

Equality & Diversity

Annual Report 2018/19



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1 Introduction

This annual report has been approved by the Board of Governors, and explains how the College is addressing the requirements of the Public Sector Equality Duty. It will summarise the College's staff and learner demographics across a range of protected characteristics and the performance of different groups of learners. Findings from this analysis will continue to be used to inform the College's Equality and Diversity operational plans in future.

This annual report will be published by 31st January 2020 and subsequently at intervals of no more than one year from the date of last publication.

In addition to this, the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017 require that the College publish information about its gender pay gap no later than 30th March 2018. As such, the College's full gender pay report relating to its employees will be published on the website in addition to this report although there is a summary of the gender pay gap in Section 9 of this report.

2 Our Commitment

Wigan & Leigh College is committed to creating an environment where learners, staff, governors, visitors and other stakeholders actively promote equality and diversity, tackle bullying and discrimination and narrow the achievement gap. The College wants to ensure learners have excellent experiences so that they are well equipped for the next stage of their education, training and/or employment.

Our sentiment is for everyone at Wigan and Leigh College to have a duty to ensure equality and diversity is followed and implemented from both a legislative and moral perspective. Recognising, embracing and valuing difference ensures an inclusive environment through:

- a vibrant staff and learner population;
- a vibrant and better working and studying environment;

- attracting and retaining the very best staff and learners;
- achieving the goals set out in our Single Equality Scheme 2016-2020;
- improving the image of our College.

The College seeks to provide a safe, supportive environment for all its staff and learners in which everyone is treated with dignity and respect. The College welcomes individuals and groups from local, regional and international communities. The promotion of equality and diversity enables learners to reach their potential. The College values difference and diversity and will strive to create positive working relationships so that everyone can work and study to the best of their abilities, free from discrimination, harassment or victimisation.

This commitment is underpinned by our vision, mission and strategic ambition.

Our Vision:

To be a centre of educational excellence which transforms the lives of the individuals and the communities we serve

Our Values:

1. **We are learner centred** – our students, their learning experience and their safety is our first priority
2. **We are ambitious** – we strive for excellence through creativity and innovation and believe we can always improve
3. **We are partners in the success of the organisation** – supporting each other to develop and to always be individually and collectively responsible for our results
4. **We believe in honest and open communication** - we treat each other with respect, trust and consideration. We listen to students and colleagues and celebrate their success
5. **We are collaborative and inclusive** – we work in partnership so we can positively contribute to local, regional and national economic development and we value equality and celebrate the diversity of our community

Our Strategic Aims

Following consultation with internal and external stakeholders and in line with the transformative journey of the College over the last three years, the College has set new strategic ambitions for 2018-2021. These are:

1. Quality: to become an outstanding college by 2021 with:
 - Inspirational and innovative teaching, learning and training which raises attainment and the ambitions and aspirations of all our students
 - Exceptional levels of learner care with an emphasis on good citizenship and personal development, ensuring that all students are equipped for life
 - Individual and impartial career guidance and advice programmes which inspire students to make informed choices and lead to positive, sustained outcomes for their future
2. Place: to meet the needs of Wigan Borough, Greater Manchester and surrounding areas by:
 - Maximising participation rates in education and training creating a line of sight to work and independent living

- Working in partnership with the business community and employers to deliver a coherent curriculum offer that supports ambition, social mobility and impacts positively on productivity
 - Creating a stronger, safer and healthier local community through partnership working with Wigan Council, partner schools, employers and the voluntary sector so engagement and attainment gaps are eliminated
3. Sustainability: to safeguard the future of the College through prudent financial management enabling investment in the creation of state of the art learning environments and resources by:
- Realising growth through the promotion of technical, academic and vocational education pathways, raising awareness of their credibility and placing the College as the regional first choice provider of technical qualifications
 - Providing value for money with high levels of efficiency and effectiveness maintaining good financial health
 - Creating learning environments which respond to the latest technical and digital advances, equipping our students for a seamless transition to the world of work and developing the talents needed for new opportunities

Our Responsibilities

As a public authority, Wigan & Leigh College is subject to the additional duties set out in the Equality Act 2010.



The Public Sector Equality Duty sets out a requirement that we must have due regard to:

- Eliminate discrimination, harassment and victimisation and any other conduct that is prohibited by or under the Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

In practice this means that the College needs to:

- demonstrate how it considers the barriers and disadvantage experienced by different groups of people in relation to employment and service delivery and how it plans to overcome those barriers or disadvantage
- take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it
- encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

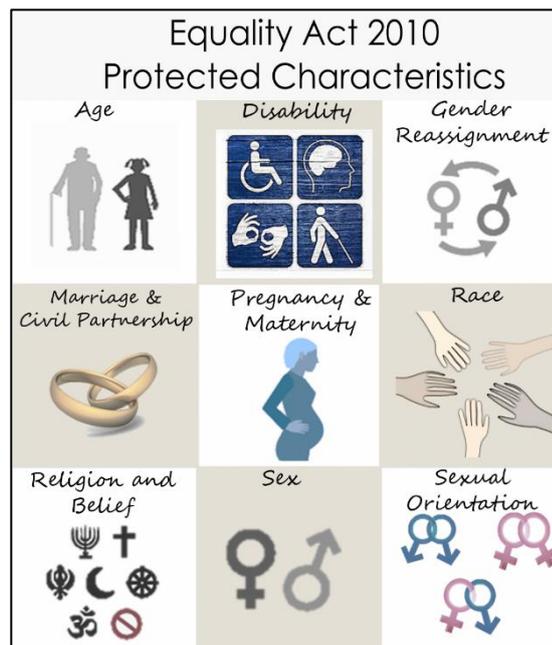
Compliance with the duty should result in:

- better-informed decision making and policy development.
- a clearer understanding of the needs of service users, resulting in better quality services which meet varied needs.

- more effective targeting of policy and resources
- better results and greater confidence in, and satisfaction with the College
- a more effective use of talent in the workforce.
- a reduction in instances of discrimination and resulting claims.
- agreed College Equality Objectives that will allow the meeting of the duty.

The Equality Act brings together several pieces of previous legislation and expands the number of protected groups which are now:

- Age
- Disability
- Sex
- Gender identity
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sexual orientation



We have a well-developed Single Equality Scheme and action plan which describe our unified approach and strong commitment to equality and diversity across the College community.

Since September 2015 the College has a duty to have due regard to the need to prevent people from being drawn into terrorism and extremism. It also has a duty to promote Fundamental British Values, which includes democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Working in partnership

Wigan and Leigh College has expanded its multi-agency links, referring learners internally to Topaz counselling, and externally to the Safeguarding Hub, and the Early Intervention Service, CAMHS and YPDAS. There is also a comprehensive Additional Learning Support service in College which includes health and well-being mentors.

The College has worked extensively with the local community and has introduced a College Chaplaincy service in order to engage with and provide support for all learners. The College has a student liaison network which provides a further point of contact for learners.

3 Our Progress and Achievements

Our Improvements and Impact

Our main documents to drive improvements are:

- The College's Strategic Aims
- The Single Equality Scheme and Action Plan
- Self-assessment reports, Student Review Boards, and Quality Improvement Plans

The College was previously a Two Ticks Employer and has since been awarded the new Disability Confident Scheme at Level 2 meeting two key criteria:



Getting the right people for your business.

This includes:

- Looking to employ and retain people with a disability through a commitment to the scheme in all recruitment material and advertisements.
- Work with Job Centre Plus on appointments, events and with other community partners on recruiting people with disabilities.
- Having a fully inclusive and accessible recruitment process.
- Offering an interview to candidates with a disability who meet the minimum criteria for the job.
- Having flexibility when assisting people so that job applicants with a disability have the best opportunity to demonstrate that they can do the job.
- Proactively offering and making reasonable adjustments as required.
- Encouraging our suppliers and partner firms to be disability confident.
- Ensuring employees have appropriate disability equality awareness.

Keeping and developing your people.

This includes:

- Promoting a culture of being disability confident.
- Supporting employees to manage their disabilities or health conditions.
- Ensuring there are no barriers to the development and progression of staff with a disability.
- Ensuring managers are aware of how they can support staff who are sick or absent from work.
- Valuing and listening to feedback from staff with a disability.
- Reviewing the Disability Confident Employer self-assessment regularly.

As part of this the initiative, the College offers a range of support services including regular onsite Occupational Health Clinics, Employee Assistance Programme and a range of health and well-being initiatives and events.

Progress against our Equality Objectives

As part of the 2016/17 Annual Report, the College decided to add two additional equality and diversity objectives. These are:

- **To further enhance learner voice pathways and support mechanisms for minority groups of learners**
- **To raise aspirations and narrow achievement gaps for learners from Widening Participation postcodes and disadvantaged background**

PROGRESS - EQUALITY AND DIVERSITY OBJECTIVES

1: Create equality of opportunity for all learners by maintaining a positive College community

- The College has worked hard to create opportunity for all by narrowing achievement gaps. Ofsted in 2016 identified that “Managers identify underperformance of groups of learners and act quickly to tackle inequality in achievement.” Each year, performance is analysed so that strategies can be employed to narrow any gaps. The latest training took place in November 2019 at a department level.
- Learners and staff benefit from the advancement of Equality and Diversity in the curriculum; they develop understanding and appreciation of diversity celebrating what people from differing backgrounds have in common, and promoting respect for the different protected characteristics as defined in law. For example in Sport, British Olympic javelin thrower turned coach, Shelley Holroyd (the British Athletics coach and Paralympic Pathway Co-ordinator for the North and East) talked to learners about her role in searching for and identifying potential disabled athletes and provided a great insight into the Paralympics. In addition, Dave Watson, fresh off the back of his double gold medal winning performance at the Invictus Games in Australia, demonstrated how sessions are adapted to meet his training needs
- Inspirational guest speakers and external organisations, including a wide range of employers, public sector representatives and the voluntary and faith sector have supported the development of learners throughout the College and curriculum areas. For example:
 - The College welcomed guest speaker John Williams who suffers from cerebral palsy and has overcome life-limiting obstacles. John shared his story with learners, challenging perceptions of disability and encouraging them to identify areas where personal circumstances have falsely defined them.
 - State of Mind Sport is a charity that raises awareness of the issues surrounding mental health and wellbeing. Guest speakers from the Charity visited the College and encouraged learners to ‘Accept Who You Are’, emphasising and celebrating the differences and similarities between us regardless of age, skills, personality and lifestyle.
 - The College welcomed guest speaker Luke Ambler, a former professional rugby league player to talk with our learners regarding Mental Health. Luke is a well-known aspirational sports star within our area, and so many of our learners had knowledge of Luke’s rugby league career. Luke however shared his very personal story of the effect of young male suicide within his own family. Learners signed up to ‘It’s okay to talk’ and took selfies and retweeted them – indeed the college has retweeted the selfies in order to promote awareness of importance of talking therapies in terms of suicide prevention.
- Learners at Leigh College have taken part in the Leigh Christmas Challenge to raise money for the regional campaign -Cash for Kids Mission Christmas. This charity aims to provide a Christmas gift for 16,000 disadvantaged children across our region. Learners and staff collected both gifts and raised money to buy presents for this charity. Learners shared that they were not aware of the numbers of children living in poverty the North West region, and indeed were happy to contribute and raise awareness of the socioeconomic issues within our local community.
- The Additional Learning Support Team has held numerous promotional activities to raise awareness of different disabilities and to help de-stigmatise support for these. These have included celebrating: ADH Awareness Week, National Eating Disorder Awareness Week and World Mental Health Week.

- College Chaplaincy continues to offer pastoral and personal support for staff and learners of all faiths and none, giving precious time and space to contemplate, explore emotions and morality with an emphasis on personal wellbeing. All learners are made aware of the Chaplaincy and 603 learners engaged with the service in 2018/19; 187 were engaged for the full year through a range of activities to address their particular needs.
- The Confucius Classroom provides free Mandarin lessons and Tai Chi classes which are available for staff and learners.
- Our A Level learners had the opportunity to discuss the challenges of disability with Aidan Matear, an academic who has found success in creative writing and is now a respected published author. Gary Skyner is booked to visit in March 2020; Gary is the UK's second thalidomide victim who is a motivational speaker and challenges the stereotypes around physical disability.
- The ESOL study programme learners have attended more external trips this year. A significant number of adult ESOL students have been pro-active in supporting and planning a range of celebration/raising awareness events such as 'A Right Royal Wedding', The World Cup diversity challenge, Let Love Live etc.
- The Tackling Activity team deliver weekly sports and healthy activity sessions which have been a success in mixing learners from different backgrounds.
- The 'Let Love Live' campaign was launched in February 2018 as a cross college/all campus event which was a celebration of difference, kindness and respect to each other. Let Love Grow continued in February 2019. Cross college activities have also embedded LGBTQ+ month activities.
- There have been a range of inspirational guest speakers to support the wellbeing of students and their development. Mental well-being is a priority with a focus on minority groups who are at a high risk in terms of suicide and low mood. We have also been fortunate to have speakers in who have shared life experiences and the strategies they have applied. This supports the college culture of students feeling supported, safe, respected and listened to. One speaker Mick Cassidy who is a coach at the Wigan Warriors gave an insight to our sports students of his story and how he transitioned from an apprentice plumber to a professional rugby league player then back into education and coaching; another speaker, Ray Douglas, has delivered sessions on every site linked to identity, culture and life choices.

2: Provide a supportive ethos and high levels of mutual respect where discrimination is not tolerated and barriers to learning are removed.

- Equality and Diversity champions for each curriculum area lead and support the promotion and embedding of Equality and Diversity within the curriculum area making topics relevant, celebratory and open for discussion. Activities promote respect for diversity and interpersonal equality among learners fostering classrooms that are participatory, co-operative, and democratic.
- Equality and Diversity Champions share that staff in their teams feel more confident when managing discussions around different protected characteristics.
- Friday morning Learning Community training sessions have promoted this objective to further develop Teaching and Learning.
- Equality and Diversity is included in the new staff induction process.

- Equality and Diversity has been built into the Assessor Handbook and Apprentice Induction Handbook and will be built more robustly into Employer & Apprentice Inductions. Reviews have been adapted to include Equality and Diversity.

- The impact can be demonstrated in the latest Ofsted report in 2016:

“Staff at all levels skilfully promote the value of diversity, so that learners demonstrate mutual respect and tolerance towards each other.”

“Teachers and tutors promote equality and raise awareness of diversity skilfully during lessons. They use topical subjects, such as the recent Presidential election in America, to stimulate debates on the principles of democracy, tolerance and respect.”

“Apprentices show respect for, and value the opinion of, staff and their peers. They have a good understanding of equality and diversity and how these themes may affect their practice in the workplace.”

- Bespoke tutorial presentations/activities have been added to enhance knowledge and to create a safe space to question and discuss daily practices in the U.K.

3: Reinforce the importance of disclosing personal information such as specific learning difficulties/disabilities, sexual orientation, and ethnicity by promoting how this information is used to drive equality forward and foster good relations.

- The enrolment form was amended for 2017 and the enrolment process was reviewed to improve the process for learners enrolling late onto their courses. The number of unknown disclosures from learners as reduced in 2019/20 enrolment. A management information cross-referencing exercise has been completed. This has led to learners with difficulties and disabilities who may initially ‘have slipped through the net’ being contacted and offered support.
- All learners who have refused an initial offer of support have been re-contacted twice and re-offered support. Parents of 16-18 year olds who have refused support have been contacted. As a result of these and other mechanisms, participation rates for ALS are extremely high with 97% of learners with learning difficulty/disability/mental ill health accessing some form of additional support.
- The College is a Disability Confident Employer; this was recently renewed until 2021. The Equality and Diversity data collection form is now included in application packs rather than just upon appointment of staff.
- Staff are encouraged to provide E&D data at key points in their appointment and employment, through new starter packs and notification, induction and then as they access their self-service accounts to access payslips, training and applying for holidays. Staff are informed that they can input this data completely confidentially and are also provided with information on what it is used for and why.
- Equality and Diversity champions have lead the way in promoting disclosure and liaising with the College Management Team to look at ways to enable staff to feel secure and supported. Factsheets and information will now replace the poster idea, and information disseminated through the staff newsletter.
- Stonewall leaflet was disseminated through to further encourage staff to disclose information.

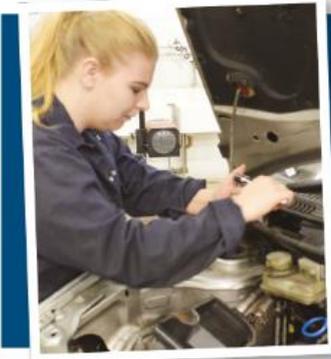
- An Equal Opportunities data scorecard is populated by HR on a monthly basis to capture staff information in relation to protected characteristics. In-year progress made in reducing non-disclosure can be seen in section 9.

4: Actively promote non-stereotypical recruitment and support attainment

- Case studies have been developed for female engineers as part of Women in Engineering days

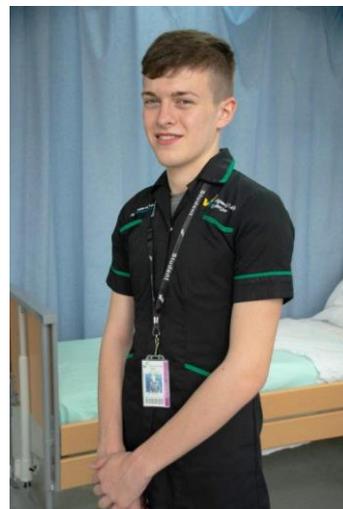


LAUREN CLARKSON
Course: HND Mechanical Engineering
 "I studied A Levels after leaving school and was initially unsure of a career pathway but my passion for engineering was my inspiration to apply for the apprenticeship scheme. As a woman in engineering I find my role empowering. I've been provided with the opportunities, knowledge and inspiration to succeed".
Currently employed by: Sellafield Ltd



KIRSTY WRIGHT
Former School: Southlands High School
Course: Level 2 City & Guilds Automotive
 "I like the course as I enjoy working with my hands and there are lots of practical tasks.
 "We are always doing something new and the work is interesting. I don't mind being the only girl on the course as we all just get along and I have been made to feel welcome."

- Other case studies have been developed for the College prospectus to target males onto floristry, hairdressing, health & social care programmes and females into Construction





SARAH WEST

Former School: Bedford High School

Course: Level 1 Carpentry & Joinery

"I enjoy the course because I'm learning how to use the tools properly and I get shown instead of being told by people there is no point because I was a girl and I don't need to know.

"I don't mind being older and back in the classroom. We all get on really well and I'd advise to take yourself out of your comfort zone as it could be worth it."

- Case studies have been developed to encourage adult returners to College

CONSTRUCTION

KIERAN TAKES UP A NEW TRADE

Kieran McCann joined the army straight after school. After two years he decided to return home to be closer to his family and to take up a career as a fitness instructor. Unavoidably his career was cut short when he became a full time carer for his son who has type 1 diabetes.

Now Kieran wants to work again and learn a new trade. He enrolled on the Level 2 Plumbing course with a view to becoming a full-time self-employed plumber.



- The College photographer has updated images from all curriculum areas. These were used on the website and in the new 2018-19 marketing materials.
- College videos have been produced that promote non-stereotypical recruitment

<https://www.wigan-leigh.ac.uk/16-18-full-time-courses>

<https://www.wigan-leigh.ac.uk/centres-of-excellence/health-and-social-care>

- Consultants have been appointed, as part of a College project to re-develop the dashboard to include Equality and Diversity related data so that data is more readily available.
- Ofsted identified how well the College addresses the diverse needs of learners. *"The integration of learners with high needs into mainstream college life is highly effective."*
- Learners with high needs and special educational needs and/or disabilities (SEND) receive early help and support to ensure that they are able to take an active part in lessons and planned learning activities. An exceptionally well-qualified team of dedicated SEND staff, including specialists in SpLD, Autistic Spectrum Condition, wellbeing and mental health and assistive technology, provide a holistic support experience to all learners with learning difficulties and disabilities ensuring any potential barriers to learners are identified and removed. Achievement rates are high.

5: To further enhance learner voice pathways and support mechanisms for minority groups of learners

- The Student Council was launched in Wigan in 2017 and provides an opportunity for learners to discuss key items and share ideas for development direct with an Assistant Principal.
- Student Council and Heads of Studies have introduced three new groups:
 - Young Carers
 - LGBTQ+ / BeYOURSELF group.
 - Young Professionals (a group designed to link with Youth Chamber, gather key information from all groups and promote opportunities, key issues and activities for all)

New in September 2018:

- Sustainability and H&S group established
- Promoting good mental health and inclusive group set up
- Entertainment and marketing group established
- BAME group established

New in September 2019:

- BaME Basketball squad set up
 - New Arrivals Group established
 - Student Council is also being developed at the Leigh Campus with students seeing the benefits of having their voice heard to initiate change and promote inclusion.
- New strategies and activities have been introduced to encourage quieter students to make friends and engage in new activities, for example the 'Yu-Gi-Oh' group, Let Love Grow event, 8 Days of Christmas and the Chaplaincy group, with over 40 completing the ALPHA programme, this is for all faiths and none but is a safe space to be faithful.
 - We hold Yu-Gi-Oh! Tournaments to foster peer support networks. Although this tournament is open to all learners, we experience high levels of participation from learners with Autistic Spectrum Conditions who report being able to develop supportive peer relationships via this tournament which would not have otherwise been possible.
 - More regular and diverse events have taken place in common spaces such as the refectory in the Parsons Walk campus, which has seen an increase in engagement and interaction between student groups. At the Student Conference, attended by students from all Wigan and Leigh sites, guest speakers included Wigan Council Young Carers team, The Brick homelessness project, Maxine Mealey (Assistant Principal learner voice and empowerment) and key note speaker Ray Douglas – 'Gangology' and Equality & Diversity lead. Guest speakers in 2019 have included Luke Ambler and Danny Sculthorpe whose presentations focussed heavily on the effects of poor mental health, with particular reference to removing the stigma for young males. Ray Douglas continues to visit the College to deliver workshops on hate crime and the importance of identity to positive mental health. More workshops have been scheduled for the Spring and Summer term.
 - Adult learner voice approaches have been added to college quality calendar.

6: To raise aspirations and narrow achievement gaps for learners from Widening Participation postcodes and disadvantaged backgrounds

- A support group for learners with Autistic Spectrum Disorder difficulties, has been set up as an enrichment offer ('Comic Capers')

- An ALS autism specific newsletter has been created which learners can contribute to. This has led to opportunities for students to network with each other and builds supportive peer relationships as well as providing advice and guidance to students.
- The Wellbeing Team run a Digital Detox enrichment initiative to educate learners experiencing mental ill health and anxiety about using digital devices responsibly and sensibly in order to develop resilience and self-help strategies. This is an interactive and engaging 'roadshow type' programme at each site lasting six weeks.
- Student Review Board class information lists have been enhanced to clearly identify High Needs learners and to identify where any gaps in performance need to be closed. An overall report has also been produced to monitor all High Needs learners in one report. SkillsTracker reports have been refined to report specifically on performance of EHCP/High Needs learners
- Head of Studies are leading on an advocacy and understanding project with Wigan Borough Council focused on Looked after Children and Care Leavers in order to support achievement.
- A new system trigger via MIS has been set up to alert Heads of Study when a Looked After Child is about to become an external care leaver. Achievement rates now exceed College average achievement rates which are significantly above national rates.
- The College's Aspire strategy and careers programme has been used to inform, inspire and engage students to raise aspirations. National Careers Week & National Apprenticeship Week took place in March 2018 and students attended employer talks with a range of employers including Aldi, Vodafone, NHS and TUI. In addition the FAB Futures team have delivered tutorials around next steps and progression opportunities during the spring term.
- The ESOL study programme students have taken part in a vast range of activities such as cinema visit to watch an English spoken film and Chester Christmas Markets to experience "British tradition" and see architectural treasures. They have visited Mesnes Park for a summer picnic where they enjoyed playing tennis and other games; they took part in the charity event "Race for Life" which raises money for cancer charities. They also took part in the "Active Living Programme" where they experienced sailing on Wigan flashes, Ninja Warrior extreme sport, Badminton, Bowling and other team activities. Tutors have built on the previous College wide kindness campaigns of Let Love Live, and Let Love Grow by focussing on the sharing of culture to break down barriers around difference; Let Love Shine is planned for February 2020. ESOL learners at the Leigh Campus have provided food from Brazil, China, the Congo and Poland.
- Over the last year the College has worked closely with Reclaim, a charity supported by the local Council, whose aim is to raise aspirations for working class families with regard to education and careers. Two cohorts of young people from local high schools have celebrated their success with a Graduation Ceremony hosted by the College.
- Student Conferences have been planned for 2019/20 around a 'Can Do' theme to encourage inclusivity and promote opportunities for all around high achievement and securing employment in prestigious roles.

4 Our Community

The last census took place on 27 March 2011 with the results creating a snapshot of the Borough's population.

Male/Female ratio	Approximately 50%/50%
Average Age	40 years
Born in England	95.0%
English as a first language	98.1%
Other languages (Polish)	0.4%
Religion - Christian	77.8%
Religion - Muslim	0.7%
Religion - other	0.5%
No Religion	15.0%
Married	46.6%
Cohabit – opposite sex	12.9%
Cohabit – same sex	0.7%
Single	23.5%
Separated/Divorced	9.0%
Ethnicity - White British	95.5%
Ethnicity - Other White	1.3%
Ethnicity - Asian/Asian British	1.1%
Ethnicity - Other	2.1%

5 Our Learners – Headline data

We serve a local area which is predominately White British (95.5%). Some people in our communities experience disadvantage and deprivation due to social and economic hardship. During 2018/19, 53.1% of 16-18 learners and 53.9% of adult learners came from disadvantaged areas. The College continues to grow in size despite a demographic downturn for 16-18 learners and the following sections identify the volume of learners from different groups.

Provision is divided into three areas of provision:

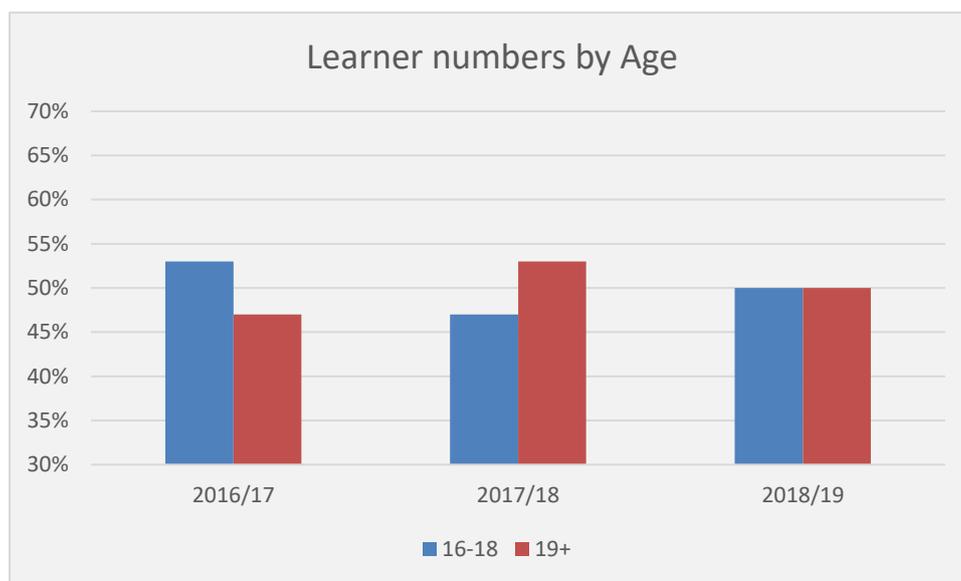
1. Education and Training: this is the largest area accounting for the vast majority of the College's provision. It includes classroom based provision for 16-18 and adult learners
2. Apprenticeships:
3. H.E: this includes learners on Pearson HNC/HND provision and learners completing provision at College in partnership with UCLan.

The volume of provision identified in the tables below is determined by the number of courses taken by cohorts of learners rather than the actual number of learners.

6 Our Learners – Education & Training participation rates and performance

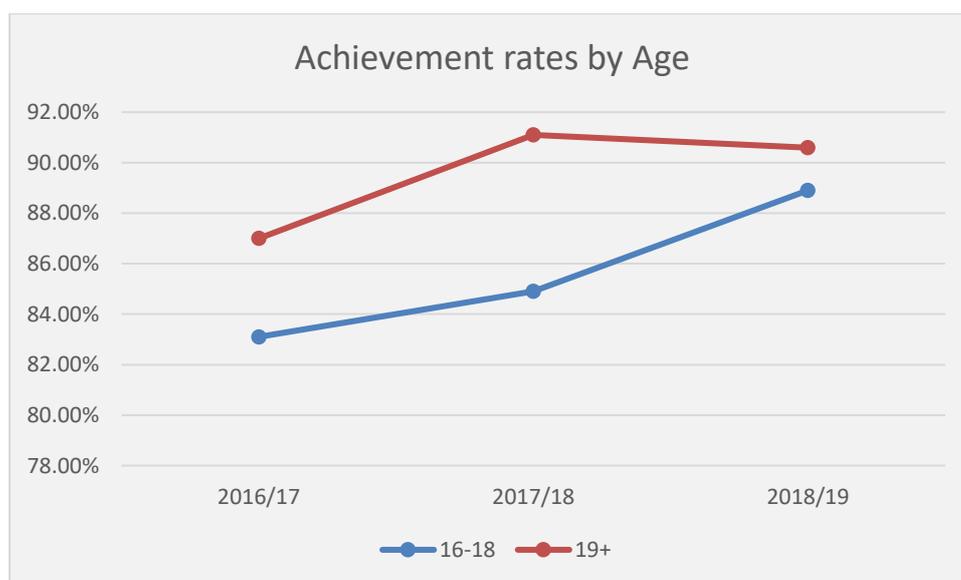
Learner participation by Age Group

There is now an equal number of adults compared to 16-18 learners although 16-18 learners on average complete larger qualifications as part of 'Study Programmes.'

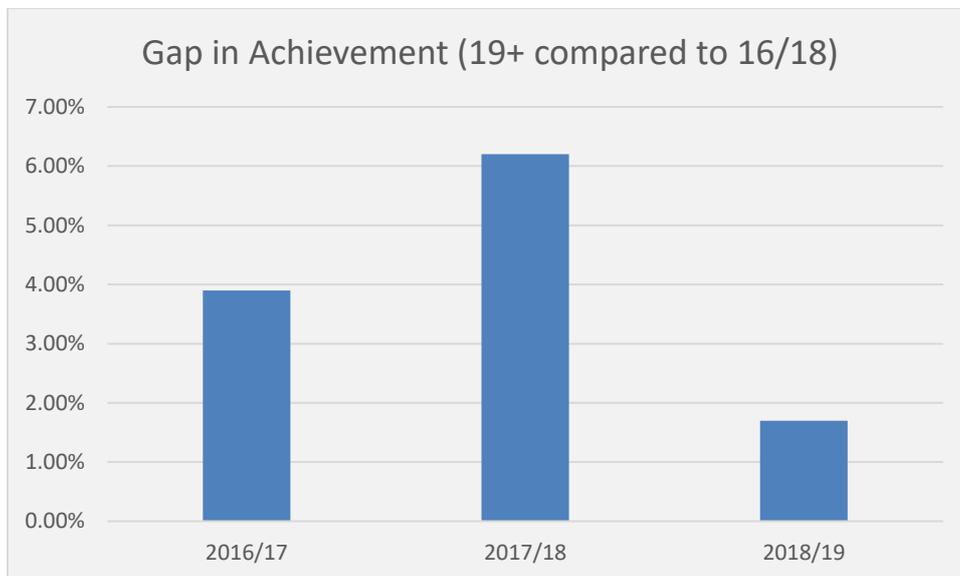


Achievement rates by Age Group

Both 16-18 and adult achievement rates are higher than national averages with 16-18 achievement rates significantly above national averages. The gap between adult and 16-18 achievement has narrowed as result of a 4% point improvement in 16-18 achievement rates in 2018/19.

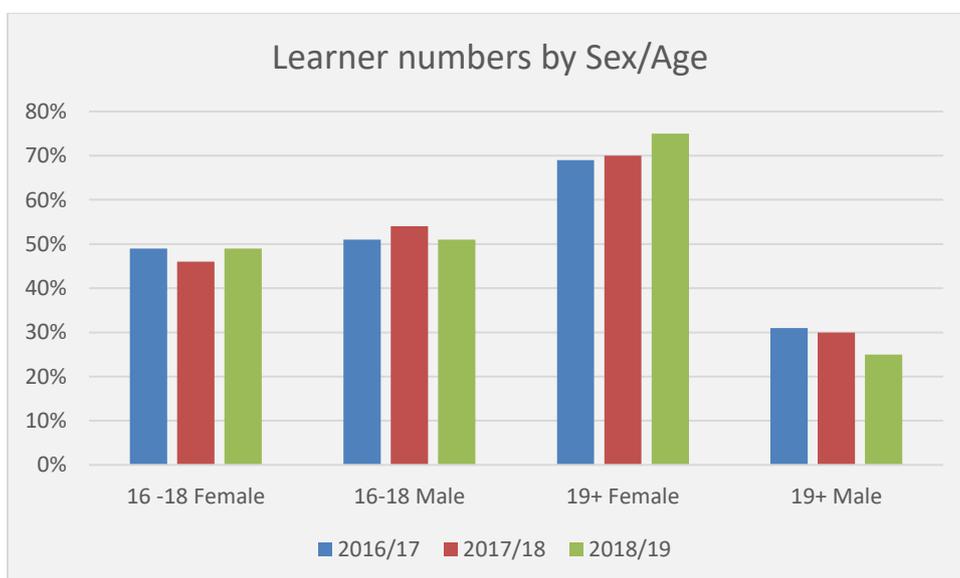


The gap in achievement rates is narrowing. 19+ national achievement rates are higher than national achievement rates for 16/18 learners and the narrowing of the achievement gap is a result of 16/18 achievement significantly outperforming in comparison to the sector average



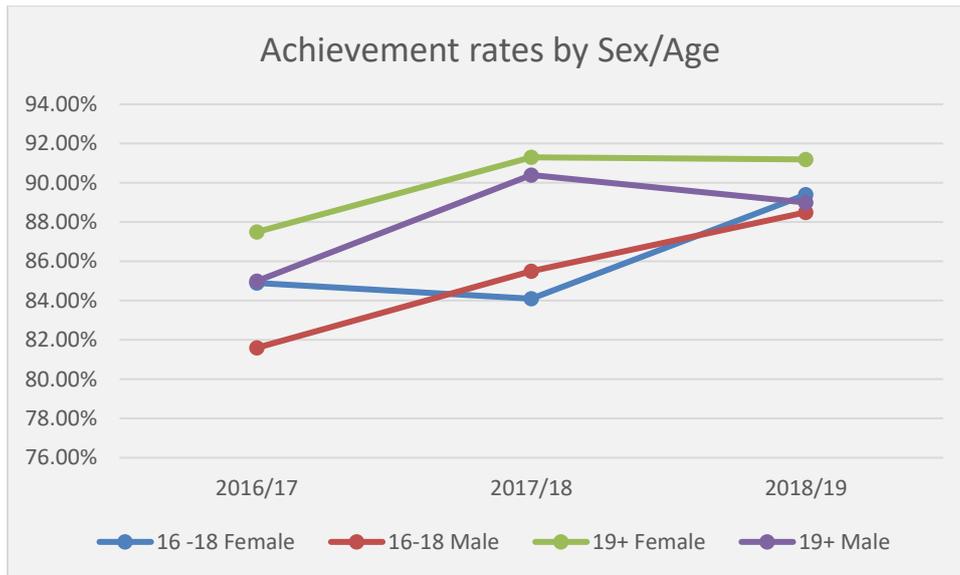
Learner participation by Sex

The gap between 16-18 males and females has narrowed with an increase in female participation in 2018/19. On adult courses, the gap in participation is widening with a 3-year increase in female participation which now contributes to 75% of the adult learner numbers

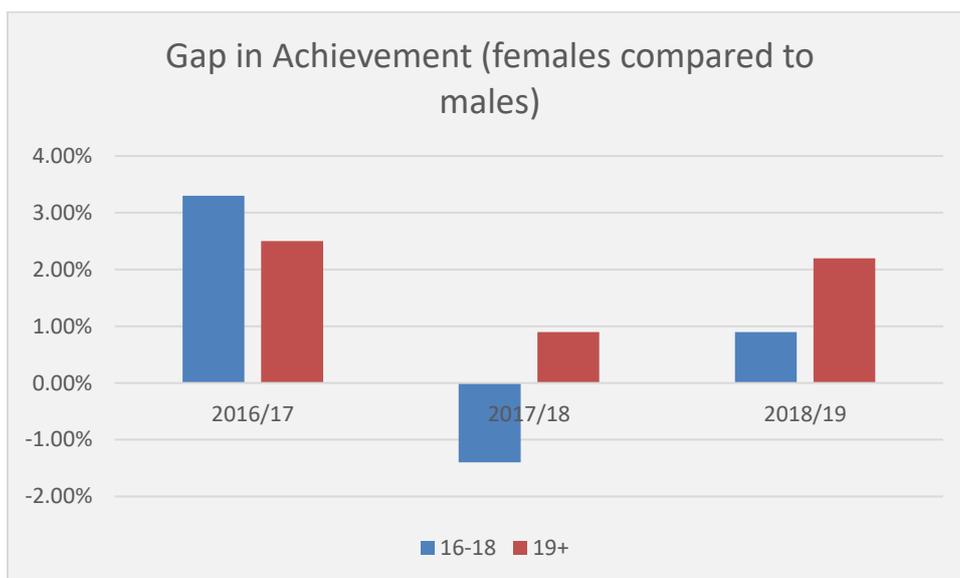


Achievement rates by Sex

Achievement rates have improved for both 16-18 males and females by 3.0% points and 5.3% points. Female 19+ achievement rates remain the highest in College whilst 19+ male achievement rates have declined by 1.4% but remain high

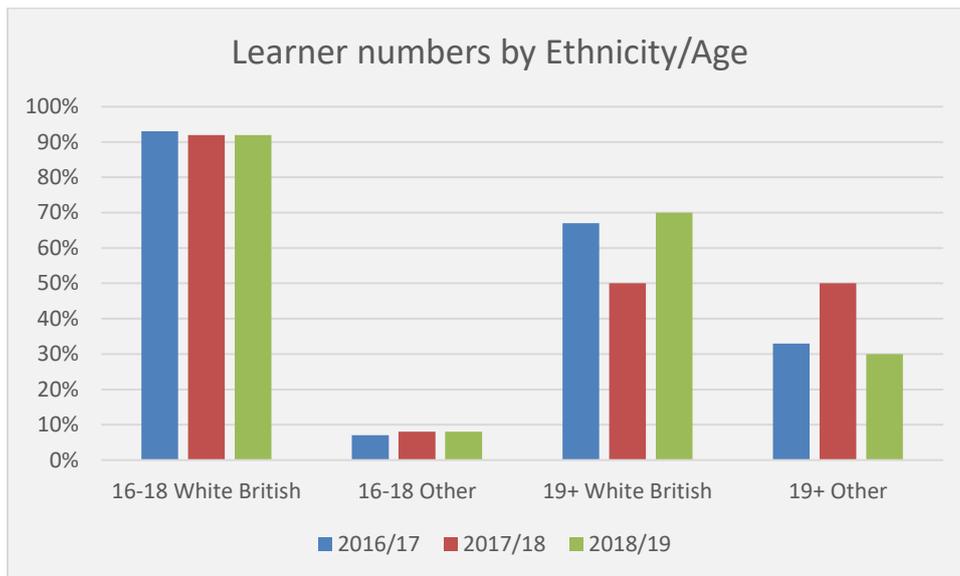


The gap between male and female learners has narrowed for 16-18 learners and is now within 1% point. For adults, the gap has increased from under 1% point to 2.2% points with males on L3 courses performing less well and requiring improvement.



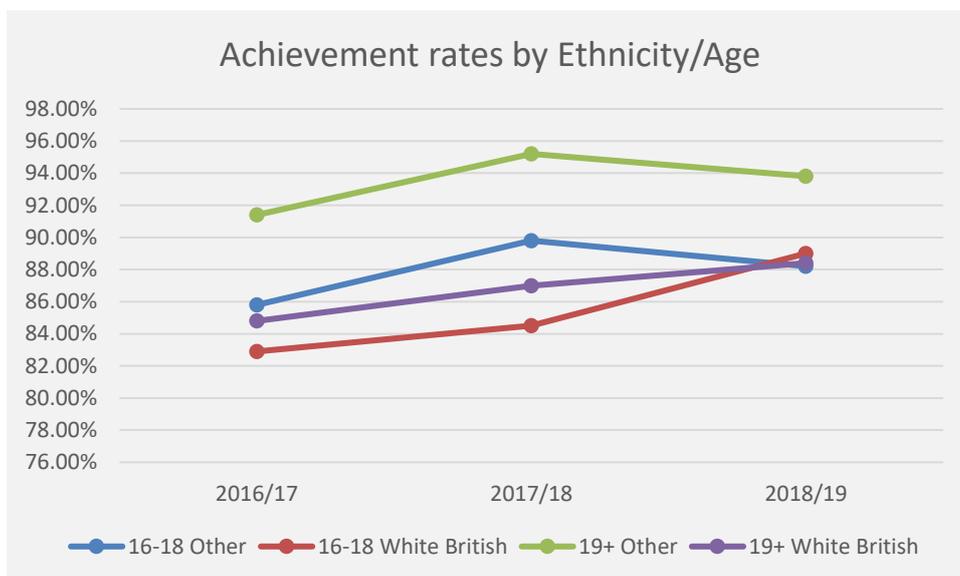
Learner participation by Ethnicity

Participation rates for learners that are not White/British continue to exceed the local demographic data. This is particularly the case for adult learners mainly as a result of ESOL provision where learners access the provision from outside of the local area.

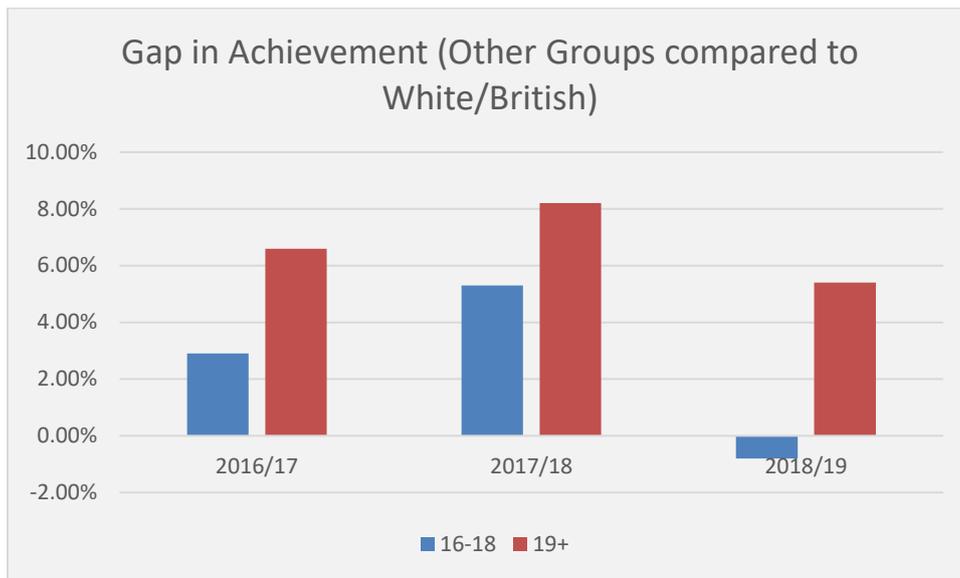


Achievement rates by Ethnicity

Achievement rates for all groups are above national rates. Learners on adult courses who do not identify as White/British continue to have higher achievement rates whilst here has been a slight decline for 16-18 learners. Achievement rates for White/British learners show a further increase in achievement rates for both 16-18 and 19+ cohorts

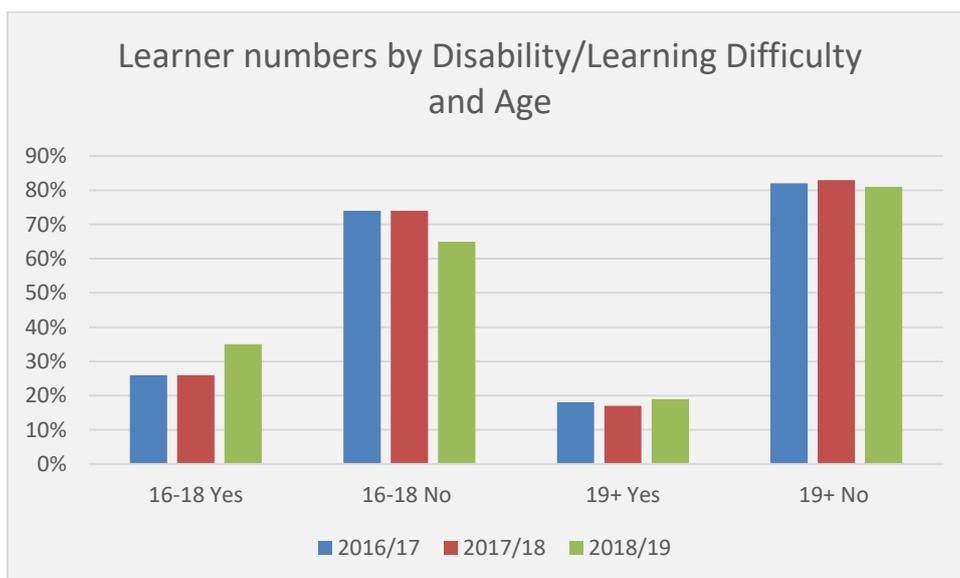


The gap is narrowing between different groups of learners based on ethnicity. Achievement rates are now within 1% point for 16-18 learners when comparing White/British to other ethnicity groups mainly as a result of an increase to White/British achievement rates. The gap for adult learners is starting to close. Learners on ESOL programmes achieve particularly well which results in high achievement rates for learners that are not White/British. However, the gap is closing as a result of further improvements to White/British achievement rates.



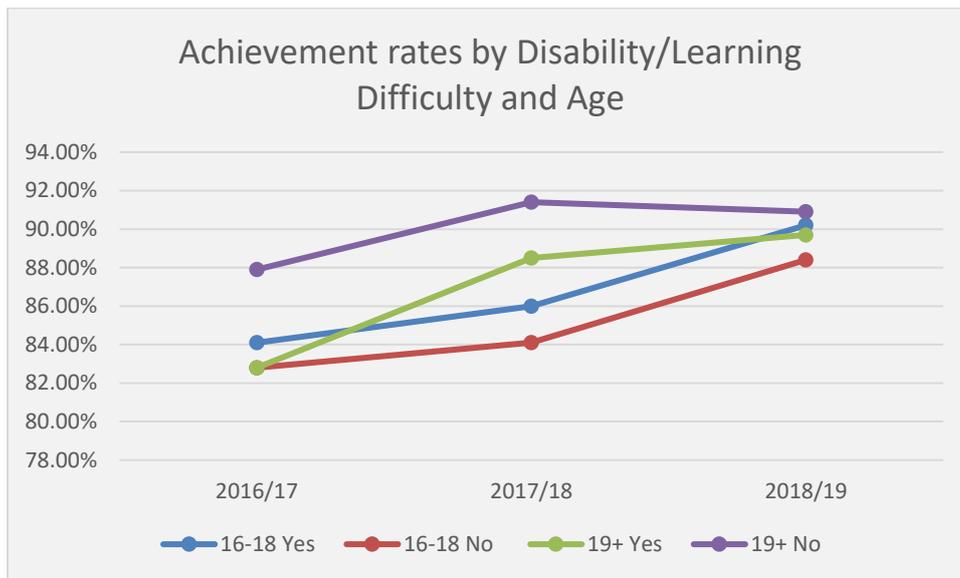
Learner participation by Disability/Learning Difficulty/Health Problem

In 2018/19 there has been a large increase in 16-18 learners declaring a disability/learning difficulty. There has been a slight increase for adult learners declaring a disability/learning difficulty

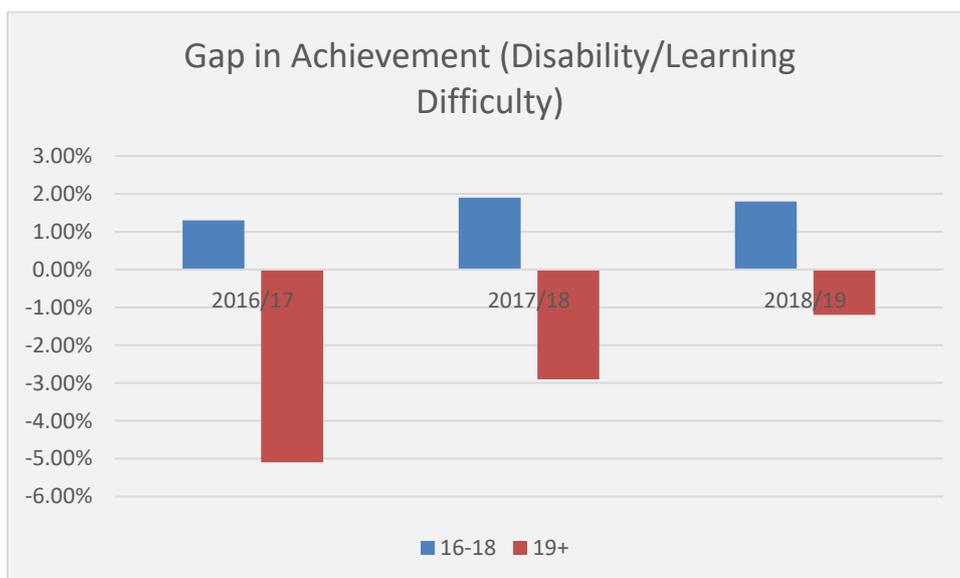


Achievement rates by Disability/ Learning Difficulty

All groups perform better than national rates. Both 16-18 and 19+ learners declaring a disability/Learning difficulty have a trend of improving achievement rates with improvements most pronounced for 16-18 learners



16-18 learners with a disability/learning difficulty achieve well with achievement rates slightly higher than for those learners without a disability/learning difficulty. For 19+ learners, the achievement gap for learners with a Disability/Learning Difficulty is narrowing from over 5% points in 2016/17 to within 1% point in 2018/19



Success by learners receiving Additional Learning Support

Learners who require Additional Learning Support continue to perform well with the support provided helping them to achieve in line with learners that do not require such support. The following case studies demonstrate the continuous high level of performance in this area.

Case Study - Shannon

Shannon Joined the college in September 2018 on a level 3 IT course. Shannon has been diagnosed Dystonic Cerebral Palsy and Epilepsy with partial focal seizures and vacant episodes. Shannon uses a motorised wheelchair. Shannon has Dysarthria, a neurological speech disorder, characterised by weakness of the Oral musculature and her clarity of speech is affected by fatigue. Fatigue is a significant limiting factor for Shannon. She can experience fatigue to the extent that she cannot move or speak.

A Learning Support Assistant supports Shannon on a 1-1 basis, opportunities are given for Shannon to join in activities and discussions. Shannon engaged in her first trip away from her family and went with her peers to Geneva Switzerland in early 2019. The trip lasted over 3 nights and she travelled with her LSA, peers and tutors by plane. She has since been on many college trips to numerous venues and participated fully in all college activities.

Shannon has accepted a University place at UCLan for 2020 where she will be studying a Sports Science Foundation degree. Shannon regularly plays wheelchair football in Warrington and sells programmes at home games for Warrington Wolves. She has a fantastic sense of humour and gets along with all who meet her. With the support provided, Shannon has been enabled to persevere, achieve and overcome many difficulties, helping her gain good grades on her present course.

Case Study - Courtney

Courtney started the college in 2017 on a Level 2 Public Services course. Courtney has hearing loss to both ears and wears two cochlear implants. The Additional Learning Support team made sure that Courtney had the correct equipment such as a radio aid prior to starting college and had the appropriate support to transition from school. During her first year of study, Courtney had one to one support in class at all times to ensure that she understood what was being asked of her, providing strategies for Courtney to learn new vocabulary and developing Courtney's confidence so that she would be able to ask for teacher support and to socialize with peers. The Additional Learning Support Team worked alongside Courtney and her family so that she could develop these skills further and Courtney is now able to hand over her radio aid independently without being prompted.

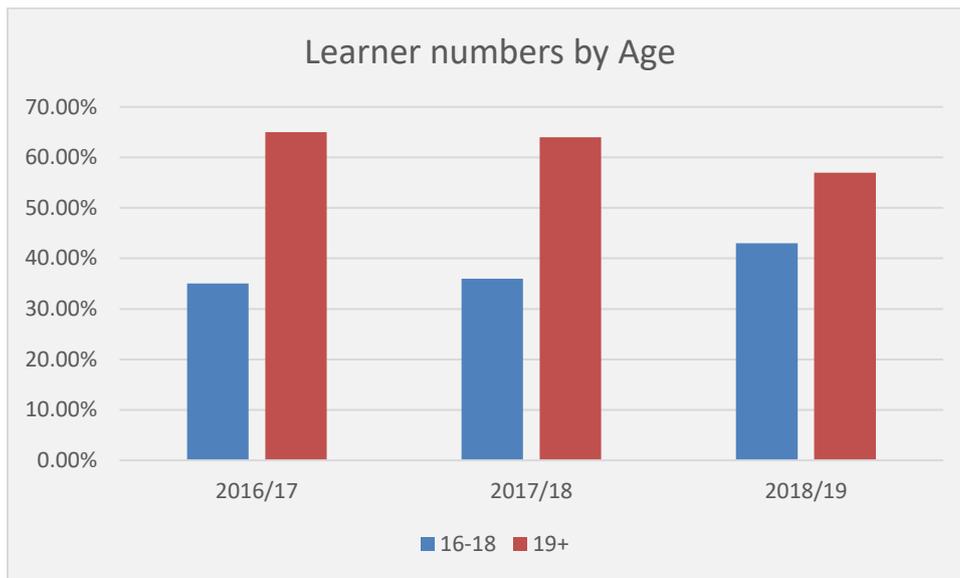
With consistent support, Courtney has made incredible strides with her studies, progressing onto the Level 3 Public Services Diploma, and in class support has been reduced due to her high levels of independence. During her last year of study at college, Courtney has acquired a part-time job at a supermarket, using her developed communication skills to work with customers on the tills.

Courtney is thinking of continuing her studies through Higher Education to work in the police force as she has been receiving distinctions in most of her assignments throughout her time in college.

7 Our Learners – Apprenticeship participation rates and performance

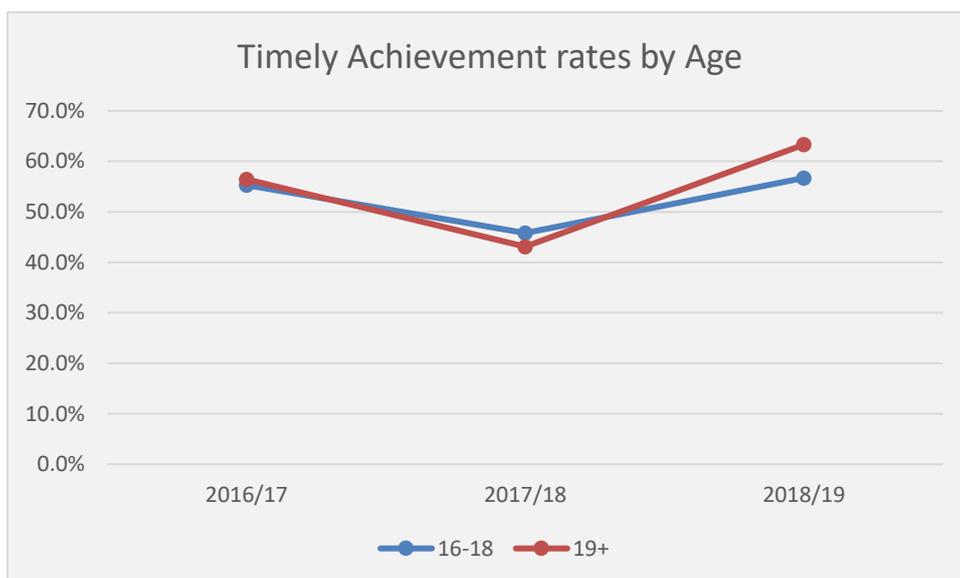
Apprentice participation by Age Group

The participation gap between Adult and 16-18 apprentices is narrowing as a result of a 3-year trend in improving 16-18 participation rates

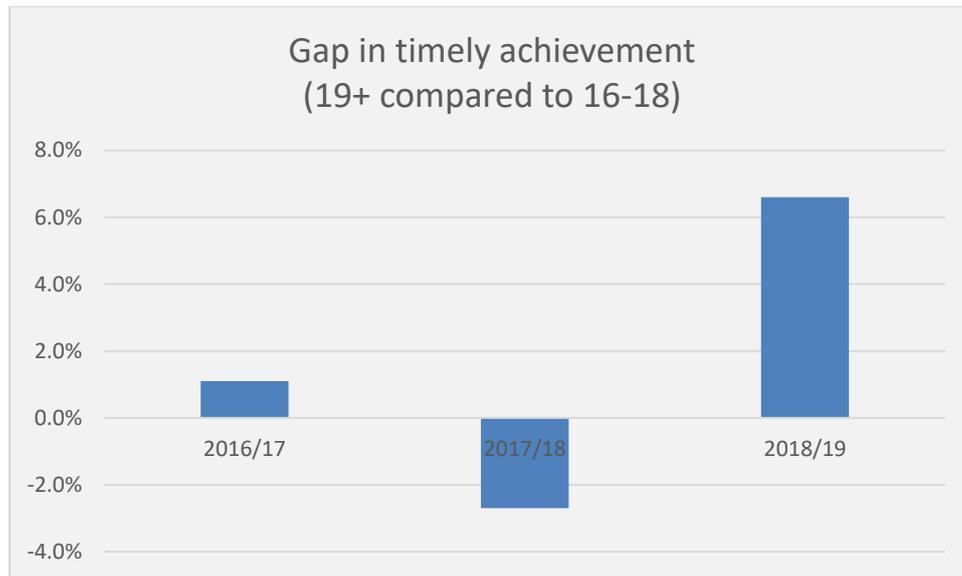


Achievement rates by Age Group

Overall timely achievement rates have improved for both 16-18 and adults with the improvement most pronounced for adult learners

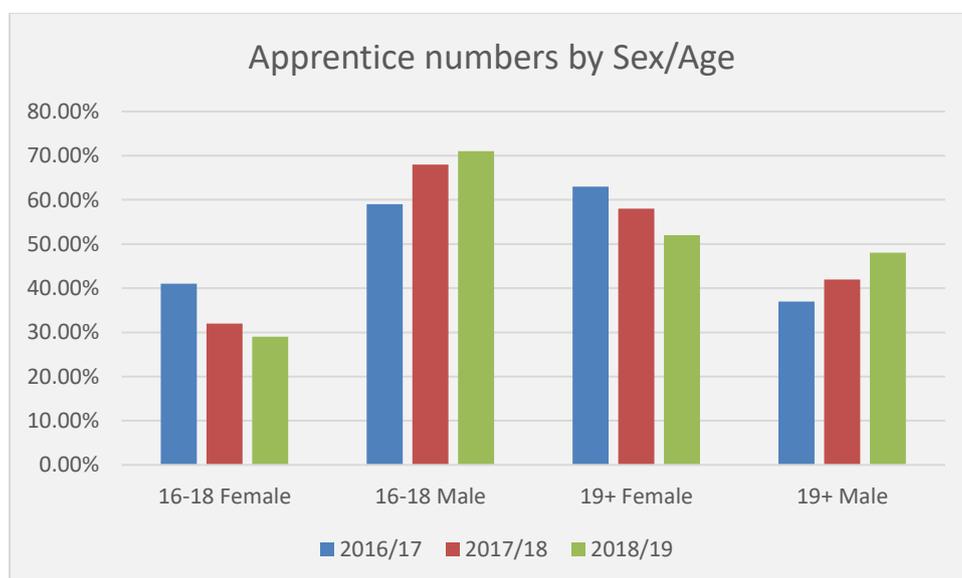


As a result of the significant improvement in adult timely achievement rates, the gap in performance has widened in 2018/19. There are small pockets of provision for 16-18 apprentices where learners take longer than expected to complete their apprenticeship



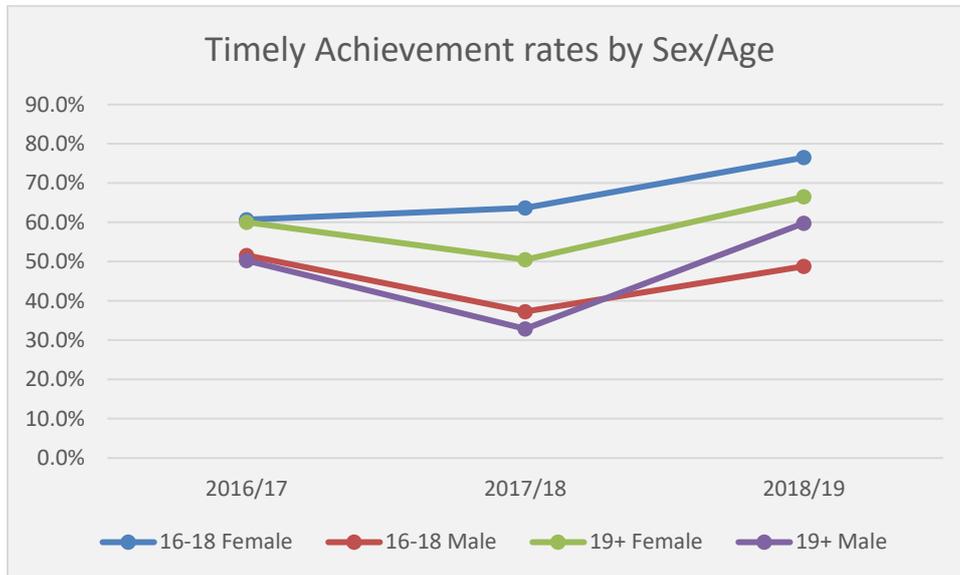
Apprentice participation by Sex

Participation rates are increasing for male learners both for 16-18 year olds and adults. There is a corresponding decline in female learners over a three year period.

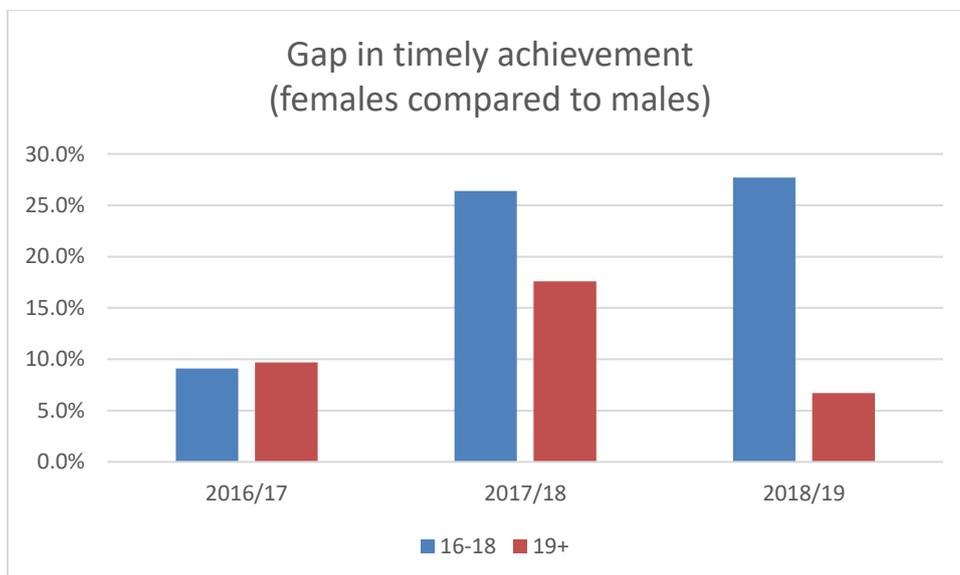


Achievement rates by Sex

Timely achievement rates have improved for both males and females across all age groups with the increase in performance highest for 19+ males

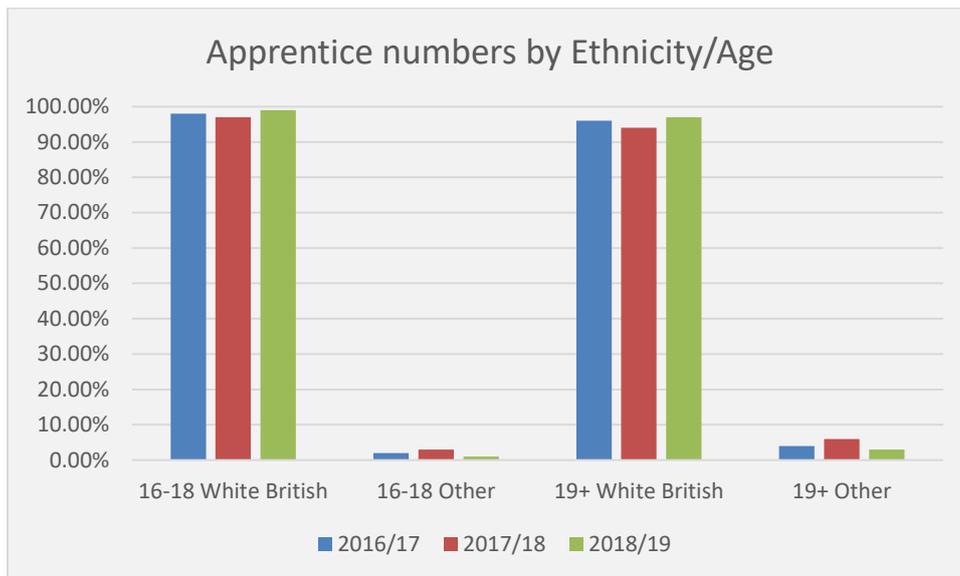


16-18 females have significantly higher timely achievement rates than males and the gap in performance has widened further. This is mainly a result of higher levels of performance in the service sector apprenticeships where females have higher participation. Adult females also perform better than adult males although the gap has narrowed significantly from 18% points to just under 7% points



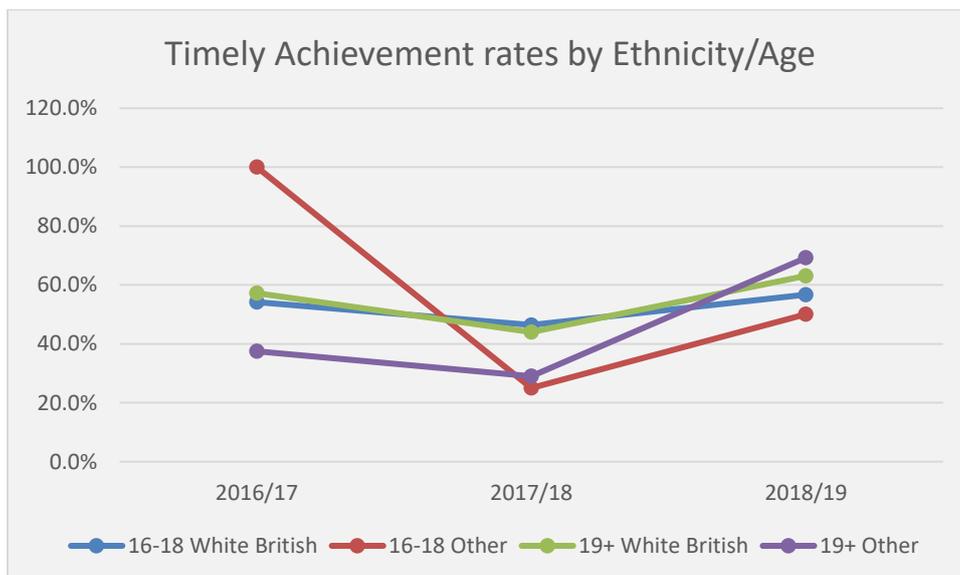
Apprentice participation by Ethnicity

Participation levels for apprentices that do not identify as White British are lower than the demographic population within the locality with a decline in 2018/19. This is a pattern that exists nationally and strategies are required to increase participation rates within the local BaME population

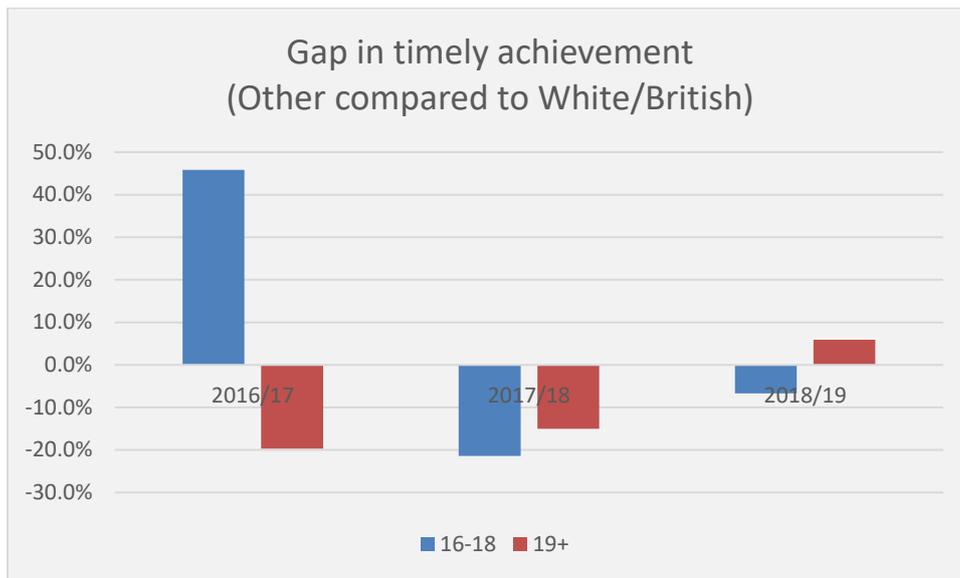


Achievement rates by Ethnicity

The number of apprentices from a BAME background is low (4 for 16-18, 19 for adults) providing unreliable data sets for comparison. However, there has been a significant improvement in timely achievement rates for apprentices that are not White/British, particularly for adults

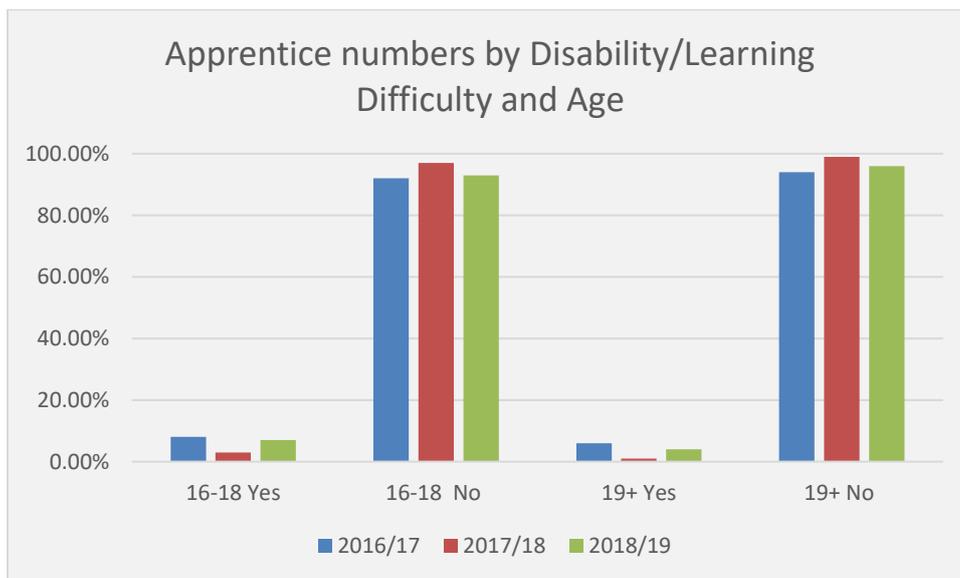


The gap for adult timely achievement rates is closing based on ethnicity for both 16-18 and adult apprentices



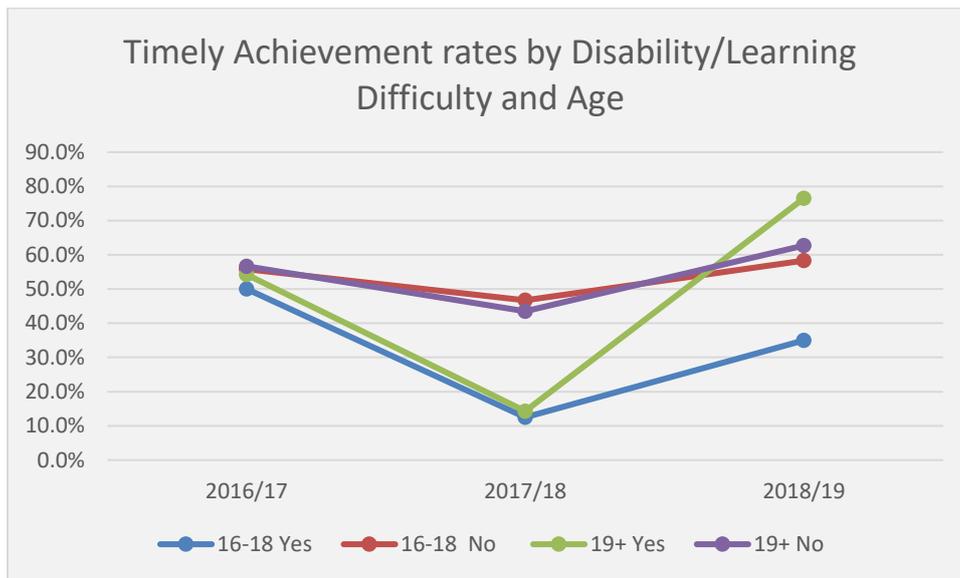
Apprentice participation by Disability/Learning Difficulty/Health Problem

The number of learners declaring a disability/learning difficulty remains low for both 16-18 and 19+ apprentices

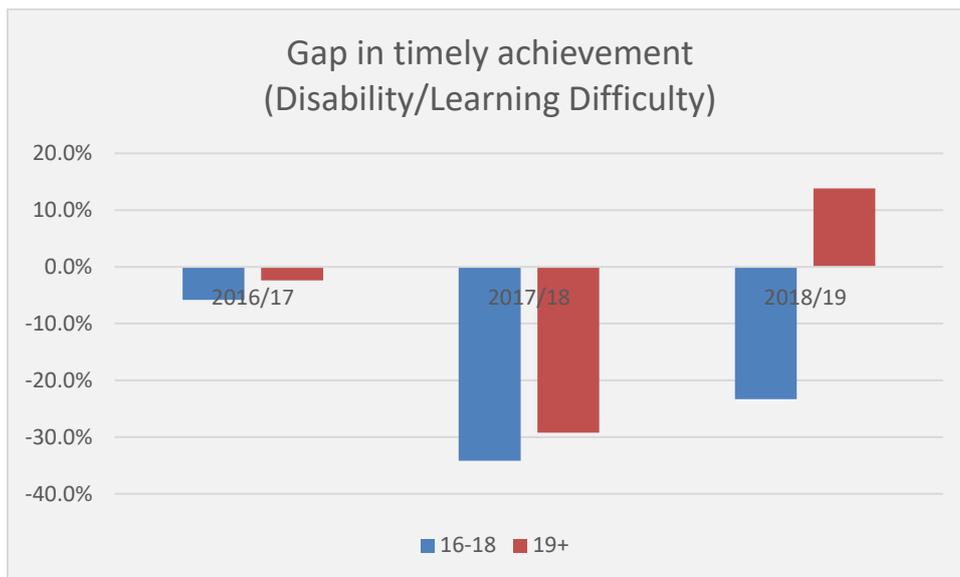


Achievement rates by Disability/ Learning Difficulty

As with ethnicity, data sets are low which can affect the reliability of the data. There are improvements for both 16-18 and 19+ learners and the timely achievement for adult learners declaring a disability/learning difficulty is high. However, the small number of 16-18 learners with a disability/learning difficulty have low timely achievement rates and this has been the case for the last two years



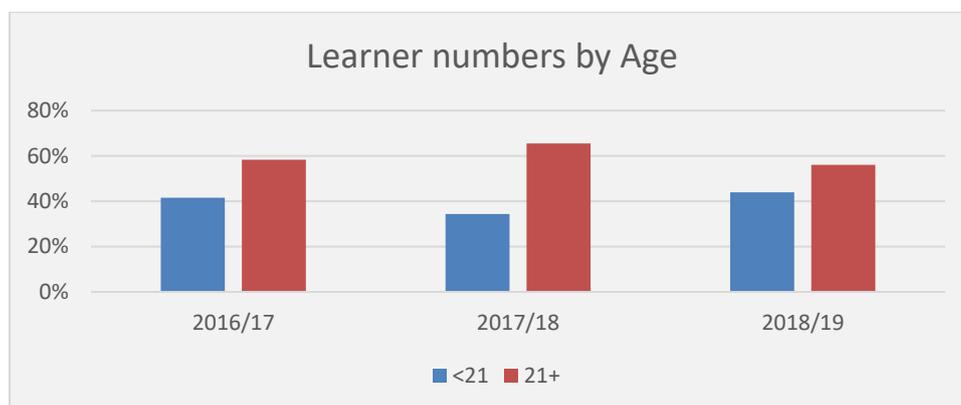
There is now a wide gap in timely achievement performance between 16-18 year olds and adults with regards to learners with a disability/learning difficulty. Although improving, the timely achievement rates of 16-18 apprentices require further improvement



8 Our Learners – Higher Education participation rates and performance

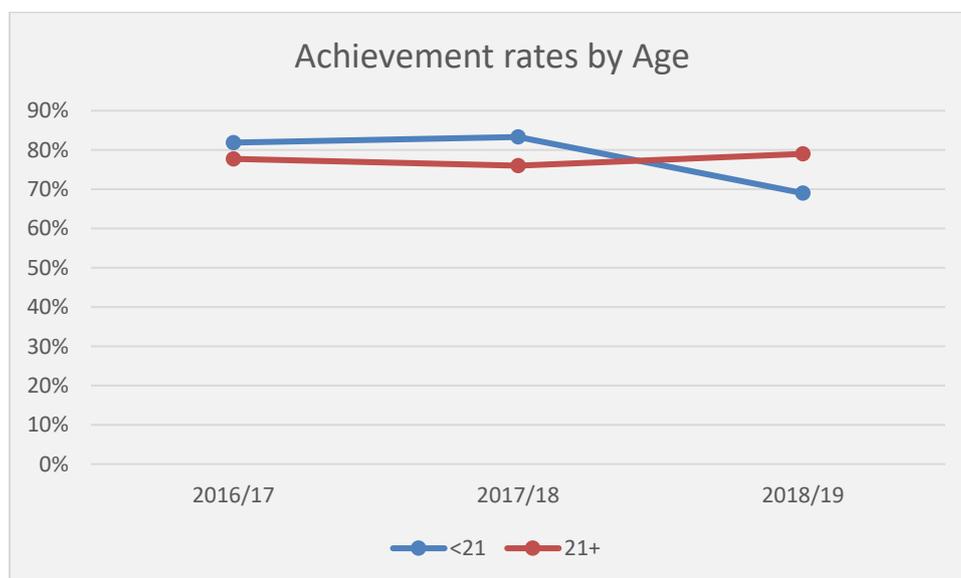
Learner participation by Age Group

Mature learners (21+) continue to have the highest participation rates although the gap is narrowing. Part-time provision contributes to the majority of adult enrolments.

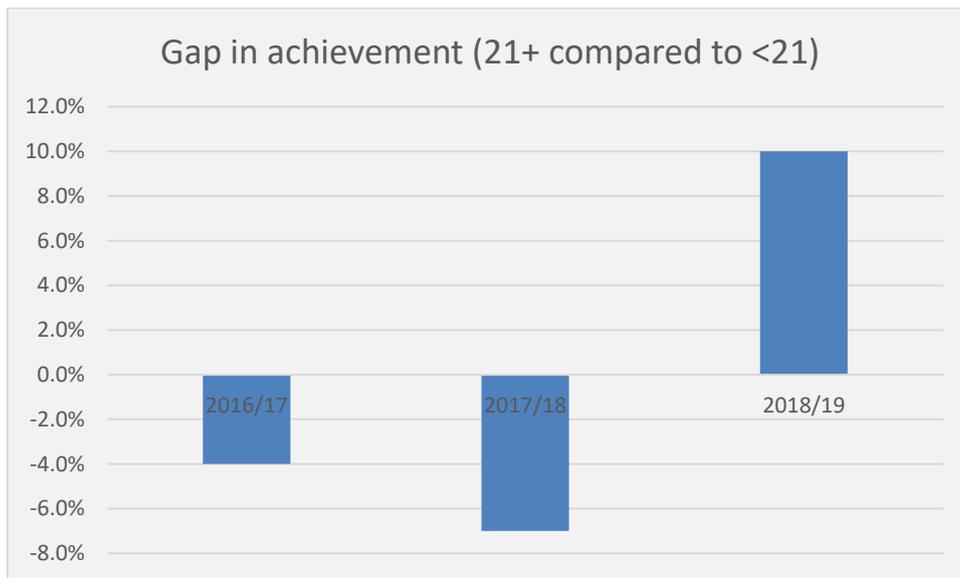


Achievement rates by Age Group

Achievement rates have improved for mature HE learners (21+) with a decline in achievement rates for younger learners mainly on full-time courses. This is mainly a retention issue with learners leaving before the end of their course

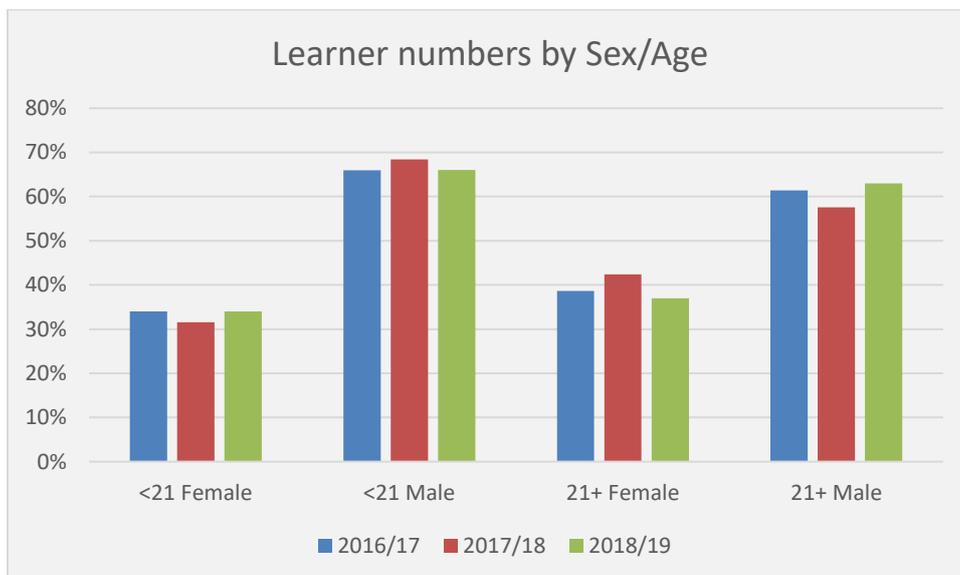


Following two years of under-performance for 21+ learners, there has been a significant change in 2018/19 with younger learners achieving less well; the gap in performance is now 10% points



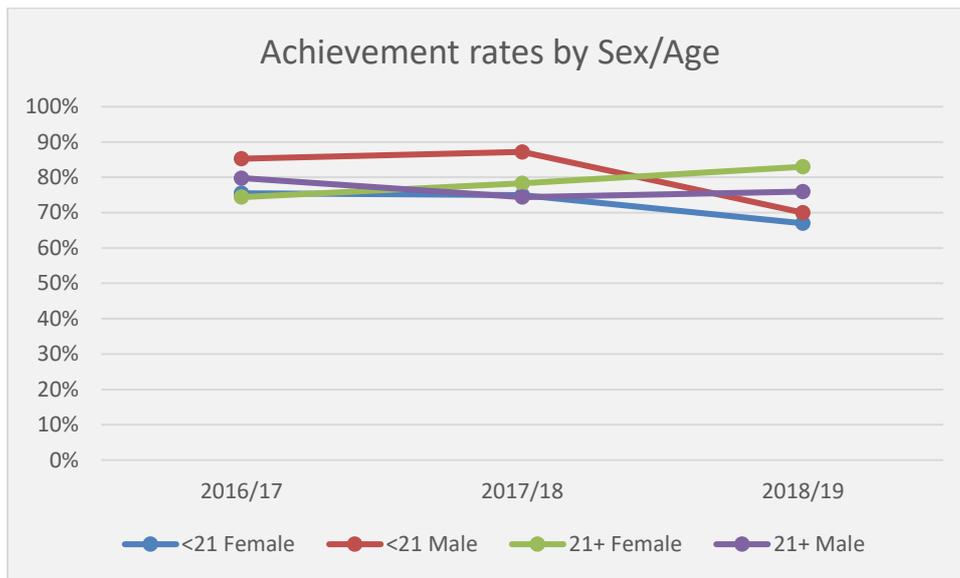
Learner participation by Sex

Male participation rates are higher than females for all age categories; there has been a slight increase in younger female participation but a 5% point decline for 21+ females

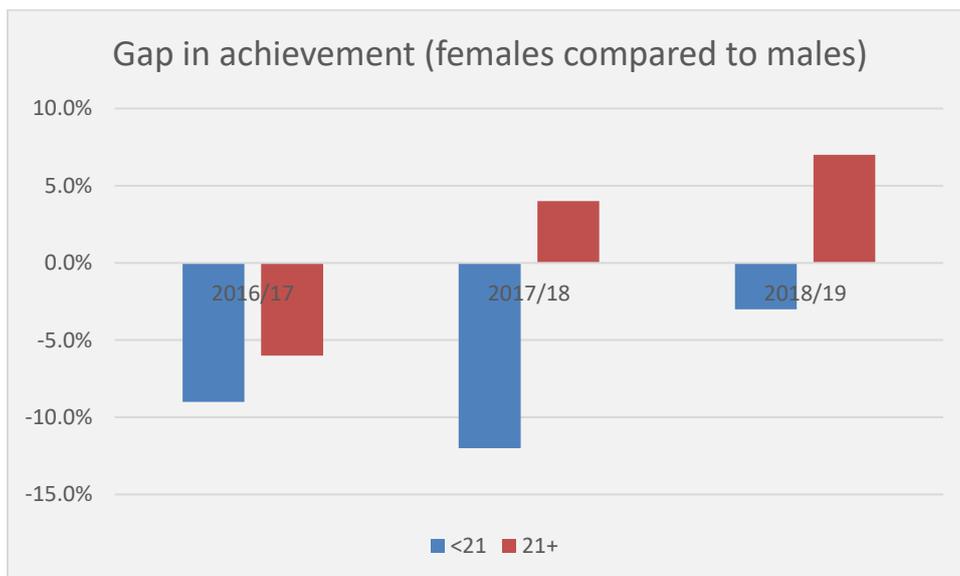


Achievement rates by Sex

There has been a decline in achievement rates for younger learners, particularly for males who had the highest achievement rates in 2017/18. There is also a declining profile for females in this age cohort. The reverse is the case for 21+ learners with a slight improvement for males and a 5% point improvement for females

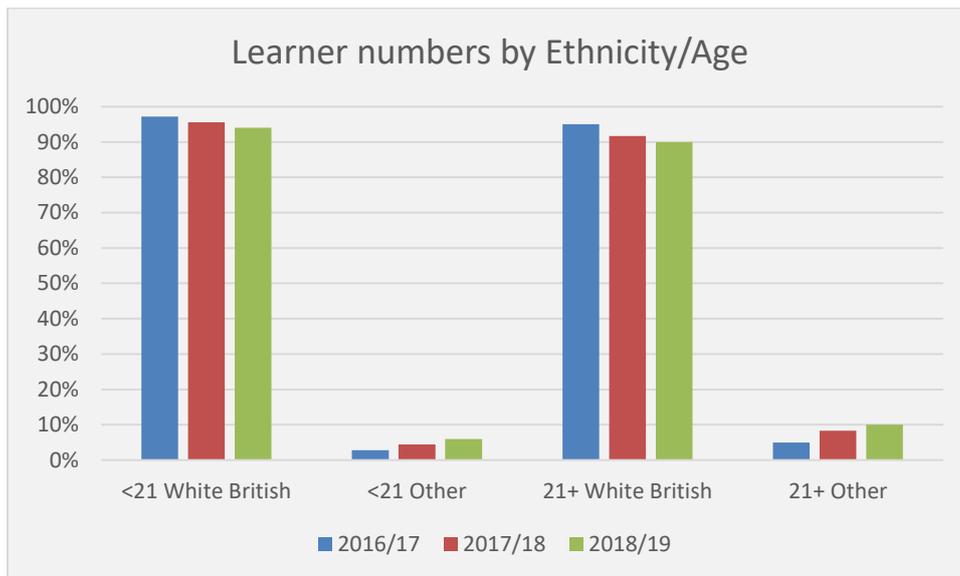


The gap is widening for 21+ learners with females out performing males by 7% points. The gap is closing for young learners although both 16-18 and adult achievement rates declined in 2018/19



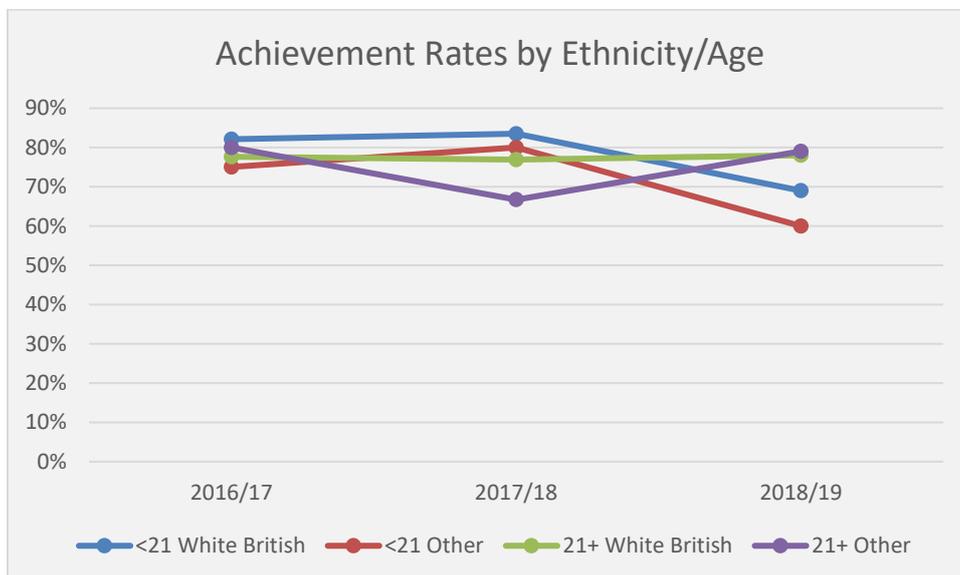
Learner participation by Ethnicity

Participation rates are improving for learners that are not White/British; this is in line with local demographics for <21 learners and is higher than the local population for 21+ learners

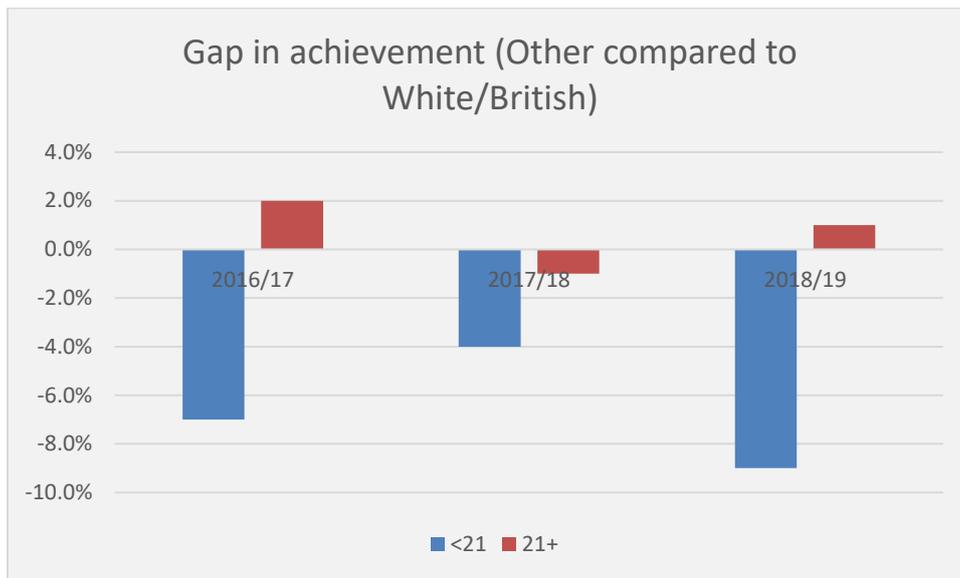


Achievement rates by Ethnicity

21+ learners that do not identify as White/British have made significant improvements in achievement rates compared to 2017/18. White /British achievement rates have improved by 2% points but remain fairly static over a 3 year period. Achievement rates for younger learners have declined for both White/British and learners that are not White/British

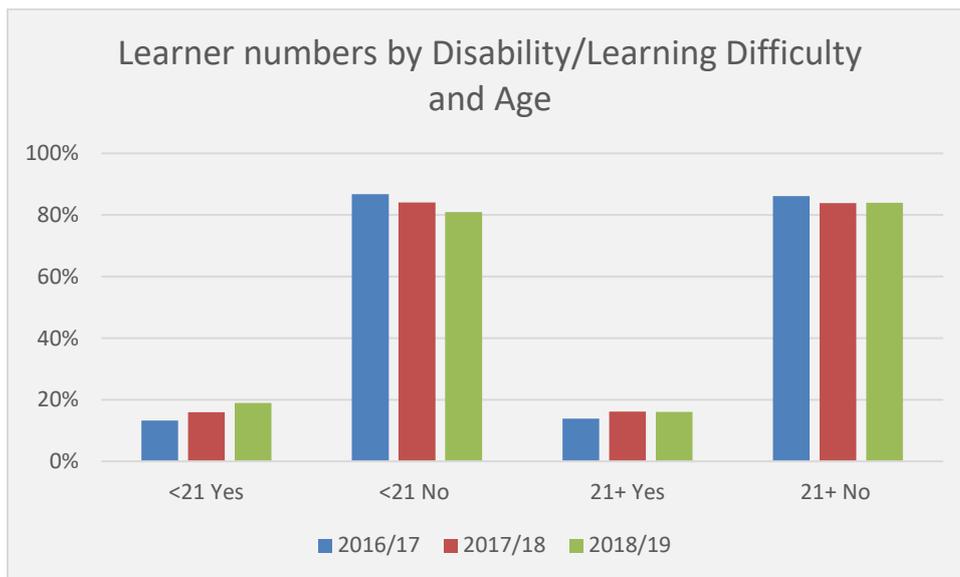


The rate of decline in achievement rates for younger learners that are not White/British has been greater than for White/British learners resulting in an increase in the achievement gap. For 21+ learners, the achievement gap for different groups of learners is similar with only a 1% point gap in performance



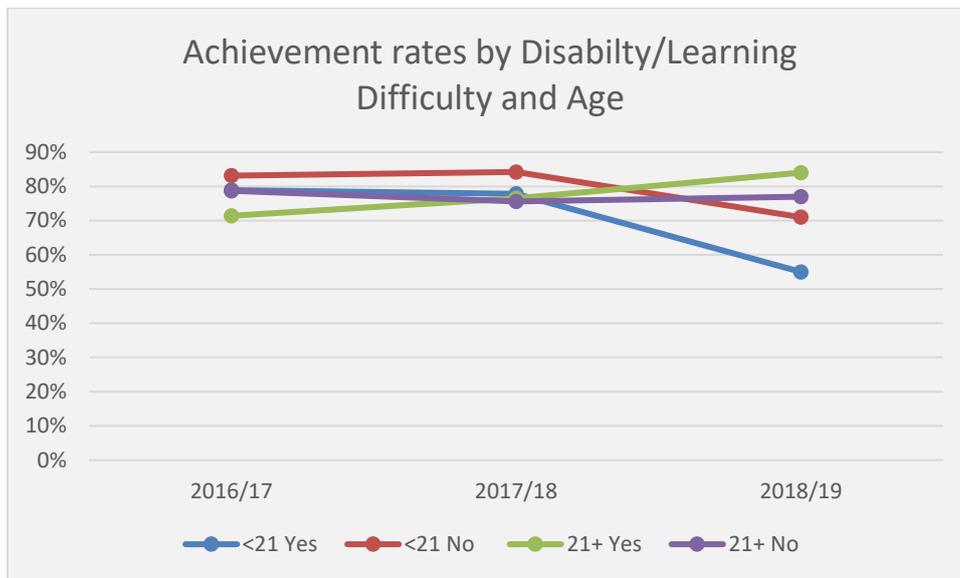
Learner participation by Disability/Learning Difficulty/Health Problem

Participation rates are increasing for young learners with a disability/learning difficulty

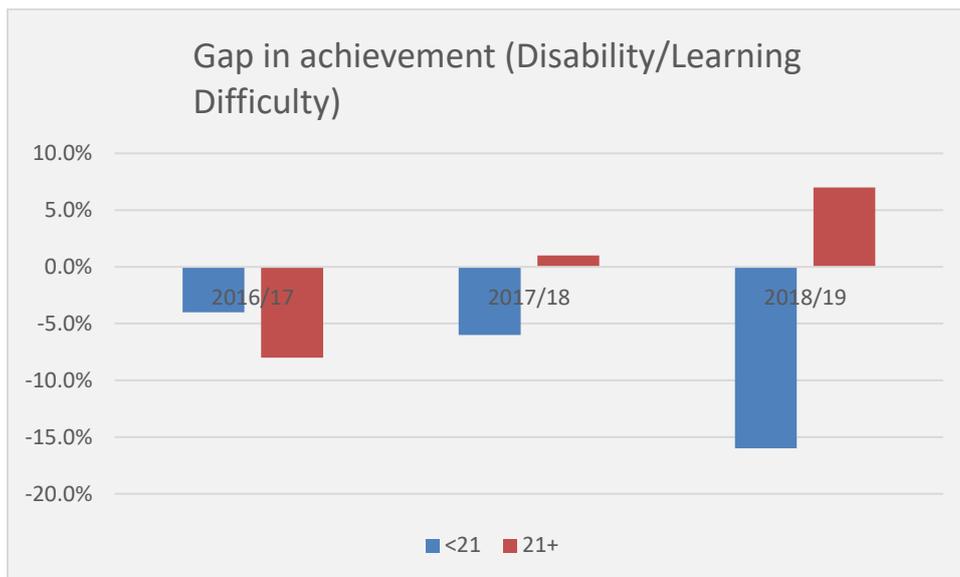


Achievement rates by Disability/ Learning Difficulty

This increase in younger learners declaring a disability/learning difficulty coincides with a decline in achievement rates in 2018/19 (although there has also been a decline for learners who have not declared a disability/learning difficulty). For those 21+ learners declaring a disability/learning difficulty, achievement rates have improved significantly over a three-year period



The gap in achievement is widening for younger learners with those declaring a disability/learning difficulty achieving less well over the last three years. The gap for 21+ learners with a disability/learning difficulty has now closed



9 Our Staff

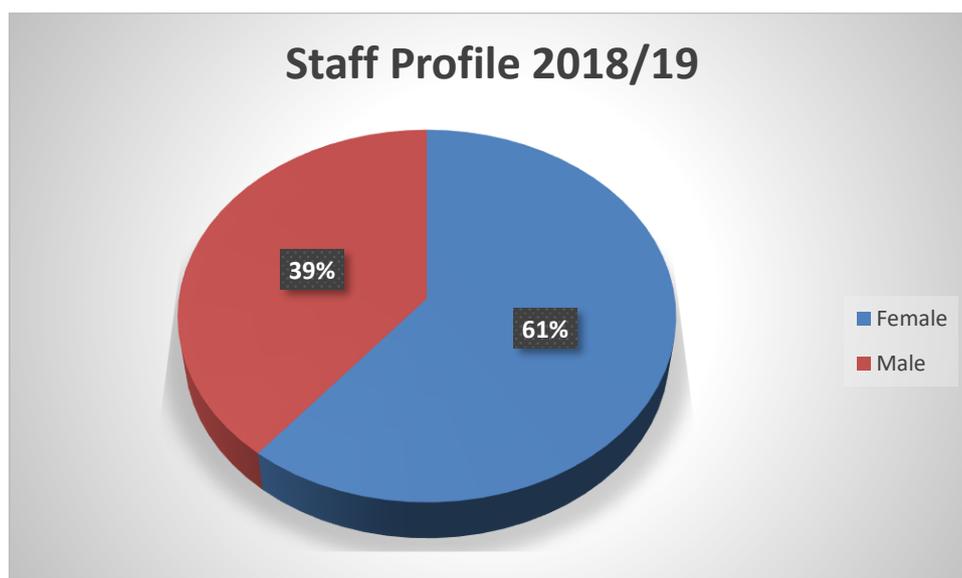
Staff Age Profile

The College employed 540 staff at the end of the academic year 2018/19; this is an increase of 8% following growth in learner enrolments. The age of Wigan and Leigh College staff ranges from 17 to 72 with the highest proportion of staff (30%) between ages of 51-60 years.



Staff Gender Profile

We currently employ more females (329) than males (211) at Wigan and Leigh College. This is the same proportion as the previous year (61% female and 39% male).



The gender profile for Wigan & Leigh College is slightly lower than the FE sector average which is 63% female and 37% male (AoC College Workforce Survey 2017). We actively promote non-

stereotypical gender recruitment in our internal and external recruitment adverts as we endeavour to challenge the stereotypical recruitment cycle.

Gender Pay Reporting

The publication date for the first Gender Pay Gap report was 30th March 2018 for public sector organisations. College data can be seen in the tables below

GENDER PAY CALCULATION 2017	
Average gender pay gap as a mean average	6.05%
Average gender pay gap as a median average	25.48%
Average bonus gender pay gap as a mean average	0% variance
Average bonus gender pay gap as a median average	0% variance
% of Females who received a bonus	2.34%
% of Males who received a bonus	4.12%

GENDER PAY CALCULATION 2018	
Average gender pay gap as a mean average	4.45%
Average gender pay gap as a median average	22.02%
Average bonus gender pay gap as a mean average	0% variance
Average bonus gender pay gap as a median average	0% variance
% of Females who received a bonus	2.5%
% of Males who received a bonus	7.35%

The mean calculation for the College is 4.45% which has decreased by 1.6% since 2017. This is also below the national figure of 18.4% as calculated by the Office of National Statistics and well below the education sector as a whole at 21% with FE standing at 10%. The median calculation for the College is 22.02%; this has decreased by 3.46% since 2017. This figure reflects the high number of females within the organisation as well as the concentration of female workers in part time and term time roles at the lower end of the pay scale. This is indicative of other education providers and reflected in the national picture with “73% of part time workers are women, and 41% of women work part time compared with 12% of men” (CIPD 2017).

The bonus Gender Pay data for the College shows there is no bonus gender pay gap. The proportion of males and females receiving a bonus payment reflects the small numbers of staff in receipt of a bonus as defined by the Gender Pay regulations (15 males and 8 females). The reporting guidelines define bonus pay as any performance related or incentive payment. The College has a Golden Hello scheme which falls within this definition. This is applied to a very small number of roles within the College which are classed as specialist/hard to fill such as Engineering and A Levels.

We are aware that the majority of our part time, term time roles are filled by females. We always recruit the best person for the job, regardless of their gender. All job roles are evaluated and benchmarked across the organisation to ensure fair pay for the role and each role is advertised with no gender bias. All members of staff working within the same titled roles are paid within the same pay grade identified for the role regardless of their gender.

Females are disproportionately represented in the lower quartiles, which largely consist of part time and term time roles which allow flexibility. This is also indicative of the education sector and for similar roles across wider sectors. These positions typically attract more women due to childcare responsibilities. The middle and upper quartiles also consist of more female than male employees, with a high number of females in management and senior management roles with 63% of its management team being female and 37% male. Of the Executive Team similar proportions apply with

60% of the most senior roles in the organisations held by females. The mean Gender Pay Gap for the Executive Team is -6.07%. The AoC reports that only 43% of College Principals are female, the College falls within this percentage. This shows that the College promotes and attracts women into these more senior roles successfully.

For the College, the median gap can be attributed to the range of flexible working arrangements offered by the College such as term time or part time roles that work with the business needs of education. The College median figure and analysis of the lower quartile figures show the majority of roles within these lower pay quartiles are catering, reception, pastoral support and classroom support staff which is reflective of research from the CIPD which shows that “women tend to cluster in lower paid jobs - almost two-thirds (63%) of those earning minimum wage or less are female”. The CIPD also report that “Irrespective of whether the jobholders are male or female, hourly rates of pay tend to be lower for part-time than for full-time” (CIPD 2017).

Addressing the Gender Pay Gap

The College’s current approach to reducing the gap has had a positive impact; between March 2017 and March 2018 the mean gap has reduced by 1.6% and the median gap has reduced by 3.46%. The College continues to address the gender pay gap by promoting the following:

- The College continues to work on strategies to attract more males into part time and term time roles through the promotion of flexible working. Wigan & Leigh College is happy to talk flexible working; this is now promoted on our job adverts, where business permits.
- Support for women returning to work through the promotion of return to work days, job sharing, compressed hours, part-time and term time opportunities. The College promotes the use of parental leave, shared parental leave and paternity leave which are all already options within the College. The College are in the process of introducing a return to work pack for returning employees to inform them of any College or departmental changes.
- Continue to encourage male employees to take advantage of the family friendly policies and procedures already in place at the College. By the promotion of case studies of those who have already taken advantage of these policies.
- The College has an array of working from home arrangements for all staff groups where business permits. We have recently introduced a new initiative for academic staff to work from home during holiday periods this may influence male employees to take up more flexible working options in the long term.

Staff Disability Profile

We currently have 36.7% of staff who have not specified whether they have a disability. This has increased from 26.52% in 2017/18 and 31.9% in 2016/17. The percentage of staff who disclosed a disability during 2018/19 is 1.9% compared to 1.62% in 2017/18 and 1.6% in 2016/17. We have made increased efforts to request and record this data using iTrent software but this has failed to make the necessary impact. With regards to ‘known’ staff profiles, the proportion of staff with a disability is 2.9%.

We continue to be a Disability Confident Employer in line with the national scheme and have worked with the scheme to ensure that we are compliant with their requirements. We prominently display and promote the Disability Confident symbol on our letterheads and corporate information and state that we particularly welcome applicants with a disability. We continue to work with Access to Work, Occupational Health and other specialist organisations to ensure the best support is provided. Free counselling support is also available. We can provide BSL Interpreters, large print, audio, colour contrasted or braille documentation both in the recruitment process and throughout staff time at College where it is required.

We ensure that all members of staff have the opportunity to develop and progress in their role. We monitor this through annual individual staff performance development reviews and staff satisfaction surveys.

We have delivered training to key managers in spotting the signs of mental ill health and we have a range of guidance documents to support managers and staff. These have included recent updates to ensure mental ill health is considered and supported. Reasonable adjustments are embedded in our policies and practice to ensure effective support for those with a disability, including mental ill health.

Staff Ethnicity Profile

The proportion of staff who have not identified their ethnicity in 2018/19 is 21.3% compared to 22.1% in 2017/18 and 29% in 2016/17. Using the information made available through staff disclosure, the College has a predominantly White British workforce at 94.4%. This compares to 95.6% in 2017/18 and 96.6% in 2016/17 and is in line with the last available census in 2011 at 95.5%. As with other criteria, steps are being taken to encourage a climate where staff feel able to disclose and identify their characteristics. This has been undertaken for current staff through promotion of the reasons for collecting the information through the iTrent system. Staff can also confidentially update their information via iTrent. In addition staff are encouraged to provide this information on appointment through a confidential process as part of the collection of personal information. Information is also requested at application stage and the team are developing processes to analyse this information moving forward.

Staff Sexual Orientation Profile

We currently have 52.4% of staff who have not specified their sexual orientation compared to 63.6% of staff in 2017/18 and 82.5% in 2016/17. Further efforts continue to be made to improve this data in the same way strategies are being explored for encouraging disability disclosure in order to create a climate where staff feel secure to disclose. Of the staff that have disclosed information, 2.4% have identified as LGBTQ+ compared to 2.0% in 2017/18 and 4% in 2016/17

Staff Religion/Belief Profile

The majority of staff at the College have not specified their religion although this is improving (55.7% in 2018/19 compared to 62.6% in 2017/18 and 83.8% in 2016/17). Of the staff that have disclosed information, 39.7% are Christian (compared to 61% in 2017/18), 23.8% follow another religion (compared to 8.1% in 2017/18 and 14% in 2016/17) and 36.4% have identified as having no religion, are atheist or agnostic (compared to 39% in 2017/18 and 18% in 2016/17). The College provides a chaplaincy service across all sites which are available to staff and learners. We continue to promote key religious dates and flexible working for prayer and religious celebrations. The College supports staff as much as possible to take leave for religious observance.

Staff Feedback

Focus groups take place on a regular basis twice a year and are made up of staff from across all parts of the College, Academic, Support, Managers and a specific group for Business Services. They meet with the Principal and VP for College Services including Human Resources. Feedback from these meetings are compiled into an action plan and outcomes monitored with 90% of all actions completed for the last action plan. The most recent staff survey (compared to 39 Colleges) identifies that most teachers feel valued (5.6% points higher than the survey average) whilst the effectiveness of communication continues to be a positive theme from feedback with results in the top 14% compared to the other participating Colleges.

Staff celebration events take place on two occasions during the year. The events have excellent feedback from staff. Regular, and informative staff briefing sessions ensures that staff are clear about

their role in the direction that the college is taking. Staff Newsletters are produced with updates on staff enrichment and events as well as promotion of upcoming events.

The College was recently shortlisted for a prestigious International Engage Award for “The Best Use of Employee Voice” with the finals in London in November 2019 demonstrating how engagement with staff has improved in line with improvements made to the quality of education.

Supporting Staff

The College supports a range of well-being initiatives to work alongside the monthly occupational health clinics and the employee assistance programme. This includes planned promotions of health checks and healthy lifestyle advice in conjunction with the local authority. These allow access to advice and assessment on healthy lifestyles and well-being support as well as promotion of national events such as Mental Health Awareness week and Stress Awareness Day. These national events have been supported across the college with staff who have provided beauty treatments, floristry sessions, sports clubs and competitions. This has promoted well-being and health for all staff and encouraged movement during the work day. This was followed up with the arrangement of staff well-being walks that not only encouraged a break and movement in the fresh air but also encouraged staff to interact with other staff from the organisation that they wouldn't usually. These activities have culminated in the College being shortlisted as finalists for 2 awards. The International Engage Awards as Best Use of Employee Voice and the Greater Manchester Active Workplace Awards for Active Workplace of the Year.

Case Study

The College works with the national Disability Confident Scheme and are an accredited Disability Confident Employer. In addition the College provides a range of services for all staff to support any staff with a disability or health condition including a monthly occupational health clinic and Employee Assistance Programme.

The College has supported a number of staff with existing conditions or conditions developed during their employment at the College.

One example that shows the range of support and adjustments that have been utilised for staff is in individual with a diagnosed medical condition which is classed as a disability due to its long term impact on day to day living. The condition impacts through increased vulnerability to viruses as well as having a debilitating and tiring effect. In order to support this member of staff a range of flexible working arrangements have been put in place and regularly reviewed as they require adjustments as the impact of the condition changes. This has included working from home, flexible days and reduction in particular duties that impact on the condition at particular times of the year. The employee is supported by their line manager and the HR Team through regular update meetings as well as regular reviews with the occupational health adviser. This has ensured that the employee has remained in work and is able to carry out the duties of their role with this support.

Staff Development

A range of activities have taken place in relation to Equality and Diversity:

- The College is a member of the North West Equality and Diversity group and activities and information from these meetings are disseminated in College

- An Assistant Principal is a member of the Greater Manchester Mental Health in FE Project Steering Group
- As part of Strand B of the Association of Colleges Greater Manchester Mental Health Project (2019-20), which focuses on supportive supervision of people in pastoral and student support roles, 9 staff have completed the supervision activities for non-management staff from both the Head of Studies and Well Being Teams.
- Managers from both Business Services and Head of Studies completed a ½-day Youth Mental Health First Aid training this term as part of the Greater Manchester Mentally Healthy Schools & Colleges Programme. Two staff have completed the full 2 day Youth Mental Health training.
- We are currently working with 42nd Street, CWMT, Youth Focus NW, Wigan Family Services and a number of national leads in relation to mental health strategies and implementation with Wigan and Leigh College.
- Representatives have delivered a series of training sessions to assessors around mental health, the use of language, support available and spotting the signs. This is a part of a continuing programme to ensure the apprentices receive the same level of support as internal students. New resources for 2019/20 include laptops with stress relieve and anxiety Apps plus Employer/Apprentice and Assessor Work Packs.

10 Equality and Diversity in the news

Here are just a few of the stories we have captured which show the range of activity taking place at the College to foster good relations, drive equality forward and to celebrate diversity.

 **Leigh College** Published by Danny Mccann [?] · 30 September · 🌐

Many thanks to Aidan Matear who visited our A Level Professional Honours Programme students today for an insightful talk on what it's like to live with a disability and how he has managed to overcome many setbacks in life to achieve some amazing things.

From being inspired in school by one of our tutors Anna Cook, he showed amazing positivity and determination to succeed earning a first class degree in Creative Writing. Truly inspirational from the disability rights campaigner who is also due to have several books/articles published.



The photograph shows Aidan Matear, a man in a wheelchair, speaking to a group of students. He is wearing a dark jacket and a yellow lanyard. A woman in a blue patterned shirt is seated next to him, also wearing a lanyard. In the foreground, the backs of several students' heads are visible as they listen. A black table with the Leigh College logo and the text 'WIGAN & LEIGH COLLEGE' is in the lower right corner.

STUDENT CONFERENCE

From mindfulness to volunteering and the issues faced by young carers, the College's latest student conference played host to a range of speakers funded by Wigan Foundation for Technical Education, Sarah and Paul from the Brick Project in Wigan outlined a range of volunteering opportunities with the local charity, which works to combat homelessness, poverty and debt crisis in the community.

Wigan and Leigh Young Carers delivered a session on the work they do to support young carers, while College chaplain Paul Sohi led a mindfulness session to de-stress frazzled students. The conference closed with a session from Ray Douglas of Gangology on safeguarding young people from knives, gangs and youth violence through vigilance, resilience, aiming high and achieving your dreams.



NURSING CAREER CALLING FOR CARE WORKER

Care worker, Jacent Nanteza, is following her dream of becoming a nurse on the Access to Higher Education Diploma in Health.

The 25-year-old, originally from Uganda, had concerns about being able to cope with going back to study, having left school at 17.

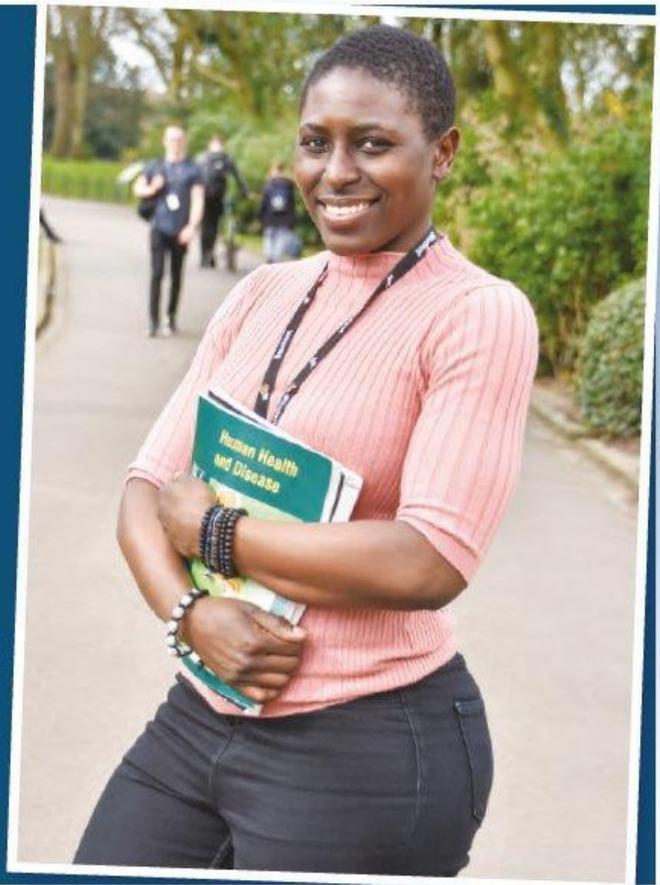
"I went to school in Uganda and left just before I came to the UK," said Jacent, "so it's been a while since I studied."

Jacent took up the Pre-Access Programme studying English and Maths GCSEs before the Access to HE Diploma, alongside working as a carer for the elderly in the community and in nursing homes.

Now she feels it's time to progress and take on more responsibility as an adult nurse.

"The Access course is challenging, but the tutors are really supportive. I didn't even know how to use a computer properly when I started, but I've had lots of support and encouragement," added Jacent.

With offers at five universities, Jacent has chosen the University of Salford to study adult nursing starting in September.



MARCHING WITH PRIDE

Students and staff braved squally showers and blustery conditions to fly the flag for LGBTQ equality at Wigan's annual Pride march this summer.

Members of the College's LGBTQ+ group joined other equality enthusiasts to celebrate diversity across the Wigan Borough. This year's Pride marked 50 years since the Stonewall riots in New York, which led to the development

of the gay rights movement across the world.

Hairdressing student and Miss Drag UK finalist, Barney Brookes, joined students and staff, adding some glitz and glamour to the rainy weekend

event, that had been threatened with rescheduling due to the adverse weather conditions.

Students and staff also took to the streets to celebrate Manchester Pride before the start of the September term.



Miss Drag UK finalist Barney Brookes (centre) with fellow students and staff flying the flag for equality and diversity at Wigan Pride

Leigh College Retweeted



Wigan&Leigh College @wiganleighcol · 26 Nov

Mum of six, Katie Tarr decided she wanted to enrol @leighcollege in order to pursue a career ambition but didn't have the GCSEs from school.

Now 31, she has completed her Access to HE Health course with full distinctions, earning a place on a prestigious Midwifery course @LJMU



Access to HE



Wigan&Leigh College @wiganleighcol · Nov 6

Good luck to our Girls rugby team who are taking part in their first competitive outing today as they face off against other college's in a 9's tournament (only half the team in this picture before meeting team mates at Robin Park) #rugbyleague @wlc_sport #LoveOurColleges



AoC North West and AoC Sport

Students Learn from Invictus Games Star and Elite Coach



by **Wigan & Leigh College**

Published: 20 November 2018

Hits: 1151



Vote 5

Rate

Sports students from Leigh College enjoyed a brilliant coaching session with former British Olympic javelin thrower turned Coach Shelley Holroyd.

The British Athletics coach and Paralympic Pathway Co-ordinator for the North and East talked to students about her role in searching for and identifying potential disabled athletes. Shelley provided a great insight into the state of play of Paralympics and compared it to how it was over 20 years ago.

Equality and inclusivity were high on the agenda too and an added bonus came when Dave Watson, fresh off the back of his double gold medal winning performance at the Invictus Games in Sydney, Australia came.

The triple amputee won gold in the Men's IF6 Discus and shot put at the event and also scooped two silver medals in rowing.

The former Guardsman joined the Army in 2008, aged 20, following a life-long ambition to serve in the Scots Guards.

During his first tour of Afghanistan in 2010, Dave stood on an Improvised Explosive Device while out on patrol. As a result of the explosion he lost both legs as well as his right arm, and had to be brought back to life whilst being air-lifted to safety.

The athlete, who originally hails from Walton-le-Dale, now lives in Birmingham but travels up to Leigh Sports Village twice a week to train with his coach Shelley.

This provided a unique opportunity for the College's Centre of Excellence in Sport to arrange a practical workshop for the sports students to have a go at coaching and working with an athlete that has a lot of restrictions.

Dave for example used to be right handed, but after losing his arm had to learn how to throw with his left hand, which learners had to bear in mind when instructing him how to hold and throw the discus.

Shelley Holroyd said: "The session helped to get the students to think a bit more and you could see their thought process change. Giving students the opportunity to speak in this environment allows them to process the information well and they can see what they have learnt and put that into practice.

"I believe that the positive effect that it can have on them can also help to change mind sets to not always view disability as a negative."



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**SOCIETY FOR
EDUCATION &
TRAINING**

Youth Health Champions focus on mental health issues



The College's first cohort of Youth Health Champions

Health & Social Care students have become Youth Health Champions, as part of a new qualification awarded by the Royal Society of Public Health.

The College's Centre of Excellence in Health & Social Care is working with Wigan Council to deliver the additional qualification. Every BTEC Level 3 Health & Social Care first year student will complete the Level 2 Award for Young Health Champions.

Charlie Bracher Parkes from Wigan

Council delivered the programme and trained College staff to continue the work to develop 100 Youth Health Champions at the Parsons Walk Centre and at Leigh College.

As part of the course students launched a video campaign to raise awareness of invisible disabilities and illnesses.

01942 761111

wigan-leigh.ac.uk

At home with Pandas

Animal Management students observed giant pandas in their native habitat on a once in a life time trip to China.

They also got the chance to see more than 300 animal species at the Wildlife Park of Xi'an, including birds, mammals, amphibians and reptiles.

Some of China's most famous landmarks and attractions were also on the agenda including the Great Wall of China, the Terracotta Army and Tiananmen Square, with a bullet train trip to Xi'an among their packed itinerary.

Students also took Chinese lessons, practiced Tai Chi

and stayed at Boai International School where they met teachers from across the globe.

The trip helped students think about differing standards of animal welfare overseas and inspired some to return to make an impact.

Back to school for students on cross cultural visit



 wiganleighcollege

Alex Bentley with her final project work



Martina Harrison with her final project work



MATERIAL GIRLS MAKE THE CUT WITH EMPLOYERS

Budding fashion designers Alex Bentley and Martina Harrison created a range of clothing based on equality and diversity and

modern military themes respectively, as part of the BA (Hons) Creative Practitioner (Fashion & Textiles) course.

Twenty-two-year-old Alex has been offered the position of assistant garment technologist at Pretty Little Thing, following a successful

placement at Lindy Bop during her second year.

"Without the industry work experience opportunities set up

through College I wouldn't have got the job," said Alex.

Alex, who also worked part-time at River Island,

had her collection photographed at the store to put forward for online publicity to promote the company.

GRAND BUDAPEST TOUR

Students explored education models and treatments for children with mental health issues and disabilities on a study trip to Budapest.

BA in Education Studies undergraduates visited the Vadaskert Institute, which specialises in supporting children

and their families with conditions such as hyperactivity, autism and eating disorders.

They also visited the world famous Peto Institute, Tree of Hope, which supports the physical and emotional development of children with cerebral palsy, observing group sessions with babies, children and

adults.

The group also experienced the sights and sounds of the historic Hungarian city, including the Shoes on the Danube - a memorial to the Budapest Jews who were shot by militiamen between 1944 and 1945. They were forced to take their shoes off first, since shoes were valuable belongings at the time. Sixty pairs of iron shoes form a row along

Students over the Budapest skyline



the Danube, each modelled on an original 1940s pair.

The trip was free for full-time higher

education students, funded by the University Centre Advantage Scheme. The fund was set up

to support students with equipment or activities relating to their studies.



Bid to get more women into science

Science students presented recommendations to the Barcelona Institute of Science and Technology on a tour of the Catalan capital.

Their theme was based on how the

Institute can expand the reach of their public engagements, in particular to encourage more women into the science and technology industry.

The Level 3 Applied Science and HND

Applied Biology students found time to visit Gaudi's Sagrada Familia - the basilica that is now a major symbol of Barcelona - and they fitted in a segway tour of the city.

SUPPORTING ADULT LEARNING

More than 3,500 adults joined our College community last year, including 39-year-old father of two, Paul Onofrio. Paul returned to learning in a bid to secure employment when his children are older.

The stay at home dad is on course for a new career studying GCSE English and is receiving extra support to help with his dyslexia. Having always worked in practical jobs, he now has his sights set on a career in health and social care.

"My kids won't need looking after forever, so I'd like to do a job that's interesting and is less of a practical role," said Paul.

Paul is delighted with the additional learning support he's had since starting the GCSE English course.

"I have never had this much support before. The team tested my dyslexia when I started and suggested I use a yellow sheet to cover over my work. It makes the letters stand out more, which makes a big difference."

Paul has been aware of his dyslexia since high school. As

part of his support package he is also given more time to complete exams.

"It takes me a bit

longer to transfer my thoughts on to paper," added Paul. "It also takes me longer to take in written information."



Paul Onofrio on course for a new career