VISION West Nottinghamshire College

ANNUAL REPORT ON COMPLIANCE WITH THE PUBLIC SECTOR EQUALITY DUTY 2024-2025

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:

- Harassment, 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 Resignations and Absence

Disability

	Disabled	Not Disabled	Unknown
Resignation (%)	9%	5.2%	10%
% of staff with an absence (%)	45%	41%	42%

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 (%)	17%	14%
% of staff with an absence (%)	36%	44%

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 (%)	10%	9%	30%
% of staff with an absence (%)	42%	37%	30%

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 and absence.

Sexual Orientation

	Heterosexual	Gay	Lesbian	Bisexual	Unknown
Resignation (%)	10%	30%	16%	17%	7.4%
% of staff with an absence (%)	43%	50%	50%	65%	2%

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

However those staff who identify as gay have a slightly higher resignation. However, populations of some groups are so small as to make these numbers statistically unreliable. The college 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 2024-25, there have been the following cases:

6 Formal Capability Cases - 2 Female.
8 Extended Probations- 1 Disabled, 4 Female, 3 Non-White British, 1 LGBTQ+.
10 Disciplinary - 3 Female, 4 Non-White British.
12 Grievances - 1 Disabled, 7 Female, 2 Non-White British, 1 LGBTQ+.

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

Representative Nature of the Staff Body

The following is a snapshot taken at 31/07/2025.

Ethnic origin

The populations of Mansfield and Ashfield combined are 94.7% white British. The college is predominantly (85.8%) 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
Non-white British	62	49	111
Not Known/not provided	17	13	30
White - English/Welsh/Scottish/British	408	446	854
Grand Total	**487**	**508**	**995**

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	117	63	180
Catering	17	5	22
Communications, Engagement and Student Experience	181	39	220
Construction	17	57	74
Digital Transformation	1	5	6
Engineering and Motor Vehicle	11	40	51
English, Maths and Functional Skills	64	14	78
Executive	7	4	11
Finance	24	5	29
Health and Safety	4		4
Health, Education and Wellbeing	84	15	99
Housekeeping, Campus and Transport	31	9	40
Human Resources	31	2	33
IT, Estates and Learning Resources	12	40	52
Mansfield and Ashfield Sixth Form	22	16	38
Quality and Standards	34	24	58
Grand Total	**657**	**338**	**995**

Disability

Disability	VBSS	WNC	Total
No	**432**	**460**	**892**
Not Known	**24**	**13**	**37**
Yes	**31**	**35**	**66**

National statistics suggest that 20% of working age adults report a disability. The college has approximately 6.6% 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	13	10	23
Gay	7	3	10
Heterosexual	355	376	731
Lesbian	4	2	6
Not Known	108	117	225
Grand Total	**487**	**508**	**995**

Staff Recruitment

The following information is for submitted applications in period between 01/08/2024 and 31/07/2025. In the same period there were 372 incomplete applications where E&D stats can't be provided.

Disability

Disability	No	Yes	Not Known	Total
Appointed	72	2	5	79
Applicants	489	22	44	555
Rate	14.7%	9%	11.3%	14.2%

Around 14.7% 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
Appointed	54	25		79
Applicants	352	195	8	555
Rate	15.3%	12.8%	0%	14.2%

Applicants to job roles are split broadly in line with existing postholders. There are more little differences in the appointment rates.

Ethnicity

Ethnic Group	Non-white British	Not Known/not provided	White British/N. Irish	Total
Appointed	18		61	79
Applicants	146	17	392	555
Rate	12.3%	0%	15.5%	14.2%

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
Appointed	4	1	71	2	1	79
Applicants	24	8	490	4	29	555
Rate	16.6%	12.5%	14.5%	50%	3.4%	14.2%

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	No	Not Known	Yes	Total
< £30k	404	15	29	448
Teaching staff	351	15	27	393
£30k-£40k	58	1	4	63
£40k-£60k	33	1	1	35
> £60k	7	1	1	9

Disabled staff are broadly proportionately represented at each salary band.

Gender

Gender	Female	Male	Total
< £30k	337	111	448
Teaching staff	231	162	393
£30k-£40k	45	18	63
£40k-£60k	15	20	35
> £60k	6	3	9

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	Unknown	White British / N. Irish	Total
< £30k	47	8	393	448
Teaching staff	48	15	330	393
£30k-£40k	6	2	55	63
£40k-£60k	2	1	32	35
> £60k		1	8	9

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	13	7	327	3	98	448
Teaching staff	8	3	305	3	74	393

£30k-£40k			51		12	63
£40k-£60k	2		26		7	35
> £60k			6		3	9

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.

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 2025, gave the following results:

- College encourages equality diversity & inclusion – 98% agreed.
- College deals with bullying issues well – 95% 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 2025 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 focussed on a lack of communication.

College area	Number of Complaints 2024/25	Number of complaints 2023/24	Difference
Teaching and learning	39	40	-1
Estates and facilities	1	0	+1
Apprenticeships and employer engagement	0	3	-3
Exams	2	5	-3
Student support	0	2	-2
Safeguarding	3	2	+1
Transport	1	1	=
Student behaviour	5	4	+1
Marketing (incl. admissions)	0	1	-1
GDPR	2	1	+1
Human resources	1	1	=
Other	2	0	
Total	**56**	**60**	

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

In 2024/25, the college received:

- Homophobic bullying – 8.
- Racial abuse – 18.
- Sexual harassment and violence (internal) – 40.
- Disability harassment – 0.
- Sexual harassment and violence (external) – 75.
- Bullying – 68.
- Peer relationships – 81.

The above figures represent a decrease in most cases. 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. One student was 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 EQUALITY OF OPPORTUNITY

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 2024/25 the college introduced and continued to offer a number of programmes intended to extend access to the college for learners that otherwise might not have had access or would have dropped out, these include:

- Pre-3 – for those that are academically able but may have had a disrupted education and need a stepping stone to level 3 study.
- Boost for learners wishing to retake their GCSEs.
- Mansfield Education Huib – smaller provision for those with significant social anxiety.
- Growth – for young people who would otherwise withdraw from college and become NEET.
- In September 2025 the college introduced Roots a programme specifically designed for young people who would otherwise be NEET.

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	91.3	85.3	95.0	86.5				
Whole college (CBL SAR data)	89.2	84.8	92.7	82.4				
High Needs (comparison CBL)	95.5	84.9	87.7	83.8	6.3	0.1	-5.0	1.4
EHCP (comparison CBL)	91.3	83.1	90.7	82.7	2.1	-1.7	-2.0	0.3
Ethnic Minority 16-18 (Comparison CBL)	93.4	86.9	95.5	89.2	4.2	2.1	2.8	6.8
Ethnic Minority 19+ (Comparison whole college)	89.5	86.6	97.6	86.6	-1.8	1.3	2.6	0.1
Male (comparison M vs F)	92.3	84.6	94.4	86.9	2.0	-1.5	-1.2	0.9
Female (comparison M vs F)	90.3	86.1	95.6	86.0	-2.0	1.5	1.2	-0.9
FCM (comparison CBL)	90.0	83.0	90.5	81.4	0.8	-1.8	-2.2	-1.0
Care Leaver (comparison CBL)	76.0	86.1	76.5	56.5	-13.2	1.3	-16.2	-25.9
Foster Care (comparison CBL)	85.9	92.1	91.8	78.8	-3.3	7.3	-0.9	-3.6
Residential Care (comparison CBL)	80.0	74.1	75.0	60.0	-9.2	-10.7	-17.7	-22.4
Supported Housing (comparison CBL)	62.2	74.1	65.2	40.5	-27.0	-10.7	-27.5	-41.9
Special Guardianship (comparison CBL)	95.6	87.3	100.0	100.0	6.4	2.5	7.3	17.6
CIN – Has a social worker (Comparison CBL)	96.4	81.6	88.9	85.7	7.2	-3.2	-3.8	3.3
Closed to CIN (comparison CBL)	90.4	79.4	89.4	80.9	1.2	-5.4	-3.3	-1.5
CP – Has a social worker (comparison CBL)	86.4	76.7	78.9	68.2	-2.8	-8.1	-13.8	-14.2
CP – Closed to CP (comparison CBL)	100.0	72.3	100.0	100.0	10.8	-12.5	7.3	17.6

Pass rates for our priority groups are showing some gaps in particular for those with high needs and EHCP students and all care experienced young people apart from those with a special guardianship and all of our young people open or closed to social care. For care experienced young people and those open or closed to social care very small numbers will have a disproportionate effect on percentages. This gaps in achievement is related to achievement in the Maths and English elements of their programme of study.

Retention remains an issue for those young people who are care leavers, those in residential or supported housing.

Attendance remains a significant issue for young people in supported housing and throughout 2024/25 the college has worked closely with the virtual school, the commissioning team as well as housing providers to try and 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 attached in detailed tables at appendix 1 to this annual report, please note the college includes care experienced young people in its categorisation of a protected characteristic.

The data shows that positive destinations have increased for a large number of our students with protected characteristics. However, have decreased for high needs students at 19+, EHCP students at 19+, care experienced students at 19+ and ethnic minority students of all ages.

Whilst the proportion of students who are NEET have reduced in many cases; we have seen an increase in NEET students for those with an EHCP plan (all ages) and for care experienced students aged 19+ albeit that this represents 1 student. With the exception of ethnic minority students there is a gap for our priority groups who are NEET and college averages.

The proportion of young people with high needs and with an EHCP plan who returned to study at the same level has also increased. Of the 22 students with an EHCP plan who returned to study at the same level 21 moved either from step up and progressed into core curriculum or started a supported internship programme, progressed from a certificate to a diploma in the same area or moved onto community-based provision, this would be considered positive progression. The remaining student moved to a different curriculum area where the highest starting point is level 2.

Of the 16 high needs students who progressed onto the same level all but one moved either into a supported internship, from step up and progress, the remaining one student moved to a curriculum area where the starting point was at the same level of their previous course.

Proportionately more of our care experienced students returned to us to study at a lower level. This proportion represents three students in total, one moved into a course where the starting point is level 2, one moved into DFN project search and the other moved into community-based provision.

With the exception of our ethnic minority students proportionately more of our students with a protected characteristic progressed within the college onto high level programmes of study linked to their previous course

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.

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 others 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 2024/25 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 addition, the college worked with an organisation called Loud Speaker to deliver sessions for all study programme students on bullying and harassment.

The college encourages learners to explore issues through external trips and visits, this included Media students attending a trip to Poland to visit the Auschwitz and Birkenau concentration camps, this is a project that is delivered in partnership with the Holocaust centre.

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. In 2024/25 the college worked on the development of a new website that fully meets the accessibility requirements, this was launched in January 2026.

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.

Appendix 1

Actual destination	College		Care Exp (69)		High Needs		EHCP		Free College Meals	Ethnic Minorities		Male		Female	
	16-18	19+	16-18 (62)	19+ (7)	16-18 (180)	19+ (46)	16-18 (131)	19+ (51)	16-18 (546)	16-18 (378)	19+ (45)	16-18 (1824)	19+ (138)	16-18 (1526)	19+ (90)
FT employment or apprenticeship linked to study	11.2	18.4	11.3	14.3	7.8	8.7	6.9	9.8	6.6	5.6	13.3	12.9	23.9	9.2	10.0
FT employment or apprenticeship not linked to study	8.6	9.6	4.8	0	1.7	0	0.8	0	7.0	6.3	13.3	8.4	11.6	8.9	6.7
Part-time employment	4.6	7.0	4.8	14.3	2.2	0	0.8	0	3.3	2.6	6.7	4.7	8.0	4.5	5.6
Higher levels of learning linked to their study of those who progress to further learning in college	22.6	12.3	22.6	28.6	28.3	19.6	28.2	19.6	26.9	20.1	6.7	25.7	13.8	18.9	10.0
Higher level of study not linked to their study in college	3.9	1.8	3.2	0	8.9	8.7	11.5	7.8	3.1	4.0	2.2	3.7	1.4	4.2	2.2
Higher level of study with a different FE provider	1.4	3.9	3.2	0	2.8	0	1.5	0	1.3	2.1	8.9	1.4	2.2	1.3	6.7
Higher level of learning in HE at another provider	7.0	15.4	0.0	0	1.1	2.2	1.5	3.9	2.7	10.1	17.8	4.7	9.4	9.7	24.4
Same level of study in the college as year 2 of same course	21.9	6.1	19.4	0	20.0	10.9	19.1	11.9	20.3	26.7	6.7	20.8	7.2	23.3	4.4
Same level of study (repeat level) in the college	6.3	4.4	14.5	28.6	10.6	17.4	10.7	15.7	10.8	8.7	4.4	5.5	2.9	7.2	6.7
Same level of study (repeat level) but with a different FE provider	1.6	0.9	4.8	0	1.7	2.2	1.5	2.0	2.7	1.1	0	1.0	0	2.3	2.2
Lower level of study in the college	4.2	4.8	1.6	0	7.2	8.7	7.6	7.8	5.5	6.1	4.4	3.9	3.6	4.5	6.7
Lower level of study but with a different FE provider	0.1	0.4	0.0	0	0	0	0	2.0	0.4	0	0	0.1	0	0.3	0
Caring for family	0.1	0.4	0.0	0	0	0	0	0	0.4	0	0	0.1	0.7	0.1	0
Pregnancy	0.1	0.4	0.0	0	0.6	0	1.5	0	0.4	0	2.2	0.1	0.7	0.2	0

Further study on another non-accredited course to develop new skills/improve confidence	0.1	0.0	0.0	0	0	0	0	0	0.2	0	0	0.1	0	0.1	0
NEET/unemployment	4.1	8.8	8.1	14.3	6.1	7.0	6.9	13.7	5.9	3.4	6.7	4.9	9.4	3.3	7.8
Long term illness	0.1	0.4	0.0	0	0	0	0	0	0.4	0.3	2.2	0.2	0.7	0.1	0
Unable to contact	1.3	3.9	1.6	0	0.6	4.3	0.8	5.9	1.6	1.9	2.2	1.4	4.3	1.2	3.3
Volunteer/gap year	0.7	1.3	0.0	0	0.6	2.2	0.8	2.0	0.2	1.1	2.2	0.6	0	0.7	3.3