



Equality, Diversity and Inclusion

Annual Report

2017-2018



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Section 1. Introduction

The College is a specialist land based and sport college with 84.6% of FE students coming from these areas (87.3% with the inclusion of specialist engineering). Our mission, *'to continue to be a leading provider of education in the land-based and sports sectors and the natural choice for research, industrial partners and students who aspire to success'*, demonstrates the College's commitment and very strong shared culture, which focusses on putting learners first to ensure there are *'opportunities for all to succeed'*.

The College aspires 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 College values are:

- Respect for yourself, each other and the environment
- 2. Welcoming, honest and inclusive
- 3. Happy, safe and supportive culture
- 4. Inspiring learners and staff to be the best they can be
- 5. Positive and innovative

The Equality, Diversity and Inclusion 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 College will give due regard to the need to:

- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between different groups
- eliminate unlawful discrimination, harassment and victimisation.

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

Strategic Equality Objectives:

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 Equality, Diversity and Inclusion 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. 'A key strength of the college is its commitment to inclusivity' (Ofsted Residential Report Dec 2017).

Robust strategic objectives are set as part of the College's SAR. Equality, Diversity and Inclusion permeates throughout the SAR, demonstrating the impact and outcomes in Leadership and Management, Outcomes for Learners, Teaching Learning and Assessment and Personal Development, Behaviour and Welfare.

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.

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

The College

'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 Profile

College Campuses

The College's main campus is at Bilsborrow, Preston with other Centres of learning in Liverpool (Croxteth Park), Blackburn (Witton Park), Manchester (Old Trafford). The Centres were established specifically to widen participation in areas of significant deprivation (Liverpool and Blackburn) and where there was limited opportunity for land based education.

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

In 2017-2018 the student body and curriculum provision was made up of:

- 47% of provision was FE (+2%)
- 31% of provision was apprenticeships. (+2%)
- 22% of provision was HE funded learners (-4%)
- 66% of FE students were aged 16-18 (1488)
- 32% apprentices were aged 16-18
- 33% (-6%) of FE students declared LLDD (195 High Needs Funded in 2017-18 students from 15 LAs
- 38% of FE students were from lowest quartile Index of Multiple Deprivation (IMD)
- 58% of FE students came without either English or maths at grade C or above at GCSE.

Further student profile data is included within the body of this report.

Section 4. EDI Progress and Notable Achievements

How effectively managers monitor the progress of groups of learners so that none is disadvantaged or underachieves. LM 1.5S

Evidence

- Termly performance boards for FE
- New monthly Performance Monitoring Meetings (PMMs), individualised to each curriculum area.
- Termly Apprenticeship Performance Boards that drill down to individual tutors
- Good use of 'Power-Bi' dashboards to monitor and track performance
- Good use of 'OneFile' E-portfolio to track and monitor learner progress through the year.

Impact

- Minimal performance gaps between the majority of groups of learners (3% tolerance)
- Gender is 0.9%
- Ethnicity – 0.9%
- 16-18 & 19+ - 2.8% and within tolerance.
- Free school meals – 1.9%
- High needs funding – 0.6%
- EHCP – 0.1%
-

The extent to which managers promote all forms of equality, diversity and inclusion. LM 1.8S

Evidence

- The College achieved Leaders in Diversity February 2017
- Comprehensive analysis of data streams by EDI measures
- Mindful Employer charter
- LGBT Youth Charter
- Myerscough continues to lead the way with learners with special educational needs via a long term ETF programme
- 25% of graded lessons included the embedding of EDI as strength
- Sustained EDI campaigns throughout the year for learners via 'The Core' and for staff via a comprehensive CPD programme
- Admissions Advisory Panel meets every two weeks to consider diversity needs of applicants to make reasonable adjustments.

Impact

- 'Staff are committed to promoting diversity in every part of college life for all students' (Ofsted Residential Report Dec 2017).
- Myerscough College's second core value is 'Welcoming, honest and inclusive' developed through staff consultation following their attainment of both the Disability Confident Level 2 Employer status and achievement of the Leaders in Diversity Award. As part of this process Myerscough became a Mindful Employer and their website has been updated to include more information on EDI supporting them to reach out to more diverse communities as both an employer and place of learning' (Matrix Assessment Jan 2018).

How well the provider prepares learners for successful life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different backgrounds, faiths and beliefs. LM 1.9S

Evidence

- 96% of apprentices stated that fundamental British values were embedded into their scheme of study and workplace
- 91% (FE) state British Values is embedded within delivery
- Comprehensive programme of activities delivered in course tutorials and cross college events
- British Values is fully embedded within the Canvas VLE with a dedicated module on 'Citizenship' that all FE and apprenticeship learners complete
- Dedicated 'work-based' guidance leaflet for apprenticeship workplaces.

Impact

- As part of a college wide Prevent strategy Myerscough College proactively promotes Fundamental British Values to reflect life in modern Britain to all learners.
- My Safety/My Wellbeing is intrinsically built into the student's tutorial process.

How well the provider prepares learners who have special educational needs and/or disabilities to become more independent in their everyday life. LM10S

Evidence

- There are highly flexible transition arrangements to meet the individual needs of all HNF learners
- Excellent partnership working with Health and Social Care teams to provide the necessary input for young people with health and specialist requirements
- All HNF learners are discussed at the Admissions and Advisory Support Panel to ensure individual needs can be met and put in place before the start of their programme
- Reports show exceptionally high levels of progression and positive destinations for HNF students (98%)
 - Into Education 83%
 - Into Employment 9% (+4)%
 - Other 7%

Impact

- Retention of HNF students 97.8% cf to 95.7% (non HNF)
- Pass rate of HNF students 89.2% Achievement of HNF students 87.2% (in line with non HNF)
- Retention of students with EHCP is 98% (3% higher than without EHCP)
- Pass rate of students with EHCP is 88.8%
- Achievement of students with EHCP is 87% (in line with non HNF)
- 'A key strength of the college is its commitment to inclusivity' (Ofsted Residential Report Dec 2017).

Teaching, learning and assessment promote equality, raise awareness of diversity and tackle discrimination, victimisation, harassment, stereotyping, radicalisation and bullying. Teaching promotes learners' spiritual, moral, social and cultural development. TL1.9S

Evidence

- Main qualification schemes or work and lesson planning embeds and promotes all aspects of Edi
- FE course tutorial resource on the Canvas VLE has a dedicated and mandatory module of Equality, diversity and inclusion Inc. a bespoke module on Citizenship
- A new induction module was launched in May 2018 for Apprenticeship learners which includes key themes are College Values, behaviours, Well-being and staying safe – these include formative checks on learning.

Impact

- 93% FE learners are aware of the Prevent agenda. 93% of FE learners state that following their course they are more aware of Equality, Diversity and Inclusion.
- 92% of apprentices are fully aware of the Prevent agenda and how to raise a concern. 99.5% of apprentices are aware on the importance of Equality, Diversity and Inclusion in the work-place.

Staff are aware of and plan for individual learners' diverse needs in teaching or training sessions and provide effective support, including making reasonable adjustments for learners who have special educational needs and/or disabilities. TL1.10S

Evidence

- Regular learner area meetings take place including Inclusive Learning Mentors and the student support and welfare team to identify spent individual requirements
- There is an effective programme of CPD covering various areas of LLDD provision Inc. specific training for work-based tutors to record tutor adjustments for the four areas of need
- The College is now registered on the DSA-QAG and can offer most categories of non-medical helper support
- Effective transition team in place.

Impact

- 93% of FE students agree that the support they receive to help them meets their needs
- 95% of apprentices know how to access additional support if needed
- Achievement of HNF students 87.2% (in line with non HNF)
- Achievement of students with EHCP is 87% (in line with non HNF)
- Achievement of LLDD learners is 85.4% Inc. E&M
- Apprentices with declared LLDD performance 3.3% higher than those without.

**Learners' understanding of their rights and responsibilities as a learner and, where relevant, as an employee, and as citizens and consumers in the community.
PD1.10S**

Evidence

- National Citizenship Scheme with Fleetwood Town Football Trust
- NCS programme used across college i.e. 30 FL learners took part in a NCS SEN programme.
- 97% of apprentices are aware of their equal rights through the completion of ERR booklets at the start of their apprenticeship
- A Myerscough College Agriculture student was recognized in the 2018 High Sherriff of Lancashire's Young Citizen of the Year awards.

Impact

- Sound personal and social development delivered in an inclusive manner equips learners to be thoughtful and caring citizens.
- Learners are exceptionally well behaved, courteous and uphold college values as a positive trait to take into their working lives.

The extent to which learning programmes, including enrichment activities, allow all learners to explore personal, social and ethical issues and take part in life in wider society and in Britain PD 1.11S

Evidence

- An extended variety of enrichment activities are available to learners that enhances their programmes of study
- Enrichment Activities (cross college and within curriculum areas)
- Foundation learning Erasmus+ trip to Portugal was life changing for some learners
- Animal Studies students work with Paws for Kids, Blue Cross and many other external agencies.
- Shamwari Game Reserve trip creates an annual unforgettable experience for many learners.

Excellent achievement rates for learners with learning disabilities and difficulties and high needs funded learners

Evidence

- Very good and improving LLDD achievement rates at 85.4% (inc. English and Maths) 90% for 19+, 94.3% for sub-aims and 88.4% for main aim
- Good HNF achievement rates at 88% (incl. English and maths), 93.9% achievement (exc. English and maths) – 197 learners (+33 cf to 16/17)

Impact

- There was clear evidence of EHCP plan targets filtering down into lesson plans and informing the planning of individual needs in foundation learning' (Landex Peer review Dec 2017.

Excellent support for learners who have special educational needs to ensure they progress into positive destinations, either with education or employment. High needs funded learners obtain outstanding achievement rates. OL1.5S

Evidence

- Highly flexible transition arrangements to meet individual needs.
- Admissions and Support Advisory panel ensures each learner receives a personalised support programme.
- Sound recording techniques and electronic ILP's enable all teachers working with high needs learners to make timely and reasonable adjustments
- Myerscough played the lead role in a national project funded by the DfE and ETF to promote good practice.

Impact

- 'There was clear evidence of EHC plan targets filtering down into lesson plans and informing the planning of individual needs in foundation learning' (Landex Peer review Dec 2017).
- Teaching was strong in foundation learning In these sessions learners were engaged in purposeful tasks and individualised challenges, with extensive questioning to stretch learning'.

Areas for Improvement

LM 1.2A	Reduce any achievement gaps to within the college tolerance.	LLDD= – 4.2% Looked after =– 11.5% Exceptional Entry= – 16.2% Vulnerable Young Person =– 24.4% Discretionary Support =– 5.1%	Tolerance of <3%
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OL1.3A	Achievement Gaps	<ul style="list-style-type: none"> • LLDD – 85.4% Vs 89.6% - 4.2% Gap • Looked after Status 76% Vs 87.5% - 11.5% Gap 	Tolerance to be 3%
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Section 5. Students

5.1 Student Profile

Myerscough College is committed to supporting all learners to succeed. As such it routinely monitors the progress and success of learners from minority ethnic groups, gender, disability (LLDD), and vulnerable young people in the care of the local authority and those from deprived backgrounds as defined by the Index of Multiple Deprivation.

- Courses from pre entry level to postgraduate.
- 47% of provision is FE (+2%)
- 31% of provision is apprenticeships. (+2%)
- 22% of provision is HE funded learners (-4%)
- 66% of FE students are aged 16-18 (1488)
- 32% apprentices are aged 16-18
- 33% (-6%) of FE students have declared LLDD (195 High Needs Funded in 2017-18 students from 15 LAs)
- 38% of FE students are from lowest quartile Index of Multiple Deprivation (IMD)
- 58% of FE students come without either English or maths at grade C or above at GCSE.

Gender	2015/16	2016/17	2017/18	Gap 17/18	Gap 16/17
Headline – Male (1772)	92.1%	89.7%	88.0%	0.9%	2.5%
Headline – Female (953)	85.7%	87.2%	87.1%		
LLDD	2015/16	2016/17	2017/18		
Total – LLDD Yes (742)	88.6%	89.1%	85.4%	4.2%	0.1%
Total – LLDD No (1917)	89.5%	89.0%	89.6%		
Ethnicity	2015/16	2016/17	2017/18		
Total – White (2270)	89.5%	89.0%	87.1%	0.9%	0.8%
Total All other Ethnic Groups (178)	92.5%	88.2%	88.0%		
Residency	2015/16	2016/17	2017/18		
Resident (348)	92.7%	90.6%	87.8%	0.1%	2.1%
Non-resident (1894)	88.4%	88.5%	87.7%		
IMD Quartile	2015/16	2016/17	2017/18		
Most Deprived (925)	88.5%	87.5%	86.0%	3.3%	2.4%
Least Deprived (467)	88.0%	89.9%	89.3%		
Age	2015/16	2016/17	2017/18		
16-18 (1896)	89.9%	89.3%	87.0%	2.8%	1.5%
19+ (829)	86.2%	87.8%	89.8%		
Looked After Status	2015/16	2016/17	2017/18		
Care (39)	87.2%	92.3%	76.0%	11.5%	3.5%
Not in care (2686)	89.3%	88.8%	87.5%		
By Exceptional Entrant	2015/16	2016/17	2017/18		
Exceptional Entry (118)	89.2%	88.2%	73.5%	16.2%	0.7%
Non-exceptional Entry (1742)	89.3%	88.9%	89.7%		
Vulnerable Young Person	2015/16	2016/17	2017/18		
Vulnerable Young Person (35)	85.5%	81.0%	65.4%	24.4%	8.0%
Non- Vulnerable Young Person (2683)	89.4%	89.0%	89.9%		
Free School Meals	2015/16	2016/17	2017/18		
Free school meal (177)	89.5%	88.7%	85.4%	1.9%	0.2%
No free school meal (2548)	89.3%	88.9%	87.3%		
Discretionary Support	2015/16	2016/17	2017/18		
Receipt of Support (250)	87.0%	86.8%	85.1%	5.1%	5.1%
Not in Receipt of support (1527)	89.8%	89.1%	90.2%		
High Needs Funding	2015/16	2016/17	2017/18		
Total high needs (163)	91.8%	96.3%	87.2%	0.6%	2.2%
Not High Needs (2562)	89.1%	88.4%	87.8%		
Education Health Care Plan	2015/16	2016/17	2017/18		
Health Care Plan (159)	87.0%	93.7%	87.0%	0.1	2.3%
No Health Care Plan (2566)	89.3%	88.5%	87.1%		

5.2 Further Education

In the 2017-18 academic year, Further Education 16 -18 students accounted for 66% of the total

Gender: There were 1772 male and 953 female leavers (excl English and maths)

Recruitment: Total recruitment to Further Education Study Programmes was 2239
(*headcount all Centres*)

Achievement: Overall achievement was 88%

The gender profile of Myerscough has seen higher male recruitment over the last three years with males representing 57.5% of the learner cohort in further education and females 42.5% in 2017/18. Achievement rates over the last three years have shown little difference between genders (1% gap in 2017-18). This is because of a focus on gender success and positive equality management. Some curriculum areas remain strongly male or female but the College challenges these traditional stereotypes.

Ethnicity:

There were 178 leavers from ethnic groups which included Asian, Black and Mixed. 2278 were White.

Recruitment: 178 leavers (all ages)

Achievement: Asian, 100%, Black 100%, Mixed ethnicity (81, 16-18 year old leavers) 75%; (19+ 11 leavers 81%)

The percentage of learners from minority ethnic backgrounds has increased over the last few years with 178 leavers (all ages), representing 8% of the total FE learner cohort. The achievement rate was high at 88%. For the 16-18 age group the retention for all minority ethnic groups was high at 96 (Asian) 100% (Black) with an achievement rate of 92% and 95% respectively. For the majority white ethnic group retention was 95% and achievement 87%. The 19+ ethnic leavers in 2017/18 retention improved to 100%. Achievement for this group was 100% compared to 90% for those of white heritage. For leavers declaring as mixed ethnicity, the retention rate was lower at 88% as was achievement at 75%. (81 leavers who were 16-18 and 11 leavers who were 19+ 100% retention but 81% achievement)

The College has centres in urban areas to improve the recruitment of minority ethnic learners. Additionally, the curriculum offer has expanded in Sport attracting minority ethnic learners, but recruitment remains stubbornly low in other curriculum disciplines. The College has strengthened its links with Black and Asian minority ethnic community groups and leaders but this takes time to filter through to improving recruitment. The impact of this has been an increase of BME further education students within the College from around 3% in 2012/13, to 8% in 2017/18 (representing 178 total leavers).

Performance of Ethnic Groups

	Ethnicity Attainment	Hybrid End Year				
		2014/15	2015/16	2016/17	2017/18	
16-18	All Other Ethnic Groups	Leavers	288	230	284	146
		Achievement	83%	80%	81%	94%
	White	Leavers	3957	3004	2894	2973
		Achievement	80%	86%	86%	87%
	Unknown	Leavers	-	34	45	17
		Achievement	-	91%	82%	94%

19+	All Other Ethnic Groups	Leavers	55	35	53	21
		Achievement	80%	91%	85%	100%
	White	Leavers	649	528	817	1049
		Achievement	78%	83%	89%	90%
	Unknown	Leavers	-	1	256	99
		Achievement	-	0%	88%	85%

Total	All Other Ethnic Groups	Leavers	343	265	337	167
		Achievement	82%	82%	82%	94%
	White	Leavers	4606	3532	3711	4022
		Achievement	80%	85%	87%	88%
	Unknown	Leavers	-	35	301	116
		Achievement	-	87%	87%	86%

Disability - Student performance for learning difficulties

The College actively encourages learners to disclose a disability or learning difficulty by creating an environment where difference is respected and diversity celebrated. Students can declare their learning difficulty at multiple points including at enquiry, admissions, enrolment and on course. Extensive support strategies are in place to meet learner's individual needs by a specialist team of Inclusive Learning Mentors.

There were 1810 leavers who declared a learning difficulty or disability, which represents 33% of all learners in 2017/18 at Myerscough College.

In addition, there were 163 learners, 16-18 years old that had high needs funded places. This group had 98% retention and achieved well at 85.2% There were a further 233 leavers at 19+ with high needs funding performing well at 90% achievement and 98% retention.

Learning Difficulty or Disability			Hybrid End Year			
			2014/15	2015/16	2016/17	2017/18
16-18	LLDD - Yes	Leavers	1380	1186	1194	1388
		Achievement	83%	86%	87%	84%
	LLDD - No	Leavers	2750	2063	2019	2454
		Achievement	79%	85%	85%	90%
	LLDD – Unknown	Leavers	115	19	10	72
		Achievement	75%	95%	80%	85%

19+	LLDD - Yes	Leavers	365	235	415	422
		Achievement	81%	84%	93%	90%
	LLDD - No	Leavers	328	321	649	721
		Achievement	77%	82%	86%	90%
	LLDD – Unknown	Leavers	77	8	62	30
		Achievement	36%	88%	82%	87%

Total LLDD - Yes	Leavers	1745	1421	1609	1810
	Achievement	83%	86%	88%	85%
Total LLDD - No	Leavers	3078	2384	2668	2454
	Achievement	79%	85%	86%	90%
Total LLDD - Unknown	Leavers	126	27	72	72
	Achievement	71%	93%	82%	85%

Student (16-18 yrs) performance for learning difficulties / health problems

		Hybrid End Year			2017/18
		2014/15	2015/16	2016/17	
Asperger's	Leavers	42	63	46	69
	Achievement	90.5%	88.9%	95.7%	88%
Autism	Leavers	89	141	92	226
	Achievement	91.0%	85.1%	91.3%	83%
Complex / Profound	Leavers	17	7	3	20
	Achievement	64.7%	85.7%	100.0%	95%
Dyscalculia	Leavers	4	7	10	7
	Achievement	100.0%	100.0%	90.0%	57%
Dyslexia	Leavers	258	368	333	389
	Achievement	92.6%	88.0%	86.2%	90%
Hearing	Leavers	94	20	37	40
	Achievement	84.0%	90.0%	81.1%	88%
Mental Health	Leavers	35	51	63	64
	Achievement	88.6%	90.2%	79.4%	67%
Mobility	Leavers	44	11	12	23
	Achievement	65.9%	72.7%	91.7%	100%
Moderate Learning Difficulties	Leavers	240	107	120	147
	Achievement	84.2%	89.7%	82.5%	88%
Severe Learning Difficulties	Leavers	7	6	11	50
	Achievement	100.0%	100.0%	90.9%	94%
Social and Emotional	Leavers	100	93	114	69
	Achievement	78.0%	80.6%	73.7%	74%
Other Medical	Leavers	133	180	168	260
	Achievement	89.5%	86.1%	90.5%	86%
Other Physical	Leavers	13	15	13	42
	Achievement	92.3%	100.0%	92.3%	88%
Other Specific Learning Difficulty	Leavers	43	75	80	69
	Achievement	90.7%	78.7%	88.8%	74%
Other Learning Difficulty	Leavers	245	272	217	260
	Achievement	88.6%	86.8%	89.9%	86%
Not Known / Not Provided	Leavers	43	27	87	3
	Achievement	65.1%	77.8%	85.1%	100%

5.3 Higher Education

Widening Participation and Access to Higher Education

Internal data on recruitment from priority groups suggests indicative performance against national widening participation indicators remains good. The table below indicates internal data on proportions of higher education students for 2017-18 according to different priority groups.

Priority Group		Recruitment 2017-18	National (HESA) 2016-17
Gender	Female	56%	57%
	Male	44%	43%
Age Group (Start of Course)	Young (<21)	41%	41%
	Mature (21+)	59%	59%
Ethnicity	BME	6%	22%
	White	82%	77%
	Unknown	12%	1%
Learning Difficulty or Disability	Known disability	13%	12%
	No known disability	87%	88%
POLAR 3	Group 1	12%	12%
	Group 2-5	88%	88%

Analysis:

- The gender gap is better than the national trend.
- Participation from mature applicants are in line with the national trend. However, this varies significantly by mode of delivery (96% mature for part time).
- Participation from BME groups remains low compared with the national trend. This is reflective of the national picture for land-based studies where there is low participation from black minority ethnic groups.
- Participation from those with learning difficulties or disabilities is above the national trend.
- The proportion of students from POLAR 3 group 1 (those areas with lowest participation) is in line with the national trend. However, this is low when compared with the regional average for the North West of England (16%).

Student Retention and Achievement

Our Strategic Plan targets for retention and achievement use internal in-year data for each year cohort as a measure of the performance during the academic year. We also introduced new Strategic Plan target for 'Continuation' for 2017-18. This is a measure of those that enrolled for year 2 of the programme compared with those that started year 1 of the programme and enables internal monitoring of progress against the benchmarking used by external quality review processes including the Teaching Excellence and Student Outcomes Framework (TEF).

Student Continuation

Our overall TEF year 3 outcomes for continuation were 89%, this metric was positively flagged and 5% above benchmark. Additionally, we were above benchmark in all categories when split by different characteristics. Internal data suggests that continuation for 2017-18 remained high at 89%, above the College Strategic Plan target.

Outcomes for student continuation by different priority groups were as follows:

Priority Group		Student Continuation 2016-17 – 2017-18
Age	Young (<21)	93%
	Mature (>21)	87%
Gender	Female	96%
	Male	84%
Ethnicity	All Other Ethnic Groups	84%
	White	92%
Learning Difficulty or Disability	LLDD = Yes	87%
	LLDD = No	91%
POLAR 3	Group 1	91%
	Group 2 – 5	91%

Analysis:

- The gap in continuation between young and mature students is within 6%. Further analysis shows that the main difference was in lower continuation for mature students on part time programmes.
- Continuation rates are lower for male students than for female students. Further analysis shows that the main difference was again in lower continuation for male students on part time programmes. Our continuation rates for full time provision only differed by 3 (number) students between female/male populations.
- The differences in continuation for age and gender for part time provision is largely due to the significantly higher proportion of mature male students on part time distance learning programmes.
- The percentage continuation is lower for students from other ethnic groups although the actual numbers involved are low (just 8 FT students and 7 PT students).
- Continuation rates for students with a learning difficulty or disability were lower for students with a learning difficulty or disability but within a 4% gap. However, there are subject-specific differences in continuation for students with a learning difficulty or disability.
- There was no difference in continuation for students from disadvantaged backgrounds.

Student Achievement

The overall HE achievement rate remained high at 87% in 2017-18. This was the same as the previous year and in line with Strategic Plan target. Overall in-year retention was 97%, a 1% increase on the previous year and 1% above Strategic Plan target.

Retention was higher for full time provision (98%) than for part time provision (96%). However, pass rates were higher for part time provision (92%) than for full time provision (89%). This resulted in just 1% difference in overall achievement between full time and part time provision.

Retention was higher for finalist students (99%) than for continuing students (95%). However, pass rates were higher for continuing students (92%) than for finalist students (87%) although when exit awards (partial achievement) were taken into account, achievement for finalist students increased to 93% (30 exit awards from 434 finalist students).

These differential outcomes suggest that the critical areas were year-one retention for part time provision (mainly those studying by distance learning) and achievement (pass rate on the target award) for full time finalist students. There were also subject-specific variations for both full time and part time outcomes.

Student achievement by different priority groups was as follows:

Priority Group		Student Achievement 2017-18
Age	<21	87%
	>21	88%
Gender	Female	90%
	Male	84%
Ethnicity	All Other Ethnic Groups	83%
	White	88%
Learning Difficulty or Disability	LLDD = Yes	90%
	LLDD = No	87%
POLAR 4	Group 1	83%
	Group 2 - 5	89%

Analysis:

- Outcomes for all groups were within a 6% gap.
- The gap in achievement between young and older students was insignificant (1%).
- Female students outperformed male students by 6%. This is in line with the national trend but also influenced by high achievement in Veterinary Nursing, who have large cohorts of predominantly female students.
- The gap in outcomes for students from different ethnicities was 5%, although from proportionately low numbers.
- Students with a declared learning difficulty or disability outperformed those with no declared learning difficulty or disability by 3%.
- The gap in outcomes for students from disadvantaged backgrounds was 6%, this was mainly a result of a lower pass rate rather than retention. There were also large subject differences in outcomes for students from POLAR 4 group 1 as detailed in the subject analysis below.

One of the key multiple dimension groups identified as a priority for monitoring by the sector is white males from disadvantaged areas. The College achievement outcomes for this multiple dimension priority group were 75%, the performance for this group supports the above analysis and is a combination of lower achievement of both males and those from POLAR 4 group 1 described above. However, the numbers can become quite small when reporting multiple dimension groups (32 students for this group).

Student Destinations

Destinations (DLHE) outcomes	Number of Respondents	Positive Outcomes (PO)	Graduate Prospects (GP)
2014-15	337	98%	56%
2015-16	304	98%	62%
2016-17	258	99%	54%

The DLHE survey reports previous year (2016-17) destinations data. Overall positive outcomes (the proportion that had secured employment or further study) for Myerscough graduates remained high at 99%. However, Graduate Prospects (the proportion that had secured graduate level employment or graduate level further study) decreased to 54%.

The DLHE Positive Outcomes confirm high levels of employability and progression to further study for Myerscough graduates. DLHE outcomes are a key measure used by the OfS both to monitor provider performance and inform the TEF metrics. The current Positive Outcomes for full time provision are 2% above the most recent benchmarks for these review processes.

However, the Graduate Prospects outcomes inform the 'Highly skilled' metric of the TEF and the College will continue to prioritise this area in preparations for future iterations of the TEF and the proposed subject-level TEF. The College has appointed a new role of Work Placement Manager who will lead on this.

Target Groups and Measures

Our identified target groups for access are students from low-participation areas and under-represented groups, BME, mature applicants and those with learning difficulties or disabilities. Our access activities are focused on these groups under three areas of portfolio development, outreach activities and applicant support.

Our identified target groups for student achievement and progression are male and mature students, students from low-participation areas and under-represented groups and those with learning difficulties or disabilities. Our activities are focused on these groups under three areas of transition to higher education, on-programme support and student progression.

We are aware of the financial pressures on students and will continue to invest in a series of financial support measures to help promote access and progression to higher education and to support students in their transition to higher education.

Further details of our target groups and measures for access, student success, progression and financial support for higher education students are detailed in our Access and Participation Plan on the College website: <https://www.myerscough.ac.uk/media/4390/access-and-participation-plan-2019-20-approved.pdf>.

5.4 Apprenticeships and Skills

The College supported 1409 apprentices in 2017-18 and the attainment of 16-18 year-old apprentices illustrates overall success at 77.6% (best case), which demonstrates a significant improvement of 10.6% on 16/17 achievement and 8.3% above the national average.

Headline Performance - Overall

		Hybrid End Year				Distance Of Travel	Provider group	Nat 15/16
		2014/15	2015/16	2016/17	2017/2018			
16-18	Leavers	158	129	112	156		-	-
	Achievement	56.3%	63.6%	67.0%	77.6%	+11.5	70%	69.3%
19-23	Leavers	160	194	129	190		-	-
	Achievement	70%	72.2%	75.2%	73.2%	+0.5	69.8%	68%
24+	Leavers	122	178	103	121		-	-
	Achievement	62.3%	69.1%	82.5%	66.1%	-3.9	67.6%	65%
Overall	Leavers	440	501	344	467		-	-
	Achievement	63%	68.9%	74.7%	72.8%	+3.0	68.9%	67%

Headline Performance - Timely

		Expected End Year				Direction of Travel	Provider group	Nat 14/15
		2014/15	2015/16	2016/17	2017/18			
16-18	Leavers	157	124	107	153	-	-	-
	Achievement	49%	49.2%	56.1%	65.4%	+10.4	61.7%	62.3%
19-23	Leavers	152	182	134	180	-	-	-
	Achievement	66.4%	56%	64.9%	58.3%	-3.1	60.6%	60.3%
24+	Leavers	114	167	105	126	-	-	-
	Achievement	61.4%	54.5%	71.4%	44.4%	-13.6	58.3%	55.5%
Overall	Leavers	423	473	346	459	-	-	-
	Achievement	58.6%	53.7%	64.2%	56.9%	-1.4	60%	58.7%

Gender

Qualification Success Rates by Gender and Apprenticeship Level -

Performance by Gender Overall

		Hybrid End Year		
		2015/16	2016/17	2017/18
Female	Leavers	58	59	80
	Achievement	74.1%	78.0%	75.0%
Male	Leavers	443	285	387
	Achievement	68.2%	74.0%	72.4%
Overall	Leavers	501	344	467
	Achievement	68.9%	74.7%	72.8%

Overall gender performance within college tolerance at 2.6%

Performance by Gender Timely

		Expected End Year		
		2015/16	2016/17	2017/18
Female	Leavers	56	59	78
	Achievement	62.5%	72.9%	71.8%
Male	Leavers	417	287	381
	Achievement	52.5%	62.4%	53.8%
Overall	Leavers	473	346	459
	Achievement	53.7%	64.2%	56.9

Significant achievement gap in gender for timely outcomes at 18%

Apprenticeship & Skills – Ethnicity

Overall – only significant gap is other-mixed at 22.6% - this is in reference to two leavers, both were not timely. Although this is low numbers it will be added to the performance monitoring meetings for further monitoring in 2018/19.

At Ethnicity Group level other areas are currently out-performing White British in terms of Overall achievement with the exception of Asian which is 22.7% below (two learners). However this group is only performing 6.9% difference within the timely measure. As a timely measure the 'mixed' category is performing 14% lower than the white category, but again low numbers at seven. Further scrutiny will happen throughout 2018/19 during performance meetings to monitoring achievement gaps.

Apprenticeship & Skills – Disability

Overall – Medical saw an achievement gap of 22.7% but low numbers at four. Some other areas scored 0% but most numbers rested at one learner. The same data applied within the timely measure.

Learning Difficulty / Disability - LLDD Performance Overall

		Hybrid End Year		
		2015/16	2016/17	2017/18
LLDD – Yes	Leavers	65	56	53
	Achievement	69.2%	67.9%	75.5%
LLDD – No	Leavers	411	274	398
	Achievement	70.6%	75.5%	71.9%
LLDD – Not Known	Leavers	25	14	16
	Achievement	40%	85.7%	87.5%
Overall	Leavers	501	344	467
	Achievement	68.9%	74.7%	72.8%

Achievement gap of 3.6% - Action to monitor as this is just outside of the tolerance threshold

LLDD Performance - Timely

		Expected End Year		
		2015/16	2016/17	2017/18
LLDD – Yes	Leavers	58	58	51
	Achievement	43.1%	53.4%	54.9%
LLDD – No	Leavers	393	275	391
	Achievement	56.7%	65.5%	56.0%
LLDD – Not Known	Leavers	22	13	17
	Achievement	27.3%	84.6%	82.4%
Overall	Leavers	473	346	459
	Achievement	53.7%	64.2%	56.9%

5.5 Learner Voice

Learner views are collected through a variety of mechanisms, including surveys, course reviews / self-assessment reports (SARs), Staff: Student Liaison Meetings, learner representatives, focus groups, compliments, suggestions and complaints procedures.

An analysis of the 2017-18 student surveys has been carried out for Further Education, Foundation Learning, Higher Education and Apprenticeship and Skills learners. Student satisfaction was split by gender, age, and ethnicity, disability, learning difficulty and whether students resided at College. A simplified survey was completed by Foundation Learning students.

Student Satisfaction Surveys 2017-18 – Gender, Age, Ethnicity

	FE Student Survey	Foundation Learning Survey (Entry Level)	HE Induction Survey	Apprenticeship and Skills Mid Prog Survey
	% strongly agree / agree	% Yes	% strongly agree / agree	% strongly agree / agree
	“I would recommend the college to a friend who was interested”	“I like the College”	“Overall, I enjoyed my induction to my programme of study”	“Overall, I am happy with my scheme and the College.”
Gender				
Male	92%	100%	97%	96%
Female	93%	96%	93%	98%
Prefer not to say	71%	-	-	-
Age				
Under 16	-	-	-	-
16-18	93%	96%	-	100%
19-24	95%	100%	-	95%
25-34	96%	-	-	97%
35-44	100%			
45-54	100%			
Prefer not to say		-	-	100%
19+		-	-	-
25+		-	-	97%
Ethnicity				
Asian / Asian British	87%	-	-	100%
Black African / Caribbean / Black British	100%	-	-	100%
Ethnicity other			90%	100%
Mixed Multiple Ethnic Group	88%		-	100%
White	93%	98%	95%	97%
Prefer not to say			-	-

Student Satisfaction Surveys 2017-18 – Disability, Learning Difficulty and Residential status

% strongly agree / agree	FE Student Survey “I would recommend the college to a friend who was interested”	Foundation Learning Survey “What do you think of the College?”	HE Induction Survey “Overall, I enjoyed my induction to my programme of study”	Apprenticeships and Skills Student Survey “Overall, I am happy with my scheme and the College.”
Disability				
Disability – Yes	93%	-	85% (2 disagreed)	86% (2 disagreed)
Disability – No	92%	-	95%	98%
Disability – prefer not to say	-	-	-	-
Learning Difficulty				
Learning Difficulty – Yes	92%	-	92%	97%
Learning Difficulty – No	93%	-	94%	97%
Learning Difficulty – prefer not to say	-	-	-	-
Residential status				
Residential	90%	-	91%	94%
Non-residential	94%	-	96%	97%
Residential – Prefer not to say	-	-	-	-
All students				
All students	93%	97%	94%	97%

Gender:

Both male and female students gave very similar responses with high rates of student satisfaction across all programmes. All response rates were 90% or greater.

Age:

All age categories gave very similar responses with high rates of student satisfaction across all programmes. All response rates were 90% or greater.

Ethnicity:

The following categories had satisfaction levels lower than 90%.

Survey	Category	Satisfaction level	No. students who disagreed
FE Student Survey	Black African / Caribbean / Black British	71%	4 students

Disability / Learning Difficulty:

The following category scored less than 90% satisfaction in the following surveys:

Survey	Category	Satisfaction level	No. students who disagreed
Apprenticeships and Skills Survey	Disability – Yes	86%	2 students

Residential / Non Residential:

Both male and female students gave very similar responses with high rates of student satisfaction across all programmes. All response rates were 90% or greater.

5.6 Complaints by students

Opportunity is provided for complainants to disclose information relating to their age, gender, ethnicity and disability, however in some cases no detail was given. This is an area for further action planning to improve future visibility on complaints by students with all protected characteristics, at this stage, further work is planned.

Age	Complaints	Gender	Complaints	Ethnicity	Complaints %
Under 18	25%	Male	62%	Black African Caribbean/ Black British	-
18-25	70%	Female	38%	White British	100%
25-40	5%	Unclear	-	Unclear	-
Disability	Complaints	Learning Difficulty	Complaints	Sexual Orientation	Complaints
Yes	-	Yes	19%	Heterosexual. Data not collected	
No	100%	No	81%	Homosexual. Data not collected	

There were 16 formal student complaints received from in 2017-2018. There has been a significant reduction in the number of complaints received from students declaring disabilities compared to 16-17 from 33% to no complaints received in 17-18.

Section 6. Staff

6.1 Workforce data

The tables below indicate the overall staff gender balance and the gender balance for the **core** staff. Compared to last year's statistics, there is little movement in the gender profile of staff employed at the College.

The Further Education workforce data for England Analysis of the 2016-2017 indicates 61% of the FE Workforce is female, at Myerscough this figure for all staff is 61.7%

Categories and numbers of employees as at 31.07.18

	Full time and fractional	Hourly paid teaching staff and casual staff
Management	45	0
Teaching	256	69
Support	266	238
Catering	43	39
Totals	610	346
Overall total		

6.1.1 Staff gender balance:

Chart 1 – All Staff by Gender 2017/18

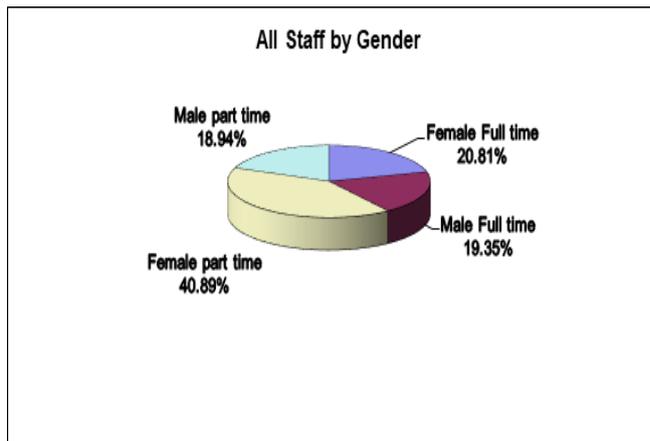
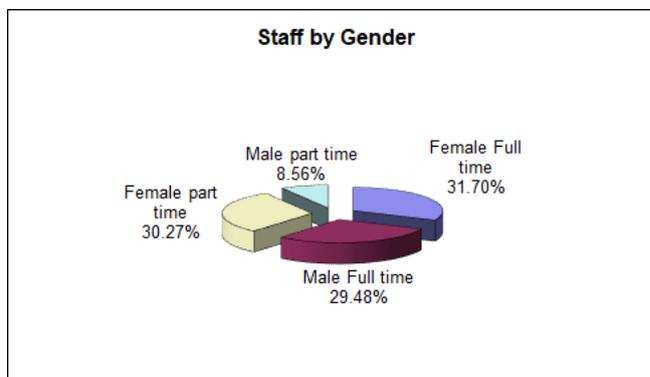


Chart 2 – Core Staff by Gender 2017/18



6.1.2 Ethnicity

The staff ethnicity profile at Myerscough College reveals very little difference in the College ethnicity profile compared to previous reports.

Ethnicity	Category of Ethnicity	%
01	01 - White	0.41%
09	09 – Other	.10%
23	31 - White - English / Welsh / Scottish / Northern Irish / British	.92%
31	31 - White - English / Welsh / Scottish / Northern Irish / British	82.1%
32	32 - White - Irish	3.3%
34	34 - White - Any Other White background	1.13%
35	35 - Mixed / Multiple ethnic group - White and Black Caribbean	.31%
37	37 - Mixed / Multiple ethnic group - White and Asian	.10%
38	38 - Mixed/Multiple ethnic group – Any Other Mixed/multiple ethnic background	.20%
40	40 - Asian / Asian British - Pakistani	.41%
44	36 - Mixed / Multiple ethnic group - White and Black African	.10%
45	45 - Black / African / Caribbean / Black British - Caribbean	.31%
49	49 - Other Mixed background	.10%
98	Any other	.10%
14	Asian or Asian British - any other	.11%
99	Not known	2.9%

6.1.3 Diversity – Disability 2017-18

In line with the Disability Discrimination Act 1995, the College data indicates that 54 (as compared to 64 last year) members of all staff declare themselves to be disabled. College buildings have been adjusted to accommodate physically disabled colleagues and new buildings built to the required standards including this element. Disabled car parking has been designated to staff who either hold a Blue Disabled badge or for staff who request help with parking arrangements due to a temporary disability condition. College policies also take account of disabilities.

The College is committed to the Jobcentre Plus Disability Confident scheme (formally Two Ticks), which guarantees an interview for any disabled person who meets the essential criteria for the post – this is “positive discrimination”. The College has this recognition of two years when it will be reviewed. The College have always shortlisted candidates for interview if the selection criteria was met however, Myerscough are proud to promote this on all recruitment advertising.

The College is proactive in relation to Access to Work Scheme: a scheme which provides practical support and advice, helps employees and employers identify strategies and reasonable adjustments to ensure appropriate access and overcome any work related obstacles.

6.1.4 Diversity – Sexual Orientation

Using the data collected from the Further Education workforce data for England Analysis of the 2016-2017 only a minority of records reported within the SIR 2016-17 data collection contain information on sexual orientation. The data reveals that sexual orientation for 16% “prefer not to say”, 0.5 % Bisexual, 0.9% gay, 0.6% lesbian, 82% heterosexual. The data on sexual orientation, where an orientation has been indicated, reveals that a very large majority of staff have reported themselves as heterosexual, 76%.

6.1.5 Diversity – Flexible working requests

The College welcomes requests for flexible working at the College, which works for the benefit of both the employee and the College.

Outcome of Flexible Working Requests

Post	Number of employees	Approved	Not approved
Management	0	0	0
Teaching	4	4	0
Support	10	8	2
Catering	4	4	0
Totals	18	16	2

6.1.6 Age Profile

As reported in previous years, the UK population structure is continuing to age even though population and rising birth rates are boosting the size of the population. Population ageing and the revised pension rules relating to the elongated pension age, is requiring/necessitating people to stay in work later in life. The College is recognising this trend in relation to the Age Discrimination legislation, which dictates that employees can work indefinitely, if desired.

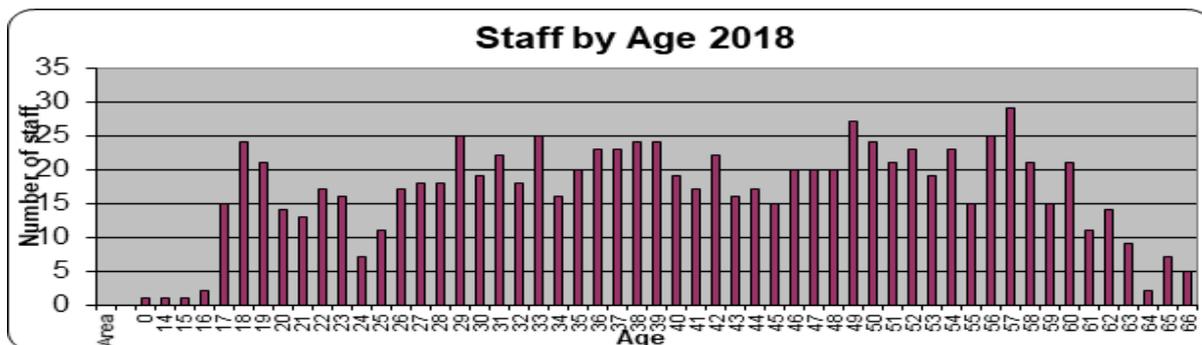
The records concerning employee age effectively demonstrate that the College is not age discriminative. Taking into account all staff including casuals, volunteers and on payroll, the youngest employee is 14 years and the eldest is 79.

According to the Further Education workforce data for England, Analysis of the 2016 / 2017 staff individualised record data.

- 42% of FE staff are aged 55+
- 17% of FE staff are aged between 50 & 54
- The average age for all staff is 47.

Myerscough staff profile:

- 34.22% of all staff are aged under 35
- 44.45% of all staff are aged between 35 and 54
- 21.32% of all staff are aged 55 or older
- The average age for teaching staff at Myerscough is 41.1 compared to 41.38 last year whilst the average age of all staff is 41.49



6.2 Recruitment and selection

The College have advertised 185 vacancies over the last half of the year as outlined in Table 2 below.

Following approval from the Authorisation to Recruit panel, HR source the relevant media to advertise depending on various factors, including seniority of post, shortage subject area with difficulties in recruiting staff. All vacancies are advertised on the College website, the internal staff Bulletin Board, Jobcentre Plus and, for teaching and senior posts, the Association of Colleges recruitment web site.

The College continues to use a dedicated online FE recruitment service. Adverts that need to go in the more exclusive and ultimately more expensive media, i.e. Lancashire Evening Post, Horticulture Week, Farmers Guardian. Liverpool Echo etc, are tailored to minimum narrative to achieve lower costs. HR are constantly reviewing alternative competitive and effective advertising media

Social Media sites continue to be utilised for advertising vacancies i.e. Facebook and Twitter, all of which are proving fruitful. Vacancies on the Myerscough College website and word of mouth are the main methods which are used for applying for vacancies continue to be cited as the main means.

Total number of posts advertised	
Management	9
Teaching	80
Support	79
Catering	17
Total	185

Analysis of the Equality and Diversity elements of the **applications** for the above period, closely reflect the College staffing profile overall.

Profile of applicants

Gender profile	Ethnicity profile
35.59% male 56.86% female 7.55% not provided	91.11% White British/White Irish/Other White 5.43% Non-white 3.46 % Prefer not to say/not provided
Disability	Sexual Orientation
4.57% declared a disability	94.26% Heterosexual 4.44% Other 1.23% not provided

Age range			
20-29 - 4%	30-39- 4.57%	40-49 – 16%	50 – 59 – 3%
60-65 – 1%	60+ - 1%	Not provided – 39.32%	

6.3 Maternity & Paternity Leave

6.3.1 Maternity Leave

During the year, 14 employees commenced maternity leave. This typically entitles eligible employees with to up to 9 months paid maternity leave, incorporating statutory entitlement, plus up to 3 months unpaid leave.

6.3.2 Paternity Leave

During the year, 7 employees took paternity leave. This typically entitles eligible employees with up to 2 weeks paid leave, incorporating statutory entitlement.

6.4 Disciplinary action

The College has dealt with 5 formal actions (2 ongoing as at 31 July 2018) and 8 verbal and written cautions (total 13) compared to 4 formal actions and 12 informal cautions (total 16) last year.

Disciplinary actions

Level of Disciplinary action	2017/18	2016-17	2015-16
Informal Verbal Caution	7	3	6
Informal Written Caution	1	9	4
Formal Verbal Warning	0	0	0
Formal Written Warning	1	0	2
Formal Final Warning	1	2	1
Dismissal	0	0	1
On-going investigations	1	2	
Resignations received prior to disciplinary investigations complete	1	0	1
Settlement agreements prior to disciplinary investigations complete	1	0	2

6.5 Grievances

Two grievances were raised and resolved at Myerscough in 17-18.

6.6 Esteem in the Workplace

The Esteem in the Workplace Policy (Bullying and Harassment) was not been invoked for the year 2017/18.

6.7 Governor Profile

The Governor profile comprises 17 Governors of which 35% are female, 65% male. 100 % of Corporation members are white British. None of the Governors declared a disability or learning difficulty. The predominant age range of the members is 50+.

6.8 Staffing Summary

Equality, Diversity, Inclusion and Welfare continue to be of paramount importance at Myerscough College. The College strive to demonstrate its commitment at every opportunity and to embed throughout all strands of College activity. To demonstrate this commitment further, the College are proud to have achieved the Leaders in Diversity award in March 2017.

The College welcomes and values diversity and strives to represent the wider society in this respect. The College recognises that the ethnicity profile of both its staff and Governors are below the local norm. Steps have been taken to address this and actions continue to be taken in this respect.

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 the EO data or information when selecting for interview. It is a mandatory requirement that at least one member of the interview panel is Safer Recruitment trained, which includes the importance of Equality, Diversity, Inclusion and Welfare at the interview stage.

6.9 Professional Development

There is an extensive programme of mandatory and non-mandatory, internal and external training for staff and excellent opportunities for EDI professional development. All sessions are planned to ensure the college strategic including EDI 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 EDI training.

EDI specific CPD Activities Recorded 01/08/17 to 31/07/18

Event Title	No of Events	No of attendees
Access Arrangements Course	1	1
Audio Description Training	1	1
Autism, Stress and Anxiety (online)	1	1
British Sign Language - Level 6	1	1
British Sign Language - Level 6 (Interpreting)	1	1
Buccolam Training	1	14
Deaf Awareness	4	49
Deaf Awareness - Agric Engineering	1	3
Dignity & Safeguarding Level 2 Online (Learning Curve)	1	8
E&D Awareness Online Training	1	1
Epilepsy Rescue Training - Foundation Learning	1	18
Epilepsy Training - Epilepsy Action	1	18
Exam Access Arrangements	3	71
Improving Mental Health Services for Children and Young People	1	1
Inclusive Learning & DSA Updates - HE	1	31
Learning Curve Induction - Liverpool	1	10
Level 3 Communication Support Worker (CSW)	1	1
LGB&T Awareness - Lancashire LGBT	1	10
Mental Health Awareness L2 (Learning Curve)	1	6
Mental Health Matters	1	1
Mental Health Strategies to Support Coping with Anxiety & Stress	4	47
Mindfulness Training (S Brandon/B James)	1	23
MySafety & MyWellbeing FE Updates	1	122
SelfSmart - Dealing with Mental Health Issues (Paul Bridge)	2	46
SEND Training - Bespoke & Individual Packages, EHC Plans	1	68
SEND Training & Updates - Liverpool	1	14
SEND Training Updates - FE	1	135
Sensory Integration - Foundation Learning	1	18
Sensory Motor Preferences - Sensory Diets for Students	1	16

Speech & Language Therapy Speech Bubble)	1	27
Speech & Language Training - Foundation Learning	1	19
Student Support Register (SSR) - Witton	1	8
Understanding Autism Level 2 - Learning Curve	1	8
What is Good Support?	1	31
What is Good Support? - Victim Support Awareness Training	1	31
Working with Individuals with Learning Difficulties (Learning Curve)	1	12
	45	872

All professional development data is segmented and identifies staff attendance on internal and external training by gender and age. Data is collected in terms of the instances of professional development sessions attended and so inevitably, some members of staff will be counted more than once. This data does however enable the College to monitor and review participation of different groups of staff in professional development training.

Section 7. Conclusion

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

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

Through continuous performance monitoring, identification of any gaps in data, robust strategic objectives, promotion and celebration of equality, diversion and inclusion, the College will continue to be Leaders in Diversity providing Opportunities for All to Succeed.

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 2018-2019

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.

Equality, Diversity and Inclusion Annual Objectives 2018-2019

“Providing opportunities for all to succeed” continues to be the College’s vision. To support our vision and our strategic and equality objectives the College will take the following steps in 2017 – 2018 to further embed equality, diversity and inclusion. The following areas for development will form the focus and targets for the annual action plan.

Ref	Areas for Development
EO 1	Successfully receive reaccreditation for Leaders in Diversity.
EO 2	Continue to analyse our data and be mindful of gaps between different protected groups and take actions accordingly, in particular Looked After Young People, Care Leavers and LLDD, Mental health. Reduce all identified gaps in achievement to within 3% tolerance.
EO 3	Further develop the College mental health strategy to further support staff and students.
EO 4	Review provision and develop an action plan to address the needs and experience for Looked After Young People and Care Leavers (LAYP/ CL).
EO 5	Continue to improve the communication of EDI messages both internally and externally.
EO 6	Continue to promote our CPD provision for staff and Governors specifically around LAYP / CL, mental health and EDI.
EO 7	Further promote opportunities for staff and students to increase knowledge and awareness on EDI cultural themed events.
EO 8	Further develop partnerships with external organisations and agencies to support the EDI agenda.
EO 9	Continue to monitor and address learner outcomes through regular Performance Boards.
EO 10	To review and streamline EDI data sets to enhance monitoring and reporting of identified EDI groups and characteristics.
EO 11	Ensure any gaps in achievement between groups in individual curricular areas are identified and action plans in place.
EO 12	Begin to identify student disciplinary action by EDI characteristics.
EO 13	Identify strategies to increase the identification of learners and staff profile with regards to sexuality, gender identity and religion, pregnancy (students).
EO 14	Enhance the representation at our Equality, Diversity and Inclusion Strategy Group to ensure a safe and supportive forum for the discussion of equality, diversity and inclusion relating to staff and students.
EO 15	To ensure people at all levels of the organisation show leadership in equality, diversity and inclusion.
EO 16	To share best practice externally, and be a leader in its field, and an ambassador for positive change.
EO 17	Seek to widen the representation of the Governing body.
EO 18	To plan and 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>).

Appendix – Abbreviations

EDI	Equality, Diversity and Inclusion
CL	Care Leavers
CLA	Children Looked After (Looked After Children)
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
ETF	Education Training Foundation
FE	Further Education
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
VLE	Virtual Learning Environment