

Equal opportunities

Instructions for use: Fill out using Acrobat Reader then save to your PC once completed.

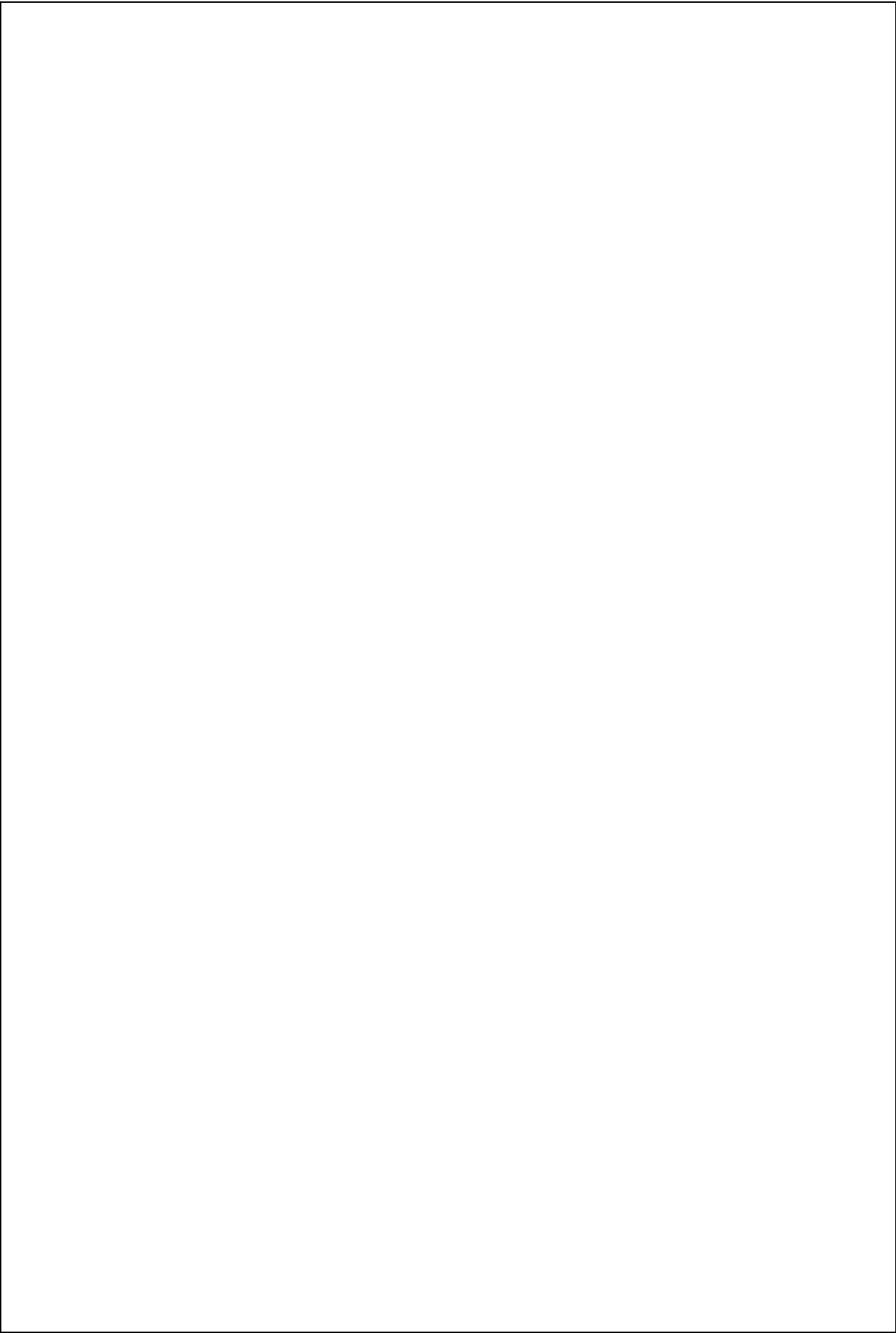
Case Study 1

Issue: Preston Manor School found that Somali and African Caribbean pupils were given more exclusions than other pupils. These exclusions had a negative effect on achievement and resulting qualifications.

Action: To achieve a 40% reduction in exclusions for this group, the school developed a Black Boys Council (BBC) where the pupils were able to develop their self-esteem and heighten aspirations. They did this by meeting with successful black men and sending them to business training days.

Outcome: The boys in the BBC became positive role models and were more popular with the other boys, so other pupils wanted to join the BBC and behaved better. Exclusions were reduced by over 50%, the boys were at school more frequently so achieved better results.

Can you think of any other positive impacts that this method of creating equal opportunity, could have had for the future potential of the pupils and society when they leave school?



Case Study 2

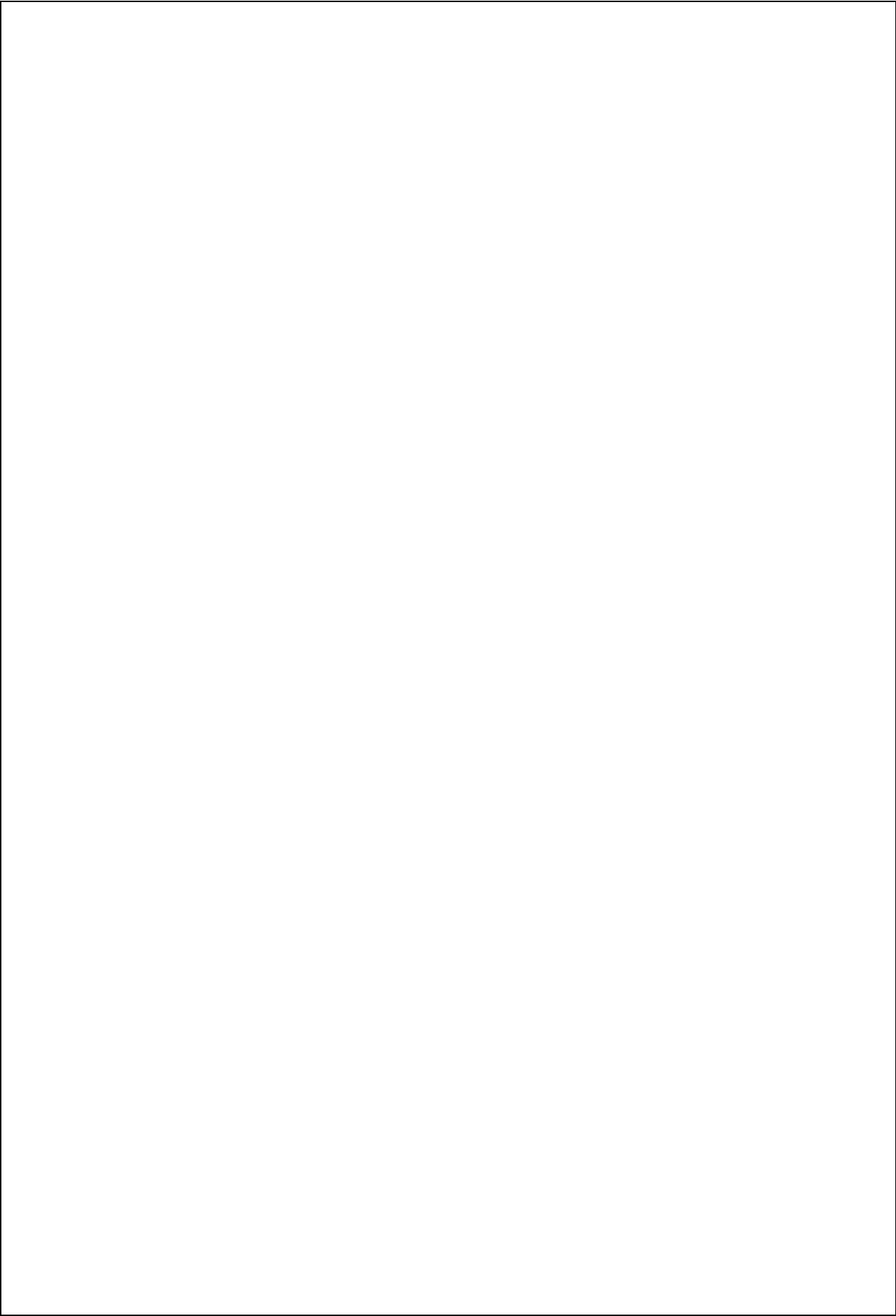
Issue: It was found that ethnic minority staff at the Open University (OU), were more likely to intend on leaving the OU as they were most unsatisfied with their working environment due to feelings of isolation and having less access to senior staff, compared to white staff.

Action: To decrease the difference in the intention to leave gap from 14% to 10% and the dissatisfaction gap between the white and ethnic minority staff from 9% to 6% within four years, the OU set up two programmes called The Aspire and The Aspire Plus.

The courses allowed ethnic minority staff supported by senior staff (leading onto senior leaders) taking part in workshops, networking events and personal development courses.

Outcome: After completing one or both of the programmes, all reported to have an increased confidence in their ability and aided their future movement into new or senior roles. Job satisfaction moved from 9% to 4% and the intention to leave moved from 14% to 10% in just two years.

Can you think of any other positive impacts that this method of creating equal opportunity could have on the future potential of the workers and the work environment for others?



Case Study 3

Issue: The OU realised that its disabled students were three times more likely to have a complaint or go to appeal compared to non-disabled students and were more likely to be dissatisfied with their studying experience. An investigation found that the students were not receiving the services specific to their needs before the start of their courses, which caused distress.

Action: So that the OU could increase the satisfaction of its disabled students from 82% to 84% within three years, the OU developed a project which considers the needs of its students when the course is being created, rather than when the course has started. These considerations included, employing accessibility specialists, developing specialised learning platforms and launching a supportive and informative website.

Outcome: Within a year the OU reached its target and its disabled students have become more satisfied with their studying experience.

Can you think of any other positive impacts that this method of creating equal opportunity could have on the potential of disabled students or for future disabled students within the university environment?

