

EQUALITY DIVERSITY IMPACT MEASURES and PERFORMANCE

What is reported about student recruitment and success rates

- 2004/05 SAR – departments reported enrolment split by Ethnic group at AOL level to form a baseline.
- 2005/06 SAR – departments commented on ethnic profile of enrolment analysing any key shifts or features. They also reported on and analysed success rates according to ethnic profile identifying differential achievement over 2 years. This will be used to set improvement targets for 06/07 which will be reported on in the next SAR.
- 2005/06 SAR – At college level differential success rates re ethnicity and disability are reported (3 years) and analysed.

College performance will be discussed in relation to regional or national benchmarks where reliable external data exists.

Student EDIMS for Disability

1. *The percentage of students with a declared disability to increase 1% year on year until it reflects the local profile of people with disabilities ¹ and/or national participation rate for FE.*

Enrolment by students declaring a Learning Difficulty and/or Disability

	2002/03	2003/04	2004/05	2005/06
Total	1137 (7%)	1110 (7%)	1072 (7%)	943 (7%)

2. *The overall success rate of students with declared disabilities to improve at least 2% year on year until at least level with the college success rate.*

Learning Difficulty and Disability success rate

		2002/03	2003/04	2004/05	2005/06
Yes		45	54	43	48
	16-18	36%	43%	65%	60%
	19+	929	987	951	882
No		572	685	649	680
	16-18	46%	56%	57%	58%
	19+	10384	12152	12060	11884
Unknown		6	1	17	22
	16-18	50%	0%	59%	50%
	19+	563	421	625	456
Total		12499	14300	14345	13972

Source: ProAchieve - Compass

¹ Finding a local profile has proved problematic when producing the College Disability Equality Scheme. LSC, GOL and Unions not able to establish reliable benchmark.

Students with disabilities have been successfully integrated into many curriculum areas and achieve well. Where appropriate, they also receive additional learning support to ensure that their attainment is good. For example, a significant physically disabled student on the NVQ Fitness Foundation Course was supported by the course tutor and gained an OCR level 2 Certificate in Teaching Exercise and Fitness in Gym, Exercise to Music and Circuits. Having achieved these qualifications she is has now successfully gained employment.

Individual students involved in developing the College Equality Diversity Strategy cited positive examples of academic and personal achievement and identified further improvements which will inform the Action Plan.

Student EDIMS for success rate by age and ethnic group

3. College level success rates for BME to improve 2% year on year until a least level with the college success rate.

Success Rates by Ethnicity and Age ²

16-18 Success rate by Ethnicity

		2002/03	2003/04	2004/05	2005/06
16-18	Any Other	43 37%	109 52%	71 52%	72 65%
	Bangladeshi	11 9%	17 82%	11 55%	3 100%
	Black African	72 71%	102 54%	103 58%	102 58%
	Black Caribbean	43 19%	111 45%	55 51%	46 59%
	Black Other	12 42%	16 44%	18 56%	6 50%
	Chinese	2 0%	3 33%	9 78%	6 50%
	Indian	3 33%		11 64%	5 20%
	Mixed	59 32%	71 48%	67 54%	59 62%
	Other Asian	16 25%	12 75%	13 69%	20 65%
	Pakistani	4 50%	5 20%	7 14%	9 44%
	Unknown	155 44%	100 67%	46 54%	62 58%
	White	203 52%	194 57%	298 61%	294 65%
	Total	623	740	709	684

Source: ProAchieve - Compass

- The low number of students make analysis statistically insignificant in most groups.
- There is a positive trend for black Afro-Caribbean students
- The percentage of unknown was 6.4% (04-05) and 9.6% (05-06)
- The performance of most BME groups except Bangladeshi (100%) and 'other Asian' (77%) is below that of white students (73%).

² Source: LSC January 2006

Source: CRP Jan 06 plus KCC ILR for 05/06

19+ Success rate by Ethnicity

	2002/03	2003/04	2004/05	2005/06
19+				
Any Other	1324 62%	1408 59%	1470 66%	1199 63%
Bangladeshi	120 68%	114 60%	114 64%	82 60%
Black African	548 47%	563 61%	609 61%	1040 62%
Black Caribbean	548 47%	563 61%	609 61%	569 65%
Black Other	183 56%	242 59%	270 60%	185 69%
Chinese	101 56%	205 73%	210 75%	188 77%
Indian	138 59%	143 55%	150 75%	157 71%
Mixed	345 55%	502 59%	524 68%	522 63%
Other Asian	342 62%	378 62%	320 70%	309 62%
Pakistani	93 53%	86 65%	71 70%	58 64%
Unknown	3491 56%	2824 68%	1249 61%	1156 62%
White	4252 57%	5849 65%	7503 71%	7507 73%
Total	11485	12877	13099	12972

Source: ProAchieve - Compass

- The success rates of most ethnic groups show an upward trend except for Black African (-1%), Indian (-2%), Mixed race (-5%), Pakistani (-5%) but low numbers create large % shifts.
- 'Unknown' remains at around 10%

The college is ethnically diverse and therefore the analysis of differential achievement by any particular social group is seldom statistically valid at course level.

From 2006/07 Curriculum Areas of Learning to report three EDIMs set as a result of data analysis.

Staff EDIMS³

- 4. The response rate to staff disability monitoring to rise 10% year on year from 65% (2006) to 95% by 2009.**

Others to be agreed at Executive

³ The baseline starts 2006 following the inclusion of OLASS