

Single Equality Scheme

2020-2024

Excellence • Valuing Others • Supportiveness

Our Mission

Raising Aspirations, Unlocking Potential, Advancing Futures

Our Values

Excellence, Passion, Teamwork, Integrity, Innovation,
Sustainability, Valuing Others and Supportiveness

Sparsholt College Group

The Sparsholt College Group (the College Group) includes Sparsholt College, Andover College, University Centre Sparsholt, Sparsholt College Services, Westley Enterprises and Andover Town Football Club. College Group policies apply to each part of the group unless specified otherwise.

The updated *Single Equality Scheme 2020-24* was approved by the Board of Governors in March 2022. This supersedes the previous publications.

Originator:	Vice Principal Curriculum
Located:	College Group Intranet College Websites
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Single Equality Statement

We aspire to be a college community that through its leadership, recruitment, teaching and learning, is free from discrimination and confident in its diversity.

Sparsholt College Group (the College) is committed to ensuring that every individual who belongs to or who accesses our learning community is valued, supported and respected. We welcome and celebrate the unique talent and experience of each individual student and employee.

1. Introduction

1.1 Equality and diversity and a commitment to inclusiveness are embedded in our Mission:

- Raising Aspirations, Unlocking Potential, Advancing Futures

1.2 The College's Mission is underpinned by its core Values which also reflect British Values:

- Excellence
- Passion
- Teamwork
- Integrity
- Innovation
- Sustainability
- Valuing Others
- Supportiveness

1.3 This Single Equality Scheme brings together our commitments to equality and diversity, including our plans across the organisation. It embraces all members of our College community and its objectives demonstrate our wholehearted commitment to continued action in tackling inequality and promoting diversity.

1.4 This Scheme will build on our previous equality work. We will continue with our efforts to break down barriers and challenge unfairness and ensure opportunities and experiences which help people and communities reach their full potential.

2. Aims

2.1 The purpose of this Single Equality Scheme (SES) is to set out ways in which the College will continue to meet its legal requirements under the following legislation:

Equality Act 2010

The public sector equality duty consists of a general equality duty, set out in the Equality Act 2010, and specific duties which are imposed by secondary legislation. The Duty covers nine protected characteristics: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation and marriage and civil partnership.

The general equality duty requires due regard to:

- Eliminating unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- Advancing equality of opportunity between people who share a protected characteristic and those who do not
- Fostering good relations between people who share a protected characteristic and those who do not.

The specific duties require Public bodies to:

- Publish relevant, proportionate information demonstrating their compliance with the Equality Duty
- Set themselves specific, measurable equality objectives

Human Rights Act 1998

The Human Right Act came into force in October 2000 and obliges public authorities to treat people in accordance with their rights under the European Convention of Human Rights.

The aim of this Single Equality Scheme is twofold:

- To develop further measures and actions that pay due regard to the need to eliminate discrimination and promote equality for all, notably those who share protected characteristics of age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- To promote equality so that our approach goes beyond legislative compliance and remains embedded in our culture.

3. Vision

- 3.1 We are building a College community that through its leadership, recruitment, teaching and learning is free from discrimination and secure and confident in its diversity. The College is committed to ensuring that every individual student and employee is valued, supported and respected. We welcome and celebrate the unique talent and experience of each individual student and employee.
- 3.2 A healthy community requires a safe environment, free from prejudice and discrimination, where the values and ethos of equality and diversity inform all College activity. The College, therefore, has a zero-tolerance approach to discrimination. Our values apply equally to staff and governors, as well as students, volunteers and those with whom we do business, including the procurement and delivery of contracted services.
- 3.3 Our Single Equality Scheme and associated policies outline how we seek to ensure that the College is free from unlawful discrimination and strives constantly to move beyond legal compliance towards excellence and best practice in promoting and celebrating equality and diversity.
- 3.4 Through creative and responsive teaching and learning, and a broad spectrum of extra curricula activities our students will understand better the world within which they live, and the impact of their own actions on community cohesion and wellbeing.

4. Commitment of the College

- 4.1 The Scheme aims to demonstrate our commitment to far more than equality complaints monitoring and management and to set comprehensive and contextualised objectives which are integral to continuous improvement of our service to every individual. The effectiveness of the SES will be evaluation by the College's Equality & Diversity Steering group, chaired by the Vice Principal, reporting to the College's Wellbeing Committee, chaired by the Principal and, in turn, to the full Board of Governors.
- 4.2 The Scheme aligns with the College's overall commitment to quality improvement as we place our commitment to learner success at the heart of everything we do. The Equality & Diversity Steering group will evaluate the impact of the scheme at each of their termly meetings.
- 4.3 This Scheme relates to all members of the College, including employees, students, contractors, and visitors as appropriate.
- 4.4 We will address unequal experiences for all who share protected characteristics:
- Sex
 - Age
 - Disability
 - Race
 - Religion or belief
 - Sexual orientation
 - Gender reassignment
 - Pregnancy and /Maternity
 - Marriage and civil partnership
- 4.5 We will also be mindful of our actions in relation to socio-economic factors, because socio-economic disadvantage is a key and significant factor for all. Of particular importance are the gaps in recruitment between POLAR4 Quintile 1 and Quintile 5 students, gaps in recruitment between Index of Multiple Deprivation (IMD) Quintile 1 and Quintile 5 students, as well as students from a background in care and those from military families.

5. College Context

- 5.1 The curriculum at the Sparsholt College campus is predominantly land based with 82.7% of full-time FE and all HE enrolments in 2021/22 being within provision defined as land based. In the context of FE this is categorised as– SSA 03 Agriculture, Horticulture and Animal Care. The College provides extensive learning opportunities to a wide range of learners both locally, within Hampshire, and nationally.
- 5.2 The Andover College campus provides tertiary college experience, which draws learners both from within Andover town and surrounding villages, and in significant numbers from East Wiltshire. Learners study on a range of Further Education programmes in all of the 15 sector subject areas, including some part-time adult provision. There is also a very small Higher Education provision (BTEC) in Performing Arts and Sports Science.
- 5.3 The College delivers a broad range of apprenticeship frameworks within both the land-based sector, and across 7 other subject sector areas.
- 5.4 In 2023/24 there were the following number of enrolments and learners at the College:

Learner Numbers

Category	2020-21	2021-22	2022-23	2023-24
Learner & Employer Responsive FE(unique) learners of which:				
	3,631	3,668	3,650	3,574
Full-Time 16-18	2,383	2,436	2,363	2,532
Full-Time 19+	288	287	239	225
Part-Time 16-18	25	15	33	31
Part-Time 19+	524	469	537	357
Employer Responsive: Apprenticeships (Total funded Learners) of which:	411	461	478	429
Employer Responsive: Apprenticeships (Starts)	159	201	168	108
14-16 Learners (starts)	44	69	82	96
CL (Community Learning) starts	0	27	85	1
Learners with no FE Funding (full-cost)starts	586	772	1,156	517

- 5.5 In Andover, the College continues to offer Foundation provision, albeit in the smaller numbers demanded by local schools, for those who are most at risk of disengaging and becoming NEET. At Sparsholt, the programme continues to grow to include additional areas of land-based curriculum meeting the needs of a broad group of local schools.

5.6 The College continues to offer a broad range of land-based Higher Education courses predominately at FdSc and BSc. In 2023/24 there was the following number of learners including:

	2020-21	2021-22	2022-23	2023-24
Total all HE (unique) learners of which:	427	468	429	395
Full-Time HE	384	422	372	360
Part-Time HE	43	46	57	35

The College 'Business Community' – summary overview

5.7 The College promotes its offer to a wide cross section of the business community with a particular focus on service for Land Based Employers. The College offers 36 Apprenticeship Standards and is constantly looking to grow this provision in response to the needs of businesses in the region. Catchment includes the immediate communities of Test Valley and Winchester in addition to regionally - and nationally, particularly in areas where there is a requirement for specialist technical skills.

6. Delivery of the College's SES

6.1. The College will use its values as the template against which to evaluate all conduct matters, whether that be students, employers, governors, staff, visitors and contractors.

The College will use its strategies to listen to students – notably the learner voice, FE student councils, HE Student Association, teaching and learning observations, surveys, the complaints system and all forums that enable the student body to be heard and responded to. Similarly, the College will use the Informing & Consulting Employees (ICE) groups, surveys, all-staff briefings and other means to listen to its staff body.

All of the above seeks to create a culture where the views of all can be heard and opportunities for discrimination, harassment or bullying will be minimised.

6.2. The College actively plans to address inequalities and its main documents and processes reflect our passion to drive improvements:

- College Strategic plan
- College SES
- SAR, EQR and monthly IQRs
- Higher Education Access and Participation Plan
- Relevant policies and charters

6.3 The College also works closely with strategic stakeholders which include the County Council and Unitary Authorities, local District Authorities and the Enterprise M3 and Solent LEAs in order to complement plans that are in place to improve the lives of all those living, studying and working within the County.

Equality Impact Assessment

- 6.4 The Quality and Standards Committee and SLT (Curriculum Group) will routinely analyse data to ensure that there are no unwarranted discrepancies between the performances of different groups of students. In addition the Curriculum, Employers and Market Requirements Committee (CEMR) monitor the Higher Education Access and Participation Plan (APP). Any statistically significant achievement gaps will seek to be closed or minimised as a priority.

Teaching, learning & Support

- 6.5 The SLT Curriculum Group is responsible for overseeing that teaching and learning routinely promotes diversity in the learning communities. Furthermore, the group ensures that there are no artificial barriers to accessing support and that all students are able to secure appropriate support, within legislative and the available financial envelopes.

The College will continue to invest time and resources through CPD to ensure that equality and diversity are embedded into the curriculum.

7. SES Priorities

- 7.1 In order to create a Single Equality Scheme that has the most meaning and impact on the majority of its community, the College will put particular focus on:

- Sex
- Race
- Disability (including mental health)
- Socio-economic (including POLAR4 and IMD)
- Looked after children and Care leavers
- Military families

- 7.2 The College will in addition keep a close watching brief with respect to any inequalities with regards Age, Sexual Orientation, Gender Reassignment, Religion or & Belief, Pregnancy & Maternity; Marriage & Civil Partnerships and will ensure that no individual person will be disadvantaged.

Gender

- 7.3 The College welcomes people of all genders and we seek to create a culture which is strong in relation to mutual respect, removes barriers to achievement and challenges cultural stereotypes, particularly with respect to occupation. We do not tolerate gender-based harassment.

- 7.4 A table of staff and student numbers is attached as **Appendix 1**.

- 7.5 Our intended impact:

- Student recruitment which actively encourages them to access careers of their choice regardless of traditional gender under representation.
- Student outcomes that meet the Key Performance Indicators of the Office for Students in improving the access, success and progression of the most under-represented groups in Higher Education, with a particular focus on young males.
- A well-developed curriculum that positively reflects different gender contributions in the workplace and promotes them equally and effectively.
- A staffing base in which students can see role models of their own gender, irrespective of the curriculum area and the traditional stereotypes.
- A governing body with a similar gender mix to that of the College.
- Facilities that enhance and support the experience of men and women equally in using the

College's services or as College employees.

- A reward and remuneration structure which prevents pay gaps between the genders.
- A robust approach to gender-based discrimination and harassment that tackles unwanted attention and unfair behaviours directly and decisively at all levels and promotes a culture of respect.
- A fully developed approach to equality in employment and career progression based on secure evidence relating to pay, opportunities, role and position across all genders and with due regard to physiological differences.
- An approach to transgender issues that promotes understanding and welcome for those involved in any kind of change to their gender.

Race

- 7.6 Under the Equality Act 2010, race can mean your colour, nationality (including citizenship), ethnic or national origins (which may not be the same as your current nationality).
- 7.7 The College recognises that whilst the majority of its community belong to the group of 'White British', some of its students and staff do not and they may have experienced racial discrimination. The College is committed to be a place where all people feel valued and respected and able to develop equally. The College strongly believes that racism has no part in our society or our College and support positive action to promote opportunities for all people in society regardless of race. We will take positive action to eliminate racism and its effects and racial harassment will not be tolerated in any area of College life.
- 7.8 The College recognises the importance of supporting all students to achieve within their studies and is committed to removing any achievement gaps through impactful actions that promotes equality of opportunity for all.
- 7.9 A table of staff and student numbers is attached as **Appendix 2**.

Our intended Impact

- 7.10 In further developing and strengthening our work around race equality so that we can maximise the positive impact we have on students and staff from different racial groups, we aim to achieve the following:
- Retain the high success of students of any race on all provision and ensure no significant gaps emerge.
 - Ensure the profile of staff at the College is representative of the community we serve at every level of the organisation.
 - A student and staff community who have the knowledge and strength to challenge prejudice, and to think critically about racial injustice and ethnic inequalities.
 - Promotion of race awareness and of zero tolerance to racism.
 - A governing body that is representative of the wider community it serves

Disability

- 7.11 Students with learning difficulties/ disabilities are well supported at the College. However, we are committed to the development of new and better opportunities for all and therefore the College seeks to be proactive in removing barriers to participation and success for students and employees with a learning difficulty or disability.
- 7.12 Progression to highly skilled employment for students with disabilities is an area that the College recognises would benefit from additional support.

7.13 The percentage of college staff who as of 31 January 2022 declared a disability is 7% whereas at 31 January 2021 the figure was 6.4%. The college data is now above that of the National FE Workforce data published in March 2020 which showed that overall 5.5% of the FE workforce had declared a disability. In addition, the college's data is higher than the average for land-based colleges which when last reported in June 2016 stood at 4.1%

7.14 A table of staff and student numbers is attached as **Appendix 3**.

Our intended impact

7.15 We will:

Through training and awareness raising campaigns support staff and students to feel confident to disclose any disability or learning difficulty, particularly "hidden" disability issues, such as mental health and developmental disorders.

- Continue to celebrate the success of those students who have overcome disadvantage to succeed in our College.
- Focus support to ensure retention, success, progression and satisfaction remain high for students and staff with disabilities or learning difficulties.
- Monitor the impact of our success in improving the conditions and success of staff and students with disabilities within the College.
- Where appropriate, enhance students' ability to learn independently by reducing their dependency on additional learning support.
- Conduct Reasonable Adjustments for both staff and students where needed. Monitor and evaluate the range of individual adjustments made, in order to effectively resource and implement anticipatory adjustments.

Socio-economic factors

7.16 Whilst there is no legislative duty in relation to socio-economic factors, the College recognises the impact of economic disadvantage on individuals and will therefore work to reduce barriers faced by such individuals. We will to this end recruit those, as a direct result of their economic disadvantage, who might have lower aspirations and expectations of success. The college will seek to inspire them to recognise and achieve their full potential with an ethos of high expectations, high levels of support, outstanding teaching & learning and access to first class facilities.

7.17 The College is mindful that the performance of males from a Polar4 Quintile1 background is a national concern and therefore the College will seek to provide the right opportunities for constituents of this group to succeed and progress to higher education. Regular review of data will identify any other intersections of disadvantage that might require intervention and additional support

7.18 A table of staff and student numbers is attached as **Appendix 4**.

Our intended impact

- To support the progression of males from a POLAR 4 Quintile 1 background into higher education.
- To have a curriculum offer which encourages recruitment from all communities and to provide support services to promote success and progression.
- To enable students who live in areas of deprivation, particularly IMD Quintiles 1 and 2 to perform as well as their peers from IMD Quintiles 4 and 5.
- To consider socio-economic factors (POLAR4 and IMD) when impact assessing major plans, policies, procedures and practice.
- To encourage improved participation in Higher Education of students from military families
- To improve success and progression rates of students who are either Looked After Children or

Care Leavers.

Sexual Orientation

7.19 The College welcomes people of any sexual orientation, gender expression or identity. We have a zero tolerance stance towards homophobia, transphobia or gender-based discrimination and actively challenge it when it arises. We aim to provide a safe environment where students and staff are comfortable about disclosing their sexuality, if they wish.

Our intended impact

- A welcoming place for all where students and staff feel respected and confident and free to be open about their sexuality if they choose.
- A zero tolerance stance on homophobia with a workforce trained and confident to challenge homophobia when it arises.

Gender Identity and Transitioning

7.20 The College welcomes people of all gender identities and is supportive of individuals considering or undergoing gender transitioning. This policy seeks to protect individuals before, during, and after the process and to create a culture that promotes mutual respect and does not tolerate gender based harassment.

Our intended impact

- A supporting and welcoming college where students and staff feel respected and are open to and confident in discussing all matters related to gender identity and gender transitioning, within a safe and respectful co-created environment.
- A zero tolerance policy on gender related bullying or harassment. A supportive and open minded work force to ensure all students and staff feel safe, respected, and able to achieve.

Religion and Belief

7.21 Whilst secular in approach, the College always welcomes people of all faiths and those of no faith. The College seeks to promote harmony and understanding and will act to eliminate discriminatory behaviour arising from differences in belief.

Our intended impact

- A climate of tolerance and understanding where religious discrimination is effectively challenged if it ever arises.
- A respectful and value-based curriculum that promotes social and moral awareness.
- Access to a contemplation/quiet room.

Pregnancy and Maternity

7.22 The College welcomes students and staff who are pregnant, who are on maternity leave and who have recently given birth. The College will therefore act firmly to eliminate any discriminatory behaviour against those with this protected characteristic.

Our intended impact

- A climate of understanding where pregnancy is not a barrier to learning or work

Marriage and Civil Partnerships

7.23 The College celebrates the diversity of its staff and students and welcomes people of any marital status.

Our intended impact

- A climate of mutual respect for all students and staff regardless of their marital or civil partnership status.

8. Over-arching objectives of the SES

- 8.1 To meet the access, success and progression targets set in the College's 5-year Access & Participation plan (APP) 2020/21 to 2024/25 and achieve the annual milestones set within it.
- 8.2 Curriculum development which responds to the needs of students and our community.
- 8.3 Delivery of targets set for curriculum and business support which are designed to promote equality and diversity or to drive equality forward.
- 8.4 Increasing the disclosures rates of the newer protected characteristics within the Equality Act 2010 for students and staff and using the information to promote and drive equality forward.
- 8.5 Foster ownership amongst the student body for the development of a set of positive behaviours which reflect the very best in all cultures, but which reaffirm the understanding of and compliance with the rule of British law and British Values.
- 8.6 Professional development which continues to support staff to promote equality and diversity routinely into their daily activity.
- 8.7 To work with organisations that share our values and seek to promote equality for all.

APPENDIX 1 – GENDER

Staff Numbers

Equality data	Sparsholt as at 30 Sept 2023	Sparsholt as at 30 Sept 2022	Sparsholt as at 31 January 2022	Sparsholt as at 31 January 2021	Hants Census Data 2021	Test Valley Local Authority Census Data 2021	Winchester Local Authority Census Data 2021	OVERALL National FE Workforce Data SIR 2018/19 (published March 2020)
Staff numbers (including casual)	632	650	699	703	n/a	n/a	n/a	n/a
Gender:	%	%	%	%	%	%	%	%
Female	64.6	63.8	63.8	63.3	51.1	51	51.3	62
Male	35.4	36.2	36.2	36.7	48.9	49.0	48.7	38

Student Numbers

Provision Type	Gender	2020-21	2021-22	2022-23	2023-24	2020-21 %	2021-22 %	2022-23 %	2023-24 %
FE Full-Time	Female	1440	1408	1299	165	53%	51%	51%	49%
	Male	1271	1336	1332	264	47%	49%	49%	51%
FE Part-Time	Female	684	641	772	1403	60%	55%	55%	54%
	Male	455	519	645	1405	40%	45%	45%	46%
Apprenticeships	Female	189	183	204	562	46%	43%	43%	43%
	Male	218	243	270	389	54%	57%	57%	57%
Higher Education	Female	340	370	339	306	79%	76%	77%	76%
	Male	87	113	105	95	21%	24%	23%	24%
TOTAL	Female	2653	2602	2614	2436	57%	54%	54%	53%
	Male	2031	2211	2352	2153	43%	46%	46%	47%
Andover	Female	781	753	768	739	53%	52%	52%	52%
	Male	681	688	713	720	47%	48%	48%	48%
Sparsholt	Female	1766	1788	1753	1658	57%	54%	54%	52%
	Male	1316	1500	1613	1423	43%	46%	46%	48%
Other	Female	106	61	93	39	76%	73%	73%	78%
	Male	34	23	26	10	24%	27%	27%	22%

APPENDIX 2 – EQUALITY & DIVERSITY

Equality data	Sparsholt as at 30 Sept 2023	Sparsholt as at 30 Sept 2022	Sparsholt as at 31 January 2021	OVERALL National FE workforce data 2021/22 (published August 2023)	OVERALL FE COLLEGES National workforce data 2021/22 (published August 2023)	OVERALL National FE workforce data SIR 2018/19 (published March 2020)
Staff numbers (including casual)	632	650	703	n/a	n/a	n/a
Age profile:	%	%	%	%	%	%
Under 25	8.7	8.8	12.80	5.9	5.7	3.5
Under 30	7.8	8.9	7.26	8.7	8.0	7.5
Under 40	22.2	23.1	20.77	21.5	20.6	19.25
Under 50	21.4	21.4	20.91	23.7	23.2	25.0
Under 60	24.4	22.2	24.18	26.4	27.4	30.75
Over 60	15.7	15.7	14.08	13.8	15.2	14.0
Undefined	0.0	0.0	0.0	0.0	0.0	0.0
Ethnicity:						
Asian	0.5	0.6	0.28	5.7	5.8	4.5
Black	0.5	0.3	0.43	3.8	4.2	3.0
Chinese /other	0.2	0.2	0.43	0.3	0.3	0.0
Mixed	1.3	1.4	0.43	2.4	0.7	1.5
White – British	93.8	93.5	94.16	81.2	80.7	84.0
White – other	3.2	3.5	3.84	5.7	5.4	6.0
Unknown / Prefer not to say	0.3	0.3	0.43	0.0	0.0	0.0
Other	0.3	0.2	0.0	1.0	1.1	1.0
Disability:	7.8	7.8	6.4	6.5	6.9	5.5
Gender:						
Female	64.6	64.3	63.3	65.6	64.3	62
Male	35.4	35.7	36.7	33.3	34.4	38

APPENDIX 3 – RACE

Student Numbers

Provision Type	Ethnic Group	2020-21	2021-22	2022-23	2023-24	2020-21 %	2021-22 %	2022-23 %	2023-24 %
FE Full-Time	Asian	27	43	43	34	1%	2%	2%	1%
	Black	24	34	33	37	1%	1%	1%	1%
	Mixed	47	57	62	93	2%	2%	2%	3%
	Other	17	20	21	22	1%	1%	1%	1%
	Unknown	7	11	15	12	1%	1%	1%	0%
	White	2589	2579	2457	2610	95%	94%	93%	93%
FE Part-Time	Asian	14	26	39	31	1%	2%	3%	3%
	Black	13	8	15	18	1%	1%	1%	2%
	Mixed	9	14	13	12	1%	1%	1%	1%
	Other	5	6	14	19	0%	1%	1%	2%
	Unknown	43	128	180	104	4%	11%	13%	11%
	White	1055	978	1156	767	93%	84%	82%	81%
Apprenticeships	Asian			3	3	0%	0%	1%	1%
	Black					0%	0%	0%	0%
	Mixed	1	4	9	11	0.20%	1%	2%	3%
	Other	1	2	2	2	0.20%	1%	0%	0%
	Unknown	1	4	11	11	0.20%	1%	2%	3%
	White	404	416	449	402	99.40%	98%	95%	94%
Higher Education	Asian	2	4	6	2	0%	1%	1%	0%
	Black	2	1	2	1	0%	0%	0%	0%
	Mixed	11	12	8	7	3%	2%	2%	2%
	Other	1	2	1	2	0%	0%	0%	0%
	Unknown	4	6	7	76	1%	1%	2%	19%
	White	407	458	420	313	95%	95%	95%	78%
TOTAL	Asian	43	73	91	70	1%	2%	2%	2%
	Black	39	43	50	56	1%	1%	1%	1%
	Mixed	68	87	92	123	1%	2%	2%	3%
	Other	24	30	38	45	1%	1%	1%	1%
	Unknown	55	149	213	203	1%	3%	4%	4%
	White	4455	4431	4482	4092	95%	92%	90%	89%
Andover	Asian	30	54	66	61	2%	4%	4%	4%
	Black	32	33	39	48	2%	2%	3%	3%
	Mixed	24	30	31	54	2%	2%	2%	4%
	Other	18	22	28	38	1%	2%	2%	3%
	Unknown	7	21	76	24	0%	1%	5%	2%
	White	1351	1281	1241	1234	92%	89%	84%	85%
Sparsholt	Asian	13	19	22	9	0%	1%	1%	0%
	Black	5	10	11	7	0%	0%	0%	0%
	Mixed	43	56	61	69	1%	2%	2%	2%
	Other	5	8	9	6	0%	0%	0%	0%

	Unknown	48	95	112	165	2%	3%	3%	5%
	White	2968	3100	3151	2825	96%	94%	94%	92%
Other	Asian			3		0%	0%	3%	0%
	Black	2			1	1%	0%	0%	2%
	Mixed	1	1			1%	1%	0%	0%
	Other	1		1	1	1%	0%	1%	2%
	Unknown		33	25	14	0%	39%	21%	29%
	White	136	50	90	33	97%	60%	76%	67%

APPENDIX 4 - DISABILITY

Staff Numbers

Sparsholt as at 30 September 2023 %	Sparsholt as at 30 September 2022 %	Sparsholt as at 30 September 2019 %	OVERALL National FE workforce data 2021/22 (published August 2023) %	GENERAL FE COLLEGES National FE workforce data 2021/22 (published August 2023) %	LANDBASED COLLEGES National FE workforce data SIR 2014/15 (published June 2016) %
7.8	7.8	4.3	6.5	6.9	4.1

Student Numbers

Provision Type	LDD?	2020-21	2021-22	2022-23	2023-24	2020-21 %	2021-22 %	2022-23 %	2023-24 %
FE Full-Time	Yes	1203	1134	1051	1106	44%	41%	40%	39%
	No	1508	1610	1580	1702	56%	59%	60%	61%
FE Part-Time	Yes	226	240	281	201	20%	21%	20%	21%
	No	913	920	1136	750	80%	79%	80%	79%
Apprenticeships	Yes	104	114	134	116	26%	27%	28%	27%
	No	303	312	340	313	74%	73%	72%	73%
Higher Education	Yes	156	166	175	164	37%	34%	39%	41%
	No	271	317	269	237	63%	66%	61%	59%
TOTAL	Yes	1689	1654	1641	1587	36%	34%	33%	35%
	No	2995	3159	3325	3002	64%	66%	67%	65%
Andover	Yes	553	531	438	443	38%	37%	30%	30%
	No	909	910	1043	1016	62%	63%	70%	70%
Sparsholt	Yes	1120	1105	1182	1133	36%	34%	35%	37%
	No	1962	2183	2184	1948	64%	66%	65%	63%
Other	Yes	16	18	21	11	11%	21%	18%	22%
	No	124	66	98	38	89%	79%	82%	78%

APPENDIX 5 - SOCIO-ECONOMIC FACTORS

Student Numbers

Provision Type	POLAR 4 quintile	2020-21	2021-22	2022-23	2023-24	2020-21 %	2021-22 %	2022-23 %	2023-24 %
FE Full-Time	1	545	602	567	649	20%	22%	22%	23%
	2	473	461	441	440	17%	17%	17%	16%
	3	530	541	522	524	20%	20%	20%	19%
	4	586	545	525	528	22%	20%	20%	19%
	5	562	582	567	656	21%	21%	22%	23%
	unassigned	15	13	9	11	1%	0%	0%	0%
FE Part-Time	1	178	177	217	148	16%	15%	15%	16%
	2	162	152	193	130	14%	13%	14%	14%
	3	242	203	295	200	21%	18%	21%	21%
	4	193	245	257	172	17%	21%	18%	18%
	5	337	324	354	250	30%	28%	25%	26%
	unassigned	27	59	101	51	2%	5%	7%	5%
Apprenticeships	1	73	76	75	63	18%	18%	16%	15%
	2	65	65	83	80	16%	15%	18%	19%
	3	67	78	95	97	16%	18%	20%	23%
	4	93	98	105	93	23%	23%	22%	22%
	5	109	109	115	95	27%	26%	24%	22%
	unassigned			1	1	0%	0%	0%	0%
Higher Education	1	81	96	85	68	19%	20%	19%	17%
	2	76	88	77	57	18%	18%	17%	14%
	3	74	75	67	63	17%	16%	15%	16%
	4	76	89	74	85	18%	18%	17%	21%
	5	112	119	126	114	26%	25%	28%	28%
	unassigned	8	16	15	14	2%	3%	3%	3%
TOTAL	1	877	951	944	928	19%	20%	19%	20%
	2	776	766	794	707	17%	16%	16%	15%
	3	913	897	979	884	19%	19%	20%	19%
	4	948	977	961	878	20%	20%	19%	19%
	5	1120	1134	1162	1115	24%	24%	23%	24%
	unassigned	50	88	126	77	1%	2%	3%	2%
Andover	1	371	412	388	408	25%	29%	26%	28%
	2	229	232	219	193	16%	16%	15%	13%
	3	406	397	443	415	28%	28%	30%	28%
	4	307	283	304	303	21%	20%	21%	21%
	5	149	115	118	133	10%	8%	8%	9%
	unassigned		2	9	7	0%	0%	1%	0%
Sparsholt	1	482	524	531	506	16%	16%	16%	16%
	2	531	521	565	509	17%	16%	17%	17%
	3	473	479	507	458	15%	15%	15%	15%
	4	617	680	635	569	20%	21%	19%	18%
	5	931	998	1013	969	30%	30%	30%	31%
	unassigned	48	86	115	70			3%	2%
Other	1	24	15	25	14	17%	18%	21%	29%

	2	16	13	10	5	11%	15%	8%	10%
	3	34	21	29	11	24%	25%	24%	22%
	4	24	14	22	6	17%	17%	18%	12%
	5	40	21	31	13	29%	25%	26%	27%
	unassigned	2		2		1%	0%	2%	0%
Andover	White Male POLAR 1	158	164	156	188	49%	46%	42%	50%
Sparsholt	White Male POLAR 1	162	189	209	185	50%	53%	56%	49%
Other	White Male POLAR 1	4	3	8	4	1%	1%	2%	1%
TOTAL	White Male POLAR 1	324	356	373	377				

Provision Type	IMD quintile	2020-21	2021-22	2022-23	2023-24	2020-21%	2021-22%	2022-23%	2023-24%
FE Full-Time	1	124	127	139	136	5%	5%	5%	5%
	2	352	385	353	387	13%	14%	13%	14%
	3	623	643	647	715	23%	23%	25%	25%
	4	772	782	703	714	28%	28%	27%	25%
	5	822	787	783	836	30%	29%	30%	30%
	unassigned	18	20	6	20	1%	1%	0%	1%
FE Part-Time	1	46	45	63	52	4%	4%	4%	5%
	2	149	132	172	118	13%	11%	12%	12%
	3	245	226	307	218	22%	19%	22%	23%
	4	292	300	353	246	26%	26%	25%	26%
	5	363	383	432	249	32%	33%	30%	26%
	unassigned	44	74	90	68	4%	6%	6%	7%
Apprenticeships	1	17	18	21	19	4%	4%	4%	4%
	2	51	52	56	53	13%	12%	12%	12%
	3	89	84	98	100	22%	20%	21%	23%
	4	115	123	145	137	28%	29%	31%	32%
	5	135	149	154	118	33%	35%	32%	28%
	unassigned				2	0%	0%	0%	0%
Higher Education	1	34	38	36	29	8%	8%	8%	7%
	2	60	67	59	43	14%	14%	13%	11%
	3	83	104	86	80	19%	22%	19%	20%
	4	91	104	106	96	21%	22%	24%	24%
	5	146	148	143	132	34%	31%	32%	33%
	unassigned	13	22	14	21	3%	5%	3%	5%
TOTAL	1	221	228	259	236	5%	5%	5%	5%
	2	612	636	640	601	13%	13%	13%	13%
	3	1040	1057	1138	1113	22%	22%	23%	24%
	4	1270	1309	1307	1193	27%	27%	26%	26%
	5	1466	1467	1512	1335	31%	30%	30%	29%
	unassigned	75	116	110	111	3%	3%	2%	2%

Andover	1	43	48	48	41	14%	15%	3%	3%
	2	208	215	235	233	27%	27%	16%	16%
	3	394	396	424	443	30%	30%	29%	30%
	4	433	427	410	394	26%	24%	28%	27%
	5	384	353	361	338	0%	0%	24%	23%
	unassigned		2	3	10	3%	3%	0%	1%
Sparsholt	1	173	173	201	188	6%	5%	6%	6%
	2	387	408	393	362	13%	12%	12%	12%
	3	617	644	686	657	20%	20%	20%	21%
	4	795	856	861	791	26%	26%	26%	26%
	5	1037	1093	1119	982	34%	33%	33%	32%
	unassigned	73	114	106	101	2%	3%	3%	3%
Other	1	5	7	10	7	4%	8%	8%	14%
	2	17	13	12	6	12%	15%	10%	12%
	3	29	17	28	13	21%	20%	24%	27%
	4	42	26	36	8	30%	31%	30%	16%
	5	45	21	32	15	32%	25%	27%	31%
	unassigned	2		1		1%	0%	1%	0%