LD Training Services Limited

Access and Participation Statement

Brief Overview

Learning Development and Training (LDT) has a strong commitment to improve access, achievement and progression to all students / learners, regardless of background, race, religion and gender. LDT focuses on improving standards in education and support access to HE and FE for students / learners from disadvantaged groups, underrepresented groups and students/learners from challenging backgrounds. LDT complies with the following regulations in promoting access and participation for all students.

5. Office for students Regulatory Advice 7 (OfS 2018.07)
6. Equality Act 2010
7. Office for Student Equality Impact Assessment (OfS 2018.09)
8. Office for Fair Access Guidance
9. Higher Education and Research Act 2017 Sections 30 – 32
10. Human Rights Act 1948 and 1998
11. Equal Pay Act 1970
12. Health & Safety at Work Act 1974
13. Rehabilitation of Offenders Act 1974
14. Sex Discrimination Act 1975
15. Race Relations Act 1976
16. European Equal Treatment Directive 1976
17. Disability Discrimination Act 1995
18. Employment Rights Act 1996
19. Protection from Harassment Act 1997
20. Treaty of Amsterdam 1997
21. Data Protection Act 1998

22. GDPR 2018

23. Working Time Regulations 1998
24. Sex Discrimination (Gender Reassignment) Regulations 1999
25. Part Time Workers Regulations 2000

Related Procedures

- The Organisation Disability Statement
- Student and Course Records
- Assessment and Testing of Students

• Physical Campus Environment

• Staff Training

• Statistics and Management Information

• Grievance Procedure

• Disciplinary Procedure

• Complaints Procedure

• Safer Recruitment Procedure

These legislations protect you from discrimination and harassment based on your 'protected characteristics'. The protected characteristics for the further and higher education institutions provisions are:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

We use our current student data source, along with additional sources (below) to make decisions, including information from:

- ESFA - ILR
- Data required in relation to the transparency information condition (Condition F1 of the OfS Regulatory Framework)

- Higher Education Statistics Agency (HESA) performance indicators
- UCAS national and provider statistics
- Teaching Excellence Framework metrics
- data on graduate destinations
- Department for Education destination measures and free school meal statistics
- Student Loan Company data of students receiving the maximum maintenance loan
- Appropriate FE funding channels (subject to eligibility)
- National Achievement Rate Tables

LDT will consider the national priorities as per the Office for Student regulatory Advice 7 OfS (2018.07) guidance on developing the following three areas.

Access

We help students / learners from under-represented groups, disadvantaged groups and students / learners from challenging backgrounds / care leavers to enter into the UK higher education system, in particular reducing the participation gaps for those from socio-economically disadvantaged backgrounds. We revise our strategies to increase higher education participation by mature students / learners from under-represented groups.

Success

LDT aims to improve the non-continuation rates of students / learners from under-represented groups, disadvantaged students / learners and students / learners particularly from minority ethnic groups and those with disabilities to reduce the gaps between these groups and others. Additional lectures, 1-1 sessions, language and numeracy skills sessions, employability lessons will be provided to support success.

Progression

LDT will work to improve the rates of progression of our students / learners from under-represented groups, disadvantaged students / learners and students / learners from ethnic minorities, low income homes (under £25,000.00pa) and those with disabilities by providing appropriate information advice and guidance through IAG sessions in order to progress them to improved employment opportunities, graduate-level employment or further University study.

Ambitions and strategy

LDT's core mission is to provide access to training and qualification opportunities that enable students / learners to develop knowledge and skills necessary to achieve their professional goals, improve the productivity of their organisation and provide leadership and service to their communities. LDT aim to widen access and improve participation for under-represented students/learners to enhance their career for employment and further University studies to meet the demands that a changing, global society bring.

We will work with OfS equality impact assessment guidance to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

LDT recruits and supports students / learners from disadvantaged backgrounds and students/learners with disabilities. We use our funds to:

- Widen access to the above-mentioned groups
- Improve retention and student/learner achievement among these group of students
- Support progression to further University study or improved employment opportunities

From our analysis we noted that national data, and additional specific evidence, indicates there are gaps in equality of opportunity in different groups of students/learners with particular characteristics. For example:

- those living in areas of low higher education participation, household income, or socio-economic status
- students/learners of particular ethnicities
- immature students/learners
- disadvantaged backgrounds
- refugees
- disabled students

Measures to Support Students/Learners

LDT Advisory Board and our SMT discuss and analyse the access and participation statement on a regular basis and update the statement on our website. Student representatives will be included in this discussion to obtain a student voice. Our Registrar is responsible for improving access, success and progression for particular groups of students, in order to endeavour to reduce the gap in attainment and participation in HE, and Head of MIS/Delivery is responsible for the same for FE.

Equality and Diversity

LD Training Services Ltd will ensure that all students/learners and employers are treated fairly and equally. We are committed to ensuring that all our activities are relevant and meaningful to everyone who receives our services.

All students/learners and employees will be helped and encouraged to develop their full potential without discrimination. This may entail treating people differently to avoid discrimination, by recognising the diversity of individuals.

Plan

LD Training Services Ltd recognises that all students/learners have a right to work in an environment in which the dignity of individuals is respected and which is free from harassment and bullying. We continuously strive to eliminate intimidation in any form.

LD Training Services is committed to providing equal opportunities to all and values the diversity of everyone by considering gender, gender reassignment, race, ethnic origin, disability, age, nationality origin, sexual orientation, religion, belief, marital status, civil partnerships, social class, pregnancy, maternity or any other individual characteristic.

LD Training Services opposes all forms of unlawful and unfair discrimination.

The ethos of equal opportunities, diversity, dignity and respect in the learning environment is good practice and is extended to all we come into contact with as we provide our services.

LDT will continue to broaden participation by engaging with a variety of communities to encourage educational and personal improvement. We also closely monitor outcomes for those who are from the lowest income categories or other underrepresented groups to evaluate the effectiveness of support given against achievement. We will encourage and support all students/learners to progress to HE for educational continuation.

To promote inclusion, LD Training has Campus sites in 3 locations. We will continue to offer flexibility within timetables, including weekend and evening classes to allow participation to those with work, childcare and caring commitments.

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