



Myerscough  
College

INSPIRING EXCELLENCE

# Fairness, Respect, Equality, Diversity, Inclusion and Engagement

## FREDIE Annual Report

2019 - 2020



Myerscough  
Equality, Diversity & Inclusion



MyfutureMy studiesMy ambitionMy courseMy rewardsMy supportMy resourcesMy friendsMyerscough

## Contents

Section		Page number
1.	Introduction and Overview of the College	3
2.	Leadership of FREDIE	7
3.	Community Profile	6
4.	FREDIE Progress and Notable Achievements	9
5.	Students	18
5.1	5.1 Further Education 14-16 Adult programmes	
5.2	Apprenticeships	23
5.3	Higher Education	24
6.	Staff	27
6.1	Staff profile	
6.2	Applications to employment	26
6.3	Disciplinary Action	27
6.4	Staff attendance and sickness	27
6.5	Overview of discipline, resolution, EO and Dignity at Work, Support and Attendance	28
6.6	Gender pay gap	28
6.7	Disability Confident	28
6.8	Governor Profile	28
6.9	Professional Development	29
7.	Conclusion	30
8.	Equality, Diversity and Inclusion Objectives / FREDIE 2020-2021	31
	Appendix - Abbreviations	34



## 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 126 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 <b>FREDIE</b> : 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 is:

- Internationally recognised as a centre of excellence in Sportsturf, with alumni at major sporting venues across the world
- The 2<sup>nd</sup> largest provider of Veterinary Nursing training
- One of only three Colleges nationally delivering apprenticeships in Farriery
- Offering the only Masters qualification in Arboriculture & Urban Forestry in the world
- The only place in the world to offer a degree in Farriery

The College has an excellent reputation for the quality of its provision:

- Ofsted rated 'good' in March 2017
- One for the first Colleges to achieve all eight Gatsby benchmarks September 2019
- Myerscough achieved Teaching Excellence Framework (TEF) 'Gold' Award in 2018
- Ofsted Good (2017) for the care and support given to 16-18 residents on the campus
- The College achieved re-accreditation of Leaders in Diversity in September 2019

Myerscough College is a 'Good' College

### **The Context of 19/20**

The academic year of 2019/20 was one of the most challenging years in the College history as the world was faced with the pandemic of Covid-19. Courses moved overnight on March 20<sup>th</sup> 2020 to online delivery as the UK entered a national lockdown.

Qualifications were placed in categories of adapt, calculate or delay depending on the nature of the qualification. Teaching staff worked swiftly to adapt to teaching online and ensuring that all students left College with their qualification so they could move onto their next steps.

All staff at the College worked tirelessly to ensure that no student was disadvantaged by the move to online learning and supported students by providing laptops where needed and live learning experiences utilising a range of innovative technologies.

On the 20<sup>th</sup> August 2020 the College suffered a devastating cyber-attack leading to a loss of the website, Canvas Virtual Learning Environment, ProMonitor, all the Finance, HR and Governance information and College systems supporting enrolment. This led to an incredibly challenging start to the Autumn term and the College is still recovering from the huge impact of this. It has certainly been a year like no other in the College's 125-year history.

### **FREDIE**

The College is committed in the advancement of equality, diversity and inclusion and has embraced the FREDIE Principles of Fairness, Respect, Equality, Diversity, Inclusion and Engagement.

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.

The College was successful in meeting the requirements for Leaders in Diversity Award in July 2019 and was rated 25<sup>th</sup> in the Centre for Diversity top 100 organisation.

*Myerscough College's Mission and Values demonstrate the College's commitment to FREDIE and shared culture, which ensures that there are 'opportunities for all to succeed'. These are promoted to staff, learners, employers and all stakeholders through inductions, key messages, policies, procedures and the incorporation of the values into everyday behaviour. (Leaders in Diversity, 2019)*

*'You and your leadership team, governors, managers and college staff work hard to develop a shared culture of ensuring that there are 'opportunities for all to succeed' through the development of an inclusive environment where diversity is valued by all.*

*College values are promoted well by staff. Learners and staff are tolerant and respectful of each other. Learners from different cultures and backgrounds work together harmoniously.*

*Teachers ensure that learners with high needs make good progress. Personalised programmes help learners with high needs to improve their confidence, become more independent and progress into further study or employment.*

*You and your leadership team have improved the promotion of equality and diversity. Managers accurately identify any particular groups of learners who do not achieve as well as others and implement effective actions to resolve differences. Consequently, there are now no significant differences in achievement based on gender, ethnicity or disability. (Ofsted 2017)*

## Section 3. Community and Student Profile

### College Campuses

We operate out of five 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.

### 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.

Census 2011 data is utilised to compare college profiles against local demographic profiles and can be found at:

<https://www.lancashire.gov.uk/lancashire-insight/population-and-households/population-and-households-2011-census/>

<https://liverpool.gov.uk/council/key-statistics-and-data/census/>

### Student Profile 2019-2020

	Actual End 17/18	Actual End 18/19	Actual End 19/20
<b>Further Education 16-18</b>	1635	1622	1704
<b>Further Education subcontracted 16-18</b>	200	214	191
<b>HE- full time</b>	610	568	586
<b>HE – part time</b>	457	477	412
<b>HE postgraduate</b>	102	119	132
<b>Apprentices 16-18 (on programme and completers)</b>	448	403	343
<b>Apprentices Adults (on programme and completers)</b>	977	939	763

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

## Section 4. FREDIE Progress and Notable Achievements

### 4.1 Leaders in Diversity.

The National Centre for Diversity conducted a reassessment for Leaders in Diversity in 2019 and it was recommended that the College be recognised as having successfully reaccredited Leaders in Diversity.

Throughout the assessment process, the College demonstrated a commitment to FREDIE and already had plans in place to address some aspects of the report as part of the ongoing strategic commitment to and advancement of the FREDIE principles. A 2-year detailed action and development plan has been in place with a refreshed plan in development for academic years 20-22 which will also cover the period of reassessment for Leaders in Diversity in 2021.

*'Myerscough College has demonstrated an impressive commitment to FREDIE and in a challenging financial climate continues to see FREDIE as integral to its growth and success'* (Advisor Quote, NCFD, 2019)

800 people completed the Survey and took part in the accreditation (Governors, Managers, Staff, Students, Supply chain and Partners). An overview of findings, areas for development and progress are tabled below. Further details are within the body of the comprehensive FREDIE action plan.

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. <i>'There has been a renewed push recently to embed FREDIE into everything we do'</i> <i>'Everyone is committed to FREDIE, we don't just talk about it, but walk the walk'.</i>	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 programme with centralised resources available for delivery.	
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 however survey results found average results. Both the	Undertake a review to better understand acts of inappropriate behaviour, harassment and bullying. Review the recording and reporting
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 2020 staff survey results showed that the majority of colleagues enjoy good relationships at work and feel able to speak up and ask for help. They have a good understanding of their role and what is expected of them, these are all key factors	

	<p>which influence happiness and wellbeing. Our strongest survey results indicate that colleagues are clear about their duties, their responsibilities, and the expectations we hold of them at work. The majority of colleagues are never subject to bullying at work or unkind words.</p> <p>The cyber-attack affected the ability to report on student disciplinary data for 19-20. Promonitor will be used to record all student disciplinary interventions for 20-21.</p>	
3 FREDIE is core to the organisations strategy or business plan	<p>89% are able to explain why good FREDIE practices contribute to better organisational business performance. 100% staff agree that it is important to consider FREDIE when their organisation starts any type of planning</p>	<p>Further dovetail the Action plan into strategic business planning to help keep the profile of the plan high and focussed.</p> <p>Ensure that where practically possible, data is collected on all nine protected characteristics, especially in relation to employment</p>
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	<p>The College promotes good mental health and has committed to several Charters to support health and wellbeing.</p> <p>Staff interviewed felt that the college was making good progress in raising awareness of good mental health at work amongst staff and students. 70% staff surveyed had attended mental health awareness training and confirmed it had helped them support their own mental health.</p> <p><i>'The College has a big drive to raise awareness'</i></p>	<p>Ensure all staff have mental health awareness training before the next LiD review.</p>
Progress	<p>Successful Mental Health Audit January 2020.</p> <p>The College signed the Association of Colleges Mental Health Charter to demonstrate commitment to whole College mental health.</p> <p>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).</p> <p>The College is an active member of several health and wellbeing forums and leads on the Lancashire Colleges Health and Wellbeing Forum.</p>	
5 Effective operational line management of FREDIE	<p>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. 91% staff felt that their manager is competent in managing practices around FREDIE</p> <p><i>'we have a very clear idea of where we have gaps and how we can bring about cultural change and everyone sees it as part of their work'.</i></p> <p>70% staff felt that they had unconscious bias, however 100% of staff made a conscious effort to overcome these biases.</p>	<p>Continue to offer disabled staff support to enable them to be effective at work.</p> <p>Work towards the reaccreditation of Disability Confident Employer – due September 2020.</p>
Progress	Preparation for the submission of the Disability Confident application with suggested actions and areas for development, such as disability training for all recruiting managers, amendments to procurement practices.	

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	The College has pledged its commitment to the Armed Forces. 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. 92% staff feel that line managers are accepting of people from diverse backgrounds	Review the recruitment process.
Progress	Human resources policy and practice review and development ongoing.	
7 Retention, reward and progression processes are fair and where required, we are working towards eliminating any unfair pay gaps	100% staff made a conscious effort to overcome unconscious bias. The College reported on our Gender Pay Gap and showed a mean Gender Pay Gap of 15.3% and Median Pay Gap of 28%.	Continue to address the actions in the Gender Pay Gap action plan. Review the processes to identify further ways to improve staff satisfaction.
Progress	Gender Pay data has been published and can be found on the website Currently 13.8% - reduced from 15.3% Median 26.3%- reduced from 28% Actions: The College is in the process of remodelling the pay structure and pay progression. Reporting data to start to be collected in December 2020 ready for March 2021 publication.	
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 Enhancement Review forms. 68% of staff stated their performance reviews related to FREDIE – not all staff use this opportunity to discuss EDI or identify further EDI training needs.	Support managers through EDI training to have better FREDIE discussions with staff during 1-1s and PER meetings. Review the FREDIE results from PERs and identify issues raised and future training needs.
Progress	Staff training programme influenced by manager feedback following reviews.	
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. 86% staff stated that the College sent consistent messages relating to FREDIE to people that buy or benefit from the College's services.	Continue to make staff aware of the EDI requirements within the procurement process. Explore methods to monitor EDI performance of suppliers offer3ed contracts with the College.
Progress	Disability confident status to be included in procurement process for large suppliers and included in procurement documentation.	
10 The College has effective communication of FREDIE	The college has an effective FREDIE communication process.	Further communicate to suppliers what the College is doing in respect of FREDIE.

	Staff are integral to effective communications and have been effective in taking a consultative approach. 86% staff felt the College was effective in sending out strong and consistent messages.	
Progress	FREDIE area on Staff and student intranet. FREDIE embedded into curriculum and tutorial provision.	
11 Effective Leadership	Leaders are very much the driving force behind the College's work on FREDIE. 100% leaders thought they were a positive role model for FREDIE practices with 95% felt they have sufficient knowledge and confident to enable them to ask challenging questions about FREDIE in their department. 91% staff felt that their manager is competent in managing practices around FREDIE. 100% leaders confirmed that they engage in inclusive decision making.	Support leaders to undertake discussion with their staff about FREDIE within performance reviews.
Progress	FREDIE embedded into College practice and provision.	
12 Conscious Competence	The College has actively ensured that all leaders have received awareness on FREDIE principles and those interviewed demonstrated a good level of knowledge and how it applies to their role. Leaders also 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 is increasing its work on promoting good mental health and wellbeing at work. 39% staff have receiving training on promoting good mental health at work. 59% leaders feel confident describing the requirements of the General Equality Duty, Managers are trained in unconscious bias.	Further increase awareness of the Equality Act 2010 amongst leaders. Further increase awareness of good mental health and wellbeing at work.
Progress	FREDIE CPD programme in place. Mental health training taken place for identified groups and embedded into safeguarding training and refreshers.	
13 External Leadership	The College has a procurement processes that has FREDIE embedded within it. 86% suppliers felt that the College has demonstrated how important FREDE was to them. 29 % suppliers reported that College had involved them in any training/ learning regarding FREDIE.	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	Developments ongoing	

## 4.2 Quality of Education

QE6	Statement	Evidence																		
	<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>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.</p> <p>The College was allocated 254 High Needs places for 2019/ 2020 via the ESFA funding agreement. This was an increase of 57 places from the previous year.</p> <p>The College supported 285 High Needs students. The funding to support these additional 31 places was part funded by Local Authorities and part funded by the College. The allocation of HNF places from the ESFA for 2020/2021 has been increased to 316 places. This is the highest number for any Lancashire College and has grown significantly year on year for the past 5 years.</p> <p>Apprentices with SEND are also monitored, tracked and supported using the OneFile Platform but also have extra scrutiny...</p> <ul style="list-style-type: none"> <li>• PowerBi dashboard with a data bridge for ALS funding claims</li> <li>• SEND plans added to OneFile</li> <li>• Additional tutors are allocated (E&amp;M specialists / ALN specialists)</li> <li>• Additional Support Given (evidenced within ALS forms)</li> </ul>																		
<table border="1"> <thead> <tr> <th data-bbox="245 1451 432 1518">Number of High Needs Funded learners</th> <th data-bbox="437 1451 576 1518">Retention</th> <th data-bbox="580 1451 715 1518">Achievement</th> <th data-bbox="719 1451 1050 1518">Number of HNF Students taking Maths/English</th> <th data-bbox="1054 1451 1198 1518">Maths / English Achievement</th> <th data-bbox="1203 1451 1378 1518">Attendance</th> </tr> </thead> <tbody> <tr> <td data-bbox="245 1525 432 1592">16-18 157</td> <td data-bbox="437 1525 576 1592">94.8%</td> <td data-bbox="580 1525 715 1592">82.3%</td> <td data-bbox="719 1525 1050 1592">234 English and Maths Enrolments</td> <td data-bbox="1054 1525 1198 1592">Maths – 86.4% English – 95.7% Overall – 91.0%</td> <td data-bbox="1203 1525 1378 1592">95.0%</td> </tr> <tr> <td data-bbox="245 1599 432 1666">19+ 128</td> <td data-bbox="437 1599 576 1666">98.9%</td> <td data-bbox="580 1599 715 1666">84.3%</td> <td data-bbox="719 1599 1050 1666">219 English and Maths Enrolments</td> <td data-bbox="1054 1599 1198 1666">Maths – 98.2% English – 96.3% Overall – 97.3%</td> <td data-bbox="1203 1599 1378 1666"></td> </tr> </tbody> </table>			Number of High Needs Funded learners	Retention	Achievement	Number of HNF Students taking Maths/English	Maths / English Achievement	Attendance	16-18 157	94.8%	82.3%	234 English and Maths Enrolments	Maths – 86.4% English – 95.7% Overall – 91.0%	95.0%	19+ 128	98.9%	84.3%	219 English and Maths Enrolments	Maths – 98.2% English – 96.3% Overall – 97.3%	
Number of High Needs Funded learners	Retention	Achievement	Number of HNF Students taking Maths/English	Maths / English Achievement	Attendance															
16-18 157	94.8%	82.3%	234 English and Maths Enrolments	Maths – 86.4% English – 95.7% Overall – 91.0%	95.0%															
19+ 128	98.9%	84.3%	219 English and Maths Enrolments	Maths – 98.2% English – 96.3% Overall – 97.3%																
QE14	<p>Disadvantaged learners and learners with SEND acquire the knowledge and skills they need to succeed in life</p>	<ul style="list-style-type: none"> <li>• SEND data in body of this report.</li> <li>• See above</li> <li>• Further data can be found in the College self-assessment report</li> </ul>																		

### 4.3 Personal Development

	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	<p>Employability, Personal Development and Wellbeing are a central part of our provision, impacting positively on students' confidence and skills development.</p> <p>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.</p> <p><i>'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'</i></p> <p><i>'Students and apprentices are respectful to each other, their lecturers and visitors to the College'.</i></p> <p><i>'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'.</i></p> <p>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. 92.2% of students say that enrichment such as guest speakers, trips and work experience has helped them to develop their personal, social and employability skills.</p> <p>SAR 19-20</p>
PD2	Developing and deepening learners' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance	<p>Fundamental British Values and College Values are embedded into the curriculum and daily practice.</p> <p>Induction module develops the apprentice's understanding of the fundamental British Values.</p> <ul style="list-style-type: none"> <li>• 95.7% of FE students are aware of the Prevent agenda and how to raise concerns.</li> <li>• 94% of FE students agree that fundamental British Values are embedded into College life and their studies.</li> </ul> <p>SAR 19-20</p>
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	<p><i>Myerscough has been my first positive experience as a disabled person in education" ... "there's so much in place there: there's not been a single time I've felt disabled. I was able to get on with my studies, without having to prove myself"</i></p> <p><i>HE Equine Student 19-20</i></p> <p>The College provides an inclusive and accessible learning environment with outstanding facilities and prepares students at all levels and from a diverse range of socio-economic backgrounds for their chosen careers.</p> <p>SAR 19-20</p> <p>There is a wide range of apprentice experience, ages, backgrounds and individual characteristics that is to be celebrated in the apprenticeships department and where possible, apprentices are encouraged to work as a team.</p>

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	<ul style="list-style-type: none"> <li>• See student data for outcomes data.</li> </ul>
PD 6	Developing learners' confidence, resilience and knowledge so that they can keep themselves mentally healthy	<p>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 support them to become respectful and active citizens.</p> <p>There is excellent integration of support strategies between inclusive learning teams and course tutors ensuring high quality support for students and apprentices.</p> <p>Any learner can self-refer or be referred to The Core (includes the safeguarding team) at Myerscough College when they require any extra support for their mental health, e.g. counselling services, motivation, one-to-one support, inclusive learning or financial referral.</p> <p>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</p> <p>Mental health was a strategic priority, which provided 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.</p> <p>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 <i>'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)</i>. The College signed up to the AoC Mental Health Charter in May 2019.</p> <p>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.</p>

#### 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	<p>Student survey 19/20</p> <ul style="list-style-type: none"> <li>• 92.6% of students say that students treat other students with respect</li> <li>• 96% of students say that staff treat students with respect</li> <li>• Behavioural expectations are high across the organisation and the culture is one of positivity and respect.</li> <li>• Highly effective relationships with staff lead to positive experiences and outcomes for the majority.</li> </ul> <p><i>'Students and apprentices benefit from an enjoyable and highly inclusive environment, where teaching and learning is enriched by industry standard facilities.'</i></p> <p><i>'Students feel safe at College and learn in calm and purposeful environments'.</i></p> <p>SAR 19-20</p>



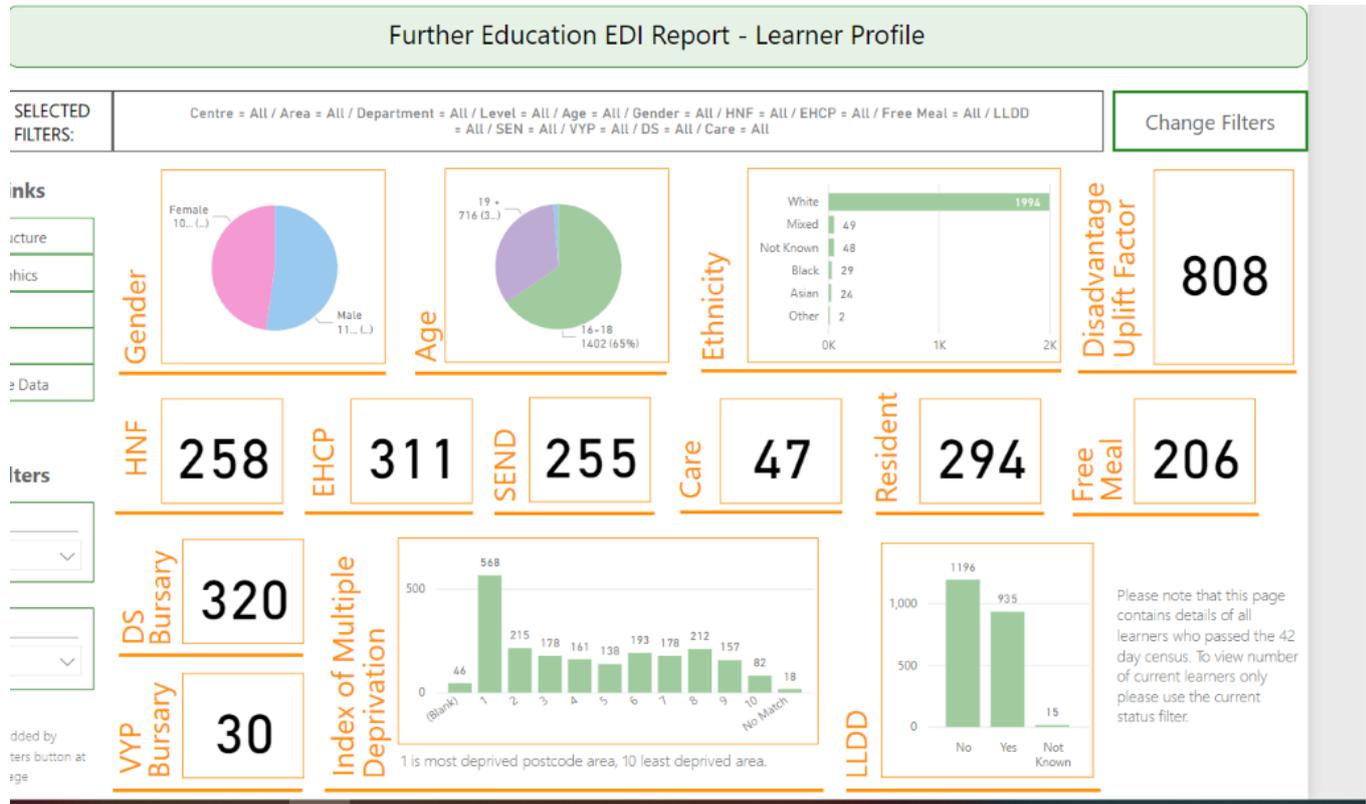
#### 4.5 FREDIE Annual Objectives 2018-2019 - Review

Ref	Objectives
EO 1	Continue to work towards the Leaders in Diversity Destinations and associated action plans.
Achieved, ongoing action planning	FREDIE Action plan in place 18-20 LiD reassessment planned for 2021 in line with reaccreditation schedule.
EO 2	Develop and publish a mental health strategy to further increase awareness of good mental health and wellbeing and provide appropriate support for staff and students.
Ongoing target and actions	Successful Mental health audit in 19-20 Ongoing development on mental health provision for students and staff as part of mental health action plan. Mental health embedded into health and wellbeing strategy for 20-21
EO 3	Students on the risk monitoring system have lower levels of retention and achievement than last year. The ProMonitor system will be used to track in year retention and achievement of these learners and record interventions
Achieved, ongoing action planning	Promonitor introduced as a student electronic individual learning plan. Records all interventions. Management reports continue to be a focus for development to support data management and reporting. At risk students incorporated into quality assurance systems such as performance management meetings.
EO 4	Further increase awareness of the Equality Act 2010 amongst leaders
Achieved, ongoing action planning	FREDIE training incorporate Equality Act duties.
EO 5	Support managers through EDI training to have better FREDIE discussions with staff during 1-1s and PER meetings. Review the EDI results from PERs and identify issues raised and future training needs.
Achieved, ongoing action planning	CPD programme and resources in place, including FREDIE, LGBTQ and Trans as highlighted in self-assessment and areas reviews.
EO 6	Further communicate to suppliers what the College is doing in respect of FREDIE. Continue to make staff more aware of the EDI requirements within the procurement process. Explore methods to monitor EDI performance of suppliers offered contracts within the college.
EO 7	Continue to address the actions in the Gender Pay Gap action plan. Review the processes to identify further ways to improve staff satisfaction.
EO 8	Develop a cross college data set and process for the identification, monitoring and reporting of student EDI performance.
Ongoing target	EDI power bi dashboard developed to support data management in 19-20. Wider data set to be explored to cover wider diversity identification for 20-21
EO 9 Achieved, ongoing action planning	To continue to work towards the required standards and targets published by the Office for Students (Dec 19) to improve access, success and progression including setting out activities and targets for fair access and participation through our Access and Participation Plan (OfS (2018) <i>A new approach to regulating access and participation in English higher education</i> ).
	Access and participation plan continue to be a key focus for FREDIE monitoring and intervention. See HE student section

## 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 17/18				18/19				19/20			
	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement
16-18	3163	95.2%	91.4%	87.0%	3198	94.5%	91.2%	86.2%	3004	93.8%	90.3%	84.7%
19 +	1191	98.0%	91.6%	89.8%	1024	95.7%	93.3%	89.3%	1190	96.1%	83.5%	80.3%
<b>Total</b>	<b>4354</b>	<b>96.0%</b>	<b>91.4%</b>	<b>87.7%</b>	<b>4222</b>	<b>94.8%</b>	<b>91.7%</b>	<b>86.9%</b>	<b>4194</b>	<b>94.4%</b>	<b>88.3%</b>	<b>83.4%</b>

Gender	Hybrid End 17/18				18/19				19/20			
	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement
<b>F</b>	<b>1494</b>	<b>94.4%</b>	<b>92.3%</b>	<b>87.1%</b>	<b>1636</b>	<b>92.4%</b>	<b>91.5%</b>	<b>84.5%</b>	<b>1941</b>	<b>93.0%</b>	<b>89.3%</b>	<b>83.0%</b>
16-18	1144	94.2%	91.5%	86.2%	1249	92.4%	90.7%	83.8%	1328	92.5%	93.2%	86.1%
19 +	350	94.9%	95.2%	90.3%	387	92.2%	94.1%	86.8%	613	94.1%	81.1%	76.3%
<b>M</b>	<b>2860</b>	<b>96.8%</b>	<b>91.0%</b>	<b>88.0%</b>	<b>2586</b>	<b>96.3%</b>	<b>91.8%</b>	<b>88.4%</b>	<b>2253</b>	<b>95.7%</b>	<b>87.5%</b>	<b>83.8%</b>
16-18	2019	95.7%	91.3%	87.4%	1949	95.8%	91.5%	87.7%	1676	94.8%	88.1%	83.5%
19 +	841	99.3%	90.2%	89.5%	637	97.8%	92.8%	90.7%	577	98.3%	85.9%	84.4%
<b>Total</b>	<b>4354</b>	<b>96.0%</b>	<b>91.4%</b>	<b>87.7%</b>	<b>4222</b>	<b>94.8%</b>	<b>91.7%</b>	<b>86.9%</b>	<b>4194</b>	<b>94.4%</b>	<b>88.3%</b>	<b>83.4%</b>

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

Hybrid End Ethnicity	17/18				18/19				19/20			
	Leavers	Retention	Passed	Achieved	Leavers	Retention	Passed	Achieved	Leavers	Retention	Passed	Achieved
<b>Arab</b>									<b>4</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
16-18									4	100.0%	100.0%	100.0%
<b>Asian</b>	<b>36</b>	<b>97.2%</b>	<b>97.1%</b>	<b>94.4%</b>	<b>37</b>	<b>100.0%</b>	<b>83.8%</b>	<b>83.8%</b>	<b>48</b>	<b>95.8%</b>	<b>95.7%</b>	<b>91.7%</b>
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%
<b>Black</b>	<b>39</b>	<b>100.0%</b>	<b>94.9%</b>	<b>94.9%</b>	<b>31</b>	<b>100.0%</b>	<b>90.3%</b>	<b>90.3%</b>	<b>40</b>	<b>100.0%</b>	<b>92.5%</b>	<b>92.5%</b>
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%
<b>Mixed</b>	<b>92</b>	<b>89.1%</b>	<b>85.4%</b>	<b>76.1%</b>	<b>94</b>	<b>95.7%</b>	<b>85.6%</b>	<b>81.9%</b>	<b>64</b>	<b>95.3%</b>	<b>83.6%</b>	<b>79.7%</b>
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%
<b>Not Provided</b>	<b>117</b>	<b>100.0%</b>	<b>86.3%</b>	<b>86.3%</b>	<b>113</b>	<b>97.3%</b>	<b>89.1%</b>	<b>86.7%</b>	<b>124</b>	<b>97.6%</b>	<b>66.1%</b>	<b>64.5%</b>
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%	86.4%	114	98.2%	63.4%	62.3%
<b>Other</b>	<b>31</b>	<b>100.0%</b>	<b>93.5%</b>	<b>93.5%</b>	<b>32</b>	<b>93.8%</b>	<b>83.3%</b>	<b>78.1%</b>	<b>25</b>	<b>80.0%</b>	<b>90.0%</b>	<b>72.0%</b>
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%
<b>White</b>	<b>4039</b>	<b>95.9%</b>	<b>91.6%</b>	<b>87.9%</b>	<b>3915</b>	<b>94.6%</b>	<b>92.1%</b>	<b>87.1%</b>	<b>3889</b>	<b>94.3%</b>	<b>89.0%</b>	<b>84.0%</b>
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%
<b>Total</b>	<b>4354</b>	<b>96.0%</b>	<b>91.4%</b>	<b>87.7%</b>	<b>4222</b>	<b>94.8%</b>	<b>91.7%</b>	<b>86.9%</b>	<b>4194</b>	<b>94.4%</b>	<b>88.3%</b>	<b>83.4%</b>

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

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

Hybrid End Difficulty or Disability	17/18				18/19				19/20			
	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement
<b>Has difficulty/disability/health problem</b>	<b>1821</b>	<b>96.0%</b>	<b>88.9%</b>	<b>85.3%</b>	<b>2002</b>	<b>94.4%</b>	<b>90.1%</b>	<b>85.0%</b>	<b>2196</b>	<b>94.6%</b>	<b>89.7%</b>	<b>84.9%</b>
16-18	1388	95.2%	88.3%	84.0%	1506	93.7%	88.7%	83.1%	1527	93.1%	89.5%	83.3%
19 +	433	98.6%	90.9%	89.6%	496	96.4%	94.1%	90.7%	669	98.1%	90.2%	88.5%
<b>No difficulty/disability/health problem</b>	<b>2461</b>	<b>96.0%</b>	<b>93.4%</b>	<b>89.6%</b>	<b>2140</b>	<b>95.1%</b>	<b>93.0%</b>	<b>88.5%</b>	<b>1912</b>	<b>94.3%</b>	<b>87.2%</b>	<b>82.2%</b>
16-18	1733	95.3%	93.8%	89.4%	1667	95.1%	93.3%	88.7%	1458	94.7%	91.0%	86.1%
19 +	728	97.5%	92.3%	90.0%	473	95.1%	92.2%	87.7%	454	93.2%	74.7%	69.6%
<b>No information provided by the learner</b>	<b>72</b>	<b>94.4%</b>	<b>89.7%</b>	<b>84.7%</b>	<b>80</b>	<b>96.3%</b>	<b>96.1%</b>	<b>92.5%</b>	<b>86</b>	<b>94.2%</b>	<b>77.8%</b>	<b>73.3%</b>
16-18	42	90.5%	92.1%	83.3%	25	100.0%	100.0%	100.0%	19	84.2%	100.0%	84.2%
19 +	30	100.0%	86.7%	86.7%	55	94.5%	94.2%	89.1%	67	97.0%	72.3%	70.1%
<b>Total</b>	<b>4354</b>	<b>96.0%</b>	<b>91.4%</b>	<b>87.7%</b>	<b>4222</b>	<b>94.8%</b>	<b>91.7%</b>	<b>86.9%</b>	<b>4194</b>	<b>94.4%</b>	<b>88.3%</b>	<b>83.4%</b>

LIDD

SEND

Hybrid End	17/18				18/19				19/20			
	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement
<b>No SEN</b>	<b>2976</b>	<b>96.0%</b>	<b>92.8%</b>	<b>89.1%</b>	<b>3138</b>	<b>94.6%</b>	<b>92.1%</b>	<b>87.1%</b>	<b>3435</b>	<b>94.9%</b>	<b>89.4%</b>	<b>84.9%</b>
16-18	2201	95.7%	92.4%	88.4%	2450	94.7%	91.9%	87.0%	2490	94.5%	90.4%	85.4%
19 +	775	97.0%	93.8%	91.0%	688	94.2%	93.1%	87.6%	945	96.0%	86.9%	83.4%
<b>SEN</b>	<b>1032</b>	<b>94.4%</b>	<b>88.8%</b>	<b>83.8%</b>	<b>825</b>	<b>93.2%</b>	<b>89.6%</b>	<b>83.5%</b>	<b>540</b>	<b>93.3%</b>	<b>89.5%</b>	<b>83.5%</b>
16-18	961	94.6%	88.8%	84.0%	691	92.9%	89.3%	82.9%	444	93.5%	90.1%	84.2%
19 +	71	91.5%	89.2%	81.7%	134	94.8%	91.3%	86.6%	96	92.7%	86.5%	80.2%
<b>Total</b>	<b>4354</b>	<b>96.0%</b>	<b>91.4%</b>	<b>87.7%</b>	<b>4222</b>	<b>94.8%</b>	<b>91.7%</b>	<b>86.9%</b>	<b>4194</b>	<b>94.4%</b>	<b>88.3%</b>	<b>83.4%</b>

Direction of Travel			
SEN	Retention	Pass	Achievement
<b>No SEN</b>	<b>-0%</b>	<b>-2%</b>	<b>-2%</b>
16-18	-0%	-1%	-1%
19 +	0%	-4%	-4%
<b>SEN</b>	<b>-0%</b>	<b>0%</b>	<b>-0%</b>
16-18	-0%	1%	1%
19 +	-1%	-3%	-3%
<b>Total</b>	<b>-1%</b>	<b>-2%</b>	<b>-3%</b>

High Needs Funded

Hybrid End	17/18				18/19				19/20			
	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement
<b>HNF</b>	<b>556</b>	<b>97.8%</b>	<b>89.2%</b>	<b>87.2%</b>	<b>597</b>	<b>97.0%</b>	<b>94.1%</b>	<b>91.3%</b>	<b>746</b>	<b>97.3%</b>	<b>92.6%</b>	<b>90.1%</b>
16-18	323	97.5%	87.6%	85.4%	358	96.9%	92.8%	89.9%	401	95.8%	90.1%	86.3%
19 +	233	98.3%	91.3%	89.7%	239	97.1%	96.1%	93.3%	345	99.1%	95.3%	94.5%
<b>Not HNF</b>	<b>3798</b>	<b>95.7%</b>	<b>91.8%</b>	<b>87.8%</b>	<b>3625</b>	<b>94.4%</b>	<b>91.3%</b>	<b>86.2%</b>	<b>3448</b>	<b>93.8%</b>	<b>87.4%</b>	<b>82.0%</b>
16-18	2840	94.9%	91.8%	87.1%	2840	94.2%	91.0%	85.7%	2603	93.5%	90.3%	84.4%
19 +	958	97.9%	91.7%	89.8%	785	95.3%	92.4%	88.0%	845	94.9%	78.4%	74.4%
<b>Total</b>	<b>4354</b>	<b>96.0%</b>	<b>91.4%</b>	<b>87.7%</b>	<b>4222</b>	<b>94.8%</b>	<b>91.7%</b>	<b>86.9%</b>	<b>4194</b>	<b>94.4%</b>	<b>88.3%</b>	<b>83.4%</b>

Direction of Travel			
HNF	Retention	Pass	Achievement
<b>1</b>	<b>-0%</b>	<b>1%</b>	<b>0%</b>
16-18	-1%	-0%	-1%
19 +	1%	1%	2%
<b>n/a</b>	<b>-1%</b>	<b>-3%</b>	<b>-3%</b>
16-18	-1%	-1%	-1%
19 +	-1%	-9%	-10%
<b>Total</b>	<b>-1%</b>	<b>-2%</b>	<b>-3%</b>

EHCP

Hybrid End	17/18				18/19				19/20			
	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement
<b>EHCP</b>	<b>568</b>	<b>98.4%</b>	<b>88.6%</b>	<b>87.1%</b>	<b>617</b>	<b>97.4%</b>	<b>95.0%</b>	<b>92.5%</b>	<b>887</b>	<b>96.7%</b>	<b>92.0%</b>	<b>89.0%</b>
16-18	312	98.7%	85.7%	84.6%	335	97.6%	93.6%	91.3%	447	94.9%	89.6%	85.0%
19 +	256	98.0%	92.0%	90.2%	282	97.2%	96.7%	94.0%	440	98.6%	94.2%	93.0%
<b>Not EHCP</b>	<b>3705</b>	<b>95.8%</b>	<b>91.9%</b>	<b>88.1%</b>	<b>3517</b>	<b>94.6%</b>	<b>91.2%</b>	<b>86.3%</b>	<b>3229</b>	<b>94.1%</b>	<b>87.5%</b>	<b>82.4%</b>
16-18	2795	94.9%	92.1%	87.4%	2813	94.4%	91.0%	85.9%	2509	93.8%	90.7%	85.1%
19 +	910	98.6%	91.5%	90.2%	704	95.6%	92.0%	87.9%	720	95.1%	76.5%	72.8%
<b>Total</b>	<b>4273</b>	<b>96.2%</b>	<b>91.5%</b>	<b>88.0%</b>	<b>4134</b>	<b>95.0%</b>	<b>91.8%</b>	<b>87.2%</b>	<b>4116</b>	<b>94.7%</b>	<b>88.5%</b>	<b>83.8%</b>

Direction of Travel			
EHCP	Retention	Pass	Achievement
<b>EHCP</b>	<b>-0%</b>	<b>-0%</b>	<b>-1%</b>
16-18	-1%	-0%	-2%
19 +	1%	-1%	0%
<b>Not EHCP</b>	<b>0%</b>	<b>-1%</b>	<b>-1%</b>
16-18	0%	-1%	-0%
19 +	-2%	-5%	-6%
<b>Total</b>	<b>0%</b>	<b>-1%</b>	<b>-1%</b>

Free School Meals

Hybrid End	17/18				18/19				19/20			
	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement
<b>Free Meal</b>	<b>427</b>	<b>96.5%</b>	<b>89.3%</b>	<b>86.2%</b>	<b>433</b>	<b>92.8%</b>	<b>90.0%</b>	<b>83.6%</b>	<b>498</b>	<b>96.4%</b>	<b>88.5%</b>	<b>85.3%</b>
16-18	301	95.3%	88.5%	84.4%	311	91.6%	86.7%	79.4%	324	94.4%	86.3%	81.5%
19 +	126	99.2%	91.2%	90.5%	122	95.9%	98.3%	94.3%	174	100.0%	92.5%	92.5%
<b>No Free Meal</b>	<b>3846</b>	<b>96.1%</b>	<b>91.7%</b>	<b>88.2%</b>	<b>3701</b>	<b>95.3%</b>	<b>92.0%</b>	<b>87.7%</b>	<b>3618</b>	<b>94.4%</b>	<b>88.5%</b>	<b>83.6%</b>
16-18	2806	95.3%	91.7%	87.4%	2837	95.1%	91.8%	87.2%	2632	93.9%	91.1%	85.6%
19 +	1040	98.4%	91.7%	90.2%	864	96.1%	92.7%	89.0%	986	95.8%	81.7%	78.3%
<b>Total</b>	<b>4273</b>	<b>96.2%</b>	<b>91.5%</b>	<b>88.0%</b>	<b>4134</b>	<b>95.0%</b>	<b>91.8%</b>	<b>87.2%</b>	<b>4116</b>	<b>94.7%</b>	<b>88.5%</b>	<b>83.8%</b>

Direction of Travel			
Free Meal	Retention	Pass	Achievement
<b>Free Meal</b>	<b>1%</b>	<b>-0%</b>	<b>1%</b>
16-18	1%	-0%	0%
19 +	0%	-1%	-1%
<b>No Free Meal</b>	<b>-0%</b>	<b>-1%</b>	<b>-1%</b>
16-18	-0%	-1%	-0%
19 +	-0%	-3%	-3%
<b>Total</b>	<b>0%</b>	<b>-1%</b>	<b>-1%</b>

Achievement has remained consistent for learners with a range of support needs including Educational Health Care plans and /or are in receipt of high needs funding at element 3.

Students in receipt of free school meals have also maintained steady achievement rates but are doing less well than those without by 4%. This is likely to be COVID related post lockdown relating to digital poverty such as access to technology and the internet.

## Examination Concessions, Exceptional Entry (Level 3) & Resident (Preston):

### Exam Access Arrangements

Hybrid End Type	17/18				18/19				19/20			
	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement
<b>EXCN</b>	<b>1324</b>	<b>95.8%</b>	<b>87.1%</b>	<b>83.4%</b>	<b>1247</b>	<b>93.9%</b>	<b>89.7%</b>	<b>84.2%</b>	<b>745</b>	<b>95.8%</b>	<b>90.1%</b>	<b>86.3%</b>
16-18	1110	95.7%	87.1%	83.3%	1000	94.1%	88.9%	83.7%	576	95.5%	90.0%	85.9%
19 +	214	96.3%	86.9%	83.6%	247	93.1%	92.6%	86.2%	169	97.0%	90.2%	87.6%
<b>Total</b>	<b>1324</b>	<b>95.8%</b>	<b>87.1%</b>	<b>83.4%</b>	<b>1247</b>	<b>93.9%</b>	<b>89.7%</b>	<b>84.2%</b>	<b>745</b>	<b>95.8%</b>	<b>90.1%</b>	<b>86.3%</b>

Direction of Travel			
Type	Retention	Pass	Achievement
<b>EXCN</b>	<b>1%</b>	<b>1%</b>	<b>2%</b>
16-18	0%	2%	2%
19 +	2%	0%	2%
<b>Total</b>	<b>1%</b>	<b>1%</b>	<b>2%</b>

### Residents

Hybrid End Resident	17/18				18/19				19/20			
	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement
<b>Resident</b>	<b>635</b>	<b>95.0%</b>	<b>92.2%</b>	<b>87.6%</b>	<b>589</b>	<b>92.9%</b>	<b>91.6%</b>	<b>85.1%</b>	<b>448</b>	<b>92.9%</b>	<b>87.3%</b>	<b>81.0%</b>
16-18	563	95.7%	92.9%	89.0%	515	93.2%	91.5%	85.2%	380	93.2%	88.1%	82.1%
19 +	72	88.9%	85.9%	76.4%	74	90.5%	92.5%	83.8%	68	91.2%	82.3%	75.0%
<b>Total</b>	<b>4354</b>	<b>96.0%</b>	<b>91.4%</b>	<b>87.7%</b>	<b>4222</b>	<b>94.8%</b>	<b>91.7%</b>	<b>86.9%</b>	<b>4194</b>	<b>94.4%</b>	<b>88.3%</b>	<b>83.4%</b>

Direction of Travel			
Resident	Retention	Pass	Achievement
<b>Resident</b>	<b>-1%</b>	<b>-3%</b>	<b>-4%</b>
16-18	-1%	-3%	-4%
19 +	1%	-5%	-4%
<b>Total</b>	<b>-1%</b>	<b>-2%</b>	<b>-3%</b>

### Exceptional Entrant

Hybrid End Ex Entry	17/18				18/19				19/20			
	Leavers	Retention	Passed	Achieved	Leavers	Retention	Passed	Achieved	Leavers	Retention	Passed	Achieved
	<b>4271</b>	<b>96.2%</b>	<b>91.5%</b>	<b>88.0%</b>	<b>4176</b>	<b>94.8%</b>	<b>91.8%</b>	<b>87.0%</b>	<b>4144</b>	<b>94.5%</b>	<b>88.4%</b>	<b>83.6%</b>
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%
<b>Exceptional Entry</b>	<b>83</b>	<b>84.3%</b>	<b>87.1%</b>	<b>73.5%</b>	<b>46</b>	<b>91.3%</b>	<b>85.7%</b>	<b>78.3%</b>	<b>50</b>	<b>88.0%</b>	<b>79.5%</b>	<b>70.0%</b>
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%
<b>Total</b>	<b>4354</b>	<b>96.0%</b>	<b>91.4%</b>	<b>87.7%</b>	<b>4222</b>	<b>94.8%</b>	<b>91.7%</b>	<b>86.9%</b>	<b>4194</b>	<b>94.4%</b>	<b>88.3%</b>	<b>83.4%</b>

Direction of Travel			
Ex Entry	Retention	Pass	Achieved
	-1%	-2%	-3%
16-18	-1%	-1%	-1%
19 +	-1%	-6%	-6%
<b>Exceptional Entry</b>	<b>1%</b>	<b>-5%</b>	<b>-4%</b>
16-18	-3%	-8%	-9%
19 +	15%	-0%	13%
<b>Total</b>	<b>-1%</b>	<b>-2%</b>	<b>-3%</b>

Learners with exam concession requirements have dropped to 754 from 1247 the year before. Achievement has remained stable.

The residential achievement rate is declining compared to previous years. This is likely to directly relate the impact of COVID19 lockdown.

## Looked After Child & Vulnerable Young Person:

### LAC / Care Leaver

Hybrid End Care (groups)	17/18				18/19				19/20			
	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement
<b>No</b>	<b>2510</b>	<b>95.7%</b>	<b>91.8%</b>	<b>87.8%</b>	<b>2725</b>	<b>94.5%</b>	<b>91.4%</b>	<b>86.4%</b>	<b>2849</b>	<b>95.4%</b>	<b>90.2%</b>	<b>86.0%</b>
16-18	2128	95.2%	91.5%	87.1%	2303	94.4%	91.0%	85.9%	2191	95.1%	90.4%	86.0%
19 +	382	98.7%	93.1%	91.9%	422	95.5%	93.3%	89.1%	658	96.2%	89.6%	86.2%
<b>Yes</b>	<b>99</b>	<b>89.9%</b>	<b>83.1%</b>	<b>74.7%</b>	<b>127</b>	<b>97.6%</b>	<b>90.3%</b>	<b>88.2%</b>	<b>126</b>	<b>92.1%</b>	<b>83.6%</b>	<b>77.0%</b>
16-18	70	90.0%	81.0%	72.9%	107	97.2%	88.5%	86.0%	95	89.5%	84.7%	75.8%
19 +	29	89.7%	88.5%	79.3%	20	100.0%	100.0%	100.0%	31	100.0%	80.6%	80.6%
<b>Total</b>	<b>2609</b>	<b>95.5%</b>	<b>91.5%</b>	<b>87.4%</b>	<b>2852</b>	<b>94.7%</b>	<b>91.3%</b>	<b>86.5%</b>	<b>2975</b>	<b>95.2%</b>	<b>89.9%</b>	<b>85.6%</b>

Direction of Travel			
Care (groups)	Retention	Pass	Achievement
<b>No</b>	<b>0%</b>	<b>-1%</b>	<b>-1%</b>
16-18	0%	-1%	-0%
19 +	-0%	-2%	-2%
<b>Yes</b>	<b>-1%</b>	<b>-2%</b>	<b>-3%</b>
16-18	-3%	-1%	-3%
19 +	-4%	-8%	-4%
<b>Total</b>	<b>0%</b>	<b>-1%</b>	<b>-1%</b>

### VYP

Hybrid End VYP	17/18				18/19				19/20			
	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement
<b>Not VYP</b>	<b>3859</b>	<b>95.9%</b>	<b>92.1%</b>	<b>88.4%</b>	<b>3792</b>	<b>94.6%</b>	<b>91.8%</b>	<b>86.9%</b>	<b>3816</b>	<b>95.0%</b>	<b>89.6%</b>	<b>85.2%</b>
16-18	3038	95.6%	91.7%	87.7%	3008	94.6%	91.5%	86.6%	2805	94.7%	90.7%	85.8%
19 +	821	97.2%	93.5%	90.9%	784	94.6%	92.9%	87.9%	1011	96.0%	86.8%	83.4%
<b>VYP</b>	<b>149</b>	<b>87.2%</b>	<b>81.5%</b>	<b>71.1%</b>	<b>171</b>	<b>86.5%</b>	<b>87.2%</b>	<b>75.4%</b>	<b>159</b>	<b>85.5%</b>	<b>84.6%</b>	<b>72.3%</b>
16-18	124	89.5%	80.2%	71.8%	133	86.5%	86.1%	74.4%	129	86.0%	83.8%	72.1%
19 +	25	76.0%	89.5%	68.0%	38	86.8%	90.9%	78.9%	30	83.3%	88.0%	73.3%
<b>Total</b>	<b>3927</b>	<b>95.8%</b>	<b>91.8%</b>	<b>88.0%</b>	<b>3875</b>	<b>94.5%</b>	<b>91.7%</b>	<b>86.7%</b>	<b>3897</b>	<b>94.9%</b>	<b>89.6%</b>	<b>85.1%</b>

Direction of Travel			
VYP	Retention	Pass	Achievement
<b>Not VYP</b>	<b>-0%</b>	<b>-2%</b>	<b>-2%</b>
16-18	-0%	-1%	-1%
19 +	0%	-4%	-4%
<b>VYP</b>	<b>-1%</b>	<b>0%</b>	<b>-1%</b>
16-18	-1%	0%	-1%
19 +	1%	-2%	-1%
<b>Total</b>	<b>-1%</b>	<b>-2%</b>	<b>-3%</b>

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 IMD Decile	17/18				18/19				19/20			
	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement
<b>0% - 10% (Most Deprived)</b>	<b>1183</b>	<b>95.5%</b>	<b>91.1%</b>	<b>87.0%</b>	<b>1219</b>	<b>96.6%</b>	<b>91.4%</b>	<b>88.3%</b>	<b>1231</b>	<b>95.8%</b>	<b>90.2%</b>	<b>86.4%</b>
16-18	849	95.1%	90.2%	85.7%	906	96.4%	90.6%	87.3%	893	94.5%	90.8%	85.8%
19 +	334	96.7%	93.2%	90.1%	313	97.1%	93.8%	91.1%	338	99.1%	89.0%	88.2%
<b>10% - 20%</b>	<b>465</b>	<b>94.4%</b>	<b>88.4%</b>	<b>83.4%</b>	<b>462</b>	<b>95.5%</b>	<b>89.3%</b>	<b>85.3%</b>	<b>416</b>	<b>94.7%</b>	<b>88.8%</b>	<b>84.1%</b>
16-18	328	92.7%	87.8%	81.4%	367	94.6%	88.5%	83.7%	313	94.9%	92.9%	88.2%
19 +	137	98.5%	89.6%	88.3%	95	98.9%	92.6%	91.6%	103	94.2%	76.3%	71.8%
<b>20% - 30%</b>	<b>362</b>	<b>93.9%</b>	<b>92.1%</b>	<b>86.5%</b>	<b>357</b>	<b>95.2%</b>	<b>91.2%</b>	<b>86.8%</b>	<b>318</b>	<b>94.7%</b>	<b>90.0%</b>	<b>85.2%</b>
16-18	258	91.9%	93.2%	85.7%	272	94.5%	90.7%	85.7%	236	93.2%	92.3%	86.0%
19 +	104	99.0%	89.3%	88.5%	85	97.6%	92.8%	90.6%	82	98.8%	84.0%	82.9%
<b>30% - 40%</b>	<b>370</b>	<b>94.6%</b>	<b>90.9%</b>	<b>85.9%</b>	<b>322</b>	<b>94.1%</b>	<b>91.7%</b>	<b>86.3%</b>	<b>335</b>	<b>92.5%</b>	<b>91.3%</b>	<b>84.5%</b>
16-18	265	92.5%	91.4%	84.5%	263	96.6%	92.5%	89.4%	235	92.8%	95.0%	88.1%
19 +	105	100.0%	89.5%	89.5%	59	83.1%	87.8%	72.9%	100	92.0%	82.6%	76.0%
<b>40% - 50%</b>	<b>282</b>	<b>97.5%</b>	<b>91.3%</b>	<b>89.0%</b>	<b>287</b>	<b>93.7%</b>	<b>90.3%</b>	<b>84.7%</b>	<b>273</b>	<b>94.1%</b>	<b>87.5%</b>	<b>82.4%</b>
16-18	208	98.6%	90.2%	88.9%	218	93.1%	89.2%	83.0%	200	93.5%	89.3%	83.5%
19 +	74	94.6%	94.3%	89.2%	69	95.7%	93.9%	89.9%	73	95.9%	82.9%	79.5%
<b>50% - 60%</b>	<b>371</b>	<b>96.8%</b>	<b>91.1%</b>	<b>88.1%</b>	<b>342</b>	<b>94.2%</b>	<b>91.9%</b>	<b>86.5%</b>	<b>381</b>	<b>91.9%</b>	<b>88.0%</b>	<b>80.8%</b>
16-18	288	95.8%	91.3%	87.5%	261	94.6%	92.7%	87.7%	281	90.0%	88.9%	80.1%
19 +	83	100.0%	90.4%	90.4%	81	92.6%	89.3%	82.7%	100	97.0%	85.6%	83.0%
<b>60% - 70%</b>	<b>396</b>	<b>98.2%</b>	<b>92.5%</b>	<b>90.9%</b>	<b>404</b>	<b>94.1%</b>	<b>91.8%</b>	<b>86.4%</b>	<b>352</b>	<b>91.5%</b>	<b>86.0%</b>	<b>78.7%</b>
16-18	302	98.3%	93.6%	92.1%	285	92.6%	91.3%	84.6%	233	89.3%	87.0%	77.7%
19 +	94	97.9%	89.1%	87.2%	119	97.5%	93.1%	90.8%	119	95.8%	84.2%	80.7%
<b>70% - 80%</b>	<b>313</b>	<b>97.4%</b>	<b>93.8%</b>	<b>91.4%</b>	<b>302</b>	<b>94.0%</b>	<b>92.6%</b>	<b>87.1%</b>	<b>384</b>	<b>95.8%</b>	<b>84.8%</b>	<b>81.3%</b>
16-18	241	97.1%	94.4%	91.7%	215	94.0%	91.6%	86.0%	272	97.1%	88.3%	85.7%
19 +	72	98.6%	91.5%	90.3%	87	94.3%	95.1%	89.7%	112	92.9%	76.0%	70.5%
<b>80% - 90%</b>	<b>340</b>	<b>96.5%</b>	<b>93.9%</b>	<b>90.6%</b>	<b>281</b>	<b>94.0%</b>	<b>95.1%</b>	<b>89.3%</b>	<b>255</b>	<b>94.1%</b>	<b>84.2%</b>	<b>79.2%</b>
16-18	230	95.2%	94.5%	90.0%	210	93.3%	94.4%	88.1%	166	94.0%	87.2%	81.9%
19 +	110	99.1%	92.7%	91.8%	71	95.8%	97.1%	93.0%	89	94.4%	78.6%	74.2%
<b>90% - 100% (Least Deprived)</b>	<b>193</b>	<b>97.9%</b>	<b>88.9%</b>	<b>87.0%</b>	<b>176</b>	<b>92.0%</b>	<b>94.4%</b>	<b>86.9%</b>	<b>181</b>	<b>97.2%</b>	<b>84.1%</b>	<b>81.8%</b>
16-18	138	97.8%	86.7%	84.8%	144	90.3%	93.8%	84.7%	122	98.4%	86.7%	85.2%
19 +	55	98.2%	94.4%	92.7%	32	100.0%	96.9%	96.9%	59	94.9%	78.6%	74.6%
<b>Unknown</b>	<b>79</b>	<b>93.7%</b>	<b>97.3%</b>	<b>91.1%</b>	<b>70</b>	<b>85.7%</b>	<b>95.0%</b>	<b>81.4%</b>	<b>68</b>	<b>94.1%</b>	<b>92.2%</b>	<b>86.8%</b>
16-18	56	92.9%	98.1%	91.1%	57	86.0%	95.9%	82.5%	53	94.3%	92.0%	86.8%
19 +	23	95.7%	95.5%	91.3%	13	84.6%	90.9%	76.9%	15	93.3%	92.9%	86.7%
<b>Total</b>	<b>4354</b>	<b>96.0%</b>	<b>91.4%</b>	<b>87.7%</b>	<b>4222</b>	<b>94.8%</b>	<b>91.7%</b>	<b>86.9%</b>	<b>4194</b>	<b>94.4%</b>	<b>88.3%</b>	<b>83.4%</b>

Learners from areas designated as having multiple deprivation continue to achieve well in line with their peers.

### 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.

### Data 2019/20 overall for 14-16 learners:

Retention 89.9%

Achievement 83.6%

Attendance was good at 91%

This is particularly impressive given the high numbers of Home Educated students in the cohort, many of whom have come out of school for reasons connected with poor physical and mental health.

## 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 Deprivation, 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

Provision	Retention	Achievement (including timely)	Learner profile	Maths / English Achievement	Number of High Needs Apprentice	Number with EHCP
16-18 Intermediate Advanced	67.3% (18-19 – 66.2%)	Overall- 65.3 % BC (18/19 = 63.4%)  Timely- 49.2% BC (18/19 = 53.2%) Frameworks ONLY	342	56.4% BC English (18/19 – 28.6%)  50.8% BC Maths (18/19 – 53.6%)	75	2
19+ Intermediate Advanced	74.5% (18-19 – 73.2%)	Overall 73.7 BC (18/19 = 63.4%)  Timely 59.5% BC (18/19 = 53.2%) Frameworks ONLY	780	74.1 % BC English (18/19 – 58.9%)  75.2 % BC Maths (18/19 – 68.8%)	89	3
Headline	72.5% (18/19 - 72.5%)	Overall- 71.3 BC (18/19 = 69.7%)  Timely- 56.9% BC (18/19 = 60.7%) Frameworks ONLY  86.6% High Grades for Standards  44.4% Distinction 42.2% Merits	1122 Female 249 (22%) Male 873 (78%) Ethnicity other – 4.5%  42% of learner from IMD decile 1-5 (deprivation)	69.3% BC English (18/19 – 54.9%)  67.9% BC Maths (18/19 – 66.3%)	164	5

## 5.3 Higher Education

### Widening Participation and Access to Higher Education

Our Access and Participation Plan 2020-25) has identified gaps in access for full time students from disadvantaged areas, BAME students and a declining trend of full-time students enrolled to full time programmes. Although the first formal reporting year for the Access and Participation Plan is 2020-21, enrolments for our Access and Participation Plan target groups in 2019-20 indicated good initial progress against the targets:

Target Group	Baseline	2019-20 Outcome
Percentage difference between full time students from POLAR 4 group 1 and group 5	11.7%	9%
Percentage of full time BAME students	3%	4%
Percentage of mature students on full time programmes	20%	25%

### Student retention and achievement by different priority groups:

Priority Group		Student Achievement Rate 2019-20 (at 11-09-20)
Age	<21	91.7%
	>21	90.4%
Gender	Female	91.1%
	Male	91%
Ethnicity	All Other Ethnic Groups	97.2%
	White	90.8%
Learning Difficulty or Disability	LLDD = Yes	90%
	LLDD = No	91%
POLAR 4	Group 1	87.6%
	Group 5	93.7%

There were no significant differences in achievement between different age or gender groups. The gap in outcomes for students from different ethnicities was 6.4% (in favour of BAME students).

Achievement for students with a declared learning difficulty or disability was just 1% lower than achievement for students with no declared learning difficulty or disability. This is an improvement from the 6% gap for the same groups of students in the previous year. High grades for students with a declared learning difficulty or disability were 46.8% compared with 53.9% for students with no declared learning difficulty or disability.

The differential in outcomes for students from the most and least disadvantaged backgrounds was 6.1%. Again, this is an improvement from the 9% gap reported the previous year. High grades for

POLAR 4 group 1 (the most disadvantaged areas) were 40.7% compared with 55.9% for POLAR 4 group 5 (the least disadvantaged areas).

Our 2020-25 Access and Participation Plan sets out how we will work to reduce gaps in achievement and degree outcomes for different priority groups. The main groups identified by our analysis of previous performance were achievement and degree outcomes for students with a declared learning difficulty or disability and students from disadvantaged areas (POLAR 4 Group 1). Outcomes for our Access and Participation Plan target groups were as follows:

Target Group	Baseline	Outcome
Difference in achievement between full time students from POLAR4 group 1 and group 5	9%	8%
Difference in degree outcomes between part time students from POLAR4 group 1 and group 5	19%	1.4%
Difference in degree outcomes for full time students with a disability and those without a disability	10%	2.5%

The above results show that progress is being made in reducing the gaps for our Access and Participation Plan target groups. However, we need to continue to implement the measures identified in the Access and Participation Plan to support these groups, particularly achievement for students from POLAR4 group 1.

### Destinations

The previous Destinations of Leavers from Higher Education (DLHE) was changed to the new Graduate Outcomes Survey. The survey was administered by HESA on behalf of the Office for Students and undertaken 15 months after students have completed their studies.

Graduate Outcomes for our Access and Participation Plan target group (students from disadvantaged areas) were 33%, a gap of 6%. This is below our baseline (11% gap) and target for next year (9% gap). However, this was from very low numbers (15) and if the Graduate Outcomes survey continues in this way, may make this A&P Plan target statistically insignificant.

### NSS Student Satisfaction

Overall satisfaction for mature students was generally consistent with young students. However, outcomes for mature students were significantly lower for learning resources (12% lower), learning community (20% lower) and student voice (16% lower). Outcomes were also generally lower across all categories for part time students. These differences are likely to be largely due to the responses for distance learning students who tend to be predominantly mature students. These categories of questions can also prove difficult for distance learning students.

Overall satisfaction for female students (74%) was lower than for male students (81%) 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.

Overall satisfaction for students with specific disabilities (dyslexia, dyspraxia, ADHD, 83%) was higher than for students with no known disability (78%). Overall satisfaction for students with other disabilities was lower (67%). However, outcomes for students with specific disabilities (dyslexia, dyspraxia, ADHD) were

lower for assessment and feedback (8% lower), organisation and management (8% lower) and learning resources (13% lower) suggesting these are the main areas where students in this group need the most support.

No outcomes were received for students from POLAR 4 group 1 (the most deprived areas) due to not enough responses from this group of students. However, overall satisfaction was higher for those for students from the more deprived areas (group 2 94%, group 3 100%) than those for students from the less deprived areas (group 4 76%, group 5 71%). This pattern was generally consistent across all categories of questions for the NSS. As in previous years, it is difficult to derive any reliable conclusions from this other than the difference in outcomes may be linked to differences in perceptions and expectations for students from different groups.

### **Actions Planning**

Further work to support students from disadvantaged areas across the student lifecycle will be discussed in Recruitment and Marketing Group, Quality Strategy Group & EDI Strategy Group, including focus on:

- Increased focus in the Schools Liaison team on access for students from disadvantaged areas and other ethnicities
- Start to look at activities and data to support access from other minority groups (care leavers, estranged, refugees, Roma/Gypsy/traveller and military community)
- Work with the Quality Team and Inclusive Learning to develop the flow of information about DSA students through pro-monitor
- Awareness raising of students from disadvantaged areas so they can be signposted to appropriate support
- CPD for marking assessments from students with additional learning needs or learning difficulties
- Further development of employability activities including MyFuture HE and Employability awards that can be signposted to students from disadvantaged areas



## Section 6. Staff

### 6.1 Staffing profile

616 - Staff	42 - management`	224 - tutors	317 -support
Disabilities (declared)	47		
Age	Average age 47		
Aged over 55	30 %	Aged under 39	39 %
Sexuality	2 % LGBTQ – check	81% - heterosexual	17% prefer not to say
Ethnicity	1 % varying ethnicities	80% White British	19% prefer not to say

Staffing profile highlights that between 17-19% prefer not to declare their ethnicity or sexuality. Questions and terminology will be reviewed and amended to reflect current best practice, provide clear clarification about the meaning for certain characteristics to avoid confusion (e.g. heterosexual or straight, gender reassignment, sexual orientation). Continuing to increase awareness through, staff forums, communication and by providing ongoing training and workshops for staff may also reduce the percentage of staff who feel they would prefer not to say.

Other data sets are to be considered and included in the reporting of HR diversity data with full explanations to staff that the information is used solely for making and keeping the workplace a fair, inclusive and diverse environment including in training and promotion opportunities.

### 6.2 Applications to appointment

167 new employees joined the College in 19-20.

Human Resources are now capturing reasonable adjustment data from application to appointment which will enhance data analysis, reporting and action planning to continually develop, identify and address any gaps through action planning and intervention.

The equality monitoring form for job applicants which supports the College to gain an accurate picture of the workforce is now online which will support more informative monitoring and reporting. Candidates are made aware that this form will not be used in the selection of applicants and that the staff supporting candidates for interview and interviewing will not see the forms.

At this time, applications will continue to not be anonymised, this has been trailed previously however the impact was felt it did not reflect the desired outcomes with the current application processes and systems. Application process is updated annually.

### 6.3 Staff Disciplinary interventions

12 disciplinary interventions: 8 informal, 4 formal- 3/4 resulting in formal action: no diversity breakdown at this time but plans to review this process moving forward will support analysis by diversity characteristics.

### 6.4 Staff Attendance/ sickness

23 attendance cases – no diversity breakdown at this time but plans to review this process moving forward will support analysis by diversity characteristics.

## 6.5 Overview of Discipline, Resolution, EO & Dignity at Work, Support & Attendance

Discussion has taken place for HR to further enhance diversity characteristics and equality monitoring, analyse HR data by diversity characteristic to enable assessment of other areas within HR such as disciplinaries, absence, flexible working requests, training and promotion etc to ensure fairness and equity are maintained for every group. This will be considered moving forward.

## 6.6 Gender pay

Gender Pay data has been published and can be found on the website

Currently 13.8% - reduced from 15.3%

Median 26.3%- reduced from 28%

Actions:

The College is in the process of remodelling the pay structure and pay progression.

Reporting data to start to be collected in December 2020 ready for March publication.

## 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>

## 6.8 Governor Profile

The College welcomes and values diversity and strives to represent the wider society, recognises and values the positive benefits for the College of employing a diverse range of talented people. Steps have been taken to address this and actions as part of last year's actions in this respect the College has included the recruitment and onboarding several new Governors during the past 12 months. The age profile has reduced and gender balance improved.

Governor profile: 16 Corporation members

- Male = 7 (44%)
- Female = 9 (66%)
- White British = 15 (93.75%. 2019-2020= 100%)
- BAME = 1 (6.25%. 2019-2020 =0 (0%))

The Human Resources team continue to take a lead role in assessing and recording separately all applications and Equal Opportunities (EO) forms. Line Managers do not have access to EO data or information when selecting for interview. Developments to produce and implement an online EO are planned for 20-21.

## 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 19-20

Activity Title	Numbers of attendees	Activity Title	Numbers of attendees
Equality & Diversity Awareness Online Training	585	Overview of Discipline, Resolution, EO & Dignity at Work, Support & Attendance	49
Level 1 Makaton Workshop	2	Positive Behaviour and Restorative Practice (incl Unconscious Bias with Routes Puppets)	39
Level 2 Makaton Workshop	1	SEND Training - Inclusive Learning	97
LGBTQ Awareness & Hate Crime (Nina Beavers)	13	Unconscious Bias - Who? What? When? Me? How? Count	14
Makaton Training	21	Trans Awareness	12
<b>Grand Total</b>	<b>833</b>		

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.

Covid-19 did have an impact on CPD opportunities with some sessions delivered online. An online training package is planned for 20-21

## 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 2020-2021

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.



## 2020-2021 FREDIE Objectives

The College has set 6 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
<b>Equality Objective 1</b>	Successful reassessment for Leaders in Diversity.
<b>Target 1.1</b>	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.
<b>Equality Objective 2</b>	To improve the recruitment, retention, progression, development and experience of the people employed by the College to enable the organisation to become an inclusive employer of choice.
<b>Target 2.1</b>	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).
<b>Target 2.2</b>	To seek external review, challenge and accreditation of Myerscough College's actions as an employer by actively participating with relevant equalities standards and benchmarks. Disability Confident reassessment due in 20-21 Mindful Employer. Explore Stonewall equality index.
<b>Equality Objective 3</b>	Address systemic racism in Further Education to address race equality in FE in collaboration and partnership with sector colleagues.
<b>Target 3.1</b>	To commit to, implement, measure and report progress against the 10 point BFELG action plan (Black Further Education Leadership Group)
<b>Equality Objective 4</b>	Introduce a whole college trauma informed approach and positive behaviour management ethos.
<b>Target 4.1</b>	Develop and implement a Student positive behaviour management policy
<b>Target 4.2</b>	Deliver a CPD programme, mentoring and coaching for the refreshed approach to behaviour and student management approaches and shared vision.
<b>Equality Objective 5</b>	To improve the experience of LGBTQ students and staff and improve LGBTQ staff and student representation.
<b>Target 5.1</b>	To support and facilitate a review of current practice, provision and engagement.
<b>Target 5.2</b>	Develop and create a suite of CPD opportunities.
<b>Target 5.3</b>	Develop and disseminate Transgender Guidelines and Student Handbook.
<b>Target 5.4</b>	To develop and deliver an effective engagement programme with LGBTQ learners and staff for honest and reflective feedback on experience.
<b>Equality Objective 6</b>	To improve the identification of student diversity data.

<b>Target 6.1</b>	Develop a cross college data set and process for the identification, monitoring and reporting by student diversity characteristic.
<b>Target 6.2</b>	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.
<b>Target 6.3</b>	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.
<b>Target 6.4</b>	Review opportunities for external review, challenge and celebration such as quality assurance / benchmarking/ accreditation.



## 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



MyfutureMystudiesMyambitionMycourseMyrewardsMysupportMyresourcesMyfriendsMyerscough