

Mary Ward Centre

Equality and Diversity Report, Session 2014-15



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Self-assessment

Based on the data provided below Equality and Diversity at the Mary Ward Centre, and the student support provided by the Equality and Diversity section have been assessed as outstanding overall for the session 2014-15.

Equality and Diversity is outstanding (or good) because:

- success, retention and satisfaction rates are high overall and there are no significant differences for particular demographic groups
- we carry out thorough analyses of the student profile, and we are responsive; for example a review of the curriculum and the delivery of adult literacy has increased the success rate to 97% and the retention rate to 87%, from lows of under 50% and 70%, respectively, demonstrating the Centre's capacity to improve; similarly, the curriculum and delivery of accredited computing courses has been reviewed to identify better ways to support a student cohort with a high disability rate (the delivery of accredited computing courses is good, not outstanding)
- the ethnic profile of our students is a close match to the ethnic breakdown of Londoners as identified in the 2011 census, particularly in relation to our main "catchment area" of Camden, Islington and Westminster combined; Asian/British Asian representation lags by just under two percentage points against what we should expect with the comparison of our main "catchment area", although Asian/British Asian representation in the student body increased from 9.3% to 11.4% from 2012-13 to 2014-15 (a good indicator)
- the number of students declaring a disability and/or learning difficulty in the session 2014-15 was 14%, mirroring an extrapolation from data published by the Office for Disability issues which puts the percentage of disabled Londoners as between 14% to 15%
- effective systems and processes and procedures for students declaring a disability underpin support and achievement
- we have steadily built up a bank of specialist equipment and software to assist disabled students
- significant progress has been made in the capture and analysis of additional protected characteristics of the Equality Act 2010 (an unexpected rise in "rather not say" against the sexual preference questions makes our performance good rather than outstanding)
- people with an LGBT identity are well represented within the student body, at 9%; however, our "best estimate" LGBT is 13%; we have excellent links with the Camden & Islington LGBT Forum and have established an LGBT user group for our students
- ALS provision is well-planned and effective
- ALS success rates are six percentage points above the college target, 15% above the provider group benchmark and 20 percentage points above the SFA national benchmark
- at 100%, ALS retention rates are ten percentage points above the college target
- a holistic approach to student support enables ALS students to succeed, with interventions tailored to individual needs; 27% of ALS students received discretionary grants from student support funds
- student satisfaction with ALS provision and disabilities support remains high

Equality and Diversity will build on strengths in 2015-16

- continue to raise the profile of equality and diversity across the college with all users and employees through our "Inclusion in Action" (see website)
- a decision has been taken to appoint a lead tutor for the literacy programme in order to sustain and extend the improvements in achievement and retention attained thus far
- continuing to review future programme planning of the accredited computing programmes to take account of the high incidence of disability/learning difficulty
- by encouraging more students to disclose information, and in particular reducing the number of students who opt for "rather not say" in relation to the additional protected characteristics of the Equality Act 2010

What the Centre needs to do to improve Equality and Diversity further:

- whilst we are flexible in moving classrooms for students with disabilities, we have identified the need to plan longer-term for more step-free access, particularly in art and computing; this is an element in our property strategy
- improve routines for the collection of “protected characteristics” data at ESOL enrolment



Gender

The percentages of female and male students attending classes overall remains similar to the historical national experience in Adult and Community Learning, around 74% female to 26% male.

In the Vocational and Life Skills Department, the split female to male is 70/30 overall. This is accounted for by higher male participation in computing and digital media courses, and in English (mainly ESOL). This was also evident in 2013-14.

In the Humanities and Human Sciences Department there is a greater participation by males in humanities and social sciences courses; this has been a consistent factor over time. However, in 2013-14, the female to male split was 57/43, the difference accounted for by the reduction in the number of teacher training courses supplied to the Metropolitan Police Service in 2014-15. In health and social care, the female to male split of 85/15 remains very similar to as it was in 2013-14 (83/17).

In the Creative Arts Department, the gender split is 83/17, with greater participation by women; a large part of the creative arts curriculum consists of crafts, fashion and textiles, jewellery and glass art, which has historically attracted female students.

The Widening Participation female to male split of 89/11 is consistent with 2013-14 (88/12), and is accounted for by the gender bias of the partner organisations with which we work, together with the arts and craft bias of the courses we run.

In the Blackfriars section the female to male bias, 79/21 is more marked than in 2013-14 (68/32), but the absolute numbers are very low.

Gender by department	All	Female	%	Male	%
All	5227	4090	78%	1137	22%
Vocational & Life Skills	1531	1076	70%	455	30%
Computing	224	155	69%	69	31%
English	844	588	70%	256	30%
Business & Management	200	148	74%	52	26%
Digital Media	263	185	70%	78	30%
Humanities & Human Sciences	1676	1263	75%	413	25%
Languages	577	430	75%	147	25%
Humanities & Social Sciences	514	334	65%	180	35%
Health & Social Care	585	499	85%	86	15%
Creative Arts	1813	1500	83%	313	17%
Visual Arts & Music	1605	1334	83%	271	17%
Writing & Publishing	208	166	80%	42	20%
Over Sixties	233	185	79%	48	21%
Blackfriars*	98	77	79%	21	21%
Widening participation	692	613	89%	79	11%

* We sub-contract a small amount of ESOL and childcare provision to the Blackfriars Settlement.

Gender by Dept - last three years	2014-15		2013-14		2012-13	
	F	M	F	M	F	M
All	78%	22%	75%	25%	76%	24%
Vocational & Life Skills	70%	30%	68%	32%	73%	27%
Humanities & Human Sciences	75%	25%	72%	28%	71%	29%
Creative Arts	83%	17%	80%	20%	81%	19%
Over Sixties	79%	21%	84%	16%	87%	13%
Blackfriars	79%	21%	68%	32%	58%	42%
Widening participation	89%	11%	88%	12%	87%	13%

There are no detectable trends in the gender statistics by department over time, and overall the gender trend varies slightly around a 75/25 split.

	2014-15		2013-14		2012-13		2011-12		2010-11	
	No	%	No	%	No	%	No	%	No	%
Female	4090	78%	3922	75%	4022	76%	4100	76%	3732	75%
Male	1137	22%	1283	25%	1288	24%	1285	24%	1221	25%

Age groups

65% of our students are of working age (67% in 2013-14). As in 2013-14, with its focus on skills for work and employability, the Vocational and Life Skills Department has a significantly higher ratio of working age students. The age profiles in Creative Arts and Music shows an older bias (as in 2013-14), reflecting the craft bias of the course offer, and the attractiveness of the curriculum to the retired population. In the case of Widening Participation, the age demographics of partnership organisations with which we work with come into play, for example Latin American Elders, and Millman Street. The ESOL and childcare provision at Blackfriars shows an as to be expected younger bias.

Student body by age group	All	Vocational & Life Skills	Humanities & Human Sciences	Creative Arts	Over 60s	Blackfriars	Widening Participation
Under 19-45	40%	58%	39%	27%	0	76%	31%
46-59	25%	28%	26%	28%	3%	23%	18%
60-90+	35%	15%	35%	45%	97%	1%	51%

Last year we reported that the student profile was gently aging, in line with the population in general. This continues with a significant higher proportion of our students in the 60+ demographic than in 2009-10. In Widening Participation 29% of enrolments were from the 70+ age group. Elsewhere, enrolments from the 70+ age group were static with 16% in Creative Arts and Music and 13% in Humanities and Human Sciences.

	2014-15		2013-14		2012-13		2011-12		2010-11		2009-10	
	No	%	No	%	No	%	No	%	No	%	No	%
Under 19	15	0%	26	0%	25	0%	27	1%	26	1%	52	1%
19 - 25	236	5%	269	5%	289	5%	322	6%	268	5%	458	8%
26 - 35	901	17%	1034	20%	1111	21%	1227	23%	1101	22%	1390	25%
36 - 45	940	18%	947	18%	1035	20%	1092	20%	1084	22%	1163	21%
46 - 59	1284	25%	1180	23%	1249	24%	1236	23%	1063	22%	1134	20%
60 - 69	1100	21%	1039	20%	955	18%	916	17%	851	17%	867	15%
70 - 79	546	10%	513	10%	461	9%	404	8%	387	8%	370	7%
80 - 89	164	3%	165	3%	156	3%	143	3%	132	3%	106	2%
90+	40	1%	31	1%	29	1%	16	0%	16	0%	9	0%
Not known	1	0%					2	0%	25	1%	87	1%



Ethnicity

The percentage of students who identify themselves as White British has fluctuated over time between 43.5% and 46%. Whereas last year we reported a slight decline in the representation of BAME groups, in 2014-15 the participation rate was back up to 29%, what it was in 2011-12. Overall the trend is stable.

	2014-15		2013-14		2012-13		2011-12		2010-11		2009-10	
	No	%	No	%	No	%	No	%	No	%	No	%
Asian/Asian British	554	11.4%	531	10.7	458	9.3	486	10	465	10	540	10.2
Black/Black British	370	7.6%	344	6.9	302	6.1	339	7	316	7	346	6.6
Mixed Race	201	4.1%	205	4.1	198	4	200	4	180	4	187	3.5
Other specified ethnicities	285	6%	294	5.9	398	8.1	428	9	409	9	486	9.2
BAME Groups	1410	29%	1374	27.7	1356	27.5	1453	29	1370	30	1559	29.5
White British	2213	46%	2243	45.3	2144	43.5	1869	38	2099	45	2407	45.6
White Irish	221	5%	240	4.8	343	7	508	10	174	4	186	3.5
Other white	1000	21%	1095	22.1	1085	22	1160	23	1005	22	1128	21.4
Total white	3434	71%	3578	72.3	3572	72.5	3537	71	3278	71	3721	70.5

Note: We are able to break ethnicity figures down to all specified ethnicities. However, with low individual numbers the figures lose meaning and relevance.

Last year we noted that the 35% participation rate of Other White in the Vocational and Life Skills Department perhaps reflected the greater number of economic migrants to London from other European countries who populate our ESOL classes. This year ethnicity was “not provided” for 21% of students in the English section, and so we are not in a position to confirm.

BAME student representation in the Widening Participation programme increased from 48% in 2013-14 to 54% in 2014-15. This is accounted for a large increase in work with the Camden Chinese community during this time.

	Asian/ Asian British	Black/ Black British	Mixed race	Other specified ethnicities	BAME	White British	White Irish	Other white	Total white
All	11%	8%	4%	6%	29%	46%	5%	21%	71%
Vocational & Life Skills	10%	14%	6%	9%	40%	24%	4%	33%	60%
Humanities & Human Sciences	8%	6%	5%	4%	23%	52%	5%	19%	77%
Creative Arts	6%	5%	4%	3%	18%	60%	6%	16%	82%
Over 60s	9%	5%	2%	7%	22%	54%	10%	14%	78%
Widening Participation	34%	8%	3%	9%	54%	31%	3%	12%	46%
Blackfriars	20%	18%	4%	13%	56%	14%	0%	30%	44%



Student residence and ethnicity

The 2011 census data is now available, and we can compare ethnic diversity at the Mary Ward Centre with the ethnic communities in London (within 19 plus age groups, who inhabit our local “catchment areas”). The following table examines the proportions of students drawn from Camden and groups of other London Boroughs, as well as outside London.

Student residence 2014-15	No	%	2013-14	%
Camden	1126	22%	1106	21%
Camden, Islington, Westminster	1876	36%	1876	36%
Inner London	3306	63%	3277	63%
Outer London	1657	32%	1607	31%
Outside London	264	5%	321	6%

Over a fifth of our students are Camden residents. The Centre, although based in the London Borough of Camden, is also positioned at the junction of the three central Boroughs of Camden, Islington and Westminster, from which we draw over a third of our students. Two-thirds of our student body is resident in Inner London, with remainder drawn from Outer London and Outside London.

The next table compares the ethnic mix of Mary Ward Centre students with London mix.

	Mary Ward Centre	Camden	CIW*	Inner London	Outer London
	%	%	%	%	
Asian/Asian British	11%	16%	13%	15%	20%
Black/Black British	8%	7%	8%	14%	10%
Mixed Race	4%	4%	4%	4%	3%
Other specified ethnicities	6%	4%	6%	4%	3%
BAME Groups	29%	30%	30%	38%	35%
White British	46%	46%	45%	41%	51%
White Irish	5%	4%	4%	3%	2%
Other white	21%	21%	22%	18%	11%
Total white	71%	70%	70%	62%	65%

*Camden, Islington and Westminster

In previous years we used a “Camden Benchmark” of 10.37% as a comparison for Asian/British Asian. This is no longer available, and apparently, not accurate.

There is a smaller proportion of Asian/British Asian students attending courses at the Centre than live in Camden, but the difference is less marked in the case of Camden, Islington and Westminster combined. However, Mary Ward Centre students drawn from the Asian communities is increasing, up to 11.4% in 2014-15 from a low of 9.3% in 2012-13, representing a good rather than an outstanding performance.

The demographic mix varies between the central areas and the rest of London. Note that the number of Asian/Asian British households increases as one moves from the central Boroughs through Inner London to Outer London, and so we would expect a mis-match the further out from the central area we go. (See also the concentration of White Irish in the central area.)

Students with disabilities or learning difficulties

The number of Students declaring a disability and/or learning difficulty remained relatively stable at 14%, and is consistent with the percentage of disabled adults living in London. The government Office for Disability Issues reported in 2014 that 16% of working age adults, and 45% of Adults over State Pension Age are disabled in the United Kingdom. By extrapolation from other data supplied by the Office of Disability issues, between 14% and 15% of Londoners are disabled.

Student disability/learning difficulty 2014-15	No	%
Disability or learning difficulty	744	14%
Disability	594	11%
Learning difficulty	240	5%

Disability trend data	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
	%	%	%	%	%	%
Disability or learning difficulty	14%	15%	15%	14%	14%	13%
Disability	11%	13%	10%	11%	11%	12%
Learning Difficulty	5%	4%	3%	3%	3%	3%

Do you need a hearing loop?



Just ask

The table, Disability by department shows where the numbers peak. Not surprisingly the incidence of disability increases with age; hence the 20% figure in the Over Sixties section. Similar proportions applied to Widening Participation, reflect the outreach work that department does with older communities.

Last year, we noted that, at 19%, the greatest proportion of enrolments by students declaring a disability/learning difficulty, apart from the Over Sixties section, occurred in the Vocational and Life Skills Department. The same percentage occurs in 2014-15. The Computing section is where it peaks. The Department has noted in its self-assessment report that it is concerned about the high disability rate on accredited computing courses, and the increased teaching effort required in the light of this. It has also noted that a significant proportion of students have disabilities which they did not declare. In 2014-15, it deployed an assistant teacher in a number of courses. The Department has reviewed its curriculum offer to address these issues. (There is no correlation between age and disability/learning difficulty in respect of students taking accredited computing courses.)

We have a relative small adult literacy cohort of students with complex disabilities and learning difficulties. We responded in 2014-15 by reviewing the curriculum and the management of the provision, better to support the cohort as a whole and the individual students within it. The success rate at the beginning of 2013-14 was slightly lower than 50%, it now stands at 97%, above the college target at 90+%. Retention was 70% at the beginning of 2013-14, it now stands at 87%, just three percentage points below the college target of 90+%.

Disability by department 2014-15	Total enrolments	No	%	2013-14
Vocational & Life Skills	1530	294	19%	19%
Computing	224	52	23%	23%
English	844	159	19%	19%
Business & Management	199	38	19%	14%
Digital Media	263	45	17%	19%
Humanities & Human Sciences	1675	221	13%	13%
Languages	577	60	10%	10%
Humanities & Social Sciences	513	68	13%	14%
Health & Social Care	585	93	16%	14%
Creative Arts	1808	261	14%	15%
Visual Arts & Music	1602	223	14%	15%
Writing & Publishing	206	38	18%	12%
Over Sixties	233	47	20%	24%
Blackfriars	98	8	8%	17%
Widening Participation	691	139	20%	19%

Support measures for students with disabilities

The reasonable adjustments we put in place for students who need them take three main forms, additional learning support (ALS), personal assistance plans (PAPs) and personal evacuation plans (PEEPs). In addition, wherever possible, we move classes to rooms with step-free access to accommodate students with mobility difficulties. (Similarly, room changes are made for tutors who need step-free access.) In 2014-15, there were 32 room changes (2013-14, 14).

ALS is reported on separately, see page 14.

Before the start of every course, the Equality and Diversity section generates a disability report for each course with students who have declared a disability. The report is sent to the course tutor. It contains details of the disabilities

and learning difficulties a student may have, together with any PAPs, PEEPs put in place, and where appropriate a request that the tutor considers an access arrangement for examinations. When any part of the report is amended an updated version is sent to the tutor concerned.

Course tutors are encouraged to discuss any disability and/or learning difficulty with their students to ascertain whether they have any special requirements, if there is a need for any differentiation, if the student needs a PAP, a PEEP, or ALS. At observation of teaching and learning visits, observers have access to the course disability report and they will assess any provisions the tutor has made for a student with a disability. The information for disability reports for course tutors come from our management information system in the first instance. However, it is a dynamic process involving the students themselves, the receptionist who enrolls them, the Equality and Diversity Team, the class tutor and their department.

PAPs take the form of a reasonable adjustment related to a student's disability and/or learning difficulty. The numbers vary from year to year. In 2014-15 there were 39 individual students who had a PAP (2013-14, 62) and there were 132 PAPs in total (2013-14, 156).

PAPs and PEEPs can arise through a request by a student. They can be as a result of a discussion between the student and tutor. They can originate at enrolment. They can also be initiated by the Equality & Diversity section, when reviewing a declaration of a disability and/or learning difficulty. A copy of every PAP and PEEP is posted to the student concerned to ensure that they are satisfied with it. Weekly lists of current PAPs and PEEPs are also supplied to reception staff.

Each PAP begins with a statement – the tutor will ... , reception will ... , the Equality & Diversity section will ... , so that responsibilities are clear. The arrangements put in place vary. The following is a selection.

- Access assistance
- Large print
- Handouts on coloured paper
- Hearing loop
- Seating back support/cushion/other seating arrangements
- MP3/audio
- Adjustments to computer hardware
- Carer attending class with student
- Electronic handouts

PAPs sometimes involve the use of specialist equipment or software. We have steadily built up a bank of resources.

In 2014-15, there were 132 students who needed a PEEP (2013-14, 152), generating a total of 377 plans in place (2013-14, 425). There are default plans in place for both buildings of the college, and a referral arrangement by Blackfriars.

- To signed Refuge Point
- Will use ground floor side exit
- Will exit upstairs/downstairs slowly
- To be accompanied downstairs by tutor/student
- Referral to Facilities & Premises (Blackfriars)

Only one of our two computer suites is step-free, and our main art studio is not step-free. This has been included as a factor in our current property review.

Student Satisfaction (Disability)*

There are no significant differences in success and retention rates for students declaring a disability and/or learning difficulty.

Every year during the summer vacation, we conduct a telephone survey of a random selection of students with a disability to get their opinions on how well the Centre addressed their needs. Consistently over the past four years, respondents have made no negative comments about their experiences at the Centre.

In our annual externally benchmarked student satisfaction survey, 95% agreed that they received the support and assistance they required.

* Does not include Blackfriars

2010 Equality Act – additional protected characteristics

Equality Act 2010 additional protected characteristics 2014-15	No	%	2013-14	
Have you changed or do you plan to change your gender?				
Yes	66	1%	51	1%
How would you describe your sexual orientation?				
towards persons of the same sex	274	5%	327	7%
towards persons of the opposite sex	2475	48%	2710	55%
towards persons of either sex	101	2%	87	2%
rather not say	2271	44%	1824	37%
Do you have a religion or belief?				
Yes	1618	32%	1735	35%
No	1717	34%	1639	33%
rather not say	1786	35%	1574	32%
Are you pregnant or have you given birth in the last six months?				
Yes	19	0%	31	1%
Total LGBT	441	9%	465	9%

Again, we are reporting that around 9% of our students have an LGBT (lesbian, gay, bisexual, transgender) identity. There is no hard comparative data available. However, the working assumptions of government departments vary between 5% and 7% and London Friend put the figure for Camden at 7% based on the GP Survey of 2010-11.

We experienced an unexpected increase in students who would “rather not say” in answer to the question on sexual preference this year. If we recalculate sexual preference excluding those who chose “rather not say”, the percentage of students with an LGB identity (not including transgender) is 13% in both 2013-14 and 2014-15. We have identified that a proportion “rather not say” originates from a change to the enrolment routine for ESOL students, and we are addressing the problem

In 2014-15, the college has established an LGBT user group, with the aid of a small grant from the Equality Challenge Unit, and with Camden LBGT Forum as our partner. We consulted the group on their experiences at the Centre (and in adult education in general), and one of the main findings was a need for greater visibility. This led to a redrafting of the Centre’s Equality and Diversity Statement to include LBGT identities, and the incorporation of the new statement in the Centre’s Student Charter. The group participated in a “We Are LBGT” themed exhibition of visual arts and writing which took place in October 2015. Current plans include group contributions to a poster campaign of “Mary Ward Values”, and plans to invite speakers to address LBGT issues.

Economic status

Employment

27% of students are not in employment. The figure has been stable for the past three years.

Student Employment status	2014-15	2013-14	2012-13
Employed	40%	41%	43%
Retired	33%	32%	27%
Not in employment	27%	27%	28%

Employment status by department 2014-15	Employed		Retired		Not employed	
	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14
Vocational & Life Skills	48%	44%	11%	14%	40%	42%
Humanities & Human Sciences	43%	43%	33%	36%	24%	21%
Creative Arts	38%	41%	41%	40%	20%	19%
Over Sixties	3%	5%	95%	95%	1%	1%
Blackfriars	16%	7%	1%	1%	83%	92%
Widening Participation	14%	20%	49%	48%	36%	42%

The Vocational & Life Skills department has the largest proportion of students who were unemployed. The Blackfriars percentages reflect its recruitment partnership with Job Centre Plus. The Widening Participation percentages reflect the demographics of the partner organisations it works with.

Fee status

The percentage of students claiming a concessionary fee remains close to our target of 43%.

Full and concessionary fees	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
Concessions	44%	42%	43%	44%	48%	43%
Full fees	56%	58%	57%	56%	52%	57%

In the following table, there is a breakdown of the categories for concessionary fees.

Categories for concessionary fees	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
JSA & ESA	13%	13%	13%	14%	12%	9%
Other income based benefits	27%	24%	20%	17%	18%	15%
Total income based	40%	37%	33%	31%	30%	24%
Pension related concessions	16%	15%	14%	12%	14%	13%

Student financial support *

In 2014-15, a total of 367 grants to 212 students, 4% of the student body, (378, 227 and 4% respectively in 2013-14) were made to pay for or subsidise the items set out below.

Grants from student support funds	Fees		Travel		Materials		Childcare		Total		2013-14	
	No	%	No	%	No	%	No	%	No	%	No	%
Vocational & Life Skills	124	65%	82	63%	11	30%	3	33%	220	60%	236	62%
Creative Arts	37	19%	24	19%	21	57%	1	11%	83	23%	77	20%
Humanities & Human Sciences	30	16%	24	19%	5	14%	5	56%	64	17%	65	17%
Centre	191		130		37		9		367		378	

There has been a slight increase in the percentage of grants in respect of fees in 2014-15 over 2013-14. A contributory factor is an increase on applications for support from ESOL students on low incomes (people working for cleaning agencies, and people on zero hours contracts). 17.5% of enrolments were made by residents of areas recognised by the government as deprived. 27% of ALS students received discretionary grants from student support funds,

Grants from student support funds 2014-15	2013-14			
Fees	191	52%	185	49%
Travel	130	35%	139	37%
Materials	37	10%	42	11%
Childcare	9	2%	10	3%

* Does not include Blackfriars

Additional Learning Support at the Mary Ward Centre (ALS)

The Mary Ward Centre provides additional learning support for students who need it. The support is tailored to meet the individual needs of students by way of providing reasonable adjustments to compensate for conditions that impede learning. The support takes the form of additional teaching and other relevant support measures. Additional teaching can take place in-class or in a one-to-one arrangement outside class. The great majority of ALS arrangements are one-to-one outside class. In 2014-15, ALS also included British Sign Language services, speech and language therapy and occupational therapy. Where appropriate, we also assess students for specific learning difficulties, two students in 2014-15. In 2014-15, 121 students received additional learning support, up from 115 in the previous year. Historically there has been an upward trend.

Year	No	inc/dec
2006-07	41	
2007-08	44	7.32%
2008-09	79	79.55%
2009-10	71	-10.13%
2010-11	63	-11.27%
2011-12	92	46.03%
2012-13	102	10.87%
2013-14	115	12.75%
2014-15	121	4.96%

ALS achievement and retention

We measure the success rate of ALS students against their success and retention achievements on the classes for which they receive ALS. There has been a marked improvement in success and retention during 2014-15. The overall ALS success rate in 2014-15 is six percentage points above the college target of 90+, 15 percentage points above the provider group benchmark of 81%, and 20 percentage points above SFA national benchmark of 76%. ALS retention at 100% is ten percentage points above the college target of 90+.

ALS Achievement & Retention	2014-15	2013-14	2012-13
No of ALS students	121	115	102
Successful RARPA scores	45	38	19
Progression to year 2	6	2	3
Full accreditation	38	37	41
Partial accreditation	27	24	26
No of achievers	116	101	89
Achievers as % of ALS Students	96%	88%	87%
Retained	121	108	100
Retained as % of ALS Students	100%	96%	98%

The ALS success rates across the departments are above the college targets.

ALS Achievement & Retention by Department	% Achievement	% Retention
Vocational & Life Skills	94%	100%
Humanities & Human Sciences	93%	100%
Creative Arts	100%	100%
Blackfriars	100%	100%

ALS Students by Gender & Ethnicity

There are no significant variations in achievement and retention to report.

Reasons for ALS

They include:

- dyslexia and similar difficulties
- moderate learning difficulty/other general learning difficulty
- language support
- visual impairment
- hearing impairment
- mental health difficulty
- medical related difficulty
- Asperger's Syndrome
- speech impediment/pronunciation difficulty
- cerebral palsy
- multiple difficulties

ALS Statistics by Department in 2014-15

Vocational & Life Skills			
	2014-15	2013-14	2012-13
No of ALS Students	68	71	65
Successful RARPA scores	37	21	10
Progression to Year 2			
Full accreditation	11	20	27
Partial accreditation	16	20	23
Number of achievers	64	61	60
% of ALS students	94%	86%	92%
Retained	68	66	64
% of ALS students	100%	94%	98%
No of continuing learners	34	45	49
% of ALS students	50%	63%	75%

Humanities			
	2014-15	2013-14	2012-13
No of ALS Students	14	12	15
Successful RARPA scores	3	5	6
Progression to Year 2	6	1	3
Full accreditation	4	4	3
Partial accreditation			
Number of achievers	13	10	12
% of ALS students	93%	83%	80%
Retained	14	12	15
% of ALS students	100%	100%	100%
No of continuing learners	9	2	6
% of ALS students	64%	17%	40%

Creative Arts			
	2014-15	2013-14	2012-13
No of ALS Students	26	20	7
Successful RARPA scores		8	3
Progression to Year 2		1	
Full accreditation	15	10	4
Partial accreditation	11	0	
Number of achievers	26	19	7
% of ALS students	100	95%	100%
Retained	26	19	7
% of ALS students	100%	95%	100%
No of continuing learners	14	12	7
% of ALS students	54%	60%	71%

Blackfriars			
	2014-15	2013-14	2012-13
No of ALS Students	13	11	15
Successful RARPA scores	5	4	
Progression to Year 2			
Full accreditation	8	2	8
Partial accreditation		4	2
Number of achievers	13	10	10
% of ALS students	100%	91%	67%
Retained	13	11	14
% of ALS students	100%	100%	93%
No of continuing learners	6	2	3
% of ALS students	46%	18%	20%

Student Satisfaction (ALS)*

Quality has been assessed on a case by case basis, through discussions with students conducted by the ALS tutors or members of the Equality and Diversity section. Historically, student satisfaction with ALS has been high. The nature of the exercise means that issues and problems arise from time to time, but they have been resolved to the students' satisfaction.

* Does not include Blackfriars

Equality objectives 2015-16

Objective	Date set	Progress made in 2014-15 and observations
Literacy students with dyslexia and other learning difficulties – through increased use of assistive technology, to increase the number of students taking external examinations by 10, an increase of 6 over 2012-13, by 2015-16.	01/12/2013	adult literacy has increased the success rate to 97% and the retention rate to 87%, from lows of under 50% and 70%, respectively; the examinations policy for this cohort has been revised; there is still development work to do in relation to assistive technology
To increase Asian/British Asian representation from 11.4% to 13% over two years to match the profile of our main “catchment area” of Camden, Islington and Westminster	01/12/2015 New	Asian/British Asian representation rose from 9.3% to 11.4% over the last two years
To reach 100% of all staff trained in equality and diversity awareness by 2014-15	01/12/2013	E&D training has been included in all staff training over the past two years. Target will be met in 2014-15.
Dyslexic tutors – to put in place assistive technology and other support measures to achieve a target of 95% satisfaction with course administration tasks they have to carry out, by 2016-17 (target date extended).	01/12/2013 Revised	We have started a major review of MIS systems which encompasses this objective.
To increase the percentage of students who disclose additional protected characteristics if the Equality Act 2010, by 27% percentage points, from 63% (in lowest category) to 90% by 2016-17.	01/12/2014	We have identified an area for improvement.
To be able analyse achievement against additional protected characteristics by 2016-17.	01/12/2015 New	

