

**ANNUAL REPORT ON COMPLIANCE WITH THE PUBLIC SECTOR EQUALITY DUTY 2022-2023**

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 (%)** | 12% | 11% | 4.8% |
| **% of staff with an absence (%)** | 60% | 50.2% | 42.8% |

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. We are exploring the implementation of a staff with disabilities forum to encourage feedback on working practices at the college and where we can improve.

Gender

|  |  |  |
| --- | --- | --- |
|  | **Male** | **Female** |
| **Resignation (%)** | 14.2% | 9.2% |
| **% of staff with an absence (%)** | 43.7% | 54.1% |

There is a slightly higher percentage of resignations of males. This is reflected in the sector wide challenge of retaining skilled industry specialists within the more male dominated sectors of construction and engineering. 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 (%)** | 11.1% | 9.5% | 6.25% |
| **% of staff with an absence (%)** | 51% | 18.1% | 50% |

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. Absence is higher for those who identify as white British.

Sexual Orientation

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Heterosexual** | **Gay** | **Lesbian** | **Bisexual** | **Unknown** |
| **Resignation (%)** | 11.4% | 12.5% | 25% | 11.1% | 8% |
| **% of staff with an absence (%)** | 51.7% | 50% | 25% | 72% | 44.4% |

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

However those staff who identify as lesbian 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 continues 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 2022-23, there have been the following cases:

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

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

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

2 grievances -0 female, 1 non-white British, 0 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 2023, gave the following results:

* College encourages equality diversity & inclusion – 98% agreed
* College deals with bullying issues well – 93% agreed
* College encourages respect for different backgrounds faiths & beliefs – 98% agreed

The induction or “on-programme” survey undertaken during the autumn term of 2023 gave the following results:

* The college encourages equality diversity and inclusion – 98% agreed
* The college deals with bullying issues well – 96% agreed
* The college encourages respect for different backgrounds, faiths and beliefs – 98% agreed

In all of the above areas, in both surveys, responses above place the college in the upper quartile of benchmarked colleges (75 institutions).

**Student Complaints**

Similarly, there are no issues related to discrimination emerging from student complaints. Formal complaints received into the college remain relatively small given the size of the student population, complaints related to teaching and learning were largely focussed on a lack of communication.

|  |  |  |  |
| --- | --- | --- | --- |
| **College area** | **Number of complaints 2022/23** | **Number of complaints 2021/22** | **Difference** |
| Teaching and learning | 45 | 48 | -3 |
| Estates and facilities | 7 | 10 | -3 |
| Apprenticeships and Employer engagement | 2 | 5 | -3 |
| Exams | 6 | 3 | +3 |
| Student support | 4 | 5 | -1 |
| Safeguarding | 3 | 3 | = |
| Transport | 20 | 9 | +11 |
| Student behaviour | 2 | 4 | -2 |
| Marketing | 0 | 2 | -2 |
| GDPR | 1 | 2 | -1 |
| **Total** | **90** | **91** | **-1** |

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

In 2022/23, the college received:

* 18 incidents related to homophobic bullying (-3 on the year previous)
* 28 incidents related to racial abuse (+15 on the year previous)
* 8 incidents related to disability bullying (+3 on the year previous)
* 57 incidents related to sexual harassment and violence amongst the student body (+19 on the year previous).
* 31 concerns were raised with the college regarding external sexual harassment and abuse (+4 on the year previous)

The above figures represent an increase in most cases on incidents compared to the year previous. The college has spent a considerable amount of time raising awareness around appropriate behaviours, however, did see an increase in bullying incidents in 2022/23 more widely. The college is investing further time in ensuring students understand expectations around respect for each other and each other’s personal characteristics. The college formally excluded two students as a result of bullying allegations in relation to personal characteristics.

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.

In March 2023 the college underwent its Ofsted inspection. The inspection team found that the college’s provision for high needs learners was outstanding, they particularly highlighted the string partnership with the local authority to ensure “a highly robust educational offer for learners with high needs”. They praised the college for its outcomes for high needs learners and in particular the percentage of the college’s supported interns who transition successfully into volunteering or employment. The inspection team also found that the college’s approach to personal development was outstanding and highlighted the extensive enrichment programme that developed students understanding of issues including equality of opportunity.

In terms of the overall college culture the inspection team concluded that “there is a caring, but ambitious culture at WNC where the vast majority of learners, including the most vulnerable, develop and flourish”.

**Representative Nature of the Staff Body**

*The following is a snapshot taken at 31/07/2023.*

Ethnic origin

The populations of Mansfield and Ashfield combined are 94.9% white British. The college is predominantly (88.25%) 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 | 2 | 2 | 4 |
| Asian or Asian British - Any other | 1 | 2 | 3 |
| Asian or Asian British - Bangladeshi | 1 | 1 | 2 |
| Asian or Asian British - Chinese | - | 1 | 1 |
| Asian or Asian British - Indian | 2 | 1 | 3 |
| Asian or Asian British - Pakistani | 4 | 4 | 8 |
| Black or Black British - African | 3 | 3 | 6 |
| Black or Black British - Caribbean | 1 | 4 | 5 |
| Mixed - Any other Mixed background | 1 | 1 | 2 |
| Mixed - White and Asian | 1 | 2 | 3 |
| Mixed - White and Black African | - | 1 | 1 |
| Mixed - White and Black Caribbean | 3 | 3 | 6 |
| Not Known | 3 | 1 | 4 |
| Not Known/not provided | 5 | 7 | 12 |
| White - Any other White background | 9 | 4 | 13 |
| White - English/Welsh/Scottish/British | 280 | 396 | 676 |
| White - Irish | - | 1 | 1 |
| White - Other European | 11 | 5 | 16 |
| **Grand Total** | **327** | **439** | **766** |

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 | 96 | 47 | 143 |
| Catering | 18 | 4 | 22 |
| Communications, Engagement and Student Experience | 163 | 32 | 195 |
| Construction and Building services | 11 | 46 | 57 |
| Digital Transformation | 1 | 5 | 6 |
| Engineering and Motor Vehicle | 9 | 28 | 37 |
| English | 11 | 3 | 14 |
| Executive | 6 | 3 | 9 |
| Finance | 22 | 5 | 27 |
| Health and Safety | 3 | - | 3 |
| Health, Education and Service Industries | 64 | 20 | 84 |
| Housekeeping, Campus and Transport | 31 | 10 | 41 |
| Human Resources | 11 | 1 | 12 |
| IT, Estates and Learning Resources | 22 | 33 | 55 |
| Maths | 15 | 3 | 18 |
| Quality and Standards | 29 | 14 | 42 |
| **Grand Total** | **512** | **254** | **766** |

Disability

|  |  |  |  |
| --- | --- | --- | --- |
| **Disability** | **VBSS** | **WNC** | **Total** |
| **Yes** | 23 | 27 | 50 |
| **No** | 294 | 401 | 695 |
| **Unknown** | 10 | 11 | 21 |

National statistics suggest that 23% of working age adults report a disability. The college has approximately 6.5% 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. We have also gained the level 2 disability confident certificate and are working on a number of measures to increase our accessibility within our recruitment practices.

Sexual orientation

|  |  |  |  |
| --- | --- | --- | --- |
| **Sexual Orientation** | **VBSS** | **WNC** | **Total** |
| Bisexual | 10 | 8 | 18 |
| Gay | 5 | 3 | 8 |
| Heterosexual | 273 | 321 | 594 |
| Lesbian | 3 | 1 | 4 |
| Not Known | 35 | 104 | 139 |
| Other | 1 | 2 | 3 |

The college has acquired the Rainbow Flag award.

**Staff Recruitment**

The following information is for submitted applications in period between 01/08/2022 and 31/07/2023. In the same period there were 180 incomplete applications where E&D stats cannot be provided.

Disability

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Disability** | **No** | **Yes** | **Not Known** | **Total** |
| **Applicants** | 279 | 40 | 16 | 335 |
| **Appointments** | 50 | 3 | 1 | 54 |
| **Rate** | 18% | 7.5% | 6.25% | 16.1% |

Around 11.9% 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** | **Not Known** | **Total** |
| **Applicants** | 188 | 145 | 2 | 335 |
| **Appointments** | 33 | 21 | - | 54 |
| **Rate** | 17.55% | 14.5% | - | 16.1% |

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** | **Not Known** | **Total** |
| **Applicants** | 75 | 253 | 7 | 335 |
| **Appointments** | 7 | 47 | - | 54 |
| **Rate** | 9.3% | 18.6% | - | 16.1% |

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** | **Heterosexual** | **Lesbian** | **Not Known** | **Total** |
| **Applicants** | 12 | 5 | 292 | 4 | 22 | 335 |
| **Appointments** | 3 | - | 51 | - | - | 54 |
| **Rate** | 25% | - | 17.5% | - | - | 16.1% |

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** | 2 | 40 | 4 | 46 |
| **£20k-£30k** | 25 | 370 | 5 | 400 |
| **Teaching staff £20k-£40k** | 15 | 194 | 9 | 218 |
| **£30k-£40k** | 4 | 49 | 2 | 55 |
| **£40k-£60k** | 3 | 39 | - | 42 |
| **> £60k** | 1 | 3 | 1 | 5 |

Disabled staff are broadly proportionately represented at each salary band.

Gender

|  |  |  |  |
| --- | --- | --- | --- |
| **Gender** | **Female** | **Male** | **Total** |
| < £20k | 27 | 19 | 46 |
| £20k-£30k | 306 | 94 | 400 |
| Teaching staff £20k-£40k | 124 | 94 | 218 |
| £30k-40k | 32 | 23 | 55 |
| £40k-£60k | 21 | 21 | 42 |
| > £60k | 2 | 3 | 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.

Ethnicity

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Ethnic Group** | **Non-white British** | **White British / N. Irish** | **Unknown** | **Total** |
| **< £20k** | 1 | 41 | 4 | 46 |
| **£20k-£30k** | 39 | 359 | 2 | 400 |
| **Teaching staff £20k-£40k** | 29 | 183 | 6 | 218 |
| **£30k-40k** | 5 | 48 | 2 | 55 |
| **£40k-£60k** | - | 41 | 1 | 42 |
| **> £60k** | - | 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 | - | - | 29 | - | 17 | 46 |
| £20k-£30k | 13 | 5 | 311 | 3 | 68 | 400 |
| Teaching staff £20k-£40k | 3 | 2 | 173 | 1 | 39 | 218 |
| £30k-40k | 1 | - | 44 | - | 10 | 55 |
| £40k-£60k | 1 | 1 | 34 | - | 6 | 42 |
| > £60k | - | - | - | - | 2 | 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 table overleaf summarises the outcomes for learners. In February 2023, the college’s governing body approved that the college sign up to the principles of corporate parenting for its care experienced students as well as approved the adoption of care experience as a protected characteristic. This was in response to the national independent review of social care and subsequent government response. As a result, the college’s standards committee and governing body monitor and track in year and overall outcomes data for care experienced young people and this data is included in the table overleaf.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Characteristic** | **Numb** | **Attend** | **Attend (exclude English & Maths)** | **Ret** | **Progress** | **Pass** | **Ach** | **Difference** | | | | |
|  |  |  |  |  |  |  |  | **Att Overall** | **Ret** | **Prog** | **Pass** | **Ach** |
| BAME | 2232 | 84.3% | 85.4% | 90.1% | -0.62 | 88.5% | 79.7% | 0.45% | 0.49% | 0.16 | -6.20% | -5.11% |
| EHCP - Education Health Care Plan | 69 | 83.1% | 83.7% | 95.1% | -0.38 | 92.0% | 87.4% | -0.81% | 5.51% | 0.40 | -2.69% | 2.67% |
| Has SEND | 364 | 85.3% | 86.1% | 93.1% | -0.54 | 95.5% | 88.9% | 1.43% | 3.50% | 0.24 | 0.88% | 4.13% |
| Is High Needs Student | 178 | 87.6% | 88.2% | 96.6% | -0.37 | 95.5% | 92.3% | 3.75% | 7.00% | 0.41 | 0.89% | 7.49% |
| Free College Meals | 411 | 81.9% | 83.1% | 89.4% | -0.69 | 96.7% | 86.5% | -1.95% | -0.16% | 0.10 | 2.09% | 1.71% |
| Gender: Female | 4360 | 83.8% | 84.6% | 88.8% | -0.71 | 94.3% | 83.8% | -0.14% | -0.72% | 0.08 | -0.37% | -1.01% |
| Gender: Male | 3606 | 84.0% | 85.2% | 90.8% | -0.79 | 95.0% | 86.2% | 0.11% | 1.20% | -0.01 | 0.35% | 1.45% |
| **Care Experienced** | **51** | **81.8%** | **81.8%** | **80.1%** | **-0.98** | **97.3%** | **77.9%** | **-2.09%** | **-9.50%** | **-0.20** | **2.62%** | **-6.89%** |
| CE - Adopted | 3 | 84.0% | 85.5% | 75.0% | -0.57 | 100.0% | 75.0% | 0.12% | -14.56% | 0.21 | 5.35% | -9.77% |
| CE - Care Leaver | 15 | 82.1% | 82.0% | 91.1% | -0.76 | 97.2% | 88.6% | -1.82% | 1.58% | 0.02 | 2.57% | 3.83% |
| CE - Foster Care | 24 | 87.2% | 87.7% | 88.9% | -0.86 | 96.5% | 85.8% | 3.26% | -0.67% | -0.08 | 1.87% | 1.00% |
| CE - Residential Care | 6 | 55.3% | 55.3% | 15.4% | -2.18 | 100.0% | 15.4% | -28.57% | -74.18% | -1.40 | 5.35% | -69.39% |
| CE -Supported Housing | 5 | 62.4% | 63.7% | 63.3% | -1.00 | 100.0% | 63.3% | -21.47% | -26.23% | -0.22 | 5.35% | -21.44% |
| **Whole College** | **8013** | **83.9%** | **84.9%** | **89.6%** | **-0.78** | **94.7%** | **84.8%** |  |  |  |  |  |

Students with a declared disability or who are high needs achieve in line if not better than peers. For the first time we are seeing a negative gap in those students with an EHCP plan and their pass rates compared to peers (-2.69%), further analysis would suggest that this may well be an issue of support, in that those who have not passed their qualification have an EHCP plan but have declined support from the college. The SEND code of practice is clear in that the individuals voice must be at the centre of planning, and they do therefore have the right to decline in-class support, this does need to be balanced alongside the impact this may have on the success of that young person in their programme of study. The college is working with colleagues within the ICDS team and with students and their parents to encourage support where it is needed and there is an EHCP plan in place.

Young people in receipt of free college meals have outcomes largely in line with their peers. The gap that was identified in last year’s report in terms of retention (-4%) and as a result achievement (-3%) has been more or less closed.

There remains, however a gap in outcomes for BAME students in fact the gap has widened by 1.11% on the year previous. This gap relates entirely to pass rates, again this gap has widened by 2.2% on data from 2021/22. This is despite progress scores and retention rates being slightly above peers. Issues seem to be concentrated on provision within the college’s skills academies and work has been ongoing to improve quality within these areas overall.

Amongst our care experienced young people outcomes data for care leavers and for those in foster care are largely in line with peers and in some cases better than peers. However, the retention of young people in either residential care or supported housing has significantly declined on the year previous and is a key target for improvement in 2023/24. Pass rates for our care experienced young people are better than peers in all areas.

DESTINATIONS

Data in relation to actual destinations progression, split by protected characteristics, is included at appendix 1. In terms of positive destinations the table below outlines these by protected characteristics

|  |  |  |  |
| --- | --- | --- | --- |
| **Group** | **21/22** | **22/23** | **Difference** |
| 16-18 college | 90.3 | 91.1 | +0.8 |
| 19+ | 83.6 | 83.4 | -0.2 |
| Care experienced 16-18 | 80.4 | 79.8 | -0.6 |
| Care experienced 19+ | 57.1 | 33.3\* | -23.8 |
| BAME 16-18 | 92.2 | 92.9 | +0.7 |
| BAME 19+ | 86.1 | 76.3 | -9.8 |
| High Needs 16-18 | 83.2 | 86.7 | +3.5 |
| High Needs 19+ | 74.3 | 85.3 | +11 |
| EHCP 16-18 | 76.7 | 84.7 | +8 |
| EHCP 19+ | 74.4 | 80.7 | +6.3 |
| FCM | 92.4 | 90.9 | -1.5 |
| Male 16-18 | 90.5 | 90.6 | +0.1 |
| Male 19+ | 81.8 | 85.4 | +3.6 |
| Female 16-18 | 89.7 | 91.8 | +2.1 |
| Female 19+ | 86.5 | 80.7 | -5.8 |

In terms of positive destinations good progress has been made in closing gaps for BAME (16-18), High Needs and EHCP students, whilst positive destinations for all these groups is still slightly behind peers it is an improving picture. Gaps have remained largely similar for care experienced young people (16-18). Gaps have significantly widened for 19+ care experienced young people (albeit this relates to 1 student).

Proportionately more of our students with a protected characteristic went on to study at a lower level within the college, most notably those who are 16-18 high needs and EHCP learners.

Whilst in the main gaps have been closed for our priority groups who are NEET proportionately more are NEET at the end of their study programme, most notably 16-18 care experienced young people, , 19+ high needs and EHCP learners and 19+ BAME learners.

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 continued to develop its tutorial and wider learning programme that enables learners to develop a wide understanding of a range of issues including equality and diversity. 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 2022/23 the college continued to work 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 over 1000 students had an impact on and attitudes to learning.

In 2023, the college operated a summer school for care experienced young people who were due to start at the college in 2023/24, whilst attendance was lower than expected, all young people who accessed the programme have been retained by the college post 42 days.

The college encourages learners to explore issues through external trips and visits, this included attendance at the Beth Shalom centre to explore issues around extremism, radicalisation and tolerance. Students took part in formal learning opportunities as 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 2022/23 students were engaged with well over 40 volunteering and charitable fundraising projects, this has been further enhanced in 2023/24 through a more formal partnership with Mansfield CVS.

**Case Study**

A person sitting on a staircase

Description automatically generated

**Name:** Ellie

**Academic Year:** 2021 - 2022

**Programme:** Supported Internship Level 2

**Placement:** Mansfield Museum & Palace Theatre

**Outcome:** Paid Employment

**Job Role:** Gallery Assistant

**Career Development:** Museum Development Officer

Ellie studied in Foundation Studies for four years before she started the Supported Internship programme. Ellie lacked self-belief, finding it a real challenge to believe that she could achieve anything in life. Struggling with emotional regulation and coping with change, day to day life was a challenge for Ellie. She had little work-experience but aspired to work in a supermarket.

In September Ellie was supported to complete a travel training programme with the support of a job coach. Ellie progressed quickly and was able to complete her journey from home to college in a matter of weeks, catching 2 buses to get to college. This was a big milestone for Ellie towards independence. Ellie appeared more confident and started to show a glimmer of self-belief.

In December 2021 Ellie began her placement working at Mansfield Palace Theatre as a Front of House Assistant supporting the Christmas pantomime. Her role involved greeting and talking to customers, taking tickets as well as preparing for the performance to run smoothly. In January 2022 Ellie started working as a Gallery Assistant at Mansfield Museum. Ellie fully immersed herself into her placement and was truly motivated to learn all aspects of the role. This involved following instructions about policies and procedures, how to move, select and repair items for display. Customer service, greeting customers and making sure that they were guided around the facilities, including supporting various education groups visiting the museum.

Ellie’s responsibilities increased over time and began to support the ‘Make A Start’ group, for isolated people recovering from the pandemic, involving planning, and supporting activities. This led to supporting a range of other organised groups that regularly accessed the museum. Ellie even worked extra hours in addition to support her colleagues.

Resulting from Ellie’s motivated approach to reach her goals she is now working for Mansfield Museum as a paid member of staff, Ellie initially started her paid employment journey as a Gallery Assistant and received a promotion to Museum Development Officer in August 2023.

**Ellie says:**

*‘If I was to describe my experience at college in a few words I would say mind blowing, amazing and fabulous. I love working at the museum. No day is ever the same and I’m always doing different jobs which is nice. It’s the perfect job for me.’*

*‘My advice to anyone thinking about doing this course is to really go for it. You have a chance just like anyone else. If you don’t go for it then you’ve lost. But if you go for it and don’t get it, you can try again and hopefully get another opportunity.’*

*‘The greatest skill I learnt from my course is to be more independent and to be able to travel on my own. The travel training has made a big difference to my life. Now I get the bus into town to meet my friends, go to youth club and go to work. Now I can just go out whenever and wherever I want to and I don’t have to rely on my mum anymore. I’ve had great support from my tutors. They supported me in settling into work placement and in being independent and being able to travel. There was also always someone to talk to you when I wasn't feeling great.”*

**Continued support:** Ellie receives support from iWork (Supported Employment Agency, NCC).

**Appendix 1 – ACTUAL DESTINATION BY PROTECTED CHARACTERISTIC 2022/23.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Actual destination | College | | Care Exp  (63) | | High Needs | | | | EHCP | | | | FCM | | BAME | | | | Male | | | | Female | | |
|  | 16-18 | 19+ | 16-18  (45) | 19+  (3) | 16-18 (137) | | 19+  (41) | | 16-18  (85) | | 19+  (46) | | 16-18  (395) | | 16-18  (313) | | 19+  (38) | | 16-18  (1645) | | 19+  (138) | | 16-18  (1415) | | 19+  (120) |
| FT employment or apprenticeship linked to study | 12.9 | 15.5 | 8.9 | 0 | 3.6 | 0 | | 3.5 | | 7 | | 8.6 | | 7.3 | | 10.5 | | 14.2 | | 18.8 | | 11.4 | | 11.7 | |
| FT employment or apprenticeship not linked to study | 9.6 | 8.5 | 13.3 | 0 | 2.9 | 0 | | 0 | | 2.3 | | 7.8 | | 8.0 | | 13.2 | | 9.4 | | 10.9 | | 10.0 | | 5.8 | |
| Part-time employment | 4.2 | 5.0 | 0.0 | 0 | 1.5 | 12.2 | | 1.2 | | 18.66 | | 4.1 | | 2.2 | | 2.6 | | 3.7 | | 5.1 | | 4.7 | | 5.0 | |
| Higher levels of learning linked to their study of those who progress to further learning in college | 19.3 | 16.3 | 20.0 | 0 | 32.1 | 34.1 | | 28.2 | | 16.3 | | 26.6 | | 14.7 | | 10.5 | | 21.4 | | 21.0 | | 17.0 | | 10.8 | |
| Higher level of study not linked to their study in college | 3.4 | 1.6 | 8.9 | 0 | 7.3 | 2.4 | | 3.5 | | 4.7 | | 3.8 | | 3.2 | | 0 | | 3.4 | | 2.9 | | 3.3 | | 0 | |
| Higher level of study with a different FE provider | 2.0 | 8.9 | 4.4 | 0 | 1.5 | 2.4 | | 3.5 | | 0 | | 2.3 | | 6.1 | | 7.9 | | 1.6 | | 8.0 | | 2.5 | | 10.0 | |
| Higher level of learning in HE at another provider | 6.5 | 14.0 | 2.2 | 0 | 2.9 | 0 | | 3.5 | | 4.7 | | 3.0 | | 9.6 | | 15.8 | | 5.2 | | 4.3 | | 8.0 | | 25.0 | |
| Same level of study in the college as year 2 of same course | 26.0 | 9.3 | 11.1 | 0 | 20.4 | 22.0 | | 25.9 | | 14 | | 22.8 | | 32.9 | | 10.5 | | 24.2 | | 10.1 | | 28.2 | | 8.3 | |
| Same level of study (repeat level) – foundation studies moving to vocational curriculum | 0.6 | 0.4 | 4.4 | 0 | 3.6 | 2.4 | | 2.4 | | 2.2 | | 1.8 | | 0.6 | | 0 | | 0.5 | | 0.7 | | 0.6 | | 0 | |
| Same level of study (repeat level) in the college | 5.6 | 3.5 | 2.2 | 33.3 | 10.9 | 9.8 | | 11.8 | | 10.9 | | 8.1 | | 7.3 | | 5.3 | | 6.0 | | 3.6 | | 5.2 | | 3.3 | |
| Same level of study (repeat level) but with a different FE provider | 1.0 | 0.4 | 4.4 | 0 | 0 | 0 | | 1.2 | | 0 | | 2.0 | | 1.0 | | 0 | | 1.0 | | 0 | | 0.9 | | 0.8 | |
| Lower level of study in the college | 3.1 | 2.3 | 2.2 | 0 | 8.0 | 2.4 | | 8.2 | | 2.2 | | 4.6 | | 3.2 | | 5.3 | | 3.1) | | 0 | | 3.1 | | 5.0 | |
| Lower level of study but with a different FE provider | 0.2 | 0.0 | 0 | 0 | 0 | 0 | | 0 | | 0 | | 0.5 | | 0 | | 0 | | 0.2 | | 0 | | 0.1 | | 0 | |
| Caring for family | 0.1 | 0.0 | 0 | 0 | 0.7 | 0 | | 0 | | 0 | | 0.3 | | 0 | | 0 | | 0.1 | | 0 | | 0.1 | | 0 | |
| Pregnancy | 0.1 | 0.4 | 0 | 0 | 0 | 0 | | 0 | | 0 | | 0.3 | | 0 | | 0 | | 0.1 | | 0 | | 0.2 | | 0.8 | |
| Further study on another non-accredited course to develop new skills/improve confidence | 0.0 | 0.8 | 0 | 0 | 0 | 0 | | 0 | | 0 | | 0.3 | | 0 | | 0 | | 0.2 | | 0.7 | | 0 | | 0.8 | |
| NEET/unemployment | 3.6 | 8.9 | 11.1 | 33.3 | 3.6 | 12.2 | | 4.7 | | 10.9 | | 2.5) | | 3.5) | | 10.5 | | 4.0 | | 8.7 | | 3.2 | | 9.2 | |
| Long term illness | 0.2 | 2.3 | 0 | 33.3 | 0 | 0 | | 0 | | 2.2 | | 0 | | 0 | | 5.3 | | 0.2 | | 2.9 | | 0.2 | | 1.7 | |
| Unable to contact | 1.1 | 1.2 | 0 | 0 | 0.7 | 0 | | 2.4 | | 0 | | 0.3 | | 0.3 | | 2.6 | | 1.3 | | 1.4 | | 0.9 | | 0.8 | |
| Volunteer/gap year | 0.4 | 0.8 | 2.2 | 0 | 0 | 0 | | 0 | | 0 | | 0.5 | | 0 | | 0 | | 0.4 | | 0.7 | | 0.4 | | 0.8 | |