

2018/19 EDI OBJECTIVES PROGRESS REPORT

Report audience: **Activate Learning Corporation**

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Progress report against EDI objectives set for 18/19

This report describes the performance of Activate Learning with respect to Equality, Diversity and Inclusion (EDI) objectives set in the academic year 2018-19. The Equality, Diversity and Inclusion Committee has been in place since 2016. The committee meet three times per annum and attendees are represented from key services across the group. The group have terms of reference and the meetings are chaired by the Deputy CEO and a link Governor is in attendance.

Equality, Diversity and Inclusion Action Plan

Activate Learning has had an EDI plan in place since 2016. The current plan covers 2018-2019 and is regularly reviewed by the college management team and reported to governors, staff and students through the EDI Steering group.

Progress overview

Policy		
Objectives	Actions Taken	Impact
<p>All policies to have been subject to a meaningful Equality & Diversity Impact Assessment.</p> <p>Continue to build upon the diversity of the Corporation Board, so that the Board is working towards a gender split representative of its student stakeholder population and 25% BAME representation by September 2022.</p>	<p>EQIAs have been embedded into the policy review process and policies cannot be approved without a completed assessment. Support has been provided to policy owners as required. Members of the Committee were asked to complete EQIAs for their policies. Governor discussions around recruitment have focussed on equality and diversity.</p>	<p>52% of policies have been subject to an EQIA. Upcoming governor recruitment has been 'batched' to reduce unconscious bias and is subject to equality and diversity priorities, and the interview process will be designed to account for inclusion principles.</p>
Teaching Learning and Assessment		
Objectives	Actions Taken	Impact
<p>Increase number of Strength and Expert Practice judgements for teaching staff against Equality, Diversity and British Values criterion on lesson observations (57% in 2017-18).</p>	<p>Faculty Managers undertook specific Equality and Diversity and British Values training. British Values resource created and circulated every week in term time with detailed 'How to use this resource' section to give guidance to teachers on how to utilise the resource and what pitfalls to watch for.</p>	<p>33 teachers were set improving EDBV in lessons as one of their top 3 priorities for development in 2018-19 which has been achieved through training, development and support.</p>

Learner Support		
Objectives	Actions Taken	Impact
<p>Learning difficulty and disability data recorded on REMS is accurate to allow reliable reporting on performance.</p>	<p>2018-19 Support interviews were held with learners declaring a learning difficulty and/or disability. After discussion if a learner's own declarations was incorrect, permission to change the REMs record was requested and REMs was updated accordingly 2019-20. Support interviews were held at enrolment allowing for the updating of REMs to take place quicker</p>	<p>Improved disability data within REMs has resulted in more accurate reporting allowing for equality gaps to be identified and resolved quickly.</p>
Learner Voice		
Objectives	Actions Taken	Impact
<p>Identify students with protected characteristics and create focus groups at the annual Learner Voice Parliament to introduce better ways of supporting learners. Address retention or attendance of students identified through EDI tracking.</p> <p>Identify a key contact in each faculty who will be responsible for supporting Learner Voice and Events aims.</p> <p>Create a Learner Voice training module to be offered through HR and staff CPD to ensure that staff understand LV and how students can get involved (EG: Student Reps, Students' Union).*</p> <p>*New objective</p>	<p>Progression, attendance, and retention of students with protected characteristics will be supported through focus groups in the spring and summer term. It will no longer be held at Learner Voice Parliament. Students with low attendance will be supported through the new Student Engagement team, and bespoke work will be carried out with any student or faculty groups with notably low attendance or retention.</p> <p>Faculty Delivery Directors will now be invited to all Learner Voice meetings to hear feedback on the student experience first-hand. They will be a key contact to support the Learner Voice programme and will work with Nick Hill to ensure compliance across the Group.</p> <p>Learner Voice training was delivered throughout August CPD week and was well received by staff across the Group. There is greater clarity amongst Faculty staff and the Executive team on the role of Learner Voice and the method of delivery across the Activate Learning Group. Two training sessions will also be offered in a webinar format for any term-time only staff, which will then be saved digitally for staff to access at any time.</p>	<p>Support for groups with protected characteristics is more identifiable and readily available to ensure equal access to education and attainment for all learners.</p> <p>As this is a new development which will be actioned in 19/20 there is no recordable impact as of yet. However, we hope that this will increase engagement and compliance with the Learner Voice programme. We also hope that this will allow us to collect a broader and more accurate pool of data, as we will aim to hear from all areas of the student body.</p> <p>An increased number of staff understand the Learner Voice process and reported that the training was useful for understanding its role in the wider college community. No direct action can be measured for this as it has only just been completed, however we hope that this will allow us to have increased representation from all faculties and in turn hear from different student groups.</p>

Institutional Effectiveness		
Objectives	Actions Taken	Impact
Increase the proportion of 'at risk' learners completing their course of study.	<p>Mandatory training on creating interventions delivered to teaching and support staff.</p> <p>'At risk' learners without interventions were reported on regularly as a Key Performance Indicator.</p> <p>Faculty Managers held a one to one meeting with teachers to review the impact of interventions for 'at risk' learners.</p>	A greater proportion (+1.2%) of learners who were identified as 'at risk' in the first 6 weeks of the year were retained to the end of their course.
Safeguarding		
Objectives	Actions Taken	Impact
Drive activity to provide a strategic approach to supporting mental wellbeing of students and staff.	<p>Safeguarding lead to complete mental Health Lead Certificate.</p> <p>Undertake a mental Health Audit across whole organisation.</p> <p>Develop Mental Health awareness training, of which we commenced delivery for staff through face to face sessions.</p> <p>Student Support team members to completed Mental Health Champion training and/or Mental Health First Aid.</p> <p>Deliver 3 mental health awareness events throughout the academic year.</p>	<p>Mental health lead certificate enabled us to sign up the AOC Mental Health Charter.</p> <p>Mental Health audit enabled us to identify strength and weaknesses across the organisation and develop a mental health strategy and agree priorities moving forward which include; Mental wellbeing programme for staff, raising the profile of mental health support available for students and Mental Health awareness training for all staff.</p> <p>Completed Mental health policy, in line with audit outcomes and Government Mental Health Green Paper.</p> <p>Added Mental Health awareness training to ALO to increase accessibility for staff and enable us to monitor completion rates.</p> <p>Ensured all members of student support staff complete Mental Health Champion training and/or Mental Health First Aid. Student Support staff are in a better position to spot the signs and provide advice and guidance to students with mental issues. 100% of students with an additional identified need (including mental health) are badged and have a single support plan on Pro-monitor.</p>

Digital		
Objectives	Actions Taken	Impact
<p>To promote EDI through the Learning Environment.</p> <p>To promote EDI in the learning environment through posters and digital displays.</p> <p>To create an Inclusive Online Content Checklist that must be completed as part of the development and design of online content that will be on the VLE. This checklist will be used in the design process of 18/19 online courses.</p> <p>Skype Translator: IT Services are introducing Skype Translator to Activate Learning which will translate conversations in 10 languages real-time, including English, Spanish, French, German, Chinese (Mandarin), Italian, Portuguese (Brazilian), Arabic, and Russian. The text translator is available in more than 60 languages for clear, seamless instant messaging.</p> <p>Claro Read Cloud: IT Services are looking at installing Claro Read Cloud across the group. ClaroRead is a highly effective, multi-sensory software solution for supporting reading and writing.</p> <p>Wheelchair access for PCs in common areas.</p>	<p>Develop and implement a project checklist for new development projects which considers EDI implications during the briefing all capital projects.</p> <p>Use digital display tools and posters to promote EDI values in the learning environments.</p> <p>The EDI checklist is currently part of our established course creation process. This checklist is also part of the evaluation sign off with Faculty and is included in the process for the final meeting with the Faculty Subject Specialist.</p> <p>Skype Translator: This is available through Skype if the students want to use it. Guide here: https://www.youtube.com/watch?v=UnEbQtp_r3A</p> <p>Claro Read Cloud: This has been installed across the campus and relevant departments have been advised.</p> <p>Wheelchair access for PCs: Apart from the breakfast bar desks in Oxford reception, all other PCs are at the appropriate wheelchair height.</p>	<p>Promoting EDI values through the Learning Environments in Activate Learning through posters and digital displays. This has resulted in increasing student and staff awareness of EDI values.</p> <p>The creation of an Inclusive Online Content Checklist that must be completed as part of the development and design of online content that will be hosted on the Virtual Learning Environment (VLE). This checklist will be used in the design process of online courses. This has resulted in all content populated into the ALE to be compliant with the Activate Learning EDI values.</p> <p>Skype Translator: IT Services have introduced Skype Translator to Activate Learning which will translate conversations in 10 languages real-time. The text translator is available in more than 60 languages for clear, seamless instant messaging. The use of Skype Translator will enable smoother communications with international colleges under Activate Learning and will assist in speaking to students/their parents who do not have English as their first language.</p> <p>Claro Read Cloud: IT Services have installed Claro Read Cloud across the group. ClaroRead is a highly effective, multi-sensory software solution for supporting reading and writing. The assistive technology in Claro Read is particularly useful in LLDD, ESOL and Exams.</p> <p>Learners who need access to wheelchair height PC can do that in almost all common rooms in Activate Learning apart from breakfast bar desks in Oxford reception.</p>

Human Resources		
Objectives	Actions Taken	Impact
<p>Review all current recruitment advertising to ensure it reflects the organisations values on EDI by December 2018.</p> <p>Review our advertising and selection processes to increase the number of candidates from under-represented groups.</p> <p>Achieve disability confident organisation status for our staff recruitment process by April 2019.</p> <p>Add EDI data for staff to People Management dashboard by April 2019.</p> <p>Conduct an updating exercise for staff data via self-service to improve our % of staff who have completed their EDI data on iTrent by January 2019.</p> <p>Publish our 2018 Gender Pay Gap ahead of schedule, by January 2019, together with an action plan to address the issues identified</p>	<p>Recruitment advertising has been and continues to be reviewed to ensure that we are attracting applicants from under-represented groups.</p> <p>A gender decoder app is being used to screen all our adverts to neutralise the wording in our job adverts.</p> <p>A recruitment project team was established with specific objectives to improve the attraction of applicants from a wide talent pool, including those from disadvantaged groups.</p> <p>We are advertising all vacant or new roles across our internal network, enhancing our career paths so that the route to senior roles becomes more transparent and achievable.</p> <p>An employee referral scheme was introduced to encourage staff to refer friends and family to vacancies within the Group.</p> <p>We have expanded the recruitment team and recruited specialist skills into the team to further improve our attraction and selection processes.</p> <p>We achieved Disability Confident Leader status at level 3 in June 2019.</p> <p>The EDI data for staff is available on the People Management dashboard for those staff who have disclosed their EDI information.</p> <p>All staff were requested and encouraged to update their EDI on iTrent self-service. Whilst this has resulted in improved data the % staff with undisclosed EDI data is still too high.</p> <p>The 2018 Gender Pay Gap was published ahead of the deadline.</p>	<p>We attract, recruit and retain staff with protected characteristics and/or from disadvantaged groups thereby improving the diversity of our workforce and address underrepresentation.</p> <p>A dedicated recruitment team provide the necessary specialist knowledge and focus to ensure a wider use of recruitment and selection strategies to target candidates from disadvantaged groups.</p> <p>EDI data for staff has improved but the % of undisclosed data is still too high to allow for meaningful analysis and comparison.</p> <p>Gender Pay Gap report has identified specific actions to reduce the pay gap between men and women.</p>

Communications and Marketing		
Objectives	Actions Taken	Impact
<p>The new website is fully inclusive.</p> <p>Published materials are accessible from a language and visual point of view.</p> <p>Imagery promotes inclusion.</p>	<p>Pathway pages updated with video content and all text reviewed to ensure it's written clearly, using language that is accessible and reviewed using the Flesch-Kincaid tool.</p> <p>The business engagement section was completely reviewed to ensure clear consistent language and checked against the Flesch-Kincaid tool to ensure readability and accessibility.</p> <p>Subtitles for videos checked to ensure accessibility for deaf viewers.</p> <p>Review of all visual content on site to ensure that all images are representative of the diverse range of students we have at our colleges.</p> <p>Delivered collateral that supported the award-winning application for the Beacon Award for our LLDD pathway. Produced a range of materials designed to promote the achievements and success of our LLDD cohort and highlight the contribution they can make to businesses.</p> <p>Printed collateral is available in a variety of formats that provide increased accessibility for our audiences, including Braille, translated text, larger fonts, etc.</p> <p>Worked with student support team to produce EDI collateral for campuses to promote inclusion and diversity.</p>	<p>We attract and recruit students with protected characteristics and/or from disadvantaged groups thereby improving the diversity of our student cohort.</p> <p>Moving closer towards our target of achieving AA standards across our website.</p>
Estates and Property		
Objectives	Actions Taken	Impact
<p>Review the estate, identify EDI shortcomings and make changes in year, to improve the EDI physical environment.</p> <p>Promote EDI in the design and briefing of new capital projects – leading to the development of</p>	<p>Poor route finding/information in lobby causing anxiety/confusion. New Screens provided in main entrance and refectory.</p>	<p>Further new flooring, lighting, furniture and redecoration has improved accessibility for all in the refectory. This resulted in a review of other faith rooms and improvement across the group.</p>

<p>a checklist briefing document for all future projects.</p> <p>Develop an embryonic EDI design checklist for projects and use it to start to develop 3 new major projects which have the potential to significantly respond to our EDI requirements.</p>	<p>Multi-faith room – inappropriate size, condition or resources Relocated to larger, redecorated and improved space on the ground floor.</p> <p>Lifts and controls – difficult to operate and in need of upgrading. This has resulted in a longer-term plan to upgrade lift carriages and controls as a planned strategic approach.</p> <p>Community safety – responding to unauthorised access or intruders. Lockdown process and procedures introduced to create a safer environment in the event of an incident. Introduced process to ensure that vulnerable students are consulted with before and following a drill. The lockdown procedure continues to be implemented and refined across the group.</p> <p>Door access – security and individualised access variable.</p> <p>Safety of internal and external environments CCTV equipment has been reviewed.</p> <p>Wall displays didn't represent a full range of diversity. Wall displays updated to promote the diversity represented in college.</p> <p>Banbury Library – poor inaccessible furniture, layout, lighting. Issues patterned 1970s carpet – very poor environment for inclusion, community building, support and on-line learning. Library refurbished to provide new lighting, furniture, on-line learning and digital support, new flooring (to reduce distraction).</p> <p>Reading – AAPS – care area was poorly designed, with areas of poor accommodation and ownership. With the support of TVBLEP, the new Care Suite now provides a colourful, agile workspace and community environment.</p>	<p>Lift replacement at Oxford – Jericho, and planned lift replacement in Guildford, and planned upgrade of 2 lifts (T and V buildings at the Technology Campus with next 12 months.</p> <p>Across the group (excluding Surrey colleges) main door entry systems, lift access and secure areas have been fitted with swipe access card readers to enable safe individualised access.</p> <p>Following upgrading in Banbury and Oxford, Reading CCTV is planning for an upgrade within 3 months to improve coverage.</p> <p>Appropriate promotion of EDI.</p> <p>Provides a flexible space which accommodates a wide range of group sizes and uses. A reduction in hard copy books, provides more open, less intimidating space for users.</p> <p>Allowing for a wide range of teaching and learning spaces, accommodation benefits from 'immersive technology', practical works environments (as found in a care ward) and a range of furniture and layouts to accommodate the needs of a diverse range learners.</p> <p>Furniture and Layouts are flexible to and fully accessible, to accommodate a wide range of individual user needs and help to establish a new supportive community.</p> <p>The above interventions have raised awareness of EDI issues across the Estates Managers and improved localised EDI related concerns in year. The planning and development work undertaken to date has raised awareness and promoted EDI with the design teams, which should provide a blueprint for successful implementation.</p>
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Reading – Creative Industries – Music Facility – Was in a poor facility at some distance from main building – leading to isolation and potential lack of exposure to wider college community. A new music suite has been created in the main building, adjacent to other students and wider support services, offering agile music practice space, teaching and learning areas.

Institute of Technology Project – Technology campus – New major refurbishment of V-building – Current stage – final briefing and design (ditto IOT project at Reading College). Designs have considered physical accessibility, security, adaptive furniture, quality and mix of internal environments, wireless technology, accessible parking and quality of the internal environment.

Oxford Hospitality Project – Oxford campus Designs have considered physical accessibility, security, adaptive furniture, quality and mix of internal environments, wireless technology, accessible parking and quality of the internal environment. Both kitchens have been designed to have fully accessible height adjusting equipment to ensure inclusion. Public spaces are designed to provide a sense of community.

Surrey colleges – master planning of new estates strategy. Early appreciation/review of the estate has determined key limitations and opportunities for estate development. Key issues identified as internal quality, physical accessibility, poor condition and inflexible floor levels. However, there is huge opportunity to improve EDI over the next 12-24 months.