

Role of the Equality, Diversity and Inclusion Link Governor

The Equality, Diversity and Inclusion Link Governor plays a vital role in ensuring oversight and scrutiny of the equality, diversity and inclusion strategy, policy, procedures, practice and reporting on behalf of the East Sussex College Group Board.

The role of Link Governor for Equality, Diversity and Inclusion is to:

1. Act as 'critical friend' to the College, to ensure that the appropriate systems and procedures are in place to cover all aspects of duties under the Equality Act 2010, including the public sector equality duty (PSED), and all statutory governing body responsibilities are met
2. Ensure the ESCG Board reviews and approves the College's equality and diversity strategy and has adopted agreed performance indicators for implementation
3. Liaise with the CEO and College appointed EDI Lead about general equality, diversity and inclusion issues within the College and as such be able to ensure reports are received by the Board and its Committees in respect of themes and issues within the College to enable adequate oversight, understanding, and development of solutions – see appendix 1.
4. Attend Equality and Diversity training every three years and other training as appropriate to the role and relevant to issues within the College and advocates EDI training amongst remaining Governors
5. Ensure at least one Governor on the recruitment and selection panel for senior staff has completed equality and diversity training
6. Ensure that equality, diversity and inclusion is monitored under the Risk Register
7. Ensure ESCG Board self-assessment includes equality, diversity and inclusion considerations, e.g. How effectively the Board contributes, through its discussions, actions or influence, to the promotion of equality of opportunity and the inclusiveness of the College
8. Ensure Governance Development and Performance and Remuneration Committee reporting includes details of the actions these Committees have taken to show their decisions take account of the College's equality and diversity policy.
9. Reflect on your language, behaviour, thoughts, and feelings to become more aware of your assumptions, prejudices, and use of stereotypes, and then model correct behaviours as a champion of equality, diversity, and inclusion in the boardroom.

It should be noted that this is a suggested outline of duties and is not an exhaustive list of duties.

Key Activities

1. Attend regular meetings with College nominated EDI Lead and Interim Director of HR
2. Take appropriate steps (such as ensuring feedback from staff and students is sought and viewing sample key documents) to ensure evidence of delivery is triangulated
3. Report regularly to the HR and Curriculum and Standards Committees and at least annually* to the Board against the annual priorities set for the role. Alert Governors to any issues of concern in a timely way
4. Attend mandatory Governor training comment on its adequacy and effectiveness
5. Act as the Governor to whom staff can make known any relevant concerns that have not been resolved by internal procedures and escalate appropriate issues to the CEO and/or Chair of the Board.

*Annual Reporting

EDI reporting needs to enable the Board to have adequate oversight and understanding concerning EDI themes and issues within the College. Annual reporting should contain information about the equality characteristics of learners and the workforce, and information about the work undertaken by the College in-year concerning equality, diversity and inclusion and progress made towards agreed objectives. It should help Governors to; a) understand the diversity and needs of current and potential learners b) to identify areas, where needs are not being met and/or learner diversity, could be improved, and c) to understand the equality profiles of the workforce.

Appendix 1: Equality, Diversity and Inclusion Checks

Below are suggested criteria which could be incorporated into assurance checking activity undertaken at least annually by the EDI Link Governor. Reports will be tabled into the Curriculum and Standards and HR Committees, as appropriate.

Staff

Criteria	RAG	Evidence
Staff from diverse backgrounds have successfully applied to the institution		
the outcomes of grievances and complaints suggest different outcomes for different equality groups		
staff are confident about expressing their views and/or concerns relating to equality and diversity		
staff surveys suggest different satisfaction rates for different equality groups		
senior staff are drawn from a wide and diverse pool		
employee exit rates are similar for all groups		
flexible working and family-friendly policies are available and widely used by all groups of staff and students, including men		
procurement practices lead to more opportunities for a diverse supplier base, where appropriate		

Learners

Criteria	RAG	Evidence
[achievement, attendance and progression rates are the same for students from all equality groups		
[staff are promoting equality of opportunity so that all learners can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique		
students from diverse backgrounds have successfully applied to the institution		
students are confident about expressing their views and/or concerns relating to equality and diversity		
student surveys suggest different satisfaction rates for different equality groups		

Evidence the College has:

Criteria	RAG	Evidence
developed a clear and coherent case for equality and diversity that aligns with the College's mission and is communicated and understood by all staff (People's Strategy) and students		
implemented effective practices and systems concerning equality and diversity that have led to real and tangible outcomes		
published equality information annually to demonstrate its compliance with the general equality duty		
prepared and published at least every four years one or more SMART equality objectives that the organisation should achieve to do any of the things mentioned in the general equality duty		

undertaken impact assessments for other relevant policies		
established clear accountability for equality policies and schemes and their implementation, with senior managers committed to their success		
ensured that all managers are aware of the contribution that they need to make		
taken action, including the provision of training, to ensure there is increased awareness of equality and diversity issues at all levels of the organisation		
analysed the range and extent of equalities complaints		

Evidence the Board has:

Criteria	RAG	Evidence
A clear approach to equality, diversity and inclusion concerning appointing new members (Succession Planning arrangements)		
Plans in place to fulfil all EDI requirements in the Code of Good Governance for English Colleges		
A central record of all EDI training provided to governors, both electronically and face-to-face and that appropriate action is taken where additional training need is identified		