

 **Success Rates by Diversity-Related Groups**

Jane Morgan

Afan Campus Manager

Contents

1. Introduction Page 3
2. Data Analysis:
* Gender Page 4
* Ethnicity Page 22
* Disability Page 35
* Welsh Speakers Page 44
* Communities First Page 50
* Travelling Community Page 65
* Free Meals Page 66
* Criminal Convictions Page 71
1. Summary Page 75
2. Recommendations Page 80

**Introduction**

Neath Port Talbot College (NPTC) collects a large amount of data on learners and this is analysed to provide information on retention, attainment and “success”. This information is often collated and analysed in terms of college, school and course level but until now it has not been explored further to provide information on specific groups of learners within the College.

The Learning and Performance Management Group of the College discussed the need for such an analysis of data to be conducted in order for strengths and weaknesses to be identified and, if necessary, appropriate measures be put into place to provide additional support for groups of learners.

It was decided that the benchmarking data for DfES-funded courses be used as a basis for this analysis and that the data would be looked at for the academic years 2007-2008, 2008-2009 and 2009-2010. At the time of writing this report, the 2010-11 data is unavailable. It would have been beneficial to be able to analyse the data in terms of number of learners but unfortunately the benchmarking system only provided data on the basis of number of enrolments.

It is possible to scrutinise the benchmarking data at a number of different levels to provide information on retention, attainment and success. Retention statistics are based on the number of enrolments completed compared to the number of enrolments on November 1st of the year in question. Attainment statistics are based on the number of enrolments achieved compared to the number of enrolments on November 1st. Success percentages are calculated by multiplying the percentage retention by the percentage attainment. For example, if the retention is 90% and the attainment is 90% then the percentage success would be 90% x 90% = 81%

It was agreed that the project would focus on the following diversity-related groups:

* Gender
* Ethnicity
* Disability/ Learning Difficulty
* Welsh Speakers
* Learners from Communities First areas
* Learners from the Travelling Community
* Learners with Criminal Convictions
* Learners in Receipt of Free Meals.

Initially, it was also envisaged that the project would also look at the success rates of Looked After Children. The sensitive nature of this data and the protocol that exists between NPTC and Route 16 resulted in the decision that the analysis of this data remain with the designated officer for Looked After Children within Learner Services.

**Analysis of Data by Gender**

The retention, attainment and success of males and females were compared for the academic years 2007-2008, 2008-2009, 2009-2010.

**2007-2008**

Number of male enrolments = 10,852 (48.9%)

Number of female enrolments = 11,337 (51.1%)

Total number of enrolments = 22,189

The distribution of males and females by school is illustrated in the following chart:

It can be seen that gender stereotyping is evident with a greater percentage of male enrolments compared to female enrolments on Engineering, Construction and Maths & Science courses. The reverse is true in the case of Health, Social & Childcare, Hairdressing & Beauty Therapy and Humanities courses.

The following chart illustrates the retention, attainment and success of males and females at NPTC in 2007-2008:

In 2007-2008, it can be observed that the retention for both males and females is approximately equal with a male retention of 97.4% and a female retention of 97.9%. Female attainment exceeds that of males with female attainment at 67.4% and male attainment at 61.2%. In terms of success, female success was at 66.0% compared to a male success rate of 59.6%

The following chart illustrates the success rates of males and females by school in 2007-2008:

Across schools, the performance of males and females varied with male learners outperforming female learners in ACE, CBE, ENG, HSC, PVS, SPS and UFI.

**2008-2009**

Number of male enrolments = 10,816 (49.2%)

Number of female enrolments = 11,146 (50.8%)

Total number of enrolments = 21,962

The distribution of males and females by school is illustrated in the following chart:

It must be noted that in 2008-2009 the enrolments for AS and A Levels in SSL and MAS were amalgamated into the Faculty of 6th Form. It is no longer possible to disaggregate the retention, attainment and success of these two schools.

The following chart illustrates the retention, attainment and success of males and females at NPTC in 2008-2009:

In 2008-2009, it can be observed that the retention for both males and females is approximately equal with a male retention of 98.7% and a female retention of 98.2%. Female and male attainments are approximately equal with male attainment at 76.0% and female attainment at 76.1%. In terms of success, female success was at 74.7% compared to a male success rate of 75.0%

The following chart illustrates the success of males and females by school in 2008-2009:

**2009-2010**

Number of male enrolments = 12,454 (49.7%)

Number of female enrolments = 12,593 (50.3%)

Total number of enrolments = 25,047

The distribution of males and females by school is illustrated in the following chart:

The following chart illustrates the retention, attainment and success of males and female at NPTC in 2009-2010:

In 2009-2010, it can be observed that the retention for both males and females is approximately equal with a male retention of 91.0 % and a female retention of 90.6%. Female and male attainments are similar with a male attainment of 82.2% and a female attainment of 81.6%. In terms of success, female success was 73.9% compared to a male success rate of 74.8%.

The following chart illustrates the success of males and females by school in 2009-2010:

It is surprising to note that despite the very small number of female enrolments in BES, the success rate of females exceeds that of their male counterparts.

At Neath Port Talbot College, the percentage of enrolments by gender appears to be consistent over the three years investigated with slightly more enrolments from females than males.

|  |  |  |  |
| --- | --- | --- | --- |
|  | 2007-2008 | 2008-2009 | 2009-2010 |
| Male enrolments as % of total | 48.9 | 49.2 | 49.7 |
| Female enrolments as % of total | 51.1 | 50.8 | 50.3 |

 This observation appears to be roughly in line with demographics of the Neath Port Talbot area obtained from the Welsh Government.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Predicted Demographics | 2007 | 2008 | 2009 | 2010 |
| % of males | 48.6 | 48.7 | 48.8 | 48.8 |
| % of females | 51.4 | 51.3 | 51.2 | 51.2 |

Source: [www.statswales.gov.uk](http://www.statswales.gov.uk)

The graph below shows the trend in retention for males and females:

The graph indicates a marked decrease in retention of both males and females in 2009-2010 but it can be seen that male retention is just slightly higher than female retention.

The graph below shows the trend in attainment of males and females:

The graph indicates an increase in attainment of both males and females with both genders having approximately equal attainment rates in 2009-10.

The graph below shows the trend in success of males and females:

The graph indicates an increase in success rates of both males and females from 2007-2008 to 2008-2009 followed by a small decline in 2009-2010. In 2007-2008, success of females exceeded that of males but since then the success rates appear to be in line.

On a College-wide basis, there seems to be little difference between the success rates of males and females. However, the difference is more noticeable on a school level. In some schools, the margin between the success of males and females is negligible but in others the difference in the success rates between genders may be as much as 10%.

The following graphs show the success trend of males and females by school:

**ACE – Adult and Community Education**

**AE – Adult Education Franchise**

**BTH – School of Business, Tourism and Hospitality**

**CBE – School of Construction and the Built Environment**

**CIT – School of Computing and Information Technology**

**CVP – School of Creative, Visual and Performing Arts**

**ENG – School of Engineering**

**Fac6Form – Faculty of Sixth Form**

**HAT – School of Horticulture, Hairdressing and Applied Therapies**

**HSC – School of Health, Social and Childcare**

**IBC – Industry & Business Centre**

**IES – School of Inclusive and Essential Skills**

**MAS – School of Mathematics and Science**

**PVS – School of Pre-Vocational Studies**

**SPS – School of Sport and Public Services**

**SSL – School of Social Studies and Languages**

**UFI – learndirect**

It was not possible to produce similar charts for BES and PWT. The School of Building and Engineering Services was established in 2009-2010 so no data is available prior to this. There were no male enrolments identified under PWT for 2007-2008 and 2009-2010.

Please note that after 2007-2008, AS Level and A Level enrolments are grouped under the Faculty of Sixth Form and not by school.

**Analysis of Data by Ethnicity**

The retention, attainment and success of males and females of different ethnicity were compared for the academic years 2007-2008, 2008-2009 and 2009-2010.

**2007-2008**

The number of enrolments from different ethnic groups is illustrated in the following table:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Ethnic Origin | Male | Female | Total | % of College total |
| Null | 0 | 2 | 2 | 0.01% |
| White | 10,217 | 10,630 | 20,847 | 93.95% |
| Black – Caribbean | 23 | 6 | 29 | 0.13% |
| Black – African | 5 | 6 | 11 | 0.05% |
| Other Black Background | 1 | 2 | 3 | 0.01% |
| Asian – Indian | 10 | 21 | 31 | 0.14% |
| Asian – Pakistani | 14 | 7 | 21 | 0.09% |
| Asian – Bangladeshi | 32 | 64 | 96 | 0.43% |
| Chinese | 11 | 17 | 28 | 0.13% |
| Other Asian Background | 38 | 90 | 128 | 0.58% |
| Mixed – White& Black Caribbean | 21 | 9 | 30 | 0.14% |
| Mixed – White & Black African | 1 | 0 | 1 | 0.00% |
| Mixed – White & Asian | 34 | 10 | 44 | 0.20% |
| Other Mixed Background | 3 | 3 | 6 | 0.03% |
| Other Ethnic Background | 9 | 29 | 38 | 0.17% |
| Information Refused | 2 | 15 | 17 | 0.08% |
| Not Known | 431 | 426 | 857 | 3.86% |
| Total | 10,852 | 11,337 | 22,189 | 100.00% |

**2008-2009**

The number of enrolments from different ethnic groups is illustrated in the following table:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Ethnic Origin | Male | Female | Total | % of College total |
| Null | 0 | 3 | 3 | 0.01% |
| White | 9,598 | 9,970 | 19,568 | 89.10% |
| Black – Caribbean | 28 | 9 | 37 | 0.17% |
| Black – African | 2 | 2 | 4 | 0.02% |
| Other Black Background | 0 | 3 | 3 | 0.01% |
| Asian – Indian | 6 | 18 | 24 | 0.11% |
| Asian – Pakistani | 19 | 13 | 32 | 0.15% |
| Asian – Bangladeshi | 44 | 46 | 90 | 0.41% |
| Chinese | 24 | 21 | 45 | 0.20% |
| Other Asian Background | 25 | 104 | 129 | 0.59% |
| Mixed – White& Black Caribbean | 31 | 4 | 35 | 0.16% |
| Mixed – White & Black African | 0 | 5 | 5 | 0.02% |
| Mixed – White & Asian | 27 | 21 | 48 | 0.22% |
| Other Mixed Background | 3 | 26 | 29 | 0.13% |
| Other Ethnic Background | 19 | 39 | 58 | 0.26% |
| Information Refused | 24 | 23 | 47 | 0.21% |
| Not Known | 966 | 839 | 1,805 | 8.22% |
| Total | 10,816 | 11,146 | 21,962 | 100.00% |

**2009-2010**

The number of enrolments from different ethnic groups is illustrated in the following table:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Ethnic Origin | Male | Female | Total | % of College total |
| Null | 0 | 0 | 0 | 0.00% |
| White | 11,281 | 10,961 | 22,242 | 88.80% |
| Black – Caribbean | 24 | 11 | 35 | 0.14% |
| Black – African | 4 | 3 | 7 | 0.03% |
| Other Black Background | 5 | 8 | 13 | 0.05% |
| Asian – Indian | 14 | 30 | 44 | 0.18% |
| Asian – Pakistani | 11 | 32 | 43 | 0.17% |
| Asian – Bangladeshi | 33 | 39 | 72 | 0.29% |
| Chinese | 27 | 22 | 49 | 0.20% |
| Other Asian Background | 39 | 212 | 251 | 1.00% |
| Mixed – White& Black Caribbean | 30 | 14 | 44 | 0.18% |
| Mixed – White & Black African | 6 | 0 | 6 | 0.02% |
| Mixed – White & Asian | 7 | 25 | 32 | 0.13% |
| Other Mixed Background | 31 | 17 | 48 | 0.19% |
| Other Ethnic Background | 47 | 41 | 88 | 0.35% |
| Information Refused | 19 | 52 | 71 | 0.28% |
| Not Known | 876 | 1,126 | 2,002 | 7.99% |
| Total | 12,454 | 12,593 | 25,047 | 100.00% |

**Enrolment Trends**

Although the vast majority of the enrolments at Neath Port Talbot College are from learners of white origin, there has been a decline in the percentage of the total number of enrolments from this group in the three years in question.

Over the period concerned, there has been an increase in the number of enrolments from the following ethnic groups: Asian–Pakistani, Chinese, other Asian background, Mixed White – Black Caribbean, Mixed White – Black African, Other Mixed background and other ethnic background. The number of learners who refuse to provide their ethnic origin has increased together with the number that fails to provide any details of ethnicity.

Predicted population trends by ethnicity were obtained from the Welsh Government. The table below indicates the predicted changes in ethnic distribution in Neath Port Talbot over the three years in question:

|  |  |  |  |
| --- | --- | --- | --- |
| Ethnic Group | 2007 | 2008 | 2009 |
| White | 97.9% | 97.6% | 97.5% |
| Mixed | 0.7% | 0.7% | 0.7% |
| Asian/Asian British | 0.8% | 0.8% | 1.0% |
| Black/Black British | 0.3% | 0.3% | 0.4% |
| Other | 0.3% | 0.3% | 0.4% |

Source: [www.statswales.gov.uk](http://www.statswales.gov.uk)

The trend in ethnicity across the College appears to be in line with the predicted changes in ethnicity across the Neath Port Talbot area. The percentage of enrolments from white ethnic origin appears to be lower than that predicted by demographics however. This indicates a higher percentage of enrolments at NPTC from other ethnic groups than demographics would lead us to expect. It must be noted that in approximately 8% of enrolments, the ethnic origin is unknown.

**Success by Ethnicity**

The following charts illustrate the success rates by ethnicity for males and females over a three year period. The numbers of enrolments from ethnic groups other than that of white origin still proves to be very small so in comparing the success rates of such groups it is necessary to bear in mind that the data may be skewed.

**2007-2008**

**2008-2009**

**2009-2010**

The following graphs show the comparison between the success rates of males and females of the same ethnic origin over a three-year period:

* There was insufficient data available to produce graphs to illustrate the success of Mixed White & Black African learners.

When comparing the success of learners by ethnicity, it is important to take into account the relatively low number of enrolments for groups other than those of white origin. It is difficult to draw any valid conclusions as the data is likely to be skewed. It is, however, possible to compare the success rates for males and females within each ethnic group.

**Analysis of Data by Disability/Learning Difficulty**

The retention, attainment and success of males and females were compared for learners with and without disability and/or learning difficulty.

The information available was provided by the learner on completion of their enrolment form. No data is available with regard to the nature of disability and/or learning difficulty.

**2007-2008**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **With disability and/or learning difficulty** | **Without disability and/or learning difficulty** | **Total** |
| **Male Enrolments** | **222 (2.0%)** | **10,630 (98.0%)** | **10,852** |
| **Female Enrolments** | **292 (2.6%)** | **11,045 (97.4%)** | **11,337** |
| **Total Enrolments** | **514 (2.3%)** | **21,675 (97.7%)** | **22,189** |

The following chart illustrates the percentage of learners in each school who considered themselves as having a disability and/or learning difficulty:

It can be seen that for 2007-2008 the School of Pre-Vocational Studies had the highest percentage of learners with disability and /or learning difficulties. This comes as no surprise but it is closely followed by Adult Education (Franchise) and the School of Computing and Information Technology.

The following chart compares the retention, attainment and success of males with and without disabilities and/or learning difficulties:

It can be seen that the retention for all male enrolments is approximately the same but males with learning difficulties and/or disabilities marginally do better in terms of attainment and hence success than those without learning difficulties and/or disabilities.

The following chart compares the retention, attainment and success of females with and without disabilities and/or learning difficulties:

It can be seen that the retention for all female enrolments is approximately the same but females with learning difficulties and/or disabilities marginally do better in terms of attainment and hence success than those without learning difficulties and/or disabilities.

**2008-2009**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **With disability and/or learning difficulty** | **Without disability and/or learning difficulty** | **Total** |
| **Male Enrolments** | **797 (7.4%)** | **10,019 (92.6%)** | **10,816** |
| **Female Enrolments** | **888 (8.0%)** | **10,258 (92.0%)** | **11,146** |
| **Total Enrolments** | **1,685 (7.7%)** | **20,277 (92.3%)** | **21,962** |

The following chart illustrates the percentage of learners in each school who considered themselves as having a disability and/or learning difficulty:

It can be seen that for 2008-2009 the school with the largest percentage of learners with learning difficulties and/or disabilities is the School of Pre-Vocational Studies.

There appears to be a marked increase in the percentage of learners considering themselves to have a disability and/or a learning difficulty in 2008-2009 compared to 2007-2008. It is unclear whether this is a result of an increase in the number of enrolments from this group of learners or as a result of a better mechanism of collecting the data.

The following chart illustrates the retention, attainment and success of males with learning difficulties/disabilities compared to males without learning difficulties/ disabilities:

It can be seen that for 2008-2009 the retention for males with and without learning difficulties/disabilities is approximately the same, whereas the percentage attainment and success for males with learning difficulties / disabilities slightly exceeds that of males without learning difficulties and disabilities.

The following chart illustrates the retention, attainment and success of females with learning difficulties/disabilities compared to females without learning difficulties/ disabilities:

It can be seen that for 2008-2009 the retention for females with and without learning difficulties/disabilities is approximately the same, whereas the percentage attainment and success for females with learning difficulties / disabilities slightly exceeds that of females without learning difficulties and disabilities.

**2009-2010**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **With disability and/or learning difficulty** | **Without disability and/or learning difficulty** | **Total** |
| **Male Enrolments** | **1,102 (8.8%)** | **11,352 (91.2%)** | **12,454** |
| **Female Enrolments** | **893 (7.1%)** | **11,700 (92.9%)** | **12,593** |
| **Total Enrolments** | **1,995 (8.0%)** | **23,052 (92.0%)** | **25,047** |

The following chart illustrates the percentage of learners in each school who considered themselves as having a learning difficulty and/or disability:

It can be seen that for 2009-2010 the highest percentage of learners with learning difficulties/disabilities are without doubt in the School of Pre-Vocational Studies. The next largest group of learners with learning difficulties and disabilities falls in the category of UFI (LearnDirect) and then CIT.

The following chart illustrates the retention, attainment and success of males with learning difficulties/disabilities compared to males without learning difficulties/ disabilities:

It can be seen for 2009-2010 that the retention, attainment and success of males with learning difficulties/disabilities slightly exceeds that of males without learning difficulties and disabilities.

The following chart illustrates the retention, attainment and success of females with learning difficulties/disabilities compared to females without learning difficulties/ disabilities

It can be seen that for 2009-2010 the retention, attainment and success of females with learning difficulties/disabilities slightly exceeds that of females without learning difficulties and disabilities.

**Enrolment Trends**

It can be seen that in 2007-2008 the percentage of enrolments for females with disabilities or learning difficulties slightly exceeds that for males with 2.6% compared to 2.0%. The percentage of all enrolments by learners who consider themselves as having a disability or learning difficulty amounts to 2.3%.

In 2008- 2009, the percentage of enrolments for females with disabilities or learning difficulties again slightly outweighs that for males with 8.0% compared to 7.4%. The percentage of all enrolments by learners who consider themselves as having a disability or learning difficulty amounts to 7.7%.

This increase over the previous year could be due not only to an increase in this category of learners but also in the availability of more robust data.

In 2009-2010, the percentage of enrolments for males with disabilities or learning difficulties slightly exceeds that for females with 8.8% compared to 7.1%. The percentage of all enrolments by learners considering themselves to have disabilities or learning difficulties amounts to 8.0% which is comparable to the previous year.

As we would expect, the largest percentage of learners with disabilities or learning difficulties is found in the School of Pre-Vocational Studies.

In all years in question, it was seen that learners with learning difficulties and disabilities have a slightly greater level of attainment and success than those without learning difficulties and disabilities.

The data only provides information for learners who considered themselves at enrolment to have a learning difficulty and/or disability. It is unclear whether any subsequent information gleaned on the Learner Health Statement is then used to update the information stored on QL. The nature of certain disabilities may mean that a learner is regarded as disabled for some programmes and not others.

It is recommended that a database be set up to track the information held by the IES staff that can then link with QL to produce more detailed reports on retention, attainment and success related to specific learning difficulties and disabilities. This will then enable the College to target appropriate support to particular groups of learners.

**Analysis of Data for Welsh Speakers**

**2007-2008**

The table below identifies the number of enrolments attributed to Welsh speakers compared to those from non-Welsh speakers in 2007-2008:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Number of enrolments for Welsh speakers | Number of enrolments from non-Welsh speakers | Percentage of enrolments attributed to Welsh speakers |
| Males | 1,126 | 9,726 | 10.4% |
| Females | 1,231 | 10,106 | 10.9% |
| Totals | 2,357 | 19,832 | 10.6% |

**2008-2009**

The table below identifies the number of enrolments attributed to Welsh speakers compared to those from non-Welsh speakers in 2008-2009:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Number of enrolments for Welsh speakers | Number of enrolments from non-Welsh speakers | Percentage of enrolments attributed to Welsh speakers |
| Males | 1,270 | 9,546 | 11.7 % |
| Females | 1,715 | 9,431 | 15.4% |
| Totals | 2,985 | 18,977 | 13.6%  |

**2009-2010**

The table below identifies the number of enrolments attributed to Welsh speakers compared to those from non-Welsh speakers in 2009-2010:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Number of enrolments for Welsh speakers | Number of enrolments from non-Welsh speakers | Percentage of enrolments attributed to Welsh speakers |
| Males | 1283 | 11171 | 10.3% |
| Females | 1905 | 10688 | 15.1% |
| Totals | 3188 | 21859 | 12.7%  |

The trend over the three years in question can be seen in the following charts:

It can be seen that for every year in question the percentage of female enrolments from Welsh speakers is greater than that for male Welsh speakers. This is in line with the enrolment data by gender. In 2007-2008, 10.6 % of enrolments were from Welsh speakers. This increased to 13.6 % in 2008-2009 and subsequently decreased to 12.7% in the following year.

The retention, attainment and success of Welsh-speaking learners were compared to that of non-Welsh speaking learners.

The chart below shows the retention, attainment and success of Welsh speaking males compared to non-Welsh speaking males in 2007-2008:

It can be seen that for 2007-2008 the retention, attainment and success for male non-Welsh speakers slightly exceeds that of male Welsh speakers.

The chart below shows the retention, attainment and success of Welsh speaking females compared to non-Welsh speaking females in 2007-2008:

It can be seen that for 2007-2008 the retention, attainment and success for female non Welsh speakers slightly exceeds that of female Welsh speakers.

The chart below shows the retention, attainment and success of Welsh speaking males compared to non-Welsh speaking males in 2008-2009:

Again, it can be seen that the retention, attainment and success of non-Welsh speaking males slightly exceeds that of Welsh speaking males.

The chart below shows the retention, attainment and success of Welsh-speaking females compared to non-Welsh speaking females in 2008-2009:

It can be seen that although the retention of Welsh-speaking females slightly exceeds that of non-Welsh-speaking females that the attainment and success rates of Welsh-speaking females lags considerably behind that of their non-Welsh-speaking counterparts.

The chart below shows the retention, attainment and success of Welsh-speaking males compared to non-Welsh-speaking males in 2009-2010:

It can be seen that although the retention of non-Welsh-speaking males lags slightly behind that of Welsh-speaking males, the success rates of both groups are very similar with Welsh speakers just ahead in terms of success. Until this year, Welsh speaking males lagged behind non-Welsh-speaking males in terms of success.

The chart below shows the retention, attainment and success of Welsh-speaking females compared to non-Welsh-speaking females in 2009-2010:

It can be seen for 2009-2010 the retention, attainment and success of Welsh-speaking females exceeds that of their non-Welsh-speaking counterparts.

**Analysis of Data by Communities First Areas**

In order to provide the data for this exercise, it was necessary to overlay the postcodes of Communities First areas with those of learners. In some cases, part of the learner’s postcode falls within the Community First area and part outside. Although weighting values are produced to provide the percentage of the postcode that falls into the Community First area, it is still difficult to know accurately if the learner resides within the Communities First area or not. For data purposes, it has therefore been assumed that if a particular learner has a postcode which coincides with that of a Communities First postcode then the learner is considered to be residing in a Communities First area.

**2007- 2008**

Number of enrolments from Communities First areas = 6,739

Number of enrolments from non-Communities First areas = 15,450

Total number of enrolments = 22,189

Enrolments of learners resident in Communities First areas represent 30.4% of the College total.

The following chart illustrates the retention, attainment and success of learners from Communities First areas compared from non-Communities First Areas:

In 2007-2008, retention for Communities First learners was 97.2% compared to 97.8% for non-Communities First learners. Attainment amongst Communities First learners was 63.8% compared to 64.6% for non-Communities First learners. “Success” for Communities First learners was 62.0% compared to 63.2% for non- Communities First learners.

Given the potential inaccuracies caused by assuming that an entire postcode falls into a Communities First area, the differences in performance of both groups can be considered negligible.

**2008-2009**

Number of enrolments from Communities First areas = 7,285

Number of enrolments from non-Communities First areas = 14,677

Total number of enrolments = 21,962

Enrolments of learners resident in Communities First areas represent 33.2% of the College total.

The following chart illustrates the retention, attainment and success of learners from Communities First areas compared from non-Communities First Areas:

In 2008-2009, retention for Communities First learners was 98.2% compared to 98.5% for non-Communities First learners. Attainment amongst Communities First learners was 77.2% compared to 76.1% for non-Communities First learners. “Success” for Communities First learners was 75.9% compared to 75.0% for non- Communities First learners.

**2009-2010**

Number of enrolments from Communities First areas = 8,218

Number of enrolments from non Communities First areas = 16,829

Total number of enrolments = 25,047

Enrolments of learners resident in Communities First areas represent 32.8% of the College total.

The following chart illustrates the retention, attainment and success of learners from Communities First areas compared from non-Communities First Areas:

In 2009-2010, retention for Communities First learners was 90.2% compared to 91.0% for non-Communities First learners. Attainment amongst Communities First learners was 81.6% compared to 82.0% for non-Communities First learners. “Success” for Communities First learners was 73.6% compared to 74.7% for non- Communities First learners.

By analysing the data over three successive years, it can be seen that approximately 30% of enrolments at Neath Port Talbot College are attributed to learners who reside in Communities First areas.

The following graphs show the trends in retention, attainment and success of learners from Communities First areas compared to those from outside Communities First areas.

It can be seen that in the three years investigated the difference in retention, attainment and success of Communities First learners compared to non- Communities First learners is negligible and may be attributed to inaccuracies in the exact determination of whether a learner resides in a Communities First area or not.

**Success Trends by School**

**ACE – School of Adult & Community Education**

**AE – Adult Education Franchise**

**BTH – School of Business, Tourism and Hospitality**

**CBE – School of Construction and the Built Environment**

**CIT – School of Computing and Information Technology**

**CVP – School of Creative, Visual and Performing Arts**

**ENG – School of Engineering**

**Fac6Form – Faculty of Sixth Form**

**HAT – School of Horticulture, Hairdressing & Applied Therapies**

**HSC – School of Health, Social & Childcare**

**IBC – Industry & Business Centre**

**IES – Inclusive & Essential Skills**

**MAS – School of Mathematics and Science**

* After 2007-2008, AS and A levels were moved to the Faculty of Sixth Form.

**PVS – School of Pre-Vocational Studies**

**SPS – School of Sport and Public Services**

**SSL – School of Social Studies & Languages**

* After 2007-2008, AS and A levels were moved to the Faculty of Sixth Form.

**UFI – learndirect**

There was insufficient data available to produce similar charts for the School of Building and Engineering Services and Pathways Training.

**Analysis of Data of Learners from the Travelling Community**

It was difficult to obtain information regarding this particular group of learners.

Andrea Houlihan provided the names of nine such learners who have attended Neath Port Talbot College recently. She stated that these learners came into College sporadically and undertook a number of Taster Sessions but did not complete any qualifications as such.

When MIS looked into the names of the learners, it was found that four of the learners had enrolment numbers for 2009-2010 but there were no award details against them. The remaining five learners could not be found due to problems with the names given or spelling of the name.

If the College wishes to track this group of learners in future years, it is recommended that perhaps a more robust mechanism is used for the collection of their details and enrolments.

**Analysis of Data of Learners in Receipt of Free Meals**

The retention, attainment and success of males and females in receipt of free meals was analysed in comparison to that of learners who are not in receipt of free meals.

Learners access free meals via the Learner Support Fund. Prior to 2009-2010, paper records were kept of the learners in receipt of free meals but there appeared to be some disparities in the records. Since 2009, the records are now held on a database so it is easier to track the attainment of such learners. Unfortunately, as a result, the only year that can be analysed is 2009-2010.

It was evident when the data was received from MIS that the number of total enrolments for this period for this data set when compared to the other data sets such as gender, disability, ethnicity and Communities First were different. The other data sets give a total number of enrolments for 2009-2010 as being 25,047 but the free meal data set gives a total number of enrolments as 25,407. This equates to an additional 360 enrolments. On querying this with MIS, it appears that the data for 2009-2010 has been “cleaned up” and this accounts for the difference in the number of enrolments between data sets.

It is, therefore, important to note that if this project were to be continued in future years that the data must be frozen and all the information extracted in a fixed timescale to prevent the same difficulties occurring.

Nevertheless, it was possible to produce an analysis of the data.

A summary of the number of enrolments from learners in receipt of free meals for 2009-2010 is illustrated below:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Number of male enrolments | Number of female enrolments | Total number of enrolments |
| In receipt of free meals | 989 | 1,265 | 2,254 |
| Not in receipt of free meals  | 11,753 | 11,400 | 23,153 |
| Total  | 12,742 | 12,665 | 25,407 |

It can be seen that 7.8% of male enrolments in 2009-2010 were by learners in receipt of free meals. It can also be seen that 10.0% of female enrolments in 2009-2010 were by learners in receipt of free meals.

College-wide, in 2009-2010, 8.9% of all enrolments were attributed to learners in receipt of free meals.

The table below shows the percentage of learners in receipt of free meals in each School in 2009-2010:

|  |  |
| --- | --- |
| School | % of learners in receipt of free meals |
| ACE – Adult & Community Education | 3.6% |
| AE – Adult Education Franchise | 0.2% |
| BES – School of Building & Engineering Services | 2.6% |
| BTH- School of Business, Tourism & Hospitality | 15.2% |
| CBE – School of Construction & Built Environment | 6.2% |
| CIT – School of Computing & Information Technology | 8.2% |
| CVP- School of Creative, Visual & Performing Arts | 12.7% |
| ENG – School of Engineering | 8.9% |
| Fac6Form – Faculty of Sixth Form | 5.7% |
| HAT – School of Horticulture, Hairdressing & Applied Therapies | 19.8% |
| HSC – School of Health, Social & Childcare | 10.8% |
| IBC – Industry & Business Centre | 0.3% |
| IES – School of Inclusive & Essential Skills | 4.8% |
| MAS – School of Mathematics & Science | 3.8% |
| PVS – School of Pre-Vocational Studies | 26.8% |
| PWT – Pathways Training | 0.0% |
| SPS – School of Sport & Public Services | 12.4% |
| SSL – School of Social Studies & Languages | 1.2% |
| UFI – learndirect | 5.6% |
| Total | 8.9% |

It can be seen that for 2009-2010 that an average of 8.9% of enrolments at College can be contributed to learners in receipt of free meals. The School with the highest percentage of learners on free meals is the School of Pre-Vocational Studies (26.8%) followed by the School of Horticulture, Hairdressing and Applied Therapies, then the School of Business, Tourism and Hospitality.

The table and chart below show the comparison of the retention, attainment and success of male learners on free meals with males who are not in receipt of free meals:

|  |  |  |
| --- | --- | --- |
|  | Males in receipt of free meals (%) | Males not in receipt of free meals (%) |
| Retention | 92.7 | 91.0 |
| Attainment | 84.6 | 82.4 |
| Success | 78.5 | 75.0 |

It can be seen that the retention, attainment and success of males in receipt of free meals slightly exceeds that of males who are not in receipt of free meals.

The table and chart below show the comparison of the retention, attainment and success of female learners on free meals with females who are not in receipt of free meals:

|  |  |  |
| --- | --- | --- |
|  | Females in receipt of free meals (%) | Females not in receipt of free meals (%) |
| Retention | 95.7 | 90.1 |
| Attainment | 89.0 | 80.9 |
| Success | 85.1 | 72.8 |

It can be seen that the retention, attainment and success of females in receipt of free meals slightly exceeds that of females who are not in receipt of free meals.

It is also possible to compare the retention, attainment and success of **all** learners in receipt of free meals compared to those who are not in receipt of free meals.

|  |  |  |
| --- | --- | --- |
|  | Learners in receipt of free meals (%) | Learners not in receipt of free meals (%)  |
| Retention | 94.4 | 90.6 |
| Attainment | 87.1 | 81.7 |
| Success | 82.2 | 74.0 |

It can be seen that the retention, attainment and success of learners in receipt of free meals exceeds that of learners not in receipt of free meals.

Approximately 8.9% of all College enrolments are attributed to learners in receipt of free meals.

The School with the highest percentage of learners in receipt of free meals is the School of Pre-Vocational Studies.

The retention, attainment and success of males in receipt of free meals exceeded that of their male counterparts who are not in receipt of free meals.

The retention, attainment and success of females in receipt of free meals exceeded that of their female counterparts who are not in receipt of free meals.

College wide, learners in receipt of free meals performed better than those who were not in receipt of free meals in 2009-2010.

**Analysis of Data for Learners with Criminal Convictions**

The College started holding data in 2009-2010 for those learners enrolling who had previous criminal convictions. It is therefore possible to look at the retention, attainment and success of this group of learners for this period.

It was evident when the data was received from MIS that the number of total enrolments for this period for this data set when compared to the other data sets such as gender, disability, ethnicity and Communities First were different. The other data sets give a total number of enrolments for 2009-2010 as being 25,047 but the criminal convictions data set gives a total number of enrolments as 25,585. This equates to an additional 538 enrolments. On querying this with MIS, it appears that the data for 2009-2010 has been “cleaned up” and this accounts for the difference in the number of enrolments between data sets.

It is, therefore, important to note that if this project were to be continued in future years that the data must be frozen and all the information extracted in a fixed timescale to prevent the same difficulties occurring.

Nevertheless, it was possible to produce an analysis of the data on learners with criminal convictions in 2009-2010.

In 2009-2010 the number of enrolments attributed to learners with criminal convictions is outlined below:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Total number of enrolments | Enrolments with criminal convictions | % of enrolments with criminal convictions |
| Males | 12,742 | 131 | 1.02% |
| Females | 12,661 | 51 | 0.40% |
| Total | 25,403 | 182 | 0.72% |

The School with the highest number of male enrolments with criminal convictions was the School of Construction and the Built Environment closely followed by the School of Engineering and the School of Pre-Vocational Studies.

The School with the highest number of female enrolments with criminal convictions was the School of Business, Tourism and Hospitality closely followed by the School of Sport and Public Services.

The chart below shows the retention, attainment and success of male learners with criminal convictions compared with males without criminal convictions:

It can be seen that the retention, attainment and success of males with criminal convictions is less than that for males without criminal convictions.

The chart below shows the retention, attainment and success of female learners with criminal convictions compared with females without criminal convictions:

It can be seen that the retention, attainment and success of females with criminal convictions exceeds that of females without criminal convictions. Data suggests that females with criminal convictions perform better than their counterparts without criminal convictions. The reverse is true of males. It is important to note, however, that in dealing with learners with criminal convictions the number is still very small compared to the learners without criminal convictions and the analysis may be skewed as a result.

The chart below shows the retention, attainment and success of all learners with criminal convictions compared with learners without criminal convictions:

It can be seen when all learners are sampled, the retention, attainment and success of learners without criminal convictions exceeds those with criminal convictions.

The final part of this analysis is to look at the retention, attainment and success of males with criminal convictions compared to females with criminal convictions. The chart below indicates the comparison of the two groups:

It can be seen that for 2009-2010 the retention, attainment and success of females with criminal convictions exceeds that of their male counterparts.

Many conclusions may be drawn from this data, for example, female learners with criminal convictions respond better to males on given a “second chance”. It is true to say that whatever conclusions are inferred from this data, it is important to bear in mind that the percentage of learners with criminal convictions remains small compared to those without criminal convictions.

**Project Summary**

**Gender**

* NPTC has slightly more enrolments from females than males as expected by demographics
* There was a significant drop in retention of both males and females in 2009-2010 compared with 2008-2009
* Attainment and success trends across the College for males and females are in line. In some areas one gender does better than the other in terms of success:

CBE males do better than females

CIT males generally do better than females

CVP females do better than males

ENG males do better than females

Fac6Form females do better than males

HAT females do better than males

MAS females do better than males

PVS males do slightly better than females

SSL on the whole, females do better than males.

**Ethnicity**

* Ethnicity distribution was calculated over the three-year period. 2007-2008: 94% of enrolments came from white background; this declined to approximately 89% in 2008-2009 and 2009-2010
* Enrolment trends by ethnicity appear to be in line with demographics. However, NPTC has a higher percentage of enrolments from ethnic groups other than white as would be suggested by demographics.
* In the case of approximately 8% of learners, it is impossible to determine their ethnic origin as either this information is refused (a very small number of cases) or the information is not collected on the enrolment form
* Students from ethnic backgrounds other than white are still in small numbers and therefore it is important to bear this in mind when looking at data on retention and success
* When comparing the trends within a particular ethnic group, it can be seen that:

White success by gender is currently the same

Black Caribbean males outperform females

Black African females outperform males

Asian Indian males generally outperform females

Asian Pakistani females outperform males

Asian Bangladeshi females outperform males

Chinese males outperform females

It is possible to analyse the success of one ethnic group with another but this has yet to be done. Concerns regarding the very small numbers of learners in some ethnic groups may mean that the data is skewed.

**Learners with Learning Difficulties/Disability**

* The data was analysed on the basis of the number of enrolments from learners who on their enrolment form considered themselves as having a learning difficulty and/or disability
* The percentage of learners in this category in 2007-2008 was 2.3 %. This increased to 7.7 % in 2008-2009 and 8.0% in 2009-10. The consistency shown in the years 2008-2009 and 2009-2010 indicates that the College is now better in collecting this data
* In each year in question, the School with the highest percentage of learners with learning difficulties and/or disabilities was the School of Pre-Vocational studies as expected. The percentage of such learners in other Schools was also calculated
* It was surprising to note that for each year in question the retention, attainment and success for males and females with learning difficulties and/or disabilities was higher than for those learners without learning difficulties and/or disabilities.

More work is needed with regard to data in this area. Further information is available on the Learner Health Statement but it is uncertain if all this information is fed back into QL in order to analyse success data. It is possible that a learner may consider themselves to have a disability and/or learning difficulty and the College may disagree. The reverse is also true. A learner may also be considered as disabled for one programme but possibly not for another. In order to obtain more robust data for this area, it is essential to develop a database for the IES staff to log learner’s disabilities and learning difficulties which would then link into QL for further analysis. This will then mean that the College can target support to particular groups of learners and claim the correct funding.

**Welsh Speakers**

* Data shows an increase in the numbers of enrolments from Welsh speakers from 10.6% in 2007-2008 to 13.6% in 2008-2009. This figure decreased to 12.7% in 2009-2010
* Success figures show non-Welsh speakers performing better than Welsh speakers in both 2007-2008 and 2008-2009. The following year saw male Welsh speakers achieving a similar success rate to male non-Welsh speakers
* In 2009-2010, female Welsh speakers outperformed their non-Welsh speaking counterparts.

**Communities First**

* Approximately 33% of learners at the College reside in Communities First areas
* The retention, attainment and success of learners from Communities First areas were compared to those from non-Communities First areas. Over the three years in question, there appears no significant difference in these for the two groups
* The success trends per School for the two groups were also looked at. Some observations were:

CIT – apart from 2009-2010 learners from non-Communities First areas did better than those from Communities First areas

Fac6Form 2009-2010 saw non-Communities First learners outperforming Communities First learners

Generally, learners from non-Communities First areas outperform those from Communities First areas in SPS. The same is observed in SSL

In HSC, learners from Communities First areas did slightly better than those outside these areas.

**Learners from the Travelling Community**

* It was very difficult to obtain data for this group. The names of nine learners were provided. It was reported that the learners attended sporadically and underwent taster sessions but did not complete any qualifications
* MIS confirmed that four of these learners were enrolled in 2009-2010 but there were no awards against their enrolments
* The remaining five were difficult to find on the system; possibly due to names given or spelling of names
* It is also possible that these learners were enrolled for programmes which were not DfES-funded and therefore did not show up on the benchmarking data
* A more robust mechanism for collecting information on this group of learners is needed.

For the final two groups (Learners with Criminal Convictions and Learners in receipt of free meals) there have been problems obtaining “confident data” from MIS. Learner Services records prior to 2009-2010 were paper-based and the information is “in doubt”. For the two remaining groups of learners, it is therefore only possible to analyse data for 2009-2010. The data for the previous groups was retrieved at the same time and therefore have the same number of enrolments. The remaining groups of learners with criminal convictions and learners in receipt of free meals were collected later. In the meantime, MIS have been cleaning up the data and there has been a change in the total number of enrolments in 2009-2010.

If the project is to continue to run in future years, it is vital that the data is frozen at the same time in order to provide an accurate comparison.

In addition, when the data on criminal convictions and learners on free meals was queried, another data set was received with different data. It is difficult to have confidence on the data currently being used.

**Learners in Receipt of Free Meals**

As explained previously the only data available is 2009-2010.

* It can be seen that 7.8% of male enrolments were attributed to learners in receipt of free males
* It can be seen that 10% of female enrolments were attributed to learners in receipt of free meals
* College wide, the percentage of enrolments attributed to learners in receipt of free meals is 8.9%

* The School with the highest percentage of enrolments on free meals is PVS shortly followed by HAT and BTH
* It can be seen that males in receipt of free meals have better retention, attainment and success than males who are not in receipt of free meals
* It can be seen that females on free meals have better retention, attainment and success than females not on free meals
* College wide, learners on free meals outperform those who are not in receipt of free meals.

**Learners with Criminal Convictions**

* In 2009-2010, approximately 0.72% of all enrolments were attributed to learners with criminal convictions
* The School with the highest number of males with criminal convictions was CBE closely followed by ENG and PVS
* The School with the highest number of females with criminal convictions was BTH closely followed by SPS
* The retention, attainment and success of males with criminal convictions lagged behind that of males without criminal convictions
* The retention, attainment and success of females with criminal convictions exceeded that of females without criminal convictions
* In comparing the retention, attainment and success of males and females **with** criminal convictions, it can be seen that the performance of females exceeds that of males
* In comparing the retention, attainment and success of all learners with criminal convictions to those without criminal convictions, the data indicates that learners without criminal convictions do better than those with criminal convictions.

It has been decided not to explore this data down to a School level due to the relatively small number of learners with criminal convictions. Any analysis of such data may be skewed.

**Recommendations**

If the outcomes of the project are seen to be useful, it is recommended that the following actions be taken:

* The analysis of data should be expanded to include areas of interest to DfES such as age and learners in receipt of EMA
* It is also possible to extend further to look at success of learners enrolled on 14 – 16 courses who progress onto further courses at the College
* A more robust mechanism is needed for tracking learners from the travelling community
* An IES database needs to be set up which will link to QL. It will then be possible to analyse the success of learners with all types of learning difficulties and disabilities
* It may also be beneficial to have a similar system which will allow the analysis of success of learners with different levels of literacy and numeracy
* An electronic tracking system is being developed between Learner Services and MIS which will allow a greater accuracy in tracking the success of learners on EMA, those in receipt of free meals and those with criminal convictions. This system will need to be linked to QL so that details of retention and attainment can be determined
* If the project is to be continued, the data should be analysed on an annual basis with an agreed data freeze so that all parameters may be analysed accurately
* Staff training is essential so that all members of staff recognise that all aspects of the enrolment form, interview checklist and Learner Health Statement are completed fully.