



EQUALITY & DIVERSITY

ANNUAL REPORT
2020/21





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

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Introduction

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

We aim to:

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

Each area of the Group takes responsibility for:

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

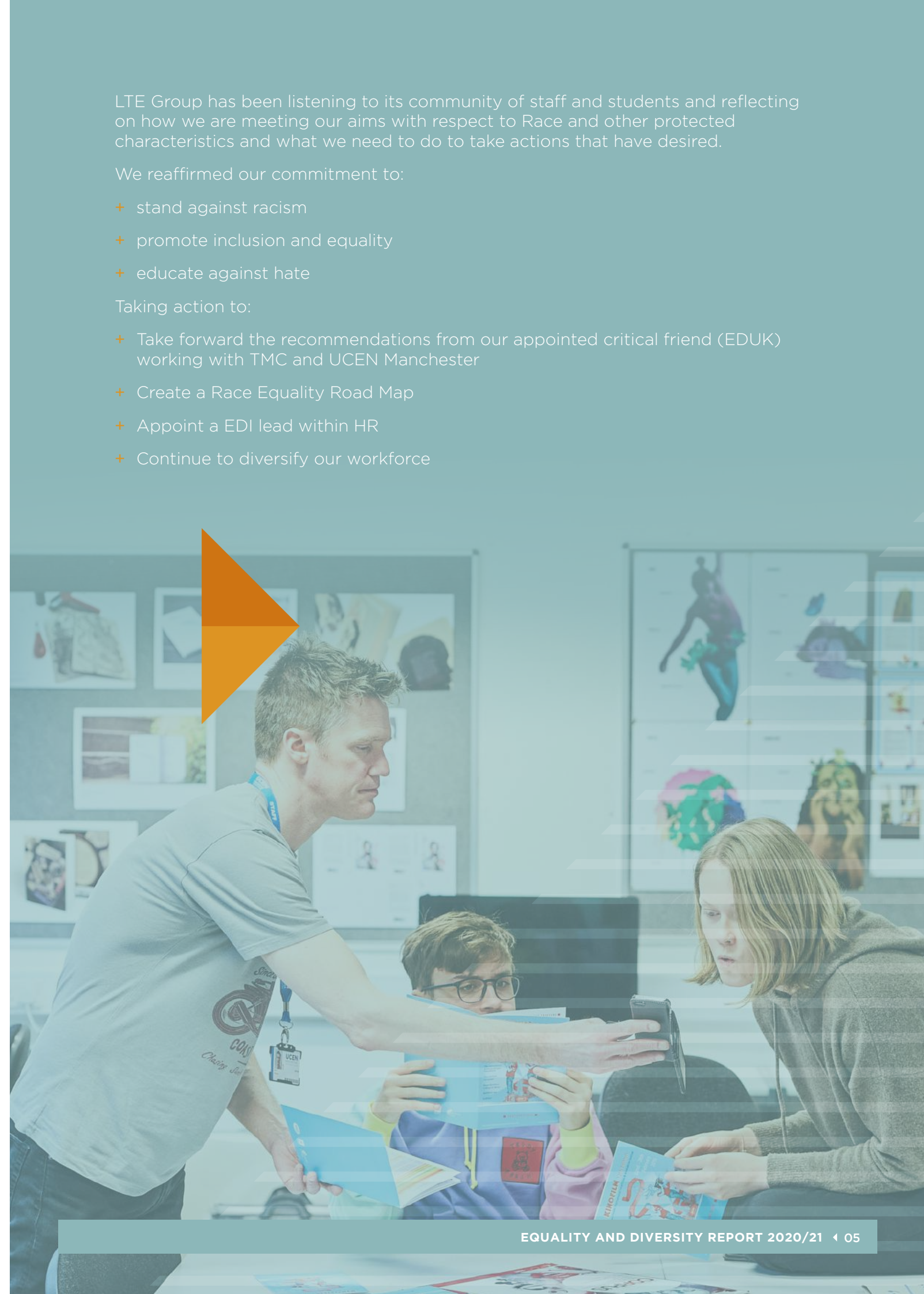
LTE Group has been listening to its community of staff and students and reflecting on how we are meeting our aims with respect to Race and other protected characteristics and what we need to do to take actions that have desired.

We reaffirmed our commitment to:

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

Taking action to:

- + Take forward the recommendations from our appointed critical friend (EDUK) working with TMC and UCEN Manchester
- + Create a Race Equality Road Map
- + Appoint a EDI lead within HR
- + Continue to diversify our workforce





Single equality strategy

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

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

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

We are committed to:

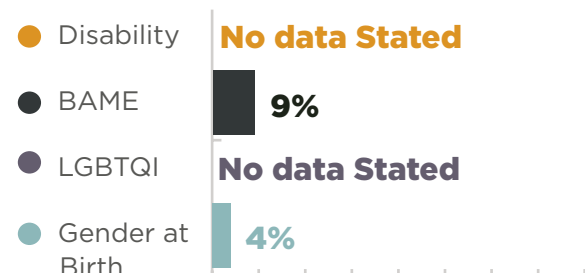
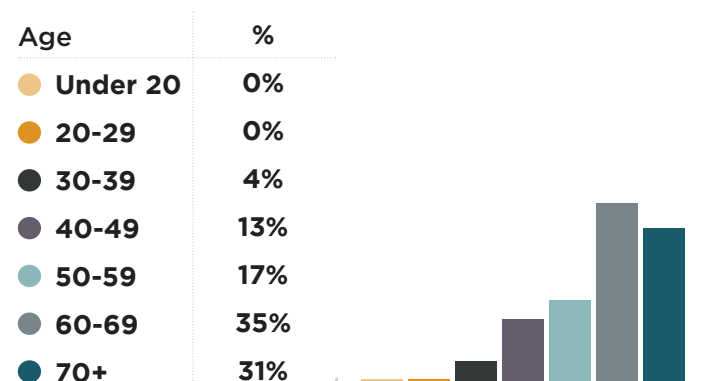
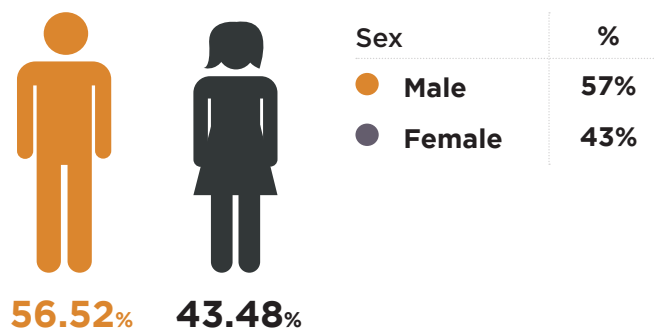
- + Clearly defining our ethos and culture
- + Constantly assessing the impact of activities within the Group to ensure they are not discriminatory and promote inclusivity and equity
- + Raising awareness through regular and purposeful engagement
- + Embedding and enhancing inclusivity
- + Collecting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

Our equality action plan

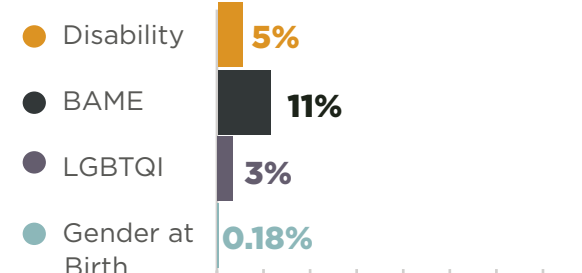
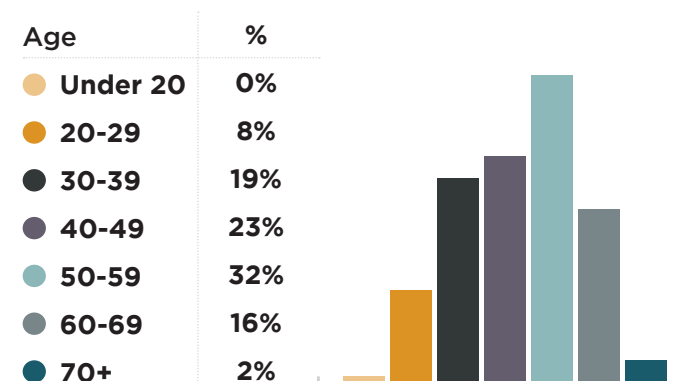
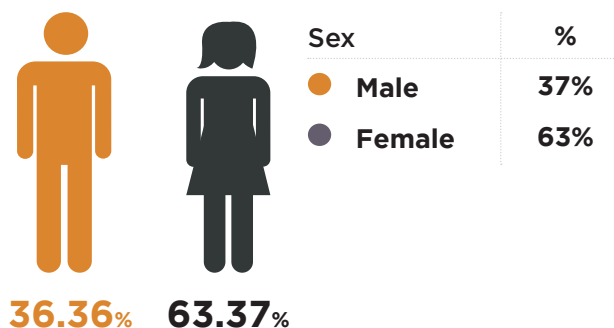
The Group's focus will be in creating:

- + Leadership, Infrastructure, roles and responsibilities, ownership, quality assurance, representation
- + Ethos and Culture - Bridge from accepting to inclusive through co-creation
- + Recruitment and Progression - Diversifying the workforce, representation, leadership, analysis, engagement and action
- + Students and Education - review through an EDI lens, curriculum, student voice, student experience and outcomes from analysis to actions
- + Community Engagement - relationship building, partnerships, model inclusivity within our diverse community
- + Education and Training for all.

LTE Group Board



LTE Group staff



LTE action plan



Mental health and wellbeing

We have appointed 28 wellbeing champions across the group and delivered a suite of webinars focused on Mental Health and Wellbeing accessed by over 300 colleagues.

The Manchester College learners



Sex	%
16-18	
● Male	53.5%
● Female	46.5%
Adult	
● Male	41%
● Female	59%



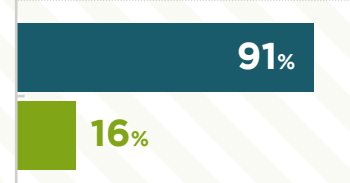
96%
LGBTQ+ Achievement

Achievement by sex



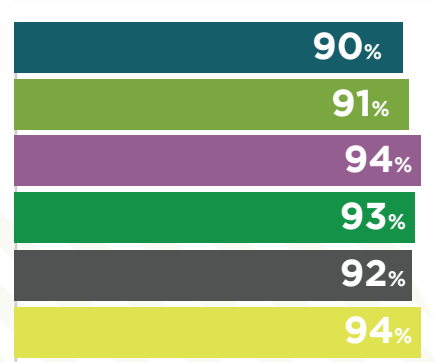
● Male
● Female

Learning difficulty or disability



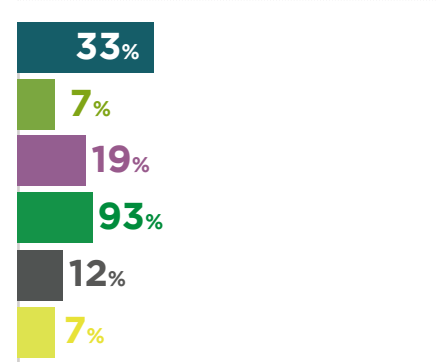
● Achievement
● Declared

Ethnicity achievement



● White British
● White other
● Asian or Asian British
● Black or Black British
● Mixed White / Black / Asian / other
● Not Provided

Ethnicity Declared



● White British
● White other
● Asian or Asian British
● Black or Black British
● Mixed White / Black / Asian / other
● Not Provided

The Manchester College action plan

1

To take forward the recommendations from our appointed critical friend (EDUK) to create a 3 year EDI Action Plan

2

Continue to narrow the achievement gap for male and female students from Caribbean backgrounds and students of all ages identifying with mental health difficulties

3

To co-create an inclusive culture by providing the opportunity for forums where staff and students can come together to share experiences and develop relevant projects

Supporting learners to achieve

EDI Case Study A Levels - JLL

Our Transition Team worked with JLL to ensure enrolment was a supportive and inclusive experience.

JLL faced many barriers including a diagnosis of ASD which had impacted on their previous educational experience. Whilst studying at college JLL also had caring responsibilities to juggle. JLL received support both external and internal as she progressed through her study programme.

Curriculum staff worked with JLL to improve her skills and resilience, improve her academic assignments and manage her anxiety. She gained in confidence, became less reliant on support and more independent.

JLL's story is an example of collaborative working, wrap around support, excellent teaching and a positive student experience. She's now studying Law at Oxford.

EDI Case study

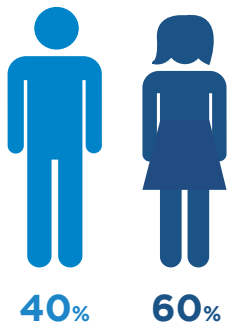
NA came to the UK via after living in France for 2 years and came as an unaccompanied young person because he has lost contact with both parents. When he started college, he was assessed and found to be dyslexic which obviously impacted on his ability to process information, reading and writing skills. He also struggled with PTSD and sleep because of his experiences of travelling to the UK.

Despite these barriers to his learning/education, his approach was to learn from his mistakes within the class and he has made significant progress in reading according to his tutor. He also shows a lot of empathy and understanding of other learners in his class.

In his role as a Student Ambassador, he has actively supported others and participated in events on campus. He has signed up to the Duke of Edinburgh Award and is supporting new Student Ambassadors. NA sees himself as being a role model and being an advocate for other learners within ESOL.

NA started on entry 1 and is now on entry 2.

UCEN Manchester learners

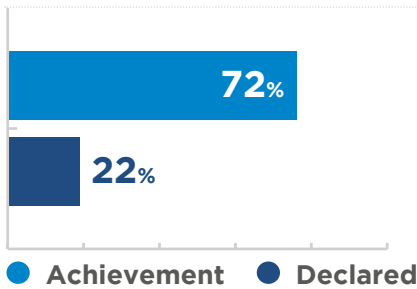


Sex	%
Male	37%
Female	63%
Achievement by sex	%
Male	67%
Female	81%

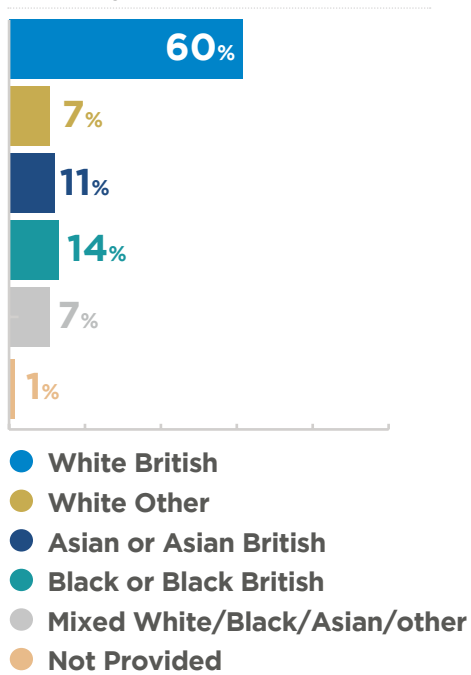


78%
LGBTQ+ achievement

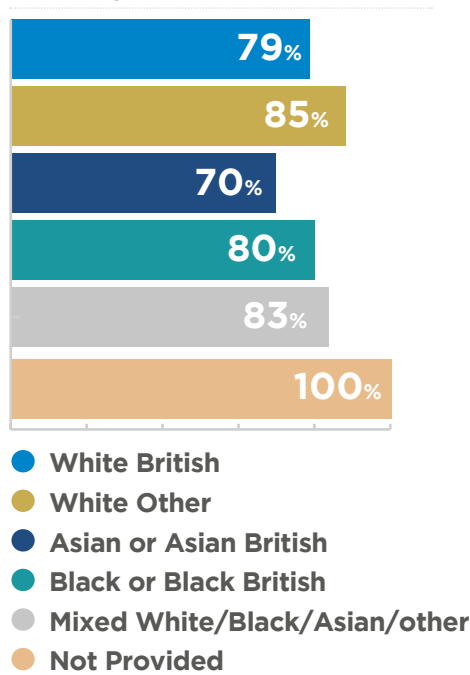
Learning difficulty or disability



Ethnicity declared



Ethnicity achievement



UCEN Manchester action plan



Christina Ecklund BA(Hons) Creative Media Visual Communications (Top-up)

I was nervous to go back into education after over two decades of being out of education but the tutors at UCEN Manchester were very welcoming and understanding. I was also scared because I have a young child at home who I am home-schooling. I was happy that the classes were small enough to have plenty of one-to-one guidance with the tutors but large enough to have the strong peer support needed as an adult returner.

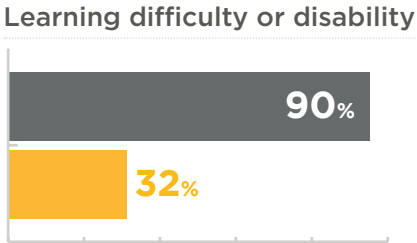
I enrolled on the Higher National Diploma in Art and Fashion design as I have had a lifelong passion for sewing and design and even worked in the industry at one time. I found the tutors happy to let me explore my creative side and give me the freedom to be the designer I am. The equipment we used was excellent and we had enough time to do the things we needed on the computers that had software that was industry specific.

I was the Student Representative for both years of the programme and became the Student Union Campus Officer for my second year. I am now looking forward to having my own small company or even going on to teacher training to share my knowledge with others.

Modupe Dosumu BA Hons Criminology and Criminal Justice (Top up)

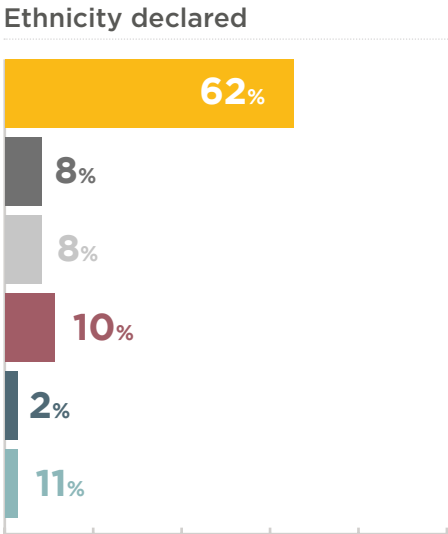
I like to term myself a mature-mature student, I was returning to mainstream education after twenty years. Though I had done other short online courses in the meantime, I had not been in the classroom. I had a certain level of anxiety in putting my application through, but I was received very well. I had the support of my tutor from the get-go. I was apprehensive about my abilities, but made sure to study something almost every day, no matter how small. I was especially proud when my classmates nominated me to represent them as a student rep for the two years of the foundation degree. Also, especially humble yet proud when I was asked to be student governor for UCEN Manchester and the LTE Group. It afforded me the opportunity to build skills outside the classroom and will serve me in my career progression.

I had a few challenges in my second year at home, I was reassured of support if I would need it. My lecturers made sure I was okay by checking in with me regularly, and I was able to submit all my coursework on time. I hope I have made them proud as I have made myself. I got a Merit in my foundation degree studying Criminology and Criminal Justice. I am almost halfway through the top-up, and I have realised it is important to ask for help. Aside from the support from my lecturers, I have reached out to the Careers and Welfare and received assistance with any query I put forward. I encourage other students to make use of the services available.



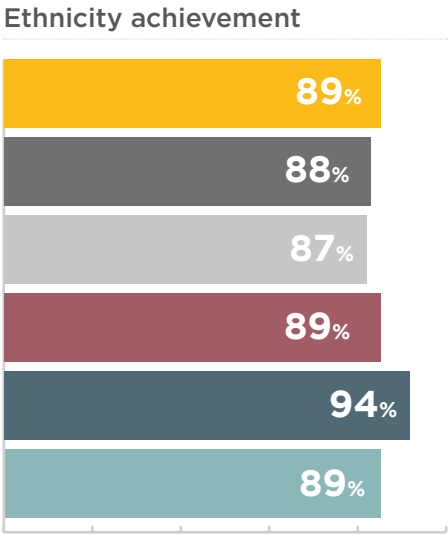
● Achievement
● Declared

Sex	%
Male	97%
Female	3%



- White British
- Asian or Asian British
- Black or Black British
- Mixed White/Black/Asian/other
- Other ethnic group
- Not Provided

Achievement by sex	%
Male	90%
Female	88%



- White British
- Asian or Asian British
- Black or Black British
- Mixed White/Black/Asian/other
- Other ethnic group
- Not Provided

Novus action plan

1

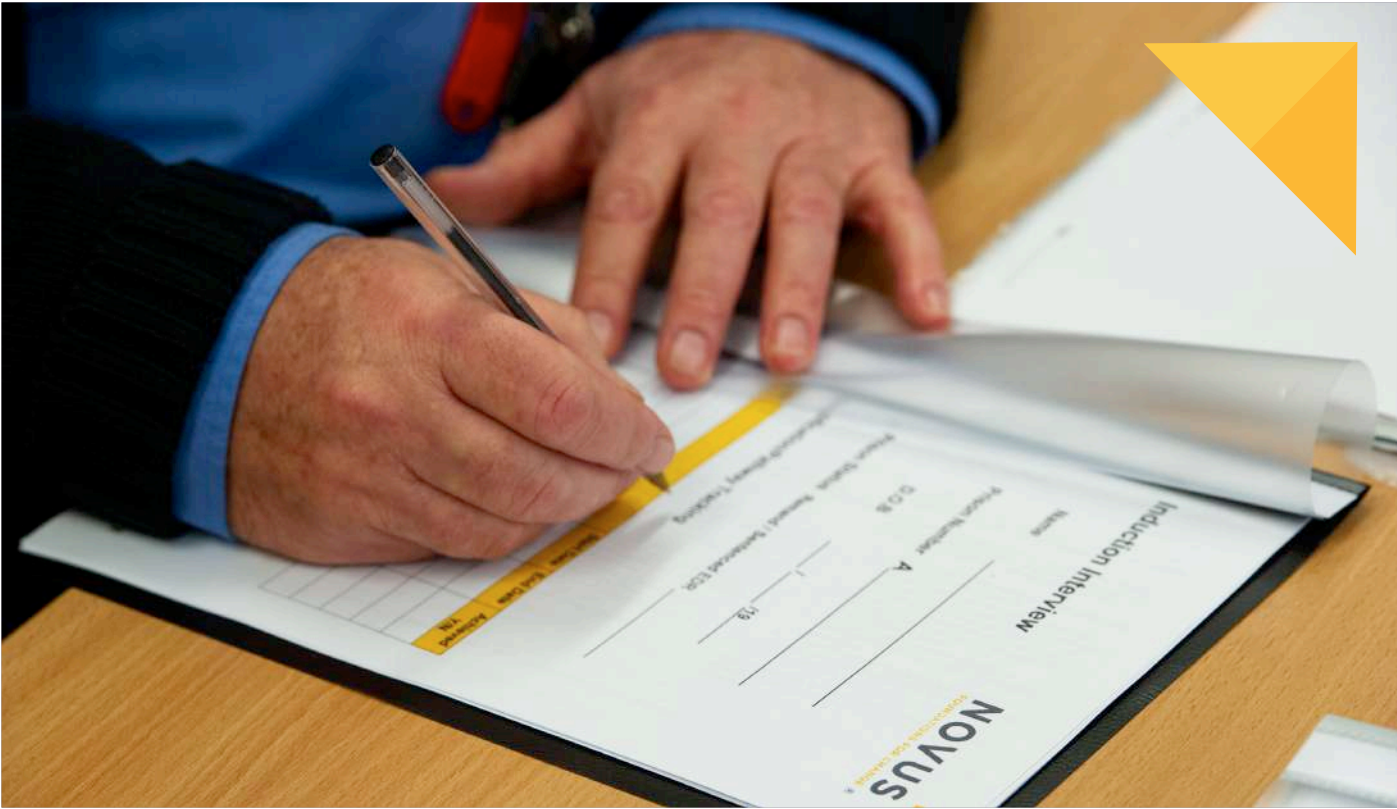
Safe transitions to business as usual for all colleagues on all sites in a Covid Safe environment

2

Continue to develop a workforce that is reflective of the diversity of Novus learners

3

Implement the two tier SEND screening process across all sites, following the national process to identify learning support needs and provide support plans for learners in Novus provision



CASE STUDY

Learner J, HMYOI Wetherby

Learner J had been working through lockdown in-cell on his Level 1 Functional Skills English Reading. He admitted to his tutor that his cell mate had read everything to him, but his answers were his own. Our SENCO coordinator spoke to J who explained that letters moved around on the page and he struggled to follow them. He had tried using different fonts and coloured paper/overlays, with no improvement.

Novus introduced Scanning Pens (reading pens) into their prisons, these are a digital resource that can be used by learners with low level literacy skills, dyslexia, ESOL learners, in fact any learner that just needs assistance with reading. J was shown the reading pen

and asked to try it on a random piece of text. He took to it very quickly, and was soon accurately scanning the text and listening to it via headphones. He was then asked to try the reading test again, but this time to scan the words and repeat them aloud. He was able to do with a wide range of multi syllable words, some quite complex, and to demonstrate that he understood them by giving a definition.

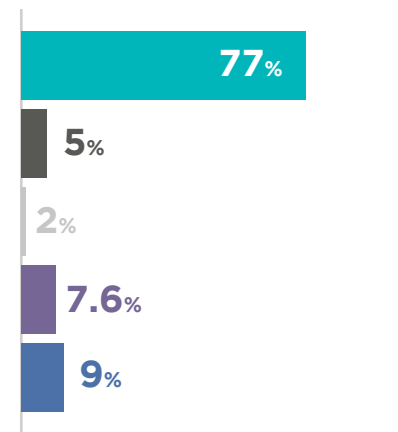
J has been issued with a pen, initially to use whenever he is in the Education block. When asked what difference the technology would make to him, J said: "If this works, I can get a job, can't I? When I get out of here I can get a job. And that means I won't be coming back!"

MOL learners

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

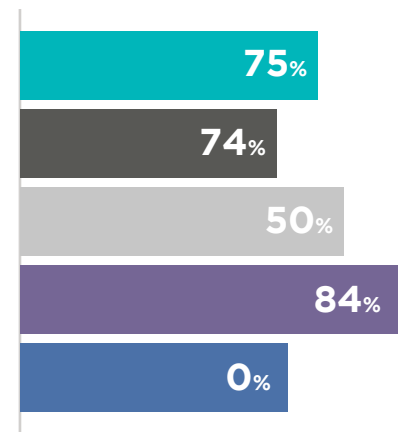
Sex	%	Achievement by sex	%
● Male	25%	● Male	66%
● Female	75%	● Female	77%

Ethnicity delared



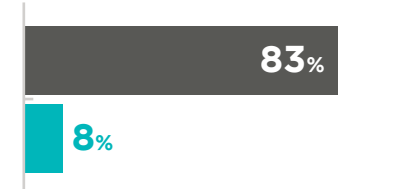
- White British
- Asian or Asian British
- Black or Black British
- Other ethnic group
- Not provided

Ethnicity achievement

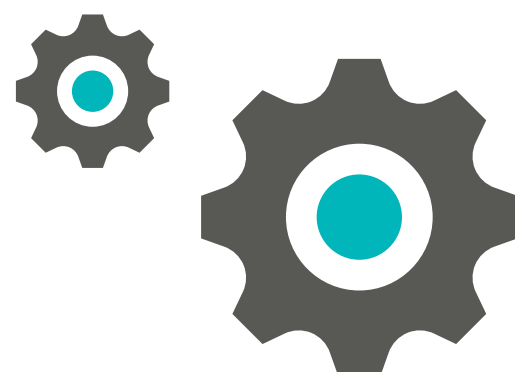


- White British
- Asian or Asian British
- Black or Black British
- Other ethnic group
- Not provided

Learning difficulty or disability



- Achievement
- Declared



Total People learners

EPA Disability

Learner considers himself or herself to have a learning difficulty and/or disability and/or health problem.

	%
Pass	67%
Merit	14%
Distinction	19%
Fail	0%

Learner does not consider himself or herself to have a learning difficulty and/or disability and/or health problem.

	%
Pass	67%
Merit	10%
Distinction	32%
Fail	2%

No information provided by the learner.

	%
Pass	100%
Merit	0%
Distinction	0%
Fail	0%

EPA Gender

● Pass
● Merit
● Distinction
● Fail



EPA Ethnicity



Total People Case Study

Being a man in a childcare environment

In the UK, only 3 percent of the childcare workforce are male. Our apprentice has always had an interest to work with children and a long-term desire to become a private nanny. Whilst the industry is dominated by females, our apprentice has been welcomed by not only his colleagues, but the parents and children. Our apprentice has found children see him as the male role model in the setting, something that many don't have at home. The bond he has built with the children has developed into strong and meaningful relationships with the parents. Just over 12 months into his apprenticeship, our apprentice is thriving and brimming with confidence.

Total People Case Study

English as a second language

Almost one in five UK workers were born overseas (17%, July 2020), making the workplace an assemblage of different nationalities, though for an apprentice making that first step, gaining acceptance can be a daunting prospect. A survey in 2021 found that 4% of respondents feel they have faced racial discrimination in the workplace this year. Our apprentice, with previous experience working in education in Pakistan, has been embraced by one of our settings, celebrating English as a second language (ESL), that this also brings an additional skill. The setting has utilised the language skills that our apprentice has to be able to support both children and parents where English has proved to be a barrier. Such a supportive, work environment is incredibly motivating for our apprentice who is hoping to be nominated for the apprentice of the year award which one of her colleagues has previously won.

MOL and Total People

Action Plan



A brighter future

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

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

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

Taking action

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

- + We appointed an independent advisor (EDUK) to act as a critical friend
- + EDUK have supported us to audit ourselves and how we are doing by conducting focus groups with staff and students to tell us about their experiences and the changes they want
- + From this we will be co creating with staff and students a 3/5 year Race Equality Road Map
- + We will continue to provide training opportunities for staff to explore how to recognise and combat prejudice both overt and subtle
- + We have created a position within HR to recruit a Senior People Team Colleague to lead the EDI agenda and drive delivery of the EDI strategy across the Group

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



LTE Group is committed to equality of opportunity, non-discriminatory practices and supporting individual learners. This information is also available in a range of formats, such as large print, on request.



LTEGROUP.CO.UK