



National Centre for Diversity

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Myerscough College

Leaders in Diversity Report



Leaders in Diversity

February 2017

Jo Barton

Overview

Organisation:	Myerscough College
Advisor:	Jo Barton
Accreditation date:	Feb 8 th 2017
Advisor recommendation:	Leaders in Diversity awarded
Final decision:	Achieved Leaders in Diversity

Interview Summary

Number of sites, branches, locations:	I worked in Preston at one site
Number of days on site	1for FR
Number of staff	660
Number of students	4,100
Number of Governors	18
Total number of people interviewed:	31

Introduction

Myerscough College is a land-based, Higher and Further Education college dating back to the 19th century. There is a main campus and other centres throughout the North West and in Dorset. As well as the HE and FE provision, there is apprenticeship provision and research facilities in horticulture, agriculture, arboriculture, animal care, equine studies and sport. There is residential accommodation for up to 700 students.

I have worked with the College at the main campus, which is located six miles from Preston, for the past 3 years and I think that IID and Leaders in Diversity has really made a difference in assisting the college to follow a framework and to approach EDI in a different way. I realised when I commenced in my role as the advisor that a lot of excellent work was taking place and many adjustments were made to accommodate staff and students.

The atmosphere is always friendly and welcoming and I identified some very good practice, but soon realised that Myerscough could do much more to showcase its achievements and to enhance its image, which locally was excellent. This needed to be communicated externally so that Myerscough would receive the recognition it deserved from a wider audience. In summary, the culture has always been inclusive, but wasn't celebrated as much as it could be.

I am very pleased to be able to report that, following the accomplishments of the EDI strategy and steering groups over the past 3 years, the challenge for me with this final review report was having so much information about EDI that I had to consider what to leave out, otherwise this would be a much longer report!

Considerable progress has been achieved in the time that I have worked with the College. Amongst other initiatives I would like to mention in particular, are the communications strategy, unconscious bias training, the HR policy review, which led to, amongst others, a Family Friendly Leave Policy Handbook and an Esteem in the Workplace Policy being developed. Information about Employee Support has been captured and advertised across College.

The website that was in existence 3 years ago really didn't do justice to the College. Now there has been a complete redesign of it, which is 100% improved and I am delighted with the progress made to make the information contemporary. There is an EDI section which contains case studies and the information is very accessible. I especially enjoyed watching the video about EDI and the Equality Act 2010. The LGBT charter is also on display and for those looking to work at Myerscough, a range of information is available including information about the newly introduced contemplation multi-faith rooms and Myerscough being a disability confident employer.

The College became a Mindful Employer after we started working together. There has been a great deal of progress made in making links with diverse communities and this work has produced benefits in terms of improving local links to advertise the College as both an employer and a place of learning.

The results from the work undertaken has seen the diversity of the workforce change and I understand that the number of BME students has risen from 3% in 2012, to 9.1% in September 2016.

Senior Leadership

Summary

At the Leaders' induction on May 27th 2016, everyone was totally engaged with the session and we had a very useful dialogue about the business benefits that EDI brings to the College. Leaders have demonstrated to me that they are keen to make progress and to continuously improve the EDI credentials of the College and also that they understand how EDI underpins all activities. I was impressed by the EDI knowledge of the governors and by the information that is presented to them.

Leaders have all attended and in some cases they have delivered EDI messages across the College and at other events. The Principal/Chief Executive is Ann Turner and she speaks with staff and students on a regular basis to provide updates on College progress and achievements. The feedback from my interviews with students was that Ann speaks with them on their first day to introduce them to the College.

I am confident that all leaders understand the fairness, respect, equality, diversity and inclusion agenda and all of the behaviours that I have witnessed from leaders have been exemplary. Everyone has been welcoming, friendly, approachable and very easy to speak to and this view was supported by staff, students and external stakeholders.

Leaders are members of the Strategic Diversity Group and so are able to expedite decisions as required. The leaders I met with are very knowledgeable about the progress being made on the Leaders in Diversity journey and were complimentary about the difference this had made to the College planning and to the advertising of College achievements to internal and external stakeholders.

Leaders are very visible within the College. In my interviews I was informed about the events they attended. Governors have information about EDI from the strategic EDI documents and attend governor training. They are also invited to attend Staff Voice and staff training events.

Myerscough displays a genuine and well-evidenced commitment of creating a culture where everyone can be themselves. From my visits to the College I have been in contact with a diverse student population where everyone has an equal chance to progress. The feedback from students was very positive and I was pleased to hear how well students had been supported. There are individual bespoke courses produced for students, which provide the flexibility they require.

In consultation with staff there has been a refresh of the values and Inclusion has now been added. This value is now “*Welcoming, honest and inclusive*”. The Principal/Chief Executive addressed staff and gave feedback from their consultations about the values. The EDI Strategy Group has endorsed the Leaders action plan and this is also presented to the Governors.

Survey Results

The first set of surveys were conducted in March 2016 and the second in January 2017 and I am pleased to see that in less than 12 months, there is a marked increase in the positive feedback within the leaders survey as can be seen from the results set out below. Of particular note, is the number of leaders who rate their diversity competence much higher than in the previous survey and also the number who have been involved with equality analysis – an increase of 27.62% which is impressive.

Question	Response	First	Second
Q4. How would you rate your own Equality, Diversity and Inclusion competence?	Excellent	44.44%	66.67%
	Reasonable	55.56%	30.56%
	Poor	0%	2.78%
Q5. How would you rate the Equality, Diversity and Inclusion competence of your Senior Management Team as a whole?	Excellent	69.44%	88.89%
	Reasonable	30.56%	11.11%
	Poor	0%	0%
Q15. Is your organisation actively eliminating discrimination?	Yes	100%	100%
	No	0%	0%
Q23. Have you been involved in an equality analysis over the last 12 months?	Yes	66.67%	94.29%
	No	33.33%	5.71%

Recommendations

- Continue with training sessions every 2 years to update and refresh knowledge within the leadership team.
- Consider a link EDI Governor to sit on the strategic EDI group and feedback to Governors.

- Continue with the Leaders action plan framework to capture practice as this will enable the College to self – assess across the Leaders framework before the re- assessment by the National Centre for Diversity.

Succession Planning

Summary

All leaders are committed to EDI and to the embedding of this – I was given examples of their commitment in the way they explained how they had led on EDI and inclusion initiatives. If the current EDI Co-ordinator left Myerscough, there would be a number of people to take up the helm and the work would continue. This is evident from the work undertaken by the EDI strategic and working groups.

In terms of addressing the Public Sector Equality Duty, (PSED) there is a very detailed EDI Annual Report of 75 pages which has a message from Ann Turner at the beginning of the document. Ann states “Equality, Diversity and Inclusion is central to all Myerscough activities”. There is also an Equality, Diversity and Inclusion Strategy. Both documents provide detail as to how the PSED duty is being met by the College. (The PSED is mentioned in the EDI strategic plan following a recommendation on the final review report for IID stage 2.)

I was informed by Governors about the EDI discussions that take place at their meetings and these leaders were very knowledgeable and up to date about EDI data and documents.

Leaders have presented on British Values and the College values link to these.

The Governor profile has broadened since the College commenced the IID journey.

It is of note that in the recent survey 94.29% of leaders said that they had been involved in EDI and engagement activities during the last 12 months, an increase of 27.62% from the first survey.

There have been links made to local faith schools, Islamic schools and with BME community groups. Leaders have been pivotal in making these links and in ensuring that staff are given time to get involved in such projects.

There is also a managers’ to leaders’ programme which is currently ongoing and which has provided coaching and learning opportunities to senior managers within Myerscough. This programme involves visits to other colleges and meetings with other leaders during the visits, as well as offering the opportunity to obtain qualifications in coaching and also up to MBA level.

The introduction of Advanced Teaching Practitioners working alongside the EDI Co-ordinator has assisted in the embedding of EDI within the curriculum. There are other staff members who are being supported to carry out EDI initiatives and projects and so EDI is not going to be a role that is left to one person, which ensures the continuity of the embedding of an EDI culture

Survey Results

Question	Response	First	Second
Q6. How would you rate the Equality, Diversity and Inclusion competence of the Middle Managers within your organisation?	Excellent	41.67%	69.44%
	Reasonable	58.33%	30.56%
	Poor	0%	0%
Q7. How would you rate the Equality, Diversity and Inclusion competence of your staff body as a whole?	Excellent	27.78%	47.22%
	Reasonable	72.22%	52.78%
	Poor	0%	0%
Q16. Is your organisation developing a pool of talented people to lead on Equality, Diversity and Inclusion?	Yes,	97.22%	100%
	No	2.78%	0%
Q17. Are Equality, Diversity and Inclusion embedded in your recruitment practices?	Yes	97.22%	100%
	No	2.78%	0%
Q18. Have all staff members who are involved in short-listing, interviewing job applicants, or other selection processes, undertaken recruitment and selection training?	Yes	77.78%	97.14%
	No	5.56%	0%
	I don't know	16.67%	2.86%
Q24. Have you been involved in any Equality, Diversity and Inclusion related consultation or engagement activities over the last 12 months?	Yes	66.67%	94.29%
	No	33.33%	5.71%
Q25. Have you been involved in the identification and establishment of your organisation's equality objectives?	Yes	52.78%	80.00%
	No	47.22%	20.00%

Recommendations

- Continue with plans to refresh data with the newly devised monitoring form for candidates and for staff which will provide more detailed intelligence for the College

Distributed Leadership

Summary

Leaders have all been trained on unconscious bias and this will also be rolled out to governors as part of the timetable of events that is scheduled for the board. I met with 2 governors who talked about the paradigm shifts that had occurred around fairness, inclusion and respect. They were both very positive about the work that is undertaken by the College staff to increase student achievement.

Training is offered for PREVENT and governors told me they had the opportunity to attend the staff training as well as training with peers.

Leaders are aware that they are responsible for ensuring appropriate behaviour within the workplace and the importance of being the role models for the College. Staff that I spoke with are aware of who the leaders are. They also said that all were approachable.

Survey Results

I am pleased to note from the survey responses that there is an increase in the number of leaders who have knowledge about the EDI training being compulsory and conducted within the last 12 months. Myerscough has been pro-active in increasing the quality of information and training that is provided to leaders and, having seen the video used for the unconscious bias session, I was impressed at how well this got the message across as to how we form opinions of people just from viewing a photograph.

The new induction that has been devised does covers EDI. I have viewed part of this and it is much improved. EDI is being stressed as a key area of the College ethos and new staff are made aware of the expectations of the College before and once they join the staff team. There are some excellent videos for new staff giving an overview of the College ethos and expectations with leaders setting this out clearly.

A variety of staff from across the College are involved in the EDI steering group and there is a diversity calendar and detailed EDI planner which promotes an understanding of EDI topics and events. Best practice is being developed with the help of the Advanced Practitioners and in terms of teaching and learning I was told by one staff member EDI *“is a natural part of lesson planning and schemes”*

Staff members told me about the training they had received on gendered intelligence and this was viewed as being very informative and of assistance to them when supporting students who were non binary or transitioning.

An internal communications strategy was introduced following feedback from staff.

The refreshed Staff Voice group was introduced following the feedback from the staff surveys about communication. This group has been changed significantly and is attended by leaders who answer questions from staff representatives, so ensuring a dialogue on all aspects of college life. About 30 staff are members of this group and the meetings are held in a classroom with leaders going to meet with the staff. A more informal atmosphere was introduced and from the feedback I received it is working!

The Principal/ Chief Executive contributes to the MIKE staff newsletter which is made available to all staff on a fortnightly basis. I particularly like the Principal's diary updates so that staff are aware of the strategic meetings that are being attended by Ann. MIKE is an excellent communications tool and was mentioned by all staff as a means for them to find out about College updates.

Issues not addressed in the staff form are still acknowledged and the responses are written in MIKE.

Question	Response	First	Second
Q3. Who is responsible for Equality, Diversity and Inclusion within your organisation?	1 designated person	5.56%	2.78%
	A team of designated people	16.67%	8.33%
	The HR Department	5.56%	5.56%
	The Senior Leadership Team	16.67%	8.33%
	Everybody	100.00%	100.00%
Q28. Does your organisation conduct Equality, Diversity and Inclusion Training	Yes	100%	100.00%
	No	0%	0%
	I don't know	0%	0%
Q29. Is the training compulsory for all staff?	Yes	86.11%	100.00%
	No	2.78%	0%
	I don't know	11.11%	0%

Q30. Is it delivered as part of the induction of new staff?	Yes	100.00%	100.00%
	No	0%	0%
Q31. Is training refreshed annually?	Yes	52.78%	94.29%
	No	47.22%	5.71%

External Leadership

Summary

Progress has been made on this destination, with the links that are developed with external partners being strengthened and extended. A Code of Conduct for suppliers has been devised following one of my recommendations and this will be going out to all suppliers for signature.

The credentials of suppliers are being scrutinised with contractors being asked to sign up to EDI values as part of the invitation to tender.

Myerscough has been working with partners on a variety of initiatives, which has involved working with a diverse range of communities.

There have been opportunities this year for leaders to interact with many external organisations in order to communicate the ethos and values of Myerscough and to influence and also share EDI practice.

By working with other LANDEX members,(Land based colleges aspiring to excellence) Val Senior, the Inclusive Learning Manager, has been pivotal in devising a SEND Self – Assessment and Effectiveness tool kit which includes a section for leaders and managers to self assess against the SEND Code of Practice. This is currently being rolled out nationally.

Attendance at the North West Equality Network and SEND meetings also enhance the College profile. There are many meetings attended by leaders which I have been informed about and have read about in the MIKE and which demonstrate the commitment to partnership working.

I am pleased to report that Myerscough will have representation at the NCFD awards in March. This is an invaluable opportunity to meet others who have been on the Leaders in Diversity journey and to share good practice.

An EDI information leaflet is given to partners, which conveys information about British Values , safeguarding and Prevent. A policy checklist has been developed for partners and this includes EDI.

The college has offered access to its training resources to partners.

I met with 2 partners who were very complimentary about Myerscough and we discussed the recent training that the College had provided to them on Prevent.

The partners said *"Great place, the staff are very welcoming"* and *"Genuine partnership, shared agenda, shared goal"*

Survey Results

Question	Response	First	Second
Q19. Does your organisation monitor the Equality, Diversity and Inclusion performance of your suppliers?	Yes	22.22%	82.86%
	No	5.56%	0%
	I don't know	72.22%	17.14%
Q33. Do you provide your communications and marketing materials in different formats in order to respond to the diversity of the market?	Yes	69.44%	94.29%
	No	2.78%	0%
	Don't know	27.78%	5.71%
Q34. Does your marketing strategy recognise the influence of cultural programming and acknowledge that different consumer groups have life experiences in different cultural and social settings?	Yes	66.67%	94.29%
	No	0%	0%
	I don't know	33.33%	5.71%

Supply Chain Survey Results

There have been conversations with leaders about the work with the supply chain and this is detailed in the Leaders action plan. The discussions were also referred to in my conversations with leaders. The results can be seen from the much higher percentage of leaders who are aware of how EDI impacts on partnership working.

Recommendations

- Continue to make links with other providers to share good practice.

- Include a section on the website – “work with us” to convey to potential partners what your expectations are if you are working with external stakeholders.
- Add an EDI message into the visitor badges to explain the values and the expectations that the College has about the behaviour of its visitors.

Summary and Conclusion

Having worked with Myerscough for the last 3 years, I can really see the value that Leaders in Diversity has brought to the College and the survey results illustrate this. There have been so many initiatives that I cannot include in this report, but I hope it gives a flavour of the progress that has been made.

Although there has been a great deal of work undertaken by many leaders and staff, I want to mention in particular Alison Robinson, Bernard Pendleton, Julie Youngs, Jean Bird and Becky Wood. It is always inspiring to meet with them and to see their enthusiasm and commitment to the College EDI agenda. Thank you all for listening to me and for taking this agenda forward so competently. It has been a pleasure to work with you all.

Adviser Quote

Congratulations Myerscough on your first Leaders in Diversity Award – it is truly well deserved and a recognition of the work you have done to highlight and enhance your EDI practice. I have very much enjoyed the journey with you and I wish you all the very best in your future endeavours.