



Harlow College

EQUALITY AND DIVERSITY REPORT 2020-2021

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Equality and Diversity Annual Report – 2020/21

Introduction

This report provides information on the profile staff and students by protected characteristics for the year 2020/21. The first section of the report refers to the profile of staff and the second section to students.

Highlights from previous year

- The student population at the College is changing more rapidly, than the staff population, with respect to diversity. Some of this is linked to the changing nature of Harlow, where London Boroughs have purchased social housing and also the growth of English for Speakers of Other Languages (ESOL) provision at the College. In addition, Stansted Airport College (STAC) attracts students from a wider catchment area than the Harlow main campus. While diversity in the student population reflects that of Harlow as a whole, this level of diversity is not yet reflected in our staff population.
- The College publishes figures for the gender pay gap in line with legislation and has a lower figure than national rates. It also reviewed its Ethnicity Pay gap, although this is not a legal requirement, and found that Black and Minority Ethnic (BAME) staff have a higher median pay rate than White staff.
- The College is reviewing its policies, procedures and reporting for both staff and students, following guidance from the Association of Colleges.

STAFF:

1. Ethnicity

1.1 Ethnic Profile of Staff

As at the 31st July 2021, the ethnic profile of staff at the College was 89% (418) white and 11% (50) BAME, compared to 88% (394) white and 12% (52) BAME as at the 31st July 2020. This is a decrease in the BAME staff profile of 1% (2).

The BAME population in Harlow is 11.2%, with White Other (including Eastern European Groups) at 4.2% and White Irish at 1.1%¹. Nationally in FE colleges 80-90%² of employees are White – British, comparing these figures to our workforce profile the College falls within this banding and broadly reflects the racial profile of the local population.

1.2 Ethnic Profile of Managers

The ethnic profile of managers has stayed the same since last year. As at 31st July 2021 92% (60) White and 8% (5) BAME, compared to 92% (58) white and 8% (5) BAME as at 31st July 2020.

¹ Harlow Council Harlow Population Profile 2011 Census

² FE College Workforce Data for England (SIR) 2018/19

1.3 Staff Turnover by Ethnicity

The ethnic profile of staff leaving the college has changed slightly in 2020/21 with 94% (44) white and 6% (3) BAME whereas in 2019/20 88% (50) of the leavers were White and 12% (7) were BAME. HR Services continues to gather exit information from staff choosing to leave the College, by asking staff to complete a questionnaire and meeting with all leavers. The reasons for leaving amongst the three BAME leavers in this year, have not been related to race issues.

1.4 Recruitment by Ethnicity (application, shortlisting, appointment)

This year HR Services has started to collect information on the profile of candidates via a manual system at the application, shortlisting and interview stages. Our data collection capability will continue to be limited, until the college purchases an applicant tracking system.

In 2020/21 we had 97 vacancies and appointed to 80 of these vacancies. We had 439 applicants of which 88% (385) were white and 12% (54) were BAME. These were then shortlisted down to 200 of which 81% (162) were white and 19% (38) BAME. Of the 80 staff that were appointed 86% (69) were White and 19% (11) were BAME.

1.5 Ethnicity Pay Gap (EPG)

Whilst reporting on our Ethnic Pay Gap (EPG) is still not a mandatory requirement, we have again this year undertaken a review of our EPG (as of 31st March 2021), using a similar method of calculation as used when calculating the Gender Pay Gap.

The results show we have a mean EPG of 0.7% and the median EPG of -3% compared to 31st March 2020, where we had a mean EPG of 0.5% and the median EPG of -6% (i.e. staff from the BAME group have a higher median hourly rate than White staff.)

2. Gender

2.1 Gender Profile

As at 31st July 2021 the gender split at the College was 38% male and 62% female, this is very similar to the past three years. Our gender profile is the same as the national profile in Further Education colleges which in 2018/19 was 62% females and 38% male³.

2.2 Gender Profile of Managers

There has been an increase in male managers as at 31st July 2021 compared to 31st July 2020. The gender split this year is 37% male and 63% female whereas last year it was 35% male and 65% female. This places Harlow College broadly in keeping with the national FE workforce which shows a gender profile of managers of 62% female and 38% male⁴.

2.3 Gender Pay Gap Data (GPG)

As at the 31st March 2021 the College had a mean GPG of 4.09% and a median GPG of 10.99%. This shows a decrease in our mean gender pay gap compared to 6.29% as at 31st March 2020 and increase in our median gender pay gap compared to 10.98% as at 31st March

³ FE College Workforce Data for England (SIR) 2018/19

⁴ FE College Workforce Data for England (SIR) 2018/19

2021. The College's median pay gap of 10.99% compares favourably when compared with the UK's median gender pay gap (2020) of 15.5% (as published by the Office for National Statistics) as we are 5.4% below this figure.

The Gender Pay Gap continues to be relatively small. A further analysis of GPG will be undertaken and reported as part of the Gender Pay Gap Report March 2022.

2.4 Recruitment (applications, shortlisting, appointments)

The Gender Profile of applicants is collected as part of the Equality and Diversity information collected from the successful applicants. However, without an applicant tracking system and more resources we are unable to provide statistics at the present time.

3. Age

3.1 Age Profile of Organisation

The majority of staff at the College fall into the 51 – 60 (123) age bracket however this year we have seen an increase in the 31 – 40 (98 compared to 84 in 19/20) and 61+ (87 compared to 72 in 2019/20) brackets and a decrease in the 16 -21 (3 compared to 12 in 2019/20), and 51 – 60(123 compared to 131 in 2019/20) age brackets. Nationally, in 2018/19, the median age of staff in colleges was 47 years and the mean age was 46 years⁵. The College has a median age of 48 years and a mean age of 47 years.

Whilst the age profile of staff is typical of most FE colleges, it could affect the College's ability to operate so it is actively monitored and addressed by the Principalship Team.

3.2 Age profile of Managers

The majority of managers fall in the 41 – 50 age bracket (as per the College age profile). Comparing this to last year this has changed from 51 – 60 age bracket in 2019/20.

3.3 Recruitment (applications, shortlisting, appointments)

The age profile of applicants is collected as part of the Equality and Diversity information collected from the successful applicants. However, without an applicant tracking system and more resources we are unable to provide statistics at the present time.

4. Religion and Belief

4.1 Profile Across College

The three largest religious groups are Not Disclosed (42%), Christian (31%) and None (22%). This is very similar to last year. Data from the 2011 Census shows that 55.4% of Harlow residents are Christian, 33.9% recorded they had no religion and 6.6% did not state their religion. The remaining 4.1% comprised of Sikh 0.1%, Muslim 2.1%, Jewish 0.3%, Hindu 0.8%, Buddhist 0.4% and Other 0.4%⁶.

⁵ FE College Workforce Data for England (SIR) 2018/19

⁶ Harlow Council Harlow Population Profile 2011 Census
Equality Diversity Report 2017 2018 V2 091118

4.2 Profile of Managers

The profile of religion amongst managers categorises as : Not Disclosed (42%, 27), Christian (40%, 26), None (15%, 10) and Other (3%, 2)

4.3 Recruitment (applications, shortlisting, appointments)

The religion and belief profile of applicants is collected as part of the Equality and Diversity information collected from the successful applicants. However, without an applicant tracking system and more resources we are unable to provide statistics at the present time.

5. Disability

5.1 Disability Profile of all Staff

The disability profile of staff has changed very little from last year. Currently there are 9% of staff with a disability. 83% of Harlow's population do not consider themselves to have a long-term illness and/or a severe disability⁷. Nationally, in 2018/19, around 90% of staff in Further Education colleges do not have a disability⁸.

6. Sexual Orientation

6.1 Sexual Orientation of all Staff

Very little has changed in the sexual orientation of staff at the College, as at the 31st July 2021 – 88% Heterosexual, 10% not disclosed, 1% Gay/Lesbian and 1% Bisexual. Nationally in 2018/19 the sexual orientation of the FE workforce was 81% Heterosexual, Lesbian, Gay or Bisexual 2% and 17% prefer not to say/Not Disclosed⁹.

6.2 Recruitment (applications, shortlisting, appointments)

The sexual orientation of applicants is collected as part of the Equality and Diversity information collected from the successful applicants. However, without an applicant tracking system and more resources we are unable to provide statistics at the present time.

7. Staff Training

The College currently ensures that every new employee undertakes Equality and Diversity Training as part of their staff induction programme. This is a mandatory aspect of this programme and is undertaken within 4 weeks of commencement in the job. We also run a number of training and CPD sessions throughout the year.

	Participants		
	2018/2019	2019/2020	2020/2021
Equality and Diversity Training	70	60	67
Aspiring AAM training		48	0 – in lockdown – we will run our next aspiring AAM once the AP job out – running an aspiring HoA on SDD.

⁷ Harlow Council Harlow Population Profile 2011 Census

⁸ FE College Workforce Data for England (SIR) 2018/19

⁹ FE College Workforce Data for England (SIR) 2018/19

Quality of education - behaviour and belonging		All delivery teams	All delivery teams
Behaviour management techniques		20	100
Key Findings (strengths, areas for improvement, progress/regression from previous year):			
<ul style="list-style-type: none"> • The College has a very small Ethnicity Pay Gap. • Whilst the ethnic profile of staff appears to match the ethnic profile of the local community it serves, this is based on out of date benchmarks. • The ethnic composition of Managers remains the same. • A decreased Gender Pay Gap to 4.09% and a stabilised Median Pay Gap. • Improvements in the age profile of staff amongst in younger categories, providing a more even distribution. The profile has had no adverse effect upon our ability to function. 			

Actions Required:
<ul style="list-style-type: none"> • Continue to try to source accurate, up to date benchmarks of the ethnic profile of the local community. • Continue to collect and report next year on the ethnic profile of those shortlisted and subsequently appointed. • Consider the introduction of an Applicant Tracking System that would provide accurate protected characteristic profiles of applicants at the various stages of recruitment and selection process. • Continue to monitor and investigate reasons for all staff leaving the college. • Explore ways to attract a more diverse profile of job applicants.

STUDENTS

The College collects data for student achievement, behaviour and progression by:

- Age
- Sex
- Ethnicity
- Disability

At present we do not collect data on gender, religious belief or sexual orientation.

8.1 Student Profile

The table on the following page shows the makeup of the College:

- By age – there are 2865 students aged 16-18s and 2924 students aged 19+. Whilst there appears to be more 19+ learner these learners are generally on shorter programmes.
- Sex – we have a larger proportion of male students in both age cohorts, which is in alignment with previous years
- Disability – approximately 25% and this is a similar proportion to last year, however there has been a significant increase in 'Unknown', which is likely to be due to

enrolment processes being moved online. These processes will be reviewed to improve data collection in this area.

- Ethnicity – the largest cohort of students is English / Welsh / Scottish / Northern Irish / British which accounts for 70% of students. Recruitment of learner from other backgrounds has increase in the 16-18 cohort by nearly 2.5%.

Learner Count	16-18	19+	Grand Total
Female	1164	1290	2454
Male	1701	1634	3335
Grand Total	2865	2924	5789

Learner Count	16-18	19+	Grand Total
No information provided	815	959	1774
No learning difficulty or disability	1184	1474	2658
Student has a learning difficulty or disability	866	491	1357
Grand Total	2865	2924	5789

Learner Count	16-18	19+	Grand Total
African	81	110	191
Any other Asian background	41	42	83
Any other Black / African / Caribbean background	51	69	120
Any other ethnic group	39	39	78
Any Other Mixed / multiple ethnic background	43	48	91
Any Other White background	235	264	499
Arab	11	23	34
Bangladeshi	17	19	36
Caribbean	25	33	58
Chinese	5	11	16
English / Welsh / Scottish / Northern Irish / British	2146	1918	4064
Gypsy or Irish Traveller	4	3	7
Indian	8	28	36
Irish	9	9	18
Not provided	33	192	225
Pakistani	19	28	47
White and Asian	23	22	45
White and Black African	27	17	44
White and Black Caribbean	48	49	97
Grand Total	2865	2924	5789

Student Achievement

From analysis of the overall data found in table 1.1 below, it is clear that there is a growing achievement gap for students with High Needs Funding. On analysis of the data it can be seen that the main reason for the decline is due to functional skills achievement, main programme outcomes are in line or above non- High Needs Funded students. This group of students have been more specifically affected as they are more likely to be studying Functional Skills English or maths than non- high Needs Funded students. They were further disadvantaged as not CAG's were available for Functional skills in 2020-12 academic year, but they were in place for those students studying GCSE English or maths.

Learners receive effective support when they have specific barriers to learning (High Needs Funded and Learning Disability and Difficulty). When analysing the data without Functional Skills High Need funded learners actually perform significantly (7%) better than other learners.

For learners that have declared that they have a learning difficulty or disability again achievement rates have dropped overall, which is linked to functional skill achievement again. Without functional skills learners with a learning difficulty or disability perform slightly higher than their peers. It is worth noting that the increase of 'information not being provided', makes the comparison to previous years difficult.

The most significant gaps in achievement are between males and female is within 19+ groups. This is improved from last year where this gap emerged in our e-learning provision. This improvement reduced the gaps overall, but more work is needed in this area. There is also an achievement gap in Apprenticeships, females perform less well than males. However, a significant number of students taking apprenticeships are males, and those female students who did not achieve were specifically in the health and care subjects where numbers are lower. The main reason recorded was linked to mental health.

Achievement gaps across ethnic groups are most significant in Arab, Other Black and White Asian which remains when you exclude functional skills. For Other Black learner this can be partly accounted for in the overall drop in achievement rates within our ESOL department.

Actions Required:

- Close HNF achievement gaps specifically with respect to functional skills achievement.
- Close the overall widening achievement gaps (4%) for the most vulnerable students e.g. widening achievement and pass rate gaps for students with HNF and declared disability or difficulty. This is most likely due the pandemic and the changes of online learning.
- Ensure our curriculum offer is inclusive with respect to ethnicity and other protected characteristics. Too many programmes lack diversity around gender, race or disability e.g. HE programmes had a cohort with no ethnic diversity, where ethnicity was declared by students.
- Continue to close the overall gender achievement gap for 2021-22, and more specifically also in Apprenticeships: The College has successfully closed the gender gap from the 2019-20 figures, it has not yet returned back to the narrow gap seen in 2018-19.
- Continue to reduce achievement and pass rate gaps with respect to Ethnicity: Good progress has been made in 2020-21 to reduce the ethnicity pass rates and achievement rate gaps, but is still a 1% difference overall.
- Some achievement gaps exist for HE; a small gap for age and a gap for disability related to mental health, despite all these learners being retained on programme.
- (Summary Tables 1.1-1.6 & 2.1 – 2.5)

Student Behaviour and Disciplinary

There has been a significant reduction in the number of student disciplinaries that have been escalated to panel in 2020-21 and this is largely due to remote working for large parts of the year due to national restrictions. There were no formal exclusions in 2020-21.

Staff and learners work together well and respect each other's views. Through well-planned tutorials and special events, staff promote learners' understanding of Ethnicity, Diversity and Inclusion to include British Values such as tolerance, mutual respect, the rule of law and the importance of democracy. For example, learners learn about the Holocaust and its causes, the dangers posed by extremism, the importance of Black History to our community and the value of taking an active part in election processes, both in College and in the wider world.

Actions Required:
<ul style="list-style-type: none">• Staff ensure an appropriate understanding of fundamental British Values, but deeper understanding should be developed into how this impacts individuals. Adult learners do not develop the same depth of understanding. Too many adults, particularly those on short courses, do not develop this knowledge through their programmes.• Attendance at lessons is good and has improved however attendance to English and maths classes remained too low for Functional Skills and post resits GCSE exams and this impact on final outcomes.• The analysis of disciplinary action by Ethnicity continues to be monitored. The College actively ensures that the make-up of disciplinary panels and/or the use of advocates to assist students, gives a fair representation and consistency of application of policies/procedures.

Supporting data tables:

Data from 500 report- Pro-Solution –

Table 1.1: BM is the national rates for General Further Education Colleges

Table 1.1	Achievement				Retention				Pass			
	18/19	19/20	20/21	BM*	18/19	19/20	20/21	BM	18/19	19/20	20/21	BM*
Outcomes for Learners	86.00%	82.40%	80.40%	86.70%	94.70%	94.90%	91.80%	92.90%	90.80%	86.70%	87.70%	93.30%
Study Programmes	82.60%	82.70%	78.00%	83.40%	90.90%	92.80%	89.70%	91.00%	90.90%	89.30%	87.20%	91.70%
Adult learning programmes	89.00%	82.00%	83.00%	89.90%	98.00%	96.90%	94.20%	94.70%	90.80%	84.70%	88.30%	94.90%
Learners with high needs	86.80%	83.30%	76.20%		95.10%	95.50%	94.30%		97.40%	87.20%	80.90%	
Overall English GCSE (1-9)	88.80%	92.80%	90.80%	82.50%	94.30%	93.30%	92.60%	89.40%	94.10%	99.40%	98.00%	92.30%
Overall English GCSE (4-9)	18.70%	39.50%	37.60%		94.30%	93.30%	92.60%		19.80%	42.30%	40.60%	
English FS	57.50%	55.10%	47.00%	74.80%	89.90%	88.30%	87.60%	91.20%	64.00%	62.40%	53.90%	82.00%
Overall Maths GCSE (1-9)	87.80%	96.30%	91.20%	82.50%	94.10%	96.70%	93.30%	89.40%	93.30%	99.50%	97.80%	92.30%
Overall Maths GCSE (4-9)	13.80%	42.50%	50.00%		94.10%	96.70%	93.30%		14.70%	44.00%	53.60%	
Maths FS	51.20%	49.60%	19.40%	74.80%	88.30%	91.30%	89.10%	91.20%	58.00%	54.30%	21.70%	82.00%
Apprenticeships Overall	64.70%	45.60%	33.90%	66.70%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

*Benchmark for GFE 2018/19, Data for 2019/20 not published at provider type

Table 1.2 – HNF Students

	18/19	19/20	20/21
Not High Need Funded			
Leavers	10833	10731	8631
Actual Ach %	85.9%	82.3%	80.6%
Actual Ret %	94.6%	94.9%	91.7%
Actual Pass %	90.8%	86.7%	88.0%
High Need Funded Learner			
Leavers	349	335	399
Actual Ach %	86.8%	83.3%	76.2%
Actual Ret %	95.1%	95.5%	94.3%
Actual Pass %	91.3%	87.2%	80.9%

Table 1.3 – Difficulty and Disability Data

	18/19	19/20	20/21
Has difficulty/disability/health problem			
Leavers	3624	3604	2614
Actual Ach %	84.6%	83.8%	77.0%
Actual Ret %	94.0%	95.0%	90.8%
Actual Pass %	90.0%	88.3%	84.9%
No difficulty/disability/health problem			
Leavers	7089	6825	3538
Actual Ach %	86.7%	82.9%	80.9%
Actual Ret %	95.1%	95.0%	91.6%
Actual Pass %	91.1%	87.2%	88.6%
No information provided by the learner			
Leavers	469	637	2878
Actual Ach %	85.5%	68.3%	82.8%
Actual Ret %	92.3%	93.7%	93.0%
Actual Pass %	92.6%	72.9%	89.2%

Table 1.4 – Ethnicity

	18/19	19/20	20/21
Group1			
African			
Leavers	557	437	307
Actual Ach %	85.6%	80.8%	78.5%
Actual Ret %	96.9%	95.7%	94.7%
Actual Pass %	88.3%	84.4%	83.1%
Arab			
Leavers	46	44	66
Actual Ach %	89.1%	95.5%	77.3%
Actual Ret %	97.8%	95.5%	91.2%
Actual Pass %	91.1%	100.0%	85.0%
Bangladeshi			
Leavers	95	83	65
Actual Ach %	93.7%	86.7%	72.3%
Actual Ret %	100.0%	94.0%	89.4%
Actual Pass %	93.7%	92.3%	81.0%
Caribbean			
Leavers	179	153	133
Actual Ach %	86.0%	76.5%	84.2%
Actual Ret %	95.5%	92.8%	93.4%
Actual Pass %	90.1%	82.4%	90.3%
Chinese			
Leavers	32	28	12
Actual Ach %	84.4%	82.1%	91.7%
Actual Ret %	90.6%	89.3%	100.0%
Actual Pass %	93.1%	92.0%	91.7%
Gypsy/Irish Traveller			
Leavers	51	19	18
Actual Ach %	84.3%	68.4%	72.2%
Actual Ret %	92.2%	94.7%	94.4%
Actual Pass %	91.5%	72.2%	76.5%
Indian			
Leavers	50	59	49
Actual Ach %	80.0%	71.2%	89.8%

Actual Ret %	92.0%	96.6%	100.0%
Actual Pass %	87.0%	73.7%	89.8%
Irish			
Leavers	64	61	31
Actual Ach %	92.2%	88.5%	74.2%
Actual Ret %	98.4%	100.0%	93.8%
Actual Pass %	93.7%	88.5%	79.3%
Other			
Leavers	345	252	134
Actual Ach %	82.0%	82.9%	82.1%
Actual Ret %	92.5%	92.9%	93.4%
Actual Pass %	88.7%	89.3%	88.0%
Other Asian			
Leavers	189	154	121
Actual Ach %	82.5%	83.1%	77.7%
Actual Ret %	93.1%	96.1%	85.6%
Actual Pass %	88.6%	86.5%	91.3%
Other Black			
Leavers	228	133	253
Actual Ach %	81.6%	82.0%	75.1%
Actual Ret %	97.4%	95.5%	89.1%
Actual Pass %	83.8%	85.8%	84.8%
Other Mixed			
Leavers	96	103	160
Actual Ach %	88.5%	78.6%	82.5%
Actual Ret %	97.9%	98.1%	93.9%
Actual Pass %	90.4%	80.2%	88.0%
Other White			
Leavers	602	548	816
Actual Ach %	80.6%	79.6%	79.8%
Actual Ret %	91.9%	93.8%	90.4%
Actual Pass %	87.7%	84.8%	88.5%
Pakistani			
Leavers	112	102	76
Actual Ach %	82.1%	86.3%	77.6%

Actual Ret %	100.0%	95.1%	96.1%
Actual Pass %	82.1%	90.7%	80.8%
White/Asian			
Leavers	64	65	65
Actual Ach %	85.9%	86.2%	69.2%
Actual Ret %	92.2%	95.4%	82.4%
Actual Pass %	93.2%	90.3%	84.9%
White/Black African			
Leavers	150	104	88
Actual Ach %	83.3%	74.0%	81.8%
Actual Ret %	92.7%	93.3%	92.4%
Actual Pass %	89.9%	79.4%	88.9%
White/Black Caribbean			
Leavers	263	212	192
Actual Ach %	83.7%	84.9%	83.9%
Actual Ret %	94.3%	94.8%	89.3%
Actual Pass %	88.7%	89.6%	94.2%

Table 1.5 – Ethnicity by Age Group

	16-18			19 +		
	18/19	19/20	20/21	18/19	19/20	20/21
African						
Leavers	235	206	141	322	231	166
Actual Ach %	91.9%	90.8%	77.3%	81.1%	71.9%	79.5%
Actual Ret %	95.7%	96.6%	91.2%	97.8%	94.8%	97.7%
Actual Pass %	96.0%	94.0%	85.2%	82.9%	75.8%	81.5%
Arab						
Leavers	6	26	21	40	18	45
Actual Ach %	83.3%	100.0%	95.2%	90.0%	88.9%	68.9%
Actual Ret %	83.3%	100.0%	100.0%	100.0%	88.9%	87.2%
Actual Pass %	100.0%	100.0%	95.2%	90.0%	100.0%	79.5%
Bangladeshi						
Leavers	38	43	35	57	40	30
Actual Ach %	97.4%	88.4%	68.6%	91.2%	85.0%	76.7%
Actual Ret %	100.0%	90.7%	86.1%	100.0%	97.5%	93.3%
Actual Pass %	97.4%	97.4%	80.0%	91.2%	87.2%	82.1%
Caribbean						
Leavers	43	49	46	136	104	87
Actual Ach %	81.4%	67.3%	71.7%	87.5%	80.8%	90.8%
Actual Ret %	90.7%	79.6%	87.2%	97.1%	99.0%	96.6%
Actual Pass %	89.7%	84.6%	82.5%	90.2%	81.6%	94.0%
Chinese						
Leavers	25	15	4	7	13	8
Actual Ach %	92.0%	80.0%	100.0%	57.1%	84.6%	87.5%
Actual Ret %	92.0%	80.0%	100.0%	85.7%	100.0%	100.0%
Actual Pass %	100.0%	100.0%	100.0%	66.7%	84.6%	87.5%
Gypsy/Irish Traveller						
Leavers	25	10	10	26	9	8
Actual Ach %	72.0%	60.0%	50.0%	96.2%	77.8%	100.0%
Actual Ret %	84.0%	100.0%	90.0%	100.0%	88.9%	100.0%
Actual Pass %	85.7%	60.0%	55.6%	96.2%	87.5%	100.0%

Indian						
Leavers	23	19	13	27	40	36
Actual Ach %	82.6%	73.7%	100.0%	77.8%	70.0%	86.1%
Actual Ret %	87.0%	94.7%	100.0%	96.3%	97.5%	100.0%
Actual Pass %	95.0%	77.8%	100.0%	80.8%	71.8%	86.1%
Irish						
Leavers	19	19	23	45	42	8
Actual Ach %	78.9%	78.9%	69.6%	97.8%	92.9%	87.5%
Actual Ret %	94.7%	100.0%	91.3%	100.0%	100.0%	100.0%
Actual Pass %	83.3%	78.9%	76.2%	97.8%	92.9%	87.5%
Not Provided						
Leavers	20	37	41	36	613	179
Actual Ach %	85.0%	73.0%	78.0%	88.9%	53.0%	65.9%
Actual Ret %	85.0%	75.7%	95.2%	97.2%	95.6%	88.5%
Actual Pass %	100.0%	96.4%	82.1%	91.4%	55.5%	74.7%
Other						
Leavers	240	191	77	105	61	57
Actual Ach %	82.1%	84.3%	81.8%	81.9%	78.7%	82.5%
Actual Ret %	90.4%	93.2%	92.2%	97.1%	91.8%	95.0%
Actual Pass %	90.8%	90.4%	88.7%	84.3%	85.7%	87.0%
Other Asian						
Leavers	118	85	68	71	69	53
Actual Ach %	80.5%	85.9%	88.2%	85.9%	79.7%	64.2%
Actual Ret %	92.4%	95.3%	94.4%	94.4%	97.1%	74.1%
Actual Pass %	87.2%	90.1%	93.8%	91.0%	82.1%	87.2%
Other Black						
Leavers	81	48	95	147	85	158
Actual Ach %	76.5%	85.4%	74.7%	84.4%	80.0%	75.3%
Actual Ret %	93.8%	91.7%	87.8%	99.3%	97.6%	89.9%
Actual Pass %	81.6%	93.2%	85.5%	84.9%	81.9%	84.4%
Other Mixed						
Leavers	31	34	71	65	69	89
Actual Ach %	87.1%	82.4%	80.3%	89.2%	76.8%	84.3%
Actual Ret %	93.5%	97.1%	91.8%	100.0%	98.6%	95.6%
Actual Pass %	93.1%	84.8%	87.7%	89.2%	77.9%	88.2%

Other White						
Leavers	355	339	392	247	209	424
Actual Ach %	80.8%	86.1%	80.1%	80.2%	68.9%	79.5%
Actual Ret %	89.6%	94.7%	87.9%	95.1%	92.3%	92.6%
Actual Pass %	90.3%	91.0%	91.3%	84.3%	74.6%	86.0%
Pakistani						
Leavers	31	33	28	81	69	48
Actual Ach %	87.1%	84.8%	75.0%	80.2%	87.0%	79.2%
Actual Ret %	100.0%	90.9%	93.1%	100.0%	97.1%	97.9%
Actual Pass %	87.1%	93.3%	80.8%	80.2%	89.6%	80.9%
White British						
Leavers	3795	3757	3445	4208	4102	2779
Actual Ach %	82.5%	82.1%	77.6%	90.7%	87.7%	85.5%
Actual Ret %	90.8%	92.4%	89.6%	98.2%	97.5%	95.3%
Actual Pass %	90.9%	88.8%	86.9%	92.4%	90.0%	89.9%
White/Asian						
Leavers	34	47	33	30	18	32
Actual Ach %	76.5%	89.4%	66.7%	96.7%	77.8%	71.9%
Actual Ret %	85.3%	97.9%	85.7%	100.0%	88.9%	78.8%
Actual Pass %	89.7%	91.3%	78.6%	96.7%	87.5%	92.0%
White/Black African						
Leavers	53	47	50	97	57	38
Actual Ach %	83.0%	76.6%	86.0%	83.5%	71.9%	76.3%
Actual Ret %	86.8%	97.9%	98.1%	95.9%	89.5%	85.0%
Actual Pass %	95.7%	78.3%	87.8%	87.1%	80.4%	90.6%
White/Black Caribbean						
Leavers	106	88	96	157	124	96
Actual Ach %	73.6%	81.8%	77.1%	90.4%	87.1%	90.6%
Actual Ret %	87.7%	90.9%	84.0%	98.7%	97.6%	94.8%
Actual Pass %	83.9%	90.0%	92.5%	91.6%	89.3%	95.6%

1.6 Ethnicity Overall – all ethnic groups classed as other who are not white British

	18/19	19/20	20/21
Other			
Leavers	3123	2557	2586
Actual Ach %	83.8%	81.3%	79.5%
Actual Ret %	94.7%	94.7%	91.3%
Actual Pass %	88.5%	85.9%	87.3%
White British			
Leavers	8003	7859	6224
Actual Ach %	86.8%	85.0%	81.2%
Actual Ret %	94.7%	95.1%	92.1%
Actual Pass %	91.7%	89.4%	88.3%
Not Provided			
Leavers	56	650	220
Actual Ach %	87.5%	54.2%	68.2%
Actual Ret %	92.9%	94.5%	89.8%
Actual Pass %	94.2%	57.3%	76.1%

2. Apprenticeship data

Table 2.1 – Overall Data

Values	Column Labels		
	18/19	19/20	20/21
Overall Leavers	295	171	115
Overall Achievers	191	78	39
Overall Achievement	64.7%	45.6%	33.9%
Awaiting Result	0	0	4
Overall To Do	0	0	73

Table 2.2 – General Ethnicity

	18/19	19/20	20/21
Other			
Overall Leavers	23	16	12
Overall Achievers	16	5	2
Overall Achievement	69.6%	31.3%	16.7%
Awaiting Result	0	0	0
Overall To Do	0	0	1
Unknown			
Overall Leavers	5	4	0
Overall Achievers	5	3	
Overall Achievement	100.0%	75.0%	N/A
Awaiting Result	0	0	
Overall To Do	0	0	
White			
Overall Leavers	267	151	103
Overall Achievers	170	70	37
Overall Achievement	63.7%	46.4%	35.9%
Awaiting Result	0	0	4
Overall To Do	0	0	72

Table 2.3 – Age

	18/19	19/20	20/21
16 - 18			
Overall Leavers	136	75	56
Overall Achievers	81	30	18
Overall Achievement	59.6%	40.0%	32.1%
Awaiting Result	0	0	1
Overall To Do	0	0	39
19 - 23			
Overall Leavers	82	42	26
Overall Achievers	53	28	9
Overall Achievement	64.6%	66.7%	34.6%

Awaiting Result	0	0	0
Overall To Do	0	0	25
24+			
Overall Leavers	77	54	33
Overall Achievers	57	20	12
Overall Achievement	74.0%	37.0%	36.4%
Awaiting Result	0	0	3
Overall To Do	0	0	9

Table 2.4 – Difficulty/Disability/Health Problem

	18/19	19/20	20/21
Has difficulty/disability/health problem			
Overall Leavers	41	37	24
Overall Achievers	26	13	6
Overall Achievement	63.4%	35.1%	25.0%
Awaiting Result	0	0	1
Overall To Do	0	0	18
No difficulty/disability/health problem			
Overall Leavers	224	114	73
Overall Achievers	142	55	25
Overall Achievement	63.4%	48.2%	34.2%
Awaiting Result	0	0	0
Overall To Do	0	0	47
No information provided by the learner			
Overall Leavers	30	20	18
Overall Achievers	23	10	8
Overall Achievement	76.7%	50.0%	44.4%
Awaiting Result	0	0	3
Overall To Do	0	0	8

2.5 By Programme

	18/19	19/20	20/21
Intermediate Apprenticeship			
Overall Leavers	117	63	48
Overall Achievers	71	30	31
Overall Achievement	60.7%	47.6%	64.6%
Awaiting Result	0	0	3
Overall To Do	0	0	11
Advanced Apprenticeship			
Overall Leavers	164	70	16
Overall Achievers	113	43	5
Overall Achievement	68.9%	61.4%	31.3%
Awaiting Result	0	0	1
Overall To Do	0	0	11
Higher Apprenticeship			
Overall Leavers	14	38	51
Overall Achievers	7	5	3
Overall Achievement	50.0%	13.2%	5.9%
Awaiting Result	0	0	0
Overall To Do	0	0	51

3.0 Adult

3.1 Overall

	18/19	19/20	20/21
Leavers	5904	5973	4341
Actual Ach %	89.0%	82.0%	83.0%
Actual Ret %	98.0%	96.9%	94.2%
Actual Pass %	90.8%	84.7%	88.3%

3.2 19+ English and maths

	English			Maths		
	18/19	19/20	20/21	18/19	19/20	20/21
Level 1						
Leavers	67	58	59	67	41	61
Actual Ach %	58.2%	44.8%	50.8%	55.2%	63.4%	45.9%
Actual Ret %	89.6%	91.4%	79.7%	89.6%	95.1%	91.8%
Actual Pass %	65.0%	49.1%	63.8%	61.7%	66.7%	50.0%
Level 2						
Leavers	56	103	100	47	93	60
Actual Ach %	57.1%	70.9%	73.0%	66.0%	69.9%	43.3%
Actual Ret %	100.0%	93.2%	96.2%	97.9%	95.7%	93.4%
Actual Pass %	57.1%	76.0%	76.0%	67.4%	73.0%	46.4%
Entry Level						
Leavers	85	54	16	17	33	20
Actual Ach %	68.2%	50.0%	75.0%	88.2%	54.5%	50.0%
Actual Ret %	94.1%	79.6%	94.4%	94.1%	75.8%	90.9%
Actual Pass %	72.5%	62.8%	80.0%	93.8%	72.0%	55.6%

3.3 Gender

	18/19	19/20	20/21
Female			
Leavers	1588	2157	1355
Actual Ach %	87.5%	67.8%	73.4%
Actual Ret %	96.7%	95.3%	93.8%
Actual Pass %	90.5%	71.1%	78.4%
Male			
Leavers	4316	3816	2986
Actual Ach %	89.5%	90.1%	87.3%
Actual Ret %	98.5%	97.8%	94.3%
Actual Pass %	90.9%	92.1%	92.7%

4.0 – HE

4.1 Final outcomes

	18/19	19/20	20/21
Starts	69	60	42
Leavers	55	45	41
Completed	48	42	40
Achieved	47	39	38
Continuing	14	15	1
Ach %	85%	87%	93%
Pass %	98%	93%	95%
Ret %	87%	93%	98%