



Writtle
University
College

Equality and Diversity Steering Group (EDSG) Annual Report 2015/16

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Contents

Introduction to the Scope and Remit of the Steering Group	4
Progress with Existing plans and Targets	5
Learning Support and Well-being.....	5
Human Resources	12
Equality and Diversity - Further Education	14
Equality and Diversity - Higher Education	15
Marketing	18
IS&T update (including Media Resources).....	20
Student Union.....	20
Appendix 1 – Equality and Diversity Data – Whole Institutional	21
Appendix 2 – Equality and Diversity Data – HE.....	23
Appendix 3 - Equality and Diversity Achievement Data- HE	25
Appendix 4 - Equality and Diversity – Achievement - FE	29

Introduction to the Scope and Remit of the Steering Group

The Equality and Diversity Steering Group (EDSG) Terms of Reference (ToR) are reviewed on an annual basis to ensure that they remained current and fit for purpose.

- 1.1. To actively promote dignity, respect, inclusivity and equal treatment among students, staff, governors, employers and other stakeholders and to ensure that these principles are reflected and implemented by the University College in all its strategies, policies and practices.
- 1.2. To ensure the University College takes appropriate actions to fulfil its responsibilities under equality and diversity legislation, including monitoring the impact of the University College's Single Equality Scheme (SES) and any associated action plan/s to ensure that all aspects of equality diversity and inclusion are monitored and actions are taken to address areas for improvement.
- 1.3. To encourage participation of under-represented student, staff and stakeholder groups through the use of appropriate marketing campaigns, recruitment drives and promotional materials.
- 1.4. To ensure the University College is compliant with Government counter-terrorism legislation and that we can demonstrate 'due regard to the need to prevent people from being drawn into terrorism'.
- 1.5. To review training needs in relation to equality and diversity across the University College and to ensure that any training delivered is effective in ensuring that leaders, managers, governors, staff, students and other stakeholders understand their roles and responsibilities in relation to equality, diversity and inclusion.
- 1.6. To review targets set for student recruitment, progress, achievement and destination ensuring that these are challenging and that the recruitment, performance and destinations of different student groups are closely monitored and actions taken to address any identified gaps. Consideration will be given to social and economic deprivation, prior attainment, minority groupings and any other identifiable groups.
- 1.7. To monitor that teaching, learning and assessment, including materials and methods used, promote equality, support diversity, meet individual needs and tackle discrimination, victimisation, harassment, stereotyping or bullying and to ensure that appropriate training is provided for staff to facilitate this.
- 1.8. To monitor the profile of staff and governors against the student population and consider any diversity issues.
- 1.9. To ensure arrangements are in place to protect all students and staff from harassment, bullying and discrimination and to ensure that these arrangements are effective.
- 1.10. To review incidents and complaints specifically in relation to equality, diversity and bullying and ensure that these are proactively managed and addressed, including providing training and support as appropriate.
- 1.11. To ensure that all reasonable adjustments are made to enable participation by all students.
- 1.12. To recommend actions to appropriate areas of the University College, committees or groups as a result of the above and receive follow up reports on the effective implementation of these actions.
- 1.13. To produce an annual report that analyses equality and diversity data from the whole University College and reviews progress against its equality, diversity and inclusion aims.

Progress with Existing plans and Targets

The previous Equality and Diversity Action plan was centred around Writtle University College's (WUC) Equality Objectives detailed in the Equality Policy 2012 – 2016. The Equality Objectives have now been updated and subsequently a new Action Plan is being developed in line with the new objectives. We have produced our equality objectives for 2016-2020 using analysis of data trends from our annual reports and benchmarking against sector best practice and innovation. We have identified four themes that summarise what we want to achieve and under these we have developed our equality objectives:

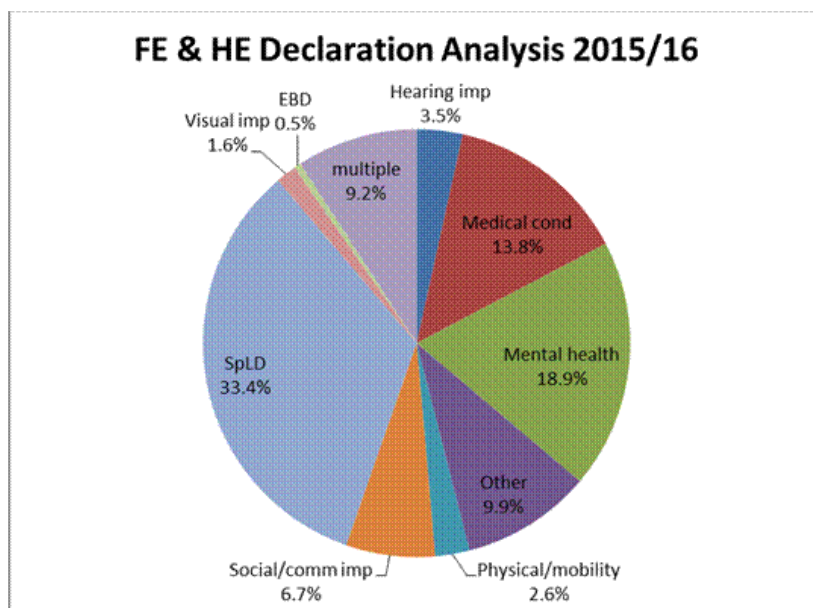
- 1) Inclusion: we provide an environment that is accessible and welcoming
- 2) Attainment: everyone can flourish and succeed to the best of their abilities
- 3) Flexibility: we support different ways of working and learning
- 4) Embedding: the active promotion of equality informs our culture and behaviour.

The new Action Plan will replace any previous action plans from 2017 onwards.

Learning Support and Well-being

Writtle University College welcomes applications from students who have a disability, learning difficulty, mental health and/or medical condition(s) and actively encourages early disclosure of support needs and requirements. This helps to ensure reasonable adjustments can be considered and support arrangements can be put in place from the beginning.

As at July 2016, the University College's student database (Unit-e) showed 578 15/16 (compared to 612 in 14/15) students – 154 HE (compared to 165 HE in the previous year) and 424 FE (compared to 447 FE in the previous year) had declared some sort of learning difficulty and/or disability and/or medical/mental health condition. The analysis of all student declarations made as at July 2016 at Fig.1 provides a more detailed breakdown:



There is a broadly similar profile when comparing last year's and this year's more detailed data (see Fig. 2 below). The most significant increase is in mental health declarations from 12.3% in 14/15 to 18.9% in

15/16. The most significant decrease has been seen in medical conditions but this decline may partly be offset in what has been recorded this year as multiple difficulties.

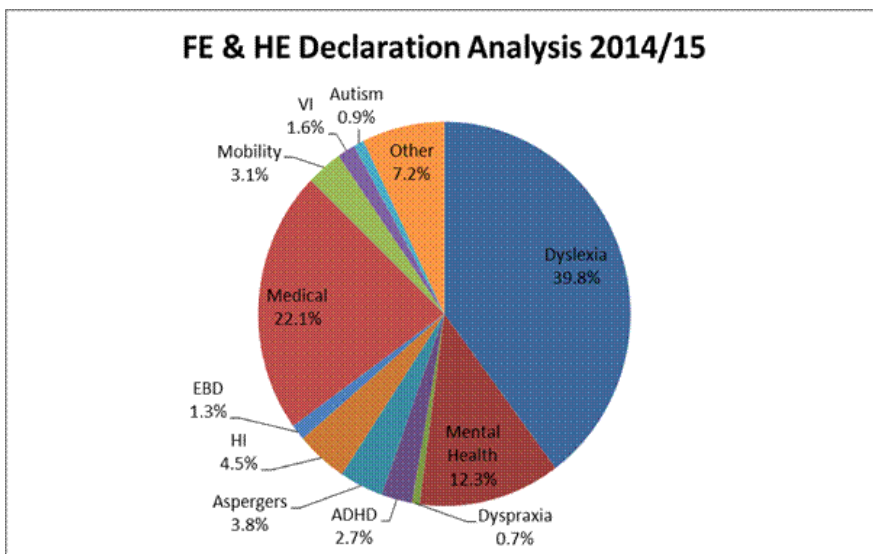


Fig. 2 Analysis of All Student Declarations Made (as at July 2015)

All students who declare pre-entry or on enrolment are sent a self-assessment form for completion.

Higher Education students who have declared additional needs are contacted pre-entry and encouraged to apply for a Disabled Students' Allowance, which can help fund support, such as a specialist note-taker, communicator, assistive technology, mentoring or study support. Students who have qualified for DSA are then asked to contact Learner Services during their induction week to ensure their support can be planned and organised.

For prospective FE learners, face-to-face support interviews are normally carried out by a member of Learner Services staff on the same day as they are here for their interview with curriculum staff. In 2015/16 there has been a new system trialed of initial screening of declarations and information provided to try to streamline the process.

The purpose of support is to enable equal access to curriculum and University College life. Additional learning/study support can be provided outside of timetabled course sessions, on a weekly basis or sometimes in class with a Learning Support Assistant, according to a student's individual need(s).

Support plans are written for all interviewed students who have declared. These plans are shared with academic staff and include recommendations on individual additional support and reasonable adjustments required to meet the needs of an individual (for example, adapted learning/teaching materials and/or the use of assistive technology).

In 2015/16, 277 FE learners, including apprentices and eleven high needs funded learners (compared to 263 FE learners in 14/15) received some sort of learning support amounting to around 9,400 hours. This is a significant increase from 14/15 as the number of high needs learners nearly doubled in 15/16 (supported through increased high needs funding and increased staffing capacity). Around 90% of these were 16-18 year olds (an increase of 10% on 14/15) and 60% were female (a similar percentage to 14/15).

It is difficult to provide direct comparative data in terms of the type of support provided as recording systems and processes have changed in 2015/16. However, Fig. 3 provides an indication of the FE student numbers accessing each type. The most obvious and significant shift in FE additional learning support is

from out of class to in class support. This is partly as a result of the increase in high needs requiring one to one in class support and partly as a strategic response to trying to find a model that best meets student need and maximises the contribution and impact additional support can make.

Fig.3 - Type of Support Provided to Students Accessing FE Learning Support

Type of support	No of students 15/16	No of students 14/15	No of students 13/14
Counselling	19	19	7
Communicator	3	3	4
Out of Class 1:1	77	217	171
In Class 1:1	89	No comp fig avail	No comp fig avail
In Class Shared Support	161	No comp fig avail	No comp fig avail
Exam Support	79	94	55
Access arrangement assessment	43		
Welfare & misc (eg cross agency meetings)	123	115	123

It is now also possible to do some curriculum area by area analysis. Animal students (excluding high needs) have received 45% of the total learning support hours provided, horticulture 19% and equine 10%.

To fully support our hearing impaired students, Learner Services provides Sign Supported English, British Sign Language, note-taking, or a combination of all three. Communication support is available in lectures, off-site visits, tutorials, one to one sessions, open days and interviews. The University College has a portable hearing loop and static hearing loop system in the Northumberland Lecture Theatres and the main hall. In 2013/14, Communicators supported 4 FE (all High Needs Funded) learners and 1 HE hearing impaired (DSA funded) student, as well as prospective students with enquiries at information/open events. In 2014/15, they supported 2 FE (High Needs Funded), 1 Apprentice and 1 24+ Advanced Learning Loan learner (SFA Additional Support and Excess Learning Support funded). In 2015/16, they supported 3 FE learners, 1 Apprentice and one HE students (all funded by external additional income).

Success rates of students with a declaration and without will be considered with the University College's Self annual Assessment Report. Historically there has been no significant difference in FE success rates.

A total of 39 HE students have received one to one study skills support, totaling 139.5 hours between them. Last year a total number of 51 HE students received 167 hours support between them. The average number of hours of support increased from 3.3 hours per student in 2014/15 to 5 hours per student in 2015/16.

This year the breakdown of students was 23 DSA funded students to 16 non DSA students. There were 2 Postgraduate students among the DSA students and 5 international and 1 postgraduate student among the non DSA students - Fig. 4 summarises the hours have been claimed from DSA in 14/15 compared to 2015/16.

The income into the University College from DSA has increased this year to £54,863 from £26,953 in 14/15. In the same period the number of students with DSA has increased from 60 to 68 students.

Even if a student has not declared a specific need, a weekly drop-in session provides access to some learning/study support to anyone that might want it. It should also be noted that a student can self-refer or be referred for learning support by a member of academic staff at any point during their studies.

Fig. 4 - DSA Hours Claimed 14/15 and 15/16

	14/15 hours	15/16 hours
Study Skills	167.0	139.5
Notetaking	265.0	957.5
Exam Support	78.0	93.0
Mentor	20.5	12.0
Study Assistant Support	132.5	159.5
Communicator	0.0	471.5

Learner Services ensures that accurate records of all support given are kept for audit purposes and that appropriate MIS arrangements are in place to ensure that claims for funding for additional support can be made to the appropriate funding body.

Access Arrangements

The intention of access arrangements is that they should compensate for the restriction imposed by the learning difficulty and/or disability without affecting the validity of the examination. Arrangements vary depending on the requirements of the individual, but could include additional time, use of a computer, a reader, writer or separate room.

Any student who feels they might be entitled to special requirements is encouraged to discuss examination and assessment arrangements with Learner Services at interview or the start of their course. For HE students these arrangements are confirmed as part of the DSA assessment process. Learner Services can assist with arranging an assessment when required.

In 2015/16, Learner Services continued to support the assessment and provision of exam access arrangements for students entitled to them. The table below shows a breakdown of the types of arrangements put in place and compares them to previous years.

Fig. 5 - Analysis of Types of Exam Access Arrangements

Type of Access Arrangement	HE				FE			
	2015/16	2014/15	2013/14	2012/13	2015/16	2014/15	2013/14	2012/13
Extra time	68	57	94	91	80	94	76	69
Reader	13	10	10	19	48	46	42	38
Scribe	7	6	5	3	7	11	17	16
Separate room	36	31	24	31	66	71	55	49
PC	37	40	69	39	57	57	4	9

It can be noted that the number of FE students with extra time has decreased compared to 2014/15 because of the new regulations that state that it is more appropriate for those diagnosed with Asperger's and autism to be allowed rest breaks instead. This year we have 23 students who have had rest breaks.

The number of students having scribes is also decreasing as use of a PC is being encouraged. Next year, students will need to be made aware that if they have a scribe for GCSE English they will not be awarded marks for spelling, punctuation and grammar in the writing paper.

The counselling service resumed in September 2015 ready for the start of the academic year. As has been practice the last few years, ten hours a week were allocated to counselling over three days. Students were

able to make a counselling appointment by email, telephone, or come through as a referral from the welfare officer or tutors.

Students were entitled to an initial session followed by six weekly sessions of fifty minutes and an evaluation, totaling a possible eight weeks of contact with the counsellor. A degree of flexibility was allowed enabling some students to continue past the eight weeks depending on their particular circumstances. A small number of students completed the eight week contract and then made appointments during the later months for follow up sessions.

In line with good ethical practice, confidential notes on each session were confidentially and securely filed. To protect the student's anonymity and keep in line with confidentiality requirements no names were kept together with records and each student was recognisable using a unique coding system. The coding system and session dates were kept on a spread sheet by the counsellor.

In order to improve the return of any feedback of the service, this year all students who attended counselling were emailed a link to the Learner Services annual evaluation survey and asked to complete it in response to the service they received.

Seventeen students completed the evaluation which was a higher proportion of students than previous years showing that an electronic method of evaluating the service was more successful in gaining feedback. The responses were very positive, 14 students rated the service as excellent, 2 good and 1 satisfactory. Individual comments highlighted some really positive feedback such as "very friendly and approachable", "The counsellor made me feel so relaxed, at ease and safe in her company, provided a non-judgmental environment where I could open up about a variety of issues". One person, however, mentioned having to wait 4/5 months to see the counsellor. There is a plan to try to help/improve this next year. All students requesting to see the counsellor will have an initial assessment to help assess the support required and level of urgency. Some students may not need to see a counsellor but perhaps would benefit from another form of welfare intervention/support, which means they are not left on a counselling waiting list, but helped/refereed more quickly and appropriately.

Fig. 6 below provides details of the total number of counselling hours provided during the academic year 2015/16. A total of 232 hours of counselling were delivered to a total of 45 students. Out of 45 students one student withdrew from the course and left the University College.

This year demand for the service was unusually high from mid-October. By November the service was working at full capacity with 34 sessions delivered and a waiting list began much earlier than in previous years. The waiting list grew throughout the academic year. February also saw a high number of students accessing the service with 31 sessions being delivered.

The service delivered its highest number of sessions ever in April, when 40 sessions were delivered. The Counsellor provided extra sessions to meet the demand and to enable her to get through everyone on the waiting list offering students at least one session to ascertain if there was a need for further sessions.

Students placed on the waiting list in November were offered sessions towards the end of February/early March which was a longer average waiting time than the previous year when generally students were seen within 4 weeks of being placed on the list. By the end of the 2015/16 academic year every student on the waiting list had been contacted and offered counselling. Most of these students did attend and a small number felt circumstances had changed and they no longer needed to access the service.

Attendance numbers per month followed a similar pattern to previous years, although the numbers of session delivered was higher. Peak times fell in the middle of the semester when the students' work load

increased. January and March saw the least number of sessions due to the Christmas holiday and exam period and Easter falling earlier this year in March. See Fig. 6.

In 2014/15, 178 counselling hours were delivered and in 2015/16 the total number of hours increased significantly to 232 hours.

The pie chart below (Fig. 7) depicts the breakdown in academic level of study for the students who attended counselling. Of a total of 45 students who attended there were 23 HE, 19 FE and 3 PG. As in 2014/15 there was a fairly equal number of HE and FE students attending counselling whereas in years before there tended to be a much larger number of either FE or HE students. Of the 45 students who accessed counselling 7 were male and 38 female.

Fig. 6 - Total Counselling Hours 2015-16

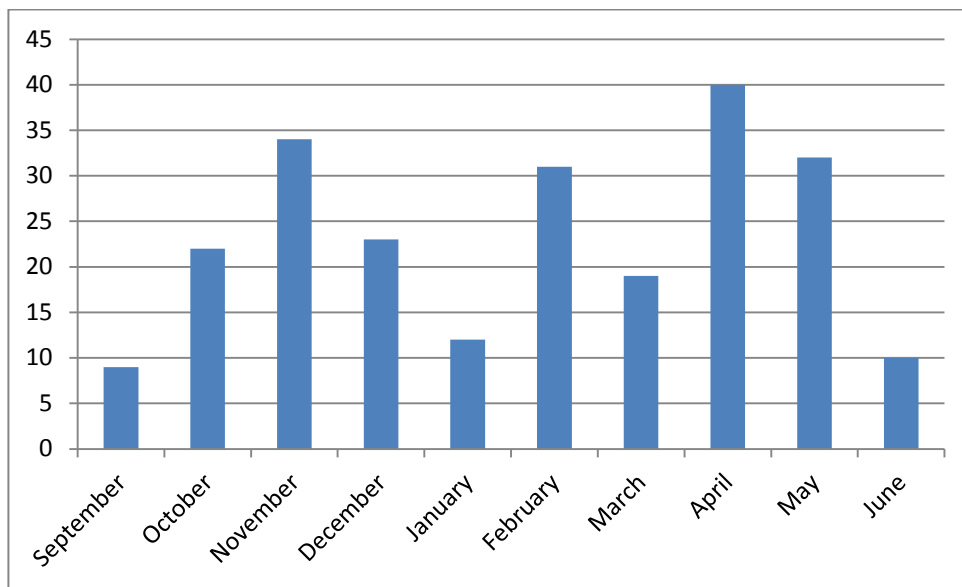
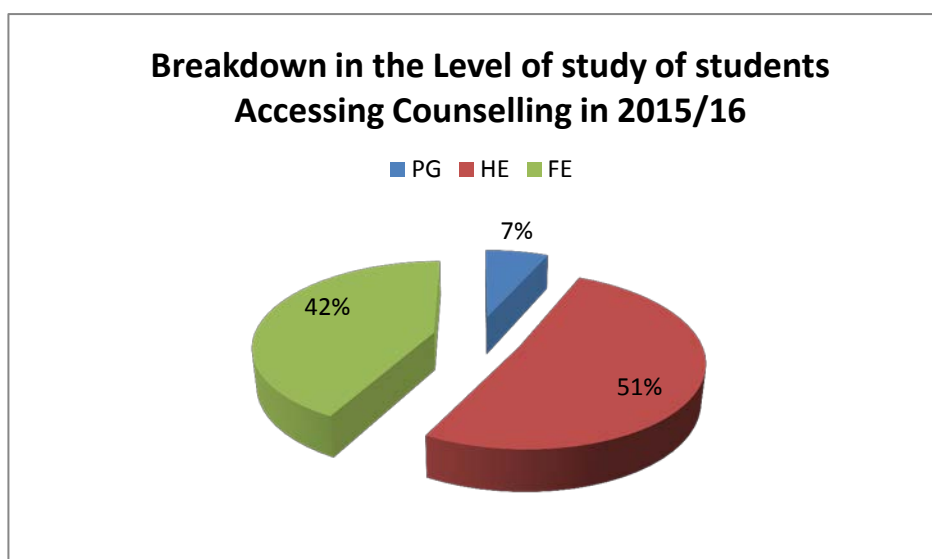


Fig. 7 – Graph to Show Level of Study of Those Accessing Counselling in 15/16



Previously requested data on the subject areas of those accessing counselling has been requested - this is provided in Figs. 8 and 9.

Out of the nineteen FE students who attended counselling a very high proportion (14) were studying animal care representing 74% of the FE students attending counselling. HE students attending counselling were fairly evenly distributed between the different subjects.

Looking at how students referred to counselling this year, the highest number of students self-referred (14) followed closely by referrals from tutors and the course mentor in FE Animal Care (see Fig.10).

The Association for University and College Counselling (AUCC) coding system was used to help identify and determine the most common issues which students brought to counselling whether they were the presenting issue or emerging issue(s) throughout the course of sessions. The category that featured most frequently was anxiety and depression. It would not be fair to rank the other categories as they came up with fairly equal frequency. These were relationships with family members or partners, bereavement, self-harm and self-esteem and identity issues.

Fig. 8 - Courses Studied by FE students Attending Counselling

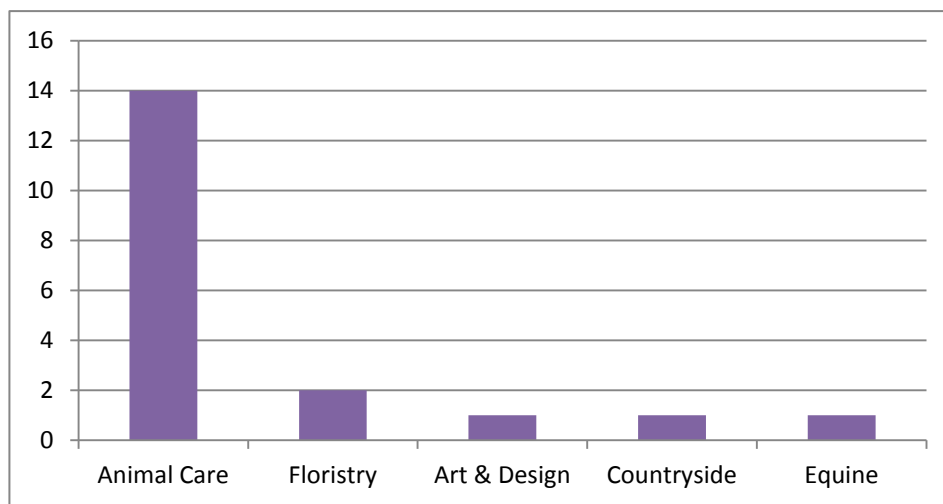


Fig. 9 - Courses Studied by HE & PG Students Attending Counselling

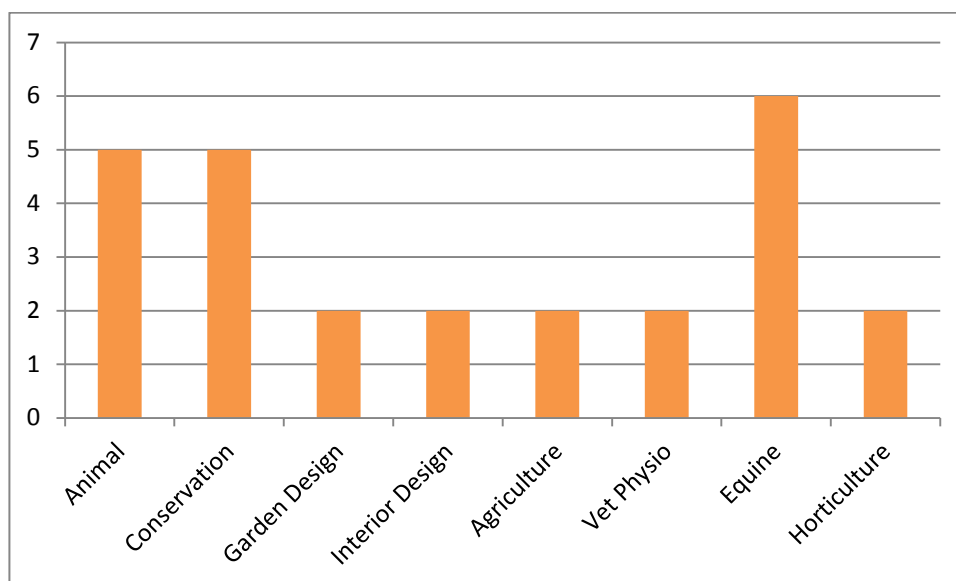
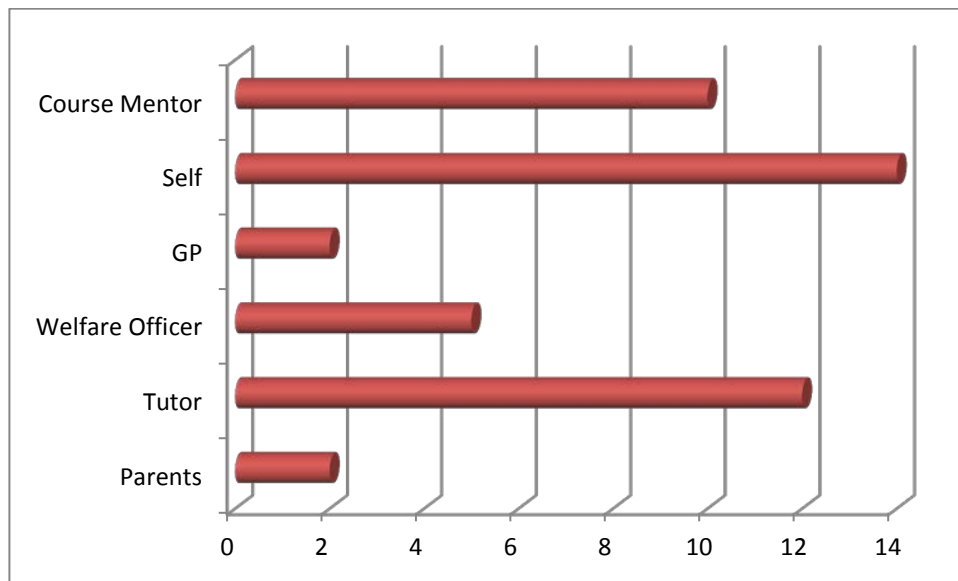


Fig. 10 - Method of referral to Counselling Service



Human Resources

The term 'equality and diversity' describes an approach that values difference and treats each individual fairly and with dignity and respect, free from harassment and bullying.

The University College recognises that equality of opportunity and the promotion of diversity are not only ethically fundamental, they are crucial to its academic, social and commercial success. An inclusive environment provides an array of benefits, such as increased morale, an expansion of the range of skills and experiences available and an enhanced ability to attract and retain talented staff and students from all backgrounds.

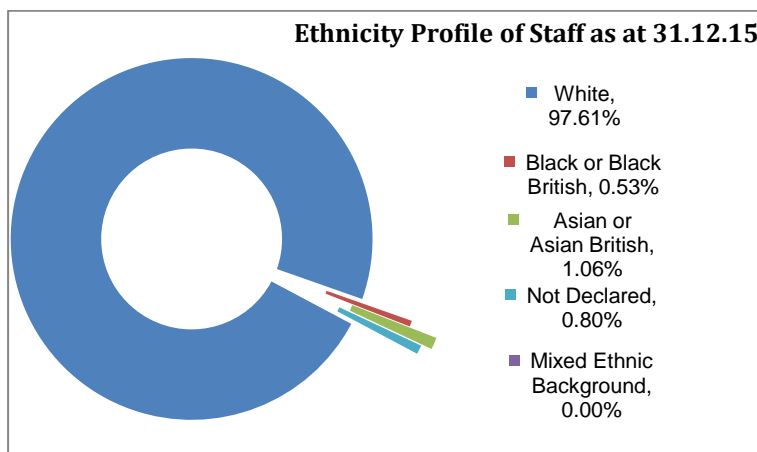
We believe that a diverse and inclusive organisational culture, one in which everyone feels valued and can learn or work to their full potential, makes for a more effective and productive workforce.

At present we do not have a dedicated role to advise on promoting equality and diversity in the workplace however we do have an Equality and Diversity Steering Group (E&DSG) which enables us to develop and implement action plans, in line with the Equality Act 2010 and improve awareness of equality and diversity issues within the University College. All aspects of equality and diversity are embedded in and implemented through policies, procedures and practices.

WUC continues to raise awareness of Equality and Diversity through the delivery of internal sessions such as University College Induction and engagement in external CPD events. In addition to this the University College steps were taken as approved by the E&DSG to implement on-line training programmes as a mandatory requirement for completion by all staff, this included Equality and Diversity and Dignity at Work. Relevant reporting on the completion of this training will be presented to the E&DSG in the early part of 16/17.

During 15/16 there has been a continued effort to encourage staff to disclose equality information in order to improve the level of statistical information available for analysis and reporting.

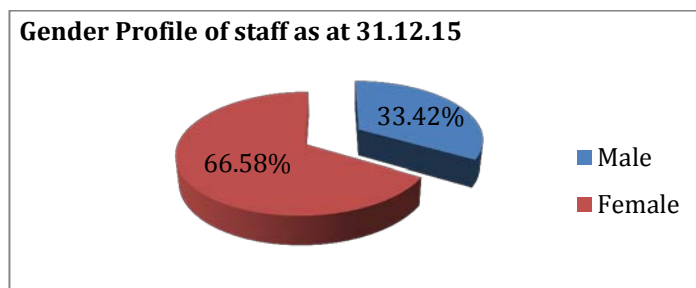
Annually produced and published University College Staff Equality Data is published to the University College website in full and @ 31.12.15 shows 97.61% of the workforce as White – British, including ‘other white’ background. This had not changed significantly over recent years and is in comparison to 96.73% in the wider population of Chelmsford Borough and 98.15% in the specific area of Writtle (Source: Chelmsford Borough Council Website).



The percentage of white staff at 97.61% compares to 92.24% white students in 2015. All other staff ethnic groups at 31.12.15 were represented by less than 2%. This is aligned to the figures within the census for the population of Chelmsford however the student figure at 7.76% is higher.

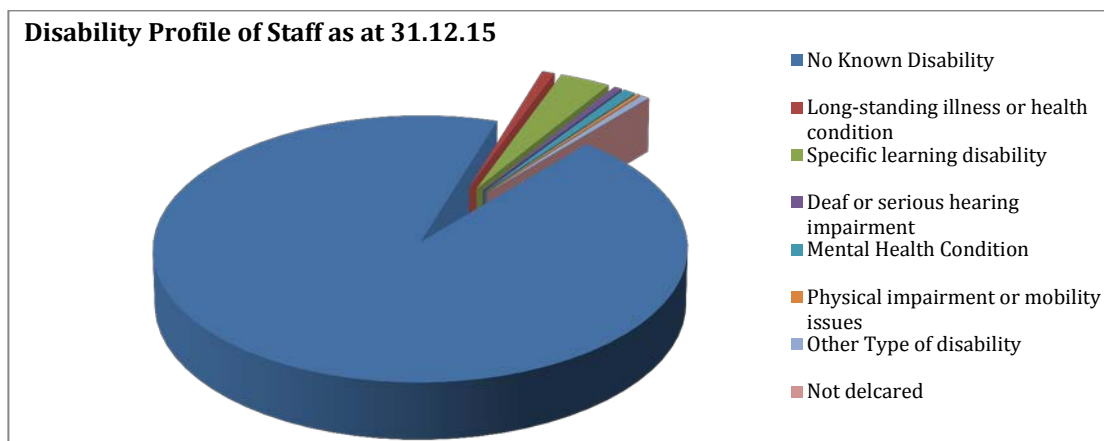
A small proportion of the workforce (0.80%) have chosen not to declare their ethnicity at Writtle in comparison to just below 7% who chose not to declare within the sector in 2014/15 (HESA Staff in Higher Education record 2013/14). Similarly less than 1% of the student population have not declared their ethnicity.

The HESA Staff in Higher Education record 2014/15 confirms that women continue to remain at a slight majority within the sector, 54%. This has not significantly changed in recent years and in contrast, the gender composition of Writtle Staff, although the female proportion is higher than 54% (66.58% @ 31.12.15 as outlined below), has also remained relatively static in recent years (2009 – 2015).



Additional details in relation to the staff profile are published to the University College website.

Disability status was reported for 96.8% of all staff. This directly aligns to figures recorded in the 2014/15 Staff HESA record (96.2%). Of those of known disability status, based on the staff members own assessment 7% declared a disability in comparison with HESA reported data at 4.7%. 50% of those declaring a disability were classified as having a specific learning disability.



The University College’s Recruitment & Selection process aims to be all inclusive and as an organisation we continue to endeavor to ensure that the sources used for advert placement reach and encourage applications from as wide a field as possible. Discrimination in any form is not tolerated and the University College is committed to being positive about disabled people. Equality data is collected through voluntary disclosure at point of application. However, we further encourage completion of the disclosure form on appointment as necessary.

The University College has mechanisms and policies which enable staff to raise equality issues, discuss them and enable appropriate action to be taken to address concerns raised. In the year 2014-15 there were no complaints considered to have been raised under “protected characteristics” as defined by the Equality Act. This is in comparison to none the previous year supporting the University College’s commitment to equality of opportunity for its entire workforce.

Equality and Diversity - Further Education

The promotion of Equality and Diversity across Further Education continues to be good. Close attention is paid to improvement in access of under-represented groups for example through targeting specific schools or groups; this has been successful in some areas such as increasing recruitment of more male and female students to subject areas traditionally dominated by men or women. The marketing team produce high quality materials which use images of real students representing all student groups where possible. The diversity of the student population mirrors that of the local population.

Analysis of achievement indicates that there are differences in some groups, particularly those who are in receipt of High Needs funding and Free School Meals. A new structure has been put in place for 2016/17 with the Head of Learner Services role being replaced with two roles – one that focuses on Learning Support and the other that focuses on Safeguarding and Wellbeing. It is hope that the

new structure will enable staff to provide more targeted learning support to those students most at risk and therefore help close the gap in achievement.

Support for students with specific learning difficulties and disabilities remains good with feedback through the Learner Services evaluation survey being positive regarding the support received. Achievement of students with declared learning difficulties is broadly in line to that of students without other than students declaring autism (28 enrolments, 2% of total enrolments) or 'other learning difficulties' (53 enrolments, 4% of total enrolments) (Appendix 11). Achievement of High Needs Students is lower than non-High Needs Students; further investigation has shown that this is largely due to non-achievement of functional skills qualifications and this has been addressed through the FE Quality Improvement Plan.

The number of high needs students is small (11 in 2015/16) and 77% of learning aims within study programmes were achieved, this is below the overall study programme achievement. Investigation showed that this was mainly due to non-achievement of functional skills qualifications and is an area for improvement for 2016/17.

Analysis of achievement of different student groups indicates that there are differences in achievement of some student groups; differences can be seen between the following groups (see Appendices for full breakdown):

- Age (16-18 and Adult) – due to the high proportion of English and maths qualifications undertaken by 16-18 year old students.
- Sex – females achieve better than males due to lower retention and pass rates in the male group; this can be seen across a range of curriculum areas including Animal Studies, Horticulture, English & maths and Sport.
- Students in receipt of high needs funding – due to the high proportion of level 1 students in this cohort
- Students in receipt of bursary funding (including FSM) – due to lower retention and pass rates
- Students declaring learning difficulties or disabilities achieve equally as well as those declaring no difficulties or disabilities; however those certain specific disabilities and learning difficulties including medical issues, mobility difficulties, Asperger's or autism do not achieve as well and this is a combination of lower retention and / or pass rates.

Equality and diversity are promoted well in the majority of lessons as identified by the University College's lesson observation team. Students can recognise bullying and harassment and incidences are low; students feel that they are treated fairly and equally (93% and 95% on-programme survey). Significant effort has been made to incorporate the Prevent Agenda and promotion of British values into lessons and whilst staff have undergone training, they need to continue to build on the progress made so far.

Equality and Diversity - Higher Education

Great strides have been made throughout the 2015/16 academic year to improve accessibility to equality and diversity data and there is now an area on the University College data management

system dedicated solely to equality and diversity data in both higher and further education. Whilst this is an improvement, it needs to be acknowledged that there is still more to be done. In addition to this, the process of using equality and diversity data when reviewing programmes is not common practice and more needs to be done to ensure this is standardised across all areas.

Student Profile

In 2015/16 the total number of live enrolments for home and international students enrolled on UG and PG programmes was 778 (734.7 FTE) of which 701 FTEs were enrolled on full time courses and 77 on part time. Of these, 684 (669.8 FTEs) were enrolled on Undergraduate Courses with 266 students on a year 1 course, 240 on a year 2 course and 178 on a year 3 course. A total of 71 were international students.

This showed a decrease in student numbers compared to 2014/15 when the total number of enrolments on all HE courses at Writtle was 827 (776.7 FTEs) of which 744 FTEs were full time and 83 were part time. Of these 422 were enrolled on a year 1 course, 202 on a year 2 course and 194 on a year 3.

The full breakdown of student numbers by: age, gender, EU/International, and disability, for each scheme is available in Appendix 1 and year on year comparison is available on the website.

Ethnicity

In 2015/16 86.68% of students enrolled on HE courses were *White British* compared to 85.02% in 2014/15. The next biggest group was *Other Asian* with 5.3% of students, followed by 1.92% of students recorded as *Black or Black British African*. 0.45% of students were recorded as '*unknown*' and no record of '*students refused information*'. The majority of BME students were enrolled on Professional Floristry courses.

Student success by ethnicity is interesting with 24% of BME students achieving a 1st or 2:1, compared to 32% of White British, however within this 9% of BME students achieved a first class honors award compared to 6% of White British. Just 7% of BME students were awarded a 3rd compared to 5% of White British. 1% of White British students failed to achieve any classification whereas all BME students achieved.

Gender

It is important that Writtle courses are seen as inviting to all potential students and that the way a course is presented and the curriculum itself does not reinforce unhelpful stereotypes about which professions are open to which genders. Some of the HE programmes are dominated by female students and staff are active in considering how this might be addressed. Consideration is given to this during the Annual Monitoring Process and to Validation and Periodic degree Scheme reviews (PDSR).

The number of enrolments who are female increased by 5% in 2014/15, rising to 73% of all HE enrolments. This is the highest proportion of female:male students in the last 5 years.

Year	Male	Female	Male %	Female %
2009	449	759	37%	63%
2010	442	782	36%	64%
2011	435	765	36%	64%
2012	440	750	37%	63%
2013	349	627	36%	64%
2014	304	644	32%	68%
2015	243	643	27%	73%

Courses where the gender imbalance was greater during 2015/2016 are:

Level	Subject Area	Gender	%
UG	Equine	F	97%
UG	Vet Phys	F	94%
UG	Floristry	F	92%
UG	Art & Design	F	85%

When analysing student success by gender, 33% of female students achieved a first or 2:1, compared to 29% of males; however only 7% of females were awarded a 3rd compared to 7% of males.

Disability

Disability is a general terms that encompasses the following:

- Dyslexia
- Mental Health
- ADHD
- Asperger's
- Dyspraxia
- Hearing impairment
- Emotional and Behavioural Difficulties
- Medical
- Mobility
- Visual impairment
- Autism

The number of students with a declared disability increased by 1.38% in comparison to 2014/15 to 17.38%. Within this, the number of students who declared a specific learning difficulty remained broadly similar to 2015/16 at 7.9% of enrolments – this was the area with the highest percentage of declared needs. The number of students with a declared mental health condition, such as depression, schizophrenia or anxiety disorder continued to increase and is now 4.85% (43 students) which is the highest number since 2009.

Areas with a high percentage of students with a declared disability include:

- Conservation – 28%
- Art & Design – 28%
- Animal Studies – 22%

Students with a declared disability achieve in line with those students who have no declared disability, with 32% of students without a declared disability achieved either a 1st or a 2:1, compared to 31% of students with a declared disability.

Age

In 2015/16, 59% were under 21 and 41% were 22+. The majority of students on UG courses were in the 19-21 age bracket studying Equine, Animal and Vet Phys courses (232 students), with the following exceptions:

- Floristry – 84% (31) of UG students were 22+
- Interior Design – 67%(12) of enrolments on UG courses were 22+
- Hort – 67% (34)of enrolments on UG courses were 22+
- Conservation – 59% (19) of enrolments on UG courses were 22+
- Landscape Garden Design – 49% (28) of enrolments on UG courses were 22+

The majority of students on PG courses fell in to the 22+ age bracket.

The highest achieving age bracket was 20 and under, with 34% of students achieving either a 1st or a 2:1 compared to 25% of students in the 21-24 age bracket and 30% in the 25+ age bracket.

Marketing

The marketing department continuously reviews its externally facing content and material in order to satisfy new legislative and guidelines in respect to equality and diversity. All images and content within marketing collateral have had due consideration of the Equality Act 2010 and its recent updates in relation to protected characteristics.

Imagery

Photo shoots are organised each year to update the library of images used in promotional material and academic staff support these by providing students when required. Photos are used across marketing materials including website, prospectuses, banners and leaflets.

Imagery used within publications aims to cover a mix of audiences in order to widen the appeal of the subject areas, however this can prove challenging as WUC prefers to use their own students within photography instead of stock images.

Accessibility

The publications are available in numerous formats by request and the website contains 'accessibility' page which is available at the top of the website. Learner Services area contains a lot of relevant and important information and the images used on website aim to be diverse but can be improved.

A downloadable prospectus is available on the website with 'zoom-in' feature for those with visual impairments. The marketing team respond to feedback on colours and font to ensure the printed versions are accessible.

Events

The marketing team attends a high number of events each year. These range from local school and college visits, through to national events and international recruitment fairs. These events are attending by a huge mix of audiences.

WUC attended the Skills London event for the first time in November 2015. Groups attended from across London with 32 boroughs represented. Year 11 students in groups aged 15 – 16 were the largest cohort with 42% of the overall group audience. The post 16 cohorts including Year 12, 13 and above increased from 42% in 2014 to 48% in 2015.

Individuals that attended the event were split evenly on a gender basis. The majority of attendees were currently in education; 57% were at school; 32% at University College; and 3% at university or higher education. The majority of pre-registered candidates (39%) were 15-16 years old; 30% were aged 17-18; 14% were aged 19-24; and 17% were aged 25 and over. There was an increase in the percentage of 15-16 years olds and a decrease in preregistered visitors in the 19-24 age bracket.

Visitors came from a range of ethnic groups; the largest single ethnic group of those pre-registered (43%) were white British or white – any other background. 24% of pre-registered visitors were from an Asian background and 20% from a black background.

Profiles

The Marketing team aim to cover people from different backgrounds to encourage potential students and are continuously aiming to expand this area.

The marketing team encourage student ambassadors from all subject areas and background to sign-up to the student ambassador scheme. They are then used as representatives at various events, both internal and external.

Market research

The team carry out bespoke market research when required to do so for course schemes. This research includes statistical data from the likes of UCAS which highlight demographic patterns for schemes. This informs the marketing team of key target markets when planning promotional activity.

Focus groups organised each year for direct student feedback on marketing material (FE/UG/PG/International).

IS&T update (including Media Resources)

Software

Student PCs are installed with standard Windows 7/Apple assistive software as well as additional features such as the Jack and Jess voices which allow text to be converted to speech (headphones are available to borrow). Extra software is installed as and when requested by the Learner Services team – this includes Dragon Naturally speaking to allow speech to text conversion.

Hardware

U48 computer suite has a rise and fall desk that can be adjusted to a height appropriate for the user.

Assistance is provided to Learner Services to support the loan laptops/tablets they provide. This includes the software installed on such devices as well as adjustments to meet the needs of the user.

Media Resources provide a number of devices that can be used to assist students, such as Cameras and Dictaphones. Departmental staff support all students with use of equipment such as copiers, laminators and binding machines.

Hearing loops have been installed in the larger University College lecture rooms (Northumberland and Main hall), and a portable unit is available for use when required.

Student Union

The Students' Union (SU) has worked hard to encourage equality and diversity and ensure that it is embedded across all services we offer students. This has been accomplished by using a wide range of different delivery methods.

Throughout 2015/16 the international society has continued hosting events and also had a trip to the theatre in London to see the Phantom of the Opera, with other trips being planned for the future.

The SU LGBTQAI+ (Lesbian, Gay, Bisexual, Transsexual, Queer, Intersex, Asexual) Society will be reinstated in 2016/17 year with the first meeting scheduled in November 2016 and will be available for FE and He students.

The SU always tries to be as equal and diverse as possible and to address the gender imbalance in 2016/17 there are 10 elected members of the Students' Union with equal male to female representatives. After election another male and female representative were coopted on the SU, giving a total of 12 SU members in 2016/17.

Appendix 1 – Equality and Diversity Data – Whole Institutional

All Institution by Gender

year	Male	Female	Male %	Female %
2009	899	1872	32%	68%
2010	856	1705	33%	67%
2011	816	1711	32%	68%
2012	827	1732	32%	68%
2013	774	1640	32%	68%
2014	694	1585	30%	70%
2015	684	1747	32%	68%

All Institution by Ethnicity

Code	Ethnicity	2013	2014	2015	2013%	2014%	2015%
10	10 - White	2219	2099	2234	91.92%	92.06%	92.24%
21	21 - Black or Black British - Caribbean	9	8	6	0.37%	0.35%	0.25%
22	22 - Black or Black British - African	28	23	18	1.16%	1.01%	0.74%
29	29 - Other Black background	4	5	8	0.17%	0.22%	0.33%
31	31 - Asian or Asian British - Indian	3	10	12	0.12%	0.44%	0.50%
32	32 - Asian or Asian British - Pakistani	3	3	2	0.12%	0.13%	0.08%
33	33 - Asian or Asian British - Bangladeshi	1	2	2	0.04%	0.09%	0.08%
34	34 - Chinese	5	8	7	0.21%	0.35%	0.29%
39	39 - Other Asian background	67	43	53	2.78%	1.89%	2.19%
41	41 - Mixed - White and Black Caribbean	15	12	18	0.62%	0.53%	0.74%
42	42 - Mixed - White and Black African	4	6	5	0.17%	0.26%	0.21%
43	43 - White and Asian	10	11	11	0.41%	0.48%	0.45%
47	47 - Arab	0	0	1	0.00%	0.00%	0.04%
49	49 - Other Mixed background	11	10	9	0.46%	0.44%	0.37%
80	80 - Other Ethnic background	21	20	7	0.87%	0.88%	0.29%
90	90 - Not known	4	4	28	0.17%	0.18%	1.16%
98	98 - Information refused	10	16	1	0.41%	0.70%	0.04%
	Total	2414	2280	2422			

All Institution by Disability (with new FE codes)

Disability	2013	2014	2015	2013%	2014%	2015%
No Known Disabilities	2128	2128	1927	90.09%	87.28%	79.56%
FE - 4 - Visual impairment	2	5	7	0.08%	0.21%	0.29%
FE - 5 - Hearing impairment	4	7	16	0.17%	0.29%	0.66%
FE - 6 - Disability affecting mobility	1	2	10	0.04%	0.08%	0.41%
FE - 8 - Social and emotional difficulties	0	3	10	0.00%	0.12%	0.41%
FE - 9 - Mental health difficulty	4	12	41	0.17%	0.49%	1.69%
FE - 10 - Moderate learning difficulty	3	6	16	0.13%	0.25%	0.66%
FE - 11 - Severe learning difficulty	0	1	2	0.00%	0.04%	0.08%
FE - 12 - Dyslexia	20	50	98	0.85%	2.05%	4.05%
FE - 13 - Dyscalculia	0	2	4	0.00%	0.08%	0.17%
FE - 14 - Autism spectrum disorder	3	4	15	0.13%	0.16%	0.62%
FE - 15 - Asperger's syndrome	0	2	8	0.00%	0.08%	0.33%
FE - 16 - Temporary disability after illness (for example post-viral) or accident	0	0	2	0.00%	0.00%	0.08%
FE - 93 - Other physical disability	1	3	9	0.04%	0.12%	0.37%
FE - 94 - Other specific learning difficulty (e.g. Dyspraxia)	3	5	8	0.13%	0.21%	0.33%
FE - 95 - Other medical condition (for example epilepsy, asthma, diabetes)	6	27	59	0.25%	1.11%	2.44%
FE - 96 - Other learning difficulty	4	6	12	0.17%	0.25%	0.50%
FE - 97 - Other disability	2	4	12	0.08%	0.16%	0.50%
FE - 98 - Prefer not to say	0	0	3	0.00%	0.00%	0.12%
FE - 99 - Not provided	3	5	9	0.13%	0.21%	0.37%
HE - 08 Multiple disabilities	1	2	3	0.04%	0.08%	0.12%
HE - 51 You have a specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	93	76	70	3.94%	3.12%	2.89%
HE - 53 You have a social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	4	6	7	0.17%	0.25%	0.29%
HE - 54 You have a long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	19	18	5	0.80%	0.74%	0.21%
HE - 55 Mental health condition, such as depression, schizophrenia or anxiety disorder	26	39	43	1.10%	1.60%	1.78%
HE - 56 A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches	0	2	3	0.00%	0.08%	0.12%
HE - 57 Deaf or a serious hearing impairment	6	2	2	0.25%	0.08%	0.08%
HE - 58 Blind or a serious visual impairment uncorrected by glasses	0	0	1	0.00%	0.00%	0.04%
HE - 96 A disability, impairment or medical condition that is not listed above	29	21	20	1.23%	0.86%	0.83%
HE - 99 Not Known	0	0	0	0.00%	0.00%	0.00%
	2438	2362	2438			

Appendix 2 – Equality and Diversity Data – HE

HE by Ethnicity

Ethnicity	2013	2014	2015	2013%	2014%	2015%
10 - White	833	806	768	85.35%	85.02%	86.68%
21 - Black or Black British - Caribbean	3	5	6	0.31%	0.53%	0.68%
22 - Black or Black British - African	27	22	17	2.77%	2.32%	1.92%
29 - Other Black background	2	2	2	0.20%	0.21%	0.23%
31 - Asian or Asian British - Indian	2	5	8	0.20%	0.53%	0.90%
32 - Asian or Asian British - Pakistani	2	2	2	0.20%	0.21%	0.23%
33 - Asian or Asian British - Bangladeshi	1	2	2	0.10%	0.21%	0.23%
34 - Chinese	4	7	6	0.41%	0.74%	0.68%
39 - Other Asian background	57	43	47	5.84%	4.54%	5.30%
41 - Mixed - White and Black Caribbean	5	5	6	0.51%	0.53%	0.68%
42 - Mixed - White and Black African	1	2	3	0.10%	0.21%	0.34%
43 - White and Asian	6	7	5	0.61%	0.74%	0.56%
47 - Arab	0	0	1	0.00%	0.00%	0.11%
49 - Other Mixed background	5	5	4	0.51%	0.53%	0.45%
80 - Other Ethnic background	18	18	5	1.84%	1.90%	0.56%
90 - Not known	3	3	4	0.31%	0.32%	0.45%
98 - Information refused	7	14	0	0.72%	1.48%	0.00%
	976	948	886			

HE by Disability

Disability	2013	2014	2015	2013%	2014%	2015%
00 - No Known Disabilities	789	792	732	80.84%	83.54%	82.62%
51 - You have a specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	95	70	70	9.73%	7.38%	7.90%
53 - You have a social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	7	6	7	0.72%	0.63%	0.79%
54 - You have a long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	20	17	5	2.05%	1.79%	0.56%
55 - Mental health condition, such as depression, schizophrenia or anxiety disorder	25	34	43	2.56%	3.59%	4.85%
56 - A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches	0	2	3	0.00%	0.21%	0.34%
57 - Deaf or a serious hearing impairment	7	3	2	0.72%	0.32%	0.23%
58 - Blind or a serious visual impairment uncorrected by glasses	0	0	1	0.00%	0.00%	0.11%
96 - A disability, impairment or medical condition that is not listed above	33	24	23	3.38%	2.53%	2.60%
99 - Not Known	0	0	0	0.00%	0.00%	0.00%
	1190	976	948			

HE by Gender

year	Male	Female	Male %	Female %
2009	449	759	37%	63%
2010	442	782	36%	64%
2011	435	765	36%	64%
2012	440	750	37%	63%
2013	349	627	36%	64%
2014	304	644	32%	68%
2015	243	643	27%	73%

Disability

final_year scheme	disability_flag											total												total	
		1st	2.1	2.2	3rd	distinction	merit	pass	fail	blank	other_award			1st	2.1	2.2	3rd	distinction	merit	pass	fail	blank	other_award		
2015 UG Agriculture	N	0	4	3	0	0	0	6	0	1	0	14		N	0%	29%	21%	0%	0%	0%	43%	0%	7%	0%	100%
2015 UG Agriculture	Y	0	0	1	0	0	0	1	0	1	0	3		Y	0%	0%	33%	0%	0%	0%	33%	0%	33%	0%	100%
2015 UG Animal Schemes	N	4	14	21	6	0	1	14	0	5	0	65		N	6%	22%	32%	9%	0%	2%	22%	0%	8%	0%	100%
2015 UG Animal Schemes	Y	1	3	2	2	0	0	2	0	1	0	11		Y	9%	27%	18%	18%	0%	0%	18%	0%	9%	0%	100%
2015 UG Art and Design	N	5	5	0	0	0	0	0	0	0	1	11		N	45%	45%	0%	0%	0%	0%	0%	0%	0%	9%	100%
2015 UG Art and Design	Y	2	1	0	0	0	0	0	0	0	1	4		Y	50%	25%	0%	0%	0%	0%	0%	0%	0%	25%	100%
2015 UG Conservation	N	0	1	5	0	0	0	5	0	0	0	11		N	0%	9%	45%	0%	0%	0%	45%	0%	0%	0%	100%
2015 UG Conservation	Y	0	0	1	0	0	0	1	0	0	0	2		Y	0%	0%	50%	0%	0%	0%	50%	0%	0%	0%	100%
2015 UG Equine Schemes	N	3	17	11	5	0	3	10	1	15	0	65		N	5%	26%	17%	8%	0%	5%	15%	2%	23%	0%	100%
2015 UG Equine Schemes	Y	0	2	3	0	0	0	0	0	2	0	7		Y	0%	29%	43%	0%	0%	0%	0%	0%	29%	0%	100%
2015 UG Horticulture	N	0	7	3	0	0	0	6	0	1	0	17		N	0%	41%	18%	0%	0%	0%	35%	0%	6%	0%	100%
2015 UG Horticulture	Y	1	1	0	0	0	0	1	0	2	0	5		Y	20%	20%	0%	0%	0%	0%	20%	0%	40%	0%	100%
2015 UG Interior Design	N	1	4	0	1	0	1	0	0	0	0	7		N	14%	57%	0%	14%	0%	14%	0%	0%	0%	0%	100%
2015 UG Interior Design	Y	0	2	0	0	0	0	1	0	0	0	3		Y	0%	67%	0%	0%	0%	0%	33%	0%	0%	0%	100%
2015 UG Landscape and Garden Design	N	1	5	1	0	1	0	10	0	1	1	20		N	5%	25%	5%	0%	5%	0%	50%	0%	5%	5%	100%
2015 UG Landscape and Garden Design	Y	0	1	1	0	0	0	1	0	0	0	3		Y	0%	33%	33%	0%	0%	0%	33%	0%	0%	0%	100%
2015 UG Professional Floristry	N	2	4	2	0	6	3	9	0	2	0	28		N	7%	14%	7%	0%	21%	11%	32%	0%	7%	0%	100%
2015 UG Professional Floristry	Y	0	0	0	0	0	1	1	0	0	0	2		Y	0%	0%	0%	0%	0%	50%	50%	0%	0%	0%	100%
2015 UG Sport Studies	N	1	4	4	3	0	1	4	0	5	0	22		N	5%	18%	18%	14%	0%	5%	18%	0%	23%	0%	100%
2015 UG Sport Studies	Y	0	0	0	0	0	0	1	1	1	0	3		Y	0%	0%	0%	0%	0%	0%	33%	33%	33%	0%	100%
2015 UG Veterinary Physiotherapy	N	0	0	0	0	0	0	0	0	3	0	3		N	0%	0%	0%	0%	0%	0%	0%	0%	100%	0%	100%
2015 UG Veterinary Physiotherapy	Y	0	0	0	0	0	0	1	0	0	0	1		Y	0%	0%	0%	0%	0%	0%	100%	0%	0%	0%	100%
No Disability	N	17	65	50	15	7	9	64	1	33	2	263	No Disability	N	6%	25%	19%	6%	3%	3%	24%	0%	13%	1%	100%
Disability	Y	4	10	8	2	0	1	10	1	7	1	44	Disability	Y	9%	23%	18%	5%	0%	2%	23%	2%	16%	2%	100%
		21	75	58	17	7	10	74	2	40	3	307			7%	24%	19%	6%	2%	3%	24%	1%	13%	1%	100%

Age

Final Year scheme	Age band	2015										2016												
		1st	2-1	2-2	3rd	distinct	merit	pass	fail	blank	other award	total	1st	2-1	2-2	3rd	distinct	merit	pass	fail	blank	other award	total	
2015 UG Agriculture	20 and under	0	3	2	0	0	0	4	0	0	0	9	20 and under	0%	33%	22%	0%	0%	0%	44%	0%	0%	0%	100%
2015 UG Agriculture	21 to 24	0	0	2	0	0	0	0	0	0	0	2	21 to 24	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	100%
2015 UG Agriculture	25 and over	0	1	0	0	0	0	3	0	2	0	6	25 and over	0%	17%	0%	0%	0%	0%	50%	0%	33%	0%	100%
2015 UG Animal Schemes	20 and under	3	15	14	7	0	1	9	0	3	0	52	20 and under	6%	29%	27%	13%	0%	2%	17%	0%	6%	0%	100%
2015 UG Animal Schemes	21 to 24	1	1	7	1	0	0	6	0	2	0	18	21 to 24	6%	6%	39%	6%	0%	0%	33%	0%	11%	0%	100%
2015 UG Animal Schemes	25 and over	1	1	2	0	0	0	1	0	1	0	6	25 and over	17%	17%	33%	0%	0%	0%	17%	0%	17%	0%	100%
2015 UG Art and Design	20 and under	4	6	0	0	0	0	0	0	0	2	12	20 and under	33%	50%	0%	0%	0%	0%	0%	0%	0%	17%	100%
2015 UG Art and Design	21 to 24	1	0	0	0	0	0	0	0	0	0	1	21 to 24	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%
2015 UG Art and Design	25 and over	2	0	0	0	0	0	0	0	0	0	2	25 and over	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%
2015 UG Conservation	20 and under	0	0	3	0	0	0	1	0	0	0	4	20 and under	0%	0%	75%	0%	0%	0%	25%	0%	0%	0%	100%
2015 UG Conservation	21 to 24	0	0	0	0	0	0	3	0	0	0	3	21 to 24	0%	0%	0%	0%	0%	0%	100%	0%	0%	0%	100%
2015 UG Conservation	25 and over	0	1	3	0	0	0	2	0	0	0	6	25 and over	0%	17%	50%	0%	0%	0%	33%	0%	0%	0%	100%
2015 UG Equine Schemes	20 and under	3	14	12	4	0	3	6	1	15	0	58	20 and under	5%	24%	21%	7%	0%	5%	10%	2%	26%	0%	100%
2015 UG Equine Schemes	21 to 24	0	4	2	0	0	0	3	0	2	0	11	21 to 24	0%	36%	18%	0%	0%	0%	27%	0%	18%	0%	100%
2015 UG Equine Schemes	25 and over	0	1	0	1	0	0	1	0	0	0	3	25 and over	0%	33%	0%	33%	0%	0%	33%	0%	0%	0%	100%
2015 UG Horticulture	20 and under	1	3	3	0	0	0	3	0	1	0	11	20 and under	9%	27%	27%	0%	0%	0%	27%	0%	9%	0%	100%
2015 UG Horticulture	21 to 24	0	2	0	0	0	0	2	0	2	0	6	21 to 24	0%	33%	0%	0%	0%	0%	33%	0%	33%	0%	100%
2015 UG Horticulture	25 and over	0	3	0	0	0	0	2	0	0	0	5	25 and over	0%	60%	0%	0%	0%	0%	40%	0%	0%	0%	100%
2015 UG Interior Design	20 and under	0	3	0	1	0	0	0	0	0	0	4	20 and under	0%	75%	0%	25%	0%	0%	0%	0%	0%	0%	100%
2015 UG Interior Design	21 to 24	0	3	0	0	0	0	1	0	0	0	4	21 to 24	0%	75%	0%	0%	0%	0%	25%	0%	0%	0%	100%
2015 UG Interior Design	25 and over	1	0	0	0	0	1	0	0	0	0	2	25 and over	50%	0%	0%	0%	0%	50%	0%	0%	0%	0%	100%
2015 UG Landscape and Garden Design	20 and under	0	4	0	0	0	0	2	0	0	0	6	20 and under	0%	67%	0%	0%	0%	0%	33%	0%	0%	0%	100%
2015 UG Landscape and Garden Design	21 to 24	1	1	1	0	0	0	1	0	0	1	5	21 to 24	20%	20%	20%	0%	0%	0%	20%	0%	0%	20%	100%
2015 UG Landscape and Garden Design	25 and over	0	1	1	0	1	0	8	0	1	0	12	25 and over	0%	8%	8%	0%	8%	0%	67%	0%	8%	0%	100%
2015 UG Professional Floristry	20 and under	0	0	0	0	1	0	2	0	2	0	5	20 and under	0%	0%	0%	0%	20%	0%	40%	0%	40%	0%	100%
2015 UG Professional Floristry	21 to 24	0	1	2	0	2	0	3	0	0	0	8	21 to 24	0%	13%	25%	0%	25%	0%	38%	0%	0%	0%	100%
2015 UG Professional Floristry	25 and over	2	3	0	0	3	4	5	0	0	0	17	25 and over	12%	18%	0%	0%	18%	24%	29%	0%	0%	0%	100%
2015 UG Sport Studies	20 and under	0	2	3	2	0	0	4	0	5	0	16	20 and under	0%	13%	19%	13%	0%	0%	25%	0%	31%	0%	100%
2015 UG Sport Studies	21 to 24	0	1	1	1	0	1	0	1	1	0	6	21 to 24	0%	17%	17%	17%	0%	17%	0%	17%	17%	0%	100%
2015 UG Sport Studies	25 and over	1	1	0	0	0	0	1	0	0	0	3	25 and over	33%	33%	0%	0%	0%	0%	33%	0%	0%	0%	100%
2015 UG Veterinary Physiotherapy	20 and under	0	0	0	0	0	0	1	0	3	0	4	20 and under	0%	0%	0%	0%	0%	0%	25%	0%	75%	0%	100%
2015 UG Veterinary Physiotherapy	21 to 24	0	0	0	0	0	0	0	0	0	0	0	21 to 24	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2015 UG Veterinary Physiotherapy	25 and over	0	0	0	0	0	0	0	0	0	0	0	25 and over	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	20 and under	11	50	37	14	1	4	32	1	29	2	181	20 and under	6%	28%	20%	8%	1%	2%	18%	1%	16%	1%	100%
	21 to 24	3	13	15	2	2	1	19	1	7	1	64	21 to 24	5%	20%	23%	3%	3%	2%	30%	2%	11%	2%	100%
	25 and over	7	12	6	1	4	5	23	0	4	0	62	25 and over	11%	19%	10%	2%	6%	8%	37%	0%	6%	0%	100%
		21	75	58	17	7	10	74	2	40	3	307		7%	24%	19%	6%	2%	3%	24%	1%	13%	1%	100%

Appendix 4 - Equality and Diversity – Achievement - FE

FE Achievement by Age – 2013/14, 2014/15 and 2015/16

Hybrid End	Age Grp SFA/EFA	Leavers Overall	Ach Overall %	Ret Overall %	Pass Overall %
13/14	16-18	137	89.1	94.9	93.8
13/14	19 +	101	89.1	90.1	98.9
14/15	16-18	1,258	86.2	95.1	90.6
14/15	19 +	341	91.2	95.0	96.0
15/16	16-18	1,051	86.2	93.8	91.9
15/16	19 +	281	91.5	92.9	98.5

FE Achievement by - Sex – 2013/14, 2014/15 and 2015/16

Hybrid End	Sex	Leavers Overall	Ach Overall %	Ret Overall %	Pass Overall %
13/14	Female	183	89.6	92.9	96.5
13/14	Male	55	87.3	92.7	94.1
14/15	Female	1,075	88.2	95.0	92.9
14/15	Male	524	85.3	95.2	89.6
15/16	Female	913	89.2	94.9	94.0
15/16	Male	419	83.3	90.9	91.6

FE Achievement - High Needs Funding – 2014/15 and 2015/16

Hybrid End	High needs students	Leavers Overall	Ach Overall %	Ret Overall %	Pass Overall %
14/15	No high needs funding	1,584	87.1	95.0	91.7
14/15	In receipt of high needs funding	15	100.0	100.0	100.0
15/16	No high needs funding	1,305	87.5	93.6	93.5
15/16	In receipt of high needs funding	27	77.8	92.6	84.0

FE Achievement by Free School Meals – 2014/15 and 2015/16

Hybrid End	Free meals eligibility	Leavers Overall	Ach Overall %	Ret Overall %	Pass Overall %
14/15	No free school meals	1,503	87.4	95.2	91.8
14/15	In receipt of free school meals	96	84.4	92.7	91.0
15/16	No free school meals	1,277	87.5	93.7	93.4
15/16	In receipt of free school meals	55	81.8	90.9	90.0

FE Achievement by Ethnicity – 2013/14, 2014/15 and 2015/16

Hybrid End	Ethnicity	Leavers Overall	Ach Overall %	Ret Overall %	Pass Overall %
13/14	Bangladeshi	2	100.0	100.0	100.0
13/14	Chinese	1	100.0	100.0	100.0
13/14	Indian	1	100.0	100.0	100.0
13/14	White British	231	88.7	92.6	95.8
13/14	White/Black Caribbean	3	100.0	100.0	100.0
14/15	African	1	0.0	100.0	0.0
14/15	Chinese	1	100.0	100.0	100.0
14/15	Indian	3	100.0	100.0	100.0
14/15	Irish	7	100.0	100.0	100.0
14/15	Not Provided	3	100.0	100.0	100.0
14/15	Other	4	100.0	100.0	100.0
14/15	Other Asian	1	100.0	100.0	100.0
14/15	Other Black	1	100.0	100.0	100.0
14/15	Other Mixed	7	100.0	100.0	100.0
14/15	Other White	7	100.0	100.0	100.0
14/15	Pakistani	1	100.0	100.0	100.0
14/15	White British	1,544	87.0	94.9	91.6
14/15	White/Asian	2	50.0	50.0	100.0

Hybrid End	Ethnicity	Leavers Overall	Ach Overall %	Ret Overall %	Pass Overall %
14/15	White/Black African	2	50.0	100.0	50.0
14/15	White/Black Caribbean	15	100.0	100.0	100.0
15/16	African	2	100.0	100.0	100.0
15/16	Chinese	1	100.0	100.0	100.0
15/16	Gypsy/Irish Traveller	8	100.0	100.0	100.0
15/16	Indian	2	100.0	100.0	100.0
15/16	Irish	15	80.0	93.3	85.7
15/16	Not Provided	3	100.0	100.0	100.0
15/16	Other	1	100.0	100.0	100.0
15/16	Other Asian	2	100.0	100.0	100.0
15/16	Other Black	6	50.0	50.0	100.0
15/16	Other Mixed	4	100.0	100.0	100.0
15/16	Other White	28	71.4	92.9	76.9
15/16	White British	1,236	88.0	93.9	93.8
15/16	White/Asian	7	42.9	57.1	75.0
15/16	White/Black African	2	50.0	100.0	50.0
15/16	White/Black Caribbean	15	86.7	100.0	86.7

FE Achievement by Declared 'Has learning difficulty or disability' – 2013/14, 2014/15 and 2015/16

Hybrid End	Difficulty or Disability	Leavers Overall	Ach Overall %	Ret Overall %	Pass Overall %
13/14	has difficulty/disability/health problem	45	86.7	93.3	92.9
13/14	no difficulty/disability/health problem	192	89.6	92.7	96.6
13/14	no information provided by the learner	1	100.0	100.0	100.0
14/15	has difficulty/disability/health problem	516	83.7	95.7	87.4
14/15	no difficulty/disability/health problem	1,079	88.9	94.7	93.8
14/15	no information provided by the learner	4	100.0	100.0	100.0
15/16	has difficulty/disability/health problem	442	87.1	94.3	92.3
15/16	no difficulty/disability/health problem	884	87.3	93.2	93.7
15/16	no information provided by the learner	6	100.0	100.0	100.0

FE Achievement by Declared Disability – 2013/14, 2014/15 and 2015/16

Hybrid End	Disability	Leavers Overall	Ach Overall %	Ret Overall %	Pass Overall %
13/14	hearing	2	50.0	100.0	50.0
13/14	medical	14	78.6	85.7	91.7
13/14	mental health	3	100.0	100.0	100.0
13/14	no disability	208	89.4	92.8	96.4
13/14	not known/not provided	1	100.0	100.0	100.0
13/14	other	7	100.0	100.0	100.0
13/14	physical	1	100.0	100.0	100.0
13/14	temporary	2	100.0	100.0	100.0
14/15	Asperger's	38	84.2	97.4	86.5
14/15	emotional/behavioural	40	90.0	100.0	90.0
14/15	hearing	17	88.2	100.0	88.2
14/15	medical	92	83.7	95.7	87.5

Hybrid End	Disability	Leavers Overall	Ach Overall %	Ret Overall %	Pass Overall %
14/15	mental health	41	85.4	92.7	92.1
14/15	mobility	10	70.0	90.0	77.8
14/15	multiple	12	66.7	91.7	72.7
14/15	no disability	1,208	88.5	94.9	93.3
14/15	not known/not provided	17	64.7	82.4	78.6
14/15	other	91	83.5	95.6	87.4
14/15	physical	10	100.0	100.0	100.0
14/15	temporary	1	100.0	100.0	100.0
14/15	visual	22	81.8	100.0	81.8
15/16	Asperger's	17	82.4	100.0	82.4
15/16	hearing	11	81.8	100.0	81.8
15/16	medical	75	81.3	90.7	89.7
15/16	mental health	41	90.2	95.1	94.9
15/16	mobility	6	100.0	100.0	100.0
15/16	multiple	5	100.0	100.0	100.0
15/16	no disability	1,130	87.5	93.5	93.6
15/16	not known/not provided	1	100.0	100.0	100.0
15/16	other	21	95.2	100.0	95.2
15/16	physical	10	70.0	70.0	100.0
15/16	temporary	1	100.0	100.0	100.0
15/16	visual	14	92.9	100.0	92.9

FE Achievement by Learner Support Reason – 2014/15 and 2015/16

Hybrid End	Learner Support Reason 1	Leavers Overall	Ach Overall %	Ret Overall %	Pass Overall %
14/15	No bursary support	1,314	87.5	95.1	92.0
14/15	16-19 Vulnerable learner	33	81.8	97.0	84.4
14/15	16-19 Discretionary Bursary	198	85.9	93.9	91.4
14/15	19+ Hardship bursary	54	88.9	96.3	92.3
15/16	No bursary support	1,173	87.4	93.7	93.3
15/16	16-19 Vulnerable learner	20	95.0	100.0	95.0
15/16	16-19 Discretionary Bursary	109	83.5	90.8	91.9
15/16	Residential Support	2	100.0	100.0	100.0
15/16	19+ Hardship bursary	27	92.6	96.3	96.2
15/16	Residential Access Fund (SFA)	1	100.0	100.0	100.0

FE Achievement by Learning Difficulty – 2013/14, 2014/15 and 2015/16

Hybrid End	Learning Difficulty	Leavers Overall	Ach Overall %	Ret Overall %	Pass Overall %
13/14	Dyslexia	16	87.5	93.8	93.3
13/14	Moderate	3	100.0	100.0	100.0
13/14	Multiple	2	100.0	100.0	100.0
13/14	None	215	88.8	92.6	96.0
13/14	Other	2	100.0	100.0	100.0
14/15	Dyslexia	176	77.8	93.2	83.5
14/15	Moderate	94	86.2	96.8	89.0
14/15	Multiple	8	75.0	100.0	75.0
14/15	None	1,227	88.8	94.9	93.6
14/15	Not Known/Not Provided	10	90.0	100.0	90.0
14/15	Other	53	83.0	98.1	84.6
14/15	Other Spec	28	96.4	100.0	96.4

Hybrid End	Learning Difficulty	Leavers Overall	Ach Overall %	Ret Overall %	Pass Overall %
14/15	Severe	3	66.7	100.0	66.7
15/16	Autism	28	82.1	92.9	88.5
15/16	Dyscalculia	9	88.9	100.0	88.9
15/16	Dyslexia	141	86.5	94.3	91.7
15/16	Moderate	29	100.0	100.0	100.0
15/16	Multiple	7	85.7	100.0	85.7
15/16	None	1,074	87.7	93.7	93.6
15/16	Other	23	69.6	69.6	100.0
15/16	Other Spec	18	83.3	100.0	83.3
15/16	Severe	3	66.7	100.0	66.7