

**ANNUAL REPORT ON COMPLIANCE WITH THE PUBLIC SECTOR EQUALITY DUTY 2021-2022**

INTRODUCTION

The PSED requires public bodies to have ***due regard*** to the need to:

• **eliminate unlawful discrimination**, harassment, victimisation and any other conduct prohibited by the Act;

• **advance equality of opportunity** between people who share a protected characteristic and people who do not share it; and

• **foster good relations** between people who share a protected characteristic and people who do not share it.

SUMMARY STATEMENT

We believe that all forms of prejudice and discrimination are unacceptable. In recognition of the fact that they can take a variety of forms, depending on the group against whom they are directed, the college has a framework of procedures designed to ensure that discrimination does not take place and, in the event that it does, that the college takes appropriate action.

The college has a published equality, diversity and inclusion statement of intent, which sets out its vision and objectives in relation to equality and diversity. This statement of intent establishes that the basic principles of inclusion for the college are:

**Access** –everyone has equal access to, in, and across the college’s campuses and online spaces. Students are able to enjoy and complete their learning, and staff can develop their careers with **equal ease and dignity.**

**Culture** – everyone will have a sense of belonging where we feel we **fit in and can be ourselves without judgement.**

**Delivery** –knowing that the place, the policies, the curriculum, and teaching and learning are designed to be inclusive and have the **flexibility to be tailored to individual needs.**

The college employs staff directly and also through a wholly owned subsidiary, Vison Business Support Services (VBSS). Where possible, data has been provided throughout this document for each entity separately and as a whole.

ELIMINATING UNLAWFUL DISCRIMINATION

The college operates a zero-tolerance policy in relation to discrimination. We perceive this part of our equality duty to be a minimum standard that all employees, learners, contractors and visitors to the college will achieve.

We have a number of policies, procedures and processes in place to ensure that we have an understanding of the rights of individuals to study and work in an environment free from harassment and discrimination and that we have robust mechanisms in place for the reporting of, and acting on, complaints of discrimination and harassment. These policies, procedures and processes include:

* Anti Harassment, Anti Bullying and dignity at work policy
* Fair recruitment practices
* Fair recruitment and admissions processes for learners
* Student code of conduct and behaviour management processes
* Mandatory training and development for all employees and partners to the college.

**Staff Resignations and Absence**

Disability

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Disabled** | **Not Disabled** | **Unknown** |
| **Resignation (%)** | 2.1% | 13.8% | 30.8% |
| **% of staff with an absence (%)** | 54.3% | 50.1% | 54.5% |

There appears to be no evidence of discrimination here, in relation to either resignation or absence. There is a slightly higher percentage of staff absences with a disability. Our absence procedure and practices include support with reasonable adjustments, risk assessments, occupational health and access to work.

Gender

|  |  |  |
| --- | --- | --- |
|  | **Male** | **Female** |
| **Resignation (%)** | 13.1% | 14.5% |
| **% of staff with an absence (%)** | 39.3% | 55.8% |

There is very little difference in the resignation of females and males. Females have had more absences and the college has addressed this by working with our union colleagues and implementing a menopause policy, menopause support group and training for managers and menopause as a reportable reason for absence data.

Ethnicity

|  |  |  |  |
| --- | --- | --- | --- |
|  | **White British/N. Irish** | **Not White British/N. Irish** | **Unknown** |
| **Resignation (%)** | 12.5% | 13.6% | 9% |
| **% of staff with an absence (%)** | 50.9% | 18.1% | 36.3% |

There is little difference in members of staff with heritage that is not white British and those who identify as white British in relation to resignations.

Sexual Orientation

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Heterosexual** | **Gay** | **Lesbian** | **Bisexual** | **Unknown** |
| **Resignation (%)** | 13.2% | 25% | 0% | 35.7% | 6.9% |
| **% of staff with an absence (%)** | 51.5% | 75% | 60% | 50% | 43.8% |

There is little difference in absence between staff members of different sexual orientation.

However those staff who identify as gay and bisexual have a slightly higher resignation. However, populations of some groups are so small as to make these numbers statistically unreliable. The college has gained the Rainbow Flag award and will continue to review its EDI action plan to become an inclusive employer.

**Staff Capability Action, Grievances and Disciplinary Action**

Since the start of the academic year 2021-22, there have been the following cases:

3 capability cases –1 female, 0 non-white British, 1 disabled, 0 LGBTQ+

7 extended probations – 3 female, 1 non-white British, 0 disabled, 1 LGBTQ+

2 disciplinary –1 female, 0 non-white British, 0 disabled, 0 LGBTQ+

2 grievances -0 female, 1 non-white British, 1 disabled, 0 LGBTQ+

Numbers here are very small, so statistical inference is difficult. Both grievances were investigated and not upheld.

**Learners**

FEEDBACK FROM LEARNERS

Feedback from learners suggests that the college is performing well in this regard. The exit survey, undertaken late in the summer term, gave the following results:

* College encourages equality diversity & inclusion – 96% agreed
* College deals with bullying issues well – 91% agreed
* College encourages respect for different backgrounds faiths & beliefs – 98% agreed

The induction or “on-programme” survey undertaken during the autumn term of 2021 gave the following results:

* The college encourages equality diversity and inclusion – 97% agreed
* The college deals with bullying issues well – 95% agreed
* The college encourages respect for different backgrounds, faiths and beliefs – 98% agreed

In ball but one area, responses place the college in the upper quartile of benchmarked colleges (101 institutions). The college is placed in the upper half of benchmarked colleges in the exit survey question related to bullying.

**Student Complaints**

Similarly, there are no issues related to discrimination emerging from student complaints. As the table below sets out, overall complaints have reduced and the focus has moved to more practical issues related to the response to COVID-19 and away from human interactions.

|  |  |  |  |
| --- | --- | --- | --- |
| **College area** | **Number of complaints 2021/22** | **Number of complaints 2020/21** | **Difference** |
| Teaching and learning | 48 | 45 | +3 |
| Estates and facilities | 10 | 3 | +7 |
| Apprenticeships and Employer engagement | 5 | 5 | = |
| Exams | 3 | 3 | = |
| Student support | 5 | 6 | -1 |
| Safeguarding | 3 | 0 | +3 |
| Transport | 9 | 2 | +7 |
| Student behaviour | 4 | 9 | -5 |
| Marketing | 2 | 2 | = |
| GDPR | 2 | 0 | +2 |
| **Total** | **91** | **75** |  |

None of the complaints logged formally relate to discriminatory practice on behalf of the college.

In 2021/22, the college received:

* 22 incidents related to homophobic bullying
* 13 incidents related to racial abuse
* 5 raised in relation to ‘other’ E&D issue
* 5 incidents related to disability bullying.
* 38 incidents related to sexual harassment and violence.

The above figures represent a significant increase in incidents compared to the year previous. This is as a result of the investment is more robust mechanisms for capturing issues in the guise of CPOMS and Smoothwall. Whilst the majority of incidents were internal to the college, one incident related to homophobic bullying was external to the college and three racial abuse incidents were external to the college. Of the incidents cited above 5 resulted in formal disciplinary warnings being issued to learners, two resulted in student exclusions and one student withdrew prior to the college holding an exclusion panel.

The college has robust and confidential mechanisms in place to enable staff and learners to report incidents of discrimination. Complaints against members of staff are made to the college’s HR team; complaints about learners are made to the college’s student support team. The confidentiality of the individual is carefully maintained, and the individual is protected from any reprisals as a result of their complaint.

ADVANCING EQUALITY OF OPPORTUNITY

The achievement of this duty is enshrined within the college’s mission:

‘To provide skills to enable all learners, employer partners and our community to thrive.’

The college works hard to ensure that each individual reaches their full potential regardless of their personal characteristics or socio-economic status.

The college makes all reasonable adjustments to its provision, teaching and learning resources, access, and other publications to enable equal access for all individuals and groups.

Within the college’s context advancing equality of opportunity includes the following core foci:

* Ensuring our staff body is representative of the communities that we serve.
* Developing our partnerships with Portland College, Nottinghamshire County Council and other providers to ensure that the college provides the most inclusive environment and experience that it can and, where it is unable to support a particular learner, it is able to secure appropriate alternative provision.
* Ensuring our young people are enabled to progress to higher education through the provision of locally accessible and relevant HE programmes.
* Ensuring that our college embraces diversity and difference and celebrates it at every available opportunity.
* Ensuring that equality and diversity is embedded within the college’s curriculum offer, teaching and learning practice, and core business processes.
* By promoting careers and courses to under-represented groups.

**Representative Nature of the Staff Body**

*The following is a snapshot taken at 31/07/2022.*

Ethnic origin

The populations of Mansfield and Ashfield combined are 94.7% white British. The college is predominantly (89.5%) white British across WNC and VBSS, which is a reflection of the local geographical area. From the table below, there is representation across the college of all ethnic categories.

| **Ethnic Origin** | **VBSS** | **WNC** | **Total** |
| --- | --- | --- | --- |
| Any other ethnic group | 1 | 2 | 3 |
| Asian or Asian British - Any other | 2 | 1 | 3 |
| Asian or Asian British - Bangladeshi | 1 | 1 | 2 |
| Asian or Asian British - Chinese | 0 | 1 | 1 |
| Asian or Asian British - Indian | 2 | 1 | 3 |
| Asian or Asian British - Pakistani | 4 | 3 | 7 |
| Black or Black British - African | 1 | 3 | 4 |
| Black or Black British - Caribbean | 2 | 5 | 7 |
| Mixed - Any other Mixed background | 1 | 1 | 2 |
| Mixed - White and Asian | 1 | 2 | 3 |
| Mixed - White and Black African | 0 | 1 | 1 |
| Mixed - White and Black Caribbean | 2 | 2 | 4 |
| White - Any other White background | 4 | 5 | 9 |
| White - English/Welsh/Scottish/British | 232 | 421 | 653 |
| White - Irish | 0 | 2 | 2 |
| White - Other European | 11 | 4 | 15 |
| Unknown | 6 | 4 | 10 |
| Grand Total | 270 | 459 | 729 |

Gender

The college employs significantly more females than males. This, clearly, is not a direct representation of the communities it serves, but this is typical of further education colleges and the education sector as a whole. The balance between male and female staff has remained broadly static. As shown in the table below, there are significant gender imbalances in specific areas of the college; however, these all align with national trends.

|  |  |  |  |
| --- | --- | --- | --- |
| **Department** | **Female** | **Male** | **Grand Total** |
| Academic, Creative, Community, Digital and Professional Studies | 89 | 45 | 134 |
| Catering | 16 | 4 | 20 |
| Communications, Engagement and Student Experience | 141 | 31 | 172 |
| Construction, Building Services, Engineering, Automotive, Fabrication & Welding | 13 | 70 | 83 |
| Digital Transformation | 0 | 6 | 6 |
| English and Maths | 27 | 6 | 33 |
| Executive | 6 | 4 | 10 |
| Finance | 23 | 5 | 28 |
| Health and Safety | 3 | 0 | 3 |
| Health, Education and Service Industries | 74 | 17 | 91 |
| Housekeeping, Campus and Transport | 34 | 9 | 43 |
| Human Resources | 9 | 1 | 10 |
| IT, Estates and Learning Resources | 24 | 32 | 56 |
| Quality and Standards | 27 | 13 | 40 |
| Grand Total | 486 | 243 | 729 |

Disability

|  |  |  |  |
| --- | --- | --- | --- |
| **Disability** | **VBSS** | **WNC** | **Total** |
| **Yes** | 15 | 31 | 46 |
| **No** | 250 | 421 | 671 |
| **Unknown** | 5 | 7 | 12 |

National statistics suggest that 20% of working age adults report a disability. The college has approximately 6.3% of its workforce who declare a disability.

The college provides a positive, accessible and supported environment for those with disabilities, making adjustments where at all possible and supporting through occupational health and risk assessments. The college has also supported a number of applications through Access to Work.

We are committed to support staff with disabilities by creating a voluntary supportive forum to monitor, feedback and improve the experience of staff with disabilities.

Sexual orientation

|  |  |  |  |
| --- | --- | --- | --- |
| **Sexual Orientation** | **VBSS** | **WNC** | **Total** |
| Bisexual | 6 | 8 | 14 |
| Gay / Lesbian | 8 | 5 | 13 |
| Heterosexual | 237 | 335 | 572 |
| Not responded | 19 | 111 | 128 |

The college has recently acquired the Rainbow Flag award.

**Staff Recruitment**

*The following information is for the period between 01/08/2021 and 31/07/2022.*

Disability

|  |  |  |  |
| --- | --- | --- | --- |
| **Disability** | **No** | **Yes** | **Total** |
| **Applicants** | 914 | 84 | 998 |
| **Appointments** | 185 | 18 | 203 |
| **Rate** | 20.2% | 21.4% | 20.3% |

Around 8.4% of applicants declare a disability. As stated earlier, this is significantly lower than the proportion of the adult working population who declare a disability. The college promotes the disability confident scheme and focuses on inclusive, accessible recruitment activities. The college has a successful supported internship scheme in place with Portland College and is proactively committed to reaching the furthest to reach labour market in its recruitment campaigns.

Gender

|  |  |  |  |
| --- | --- | --- | --- |
| **Gender** | **Female** | **Male** | **Total** |
| **Applicants** | 663 | 335 | 998 |
| **Appointments** | 127 | 76 | 203 |
| **Rate** | 19.1% | 22.6% | 20.3% |

Applicants to job roles are split broadly in line with existing postholders. There is no significant difference between the genders in the appointment rate.

Ethnicity

|  |  |  |  |
| --- | --- | --- | --- |
| **Ethnic Group** | **Non-white British** | **White British/N. Irish** | **Total** |
| **Applicants** | 184 | 814 | 998 |
| **Appointments** | 31 | 172 | 203 |
| **Rate** | 16.8% | 21.1% | 20.3% |

This table shows that the college is successful (relative to its demography) in attracting job applicants from non-white British heritage. There is no significant difference in the appointment rates between either category.

Sexual Orientation

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sexual Orientation** | **Bisexual** | **Gay** | **Straight** | **Other** | **Grand Total** |
| **Applicants** | 42 | 25 | 914 | 17 | 998 |
| **Appointments** | 5 | 6 | 189 | 3 | 203 |
| **Rate** | 11.9% | 24% | 20.6% | 17.6% | 20.3% |

Very small numbers in most categories make it difficult to draw firm conclusions from this data. However, it seems clear that there is no bias towards heterosexual applicants.

The college Equality, Diversity and Inclusivity statement of intent and action plan support the aim of the college to be an inclusive employer of choice.

**Staff Salaries**

Disability

| **Disability** | **Yes** | **No** | **Unknown** | **Total** |
| --- | --- | --- | --- | --- |
| **< £20k** | 15 | 233 | 1 | 249 |
| **£20k-£30k** | 8 | 171 | 4 | 183 |
| **Teaching staff £20k-£40k** | 15 | 221 | 5 | 241 |
| **£30k-£40k** | 3 | 54 | 2 | 59 |
| **£40k-£60k** | 3 | 33 | 0 | 36 |
| **> £60k** | 2 | 2 | 1 | 5 |

Disabled staff are broadly proportionately represented at each salary band.

Gender

|  |  |  |  |
| --- | --- | --- | --- |
| **Gender** | **Female** | **Male** | **Total** |
| < £20k | 193 | 56 | 249 |
| £20k-£30k | 132 | 29 | 183 |
| Teaching staff £20k-£40k | 149 | 92 | 241 |
| £30k-40k | 30 | 29 | 59 |
| £40k-£60k | 19 | 17 | 36 |
| > £60k | 1 | 4 | 5 |

Females are proportionately over-represented at the majority of bands. The lower salary bands have the highest number of part time and term time roles. A higher proportion of females have been promoted to more senior roles through our leadership development programmes.

Ethnicity

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Ethnic Group** | **Non-white British** | **White British / N. Irish** | **Unknown** | **Total** |
| **< £20k** | 29 | 219 | 1 | 249 |
| **£20k-£30k** | 8 | 172 | 3 | 183 |
| **Teaching staff £20k-£40k** | 28 | 211 | 2 | 241 |
| **£30k-40k** | 4 | 52 | 3 | 59 |
| **£40k-£60k** | 0 | 35 | 1 | 36 |
| **> £60k** | 0 | 4 | 1 | 5 |

Those with ethnicity that is not white British are absent from the highest levels of salary bands.

However, numbers are so small as to make this statistically insignificant.

Sexual Orientation

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sexual Orientation** | **Bisexual** | **Gay** | **Heterosexual** | **Lesbian** | **Unknown** | **Grand Total** |
| < £20k | 2 | 1 | 191 | 3 | 51 | 249 |
| £20k-£30k | 8 | 4 | 139 | 1 | 31 | 183 |
| Teaching staff £20k-£40k | 3 | 3 | 195 | 2 | 38 | 241 |
| £30k-40k | 1 | 0 | 48 | 0 | 10 | 59 |
| £40k-£60k | 1 | 0 | 28 | 0 | 7 | 36 |
| > £60k | 0 | 0 | 4 | 0 | 1 | 5 |

Other than at the top level of the salary bands, those with sexual orientation other than heterosexual are broadly proportionately represented. At the top level, numbers are so small as to make this statistically insignificant.

OUTCOMES FOR LEARNERS

On the whole, the college does well in ensuring that learners with protected characteristics achieve in line with their peers. The tables below and overleaf summarise the outcomes for learners and identifies any gaps in achievement, the first table summarises outcomes for all age groups of learners across all qualifications, with the second table identifying outcomes for core vocational qualifications only:

**All ages all qualifications**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Retention** | **Achievement** | **Pass** | **Difference** | | |
|  |  |  |  | Ret | Ach | Pass |
| College | 90% | 87% | 97% |  |  |  |
| High Needs | 95% | 91% | 96% | +5 | +4 | -1 |
| EHCP | 92% | 89% | 97% | +2 | +2 | = |
| Declared Disability | 91% | 89% | 97% | +1 | +2 | = |
| 19+ in receipt of ALS | 96% | 91% | 95% | +6 | +4 | -2 |
| BAME | 90% | 84% | 94% | = | -3 | -3 |
| Male | 90% | 87% | 97% | = | = | = |
| FCM | 87% | 84% | 97% | -3 | -3 | = |

**All ages main vocational qualification only.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Retention** | **Achievement** | **Pass** | **Difference** | | |
|  |  |  |  | Ret | Ach | Pass |
| College | 88% | 83% | 94% |  |  |  |
| High Needs | 94% | 90% | 96% | +6 | +7 | +2 |
| EHCP | 91% | 85% | 94% | +3 | +2 | = |
| Declared Disability | 88% | 83% | 94% | = | = | = |
| 19+ in receipt of ALS | 93% | 86% | 93% | +5 | +3 | -1 |
| BAME | 93% | 87% | 94% | +5 | +4 | = |
| Male | 88% | 83% | 94% | = | = | = |
| FCM | 95% | 93% | 97% | +7 | +10 | +3 |

The table above indicates that there are gaps in achievement (all qualifications) for BAME learners and FCM learners. For BAME learners this relates to pass rates on their programmes of study whereas for FCM learners the issues relates to retention. The college is closely monitoring progress scores for BAME learners with a view to closing gaps and is monitoring retention closely for FCM learners. Anecdotally feedback would indicate that the pressures associated to the cost of living crisis has meant that some learners whose families experience financial hardship may have had to leave their programme of study to gain employment. This will be closely monitored in 2022/23 with flexibility in timetables and length of programme considered to enable learners to continue to study alongside employment. SEND learners do better than peers (all qualifications and main vocational qualification.

**High Grades**

The table below summarises high grades outcomes for learners with protected characteristics. Increasing high grades for all learners is a strategic priority for the college in 2022/23 but a particular focus will be paid to those with protected characteristics due to the gaps in achievement compared to peers.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Grades** | **High Grade** | **% High Grades** | **Difference %** |
| High Needs | 44 | 12 | 27% | -21% |
| EHCP | 33 | 13 | 39% | -11% |
| BAME | 121 | 55 | 45% | -3 |
| Male | 764 | 367 | 48% | +1% |
| FCM | 172 | 60 | 35% | -13% |

DESTINATIONS

Data in relation to actual destinations, split by protected characteristics, is included in the table below.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Actual destination | College | | High Needs | | | | EHCP | | | | FCM | | BAME | | | | Male | | | | Female | | |
|  | 16-18 | 19+ | 16-18 (125) | | 19+  (35) | | 16-18  (90) | | 19+  (43) | | 16-18  (131) | | 16-18  (255) | | 19+  (36) | | 16-18  (1595) | | 19+  (143) | | 16-18  (1378) | | 19+  (133) |
| FT employment or apprenticeship linked to study | 12.5 | 14 | 4.8 | 5.7 | | 6.7 | | 7 | | 1.5 | | 6.7 | | 5.6 | | 14.1 | | 13.3 | | 11.7 | | 7.5 | |
| FT employment or apprenticeship not linked to study | 10.9 | 12.1 | 3.2 | 2.9 | | 3.3 | | 2.3 | | 0 | | 9.4 | | 11.1 | | 11.7 | | 14.7 | | 10.6 | | 4.5 | |
| Part-time employment | 3.9 | 7.4 | 4.0 | 17.1 | | 5.6 | | 18.66 | | 0.8 | | 2.4 | | 13.9 | | 4.1 | | 9.1 | | 4.4 | | 5.3 | |
| Higher levels of learning linked to their study of those who progress to further learning in college | 15.9 | 12.5 | 24 | 14.3 | | 16.7 | | 16.3 | | 27.5 | | 10.6 | | 5.6 | | 19.1 | | 17.5 | | 11.3 | | 9 | |
| Higher level of study not linked to their study in college | 2.9 | 3.9 | 8.8 | 5.7 | | 11.1 | | 4.7 | | 6.9 | | 4.7 | | 8.3 | | 3.3 | | 2.8 | | 2.2 | | 9.8 | |
| Higher level of study with a different FE provider | 0.8 | 0.8 | 0 | 0 | | 1.1 | | 0 | | 0 | | 0.8 | | 0 | | 1.2 | | 0.7 | | 0.2 | | 2.3 | |
| Higher level of learning in HE at another provider | 7.2 | 21.6 | 2.4 | 2.9 | | 3.3 | | 4.7 | | 0 | | 11.8 | | 25 | | 5.7 | | 13.3 | | 10.7 | | 39.1 | |
| Same level of study in the college as year 2 of same course | 27.9 | 8.6 | 23.2 | 17.1 | | 21.1 | | 14 | | 37.4 | | 39.6 | | 13.9 | | 24.1 | | 7 | | 29.2 | | 6.8 | |
| Same level of study (repeat level) – foundation studies moving to vocational curriculum | 0.5 | 0 | 2.4 | 0 | | 1.1 | | 0 | | 2.3 | | 0.8 | | 0 | | 0.4 | | 0 | | 0.6 | | 0 | |
| Same level of study (repeat level) in the college | 6.7 | 1.9 | 8.8  (+2.1) | 2.9  (+1) | | 5.6  (-1.1) | | 2.3  (+0.4) | | 16  (+9.3) | | 4.3  (-2.4) | | 2.8  (+0.9) | | 6  (-0.7) | | 1.4  (-0.5) | | 6.8  (+0.1) | | 2.3  (+0.4) | |
| Same level of study (repeat level) but with a different FE provider | 1.4 | 0.8 | 2.4  (+1) | 5.7  (+4.9) | | 1.1  (-0.3) | | 4.7  (+3.9) | | 0  (-1.4) | | 1.2  (-0.2) | | 0  (-0.8) | | 0.8  (-0.6) | | 2.1  (+1.3) | | 2  (+0.6) | | 0  (-0.8) | |
| Lower level of study in the college | 1.8 | 0.8 | 0.8  (-1) | 2.9  (+1.1) | | 1.1  (-0.6) | | 4.7  (+3.9) | | 6.9  (-5.1) | | 0.4  (-1.4) | | 0  (-0.8) | | 1.7  (-0.1) | | 1.4  (+0.6) | | 1.6  (-0.2) | | 0.8  (=) | |
| Lower level of study but with a different FE provider | 0.1 | 0.2 | 0.8 | 0 | | 0 | | 0 | | 0 | | 0.4 | | 0 | | 0 | | 0 | | 0.3 | | 0 | |
| Caring for family | 0.1 | 0.2 | 0 | 0 | | 0 | | 0 | | 0 | | 0 | | 0 | | 0.1 | | 0 | | 0.1 | | 0 | |
| Pregnancy | 0.4 | 0.6 | 0 | 0 | | 0 | | 0 | | 0 | | 0.4 | | 0 | | 0 | | 0 | | 0.9 | | 0.8 | |
| Further study on another non-accredited course to develop new skills/improve confidence | 0.1 | 0.2 | 1.6 | 0 | | 2.2 | | 0 | | 0 | | 0 | | 0 | | 0.1 | | 0 | | 0.2 | | 0 | |
| NEET/unemployment | 4.3 | 9.4 | 8  (+3.7) | 8.6  (-0.8) | | 16.6  (+12.3) | | 8.6  (-0.8) | | 9.3  (-0.1) | | 4.3  (=) | | 8.3  (-1.1) | | 5.1  (+0.8) | | 11.2  (+1.8) | | 4.5  (+0.2) | | 6  (-3.4) | |
| Long term illness | 0.4 | 1.0 | 1.6 | 5.7 | | 1.1 | | 4.7 | | 0 | | 0.4 | | 0 | | 0.4 | | 2.1 | | 0.4 | | 0 | |
| Unable to contact | 1.2 | 1.8 | 0 | 0 | | 0 | | 0 | | 0 | | 1.6 | | 2.8 | | 1.3 | | 1.4 | | 1.2 | | 2.3 | |
| Volunteer/gap year | 0.9 | 2.3 | 4.0 | 8.6 | | 3.3 | | 7 | | 0 | | 0.4 | | 2.8 | | 0.8 | | 2.1 | | 1.2 | | 3.8 | |

Proportionately more of our students with an EHCP plan are NEET at the end of their study with us, this equates to 18 students in total. We know from an analysis of the data that some had reached the end of a level three programme with the college and were actively looking for work, we will consider what employability support we can offer our leavers and how we can better utilise the relationships with employers to close this gap.

The college has worked hard to ensure that not as many students repeat a level or drop down a level in terms of their learning over the last year, overall in the college we have seen a 2% reduction in students repeating or dropping down a level, for our students with protected characteristics, whilst there remain some gaps (most notably for students over the age of 19 with high needs or an EHCP plan) the gap has been reduced significantly (-3.53% and -5.31% respectively). This will remain a focus for the 2022/23 academic year.

BAME students’ outcomes are better than college averages; 92.2% of 16-18 BAME students moved into a positive destination compared with 90.3% college average and 86.1% 19+ BAME students moved into a positive destination compared with 83.6% college average.

Proportionately more male than female students were NEET at the end of their time with the college.

FOSTERING GOOD RELATIONS

The college will proactively promote equality and diversity. It will ensure that our learners and staff have an understanding and appreciation of the diversity and difference that goes to make up the society in which we live and work. The college will achieve this part of its equality duty by:

* Ensuring that a celebration of diversity is embedded within teaching and learning and our cross-college events and activities;
* Providing resources on the college’s intranet to enable understanding, thereby helping to foster good relations;
* Working in partnership with other organisations and individuals to ensure that our learners and staff are exposed to diversity and difference; and
* Working within our local community to support community cohesion.

**Tutorial**

The college has completed a significant re-working of its tutorial programme to ensure that it provides a focus on key topics that will enable college learners to be successful, well-rounded and accepting citizens. There is a key focus around key awareness-raising months such as Black History Month, LGBT+ Month, and Women’s History Month, with learners encouraged to explore issues.

It also deals with issues around behaviour, respect and tolerance. Standardised materials are circulated to tutors for use which help learners form an opinion based on fact rather than what they may or may not have read on social media. In many vocational areas, cultural and diversity aspects of industry are embedded and form a fundamental part of teaching and learning.

In 2021/22 the college worked with an external consultation to provide a ‘brand me’ workshop over three weeks that enabled learners to focus on their own personal behaviours, use of language and responsibility for respect and tolerance. The sessions delivered to 20 groups had an impact on behaviours and were extended in the early part of 2022/23 through delivery to 1,000 learners.

The college encourages learners to explore issues through external trips and visits, 1,399 study programme learners attended the Beth Shalom centre to explore issues around extremism, radicalisation and tolerance. Students took part in formal learning opportunities are part of the visits.

**Accessibility**

The college’s website contains an accessibility statement, which sets out our position and plans to ensure that college publications of all types are accessible to everyone.

**Partnerships**

The college has a range of partnerships which help to ensure that learners are exposed to difference and diversity. Many of these are enacted through the tutorial programme as described above, but the curriculum departments also engage productively with charities and community groups to widen the experience of learners in ways which are relevant to their wider studies. Key amongst these are Nottinghamshire Police, Portland College, and NHS trusts. The college also has a very strong strategic partnership with Nottinghamshire County Council, which is built upon mutual support and constructive challenge and which helps to provide appropriate and flexible support to disadvantaged learners of all backgrounds.

In 2021/22 students were engaged with supporting aid missions to Ukraine as well as raising funding for local and national charities.