

**Mary Ward Centre**  
**Equality and Diversity Report**  
**Session 2015-16**



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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 2015-16

### Equality and Diversity is outstanding because:

- Success, retention and satisfaction rates are high overall and there are no significant differences for particular demographic groups
- Our student profile is diverse and broadly in line with that of London's population
- ALS provision is well-planned and effective with outstanding student achievement
- There are effective systems in place to provide support for those who need it
- Curriculum planning is effective in meeting the needs of targeted groups

### Equality and Diversity will build on strengths

- Continue to raise the profile of equality and diversity across the college with all users and employees through our "Inclusion in Action" (see website)
- Update our community outreach programme identifying key target groups for the next 5 years
- Continue to encourage more students to disclose information, and in particular reducing the number of students who opt for "prefer 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:

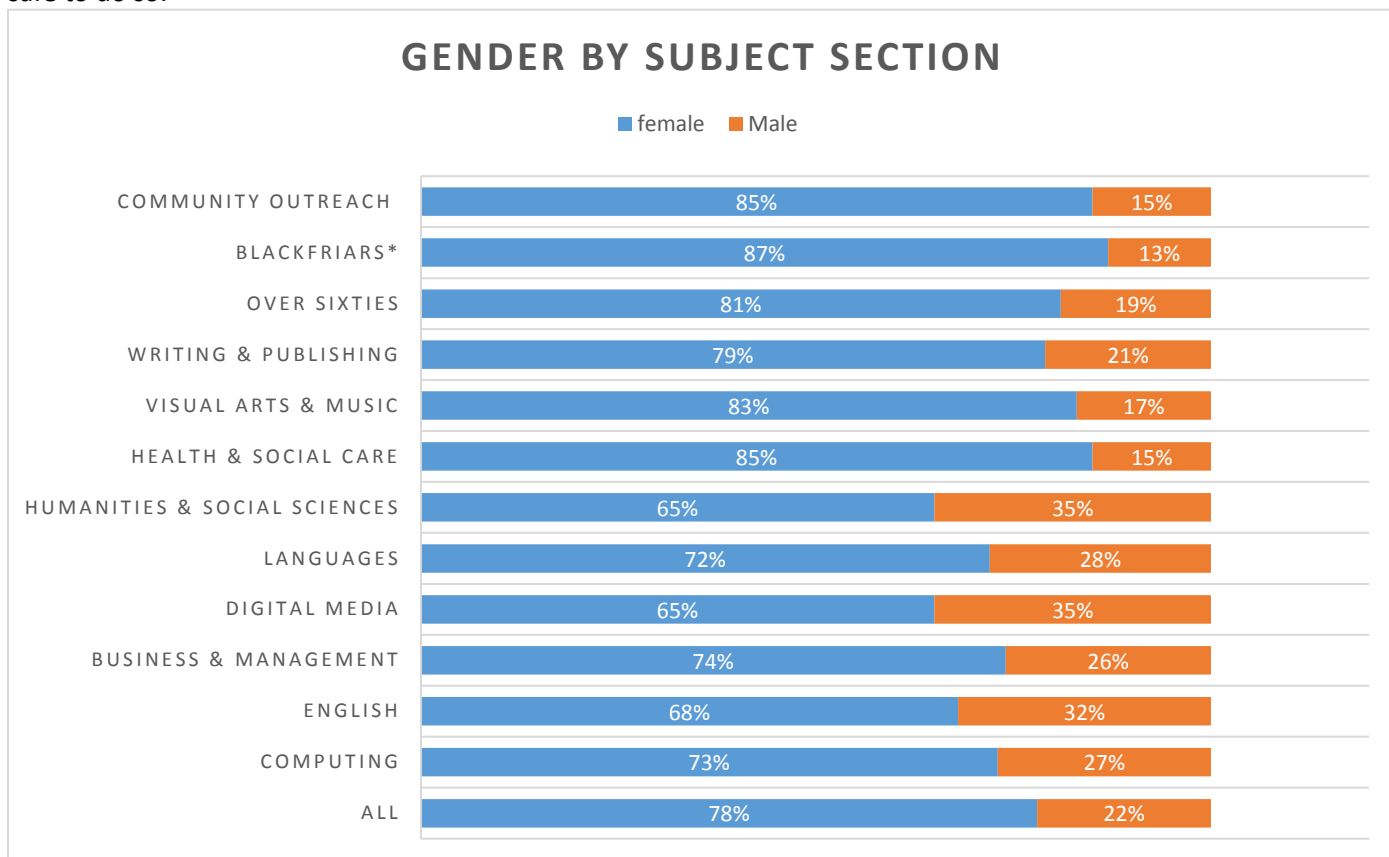
- Whilst we are flexible in moving classrooms for students with disabilities, we have identified the need to plan longer-term for more step-free access, particularly in art and computing; this is an element in our property strategy
- Gather more data on the impact of our provision on those with disabilities and older students
- Extend our ability to report on success and retention to include sexual orientation and religious belief

## Equality objectives 2016-17

Objective	Date set	Progress made in 2014-15 and observations
Identify our key target groups as part of our community outreach strategy and set targets for participation	02/02/2016 <b>New</b>	
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. "Prefer not say" has been reduced to 33 %
To be able to analyse achievement against additional protected characteristics by 2016-17.	01/12/2015	
Improve the quality and specificity of impact data for students with disabilities and older people	02/02/2016 <b>New</b>	

## Gender

The percentages of female and male students attending classes overall remains consistent with last year, at 78% female to 22% male. This is similar to the data for adult education participation nationally. The gender split of our students has remained fairly constant for over 7 years. So what should our response be to this high number of female students? Rather than a knee jerk desire to simply attract more men to our provision, we should respond by celebrating and building upon our ability to address such key issues as the glass ceiling or sticky floor women experience in the work place by providing access to courses structured to fit around busy lives that include work and caring responsibilities. We are also well placed to contribute to talking about loneliness and social isolation, as adult education classes remain an acceptable social activity where it is expected that you attend alone and where you are safe to do so.



In the Visual Arts and Music programmes, there has traditionally been a much higher proportion of female to male students, due to a large part of the curriculum offering crafts, fashion and textiles, jewellery and glass art courses, which has historically attracted female students. That trend continues in 15/16, with 83% female students to 17% male. Health & Social Care and Writing & Publishing both follow a similar trend, with female students at 85% to 15% male (H&SC) and females at 79% to 21% male (W&P).

There has been a greater participation by males within Humanities & Social Sciences (35%); this figure is the same as 14-15, although both are down from 13-14, where males made up 43% of students in the programme. This is explained by a decrease in the number of training courses that we provided for the Metropolitan Police Service whose cohorts are predominantly male.

There have been increases in the number of male students in both the English and Digital Media programmes from 14-15. Males now make up 35% of Digital Media students (up from 30% in 14-15), and male participation in English has risen slightly from 30% in 14-15 to 32% in 15-16.

The female / male split in the Business & Management and Languages programmes remain broadly constant over the last few years – with roughly a 70% (f) to 30% (m) split.

The Over Sixties programme continues to see a larger female participation (81%) to males (19%). This split is broadly consistent over the last few years.

The Community Outreach female to male split has seen a slight increase in the number of male participation; 15-16 saw 15% males, up from 11% in 14-15. The number of females continues to be high in Community Outreach however, due to the focus of the partner organisations that the Centre works with. In recent years we have focused on work with women for the local Bengali population and the high representation of women perpetuated by our current digital inclusion project run in partnership with Age UK and focusing on older learners and digital technology.

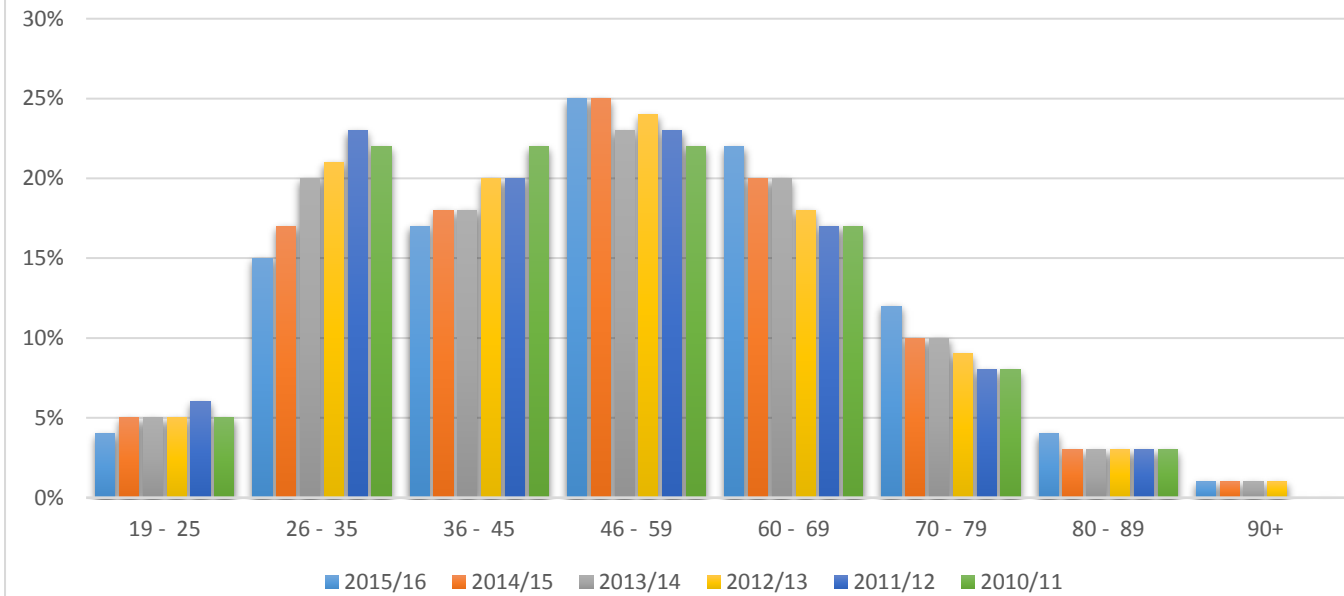
There is no significant difference in success rates between genders.



## Age groups

The student profile continues to gently age, in line with the general population. Students aged 60+, 70+ and 80+ continues to rise year on year. We have decided to make meeting the needs of the ageing population a key focus as part of our strategic plan for the next five years. As mentioned in the section on gender we already play a role in addressing social isolation and loneliness and alongside this our provision supports people in having healthier and richer lives. Over the next few years we will also consider our role in supporting an older workforce.

## Trends in age groups over time



61% of our students are under 45, 25% are aged between 46-59 years of age, and the remaining 39% are over 60.

English programmes (ESOL and literacy courses) have a younger age profile with 72% of students aged under 60. As one might expect, programmes to assist career progression or employability generally showing a younger bias, for example, 61% of students in Business & Management programmes are aged 19-45 and 93% are under 60.

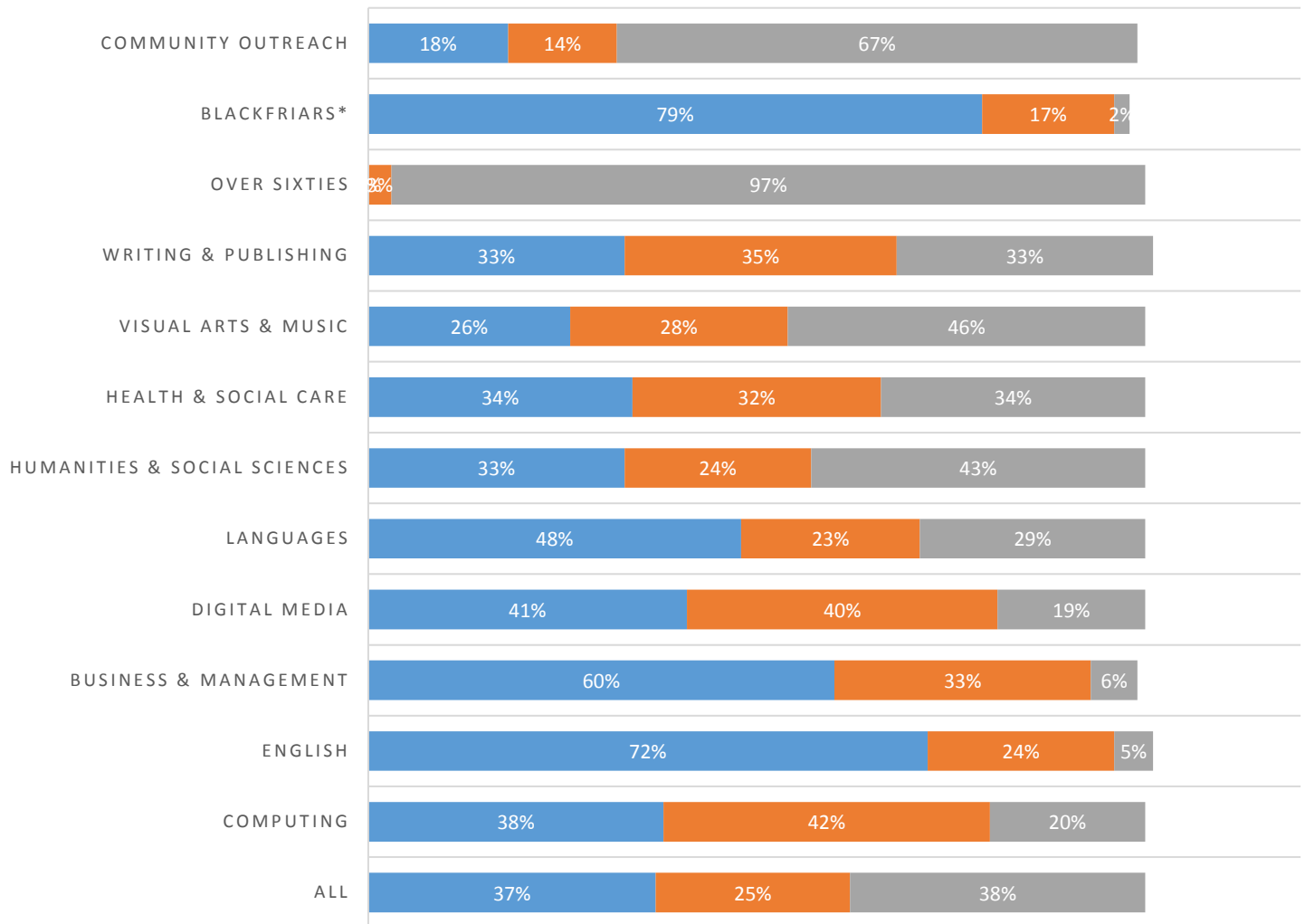
There is a fairly equal split between the ages of students in Health & Social Care, reflecting that these programmes similarly attract those at the start of their career, as well as those choosing to take up this accreditation later in life, or as a second career. Likewise, Writing & Publishing programmes also enjoy an equal balance of the age of its students.

Visual Arts & Music and Humanities & Social Sciences show an older bias, reflecting the fact that those courses that are popular with retired people.

There has been a significant shift upwards in the age of students attending Community Outreach courses as a result of the work with Age UK on the Ageing Better programme our part of which focuses on promoting digital inclusion as a tool to reduce social isolation.

## AGE BY SUBJECT SECTION

■ Under 19-45 ■ 46-59 ■ 60-90+

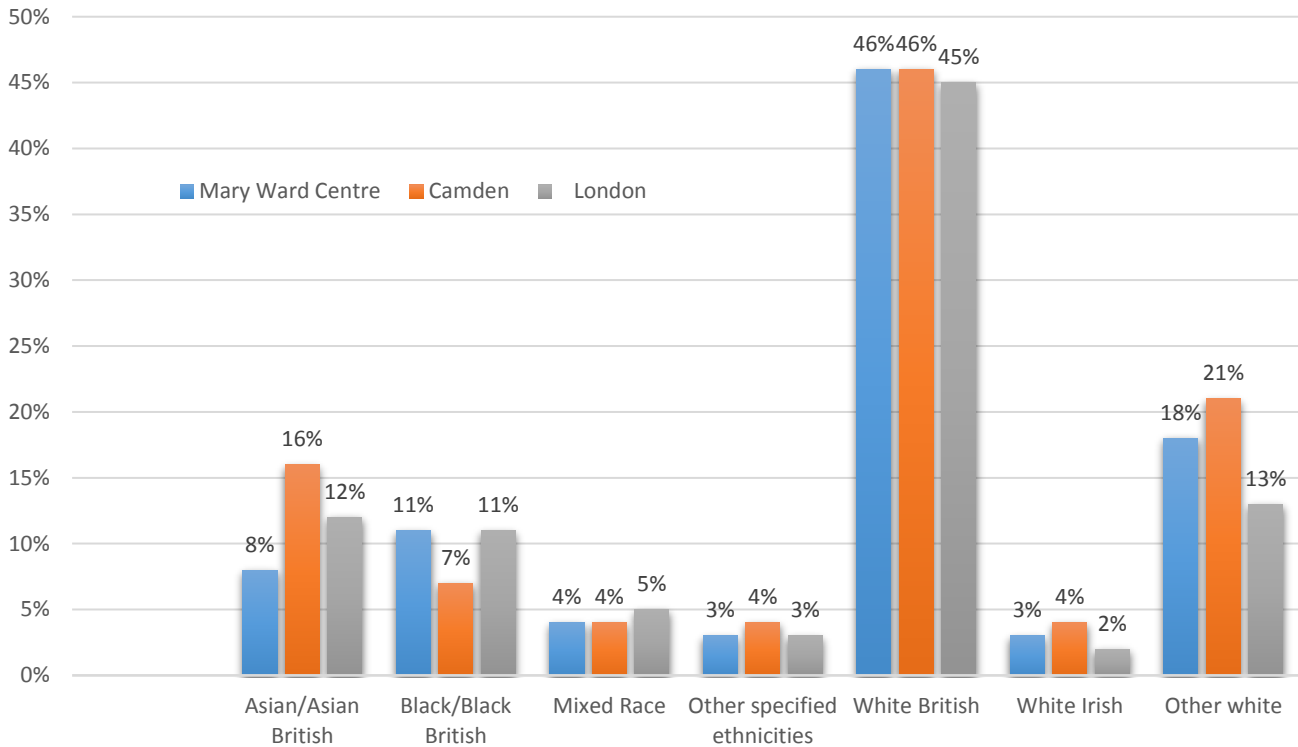


## Ethnicity

Our student body is drawn from the whole of London, and its ethnic makeup broadly reflects that of the capital.

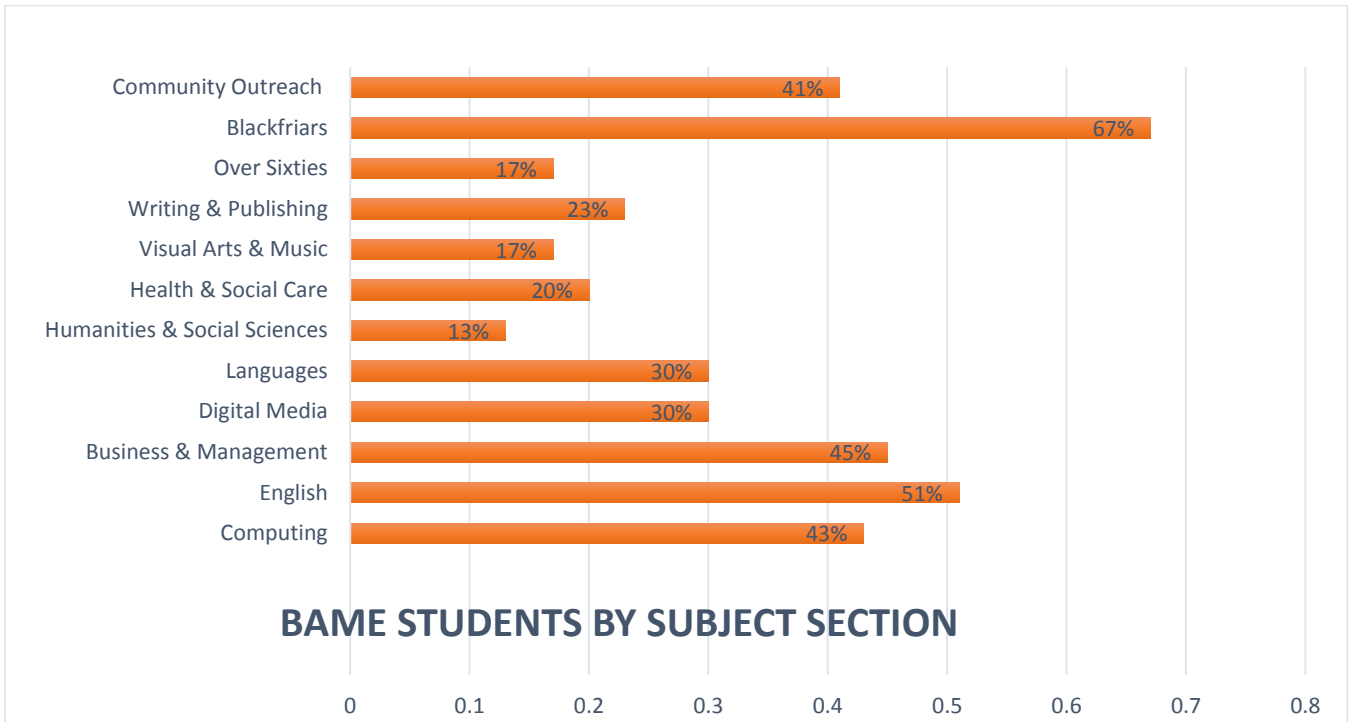


## benchmarking against population data

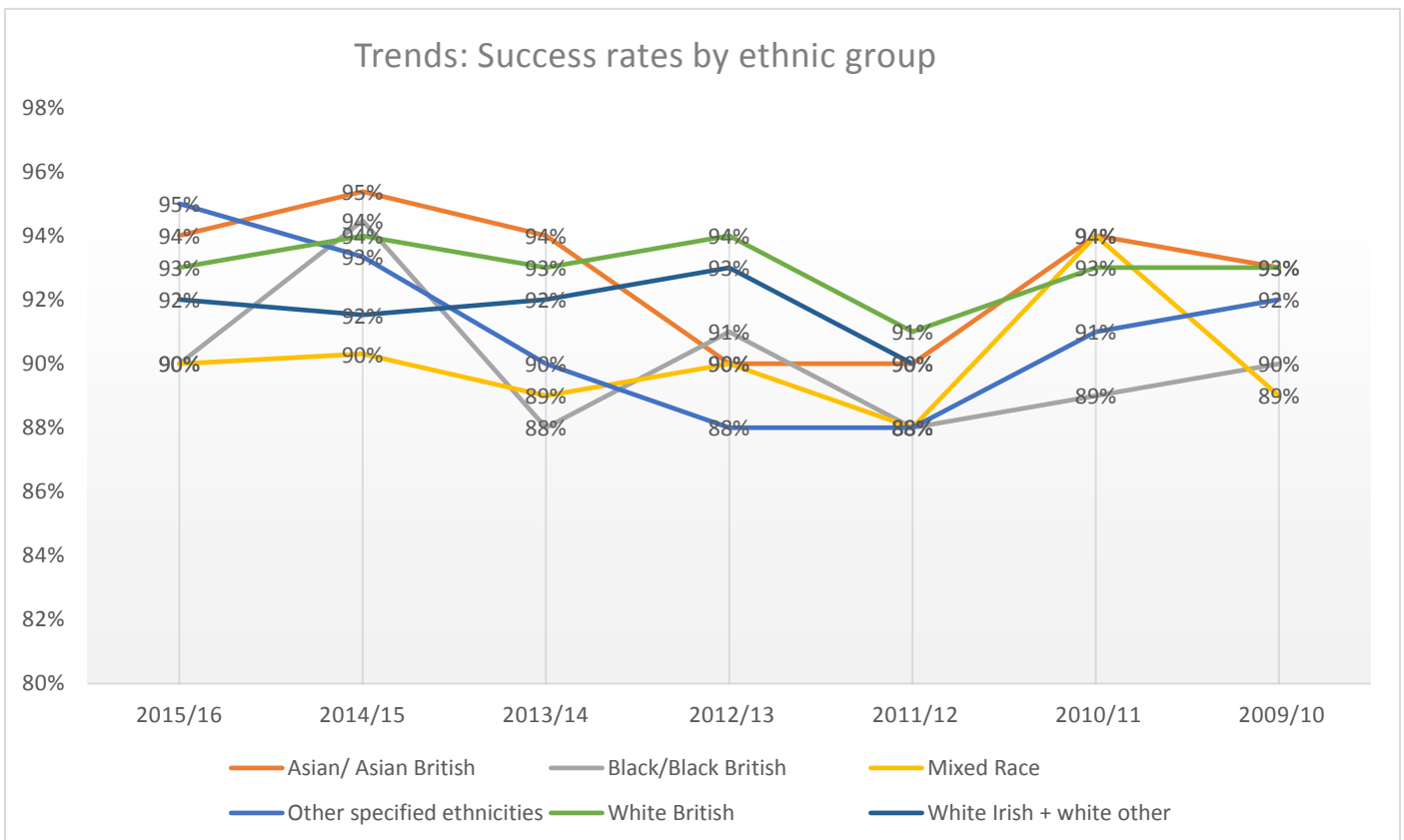


The percentage of students who identify as one of the BAME groups remains constant at 28% in 15-16. However, within that group participation by Black/Black British students has risen by 3% (to 237 people). This has been significantly influenced by the increase in our vocational and work-related programmes, and in particular the Business Skills and Computing sections have been very successful in attracting students from this ethnic group. Conversely, the percentage of Asian/Asian British students has declined significantly by 4% (to 140 people), this can be directly attributed to the change in focus in our outreach programme. Although the percentage of students from BME groups in outreach remains high (41%), where we had been focused on partnerships with organisations working with Bangladeshi women, our focus has now moved to project working with older people. This has led to us working with a more ethnically diverse group students and fewer Bangladeshi people, thereby reducing the percentage of Asian/Asian British people of that cohort from 18% to 11%.

These fluctuations clearly underscore the impact of changes in our curriculum and choices about where we focus our energy and resource, and indicate that such curriculum changes can significantly impact the demographic makeup of our student body. During times when we must make difficult choices about where to focus limited resources, it becomes even more important to have effective processes in place to measure and report these changes and that we use this information efficiently in our planning and decision making.

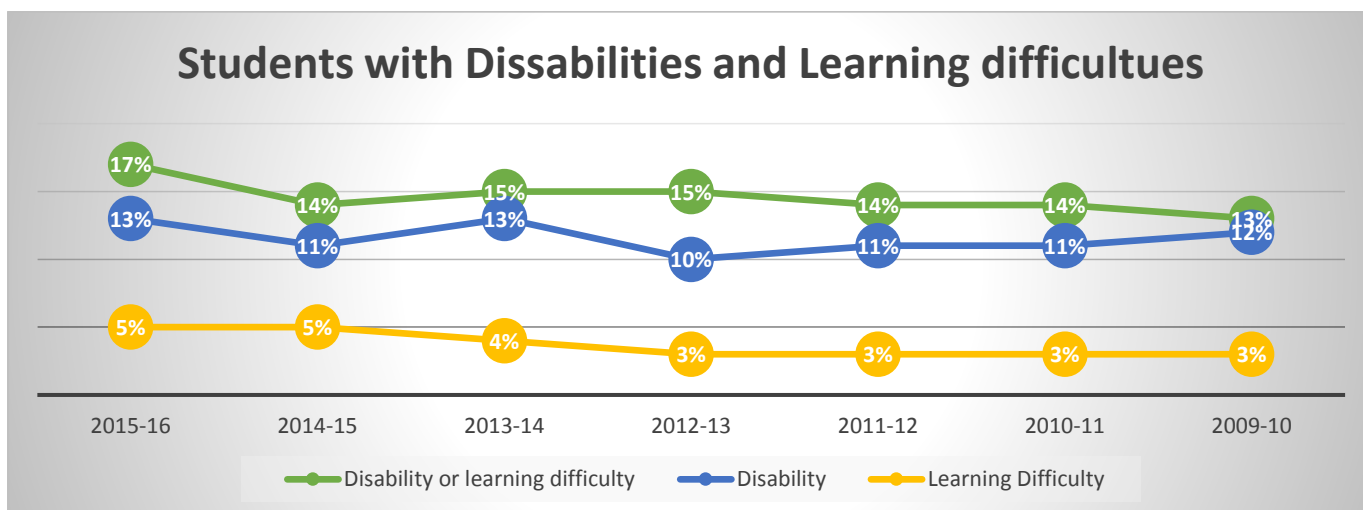


As you can see from the chart below there are no significant differences in the success rates for particular ethnic groups. Although there are small differences in success rates in-year there are no trends which show poorer performance by one group.



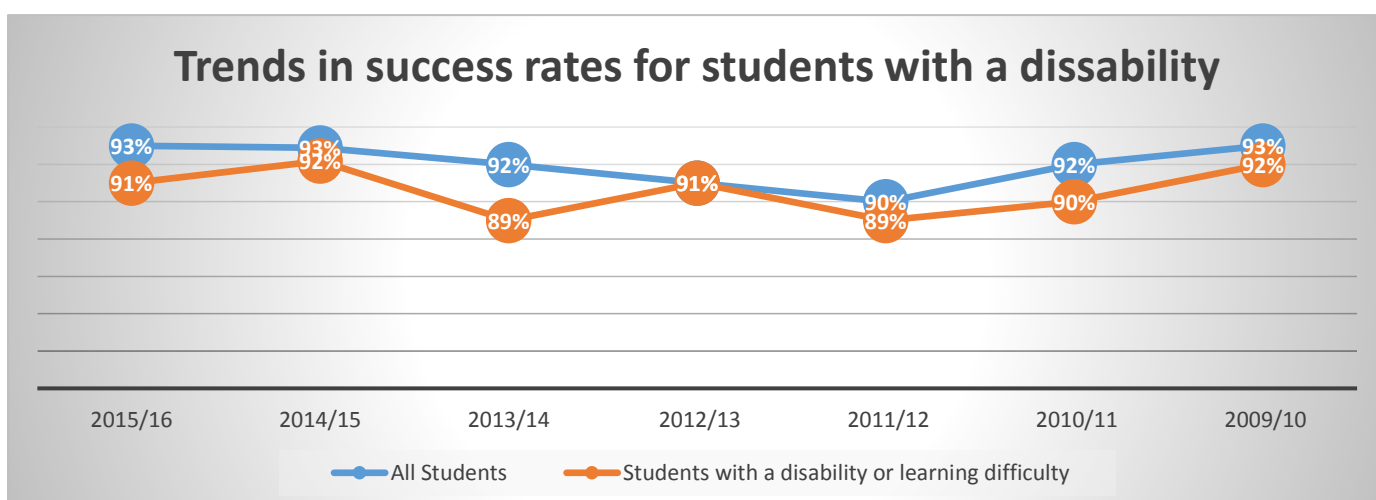
## Students with disabilities or learning difficulties

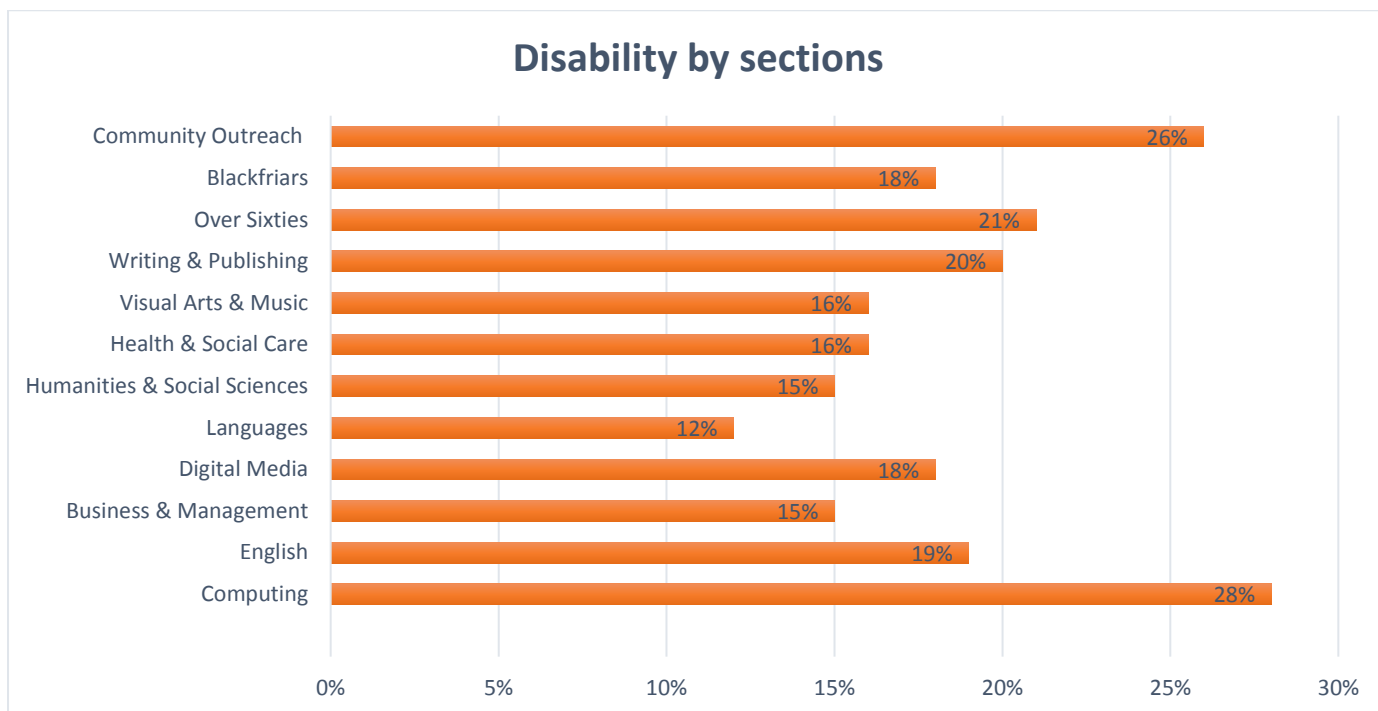
The number of students declaring a disability and/or learning difficulty increased significantly in 15-16 from 14% to 17%. The latest report by the Government Office for Disability Issues states that 16% of Londoners have declared disability, so our profile clearly reflects the population of London. As you can see from the chart below the groups of students with both disabilities and learning difficulties has been growing gradually over the last 7 years.



Note – some students have both a disability and a learning difficulty

Students with disabilities are well represented across the provision. Disability is known to increase with age and the Over Sixties programme numbers reflect this with 21% of students declaring a disability. The figure for Community Outreach programmes is also higher than that for the centre as a whole at 26%, both the Ageing Better Project and partnerships with organisation that target people with mental ill health contribute to this difference. Computing and Digital Media courses also continue to attract high numbers of students with disabilities, many of whom are gaining digital skills for the first time. Success rates for students with disabilities are very slightly behind those for the student body as a whole, but not significantly so. Course completion (retention) is in line with that for all students.





## 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 Emergency 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 also made for tutors who need step-free access.) In 2015-16, there were 39 room changes up from 32 in 2014-15. ALS is reported on separately later in this report.

Prior to each course starting the Equality & Diversity team generate 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 2015-16 there were 30 individual students who had a PAP (2014-15, 39) and there were 125 PAPs in total (2014-15, 132). The higher number of actual action plans results from students taking more than one course.

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 2015-16, there were 97 students who needed a PEEP (2014-15, 132), generating a total of 347 plans in place (2014-15, 377). There are default plans in place for both buildings of the college, and a referral arrangement by 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.

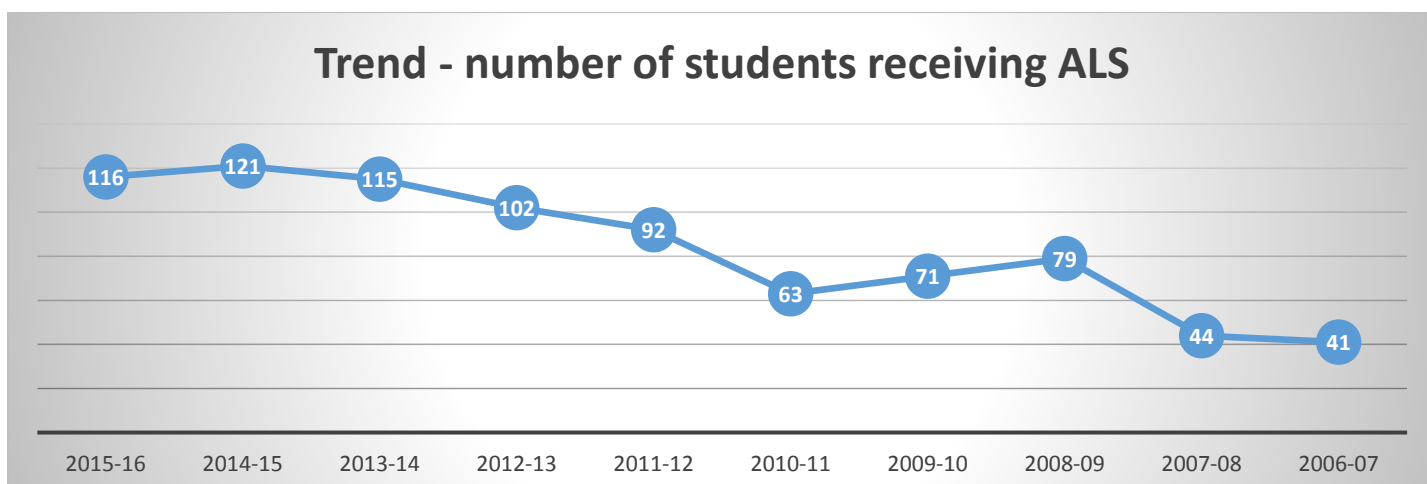
## Additional Learning Support (ALS) at the Mary Ward Centre

The Mary Ward Centre provides ALS 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 2015-16, ALS also included British Sign Language services, speech and language therapy and occupational therapy. Where appropriate, we also assess students for specific learning difficulties such as dyslexia.

### Reasons for ALS include:

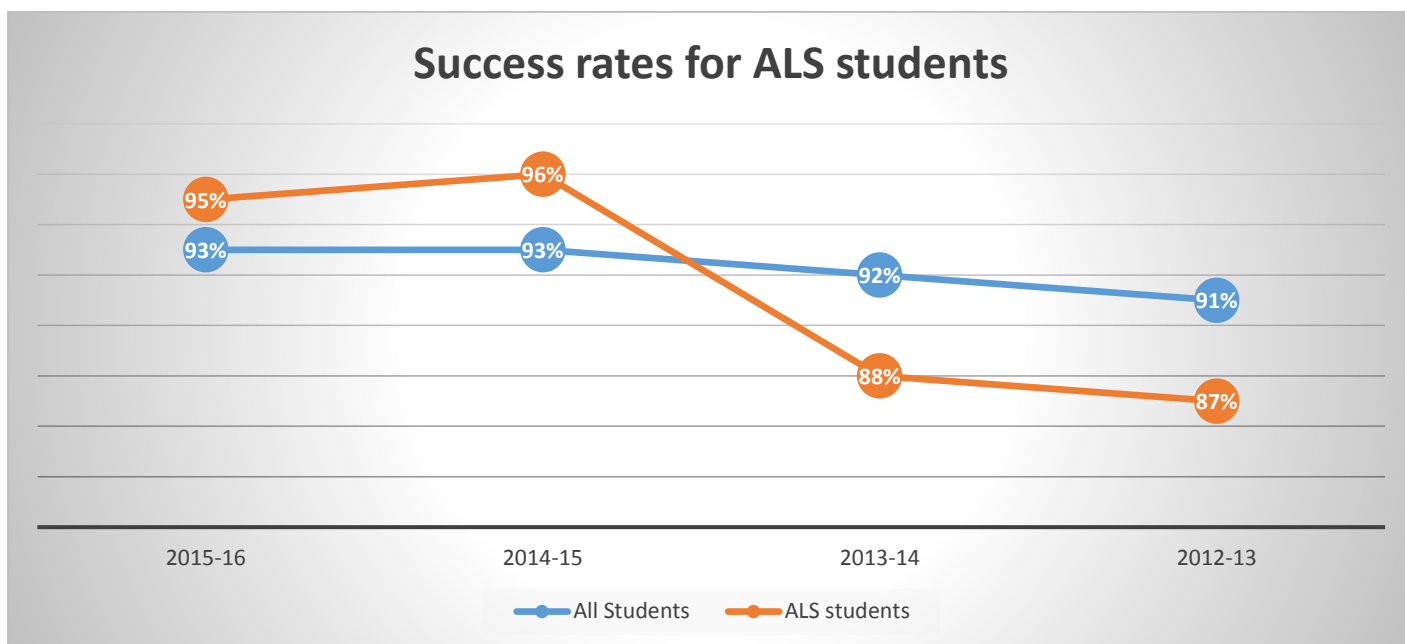
- Dyslexia and similar difficulties
- Moderate learning difficulties / other general learning difficulty
- Language support
- Visual impairment
- Hearing impairment

- Mental health difficulty
- Medical related difficulty
- Asperger's syndrome
- Speech impediment / pronunciation difficulty
- Cerebral palsy



## 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. As you will see from the tables below we have maintained the improvements in achievement rates made in 2014-15. The overall ALS success rate in 2015-16 is five percentage points above the college target of 90+%, 14 percentage points above the provider group benchmark of 81%, and 19 percentage points above SFA national benchmark of 76%. ALS retention at 97% is seven percentage points above the college target of 90+% and 2% above the Centre success rate for all students. The ALS success rates are above the college targets for all subject areas.



## 2010 Equality Act – Additional Protected Characteristics

	2015/16	2014/15	2013/14
Have you changed or do you plan to change your gender?			
Yes	33	1%	1%
How would you describe your sexual orientation?			
<i>towards persons of the same sex</i>	311	6%	5%
<i>towards persons of the opposite sex</i>	2830	53%	48%
<i>towards persons of either sex</i>	74	2%	2%
<i>rather not say</i>	1770	33%	44%
Total LGBT	418	8%	7%
Do you have a religion or belief?			
Yes	1725	32%	32%
No	1717	34%	34%
<i>rather not say</i>	1267	24%	35%
Are you pregnant or have you given birth in the last six months?			
Yes	27	1%	0%

The data for all these groups remains broadly the same, however, there has been a pleasing reduction in the number of people who prefer not to tell us this information.

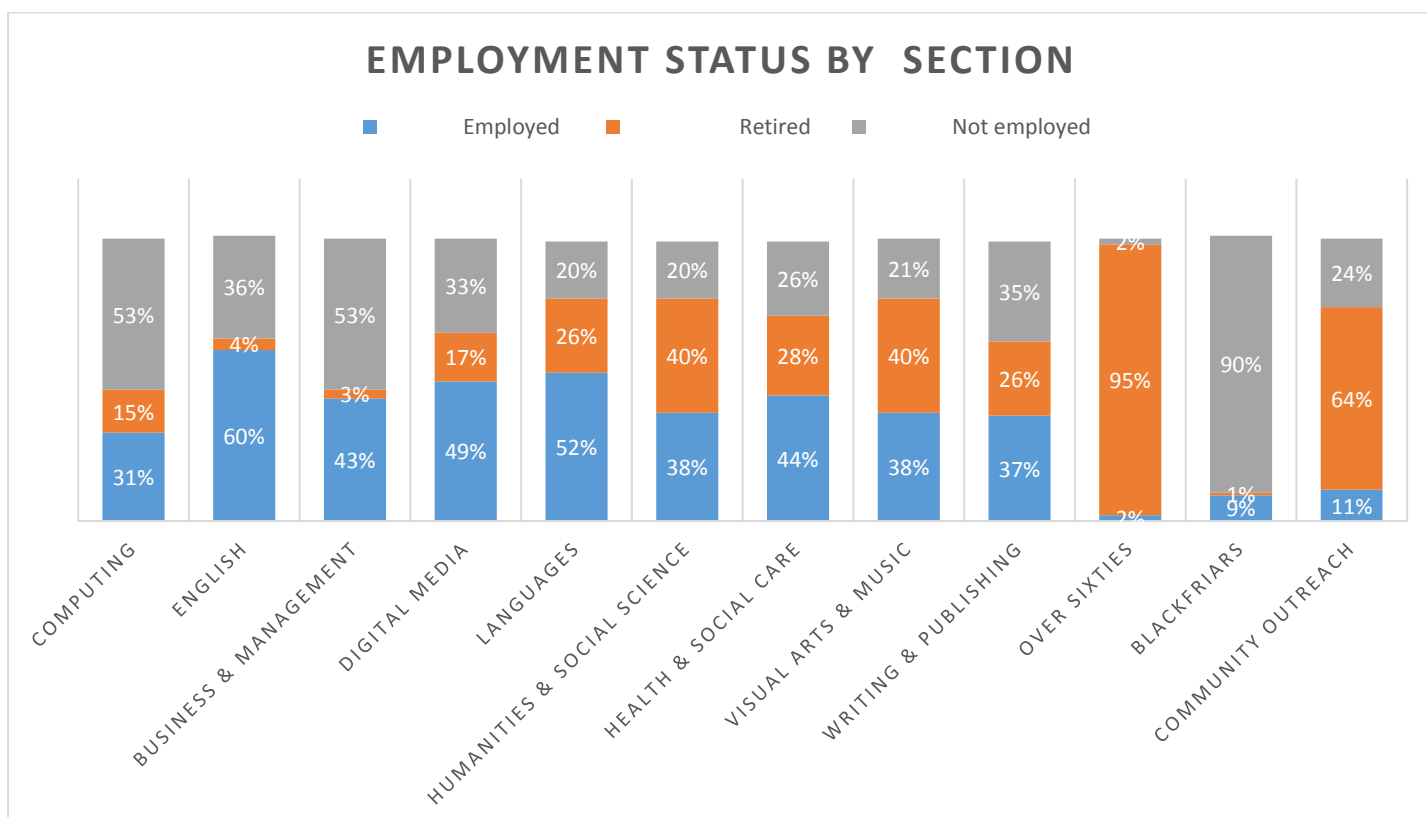
In 2014-15, the college established an LGBT user group, with the aid of a small grant from the Equality Challenge Unit and with Camden LGBT Forum as our partner. We consulted the group on their experiences at the Centre (and in adult education in general), and one of the main findings was a need for greater visibility. This led to a redrafting of the Centre’s Equality and Diversity Statement to include LGBT identities, and the incorporation of the new statement in the Centre’s Student Charter. The group participated in a “We Are LGBT” 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 LGBT issues.

## Economic status

### Employment

The percentage of our student body who are retired increased by 25% in 2015/16 this this can be attributed in the main to the Ageing Better Project in Community Outreach. The percentage of retired students in this section increased by 14% over the previous year.

Student employment status	2015-16	2014-15	2013-14	2012-13
Employed	41%	40%	41%	43%
Retired	35%	33%	32%	27%
Not in employment	24%	27%	27%	28%



The number of unemployed students continues to increase in our key work transferable work skills programmes (Computing from 43% to 53% and Business & Management from 47% to 53%). The small amount of provision subcontracted to Blackfriars is aimed at the unemployed and 90% of students were unemployed last year. The

number of retired students increased from 49% to 64% in the Community Outreach, as a result of the project previously mentioned.

The number of employed students increased in the following programmes: Visual Arts & Music, Health & Social Care, and Humanities & Social Sciences, with the most notable increases being in Languages (from 46% to 52%), Digital Media (from 41% to 49%) and English (46% to 60%). The latter is a result of our partnership with a cleaning company providing ESOL to their employees.

## Financial support for students

### 1. Subsidies and free programmes

The Centre provides a number of programmes free or at a reduced fee to ensure that the poorest and most disadvantaged people are able to access our provision. As you will see from the table below, 34% of students attend courses for which fees are significantly reduced, 22% of whom get their course free.

Course type	Fee rate	Students
Literacy	Free	45
Community Outreach	Free	807
Over 60's provision	Full Fee = 45% reduction	209
Work related courses	Free to all of JSA and ESA + unemployed people on other means tested benefits who will use the course to gain employment	129
ESOL	Levels 1 & 2 full fee = 20% reduction Entry levels full fee = 40% reduction Free to all of JSA and ESA + unemployed people on other means tested benefits who will use the course to gain employment	617
Maths	Free	29
		1836 (34%)

### 2. Concessionary fees

We made a significant change to our policy on fee concessions in 2015/16, removing a self-certified concession for older people for whom the state pension was their main source of income. This had the effect of significantly reducing the number of people claiming a concession. We have monitored the impact of this policy change throughout the year and, as reported in the section on age earlier, it has not impacted on the number of older people accessing our courses. Retired people who are receiving any income related benefit remain eligible for a fee concession. As you can see from the second table, the percentage of our students claiming concessions in the remaining two categories of work related and income based benefits remains fairly constant. The concessionary fee is 35% of the full fee.

Full and concessionary fees	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11
Concessions	23%	44%	42%	43%	44%	48%
Full fees	77%	56%	58%	57%	56%	52%

Categories for concessionary fees	2015-16	2014-15
Work related benefits (JSA & ESA)	12%	13%
Other income based benefits	11%	11%
Total income based	23%	24%
Pension related concessions	N/A	16%



### 3. Bursary support

In 2015/16 we gave 269 grants to 194 students, 4% total students, the same percentage of the student body as in the previous two years. The majority of bursaries continue to be for fee reductions. Of those receiving bursaries against their fees, just over half were students not entitled to a concessionary fee but on a low income and half of those were retired students, no longer eligible for a concessionary fee.

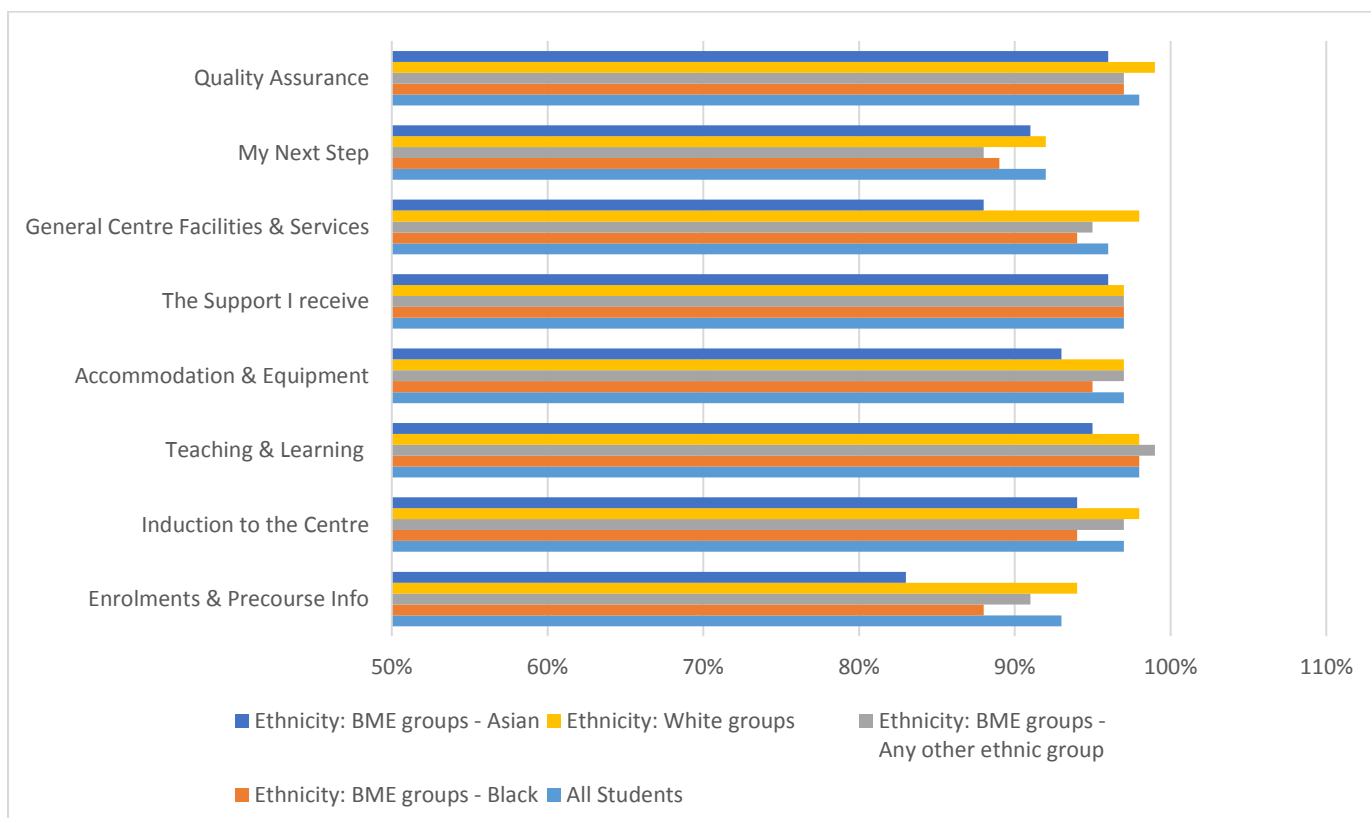
	2015-16		2014-15		2013-14	
Fees	137	51%	191	52%	185	49%
Travel	95	35%	130	35%	139	37%
Materials	32	12%	37	10%	42	11%
Childcare	5	2%	9	2%	10	3%

\* Does not include subcontracted provision

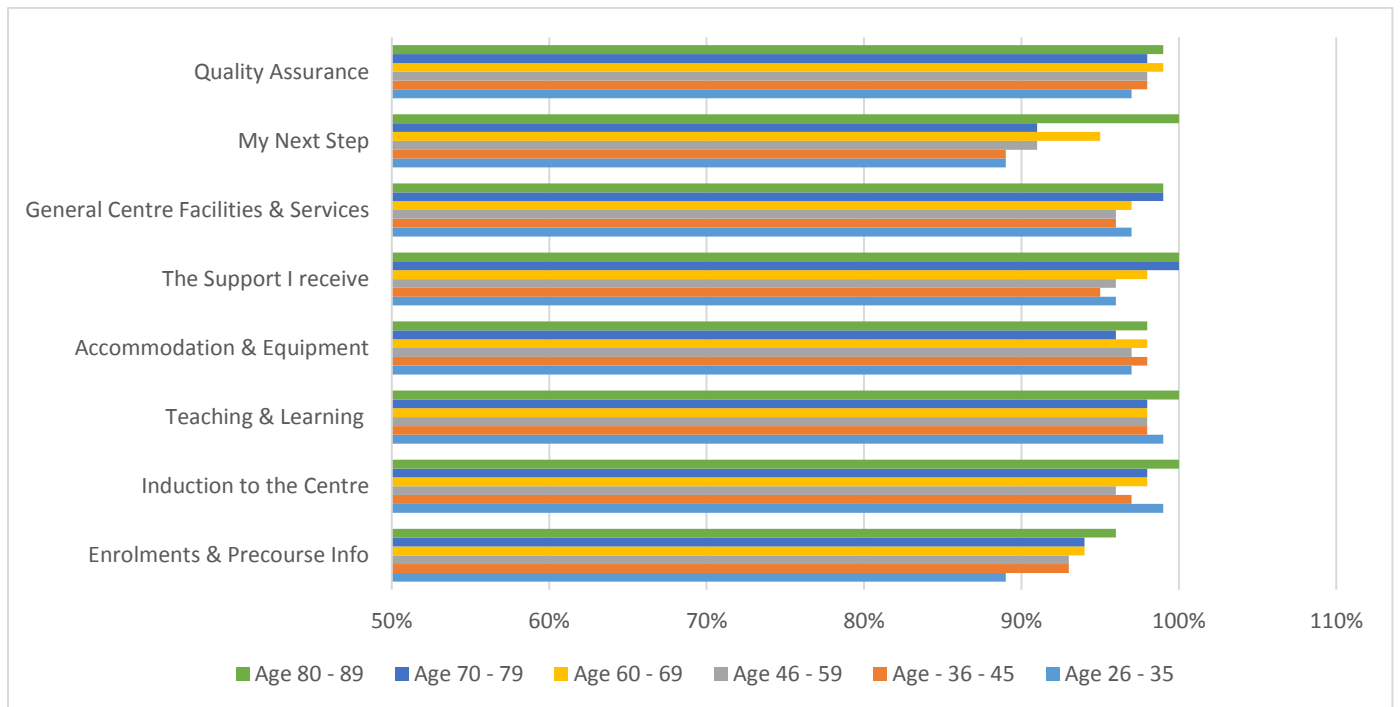
## Student satisfaction by demographic group

The charts below show the results of our satisfaction survey by different demographic groups. They do not show the responses to individual questions but the percentage of students who gave positive responses to those questions by topic. Broadly and allowing for the relatively small size of some groups, there are no significant variances. It is pleasing to see that 100% of those with a learning difficulty were 'satisfied' or 'very satisfied' with the support that they received. Older students show very high levels of satisfaction with their experience at the Centre. Students from Asian groups gave a lower rating, 83% were 'satisfied' with the information they received before they enrolled. Those who were not satisfied were in the main students on ESOL courses, although all students attend a one to one assessment session before they attend ESOL courses. In order to standardise the student experience, these sessions are now being delivered by the specialist ESOL Curriculum Coordinator.

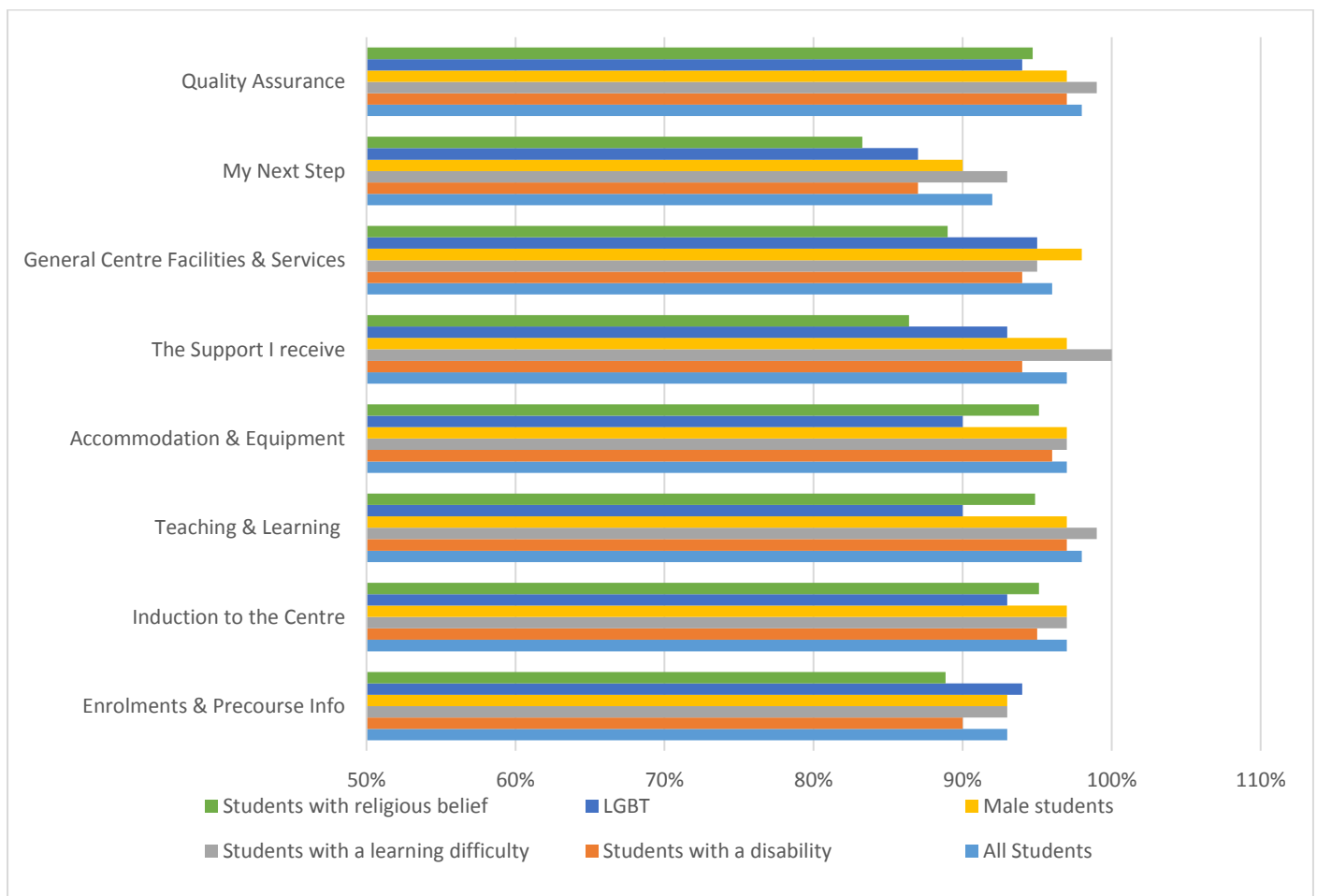
### Ethnicity



## Age group



## Other Protected Characteristics



## Appendix 1 Data Tables

### Gender

	2015-16		2014-15		2013-14		2012-13		2011-12	
	No	%	No	%	No	%	No	%	No	%
Female	<b>4130</b>	<b>78%</b>	4090	78%	3922	75%	4022	76%	4100	76%
Male	<b>1179</b>	<b>22%</b>	1137	22%	1283	25%	1288	24%	1285	24%

### Gender by section

Gender by section	2015-16		2014-15		2013-14	
	F	M	F	M	F	M
<b>All</b>	<b>78%</b>	<b>22%</b>	<b>78%</b>	<b>22%</b>	<b>75%</b>	<b>25%</b>
Computing	73%	27%	69%	31%	68%	32%
English	68%	32%	70%	30%	67%	33%
Business & Management	74%	26%	74%	26%	77%	23%
Digital Media	65%	35%	70%	30%	65%	35%
Languages	72%	28%	75%	25%	73%	27%
Humanities & Social Sciences	65%	35%	65%	35%	57%	43%
Health & Social Care	85%	15%	85%	15%	83%	17%
Visual Arts & Music	83%	17%	83%	17%	81%	19%
Writing & Publishing	79%	21%	80%	20%	80%	20%
<b>Over Sixties</b>	81%	19%	79%	21%	84%	16%
<b>Blackfriars*</b>	87%	13%	79%	21%	68%	32%
<b>Widening participation</b>	85%	15%	89%	11%	88%	12%

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

## Appendix 1 Data Tables

### Ethnicity

	2015-16		2014-15		2013-14		2012-13		2011-12		2010-11	
	No	%	No	%	No	%	No	%	No	%	No	%
Asian/Asian British	414	8%	554	12%	531	11%	458	9%	468	9%	465	7%
Black/Black British	607	12%	370	8%	344	7%	302	6%	339	7%	316	5%
Mixed Race	227	5%	201	4%	205	4%	198	4%	200	4%	180	3%
Other specified ethnicities	157	3%	285	6%	294	6%	398	8%	428	9%	409	6%
<b>BAME Groups</b>	<b>1405</b>	<b>28%</b>	<b>1374</b>	<b>28%</b>	<b>1374</b>	<b>28%</b>	<b>1356</b>	<b>28%</b>	<b>1453</b>	<b>29%</b>	<b>1370</b>	<b>21%</b>
White British	2466	49%	2213	46%	2243	45%	2144	44%	1869	37%	2099	32%
White Irish	145	3%	221	5%	240	5%	343	7%	508	10%	174	3%
Other white	968	19%	1000	21%	1095	22%	1085	22%	1160	23%	1005	15%
<b>Total white</b>	<b>3579</b>	<b>72%</b>	<b>3434</b>	<b>71%</b>	<b>3578</b>	<b>72%</b>	<b>3572</b>	<b>72%</b>	<b>3537</b>	<b>71%</b>	<b>3278</b>	<b>49%</b>

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

# Appendix 1 Data Tables

## Disability

Disability by sections 2015-16	2015/16		% 2014-15	% 2013-14
	No	%		
Computing	71	28%	23%	23%
English	123	19%	19%	19%
Business & Management	30	15%	19%	14%
Digital Media	42	18%	17%	19%
Languages	69	12%	10%	10%
Humanities & Social Sciences	66	15%	13%	14%
Health & Social Care	80	16%	16%	14%
Visual Arts & Music	265	16%	14%	15%
Writing & Publishing	50	20%	18%	12%
<b>Over Sixties</b>	44	21%	20%	24%
<b>Blackfriars</b>	17	18%	8%	17%
<b>Community Outreach</b>	208	26%	20%	19%

Student disability/learning difficulty	2015-16	2014-15	13-14	12-13	11-12	10-11	09-10
	%	%	%	%	%	%	%
Disability or learning difficulty	17%	14%	15%	15%	14%	14%	13%
Disability	13%	11%	13%	10%	11%	11%	12%
Learning Difficulty	5%	5%	4%	3%	3%	3%	3%

## Appendix 1 Data Tables

### ALS Statistics by Department in 2015-16

ART	By Section	Data in this colour is by department			
	2015-16	2014-15	2013-14	2012-13	
No of ALS Students	30	26	20	7	
Successful RARPA scores	9		8	3	
Progression to Year 2	0		1		
Full qualification	21	15	10	4	
Units of accreditation		11	0		
Number of achievers	30	26	19	7	
% of ALS students	100%	100%	95%	100%	
Retained	30	26	20	7	
% of ALS students	100%	100%	100%	100%	
No of continuing learners	12	14	12	7	
% of ALS students	40%	54%	60%	71%	

BUSINESS	By Section	Data in this colour is by department			
	2015-16	2014-15	2013-14	2012-13	
No of ALS Students	3	68	71	65	
Successful RARPA scores	0	37	21	10	
Progression to Year 2					
Full qualification	2	11	20	27	
Units of accreditation		16	20	23	
Number of achievers	2	64	61	60	
% of ALS students	67%	94%	86%	92%	
Retained	2	68	67	64	
% of ALS students	67%	100%	94%	98%	
No of continuing learners	2	34	44	49	
% of ALS students	67%	50%	62%	75%	

## Appendix 1 Data Tables

COMPUTING	By Section	Data in this colour is by department		
	2015-16	2014-15	2013-14	2012-13
No of ALS Students	2	68	71	65
Successful RARPA scores	0	37	21	10
Progression to Year 2				
Full qualification	2	11	20	27
Units of accreditation	0	16	20	23
Number of achievers	2	64	61	60
% of ALS students	100%	94%	86%	92%
Retained	2	68	67	64
% of ALS students	100%	100%	94%	98%
No of continuing learners	0	34	44	49
% of ALS students	0%	50%	62%	75%

ENGLISH	By Section	Data in this colour is by department		
	2015-16	2014-15	2013-14	2012-13
No of ALS Students	60	68	71	65
Successful RARPA scores	38	37	21	10
Progression to Year 2				
Full qualification	13	11	20	27
Units of accreditation	7	16	20	23
Number of achievers	58	64	61	60
% of ALS students	97%	94%	86%	92%
Retained	58	68	67	64
% of ALS students	97%	100%	94%	98%
No of continuing learners	39	34	44	49
% of ALS students	65%	50%	62%	75%

## Appendix 1 Data Tables

HEALTH	By Section	Data in this colour is by dept.		
	2015-16	2014-15	2013-14	2012-13
No of ALS Students	13	14	12	15
Successful RARPA scores	5	3	5	6
Progression to Year 2		6	1	3
Full qualification	6	4	4	3
Units of accreditation				
Number of achievers	11	13	10	12
% of ALS students	85%	93%	83%	80%
Retained	13	14	12	15
% of ALS students	100%	100%	100%	100%
No of continuing learners	5	9	2	6
% of ALS students	39%	64%	17%	40%

HUMANITIES	By Section	Data in this colour is by department		
	2015-16	2014-15	2013-14	2012-13
No of ALS Students	2	14	12	15
Successful RARPA scores	0	3	5	6
Progression to Year 2		6	1	3
Full qualification	2	4	4	3
Units of accreditation				
Number of achievers	2	13	10	12
% of ALS students	100%	93%	83%	80%
Retained	2	14	12	15
% of ALS students	100%	100%	100%	100%
No of continuing learners	0	9	2	6
% of ALS students	0%	64%	17%	40%



## Appendix 1 Data Tables

LANGUAGES	By Section	Data in this colour is by department		
	2015-16	2014-15	2013-14	2012-13
No of ALS Students	5	14	12	15
Successful RARPA scores	4	3	5	6
Progression to Year 2		6	1	3
Full qualification	1	4	4	3
Units of accreditation				
Number of achievers	5	13	10	12
% of ALS students	100%	93%	83%	80%
Retained	5	14	12	15
% of ALS students	100%	100%	100%	100%
No of continuing learners	0	9	2	6
% of ALS students	0%	64%	17%	40%

WRITING	By Section	Data in this colour is by dept.		
	2015-16	2014-15	2013-14	2012-13
No of ALS Students	1	26	20	7
Successful RARPA scores	0		8	3
Progression to Year 2	0		1	
Full qualification	0	15	10	4
Units of accreditation	0	11	0	
Number of achievers	0	26	19	7
% of ALS students	0%	100%	95%	100%
Retained	1	26	20	7
% of ALS students	100%	100%	100%	100%
No of continuing learners	0	14	12	7
% of ALS students	0%	54%	60%	71%

# Appendix 1 Data Tables

## ALS Achievement & Retention

ALS Achievement & Retention	2015-16	2014-15	2013-14	2012-13
No of ALS students	116	121	115	102
Successful RARPA scores	56	45	38	19
Progression to year 2	0	6	2	3
Full accreditation	47	38	37	41
Unit of accreditation	7	27	24	26
No of achievers	110	116	101	89
Achievers as % of ALS Students	95%	96%	88%	87%
Retained	113	121	108	100
Retained as % of ALS Students	97%	100%	96%	98%
ALS Achievement & Retention by Department	% Achievement		% Retention	
ART	100%		100%	
BUSINESS	68%		67%	
COMPUTING	100%		100%	
ENGLISH	97%		97%	
HEALTH	85%		100%	
HUMANITIES	100%		100%	
LANGUAGE	100%		100%	
WRITING	0%		100%	