

Equality & Diversity

ANNUAL REPORT 2014/15

www.ltegroup.co.uk

5,000 colleagues
in more than 100
UK locations

Chair's Introduction



Sue Murphy CBE
Chair

Our Annual Report on Equality and Diversity is a chance to take stock, to celebrate the diversity of our unique organisation and our learners, and to renew our commitment to making progress on this important issue. I see our mission, to improve lives and economic success through learning and skills, as one of inclusion. It's relevant to learners, to employers, to colleagues and to our wider communities, including our regional economies.

I'm regularly inspired by the progress our learners make,

many overcoming hardship and disadvantage to achieve their goals, with the support of an outstanding team of colleagues. In recognising the achievements of our learners and our staff, it's key to also celebrate the diversity of our unique organisation.

In our Annual Report 2014/15 you see a snapshot of a welcoming and inclusive environment for our community of learners and colleagues. Thank you for your support, your passion and your commitment to equality and diversity.

Chief Executive's Overview



John Thornhill
Chief Executive

I am very proud to lead one of the most innovative and dynamic organisations of its kind in Europe. With 5,000 staff operating across more than 100 UK locations, we provide learning, training and employment services across a wide spectrum, from Apprenticeships and training for employers to GCSE, A levels and university level study, as well as vocational programmes and professional qualifications to prepare learners for today's employment market. We are the market leader in prison education, training and employability services.

Our social mission is to improve lives and economic success through learning and skills and we do this with passion and dedication day-in, day-out. Our aim is to contribute to economic growth through the development of skills locally, regionally and nationally, based on a strong belief that the learner is at the heart of everything that we do. We are committed to improving the employability and economic situation of all individuals, by giving them

access to the best training, education and employment opportunities, regardless of their background. Our commitment to equality and diversity and to non-discriminatory practices applies across our Group. It's fundamental to our values and mission and is as important for colleagues, as it is to our support for individual learners, in the classroom and in the work place. I'm proud that we are making progress, with partners, working as one team.

There's still more to do and we will continue to make significant strides towards our goals in this area.

GOVERNANCE

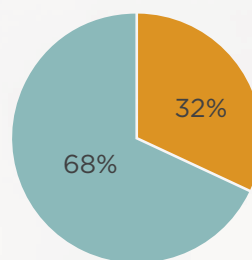
The Board of Governors has the strategic oversight of the Group including setting its mission, vision and value. They are both leaders of and ambassadors for all parts of the Group.

There were 19 members of the Board of Governors in 2014/15

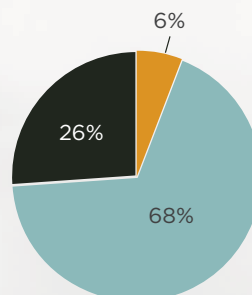
Governor profile

19 members

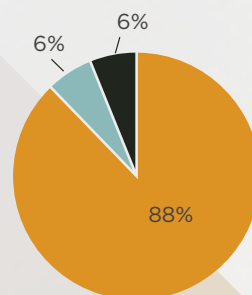
| Gender | % |
|--------|-----|
| Female | 32% |
| Male | 68% |



| Age | % |
|-------|-----|
| 25-44 | 6% |
| 45-59 | 68% |
| 60-74 | 26% |



| Ethnicity | % |
|-----------|-----|
| White | 88% |
| Black | 6% |
| Asian | 6% |



Community & Stakeholder Engagement

Governors will continue to work to ensure that members of the governing body have the appropriate skills and expertise to undertake their role effectively whilst at the same time reflecting the diverse communities served by the Group.

Key Objectives 2016/18

- Collect data on all protected characteristics
- Focus on increasing diversity
- As leaders and ambassadors, to champion equality and diversity in all areas of the Group.

Equality, Diversity Inclusion Update

- Female membership increased by **6%▲**
- Ethnic minority representation remained stable
- Representation aged under 45 remained stable
- Governors declaring a disability reduced by **6%▼**

GROUP SERVICES

Group Services covers a range of professional and support functions such as IT, HR, Marketing, Finance, Management Information and Student Records. There are a total of 674 employees in Group Services with the majority of staff being based in Manchester.

We also have staff based in regional offices across England – particularly those supporting Novus. Services are provided to all areas of the organisation and roles range from administration to senior professionals.



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Group Services profile

There are **674** employees in total

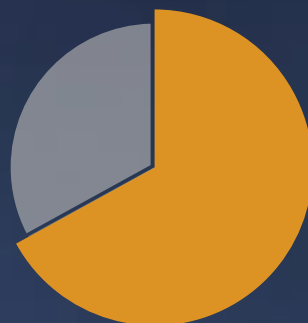
1%

have a
declared
disability



67%

of the
workforce
are women



14.5%

of the workforce
are from an
ethnic minority



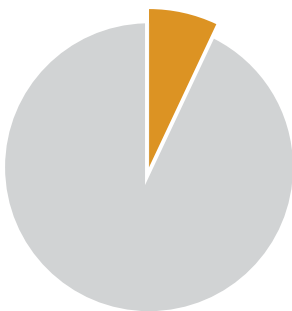
30%

of the
workforce are
part-time

Workforce

7%

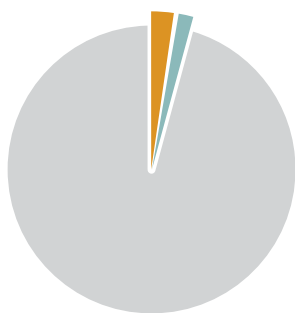
of the workforce are aged 16-24



The largest proportion of staff are in the 46-55 age group

30%

of employees



The largest ethnic group is African

2.3%

followed by Caribbean at

1.5%



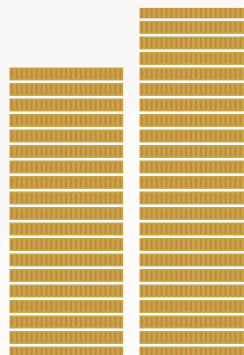
51%

of the workforce are over the age of 46

Men get paid

20%

more on average than women



Equality, Diversity Inclusion Update

- Corporate re-structuring and changes to governance have enabled a review of the equality balance of our Divisional Boards – the recruitment process is underway
- We have developed an implementation plan and management structure to enable us to collect information from staff on all nine characteristics – this will be implemented during 2016.



All employees complete an on-line learning package that supports training in Equality & Diversity

Key Objectives 2015/16

- Improve our data gathering and analysis to allow us to more clearly identify areas of concern or areas for improvement in the recruitment process
- Assess our recruitment policies to ensure we are meeting best practice
- Review our learning and development options to ensure that we have appropriate options available to all groups of staff to develop and progress within the organisation
- Greater focus on those staff who declare a disability
- Review staff recruitment to ensure that our staff are more representative of our learners across the Group
- Ensure a greater focus on diversity when recruiting staff and in particular:
 - Female staff within the Governing body and Executive
 - Positive recruitment of staff under 50 from ethnic minority groups
 - Collect staff information in relation to all nine related characteristics in order to understand our workforce better and meet their diverse needs.

Further Education

In 2014/15 The Manchester College provided a breadth of further education courses from pre-entry to Level 3 to 15,000 students drawn from across Greater Manchester and beyond. The college benefits from its diverse enrolment from a vibrant growing city population where over 190 different languages are spoken. Manchester is the fastest growing city in the UK over the past decade (2011 census data).

Our work in the further education sector enables us to raise aspirations and support all young people and adults to achieve qualifications and develop employability skills that prepare them for employment and economic success. A renewed focus on the student experience at the college in 2014/15 ensures that the lives and experiences of all students are enhanced through a comprehensive enrichment programme of events, activities and tutorials used to advance awareness of equality of opportunity, encourage community cohesion within the college and support achievement and employability skills. We are committed to creating an environment where everyone with a protected characteristic feels confident to participate without fear of discrimination or inequality.

The Manchester College plays a key strategic role in addressing the challenges facing Manchester and is at the forefront of supporting the city council's priority to 'address particularly high levels of out-of-work poverty by focusing on employment and skills'

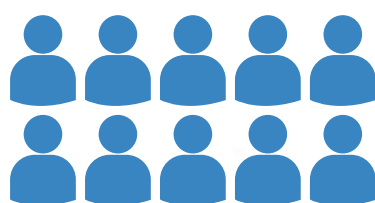
(State of the City Report 2014/15; The Manchester City Council).

The Manchester College makes a genuine and realistic commitment to continually raising awareness of equality and diversity both within and outside of curriculum settings to challenge and eradicate discrimination and prejudice in all of its forms.



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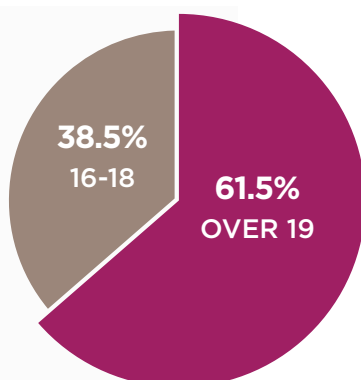
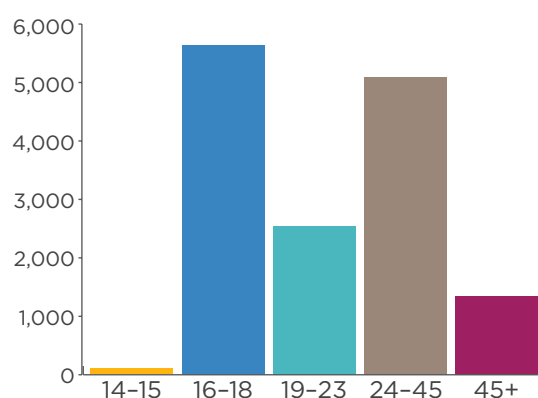




Overall student
number in 2014/15 for
further education

15,000

Age



38.5% of our learners
were aged **16-18**

61.5% were aged **over 19**

The oldest
further
education
learner was
77 years old

Overall success increased by age
group: a difference of **15.1%**
comparing 16-18 learners (**76%**)
and 45+ (**91.1%**)

76% | 16-18

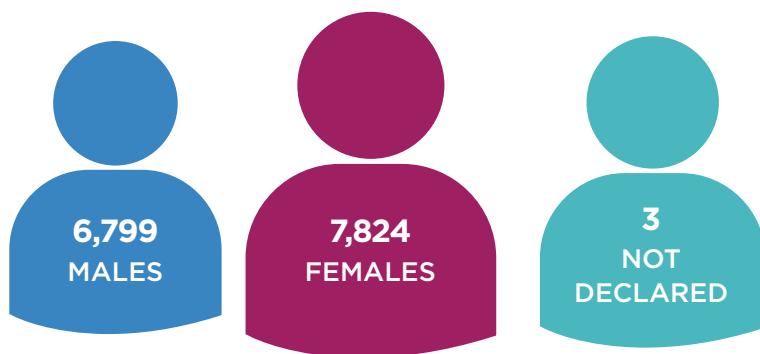
91.1% | 45+

There was a **7.8%** success gap
comparing 19-45 year olds (**83.8%**) to
16-18 (**76%**)

There was a **10.2%** success gap
between 16-18 (**76%** success) and
adult learners (**86.2%** average)

Gender

A higher percentage of females learners (53.5%) enrolled at college compared to males (46.5%), a difference of 7% (1.5% greater than in 2013/14).



Outcomes for learners by gender

- There were no significant overall success gaps by gender
- Male retention (93.9%) was 0.7% higher than female retention (93.2%).

- Female learners' success (**82.7%**) was 0.5% and achievement (**88.7%**) was 1.2% higher than male learner success (**82.2%**) and achievement (**87.5%**)

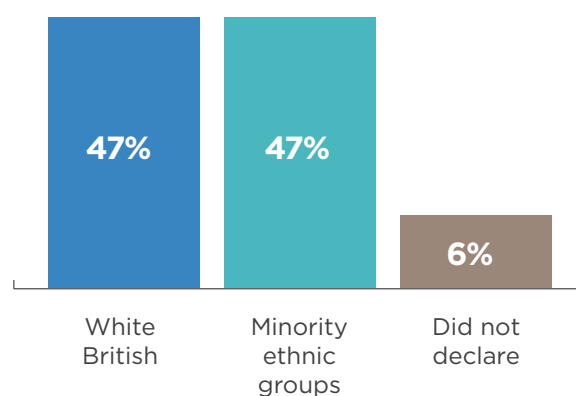


Ethnicity

Outcomes for learners by ethnicity are monitored across 19 (including not provided) different ethnic groups represented in the college:

- The largest ethnic group is White British learners who make up 47% of the further education student population (compared to 66.6% White British in Manchester [2011 census])
- 47% of further education learners are minority ethnic groups, an 8% increase from 13/14 (compared to 33.4% of Manchester residents [2011 census])
- 6% of learners didn't declare/provide their ethnicity at enrolment

- African learners are the largest Black, Asian and Minority Ethnic group of the further education student population at 13% (2011 Census data shows the largest Minority Ethnic Group in Manchester is Pakistani; Pakistani learners made up 6.6% of The Manchester College enrolment in 2014/15).



Declared disability/learning difficulty

- 18.2% of learners disclosed a disability or learning difficulty

- 81.1% of learners declared no disability or learning difficulty

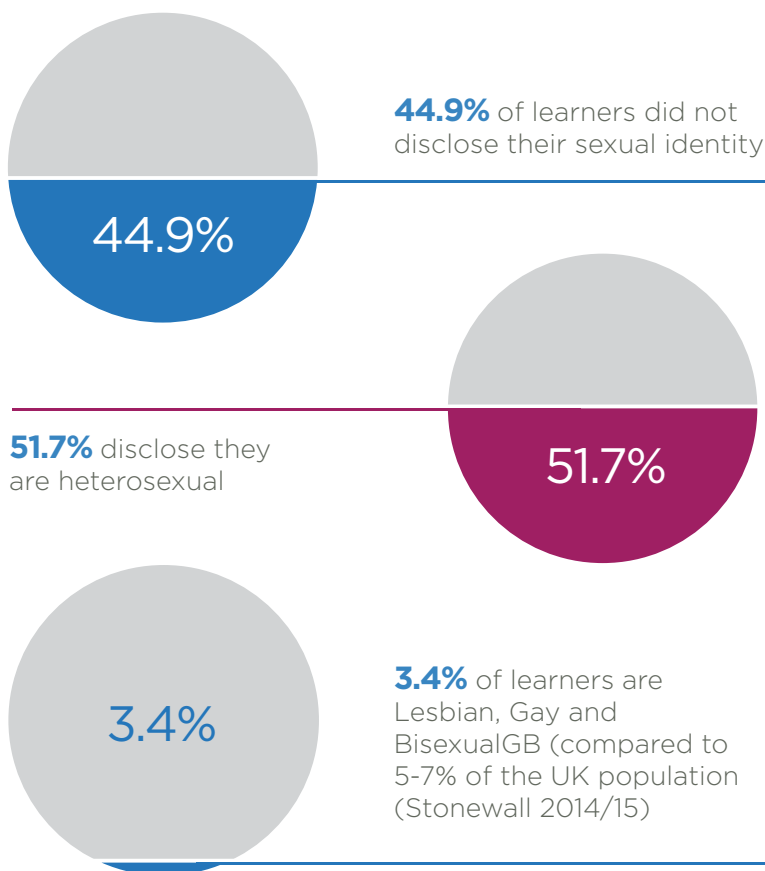
- There are no significant overall success or retention gaps for learners with a disability/learning difficulty compared to learners without a disability/learning difficulty

- Retention is 1.2% higher for learners declaring no disability/ learning difficulty (93.8%) than those disclosing a learning difficulty or disability (92.6%).

- A 2% success gap between learners without a disability/learning difficulty (82.8%) and learners with a learning difficulty or disability (80.8%)

Sexual Orientation

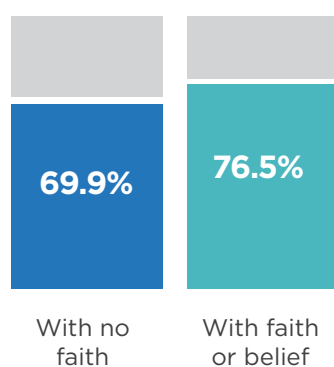
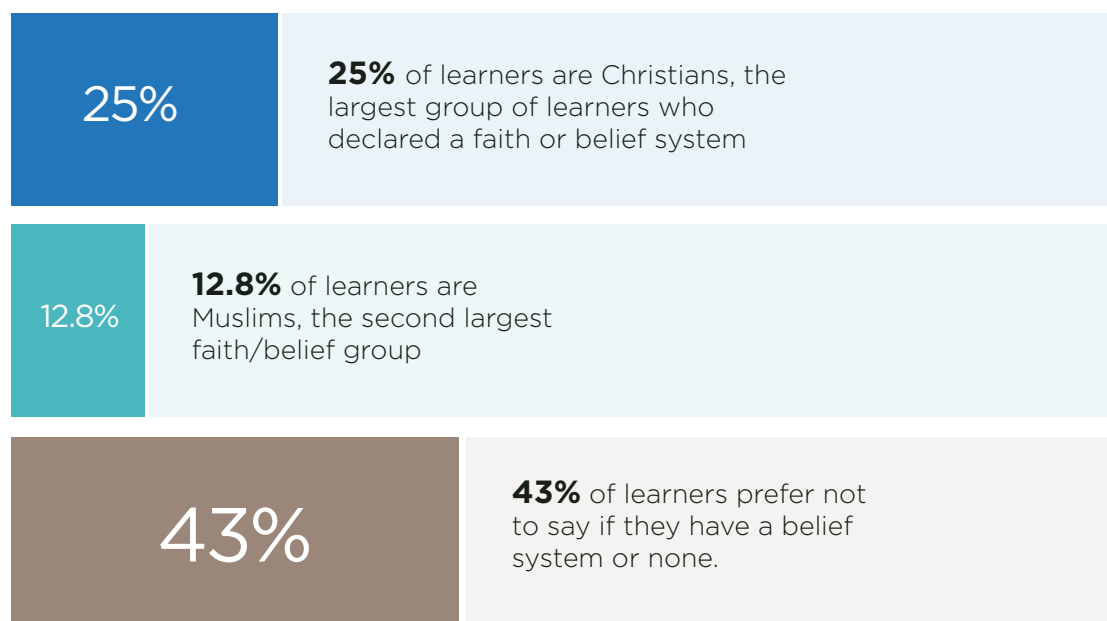
Analysis by sexual orientation gives a detailed breakdown of six categories, including other, and prefer not to say.



Gender reassignment

- 100% retention of learners who declared their gender has changed to that assigned at birth
- 4.8% achievement gap for learners who declared their gender has changed since birth compared to learners who declare the same gender at birth but higher success rate (83.3%) for learners who declared their gender has changed to that assigned at birth compared to learners who have the same gender since birth (82.5%).

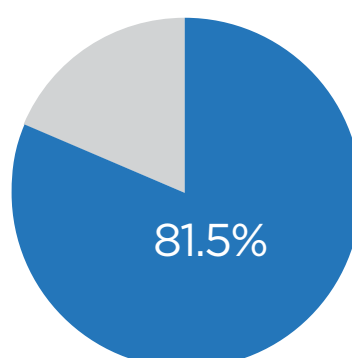
Faith, belief and none



Overall learners with no faith have **69.9%** success rate and learners with faith or belief system have a success rate of **76.5%** (mean average) – an overall gap of **6.6%**

Success for learners who prefer not to declare their religion or belief system is

81.5%



Jade Stedford Wymment



Jade Stedford-Whyment, 24, won The Manchester College 'fresh start' campaign prize to give a student the chance to free education after past attempts to get an education were derailed. The judges were very impressed with Jade's entrepreneurial approach and offered her a place on a higher national certificate in Business studies at St John's campus.

Jade experienced post-natal depression in 2013 and decided to set up an online boutique to give her a new focus. Jade planned to use the knowledge gained on the course to develop her business saying, 'I was in a dark place when I had post-natal depression, but setting up my online boutique helped me get through it. Having the right education and skills will help me become the successful business woman I've always wanted to be. This qualification will make a massive difference to my life by opening up so many doors for my career'.

“

Having the right education and skills will help me become the successful business woman I've always wanted to be.

Kirsty Howard 20th September 1995 – 24th October 2015



An inspiration to us all

Kirsty Howard was born with a complex, life-limiting heart condition but this did not hold her back in her ambitions to study and to raise funds and awareness about her condition giving her a national profile. Kirsty enrolled at the college to complete a level 2 Diploma in Children's Care Learning and Development which was personalised to her needs and allowed her to extend the programme

over two years. Throughout Kirsty was a very motivated young woman who through all adversity, attended college, placements and achieved an overall Merit within the course.

Throughout her time at college it was paramount to encourage independence to enable Kirsty to develop the skills needed in the Childcare career path she had chosen. Kirsty was an ambitious young lady who was very determined to achieve her career goals. Kirsty passed away in October 2015 but left an indelible mark on the college and beyond. Kirsty's tutor Sue says, 'As her personal tutor for two years she has left me with the abiding memory of a young lady who was self-motivated and driven by her love for children. She was also a focussed, positive role model to other young people. I will always remember her as Kirsty "anything is possible" Howard'.

“

Anything is possible.

Jo & Ruth Pitchford Mother and daughter

Jo has been a lifelong learner with 'Union learn' and The Manchester College, returning to learn after raising her family of four daughters. Jo's most recent achievements include a Level 3 TUC Diploma in Equalities. Inspired by her mum's experience, a spark for learning was ignited, in her daughter Ruth (18) who enrolled at college. Today as a result of her dedication and commitment to her studies, Ruth has become one of two Northwest GMB Youth Communications Officers. As a result of completing her effective communications and public speaking training, combined with experience of and passion for mental health issues, she has recently been to London to meet the shadow mental health minister Luciana Berger to discuss the impact of mental ill-health on young people. Ruth has also recently taken up the strand seat for young workers on

the North West & Irish Regional GMB Equalities Forum where she can use her developing skills and confidence to advance issues affecting young people. Ruth said, 'Being able to access TU training is giving me some amazing life skills and experiences – never did I think at 18 I would have the skills and confidence to interview a Labour MP (Shadow Minister Luciana Berger)! Think big and make your voice heard. As a learner with The Manchester College the skills and training I've received have helped me to grow and develop my skills as a branch equalities officer'. Jo says, 'As a mum, watching the growth in confidence and the change in Ruth makes me confident that the impact of learning on her life and the development of her transferable skills will set her in good stead for the future'.

“

Think big
and make
your voice
heard.

Jade Mullin 16-18 Level 3 Year 1 Sport Science/ Nicholls Campus

Jade is studying Level 3 Sport Science but outside of her studies, Jade is also an elite athlete who, as a wheelchair user, competes in the Paralympic events of Shot Putt, Javelin and Discus; events that she intends to represent her country at national level one day. Jade has never let her disability stop her from doing what she wants to do. As Jade says, 'Nothing stands in my way. I love sport and will have a go at most things'. Jade also delivers inspirational talks to local primary school pupils about disability and sport. She says, 'I love coming to college, Nicholls has no access barriers, it has a great atmosphere, the staff and learners are great, accepting and friendly'. Jade is working towards attending university in 2017. Her personal tutor, Dan Jordan,

says, 'I am in awe of Jade's resilience and determination to be successful. Jade is the only wheelchair user in a class of able bodied students which could have proved difficult for some people, but not Jade. She refuses to let her disability prevent her from participating in as many activities as possible. She actively engages in individual adapted sports with her classmates'.

“

Nicholls has no access barriers, it has a great atmosphere, the staff and learners are great, accepting and friendly.

Gypsy/Irish traveller

Bernadette Patterson (Missy) enrolled onto a Level 3 Travel and Tourism Course at our Openshaw Campus before enrolling on a Foundation Degree in Tourism Management at our Fielden Campus in 2015. Studying has not always come easily to Bernadette and she did not always have a lot of encouragement from home as she is the first in her family to go to College. To complete her final research project Bernadette was initially daunted and doubted her ability to complete it however as her tutor explained, 'She tackled each section of the research as instructed and ended up 2 points off the highest grade. She didn't believe it herself, because she often doesn't believe in herself, but her work was fantastic. I was very impressed and

pleased for her. Whatever she wants, she can achieve'.

Bernadette says...Alison is a great tutor- she kept me motivated throughout the course. I was the first in my family to attend college so it was difficult for my family to understand the pressure of course work and assignment deadlines etc. Passing the course was the best thing that ever happened to me, and made my family very proud.'

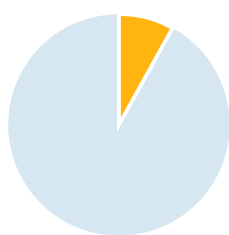


Alison is a great tutor-
she kept me motivated
throughout the course.

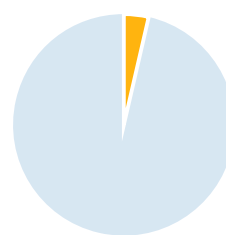
Workforce



Newly appointed roles 14/15

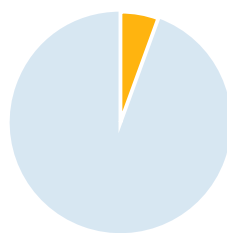


8.92% of the work force were newly appointed in 14/15

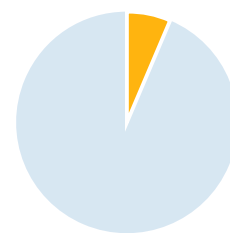


3.8% newly appointed roles in 14/15 were male

5.9% newly appointed roles in 14/15 were female



7.1% of newly appointed roles staff declared a disability.



Full time / part time comparison

70.5% (901) of the work force are full time.

4.2% (38) of full time staff have a disability.

29.5% of the work force are part time.

0.3% of the part time work force have a disability.

70.5%



4.2%



29.5%

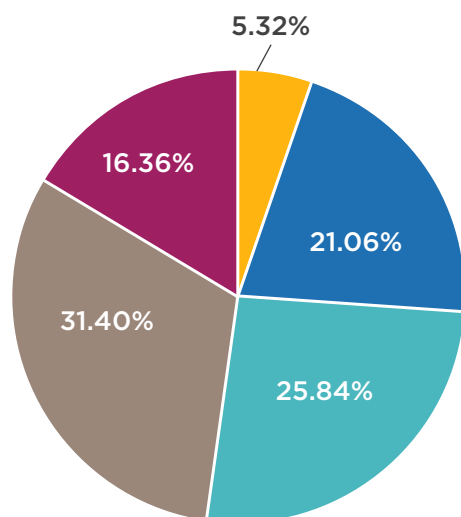


0.3%

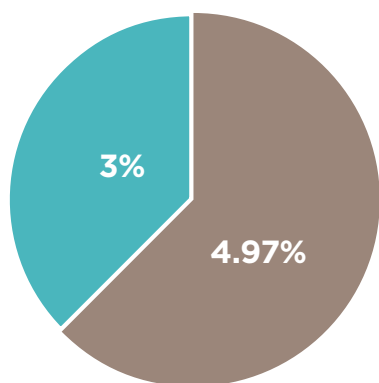


Age

- 16-24
- 25-35
- 36-45
- 46-55
- 55+

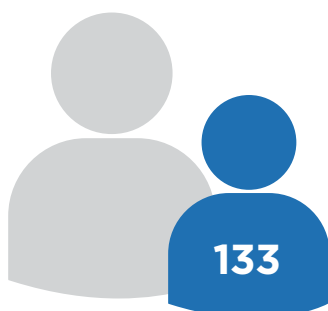


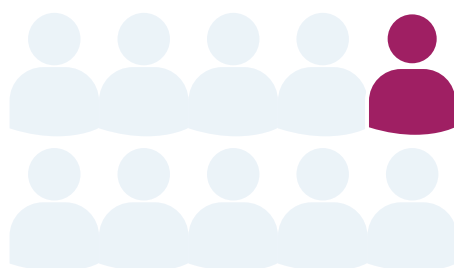
Ethnicity



4.97% of English/Scottish/Welsh/NI/British have raised grievances compared with **3%** of Black Minority Ethnic staff.

133 staff are Black Minority Ethnic although 501 are unknown or prefer not to say.





10.42% of the work force are Black Minority Ethnic.

27%

27% of Black Minority Ethnic staff were appointed in 14/15

Community & Stakeholder Engagement

To meet the diverse, complex needs of the learners who study at the college, The Manchester College has extensive multi-agency links in place including CAHMS, 42nd Street, Proud Trust (Formerly LGBT North West), Albert Kennedy Trust, Barnardo's Leaving Care Service, Refugee Network, CRUZE, YASP, City Centre Project, Brook, GM Fire Service, Eclipse, The Foyer and Trinity House.

The college's links to local agencies in Manchester provide a positive response to events, information to learners in the form of guest speaking and Q&A sessions.

In 2014/15 a high percentage of learners declared a mental health disability. From this statistic YASP, a mental health charity, supported learners at

the college, giving talks about their service. Students were informed that YASP services are free and include counselling, mentoring, befriending and advice. In conjunction with this, the student experience team promoted an event, Keeping Your Mind Fit Through Sport and Relaxation.

The 2014/15 Equality and Diversity calendar of events took place on all campuses celebrating all aspects of EDI. A Christmas support leaflet was available for all vulnerable learners to enable access and support if required.

The Manchester College has good links with partner schools. This work is important to help understand potential tensions within our youth communities and support transition arrangements for some of the most vulnerable learners.

Supported Learning Internships

The Manchester College is working alongside Pure Innovations and a number of Employers to run this employment based programme for young people with a learning difficulty or disability.

Examples of Placements

Central Manchester Hospitals and Sodexo

- Pharmacy/ Housekeeping/ Catering/ Administration/ Domestic/ Porter/ Retail

Manchester City Council

- Catering/ Customer Service/ Events/ Administration/ Data input/ Retail

Manchester Airport

- Hotels/ Catering/ Trolleys/ Retail/ Security office/ Bar.

Learners on this course develop real work skills with the goal of getting paid work during or at the end of the year.

In 2014/15, 75% of learners gained paid employment, an increase of 10% from 2013/14.



Black history month

- October 2014/15

Black history month was celebrated in October 2014/15. Events took place to highlight the achievements and celebrate, and uncover history of our Black community in Manchester.



LGBT Promotions 2014/2015

An equality, diversity and inclusion awareness day was held at our Shena Simon Campus to celebrate the Lesbian, Gay, Bisexual and transgender (LGBT) community within the local Manchester area, raising awareness of reducing discrimination and homophobia/transphobia on all of our campuses.

The Student Experience Support Workers team worked with a range of external support agencies and organisations to attend the event that was held next door to Shena Simon campus in Sackville Gardens within the lunchtime period.

The IDAHOT event was supported by local community groups:

- 'Just a ball game' - support organisation, LGBT sports activity promotion and club

- The 'Canal Siders' - LGBT rugby group
- **Transform** - support organisation for trans community and people who are transitioning
- **LGBT / Proud Trust** - support organisation in Manchester for LGBT young people and adults
- **LGF** - Support organisation in Manchester for LGBT young people and adults
- **Community Police Support Officers** - Connection within the village area and surrounding campus
- **Local Bakeries**



International Women's Day Promotion Event in March 2015

Students at Northernnden campus created an interactive media 'inspirational' playlist and were given the chance to act as DJs during breaks and lunchtime. A memory tree allowed them to jot down a message to women who had been inspirational in their lives.

Students said....."I wanted to put a message on the tree for my Nanna. She is really important to me".

"We decided to put some advice to our younger selves on the memory tree and our hopes for the future too."

Fit For Fun

Campus-wide College event

Fit for fun is a campus wide event, offering sporting events and the chance to 'have a go' at many different sports. Female learners took part in boxing classes and male learners took part in varied dance events.

Running tracks were set up and competitors from all ethnicities, disabilities and different genders could compete with each other.

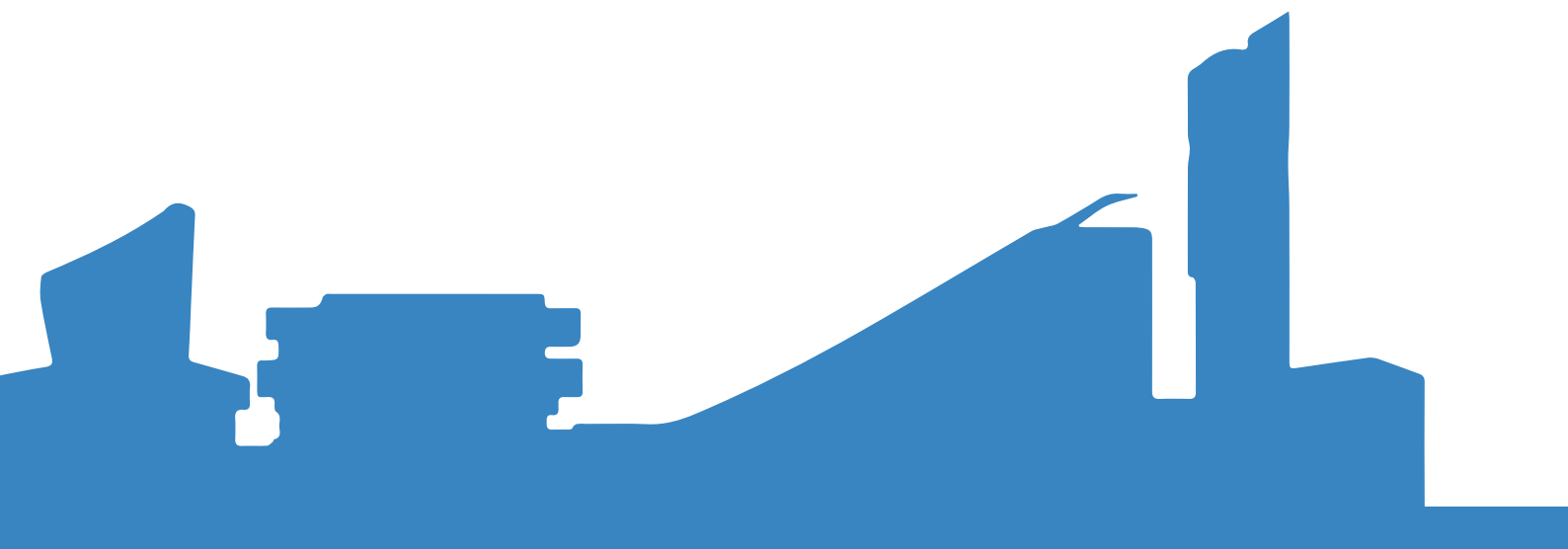


Equality, Diversity Inclusion Update

- The success gap for 14/15 between 16-18 and adult learners was 10.2%. A priority objective for 15/16 is to reduce the achievement gap
- In 14/15 there was a 5.5% success gap between white and BME learners
- In 13/14 23% disclosed that they had a learning difficulty or disability. In 14/15 the disclosure figure was 18.9%
- Success for learners in 13/14 was 79%. Success in 14/15 for learners with a learning disability or difficulty was 80.8%
- Data was collected from additional groups – faith, belief and none, gender reassignment and sexual orientation
- Participation in the 16-18 Learner Voice Survey increased by 54 and participation in the adult survey increased by 1,054 compared to 2013/14
- Equality & Diversity specific tutorials were mandatory for all learners and over 50 events took place on campus relating to Equality & Diversity
- Over 5,000 learners attended events linked to Equality & Diversity in 2014/15.

Equality, Diversity Inclusion Objectives 2016-18

- To reduce the achievement gaps between learners with faith and learners with none.
- Raise the profile of Equality and Diversity events across all campuses to advance discussion, respect, tolerance and inclusion.
- To reduce the success gap between learners from White British, Scottish, Welsh and Northern Irish and BME learners and learners with Faith and None.



Higher Education

Background

The Manchester College is the largest further education college in the UK, with more than 15,000 students based on a number of campuses in the Greater Manchester area. The College's mission is 'To improve lives and economic success through learning and skills. The higher education provision is an integral part of the College's mission, with a vision to be 'A leading provider of flexible, affordable, career relevant, university education.

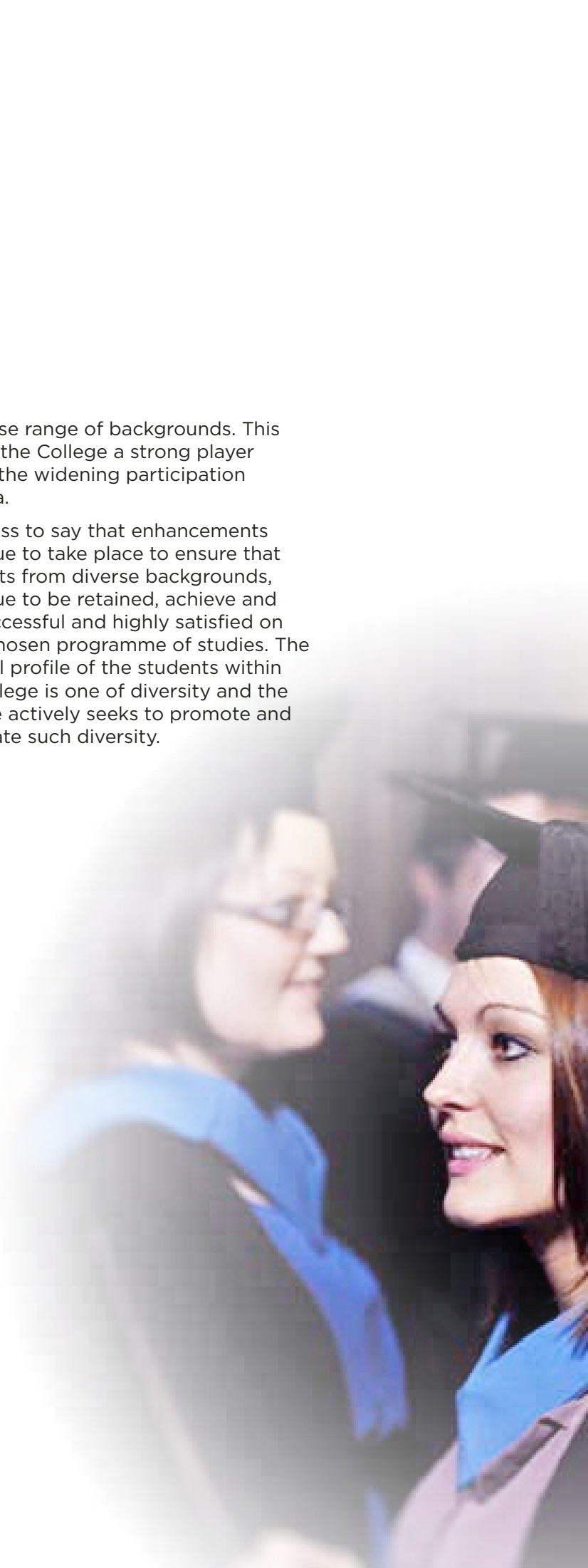
The Manchester College offers a wide range of degrees including, HNCs and HND's, Foundation Degrees and Bachelor Degrees. They are validated by a number of Universities including, Manchester Metropolitan University, The University of Salford, University of Huddersfield and Sheffield Hallam University.

The courses are constantly reviewed and shaped by industry practitioners and academics to ensure the best opportunities for progression to employment exist.

The higher education provision is predominantly based at the Openshaw Campus, Fielden Campus, Northenden and St John's Centre. The College is committed to widening access to students who would not normally progress into higher education. To this end the College already has well established widening participation strategies that aim to make higher education more accessible to students locally, regionally, nationally and from

a diverse range of backgrounds. This makes the College a strong player within the widening participation agenda.

Needless to say that enhancements continue to take place to ensure that students from diverse backgrounds, continue to be retained, achieve and are successful and highly satisfied on their chosen programme of studies. The general profile of the students within the college is one of diversity and the college actively seeks to promote and celebrate such diversity.



Within The Manchester College there are in the region of 1,700 staff across further education and higher education, this includes support areas. Whilst there are over 80,000 students studying across the Greater Manchester area, 1,500 of the student population study at The Manchester College on higher education programmes.

Last year 91% of students graduating from our programmes progressed into either employment or further study.



There are currently over **1,000 students** participating on to higher education programmes at The Manchester College.

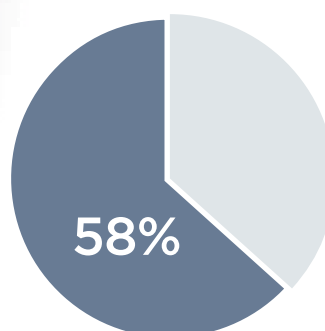
Young Students

42%

Mature Students

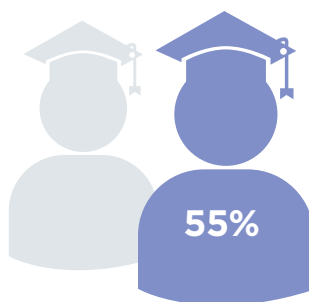
63%

42% of young students and **63%** of mature students are from low participation neighbourhoods.



The majority of higher education students are **19-23** at **58%**

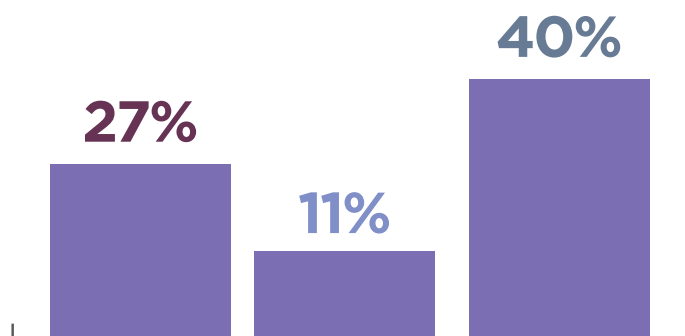
The majority of students are English, Welsh, Northern Irish or British: **61%**, followed by Pakistani and African.



The majority of students are male, **55%**



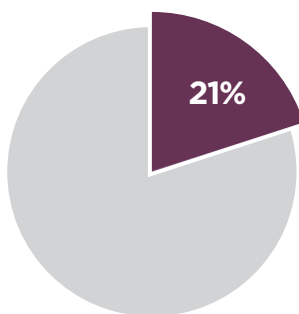
23% of students prefer not to say about their sexual orientation.



The majority of students are Christian: **27%**, followed by Muslim **11%**. **40%** of students prefer not to say about their faith.



No student has disclosed that they have changed gender from birth.



21% of students have disclosed a disability / difficulty.



Daniel Bird

Daniel started his third year at The Manchester College, studying on the BA (Hons) Sports Coaching course.

As well as studying, Daniel recently qualified as a Level 2 Gym Fitness Instructor and studied for a Level 3 Exercise & Disability course. He wants to be a role model to inspire other people with disabilities to take up sport. 'Planning is key for me', he says. 'I find it difficult to think on the spot, but the work placements have helped me develop the skills and learn about developing sessions to deliver. I really want to change perceptions of disability in sport and help people with disabilities realise the benefits of exercise'.

Following an extremely successful gym work placement, Daniel has been involved in assisting his local Leisure Centre to successfully secure funding from Greater Sport / Sport England to provide weekly sessions to a number of disability groups in his local area.

Daniel has an impressive list of achievements and has been recognised for his contribution to sport. He was nominated as the Volunteer of the Year in both 2008 and 2012 in the Bury Sports Awards Annual Awards.

In 2013, he received the title of Prestwich Special Recognition Awards and gained the title of Disabled Sports Achiever of the Year in 2012, 2014 and is this year's current holder recently receiving this award for the third time.

He says his highlight was having the honour of carrying the Olympic Torch in 2012. The following year, Dan was selected to be one of only 70 people in the Country to be chosen as a 'Community Games Shining Light' in the Olympic Legacy Relay 2013.

He was invited to the grand re-opening at the 'Copper-Box' Olympic Stadium where Barry McGuigan presented him with an award where he met Lord Sebastian Coe.



Abby

Before Abby started at The Manchester College he was severely depressed. He didn't know what he wanted to do and suffered with a lot of anxiety. He then started a 12-week personal development course at the College with The Prince's Trust and managed turn his life around. Once he completed the course he volunteered for a year for The Prince's Trust and went around the UK speaking at events. Abby wanted to get into radio so he did an eight-week production course with Unity Radio. He did a 60-minute news piece while he was there on youth unemployment. Abby since then has become even more passionate about mental health issues. He will soon be presenting another radio show about young people's mental health. Abby's aim is to be a radio presenter and campaign about mental health and youth unemployment.

Community & Stakeholder Engagement

- The Manchester College's higher education provision has a key partnership with Manchester Metropolitan University, and some provision with the University of Salford, Sheffield Hallam University and Huddersfield University. (Teacher Education) The Higher Education Partnership Manager and Head of Student Engagement (higher education) liaise closely with these partners
- Greater Manchester (GM) Higher is a partnership programme between higher education providers in Greater Manchester. The programme provides high quality, impartial information, advice and guidance about higher education, with the aim of increasing awareness and raising ambitions amongst talented and under represented potential students in GM. There are 14 partners in the network of which The Manchester College is one.

- Higher education Student Representation on key committees is now at the forefront, reflecting student membership on the Safeguarding Strategy group, and Equality and Diversity Strategy group. A higher education student governor has been appointed for this academic year

As well as delivering a programme of co-ordinated activities. Greater Manchester Higher will provide to all state schools the full range of provision across GM through a dedicated website: www.gmhigher.ac.uk.

This also includes events for targeted students, such as disabled students and young people from a care background as well as CPD for teachers, Advisors and key Influencers.

Equality, Diversity Inclusion Update

1. In 2014/15 there was an increase in staff from diverse backgrounds
2. There continues to be a gap between the success of female and male students, with females performing better overall. We will continue to work to reduce the gap
3. The success rates for learners over the age of 45 has increased by 17% in 2014/15
4. The success rates of all ethnic minority groups continues to rise with the exception of students from an Indian background
5. Students declaring a disability had a 7% higher success rate than those that didn't in 2014/15
6. We will continue to focus on aspects of support for students declaring a disability to ensure that they are satisfied as well as successful.

Equality, Diversity Inclusion Objectives 2016-18

- To widen access from students:
 - with a declared disability or learning difficulty
 - from ethnic minority groups
 - aged 25+
- To increase disability disclosures
- To increase the success rates of student who disclose a disability and engage with Disabled Students' Allowances.



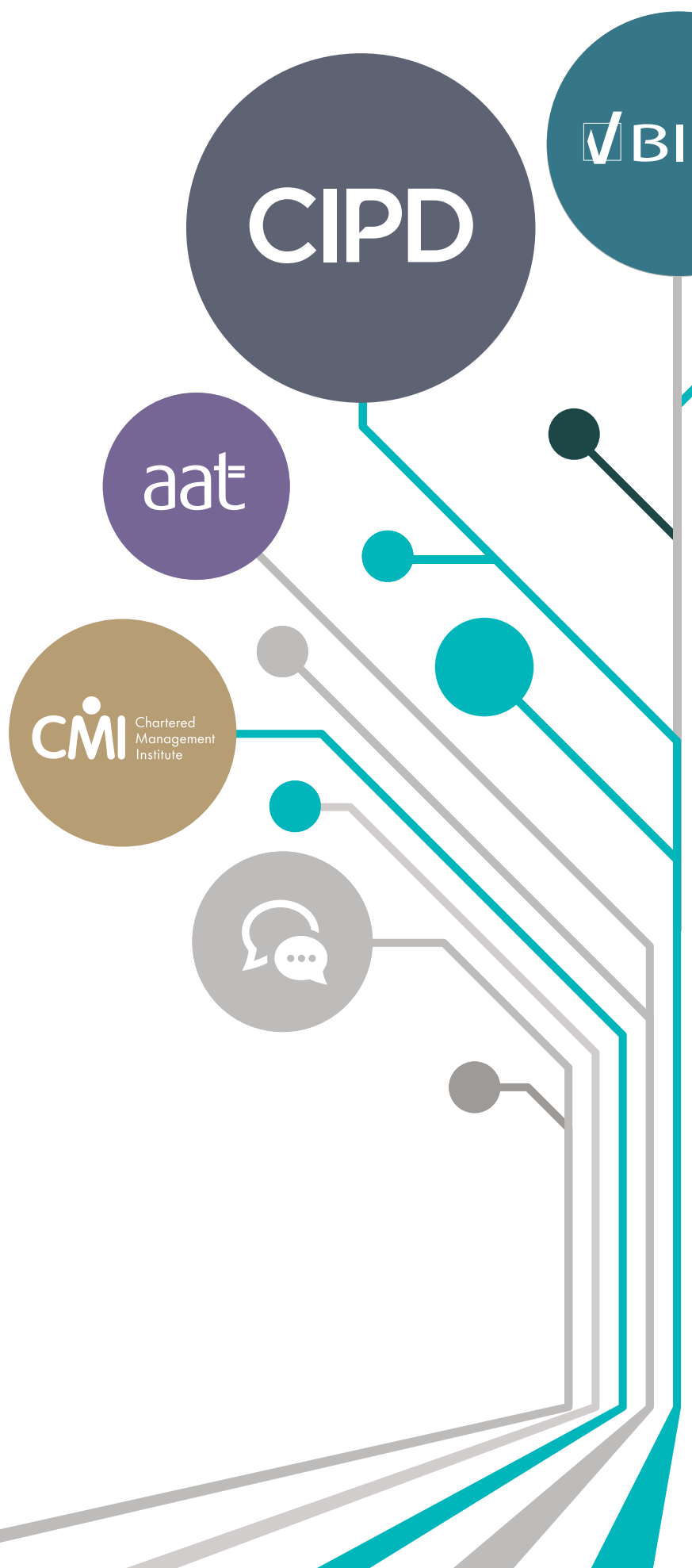


MOL provides accredited professional development programmes to both individual learners and corporate clients across the UK and Northern Ireland. In the academic year 2014-2015 MOL offered Accountancy, Human Resources (CIPD), Management and Facilities Management (CMI, BIFM), Public Relations (CIPR), Construction and Electrical (City & Guilds), and Property (NFoPP) programmes through a combination of workshops and online blended learning.

MOL workshops are currently delivered in Belfast, Birmingham, Bristol, Edinburgh, Glasgow, Leeds, London, Manchester and Newcastle.



www.mollearn.com



FM®



NFOPP
National Federation of Property Professionals
Awarding Body

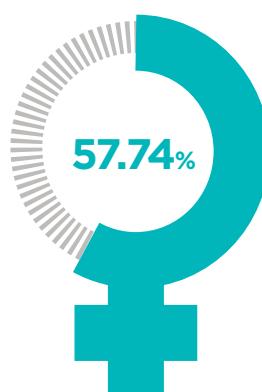
CIPR

City & Guilds



MOL Profile

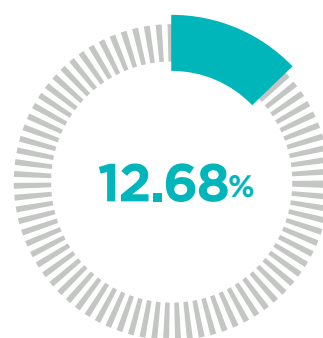
71
members
of staff



57.74%

57.74%
of workforce
are women

12.68%
of workforce
from an ethnic
minority



12.68%

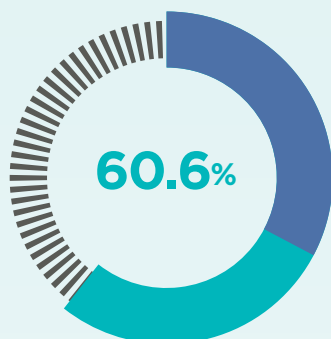


2,528

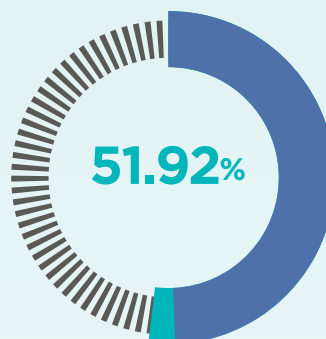
2,528
learners/
customers

60.6%

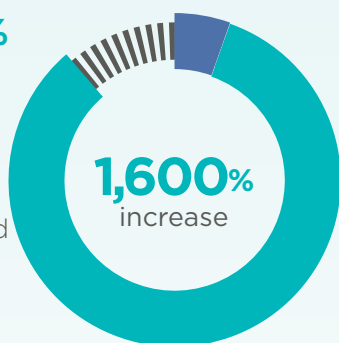
of learners completing the Facilities Management (BIFM) programme were female – an increase of 53.8% compared to **2013-14**

**51.92%**

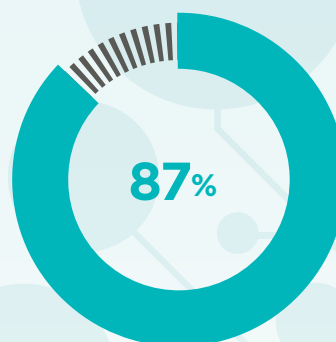
of Property students were female – an increase of 4.03% compared to **2013-14**

**1,600%**

increase in female students completing CMI Leadership and Management Programmes compared to **2013-14**

**87%**

of MOL's students are white – closely reflecting the population of the UK



Equality, Diversity Inclusion Update

- Corporate re-structuring and changes to governance have enabled a review of the equality balance of our Divisional Boards – the recruitment process is underway
- We have developed an implementation plan and management structure to enable us to collect information from staff on all nine characteristics – this will be implemented during 2016
- A working group was set up to better capture the learner voice – different media channels were explored to support more targeted communications with learners
- Learner data was reviewed to help ensure that the MOL associate team better reflects the diversity of our learners
- Ongoing review and revision of our learning materials and delivery methods to reflect MOL learners and to meet their differing needs.

Key Objectives 2016/18

- To support MOL's Associate Engagement Manager in ensuring MOL's Associate Tutors reflect the EDI values and characteristics of MOL in their interactions with students
- Ensure MOL materials promote a diverse society and are inclusive with regard to imagery, pictorial representation, and language used
- Monitor data for specific programmes to identify and address significant findings with regard to progression and participation.



Novus delivers education, training and employability services to more than 65,000 offenders in over 100 sites across the UK within prisons, Approved Premises and the community.

Curriculum reviews take place across the prison estate in consultation with the co-commissioner at site at regional level and approved through Governance arrangements.

Close and effective collaboration results in a locally determined curriculum offer responding to identified skills shortages which in turn informs offenders' employment pathways. Quality remains a high focus for Novus and in 2014/15, 18 inspections took place across pre-existing delivery areas, and in addition three inspections took place within Greater London. 2014/15 saw two grade 1 inspection outcomes within Yorkshire and Lincolnshire in the Female estate at Askham Grange and New Hall, the first outstanding grade awarded in the closed prison estate.

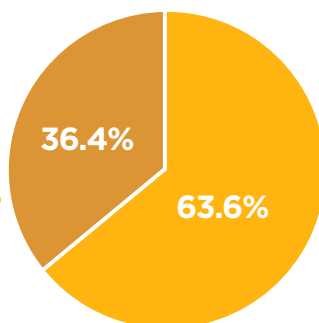
2,158
staff

65,000
learners

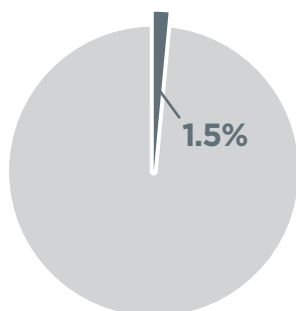
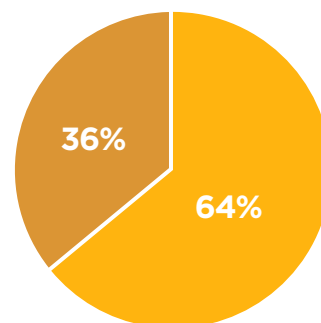
102
locations



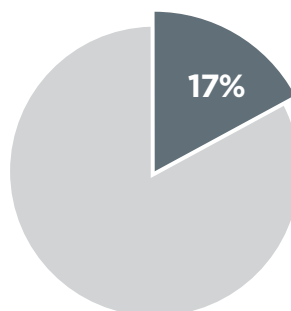
Novus employs
2,158 staff with
a gender split
63.6% female
36.4% male



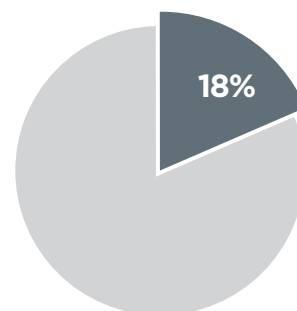
Novus SLT
and Exec staff
gender split
64% female
36% male
– reflects the
gender split
across the
organisation



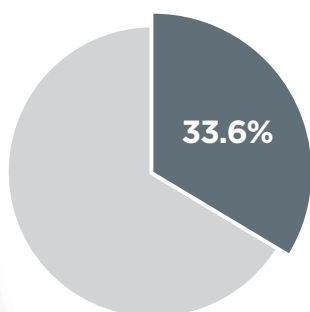
Less than **1.5%** of
the workforce is 16-24



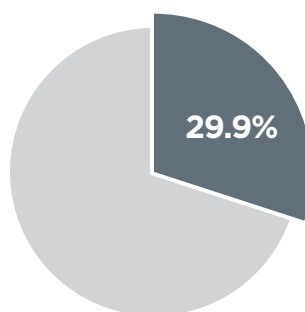
17% of staff
are aged 25-35



18%
are aged 36-45

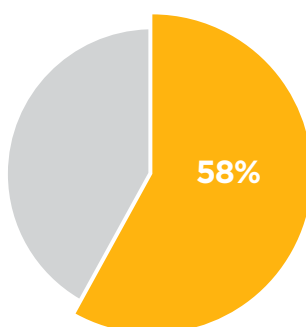


33.6%
are aged 46-55

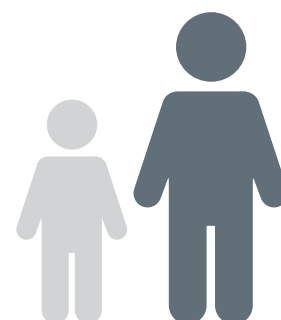


29.9%
are aged 55+

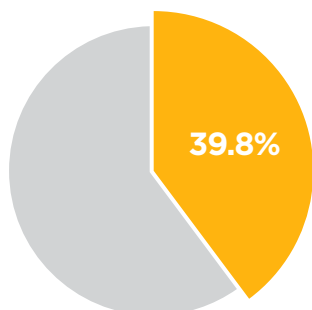
58% of staff are
from England,
Wales, Scotland
and Northern
Ireland



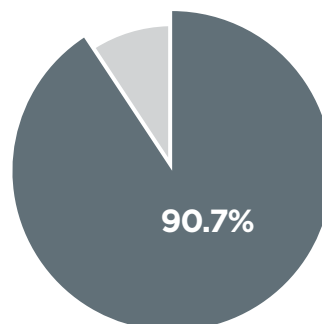
In 2014/15 there
was an increase
in the recruit-
ment of males
at **39.4%** some
3% above the
overall gender
split



39.8% of learners declared a learning disability and/or learning difficulty

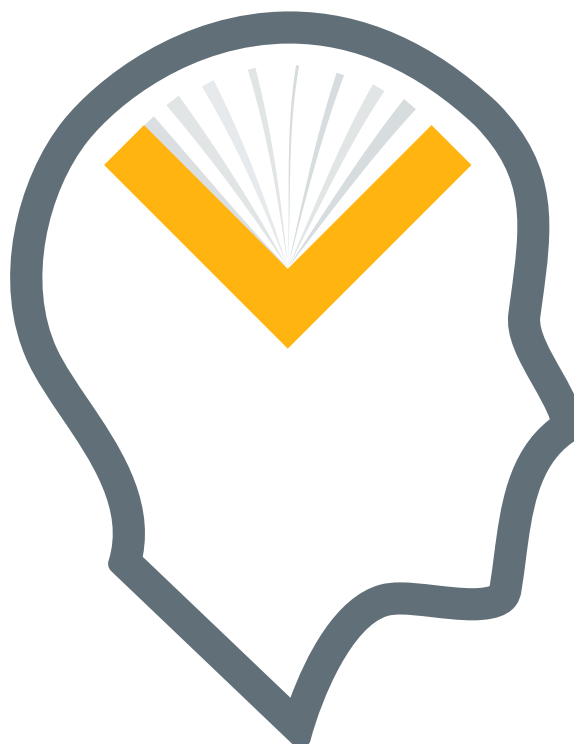


The success rates of these learners was **90.7%**



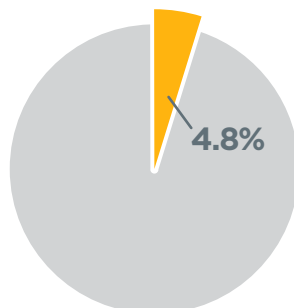
“

‘MB’ has physical and mental barriers to learning, due to a serious accident he suffered prior to his imprisonment. His vision is also impaired after one of his eyes was removed and his cognition and memory are limited due to the head trauma he suffered. Despite these challenges he has made excellent progress whilst in prison and his teacher reflecting on his journey said, “He often said that he thought prison had given him the opportunity to improve and he wasn’t going to waste any time not doing it. When I think about a successful student, his distance travelled is a real success not just because of the qualifications he has gained but because of his personal growth.”

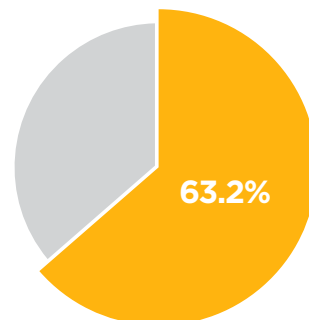


Young Offender Institutes

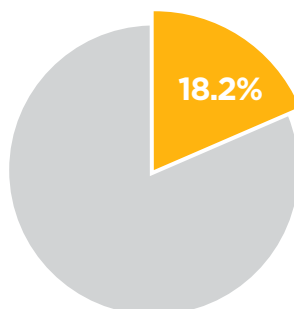
The YOI estate represents **4.8%** of learners



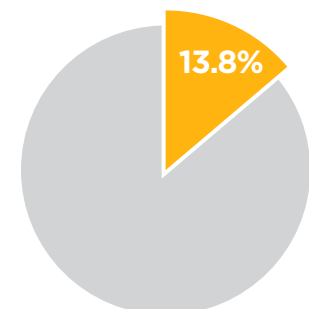
63.2% of learners were aged 24-45



18.2% of learners were aged 19-23



13.8% of learners were 45 plus

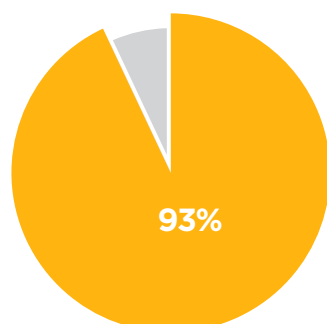


“

Novus learners in HMYOI Cookham Wood were given the opportunity to explore important topics like discrimination, social exclusion and tolerance in a visit to the Anne Frank Trust. The Trust held its exhibition in the Young Offender Institution so the learners could build on the knowledge they have picked up in

their Equalities studies. A total of 95 young learners visited the exhibition. Shaun Reynolds, Education Manager at HMYOI Cookham Wood, said: “They showed genuine interest and asked pertinent questions, making mature observations while being highly respectful.”

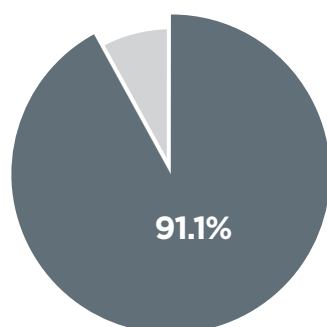
Novus works with 4,270 learners in female prisons with an overall success rate of **93%**



Novus OLASS regions have engaged with the College's outstanding ESOL team to share best practice and to develop practice which is both current and effective in meeting the needs and interests of learners.

Novus works closely with a range of sub-contracted services who work intensively with those learners less likely to engage and/or at risk of withdrawal for example;

Male success rate – **91.1%**



- In the YOI estate Kinetic Youth provide a youth work service addressing young peoples' barriers to engagement and enabling a successful transition into classroom delivery
- Across the OLASS estate Novus works collaboratively with Safeground to develop and deliver family learning equipping those in custody with the skills to positively engage and interact with their family.



Equality, Diversity Inclusion Update

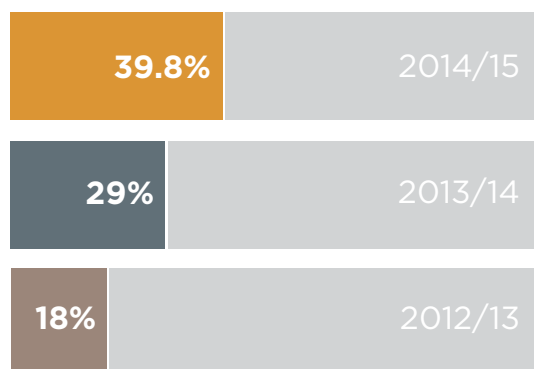
- Overall success rates for Female Learners in 2014/15 was **93%** and Males **91.1%** (target was to narrow the gap to within 3%)



- Gypsy/Irish Traveller success rate was **89.8%** compared to White British at **91.5%**. Those with profound and complex disabilities made good progress at 86%. Overall success rates increased by 2% from 13/14 (year on year improvement from 81% in 2012/13 to 86% in 14/15). (Target was to increase rates for learners with profound and complex disability and Gypsy/Irish travellers to within 3% of overall success)



- In 2014/15 some 25,995 or **39.8%** of learners declared a difficulty or disability up from **29%** in 2013/14 and **18%** from 12/13.



Key Objectives 2016–18

- Work collaboratively with the Prison Service regarding safe disclosure of protected characteristics
- Further develop workforce data allowing greater and more in depth analysis of staffing demographic
- Gather more local success case studies (work with NOMS/HMPS)
- Raise awareness of and better identify the learning support needs of offenders
- Further explore regional variations in learner outcomes/success.



Total People provide a wide range of training across 17 sectors, effectively meeting the needs of a diverse age group aged 14 upwards and from entry level to level 7.

Currently supporting 1,800 employers and 4,500 learners, Total People's strength is in taking national standards and contextualising them to the needs of local businesses.

Contracts are in place with Staffordshire, Shropshire and Cheshire East authorities to support the Preparing for Adulthood agenda, assisting high needs young people with learning disabilities move into supported internships. Total People work with a number of local schools to enhance the key stage 4 curriculum by offering 'Prospects Plus', a programme targeting 14 – 16 year old learners who are in danger of exclusion or require access to an alternative curriculum.

The Promotion of equality and diversity, tackling bullying and discrimination form an integral part of all programmes and are at the forefront in all direct delivery and site progress reviews. Progress reviews include a variety of Equality & Diversity themes which are specific and topical to the learner needs.

All materials produced are inclusive and written to reflect the needs of the target audience.

14

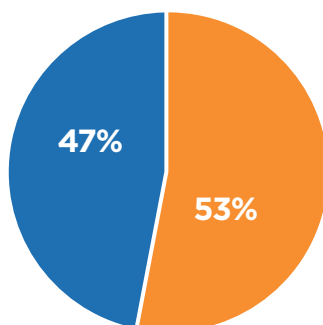
centres
across Cheshire,
Staffordshire,
Lancashire and
Shropshire

4,461

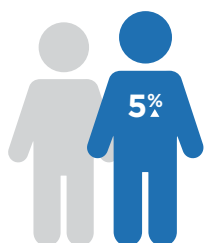
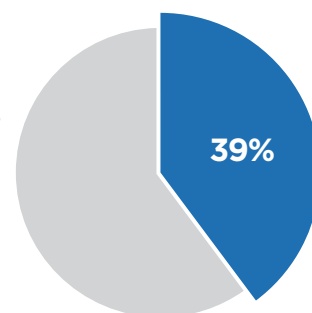
learners



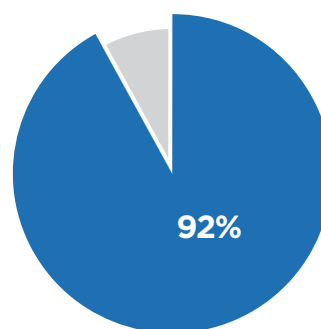
53% of learners were female and **47%** male



16-18 age learners remained the highest group at **39%**

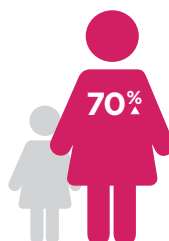


There was a **5%** increase in 16-18 males – this reflects planned activity to engage this group who had previously been identified as under-represented within the region

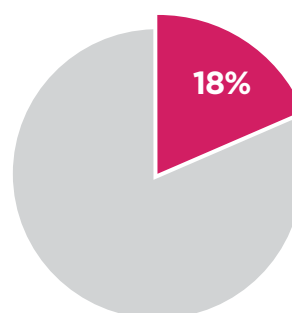


92% of learner starts are from non-ethnic minority groups – this is in line with the regional profile

There was a **70%** increase in the number of pre 16 female starts – due to an expansion of our offer in Cheshire West to work with high risk girls in care that have been excluded from mainstream education



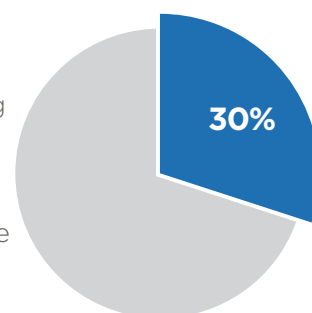
18% of learners declared that they had a disability or learning difficulty. This increased by 5% from 13/14



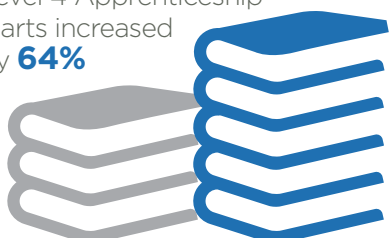
Level 3 starts have increased by **32%**



30% of learners declaring a disability or learning difficulty were from the study programme provision



Level 4 Apprenticeship starts increased by **64%**

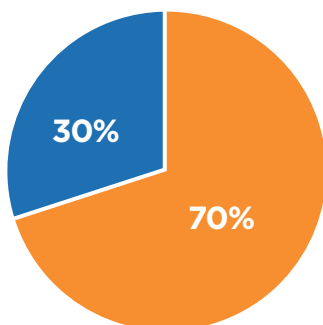


Staff

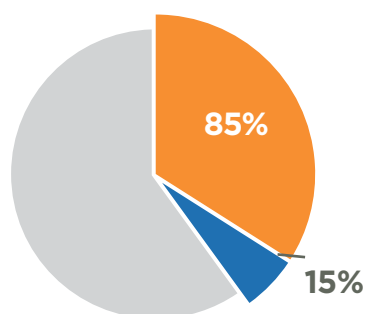
Employed **257** staff

Age of staff ranges from **20** to **74** years

70% of staff were female and **30%** male



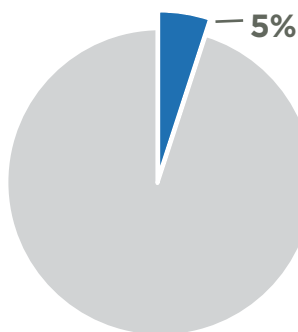
40% of staff are part-time (females **85%**, males **15%**)



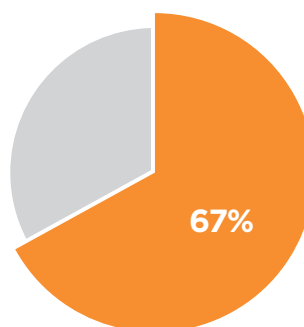
The percentage of staff from ethnic minorities is representative of our learner profile

The senior management team is split equally – **50%**

5% of staff have declared a disability

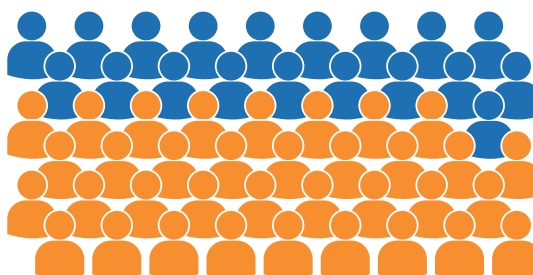


67% of overall management within the organisation are female



Staff attend appropriate seminars such as engaging learners with disabilities and training has been offered to staff in areas such as drug and substance abuse awareness, behaviour management and safeguarding

Of the 54 staff leaving the company in 14/15 **65%** were female and **35%** male



“

In March 2015, Total People took part in an Ofsted led initiative where our high needs provision was reviewed. The Tamarind Project, (www.thetamarindproject.org.uk) has been developed to meet the needs of those learners who, for example, rate high on the autistic spectrum. Over 50% of learners who attended this course have progressed onto employability courses, further

education or into a job. Kat came to Total People after the pressure of a high level Art course at South Cheshire College was too much for her. There was no Education, Health & Care plan in place but with our help, her mum developed one for her. Following support, including the introduction of coping techniques, Kat is now attending Mid Cheshire College and progressing well.

“

Anna has Irlen syndrome, which is a problem with the brain's ability to process visual information. Having provided special glasses with Irlen Spectral Filters, we also supplied coloured overlays to enable Anna to use the paperwork associated with

her role as a Training Adviser. With up to 14% of the general population suffering from this condition, Anna has used her own experience to signpost learners and staff members to consider testing.

Key Objectives 2016–18

- Continue to promote curriculum opportunities to non-stereotypical gender groups
- Ensure that all protected characteristic groups are represented in data analysis and key target setting
- Ensure that there is a greater focus on diversity when recruiting and retaining staff in particular staff from non-traditional gender groups
- To improve success rates by 2% for learners from areas classed as economically deprived
- Improve success rates for ethnic minority groups learners by 10%
- Reduce the success rate gap to within 3% for young and adult learners.

THE MANCHESTER COLLEGE PRESENTS
★ **APPRENTICESHIPS** ★
CREATING CAREERS - DRIVING INDUSTRY

Our Apprenticeship unit delivers 61 different frameworks, including Health and Social Care, Business & Professional, Creative & Digital, Catering & Hospitality, IT, Construction and Automotive.

Delivery is spread across the North West, Midlands, South and the North East. The regional offices deliver in 36 different counties.

In 14/15 enrolments increased to over 1,400 new enrolments and over 3,000 apprentices were in learning, across a wide variety of frameworks and levels, engaging learners of all ages.

Heavy investment in delivery and management has helped to expand the provision in a quality and performance based way. Part of this initiative is building on employer links through a dedicated business development team, to support employment and skills development needs locally, regionally and nationally, aligning our business with Greater Manchester priorities to ensure economic growth for our local communities.

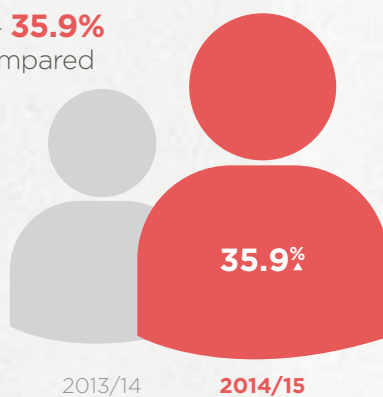


www.apprenticeshipstmc.com

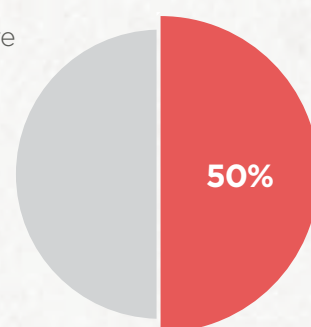


Staff

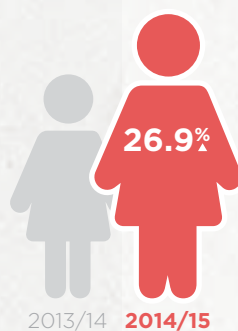
140 staff – **35.9%**
increase compared
to 2013/14



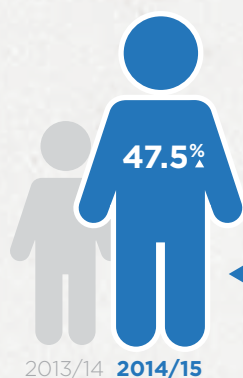
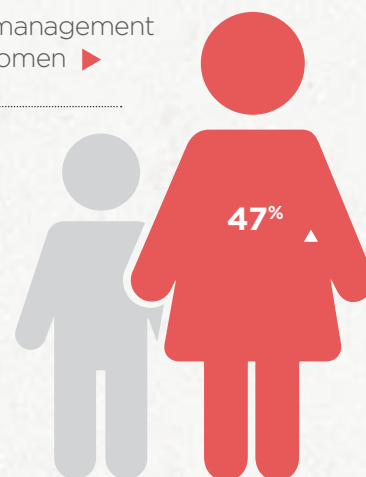
50% of the
work force are
women



Female staff increased
by **26.9%** ▶



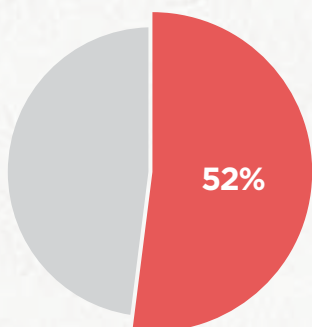
47% of the management
team were women ▶



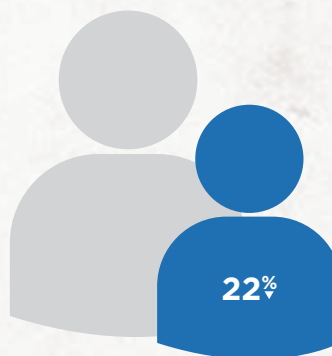
◀ male staff increased
by **47.5%** compared
to 2013/14

Staff (continued)

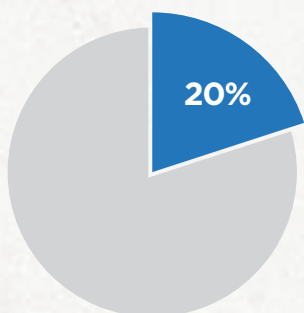
52% of the workforce are over the age of 46



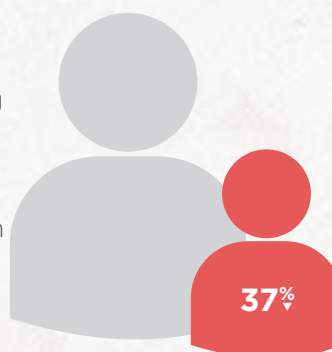
The number of staff aged 16-35 reduced by **22%** compared to 2013/14



20% of the workforce are under the age of 35



The number of staff identifying as white/white other decreased by **37%**. Unknown ethnicity increased by **36%**



“

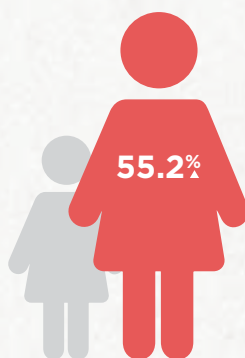
Clare Pendlebury Childcare Assessor

Clare is an amputee and has been working for the Unit for just over 6 months. Clare is a work based assessor and is continually on the go visiting

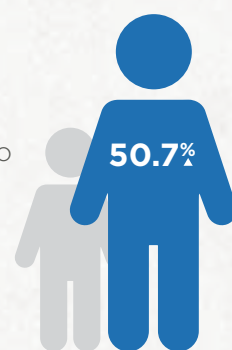
learners in the workplace. When joining the Unit a full assessment was carried out to ensure that Clare had all the right tools for the job.

Learners

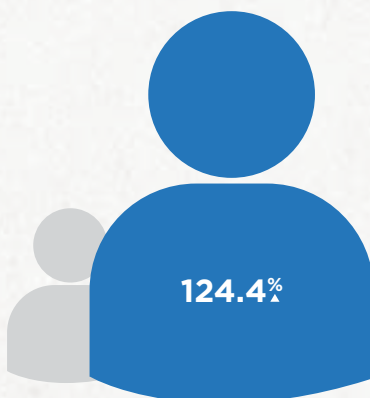
Female learners increased by **55.2%** compared to 2013/14



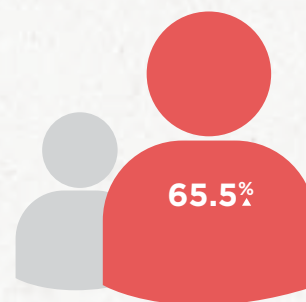
Male learners increased by **50.7%** compared to 2013/14



The number of 16-18 year old learners increased by **124.4%**



The number of learners aged 45 plus increased by **65.5%**



The largest number of learners are **aged 19-23**

10.5% of learners declared a disability/learning difficulty – an increase of **1.1%** compared to 2013/14



The majority of the learners are English/Welsh/Scottish/Northern Irish/British or any other White Background but there was a reduction in 2014/15 to **84%** from **91%** in 2013/14.

2013/14

91%

2014/15

84%



Donna Goddard
28 year old female

Donna works within the health and social care industry as a health care worker.

Diagnosed with dyslexia when she was younger, she had a terrible time at school which resulted in being referred to a school for special educational needs. Due to this she had very low confidence and labelled herself 'thick'.

The tutor was able to work with her, first building confidence and then through various teaching methods. This involved making the learning

personalised by helping her to recognise maths within her personal life and workplace. 'Hands on' techniques were used with Donna such as using coloured beads for ratio, and using lego for area and perimeter. This helped her confidence, and she was then able to convert this into functional skills scenarios.

As a result, Donna has passed the functional skills maths exam (with 25% added time), as well as the reading element of the English. She is currently working towards the writing element of functional skills, which the tutor is confident she will pass.

Community & Stakeholder engagement

The Manchester College have worked with **Back on Track** since June 2013. Back on Track help people move from a problem past to a successful future and support some of most disadvantaged and vulnerable people in Greater Manchester – people recovering from homelessness, mental health problems, offending and serious substance abuse. Back on Track support people through training, work experience and mentoring, helping them to overcome major barriers and turn their lives around.

Jericho (Social Enterprises) employs approximately 65 core staff with a further 50 apprentices undertaking supported work placements in one of their 8 social businesses, many of these Apprenticeships are through The Manchester College.

Jericho seeks out and engages people who experience significant barriers to being fulfilled, skilled and employed. They aim to help them overcome these barriers and gain relevant vocational skills to secure sustainable employment.

This partnership has been developed over the past 12 months with apprentices achieving great results adopting a "Joined up approach" through the full length of an Apprenticeship.

Equality, Diversity Inclusion Update

- A new interview process was introduced for prospective apprentices. Information and Guidance is now being given at the initial meeting and then continued through the whole enrolment process. This has encouraged learners to declare disabilities and learning difficulties as only 2.9% of 14/15 learners provided 'no information' compared to 91.3% in 13/14
- Recruiting more men into leadership posts was achieved through restructure of the management structure and through the introduction of additional posts
- There was a small increase in learners from ethnic minorities from 89 (9.2%) in 13/14 to 219 (14.9%) in 14/15.
- To increase the retention and success rates of all learners, by reviewing the support and intervention measures that are in place, to reduce the number of withdrawals
- Ensure that ethnic minority tutors/ assessors are more representative of our Apprenticeship learner demographic
- To reduce the success rate gap to within 3% between young and adult learners
- To increase the success rates of female learners at level 3
- Increase the participation of learners from ethnic minorities, particularly on Level 3 Apprenticeships through targeted marketing; youth groups, job centres, and community groups in areas of Greater Manchester known to have a higher proportion of residents from ethnic minority backgrounds

EDI Objectives 2016/18

- Ensure that all staff, including both current and newly recruited, are requested to provide information on the protected characteristics. Especially sexual orientation, gender reassignment, faith religion & belief, marriage and civil partnership, pregnancy & maternity
- Increase the retention and success rates of learners from ethnic minorities to at least as good as those of White learners, by reviewing the support and intervention measures that are in place.

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LTE group is committed to equality of opportunity, non-discriminatory practices and supporting individual learners.

This information is also available in a range of formats, such as large print, on request.

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