

EQUALITY FRAMEWORK

Further
Education



Leadership and organisational commitment

Developing
Understanding the
importance of equality

How was this done and what
is the evidence?

1.1 Leaders commit publicly
to improving equality and
diversity outcomes for
learners and the workforce.

1.2 A Single Equality Scheme
or alternative objectives are in
place to strategically address
equality and diversity and are
publicised.

1.3 A mechanism for
measuring the impact of
policies and practices is in
place and action plans are
being developed.

Achieving
Developing better outcomes

How was this done and what
is the evidence?

2.1 Clear equality and
diversity priorities have been
set and are owned and
understood by all key
stakeholders.

2.2 Equality and diversity
objectives are monitored
regularly by measuring
outcomes, and are
communicated to staff and
learners.

2.3 Adverse impact is
addressed and opportunities
sought to improve equality and
diversity outcomes.

Excelling
Making a difference

How was this done and what
is the evidence?

3.1 Leaders can demonstrate
successful outcomes for
learners and staff as a result
of meeting equality and
diversity objectives.

3.2 Improvements for learners
and staff are demonstrated as
a result of effective equality
and diversity objectives.

3.3 Equality action plans have
been integrated into strategic
plans and are reviewed
regularly with stakeholder
involvement.

Developing
Understanding the importance of equality

How was this done and what is the evidence?

1.4 Equality and diversity objectives are mainstreamed, reviewed and measured regularly.

1.5 Internal, external and partnership communication strategies are inclusive and promote good relations amongst staff, learners and local communities.

1.6. In line with statutory equality duties, plans are in place to improve the participation of vulnerable and under-represented groups (learners and staff) and demonstrate how action has been prioritised.

Achieving
Developing better outcomes

How was this done and what is the evidence?

2.4 Senior leadership provides overview and scrutiny processes to review equality and diversity impacts and objectives.

2.5. Effective strategies are in place to communicate the response to local communities' needs and the promotion of good relations amongst diverse groups.

2.6 Appropriate actions have been implemented to improve the participation of vulnerable and under-represented groups (learners and staff) and outcomes are reviewed regularly.

Excelling
Making a difference

How was this done and what is the evidence?

3.4 Leaders scrutinise and challenge performance with regard to equality and diversity impacts and objectives.

3.5 Reputation has been gained amongst stakeholders for championing and achieving equality and diversity outcomes and promoting good relations.

3.6 Participation of vulnerable and under-represented groups (learners and staff) has improved as a result of plans made.

Developing
Understanding the importance of equality

How was this done and what is the evidence?

1.7 Commissioning and procurement processes take account of equality and diversity requirements; contracts are consistent with public sector duty requirements.

1.8 Community relations, harassment and hate crimes are monitored and analysed regularly and appropriate plans to address issues are in place.

1.9 Senior leadership commits to developing community cohesion and inclusion strategies that address local equality and diversity issue.

1.10 Senior leadership commits to developing and embedding comprehensive benchmarking systems across the organisation.

Achieving
Developing better outcomes

How was this done and what is the evidence?

2.7 Contractors and commissioned services are regularly reviewed to ensure they continue to be appropriate and accessible.

2.8 Action is taken to improve community relations and incidents of harassment and hate crimes are appropriately addressed and related policies are regularly reviewed.

2.9 Senior leadership regularly scrutinise cohesion and inclusion strategies to ensure they continue to be appropriate and effective.

2.10 Benchmarking systems are in place and data is being used across the organisation and strategic objectives are being set.

Excelling
Making a difference

How was this done and what is the evidence?

3.7 Commissioned and/or procured services are delivering equality and diversity related objectives and address inequalities.

3.8 Community relations have improved and incidents of harassment and hate crimes have decreased.

3.9 Senior leadership demonstrates that cohesion and inclusion strategies are effective and are making a difference.

3.10 Achievements are benchmarked against comparable organisations and good practice is shared across relevant stakeholders.

Learner and stakeholder engagement

Developing
Understanding the importance of equality

How was this done and what is the evidence?

1.11 Inclusive 'Learner Voice' strategies and structures are in place.

1.12 In line with public duties, learners are consulted to develop inclusive community engagement structures that take into account the needs of vulnerable or marginalised groups.

1.13 Learner representatives are engaged in regular views surveys and appropriate plans are in place to address emerging issues.

Achieving
Developing better outcomes

How was this done and what is the evidence?

2.11 'Learner Voice' strategies are scrutinised and structures are in place to ensure they are appropriate and accessible.

2.12 Learners and stakeholders are satisfied their views are being taken into account when developing policies or strategies and include curriculum development.

2.13 Appropriate actions identified as a result of learner views surveys are implemented and reviewed regularly.

Excelling
Making a difference

How was this done and what is the evidence?

3.11 'Learner Voice' is influential and is improving learner outcomes.

3.12 Learner and stakeholder participation has improved equality outcomes for diverse learners and participation has increased.

3.13 Learner participation in surveys has increased and demonstrates improved learner outcomes.

Developing
Understanding the importance of equality

How was this done and what is the evidence?

1.14 Learners and relevant stakeholders are engaged in understanding, identifying and balancing diverse, but sometimes conflicting interests.

Achieving
Developing better outcomes

How was this done and what is the evidence?

2.14 Effective provision is in place to enable learner representatives and relevant stakeholders to challenge, scrutinise and evaluate priorities.

Excelling
Making a difference

How was this done and what is the evidence?

3.14 Priorities are reviewed regularly with relevant stakeholders to take account of changing and conflicting stakeholder and learner needs and interests.

Learner achievement, access and experience

Developing

Understanding the importance of equality

How was this done and what is the evidence?

1.15 Systems are in place to collect, analyse and measure how different groups of learners are able to access learning.

1.16 Initial learner assessment effectively identifies learners' entry level and the professional development of staff is planned to address this.

1.17 The aspirations, success levels and achievements of different groups of learners are monitored; objectives set and inform curriculum development to address gaps.

Achieving

Developing better outcomes

How was this done and what is the evidence?

2.15 Equality objectives have been developed at service level and appropriate resources are being allocated to meet the needs of different groups of learners.

2.16 Initial learner assessment procedures are effective, robust, regularly reviewed and accurately inform teaching staff of the learner profile.

2.17 Objectives are regularly reviewed to ensure appropriate mechanisms are in place to improve achievements and success levels of different learner groups.

Excelling

Making a difference

How was this done and what is the evidence?

3.15 Objectives are regularly reviewed to ensure learner needs are being met and that access to different groups of learners has improved.

3.16 Learner assessment strategies demonstrate tangible progress and teaching and learning resources are evaluated by external partners.

3.17 Learner needs are being met and success levels of different learner groups have improved.

Developing
Understanding the
importance of equality

How was this done and what is the evidence?

1.18 The needs of different groups of learners are taken into account when contracting services.

1.19 Structures are in place to identify, prevent and deal with bullying and harassment and ensure that learners are treated with dignity and respect.

Achieving
Developing better outcomes

How was this done and what is the evidence?

2.18 Mechanisms are in place to ensure contractors and contract management contribute to the quality of learning, and where gaps are identified, actions are taken.

2.19 Mechanisms are in place to monitor and review the instances of bullying and harassment and appropriate measures are in place to ensure that structures are effective.

Excelling
Making a difference

How was this done and what is the evidence?

3.18 There is increased satisfaction of contracted services amongst different groups of learners and stakeholders.

3.19 Different groups of learners are able to learn in an environment where they are treated fairly and with dignity and respect.

A modern and diverse workforce

Developing
Understanding the importance of equality

How was this done and what is the evidence?

1.20 A workforce strategy identifies key equality considerations and objectives and employment procedures comply with equality legislation and employment codes of practice.

1.21 A safeguarding strategy is in place and safer recruitment processes and professional development are being developed.

1.22 The local labour market, the barriers faced by diverse groups, and the impact this has on achieving a diverse workforce are understood and taken into account.

Achieving
Developing better outcomes

How was this done and what is the evidence?

2.20 The equality and diversity objectives from the workforce strategy are implemented and regularly monitored.

2.21 An effective safeguarding strategy is embedded and professional development is refreshed annually. Robust risk assessment and monitoring is regularly undertaken.

2.22 Employment objectives have been set based on internal monitoring, staff consultation and the assessment of the local labour market and its barriers.

Excelling
Making a difference

How was this done and what is the evidence?

3.20 Innovative practice is in place and delivers equality outcomes for the whole workforce.

3.21 Safeguarding strategies are reviewed and endorsed by local safeguarding boards, and stakeholders regularly review and agree policies and procedures.

3.22 Workforce diversity has increased overall, including the representation of women, disabled people and black and minority ethnic groups in senior management.

Developing
Understanding the importance of equality

How was this done and what is the evidence?

1.23 Workforce monitoring data is regularly collected, analysed and published and strategies are being developed to address barriers and gaps.

1.24 An effective mechanism is in place to measure the impact of proposed and existing policies. Action plans are being developed, trade unions consulted and are made public.

1.25 Due regard is given to the cause of gender pay difference and the effects of this cause in the workplace.

1.26 The provision of Continuous Professional Development has been assessed to ensure staff can deliver equality outcomes.

Achieving
Developing better outcomes

How was this done and what is the evidence?

2.23 Workforce data is regularly reviewed to identify adverse trends and plans and strategies are in place to address barriers and gaps.

2.24 Appropriate action is being taken to mitigate adverse impact and to advance equality outcomes for all groups of staff.

2.25 Steps to assess the impact of gender pay difference in the workplace have been taken.

2.26 Continuous Professional Development has enabled staff to deliver equality outcomes.

Excelling
Making a difference

How was this done and what is the evidence?

3.23 Strategies and action plans are reviewed regularly and demonstrate that barriers, gaps and/or adverse trends have been reduced.

3.24 The implementation of equality objectives in employment practices is resulting in the potential of all staff being maximised.

3.25 Activity has been undertaken to address gender pay difference in the workplace.

3.26 Staff are knowledgeable, well-trained and equipped to meet the diverse needs of learners and local communities.

Developing
Understanding the importance of equality

How was this done and what is the evidence?

1.27 Structures are in place to identify, prevent and deal effectively with bullying and harassment in the workplace.

1.28 All staff understand their individual responsibility to deliver equality outcomes and this is reflected in appraisal systems.

1.29 A range of inclusive structures are in place to engage and involve diverse staff during the development and review of organisational policy and strategy.

Achieving
Developing better outcomes

How was this done and what is the evidence?

2.27 Bullying and harassment incidents are monitored and appropriate action taken.

2.28 Equality implications inform the setting of objectives in management and individual appraisals.

2.29 Staff are engaged positively in service transformation and in developing new roles and ways of working.

Excelling
Making a difference

How was this done and what is the evidence?

3.27 Bullying and harassment are dealt with effectively and staff are treated with dignity and respect.

3.28 Managers and staff are delivering performance improvements based on objectives.

3.29 High satisfaction levels across all staff groups are demonstrated across the whole organisation.

Community awareness and equality mapping

Developing
Understanding the importance of equality

How was this done and what is the evidence?

1.30 Plans are in place to gather evidence on the local community profile, the extent of inequality and disadvantage and priorities are identified across the organisation.

1.31 Plans are in place to collect, share and use local community equality data to inform the development of equality objectives.

1.32 The changing profile of communities affected by social disadvantage and poverty is taken into account when reviewing service provision.

Achieving
Developing better outcomes

How was this done and what is the evidence?

2.30 Information is gathered on the local community to inform corporate policy and strategy and identify key equality gaps (including socio-economic disadvantage).

2.31 Information and data is disaggregated, analysed and shared with stakeholders, including local communities, to develop equality objectives.

2.32 Community profiling is used to inform discussions on curriculum development to enhance learner outcomes, tackle social disadvantage and encourage family learning.

Excelling
Making a difference

How was this done and what is the evidence?

3.30 Good quality evidence of the community profile and its changing needs is demonstrated, regularly updated and used.

3.31 Equality objectives and outcomes have been set, reviewed and evaluated regularly to improve outcomes for diverse local communities.

3.32 A difference is being made to diverse local communities affected by poverty and social disadvantage and how priorities have changed to meet diverse needs.