AGENDA
LEARNER EXPERIENCE COMMITTEE

FURNESS COLLEGE

Tuesday 17th November 2020
5.00pm

Via Zoom

ITEM NO.	AGENDA ITEM	PAPER /ORAL	D = Decision S = Scrutiny I = Information P = Procedure	LEAD	APPENDIX NO.
1	APOLOGIES FOR ABSENCE	Oral	P	Chair	
2	DECLARATIONS OF INTEREST *Governors are reminded of the requirement to declare any interest in any agenda items, where there could be a conflict of interest, before commencement of the meeting. For any such declaration, they may be requested to withdraw from the meeting for the discussion/decision on that specific item and will not be eligible to vote on the matters under discussion.* *Governors are also reminded of the requirement to inform the Clerk of any changes in year to their annual Declaration of Interests*	Oral	P	Chair	
3	EQUALITY DIVERSITY & INCLUSIVITY *Governors are also reminded of the College's commitment to equality, diversity and inclusion and the need to consider these issues, along with health and safety, in all Committee business*	Oral	P	Chair	
4	MINUTES OF THE LEARNER EXPERIENCE COMMITTEE MEETING HELD ON 22ND SEPTMENBER 2020	Paper	D	Chair	App. 1
5	MATTERS ARISING AND ACTION POINTS	Oral	P	Chair	App. 2
6	PERFORMANCE MONITORING TERMLY REPORT INCLUDING INITIAL ASSESSMENT RESULTS FROM TERMLY SUBJECT REVIEWS	Paper	I	Assistant Principal PPQ	App. 3
7	COLLEGE SELF ASSESSMENT REPORT AND QUIP	Paper	D	Assistant Principal PPQ	App. 4
8	CURRICLUM AREA OVERVIEW • T-Levels • Agreement regarding	Paper	I	Assistant Principal Curriculum	App. 5
9	LEARNER VOICE TERMLY REPORT • COMPLAINTS, COMMENTS & COMPLIMENTS REPORT	Paper	I	Student Liaison Officer / Staff Governor Assistant Principal PPQ	App. 6
10	MINIMUM LEVELS OF PERFORMANCE APPRENTICESHIPS – NOTICE FROM THE ESFA	Paper	I	Assistant Principal PPQ	App. 7
11	ANNUAL EQUALITY REPORT AND EQUALITY OBJECTIVES	Paper	D	Assistant Principal Curriculum	App. 8

12	EDI COMMITTEE MINUTES	Paper	I	Assistant Principal Curriculum	App. 9
13	ANNUAL HE REPORT & ASSURANCE	Paper	D	Director of Curriculum, 14-19 and Higher-Level Learning	App. 10
14	CEIAG ANNUAL REPORT AND PROGRESS TOWARDS GATSBY BENCHMARKS CEIAG POLICY	Paper Paper	D D	Student Services Manager	App. 11
15	LEARNER INVOLVEMENT STRATEGY PREVENT POLICY	Paper	D	Assistant Principal PPQ	App. 12
16	MEETING EVALUATION**:** • Do Members feel they had enough time to consider the papers? • Were the papers succinct and sufficiently detailed? • Was there enough time for discussion? • Does the College team feel there has been sufficient support and challenge? *Please remember, Members are welcome to discuss any issues with the Chair or the Clerk at any time.*	Oral	P	Chair	
17	ITEMS FOR THE NEXT AGENDA	Oral	P	Chair	
18	CONFIDENTIALITY	Oral	P	Chair	
	DATE OF NEXT MEETING Tuesday 2nd March 2021	Oral	P	Chair	

FURNESS COLLEGE

REPORT TO LEARNER EXPERIENCE COMMITTEE

Report compiled by KATE COLEBOURN

Director of Curriculum, 14-19 and Higher Level Learning

November 2020

Item Number: 13

Appendix Number: 10

Professor Andrew Wren
Principal & Chief Executive

HIGHER EDUCATION (HE) ANNUAL REPORT AND ASSURANCE 2019-2020

SUMMARY

This report has been aligned to the QAA expectations and practices of the UK Quality Code for Higher Education to enable effective self-assessment of higher education and to provide assurance to governors on the quality of higher education delivered within the college.

It should be noted that although performance of higher apprenticeships will be evaluated as part of higher education at the college, they fall within the OFSTED quality regime applied to classroom-based learning and apprenticeship provision at levels 2 and 3.

QUALITY ASSURANCE OF HE

The Office for Students (OfS) is the regulator for higher education in England and the Quality Assurance Agency (QAA) are the appointed body to carry out quality and standards assessment functions to support the OfS's regulatory process.

The OfS and the QAA have set out details of how the QAA will perform the quality and standards assessment functions in England and this is detailed in the UK Quality Code for Higher Education (the Code) produced by the QAA.

The Code is based on three elements that together provide a reference point for effective quality assurance:

1. **Expectations** which clearly and succinctly express the outcomes providers should achieve in setting and maintaining the standards of their awards, and for managing the quality of their provision.

2. **Practices** representing effective ways of working that underpin the delivery of the expectations and will deliver positive outcomes for students.

3. **Advice and guidance** which will help established and new providers alike to develop and maintain effective quality assurance practices.

Education. Skills. Employment.

SUMMARY OF HE
Higher Education at the college represents 14% of the college's annual income and is proportionally one of the highest deliverers of higher education among further education colleges. The college has well-established relationships with Lancaster University, the University of Central Lancashire and the University of Cumbria. In 2019/2020 of the 232 learners that completed, 221 achieved, giving a pass rate of 95.3%

Higher education income has remained stable over the last few years, however the college is now beginning to experience growth as it continues to develop higher apprenticeship programmes in response to employer needs. The main area of growth is within Project Management.

A high proportion of delivery remains within the engineering sector (see table below) with both BEng programme offers accredited by the Institution of Engineering and Technology (IET). A new Pearson HNC in Construction and the Built Environment was offered in 19/20 with a successful year and continues to enrol well.

The table below illustrates a 3-year profile of higher education delivery within the college by curriculum and includes a 2020/21 headcount for reference. The number and proportion of college direct provision continues to grow year on year as does its higher apprenticeship provision.

	2017-18	2018-19	2019-20	2020-21*
Business	85	108	105	137
Early Years and Education	57	58	55	44
Health	20	13	16	22
ICT	23	20	22	26
Technical Engineering	283	256	278	284
Rating Lane	5	2		
Construction			10	13
TOTAL HE	**473**	**457**	**486**	**526**

*2020/21 Headcount data includes January starts in Business and Technical Engineering

THE NATIONAL STUDENT SURVEY
The National Student Survey (NSS) is managed by the OfS on behalf of the UK funding and regulatory bodies. The NSS gathers final year student opinions on the quality of their courses which helps to inform prospective students' choices, provide data that supports universities and colleges to improve the student experience and support public accountability. In 19/20 the College achieved an overall satisfaction rate of 80%. The below table details the overall satisfaction comparison with other providers.

	2019/2020	2018/2019
Provider	**Agree (%)**	**Agree (%)**
The University of Lancaster	87	87
Kendal College	87*	85
Furness College	80*	80
The University of Cumbria	80	78
University of Central Lancashire	76	83
NCG	76	n/a
Lakes College West Cumbria	61*	67

*Aggregated scores due to not meeting minimum threshold for publication

EXPECTATIONS AND CORE PRACTICES FOR STANDARDS

The academic standards of courses at the College meet the requirements of the relevant national qualifications' framework. The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards and maintained by;

- Close partnership working with our university partners with allocated University link tutors and dedicated Furness College Course leaders
- Adhering to each Institutes' Academic Regulations
- The running or attendance at Module and Course Academic Results Boards
- The appointment of suitably qualified external expertise as external examiners
- Programme Revalidations on a rolling cycle, usually every five years

The college reviews its core practices for standards throughout the year and we use the outcomes of these review processes to drive improvement and enhancement through our internal quality management processes.

EXPECTATIONS AND CORE PRACTICES FOR QUALITY

Courses at the College are well-designed, provide a high-quality academic experience for all students and enable students' achievements to be reliably assessed. From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education and are maintained by;

- The HE Committee which is a cross curriculum group that oversees the running and quality of all HE programmes at the College and meets monthly, chaired by the Principal
- Strong working relationships across Curriculum and Student Services to manage applications and admissions processes
- Well managed student induction process and associated course handbooks on programme
- Internal and External validation at assessment and module level
- Staff and Student Liaison meetings held each term within curriculum area and good access to curriculum staff both within and outside of lessons
- Internal and External evaluation questionnaires carried out with the results analysed and fed into quality improvement processes, annual reporting etc
- Annual reporting both internally and externally back to University Partners

IMPACT OF COVID-19

In light of the Covid-19 Pandemic a number of in-year adaptions to delivery and assessment across HE programmes were implemented, working closely with our university partners. The College adopted the same No-Detriment Policy as our partner universities and utilised the existing Extenuating Circumstances Policy and Procedure to manage these adaptions. A summary of adaptions made across a range of programmes are detailed below along with some identified impacts of Covid;

- Switch to remote delivery for end of 19/20 academic year with early adoption of use of Microsoft Teams to maintain student contact.
- Wherever feasible laptops were loaned to HE learners to allow them to complete their study remotely if required.
- Q and A and contact sessions established for learners with tutors for support or revision.

- Final closed book assessments were switched to open book and online with learners able to access the papers through the college VLE system and upload their submission within an allocated time.
- Practical assessments were adapted with allowances made by validating partners.
- Module and Course board formats were adapted and new procedures were introduced to allow the Board to predict or modify grades where appropriate to ensure no learner was unfairly disadvantaged by the pandemic.
- Lower than expected response from learners for both internal and external surveys due to Covid-19.
- An increased amount of direct employer communications were managed to cater for the requirements of each of our employers.

KEY STRENGTHS

- Support offered to learners and access to staff a recurring theme through NSS and survey data
- Quick adaptions due to Covid-19 with the majority of learners able to complete their academic studies as planned
- Course offer and options to progress academic studies alongside fulltime employment recognised with key links to local employers

AREAS FOR DEVELOPMENT

- Improve completion rates for NSS as 19/20 below threshold for publication of dataset and of internal surveys to better inform improvements
- Continue to develop our approach to SSLM across all HE provision to allow a stronger student voice and more cross curriculum themes to be identified
- Further improve links with employers to continue to grow our higher level apprenticeship offer

GATSBY ANNUAL REPORT AND BENCHMARK PROGRESS REPORT TO THE LEARNER EXPERIENCE COMMITTEE

Report compiled by: Sarah Carter, Student Services Manager and Careers Leader

Date: 17 November 2020

Item: 14

Appendix: 11

KEY DEVELOPMENTS/KEY ISSUES & RISKS/RECOMMENDATIONS

Gatsby Benchmark	Current Score	Key Developments	Issues/Risks	Recommendations to be completed by end of January 2021
1. Stable careers programme	100%	• Achieved Stage 1 of The Careers Quality Standard • Achieved renewal of Matrix Accreditation • CEIAG Policy 20-21 (see draft attached) • Career delivery plan for Autumn Term 2020 • CEIAG Strategy Group meet on termly basis • Evaluations	• Engaging students virtually • Communication	• Achieve Stage 2 of Quality Careers Standard • Involve parent/carers in CEIAG Strategy Group to inform and influence delivery plan • FEC Purchase of Unifrog
2. Labour Market Information	95%	• Unifrog implementation • LMI resources in conjunction with Hello Future • Alumni portal • Level 1 and Entry Level students have tailored employability resources	• Ensure all students have Unifrog account	• Explore involvement of parent/carers with Unifrog • CPD for all student facing staff December 2020
3. Addressing individual needs	100%	• Working closely with Learning Resources and PPC Teams • Career programme is aspirational and challenges stereo-types • Using Unifrog to record all CEIAG interventions	• Essentials Programme • Meeting all SEND needs • Communication with students	• Careers Leader to work more closely with Inclusion • Pilot joint career action planning for looked after and Skills for Working Life students

		• Partnership working with Inspira to support vulnerable groups		• CL linking in with Sunderland College regards Unifrog
4. Link curriculum to workplace	100%	• CEIAG representative nominated by each curriculum area • Highlighting importance of Maths and English	• Curriculum constraints	• Unifrog and Hello Future CPD • CEIAG CPD
5. Employer and Employee encounters	100%	• Meaningful employer encounters are incorporated into Career delivery plan including visits; guest speakers; mock interviews • Developing Alumni body	• Students' time constraints at both campuses	• Ensure all part-time work is recorded on Unifrog • Alumni networking event planned • CL to liaise with FESP
6. Work Experience including Volunteering & Part-time work	100%	• Utilisation of Speakers for Schools to meet WRL targets • Continue to promote all opportunities across college • Work closely with Work Experience team	• Providing wide range of virtual placements • Engagement	• Continue to work with CLEP's Enterprise Coordinator • Speakers for Schools- provided by Cumbria Careers Hub
7. Higher and Further Education encounters	100%	• Meaningful HE/FE/Apprenticeship encounters are incorporated into Career delivery plan • Continue to work closely with Hello Future • Developing use of Unifrog to explore HE and FE	• Widening students' experiential learning	• Develop creative ways of obtaining student feedback
8. Personal Guidance	95%	• Personal Guidance offered to all students • Need to ensure at least 75% of 16-18 students take up offer of guidance interview • CEIAG Coordinator achieved Level 6 Careers Advice and Guidance and has been promoted to Careers Adviser • Full utilisation of Inspira and other external organisations	• Level of capacity to see all students • Needs to be a timely intervention to have positive impacts on all corporate objectives	• Individual career surveys • Produce case studies for students who have engaged with Careers Advisers

FURNESS COLLEGE
Incorporating Barrow Sixth Form College

Careers Education, Information, Advice and Guidance Policy

Purpose & Scope

Commitment and Vision Statement

Furness College's aim is for all learners to secure a positive destination on completion of their qualification, into either higher education, employment or training. To enable this smooth transition we need to equip our learners with the necessary skills to make well-informed decisions. Furness College is committed to preparing all learners through a high quality CEIAG programme.

Furness College holds the Matrix Standard accreditation receiving an outstanding assessment. We are committed to achieving the quality kite mark for our CEIAG delivery through the Quality Careers Standard Award by early 2021.

All learners aged 16-18 are entitled to access independent, impartial face to face careers guidance. This offer is extended to all learners regardless of age and this is offered via Student Services, Personal Progress Coaches and Curriculum Tutors plus external providers.

CEIAG is an important contributory factor for the following reasons:
- Prepares learners for the opportunities, responsibilities and experiences of life
- Supports learners to achieve their full potential
- Empowers learners to plan and manage their own future
- Provides comprehensive information on all options
- Raises aspirations
- Promotes equality, diversity, social mobility and challenges stereotypes
- Supports learner to sustain employability and achieve personal and economic wellbeing throughout their lives

Rationale

The CEIAG Policy has been developed by the College Careers Leader and the Assistant Principal, Planning, Performance and Quality, and has been scrutinised and ratified by College Governors'.

The policy is aligned to the College's corporate and strategic objectives, and business plan.

This policy will be reviewed on an annual basis by the Careers Leader; Assistant Principal, Planning, Performance and Quality; CEIAG Strategy Group and College Governors.

Policy Statement

Learner Entitlement

Student Services CEIAG offer is complementary to the weekly Progress sessions all students must attend as well as the Essentials programme and Work Experience. The four calendars will run in conjunction to maximise benefits to our students.

All full-time learners aged 16-18 (and up to 25 if they have an Education and Health Care Plan) will be entitled to the full CEIAG programme. The delivery plan links to the Careers, Employability and Enterprise framework for careers related learning and the Gatsby Benchmarks for Colleges. Please see below:

What you can expect from us	What does this look like
1. A comprehensive Careers programme	Impartial information and advice delivered in your weekly Progress Group by your Personal Progress Coach Plus a College calendar of careers focused activities
2. Guidance supported by Labour Market Information	Personal account for Unifrog and support to access National Careers Service plus Labour Market information presentations with local and national focus
3. Support for your individual career goals	Individual meetings with your PPC will be held at least once per term – setting personal targets Referrals to Careers Advisers resulting in your individual careers plan Coaching programmes
4. Link your curriculum study to the workplace	Course delivery linked to employment skills, knowledge and behaviours Essentials programme includes the development of Employability skills CEIAG Curriculum Representatives Live curriculum projects

	Business and enterprise activity and competitions
5. Opportunities to meet employers and employees	Guest speakers from industry Visits to workplaces Progression and Careers Fairs
6. Experiences of the wider world of work	Individual work placements and support to obtain volunteering placement or part-time work
7. Opportunities to meet other providers of further and higher education	Progression events and visits to FE and HE providers UCAS Open Days
8. Personal guidance available for you	Professional, impartial and independence Careers guidance available through our Careers Advisers and Inspira Fully supported UCAS process

CEIAG Personnel and Credentials

The Student Services Team includes the following personnel all committed to delivering high quality, professional and impartial CEIAG:

- The Student Services Manager (and named Careers Leader) works in collaboration with wider college to lead and co-ordinate the College's CEIAG programme.
- Qualified and Professionally Registered Careers Adviser (Level 6) x 3
- Student Services Lead (Level 2 IAG)
- Additional three staff in Student Services team (Level 2 IAG)
- School Liaison and Events Officer (Level 3 IAG)
- In addition to the above two support staff have achieved Level 2 IAG

Partnerships

Furness College will continue to be an active member of the Cumbria Careers Hub; FESP and FEDF Board and FEDF – Employment & Skills Group: Furness Transition Group to ensure all learners are able to access appropriate CEIAG.

The College will maintain strong partnerships with Inspira; National Careers Service; the Careers Enterprise Company; Hello Future; Jobcentre Plus and Right to Work (Oaklea) to benefit all learners.

The College will work with Inspira to provide targeted CIAG on a weekly and ad-hoc basis - their services may also be commissioned for specific pieces of work.

Access to the National Careers Service advisers will be provided by the college who will offer 1 to 1 appointments for all students aged 19 and over as required. All students and staff registered on the National Careers Service website will have access to online help and phone line.

Staff Development

The college will ensure that staff receive the appropriate continuous professional development to facilitate high quality CEIAG for the student body. This will include a broad CPD programme throughout the year and will consist of:

- INSET training in Sept; Dec; April; July
- Twilight sessions for Student Services, Personal Progress Coaches, CEIAG Curriculum Representatives and the Work Experience team.
- Opportunities to visit other Colleges and share best practice
- All new staff will meet the Student Services Manager in their induction period to obtain an overview of the CEIAG offer

Careers Resources

All current and prospective (enquiring) students and apprentices will be able to access Student Services, and this offer is promoted through display screens throughout the College; the Virtual Learning Environment; Microsoft Teams; the College website and social media channels.

To ensure access to CEIAG the Student Services department is open 5 days a week 08.30-17.00 (16.00 on Friday) for a range of interventions including:

- Drop-in sessions
- 1 to 1 advice and guidance appointments
- Group sessions
- Confidential Rooms are available for 1 to 1 appointments

The Employability Hub and Careers Room will be maintained as designated areas of Student Services available for students to research opportunities, access careers guidance packages; look through HE/FE prospectuses and/or literature on apprenticeships; receive 1 to 1 or group support.

On-line support is available through a number of communication channels including; the College's VLE; Website; Teams. An up to date and comprehensive Opportunities hub will be available to all learners– advertising a wide range of apprenticeship, employment, volunteering and work experience opportunities.

Quality Evaluation and Review

The CEIAG Strategy Group chaired by the Careers Leader will meet termly to review career development work. The strategy group will have representation from across the College; student and parent/carer representatives and external stakeholders.

CEIAG Focus groups will be held as part of Student Representatives meetings. Feedback and findings will then be documented and actioned via the CEIAG Strategy Group.

All Student Service interventions will be evaluated via an on-line survey. Findings will be collated by Student Services and appropriate reporting will be used to evaluate and progress the CEIAG offer. Any partner agencies interventions will also be evaluated. These findings will be shared with Student Services Manager in order to measure impact.

Scaling individual's knowledge of career management at certain key points through academic year will also inform college on the impact and effectiveness of the CEIAG delivered; the Quality team will administer the Learner Survey.

The Equality, Diversity and Inclusion Steering Committee monitor the impact of CEIAG through the closing of achievement gaps and the college achieving its Equality Objectives.

Detailed destination information gathered by Curriculum, Quality and Student Services will enable the college to measure the effectiveness of CEIAG.

Underpinning national CEIAG strategies
- Department of Education (December 2017) Careers Strategy: making the most of everyone's skills.
- Department of Education (October 2018) Careers Guidance: Guidance for further education colleges and sixth form colleges.
- Sir John Holman (2018) Good Careers Guidance: Benchmarks for young people in colleges.
- The Careers and Enterprise Company (2018) – various Gatsby Benchmark booklets.
- Department of Education (March 2018) - 16 to 19 Study programmes Departmental advice for education providers on the planning and delivery of 16 to 19 study programmes.
- **Named Careers Leader for Furness College – Sarah Carter**
- Contact details: sarah.carter@furness.ac.uk, 01229-844716

Document Control		Linked Policies/Strategies	Linked Procedures
Policy	Careers Education, Information, Advice and Guidance Policy	Furness College IAG and Admissions Policy 20-21 Furness College Career Delivery Plan 20-21 Equality, Diversity and Inclusion Policy 20-21	
Responsibility	Careers Leader		
Approval Date			
Review Date	November 2021		
Approval Group	**Quality**	**SLT**	**LE Committee**

Learner Involvement Strategy

Purpose

Through all levels of study at the College students should be given power to shape the system in their own best interests as its main customers and stakeholders. Where students participate in decisions affecting their learning experience, they are likely to succeed and to play a more active role in the College's quality improvement processes – a key lever of service improvement.

Objectives

1. To establish a range of methods that ensure the College seeks students' views.
   To achieve this, the College will:
   • Review the models of gathering students' views to ensure that no groups of students are inadvertently excluded using existing bodies such as the Students' Union and Student Representatives
   • Undertake a range of internal and external student surveys and use the analysis of these to measure and improve student satisfaction
   • Increase the range of Focus Groups so that HoAs hold them regularly consisting of a range of students from different programmes in their curriculum areas;
   • Ensure the college remains responsive to the current needs of students outside of the formal learner voice cycle;
   • Cross-college initiatives take account of learner views and needs;
   • A minimum of 3 cross college focus group windows led by students;
   • Provide an enrichment programme to generate groups of learners based on the outcomes from the student voice
   • Involve current and potential learners directly in any revision of the College's policies, procedures and services and ensure that have been subject to an appropriate level of engagement with students;
   • Provide the Students' Union and other student voice mechanisms with resources to conduct training, regular meetings and focus groups on matters affecting students;
   • Request evidence, statistics and data from the Students' Union that demonstrate the level of student input on recommendations about college facilities or provision;
   • Ensure an election system is in place and outlined in the constitution of the Students' Union for all levels of student representation;
   • Ensure support and guidance is provided to the Union, with liaison between college managers and the NUS; and
   • Continue the same level of commitment to a paid Student Liaison Officer role to lead student voice activity.

2. To involve students in the decision making process.
   To achieve this, the College will:
   • Ensure students (as individuals or representatives of FCSU) are represented on the Board of Governors;
   • Ensure students (as individuals or representatives of FCSU) are represented at course reviews
   • Include student representatives on a wider range of College committees;
   • Expect all course teams to provide evidence of the use of student feedback to improve performance through formal Quality milestones;
   • Directly seek or commission the views of students on any major matter of strategy or provision likely to affect their experience; and
   • Support the sustainability of a diverse, embedded student voice integral to the decision making processes of the college.

Measuring the impact of the Student Involvement Strategy

This strategy will be reviewed annually and amended as appropriate. It will form part of the self-assessment process. In judging the impact of this strategy, the following will be considered:
- Evidence that students' views are taken seriously and have led to improvements amongst staff, peers and policies
- Student retention, pass and achievement has improved
- Student representatives report a high level of satisfaction with the manner in which they represent their peers; and
- Student surveys consistently give high levels of student satisfaction

Document Control		Linked Policies/Strategies	Linked Procedures
Strategy	Learner Involvement Strategy		
Responsibility	Head of Quality Improvement		
Approval Date	November 2020		
Review Date	November 2021		
Approved by	Quality	SLT	Learner Experience Committee

FURNESS COLLEGE
Incorporating Barrow Sixth Form College

PREVENT POLICY

Purpose & Scope

The College has a responsibility, in accordance with the Statutory Guidance associated with the Counter-Terrorism and Border Security Act 2019, which is in response to the Government's CONTEST Strategy 2018 – one strand of which is to 'Prevent: to stop people becoming terrorists or supporting terrorism.'

The Prevent Strategy aims to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. FE providers have a duty to assist in the prevention of radicalisation and extremism by having systems in place that ensure all staff are aware of the Prevent duty and are able to recognise learner behaviours and vulnerabilities that indicate radicalisation/extremism may be a risk.

Policy Statement

The policy aims to:
- Respond to the ideological challenge faced from terrorism and aspects of extremism, and the threat faced from those who promote these views
- Provide practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
- Provide guidance for the college community on the processes in place to counteract the threat of terrorism, extremism and radicalisation
- Raise awareness of PREVENT, CONTEST and CHANNEL
- Equip staff with the knowledge and skills to recognise indicators of radicalisation and extremism.

Key Definitions

RADICALISATION is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.
Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.
CONTEST is the Governments counter terrorist strategy, its aim to reduce the risk to the UK and its interests overseas from terrorism.
PREVENT is a key part of the CONTEST strategy, its aim is to stop people becoming terrorists or supporting terrorism.
CHANNEL is a key element of the "Prevent" strategy and is a multi-agency approach to protect people at risk from radicalisation. Any learner who is identified as being at risk of radicalisation/extremism will be referred to CHANNEL through the Prevent Officer for Cumbria Constabulary.

Responsibilities

The Director with responsibility for Safeguarding has lead responsibility for the policy, its implementation, monitoring and review and is responsible for:
- putting the policy and its strategies and procedures into practice
- ensuring that all staff know and understand their responsibilities and receive support and training to enable them to fulfil those responsibilities

Every member of staff has a responsibility to prevent learners from being drawn into terrorism in accordance with the requirements of this policy and to report concerns relating to those who might be vulnerable to radicalisation or who they suspect may be being exploited by radicalising influences. Reporting of any concerns follows the same protocols as any safeguarding issue.

The College will;
- communicate and promote the importance of the duty

- ensure that staff implement the duty effectively
- build its capabilities to mitigate the risk of learners being drawn into terrorism
- ensure that staff involved in the implementation of this policy receive appropriate training
- enable staff to understand what is meant by the terms extremism and radicalisation and why people may be vulnerable
- ensuring that staff know what measures are available to prevent people from being drawn into terrorism and how to challenge the extremist ideology that can be associated with it
- ensure that staff understand their responsibilities if they are concerned a learner is at risk of or has been radicalised

Sharing information

The College will, in accordance with GDPR legislation and its Data Protection Policy, share personal information to ensure, for example, that a person at risk of radicalisation is given appropriate support and will contribute to the multi-agency approach advocated by CHANNEL

There may be some circumstances where the College, in the course of Prevent-related work, identifies someone who may already be engaged in illegal terrorist-related activity which will be immediately reported to the police.

Risk assessment

The College will maintain an up to date PREVENT risk assessment that will carefully consider all aspects of college business and the controls in place to mitigate the threat of terrorism, extremism and radicalisation.

Staff training and development

The College will train governors, leaders and staff to ensure that they;
- understand what is meant by the term extremism, the relationship between extremism and terrorism, what radicalisation means and why people may be vulnerable
- are able to recognise those who may be vulnerable
- know how to obtain support for those who may be being exploited by radicalising influences and how to report those concerns

The College will work with the local and Regional Prevent Co-ordinators to ensure that training is appropriate.

Welfare and pastoral care

The College will maintain strong welfare and pastoral care arrangements for learners including;
- a designated Personal Progress Coach (PPC) or equivalent for all full-time learners
- regular one to one and group tutorial activities for all full-time learners
- an entitlement including mandatory topics relating to equality and diversity, citizenship and safeguarding
- a confidential counselling service
- robust safeguarding arrangements including internal reporting arrangements
- a comprehensive programme of enrichment activities designed to support the development of social, moral, spiritual and cultural awareness, knowledge and understanding
- an annual equality and diversity activity

Through its pastoral and enrichment activities the College will promote British values including democracy, the rule of law, individual liberty, mutual respect and tolerance for those of different faiths and beliefs.

Speakers and events

The College reserves the right to determine who is permitted to enter its premises. The College will not permit external speakers or organisations holding extremist views, either violent or non-violent, including the extreme right, to use college premises for any purpose. The College reserves the right to decline requests for the use of its premises where insufficient lead time is provided for it to check on the credibility of the individual or organisation requesting use of its premises and or the nature of the event or activity to be held. All enquiries for the use of the College's premises by external organisations will be channelled through the BEST Team who, when necessary, will consult with the Director with responsibility for Safeguarding. The College reserves the right to request information in advance relating to the topics to be covered and any materials and resources to be used, as well as information relating to potential attendees. The College will risk assess any individuals or organisations where there is a concern that either the individual or organisation would pose a risk of drawing members of either the

college or wider community into terrorism. All visitors to the College are required to register upon arrival, in accordance with stringent safeguarding arrangements.

The College does not permit access to its premises by individuals or organisations other than staff, enrolled learners, bona fide visitors, including approved contractors, and external organisations who have made the necessary arrangements through the College's Estates Team.

On-line safety

The College will maintain rigorous arrangements, including a robust fire wall and web filters, to prevent members of the college community from accessing on-line materials which have the potential to draw people into terrorism. This includes disinformation, misinformation and conspiracy theories due to extremists exploiting COVID-19 to spread hateful narratives and increase division. Where learners are identified as being at risk or indications suggest radicalisation/extremism the college will review/monitor their use of IT and reserves the right to report inappropriate use to the Police. In cases where a learner is reported to the Prevent Co-ordinator/CHANNEL the college will monitor IT as part of the multi-agency approach and share this information with external agencies where required.

Reporting arrangements

Internal reporting arrangements for concerns relating to the vulnerability of individuals and how to obtain support for those who may be being exploited by radicalising influences are the same as they are for safeguarding. DSL will inform the Cumbria Constabulary Prevent Co-ordinator (prevent@cumbria.police.uk) of any at risk students so that further evaluation of the risk can be assessed. Where requested the college will then refer any identified individuals to CHANNEL using the online referral system to enable the commencement of multi-agency work to support the learner and family.

Cumbrian guidance on CHANNEL can be found here Cumbria County Council CHANNEL guidance
Cumbria Constabulary guidance can be found here Cumbria Police/Prevent

Evaluation and Impact/Monitoring and Evaluation/Reporting and Monitoring

The policy will be subject to review every year. Compliance with the policy will be monitored by the Director with responsibility for Safeguarding, and reported within the College's annual safeguarding report presented to the Board of the Corporation.

This policy/procedure has been reviewed regarding the requirement for an Equality and Diversity Impact Assessment and a Privacy Impact Assessment.
At this stage it is felt that a full impact or privacy assessment is unnecessary as the college public duty has been discharged through a related policy/procedure or there is no current requirement.

Document Control		Linked Policies/Strategies	Linked Procedures
Policy	Prevent Policy	Safeguarding Policy	Safeguarding Procedure
Responsibility	Director of Curriculum: Safeguarding and Sixth Form		
Approval Date	October 2020		
Review Date	October 2021		
Approval Group		SLT	Board

FURNESS COLLEGE

REPORT TO LEARNER EXPERIENCE COMMITTEE
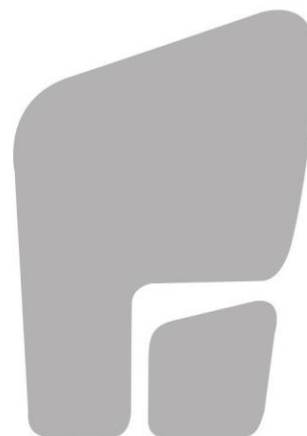
Report compiled by Zee Walker
Assistant Principal, Planning, Performance and Quality

Planning, Performance and Quality

5th November 2020

Item Number: 6

Appendix Number: 3

Professor Andrew Wren
Principal & Chief Executive

PERFORMANCE MONITORING REPORT 2020-21

INTRODUCTION

The purpose of this report is to inform the Committee of the College's performance against it's quality focused corporate objectives thus enabling rigorous challenge by the Committee.

RECRUITMENT 2020-21

The recruitment of 16-18 is buoyant and compares particularly well to the same point last year. In 2019-20, recruitment beyond November was focussed around CORE and RV Projects with a smattering of students across other curriculum areas. There are an additional 76 Step into an apprenticeship (SIAP) enrolments yet to be processed across both 16-18 and adult learning.

The number of adult students does not represent the progress against allocation as in 2019-20, more adults enrolled on full time programmes. Recruitment to smaller courses geared towards upskilling and taster sessions such as L1 Award in plastering and brickwork has commenced much earlier this year. Work is required to ensure the College meets its 2020-21 AEB allocation.

HE recruitment in 2020-21 will exceed target as around 70 higher apprenticeships are due to start in January 2021. BAE have delayed the start of these higher apprentices due to the impact of COVID 19.

The BEST team and IS are working closely to enrol apprenticeship new starts on the system. These enrolments typically take longer to process due to the additional requirements of employer contracts detailing personalised apprenticeship elements and negotiated contract prices etc. This number is expected to grow as enrolments are processed. Feedback from BEST on pipeline starts suggests strong recruitment.

	2020-21	Mid Nov 2019-20	2020-21 Notes
16-18	1,366	1,252	Additional SIAPs to enrolled in next 2wks
Adults/AEB	421	408	Additional SIAPs to enrolled in next 2wks
HE	456	482	70 higher apps due to start Jan 21
Apprenticeship new starts	71	123	Approx. 60 starts in the pipeline.
Apprenticeships in funding	300	357	80 out of funding (48 just out in 2020-21)
Apprenticeships in learning	380	421	9 complete and 10 withdrawn in 202021

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2020-21 IN-YEAR PERFORMANCE OVERALL AND BY CURRICULUM AREA

Attendance within English and maths continues to be a concern. Work has been carried out with PPCs to ensure the monitoring of English and maths attendance forms part of the wider curriculum attendance monitoring processes. English and maths has also been incorporated into all curriculum area's support and challenge meetings from this year to ensure curriculum understand and have joint responsibility for student attendance across all aspects of their vocational study programme. The importance of English and maths is now also incorporated within CEIAG provided to students. This is in line with the Gatsby benchmarks and work continues to ensure this is successfully embedded. CORE attendance, although appearing low at 69%, is due to staff training requirements and the marking of registers. Training is in progress with the team. Students attending CORE provision are typically very hard to engage and therefore attendance will not necessarily reach the same heights of that across other curriculum areas. Achievement rates, are however, extremely high (91% in 2018-19 and 93% in 2019-20). These high achievement rates are testament to significant amount of 1:1 student support provided by the CORE team throughout the year.

Overall in 2020-21 in-year retention stands at 98% and this is in line with retention at this time across previous years.

Average class size is a key efficiency measure and overall this currently stands at 13.5, which is not too dissimilar to last year. Work is required to ensure registers reflect fully current delivery models.

	Att	In-year ret.	ACS
▷ A111 MOTOR VEHICLE	93%	100%	13.3
▷ A122 CORE	69%	100%	12
▷ A200 ACCESS	81%	100%	18.7
▷ A201 BUSINESS	84%	100%	17.3
▷ A202 CATERING AND HOSPITALITY	87%	100%	12.8
▷ A203 CONSTRUCTION	81%	100%	13.2
▷ A204 CRAFT ENGINEERING	93%	100%	12.3
▷ A205 CREATIVE ARTS	88%	100%	9.9
▷ A206 EARLY YEARS AND EDUCATION	90%	93%	13.2
▷ A207 SKILLS FOR WORKING LIFE	84%	100%	9.7
▷ A208 FUNCTIONAL SKILLS	66%	99%	12.7
▷ A209 HAIRDRESSING AND BEAUTY THERAPY	83%	100%	11.7
▷ A210 HEALTH	92%	89%	14.7
▷ A211 ICT	95%	98%	10.4
▷ A212 SPORT AND PUBLIC SERVICES	96%	94%	15.1
▷ A213 TECHNICAL ENGINEERING (HE)	97%	100%	14.8
▷ A500 RATING LANE	92%	98%	15.4
ALL AREAS	**89%**	**98%**	**13.5**

2020-21 IN-YEAR PROGRESS

Student in-year progress against their target grades is highly positive at this early time of the year with 99% of continuing learners on target to achieve their target grade. Predicted grades are set at the same rate as target grades and then these are reviewed during the year in line with recorded assessments. These will be formally reviewed as part of the support and challenge meetings scheduled to place over the next few weeks.

A full report on progress including subject reviews, assessments and student progress against their course target grades will be presented at the next Committee meeting.

SUMMARY OF 2019-20 ACHIEVEMENT RATES

Classroom based achievement rates finished at 83.9% compared to 83.3% in 2018-19. Covid19 had a negative impact on achievement and this was particularly so within Certificate qualifications and adult learners. Some adult learners were anxious about continuing with their studies, particularly as they have additional home responsibilities not necessarily affecting younger students.

Qual Type Name	Leavers Overall	Ach Overall %	Ret Overall %	Pass Overall %
A Level	346	0.9	88.4	100.0
Basic Skills Maths and English	344	62.2	87.2	71.3
GCSE Other	10	80.0	80.0	100.0
Other Regulated	22	86.4	95.5	90.5
AS Level	10	100.0	100.0	100.0
ESOL	1	100.0	100.0	100.0
Access to HE	31	93.5	93.5	100.0
Other Non-Regulated	237	97.0	98.3	98.7
Diploma	869	84.3	89.8	94.0
Award	375	85.9	92.5	92.8
GCSE Maths and English	496	91.3	94.2	97.0
Certificate	784	80.9	88.4	91.5
CBL - all areas	**3,525**	**83.9**	**90.6**	**92.6**

Apprenticeship achievement rates finished at 62.6%. Whilst just over 95% of learners studying on higher education achieved their qualification.

FURNESS COLLEGE

REPORT TO LEARNER EXPERIENCE COMMITTEE

Report compiled by Zee Walker
Assistant Principal, Planning, Performance and Quality

Planning, Performance and Quality

17th November 2020

Item Number: 7

Appendix Number: 4

Professor Andrew Wren
Principal & Chief Executive

SELF ASSESSMENT REPORT 2019-20 AND ASSOCIATED QUALITY IMPROVEMENT PLAN

INTRODUCTION
The purpose of this report is to provide Governors with an overview of the College's self-assessment report and associated quality improvement plan. The self-assessment report 2019-20 is presented alongside this paper, detailing self-assessed College performance over the last academic year along with key strengths and areas for improvement.

PROFILE OF SELF-ASSESSED GRADES

	2019-20	2018-19
Overall effectiveness	Good	Good
Leadership and management	Good	Good
Quality of provision	Good	Good
Behaviour and attitudes	Good	Good
Personal development	Good	Good
Education programmes for young people	Good	Good
Adult learning programmes	Good	Good
Apprenticeships	Requires improvement	Requires improvement
Provision for learners with high needs	Good	Requires improvement

KEY STRENGTHS
* Strong leadership and management with leaders who have high aspirations and who focus relentlessly on improving provision and outcomes for learners
* Strong leadership and management of covid-19 pandemic displayed through prompt, decisive and highly effective action
* Outstanding financial health
* Curriculum intent is strong and well-informed by local, regional and national needs
* Partnership working with employers and other key stakeholders is outstanding
* Managers and tutors are effective in planning curriculum delivery and there is clear evidence of logical sequencing of programmes, units and lessons to build upon previous learning
* Good achievement rates on classroom-based programmes
* Good A level pass rates and improving high grades
* Good progression rates into higher levels of learning and into employment
* Learners and apprentices benefit from high-quality impartial careers advice and guidance that enable them to move on to further learning or employment that matches their aspirations.
* Learners benefit from a well-developed and wide-ranging programme of additional activities that helps them to develop their personal, social and employability skills successfully.

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- Learners' and apprentices' behaviour is good. They are supportive to their peers and display positive attitudes to their learning.
- Adult learners develop confidence and self-worth. Many overcome significant personal issues and move into employment or further study.
- Almost all high-needs learners achieve their English and mathematics qualifications
- Transition planning meets the needs of learners with high needs
- Outcomes for high needs learners are positive
- Performance management and quality assurance processes continue to have a very positive impact on teaching, learning and assessment
- Staff are well qualified and use their work experience to provide highly effective planning for learning
- Students' work is of a high quality and demonstrates the acquisition of high level skills
- Students value their experience of the College and its impact on their future
- Successful narrowing of achievement gaps between different groups of learners
- Excellent outcomes and destinations for HE students
- Safeguarding at the College remains outstanding in a challenging and ever-changing climate
- Learners at the College are well-prepared for work and their behaviour is excellent

AREAS FOR IMPROVEMENT
- In a minority of subjects, further improvements are required to ensure students' progress at the rate expected given their prior attainment
- Improvements are required to ensure students' progress at or above the rate expected of them within English and maths
- The proportion of apprentices that successfully completed their apprenticeships requires further improvement and this is particularly so within Health, ICT and Construction
- Attendance in a few lessons, particularly English and mathematics lessons, is too low. As a result, learners and apprentices do not make the progress of which they are capable.
- Some staff do not have high enough expectations of what some learners with high needs can achieve; in some cases learners need to be challenged more successfully through more thorough target setting and monitoring of EHCP outcomes to make the progress of which they are capable
- Further curriculum development is required in Skills for Working Life to ensure all learners have access to education that meets their needs and aspirations allowing progression to the next stage of learning and future employment.
- The teaching, learning and assessment quality assurance framework requires further development in response to the increased activity of online remote learning due to Covid19 pandemic
- Adult provision does not fully reflect the needs of adult and employers in the area due to changing circumstances
- Adult female learners do not achieve at the same rate as adult male learners

PERFORMANCE AGAINST THE 2019-20 QUALITY IMPROVEMENT PLAN
The following table presents a summary of the College's performance against the areas for improvement identified in the 2019-20 quality improvement plan.

Area for Improvement	Target Impact	Actual Impact
Although improving, the proportion of apprentices that successfully completed their apprenticeships requires further improvement and this is particularly so within Health and ICT	Apprenticeship achievement rates increase to: 72% within the Health sector 71% within the ICT sector	Apprenticeship achievement rate in SSA1 Health, Public Services and Care finished at 63.8% whilst in SSA6 ICT they declined from 40% in 2018-19 to 22.2%. Achievement rates have been impacted upon by the current pandemic, 2 learners in ICT were made redundant.

Area for Improvement	Target Impact	Actual Impact
Attendance in a few lessons, particularly English and mathematics, is too low. As a result, learners and apprentices do not make the progress of which they are capable.	Average attendance across English and maths improves by at least 5%	English and maths attendance rates increased from 73% in 2018-19 to 81% in 2019-20
Curriculum development is required in Skills for Working Life to ensure all learners have access to education that meets their needs and aspirations allowing progression to the next stage of learning and future employment.	Rejuvenated curriculum which meets the needs of high needs students and those students with EHCPs. The number of students with EHCPs benefitting from high quality work experience/industry placements increases by 10%	Early Years have been introduced alongside construction, catering. Some learners complete CTEC IT units to support progression. The impact of COVID 19 was managed to ensure learning continued. Of those students able to take part in work experience, 60% successfully completed and external work placement (47% in 2018-19)
In a minority of subjects further improvements are required to ensure students' progress at the rate expected given their prior attainment	The following subjects demonstrate positive value added: A level Maths A level Sociology A level Computer Science	High grades have improved in the 3 subjects, however due to the impact of the pandemic on exams, performance tables will not be published in 2019-20.
Staff do not have high enough expectations of what some learners with high needs can achieve; learners need to be challenged more successfully through effective target setting and monitoring of EHCP outcomes to make the rapid progress of which they are capable	High needs students develop greater independence and 95% achieve the outcomes of their educational health care plans (EHCPs)	93% of high needs students achieve their programme of study and EHCP targets are aligned to learner outcomes.
Ensure leaders and managers monitor closely the progress learners make throughout the year to make sure that they are challenged to reach their full potential and achieve high grades	Learners' in-year progress is fully accessible on line and leaders and managers know what percentage are above, at or below their target grade.	In-year progress reporting dashboards have been implemented, provider managers and leaders with in-year progress intelligence
The proportion of learners who achieve their English and mathematics functional skills qualifications is too low	Functional Skills achievement rates increase to: 72% within level 1 in English 72% within level 1 in maths 92% within Entry level 76% within English all levels 72% within maths all levels 74% across both English and maths at all levels	Functional Skill achievement rates: Level 1 English 55% Level 1 maths 64% Entry level all 74% English all levels 64% Maths all levels 61% English and maths all levels 62%

2019-20

SELF-ASSESSMENT REPORT

FURNESS COLLEGE
Incorporating Barrow Sixth Form College

BARROW SIXTH FORM COLLEGE
Part of Furness College

Contents

Self-assessment grades

Overall effectiveness	Good
Leadership and management	Good
Quality of provision	Good
Behaviour and attitudes	Good
Personal development	Good
Education programmes for young people	Good
Adult learning programmes	Good
Apprenticeships	Requires improvement
Provision for learners with high needs	Good

Self-assessment process

Self-assessment is a well-established process within Furness College and the open, transparent and rigorous approach is seen as central to the College's continuous improvement and strategic planning process.

This self-assessment report (SAR), and its associated Quality Improvement Plan, incorporate the various quality assurance processes that occur throughout the academic year. Governors, course teams and support staff all take part in the self-assessment process and thereby contribute to the final report. Employers', students' and parents' views are sought throughout the year and form a key aspect of the self-assessment process.

Curriculum and Support Area SARs are validated by senior managers. Governors also support the validation process through scrutiny by the Learner Experience Committee and the full Board. The SAR is externally validated with at least one other Cumbrian College.

The resulting Quality Improvement Plan (QIP) is monitored monthly by the Senior Leadership Team, and curriculum and support area QIPs are reviewed at monthly team meetings. Further termly reviews are also carried out as part of college audit and review processes.

College context

Information about the College

Furness College is an incorporated general FE college situated in the industrial and relatively isolated town of Barrow-in-Furness. The college campus comprises multiple sites: the main Channelside campus, the Rating Lane Sixth Form campus and more recently the College House campus and Trinity Enterprise campus. The latter two sites are focused on the college's outreach provision. The College campuses have adequate car parking and good disabled access. Within its catchment area, there are two secondary schools with sixth forms. There are also four 11-16 schools and several private providers of work-based learning.

College annual turnover for 2019-2020 was £16m. Financial health based on the financial plan for 2019-2021 has been judged as outstanding by the Education and Skills Funding Agency (ESFA). The final financial health assessment for actual performance in 2019-2020 will not be confirmed by the ESFA until March 2021, but is expected to be Outstanding. FE funded provision accounts for approximately 66% of the 2019-2020 college annual turnover, HE 14%, Company apprentices 13% with the final 7% attributable to full cost provision, ESF and commercial income.

The College provides academic and vocational training and education from entry level to level 7. Provision in all subject sector areas ensures customer demand is met.

Vocational programmes and higher education programmes are delivered at the Channelside campus whilst level 3 academic programmes are predominantly delivered at the Sixth Form campus. Outreach provision which includes CORE and Real Vocations are delivered off site within the Barrow area. These locations are critical in supporting learners who are not yet ready to enter a more formal college learning environment.

A large amount of college provision falls within STEM (Science, Technology, Engineering and Maths). STEM accounts for around 80% of provision in higher education. Similarly, STEM in workplace learning has grown from 50% to 72% over the last three years whilst classroom learning has grown from 69% to 83%.

Higher education at the college represents 14% of its annual income and is proportionally one of the highest deliverers of HE among further education colleges. The college has well-established relationships with Lancaster University, the University of Central Lancashire, and the University of Cumbria. All BEng programmes are accredited by the Institution of Engineering and Technology (IET).

The focus of the College is to provide high-quality vocational education and training for the people and industries of the Furness Peninsula. Its vision is "Inspiring people and changing lives through education and training."

Characteristics of the Barrow-in-Furness area

Barrow ranks as fourth largest of the Cumbria's six districts, although it is the most densely populated and the most deprived area in Cumbria. Barrow is also the 31st most deprived local authority of 326 in England. Barrow district is in the most deprived 10% of districts in England. Deprivation problems relate, in descending order, to health, employment, income, child poverty and education. Residents often face multiple disadvantages, have specific learning needs and are particularly susceptible to unemployment, Skills for Life deficiencies and social exclusion.

Diagram 1:   Index of multiple deprivation (IMD)

	Index of Multiple Deprivation (IMD)									
	2015				2019				2015-2019
	Average score	National Rank of average score	No. LAs	Percentile (National Rank of average score / No. LAs)	Average score	National Rank of average score	No. LAs	Percentile (National Rank of average score / No. LAs)	Percentage Points Change in Percentile
Cumbria	21.3	86	152 (Upper Tier)	57	21.3	83	151 (Upper Tier)	55	-1.6
Allerdale	22.6	115	326 (Lower Tier)	35	22.9	104	317 (Lower Tier)	33	-2.5
Barrow-in-Furness	31.4	29		9	31.1	31		10	0.9
Carlisle	22.5	116		36	22.0	117		37	1.3
Copeland	25.9	72		22	25.0	85		27	4.7
Eden	15.4	200		61	16.3	186		59	-2.7
South Lakeland	12.2	258		79	12.5	250		79	-0.3

There is a major issue with unemployment with almost 10% of adults of working age claiming incapacity benefits. Barrow has three wards where unemployment stands at over 25% of the adult working age population. The college's main campus is situated in one of these three wards. The town has also suffered from outward-migration of highly skilled labour and poor graduate retention rates.

Around 50% of residents are male, and 2.9% of residents are of ethnic minority. The population of the town is expected to decline over the next 20 years and this projected decline in population implies that the only way to increase the local skills profile is through inward migration.

Diagram 2:   **Barrow-in-Furness population projections**

	Estimated popuation profiles		
	Barrow	Cumbria	England
2021	65,900	496,300	57,030,500
2026	64,400	493,500	58,505,600
2031	62,900	489,600	59,789,800
2036	61,500	485,100	60,905,500
2041	60,200	480,500	61,952,100

Secondary source: Cumbria Intelligence Observatory September 2020

'Progress 8' scores are typically lower than the national rate for three of the seven local secondary schools. Progress 8 scores will not be published in 2020 due to the COVID19 pandemic and the significant impact on examinations

Diagram 3:   **Key stage 4 progress 8 achievements**

Overall performance at the end of key stage 4 in 2019 - all pupils ❓

Showing **7** schools

School name	Type of school	Number of pupils at end of key stage 4	Progress 8 score & description	Entering EBacc	Staying in education or entering employment (2017 leavers)	Grade 5 or above in English & maths GCSEs	Attainment 8 score	EBacc average point score
Ulverston Victoria High School	Maintained School	228	Above average 0.23	43.9%	99% (201 of 204 pupils)	50.4%	52.5	4.72
Chetwynde School	Academy	55	Average 0.09	49.1%	100% (55 of 55 pupils)	40.0%	51.7	4.71
Dowdales School	Maintained School	195	Average -0.03	33.3%	96% (198 of 207 pupils)	38.5%	46.3	4.05
Millom School	Maintained School	91	Average -0.15	3.3%	94% (77 of 82 pupils)	28.6%	42.7	3.49
St Bernard's Catholic High School	Maintained School	165	Below average -0.26	4.2%	96% (152 of 158 pupils)	40.0%	43.8	3.53
Furness Academy	Academy	84	Below average -0.46	0.0%	94% (147 of 157 pupils)	23.8%	41	2.89
Walney School	Academy	129	Well below average -0.52	5.4%	95% (121 of 127 pupils)	27.9%	41.2	3.48
England - state-funded schools		542831	-0.03	40.0%	94% (495433 of 528139 pupils)	43.0%	46.5	4.06

Source: Compare-school-performance.service.gov.uk

The Progress 8 score for 3 of the feeder schools are below the national rate for all state-funded schools in England. The performance of 1 feeder school is well below average

6 of the feeder schools demonstrate performance below the national rate of 43% for English and maths. This is based on pupils achieving a grade 5 or above on GCSE English and maths.

School leaver profiles over the next five years show a steady increase over the next few years before falling again in 2023-24.

Diagram 4:   **School leaver profiles**

School leaver profiles (Barrow, Dalton, Ulverston, Millom, Coniston)

19-20	20-21	21-22	22-23	23-24
980	1049	1027	1094	1030
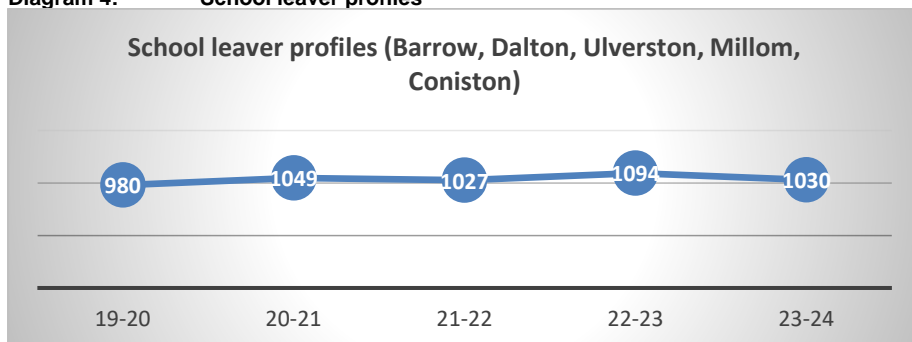
Source: Schools, pupils and their characteristics Jan 2019

Diagram 5: **TUNDRA MSOA – proportion of pupils from state-funded schools participating in HE**

TUNDRA MSOA map

TUNDRA MSOA assigns a quintile to an area based on the proportion of a specific group of 16-year-old state-funded mainsteam pupils from that area who were on a higher education course aged 18 or 19:
• quintile one shows the lowest rates of participation
• quintile five shows the highest rates.

How are areas defined
TUNDRA MSOA uses Middle Layer Super Output Areas (MSOAs) and shows participation in England.

TUNDRA MSOA quintile
☐ Quintile 1
☐ Quintile 2
☐ Quintile 3
☐ Quintile 4
■ Quintile 5
☐ Suppressed

Source: OFS website October 2020

TUNDRA (tracking underrepresentation by area) is an area-based measure that uses tracking of state-funded mainstream school pupils in England to calculate young participation. It is a new, experimental measure.
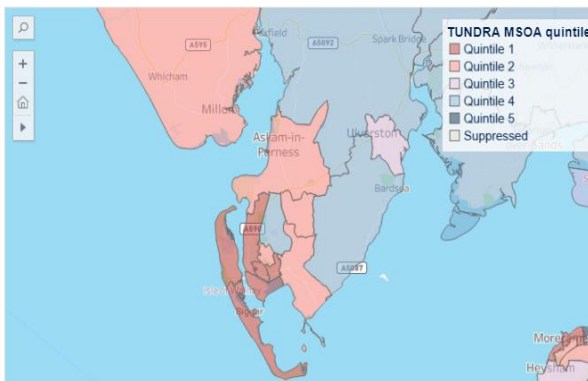
TUNDRA classifies local areas across England into five equal groups – or quintiles - based on the proportion of 16-year-old state-funded mainstream school pupils who participate in higher education aged 18 or 19 years.

Quintile one shows the lowest rate of participation. Quintile five shows the highest rate of participation.

The map adjacent clearly shows low participation in and around Barrow-in-Furness

The information below illustrates the levels of qualification attainment in Barrow-in-Furness compared to the North West and Great Britain. The proportion of working age people with Level 4 qualifications and above is particularly low at 22% when compared to the regional and national rates.

Diagram 6: **Educational qualifications for Barrow-in-Furness**

Qualifications (Jan 2019-Dec 2019)

	Barrow-In-Furness (Level)	Barrow-In-Furness (%)	North West (%)	Great Britain (%)
NVQ4 And Above	8,900	22.3	36.1	40.3
NVQ3 And Above	19,100	47.8	55.2	58.5
NVQ2 And Above	26,400	66.1	74.5	75.6
NVQ1 And Above	32,800	82.0	85.0	85.6
Other Qualifications	#	#	6.3	6.7
No Qualifications	5,700	14.3	8.7	7.7

Source: ONS annual population survey

Diagram 7 below provides an insight into the business make-up of the area. Almost 90% of companies in the area are classified as micro businesses and this is indicative of our work with employers, particularly when placing our directly funded apprentices and securing student work experience opportunities.

Diagram 7: **Business Stock in Barrow-in-Furness**

UK Business Counts (2020)

	Barrow-In-Furness (Numbers)	Barrow-In-Furness (%)	North West (Numbers)	North West (%)
Enterprises				
Micro (0 To 9)	1,700	89.0	237,100	88.8
Small (10 To 49)	185	9.7	24,465	9.2
Medium (50 To 249)	20	1.0	4,435	1.7
Large (250+)	5	0.3	1,055	0.4
Total	1,910	-	267,055	-
Local Units				
Micro (0 To 9)	2,010	81.9	263,245	83.3
Small (10 To 49)	365	14.9	42,150	13.3
Medium (50 To 249)	70	2.9	9,100	2.9
Large (250+)	5	0.2	1,360	0.4
Total	2,455	-	315,860	-

Source: Inter Departmental Business Register (ONS)

Progress Made in 2019-2020

The COVID19 pandemic has had a significant impact on learners and the progress they have made. The introduction of centre assessed grades and the reluctance of predominately adult learners to continue to engage in their programme of study has resulted in a dataset that does not represent true performance. To this end, the college will roll forward most of the areas for improvement into 2020-21. The exception to this is functional skills achievements, and this is due to changes to the curriculum. The key area for improvement within English and maths as we move into 2020-21 will be the English and maths progress measures. The progress measures focus on the distance travelled for those learners who have yet to achieve a grade 4.

Area for Improvement	Target Impact	Actual Impact
Although improving, the proportion of apprentices that successfully completed their apprenticeships requires further improvement and this is particularly so within Health and ICT	Apprenticeship achievement rates increase to: 72% within the Health sector 71% within the ICT sector	Apprenticeship achievement rate in SSA1 Health, Public Services and Care finished at 63.8% whilst in SSA6 ICT they declined from 40% in 2018-19 to 22.2%. Achievement rates have been impacted upon by the current pandemic, 2 learners in ICT were made redundant.
Attendance in a few lessons, particularly English and mathematics, is too low. As a result, learners and apprentices do not make the progress of which they are capable.	Average attendance across English and maths improves by at least 5%	English and maths attendance rates increased from 73% in 2018-19 to 81% in 2019-20
Curriculum development is required in Skills for Working Life to ensure all learners have access to education that meets their needs and aspirations allowing progression to the next stage of learning and future employment.	Rejuvenated curriculum which meets the needs of high needs students and those students with EHCPs. The number of students with EHCPs benefitting from high quality work experience/industry placements increases by 10%	Early Years have been introduced alongside construction, catering. Some learners complete CTEC IT units to support progression. The impact of COVID 19 was managed to ensure learning continued. Of those students able to take part in work experience, 60% successfully completed and external work placement (47% in 2018-19)
In a minority of subjects further improvements are required to ensure students' progress at the rate expected given their prior attainment	The following subjects demonstrate positive value added: A level Maths A level Sociology A level Computer Science	High grades have improved in the 3 subjects, however due to the impact of the pandemic on exams, performance tables will not be published in 2019-20.
Staff do not have high enough expectations of what some learners with high needs can achieve; learners need to be challenged more successfully through effective target setting and monitoring of EHCP outcomes to make the rapid progress of which they are capable	High needs students develop greater independence and 95% achieve the outcomes of their educational health care plans (EHCPs)	93% of high needs students achieve their programme of study and EHCP targets are aligned to learner outcomes.
Ensure leaders and managers monitor closely the progress learners make throughout the year to make sure that they are challenged to reach their full potential and achieve high grades	Learners' in-year progress is fully accessible on line and leaders and managers know what percentage are above, at or below their target grade.	In-year progress reporting dashboards have been implemented, provider managers and leaders with in-year progress intelligence
The proportion of learners who achieve their English and mathematics functional skills qualifications is too low	Functional Skills achievement rates increase to: 72% within level 1 in English 72% within level 1 in maths 92% within Entry level 76% within English all levels 72% within maths all levels 74% across both English and maths at all levels	Functional Skill achievement rates: Level 1 English 55% Level 1 maths 64% Entry level all 74% English all levels 64% Maths all levels 61% English and maths all levels 62%

Summary of strengths and areas for improvement 2020-21

Key strengths:

- Strong leadership and management with leaders who have high aspirations and who focus relentlessly on improving provision and outcomes for learners
- Strong management of covid-19 pandemic displayed through prompt, decisive and highly effective action
- Outstanding financial health
- Curriculum intent is strong and well-informed by local, regional and national needs
- Partnership working with employers and other key stakeholders is outstanding
- Managers and tutors are effective in planning curriculum delivery and there is clear evidence of logical sequencing of programmes, units and lessons to build upon previous learning
- Good achievement rates on classroom based programmes
- Good A level pass rates and improving high grades
- Good progression rates into higher levels of learning and into employment
- Learners and apprentices benefit from high-quality impartial careers advice and guidance that enable them to move on to further learning or employment that matches their aspirations.
- Learners benefit from a well-developed and wide-ranging programme of additional activities that helps them to develop their personal, social and employability skills successfully.
- Learners' and apprentices' behaviour is good. They are supportive to their peers and display positive attitudes to their learning.
- Adult learners develop confidence and self-worth. Many overcome significant personal issues and move into employment or further study.
- Almost all high-needs learners achieve their English and mathematics qualifications
- Transition planning meets the needs of learners with high needs
- Outcomes for high needs learners are positive
- Performance management and quality assurance processes continue to have a very positive impact on teaching, learning and assessment
- Staff are well qualified and use their work experience to provide highly effective planning for learning
- Students' work is of a high quality and demonstrates the acquisition of high level skills
- Students value their experience of the College and its impact on their future
- Successful narrowing of achievement gaps between different groups of learners
- Excellent outcomes and destinations for HE students
- Safeguarding at the College remains outstanding in a challenging and ever-changing climate
- Learners at the College are well-prepared for work and their behaviour is excellent

Key areas for improvement:

- In a minority of subjects, further improvements are required to ensure students' progress at the rate expected given their prior attainment
- Improvements are required to ensure students' progress at or above the rate expected of them within English and maths
- The proportion of apprentices that successfully completed their apprenticeships requires further improvement and this is particularly so within Health, ICT and Construction
- Attendance in a few lessons, particularly English and mathematics lessons, is too low. As a result, learners and apprentices do not make the progress of which they are capable.
- Some staff do not have high enough expectations of what some learners with high needs can achieve; in some cases, learners need to be challenged more successfully through more thorough target setting and monitoring of EHCP outcomes to make the progress of which they are capable
- Further curriculum development is required in Skills for Working Life to ensure all learners have access to education that meets their needs and aspirations allowing progression to the next stage of learning and future employment.
- The teaching, learning and assessment quality assurance framework requires further development in response to the increased activity of online remote learning due to Covid19 pandemic
- Adult provision does not fully reflect the needs of adult and employers in the area due to changing circumstances
- Adult female learners do not achieve at the same rates as adult male learners

Quality of Education   Good

Intent

The college's curriculum intent is strong, and this provides an exceptional quality of education for learners. Tutors fully understand the intended curriculum and they work within a rigorous framework for setting out programme aims focused on learners and apprentices gaining the relevant knowledge and understanding at each stage of their learning journey.

Partnership working with employers and other key stakeholders is outstanding and this results in delivering a responsive and diverse academic, technical and professional curriculum in South Cumbria. Strong leadership resulted in a successful merger of Furness College and Barrow Sixth Form College in 2016, ensuring the continuation of a broad vocational and academic curriculum offer with good outcomes across the Furness Peninsula.

Key external strategic documents, labour market intelligence (LMI) and outstanding partnership working combine to inform horizon scanning and the planning process. The Principal and members of the senior team attend key strategic meetings across the county. These partnership meetings assist with horizon scanning ensuring that the college offer remains responsive to labour market needs.

The college subscribes to the Cumbria Intelligence Observatory and NOMIS to ensure LMI and other information used in the planning process is valid, reliable and current.

The college takes an active and effective role in a range of local partnerships to ensure that the curriculum offer for 14- 19 year olds is of high quality, broad based and aligned to the economic and skills needs of the area. The college is a key member of the Cumbria 14-19 Partnership, Furness Education Consortium, FEC Teaching & Learning group, Furness Economic Development Forum and Furness Education and Skills Partnership. The college works with local primary schools to provide a vocational experience for pupils from year 5 and 6 and older and this provides valuable building blocks in their learning journey. One head teacher indicated that this was the single most important learning experience that she had witnessed. Secondary school pupils benefit from a range of taster experiences designed to meet the needs of pupil progression and to fit in with the school curriculum. In 2019 the college introduced a programme in collaboration with the Furness Education Consortium for 14-16-year-old learners to develop their skills and knowledge offering a bespoke vocational course to support progression.

Curriculum planning is robust and highly effective in ensuring that students are presented with excellent progression opportunities which build upon their prior knowledge and attainment. A bottom up approach to curriculum planning ensures that the views of staff, employers and students are taken into account through the planning process. For example, Applied Science qualifications were introduced in response to employer feedback. The curriculum planning process results in a curriculum that meets local need and is aligned to funding priorities. Approximately 95% of provision is aligned with LEP priorities. Good use of an iterative and structured curriculum planning process is used to inform budget setting, staff utilisation and physical resource utilisation. This ensures that students are provided with a curriculum that links directly with the skills needs of major employers and leads to outstanding opportunities for students to progress directly to employment through apprenticeships and higher levels of study.

Managers and tutors are effective in planning curriculum delivery and there is clear evidence of logical sequencing of programmes, units and lessons to build upon previous learning. There is a strong focus on developing skills, knowledge and behaviours across both classroom based and apprenticeship provision using a variety of teaching and assessment methods, tools and delivery models. Within classroom based provision, learners study either a high quality vocational, technical or academic programme geared to their individual needs. All planned study programmes include opportunities for students to engage in social action projects, high-quality work experience and/or industry placements relevant to their study and progression plans. Employability skills including English and maths, independent learning and other transferable skills are considered during the planning stages and intelligence is generated alongside curriculum delivery which informs timely planning of these key elements of study programmes. Over 90% of apprenticeship provision is now delivered through standards. The development of knowledge, skills and behaviours is clearly defined within each standard and the delivery of these are planned thoroughly with employers and apprentices. A combination of off-the-job training and practical experience in the workplace is used well to ensure learners acquire the knowledge, skills and behaviours required to achieve and progress within their chosen field.

Since 2018, the College further developed its 16-19 offer to include greater outreach provision geared towards those learners who struggle with a more formal taught environment. Creating Opportunities for Real Education (CORE) successfully engaged with over 70 16-18-year olds, ensuring a clear focus on personal and social development, behaviour and welfare for learners previously disengaged from education. This provision complements adult Outreach provision, the goal of which is to attract adult learners from all walks of life to enable them to achieve their career goals and overcome barriers to learning, particularly those who may not be attracted to the more traditional routes into further education. Youth social action projects alongside other work experience opportunities are carefully planned into study programmes and are aimed at developing students' resilience, problem-solving and sense of community

and belonging. The high achievement rates and good progression demonstrates well-designed and successful delivery of this provision.

The curriculum designed for high needs students is developing to ensure that learners with high needs benefit from a well-balanced and varied curriculum offer which meets both their vocational/academic and personal development needs. Improved planning is leading to transparency in the translation of educational healthcare plan outcomes into meaningful targets that link directly to learners' programmes.

Implementation

Staff are highly qualified and use both their vocational and academic expertise to motivate learners and develop their knowledge, skills and understanding. Staff at the Channelside campus working on vocational programmes make effective use of 5 personal professional development days to maintain industry knowledge and further enhance their skills.

Tutors demonstrate good knowledge of the subjects and courses they teach, and this is evidenced through the good progress learners make throughout the year. Work scrutiny, lesson observations, both remote and face to face, and learning walks are used well to inform the support needs of tutors both within their subject specialism and outside their main areas of expertise and these needs are addressed through a responsive and well–designed continuous professional development programme.

A high proportion of teaching, learning and assessment is good or better with clear evidence of progress, differentiation, effective questioning, stretch and challenge. Well-planned lessons demonstrate effective chunking and variety of activity to meet individual learners' needs and maintain high levels of enthusiasm.

Curriculum delivery demonstrates good sequencing of topics. Tutors are effective in the sequencing of both theory and practical lessons to ensure students build upon previous knowledge and understand and retain key concepts. Tutors regularly recap important knowledge to ensure that students transfer it to their long-term memory. More able students are stretched well and are able to complete more complex tasks to develop their skills further. Questioning techniques, quizzes, evaluation, and reflective activities are used well to check understanding, correct misunderstandings, and cement learning.

Tutors provide clear direction for students and apprentices and targets are used well to stretch students, develop learning, and monitor progress. Personal Progress Coaches work closely with tutors and students to ensure effective intervention strategies are deployed timely.

Accommodation at the Channelside campus is very good with outstanding facilities. There has been significant investment at the Sixth Form campus including improved IT facilities, and improvements to the art department to create a Centre of Excellence. Equipment and technology in the College are, in the main, outstanding, providing learners with high-quality resources that develop their skills and employability. Tutors' instructional skills in workshops are well developed, enabling learners to acquire and apply new skills. Staff on academic programmes have wide ranging experience of different courses, work as examiners and moderators and maintain their knowledge through CPD opportunities and liaison with exam boards. The sharing of good practice is encouraged across the College.

The management system used to monitor the development of teaching learning and assessment is robust and has clear links to Performance Management. Outstanding teaching is highlighted and used to mentor and support new staff and underperformance is swiftly and effectively dealt with. In less satisfactory lessons there is a lack of differentiation, questioning techniques are limited and learners' progress is slow. Where learning is judged to be requiring improvement or inadequate an action plan is put in place to address areas for improvement. Where necessary, professional support processes or capability procedures are instigated to ensure that learners are not disadvantaged by lessons where learning is insufficient.

Initial assessment at interview and diagnostic assessment during induction is comprehensive and effective in placing learners on the right course and level. The use of clear entry criteria enables careful placing of students on to courses and programmes at the right levels, ensuring outcomes for supported learners closely match those of non-supported learners. On apprenticeship programmes, good use is made of skills scans to establish starting points and although the achievement of English and maths lags behind that of the subject specialism, more effective use of English and maths diagnostics has been successfully implemented to address this gap.

There has been considerable progress in the use of technology to promote learning both in class and independently through the E-Learning Team. The VLE has been redesigned, is more accessible and appealing to learners and serves to promote independent learning both inside and out of college. At the Channelside campus the learning resource centre provides a valued and well-used resource to support the acquisition of research and independent skills. At the Sixth Form campus there is a well-resourced and very well-used library and learning hub for independent study. Microsoft Teams is used well alongside the VLE to ensure students were able to continue with their learning when college buildings were forced to close in March due to the Covid19 pandemic. A key priority for the college will be to ensure an all-

encompassing quality assurance framework which captures fully the student learning experience across all forms of delivery.

There is a rich and extensive programme of enrichment activities that help engage and motivate learners, raise retention and support progression. Examples include fresher's fair, guest speakers, university visits, skills fairs, election hustings, health promotion, Equality & Diversity Events, Oxbridge conference and events, Safeguarding training, sporting activities, enrichment & volunteering fair, work experience, live briefs, inter-college skills competitions, participation in regional, UK and World Skills, Maths and Chemistry Olympiads.

Impact

Outcomes for learners are good. Achievement rates on 16-19 study programmes have increased between 2017/18 and 2019/20 (increasing from 82.6% in 2017-18 to 86.3% in 2019-20). Achievement rates remain high on both vocational and academic programmes. The proportion of students achieving high grades on A-level programmes continue to improve, increasing from 45% in 2017-18 to 52.6% in 2019-20. The retention rate on 2-year academic programmes continues to improve, increasing from 82.3% in 2017-18 to 88.4% in 2019-20.

The majority of 16-18 year old students make the progress expected of them, given their prior attainment. In a minority of subjects further improvements were identified in 2018-19 to ensure students' progress at the rate expected given their prior attainment. The College will continue to focus on this as an area for improvement as it is difficult to measure improvement in real terms in 2019-20 due to examinations not taking place and the use of centre assessed grades and awarding body validation processes.

Over 80% of adult provision is delivered at levels 1 and 2 and much of which is part time. The adult achievement rates for levels 1 and 2 fell significantly in 2019-20 due to the direct impact of covid19 pandemic. Some learners were anxious about continuing with their studies and therefore withdrew or did not achieve their qualification. Just over 9% of adult provision is delivered at level 3, most of which is full time. Adult level 3 achievement rates increased from 85% in 2017-18 to 88% in 2019-20.

Level 3 qualifications account for almost 30% of the overall classroom based provision (38% when English and Maths are excluded). Achievement rates on level 3 vocational programmes continue to improve, increasing from 84% in 2017-18 to 89% in 2019-20

Level 2 achievement rates continue to improve for 16-18 year olds, increasing from 82.4% in 20178-18 to just over 87% in 2019-20. Achievement rates on provision below level 2, which accounts for around 20% of provision, have remained high at around 89%.

The College's highly successful initiative (Pass+), designed to challenge and motivate students where the qualification only allows for a pass, is used well and is valued by learners.

Most learners attend well, are well motivated and make very good progress during their programme. The College's student tracking systems are used well to record and monitor progress enabling effective and timely intervention to take place. Targets are used well to stretch and challenge learners. Much work has been done to improve learners' ownership of targets. In addition to the sessional targets driven and owned by learners, good use is made of formative assessments, providing assurance that learners are making good progress towards meeting or exceeding the standards expected of them.

Dedicated work scrutiny activity and the embedding of work scrutiny within lesson observations demonstrate that current students are making good progress towards meeting or exceeding the standards expected of them. Challenging targets are used well to deepen students' knowledge, understanding and skills.

The achievement gap between male and female learners has widened and this is particularly so for adult learners. The 16-18 gender gap has increased from 3.5% in 2017-18 to 3.8% in 2019-20 whilst the adult gender gap increased from 3.1% to 13.5% over the same period. Much of the decline in female adult achievement rates can be attributed to the part time levels 1 and 2 programmes such as ECDL designed to move adults into work.

Students of ethnic minority achieve at a higher rate than non-minority students. Learners with a declared learning difficulty or disability achieve at slightly lower rate than those learners without a declared a learning difficulty or disability and this is particularly so for those learners struggling with their mental health.

Just over 50% of classroom based funded students reside in areas of high deprivation and although the achievement rate for this group of students is slightly lower than those students from more affluent areas, the achievement rate gap has closed from 4.7% in 2017/18 to 3.5% in 2019/20. This gap further narrows when English and maths are excluded.

GCSE English and maths high grades require improvement. Although GCSE English and Maths achievement rates are good, of those learners completing their English and/or maths, 35% achieved a grade 4 or above. GCSE English high

grades increased from 33% in 2018/19 to 39% in 2019-20 whilst maths improved from 25% to 31% over the same period. The College has made significant investment in improving English and Maths and will continue to drive improvements through the English and Maths Strategy and associated implementation plan. English and Maths remains under close scrutiny of the Senior Leadership Team and therefore it remains a key priority for continued improvement.

Apprenticeship achievement rates require improvement. Achievement rates increased from 64.3% in 2017-18 to 67.2% in 2018-19 before falling to 62.6% in 2019-20 (some apprenticeships where adversely impacted upon by the Covid19 pandemic). In 2018-19, apprenticeship achievement rates slipped just below minimum standards, and although this was not the case in 2019-20. Actions taken to bring about improvement have not had the desired impact and therefore much greater scrutiny will be carried out fortnightly by the senior leadership team. Performance at both programme and component level will be reviewed during these meetings and corrective actions agreed where required.

Learner destinations are outstanding. The College captured the destinations of 87% of learners who successfully completed their programme of study in 2018-2019. Of these, 97% continued with their learning or moved into employment.

Students progressing from academic programmes to higher education is good. Almost 26% of learners categorised as 'first in family' progressed to higher education and the proportion securing places within Russell Group Universities is also good.

Personal development   **Good**

The college provides learners with a wide range of options for their course of study from Entry Level 3 to Degree. Study programmes include a work experience component (where completed before COVID 19) and support to review progress and provide IAG related to academic, social and personal needs. During lockdown this support was provided on line. Curriculum staff use their vocational skills well to ensure that learners understand what is required for the world of work, 'learners benefit from high-quality work-related learning that helps them to develop their skills for employment', (Ofsted 2019). This learning was adapted where needed in the College's response to COVID 19.

A comprehensive Fresher's Fair usually carried out in September enables students to access enrichment and volunteering opportunities to support their studies and career ambitions. The use of the Fit4Work programme and access to sports activities through the dedicated physical activity co-ordinator is an example of how the college assists learners to discover their interests and talents. Similar physical activities were used during Lockdown to encourage students to take part in exercise and usual routines e.g. encouraging participation in the Couch to 5K programme and contribution to a College's 'km' competition via the Strava exercise app.

Learners and apprentices develop effective study skills. They manage their own learning and use independent study time successfully to improve the standard of their work. Developments in the provision of Independent Learning Sessions (ILS) or 'Essentials,' and the facilities available for this have improved learners attitude and ability to working independently. Learning hub supervisors work closely with curriculum staff and pastoral staff to ensure that learners are developing the skills required to support their learning. The introduction of Preparing to Learn in September 2019 further improved this aspect of college provision. Independent Learning was moved to an online presence during the COVID 19 response.

Learners across the college are able to improve their personal and social skills where possible, by taking part in high-quality additional activities. For example, learners on massage courses offer their services free of charge to local charities and hospices to encourage the well-being of patients and their families.

Learners develop their employability skills throughout their study programme taking part in effective and useful work experience placements (pre COVID 19) that enables development of broader skills and gives learners the opportunity to determine future career options, 'Learners benefit from high-quality work-related learning that helps them to develop their skills for employment. Learners that have completed external work experience placements value their relevance to their chosen career', (Ofsted 2019).

Work experience provides learners with the opportunity to explore their options, stretch their abilities and discover new skills. The college works with over 700 employers to deliver a comprehensive work experience programme suited to both a learners' curriculum area and their future career plans. The college has been awarded the Work Experience Gold Standard because of the strong links which have been developed and nurtured with hundreds of local employers ranging from SMEs to multi-national companies.

CORE learners are provided with additional support to improve their employability skills through dedicated pastoral coaching around attendance and punctuality. Staff at CORE work closely with external agencies to provide each individual learner with the support they need to move forward. Many learners at CORE have had negative experiences of education; the programme aims to instil resilience, self-esteem and independence, 'high levels of support and care, both in lessons and in other help learners to overcome anxieties and develop confidence', (Ofsted 2019). CORE

learners are also encouraged to build their confidence through 'CORE in the Community,' which helps learners gain routine and study skills through a blended mix of remote learning and face to face sessions.

Learners' attitudes to all aspects of their learning is positive. These positive attitudes have a good impact on the progress they make. College provision ensures students are well-equipped with the skills (including on line) and confidence to be a successful learner, on their current and future learning programmes, including in the work-place.

The College is successful in developing students' self-confidence, awareness and initiative building and these are encouraged through comprehensive induction, tutorial and enrichment programmes covering topics such as: rights and responsibilities; equality and diversity; professional standards; the learner voice; staying safe; effective target setting and being an independent learner both on line and face to face.

The thriving Furness College Student Union (FCSU) gives learners the chance to develop their character while carrying out their duties as Officers of the Union. SU Elections in 2020 were well supported by learners allowing engagement in a democratic process. Hustings for both local and national elections were held at the College in 2019/20, along with sessions from the local MP delivered to College Politics students on his role and work.

Through work with Hello Future (Cumbria CCOP) University visits took place in the Autumn Term with a range of young people and staff, encouraging aspirations. Pastoral support sessions with Personal Progress Coaches (PPC) included work on resilience and mental well-being. An open culture supports learners to share concerns. Signposting to external agencies (MIND, CAMHS, SAFA) is fully utilised along with internal mechanisms such as counselling. On line versions of these agencies were utilised where appropriate during Lockdown.

Learners and apprentices have high aspirations for their future careers. They enjoy their programmes, are supportive to their peers and display positive attitudes to their learning. They know what to do to report a concern for one of their peers.

Study programmes are well structured with a clear focus on ensuring students benefit from flexible, coherent programmes including the flexibility for programmes to move on line if necessary e.g. during Lockdown. This is demonstrated through a strong focus on employability skills including English, Maths, ICT and essential personal and social development skills. For example learners at CORE provision have individually tailored programmes that meet their often complex needs. The aim of the programme is to improve learners' ability to progress into employment or to College at a point when they are ready for it.

Major investment has been made to further improve and develop the existing CEIAG programme in College. The Student Services Manager has undertaken the Careers Leader Level 6 qualification via the Careers Development Institute (CDI) to ensure all statutory requirements outlined in the Department of Education (February 2018) Careers Guidance: Guidance for further education colleges and sixth form colleges are met   As a result there is a CEIAG policy which explains how the College is addressing the Gatsby Benchmarks.

Furness College holds the Matrix standard accreditation. The College is committed to achieving the quality kite mark for CEIAG delivery through the Quality Careers Standard Award.

The College Career Development plan brings together the breadth of delivery and allows students, parents, carers and staff to see the menu of CEIAG services available throughout the academic year mapped against the 8 Gatsby Benchmarks and the CDI 16-19 Learning Outcomes. There are four main components which make up this rich and varied programme and they include:
- **Progress Group Sessions** - each full time classroom based student has a dedicated Personal Progress Coach (PPC) who delivers weekly/fortnightly group sessions plus 1 to 1 review, advice and target setting appointments. The Personal Progress Coach is the main conduit for students to access impartial and professional careers guidance. The CEIAG Coordinator meets with PPCs on a fortnightly basis to assist in referrals for careers guidance, and to decide on the appropriate level of support. PPC support was fully available on line during Lockdwon.
- **Student Services** - advice and guidance appointments are available throughout the year with the College Registered Careers Professionals or referrals can be made to external careers professionals. There is a calendar of activities promoted by Student Services including visits to Higher Education providers and employers; guest career speakers; Oxbridge event: Progression days; Careers Fair; Volunteering Fair; Apprenticeship events and Job search skill workshops. Where these were not possible this year due to COVID 19 – participation in on line/virtual events was encouraged.
- **Curriculum involvement** - the curriculum offer has a strong vocational focus as staff use their expertise to embed employability in teaching, learning and assessment. Transferable skills are made explicit to the students in order to enhance their applications. Curriculum will arrange guest speakers, visits to training providers and involvement in competitions where practicably possible.
- **Work Experience** - students benefit from external and internal work experience placements appropriate to their learning programmes and/or their future career plans. For some chosen vocational areas there is a mandatory

requirement for a minimum of two weeks work experience. Those placements planned before COVID 19 were carried out.

The College has strong partnerships with Inspira; National Careers Service; the Careers Enterprise Company; Cumbria Collaborative Outreach Programme (Hello Futures); Jobcentre Plus and Right to Work (Oaklea) to support the provision of CEIAG, Ofsted (2019) stated 'learners and apprentices benefit from high-quality impartial careers advice and guidance that enable them to move on to further learning or employment that matches their aspirations'.
National Careers Service advisers operate weekly drop-in sessions and can offer 1 to 1 appointments for all students aged 19 and over. All students and staff registered on the National Careers Service website have access to online help and phone line.

Right to Work supports students who have additional needs to help review their CVs, look at job searching and interview techniques and help them find part time jobs. Job Centre Plus also offer similar support to the College's Level 2 students.

The Hello Future (Cumbria Collaborative Outreach Programme) offers a qualitative holistic support package by working closely with the College. They now have established Hello Future hubs at the College which offer drop-in appointments for the 400+ eligible students. The package of support for these students includes mentoring; funded trips to higher education institutions; financial support towards apprenticeship interview costs; residential experiences and resilience training.

The College also works closely with the Careers and Enterprise Company (CEC) local coordinator and there is an assigned CEC Adviser who provides support particularly around employer engagement. College has also provided backing to the Cumbria Careers Hub and the Careers Leader will be working closely with the Careers Hub to share best practice, resources and to collaborate on CEIAG events.

A comprehensive employability hub on the Virtual Learning Environment (VLE) ensures students have access to good careers information, advice and guidance and employer forums, and evidence shows that students make good use of this facility. The College is a member of the Blended Learning Consortium enabling students to access packages such as Employability skills and digital literacy. A job-shop has been piloted and provides all opportunities electronically as well as being available as a physical Opportunities Board. There is also a weekly student newsletter that promotes opportunities.

The College has invested in the digital platform Unifrog to assist all students with their next steps whether it be into education, employment or training and this programme is used within the progress sessions. There are excellent apprenticeship and higher education search facilities; CV builder and personal statement tools. A competency portfolio also exists on Unifrog and this is used by Personal Progress Coaches in conjunction with other employability skills resources suited to the needs of each learner.

For students to make well-informed decisions on their future they need to not only to be "opportunity aware" but most importantly "self-aware" too. The College provides both these opportunities by delivering a quality CEIAG programme and on completion of their study programme 98% of students captured through the destination process progress into a positive destination, and for the minority who are NEET the College continues to support via Student Services.

Pastoral sessions provide input to learners about life in modern Britain including British Values, Prevent, radicalisation, staying safe online and expectations in online learning, drugs and alcohol, homelessness and the impact of domestic violence.

Prevent Training is delivered to students as part of weekly Progress Group delivery, this includes; "keeping me safe" from radicalisation, extremism, forms of abuse, grooming and bullying, both on and off the internet. Further training is available online for use in Independent Learning sessions around radicalisation and extremism and evidence logged back in to VLE where other resources are also available. The College is aware of the COVID conspiracy theory link to organisations who might then encourage extremist views.

FCSU engages in a range of fundraising efforts to support local charities involving the student body through activities, collections and social events. Learners respond positively to this making useful contributions while broadening their knowledge of local organisations.

Child Sexual Exploitation awareness has increased significantly through progress groups, the college collaborates with Cumbria Constabulary and the local authority in a task force for CSE in Furness; close working with Women Community Matters and their Pause for Thought programme aimed at adolescents is also utilised. The College is aware of the increase in on line grooming and exploitation due to the move to the more on line presence of our students during the COVID 19 response.

Enhanced work is being conducted with National Union of Students to ensure the student body has representatives from a whole range of different backgrounds who will contribute passionately to student voice. There have been a number of planning sessions with the Development Manager from NUS which have included students from both

campuses. A number of students have attended NUS training events including the Annual Conference and have been accompanied by staff from Student Services. A paid sabbatical officer post introduced in July 2018 was extended through to 2020 enabling raised awareness of student issues.

Staff promote clear messages about zero tolerance towards bullying and prejudiced behaviour and the impact on learners' well-being. Staff and learners work effectively together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and learners do not tolerate prejudiced behaviour. Comprehensive policies and procedures around student behaviour and discipline are fully utilised by PPCs to promote a positive learning environment, "Learners' and apprentices' behaviour is good. They are supportive to their peers and display positive attitudes to their learning", (Ofsted 2019).

Staff effectively challenge stereotypes and the use of derogatory language, including within the workplace. Staff promote equality of opportunity and diversity in teaching and learning, through naturally occurring opportunities in lessons and college environs to further raise awareness of British values.

The National Citizenship programme is supported by the college with college alumni acting as facilitators for the programme as well as national officers. The hosting of the programme by the college gives learners the chance to contribute and to develop their awareness of the attributes required of a good citizen.

Behaviours and attitudes   Good

Learners' behaviour and attitudes are exceptional. Learners receive good support and training from staff that helps them to develop strategies and to understand how to manage their own behaviour. They make strong progress in developing their self-control and consistently demonstrate high levels of respect towards peers, staff and visitors on college sites. Learners are tolerant of others and enjoy working in a safe and inclusive environment. This has been tested to the full following the outbreak of the Covid-19 pandemic in March with the resulting lockdown. Most learners adapted well and fully engaged in the remote delivery of their courses.

Learners demonstrate high levels of commitment and motivation across a broad range of college work placements and community projects. Learners also get involved at a national level with four Barrow Sixth Form College A level students proving they are among the brightest chemists in the country after achieving bronze and silver awards in this year's UK Chemistry Olympiad. The students were among the elite chemistry students nationwide selected for the event, which is run by the Royal Society of Chemistry to challenge students. It included a written paper on real-world chemistry problems and is a chance to showcase skills required at university level. Catering learners have implemented a takeaway service, having adapt following the end of table service due to Covid restrictions. Learners enjoy their learning and confidently use the skills that they acquire.

Pre-Covid, learners attend regularly, arrive on time and are ready to learn, quickly engaging in their training sessions. They take pride in their learning and demonstrate positive attitudes by recognising their own and other learners' achievements. Learners work very well with people from a diverse range of backgrounds. Tutors have embraced technology to cultivate an inclusive on-line learning environment and learners demonstrate high levels of respect and tolerance.

Equality of opportunity and recognition of diversity are promoted extremely well throughout the College, and supported by all key policies and procedures. The college has a strong anti-bullying ethos and new students follow a robust induction programme which includes conversations on bullying when they start college. All reports of bullying are followed up according to college policy and procedure and key themes where identified inform further training for students.

Leadership and management   Good

The Principal and Senior Leaders demonstrate very high expectations for the success and continuous improvement of all aspects of the College's provision in order to provide outstanding outcomes for learners which lead to higher levels of learning and employment. Their vision is effectively promoted and communicated to staff through clear strategic planning and recognition of key performance areas through the college corporate objectives. 87% of staff report that information about strategic and operational goals and performance are communicated effectively. (Staff Survey 2020). The ambition of the Principal, Senior Leaders and Governors is also demonstrated through a variety of external accreditations including membership of the Chartered Institution of Further Education where the selection process involved close external scrutiny of a wide variety of aspects of the College's business. The Principal and Chief Executive has extended relationships since becoming a board member of Cumbria Local Enterprise Partnership. The college also currently hosts Furness Education and Skills Partnership and Furness Economic Development Forum prior to its amalgamation within Barrow Borough Council, at the college to ensure that students and employers get the most from partnership working.

The College is highly responsive to the needs of its partners, students and their communities, whilst supporting local, regional and national priorities. Partnership working with employers and other key stakeholders is outstanding in delivering a diverse technical and professional curriculum in South Cumbria. Provision is developed in partnership with stakeholders to ensure it meets the needs of different partners within our community and is aligned to regional and local priorities. The College uses external knowledge and demand to regularly review and refresh the curriculum to meet the needs of its students and transform communities, particularly in the areas of significant deprivation and worklessness. Comprehensive staff training focused on improving the quality of teaching, learning and assessment has raised the effectiveness of managers in most areas. Highly effective Continuing Professional Development (CPD) opportunities ensure learners are guided by, and learn from staff who are well experienced, qualified and have up to date theory, knowledge and skills, which are relevant to their needs.

Staff benefit from wide ranging CPD opportunities that align well with the curriculum and develops teachers' subject expertise and pedagogical knowledge to enable them to deliver good quality education and training. CPD opportunities are plentiful and staff benefit from wide-ranging activities to support their subject and pedagogical knowledge.
Learners value and benefit from staff expertise in improving their understanding of the world of work. Staff act as role models to inspire learners to increase their ambitions; they develop effective working relationships with learners to them to overcome any previous barriers to learning.

Leaders and managers have instilled a strongly supportive culture throughout the organisation whereby bullying, harassment and discrimination are not tolerated. Workload and caseloads for staff are considered by leaders and staff resource is managed well and as a result 85% of staff report that leaders and managers are considerate of workload and wellbeing (Staff Survey 2020). There is a wide range of health and wellbeing initiatives in place to support staff including: access to free counselling and support; physiotherapy, wellbeing, eye tests and a cycle to work scheme.

The College supports learners with poor prior experience of education to recognise and value their skills and abilities to increase their employability prospects through its dedicated CORE (Creating Opportunities for Real Education), SUSO (Step Up, Stand Out) and Adult Outreach offers. Learners feel valued and included by staff and their peers. Consequently, they recognise their skills and abilities and have the confidence to access further learning and work. The large majority of learners are achieving their main vocational qualification aim and learners are increasing the likelihood of obtaining future employment by developing these skills as part of lessons and through work-related activity.

Self-assessment is good. An inclusive, comprehensive, rigorous evidence based and ongoing self-assessment process is the key driver for quality improvement at the College. Curriculum and support area SARs are validated by senior leaders: the whole college SAR is validated by Governors, peer colleges and external review. A diverse range of views are obtained and acted upon through the college self-assessment process including learners, staff, employers and other key stakeholders of the College. The judgements contained within the SAR are accurate and robust as demonstrated through the Ofsted inspection of the college in March 2019. One of the most important aspects of the SAR process is to allow the College to identify underperforming curriculum areas and subjects, in order that they receive the right balance of support and scrutiny in order to improve.

The College has an excellent range of feedback processes which are effective in gathering the views of stakeholders including students, employers, parents and staff. The Students Union has given opportunities for students to influence the factors that create sustained improvement. An annually appointed Student Liaison Officer, from the outgoing student body, further strengthens the student voice and creates opportunities for student involvement in the leadership of the college. Focus groups, student forums and online surveys are used well to engage students in the planning, management and improvement of its provision. "You said... we did" posters are used well to inform students of actions taken to address concerns.

Student satisfaction rates are high. The focus on student welfare, within and outside of the learning environment, alongside an atmosphere that supports personal resilience and a sense of well-being is central to the student experience. Students feel listened to and say that knowing help is available if needed supports them to gain confidence. Employers and parents views are sought and acted upon and satisfaction rates remain high. There is good analysis of feedback which takes place at all levels and responses are systematically followed up. Arrangements for gathering the views of apprentices and their parents have been improved but are less fully developed and require further refinement. Curriculum planning is robust and highly effective in ensuring that students have effective progression routes and destinations while meeting industry and community needs. Key external strategic documents, labour market intelligence and outstanding partnership combine to inform horizon scanning and the planning process. Employer engagement is exceptional and is best demonstrated in the College's responsiveness in aligning its provision with the expansion of local advanced manufacturing jobs. The college curriculum is also informed through close working with Cumbria LEP and the Furness Economic Development Forum (FEDF) as well as sector recognised bodies including The Association for Project Management (APM) and the Institution for Engineering and Technology (IET). College governors are representative of the full range of local employers both by employment sector and size of employer.

Students and employers benefit from excellent facilities and continued investment in the college campuses and facilities. The 2016 merger with Barrow Sixth Form College has ensured that the breadth of curriculum in A level subjects remains

broad and ensures that students have access to well qualified and high quality staff. Managers and leaders have also taken the opportunity to relocate some provision to ensure that access to specialism staff and resources is optimised for students.

Leaders and managers have secured an excellent learning environment for learners. Students have access to industry leading standards of equipment and resources that are maintained and improved in consultation with employers and industry experts. High quality teaching and learning resources provide realistic working environments in many areas, which enable learners to develop very good employability personal, employability and social skills. Commercial enterprises run by learners include the Restaurant, and Hair and Beauty salons.

Students at the College receive very good advice and career guidance that enable them to make the right choices about their next steps in education or employment. The Student Services Team incorporates the IAG service for the College and has Matrix accreditation; there has been excellent progress in the implementation of Gatsby benchmarks. The team includes fully qualified advisors which provide advice and guidance to all students and more targeted support through in-class workshops, and progression advice on Level 2 and 3 programmes, including individual support on UCAS applications.

Students on Level 3 courses benefit from strong relationships with key university partners, including visits from university staff to discuss progression into Higher Education, and visits to universities to look at potential destinations. Information on the levels of progression and destinations of students confirm that progression and destination of students is very good. Many tutors and managers are practitioners and experts in their vocational fields; students benefit from their up-to-date knowledge of the relevant industries and of professional practice in signposting them towards their next steps. The College provides students with a curriculum that links directly with the skills needs of major employers and leads to outstanding opportunities for students to progress directly to employment through apprenticeships and higher levels of study. It is important that the college continues to refine its reporting on progression and destinations in order to fully understand the impact of the curriculum as a result of the intent and implementation phases.

The promotion of Equality and Diversity within lessons and in the workplace is good. The College provides a safe and welcoming environment and inclusive culture for all students with a zero tolerance approach to discrimination and harassment of any kind. The College collects, monitors and analyses a wide range of data relating to equality and diversity performance and consequently effective measures have been taken to successfully narrow achievement gaps when they occur. However, given the unforeseen Covid19 pandemic and its impact on teaching, learning and assessment, the achievement gap between male and female learners has widened, and this is particularly so for adult learners. The 16-18 gender gap has increased from 3.5% in 2017-18 to 3.8% in 2019-20 whilst the adult gender gap increased from 3.1% to 13.5% over the same period. Much of the decline in female adult achievement rates can be attributed to the part time level 1 and 2 programmes such as ECDL designed to move adults into work.

Additional learner support funds and other financial support mechanisms are used well with supported students continuing to achieve at a higher rate than non-supported students. Just over 50% of classroom based funded students reside in areas of high deprivation and although the achievement rate for this group of students is slightly lower than those students from more affluent areas, the achievement rate gap has closed from 4.7% in 2017/18 to 3.5% in 2019/20. This gap further narrows when English and maths are excluded. Learners eligible for free school meals achieve well with just over 88% successfully completing their programme.

The promotion of British values is fully embedded within the key strategies and values of the College. The college values of excellence, respect, innovation, celebration, support and ambition together with the extensive work on student voice and through the approach taken to promote equality, diversity and inclusion ensure that British values are enshrined within our day to day working.

Leaders and managers have ensured that continued development of student representatives and the re-establishment of the NUS Students' Union give students a broad range of opportunities to participate in democracy in the form of elections that lead to an autonomous student voice. The local MP and representatives of other political parties participate in hustings events. Students also have access to a diverse range of speakers, visitors and other activities arranged by the Student Liaison Officer.

The rule of law at the college is enforced through the college identification process. All students, staff and visitors to the college are required to identify themselves through identification badges which must be worn at all times. The security arrangements also provide an everyday link to safeguarding and prevent policies. To support individual liberty, the college has a Freedom of Speech Policy that allows students and staff to hold sometimes unpopular views without fear of recrimination, so long as they operate within the rule of law.

Financial management is outstanding. The College's financial health as defined by the ESFA is 'outstanding'. External audits provide unqualified opinions on the College financial statements. Liquidity is strong and levels of borrowing are moderate with excellent levels of cash generated from operations. Careful cash management and robust budgeting have enabled significant strategic investment in College facilities to enhance the student experience. Financial

monitoring at College level is strong and robust with timely information provided to senior leaders and governors that aids effective decision making.

Leaders and managers have responded highly effectively to the COVID-19 pandemic. The College had in place a rigorous risk register and an up-to-date business continuity plan (BCP), which included planning for a possible epidemic/pandemic of an infectious disease and this aspect had also been tested as a desktop exercise by the Senior Leadership

Remote teaching and learning commenced immediately after lockdown was announced and where necessary students and staff were provided with IT equipment. A hub for vulnerable learners and the children of key workers operated throughout the lockdown. The College swiftly put in place a stringent process for Centre Assessed Grades with rigour and fairness in order that no student be disadvantaged.

Following teachers' assessment of grades, the grades were scrutinised by an Academic Board consisting of SLT members who were responsible for making a grade recommendation for each student to the Principal. The Principal further assessed that the process to arrive at these grades met requirements, and he then approved or rejected each grade.

The College was particularly mindful of student safeguarding and staff welfare during this difficult time and a number of specific and additional measures put in place. Personal Progress Coaches (PPCs) had regular contact with and support provided for vulnerable learners along with home visits carried out by DSLs as required.

A holistic framework was implemented to support the physical health, safety and mental health of staff. Sources of help include check-ins with the HR team, skype appointments with the North West Fatigue Clinic and Occupational Health services where possible. In particular, line managers played a pivotal role supporting their teams by signposting to help where needed.

The Deputy Principal led the Business Recovery Team to enable safe and successful re-opening of college buildings for learning and work. A comprehensive College wide risk assessment was completed in consultation with recognised trade unions drawing on internal specialists and sector wide best practice. This was then shared with staff and other stakeholders. Leaders and Managers ensured that risk assessment was disseminated in team meetings. Staff who visited/worked onsite provided feedback that the measures in place made them feel less anxious and that the College had numerous measures which were acknowledged and understood in making the sites COVID secure.

During the period of lockdown, the Principal sent regular updates to all staff to keep them abreast of developments. College leaders and managers met weekly and messages disseminated across the college through individual area / team meetings. Leaders continued engagement proactive with AOC, ESFA, Local Resilience Forum, LEP, LA and other key stakeholders. This openness and transparency in communication was a fundamental part of our successful strategy to manage operations in and through difficult times.

Governance   Good

Governance at the College is very good with governors providing robust challenge to senior leaders. The Governing Body are highly skilled and experienced, effective in challenging the Leadership Team and ambitious for the College moving forward. Board members have a wide range of skills and professional expertise, which is used to great effect in driving forward the vision and strategy of the College.

The range of data and reports that they receive through the full Board and Committee structure provides governors with the right scope and depth of information to ensure that governors can hold senior leaders to account. They have a broad range of skills and expertise which they use effectively to constructively scrutinize, challenge and support the College's Senior Leaders to secure and sustain improvements. The Ofsted Inspection report for the College, March 2019, records that "Governors hold senior leaders successfully to account through the full Corporation and committee structure. They use their broad range of expertise to challenge leaders and managers to rapidly improve the quality of the provision.

Governors have a clear oversight of the college's strengths and weaknesses. They receive regular reports on the quality of the provision and receive detailed and informative reports on safeguarding and the 'Prevent duty". The strategic direction is reviewed annually and refreshed triennially. Governors use their knowledge of the local and regional area to assist them with setting the strategy. The Governing Body successfully steered the college during the merger of Furness College and Barrow 6th Form College in 2016 and this was recognised by Ofsted during their inspection in 2019 "leaders, managers and governors managed the recent merger between the vocational college and the sixth-form college sensitively and effectively.

Governors use comprehensive sources of information to challenge and support the principal and senior leaders over key aspects of college performance. The management of college performance is rigorous and strongly focused on improving teaching, learning and assessment and outcomes for all learners which continue to improve for most areas of the college provision.

Governors are ambitious for learners and apprentices. They have a clear understanding of the local and regional skills needs and work closely with leaders and managers to ensure that the curriculum helps learners to achieve their goals and enter into employment in local industries. Committees are highly effective in monitoring college performance at a detailed level and providing a lead for the board on key aspects of the college business including teaching, learning and assessment, risk management, human resources, performance management and finance. Governors are clear on the strengths and weaknesses of the College and have a deep understanding of the College's impact on the community that it serves.

Facilities at the Channelside campus are very good and students benefit from modern and industry-standard equipment and learning environment. Whilst significant and ongoing investment has been made at the Rating Lane campus since the merger in August 2016, the campus requires deeper infrastructure investment to ensure that students on both campuses benefit from the same high standards. In the March 2019 Ofsted report, inspectors recorded that "Governors and leaders have invested significantly in high-quality equipment and resources which enable learners to develop appropriate practical skills for use in the workplace"

Strong governance has been maintained during the COVID19 pandemic, and the established lines of reporting and approval have not been interrupted. The College continued with its usual schedule of Board and sub-committee meetings, achieving necessary quoracy. Meetings were conducted online and full sets of papers produced by leaders and scrutinised by Governors.

The Principal met regularly (remotely) during this period with Chair of Board to keep her abreast of the situation. The Clerk also attended the meetings to take notes which were then distributed to the full Board for information. Positive feedback was received from governors across all committees in support of the College responses.

Safeguarding   Good

Safeguarding at the College is outstanding and continues to develop as new issues and trends appear. The designated safeguarding lead and the deputies are appropriately qualified to carry out their roles with additional pastoral staff having enhanced safeguarding qualifications. Leaders and managers follow appropriate recruitment practices that ensure that staff are suitably vetted before their employment commences. The College has an exceptionally strong culture of safety which ensures that students feel safe and behave in a safety-conscious manner. Learners feel safe in college, on the internet and in the workplace and they know how to raise concerns. The College is seen as a leading light with external agencies in the way that transition to the College is smooth and supportive to those students who require enhanced levels of support; safeguarding transition meetings with partner schools ensure a proactive response is in place for new students. Significant annual increases in the numbers of safeguarding concerns demonstrate the effectiveness of recording mechanisms and the trust engendered in students who know that the college will respond to their concerns. During the COVID national lockdown CPOMS software was utilised and has now been invested in to further enhance the recording, reporting and analysis of safeguarding concerns. All staff and students are made fully aware of the dangers of radicalisation. The College works closely with key agencies to understand where young people are at risk of radicalisation in Cumbria and takes steps to ensure that there are no instances of radicalisation. During 2019-20 the college worked with authorities on a number of live cases to manage the risk of radicalisation among a small number of students, contributing to Channel panel meetings and interventions. Clear policies, procedures and processes ensure that staff know how to take prompt and accurate decisions to deal with arising concerns. 100% of staff reported that Safeguarding arrangements are effective at the College. (Staff Survey 2020). Benchmarking data showed a 94.6% outcome for comparative colleges, which placed the College 1st in rank order. Staff, learners and apprentices benefit from regular training in the 'Prevent' duty. Leaders and managers ensure the 'Prevent' duty is reinforced throughout learners' and apprentices' programmes. Leaders and managers seek out and use best practice from key employers in ensuring that specialist resource areas provide an industry leading approach to health and safety continual development of the service to students ensures that safeguarding is outstanding.

Education programmes for young people   Good

In 2019-20 there were 1378 students on a range of 16-19 study programmes from entry level to level 3. Approximately 1/3 of students studied A-levels. Study programmes are well structured with a clear focus on ensuring students benefit from flexible, coherent programmes. This is demonstrated through a strong focus on employability skills including English, Maths and essential personal and social development skills. The availability of meaningful work experience external to the College is well established in all vocational areas and work continues to further develop robust industry placements in preparation for the introduction of T-Levels in 2021, however the covid19 pandemic had an adverse impact on the ability of students able to take full advantage of external work experience and industry placements in 2019-20.

Achievement rates on vocational and academic qualifications are good. Students attend English and Maths courses at an appropriate level informed by their prior attainment, initial screening and comprehensive diagnostic screening.

Staff are highly qualified and use both their vocational and academic expertise to motivate learners and develop their knowledge, skills and understanding. Staff at the Channelside campus working on vocational programmes make effective use of five Personal Professional Development days to maintain industry knowledge and further enhance their skills.

The College's well-qualified Student Services team are effective in providing good quality advice, guidance and support to existing and prospective students. They work very closely with Inspira to ensure students receive high quality impartial careers guidance. This impartial careers guidance is further supported through a dedicated online careers hub hosted on the College's VLE. Clear links to key partners such as Inspira, National Careers Service, National Apprenticeship Service and Job Centre Plus etc. ensures students have a well-resourced job search facility along with the right tools to continually develop their social, personal and employability skills. Excellent links with universities ensures those learners focussed on progressing to higher education are well-supported and provided with a good insight into university life and study.

Both group and individual tutorials ensure students are comprehensively supported in all aspects of their study programmes. Personal Progress Coaches work well with both teaching and other support staff to ensure students receive and benefit from effective pastoral support. Enrichment is of a high quality and student attendance at these events is high.

The 'Student Welfare' section on the VLE is well developed and provides a wealth of information, advice and guidance on staying safe. The site is used well by students to support their health and wellbeing and includes invaluable resources which focus on:
- Safeguarding information links and video resources (including E-safety)
- Wellbeing (counselling, sexual health and drugs and alcohol)
- LGBT (information links, contacts for confidential advice, weekly bulletins)
- Prevent (college's Prevent strategy, ETF Prevent in Further Education and key information on how to protect themselves from the risks associated with radicalisation, extremism, grooming, bullying and other forms of abuse)

Student Welfare forms an integral part of induction, tutorials and the college-wide enrichment programme.

Adult learning programmes   Good

Adults study a range of both part time and full time programmes ranging from entry level to level 4. The College's adult provision provides a mix of very short, short and full time programmes. The short/very short provision is very much geared towards moving adults swiftly into jobs or progression within their existing employment.

Over 80% of adult provision is delivered at levels 1 and 2, much of which is part time. The adult achievement rates for levels 1 and 2 fell in 2019-20 due to the direct impact of covid19 pandemic. Some learners were anxious about continuing with their studies and therefore withdrew or did not achieve their qualification.

Managers use their wide-ranging links with employers and very good up-to-date labour market information to ensure that the programmes offered provide learners with relevant qualifications to improve their employment prospects. Much of the provision is aligned to the local LEP priorities.

Learners develop good practical skills that prepare them well for employment and their chosen career. Excellent workshop facilities enable learners to practise and hone their skills to a very high standard. Employability courses improve the confidence of those with barriers to employment, motivate students and promote skills in how to seek and gain employment effectively.

Tutors are well qualified and use their extensive industrial experience to develop students' skills. They adapt inclusive learning technologies creatively to engage, motivate and challenge students in many lessons. Additionally, most tutors promote independent learning through the well-populated virtual learning environment.

Many learners progress to higher levels during their learning programmes. Many complete their learning programmes, achieve qualifications relevant to their career aims and move on to sustained education, employment, training or an apprenticeship, or are more independent in their personal lives or their communities.

Apprenticeships   Requires improvement

All apprentices self-assess their abilities across all of the knowledge skills and behaviours pertaining to their apprenticeship. This gives the employer, apprentice and college a good starting point to determine the learners' strengths and weaknesses. Throughout the programme the apprentice, coach and employer will revise the initial grading to provide a clear timeline of the apprentices progression throughout the programme across all KSBs.

Every apprentice has a commitment statement outlining their individual programme of delivery. Smart targets and milestones are set and progress is very closely monitored at 8 weekly reviews with all parties concerned. This ensures all apprentices work at rate relative to their needs and the needs of the business. Knowledge, skills and behaviours are also reviewed and regraded to show any positive progression or areas for improvement whilst on programme.

Where it is identified that there are additional qualifications required to fulfil the apprenticeship, this will be agreed before contract signing with the apprentice and employer.

Most apprentices develop good levels of practical skills through work experience and on-the-job training. Apprentices are encouraged to make rapid progress and achieve before their end date where possible, with positive progression outcomes evidenced upon completion.

Teachers and tutors use their subject knowledge effectively to provide high-quality teaching and training. They ensure that learners and apprentices develop their knowledge of vocational terminology. They offer practical sessions where learners and apprentices use industrial machinery and tools very early on in their training, which ensures that they develop skills for work. Every apprentices must complete off the job training within the College to ensure this element of their apprenticeship is fulfilled. The College has a flexible approach to delivery which ensures we can meet employer demands.

Teachers use the high-quality, modern and well-equipped college learning environments to inspire learners and apprentices to develop a broad range of industrial skills. As a result, most learners and apprentices develop the technical skills required for employment and produce work of a high standard. For example, learners in early years use the on-site nursery training area to plan, practise and evaluate activities to use with children. As a result, learners develop the skills they require for their work placement and employment.

The arrangements for safeguarding are effective. Clear policies, procedures and processes ensure that staff know how to take prompt and accurate decisions to deal with arising concerns. Staff, learners and apprentices benefit from regular training in the 'Prevent' duty. Leaders and managers ensure the 'Prevent' duty is reinforced throughout learners' and apprentices' programmes. However, while learners and apprentices understand the risks posed by radicalisation and extremism, apprentices are sometimes not able to identify how this applies to them in their workplace.

Provision for learners with high needs   Good

Of the 45 students with high needs in 2019/20, 18 followed foundation learning courses at entry level and the remaining 27 followed a range of vocational or academic programmes from level 1 to level 3. Study programmes include English and maths, work experience and tutorial provision.

Outcomes for high needs learners are good, 'the vast majority of learners who have high needs stay on their programmes to the end and achieve their qualifications', (Ofsted 2019). Progression for learners with high needs is positive with a high proportion of learners moving on to the next level of study after completing their courses.

During the COVID nationwide lockdown from March 2020 high needs learners continued to be supported remotely with frequent contact providing support with learning and emotional resilience. Skills for Working Life learners had weekly packs of work sent to them for completion with excellent return and completion rates. The EHCP Lead in regular contact with parents of vulnerable learners to provide support and assistance.

In most lessons learners benefit from teaching staff having high expectations and as a result make progress, however in other lessons teaching staff have lower expectations of what high needs learners can do and therefore do not challenge learners sufficiently; as a result some learners do not make the rapid progress needed. Improvement in recording, communication and transparency around the needs of EHCP learners is making a difference. EHCP documents are now routinely uploaded to Pro Monitor to ensure that teaching staff have easy access to these documents. In addition, the change to the role of Specialist Mentor has enabled the provision of additional advice and support for teaching staff and learners.

Students benefit from a thorough assessment of their starting points before they enrol, the majority of students frequently visit the college before they start their programme, however COVID 19 impacted significantly on transition planning. Alternative options were utilised to ensure young people had the opportunity to seek guidance and reassurance on their future course choices and provision for learning needs. This included the use of technology, VLOGS and additional contact with Inclusion staff. The Inclusion team work very effectively with parents and school staff to prepare learners for their transition into the college and to ensure that appropriate support is in place. Ongoing work to improve action planning and target setting for high needs learners by teaching and support staff continues.

Learning support in lessons meets learners' specific needs as identified in their EHC plans, in 2019/20 a new role of EHCP Lead was created to facilitate the needs of EHCP learners and ensure their targets and plans were relevant and monitored. The application of EHCP targets to learner ILPs is improving with Specialist Mentors regularly monitoring EHCP targets and learner progress. Learning support assistants and specific support are made available to those learners with identified needs, such as an audio typist for a hearing-impaired learner and British Sign Language interpreters in catering classes.

The college provides high levels of support and care, both in lessons and in other activities across the college, a focus on developing independence is key. There have been improvements and developments in the learning support processes to ensure the requirements of the SEND Code of Practice are thoroughly met including preparation for adulthood and developing independence. The high ratio of staff to learners in skills for working life sessions provides ample support however staff need to further develop their ability to tailor and taper this support as students' progress through the college. This high level of support does enable learners with high needs to overcome anxieties and develop confidence. The majority of high needs learners enjoy their learning and work collaboratively with each other and staff, for example Skills for Working Life students frequently carry out cross college campaigns such as recycling and fundraising for Children in Need.

Almost all high-needs learners achieve their English and mathematics qualifications, support in these lessons enables high needs learners to participate and develop confidence leading to positive outcomes.

The curriculum for high needs learners is developing. During 2019/20 Skills for Working Life learners had the opportunity to specialise in Early Years Education in addition to the existing offer. Plans for developing internal work experience for those learners who required it were in place but the COVID pandemic and subsequent lockdown has delayed this development.

Supported internship programmes with Oaklea Trust provide a small number of high needs learners with high quality placements that allows the development of employability skills. External agencies such as Growth Therapy are suitably utilised to support learners with anxiety and confidence issues.

Appendix a – Retention, pass and achievement rates

Retention, pass and achievement rate Targets 2019/20

Classroom based provision		16-18 17/18	16-18 18/19	16-18 19/20	16-18 19/20 Target	16-18 17/18 National Rate	19+ 17/18	19+ 18/19	19+ 19/20	19+ 19/20 Target	19+ 17/18 National Rate	All ages 17/18	All ages 18/19	All ages 19/20	All ages 19/20 Target	All ages 17/18 National Rate
A Level	Leavers	504	497	344			15	7	2			519	504	346		
	Retention	82.5%	83.9%	88.4%	89.0%	87.6%	73.3%	71.4%	100.0%	89.0%	88.8%	82.3%	83.7%	88.4%	89.0%	87.7%
	Pass	97.8%	97.4%	100.0%	99.0%	97.7%	90.9%	100.0%	100.0%	99.0%	94.7%	97.7%	97.4%	100.0%	99.0%	97.7%
	Achievement	80.8%	81.7%	88.4%	88.0%	85.7%	66.7%	71.4%	100.0%	88.0%	84.1%	80.3%	81.5%	88.4%	88.0%	85.6%
Access to HE	Leavers	2	4	3			27	17	28			29	21	31		
	Retention	100.0%	100.0%	100.0%	100.0%	83.1%	74.1%	76.5%	92.9%	85.0%	85.4%	75.9%	81.0%	93.5%	85.0%	85.3%
	Pass	50.0%	100.0%	100.0%	100.0%	87.7%	100.0%	92.3%	100.0%	92.0%	92.8%	95.5%	94.1%	100.0%	92.0%	92.5%
	Achievement	50.0%	100.0%	100.0%	100.0%	72.8%	74.1%	70.6%	92.9%	78.0%	79.3%	72.4%	76.2%	93.5%	78.0%	78.9%
AS Level	Leavers	19	21	10								19	21	10		
	Retention	89.5%	95.2%	100.0%	93.0%	88.9%					85.1%	89.5%	95.2%	100.0%	93.0%	88.8%
	Pass	94.1%	85.0%	100.0%	95.0%	85.5%					80.3%	94.1%	85.0%	100.0%	95.0%	85.4%
	Achievement	84.2%	81.0%	100.0%	88.0%	76.0%					68.3%	84.2%	81.0%	100.0%	88.0%	75.9%
Award	Leavers	35	152	182			70	194	193			105	346	375		
	Retention	100.0%	91.4%	91.2%	97.0%	94.3%	98.6%	98.5%	93.8%	98.0%	96.6%	99.0%	95.4%	92.5%	98.0%	95.9%
	Pass	94.3%	89.9%	98.8%	98.0%	95.8%	95.7%	99.5%	87.3%	98.0%	95.9%	95.2%	95.5%	92.8%	98.0%	95.9%
	Achievement	94.3%	82.2%	90.1%	95.0%	90.4%	94.3%	97.9%	81.9%	96.0%	92.6%	94.3%	91.0%	85.9%	96.0%	91.9%
Basic Skills Maths and English	Leavers	251	329	298			67	68	46			318	397	344		
	Retention	87.6%	83.0%	87.2%	91.0%	85.7%	91.0%	89.7%	87.0%	91.0%	90.3%	88.4%	84.1%	87.2%	91.0%	88.2%
	Pass	70.9%	62.6%	72.3%	81.0%	75.1%	73.8%	70.5%	65.0%	81.0%	86.8%	71.5%	64.1%	71.3%	81.0%	81.6%
	Achievement	62.2%	52.0%	63.1%	74.0%	64.4%	67.2%	63.2%	56.5%	74.0%	78.3%	63.2%	53.9%	62.2%	74.0%	72.0%
Certificate	Leavers	244	382	352			224	487	432			468	869	784		
	Retention	92.2%	92.7%	94.6%	95.0%	88.8%	94.6%	91.2%	83.3%	96.0%	94.3%	93.4%	91.8%	88.4%	96.0%	92.8%
	Pass	94.2%	95.8%	92.5%	96.0%	92.3%	98.6%	96.6%	90.6%	96.0%	96.8%	96.3%	96.2%	91.5%	96.0%	95.6%
	Achievement	86.9%	88.7%	87.5%	91.0%	82.0%	93.3%	88.1%	75.5%	92.0%	91.3%	90.0%	88.4%	80.9%	92.0%	88.7%
Diploma	Leavers	675	656	661			429	316	208			1104	972	869		
	Retention	93.0%	88.9%	92.3%	94.0%	90.6%	92.1%	89.9%	81.7%	94.0%	86.6%	92.7%	89.2%	89.8%	94.0%	89.7%
	Pass	92.2%	93.5%	93.9%	95.0%	94.4%	95.9%	97.5%	94.1%	96.0%	93.7%	93.6%	94.8%	94.0%	95.0%	94.3%
	Achievement	85.8%	83.1%	86.7%	89.0%	85.6%	88.3%	87.7%	76.9%	90.0%	81.1%	86.8%	84.6%	84.3%	89.0%	84.6%
ESOL	Leavers	6	6				16	26	1			22	32	1		
	Retention	100.0%	100.0%		92.0%	94.3%	87.5%	100.0%	100.0%	92.0%	94.8%	90.9%	100.0%	100.0%	92.0%	94.8%
	Pass	100.0%	100.0%		91.0%	93.9%	100.0%	96.2%	100.0%	92.0%	93.8%	100.0%	96.9%	100.0%	91.0%	93.8%
	Achievement	100.0%	100.0%		83.0%	88.5%	87.5%	96.2%	100.0%	85.0%	89.0%	90.9%	96.9%	100.0%	83.0%	88.9%
GCSE Maths and English	Leavers	367	447	449			78	57	47			445	504	496		
	Retention	85.3%	90.8%	94.0%	92.0%	89.5%	76.9%	78.9%	95.7%	92.0%	85.4%	83.8%	89.5%	94.2%	92.0%	88.8%
	Pass	97.1%	95.1%	96.9%	95.0%	92.4%	91.7%	93.3%	97.8%	95.0%	93.0%	96.2%	94.9%	97.0%	95.0%	92.5%
	Achievement	82.8%	86.4%	91.1%	87.0%	82.7%	70.5%	73.7%	93.6%	87.0%	79.4%	80.7%	84.9%	91.3%	87.0%	82.1%
GCSE Other	Leavers	9	11	8			1	2	2			10	13	10		
	Retention	66.7%	90.9%	87.5%	95.0%	88.5%	100.0%	50.0%	50.0%		86.0%	70.0%	84.6%	80.0%	95.0%	87.8%
	Pass	100.0%	100.0%	100.0%	100.0%	94.0%	100.0%	100.0%	100.0%		90.4%	100.0%	100.0%	100.0%	100.0%	93.0%
	Achievement	66.7%	90.9%	87.5%	95.0%	83.2%	100.0%	50.0%	50.0%		77.7%	70.0%	84.6%	80.0%	95.0%	81.6%
Other Non-Regulated	Leavers	115	236	228			68	29	9			183	265	237		
	Retention	99.1%	97.9%	98.2%	99.0%	93.4%	98.5%	93.1%	100.0%	99.0%	96.1%	98.9%	97.4%	98.3%	99.0%	95.0%
	Pass	99.1%	97.4%	99.1%	99.0%	98.8%	100.0%	96.3%	88.9%	99.0%	98.6%	99.4%	97.3%	98.7%	99.0%	98.7%
	Achievement	98.3%	95.3%	97.4%	98.0%	92.3%	98.5%	89.7%	88.9%	98.0%	94.8%	98.4%	94.7%	97.0%	98.0%	93.7%
Other Regulated	Leavers	59	42	21			2		1			61	42	22		
	Retention	94.9%	81.0%	95.2%	96.0%	88.8%	100.0%		100.0%		94.1%	95.1%	81.0%	95.5%	96.0%	91.6%
	Pass	98.2%	97.1%	90.0%	94.0%	83.3%	100.0%		100.0%		94.6%	98.3%	97.1%	90.5%	94.0%	89.3%
	Achievement	93.2%	78.6%	85.7%	90.0%	74.0%	100.0%		100.0%		89.0%	93.4%	78.6%	86.4%	90.0%	81.7%
QCF Unit	Leavers						36	19				36	19	0		
	Retention						75.0%	100.0%		100.0%	97.0%	75.0%	100.0%		100.0%	97.0%
	Pass						100.0%	94.7%		95.0%	98.0%	100.0%	94.7%		95.0%	98.0%
	Achievement						75.0%	94.7%		95.0%	95.1%	75.0%	94.7%		95.0%	95.1%
CBL Total	Leavers	2286	2783	2556			1033	1222	969			3319	4005	3525		
	Retention	89.2%	89.0%	92.3%	93.0%	89.5%	90.9%	91.3%	86.3%	93.0%	93.4%	89.7%	89.7%	90.6%	93.0%	91.5%
	Pass	92.6%	91.5%	93.5%	94.0%	91.6%	95.3%	95.7%	90.1%	94.0%	94.5%	93.5%	92.8%	92.6%	94.0%	93.1%
	Achievement	82.6%	81.5%	86.3%	87.0%	82.1%	86.6%	87.4%	77.7%	87.0%	88.3%	83.9%	83.3%	83.9%	97.0%	85.2%
GCSE Maths and English High Grades (Pass)		42.5%	29.3%	33.4%	43.0%	21.5%	40.0%	28.9%	48.9%	43.0%	43.2%	42.1%	29.3%	34.9%	43.0%	25.3%
GCSE Maths High Grades (Pass)		39.6%	25.5%	28.4%	42.0%	16.6%	34.5%	19.2%	46.7%	42.0%	38.8%	38.8%	24.8%	30.1%	42.0%	20.8%
GCSE English High Grades (Pass)		45.3%	32.7%	38.4%	44.0%	26.0%	45.2%	42.1%	53.3%	44.0%	48.2%	45.3%	33.5%	39.4%	44.0%	29.6%
Apprenticeships	Overall Leavers	124	88	105			263	118	90			387	206	195		
	Overall Achievement	62.9%	68.2%	61.9%	84.0%	69.1%	65.0%	66.1%	63.3%	84.0%	68.5%	64.3%	67.0%	62.6%	84.0%	68.7%

T Levels

Implementation

Our offer

- T level Digital, Design and Development

- T level Health, Supporting Healthcare

- T level Science, Laboratory Science

- T level Education and Childcare, assisting teaching

So......

```
Started September      We start             Level 3 – but more      Worth 3 A levels
2020              →     September 2021  →    like a level 3.5    →
```

```
Graded P, M, D, D*      Grades A* - E core      Graded P, M, D, D*      315 hour industry
at the overall point →  component          →    occupational       →    placement
                                                specialism
```

```
Huge amount of          Maths, English and      Externally set          Employer set
content           →     Digital skills     →    assessment         →    project
                        assessed as part of     (exams)
                        it
```
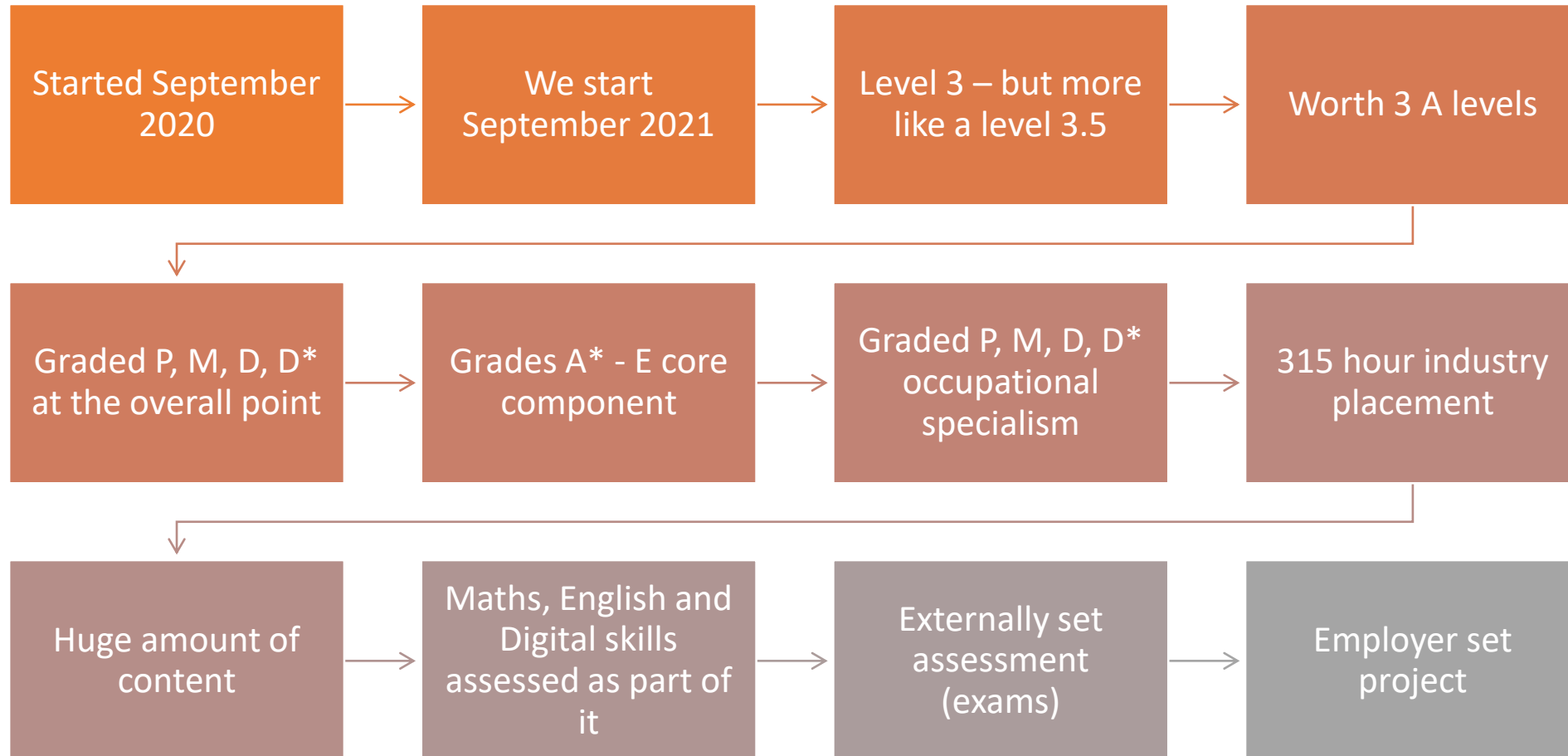
and….

Exams can be resat – some rules around this

The core component's written examination is made up of 2 parts. If the student wants to retake the written examination assessment, they must retake both papers, in the same series, as achievement on individual papers cannot be combined across different series.

There is no limit to the number of retakes a student can complete

Exams will be available summer and autumn

U grades will be awarded

the detail....

To achieve a grade for the core component, the student must attempt both of the external examinations and the ESP. The combined marks from these assessments will be aggregated to form the overall core component grade (A* to E and U).

If students do not attempt one of the assessments, or fail to reach the minimum standard across all assessments, they will receive a U grade.

The student is required to successfully achieve distinction/merit/pass grade in one of the occupational specialism components. If the student fails to reach the specified level of attainment, they will receive a U grade.

Specifications

Health – draft format, NCFE

Science – draft format, NCFE

Education, final, NCFE

Digital, final, Pearson

Entry Requirements

- At least 5 GCSEs at grade 9-4 with three of these at grade 5. To include English and maths (& science for Education, Health and Science routes)

- Grade 4 or above in English and maths are an exit requirement of T levels- therefore we are asking for it as an entry requirement

Industry Placement

The real challenge

- 45 days or 315 hours

- 35 hours can be work preparation

- Part time job hours can be counted – only if relevant to T level route and the employer agrees

- Can be day or block release

- Must have objectives that are achieved to pass this bit; aims to contribute the 'occupational specialism' element of the programme

- 3 reviews of industry placement must take place

Study Programme

- Funded for 70 hours of EEP each year of the T level (Employability Enrichment and Pastoral)
- New bandings for funding – not all T levels have the same banding or funding
- 16-19 year olds
- Larger study programme
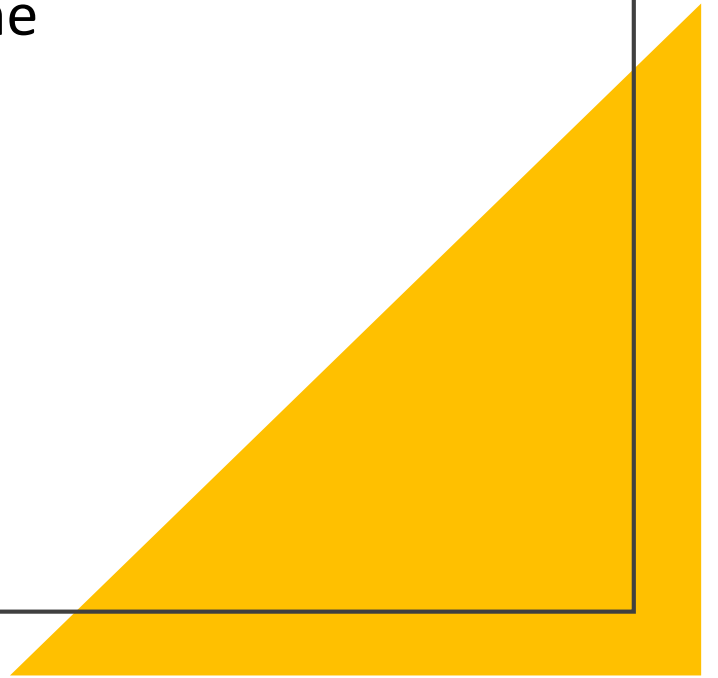
UCAS tariff points	T Level overall grade	A level
168	Distinction* (A* on the core and distinction in the occupational specialism)	AAA*
144	Distinction	AAA
120	Merit	BBB
96	Pass (C or above on the core)	CCC
72	Pass (D or E on the core)	DDD

T level Transition programme

Initially known as a 'Pre-T' programme – new name to follow from DfE

A foundation year – clear framework of what can be delivered

Primary aim is to get young people ready for T levels

Removal of barriers to studying T levels

Strong focus on English and maths (grade 3 are an entry requirement)

Additional pastoral support, careers and personal development

35 hours industry placement

Technical content of our choosing

FURNESS COLLEGE CORPORATION
Principal & Chief Executive: Andrew Wren

REPORT TO THE LEARNER EXPERIENCE COMMITTEE
Report compiled by Student Liaison Officer, Liam Edgley – Learner Voice
Date: 17th November
Item Number: 9
Appendix: 6

Learner Voice Update to the Learner Experience Committee

Introduction
This report provides an update on learner voice activity within the College, with particular emphasis on the work and development of Furness College Students' Union ('the Union') and the Course Representative programme.

This is my last report as Student Liaison Officer. The Student Services Team are exploring other options for succession.

Reps
The Reps are now in full swing for this academic year, having already had one meeting. Despite the complications posed by social distancing requirements, they are very keen to meet physically, as opposed to virtually. I have already explored this option with health and safety, and look to hold a physical meeting in December, should lockdown rules allow it. They're already bringing forward great points around hand sanitiser at the exits as well as entrances. I will try and use the reps to recruit student governors from at our December meeting.

FCSU Finances
I am pleased to announce that despite the complications facing the Union this year, the Union has hope to secure its finances. A proposal has been put in to the Prize Fund Trust regarding funding to cover some of the costs of this year, with the remaining money to be used from the Union's healthy reserve. The rest of the reserve will be used to secure the Union's financial future by being carried forward to the next academic year to replace the income lost by a lack of socials.

Activities and Campaigns
The Union Officers have taken on board comments from the last meeting. Currently we are running a Seasonal Affective Disorder (SAD) campaign to raise awareness of the condition. Posters have been placed all over Rating Lane, and a number are over Channelside too. In addition to this, we are exploring the possibility of hosting two additional campaigns, a food drive for our vulnerable students and a drive in cinema in the Channelside car park.

Misc
The SU Impact report from 19/20 has also been attached for reference.

Liam Edgley
Student Liaison Officer

FURNESS COLLEGE

REPORT TO LEARNER EXPERIENCE COMMITTEE

Report compiled by Zee Walker
Assistant Principal, Planning, Performance and Quality

Planning, Performance and Quality

17th November 2020

Item Number: 9

Appendix Number: 6(i)

Professor Andrew Wren
Principal & Chief Executive

COMPLAINTS, COMMENTS AND COMPLIMENTS

INTRODUCTION

The purpose of this report is to inform the Committee of the extent of which College provision and services are meeting customers' expectations and the actions we are taking to improve the quality of the services that we deliver. The complaints report for the period 1st September and 9th November is appended to this report.

COMPLAINTS 2020-21 TERM 1

The College received 8 complaints between the period of 1st September and 10th November, 6 of which have been successfully resolved with 7 days. Two complaints are currently being dealt with.

- Two complaints related to the how students were challenged about not wearing a face covering resulting in all staff reminded of College policy and procedures on face coverings.
- Two complaints related to student behaviour whilst away from College premises. Students were reminded of College expectations whether on or off-site.
- Once complaint related to College mis-communication around student progression opportunities. The College confirmed it will continue to support student at level 2 to aid progression.
- One complaint related to potential bullying and staff confidentiality. Investigation of the complaint highlighted the importance of how information is communicated and the differing perceptions. Re-assurance of confidentiality provided to the complainant.
- Two curriculum related complaints (Engineering and Rating Lane) are currently under investigation.

COMMENTS AND COMPLIMENTS TERM 1

The table below highlights a number of comments and compliments posted on the College website/social media platforms.

Wording	Person from
Really useful information am I ok to share with my Inspira colleagues, (T Levels information via media release)	Inspira Careers Advisor (Dowdales School)

Education. Skills. Employment.

It's great to see so many positive replies from you about our Ulverstem event	(UlverSTEM)
Many thanks for the link Sandra, I shall try this when I get home (COLLEGE GOES LIVE)	Parent of prospective student
Started the Bricklaying course and thoroughly enjoyed the first night, is it possible to be added to lists for Plastering and Carpentry (Adult Ed Nov 2020)	Student
Had a great time on the course last night, hard work but funny, can you let me know when the Plastering and Carpentry ones are as Darran said you offered more! (Adult Ed Nov 2020)	Student
Thank you for organising Kane to show us around. He was very polite and informative and I think he put Samuel's worries to rest. We were impressed with the facilities and the general air of everyone getting on with things. We spoke to a lady in Student Services (Ebany?) and she was also very helpful. Samuel will get his application completed this weekend. Regards Ian	Parent of prospective student
Your website looks great	Department for Education (T Levels)
Well done to all of you who have played a major part in securing the funding. Is a magnificent team effort and I do hope you're all proud of the part you've played in giving Barrow and brilliant future.	Barrow Council, and chair of the Brilliant Barrow comms and engagement steering group - after the town secured the £25million funding.

Surveys will be updated to ensure a clear focus is placed on capturing comments and compliments in addition to areas for improvement.

FURNESS COLLEGE

REPORT TO LEARNER EXPERIENCE COMMITTEE

Report compiled by Zee Walker
Assistant Principal, Planning, Performance and Quality

Planning, Performance and Quality

17th November 2020

Item Number: 10

Appendix Number: 7

Professor Andrew Wren
Principal & Chief Executive

APPRENTICEHIP MINIMUM STANDARDS 2018-19

INTRODUCTION

The purpose of this report is to lay context to the 'Minimum Standards' letter detailing additional contractual obligations/condition of funding. This report provides an overview of 2018-19 minimum standards, including performance against frameworks/standards in 2019-20. The Minimum Standards letter from the ESFA is appended to this report.

MINIMUM STANDARDS MEASURE

The minimum standards (MS) measure is used by the ESFA as a trigger for intervention.
- The MS achievement threshold set by the ESFA is 62%
- The ESFA also apply a tolerance level of 40% of provision

Essentially, this means that if cumulatively more than 40% of leavers studying on a framework or standard falls below the 62% achievement threshold, then intervention may be required by ESFA.

COLLEGE PEFORMANCE AND MINIMUM STANDARDS

The table below shows both the College's overall apprenticeship achievement rate and the proportion of apprenticeship provision falling under MS over the last 2 years:

	Overall Achievement rate	Proportion of leavers under MS of 62%
2018-19	67.3%	44.4%
2019-20	62.6%	27.7%

The information presented shows that although the overall achievement rate in 2018-19 was higher than 2019-20, the proportion of provision falling under MS was higher. In 2019-20, the college made sufficient progress in improving performance against individual frameworks / standards specifically with large cohorts in terms of MS.

The table on page 2 highlights which frameworks and standards fell below the MS threshold of 62% in 2018-19 along with 2019-20 performance against those frameworks and standards.

Education. Skills. Employment.

Programme_Type	Framework/Standard	2018-19		2019-20	
		Leaver	Ach%	Leaver	Ach%
Intermediate Level Apprenticeship	Accounting	1	0.0%	N/A	N/A
	Business and Administration	18	61.1%	12	83.3%
	Children and Young People's Workforce	18	61.1%	31	74.2%
	Construction Specialist	2	0.0%	1	0.0%
	Engineering Manufacture	2	0.0%	3	66.7%
	Health and Social Care	1	0.0%	2	50.0%
	Management	1	0.0%	N/A	N/A
	Vehicle Maintenance and Repair	6	50.0%	3	66.7%
Advanced Level Apprenticeship	Accounting	1	0.0%	N/A	N/A
	Children and Young People's Workforce	13	61.5%	20	65.0%
	Health and Social Care	15	33.3%	4	0.0%
	IT, Software, Web and Telecoms Professionals	4	25.0%	2	0.0%
Apprenticeship Standard	Adult Care Worker	2	0.0%	1	0.0%
Higher Apprenticeship	Accounting	5	40.0%	1	0.0%
	Care Leadership and Management	2	50.0%	N/A	N/A

The frameworks highlighted in green demonstrate improvement above the 62% MS achievement threshold in 2019-20. Improvements within these lines account for 62.6% of the provision under MS in 2018-19.

The frameworks/standards highlighted in pale red demonstrate little or no improvement and therefore continue to fall under MS threshold of 62% in 2019-20. Continued poor performance within these lines account for 28.6% of the provision under MS in 2018-19.

The college continues to deliver in 5 of the frameworks in 2020-21
- Intermediate level (level 2)
  - Accounting (4 enrols)
  - Business and Administration (2 enrols)
  - Children and Young People's Workforce (17 enrols)
- Advanced level (level 3)
  - Children and Young People's Workforce (14 enrols)
  - IT, Software, Web and Telecoms Professionals (2 enrols)

Members of SLT, led by the Deputy Principal and Deputy CEO (DP), scrutinise apprenticeship performance on a fortnightly basis and agree actions for improvement with the Head of Business Development as appropriate.

In line with additional contractual obligations and/or conditions of funding, the DP is in the process of responding to the ESFA with an implementation plan and associated progress updates.

Mr A Wren
Principal and Chief Executive
Furness College
Channelside Campus
Channelside
Barrow-in-Furness
Cumbria
LA14 2PJ

Dear Andrew

Minimum standards for 2018 to 2019 – All-age apprenticeship provision additional contractual obligations and/or conditions of funding

With reference to the following contract agreements:

Apprenticeship levy   -   **APPLEVY-5590**
Non levy apprenticeships -   **NLAP-1096**

We wrote to you on 11 May 2020 to say that we would confirm what action we would take in response to your failure of minimum standards all-age apprenticeship provision. You can find published details of your organisation's performance in the National achievement rates tables 2018 to 2019.

We have carefully considered the evidence and mitigating action you have previously provided in relation to your organisation's performance, and have taken this into account. However, your organisation's all age apprenticeship provision is nevertheless below the minimum quality standard set by the Education and Skills Funding Agency (ESFA).

Accordingly, pursuant to your signed contracts, this schedule provides additional contractual obligations/conditions of funding that you are required to comply with.

The following contractual obligations/conditions of funding are in addition to those provided in your contracts with the ESFA. You must take the actions provided in the table below. If you fail to take action within the timescales provided, or there is insufficient evidence of

progress, we may determine in our absolute discretion to take further intervention action including contract termination.

Additional contractual obligations/conditions of funding

Action	Evidence criteria	Timescale
Produce and share with the ESFA an improvement plan that demonstrates immediate action will be taken to bring about significant and sustained improvement to the apprenticeship provision which failed Minimum Standards (MS). The plan must clearly identify the issues that have contributed to the failure in MS, and contain measureable milestones for action and improvement indicators including the use of Funding Monitoring Reports (FMR) to identify risks / issues likely to affect 2020 to 2021 achievement. The actions in the plan should be sufficient to improve provision to meet Minimum Standards in Apprenticeship provision that failed in 2018 to 2019.	An improvement plan to be provided to the ESFA that addresses the actions required to include measurable outputs and timescales.	Within 14 working days of this letter and schedule.
Provide ESFA with progress updates on the implementation of the improvement plan at meetings set by ESFA. ESFA will specify the required staff that should attend. In addition, and as a minimum, you should supply a written update following the R04 and R06 ILR returns 2020 to 2021. You should	Written progress updates on the implementation of the improvement plan. These will be supplied to the ESFA, as a minimum, following the R04 and R06 ILR returns 2020 to 2021. You should also provide a written	Within 5 working days of R04 and R06 ILR returns 2020 to 2021 and 5 days before R12 ILR return 2020 to 2021.

also provide a written update before the R12 ILR return 2020 to 2021.	update before R12 ILR return 2020 to 2021. Attendance of specified staff at meetings to discuss progress set by ESFA in December 2020, February 2021, May 2021, August 2021	ESFA to confirm dates of meetings to discuss progress

Intervention policy

The Department for Education published new intervention policies for colleges and Independent Learning Providers on the 1 April 2019. As you are aware 2018 to 2019 was the last year of current minimum standards policy and we are developing new ways we can be even more transparent with education performance data to support our management of apprenticeship delivery, that will give all apprentices, parents, commissioners, and employers the best possible experience.

Monitoring

We will closely monitor the progress of your continued delivery of apprenticeship provision. We will do this through meetings and contact, working with you and wider agencies to secure the best outcome for apprentices, employers, and the local community.

Complaints

If you consider that ESFA has acted unreasonably, or not followed a proper procedure, you can make a complaint under the procedure for dealing with complaints about the ESFA.

Freedom of information
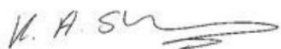
If a specific request for information relating to minimum standards is received under the Freedom of Information Act 2000 the ESFA may be required under the provisions of the Act to disclose details of your organisation's underperformance and the decision or action we have taken.

Action required

If you have any queries about this letter please contact Adrian Adcock, Senior Manager, 07789 036050, adrian.adcock@education.gov.uk.

Please acknowledge receipt of this letter in writing by email to Adrian Adcock outlining that you have read and understood these requirements, within 5 working days of the date of this letter.

Yours sincerely

Karen Sherry
Northern Territory Director
FE Directorate Territorial Team

cc: Janice Fielding, Chair of Governors, Furness College

2019-20

Equality & Diversity
Full report

Table of Contents

1.0 Equality and Diversity

1.01 INTRODUCTION

As a public body, Furness College is subject to legislation to:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations across the protected characteristics of:
  - Age
  - Disability
  - Gender reassignment
  - Race
  - Religion or belief
  - Sex
  - Sexual Orientation
  - Pregnancy and maternity
  - Marriage and civil partnership

The college is committed to:

- Greater representation from those groups in society who are traditionally under-represented and disadvantaged
- Eradicating discrimination of any kind
- Celebrating diversity
- Providing equal opportunities for all whatever ethnicity, gender, race, religion or belief, sexual orientation, disability or age
- Providing purpose-built facilities, qualified support staff, specialist equipment and courses that make learning and success inclusive to all

1.02 2019-20 EQUALITY OBJECTIVES

Five key equality objectives were identified in 2019-20 where improvements are required in closing equality gaps between distinct groups of learners. These objectives encompass the three aims of the Equality Duty.

1. Reduce the achievement gap by 5% between those learners with a declared mental health difference and those learners without a declared mental health difference
2. Reduce the English and maths achievement gap by 4% between those 16-18 year olds in receipt of learning support and those 16-18 years olds not in receipt of learning support
3. Reduce the achievement gap by 5% between those apprentices with dyslexia and those without dyslexia
4. Reduce the achievement gap by 5%between those apprentices from areas of deprivation and those from more affluent areas
5. Increase by 10% the number of those students undertaking work placements who have an EHCP

1.03 2020/21 EQUALITY OBJECTIVES

1. Reduce the achievement gap by 5% between those learners with a declared mental health difference and those learners without a declared mental health difference
2. Reduce by 5% the adult gender achievement gap withiin classroom-based provision
3. Reduce the achievement gap to within 1% between male and female apprentices
4. Apprentices from areas of deprivation achieve at the same rate as those from more affluent areas.

1.04 SUMMARY OF ACTIONS RAISED TO ADDRESS EQUALITY GAPS IN 2019/20

- Review part time provision and associated delivery models to ensure courses are structured to meet the learning needs of adults, especially those courses attractive to female learners looking to re-enter the jobs market.
- Implement the apprenticeship action plan to bring about improvements
- Review application and enrolment processes to encourage learners to declare their ethnicity and thereby reduce by half, the number of learners not declaring their ethnicity.
- Continue to implement improvement strategies geared towards supporting those learners with mental health differences.
- Carry out more detailed analysis of other and other spec disabilities/difficulties to understand how the college can better support learners with these declared learning disabilities
- Identify those apprentices currently on programme who are attracting ward uplift and review the support arrangements in place to ensure all aspects of their learning are carefully monitored and actions put in place to address any emerging issues.

2.0 Performance against 2019/20 key equality objectives

2.01 TO REDUCE THE ACHIEVEMENT GAP BY 5% BETWEEN THOSE LEARNERS WITH A DECLARED MENTAL HEALTH DIFFERENCE AND THOSE WITHOUT A DECLARED MENTAL HEALTH DIFFERENCE

Achievement rates of learners with declared mental health compared to those learners without declared mental health

	2017-18	2018-19	2019-20
Declared mental health	78.2%	72.5%	72.7%
No declared mental health	84.1%	83.7%	84.6%
Achievement gap	5.9%	11.2%	11.9%
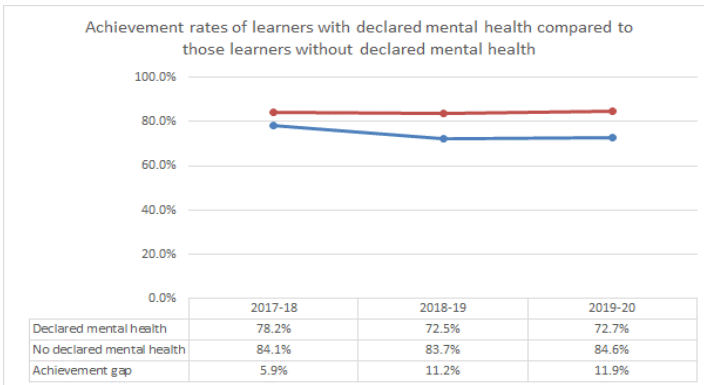
Achievement rate gap has widened

The achievement rate gap has widened slightly in 2019-20 and now stands at 11.9% based on an increased number of learners declaring a mental health difference (101 in 2017-18, 171 in 2018-19 and 187 in 2019-20). This is not surprising given the impact of the pandemic on some learners. Narrowing this gap will remain a key equality objective in 2020-21.

2.02 TO REDUCE THE ENGLISH AND MATHS ACHIEVEMENT GAP BY 4% BETWEEN 16-18 YEAR OLDS IN RECEIPT OF LEARNING SUPPORT AND THOSE 16-18 YEAR OLDS NOT IN RECEIPT OF LEARNING SUPPORT

Maths and English achievement rates of 16-18 learners in reciept of learning support compared to those 16-18 learners not in receipt of learning support

	17/18	18/19	19/20
Learning support	70.3%	65.4%	84.0%
No learning support	76.2%	75.1%	78.2%
Gap	5.9%	9.7%	-5.8%
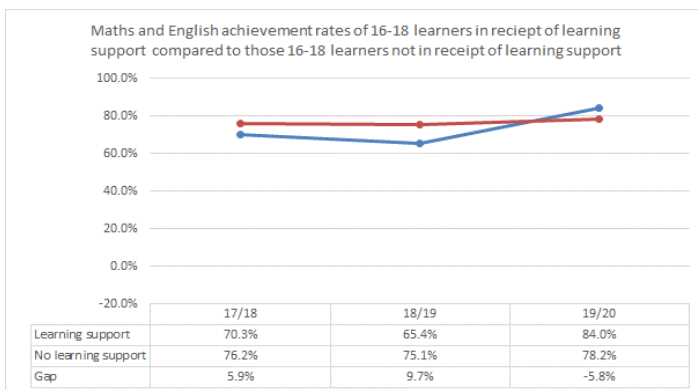
Increase from 65.4% in 2018-19 to 84% in 2019-20

16-18 year old learners in receipt of learning support achieve their English and maths at a much higher rate than those 16-18 learners not in receipt of learning support

2.03 REDUCE THE ACHIEVEMENT GAP BY 5% BETWEEN THOSE APPRENTICES WITH DYSLEXIA AND THOSE WITHOUT DYSLEXIA

Achievement rates of apprentices with dyslexia compared to those without dyslexia

	17-18	18-19	19-20
Dyslexia	76.50%	47.80%	80%
No Dyslexia	63.80%	69.60%	61.10%
Gap	-12.70%	21.80%	-18.90%
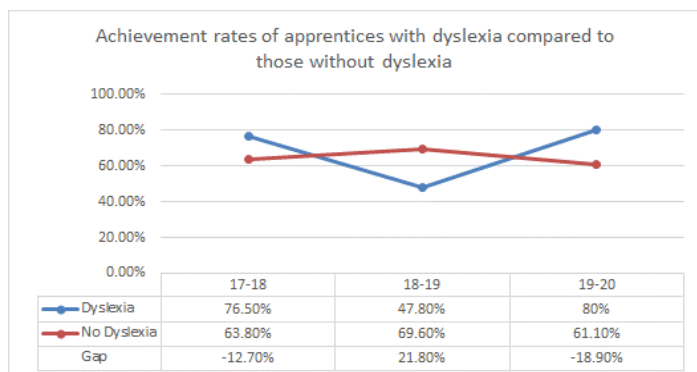
Increase from 47.8% in 2018-19 to 80% in 2019-20

12 of the 15 apprenticeship leavers with dyslexia successfully completed their apprenticeship in 2019-20. This compares to 11 out of 23 leavers achieving in 2018-19.

2.04 REDUCE THE ACHIEVEMENT GAP BY 5% BETWEEN THOSE APPRENTICES FROM AREAS OF DEPRIVATION AND THOSE FROM MORE AFFLUENT AREAS

Achievement rates of apprentices from areas of deprviation compared to those from more affluent areas

	2017-18	2018-19	2019-20
Uplift	63.9%	60.0%	60.3%
No uplift	64.6%	71.8%	64.1%
Gap	0.7%	11.8%	3.8%
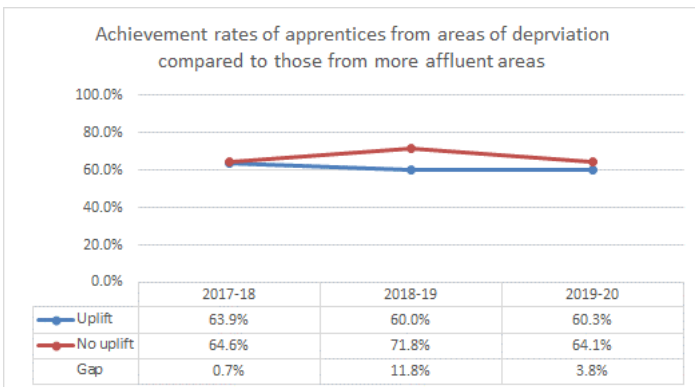
No improvement on achievement

Whilst the achievement rate gap has reduced, there has been very little improvement in the achievement rates of those learners from areas of deprivation (60% in 2018-19 to 60.3% in 2019-20).

2.05 TO INCREASE BY 10% THE NUMBER OF THOSE STUDENTS UNDERTAKING WORK PLACMEMENTS WHO HAVE AN EHCP

Proportion of students on work experience with an EHCP who have successfully completed an external work placement
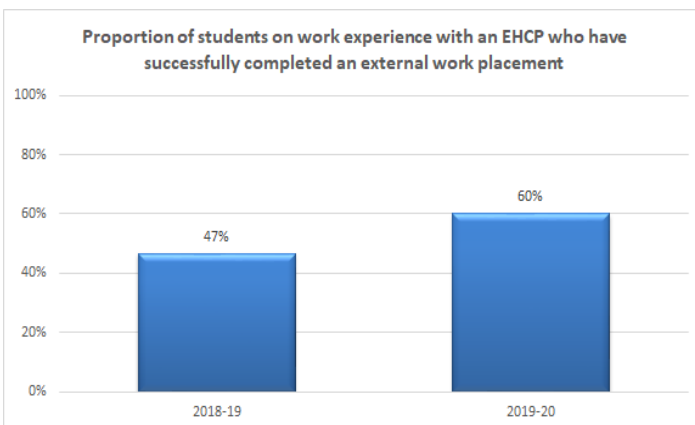
2018-19: 47%
2019-20: 60%

Increase from 47% in 2018-19 to 60% in 2019-20

Of those students able to take part in work experience, 60% successfully completed an external work placement.

3.0 Wider analysis of equality data informing 2020/21 equality objectives and actions

The College's HE Access and Participation Plan (APP) is the main vehicle for identifying, monitoring and addressing equality gaps within HE and therefore analysis of the equality gaps in HE will no longer be included in this report. The APP is a requirement by the HE regulatory body, Office for Students (OFS).

3.01 LEARNER PROFILE OF AGE AND GENDER

	16-18		19+		All ages	
	Female	**Male**	**Female**	**Male**	**Female**	**Male**
2017-18	46%	54%	47%	53%	46%	54%
2018-19	45%	55%	49%	51%	46%	54%
2019-20	45%	55%	51%	49%	47%	53%

The gender imbalance has remained stable over the last 3 years and this profile is not too dissimilar to the local population. The proportion of 19+ female learners increased from 49% to 51% the last 2 years.

3.02 CLASSROOM BASED ACHIEVEMENT RATES BY AGE

The achievement rate gap has widened between adults and 16-18-year-old learners in 2019-20. Adult achievement fell in the main due to the impact of covid19 and the reluctance of some adults to complete their learning. Sectors such as hair and beauty and catering experienced a fall achievement rates and this is likely to be due to the restrictions placed on these sectors during the pandemic.

Classroom based achievement rates by age group

	17/18	18/19	19/20
16-18	82.6%	81.5%	86.3%
19+	86.7%	87.4%	77.7%
Diff	4.1%	5.9%	8.6%
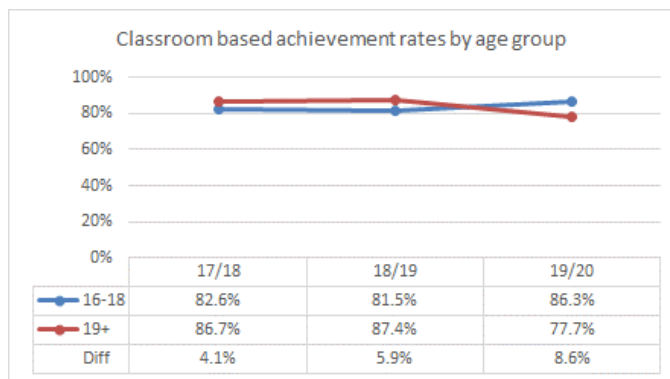
The 9.7% fall in adult achievement rates is in the main attributable to part time provision designed to move adults into employment. Some adults were anxious about continuing with their learning in light of the pandemic and therefore did not complete their studies.

Both adult retention and pass rates have fallen by around 5% whilst they have increased for 16-18-year-olds. Pass rates are not significantly different to 16-18-year-olds, however the retention gap has widened from 2.3% in 2018-19 to 6% in 2019-20. Given pandemic and changes to how grades were awarded in 2019-20, outcomes are not necessarily representative of college performance, and this is in line with the ESFA's stance on not publishing this information at institution level.

Classroom based retention rates by age group

	17/18	18/19	19/20
16-18	89.2%	89.0%	92.3%
19+	91.0%	91.3%	86.3%
Diff	1.8%	2.3%	6.0%

Classroom based pass rates by age group

	17/18	18/19	19/20
16-18	92.6%	91.5%	93.5%
19+	95.3%	95.7%	90.1%
Diff	2.7%	4.2%	3.4%
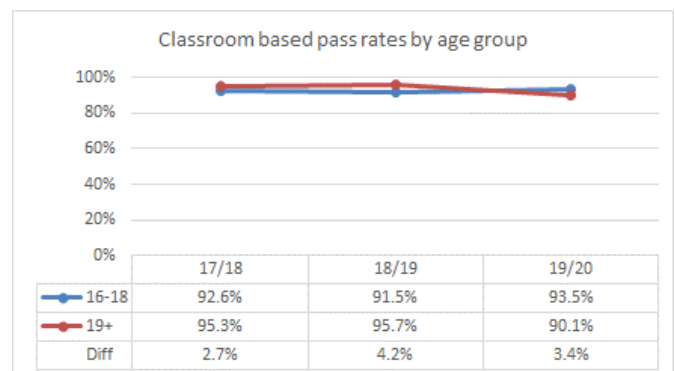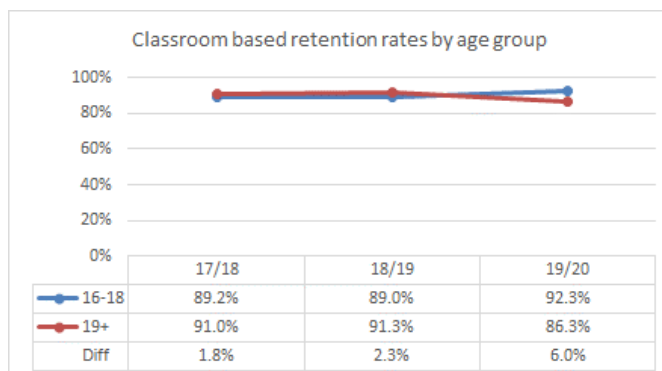
3.03 APPRENTICESHIP ACHIEVEMENT RATES BY AGE

Although the achievement rate gap has narrowed between 16-18-year old and 19+ apprentices, the pandemic has had an impact on achievement rates overall. The college has identified the fall in overall achievement as an area for continued improvement in the cross-college self-assessment and therefore a comprehensive action plan has been produced to address this decline. No specific equality actions are required around age within apprenticeship performance.

Apprenticeship achievement rates by age group

	2017-18	2018-19	2019-20
16-18	62.9%	68.2%	61.9%
19+	65.0%	66.4%	63.3%
Gap	2.1%	1.8%	1.4%
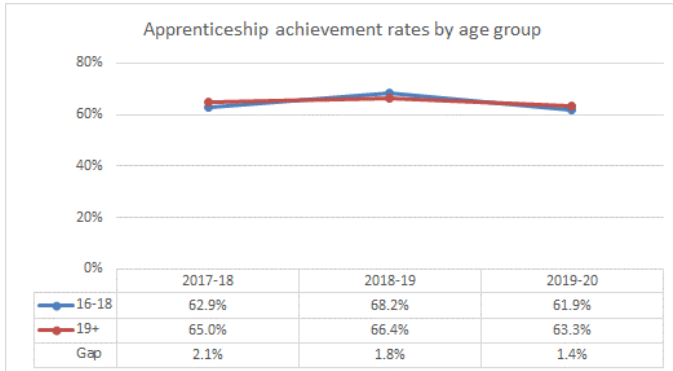
Although there are no equality concerns between 16-18 and 19+ apprentices, overall achievement requires improvement

Action Points:

- Review part time provision and associated delivery models to ensure courses are structured to meet the learning needs of adults, especially those programmes attractive to female learners looking to re-enter the jobs market.

3.04 CLASSROOM BASED ACHIEVEMENT RATES BY GENDER

The achievement rate gap has widened between male and female learners, widening to 7% in 2019-20. Analysis of achievement rates further split by age and gender, shows female adults achieve at a much lower rate than male adult learners. Analysis at course level attributes this fall to predominately part time courses such as ECDL, designed to move learners into employment. Learners on these courses were predominantly female and they were reluctant to continue with their studies due to the pandemic

Classroom based achievement rates by gender

	17/18	18/19	19/20
Female	83.1%	83.0%	80.2%
Male	84.5%	83.5%	87.1%
Gap	1.4%	0.5%	7.0%
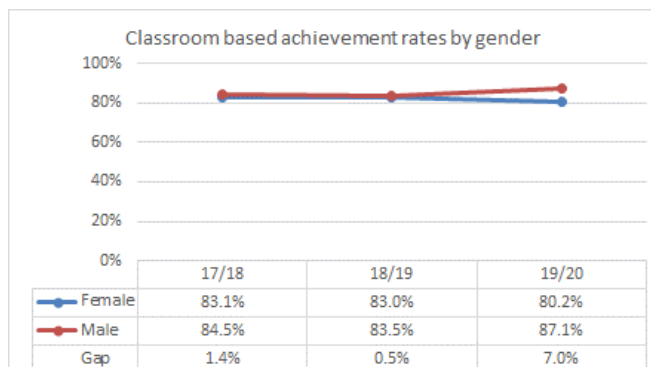
The female adult achievement rate has fallen from 86.5% to 71%. These learners were anxious about completing their courses due to the pandemic

	16-18			19+		
	Female	Male	Gap	Female	Male	Gap
2017-18	80.7%	84.2%	3.5%	88.4%	85.3%	3.1%
2018-19	81.3%	81.6%	0.3%	86.5%	88.2%	1.7%
2019-20	84.2%	88.0%	3.8%	71.0%	84.6%	13.5%

3.05 APPRENTICESHIP ACHIEVEMENT RATES BY GENDER

The number of female apprentice leavers in 2019-20 was 115 (59%) compared to 80 male leavers.

	Female		Male	
	Leavers	Proportion	Leavers	Proportion
2017-18	245	63%	142	37%
2018-19	117	57%	87	43%
2019-20	115	59%	80	41%

Female achievement rates fell slightly between 2018-19 and 2019-20 whilst the achievement rates of their male counterparts declined at a much steeper rate, falling from 67.8% in 2018-19 to 58.8% in 2019-20.

The gender apprenticeship achievement rate gap has widened from 1.1% in 2018-19 to 6.5% in 2019-20. Male apprenticeship achievement rates within the sectors of Business, ICT and Retail and Commercial Enterprise are particularly low and therefore require further improvement.
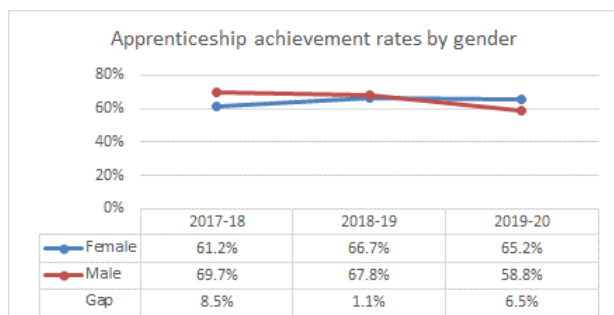
	Female		Male		Ach.
	Leaver	Ach.	Leaver	Ach.	Gap
Business, Administration and Law	26	65.4%	13	53.8%	11.5%
Construction & Planning	7	85.7%	29	62.1%	23.6%
Education and Training	5	100.0%	3	66.7%	33.3%
Engineering & Manufacturing Tech	3	66.7%	23	73.9%	7.2%
Health, Public Services & Care	58	63.8%			
Information & Comm. Technology	2	0.0%	7	28.6%	28.6%
Retail and Commercial Enterprise	14	57.1%	5	20.0%	37.1%
All Sectors	**115**	**65.2%**	**80**	**58.8%**	**6.5%**

Action Points:
- Implement the detailed apprenticeship action plan

3.06   CLASSROOM BASED ACHIEVEMENT RATES BY ETHNICITY

Ethnic minority learners are defined as those learners who are not of White British origin. The number of ethnic minority leavers represents 4% of the population within classroom-based provision. The Barrow-in-Furness population of ethnic minority residents aged 16 and over in the Barrow-in-Furness annual population survey (June 2019 to June 2020) was 2.2%.

Ethnic minority learners achieve at a higher rate than non-ethnic minority learners and this remains the case when additional intersections of gender and age are applied.
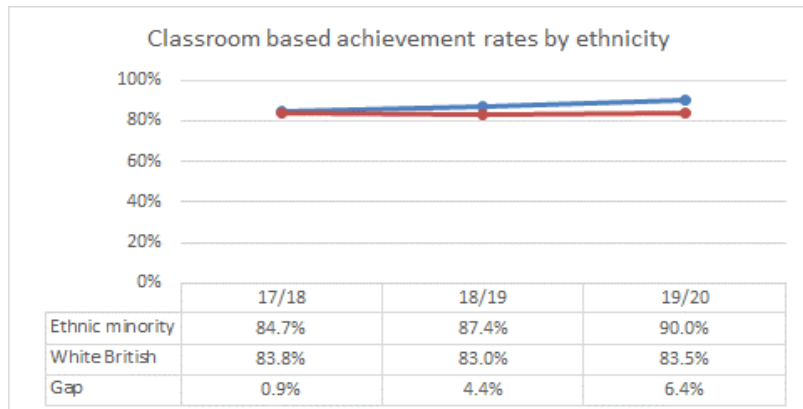
Learners of ethnic minority achieve at a higher rate than White British learners and this has remained the case over the last 3 years

	16-18			19 +		
	Ethnic minority	White British	Gap	Ethnic minority	White British	Gap
2017-18	77.6%	83.0%	5.4%	94.6%	85.6%	9.0%
2018-19	84.4%	81.3%	3.1%	91.7%	87.0%	4.7%
2019-20	90.2%	86.0%	4.2%	89.2%	76.9%	12.4%

	Female			Male		
	Ethnic minority	White British	Gap	Ethnic minority	White British	Gap
2017-18	79.3%	83.5%	4.2%	89.6%	84.0%	5.5%
2018-19	88.9%	82.5%	6.4%	85.6%	83.4%	2.2%
2019-20	82.0%	80.1%	1.9%	95.0%	86.5%	8.5%

Ethnic minority learners continue to achieve at a higher rate than White British learners when further intersections of age and gender are applied.

3.07   2017/18 CLASSROOM BASED ACHIEVEMENT RATES BY MINORITY ETHNIC GROUPS

The number of learners not declaring their ethnicity in 2019-20 is high (90 leavers).

Row Labels	Leavers	Ach	Achievement
Any Other	10	10	100.0%
Bangladeshi	2	2	100.0%
Black African	6	6	100.0%
Chinese	6	6	100.0%
Indian	4	4	100.0%
Mixed	48	44	91.7%
Other Asian	20	18	90.0%
Pakistani	2	2	100.0%
Unknown	90	80	88.9%
White	3337	2787	83.5%

All ethnic minority groups demonstrate high achievement rates in 2019-20

3.08   APPRENTICESHIP SUCCESS RATES BY ETHNICITY

The college has very few ethnic minority learners studying apprenticeships. The number of leavers reported in 2019-20 was 5. Although the number of ethnic minority apprentices are small, they represent 2.6% of the apprenticeship population at the college, which is in line with the population profile of Barrow. Of the 5 leavers in 2019-20, 3 successfully completed their apprenticeship programme.

Apprenticeship achievement rates by ethnicity

	2017-18	2018-19	2019-20
Ethnic minority	53.8%	60.0%	60.0%
White British	64.7%	67.3%	62.6%
Gap	10.9%	7.3%	2.6%
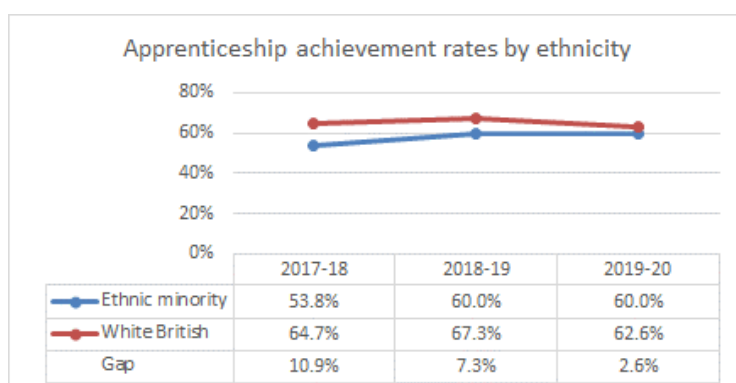
Due to the very small numbers, no further analysis at a more granular level is appropriate

Action Points:
- Review application and enrolment processes to encourage learners to declare their ethnicity and thereby reduce by half, the number of learners not declaring their ethnicity.

3.09   CLASSROOM BASED ACHIEVEMENT RATES BY LEARNING DIFFICULTIES/DISABILITIES

The number of leavers with a declared learning disability or difficulty has continued to increase and in 2019/20 1,262 enrolments relate to learners with a declared learning difficulty and/or disability compared to 2,240 leavers attributable to learners without of declared learning difficulty/disability. The achievement rate gap has narrowed from 4.6% in 2018-19 to 2.9% in 2019-20.

Classroom based achievement rates by learning difference

	17/18	18/19	19/20
Learning difference	83.7%	80.2%	82.1%
No learning difference	83.9%	84.9%	85.0%
Gap	0.2%	4.6%	2.9%

Disabilities	Leavers	Ach %
Asperger's	56	89.3%
Hearing	48	89.6%
Medical	214	83.2%
Mental health	187	72.7%
Mobility	32	78.1%
Multiple	20	65.0%
No disability	2690	84.9%
Not known/not provided	20	80.0%
Other	56	76.8%
Physical	29	89.7%
Profound/Complex	1	100.0%
Temporary	8	87.5%
Visual	59	84.7%
Learning difficulties	**Leavers**	**Ach %**
Autism	120	85.0%
Dyscalculia	19	94.7%
Dyslexia	344	84.6%
Moderate	84	79.8%
Multiple	18	66.7%
None	2726	84.2%
Not Known/Not Provided	20	80.0%
Other	59	84.7%
Other Spec	17	52.9%
Severe	13	76.9%

A breakdown by learning difficulty/disability highlights mental health as a continuing concern to be addressed. The achievement rates of learners with multiple disabilities and learning difficulties and mobility issues require further improvement

3.10   APPRENTICESHIP ACHIEVEMENT RATES BY LEARNING DIFFICULTIES AND DISABILITIES

20% of apprenticeship leavers declared a learning difficulty and/or disability in 2019-20. Apprentices with a disability and or learning difficulty achieve at a higher rate than those apprentices without a disability or learning difficulty.

Apprenticeship achievement rates by learning difficulty

	2017-18	2018-19	2019-20
Learning difficulty	67.3%	54.3%	71.8%
No difficulty	63.7%	70.9%	61.2%
Gap	3.7%	16.5%	10.6%
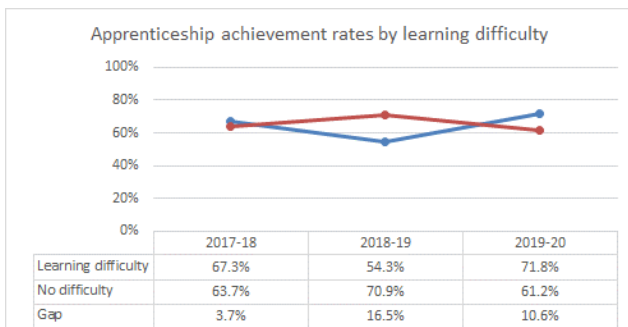
Apprentices with declared learning difficulties and/or disabilities achieve at a higher rate than those apprentices without a declared disability/learning difficulty.

	Disability	No disability	Gap	Learning Difficulty	No difficulty	Gap
2017-18	69.0%	64.0%	5.0%	65.2%	64.3%	0.9%
2018-19	62.5%	67.8%	5.3%	46.2%	70.2%	24.1%
2019-20	68.0%	61.8%	6.2%	78.9%	60.8%	18.2%

Action Points:
- Continue to implement improvement strategies geared towards supporting those learners with mental health differences.
- Carry out more detailed analysis of other and other spec disabilities/difficulties to understand how the college can better support learners with these declared learning disabilities

3.11   SOCIAL BARRIERS TO LEARNING – WARD UPLIFT

Uplift is a term that defines a reason for 'uplift in funding' due to certain social characteristics of a student that indicates they may 'cost more to educate'. This particular measure relates to whether a student lives in a deprived area (as defined by the English Indices of Multiple Deprivation 2015).

Barrow-in-Furness, the district is classified as the most deprived district in Cumbria for overall deprivation, and falls within the 10% most deprived nationally. It falls within the 10% most deprived nationally in terms of Employment deprivation; Health deprivation & Disability; and Living Environment. Barrow-in-Furness falls within the 20% most deprived nationally in terms of Income deprivation.

3.12   CLASSROOM BASED ACHIEVEMENT RATES BY WARD UPLIFT

53% of college students reside within a deprived area and therefore attract additional uplift funding to support their learning.

The achievement rate for 16-18 year olds from areas of deprivation has increased in 2019-20 along with those from more affluent areas. The gap has widened slightly and this now stands at just over 5%. A smaller gap of 2.7% exists between adults from areas of deprivation and those from more affluent areas.

16-18 Classroom based achievement rates by ward uplift

	17/18	18/19	19/20
No uplift	85.4%	83.6%	89.0%
Ward Uplift	78.7%	79.3%	83.7%
Gap	6.7%	4.3%	5.3%

19+ Classroom based achievement rates by ward uplift

	17/18	18/19	19/20
No uplift	88.2%	86.9%	76.2%
Ward Uplift	85.8%	87.7%	78.9%
Gap	2.4%	0.8%	2.7%
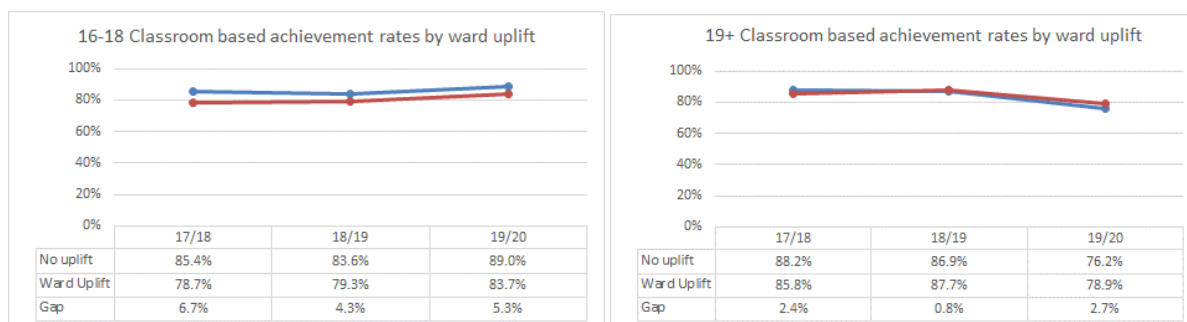
3.13   APPRENTICESHIP ACHIEVEMENT RATES BY WARD UPLIFT

39% of apprentices reside in areas of deprivation thus attracting additional funding to support their learning.

The achievement gap between those apprentices from deprived areas and those from more affluent areas narrowed from 11.8% in 2018-19 to 3.8% in 2019-20. Although the gap narrowed, the achievement rate of apprentices from areas of deprivation remained at around 60% whilst the achievement rate of apprentices from more affluent areas fell from 71.8% to 60.3% over the last 2 years.

Apprenticeship achievement rates by ward uplift

	2017-18	2018-19	2019-20
Uplift	63.9%	60.0%	60.3%
No uplift	64.6%	71.8%	64.1%
Gap	0.7%	11.8%	3.8%
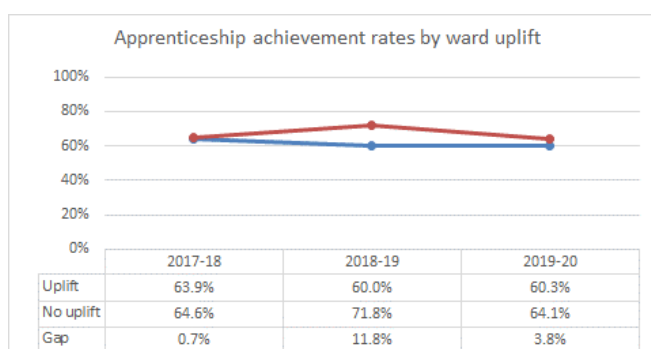
Action Points:
- Identify those apprentices currently on programme who are attracting ward uplift and review the support arrangements in place to ensure all aspects of their learning are carefully monitored and actions put in place to address any emerging issues.

FURNESS COLLEGE
COLLEGE
Incorporating Barrow Sixth Form College

EQUALITY, DIVERSITY AND INCLUSION STEERING COMMITTEE
2 NOVEMBER 2020
MINUTES VIA MICROSOFT TEAMS

Attendees:	Kate Colebourn, Kerry Culley, Helen Gibson, Sue Hannan (Chair), Megan Hughes, Natasha Kenny, Steve McAloone, Keira McKenna and Zee Walker.
Apologies:	Kathryn Farrow

FURNESS COLLEGE EQUALITY OBJECTIVES 2019-2020

1. Reduce the achievement gap by 5% between those learners with a declared mental health difference and those learners without a declared mental health difference
2. Reduce the English and maths achievement gap by 4% between those 16-18 year olds in receipt of learning support and those 16-18 years olds not in receipt of learning support
3. Reduce the achievement gap by 5% between those apprentices with dyslexia and those without dyslexia
4. Reduce the achievement gap by 5% between those apprentices for areas of deprivation and those from more affluent areas
5. Increase by 10% the number of those students undertaking work placements who have an EHCP

EQUALITY & DIVERSITY. HEALTH & SAFETY STATEMENT
The College's commitment to equality and diversity and inclusivity and the need to consider these issues along with health and safety in all items discussed by the group

EO19/20	**Minutes of previous meeting** The minutes of the previous meeting were considered and approved.	
EO20/20	**Matters arising from previous meeting** There were no matters arising.	
EO21/20	**Review of Equality Objective Outcomes 2019/20** ZW referred to the Equality Objectives Outcomes for 19/20 and reported: 1. *Reduce the achievement gap by 5% between those learners with a declared mental health difference and those learners without a declared mental health difference* has not been achieved over the past year, this could be due to the impact of Covid. This Equality Objective has not been met so will be carried forward. This applies to those students that have declared an issue that is recorded on Pro Solution. It was agreed to pull out a list from CPoms and map those going forward. The only caution with this approach is that pastoral staff are identifying these mental health concerns and there may not be a formal diagnosis. **Action - ZW to look at the analysis of those that have declared mental health and then look at the support that has been provided over the year.** More students are dealing with mental health issues due to Covid. Staff at FC provide an awful lot of support and signposting for students with mental health differences. 2. *Reducing the English and Maths achievement gap by 4% between those 16-18 year olds in receipt of learning support and those 16-18 years olds not in receipt of learning support.* We have gone through a period of centre-assessed grades and therefore FC is not comparing like with like. ZW suggested not carrying this forward, as there will be a lot to learn. It was agreed to revisit Equality Objective 2 in a year's time. 3. *Reduce the achievement gap by 5% between those apprentices with dyslexia and those without dyslexia.* There has been a good improvement. 80% of our learners successfully gained their qualifications. 4. *Reduce the achievement gap by 5% between those apprentices for areas of deprivation and those from more affluent areas.* The gap looks good, but we have to recognise that there has not been any movement with areas from deprivation. The students from more affluent areas has brought the gap down. This Equality Objective needs to be carried forward. 5. *Increase by 10% the number of those students undertaking work placements who have an EHCP.* This Equality Objective was brought in part way through the year due to Ofsted. The Committee accepted that this Objective had been achieved. The annual Equality Objectives for 2020-21 were discussed and it was decided that 2, 3 and 5 should be replaced with new Equality Objectives, one around high needs and one around Adult learner provision.	**ZW**

	Action - ZW agreed to look at the analysis that had been carried out over the last week.	**ZW**
	Outcomes from the Annual Equality report were discussed.	
	• Learner profiles, HE is reported through the Access and Participation Plan. This is based on classroom learning. 2019-20 45% female, 55% male. All ages 47% and 53% not too dissimilar to the local population.	
	• Classroom based achievement rates by age. There is a significant gap between 16-18 year olds and adults. Most of that is due to part time provision. We might want to consider something around the type of provision and how we offer it to adults.	
	• Retention and pass rates – ECDL large number of students withdrawn from Outreach.	
	• Apprentices no real difference, we know we have had a fall. No equality issue.	
	• Review our part time revision especially for female learners, the times of day that we offer the courses could be an issue, they might not be exam-based programmes. ZW thinks it will be very specific under gender.	
	• The report looks at apprenticeship model. In 2019-20, the proportion of females is significantly larger. **Action - ZW to e-mail a copy of the report to SMc and he will then speak to LO and get an understanding as to why.** Construction seems to be a growing area. In terms of achievement, female attendance rates fell slightly. It was agreed that an equality objective around male achievement and apprenticeships was required. Males would typically achieve at a higher rate than females, but they seem to have come down quite significantly. **Action - SMc to look at this and identify the root cause**.	**ZW** **SMc**
	• Learners from ethnic minority backgrounds achieve higher grades than white British learners; no concerns were identified regarding students from ethnic minority backgrounds. Broken down by ethnicity, achievement is still really high. There were 90 leavers categorised as unknown, which need to be followed up. **Action – Staff to encourage learners to declare their ethnicity.**	**All**
	• Learning difficulties and disabilities, no massive concerns. There has been an improvement on both sides. It is very clear that mental health does remain a concern. **Action - NK to look into what the "Other" and "Other Spec" categories are.**	**NK**
	• The data around ward uplift was discussed, apprentices from ward uplift areas to be researched along with adult females from these areas.	
EO22/20	**Review Terms of Reference – Purpose of Group**	
	• SH has changed the attendees of the Committee to drive things forward.	
	• The purpose of the meetings will be to ensure that the college does not discriminate against, or disadvantage individuals or groups and seeks opportunities to promote equality, diversity and inclusion, by the monitoring and promotion of the public duties of the Equality Act and the College's Equality Objectives. We need to ensure that the college is fulfilling these duties. The Learner Survey will be reviewed and whether any of our college events disadvantage against people.	
	• 53% of our learners come from a ward in the area of economic deprivation.	
	• KCulley suggested amending the last bullet point to "Monitor the quality of the College environment, physical resources and learning resources". This was agreed.	
	• **Action – JB to amend the Terms of Reference.**	**JB**
	• KC asked how we monitor VLE and marketing materials for accessibility. Steering group to re-convene to ensure college meets its duty with regards to Accessibly Regulations 2004 and 2018. **Action - KCulley to check the dates of the Accessibility Regulations and inform JB**	**KCulley**
	• ZW reported that when we look at Equality in the report and set objectives it would not include HE, as there is a separate process for this.	
EO23/20	**Equality Duty Aim 1** **Eliminate discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010**	
	1. **COVID secure environment/changes to environment and impact on those with protected characteristics** We are being supportive of those students exempt from face coverings. Whether FC had factored in Equality issues with the changes required from COVID was discussed. The committee felt that college had considered and made reasonable adjustments as required.	
	2. **Complaints & behaviour issues relevant to EDI** No complaints classified as falling within EDI had been received. SH reported that the EDI Committee needs to be made aware if there have been any bullying issues that are related to equality, diversity or inclusion issues. There is one issue currently, which is being dealt with, and an investigation has been completed.	

	The Committee were not aware of any other issues regarding complaints and behaviour issues relevant to EDI.	
EO24/20	**Equality Duty Aim 2** **Advance equality of opportunity between people who share a protected characteristic and those who do not**	
	1. Analyse data on recruitment, retention, achievement and progression by protected characteristics for each funding stream. Item to be carried forward to the next EDI meeting.	**JB**
EO25/20	**Equality Duty Aim 3** **Foster good relations between people who share a protected characteristic and those who do not**	
	1. Q1 Learner Survey Analysis • The Q1 Learner Survey is still live, so it is not possible to report on this. • KMc reported that FC are asking about whether students have access to devices or not so that those without can be easily identified. **Action – KMc to bring analysis of students with/without devices to the next meeting.** • KMc has been chasing the virtual school for children who are LAC and children with a social worker, as FC only got 4 devices from Cumbria County Council. This deprivation might mean that we have high numbers of students that do not have access to devices at home. Digital poverty may be a real threat to some groups of learners if college returns to a full lockdown at any point.	**KMc**
	2. Mental Health First Aider Team SH reported that the College has a waiting list for staff wanting to become mental health first aiders. The mental health first aiders all have a green badge on their lanyards to identify them. **Action - SH reminded the EDI Committee about the e-mail from Kirsty Nellis dated 09/10/20 and to direct their teams to it.**	**All**
	3. Impact of the pandemic on those with protected characteristics and the actions that we have taken to mitigate. • MH reported that HR had carried out specific risk assessments with staff who are deemed high risk or extremely high risk. The College's Risk Assessment is deemed to review the extremely high-risk assessment and staff are to work with HR if there is anything they require, for example additional PPE, in some cases staff might be doing more classroom than workshop delivery. There are 60 staff that fall into this category. • People with protective characteristics have not had any issues. • MH reported that FC needs to be mindful of people that have hearing difficulties and that may lip read. HR would not know who those people are, as wearing facemasks has not been required before. Reception have a notice displayed at both campuses - "Polite notice – please remove your facemask when speaking to the Receptionist' and there is also an intercom system at both campus receptions. • In terms of Covid, there is one individual that has had trouble with their eyes and a risk assessment has been carried out on them, larger screens have been provided and they should not spend any longer than 30 minutes looking at a screen at any one time. They have had an operation and there is no long-term impact. • There is a student at Rating Lane who may need staff to use lip reading face coverings. **Action - NK to speak to staff support to see if there are any issues or concerns regarding students not being able to hear when people are wearing facemasks.** • Protective characteristics – MH reported that during the period of working from home a risk assessment had been done for staff to determine if special equipment was required at home. The main one being physical impairment, chairs. As it stands we are going with the 50/50 rule the equipment is where they're spending most of their time working. • During the GCSE resits there was a situation with a learner that should have been self-isolating. A facility was set up and included access arrangements, at the last minute. • KCulley referred to web accessibly and reported that there are many people who have their own responsibilities. Checks are now starting to take place by the Government. **Action - KCulley to arrange another Working Group meeting and report back to the next EDI Committee.** • It was noted that there would be some CPD time towards the end of this half term.	**NK** **KCulley**
EO26/20	**Any other Business** None	
EO27/20	**Items for Next Term Meetings (in addition to standing items)**	

	• Analyse data on recruitment, retention, achievement and progression by protected characteristics for each funding stream – ZW. • Q1 Learner Survey Analysis – Mark Preston.	
EO28/20	**Date of Next Meeting** Monday 22 February 2021 at 1.00 pm – 2.30 pm	