Institute for Apprenticeships & Technical Education

Equity, Diversity and Inclusion Toolkit

CONTENTS

1 INTRODUCTION

This toolkit aims to help employers put equity, diversity and inclusion (EDI) at the heart of the creation of occupational standards and apprenticeships.

To help you find what you are looking for, we have split the toolkit into the following clear sections:

Section 2: **Using the toolkit** (page 4) – this section explains how the different groups involved in the development of apprenticeships and technical qualifications should apply the toolkit.

Sections 3 to 8: **Guidance** (pages 5 to 19) – these sections are packed full of practical advice, case studies, and examples of best practice, covering the various protected characteristics and social mobility.

Section 9: **Related knowledge, skills and behaviours** (page 20) – these are examples of EDI related knowledge, skills and behaviours (KSBs) statements that could be used across a range of occupations.

Section 10: **Validation questions** (page 21) – employers must provide a response to these when submitting apprenticeships for approval by the Insitute for Apprenticeships and Technical Education (IfATE).

Section 11: **Helpful contacts by route** (pages 22 to 23) – this is a list of sector bodies that are good sources of further information or advice.

Section 12: **EDI operational framework** (page 24) – an overview of the broader EDI work in IfATE.

Section 13: **Creating the toolkit** (page 24) – this section explains how we conducted our research and decided what to include in the toolkit.

Section 14: **Appendices** (pages 25 to 27) – these list who and what we included in our research.

Why consider equity, diversity, and inclusion?

The Institute for Apprenticeships and Technical Education's (IfATE) vision is for a world-leading skills system. To help us achieve this we want to equip people from all backgrounds with the skills that employers are seeking. Technical education should be a means for everyone, no matter their background, to develop their skills and realise new career opportunities.

In addition to the moral case for ensuring everyone has the same opportunities, there are clear benefits in doing so:

- **Talent:** employers that are inclusive of everyone regardless of their background will be able to draw from the widest possible pool of talent.
- **Retention:** a diverse workforce is strongly connected to employee retention, as employees feel accepted and respected[1].
- **Improved financial performance:** Research has found for every percentage increase in the rate of racial or gender diversity, there was an increase in sales revenues of approximately 9 and 3 percent, respectively[2].
- **Increasing new business:** 92% of employers interviewed in a Ministry of Justice study report diverse recruitment has enhanced their reputation and helped them win new contracts[3].

2   USING THE TOOLKIT

This toolkit will be a useful guide for everyone involved in the development of apprenticeships and technical qualifications.

Employers

Trailblazers and employers will use this toolkit as guidance during the development of their occupational standards and apprenticeships. Developing an occupational standard involves a couple of stages – an occupational proposal is developed first, followed by the actual occupational standard. An end point assessment plan and a funding band allocation are developed alongside an occupational standard if a full apprenticeship is being developed.

The steps that should be followed by employers submitting proposals, standards, and apprenticeships for approval by IfATE are:

1. **Consider the diversity data for that sector**. An IfATE product manager is assigned to support the development of these products and will provide data for the route in which the occupation will sit. Are there any themes or issues prevalent for that route e.g. low numbers of people declaring a disability?

2. **Follow the guidance in this toolkit** found in sections 3 to 8. It may be practical to focus on particular characteristics using the data as a guide, although a broad consideration of all issues is likely to be most beneficial.

3. **Consider the inclusion of EDI related KSBs** using section 9 as a guide. Are there any EDI related requirements that are needed or would be useful for that occupation?

4. **Review and respond to the validation questions** (see section 10) including any steps taken in response to the guidance, or any relevant activity already considered.

Route panel members

Route panel members will use this toolkit to assist them with reviewing apprenticeships and occupational standards, to ensure EDI considerations have been taken into account. This will supplement their role in ensuring any submissions meet out formal approvals criteria for high-quality apprenticeships and technical qualifications.

Awarding bodies

Awarding bodies may also benefit from using the toolkit whilst developing technical qualifications, which could support compliance with existing regulatory or legal requirements e.g. the Equality Act or Ofqual's General Conditions of Recognition. We will provide further advice on how EDI issues should be considered in the development of technical qualifications in the relevant guidance issued for each category of technical qualification (e.g. T Levels).

3   GUIDANCE: AGE

This section provides insights and guidance to help address any imbalances or issues relating to age when developing an occupational standard, apprenticeship, or technical qualification.

Key findings

- **Careers advice and outreach:** a recent survey found 25% of young people (11–30-year-olds) rated the careers education they received in supporting them to make informed choices as "poor" or "very poor". The same survey also found 17% of young people reported never having apprenticeships discussed with them in school [4].
- **Work experience:** 41% of young people had no option of work experience during secondary education and 65% see lack of experience as a barrier to finding a job [5]. This is important as employers value candidates with work experience [5].
- **Application process:** a quarter of young apprentices found the apprenticeships application process difficult to navigate, with those from working class backgrounds more likely to report this [6].
- **Starts:** based on apprenticeship data for the academic year 2021-2022, of all the individuals that started an apprenticeship, 8% were aged between 45-59 [7].
- **Employment:** young people from disadvantaged backgrounds are 50% more likely to not be in education, employment, or training (NEET), than their similarly qualified but better-off peers [8].

Practical steps to consider

These are examples of actions that could help make apprenticeships (and technical qualifications) available to a wider age range:

- Work with local schools to identify the correct timing during the school year to deliver outreach activities so young people can start to explore different education and career options, learn how they access apprenticeships and technical education, and gain an understanding of the qualities that employers value.
- Review the funding available for hiring young apprentices.
- Work with schools and colleges to do more to improve the knowledge of apprenticeships among young people and their parents, as well as teachers and careers staff.
- Sign up to the Good Youth Employment Charter to demonstrate your commitment to youth employment.
- Review what is required alongside the standard entry requirements when advertising an apprenticeship. Asking for further qualifications can create a barrier for young people and some licences have age restrictions.
- Advertise apprenticeship vacancies on the 'Find an Apprenticeship' (FAA) website and provide bespoke application support to young learners, older learners or those applying from disadvantaged areas.
- Consider hiring (or rehiring) older workers, through initiatives such as apprenticeships for older workers as well as 'returner' and 'alumni' programmes.
- Encourage apprentices and learners of different ages to become role models and share their experiences to attract others from a range of ages.
- Review what flexible working is currently like in your organisation (across all age groups). Ensure your policy well communicated, actively promoted, and supported.

Benefits

Research shows that age-diverse teams can benefit both individuals and their organisations. Genuine inclusion boosts workforce diversity, helps address skill and labour shortages, and benefits an organisation's reputation and brand[9].

Toolkits and further reading

Centre for Ageing Better: Supporting Over 50s

Sutton Trust: Apprenticeship Outreach

Edge Foundation: Our Plan for Apprenticeships

The Growth Company: Recruiting a mature apprentice

London Transport Museum: Route into Work

Youth Employment UK: The Good Youth Employment Charter

NFER: Putting Apprenticeships to Work for Young People

Case study: David, Seddon Plumbing

David, who is in his 50's, decided to retrain as a plumber through the apprenticeship scheme. He trained as a plumbing apprentice with Bolton-based firm Seddon. David had been in the army and police when he decided to try his hand at something different.

He said: "The challenges before starting my apprenticeship that I had to overcome were very much a perception of my age at 51 that the commitment and ability to do a physical trade might not have been the same as somebody young.

"Since starting my apprenticeship with Seddon I've gained a vast amount of work-based experience. So, it's a perfect blend of work experience, knowledge-based work experience and learning a trade."

Steven, Head of Operations for Engineering Services at Seddon, said: "Since David started at Seddon all I've had is good reports about what he has brought to the table due to his experience, his age and also he is a mentor to the younger apprentices."
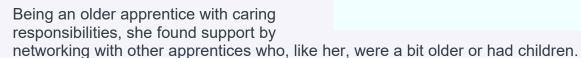
(Bolton News: Never too old for a career change, August 2021)

Case study: Nikki, HMRC

Nikki is a recent graduate of HMRC's Policy Apprenticeship. She joined HMRC in late 2018 after a decade working in retail and marketing as she "was keen for a new challenge and craved the opportunity to change her career path".

She said: "I decided to go for an apprenticeship where I could learn new skills within a structured programme, allowing me to build a strong foundation to fulfil my future career goals.

As a full-time working mum to a nine-year old daughter, I'd always found it a challenge to find any time to dedicate to my own development. But with my daughter growing up fast, an apprenticeship gave me the ability to do just that, whilst maintaining that all-important balance between work and home life."

Being an older apprentice with caring responsibilities, she found support by networking with other apprentices who, like her, were a bit older or had children.

(Civil Service blog: I'm living proof you're never too old to be an apprentice, February 2021)

4   GUIDANCE: DISABILITY

This section provides insights and guidance to help address any imbalances or issues relating to disability when developing an occupational standard, apprenticeship, or technical qualification.

Key findings

- **Careers advice and outreach:** Young people with additional needs were 4% more likely to rate careers education as 'poor' or 'very poor' (29%) compared to their counterparts without additional needs [10].

- **Representation:** people with declared learning difficulty or disability (LDD) are under-represented in level 4+ apprenticeships. 8% of Level 4+ apprentices have declared an LDD, compared with 14% of first-year undergraduates and 18% of the working-age population [11].

- **Disability disclosure:** individuals worry about being filtered out of any application process should they mention their disability or learning needs [12].

- **Moving into work:** disabled people that are not in work move into work at nearly one-third of the rate (11%) of non-disabled people that are not in work (27%) [13].

- **Employment:** 53% of disabled people were in paid employment compared to 81% of non-disabled people in Q2 2021 [13].

Practical steps to consider

These are examples of actions that could help make apprenticeships (and technical qualifications) more accessible to people with a disability.

- Familiarise yourself with the reasonable adjustments duty and explore what that might look like in your workplace. Adjustments do not just mean physical changes to the environment, they can also include adjustments to working patterns, roles etc.
- Consider how the application process could be more inclusive. For example, apprentices on the Disabled Apprentice Network tell us they value employers who allow options like video CVs.
- Be proactive in creating inclusive interview procedures. Some employers use work trials for disabled applicants rather than a formal interview. Even simple steps such as removing ambiguous questions in interviews will not only enable autistic applicants to perform to the best of their ability but will also benefit all applicants.
- The importance of declaration of disabilities should be highlighted to potential candidates to give the confidence that it will support the individual rather than count against them.
- Review the available support for apprentices with a learning difficulty or disability and the Access to Work scheme). Also, ensure you know and apply the legal requirement of reasonable adjustments raised at an early stage.
- Utilise the positive action provisions within the Equality Act 2010.
- Have targeted recruitment campaigns for individuals with disabilities using engaging materials and showing the opportunities across the qualification or apprenticeship.
- Increase awareness of flexibilities with apprenticeships e.g. create part-time apprenticeships which would be a suitable reasonable adjustment for some disabled people.
- Become a disability confident employer. This can then be logged on Find an Apprenticeship for potential apprentices to see during application.
- When developing an end point assessment (EPA) for an apprenticeship, ensure accessibility is built in and reasonable adjustments are provided for apprentices with additional support needs. This should be in line with IfATEs end point assessment reasonable adjustment guidance.

Benefits

In a study that examined the views of 803 consumers, 92% of consumers interviewed felt more favourable towards companies that hired disabled people and 87% specifically agreed that they would prefer to give their business to companies that hire disabled people [14].

Toolkits and further reading

City and Guilds: Specific Learning Difficulties Toolkit

Department for Work and Pensions: Disability scheme

Department for Work and Pensions: Help and support for young disabled people to find and stay in work

Disability Action: Disabled Apprentices: Changing Perceptions and Busting Myth

Disability Rights UK: Into Apprenticeships

Disability Rights UK: Get it right for disabled apprentices

GOV.UK: Access to Work scheme

Mencap: Resources for employers

National Autistic Society: Autism friendly apprenticeships

National Deaf Children's Society: Reasonable adjustments in the workplace

PurpleSpace: Building Disability Confidence

Qualifications Wales: Fair access by design

The Careers and Enterprise Company: Making apprenticeships accessible in 2021

Web Accessibility Initiative: Writing for web accessibility

WebAIM: Colour contrast checker

Case study: Shaw Trust

Shaw Trust has a stated aim of achieving diversity at all levels, taking proactive steps to remove artificial barriers to progression across the organisation. The central facet of creating an inclusive culture at Shaw Trust is the clear commitment to diversity and inclusion exhibited by senior leaders.

To ensure all staff understand the importance of an inclusive working environment from the start, Shaw Trust has introduced a mandatory training session for all new and existing employees called 'Why Inclusion Matters.' This is reinforced in their annual appraisal process.

Shaw Trust actively campaigns internally to encourage employees to share their diversity data. They have launched campaigns to explain the importance of data and how it will be used and have shared trends and analysis internally. Leaders have also shared why they have been prepared to share their data. As a result, there has been significant reduction in the numbers of staff unwilling to share EDI data. Numbers have declined from 28% pre 2021 to 4% in 2022, and there was a 6% increase in colleagues willing to share that they are disabled.

(CMI: The Everyone Economy, 2022)

Case study: Todd, Coles Scaffolding

Todd who has Down's syndrome, has been given a place on scaffolding training Scheme at Weston College, in what his boss Martyn from Cole Scaffolding believes could be a UK first.

"We've been fighting for this for the last 18 months, maybe two years, to get heard and to show that Todd is more than capable of achieving what he wants to achieve," Martyn said. "It's often been the same old story – it's the unknown, no-one with Todd's condition has challenged them so they say no because they're looking at things that could go wrong rather than thinking 'well, actually this lad can do it'."

Todd will be put through the course at his own pace, with no deadline, and will receive one-to-one support to get his certified Construction Industry Scaffolding Record Scheme (CISRS) card and then progress to get his NVQs and eventually become a fully qualified scaffolder, something that would mean a lot to both him and Martyn.

(SwindonAdvertiser: Swindon man with Down's Syndrome gets scaffolding apprenticeship in 'UK first', February 2022)

5   GUIDANCE: RACE

This section provides insights and guidance to help address any imbalances or issues relating to race when developing an occupational standard, apprenticeship, or technical qualification.

Key findings

- **Awareness:** a lack of awareness is considered a barrier to all when accessing apprenticeships, however, it appears to disproportionately affect those from certain ethnic groups. For example, a survey by Youth Employment UK earlier this year found that 33% of black respondents had never had apprenticeships discussed with them, compared with 13% of white respondents[15].

- **Representation:** young ethnic minority people are under-represented in the apprenticeship system, including both school leavers and those who take up apprenticeships in their early 20s[15].

- **Completion:** white apprentices are more likely to complete their apprenticeship than their counterparts from ethnic minorities in all sectors except for hospitality[16].

- **Employment:** research into the changes in youth unemployment and study since the onset of Covid-19 found that the rise in youth unemployment is heavily skewed towards those with black and Asian backgrounds[17].

Practical steps to consider

These are examples of actions that could help make apprenticeships (and technical qualifications) more inclusive to different ethnic groups.

- Use data to understand what the representation looks like in your local area and recognise when your workforce or student cohort does not truly reflect it. If necessary, consider using positive action to raise the participation of ethnic minority learners e.g. setting targets.

- Increase visibility of diverse role models through:
  - Consideration or representation when recruiting for senior roles.
  - Highlighting apprentices from black, Asian, and ethnic minority backgrounds for apprenticeship awards e.g. National Apprenticeship Awards.
  - Releasing case studies about outstanding individuals.
  - Encouraging individuals from diverse background to represent their organisations at public-facing events.

- Try advertising vacancies through channels and organisations that under-represented ethnic groups have access to. For example, faith groups, community centres or radio, or local libraries.

Benefits

Increased representation in the labour market brings productivity benefits for the economy, as well as financial savings. For example, government analysis shows if black and minority ethnic talent is fully utilised, the UK economy could receive a £24 billion boost[18].

Companies with strong gender and ethnic diversity are 25% more likely to have better financial performance when compared to the national industry median[19].

Toolkits and further reading

MULTICULTURAL APPRENTICESHIP ALLIANCE   [Multicultural Apprenticeship Alliance – The case for investing in diversity and social mobility](#)

RUNNYMEDE   [Covid-19 and Apprenticeship Policy for Ethnic Minority Young People](#)

Black Leadership Group   [Black Leadership Group – 10 Point Plan Diagnostic Toolkit](#)

BUSINESS IN THE COMMUNITY — The Prince's Responsible Business Network   [The Prince's Responsible Business Network - Race at work charter](#)

CIPD   [CIPD - Race inclusion in the workplace](#)

Case study: Great Ormond Street Hospital (GOSH)

During the first wave of the COVID-19 pandemic in early 2020, GOSH identified the opportunity to support, [develop and diversify its workforce through apprenticeship routes](#), and provide opportunities to under-represented groups in the local area. They devised a strategy which focused on expanding and promoting their apprenticeship programme, as well as developing existing staff and encouraging them to consider apprenticeship routes as part of their career progression.

Some examples of what GOSH did are:

- They reinvested apprenticeship incentive payments in provisions such as personal laptops to help address digital poverty encountered during COVID-19.

- They worked in partnership with Camden and Islington local authorities to advertise vacancies and promote apprenticeship opportunities to under-represented groups.

- They ensured vacancies, such as the healthcare support worker apprenticeship, were advertised locally two weeks before being advertised on larger employment websites.

As a result, GOSH has over 35 apprenticeship courses around 220 apprentices, over 50% of which are from a black, Asian, or ethnic minority background.

Since 2020 GOSH has won six awards, including the Apprenticeship Diversity Award at the 2022 Annual Apprenticeship Conference (AAC) Apprenticeship Awards. They have been promoting NHS roles and apprenticeships at a mixture of events including the Apprenticeships Conference 2022 and the NHS Workforce Conference.

[(NHS Employers: Diversifying GOSH's apprenticeships programme, 2022)](#)

Case study: Thames Valley Police

In 2019 Thames Valley Police created a team of operational police officers from black, Asian, and minority ethnic backgrounds to form a positive action and engagement team. The team focuses on outreach activities with under-represented communities to build a better understanding of policing, gain trust, and encourage them to consider a career. They then support potential candidates through the application and recruitment process, providing advice and guidance to those who may not be familiar with policing. Further support, mentoring and coaching once in-force ensures that their personal and professional development remains a priority.

In the past year Thames Valley Police have seen the number of new joiners from black, Asian, and minority ethnic backgrounds increase by 7%, compared to the previous 3-year average and now represent 13% of their new starters.

(Apprenticeship Diversity Champions Network: 2021-22 Annual Report)

6   GUIDANCE: SEX

This section provides insights and guidance to help address any imbalances or issues relating to sex when developing an occupational standard, apprenticeship, or technical qualification.

Key findings

- **Representation:** women are well represented in apprenticeships across England, Scotland, and Wales, but are under-represented in better paid industries and over-represented in poorer paid industries[20]. Also, men are under-represented in some industries e.g. education, health, and social care.

- **Completion:** women undertaking apprenticeships are less likely than men undertaking apprenticeships to complete their programme, both overall and specifically in science, technology, engineering, and mathematics (STEM) subjects.

Practical steps to consider

These are examples of actions that could help make apprenticeships (and technical qualifications) more inclusive to either sex, where an imbalance exists.

- Set advertising or recruitment targets to help address any imbalances.
- Review the language used in any job adverts or recruitment materials to ensure it is inclusive (there are various software tools available for this).
- Review whether applying flexibilities could improve accessibility. For example, 90% of lone parents are women, so allowing greater flexibility around working hours (to accommodate childcare) could attract more women to apply[21].
- Use role models and promote success stories to highlight men or women who are working in occupations where they are normally under-represented.
- Consider the use of positive action to increase the participation of women, such as outreach work to raise awareness of opportunities in the targeted sectors.

Benefits

Businesses with a healthy balance of men and women are 15% more likely to outperform their competitors[22].

Research has shown for every 10% increase in gender diversity in senior executive teams there is a 3.5% increase a company's earnings before interest and taxes[20].

Toolkits and further reading

THE BEHAVIOURAL INSIGHTS TEAM — [Behavioural Insights Team: How to improve gender equality in the workplace](#)

THE BEHAVIOURAL INSIGHTS TEAM — [Behavioural Insights Team: Increasing applications from women through targeted referrals](#)

Government Equalities Office — [Government Equalities Office: Four steps to developing a gender pay gap action plan](#)

UKRI Innovate UK EDGE — [Innovate UK: Women in work - Equality, diversity, and inclusion in the workplace](#)

L&W — [Learning and Work Institute: Understanding the under-representation of women in engineering apprenticeships](#)

Gender Decoder — [Katmatfield: Gender Decoder](#)

STEM LEARNING — [STEM.org: Resources to Support Promoting Women in STEM](#)

YOUNG WOMEN'S TRUST — [Young Women's Trust: Making apprenticeships work for young women](#)

Case study: Siemens – SeeMe

SeeMe, created by Siemens and BBC science presenter Fran Scott, is both an interactive, online digital workshop and a demonstration-filled stage show. It was first launched as SeeWomen on International Women's Day 2016 as part of a unique collaboration with the [Girls' Schools Association (GSA)](#) and state schools all around the UK. The aim of SeeWomen was to promote gender diversity in STEM industries by introducing audiences to the achievements of women leaders in STEM. It drew attention to women role models and addressed some of the gender stereotypes and misconceptions about engineering. It was delivered at 20 different locations across the UK and achieved outreach levels of over 4,000 with 60 schools participating.

70% of the girls who participated in SeeWomen felt inspired to find out more about a career in STEM. This can be compared with 38% at the start.

[(Apprenticeship Diversity Champions Network: 2021-22 Annual Report)](#)

Case study: Leicester NHS Trust.

University Hospitals of Leicester NHS Trust (UHL) is highlighting the many career opportunities it has for male nurses in a bid to attract more men to the occupation.
Only around one in 10 nurses in Britain are male. UHL is addressing this imbalance by promoting the diverse nursing roles and development opportunities that could appeal to both men and women.

Conor Ward, Head of Recruitment Services at University Hospitals of Leicester NHS Trust says, "We are keen to improve the gender imbalance that traditionally exists in nursing and encourage more male nurses to join our Trust. We are working hard to attract male nurses and for them to look upon nursing as a viable and worthwhile career, but this can mean overcoming barriers.

(Wellbeing News: Addressing gender imbalance in nursing, 2020)

7   GUIDANCE: SOCIAL MOBILITY

This section provides insights and guidance to help address any imbalances or issues relating to social mobility when developing an occupational standard, apprenticeship, or technical qualification.

Key findings

- **Opportunities:** Research into level 4 and above apprenticeships found there are higher proportions of learners from the most deprived areas in level 2 apprenticeships (lower level) and higher proportions of learners from the least deprived areas at levels 4-7 (higher level)[23].

- **Starts:** Between 2017-18 and 2020-21, where known, apprenticeship starts by disadvantaged learners in England fell by 24%. Over the same period, apprenticeship starts for all learners dropped by 14%[24].

- **Travel and costs:** low pay affects all apprentices from disadvantaged backgrounds. Disadvantaged learners tend to be older[25] which does suggest that low pay and the cost of travel may be a larger barrier for young people, especially alongside the loss of benefit entitlement for their families and higher travel costs to access opportunities[26].

- **Completion:** Apprenticeship completion rates are lower for individuals from disadvantaged backgrounds compared to apprentices from more privileged backgrounds[26].

- **UK Social Mobility:** The UK has lower social mobility compared with all major EU countries. Disadvantaged individuals are less likely to climb the income ladder and the economically advantaged tend to stay at the top. Covid-19 has increased inequality further, and recent rises in inflation, especially energy costs, are intensifying the problem[27].

Practical steps to consider

These are examples of actions that could help make apprenticeships (and technical qualifications) more accessible to people from disadvantaged backgrounds.

- Use the Social Mobility Commission's employers' toolkit to help you attract employees from all socio-economic backgrounds.
- Support schools to provide good quality careers advice on apprenticeships, with better access to information and resources.
- Collaborate with learning providers to step up access and outreach activities for degree apprenticeships, targeting people from disadvantaged backgrounds.
- Support with travel costs. This could be done directly by subsiding or indirectly by allowing apprentices to travel at off-peak times or follow a hybrid working pattern.

Benefits

Increased representation in the labour market brings productivity benefits for the economy and fiscal savings. A modest increase in the UK's social mobility could be worth up to £39bn to the UK economy as a whole[28].

Two thirds (67%) of employers now say that making apprentices accessible to those from lower socioeconomic groups is important to them, including 79% of levy paying employer[29].

Toolkits and further reading

Social Mobility Commission: Employers' toolkit 2020

Social Mobility Commission: Apprenticeships that work for all

Social Mobility Commission: Adult skills gap and the falling investment of adults with low qualifications

Social Mobility Commission: Apprenticeships and social mobility

Sutton Trust: Apprenticeship outreach

Case study: Merseyside Fire and Rescue Service

Merseyside fire and rescue service analysed a recent recruitment campaign and found it attracted 195 applicants who did not hold a driving licence. Using national levels of deprivation, 84% of the applicants without a driving licence reside in the 50% most deprived areas of Merseyside. Focusing on the 10% most deprived decile of Merseyside, 48% of total applicants without a driving licence live within these deprived areas.

Based on these findings Merseyside Fire and Rescue have established a pilot for a pre-entry driving licence bursary scheme. This will support the applications for community firefighter posts from individuals facing endemic socio-economic disadvantage and are therefore unable to apply for employment because they are not in possession of a full UK driving licence.

(Merseyside Fire and Rescue Service diversity team)

Case study: KPMG

KPMG have committed to improving social mobility by setting up a national social mobility network, running dedicated programmes, setting targets and publishing data including their socio-economic background pay gaps.

They have committed to having a 29% lower socio-economic background firm-wide representation by 2030 including Partners and Directors; as of October 2021, they have reported 21% of employees being from lower socio-economic backgrounds. In 2021 KPMG published their socio-economic background pay gaps for the first time and were one of the first organisations to do so.

(KMPG: Social mobility)

8   GUIDANCE: ADDITIONAL PRACTICAL STEPS

This section provides insights and guidance to help address any imbalances or issues relating to further protected characteristics not already covered in this document. It also includes guidance that could broadly apply across all or any of the characteristics. We have not found as much guidance and research for the characteristics covered here but would like to strengthen this section over time – we would welcome suggestions and feedback on any issues we have missed that we could include when this document is revised.

Gender reassignment and sexual orientation

Note – gender reassignment and sexual orientation are two separate protected characteristics. They have only been grouped together here as the practical steps cover both protected characteristics.

- Recognising that more than a third of LGBT+ people have hidden that they are LGBT+ at work for fear of discrimination [30], demonstrate commitment to LGBT+ inclusion by profiling LGBT+ role models and proactively engaging with LGBT+ communities (for example through LGBT+ youth groups).
- Monitor the sexual orientation and trans status of applicants and apprentices to identify any areas of discrimination in recruitment and career progression based on sexual orientation and trans status and develop targeted initiatives to address any inequalities identified.
- Join Stonewall Diversity Champions programme - a best practice forum for employers on LGBT+ inclusion.

Marriage and civil partnership

We currently do not have any practical steps specific to marriage and civil partnership. If you have any suggestions or feedback, please get in touch as it will support future revisions of this document.

Pregnancy and maternity

- Provide greater flexibility for people who have caring responsibilities, allowing them to be able to balance this with undertaking an apprenticeship or technical qualification.
- Ensure all employees, including apprentices, are clear on pregnancy and maternity rights during apprenticeships, e.g. providing paid time off to attend antenatal appointments.

Religion or belief

- Avoid the placement of assessment windows or other important milestones during religious festivals.
- Make the workplace a comfortable environment for all by providing physicals spaces such as parental spaces, well-being spaces and multifaith spaces.
- Take consideration of religious dietary requirements.

Intersectional issues

- Track and monitor the diversity of the workforce, including apprentices, to identify gaps in applications, hires, progression, or retention and use the data to inform recruitment strategies.
- Target outreach towards particular groups where you have identified imbalances and use role models relatable to those groups.

- Offer mentoring, sponsorship, and networking programmes for people from under-represented groups working in or joining your organisation. This could be done through the Association of Apprentices.
- Review documents, particularly any training, assessment, or recruitment materials to avoid biases or stereotypes and consider the use of inclusive language, images, and contexts throughout.
- Promote inclusive behaviour and raise awareness of the barriers often facing any of the protected characteristics.
- Identify organisations to partner with to support you with your EDI goals.
- Expand your search by targeting a wider range of schools through the use of OFSTED and Independent Schools Inspectorate (ISI) reports. These will allow you to identify which schools provide free school meals, are single sex or provide specialist support to those with LDD.
- Become a menopause friendly employer by providing menopause education for staff and management training on how to support employees.

Toolkits and further reading

Apprenticeship Diversity Champions Network: Membership Information	Department for Work and Pensions: Inclusive recruitment support
Balance: Menopause resources for the workplace	Equality and Human Rights Commission: Exploring positive action as a tool in apprenticeships
Behavioural Insights Team: Strategies to improve workforce diversity in the public sector	Henpicked: Menopause at work
Learning and Work Institute: Exploring Models for Part Time and Flexible Apprenticeships	Stonewall: Shut Out
Learning and Work Institute: Resources to support care leavers into apprenticeships	Sutton Trust: Apprenticeship Summer School
Social Mobility Commission: Apprenticeships that work for all toolkit	UnionLearn: LGBT inclusive apprenticeships
CMI: The Everyone Economy	Working families: Apprenticeships and rights during pregnancy and maternity

9   RELATED KNOWLEDGE, SKILLS, AND BEHAVIOURS

Based on EDI related requirements in existing occupational standards, we have pulled together a list of knowledge, skills and behaviour statements that could be considered for inclusion in a wider range of occupations across various levels. This would help to embed EDI across the workplace. Please consider whether any of these, or similar, could be used when creating new or revising existing occupational standards.

Knowledge

- Principles and policies of equity, diversity and inclusion in the workplace and their impact on the organisation and your customers.
- Regulatory requirements in the Equalities Act 2010 and their impact on the organisation.
- The reasonable adjustments necessary to support the accessibility of products or services or both.
- The benefits and value of difference in a diverse and inclusive environment.
- The impact of unconscious bias.
- Barriers to equity, diversity and inclusion and approaches in the workplace to overcome barriers.
- Social inclusion practices and their importance in the organisation.

Skills

- Follow and apply equity, diversity, and inclusion rules and procedures.
- Support social inclusion in the workplace with businesses, stakeholders, and consumers.
- Ensure that policies and practices are inclusive, recognising the impact on individuals and groups and supporting diversity.

Behaviours

- Support an inclusive culture and treat colleagues and external stakeholders fairly and with respect.
- Recognition and appreciation of equity and diversity in the workplace.
- Lead by example or act as a role model for EDI and challenge inequity where encountered.

10 VALIDATION QUESTIONS

Please review the questions below if developing an occupational proposal, occupational standard, or apprenticeship, as a response will be needed when submitting any of these products for approval. It is possible to build on the response submitted with a proposal when submitting a standard or apprenticeship.

Discuss your responses with IfATE officials before submitting your product for approval. Your responses will be considered by our route panels as part of the normal IfATE approvals process.

Question 1: EDI considerations

How has EDI been considered during the development of your submission? e.g. consideration of accessibility issues or under representation of certain groups in your sector, such as women in STEM.

Note: IfATE will provide diversity data during the development of your apprenticeship.

Question 2: Diverse views

How have you ensured diverse views have been reflected in your submission? i.e. either by extending your trailblazer group or by consulting wider groups (such as representative or sector bodies, a wider geographical spread, or different sized employers).

Note: You may wish to refer to some of the organisation listed within section 11, although this is not a comprehensive list of organisations to consult.

Question 3: Knowledge, Skills, and Behaviours

What EDI related knowledge, skills, and behaviours are included in your submission?

Note: This could be your own content or any of the suggested knowledge, skills and behaviour statements included in section 9 of this toolkit.

Question 4: Marketing

What initiatives will be taken by the sector, or employers within the sector, to market this apprenticeship to under-represented groups?

Note: Refer to the "Practical Steps for Consideration" sections of the Toolkit for suggestions on how this could be done.

11 HELPFUL CONTACTS BY ROUTE

Agriculture, environmental and animal care

National Federation of Young Farmers' Clubs (NFYFC)

Women in Dairy

Women In Farming Network - Yorkshire Agricultural Society

Business and administration

CIPD Trust | CIPD

Innovate UK EDGE | Women in work

Women In Business Network

Care services

Skills for Care

Catering and hospitality

Be Inclusive Hospitality

Springboard

The Institute of Hospitality

World Chefs

Construction and the built environment

Building Mental Health

Building People Communities

Housing Diversity Network

NAWIC

Supply Chain School

Women into Construction

Creative and design

Creative Industries Council

Creative Industries Policy and Evidence Centre

Creative UK

Digital

Computing at School

STEMettes

Women in Games

Women in Tech

Education and childcare

Alliance for Inclusive Education

Equality and Diversity UK

MITEY – Men In The Early Years

Right to Education

The Girls Network

The Black Nursery Manager

Whole School SEND

Wonder Foundation

Engineering and manufacturing

Engineering UK

Make UK

The Womens Utilities Network (WUN)

Women's Engineering Society

Hair and beauty

NHBF

Health and science

The NHS Race and Health Observatory

Legal, finance and accounting

CFS Society UK

Legal Services Board

Solicitors Regulation Authority

Protective services

Asian Fire Services Association (AFSA)

British Association of Women in Policing

Disabled Police Association

Jewish Police Association

National Association of Muslim Police

National Black Police Association

National Fire Chiefs Council

National Sikh Police Association UK

The National LGBT+ Police Network

Women in the Fire Service UK

Sales, marketing and procurement

Chartered Institute of Procurement and Supply (CIPS)

Institute of Sales Professionals

The Chartered Institute of Marketing

Transport and logistics

Women in Transport

12   EDI OPERATIONAL FRAMEWORK

As a public body, IfATE must fulfil the requirements of the [Public Sector Equality Duty](#) and think about how our policies and decisions affect people who have a [protected characteristic as defined by the Equality Act 2010](#). Our mission reflects this, which is to enable employers to develop high-quality, cost-effective apprenticeships and technical qualifications, so every employer and individual gets the skills they need to succeed.

To support our mission we have published our [EDI strategy](#) which shows how equity, diversity, and inclusion is central to a more effective skills system and how IfATE will contribute to such a system. To help us achieve this, we have developed an EDI operational framework which will build on and provide structure to the way we are considering EDI in the development and approval of apprenticeships and technical qualifications. It consists of five components:

- **Diversity data:** trailblazer groups and route panels will be provided diversity data, by route, providing insights into any imbalances and inform scrutiny of each apprenticeship or qualification.
- **EDI toolkit:** we have created this toolkit to support employers to consider EDI in the development of [occupational standards](#) and apprenticeships or technical qualifications. Further guidance will be provided by IfATE officials during the development of these products. The toolkit contains information and advice that could be more widely applied, such as in the development of technical qualifications.
- **KSBs:** we have included some EDI related knowledge, skills, and behaviours (KSBs) statements in the toolkit for employers to consider using in their products.
- **Validation questions:** a set of questions have been included for the development and approval of occupational standards and apprenticeships. The responses to these questions will be discussed as part of our approvals process with further guidance points issued if necessary.
- **Evaluation:** diversity data will be considered whenever apprenticeships and technical qualifications are revisited as part of our normal review process. This will help us understand the impact of any measures taken during the development and delivery of those products.

13   CREATING THE TOOLKIT

Our starting point was a review of existing equity, diversity, and inclusion (EDI) related reports and publications (see appendices). Rather than duplicate the significant amount of quality EDI research widely available we have collated existing information into a single guidance document to help embed EDI in technical education.

The toolkit was co-created with numerous groups and organisations including charities, networks, and other government bodies (see appendices). Through a series of workshops, interviews, and questionnaires we were able to understand the content needed in the toolkit to ensure EDI is appropriately considered in the development of apprenticeships and technical qualifications.

The toolkit has been structured with dedicated sections to support the reader with tackling imbalances or issues relating to age, disability, race, sex, and social mobility. There is also a broader section which includes considerations to help tackle issues that concern the other protected characteristics, and several that span all protected characteristics. There are two things worth noting here:

1. The research and data currently available compelled us to particularly focus on the four protected characteristics where we can have the most immediate impact. We will strengthen the guidance for the other protected characteristics over time, as further research and data becomes available and we update the toolkit.
2. Social mobility is not a protected characteristic; however, it is fundamental to creating a more equitable society. Apprenticeships and technical qualifications are rightly held up as a means for social mobility and offers gateways into industries that have previously been inaccessible to some. As such, there is dedicated section for social mobility within this document.

14 APPENDICES

Groups engaged

Below are the organisations and groups that took part in the interviews, questionnaires or workshops which helped develop the toolkit:

- Amazing Apprenticeships
- Association of Colleges (AoC)
- Association Of Employment And Learning Providers (AELP)
- Awarding bodies (NCFE, Pearson, Highfield, City and Guild)
- Multicultural Apprenticeship Alliance
- British Future
- Chartered Management Institute (CMI)
- Disability Rights UK
- Edge Foundation
- Education and Skills Funding Agency (ESFA)
- Equality and Human Rights Commission
- Federation of Awarding Bodies (FAB)
- IfATE Apprentice Panel
- IfATE Route Panel EDI working group
- IfATE Trailblazer Reference Group
- Mencap
- National Federation for Educational Research (NFER)
- Ofqual
- Stonewall
- Worldskills
- YMCA

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- Behavioural Insights team (Nudge Unit): How to improve gender equality in the workplace (2021)

- BEIS: Race in the workplace (2017)

- Commission on Race and Ethnic Disparities: Report (2021)

- DfE: Implementation of T Level programmes - Government consultation response Equalities Analysis (2018)

- Disability Rights UK: Getting it right for Disabled apprentices (2022)

- Equality and Human Rights Commission: Exploring positive action as a tool to address under-representation in apprenticeships (2019)

- Innovate UK: Supporting Diversity and Inclusion in Innovation (2020)

- Learning and Work Institute: Encouraging women into engineering apprenticeships would help the gender pay gap (2018)

- Mencap: Access all areas (2019)

- Mencap: Accessible Apprenticeship Report (2021)

- Middlesex University London: Move on Up (2022)

- National Foundation for Educational Research (NFER): Equalising access to apprenticeships (2022)

- NHS (NHS Employers): Race and ethnic disparities report (2021)

- Ofqual: Ofqual Diversity and Inclusion Strategy (2020)

- Resolution Foundation: Uneven Steps (2021)

- Runnymede Trust: Covid-19 and Apprenticeship Policy for Ethnic Minority Young People (2022)

- Social Mobility Commission: Apprenticeships and Social Mobility (2020)

- Stonewall: Shut Out (2020)

- Sutton Trust: Apprenticeship outreach (2021)

- The Edge Foundation: Our plan for apprenticeships (2019)

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- Young Womens Trust Making Apprenticeships Work For Young Women (2016)

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If you have any suggestions or feedback for the next iteration of our equity, diversity and inclusion toolkit, please let us know at ifate.editeam@education.gov.uk