



Equality & Diversity

ANNUAL REPORT **2015/16**

ltegroup.co.uk

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

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Welcome



Chair's Introduction



Sue Murphy CBE
Chair

Our Annual Report on Equality and Diversity gives us an opportunity to celebrate the diversity of our unique organisation, as we look back on what we have achieved over the last year and renew our commitment to making progress on this important issue.

As an organisation our aim is to contribute to economic growth through the development of skills locally, regionally and nationally, by supporting learners, whatever their background to achieve success while celebrating our diverse communities. 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 this year's annual report, you will see a snapshot of what can be achieved when you are part of a welcoming and inclusive environment.

As a Group, myself and the Board are proud to be part of such a unique organisation and thank you for your support, your passion and your on-going commitment to equality and diversity.

Chief Executive's Overview



John Thornhill
Chief Executive

As I reflect on our achievements across the Group over the last 12 months, I am immensely proud of the positive steps we have taken in our commitment to equality, diversity and inclusion.

We are a unique organisation, supporting over 100,000 diverse learners across the Group's specialist organisations, in learning, training and employment services. Our social mission is to improve lives and economic success through learning and skills and I am proud of our 5,000 staff who do this with passion and dedication day-in, day-out, across more than 100 UK locations.

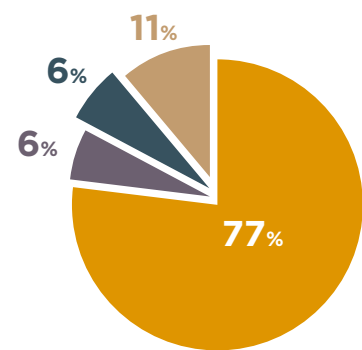
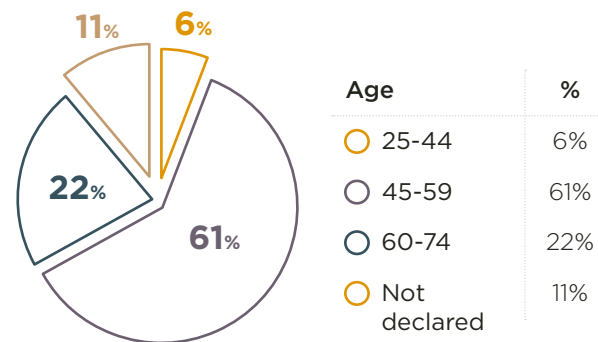
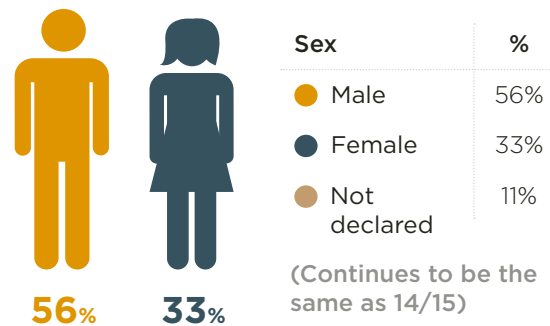
We are committed to improving the employability and economic situation of all individuals, by giving them access to the best training, education and employment opportunities, regardless of their background.

Equality, diversity and inclusion are 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 and we will continue to make significant strides towards our goals in this area.

► Governance

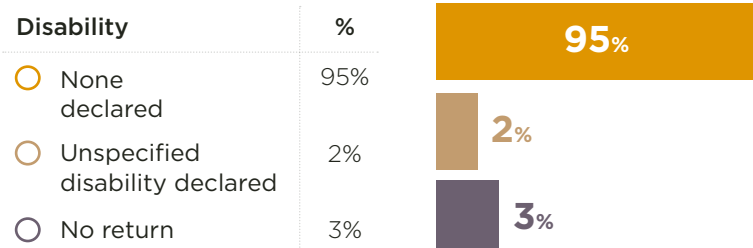
The Board of Governors has the strategic oversight of the Group including setting its mission, vision and values. They are both leaders of, and ambassadors for, all parts of the Group.

Overview of business area

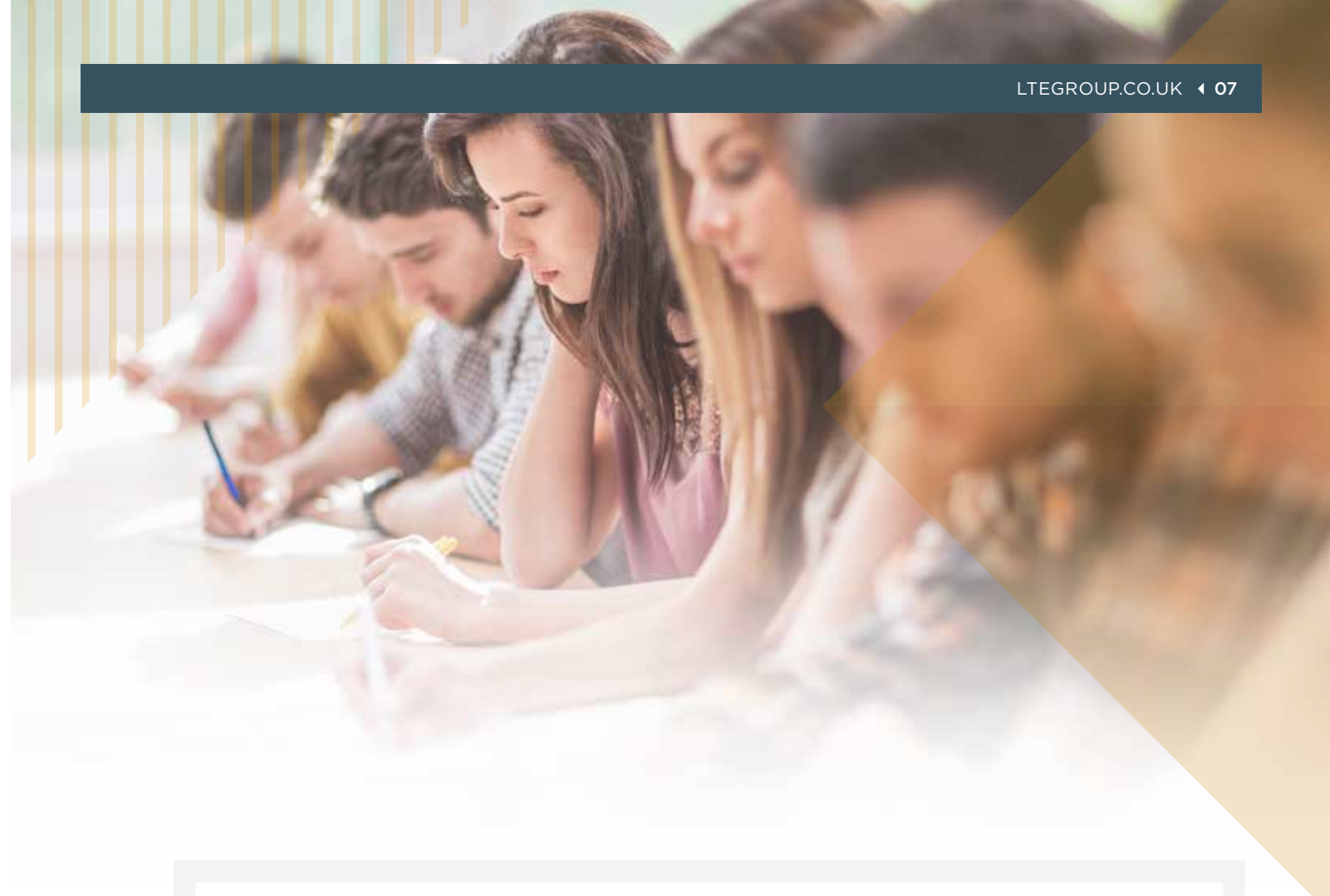
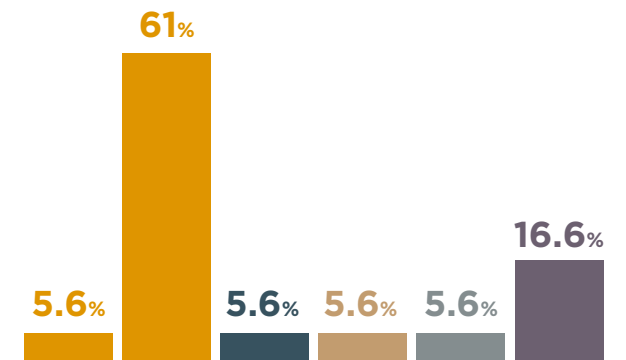


Race	%
English/Welsh/Scottish/Northern Irish	77%
White/Black Caribbean	6%
African	6%
Not declared	11%

(Same as 14/15)

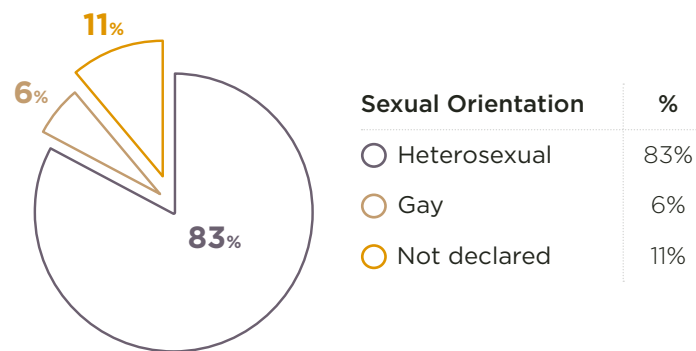


Faith/religion & belief	%
Agnostic	5.6%
Christian	61%
Any other	5.6%
Atheist	5.6%
No faith	5.6%
Not declared	16.6%



► Governance (Continued)

Overview of business area



Community & Stakeholder Engagement

The high response rate to all questions on the protected characteristics evidences how all Governors are committed to the E&D agenda and how they lead by example.

The student Governor membership for 2015/16 has reflected the Black and Minority Ethnic (BME) community served by the College.

The diversity of the Board is monitored when appointments are made to ensure that not only are key individuals with the appropriate skills and expertise recruited but that the appointments made are a reflection of the diverse communities served by the Group.



Equality, Diversity Inclusion Update

- Collect data on all protected characteristics **Achieved**
- Focus on increasing diversity - The Board has sought to increase diversity through the appointment of a number of co-opted members for 2016/17 onwards
- As leaders and ambassadors we have championed equality and diversity in all areas of the Group

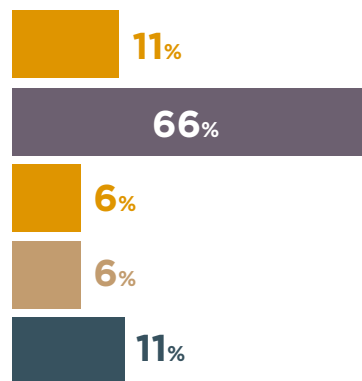


EDI Objectives 2017-19

- As leaders and ambassadors, to champion equality and diversity in all areas of the Group. This has been retained to reflect the continued importance of this role.

New objectives:

- To collect data on all protected characteristics for co-opted members in addition to Governors
- To acknowledge the importance of diversity on boards as the Group moves towards its new structure.
- Focusing on continuing to increase the diversity of both Governors and co-opted members.



Marriage & Civil	%
Single	11%
Married/civil partnership	66%
Divorced	6%
Not declared	6%
No return	11%

▶ Group Services

Group services covers a range of professional and support functions such as IT, HR, Marketing, Finance, Management Information and Student Records. The majority of staff being based in Manchester. Services are provided to all areas of the organisation. Roles range from administration to senior professionals.

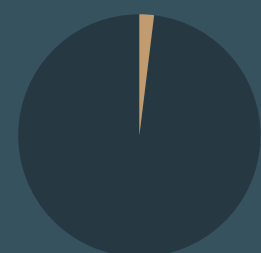
Overview of business area



57.5%
of the workforce are **women**



55.2%
of the workforce are **over 40**



2%
declared a **learning difficulty**

Age

45

Average age is 45 which is not untypical for the sector

Other than for under 20's, the spread is relatively even across age groups, from 20 up to 60



8.4%

Group services has the second lowest percentage of employees in the Group over 60 at 8.4%

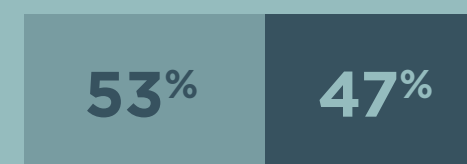
Sex



57.5%
Not untypical gender split based on sector with **57.5% female**

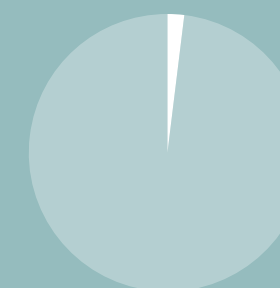


57%
of the senior management team in Group Services are **female**



The number of female leavers has been proportionately higher than would be expected. However, the number of **male joiners at 47%** has not significantly altered the balance of the workforce

Disability



2%
of workforce **declared disability** which is consistent with other business units

▶ Group Services (Continued)

EDI Objectives Update

- Recruitment Policy has been updated and Assessment tools have been developed to ensure we are meeting best practice in recruiting and diversity of staff
- Utilising social media within the recruitment attraction strategy initiatives to attract a wider pool of candidates
- Staff PEEPS (personal emergency evacuation plan) developed and greater focus during the induction period
- Employee Relations casework tracker has been devised to enable greater analysis of any groups affected disproportionately
- The EDI mandatory training module has been updated
- A career framework and Talent Management Pool has been devised
- The delivery of Women into Management training seminars with 7 female colleagues attending 14/15
- PAM Assist was implemented in December 16 to provide employee assistance support

EDI Objectives 2017-19

Future workforce development to focus on:

- Recruitment of young workforce over next 5 years
- Encourage greater declaration as opposed to 'Prefer not to say'
- Ensure greater focus on data collection and analysis
- Positive recruitment strategies to attract under 50's and ethnic minority groups




THE MANCHESTER COLLEGE

Further Education

The Manchester College is a General Further Education (FE) and Higher Education (HE) college meeting the needs of the diverse population of Greater Manchester and beyond. The College provides a range of academic and vocational programmes in addition to extensive English, Maths and ESOL provision, enabling students to start their career pathway at the level that suits them from Entry to Level 4+.

The population of Greater Manchester is one of the most diverse in Europe and, as the largest FE and HE college in the country, The Manchester College is committed to enabling students to follow their individual career pathway with a focus on 'careers not courses'. The Manchester College starts by asking each student 'What is your passion?' and then tailors a career pathway around that student to engage and enthuse by linking passion with qualifications and support to develop progression and employability opportunities.

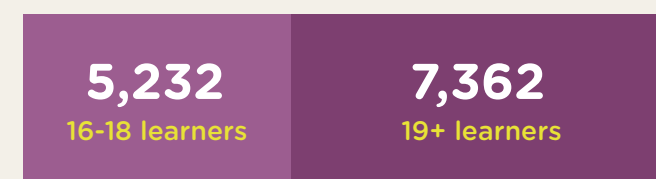


The Manchester College is committed to ensuring each student receives the support they need to achieve their potential and to provide each student with an enriching college experience which enables all our students, regardless of their background, to broaden their experience, awareness and understanding of Manchester and beyond. Our commitment to Equality, Diversity and Inclusion will ensure we are contributing to the development of a future and current workforce that is diverse in its skills, backgrounds, ideas and experience and empowers students who will, in turn, enhance the employability skills base in the new powerhouse of Northern Europe.

No.1

Provider of 16-19 & adult education in Greater Manchester

Overview of business area

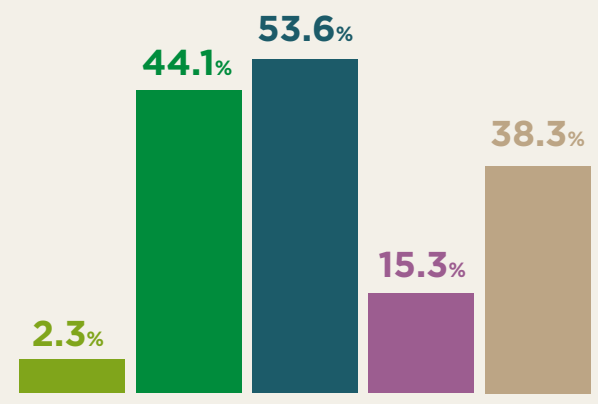


In 2015/16 a total of **12,594** learners were enrolled at The Manchester College



The Manchester College provides a broad range of FE and HE courses to students from Manchester, Greater Manchester and beyond. College sites based across Manchester provide a diverse range of courses supported by outstanding facilities.

Students

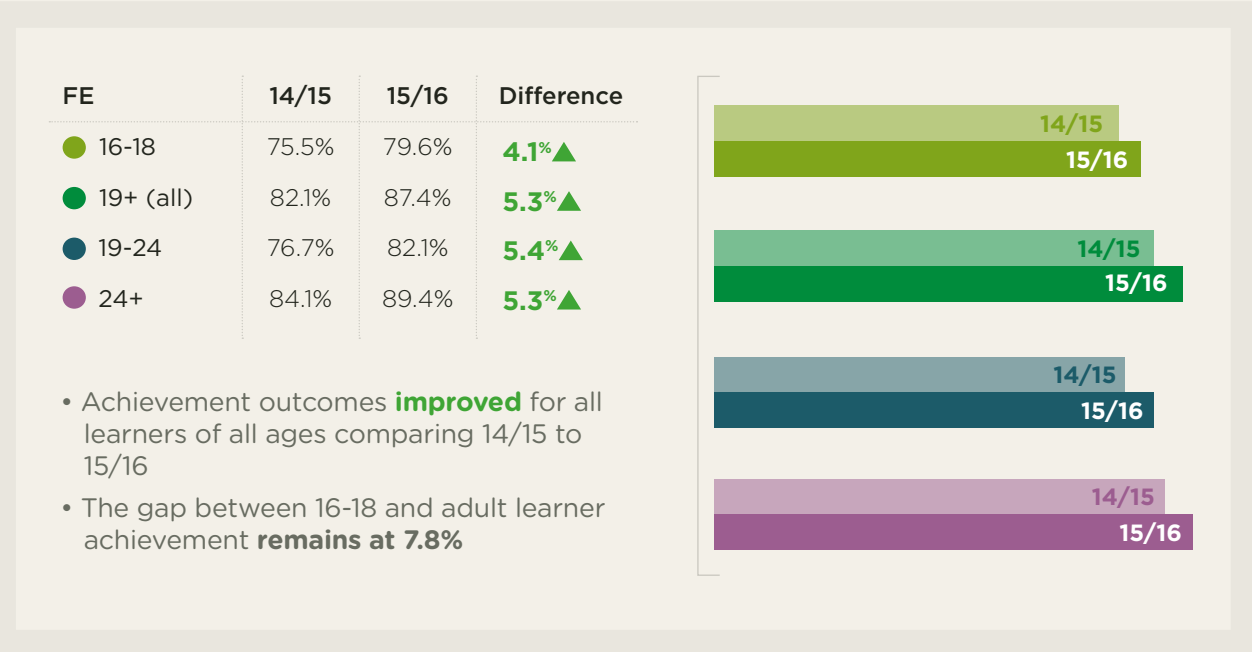


Age	%	
Below 16	2.3%	
16-18	44.1%	6%▲
19+ (all)	53.6%	6.5%▼
19-24	15.3%	
24+	38.3%	

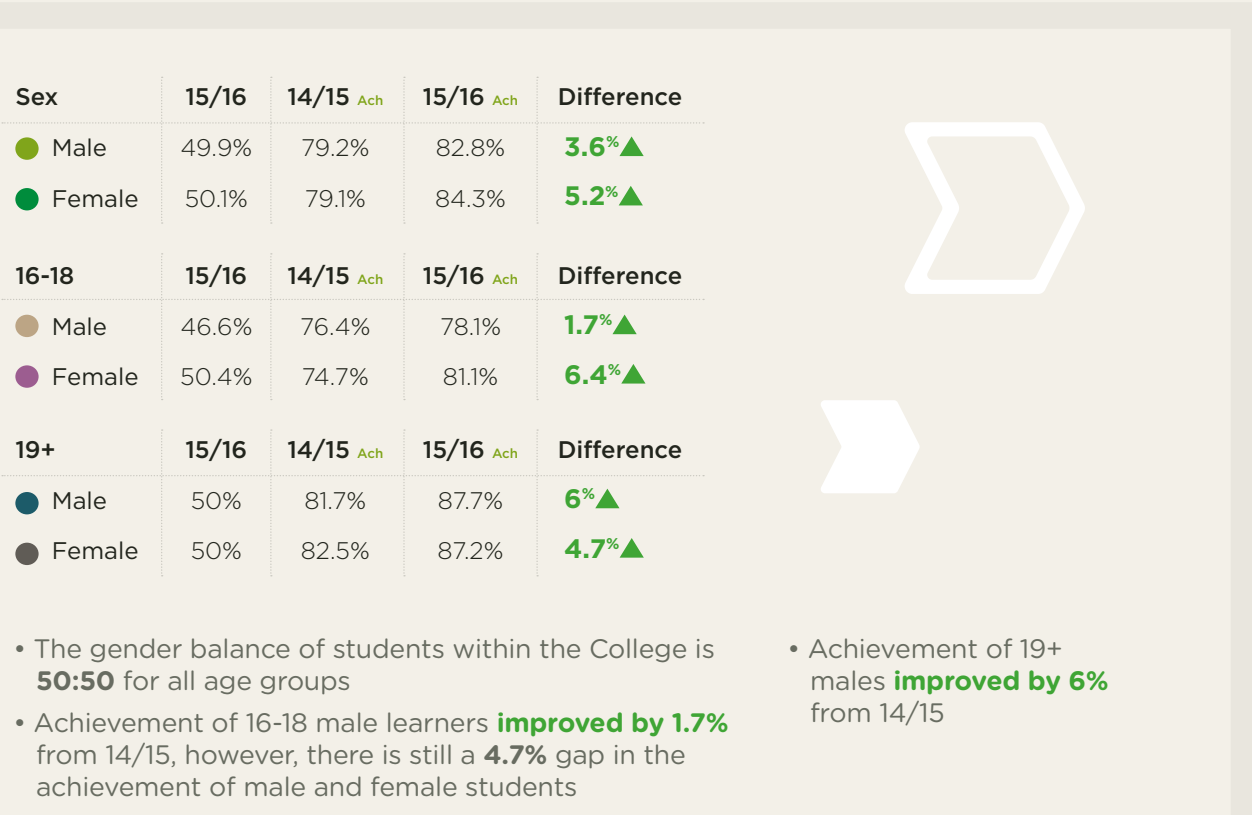
Overall college (FE 16-18 and adult)

Case Study

Achievement



Sex



Jerome Hickey

Level 2 Child Studies Openshaw 2015-16
(male in a female dominated area)

Jerome is the only male in the group and has made tremendous leaps towards fulfilling his dreams of becoming a teacher. He has received excellent feedback from his Childcare Placement Officers and Setting Managers throughout the year and has achieved outstanding grades in his academic assignments through ongoing commitment to his studies. Now that he is a qualified level 2 practitioner, he has been offered employment over the summer holidays and will be progressing to the level 3 next year with his sights firmly on University. Jerome was nominated for a student of the year award.



Jerome says...

“I chose to do Child Studies as I want to become a Primary School Teacher. I enjoy my course because it has a placement and I am getting practical experience. I have found it very easy to get on with my classmates”



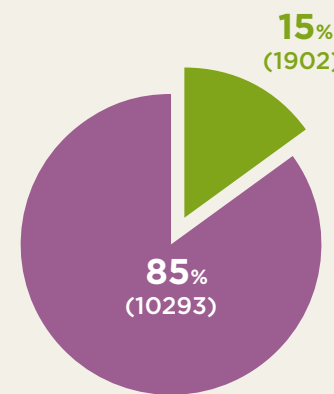
Tutor Sue Ralston says...

‘Jerome is a happy student who is able to chat with any of the other learners in class and is not fazed by being the only boy in class. He did so well in last year’s placement that they offered him a part time job; which he still does after college. He is motivated to do well as he has a clear goal in mind.’

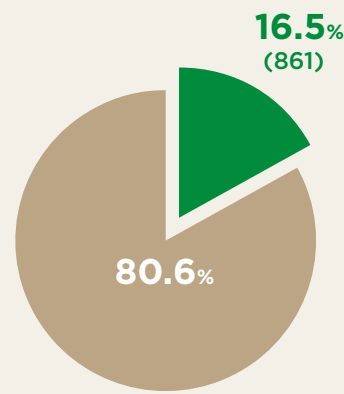


Disability

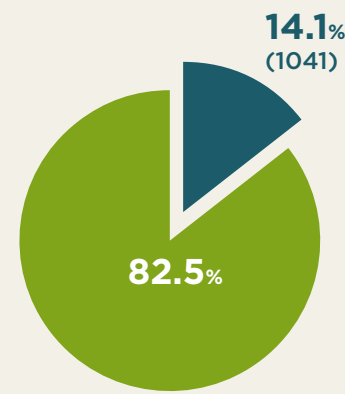
	14/15 Ach	15/16 Ach	Difference
All	79.2%	83.6%	4.4%▲
16-18	75.5%	79.6%	4.1%▲
19+	82.1%	87.4%	5.3%▲



1. Declaring Learning Disability and/or Disability (LDD)



2. Declaring LDD 16-18



3. Declaring LDD 19+

1. Dec. LDD All		%	14/15 Ach	15/16 Ach	Difference
LDD All	15%	77.2%	81.9%	4.7%▲	
No LDD All	85%	79.7%	84.1%	4.4%▲	

2. Dec. LDD 16-18		%	14/15 Ach	15/16 Ach	Difference
LDD 16-18	16.5%	73.9%	78.9%	5%▲	
No LDD 16-18	80.6%	76%	80.1%	4.1%▲	

3. Dec. LDD 19+		%	14/15 Ach	15/16 Ach	Difference
LDD 19+	14.1%	80.3%	87.7%	5.3%▲	
No LDD 19+	82.5%	82.7%	87.2%	5.2%▲	

- 15% of students declared a disability or learning difficulty overall
- Achievement for learners with a learning difficulty/disability (LDD) **increased by 4.7%** from 14/15 to 15/16, which is the same rate of increase as those with no declared disability
- There is a small **2.2%** achievement gap for learners declaring a learning difficulty or disability overall compared to those who don't
- There is a small achievement gap of **1.2%** overall (**reduced from 2.1% in 14/15**) for 16-18 learners declaring a disability/learning difficulty compared to 16-18 learners who don't

Scott Dunwoodie

Scott Dunwoodie was born hearing until he was a few months old, when he contracted meningitis which led to his hearing loss. He received a cochlear implant at the age of three. Scott uses British Sign Language and English to communicate and is confident at communicating with both peers and staff. At college, he has in-class communication support to enable his equal access to information. He also has Tourette's Syndrome which is controlled by medication and is displayed in head 'tics' and his legs twitching.

Case Study



Teaching Staff Comments:

Scott is an extremely motivated and hardworking student. He uses his in-class support extremely well but is also able to work independently. His ability in software such as Adobe After Effects is exceptionally strong, surpassing the skill of some higher level students. He has worked extremely well in Maths this year and has recently passed his L1; he has been a pleasure to have in the class and is deserving of his success and of his nomination for a Student of the Year Award.

Deaf Access Support staff comment:

'Scott is hardworking, conscientious and a good role model for the other students in the class. He is polite and considerate of others. He always works hard and turns his homework and assignments in on time. He is self-motivated and works well alone and with the others in his class. He achieved Merits throughout his course, with some Distinctions. He is an excellent role model for other learners with disabilities and shows that there are no barriers to his success. He is keen to progress onto L3 Media (TV & Film) and hopes to one day work at the BBC.'

Case Study

Elaine Robino Adult Health and Social Care learner

Elaine is a Level 2 hearing impaired student who is focused on becoming a teaching assistant for the deaf.

Elaine says...

“I was looking to change career paths, I visited the job-club every Thursday, filled an application for SEA Agency and got a job as a support worker just to give me an experience to learn new things. While being a support worker, at the job-club, my co-ordinator asked, ‘Have you ever thought of going on a course doing Health and Social Care Level 2, which made me think I should go for it.

I enrolled on a course for Health and Social Care Level 2, at The Manchester College. My tutor and note taker have been very supportive. I felt so proud at my achievement and gained a Merit/Merit. This has given me inspiration; I am hoping to complete my Level 3 and go on to study at university. My goal is to be a Teaching Assistant for the Deaf.”

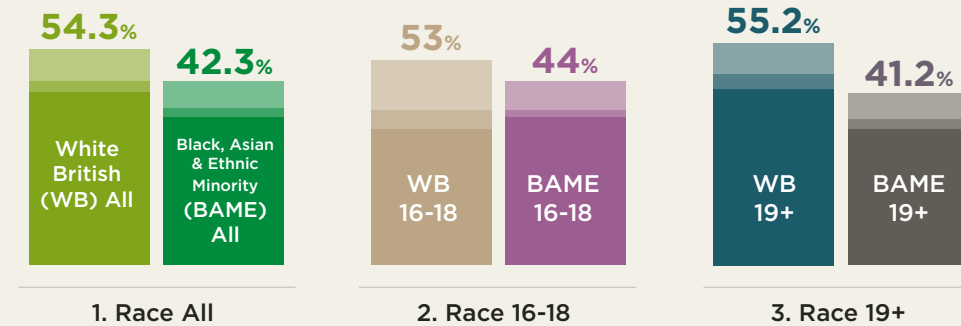
“

Cath Moore, Elaine’s tutor says...

‘Elaine has adapted incredibly well to her situation and is able to join in with discussions and activities. She has a great understanding of the problems of hearing impaired students and is keen to help others with similar problems. I feel that she will make an excellent support worker for children with hearing impairments’.

Race

Achievements for all Students	14/15 Ach	15/16 Ach	Difference
All	79.2%	83.6%	4.4%▲
16-18	75.5%	79.6%	4.1%▲
19+	82.1%	87.4%	5.3%▲



1. Race All	%	14/15 Ach	15/16 Ach	Difference
WB All	54.3%	76.6%	80%	3.4%▲
BAME All	42.3%	81%	85.4%	4.4%▲

2. Race 16-18	%	14/15 Ach	15/16 Ach	Difference
WB 16-18	53%	71.9%	76.6%	4.7%▲
BAME 16-18	44%	79.4%	82.1%	2.7%▲

3. Race 19+	%	14/15 Ach	15/16 Ach	Difference
WB 19+	55.2%	82%	86.1%	4.1%▲
BAME 19+	41.2%	82%	87.7%	5.7%▲



College Achievement



- **Seven out of ten** BAME groups have achievement rates above the College average
- For mixed race learners, achievement gaps can be identified for White/Black Caribbean, Caribbean and Multiple mixed heritage learners.

Gender Reassignment

- In 15/16 **8 learners** disclosed a gender different to the one assigned at birth
- Achievement for these learners was **89.5%** (compared to 83.6% college); **86.7%** for 16-18 student and **100%** for 19+ students
- 19+ achievement in 14/15 for adults who disclose a different gender to one assigned at birth was **66.7%**

Amber Jade Atkinson

16-18

Transgender Media Student

Amber Jade Atkinson is a media student at Shena Simon and who identified as a Trans young person. Amber was a great support to the implementation of the LGBT Group. Amber was really passionate about being involved in the Hate Crime design a poster competition run by Manchester City Council and GMP. Amber came second in the design competition and was extremely positive about being able to represent the LGBT community and reflect on her own experiences of hate crime, turning it into something so positive.

Case Study



Clare Bromley 'Student Experience' said...

Amber successfully completed her media qualification at the College in 15/16 and has now gone on to study at Manchester Metropolitan University. She plans to carry on her work in the LGBT community and has offered to come back to Shena Simon to act as a mentor for any young people that may need support around any LGBT concerns and social aspects of the LGBT community.



Hate Crime Poster Success!



In February 2016, a poster calling for an end to hate crime, designed by a student at The Manchester College, won a competition run by the Greater Manchester Police (GMP) community safety team. The poster was used to promote the anti-hate crime message across Manchester during Hate Crime Awareness Week. During the week, students heard moving talks from activists against hate crime.

Natalie Kaciubskyj, who designed the winning poster, and second prize winner, Amber Jade Atkinson, a transgender student at The Manchester College, were presented with certificates at a prize-giving at Manchester Art Gallery, part of an event to launch this year's Hate Crime Awareness Week.

Feedback from learners who attended the session: "It was a really inspiring talk and I think it will help other people to realise why they should not bully others"

Media student

"Really great speech! It was an experience for me and it has opened my eyes to a much larger issue that I didn't know occurred as much as it does! Well done!"

Performing Arts Student



“

One 16-18 learner said...

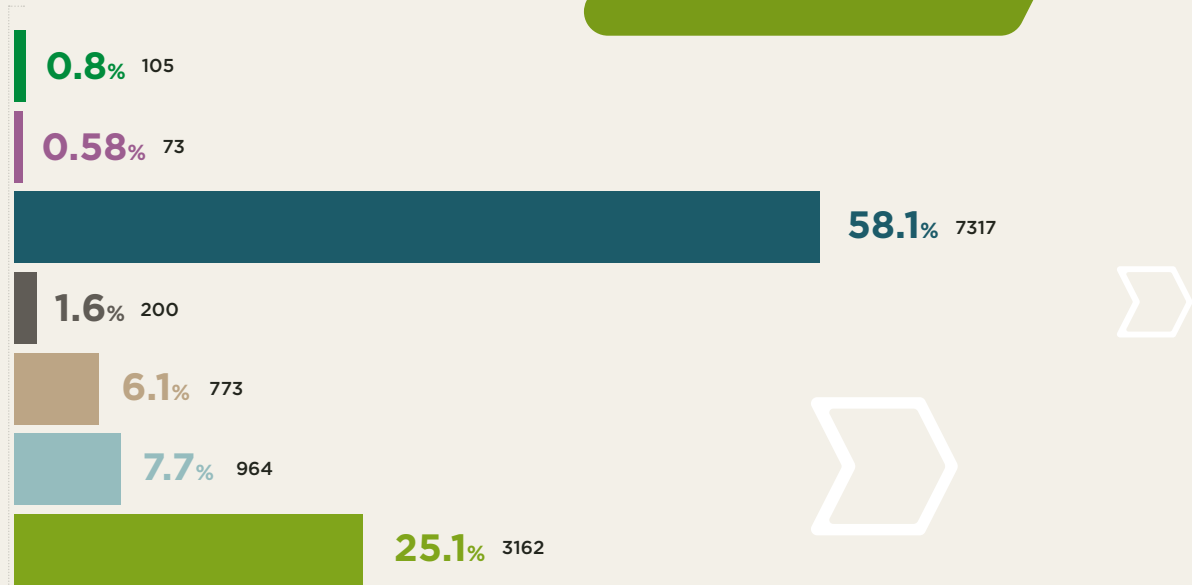
"I liked the insight this gave me because I had never met a transgender person. I learnt about coping mechanisms and how to deal with stigma and social pressure."

As a part of the Transgender Awareness Programme, transgender guest speaker Sophie Cook came to talk to students about her career and life, as part of 'Kick it Out', the football community's commitment to removing prejudice from football. Sophie is the official football photographer and, as an ambassador for 'Kick it Out', is determined to further raise awareness of the LGBT community involved in Football.

Sophie is a transgender woman who speaks publicly about her transition to inspire other people in her situation. Sophie discussed her career in football as well as her previous career as a newspaper editor and recruit of the Royal Air Force.

Her story is one of true courage and inspiration to not only people within the football industry but society as well.

Sexual Orientation



	% out of 12594	14/15 Ach	15/16 Ach	Difference
● Gay man	0.8%	73.5%	83.5%	10%▲ Achievement
● Gay Women/Lesbian	0.58%	60.3%	86.4%	26.4%▲ Achievement
● Heterosexual/Straight	58.1%	76.5%	82.6%	6.1%▲
● Bisexual	1.6%	74.4%	79.9%	5.5%▲
● Other	6.1%	75.1%	86.8%	11.7%▲
● Prefer not to say	7.7%	79.4%	86.5%	7.1%▲
● Unknown	25.1%	82.9%	84.1%	1.2%▲

- Achievement Outcomes for learners who disclose a sexual orientation other than heterosexual/straight have improved and are at or above college average for gay men (**up 10%**), Gay woman/lesbian (**up 26.4%**) and other (**up 11.7%**)
- Bisexual learners achievement is **3.7% lower** than the College average
- Unknowns and prefer not to say, at **32.8%**, are high
- Significant focus on LGBT across college has raised profile of LGBT and ensured a more consistent offer across the college sites

Sexual Orientation

LGBT/ Male in a female dominated career

Case Study

Dean McGowan came to study in 2013 unsure of what he wanted to do as a career and originally studied IT. Dean reviewed his career options and what The Manchester College had to offer to further his studies and career pathway.

Dean says...

“My name is Dean McGowan. In 15/16 I completed a Media Make-up course at The Manchester College. My tutors and the student Experience Team helped me overcome personal barriers in my life.

I have now gone onto be a fully qualified make-up artist working as a full-time Senior make-up Artist at Rouge Noir – a salon in Manchester and I also offer one to one make-up tutorials to up-and-coming make-up artists.”



The student experience team say...

“Dean is openly Gay (Out and Proud) and is such a positive role model for likeminded young people. Dean has offered to come into the College to deliver some make-up sessions to the media students here at TMC.”



The Manchester College May 17th 2016 IDAHOT

Over 1,700 students and staff took part in the Homophobia, Biphobia and Transphobia (HBT) pledge to raise awareness of using inappropriate language and signed up to the pledge to challenge homophobic, biphobic and transphobic language.

The Proud Trust delivered 20 tutorials relating to International Day Against Homophobia, Transphobia and Biphobia (IDAHOT) to over 330 students and staff in May 2016. Campuses were decorated with LGBT flags and bunting. Delicious rainbow cake was on offer and faces were painted in rainbow colours.

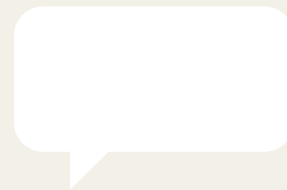
Everyone who took part received a rainbow wrist band and the photo was taken with pledge board.



Our Principal
Lisa O'Loughlin
also took part in
the event.

Learner feedback included:

"Appreciated how informal and friendly the talk was. I also learnt some new, appropriate terminology surrounding the subject."



“

"The session was really informative; most people do not know a lot about the LGBT community and their rights."

”

"I think it's good that the College recognise days like this (IDAHOT)"

Stakeholder feedback examples:

LGBT Safe Sex Health

"I've just got back from visiting the Group - I want to say it was amazing! For a Group that's only been running for 4 sessions, it's incredible. It was a fully safe environment and the students were really engaged with lots more saying they were willing to test and engage in safer practice with their partners. I am more than happy to come back and visit the Group again around topics such as consent etc. Anyway it was incredible and the students and facilitators are a credit to the College!"

Sam Whalley,
Advanced Education Practitioner,
Brook Manchester

The Proud Trust

The Proud Trust delivered twenty awareness sessions to over 257 students and staff in 2015/16. The workshops focused on general LGBT awareness and coming out as well as key signposting to The Proud Trust. Students attended from a range of backgrounds and experiences, which contributed to lively, interesting debates.

The sessions were tailored to each group depending on their course, to make the information more relevant for example; hair and beauty were asked the question- How do you treat a customer who you think looks like a man and comes to the salon to get their nails done?

Media students discussed heteronormativity and LGBT erasure in society.

Students were introduced to different terms around gender or wider sexual identities such as asexual and pansexual. The Proud Trust emphasised it is important to remember that there are a variety of identities which should be respected and not to assume other people's identities as it is down to the individual to work out who they are.

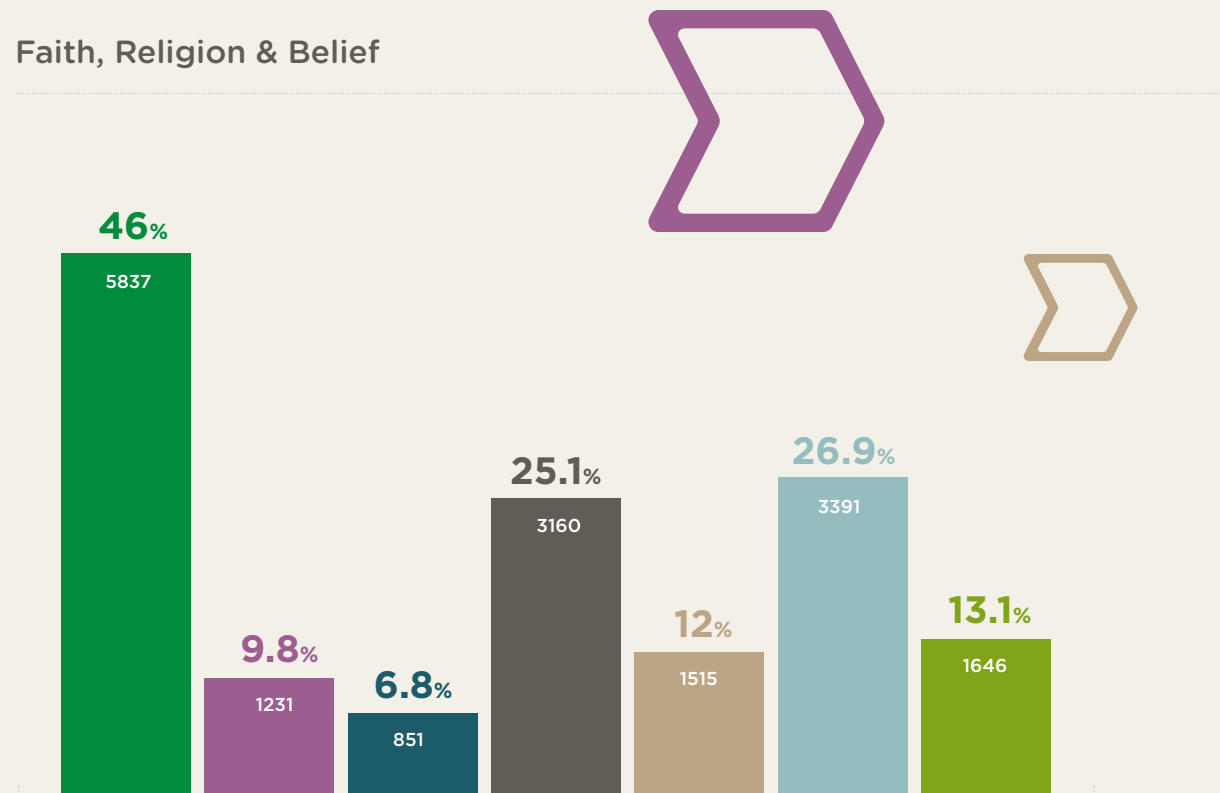
“

The Proud Trust presenter said,

"That was the best response I've ever had to a session. The questions were thoughtful and the students attentive - they really listened and interacted well"



Faith, Religion & Belief



	% out of 12594	14/15 Ach	15/16 Ach	Difference
● Indicated faith (excluding atheist)	46%	78.8%	84.5%	5.7%▲
● Atheist	9.8%	72.3%	78.8%	6.5%▲
● No faith (none)	6.8%	68.6%	77.3%	8.7%▲
● Not known	25.1%	82.8%	84.2%	1.4%▲
● Prefer not to say	12%	78%	84.7%	6.7%▲
● Christian	26.9%	79.2%	83.8%	4.6%▲
● Muslim	13.1%	78%	85.7%	7.7%▲

- There is a **7.2%** achievement gap between learners who disclose a faith and those who do not (the gap in 14/15 was **10.2%**)
- Achievement for learners with a faith has improved by **5.7%** compared to 14/15. For learners with no faith, achievement has improved by **8.7%** and for Muslim learners by **7.7%**
- **25%** of learners preferred not to say

Hebat Allah Al Ejjah Studying ESOL

Case Study

Hebat is a Muslim who is in her second year of college. Hebat comes to college wearing a Hijab and feels very comfortable as she has seen other students her age dressed very similarly. She also feels happy when other students ask her about her religion. Hebat frequently uses the contemplation room in college and wouldn't enjoy college as much if the space was not there. She is also pleased to see other religions use the room.



Tutor: Jess Lau says...

“Hebat is a very conscientious student. Hebat’s faith is important to her.”

Amin Kayre Abukar Studying ESOL

Amin is a Muslim who says, ‘I wear a thawb to college. A thawb is a traditional Somalian/Arab garment.

I like wearing my thawb and my Kufi which is a Somalian headdress. I have always felt safe and welcomed at the College. Everybody is very nice. My teacher told me about the contemplation room when I first started college and that it can be used by all faiths. I use the room at the College to pray sometimes.



I like coming to The Manchester College, it makes me happy and I have been coming for 2 years.’



Tutor Sarah Carruthers writes:

Amin is an excellent student. He has studied ESOL at The Manchester College since 2014. During induction, Amin was shown the contemplation room with his class. He uses this space regularly at break.

Since his faith is such an integral part of his life, he wears traditional dress and a Kufi in college. He always feels comfortable doing so and it's lovely how being a student at The Manchester College, does not restrict his religious following

EDI Objectives Update

To reduce the achievement gaps between learners with faith and learners with none.

- In 15/16 the achievement gap between learners who disclosed a faith and those with no faith reduced to **7.2%** from **10.2%** in 14/15
- Achievement for learners with a faith has improved by **5.7%** compared to 14/15, for learners with no faith achievement has improved by **8.7%** and for Muslim learners by **7.7%**

Raise the profile of Equality and Diversity events across all campuses to advance discussion, respect, tolerance and inclusion.

- In the 2015/16 End of Year QDP Survey: The question relating to respect – a rating of 79 placing the College in the 2nd quartile of colleges nationally
- Wide reaching learner engagement project to develop a Be Amazing Values and Deal, In 2015/16 **200+ learners** contributed to Values sessions as part of Student Conference and student feedback mechanisms to build the College Be Amazing Values and Deal
- **6,042 learner** attendance at EDI themed events
- **989 IDAHOT** overall attendance on LGBT and HBT awareness

We launched our very first The Manchester College EDI calendar competition in October 2015. The title of the calendar was 'What does Equality and Diversity mean to you?'. Over a hundred learners participated with the winning image chosen of a young man festooned in flags and rainbow colours Proceeds from the sale of the calendar went to Teenage Cancer Trust.

Additional objectives 14/15 Annual Report:

Reduce the achievement gap between 16-18 and adult learners

- Achievement outcomes overall have improved for 16-18 learners (**up 4.1%** in 15/16 compared to 14/15) and for 19+ learners (**up 5.3%** compared to 14/15) however an achievement gap remains between 16-18 and adult learners; increasing from **6.6%** in 14/15 to **7.8%** in 15/16. The achievement gap between 16-18 and 24+ adults was **9.8%**; the gap between 16-18 and 19-23 learners was **2.5%**



Increase Disclosure of learning Difficulty/Disability (LDD)

- Disclosure in 15/16 was 15.1%. The disclosure rate has reduced, however, additional activity in 15.16 plus review of role of Supported Learning team tracking needs of learners has resulted in greater monitoring of learners and support for learners with LDD

Ensure no achievement gap LDD/no LDD

- Achievement for learners declaring a learning difficulty/disability (LDD) increased by **4.7%** from 14/15 to 15/16
- There is a small **2.2%** achievement gap for learners declaring a learning difficulty or disability overall
- There is a small achievement gap of **1.2%** overall (**reduced from 2.1% in 14/15**) for 16-18 learners declaring a disability/learning difficulty compared to 16-18 learners without an LDD

EDI Objectives 2017-19


- **Improve** the achievement rate of 16-18 males from **78.1%** in 15/16
- **Improve** the achievement rates for 16-18 White British learners from **76.6%** in 15/16 and reduce achievement gap between 16-18 White British and BAME/learners from other ethnic backgrounds
- **Increase** sexual orientation and gender other than assigned at birth disclosure rates in all categories in 16/17 by further promotion of LGBT awareness and support
- **Reduce** proportion of 'not known/prefer not to say'

THE MANCHESTER COLLEGE

Higher Education

The Manchester College Higher Education is set within the HE Widening Participation Strategy and the subsequent OFFA Access Agreement and Student Opportunity monitoring return submitted annually to HEFCE. This clearly outlines the College's commitment 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 HE 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.

Over  **1,500** Students

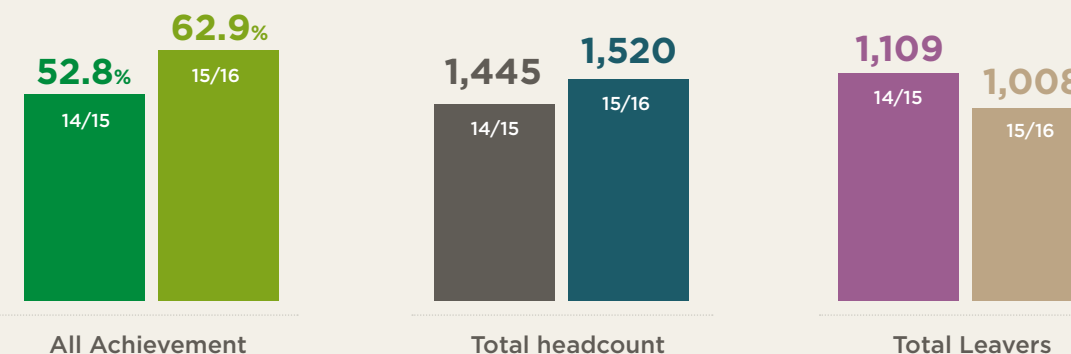


The Manchester College's higher education provision has key partnerships with Manchester Metropolitan University, the University of Salford, Sheffield Hallam University and Huddersfield University. HE Student Representation on key Committees is now at the forefront, reflecting student membership on the College Safeguarding Strategy Group and Equality and Diversity Strategy Group. A HE Student Governor has been appointed for this academic year. In addition, the Student Union (SU) is taking shape and the SU Constitution has been drafted and is seeking approval this December through the relevant committee structures. A Student Union President has been appointed and on approval of the Constitution various officer's roles will be implemented, including the Equality and Community Officer. Five Societies have been established including the LGBT Society.

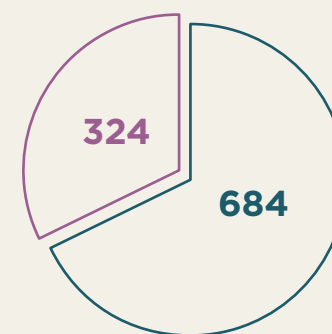
The Manchester College, for the next 2-4 years, will host the operation of a sub-regional Outreach Hub based at The Manchester College to cover the region of Greater Manchester. The primary aim of NCOP and therefore, the project is to reduce the participation gap of students in the identified target wards and contribute towards the government's goal of doubling HE participation from disadvantaged areas by 2020. This programme is designed and delivered to meet the needs of local target pupils, Schools and Colleges.



Overview of business area



Students



Age	Total	14/15 Ach	15/16 Ach	Difference
18-23	684	55.6%	61.8%	6.2%▲
24+	324	47.8%	65.1%	17.3%▲

Gender	%	14/15 Ach	15/16 Ach	Difference
Male	51.6%	48.4%	58%	9.6%▲
Female	48.4%	58.5%	67.9%	9.4%▲



- Achievement for 18-23 **increased by 6.2%**
- There is a **3.3% gap** in the achievement of students in the 2 age groups
- **Very good improvement** in achievement outcomes for male (**9.6%**) and female (**9.4%**) compared to 14/15
- Achievement gap with males achieving **9.9%** less than females

Case Study

Brin Coleman Mature student taking opportunity to complete an HE course



“After a short course of radio production at a community radio station, I took the opportunity to go back to college as a mature student to continue my studies. I had not been in college for many years, so I chose to

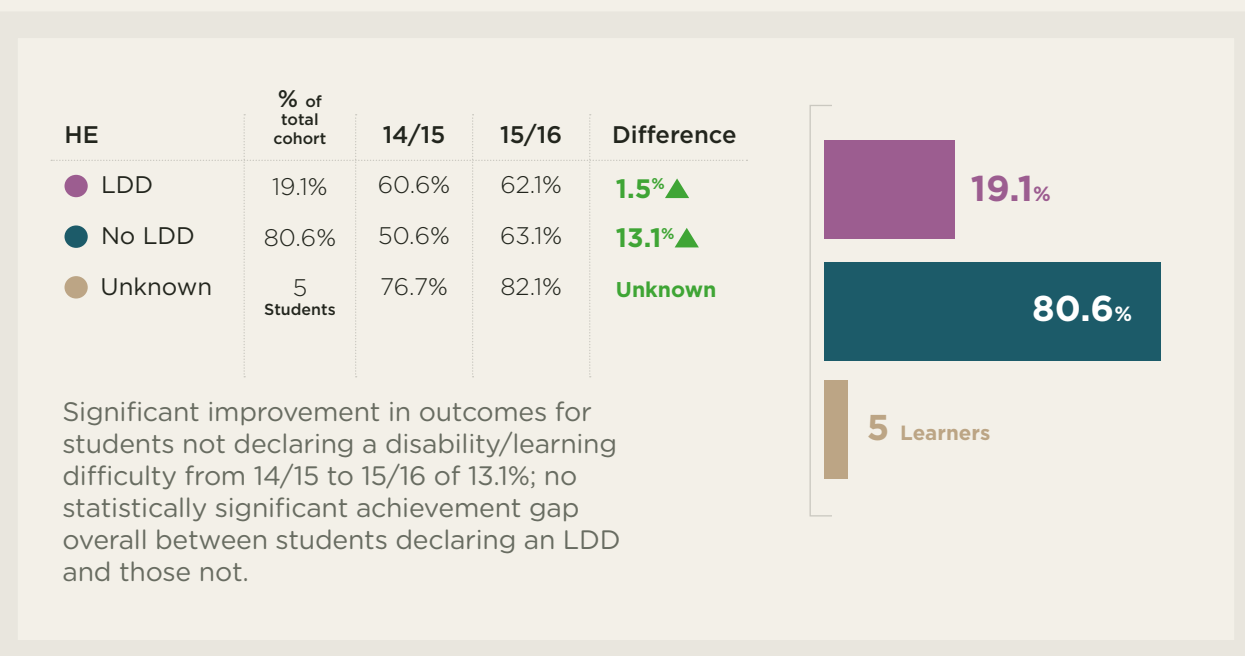
take an Access to HE course in Radio Production. While I already had many of the skills that were taught during this course, it gave me confidence to carry on to study a degree in Broadcast Production.

I became a student rep to represent my fellow students on my course which led to me becoming the very first Student Union President at The Manchester College.

Taking those first steps back to college gave me so much confidence – from being nervous to speaking at the College’s graduation ceremony at The Bridgewater Hall – and the skills to begin a career in documentary making.”



Disability



Gender Reassignment

HE	% of total cohort	14/15	15/16	Comment
Gender different to birth	5 in total	N/A	50%	Below HE achievement rate

Case Study

Tristan Chadwick HE student (Transgender)

Tristan is a 20 year old Theatre and Performance student. Tristan says, ‘I was assigned female at birth, but I am currently transitioning to male in order to be my authentic self. It is my aim to eventually become a professional actor/performer and to use my work to participate in activism and spread awareness of the issues that trans people face.

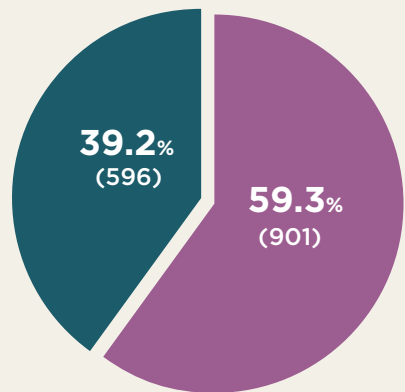
“I have found The Manchester College a welcoming environment where I can develop both personally and as a performer in a way that brings me closer to my personal and professional goals. The staff have been supportive, accommodating and respectful of my identity and my personal issues surrounding it, at a very turbulent time of my life. They have also been understanding with regards to my mental health. Their support has allowed me to explore myself through my work in a way that I could not have done previously. I always feel welcome and safe. I have been able to use the facilities that make me most comfortable with no trouble at all, which has helped immensely in building my confidence in my identity and my ability to assert it.”

Tutor comment Wayne Jackson:



Tristan has been with us now for a year and has settled into the Theatre and Performance family at Arden School of Theatre incredibly well. He has a fantastic working relationship with peers in his own year, as well as those in the first and third year, and Tristan is hoping to continue his studies with us next year in order to gain a full BA (Hons) degree.

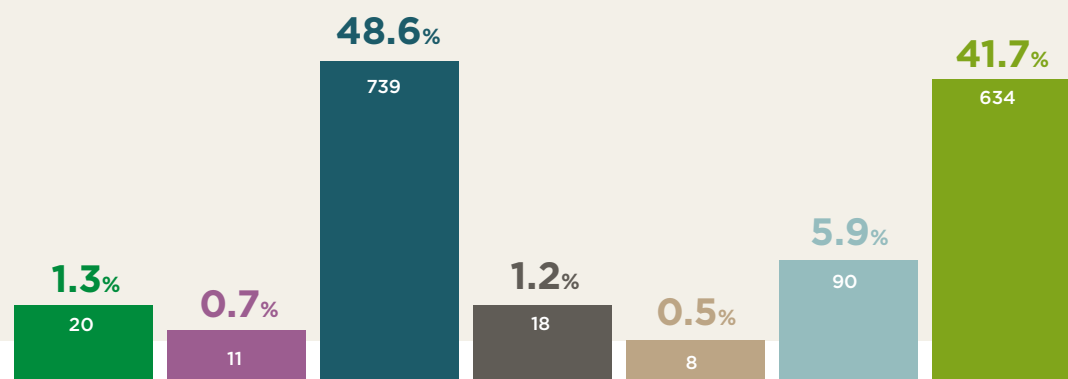
Race



HE	% of total cohort	14/15	15/16	Difference
WB	59.3%	54.9%	63.1%	8.2%▲
BAME	39.2%	48.7%	64.4%	15.7%▲

- **Significant improvement of 15.7%** for BAME learners; achievement gap in 14/15 closed in 15/16 for BAME learners
- Recruitment of BAME on HE courses above % of BAME in Manchester community

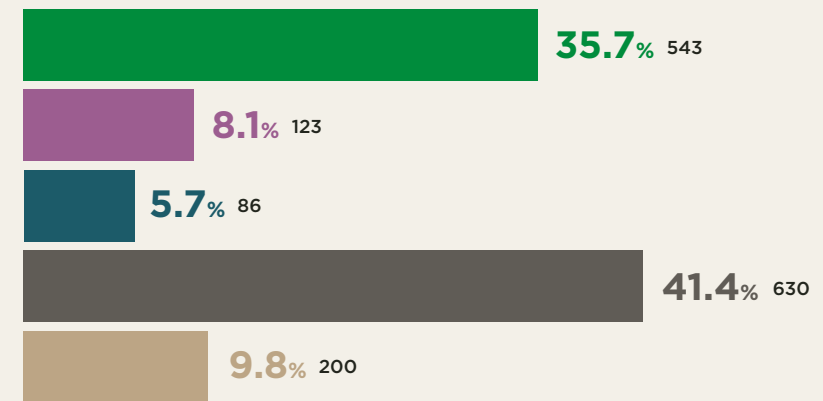
Sexual Orientation



HE	% of total cohort	14/15 Ach	15/16 Ach	Difference
Gay man	1.3%	63.6%	52.9%	11.7%▼
Gay female/lesbian	0.7%	50%	80%	30%▲
Heterosexual/straight	48.6%	60.3%	70.9%	10.6%▲
Bisexual	1.2%	87.5%	80%	7.5%▼
Other	0.5%	50%	16.7%	33.3%▼
Prefer not to say	5.9%	62.1%	75.4%	13.3%▲
Unknown	41.7%	40.3%	51.7%	11.4%▲

- Sexual orientation declarations **remain low** for a number of categories and number of **unknowns remains high**
- Significant variations in changes in achievement outcomes comparing 14/15 due to relatively small numbers in certain categories

Faith, Religion & Belief



HE	% of total cohort	14/15 Ach	15/16 Ach	Difference
Faith excluding atheist	35.7%	59.9%	68.2%	8.3%▲
Atheist	8.1%	58.2%	73.1%	14.9%▲
No faith	5.7%	66.1%	69.2%	3.1%▲
Not known	41.4%	40.2%	52%	11.8%▲
Prefer not to say	9.8%	62.4%	76.8%	14.4%▲

- **Significant achievement** improvement across all cohorts

EDI Objectives Update

- Increased recruitment of ethnic minority students with **3.6%** of the cohort BAME and **39.2%** overall
- Increased recruitment of students aged over 25 with a **2.6%** cohort increase and **28.4%** of the cohort in this age group
- A reduction of **2.5%** in the number of students declaring a disability or learning difficulty with **19.1%** of the cohort declaring
- The success rate for students declaring a disability/learning difficulty rose by **1.5%** to **62.1%** in 2015/16



EDI Objectives 2017-19

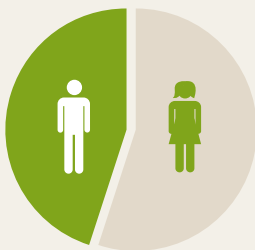
- Increase % of students with a declared disability or learning difficulty who access the HE provision within the College by 2% from 15/16
- Increase % of students from ethnic minority groups who access the HE provision within the College by 2% from 15/16
- Increase % of students from neighbourhoods and wards that are recognised as being areas of low income by 2% from 15/16
- Increase students aged over 25 who access the HE provision within the College by 2% from 15/16



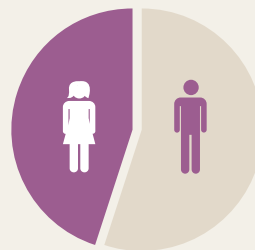
Workforce

HE and FE combined curriculum workforce data

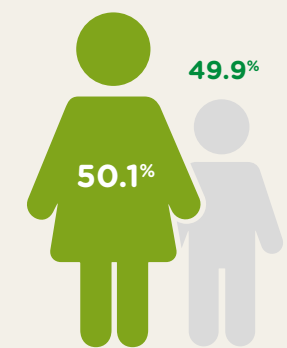
Gender



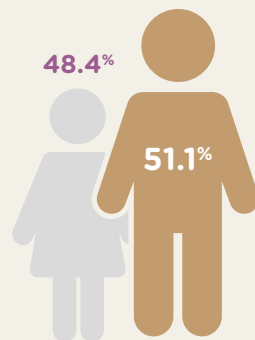
42.3%
of the FE/
HE curriculum
workforce is male;
57.7% female



In 2015/16, **240**
staff joined the FE/
HE curriculum staff
of whom **54.6%** were
male and **45.4%** were
female

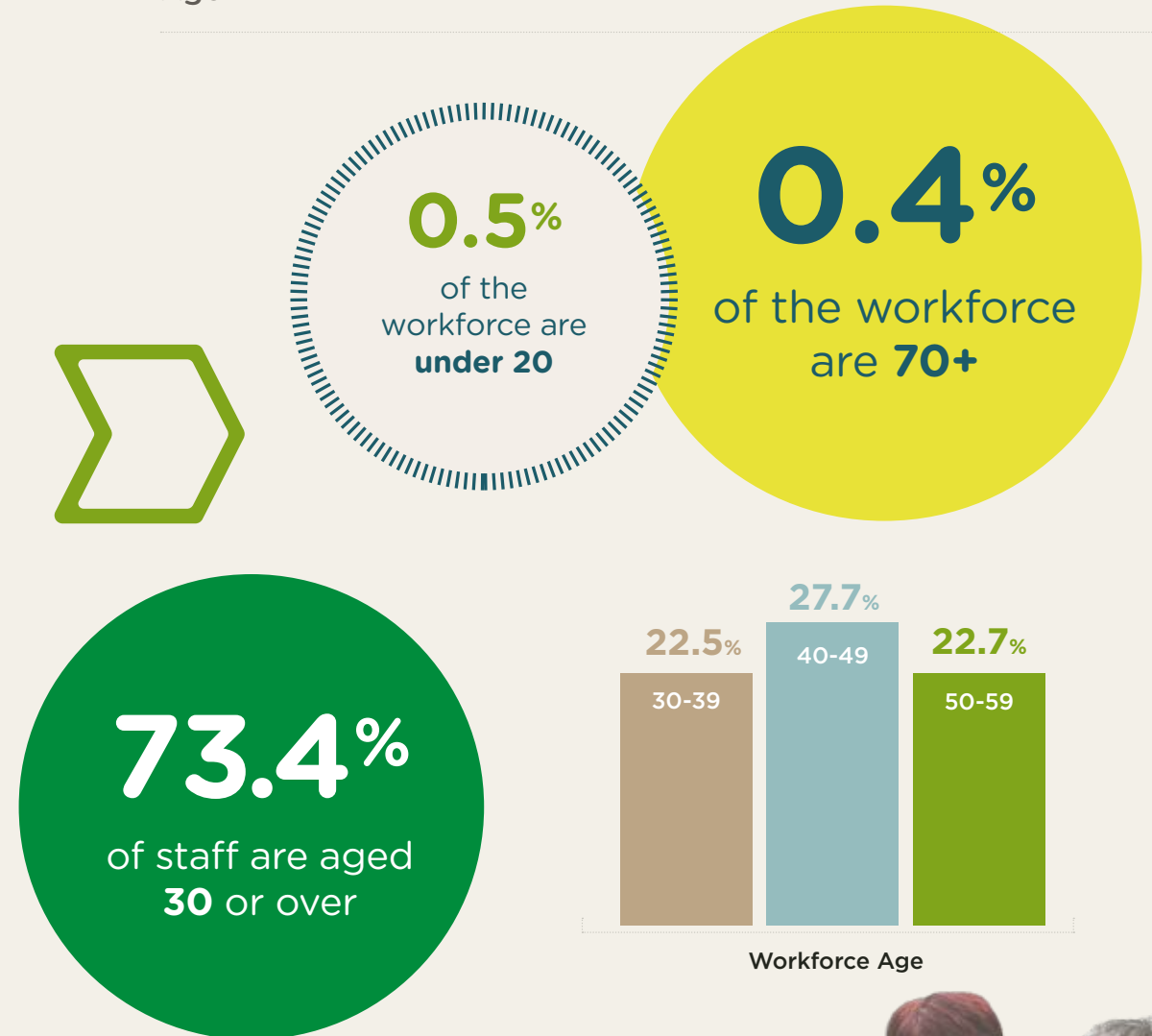


By comparison,
49.9% of FE
students were
male; **50.1%**
female

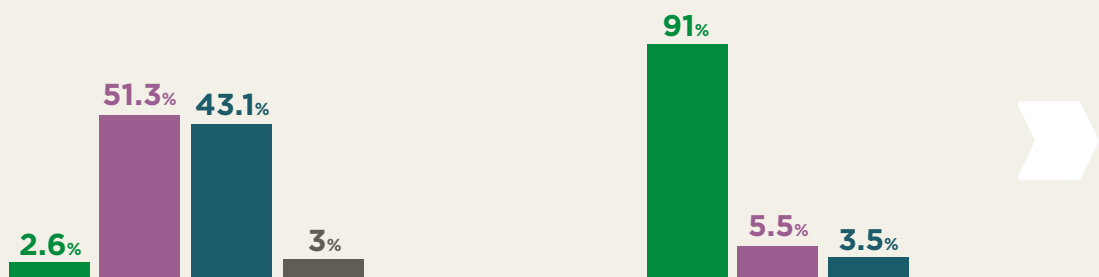


By comparison,
51.1% of HE
students were
male; **48.4%**
female

Age

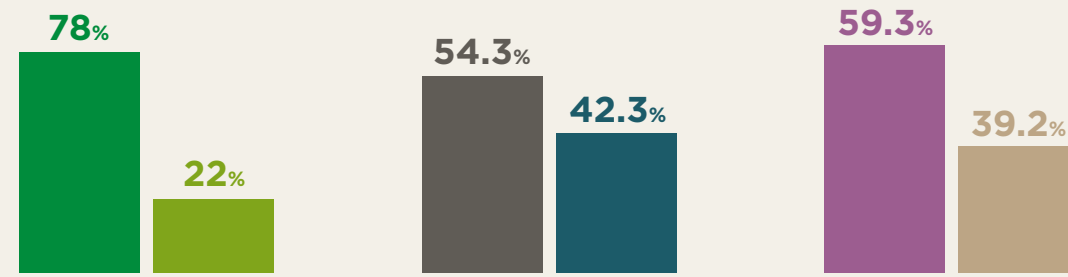


Disability/Learning Difficulty



Learning difficulty	%	Disability	%
● Declared a learning difficulty	2.6%	● Declared no disability	91%
● Declared no learning difficulty	51.3%	● Declared a disability	5.5%
● Unknown	43.1%	● Prefer not to say	3.5%
● Prefer not to say	3%		

Ethnicity

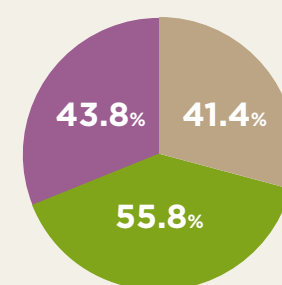


78% of FE/HE curriculum staff are White British/Welsh/Scottish/NI; 22% of curriculum staff are from Black, Asian or Ethnic Minority backgrounds

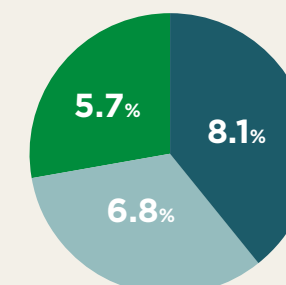
The FE college students population was 54.3% White British and 42.3% Black, Asian and Minority Ethnic, (3.4% not declared)

The HE college student population was 59.3% White British/Welsh/Scottish/NI, 39.2% Black, Asian and Minority Ethnic, (1.5% not declared)

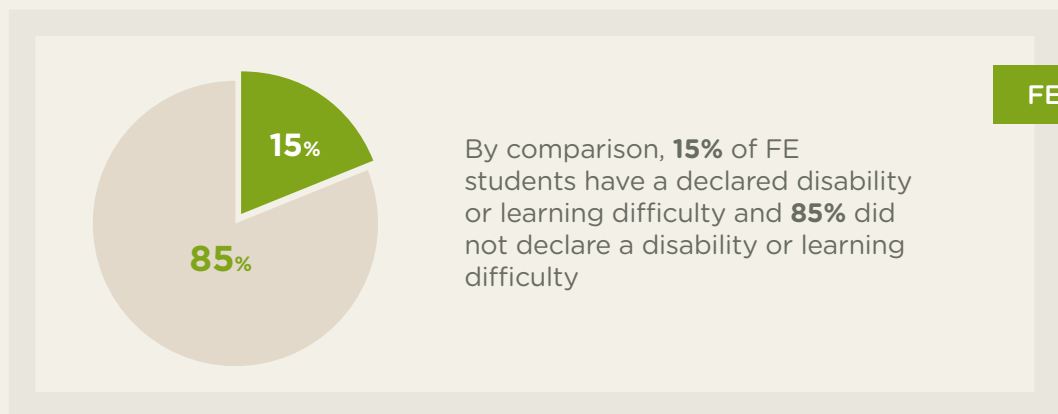
Religion and belief



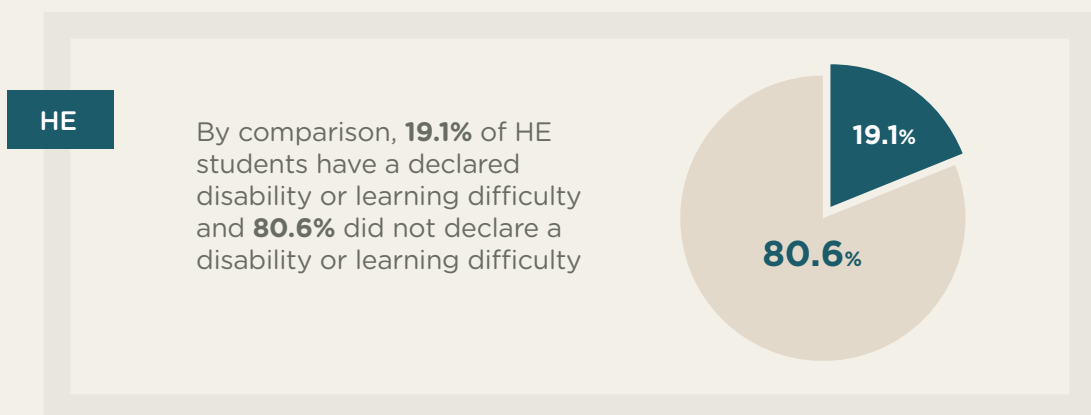
41.4% of FE/HE curriculum staff declared a religion or belief compared to 55.8% of FE students (including atheism) and 43.8% of HE students



8.1% of FE/HE curriculum staff had no religion/belief compared to 6.8% of FE learners and 5.7% of HE students



By comparison, 15% of FE students have a declared disability or learning difficulty and 85% did not declare a disability or learning difficulty



By comparison, 19.1% of HE students have a declared disability or learning difficulty and 80.6% did not declare a disability or learning difficulty

Gender Reassignment

There was one member of FE/HE curriculum staff who declared a gender other than that assigned at birth



MOL provides support for professionals seeking to enhance their career with a qualification relevant to their role and in a minority of cases for people seeking a career change into a different profession. The majority of learners are therefore supported by their employers and are in full time work.

MOL specialises in blended or distance learning where the learner works independently at their own pace.

CIPD, Property and Construction (CEMD) are the three main areas of income for the business with CIPD business representing two thirds of the business. HR programmes include CIPD L3, 5 and 7 and CEMD are L2.

CEMD (construction and electrical materials distribution) is a workbook and is available and purchased across the UK.

Additionally, MOL has small numbers of customers in PR, CMI, Facilities management and AAT which together comprise about 1% of the learners.

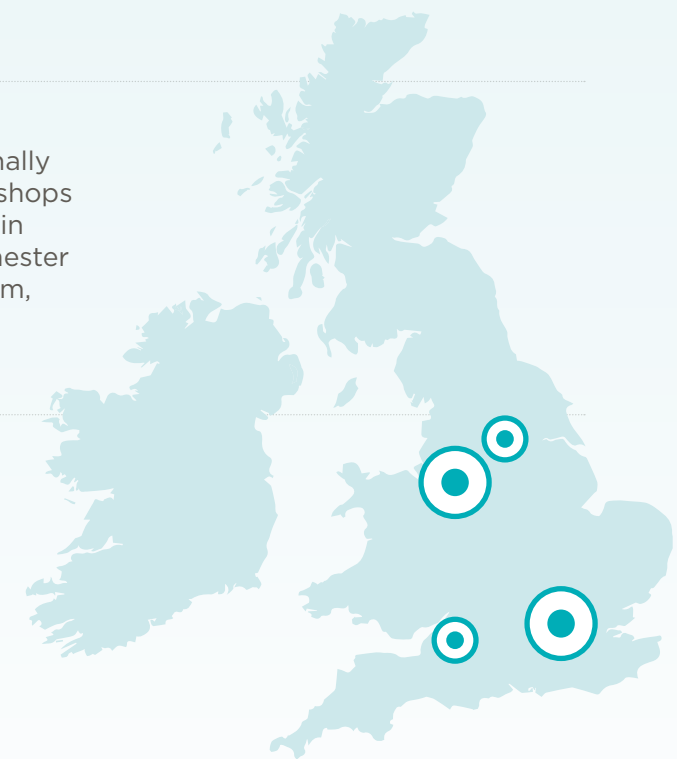
MOL operates in a commercial environment.



3,381

learners in 2015/16 with 99% of these in CIPD and CEMD so these are the areas of focus

Learners are nationally spread; CIPD workshops are predominantly in London and Manchester but also Birmingham, Leeds and Bristol



Business Overview:



Associates



Markers

28%
reduction in staffing

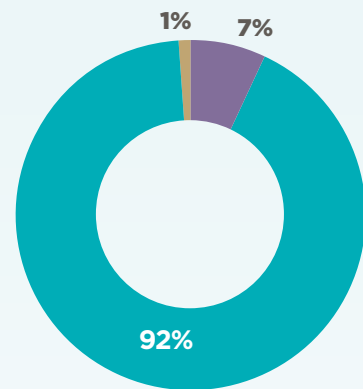


Over 80% of the programmes are completed via the VLE (Virtual Learning Environment)

MOL ▶ Learners



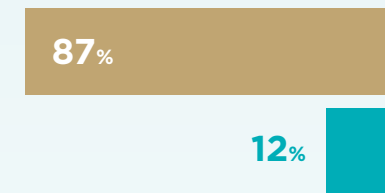
Age



CIPD

Age	% of total cohort	Pass rate
19-24	7%	100%
24+	92%	98%
Unknown	1%	100%

Sex

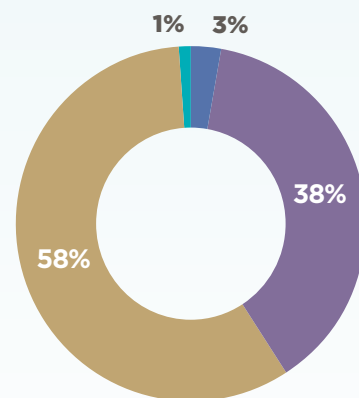


CIPD

Sex	% of total cohort	Pass rate
Female	87%	99%
Male	12%	98%

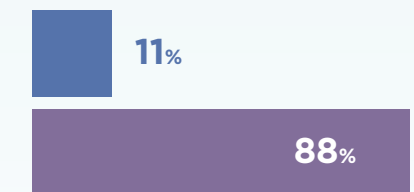
CEMD

Age	% of total cohort	Pass rate
16-18	3%	82%
19-24	38%	80%
24+	58%	80%
Unknown	1%	50%



CEMD

Sex	% of total cohort	Pass rate
Female	11%	78%
Male	88%	80%



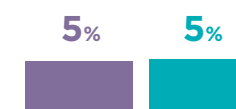
Disability



24+

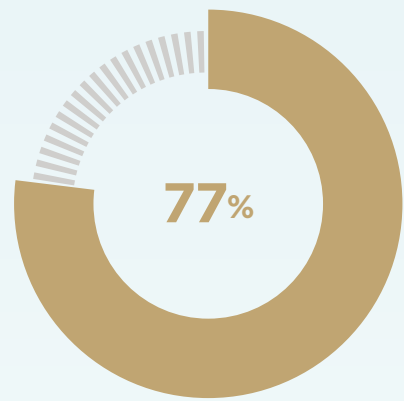
The predominant age group for MOL programmes continues to be **24+** which is to be expected in this business unit

CIPD	% of total cohort	Pass rate
Declared a disability	5%	97%



CEMD	% of total cohort	Pass rate
Declared a disability	5%	71%

Race

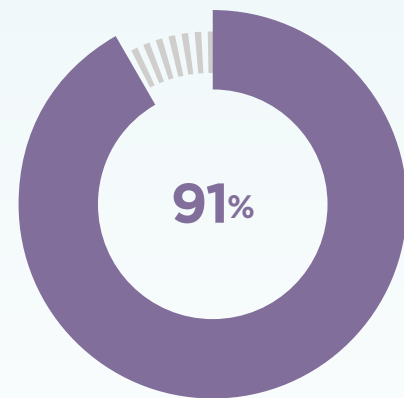


CIPD

Race	% of total cohort	Pass rate
● Eng/Wel/Scot/Nl/Brit	77%	99%
● Other	21%	97%

CEMD

Race	% of total cohort	Pass rate
● Eng/Wel/Scot/Nl/Brit	91%	80%
● Other	8%	77%



Faith/religion & belief

Less than 1% of students indicated a faith, religion or belief so comparative performance data is not possible

Gender Reassignment

No learners in 2015/16 declared themselves as gender reassigned



MOL
▶ Workforce

Age

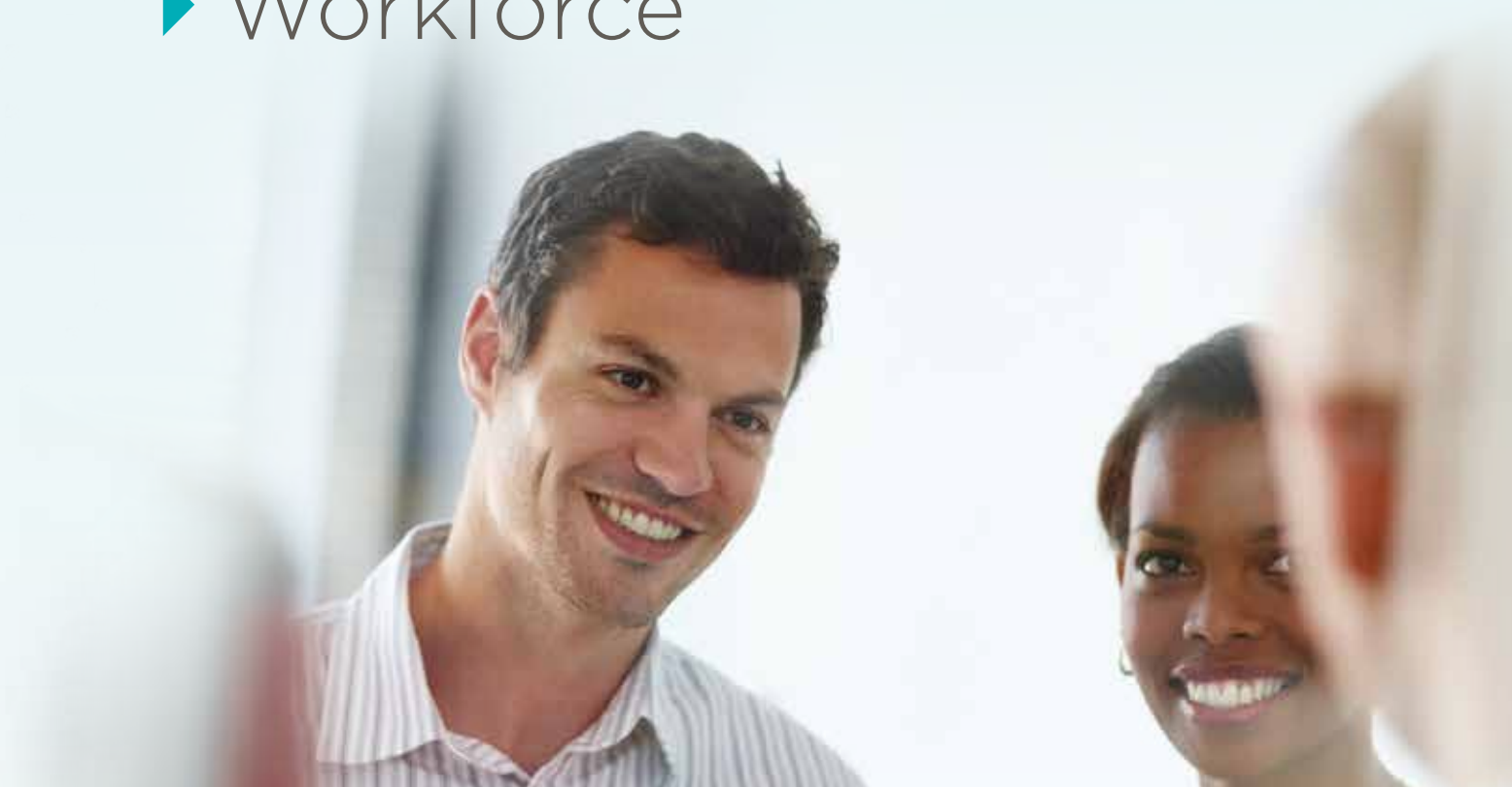


MOL workforce is skewed to older age groups, possibly because markers, invigilators and assessors are relatively likely to be retired or nearing retirement

Sex



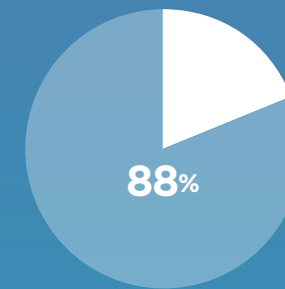
The reduction of 14% of women in the workforce is reflective of the overall reduction and brings the gender balance closer



Disability



Faith, Religion & Belief



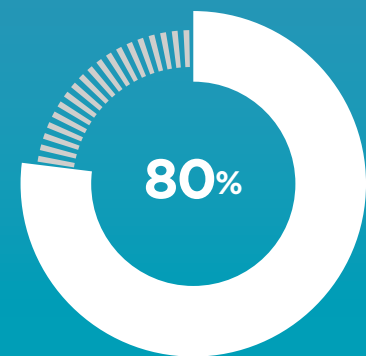
88% of the workforce did not declare a faith, religion or belief; just under 2% declared as no faith, religion or belief, just under 2% as Buddhist and 8% as Christian

Marriage and Civil Partnership

Approximately 5% of the workforce identified across the common law/co-habiting, Divorced/dissolved, separated and widow/surviving partner categories.

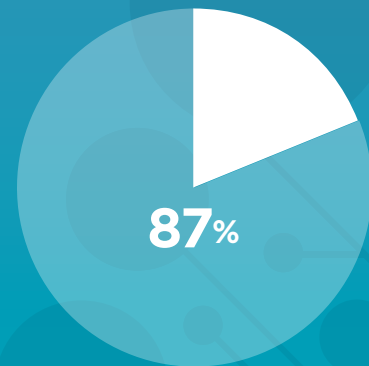
15% identified as single with 23% identifying as married/civil partnership.

Race



80% of the workforce are Eng/Wel/Scot/NI with the rest not declaring or identifying as other white or Irish

Sexual Orientation



87% of the workforce preferred not to say, 12% identified as heterosexual and less than 1% as gay

EDI Objectives Update

- Ensure MOL materials promote a diverse society and are inclusive with regard to imagery, pictorial representation, and language used - regular reviews are conducted
- Ensure the MOL VLE meets expected standards of accessibility - included in development requirements for VLE
- Ensure MOL learners, and those who advise learners, are aware of the accessibility functionality within the MOL VLE - completed reminders to be sent annually
- Ensure that all MOL staff, including both current and newly recruited, are requested to provide information on the protected characteristics outlined in the Equality Act 2010 with particular regard for sexual orientation, gender reassignment, faith religion & belief, marriage and civil partnership, pregnancy & maternity

▲ 7.5%

The % of ethnic minority colleagues has increased from 14/15 by 7.5%

EM colleagues continue to be under represented in general



EDI Objectives 2017-19

- MOL will investigate (survey) with customers if the CEMD workbooks are a barrier to achievement for those with disabilities (assuming that customers/employers will wish to respond and share information) by May 2017 generating appropriate actions by June 2017
- Improve the achievement of white males declaring a disability
- Improve the rate of disclosure of the workforce when declaring a disability

Please note that the current partnership discussion with EDA need to be completed before this work commences, hence the timescale



For more than two decades, we have been delivering education, training and employment opportunities to adults and young people in prisons across the country. Over the years we have built a reputation as an innovator and leading light in the fight to reduce re-offending rates by transforming people's lives through learning and skills.

In September 2015, we launched our new organisation, Novus, as a response to feedback from colleagues, partners and stakeholders.

Over the years, our role within the Justice Sector has grown and diversified. From our starting point as a provider of prison education in nine prisons in the North West and Yorkshire, to our current position as a provider of education,

63,284
LEARNERS

training and employability services to prisoners and offenders in the community in over 100 locations in England. As we move forward, under the new banner of Novus, we have a great opportunity to build on our heritage while strengthening our position as experts in the sector.

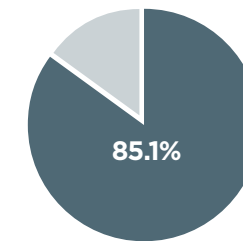
We are laying the foundations for change and leading the way as a new not-for-profit social enterprise, the first in our sector, with new and innovative approaches.

We are the top performing provider of education, training and employability services to prisoners and offenders in the country. The latest inspections by HMIP and Ofsted of our provision in prisons graded 80% 'good' or 'outstanding', the complete reverse of the national figure of just 33% identified in the 2014/15 HMIP Annual Report

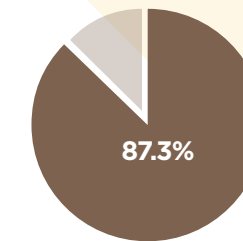
2,322
EMPLOYEES

205,343
learning aim enrolments

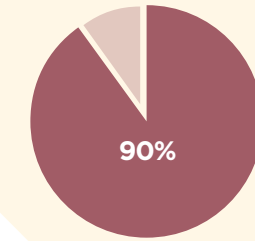
Overall success rates:



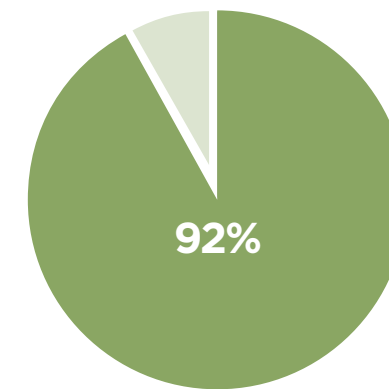
12-13



13-14



14-15



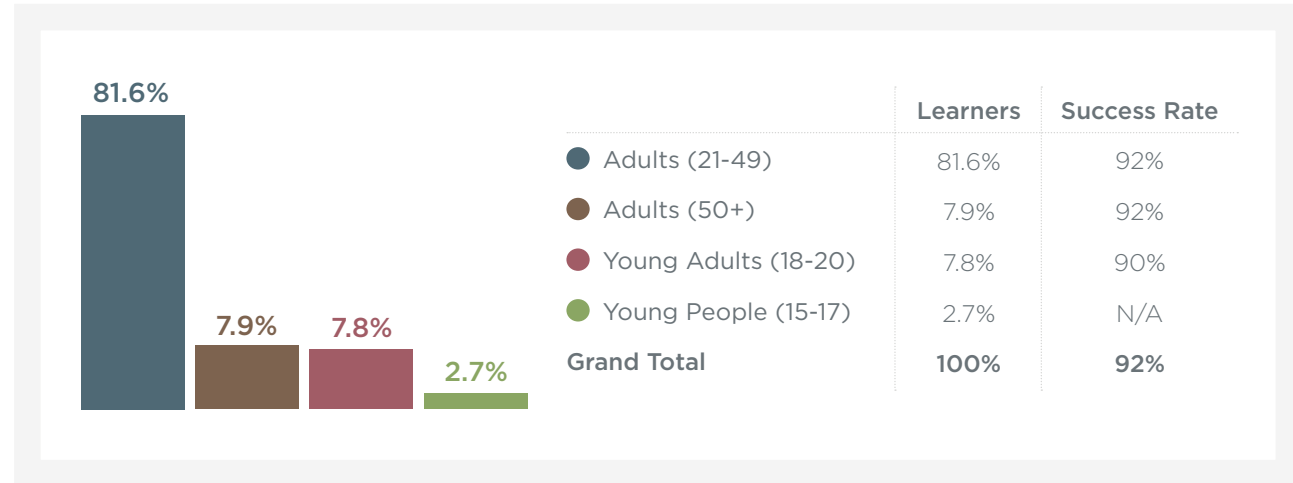
15-16



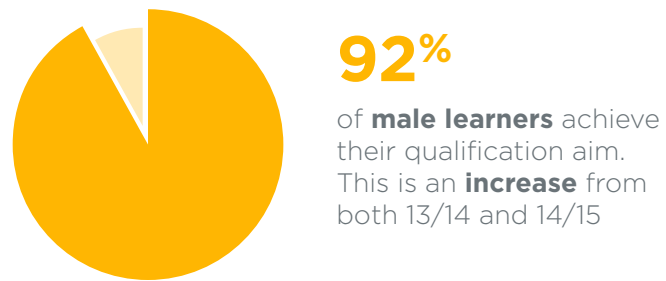
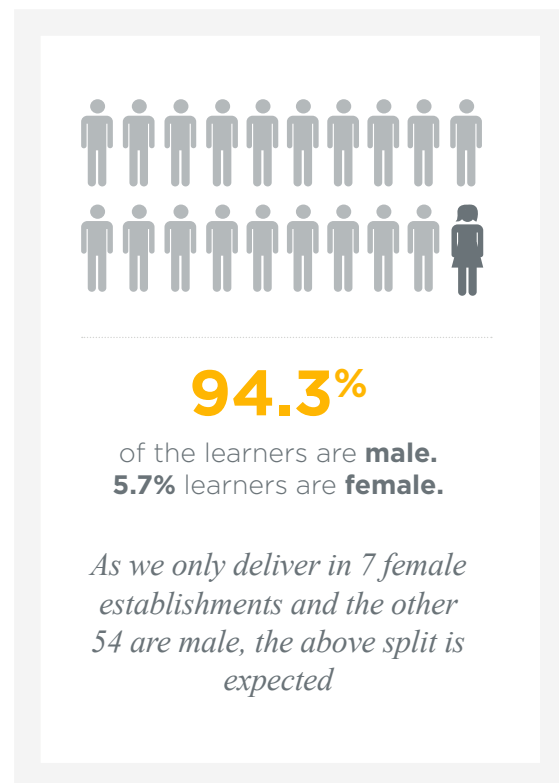
NOVUS
▶ Learners



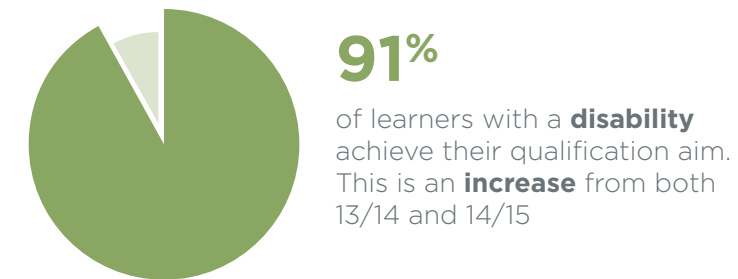
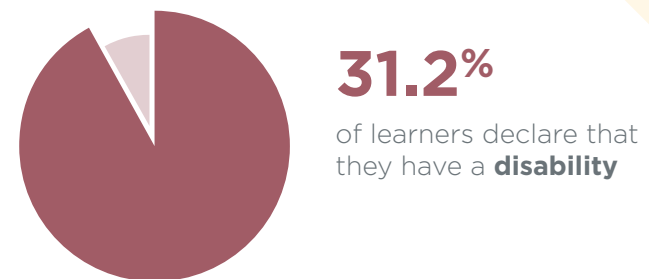
Age



Sex



Disability



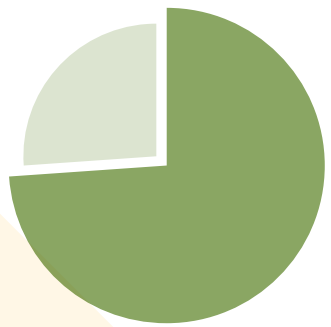
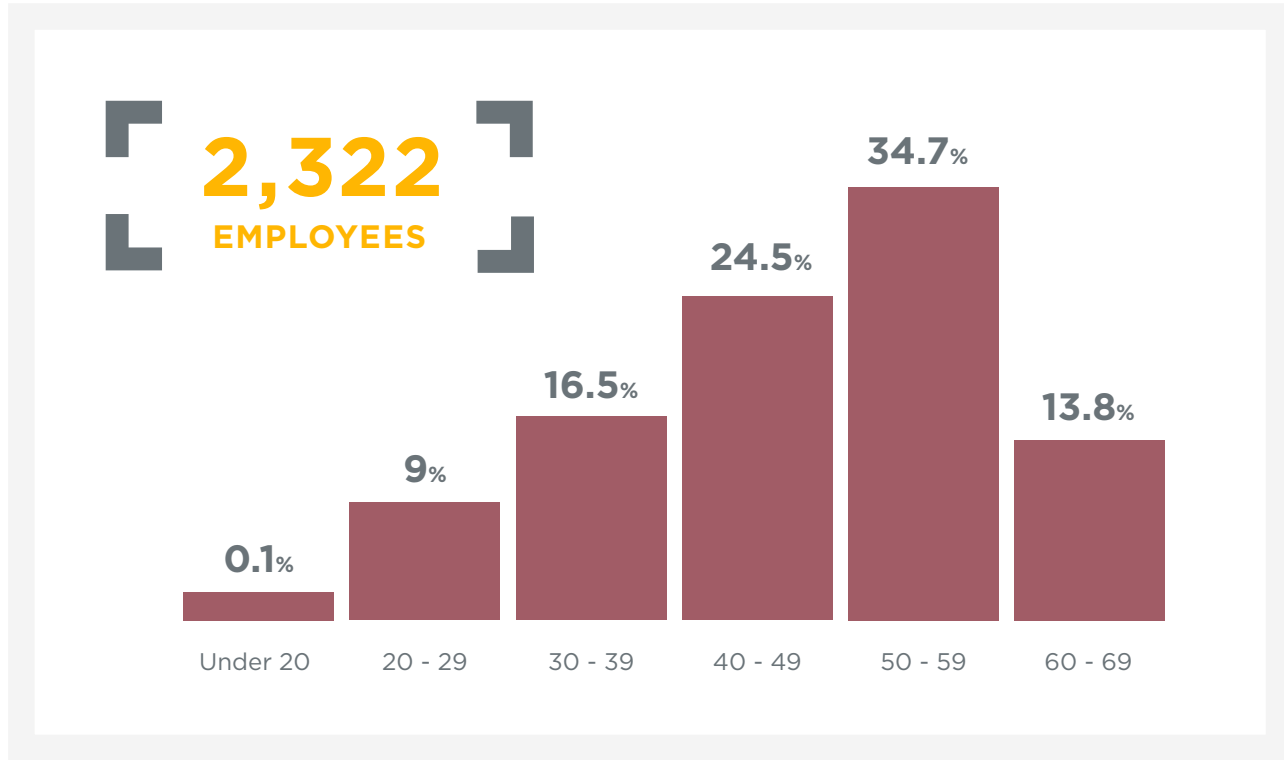
On average 19.4% of the population declare a disability



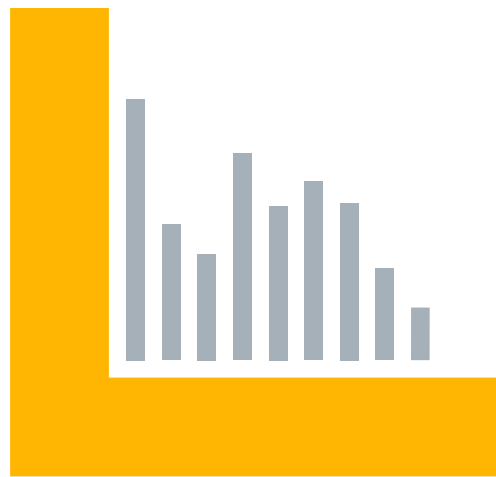
NOVUS ▶ Workforce



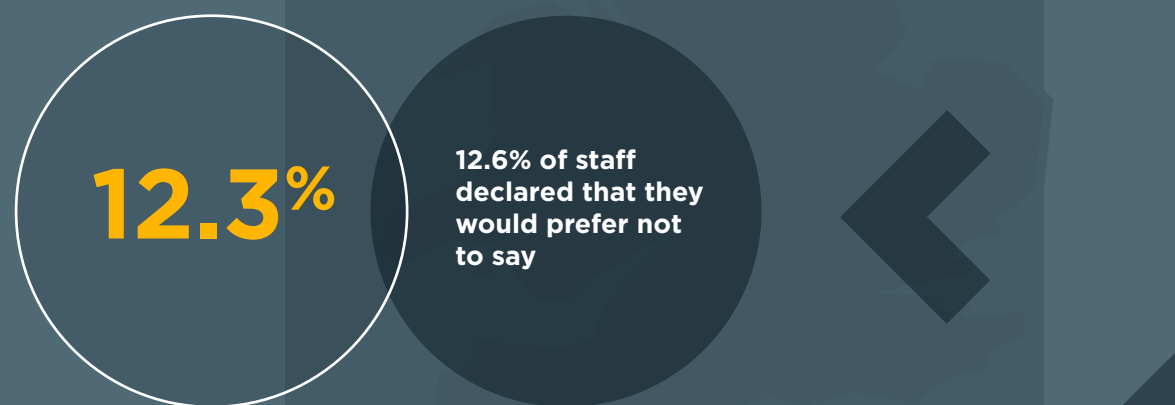
Age



50% of our workforce is over 50



Disability



Race

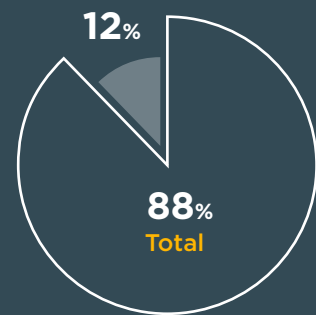


74%

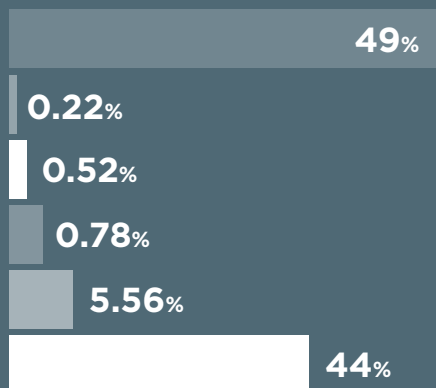
of staff in Novus are White British, which is a 14% increase from 2014/15 and a significant reduction in the number of EM staff

10% higher than the proportions of students who are EM

Race	Total %
English / Welsh / Scottish / NI / British / Other White Background	88%
Other Ethnic Groups	12%



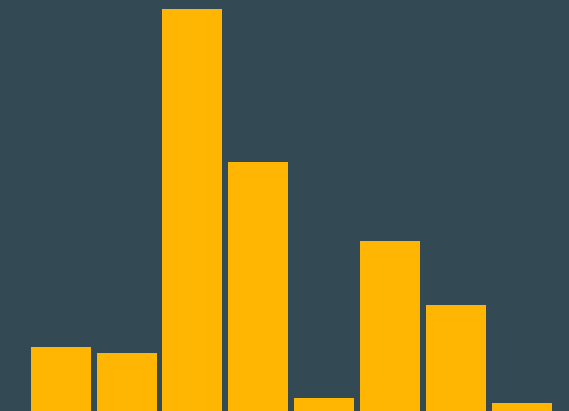
Sexual Orientation



Sexual Orientation	Total %
Heterosexual / straight	49%
Bisexual	0.22%
Gay man	0.52%
Gay women / lesbian	0.78%
Prefer not to say	5.56%
Unknown	44%

Marriage & Civil Partnerships

Marriage & Civil Partnerships	Total %
Common law / co - habiting	6.12%
Divorced / Dissolved	5.60%
Married / Civil Partnership	37.08%
Prefer not to say	23.19%
Separated	1.25%
Single	15.81%
Unknown	10.04%
Widow	0.91%



Case Study

Shaun Reynolds

Head of Education at HMYOI Cookham Wood

Novus learners in HMYOI Cookham Wood were given the opportunity to explore important topics like discrimination, social exclusion and tolerance in a visit by 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 Personal and Social Development studies.

In the weeks prior to the event, Novus and prison colleagues handed out the Trust's posters, leaflets and DVDs to Tutors, which gave learners on courses and in Outreach education the chance to find out more about the short life of young Holocaust victim Anne Frank before attending the exhibition.

Five young learners, given the role of Equalities representatives within the prison in order to promote equality and tolerance, were chosen to deliver the Anne Frank story to the other learners. They received training on the first day from the Anne Frank Trust staff and then completed their duties themselves for the rest of the week.

A total of 95 young learners visited the exhibition. Shaun Reynolds, Head of Education at HMYOI Cookham Wood, said: "They showed genuine interest and asked pertinent questions, making mature observations while being highly respectful. Some even continued the theme by using the story of Anne Frank in their classroom projects such as Art and Humanities."

“Learners gave their thoughts on discrimination and racism. This created group discussions which could then be continued back in the classrooms.”

EDI OBJECTIVES 2017-19

- Further develop workforce data allowing 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 programmes.
- Sample case files for Grievances for 'other ethnic staff'. Are they slightly higher than the staffing profile?
- Review our attraction strategy and rewards package to ensure we are an employer of choice for staff under the age of 40
- To reduce the number of 'Prefer not to say' and 'Unknowns' in the staff data return and to create a culture where disclosure is safe
- Work collaboratively with the Prison Service regarding safe disclosure of protected characteristics
- Ensure appropriate levels of support is available for learners who have declared a disability



▶ Total People

Total People deliver work-based learning, including Apprenticeships, Vocational Qualifications, Study Programmes and Traineeships to organisations of all sizes, across a broad base in England, within the North West and West Midlands regions. We are accredited by a wide range of Awarding Organisations providing vocational qualifications in 18 sector groups.

Contracts are in place with Staffordshire, Shropshire and Cheshire East authorities to support the Preparing for Adulthood agenda. For 2015/16, a structured supported internship model with emphasis on independence and employment has been introduced. Links are in place with Job Centre plus and learners receive help to access funding for job coaches and independent travel training.

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.

Total People work in partnership with local authorities and other providers, for example the development of a training package for employers to support

learners with disabilities and develop mentor capacity in the workforce.

The promotion of equality and diversity forms an integral part of all programmes.

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

Total People have an established ATA which is focused on keeping young people in training and placements.

We also have sub-contracted provision and partnership arrangements.

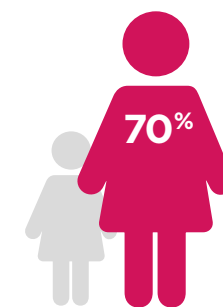
Context of Business Unit



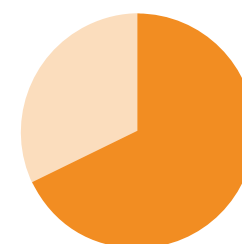
Total People provide a wide range of training across **18 vocational areas**; effectively meeting the needs of a diverse age group **aged 14 upwards** and from **entry level to level 7**

Total People's Head Office is in Middlewich with established Centres across Cheshire, Staffordshire and Shropshire with the recent addition of offices in Chester and Winsford and a training Centre in Wigan. We have a Hairdressing Academy in Crewe.

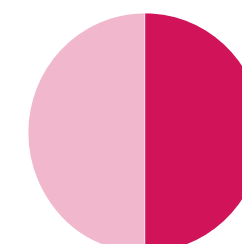
271
As at 31st July 2016, we employed 271 staff



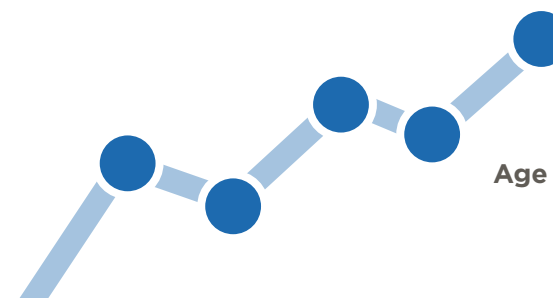
The split between genders remains constant at **70% female** and **30% male**. Male staff are predominately employed within the STEM areas, construction, engineering, electrical and motor vehicle which is reflected in the national picture.



64%
of overall management within the organisation is **female**



50%
The Senior Management team is split equally (50%)

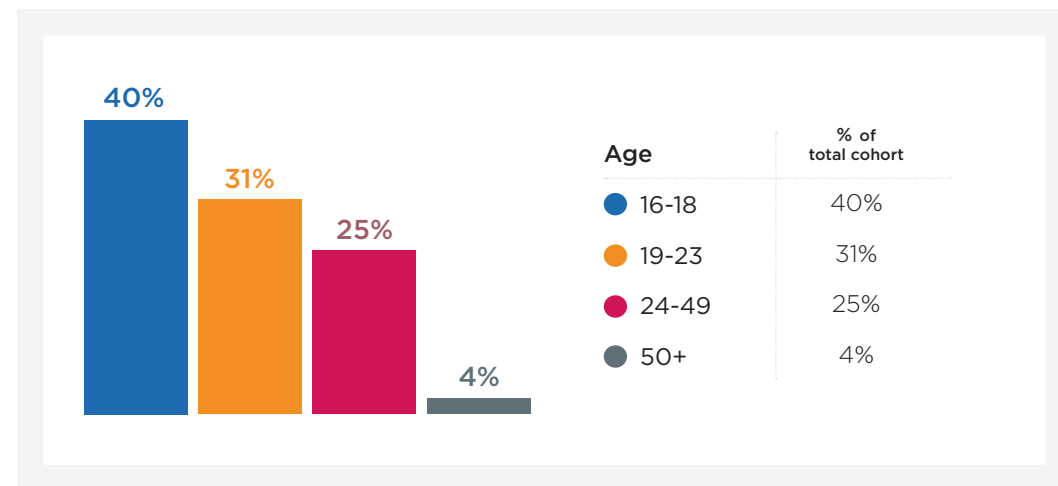


Age ranges from 17 years to 75 years

TOTAL PEOPLE

▶ Students/Customers

Age

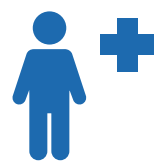


Sex

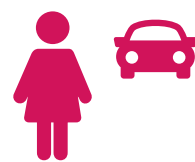
There has been little change in the start profile for gender however there has been some significant variations including an increase from **41%** to **60%** in males attending a Management programme.



12% increase in **females** within accounts

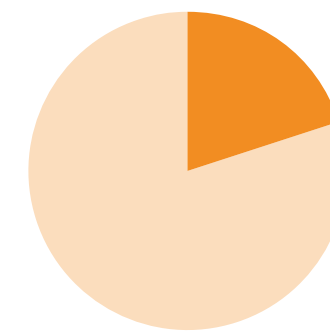


8% increase in **males** within the health care sector



4% increase in **female** learners within motor vehicle

Disability



20%

of learners starts for 2015/16 declared they had a disability or learning difficulty. This has increased by **2%** from the previous year however there was a **3%** increase in those not disclosing at all

Case Study

Jacob was referred to Total people by Young Peoples Services and was enrolled onto the Supported Internship programme.

Jacob has been diagnosed with ASD. He had low self-esteem and anxiety and severe speech and language problems.

His first work placement was with the Canalside Conference centre which is located locally to his home as Jacob could not travel independently. His role was to prepare sandwiches and cold buffets, serve coffee and clean the centre. Jacob had no problems with these duties and it became apparent that he needed more stretching work.

Jacob attended the Total People Winsford Centre to study Functional Skills English and maths and was gaining confidence with the centre staff so we approached Middlewich High School and Jacob started working 4 days a week preparing vegetables, salads, bacon sandwiches, cookies and cakes.

To boost his confidence, Total People started travel training and within a short time he was able to make two bus journeys, speak to the driver and offer the correct fare. Jacob was also regularly getting the bus back from work.

Jacobs's confidence was also growing and he was comfortable talking to the kitchen staff and serving foods to the pupils. He also progressed to cooking soups and hot meat dishes from scratch and using the deep fat fryer safely. He impressed so much that the catering Manager at Middlewich High School approached us to see if Jacob could be employed by the school directly after the internship came to an end.



Overall, the number of males within Total People generated starts has increased with a rise in female learners shown through our sub-contracted provision

Disability

Case Study

Elliot and Jordan are learners on supported internships. Both are autistic and Elliot also has cerebral palsy.

Through working closely with our dedicated team, both Elliot and Jordan are shortly to commence work experience placements at the local hospital in Crewe.

Case Study

Logan is wheelchair bound and attends our Macclesfield Centre. He enjoys his training but feels that his situation restricts his participation in activities outside the centre. Total People staff have been working with a local company to adapt boxercise sessions that Logan is now attending regularly.

Race

92%

Overall, 92% of learner starts are from non-ethnic minority groups, which is in line with the regional profile and the same as 2014/15

There is some variation to this across vocational areas, sub-contractors and partners where delivery is in areas with greater ratios of EMGs.

Overall success rates for EMG learners have **increased by 10.62%** over the last 12 months.

Contract monitoring practices and self-assessment have become more robust and effective.

Case Study

Wrapfilm

Employer case study

Wrapfilm is an employer in Telford who has a number of Polish staff.

Total People have supported these learners through a series of workshops covering the key topics of the qualification including the provision of evening/night sessions for those on shifts.

While the employer wishes to promote the improvement of their employees' English skills, in order to support learning and the use of the electronic portfolio, a set of instructions is available in Polish on how to upload evidence and create assessments on the Onefile system. In addition, a booklet has been created, again available in Polish, and provided to these learners advising them of the content and structure of their qualification along with workshop dates which has aided the planning of the training for the learners and employer.

George

Apprentice case study

George is 17 and was educated at home on a static traveller site in Telford. Although his family are in the construction industry, he wanted to gain a bricklaying qualification and was directed to Total People through the local library.

George finds the environment helps with his learning and he can take his course seriously; it is not all intimidating. Prior to joining Total People, George had little confidence and would not go anywhere on his own. Being treated as an adult and with the support of the staff, George has improved a lot and now takes the bus into the centre.

Having no previous qualifications, George has now passed his Entry Level 3 exams in English and maths and his Level 1 in Speaking & Listening in addition to his Level 1 in Brickwork. He says himself that his writing is so much better since joining Total People.



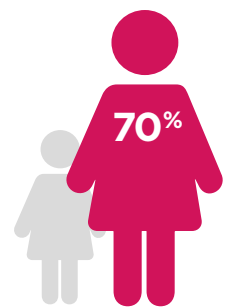
TOTAL PEOPLE ▶ Workforce

Age

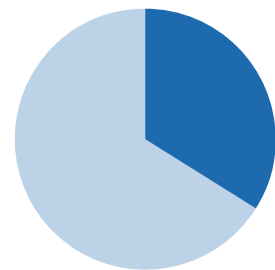
In 2015/16, of the 42 staff that left the company, ages ranged from 23 years to 69 years



Sex

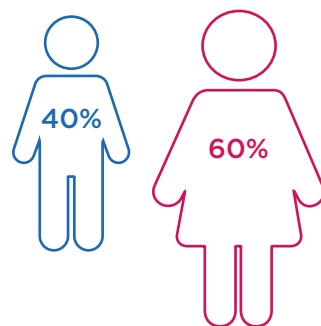


70% of the Total People workforce are female and **30%** male



34% of staff are part-time which is **6% less than** the previous year (Females **87%**, Males **13%**)

In 2015/16, of the 42 staff leaving the company, **60%** were female and **40%** were male



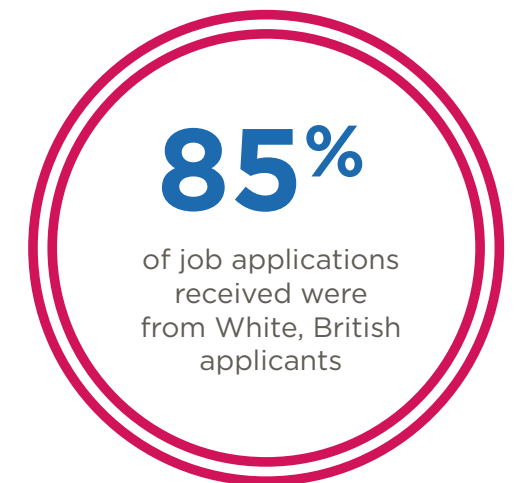
Disability



Any staff member who has been off for a period of time due to ill health will have a back to work interview with their line manager and any associated actions set and reviewed. The Health & Safety Manager will conduct a risk assessment as necessary and in conjunction with medical advice, where appropriate, any reasonable adjustments will be made. Some examples of adjustments made are purchasing equipment such as specialist chairs, footstools and laptops. A phased return to work has been operated for several staff

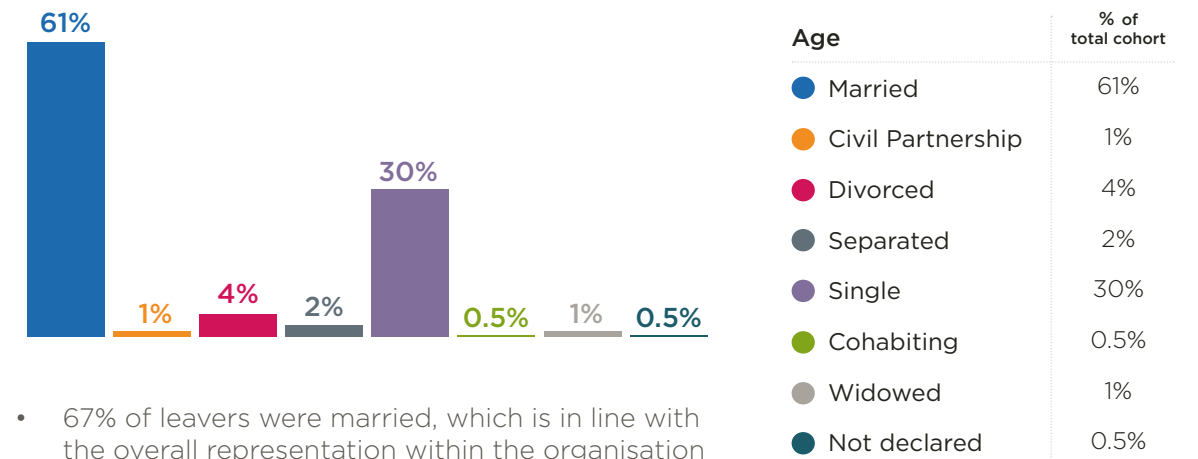
Race

The percentage of staff from ethnic minority groups is representative of our learner profile. The population of staff and learners is largely reflective of local area and sectors





Marriage & Civil Partnership



- 67% of leavers were married, which is in line with the overall representation within the organisation
- All staff have access to an employee assistance programme

Pregnancy & Maternity

10
Staff on
Maternity

2
Staff on
Paternity

NO
Staff on
adoption
leave

Staff who are away from work due to maternity, paternity or adoptive leave are kept informed of any major developments, job advertisements and are invited to attend any relevant staff training events

Staff continue to accrue annual leave and terms and conditions remain in line with contractual and statutory requirements

Community & Stakeholder Engagement

We have representation on a number of boards within the areas we serve including the Halton Borough Vulnerable Young People Advisory board, Cheshire East and West Transition Boards, the Alternative Education Board for Cheshire East and the board of the Warrington Collegiate project. We have also been extensively involved in the development and review process of EHC plans with several local authorities.

In Cheshire & Warrington, Total People's main area of delivery, one Director is a member of the LEP Employment & Skills Strategic Board representing independent training providers, allowing influence in the objectives and priorities set. The Managing Director is the Chair of the C&W Provider Network and a key driver within the Northwest Provider Network and Staffordshire Provider Association; the company has representation on a number of provider networks across the regions of delivery.

In Cheshire East we are part of the Gateway and Omega projects and are working with Manchester Digital to engage with employers in the digital media sector.

Our Chester Office has built a relationship with the Local PCSOs and they have come into the Centre and run a number of sessions with our learners including hate crime, harassment, drink and drugs and discrimination.



EDI Objectives Update

- Success rates for learners from areas classed as economically deprived have improved by 1.1% in the last 12 months
- Success rates for EMG learners have increased by 10.62% with timely achievement up 3.79%
- There is now an 8% difference between 16 - 24 and 25+ learners with overall success rates for 25+ increasing by 14% in the last 12 months
- Learner questionnaires are being sent via our PICS Management Information system at appropriate points of the learner journey
- Regular bulletins are posted onto the staff intranet offering current topics for discussion with learners such as EU referendum, radicalisation and dementia awareness
- Gaps for overall achievement and timely achievement rates have reduced by 1.15% and 1.28% respectively for learners living in areas classified as disadvantaged and those not

EDI Objectives 2017-19

- To continue to promote curriculum opportunities to non-stereotypical gender groups
- To ensure that all protected characteristic groups are represented in data analysis and key target setting - **July 2017**
- To ensure that there is a greater focus on diversity when recruiting and retaining staff, in particular staff from non-traditional gender groups
- To ensure success rate gaps for all learners irrespective of age are consistent and above national averages - **July 2017**
- To improve success rates by 2% for learners from areas classed as economically deprived - **July 2017**
- To further develop the use of technology to promote Equality & Diversity
- Increase disability disclosures amongst staff and learners - December 2016
- Promote E&D activities taking place across all centres to endorse respect, tolerance and inclusion amongst learners and staff.

THE MANCHESTER COLLEGE

Apprenticeships

Part of LTE group, The Manchester College's Apprenticeships and Training Unit is one of the largest Apprenticeship providers in Greater Manchester and the top five in the North West.

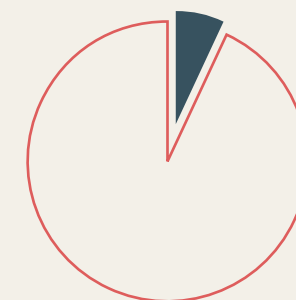
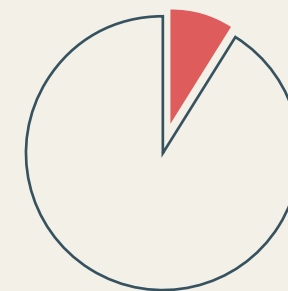
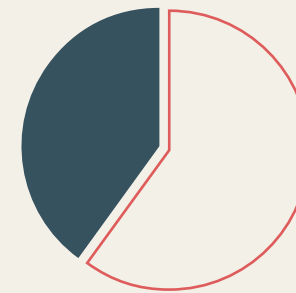
Working with over 3,000 employers, of all sizes, both regionally and nationally, to provide work based training programmes that meet the needs of the apprentices and the employer. The Manchester College provides bespoke training and recruitment solutions for businesses that are designed to improve competitiveness, address workforce skill gaps and create sustainable careers and employment for our apprentices.



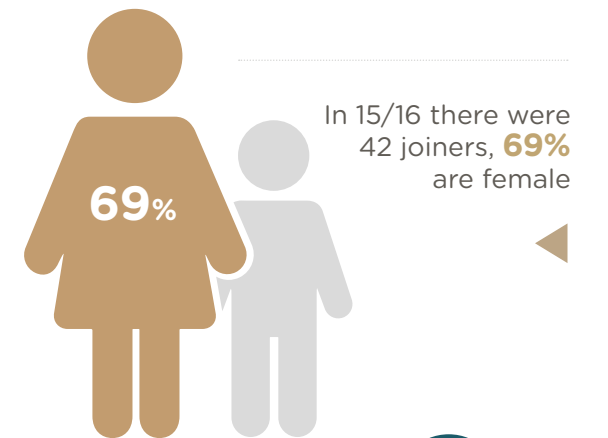
The Apprenticeships Unit specialises in automotive, construction, business & professional, creative & digital and health & social care careers, working with some of the region's leading businesses. The Unit has developed successful partnerships with many public sector organisations like the NHS, Manchester City Council and Greater Manchester Fire and Rescue Service. Thanks to these employers and a passionate in-house team of industry professionals, The Manchester College supports thousands of people every year to achieve an Apprenticeship and full-time employment.



Overview of business area



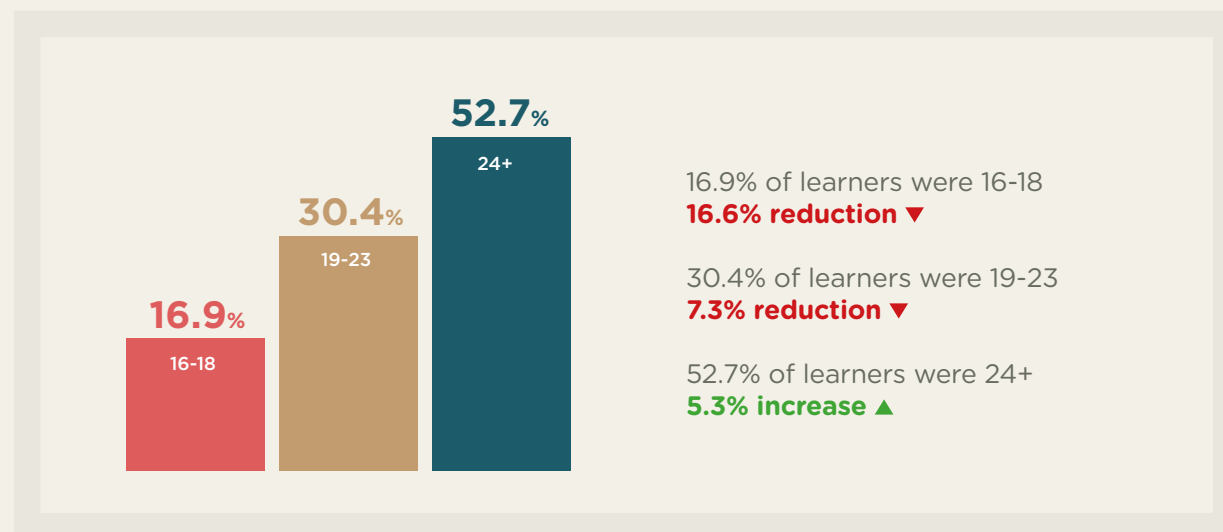
51.1% of the management team are women



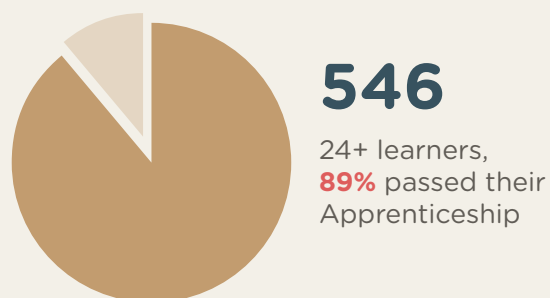
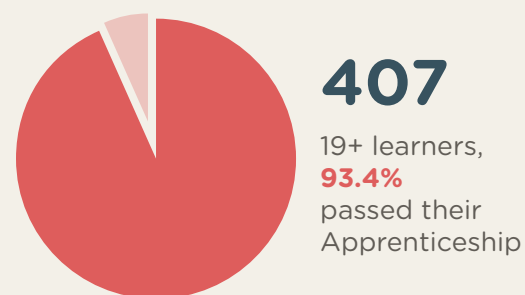
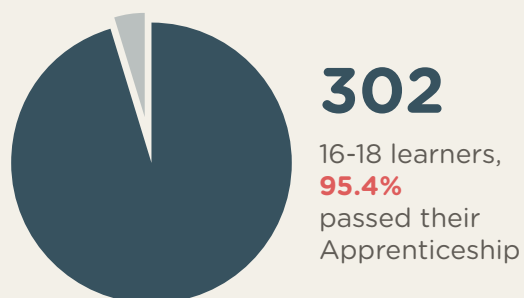
60% of the SLT are female



Age



Success



24+ learners have a lower pass rate with a gap of 4.4% when compared to 19-23 learners and 6.4% when compared to 16-18 learners



Case Study

Joseph Fredericks

An apprentice from The Manchester College who overcame a period of serious illness to land his dream job at one of Manchester's top restaurants.

Joseph enrolled on four A Level courses when he left school but dropped out after becoming ill with pneumonia. After three months of recovery he took stock of his options and decided that classroom study was not for him.

Joseph said...

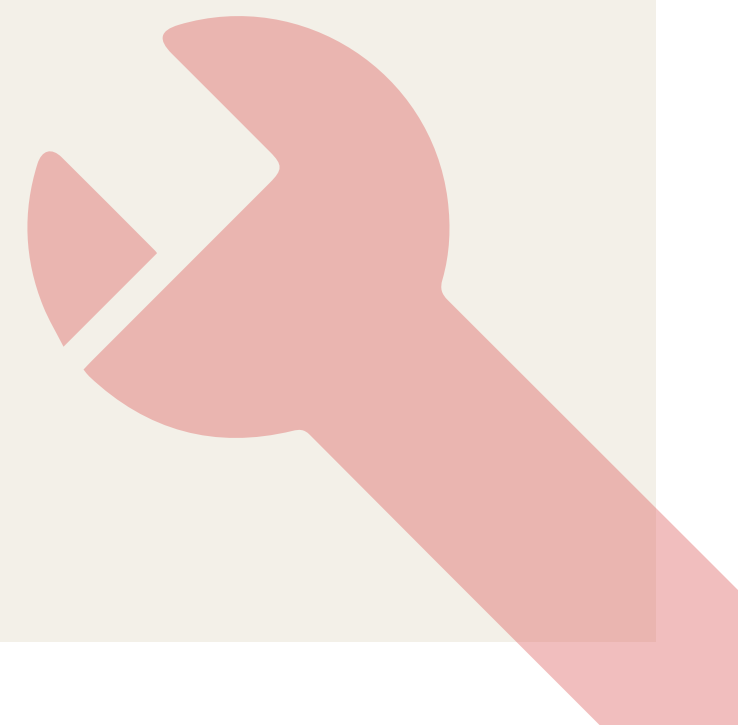
"I applied for the Apprenticeship because I have a passion for cooking and Mr Cooper's has an excellent reputation. I want to learn as much as I can because this job is a dream come true for me.

Joseph is ambitious for the future and wants to follow in his Grandad's footsteps by setting up his own business. He said: "I'm going to work hard to climb up the chef rankings and want to open my own restaurant one day."

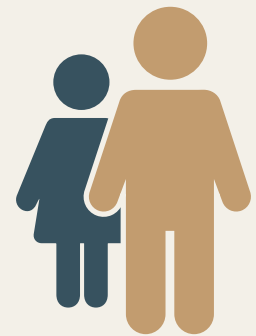
Gareth Jones, Head Chef at Mr Cooper's House and Gardens, said: "Simon Rogan and I are very supportive of Apprenticeship programmes. I was an apprentice myself and loved every moment of it. The two years I spent in a kitchen while studying was invaluable. Not only did it allow me to develop a passion for food, it meant I got essential hands on experience.

"Joseph will be given an important introduction to the industry and the opportunity to work in a fully functional kitchen, while getting support from The Manchester College to achieve a Level 2 qualification.

"For us at Mr Cooper's House and Garden, it's a great way of developing young chefs for the future. We're always on the lookout for talent that is focused, hardworking, driven and passionate about food."



Sex

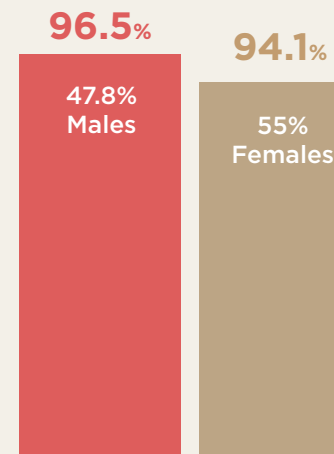


4,963 apprentices in learning

2,287 females
2,676 males



There was a slight increase in the **24+ group** - **5.9%** for males and **4.7%** for females



47.8% males with a pass rate of **96.5%**, **55%** female with a pass rate of **94.1%**.

Overall the pass rate for 15/16 leavers was 95.2% (**1,069 leavers**)

Disability

Learning Difficulties

In 15/16 there were only **124 learners** that didn't provide information regarding learning difficulties, a **97.2%** increase from 14/15.



105 male learners declared a learning difficulty

11.9% - 16-18
51.7% - 19-23
36.3% - 24+

80 female learners declared a learning difficulty

24.7% - 16-18
30.2% - 19-23
45.1% - 24+



Disability

In 15/16 there were only **116 learners** who didn't provide information regarding disability, a **97.3%** increase from 14/15.



126 males declared
a disability

30% - 16-18
38.7% - 19-23
31.2% - 24+



100 females declared
a disability

28.5% 16-18
36.6% - 19-23
35% - 24+

Learning Difficulties

Of the **50 leavers** with learning difficulties, **94%** of learners achieved their full qualification, the main area that failed to complete were the 16-19 group.

Disability

Of the **58 leavers** with disabilities in 15/16, **98.2%** of learners achieved their full qualifications.



Ross Wycherely

At the start of Ross Wycherely's Apprenticeship he was very worried that his dyspraxia would impact his ability to fulfil all aspects of his Customer Service Apprenticeship, in particular his English and more specifically his writing.

Ross's tutor at The Manchester College, Carol Barnett, explains...

"Right from an early stage of his Apprenticeship, Ross and I worked closely with his mentor Don Graham who is the mentor at The Jericho Foundation, to keep any anxiety to a minimum and to support Ross with his daily work."

The Jericho Foundation seek out and engage people who experience significant barriers to being fulfilled, skilled and employed. They aim to help young people overcome barriers and gain relevant vocational skills to secure sustainable employment. Initially, Ross's work with The Jericho Foundation helped and he was producing some excellent results in his English along with gaining more confidence every day of his Apprenticeship.

Case Study

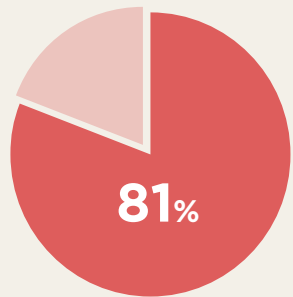
Carol worked closely with Ross to improve his home study and improve his confidence.

With Ross's new-found confidence, he is able to look at progressing onto his Level 3 in Customer Service. His Apprenticeship means he will be qualified to work in a customer service capacity in many large and small companies both in the private and public sector.

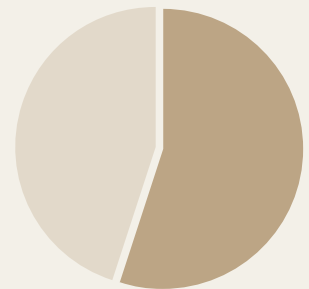
After overcoming his challenges, Ross passed his English at Level 1 and is continuing on to further study. It is likely that Ross will be offered a full time permanent position with The Jericho Foundation. Ross has truly restored his confidence.



Race



Of the **4,963 learners** in 15/16, **81%** were English/Welsh/Scottish/N. Ireland. There was a **2.3%** increase of Ethnic Minority apprentices since 14/15.



54.4%

54.4% of the Ethnic Minority apprentices were female.



Gender Reassignment

15/16 there were **4 learners** in training that were a different gender at birth, **3 males** and **1 females**

Main increase in the **female** age groups were in the **24+ range**
Main increase in the **male** age group were in the **19-23 range**



94.3% ✓

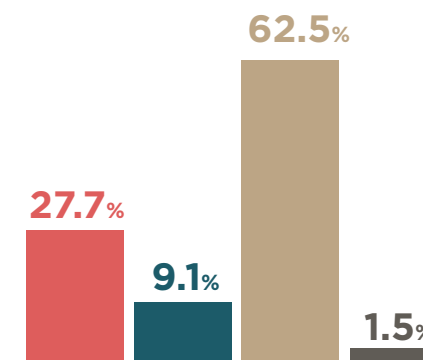
Of the **71 male learners** **94.3%** of the apprentices passed their qualification



91.5% ✓

Of the **117 female learners** **91.5%** of apprentices passed their qualification

Faith, Religion & Belief

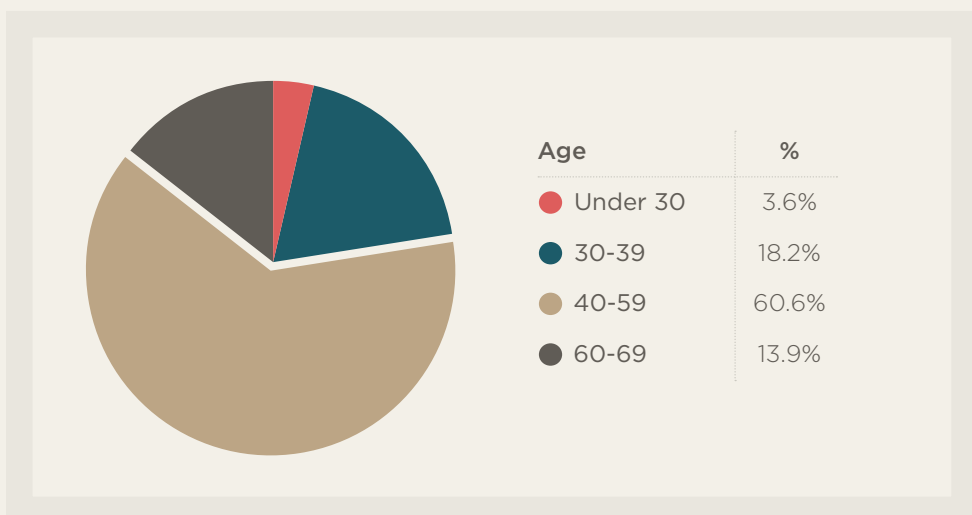


Faith, Religion & Belief	%
Indicated a faith, religion and belief	27.7%
Preferred not to say	9.1%
Didn't indicate	62.5%
Had no faith	1.5%

APPRENTICESHIPS

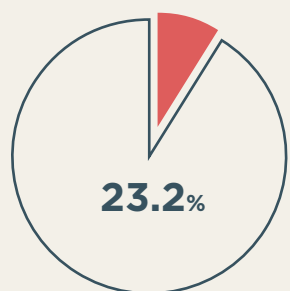
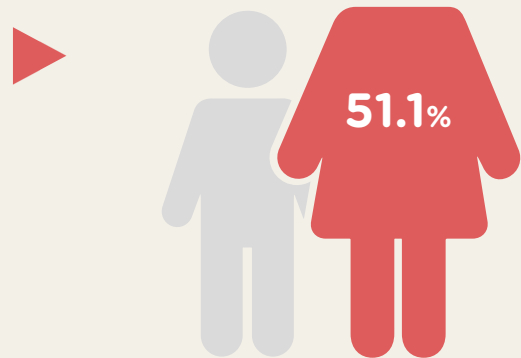
Workforce

Age

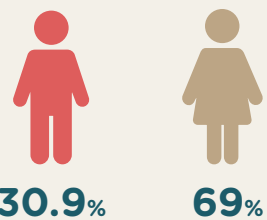


Sex

At the beginning of 15/16 there were 181 members of staff, **48.9%** male and **51.1%** female

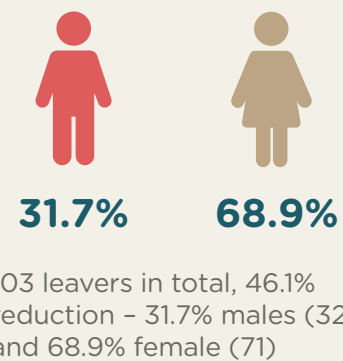
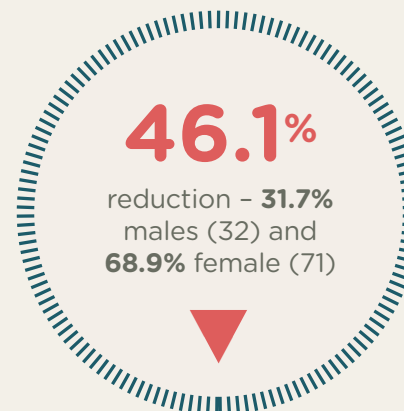


23.2% increase to the workforce – **30.9%** males (13) and **69%** female (29)



42 joiners in total

103 leavers in total

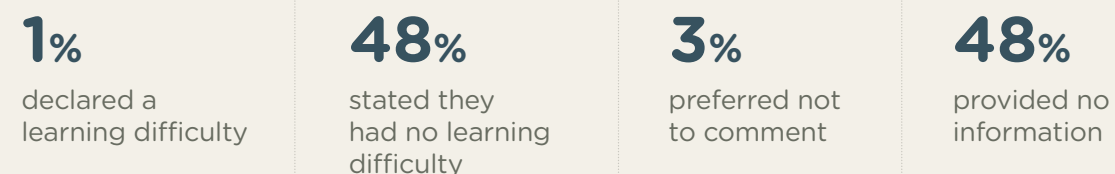


Disability

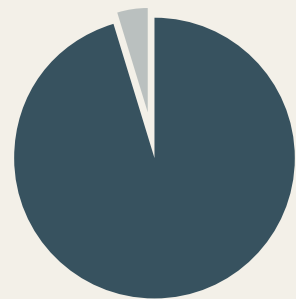


** There is no breakdown of the different disabilities affecting staff within the unit. Where the disability has been declared to the manager full adaptations have been provided including risk assessments and PEEPs*

Learning Difficulties

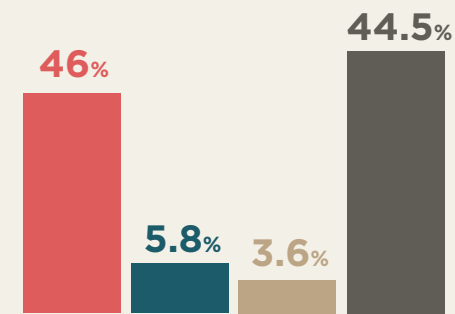


Race



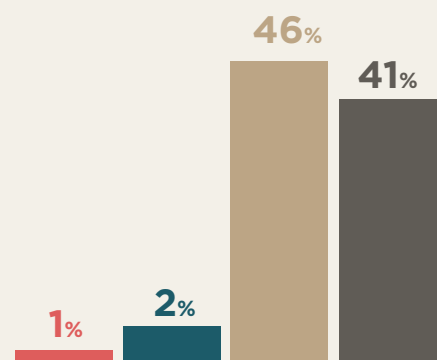
93.4%
The majority (93.4%) of staff in the unit are English/Welsh/Scottish/N.Ireland/British, with only 6.6% other.

Faith, Religion & Belief



Faith, Religion & Belief	%
Indicated a faith/religion belief	46%
Have no faith/religion/belief	5.8%
Prefer not to say	3.6%
Unknown	44.5%

Gender Reassignment



Gender Reassignment	%
Indicated they were not the same gender as at birth	1%
Preferred not to say	2%
Indicated they were the same gender as at birth	46%
Provided no information	41%



EDI Objectives update

All new staff now follow a robust induction process where all EDI data is collected. Current staff have completed the request for the information but there is still a big percentage who prefer not to say.



▶ Get in touch

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