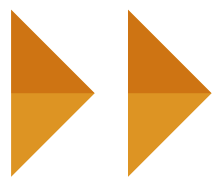




EQUALITY & DIVERSITY

2020/21





**Our social mission
is to improve lives
and economic
success through
learning and skills.**

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Introduction

LTE Group is committed to providing an environment where everyone is valued as an individual, and where learners and staff can work, learn, flourish and develop their skills and knowledge in an atmosphere of dignity and respect.

We aim to:

- + have fully inclusive cultures that celebrate, support, attract and value diversity
- + tackle the barriers to equality and work to eliminate bias (conscious or unconscious)
- + have cultures where everyone understands their responsibility for and promotes equality, diversity and inclusion
- + be compliant with all relevant legislation

Each area of the Group takes responsibility for:

- + ensuring there is an understanding and recognition of equality, diversity and inclusion
- + ensuring learners achieve their potential free of barriers to their progress
- + ensure that teaching, learning and assessment promote equality, raise awareness of diversity, tackle discrimination, victimisation and stereotyping
- + developing and maintaining knowledge of the legislation and best practice

LTE Group has been listening to its community of staff and students and reflecting on how we are meeting our aims with respect to Race and other protected characteristics and what we need to do to take actions that have desired.

We reaffirmed our commitment to:

- + stand against racism
- + promote inclusion and equality
- + educate against hate

Taking action to:

- + appoint a critical friend (EDUK) working initially with TMC and UCEN Manchester
- + initiating work to decolonialise the curriculum starting in The Arden
- + appoint an EDI lead in HR
- + targeted Non Executive Director searches to broaden Board diversity



Single equality strategy

The scope of the strategy covers **age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, and sexual orientation.**

For each of the 9 protected characteristics listed the Group will:

- + Eliminate discrimination, harassment and victimisation
- + Promote equality of opportunity
- + Foster good relations between people and between different groups
- + Celebrate what we have in common and capitalise on our diversity.
- + Recognise and take account of people's differences.

We are committed to:

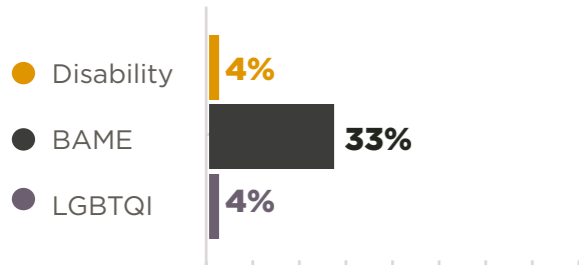
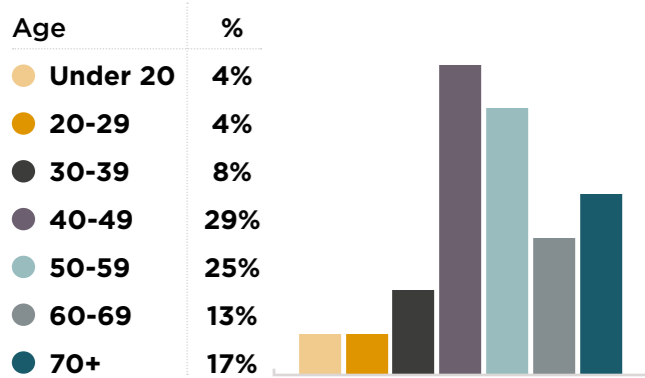
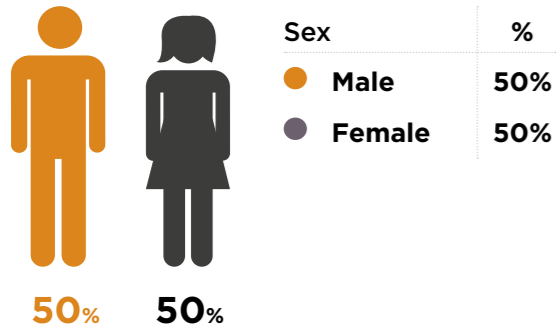
- + Clearly defining our ethos and culture
- + Constantly assessing the impact of activities within the Group to ensure they are not discriminatory and promote inclusivity and equity
- + Raising awareness through regular and purposeful engagement
- + Embedding and enhancing inclusivity
- + Collecting data and monitoring to support making informed decisions.

Our equality action plan

The Group's focus will be in creating:

- + Inclusive and accessible recruitment processes that anticipates and provides reasonable adjustments
- + Promoting student and staff wellbeing that proactively supports mental health
- + Student and staff inclusivity through promoting the understanding of protected characteristics and challenging stereotypes and prejudices.

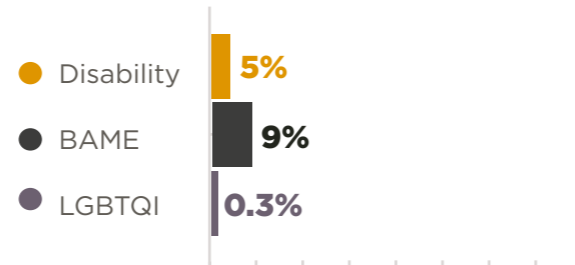
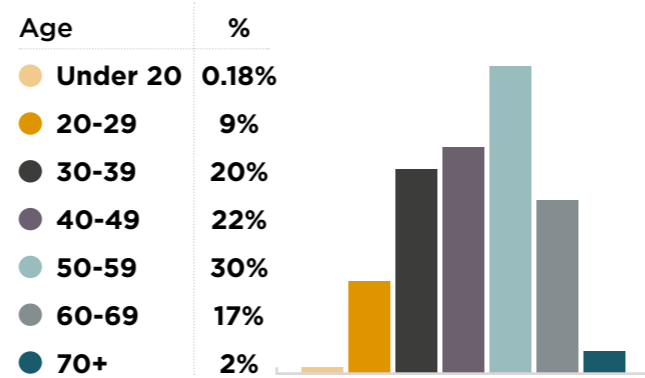
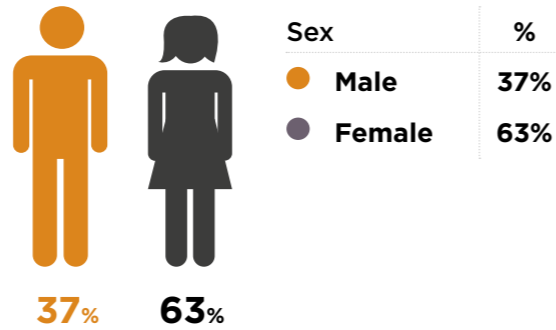
LTE Group board




LTE action plan



LTE Group staff



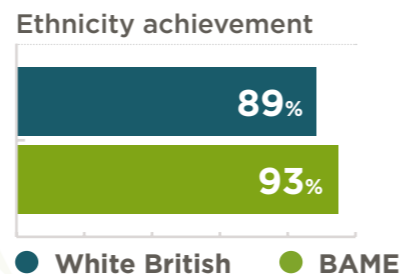
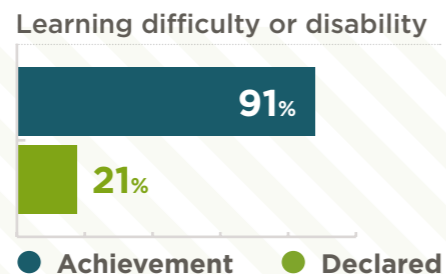
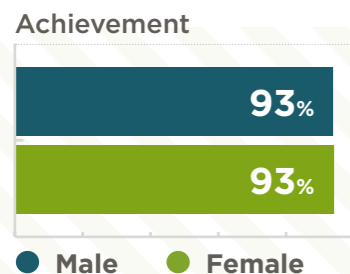
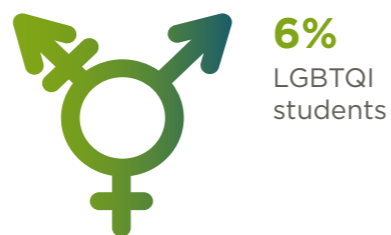
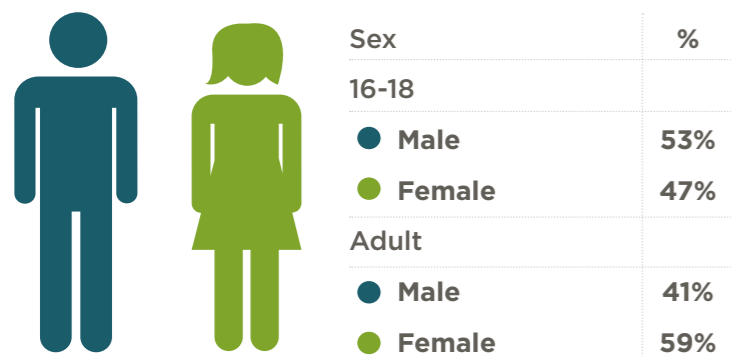
 **6** staff identify with a gender different to that assigned at birth

Mental health and wellbeing

The Group have focused on supporting wellbeing especially during lockdowns, with weekly communications and regular activities including everything from singing, wellbeing webinars, health advice and ideas for managing mental health while working from home.



The Manchester College learners



The Manchester College action plan

- 1**

Develop the ability and opportunity for teachers, achievement tutors and support practitioners to work more collaboratively in planning and delivering lessons which include students with high needs
- 2**

Continuing to narrow the achievement gap for students from White British backgrounds, Caribbean backgrounds, adult students with dyslexia and female students identifying with mental health difficulties
- 3**

To provide the opportunities to create forums where students from similar protected characteristic groups can come together to share experiences and develop relevant projects

Supporting learners to achieve

Learning Difficulty case study

Student CP has additional needs and getting the right work placement option was important. The employer adjusted the work plan and supported the student by making reasonable adjustments. This worked so well that the student is staying on as a volunteer after the placement.

“Working in partnership with The Manchester College, we offer a programme of work experience roles for their students. Student CP learnt how to digitise photographic negatives and transcribed log book entries onto spreadsheets which would then be added to our catalogue. This gave Student CP the opportunity to use her IT skills in a practical setting, gaining valuable experience.”

Employer

“My placement will help me in the future because I could have a career working with the different archives and looking at the history. In my voluntary role, I help visitors that come to the library. If they can't find something they will ask me, and I will point them in the right direction. I also help organise the books on the shelves.”

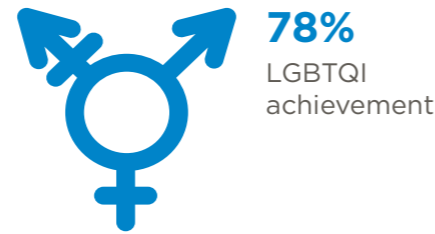
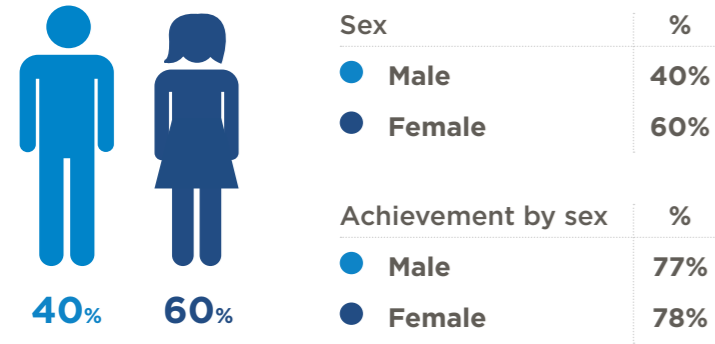
Student CP



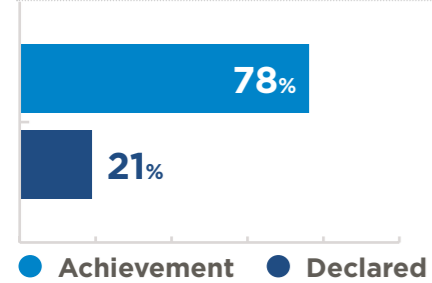
LGBTQI case study

RH joined us in 2019 with multiple safeguarding concerns (mental health, substance abuse, unhealthy relationships). RH joined the LGBTQI breakfast club set up in 19/20. RH had previously attended an external LGBTQI group but left this due to other members' behaviour, so was not receiving any support at all. RH has regularly attended the online LGBTQI sessions set up in September 2020 and actively participates in hot topics discussions. These discussions have included risky behaviours in the LGBTQI community and maintaining healthy relationships - all relevant to RH. RH has been able to reflect on his own circumstances and develop tools for real-life situations that are common occurrence in the LGBTQI community. RH has also benefitted from the positive and safe feeling of community that comes from being part of the group and continues to attend and make progress on their course that they are due to complete in June 2021.

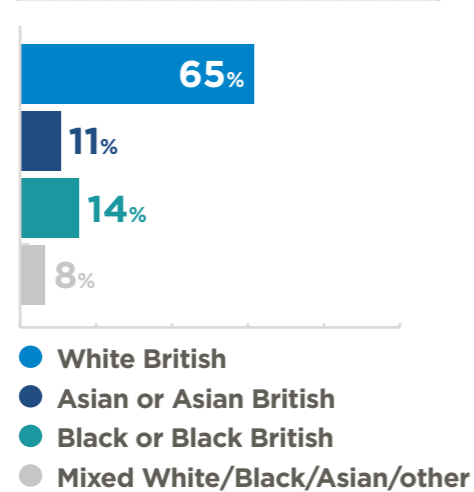
UCEN Manchester learners



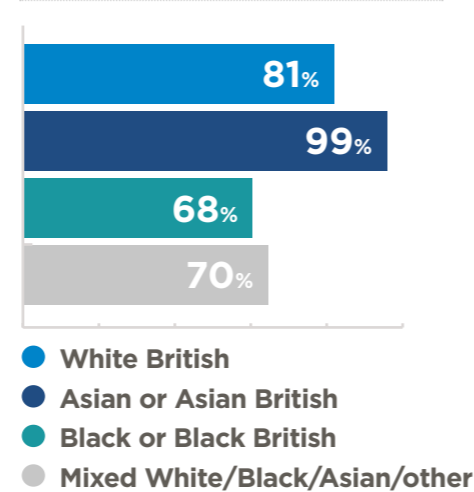
Learning difficulty or disability



Ethnicity declared



Ethnicity achievement



UCEN Manchester action plan

- 1**

Offer focus groups and consultation opportunities to BAME students about their experiences
- 2**

Monitor BAME student engagement with the academic and study skills offer
- 3**

Increase partnerships with schools, sixth forms and colleges with a high % of Asian students

Case study Maryanne Letham

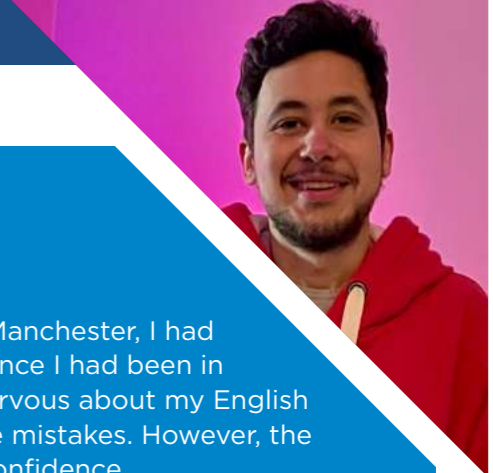


I started my UCEN Manchester journey back in September 2017 as a mature student, studying Network security with Ethical Hacking in the Computing department. As it had been such a long period of time since I had last been in education and being a mature student, I was nervous about not being good enough. However, the staff were very supportive and helped guide me and boost my confidence throughout my first year and continued this support right until today.

The staff went above and beyond what is expected of them to support me in my studies, taking the time to speak to me one on one. This helped boost my confidence alongside being voted by my peers to be the student rep for the two years – this surprised me as I was the only woman. I returned in September 2019 to complete my Top-up year and I was again voted to be Student Rep.

I graduated with a First, top of my class, which again was amazing as the technology field is very male dominated and I was able to prove to myself that I belonged. Following all this experience I used all this support, experience, and confidence to apply for the position of Students' Union President, which I was lucky to be offered the position of. Another reason that I decided to go for the position was that I wanted to prove to myself and others that I could achieve and be at the top and do well in the position. All these experiences I have gained since 2017 have enabled me to give my absolute best to the Students' Union and the students.

Case study Ahmed



Since my first day in The Manchester College and now in UCEN Manchester, I had an amazingly friendly experience. It had been such a long time since I had been in education. Only having lived in Manchester for one year, I was nervous about my English not being good enough. I always felt shy speaking in case I made mistakes. However, the staff were very supportive and helped guide me and boost my confidence.

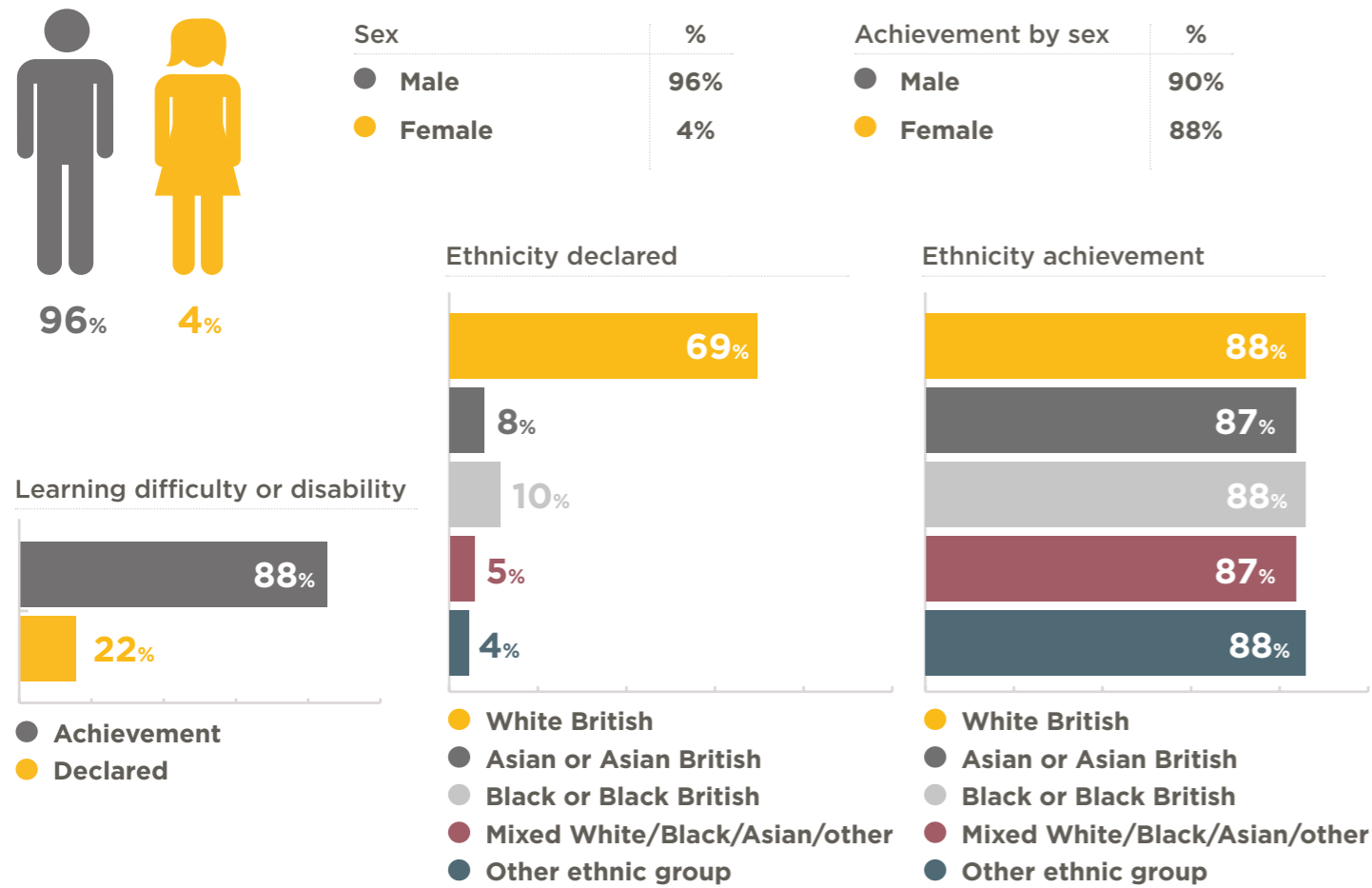
I joined TMC on an ESOL course. I received a very warm welcome from everyone. My tutor did what I expected of her and she supported me a lot in my studies. She always made sure everything was clear and understandable. This helped me to gain confidence and trust in my abilities. After I finished my ESOL course there, I wanted to follow my career passion. After the great experience I had at TMC, I decided to apply to UCEN Manchester where I got a place to study Sport Science and Human Performance.

As with TMC, I am very impressed with UCEN Manchester. After attending the useful online freshers' week, I wanted to build my confidence and improve communication skills by applying to be a sports and activities officer and joining the students' union. I am having great support from my tutors, the staff and the students' union, all of which have helped me gain coincidence to launch our fitness society and encourage everyone to join us.

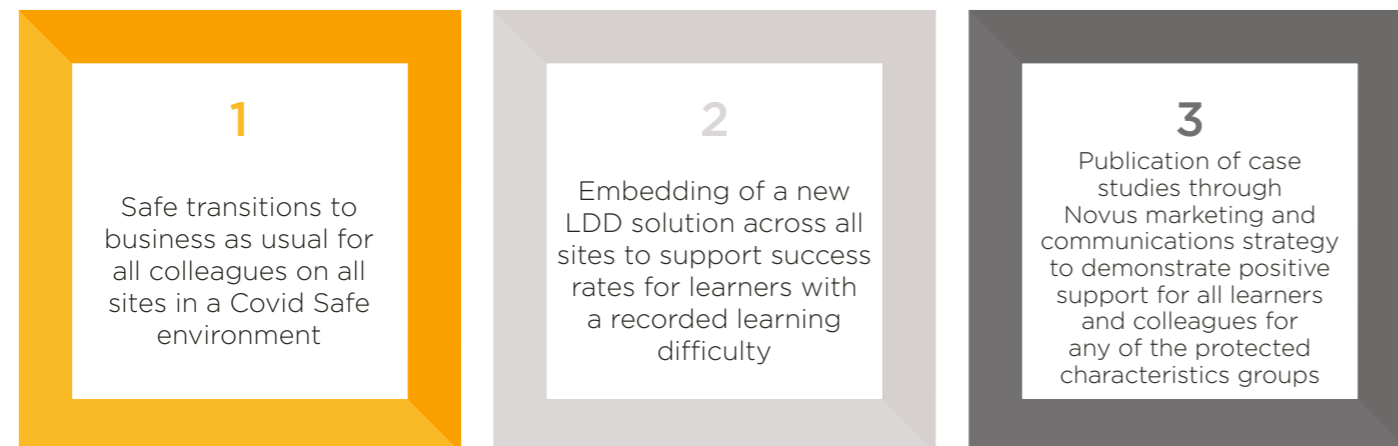
Novus learners

Consistently no gaps in achievement between different groups of learners.

Novus provides education in custodial environments which means the sex of learners is determined by the nature of the institution and does not reflect a national picture as we do not partner with every institution.



Novus action plan



CASE STUDY

MR 17, HMYOI Wetherby

MR came into custody in July 2020 at 16 years old on Remand, and later received a 30 month sentence. Currently on track, and working towards his early release in June 2021. MR came into custody with low confidence, and low Entry Levels for Maths & English. MR has made strides with education and his confidence, and currently resides on our Enhanced unit.

MR is a looked after child and had a turbulent start to education in the community. Having missed a lot of schooling, MR has had issues with his ability to read, write and understand tasks. He was excluded from mainstream education in Year 8, and has had sporadic engagement with education and training opportunities prior to coming into custody.

MR was enrolled onto the Upskills pathway. Upskills supports learners who are working below an Entry Level 3 for English and maths, and provides more focused support on them improving their reading and writing. Whilst in Upskills MR was able to seek additional support from a Learning Support Practitioner (LSP) and we began to see some great progress being made.

After MR progressed from the Upskills group he began a 12 week programme with the Army Cadets which has been a fantastic opportunity for MR to develop more skills outside of the classroom environment. MR took the opportunity with both hands and really relished the experience; he was very proud of himself during the passing out parade after 12 weeks of hard work.



“ I have definitely improved since I’ve been here, especially in English. I liked Army Cadets too, I got a lot of confidence from the course.

MR ”

“ When I first started working with MR, he had such low confidence and low ability with his work and in himself. He could barely read or write. I don’t believe he has been given the chance to improve himself before he came into Upskills. He has improved his social skills and his confidence as now he is helping boys filling out their canteen sheets on the wings.

Learning Support Practitioner (LSP) ”

“ MR at times struggled with the theory side of the course, he lacked confidence with his literacy but excelled while carrying out practical aspects of the programme. With the right encouragement MR passed the course despite having his own personal issues to deal with.

Army Cadets Tutor ”

MOL learners

Some of the qualifications we offer are in professions skewed towards female employees.



| Sex | % |
|----------|-----|
| ● Male | 34% |
| ● Female | 66% |

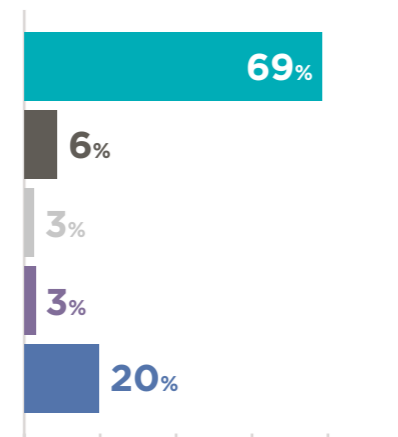
| Achievement by sex | % |
|--------------------|-----|
| ● Male | 88% |
| ● Female | 76% |

Learning difficulty or disability



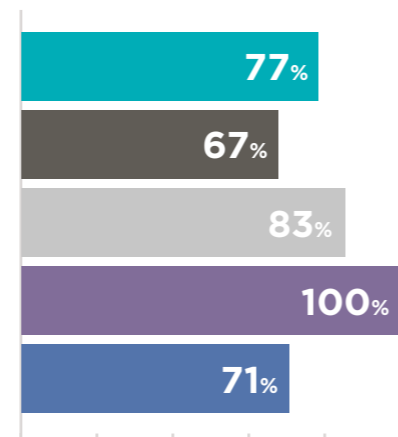
- Achievement
- Declared

Ethnicity declared



- White British
- Asian or Asian British
- Black or Black British
- Other ethnic group
- Not provided

Ethnicity achievement



- White British
- Asian or Asian British
- Black or Black British
- Other ethnic group
- Not provided

MOL action plan

1

Ensure diversity of images and case studies in VLE and website to welcome all learners

2

Investigate accessibility for learners with hearing difficulties in remote environments

3

Explore the causes of identified achievement gaps and plan actions to mitigate

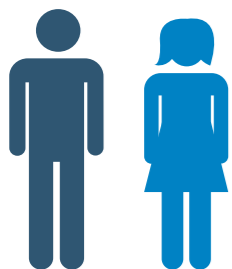
Case study

A learner who has dyslexia requested specific reasonable adjustments around assessments. General written assessments were granted a 25% extra time to submit. As part of the course, two modules were exam based. To support the learner, MOL provided extra tutorials, arranged an extra room, the use of a laptop, a reader and a scribe. The learner successfully passed both examinations.



Total People learners

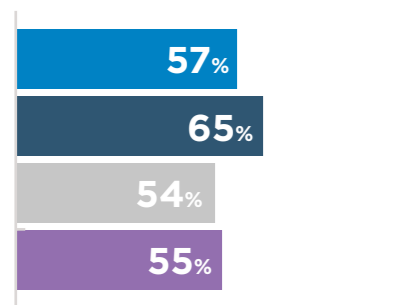
Within our sectors there are some that are skewed to male or female employees which this overall picture does not show as clearly.



| Sex | % |
|-------------------------|-----|
| Apprenticeships | |
| ● Male | 45% |
| ● Female | 55% |
| Adult | |
| ● Male | 71% |
| ● Female | 29% |
| Study programmes | |
| ● Male | 59% |
| ● Female | 41% |

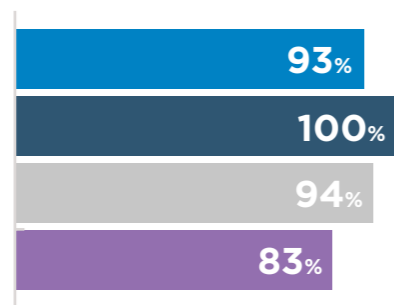
| Achievement by sex | % |
|-------------------------|-----|
| Apprenticeships | |
| ● Male | 59% |
| ● Female | 55% |
| Adult | |
| ● Male | 89% |
| ● Female | 95% |
| Study programmes | |
| ● Male | 60% |
| ● Female | 60% |

Ethnicity achievement Apprenticeships



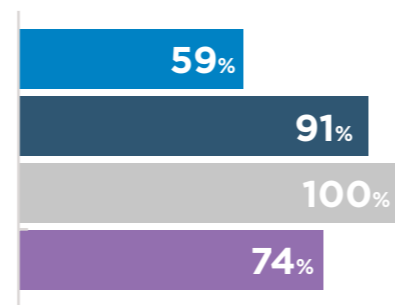
- White British
- Asian or Asian British
- Black or Black British
- Mixed White/Black/Asian/other

Ethnicity achievement Adult



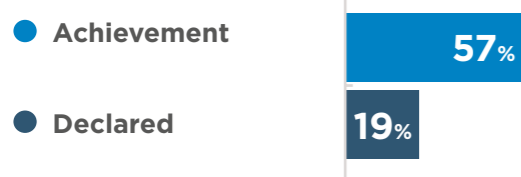
- White British
- Asian or Asian British
- Black or Black British
- Mixed White/Black/Asian/other

Ethnicity achievement Study Programmes

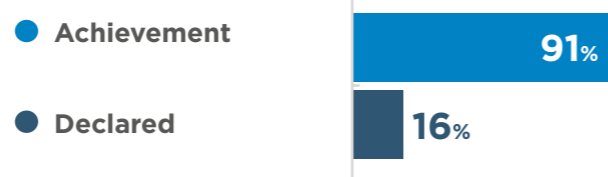


- White British
- Asian or Asian British
- Black or Black British
- Mixed White/Black/Asian/other

Learning difficulty or disability Apprenticeships



Learning difficulty or disability Adult



Total People action plan

1

Have dedicated slot at the cluster reviews to analyse the 20-21 data so far this year and look at progress to promote this amongst operational colleagues

2

More detail in terms of analysis e.g. no of learners rather than % - might just be 1 learner for example, comparisons against the course averages e.g. female dominated courses may have lower achievement rates

3

Action plan for achievement gaps starting with a focus group with learners from some of the underperforming areas to deep dive

Case Study

Supporting a learner transitioning gender

Coping in the work place was hard for the learner while wanting a sex change and working in a male dominated work area. We provided extra support with calls in-between visits to check they were ok.

We reported this as a safeguarding issue to generate support at a vulnerable time and worked with the employer to support the learner. The learning coach had appointments with the employer, parents and the learner to support and ensure they knew they could speak about how they were feeling.

The Learning Coach was sensitive to the additional pressure on the learner of work assignments when they were going through such a lot. They are now entering gate way and we have ensured that they will certificate under the right name.

Case Study

Being a woman in engineering

In the UK only 9% of the engineering workforce is female. Our engineering apprentice shares her thoughts on the journey.

"My engineering journey with Sodexo has been an exciting journey from the get go. I have been extremely lucky to become an integral part of a very supportive and male orientated team.

The industry is dominated by a male presence which can be extremely difficult for females to be accepted in to. Luckily for me I have been greeted with open arms and the guys see me as an asset to our division, often looking to me for advice and support with complex tasks. The encouragement I have received throughout my journey from colleagues to management has helped me develop my skill set and knowledge, guiding me to a very recent IFM managerial promotion. All I can say is thank you to them all, without them nothing would be possible. There is no I in team!"



A brighter future

Following the death of George Floyd in 2020 issues around equality and racial injustice were brought into sharp focus. This led to many organisations, including our own, questioning whether they did enough to challenge racism and fully promote equality, diversity and inclusion both across society and within their own operations.

LTE Group embarked on a process of listening to its community of staff and students to understand their lived experience and desire for change. Together we made a renewed commitment to:

- + standing against racism
- + promoting inclusion and equality, and
- + educating against hate.

Taking action

A key principle is 'nothing about you without you'. We are determined to listen openly and to co-create solutions.

- + We appointed an independent advisor (EDUK) to act as a 'critical friend'
- + EDUK are supporting us to audit ourselves and how we are doing
- + We are setting up focus groups for staff and learners to tell us about their experiences and the changes they want
- + We are decolonialising our curriculum
- + We provided training opportunities for staff to explore how to recognise and combat prejudice both overt and subtle
- + We created an EDI lead post in HR to support better collection and analysis of information

Over the next few years we are seeking to build a lasting improvement and step change in our culture and actions.

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.



LTEGROUP.CO.UK