EDI OBJECTIVES
2019/20

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BACKGROUND

To ensure full compliance with duties set out in the Equality Act 2010, an Equality Diversity and Inclusion Group has oversight of organisational performance. The group made up of representatives from the key areas across the organisation ensure a rigorous approach is taken to assess organisational performance, identify EDI objectives, implement improvements and report on the progress against objectives. Group members annually set EDI objectives that are approved, implemented and reported on.

EDI OBJECTIVES 2019/20

The table below sets out the EDI objectives for 2019/20.

Area	Objectives
Policy	• Continue to build upon the diversity of the Corporation Board, so that the Board moves towards a 50% gender split and 15% BAME representation by September 2022, in line with the Group's student population. • Collect and report board diversity data on all nine protected characteristics. • Undertake an exercise at the Board to better understand diversity of background and inform future recruitment.
Teaching, Learning and Assessment	• Further reduce the number of teachers who have EDBV as a priority area to improve from 4.5% of total priorities set to less than 3% (number may increase as we will include merged colleges within the data set). • Create a Pass it On online short course on Embedding EDBV to enable FM's to support practitioners with an EDI objective Continue to produce weekly EDBV resource for learning professionals and adapt it to feature in the weekly discussion section of the Wellness course for students. • Review quality and range of suggestions for improving EDBV for teachers requiring improvement in this area on Faculty Manager site. • Audit EDBV column in Schemes of Learning and feedback findings to faculties. • Include EDBV training in Faculty Manager Development Day in February 2020. • ALF site to include links to resources to support teachers to embed EDBV in their specific vocational areas. • Promote resources that identify a range of barriers to learning and potential solutions (Access for All?). • Within Student Parliaments ask students about the extent of coverage and impact of the weekly EDBV resources • Monitor numbers accessing the EDBV resource through the Wellness site.

Learner Support	• Improve the accuracy of Learning difficulty and disability data recorded on REMS allowing for equality gaps to be identified and resolved quickly.
Learner Voice	• Assess withdrawal and absenteeism trends at the end of the first 42 days and identify if there is a notable issue with retaining students from any of the protected characteristics. Organise appropriate focus groups and discussions to investigate this further and establish improved support and retention methods going forwards. • Develop the diversity of the Students' Union, aiming for 50% of members to identify as female as per the National Union of Students delegate guidelines and a 25% BAME representation by July 2020. • Ensure that a minimum of one member of staff per campus per faculty has been trained on Learner Voice by the end of 2019 and has been able to share this knowledge with their colleagues. Aim to increase this to 50% of Faculty staff trained by summer 2020.
Digital	• Add accessibility button to the global navigation of ALO which is available to all users on ALO in Activate Learning • Include a variety of free apps available to be embedded within courses on ALO that students can use to support themselves as well as those we have available via a site license • Working with faculty, support staff and students to gain insight into what would make the Learning Environments a more accessible and welcoming space for LLDD students. • Enhance Learning Environments Online services to LLDD learners by: *Investigating how searching and sourcing content on the library catalogue can be tailored. Having a dedicated area on the Learning Environments website.*
Safeguarding	• Complete Mental health policy, in line with audit outcomes and Government Mental Health Green Paper • Add Mental Health awareness training to ALO to increase accessibility for staff and enable us to monitor completion rates. • Ensure all members of student support staff complete Mental Health Champion training and/or Mental Health First Aid.
Estates and Environment	• Create and improve EDI rich and supported environments across the group when new projects are designed and implemented - 100% of capital projects undertaken across the group will have fully considered EDI implications, checked against EDI project checklist. • All design team and contributors to new projects and estates development strategy will consider EDI as an integral part of the project scoping, design and communication process; all design meetings will have EDI as a standing item – resulting in informed design, layouts and building operations. • Identify key stakeholders and invite participation/consultation in the management and development of the estate to improve EDI.

Human Resources	• Track and monitor our recruitment data for disadvantaged groups to provide an ongoing trend. • Implement an applicant tracking system to create a talent pipeline of staff with protected characteristics to harness talent and promote progression. • Implement recruitment and selection training for hiring managers to cover specific aspects of EDI and unconscious bias. • Increase the disclosure of EDI and protected characteristic disclosure of staff to improve the analysis of data on identified HR metrics. • Implement a programme of wellness initiatives to promote a culture of mindfulness and positive mental health across the Group, thereby improving engagement and retention, reducing absence and ensuring a positive learner experience.
Marketing and Communications	• Continuing to review website content and ensuring we are adhering to EDI national standards • Continuing to review printed collateral to ensure it is accessible • Working with student support team to promote EDI agenda and get greater student representation in areas where inclusivity cannot simply be perceived by looking at a picture of someone – i.e. LGBT, religion/beliefs, etc.
Institutional effectiveness	Continue to identify any achievement gaps by further developing the current EDI reporting suite to: • include analysis by protected characteristics • develop an additional report on destinations • Target improvement activity through performance boards.