



Skills Funding
Agency

Equality duty: progress report

March 2014

Of interest to colleges, training organisations and awarding organisations

Introduction and background

- 1 The Public Sector Equality Duty requires the Agency to pay due regard in the exercise of our functions to the need to:
 - Eliminate unlawful discrimination, harassment and victimisation
 - Advance equality of opportunity between people who share a protected characteristic and those who do not.
 - Foster good relations between people who share a protected characteristic and those who do not.
- 2 Additionally, the Agency is subject to specific duties to publish:
 - equality objectives at least every four years, and
 - information to demonstrate compliance with the general equality duty annually.
- 3 In April 2012, we published a [Single Equality Scheme](#). In it, we committed to embedding and promoting equality across our business, placing it at the heart of what we do. We committed to focus on a number of achievable objectives within our remit, through which we can make a real difference to equality. These were to:
 - use relationship management to advance equality
 - build equality into our decisions and activities
 - support equality self-improvement and promote good practice, and
 - develop a fair, inclusive and diverse working environment for our staff.
- 4 We set out how we would achieve these objectives in an action plan with 19 actions in total. This report sets out our progress against these objectives and actions so far.

Summary

- 5 The Agency has made substantial progress against each of its four objectives. We have made progress against all but one of our 19 actions. We

have updated one action to bring it into line with our current risk assessment process.

Evidence and data

- 6 In our Scheme, we committed to using information and analysis to identify which groups are under-represented and under-achieving. Every year, we work with the Data Service and Department for Business, Innovation and Skills (BIS) to publish a detailed [equality and diversity data report](#). Headline findings from the latest report show that in 2011/12:
- The proportion of learners from Black, Asian and Minority Ethnic (BAME) backgrounds is high (19.6%) compared to the English population (13.5%). In Apprenticeships, it is lower (9.5%) but has increased in recent years.
 - In Apprenticeships, White learners have a success rate 6 percentage points higher than Black learners.
 - The proportion declaring learning difficulties and disabilities (LDD) has increased to 11.8%. However, in Apprenticeships it has fallen to 7.8%.
 - Overall, success rates are the same for learners with LDD as for those without (84%). However, in Apprenticeships, those with LDD have a success rate around 4 percentage points lower than those who do not.
 - Females are well represented overall across adult learning and Apprenticeships. However, participation by sector reflects traditional stereotypes- women are under-represented in Engineering and Construction, but over-represented in Health and Social Care. Nevertheless, some of these gaps have narrowed in recent years.
- 7 In October 2012, the Skills Funding Agency published [Religion and Belief in Adult Learning: Learner Views](#). This was based on the views of over 1,000 learners and showed that the majority of learners with and without a religion/ belief rated their adult learning provision as “welcoming”. However, 11 per cent stated that they had experienced bullying or harassment due to their religious and other beliefs. One in ten had experienced tensions with others due to their religion and/or belief. We held a seminar in March 2013, to

discuss the findings from the report with Ofsted, NUS, the National Council for Faiths and Beliefs in FE, colleges and training organisations.

Progress against objectives

8 This section provides a summary of the key points. Annex 1 below gives a more detailed overview of progress against the specific actions within the Scheme.

Objective 1: Use relationship management to advance equality

9 Since publishing our Scheme, we have made substantial progress towards this objective. Firstly, each year we review our standard contract terms with the colleges and training organisations we fund to ensure they support us in meeting the Equality Duty. In summary, these require all colleges and training organisations to:

- meet their responsibilities under the Equality Act and Duty
- build equality of opportunity into their services
- use data to address under-representation, underachievement and stereotyping
- use appropriate, specific and measurable improvement measures.

10 Secondly, our Relationship Teams are now expected to discuss equality with all colleges and training organisations at least once a year, with the aims of:

- assuring ourselves that providers are discharging the Equality Duty and their contract requirements
- identifying good practice
- identifying any major equality risks and issues, and
- minimising bureaucracy.

11 Relationship Teams have been provided with model questions to ask their colleges and training organisations, as follows:

- a The Public Sector Equality Duty legally requires all organisations carrying out a public function to have due regard to the need to advance equality of opportunity between people of different protected groups. How is your organisation doing this for the learners and potential learners you serve?
 - b The provider contract requires all Agency-funded providers to use analysis of data to improve the representation, participation and success of under-represented and underachieving groups and challenge stereotyping, as well as to use appropriate, specific and measurable improvement measures.
 - What does your analysis tell you are the key equality challenges for your organisation?
 - How are you addressing them?
- 12 To enable Relationship Teams to carry out these discussions in a proportionate and appropriate way:
- All staff are required to complete the Civil Service Learning module on equality and diversity.
 - Around 80 members of our Relationship Teams attended webinars on how to meet this objective in March 2013.
 - We have produced an equality and diversity data dashboard for internal use, which summarises providers' participation and achievement rates by disability, ethnicity and sex.
- 13 A network of Relationship Team equality leads meet approximately every three months to review progress against this objective.

Objective 2: Build equality into our decisions and activities

- 14 In our Scheme, we committed to ensuring equality is taken into account in all decisions before implementation. We expect our decision-makers to demonstrate how they have paid due regard to the Equality Duty. This includes setting out the evidence and options they have considered; the actions they will take, and how they will monitor and review the outcomes.

Our Equality Duty and Challenge Group reviews this for important decisions and activities that affect our staff and learners.¹

- 15 We identified several areas of our business that are particularly important to equality: Apprenticeships, European Social Fund, National Careers Service and Offender Learning and Skills.

Apprenticeships

- 16 *Rigour and Responsiveness*, the Government's skills strategy, highlights that Apprenticeships are the gold standard of vocational training. It is therefore vital that we promote equality within Apprenticeships. We have learnt from the sixteen Diversity in Apprenticeships pilots we funded in 2011/12, to:

- publish a [good practice evaluation](#), including case studies and lessons learnt
- develop information, advice and guidance resources
- focus Higher Apprenticeships on the journey to the professions.

- 17 As noted above, the proportion of apprentices who declare LDD fell in 2011/12. Along with BIS and the Department for Education, we have published an [action plan](#) in response to the report [Creating an Inclusive Apprenticeship Offer](#). We have commissioned Peter Little OBE and the National Institute for Adult Continuing Education (NIACE) to carry out further work in this area, including producing guidance and case studies to support employers to employ disabled apprentices. We expect these to be published in spring 2014.

- 18 In 2012/13, we funded fifteen sector-led projects through the Apprenticeship Application Support Fund (AASF). The fund trialled a range of approaches to supporting unsuccessful Apprenticeship applicants and had a strong emphasis on supporting under-represented groups.

¹ When we published our Scheme, we referred to Equality Impact Assessments (EIA), but the Government has since 'called time' on EIAs so we reviewed and updated our processes accordingly.

- 19 As our data show that there is still room for improvement in the representation of BAME apprentices and in addressing gender stereotyping, we commissioned UnionLearn and the Institute for Employment Studies to undertake detailed [research](#), published in December 2013. Following the publication of the research, we are now continuing to work in partnership with the TUC, employers, DfE and BIS to advance equality in these areas.

European Social Fund

- 20 In 2013/14, we have introduced an updated contract monitoring process for ESF providers. This process ensures all providers regularly review their performance, including the engagement of individuals with protected characteristics. Providers agree improvement actions with their Relationship Manager.
- 21 To address the under-representation of learners with learning difficulties and disabilities in ESF Priority 2 and 5 provision (aimed at people in the workforce), we have published [research](#) and [guidance on engaging people with learning difficulties and disabilities in workplace learning](#). This aims to show how providers can make their offer of workplace learning more inclusive for disabled employees. We also circulated internal guidance for our Relationship Teams.

National Careers Service

- 22 The Agency monitors and evaluates customer satisfaction and progression data against ethnicity, gender, age and disability each month. The evidence indicates that there is no significant difference in the levels of customer satisfaction between the various priority groups.
- 23 All Prime Contractors are required to monitor the experiences of different customer groups in terms of their:
- Awareness of the service
 - Access to the service
 - Usage of the service

- Satisfaction with the quality of the service
- Relative outcomes in terms of moving into learning or work

Offender Learning

- 24 Offender Learning and Skills Service providers promote equality by working to ensure fair access to their vocational and employability delivery for all prisoners, irrespective of protected characteristics.

Offender learning case study from Manchester College

The Manchester Model of Inclusive Learning and Support has been devised by adapting the mainstream “Waves of Intervention” using evidence-based best practice to actively promote opportunities for access, participation, progress and achievement of all learners.

This has involved the recruitment of highly qualified and experienced Learning Support Managers and the appointment of teams of Inclusion Champions. The Inclusion Champions are trained to use The Hidden Disabilities Questionnaire and in awareness of the principles of inclusive learning.

Through the application of Quality First teaching, learner centred interventions, constant assessment and evaluation, appropriately applied differentiation and the application, where required, of reasonable adjustments, barriers are minimised, opportunities are maximised and all learners are able to work towards achieving individually negotiated learning challenges that respond to their diverse learning needs.

Objective 3: Support provider self-improvement and promote good practice

- 25 In 2012/13, we funded 47 [Equality and Diversity Partnership Projects](#) led by colleges and training organisations. The projects disseminated their findings and good practice at three dissemination events in June/July 2013. Case studies and resources are being published at www.equalitiestoolkit.com, a process that will be complete by January 2014.
- 26 In 2013/14, we are funding a further 41 Equality and Diversity Innovation Fund projects. For example:

- Kendal College is providing specialised master-classes and augmented reality to support learners with mild learning difficulties or disabilities in entering their vocational skills into the WorldSkills competitions. The students will be supported in a number of ways, including overcoming the barriers they face regarding personal presentation and dealing with face-to-face questioning.
- Babcock Training is developing new equality and diversity teaching and learning modules - including role-related, thought-provoking scenarios to challenge awareness and understanding - that will be used nationally.
- Prospects Services is training National Careers Service advisers to provide impartial, practical careers advice that take religion and belief into account and fosters better relations. This work will build on our national research on religion and belief.
- The Reach Out Theatre Collective in Stratford-upon-Avon will tackle barriers to accessing the performing arts for Black, Asian and minority ethnic learners, culminating in a celebration of the project's achievements through its inclusion in Shakespeare's 450th Birthday celebrations and a promenade performance in the Fringe and River Festival next year.

27 In order to address the findings from our research into sexual orientation and gender identity equality, the Agency continues to play an active role in national bodies such as the [Forum for Sexual Orientation and Gender Identity Equality in Post School Education](#), for example supporting the development of its website, drafting and reviewing resources, providing secretariat for meetings and making links with the Equality and Diversity Innovation Fund.

Objective 4: Develop a fair, inclusive and diverse working environment

28 Our Human Resources team is responsible for monitoring our workforce by protected characteristics. This includes regular analysis and the publication

of an annual data report. Analysis includes recruitment, selection, uptake of learning and development, distribution of bonuses and the 1% pay rise. This year, recruitment activity has been minimal due to our forthcoming reorganisation.

- 29 Throughout November 2013, the HR team has run a campaign to encourage staff to update details about their protected characteristics in Oracle (our staff management information system).
- 30 All staff are required to undertake the Civil Service 'essential learning' module on diversity and equality every year. Line managers, learning and development leads and HR review uptake to ensure full coverage.
- 31 HR meet the PCS Union four times a year to discuss areas of joint interest regarding equality and diversity.

Annex 1: Progress against Single Equality Scheme Action Plan

Action	How	Progress
Objective 1: Use relationship management to advance equality		
Ensure equality obligations in provider contracts reflect latest equality legislation	Annually review and update contract terms	The standard terms in provider contracts are reviewed annually. The next review is due in early 2014.
Ensure the Infrastructure Management Information Matrix identifies equality risks	Relationship Managers to communicate local intelligence	The Agency has reviewed the way it manages risk. Therefore, this action should be amended as follows: 'Manage equality risks through the Agency's risk assessment process.'
Ensure Relationship Managers understand their responsibilities in assuring provider equality	All Relationship Managers (along with all staff) will undergo essential equality and diversity training during the first year of operation. This training covers all of the mandatory diversity strands and also focuses on wider topics, for example social inclusion. They will also receive a briefing update via the Relationship Team handbook	<p>Directors of Area Teams have agreed an action note, which sets out the process for Relationship Teams to ask all colleges and providers about equality at least once a year.</p> <p>An internal equality and diversity data dashboard has been produced to support this.</p> <p>All Relationship Team staff have completed the Essential Learning module on equality and diversity, and we delivered tailored webinars on equality and diversity in March 2013.</p> <p>The range of learning and development materials available to support Relationship Teams is being reviewed.</p>

Action	How	Progress
	so that they can address this issue at provider meetings from March 2012.	A network of Relationship Team E&D leads meet approximately every three months to review progress.
Objective 2: Build equality into our decisions and activities		
Ensure equality is taken into account in all decisions before implementation	Review and update our EIA framework Equality Duty and Challenge Group to support the business to conduct EIAs as required	The equality considerations template and guidance (replacing the EIA framework) were reviewed and updated in April 2013. We place periodic reminders in the bulletin for staff to consider the Equality Duty in all decisions and activities. Completed templates are reviewed by the Equality Duty and Challenge Group.
Use national and regional management information and analysis to identify which groups are under-represented and under-performing overall.	Standard ILR reporting supported by additional bespoke analyses; Annual equality and diversity data report	A detailed annual data report was published in August 2013 and updated in October 2013. An infographic is being produced to summarise the key findings.
Improve the evidence base for religion/belief equalities.	Publish commissioned evaluation of learner experiences and views of religion/belief equality including recommendations for the Agency	We published a research report in October 2012 based on the views of over 1000 learners. We held a seminar in March 2013, to discuss the findings with Ofsted, NUS, the National Council for Faiths and Beliefs in FE, colleges and

Action	How	Progress
	and the sector.	training organisations.
Promote equality in Apprenticeships	Use recommendations and lessons learnt from the final evaluation of the Diversity in Apprenticeships pilots to inform further activity	<p>Lessons and recommendations from the DIA evaluation have been incorporated into the Apprenticeship programme, for example:</p> <ul style="list-style-type: none"> - Information, advice and guidance resources have been developed - The Higher Apprenticeships programme concentrates on the journey to the professions. <p>Fifteen sector-led projects were funded by an Apprenticeship Application Support Fund (AASF) to support unsuccessful Apprenticeship applicants. The fund had a strong emphasis on supporting under-represented groups. A tender is currently underway to determine the effectiveness of the range of initiatives, to engage 16-18 year olds from under represented groups, including the AASF. The evaluation will inform future initiatives. The evaluation will take place between January and March 2014.</p>
	Receive the recommendations of the Peter Little OBE commissioned report “Creating an Inclusive Apprenticeship offer” and develop action plan as a result of the report	<p>The report and a corresponding action plan were published on the NAS website in 2012.</p> <p>Peter Little has been commissioned by the Apprenticeship Division to update and undertake further work relating to his report. He is working closely with BIS and DfE around Apprenticeship reforms and supported internships. He is also supporting the work of NIACE around</p>

Action	How	Progress
		<p>the Agency piece of work which is in support of the action plan and relates to the employer journey for employing disabled apprentices. The outcome will be a good practice guide for employers and case studies. A second submission is currently being developed to consider fully funding learners with LDD.</p>
	<p>Commission work with the Trades Union Congress (TUC) to increase awareness of equality and diversity issues in Apprenticeships by providing a detailed research report which will provide a clear and accurate picture of the challenges around gender and ethnicity equality issues that remain within the Apprenticeship programme and produce a series of recommendations as to how these challenges may be overcome.</p>	<p>The research is now complete and contains a number of observations and recommendations for the Skills Funding Agency and BIS. This is due for publication by the TUC on 5th December. Details of how work will be carried forward are to be determined.</p>
	<p>Hold an ESF procurement round to select and contract with providers to support greater access and diversity in apprenticeships</p>	<p>Apprenticeships are one of the progression routes for Skills Support for the Workforce participants (together with further accredited training). All contracts have this as a deliverable. This work has been procured and the majority of successful Local Enterprise Partnerships</p>

Action	How	Progress
		<p>had Apprenticeships as an outcome.</p> <p>ESF activity for 14-19 NEETs also includes Apprenticeships as a pathway, supporting those with LDD up to 25. Contracts also support specific cohorts such as people from BAME backgrounds and those who are homeless.</p>
<p>Use the European Social Fund (ESF) to target the most disadvantaged communities</p>	<p>In partnership with regional stakeholders deliver co-financing plans in each region, including specific targets for target groups. Oversee the awarding of community development grants for small community organisations.</p> <p>Delivery of:</p> <ul style="list-style-type: none"> o Skills Support for the Unemployed; o Skills Support for Redundancy; o Workplace Learning; o Apprenticeship support; and o activities through tendered 	<p>We have a process in place for paying due regard to equality as part of all ESF specifications 2012-2015.</p> <p>Research to review the relatively low participation of learners with learning difficulties and disabilities on ESF Priority 2 provision has been completed and published, along with guidance and recommendations for providers and the Agency. We will incorporate the findings into the Agency's E&D communications strategy.</p> <p>In spring 2013, we delivered a series of six webinars on E&D in ESF, attended by around 80 relationship managers.</p> <p>From the start of the 2013/14 academic year, we have introduced an updated contract monitoring process for ESF providers. This process ensures the provider regularly reviews their performance, including the</p>

Action	How	Progress
	contracts.	<p>engagement of individuals with protected characteristics. Providers will agree improvement actions with their Relationship Manager.</p> <p>Our ESF Management Group reviews performance quarterly, including progress towards our ESF contract targets. Directors of Area Relationship Teams with responsibility for Co-financing Plans are accountable for actions to address any performance issues.</p>
<p>Ensure the National Careers Service is accessible to young people and adults in England.</p>	<p>Monitor and act on equality and diversity analysis of individual take-up and outcomes.</p> <p>Require prime contractors to gather data, meet challenging targets and monitor outcomes to ensure that all customers have equal access to the service.</p>	<p>The Agency monitors and evaluates customer satisfaction and progression data against a range of customer characteristics on a monthly basis, including ethnicity, gender, age and disability. This data is gathered by an independent research organisation and enables the Agency to assess access, awareness and usage of the service by different groups and communities.</p> <p>The National Careers Service customer satisfaction and progression annual report was published on the BIS website. The evidence indicates that there is no significant difference in the levels of customer satisfaction between the various priority groups.</p> <p>As a result all Prime Contractor are required to develop and implement strategies and monitoring arrangements that enable comparative analysis of the experiences of different customer groups</p>

Action	How	Progress
		<p>in terms of their:</p> <ul style="list-style-type: none">• Awareness of the service• Access to the service• Usage of the service• Satisfaction with the quality of the service• Relative outcomes in terms of moving into learning or work <p>Data is being gathered via the National Careers Service CRM system and through and independent research. National Careers Service prime contractors are reviewing all of their systems in line with the recent contract variations and (in line with the reprocurement process) as a result of them needing to submit bids to deliver the new National Careers Service in October 2014.</p>

Action	How	Progress
Invest in learning to support offenders.	Following the joint BIS/Ministry of Justice Review of Offender Learning in May 2011, ensure an increased focus on vocational and employability skills programmes for offenders in custody	<p>OLASS providers continue to promote equality by working to ensure fair access to their vocational and employability delivery for all prisoners, irrespective of protected characteristics. In delivering the recommendations in the review of offender learning, both the Department for Business, Innovation and Skills and the Ministry of Justice are subject to the Public Sector Equality Duty.</p> <p>Case study from Manchester College</p> <p>The Manchester Model of Inclusive Learning and Support has been devised by adapting the mainstream “Waves of Intervention”, using evidence based best practice to actively promote opportunities for access, participation, progress and achievement of all learners. This has involved the recruitment of highly qualified and experienced Learning Support Managers and the appointment of teams of Inclusion Champions. The Inclusion Champions are trained to use The Hidden Disabilities Questionnaire and in awareness of the principles of inclusive learning.</p> <p>Through the application of Quality First teaching, learner centred interventions, constant assessment and evaluation, appropriately applied differentiation and the application, where required, of reasonable adjustments, barriers are minimised, opportunities are maximised and all learners are able to work towards achieving</p>

Action	How	Progress
		<p>individually negotiated learning challenges that respond to their diverse learning needs.</p>
<p>Objective 3: Support provider self-improvement and promote good practice</p>		
<p>Fund projects which add value to the sector's equality activities (dependent on budget availability)</p>	<p>Provide funding to support colleges and providers to deliver a range of innovative equality and diversity projects.</p>	<p>In 2012/13, we funded 47 Equality and Diversity Partnership Projects led by colleges and training organisations. The projects disseminated their findings and good practice at three dissemination events in June/July 2013. Case studies and resources are being gradually published at www.equalitiestoolkit.com, a process that will be complete by January 2014.</p> <p>In 2013/14, we are funding 41 Equality and Diversity Innovation Fund projects.</p>

Action	How	Progress
	<p>Fund LSIS to deliver projects supporting d/Deaf and visually impaired learners.</p> <p>Fund National Institute for Adult and Continuing Education to maintain Mental Health in FE website</p>	<p>Projects supporting d/Deaf and blind/partially sighted learners were successfully completed by LSIS, with the Agency's funding.</p> <p>Development of the MHFE website was funded by the Agency until March 2013. It is now maintained by the National Institute of Adult and Continuing Education (NIACE)</p>
Support partners' equality activities	Take an active role in cross-sector equality groups such as the Forum for Sexual Orientation and Gender Identity Equality in Post-School Education.	The Agency continues to play an active role in the Forum, for example supporting the development of its website, drafting and reviewing resources, providing secretariat for meetings, making links with the Equality and Diversity Innovation Fund
Objective 4: Develop a fair, inclusive and diverse working environment		
Create and maintain a fair framework to pay and reward staff for organisational contribution and high performance.	Conduct and publish an annual equal pay audit analysing salaries across gender, ethnicity, part time / full time hours, disability and other areas of potential discrimination.	In February 2013, the Agency launched a Recognition Policy/process to promote recognition of excellent pieces of work, living the Skills Funding Agency values or going the extra mile by awarding a voucher to staff. Anybody can nominate a colleague to receive a voucher, however it has to be agreed via their line manager and a Band 5 employee. HR intend to produce a quarterly summary of awards given.
Establish a diverse workforce at all levels, which reflects the community we serve.	Recruitment - Record, analyse and monitor recruitment diversity data from advertisement to appointment	HR continue to monitor E&D via recruitment and selection channels. This year recruitment activity has been minimal due to the forthcoming reorganisation.

Action	How	Progress
	reporting to Management Teams and union representatives.	
	Regularly review and Equality Impact Assess recruitment and selection policies, procedures and practices to support delivery of organisational E&D objectives.	Equality impact assessments have been completed this year regarding how the bonus pot was distributed to review the impact across protected characteristics. Separately impact assessments have been produced about the distribution of the 1% pay rise. However this is under consultation at present and therefore has not yet reached the public domain.
	Turnover - monitor and analyse diversity data for leavers including reasons for leaving and onward destinations.	The HR team annually produces a workforce data summary which reviews a number of areas by protected characteristics. In addition, any trends identified by the case consultant team or from reviewing leavers' data are investigated.
	Representation - encourage all employees to record personal equality and diversity data for the purposes of confidential analysis.	The HR team has run a campaign throughout November 2013 about updating details in Oracle (our staff management information system).
	Analyse and monitor the diversity profile of the organisation, reporting to Management Teams and union	Every year, we produce a workforce data report. The latest edition is available on our staff intranet. Every quarter, HR also reviews the latest E&D workforce data.

Action	How	Progress
	representatives	
<p>Provide and promote equality of opportunity to employees for development, performance and during employee relations case management.</p>	<p>Record, analyse and monitor diversity data in relation to:</p> <ul style="list-style-type: none"> • Learning and Development • Performance Management • Employee Relations Case Management <p>Report to Management Teams and union representatives.</p> <p>Improve the quality of case management reporting.</p>	<p>This is completed via the annual workforce data report. The latest edition is available to be viewed on the intranet. On a quarterly basis the E&D workforce data report is reviewed by HR.</p>
<p>Embed equality, diversity and inclusion principles and practices into all aspects of our work.</p>	<p>Deliver essential and comprehensive training and information to all staff about their responsibilities within the equality and diversity agenda.</p>	<p>This is included in the essential learning programme that all staff undertake annually. Essential learning was most recently launched in September 2013.</p>

Action	How	Progress
<p>Create a management team and workforce who are confident about equality and diversity.</p>	<p>Offer additional programmes to develop more specialist understanding and expertise for managers and staff with specific responsibilities, for example Equality Impact Assessment training for policy owners and management development for those who recruit or manage people.</p>	<p>Our staff are required to complete essential learning covering equality and diversity each year. We will review this at the end of the financial year.</p>
	<p>Ensure completion of programme of mandatory E&D training as part of Agency Essential Learning programme, delivered via Civil Service Learning. Promote series of equality and diversity support materials available to staff.</p>	<p>Data is closely reviewed by an L&D lead to monitor completion of essential learning across the agency. This will be undertaken at end of the financial year (March 2014) for line managers to check that employees have completed all their essential learning.</p>

Action	How	Progress
<p>Engage, involve and consult with key internal stakeholders to continuously improve equality and diversity within our working environment.</p>	<p>Develop and maintain open and constructive relationships with key internal stakeholders to share information and best practice, resolve issues and maximise use of resources, including:</p> <ul style="list-style-type: none"> • PCS • Management Teams • Employee Representatives <p>This will include resources such as the intranet site, regular forum discussions, reports and updates and E&D champions.</p> <p>Keep 'Diversity Calendar' updated</p>	<p>We meet with PCS every quarter.</p>
<p>Engage, involve and consult with key external stakeholders to continuously improve equality and diversity within our working environment.</p>	<p>Develop and maintain open and constructive relationships with key external stakeholders to share information and best practice, resolve issues and maximise use of resources, including:</p>	<p>No further update</p>

Action	How	Progress
	<ul style="list-style-type: none"><li data-bbox="622 304 712 336">• BIS<li data-bbox="622 363 864 395">• Cabinet Office<li data-bbox="622 422 1010 507">• Civil Service / employers networks	



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