Reaseheath College and University Centre.

Equality, Diversity, and Inclusion Annual Report 2022-23.

Our commitment to Equality, Diversity, and Inclusion.

(Text only version- compatible with read aloud and immersive reader software).

Contents.

Glossary of acronyms used in this report:

F E: Further Education.

H E: Higher Education.

E D I: Equality, Diversity, and Inclusion.

I & D Manager: Inclusion and Diversity Manager.

U C R: University Centre Reaseheath.

A P P: Access and Participation Plan.

C M T: College Management Team.

C P D: Continuing Professional Development.

S E N D: Special Educational Needs and/or Disability.

Introduction from Marcus Clinton, our Principal.

Welcome to this year's Equality, Diversity, and Inclusion report. Reaseheath College is fully committed to equality, diversity, and inclusion in all our activities within the College and wider community. We are committed to advancing our duties as set out in the Equality Act 2010 and the Public Sector Equality Duty, to promote equality of opportunity, eliminate discrimination, and foster good relations between different groups. We are committed to ensuring that equality, diversity, and inclusion is at the heart of all College life, embedded into everything we do, and this is reflected in our vision, values, and strategic plan.

We believe that the broadest experiences and perceptions are needed to help us create, design, and deliver innovative education, and we strive to create a welcoming working and learning environment which enables everyone to bring their whole self into the college environment and positively contribute.

Equality, Diversity, and Inclusion are the responsibility of the whole Reaseheath family, and we are committed to developing and implementing good practice and removing barriers to progression and achievement.

We welcome feedback and input and the sharing of lived experiences to ensure that our college continues to listen, learn, act, and improve.

Our commitment to Equality, Diversity, and Inclusion.

Our Mission.

We are **Industry Focused, Career Ready.**

Our Vision.

Our vision is to be the leading specialist land-based college in the UK and the preferred place to learn, work and progress. To deliver an inclusive offer facilitating appropriate progression for everyone whilst placing our students and staff at the heart of our college.

Our PRIDE Values (People Responsibility Integrity Diversity Excellence).

Our values are core to everything that we do and are the foundation of all College led activity.

Our Strategic Plan.

Our 5-year strategic plan sets out our journey to achieve our vision, and brings to life our 5 strategic priorities, centred around our offer, our people, our environment, our employers and our processes and systems. These are underpinned by our 5 guiding principles of excellence, leading edge, sustainability, relevance, and financial strength.

The College's People Strategy clearly places Equality, Diversity, and Inclusion at the forefront of its agenda, with a commitment to creating and delivering a clear action plan to drive and embed change, informed by the views, feedback, and lived experiences of its students and staff.

Our approach to Equality, Diversity, and Inclusion.

We embrace our Equality duty as a public body and are committed to driving change and moving towards equality for all. Section 149 of the Equality Act 2010, states that a public authority must in the exercise of its function have due regard to the need to:

(a) **Eliminate discrimination**, harassment, victimisation, and any other conduct that is prohibited by or under the Act.

(b) **Advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it.

(c) **Foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

The broad aim of the general equality duty is to integrate consideration of the advancement of equality into the day-to-day business of all bodies subject to the duty. The general equality duty is intended to accelerate progress towards equality for all, by placing a responsibility on bodies subject to the duty, to consider how they can work to tackle systemic discrimination and disadvantage, affecting people with protected characteristics. The College recognises its responsibilities to have 'due regard' and embraces the wider benefits of an increased diverse and inclusive workforce community, which cannot be ignored.

Update on performance against our objectives in 2022-23

Objective 1: Review with professional support. 2022 progress rating - AMBER. 2023 progress rating - GREEN.

Securing a suitable company to work with, to provide a cultural audit has been a key target this year. Several potential companies were identified early in the year that could support a cultural audit piece of work. Peter Quinn Consulting were considered to have a 'best fit' to our organisational values, in terms of their approach to audit, and were commissioned in late March to undertake the work. Key themes within the report focused on both longer-term outcomes and 'quick wins' and following discussion at Executive level and with the Equality, Diversity, and Inclusion Committee, three key areas for focus have been highlighted to form the new EDI action plan. They are:

- Equality Impact Assessment (EqIA).
- Data.
- Visual representation (Marketing).

Objective 2: Wider engagement activities. 2022 progress rating - AMBER. 2023 progress rating - AMBER.

The College, through the Inclusion & Diversity Manager, continues to maintain a collaborative presence across regional and national forums, such as: EDUK, AELP and the Northwest Equal Opportunities Network. Reaseheath will look at hosting a Northwest Network meeting this year, possibly in the third quarter. The I&D Manager has delivered external training sessions to smaller local educational providers, including to some former Reaseheath students at a specialist Sports Apprenticeship provider, which highlights the College's commitment to Inclusion and Diversity. At the request of BIAZA, the I&D Manager contributed to the Diversity, Equality, Accessibility, and Inclusion Panel activity at the BIAZA Annual Conference, resulting in the development of the BIAZA EDI Working Group. Reaseheath Zoo have worked with BIAZA this year to improve the visitor experience at the mini zoo, introducing sensory bags and quiet zones for autistic visitors, firstly as a promotion for National Autism Awareness week but continuing as a standard part of the zoo facilities following positive feedback.

Building wider community networks, internally and externally, remains an area for on-going development, to further strengthen the cultural position of the college. Restructuring of the EDI Committee and the introduction of working groups will support the promotion and engagement of staff across the college to contribute to the EDI conversation in different ways.

Objective 3: Positive action to improve reporting rates. 2022 progress rating AMBER. 2023 progress rating GREEN.

Data fields in Pro Solution have been reviewed with the Business Intelligence Manager, to explore additional data capture which can inform services for students and improve the learner experience. Two fields fell under consideration: 'Religion' and 'Gender Expression', which would further align our data capture of students against data capture for staff. Information from the developer informed that whilst data field for religion are extensive to cover eleven options, the field tabs for gender expression are currently limited and cannot be amended. Opening the religion field within Pro Solution now means that we will be able to align and compare key EDI data for staff and students across ethnicity, sex, age, disability & religion. Following the development of the new Manager Dashboard, the EDI reporting pages had not been planned in as part of the new design, making it difficult to track and analyse student data for the last 12 months. A request to reinstate the pages into the new dashboard has been made to the Business Intelligence Team. This is an example of how intuitive thinking around the EDI culture at the college can be improved through embedding Equality Impact Assessment into department practices.

Following the introduction of the People Systems Technician role to the Human Resources department, work to understand the capabilities of our current staff reporting system has progressed quickly. Ideally, future development of a staff dashboard, like the student dashboard, would allow a snapshot look at reporting fields for staff, but through some 'tweaking' of the current system in use, a clearer picture of key staff data (including intersectionality slices) is now possible.

Objective 4: Improved reporting on EDI and intersectionality. 2022 progress rating RED. 2023 progress rating AMBER.

Further work is required to improve the way the college uses the data it captures on the lifecycles of both staff and students, to better inform key performance indicators, through data analysis and metrics. However, through actions reported in the previous section it is now clearer on how some intersectionality data for staff and students can be accessed.

Objective 5: Equality impact assessments. 2022 progress rating RED. 2023 progress rating RED.

Improvements in the use of Equality Impact Assessments as an embedded cultural practice remains an area for improvement and will form part of the EDI action plan. Some activity has taken place to encourage managers to consider the EqIA process when introducing a new policy or action, including a Masterclass session for the College Management Team, and introducing Equality Impact Assessment to the new course approval panel. However, more targeted activity, through the EDI action plan will support the EqIA process to become an embedded cultural change rather than an aftereffect of action, including ownership of the impact assessment and central storage of documents. Examples of Equality Impact Assessments to existing policies were conducted during the Cultural Audit by the Auditors, using the College's EqIA template which can be used as part of (future) planned training events.

Objective 6: Gender pay gap. 2022 progress rating RED. 2023 progress rating AMBER.

Following the publication of our Gender Pay Gap data, a short comparative activity has taken place to benchmark the college against our competitors.

Qualitive analysis of the comparative results can help us understand how we perform against our competitors, particularly when recruiting into specialist land-based and teaching roles and from within the local community, and allows us to offer reassurance to female employees (and prospective employees) that our culture is to challenge bias, workplace assumptions and commit to equality within our workplace.

Factors which inform performance against key competitors (where pay gap figures are lower than the college's) include the college decision to continue with in-house catering and domestic services, female staff occupying more lower paid and part-time positions and continuing gender recruitment imbalances in certain areas such as Construction and Engineering.

Attendance to Recruitment and Selection training has become mandatory, to ensure all recruiting staff develop appropriate skills and knowledge around inclusive and equitable recruitment practices. Understanding of equality legislation and public sector duties form the first part of the session; introducing bias as a potential barrier to equitable recruitment, through test cases and examples.

Gender pay reporting has fluctuated at the college in the four year period since 2019, with figures returning to pre-pandemic levels (following the re-introduction of casual staff roles not required during COVID restrictions and lockdowns). In 2019, the gap in favour of males was 8%, rising to 10% in 2020. In

2021, the pay gap in favour of males almost halved to 5.6% but this decrease was seen to reverse back to 10.8% in favour of males in 2022.

Diversity Inclusion Action Plan for 2023/24: update

An EDI Audit was conducted by Peter Quinn Associates and the findings were shared with the EDI Committee and the College Executive Team.   Following discussion at Executive level and with the EDI Committee, three key areas for focus have been highlighted to form the new EDI action plan: Equality Impact Assessment; Visual representation (Marketing) and data.

Following a restructure and review of the EDI Committee to enable a working group format, clear actions and dates have been identified and the working group will form strands to drive progress against the three priorities.   Several quick wins from the report have also been incorporated into the action plan for completion this academic year, where members of the EDI Committee will work alongside other College departments to secure change.   The three main objectives are likely to take several academic years to complete in full, but clear milestones and progress dates will be set to demonstrate active progression.

By taking a positive and proactive approach to the equality duty, the Committee are committed to deliver these objectives and more.

Our People.

Our students.

Key findings.

In 2022-23, 3633 students were recorded as being enrolled on a programme of study, with 869 recorded as mature. A data snapshot in April 2023 shows that 50% of students come from within the Cheshire and Warrington area but only 4% are 'studying on the doorstep' and come from communities within a 5-mile radius.

74% of all students enrolled on a programme of study declared their home country to be England, with 3% coming from Wales and less than one percent being Scottish, Northern Irish, Irish or from the Isle of Man.

Nine students declared countries of origin outside the UK, including: Ukraine, Poland, France, India, Zambia, and the USA.

3.5% of students told us they were from the UK, but the country of origin was not otherwise specified.

Age.

Most of the student body naturally falls within the 16-18 age range, reinforcing the College's primary function as a Further Education provider. In FE, almost 60% of the student body is under 18, with older age

groups, (19-24 years and 25 years+) making up much less of the student population at 11.7%. A small number of students who are within the 14–16-year-old group account for 4% of FE enrolments.

The 16-18 age group is the second largest group within Apprenticeships at 34%, with 19–24-year-olds forming 48% of all apprentices at Reaseheath. 16% of apprenticeship enrolments are now within the 25+ year age group.

At 89% for FE Part time and 86% for full cost enrolments, the 25+ years age group forms most enrolments across both FE Part Time and full cost courses. There were no enrolments for part time courses for learners aged below 19 years and only 7% of the learners who enrolled on a full cost activity were between 16-18 years old.

Gender.
In 2021-22, 54% of the overall student body was male. In 2022-23, this has reduced to 53%, following a four-year trend of reduction by one percent. Male apprentices outweigh female apprentices significantly at 83%, although this is reversed in Higher Education, where female students form 76% of the Higher Education population (an increase from 74% in 2021-22).

Female students in 2022-23 made up 66% of Full Cost enrolments; a significant shift on the previous year, where 62% of Full Cost enrolments were male.

The trend for FE Part Time enrolments remains predominantly female although this has reduced every year since 19-20, from 68% to 60%.

Disability.

Reaseheath has traditionally seen a considerable number of students who apply for programmes of study, declare a disability, or Special Educational Need or Difference. In 2021-22, disclosure of a disability in FE rose by 26% to 42%. In 2022-23, this trend decreased by 2%, back to pre-pandemic levels of 40%.

In Higher Education, the percentage of students who disclose a disability is 41%, and 37% of apprentices tell us they have a disability or SEND need.

Overall, the number of students who have declared a disability, learning difficulty or difference this year is 36%.

Mental health.

Less than one percent of students declared a mental health need at enrolment in 2022-23, compared to 1.3% in 2021-22, however; this does not reflect the in-year demand on our Wellbeing Services and the use of the Fitness to Study policy.

Ethnicity.

Across all areas of study, non-Black, Asian, or Minority Ethnic students formed the largest group who completed a programme in 2022-23, at 97%. Students who declared Black, Asian, or other ethnic heritage, dropped by one percent from 2021-22, changing a trend of approximately 3% Black, Asian, or Minority Ethnic students over the last four years.

Religion.

Student disclosure of religion and belief is not currently captured for the individual learner record, although plans to open this field for 2023-24 enrolments have been discussed with Business Intelligence and been approved by the developer.

Anecdotal evidence from the Engineering department suggests there has been an increase this year. Through the First Bus and Coach Apprenticeship Partnership, there was a request for prayer facilities for Muslim students and consideration of Islamic jurisprudence has taken place at Reaseheath Engineering Apprenticeship Academy, to provide a quiet and reflective area for prayer to take place (reflecting the same space on the main campus).

Our Student Voice.

PULSE Survey feedback around EDI measures has declined across all areas in 2022-23, continuing a trend for the third year running:

7.64 students report that they felt comfortable reporting discrimination, compared to 8.21 in 21-22 and 8.31 in 20-21.

7.66 students agreed that diversity is promoted well, a drop from 8.16 in 21-22 and 8.39 in 20-21.

61% of students said that they know how to report discrimination. In 21-22 this was 63% and 78% in 20-21.

In academic year 20-21, 8.39 students felt Reaseheath was inclusive. In 21-22 it was 8.21. This decline in confidence amongst our student community around Equality, Diversity, and Inclusion continues in 22-23, with 7.81 students expressing that the college feels inclusive to them.

The declining trend in the confidence of Equality, Diversity, and Inclusion at college is a concern. There are several factors to consider when analysing the data and drawing conclusions, including a 33% decrease in the number of students who completed the end of year survey in 2023, compared to 2022.

Closing the gap (excerpt from the College Self-Assessment Report 2022-23).

11.1. The college is committed to ensuring gaps in performance between learners from different protected groups, continues to close. Leaders continuously monitor the performance of learners through PowerBI dashboards, which includes embedded filters for age, gender, disability, Education Health Care Plans, high needs, and free school meals. The college has created an environment where all individuals have an opportunity to achieve their full potential. Relationships among learners and staff reflect a positive and respectful culture where the principles of equality and diversity are promoted and nurtured.

11.2. There is no significant achievement gap between males and females for overall achievement (76.20%) and 76.15%). The achievement gap between 16–18-year-old male and female learners remains small (1.0%), with males performing slightly better. This represents 93.4% of the college's provision.

However, a significant gap of 18.6% has grown for 19+ male and females, with males performing significantly better than female learners. This gap is evident across both retention and pass rates.

11.3. Learners from White British backgrounds represent the significant majority of the provision at 96.9% and perform in line with the college achievement average. Those from other ethnicities perform 4% below their peers.

11.4. Learners who are eligible for free school meals perform slightly below their peers at 73.8%, compared to 76.8%.

11.5. Learners aged 16-18 perform slightly better than those aged 19+, at 76.3% compared to 73.2%.

11.6. Learners with high needs perform slightly better than their peers at 78.7% compared to 76.2%. Learners who have an Education Health and Care Plan (referred to as an EHCP), perform slightly better than their peers (77.7% compared to 76.0%).

11.7. A full review of performance data will be conducted, and any significant gaps will feature as an area for improvement within the college Quality Improvement Plan.

Our staff

Age.

In a change to last year's data, most employees at the college (including University Centre Reaseheath) are within the **36 to 55** age group, with slightly more employees falling into the **46 to 55** age range. This is a change to last year's data, which showed the **25 to 34** age range as being equal highest proportion of employees. This year there is a slight decrease in this age group and an increase in the **36 to 45** age group.

Gender.

In 2021-22, 65% of staff across the college were female, which has not changed in 2022-23. Female staff outnumber males across all age ranges, except the 66+ years age range, where men outnumber women 11 to 7.

The youngest and oldest staff members are male, working in Agriculture and Construction areas respectively, on fractional contracts.

Last year, 18% of staff were identified as being 'of peri-menopausal age'. This has decreased by 1% this year, however; the number of menopausal and postmenopausal aged staff has remained the same at 12%. Overall, the number of female staff who are likely to be affected by menopausal symptoms as part of their daily lives is around 30% of the College workforce. With a further 7.5% of the current staff body expected to reach perimenopausal age within the next five years (an increase of 1.5% from last year), our workforce

is affected directly by this natural part of the female lifecycle and reflects the national averages of around one third or 33% of the UK workforce.

Disability.

The percentage of staff who have shared their disability status has increased this year to 10%, from 6.7% in 2021-22.

There is still no data mechanism to accurately capture the types of disabilities or long-term health conditions staff live and work with, which would be beneficial, although it is positive to see an increase in disclosure.

Of those staff who share their disability status, 68% are female, more females than males are not known to have a disability and more female staff prefer not to disclose their status.

Ethnicity.

At 1.3%, less staff identify as being of Asian, Black, mixed, or other ethnically diverse heritage this year than in 2021-22.

2.3% of staff who identify as 'White', do so under the 'any other White background'.

Reaseheath has a small but growing number of present and former staff who declare a nationality other than 'British' or English. This group comes from over approximately 43 countries, most outside Western and Central European regions, and includes the African nations Gambia, Uganda, Zimbabwe, and South Africa. East and Southeast Asian countries including Thailand, Bangladesh, and Pakistan and East and

Southeastern European countries such as Ukraine and Greece and North America are also the national identities of some of our staff.

Religion.

In 2021-22, 28% of our staff declared a religion or belief. This year 56% of staff have told us about their religion or belief and 34% preferred not to say or specify.

38% of staff who declared a belief are agnostic or atheist, and 53% identify as Christian. The percentage of our staff who disclose 'other' as a religion or belief is 4%, and 25% of staff who identify as being from ethnically diverse backgrounds, opt not to tell us about their religion or belief, or that they do not have one.

Sexuality.

77% of employees of the College and University Centre have disclosed their sexuality or sexual orientation to us this year, either through their iTrent Self Service account or equality monitoring forms. 5.2% of our staff disclosed their sexuality as Lesbian, Gay, or Bisexual, an increase of 1.5% on 2021-22. Over three years, the number of staff identifying a sexuality other than heterosexual, has increased by 3%.

44% of staff who do declare their sexuality, choose to decline sharing a religion, and 12% of staff prefer not to tell us about both their religion and their sexuality.

1.5% of staff have told us that they identify as LGBT and live with a disability.

Recruitment.

Employee turnover for 2022-23, sits at around 25%, mirroring national averages in the same period. We will continue to monitor turnover in different ways, such as by employee contract groups and the different protected characteristics, to identify any trends within underrepresented groups or roles.

Post-pandemic, many members of the UK workforce have re-evaluated their employer expectations and working conditions, and whilst much of the news in teaching has focused on pay, the college recognises that other aspects to working conditions are important to our staff, such as: training; long-term development; workplace culture and wellbeing.

The college recognises its staff as a crucial part to its success, and has a range of benefits and undertaken several actions to support employees, including:

- Increase in annual leave to 35 days per year for all fulltime staff.
- Undertaken salary modelling and consultation with staff groups, leading to a review of salaries and salary scales.
- To support cost of living pressures, has awarded all staff (for the second year running) a £500 retention bonus voucher, through our rewards partner, Sodexo.
- Fully embedded the Level 5 Learning and Skills Teacher Apprenticeship route, as part of the Initial Teacher Training offer, ensuring new teaching staff are recognised as 'dual-professional', and are equipped in delivering effective vocational education and training, through 'on the job' learning and development.

- An operational Staff Development Policy which supports and encourages all staff to engage in relevant and beneficial training, learning and development.
- Internal and external Management and Leadership Programmes, such as our ASPIRE programme, CMT MASTERCLASS, Landex Middle Managers and Landex Senior Managers programmes, to support the development of aspiring leaders of the future.
- A range of person-centred policies, including Flexible Working Policy, Family Friendly Policy, and Refer a Friend to Work scheme.
- Access to wellbeing support from the college's Wellbeing Services and the promotion of services via our Employee Assistance Programmes through AVIVA and Education Support.

College performance 2022-23. Examples of how we are supporting, engaging, and celebrating EDI at Reaseheath:

Our annual Reaseheath PRIDE Festival.

Reaseheath Mini Zoo:

The zoo managers and keepers have redeveloped the 'plan your visit' pages on the website, to reflect a much clearer user-friendly design, which is compatible with read aloud and text to speech software.

Development of the 'assistance dogs' guidance', following BIAZA guidelines, has opened the potential for more visitors to the zoo, through welcoming appropriately trained and registered dogs and a 'carers go free' initiative to support disabled visitors to access a more affordable experience. Following the success of adding sensory bags and a quiet space for visitors to celebrate Autism Awareness Week, this has now become a permanent feature and contributes to Reaseheath Mini Zoo's aim to be 'accessible for all'.

Corporate Induction:

As part of the cultural change at Reaseheath, linking together our priorities for professional behaviours and boundaries, sustainable practices, and the health, safety, and safeguarding of all our staff and students is now embedded into the corporate induction process for all new staff. This reinforces the key messages given to employees through the induction package.

This year, staff have been offered support to complete essential training requirements such as Keeping Children Safe in Education and Prevent updates. Support through staffed workshops, across different times and days to match shift patterns, meeting with individual employees and guided group support for teams has ensured teaching and business support colleagues were able to access the technical support and guidance to comply with required updates.

Reaseheath Wellbeing:

The College Wellbeing Team have adapted to respond to the changing needs of staff and students to include a flexible team of specialist staff and resources to dynamically respond to the physical, emotional, and spiritual needs of the college community. This includes Wellbeing Advisors, qualified counsellors, and external advisors specialising in areas such as sexual health, drugs and alcohol and chaplaincy. To reinforce the service, the team offer an online self-help resource bank, 'Be Well', via the internal SharePoint site.

Support for student and staff wellbeing is available 24 hours a day, via our Wellbeing and Safeguarding Teams. Both the Student Services Manager, and Wellbeing Team Manager, have completed Designated

Sexual Violence training, and staff from across the Student Services and Wellbeing teams, receive regular Safeguarding training, via Cheshire East Council.

The Wellbeing Team continue to run a range of student and staff initiatives throughout the year, to promote and support the college community, particularly as we see staff and students struggle through the current cost of living crisis, which include a food bank service and The Pink Project (through Mother's Union) to tackle food and period poverty. Other initiatives which are implemented by Reaseheath Wellbeing and The Human Resources Team to support the health of staff and students, include:

- Introducing 'Wellness Wednesdays'.
- Work with Mentell Organisation- highlighting men's mental health and wellbeing.
- Increase staff network groups across the organisation.
- Mental Health and Wellbeing Staff Charter and strategy.
- Updated People Strategy for the college.
- Investigating the use of RIPPLE software across our IT Network.
- Salary modelling consultation and restructure of lower salary bands.

To help build a deeper understanding of personal, social, emotional and wellbeing topics, the College Be Ready programme is delivered to all FE students throughout the year, with a similar programme designed

for Higher Education, covering essential subjects such as Prevent and radicalisation, sexual health and consent, and alcohol misuse.

Reaseheath ASPIRE Programme:

Currently, senior roles within our Executive and College Management Teams lean in favour of males (70% and 63% respectively). This may impact, in some part, the current gender pay gap figures.

In 2022-23, the College launched the 'Aspire to CMT' programme, a pipeline programme to support the development of future Reaseheath College senior leaders: it is noted that of the first two cohorts to go through the programme, 60% of those who have applied have been female, providing an opportunity in the future for the College to redress gender imbalance amongst senior staff. Similarly, of staff who are completing Landex Middle or Senior Management programmes, 66% are female.

University Centre Reaseheath:

Work to update the existing Access and Participation Plan has started, in preparation for the expiration of the current plan, in 2025. To support the creation of the Access and Participation Plan 2025-29 we have set up a series of Working Groups which will form and dissolve at each stage of the creation of the plan. The outputs and outcomes of these small, specialised working groups will be shared with the Steering Group regularly throughout the process for the purpose of scrutiny, challenge, and feedback. There is a requirement to demonstrate a whole provider approach in the new plans, and the active participation of individuals across UCR and the wider Reaseheath College, in both the creation and evaluation of the plan, is vital to ensure it is as true a reflection of our contexts and risks to equality of opportunity as possible.

Research and analysis of the data has highlighted some interesting and key areas for UCR to consider in the new plan.

Although still in draft form, early indicators have shown that a higher proportion of female students at Reaseheath do not fare as well as male counterparts in their attainment and progression. Progression for younger students at UCR is lower than that for older learners studying at degree level.

UCR Access and Participation Plan: strategic measures update:

Strategic Measure 1: Inclusive Practice.
During 2022/23, Four CPD sessions, delivered jointly by the TLC and the Inclusive Learning Manager, took place with all UCR faculty, with a further 3 sessions planned for this year's calendar of CPD. This is an area for sustained focus. The concept of inclusivity in a teaching and learning context is complex and it is often far more comfortable to rely on individualised reasonable adjustments and medical model approaches.

Strategic Measure 2: Personal Academic Tutoring (PAT).
PAT Effective Personal Tutoring can be the key factor in ensuring that once in higher education (known as access) students are supported to 'get on' (referred to as continuation and attainment and progression). The effectiveness of PAT Tutorials is a key focus of our UCR Quality Assurance and Enhancement Quality Weeks, where tutorial practice is subject to scrutiny and evaluation to identify areas for further development and enhancement. CPD for effective personal tutoring have taken place at the start of the

new year with dedicated time provided for system set up and small development sessions in academic teams. We recognise the value of the personal tutorial, and the knowledge skills and behaviours of PATs continues to be a key focus for development and evaluation in 2023/24

Strategic Measure 3: Financial package Bursary.

The Dean of Higher Education and Strategic Lead for this measure is currently refining the paper with re-worked financial modelling before taking this to Executive for approval. This reworking will need to take account of the newly emerging risks to equality of opportunity identified in our assessment of performance in the new plan. It may also be circumspect to delay the remodelling whilst other priorities may be identified. The aim of the evidence informed bursary offer is to align the UCR financial support package more fully to the needs of our underrepresented groups, ensuring maximum impact in improving outcomes, whilst maintaining our committed investment levels in our current and new APP investment plan. Research informed revised bursary offer which considers the newly identified risks to equality of opportunity in the new plan for 2025-29, is planned to be offered for 2025/26 academic year, subject to approval and endorsement.

Strategic Measure 4: Curriculum Development.

In the previous two academic years, we have enhanced our curriculum offer with the approval and reapproval of over 20 different programmes, including foundation and top up degrees, alongside 3-year honours and 4-year placement degrees. To diversify our offer even further, we are implementing micro-credit and short certificate-based courses at levels four and potentially five. We continue to monitor developments around the lifelong learning entitlement to plan our micro credit developments.

Strategic Measure 5: Outreach.

Our established partnership as a non-funded hub with Higher Horizons, has been an extremely positive enhancement to the outreach work we have engaged in over the past academic year. This academic year there are several plans beginning to take shape which we will hope to become involved with over the spring and summer months when most outreach events are scheduled. Our UCR Access and Participation Co-ordinator was this year nominated for the Higher Horizons Outreach Teacher/Supporter of the year and was awarded the official runner up category and certificate. A reward truly deserved in recognition of the excellent events created and hosted here at Reaseheath /UCR.

Strategic Measure 6: Graduate Toolkit Academic skill development.

This Strategic Measure has been given a real boost as the Academic Registrar is leading the developments which are planned this year around the enhancement of the toolkit with content to be generated to support both attainment and progression. Sections on, research methods, employability, further study, and graduate professional skill development will make up the new enhanced content.

Strategic Measure 7: ILT support and interventions to support students with a disability.

In September 2023 we hosted our fourth year of our Early Access programme which invites those students with a disability or stated need, to come onto the campus and if appropriate move into their accommodation before the first week of term. This programme aims to support students who may be a little anxious or apprehensive with settling in, making friends, and getting used to the campus and the neighbouring town. The programme particularly appeals to the non-residential students who have evaluated the programme in the main as positive. We will continue to work on refining this programme, as

Early Access programmes such as this have been identified as good practice by TASO, in their 'What Works for students with Disabilities' report, May 2023.

Our Kitemarks:

The College has successfully retained its kitemarks as a Disability Confident Employer and a Mindful Employer, after undergoing annual self-assessment processes, and has worked to promote and enhance its recruitment and retention process and marketing by utilising tools available from the kitemarks. There is further work to be done around developing the use of these kitemarks to improve our college culture and exploring the broader frameworks available to enhance our level of support and guidance to staff and students.

This is the end of the report.