Myerscough College

Fairness, Respect, Equality, Diversity, Inclusion and Engagement

FREDIE Annual Report

2021-2022

Myerscough
Equality, Diversity & Inclusion

Ofsted Good Provider | TEF Gold | uclan University of Central Lancashire | Myerscough Associate School | Leaders in Diversity

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Section 1. Introduction and Overview of the College

The College is a specialist land based and sport College and has a strong and proud history of 127 years of meeting the needs of the sector, working closely with industry and being proactive in delivering bespoke solutions with high levels of employer and student satisfaction.

The College has a very strong-shared culture, aspiring to be an outstanding College in all aspects of its provision and has a strong set of College Values, which are promoted to staff, learners, employers and all other stakeholders through induction, key messages, and role modelling our values in our everyday behaviours.
The Principalship, Governors and all members of the College community have redefined the strategic direction of the College, with a clear five-year plan to take the College forward through three main strategic drivers of Learning, People and Sustainability, supported by a new Vision, Mission and set of College values.

Vision Statement:

"Our vision is to:

- be the leading college in the land based, science, engineering and sports sectors
- be the natural choice for students, staff and employers
- provide a highly skilled, creative and technical workforce
- deliver excellent outcomes through inspirational and inclusive learning and services
- build sustainability into all we do"

Mission Statement:

- Inspiring Excellence

Strategic Goals:

Myerscough College has 3 Strategic Goals to improve:

- Learning
- People
- Sustainability

Myerscough Values:

Our Myerscough values directly support our Strategic Goals:

Learning	**People**	**Sustainability**
Our delivery will be high quality and innovative with students at the heart of decision making.	We will enable staff and students to fulfil their potential whilst promoting resilience, leadership, accountability and teamwork.	We will provide a happy, healthy, safe, supportive and sustainable environment in which to live, work and study.
We will advance **FREDIE**: Fairness, respect, equality, diversity, inclusion, engagement in all we do		

The College has high quality specialist resources, which are utilised for the benefit of students at every level from pre-entry to postgraduate, employers, the wider sector and local communities.

The specialist nature of provision means the recruitment pattern is wide and extensive and designed to meet land based and sports national requirements as well as more localised skills shortages. The College consistently recruits students from a wide geographical area and offers national provision in its apprenticeship delivery.
The College operates out of six centres across the North West of England.

The main centre is in Bilsborrow, Preston with curriculum offered from Entry levels through to Masters in land-based, science, engineering and sports education. This centre offers residential accommodation for both 16-18 and 19+ students.

The second largest campus is in Croxteth Park, Liverpool where Myerscough College is the only land-based provider in the city.

The College also has campuses offering Animal Studies, Horticulture and Foundation Learning in Walton Hall, Warrington and Witton Park in Blackburn. The Liverpool, Blackburn and Warrington centres all aim to widen participation and access to land-based education in deprived communities.

The College has a specialist Cricket Academy established within the grounds of Lancashire Cricket Club, in response to their request to develop county youth cricket in partnership with them.

The College began working in partnership with Furness College in 2020/21 to deliver Animal Studies provision and, in September 2021, the College began a partnership with Ullswater Community College for the delivery of the land-based curriculum for Further Education and Skills across Cumbria. Myerscough College has stepped into delivery in Cumbria in response to the county's request for support following the closure of the only specialist land-based provision in the county at Newton Rigg College.

The College has high quality specialist resources, which are utilised for the benefit of students at every level from pre-entry to postgraduate, employers, the wider sector and local communities. As well as providing good educational opportunities, the College also provides a range of commercial services including international equine arenas, a nine-hole golf course, a garden centre and café and excellent sports facilities.

The specialist nature of provision means the recruitment pattern is wide and extensive and designed to meet land-based, science, engineering and sports national skills requirements, as well as more localised skills shortages. The College offers national provision in its apprenticeship delivery.

The College is:

- A specialist provider in the land based, science, engineering and sports sectors, meeting skills needs in Lancashire, Cumbria and nationally
- The largest provider of Sportsturf qualifications in Europe
- The 2nd largest provider of Veterinary Nursing training nationally
- One of only three Colleges nationally delivering apprenticeships in Farriery
- Offering the only Masters qualification in Arboriculture & Urban Forestry in the world
- The only College worldwide to offer a degree in Farriery
- Home to the North West Stages Rally with the Motorsports team achieving success at this and many other events
- Proud to have Sports students achieving great success in a range of European and UK finals, including Basketball at the EABL finals and winning the AoC NW League
- Proud to have five cricket students representing at County level
- Proud that the College women's team finished second in the AoC Sport North West Women's regional football league, with two players representing at county level

- Proud that Golf students were the ICT North Region Team Champions, and Adam McLean was the individual Champion
- Proud that Rugby students were the Regional AoC 7s champions, coming third in the national competition
- Proud to have gained STEM Assured status in 2021/22

The College has excellent external validation for the quality of its provision:

- The Ofsted Residential Inspection against the Social Care Common Inspection Framework (SCCIF) from 28 February to 2 March 2022 rated the College 'Good' overall, with 'Outstanding' for the 'Help and Support for Young People'

- The College participated in a full Ofsted Pilot Inspection from 15 to18 March 2022 to support Ofsted in testing out its new methodology for assessing how well providers meet skills needs. Verbal feedback in this inspection stated that, "the college has a clear vision and strategy around land based, meeting regional needs across Lancashire and Cumbria and is a national specialist in many areas."

- The College achieved all eight Gatsby benchmarks September 2019 and is regularly re-assessed to maintain this status.

- The College achieved re-accreditation of Leaders in Diversity in 2021.

- The College achieved Matrix re-accreditation in December 2020.

- The College is 8th on the list of the National Centre for Diversity's Top 100 Inclusive Workplaces Index for 2022.

The FREDIE Annual report reflects the College's statutory obligations under the Equality Act 2010 to report on the progress we have made on targets in relation to staff and student protected characteristics and identify any gaps in reporting. The report will also highlight the College's wider commitment to the FREDE agenda and for the purposes of this report the term FREDIE will be used to reflect our advancement of equality, diversity and inclusion.

Myerscough College will comply with the **general equality duty** by:

Aims of the Equality Duty:

- 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 for those who do not.

The College has due regard for our responsibility in carrying out its functions. Having due regard means consciously thinking about the 3 aims of the general duty as part of the process of decision making. The College will further have due regard to advance equality involving;

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.

- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.
- Fostering good relations to tackle prejudice and promoting understanding people who share a protected characteristic and others.

The nine Protected Characteristics set out by the Equality Act 2010 are:

- age
- disability
- race
- pregnancy and maternity
- religion or belief (including lack of belief)
- gender reassignment
- sexual orientation,
- marriage and civil partnership
- sex (male or female)

Furthermore, Myerscough recognises and extends this policy to include where appropriate, social status and deprivation, homelessness, unemployment, asylum and refugee status or membership of a trade union, or for any identifiable cause protected by law.

As part of our commitment to drive race equality and tackle discrimination, Myerscough adopts the following working definition of antisemitism published by the International Holocaust Remembrance Alliance (IHLA):

"Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities."
The College will work with staff and students to raise awareness and tackle different forms of racism and discrimination such as antisemitism.

The College will comply with all legislation, statutory and non-statutory codes of practice and our contractual requirements relation to equality and diversity.

To comply with the **specific duties** requested upon colleges by the Equalities Act 2010 Myerscough College will:

- Publish information (primarily on its website) to demonstrate the College's compliance with the general equality duty;
- Prepare and publish equality objectives;
- Give due regard to the specific duties when developing, evaluating and reviewing policies;
- Give due regard to the specific duties when designing, delivering and evaluating services, including co-educational provision.

The Strategic Equality Objectives provide a strategic focus on EDI and encompass targets for the College to focus on in order to advance the FREDIE Agenda.

1. Develop a College-wide culture which actively promotes equality, diversity and inclusion
2. Ensure a positive inclusive student learning and social experience through equality of opportunity and the celebration of diversity.
3. Ensure an inclusive approach to the staff experience which promotes equality and diversity and provide a positive working environment.

Section 2. Leadership and Management

The Principal, Executive and Senior Leadership team commit significant resources and guarantee objectives are in place to ensure that FREDIE (EDI) values are fully embedded into the College. Rigorous targets are set to ensure the whole college is responsive to all issues related to protected characteristics.

Robust strategic objectives are set as part of the College's SAR. FREDIE permeates throughout the SAR, demonstrating the impact and outcomes in Leadership and Management, Quality of Education, Behaviour and Attitudes and Personal Development.

Throughout this report, evidence is presented to demonstrate the impact and success of policies and processes to improve equality, celebrate diversity and inclusion at the College.

A FREDIE Strategy Group, chaired by the Director of Student Support and Welfare, leads the FREDIE agenda to work collaboratively to promote ownership of equality issues across College with representation from all areas of the College. The Group oversee the FREDIE action plan and work towards the successful achievement of external awards: Leaders in Diversity, Disability Confident, Matrix and will continue to seek additional external audit and scrutiny on other FREDIE related issues to lead and celebrate FREDIE practice and provision.

A named FREDIE Governor provides support and challenge on all aspects of the FREDIE Principles.

The College delivered a workshop at the Landex Conference to share best practice and our approach to embedding the FREDIE principles across the College.

The College was successful in meeting the requirements for Leaders in Diversity in July 2021 and are extremely proud to again have been rated in the top 10 to have been rated 8th in the Centre for Diversity top 100 most Inclusive organisations and an employee to have been nominated for Employee of the Year.

Solat Chaudhry, Chief Executive at the National Centre for Diversity said:

"I send my warmest congratulations to ***Myerscough College*** *on successfully reaching number eight in the Top 100 Most Inclusive Workplaces Index 2022. It's been a challenging year and yet, it has not dented the excellent work that organisations and individuals do in promoting FREDIE best practice.*

"I am particularly proud that we celebrate excellent work across all sectors as these organisations are the future of the workplace in the UK.

We celebrate the exceptional work of people and organisations who have EDI running through their DNA. Let's rejoice at this and build a better society. "

The College will apply and submit for reassessment and re-accreditation for Leaders in Diversity in March 2023.

Section 3. Community and Student Profile

College Campuses

We operate out of sex centres across the North West of England.

The main centre is in Bilsborrow, Preston with curriculum offered from Entry to PhD in land based and sports education. This is also the only centre offering residential accommodation.

The next largest campus is in Croxteth Park in Liverpool and is the only land-based provider in the city.

The College has campuses offering Animal Studies, Horticulture and Foundation Learning in Walton Hall in Warrington and Witton Park in Blackburn. The Liverpool, Blackburn and Warrington centres all aim to widening participation and access to land-based education in deprived communities.

The fifth centre is a specialist Cricket Academy established within the grounds of Lancashire Cricket Club in response to their request to develop county youth cricket in partnership with them.

The College has recently opened a Myerscough centre within Ullswater Community College in order to meet local community demand and need and currently offers Arboriculture, Agriculture and Animal Studies curriculum areas.

Community Profile

The College recruits staff and students from a wide catchment area and provides a specialist vocational curriculum over several campuses in the North of England with some nationwide provision. This creates challenges when analysing and comparing the staff and student profile against the local profile. The College is committed to continue addressing any identified gaps in recruitment and achievement across all areas of provision in line with the local profile, whilst acknowledging and addressing any gaps or bias in the vocational industries using sector workforce data.

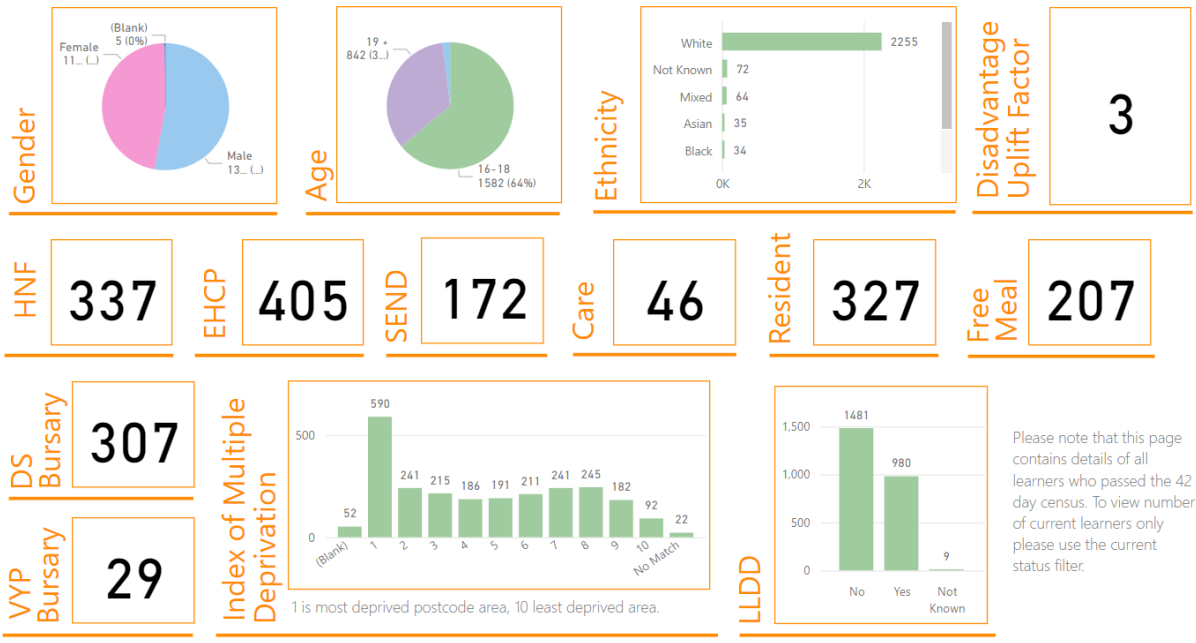
First results from Census 2021 data was released in June 2022 and will continue to be analysied and utilised as more data is release to compare college profiles against local demographic profiles and can be found at:

First results from Census 2021 in England and Wales - Office for National Statistics (ons.gov.uk)

Further student profile data is included in the College Annual Self-Assessment Report.

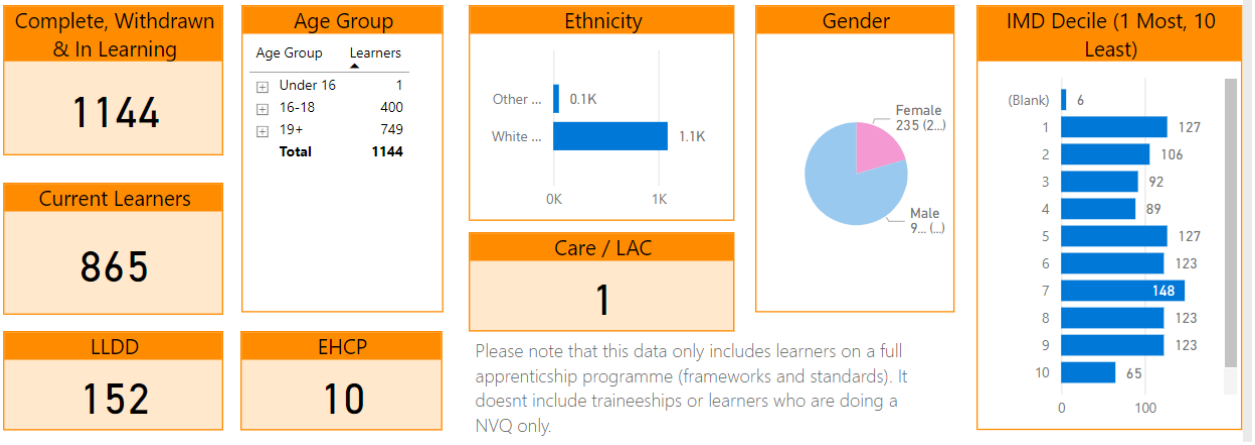
Characteristics of Further Education Students 2021-2022

The characteristics of the FE student population are recorded in the table below. This data demonstrates that Myerscough supports a high number of students with a range of challenges. The College supports a high number of students with Learning Difficulties and Disabilities (LLDD) with a high number of students from areas of high deprivation. The 337 students with High Needs Funding are spread throughout the range of College courses, from Entry level through to Level 3.

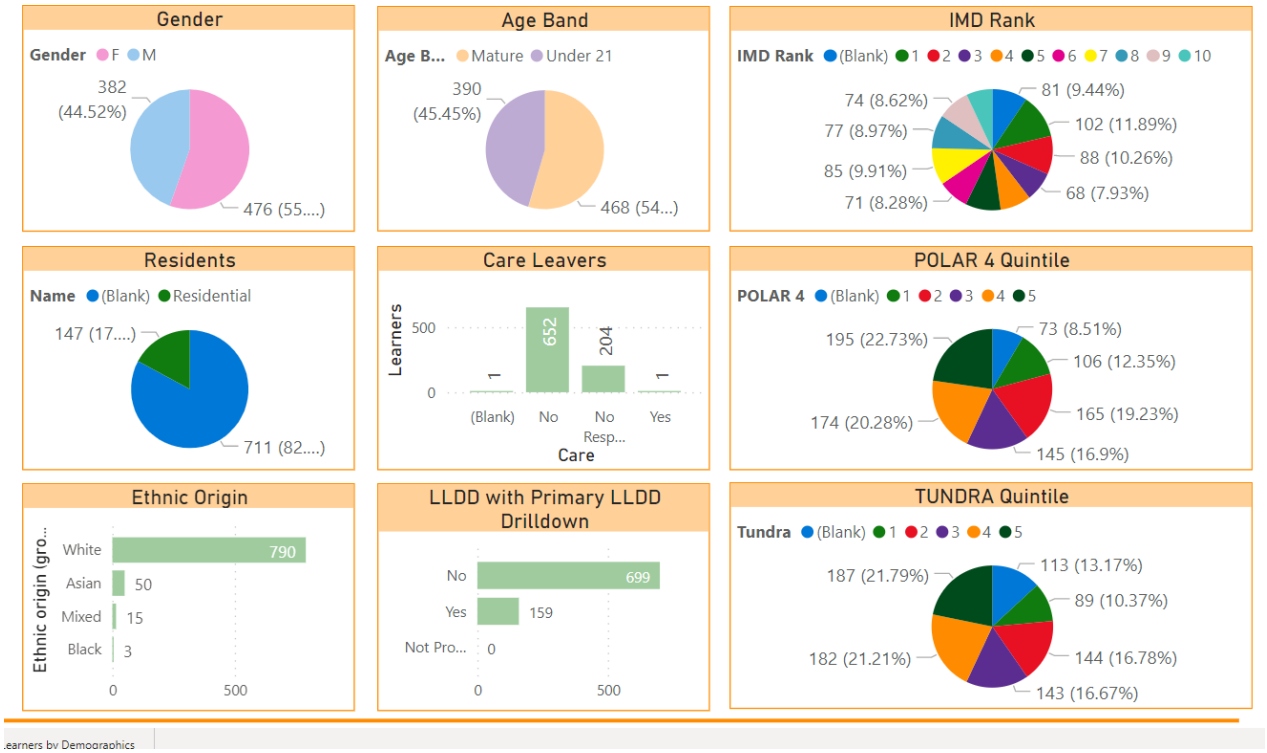


Characteristics of Apprenticeships 2021-2022

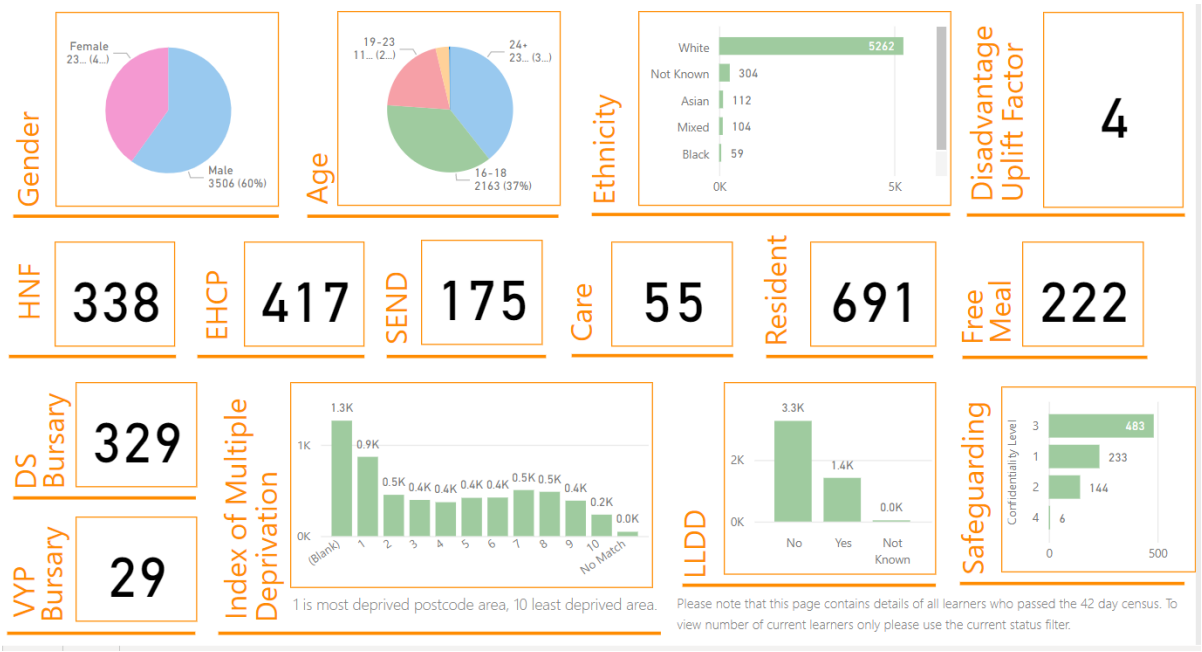
The table below shows Apprentices accessing provision in 2021/22, with the majority of starts in September, but recruiting new apprentices all year round.



Characteristics of Higher Education Students 2021-2022



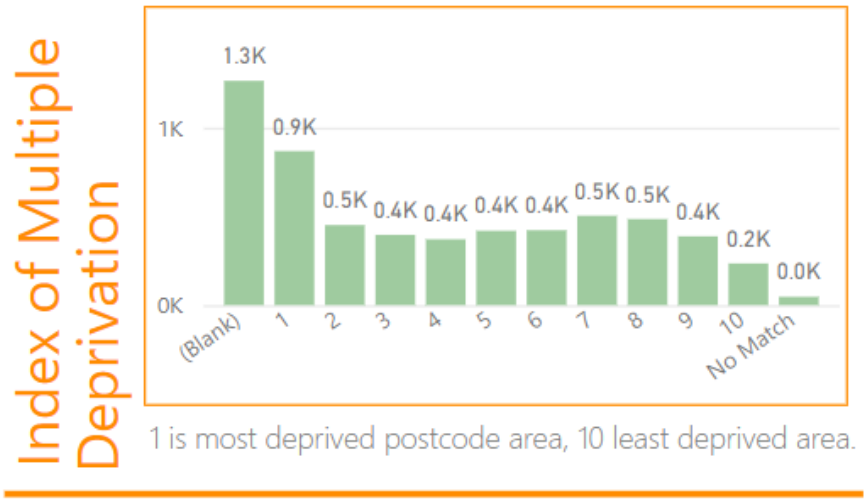
College EDI Report 2021-2022



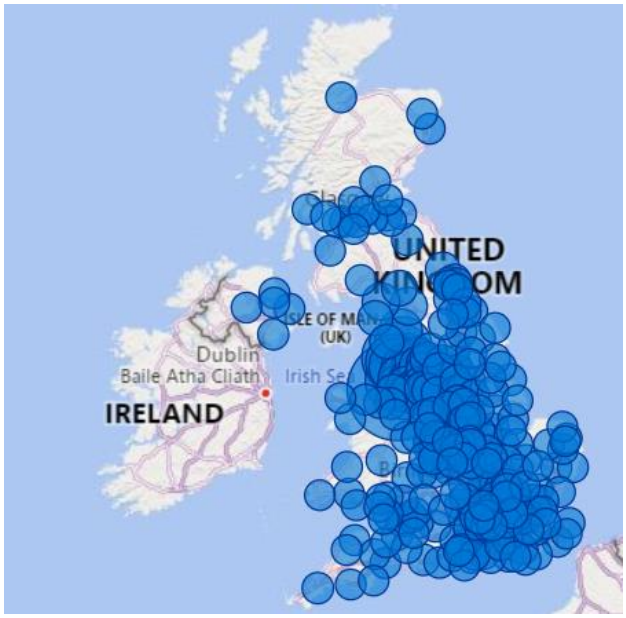
Index of Multiple Deprivation

The College recruits a high number of students from areas designated as having multiple deprivation. Students from the most deprived areas have lower achievement rates.

The College provides a range of services to support students, such as financial support through a range of bursary options, financial support, support with transport to College, laptops to address digital poverty. This mirrors the national picture where students in the most deprived areas achieved less well than their peers.



Location of student home address 2021-2022



All EDI data is analysed and reported on through individual course level self-assessment and the FREDIE Annual Report. Actions identified are included in course level Quality Improvement Plans.

Section 4. FREDIE Progress and Notable Achievements

4.1 Leaders in Diversity.

The College is committed to remaining a Leader in Diversity working with the National Centre for Diversity. The last assessment and accreditation took place in 2021 and the College again received supportive and positive feedback and retained our Leaders in Diversity status.
Throughout the assessment process and now fully embedded into cross college practice, the College demonstrated a commitment to FREDIE with ongoing strategic commitment to and advancement of the FREDIE principles. A detailed action and development plan is in place with a refreshed plan in development for academic years 22-24 which will also cover the period of reassessment for Leaders in Diversity in 2023.
The National Centre for Diversity (NCfD) reported that '*it is clear to see that FREDIE is embedded into Myerscough College at all levels. It is great to see how well Myerscough College has been able to adapt to and overcome the challenges of the current pandemic whilst ensuring that its commitment to FREDIE is still front of mind.*
(Advisor Quote, NCfD, 2021)

From our previous assessment, FREDIE continues to be embedded into college systems and processes.

Leaders in Diversity Destination	**Evidence and Impact**	**Areas for Development**
1 The College is effective in advancing FREDIE	FREDIE principles were seen as integral to the success of the College 91% surveyed staff stated they had diversity training in the last 2 years. '*There has been a renewed push recently to embed FREDIE into everything we do'* *'Everyone is committed to FREDIE, we don't just talk about it, but walk the walk'.*	Ensure that 100% staff have received FREDIE training within a 2-year period with annual FREDIE refresher training for all staff. Explore ways in which student and suppliers can receive further awareness raising of FREDIE.
Progress	FREDIE CPD programme in place with a suite of FREDIE related topics such as LGBTQ and Trans. FREDIE awareness embedded into student tutorial and enrichment programme with centralised resources available for delivery. Monthly FREDIE calendars are disseminated and available on staff and student intranet platforms.	
2 Our culture makes people of any background, feel safe, valued and included	There is a strong emphasis on staff and students to exemplify British Values. The College has several policies and Codes in place which aim to have a culture where everyone feels valued and respected and where people feel they can be themselves without experiencing unfair treatment or discrimination. Bullying, harassment and discrimination is not tolerated, with consequences for those that choose to act outside acceptable behaviours. The College has demonstrated commitment to ensure that sexual harassment and violence is a key priority	Review the recording and reporting os student related issues, with analysis of student bullying issues including the addition of HBT categories of incident (homophobic, transphobic and transphobic). Continue to work with students on their experience of behaviour and conduct including identified areas of behaviours such as hate incidents, sexual harassment and violence. Maintain College sexual harassment and violence self-assessment and action plan.

	with completion of the Office for Student expectations assessment and Ofsted / DfE recommendation.	
Progress	Student and Staff anti-bullying policies have been refreshed. HR policies have been developed and published: Equal Opportunity & Dignity at Work Policy, a Resolution Policy and a Discipline Policy. The student Positive Behaviour Policy and procedure has been successfully implemented.	
3 FREDIE is core to the organisations strategy or business plan	FREDIE is a strategic priority and is embedded into all systems and processes.	Further dovetail the Action plan into strategic business planning to help keep the profile of the plan high and focussed. Ensure that where practically possible, data is collected on all nine protected characteristics, especially in relation to employment- plans to introduce a new HR system that will further support staff profile analysis and actions.
Progress	FREDIE Principles embedded into new Strategic Plan and direction for the College.	
4 Health and well-being are regarded as important in the College	The College promotes good mental health and has committed to several Charters to support health and wellbeing.	Ensure all staff have mental health awareness training before the next LiD review.
Progress	Successful Mental Health Audit January 2020. The College signed the Association of Colleges Mental Health Charter to demonstrate commitment to whole College mental health. Through our work, testing and review of evidence identified that the College has in place a robust framework to identify, support, and monitor students in relation to mental health (RSM Jan 20). The College is an active member of several health and wellbeing forums and leads on the Lancashire Colleges Health and Wellbeing Forum. The College has commissioned Health Assured to add further support for students around health, wellbeing including mental health. Health and Wellbeing Strategy in place and monitored by the Health and Wellbeing Group. Partnerships continue to develop with strong links with Public health, local authorities and NHS. It is likely that a Mental health school / college team will be available to provide mental health support in the form of mental health practitioners in the 22-23 academic year. Ofsted SCCIF inspection graded the care and support provision for the college including safeguarding as outstanding (Feb 2022)	
5 Effective operational line management of FREIDE	There is a good operational structure for overseeing the performance of FREDIE. The College has made use of the Access to Work scheme to support staff requiring reasonable adjustments.	
Progress	Disability Confident accreditation received with ongoing work and self assessment working towards a continuation of retain Disability Confident status.	

6 We are able to demonstrate that our selection and recruitment practices are fair and seek to address under-representation of people with different protected characteristics in our workforces at all levels	EDI monitoring data is collected during recruitment and the data is reviewed to ensure compliance with Disability Confident requirements as well as identifying any gaps in applications from people from a particular protected characteristic.	
Progress	Significant HR Review including specific and targeted recruitment process and management review. EDI staff training / CPD programme in place, delivered by HR colleagues.	
7 Retention, reward and progression processes are fair and where required, we are working towards eliminating any unfair pay gaps	The College continues to reported on our Gender Pay Gap and showed a declining trend in both the mean Gender Pay Gap and Median Pay Gap (see HR section).	Continue to address the actions in the Gender Pay Gap action plan. Review the processes to identify further ways to improve staff satisfaction.
Progress	Staff survey took place in 22 with a detailed action plan in place – specific actions in relation to this destination.	
8 We are using our performance management systems to improve inclusion, engagement and productivity.	The College has done well to incorporate EDI within its performance management systems. FREDIE is included in the annual review and development process, along with health and wellbeing.	Continue to support managers through EDI training to have better FREDIE discussions with staff during 1-1s and PER and ARD meetings.
Progress	Staff training programme influenced by manager feedback following reviews. EDI staff training / CPD programme in place, delivered by HR colleagues.	
9 The College has fair and inclusive procurement practices	The College has included EDI principles within its Code of Conduct for Suppliers and attempts to lead on the FREDIE agenda with partners at procurement networks. All staff who have responsibility for procurement within the College are made more aware of the need to encourage suppliers to take on board FREDIE principles and to ensure that none of the suppliers are breaching the Modern Slavery Act.	Continue to make staff aware of the EDI requirements within the procurement process. Explore methods to monitor EDI performance of suppliers offer contracts with the College.
Progress	Disability confident is included in procurement process for large suppliers and included in procurement documentation. A review of suppliers resulted in amendments to ensure the College utilises a consistent approach to purchase for all goods with a review of procurement and supplier approval.	
10 The College has effective communication of FREDIE	The college has an effective FREDIE communication process. Staff are integral to effective communications and have been effective in taking a consultative approach.	Further communicate to suppliers what the College is doing in respect of FREDIE.
Progress	FREDIE area on Staff and student intranet.	

	FREDIE embedded into curriculum and tutorial provision. FREDIE Calendar – monthly calendar shared with staff and students. FREDIE is embedded into staff onboarding -through application and recruitment, to onboarding and throughout their induction.	
11 Effective Leadership	Leaders are very much the driving force behind the College's work on FREDIE.	Support leaders to undertake discussion with their staff about FREDIE within performance reviews.
Progress	FREDIE embedded into College practice and provision. The College has committed to sustainability which includes a holistic approach to sustainability including equity, reducing inequalities, inclusion, poverty, health and wellbeing, communities as well as climate action environmental factors.	
12 Conscious Competence	The College has actively ensured that all leaders have received awareness on Leader show a pride in the way the College had become more inclusive in its approach and how this was benefitting the most vulnerable learners in society. The College continues its work on promoting good mental health and wellbeing at work and has a focus on the impact of the cost of living – for both students and staff.	Further increase awareness of the Equality Act 2010 amongst leaders. Further increase awareness of good mental health and wellbeing at work to include the impact of the cost of living on both staff and students.
Progress	FREDIE CPD programme in place. Mental health training taken place for identified groups and embedded into safeguarding training and refreshers. Focus on the impact of the cost of living for both students and staff. A commitment to becoming a trauma informed college. Trauma informed training programme in place for 22-23.	
13 External Leadership	The College has a procurement processes that has FREDIE embedded within it.	Increase FREDIE discussions during regular progress reviews with suppliers. Ensure leaders are aware of the different communication channels that are used to communicate different audiences of the College. Involve, where appropriate, suppliers in FREDIE training / learning opportunities.
Progress	The College has delivered a number of external awareness workshops around how FREDIE can be embedded within an FE setting and further advance work around equality, diversity and inclusion. The College has representation on the Landex forum with a focus on wellbeing and EDI. The College has been asked to deliver a student wellbeing session at the Landex annual conference.	

4.2 Quality of Education

	Statement	Evidence
QE6	The curriculum ensures that all learners benefit from high academic, technical and vocational ambitions. This means that the curriculum should be ambitious for disadvantaged learners or those with SEND, including those who have high needs, and should meet those needs	The College provides an inclusive and accessible learning environment with outstanding facilities. It prepares students at all levels and from a diverse range of socio-economic backgrounds for their chosen careers. We deliver high quality, effective teaching and learning that leads to high levels of achievement. The curriculum ensures that all learners have equal opportunities to succeed. Disadvantaged learners and those with SEND achieve the recognition they deserve from undertaking their qualifications and this achievement can be compared fairly to the achievement of their peers. Apprentices with SEND are also monitored, tracked and supported using the OneFile Platform but also have extra scrutiny... • PowerBi dashboard with a data bridge for ALS funding claims • SEND plans added to OneFile • Additional tutors are allocated (E&M specialists / ALN specialists) • Additional Support Given (evidenced within ALS forms)
QE14	Disadvantaged learners and learners with SEND acquire the knowledge and skills they need to succeed in life	• SEND data in body of this report. • See above • Further data can be found in the College self-assessment report

4.3 Personal Development

The College provides a curriculum that extends beyond academic, technical and vocational qualifications. It provides opportunities for students to develop a wider understanding of the world and contribute to society as responsible citizens. College trips and enrichment opportunities have been re-introduced following the pandemic.

	Statement	Evidence
PD1	Developing responsible, respectful and active citizens who are able to play their part and know how to become involved in public life	Employability, Personal Development and Wellbeing are a central part of our provision, impacting positively on students' confidence and skills development. Development of personal, social and employability skills across the learners' study programme allows for engagement in the wider society, preparing learners for the next steps in the broader community.

		Students' behaviours and attitudes seen in lesson observations are a consistent strength. *'The relationships between students and their teachers are strong and built on a positive culture of mutual respect and high expectations, with teachers having excellent industry experience and subject specific knowledge'* *'Students and apprentices are respectful to each other, their lecturers and visitors to the College'.* *'Students are supported to develop their confidence and employability and increase their independence so they can progress to Higher Education and careers in their chosen industries'.* The development of personal, social and employability skills across the students' study programme allows for engagement in wider society, preparing students for the next steps in the broader community.
PD2	Developing and deepening learners' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance	Fundamental British Values and College Values are embedded into the curriculum and daily practice. Induction module develops the apprentice's understanding of the fundamental British Values.
PD3	Promoting equality of opportunity so that all learners can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique	See quotes from students FREDIE calendar, tutorial and enrichment programme. Positive behaviours management policy and procedure. Behavioural expectations are high across the organisation and the culture is one of positivity and respect.
PD4	Promoting an inclusive environment that meets the needs of all learners, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, relationship status or pregnancy	See student data for outcomes data.
PD 6	Developing learners' confidence, resilience and knowledge so that they can keep themselves mentally healthy	All full-time FE and HE students are supported by a tutorial programme that covers a wide range of personal, social and health education topics, including safeguarding, Prevent / extremism and online safety. This develops students' wider skills and knowledge and supports them to become respectful and active citizens. The Landex Peer Review noted that "Progress Coaches deliver the tutorial programme and there are helpful links between them and the academic tutors to ensure that students remain on track. Their progress is monitored monthly and recorded on ProMonitor to support achievement. An Inclusive Learning Advisor supports students with EHC plans to help meet

		individual needs and support greater independence." *Landex, January 2022* There is excellent integration of support strategies between the Inclusive Learning Team and Course Tutors ensuring high quality support for students and apprentices. The Student Support function plays a key role in supporting all students to successfully complete their chosen programme of study. Statutory guidance and best practice form the basis and frameworks for many areas of student support whilst they are living and studying at the College. The College was delighted to gain an 'Outstanding' grade for how young people are helped and protected in the Ofsted SCCIF inspection. The promotion of 'reaching full potential' is promoted by tutors and learners are encourage to build confidence and resilience through external competitions or skill shows Mental health is a strategic priority, which provides focus and direction to further enhance mental health support and provision for both staff and students. The College is committed to the AoC Mental Health Charter and is an active participant in Lancashire Mental Health Group, a sub group of The Lancashire Colleges. A Senior mental health lead has been identified. 35 staff have completed Mental health first aid training with further training delivered by our in house accredited mental health first aid trainer. A mental health audit took place which identified the College had effective systems in place with robust self-assessment and action planning. RSM concluded that *'testing and review of evidence identified that the College has in place a robust framework to identify, support, and monitor students in relation to mental health' (RSM Jan 2020).* The College is signed AoC Mental Health Charter. The College is an active partner with other Lancashire Colleges as part of the collaboration in the Health and Wellbeing forum. The College holds awareness raising activities throughout the year, including the promotion of World Mental Health Day with a full week of activities. Mental health is included in the College Health and Wellbeing Strategy and action pln. The College has a senior mental health lead.

4.4 Behaviour and Attitudes

	Statement	Evidence
BA 6	An environment in which learners feel safe because staff and learners do not accept bullying, harassment or discrimination. Staff deal with any issues quickly, consistently and effectively	Students' behaviours and attitudes seen in lesson observations are a consistent strength. Behavioural expectations are high across the organisation and the culture is one of positivity and respect. Highly effective relationships with staff lead to positive experiences and outcomes for the majority. Any reported incidents are managed timely and effectively. *Ofsted:* • The Ofsted pilot feedback stated that **"**Leaders & Managers share and reinforce expectations from the start of programmes for professional behaviours needed for life and work, articulated through our FREDIE principles" and that "Learners benefit from calm, professional learning environments". • They also noted that there was "mutual respect and collaboration" and a "strong focus of Health & Safety, linking behaviours with keeping themselves safe" and that there was a "strong culture around behaviour and attitudes". • The Ofsted SCCIF inspection noted that students "offered open, articulate and lively opinions about their college courses, their college accommodation and what they hope to achieve in their lives".

Students and apprentices benefit from an enjoyable and highly inclusive environment, where teaching and learning is enriched by industry standard facilities. The relationships between students and their teachers are strong and built on a positive culture of mutual respect and high expectations, with teachers having excellent industry experience and subject specific knowledge.

Students and apprentices are respectful to each other, their teachers and visitors to the College. Students feel safe at College and learn in calm and purposeful environments. Students are supported to develop their confidence and employability and increase their independence so they can progress to Higher Education and careers in their chosen industries.

The Ofsted SCCIF inspection stated that "Young people said that living on campus is a positive choice, and that they always feel safe, enjoy living in a warm and friendly community, and are very well supported to achieve the best they can. They like residential staff and said that they are always there when needed and always make sure everyone is safe and well. Sports students said that their coaches are very important to them, look after their health and well-being, and encourage positive teamwork. This creates close-knit friendship groups, where young people enjoy each other's company."

4.5 Student Quotes 21-22

Equine Level 2: "As a mature student aged 60 years old I have been out of education for what is a million years. I have to say I have honestly not had the privilege of being in such an inclusive learning environment where the content of the learning programme, manner and support ALL of the staff offer to students has been top class."

Horticulture Level 2: - “I have enjoyed every minute of the course especially the design unit. It has helped with my mental health during the pandemic too. Thank you.”

Access to HE Level 3: - “I received excellent support from teachers on this course. As a student with learning disabilities, I observed the support to be leagues above other colleges. I believe I achieved my true potential as a result. I have achieved the highest grades instead of the mediocre grades I achieved from my previous college”.

“Throughout this year at Myerscough they have been outstanding. From my tutors to finance and safeguarding all the support I have received has been amazing. My tutors have really helped with my work and with personal issues, making me feel very at ease and confident within myself. I will definitely be recommending this course and the college to friends and family. I can't thank them all enough! Here's to the next three years there!!”

“The ILAS in class have supported me all year round I cannot fault the support I have received.”

4.6 FREDIE Annual Objectives 2021 - 2022 - Review

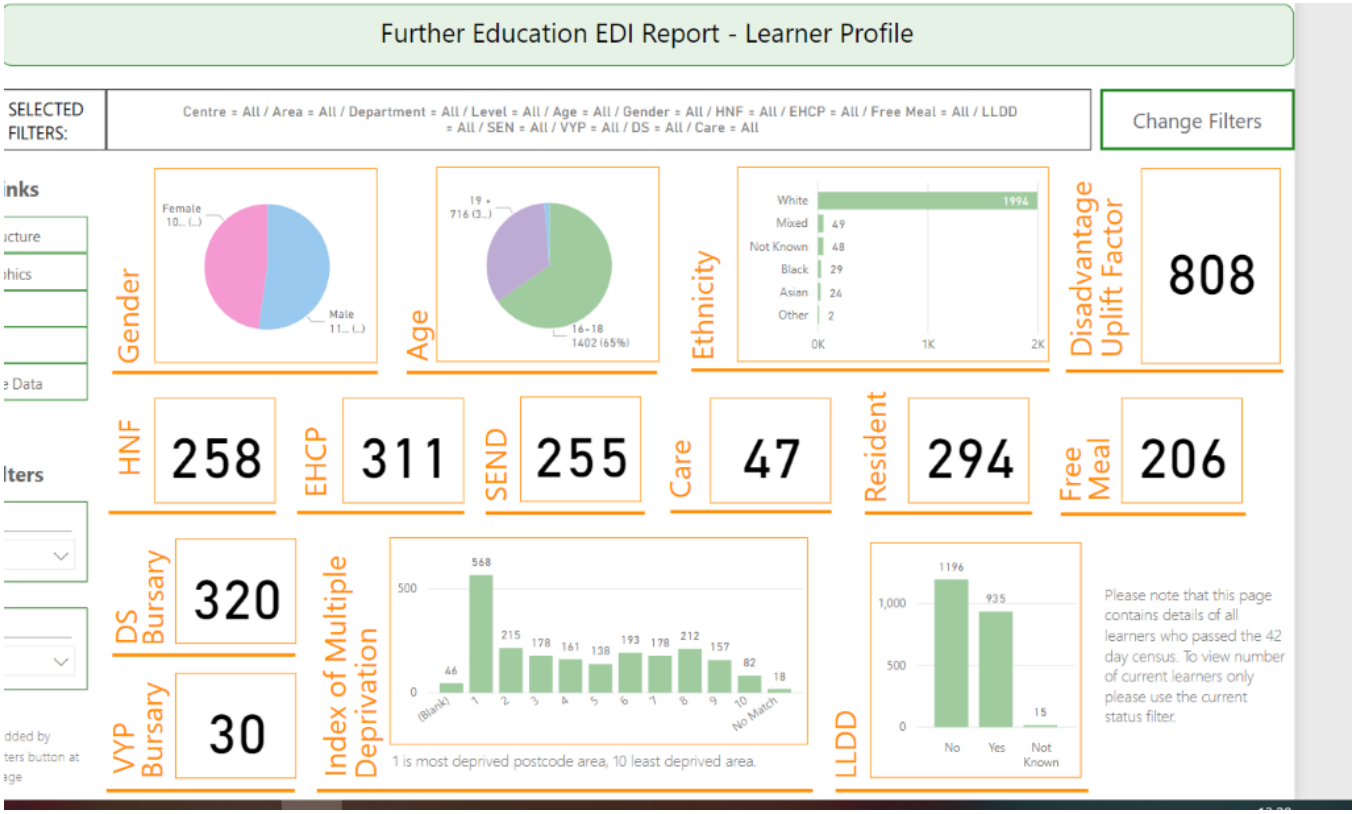
Ref	Objectives
Equality Objective 1	Successful reassessment for Leaders in Diversity.
Target 1.1	To seek external review, challenge and accreditation of the College's actions towards the advancement of the FREDIE Principles. Due for reassessment March – May 2021 Operational FREDIE Action Plan will provide focus for all 13 LiD destinations.
Review	Action plan ongoing and covers all 13 LiD Destinations.
Equality Objective 2	To improve the recruitment, retention, progression, development and experience of the people employed by the College to enable the organisation to become and inclusive employer of choice.
Target 2.1	To identify opportunities to promote and encourage employees to voluntarily disclose their diversity data to ensure the College's actions as an employer are evidence and improvement focussed. To annually publish the College workforce where data is available to improve plans (for the 9 protected characteristics where available).
Review	Human resource reports to Governors. Ongoing conversations and development to introduce a new HR system.
Target 2.2	To seek external review, challenge and accreditation of Myerscough College's actions as an employer by actively participating with relevant equalities standards and benchmarks.
Review	Disability Confident status achieved. Committed to be a Mindful employer Stonewall Champion framework action plan in progress.
Equality Objective 3	Address systemic racism in Further Education to address race equality in FE in collaboration and partnership with sector colleagues.
Target 3.1	To commit to, implement, measure and report progress against the 10 point BFELG action plan (Black Further Education Leadership Group)
Review	Black Leadership Group 10 point action plan development ongoing. Will be carried forward to 22-23
Equality Objective 4	Introduce a whole college trauma informed approach and positive behaviour management ethos.
Target 4.1	Develop and implement a Student positive behaviour management policy
Review	Amended and refreshed Student Positive Behaviour Management Policy in place.
Target 4.2	Deliver a CPD programme, mentoring and coaching for the refreshed approach to behaviour and student management approaches and shared vision.
Review	Training and support provided for all users.
Equality Objective 5	To improve the experience of LGBTQ students and staff and improve LGBTQ staff and student representation.
Target 5.1	To support and facilitate a review of current practice, provision and engagement.
Review	Stonewall self-assessment taken place with action plan to achieve Stonewall Champion status achieved.

Target 5.2	Develop and create a suite of CPD opportunities.
	A suite of CPD resources available on the staff intranet. Face to face delivery taken place.
Target 5.3	Develop and disseminate Transgender Guidelines and Student Handbook.
Review	Guidance and handbook in place. Under constant review and amendments made following feedback from students and staff.
Target 5.4	To develop and deliver an effective engagement programme with LGBTQ+ learners and staff for honest and reflective feedback on experience.
Review	LGBTQ+ student forum has seen a change decline in attendance as a centralised group. Individual students have been consulted and work will continue to be consulted and promote engagement based on the needs and expectations/ requirements of students. Staff LGBTQ+ forum in place. College attended and was represented at a local Pride event.
Equality Objective 6	To improve the identification of student diversity data.
Target 6.1	Develop a cross college data set and process for the identification, monitoring and reporting by student diversity characteristic.
Review	Work will continue to develop powerbi data dashboards for a wider data set.
Target 6.2	To identify opportunities to promote and encourage students to voluntarily disclose their diversity data to ensure the College's actions as an educational and skills provider are evidence and improvement focussed and to identify and intervene when and where any gaps occur. Raise awareness of disclosure and student groups to increase confidence in reporting.
Review	Disclosure process in place for individual students for trans students and / or students with requests to declare personal characteristics.
Target 6.3	To continue to monitor and analyse student achievement by race, gender and disability and other available diversity characteristics and act on any trends or patterns in the data that require additional support or intervention.
Review	EDI data embedded into self-assessments and quality improvement plans.

Section 5. Students

5.1 Further Education

The table below shows the EDI learner profile data for 19/20. This data demonstrates that the College serves a large number of students from areas of high deprivation, as well as a high number of High Needs Funded students and students with Educational Health Care Plans.



The table below demonstrates that 16-18 year olds achieve slightly higher than 19+ on FE courses.
19+ female students have a lower achievement rate than males.

Age

Hybrid End	19/20				20/21				21/22			
Age Group	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement
16-18	3001	93.8%	91.0%	85.4%	3307	92.2%	82.3%	75.9%	3292	93.2%	84.7%	78.9%
19 +	1183	96.1%	84.2%	80.9%	1318	94.5%	86.3%	81.6%	1599	95.7%	86.1%	82.4%
Total	**4184**	**94.4%**	**89.1%**	**84.1%**	**4625**	**92.9%**	**83.4%**	**77.5%**	**4891**	**94.1%**	**85.1%**	**80.1%**

Direction of Travel

Age Group	Retention	Pass	Achievement
16-18	0.2%	-1.2%	-1.0%
19 +	0.3%	0.5%	0.7%
Total	**0.3%**	**-0.6%**	**-0.4%**

Gender

Hybrid End	19/20				20/21				21/22			
Sex	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement
F	**1935**	**93.0%**	**89.8%**	**83.6%**	**1950**	**93.7%**	**83.0%**	**77.7%**	**1968**	**93.4%**	**83.8%**	**78.3%**
16-18	1327	92.5%	93.4%	86.4%	1379	94.9%	82.9%	78.7%	1381	93.3%	83.7%	78.1%
19 +	608	94.1%	82.2%	77.3%	571	90.7%	83.2%	75.5%	587	93.9%	84.0%	78.9%
M	**2249**	**95.6%**	**88.4%**	**84.6%**	**2675**	**92.3%**	**83.8%**	**77.3%**	**2923**	**94.5%**	**86.0%**	**81.3%**
16-18	1674	94.7%	89.2%	84.5%	1928	90.3%	81.8%	73.9%	1911	93.2%	85.3%	79.5%
19 +	575	98.3%	86.2%	84.7%	747	97.5%	88.5%	86.2%	1012	96.8%	87.2%	84.5%
Total	**4184**	**94.4%**	**89.1%**	**84.1%**	**4625**	**92.9%**	**83.4%**	**77.5%**	**4891**	**94.1%**	**85.1%**	**80.1%**

Direction of Travel

Sex	Retention	Pass	Achievement
F	**0.1%**	**-1.7%**	**-1.6%**
16-18	-0.3%	-2.8%	-2.9%
19 +	0.9%	0.9%	1.6%
M	**0.4%**	**0.1%**	**0.4%**
16-18	0.5%	0.0%	0.5%
19 +	-0.5%	-0.1%	-0.6%
Total	**0.3%**	**-0.6%**	**-0.4%**

Ethnicity

Hybrid End	19/20				20/21				21/22			
Ethnicity	Leavers	Retention	Passed	Achieved	Leavers	Retention	Passed	Achieved	Leavers	Retention	Passed	Achieved
Arab	**4**	**100.0%**	**100.0%**	**100.0%**	**3**	**66.7%**	**100.0%**	**66.7%**	**1**	**100.0%**	**100.0%**	**100.0%**
16-18	4	100.0%	100.0%	100.0%	2	100.0%	100.0%	100.0%	1	100.0%	100.0%	100.0%
19 +					1	0.0%	NaN	0.0%				
Asian	**48**	**95.8%**	**95.7%**	**91.7%**	**47**	**97.9%**	**91.3%**	**89.4%**	**63**	**93.7%**	**81.4%**	**76.2%**
16-18	30	100.0%	96.7%	96.7%	21	95.2%	90.0%	85.7%	31	100.0%	77.4%	77.4%
19 +	18	88.9%	93.8%	83.3%	26	100.0%	92.3%	92.3%	32	87.5%	85.7%	75.0%
Black	**40**	**100.0%**	**92.5%**	**92.5%**	**76**	**93.4%**	**83.1%**	**77.6%**	**54**	**94.4%**	**82.4%**	**77.8%**
Total	**4184**	**94.4%**	**89.1%**	**84.1%**	**4625**	**92.9%**	**83.4%**	**77.5%**	**4891**	**94.1%**	**85.1%**	**80.1%**

Direction of Travel

Ethnicity	Retention	Pass	Achieved
Arab	**12.5%**	**0.0%**	**12.5%**
16-18	0.0%	0.0%	0.0%
19 +	0.0%	NaN	0.0%
Asian	**-1.9%**	**-7.4%**	**-8.6%**
16-18	1.2%	-10.2%	-9.2%
19 +	-4.6%	-4.3%	-7.9%
Black	**-0.8%**	**-2.8%**	**-3.4%**
Total	**0.3%**	**-0.6%**	**-0.4%**

Data report date 20.10.22

The table below shows the achievement rates from different ethic groups of students, where this information has been provided.

Hybrid End	17/18				18/19				19/20			
Ethnicity	Leavers	Retention	Passed	Achieved	Leavers	Retention	Passed	Achieved	Leavers	Retention	Passed	Achieved
Arab									**4**	**100.0%**	**100.0%**	**100.0%**
16-18									4	100.0%	100.0%	100.0%
Asian	**36**	**97.2%**	**97.1%**	**94.4%**	**37**	**100.0%**	**83.8%**	**83.8%**	**48**	**95.8%**	**95.7%**	**91.7%**
16-18	28	96.4%	96.3%	92.9%	26	100.0%	80.8%	80.8%	30	100.0%	96.7%	96.7%
19 +	8	100.0%	100.0%	100.0%	11	100.0%	90.9%	90.9%	18	88.9%	93.8%	83.3%
Black	**39**	**100.0%**	**94.9%**	**94.9%**	**31**	**100.0%**	**90.3%**	**90.3%**	**40**	**100.0%**	**92.5%**	**92.5%**
16-18	37	100.0%	94.6%	94.6%	30	100.0%	90.0%	90.0%	39	100.0%	92.3%	92.3%
19 +	2	100.0%	100.0%	100.0%	1	100.0%	100.0%	100.0%	1	100.0%	100.0%	100.0%
Mixed	**92**	**89.1%**	**85.4%**	**76.1%**	**94**	**95.7%**	**85.6%**	**81.9%**	**64**	**95.3%**	**83.6%**	**79.7%**
16-18	81	87.7%	85.9%	75.3%	70	97.1%	82.4%	80.0%	51	94.1%	87.5%	82.4%
19 +	11	100.0%	81.8%	81.8%	24	91.7%	95.5%	87.5%	13	100.0%	69.2%	69.2%
Not Provided	**117**	**100.0%**	**86.3%**	**86.3%**	**113**	**97.3%**	**89.1%**	**86.7%**	**124**	**97.6%**	**66.1%**	**64.5%**
16-18	17	100.0%	94.1%	94.1%	18	94.4%	82.4%	77.8%	10	90.0%	100.0%	90.0%
19 +	100	100.0%	85.0%	85.0%	95	97.9%	90.3%	88.4%	114	98.2%	63.4%	62.3%
Other	**31**	**100.0%**	**93.5%**	**93.5%**	**32**	**93.8%**	**83.3%**	**78.1%**	**25**	**80.0%**	**90.0%**	**72.0%**
16-18	27	100.0%	92.6%	92.6%	24	91.7%	77.3%	70.8%	20	80.0%	87.5%	70.0%
19 +	4	100.0%	100.0%	100.0%	8	100.0%	100.0%	100.0%	5	80.0%	100.0%	80.0%
White	**4039**	**95.9%**	**91.6%**	**87.9%**	**3915**	**94.6%**	**92.1%**	**87.1%**	**3889**	**94.3%**	**89.0%**	**84.0%**
16-18	2973	95.3%	91.4%	87.1%	3030	94.4%	91.7%	86.5%	2850	93.7%	90.2%	84.6%
19 +	1066	97.7%	92.2%	90.2%	885	95.5%	93.5%	89.3%	1039	96.1%	85.7%	82.3%
Total	**4354**	**96.0%**	**91.4%**	**87.7%**	**4222**	**94.8%**	**91.7%**	**86.9%**	**4194**	**94.4%**	**88.3%**	**83.4%**

High Needs Funded, Educational Health Care Plans and Free School Meals:

The tables below show the achievement of students with Learning Difficulties and Disabilities, High Needs Funding, Educational Health Care Plans and free school meals.

SEND

Hybrid End	19/20				20/21				21/22			
SEN	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement
No SEN	**3440**	**94.9%**	**89.8%**	**85.2%**	**4146**	**93.1%**	**83.9%**	**78.1%**	**4113**	**93.7%**	**84.8%**	**79.4%**
16-18	2491	94.5%	91.0%	85.9%	3018	92.2%	82.9%	76.4%	2924	93.2%	84.8%	79.1%
19 +	949	96.0%	86.8%	83.4%	1128	95.6%	86.6%	82.8%	1189	94.7%	84.5%	80.1%
SEN	**551**	**93.5%**	**90.3%**	**84.4%**	**391**	**90.5%**	**77.1%**	**69.8%**	**440**	**93.0%**	**83.4%**	**77.5%**
16-18	449	93.5%	91.7%	85.7%	334	91.3%	75.4%	68.9%	398	93.2%	84.1%	78.4%
19 +	102	93.1%	84.2%	78.4%	57	86.0%	87.8%	75.4%	42	90.5%	76.3%	69.0%
Total	**4184**	**94.4%**	**89.1%**	**84.1%**	**4625**	**92.9%**	**83.4%**	**77.5%**	**4891**	**94.1%**	**85.1%**	**80.1%**

Direction of Travel			
SEN	Retention	Pass	Achievement
No SEN	**-0.2%**	**-1.2%**	**-1.3%**
16-18	-0.0%	-1.1%	-1.1%
19 +	-0.7%	-1.4%	-1.9%
SEN	**0.5%**	**-1.1%**	**-0.6%**
16-18	0.4%	-0.5%	-0.1%
19 +	-0.1%	-7.2%	-6.6%
Total	**0.3%**	**-0.6%**	**-0.4%**

Disability

Hybrid End	19/20				20/21				21/22			
Disability	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement
Asperger's	57	100.0%	87.7%	87.7%	65	93.8%	90.2%	84.6%	54	90.7%	79.6%	72.2%
Hearing	32	87.5%	100.0%	87.5%	34	88.2%	73.3%	64.7%	28	100.0%	82.1%	82.1%
Medical	144	93.1%	91.0%	84.7%	184	96.7%	80.9%	78.3%	96	94.8%	84.6%	80.2%
Mental health	118	80.5%	84.2%	67.8%	116	91.4%	66.0%	60.3%	141	91.5%	77.5%	70.9%
Mobility	34	100.0%	91.2%	91.2%	49	98.0%	95.8%	93.9%	65	93.8%	86.9%	81.5%
Multiple	6	100.0%	100.0%	100.0%	6	83.3%	20.0%	16.7%	8	100.0%	62.5%	62.5%
Not known/not provided	83	94.0%	80.8%	75.9%	69	84.1%	91.4%	76.8%	68	97.1%	87.9%	85.3%
Other	79	91.1%	94.4%	86.1%	58	98.3%	84.2%	82.8%	49	95.9%	83.0%	79.6%
Physical	33	93.9%	100.0%	93.9%	36	100.0%	88.9%	88.9%	30	90.0%	88.9%	80.0%
Profound/Complex	17	100.0%	94.1%	94.1%	6	100.0%	100.0%	100.0%	1	100.0%	0.0%	0.0%
Temporary	1	100.0%	100.0%	100.0%	1	100.0%	100.0%	100.0%	4	100.0%	100.0%	100.0%
Total	**644**	**92.1%**	**90.1%**	**82.9%**	**681**	**94.0%**	**82.2%**	**77.2%**	**581**	**93.6%**	**82.9%**	**77.6%**

Learning Difficulty

Hybrid End	19/20				20/21				21/22			
Learning Difficulty	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement
Autism	355	97.2%	90.7%	88.2%	367	92.9%	82.7%	76.8%	431	93.0%	88.3%	82.1%
Dyscalculia	3	100.0%	100.0%	100.0%	10	90.0%	88.9%	80.0%	5	40.0%	100.0%	40.0%
Dyslexia	319	93.1%	84.8%	79.0%	299	93.3%	79.2%	73.9%	318	96.2%	80.7%	77.7%
Moderate	252	98.0%	93.9%	92.1%	259	100.0%	80.7%	80.7%	308	97.1%	87.0%	84.4%
Multiple	4	100.0%	0.0%	0.0%	14	100.0%	71.4%	71.4%	9	100.0%	88.9%	88.9%
Not Known/Not Provided	83	94.0%	80.8%	75.9%	69	84.1%	91.4%	76.8%	68	97.1%	87.9%	85.3%
Other	270	95.6%	90.7%	86.7%	198	95.5%	78.3%	74.7%	185	95.7%	82.5%	78.9%
Other Spec	32	87.5%	89.3%	78.1%	38	92.1%	82.9%	76.3%	59	93.2%	87.3%	81.4%
Severe	120	100.0%	87.5%	87.5%	146	99.3%	91.7%	91.1%	125	95.2%	94.1%	89.6%
Total	**1438**	**96.0%**	**88.9%**	**85.3%**	**1400**	**94.9%**	**82.2%**	**78.1%**	**1508**	**95.1%**	**86.1%**	**81.9%**

LLDD

Hybrid End	19/20				20/21				21/22			
Difficulty or Disability	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement
Has difficulty/disability/health problem	**2194**	**94.5%**	**90.1%**	**85.2%**	**2384**	**94.5%**	**80.8%**	**76.4%**	**2296**	**94.1%**	**84.7%**	**79.7%**
16-18	1525	93.0%	90.1%	83.7%	1584	93.6%	79.0%	74.0%	1467	93.3%	84.6%	78.9%
19 +	669	98.1%	90.2%	88.5%	800	96.4%	84.2%	81.1%	829	95.7%	84.7%	81.1%
No difficulty/disability/health problem	**1907**	**94.3%**	**88.2%**	**83.2%**	**2172**	**91.3%**	**86.2%**	**78.7%**	**2527**	**93.9%**	**85.5%**	**80.3%**
16-18	1457	94.7%	92.0%	87.1%	1690	90.9%	85.1%	77.3%	1821	93.2%	84.6%	78.9%
19 +	450	93.1%	75.9%	70.7%	482	92.9%	90.0%	83.6%	706	95.6%	87.6%	83.7%
No information provided by the learner	**83**	**94.0%**	**80.8%**	**75.9%**	**69**	**84.1%**	**91.4%**	**76.8%**	**68**	**97.1%**	**87.9%**	**85.3%**
16-18	19	84.2%	100.0%	84.2%	33	93.9%	96.8%	90.9%	4	75.0%	100.0%	75.0%
19 +	64	96.9%	75.8%	73.4%	36	75.0%	85.2%	63.9%	64	98.4%	87.3%	85.9%
Total	**4184**	**94.4%**	**89.1%**	**84.1%**	**4625**	**92.9%**	**83.4%**	**77.5%**	**4891**	**94.1%**	**85.1%**	**80.1%**

High Needs Funded

Hybrid End	19/20				20/21				21/22			
HNF	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement
HNF	**746**	**97.3%**	**92.6%**	**90.1%**	**858**	**95.8%**	**84.5%**	**81.0%**	**947**	**95.6%**	**87.4%**	**83.5%**
16-18	401	95.8%	90.1%	86.3%	456	93.6%	80.1%	75.0%	497	94.8%	85.6%	81.1%
19 +	345	99.1%	95.3%	94.5%	402	98.3%	89.4%	87.8%	450	96.4%	89.4%	86.2%
Not HNF	**3438**	**93.8%**	**88.3%**	**82.8%**	**3767**	**92.2%**	**83.2%**	**76.7%**	**3944**	**93.7%**	**84.6%**	**79.2%**
16-18	2600	93.5%	91.2%	85.2%	2851	92.0%	82.6%	76.0%	2795	93.0%	84.5%	78.5%
19 +	838	94.9%	79.4%	75.3%	916	92.9%	84.8%	78.8%	1149	95.5%	84.8%	80.9%
Total	**4184**	**94.4%**	**89.1%**	**84.1%**	**4625**	**92.9%**	**83.4%**	**77.5%**	**4891**	**94.1%**	**85.1%**	**80.1%**

Direction of Travel

HNF	Retention	Pass	Achievement
1	**-0.6%**	**-0.6%**	**-1.1%**
16-18	0.1%	0.5%	0.5%
19 +	-1.4%	-1.7%	-2.9%
n/a	**0.5%**	**-0.7%**	**-0.2%**
16-18	0.2%	-1.5%	-1.2%
19 +	1.0%	1.5%	2.3%
Total	**0.3%**	**-0.6%**	**-0.4%**

EHCP

Hybrid End	19/20				20/21				21/22			
EHCP	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement
EHCP	**887**	**96.7%**	**92.0%**	**89.0%**	**1012**	**95.6%**	**84.1%**	**80.3%**	**1113**	**95.2%**	**86.7%**	**82.6%**
16-18	447	94.9%	89.6%	85.0%	512	93.8%	79.2%	74.2%	562	94.7%	84.6%	80.1%
19 +	440	98.6%	94.2%	93.0%	500	97.4%	88.9%	86.6%	551	95.8%	88.8%	85.1%
Not EHCP	**3208**	**94.1%**	**88.5%**	**83.2%**	**3514**	**92.3%**	**83.2%**	**76.8%**	**3722**	**93.8%**	**84.7%**	**79.4%**
16-18	2501	93.8%	91.5%	85.8%	2737	92.2%	82.9%	76.4%	2696	93.1%	84.7%	78.8%
19 +	707	95.0%	77.8%	74.0%	777	92.8%	84.0%	78.0%	1026	95.9%	84.7%	81.2%
Total	**4095**	**94.7%**	**89.2%**	**84.5%**	**4526**	**93.0%**	**83.4%**	**77.6%**	**4835**	**94.2%**	**85.1%**	**80.2%**

Direction of Travel

EHCP	Retention	Pass	Achievement
EHCP	**-0.5%**	**-0.7%**	**-1.1%**
16-18	0.3%	0.3%	0.5%
19 +	-1.4%	-1.7%	-2.8%
Not EHCP	**0.4%**	**-0.7%**	**-0.3%**
16-18	0.1%	-1.6%	-1.4%
19 +	1.2%	2.1%	3.0%
Total	**0.2%**	**-0.7%**	**-0.4%**

Free College Meals

Free School Meals

Hybrid End	19/20				20/21				21/22			
Free Meal	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement
Free Meal	**498**	**96.4%**	**88.5%**	**85.3%**	**503**	**95.0%**	**82.0%**	**77.9%**	**513**	**94.3%**	**83.9%**	**79.1%**
16-18	324	94.4%	86.3%	81.5%	327	93.0%	78.0%	72.5%	360	92.5%	82.3%	76.1%
19 +	174	100.0%	92.5%	92.5%	176	98.9%	89.1%	88.1%	153	98.7%	87.4%	86.3%
No Free Meal	**3597**	**94.4%**	**89.3%**	**84.3%**	**4023**	**92.8%**	**83.6%**	**77.5%**	**4322**	**94.1%**	**85.3%**	**80.3%**
16-18	2624	93.9%	91.8%	86.2%	2922	92.4%	82.8%	76.5%	2898	93.4%	84.9%	79.4%
19 +	973	95.8%	82.7%	79.2%	1101	93.9%	85.5%	80.3%	1424	95.6%	86.0%	82.2%
Total	**4095**	**94.7%**	**89.2%**	**84.5%**	**4526**	**93.0%**	**83.4%**	**77.6%**	**4835**	**94.2%**	**85.1%**	**80.2%**

Data suggests that we have seen a slight increase than last year in achievement rates by 1.4% for students who apply for and awarded free college meals however achieve slightly lower 1.1% than overall.

Examination Concessions.

Exam Access Arrangements

Hybrid End	19/20				20/21				21/22			
Type	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement
EXCN	**754**	**95.9%**	**90.0%**	**86.3%**	**1238**	**94.7%**	**73.5%**	**69.6%**	**1440**	**95.0%**	**79.6%**	**75.6%**
16-18	579	95.5%	90.4%	86.4%	1007	94.6%	72.4%	68.5%	1151	95.3%	80.8%	77.0%
19 +	175	97.1%	88.8%	86.3%	231	94.8%	78.5%	74.5%	289	93.8%	74.9%	70.2%
Total	**754**	**95.9%**	**90.0%**	**86.3%**	**1238**	**94.7%**	**73.5%**	**69.6%**	**1440**	**95.0%**	**79.6%**	**75.6%**

Direction of Travel

Type	Retention	Pass	Achievement
EXCN	**-0.1%**	**-0.1%**	**-0.2%**
16-18	0.2%	1.0%	1.1%
19 +	-1.2%	-4.8%	-5.4%
Total	**-0.1%**	**-0.1%**	**-0.2%**

We have seen a 6% achievement increase compared to 20-21 for students who received examination concessions. The additional assessment and interventions support students to achieve their qualifications.

Exceptional Entrant

Hybrid End	17/18				18/19				19/20			
Ex Entry	Leavers	Retention	Passed	Achieved	Leavers	Retention	Passed	Achieved	Leavers	Retention	Passed	Achieved
	4271	**96.2%**	**91.5%**	**88.0%**	**4176**	**94.8%**	**91.8%**	**87.0%**	**4144**	**94.5%**	**88.4%**	**83.6%**
16-18	3091	95.4%	91.5%	87.3%	3157	94.5%	91.3%	86.3%	2965	93.9%	90.5%	85.0%
19 +	1180	98.2%	91.6%	90.0%	1019	95.8%	93.2%	89.3%	1179	96.1%	83.4%	80.2%
Exceptional Entry	**83**	**84.3%**	**87.1%**	**73.5%**	**46**	**91.3%**	**85.7%**	**78.3%**	**50**	**88.0%**	**79.5%**	**70.0%**
16-18	72	86.1%	87.1%	75.0%	41	92.7%	84.2%	78.0%	39	84.6%	75.8%	64.1%
19 +	11	72.7%	87.5%	63.6%	5	80.0%	100.0%	80.0%	11	100.0%	90.9%	90.9%
Total	**4354**	**96.0%**	**91.4%**	**87.7%**	**4222**	**94.8%**	**91.7%**	**86.9%**	**4194**	**94.4%**	**88.3%**	**83.4%**

Direction of Travel

Ex Entry	Retention	Pass	Achieved
	-1%	**-2%**	**-3%**
16-18	-1%	-1%	-1%
19 +	-1%	-6%	-6%
Exceptional Entry	**1%**	**-5%**	**-4%**
16-18	-3%	-8%	-9%
19 +	15%	-0%	13%
Total	**-1%**	**-2%**	**-3%**

Residents

Hybrid End	19/20				20/21				21/22			
Resident	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement
Resident	**459**	**93.0%**	**88.8%**	**82.6%**	**538**	**89.8%**	**86.3%**	**77.5%**	**507**	**91.9%**	**90.6%**	**83.2%**
16-18	385	93.2%	90.5%	84.4%	468	90.0%	85.7%	77.1%	456	92.8%	90.5%	84.0%
19 +	74	91.9%	79.4%	73.0%	70	88.6%	90.3%	80.0%	51	84.3%	90.7%	76.5%
Total	**4184**	**94.4%**	**89.1%**	**84.1%**	**4625**	**92.9%**	**83.4%**	**77.5%**	**4891**	**94.1%**	**85.1%**	**80.1%**

Direction of Travel

Resident	Retention	Pass	Achievement
Resident	**0.4%**	**2.0%**	**2.3%**
16-18	0.9%	1.7%	2.3%
19 +	-4.4%	4.6%	0.1%
Total	**0.3%**	**-0.6%**	**-0.4%**

Looked After Children and Care Leavers.

Looked after children and those considered vulnerable have achieved well, slightly above the overall College achievement rate of 84.7%.

Index of Multiple Deprivation:

Hybrid End	19/20				20/21				21/22			
IMD Decile	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement
0% - 10% (Most Deprived)	**1238**	**95.8%**	**90.6%**	**86.8%**	**1349**	**93.9%**	**80.0%**	**75.2%**	**1252**	**93.5%**	**81.2%**	**76.0%**
16-18	901	94.6%	91.2%	86.2%	939	93.2%	81.0%	75.5%	818	92.3%	80.9%	74.7%
19 +	337	99.1%	89.2%	88.4%	410	95.6%	77.8%	74.4%	434	95.9%	81.7%	78.3%
10% - 20%	**416**	**94.5%**	**89.8%**	**84.9%**	**432**	**90.3%**	**81.3%**	**73.4%**	**451**	**93.8%**	**83.5%**	**78.3%**
16-18	313	94.6%	94.3%	89.1%	324	91.4%	80.4%	73.5%	311	93.2%	82.1%	76.5%
19 +	103	94.2%	76.3%	71.8%	108	87.0%	84.0%	73.1%	140	95.0%	86.5%	82.1%
20% - 30%	**318**	**94.7%**	**90.0%**	**85.2%**	**350**	**93.7%**	**84.1%**	**78.9%**	**411**	**93.2%**	**81.7%**	**76.2%**
16-18	236	93.2%	92.3%	86.0%	250	93.6%	82.1%	76.8%	271	92.3%	79.6%	73.4%
19 +	82	98.8%	84.0%	82.9%	100	94.0%	89.4%	84.0%	140	95.0%	85.7%	81.4%
30% - 40%	**336**	**92.9%**	**92.0%**	**85.4%**	**379**	**92.1%**	**84.5%**	**77.8%**	**416**	**89.7%**	**85.8%**	**76.9%**
16-18	237	92.8%	95.5%	88.6%	274	90.1%	80.2%	72.3%	254	87.8%	83.4%	73.2%
19 +	99	92.9%	83.7%	77.8%	105	97.1%	95.1%	92.4%	162	92.6%	89.3%	82.7%
40% - 50%	**273**	**94.5%**	**88.4%**	**83.5%**	**355**	**91.8%**	**86.8%**	**79.7%**	**391**	**94.9%**	**90.6%**	**85.9%**
16-18	201	94.0%	89.4%	84.1%	254	90.6%	85.2%	77.2%	274	94.2%	89.1%	83.9%
19 +	72	95.8%	85.5%	81.9%	101	95.0%	90.6%	86.1%	117	96.6%	93.8%	90.6%
50% - 60%	**378**	**91.5%**	**89.3%**	**81.7%**	**377**	**91.0%**	**82.2%**	**74.8%**	**415**	**95.2%**	**86.8%**	**82.7%**
16-18	279	90.0%	90.0%	81.0%	257	88.3%	77.5%	68.5%	278	95.0%	86.0%	81.7%
19 +	99	96.0%	87.4%	83.8%	120	96.7%	91.4%	88.3%	137	95.6%	88.5%	84.7%
60% - 70%	**351**	**91.5%**	**86.9%**	**79.5%**	**410**	**92.4%**	**86.0%**	**79.5%**	**485**	**96.1%**	**86.3%**	**82.9%**
16-18	233	89.3%	87.5%	78.1%	299	92.6%	85.6%	79.3%	331	96.1%	87.4%	84.0%
19 +	118	95.8%	85.8%	82.2%	111	91.9%	87.3%	80.2%	154	96.1%	83.8%	80.5%
70% - 80%	**391**	**95.9%**	**87.2%**	**83.6%**	**402**	**93.0%**	**85.8%**	**79.9%**	**480**	**93.3%**	**88.2%**	**82.3%**
16-18	275	97.1%	91.0%	88.4%	300	92.0%	83.3%	76.7%	343	92.1%	88.3%	81.3%
19 +	116	93.1%	77.8%	72.4%	102	96.1%	92.9%	89.2%	137	96.4%	87.9%	84.7%
80% - 90%	**256**	**94.1%**	**84.2%**	**79.3%**	**330**	**95.2%**	**87.3%**	**83.0%**	**349**	**95.7%**	**88.0%**	**84.2%**
16-18	166	94.0%	87.2%	81.9%	241	94.2%	87.7%	82.6%	256	94.9%	88.9%	84.4%
19 +	90	94.4%	78.8%	74.4%	89	97.8%	86.2%	84.3%	93	97.8%	85.7%	83.9%
90% - 100% (Least Deprived)	**181**	**97.2%**	**84.1%**	**81.8%**	**198**	**93.9%**	**86.6%**	**81.3%**	**208**	**98.6%**	**87.3%**	**86.1%**
16-18	122	98.4%	86.7%	85.2%	142	94.4%	82.8%	78.2%	134	98.5%	87.1%	85.8%
19 +	59	94.9%	78.6%	74.6%	56	92.9%	96.2%	89.3%	74	98.6%	87.7%	86.5%
Unknown	**46**	**91.3%**	**92.9%**	**84.8%**	**43**	**93.0%**	**87.5%**	**81.4%**	**33**	**93.9%**	**96.8%**	**90.9%**
Total	**4184**	**94.4%**	**89.1%**	**84.1%**	**4625**	**92.9%**	**83.4%**	**77.5%**	**4891**	**94.1%**	**85.1%**	**80.1%**

There is a significant gap of 10% in achievement between the students from the least and most deprived areas. Further analysis and actions will take place in 22-23

14-16 Provision

The College provides 14-16 provision to meet a significant demand within the local area for high quality part time formal funded provision for Electively Home Educated Key Stage 4 students. The provision also meets the demand from local schools and providers for day release key stage 4 school students. In addition to this, the provision provides structured transition to post 16 programmed for vulnerable key stage 4 students, including those from specialist LLDD providers accessing the Access to College Programme. The provision is also intended to re-engage year 11 students at risk of NEET at post 16 through general part time provision and a targeted Moving on Programme.

Adult Learning Programmes

Across both AEB contracts the gender balance is 55% Female and 45% male and there is a high proportion of students who identify themselves as white British.
The programmes in Liverpool recruit a disproportionately high number of students from deprived backgrounds; with 50% of LCR students recruited residing in the most deprived areas (lowest 10% on the Index of Multiple Depravation, IMD) and only 4% residing in the least deprived areas. Only 14% of students recruited on the National ESFA AEB contract are from the most deprived areas.
There is also a considerable difference in the number of LLDD students, with 60% of students enrolling on the LCR contract declaring a learning difficulty and 16% of students enrolling on the National ESFA declaring a learning difficulty.

All EDI data is analysed and reported on through individual course level self-assessment. Actions are included in course level Quality Improvement Plans.

5.2 Apprenticeships

The Apprenticeship and Skills self-assessment 21-22 reports that

- 19+ learners show a negative gap of 8.1% with
- level 2 learners 12.6% gap and
- level 3 learners 16.1% gap.

Number of Apprentices	Retention	Current & At gateway Achievement	Learner Profile (On Prog)	Maths / English Achievement Functional Skills	Number Req support LLDD	Number with EHCP	Attendance
16-18 Level 2 Level 3 (***Standards Only***)	65.2% 90.3%	52.2% (72/115) 82.4% (17/31) (56.9% Overall)	400 Levy 26%	English Ach' 33.3% (+14%) English BC Ach' 66.7% Maths Ach' 21.7% (+2.5%) Maths BC Ach' 51.4% L1: 100% Eng / 66.7% Maths L2: 28.6% Eng / 15% Maths	66 LLDD 31% Lower IMD 1 LAC	6	
19+ Level 2 Level 3 (***Standards Only***)	79.4% 88.6%	72.1% (101/170) 85.8% (133/166) (78.5% Overall)	749 Levy 39.7%	English Ach' 62.9% (+18.6%) English BC Ach' 75.5% Maths Ach' 51.0% (+0.3%) Maths BC Ach' 68.8% L1: 66.7% Eng / Maths L2: 61.5% Eng / 45.9% maths	85 LLDD 39% Lower IMD	4	
Headline Overall Timely (FWks)*	79.8%	72.6% (324/486) 78.2% (Best Case) 57% High Grades *(Inc Rail Passes)*	1149 Levy 34.6%	English Ach' 54% (+15.5%) English BC Ach' 72.3% Maths Ach' 41.7% (-0.9%) Maths BC Ach' 63.2% (+8%) L1: 70% Eng / 66.7% Maths L2: 50% Eng / 35.1% Maths	151 LLDD 270 eligible for support. 87 EAE 146 Entry BKSB 36% Lower IMD	10	Pure work-based = 94% College based = 96.7%

- Headline achievement shows a negative gap of 16.5% with a performance gap of 21.1% for those aged 16-18.
- Females achieve less than males: 7.4% gap

Gender	2019/20	2020/21	2021/22	Gap 21/22	Gap 2021
Headline – Male *(377)*	58.7%	62.5%	70.9%	7.4%	6.7%
Headline – Female *(109)*	64.9%	69.2%	78.3%		
LLDD	**2019/20**	**2020/21**	**2021/22**		
Total – LLDD Yes *(95)*	47.9%	49.4%	59.5%	16.5%	17.6%
Total – LLDD No *( )*	63.7%	67.0%	76.0%		
Ethnicity	**2019/20**	**2020/21**	**2021/22**		
Total – White *(462)*	61.1%	63.8%	72.9%	6.2%	11.2
Total All other Ethnic Groups *(24)*	42.9%	75.0%	66.7%		
IMD Quartile	**2019/20**	**2020/21**	**2021/22**		
Most Deprived *(209)*	58.9%	63.2%	75.4%	3.2	0.6
Least Deprived *(212)*	64.4%	62.6%	72.2%		
Age	**2019/20**	**2020/21**	**2021/22**		
16-18 *(146)*	51%	51.9%	56.9%	21.6%	17.3
19+ *(340)*	63.9%	69.2%	78.5%		
Education Health Care Plan	**2019/20**	**2020/21**	**2021/22**		
Health Care Plan (10)	25%	50.0%	50.0% (BC75%)	3.2	14.3
No Health Care Plan (482)	60.8%	64.3%	78.2		

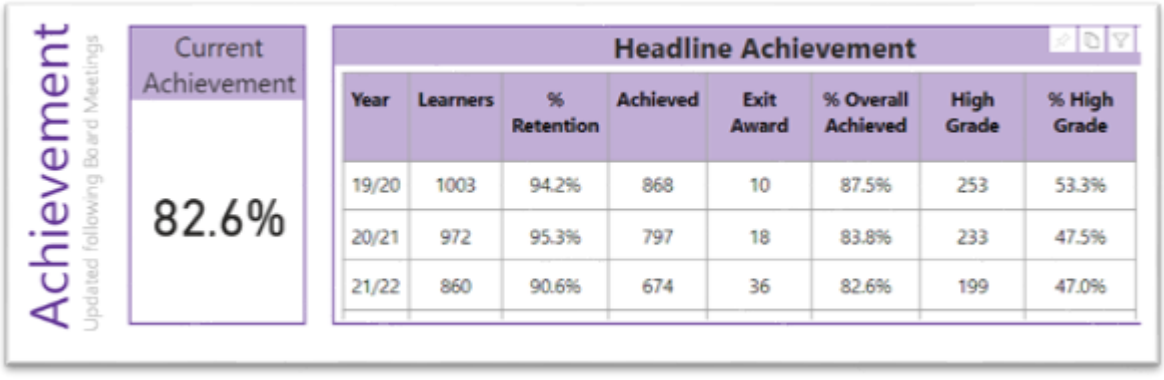
LLDD

- 19.6% of learners with a hybrid end date in 21/22 declared LLDD.
- Headline achievement shows a negative gap of 16.5% with a performance gap of 21.1% for those aged 16-18.
-

Age & Level	LLDD	No LLDD	GAP
16-18	42.4% (42)	63.5% (102)	21.1%
19+	71.7% (53)	79.8% (287)	8.1%
Level 2	55.2% (70)	67.8% (214)	12.6%
Level 3	71.4% (25)	87.5% (171)	16.1%
Headline Overall	59.5% (95)	76.0% (389)	16.5%

5.3 Higher Education

Higher Education achievement in 2021/22 was 82.6%, with 47% of students achieving high grades.



Year	Learners	% Retention	Achieved	Exit Award	% Overall Achieved	High Grade	% High Grade
19/20	1003	94.2%	868	10	87.5%	253	53.3%
20/21	972	95.3%	797	18	83.8%	233	47.5%
21/22	860	90.6%	674	36	82.6%	199	47.0%

Student achievement by priority groups

Outcomes for our Access and Participation Plan target groups were as follows:

Target Group	Target	Outcome
Difference in achievement between full time students from POLAR4 group 1 and group 5	7%	10%
Difference in degree outcomes between part time students from POLAR4 group 1 and group 5	16%	31.4

Difference in degree outcomes for full time students with a disability and those without a disability	8%	0.5%

Analysis of outcomes by EDI groups

Mature/ young students:
Overall satisfaction for mature students was 74% and slightly higher and young students 77%.

- Mature and young students were in agreement with teaching on course at 82%.
- Learning opportunities (mature students: 82%, young students: 83%)
- Assessment and feedback (mature students: 76%, young students: 75%)
- Academic support (mature student: 77%, young students: 76%)

The most notable differences were learning community (mature students: 56%, young students: 76%) and student union representing students interests (mature students: 33%, young students: 53%).

Male / Female students:
Overall satisfaction for female students (73%) was lower than for male students (80%) and there were mixed differences for the separate categories of NSS questions. The differences corresponded largely to subject specific differences, suggesting that any significant differences in outcomes for females and males are largely due to subject differences rather than gender-specific issues.
There were no outcomes for students from BAME groups. This is likely due to low numbers of students in these groups that do not provide enough responses to meet the threshold for analysis and statistical analysis is negligible.

Student with / without disabilities
Overall satisfaction for students with other disabilities was 76%. This is almost equal to those students with no known disabilities, 75%. Percentage agreement for both groups were similar.

- Academic support (no known disabilities = 77%, other disability = 69%).
- The most notable differences were organisation and management (no known disabilities: 67%, other disability: 54%);
- Students' union representing students interests, (no known disabilities: 46%, other disability: 36%)

POLAR 4 quintile 1-5
Outcomes were received from students from all POLAR4 groups 1-5.
Overall satisfaction was highest for those students from the more deprived area of quintile 2: 84%.
The more deprived area of group 1 = 76% was equal to the least deprived area of group 5: 76%.
Group 3:74% and group 4 at 71%.
As in previous years, it is difficult to derive any reliable conclusions from this, but the NNS action plan will seek to monitor equality of opportunity, outcomes and student experiences for students from all quintile areas.

Actions taken in Higher Education

Recruitment –Applicants from disadvantaged areas and other Access and Participation Plan target groups were contacted directly and signposted to the virtual course advice events, it is our ambition to provide data such as conversation rates in the future.

HE bursaries and other financial support measures have been revised to promote external applications from disadvantaged students and this will support our priority to bridge the gap of inequality and promoting social mobility. It is our ambition to provide further data in relation to such activities. A PBI report is available to drill down to students from POLAR 4 quintile 1 with IMD 1, and this data is currently being used to target students for bursaries that they are entitled to, furthermore the report has been shared with Heads and Assistant Heads to put in plan academic support if needed for these students.

Achievement - Inclusive learning drop-ins have been offered to support students with specific learning difficulties and students from disadvantaged areas.
An analysis report of the 2020-12 HE retention and achievement outcomes has been circulated, outlining key successes and areas for improvement to include in Continuous Course Enhancement Reports and Action Plans.
Regular Performance Monitoring Meetings have been arranged with each subject area to review progress at key points in the year.

Key areas for improvement in Higher Education

Achievement - HE full time recruitment remains the main priority for 2021-22 and going forwards.
The gap in achievement outcomes between full time students from POLAR4 group 1 and group 5 has reduced to 10%, regardless, this remains the main priority for our Access and Participation Plan achievement targets.
HE achievement has increased to 86.6% in 2021-22, below the Strategic Plan target (88%), however this will still be a focus for the new academic year. Overall in-year retention was 94%, 2% off the Strategic Plan target. Retention and achievement outcomes were reasonably consistent across subject areas

Destinations - Graduate Outcomes was 66%. Graduate Outcomes for our Access and Participation Plan target group (POLAR 4 quintile 1) 57% of students progressed into graduate jobs. Our baseline is (11% gap), we set ourselves an incremental target to achieve a 9% gap, which has been met. However, this was based on low numbers (14) and if the Graduate Outcomes survey continues in this way, we may make this A&P Plan target statistically insignificant.
Students from disadvantaged areas (using IMD) a 7% gap exists between those from disadvantaged areas (59%) and non - disadvantaged areas (52%), a higher % of students from disadvantaged areas are entering graduate jobs.

NSS Responses 2021-2022

University Centre Myerscough has responsibility of the required interactions with the NSS, as well as oversight of various statutory data returns submitted through the academic year to the NSS. The NSS data will support the Teaching Excellence Framework (TEF), application due on 24th January 2023 to the Office for Students (OfS).
The response rate for the 2022 NSS was 66% and overall satisfaction was 76%. This was a decrease on the previous year, overall satisfaction was 76% compared with 82% the previous year. The comparison for overall satisfaction with other providers is below. Outcomes for UCLan are also included for comparison. Myerscough College and University Centre is 11% points lower than Top Quartile and 1% point above the national benchmark for England.

The Office for Students (OfS) benchmarks the outcomes against providers with similar student cohort characteristics (not necessarily all land-based colleges). This is used as one of the datasets monitored by OfS to identify providers that may be at risk of not providing a high quality student experience.

The College HE induction survey showed that 97.% HE students reported that the College highlighted the importance of treating everybody with respect.

Actions Planning

Continue with the implementation of the College Access and Participation Plan to reduce identified gaps in access, success, progression, engagement and experience for different priority groups.

Section 6. Staff

In the last reporting year, there has been an improvement to our mean (average) pay gap, an improvement of 3.41% (11.68% mean pay gap) Our median (middle) pay gap has also improved, improving by 3.35% (22.92% median pay gap). This sees a year-on-year improvement.

	2019-2020	2020-2021	2021-2022
Mean	15.3%	13.8%	11.68%
Median	28%	26.3%	22.92%

- The College made a commitment last year – as part of the positive action required to reduce our gender pay gap – to undertake a comprehensive review of our pay structure. This review was completed and we introduced a new pay framework, in late 2021. Our new pay framework enhances our pay strategy, enables improved future pay, and supports equal pay between genders. Our pay framework was designed to support fairness, transparency, equality, and affordability in all current and future pay related decisions. We acknowledge that it will take some time before the benefits of our new pay structure can impact our gender pay data, given the current reporting period is prior to the introduction of our new pay framework.

- We will continue to support positive action towards eliminating our gender pay gap. We will continue to ensure fairness and consistency in all pay related decisions, we will continue to ensure gender pay is a key part of our equality and diversity action plan, we will continue to offer and support flexible working, and we will formally introduce hybrid working opportunities.

- • We acknowledge that it will take time to fully eliminate our gender pay gap, particularly as it is a wider societal issue, which also requires evolution and change beyond our organisation.

Actions and next steps:

Eliminating the gender pay gap is a journey, one which will require continual focus and effort. We will keep gender pay disparity firmly in our focus, as part of both process and policy design, and decision making.

A number of our previous actions remain relevant and continue to be an area of ongoing focus:

- Continue to ensure no barriers are evident in the recruitment and selection process, in particular, with reference to unconscious bias awareness for managers/interviewers.
- Continue to offer and support flexible working requests (where business needs allow) to retain talented employees who may have taken a break due to family/carer responsibilities and provide equality of opportunity to achieve career progression on a part time basis, males and females.
- To work towards exceeding the National Living Wage.
- To introduce a hybrid working policy which supports increased flexibility and positive work life balance.

myerscough-gender-pay-report-march-2022.pdf

6.7 Disability Confident

A successful application and reaccreditation for Disability Confident Level 2 was achieved in September 2020 and is valid until September 2023. The process is more comprehensive, robust and had additional requirements to previous assessments.
As a Disability Confident Employer, we:

- have undertaken and successfully completed the Disability Confident self-assessment
- are taking all of the core actions to be a Disability Confident employer
- are offering at least one activity to get the right people for our business and at least one activity to keep and develop our people.
-

Annual self-assessments for Disability Confident will be carried out, led by Human Resources, with a target and plan to become a Disability Confident Leader (Level 3) organisation in year 4 of the current strategic plan
Mandatory disability podcast for CMT has taken place.
Amendments to the Procurement policy and agreement were made to ensure that our large suppliers were committed to meeting Level 1 and 2 Disability Confident status.

Further information about the scheme can be found at:
https://www.gov.uk/government/collections/disability-confident-campaign

6.9 Professional Development

There is an extensive programme of mandatory and non-mandatory, internal and external training for staff and excellent opportunities for FREDIE professional development. All sessions are planned to ensure the college strategic including FREDIE objectives are achieved. To ensure that everyone at Myerscough College has a common understanding of what equality and diversity means to us, all staff will continue to receive appropriate FREDIE training.

Table : CPD recorded under EDI 21-22

Activity Title	Number of attendees
EDI Awareness	186
EDI Training – Why it benefits everyone	9
Epilepsy Awareness Training (Epilepsy Action)	23
Makaton Training – Level 1	15
Makaton Training – Taster session	23
Makaton Revision Session and License	1
Positive Dyslexia Conference (Dyslexia and neurodiversity)	1
Total	258

Data is collected in terms of the instances of professional development sessions attended and so inevitably, some members of staff will be counted more than once. This data does however enable the College to monitor and review participation of different groups of staff in professional development training.

Section 7. Conclusion

Myerscough College is committed to and strives for equality of opportunity for all its students, staff and volunteers (existing and prospective), visitors and stakeholders in the local and national community and will recognise and celebrate their diversity. The College is particularly proud of the high student satisfaction rates.

The passion for learning and inclusivity demonstrated by the College's teaching and support staff is evidenced by both internal and external scrutiny of progress towards Equality Objectives.

Through continuous performance monitoring, identification of any gaps in data, robust strategic objectives, promotion and celebration of equality, diversion and inclusion, the College will continue to be Leaders in Diversity, embedding and advancing FREDIE principles into all practice and provision as part of the Strategic direction and vision for the College.

Effective leadership and management is provided and a corresponding commitment sought from every member of staff and all students. In practice this means that we:

- Are committed to providing an environment where all people are respected and treated fairly
- Will develop a culture in which diversity is celebrated
- Will not discriminate unfairly or illegally against anyone and will take positive action to promote equality, diversity and inclusion
- Embed equality and diversity at the heart of our mission and values, including action against individuals who may behave in a discriminatory manner.

Section 8. Equality Objectives 2022-2023

The College celebrate the progress made in EDI outcomes however recognises that there are still improvements to be made to ensure that our College community reflects the diversity of our local community.

Equality, Diversity and Inclusion Strategic Objectives

1. **Develop a College-wide culture which actively promotes equality, diversity and inclusion**

   1.1 Lead, develop and integrate a sustainable approach to equality, diversity and inclusion for all aspects of College life and day-to-day business activity.
   1.2 Promote and communicate the College's commitment to equality, diversity and inclusion internally and externally.
   1.3 Create an inclusive environment that fosters good relationships and positively promotes personal awareness, understanding and responsibility for equality, diversity and inclusion.
   1.4 Become a national sector leader in promoting good equality practice.

2. **Ensure a positive inclusive student experience through equality of opportunity and the celebration of diversity**

   2.1 Create and maintain an inclusive academic offer and student support service that benefits all students.
   2.2 Provide a fair and equal, inclusive approach to recruitment, progression and achievement opportunities informed by equality, diversity and inclusion data.

2.3 Provide a learning environment that recognises and celebrates the diverse needs of our students to integrate and succeed in College life and their future careers.

3. **Ensure an inclusive approach to the staff experience which promotes equality and diversity**

3.1 Recruit and select staff fairly to build a diverse and representative sustainable community, which reflects our values.
3.2 Enhance the experience and well-being of all Myerscough staff including volunteers through a culturally diverse and inclusive approach that provides opportunity for all to succeed and progress in their working life.

2022-2023 FREDIE Objectives

The College has set 7 equality objectives. Each of the objectives are supported and strengthened by associated targets. These objectives are to be considered alongside the operational FREDIE action plan.

Ref	Objectives
Equality Objective 1	To further advance FREDIE principles in line with the 13 National Centre for Diversity Destination and successfully achieve re-accreditation and retain the College Leaders in Diversity status.
Target 1.1	To seek external review, challenge and accreditation of the College's actions towards the advancement of the FREDIE Principles. Due for reassessment March – May 2023. Operational FREDIE Action Plan provides a focus for all 13 LiD destinations.
Equality Objective 2	Continue to monitor, action plan and measure the impact of reducing gaps in student achievement – in line with area and cross college quality improvement and development plans
Target 2.1	Heads and Assistant Principals to include review of gaps in achievement and progress.
Target 2.2	Maintain the momentum and monitoring of the Higher Education Access and Participation Plan
Target 2.3	Continue to improve the visibility and reporting on data dashboards to improve and enhance access to data sets for monitoring, analysis, action planning and reporting.
Equality Objective 3	Address systemic racism in Further Education to address race equality in FE in collaboration and partnership with sector colleagues.
Target 3.1	To adapt the Black Leadership 10 point and action plan into Myerscough practice, systems and processes.
Equality Objective 4	Continue to embed a whole college trauma informed approach and positive behaviour management ethos.
Target 4.1	Embed trauma informed practice into self-assessment and quality development processes.
Target 4.2	Deliver a CPD programme on trauma informed practice within education.
Equality Objective 5	To improve the identification of staff diversity data.
Target 6.1	Explore HR systems with a review to implement which will provide a robust system and process for recording and reporting staff diversity data.
Target 6.2	Introduce an enhanced data collection, recording and reporting system for Governor diversity data.
Equality Objective 6	Connect College FREDIE and Sustainability Strategies and undertake a review of College FREIDE Strategic Objectives.
Target 6.1	Map LiD and FREDIE self-assessments and activity to the College sustainability strategy
Equality Objective 7	Create a menopause informed organisation.
Target 7.1	Create a cross college employer menopause working group
Target 7.2	Develop a Menopause workplace action plan.

Appendix – Abbreviations

AEB	Adult Education Budget
EDI	Equality, Diversity and Inclusion
CL	Care Leavers
CLA	Children Looked After (Looked After Children)
CL	Care Leavers
CPD	Continuing Professional Development
DfE	Department for Education
E & M	English and Maths
EHCP	Education, Health and Care Plans
ERR	Employee's Rights and Responsibilities
ESFA	Education and Skills Funding Agency
ETF	Education Training Foundation
FE	Further Education
FREDIE	Fairness, Respect, Equality, Diversity, Inclusion and Engagement
HE	Higher Education
HNF	High Needs Funding
LAYP	Looked After Young Person
LiD	Leaders in Diversity
LLDD	Learners with Learning Difficulties and Disabilities
NCS	National Citizenship Service (cited in this report)
NCS	National Careers Service
SEN/ D	Special Education Needs /and Disabilities
SSR	Student Support Register
TES	Times Educational Supplement
VLE	Virtual Learning Environment