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# EQUALITY & DIVERSITY

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ANNUAL REPORT  
2016/17



[LTEGROUP.CO.UK](http://LTEGROUP.CO.UK)

 **LTE** group<sup>®</sup>  
Learning | Training | Employment

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

**This report marks an important milestone in our year. It gives us an opportunity to step back from the daily rush and celebrate the diversity of our unique organisation and its learners. As ever, there is much to look back on...**

Equality, diversity and inclusion are hot topics in the world around us, perhaps now more than ever before, so this report comes at a pertinent time. It is crucial for us to continue to progress and renew our commitment to these important issues.

It is our Group's aim to contribute to economic growth through the development of skills at local,

regional and national levels. To do this we must support learners of any background to achieve success, as well as celebrating the diversity of our communities.

One of the most rewarding things for me is seeing the progress of our learners, many of whom overcome hardships, challenges and disadvantages to make these inspirational journeys. Our colleagues are integral to their success and this report clearly demonstrates the effects of their passion, skill and dedication.

The Board and I are immensely proud to be a part of LTE Group. Its working and learning environments across the UK are welcoming and inclusive, and I believe we can all be proud of the results you will read in this report.

## Chief Executive's Overview



**John Thornhill**  
Chief Executive

**One of the elements we encourage learners across our Group to focus on is progress. It's a key ingredient to their success, so it's important for our organisation to take positive steps forward too. It's heartening to see us build on the momentum of previous years by making progress with regard to equality, diversity and inclusion in our Group.**

These topics are absolutely fundamental to the values and mission of our Group. They are a shared commitment across LTE Group, Novus, The Manchester College, MOL and Total People. With 100,000 learners across five specialist organisations, 5,000 colleagues and more than 100 locations, we're used to dealing in large numbers. But what makes

me proud is the dedication and passion of our colleagues. Every day I see individuals from different cultures, races, religions, sexualities and genders all working and thriving together.

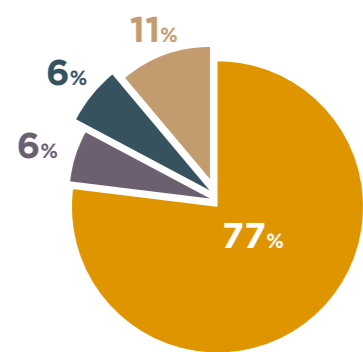
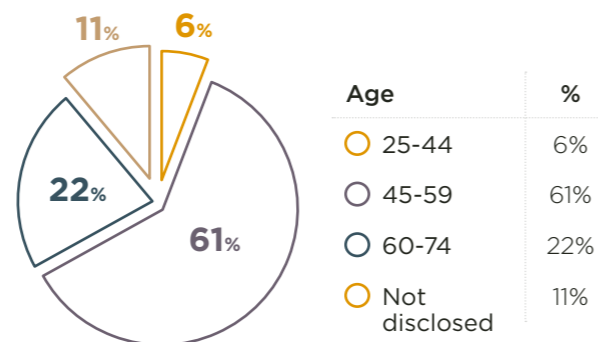
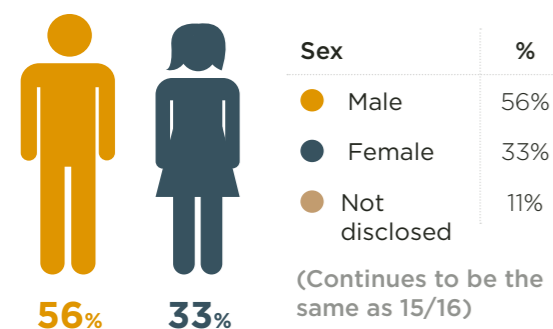
We're also working hard to provide opportunities for everyone to develop their skills and progress within the Group. By championing a diverse, highly-skilled, workforce we'll retain talent and attract the highest calibre of colleague as an employer of choice.

It is our job to continue to be ambitious in our goals for equality, diversity and inclusion, both for every learner we teach and for every member of staff we employ.

# ► Governance

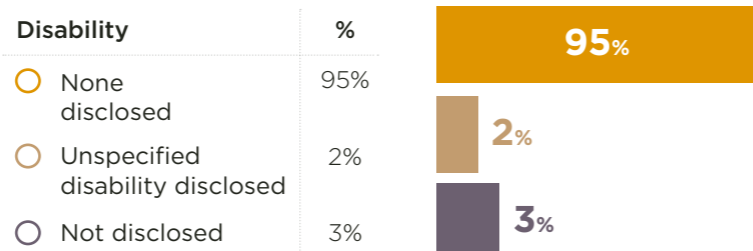
The Board of Governors has the strategic oversight of the Group including setting its mission, vision and values. They are both leaders of, and ambassadors for, all parts of the Group.

## Overview of business area

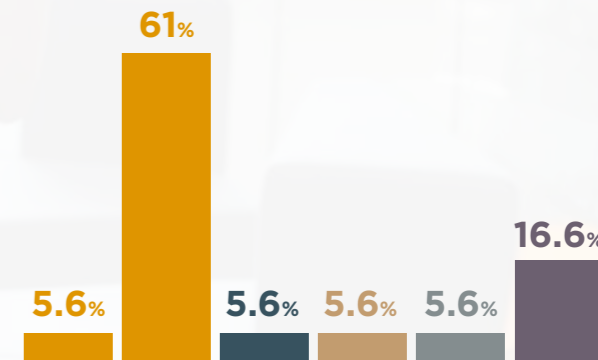


Race	%
English/Welsh/Scottish/Northern Irish	77%
White/Black Caribbean	6%
African	6%
Not disclosed	11%

(Same as 14/15)

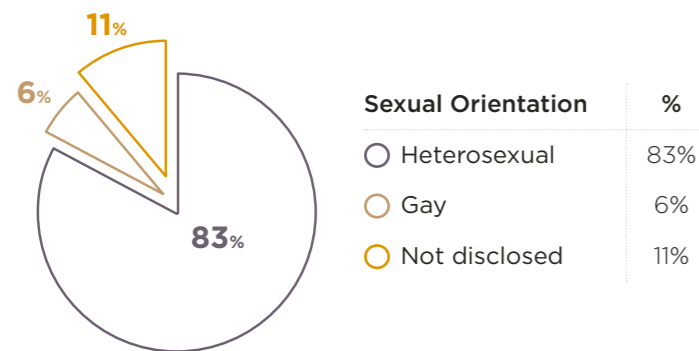


Faith/religion and belief	%
Agnostic	5.6%
Christian	61%
Any other	5.6%
Atheist	5.6%
No faith	5.6%
Not disclosed	16.6%



# ▶ Governance (Continued)

## Overview of business area



## Community and Stakeholder Engagement

The high response rate to all protected characteristics questions evidences how all Governors are committed to the Equality and Diversity 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 (EDI) 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

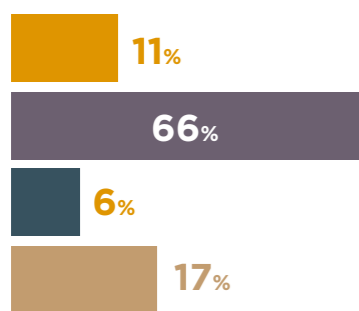


## EDI Objectives 2017-19

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 and Civil	%
Single	11%
Married/civil partnership	66%
Divorced	6%
Not disclosed	17%

# ▶ Group Operations

Group Operations covers a range of professional and support functions such as IT, HR, Marketing and External Relations, Finance, Management Information and Student Records, with 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%**  
of the workforce are **women**



**59%**  
of the workforce are **over 40**



**1%**  
disclosed a **learning difficulty**

## Age

**45**

Average age of 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



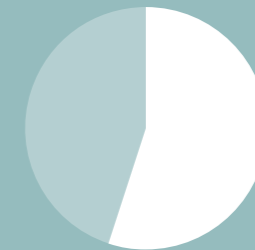
**10%**

Group Operations has the second lowest percentage of employees in the Group over 60, at 10%

## 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



**1%**  
of workforce **disclosed a disability** which is consistent with other business units

## ► Group Operations (Continued)

### EDI Objectives Update

- Recruitment Policy has been updated and Assessment tools have been developed to ensure we are meeting best practice in recruitment and diversity of staff
- Utilising social media within the recruitment attraction strategy initiatives, to attract a wider pool of candidates
- Staff personal emergency evacuation plan (PEEPs) 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 seven female colleagues attending
- PAM Assist was implemented in December 2016 to provide employee assistance support

### EDI Objectives 2017-19

Future workforce development to focus on:

- Recruitment of young workforce over next five 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 one of the largest FE and HE college's in the country, The Manchester College is committed to enabling students to follow their individual career pathway with a focus on 'careers not courses'.



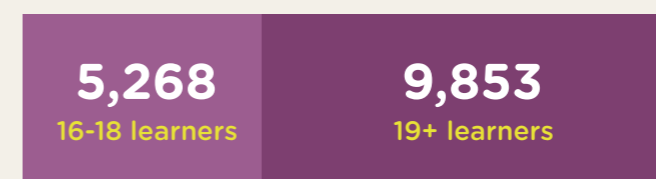
The Manchester College is committed to ensuring each student receives the support they need to achieve their potential and to provide each student with an enriching college experience which enables all our students, regardless of their background, to broaden their experience, awareness and understanding of Manchester and beyond. Our commitment to EDI will ensure we are contributing to the development of a current and future 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 and adult education in Greater Manchester



## Overview of business area

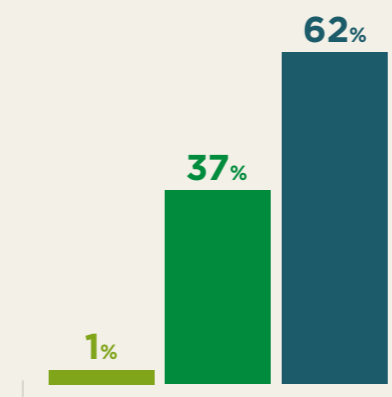


In 2016/17 a total of **15,318** learners were enrolled at The Manchester College



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

## Students



Age	%	
Below 16	1%	
16-18	37%	1%▲
19+ (all)	62%	1%▲

Overall college (FE 16-18 and adult)

In 16/17 four learners were 75 years and over



## Achievement

Age	15/16 <small>Ach</small>	16/17 <small>Ach</small>	Difference
All	84%	87%	3%▲
16-18	80%	81%	1%▲
19+	87%	91%	4%▲

- Achievement has **increased** for 16-18 year olds **by 3%**
- Achievement for 19+ has **increased by 4%**

Funding	15/16	16/17	Difference
EFA	80%	81%	1%▲
SFA	87%	91%	4%▲
ALL	81%	82%	1%▲



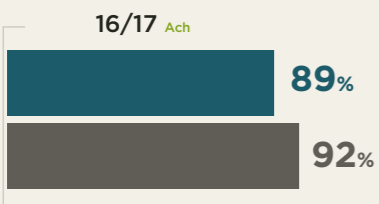
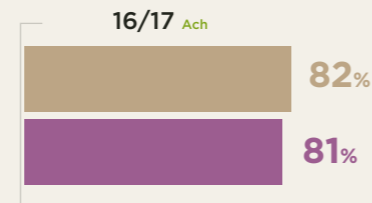
## Sex

Overall	15/16	16/17	Difference
Male	50%	47%	3%▼
Female	50%	53%	3%▲

In 16/17 the volume of females in learning **increased by 3%**, with a commensurate reduction in male enrolments. This means that the gender balance has now swung to **53% female: 47% male**

Achievement	15/16 <small>Ach</small>	16/17 <small>Ach</small>	Difference
Male	82%	86%	4%▲
Female	84%	87%	3%▲

16-18	15/16 <small>Ach</small>	16/17 <small>Ach</small>	Difference
Male	78%	82%	4%▲
Female	81%	81%	0%



19+	15/16 <small>Ach</small>	16/17 <small>Ach</small>	Difference
Male	88%	89%	1%▲
Female	87%	92%	5%▲

## Case Study

### Rebecca Weston

#### Logistics

#### Female student in a perceived male occupation

Rebecca was referred to The Manchester College via her local Jobcentre to be enrolled onto the Logistics Level LGV Driver Training Programme.

Being a single parent, Rebecca felt limited by most jobs due to the time constraints of normal business hours. As logistics operates 24 hours a day, she felt she would be able to find a position that suited her individual needs and so decided the LGV Driver training programme was for her.

Throughout the course Rebecca displayed an aptitude for learning and an excellent work ethic which resulted in her achieving her goal of passing each theory test she took first time and also passing the practical test elements with flying colours.

Rebecca has since gone onto employment with leading logistics provider AK Global and continues to enjoy the work and the choice she made.

### Haadiyah Amirullah

#### Respect Ambassador

Haadiyah is studying Health and Social Care at Nicholls campus. Haadiyah approached the Student Experience Team about setting up a Respect Ambassador Team.

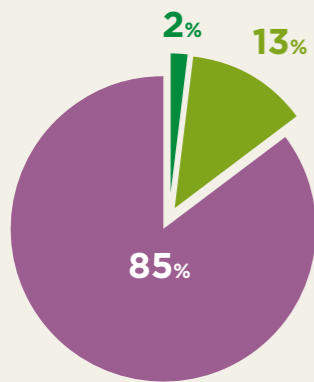
Prior to this Haadiyah had been a respect ambassador at her high school because she had been bullied and wanted to do something positive about it.

Since starting college in September 2016, Haadiyah has been instrumental in organising events, in particular for Anti-Bullying Week. Students, with the support of the Student Experience Team, delivered activities over four days raising awareness and promoting Respect.

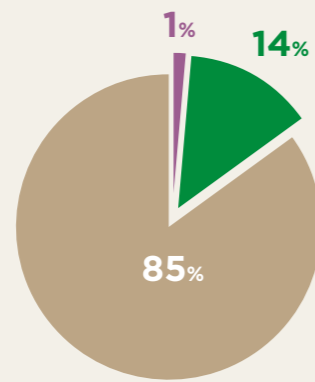
Haadiyah is an exceptional role model for other students and the college and the Respect Ambassador scheme is to be rolled out across all the College campuses.



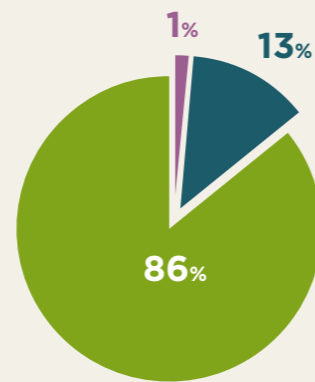
## Disability



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



2. Declaring LDD 16-18



3. Declaring LDD 19+

1. Dec. LDD All	%	15/16 Ach	16/17 Ach	Difference
LDD All	13%	84%	83%	1% ▼
No LDD All	85%	88%	87%	1% ▼
Prefer not to say	2%			

2. Dec. LDD 16-18	%	15/16 Ach	16/17 Ach	Difference
LDD 16-18	14%	79%	79%	0%
No LDD 16-18	85%	81%	82%	1% ▲
Prefer not to say	1%			

3. Dec. LDD 19+	%	15/16 Ach	16/17 Ach	Difference
LDD 19+	13%	88%	87%	1% ▼
No LDD 19+	86%	91%	91%	0%
Prefer not to say	1%			

- 13% of students disclosed a disability, or learning difficulty overall
- Achievement for learners with a learning difficulty/disability (LDD) **declined slightly by 1%** from 15/16 to 16/17
- In 16/17 the achievements of learners of both age groups who disclosed an LDD had achievement rates **of 4%** below those learners who had no LDD

### Victoria Abbott-Fleming Guest Speaker

### Case Study

It's hard to contemplate how a minor fall down a flight of stairs at work could lead to something so life changing.

That is what happened to Victoria Abbott-Fleming, diagnosed with Complex Regional Pain Syndrome (CRPS) a little understood condition that resulted in Victoria losing both her legs. This happened soon after passing her exams to become a barrister, but the illness – known as one of the most excruciating possible – ended her dreams of forging a successful legal career.

Her determination to help others with CRPS led Victoria to set up the charity Burning Nights and share her story. She has received recognition and been named as Aspire magazine's Inspirational Woman of the Year 2016 and awarded Charity of the Year 2016.

Victoria visited students and colleagues of The Manchester College at its Openshaw campus to deliver an inspirational presentation.

Amanda Sillett, Head of Department for Student Experience (Equality and Diversity), said: "Victoria shared some very personal emotions and situations with us in order to assist us to understand not only the medical condition, but also how, in the face of adversity, a positive attitude can change even the darkest of situations."



#### Following her presentation, one student said:

Victoria was inspirational. She was so positive about the future and driven to support others with CRPS and other disabilities."

## Case Study

### Isha Koroma Hospitality and Catering

Isha was born in Sierra Leone and now lives with her adoptive parents in Greater Manchester.

She has achieved her Level 1 in catering and is now working towards her Level 2 professional chef qualification at The Manchester College's Wythenshawe campus.

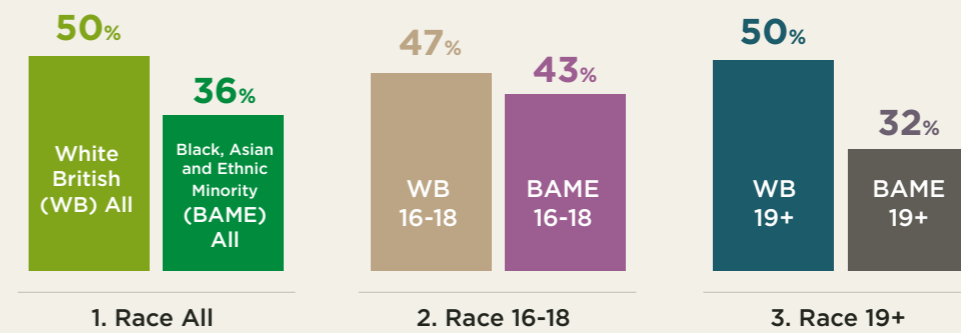
Isha has mild learning difficulties but she refuses to let this be a barrier to her learning and experiencing new challenges.

Isha loves college and has a passion for learning and developing her skills. A positive, motivated and enthusiastic student, she has a can do attitude in all that she undertakes.

Isha is a model student and volunteers for every extra-curricular event, including Kumala and The Hope Charity Dinner. Isha and her peers entered the Young-Enterprise competition in 2016. The group ran their own business and attended many selling events over the year. Their business was called The Creatives and they made and sold hand crafted sweet selections. The team won Best Trade Stand in the North West semi-finals.

As part of her course, Isha is gaining valuable work experience at Manchester United Football Club that will give her the best chance to become a successful chef.

## Race



Category	%	15/16 Ach	16/17 Ach	Difference
<b>1. Race All</b>				
WB All	50%	80%	81%	1%▲
BAME All	36%	88%	89%	1%▲
<b>2. Race 16-18</b>				
WB 16-18	47%	76%	76%	0%
BAME 16-18	43%	83%	85%	2%▲
<b>3. Race 19+</b>				
WB 19+	50%	86%	87%	1%▲
BAME 19+	32%	91%	92%	1%▲

EDI related activity participation was 11,139. 49% increase from 6,040 in 15/16

## Race

- BAME students continue to **perform significantly better** than their white counterparts
- There are several BAME groups that have achievement rates that **are above the college average**
- Achievement gaps have been identified for those learners of White British, White/Black Caribbean, Caribbean and Mixed Heritage backgrounds



## Gender Reassignment

- In 16/17 **12 learners** disclosed a gender different to the one at birth
- Achievement of 16/18 year old transgendered learners was **5% above** the college average for this age group
- Achievement of 19+ year old transgendered learners was **2% below** the college average for this age group

### Lee Smith Music Performance Student Transgender

### Case Study

My personal journey is amazing to look back on. When at College I was battling myself, I struggled with anger, anxiety, self-hate and self-harm, which was a coping strategy for me to release some stress and emotions that I felt. I was fighting who I truly was. Over my college course I have realised that I am transgender female to male. I have accepted this and have taken the first steps of my next chapter. I have told my mum, legally changed my name and I'm waiting for my referral to a gender clinic. The LGBTQ+ group has also shown a lot of support and has helped me to find out who I am by meeting others who are in the same situation as me.

“

I feel that we all inspire each other. I have taken part in the Hate Crime Tour Bus, which was a great day where our group visited College campuses to get the word out that hate crime is not ok. Myself and band mate Hannah performed an original song called 'Run' at each campus we went to. I have also taken part in the International Day Against Homophobia, Transphobia and Biphobia (IDAHOTB) in 2017, where we set up a stage in Sackville Gardens to challenge homophobia and stop people using the word "gay" as an insult. The group and the support staff have been a massive help to me in guiding me down the right path and discovering who I am, with each individual being an inspiration.



## IDAHOT 2017



The Manchester College marked the 12th annual International Day Against Homophobia, Transphobia and Biphobia (IDAHOBiT) with a range of activities on the 17 May 2017.

The day, which is celebrated across the world, is an opportunity to shine a light on sexual and gender minorities.

A number of performances and activities were held at all campuses, including poets, singers, dancers, a comedy act, a magician double act and a drama sketch.

Guest speakers included the outgoing Lord Mayor Carl Austin-Behan, inspirational trans woman Karen Richards, trans man Jay Crawford, event manager of Manchester's Sparkle Weekend and trans man Stephen Whittle, a Manchester Metropolitan University Lecturer on Equality Law.

Greater Manchester Police officers visited with their LGBT rainbow car, badges were handed out to those who signed the Pledge Wall and there was a commemorative performance in memory of Gilbert Baker - the man who designed the LGBT Rainbow flag, who died on 31 March 2017.



### Logan Wilkinson Sexual Orientation Transgender

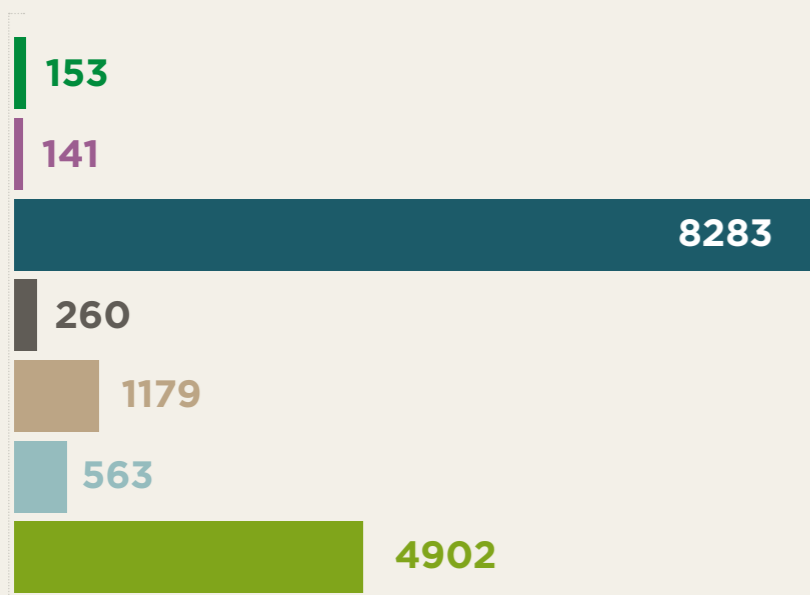
### Case Study

When I started college I was scared because not a lot of people knew I was transgender and I had only come out a year before. After joining the LGBT group, I started to become a happier person because it gave me a safe place where I could go and be myself without fear of hate or social rejection. Since joining the group, I started being more open about who I really am.

By taking part in the events organised by the group, I had opportunities to be open about who I am and I was able to see just how much support there really is around me. It gave me the chance to meet people that are also transgender which helped me to understand more about it and to help other people understand it so they could be more understanding for family and/or friends that are transgender as well.



## Sexual Orientation



	% Enrol	15/16 <small>Ach</small>	16/17 <small>Ach</small>	Difference
● Gay man	1%	86%	85%	1%▼
● Gay woman/lesbian	1%	86%	76%	10%▼
● Heterosexual/straight	54%	84%	85%	1%▲
● Bisexual	2%	82%	81%	1%▼
● Other	8%	89%	90%	1%▲
● Prefer not to say	3%	88%	88%	0%
● Unknown	31%	87%	88%	1%▲

- The total overall % of The Manchester College (TMC) FE students that are LGBT is **10%**
- LGBT overall achievement in **16/17 is 88%**
- There is a **0.8% increase in achievement** for students who identify as LGBT from 15/16 to 16/17
- There is a significant **decrease of 10%** in the achievement of gay women/lesbians from 15/16 to 16/17

## Sexual Orientation Megan Hyland LGBT (Bisexual)

### Case Study

Course: A Levels (English Literature, Creative Writing and Psychology)

Before I came to Shena Simon's LGBT Support Group, I didn't really feel like a part of the LGBT community, despite being a bisexual woman. I felt that even within the LGBT community, bisexuality is marginalised, and thought that perhaps my presence in the group would not be well received because of this. However, I could not have been more wrong. The group was incredibly welcoming and willing to listen to my thoughts surrounding what the LGBT community could do to make bisexuals feel more supported. I also attended the IDAHOBIT event in Sackville Gardens behind the College, which gave me and my friends a lot of information about different areas of LGBT life. Both events were also incredibly inspiring, allowing us to see other LGBT people and learn about their lives.

Because of the encouragement that I received from the others in the group, I was able to do something that I had been avoiding for a long time - coming out to my dad. It went well, and he was very accepting, which I suppose I should have known, but I would never have been able to do it if it hadn't been for the group. I will always be grateful for the support that the group gave me.



### Let's End Hate Crime Bus Tour Feb 2017 Student Experience Worker Dez Wilson

In February 2017, we secured funding from Manchester City Council to deliver a project on the theme of raising awareness of Hate Crime.

We focused our project on LGBT Hate Crime and after consulting with the LGBT Support group, we decided we would hire a bus and take a roadshow tour around five of our campuses. The event was named the 'LGBT Tour Bus' and we had over 25 students from the LGBT support group involved.

On board the Tour Bus, we had performers from the dance department, artists from the visual arts department and singers and writers from the music performance departments. We also had many

representatives on board from LGBT services. All of these students gave exceptional and emotive performances to crowds of staff and students at each campus. Watching them perform brought a huge sense of pride and honour.

Thinking back, one of the most powerful memories of the day for me was when we approached Openshaw Campus (our biggest site). Hundreds of students were waiting for us at the front of the building, along with staff, cheering with rainbow flags and chants. This was an unprecedented act of extraordinary faith, belief and acceptance of the LGBT community. I'm so incredibly proud to be a part of The Manchester College.

### The Manchester College The Investors in Diversity Award



We have been working with the National Centre for Diversity (NCFD) to achieve the prestigious Investors in Diversity award. The final assessment will be delivered in 2018.

LGBT+ support messages from our campuses:

“

*“Brilliant performances and wise words for a brilliant cause End Hate Crime.”*

*“I will challenge hate crime by accepting everyone for who they are! I will endeavour to spread the message.”*

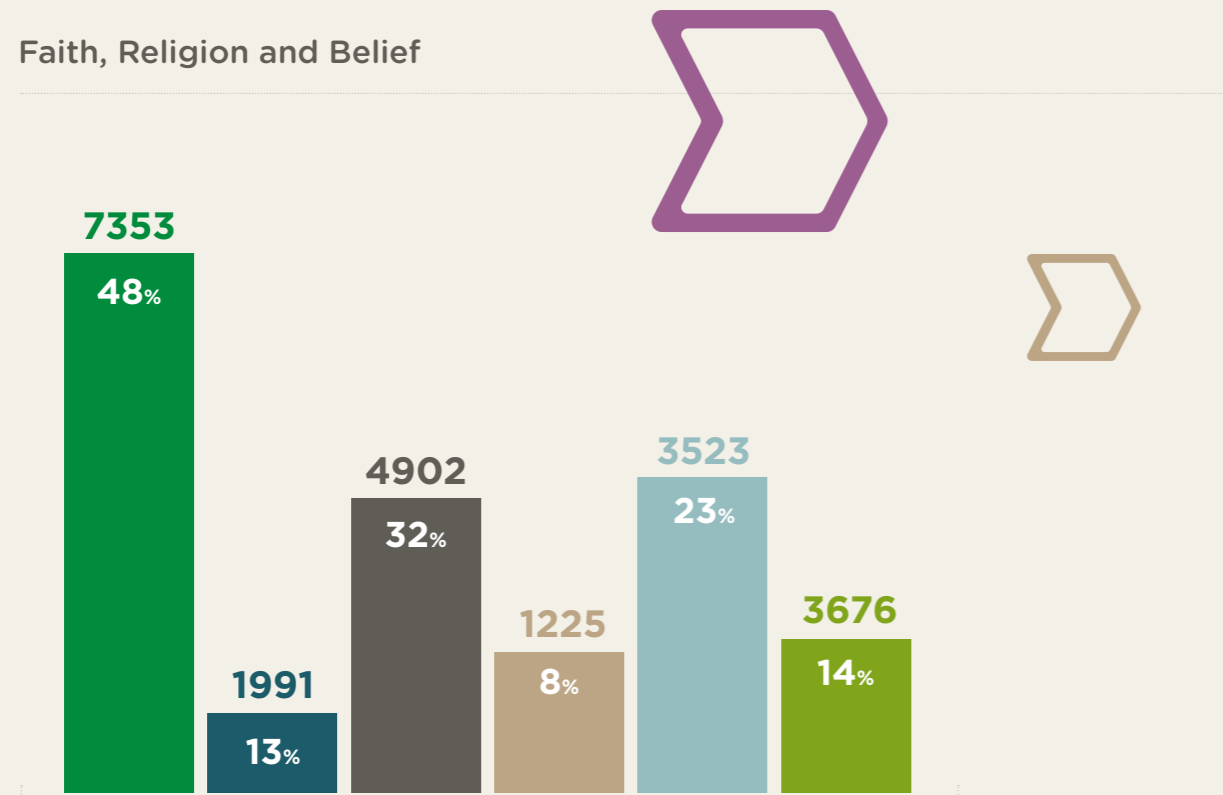
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### Equality Diversity and Inclusion 2017 Calendar Competition.

The overall winner of the 2017 EDI calendar was Abasse Furtado, who was presented with an i-Pad. The calendar featured the twelve winning images from our annual student competition. Students were asked to produce an image relating to what EDI means to them. The calendar is an informative resource with diversity heroes and special dates, including faith days.



## Faith, Religion and Belief



	% Enrol	15/16 Ach	16/17 Ach	Difference
● Indicated faith (excluding atheist)	48%	86%	87%	1%▲
● No faith (none)	13%	78%	79%	1%▲
● Not disclosed	32%	87%	88%	1%▲
● Prefer not to say	8%	86%	88%	2%▲
● Christian	23%	85%	87%	2%▲
● Muslim	14%	88%	89%	1%▲

- There is an **8% achievement gap** between learners who disclose no faith and those who do
- **32% of learners** either did not disclose their faith or preferred not to say

## Interfaith Harmony event Jan/Feb 2017

### Case Study

The Interfaith dialogue event promoted British Values (religion, faith, belief, mutual respect and tolerance) and had guest speakers from Hindu, Islam, Christian, Judaism, Sikh and Buddhist faiths. Each faith leader gave a presentation and led an open discussion where students and colleagues had the opportunity to ask questions.

Amanda Sillett said: "It was an excellent opportunity to celebrate the incredible diversity and richness of our College community and a chance for our students to come together to improve their understanding of different faiths and learn from one another."

Over 570 learners and staff contributed to the event and students learnt that many religions had common themes and similarities.





## EDI Objectives Update

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

- In 16/17 the achievement gap between learners who disclosed a faith and those with no faith reduced to 3%, from 7% in 15/16
- Achievement for learners with a faith has declined by 3% with Atheist declining by 1%. Christian has improved by 2% and Muslim by 1%

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

- In the end of year survey there was an improvement of 2% in the rating from students with regards to how they felt about being respected. This increased from 79 in 2015/16 to 81 in 16/17. The College is above the external benchmark for this

## Additional objectives 15/16 Annual Report:

### Reduce the achievement gap between 16-18 and adult learners

- Achievement outcomes overall have improved for 16-18 (up 1.7% in 16/17 compared to 15/16) and 19+ learners (up 5.2% compared to 15/16) however, an achievement gap remains between 16-18 and Skills Funding Agency (SFA) adult learners with a gap of 9.2%. There is an achievement gap of 1.1% between 16-18 learners and Adult Learner Loan learners



### Increase Disclosure of Learning Difficulty/Disability (LDD)

- Although the disclosure rate has decreased, additional activity took place in 16/17 with a full review of the role of supported learning and the introduction of the transition team (who work closely with local schools in identifying and transitioning learners with LDD into college). Tracking learner needs has resulted in greater monitoring and support for learners with LDD

### Ensure no achievement gap LDD/no LDD

- Achievement for learners declaring LDD declined slightly by 0.2% from 15/16
- Through the review of the role of supported learning in 16/17, learners identified with LDD are being tracked and monitored more closely to close the achievement gap between LDD learners and learners with no LDD

## EDI Objectives 2017-19

- Improve the achievement rates for 16-18 White British learners from 75.9% in 16/17 and reduce the achievement gap between 16-18 white british and BAME learners from other ethnic backgrounds
- Increase the achievement rates for gay women/lesbians from 76.2% and reduce the achievement gap between gay women/lesbians and learners with other sexual orientation
- Increase the achievement rate for Caribbean learners
- Improve the achievement rates of 16-18 year old learners on Level 2 qualifications to above the national rate, to reduce the gap with adult learners
- Reduce proportion of not known/prefer not to say

THE MANCHESTER COLLEGE

# Higher Education

The Manchester College (TMC) is well grounded in providing opportunities for students to progress into HE and specifically for students who traditionally would not consider this. The Manchester College continues to widen participation and strives to provide flexible, affordable and personalised learning. The Office for Fair Access (OFFA) and the HE Funding Council (HEFCE) monitor the strategies that higher education (HE) providers put in place to continually address access for students from disadvantaged backgrounds, for how we intend to improve retention and how we improve provision, so that it is accessible and inclusive for all.

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 in the widening participation agenda.

Over  **1,695** Students

Enhancements continue to take place to ensure that students from diverse backgrounds continue to achieve, be retained and are successful and highly satisfied in 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.

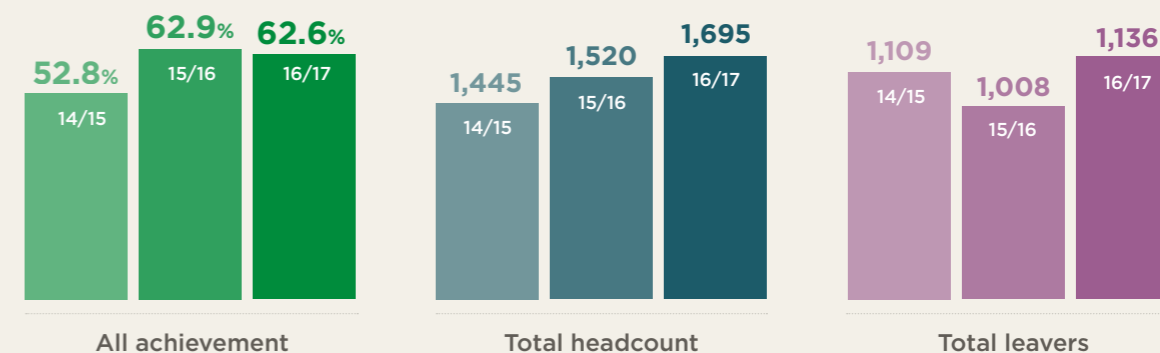
The Manchester College has key partnerships with businesses, organisations and industries that keep us at the cutting edge of new developments and the latest industry requirements. These include: validating University partners, such as Manchester Metropolitan University (MMU), Sheffield Hallam University and the University of Huddersfield; small class sizes; work-focused curriculum and close industry links continue to provide an offer that supports students into employment. More than 90% of our students go on to work or further study within six months of leaving.

Students are at the heart of TMC and we work in partnership with them both strategically and operationally to ensure that our environments, curriculum and student experience are providing the best possible opportunities. Student representation and engagement is evident throughout TMC reflecting student membership on the College's Safeguarding Strategy Group and Equality and Diversity Strategy Group. A Student Governor has been appointed and the Student Union (SU) is taking shape.

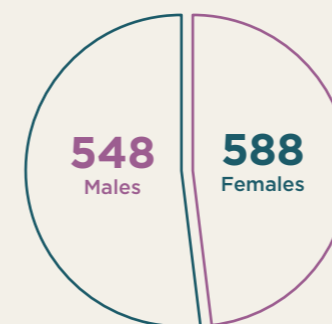
The SU President and Officers continue to work in partnership with TMC in enhancing the student offer. The SU have elected Equality, Community and Welfare Officers and, with the support of the student experience and engagement team, they have established five different societies. The LGBT Society and African Caribbean Society are some examples.

For the next two years, we are hosting the operation of the Greater Manchester Outreach Hub, which is part of the National Collaborative Outreach Project (NCOP). The primary aim of NCOP and the project is to reduce the participation gap of students in the identified target wards and to double participation into HE by 2020.

## Overview of business area



## Students



Gender	Total	15/16 Ach	16/17 Ach	Difference
Male	548	58%	61%	3%▲
Female	588	68%	64%	4%▼

Age	Total	15/16 Ach	16/17 Ach	Difference
18-23	732	62%	64%	2%▲
24+	401	65%	36%	29%▼



## Case Study

**Keisha Swaby**  
Black Caribbean

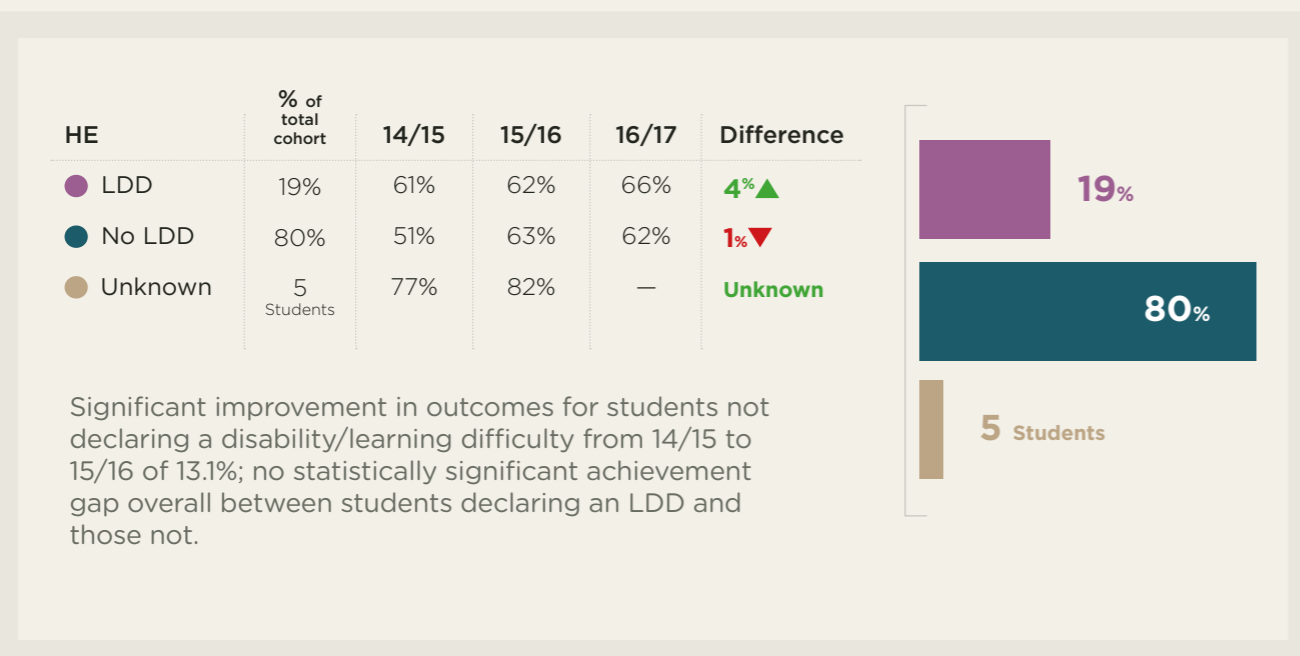


After 17 years in the corporate world, I decided that it was time to continue my education. I enrolled on the FdSc Exercise, Health and Fitness degree which I am thoroughly enjoying. Being a mature student has been a great experience. I am active in several areas

of student life and am honoured to be a Student Representative for my course and a Student Advocate of The Manchester College. Due to my Caribbean heritage I was happy to contribute to Black History Month in October and was employed by Greater Manchester Higher to share my story of progression, since leaving the Caribbean at the age of 14. As my journey continues in Higher Education, I am very excited to be here and be given the opportunity to represent my fellow students and achieve my lifelong goal of successfully completing my degree.”



### Disability



## Case Study

**Lidia Cassandra**  
Black African



I was born in Angola and raised in Portugal, so moving to the UK was a bit of a cultural shock in itself, but I was determined to progress my education. Due to college requirements and my lack of European grades, I had to start at Level 1 in 2015 which I then progressed to Level 2. Last year (2017), I started my Level 3 in the Access to HE in Business course, alongside GCSE Maths, which I enjoy but is very demanding due to the weight of content for both pathways. However, through the support and encouragement of my peers and tutors, I have also joined the Student Council to represent my course. At the start of the 17-18 academic year I became Secretary for the Student Union. I enjoy my time here at The Manchester College because I feel like one of many worker bees in the beehive!”

### Gender Reassignment

HE	% of total cohort	15/16	16/17	Comment
Gender different to birth	6 in total	50%	50%	Below HE achievement rate

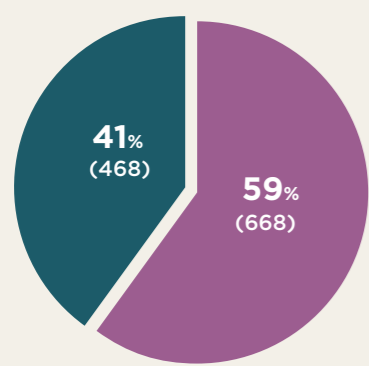
## Case Study

**Jason Bates**  
LGBT



Since I started my Criminology course, I have enjoyed my studies and developed as a person in ways I could never have imagined. Being part of the LGBT community has made me passionate about equality and liberation. I am currently the Welfare Officer in the Student Union, which has given me the chance to have my voice heard and to help others. Being part of an extra-curricular activity, such as the Student Union, has certainly increased my confidence. I recently published a blog on the Student Engagement tab via Moodle and have spoken in front of large groups of students in my role which has built my experience and character as part of a minority community.”

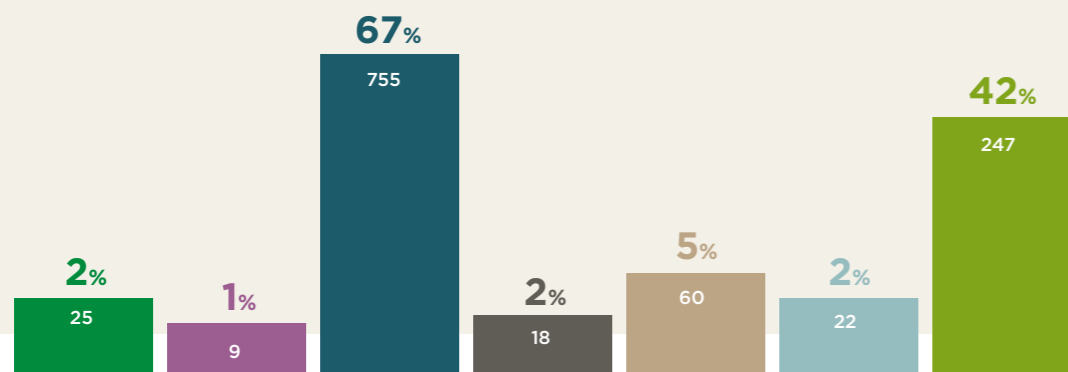
### Race



HE	% of total cohort	14/15	15/16	16/17	Difference
WB	59%	55%	63%	64%	1%▲
BAME	41%	49%	64%	60%	4%▼

- **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

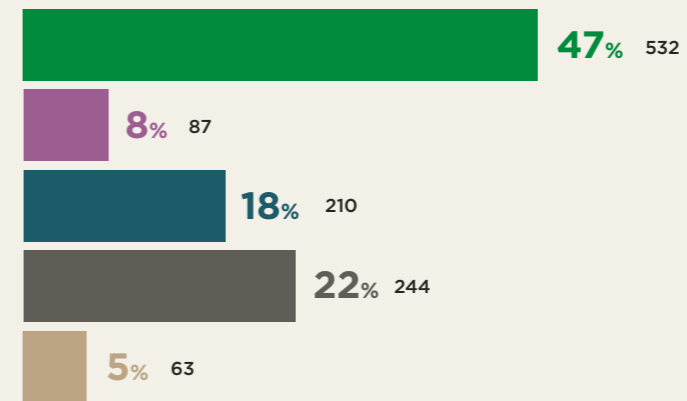
### Sexual Orientation



HE	% of total cohort	14/15 Ach	15/16 Ach	16/17 Ach	Difference
Gay man	2%	64%	53%	63%	10%▲
Gay woman/lesbian	1%	50%	80%	100%	20%▲
Heterosexual/straight	67%	60.3%	71%	74%	3%▲
Bisexual	2%	87.5%	80%	64%	16%▼
Other	5%	50%	17%	73%	56%▲
Prefer not to say	2%	62%	75%	60%	15%▼
Unknown	42%	40%	52%	55%	3%▲

- 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 and Belief



HE	% of total cohort	14/15 Ach	15/16 Ach	16/17 Ach	Difference
Faith excluding atheist	47%	60%	68%	66%	2%▼
Atheist	8%	58%	73%	80%	7%▲
No faith	18%	66%	69%	73%	4%▲
Not known	22%	40%	52%	61%	9%▲
Prefer not to say	5%	62%	77%	64%	13%▼

- **Significant achievement** improvement across most cohorts

### EDI Objectives Update

- Increased recruitment of ethnic minority students with 4% of the cohort BAME and 42% overall
- An increase of 0.2%, to 19%, in the number of students declaring a disability or learning difficulty
- The success rate for students declaring a disability/learning difficulty rose by 4% to 66% in 16/17



### EDI Objectives 2017-19

- Increase % of students with a disclosed disability or learning difficulty who access the HE provision within the College by 2% from 16/17
- Increase % of students from ethnic minority groups who access the HE provision within the College by 2% from 16/17
- Increase % of students from neighbourhoods and wards that are recognised as being areas of low income by 2% from 16/17
- Increase students aged over 25 who access the HE provision within the College by 2% from 16/17



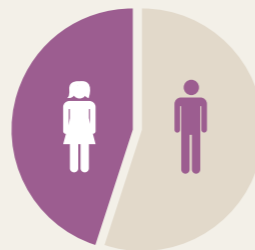
# Workforce

HE and FE combined curriculum workforce data

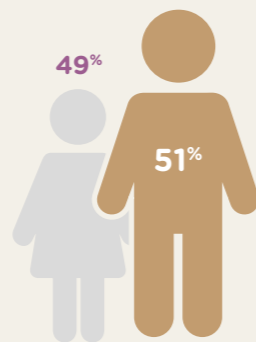
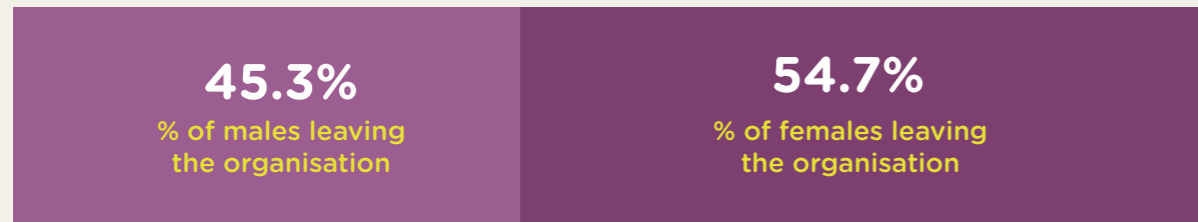
## Gender



**40%** of the FE/HE curriculum workforce is male; **60%** female

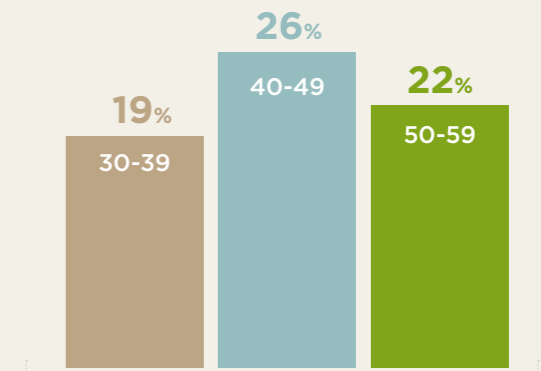


In 16/17, **240** staff joined the FE/HE curriculum staff of whom **55%** were male and **45%** were female



By comparison, **51%** of HE students were male; **49%** female

## Age



Workforce Age

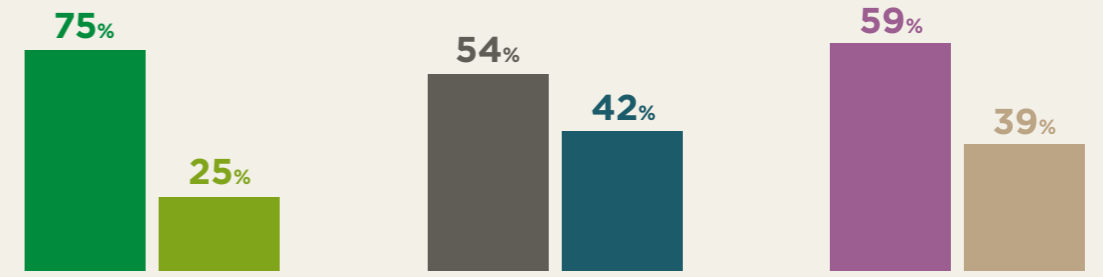


### Disability/Learning Difficulty



Learning difficulty	%	Disability	%
● Disclosed a learning difficulty	2%	● Disclosed no disability	86.3%
● Disclosed no learning difficulty	30%	● Disclosed a disability	6%
● Unknown	67%	● Prefer not to say	4.6%
● Prefer not to say	1%		

### Ethnicity

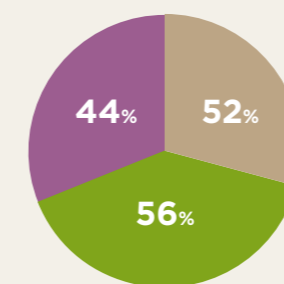


75% of FE/HE curriculum staff are White British/Welsh/Scottish/NI; 25% of curriculum staff are from Black, Asian or Ethnic Minority backgrounds

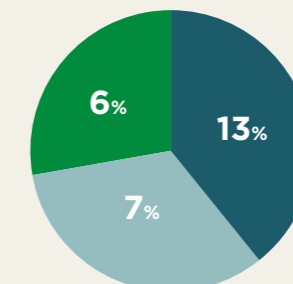
The FE college student population was 59% White British and 39% Black, Asian and Minority Ethnic, (2% not disclosed)

The HE college student population was 54% White British/Welsh/Scottish/NI, 42% Black, Asian and Minority Ethnic, (3% not disclosed)

### Religion and belief



52% of FE/HE curriculum staff disclosed a religion or belief compared to 56% of FE students (including atheism) and 44% of HE students



13% of FE/HE curriculum staff had no religion/belief compared to 7% of FE learners and 6% of HE students

FE

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

HE

By comparison, **19%** of HE students have a disclosed disability or learning difficulty and **81%** did not declare a disability or learning difficulty

#### Gender Reassignment

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



MOL provides professional development, leading to qualifications for learners who are usually in a relevant full or part time roles. The qualifications support career development and performance improvement for individuals and businesses.

MOL specialises in blended, Live online and distance learning where the learner works independently at their own pace.

People and Property are the two main areas of income for the business. People comprises CIPD Level 3, 5 and MA in Strategic Human Resource Management and Development and Leadership and Management Level 3 and 5.

Property related qualifications include Level 2, 3, 4 and 6 across a range of subjects from residential sales to conveyancing.

MOL operates in a commercial environment and focuses on delivering a quality, supported, learning experience.



**4,000+**

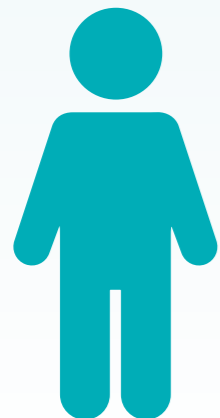
people decided to study with MOL in 2016

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

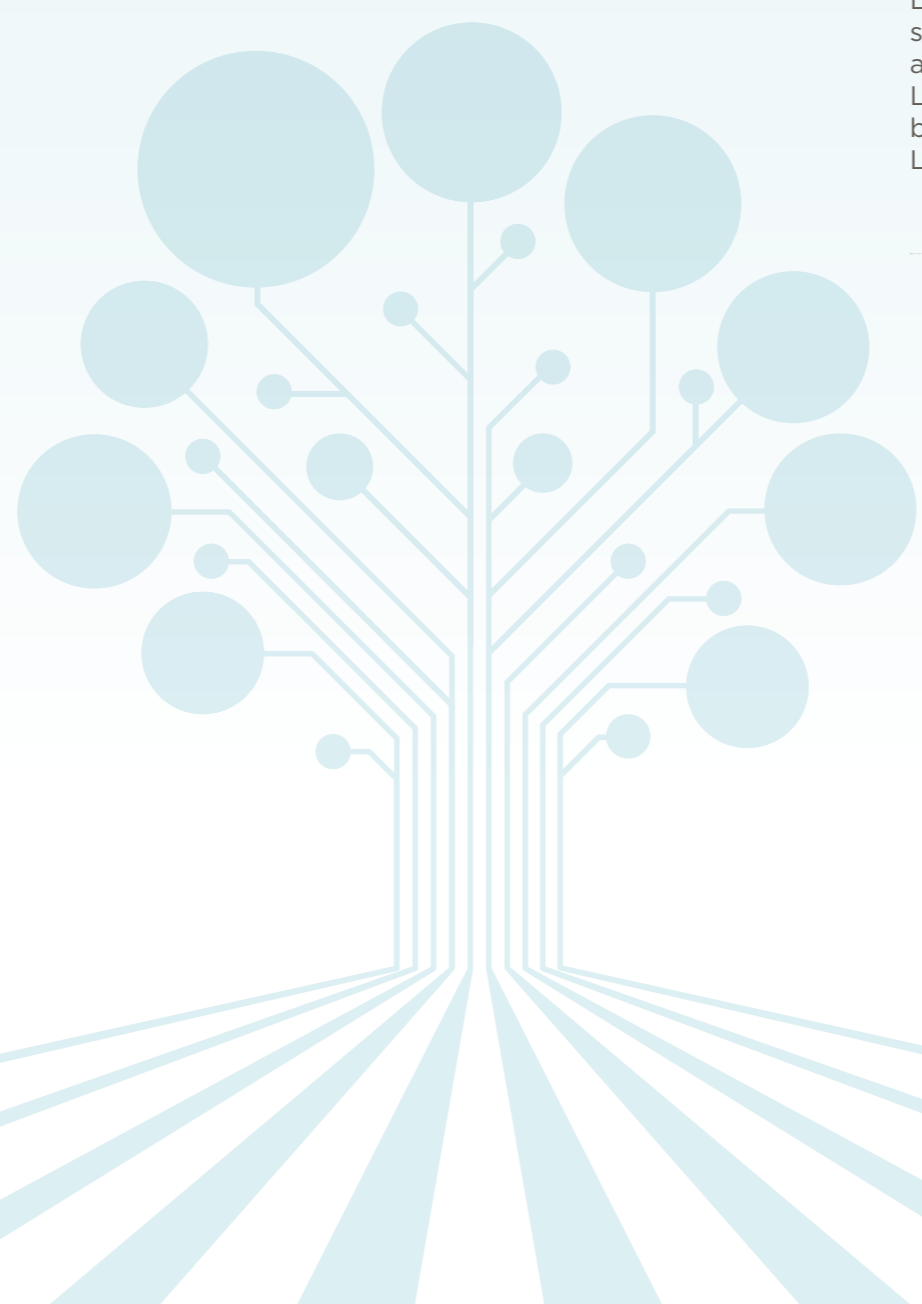


Over 80% of the programmes are completed via the Virtual Learning Environment (VLE)

**WHAT LEARNERS SAY:**



*'I feel that the diploma has benefited me in a number of ways and has enabled me to continue to develop myself as a HR professional. I really enjoy the monthly workshops, it is interesting to gain an insight into other students' viewpoints and to share ideas and initiatives of what has benefited organisations'*

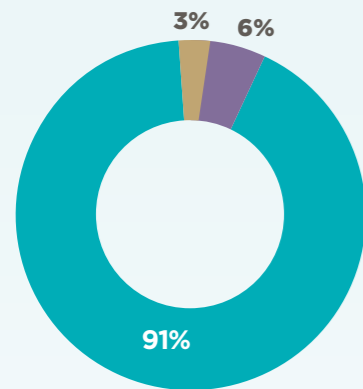




# MOL ▶ Learners



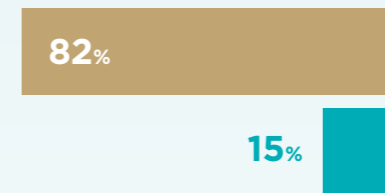
## Age



### CIPD

Age	% of total cohort	Pass rate
19-24	6%	100%
24+	91%	100%
Unknown	3%	100%

## Sex

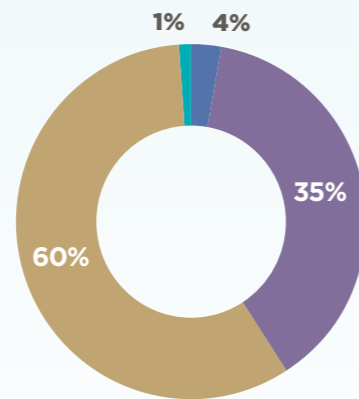


### CIPD

Sex	% of total cohort	Pass rate
Female	82%	100%
Male	15%	100%

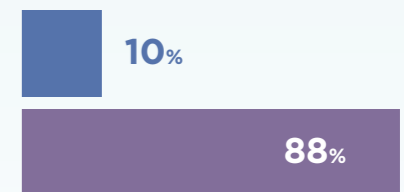
### CEMD

Age	% of total cohort	Pass rate
16-18	4%	65%
19-24	35%	67%
24+	60%	72%
Unknown	1%	67%



### CEMD

Sex	% of total cohort	Pass rate
Female	10%	77%
Male	88%	68%



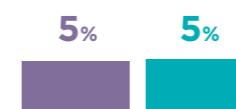
## Disability



### 24+

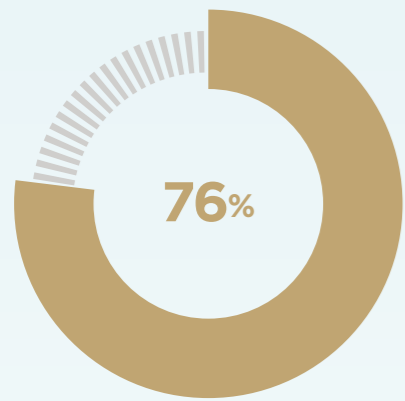
The predominant age group for MOL programmes continues to be **24+** which is to be expected in this business unit

CIPD	% of total cohort	Pass rate
Disclosed a disability	5%	100%



CEMD	% of total cohort	Pass rate
Disclosed a disability	5%	59%

Race

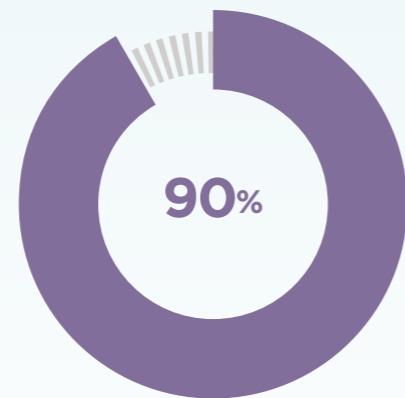


CIPD

Race	% of total cohort	Pass rate
● Eng/Wel/Scot/Nl/Brit	76%	100%
● Other	19%	99%

CEMD

Race	% of total cohort	Pass rate
● Eng/Wel/Scot/Nl/Brit	90%	71%
● Other	8%	50%

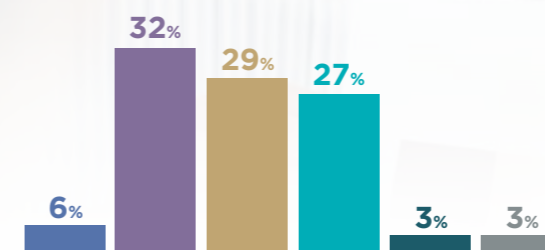


Faith/religion and belief

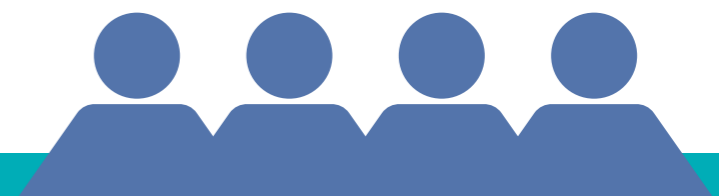
1% of students indicated a faith, religion or belief so comparative performance data is not possible



MOL  
▶ Workforce



Age	% of total cohort
● 20-29	6%
● 30-39	32%
● 40-49	29%
● 50-59	27%
● 60-69	3%
● 70+	3%



## Disability

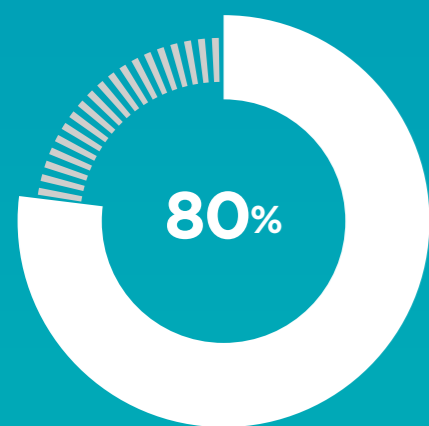


## Sex



The slight skew towards a female workforce is not statistically significant

## Race



80% of the workforce are Eng/Wel/Scot/NI with the rest not declaring

## Faith, Religion and Belief



71% of the workforce did not declare a faith with 29% indicating a faith, religion or belief

## Diversity

MOL has some diversity but not necessarily representative of learner diversity. MOL recognises the value of having a diverse workforce and will continue to monitor this area. MOL is working to ensure it's associate tutors who deliver the programmes include greater diversity (data not here as non employed) and also ensure that learning support and styles are appropriate for a diverse learner base.



## EDI objectives 2017-19

- 1** Continue to sustain the rate of disclosure of the workforce when declaring a disability
- 2** Gather success case studies for learners with a disability in CIPD
- 3** Ensure there is a greater focus on diversity when recruiting



For more than two decades, Novus 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.

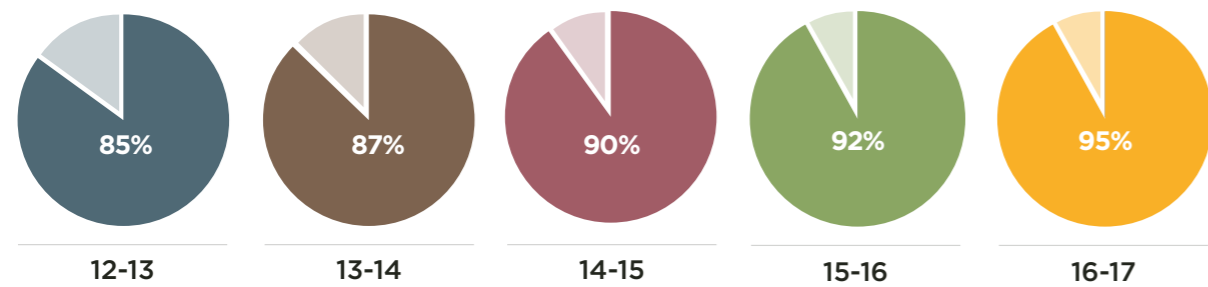


205,343 learning aim enrolments

It is our mission to improve lives and economic success through learning and skills. We are of the firm and passionate belief that education can change lives, so we take great pride in raising the aspirations of learners to increase employability and reduce re-offending.

Novus are dedicated to transforming the lives and economic potential of offenders by providing them with the pinnacle of offender education, training and employability services, regardless of their background. Delivering learning and skills in more than 60 sites in the UK, we give offenders the knowledge, self-esteem and confidence to thrive in the world of work. Working with key partner organisations we will continue to strive to make a difference.

Overall success rates:



Our Achievements



83% English and maths success rates in line with or above national benchmarks

Delivering education, training and employment interventions in over

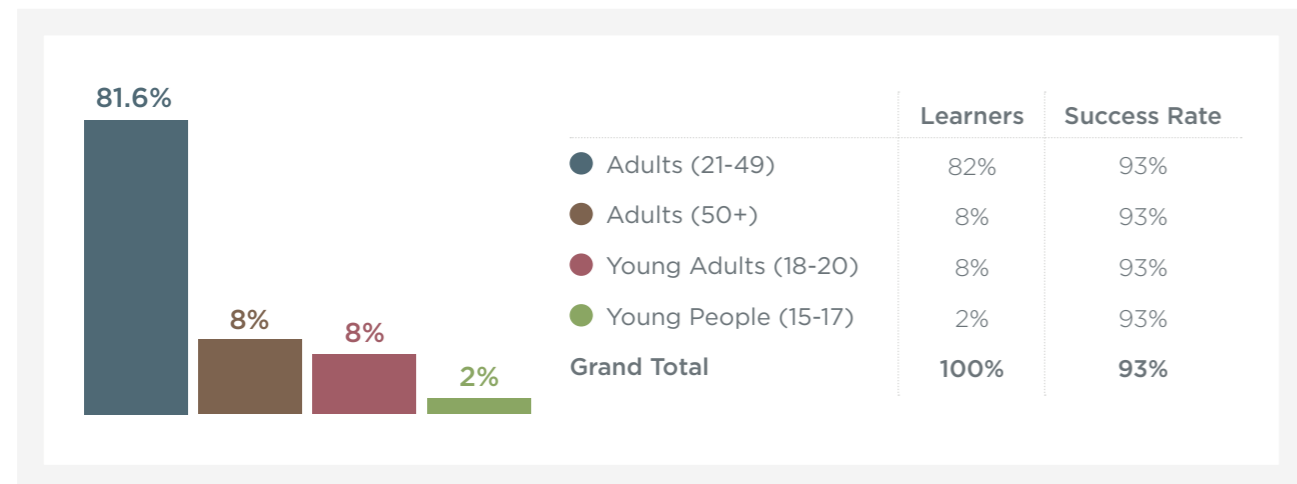
100 locations



NOVUS  
▶ **Learners**



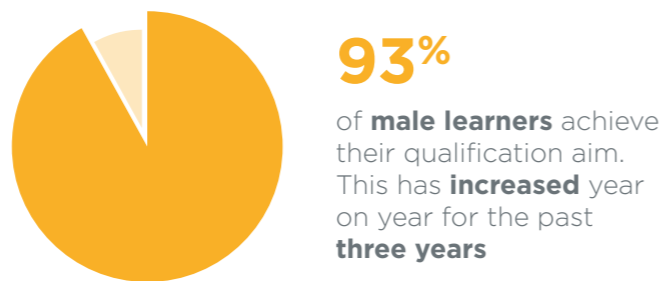
Age



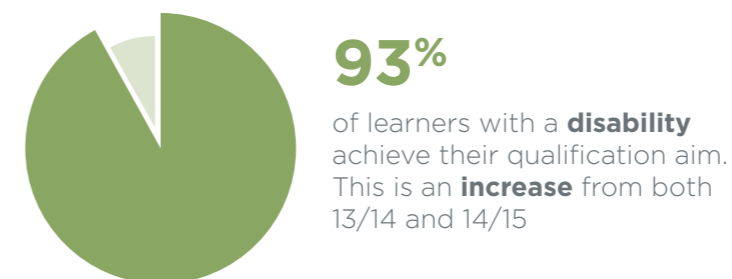
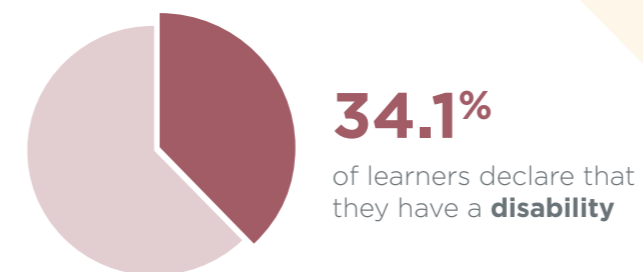
Sex

**94%**  
of the learners are **male**  
**6%** learners are **female**

*As we only deliver in 7 female establishments and the other 54 are male, the above split is expected*



Disability



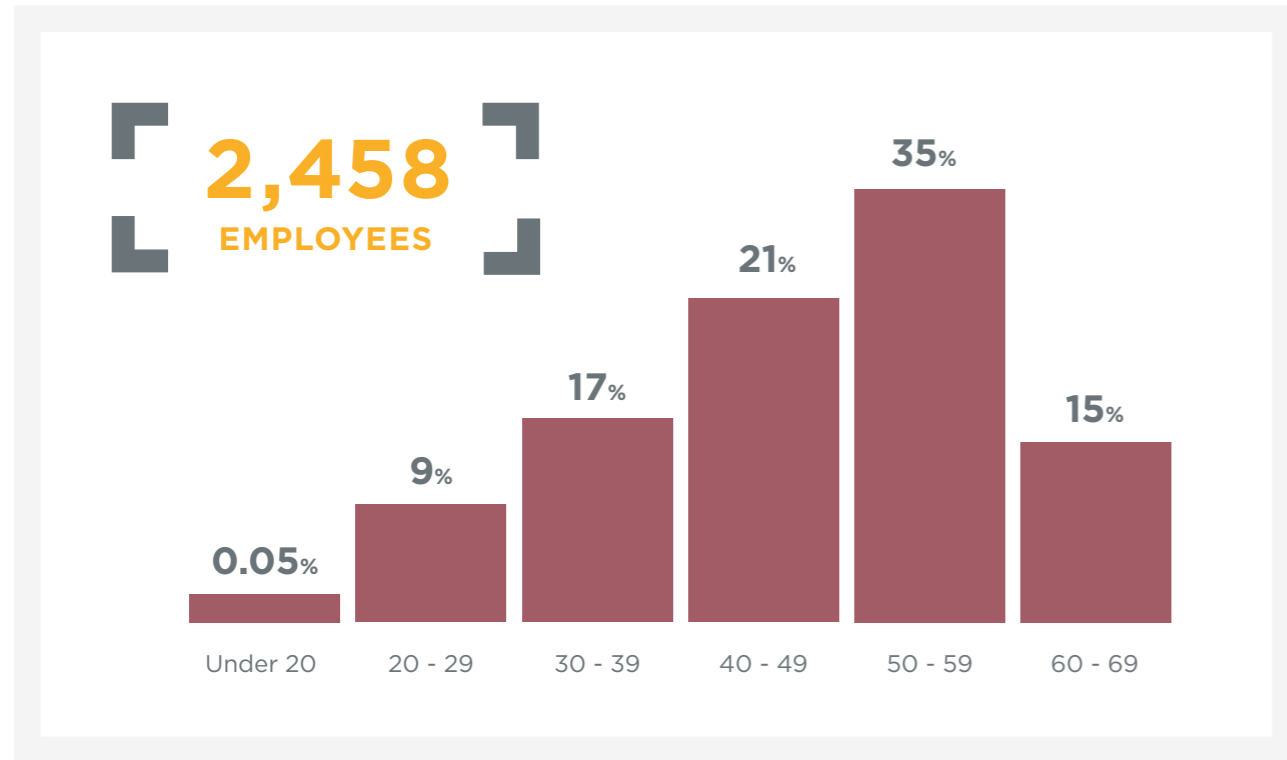
**On average 19.4% of the population declare a disability**



# NOVUS ▶ Workforce



Age



*50% of our workforce is over 50*



Disability

4%

4% of staff have disclosed a disability which is significantly lower than the national average of 18%

13%

13% of staff disclosed that they would prefer not to say

### Race

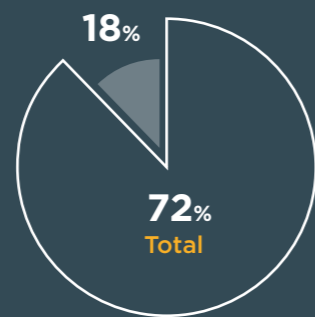


**72%**

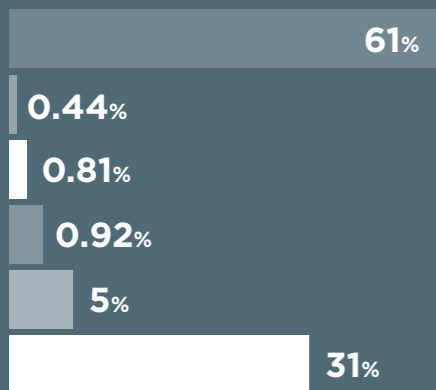
of staff in Novus are White British, which is a 2% decrease from 2015/16 and a significant reduction in the number of ethnic minority staff

This is 10% higher than the proportions of students who are of an ethnic minority

Race	Total %
English/Welsh/Scottish/NI/British/Other White Background	72%
Other Ethnic Groups	18%



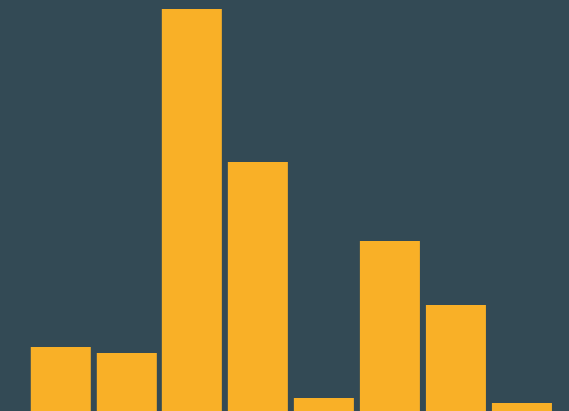
### Sexual Orientation



Sexual Orientation	Total %
Heterosexual/straight	61%
Bisexual	0.44%
Gay man	0.81%
Gay woman/lesbian	0.92%
Prefer not to say	5%
Unknown	31%

### Marriage and Civil Partnerships

Marriage and Civil Partnerships	Total %
Common law/co-habiting	7%
Divorced	6%
Married/civil partnership	37%
Prefer not to say	23%
Separated	1%
Single	16%
Unknown	10%
Widow	0.91%



## Case Study

### *A fresh perspective*

Teaching colleagues at HMP Rye Hill have transformed the life of a Novus learner with dyslexia.

The learner had long suffered with slow academic progress, falling behind at each school he attended. Over the years, he had compensated for the frustration of dyslexia by focusing on physical labour, but colleagues at HMP Rye Hill have taught him a technique for visual learning that has revolutionised reading and writing.

“My tutor taught me to break words down in a way that has enabled me to read and write, and I’m just about to sit my Level 2 English writing exam, along with my Level 2 mathematics,” said the learner.

He likened his experience with dyslexia to being alone in China, unable to comprehend a language rooted in symbols he cannot understand. “One of the hardest things to deal with is the absolute frustration of not getting the meaning of words, but wanting so badly to read that book or write that letter,” he said.

“There are thousands of people out there with dyslexia, but they can conquer it. They should put their hand up and ask for help and for the teacher to break the subject down until they understand it.”

The learner has already completed his Level 2 reading, Level 1 English and Level 1 mathematics qualifications, and wrote an inspiring letter about his experiences that appeared in *New Directions*.

“*My tutor taught me to break words down in a way that has enabled me to read and write, and I’m just about to sit my Level 2 English writing exam, along with my Level 2 mathematics,*”

### EDI OBJECTIVES 2017-19

- Further develop workforce data allowing more in-depth analysis of staffing demographic
- Gather more local success case studies – work with Her Majesty’s Prison and Probation Services (HMPPS)
- 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
- 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 are available for learners who have disclosed a disability







Total People has been building a reputation for excellence in the North West since 2001. Providing apprenticeship training to almost 6,000 young people in 2,000 settings, we lead the way in work-based learning. Consistently graded as 'Good' through Ofsted inspection (latest survey May 2017), our ethos is to improve businesses by enabling staff to fulfil their potential.

We operate mainly in the North West of England including Greater Manchester; excellent links with local authorities and leading employers in the construction, electrical, creative professions, caring professions, engineering, business services and social media industries (to name a few), mean that we are perfectly placed to offer a whole raft of qualifications in a huge range of occupational areas, completed on-the-job and supported.

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 was introduced. Links are in place with Jobcentre Plus and learners receive help to access funding for job coaching 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

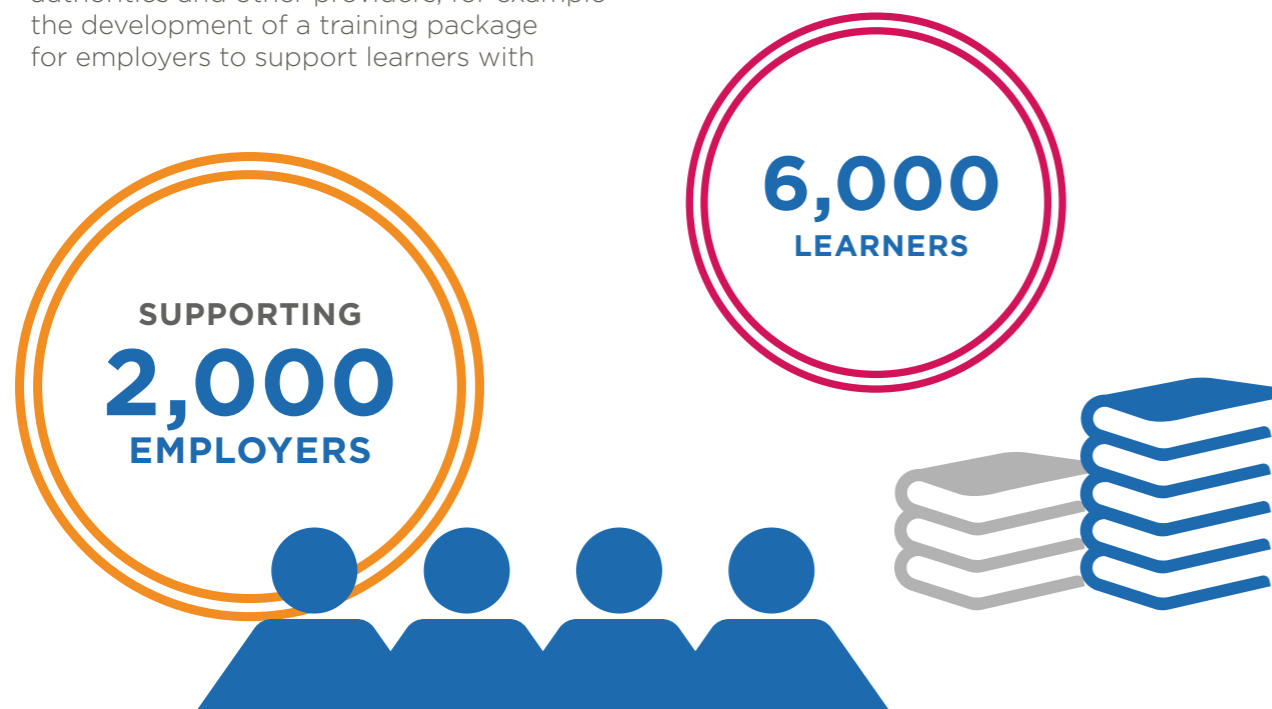
disabilities and develop mentor capacity in the workforce.

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-contracting provisions and partnership arrangements that exist to enhance in-house delivery and provide breadth and choice to employers and learners.



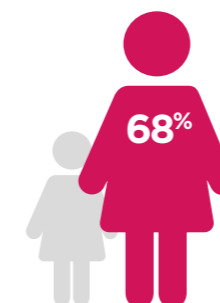
Total People provide a wide range of training across **18 vocational areas**; effectively meeting the needs of a diverse age group **aged 14 upwards** and from **entry level to Level 7**

Total People's head office is in Middlewich with established Centres across Cheshire, Staffordshire and Greater Manchester.

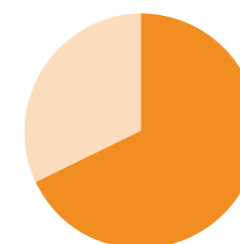
Total People have developed a number of delivery programmes within employers premises.

**328**

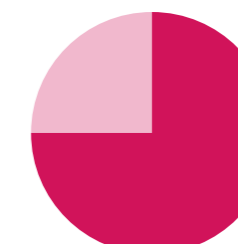
As at 31 July 2017, we employed 328 staff



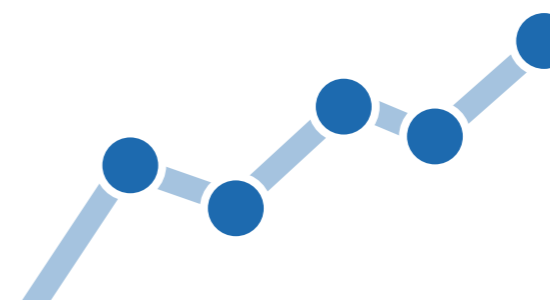
The split between genders remains constant at **68% female** and **32% male**. Male staff are predominately employed within the STEM areas, construction, engineering, electrical and motor vehicle, which is reflected in the national picture.



**69%** of overall management within the organisation is **female**



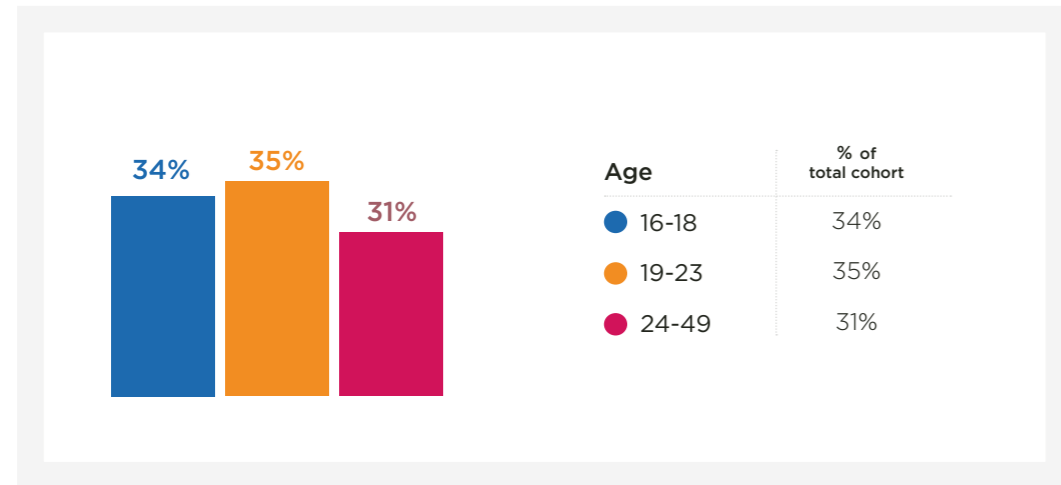
**75%** The senior management team is: **75% female**, 25% male.



Age ranges from 17 years to 75 years

TOTAL PEOPLE  
▶ **Students/Customers**

Apprentices Age



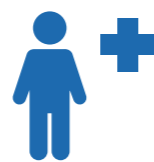
Apprentices Sex

**58% of our apprentices are female and 52% are male.**

For 16-18 study programmes the split 52% female and 48% male.



**12%** increase in **females** within accounts

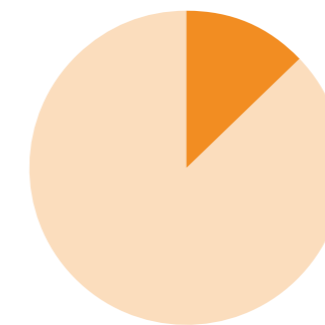


**8%** increase in **males** within the health care sector



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

Disability



**13%**

of learner starts for 2016/17 disclosed they had a disability or learning difficulty. This has **decreased by 7%** from the previous year.

**Case Study**

Blake was 16 when he attended an engineering taster day at Total People's Telford centre following a year 11 school event.

Blake, who had been diagnosed as autistic, chose Total People as he enjoyed the friendly, less crowded atmosphere offered through the centre.

Having successfully achieved his Level 1 in Engineering, Blake, now 17, has recently started his Level 2. Blake said: "There was a lot to take in a first but now I am much more confident in the workshop. I am treated more like an adult, with respect, and they understand mistakes better". Blake continued; "Making mistakes is not a problem; mistakes are a big part of learning". His increase in confidence now means that he is a mentor for the new Level 1 apprentices. Blake is currently working on his employability skills and has secured a placement with a local employer.

Blake likes the working environment that Total People have created at the centre and feels he is being well prepared for when he gets a job.



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

Alisha applied to Total People after completing a Level 1 Hairdressing programme. Alisha had an EHC Plan in place, previously being diagnosed with dyslexia and lacking in confidence. Alisha's aim was to harness her creative skills and love of art to become a qualified hairdresser.

Supported by the Total People recruitment team, Alisha secured an Apprenticeship opportunity with a high profile Cheshire based Hairdressing salon, the owner believes that introducing apprenticeships has helped her business to succeed and grow - 11 of the 18 employees all being on, or progressing from, an apprenticeship.

A full educational assessment meant that training and support could be targeted specifically to Alisha's needs with resources developed to help her achieve her full potential.

Due to valuable support from the Total People Learning Coach and the workplace mentor, Alisha has recently achieved her Level 2 on time. The skills Alisha has developed and her energy and commitment has enabled her to progress onto the Level 3 programme. Alisha comments that "with the right help and support you can achieve your wildest dreams".

## Race

11%

Success rates for EMG learners has increased by 11% since 15/16

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 11%** over the last 12 months.

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

## Case Study

### Laura Supported Internship Study Programme

Laura is currently on a Supported Internship Study Programme with Total People.

Laura has a Visual Impairment and is a wheelchair user; her barriers are accessing technology to help her to complete work. With a grant from Victa, we have been able to purchase a Prodigy Connect 12 tablet which has enabled Laura to make a real contribution to her placement with Cheshire Centre for Independent Living, where she is part of the administration team.



### Shaun Supported Internship Study Programme

Shaun started with Total People on a Supported Internship Study Programme.

Shaun attended a work placement at a local country park and, during his time there, he worked on conservation activities with other volunteers. Shaun has anxiety and this was a major barrier that in the past had stopped him from accessing activities.

Shaun had been mentally scarred by a traumatic incident which happened at a local college and because of this had struggled to access education. Since joining Total People Shaun has passed his Functional Skills Maths Level 1 and English Level 2.

Shaun has now completed his Supported Internship and the country park has asked him to become a Ranger as they feel he was a great leader and was the right person to take on this role. During his last week on the programme Shaun applied for, and secured, an apprenticeship with the Local Authority on the ground team.



## Case Study

Leo was 17 when he started with Total People on the Tamarind project, a programme to develop young people into the best version of themselves through using the Arts.

Leo has had a very complex home life; he was exposed to overt sexual behaviours and sub cultures in his young life. Leo is transgender and wears a binder and oversized shoes to enhance his masculinity. These choices cause him a great deal of pain and restrict his movement quality.

Leo has many complex issues and barriers to engagement but the Tamarind project has provided him with a focus and the motivation to stay on programme and develop - Leo always stays behind after training to talk and has only missed two sessions all year.

Leo's skills and confidence are improving daily. He is producing excellent work and helps other learners, especially with their digital work.

Leo was a recluse, but with support from his mentor and the development of clear travel plans and coping strategies, he is able to participate more fully in a wide range of activities. Leo is hoping to progress into a work placement in the future.



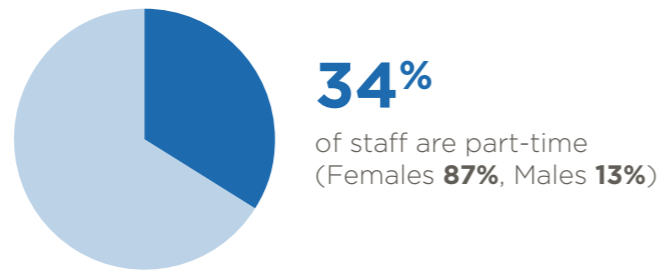
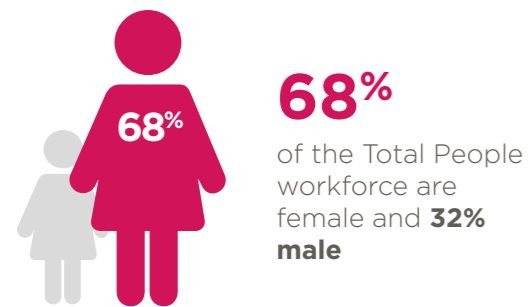
# TOTAL PEOPLE ▶ Workforce

## Age

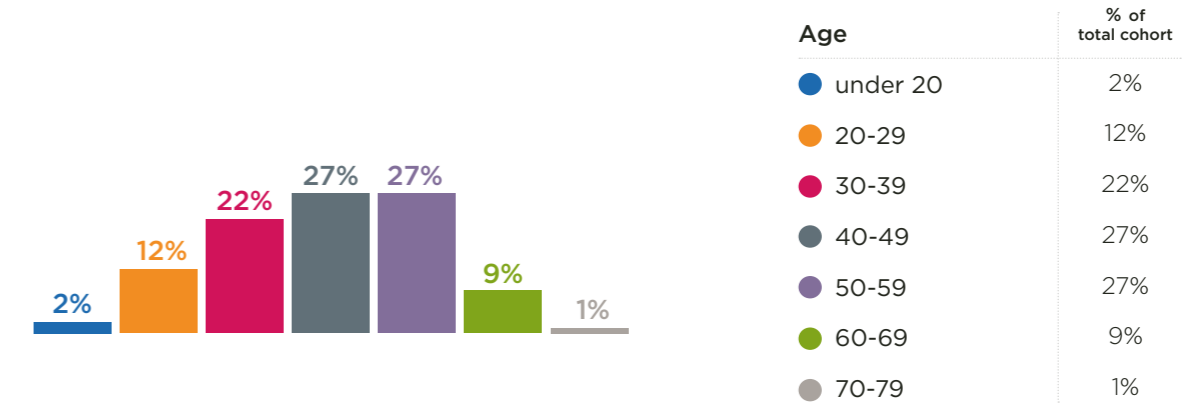
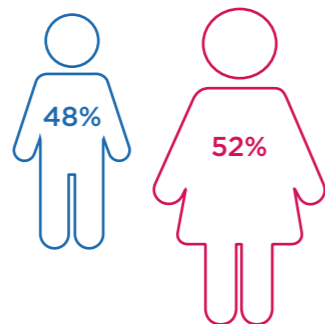
In 2016/17, of the 61 staff that left the company, ages ranged from 20 years to 67 years



## Sex



In 2016/17, of the 61 colleagues leaving the company, 52% were female and 48% were male



## Disability



Any colleague 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 and 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 with voice recognition, changing working hours, relocation and amendment of duties. A phased return to work has been operated for several staff.

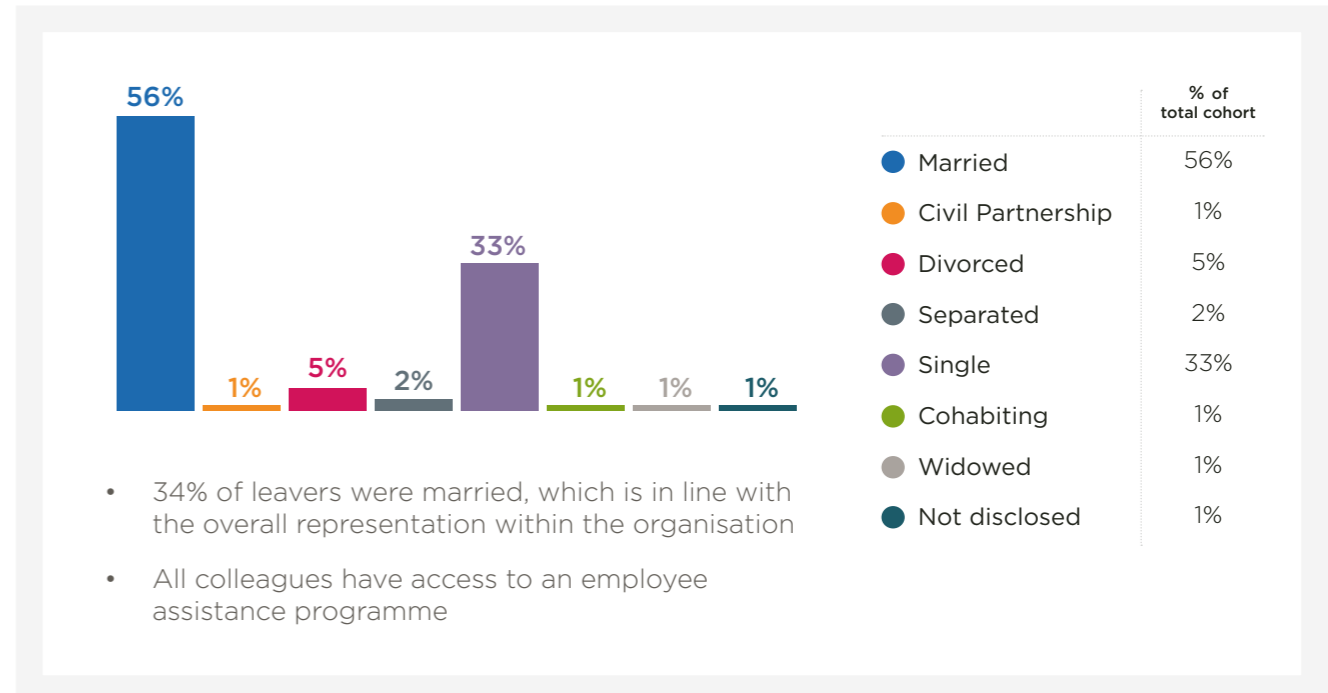
## Race

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

The population of colleagues and learners is 80% White British and is largely reflective of the local area and sectors.



### Marriage and Civil Partnership



### Pregnancy and Maternity

**9**  
Colleagues on Maternity

**1**  
Colleague on Paternity

**NO**  
shared parental leave

Colleagues 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 company events

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

## Community and Stakeholder Engagement

Total People has representation on a number of key Boards including the Halton Borough Vulnerable Young People Advisory Board, Cheshire East and West Transition Boards, Alternative Education Board for Cheshire

Total People's Managing Director is a member of Cheshire and Warrington Local Enterprise Partnership (LEP) extended Employer Skills Board, ensuring that we align developments to employers' needs. The Managing Director chairs the C&W Provider Network and is a key driver within the North West Provider Network and Staffordshire Provider Association; the Company is also represented on a number of provider networks across the sub-regions.

All Training Centres have established close relationships with local Police Community Support Officers, jointly supporting the prevention of inequality by running education and publicity campaigns with E&D objectives, e.g. hosting Hate Crime Awareness events for learners in support of Greater Manchester Hate Crime week.

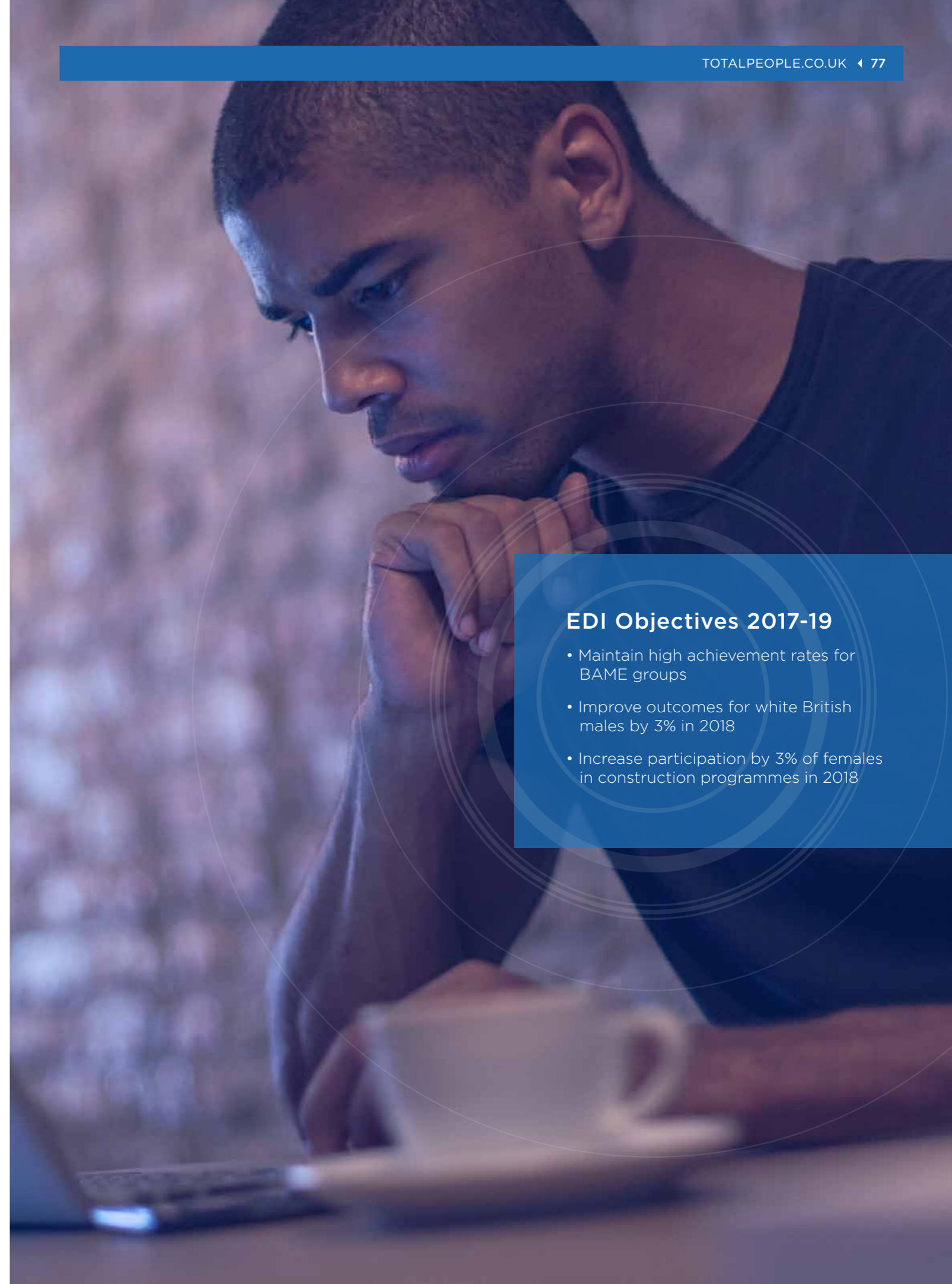


## EDI Objectives Update

- Non-stereotypical opportunities continue to be promoted through the use of case studies. Total People led on a Manchester Life project and successfully recruited female learners into construction management apprenticeship roles
- Management Information for all protected characteristics is now being collected for a complete demographic analysis of performance
- Recruitment practices have been reviewed. In the past six months there has been a slight increase in males within the Hair and Health and Social Care teams and with females in Engineering (MOL), as a result of positive actions
- In 2016/17, achievement rates increased by 3% and continue to improve. The difference between those classed as economically deprived and those not declined to below 1%
- For 2016/17 there was also a reduction of 4% in the achievement rate gap between young and adult learners

## EDI Objectives 2017-19

- Maintain high achievement rates for BAME groups
- Improve outcomes for white British males by 3% in 2018
- Increase participation by 3% of females in construction programmes in 2018



# ▶ Get in touch

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

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



[www.ltegroup.co.uk](http://www.ltegroup.co.uk)