Leading Inclusion EDI Audit Tool

Supporting Leadership of Equality Diversity and Inclusion (EDI) in the Learning and Skills sector

This Leading Inclusion EDI Audit Tool is intended to support you, as a provider, to identify progress against key inclusion criteria and highlight priorities for action.

The sections used in this tool bring together the action points outlined in the sections of the Leading Inclusion Guide. This is a 'health check' that enables you to review inclusive practice and inform action planning in your organisation.

For each category there are two columns for you to complete. The first column can be RAG (Red, Amber Green) rated as a quick measurement of progress to date. The second column is designed for you capture in more detail your key priorities.

The response boxes below are for guidance and you may wish to amend the format for recording the outcomes in your organisation

This EDI Audit Tool and the Leading Inclusion Guide are both available for download from the LSIS Excellence Gateway website.

Action points and considerations	Progress to date and evidence to support measurable impact	Priorities for action
Section 3 Leadership Of Equality, Diversity And Inclusion		
Why should anyone be led by you? Which of your values and behaviours inspire the people you lead? Which may not?		
In the context of creating best practice in EDI, the same question applies: Why should anyone be led by you? What do you do yourself to achieve positive EDI outcomes, directly or through your teams?		
What is the context for leading the improvement of EDI goals and indicators in your organisation? How good are you at "situation sensing" when it comes to EDI: with your Board…your executive leadership team…other leaders…and followers? What is your sense of the situation facing learners and would- be learners of different types in your organisation…or those who could-be learners?		
Is yours a hierarchical organisation? If it is, then does the hierarchy help or hinder the achievement of EDI goals and objectives? How straightforward is it to create a well-led team or teams in tackling EDI goals…do roles and job-titles help or hinder this?		

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Are working relationships structured so as to maximise the opportunity to improve EDI outcomes? Is your EDI leadership clear to your followers…do they actually follow you and are the intended outcomes achieved?		
Are leaders in your organisation-including the Board and including you- authentic in leading EDI? How do you know? Do the staff and learners say so?		
Do leaders in your organisation-including the Board and including you- give high significance to EDI goals, objectives and outcomes? Do they/you recognise, highlight and celebrate the achievements?		
Is there a sense of excitement about EDI in your organisation, or does the need to comply with regulatory requirements tend to dominate people's feelings and responses?		
Is your organisation a community with a shared purpose in education and training?		
Is that exemplified by your leadership of EDI goals and in their outcomes?		
How does the Board and management team in your organisation demonstrate leadership in ensuring the quality of the learning experience and outcomes for all learners?		

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How do leaders in your organisation take account of and act on learners' views on their experience of provision, throughout the learner journey?		
Section 4 Organisational Culture		
How would you describe your organisational culture from the EDI perspective? What positive actions have you taken to improve the culture in order to promote EDI? How do you know how effective you have been in this, i.e. how do you assess cultural improvement for EDI purposes?		
Section 5 The Business Case for Equality and Diversity		
If you offer training services to employers, do these include developing EDI knowledge and skills, with good-practice applications?		
Do your own workplace practices support the attraction, recruitment, retention and development of a diverse workforce?		
Does your profile of staff and Board members show similar characteristics to that of the communities you serve? What is the profile of your organisation in terms of equality and diversity benchmarks?		
Do you provide career development opportunities designed to increase diversity in higher-level positions within the organisation (e.g., mentoring, coaching)		

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If you are a provider serving the needs of employers, do you offer them training on the business benefits of EDI?		
What changes have been introduced to your business strategies to support EDI initiatives?		
Do your procurement practices ensure equality and diversity in business with your organisation's suppliers, contractors etc?		
When carrying out self- assessment processes do you use curriculum reviews to identify how more diverse learner groups could be served, with a focus on government-designated priority learners?		
By developing and completing an equality value-chain can you identify 'gaps' in your chain that will support your capacity to improve business outcomes, learner outcomes and/or employee outcomes?		
Does your provider mission have a clear EDI focus? Is this linked to your business objectives and associated KPIs?		
Do improvement targets specify the needs of different learner groups?		
Have you incorporated all legal and regulatory requirements for EDI, including those in the Equality Act 2010, into your strategic and business planning processes?		
Are you able to evidence that planning and resources consider the needs of all groups of learners?		

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Do learning and teaching, pastoral care and enrichment activities cater to the needs of all learners?		
Do competency and staff performance appraisal systems embed EDI objectives that support learner outcomes?		
Does EDI training support the aims of the organisation and do you assess the impact of training? For example is training tailored to address underachievement of a particular learner group and is the impact measured against progress of associated targets?		
Section 6 The East Midlands Regional Survey Of Providers Leading Equality, Diversity and Inclusion		
The organisation's activity in promoting a comprehensive approach to equality and inclusion		
What is you organisation actively doing to promote inclusion and equality?		
What support mechanisms are in place to support the activities?		
Is the entire organisation focused upon a "hearts and minds" approach?		
To identify if respondents believe the organisation has a clear vision for equality and inclusion		

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How recently have you tested out your vision with learners, stakeholders, staff and Board members to confirm that it is clear?		
Support and drive from 'the top' is essential. How clear is this support? Does it include the Board as well as leadership team?		
Different groups in the organisation. How well informed are they about equality and inclusion?		
How effective is the flow of information in the organisation to and from all distinct groups?		
Is ensuring effective, two-way information flows on EDI issues addressed in your self-assessment processes and improvement planning?		
To clarify the level of commitment by different groups to equality and inclusion		
What can be done that will help build commitment from all stakeholders?		
What approaches will most effectively help build a 'hearts and minds' commitment?		
Role competencies		
How effective are EDI learning and development programmes for staff and learners?		
Does your organisation have role competencies for staff? If so, do these extend to inclusion and equality?		

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How effective and extensive are other interventions, such as leadership development, coaching or mentoring?		
The awareness and application of equality and inclusion.		
Is there a gap in your organisation between understanding what needs to be done on EDI issues and ensuring robust processes are in place to turn information into action?		
How effective is your use of data to drive improvement in your EDI indicators?		
What are you doing to close gaps?		
The main barriers to equality and inclusion in their organisation		
Do leaders in your organisation exemplify/model good EDI practices?		
Which of these barriers are partially or wholly within the provider's control?		
How actively does your organisation challenge any breaches to its vision for inclusion, equality and diversity?		
How can monitoring be tightened and improved?		
How effectively is the organisation encouraging inclusion and equality and supporting this with clear compliance requirements? For example, is EDI embedded in job descriptions and staff performance objectives?		

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What are the EDI success stories for your organisation? Do you seek them out, utilise them to improve practice, and celebrate them?		
Section 7 Approaches to Promoting Equality, Diversity and Inclusion		
Does the organisation have a clear vision for inclusion and equality? To what extent is it communicated to and understood by all?		
How effectively are the organisation's leaders role modelling and championing inclusive practices?		
How pro-active is the organisation in establishing different interventions that can promote inclusion and equality?		
How effectively does the organisation encourage personal accountability for inclusion and equality?		
Are all managers as focused upon inclusion as they are key performance indicators?		
How effectively is data being gathered, analysed and used?		
How well is the provider relating externally to stakeholders?		
Is training for inclusion, equality & diversity in place for all staff/ Board members? Is it compulsory or expected? Is it delivered flexibly to meet the needs of different groups, with its outcomes monitored?		

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Are directors and senior managers role models for EDI? Do they always attend appropriate inclusion and equality development programmes?		
Are managers encouraged to coach others on inclusion and equality?		
Mentoring is an excellent approach that models successful behaviours to the mentee. How may you utilise it for the benefit of learners and staff in your organisation?		
How effectively does your organisation's leadership promote excellence in EDI?		
What recruitment and induction processes are in place to support inclusion and equality?		
How visible are the organisation's leaders as champions of inclusion?		
What EDI network groups exist?		
Are EDI competencies in place for all staff? Is inclusion embedded in roles through competencies?		
To what extent do interventions support a 'hearts and minds' approach that embraces inclusion and equality?		
What is being done to involve learner and employer groups whose attitudes might be more challenging to inclusion and equality?		

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What enforcement measures does the organisation take (or is prepared to take) when inclusion and equality approaches are ignored or abused?		
Section 8 Inspection and Performance Management		
How effectively do leaders and managers raise expectations and promote ambition for EDI throughout the organisation?		
How effectively do your governors/supervisory body provide leadership, direction and challenge to EDI?		
Are your governors/the supervisory body directly involved in EDI leadership? Does their provider mission set expectations for EDI? Do they set standards and approve key performance indicators? Did they approve the Equality Scheme(s)? Do they monitor its effectiveness, providing direction and challenge?		
Do your governors/the supervisory body review the quality and standards of provision to ensure that EDI objectives are being attained?		
Are leaders and managers at all levels of your organisation engaged in planning EDI objectives and in self-assessment of progress made?		
What equality and diversity measures do you use to assess the effectiveness of leadership and management with regard to EDI?		

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Is the importance of EDI for the organisation communicated effectively to all staff, learners and external partners/stakeholders?		
How effectively do you promote the safeguarding of learners?		
Do you have strategies in place to safeguard all learners- including those such as apprentices who are based with employers- from harassment, bullying and discrimination?		
Do you consider equality and diversity as part of health and safety risk assessments, in particular for vulnerable learners?		
How successful are you in actively promoting equality and diversity, tackling discrimination and narrowing the achievement gap?		
What is your understanding of "actively promoting" equality and diversity? Do all your staff and governors/Board members understand their roles in this?		
How actively do you promote equality of opportunity? What EDI data do you utilise for learners and staff in doing this? How do your internal and external communications assist achievement of this goal?		
How do you act to eliminate discrimination? How do you monitor the effectiveness of this activity and use the results for improvement?		

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How do you assess outcomes for different groups of learners?		
Is action taken to ensure that the ethnic profile of staff and governors broadly reflects that of the learner population?		
How effectively do you engage with users to support and promote improvement in EDI?		
Do you have an effective learner involvement strategy? Does it work well with all types of learners and all modes of attendance in your organisation? How is it utilised to engage learners in achieving EDI objectives?		
How are staff at all levels of your organisation engaged in achieving EDI objectives? Are they provided with induction training and continuing professional development in EDI issues?		
Are visitors, contractors and the public made aware of your EDI values and goals and engaged in supporting them?		
How well does your provision serve the needs of socially excluded learners and potential learners? What measures are you taking to improve their representation and success?		
How effectively does self-assessment in EDI improve the quality of your provision and outcomes for learners?		

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Do your self-assessment process and report include full coverage of equality dimensions and a summary judgement/assessment?		
Do your governors/the supervisory body 'sign off' the self-assessment report? If so, is there a statement to the effect that they are confident that the organisation is fulfilling its statutory, legal and contractual obligations in regard to equality?		
Is there a separate section/overview and judgement that evaluates how well/effectively the organisation is implementing equality, tackling unfair discrimination and promoting the benefits of diversity and, where applicable, how it is positively contributing to community cohesion?		
How efficiently and effectively do you use your available resources to secure value for money?		
Is access to learning resources available to all learners, regardless of their background, and appropriate for effective study in lessons and for independent study?		
Are there resources that allow all learners to participate equally, regardless of their backgrounds or circumstances?		
Do work-based learners have access to good learning materials, equipment and facilities?		

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Do learners with learning difficulties and/or disabilities have appropriate specialist staff and specially adapted learning resources?		
Do you have a Single Equality Scheme, or separate equality schemes, that meet your legal, regulatory and contracting requirements as a provider?		
Are you reviewing your equality scheme(s) in the light of the new Equality Act?		
Does your SES or alternative lead to actions and measures that enable you to meet your duties and develop good practice in EDI?		
If your work requires the support of employers, how do you ensure that they meet your expectations on EDI issues?		
Are there barriers to your capacity to promote equality and diversity, tackle discrimination and narrow the achievement gap? How are they being addressed?		
Are there particular groups of learners in the communities you serve who you believe to be at risk of disadvantage? What actions are you taking, on your own or with other providers?		
How do you utilise EDIMs in your organisation's response to EDI issues? In particular, to improve outcomes for all learners?		

Action points and considerations	Progress to date and evidence to support measurable impact	Priorities for action
Do you discuss your EDIMs with your funding/commissioning body and other stakeholders?		
Are you planning to revise your EDIMs in the light of the new Equality Act?		
If you are a provider already in scope or due to come into scope for the Framework in 2010: how do you plan to make use of its evidence in promoting equality and diversity and narrowing the achievement gap?		
Section 9 Funding		
Are you aware of the opportunities to fund vulnerable learners in your organisation, as described in the Statement of Priorities 2010-11?		
Are you prepared for the commissioning requirements in the local authority area(s) you serve, with regard to provision for priority groups in 2011-12? The planning of this work will be underway during 2010.		
Have you updated your plans in the light of the revised priorities for funding?		
Section 10 The Learning and Skills Workforce		
Are you aware of your EDI responsibilities as an employer, including those created by the Equality Act 2010?		
Are you engaged with the EDI work of LSIS, Lifelong Learning UK and the Institute for Learning and, if in the East Midlands, the EMFEC support networks?		