

LIPA

LEARNING

Equality and Diversity – Annual Report

January – December 2016

Looking Back

- We updated our Equality and Diversity Action Plan in December 2015 (this was reviewed in June 2016 and November 2016);
- In January (2016) we updated the Equality pages on our website, providing appropriate, relevant and proportionate information to demonstrate our compliance with the public sector Equality Duty;
- Of the nine protected characteristics, we confirmed our position that we will only collect and publish data on:
 - Age;
 - Disability;
 - Race (Ethnicity);
 - Sex (Gender).
- We provided one session on inclusive practise for teaching staff during our Planning and Development Days in July, namely *Creative Connections in Curriculum Design* exploring how we make learning an immersive experience.
- For the first time we published equality data on the composition of two of our governing bodies, namely the LIPA Members and LIPA Council Directors;
- We rolled out the ACM Marshall e-learning package on equality and diversity issues to teaching staff;
- We established a Safeguarding Group which met for the first time in December;
- We provided safeguarding training for staff in the LIPA Primary School and LIPA Sixth Form College and staff employed on our WP activities;
- We conducted an Equal Pay Audit;
- We introduced gender neutral toilets in one building (2.57 and 2.59).

Operational Reality

As a small specialist HEI, we find fulfilling the requirements of the Equality Act in relation to public bodies and the expectations of our stakeholders to be challenging. However, we are committed to doing what we can within these limitations.

We continue to find it difficult to identify appropriate external comparators for student and staff equality data. There are therefore limitations to the conclusions we can draw from the data available.

Looking Forward

We will continue to review and update our Equality and Diversity Action Plan.

We anticipate that the following objectives will be included in the plan:

- Extend the scope of the monitoring data provided on our website and, where appropriate, provide some underpinning narrative;
- Provide further training and advice on inclusive practice for teaching staff;
- Consider the introduction of e-learning programmes on Equality and Diversity for students;
- Discuss strategies for attracting, retaining and supporting students who are care leavers and young carers;
- Enhance our SharePoint Equality and Diversity resource for staff;
- Give detailed consideration to how can we use Equality and Diversity statistics to inform goals and objectives;
- Improve our procedures for the capture of student monitoring data;
- Undertake a review of the experiences of HE students from BME backgrounds here at LIPA;
- Collate and, if required publish, data on staff and students/pupils at the LIPA Primary School and LIPA Sixth Form College;
- Keep abreast of developments in relation to gender pay gap reporting.

Publication of Information – HE Students

Information relating to people who are affected by our policies and practices (students)

The following areas have been suggested as a way of demonstrating that organisations have considered how the decisions they make affect people who share different protected characteristics:

- Number accessing services;
- Customer satisfaction levels;
- Complaints about discrimination;
- Service outcomes;
- Policies and programmes put in place to address any equality concerns.

Number accessing services

We have published basic data on our website relating to age, disability, ethnicity and gender on:

- Applications to HE Programmes in 2015;
- Students enrolled on HE Programmes in 2013/2014, 2014/15 and 2015/2016.

In 2017, we hope to improve on this by:

- Adding 2016 data on applications to HE programmes;
- Publishing HE enrolment data by programme for 2016/2017;
- Adding data on retention, completion and achievement.

As stated above, it is unlikely we will be able to identify appropriate external comparators for student equality data. However, we will continue to investigate possibilities.

Customer satisfaction levels

Unistats and KIS data are signposted on our website.

Complaints about discrimination

There have been no complaints from students relating to harassment/bullying.

Service outcomes

This relates to the academic achievements of our students. We address this issue in our Annual Monitoring Reports. We hope to include this data on our website in 2017.

Policies and programmes put in place to address any equality concerns

We have commenced work on the following policies:

- Mental Health (Students);
- Safeguarding of Vulnerable Adults.

Publication of Information - Staff

Information relating to employees who share protected characteristics

The following areas have been suggested as a way of demonstrating that we have considered how our activities as an employer affect people who share different protected characteristics:

- The make-up of the overall workforce;
- Pay equality issues;
- Recruitment and retention rates;
- Applications for flexible working;
- Applications for learning and development opportunities;
- Grievances and disciplinary issues.

The make-up of the overall workforce

We have published basic data on our website relating to the age, ethnicity and gender of our workforce in 2014, 2015 and 2016 and for disability (2016 only).

Pay equality issues

We have not published any information in relation to this.

However, we have reviewed our position in relation to The Living Wage and introduced this for permanent staff on 1st September 2015.

We conducted an Equal Pay Audit in March 2016.

Recruitment and retention rates

We have published monitoring data in relation to posts advertised during the period January 2016 to December 2016.

Applications for Flexible Working

We have have no requests for flexible during 2016.

Applications for learning and development opportunities

There have been no issues raised in this respect. All applications/approvals are reported to the Professional Development Committee, together with details of any support agreed.

Grievances and disciplinary issues

There have been no formal complaints from staff relating to harassment/bullying or discrimination.

Setting Equality Objectives

We must prepare and publish at least one specific and measurable equality objective each year.

We do this by reference to our Action Plan, which is reviewed, revised and agreed annually.

Analysing the Data

For the last three years, our focus has been on:

- agreeing a proportionate response to our Equality Duty;
- apportioning responsibility to Directorate members;
- the collection and publication of monitoring data;

We decided not undertake any detailed analysis until we had accumulated three years' worth of the data.

Having now achieved four years' worth of data, we will begin the task of analysing the data available with a view to identifying any underlying problems, trends or training needs.

Widening Participation

The aim of widening access and improving participation is to promote and provide the opportunity for successful participation in higher education to everyone who can benefit from it.

We undertake a wide range of activities to encourage students from groups currently under represented in higher education.

Student Support

The Student Support Team deliver the majority of student support services including counselling and support for disabled students and those with specific learning differences (SpLDs), especially dyslexia.

Students requiring long-term support.

198 students with long term support needs from the 2014/2015 teaching year were carried over to the 2015/2016 teaching year. Within this group were students from all HE programmes and at all levels.

In total there were 153 newly referred students who received long term support and these were from all programme areas and years.

This meant that with the combination of newly referred students and the students that were carried over” from the previous teaching year that the service supported 351 students who had/have long term support needs by June 20th 2016.

This is an increase in the number of students compared to last year which was in itself an increase compared to the numbers seen in each of the previous years. This is likely to indicate a responsive, high quality and accessible service which largely relies on student self-referral which in itself occurs mainly due to its good reputation.

Worthy of note (as in previous years) are the students whose support needs are complex and multifaceted. These students may have a mix of short and long term needs or more than one issue that may have long or short term consequences. These students are not recorded more than once within the statistics presented in this report. Examples that commonly occur together are support needs related to varied combinations of disability, mental health issues, accommodation issues, personal crises, relationship problems, cultural differences (including language) and financial hardship.

Programme	Level 3	Level 4	Level 5	Level 6
Foundation Certificates	16 (15)	-	-	-
Acting	-	14 (23)	25 (17)	12 (9)
Dance	-	9 (6)	12 (16)	19 (12)
MTEM	-	13 (9)	12 (15)	19 (18)
Music	-	22 (19)	27 (29)	31 (15)
Sound Technology	-	8 (4)	10 (4)	9 (11)
TPT/D	-	14 (13)	18 (22)	25 (29)
Community Drama	-	11 (9)	12 (12)	13 (14)

Last Year's figures in brackets.

Students requiring short-term support.

These are students who require up to three contact episodes with the Student Support Service. This is most often when students require information or explanation for a variety of reasons such as how to access services internally and also externally such as health and social care services, legal advice, local council services, careers services and accommodation providers.

Students may seek advice about how to pursue complaints/concerns and seek information about our processes and procedures. Students may need information about the implications of them leaving LIPA, changing institutions or degree programmes or the opportunity to explore cultural differences that may be creating internally created and/or real barriers to their learning and quality of life. Students seen for short-term interventions may be signposted to other services/support agencies for interventions that are more appropriate. Students may also seek advice about how best to support other students who they are concerned about and when they or others are experiencing acute (not long-term) health problems.

In total, for this ten-month period between 80 - 100 students received short term support and these were from all programme areas. Please note that this is an estimate as it has not been possible to accurately gather data about students who call

in to meet student support staff for single sessions or who access us for short term support by phone or e-mail.

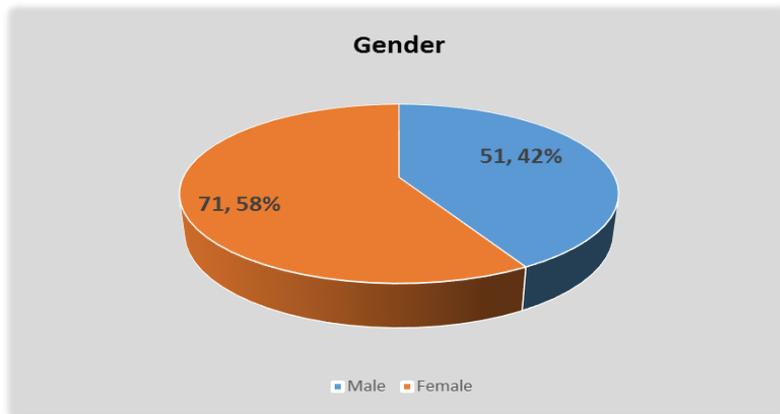
The experience of offering short term support to our student population feels to be very similar to other years and that is why there is an estimate for the number of students accessing the service in this way.

Counselling Service

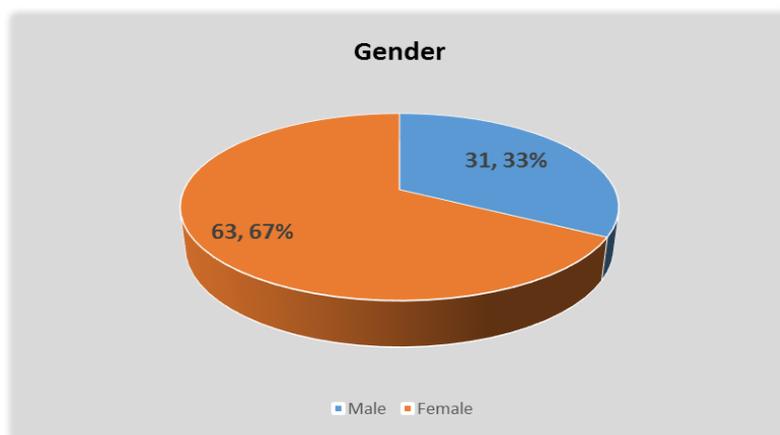
The counselling service continues to be used very well and has worked with the highest number of students since the service was established.

Please note that due to the Student Support Manager leaving his post there has not been the opportunity for a more detailed analysis of the demographic characteristics to be collated.

Of the students who accessed our counselling service in 2015/2016, 122 were prepared to complete a monitoring form giving the following results:



2014/2015 Figures



Note

We take the view that the information we publish should be readily accessible on the website and available in other formats if requested.

It should also be easy for the public to understand and use.