ANNUAL REPORT ON COMPLIANCE WITH THE PUBLIC SECTOR EQUALITY DUTY 2023-2024

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, sexual harassment 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

Staff resignations and absence

Disability

	Disabled	Not Disabled	Unknown
Resignation (%)	10%	9%	15%
% of staff with an absence (%)	50%	45%	39.4%

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

We have also committed to establishing a staff with disabilities forum to ensure we continually review our practices, processes and procedures to support staff with disabilities.

Gender

	Male	Female
Resignation (%)	10.6%	8.9%
% of staff with an absence (%)	38%	48.6%

There is very little difference between the resignation percentages for females and males. Females have had more absences. The college continues to review absences through its absence management procedure and work with its union colleagues and other support such as occupational health and EAP providers. The college has a menopause policy, menopause support group and training for managers, and menopause is included as a reportable reason for absence data.

Ethnicity

	White British/N. Irish	Not White British/N. Irish	Unknown
Resignation (%)	8.3%	18.8%	12.5%
% of staff with an absence (%)	44.6%	53%	37.5%

There is higher percentage of resignations among members of staff with heritage that is not white British; however, the number of staff is very low, so statistical inference is difficult.

Sexual Orientation

	Heterosexual	Gay	Lesbian	Bisexual	Unknown
Resignation (%)	8.9%	11.1%	0%	10%	11.8%
% of staff with an absence (%)	45%	33.3%	40%	70%	43.5%

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

Those staff who identify as bisexual have a higher absence. 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 2023-24, there have been the following cases:

0 formal capability cases
0 extended probations
9 disciplinary – 5 female, 0 non-white British, 1 disabled, 0 LGBTQ+
5 grievances – 4 female, 0 non-white British, 0 disabled, 0 LGBTQ+

Numbers here are very small, so statistical inference is difficult.

Representative nature of the staff body

The following is a snapshot taken at 31/07/2024.

Ethnic origin

The populations of Mansfield and Ashfield combined are 94.7% white British. The college is predominantly (86.9%) 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
Asian or Asian British - Any other	2	3	5
Asian or Asian British - Bangladeshi	1	1	2
Asian or Asian British - Chinese	1	1	2
Asian or Asian British - Indian	3	-	3
Asian or Asian British - Pakistani	4	4	8
Black or Black British - African	2	3	5
Black or Black British - Caribbean	-	5	5
Mixed - Any other Mixed background	1	2	3
Mixed - White and Asian	1	2	3
Mixed - White and Black Caribbean	5	3	8
Not Known/not provided	18	13	31
White - Any other White background	15	5	20
White - English/Welsh/Scottish/British	337	442	779
White - Irish	-	1	1
White - Other European	13	5	18
Grand Total	**405**	**490**	**895**

Gender

The college employs significantly more females than males. Clearly, this is not a direct representation of the communities it serves, but it 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	133	61	194
Catering	18	4	22
Communications, Engagement and Student Experience	165	37	202

Construction and Building Services	11	50	61
Digital Transformation	1	5	6
Engineering and Motor Vehicle	11	35	46
English	17	4	21
Executive	8	4	12
Finance	26	4	30
Functional Skills	9	4	13
Health and Safety	4		4
Health, Education and Service Industries	79	17	96
Housekeeping, Campus and Transport	33	9	42
Human Resources	13	1	14
IT, Estates and Learning Resources	29	37	66
Maths	13	5	18
Quality and Standards	33	15	48
Grand Total	**603**	**292**	**895**

Disability

Disability	**VBSS**	**WNC**	**Total**
Yes	25	31	56
No	358	444	802
Unknown	**22**	**15**	**37**

National statistics suggest that 20% of working age adults report a disability. Approximately 6.3% of the college's workforce 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	11	9	20
Gay	6	3	9
Heterosexual	322	364	686
Lesbian	3	2	5
Not Known	63	112	175
Grand Total	**405**	**490**	**895**

The college has acquired the Rainbow Flag Award.

Staff recruitment

The following information is for submitted applications in the period between 01/08/2023 and 31/07/2024. In the same period, there were 216 incomplete applications where E&D stats can't be provided.

Disability

Disability	No	Yes	Not Known	Total
Applicants	430	51	18	499
Appointments	73	3	1	77
Rate	17 %	5.8%	5.5%	15.4%

Around 10.2% 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	306	189	4	499
Appointments	59	18	-	77
Rate	19.3%	9.5%	0%	15.4%

Applicants to job roles are split broadly in line with existing postholders and reflect the sector.

Ethnicity

Ethnic Group	Non-white British	White British/N. Irish	Not Known	Total
Applicants	151	332	16	499
Appointments	11	65	1	77
Rate	7.2%	19.5%	6.3%	15.4%

This table shows that the college is successful (relative to its demography) in attracting job applicants from non-white British heritage.

Sexual orientation

Sexual Orientation	Bisexual	Gay	Heterosexual	Lesbian	Not Known	Total
Applicants	35	6	443	5	10	499
Appointments	3	1	71	-	2	77
Rate	8.5%	16.6%	16.0%	-	20%	15.4%

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's 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
< £30k	27	12	422	461
Teaching staff	20	256	12	288
£30k-£40k	4	55	3	62
£40k-£60k	-	29	1	30
> £60k	1	4	1	6

Gender

Gender	Female	Male	Total
< £30k	352	109	461
Teaching staff	172	116	288
£30k-£40k	33	29	62
£40k-£60k	12	18	30
> £60k	3	3	6

Females are proportionately over-represented within lower bands and teaching roles. 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
< £30k	46	406	9	461
Teaching staff	30	247	11	288
£30k-£40k	6	52	4	62
£40k-£60k	-	29	1	30
> £60k	-	5	1	6

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
< £30k	14	6	351	3	87	461
Teaching staff	4	3	228	2	51	288
£30k-£40k	-	-	48	-	14	62
£40k-£60k	2	-	23	-	5	30
> £60k	-	-	4	-	2	6

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.

STUDENTS

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 2024, gave the following results:

- College encourages equality diversity & inclusion – 98% agreed
- College deals with bullying issues well – 92% agreed
- College encourages respect for different backgrounds faiths & beliefs – 99% agreed

This placed the college in the upper quartile for benchmarked colleges.

The induction or "on-programme" survey undertaken during the autumn term of 2024 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 (84 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 focused on a lack of communication.

College area	Number of complaint 2023/24	Number of complaints 2022/23	Difference
Teaching and learning	40	45	-5
Estates and facilities	0	7	-7
Apprenticeships and Employer engagement	3	2	+1
Exams	5	6	-1
Student support	2	4	-2
Safeguarding	2	3	-1
Transport	1	20	-19
Student behaviour	4	2	+2
Marketing (incl admissions)	1	0	+1
GDPR	1	1	=
Human resources	1		
Total	**60**	**90**	**-30**

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

In 2023/24, the college received:

- 12 incidents related to homophobic bullying (-6 on the year previous)
- 17 incidents related to racial abuse (-11 on the year previous)

- 5 incidents related to disability bullying (-2 on the year previous)
- 95 incidents related to sexual harassment and violence (-5 on the year previous)
- 104 incidents related to general bullying (-16 on the year previous)
- 75 incidents related to online abuse (+39 on the year previous)

The above figures represent a decrease in most cases with the exception of online abuse compared to the year previous. The college has spent a considerable amount of time raising awareness around appropriate behaviours and will continue to invest time and resource to ensure that students understand the college value of respect. No students were formally excluded as a result of bullying allegations. In addition, the college uses a system called Smoothwall to monitor the online activity of students and staff on college devices. Over the last two years, the college has seen a growing trend of the use of inappropriate language, particularly when students are engaged in gaming sites, and this has been and will continue to be addressed through the tutorial programme.

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 quality 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.
- Promoting careers and courses to under-represented groups.

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. 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 below.

	Retention	Attendance excl Eng and Maths	Pass	Ach	Difference			
					Ret	Att	Pass	Ach
Whole college	92.1	84.8	96.8	88.8				
Whole college (CBL SAR data)	89.2	84.4	92.0	81.1				
High Needs (comparison CBL) - 187	95.5	86.1	94.9	90.6	6.3	1.7	2.9	9.5
EHCP (comparison CBL) - 151	94.7	84.1	96.2	89.5	5.5	-0.3	4.2	8.4
BAME (comparison whole college) - 2847	92.0	86.4	94.9	85.8	-0.1	1.6	-1.9	-3.0
Male (comparison M vs F) - 4786	93.0	84.4	96.7	89.8	9.2	-0.9	=	2.0
Female (comparison M vs F) - 5626	83.8	85.3	96.7	87.8	-9.2	0.9	=	-2.0
FCM (comparison CBL) - 528	92.9	82.5	96.3	89.5	3.7	-1.9	4.3	8.4
Care Leaver (comparison CBL) - 12	69.2	87.4	100.0	69.2	-20.0	3.0	8.0	-11.9
Foster Care (comparison CBL) - 31	89.5	87.5	92.4	82.7	0.3	3.1	0.4	1.6
Residential Care (comparison CBL) - 3	60.0	81.5	100.0	60.0	-29.2	-2.9	8.0	-21.1
Supported Housing (comparison CBL) - 14	77.8	74.8	85.7	66.7	-11.4	-9.6	-6.3	-14.4
Special Guardianship (comparison CBL) - 7	100.0	87.3	100.0	100.0	10.8	2.9	8.0	18.9

Pass rates for our priority groups are, in all but two cases, above peers, most notably for young people with an EHCP plan, care leavers, those on a special guardianship, and those in residential care. There remains a gap in pass rate for BAME learners, but this gap has closed by 2.3% on the year previous (previous gap 4.2%). There is also a gap for those learners who are care experienced and living in supported accommodation. In 2022/23, there was no such gap – pass rates for these learners were 4.7% above peers. However, very small numbers of learners will make a year-on-year comparison quite challenging (five learners in 2022/23; 14 in 2023/24).

Retention remains an issue for those young people who are care leavers, those in residential or supported housing. However, gaps for young people in residential care have been closed by 14.7% and for young people in supported housing by 15.4%.

Attendance remains a significant issue for young people in supported housing and, throughout 2023/24, the college has worked closely with the virtual school and the commissioning team, as well as housing providers, to try to ensure that, at the point where a young person moves into supported housing, their attendance is not affected.

Destinations

Data in relation to actual destinations progression, split by protected characteristics, is included in detail at appendix 1 to this report.

The college has made significant progress in closing the gap for care experienced young people who are NEET (4% 16-18 and 33.3% 19+) and for those young people closed to child in need plan -5.2%. However slightly more high needs young people and those with an EHCP plan are declared as NEET than the year previous, albeit data for 16-18 young people with an EHCP plan are largely in line with college data and for 19+ high needs and EHCP students NEET data is below college averages. An analysis of the data suggests that of the 13 young people who are declared as NEET four of them had been offered progression opportunities within the

college but had chosen not to take up the offer of a place. Progression to adult social care and volunteering is counted for our SEND young people as a positive progression under preparing for adulthood targets.

Significantly more students aged 16-18 who are care experienced, who are open or closed on a CiN plan and open on a child protection plan are studying at the same level within the college than the year previous. A third of care experienced young people moved to study programmes where maximum point of entry was at level 2 and therefore the same level as their previous qualification. For those young people open/closed on a CiN or Child protection plan this represents four students in total, one of whom moved from a level 3 programme to another level 3 programme. Proportionately more young people on a CiN plan and child protection plan studied at a lower level with us, however this constitutes two students in total one of whom moved onto the Boost programme to enhance maths and English skills to aid progression into next academic year.

In terms of positive destinations, proportionately more care experienced young people moved into positive destination and, whilst a small gap still exists, we are now largely in line with college averages.

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
- working within our local community to support community cohesion.

In September 2023, the college took over the running of the Mansfield Education Hub, which offers opportunities for young people who are, for whatever reason, unable to access a large college environment. This further enhanced the college's inclusive curriculum, alongside the introduction of an Engage programme for art and design students and a Boost GCSE resit programme. Throughout the year, the college worked closely with the local authority in the development of a pre-3 programme for those young people who are academically able but too anxious to access a full Level 3 student programme. This went live in September 2024 with 10 enrolments.

The college's supported internship offer continued to go from strength to strength, with 75% of its supported interns securing long-term employment or volunteering opportunities at the end of their programme.

The college has continued to develop its adult offer in partnership with the Department for Work and Pensions to provide opportunities for those furthest from the jobs market.

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 2023/24, 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 1,000 students, had an impact on attitudes to learning.

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 2023/24, students were engaged with well over 70 volunteering and charitable fundraising projects.

Appendix 1 – Actual Destinations Data

Actual destination	College		Care Exp (61)		High Needs		EHCP		FCM	BAME		Male		Female	
	16-18	19+	16-18 (56)	19+ (5)	16-18 (146)	19+ (40)	16-18 (112)	19+ (51)	16-18 (482)	16-18 (357)	19+ (36)	16-18 (1752)	19+ (144)	16-18 (1491)	19+ (112)
FT employment or apprenticeship linked to study	11.5	18.4	7.1	20.0	3.4	5.0	7.1	5.9	9.3	8.4	5.6	13.0	20.8	9.8	15.2
FT employment or apprenticeship not linked to study	9.2	10.9	7.1	0	2.1	0	3.6	0	7.9	9.5	16.7	8.8	12.5	9.7	8.9
Part-time employment	4.8	6.6	0.0	40.0	2.7	5.0	3.6	3.9	4.8	3.1	5.6	4.5	5.6	5.2	8.0
Higher levels of learning linked to their study of those who progress to further learning in college	17.0	14.5	23.2	20.0	32.9	20.0	25.0	21.6	17.6	14.3	16.7	19.8	15.3	13.6	13.4
Higher level of study not linked to their study in college	3.5	0.4	7.1	0	6.2	2.5	5.4	2.0	5.4	4.2	2.8	3.4	0.0	3.7	0.9
Higher level of study with a different FE provider	1.5	0.8	1.8	0	1.4	0	0.9	0	1.9	2.0	0	1.3	1.4	1.7	0.0
Higher level of learning in HE at another provider	8.4	15.2	3.6	0	1.4	2.5	4.5	2.0	5.0	12.0	25.0	7.0	9.0	10.1	23.2
Same level of study in the college as year 2 of same course	24.7	7.8	14.3	20.0	13.7	10.0	17.9	13.7	17.0	28.9	8.3	23.8	10.4	25.8	4.5
Same level of study (repeat level) – foundation studies moving to vocational curriculum	0.4	0.4	0.0	0	2.1	2.5	3.6	2.0	0.6	0	0	0.5	0.0	0.3	0.9
Same level of study (repeat level) in the college	5.7	5.5	19.6	0	6.8	2.5	3.6	3.9	8.9	6.2	5.6	5.6	4.2	5.9	0.0
Same level of study (repeat level) but with a different FE provider	1.7	1.7	1.8	0	4.8	2.5	5.4	2.0	3.1	1.7	2.8	1.3	0	2.1	2.7
Lower level of study in the college	3.1	4.3	7.1	0	7.5	2.5	7.1	7.8	6.6	2.2	2.8	2.7	2.8	3.6	6.3
Lower level of study but with a different FE provider	0.2	0.4	0.0	0	0.7	2.5	1.8	2.0	0.4	0	0	0.2	0	0.1	0.9
Caring for family	0.4	1.6	0.0	0	0	0	0	0	1.2	0.6	0	0.2	0.7	0.7	2.7
Pregnancy	0.1	0.4	0.0	0	0	0	0	0	0.2	0	0	0	0	0.3	0.9
Further study on another non-accredited course to develop new skills/improve confidence	0.1	0.0	0.0	0	0	0	0	0	0	0	0	0.1	0	0.1	0
NEET/unemployment	4.9	9.8	7.1	0	10.3	27.5	7.1	21.6	7.3	4.5	5.6	5.2	11.8	4.6	7.1
Long term illness	0.2	1.6	0.0	0	2.1	2.5	0	2.0	0.4	0	2.8	0.4	2.1	0.1	0.9
Unable to contact	1.4	1.6	0.0	0	0	0	2.7	0	0.8	0.6	0	1.4	0.7	1.5	2.7
Volunteer/gap year	1.1	2.0	0.0	0	1.4	10.0	0.9	9.8	1.5	2.0	0	1.0	2.8	1.2	0.9

Closing the gap

	Care Exp (16-18)		Care Exp 19+		High Needs (16-18)		High Needs 19+		EHCP (16-18)		EHCP 19+		BAME (16-18)		BAME 19+		FCM (16-18)	
	22/23	**Diff**	**22/23**	**Diff**	**22/23**	**Diff**	**22/23**	**Diff**	**22/23**	**Diff**	**22/23**	**Diff**	**22/23**	**Diff**	**22/23**	**Diff**	**22/23**	**Diff**
Same level of study (repeat level) in the college	2.2	+17.4	33.3	-33.3	10.9	-4.1	8.1	-5.6	11.8	-8.2	10.9	-7.0	7.3	-1.1	5.3	+0.3	8.1	+0.8
Same level of study (repeat level) but with a different FE provider	4.4	-2.6	0.0	=	0.0	+4.8	0.0	+2.5	1.2	+5.4	0.0	+2.0	1.0	+0.7	0.0	=	2.0	+1.1
Lower level of study in the college	2.2	-4.9	0.0	=	8.0	-0.5	2.4	+0.1	8.2	-1.1	2.2	+5.6	3.2	-1.0	5.3	-2.5	4.6	+2.0
Lower level of study but with a different FE provider	0.0	=	0.0	=	0.0	+0.7	0.0	+2.5	0.0	+1.8	0.0	+2.0	0.0	+0.6	0.0	=	0.5	-0.1
Caring for family	0.0	=	0.0	=	0.0	=	0.7	-0.7	0.0	=	0.0	=	0.0	+0.6	0.0	=	0.3	+1.2
Pregnancy	0.0	=	0.0	=	0.0	=	0.0	=	0.0	=	0.0	=	0.0	=	0.0	=	0.3	-0.1
NEET/unemployment	11.1	-4.0	33.3	-33.3	3.6	+6.7	12.2	+15.3	4.7	+2.4	10.9	+10.7	3.5	+1.0	10.5	-4.9	2.5	+4.8
Long term illness	0.0	=	33.3	-33.3	0.0	+2.1	0.0	+2.5	0.0	=	2.2	-0.2	0.0	=	5.3	-2.5	0.0	+0.4
Unable to contact	0.0	=	0.0	=	0.7	-0.7	0.0	=	2.4	+0.3	0.0	=	0.3	+0.3	2.6	-2.6	0.3	+0.5
Volunteer/gap year	2.2	=	0.0	=	0.0	+1.4	0.0	+10.0	0.0	+0.9	0.0	+9.8	0.0	+2.0	0.0	=	0.5	+1.0

0% of positive destinations (Green and Amber) compared to 22/23

Group	22/23	23/24	Difference
16-18 college	91.1	88.4	-2.7
19+	83.4	82.2	-1.2
Care experienced 16-18	79.8	85.6	+5.8
Care experienced 19+	33.3	100	+66.7
BAME 16-18	92.9	90.3	-2.6
BAME 19+	76.3	89.1	+12.0
High Needs 16-18*	86.7	78.9	-7.8
High Needs 19+*	85.3	62.5	-22.8
EHCP 16-18*	84.7	81.5	-3.2
EHCP 19+*	80.7	66.8	-13.9
FCM	90.9	81.5	-9.4
Male 16-18	90.6	89.0	-1.6
Male 19+	85.4	79.2	-6.2
Female 16-18	91.8	87.9	-3.9
Female 19+	80.7	77.7	-3.0

*Includes volunteering as a positive destination

% of priority groups who are NEET

Group	% NEET	College NEET	Difference
Care Exp 16-18	7.1	4.9	+2.2
Care Exp 19+	0.0	9.8	-9.8
High Needs 16-18	10.3	4.9	+5.4
High Needs 19+	27.5	9.8	+17.7
EHCP 16-18	7.1	4.9	+2.2
EHCP 19+	21.6	9.8	+11.8
FCM 16-18	7.3	4.9	+2.4
BAME 16-18	4.5	4.9	-0.4
BAME 19+	5.6	9.8	-4.2
Male 16-18 (Compared Female)	5.2	4.6	+0.6
Male 19+ (Compared Female)	11.8	7.1	+4.7
Female 16-18 (compared male)	4.6	5.2	-0.6
Female 19+ (compared Male)	7.1	11.8	-4.7