



ACTIVATE
LEARNING

EQUALITY, DIVERSITY AND INCLUSION ANNUAL REPORT 2021/22

Group members

Colleges

- Banbury and Bicester College
- Bracknell and Wokingham College
- City of Oxford College
- Farnham Sixth Form College
- Guildford College
- Merrist Wood College
- Reading College
- The Oxford Partnership colleges
(Saudi Arabia)

Schools

- The Bicester School
- Bicester Technology Studio
- Theale Green School
- UTC Heathrow
- UTC Oxfordshire
- UTC Reading
- UTC Swindon

Training

- Activate Apprenticeships
 - Activate Business School
-

OUR COMMITMENT AND INTENT

Activate Learning is on an ambitious mission to transform lives through learning, by enabling opportunities, creating life chances and generating prosperity for individuals and communities. In achieving this mission, Activate Learning is committed to advancing equality of opportunity, respecting and celebrating difference, eliminating discrimination, harassment, victimisation and fostering good relations.

The Learning Philosophy and our Values underpin equality, diversity, and inclusion. We believe that everyone has the capacity and ability to learn and develop and do so best when they feel emotionally secure and when they work in a safe environment. We acknowledge this for all our students and staff and pay particular attention to those groups who may be marginalised due to protected characteristics.

We aim to promote a culture of equitable opportunity for staff and students across Faculties, Services, Teams and Departments and strive to provide a safe, professional, accessible environment; delivering services, education and progression opportunities that are inclusive and allow individuals from all walks of life to access free from prejudice and/or discrimination.

Overview of Equality Legislation

The general equality duty as detailed in the Equality Act 2010 requires us to give due regard to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and those who do not;
- Foster good relations between people who share a protected characteristic and those who do not.



VISION AND MISSION

Why we exist

We believe that the purpose of education is to develop the right attributes and behaviours, technical, vocational and academic skills, so that learners are highly sought after and add value to the businesses they join. This will be achieved by providing a flexible curriculum that responds to the changing needs of the workplace and delivers the talent needed by business.

Learners will become partners in the learning process as they achieve high levels of ownership and motivation. Dynamic relationships with employers are central to realising our aims. These partnerships enable us to co-create relevant learning programmes, enrich the learning experience and provide businesses with the talent they need to maintain a competitive edge. The nature of employment is changing at a rapid rate, and we recognise that we must also equip learners for jobs of the future which are, as yet, unknown.

The learners of today will go on to enjoy multiple careers throughout their working lives. Increasing numbers will be self-employed, contract their time or continuously navigate multiple roles. This shift will require emotional resilience, self-management and promotion and an ability to establish excellent working relationships – all soft skills which are typically under-developed by our current education system. Personalised learning approaches must meet the needs of each individual and be delivered in ways that make the most of online technologies. In this way, learners will become more independent, confident and able to build a portfolio of skills and knowledge to meet the challenges.

Our Learning Philosophy continues to provide the framework from which to build work-ready learners, by providing opportunities to develop emotional intelligence, work with employers on live projects and learn, practice and put new skills and knowledge into practice.

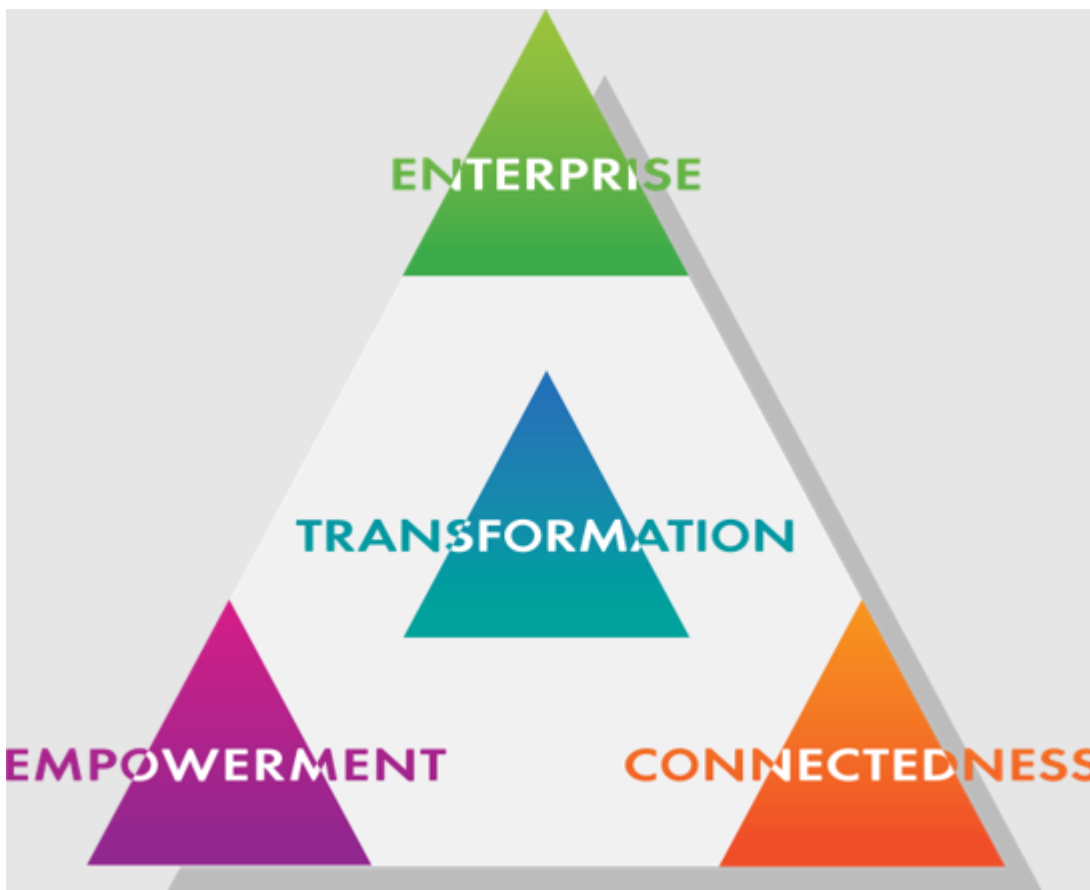
OUR MISSION PROVIDING TALENT FOR BUSINESS, TRANSFORMING LIVES THROUGH OUR LEARNING PHILOSOPHY	OUR VISION TO ACHIEVE FAR-REACHING, PROGRESSIVE CHANGE AND IMPACT THROUGH LEARNING
STRATEGIC OBJECTIVES	
#1 The Learner Journey	
With our Learners we will co-create a highly memorable learner experience with impactful, high-quality learning and feedback empowering learner progress and progression.	
#2 The Staff Journey	
With our staff we will co-create a culture that values and sustains a love for professional development, interdependent learning communities, and builds progressive career paths.	
#3 The Employer Journey	
With our Industry Partners we will co-create exciting and responsive curriculum that empowers our learners to become highly enterprising and employable	

OUR VALUES

Our aspiration is for everyone to be the best they can be.

We fuel confidence and drive ambition in both our students and our employees alike and develop the strength, confidence and agility to meet the demands of tomorrow, to make the most of their future, and to succeed.

- We help people to embrace a positive mindset and to grow more confident through learning.
- We inspire people to take charge and actively shape their lives and futures.
- We encourage people to believe in themselves and to believe in others.
- We ignite positive energy in people, enabling them to switch-on, to be present, engaged and active in all their dealings.
- We value energised people who will stand-up, speak-up, participate and contribute, people who will make a positive and significant impact through their actions.
- We encourage and empower people to take responsibility. Responsibility prompts engagement, engagement drives progress.



OUR ATTRIBUTES

Our employer co-created attributes serve as the underpinning framework for our Learning Philosophy led culture and articulates the behaviours that we aspire to demonstrate and aim to develop.

Our Staff Attributes



OUR LEADERSHIP ATTRIBUTES AND BEHAVIOURS provide purpose and direction

Managers and leaders understand and support Activate Learning’s long-term mission, vision and goals and communicate this enthusiastically in a clear and compelling way, always putting students and their learning at the heart of everything we do.



Our Staff attributes and behaviours



ATTRIBUTES



PROFESSIONAL

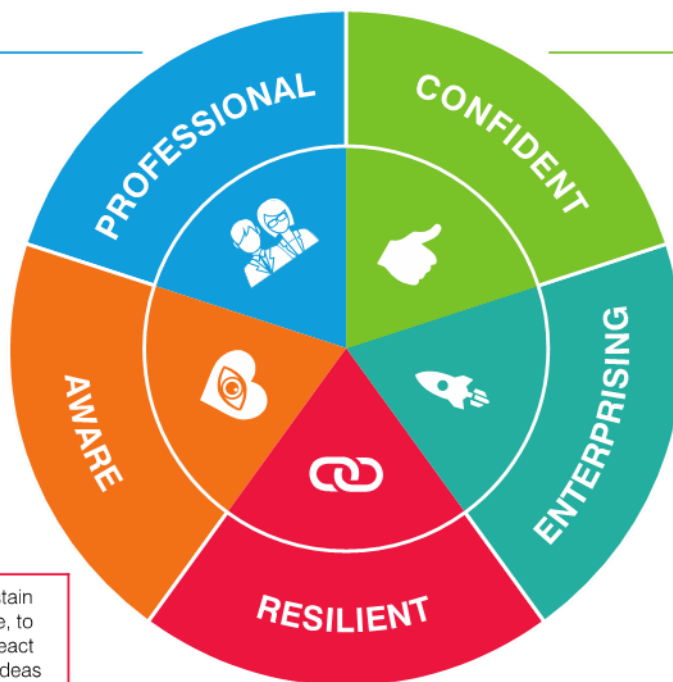
Employees work together collaboratively, building positive relationships to achieve great results, whilst communicating confidently and sensitively using appropriate technology, and always acting as an ambassador for their Department, Faculty, Team and the wider Activate Learning Group.

AWARE

Employees recognise and understand emotions in themselves and others and are able to use this awareness to manage and adjust their behaviour and relationships.

RESILIENT

Employees have the ability to sustain their energy levels under pressure, to cope and adjust to change and react positively and proactively to new ideas and ways of doing things, viewing change as a positive opportunity.



CONFIDENT

Employees are positive in their approach, understand the needs and aspirations of their learners, colleagues and customers and feel assured within the principles of the Learning Philosophy to motivate and influence themselves to succeed, articulating how their contribution makes a difference.

ENTERPRISING

Employees approach problems and challenges positively, demonstration a desire to deliver new ideas and offer fresh insights, whilst continuously learning and improving to make a positive contribution to their Department, Faculty, Team and the business as a whole.

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Our Learner Attributes

Our aim is to prepare our students for both the present and a vastly different future than what exists today. For many years employers have been stating that qualifications alone do not make someone employable, and they continuously urge education establishments to give equal focus to the development of attributes critical for sustained success in employment.

Through wide ranging consultation with stakeholders and several iterations we have agreed on five core attributes to develop and celebrate. The attributes are Resilient, Aware, Confident, Enterprising, and Professional.

Naming the attributes is one thing but through our approach to teaching and learning, we give them meaning and build learners understanding about their importance and relevance. Attributes are brought to a learners' conscious level through defining the features and behaviours associated with them so that they can identify what the attribute looks like, sounds like and feels like. Learners develop their understanding over time through the

consistent use of this common language and understanding starting from day one of their learning journey with us.



ATTRIBUTES



PROFESSIONAL	CONFIDENT	ENTERPRISING	RESILIENT	AWARE
Collaborative 	Motivated 	Creative Problem solver 	Adaptable 	Self-aware 
Customer focused 	Inquisitive 	Resourceful 	Persevering DON'T QUIT	Respectful 
Communicative 	Proactive 	Risk taker 	Self-reliant 	Reflective 

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OUR EDI AMBITION AND DRIVERS

We are committed to advancing equality of opportunity, respecting and celebrating difference, eliminating discrimination, harassment and victimisation and fostering good relations between all who work or learn at, or use the services of Activate Learning. We aim to create and maintain a working and learning environment in which everyone has the opportunity to participate fully, give of their best and achieve their full potential in a climate free from discrimination or harassment. We recognise that everyone has a right to equality of opportunity irrespective of race, disability, gender, gender reassignment, age, nationality, sexual orientation, religion or belief, marital or civil partnership status, pregnancy or maternity status, or socio-economic status, background, or class. Equality and diversity is central to all that we do, and fundamental to our mission and values.

EDI Committee

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

EDI Objectives 2021/22

- 1. Retention of learners declaring a mental health difficulty**
 - Implement recommendations to support students who have declared a mental health difficulty.
- 2. Staff and Governor Inclusivity**
 - 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
- 3. Retention of learners of mixed ethnicity and white ethnicity**
 - Capture the picture of why these groups of learners are more likely to leave their course
 - examine data on student progress by ethnic group, examine student engagement, student disciplinary info, withdrawal data
 - Develop an intervention plan
 - Deliver training/communications to Directors, FMs and teachers, enrolment teams and school liaisons

OUR PROGRESS AGAINST OUR EDI OBJECTIVES

Retention of learners declaring a learning difficulty (EDI objective 1)

Learners have many opportunities to declare any special educational needs or disability, at Open Days, when they apply, at enrolment and on programme.

Close working relationships with local schools and local authorities enable learners to explore options early and improve their transition to college. Learners identified with additional learning needs and disabilities, including those with Education, Health and Care Plans, discuss the support that would best meet their needs and have a support plan. All learners can access learning support via drop-in sessions, as well as support from other college and campus services.

We aim to help to facilitate the transition when leaving college, giving advice and guidance as to what happens after college life, following the Preparing for Adulthood framework. Activate Learning works closely with over fifteen Local Authorities who consult for places for those young people with an Education Health and Care Plan (EHCP), some of whom have high support needs.

In 2021/22, Activate Learning had **696** learners with high needs funding, with **518** enrolled in discrete SEN provision (LifeSkills faculty) and **168** in vocational and technical programmes across the Group, studying at levels 1, 2 and 3.

Rather than measure retention, our aim has been to measure the achievement of our learners declaring a learning difficulty. In 2021/22:

- The achievement of high needs learners (**91.8% - 1541 enrolments**) is greater than those who are not (77.8% - 18,814 enrolments) and **12.9%** higher than the AL average (78.9%).
- The achievement of learners with an EHCP (**90.7% - 2030 enrolments**) is greater than those who do not (77.6% - 18,325 enrolments) and **11.8%** higher than the AL average (78.9%).

Development and improvement of support plans for students with additional needs has offered improved preparation to students and their parents/carers whilst providing assurance of the support available from their first day. The system has given everyone involved valid and up to date information to support the learner.

The Group Learning Support team offered specialist training to faculty teams around a wide range of learning difficulties and disabilities.

Supported Internship Programme helps students secure employment

Five Reading College students with special educational needs and disabilities (SEND) secured paid employment thanks to the experience gained through our Supported Internship programme.



Feedback from learners

- *"Doing supported internships has helped me by building my confidence, applying for jobs and going for interviews."*
- *"Doing my internship helped me to get my job at Stevensons [a uniform shop], because I was able to talk about my experience when I worked at Marks and Spencer where I had to carry some stock and products."*

Our Staff : Staff and Governor Inclusivity (EDI objective 2)

- A clear Diversity and Inclusion statement on intent has been agreed:

Our ambition is to create an inclusive working environment where each person feels welcomed, valued and can thrive, with equality and inclusion embedded into everything that we do. This relies on us attracting and retaining the best talent by ensuring that everyone is committed to creating an inclusive, diverse, inspiring and trusted environment

- Active employee resource groups have been established with clear terms of reference. The aim of these resource groups is to capture the experiences of employees to influence and shape inclusion at Activate Learning. The resource groups cover the following:
 - **Black Lives Matter (BLM)** is open to all staff and, for those who self-define as Black and Minority Ethnic to raise and address issues of systemic bias and inequality at work
 - **LGBTQ+** resource group is a safe space for LGBTQ!+ staff to raise issues and awareness to make Activate Learning a more inclusive working environment
 - **Menopause Café** the opportunity to discuss and share menopausal symptoms, tips, and worries in a confidential, inspiring environment

- **Men's mental Health** discusses the importance of men prioritizing their health, wellbeing and involves the awareness raising of issues impacting men

Staff testimonials from the “Let’s talk menopause event”

- *“I just wanted to drop an email to say thank you for this page being on SharePoint, as someone who has PMDD I spend a lot of time explaining what it is, and it’s really nice to feel represented and supported at work!”*
- *“I only work part time, but I just wanted to stay connected to be updated about information and any ideas that people may have shared to manage menopause better. Thank you”*
- *“We should all make it our mission today to educate one other person within AL about menopause”*

- A variety of new EDI resources have been developed for Leaders, Managers and Staff and are shared through the EDI sharepoint site, as follows:
 - Neurodiversity guide for managers and employees
 - Guidance for hiring managers when interviewing neurodiverse candidates
 - Best practice information for interviewing transgender candidates
 - An Inclusive Language toolkit to encourage the use of respectful and professional language in relation to people living with protected characteristics
 - Inclusive language- (understanding LGBTQ+ language)
 - Information about how best to support and communicate with LGBTQ+ colleagues experiencing parenthood
- Specific events within the diversity calendar were celebrated and showcased, which included:
 - Black History month with a focus on Black innovators, teachers, and apprentices
 - Ramadan, including specific resources to support employees during Ramadan
 - Pride Month
 - International Women’s Day
 - Mental Health Week
 - Neurodiversity awareness week
- The Dual Mentoring pilot scheme was successfully completed with 10 mentoring pairs completing the scheme. This new scheme is part of Activate Learning’s commitment to promote diversity, equality and inclusion at leadership levels. The aim of the scheme will allow for black and minority colleagues to get valuable opportunities to receive mentoring from senior leaders throughout the business, whilst senior leaders have the chance to better understand and discuss the challenges that our black and minority ethnic colleagues face on a day-to-day basis. 3 employees on the scheme progressed into Management roles.

- A further 2 cohorts of the Aspiring Manager's Programme began during the year, totalling 36 employees on the programme as follows:
 - 7 are from a Black, Asian or ethnic minority. 2 of these employees have progressed into Management roles.
 - 26 are female
- The following EDI themed development sessions were offered to Leaders, Managers and employees as part of the L&D programme:
 - Diversity and Inclusion
 - Unconscious Bias
 - Microaggressions
 - Inclusive Language
 - Breaking the Bias
 - Becoming a Professional Ally
 - Understanding Neurodiversity and Autism
- Employee health and wellbeing is promoted and the resources available to staff have been further developed as follows:
 - A number of wellbeing sessions were offered as part of the L&D annual programme including:
 - Your wellbeing
 - Mindfulness
 - Leading wellbeing for you and your team
 - Stress in the workplace
 - Access to the Everymind and Fika app
 - Employees acting as ambassadors for mental health and wellbeing
 - Additional mental health first aiders trained to increase the number to 44
 - Wellbeing sharepoint signposting additional resources
- The People Development Newsletter, with specific information about diversity and inclusion was launched in addition to the existing Wellbeing newsletter
- Trauma informed Practice training was included in the all staff, cross organisation development day in January 2022

Retention of learners of mixed ethnicity and white ethnicity (EDI 3)

Rather than measure retention, our aim has been to measure the achievement of our learners of mixed ethnicity and white ethnicity. In 2021/22:

- The achievement of learners in Black Caribbean (76% - 288 enrolments) and Mixed (76.7% - 1135 enrolments%) ethnicity groups is at a slightly lower rate than the AL average (78.9%).
- The achievement of learners from Chinese Ethnicity groups (88.5% - 122 learners) achieve 9.6% higher than the AL average (78.9%).

A 'Decolonising the Curriculum' working group was created in response to the Black Lives Matter (BLM) movement. The working group explored 'anti-racist' approaches to curriculum design through a series of workshops with staff.

Within the workshops staff were challenged to identify opportunities and any barriers to creating a more diverse and inclusive learning experience and environment.

The Decolonising the Curriculum group were able to deliver on the following anti-racist initiatives:

- Developing resources on decolonisation within specific disciplines to decolonial activity within departments and curriculum development
- An internal podcast featuring senior managers highlighting the significance of delivering a decolonised curriculum for learners
- Providing a decolonisation reading list for staff and students
- Integrating decolonisation into the 'British Values' resources used in weekly tutorials with students
- Recommendations for further teacher development and teaching practices that account for racial bias and prejudice in the classroom

Our Learners – other progress achieved

- Student Conferences took place w/c 21st March with a total of 259 students in attendance. These were fantastic opportunities for students to feedback on different aspects of their learner journey.
- Student voice surveys have been conducted.

The Spring 2022 survey identified the following key strengths:

- I am treated with respect by staff at college.
- I feel safe and secure at college.
- The teaching on my course is challenging and stimulating.

- 570 students YTD attended a minimum of one appointment with a college counsellor. The standard block of sessions with a counsellor is eight – and many students utilise their full block and often proceed to book in for another. 2873 appointments have been scheduled YTD, 2408 attended, 254 cancelled, and 183 no-shows. Counsellors report that most students who cancel re-book their appointments. There is an overall attendance of 92% to counselling appointments.
- January was recognised as Wellbeing month with a range of different activities planned across all campuses focussing on student and staff well-being.
- Each of our Activate Learning campuses provides free sanitary products for students which are available in the women's and gender-neutral toilets
- Student behaviour and disciplinary update training was delivered for faculty teams. Feedback received on the training was that it was helpful and informative, and that many were not previously aware of the full policy and procedure regarding student behaviour. They also expressed that they were not aware of the behaviour and praise app – both its functionality for recording disciplinaries and sending praise letters home to students

- The Speak Up Speak Out Campaign was launched on campuses on 28th March, highlighting the importance of speaking out about sexual harassment and providing students with useful links for support
- A collaborative initiative with the Samaritans charity resulted in students benefitting from Emotional Wellbeing sessions delivered to the by the Samaritans and attended by several groups of students. The level of engagement is positive, indicating that students find the sessions beneficial and attendance at the sessions resulted in further conversations with the safeguarding team. This further demonstrates the importance of having someone to talk to about emotional difficulties.
- In recognition of Mental Health Awareness Week in May, staff on all sites wore t-shirts encouraging people to reach out and talk to people about a range of different topics. These proved to be fantastic way to start conversations with people. Campus specific events included:
 - **Banbury** hosted a well-being coffee morning that was well attended by both staff and students who were able to take the time out to have a chat and make connections with people face to face. The band 'Here at Last' performed during the week, as well as raising awareness of mental health.
 - **BBL and Oxford** hosted a series of events aimed at bringing communities together, such as a BBQ and picnic, coffee morning, pop-up gig and a silent disco. BBL also welcomed motivational speaker 'Titanium Talks,' who spoke in depth about resilience and how he has overcome adversity, which was a fantastic event for both staff and students.
 - **Bracknell** hosted a fantastic coffee morning, with around 200 attendees, as well as having guest speakers from NCS, the local chaplain and the Samaritans. Students were also able to access activities to boost their mental health through physical activity, with self-defence and yoga classed available.
 - **Guildford** welcomed the Samaritans, Catch-22, Great Western Railway and Rape Crisis UK to the campus to engage with students around the theme of mental health.
 - **Reading** started the week with a brilliant Well-Being Fayre, which was attended by the Samaritans, PACT, NSPCC, Compass, Money Matters and Sport in Mind. Hair and Beauty also provided students with relaxing treatments encouraging people to take the time for some self-care.
 - **Merrist Wood** had a host of events and guest speakers, including Elle Seline, Samaritans, Surrey Health Trust, NCS, Oakleaf and Catch 22. The Time to Talk coffee mornings took place every day and were hugely valued by all who attended.
- Pride Month in June 2022 got off to a great start with Banbury, BBL and Oxford combining to attend the Oxford Pride march. Students who attended had a wonderful day and would like to make sure this is an annual event the colleges attend. Awareness raising continued on campus with displays to promote awareness and start conversations, as well as badges being handed out.
- Therapy dogs to aid with student wellbeing during the GSCE exams were introduced at some campuses with excellent results.
- Retention panels were held in the first few weeks of the Autumn term. These panels support students to stay on course or moved to a provision that is better suited to their needs. The panels were chaired by the Head of Campus, with input from a

range of staff including Learning support and student services, intervention coaches, careers staff and faculty staff. 434 students were referred to retention panels of which 351 were retained.

- The group student support sharepoint site has been refreshed and updated to provide faculty staff with a range of useful resources and guidance to support learners.

STAFFING PROFILE 2021/22

Staff by gender

Governors	Management	Business Support	Teachers	Total
•Female 50% •Male 50%	•Female 55% •Male 45%	•Female 73% •Male 27%	•Female 69% •Male 31%	•Female 70% •Male 30%

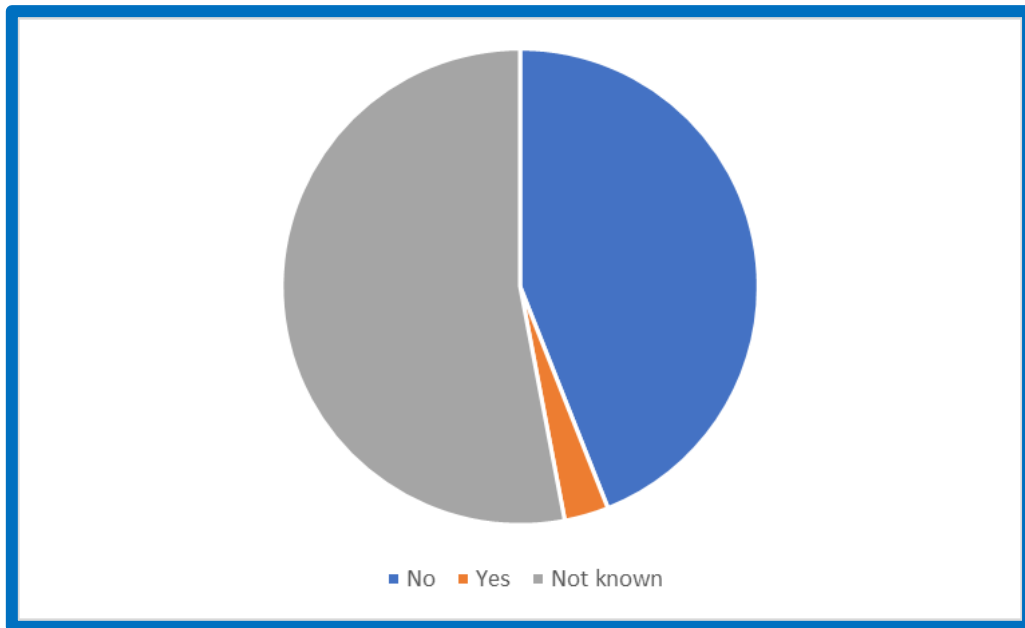
Staff by age

	16-21	22-29	30-39	40-49	50-59	60-65	66+
Governors	-	-	20%	13%	13%	27%	27%
Management	-	3%	21%	34%	37%	5%	-
Business Support	6%	19%	19%	18%	22%	10%	6%
Teachers	1%	7%	21%	25%	31%	13%	3%
Total	3%	13%	20%	22%	27%	11%	4%

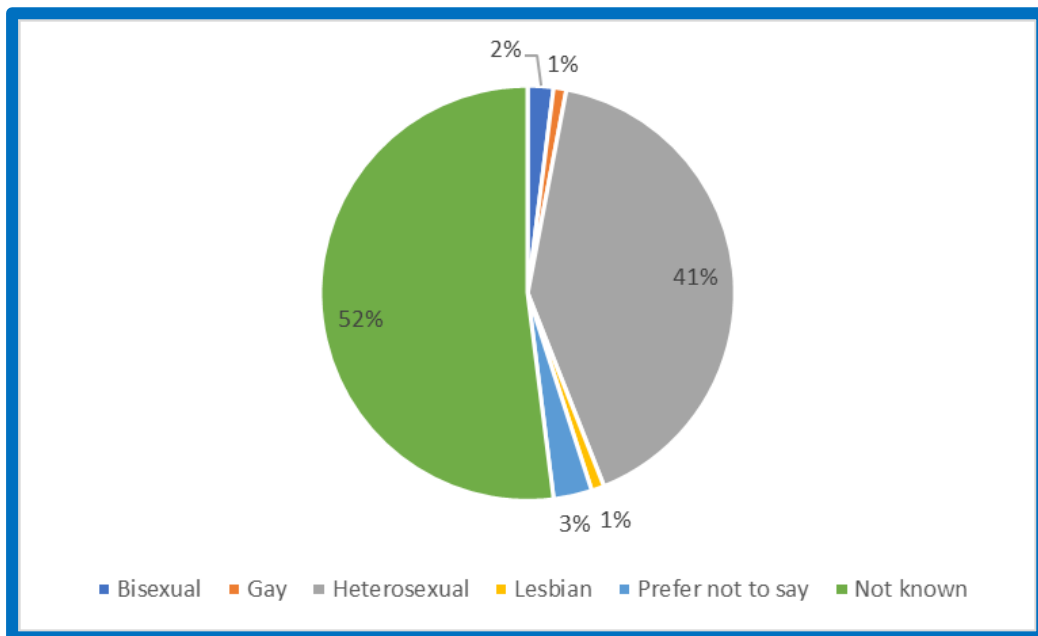
Staff by ethnicity

Ethnic origin	Asian	Black	Mixed	White	Other Ethnic Group	Not known
Governors	-	7%	-	93%	-	-
Management	3%	2%	1%	59%	2%	33%
Business Support	2%	2%	2%	45%	2%	47%
Teachers	3%	2%	1%	39%	2%	53%
Total	3%	2%	1%	44%	2%	48%

Staff by Disability

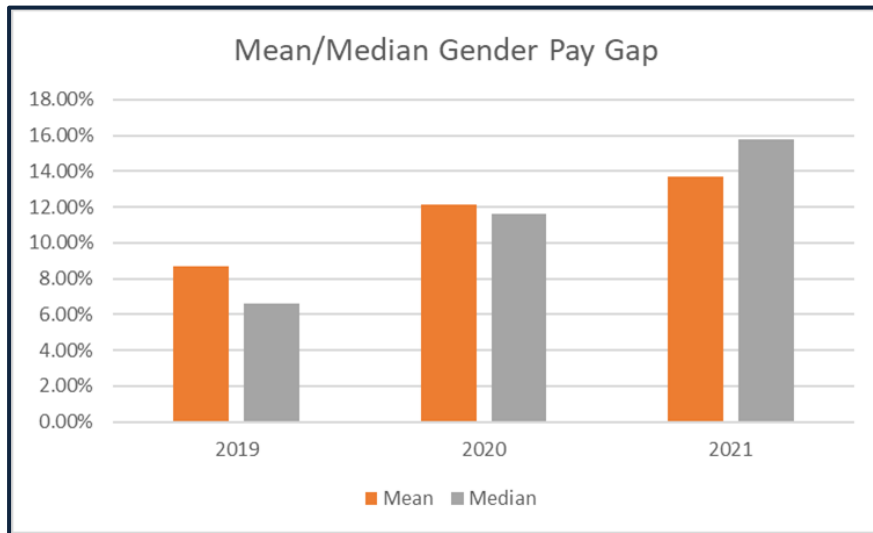


Staff by sexual orientation



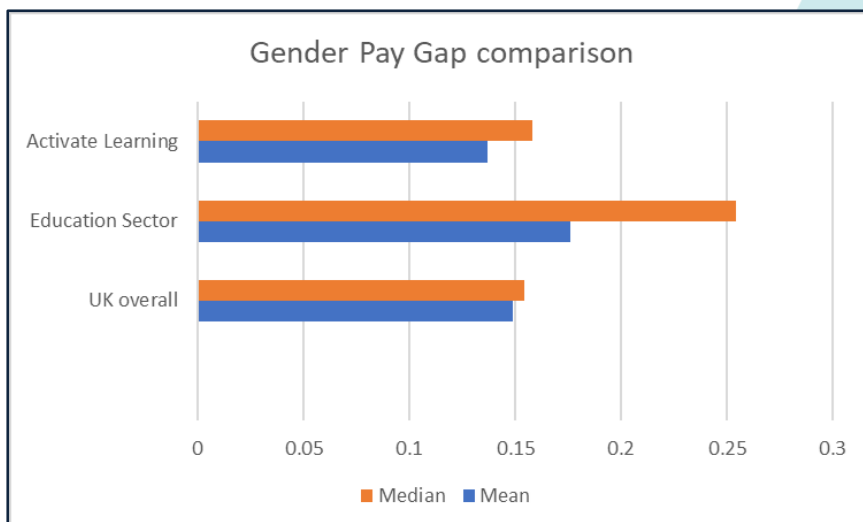
GENDER PAY GAP

Activate Learning, in line with many FE providers, has more female employees. Despite this both the mean and median gender pay gaps have shown an increase year on year over the past 3 years and this is linked to the balance of female staff compared to male staff across the four pay bands. Whilst we have a greater proportion of female staff in the whole organisation, 76% of our workforce in the lower quartiles are female. This has increased since 2020.



This does not mean that the Group underpays its female staff. The Education sector has always provided a range of flexible working patterns to suit the work/life balance of its staff. At Activate Learning, a greater number of female staff have taken advantage of this flexibility, choosing to work less hours or taking on term time only contracts. This does impact on Gender Pay Reporting calculations, however we have always, and will continue to support and provide flexible working patterns.

The education sector is cited as having the largest gender pay gap of any sector with 25.4% median and 17.6% mean for all employees in favour of males. The comparison shows that the Activate Learning median is close to the national median gender pay gap and well below that of the education sector with the mean gender pay gap tracking below both the national and education sector averages



The Group is committed to closing the gender pay gap. The following are some of the actions we will pursue in order to do this.

- Eliminating bias in our recruitment practices
- Creating employee progression and development opportunities
- Work towards removing the gender bias associated with certain roles and contract types.
- Empowering employees to transform their career
- Better communications with the education sector network channels to understand how other FE providers are tackling their gender pay gap challenges
- Promoting diversity, inclusion and wellbeing for all employees
- Ensure that our working practices support diverse working patterns.

The true impact of our actions will be evident in our next gender pay gap report but in the interim we can report the following progress against our actions:

- 26 female employees are enrolled on the Aspiring Managers' programme of which 2 have recently progressed into management roles
- 51 female employees have completed the Management Development programme of which 5 have been promoted.
- 14 female employees have completed the Leadership Development Programme of which 3 have recently been promoted.
- 7 female employees progressed to Faculty Manager roles during 2021/22
- A further 241 female employees progressed their career during 2021/22.
- Our agile working practices have created a range of flexible working options for female employees.

LEARNER PROFILE 2021/22

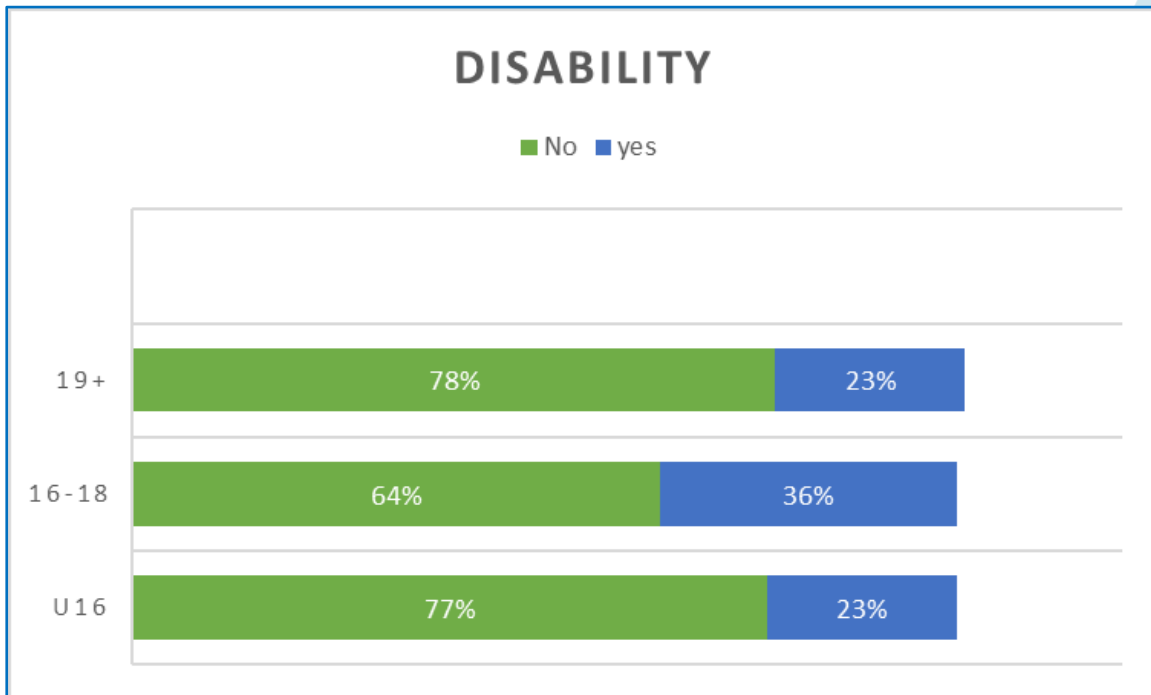
Students by gender



Students by ethnicity

	16-18	19+	U16	Total
Any Other	2.3%	3.1%	2.4%	2.8%
Asian / Asian British - Any other Asian background	2.7%	3.3%	1.2%	3.0%
Asian / Asian British - Bangladeshi	0.7%	0.4%	0.0%	0.5%
Asian / Asian British - Chinese	0.3%	0.9%	1.8%	0.7%
Asian / Asian British - Indian	1.3%	2.0%	1.4%	1.7%
Asian/ Asian British - Pakistani	3.5%	2.3%	0.8%	2.7%
Black / African / Caribbean / Black British - African	3.5%	4.0%	0.6%	3.7%
Black / African / Caribbean / Black British - Any other Black / African / Caribbean background	0.9%	0.9%	0.4%	0.9%
Black / African / Caribbean / Black British - Caribbean	1.1%	1.2%	0.2%	1.1%
Mixed / Multiple Ethnic group - Any Other Mixed / multiple ethnic background	1.4%	1.2%	0.6%	1.2%
Mixed / Multiple Ethnic group - White and Black African	1.0%	0.4%	0.0%	0.6%
Mixed / Multiple Ethnic group - White and Black Caribbean	2.4%	1.0%	2.6%	1.6%
Mixed / Multiple Ethnic group - White and Asian	1.1%	0.8%	2.4%	1.0%
Not provided	0.9%	2.2%	5.4%	1.7%
Other ethnic group - Arab	0.7%	1.3%	0.6%	1.0%
White - Any Other White background	7.0%	12.4%	7.2%	10.2%
White - English / Welsh / Scottish / Northern Irish / British	68.4%	61.9%	70.3%	64.7%
White - Gypsy or Irish Traveller	0.3%	0.1%	1.6%	0.2%
White - Irish	0.3%	0.6%	0.4%	0.5%
Grand Total	100.0%	100.0%	100.0%	100.0%

Students by disability



OBJECTIVES AND ACTIONS FOR 2022/23

- Effectively build on the work achieved through our commitment to the national mental health charter and deliver a 'whole organisation approach' to Mental Health through the implementation and monitoring of the Activate Learning Mental Health Strategy and action plan. (Launch January 2023).
- Build on phase 1 of trauma informed practice (trauma awareness) and introduce phase 2 (trauma skilled) through a whole organisation focus, training and support to impact staff and student wellbeing and success.
- Continue to raise awareness of sexual harassment, abuse and violence for all stakeholders by extending networks, external partnerships and providing regular updates and training.
- Draw from sector expertise, innovate and co-create with our colleagues' new ways to enhance the physical, mental, and financial wellbeing of our workforce and measure the impact through employee feedback.
- Identify key priorities/activities to embed a culture of inclusion and implement through a rolling programme of training across faculty and group services. Our progress will be measured through the staff survey.
- Increase the diversity profile of our senior leadership groups to show an improving trend against the current profile.



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