

**Equality & Diversity Annual Report and Data Pack  
2014/2015**

This document contributes towards the achievement of Wakefield College's Specific Duties under the Equality Act

## 1. Introduction

1.1. Wakefield College is committed to helping achieve equality for all learners, staff and other College users, and aims to ensure that all learners, whatever their background, have the opportunity to benefit from excellent and inspirational educational opportunities.

1.2. This is reflected in the College's mission statement:

*"Transforming lives through learning ...  
... by enabling young people, adults and employers to fulfil their potential"*

1.3. The College's published Corporate Values also underline an ongoing commitment to the continued embedding of a culture that embraces and celebrates diversity and promotes access to learning. The College's values are:

- Responsiveness
- Teamwork
- Inclusiveness
- Respect
- Excellence
- Responsibility

1.4. The College's Value of Inclusiveness states that:

We are a 'College for All' offering opportunities for all. We treat everyone with fairness and without bias. We celebrate diversity and work for the best outcome for all our learners. On those rare occasions when we are not the best solution for someone, we support them in finding one.

1.5. Wakefield College is committed to reducing gaps in attainment among people of all backgrounds, to promoting equality and diversity as an integral part of all that we do and ensuring that everyone has the opportunity to fulfil their potential.

## 2. The Current Wakefield E&D Context

2.1. Wakefield College is the only General Further Education College serving the Wakefield District and is the only inclusive provider of post-16 education offering a wide range of curriculum areas, levels and types of provision.

2.2. Wakefield district is located in West Yorkshire with the cities of Leeds to the north and Sheffield to the south whilst Doncaster sits on the eastern edge and Huddersfield on the west. The district covers around 350 square kilometres; almost three quarters of the district is rural.

2.3. The city of Wakefield is the district's administrative centre. In addition to Wakefield city, the district includes the "Five Towns" of Normanton, Pontefract, Featherstone, Castleford and Knottingley. Other towns include Ossett, Hemsworth, South Kirkby & Moorthorpe and South Elmsall.

- 2.4. The population of the district is almost 330,000; this is expected to grow to around 346,000 by 2023. A growing proportion of the population comes from a non-white British background. The population is also ageing, with improved life expectancy resulting in a greater proportion of the population being made up of older people.
- 2.5. Wakefield is more deprived than the average area. More than 12% of the District's population (around 40,000 people) live in neighbourhoods identified as being amongst the top 10% most deprived in the country.
- 2.6. Satisfaction with the local area as a place to live is improving and compares well to the rest of West Yorkshire. Latest information shows almost eight out of ten people (78%) are satisfied with their local area as a place to live – this has improved gradually over the last five six years.
- 2.7. The demographic makeup of the District's residents alludes to the challenges faced by our communities and, additionally, offers a rationale for why the College includes deprivation as an equality characteristic in addition to those protected characteristics enshrined in legislation.
- 2.8. The rate of young people claiming Jobseeker's allowance fell last year from 8.0% to 5.1% - which equates to around 750 fewer 18-24 year olds claiming JSA at the end of 2014/15. This is better than the Yorkshire and Humber regional rate.
- 2.9. The number of 16-19 year olds not in education, employment or training also reduced – by the end of 2014/15, there were around 80 fewer than at the beginning of the year. Our rate of young people not in education, employment or training (4.9%) is better than the Yorkshire and Humber rate (5.2%).

### **3. The Wakefield College E&D Context**

- 3.1. In 2014/2015, the College enrolled 9662 students (compared with 11096 in 2013/2014), of whom:
- 79.6% (79.4) of all students were from a Wakefield postcode
  - 85.7% (88) of 16-18 year old students were from a Wakefield postcode
  - 52.8% (56.5%) were over 19 years of age
  - 9.7% (8.3%) were from an ethnic minority
- 3.2. As at the end of July 2015, the College employed 726 staff (523 FTE), compared to 765 (565.5FE) in 2013/2014 of whom:
- 19 (3%) were from an ethnic minority (compared with 66 (8.6%) in the previous year
  - 66% were female compared with 65% female in the previous year
  - 37 (5.2%) of staff disclosed a disability compared with 43 (5.6%) in the previous year
  - The average age was 44, which was the same as the previous year

## 4. Key Strengths, Progress and Areas for Further Investigation/Action

### 4.1. Key Strengths & Progress

#### 4.1.1. Feedback from students

- 98% of students agreed that they are treated fairly while at College irrespective of race, gender, religion, ability, sexual orientation or age
- 98% of students agreed that Wakefield College is an LGBT-friendly college
- 98% of full-time students, and 96% of part-time students, believe that students from diverse backgrounds work well together

#### 4.1.2. Outstanding partnership work

- Continued outstanding partnership working which contributes to NEET reduction and get people into work
- Outstanding success on supporting unemployed people into work through Sector Based Work Academies

#### 4.1.3. Curriculum development

- A range of new curriculum developments provided additional opportunities for students including those with disabilities and/or disadvantage. Further growth in the ESOL Bridge programme provided additional opportunities for young people for whom English is a second or additional language.

#### 4.1.4. Complaints relating to E&D issues

- There were no complaints relating to E&D received in 2014/2015

#### 4.1.5. Success, Retention & Achievement

Characteristic	Type of provision	Level	Gap Status
Gender	Study Programme	1	Narrowed to <5%
Gender	Study Programme	2	No gap
Gender	Study Programme	3	No gap
Gender	Adult Programme	1	<5%
Gender	Adult Programme	2	Narrowed to <5%
Gender	Adult Programme	3	Narrowed to <5%
Disability	Study Programmes	All	Gap in favour of LLDD students
Disability	Adult Programmes	2	Narrowed to <5%
Disability	Adult Programmes	3	Gap in favour of LLDD students
Disadvantaged males	Study Programmes	1	Gap closed
Disadvantage	Adult Programmes	2	No significant gap

Disadvantage	Adult Programmes	3	No significant gap between disadvantaged males and non-disadvantaged males
Disability	HE	All	No significant gap

## 4.2. Areas for Further Investigation/Action

### 4.2.1. Success, Retention & Achievement

Characteristic	Type of provision	Level	Area for investigation
Ethnicity	Study Programme	1	White British success rate
Ethnicity	Study Programme	2	Under-achievement of some groups
Ethnicity	Study Programme	3	Under-achievement/retention of some groups
Ethnicity	Adult Programmes	1	Success rate gaps of some groups
Ethnicity	Adult Programmes	2	Retention and achievement of some groups
Ethnicity	Adult Programmes	3	Under-achievement of 16 Pakistani students
Disability	Adult Programmes	1	6% gap in favour of non-LLDD students
Disadvantage	Study Programmes	2	7% gap
Disadvantage/gender	Adult Programmes	1	6% gap
Disadvantage/gender	Adult Programmes	3	6% gap between disadvantaged and non-disadvantaged females
Gender	HE	L4 and above	7% gender gap

### 4.2.2. Student Feedback

- The value of enrichment and feedback to different ethnic groups

## 5. Highlights

### 5.1. Curriculum Development

5.1.1. Wakefield College had the highest allocation of High Needs Students within West Yorkshire; we supported over 150 High Needs Students during the year. 2014/2015 saw the introduction of two new programmes for students with learning difficulties and/or disabilities.

5.1.2. **Highfield Bridge** was introduced in partnership with Highfield Special School. Students from Highfield School had progressed into the College's FLEX provision for several years but the Headteacher had identified that, for 2014 leavers, there were a number for whom a direct transition into College

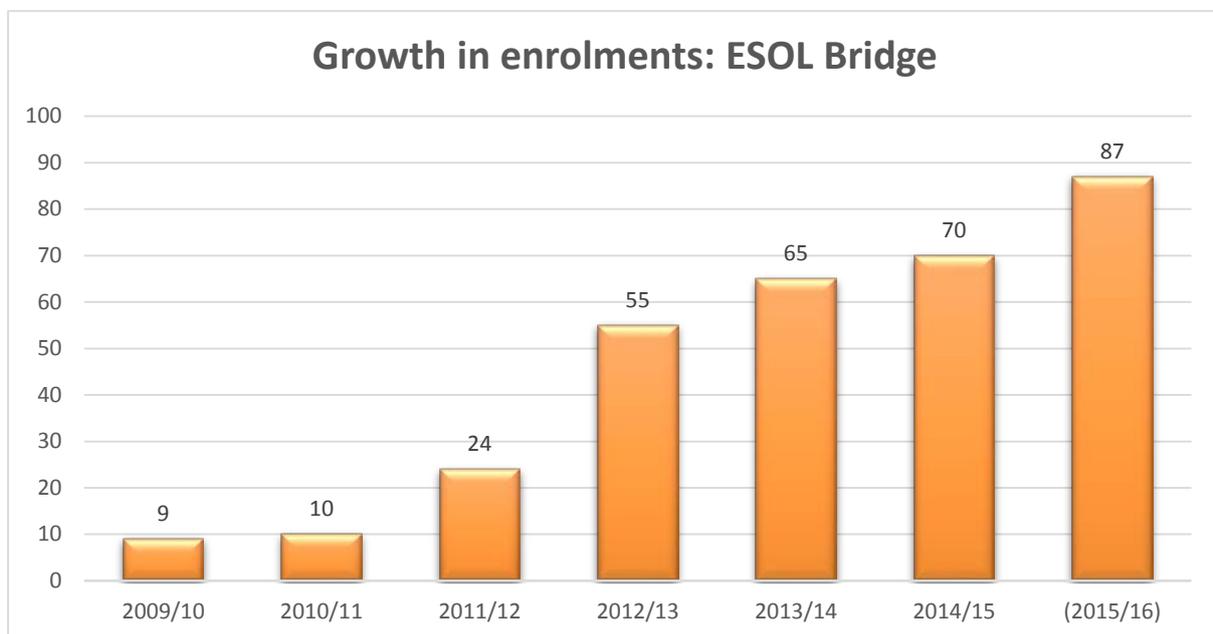
would be problematic. The Headteacher and Senior Leaders from Highfield School worked with the Assistant Principal: Inclusion & Partnership and the Head of Inclusion to develop a joint provision which the Local Authority would commission to provide a more gradual transition for identified students. Staff from the College and the School met with parents and students to gain buy-in to the programme and a bespoke curriculum footprint was introduced to service the programme.

- 5.1.3. Eight students were identified as needing to access the Highfield Bridge, the majority of whom have complex needs relating to autism and severe learning difficulties. One student remained at school due to mental health/safety issues and the remaining seven started and completed the programme successfully.
- 5.1.4. For 15/16, the Bridge is being modified to facilitate mid-year transfer to full-time College-based provision for those who make exceptional progress in year.
- 5.1.5. **GetSET** (Get Supported Employment or Training) was introduced to improve the chances of learners with severe/complex needs getting into employment or sustained placements with employers. The programme was based on the national Supported Internship model which allows students to follow a Study Programme in which the main aim is work experience/preparation. A new team was created to run the programme which included the new job roles of Job Coach and Assistant Job Coach.
- 5.1.6. 10 students, all of whom were High Needs Students, embarked on the programme. Employers involved in the programme included:
  - Caterlink
  - Cedar Court Hotel
  - Leeds City Museum
  - CeX retail
  - Create Café
  - Countryside Park Rangers
  - Coca Cola
  - Scope
  - Nostell Priory
  - Wakefield College
- 5.1.7. Of the 10 students, one secured paid employment, one secured a work trial, six secured sustained placements and 2 returned to education. Feedback from employers indicated high levels of satisfaction with the administration of the programme:
  - “the best [contact with staff] I have known” (National Trust – Nostell Priory)
  - “I received all the details of the programme which fully explained the employer’s role” (Leeds City Museum)
  - “I think the Get SET programme is run extremely well and doesn’t need any improvement” (Scope)

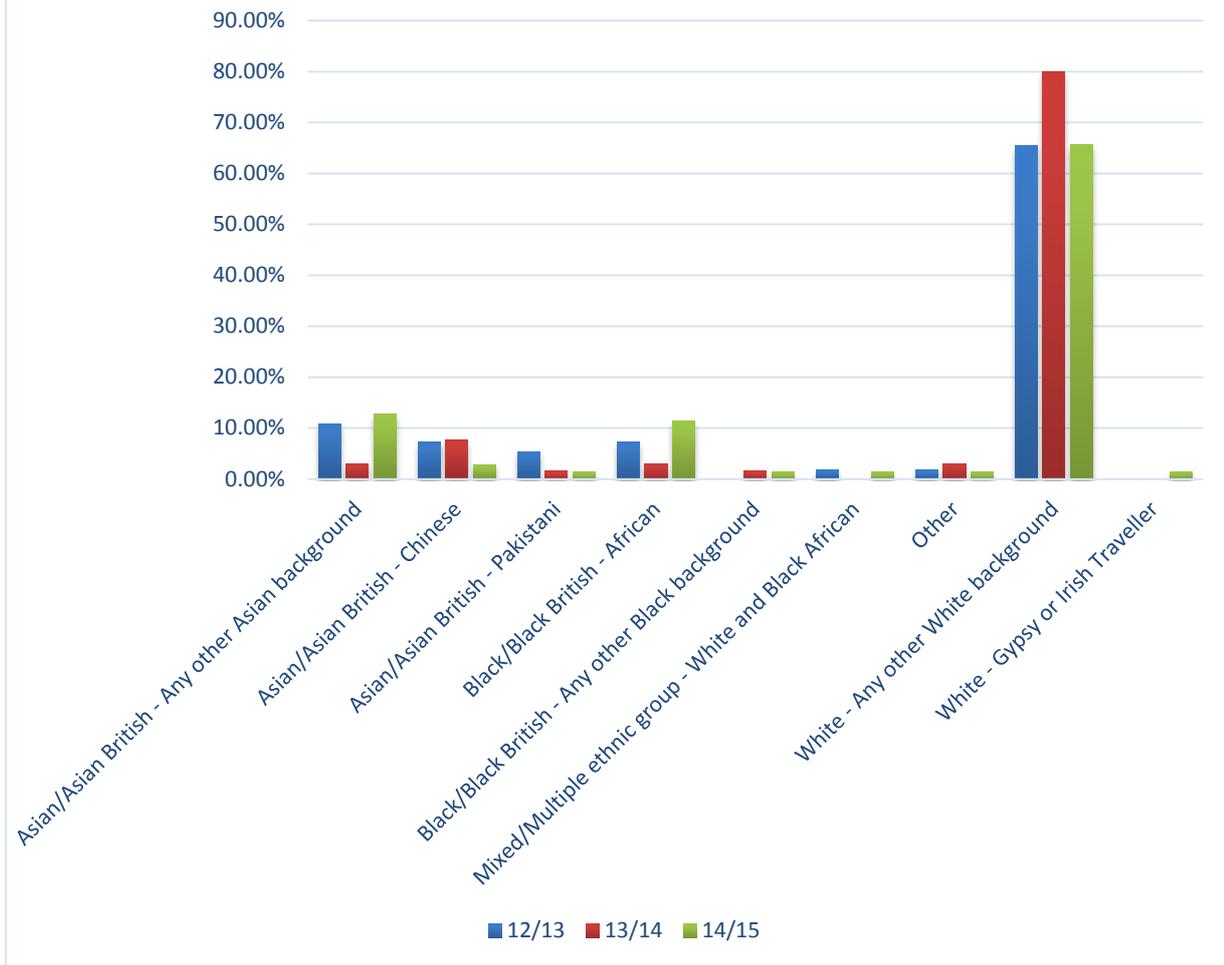
5.1.8. In relation to support for students with learning difficulties and/or disabilities, our approach is one of minimal and least invasive support in order to develop greater independence in preparation for employment and adulthood. 96% of students reported that they were satisfied with the support they received from College (c/f 89% in 13/14). Students receiving additional support in 14/15 had a 98% achievement rate.

5.1.9. 14/15 was the introductory year for Education, Health and Care Plans in line with the 2014 SEN Code of Practice. All 61 students who were to be transitioned from an SEN Statement to and EHC Plan went through this process successfully, and in a timely manner and our practice was commended by the Council's SENART (SEN Assessment and Review Team).

5.1.10. In 2009, the College recognised a need to a specific provision for young people for whom English was a second or additional language. This provision has seen a rapid increase in enrolments as illustrated below:

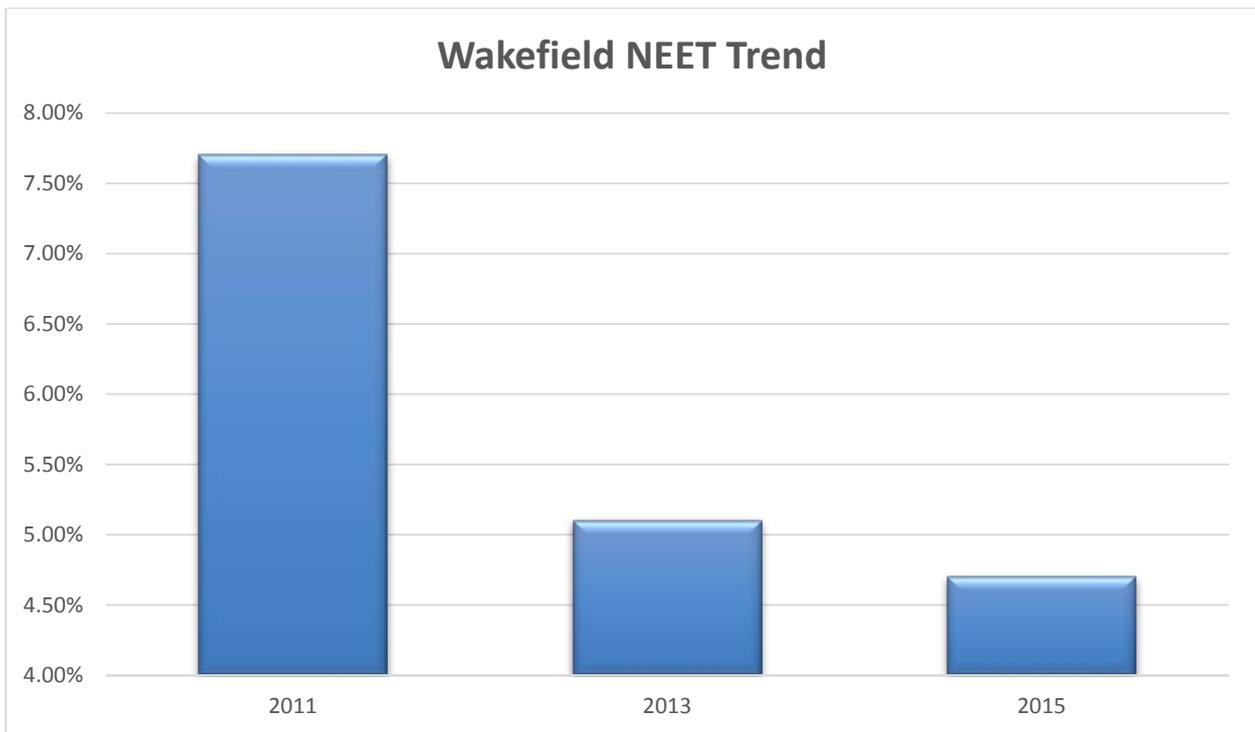


## Ethnicity of Students ESOL Bridge Programme



### 5.2. Prince's Trust and VIP

- 5.2.1. Wakefield is in the top quintile at 98.1% (compared with 93.2% nationally) in relation to 16-17 year olds who are made an offer of learning.
- 5.2.2. NEET figures for Wakefield, as published on the July 2015 scorecard, are 4.7% which compares favourably with previous years and demonstrates a trend of improvement (c/f 5.1% in 2013, 7.7% in 2011).



5.2.3. Two of the developments during 14/15 which have supported this are the introduction of:

- Prince's Trust
- VIP

5.2.4. Prince's Trust is a national programme for learners who are not engaged with mainstream education. It is a 12-week programme of personal development, work experience and community involvement. Participants in Prince's Trust typically have multiple issues relating to deprivation including drug misuse, homelessness and youth offending.

5.2.5. VIP is a vocational re-engagement programme for young people who have engaged with college, but are not doing so very successfully. VIP enables them to remain in college, with a view to re-engaging in mainstream provision following a series of taster activities.

## Appendices

**Appendix One:  
Data Summary from Self Assessment**  
Provided by Sue Slassor

**Appendix Two:  
Student Feedback (from SPOCs)**  
Provided by Janet Walker

**Appendix Three: Complaints**  
Provided by Gill Hodson

**Appendix Four: Staff Profile Monitoring**  
Provided by Teresa Johnston

**Appendix Five: HE Data**  
Provided by Simon Perkins

## **Appendix One: Data Summary from Self Assessment**

No key actions were identified from the 14/15 self-assessment report relating to underachievement of those with protected characteristics, however, any underperformance of more than 5% compared with the remainder of the cohort, with a sample size of more than 10, will be investigated further.

### **Gender**

#### **Study Programme Success Rates**

At Level 1, the gender gap narrowed from 6% points to 4% points with females out-performing males. At Levels 2 and 3, there was no gap.

#### **Adult Success Rates**

There were no significant success rate gaps between different demographic groups. At Level 1, the gender gap was 4% points with females out-performing males. This represents a 2% point increase on 2013-14.

At Level 2, the gap narrowed from 7% points to 3% points with females out-performing males.

At Level 3, the gap narrowed from 6% points to 3% points with males out-performing females.

### **Ethnicity**

#### **Study Programme Success Rates**

There were no significant success rate gaps by ethnicity which require further action.

At Level 1, groups with significant numbers performed in line with or in excess of their White British counterparts. For example, the biggest ethnic group is Other White where students achieved a success rate 12% points above the White British rate.

At Level 2, 8 White/Black Caribbean students and 21 African students under-performed compared to their White British counterparts. In both cases, this was as a result of under-achievement.

At Level 3, 9 White/Black Caribbean, 68 Other White, 5 White/Black African, 30 White Asian and 16 Other Mixed students under-performed. Retention plays a part in this, but often under-achievement was the cause of under-performance.

#### **Adult Programmes**

At Level 1, success rate gaps with sufficient students to merit further investigation were seen for Other Asian and African students. Numbers of students are small and students are spread across a range of curriculum areas.

At Level 2, two groups, Other Asian and African, both with significant numbers (17 and 55) under-performed relative to White British students. Retention was the issue with the Other Asian group whilst both the retention and achievement of the African students was below White British rates.

At Level 3, 16 Pakistani students under-performed relative to the White British rate.

## **Disability**

### **Study Programme Success Rates**

Students with Learning Difficulties/Disabilities achieved better success rates than those without.

### **Adult Programme Success Rates**

At Level 1, the performance gap between LLDD and non-LLDD students has narrowed from 11% points to 6% points in favour of non-LLDD students.

At Level 2, the gap has narrowed from 6% points to 4% points in favour of non-LLDD students.

At Level 3, LLDD students out-performed those without for the second year running.

## **Disadvantage**

### **Study Programmes**

A gap has emerged at Level 2 with non-disadvantaged students out-performing disadvantaged students by 7%. The success rate gap between disadvantaged and non-disadvantaged males at Level 1 has been closed.

However, a gap has emerged at Level 2 with non-disadvantaged students out-performing disadvantaged by 7% points.

### **Adult Programmes**

The success rate gap between disadvantaged and non-disadvantaged males at Level 1 has been closed. However, disadvantaged females significantly out-performed males at this level (90% cf. 84%).

At Level 2, there no significant performance gaps.

At Level 3, the success rate of disadvantaged females has increased by 13% points over three years. However, the success rate of females without disadvantage also increased significantly in 2014-15 leading to a widening of the performance gap at this level – now 9% points cf. 5% points in 2013-14. There is no significant gap between males.

## Appendix Two: Student Feedback (from SPOCs)

### Full Time Students' Demographics

**Ethnicity.** When analysing the surveys from the perspective of different ethnic groups compared to the all College responses, many of the results are skewed by low numbers.

Within our full time students the largest groups are:

*Asian, Asian British – Pakistani – 91 respondents*

This group displays a level of satisfaction generally just below the all College average, with more significant negativity around the number of assignments given, the value of feedback and enrichment and if, after declaring a disability, their needs were assessed.

*Black, Black British – African – 26 respondents*

Generally this is a very positive report compared with all College. Again negativity centred around the number of assignments given and although +8 comparison against all College for the range of enrichment activities the value of them was a far less positive -8 comparison.

*Asian, Asian British – Indian – 23 respondents*

A generally mixed report with the same themes emerging around number of assignments, feedback and enrichment. This group also evidenced a lower satisfaction rate with the usefulness of group tutorial (-10)

Other ethnic groups with fewer respondents (between 10 and thirteen) are:

- ✚ *Asian, Asian British – Any other Asian – 13 respondents.* Generally positive compared to all College some negativity around value of the Student intranet, enrichment and next steps

- ✚ *Mixed multiple ethnic – other – 10 respondents.* Although very high agree percentages, comparison is generally negative against all College (students choosing agree mostly over agree completely).

**Generally speaking over the full time survey key issues from an ethnicity perspective are the value of enrichment and feedback.**

**Disability or learning difficulty.** As in the past responses when analysed from these perspectives are generally very positive. This is the first year when reporting has been split by “types” of difficulty or disability. From those students who had indicated and emotional or behavioural disability there was a dip in agree responses, when compared to all College, for “I have not experienced any bullying” of -7 to 91% agree. However agree responses for the College dealing with bullying well, were an extremely positive +14. From the 15 students who had declared a disability on the autistic spectrum responses were generally less positive than the all College report with the following comparing significantly negatively:

I know how to contact student services 80% agree -9

Teachers make me really interested in their subjects 80% agree -11

I understand what I am meant to learn 81% agree -14

The above are examples of how low numbers can skew percentages with only two or three students offering disagree responses.

**Gender.** In the full time student survey there were no issues identified by gender.

**Age.** As the majority of full time are 16-18 this report tends to be at or very close to average. Our students aged 14-15 (14 respondents) are generally extremely positive

about their experiences at College. However, although small numbers should be taken into account, there are a couple of areas in the survey reporting negatively from this cohort:

- ✚ Teaching on my course is good 93% agree -6 comparison to the College average. Interestingly the response for teachers make me really interested in their subjects was 100% agree +5 comparison.
- ✚ Correction of spelling and grammar in my work helps me improve my English, 86% agree -6
- ✚ The Library has good resources, 77% agree -9
- ✚ All areas if Moodle report very negatively – it is possible that the majority or all of these students represent a single class.

Our 19+ students evidence generally high levels of satisfaction but comparison against the College is mixed with the areas below reporting significantly negatively in comparison:

- ✚ I was made aware of important policies, 87% agree -6
- ✚ I have been helped to develop my ILP on Pro-Monitor, 78% agree, -6
- ✚ My course provides a good range of enrichment activities, 69% agree, -7
- ✚ The College provides a good range of enrichment activities, 74% agree, -9

### Part Time Students' Demographics

**Ethnicity.** Because of low numbers ethnicity is only reported from 2 perspectives:

- ✚ *Asian, Asian British Pakistani – 18 respondents.* Generally a really positive report compared to all College but with some negativity around induction helping students settle in, 83% agree -6 and having needs assessed if a student informed someone of a disability , 80% agree -9
- ✚ *Black, Black British – African – 12 respondents.* Whilst comparison with the all College report is really positive throughout it is clear that significantly fewer of these students use Moodle with a -18 comparison. However, those that do find it useful.

**Gender.** Unlike the full time report Male part time students appear less satisfied generally with their experiences at College – especially around teaching & learning and course organisation. This may indicate satisfaction is particularly poor from certain areas i.e. Engineering.

### A Level Students' Demographics

**Ethnicity.** Reported from three perspectives:

- ✚ *Asian, Asian British – Any Other Asian – 18 respondents.* A generally positive report but a negative comparison of -6 for being questioned when late
- ✚ *Asian, Asian British – Pakistani – 65 respondents.* A slightly negative report overall when compared to all A levels with only 53% of respondents finding homework hard, -7 and only 83% of respondents -6 indicating that feedback helped them improve.
- ✚ *Any other white – 29 respondents.* Again generally a negative comparison against all A levels with more significant negativity around:
  - Teacher uses lots of ways to help me learn 86% agree -7
  - Lessons are interesting and enjoyable, 79% agree -11
  - I usually meet the hand in date for homework, 86% agree -13.

**Gender.** Although the report for males is slightly more negative than females there are no significant issues from the perspective of gender.

**I would suggest that generally speaking there are no overarching issues from any demographic perspective for A levels and that issues are likely to be around classes rather than ethnicity.**

### **Apprentices demographics**

Because of low numbers the only demographic reporting available is by gender  
**Gender.** The responses from the 14 female apprentices indicate some significant issues, it is unknown whether these cluster around a specific course or the demographic is spread around a range of courses. Significant issues appear to be around the flow of information about services and how to make a complaint, how lessons improve English and Maths, understanding assessment tasks and significantly fewer females use Moodle. Interestingly there are some real positives around teaching and learning, with I enjoy my lessons evidencing 100% agree +12. Female apprentices also evidence very high levels of satisfaction around the College community

Issues from this demographic have been reported to the relevant AP.

### **HE Demographics**

**Ethnicity.** Because of numbers there is only one report available by ethnicity for *Asian, Asian British – Pakistani – 11 respondents*. This is a fairly negative report when compared the all College HE report. However, areas of significant negativity still generally have high agree percentages and either zero students giving a disagree response to the positive statement or at the very most only 2. For example I am treated fairly receives a 100% agree response but because the majority of responses were agree mostly, this statement compares at +12 to the all College HE report. Comments are all positive, making it impossible to determine if the respondents are clustered around a specific course.

**Gender.** *Male 176 respondents, female 11*. Overall the report from male students is more negative than the female report.

**Learning Difficulty – Other 10 respondents.** Again a negative report compared to the HE all College. Small numbers do skew figures but issues have been reported to the HE Director for all demographic issues.

**Overall from a range of demographics, other than some issues around feedback and enrichment from our full time students, there do not appear to be any cross College themes emerging as issues from the 2014-15 Student Survey.**

## Appendix Three: Complaints

A report of complaints received by the College is presented to Principalship on a termly basis. The number of complaints received, which relate to Equality & Diversity issues, is tabled below with the previous year's numbers for comparison.

<b>Complaints Received Relating to E&amp;D Issues</b>		
	<b>2013/2014</b>	<b>2014/2015</b>
Autumn	3	0
Spring	1	0
Summer	2	0
Total for year	6	0

## Appendix Four: Staff Profile Monitoring

The Human Resources team regularly examines staffing statistics in order to compare the data year on year and also to highlight areas that may require action.

Date	Number of employees in post	Full time Equivalent in post
31/07/2011	722	561.75
17/08/2011	676	523.37
12/07/2012	694	535.85
29/01/2014	736	548.45

@ 31/07/2015, number of employees = 726 FTE 523.03

### Staff Profile @ 31 July 2015

Compared with October 2014, there has been an overall decrease in staff from BME/other backgrounds.

There has been a slight increase in the percentage of staff declaring a disability.

Staff Profile	Gender Inc. % of staff group			Ethnicity-BME Staff	Staff disclosing a Disability
	Male	Female	Total		
Management and Leadership	32 43%	43 57%	<b>75</b>	2 (3%)	3 (4%)
Teaching and Learning	106 48%	117 52%	<b>223</b>	5 (2%)	9 (4%)

<b>T &amp; L Support</b>	52 26%	145 74%	<b>197</b>	6 (3%)	13 (6%)
<b>Business Support</b>	56 24%	175 76%	<b>231</b>	6 (3%)	12 (5%)
<b>All Staff</b>	<b>246</b> 34%	<b>480</b> 66%	<b>726</b>	19 (3%)	37 (5%)

**Trends**

- There has been a decrease in the percentages of staff from ethnic minority/other backgrounds
- There has been little change in the gender profile of College staff
- There has been a slight increase in the staff declaring disabilities.

## Appendix Five: HE Data

### Disadvantaged Uplift (Expected End Year, Without Rules Applied, Levels 4, 5 + H only)

Ward Uplift Figures from ProAchieve

#### HEFCE Courses

Uplift	Expected End Year 2012/13				Expected End Year 2013/14				Expected End Year 2014/15			
	Leavers Over all	Suc Ove rall %	Ach Ove rall %C	Ret Ove rall %L	Leavers Over all	Suc Ove rall %	Ach Ove rall %C	Ret Ove rall %L	Leavers Over all	Suc Ove rall %	Ach Ove rall %C	Ret Ove rall %L
None	1	0	0	0								
Null value	240	80.4	93.2	86.3	165	80	95	84.2	183	82	95.5	85.5
Ward Uplift	4	75	100	75	56	85.7	92.3	92.9	82	78	95.5	81.7
	245	80	93.3	85.7	221	81.4	94.2	86.4	265	80.8	95.5	84.5

#### Other Level 4 and Above courses

Uplift	Expected End Year 2012/13				Expected End Year 2013/14				Expected End Year 2014/15			
	Leavers Over all	Suc Ove rall %	Ach Ove rall %C	Ret Ove rall %L	Leavers Over all	Suc Ove rall %	Ach Ove rall %C	Ret Ove rall %L	Leavers Over all	Suc Ove rall %	Ach Ove rall %C	Ret Ove rall %L
None	3	0	0	0								
Null value	135	59.3	65.6	90.4	127	70.9	74.4	95.3	130	75.4	78.4	96.2
Ward Uplift	11	72.7	80	90.9	54	66.7	70.6	94.4	46	73.9	75.6	97.8
	149	59.1	66.7	88.6	181	69.6	73.3	95	176	75	77.6	96.6

**Gender (Without Rules Applied, Levels 4, 5 + H only)**

HEFCE  
Courses

Sex	Expected End Year 2012/13				Expected End Year 2013/14				Expected End Year 2014/15			
	Leavers Overall	Suc Overall %	Ach Overall %C	Ret Overall %L	Leavers Overall	Suc Overall %	Ach Overall %C	Ret Overall %L	Leavers Overall	Suc Overall %	Ach Overall %C	Ret Overall %L
F	96	82.5	94	87.5	97	80.4	95.1	84.5	127	78.7	96.2	81.9
M	149	78.5	92.9	84.6	124	82.3	93.6	87.9	138	82.6	95	87
	245	80	93.3	85.7	221	81.4	94.2	86.4	265	80.8	95.5	84.5

Other Level 4 and Above courses

Sex	Expected End Year 2012/13				Expected End Year 2013/14				Expected End Year 2014/15			
	Leavers Overall	Suc Overall %	Ach Overall %C	Ret Overall %L	Leavers Overall	Suc Overall %	Ach Overall %C	Ret Overall %L	Leavers Overall	Suc Overall %	Ach Overall %C	Ret Overall %L
F	131	58.8	65.3	90.1	134	62.7	66.7	94	140	73.6	76.9	95.7
M	18	61.1	78.6	77.8	47	89.4	91.3	97.9	36	80.6	80.6	100
	149	59.1	66.7	88.6	181	69.6	73.3	95	176	75	77.6	96.6

**Ethnicity (Without Rules Applied, Levels 4, 5 + H only)**

HEFCE Courses	Expected End Year 2012/13				Expected End Year 2013/14				Expected End Year 2014/15			
	Leavers Overall	Suc Overall %	Ach Overall %C	Ret Overall %L	Leavers Overall	Suc Overall %	Ach Overall %C	Ret Overall %L	Leavers Overall	Suc Overall %	Ach Overall %C	Ret Overall %L
African	9	55.6	83.3	66.7	6	50	100	50	8	50	100	50
Arab					1	0	0	0				
Caribbean	4	50	66.7	75					2	100	100	100
Indian	3	66.7	66.7	100					1	100	100	100
Not Provided	2	100	100	100	1	100	100	100	1	0	0	0
Other									1	0	0	100
Other Asian	1	0	0	0	1	100	100	100				
Other Black	1	100	100	100								
Other Mixed					1	0	0	0	2	100	100	100
Other White	6	83.3	100	83.3	7	71.4	83.3	85.7	4	75	100	100
Pakistani	9	66.7	100	66.7	4	50	100	50	10	90	100	90
White British	209	82.3	94	87.6	198	83.8	94.3	88.9	233	81.5	95.5	85.4
White/Asian					1	100	100	100	2	100	100	100
White/Black Caribbean					1	100	100	100	1	100	100	100
	245	80	93.3	85.7	221	81.4	94.2	86.4	265	80.8	95.5	84.5

**Other Level 4 and Above courses**

Ethnicity	Expected End Year 2012/13				Expected End Year 2013/14				Expected End Year 2014/15			
	Leavers Overall	Suc Overall %	Ach Overall %C	Ret Overall %L	Leavers Overall	Suc Overall %	Ach Overall %C	Ret Overall %L	Leavers Overall	Suc Overall %	Ach Overall %C	Ret Overall %L
African									1	0	0	100
Caribbean	1	100	100	100	1	100	100	100				
Chinese	1	100	100	100								
Indian	3	33.3	33.3	100					1	100	100	100

Irish									1	100	100	100
Not Provided				2	100	100	100					
Other Asian	1	0	0	100								
Other White	3	66.7	100	66.7	10	70	77.8	90	2	100	100	100
Pakistani	2	50	50	100	1	100	100	100	1	100	100	100
White British	138	59.4	67.2	88.4	165	68.5	72	95.2	170	74.7	77.4	96.5
White/Asian					2	100	100	100				
	149	59.1	66.7	88.6	181	69.6	73.3	95	176	75	77.6	96.6

**Declaring a Learning Difficulty or Disability  
(Without Rules Applied, Levels 4, 5 + H only)**

HEFCE Courses												
Difficulty or Disability	Expected End Year 2012/13				Expected End Year 2013/14				Expected End Year 2014/15			
	Leavers Overall	Suc Overall %	Ach Overall %C	Ret Overall %L	Leavers Overall	Suc Overall %	Ach Overall %C	Ret Overall %L	Leavers Overall	Suc Overall %	Ach Overall %C	Ret Overall %L
has difficulty/disability/health problem	7	71.4	83.3	85.7	4	75	100	75	8	87.5	100	87.5
no difficulty/disability/health problem	238	80.3	93.6	85.7	213	81.7	94.6	86.4	254	81.1	95.4	85
no information provided by the learner					4	75	75	100	3	33.3	100	33.3
	245	80	93.3	85.7	221	81.4	94.2	86.4	265	80.8	95.5	84.5

Other Level 4 and Above courses												
Difficulty or Disability	Expected End Year 2012/13				Expected End Year 2013/14				Expected End Year 2014/15			
	Leavers Overall	Suc Overall %	Ach Overall %C	Ret Overall %L	Leavers Overall	Suc Overall %	Ach Overall %C	Ret Overall %L	Leavers Overall	Suc Overall %	Ach Overall %C	Ret Overall %L
has difficulty/disability/health problem	3	100	100	100	2	0	0	50	3	66.7	100	66.7
no difficulty/disability/health problem	139	61.2	69.1	88.5	162	69.8	72.9	95.7	142	78.2	80.4	97.2
no information provided by the learner	7	0	0	85.7	17	76.5	81.3	94.1	31	61.3	63.3	96.8
	149	59.1	66.7	88.6	181	69.6	73.3	95	176	75	77.6	96.6