



Accrington and Rossendale College

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**Equality and Diversity**  
Monitoring Report 2012/2013

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## **1. Equality and Diversity Annual Report 2012/13: Introduction**

This report includes statistical information on the ethnic, age and gender balance of both learners and staff at Accrington and Rossendale College (ACCROSS) during 2012/13 and the impact of our policies on staff and learners. It also includes comparable information for learners with learning difficulties and disabilities. The report aims to provide a detailed picture of recruitment, achievement, retention and success for Learner Responsive and Employer Responsive programmes at the college.

The analysis was undertaken in order to:

- Allow comparisons to be made between retention and achievement rates for all of our learners
- Provide an overview of the staff profile at the college, allowing comparisons with national data and informing future policies and procedures
- Fulfil the requirements of 'The Equality Act' in assessing, monitoring and publishing the impact of our Equality Schemes and policies relevant to equality legislation.

As in previous years, commentary is provided in order to highlight some of the key features which emerge from the data. This report is not intended to be a comprehensive analysis. A more detailed analysis is available on request.

No attempts are made to offer specific reasons for the gender and ethnic make-up of different courses. Clearly these are likely to be complex and interrelated; they may include factors such as:

- perception of courses among students, the community, parents and school teachers
- linguistic and cultural factors
- marketing strategies
- course curricula

Equality, diversity and inclusion are at the heart of everything we do at Accrington and Rossendale College. One aim of this document is to inform our equality strategies, schemes and plans which have been established for many years. We also aim to encourage staff to consider how they might increase their awareness and understanding of these factors in order to promote diversity and equality of opportunity and inclusiveness in their own programmes. Appropriate policies, procedures and strategies are in place to ensure that Accrington and Rossendale College fulfils and often exceeds legislative requirements.

### **Equality and Diversity Group**

The college has made good progress in its response to promoting equality and cultural diversity to our learners, staff and stakeholders. There is an active Equality and Diversity Committee made up of managers and senior managers from across all areas of the college. Members work in task groups and meet on a frequent basis, reporting progress at Equality and Diversity Committee meetings.



In relation to their designated areas each group:

- Works towards targets contained in the college 'Single Equality Scheme' and college strategic equality and diversity objectives, reporting progress towards these periodically
- Evaluates appropriate data making recommendations to inform strategy and facilitate improvement
- Consults with various groups within the college and external stakeholders, regarding their needs and interests relating to equality and diversity.
- Celebrates and promotes equality and diversity
- Considers the effectiveness of existing arrangements, making recommendations for improvement
- Identifies and helps to eliminate any form of discrimination
- Makes recommendations and contributes to staff training and development in equality and diversity

### Equality Impact Assessments

The college's process of Equality Impact Assessment is progressing well. All policies, procedures and practices are equality impact assessed by college managers across eight equality strands; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief and sexual orientation. Records of Equality Impact Assessment are held centrally.

### Profile of Locality

ACCROSS was established as a tertiary college in 1975 as part of the reorganisation of post-16 education. The college serves predominately the three boroughs of Hyndburn, Rossendale and the Ribble Valley. Pennine Lancashire has a population of 522,000. The latest 2012 ONS estimates showed that Blackburn with Darwen (147,700), Ribble Valley (57,600) and Rossendale (68,400) have increased in size from 2011. The population of Hyndburn was 80,734 in 2011, down from its peak in 2006 at 82,200. 87% are white and 13% are black or minority ethnic. The proportion of young people who are black or minority ethnic is higher than the proportion across the whole population. The largest minority ethnic group is Pakistani. There are around 16,642 young people aged 0 – 15 in Hyndburn.

The 2010 Indices of Deprivation reveals that of the 32,482 lower-layer super output areas (LSOAs) in England, the lowest overall score recorded in Hyndburn by a noticeable margin was in one of the three LSOAs in Central ward (127th lowest figure). One of the three LSOA in Barnfield ward was the second lowest in the authority with a ranking of 416. Hyndburn was the 40th most deprived area out of 326 districts and unitary authorities in England.

Four fifths (81.6%) of Hyndburn's working age population are Economically Active, slightly higher than the North West figure of 75.3%, and the national figure of 76.5%. 2012 Unemployment figures in Hyndburn (7.4%) is lower than neighbouring authorities, with Blackburn with Darwen having the highest levels at 10.1% in East Lancashire, and Ribble Valley the lowest with 3.7%. In the North West, Manchester has the highest proportion with 12.8%.

The proportion of claimants gaining job seekers allowance (JSA) in Hyndburn stands at 3.7% just below the national average of 3.8%. Blackpool has the highest proportion in Lancashire with 6.5%, with Burnley the highest proportion in east Lancashire with 5.1%. Across the North West the average JSA is 4.3%. Across all wards in Hyndburn the ward of Spring Hill has the highest proportion with 7.5% (November 2012), followed by Central ward at 6.5% down to St. Oswald's and Baxenden with 1.1% being the lowest.

The Annual Population Survey includes local authority estimates of the working-age population by level of National Vocational Qualification. In Hyndburn, the proportion of people in the authority qualified to NVQ level 4 is estimated to be low in comparison with the national average. The County Councils Economic Assessment states that a key issue for Lancashire's economy is an insufficient number of people with higher level qualifications and too many low or unskilled individuals. Employers will, to a greater extent, demand higher level qualifications as the norm and more people with higher level skills are needed to support the shift to a higher value economy and for Lancashire to compete economically. There are high proportions of working age residents in Burnley, Hyndburn, Pendle, Preston, Rossendale and Wyre with no qualifications.

### **Youth Unemployment in Pennine Lancashire**

Latest figures show that long-term unemployment among young people in East Lancashire has more than doubled. In the year between March 2012 and March 2013, the number of 18 to 24-years-olds claiming Job Seekers' Allowance for more than 12 months increased from 315 to 730. In Burnley, the number of claimants rose from 45 to 160 – an increase of 256%, while in the Ribble Valley claimants tripled, with the number of young long-term recipients of JSA rising from 10 to 30 – a 200% increase. Similarly, in Blackburn numbers rose by 143%, from 70 to 170, and Pendle saw a 120% increase, from 50 claimants to 110. Neighbouring Hyndburn also saw numbers rise by 107%, from 70 to 145, and while Rossendale saw the lowest increase in young long-term claimants, the numbers still increased from 70 to 115, a rise of 64% over the year.

Figures for last year also show that general unemployment is above average in parts of the region. Across the Blackburn with Darwen area, 10.1% of residents, or 6,200 people, are now unemployed, and in Burnley 3,700 people are unemployed or 9.2% of residents. This is higher than both the national average of 7.9%, and the North West average of 8.6%.

Several barriers to participation in education and learning in Hyndburn have been identified including the following:

- People have low self-esteem and low aspirations
- Parents often have low literacy and numeracy levels and are insufficiently involved in their children's education
- There are a high percentage of Asian Heritage communities with English as an additional language
- Take up of post-16 training and learning for those with young children is limited due to lack of readily available crèche and child care facilities
- Job prospects in the area are poor even with appropriate qualifications
- There is often a lack of available finances within households for education and training

Whilst these indicators are apparent across the whole of Hyndburn, they are more pronounced and evident in the 4 neighbourhood renewal priority wards of Barnfield, Central, Church and Springhill with educational attainment below the regional and national average.

### **Attainment in Pennine Lancashire**

*Taken from Performance Data – Hyndburn 2012/13 – Hyndburn BC*

Attainment at 5A\*C fell by 4.4%, remaining just above the national level and 3.6% below Lancashire. With English and maths included, attainment rose by 2.4% to 3.4% below the county average and 2.9% below national. Girls continued to attain higher than boys, but boys improved at 5A\*C so the gender gap narrowed slightly and was in line with the national and county gaps. With English and maths included, the gender gap widened and was slightly greater than the Lancashire and national gaps.

Attainment of both White British and Pakistani heritage pupils at 5A\*C fell slightly in 2013, both groups performing similarly to each other but White British pupils slightly below their peers across county. With English and maths included, the attainment of White British pupils rose by 4.5% but for Pakistani heritage pupils fell by 1.5%, now 5% below this ethnic group across Lancashire.

The proportion of pupils eligible for Pupil Premium gaining 5 or more good passes fell by 7%, with their peers falling by 4%, thus widening the Pupil Premium gap by 3% (still 3% smaller than the county gap). With English and maths included, those supported by Pupil Premium improved by 1.4% and their peers by 2.6%, so the gap widened slightly (still around 7.5% narrower than the county gap). In 2013 in Hyndburn,

only 2 in 5 pupils eligible for Pupil Premium gained 5A\*C(EM), compared to 2/3 of their less disadvantaged peers.

These statistics (table below) are for the highest level education obtained by the residents of Hyndburn and are from the UK Census of 2011. Hyndburn has a high level of residents with either no qualifications or qualifications equal to 1 or more GCSE at grade D or below, than the national average.

QUALIFICATION	HYNDBURN	LANCASHIRE	ENGLAND
No Qualifications	28%	23.6%	22.5%
Level 1	13.8%	13%	13.3%
Level 2	16.2%	15.8%	15.2%
Apprenticeship	5.5%	4.5%	3.6%
Level 3	12.5%	13.6%	12.4%
Level 4	18.9%	25%	27.4%
Other	4.9%	4.5%	5.7%

The number of 16 to 18 year olds not in education, employment or training (NEET) is high or very high in most areas in Hyndburn. Certain groups are at higher risk than others of becoming and/or remaining NEET. Risk of NEET is associated with low attainment, teenage pregnancy and young motherhood, young people in public care/care leavers, those with a learning difficulty or disability and young offenders.

The table below however illustrates that there has been an overall reduction of 256 (10.3%) in 16-18 year old NEETs between two 'snapshot' dates in Feb 2011 and Feb 2012.

	NEET 16-18					
	Feb 2011			Feb 2012		
	Female	Male	Total	Female	Male	Total
Burnley	127	124	251	119	139	258
Chorley	77	71	148	77	90	167
Fylde	45	63	108	46	38	84
Hyndburn	159	141	300	141	113	254
Lancaster	200	158	358	139	145	284
Pendle	131	98	229	99	83	182
Preston	172	226	398	153	176	329
Ribble Valley	21	22	43	27	20	47
Rosendale	77	64	141	67	77	144
South Ribble	79	87	166	77	85	162
West Lancashire	64	76	140	81	110	191
Wyre	112	100	212	70	66	136
<b>Lancashire County Council Area</b>	<b>1,264</b>	<b>1,230</b>	<b>2,494</b>	<b>1,096</b>	<b>1,142</b>	<b>2,238</b>

## 2. Learners

### Learner profile and success rates

Gender and ethnicity analysis are presented throughout this section of the report. In addition to headline data, further in-depth analysis is presented with specific data contained within appendices. Readers should be mindful that where learners are enrolled on more than one course of study, this data will be presented in its entirety. This accounts for some of the differences in the numerical data. Data relating to learners is broken down into 16-18 (LR), 19+ (LR), 16-18 (ER), 19+ (ER) and Apprentices. Data excludes Higher Education and Sub Contracting.

### Ethnicity

Hyndburn and the surrounding area have a diverse ethnic make-up as was reported in the 2011 census:

Area	Total population	Black and Minority Ethnic Groups (total) (%)	White ethnic groups (total white) (%)	White: Gypsy or Irish Traveller (%)	Mixed ethnic groups (total) (%)	ALL Asian/Asian British (%)	Black/Black British (%)
Hyndburn	81,000	12.3	87.7	0.1	0.86	11.1	0.13
Rossendale	68,000	6.2	93.8	0.1	0.89	5	0.18
Ribble Valley	57,000	2.1	97.8	0	0.63	1.3	0.16
Pendle	89,000	20.1	79.9	0	1.06	18.8	0.14
Burnley	87,000	12.6	87.4	0	1.12	11	0.24
Blackburn with Darwen	147,000	30.8	69.2	0.1	1.24	28.1	0.6

[http://www.lancashire.gov.uk/office\\_of\\_the\\_chief\\_executive/lancashireprofile/ia/Ethnicity\\_Census2011/atlas.html](http://www.lancashire.gov.uk/office_of_the_chief_executive/lancashireprofile/ia/Ethnicity_Census2011/atlas.html)

### Enrolments (all learners, exc. Sub-contracting) – Headline Data:

	Total	Asian Heritage	%	British	%	Others	%	Unknown	%
LR	9806	1049	10.7%	8286	84.5%	392	4%	59	0.6%
ER	3859	228	5.9%	3450	89.4%	178	4.6%	15	0.4%
Total	13655	1277	9.34%	11736	85.88%	570	4.17%	74	0.54



## Enrolments (16-18 and 19+ LR Long Programmes)

Learner ethnicity is collected at the point of enrolment. The ethnic profile of the learner population on all 'Learner Responsive Long programmes' is represented in the following table:

Student Ethnicity	Number 16-18 12/13	% 16-18 12/13	+/- 2011/12	Number 19+ 12/13	% 19+ 12/13	+/- 2011/12	Number (all ages 12/13)	% All ages 12/13
Arab	1	0.1	NA	12	0.2	NA	13	0.2
Asian or Asian British – Bangladeshi	17	1.1	-1.6	72	1.1	No dif.	89	1.1
Asian or Asian British – Indian	6	0.4	No dif	69	1	-0.2	75	0.9
Asian or Asian British – Pakistani	117	7.7	-0.7	487	7.3	+1.2	604	7.4
Asian or Asian British - Any other Asian background	11	0.7	-0.5	42	0.6	-0.2	53	0.6
Black or Black British – African	2	0.1	No dif.	40	0.6	-0.1	42	0.5
Black or Black British – Caribbean	0	0	No dif.	15	0.2	-0.6	15	0.2
Black or Black British - Any other Black background	2	0.1	No dif.	14	0.2	No dif.	16	0.2
Chinese	0	0	No dif.	14	0.2	No dif.	14	0.2
White – British	1322	87.5	+2.4	5633	84.4	-1.1	6955	85
White – Irish	2	0.1	No dif.	21	0.3	+0.2	23	0.3
Gypsy/Irish Traveller	1	0.1	+0.1	6	0.1	-0.1	7	0.1
White – any other White background	5	0.3	+0.2	110	1.6	+0.2	115	1.4
Mixed White and Asian	3	0.2	+0.2	15	0.2	No dif.	18	0.2
Mixed White and Black African	6	0.4	+0.1	11	0.2	+0.2	17	0.2
Mixed White and Black Caribbean	7	0.5	+0.3	17	0.3	No dif.	24	0.3
Mixed other	4	0.3	+0.1	15	0.2	-0.3	19	0.2
Any other	3	0.2	-1.2	24	0.4	+0.2	27	0.3
Unknown/Not provided	1	0.1	+0.1	57	0.9	-0.5	58	0.7
<b>Total</b>	<b>1510</b>			<b>6674</b>			<b>8184</b>	

The following key statistics can be reported from this analysis:

	<b>16-18 12/13</b>	<b>+/- 2011/12</b>	<b>19+ 12/13</b>	<b>+/- 2011/12</b>	<b>Total 12/13</b>	<b>+/- 2011/12</b>
White Ethnic Groups	88%	+2.7%	86.5%	-0.7%	86.8%	+0.7%
Black and Minority Ethnic Groups	10%	-4%	11.5%	+0.1	11.3%	-1.6%
Mixed Groups	1%	+0.3%	0.8%	-0.2%	1%	+0.2

Enrolment data indicates that overall the college has recruited 1% below (Hyndburn) population data for BME learners studying towards long qualifications. In both 16-18 and 19+ learners, the highest percentage of BME learners was Asian Pakistani (7.7% and 7.3% respectively). This is below the local Hyndburn community, where Pakistani is the largest of the Asian British groups at 9.2%.

The college have wide catchment areas which mostly includes: Hyndburn, Rossendale and Ribble Valley. These areas when combined have a BME population of 7.5%. The college is considerable above this population data for BME learners. Further data presented by Faculty is contained within Appendix 1 (restructures within Faculties have made it difficult to make comparisons with previous years.)

From this, the following is identified as particularly relevant:

There were a number of programme areas which recruited significantly above the college average (10.7%) for Asian Heritage (LR) learners:

<b>Team</b>	<b>Starts</b>	<b>% Asian Heritage</b>
Science	54	31.5%
Advanced Skills 19+	871	26.3%
Foundation Learning College	62	25.8%
Computing	69	23.2%
Admin, Business and Management	49	22.4%
Early Years	72	22.2%
Hospitality and Catering	224	18.8%
Advanced skills 16-18	518	15.6%
Motor Engineering	200	15%

There were however, a number of programme areas which recruited below the college average (10.7%) for Asian Heritage (LR) learners:

Team	Starts	% Asian Heritage
Performing Arts	55	0%
Painting and Decorating	83	1.2%
Adventure education and public services	72	2.8%
Cleaning science	1062	3.5%
Care and Health	48	4.2%
Employment academy	625	4.6%
Media	114	5.3%
Brickwork GCO	147	6.8%

Of significance, Performing Arts continue to be particularly relevant having recruited no Asian Heritage learners for a further year. Cleaning Science, continue to under represent learners from Asian Heritage groups, though this has increased by 2.4% from 1.1% the previous year. Sport courses have continued to see an increase in the number of Asian Heritage learners from 6.2% in 2011/12 to 8.7% in 2012/13.

In Construction Trades (comprising Brickwork, Floor Covering, Painting and Decorating, Plastering and Wood Occupations) 91.2% of LR funded enrolments were identified as White British, 7.7% Asian Heritage. Whilst this is an increase in Asian Heritage learners, 1.7% from 2011/12 and 2.2% from 2010/11, this still remains a priority area within the college. Similarly, within the construction industry nationally, whilst the proportion of BME employees in the construction industry has gradually risen over the past decade, current statistics indicate that BMEs represent just 5.5% of the construction workforce in England (Construction Skills England report, 2010).

Of particular significance is the recruitment of 18.8% Asian Heritage learners onto Hospitality and Catering courses. This has remained a priority area in the college having recruited very low numbers of Asian Heritage learners (0% in 2011/12) for a number of years.

Foundation Learning (college) has seen an increase of 9.2% in its recruitment of Asian Heritage learners. Similarly Foundation Learning (community) has seen its recruitment of Asian Heritage learners increase from 5.1% to 7.5%.

Motor Vehicle programmes have seen a decline in the recruitment of Asian Heritage learners from 23% to 15%. Similarly, Plumbing has seen a decline from 17.2% to 11%.

## Learner retention, achievement and success (All ages, LR Long Programmes) Exc. Sub Contracting

The following table represents headline data for retention, achievement and success for Asian Heritage and white British groups of learners (all ages) on LR programmes in 2012/13 in comparison to 2011/12.

	<b>Retention 12/13</b>	<b>+/- (retention) to 2011/12</b>	<b>Achievement 12/13</b>	<b>+/- (achievement) to 2011/12</b>	<b>Success 12/13</b>	<b>+/- (success) to 2011/12</b>	<b>+/- (success) to college total 12/13</b>
<b>White British</b>	91.5%	+1.3%	97.9%	+1.4%	89.6%	+2.6	+0.3%
<b>Asian Heritage</b>	90.9%	+1.2%	96.3%	+0.6%	87.6%	+1.7%	-1.7%
<b>College Total</b>	91.4%	+1.4%	97.7%	+1.3	89.3%	+2.6%	

As can be seen from this data, there is no significant difference between Retention, Achievement and Success rates between groups of white British learners and Asian Heritage learners.

### Learner retention, achievement and success (All ages, LR long Programmes): By Level

- In 2012/13 there were 1013 'starts' on Entry Level LR programmes. The success rate was 92.7%. The success rate for Asian Heritage learners was slightly below this level at 88.7%.
- In 2012/13, there were 3589 'starts' on level 1 LR programmes. The success rate was 91.3%. The success rate for learners from Asian Heritage groups was slightly below at 90.7%.
- There were 3480 'starts' on level 2 programmes in 2012/13. Overall success rate at this level was 87.9%. The success rate for Asian Heritage learners was 88.3%.
- On level 3 programmes there were 1178 'starts'. Overall success rate at this level was 84.2%. The success rate for Asian Heritage learners was 78%.

### **Learner retention, achievement and success (All ages, LR Programmes): By curriculum team**

Detailed information relating to learner retention, achievement and success broken down by curriculum team can be found within Appendix 2.

Significant data relating to Asian Heritage and white British learner success rates is as follows (note that this data excludes Sub Contracting provision):

- Within some curriculum areas Asian Heritage learners were reported to have success rates which were considerably higher than the college average and in addition, higher than those reported for white British learners. The following curriculum areas reported success rates of 100% for Asian Heritage learners: hospitality and catering, brickwork, wood occupations and science. Other areas where Asian Heritage learners outperformed white British peers include: Computing (14% difference), Adventure Education (10% difference), Travel and Tourism (12% difference).
- Conversely, there were some curriculum areas where white British learners significantly outperformed their Asian Heritage peers (in terms of success rates). These include: Information Technology (16% difference), Construction Professional (39% difference), Finance (24% difference), Teacher Education (9% difference), Sport and Active Leisure (7%).

Significant data relating to BME and white British learner retention rates is as follows (note that this data excludes Sub Contracting provision):

- Curriculum areas where white British learners were reported to have significantly higher retention than Asian learners include: Construction Professional (40% difference) and Finance (14%).
- Within a number of programme areas data reports that Asian Heritage learners had higher retention rates than white British. These include: Science (11% difference), Travel and Tourism (12%).

Success data has been analysed by level and also by specific courses to identify significant differences between learners of Asian Heritage and white British learners. The findings are as follows:

- No statistically relevant differences were reported at entry level, level 1 or level 2
- At level 3 white British learners had an 85% success rate in comparison with 78% for Asian Heritage learners.
- Finance level 1 reported a 32% difference in success rate, with white British learners outperforming Asian Heritage.
- Information Technology level 1 reported a 15% difference in success rate, with white British learners outperforming Asian Heritage.

- Sport level 1 reported a 30% difference in success rate, with white British learners outperforming Asian Heritage
- At level 2 Science reported a 82% success rate for white British in comparison with 100% for Asian Heritage learners
- Construction Professional level 3 reported a success rate of 88% for white British learners in comparison with 38% for Asian Heritage learners
- Information Technology level 3 reported a 79% success rate for white British learners against a 60% success rate for Asian Heritage learners
- Motor Engineering level 3 reported a 94% success rate for white British learners in comparison with 71% for Asian Heritage learners

A number of the above teams are monitored by the college Special Measures process.

### Enrolments (all ages ER Programmes EXCLUDING Sub-Contracted Provision)

Student Ethnicity	Number 2011/12	%	Number 2012/13	%	+/- (%)
Asian Heritage	162	5.9	131	8.5	+2.6
White - British	2774	90.5	1321	87.0	-3.5
Any other	117	3.8	62	4.0	+0.2
Unknown	11	0.4	6	0.4	-
<b>Total</b>	<b>3064</b>		<b>1541</b>		

Headline data reports that whilst recruitment of Asian Heritage learners has increased slightly, it continues to be significantly below the local profile. The recruitment of Asian Heritage learners on ER programmes remains a college priority.

Individually, ER programmes tend to recruit low numbers and for this reason, analysis by programme is difficult. The following, details the college's five programmes which recruit the largest number of Asian Heritage learners, followed by programmes which recruit the lowest number of Asian Heritage learners (where enrolments in 2012/13 were greater than 10). This data will inform the future efforts of the Equality and Diversity group.

Programmes recruiting largest number of Asian Heritage learners:

Programme	Starts	Asian Heritage (%)
ROAD PASSENGER VEHICLE DRIVING TAXI/PRIVATE HIRE LEVEL 2 CERTIFICATE	97	50.5% (49)
Skills support for the unemployed	369	7% (25)
ROAD PASSENGER VEHICLE DRIVING COMMUNITY BUS LEVEL 2 CERTIFICATE	45	24% (11)
DIPLOMA IN FOOD PRODUCTION AND COOKING	113	8% (9)

Programmes (greater than 10 starts) with recruitment of no Asian Heritage learners (most significant programmes)

Programme	Total Starts
NVQ 2 CLEANING AND SUPPORT SERVICES	261
NVQ 1 CLEANING AND SUPPORT SERVICES	62
NVQ DIPLOMA IN MANAGEMENT	31
DIPLOMA FOR CHILDREN AND YOUNG PEOPLES WORKFORCE	27
LOCAL ENVIRONMENT LEVEL 2	26
DIPLOMA FOR SUSTAINABLE RECYCLING	26
CERTIFICATE IN LOCAL ENVIRONMENTAL SERVICES	24
DIPLOMA IN SPECIALIST SUPPORT FOR TEACHING AND LEARNING IN SCHOOLS	19
CERTIFICATE IN ASSESSING VOCATIONAL ACHIEVEMENT	16
TEAM LEADING CERTIFICATE LEVEL 2	15

Further detailed enrolment data relating to ER learners can be found in appendix 3.

Learner success (ER Programmes)

### Apprenticeship (all) success rates

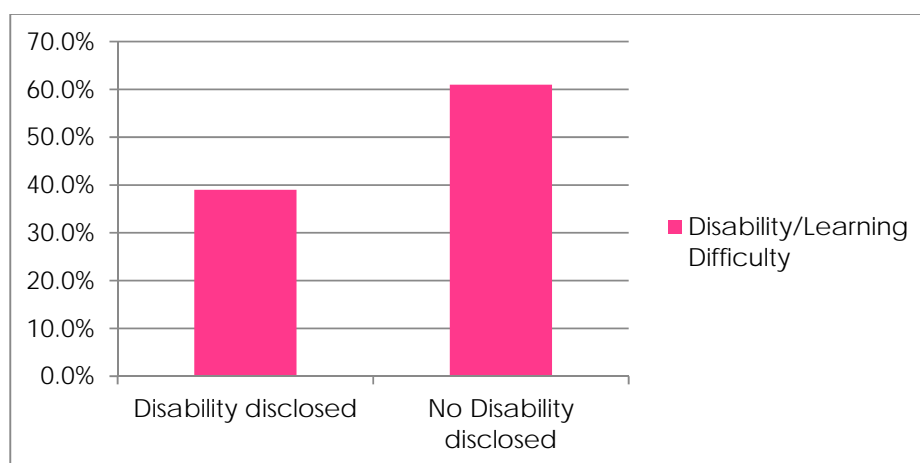
		All ethnicities	White British	Black	Asian	Other/mixed
2011/12	Success rate (%)	74	74 (207 starts)	0 (1 start)	100 (7 starts)	0 (1 start)
2012/13	Success rate (%)	73.3% (383 starts)	74 (367 starts)	33 (5 starts)	50 (6 starts)	100% (5 starts)

## Work Place Learning success rates

		All ethnicities	White British	Black	Asian	Other/mixed
<b>2011/12</b>	Success rate (%)	86% (1980 starts)	86.5 (1814 starts)	89.7 (33 starts)	87.5 (98 starts)	
<b>2012/13</b>	Success rates (%)	88% (982 starts)	88% (869 starts)	79% (16 starts)	91% (79 starts)	77% (18 starts)

## Disability

### Disability: (All Ages LR Programmes)



*(Learners at Accrington and Rossendale College are under no obligation to disclose a disability so the data presented is based on where there has been a disclosure.)*

There were a total of 1188 'starts' (all ages) where a disability/learning difficulty was disclosed, compared with 925 in 2011/12.

Success rates by level are as follows (excludes medical conditions) :

	Learners with disability/learning difficulty Success Rate (%)	College Average Success Rate 16-18 (%)	College Average Success Rate 19+
<b>Level 1</b>	92.2 (549)	92	96
<b>Level 2</b>	88.3 (393)	93	83
<b>Level 3</b>	84.9 (99)	84	82

The data above reports significant increases in the success rates at each level compared with 2011/12 (Level 1 85.8%, level 2 82.3%, level 3 76.5%). There remains a small gap however at level 2 for 16-18.



Breakdown by learning difficulty/disability type enables identification of the types of disability/learning difficulty and their associated success rates.

Disability	Starts	Retained	Retention Percent	Achieved	Achievement Percent	Success Percent 2012/13	Success Percent 2011/12
No Disability	7006	6338	90.47%	6184	97.57%	88.27%	
Not known/Information Not provided	1413	1311	92.78%	1275	97.25%	90.23%	88.8%
Other Medical Condition (For Example Epilepsy, Asthma, Diabetes)	488	458	93.85%	443	96.72%	90.78%	81.62%
Mental Health difficulty	266	236	88.72%	233	98.73%	87.59%	79.83%
Disability Affecting Mobility	210	200	95.24%	194	97.00%	92.38%	80.56%
Multiple Disabilities	168	155	92.26%	152	98.06%	90.48%	70.83%
Hearing Impairment	127	115	90.55%	111	96.52%	87.40%	90.91%
Visual Impairment	111	108	97.30%	103	95.37%	92.79%	91.67%
Other	108	104	96.30%	99	95.19%	91.67%	89.47%
Other Physical Disability	64	60	93.75%	58	96.67%	90.63%	79.31%
Emotional/Behavioural Difficulties	56	54	96.43%	53	98.15%	94.64%	89.36%
Asperger's syndrome	50	47	94.00%	43	91.49%	86.00%	87.88%
Temporary Disability After Illness (For Example Post-Viral) or accident	22	22	100.00%	22	100.00%	100.00%	92%
Profound Complex Disabilities	6	6	100.00%	6	100.00%	100.00%	100%
	<b>3089</b>	<b>2876</b>	<b>2792</b>	<b>93.10%</b>	<b>97.08%</b>	<b>90.39%</b>	

The data above reports that with the exception of learners with hearing impairment and those with Asperger's syndrome, success rates improved for learners with all other types of disability between 2011/12 and 2012/13.

#### Identification of Need:

Support needs are identified early to ensure that seamless transition into college gives learners with additional needs the best chance of success. This is achieved by the following:

- Strong links with YPS, Social Care, Health Services, Mental Health Services, Children's Trust, Special Schools, YOT, Probation and Job Centre Plus to identify support needs prior to application so that appropriate transition plans can be put in place
- Robust screening of English, Maths and Personal Learning and Thinking Skills to identify additional need
- At application and interview stage
- On course by referral at any stage
- In 2012 the college moved to using BKSB as a screening tool for English and Maths for all learners in college. This then feeds into a full diagnostic that generates an ILP with online resources for both

class based use and personal study for learners to ensure opportunities for skills development are made available to them in a personalised format.

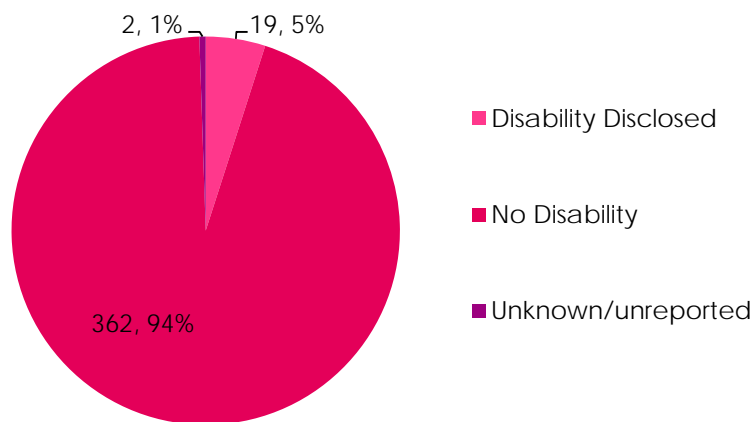
Take up of support is consistently high. Where learners decline learning support additional support is offered through learning and development, English and Maths support or the Safeguarding team to ensure no-one slips through the net. In line with changes in funding learners coming into college with a Section 139A assessment or statement of need are tracked individually.

### Learning Support Impact:

The impact of learning support can be seen in the comparison with the overall success rates for college over the past three years.

Year	Whole College	Student taking up support
<b>2009/10 Success</b>	85%	81%
<b>2010/11 Success</b>	86%	89%
<b>2011/12 Success</b>	87%	88%
<b>2012/13 Success</b>	89%	89%

### Disability (ER Programmes): Starts



*(Learners at Accrington and Rossendale College are under no obligation to disclose a disability so the data presented is based on where there has been a disclosure).*

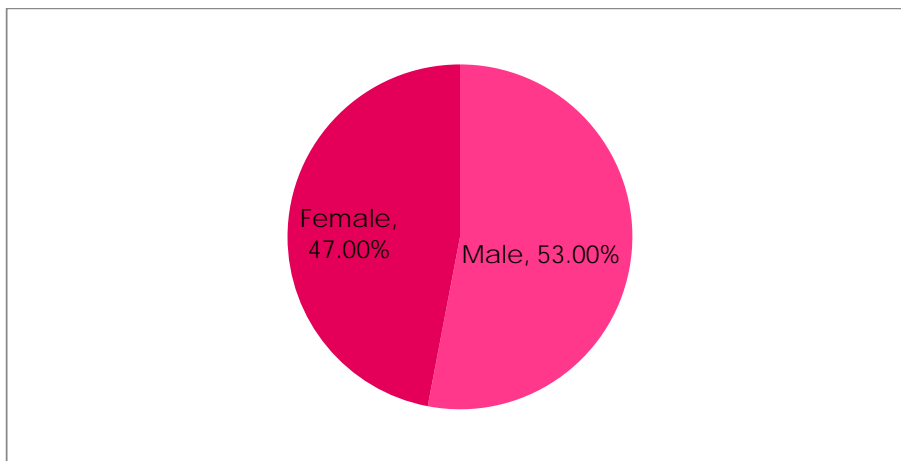
The number of ER 'starts' where a disability has been declared has decreased slightly from 6% in 2011/12. The colleges Equality and Diversity group has worked hard to ensure that the number of 'unknowns' remains minimal, and for the past two years has been static at 1%.

## Disability (ER Programmes): Success

The following tables detail success rates for learners with disabilities (by type of learning difficulty/disability) compared with learners who report no disability/learning difficulty.

	Starts	Leavers	Achievement	Success (%)
Medical	8	8	7	87.5
Visual	2	2	2	100
Mental	1	1	1	100
Hearing	2	1	0	0
Other	2	2	1	50
Physical	4	3	3	100
Not Known	2	2	2	100
No Disability	362	288	209	72.6

## Gender: Enrolment (16-18 and 19+ LR Long Programmes) – INCLUDING SUBCONTRACTING



In 2012/13 53% (5937) of LR funded qualifications (all ages) were made up of male learners, 47% (5275) by female learners. This represents a shift in the enrolment of male and female learners, with numbers of male learners now outweighing females. This is largely due to the transfer of Train2Gain learners onto LR programmes. A large proportion of these were male learners on traditionally 'male dominated' programmes such as Land Transport and Cleaning Science. Similarly, the reduction in Health, Social and Childcare provision and the increase in Sport and Motor Vehicle provision has been a contributory factor,

The gaps in male/female enrolments evident when analysing the data by qualification level is represented in the following table.

Level	Male (starts)	Male (%)	Female (starts)	Female (%)	Total
Entry	578	64.3	321	35.7	899
1	1917	57.9	1392	42.1	3309
2	1741	46.9	1970	53.1	3711
3	905	55.7	720	44.3	1625

Some analysis of enrolments (all ages) onto LR qualifications at Accrington and Rossendale College has been carried out to identify relevant statistics in terms of the choice of programme by gender. The following is deemed to be particularly relevant (with significant numbers of starts)

Programmes recruiting no female learners:

- SMART Metering Level 2 programmes
- Brickwork Level 1
- Driving Academy Level 1
- Level 1 and 3 Plastering
- Level 3 Wood Occupations
- Level 1 and 2 Floor Covering
- Level 3 Plumbing
- Level 3 Construction Professional

Programmes where very few females were recruited include:

- Gas safety training (2/34 learners were female)
- Floor Covering evening course (1/12 learners were female)
- Plastering evening course (1/10 learners were female)

Programmes recruiting no male learners:

- Beauty Therapy level 1 and 2
- Specialist Support for Teaching and Learning in Schools Level 3
- Level 2 and 3 Early Years
- Level 3 Science
- Level 1 Hairdressing
- Level 1 Travel and Tourism

Programmes where very few male learners were recruited include:

- Food Safety level 2 (1/39 learners were male)
- Science GCSE (1/19 learners were male)
- Supporting Teaching and Learning in Schools Level 2 (12/77 learners were male)
- AHED First (15/80 learners were male)

Further detailed data presented by Faculty is contained within Appendix 1.

### Gender: Success rates (16-18 and 19+ LR Long Programmes)

Level	Starts	Overall Success %	Male Success %	Female Success %
1	3594	91	92	91
2	4049	87	88	86
3	1336	84	81	88

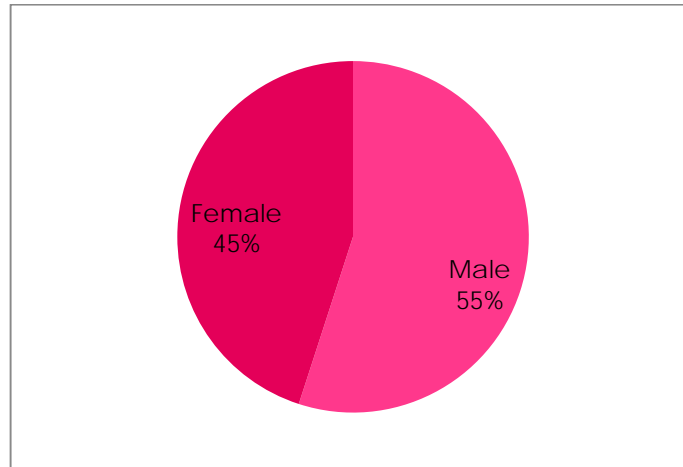
This data reports that there were only marginal differences between male and female success rates at level 1-2. In 2012/13 female learners' outperformed males by 7% on level 3. This represents a significant increase in the gap in 2011/12 which was just 1.9%, and represents a shift in achievement between male and female learners from 2010/11 where males outperformed females at level 3 by 12%.

At team level, the following is deemed significant:

- Access level 2: female success rate 93% compared with 68% for males
- Admin business and management level 3: female success rate 92% compared with 75% for males
- Science level 2: female success rate 88% compared with 33% for males
- Admin Business and Management Level 1: female success rate 67% compared with 25% for males
- Wood Occupations level 2: female success rate 100% compared with 74% for males
- Performing Arts level 3: female success rate 74% compared with 50% for males
- Computing level 2: female success rate 43% compared with 97% for males
- Plumbing level 1: female success rate 33% compared with 96% for males

Further data presented by Faculty is contained within Appendix 2.

## Gender: Enrolment 16-18 and 19+ ER Programmes) - excluding sub contracting



In 2012/13, there were 1256 male (55%) and 1035 female (45%) ER learners on roll. This represents a slight decrease in male learners of 2%. Some analysis of enrolments (all ages) onto ER qualifications at ACCROSS has been carried out to identify relevant statistics in terms of the choice of programme by gender. It is evident from the data available that there are a small number of significant programmes (more than 10 starts) which recruited no female learners. These include:

- Motor engineering level 2 and 3
- Plumbing level 2 and 3

There was just 1 significant programme which recruited no male learners:

- Level 3 Hairdressing

## Gender: success rates (Apprenticeship Programmes)

Due to very low numbers of learners on some of these programmes it is difficult to make comparisons. Areas of significance include Management which had a 17% success rate for females compared with 60% for males and Hospitality and Catering which reported a 77% success rate for females compared with 57% for males. Care and Health reported a 67% success rate for male learners compared with 53% for female.

## Sexual Orientation

Learner gender identity/sexuality are not recorded upon enrolment and therefore can only be reported on based on the data collected from the Student Perceptions of College (SPOC) survey carried out by college. Similarly, retention, achievement and success rates are not recorded based upon learner's gender identity/sexuality and pregnancy and therefore cannot be reported upon.

In 2012/13, when asked the question “How would you describe your sexuality”, the following responses were collected:

	ACCROSS % Autumn 2012
Heterosexual/straight	87
Homosexual/gay	2
Bi-sexual	2
I would rather not disclose my sexuality	6

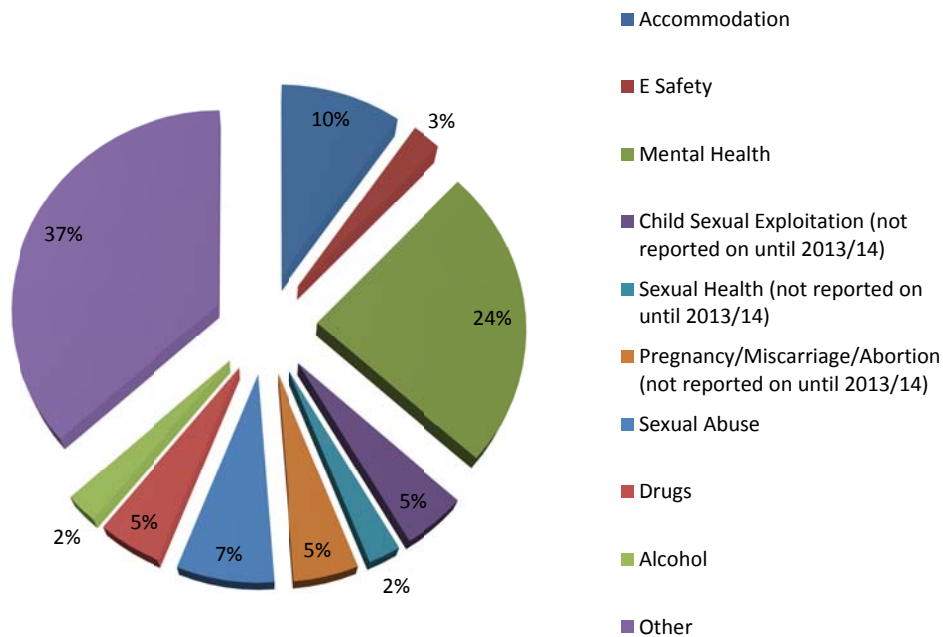
The SPOC survey recorded satisfaction levels amongst learners.

### Safeguarding

SP1 referral data is analysed for impact and to influence provision and training need. In 2011/12 165 referrals were made.

Year	Referrals Received	Safeguarding referrals reflect a wide range of issues and increasing numbers of referrals are due to staff effectively identifying and reporting to ensure early intervention.
2007/2008	21	
2008/2009	74	
2009/2010	93	
2010/2011	161	
2011/2012	178	
2012/2013	165	

Chart reflecting nature of referrals 2012-13



### Success rates, Safeguarding referrals 12-13 (165)

Of the learners referred for intervention from the Safeguarding Team the following retention, achievement and success data was reported demonstrating an improvement in success rates in comparison with 2011/12.

Year	Retention	Achievement	Success
2011/12	86.6%	93.7%	81.2%
2012/13	88.3%	95%	83.9%

### Children Looked After (CLA)

Year	CLA or Care Leavers identified	Retention	Achievement	Success
2011/2012	20			
2012/2013	15	75.7%	96.4%	73%
2013/2014	20 learners with 17 Living in Care. (3 Care Leavers)			

Of the CLA learners who completed and achieved their programme, 80% (8) progressed onto further study within the college, 10% (1) gap year (due to mental health difficulties as per their pathway plan under medical advice), 10% (1) positively progressed onto another college.

### Personal Learning Centre (PLC)

The PLC provides personalised support for learners at high risk of dropping out and leaving their course. Learners are referred to the centre when all other support mechanisms have been exhausted. The table below shows how the number of learners accessing this service has increased and also the high level of success in getting learners back on track to successfully achieve their qualification goals.

Year	Number of Learners accessing PLC	Success rates
2010/11	26	88%
2011/12	52	85%
2012/13	57	87.7%



## NEET Learners

During 2012/2013, we enrolled a total of 61 NEET learners on 125 learning aims. The overall success rate for our NEET learners as a cohort was 91%. Of the 125 starts, 117 were retained (91% retention) and 113 achieved (97% achievement). Of the cohort, 21 (34%) learners progressed onto higher level programmes at the end of their course.

## 'Getting it Right'

The number of suggestions, complaints and compliments received through the Getting it Right process during 2012/13 was 103. This represents 64% increase on 2011/12. Of these 8% were compliments. This increase may be attributable to learners' increasing expectations in addition to an increased awareness of the Getting it Right process.

Efforts have been made to raise awareness of the process to all learners at the college. In addition to raising awareness through Learning and Development Mentors and other college staff, the Getting it Right procedure has been subject to review for 2012/13 to ensure greater accessibility for all learners. Learners can now submit their comments to Getting it Right through a number of means:

- Paper forms to be submitted via Library+, Info+, Reception and via any member of college staff
- College website
- College Smart Phone application
- Virtual Learning Environment\*

\*Since its introduction on 1st March 2013, 14% of all Getting it Right comments were received via the VLE.

## Source of suggestions, complaints and compliments

The following identifies who made suggestions, complaints and compliments during 2012/13\*:

Learner	83	<b>Gender</b>	
Parent	4	Male	49
Visitor/Organisation/Employer	8	Female	53

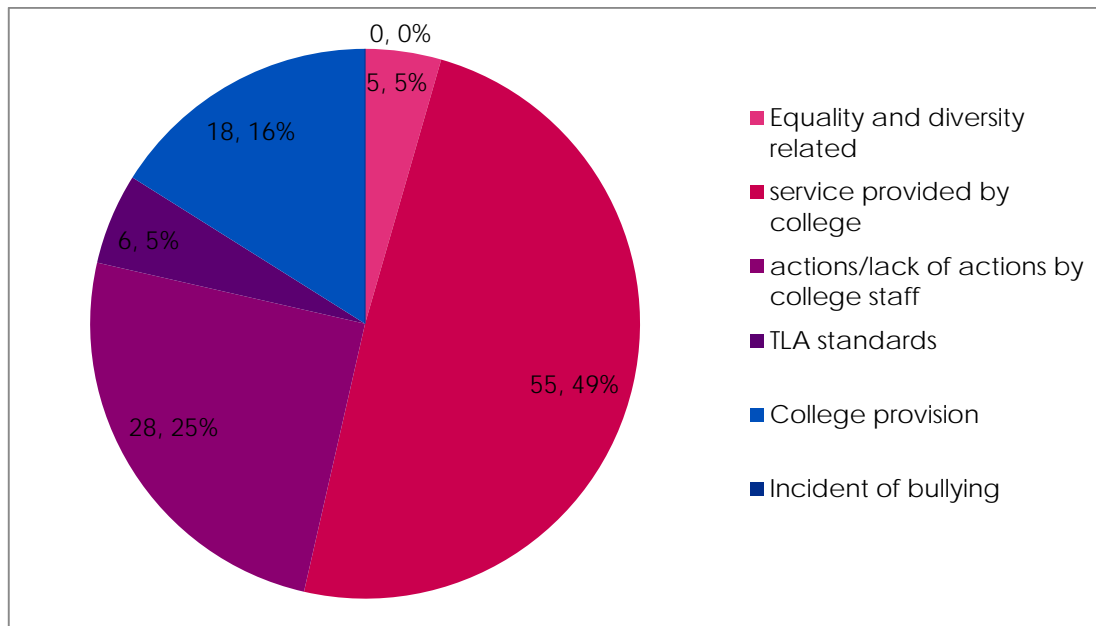
<b>Ethnicity</b>		<b>Age</b>	
White	84	Under 20	19
Bangladeshi	1	20-24	24
Pakistani	6	25-49	34
Other	3	50-59	5
Prefer not to say	1	60-65	0
		65+	0

\*figures presented may not equate to total number of suggestions, complaints and compliments received as some learners/parents/visitors may have made numerous complaints.

Of particular relevance is the more equal split of Getting it Rights received from both genders. Both 2010/11 and 2011/12 saw significantly higher numbers of GIR from female learners (71% in both years).

## Nature of complaints

The type of suggestions and complaints received are broadly categorised below:\*



\*figures presented may not equate to total number of suggestions, complaints and compliments received as some are recorded under multiple categories.

## Key issues arising – Learners

- Some programme areas recruit well below the College average for BME learners.
  - An action to increase marketing and promotion and subsequently BME learner numbers will be picked up by the relevant sub group of the Equality & Diversity team
- On level 3 courses there is a significant difference between the success rates of white learners and BME learners
  - This will need to be investigated further at team or course level and actions identified to improve BME success rates
- For our ER adult provision, areas with no BME learners
  - An action to increase marketing and promotion and subsequently BME learner numbers will be picked up by the relevant sub group of the Equality & Diversity team
- Numbers of ER adult learners declaring a disability has fallen by 6% which is in contrast to the amount of specialist support provided within this area
  - Review enrolment and initial assessment procedures to ensure that disabilities are accurately recorded and identified in a timely fashion - to be picked up by the relevant sub group of the Equality & Diversity team
- There are still programmes that only attract male or female learners
  - Continued efforts to break down gender barriers through positive recruitment, promotion and work with schools – to be picked up by the relevant sub group of the Equality & Diversity team
- At level 3, female success rates are 7% higher than male success rates
  - This will need to be investigated further at team or course level and actions identified to improve male success rates

### 3. Staff

#### Staff Profile

As at 1<sup>st</sup> January 2014, the College employed a total of 381 staff in support, teaching and managerial roles. This excludes casual staff employed on an ad-hoc basis.

The College collects equality monitoring data of all potential and current staff. All applicants are requested to complete an equalities monitoring form as part of the recruitment process.

As part of this process the following data is collected;

- Gender
- Marital status
- Ethnicity
- Disability
- Sexual orientation

Current staff are requested to keep their HR records up-to-date and the College aims to update all staff records every two years through a data protection audit. The latest data audit was undertaken in the Autumn of 2013. The next one will take place in 2015. 82% of the staff issued with questionnaires responded. We continuously work to improve data collection in these areas through raising awareness amongst our staff. Investment in a new HR system means that during 2014 / 2015, a HR portal will be launched allowing staff to update their own electronic HR records and it is hoped that this will also further improve the accuracy and timeliness of staff data.

The FE College Workforce Data for England was produced annually by LSIS until their closure on the 31<sup>st</sup> July 2013, and provides labour market intelligence on the further education college workforce in England. The latest report was published in June 2013 based on 2011 / 2012 data from 266 Colleges and provides a good benchmark against which to compare our staff profile.

**Staff profile** data as at January 2014

## All staff

	Male		Female		Total	
	Number	% of Male	Number	% of Female	Number	% of Total
Number of Employees	161	42%	220	58%	381	100.0%
<b>AGE (YEARS)</b>						
16 - 19	1	1%	1	0%	2	0.5%
20 - 29	25	16%	23	10%	48	12.6%
30 - 39	37	23%	51	23%	88	23.1%
40 - 49	39	24%	54	25%	93	24.4%
50 - 59	41	25%	76	35%	117	30.7%
60 - 65	10	6%	14	6%	24	6.3%
65 +	8	5%	1	0%	9	2.4%
<b>CONTRACT TYPE</b>						
Part Time (less than 30hrs pw)	33	20%	80	36%	113	29.7%
Full Time	128	80%	140	64%	268	70.3%
<b>LENGTH OF SERVICE</b>						
Under 1 Year	43	27%	43	20%	86	22.6%
1 to 4 Years	36	22%	45	20%	81	21.3%
5 to 9 Years	45	28%	60	27%	105	27.6%
10 to 24 Years	34	21%	67	30%	101	26.5%
25 Years and Over	3	2%	5	2%	8	2.1%
<b>ETHNICITY</b>						
Black African	1	0.6%	0	0.0%	1	0.3%
Black Caribbean	0	0.0%	1	0.5%	1	0.3%
Indian	2	1.2%	1	0.5%	3	0.8%
Pakistani	4	2.5%	7	3.2%	11	2.9%
White	153	95.0%	207	94.1%	360	94.5%
Other	1	0.6%	4	1.8%	5	1.3%
<b>DISABILITY</b>						
Declared	16	9.9%	20	12.4%	36	9.4%
Not Declared*	145	90.1%	200	124.2%	345	90.6%

## Teaching staff

	Male		Female		Total	
	Number	% of Male	Number	% of Female	Number	% of Total
Number of Employees	74	49%	78	51%	152	100.0%
<b>AGE (YEARS)</b>						
16 - 19	0	0%	1	1%	1	0.7%
20 - 29	8	11%	8	10%	16	10.5%
30 - 39	20	27%	21	27%	41	27.0%
40 - 49	20	27%	17	22%	37	24.3%
50 - 59	21	28%	26	33%	47	30.9%
60 - 65	4	5%	5	6%	9	5.9%
65 +	1	1%	0	0%	1	0.7%
<b>CONTRACT TYPE</b>						
Part Time (less than 30hrs pw)	14	19%	27	35%	41	27.0%
Full Time	60	81%	51	65%	111	73.0%
<b>LENGTH OF SERVICE</b>						
Under 1 Year	21	28%	25	32%	46	30.3%
1 to 4 Years	19	26%	19	24%	38	25.0%
5 to 9 Years	24	32%	21	27%	45	29.6%
10 to 24 Years	10	14%	12	15%	22	14.5%
25 Years and Over	0	0%	1	1%	1	0.7%
<b>ETHNICITY</b>						
Black African	0	0.0%	0	0.0%	0	0.0%
Black Caribbean	0	0.0%	0	0.0%	0	0.0%
Indian	0	0.0%	1	1.3%	1	0.7%
Pakistani	0	0.0%	3	3.8%	3	2.0%
White	74	100.0%	73	93.6%	147	96.7%
Other	0	0.0%	1	1.3%	1	0.7%
<b>DISABILITY</b>						
Declared	5	6.8%	5	6.4%	10	6.6%
Not Declared*	69	93.2%	73	93.6%	142	93.4%

## Support staff

	Male		Female		Total	
	Number	% of Male	Number	% of Female	Number	% of Total
Number of Employees	74	39%	115	61%	189	100.0%
<b>AGE (YEARS)</b>						
16 - 19	1	1%	0	0%	1	0.5%
20 - 29	16	22%	12	10%	28	14.8%
30 - 39	14	19%	25	22%	39	20.6%
40 - 49	15	20%	27	23%	42	22.2%
50 - 59	18	24%	41	36%	59	31.2%
60 - 65	8	11%	9	8%	17	9.0%
65 +	2	3%	1	1%	3	1.6%
<b>CONTRACT TYPE</b>						
Part Time (less than 30hrs pw)	19	26%	53	46%	72	38.1%
Full Time	55	74%	62	54%	117	61.9%
<b>LENGTH OF SERVICE</b>						
Under 1 Year	19	26%	14	12%	33	17.5%
1 to 4 Years	17	23%	21	18%	38	20.1%
5 to 9 Years	17	23%	36	31%	53	28.0%
10 to 24 Years	19	26%	40	35%	59	31.2%
25 Years and Over	2	3%	4	3%	6	3.2%
<b>ETHNICITY</b>						
Black African	0	0.0%	0	0.0%	0	0.0%
Black Caribbean	0	0.0%	1	0.9%	1	0.5%
Indian	2	2.7%	0	0.0%	2	1.1%
Pakistani	4	5.4%	4	3.5%	8	4.2%
White	67	90.5%	107	93.0%	174	92.1%
Other	1	1.4%	3	2.6%	4	2.1%
<b>DISABILITY</b>						
Declared	10	13.5%	13	11.3%	23	12.2%
Not Declared*	64	86.5%	102	88.7%	166	87.8%

## Managers

	Male		Female		Total	
	Number	% of Male	Number	% of Female	Number	% of Total
Number of Employees	13	33%	27	68%	40	100.0%
<b>AGE (YEARS)</b>						
16 - 19	0	0%	0	0%	0	0.0%
20 - 29	1	8%	3	11%	4	10.0%
30 - 39	3	23%	5	19%	8	20.0%
40 - 49	4	31%	10	37%	14	35.0%
50 - 59	2	15%	9	33%	11	27.5%
60 - 65	2	15%	0	0%	2	5.0%
65 +	1	8%	0	0%	1	2.5%
<b>CONTRACT TYPE</b>						
Part Time (less than 30hrs pw)	0	0%	0	0%	0	0.0%
Full Time	13	100%	27	100%	40	100.0%
<b>LENGTH OF SERVICE</b>						
Under 1 Year	3	23%	4	15%	7	17.5%
1 to 4 Years	0	0%	5	19%	5	12.5%
5 to 9 Years	4	31%	3	11%	7	17.5%
10 to 24 Years	5	38%	15	56%	20	50.0%
25 Years and Over	1	8%	0	0%	1	2.5%
<b>ETHNICITY</b>						
Black African	1	7.7%	0	0.0%	1	2.5%
Black Caribbean	0	0.0%	0	0.0%	0	0.0%
Indian	0	0.0%	0	0.0%	0	0.0%
Pakistani	0	0.0%	0	0.0%	0	0.0%
White	12	92.3%	27	100.0%	39	97.5%
Other	0	0.0%	0	0.0%	0	0.0%
<b>DISABILITY</b>						
Declared	1	7.7%	2	7.4%	3	7.5%
Not Declared*	12	92.3%	25	92.6%	37	92.5%

## Religion and belief

As at January 2014, College data shows that we had the following religious profile amongst our staff:

*(This is based on the 317 staff for which this information is held)*

Buddhist	0.6%
Christian	65%
Muslim	4.5%
Sikh	0.3%
None	26%
Other	3%
Preferred not to say	0.6%

Comparing this to data reported as at August 2012, shows very little change in the religious profile of our staff despite a staff turnover of 13.9% in 2012 / 2013.

In August 2012, the profile was as follows:

Buddhist	0.7%
Christian	65%
Muslim	3.8%
None	21%
Other	2.3%
Preferred not to say	7.2%

The LSIS Workforce data collection did not capture data on religion, so benchmarking in this area is difficult.

## Race

In January 2014, the race of all College staff was known,

- 94.2% of College staff identified as being white
- 5% staff identified as being from BME groups
- 0.8% identified as “other”

The number of BME staff increased by 1.7% whilst the number of white staff decreased by 1%.

At Accrington & Rossendale College the majority of BME staff (74%) are employed in support roles as in previous years, with an increase to 21% of our teachers declaring their ethnicity as BME. Of the 40 members of the whole College management team, one member of staff declared BME ethnicity.

Whilst the College has managed to increase slightly the number of staff from BME groups, this remains a challenge, especially within teaching or management roles. According to the 2011 census, the total BME population of Hyndburn increased from 8.3% to 12.3%, with Rossendale increasing from 2.5% to 6.2% and the Ribble Valley increasing from 1.0% to 2.1%. Our ideal would be for our staffing profile to match that of our local communities – and with the BME population of the 14 authorities in Lancashire at 10% in the 2011 census, we are working towards this as a cross College target. The increase in our local BME population provides a further imperative for us to pursue this ideal.

We believe one barrier to recruiting teachers from BME groups is the nature of our vocational curriculum which traditionally attracts less BME staff with relevant teaching and vocational qualifications.

According to the LSIS report, the percentage of BME teaching staff in FE for 2011 / 2012 was 8.2% with 12.3% in the North West region. This has risen steadily from 7.8% in 2006/2007 and an increase of 1.6% from the previous year. Some of this is attributed to a higher proportion of staff disclosing their ethnicity data over recent years but still another indicator that we need to do more to encourage and promote the College as a workplace of choice for teaching staff from BME communities. The College recruitment



website continues to feature diverse images and profiles of staff and where appropriate, positive action may be considered in selection to reverse the under representation of BME groups in teaching and managerial roles.

Further interrogation of recruitment data will also be undertaken to identify whether individuals from BME groups are applying for roles at the College and failing to be appointed or whether the issue is more fundamental – attracting candidates in the first place.

LSIS also reported that for nearly 14,000 (6.4%) of the FE workforce, ethnicity data was not known, not provided or not disclosed by individuals. Ethnicity of our entire workforce is known and recorded.

Out of 57 leavers during 2012/13 only 1 individual (1.75%) was BME staff, which is lower than the previous year and is actually lower than the expected attrition rate.

### **Disability**

LSIS reported that in 2011/2012, 3.7% of all further education staff and 3.5% of teaching staff in England disclosed a disability. Although this represents a slight increase on previous years, they state that the rate of staff disclosure remains extremely low. Furthermore, they report an increased 1.9% of staff preferred not to provide information about disability and over 8% of all records contained missing or unknown data on disability.

At Accrington & Rossendale College the number of staff with a disability in January 2014 was 9.4% rising from 6.3% the previous year. This translates as 36 members of staff with a disability, and 3 additional members of staff left the College in 2012 / 2013 because of reasons associated with their health. 0.5% of staff chose not to declare whether or not they had a disability.

The number of staff with a disability employed by the College is still more than double the national average reported by LSIS.

The greatest number of staff with a disability are employed in support areas (6%), followed by teaching (2.6%) and then management (0.8%). The number of our teaching staff with a declared disability is marginally below the national average reported by LSIS as 3.5%. The LSIS report does not break down disability statistics further.

75% of our staff with a declared disability work full time with 25% staff working part time. 44.4% of our disabled staff are male whilst 55.6% are female.

Despite a relatively high number of staff declaring a disability, it is still accepted that there are staff that choose not to declare. Work around encouraging staff to declare any disabilities is therefore continuous. Opportunities are provided for staff to declare at appropriate times such as at 'return to work' interviews and welfare meetings. Our occupational health advisor also plays an active role in this and during any appointments will flag any employee who falls within the scope of the DDA and discuss this issue with both them and (where appropriate) the HR team.

It is important that, as a College we are able to identify staff with a disability so that we can ensure they are provided with support at work as appropriate but also to ensure that there is no unintended discrimination through our lack of knowledge of their disability.

The College holds the Positive about Disabled People accreditation by Job Centre Plus. This underlines our commitment to the recruitment and retention of disabled employees. Work is on-going to ensure the College continues to meet the required standards:

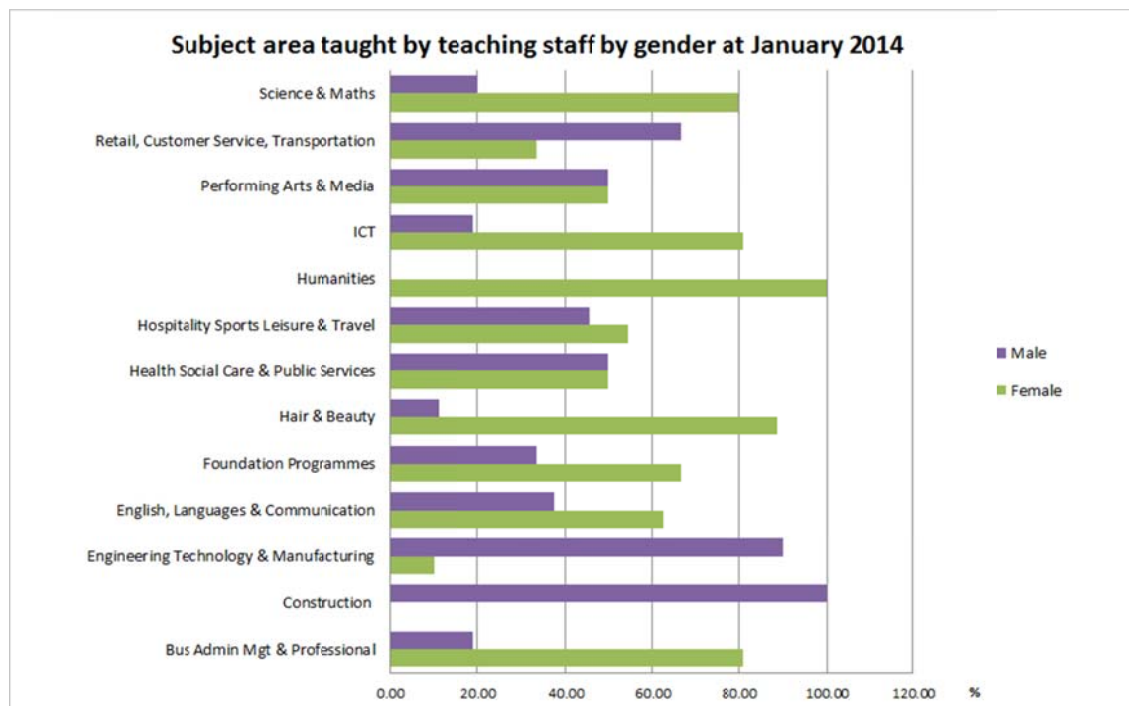
- guaranteed interviews for applicants who declare a disability and who meet the essential job criteria.
- continuously improving the data we hold, by encouraging more staff to disclose whether or not they have a disability through a variety of methods.
- provision of support to staff with disabilities to ensure they can continue in work and that positive attitudes are promoted towards disabled people.
- provision of equipment or appropriate adjustments made to the working environment and/or an individuals working hours where necessary.

## Sex

The gender profile of staff working at the College as at January 2014 is 58% female and 42% male, which has remained steady in recent years. According to national data for all staff, 63.5% of staff were female and 36.5% were male, and there has also been little change nationally in the gender breakdown of staff over the past five years. The Colleges staff gender profile is therefore more evenly balanced than the FE sector as a whole.

When the data is analysed by the occupational group the breakdown shows almost a clear split for our teaching staff with 49% male and 51% female, a 2% shift from the previous year when these figures were reversed. (These figures include non-traditional teaching staff such as trainers and assessors). This compares favourably to national statistics for teachers which shows a split of 59.1% female and 40.9% male. The national statistic when none traditional teaching staff are included is 59.3% female and 40.7% male – which is a more appropriate comparator for us and again shows that our workforce has a significantly better gender balance than the sector as a whole.

The graph below shows the subjects taught by our teaching staff by gender.



National data shows that “hairdressing and beauty therapy” continues to be predominantly taught by female staff and “construction” and “engineering, technology and manufacturing” both continue to be predominantly taught by male staff. This trend is reflected in the Colleges analysis of teaching staff. In “retail, customer service and transportation” nationally, female teachers dominate this area at 82.5%, this is reversed at the College with 66.7% male delivery in this area.

As a vocational College, promoting study programmes such as Hair and Beauty or Construction Trades to both males and females is continuous. Only by raising the number of vocationally qualified females in traditional male trades and vice versa will we see a pool of potential vocational teachers in the future. Through a pilot, the College hopes to encourage its high achieving vocational learners on to teacher education programmes through a Graduate Trainee Teacher programme. It is hoped that we can use this scheme in the future to actively promote female learners in Construction or Engineering into teaching and similarly male learners in Hair and Beauty.

Our support staff profile shows the widest gap with 61% female staff and 39% male. This has shifted from 65% female in the previous year and still compares favourably to national statistics that show a similar trend with 69.3% female and 30.7% male.

Our whole college management team consists of 67.5% female and 32.5% male, a significant shift since the last report with an 8.5% decrease in male managers and an equal increase in females. This is due, in

part to a restructure and reduction of curriculum management posts and the loss of 4 male managers through compulsory or voluntary redundancy.

Nationally the gender balance of all managers is 61.5% female and 38.5% male, which shows a similar pattern of more female managers and this is probably a more appropriate split that the College currently has.

At senior management level the difference is greater still with 80% female and only 20% male. This has shifted over recent years from an even 50:50 split in 2009 / 2010 following a review of the SMT and reduction in number of senior managers and is likely to worsen with the imminent retirement of another male member of the senior team.

Nationally, senior teams show a 47% female, 53% male split, again showing that the College is not only reversing this trend but must consider opportunities to redress the gender balance wherever possible in the future. Whilst this is not perceived to be a problem at present, it is important that this is kept under review as there are clear benefits to having a good gender balance across the college as a whole and it is important that this is mirrored at the most senior level of the college.

36% of our female staff work part time in comparison to 20% of our male staff. The number of part time workers has increased since last year across both male and female staff by approximately 3%. This means that the make-up of our part time workers is 70% female and 30% male. This is roughly similar to the national figure of 71.2% female.

Of the flexible working requests made during the previous 12 months, 67% were made by female members of staff and 33% by males. All were approved.

### **Pregnancy and maternity**

During the same period, 7 members of staff took maternity leave with 6 returning to work. 1 male member of staff took adoption leave. Of these staff, two made flexible working requests on their return and these were approved.

### **Sexual orientation**

Over recent years, applicants for College vacancies have been asked to declare their sexual orientation, and in the recent HR data audit, existing staff were also asked to declare this (with an option of preferring not to say).

As at January 2014, 88.2% of staff had declared their sexual orientation, an increase of 12% since the last audit. The remaining 11.8% of staff either did not declare or preferred not to say.

From the data we hold;

- 97.6% identified as straight / heterosexual
- 0.9% of staff identified as bi sexual
- 0.6% of staff identified as gay men
- 0.9% of staff identified as lesbian / gay women

From the 2.4% staff who declared their sexual orientation to be other than straight / heterosexual

- 50% were teachers
- 25% were support staff
- 25% were managers

Comparisons to national data are difficult as only 17% of records were returned with valid data (83% returned with missing records or unknown). In this respect the College is significantly ahead of the sector in understanding the make-up of its workforce. The LSIS summary report concludes that “within this exercise, the challenge of balancing the need to monitor and demonstrate the effectiveness of their policies and the need to protect individuals’ identity and confidentiality were not overcome, resulting in a poor response. This is a key consideration for the organisation taking on responsibility for managing the data function, given that all attempts by LSIS to encourage the sector to monitor sexual orientation in the workforce via the SIR were unsuccessful. The organisation with future responsibility for data collection, analysis and reporting will need to consider how to monitor sexual orientation in the workforce by overcoming the high levels of non-disclosure in current data collections.”

Again, it is important that, although our level of disclosure in this area is relatively high, we continue to strive to ensure that all of our staff feel able to not only disclose, but feel comfortable about being open about their sexuality and we are able to celebrate the diversity of our staff team. We also need to ensure that all members of staff are provided with appropriate support at work; that our policies and procedures are relevant and inclusive; that there is no unintended discrimination through our lack of knowledge of their sexual orientation, but also so that we can work with staff as positive role models to encourage and support other staff and students.

### **Gender Pay Gap**

We monitor and analyse pay levels and discrepancies between genders to ensure that any pay gap is understood, legitimate and more importantly that any unfair disparities are eliminated.

In 2011/2012, according to LSIS “on average, full-time male staff earned £1,803 more than their female counterparts. However, it is important to note that these comparisons do not account for differences in the gender breakdown by detailed occupational groups or regions, which could influence these variations. The pay gap for teaching staff is substantially narrower and has been narrowing year-on-year. This year, the closing of the pay gap between male and female teaching staff is (for the first time) in part due to a slight drop in the average pay of male teaching staff.”

The survey shows that for all staff, female pay as a percentage of male pay was 93%. This was the same as the previous year. For teaching staff, female pay as a percentage of male pay was 98.5%, a slight increase from the previous year.

At Accrington and Rossendale College, all staff, regardless of their gender, race, religion, disability, age or sexual orientation are appointed and paid at the rate of pay or salary scale agreed for the post. Incremental progression (where applicable) is automatic. For 2013 the overall College pay gap between women and men's median earnings was -0.3% - a shift from the previous year when the gap between women and men's pay was 3.6%. For the first time, median pay levels across genders are almost the same with the median salary for all females £75 (or 0.3%) higher than males.

When the issue of the gender imbalance at senior management level is taken into account (and these salaries excluded from the calculation) then the gender pay gap remains the same as last year, with men's median salaries 3.6% higher than women's.

Further analysis focussing on the pay gap between males and females in the same general roles (for example Directors, Heads of Faculty, Main grade Lecturers and Administrators) shows marginal year on year variances in pay gaps for those staff on incremental pay scales. This variance is due to new starters to posts (often at the bottom of the pay scale) and incremental progression of longer serving members of staff through the pay scale and is not gender related. Some posts have single sex holders, for example all caretakers are male, all library staff are female.

### **Key actions / issues - Staff**

The key findings that require further action or investigation are as follows:

- Improve level of data held where data is "not known"
- Relative low number of staff from BME communities compared to local area
  - Aim to increase to 10%
- Low number of BME staff specifically in teaching roles compared to regional data from LSIS
  - Further interrogation of recruitment data needed to identify whether individuals from BME groups are applying for roles at the College and failing to be appointed or whether the issue is more fundamental – attracting candidates in the first place.
- Continue to promote and encourage the disclosure of disabilities starting with awareness raising, identifying barriers, and develop a common understanding of disability at work. Also through celebration of diversity
- Consider opportunities to promote male and female teaching staff into vocational areas where they are under represented
- Continue to monitor gender profile of whole college and senior management team and consider opportunities to start to redress the gender balance
- Continue to promote and encourage the disclosure of sexuality starting with awareness raising and identifying barriers. Also through celebration of diversity.

These issues will be the focus of the College's Equality and Diversity Staff task group annual action plan. These issues will form the basis of an action plan which will be monitored through the whole College Equality and Diversity team.

**Appendix 1**  
**LR Enrolments**

## **Appendix 2**

### **LR Retention, achievement and success**



**Appendix 3**  
**ER Enrolments**

## **Appendix 4**

### **ER Retention, achievement and success**

Appendix 1 - LR Enrolments by team

FacName	College Level Name	Course Name	Total	Male		Female		Asian Heritage		British		Other		Not Known	
				Numer	Percent	Numer	Percent	Numer	Percent	Numer	Percent	Numer	Percent	Numer	Percent
14-16 CENTRE	STUDIO	HYNDBURN STUDIO SCHOOL LEARNERS	1	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	APPLICATION OF NUMBER - KEY SKILLS	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	ENGLISH - FUNCTIONAL SKILLS (LR) 16-18 FRIDAY A1	10	10	100.0%	0	0.0%	0	0.0%	10	100.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	ENGLISH - FUNCTIONAL SKILLS (LR) 16-18 FRIDAY A2	9	7	77.8%	2	22.2%	2	22.2%	6	66.7%	1	11.1%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	ENGLISH - FUNCTIONAL SKILLS (LR) 16-18 FRIDAY A3	9	7	77.8%	2	22.2%	3	33.3%	5	55.6%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	ENGLISH - FUNCTIONAL SKILLS (LR) 16-18 FRIDAY B1	4	4	100.0%	0	0.0%	0	0.0%	4	100.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	ENGLISH - FUNCTIONAL SKILLS (LR) 16-18 FRIDAY C1	8	7	87.5%	1	12.5%	2	25.0%	4	50.0%	1	12.5%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	ENGLISH - FUNCTIONAL SKILLS (LR) 16-18 MONDAY A1	11	3	27.3%	8	72.7%	3	27.3%	8	72.7%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	ENGLISH - FUNCTIONAL SKILLS (LR) 16-18 MONDAY A2 (FOR ROLLOVERS ONLY)	3	2	66.7%	1	33.3%	1	33.3%	2	66.7%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	ENGLISH - FUNCTIONAL SKILLS (LR) 16-18 MONDAY B1	6	5	83.3%	1	16.7%	0	0.0%	5	83.3%	1	16.7%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	ENGLISH - FUNCTIONAL SKILLS (LR) 16-18 MONDAY B2	6	4	66.7%	2	33.3%	0	0.0%	6	100.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	ENGLISH - FUNCTIONAL SKILLS (LR) 16-18 MONDAY C1	8	6	75.0%	2	25.0%	2	25.0%	6	75.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	ENGLISH - FUNCTIONAL SKILLS (LR) 16-18 MONDAY D1 (FOR ROLLOVERS ONLY)	7	7	100.0%	0	0.0%	2	28.6%	5	71.4%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	ENGLISH - FUNCTIONAL SKILLS (LR) 16-18 MONDAY D2	2	2	100.0%	0	0.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	ENGLISH - FUNCTIONAL SKILLS (LR) 16-18 THURSDAY A1 (FOR ROLLOVER STUDENTS ONLY)	2	2	100.0%	0	0.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	ENGLISH - FUNCTIONAL SKILLS (LR) 16-18 THURSDAY B1	10	10	100.0%	0	0.0%	5	50.0%	5	50.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	ENGLISH - FUNCTIONAL SKILLS (LR) 16-18 THURSDAY D1	6	6	100.0%	0	0.0%	0	0.0%	6	100.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	ENGLISH - FUNCTIONAL SKILLS (LR) 16-18 THURSDAY D2	6	4	66.7%	2	33.3%	0	0.0%	6	100.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	ENGLISH - FUNCTIONAL SKILLS (LR) 16-18 TUESDAY A1	7	7	100.0%	0	0.0%	0	0.0%	7	100.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	ENGLISH - FUNCTIONAL SKILLS (LR) 16-18 TUESDAY B2	7	7	100.0%	0	0.0%	2	28.6%	5	71.4%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	ENGLISH - FUNCTIONAL SKILLS (LR) 16-18 TUESDAY C1 (FOR ROLLOVER STUDENTS ONLY)	1	0	0.0%	1	100.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	ENGLISH - FUNCTIONAL SKILLS (LR) 16-18 TUESDAY C2	9	8	88.9%	1	11.1%	0	0.0%	9	100.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	ENGLISH - FUNCTIONAL SKILLS (LR) 16-18 TUESDAY D1	3	3	100.0%	0	0.0%	0	0.0%	3	100.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	ENGLISH - FUNCTIONAL SKILLS (LR) 16-18 TUESDAY D2	7	5	71.4%	2	28.6%	0	0.0%	7	100.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	ENGLISH - FUNCTIONAL SKILLS (LR) 16-18 WEDNESDAY	7	6	85.7%	1	14.3%	0	0.0%	7	100.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	ENGLISH - FUNCTIONAL SKILLS (LR) 16-18 WEDNESDAY A1	11	10	90.9%	1	9.1%	1	9.1%	10	90.9%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	ENGLISH - FUNCTIONAL SKILLS (LR) 16-18 WEDNESDAY A2	15	1	6.7%	14	93.3%	1	6.7%	14	93.3%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	ENGLISH - FUNCTIONAL SKILLS (LR) 16-18 WEDNESDAY B1	9	7	77.8%	2	22.2%	0	0.0%	9	100.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	ENGLISH - FUNCTIONAL SKILLS (LR) 16-18 WEDNESDAY B2	13	12	92.3%	1	7.7%	2	15.4%	11	84.6%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	ENGLISH - FUNCTIONAL SKILLS (LR) 16-18 WEDNESDAY C3	6	6	100.0%	0	0.0%	1	16.7%	5	83.3%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	ENGLISH - FUNCTIONAL SKILLS (LR) 16-18 WEDNESDAY D1	11	9	81.8%	2	18.2%	0	0.0%	11	100.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	ENGLISH - FUNCTIONAL SKILLS (LR) 16-18 WEDNESDAY C2	3	3	100.0%	0	0.0%	0	0.0%	3	100.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	ENGLISH - FUNCTIONAL SKILLS (LR) 16-18 WEDNESDAY D1	6	1	16.7%	5	83.3%	3	50.0%	2	33.3%	1	16.7%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	ENGLISH - FUNCTIONAL SKILLS (LR) 16-18 WEDNESDAY D2	6	6	100.0%	0	0.0%	0	0.0%	6	100.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	ENGLISH - FUNCTIONAL SKILLS APPS TUES	1	1	100.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	ENGLISH - GCSE 16-18	10	8	80.0%	2	20.0%	5	50.0%	4	40.0%	1	10.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	MATHS - FUNCTIONAL SKILLS (LR) 16-18 FRIDAY A1	17	9	52.9%	8	47.1%	4	23.5%	13	76.5%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	MATHS - FUNCTIONAL SKILLS (LR) 16-18 FRIDAY B1	10	10	100.0%	0	0.0%	1	10.0%	9	90.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	MATHS - FUNCTIONAL SKILLS (LR) 16-18 FRIDAY C1	3	0	0.0%	3	100.0%	1	33.3%	2	66.7%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	MATHS - FUNCTIONAL SKILLS (LR) 16-18 FRIDAY D1	14	13	92.9%	1	7.1%	3	21.4%	8	57.1%	2	14.3%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	MATHS - FUNCTIONAL SKILLS (LR) 16-18 MONDAY A1	8	6	75.0%	2	25.0%	0	0.0%	7	87.5%	1	12.5%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	MATHS - FUNCTIONAL SKILLS (LR) 16-18 MONDAY D1	10	5	50.0%	5	50.0%	1	10.0%	9	90.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	MATHS - FUNCTIONAL SKILLS (LR) 16-18 MONDAY D2	9	4	44.4%	5	55.6%	0	0.0%	9	100.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	MATHS - FUNCTIONAL SKILLS (LR) 16-18 THURSDAY A1	4	4	100.0%	0	0.0%	0	0.0%	4	100.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	MATHS - FUNCTIONAL SKILLS (LR) 16-18 THURSDAY A2	4	4	100.0%	0	0.0%	0	0.0%	4	100.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	MATHS - FUNCTIONAL SKILLS (LR) 16-18 THURSDAY C1	10	9	90.0%	1	10.0%	5	50.0%	5	50.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	MATHS - FUNCTIONAL SKILLS (LR) 16-18 THURSDAY C2	9	6	66.7%	3	33.3%	0	0.0%	9	100.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	MATHS - FUNCTIONAL SKILLS (LR) 16-18 THURSDAY D1	10	9	90.0%	1	10.0%	2	20.0%	7	70.0%	1	10.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	MATHS - FUNCTIONAL SKILLS (LR) 16-18 THURSDAY D2	8	0	0.0%	8	100.0%	4	50.0%	4	50.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	MATHS - FUNCTIONAL SKILLS (LR) 16-18 TUESDAY A1	7	4	57.1%	3	42.9%	3	42.9%	2	28.6%	2	28.6%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	MATHS - FUNCTIONAL SKILLS (LR) 16-18 TUESDAY B1	12	11	91.7%	1	8.3%	1	8.3%	11	91.7%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	MATHS - FUNCTIONAL SKILLS (LR) 16-18 TUESDAY B2	9	8	88.9%	1	11.1%	0	0.0%	9	100.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	MATHS - FUNCTIONAL SKILLS (LR) 16-18 TUESDAY C2	7	0	0.0%	7	100.0%	1	14.3%	6	85.7%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	MATHS - FUNCTIONAL SKILLS (LR) 16-18 TUESDAY D2	15	0	0.0%	15	100.0%	1	6.7%	14	93.3%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	MATHS - FUNCTIONAL SKILLS (LR) 16-18 WEDNESDAY	10	9	90.0%	1	10.0%	0	0.0%	9	90.0%	1	10.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	MATHS - FUNCTIONAL SKILLS (LR) 16-18 WEDNESDAY A1	10	8	80.0%	2	20.0%	2	20.0%	8	80.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	MATHS - FUNCTIONAL SKILLS (LR) 16-18 WEDNESDAY B1	12	10	83.3%	2	16.7%	1	8.3%	11	91.7%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	MATHS - FUNCTIONAL SKILLS (LR) 16-18 WEDNESDAY B2	8	6	75.0%	2	25.0%	2	25.0%	6	75.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	MATHS - FUNCTIONAL SKILLS (LR) 16-18 WEDNESDAY C1	13	12	92.3%	1	7.7%	0	0.0%	13	100.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	MATHS - FUNCTIONAL SKILLS (LR) 16-18 WEDNESDAY C2	11	9	81.8%	2	18.2%	3	27.3%	8	72.7%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	MATHS - FUNCTIONAL SKILLS (LR) 16-18 WEDNESDAY D1	11	9	81.8%	2	18.2%	1	9.1%	10	90.9%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	MATHS - FUNCTIONAL SKILLS (LR) 16-18 WEDNESDAY D2	11	9	81.8%	2	18.2%	1	9.1%	9	81.8%	1	9.1%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	MATHS - FUNCTIONAL SKILLS (LR) 16-18 WEDNESDAY D3	8	6	75.0%	2	25.0%	3	37.5%	5	62.5%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	MATHS - GCSE 16-18	12	9	75.0%	3	25.0%	5	41.7%	7	58.3%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	MATHS (ADULTS) - FUNCTIONAL SKILLS MATHS (LEVEL 1) (STAFF)	6	1	16.7%	5	83.3%	0	0.0%	6	100.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 19+	ENGLISH - GCSE 19+	34	9	26.5%	25	73.5%	6	17.6%	27	79.4%	1	2.9%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 19+	ENGLISH - LITERACY (LR) 19+	10	4	40.0%	6	60.0%	0	0.0%	10	100.0%	0	0.0%	0	0.0%

Appendix 1 - LR Enrolments by team

FacName	College Level Name	Course Name	Total	Male		Female		Asian Heritage		British		Other		Not Known	
				Numer	Percent	Numer	Percent	Numer	Percent	Numer	Percent	Numer	Percent	Numer	Percent
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 19+	ENGLISH (ADULTS)	144	54	37.5%	90	62.5%	29	20.1%	109	75.7%	6	4.2%	1	0.7%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 19+	ENGLISH (ADULTS) - FUNCTIONAL SKILLS ENGLISH - LINKBRIDGE COMMUNITY	10	6	60.0%	4	40.0%	1	10.0%	9	90.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 19+	ENGLISH (ADULTS) - FUNCTIONAL SKILLS ENGLISH (LEVEL 1) (STAFF)	1	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 19+	ENGLISH (ADULTS) - FUNCTIONAL SKILLS ENGLISH (LEVEL 2) (STAFF)	90	37	41.1%	53	58.9%	4	4.4%	85	94.4%	0	0.0%	1	1.1%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 19+	ENGLISH WITH EMPLOYABILITY	9	9	100.0%	0	0.0%	0	0.0%	9	100.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 19+	ESOL ENTRY 1/2	97	49	50.5%	48	49.5%	65	67.0%	4	4.1%	25	25.8%	3	3.1%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 19+	ESOL ENTRY 3	20	2	10.0%	18	90.0%	14	70.0%	0	0.0%	8	40.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 19+	ESOL LEVEL 1/2	13	4	30.8%	9	69.2%	4	30.8%	2	15.4%	7	53.8%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 19+	MATHS - FUNCTIONAL SKILLS 19+ - LINKBRIDGE COMMUNITY	10	4	40.0%	6	60.0%	1	10.0%	9	90.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 19+	MATHS - GCSE 19+	33	8	24.2%	25	75.8%	4	12.1%	27	81.8%	2	6.1%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 19+	MATHS - GCSE 19+ (GROUP 2)	43	7	16.3%	36	83.7%	10	23.3%	33	76.7%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 19+	MATHS (ADULTS)	181	55	30.4%	126	69.6%	27	14.9%	147	81.2%	7	3.9%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 19+	MATHS (ADULTS) - FUNCTIONAL SKILLS MATHS ( LEVEL 2) (STAFF)	99	46	46.5%	53	53.5%	4	4.0%	93	93.9%	1	1.0%	1	1.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 19+	STEERING FOR SUCCESS	77	74	96.1%	3	3.9%	60	77.9%	16	20.8%	1	1.3%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	FOUNDATION LEARNING COLLEGE	FOUNDATION LEARNING COLLEGE - DIPLOMA IN VOCATIONAL STUDIES (ENTRY 3)	13	6	46.2%	7	53.8%	5	38.5%	8	61.5%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	FOUNDATION LEARNING COLLEGE	FOUNDATION LEARNING COLLEGE - DIPLOMA IN VOCATIONAL STUDIES (ENTRY 3) CONSTRUCTION	11	11	100.0%	0	0.0%	4	36.4%	6	54.5%	1	9.1%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	FOUNDATION LEARNING COLLEGE	FOUNDATION LEARNING COLLEGE - DIPLOMA IN VOCATIONAL STUDIES (LEVEL 1)	15	8	53.3%	7	46.7%	3	20.0%	11	73.3%	1	6.7%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	FOUNDATION LEARNING COLLEGE	FOUNDATION LEARNING COLLEGE - HEALTH AND SOCIAL CARE DIPLOMA (LEVEL 1)	15	1	6.7%	14	93.3%	2	13.3%	13	86.7%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	FOUNDATION LEARNING COLLEGE	FOUNDATION LEARNING COLLEGE - PERSONALISED LEARNING CENTRE	6	4	66.7%	2	33.3%	1	16.7%	5	83.3%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	FOUNDATION LEARNING COLLEGE	PERSONAL PROGRESS DIPLOMA ENTRY LEVEL 1	2	1	50.0%	1	50.0%	1	50.0%	1	50.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	INFORMATION TECHNOLOGY	COMPUTER & ONLINE BASICS AWARD (ENTRY 3)	42	25	59.5%	17	40.5%	3	7.1%	39	92.9%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	INFORMATION TECHNOLOGY	CV WRITING	27	13	48.1%	14	51.9%	2	7.4%	24	88.9%	1	3.7%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	INFORMATION TECHNOLOGY	DATABASE SOFTWARE LEVEL 1	2	1	50.0%	1	50.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	INFORMATION TECHNOLOGY	DATABASE SOFTWARE LEVEL 2	2	2	100.0%	0	0.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	INFORMATION TECHNOLOGY	DATABASE SOFTWARE LEVEL 3	5	3	60.0%	2	40.0%	2	40.0%	3	60.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	INFORMATION TECHNOLOGY	DIGITAL SKILLS CERTIFICATE (ENTRY 3) QCF	12	9	75.0%	3	25.0%	2	16.7%	10	83.3%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	INFORMATION TECHNOLOGY	ITQ AWARD LEVEL 1 BCS (LR) BACUP	8	3	37.5%	5	62.5%	0	0.0%	8	100.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	INFORMATION TECHNOLOGY	ITQ AWARD LEVEL 1 BCS (LR) BROAD OAK	41	17	41.5%	24	58.5%	5	12.2%	34	82.9%	2	4.9%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	INFORMATION TECHNOLOGY	ITQ AWARD LEVEL 1 BCS (LR) STAGHILLS	3	1	33.3%	2	66.7%	0	0.0%	2	66.7%	1	33.3%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	INFORMATION TECHNOLOGY	ITQ AWARD LEVEL 1 OCR (LR) BACUP	7	2	28.6%	5	71.4%	0	0.0%	7	100.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	INFORMATION TECHNOLOGY	ITQ AWARD LEVEL 1 OCR (LR) BROAD OAK	44	16	36.4%	28	63.6%	7	15.9%	37	84.1%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	INFORMATION TECHNOLOGY	ITQ AWARD LEVEL 1 OCR (LR) STAGHILLS	4	2	50.0%	2	50.0%	0	0.0%	4	100.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	INFORMATION TECHNOLOGY	ITQ CERTIFICATE LEVEL 1 OCR (LR) BROAD OAK	1	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	INFORMATION TECHNOLOGY	ITQ CERTIFICATE LEVEL 1 OCR (LR) STAGHILLS	2	1	50.0%	1	50.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	INFORMATION TECHNOLOGY	ITQ CERTIFICATE LEVEL 2 BCS (LR) BACUP	4	0	0.0%	4	100.0%	0	0.0%	4	100.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	INFORMATION TECHNOLOGY	ITQ CERTIFICATE LEVEL 2 BCS (LR) BROAD OAK	51	26	51.0%	25	49.0%	4	7.8%	44	86.3%	2	3.9%	1	2.0%
ADVANCED SKILLS AND FOUNDATIONS	INFORMATION TECHNOLOGY	ITQ CERTIFICATE LEVEL 2 BCS (LR) STAGHILLS	3	2	66.7%	1	33.3%	0	0.0%	2	66.7%	1	33.3%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	INFORMATION TECHNOLOGY	ITQ CERTIFICATE LEVEL 3 BCS (LR) BROAD OAK	31	17	54.8%	14	45.2%	1	3.2%	29	93.5%	0	0.0%	1	3.2%
ADVANCED SKILLS AND FOUNDATIONS	INFORMATION TECHNOLOGY	ONLINE BASICS AWARD (ITQ) BCS (ENTRY 3)	30	13	43.3%	17	56.7%	1	3.3%	28	93.3%	1	3.3%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	INFORMATION TECHNOLOGY	PRESENTATION SOFTWARE LEVEL 1	2	1	50.0%	1	50.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	INFORMATION TECHNOLOGY	PRESENTATION SOFTWARE LEVEL 2	4	1	25.0%	3	75.0%	0	0.0%	4	100.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	INFORMATION TECHNOLOGY	PRESENTATION SOFTWARE LEVEL 3	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	INFORMATION TECHNOLOGY	SPREADSHEET SOFTWARE LEVEL 1	11	2	18.2%	9	81.8%	2	18.2%	8	72.7%	1	9.1%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	INFORMATION TECHNOLOGY	SPREADSHEET SOFTWARE LEVEL 2	1	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	INFORMATION TECHNOLOGY	SPREADSHEET SOFTWARE LEVEL 3	10	6	60.0%	4	40.0%	2	20.0%	8	80.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	INFORMATION TECHNOLOGY	WEBSITE SOFTWARE LEVEL 1	2	2	100.0%	0	0.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	INFORMATION TECHNOLOGY	WEBSITE SOFTWARE LEVEL 2	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	INFORMATION TECHNOLOGY	WORD PROCESSING SOFTWARE LEVEL 1	13	1	7.7%	12	92.3%	1	7.7%	12	92.3%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	CLEANING SCIENCE	CLEANING OPERATIVE PROFICIENCY CERTIFICATE (PRELIMINARY) BICSC (FOR ROLLOVERS ONLY)	3	0	0.0%	3	100.0%	0	0.0%	3	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	CLEANING SCIENCE	CLEANING OPERATORS PROFICIENCY CERTIFICATE - BICSC (CARPETS) (FOR ROLLOVERS ONLY)	2	1	50.0%	1	50.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	CLEANING SCIENCE	CLEANING PRINCIPLES CERTIFICATE LEVEL 2	123	56	45.5%	67	54.5%	1	0.8%	116	94.3%	4	3.3%	1	0.8%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	CLEANING SCIENCE	CUSTOMER SERVICE CERTIFICATE LEVEL 2	51	38	74.5%	13	25.5%	3	5.9%	45	88.2%	2	3.9%	1	2.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	CLEANING SCIENCE	DISABILITY AWARENESS LEVEL 1 AWARD FOR ADULTS	17	9	52.9%	8	47.1%	0	0.0%	15	88.2%	2	11.8%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	CLEANING SCIENCE	EMPLOYABILITY SKILLS AWARD LEVEL 1	62	43	69.4%	19	30.6%	3	4.8%	54	87.1%	3	4.8%	2	3.2%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	CLEANING SCIENCE	ENVIRONMENTAL AWARENESS QCF AWARD LEVEL 1	100	67	67.0%	33	33.0%	5	5.0%	90	90.0%	4	4.0%	1	1.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	CLEANING SCIENCE	FACILITIES INDUSTRY INTRODUCTORY CERTIFICATE (QCF) LEVEL 1	103	70	68.0%	33	32.0%	4	3.9%	94	91.3%	4	3.9%	1	1.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	CLEANING SCIENCE	LOCAL ENVIRONMENTAL SERVICES SKILLS LEVEL 2 CERTIFICATE	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	CLEANING SCIENCE	PRACTICAL CLEANING SKILLS (CLEAN/DISPOSE OF BODY FLUIDS ETC.) LEVEL 1 AWARD	106	63	59.4%	43	40.6%	4	3.8%	97	91.5%	4	3.8%	1	0.9%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	CLEANING SCIENCE	PRACTICAL CLEANING SKILLS (FIXTURES & FITTINGS) ENTRY 3 AWARD	13	7	53.8%	6	46.2%	0	0.0%	13	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	CLEANING SCIENCE	PRACTICAL CLEANING SKILLS (INTERIOR WALLS & WINDOWS) ENTRY 3 AWARD	7	5	71.4%	2	28.6%	0	0.0%	7	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	CLEANING SCIENCE	PRACTICAL CLEANING SKILLS (PREPARE AND CLEAN HARD FLOORS) LEVEL 1 AWARD	52	39	75.0%	13	25.0%	3	5.8%	46	88.5%	2	3.8%	1	1.9%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	CLEANING SCIENCE	PRACTICAL CLEANING SKILLS (PREPARE STRIP DRY AND REAPPLY POLISH) LEVEL 2 AWARD	19	11	57.9%	8	42.1%	1	5.3%	16	84.2%	2	10.5%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	CLEANING SCIENCE	PRACTICAL CLEANING SKILLS (PREPARE, SPRAY CLEAN AND BUFF FLOORS) LEVEL 1 AWARD	85	60	70.6%	25	29.4%	4	4.7%	76	89.4%	4	4.7%	1	1.2%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	CLEANING SCIENCE	PRACTICAL CLEANING SKILLS (SUCTION CLEANING) ENTRY 3 AWARD	20	12	60.0%	8	40.0%	0	0.0%	20	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	CLEANING SCIENCE	PRACTICAL CLEANING SKILLS (SWEEP/DRY MOP/DAMP MOP) ENTRY 3 AWARD	93	65	69.9%	28	30.1%	4	4.3%	84	90.3%	4	4.3%	1	1.1%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	CLEANING SCIENCE	PRACTICAL CLEANING SKILLS (WASHROOMS) ENTRY 3 AWARD	97	65	67.0%	32	33.0%	4	4.1%	88	90.7%	4	4.1%	1	1.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	CLEANING SCIENCE	PRINCIPLES OF COSHH LEVEL 2 AWARD	107	50	46.7%	57	53.3%	1	0.9%	102	95.3%	3	2.8%	1	0.9%

Appendix 1 - LR Enrolments by team

FacName	College Level Name	Course Name	Total	Male		Female		Asian Heritage		British		Other		Not Known	
				Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
BUSINESS SOLUTIONS PATHWAYS TO WORK H	CLEANING SCIENCE	SUSTAINABLE RECYCLING ACTIVITIES DIPLOMA (QCF)	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	DT & B WORKPLACE LEARNING	BUSINESS AND ADMINISTRATION AWARD LEVEL 1 - BANK TOP	8	5	62.5%	3	37.5%	1	12.5%	5	62.5%	1	12.5%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	DT & B WORKPLACE LEARNING	BUSINESS AND ADMINISTRATION AWARD LEVEL 1 - BOOTSTRAP ACCRINGTON	5	3	60.0%	2	40.0%	1	20.0%	4	80.0%	1	20.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	DT & B WORKPLACE LEARNING	BUSINESS AND ADMINISTRATION AWARD LEVEL 1 - BOOTSTRAP BLACKBURN	11	6	54.5%	5	45.5%	6	54.5%	5	45.5%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	DT & B WORKPLACE LEARNING	BUSINESS AND ADMINISTRATION AWARD LEVEL 1 - BOOTSTRAP BURNLEY	14	10	71.4%	4	28.6%	2	14.3%	12	85.7%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	DT & B WORKPLACE LEARNING	BUSINESS AND ADMINISTRATION AWARD LEVEL 1 - CALICO HOUSING	3	2	66.7%	1	33.3%	0	0.0%	3	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	DT & B WORKPLACE LEARNING	BUSINESS AND ADMINISTRATION AWARD LEVEL 1 - DARWEN ACCESS POINT	9	3	33.3%	6	66.7%	2	22.2%	7	77.8%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	DT & B WORKPLACE LEARNING	BUSINESS AND ADMINISTRATION AWARD LEVEL 1 - GLOBE CENTRE	9	3	33.3%	6	66.7%	0	0.0%	8	88.9%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	DT & B WORKPLACE LEARNING	BUSINESS AND ADMINISTRATION AWARD LEVEL 1 - HASLINGDEN COMMUNITY LINK	5	0	0.0%	5	100.0%	2	40.0%	3	60.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	DT & B WORKPLACE LEARNING	BUSINESS AND ADMINISTRATION AWARD LEVEL 1 - LINKBRIDGE BURNLEY	5	2	40.0%	3	60.0%	2	40.0%	3	60.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	DT & B WORKPLACE LEARNING	EMPLOYABILITY SKILLS AWARD LEVEL 1	38	21	55.3%	17	44.7%	7	18.4%	30	78.9%	1	2.6%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	DT & B WORKPLACE LEARNING	ITQ CERTIFICATE LEVEL 2 OCR (LR) BROAD OAK	2	0	0.0%	2	100.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	DT & B WORKPLACE LEARNING	RETAIL KNOWLEDGE AWARD LEVEL 1 - AUDLEY COMMUNITY CENTRE	4	2	50.0%	2	50.0%	3	75.0%	1	25.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	DT & B WORKPLACE LEARNING	RETAIL KNOWLEDGE AWARD LEVEL 1 - BANKTOP	3	1	33.3%	2	66.7%	1	33.3%	2	66.7%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	DT & B WORKPLACE LEARNING	RETAIL KNOWLEDGE AWARD LEVEL 1 - BOOTSTRAP	17	12	70.6%	5	29.4%	5	29.4%	11	64.7%	1	5.9%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	DT & B WORKPLACE LEARNING	RETAIL KNOWLEDGE AWARD LEVEL 1 - BOOTSTRAP ACCRINGTON	8	2	25.0%	6	75.0%	1	12.5%	7	87.5%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	DT & B WORKPLACE LEARNING	RETAIL KNOWLEDGE AWARD LEVEL 1 - BOOTSTRAP BURNLEY	10	3	30.0%	7	70.0%	1	10.0%	9	90.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	DT & B WORKPLACE LEARNING	RETAIL KNOWLEDGE AWARD LEVEL 1 - DARWEN ACCESS POINT	8	4	40.0%	6	60.0%	1	10.0%	8	80.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	DT & B WORKPLACE LEARNING	RETAIL KNOWLEDGE AWARD LEVEL 1 - FUTURES PARK	6	3	50.0%	3	50.0%	0	0.0%	6	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	DT & B WORKPLACE LEARNING	RETAIL KNOWLEDGE AWARD LEVEL 1 - LINKBRIDGE	18	7	38.9%	11	61.1%	2	11.1%	15	83.3%	1	5.6%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	DT & B WORKPLACE LEARNING	RETAIL KNOWLEDGE AWARD LEVEL 1 - ROSSENDALE CITIZENS ADVICE BUREAU	4	3	75.0%	1	25.0%	0	0.0%	4	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	EMPLOYMENT ACADEMY	COMPUTER & ONLINE BASICS AWARD (ENTRY 3)	79	47	59.5%	32	40.5%	7	8.9%	71	89.9%	1	1.3%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	EMPLOYMENT ACADEMY	EMPLOYABILITY SKILLS AWARD (CLITHEROE RIBBLE VALLEY HOMES)	61	44	72.1%	17	27.9%	1	1.6%	60	98.4%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	EMPLOYMENT ACADEMY	EMPLOYABILITY SKILLS AWARD (CSCS WATERSIDE)	136	134	98.5%	2	1.5%	3	2.2%	130	95.6%	3	2.2%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	EMPLOYMENT ACADEMY	EMPLOYABILITY SKILLS AWARD (WATERSIDE)	120	75	62.5%	45	37.5%	6	5.0%	113	94.2%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	EMPLOYMENT ACADEMY	EMPLOYABILITY SKILLS AWARD LEVEL 2 (RAWTENSTALL)	1	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	EMPLOYMENT ACADEMY	HEALTH & SAFETY AWARENESS (QCF) AWARD	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	EMPLOYMENT ACADEMY	ONLINE BASICS AWARD (ITO) BCS (ENTRY 3)	28	16	57.1%	12	42.9%	2	7.1%	26	92.9%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	EMPLOYMENT ACADEMY	RETAIL KNOWLEDGE AWARD BTEC LEVEL 1	12	7	58.3%	5	41.7%	0	0.0%	12	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	EMPLOYMENT ACADEMY	UNIVERSAL JOB MATCH	180	118	65.6%	62	34.4%	10	5.6%	162	90.0%	5	2.8%	3	1.7%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	EMPLOYMENT ACADEMY	UNIVERSAL JOB MATCH - CV WRITING	2	1	50.0%	1	50.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	EMPLOYMENT ACADEMY	UNIVERSAL JOB MATCH - EXPLORING JOB OPPORTUNITIES	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	EMPLOYMENT ACADEMY	UNIVERSAL JOB MATCH - INTERVIEW SKILLS	4	4	100.0%	0	0.0%	0	0.0%	4	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	CHILDCARE LEVEL 1 AWARD (BURNLEY TELEMATICS)	5	0	0.0%	5	100.0%	5	100.0%	0	0.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - ASCENTIS SKILLS FOR EMPLOYMENT AWARD	24	24	100.0%	0	0.0%	1	4.2%	23	95.8%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - ASCENTIS SKILLS FOR EMPLOYMENT AWARD LEVEL 1	13	7	53.8%	6	46.2%	0	0.0%	13	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - ASCENTIS SKILLS FOR EMPLOYMENT AWARD LEVEL 1 (CON	4	3	75.0%	1	25.0%	0	0.0%	4	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - ASCENTIS SKILLS FOR EMPLOYMENT CERTIFICATE LEVEL 1	14	9	64.3%	5	35.7%	1	7.1%	11	78.6%	2	14.3%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - AWARD IN HEALTH AND SOCIAL CARE (LEVEL 1)	15	3	20.0%	12	80.0%	4	26.7%	9	60.0%	1	6.7%	1	6.7%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - CERTIFICATE IN PERSONAL & SOCIAL DEVELOPMENT (LEV	8	7	87.5%	1	12.5%	0	0.0%	7	87.5%	1	12.5%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - CERTIFICATE IN COMMUNITY VOLUNTEERING (LEVEL 1) S	39	3	7.7%	36	92.3%	4	10.3%	33	84.6%	2	5.1%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - CERTIFICATE IN COMMUNITY VOLUNTEERING (LEVEL 1) (H	8	5	62.5%	3	37.5%	0	0.0%	8	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - CERTIFICATE IN COMMUNITY VOLUNTEERING (LEVEL 1)(R	17	0	0.0%	17	100.0%	2	11.8%	14	82.4%	1	5.9%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - COMMUNITY VOLUNTEERING AT AN EVENT AWARD ASDA	24	17	70.8%	7	29.2%	0	0.0%	24	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - COMMUNITY VOLUNTEERING AWARD (LEVEL 1) (BLACKBL	13	1	7.7%	12	92.3%	1	7.7%	12	92.3%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - COMMUNITY VOLUNTEERING AWARD (LEVEL 1) (COMMU	18	8	44.4%	10	55.6%	1	5.6%	17	94.4%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - COMMUNITY VOLUNTEERING AWARD (LEVEL 1) (FAIRFIE	6	0	0.0%	6	100.0%	1	16.7%	5	83.3%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - COMMUNITY VOLUNTEERING AWARD (LEVEL 1) (THE EVE	2	0	0.0%	2	100.0%	0	0.0%	1	50.0%	1	50.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - COMMUNITY VOLUNTEERING CERTIFICATE LEVEL 1 (BACU	13	4	30.8%	9	69.2%	0	0.0%	13	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - COMMUNITY VOLUNTEERING CERTIFICATE LEVEL 1 (CVS L	13	7	53.8%	6	46.2%	0	0.0%	13	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - COMMUNITY VOLUNTEERING CERTIFICATE LEVEL 1 (HASL	11	0	0.0%	11	100.0%	7	63.6%	4	36.4%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - COMMUNITY VOLUNTEERING CERTIFICATE LEVEL 1 (IGHT	19	0	0.0%	19	100.0%	0	0.0%	17	89.5%	0	0.0%	2	10.5%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - COMMUNITY VOLUNTEERING CERTIFICATE LEVEL 1 (THE E	6	1	16.7%	5	83.3%	1	16.7%	5	83.3%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - COUNSELLING SKILLS AND PERSONAL DEVELOPMENT UNI	3	3	100.0%	0	0.0%	1	33.3%	2	66.7%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - COUNSELLING SKILLS AND PERSONAL DEVELOPMENT UNI	8	3	37.5%	5	62.5%	0	0.0%	8	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - COUNSELLING SKILLS AND PERSONAL DEVELOPMENT UNI	12	7	58.3%	5	41.7%	2	16.7%	10	83.3%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - COUNSELLING SKILLS AND PERSONAL DEVELOPMENT UNI	4	4	100.0%	0	0.0%	0	0.0%	4	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - INTRODUCTION TO PSYCHOLOGY (WOMEN'S CENTRE BLA	1	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - MENTORING AWARD LEVEL 1 (COMMUNITY SOLUTIONS)	6	2	33.3%	4	66.7%	0	0.0%	6	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - MENTORING AWARD LEVEL 1 (EVOLVE)	12	7	58.3%	5	41.7%	0	0.0%	12	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - MENTORING AWARD LEVEL 1 (INWARD HOUSE)	10	9	90.0%	1	10.0%	0	0.0%	9	90.0%	1	10.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - MENTORING AWARD LEVEL 1 (THOMAS PROJECT)	9	9	100.0%	0	0.0%	0	0.0%	9	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - MENTORING AWARD LEVEL 1 (VCBS NELSON)	11	4	36.4%	7	63.6%	2	18.2%	8	72.7%	1	9.1%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - NCFE EXPLORING OCCUPATIONAL STUDIES AWARD LEVEL	5	5	100.0%	0	0.0%	0	0.0%	5	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - NCFE OCCUPATIONAL STUDIES AWARD LEVEL 1	7	6	85.7%	1	14.3%	0	0.0%	6	85.7%	1	14.3%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - PASSPORT TO HOUSING (INWARD HOUSE PROJECTS ACCR	8	7	87.5%	1	12.5%	0	0.0%	7	87.5%	1	12.5%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - PASSPORT TO HOUSING (SAFESPACE)	4	2	50.0%	2	50.0%	0	0.0%	3	75.0%	1	25.0%	0	0.0%

Appendix 1 - LR Enrolments by team

FacName	College Level Name	Course Name	Total	Male		Female		Asian Heritage		British		Other		Not Known	
				Numer	Percent	Numer	Percent	Numer	Percent	Numer	Percent	Numer	Percent	Numer	Percent
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - PASSPORT TO HOUSING (THE FOYER)	15	5	33.3%	10	66.7%	3	20.0%	10	66.7%	2	13.3%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - PASSPORT TO HOUSING (CALICO HOMES)	15	8	53.3%	7	46.7%	0	0.0%	15	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - PASSPORT TO HOUSING (HYNDBURN HOMES)	1	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - PASSPORT TO HOUSING TRAIN THE TRAINER	19	7	36.8%	12	63.2%	0	0.0%	19	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - PERSONAL AND SOCIAL DEVELOPMENT LEVEL 1 CERTIFICA	11	11	100.0%	0	0.0%	0	0.0%	11	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - PERSONAL DEVELOPMENT AWARD LEVEL 1 (BURNLEY INS	39	22	56.4%	17	43.6%	0	0.0%	38	97.4%	0	0.0%	1	2.6%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - PERSONAL DEVELOPMENT AWARD LEVEL 1 (COMMUNITY	11	9	81.8%	2	18.2%	2	18.2%	9	81.8%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - PERSONAL DEVELOPMENT AWARD LEVEL 1 (EVOLVE BLAC	4	1	25.0%	3	75.0%	0	0.0%	4	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - PERSONAL DEVELOPMENT AWARD LEVEL 1 (INWARD HOL	9	7	77.8%	2	22.2%	0	0.0%	9	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - PERSONAL DEVELOPMENT AWARD LEVEL 1 (LINKBRIDGE B	1	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - PERSONAL DEVELOPMENT AWARD LEVEL 1 (THOMAS PRC	3	3	100.0%	0	0.0%	0	0.0%	3	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - PERSONAL DEVELOPMENT AWARD LEVEL 1 (WITHNALL RE	49	37	75.5%	12	24.5%	0	0.0%	47	95.9%	2	4.1%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - PERSONAL DEVELOPMENT AWARD LEVEL 1 (WOMEN'S CE	3	0	0.0%	3	100.0%	0	0.0%	2	66.7%	1	33.3%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - PERSONAL DEVELOPMENT AWARD LEVEL 1 (WOMENS FO	1	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - PERSONAL DEVELOPMENT AWARD LEVEL 1 (WORK SOLUT	10	5	50.0%	5	50.0%	3	30.0%	7	70.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - PERSONAL MONEY MANAGEMENT AWARD (LEVEL 1) CAL	29	21	72.4%	8	27.6%	2	6.9%	26	89.7%	0	0.0%	1	3.4%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - PERSONAL MONEY MANAGEMENT AWARD (LEVEL 1) GRA	10	3	30.0%	7	70.0%	0	0.0%	10	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - PROSPECTS IN THE POLY TUNNEL	3	3	100.0%	0	0.0%	0	0.0%	3	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - SUBSTANCE MISUSE AWARENESS AWARD LEVEL 1 (EVOLV	11	6	54.5%	5	45.5%	1	9.1%	10	90.9%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - SUBSTANCE MISUSE AWARENESS AWARD LEVEL 1 (LIFELIN	21	10	47.6%	11	52.4%	3	14.3%	18	85.7%	1	4.8%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - SUBSTANCE MISUSE AWARENESS AWARD LEVEL 1 (LINKBR	23	10	43.5%	13	56.5%	1	4.3%	19	82.6%	2	8.7%	1	4.3%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - SUBSTANCE MISUSE LEVEL 2 AWARD (BURNLEY INSPIRE W	11	7	63.6%	4	36.4%	0	0.0%	11	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - SUBSTANCE MISUSE LEVEL 2 AWARD (CANWE)	12	9	75.0%	3	25.0%	0	0.0%	11	91.7%	1	8.3%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - SUBSTANCE MISUSE LEVEL 2 AWARD (EVOLVE BLACKBURN	20	10	50.0%	10	50.0%	4	20.0%	16	80.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - SUBSTANCE MISUSE LEVEL 2 AWARD (GLOBE CENTRE)	33	14	42.4%	19	57.6%	0	0.0%	32	97.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - SUBSTANCE MISUSE LEVEL 2 AWARD (LEAFPORG)	12	5	41.7%	7	58.3%	0	0.0%	11	91.7%	1	8.3%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	FOUNDATION LEARNING COMMUNITY - SUBSTANCE MISUSE LEVEL 2 AWARD (LINKBRIDGE)	7	3	42.9%	4	57.1%	0	0.0%	7	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	MENTAL HEALTH AWARENESS (LEVEL 1 AWARD) EVOLVE	9	7	63.6%	4	36.4%	2	18.2%	9	81.8%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	MENTAL HEALTH AWARENESS (LEVEL 1 AWARD) GLOBE CENTRE	8	1	12.5%	7	87.5%	0	0.0%	7	87.5%	1	12.5%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	MENTAL HEALTH AWARENESS (LEVEL 1 AWARD) LINKBRIDGE	7	1	14.3%	6	85.7%	1	14.3%	6	85.7%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	MENTAL HEALTH AWARENESS (LEVEL 1 AWARD) MADEN CENTRE	6	3	50.0%	3	50.0%	0	0.0%	6	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	MENTAL HEALTH AWARENESS (LEVEL 1 AWARD) OPEN DOORS COLNE	11	4	36.4%	7	63.6%	0	0.0%	11	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	MENTAL HEALTH AWARENESS (LEVEL 1 AWARD) WOMENS CENTRE BURNLEY	9	0	0.0%	9	100.0%	1	11.1%	8	88.9%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	PRE APPRENTICESHIP PROGRAMME	62	34	54.8%	28	45.2%	10	16.1%	51	82.3%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	TRAIN THE TRAINER - INNOVATION B	4	3	75.0%	1	25.0%	0	0.0%	4	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	YOUTH WORK LEVEL 2 AWARD (LINKBRIDGE BURNLEY)	4	2	50.0%	2	50.0%	0	0.0%	4	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	FOUNDATION LEARNING COMMUN	YOUTH WORK LEVEL 2 AWARD (GLOBE CENTRE)	18	10	55.6%	8	44.4%	1	5.6%	16	88.9%	1	5.6%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	HOSPITALITY AND CATERING	ESSENTIALS OF CATERING BIAB	50	19	38.0%	31	62.0%	15	30.0%	32	64.0%	3	6.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	HOSPITALITY AND CATERING	FOOD PRODUCTION & COOKING DIPLOMA NVQ L2	6	5	83.3%	1	16.7%	0	0.0%	6	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	HOSPITALITY AND CATERING	FOOD SAFETY AWARD LEVEL 2 CIEH	31	9	29.0%	22	71.0%	8	25.8%	19	61.3%	4	12.9%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	HOSPITALITY AND CATERING	FOOD SAFETY AWARD LEVEL 2 CIEH FOR ADULTS	34	9	26.5%	25	73.5%	0	0.0%	33	97.1%	1	2.9%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	HOSPITALITY AND CATERING	HEALTHIER FOOD AND SPECIAL DIETS AWARD LEVEL 2 (WORK PLACED)	28	2	7.1%	26	92.9%	3	10.7%	13	46.4%	10	35.7%	4	14.3%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	HOSPITALITY AND CATERING	HOSPITALITY INDUSTRY INTRODUCTION ENTRY LEVEL CERTIFICATE	2	2	100.0%	0	0.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	HOSPITALITY AND CATERING	NUTRITION & HEALTH AWARD LEVEL 1 NCFE	32	14	43.8%	18	56.3%	14	43.8%	16	50.0%	2	6.3%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	HOSPITALITY AND CATERING	PROFESSIONAL COOKERY LEVEL 3 C&G NVQ DIPLOMA	3	3	100.0%	0	0.0%	0	0.0%	3	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	HOSPITALITY AND CATERING	PROFESSIONAL COOKERY DIPLOMA VRQ LEVEL 1	15	7	46.7%	8	53.3%	1	6.7%	13	86.7%	1	6.7%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	HOSPITALITY AND CATERING	PROFESSIONAL COOKERY L2 DIPLOMA VRQ	9	6	66.7%	3	33.3%	0	0.0%	9	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	HOSPITALITY AND CATERING	PROFESSIONAL COOKERY NVQ DIPLOMA LEVEL 2	6	3	50.0%	3	50.0%	1	16.7%	5	83.3%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	HOSPITALITY AND CATERING	PROFESSIONAL FOOD AND BEVERAGE SERVICE CERTIFICATE LEVEL 1	8	4	50.0%	4	50.0%	0	0.0%	8	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	LAND TRANSPORT	ASSESSING VOCATIONAL ACHIEVEMENT CERTIFICATE	3	0	0.0%	3	100.0%	1	33.3%	2	66.7%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	LAND TRANSPORT	ASSESSING VOCATIONAL RELATED ACHIEVEMENT AWARD (STAFF)	10	4	40.0%	6	60.0%	0	0.0%	10	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	LAND TRANSPORT	CERTIFICATE IN ASSESSING VOCATIONAL ACHIEVEMENT (FOR ROLLOVERS ONLY)	3	0	0.0%	3	100.0%	0	0.0%	3	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	LAND TRANSPORT	CUSTOMER SERVICE CERTIFICATE LEVEL 2	45	28	62.2%	17	37.8%	8	17.8%	16	35.6%	21	46.7%	1	2.2%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	LAND TRANSPORT	CUSTOMER SERVICE CERTIFICATE LEVEL 2 (16 - 18 STUDENTS ONLY)	20	3	15.0%	17	85.0%	1	5.0%	18	90.0%	1	5.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	LAND TRANSPORT	DRIVING ACADEMY - Award in Employability Skills	95	93	97.9%	2	2.1%	5	5.3%	83	87.4%	4	4.2%	1	1.1%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	LAND TRANSPORT	DRIVING ACADEMY - CERTIFICATE IN CUSTOMER SERVICE	93	91	97.8%	2	2.2%	5	5.4%	84	90.3%	2	2.2%	1	1.1%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	LAND TRANSPORT	DRIVING ACADEMY - COMM TRAN. PROVIDE A SERVICE FOR PASSENGERS WHO REQUIRE ASSISTAN	8	8	100.0%	0	0.0%	0	0.0%	8	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	LAND TRANSPORT	DRIVING ACADEMY - COMMUNITY TRANSPORT DEAL WITH EMERGENCIES	8	8	100.0%	0	0.0%	0	0.0%	8	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	LAND TRANSPORT	DRIVING ACADEMY - COMMUNITY TRANSPORT PLAN ROUTES IN PRT	8	8	100.0%	0	0.0%	0	0.0%	8	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	LAND TRANSPORT	DRIVING ACADEMY - DRIVE COMMUNITY TRANSPORT VEHICLES SAFELY AND EFFICIENTLY	9	9	100.0%	0	0.0%	0	0.0%	9	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	LAND TRANSPORT	DRIVING ACADEMY - DRIVE THE VAN SAFELY AND EFFICIENTLY (QCF UNIT)	57	50	87.7%	7	12.3%	9	15.8%	46	80.7%	2	3.5%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	LAND TRANSPORT	DRIVING ACADEMY - HEALTH & SAFETY AND BANKSMAN	134	126	94.0%	8	6.0%	13	9.7%	114	85.1%	4	3.0%	1	0.7%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	LAND TRANSPORT	DRIVING ACADEMY - MANOEUVRE THE RIGID VEHICLE IN RESTRICTED SPACES	80	79	98.8%	1	1.3%	4	5.0%	71	88.8%	2	2.5%	1	1.3%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	LAND TRANSPORT	DRIVING ACADEMY - MANOEUVRE THE VAN IN RESTRICTED SPACES	57	50	87.7%	7	12.3%	9	15.8%	46	80.7%	2	3.5%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	LAND TRANSPORT	DRIVING ACADEMY - Plan the route and timings for the collection and delivery of goods	132	124	93.9%	8	6.1%	13	9.8%	112	84.8%	4	3.0%	1	0.8%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	LAND TRANSPORT	DRIVING ACADEMY - QCF UNIT DRIVING THE RIGID VEHICLE IN A SAFE AND EFFICIENT MANNER	79	78	98.7%	1	1.3%	4	5.1%	70	88.6%	2	2.5%	1	1.3%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	LAND TRANSPORT	EMPLOYABILITY SKILLS AWARD LEVEL 1	45	28	62.2%	17	37.8%	8	17.8%	16	35.6%	21	46.7%	1	2.2%



Appendix 1 - LR Enrolments by team

FacName	College Level Name	Course Name	Total	Male		Female		Asian Heritage		British		Other		Not Known	
				Numer	Percent	Numer	Percent	Numer	Percent	Numer	Percent	Numer	Percent	Numer	Percent
BUSINESS SOLUTIONS PATHWAYS TO WORK H	LAND TRANSPORT	EQUALITY & DIVERSITY AWARD L2	27	13	48.1%	14	51.9%	0	0.0%	25	92.6%	2	7.4%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	LAND TRANSPORT	MIDAS ACCESSIBLE	8	8	100.0%	0	0.0%	0	0.0%	8	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	WORKSKILLS	ADVICE AND GUIDANCE LEVEL 3	23	16	69.6%	7	30.4%	3	13.0%	19	82.6%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	WORKSKILLS	ADVICE AND GUIDANCE L3	2	1	50.0%	1	50.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	WORKSKILLS	CUSTOMER SERVICE CERTIFICATE LEVEL 2	301	145	48.2%	156	51.8%	26	8.6%	261	86.7%	13	4.3%	2	0.7%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	WORKSKILLS	EMERGENCY FIRST AID AT WORK EDI LEVEL 2 AWARD	15	9	60.0%	6	40.0%	0	0.0%	15	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	WORKSKILLS	EMPLOYABILITY SKILLS LEVEL 1 AWARD QCF (16-18)	25	4	16.0%	21	84.0%	2	8.0%	21	84.0%	2	8.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	WORKSKILLS	EMPLOYABILITY SKILLS LEVEL 1 AWARD QCF (19+)	157	69	43.9%	88	56.1%	16	10.2%	131	83.4%	11	7.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	WORKSKILLS	FACILITIES MANAGEMENT PRACTICE (QCF) EDEXCEL LEVEL 3 DIPLOMA	3	0	0.0%	3	100.0%	1	33.3%	2	66.7%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	WORKSKILLS	HEALTH AND SOCIAL CARE (ADULTS) EDEXCEL LEVEL 3 DIPLOMA FULL COST - UPGRADE FROM LEV	2	0	0.0%	2	100.0%	0	0.0%	1	50.0%	1	50.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	WORKSKILLS	HEALTH AND SOCIAL CARE (ADULTS) FOR ENGLAND (QCF) EDEXCEL LEVEL 3 DIPLOMA (FULL COST)	27	14	51.9%	13	48.1%	0	0.0%	24	88.9%	1	3.7%	2	7.4%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	WORKSKILLS	HSC EMERGENCY FIRST AID AT WORK (ALR)	79	35	44.3%	44	55.7%	7	8.9%	68	86.1%	3	3.8%	1	1.3%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	WORKSKILLS	MANAGEMENT (QCF) EDEXCEL LEVEL 5 NVQ DIPLOMA	1	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	WORKSKILLS	MANAGEMENT CERTIFICATE EDEXCEL LEVEL 3 NVQ	1	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	WORKSKILLS	PREPARING TO WORK IN ADULT SOCIAL CARE LEVEL 1 AWARD	147	54	36.7%	93	63.3%	13	8.8%	125	85.0%	9	6.1%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H	WORKSKILLS	TEAM LEADING PRINCIPLES CERTIFICATE LEVEL 2	31	19	61.3%	12	38.7%	4	12.9%	26	83.9%	0	0.0%	1	3.2%
CONSTRUCTION TECHNOLOGY AND MOTOR E	BRICKWORK GCO	BRICKWORK - ASCENTIS EVENING COURSE JANUARY	9	9	100.0%	0	0.0%	0	0.0%	9	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	BRICKWORK GCO	BRICKWORK - ASCENTIS EVENING COURSE SEPTEMBER	5	5	100.0%	0	0.0%	2	40.0%	3	60.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	BRICKWORK GCO	BRICKWORK DIPLOMA LEVEL 1 GROUP 1A	11	10	90.9%	1	9.1%	1	9.1%	9	81.8%	1	9.1%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	BRICKWORK GCO	BRICKWORK DIPLOMA LEVEL 1 GROUP 1B	7	7	100.0%	0	0.0%	1	14.3%	6	85.7%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	BRICKWORK GCO	BRICKWORK DIPLOMA LEVEL 2	11	10	90.9%	1	9.1%	0	0.0%	11	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	BRICKWORK GCO	BRICKWORK DIPLOMA LEVEL 3	7	7	100.0%	0	0.0%	0	0.0%	7	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	BRICKWORK GCO	CONSTRUCTION HEALTH & SAFETY CSCS COURSE	27	26	96.3%	1	3.7%	0	0.0%	27	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	BRICKWORK GCO	CONSTRUCTION HEALTH & SAFETY CSCS COURSE - BANKTOP	7	7	100.0%	0	0.0%	0	0.0%	5	71.4%	2	28.6%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	BRICKWORK GCO	CONSTRUCTION HEALTH & SAFETY CSCS COURSE - BOOTSTRAP	9	9	100.0%	0	0.0%	0	0.0%	9	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	BRICKWORK GCO	CONSTRUCTION HEALTH & SAFETY CSCS COURSE - LINKBRIDGE	10	9	90.0%	1	10.0%	0	0.0%	9	90.0%	1	10.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	BRICKWORK GCO	GENERAL CONSTRUCTION OPERATIONS DIPLOMA LEVEL 1	5	5	100.0%	0	0.0%	1	20.0%	4	80.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	BRICKWORK GCO	GENERAL CONSTRUCTION OPERATIONS DIPLOMA LEVEL 2	7	7	100.0%	0	0.0%	2	28.6%	5	71.4%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	BRICKWORK GCO	INTRODUCTION TO A CAREER IN BRICKWORK JANUARY	4	4	100.0%	0	0.0%	0	0.0%	4	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	BRICKWORK GCO	PREPARATION FOR A CAREER IN GCO	28	28	100.0%	0	0.0%	3	10.7%	24	85.7%	1	3.6%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	FLOOR COVERING	FLOORCOVERING - ASCENTIS EVENING COURSE JANUARY	12	11	91.7%	1	8.3%	2	16.7%	10	83.3%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	FLOOR COVERING	FLOORCOVERING - ASCENTIS EVENING COURSE JANUARY LEVEL 1	2	2	100.0%	0	0.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	FLOOR COVERING	FLOORCOVERING - ASCENTIS EVENING COURSE SEPTEMBER	4	4	100.0%	0	0.0%	0	0.0%	4	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	FLOOR COVERING	FLOORCOVERING - ASCENTIS EVENING COURSE SEPTEMBER LEVEL 1	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	FLOOR COVERING	FLOORCOVERING DIPLOMA YEAR 2	3	3	100.0%	0	0.0%	1	33.3%	2	66.7%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	FLOOR COVERING	FLOORCOVERING YEAR 1	4	4	100.0%	0	0.0%	0	0.0%	4	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	FLOOR COVERING	FLOORCOVERING YEAR 1 ADULTS	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	FLOOR COVERING	INTRODUCTION TO A CAREER IN FLOORCOVERING	4	4	100.0%	0	0.0%	0	0.0%	4	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	MOTOR ENGINEERING	AUTO ELECTRICAL AND MOBILE ELECTRICAL PRINCIPLES DIPLOMA LEVEL 3	10	10	100.0%	0	0.0%	1	10.0%	9	90.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	MOTOR ENGINEERING	AUTOMOTIVE REFRIGERANT HANDLING AWARD - AIR CONDITIONING FOR ADULTS	2	2	100.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	MOTOR ENGINEERING	LIGHT VEHICLE MAINTENANCE DIPLOMA LEVEL 3 (PART TIME)	3	3	100.0%	0	0.0%	0	0.0%	3	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	MOTOR ENGINEERING	LIGHT VEHICLE MOTOR ENGINEERING IMI DIPLOMA (AUDI) LEVEL 2	17	16	94.1%	1	5.9%	5	29.4%	12	70.6%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	MOTOR ENGINEERING	LIGHT VEHICLE MOTOR ENGINEERING IMI DIPLOMA LEVEL 1 (AUTO ELECTRICAL)	18	14	77.8%	4	22.2%	4	22.2%	14	77.8%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	MOTOR ENGINEERING	LIGHT VEHICLE MOTOR ENGINEERING IMI DIPLOMA LEVEL 1 (BENTLEY)	13	13	100.0%	0	0.0%	2	15.4%	11	84.6%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	MOTOR ENGINEERING	LIGHT VEHICLE MOTOR ENGINEERING IMI DIPLOMA LEVEL 1 (FORD)	21	20	95.2%	1	4.8%	1	4.8%	20	95.2%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	MOTOR ENGINEERING	LIGHT VEHICLE MOTOR ENGINEERING IMI DIPLOMA LEVEL 2 (AUTO ELECTRICAL)	15	14	93.3%	1	6.7%	4	26.7%	11	73.3%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	MOTOR ENGINEERING	LIGHT VEHICLE MOTOR ENGINEERING IMI DIPLOMA LEVEL 2 (TOYOTA)	16	15	93.8%	1	6.3%	0	0.0%	15	93.8%	1	6.3%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	MOTOR ENGINEERING	MOTOR CYCLE ENGINEERING IMI AWARD LEVEL 1 (KAWASAKI THREE)	2	2	100.0%	0	0.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	MOTOR ENGINEERING	MOTOR CYCLE ENGINEERING IMI AWARD LEVEL 1 (KAWASAKI TWO)	8	7	87.5%	1	12.5%	0	0.0%	8	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	MOTOR ENGINEERING	MOTOR CYCLE ENGINEERING IMI AWARD LEVEL 1 ( KAWASAKI ONE)	8	8	100.0%	0	0.0%	0	0.0%	8	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	MOTOR ENGINEERING	MOTOR CYCLE ENGINEERING IMI DIPLOMA LEVEL 1 (YAMAHA)	12	11	91.7%	1	8.3%	0	0.0%	12	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	MOTOR ENGINEERING	MOTOR CYCLE ENGINEERING IMI DIPLOMA LEVEL 2 (HONDA)	7	7	100.0%	0	0.0%	0	0.0%	6	85.7%	1	14.3%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	MOTOR ENGINEERING	MOTOR ENGINEERING IMI DIPLOMA IN VEHICLE MAINTENANCE (ENTRY 3)	11	11	100.0%	0	0.0%	4	36.4%	6	54.5%	1	9.1%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	MOTOR ENGINEERING	MOTOR VEHICLE TECH CERT IMI DIPLOMA LEVEL 3 (BMW)	10	8	80.0%	2	20.0%	4	40.0%	5	50.0%	1	10.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	MOTOR ENGINEERING	MOTOR VEHICLE TECH CERT IMI LEVEL 3 (MERCEDES)	11	10	90.9%	1	9.1%	2	18.2%	8	72.7%	1	9.1%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	MOTOR ENGINEERING	VEHICLE MAINTENANCE & REPAIR DIPLOMA LEVEL 1 (JAGUAR)	16	13	81.3%	3	18.8%	1	6.3%	14	87.5%	0	0.0%	1	6.3%
CONSTRUCTION TECHNOLOGY AND MOTOR E	PAINTING AND DECORATING	HAND PAINTED FINISHES	10	0	0.0%	10	100.0%	0	0.0%	10	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	PAINTING AND DECORATING	INTRODUCTION TO A CAREER IN PAINTING AND DECORATING	6	5	83.3%	1	16.7%	0	0.0%	6	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	PAINTING AND DECORATING	PAINTING & DECORATING DIPLOMA YEAR 1 GROUP A	15	8	53.3%	7	46.7%	0	0.0%	15	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	PAINTING AND DECORATING	PAINTING & DECORATING DIPLOMA YEAR 1 GROUP B	14	8	57.1%	6	42.9%	1	7.1%	12	85.7%	1	7.1%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	PAINTING AND DECORATING	PAINTING & DECORATING DIPLOMA YEAR 2	13	6	46.2%	7	53.8%	0	0.0%	13	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	PAINTING AND DECORATING	PAINTING & DECORATING DIPLOMA YEAR 3	9	5	55.6%	4	44.4%	0	0.0%	9	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	PAINTING AND DECORATING	PAINTING AND DECORATING - ASCENTIS EVENING COURSE JANUARY	6	3	50.0%	3	50.0%	0	0.0%	6	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	PAINTING AND DECORATING	PAINTING AND DECORATING - ASCENTIS EVENING COURSE SEPTEMBER	10	7	70.0%	3	30.0%	0	0.0%	9	90.0%	0	0.0%	1	10.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	PLASTERING	INTRODUCTION TO A CAREER IN PLASTERING	6	6	100.0%	0	0.0%	1	16.7%	4	66.7%	1	16.7%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	PLASTERING	PLASTERING - ASCENTIS EVENING COURSE JANUARY	10	9	90.0%	1	10.0%	3	30.0%	7	70.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	PLASTERING	PLASTERING - ASCENTIS EVENING COURSE SEPTEMBER	12	12	100.0%	0	0.0%	0	0.0%	12	100.0%	0	0.0%	0	0.0%

Appendix 1 - LR Enrolments by team

FacName	College Level Name	Course Name	Total	Male		Female		Asian Heritage		British		Other		Not Known	
				Numer	Percent	Numer	Percent	Numer	Percent	Numer	Percent	Numer	Percent	Numer	Percent
CONSTRUCTION TECHNOLOGY AND MOTOR E	PLASTERING	PLASTERING DIPLOMA LEVEL 1 YOUTH	10	10	100.0%	0	0.0%	0	0.0%	10	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	PLASTERING	PLASTERING DIPLOMA LEVEL 2 ADULT	13	12	92.3%	1	7.7%	1	7.7%	12	92.3%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	PLASTERING	PLASTERING DIPLOMA LEVEL 2 YOUTH	8	8	100.0%	0	0.0%	0	0.0%	8	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	PLASTERING	PLASTERING DIPLOMA LEVEL 3	9	9	100.0%	0	0.0%	0	0.0%	9	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	PLUMBING	ACCESS TO BUILDING SERVICES ENGINEERING CERTIFICATE (GROUP A)	8	8	100.0%	0	0.0%	2	25.0%	6	75.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	PLUMBING	ACCESS TO BUILDING SERVICES ENGINEERING CERTIFICATE (GROUP B)	9	8	88.9%	1	11.1%	1	11.1%	8	88.9%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	PLUMBING	INTRODUCTION TO A CAREER IN PLUMBING	17	15	88.2%	2	11.8%	2	11.8%	12	70.6%	1	5.9%	2	11.8%
CONSTRUCTION TECHNOLOGY AND MOTOR E	PLUMBING	PLUMBING CERTIFICATE LEVEL 2 YOUTH	10	10	100.0%	0	0.0%	1	10.0%	9	90.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	PLUMBING	PLUMBING NVQ 2 (ROLL OVERS)	12	12	100.0%	0	0.0%	1	8.3%	11	91.7%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	PLUMBING	PLUMBING TECHNICAL CERTIFICATE LEVEL 3	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	PLUMBING	PLUMBING TECHNICAL CERTIFICATE LEVEL 3 YOUTH	5	5	100.0%	0	0.0%	0	0.0%	5	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	PLUMBING	SMART METERING POWER GROUP 1	9	8	88.9%	1	11.1%	0	0.0%	9	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	PLUMBING	SMART METERING POWER GROUP 2	11	11	100.0%	0	0.0%	2	18.2%	9	81.8%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	WOOD OCCUPATIONS	JOINERY SKILLS FOR HOME MAINTENANCE	17	16	94.1%	1	5.9%	5	29.4%	12	70.6%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	WOOD OCCUPATIONS	WOOD OCCUPATIONS - ASCENTIS EVENING COURSE JANUARY	13	12	92.3%	1	7.7%	3	23.1%	10	76.9%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	WOOD OCCUPATIONS	WOOD OCCUPATIONS - ASCENTIS EVENING COURSE SEPTEMBER	8	6	75.0%	2	25.0%	1	12.5%	6	75.0%	0	0.0%	1	12.5%
CONSTRUCTION TECHNOLOGY AND MOTOR E	WOOD OCCUPATIONS	WOOD OCCUPATIONS DIPLOMA LEVEL 1 GROUP 1A	11	8	72.7%	3	27.3%	0	0.0%	11	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	WOOD OCCUPATIONS	WOOD OCCUPATIONS DIPLOMA LEVEL 1 GROUP 1A ADULTS	1	1	100.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	WOOD OCCUPATIONS	WOOD OCCUPATIONS DIPLOMA LEVEL 1 GROUP 1B	9	9	100.0%	0	0.0%	0	0.0%	8	88.9%	1	11.1%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	WOOD OCCUPATIONS	WOOD OCCUPATIONS DIPLOMA LEVEL 2 GROUP 2A	7	7	100.0%	0	0.0%	0	0.0%	7	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	WOOD OCCUPATIONS	WOOD OCCUPATIONS DIPLOMA LEVEL 2 GROUP 2B	7	5	71.4%	2	28.6%	0	0.0%	7	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR E	WOOD OCCUPATIONS	WOOD OCCUPATIONS DIPLOMA LEVEL 3 GROUP 3B	9	9	100.0%	0	0.0%	1	11.1%	8	88.9%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	ADMIN BUSINESS AND MANAGEME	90-CREDIT DIPLOMA IN BUSINESS	2	1	50.0%	1	50.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	ADMIN BUSINESS AND MANAGEME	ADMINISTRATION CERTIFICATE LEVEL 2	8	6	75.0%	2	25.0%	3	37.5%	5	62.5%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	ADMIN BUSINESS AND MANAGEME	ADMINISTRATION DIPLOMA LEVEL 1	2	0	0.0%	2	100.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	ADMIN BUSINESS AND MANAGEME	ADMINISTRATION DIPLOMA LEVEL 2	12	4	33.3%	8	66.7%	3	25.0%	9	75.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	ADMIN BUSINESS AND MANAGEME	ADMINISTRATION DIPLOMA LEVEL 3	3	1	33.3%	2	66.7%	0	0.0%	3	100.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	ADMIN BUSINESS AND MANAGEME	BUSINESS EXTENDED DIPLOMA LEVEL 3	7	3	42.9%	4	57.1%	3	42.9%	4	57.1%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	ADMIN BUSINESS AND MANAGEME	ENTERPRISE AND ENTREPRENEURSHIP DIPLOMA LEVEL 3	1	1	100.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	ADMIN BUSINESS AND MANAGEME	FIRST STAGES TO ENTERPRISE CERTIFICATE LEVEL 2 OCNR 19YRS +	3	1	33.3%	2	66.7%	0	0.0%	3	100.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	ADMIN BUSINESS AND MANAGEME	MANAGEMENT DIPLOMA CMI LEVEL 5	9	4	44.4%	5	55.6%	1	11.1%	7	77.8%	1	11.1%	0	0.0%
CREATIVE CARE AND BUSINESS	ADMIN BUSINESS AND MANAGEME	UNDERSTANDING ENTERPRISE AND ENTREPRENEURSHIP DIPLOMA LEVEL 2	2	2	100.0%	0	0.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	BEAUTY THERAPY AND HOLISTICS	BEAUTY THERAPY DIPLOMA LEVEL 2 C&G (EVENING)	16	0	0.0%	16	100.0%	2	12.5%	14	87.5%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	BEAUTY THERAPY AND HOLISTICS	BEAUTY THERAPY NVQ DIPLOMA LEVEL 2A	16	1	6.3%	15	93.8%	1	6.3%	14	87.5%	1	6.3%	0	0.0%
CREATIVE CARE AND BUSINESS	BEAUTY THERAPY AND HOLISTICS	BEAUTY THERAPY NVQ DIPLOMA LEVEL 2B	18	0	0.0%	18	100.0%	1	5.6%	16	88.9%	0	0.0%	1	5.6%
CREATIVE CARE AND BUSINESS	BEAUTY THERAPY AND HOLISTICS	BEAUTY THERAPY NVQ DIPLOMA LEVEL 2C (ROLLOVER STUDENTS ONLY)	1	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	BEAUTY THERAPY AND HOLISTICS	BEAUTY THERAPY NVQ LEVEL 3	17	1	5.9%	16	94.1%	1	5.9%	16	94.1%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	BEAUTY THERAPY AND HOLISTICS	BODY MASSAGE AWARD LEVEL 3	4	0	0.0%	4	100.0%	0	0.0%	4	100.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	BEAUTY THERAPY AND HOLISTICS	HAIR & BEAUTY STUDIES INTRODUCTORY DIPLOMA LEVEL 1 1A	7	0	0.0%	7	100.0%	0	0.0%	7	100.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	BEAUTY THERAPY AND HOLISTICS	MANICURE CERTIFICATE LEVEL 2	22	0	0.0%	22	100.0%	0	0.0%	21	95.5%	1	4.5%	0	0.0%
CREATIVE CARE AND BUSINESS	BEAUTY THERAPY AND HOLISTICS	NAIL ART AWARD LEVEL 2	46	0	0.0%	46	100.0%	17	37.0%	27	58.7%	2	4.3%	0	0.0%
CREATIVE CARE AND BUSINESS	BEAUTY THERAPY AND HOLISTICS	NAIL SERVICES NVQ LEVEL 2	12	0	0.0%	12	100.0%	0	0.0%	12	100.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	BEAUTY THERAPY AND HOLISTICS	NAIL TECHNOLOGIES VRQ LEVEL 3	15	0	0.0%	15	100.0%	1	6.7%	14	93.3%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	BEAUTY THERAPY AND HOLISTICS	NAIL TECHNOLOGY AWARD LEVEL 2	34	0	0.0%	34	100.0%	0	0.0%	34	100.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	BEAUTY THERAPY AND HOLISTICS	NAIL TECHNOLOGY CERTIFICATE LEVEL 2	13	0	0.0%	13	100.0%	0	0.0%	12	92.3%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	BEAUTY THERAPY AND HOLISTICS	STONES THERAPY AWARD LEVEL 3	4	0	0.0%	4	100.0%	0	0.0%	4	100.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	CARE AND HEALTH	EMERGENCY FIRST AID AT WORK FOR LEARNERS ON ACTIVE BENEFITS	26	8	30.8%	18	69.2%	0	0.0%	25	96.2%	1	3.8%	0	0.0%
CREATIVE CARE AND BUSINESS	CARE AND HEALTH	HEALTH & SOCIAL CARE EXTENDED DIPLOMA EDEXCEL LEVEL 3	21	2	9.5%	19	90.5%	2	9.5%	19	90.5%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	CARE AND HEALTH	HEALTH AND SOCIAL CARE DIPLOMA LEVEL 2	1	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	COMPUTING	ICT NATIONAL CERTIFICATE OCR LEVEL 1	13	11	84.6%	2	15.4%	2	15.4%	10	76.9%	1	7.7%	0	0.0%
CREATIVE CARE AND BUSINESS	COMPUTING	IT DIPLOMA BTEC LEVEL 2	15	12	80.0%	3	20.0%	5	33.3%	9	60.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	COMPUTING	IT EXTENDED DIPLOMA LEVEL 3 (SOFTWARE DEVELOPMENT)	20	19	95.0%	1	5.0%	5	25.0%	12	60.0%	3	15.0%	0	0.0%
CREATIVE CARE AND BUSINESS	COMPUTING	IT EXTENDED DIPLOMA LEVEL 3 (SOFTWARE DEVELOPMENT) YEAR 1 GROUP B	2	2	100.0%	0	0.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	COMPUTING	IT EXTENDED DIPLOMA LEVEL 3 (SOFTWARE DEVELOPMENT) YEAR 2	19	16	84.2%	3	15.8%	4	21.1%	14	73.7%	0	0.0%	1	5.3%
CREATIVE CARE AND BUSINESS	EARLY YEARS	CHILDRENS CARE LEARNING AND DEVELOPMENT LEVEL 2	17	0	0.0%	17	100.0%	1	5.9%	16	94.1%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	EARLY YEARS	CHILDRENS CARE LEARNING AND DEVELOPMENT LEVEL 2 FOR ADULTS	2	0	0.0%	2	100.0%	1	50.0%	1	50.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	EARLY YEARS	CHILDRENS CARE LEARNING AND DEVELOPMENT LEVEL 3 1A FOR ADULTS	2	0	0.0%	2	100.0%	1	50.0%	1	50.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	EARLY YEARS	CHILDRENS CARE LEARNING AND DEVELOPMENT DIPLOMA LEVEL 3 YR 1A	18	1	5.6%	17	94.4%	6	33.3%	11	61.1%	1	5.6%	0	0.0%
CREATIVE CARE AND BUSINESS	EARLY YEARS	CHILDRENS CARE LEARNING AND DEVELOPMENT DIPLOMA LEVEL 3 YR 1B	17	0	0.0%	17	100.0%	4	23.5%	13	76.5%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	EARLY YEARS	CHILDRENS CARE LEARNING AND DEVELOPMENT DIPLOMA LEVEL 3 YR 2	15	0	0.0%	15	100.0%	3	20.0%	12	80.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	EARLY YEARS	CHILDRENS CARE, LEARNING AND DEVELOPMENT AWARD LEVEL 3	1	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	HAIRDRESSING	BARBERING CERTIFICATE LEVEL 2	21	11	52.4%	10	47.6%	2	9.5%	18	85.7%	1	4.8%	0	0.0%
CREATIVE CARE AND BUSINESS	HAIRDRESSING	BARBERING DIPLOMA LEVEL 2	4	2	50.0%	2	50.0%	1	25.0%	3	75.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	HAIRDRESSING	HAIR & MEDIA MAKE UP DIPLOMA LEVEL 2	10	0	0.0%	10	100.0%	0	0.0%	10	100.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	HAIRDRESSING	HAIR AND BEAUTY STUDIES INTRODUCTORY DIPLOMA C&G GROUP 1B	14	0	0.0%	14	100.0%	0	0.0%	14	100.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	HAIRDRESSING	HAIR SERVICES CERTIFICATE LEVEL 2	3	2	66.7%	1	33.3%	0	0.0%	3	100.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	HAIRDRESSING	HAIRDRESSING C & G CERTIFICATE LEVEL 3	1	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%







Appendix 1 - LR Enrolments by team

FacName	College Level Name	Course Name	Total	Male		Female		Asian Heritage		British		Other		Not Known	
				Numer	Percent	Numer	Percent	Numer	Percent	Numer	Percent	Numer	Percent	Numer	Percent
SUB CONTRACTING	NUTECH	GREEN DEAL DOMESTIC ADVICE DIPLOMA EDI LEVEL 3	14	14	100.0%	0	0.0%	3	21.4%	10	71.4%	1	7.1%	0	0.0%
SUB CONTRACTING	NUTECH	SMART METERING - DUEL FUEL LEVEL 2 DIPLOMA FT	15	15	100.0%	0	0.0%	1	6.7%	14	93.3%	0	0.0%	0	0.0%
SUB CONTRACTING	NUTECH	SMART METERING - DUEL FUEL LEVEL 2 DIPLOMA PT	17	17	100.0%	0	0.0%	1	5.9%	16	94.1%	0	0.0%	0	0.0%
SUB CONTRACTING	NUTECH	SMART METERING POWER LEVEL 2 DIPLOMA	33	33	100.0%	0	0.0%	1	3.0%	31	93.9%	0	0.0%	1	3.0%
TRAINING SUPPORT	TRAINING SUPPORT	CUSTOMER SERVICE CERTIFICATE LEVEL 2	4	2	50.0%	2	50.0%	0	0.0%	4	100.0%	0	0.0%	0	0.0%
TRAINING SUPPORT	TRAINING SUPPORT	CUSTOMER SERVICE CERTIFICATE LEVEL 3 FOR ADULTS	21	5	23.8%	16	76.2%	1	4.8%	20	95.2%	0	0.0%	0	0.0%
			<b>11212</b>	<b>5937</b>	<b>53.0%</b>	<b>5275</b>	<b>47.0%</b>	<b>1100</b>	<b>9.8%</b>	<b>9569</b>	<b>85.3%</b>	<b>463</b>	<b>4.1%</b>	<b>64</b>	<b>0.6%</b>









Appendix 3 - ER enrolments by team

FacName	College Level Name	Course Name	Total	Female		Male		Asian		British		Other		Not Known	
				Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	HOSPITALITY AND CATERING	HOSPITALITY SERVICES LEVEL 2 C&G NVQ DIPLOMA APPRENTICESHIP - APPRENTIC	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	HOSPITALITY AND CATERING	HOSPITALITY SERVICES LEVEL 2 C&G NVQ DIPLOMA APPRENTICESHIP - AWARD IN H	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	HOSPITALITY AND CATERING	HOSPITALITY SERVICES LEVEL 2 C&G NVQ DIPLOMA APPRENTICESHIP - CERTIFICATE	5	1	20.0%	4	80.0%	0	0.0%	5	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	HOSPITALITY AND CATERING	HOSPITALITY SERVICES LEVEL 2 C&G NVQ DIPLOMA APPRENTICESHIP - CERTIFICATE	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	HOSPITALITY AND CATERING	HOSPITALITY SERVICES LEVEL 2 C&G NVQ DIPLOMA APPRENTICESHIP - CG KEYSKILLS	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	HOSPITALITY AND CATERING	HOSPITALITY SERVICES LEVEL 2 C&G NVQ DIPLOMA APPRENTICESHIP - FUNCTIONAL	2	0	0.0%	2	100.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	HOSPITALITY AND CATERING	HOSPITALITY SERVICES LEVEL 2 C&G NVQ DIPLOMA APPRENTICESHIP (ROLL OVERS)	2	2	100.0%	0	0.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	HOSPITALITY AND CATERING	HOSPITALITY SUPERVISION AND LEADERSHIP LEVEL 3 C & G NVQ DIPLOMA APPREN	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	HOSPITALITY AND CATERING	HOSPITALITY SUPERVISION AND LEADERSHIP LEVEL 3 C & G NVQ DIPLOMA APPREN	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	HOSPITALITY AND CATERING	HOSPITALITY SUPERVISION AND LEADERSHIP LEVEL 3 C & G NVQ DIPLOMA APPREN	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	HOSPITALITY AND CATERING	HOSPITALITY SUPERVISION AND LEADERSHIP LEVEL 3 C & G NVQ DIPLOMA APPREN	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	HOSPITALITY AND CATERING	PROFESSIONAL COOKERY C & G NVQ 2 APPRENTICESHIP - FUNCTIONAL SKILLS MAT	4	3	75.0%	1	25.0%	0	0.0%	4	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	HOSPITALITY AND CATERING	PROFESSIONAL COOKERY C & G NVQ 2 APPRENTICESHIP - APPRENTICESHIP-ES - CG	1	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	HOSPITALITY AND CATERING	PROFESSIONAL COOKERY C & G NVQ 2 APPRENTICESHIP - CERTIFICATE IN HOSPITAL	5	3	60.0%	2	40.0%	0	0.0%	5	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	HOSPITALITY AND CATERING	PROFESSIONAL COOKERY C & G NVQ 2 APPRENTICESHIP - CERTIFICATE IN HOSPITAL	4	0	0.0%	4	100.0%	0	0.0%	4	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	HOSPITALITY AND CATERING	PROFESSIONAL COOKERY C & G NVQ 2 APPRENTICESHIP - CG KEYSKILLS COMMUNIC	2	0	0.0%	2	100.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	HOSPITALITY AND CATERING	PROFESSIONAL COOKERY C & G NVQ 2 APPRENTICESHIP - FUNCTIONAL SKILLS ENGL	4	3	75.0%	1	25.0%	0	0.0%	4	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	HOSPITALITY AND CATERING	PROFESSIONAL COOKERY C & G NVQ 2 APPRENTICESHIP (ROLL OVERS)	4	0	0.0%	4	100.0%	0	0.0%	4	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	HOSPITALITY AND CATERING	PROFESSIONAL COOKERY C & G NVQ 2 APPRENTICESHIP (ROLL OVERS) - FUNCTIONA	1	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	HOSPITALITY AND CATERING	PROFESSIONAL COOKERY C & G NVQ 2 APPRENTICESHIP (ROLL OVERS) - FUNCTIONA	1	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	HOSPITALITY AND CATERING	PROFESSIONAL COOKERY C & G NVQ 3 APPRENTICESHIP	6	2	33.3%	4	66.7%	0	0.0%	6	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	HOSPITALITY AND CATERING	PROFESSIONAL COOKERY C & G NVQ 3 APPRENTICESHIP - APPRENTICESHIP-ES - CG	1	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	HOSPITALITY AND CATERING	PROFESSIONAL COOKERY C & G NVQ 3 APPRENTICESHIP - CERTIFICATE IN HOSPITAL	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	HOSPITALITY AND CATERING	PROFESSIONAL COOKERY C & G NVQ 3 APPRENTICESHIP - CERTIFICATE IN HOSPITAL	6	1	16.7%	5	83.3%	0	0.0%	6	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	HOSPITALITY AND CATERING	PROFESSIONAL COOKERY C & G NVQ 3 APPRENTICESHIP - ES - CG KEY SKILLS APPLIC	2	1	50.0%	1	50.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	HOSPITALITY AND CATERING	PROFESSIONAL COOKERY C & G NVQ 3 APPRENTICESHIP - FUNCTIONAL SKILLS ENGL	4	1	25.0%	3	75.0%	0	0.0%	4	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	HOSPITALITY AND CATERING	PROFESSIONAL COOKERY C & G NVQ 3 APPRENTICESHIP - FUNCTIONAL SKILLS MATR	2	0	0.0%	2	100.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	HOSPITALITY AND CATERING	PROFESSIONAL COOKERY C & G NVQ 3 APPRENTICESHIP (ROLL OVERS)	1	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	HOSPITALITY AND CATERING	PROFESSIONAL COOKERY LEVEL 2 C&G NVQ DIPLOMA APPRENTICESHIP - CERTIFICA	1	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	HOSPITALITY AND CATERING	PROFESSIONAL COOKERY NVQ DIPLOMA LEVEL 2	5	3	60.0%	2	40.0%	0	0.0%	5	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	HOSPITALITY AND CATERING	WORK PLACED LEARNING - DIPLOMA IN FOOD PRODUCTION & COOKING NVQ L2	52	46	88.5%	6	11.5%	3	5.8%	44	84.6%	5	9.6%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	HOSPITALITY AND CATERING	WORK PLACED LEARNING - NVQ DIPLOMA IN BEVERAGE SERVICE	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	LAND TRANSPORT	ASSESSING VOCATIONAL ACHIEVEMENT CERTIFICATE (ROLL OVERS)	4	3	75.0%	1	25.0%	0	0.0%	4	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	LAND TRANSPORT	PASSENGER ASSISTANT (SINGLE UNIT FUNDING COURSE) - ACHIEVE EFFECTIVE WOR	4	2	50.0%	2	50.0%	0	0.0%	4	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	LAND TRANSPORT	PASSENGER ASSISTANT (SINGLE UNIT FUNDING COURSE) - DEAL EFFECTIVELY WITH	4	2	50.0%	2	50.0%	0	0.0%	4	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	LAND TRANSPORT	PASSENGER ASSISTANT (SINGLE UNIT FUNDING COURSE) - DEVELOP AND MAINTAIN	4	2	50.0%	2	50.0%	0	0.0%	4	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	LAND TRANSPORT	PASSENGER ASSISTANT (SINGLE UNIT FUNDING COURSE) - PROVIDE PROFESSIONAL	4	2	50.0%	2	50.0%	0	0.0%	4	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	LAND TRANSPORT	PASSENGER CARRYING VEHICLE DRIVING (BUS AND COACH) APPRENTICESHIP	3	1	33.3%	2	66.7%	0	0.0%	3	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	LAND TRANSPORT	PASSENGER CARRYING VEHICLE DRIVING (BUS AND COACH) APPRENTICESHIP - AWA	3	1	33.3%	2	66.7%	0	0.0%	3	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	LAND TRANSPORT	PASSENGER CARRYING VEHICLE DRIVING (BUS AND COACH) APPRENTICESHIP - KEY	6	2	33.3%	4	66.7%	0	0.0%	6	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	LAND TRANSPORT	PASSENGER CARRYING VEHICLE DRIVING (BUS AND COACH) L2 APP (BRIGHTON) - A	28	1	3.6%	27	96.4%	0	0.0%	23	82.1%	5	17.9%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	LAND TRANSPORT	PASSENGER CARRYING VEHICLE DRIVING (BUS AND COACH) L2 APPRENTICESHIP (BF	28	1	3.6%	27	96.4%	0	0.0%	23	82.1%	5	17.9%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	LAND TRANSPORT	PASSENGER CARRYING VEHICLE DRIVING (BUS AND COACH) L2 APPRENTICESHIP (BF	28	1	3.6%	27	96.4%	0	0.0%	23	82.1%	5	17.9%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	LAND TRANSPORT	PASSENGER CARRYING VEHICLE DRIVING (BUS AND COACH) L2 APPRENTICESHIP (BF	28	1	3.6%	27	96.4%	0	0.0%	23	82.1%	5	17.9%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	LAND TRANSPORT	ROAD PASSENGER VEHICLE DRIVING CERTIFICATE (TAXI/PRIVATE HIRE LEVEL 2	92	4	4.3%	88	95.7%	60	65.2%	29	31.5%	3	3.3%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	LAND TRANSPORT	TRAIN TO GAIN - EDI PASSENGER CARRYING VEHICLE DRIVING (COMMUNITY BUS &	19	3	15.8%	16	84.2%	8	42.1%	9	47.4%	1	5.3%	1	5.3%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	LAND TRANSPORT	TRAIN TO GAIN - NVQ DIPLOMA IN PASSENGER CARRYING VEHICLE DRIVING (BUS A	8	1	12.5%	7	87.5%	1	12.5%	7	87.5%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	LAND TRANSPORT	TRAIN TO GAIN - NVQ IN DIRECT TRAINING AND SUPPORT L3	12	2	16.7%	10	83.3%	0	0.0%	12	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	LAND TRANSPORT	TRAIN TO GAIN - NVQ IN LEARNING AND DEVELOPMENT L3	3	2	66.7%	1	33.3%	0	0.0%	3	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	LAND TRANSPORT	TRAIN TO GAIN - PASSENGER CARRYING VEHICLE DRIVING (BUS AND COACH) NVQ	3	1	33.3%	2	66.7%	1	33.3%	2	66.7%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	LAND TRANSPORT	TRAIN TO GAIN - NVQ IN LEARNING AND DEVELOPMENT	3	0	0.0%	3	100.0%	0	0.0%	3	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	LAND TRANSPORT	TRAIN TO GAIN - ROAD PASSENGER TRANSPORT OPERATIONS NVQ L2	4	3	75.0%	1	25.0%	0	0.0%	4	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	LAND TRANSPORT	TRAIN TO GAIN - ROAD PASSENGER VEHICLE DRIVING TAXI/PRIVATE HIRE LEVEL 2 C	2	0	0.0%	2	100.0%	2	100.0%	0	0.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	LAND TRANSPORT	WORK PLACE LEARNING - CONTRACTS - NVQ CERTIFICATE IN ROAD PASSENGER VEH	5	3	60.0%	2	40.0%	0	0.0%	5	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	LAND TRANSPORT	WORK PLACE LEARNING - NVQ CERTIFICATE IN ROAD PASSENGER VEHICLE DRIVING	6	3	50.0%	3	50.0%	0	0.0%	6	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	LAND TRANSPORT	WORK PLACE LEARNING - NVQ CERTIFICATE IN ROAD PASSENGER VEHICLE DRIVING	28	6	21.4%	22	78.6%	1	3.6%	25	89.3%	2	7.1%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	LAND TRANSPORT	WORK PLACE LEARNING - ROAD PASSENGER VEHICLE DRIVING CERTIFICATE (TAXI/P	57	9	15.8%	48	84.2%	3	5.3%	54	94.7%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	LAND TRANSPORT	WORK PLACED LEARNING - CERTIFICATE IN DRIVING GOODS VEHICLES (QCF) L2	3	0	0.0%	3	100.0%	0	0.0%	3	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	LAND TRANSPORT	WORK PLACED LEARNING - NVQ DIPLOMA IN PASSENGER CARRYING VEHICLE DRIV	164	9	5.5%	155	94.5%	7	4.3%	145	88.4%	13	7.9%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	LAND TRANSPORT	WORK PLACED LEARNING - CERTIFICATE IN ASSESSING VOCATIONAL ACHIEVEMENT	4	2	50.0%	2	50.0%	1	25.0%	3	75.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	WORKSKILLS	MANAGEMENT (QCF) EDEXCEL LEVEL 5 NVQ DIPLOMA (FOR TRANSFERS)	6	2	33.3%	4	66.7%	0	0.0%	5	83.3%	1	16.7%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	WORKSKILLS	TEAM LEADING PRINCIPLES CERTIFICATE LEVEL 2	22	4	18.2%	18	81.8%	0	0.0%	22	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	WORKSKILLS	WORK PLACE LEARNING - MANAGEMENT CERTIFICATE NVQ L3 ILM	3	1	33.3%	2	66.7%	0	0.0%	3	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	WORKSKILLS	WORK PLACE LEARNING - NVQ DIPLOMA IN MANAGEMENT	4	3	75.0%	1	25.0%	0	0.0%	4	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	WORKSKILLS	WORK PLACE LEARNING - TEAM LEADING CERTIFICATE NVQ L2 ILM	7	6	85.7%	1	14.3%	0	0.0%	7	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR ENGINEERING	BI HORTICULTURE	HORTICULTURE DIPLOMA L3 APPRENTICESHIP	1	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR ENGINEERING	BI HORTICULTURE	HORTICULTURE DIPLOMA LEVEL 2 (QCF) - APPRENTICESHIP	2	0	0.0%	2	100.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR ENGINEERING	BRICKWORK GCO	BRICKWORK ADVANCED APPRENTICESHIP - DIPLOMA	4	1	25.0%	3	75.0%	0	0.0%	4	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR ENGINEERING	BRICKWORK GCO	BRICKWORK ADVANCED APPRENTICESHIP - NVQ	5	0	0.0%	5	100.0%	0	0.0%	5	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR ENGINEERING	BRICKWORK GCO	BRICKWORK YEAR 1 INTERMEDIATE APPRENTICESHIP GROUP 1A - DIPLOMA	2	0	0.0%	2	100.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%





Appendix 3 - ER enrolments by team

FacName	College Level Name	Course Name	Total	Female		Male		Asian		British		Other		Not Known	
				Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
CONSTRUCTION TECHNOLOGY AND MOTOR ENGINEERING	WOOD OCCUPATIONS	WOOD OCCUPATIONS YEAR 1 INTERMEDIATE APPRENTICESHIP GROUP 1B - DIPLOM	2	0	0.0%	2	100.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR ENGINEERING	WOOD OCCUPATIONS	WOOD OCCUPATIONS YEAR 1 INTERMEDIATE APPRENTICESHIP GROUP 1B - DIPLOM	5	0	0.0%	5	100.0%	0	0.0%	5	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR ENGINEERING	WOOD OCCUPATIONS	WOOD OCCUPATIONS YEAR 1 INTERMEDIATE APPRENTICESHIP GROUP 1B - DIPLOM	7	0	0.0%	7	100.0%	0	0.0%	7	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR ENGINEERING	WOOD OCCUPATIONS	WOOD OCCUPATIONS YEAR 1 INTERMEDIATE APPRENTICESHIP GROUP 1B - NVQ DI	9	0	0.0%	9	100.0%	0	0.0%	9	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR ENGINEERING	WOOD OCCUPATIONS	WOOD OCCUPATIONS YEAR 2 INTERMEDIATE APPRENTICESHIP GROUP 2A - DIPLOM	2	0	0.0%	2	100.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR ENGINEERING	WOOD OCCUPATIONS	WOOD OCCUPATIONS YEAR 2 INTERMEDIATE APPRENTICESHIP GROUP 2A - DIPLOM	2	0	0.0%	2	100.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR ENGINEERING	WOOD OCCUPATIONS	WOOD OCCUPATIONS YEAR 2 INTERMEDIATE APPRENTICESHIP GROUP 2A - NVC	7	0	0.0%	7	100.0%	0	0.0%	7	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR ENGINEERING	WOOD OCCUPATIONS	WOOD OCCUPATIONS YEAR 2 INTERMEDIATE APPRENTICESHIP GROUP 2B - DIPLOM	2	0	0.0%	2	100.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR ENGINEERING	WOOD OCCUPATIONS	WOOD OCCUPATIONS YEAR 2 INTERMEDIATE APPRENTICESHIP GROUP 2B - DIPLOM	1	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR ENGINEERING	WOOD OCCUPATIONS	WOOD OCCUPATIONS YEAR 2 INTERMEDIATE APPRENTICESHIP GROUP 2B - NVC	4	0	0.0%	4	100.0%	0	0.0%	4	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR ENGINEERING	WOOD OCCUPATIONS	WOOD OCCUPATIONS YEAR 2 INTERMEDIATE APPRENTICESHIP GROUP 2B - NVQ DI	1	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	BEAUTY THERAPY AND HOLISTICS	BEAUTY THERAPY C&G NVQ 2 APPRENTICESHIP	3	3	100.0%	0	0.0%	0	0.0%	3	100.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	BEAUTY THERAPY AND HOLISTICS	BEAUTY THERAPY C&G NVQ 2 APPRENTICESHIP - FUNCTIONAL SKILLS QUALIFICATIO	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	BEAUTY THERAPY AND HOLISTICS	BEAUTY THERAPY C&G NVQ 2 APPRENTICESHIP - FUNCTIONAL SKILLS QUALIFICATIO	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	BEAUTY THERAPY AND HOLISTICS	BEAUTY THERAPY NVQ L3 C & G - APPRENTICESHIP	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	BEAUTY THERAPY AND HOLISTICS	BEAUTY THERAPY NVQ L3 C & G - APPRENTICESHIP - ARC TUTORIAL	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	BEAUTY THERAPY AND HOLISTICS	BEAUTY THERAPY NVQ LEVEL 3 - APPRENTICESHIP	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	BEAUTY THERAPY AND HOLISTICS	BEAUTY THERAPY NVQ LEVEL 3	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	CARE AND HEALTH	CERTIFICATE FOR THE CHILDREN AND YOUNG PEOPLE'S WORKFORCE - LEVEL 2 APP	6	6	100.0%	0	0.0%	0	0.0%	6	100.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	CARE AND HEALTH	CERTIFICATE FOR THE CHILDREN AND YOUNG PEOPLE'S WORKFORCE - LEVEL 2 APP	3	3	100.0%	0	0.0%	0	0.0%	3	100.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	CARE AND HEALTH	CHILDREN AND YOUNG PEOPLE'S WORKFORCE DIPLOMA LEVEL 3 APP (ROLL OVERS)	5	5	100.0%	0	0.0%	0	0.0%	5	100.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	CARE AND HEALTH	CHILDREN AND YOUNG PEOPLE'S WORKFORCE DIPLOMA LEVEL 3 APP (ROLL OVERS)	3	3	100.0%	0	0.0%	0	0.0%	3	100.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	CARE AND HEALTH	HEALTH AND SOCIAL CARE APPRENTICESHIP ADULTS - CERTIFICATE IN PREPARING	9	6	66.7%	3	33.3%	1	11.1%	8	88.9%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	CARE AND HEALTH	HEALTH AND SOCIAL CARE APPRENTICESHIP ADULTS - EMPLOYER RIGHTS & RESPON	3	1	33.3%	2	66.7%	0	0.0%	3	100.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	CARE AND HEALTH	HEALTH AND SOCIAL CARE APPRENTICESHIP ADULTS (ROLL OVERS)	9	6	66.7%	3	33.3%	1	11.1%	8	88.9%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	CARE AND HEALTH	HEALTHCARE SUPPORT SERVICES CERTIFICATE LEVEL 2 APP (ROLL OVERS)	3	0	0.0%	3	100.0%	0	0.0%	3	100.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	CARE AND HEALTH	INFORMATION TECHNOLOGY (LEVEL 1)- KEY SKILLS - APPRENTICESHIP	4	4	100.0%	0	0.0%	0	0.0%	4	100.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	CARE AND HEALTH	INFORMATION TECHNOLOGY (LEVEL 2)- KEY SKILLS - APPRENTICESHIP	3	2	66.7%	1	33.3%	0	0.0%	3	100.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	CARE AND HEALTH	TRAIN TO GAIN - DIPLOMA IN HEALTH AND SOCIAL CARE L2 (ADULTS) FOR ENGLAND	2	2	100.0%	0	0.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	CARE AND HEALTH	TRAIN TO GAIN - EDEXCEL NVQ 3 IN HEALTH AND SOCIAL CARE (ADULTS)	1	1	100.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	CARE AND HEALTH	TRAIN TO GAIN - DIPLOMA IN HEALTH AND SOCIAL CARE L3 (ADULTS) FOR ENGLAND	3	3	100.0%	0	0.0%	1	33.3%	2	66.7%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	CARE AND HEALTH	WORK PLACED LEARNING - DIPLOMA FOR THE CHILDREN AND YOUNG PEOPLE'S WORK	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	CARE AND HEALTH	WORK PLACED LEARNING - HEALTH AND SOCIAL CARE DIPLOMA LEVEL 2 EDEXCEL (R	1	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%
CREATIVE CARE AND BUSINESS	EARLY YEARS	TRAIN TO GAIN - CERTIFICATE FOR THE CHILDREN AND YOUNG PEOPLE'S WORKFO	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	EARLY YEARS	TRAIN TO GAIN - DIPLOMA FOR THE CHILDREN AND YOUNG PEOPLE'S WORKFORCE	8	8	100.0%	0	0.0%	0	0.0%	7	87.5%	1	12.5%	0	0.0%
CREATIVE CARE AND BUSINESS	HAIRDRESSING	HAIRDRESSING C & G NVQ LEVEL 2 APPRENTICESHIP	11	9	81.8%	2	18.2%	1	9.1%	10	90.9%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	HAIRDRESSING	HAIRDRESSING C & G NVQ LEVEL 2 APPRENTICESHIP - ES - CG KEY SKILLS APPLICATI	2	2	100.0%	0	0.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	HAIRDRESSING	HAIRDRESSING C & G NVQ LEVEL 2 APPRENTICESHIP - ES - CG KEY SKILLS COMMUN	2	2	100.0%	0	0.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	HAIRDRESSING	HAIRDRESSING C & G NVQ LEVEL 2 APPRENTICESHIP - FUNCTIONAL SKILLS QUALIFI	3	2	66.7%	1	33.3%	0	0.0%	3	100.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	HAIRDRESSING	HAIRDRESSING C & G NVQ LEVEL 2 APPRENTICESHIP - FUNCTIONAL SKILLS QUALIFI	2	1	50.0%	1	50.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	HAIRDRESSING	HAIRDRESSING C & G NVQ LEVEL 2 APPRENTICESHIP YEAR 2	12	12	100.0%	0	0.0%	1	8.3%	11	91.7%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	HAIRDRESSING	HAIRDRESSING DIPLOMA C&G LEVEL 3 APPRENTICESHIP	15	15	100.0%	0	0.0%	0	0.0%	15	100.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	HAIRDRESSING	HAIRDRESSING DIPLOMA C&G LEVEL 3 APPRENTICESHIP - ARC TUTORIAL	4	4	100.0%	0	0.0%	0	0.0%	4	100.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	HAIRDRESSING	HAIRDRESSING DIPLOMA C&G LEVEL 3 APPRENTICESHIP - CG KEYSKILLS APPLICATIO	3	3	100.0%	0	0.0%	0	0.0%	3	100.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	HAIRDRESSING	HAIRDRESSING DIPLOMA C&G LEVEL 3 APPRENTICESHIP - CG KEYSKILLS COMMUNIC	3	3	100.0%	0	0.0%	0	0.0%	3	100.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	HAIRDRESSING	HAIRDRESSING DIPLOMA C&G LEVEL 3 APPRENTICESHIP YEAR 2	7	7	100.0%	0	0.0%	0	0.0%	7	100.0%	0	0.0%	0	0.0%
HIGHER EDUCATION AND PROFESSIONAL DEVELOPMENT	FINANCE	ACCOUNTING LEVEL 4 AAT APPRENTICESHIP - DIPLOMA IN ACCOUNTING	2	2	100.0%	0	0.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
HIGHER EDUCATION AND PROFESSIONAL DEVELOPMENT	FINANCE	ACCOUNTING TECHNICIANS CERTIFICATE AAT LEVEL 2 APPRENTICI	8	2	25.0%	6	75.0%	1	12.5%	7	87.5%	0	0.0%	0	0.0%
HIGHER EDUCATION AND PROFESSIONAL DEVELOPMENT	FINANCE	ACCOUNTING TECHNICIANS CERTIFICATE AAT LEVEL 2 APPRENTICE - ARC TUTORIA	2	0	0.0%	2	100.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
HIGHER EDUCATION AND PROFESSIONAL DEVELOPMENT	FINANCE	ACCOUNTING TECHNICIANS CERTIFICATE AAT LEVEL 3 ADVANCED APPRENTICI	5	2	40.0%	3	60.0%	1	20.0%	4	80.0%	0	0.0%	0	0.0%
HIGHER EDUCATION AND PROFESSIONAL DEVELOPMENT	TEACHER EDUCATION HE	SUPPORTING TEACHING & LEARNING IN SCHOOLS - ADVANCED APPRENTICESHIP	2	1	50.0%	1	50.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
HIGHER EDUCATION AND PROFESSIONAL DEVELOPMENT	TEACHER EDUCATION HE	SUPPORTING TEACHING & LEARNING IN SCHOOLS - APPRENTICESHIP	4	3	75.0%	1	25.0%	0	0.0%	4	100.0%	0	0.0%	0	0.0%
HIGHER EDUCATION AND PROFESSIONAL DEVELOPMENT	TEACHER EDUCATION HE	TRAIN TO GAIN - CERTIFICATE IN SUPPORTING TEACHING AND LEARNING IN SCHO	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
HIGHER EDUCATION AND PROFESSIONAL DEVELOPMENT	TEACHER EDUCATION HE	TRAIN TO GAIN - DIPLOMA IN SPECIALIST SUPPORT FOR TEACHING AND LEARNING I	6	5	83.3%	1	16.7%	0	0.0%	6	100.0%	0	0.0%	0	0.0%
SPORTS AND LEISURE	SPORT AND ACTIVE LEISURE	ACTIVE LEISURE AND LEARNING APPRENTICESHIP - AWARD IN EMPLOYMENT AWA	2	2	100.0%	0	0.0%	0	0.0%	1	50.0%	1	50.0%	0	0.0%
SPORTS AND LEISURE	SPORT AND ACTIVE LEISURE	ACTIVE LEISURE AND LEARNING APPRENTICESHIP - CERTIFICATE IN FITNESS INSTRUC	3	3	100.0%	0	0.0%	0	0.0%	2	66.7%	1	33.3%	0	0.0%
SPORTS AND LEISURE	SPORT AND ACTIVE LEISURE	ACTIVE LEISURE AND LEARNING APPRENTICESHIP - EMPLOYMENT AWARENESS AWA	1	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
SPORTS AND LEISURE	SPORT AND ACTIVE LEISURE	ACTIVE LEISURE AND LEARNING APPRENTICESHIP - FITNESS	4	3	75.0%	1	25.0%	0	0.0%	3	75.0%	1	25.0%	0	0.0%
SPORTS AND LEISURE	SPORT AND ACTIVE LEISURE	ACTIVE LEISURE AND LEARNING APPRENTICESHIP - FITNESS 10/11	1	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
SPORTS AND LEISURE	SPORT AND ACTIVE LEISURE	ACTIVE LEISURE AND LEARNING APPRENTICESHIP - FITNESS 10/11 - AWARD IN EMP	1	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
SPORTS AND LEISURE	SPORT AND ACTIVE LEISURE	ACTIVE LEISURE AND LEARNING APPRENTICESHIP - FITNESS 10/11 - AWARD IN LEAD	1	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
SPORTS AND LEISURE	SPORT AND ACTIVE LEISURE	ACTIVE LEISURE AND LEARNING APPRENTICESHIP - FITNESS 10/11 - CERTIFICATE IN	1	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
SPORTS AND LEISURE	SPORT AND ACTIVE LEISURE	ACTIVE LEISURE AND LEARNING APPRENTICESHIP - PERSONAL TRAINING CERTIFICAT	1	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
SPORTS AND LEISURE	SPORT AND ACTIVE LEISURE	ACTIVE LEISURE AND LEARNING APPRENTICESHIP - PERSONAL TRAINING NVC	1	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
SUB CONTRACTING	FOCUS TRAINING	FOCUS TRAINING - NVQ IN INSTRUCTING EXERCISE AND FITNESS (QCF	6	3	50.0%	3	50.0%	1	16.7%	4	66.7%	1	16.7%	0	0.0%
SUB CONTRACTING	FOCUS TRAINING	FOCUS TRAINING - NVQ DIP IN PERSONAL TRAINING (QCF ADV APP (ROLLOVERS) -	8	3	37.5%	5	62.5%	0	0.0%	7	87.5%	1	12.5%	0	0.0%
SUB CONTRACTING	FOCUS TRAINING	FOCUS TRAINING - NVQ DIPLOMA IN INSTRUCTING EXERCISE AND FITNESS (QCF) AP	21	7	33.3%	14	66.7%	0	0.0%	21	100.0%	0	0.0%	0	0.0%
SUB CONTRACTING	FOCUS TRAINING	FOCUS TRAINING - NVQ DIPLOMA IN INSTRUCTING EXERCISE AND FITNESS (QCF) AP	3	1	33.3%	2	66.7%	0	0.0%	3	100.0%	0	0.0%	0	0.0%
SUB CONTRACTING	FOCUS TRAINING	FOCUS TRAINING - NVQ DIPLOMA IN INSTRUCTING EXERCISE AND FITNESS (QCF) AP	3	1	33.3%	2	66.7%	0	0.0%	3	100.0%	0	0.0%	0	0.0%
SUB CONTRACTING	FOCUS TRAINING	FOCUS TRAINING - NVQ DIPLOMA IN INSTRUCTING EXERCISE AND FITNESS (QCF) AP	13	5	38.5%	8	61.5%	0	0.0%	12	92.3%	1	7.7%	0	0.0%

Appendix 3 - ER enrolments by team

FacName	College Level Name	Course Name	Total	Female		Male		Asian		British		Other		Not Known	
				Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
SUB CONTRACTING	FOCUS TRAINING	FOCUS TRAINING - NVQ DIPLOMA IN INSTRUCTING EXERCISE AND FITNESS (QCF) AP	10	1	10.0%	9	90.0%	0	0.0%	10	100.0%	0	0.0%	0	0.0%
SUB CONTRACTING	FOCUS TRAINING	FOCUS TRAINING - NVQ DIPLOMA IN INSTRUCTING EXERCISE AND FITNESS (QCF) AP	20	6	30.0%	14	70.0%	0	0.0%	20	100.0%	0	0.0%	0	0.0%
SUB CONTRACTING	FOCUS TRAINING	FOCUS TRAINING - NVQ DIPLOMA IN INSTRUCTING EXERCISE AND FITNESS (QCF) AP	41	19	46.3%	22	53.7%	0	0.0%	39	95.1%	2	4.9%	0	0.0%
SUB CONTRACTING	FOCUS TRAINING	FOCUS TRAINING - NVQ DIPLOMA IN INSTRUCTING EXERCISE AND FITNESS (QCF) AP	16	8	50.0%	8	50.0%	0	0.0%	16	100.0%	0	0.0%	0	0.0%
SUB CONTRACTING	FOCUS TRAINING	FOCUS TRAINING - NVQ DIPLOMA IN INSTRUCTING EXERCISE AND FITNESS (QCF) AP	1	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
SUB CONTRACTING	FOCUS TRAINING	FOCUS TRAINING - NVQ DIPLOMA IN INSTRUCTING EXERCISE AND FITNESS (QCF) AP	27	11	40.7%	16	59.3%	0	0.0%	25	92.6%	2	7.4%	0	0.0%
SUB CONTRACTING	FOCUS TRAINING	FOCUS TRAINING - NVQ DIPLOMA IN INSTRUCTING EXERCISE AND FITNESS (QCF) AP	27	11	40.7%	16	59.3%	0	0.0%	25	92.6%	2	7.4%	0	0.0%
SUB CONTRACTING	FOCUS TRAINING	FOCUS TRAINING - NVQ DIPLOMA IN INSTRUCTING EXERCISE AND FITNESS (QCF) AP	1	0	0.0%	1	100.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
SUB CONTRACTING	FOCUS TRAINING	FOCUS TRAINING - NVQ DIPLOMA IN INSTRUCTING EXERCISE AND FITNESS L2 (QCF)	7	4	57.1%	3	42.9%	0	0.0%	6	85.7%	1	14.3%	0	0.0%
SUB CONTRACTING	FOCUS TRAINING	FOCUS TRAINING - NVQ DIPLOMA IN PERSONAL TRAINING (QCF) ADVANCED APPRE	17	5	29.4%	12	70.6%	0	0.0%	15	88.2%	2	11.8%	0	0.0%
SUB CONTRACTING	FOCUS TRAINING	FOCUS TRAINING - NVQ DIPLOMA IN PERSONAL TRAINING (QCF) ADVANCED APPRE	3	0	0.0%	3	100.0%	0	0.0%	3	100.0%	0	0.0%	0	0.0%
SUB CONTRACTING	FOCUS TRAINING	FOCUS TRAINING - NVQ DIPLOMA IN PERSONAL TRAINING (QCF) ADVANCED APPRE	3	0	0.0%	3	100.0%	0	0.0%	3	100.0%	0	0.0%	0	0.0%
SUB CONTRACTING	FOCUS TRAINING	FOCUS TRAINING - NVQ DIPLOMA IN PERSONAL TRAINING (QCF) ADVANCED APPRE	10	3	30.0%	7	70.0%	0	0.0%	9	90.0%	1	10.0%	0	0.0%
SUB CONTRACTING	FOCUS TRAINING	FOCUS TRAINING - NVQ DIPLOMA IN PERSONAL TRAINING (QCF) ADVANCED APPRE	22	7	31.8%	15	68.2%	0	0.0%	19	86.4%	3	13.6%	0	0.0%
SUB CONTRACTING	FOCUS TRAINING	FOCUS TRAINING - NVQ DIPLOMA IN PERSONAL TRAINING (QCF) ADVANCED APPRE	25	7	28.0%	18	72.0%	0	0.0%	22	88.0%	3	12.0%	0	0.0%
SUB CONTRACTING	FOCUS TRAINING	FOCUS TRAINING - NVQ DIPLOMA IN PERSONAL TRAINING (QCF) ADVANCED APPRE	4	1	25.0%	3	75.0%	0	0.0%	4	100.0%	0	0.0%	0	0.0%
SUB CONTRACTING	FOCUS TRAINING	FOCUS TRAINING - NVQ DIPLOMA IN PERSONAL TRAINING (QCF) ADVANCED APPRE	3	1	33.3%	2	66.7%	0	0.0%	3	100.0%	0	0.0%	0	0.0%
SUB CONTRACTING	FOCUS TRAINING	FOCUS TRAINING - NVQ DIPLOMA IN PERSONAL TRAINING (QCF) ADVANCED APPRE	4	2	50.0%	2	50.0%	0	0.0%	4	100.0%	0	0.0%	0	0.0%
SUB CONTRACTING	FOCUS TRAINING	FOCUS TRAINING - NVQ DIPLOMA IN PERSONAL TRAINING (QCF) ADVANCED APPRE	3	1	33.3%	2	66.7%	0	0.0%	3	100.0%	0	0.0%	0	0.0%
SUB CONTRACTING	FOCUS TRAINING	FOCUS TRAINING - NVQ DIPLOMA IN PERSONAL TRAINING (QCF) ADVANCED APPRE	3	1	33.3%	2	66.7%	0	0.0%	3	100.0%	0	0.0%	0	0.0%
SUB CONTRACTING	FOCUS TRAINING	FOCUS TRAINING - NVQ DIPLOMA IN PERSONAL TRAINING (QCF) ADVANCED APPRE	3	1	33.3%	2	66.7%	0	0.0%	3	100.0%	0	0.0%	0	0.0%
SUB CONTRACTING	FOCUS TRAINING	FOCUS TRAINING - NVQ DIPLOMA IN PERSONAL TRAINING L3 (QCF)	7	3	42.9%	4	57.1%	0	0.0%	7	100.0%	0	0.0%	0	0.0%
SUB CONTRACTING	FOCUS TRAINING	FOCUS TRAINING - NVQ DIPLOMA IN PERSONAL TRAINING L3 (QCF) ROLLOVERS	18	1	5.6%	17	94.4%	0	0.0%	18	100.0%	0	0.0%	0	0.0%
SUB CONTRACTING	NORTHERN TRAINING	NORTHERN TRAINING - DIPLOMA IN HEALTH AND SOCIAL CARE L2 (ADULTS) FOR EN	29	25	86.2%	4	13.8%	2	6.9%	25	86.2%	2	6.9%	0	0.0%
SUB CONTRACTING	NORTHERN TRAINING	NORTHERN TRAINING - DIPLOMA IN HEALTH AND SOCIAL CARE L3 (ADULTS) FOR EN	37	32	86.5%	5	13.5%	0	0.0%	33	89.2%	3	8.1%	1	2.7%
SUB CONTRACTING	NVQ WORLD	NVQ WORLD - MANAGEMENT L3 APPRENTICESHIP - CERTIFICATE IN MANAGEMENT	7	6	85.7%	1	14.3%	0	0.0%	6	85.7%	1	14.3%	0	0.0%
SUB CONTRACTING	NVQ WORLD	NVQ WORLD - BUSINESS ADMINISTRATION L3 APPRENTICESHIP	2	2	100.0%	0	0.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
SUB CONTRACTING	NVQ WORLD	NVQ WORLD - BUSINESS ADMINISTRATION L3 APPRENTICESHIP - CERTIFICATE IN PR	2	2	100.0%	0	0.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
SUB CONTRACTING	NVQ WORLD	NVQ WORLD - BUSINESS ADMINISTRATION L3 APPRENTICESHIP - KEY SKILLS IN APPL	2	2	100.0%	0	0.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
SUB CONTRACTING	NVQ WORLD	NVQ WORLD - BUSINESS ADMINISTRATION L3 APPRENTICESHIP - KEY SKILLS IN COM	2	2	100.0%	0	0.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
SUB CONTRACTING	NVQ WORLD	NVQ WORLD - BUSINESS ADMINISTRATION L3 APPRENTICESHIP - KEY SKILLS IN INFO	2	2	100.0%	0	0.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%
SUB CONTRACTING	NVQ WORLD	NVQ WORLD - CERTIFICATE IN HEALTHCARE SUPPORT SERVICES (QCF)	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
SUB CONTRACTING	NVQ WORLD	NVQ WORLD - HEALTH AND SOCIAL CARE (ADULTS) FOR ENGLAND DIPLOMA LEVEL	6	4	66.7%	2	33.3%	0	0.0%	5	83.3%	1	16.7%	0	0.0%
SUB CONTRACTING	NVQ WORLD	NVQ WORLD - HEALTH AND SOCIAL CARE L2 APPRENTICESHIP	12	8	66.7%	4	33.3%	0	0.0%	12	100.0%	0	0.0%	0	0.0%
SUB CONTRACTING	NVQ WORLD	NVQ WORLD - HEALTH AND SOCIAL CARE L2 APPRENTICESHIP - BTEC CERTIFICATE IN	10	7	70.0%	3	30.0%	0	0.0%	10	100.0%	0	0.0%	0	0.0%
SUB CONTRACTING	NVQ WORLD	NVQ WORLD - HEALTH AND SOCIAL CARE L2 APPRENTICESHIP - KEY SKILLS IN APPLIC	10	7	70.0%	3	30.0%	0	0.0%	10	100.0%	0	0.0%	0	0.0%
SUB CONTRACTING	NVQ WORLD	NVQ WORLD - HEALTH AND SOCIAL CARE L2 APPRENTICESHIP - KEY SKILLS IN COMM	10	7	70.0%	3	30.0%	0	0.0%	10	100.0%	0	0.0%	0	0.0%
SUB CONTRACTING	NVQ WORLD	NVQ WORLD - HEALTH AND SOCIAL CARE L3 APPRENTICESHIP	25	21	84.0%	4	16.0%	0	0.0%	23	92.0%	2	8.0%	0	0.0%
SUB CONTRACTING	NVQ WORLD	NVQ WORLD - HEALTH AND SOCIAL CARE L3 APPRENTICESHIP - BTEC CERTIFICATE IN	23	19	82.6%	4	17.4%	0	0.0%	21	91.3%	2	8.7%	0	0.0%
SUB CONTRACTING	NVQ WORLD	NVQ WORLD - HEALTH AND SOCIAL CARE L3 APPRENTICESHIP - KEY SKILLS IN APPLIC	23	19	82.6%	4	17.4%	0	0.0%	21	91.3%	2	8.7%	0	0.0%
SUB CONTRACTING	NVQ WORLD	NVQ WORLD - HEALTH AND SOCIAL CARE L3 APPRENTICESHIP - KEY SKILLS IN COMM	23	19	82.6%	4	17.4%	0	0.0%	21	91.3%	2	8.7%	0	0.0%
SUB CONTRACTING	NVQ WORLD	NVQ WORLD - MANAGEMENT L3 APPRENTICESHIP	7	6	85.7%	1	14.3%	0	0.0%	6	85.7%	1	14.3%	0	0.0%
SUB CONTRACTING	NVQ WORLD	NVQ WORLD - MANAGEMENT L3 APPRENTICESHIP - KEY SKILLS IN APPLICATION OF	7	6	85.7%	1	14.3%	0	0.0%	6	85.7%	1	14.3%	0	0.0%
SUB CONTRACTING	NVQ WORLD	NVQ WORLD - MANAGEMENT L3 APPRENTICESHIP - KEY SKILLS IN COMMUNICATIO	6	5	83.3%	1	16.7%	0	0.0%	5	83.3%	1	16.7%	0	0.0%
SUB CONTRACTING	NVQ WORLD	NVQ WORLD - MANAGEMENT L3 APPRENTICESHIP - KEY SKILLS IN INFORMATION A	6	5	83.3%	1	16.7%	0	0.0%	5	83.3%	1	16.7%	0	0.0%
			<b>4440</b>	<b>1909</b>	<b>43.0%</b>	<b>2531</b>	<b>57.0%</b>	<b>229</b>	<b>5.2%</b>	<b>3990</b>	<b>89.9%</b>	<b>216</b>	<b>4.9%</b>	<b>16</b>	<b>0.4%</b>

**Appendix 4 - Apprentice & WBL Enrolment Summaries**

Faculty	Team	Total	Male		Female		Asian		British		Other		Not Known	
			Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
ADVANCED SKILLS	FOUNDATION LEARNING PROJECTS	1	0	0.0%	1	100.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 16-18	130	97	74.6%	33	25.4%	5	3.8%	122	93.8%	3	2.3%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	ADVANCED SKILLS 19+	8	2	25.0%	6	75.0%	1	12.5%	6	75.0%	1	12.5%	0	0.0%
ADVANCED SKILLS AND FOUNDATIONS	INFORMATION TECHNOLOGY	98	44	44.9%	54	55.1%	5	5.1%	91	92.9%	2	2.0%	0	0.0%
BUSINESS SOLUTIONS	MANAGEMENT	4	1	25.0%	3	75.0%	0	0.0%	4	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	CLEANING SCIENCE	15	13	86.7%	2	13.3%	0	0.0%	15	100.0%	0	0.0%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	DT & B WORKPLACE LEARNING	85	19	22.4%	66	77.6%	3	3.5%	81	95.3%	1	1.2%	0	0.0%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	HOSPITALITY AND CATERING	136	22	16.2%	114	83.8%	8	5.9%	118	86.8%	8	5.9%	2	1.5%
BUSINESS SOLUTIONS PATHWAYS TO WORK H AND C	LAND TRANSPORT	31	29	93.5%	2	6.5%	0	0.0%	26	83.9%	5	16.1%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR ENGINEERING	BI HORTICULTURE	3	3	100.0%	0	0.0%	0	0.0%	3	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR ENGINEERING	BRICKWORK GCO	40	39	97.5%	1	2.5%	0	0.0%	40	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR ENGINEERING	FLOOR COVERING	24	24	100.0%	0	0.0%	2	8.3%	20	83.3%	2	8.3%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR ENGINEERING	MOTOR ENGINEERING	56	56	100.0%	0	0.0%	2	3.6%	54	96.4%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR ENGINEERING	PAINTING AND DECORATING	11	11	100.0%	0	0.0%	0	0.0%	11	100.0%	0	0.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR ENGINEERING	PLASTERING	23	23	100.0%	0	0.0%	0	0.0%	22	95.7%	1	4.3%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR ENGINEERING	PLUMBING	30	30	100.0%	0	0.0%	0	0.0%	27	90.0%	3	10.0%	0	0.0%
CONSTRUCTION TECHNOLOGY AND MOTOR ENGINEERING	WOOD OCCUPATIONS	34	34	100.0%	0	0.0%	0	0.0%	33	97.1%	1	2.9%	0	0.0%
CREATIVE CARE AND BUSINESS	BEAUTY THERAPY AND HOLISTICS	7	1	14.3%	6	85.7%	0	0.0%	7	100.0%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	CARE AND HEALTH	27	7	25.9%	20	74.1%	1	3.7%	26	96.3%	0	0.0%	0	0.0%
CREATIVE CARE AND BUSINESS	HAIRDRESSING	47	2	4.3%	45	95.7%	2	4.3%	45	95.7%	0	0.0%	0	0.0%
HIGHER EDUCATION AND PROFESSIONAL DEVELOPMENT	FINANCE	15	9	60.0%	6	40.0%	2	13.3%	13	86.7%	0	0.0%	0	0.0%
HIGHER EDUCATION AND PROFESSIONAL DEVELOPMENT	TEACHER EDUCATION HE	7	2	28.6%	5	71.4%	0	0.0%	7	100.0%	0	0.0%	0	0.0%
SPORTS AND LEISURE	SPORT AND ACTIVE LEISURE	6	3	50.0%	3	50.0%	0	0.0%	5	83.3%	1	16.7%	0	0.0%
SUB CONTRACTING	FOCUS TRAINING	71	46	64.8%	25	35.2%	0	0.0%	67	94.4%	4	5.6%	0	0.0%
SUB CONTRACTING	NVQ WORLD	47	9	19.1%	38	80.9%	0	0.0%	44	93.6%	3	6.4%	0	0.0%
		<b>956</b>	<b>526</b>	<b>55.0%</b>	<b>430</b>	<b>45.0%</b>	<b>32</b>	<b>3.3%</b>	<b>887</b>	<b>92.8%</b>	<b>35</b>	<b>3.7%</b>	<b>2</b>	<b>0.2%</b>