



EQUALITY, DIVERSITY AND INCLUSION STRATEGY 2017-2020

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CONTENTS

FOREWORD	2
OUR OVERALL STRATEGIC EDI GOALS	2
OUR KEY OBJECTIVES	3
ACHIEVING OUR KEY OBJECTIVES	3
GOVERNANCE	5
GLOSSARY OF TERMS	6

FOREWORD

The full range and significance of the diversity of our people is understood, appreciated as never before. In appreciating ethnicity, gender, sexuality, age, languages, beliefs, abilities and many other dimensions, civil society moves inexorably - if unevenly - towards a world where equality for all is protected, diversity is celebrated, and inclusion is promoted.

The Education and Training Foundation's (ETF) 2014/15 workforce data¹ for England suggests that the teaching population within the sector does not reflect the profile of learners nor does it reflect the profile of local populations. This is particularly true at leadership and governance level.

At the ETF our first operational plan set out our aim that the senior leadership of the sector reflects the student population in its diversity by 2020. We have woven equality work into our processes from the beginning and supported a range of projects and specialist work in this field. We want to constantly improve. We know the ETF can't tackle these issues alone; the whole sector must act together.

This document sets out the ETF's contribution to achieving progress on this vital agenda and our support for the sector. It is accompanied by a high-level action plan, giving an overview of how we will deliver its aims. Feedback is most welcome; you can contact me at drussell.ceo@etfoundation.co.uk.

David Russell, CEO

OUR OVERALL STRATEGIC EDI GOALS

The Education and Training Foundation (ETF) strives to ensure that all aspects of its work, including the programmes it commissions and manages, are constantly and consistently delivered to the highest possible standard. We aim to ensure that they are continuously improved to achieve the best outcomes for practitioners, providers, learners, employers and the wider communities we serve.

Equality, Diversity and Inclusion forms part of the wider ETF Quality Strategy.

Our vision is for the UK to be a recognised world leader in further education and training, where learners exceed their high expectations and employers experience growth through excellence in skills development and deployment

Our mission is to work with teachers, leaders and employers to help them achieve consistent excellence in Further and Vocational education and training.

¹ Published June 2016. Available at: http://www.et-foundation.co.uk/wp-content/uploads/2016/06/RPT-FE-Colleges_SIR_for-publication-PC.pdf

We will achieve our mission by:

- Being expert in our field.
- Looking outwards.
- 'Doing With', not 'Doing To'.
- Continuously improving how we work.
- Using, creating and promoting evidence and data.
- Valuing diversity in excellence wherever it appears.
- Having high ambition for learners and employers at all times.

The themes of promoting equality and valuing diversity are woven through all these objectives and behaviours. We promote high ambitions for all, and value all the diverse forms of excellence that can be found and supported in the sector.

In practical terms, these goals mean we want to promote equality, diversity and inclusion through our various roles:

As an employer, committed to an open and fair People Strategy that ensures we attract and retain the best staff and that all staff have equal opportunities to develop and excel.

As a commissioning body, committed to having a tendering and procurement process that ensures contracts we award are to suppliers that can prove their work is accessible to all and encourages a more inclusive and diverse workforce.

As a **collaborative player**, working with the sector to create a more diverse teaching workforce.

OUR KEY OBJECTIVES

Our overarching **objectives** from an EDI perspective are to:

- Help create a **more diverse teaching workforce**, because this can support quality and equality.
- Help create a **more diverse leadership cadre**, because this brings greater system resilience, aids innovation, and makes best use of all our collective talents.
- **Improve the ability of all leaders and practitioners** to support the needs of an increasingly diverse range of staff and learners, because this improves the equality of educational and career opportunities for all.
- Continue to **create and support an inclusive and diverse internal workforce**, because this will allow us to recruit, develop and retain the best people. Be an “employer of choice”².

ACHIEVING OUR KEY OBJECTIVES

Our actions start with how we communicate. **Signals** – or lack of them – **matter**. The ETF strives to set a good example in how we communicate at all times, whatever the topic. EDI can

² [People Strategy 2015-18](#)

easily become an add-on concern that never breaks through into the mainstream discourse of an organisation. From our visual branding – our corporate images clearly represent equality and diversity – through the accessibility of our services and products, we will not only “think EDI” but “communicate EDI”.

We maximise the opportunities to achieve our objectives by framing them around five key areas:

i. Research, data collection and use:

- a. Adopt a joined up approach to the way we collect and use our data, including from the SIR and post-CPD course surveys.
- b. Help to create a more diverse teaching workforce and improving the sector’s ability to support staff and learners’ with SEN by effecting a wider ‘step change’ in EDI issues across the sector;
- c. Continue to work as part of a collaborative network of organisations;
- d. Carry out further research involving both experts and those affected – learners and practitioners – to explore solutions and inform future strategies. This will ensure we are doing the right things to achieve a more significant change in the balance of the workforce and to make a positive impact to our staff and the FE sector.

ii. Procurement:

- a. Establish criteria in our Invitations to Tender (ITTs) for delivering on EDI issues for all our programmes;
- b. Ensure clarity in our expectations and understanding of what constitutes good EDI practice when tendering, scoring and contracting with Delivery Partners and other suppliers;
- c. Use our procurement approach to continue to encourage collaboration between stakeholders;
- d. Mandate the coverage of all relevant protected characteristics in our programmes.

EDI-focused procurement will help us achieve our objective of creating a more diverse workforce in terms of those we commission to deliver our programmes of work.

iii. Programme delivery and evaluation:

- a. Help to create a more diverse workforce at all levels;
- b. Improve the sector’s ability to support staff and learners’ with SEND by embedding a culture of addressing and delivering on EDI throughout all our programmes of work.

This will be through initial programme design (based on sector network / collaboration and intelligence), intended reach (focused on key areas of the sector), and evaluation of programme outputs (satisfaction with course delivery and content; benchmarks and overall engagement). Commercialisation means a more direct relationship with paying customers; EDI must therefore become a core feature of our customer service provision.

iv. **Communications:**

- a. Ensure we make our modes of communication to staff and the sector (be they from the ETF or our Delivery Partners) accessible to all;
- b. Seek and communicate effective practice, achievements and continuing areas for improvement in both our internal and external processes, policies and programmes;
- c. Make the link with our sector intelligence to constantly and consistently demonstrate back to the sector the conclusions we have drawn, so delegates recognise the value in providing this to us.

- v. **People:** Help to create and support an inclusive and diverse internal workforce by continuing with our commitment to providing equal opportunities in all aspects of employment, and avoiding unlawful discrimination of all kinds within the work environment. Influencing recruitment into the workforce so there is a more diverse entry-level practitioner body as well as more diverse senior management.

Our current position (as of March 2017)

Whilst we know there is much more to be done on embedding a culture of EDI through our policies, processes and programmes, since the publication of the ETF's original EDI strategy 2015 (entitled: 'Improving equality and diversity in the Further Education and Training system: Support from the Foundation'), we have made a positive start in ensuring that:

- We have a dedicated team to promote robust and appropriate processes for addressing EDI issues for our staff, including:
 - Recruitment, management and welfare policies for potential and existing employees;
 - Strategies for managers; and
 - Mechanisms for staff feedback which are dealt with through a new governance structure;
- EDI is continually reviewed throughout our commissioned work, from procurement, through programme content and delivery and finally by evaluation monitoring and analysis;
- Our equality data collection is comprehensive in its approach to inclusion. The questionnaires which we use internally and with all delivery partners have been compiled with equality experts to represent the most up-to-date practice in equality-proofed data collection;
- Staff suggestions are encouraged with the aim of creating a culture of equality, diversity and inclusion that runs right through the organisation among staff at all levels and across all functions.

GOVERNANCE

The governance of EDI is designed to be straightforward and reflect the need to ensure that internal and outward-facing issues are integrated at a strategic level.

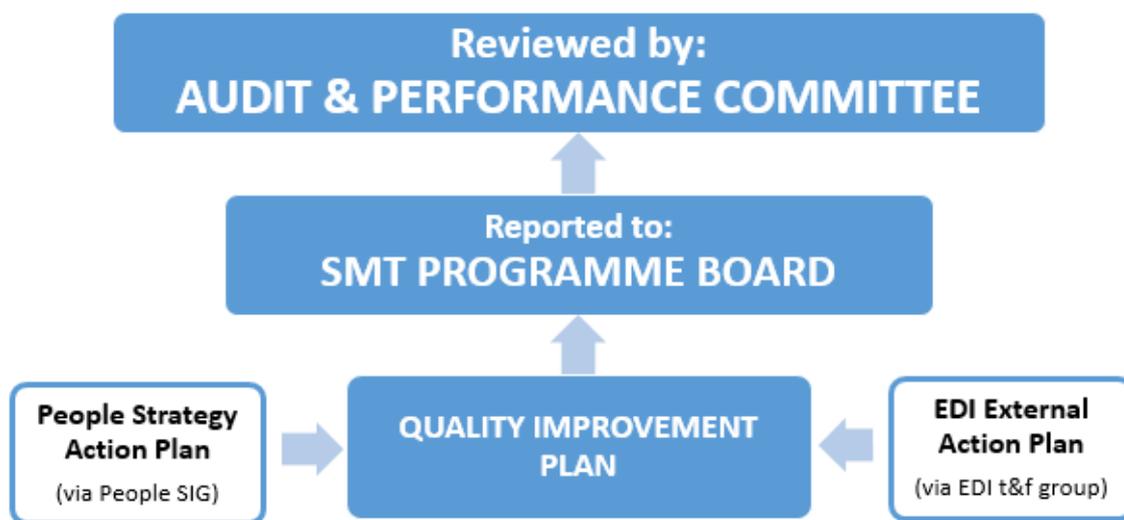
Action Planning

- i. Internal actions are specifically for ETF staff. They are incorporated into the People Strategy Action Plan and reported to the People SIG (Strategy and Implementation Group) on a regular basis.
- ii. External actions are devised to benefit the FE sector. They are incorporated into an EDI External Action Plan and reviewed by the EDI task and finish group.

Both Action Plans are signposted from the organisation-wide Quality Improvement Plan (QIP), which forms part of the ETF's Quality Framework. This document is reported to SMT (the Senior Management Team) Programme Board, for subsequent review by the Audit & Performance Committee on a regular basis.

The Quality Manager chairs the EDI task and finish group and sits on both the People SIG and SMT Programme Board and therefore has overview of all documents.

The following diagram outlines the EDI governance route:



A summary version of both internal and externally-facing action plans is published as 'EDI Priorities 2017-18' on the ETF website alongside this document.

GLOSSARY OF TERMS

BMQ	Business development, Membership and Quality
CPD	Continuing Professional Development
EDI	Equality, Diversity and Inclusion.
ETF	Education and Training Foundation
QIP	Quality Improvement Plan
SIG	Strategy and Implementation Group
SIR	Staff Individualised Record
SMT	Senior Management Team