



Fairness, Respect, Equality, Diversity, Inclusion and Engagement

FREDIE Annual Report

2020-2021



Contents

Section		Page number
1.	Introduction and Overview of the College	3
2.	Leadership and Management p of FREDIE	5
3.	Community and Student Profile	6
4.	FREDIE Progress and Notable Achievements	9
	4.1 Leaders in Diversity	
4.2	Quality of Education	13
4.4	Personal Development	14
4.4	Behaviour and Attitudes	15
4.5	FREDIE Annual Objectives 2020-2021 – Review	16
5.	Students	19
6.	Staff	33
6.1	Staff profile	
6.2	Sickness absence	36
6.3	Turnover and stability	36
6.4	Staff survey	36
6.5	Gender pay gap	37
6.6	Disability Confident	37
6.7	Governor Profile	37
6.8	Professional Development	38
	6.8.1 Leadership and Management Training	
7.	Conclusion	39
8.	Equality, Diversity and Inclusion Objectives / FREDIE 2021-2022	40
	Appendix - Abbreviations	34

Section 1. Introduction and Overview of the College

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 (fairness, respect, equality, diversity, inclusion, engagement) 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.

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

‘Inspiring Excellence’

Section 2. Leadership and Management of FREDIE

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 annual self-assessment process (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 in July 2021 and are extremely proud to have been rated 6th in the Centre for Diversity top 100 most inclusive organisations and for an employee to have been nominated for Employee of the Year.

Solat Chaudhry, NCfD Chief Executive, said:

“Warmest congratulations to everyone who was nominated and to the winners. It's been a challenging year and yet, it has not dented the excellent work that organisations and individuals do in promoting FREDIE best practice.

“Through the work of the FREDIES we are able to build a better society, and this is reflected in the Top 100 Most Inclusive Workplaces 2021 which is a wonderful cross section of private, public, education and charity sectors representing the very best in FREDIE policy.”

Siraz Nathan, LiD Assessor reported:

‘...it is clear to see that FREDIE is embedded into Myerscough College at all levels. It is great to see how well Myerscough College has been able to adapt to and overcome the challenges of the current pandemic whilst ensuring that its commitment to FREDIE is still front of mind.’

Section 3. Community and Student Profile

3.1 College Campuses

We operate out of six centres across the North West of England. The main centre is in Bilsborrow, Preston with curriculum offered from Entry to PhD in land based and sports education. This is also the only centre offering residential accommodation. The next largest campus is in Croxteth Park in Liverpool and is the only land-based provider in the city.

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

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

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

The College works in partnership with Furness College to provide Myerscough students access to Animal studies curriculum studying at both Furness College and Myerscough Bilsborrow sites: this again provides access to community needs in Cumbria.

3.2 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/>

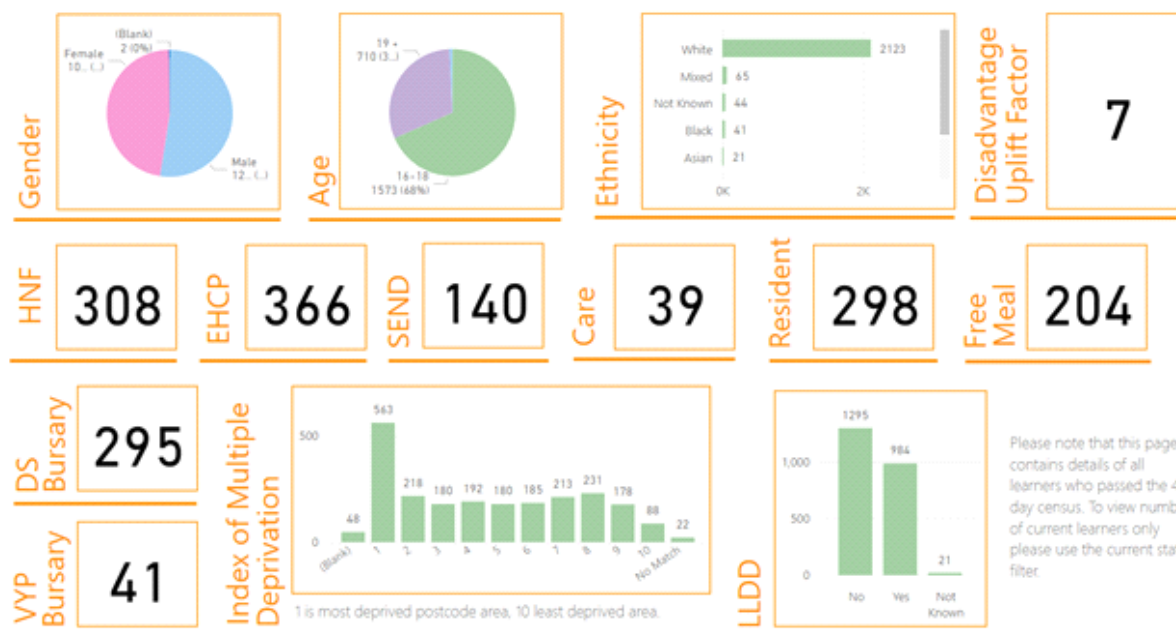
<https://liverpool.gov.uk/council/key-statistics-and-data/census/>

3.3 College Student Structure

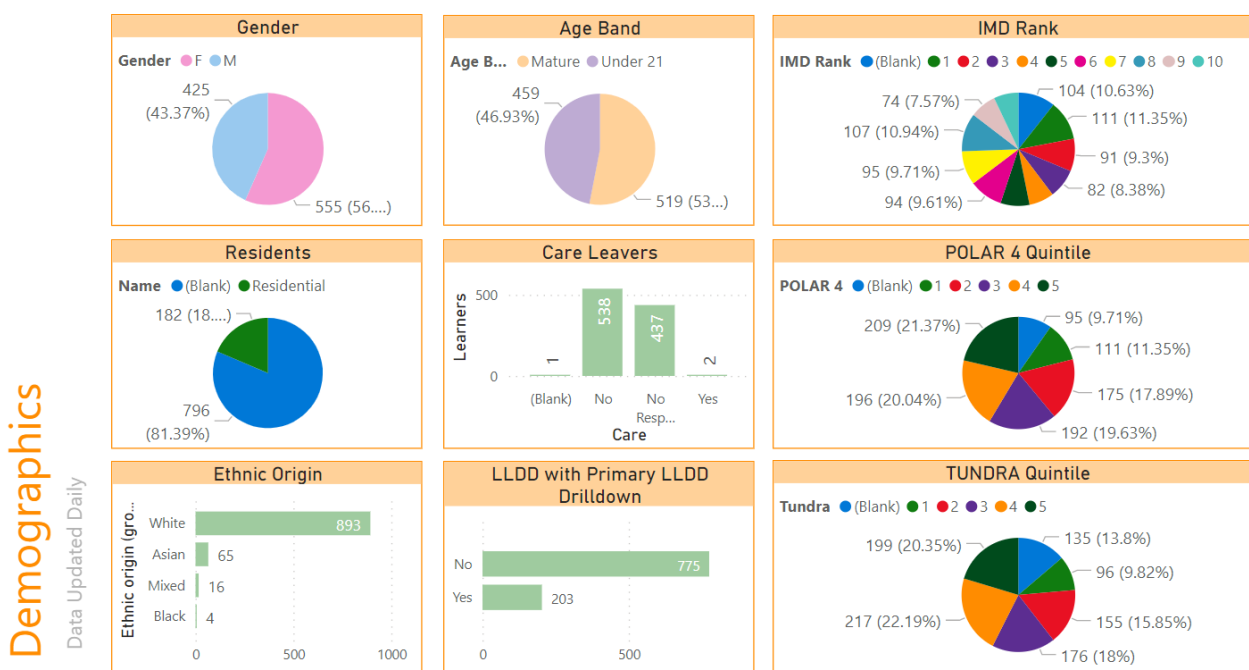
Cohort	Learners
⊕ Apprentice	1051
⊕ European Social Fund	76
⊕ Further Education	2277
⊕ Higher Education	946
⊕ Schools	146
⊕ Short Course	958
⊕ Traineeship	59
Total	5513

3.4 Characteristics of Further Education Students

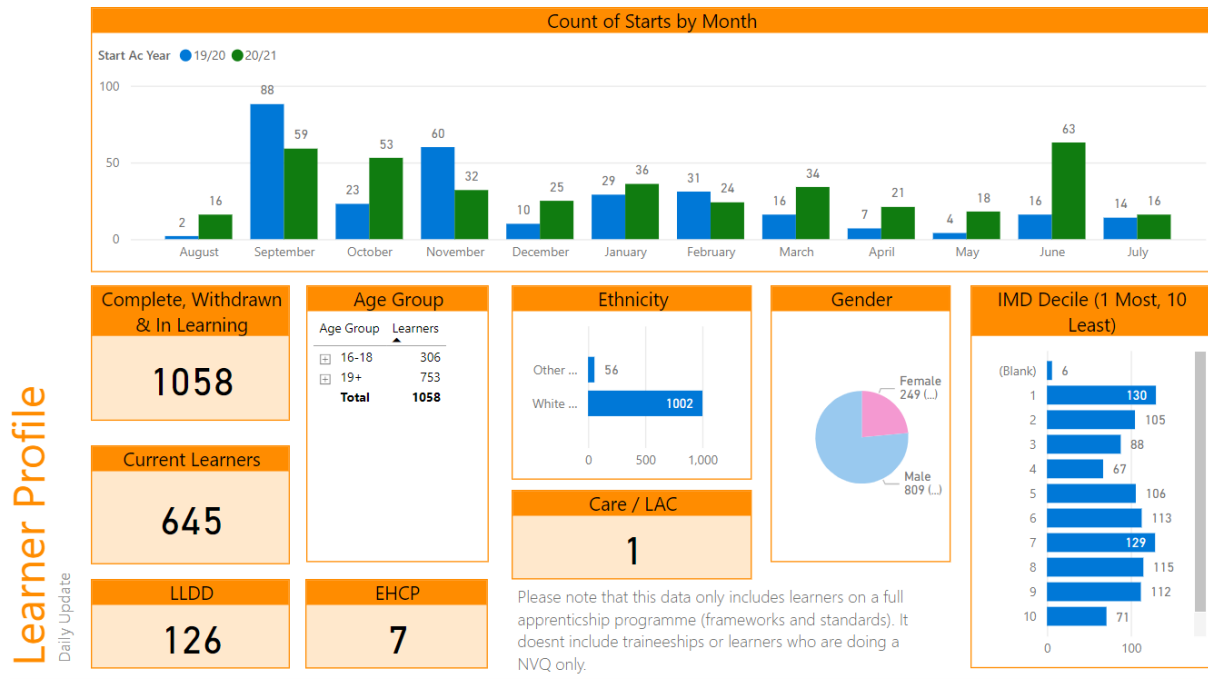
The table below show the detail of the range of FE students that attended Myerscough College in 2020 /21. This data demonstrates that the College serves a large number of students from areas of high deprivation, as well as a high number of High Needs Funded students and students with Educational Health Care Plans.



3.5 Characteristics of Higher Education Students



3.6 Characteristics of Apprenticeship and Skills Students



Section 4. FREDIE Progress and Notable Achievements

4.1 Leaders in Diversity.

The National Centre for Diversity conducted a reassessment for Leaders in Diversity (LiD) in 2021 and it was recommended that the College be recognised as having successfully reaccredited Leaders in Diversity. The College was placed 6th out of the Top 100 Most Inclusive Organisations.

The LiD Report highlighted that it was 'clear to see that FREDIE is embedded into Myerscough College at all levels..... 'it was great to see how well Myerscough College has been able to adapt to and overcome the challenges of the current pandemic whilst ensuring that its commitment to FREDIE is still front of mind'.

Siraz Natha, NCfD, 2021.

A live and ongoing detailed action and development plan has been in place with a refreshed plan in development for academic years 20-22 which also covered the period of reassessment for Leaders in Diversity in 2021.

The LiD Report reported a summary of the College's approach to the 13 destinations, with evidence impact and suggested areas for development. The areas for development will be embedded into the ongoing self-assessment, quality assurance and development action planning.

Leaders in Diversity Destination	Evidence and Impact (From LiD Report 2021)	Areas for Development Will be included in the LiD self-assessment and action planning.
1 The College is effective in advancing FREDIE	<p>Between 91-100% of staff are aware of what FREDIE and protected characteristics meant.</p> <p>92% of staff have undertaken diversity training in the last two years.</p> <p>95% of staff feel that Myerscough College should be awarded the Leaders in Diversity Award.</p> <p>52% of staff are aware of plans to improve FREDIE within the College</p>	<p>Continue to consult with staff to ensure that the organisation culture and facilities continue to be as accessible and inclusive as possible.</p> <p>Ensure that 100% of staff have received FREDIE training within a two- year period, with annual FREDIE refresher training for all staff.</p> <p>Further raise awareness amongst staff of what plans the College has to improve FREDIE</p>
2 Our culture makes people of any background, feel safe, valued and included	<p>Between 86-94% of staff felt that colleagues, line managers and senior managers take FREDIE seriously in the way that they behave.</p> <p>Between 91-98% of staff felt that colleagues, line managers and senior</p>	<p>Continue to promote an inclusive culture, and better understand the lower responses in the LiD survey for gender, sexual orientation, disability, pregnancy/maternity, religion/belief and age.</p>

	<p>managers are accepting of people from diverse backgrounds.</p> <p>Only 9% of staff had witnessed inappropriate behaviour between staff in the last 12 months. Of the respondents stating they had been treated less well, the main reasons cited are to do with their gender, sexual orientation, disability, pregnancy/maternity or age.</p>	<p>Continue to better understand acts of inappropriate behaviour, harassment & bullying, unlawful discrimination and develop actions to reduce the number of incidents relating to this, including further specific training for staff.- this will also link to the development plan around sexual harassment and violence.</p>
<p>3 FREDIE is core to the organisation's strategy or business plan</p>	<p>94% of staff feel that their organisation encourages them to consider FREDIE in their daily routine.</p> <p>92% of staff are able to explain why good FREDIE practices contribute to better organisational business performance.</p> <p>99.6% of staff agree that it is important to consider FREDIE when their organisation starts any type of planning.</p>	<p>Continue to explain the importance of considering FREDIE when starting any type of planning or in daily routine.</p> <p>Continue to outline why good FREDIE practices contribute to better organisational business performance.</p> <p>Ensure that FREDIE monitoring includes all nine protected characteristics for employment data/research and as many (at least seven protected characteristics) for service delivery data/research.</p> <p>Continue to incorporate innovative ways to involve the Supply Chain in the business and strategy development and planning processes.</p>
<p>4 Health and well-being are regarded as important in the College</p>	<p>56% of staff state they have received good mental health training at work.</p> <p>78% of staff feel able to support colleagues that may have mental health problems.</p> <p>81% of staff feel able to manage their own mental health.</p>	<p>Continue to offer good mental health and wellbeing training to staff, so that over 60% of staff have received some form of training by the next LiD full assessment.</p> <p>Support staff to be able to offer support to colleagues to deal with their mental health problems. Consider training more mental health first aiders</p>
<p>5 Effective operational line management of FREDIE</p>	<p>90% of staff know what unconscious bias is.</p> <p>94% of staff feel that their manager is competent at managing practices around FREDIE.</p>	<p>Continue to inform staff of unconscious bias and how to reduce its impact in their everyday work.</p> <p>Continue to work towards the Disability Confident Leader's award.</p>

<p>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</p>	<p>Between 91-98% of staff think that colleagues, line managers and senior managers are accepting of people from diverse backgrounds.</p>	<p>Continue to review recruit process including the analysis of data collated from applicants to identify any trends.</p> <p>Continue to promote careers within Myerscough College, highlighting the different job roles available, especially for Asian and Black heritage applicants.</p>
<p>7 Retention, reward and progression processes are fair and where required, we are working towards eliminating any unfair pay gaps</p>	<p>93% of staff feel that there is fairness within the organisation in relation to recruitment.</p> <p>92% of staff did not consider themselves to have any conscious biases against people because of their protected characteristic.</p> <p>Improvements in Gender pay gap.</p>	<p>Continue to review gender pay gaps and actions.</p>
<p>8 We are using our performance management systems to improve inclusion, engagement and productivity.</p>	<p>71% of staff recall discussions as a team or department about the advantages of having diversity within an organisation.</p> <p>87% of staff state that their performance review includes a discussion of FREDIE.</p>	<p>Further support managers to incorporate discussions on FREDIE in their team meetings and performance and development reviews with their staff.</p>
<p>9 The College has fair and inclusive procurement practices</p>	<p>80% of staff state there is fairness for all within the organisation.</p> <p>100% of external survey respondents state that Myerscough College should be awarded the Leaders in Diversity award.</p>	<p>Continue to promote the FREDIE work the College is undertaking to external partners and students, in order that they better understand what you are doing.</p> <p>Develop methods to further monitor FREDIE performance of suppliers offered contracts with the College.</p> <p>Ensure that there is diversity amongst Suppliers, and/or encourage more diverse suppliers to apply for contracts.</p>
<p>10 The College has effective communication of FREDIE</p>	<p>93% of staff feel the College is effective in sending out strong and consistent messages of their commitment to FREDIE.</p> <p>96% of leaders agreed that the College marketing and advertising offered alternative ways to communicate to diverse groups.</p> <p>92% of leaders thought that the College provided communications</p>	<p>Continue to explore innovative ways to communicate the work being undertaken on FREDIE to staff, students and partners.</p> <p>Continue to involve and engage students to promote work around FREDIE</p>

	<p>and marketing materials in different formats.</p> <p>52% of students think the College is good at telling them what they have found out about themselves, and the things they are doing as a result.</p>	
11 Effective Leadership	<p>100% of leaders state the College is developing a pool of talented people to lead on FREDIE.</p> <p>100% of leaders state they engage in inclusive decision making.</p> <p>96% of leaders state that FREDIE policies positively set high expectations of good practice around FREDIE.</p> <p>100% of leaders think they as a leader are a positive role model for FREDIE practices.</p>	<p>Continue to engage leaders in better understanding how FREDIE policies can set high expectations of good practice around FREDIE.</p>
12 Conscious Competence	<p>100% of leaders state they have a detailed knowledge, with facts and figures, about the importance of FREDIE in their core business.</p> <p>100% of leaders state the College was subject to the General Duty of the Equality Act 2010.</p> <p>100% of leaders state that the Equality Act 2010 creates a duty to eliminate unlawful discrimination, harassment and victimisation and are aware of practices within the College that meet this duty.</p> <p>61% of leaders communicate their commitment to FREDIE every day. 75% of leaders have been involved in an Equality Analysis over the last 12 months.</p>	<p>Continue increasing awareness amongst leaders of how they can demonstrate their commitment to FREDIE every day.</p> <p>Continue to support leaders in undertaking an equality analysis.</p>
13 External Leadership	<p>96% of leaders acknowledge that marketing and advertising must offer alternative ways of communicating to diverse groups, and have a mix of different communication methods and channels in order to reach people.</p> <p>75% of leaders state that the College monitors the diversity performance of their suppliers.</p>	<p>Explore further ways in which the monitoring of diversity performance of suppliers is undertaken.</p> <p>.</p>

	75% of external respondents state that the College has made them aware of their FREDIE policies.	
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4.2 Quality of Education

Statement
<p>The Leaders and managers of the College have selected and developed a curriculum that develops the knowledge, skills and behaviours that learners need in order to take advantage of the opportunities, responsibilities and experiences that prepare them for their next stage in education, training or employment. In this way, it can powerfully address social disadvantage.</p> <p>Our curriculum supports students to gain the knowledge, skills and behaviours they need to acquire to fulfil their aspirations for learning, employment and independence.</p> <p>The curriculum ensures that all learners benefit from high academic, technical and vocational ambitions. This means that the curriculum should be ambitious for disadvantaged learners or those with SEND, including those who have high needs, and should meet those needs.</p>
Evidence and impact
<ul style="list-style-type: none"> • The curriculum, is designed to increase knowledge development and also build character, resilience and social engagement, enabling students to develop a strong sense of communal responsibility as active positive members of society. • The specialist curriculum offered by the College is highly effective in enabling students from a very diverse range of socio-economic backgrounds, to progress to their next stages in education, training and employment. • Employability, Personal Development and Wellbeing are a central part of our provision, impacting positively on students' confidence and skills development. • Provision for students with high needs is very well developed and has grown over the past five years. High Needs Students are very well supported and achieve as well as their peers. The College has close links with a wide range of external partners. The College has developed a reputation for its excellent support for students with complex needs, evidenced by the demand. • Widening participation is strong and an important factor in curriculum planning decisions made in relation to Foundation Learning provision across our campuses at Preston, Croxteth, Blackburn and Warrington. The College has developed provision to meet the educational and social needs of the local population and encourages participation from disadvantaged groups, particularly with our range of adult learning programmes. • The Landex Peer Review in November 2020 found that "staff know their learners, who all say that they feel well supported by staff, FE 16-18 learners say, "it is like being part of a family". • Steve Ingle, external consultant, noted in January 2021 that "Learners are very positive about the support from tutors and all staff". • There are positive relationships between teachers and students, and students and their peers, which creates a respectful culture and purposeful learning environment.

4.3 Personal Development

Statement
<p>The College is committed to supporting and development the holistic development of students' personal development including, but not exclusive to:</p> <ul style="list-style-type: none">• developing responsible, respectful and active citizens who can play their part and know how to become involved in public life• developing and deepening learners' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance• 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• 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.
Evidence and impact
<ul style="list-style-type: none">• 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.• The Landex Peer Review found that: "There is a clear strategic vision underpinning the tutorial programme, and the introduction of the role of Progress Coaches. The Progress Coach Team say that they value their roles, and they are engaged and keen to make their role work well for learners, themselves, academic colleagues, and the wider College. They have spent their time in this year actively supporting learners through Covid-19."• Staff and students work positively to provide a healthy and safe environment in which to learn and work. Students demonstrate positive and mutual respect in classrooms and public areas across the College campuses.• 94.9% of FE students are aware of the Prevent agenda and how to raise concerns.• 95% of FE students agree that fundamental British Values are embedded into College life and their studies.

4.4 Behaviour and Attitudes

Statement
<p>The College continues to create a safe, disciplined and positive environment across the College and reflects on the impact this has on the behaviour and attitudes of learners.</p> <p>Ways in which the College manages this is by, but not exhaustive to:</p> <ul style="list-style-type: none">• Creating a positive and respectful culture in which staff know and care about learners.• Setting clear expectations for behaviour across all aspects of provider life, including at work.• Creating an environment in which learners feel safe because staff and learners do not accept bullying, harassment or discrimination or peer-on-peer abuse – online or offline• Staff dealing with any issues quickly, consistently and effectively.
Evidence and impact
<ul style="list-style-type: none">• Students take pride in the College and in their studies, and demonstrate respect and professionalism towards their peers, staff and visitors. Students play a very active role in creating a positive learning culture and environment.• Teachers and managers consistently apply high expectations of student behaviour, alongside effective and consistent behaviour management. These factors are critical to learner progress, motivation and success. Programme tutors work very closely with Progress Coaches and the Safeguarding Team to provide pastoral support and welfare to students.• 90.6% of students say that students treat other students with respect. The Landex review noted that “16-18 learners say, “it is like being part of a family.”• 93.8% of students say that staff treat students with respect.• Behavioural expectations are high across the organisation and the culture is one of positivity and respect.• Highly effective relationships with staff lead to positive experiences and outcomes for the majority. Steve Ingle, External Consultant, commented that “learners are all very positive about the support from tutors and all staff”• Learner attitudes and behaviour was a key strength in most lessons and this correlates to the learner voice FE survey that found that 95% of students (from an 82% response rate) said that their lessons are interesting and enjoyable, and staff are enthusiastic about what they teach.• 97.5% of FE students stated they feel safe at College.• 99% of apprentices stated they feel safe at College• Students’ behaviours and attitudes across all aspects of the College provision are good. From induction and throughout the year, students are challenged to behave in a manner that enables their achievement and personal growth. Underpinning this are the College Values that are shared from induction onwards. In 2020/21 a new Positive Behaviour Policy was implemented. This policy is applied by Heads of Areas, tutors and College Managers as and when required and includes parental involvement for those students who are aged 16 to 18.• Students take pride in the College and in their studies, and demonstrate respect and professionalism towards their peers, staff and visitors. Students play a very active role in creating a positive learning culture and environment.• Teachers and managers consistently apply high expectations of student behaviour, alongside effective and consistent behaviour management. These factors are critical to learner progress, motivation and success. Programme tutors work very closely with Progress Coaches and the Safeguarding Team to provide pastoral support and welfare to students.

4.5 FREDIE Annual Objectives 2020-2021 – Review

Ref	Objectives
Equality Objective 1	Successful reassessment for Leaders in Diversity.
Target 1.1	To seek external review, challenge and accreditation of the College's actions towards the advancement of the FREDIE Principles. Due for reassessment March – May 2021 Operational FREDIE Action Plan will provide focus for all 13 LiD destinations.
Complete	Successful re-assessment of Leaders in Diversity. Placed 6 th in the top 100 most inclusive employers (National Centre for Diversity)
Equality Objective 2	To improve the recruitment, retention, progression, development and experience of the people employed by the College to enable the organisation to become an inclusive employer of choice.
Target 2.1	To identify opportunities to promote and encourage employees to voluntarily disclose their diversity data to ensure the College's actions as an employer are evidence and improvement focussed. To annually publish the College workforce where data is available to improve plans (for the 9 protected characteristics where available).
Complete and ongoing development work.	Staff voice forum explored options and provided feedback. Equality monitoring forms completed on recruitment. Data available in HR. Explore reporting systems on staff diversity. Taken forward to 21-22 – include a wider data set into staff reporting systems (explore portal or annual declaration)
Target 2.2	To seek external review, challenge and accreditation of Myerscough College's actions as an employer by actively participating with relevant equalities standards and benchmarks. Disability Confident reassessment due in 20-21 Mindful Employer. Explore Stonewall equality index.
Partially complete and ongoing development	Successful Disability Confident Assessment. Stonewall Champion identified as external benchmark with ongoing self-assessment and action planning towards criteria. Committed and declaration to Mindful Employer completed with ongoing continual development and progress towards standards.
Equality Objective 3	Address systemic racism in Further Education to address race equality in FE in collaboration and partnership with sector colleagues.
Target 3.1	To commit to, implement, measure and report progress against the 10 point BFELG action plan (Black Further Education Leadership Group)

Partially complete and ongoing development	Ongoing. Carry forward to 20-21. Guidance will support the development of this action. Using the Black Further Education Leadership Group 10 point plan (blackfeleadership.com)
Equality Objective 4	Introduce a whole college trauma informed approach and positive behaviour management ethos.
Target 4.1	Develop and implement a student positive behaviour management policy
Complete	Policy completed and disseminated with training.
Target 4.2	Deliver a CPD programme, mentoring and coaching for the refreshed approach to behaviour and student management approaches and shared vision.
Complete	Staff development around Positive Behaviour Management – 4 CPD workshops
Equality Objective 5	To improve the experience of LGBTQ students and staff and improve LGBTQ staff and student representation.
Target 5.1	To support and facilitate a review of current practice, provision and engagement.
Complete and ongoing development	CPD resources continue to develop and are available on the staff intranet. Resources developed and shared with students through tutorial. Plans for 21-22 Student LGBTQ+ champions and LGBTQ+ executive role (job description completed). Introduce Staff champions.
Target 5.2	Develop and create a suite of CPD opportunities.
Complete	FREDIE CPD section accessible for all staff-on-staff intranet. HR related CPD accessible for all staff.
Target 5.3	Develop and disseminate Transgender Guidelines and Student Handbook.
Complete	Completed, disseminated and accessible for staff and students.
Target 5.4	To develop and deliver an effective engagement programme with LGBTQ learners and staff for honest and reflective feedback on experience.
Complete	A range of engagement activities took place Student group developed. Continue to increase staff engagement.
Equality Objective 6	To improve the identification of student diversity data.
Target 6.1	Develop a cross college data set and process for the identification, monitoring and reporting by student diversity characteristic.
Complete	Increased data set with ongoing development of reporting systems.

Target 6.2	To identify opportunities to promote and encourage students to voluntarily disclose their diversity data to ensure the College's actions as an educational and skills provider are evidence and improvement focussed and to identify and intervene when and where any gaps occur. Raise awareness of disclosure and student groups to increase confidence in reporting.
Complete	Role description amended for FREDIE student representative. LGBTQ+ group launched in 20-21. Centralised list of students who have disclosed LGBTQ+ - increase in numbers demonstrates confidence to disclose.
Target 6.3	To continue to monitor and analyse student achievement by race, gender and disability and other available diversity characteristics and act on any trends or patterns in the data that require additional support or intervention.
Complete	Data dashboards, PMMs and QIPs continue to measure the performance of identified groups. OfS Access and Participation Plan in place.
Target 6.4	Review opportunities for external review, challenge and celebration such as quality assurance / benchmarking/ accreditation.
Complete	Stonewall Champion framework identified with ongoing self-assessment and action planning.

Section 5. Students

5.1 College EDI Achievement Data 2020-2021

The table below demonstrates that 16–18-year-olds did not achieve as well as 19+ students on FE courses, though the number of 16–18-year-olds at the College is much greater than 19+.

Female and male students achieved comparably overall, although 16-18 female achievement was 4.9% higher than 16-18 male achievement. 19+ female students have an achievement rate 10.6% lower than male students, that may be as a result of the proportion on 19+ female students on challenging courses such as Veterinary Nursing.

Age	Hybrid End	18/19				19/20				20/21			
	Age Group	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement
	16-18	3198	94.5%	91.2%	86.2%	3001	93.8%	91.0%	85.4%	3308	92.2%	82.3%	75.8%
	19 +	1024	95.7%	93.3%	89.3%	1183	96.1%	84.2%	80.9%	1319	94.5%	86.2%	81.5%
	Total	4222	94.8%	91.7%	86.9%	4184	94.4%	89.1%	84.1%	4627	92.9%	83.4%	77.5%

Gender	Hybrid End	18/19				19/20				20/21			
	Sex	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement
	F	1636	92.4%	91.5%	84.5%	1935	93.0%	89.8%	83.6%	1950	93.7%	83.0%	77.7%
	16-18	1249	92.4%	90.7%	83.8%	1327	92.5%	93.4%	86.4%	1379	94.9%	82.9%	78.7%
	19 +	387	92.2%	94.1%	86.8%	608	94.1%	82.2%	77.3%	571	90.7%	83.2%	75.5%
	M	2586	96.3%	91.8%	88.4%	2249	95.6%	88.4%	84.6%	2677	92.3%	83.7%	77.3%
	16-18	1949	95.8%	91.5%	87.7%	1674	94.7%	89.2%	84.5%	1929	90.3%	81.8%	73.8%
	19 +	637	97.8%	92.8%	90.7%	575	98.3%	86.2%	84.7%	748	97.5%	88.3%	86.1%
	Total	4222	94.8%	91.7%	86.9%	4184	94.4%	89.1%	84.1%	4627	92.9%	83.4%	77.5%

The table below shows the achievement rates from different ethnic groups of students, where this information has been provided. Achievement of Asian, Black and Mixed-Race students is higher than the College overall achievement. However, the College needs to investigate why students chose not to provide their ethnicity as a high number (121 leavers) have chosen not to. This group also has lower achievement.

Hybrid End Ethnicity	18/19				19/20				20/21			
	Leavers	Retention	Passed	Achieved	Leavers	Retention	Passed	Achieved	Leavers	Retention	Passed	Achieved
Arab					4	100.0%	100.0%	100.0%	3	66.7%	100.0%	66.7%
16-18					4	100.0%	100.0%	100.0%	2	100.0%	100.0%	100.0%
19 +									1	0.0%	NaN	0.0%
Asian	37	100.0%	83.8%	83.8%	48	95.8%	95.7%	91.7%	47	97.9%	91.3%	89.4%
16-18	26	100.0%	80.8%	80.8%	30	100.0%	96.7%	96.7%	21	95.2%	90.0%	85.7%
19 +	11	100.0%	90.9%	90.9%	18	88.9%	93.8%	83.3%	26	100.0%	92.3%	92.3%
Black	31	100.0%	90.3%	90.3%	40	100.0%	92.5%	92.5%	76	93.4%	83.1%	77.6%
16-18	30	100.0%	90.0%	90.0%	39	100.0%	92.3%	92.3%	66	92.4%	85.2%	78.8%
19 +	1	100.0%	100.0%	100.0%	1	100.0%	100.0%	100.0%	10	100.0%	70.0%	70.0%
Mixed	94	95.7%	85.6%	81.9%	64	95.3%	85.2%	81.3%	105	91.4%	85.4%	78.1%
16-18	70	97.1%	82.4%	80.0%	51	94.1%	89.6%	84.3%	80	93.8%	84.0%	78.8%
19 +	24	91.7%	95.5%	87.5%	13	100.0%	69.2%	69.2%	25	84.0%	90.5%	76.0%
Not Provided	113	97.3%	89.1%	86.7%	119	97.5%	69.8%	68.1%	121	90.9%	72.7%	66.1%
16-18	18	94.4%	82.4%	77.8%	10	90.0%	100.0%	90.0%	38	92.1%	71.4%	65.8%
19 +	95	97.9%	90.3%	88.4%	109	98.2%	67.3%	66.1%	83	90.4%	73.3%	66.3%
Other	32	93.8%	83.3%	78.1%	25	80.0%	90.0%	72.0%	35	100.0%	82.9%	82.9%
16-18	24	91.7%	77.3%	70.8%	20	80.0%	87.5%	70.0%	28	100.0%	78.6%	78.6%
19 +	8	100.0%	100.0%	100.0%	5	80.0%	100.0%	80.0%	7	100.0%	100.0%	100.0%
White	3915	94.6%	92.1%	87.1%	3884	94.3%	89.6%	84.5%	4240	92.9%	83.6%	77.6%
16-18	3030	94.4%	91.7%	86.5%	2847	93.7%	91.0%	85.2%	3073	92.1%	82.3%	75.7%
19 +	885	95.5%	93.5%	89.3%	1037	96.0%	85.9%	82.5%	1167	94.9%	86.9%	82.5%
Total	4222	94.8%	91.7%	86.9%	4184	94.4%	89.1%	84.1%	4627	92.9%	83.4%	77.5%

Educational Health Care Plan, High Needs and SEND Students

ECHP students achieved better than those without EHCPs, with 80.3% achievement overall. High Needs Funded students have achieved better than those who do not have High Needs, with 81% achievement compared with the overall College achievement of 77.5%.

Conversely, students with SEND achieved less well, with achievement of 70%. This is due to the low achievement of Functional Skills qualifications by these students.

Hybrid End EHCP	18/19				19/20				20/21			
	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement
EHCP	617	97.4%	95.0%	92.5%	887	96.7%	92.0%	89.0%	1012	95.6%	84.1%	80.3%
16-18	335	97.6%	93.6%	91.3%	447	94.9%	89.6%	85.0%	512	93.8%	79.2%	74.2%
19 +	282	97.2%	96.7%	94.0%	440	98.6%	94.2%	93.0%	500	97.4%	88.9%	86.6%
Not EHCP	3513	94.6%	91.2%	86.3%	3210	94.1%	88.5%	83.2%	3518	92.3%	83.1%	76.7%
16-18	2809	94.4%	91.0%	85.9%	2502	93.8%	91.5%	85.9%	2740	92.2%	82.9%	76.4%
19 +	704	95.6%	92.0%	87.9%	708	95.1%	77.9%	74.0%	778	92.8%	83.9%	77.9%
Total	4130	95.0%	91.8%	87.2%	4097	94.7%	89.2%	84.5%	4530	93.0%	83.3%	77.5%

EHCP

SEND

Hybrid End	18/19				19/20				20/21			
	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement
SEN												
No SEN	3139	94.6%	92.1%	87.1%	3440	94.9%	89.8%	85.2%	4140	93.1%	83.9%	78.2%
16-18	2450	94.7%	91.9%	87.0%	2491	94.5%	91.0%	85.9%	3015	92.2%	82.9%	76.4%
19 +	689	94.2%	93.1%	87.7%	949	96.0%	86.8%	83.4%	1125	95.6%	86.7%	82.9%
SEN	829	93.2%	89.7%	83.6%	549	93.4%	90.3%	84.3%	393	90.6%	77.2%	70.0%
16-18	695	92.9%	89.3%	83.0%	448	93.5%	91.6%	85.7%	336	91.4%	75.6%	69.0%
19 +	134	94.8%	91.3%	86.6%	101	93.1%	84.0%	78.2%	57	86.0%	87.8%	75.4%
Total	4222	94.8%	91.7%	86.9%	4184	94.4%	89.1%	84.1%	4627	92.9%	83.4%	77.5%

Students in receipt of free school meals achieved better than those without, demonstrating the support the College has given to these students to reduce digital poverty by providing laptops, as well as the staff engagement of these students.

Free School Meals

Hybrid End	18/19				19/20				20/21			
	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement
Free Meal	433	92.8%	90.0%	83.6%	498	96.4%	88.5%	85.3%	504	95.0%	82.0%	78.0%
16-18	311	91.6%	86.7%	79.4%	324	94.4%	86.3%	81.5%	328	93.0%	78.0%	72.6%
19 +	122	95.9%	98.3%	94.3%	174	100.0%	92.5%	92.5%	176	98.9%	89.1%	88.1%
No Free Meal	3697	95.3%	92.0%	87.6%	3599	94.4%	89.3%	84.4%	4026	92.8%	83.5%	77.5%
16-18	2833	95.1%	91.8%	87.2%	2625	93.9%	91.8%	86.2%	2924	92.3%	82.8%	76.4%
19 +	864	96.1%	92.7%	89.0%	974	95.8%	82.7%	79.3%	1102	93.9%	85.4%	80.2%
Total	4130	95.0%	91.8%	87.2%	4097	94.7%	89.2%	84.5%	4530	93.0%	83.3%	77.5%

Examination Access Arrangements

Students who had examination access arrangements in place achieved less well than those without.

Looked After Child and Vulnerable Young People

Looked After Children, Care Leavers and Vulnerable Young People achieved better than College overall achievement. This group of learners have been very closely monitored throughout the pandemic with close supervision and support from the Student Support and Welfare Team.

LAC / Care Leaver

Hybrid End	18/19				19/20				20/21			
	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement
Care (groups)												
No	2786	94.7%	91.4%	86.5%	2917	95.5%	90.7%	86.6%	3185	93.4%	83.7%	78.2%
16-18	2353	94.5%	91.0%	86.0%	2237	95.2%	91.0%	86.7%	2414	92.9%	82.2%	76.3%
19 +	433	95.6%	93.2%	89.1%	680	96.3%	89.8%	86.5%	771	94.9%	88.4%	83.9%
Yes	102	97.1%	91.9%	89.2%	100	90.0%	82.2%	74.0%	101	93.1%	77.7%	72.3%
16-18	83	96.4%	90.0%	86.7%	72	86.1%	85.5%	73.6%	74	90.5%	71.6%	64.9%
19 +	19	100.0%	100.0%	100.0%	28	100.0%	75.0%	75.0%	27	100.0%	92.6%	92.6%
Total	2888	94.7%	91.4%	86.6%	3017	95.3%	90.5%	86.2%	3286	93.4%	83.5%	78.0%

Index of Multiple Deprivation

This table demonstrates the range of deprivation indices with a significant cohort from the most deprived. Data highlights that the achievement rate of <80% is under 80% whilst >80% least deprived is above 80%.

Hybrid End IMD Decile	18/19				19/20				20/21			
	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement
0% - 10% (Most Deprived)	1220	96.5%	91.4%	88.2%	1238	95.8%	90.6%	86.8%	1349	93.9%	80.0%	75.2%
16-18	906	96.4%	90.6%	87.3%	901	94.6%	91.2%	86.2%	939	93.2%	81.0%	75.5%
19 +	314	96.8%	93.8%	90.8%	337	99.1%	89.2%	88.4%	410	95.6%	77.8%	74.4%
10% - 20%	462	95.5%	89.3%	85.3%	416	94.5%	89.8%	84.9%	433	90.1%	81.3%	73.2%
16-18	367	94.6%	88.5%	83.7%	313	94.6%	94.3%	89.1%	325	91.1%	80.4%	73.2%
19 +	95	98.9%	92.6%	91.6%	103	94.2%	76.3%	71.8%	108	87.0%	84.0%	73.1%
20% - 30%	358	95.3%	91.2%	86.9%	318	94.7%	90.0%	85.2%	348	93.7%	84.0%	78.7%
16-18	272	94.5%	90.7%	85.7%	236	93.2%	92.3%	86.0%	248	93.5%	81.9%	76.6%
19 +	86	97.7%	92.9%	90.7%	82	98.8%	84.0%	82.9%	100	94.0%	89.4%	84.0%
30% - 40%	321	94.1%	91.7%	86.3%	336	92.9%	92.0%	85.4%	379	92.1%	84.5%	77.8%
16-18	262	96.6%	92.5%	89.3%	237	92.8%	95.5%	88.6%	274	90.1%	80.2%	72.3%
19 +	59	83.1%	87.8%	72.9%	99	92.9%	83.7%	77.8%	105	97.1%	95.1%	92.4%
40% - 50%	287	93.7%	90.3%	84.7%	273	94.5%	88.4%	83.5%	358	91.9%	86.6%	79.6%
16-18	218	93.1%	89.2%	83.0%	201	94.0%	89.4%	84.1%	256	90.6%	85.3%	77.3%
19 +	69	95.7%	93.9%	89.9%	72	95.8%	85.5%	81.9%	102	95.1%	89.7%	85.3%
50% - 60%	343	94.2%	92.0%	86.6%	378	91.5%	89.3%	81.7%	377	91.0%	82.2%	74.8%
16-18	262	94.7%	92.7%	87.8%	279	90.0%	90.0%	81.0%	257	88.3%	77.5%	68.5%
19 +	81	92.6%	89.3%	82.7%	99	96.0%	87.4%	83.8%	120	96.7%	91.4%	88.3%
60% - 70%	408	93.6%	91.9%	86.0%	351	91.5%	86.9%	79.5%	410	92.4%	86.0%	79.5%
16-18	289	91.7%	91.3%	83.7%	233	89.3%	87.5%	78.1%	299	92.6%	85.6%	79.3%
19 +	119	98.3%	93.2%	91.6%	118	95.8%	85.8%	82.2%	111	91.9%	87.3%	80.2%
70% - 80%	300	95.0%	92.6%	88.0%	391	95.9%	87.2%	83.6%	402	93.0%	85.8%	79.9%
16-18	213	95.3%	91.6%	87.3%	275	97.1%	91.0%	88.4%	300	92.0%	83.3%	76.7%
19 +	87	94.3%	95.1%	89.7%	116	93.1%	77.8%	72.4%	102	96.1%	92.9%	89.2%
80% - 90%	281	94.0%	95.1%	89.3%	256	94.1%	84.2%	79.3%	330	95.2%	87.3%	83.0%
16-18	210	93.3%	94.4%	88.1%	166	94.0%	87.2%	81.9%	241	94.2%	87.7%	82.6%
19 +	71	95.8%	97.1%	93.0%	90	94.4%	78.8%	74.4%	89	97.8%	86.2%	84.3%
90% - 100% (Least Deprived)	177	91.5%	94.4%	86.4%	181	97.2%	84.1%	81.8%	198	93.9%	86.6%	81.3%
16-18	144	90.3%	93.8%	84.7%	122	98.4%	86.7%	85.2%	142	94.4%	82.8%	78.2%
19 +	33	97.0%	96.9%	93.9%	59	94.9%	78.6%	74.6%	56	92.9%	96.2%	89.3%
Unknown	65	86.2%	94.6%	81.5%	46	91.3%	92.9%	84.8%	43	93.0%	87.5%	81.4%
16-18	55	85.5%	95.7%	81.8%	38	92.1%	94.3%	86.8%	27	100.0%	85.2%	85.2%
19 +	10	90.0%	88.9%	80.0%	8	87.5%	85.7%	75.0%	16	81.3%	92.3%	75.0%
Total	4222	94.8%	91.7%	86.9%	4184	94.4%	89.1%	84.1%	4627	92.9%	83.4%	77.5%

5.2 Further Education

The following data highlights the outcomes (retention and achievement) and the 3-year trend by the various demographics of the Further education students by categories.

19+ FE students achieve higher than under 18s by 5.7%.

Females and males achieve similar outcomes however there is a significant increase in achievement for 19+ males who achieve at least 7.3% higher than other groups.

Age	Hybrid End 18/19				19/20				20/21				Direction of Travel				
	Age Group	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement	Age Group	Retention	Pass	Achievement
	16-18	3198	94.5%	91.2%	86.2%	3001	93.8%	91.0%	85.4%	3308	92.2%	82.3%	75.8%	16-18	-1%	-6%	-6%
	19 +	1024	95.7%	93.3%	89.3%	1183	96.1%	84.2%	80.9%	1319	94.5%	86.2%	81.5%	19 +	-1%	-1%	-2%
	Total	4222	94.8%	91.7%	86.9%	4184	94.4%	89.1%	84.1%	4627	92.9%	83.4%	77.5%	Total	-1%	-5%	-5%

Gender	Hybrid End 18/19				19/20				20/21				Direction of Travel				
	Sex	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement	Sex	Retention	Pass	Achievement
	F	1636	92.4%	91.5%	84.5%	1935	93.0%	89.8%	83.6%	1950	93.7%	83.0%	77.7%	F	1%	-5%	-4%
	16-18	1249	92.4%	90.7%	83.8%	1327	92.5%	93.4%	86.4%	1379	94.9%	82.9%	78.7%	16-18	2%	-6%	-4%
	19 +	387	92.2%	94.1%	86.8%	608	94.1%	82.2%	77.3%	571	90.7%	83.2%	75.5%	19 +	-2%	-2%	-4%
	M	2586	96.3%	91.8%	88.4%	2249	95.6%	88.4%	84.6%	2677	92.3%	83.7%	77.3%	M	-2%	-4%	-6%
	16-18	1949	95.8%	91.5%	87.7%	1674	94.7%	89.2%	84.5%	1929	90.3%	81.8%	73.8%	16-18	-3%	-6%	-8%
	19 +	637	97.8%	92.8%	90.7%	575	98.3%	86.2%	84.7%	748	97.5%	88.3%	86.1%	19 +	-0%	-1%	-1%
	Total	4222	94.8%	91.7%	86.9%	4184	94.4%	89.1%	84.1%	4627	92.9%	83.4%	77.5%	Total	-1%	-5%	-5%

Hybrid End	18/19				19/20				20/21			
Ethnicity	Leavers	Retention	Passed	Achieved	Leavers	Retention	Passed	Achieved	Leavers	Retention	Passed	Achieved
Arab					4	100.0%	100.0%	100.0%	3	66.7%	100.0%	66.7%
16-18					4	100.0%	100.0%	100.0%	2	100.0%	100.0%	100.0%
19 +									1	0.0%	NaN	0.0%
Asian	37	100.0%	83.8%	83.8%	48	95.8%	95.7%	91.7%	47	97.9%	91.3%	89.4%
16-18	26	100.0%	80.8%	80.8%	30	100.0%	96.7%	96.7%	21	95.2%	90.0%	85.7%
19 +	11	100.0%	90.9%	90.9%	18	88.9%	93.8%	83.3%	26	100.0%	92.3%	92.3%
Black	31	100.0%	90.3%	90.3%	40	100.0%	92.5%	92.5%	76	93.4%	83.1%	77.6%
16-18	30	100.0%	90.0%	90.0%	39	100.0%	92.3%	92.3%	66	92.4%	85.2%	78.8%
19 +	1	100.0%	100.0%	100.0%	1	100.0%	100.0%	100.0%	10	100.0%	70.0%	70.0%
Mixed	94	95.7%	85.6%	81.9%	64	95.3%	85.2%	81.3%	105	91.4%	85.4%	78.1%
16-18	70	97.1%	82.4%	80.0%	51	94.1%	89.6%	84.3%	80	93.8%	84.0%	78.8%
19 +	24	91.7%	95.5%	87.5%	13	100.0%	69.2%	69.2%	25	84.0%	90.5%	76.0%
Not Provided	113	97.3%	89.1%	86.7%	119	97.5%	69.8%	68.1%	121	90.9%	72.7%	66.1%
16-18	18	94.4%	82.4%	77.8%	10	90.0%	100.0%	90.0%	38	92.1%	71.4%	65.8%
19 +	95	97.9%	90.3%	88.4%	109	98.2%	67.3%	66.1%	83	90.4%	73.3%	66.3%
Other	32	93.8%	83.3%	78.1%	25	80.0%	90.0%	72.0%	35	100.0%	82.9%	82.9%
16-18	24	91.7%	77.3%	70.8%	20	80.0%	87.5%	70.0%	28	100.0%	78.6%	78.6%
19 +	8	100.0%	100.0%	100.0%	5	80.0%	100.0%	80.0%	7	100.0%	100.0%	100.0%
White	3915	94.6%	92.1%	87.1%	3884	94.3%	89.6%	84.5%	4240	92.9%	83.6%	77.6%
16-18	3030	94.4%	91.7%	86.5%	2847	93.7%	91.0%	85.2%	3073	92.1%	82.3%	75.7%
19 +	885	95.5%	93.5%	89.3%	1037	96.0%	85.9%	82.5%	1167	94.9%	86.9%	82.5%
Total	4222	94.8%	91.7%	86.9%	4184	94.4%	89.1%	84.1%	4627	92.9%	83.4%	77.5%

The numbers of Asian students are low, however demonstrate a higher achievement rate than their peers of 89.4%, compared to an overall achievement rate of 77.5%

The tables below show the achievement of students with Learning Difficulties and Disabilities, High Needs Funding, Educational Health Care Plans, disadvantage uplift and those who access free school meals and discretionary bursaries.

There is no significant difference in the achievement for those students who identify an LLDD to those who do not.

LLDD

Hybrid End Difficulty or Disability	18/19				19/20				20/21			
	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement
Has difficulty/disability/health problem	2002	94.4%	90.1%	85.0%	2194	94.5%	90.1%	85.2%	2385	94.5%	80.8%	76.4%
16-18	1506	93.7%	88.7%	83.1%	1525	93.0%	90.1%	83.7%	1585	93.6%	79.0%	73.9%
19 +	496	96.4%	94.1%	90.7%	669	98.1%	90.2%	88.5%	800	96.4%	84.2%	81.1%
No difficulty/disability/health problem	2140	95.1%	93.0%	88.5%	1907	94.3%	88.2%	83.2%	2173	91.3%	86.1%	78.7%
16-18	1667	95.1%	93.3%	88.7%	1457	94.7%	92.0%	87.1%	1690	90.9%	85.1%	77.3%
19 +	473	95.1%	92.2%	87.7%	450	93.1%	75.9%	70.7%	483	93.0%	89.8%	83.4%
No information provided by the learner	80	96.3%	96.1%	92.5%	83	94.0%	80.8%	75.9%	69	84.1%	91.4%	76.8%
16-18	25	100.0%	100.0%	100.0%	19	84.2%	100.0%	84.2%	33	93.9%	96.8%	90.9%
19 +	55	94.5%	94.2%	89.1%	64	96.9%	75.8%	73.4%	36	75.0%	85.2%	63.9%
Total	4222	94.8%	91.7%	86.9%	4184	94.4%	89.1%	84.1%	4627	92.9%	83.4%	77.5%

Disadvantage Uplift

Hybrid End Uplift	18/19				19/20				20/21			
	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement
Ward Uplift	1814	96.2%	91.1%	87.7%	1779	95.1%	90.2%	85.8%	1915	93.1%	80.7%	75.1%
16-18	1374	95.7%	90.2%	86.3%	1305	94.1%	91.9%	86.5%	1362	93.0%	81.0%	75.3%
19 +	440	97.7%	94.0%	91.8%	474	97.9%	85.8%	84.0%	553	93.3%	79.8%	74.5%
Total	1814	96.2%	91.1%	87.7%	1779	95.1%	90.2%	85.8%	1915	93.1%	80.7%	75.1%

Direction of Travel			
Uplift	Retention	Pass	Achieved
Ward Uplift	-2%	-7%	-8%
16-18	-1%	-7%	-7%
19 +	-3%	-6%	-8%
Total	-2%	-7%	-8%

SEND

Hybrid End SEN	18/19				19/20				20/21			
	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement
No SEN	3139	94.6%	92.1%	87.1%	3440	94.9%	89.8%	85.2%	4140	93.1%	83.9%	78.2%
16-18	2450	94.7%	91.9%	87.0%	2491	94.5%	91.0%	85.9%	3015	92.2%	82.9%	76.4%
19 +	689	94.2%	93.1%	87.7%	949	96.0%	86.8%	83.4%	1125	95.6%	86.7%	82.9%
SEN	829	93.2%	89.7%	83.6%	549	93.4%	90.3%	84.3%	393	90.6%	77.2%	70.0%
16-18	695	92.9%	89.3%	83.0%	448	93.5%	91.6%	85.7%	336	91.4%	75.6%	69.0%
19 +	134	94.8%	91.3%	86.6%	101	93.1%	84.0%	78.2%	57	86.0%	87.8%	75.4%
Total	4222	94.8%	91.7%	86.9%	4184	94.4%	89.1%	84.1%	4627	92.9%	83.4%	77.5%

Direction of Travel			
SEN	Retention	Pass	Achievement
No SEN	-1%	-4%	-5%
16-18	-1%	-5%	-6%
19 +	0%	-2%	-1%
SEN	-2%	-10%	-11%
16-18	-1%	-11%	-12%
19 +	-7%	-0%	-6%
Total	-1%	-5%	-5%

High Needs Funded

Hybrid End HNF	18/19				19/20				20/21			
	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement
HNF	597	97.0%	94.1%	91.3%	746	97.3%	92.6%	90.1%	858	95.8%	84.5%	81.0%
16-18	358	96.9%	92.8%	89.9%	401	95.8%	90.1%	86.3%	456	93.6%	80.1%	75.0%
19 +	239	97.1%	96.1%	93.3%	345	99.1%	95.3%	94.5%	402	98.3%	89.4%	87.8%
Not HNF	3625	94.4%	91.3%	86.2%	3438	93.8%	88.3%	82.8%	3769	92.2%	83.1%	76.7%
16-18	2840	94.2%	91.0%	85.7%	2600	93.5%	91.2%	85.2%	2852	92.0%	82.6%	76.0%
19 +	785	95.3%	92.4%	88.0%	838	94.9%	79.4%	75.3%	917	92.9%	84.7%	78.7%
Total	4222	94.8%	91.7%	86.9%	4184	94.4%	89.1%	84.1%	4627	92.9%	83.4%	77.5%

Direction of Travel			
HNF	Retention	Pass	Achievement
1	-1%	-5%	-6%
16-18	-2%	-7%	-8%
19 +	-0%	-4%	-4%
n/a	-1%	-4%	-5%
16-18	-1%	-6%	-6%
19 +	-1%	-1%	-2%
Total	-1%	-5%	-5%

Students with high needs funding and education, health and care plans have an achievement rate of 81% and 80.3% respectively compared to 76.7% for those who do not.

EHCP

Hybrid End EHCP	18/19				19/20				20/21			
	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement
EHCP	617	97.4%	95.0%	92.5%	887	96.7%	92.0%	89.0%	1012	95.6%	84.1%	80.3%
16-18	335	97.6%	93.6%	91.3%	447	94.9%	89.6%	85.0%	512	93.8%	79.2%	74.2%
19 +	282	97.2%	96.7%	94.0%	440	98.6%	94.2%	93.0%	500	97.4%	88.9%	86.6%
Not EHCP	3513	94.6%	91.2%	86.3%	3210	94.1%	88.5%	83.2%	3518	92.3%	83.1%	76.7%
16-18	2809	94.4%	91.0%	85.9%	2502	93.8%	91.5%	85.9%	2740	92.2%	82.9%	76.4%
19 +	704	95.6%	92.0%	87.9%	708	95.1%	77.9%	74.0%	778	92.8%	83.9%	77.9%
Total	4130	95.0%	91.8%	87.2%	4097	94.7%	89.2%	84.5%	4530	93.0%	83.3%	77.5%

Direction of Travel			
EHCP	Retention	Pass	Achievement
EHCP	-1%	-6%	-6%
16-18	-1%	-8%	-9%
19 +	-1%	-3%	-4%
Not EHCP	-1%	-5%	-5%
16-18	-1%	-5%	-6%
19 +	-1%	1%	-0%
Total	-1%	-5%	-5%

Free School Meals

Hybrid End Free Meal	18/19				19/20				20/21			
	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement
Free Meal	433	92.8%	90.0%	83.6%	498	96.4%	88.5%	85.3%	504	95.0%	82.0%	78.0%
16-18	311	91.6%	86.7%	79.4%	324	94.4%	86.3%	81.5%	328	93.0%	78.0%	72.6%
19 +	122	95.9%	98.3%	94.3%	174	100.0%	92.5%	92.5%	176	98.9%	89.1%	88.1%
No Free Meal	3697	95.3%	92.0%	87.6%	3599	94.4%	89.3%	84.4%	4026	92.8%	83.5%	77.5%
16-18	2833	95.1%	91.8%	87.2%	2625	93.9%	91.8%	86.2%	2924	92.3%	82.8%	76.4%
19 +	864	96.1%	92.7%	89.0%	974	95.8%	82.7%	79.3%	1102	93.9%	85.4%	80.2%
Total	4130	95.0%	91.8%	87.2%	4097	94.7%	89.2%	84.5%	4530	93.0%	83.3%	77.5%

Direction of Travel			
Free Meal	Retention	Pass	Achievement
Free Meal	-0%	-4%	-4%
16-18	-0%	-6%	-6%
19 +	-0%	-3%	-3%
No Free Meal	-1%	-5%	-6%
16-18	-1%	-6%	-7%
19 +	-1%	-1%	-2%
Total	-1%	-5%	-5%

There is no significant gap in achievement for those students who access free college meals or receive discretionary bursaries, achieving slightly higher than those who do not.

Discretionary Bursary

Hybrid End DS	18/19				19/20				20/21			
	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement
DS	782	91.9%	90.3%	83.0%	815	94.5%	89.7%	84.8%	784	95.4%	82.0%	78.2%
16-18	608	91.3%	88.3%	80.6%	579	93.1%	88.9%	82.7%	559	94.5%	78.4%	74.1%
19 +	174	94.3%	97.0%	91.4%	236	97.9%	91.8%	89.8%	225	97.8%	90.5%	88.4%
Not DS	3186	94.9%	92.0%	87.2%	3174	94.7%	89.9%	85.2%	3743	92.4%	83.7%	77.3%
16-18	2537	95.0%	92.0%	87.4%	2360	94.6%	91.6%	86.7%	2786	91.6%	83.0%	76.0%
19 +	649	94.3%	91.7%	86.4%	814	95.1%	85.0%	80.8%	957	94.6%	85.9%	81.2%
Total	3876	94.5%	91.7%	86.7%	3902	94.9%	90.1%	85.5%	4430	93.0%	83.4%	77.6%

Direction of Travel			
DS	Retention	Pass	Achievement
DS	1%	-5%	-4%
16-18	2%	-7%	-5%
19 +	1%	-2%	-1%
Not DS	-2%	-5%	-6%
16-18	-2%	-6%	-7%
19 +	-0%	-1%	-1%
Total	-1%	-5%	-5%

Exam Access Arrangements

Exam Access Arrangements

Hybrid End Type	18/19				19/20				20/21			
	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement
EXCN	1251	93.9%	89.7%	84.3%	754	95.9%	90.0%	86.3%	1395	94.7%	73.7%	69.8%
16-18	1004	94.1%	89.0%	83.8%	580	95.5%	90.4%	86.4%	1124	94.5%	72.2%	68.2%
19 +	247	93.1%	92.6%	86.2%	174	97.1%	88.8%	86.2%	271	95.6%	79.9%	76.4%
Total	1251	93.9%	89.7%	84.3%	754	95.9%	90.0%	86.3%	1395	94.7%	73.7%	69.8%

Direction of Travel			
Type	Retention	Pass	Achievement
EXCN	0%	-9%	-9%
16-18	-0%	-10%	-10%
19 +	0%	-7%	-6%
Total	0%	-9%	-9%

Students with exam concession requirements, whilst having a significant reduction in achievement to previous years (linked to the impact of the pandemic) have achieved in line with other students.

5.3 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 programmes 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 ESF funded Moving-On Programme.



Overall achievement for 14-16 students was 82%, impacted by the overall retention rate of 91%.

5.4 Adult Learning Programmes

The College holds two Adult Education Budget (AEB) contracts, one as a National ESFA contract (£411,925 value) that is managed from the Preston Centre, and the other that is a devolved contract with Liverpool City Region (LCR) (£674,156 value) that is managed from the Croxteth Park Centre in Liverpool. The LCR devolved contract includes the Test and Learn Pilot with a value of £150,000. Both AEB contracts attract very different cohorts of learners and are planned and delivered to meet local needs.

There are a high number of AEB learners funded via the National ESFA contract that infill into a variety of FE Study Programmes, providing a broad and rich curriculum offer that they can join. AEB learners also participate in short courses, such as mower or chainsaw training to gain qualifications to practice in employment in the sector.

Adult learners from LCR also infill into FE Study Programmes and participate in short courses. However, most learners enrol on programmes developed to meet local needs in the community. There are a high number of learners on roll-on / roll-off Horticulture, Animal Care and Employability / Digital programmes.

Across both AEB contracts:

- the gender balance is 63% Female and 37% Male (LCR 48% Male / 52% Female, National Contract 33% Male / 67% Female),
- there is a high proportion of learners who identify themselves as White British.
- the programmes in Liverpool recruit a disproportionately high number of learners from deprived backgrounds; with 60% (+ 10%) of LCR learners recruited residing in the most deprived areas (lowest 10% on the Index of Multiple Deprivation, IMD), with no students residing in the least deprived area. Only 10% (-4%) of learners recruited on the National ESFA AEB contract are from the most deprived areas.
- there is also a considerable difference in the number of LLDD learners, with 57% (-3%) of learners enrolling on the LCR contract declaring a learning difficulty and 19% (+3%) of learners enrolling on the National ESFA declaring a learning difficulty.

Age	Hybrid End	18/19				19/20				20/21				Direction of Travel			
	Age Group	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement	Leavers	Retention	Passed	Achievement	Age Group	Retention	Pass	Achievement
16-18		3198	94.5%	91.2%	86.2%	3001	93.8%	91.0%	85.4%	3308	92.2%	82.3%	75.8%	16-18	-1%	-6%	-6%
19 +		1024	95.7%	93.3%	89.3%	1183	96.1%	84.2%	80.9%	1319	94.5%	86.2%	81.5%	19 +	-1%	-1%	-2%
Total		4222	94.8%	91.7%	86.9%	4184	94.4%	89.1%	84.1%	4627	92.9%	83.4%	77.5%	Total	-1%	-5%	-5%

Strengths and impact

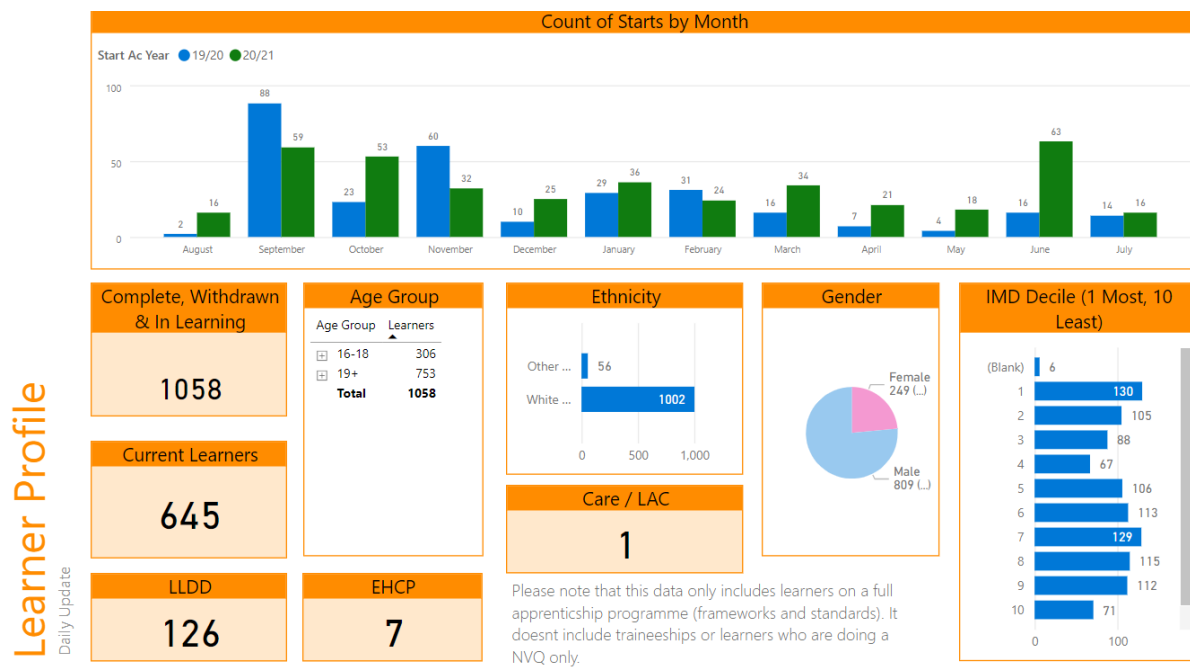
- Adults achieved more positively than young people, with achievement at 81.5% overall.
- Overall attendance for adults is slightly higher than for 16–18-year-olds.
- The College was TES nominated for Community Engagement at Croxteth (Contribution to the local community).
- The Horticulture curriculum has been designed to accommodate roll on/roll off enrolments, which is sequenced through a weekly focus and linked to seasonality. This also accommodates students who may have chaotic lifestyles (such as YMCA students who have drug / alcohol issues) who may be more likely to miss sessions. This enables them to continue their studies at their own pace.
- Over 60% of students at Croxteth come from areas of highest deprivation, and the curriculum meets their needs very well.
- Members of Parks Friends Groups have engaged in legislative training for specialist machinery, such as mowers, to enable them to carry out voluntary activities safely, efficiently and effectively; whilst improving employability skills and making a positive contribution to their community.
- There is engagement in Horticultural training from diverse communities in the Liverpool Region:

Partners include:

- ACE
- The Bridge
- YMCA / Dutch Farm
- Faiths 4 Change
- Incredible Edible
- Homegrown / Homebaked
- Grow Croxteth
- De La Salle Hotel School
- Veterans in Sefton

- Training is delivered in community venues to promote engagement and surplus produce is used to supply local foodbanks.
- Flexible training programmes, including very short programmes, are designed to encourage participation and achievement.
- There are clear progression routes from initial engagement programmes, demonstrating the positive impact of Horticulture qualifications.
- The provision promotes the re-engagement in education for many adults who have been disengaged, suffering social anxiety or mental health issues, leading to a reduced reliance of individuals on foodbanks.
- The provision promotes the improvement of learner physical and mental well-being through activity and interaction.

5.5 Apprenticeships



Number of Apprentices	Retention	Best Case Overall Achievement	Learner Profile (On Prog)	Maths / English Achievement () of to 19.20	Number Req support LLDD	Number with EHCP	Attendance
16-18 Intermediate	59.5%	58.8% (77/131)	311 Levy 54%	English BC Ach' 45.2% (+1%) English BC Pass 93.3% (+23%)	60 LLDD 27% Lower IMD	5	
Advanced (Standards Only)	87.5%	87.5% (35/40) (65.5% Overall)		Maths BC Ach' 44.4% (+12%) Maths BC Pass 88.9% (+31%)			
19+ Intermediate	76.9%	74.0% (154/208)	752 Levy 63%	English BC Ach' 60.5% (-8%) English BC Pass 91.2% (-3%)	83 LLDD 1 LAC 33% Lower IMD	3	
Advanced (Standards Only)	83.5%	83.5% (167/200) (78.5% Overall)		Maths BC Ach' 61.6% (-3%) Maths BC Pass 88.3% (+1%)			
Headline Overall	75.9%	74.7% (434/581) 63.5%* 64% High Grades	1063 Levy 61%	English BC Ach' 56.4% (-6%) English BC Pass 91.7% (+3%) Maths BC Ach' 56.6% (+1%) Maths BC Pass 88.5% (+8%)	143 LLDD 240 eligible for support. 57 EAE 129 Entry BKSB 31% Lower IMD	8	91%

One third of apprentices come through the lower quartile of deprived areas. 13% of learners have declared LLDD with nearly 25% requiring support following the initial assessment period.

5.6 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, outcomes for our Access and Participation Plan target groups in 2019-20 indicated good initial progress against the targets:

Access	Baseline	Outcome
Percentage difference between full time students from POLAR 4 group 1 and group 5	11.7%	11%
Percentage of full time BAME students	3%	4%
Percentage of mature students on full time programmes	20%	26%
Participation	Baseline	Outcome
Difference in achievement between full time students from POLAR4 group 1 and group 5	9%	9.3%
Difference in degree outcomes between part time students from POLAR4 group 1 and group 5	19%	20%
Difference in degree outcomes for full time students with a disability and those without a disability	10%	6%
Progression	Baseline	Outcome
Difference in progression to highly skilled employment or further study between full time students from POLAR4 group 1 and group 5	11%	6%

The data shows improvements in gaps for all A&P Plan target groups but further work is needed for students from disadvantaged areas across the student lifecycle, namely, in difference in achievement between full time students from POLAR4 group 1 and group 5 has remained unchanged. The number of BAME students recruited to full time qualifications remains consistent at 4% above benchmark.

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%	9.3%
Difference in degree outcomes between part time students from POLAR4 group 1 and group 5	19%	20%
Difference in degree outcomes for full time students with a disability and those without a disability	10%	6%

The College Strategic Plan targets and outcomes for 2020-21 were as follows:

Key Performance Indicator	Target 2020 - 21	Actual 2020
Retention (in year)	97%	95.3%
Continuation	90%	89.3%
Achievement (In-year)	90%	85%
High Grades	60%	48.3%

The target for 'Continuation' enables internal monitoring of progress against the benchmarking used by OfS. Continuation is reported during the year (after the funding deadline). The continuation rate from 2019-20 to 2020-21 remains around 90%, in line with the Strategic Plan target (90%) and significantly above the OFS baseline (80%).

Student achievement by priority groups

Priority Group		Student Achievement Rate 2020-21 (at 11-09-21)
Age	<21	87%
	>21	83%
Gender	Female	86%
	Male	84%
Ethnicity	All Other Ethnic Groups	83%
	White	86%
Learning Difficulty or Disability	LLDD = Yes	76%
	LLDD = No	87%
POLAR 4	Group 1	81%
	Group 5	89%

There were no significant differences in achievement between different age or gender groups. The gap in outcomes for students from different ethnicities in comparison to White students was 3%.

Achievement for students with a declared learning difficulty or disability was 11% lower than achievement for students with no declared learning difficulty or disability. High grades for students with a declared learning difficulty or disability were 54.5% compared with 35.3% for students with no declared learning difficulty or disability.

The differential in outcomes for students from the most and least disadvantaged backgrounds was 8%. This is an increase in differential by 2% and will continue to be monitored. High grades for POLAR 4 group 1 (the most disadvantaged areas) were 47.9% compared with 51% 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). However, we need to continue to implement the measures identified in the Access and Participation Plan to support these groups.

Student 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. The outcomes were reported to the June Quality and Standards committee (appendix 2):

The data indicates continued high levels of long-term positive destinations for our students (92%) and this is reasonably consistent across most subjects with several subjects at 100%.

However, the response rate was low 127 respondents (42%).

HESA have confirmed that this is experimental data at this stage and should not be used to compare with the previous DLHE data. Our internal target was set against the previous DLHE data.

NSS

The overall response rate for the College was 70%, slightly above the national average response rate of 69%. Several initiatives that were implemented last year to encourage high responses rates were continued this year, including the NSS Student Engagement initiative to discuss previous year NSS outcomes and actions taken to address them with current finalists. Specific NSS Course Tutorials were delivered immediately prior to the start of the NSS to go through the question areas and raise awareness of the importance of the NSS. Overall satisfaction has increased this year to 82% (78% last year) and has placed Myerscough College 2nd in the Top Quartile and above the English benchmark of 75%.

Action Planning

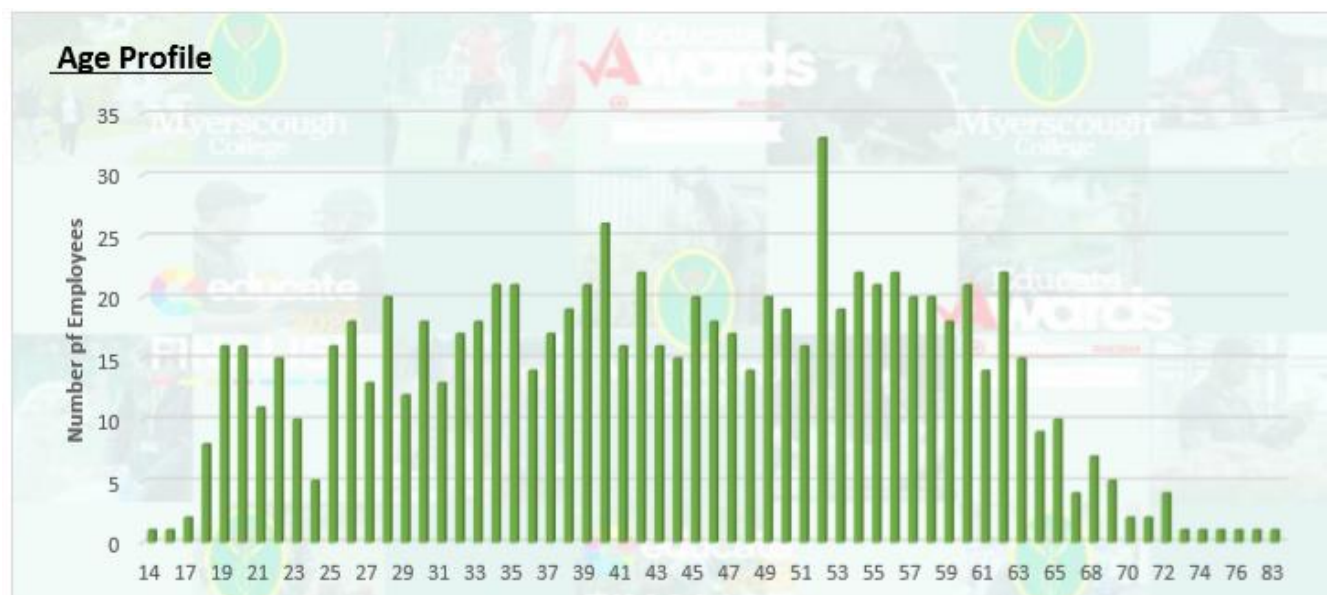
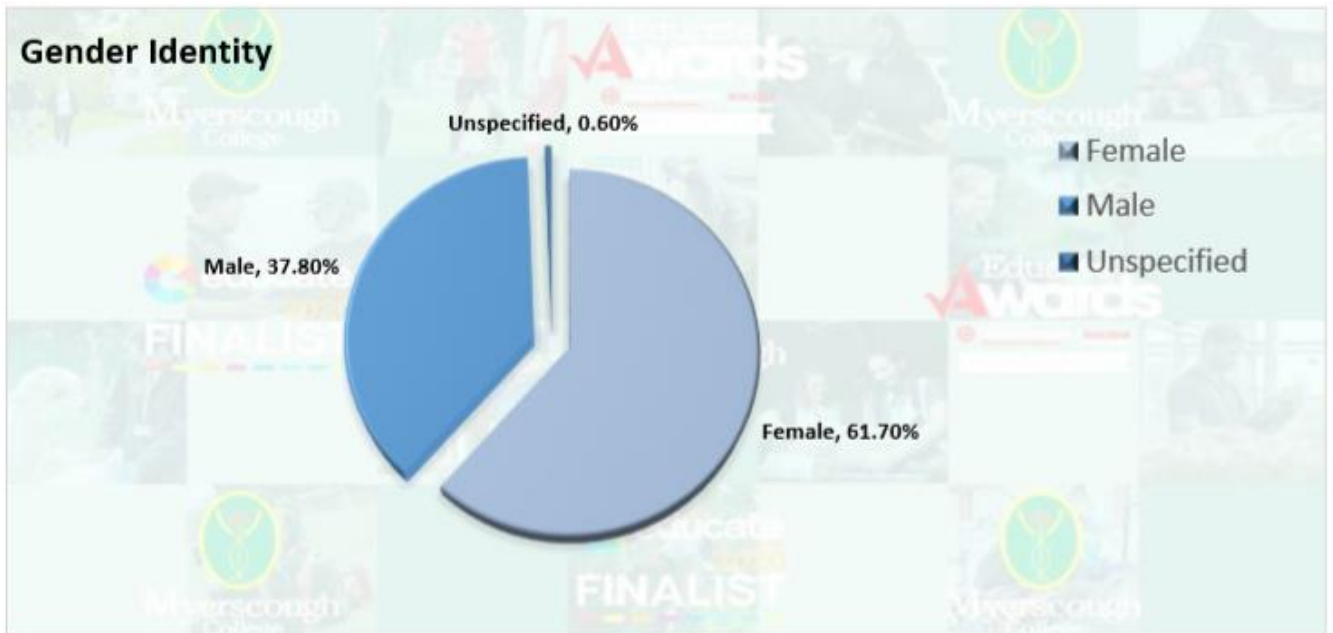
Further work to support students from disadvantaged areas across the student lifecycle will be discussed in Recruitment and Marketing Group, Quality Strategy Group & EDI Strategy Group, including focus on:

- 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 (this is underway)
- 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

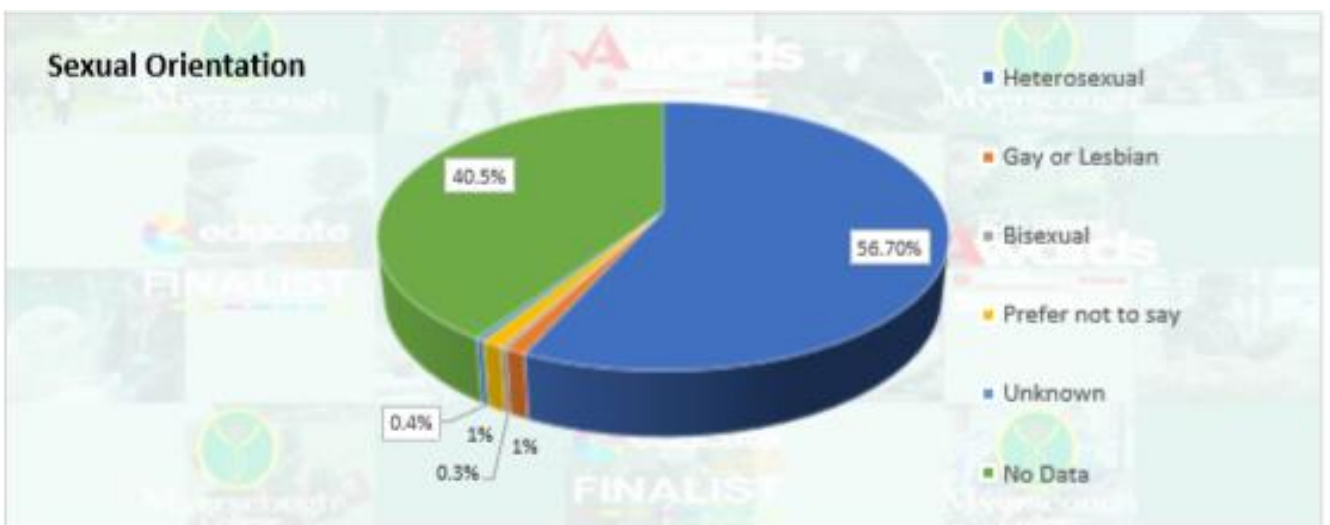
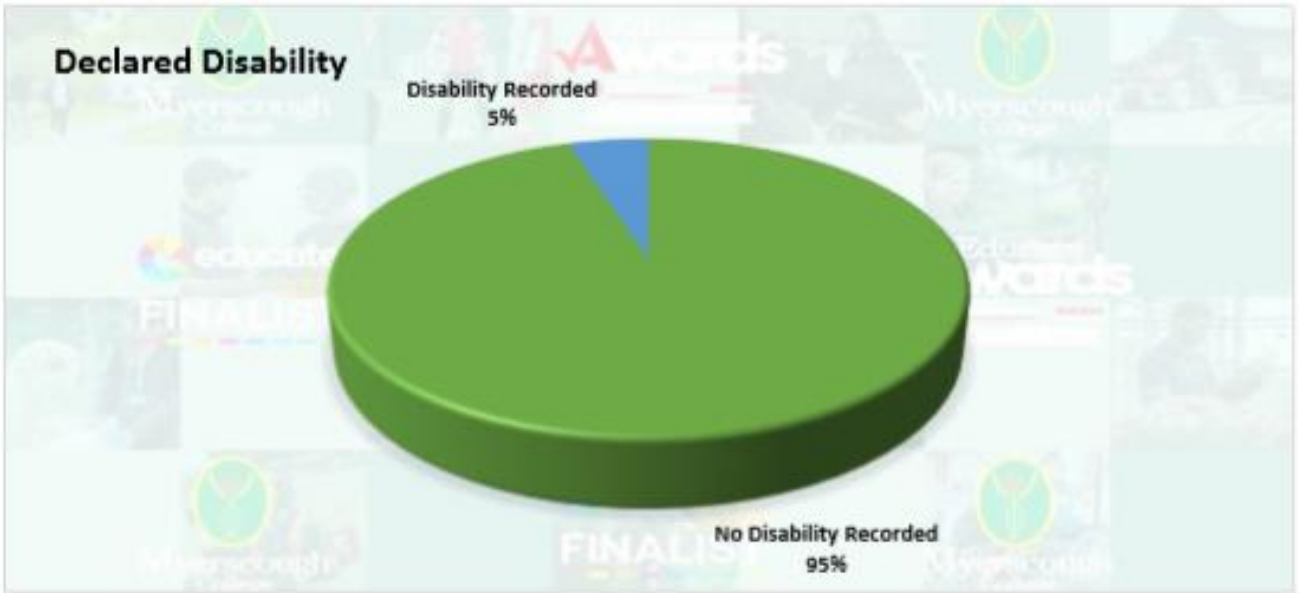
6.1 Staffing profile

Our diversity data (illustrated in the charts below) remains reasonably static across all areas in terms of our workforce profile for gender, age, disability, ethnicity and LGBTQ+. Whilst more targeted interventions are needed to achieve improved workforce representation, we know, through our Leaders in Diversity Accreditation, that good work is also happening.



Ethnicity:

Ethnicity	Percentage of All Employees
White - English / Welsh / Scottish / Northern Irish / British	78.6%
Unspecified	15.9%
Not Known	1.3%
White - Any Other White background	1.2%
White	0.4%
Asian / Asian British - Indian	0.4%
Asian / Asian British - Pakistani	0.2%
Asian / Asian British - Any other Asian background	0.1%
Black / African / Caribbean / Black British - African	0.1%
Black / African / Caribbean / Black British - Caribbean	0.1%
Other Mixed background	0.1%
Any other	0.1%
Asian or Asian British - any other	0.1%
Chinese	0.1%
White - Irish	0.1%
Mixed / Multiple ethnic group - White and Black Caribbean	0.1%
Mixed / Multiple ethnic group - White and Asian	0.1%
Prefer not to say	0.1%



6.2 Sickness Absence

Our data for the average number of days lost due to sickness and the lost time percentage are within a healthy range (4.65 working days lost and a 1.79% lost time percentage). The absence data published by the AOC, as part of their annual workforce report, shows an average of 5.4 days per employee and a lost time percentage of 3.0% in 2018/19.

At the end of our reporting period, we had 4 colleagues who are absent long term, compared with 3 colleagues absent at the end of the previous academic year.

Moving forward, we will be working with our IT colleagues to review the way we calculate absence data, to ensure this is in line with externally recognised calculations which provide for a meaningful comparison.

6.3 Turnover & Stability

We have a healthy level of workforce stability (workforce stability measures the level of movement within an organisation). A healthy stability index is projected at 75 – 85%. Our workforce stability is 77%

Our current staff turnover rate is 14.2% which compares favourably with the Association of Colleges (AoC) workforce data publication - the average staff turnover for colleges is 18.2% and 15.8% for the North West. (AOC 2018/19 – latest publication).

6.4 Staff Survey 2021

This year, for our annual staff survey, colleagues completed the York Staff Survey. 51% of colleagues engaged with this year's survey, compared with 47% last year.

Our survey results show a positive improvement in the responses to all questions, when compared with our previous York Survey results in 2018/19, 2016/17, and 2014/15.

From our results, we can see that colleague perception has improved in all areas. Our highest scoring results show that colleagues feel safeguarding arrangements are effective, colleagues have a good understanding of their role, students are supported to develop positive attitudes to learning, and colleagues feel the College has a good future ahead with a positive reputation for its provision.

Our responses, which had the most significant improvement on previous results, show that more colleagues feel that the College is well led and managed, more colleagues feel they have adequate resources, more colleagues have a feeling of job security, less colleagues are thinking of leaving, and information about strategic and operational goals and performance are communicated more effectively.

Whilst all scores improved, our lowest scoring questions and areas of focus are opportunities for progression, adequate resources, consideration of workload and wellbeing, and the % of colleagues thinking of leaving. Our new strategic plan puts our people at the heart of our strategy, with people being one of the three lead areas of our strategic plan. It is expected, and hoped, that our future work in this area will continue to yield increasingly positive feedback from colleagues in future surveys.

6.5 Gender Pay Gap

This year, our mean (average) pay gap is 15.9%, (a decline of 2.1% when compared with the previous reporting period). Our median (middle) pay gap is 26.27% (remaining static when compared with the previous reporting period.)

The UK pay gap is 15.5% for all employees (Office for National Statistics). This year, to support positive action towards eliminating the gender pay gap, we have continued to offer and support flexible working (100% of requests agreed), continued to support a hybrid working model, and introduced a new pay framework which should positively impact future gender pay results.

6.6 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 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 the College Management Team 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>

6.7 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. 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%))

6.8 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.

Examples of training sessions attended by staff during 20-21.

Electronic Notetaking to support Deaf and Disabled People (OCNL Level 3)	SASC Guidance on Dyscalculia
Makaton Tutor Training	Positive Dyslexia Conference (Dyslexia & Neurodiversity - the future post coronavirus)
Recognising ADHD in Adolescents and Adults in line with SASC Guidance	'Recognising Dyspraxia/DCD Adolescents and Adults in line with SASC Guidance
Prevent Training (links to LLDD)	Invigilation training
Anti-racism Training	Transgender Equality
FREDIE awareness	EDI Smart log refresher
Several mental health sessions and courses	Trauma informed practice and adverse childhood experiences.

Several training programmes have been developed around LGBTQ+, Transgender, FREDIE including equality act requirements and links to practice. All these are available on the staff intranet.

6.8.1 Leadership & Management Training

We supported online learning, with the introduction of our HR podcasts and webinars. We created the following new content for our manager resource bank on Canvas:

- Recruitment: Podcast – Recruiting & Supporting Disabled Applicants & Colleagues
- Performance: Webinar - Training Content –An Introduction to People Management
- Record Keeping: HR podcast – Record Keeping

The HR team supported our internal inspiring leaders programme with our module on 'People Management' which covered the fundamentals of management, building connection to serve positive outcomes, performance management, health and wellbeing. Positive feedback was received from college managers that they enjoyed the module.

One manager quoted:

"I just wanted to say thank you very much for the super session you led at the Manager's training yesterday. I really enjoyed it and thought the content and the way you presented it was excellent. Having been a manager for many years I have done a lot of courses and updates and yours was one of the best, particularly as it acknowledged that one does not have to adopt a single management style but rather explore a range of them and apply the correct one at the right time according to the circumstances and the individual's needs."

Section 7. Conclusion

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

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

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

Effective leadership and management are 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

- **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.

- **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.

- **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.

2021-2022 FREDIE Objectives

The College has set 5 equality objectives. Each of the objectives are supported and strengthened by associated targets. These objectives are to be considered alongside the operational FREDIE/ LiD action plan as outlined in Equality objective 1.

Ref	Objectives
Equality Objective 1	To further advance FREDIE by maintaining and developing the 13 Leaders in Diversity destinations.
Target 1.1	To maintain an updated LiD self-assessment and action plan including recommendations from the LiD report working towards reassessment in 2023.
Equality Objective 2	To further advance staff and student knowledge of protected characteristics and gain confidence in positive dialogue and practice to enhance inclusion, challenge discriminatory behaviours including hate incidents and inappropriate behaviours.
Target 2.1	Add to the suite of training resources and information available to staff.
Target 2.2	Seek the views and training needs of staff to develop a supportive knowledge, skills and, training programme for staff.
Target 2.3	Conduct student focus groups to seek feedback, increase engagement and consultation and introduce student led activity.
Target 2.2	Review and refresh the tutorial and enrichment programme to include all protected characteristics, Equality Act.
Target 2.2	To seek external review, challenge and accreditation of Myerscough College's actions by actively participating with relevant equalities standards and benchmarks. Gain accreditation for LGBTQQA provision- e.g. Stonewall Champion.
Equality Objective 3	Address systemic racism in Further Education to address race equality in FE in collaboration and partnership with sector colleagues.
Target 3.1	To commit to, implement, measure and report progress against the 10-point BFELG action plan. (Black Further Education Leadership Group).
Target 3.2	Work in collaboration with other FE providers and Land based providers to share best practice and influence action planning.
Equality Objective 4	Commit to placing wellbeing and mental health at the heart of our decision making, committing to a long-term strategy for improving staff wellbeing.
Target 4.1	Sign up to the DfE Education Staff Wellbeing Charter, developing a self-assessment and action plan against the 11 points.
Target 4.2	Disseminate and action the Cross-College Health and Wellbeing Strategy
Target 4.3	Achieve the standards for the Mindful Employer Charter.
Equality Objective 5	Address systemic and societal behaviours of sexual harassment and violence by developing and implementing effective systems, policies and process to prevent and respond to incidents of harassment and sexual misconduct.
Target 5.1	Complete the Office for Students expectations as a self-assessment framework with associated action planning to encompass the DfE and Ofsted guidance.

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