

Fairness, Respect, Equality, Diversity, Inclusion and Engagement

FREDIE Annual Report

2022-2023



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Section 1. Introduction and Overview of the College

The College offers a wide range of land-based, science, engineering, and sports courses to meet local, regional and national economic priorities and skills needs. It provides learning for students through Education Programmes for Young People, Adults and Apprenticeship provision and provides courses for a high proportion of High Needs Funded students. The College offers residential provision at the main Preston campus and attracts students from a wide geographical area, with many students travelling long distances to access this high-quality provision.

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

The College has a strong and proud history of over 128 years of meeting the needs of the sector through high quality teaching and learning, working closely with industry, and ensuring high levels of employer and student satisfaction.

Myerscough College has three Strategic Goals to improve learning, people and sustainability. Our Values directly support our 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 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 Barrow, Cumbria in 2020/21 to deliver Animal Studies provision.

In September 2021, the College began a partnership with Ullswater Community College in Penrith, Cumbria 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 is delivering Apprenticeships in Agriculture and other subjects throughout the county.

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 sporting 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 and regional 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 nationally and in Europe
- 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
- Crowned as AoC Sport Regional Champions as the most successful Sport College in the North West for all the sport leagues and competitions in 2022/23
- Basketball AoC National Champions 2022/23
- Intercollegiate Tour 22/23 North Region Gross Team Winners
- Proud to have students playing for county and national teams in Basketball, Rugby, Cricket, Football and Golf
- 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 28th February to 2nd March 2022 rated the College 'Good' overall, with 'Outstanding' for 'how well young people are helped and protected'
- The College achieved all eight Gatsby benchmarks September 2019 and is regularly re-assessed to maintain this status
- The College achieved Matrix re-accreditation in December 2020

- The College achieved re-accreditation of Leaders in Diversity in 2021.
- The College hosted a successful visit by the Farriers Registration Council, who validation the College's continuation as a training provider, in March 2023

The College is proud of its success in winning awards and competitions:

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 (IHRA):

“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.

Section 3. Community and Student Profile

College Campuses

We operate out of six 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, Cumbria 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 provides apprenticeships and other curriculum programmes both nationally and internationally.

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.

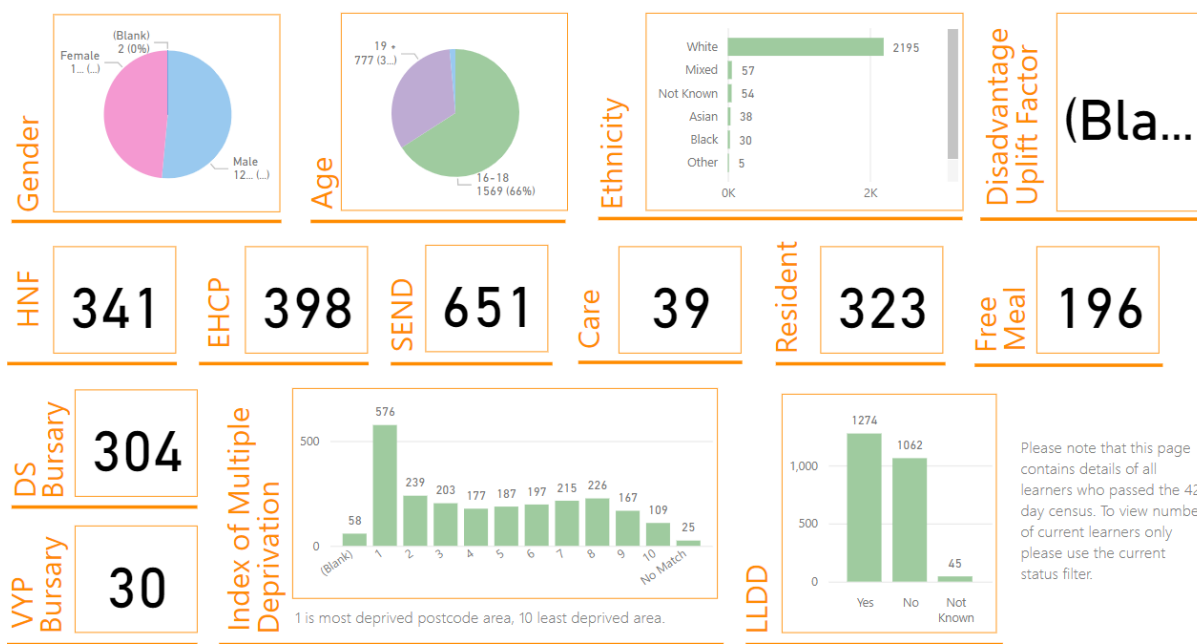
First results from Census 2021 data was released in June 2022 and is used to analyse to compare college profiles against local demographic profiles and can be found at:

[First results from Census 2021 in England and Wales - Office for National Statistics \(ons.gov.uk\)](https://ons.gov.uk/census/2021-first-results)

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

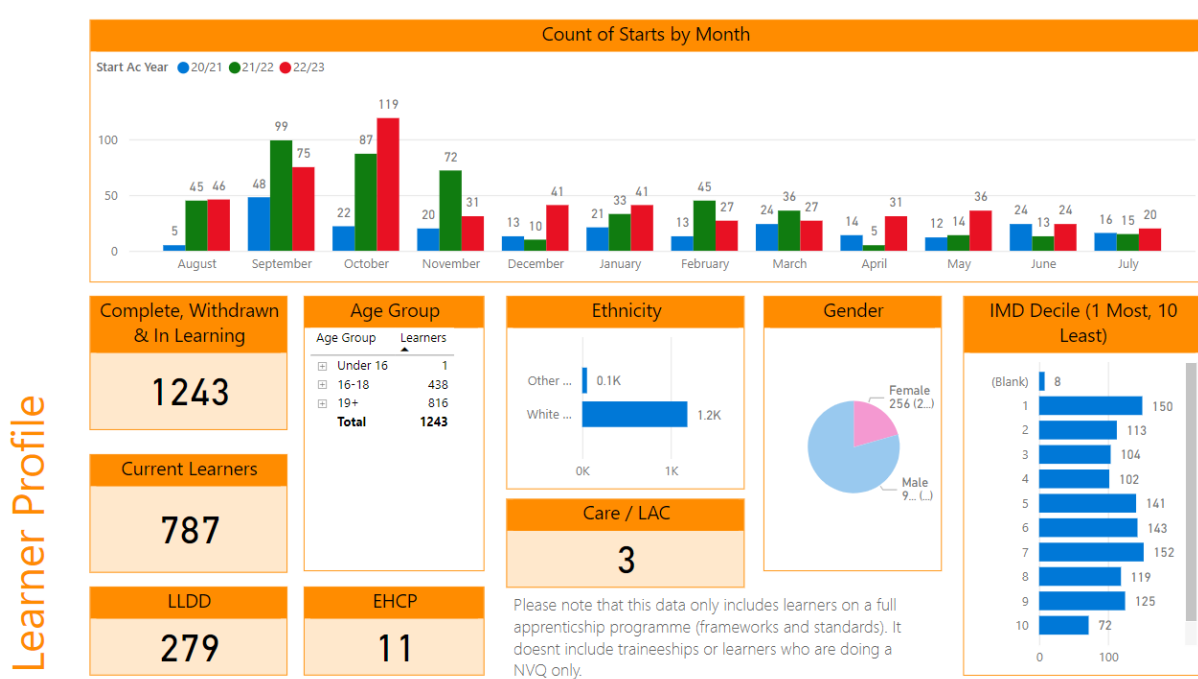
Characteristics of Further Education Students 2022-2023

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 341 students with High Needs Funding are spread throughout the range of College courses, from Entry level through to Level 3.

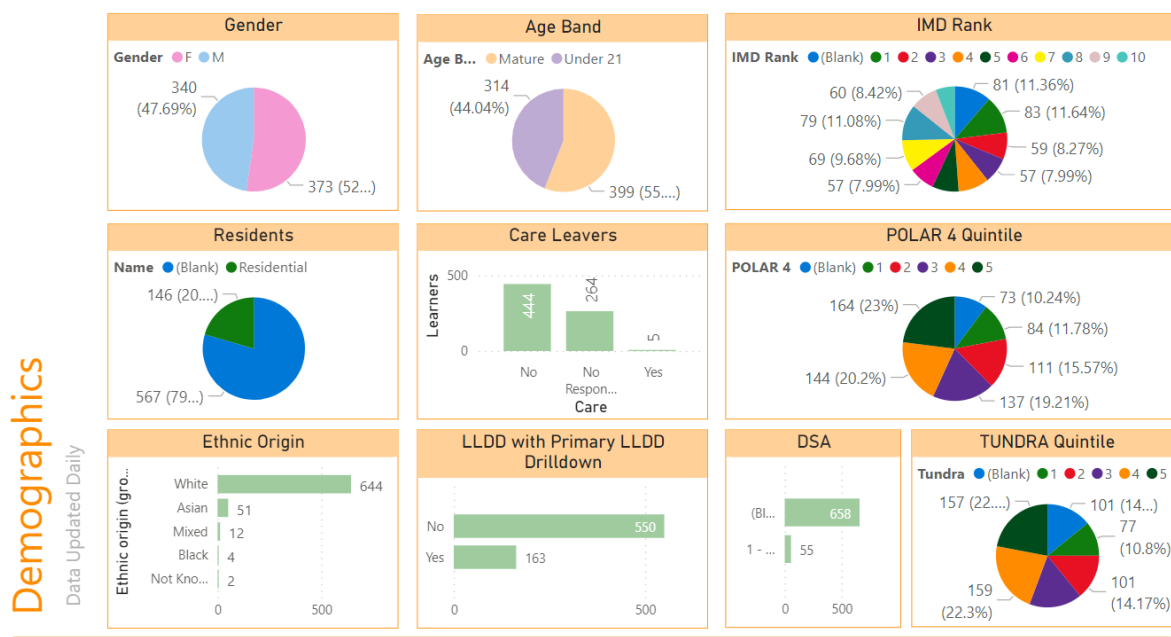


Characteristics of Apprenticeships 2022-2023

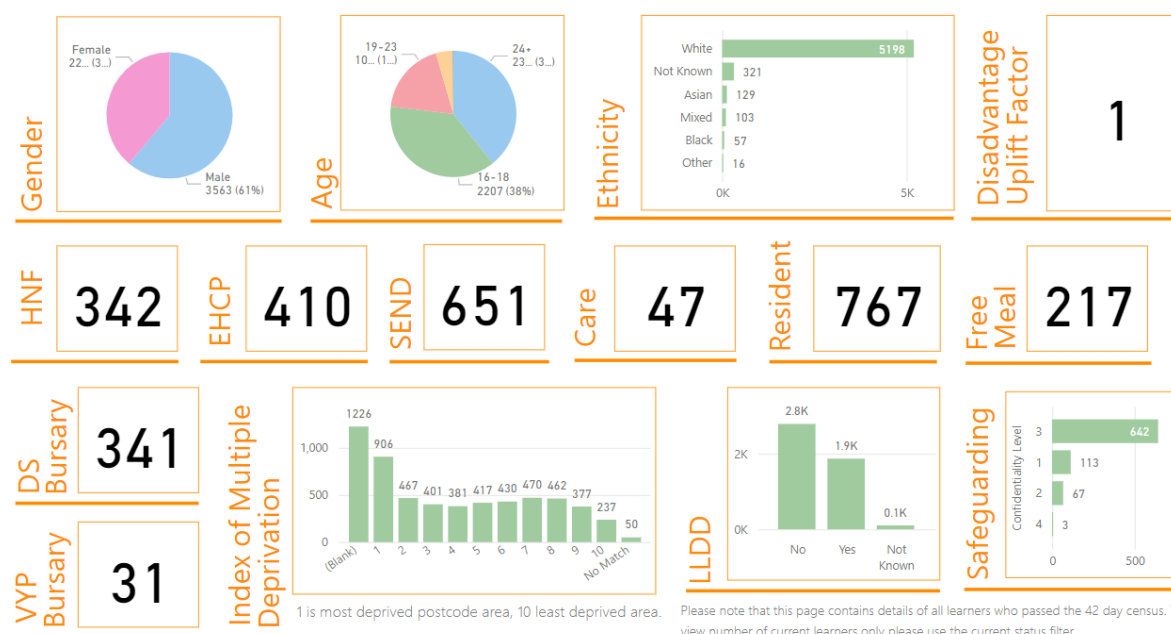
The table below shows Apprentices accessing provision in 2022-2023, with the majority of starts in September, but recruiting new apprentices all year round.



Characteristics of Higher Education Students 2022-2023



College EDI Report 2022-2023

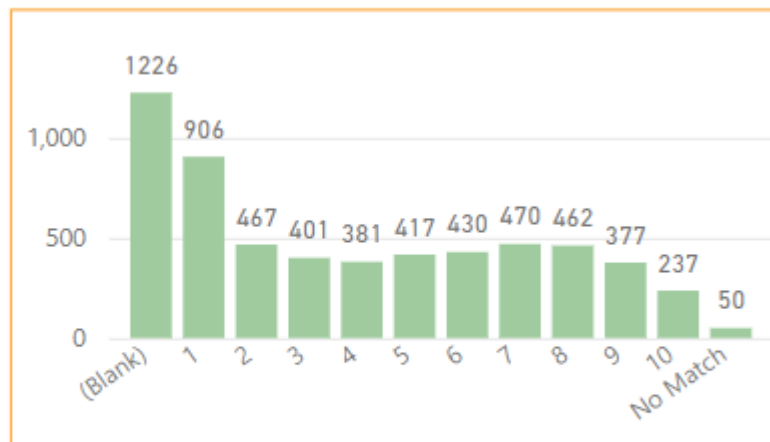


Index of Multiple Deprivation

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.

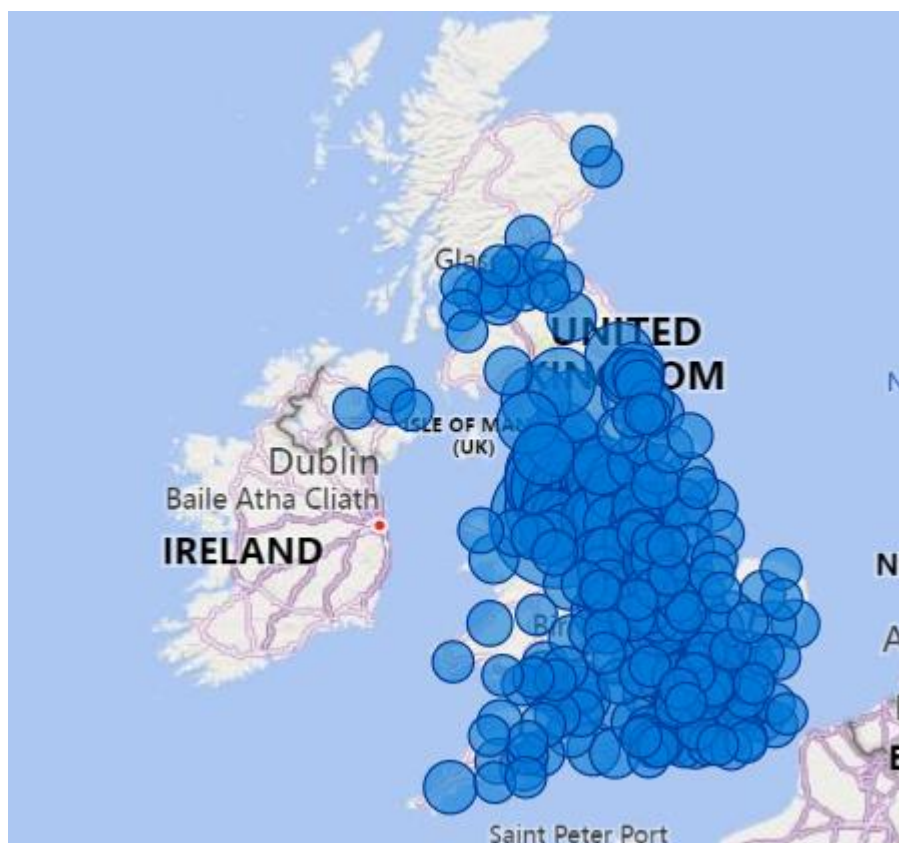
The College provides a range of services to support students, such as financial support through a range of bursary options, financial support, support with transport to College, laptops to address digital poverty. This mirrors the national picture where students in the most deprived areas achieved less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

Index of Multiple Deprivation



1 is most deprived postcode area, 10 least deprived area.

Location of student home address 2022-2023



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

4.1 2022-2023 FREDIE Objectives

The College set 7 equality objectives. Each of the objectives were 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.
	A strategic decision to continue with FREDIE action plan without the extremal LiD reassessment.
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.
	Data reports enhanced to provide easier and more visible access to data. APP approved with actions identified. This will be an ongoing objective.
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.
	Decision taken to utilise others systems
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.
	A commissioned training programme was delivered. Trauma informed practice will be an ongoing objective.
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.
	New HR system commissioned for implementation in 23-24
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
	Draft mapping document to be presented to next FREDIE Strategy group
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.
	Menopause group in place with key actions identified.

4.2 Quality of Education

	Statement	Evidence
QE	<p>Leaders and managers have selected and developed a curriculum that develops the knowledge, skills and behaviours that learners need in order to take advantage of the opportunities, responsibilities and experiences that prepare them for their next stage in education, training or employment. In this way, it can powerfully address social disadvantage.</p> <p>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.</p>	<p>Myerscough College curriculum is dedicated to providing a high-quality educational experience for its students that supports and encourages their individual skills. The curriculum is designed to increase knowledge development and also build character, resilience and social engagement, enabling students to develop a strong sense of communal responsibility as active and positive members of society.</p> <p>The curriculum is designed to enable students to progress educationally and vocationally. There are a comprehensive range of qualifications to study from Entry Level to Level 7, that includes various modes of study from full, part-time or distance learning.</p> <p>The specialist curriculum offered by the College is highly effective in enabling students from a very diverse range of socio-economic backgrounds to progress to their next stages in education, training and employment.</p> <p>Skills and behaviours valued by local and regional external stakeholders are integrated into our courses. Our employer and industry engagement greatly enriches the quality of education and provides a context for assessed activity.</p>

		<p>Employability, Personal Development, and Wellbeing are a central part of our provision, impacting positively on students' confidence and skills development.</p> <p>Widening participation is strong and an important factor in curriculum planning decisions across our campuses. The College has developed provision to meet the educational and social needs of the local population and encourages participation from disadvantaged groups, particularly with our range of adult learning programmes.</p>
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4.3 Personal Development (PD)

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.

The table below highlights specific elements and dimension of personal development in relation to FREDIE principles.

	Statement	Evidence
PD	<p>Developing responsible, respectful and active citizens who are able to play their part and know how to become involved in public life</p> <p>Developing and deepening learners' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance</p> <p>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</p> <p>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</p> <p>Developing learners' character, which we define as the set of positive personal traits, dispositions and virtues that informs their</p>	<p>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.</p> <p>There are extensive opportunities for sports students to gain industry qualifications and increased number of voluntary placements in order to improve employability, personal and social skills. Students deliver sporting events to support charities and work with external parties for the course requirements and as enhancement opportunities.</p> <p>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</p>

	<p>motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives learners the qualities they need to flourish in our society</p> <p>Developing learners' confidence, resilience and knowledge so that they can keep themselves mentally healthy</p> <p>Developing learners' understanding of how to keep physically healthy and maintain an active lifestyle</p> <p>Developing an age-appropriate understanding of healthy relationships through appropriate relationship and sex education</p>	<p>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.</p> <p>A central tutorial programme is delivered by Progress Coaches for all FE students and Course Tutors for HE. Each learner is supported pastorally by a Progress Coach and has a one-hour group tutorial each week and three one-to-one reviews annually. Students are supported by the range of resources through 'The Core' for all pastoral and welfare issues. Apprentices are supported in their personal and academic development by their Work Based Tutor and follow a bespoke wider curriculum programme. The tutorial programme covers safeguarding, radicalisation and extremism, online safety, British Values and the College's own FREDIE values. The tutorial programme also includes topics of healthy relationships and consent and these aspects are further supported for residential students.</p> <p>Staff and students work positively to provide a healthy and safe environment in which to live, learn and work. Students demonstrate positive and mutual respect in residential accommodation, classrooms and public areas across the College campuses. Much of the Curriculum demands a high level of physical fitness from students.</p> <p>Students can demonstrate an excellent understanding of how to keep themselves safe in workshops and in the workplace, and appropriate personal protective equipment and risk assessments are in place.</p>
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4.4 Behaviour and Attitudes (BA)

	Statement	Evidence
BA	A calm and orderly environment in the provider, classroom, workshop and workplace, as this is essential for learners to be able to learn.	Students' behaviours and attitudes across all aspects of the College provision are good. From induction and throughout the year, students are challenged to behave in

	<p>The setting of clear expectations for behaviour across all aspects of provider life, including at work.</p> <p>A strong focus on attendance at and punctuality to learning and work settings to minimise disruption, and so that learners gain valuable employability skills. Learner motivation and positive attitudes to learning are important predictors of attainment.</p> <p>A positive and respectful provider culture in which staff know and care about learners.</p> <p>An environment in which learners feel safe because staff and learners do not accept bullying, harassment or discrimination or peer-on-peer abuse – online or offline.</p> <p>Staff deal with any issues quickly, consistently and effectively.</p>	<p>a manner that enables their achievement and personal growth.</p> <p>There is a calm and orderly environment across all campuses and sites benefit from regular patrols by duty managers and staff to ensure a visible presence across very open campuses. The safety and security of the Preston Campus is supported by campus security staff who ensure the safety of all students.</p> <p>The College Values are shared from induction onwards. College staff undertook training in 2022/23 to become a Trauma Informed College and this approach underpins our Positive Behaviour Policy. This policy aims to support students in the management of their behaviour and is based on educating students rather than a purely punitive approach. The Policy includes parental involvement for those students who are aged 16 to 18.</p> <p>Students take pride in the College and in their studies, and demonstrate respect and professionalism towards their peers, staff and visitors. Students play a very active role in creating a positive learning culture and environment. Students wear their Myerscough branded clothing with pride around the College.</p> <p>Teachers and Managers consistently apply high expectations of student behaviour, alongside effective and consistent behaviour management. These factors are critical to learner progress, motivation and success. Programme tutors work very closely with Progress Coaches and the Safeguarding Team to provide pastoral support and welfare to students.</p>
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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.”

Section 5. Students 2022-2023

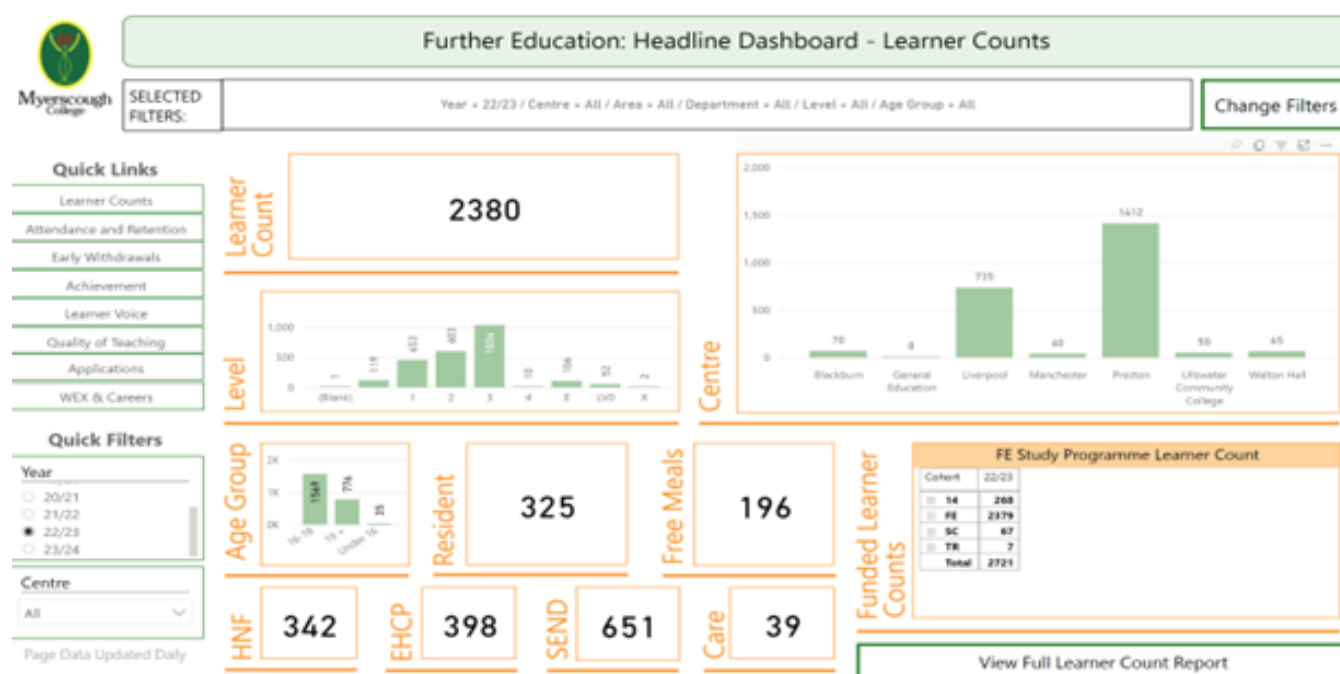
5.1 Further Education

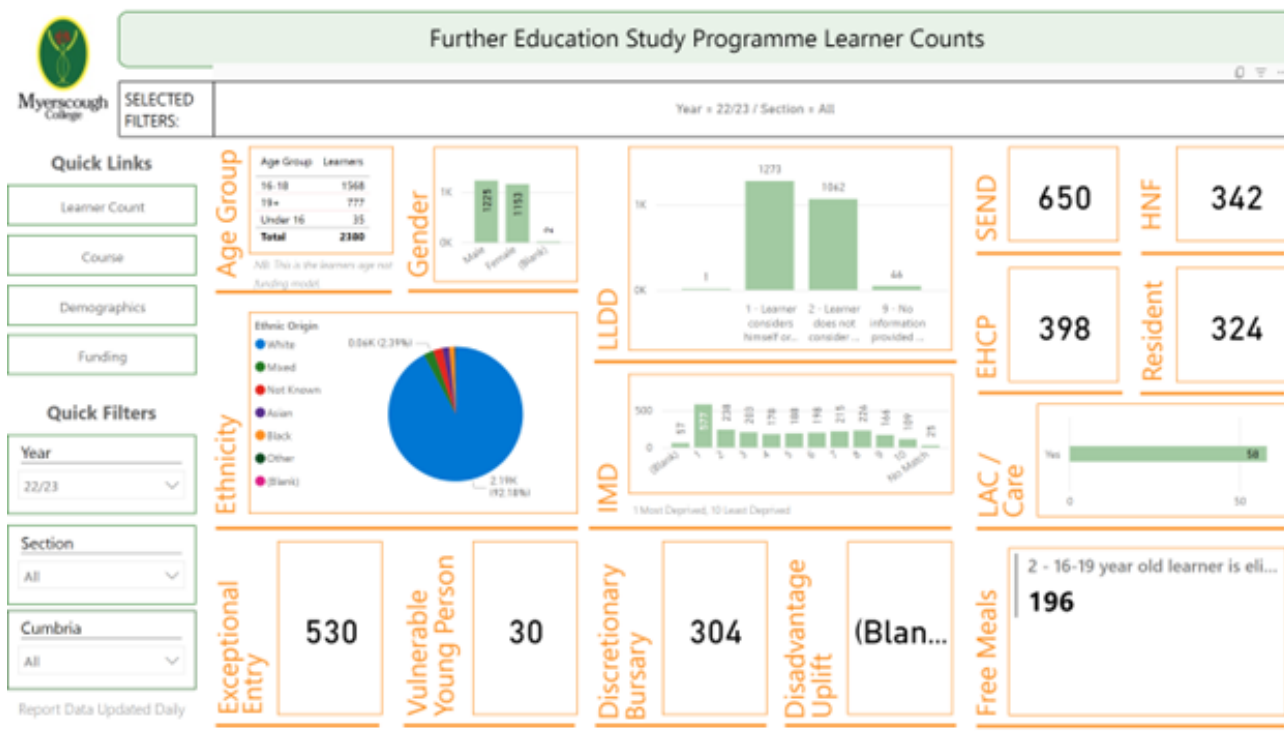
In 2022/23 the College recruited 2380 students on its FE programmes, including 1569 on Education Programmes for Young People and 776 on Adult learning programmes.

325 16-18s were residential. 342 students were High Needs and 398 had an Education and Health Care Plan. High Needs students accessed a range of College courses, from Entry level through to Level 3.

The tables below shows the spread of students across the College sites, with the majority of students attending the Preston Campus.

The characteristics and demographics of the FE student population demonstrates that Myerscough supports students with a range of diversity characteristics. The College also supports a high number of students with Learning Difficulties and Disabilities (LLDD) with a high number of students from areas of high deprivation.





Achievements by Differing Characteristics

Age	Direction of Travel											
	20/21				21/22				22/23			
	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement
16-18	3307	92.2%	82.3%	75.9%	3292	93.2%	84.7%	78.9%	2940	92.3%	87.9%	81.1%
19 +	1318	94.5%	86.3%	81.6%	1599	95.7%	86.1%	82.4%	2090	97.4%	86.3%	84.1%
Total	4625	92.9%	83.4%	77.5%	4891	94.1%	85.1%	80.1%	5030	94.4%	87.2%	82.3%

Gender	Direction of Travel											
	20/21				21/22				22/23			
	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement
F	1950	93.7%	83.0%	77.7%	1968	93.4%	83.8%	78.3%	2010	93.0%	87.7%	81.5%
16-18	1379	94.9%	82.9%	78.7%	1381	93.3%	83.7%	78.1%	1260	90.8%	88.2%	80.1%
19 +	571	90.7%	83.2%	75.5%	587	93.9%	84.0%	78.9%	750	96.7%	86.9%	84.0%
M	2675	92.3%	83.8%	77.3%	2923	94.5%	86.0%	81.3%	3020	95.4%	86.9%	82.9%
16-18	1928	90.3%	81.8%	73.9%	1911	93.2%	85.3%	79.5%	1680	93.4%	87.6%	81.8%
19 +	747	97.5%	88.5%	86.2%	1012	96.8%	87.2%	84.5%	1340	97.8%	86.0%	84.2%
Total	4625	92.9%	83.4%	77.5%	4891	94.1%	85.1%	80.1%	5030	94.4%	87.2%	82.3%

Age

19+ learner achieved better than 16–18-year-olds by 3%.

Gender

Male students achieved better than females overall and 16-18 males slightly outperformed 16-18 females, though the difference in achievement between genders is marginal.

Ethnicity

Black students aged 16-18 achieved well with achievement at 84.8%. The 14 Adult Black students achieved less well at 64.3%. A high number of students, 247, have chosen not to declare their ethnicity and the achievement of this group is below the overall College achievement at 80.2%.

Hybrid End	19/20				20/21				21/22				22/23			
Ethnicity	Leavers	Retention	Passed	Achieved	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%	7	85.7%	83.3%	71.4%
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%					7	85.7%	83.3%	71.4%
Asian	48	95.8%	95.7%	91.7%	47	97.9%	91.3%	89.4%	63	93.7%	81.4%	76.2%	78	96.2%	89.3%	85.9%
16-18	30	100.0%	96.7%	96.7%	21	95.2%	90.0%	85.7%	31	100.0%	77.4%	77.4%	25	92.0%	95.7%	88.0%
19 +	18	88.9%	93.8%	83.3%	26	100.0%	92.3%	92.3%	32	87.5%	85.7%	75.0%	53	98.1%	86.5%	84.9%
Black	40	100.0%	92.5%	92.5%	76	93.4%	83.1%	77.6%	54	94.4%	82.4%	77.8%	47	93.6%	84.1%	78.7%
16-18	39	100.0%	92.3%	92.3%	66	92.4%	85.2%	78.8%	38	97.4%	78.4%	76.3%	33	90.9%	93.3%	84.8%
19 +	1	100.0%	100.0%	100.0%	10	100.0%	70.0%	70.0%	16	87.5%	92.9%	81.3%	14	100.0%	64.3%	64.3%
Mixed	64	95.3%	85.2%	81.3%	105	91.4%	85.4%	78.1%	81	93.8%	82.9%	77.8%	75	90.7%	91.2%	82.7%
16-18	51	94.1%	89.6%	84.3%	80	93.8%	84.0%	78.8%	65	92.3%	81.7%	75.4%	54	92.6%	92.0%	85.2%
19 +	13	100.0%	69.2%	69.2%	25	84.0%	90.5%	76.0%	16	100.0%	87.5%	87.5%	21	85.7%	88.9%	76.2%
Not Provided	119	97.5%	69.8%	68.1%	121	90.9%	72.7%	66.1%	172	97.7%	76.2%	74.4%	247	99.2%	80.8%	80.2%
16-18	10	90.0%	100.0%	90.0%	38	92.1%	71.4%	65.8%	46	97.8%	77.8%	76.1%	24	95.8%	95.7%	91.7%
19 +	109	98.2%	67.3%	66.1%	83	90.4%	73.3%	66.3%	126	97.6%	75.6%	73.8%	223	99.6%	79.3%	78.9%
Other	25	80.0%	90.0%	72.0%	35	100.0%	82.9%	82.9%	51	96.1%	95.9%	92.2%	44	84.1%	81.1%	68.2%
16-18	20	80.0%	87.5%	70.0%	28	100.0%	78.6%	78.6%	32	93.8%	93.3%	87.5%	24	70.8%	94.1%	66.7%
19 +	5	80.0%	100.0%	80.0%	7	100.0%	100.0%	100.0%	19	100.0%	100.0%	100.0%	20	100.0%	70.0%	70.0%
White	3884	94.3%	89.6%	84.5%	4238	92.9%	83.6%	77.6%	4469	93.9%	85.5%	80.3%	4532	94.3%	87.6%	82.6%
16-18	2847	93.7%	91.0%	85.2%	3072	92.1%	82.3%	75.7%	3079	93.0%	84.9%	79.0%	2780	92.4%	87.5%	80.9%
19 +	1037	96.0%	85.9%	82.5%	1166	94.9%	87.0%	82.6%	1390	95.8%	86.8%	83.1%	1752	97.3%	87.6%	85.2%
Total	4184	94.4%	89.1%	84.1%	4625	92.9%	83.4%	77.5%	4891	94.1%	85.1%	80.1%	5030	94.4%	87.2%	82.3%

Learning Difficulty and Disability

Students with a declared Learning Difficulty or Disability achieved marginally less well than those without. Early intervention for these students and support plans is essential to ensure these students achieve in line with their peers.

Hybrid End	20/21				21/22				22/23			
Difficulty or Disability	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement
Has difficulty/disability/health problem	2384	94.5%	80.8%	76.4%	2296	94.1%	84.7%	79.7%	2568	93.9%	86.7%	81.4%
16-18	1584	93.6%	79.0%	74.0%	1467	93.3%	84.6%	78.9%	1720	92.6%	87.4%	80.9%
19 +	800	96.4%	84.2%	81.1%	829	95.7%	84.7%	81.1%	848	96.6%	85.5%	82.5%
No difficulty/disability/health problem	2172	91.3%	86.2%	78.7%	2527	93.9%	85.5%	80.3%	2275	95.0%	87.7%	83.3%
16-18	1690	90.9%	85.1%	77.3%	1821	93.2%	84.6%	78.9%	1197	92.4%	88.8%	82.0%
19 +	482	92.9%	90.0%	83.6%	706	95.6%	87.6%	83.7%	1078	97.9%	86.6%	84.8%
No information provided by the learner	69	84.1%	91.4%	76.8%	68	97.1%	87.9%	85.3%	187	94.7%	87.6%	82.9%
16-18	33	93.9%	96.8%	90.9%	4	75.0%	100.0%	75.0%	23	65.2%	73.3%	47.8%
19 +	36	75.0%	85.2%	63.9%	64	98.4%	87.3%	85.9%	164	98.8%	88.9%	87.8%
Total	4625	92.9%	83.4%	77.5%	4891	94.1%	85.1%	80.1%	5030	94.4%	87.2%	82.3%

Index of Multiple Deprivation

The majority of College students come from the most deprived areas, with 1246 out of 5030 leavers from the most deprived areas. This group has seen a three-year increase in achievement; however these students are still achieving slightly less well than their peers in more affluent areas and so their in-year progress needs to be tracked closely.

Hybrid End IMD Decile	19/20				20/21				21/22				22/23			
	Leavers	Retention	Passed	Achievement	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%	1246	94.5%	82.3%	77.8%
16-18	901	94.6%	91.2%	86.2%	939	93.2%	81.0%	75.5%	818	92.3%	80.9%	74.7%	721	92.6%	83.8%	77.7%
19 +	337	99.1%	89.2%	88.4%	410	95.6%	77.8%	74.4%	434	95.9%	81.7%	78.3%	525	97.1%	80.4%	78.1%
10% - 20%	416	94.5%	89.8%	84.9%	432	90.3%	81.3%	73.4%	451	93.8%	83.5%	78.3%	514	93.0%	83.1%	77.2%
16-18	313	94.6%	94.3%	89.1%	324	91.4%	80.4%	73.5%	311	93.2%	82.1%	76.5%	285	89.8%	85.9%	77.2%
19 +	103	94.2%	76.3%	71.8%	108	87.0%	84.0%	73.1%	140	95.0%	86.5%	82.1%	229	96.9%	79.7%	77.3%
20% - 30%	318	94.7%	90.0%	85.2%	350	93.7%	84.1%	78.9%	411	93.2%	81.7%	76.2%	448	94.4%	86.8%	81.9%
16-18	236	93.2%	92.3%	86.0%	250	93.6%	82.1%	76.8%	271	92.3%	79.6%	73.4%	267	92.5%	88.3%	81.6%
19 +	82	98.8%	84.0%	82.9%	100	94.0%	89.4%	84.0%	140	95.0%	85.7%	81.4%	181	97.2%	84.7%	82.3%
30% - 40%	336	92.9%	92.0%	85.4%	379	92.1%	84.5%	77.8%	416	89.7%	85.8%	76.9%	400	93.3%	87.4%	81.5%
16-18	237	92.8%	95.5%	88.6%	274	90.1%	80.2%	72.3%	254	87.8%	83.4%	73.2%	216	91.7%	84.8%	77.8%
19 +	99	92.9%	83.7%	77.8%	105	97.1%	95.1%	92.4%	162	92.6%	89.3%	82.7%	184	95.1%	90.3%	85.9%
40% - 50%	273	94.5%	88.4%	83.5%	355	91.8%	86.8%	79.7%	391	94.9%	90.6%	85.9%	422	94.5%	91.0%	86.0%
16-18	201	94.0%	89.4%	84.1%	254	90.6%	85.2%	77.2%	274	94.2%	89.1%	83.9%	253	92.1%	92.3%	85.0%
19 +	72	95.8%	85.5%	81.9%	101	95.0%	90.6%	86.1%	117	96.6%	93.8%	90.6%	169	98.2%	89.2%	87.6%
50% - 60%	378	91.5%	89.3%	81.7%	377	91.0%	82.2%	74.8%	415	95.2%	86.8%	82.7%	422	94.3%	91.0%	85.8%
16-18	279	90.0%	90.0%	81.0%	257	88.3%	77.5%	68.5%	278	95.0%	86.0%	81.7%	267	92.1%	89.8%	82.8%
19 +	99	96.0%	87.4%	83.8%	120	96.7%	91.4%	88.3%	137	95.6%	88.5%	84.7%	155	98.1%	92.8%	91.0%
60% - 70%	351	91.5%	86.9%	79.5%	410	92.4%	86.0%	79.5%	485	96.1%	86.3%	82.9%	444	94.1%	88.8%	83.6%
16-18	233	89.3%	87.5%	78.1%	299	92.6%	85.6%	79.3%	331	96.1%	87.4%	84.0%	247	91.1%	89.3%	81.4%
19 +	118	95.8%	85.8%	82.2%	111	91.9%	87.3%	80.2%	154	96.1%	83.8%	80.5%	197	98.0%	88.1%	86.3%
70% - 80%	391	95.9%	87.2%	83.6%	402	93.0%	85.8%	79.9%	480	93.3%	88.2%	82.3%	494	94.9%	90.6%	86.0%
16-18	275	97.1%	91.0%	88.4%	300	92.0%	83.3%	76.7%	343	92.1%	88.3%	81.3%	313	93.0%	91.4%	85.0%
19 +	116	93.1%	77.8%	72.4%	102	96.1%	92.9%	89.2%	137	96.4%	87.9%	84.7%	181	98.3%	89.3%	87.8%
80% - 90%	256	94.1%	84.2%	79.3%	330	95.2%	87.3%	83.0%	349	95.7%	88.0%	84.2%	346	96.0%	93.4%	89.6%
16-18	166	94.0%	87.2%	81.9%	241	94.2%	87.7%	82.6%	258	94.9%	88.9%	84.4%	217	93.5%	92.1%	86.2%
19 +	90	94.4%	78.8%	74.4%	89	97.8%	86.2%	84.3%	93	97.8%	85.7%	83.9%	129	100.0%	95.3%	95.3%
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%	269	95.9%	89.5%	85.9%
16-18	122	98.4%	86.7%	85.2%	142	94.4%	82.8%	78.2%	134	98.5%	87.1%	85.8%	133	94.7%	86.5%	82.0%
19 +	59	94.9%	78.6%	74.6%	56	92.9%	96.2%	89.3%	74	98.6%	87.7%	86.5%	136	97.1%	92.4%	89.7%
Unknown	46	91.3%	92.9%	84.8%	43	93.0%	87.5%	81.4%	33	93.9%	96.8%	90.9%	25	92.0%	87.0%	80.0%
16-18	38	92.1%	94.3%	86.8%	27	100.0%	85.2%	85.2%	22	90.9%	95.0%	86.4%	21	95.2%	95.0%	90.5%
19 +	8	87.5%	85.7%	75.0%	16	81.3%	92.3%	75.0%	11	100.0%	100.0%	100.0%	4	75.0%	33.3%	25.0%
Total	4184	94.4%	89.1%	84.1%	4625	92.9%	83.4%	77.5%	4891	94.1%	85.1%	80.1%	5030	94.4%	87.2%	82.3%

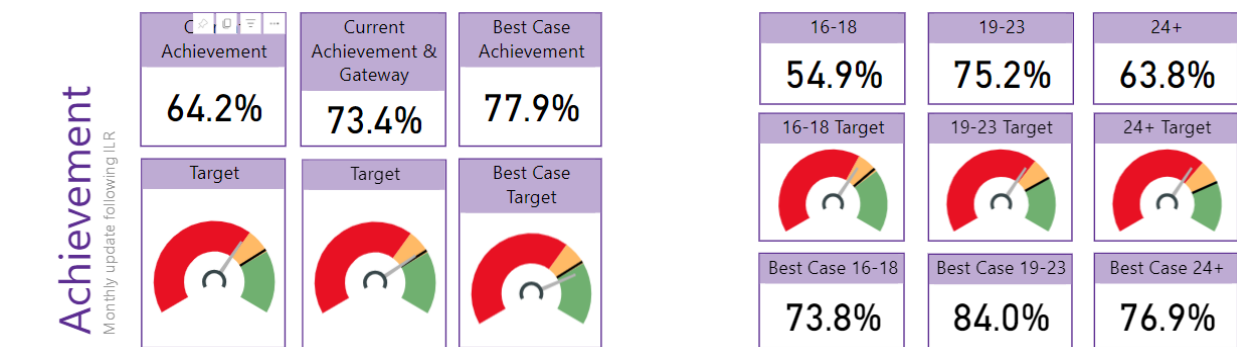
High Need

5.2 Apprenticeships

See Community Profile for demographic data.

Gender	2020/21	2021/22	2022/23	Gap 22/23	Gap 21/22
Headline – Male (523)	62.5%	70.9%	71.1%	11.6%	7.4
Headline – Female (111)	69.2%	78.3%	82.7%		
LLDD	2020/21	2021/22	2022/23		
Total – LLDD Yes (130)	49.4%	59.5%	65.4%	9.8%	16.5%
Total – LLDD No (504)	67.0%	76.0%	75.2%		
Ethnicity	2020/21	2021/22	2022/23		
Total – White (606)	63.8%	72.9%	73.6%	8.2%	6.2%
Total All other Ethnic Groups (28)	75.0%	66.7%	65.4%		
IMD Quartile	2020/21	2021/22	2022/23		
Most Deprived (160)	63.2%	75.4%	74.2%	1.7%	3.2
Least Deprived (212)	62.6%	72.2%	72.5%		
Age	2020/21	2021/22	2022/23		
16-18 (254)	51.9%	56.9%	67.9%	8.7%	21.6%
19+ (380)	69.2%	78.5%	76.6%		
Education Health Care Plan	2020/21	2021/22	2022/23		
Health Care Plan (8) (in hybrid end 22/23)	50.0%	50.0%	50%	23.5%	3.2%
No Health Care Plan (626)	64.3%	78.2%	73.5%		

Age & Level	LLDD	No LLDD	GAP
16-18	64.2% (68)	69.2% (186)	5%
19+	66.7% (62)	78.6% (318)	11.9%
Level 2	63.8% (98)	72.1% (343)	8.3%
Level 3	70.4% (31)	84.6% (151)	14.2%
Headline Overall	65.4% (130)	75.2% (504)	9.8%



Achievement By Age Group			
Age Groups	Current Ach	Gateway Ach	BC Ach
16 - 18	52.9%	56.4%	55.8%
16 - 18	52.9%	56.4%	55.8%
19+	69.8%	71.9%	71.3%
24+	63.3%	66.2%	64.5%
19 - 23	75.8%	77.1%	77.4%
Total	63.5%	66.0%	65.3%

Analysis from a wider data set in Apprentices identifies the following key areas that are included in development plans:

- 22.5% of learners declared LLDD in 22/23 which is a 2.9% increase on 21/22.
- Headline achievement shows a negative gap of 9.8% with a performance gap 5% for those aged 16-18 whereas 19+ shows a performance gap of 11.9%. Although an improvement on last year, this still requires improvement.
- It is clear from the data that Engineering that have campus support and Agriculture where the tutors have doubled up to support apprentices have very little performance gap.
- Negative performance gaps exist in Animal (14.3%), Arboriculture (32.9% - 25% of the cohort), Golf Greenkeeping (11%), Horticulture (9.6%) and Sportsturf (22.1%) – this shows that support and intervention is still not where it needs to be to address performance gaps.
- 25% of all withdrawals are learners with LLDD

ACTION: Reducing the achievement gap for those with LLDD

Although the gap has reduced from 16.5% to 9.8% it is still well above the college tolerance of 4%.

- 25% of withdrawals are from learners with LLDD, 5% less than last year but still a concern.

5.3 Higher Education – Summary of 2024 /25 – 2007/28 APP (access and participation plan)

Myerscough College and University Centre Myerscough Summary of 2024-25 to 2027-28 access and participation plan. This section provides a summary of our full APP highlighting key points and planned actions.

Our access and participation sets out provisions that will be meaningful and effective in promoting equality of opportunity for underrepresented groups, as determined by the Office for Students.

As part of our commitment to ensuring all students have the opportunity to study for a degree qualification, regardless of background or financial circumstances, we ensure that robust and transparent information is available to prospective and current students, and monitor access and participation data against key characteristics to enable us to address any potential risks to equality of opportunity. Our access and participation plan outlines our whole provider approach to supporting access and participation, and identifies intervention strategies in place for 2024-5 to 2027-28 to meet the objectives outlined below.

Fees - The fees vary based on the type and level of qualification. We want to ensure that all students have the opportunity to study for a degree qualification, regardless of background or financial circumstances. A limited number of Myerscough College Bursaries and Scholarships are available, alongside the Higher Education Hardship Fund, to provide discretionary financial assistance for students to access and remain in Higher Education, particularly those students who need financial help to meet extra costs that cannot be met from other sources of support. Priority groups include students with children, lone parents, mature students with existing financial commitments, students from low income backgrounds and students in unexpected hardship.

Information for students - Information is provided to current and prospective students on our website, this includes access to fee information and all our student-facing policies, including the tuition fees policy. We also provide a link to our students, to our partner University's website, where applicants are able to access the respective policies, rules and regulations of the University. Our student enquiries, student finance, student services, admissions, course tutors and marketing teams provide information, advice and guidance (IAG) on tuition fees and financial support for higher education students through series of course advice events and open days for prospective students. In addition, our Inclusive Learning team provides specialist advice for students with additional learning needs and those in receipt of DSA.

We have an online facility to provide clear and easy access for applicants to information such as interview arrangements, course details, travel, finance, enrolment and joining instructions. At the point of offer, applicants are provided with specific information relating to their chosen course and upon enrolment, students are provided with a hard copy contract (Learning Agreement).

What we are aiming to achieve - At University Centre Myerscough, our overarching strategic aims with respect of equality of opportunity, with future priorities are:

- Empowering research and academic for lecturers and future graduates.
- Using policy development, science and sustainability to underpin degrees, higher technical qualifications, higher and degree level apprenticeships.
- Develop critically minded and authentic graduates that challenge their subject realm.

- Dedication genuinely to social mobility and widening participation agenda to provide education that benefits all parts of society.

Risks and Objectives

We have identified 5 risks to equality of opportunity, resulting in 5 access and participation objectives for 2024-24 to 2027-28.

- **Risk 1:** There are lower proportions of students eligible for free school meals accessing higher education at Myerscough College and University Centre. Evidence suggests this is a function of knowledge and skills, access to information and guidance, perceptions of higher education and the course type and delivery mode available.
- **Risk 2:** There are lower proportions of BAME students accessing higher education at Myerscough College. Evidence suggests this is a function of access to information and guidance, perceptions of higher education and the course type and delivery mode available.
- **Risk 3:** There is a lower percentage of students who were eligible for free school meals at KS4 continuing in their studies than students who were not eligible for free school meals. Evidence suggests this is a function of access to academic and personal support, alongside the cost pressures associated with accessing higher education.
- **Risk 4:** A lower percentage of students from IMD (2019) Q1 attain a 2:1 or above in comparison to students from IMD (2019) Q5. Evidence suggests this is a function of access to academic and personal support, alongside the cost pressures associated with accessing higher education.
- **Risk 5:** A lower percentage of students with a reported disability attain degree outcome of 2:1 or above than students with no reported disability. Evidence suggests this is a function of access to academic and personal support, alongside the financial pressures associated with accessing higher education.

Objectives

Objective 1: University Centre Myerscough will increase the proportion of students eligible for free school meals accessing higher education at UCM to 15% by 2028. Achieved through increased marketing activity, pre-entry aspiration raising and IAG sessions. Study and soft skill support by working with schools, local community groups and the UniConnect partnerships, including widening programme choice and mode of study availability (Linked to PTA_1).

Objective 2: University Centre Myerscough will increase the proportion of non-white students accessing higher education at UCM to 8% by 2028. Achieved through increased marketing activity, pre-entry aspiration raising and IAG sessions, and study and soft skill support by working with schools, local community groups and UniConnect partnerships and through widening programme choice and mode of study availability (Linked to PTA_2).

Objective 3: University Centre Myerscough will increase the continuation rates for students eligible for free school meals to 83% by 2028 through enhanced personal, academic and financial support (Linked to PTS_1).

Objective 4: University Centre Myerscough will increase the proportion of IMD (2019) Q1 students attaining a 2:1 or above to 70% by 2028 through career aspiration raising activity and enhanced academic and financial support (Linked to PTS_2).

Objective 5: University Centre Myerscough will increase the proportion of students with a reported disability attaining a 2:1 or above to 75% 2028 through further strengthening the dedicated.

What we are doing to address key risks to equality of opportunity

In order to achieve the objectives outlined above we have developed 5 detailed intervention strategies with targeted activities intended to enhance the student experience. Activities include:

- Targeted marketing activity and IAG
- • Pre-entry aspiration raising activity
- • Pre and post-entry knowledge and skills development activities
- • Enhanced personal and pastoral support
- • Financial support
- • Targeted careers support

How students can get involved - Students were consulted throughout the development of the access and participation plan and students will continue to be engaged in the monitoring and evaluation through membership on the Access and Participation Working Group. The student member will contribute to monitoring and reporting in relation to the individual intervention strategies, alongside the monitoring and reporting in relation to the overall plan. In addition, students will be engaged in some of the activity outlined, for example engagement at Open Events, and will feed into the research projects outlined in the evaluation plan.

Evaluation – *how we will measure what we have achieved* -Each Intervention Strategy has an evaluation plan attached that will allow us to evaluate the activities and strategy as a whole. The overall plan and associated activity will be monitored by the Access and Participation Working Group, which will include membership from key stakeholders, including students. The working group will meet termly to report on activity and will produce an annual report against targets which will feed into the governance structure.

Section 6. Staff

Our diversity data remains reasonably static across all areas in terms of our workforce profile for gender, age, disability, ethnicity and LGBTQ+.

The first step to improving our diversity profile is to understand our data and metrics at different points of the employment lifecycle. Our current data systems do not have the functionality to easily provide this data.

The implementation of the new HR & Payroll system will enable us to benchmark our workforce profile more accurately – our data will provide the starting point for assessing whether positive action is needed – due to underrepresentation – and in which areas we need to target.

As part of our HR & Payroll system implementation, we will be asking colleagues to reclassify their individual characteristics to provide more accurate information. Currently, most data, is secured upon appointment and is not reviewed.

WORKFORCE DATA:

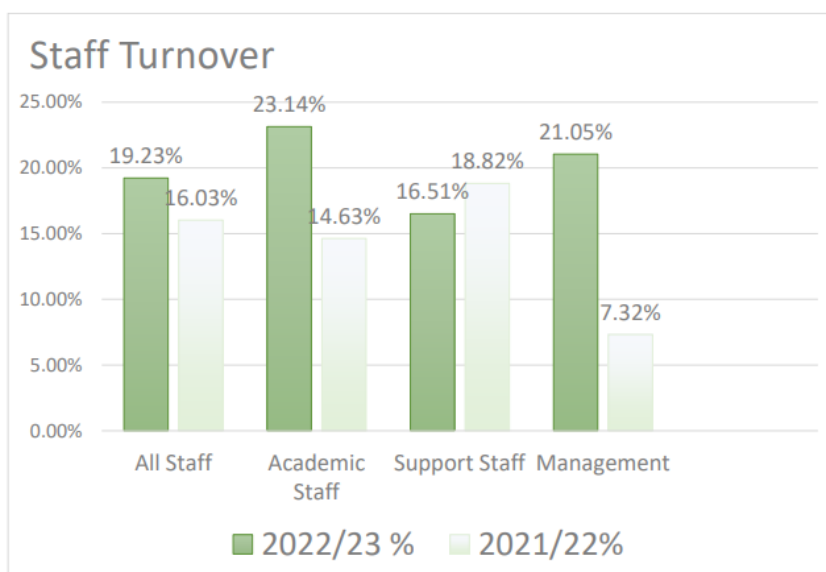
As at 31 July 2023, and compared with 31 July 2022, the College employed the following numbers/categories of staff:

Permanent/ core workforce:

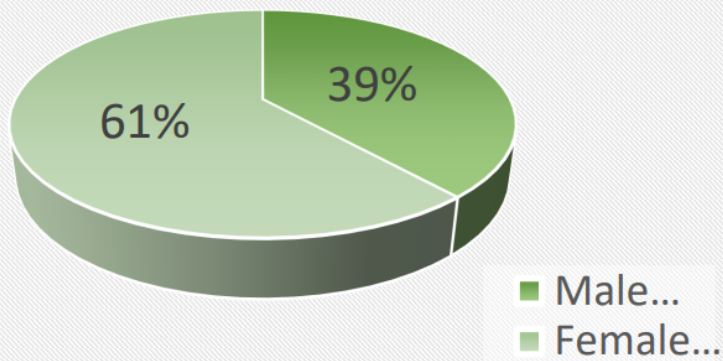
	2023	2022
Management	76	81
Teaching	226	236
Support	339	356
Total	641	673

Hourly paid teaching staff and casual staff:

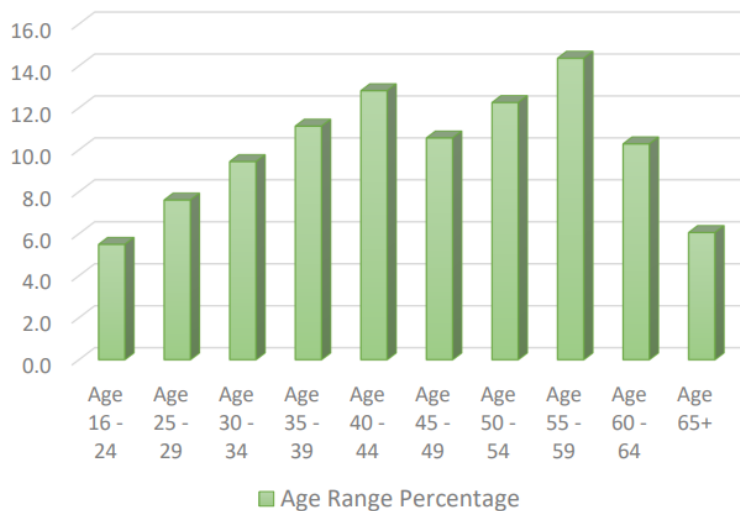
	2023	2022
Hourly paid teaching	25	45
Hourly paid support	6	33
Casual Support staff	48	61
Total number of employees	<u>720</u>	<u>812</u>



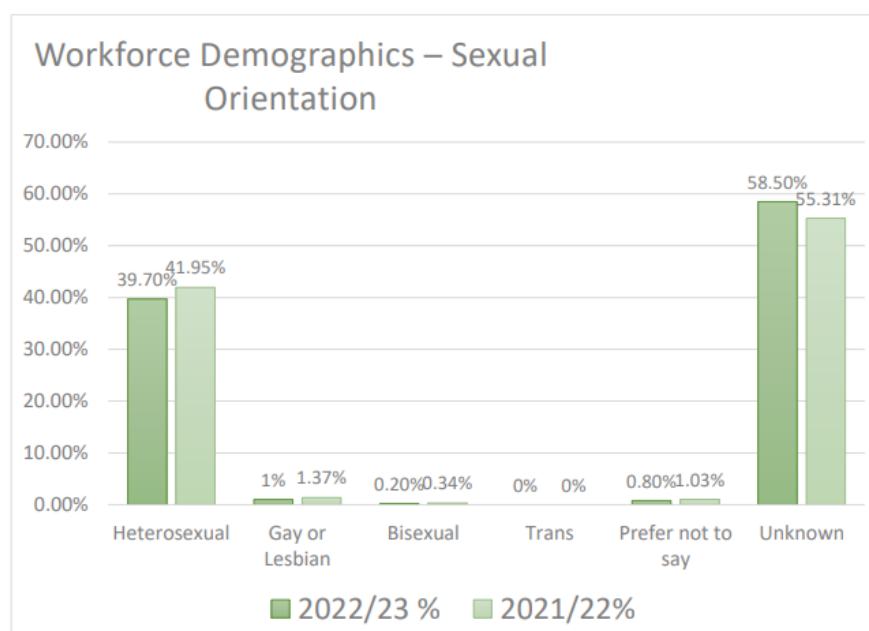
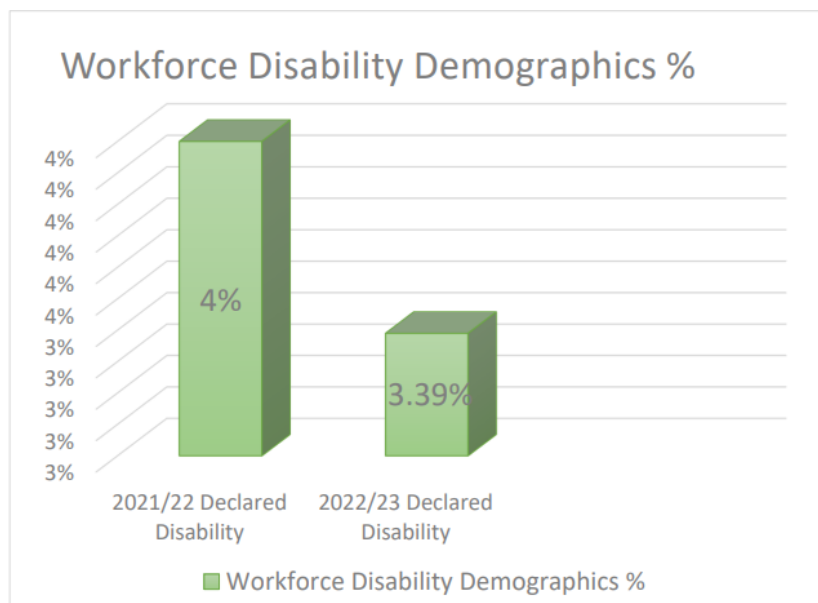
Gender Profile (Percentage)



Workforce Age Demographics %



Ethnicity	Percentage
White - English / Welsh / Scottish / Northern Irish / British	94.8%
White - Any Other White background	1.6%
Mixed / Multiple ethnic group - White and Asian	0.2%
Mixed / Multiple ethnic group - Any Other Mixed / multiple ethnic background	0.2%
Asian / Asian British - Indian	0.6%
Asian / Asian British - Pakistani	0.6%
Asian / Asian British - Bangladeshi	0.2%
Asian / Asian British - Any other Asian background	0.2%
Black / African / Caribbean / Black British - Caribbean	0.3%
Other Mixed background	0.3%
Asian or Asian British - any other	0.2%
Not known	0.8%
White - Other European	0.2%



Gender pay

This year, our mean – average – pay gap has increased by 1.98%. Our median – middle- pay gap has also increased by 3.5%

	2019-2020	2020-2021	2021-2022	2022-2023
Mean	15.3%	13.8%	11.68%	13.66%
Median	28%	26.3%	22.92%	26.47%

The changes to our pay gap are due to an increase in the number of female workers employed in the lower quartiles of our workforce (we employ significantly more women than men in our lowest paid roles). This year, we have employed 6.24% more females in the lower quartile and low middle quartile of our workforce. Over three quarters of staff employed in the lowest two quartiles are female.

To support our work on eliminating the Gender Pay Gap we will:

- Continue to ensure no barriers are evident in the recruitment and selection process, with particular reference to unconscious bias 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 deliver EDI training (inclusive of unconscious bias)
- To procure a new HR and Payroll system which will increase data reporting functionality and will support our work towards equality.
- To introduce a hybrid working policy which supports flexibility and positive work life balance.
- To introduce a pay policy, providing clarity and transparency on pay arrangements.

Full Gender Pay Gap report is available on the College website.

6.7 Disability Confident

A successful application and reaccreditation for Disability Confident Level 2 was achieved in August 2023 and is valid until September 2026. 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 the People Team, with a target and plan to become a Disability Confident Leader (Level 3) organisation in year 4 of the current strategic plan.

Amendments to the Procurement policy and agreement remain in place 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>

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, diversity 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.

2023-2024 FREDIE Objectives

The College has set 6 equality objectives. Each of the objectives are supported and strengthened by associated targets.

Ref	Objectives
Equality Objective 1	Continue to monitor, action plan and measure the impact of reducing gaps in student achievement with a particular focus on students with SEND, EHCPs and HNF students– in line with area and cross college quality improvement and development plans.
Target 1.1	Heads and Assistant Principals to include review of gaps in achievement and progress (since last year, there has been a significant change in curriculum management structure, therefore objective will continue)
Target 1.2	Maintain the momentum and monitoring of the recently approved amended Higher Education Access and Participation Plan
Target 1.3	Consistently utilise data dashboards for continual monitoring, analysis, action planning and reporting, in particular for those students with identified characteristics (demographic profile).
Equality Objective 2	Continue to embed a whole college trauma informed approach and positive behaviour management ethos.
Target 2.1	Continue to embed trauma informed practice into self-assessment and quality development processes.
Target 2.2	Provide a varied CPD programme on trauma informed practice for specific areas across the College (eg curriculum and student support, support and commercial functions)
Equality Objective 3	To improve the identification, monitoring and analysis of staff diversity data.
Target 3.1	Implementation of new HR system to improve staff diversity data collection for monitoring, analysis and reporting (this will include Corporation members).
Equality Objective 4	Maintain the College FREDIE and Sustainability Strategies.
Target 6.1	Maintain FREDIE action plan in line with Sustainability framework
Equality Objective 5	Enhance staff health, wellbeing and experience.
Target 5.1	Undertake a review of staff workload and develop associated actions
Target 5.2	Embed cultural
Equality Objective 6	Improve specific communication and language skills and tools to enhance communication across the College community.
Target 6.1	Widen Makaton skillset across the College
Target 6.2	Provide training for specialist safeguarding staff to enhance safeguarding practice for students with SEND (eg for non verbal students)

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

