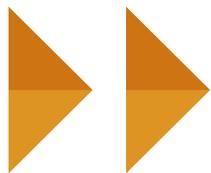




EQUALITY & DIVERSITY

ANNUAL REPORT
2022/23





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

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journey continues

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
- + We are committed to developing and maintaining knowledge of the legislation and best practice.

Our Single Equality Strategy sets out how we will achieve our aims and we have made progress on previous actions, building the governance framework to ensure that we have the foundations to create the conditions that will enable delivery of our plans.

This has included:

- + Working with EDUK to define six strategic objectives
- + Appointing an EDI lead in HR People & Talent
- + Forming the LTE EDI Strategy Group and appointing a Board sponsor
- + Forming Business Unit EDI committees across the Group
- + Creating communications channels both local and organisational to capture colleague voice.

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
- + We are committed to collecting data and monitoring to support making informed decisions.

Our equality action plan

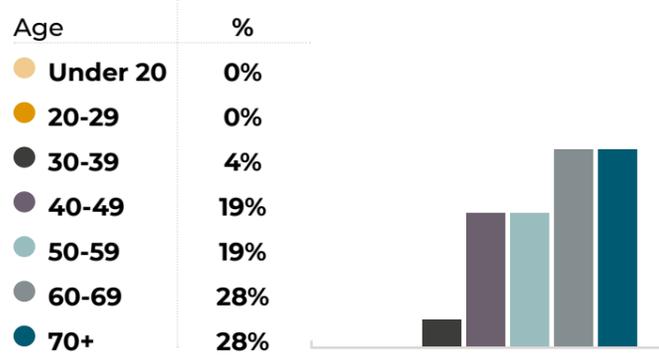
Our focus has been to progress our plan by focusing on six key objectives.

Theme Key Objectives:

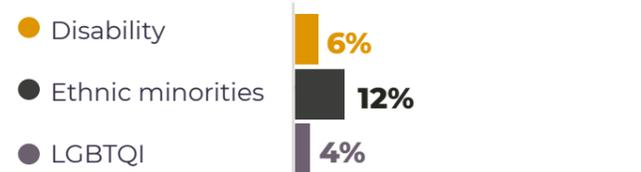
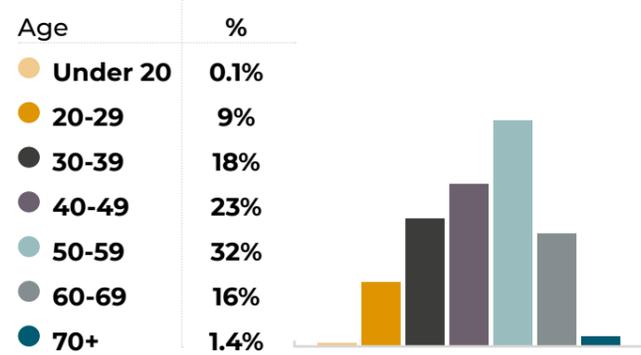
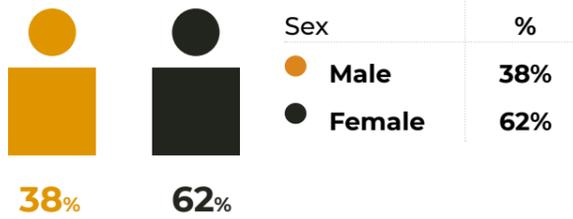
- + **Leadership** To work with staff and students to co-create a clear EDI framework through which to understand our organisation and communities better and create the systems, processes and structures to build an inclusive culture
- + **Colleague and student empowerment** To empower staff and students to establish and lead critical systems processes and structures to ensure that the voices of all our communities are heard and inform decision making
- + **Staff recruitment and progression** To understand the bias in current recruitment, disciplinary, development, promotion and casework processes, developing a base line understanding of our intrinsic and unconscious bias as an institution
- + **Develop more effective and inclusive recruitment, career progression and casework processes**, enabling and growing a more diverse staff population at all levels
- + **Students and education review** the curriculum offer and content through an EDI lens, using a variety of mechanisms including staff forums, student voice, student experience and student outcomes
- + **Community** Establish structures for regular engagement with local communities and key stakeholders from diverse backgrounds enabling the organisation to model inclusivity within our educational community
- + **Education and training for all** Provide and deliver a wide ranging offer of EDI training/awareness raising for all staff and students – Starting with unconscious bias and the concept of inclusion and equity within our diverse community.

Colleague

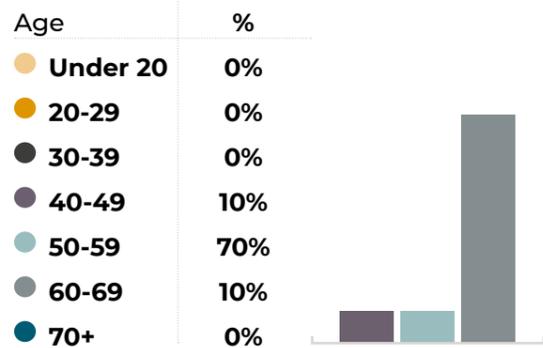
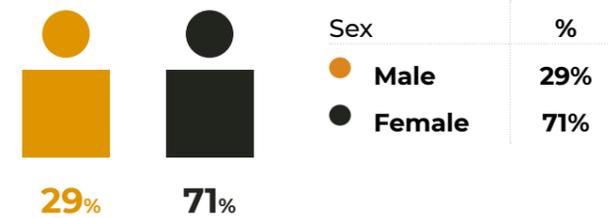
LTE Group Board



LTE Group staff



LTE Group Executive Team



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



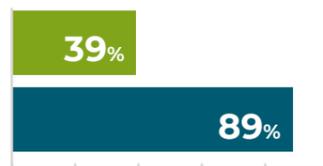
Sex	%	Adult	%
16-18		16-18	
● Male	55%	● Male	45%
● Female	45%	● Female	55%

Achievement by sex



● Male
● Female

Learning difficulty or disability

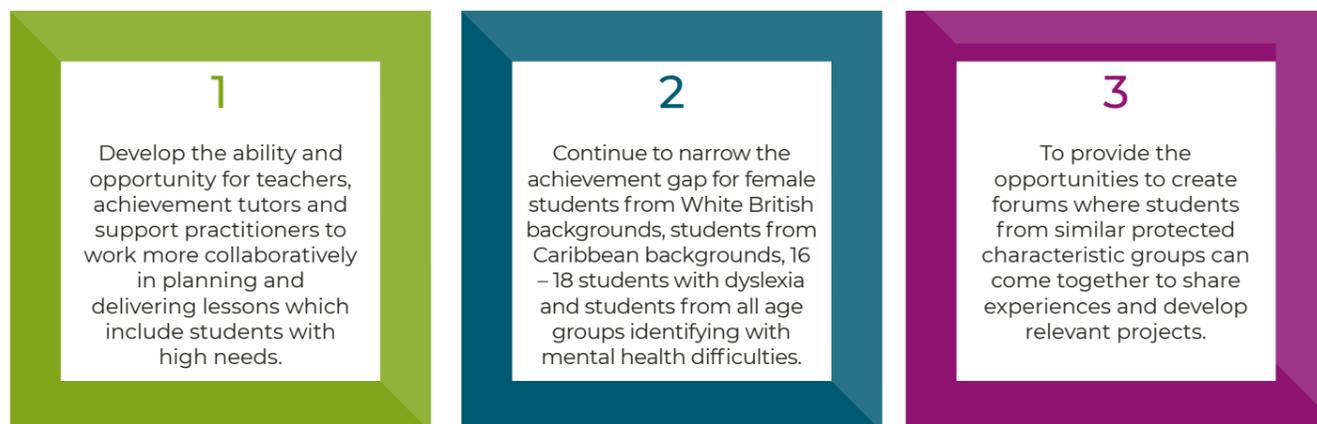


● Declared
this is the % of students who have declared a difficulty or disability

● Achievement
this is achievement of the % of students who have declared a difficulty or disability

The Manchester College action plan

These are 2022/23 actions which have been identified from the 2021/2022 data



Supporting learners to achieve

EDI Case Study

Debbie

Course Name and Dept: T Level: Design, Surveying & Planning, starting 2021/22

Level: 3

Age Group: 16-18

Previous education/experience: achieved 7 GCSEs at Wright Robinson College

In the construction industry, where female role models are needed more than ever, Debbie has shown great potential to become just that. She has shown an exceptionally positive attitude and commitment to her industry placement in Design, Surveying and Planning with 100% attendance and punctuality.

Debbie had not done any work experience previously, so to arrive at the first time at a workplace with 100% regularity and getting involved to such a high degree is commendable. She is exceeding expectations, as reflected in all phone calls and feedback from the employer. She completes all placement tasks to the employer's fullest satisfaction. The employer told us; "She has a lot of drive and passion with all tasks she completes, I haven't needed to correct any of her work to present" The student's employer mentor even commented that the quality of Debbie's work is of the standard she would expect of a graduate.

After College, Debbie would like to go to University to study Design. She has applied to London, Loughborough and Manchester Universities.

EDI Case study

Adam

Course Name and Dept: Introduction to Computing and Digital

Level: 1

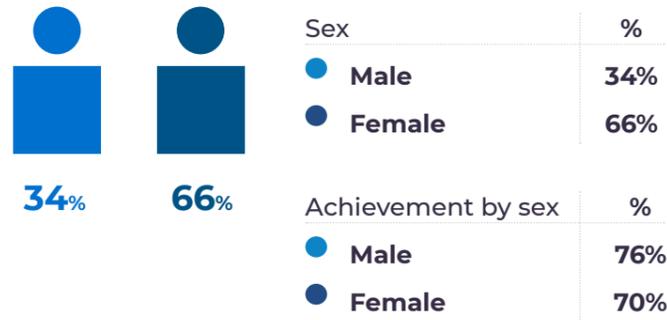
Age Group: 16-18 (16-24 with EHCP)

FS Maths L1

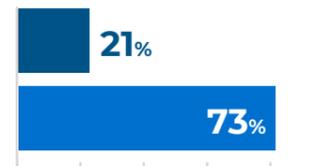
Adam already has a pass at FS English L2 from school

Adam initially had 1:1 in class support across the whole of his timetable for assistance in recording information, using technology and managing personal effects. During this time, Adam, his teacher and SEND support staff worked with the assistive technology team to identify equipment and software that Adam could use to promote his independence. Now, Adam requires less 1:1 support and has periods in class where he can work independently. Adam has assistive tech that he makes use of in-class and at home. This includes a laptop with a stand and headset, enabling Adam to dictate his work and reduce his reliance on a scribe. This allows him to access most areas of learning at his own pace. Adam's aim is to progress onto a Supported Internship Programme aligned to his career aspirations to work in ICT.

UCEN Manchester Learners



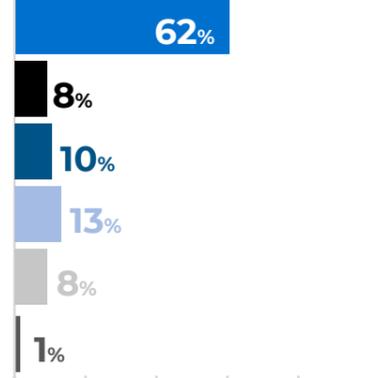
Learning difficulty or disability



Declared
this is the % of students who have declared a difficulty or disability

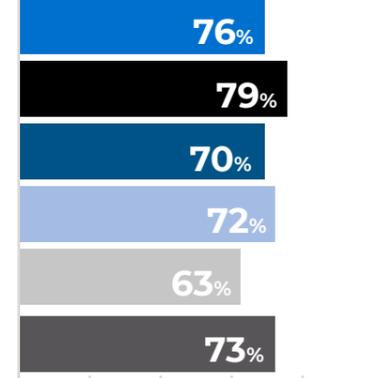
Achievement
this is achievement of the % of students who have declared a difficulty or disability

Ethnicity declared



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

Ethnicity achievement



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

UCEN Manchester action plan

These are 2022/23 actions which have been identified from the 2021/2022 data

1

To Improve participation in student focus groups around targeted / harder to reach students.

2

To review and refresh curricula to be more inclusive and representative of diverse backgrounds, for programmes with a high percentage of students from ethnic minorities.

3

Reduce the achievement gaps between, Black and White students.

Molly Butcher Students' Union President

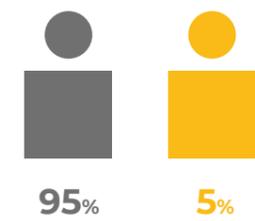
My name is Molly Butcher and I am currently the Students' Union President. My journey started with UCEN Manchester in 2018 when I first heard about The Arden School of Theatre. I was offered an audition and luckily after being recalled I was offered a place to study Musical Theatre. Over the three years I learnt a lot of things that have helped me develop into the person I am today, not only the course content but the support that I received from my personal tutor and tutors. When I came out as Non-Binary in my third year my personal tutor supported me through finding my feet in the industry. I was lucky enough to be a student rep and this is where I found my passion for Student Voice.

I found that representing my year group gave me the chance to fight for equality and diversity within The Arden and UCEN Manchester. One of my biggest achievements during my time at The Arden would be my character 'Marmee' in Little Women. This role showed me that all the modules and projects have helped me to form the performer that I have become. I was also employed by Greater Manchester Higher as a Student Ambassador where I helped at open days and with recruitment.

Sharine McKenley-Walters Criminology and Criminal Justice

My name is Sharine and I am currently a 3rd-year Criminology and Criminal Justice student here at UCEN Manchester. Having already gained a Foundation Degree in the same subject, I have progressed to the BA (Hons) top-up course. Since attending UCEN Manchester, I have been nominated as a student rep and acted as the interim EDI Officer. And if that hasn't been a dream come true, I have been appointed Vice President of the Student Union which I am very proud of. My new role is to work collaboratively with the SU and Students to develop a culture that is immersive and fun for all.

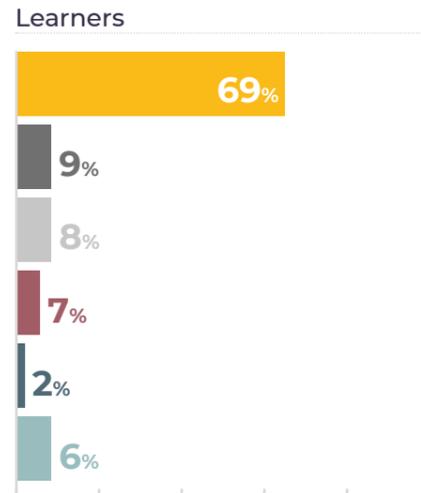
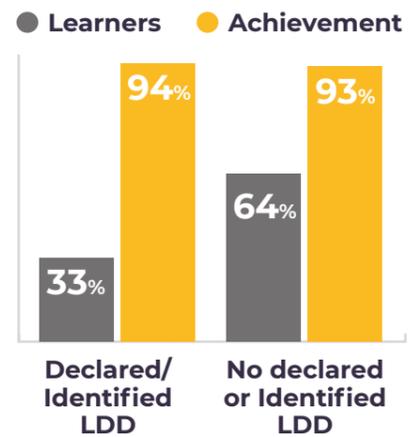
Novus learners



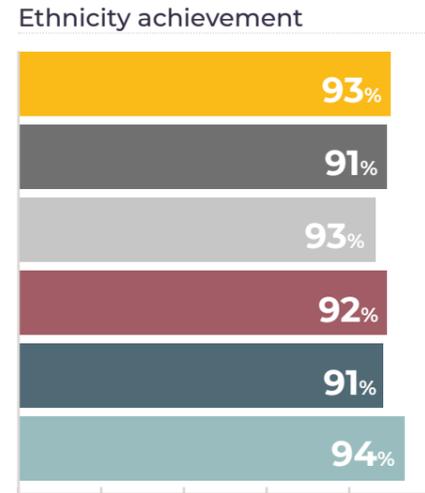
* Novus deliver education in significantly higher number of male prisons than female prisons so %male learners is significantly higher than %female learners.

Group	% of learners	Achievement %
Male	95%	93%
Female	5%	98%

Learning difficulty or disability



- White British
- Asian or Asian British
- Black or Black British
- Mixed White/Black/Asian/other
- Other Ethnic Group
- Not Provided



- White British
- Asian or Asian British
- Black or Black British
- Mixed White/Black/Asian/other
- Other Ethnic Group
- Not Provided

Novus action plan

These are 2022/23 actions which have been identified from the 2021/2022 data

1

Promote engagement / awareness activities for colleagues and learners which increase knowledge and awareness of Equality, Diversity and Inclusion and any of the protected characteristic groups.

2

Continuously improving 'on programme support' and assistive technology for learners with recorded learning difficulty / disability by consolidating and maturing the new LDD solution across all sites.

3

Internal and external publication of case studies through NOVUS marketing and communications to demonstrate positive support for learners and colleagues for any of the protected characteristic groups.

CASE STUDY

Colleagues and learners at HMP Deerbolt have spent October reflecting on the important lessons of Black History Month and have been working on several projects that serve to embed these lessons.

Learners were tasked with presenting a research project on a black individual in history who they feel inspires or interests them. Learners tackled subjects like Muhammed Ali, Martin Luther King, Rosa Parks, Samuel L Jackson, and many others.

By understanding these figures of our past and present, we can begin to reflect on the impact that they have and how much further they still have to go. Learners spoke about their respect for the barriers they broke but can begin to understand that there are still barriers in place that need to be dismantled.

"Rosa Parks is influential to me because she had the courage to fight for the honour and respect of her people and even in the face of adversity and death, she would not falter, her actions being one of many that brought about the end of black/white segregation in the United States.

This Black History Month has given me a more vivid and deeper understanding of the difficulties and levels of adversity that people of colour have had to endure."

This project, and others like it, go a long way in shaping our learners for a life after release. We're proud to be able to celebrate our diversity during this month and every other.

"This project has made me more respectful and more understanding of the hardships, discrimination and prejudice suffered by people of colour and the courage shown by the pioneers who reached previously untouchable feats despite the constant threat and pressure of those who oppose them."

PRIDE

Novus marched alongside Pride in Prison and Probation (PiPP) in this year's parade. After two years away, it was amazing to be back at Pride in Manchester on Saturday.

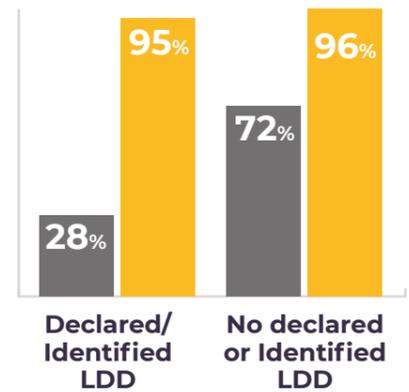
Many colleagues took part in the walking parade as part of the Pride

in Prisons and Probation group and we had signs that had been made in establishments across Lots 6 (Greater Manchester, Merseyside and Cheshire), 3 (Cumbria and Lancashire) and 16 Women's Estate North. It was a brilliant celebration of love and inclusion and we're really proud to have been there.

Novus Cambria learners

Learning difficulty or disability

● Learners ● Achievement

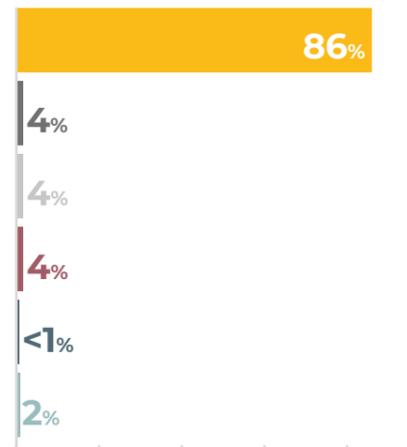


* Novus Cambria operate in a male only prison so 100% learners are male.

Group % of learners

Group	%
Male	100%
Female	0%

Learners

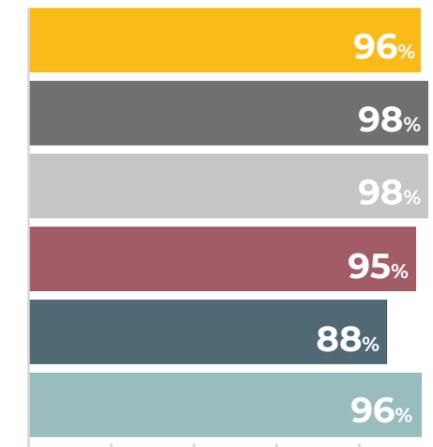


- White British
- Asian or Asian British
- Black or Black British
- Mixed White/Black/Asian/other
- Other Ethnic Group
- Not Provided

Achievement %

Group	%
Male	96%
Female	0%

Ethnicity achievement



- White British
- Asian or Asian British
- Black or Black British
- Mixed White/Black/Asian/other
- Other Ethnic Group
- Not Provided

Novus Cambria action plan

These are 2022/23 actions which have been identified from the 2021/2022 data

1

Promote good practice, events and celebrations around EDI relating to the EDI calendar of events.

2

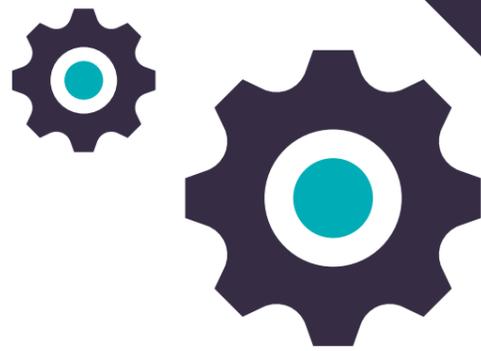
Promotion of good inclusive practices through our colleagues and enable aids and adaptations to support a healthy working environment for colleagues and staff.

3

Curriculum planning to be inclusive for a wide range of disciplines to meet the population needs, particularly PCOSOs and young offenders population.

CASE STUDY EQUALITY, DIVERSION AND INCLUSION

JL self declared Autism, ADHD and poor mental health. Following this conversation, the ALN Co-ordinator worked with prison teams including prison officers and Safer Custody to provide support and enable JL to engage in learning and have the correct support in place. Due to his ADHD JL wanted to be engaged in activities so the ALN Department sent him in-cell work packs. The college staff had produced some excellent Personal Development courses and the tutor adapted the course to meet JLs needs and he was able to complete it and gain a certificate. With the support of the ALN team he continued to complete another 3 Personal Development courses. When education restarted following Covid Restrictions JL was able to work in the workshops allocated. Novus Cambria ALN Co-ordinator worked with his OMU worker and the staff in the workshop, helping them put the right strategies in place. JL successfully engaged in the prison regime, achieved accreditation and progressed to prison workshops.



MOL learners

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



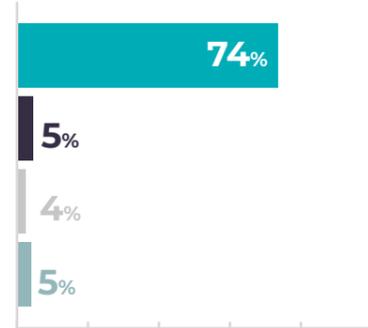
Learning difficulty or disability



● **Declared**
this is the % of students who have declared a difficulty or disability

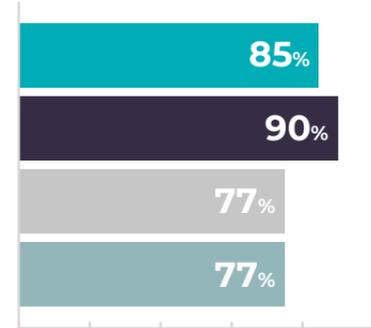
● **Achievement**
this is achievement of the % of students who have declared a difficulty or disability

Ethnicity declared



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

Ethnicity achievement



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

MOL action plan

These are 2022/23 actions which have been identified from the 2021/2022 data

1

To ensure resources and services are in place to support a diverse, global society.

2

Support colleagues to build diversity and inclusion into their working day.

3

Provide an environment where all learners and colleagues are confident to discuss and raise concerns, knowing they are being listened to and supported.



Total People learners

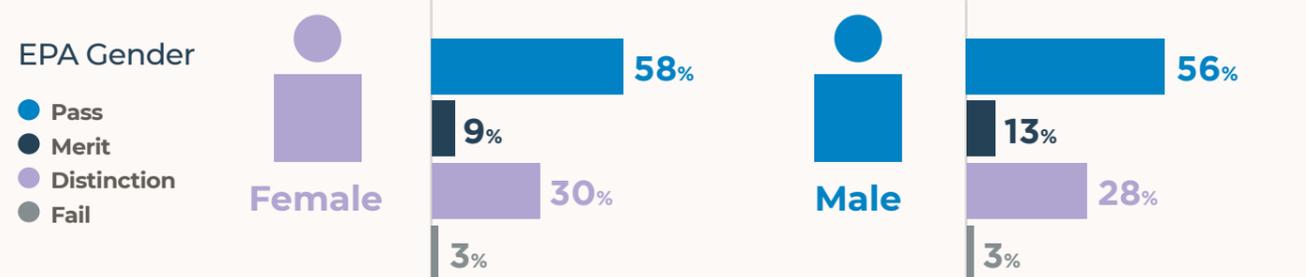
EPA Disability

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

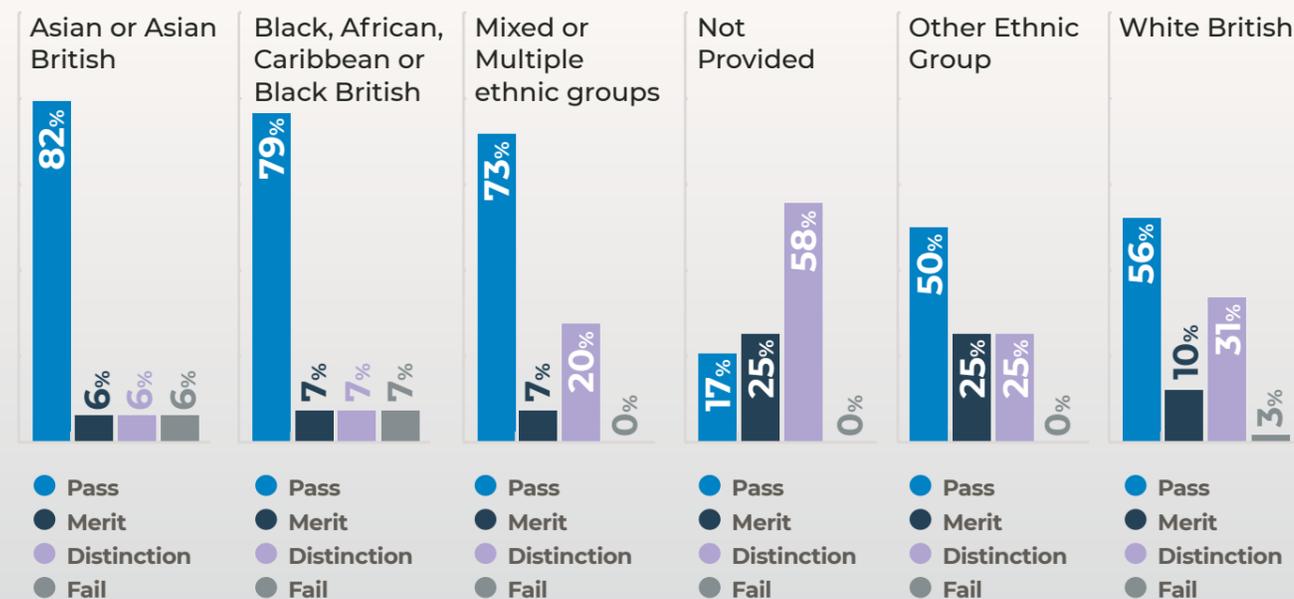
Learner does not consider himself or herself to have a learning difficulty and/or disability and/or health problem.

	%
Pass	55%
Merit	6%
Distinction	36%
Fail	4%

	%
Pass	58%
Merit	11%
Distinction	29%
Fail	3%



EPA Ethnicity



Total People Case Study

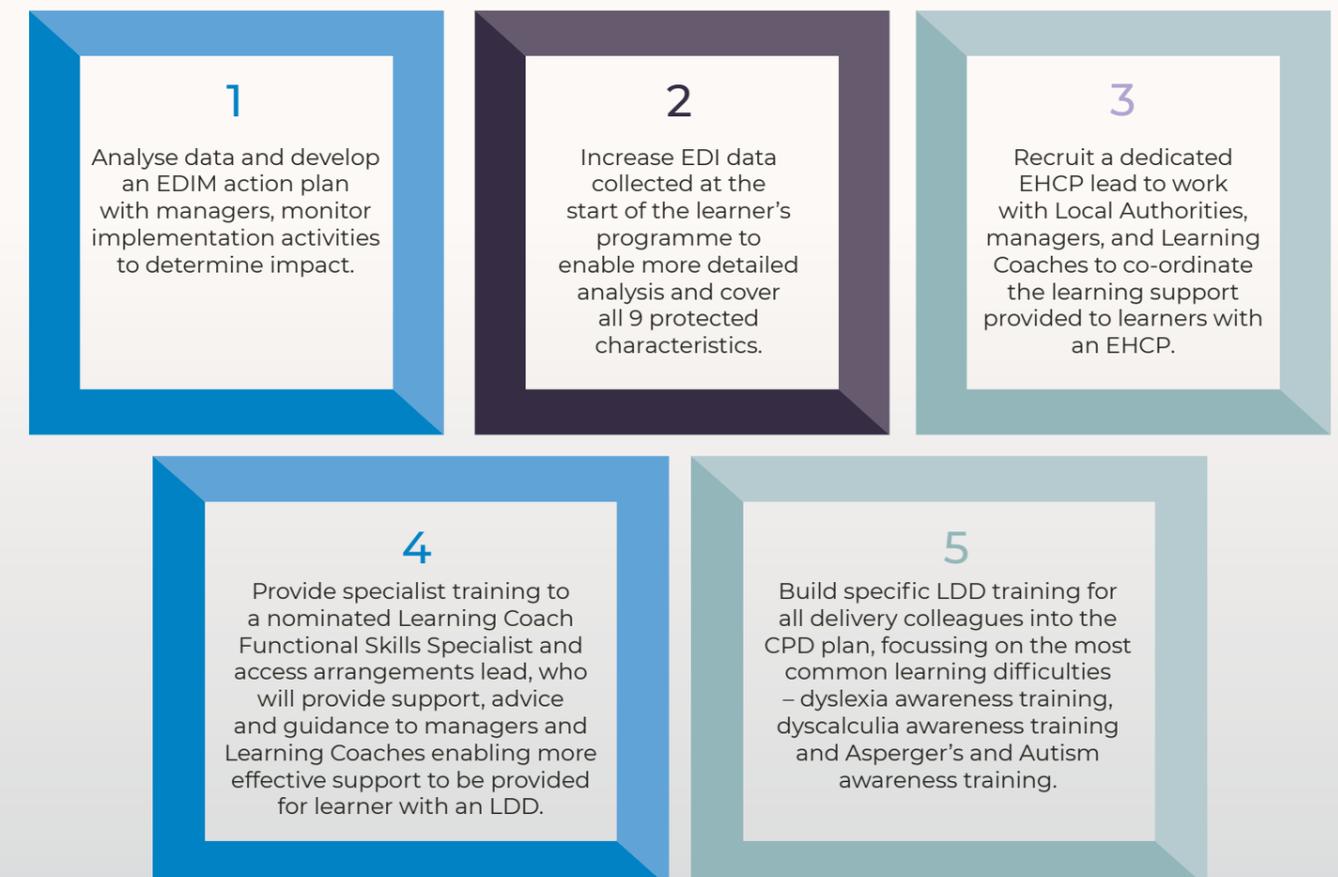
Having gained an Apprenticeship position at a local primary school, 19-year-old Apprentice started working towards the Level 3 Teaching Assistant Apprenticeship Standard with Total People. At the start of her programme, she was extremely nervous and was reluctant to join in any conversations.

Building confidence was central to progression, so learning was sequenced to help confidence, English was the first Functional Skill to be focussed on, to build confidence and support communication. Frequency of visits and communication was critical and managing smaller bite sized targets. The Learning Coach and Functional Skills specialist worked together and between them ensured weekly communication or catch ups.

Our apprentice's End Point Assessment is almost complete and she is on track to achieve her apprentice standard, this could not have been achieved without dedication and support from everyone involved at every stage of her learning journey, not forgetting the dedication, commitment, and perseverance our apprentice has shown. Our apprentices mum said that Total People have 'helped her daughter achieve where others have failed'.

Total People Action Plan.

These are 2022/23 actions which have been identified from the 2021/2022 data.



Our diversity and inclusion journey continues

We're on a journey. Our diversity and inclusion strategy and actions may take time to have the impact we intend, but we're fully committed to delivering them.

We will continue engaging with our colleagues to get their support to build a culture at LTE group where everyone is actively working to eliminate discrimination and support inclusion.

This year we will:

- + Introduce new learning pathways for all colleagues to raise awareness of and promote good practices and behaviours to nurture a culture of acceptance, inclusion and valuing diversity

- + Launch a self-diagnostic tool for our group of businesses to enable them to focus on what's important to them and their people
- + Improve our capability to collate, track and measure colleague feedback both digitally and face to face
- + Promote staff networks that will allow diverse groups to come together and be empowered to create action and change in their areas of work
- + Continue to build on our recruitment practices, providing more training for hiring managers to eliminate unconscious bias and build diverse teams representative teams
- + Develop our Leadership Community focused on inclusive leadership
- + Continue to develop the education and awareness with students.



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