief executive.

Contact details for leading inclusion project

Margaret Adjaye, head of equalities and diversity

Learning Skills Improvement Service
4th Floor, Friars House
Manor House Drive
Coventry
CV1 2TE
Margaret.adjaye@lsis.org.uk
T 024 7662 7900
www.lsis.org.uk

Simon Feneley, deputy chief executive

EMFEC
Robins Wood House
Robins Wood Road
Aspley
Nottingham
NG8 3NH
simonf@emfec.co.uk
T 0115 8541316
www.emfec.co.uk

Jamilah Shah, leading inclusion project director

Young People’s Learning Agency
East Midlands
Meridian East
Meridian Business Park
Leicester
LE19 1UU
jamilah.shah@ypla.gov.uk
T 0116 228 1954
www.ypla.gov.uk

In respect of its culture and values, LSIS aims to be a high-performing organisation with a passion for learning and a dedication to being led by the needs of the sector. It is committed to promoting inclusivity – as an exemplar resource and catalyst for equality and diversity across the sector.

The Young People's Learning Agency (YPLA) is committed to Championing Young People's Learning and to promoting equality, diversity and inclusion. Working with partners the YPLA supports commissioning decisions for provision of learning to all young people by promoting their needs.

EMFEC wholeheartedly supports equality of outcome, believing that individuals should be treated with fairness and respect and empowered to have choice and control. The diversity of individuals is acknowledged and personal characteristics such as background, culture, personality and work-style are respected, in addition to the characteristics protected under equality legislation such as race, disability, gender, age, sexual orientation and religion and belief.

Disability equality policy

LSIS is committed to promoting equality for disabled people and we strive to ensure that all our communication and learning materials are available in various formats including large font, audio or braille.

Please contact us at enquiries@lsis.org.uk or 024 7662

7953 quoting

the document reference number to request an alternative format.

Friars House, Manor House Drive

Coventry CV1 2TE

t 024 7662 7900

e enquiries@lsis.org.uk

www.lsis.org.uk

LSIS232

