

Mary Ward Centre  
Equality and Diversity Report  
Session 2016-17



## Contents

	Page
Self-assessment & equality objectives 2015-16	4
Student profiles	
Gender	5
Age groups	6
Ethnicity	8
Students with disabilities or learning difficulties	10
Support measures for students with disabilities	11
Additional Learning Support (ALS)	12
Additional Learning Support at the Mary Ward Centre	12
Reasons for ALS	12
ALS achievement and retention	13
2010 Equality Act – additional protected characteristics	13
Economic status	
Employment	14
Student financial support	15
Student satisfaction (demographic)	16
Appendix tables	18

## 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 2016-17

Equality and Diversity is very good because:

- Staff promote inclusion, equality and learning opportunities for all very well. They are very effective in eliminating or reducing barriers to learning
- Success, retention and satisfaction rates are high overall and there are no significant differences for particular demographic groups
- Outcomes for students receiving additional learning support continue to be very good
- There are very effective systems in place to provide support for those who need it
- Our student profile is diverse and broadly in line with that of London's population

Equality and Diversity will build on strengths:

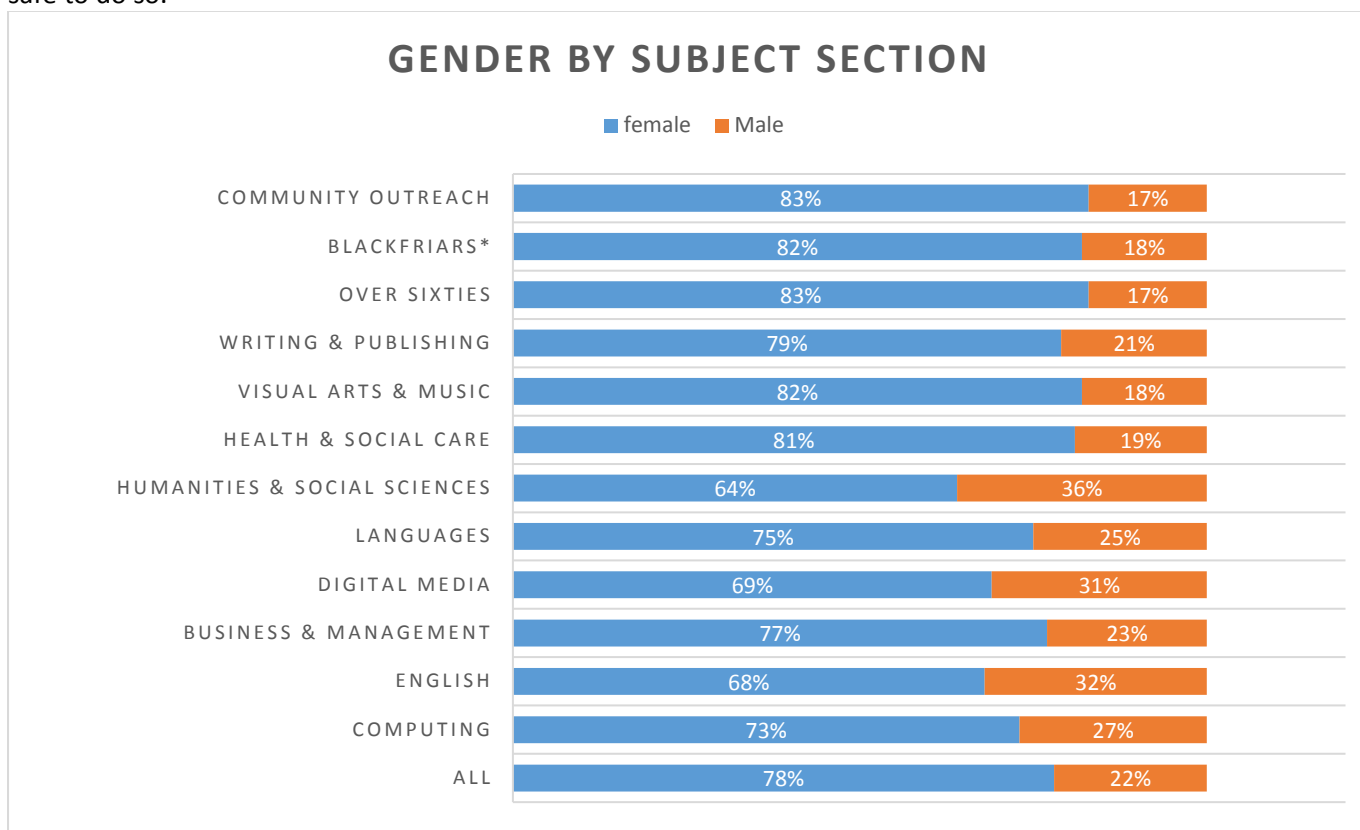
- Review and update our 'Inclusion In Action' and continue to raise the profile of equality and diversity across the college with all users and employees
- Review and update our Equality and Diversity policy
- Update our community outreach programme identifying key target groups for the next 5 years
- Continue to encourage more students to disclose information, and in particular, reducing the number of students who opt for "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:

- Update and extend our knowledge of changes to diversity agendas including LGBTQi
- Provide refresher training for our staff on safeguarding
- Review and update our equality objectives
- 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 by specific characteristics

## Gender

The percentages of female and male students attending classes has remained the same as 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 consistent for over 8 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 16/17, with 82% female students to 18% male, a 1% increase in the male participation. Health & Social Care and Writing & Publishing both follow a similar trend, with female students at 81% to 19% male and females at 79% to 21% male, respectively. It should be noted that there has been a 4% swing in an increase in male students in Health & Social Care. The possible factors behind this rise could be related to the course offered new fitness classes and had a particular good year with male participation in counselling courses.

There has been a slight increase in the male participation rate within Humanities & Social Sciences (36%); this figure is a percentage increase from 15-16, although it is still lower than the 13-14 rate, 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.

Overall, rates remain the same although there are a few subject sections that experienced some changes in the male to female ratio, such as a 3% and 5% increase in male students for the community outreach programme and Blackfriars, respectively. The over 60s, Languages and Digital Media saw a 2%, 4% and 3% rise in female students, respectively. English, Writing & Publishing and Computing have remained the same.

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 (83%) to males (17%). This split is broadly consistent over the last few years.

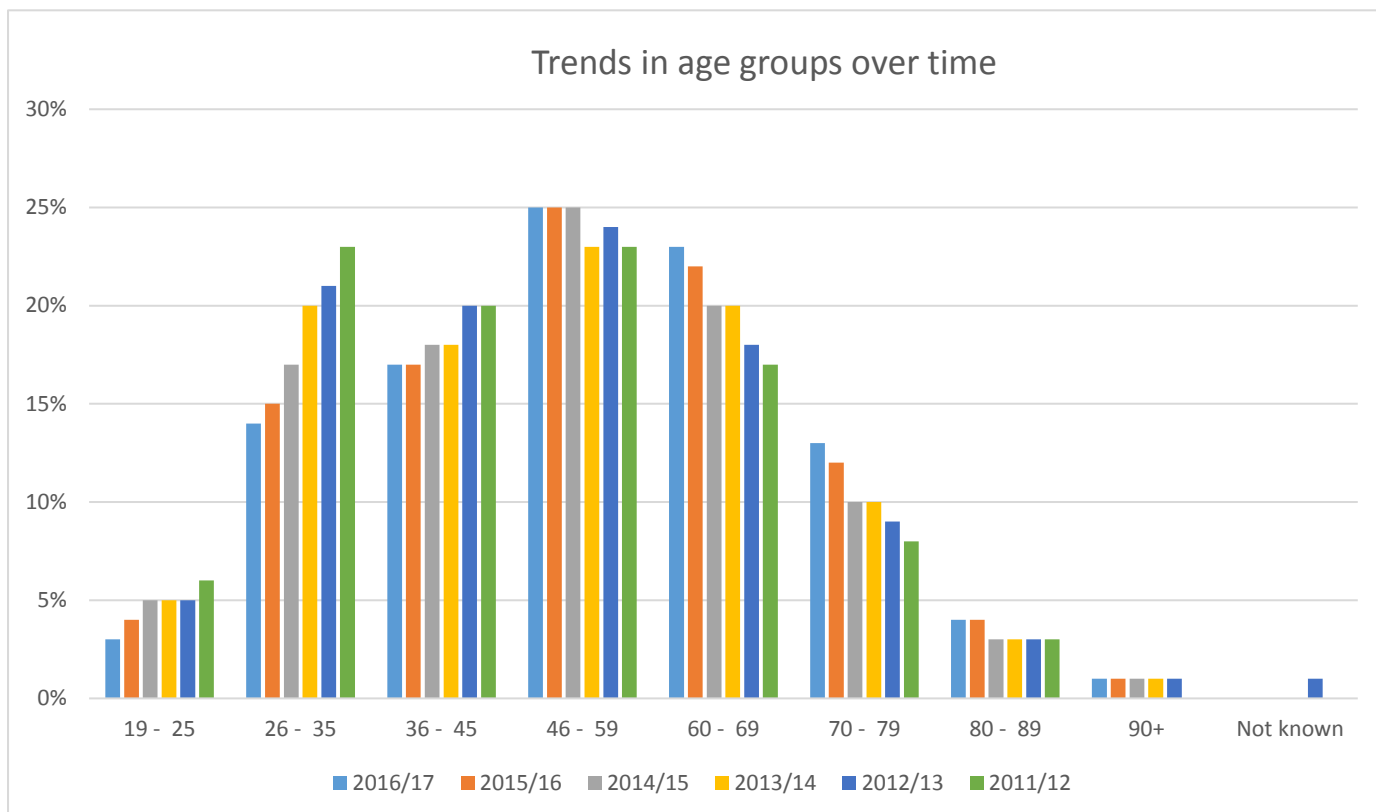
The Community Outreach female to male split has seen a slight increase in the number of male participation; 16-17 saw 17% males, up from 15% in 15-16 and from 11% in 14-15. The number of females continues to be high in Community Outreach however, due to the focus of the partner organisations that the 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.



34% 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 95% of students aged under 60, a 23% increase from the previous year.

As one might expect, programmes to assist career progression or employability generally showing a younger bias, for example, 55% of students in Business & Management programmes are aged 19-45, down 6% from 15-16, and 92% are under 60.

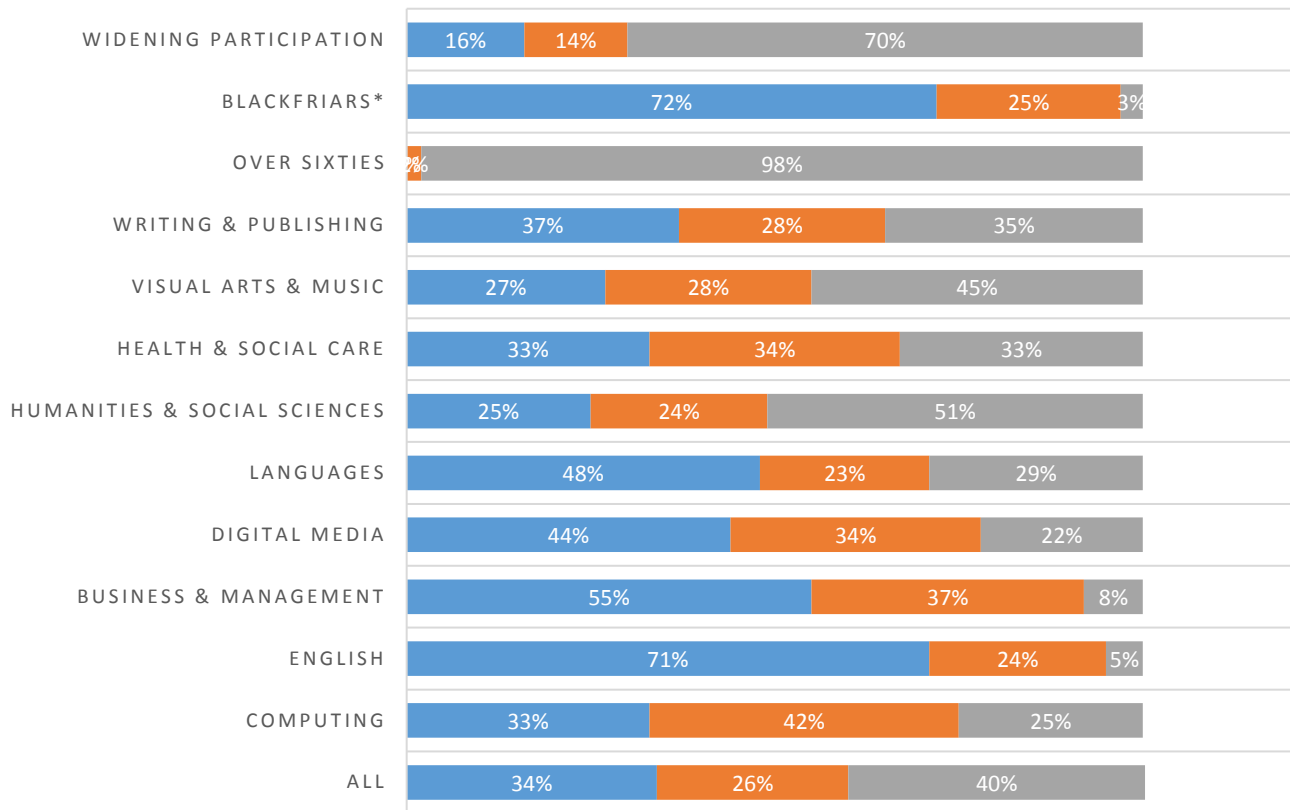
There is a fairly equal split between the ages of students in Health & Social Care, reflecting that these programmes similarly attract those at the start of their career, as well as those choosing to take up this accreditation later in life, or as a second career. Likewise, Writing & Publishing programmes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

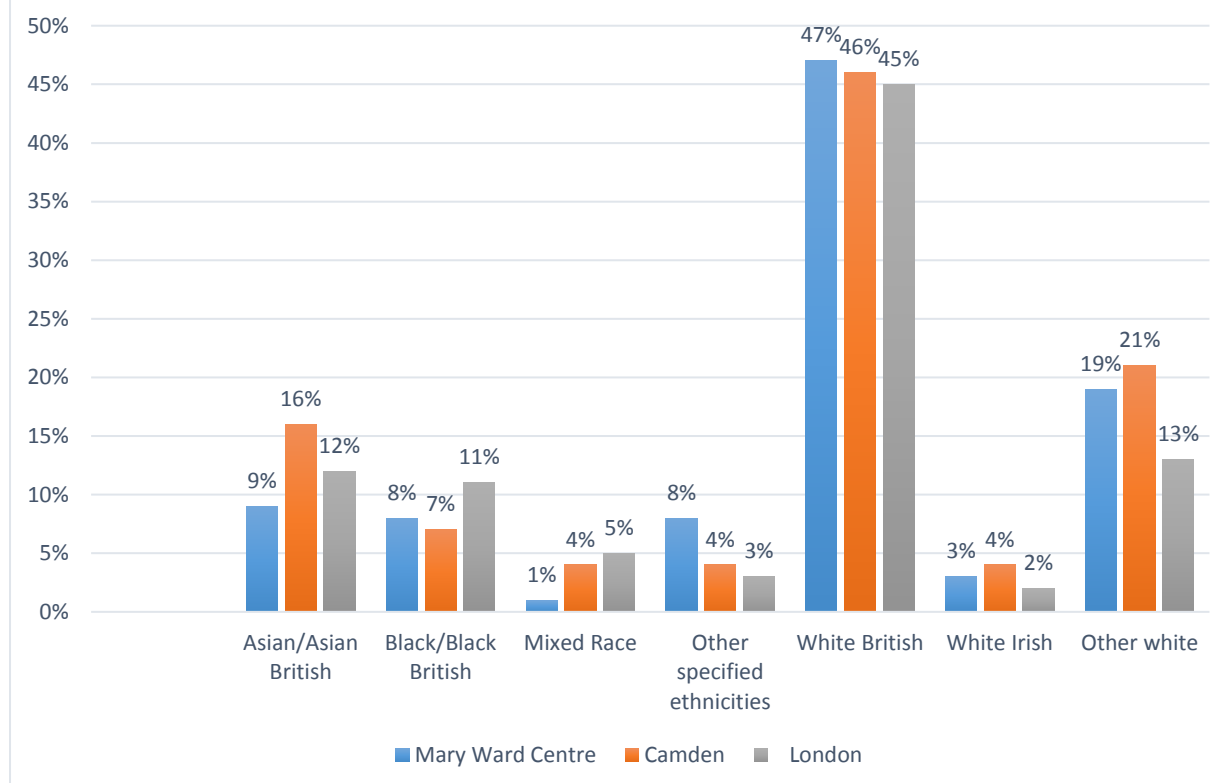
■ Under 19-45 ■ 46-59 ■ 60-90+



## 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 26% in 16-17. Within that group, participation by Black/Black British students has remained nearly the same with a single student decrease from the previous year, 380 students in 15-16 to 379 students in 2016-17.

Conversely, the percentage of Asian/Asian British students has increased by 1% to 9% overall, this can be directly attributed to the change in focus in our outreach programme. The percentage of students from BME groups in outreach remains high at 51%. There have been no remarkable changes by comparison to the previous year other than a 4% increase in the number of Chinese learners which reflects the number of partners we work with who engage with this community.

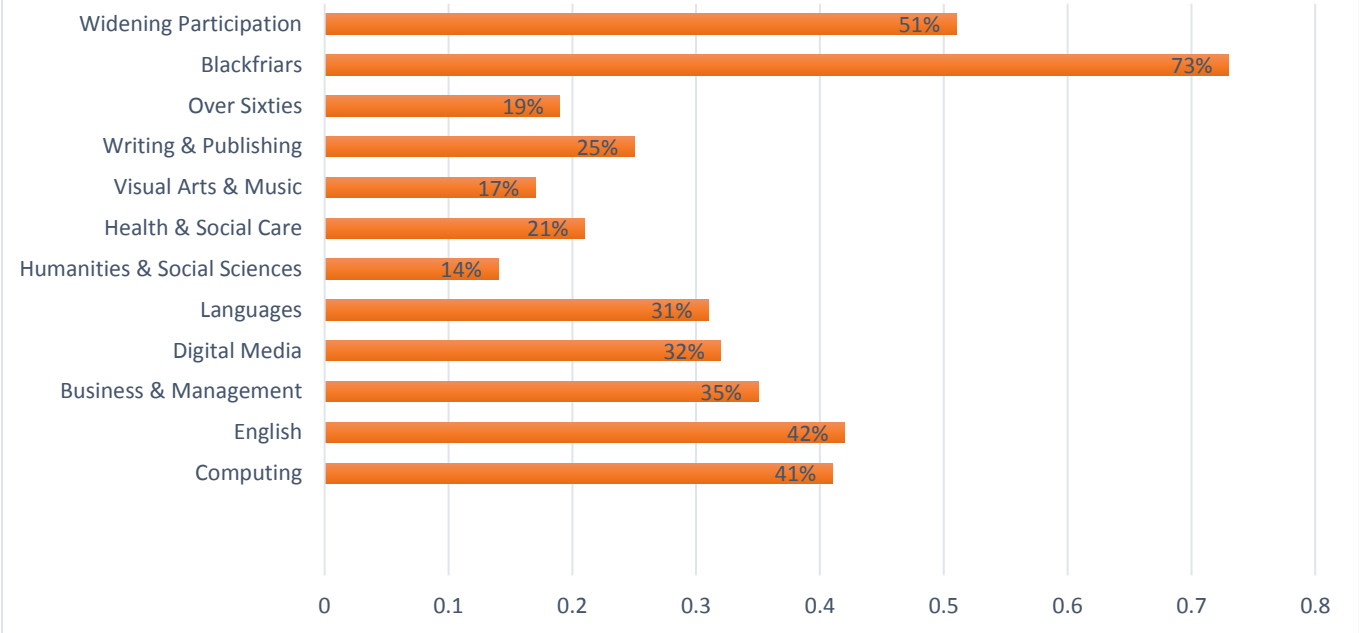
Camden's benchmark for BME students is 20.25% and the widening participation programme exceeds this expectation, with over half the student cohort being BAME learners. However, whilst we are mindful that we have target requirements to meet for Ageing Better Camden, it should not be at the risk of jeopardising our work with BAME communities.

Our subcontracted provision at Blackfriars also attracts a high proportion of BME groups and has increased by 6% to 73%. This is to be expected as the majority of the provision here is ESOL.

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.

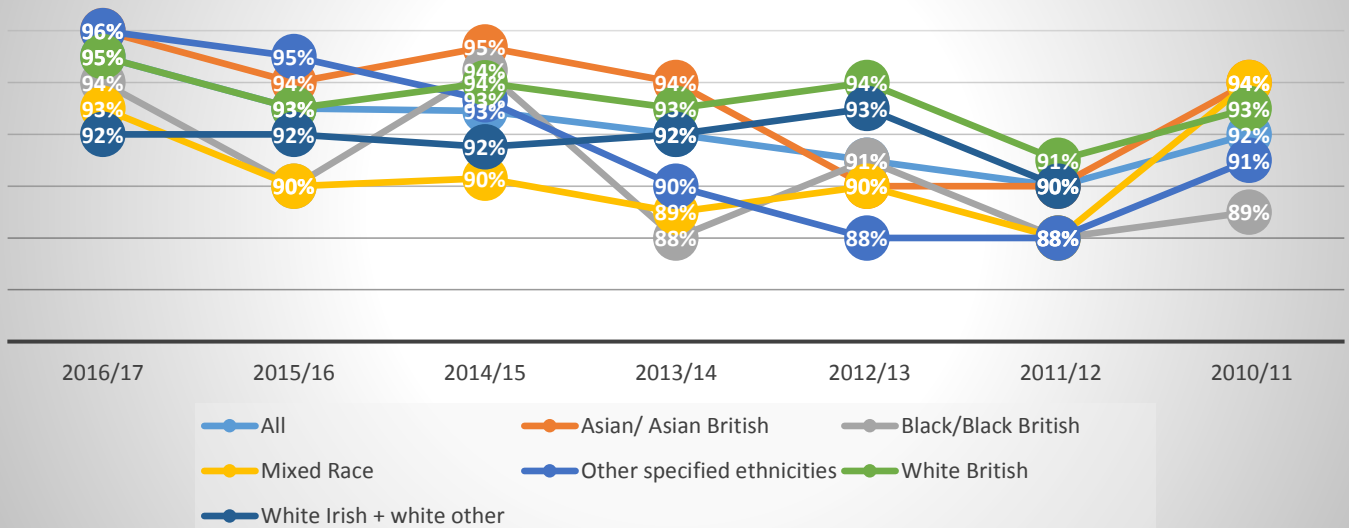


## BAME Students by subject section



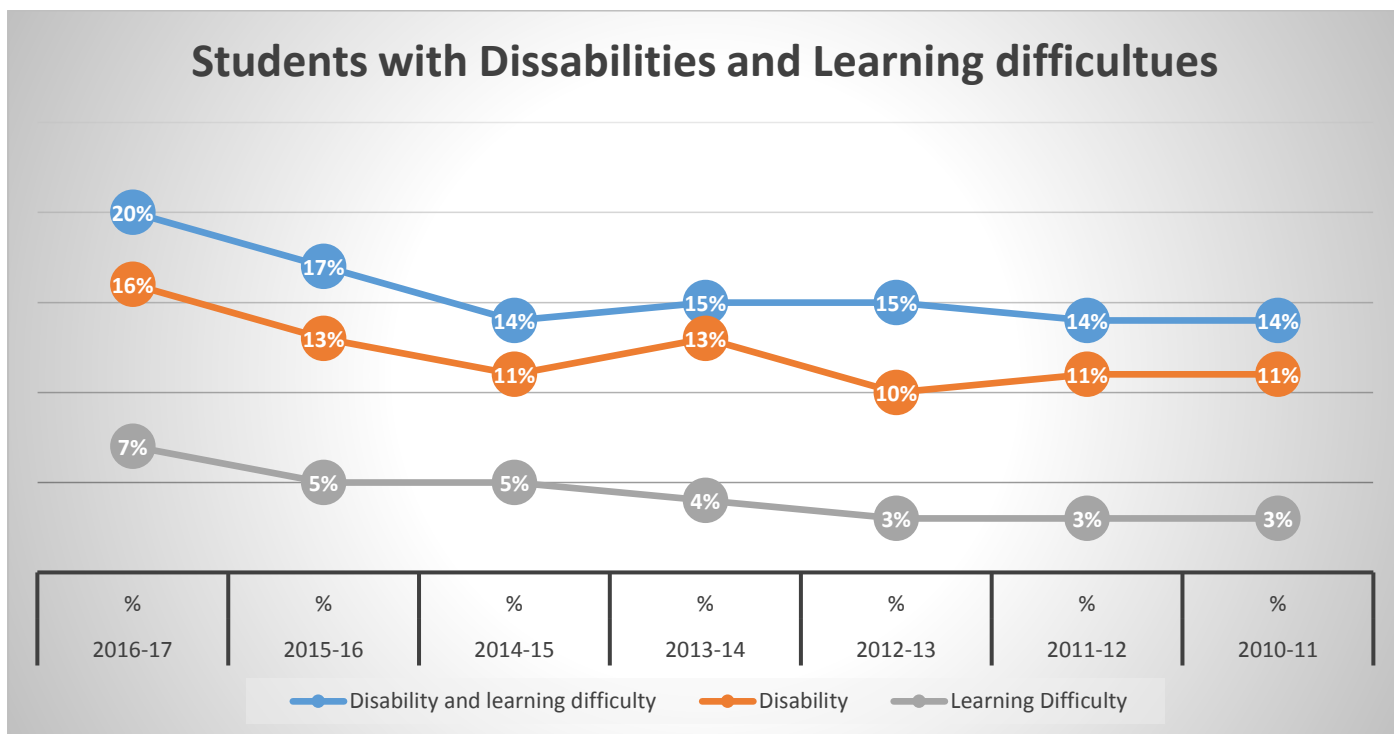
As you can see from the chart below there are no significant differences in the success rates for particular ethnic groups. Although there are small differences in success rates in-year there are no trends which show poorer performance by one group. In 2016/17, no one particular group had a lower success rate than the previous year.

## Trends: success rates by ethnicity



## Students with disabilities or learning difficulties

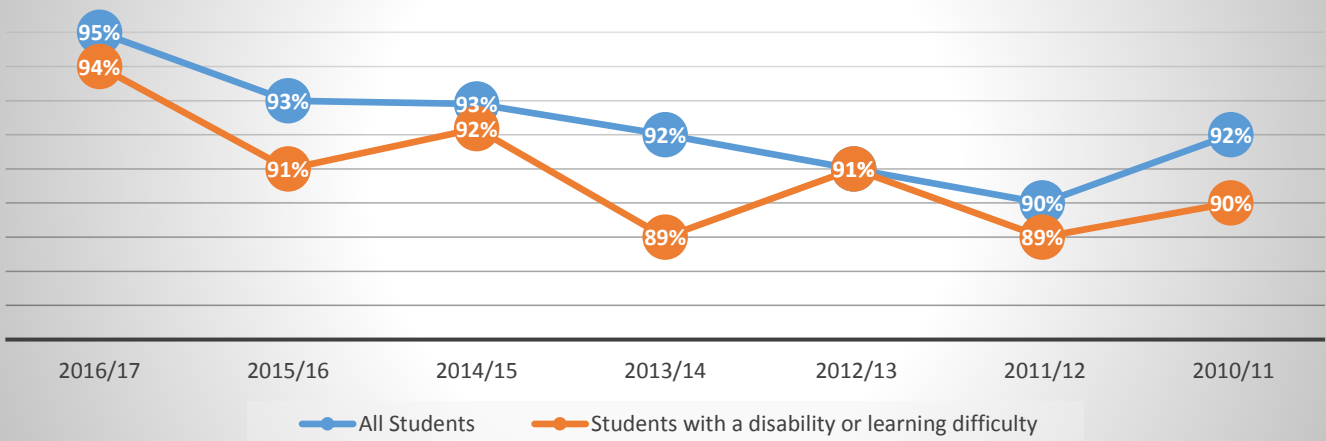
The number of students declaring a disability and/or learning difficulty has been increasing consistently since 14-15 from 14% to 20%. The latest report by the Government Office for Disability Issues states that 16% of Londoners have declared disability, so our profile clearly reflects the population 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.



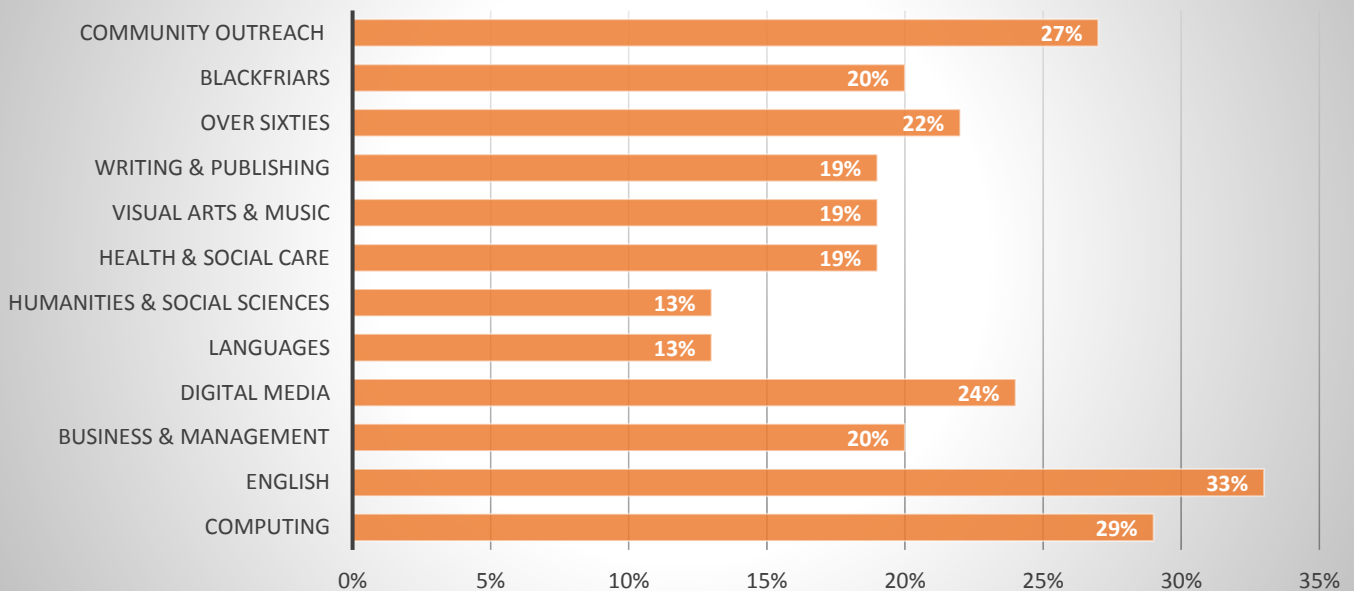
Note – some students have both a disability and a learning difficulty

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 22% of students declaring a disability. The figure for Community Outreach programmes is also higher than that for the centre as a whole at 27%, both the Ageing Better Project and partnerships with organisation that target people with mental ill health contribute to this difference. English and Digital Media have seen an increase of numbers of students with disabilities since 15-16, many of whom are gaining these 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.

## Trends in Success rates



## Disability by Sections



### 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 2016-17, there were 25 room changes down from 39 in 2015-16. ALS is reported on separately later in this report.

	2016-17	2015-16
Room change	25	39
PAP (Individual)	27	30
PAP (Total)	67	125
PEEP (Individual)	106	97
PEEP (Total)	284	347

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 2016-17 there were 27 individual students who had a PAP (2015-16, 30) and there were 67 PAPs in total (2015-16, 125). 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.

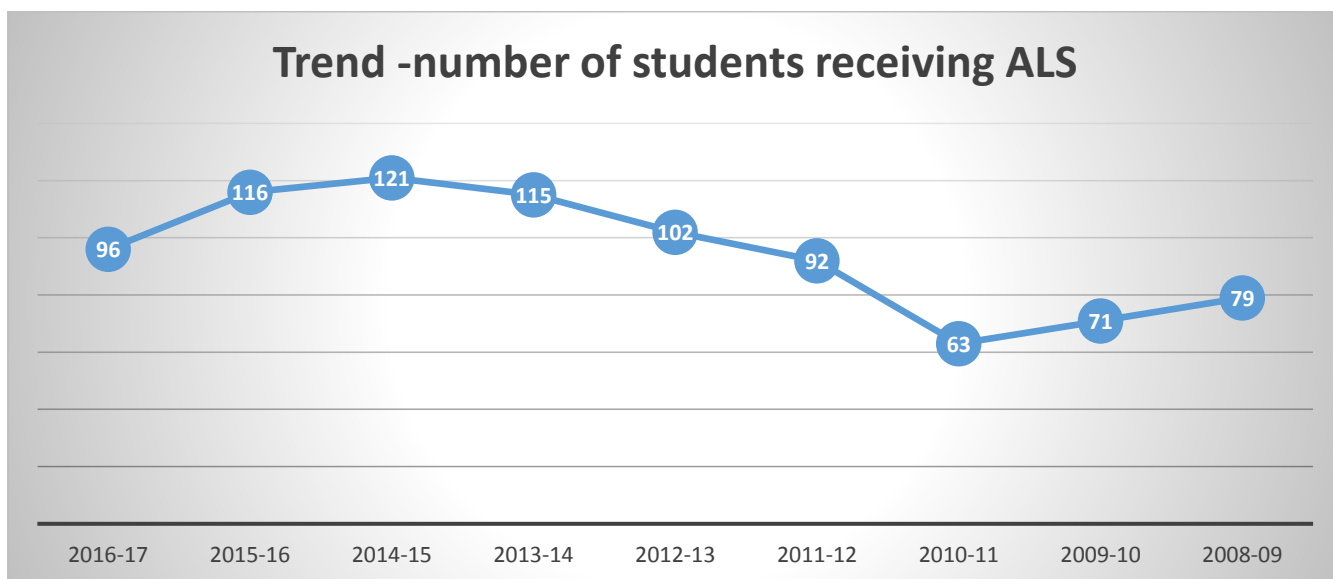
In 2016-17, there were 106 students who needed a PEEP (2015-16, 97), generating a total of 284 plans in place (2015-16, 347). There are default plans in place for both buildings of the college, and a referral arrangement by Blackfriars. Only one of our two computer suites is step-free, and our main art 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. ALS includes 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:

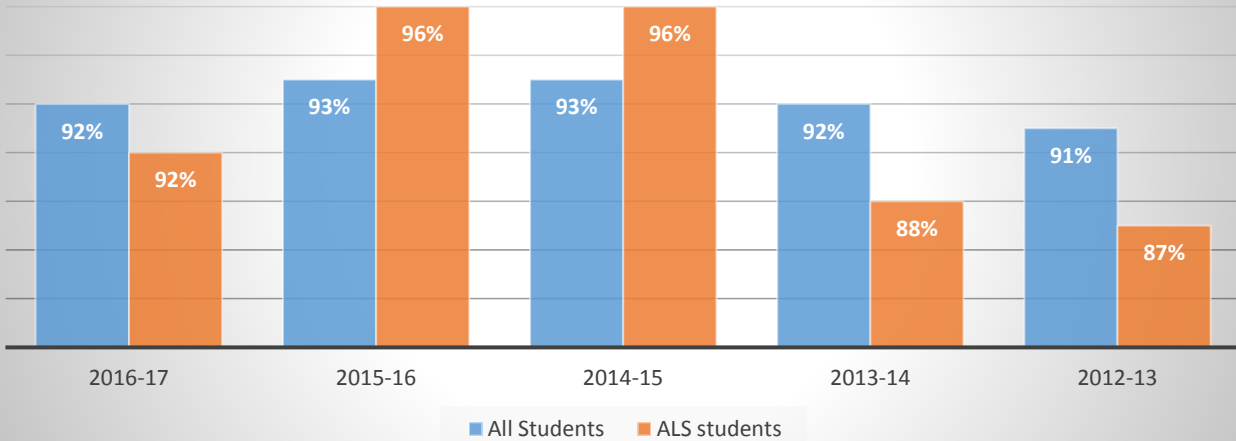
- Dyslexia and similar difficulties
- Moderate learning difficulties / other general learning difficulty
- Language support
- Visual impairment
- Hearing impairment
- Mental health difficulty
- Medical related difficulty
- Asperger's syndrome
- Speech impediment / pronunciation difficulty
- Cerebral 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 2016-17 is at the college target of 90+%, 11 percentage points above the provider group benchmark of 81%, and 16 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. Although the success has decreased since the previous year it is still high and in line with the college average.

## Success Rate Trend



### 2010 Equality Act – Additional Protected Characteristics

	2016/17		2015/16		2014/15		2013/14
Have you changed or do you plan to change your gender?							
Yes	45	1%	33	1%	1%	1%	1%
How would you describe your sexual orientation?							
towards persons of the same sex	277	5%	311	6%	5%	5%	7%
towards persons of the opposite sex	3063	58%	2830	53%	48%	48%	55%
towards persons of either sex	97	2%	74	2%	2%	2%	2%
rather not say	1546	29%	1770	33%	44%	44%	37%
Total LGBT	374	31%	418	8%	7%	7%	10%
Do you have a religion or belief?							
Yes	1654	31%	1725	32%	32%	32%	35%
No	2091	39%	1717	34%	34%	34%	33%
rather not say	1241	23%	1267	24%	35%	35%	32%
Are you pregnant or have you given birth in the last six months?							
Yes	27	1%	27	1%	0%	0%	1%

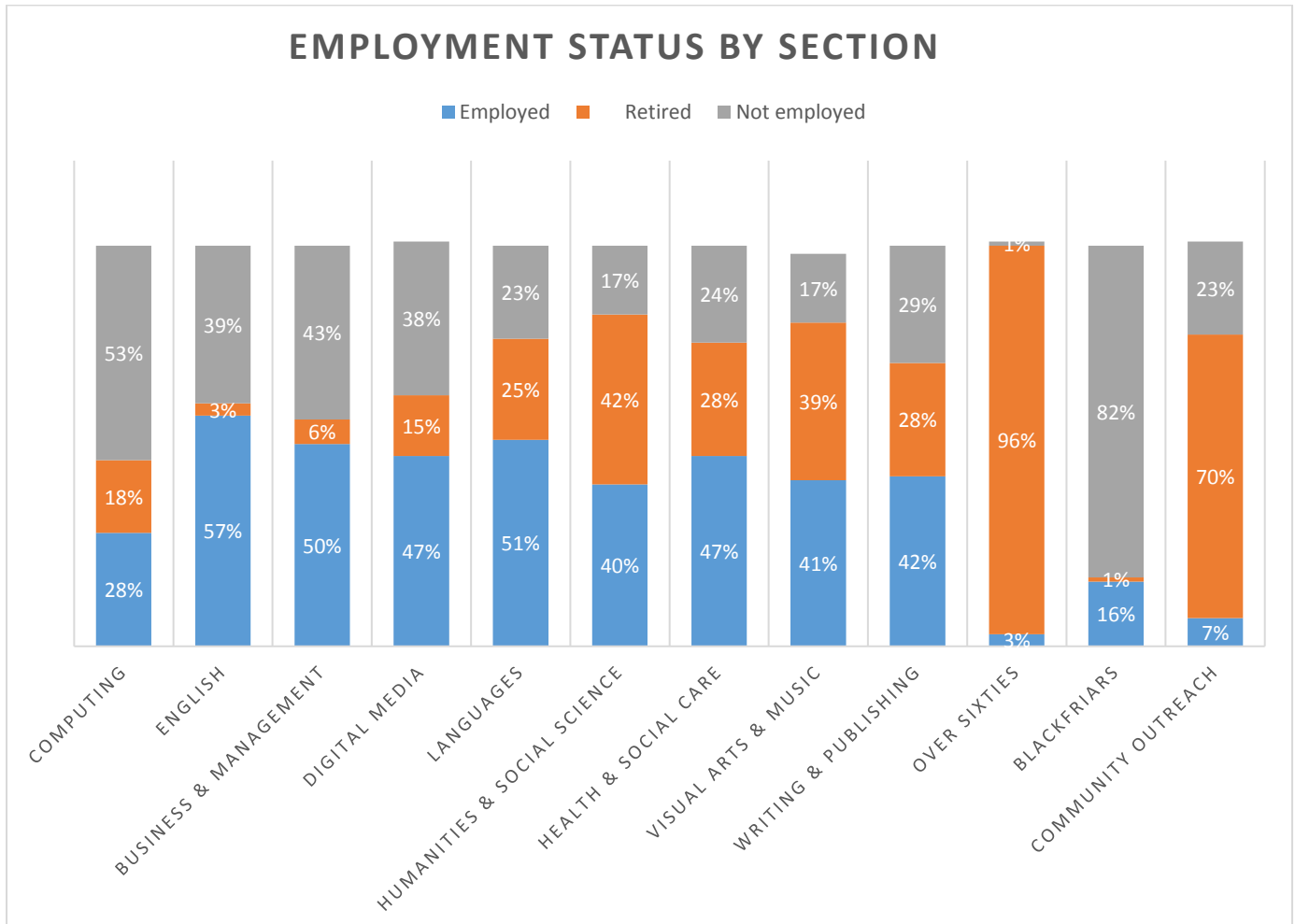
The data for all these groups remains broadly the same, however, there has been a pleasing reduction in the number of people who prefer not to tell us this information.

#### Economic status

#### Employment

The percentage of our student body who are retired remained the same from 2015/16, this can be attributed mainly by the Ageing Better Project in Community Outreach. The percentage of retired students in this section increased by 10% to 70% since the previous year.

Student employment status	2016-17	2015-16	2014-15	2013-14	2012-13
Employed	38%	41%	40%	41%	43%
Retired	35%	35%	33%	32%	27%
Not in employment	24%	24%	27%	27%	28%



The number of unemployed students continues to increase in our transferable work skills programmes (Computing from 43% in 14/15 to 53% in both 15/16 and 16/17). For Business & Management, however, there was an 11% fall from 53% to 42% of students being unemployed. The small amount of provision subcontracted to Blackfriars is aimed at the unemployed and 82% of students were unemployed last year. The number of retired students increased from 64% to 70% 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, Computing, Writing & Publishing, Health & Social Care, and Humanities & Social Sciences, with the most notable increases being in Business Management (43% to 50%) and Blackfriars (9% to 16%). Anecdotally this may indicate that with the introduction of qualifications such as Payroll and Bookkeeping Level 2 course people are taking courses to improve their chances at work or get a better job. We need to drill further into the data to ascertain if this is true.

## 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 (16-17)	Students (15-16)
Literacy & Maths	Free	87	74
Community Outreach	Free	904	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	424	617
			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	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11
Concessions	23%	23%	44%	42%	43%	44%	48%
Full fees	77%	77%	56%	58%	57%	56%	52%

Concession: Add all income based benefit people in centre profile and find the percentage from total

Categories for concessionary fees	2016-17	2015-16	2014-15
Work related benefits (JSA & ESA)	10%	12%	13%
Universal Credit	0.75%		
Other income based benefits	10%	11%	11%
Total income based	21%	23%	24%

### 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. In 2016/17 we gave 187 grants to 139 students, 2.62% total students. 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. There were 151 less people in ESOL, literacy and maths this year.



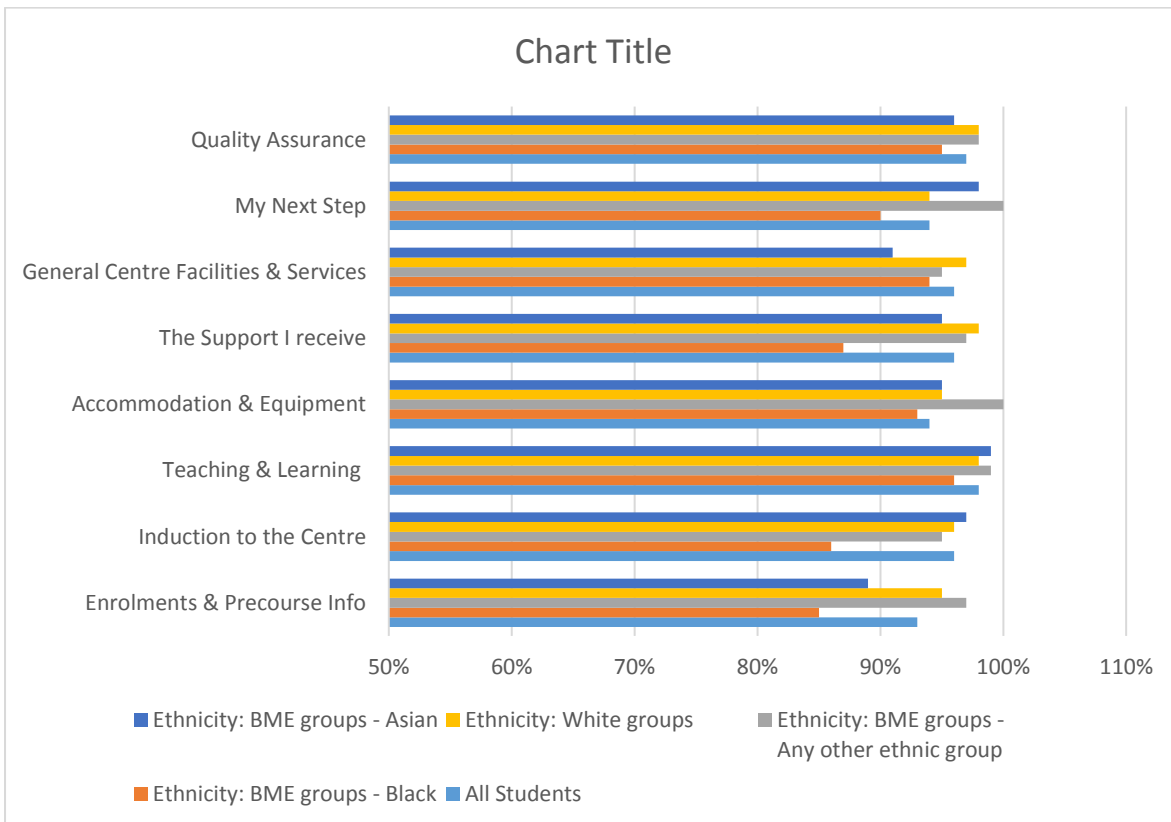
	16-17		15-16		14-15		13-14	
Fees	78	41.7%	137	51%	191	52%	185	49%
Travel	84	44.9%	95	35%	130	35%	139	37%
Materials	20	10.7%	32	12%	37	10%	42	11%
Childcare	5	2.7%	5	2%	9	2%	10	3%

\* Does not include subcontracted provision

### Student satisfaction by demographic group

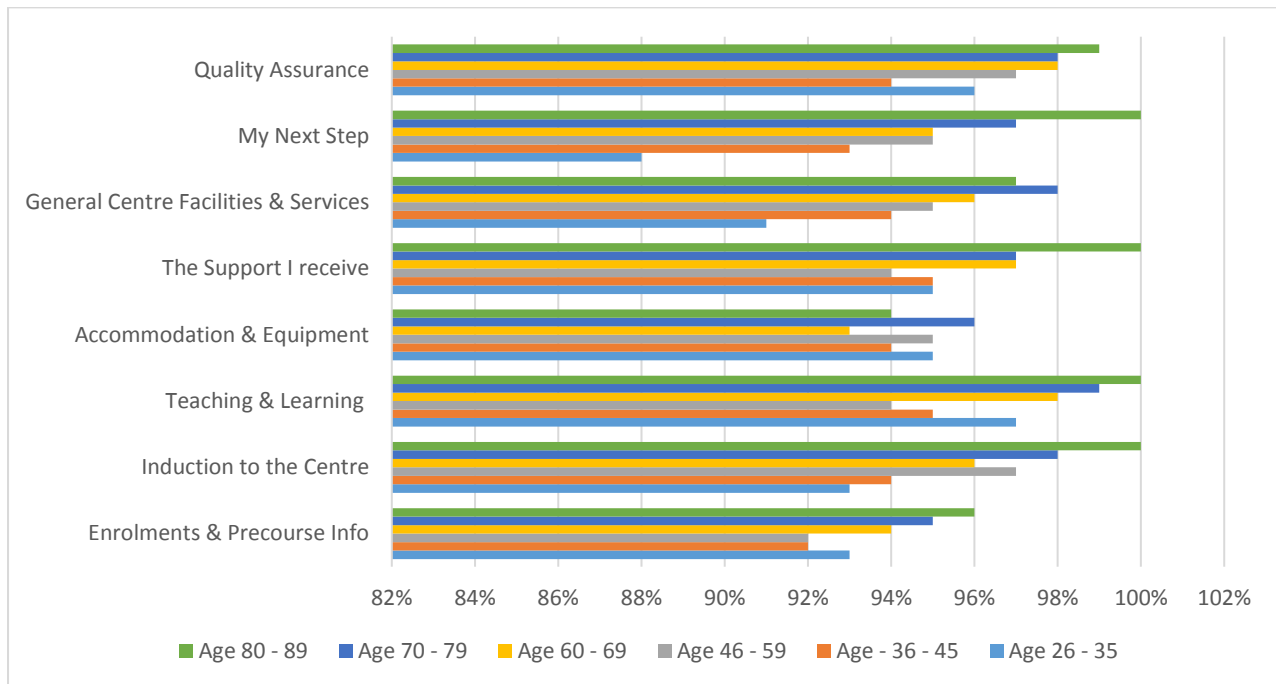
The charts below show the results of our satisfaction survey by different demographic groups. They do not show the responses to individual questions but the percentage of students who gave positive responses to those questions by topic. Broadly and allowing for the relatively small size of some groups, 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. See if there are any improvements in satisfaction level.

### Ethnicity

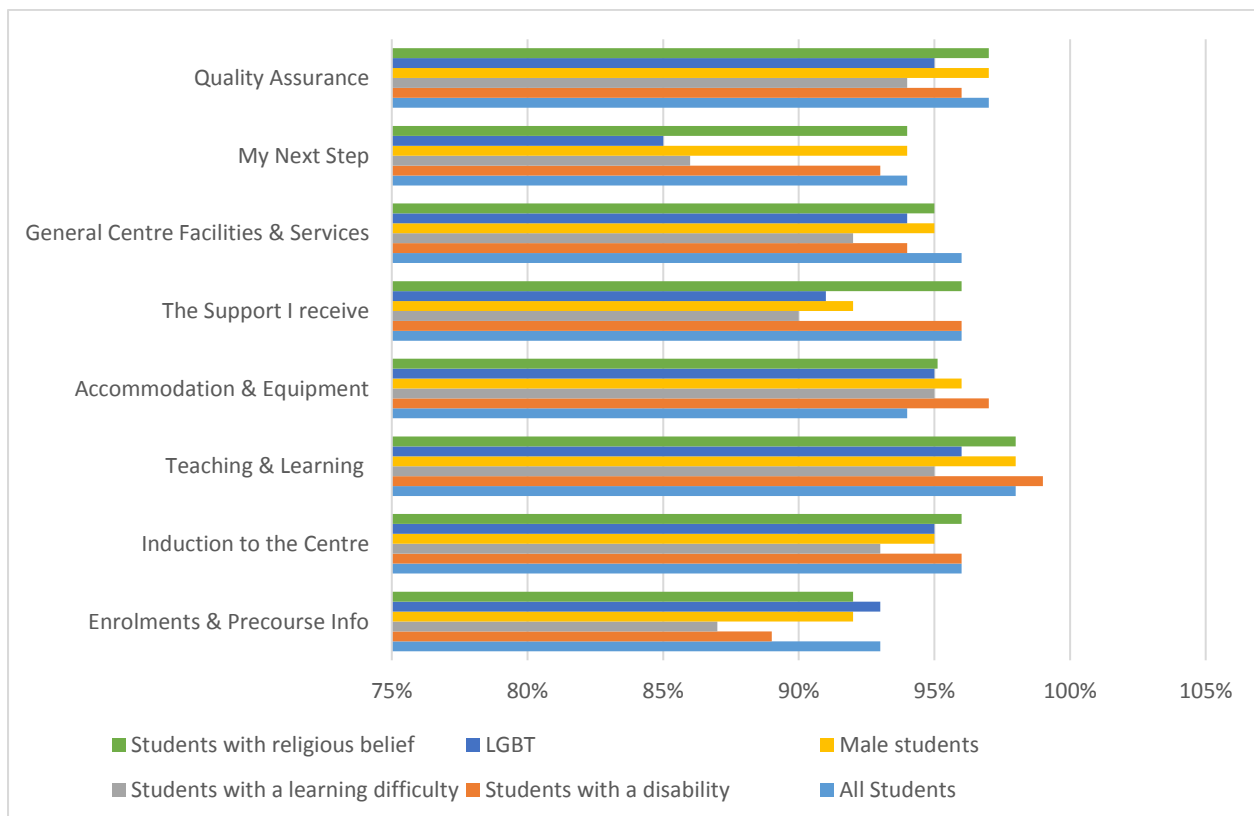


## Summary for all groups in different protected characteristics

### Age group



### Other Protected Characteristics



## Appendix 1 Data Tables

### Gender

	2016-17		2015-16		2014-15		2013-14		2012-13		2011-12	
	No	%	No	%	No	%	No	%	No	%	No	%
Female	4134	78%	4130	78%	4090	78%	3922	75%	4022	76%	4100	76%
Male	1188	22%	1179	22%	1137	22%	1283	25%	1288	24%	1285	24%

### Gender by section

	2016-17		2015-16		2014-15		2013-14	
	F	M	F	M	F	M	F	M
All	78%	22%	78%	22%	78%	22%	75%	25%
Computing	73%	27%	73%	27%	69%	31%	68%	32%
English	68%	32%	68%	32%	70%	30%	67%	33%
Business & Management	77%	23%	74%	26%	74%	26%	77%	23%
Digital Media	69%	31%	65%	35%	70%	30%	65%	35%
Languages	75%	25%	72%	28%	75%	25%	73%	27%
Humanities & Social Sciences	64%	36%	65%	35%	65%	35%	57%	43%
Health & Social Care	81%	19%	85%	15%	85%	15%	83%	17%
Visual Arts & Music	82%	12%	83%	17%	83%	17%	81%	19%
Writing & Publishing	79%	21%	79%	21%	80%	20%	80%	20%
Over Sixties	83%	17%	81%	19%	79%	21%	84%	16%
Blackfriars*	82%	18%	87%	13%	79%	21%	68%	32%
Widening participation	83%	17%	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

	2016-17		2015-16		2014-15		2013-14		2012-13		2011-12		2010-11	
	No	%	No	%	No	%	No	%	No	%	No	%	No	%
Asian/Asian British	468	9%	414	8%	554	12%	531	11%	458	9%	468	9%	465	7%
Black/Black British	379	8%	607	12%	370	8%	344	7%	302	6%	339	7%	316	5%
Mixed Race	215	1%	227	5%	201	4%	205	4%	198	4%	200	4%	180	3%
Other specified ethnicities	217	8%	157	3%	285	6%	294	6%	398	8%	428	9%	409	6%
<b>BAME Groups</b>	<b>1279</b>	<b>26%</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	2494	47%	2466	49%	2213	46%	2243	45%	2144	44%	1869	37%	2099	32%
White Irish	136	3%	145	3%	221	5%	240	5%	343	7%	508	10%	174	3%
Other white	964	19%	968	19%	1000	21%	1095	22%	1085	22%	1160	23%	1005	15%
<b>Total white</b>	<b>3594</b>	<b>69%</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	2016/17		2015-16		2014-15	2013-14
	No	%	No	%	%	%
Computing	50	20%	71	28%	23%	23%
English	67	16%	123	19%	19%	19%
Business & Management	25	15%	30	15%	19%	14%
Digital Media	31	16%	42	18%	17%	19%
Languages	64	11%	69	12%	10%	10%
Humanities & Social Sciences	50	12%	66	15%	13%	14%
Health & Social Care	115	16%	80	16%	16%	14%
Visual Arts & Music	253	15%	265	16%	14%	15%
Writing & Publishing	31	14%	50	20%	18%	12%
Over Sixties	71	36%	44	21%	20%	24%
Blackfriars	20	20%	17	18%	8%	17%
Community Outreach	200	12%	208	26%	20%	19%

Student disability/learning difficulty	2016-17		15-16	14-15	13-14	12-13	11-12	10-11	09-10
	No	%	%	%	%	%	%	%	%
Disability or learning difficulty	1575	20%	17%	14%	15%	15%	14%	14%	13%
Disability	1203	16%	13%	11%	13%	10%	11%	11%	12%
Learning Difficulty	372	7%	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		
	2016-17	2015-16	2014-15	2013-14	2012-13
No of ALS Students	16	30	26	20	7
Successful RARPA scores	8	9		8	3
Progression to Year 2		0		1	
Full qualification	7	21	15	10	4
Units of accreditation	0		11	0	
Number of achievers	15	30	26	19	7
% of ALS students	93%	100%	100%	95%	100%
Retained	15	30	26	20	7
% of ALS students	93%	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		
	2016-17	2015-16	2014-15	2013-14	2012-13
No of ALS Students	1	3	68	71	65
Successful RARPA scores	0	0	37	21	10
Progression to Year 2					
Full qualification	1	2	11	20	27
Units of accreditation	0		16	20	23
Number of achievers	1	2	64	61	60
% of ALS students	100%	67%	94%	86%	92%
Retained	1	2	68	67	64
% of ALS students	100%	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		
	2016-17	2015-16	2014-15	2013-14	2012-13
No of ALS Students	1	2	68	71	65
Successful RARPA scores	1	0	37	21	10
Progression to Year 2					
Full qualification	0	2	11	20	27
Units of accreditation	0	0	16	20	23
Number of achievers	1	2	64	61	60
% of ALS students	100%	100%	94%	86%	92%
Retained	1	2	68	67	64
% of ALS students	100%	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		
	2016-17	2015-16	2014-15	2013-14	2012-13
No of ALS Students	33	60	68	71	65
Successful RARPA scores	12	38	37	21	10
Progression to Year 2					
Full qualification	19/18	13	11	20	27
Units of accreditation		7	16	20	23
Number of achievers	30/31	58	64	61	60
% of ALS students	91%/94%	97%	94%	86%	92%
Retained	30/31	58	68	67	64
% of ALS students	91%/94%	97%	100%	94%	98%
No of continuing learners		39	34	44	49
% of ALS students		65%	50%	62%	75%

\*In 2016/17, English is comprised solely of ESOL courses. In previous years, English included literacy results, this changed for 16/17 and the results for literacy and maths are presented below.

LITERACY & MATHS	
------------------	--

	2016-17
No of ALS Students	24
Successful RARPA scores	17
Progression to Year 2	
Full qualification	3
Units of accreditation	3
Number of achievers	23
% of ALS students	96%
Retained	23
% of ALS students	96%
No of continuing learners	
% of ALS students	

HEALTH	By Section		Data in this colour is by dept.		
	2016-17	2015-16	2014-15	2013-14	2012-13
No of ALS Students	11	13	14	12	15
Successful RARPA scores	1	5	3	5	6
Progression to Year 2	2		6	1	3
Full qualification	5	6	4	4	3
Units of accreditation	2				
Number of achievers	9	11	13	10	12
% of ALS students	82%	85%	93%	83%	80%
Retained	9	13	14	12	15
% of ALS students	82%	100%	100%	100%	100%
No of continuing learners		5	9	2	6
% of ALS students		39%	64%	17%	40%



Appendix 1 Data Tables

HUMANITIES		By Section	Data in this colour is by department		
	2016-17	2015-16	2014-15	2013-14	2012-13
No of ALS Students	0	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%

LANGUAGES		By Section	Data in this colour is by department		
	2016-17	2015-16	2014-15	2013-14	2012-13
No of ALS Students	6	5	14	12	15
Successful RARPA scores	2	4	3	5	6
Progression to Year 2			6	1	3
Full qualification	3	1	4	4	3
Units of accreditation					
Number of achievers	5	5	13	10	12
% of ALS students	83%	100%	93%	83%	80%
Retained	5	5	14	12	15
% of ALS students	83%	100%	100%	100%	100%
No of continuing learners		0	9	2	6
% of ALS students		0%	64%	17%	40%

Appendix 1 Data Tables

WRITING			Data in this colour is by dept.		
	2016-17	2015-16	2014-15	2013-14	2012-13
No of ALS Students	0	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%

ALS Achievement & Retention

ALS Achievement & Retention	2016-17	2015-16	2014-15	2013-14	2012-13
No of ALS students	96	116	121	115	102
Successful RARPA scores	40	56	45	38	19
Progression to year 2	3	0	6	2	3
Full accreditation	40	47	38	37	41
Unit of accreditation		7	27	24	26
No of achievers	88	110	116	101	89
Achievers as % of ALS Students	92%	95%	96%	88%	87%
Retained	93	113	121	108	100
Retained as % of ALS Students	97	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%		