ACTIVATE
LEARNING

EDI OBJECTIVES
2020/21

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.

The table below presents the proposed EDI objectives for 2020/21, as agreed by the three Thematic Working Groups (TWGs) within the Committee.

RECOMMENDATION

The Corporation are asked to approve the EDI Objectives for 2020/21.

Area and TWG Lead	Objectives
Retention of learners declaring a mental health difficulty - Vronwyn Hutch	• To produce a report with recommendations about supporting students who have declared a mental health difficulty. This report is to be informed by a survey and guided telephone conversations undertaken by the team with past-students using a clearly defined data set from 2018-2019
Staff and Governor Inclusivity (ethnicity) - Saskia Larsen	• Aspire to becoming an inclusive and diverse employer • Promote a culture of openness and inclusivity where employees feel valued and safe to be able to share their identities and feel heard • Capture a real picture of the diversity that exists within Activate Learning and develop evidence of how inclusive we are • Commit to taking action on the meaningful feedback and evidence that we receive • Encourage allies and spokespeople for minority groups
Retention of learners of mixed ethnicity and white ethnicity - Liz Riley	Capture the picture of why these groups of learners are more likely to leave their course: • join retention panels • talk to teachers and progress coaches to ascertain the reasons behind the data • examine data on student progress by ethnic group (from the recent progress reviews) and examine student engagement (via the Engagement and Risks report • Examine student disciplinary info on ProMonitor by ethnic group • examine withdrawal data • Withdrawn students are hard to get hold of – potentially ask students why their friends left to gather a fuller picture. • intervention plan • training/communications to Directors, FMs and teachers - and enrolment teams, school liaisons • Commit to taking action to support these learners through course selection via IAG and by developing relationships with their tutors via progress weeks and 1:1's • Encourage these groups to voice their concerns and be more active in feedback to the college