Overview of Staff and Students at Ayr College by Equalities Variables for Academic Session 2007/08

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Introduction

The purpose of this report is to record and analyse student and staff equalities data at Ayr College. The report should be reproduced with identical comparisons at the end of each academic year. This will establish internal benchmarks for equalities monitoring.

The College collects enrolment data from all students as part of its responsibilities to the Scottish Funding Council. The staff data has been collected from Human Resources. Please refer to the 'Collecting & Reporting Student and Staff Equalities Statistics Process' which can be found on the intranet for details on the statistic collection process.

Due to the small numbers of students from minority ethnic groups in many occasions throughout the report the categories have been presented under the wider umbrella headings (White/BME/Unknown) to make the analysis of the figures more comparable. The same practice has been used for disabled students being group as No known Disability/Declared Disability/Unknown). This also ensures compliance with the Data Protection Act to ensure that no member of staff or individual student can be recognised in the report.

The report is split into three distinct sections. Section 1 considers the equalities data on gender, race and disability as separate entities for basic information. Section 2 considers the impact each equality strand has on each other. Finally, Section 3 considers the impact of other variables on the equalities data, for example mode of study, directorate of study and student withdrawals.

Section 1
Equalities Statistics

This section of the report will consider the equalities data on gender, race, disability and age for the local population, enrolled students and current staff as three separate data sets without considering any other influencing factors. This aims to provide the setting before further cross-analysis in Sections 2 and 3 of the report.

1. GENDER

South Ayrshire Population/Student Enrolments/Staff Gender

	2001 Census – S. Ayrshire		Students - 2007/08		Staff - 2007/08	
Gender	Number	%	Number	%	Number	%
Female	58694	52.36%	3311	47.90%	279	63.12%
Male	53403	47.64%	3602	52.10%	163	36.88%
Total	**112097**	**100.00%**	**6913**	**100.00%**	**442**	**100.00%**

The 2001 census shows that the population of South Ayrshire is reflective of the Scottish population where there are more females than males due to the longer life expectancy of women.[1] The student population does broadly reflect the local population census, although the College has slightly more male than female students. This is opposite to the recorded gender split in other Colleges in Scotland where generally more female students enrol.[2] This is a positive on the one hand as it shows that the college is more accessible for male students, however the College must consider the impact this has on female students and aim for a 50:50 gender divide overall.

The staff gender split is uneven with 63% female to 37% males. This divide is typical amongst the FE sector.[3] This is explored in more detail in Section 3 of the report.

2. RACE

South Ayrshire/Student/Staff Ethnicity

Ethnic Group	% S. Ayrshire 2001	% Students 2007/08	% Staff 2007/08
White	99.32%	97.83%	38.69%
BME	0.68%	1.89%	0.45%
Unknown	0.00%	0.27%	60.86%
Total	100.00%	100.00%	100.00%

[1] http://www.scrol.gov.uk
[2] Scottish Executive Social Research, A Gender Audit of Statistics: Comparing the position of women and men in Scotland 2007
[3] Scottish Executive Social Research, A Gender Audit of Statistics: Comparing the position of women and men in Scotland 2007

Due to the small numbers of the population from ethnic minority groups the data is better interpreted when the statistics are grouped together as White/BME (Black and Minority Ethnic)/Unknown[4]. The data from the 2001 census shows just how few people in South Ayrshire are from ethnic groups (less than 1% of the entire population). 1.89% of the student population are from BME groups. This is higher than the local population BME percentage.

The main issue with ethnicity is the high numbers of staff for which race is unknown. Despite this, the percentage of staff from BME categories is 0.45% which is in keeping with the local population. The College will be circulating an individualised staff return in August 2008 to all staff to collate information on staff ethnicity which will allow for more detailed analysis in 2008/09. The recruitment statistics are discussed in section 3 of this report.

3. DISABILITY

South Ayrshire/Students/Staff Disability

	2001 Census – (SA)		2007/08 Students		2007/08 Staff	
Disability	**Number**	**%**	**Number**	**%**	**Number**	**%**
Without a long-term limiting illness	88349	78.81%	5333	77.14%	0	0%
With a long-term limiting illness	23748	21.19%	1462	21.15%	0	0%
Unknown/refused	0	0.00%	118	1.71%	422	100%
Total	**112097**	**100.00%**	6913	100.00%	422	100%

The 2001 census does not ask participants to specify the type of disability, only declare if they are living with/without a long-term limiting illness. In April 2001, 21% of the local population were living with a long-term limiting illness. Again the student population is a reflection of the community. Chart 4 below details the types of disability which have been declared by students. The student data on disability is less complete than with ethnicity, with 58 students refusing to declare whether they are living with a disability or not.

Currently there are no members of staff who have declared a disability or are registered disabled with HR. This is a concern and the next step for the College is to ensure that the culture is such that the workforce feels comfortable enough to declare disabilities, understand what is now considered a disability in current legislation and collect the information. This will ensure that the relevant members of staff are being consulted when impact assessing and drawing up policies. This information will also be collected with the circulation of an individualised staff return at the start of academic session 2008/09.

4. Type of Student Disability

This information is useful as it highlights the types of disability students at Ayr College are living with and the areas where further support could be offered. For example over 5% of students have an 'unseen disability', further training could be offered to staff to ensure they understand the types of unseen disability and how to support them.

[4] See Appendix 1 for ethnic minority classifications used

Disability	Number	%
01: No known disability	5333	77.14%
02: Dyslexia	156	2.26%
03: Blind/partially sighted	34	0.49%
04: Deaf/hearing impairment	41	0.59%
05: Wheelchair/mobility difficulties	55	0.80%
06: Personal care support	7	0.10%
07: Mental health	229	3.31%
08: Unseen disability	365	5.28%
09: Multiple disabilities	300	4.34%
10: Other	275	3.98%
97: Information refused	58	0.84%
98: Information unknown	60	0.87%
Grand Total	**6913**	**100.00%**

5. Student/Staff Age

Age	Students 07/08	Staff 07/08
< 16	8.01%	0.00%
16-20	32.69%	0.45%
21-25	9.46%	3.62%
26-30	7.02%	7.24%
31-35	6.18%	10.63%
36-40	7.38%	14.25%
41-45	7.12%	15.61%
46-50	6.19%	15.84%
51-55	5.32%	16.06%
56-60	4.12%	11.99%
61-65	2.69%	3.39%
66+	3.82%	0.90%
Total	100.00%	100.00%

The majority of Ayr College students are in the 16-20 age brackets. However, if we group the students together as under 21 and 21+ then the under 21 category become the minority group. The courses on offer are attracting a wide variety of ages to the college.

When considering the age demographic of the staff at Ayr College we can see that the highest percentage of staff are in the 51-55 age bracket. The College has an ageing workforce; the percentage of staff in each age group decreases the lower down the age range, which is opposite to the student demographic.

The local population age has not been considered due to the age brackets used in the census and the time which has lapsed since the census was completed.

Section 2
Cross Referencing

It is important to cross-reference equalities data to see if there are any deeper issues hidden within the statistics. We can look at the impact of gender/race/disability/age on each other for students; however the lack of data on staff means that this type of analysis is not possible for the workforce.

6. Student Gender and Race

Ethnic Group	Female	Male	Female %	Male %
White	3247	3516	48.01%	51.99%
BME	60	71	45.80%	54.20%
Refused/Unknown	4	15	21.05%	78.95%
Total	3311	3602	47.90%	52.10%

When considering the gender split within each individual ethnic category, there looks to be some imbalance, however this is due to the low numbers of students that are involved. If we consider ethnicity under the wider umbrella groups – 'White' or 'BME' it shows that the male and female ratio as a whole and within White and BME groups is fairly even. What it does show is that male students are more likely to refuse or have information unknown about their ethnic group/race.

7. Student Disability and Gender

Students 2007/08	% Female	% Male
No known Disability	47.40%	52.60%
Declared Disability	49.25%	50.75%
Info. Refused	58.62%	41.38%
Info. Unknown	48.33%	51.67%

The gender split between male and female students declaring a disability is even, with females slightly more likely to refuse information, but not by a notable amount.

8. Student Race and Disability

Ethnicity	No Known Disability	Declared Disability	Refused/Unknown
White	77.07%	21.35%	1.58%
BME	79.55%	12.12%	8.33%
Race Unknown/Refused	88.89%	11.11%	0.00%
Total	77.14%	21.15%	1.71%

The low numbers of students in the BME categories makes it difficult to establish whether there is a link between ethnicity and declaring a disability. If we consider the ethnic groups as White, BME and

unknown then the statistics suggest that disability information is more likely to be refused or unknown for BME students and that the percentage of BME students with a declared disability is much lower than the college average. However, we do acknowledge that the low numbers in these categories make it difficult to draw any reliable conclusions.

9. **Student Age and Gender**

2007/08 Students		
Age	**Female %**	**Male %**
Under 16	39.35%	60.65%
16-20	39.60%	60.40%
21-25	49.24%	50.76%
26-30	51.55%	48.45%
31-35	51.29%	48.71%
36-40	55.10%	44.90%
41-45	55.89%	44.11%
46-50	51.87%	48.13%
51-55	58.97%	41.03%
56-60	55.79%	44.21%
61-65	52.15%	47.85%
65+	59.09%	40.91%
Total	47.90%	52.10%

The gender split in the lower age (under 16 and 16-20) categories is higher for males than females. This is a concern as it could be that the courses which would appeal to school students/school leavers are appealing to young males more than young females. However it is also the case that females outperform males at school and this could be a reflection of them staying on at school.[5]

10. Student Age and Race 2007/08

Ethnicity	<16	16-20	21 -25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66+
White	98.92%	98.14%	96.80%	96.08%	94.38%	96.86%	98.97%	98.83%	99.18%	99.30%	99.46%	100.00%
BME	1.08%	1.42%	2.74%	3.30%	5.15%	2.94%	0.83%	0.93%	0.82%	0.70%	0.54%	0.00%
Unknown	0.00%	0.44%	0.46%	0.62%	0.47%	0.20%	0.21%	0.23%	0.00%	0.00%	0.00%	0.00%
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

There are less BME students in the older age brackets. This is reflective of the local population census.

[5] Scottish Executive Social Research, A Gender Audit of Statistics: Comparing the position of women and men in Scotland 2007

11. Student Age and Disability 2007/08

Age	No known Disability	Declared Disability	Information Refused	Information Unknown
Under 16	58.30%	38.45%	1.62%	1.62%
16 - 20	82.61%	15.80%	0.49%	1.11%
21 - 25	81.50%	17.13%	0.61%	0.76%
26 - 30	81.03%	17.94%	0.82%	0.21%
31 - 35	81.73%	16.16%	1.17%	0.94%
36 - 40	76.27%	22.75%	0.39%	0.59%
41 - 45	74.59%	24.19%	0.81%	0.41%
46 - 50	74.07%	23.36%	2.10%	0.47%
51 - 55	74.18%	24.73%	0.82%	0.27%
56 - 60	65.26%	32.98%	1.05%	0.70%
61 - 65	71.51%	26.88%	1.08%	0.54%
Over 65	76.89%	20.45%	0.76%	1.89%

The under 16 category has the highest percentage of students with a declared disability. This could be linked to the type of disability, dyslexia being more widely recognised and diagnosed in school. 6.50% of <16 students are affected by dyslexia. As you move up the age categories the percentage of students with dyslexia decreases, see chart 13 below.

12. Student Disability and Type by Age Group

Disability	<16	16-20	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65	66+
No known disability	58.30%	82.61%	81.50%	81.03%	81.73%	76.27%	74.59%	74.07%	74.18%	65.26%	71.51%	76.89%
Dyslexia	6.50%	3.10%	2.60%	2.47%	0.94%	1.18%	1.42%	0.23%	0.27%	0.70%	0.00%	0.00%
Blind/partially sighted	0.18%	0.49%	0.61%	0.41%	0.23%	0.59%	0.41%	0.47%	0.82%	0.70%	0.00%	1.14%
Deaf/hearing impairment	0.72%	0.22%	0.46%	0.21%	0.23%	0.39%	0.41%	0.23%	0.00%	1.75%	3.76%	3.79%
Wheelchair/mobility difficulties	0.00%	0.71%	0.46%	0.62%	0.94%	0.98%	0.61%	0.70%	0.82%	1.05%	1.08%	3.79%
Personal care support	0.18%	0.09%	0.15%	0.00%	0.00%	0.39%	0.00%	0.00%	0.00%	0.00%	0.00%	0.38%
Mental health	0.18%	0.35%	3.06%	5.98%	5.39%	5.88%	5.08%	8.64%	4.35%	7.72%	4.84%	3.41%
Unseen disability	8.48%	5.80%	4.59%	4.54%	1.87%	4.90%	5.49%	4.21%	4.89%	6.67%	4.84%	4.17%
Multiple disabilities	12.64%	2.21%	0.92%	2.47%	3.75%	5.29%	6.50%	3.74%	7.07%	10.18%	8.06%	0.38%
Information refused	1.62%	0.49%	0.61%	0.82%	1.17%	0.39%	0.81%	2.10%	0.82%	1.05%	1.08%	0.76%
Information unknown	1.62%	1.11%	0.76%	0.21%	0.94%	0.59%	0.41%	0.47%	0.27%	0.70%	0.54%	1.89%
Other	9.57%	2.83%	4.28%	1.24%	2.81%	3.14%	4.27%	5.14%	6.52%	4.21%	4.30%	3.41%

Section 3
Cross-Referencing Equalities Statistics with Other Variables

The equalities data on the 3 strands provides us with a basic picture of equalities in Ayr College. This picture is completed with the consideration of other measurable variables against equalities data, for example mode of study and subject of study. Gender is considered in this section with more variables for staff due to the lack of information regarding disability and ethnicity for staff.

13. **Mode of Study**

	2007/08	
Mode of Study	**Number**	**%**
Full Time	1974	28.55%
Part Time	4939	71.45%
Total Students	**6913**	**100.00%**

The majority of students at Ayr College study on some form of part-time basis. Part-time for the purposes of this report includes evening classes, day release, open learning and part-time hours.

14. Mode and Gender

	2007/08	
Mode	**Female %**	**Male %**
Full Time	47.21%	52.79%
Part Time	48.17%	51.83%
Total	47.90%	52.10%

The numbers of male and female students within each category (full/part-time) is evenly split by gender. This is a positive sign as it shows that the college are offering courses on flexible basis for men and women.

15. Mode and Race

Ethnicity	**% of Full-Time**	**% of Part-Time**
White	28.58%	71.42%
BME	23.66%	76.34%
Refused/Unknown	52.36%	47.37%

A higher percentage of BME students are studying on a Part-Time basis than the college average of 71.45%. The accessibility of part-time course could be a reason for this.

16. Mode and Disability

	2007/08	
Disability	**% Full - time**	**% Part -time**
01: No known disability	30.70%	69.30%
02: Dyslexia	49.36%	50.64%
03: Blind/partially sighted	20.59%	79.41%
04: Deaf/hearing impairment	9.76%	90.24%
05: Wheelchair/mobility difficulties	9.09%	90.91%
06: Personal Care Support	0.00%	100.00%
07: Mental health	5.24%	94.76%
08: Unseen disability	36.16%	63.84%
09: Multiple disabilities	6.00%	94.00%
10: Other	16.00%	84.00%
97: Information refused	31.03%	68.97%
98: Information unknown	33.33%	66.67%

As discussed above, 72% of students study on a part-time basis. This percentage varies between the types of disability, and tends to be higher for people with a declared disability. This is a positive for the College as the flexibility of learning through the various part-time courses is opening up access for disabled people.

17. Withdrawals and Gender 2007/08

Gender	**Enrolments**	**Leavers**	**% Leavers**
Female	3311	518	15.64%
Male	3602	434	12.05%
All Students	6913	952	13.77%

A slightly higher percentage of female students leave their course than male students, and higher than the college average of nearly 14%

18. Withdrawals and Race

Column1	**Students**	**Leavers**	**Leaving Rate**
White	6763	921	13.62%
BME	131	26	19.85%
Unknown/Refused	19	5	26.32%

Looking at each ethnic category individually makes analysis difficult due to the small numbers involved and the possibility of recognising a particular student (against data protection), we consider the ethnic

groups as White/BME/Unknown then the data shows that a higher percentage of BME students leave their course in comparison to white students.

19. Withdrawals and Disability

Disability	%
01: No known disability	14.21%
02: Dyslexia	15.38%
03: Blind/partially sighted	17.65%
04: Deaf/hearing impairment	4.88%
05: Wheelchair/mobility difficulties	9.09%
06: Personal Care Support	0.00%
07: Mental health	11.79%
08: Unseen disability	14.79%
09: Multiple disabilities	9.00%
97: Information refused	3.64%
98: Information unknown	8.62%
10: Other	56.67%
Average	13.77%

The College withdrawal rate is 13.77%. The withdrawal rate for each disability categories varies from being much higher to much lower than the college average. Notably 17.65% of blind/partially sighted students withdraw from their course. The college need to investigate whether enough support is being provided for blind/partially sighted students. However due to the small numbers of students in this category the analysis cannot be used on its own to assess this issue.

20. Withdrawals and Age

Age Group	Enrolled	Leavers	% Leavers
<16	554	78	14.08%
16 to 20	2260	393	17.39%
21 to 25	654	108	16.51%
26 to 30	485	76	15.67%
31 to 35	427	60	14.05%
36 to 40	510	66	12.94%
41 to 45	492	37	7.52%
46 to 50	428	32	7.48%
51 to 55	368	34	9.24%
56 to 60	285	17	5.96%
61 to 65	186	18	9.68%
Over 65	264	33	12.50%

Total	6913	952	13.77%

Over 17% of students in the 16-20 age group leave their course. This is higher than the college average of just under 14%. This could highlight a need for additional support for younger students.

Directorate and Race

Ethnicity	Business	Community	Construction	Creative	Open
White	97.82%	96.86%	99.60%	97.98%	95.44%
BME	1.97%	3.14%	0.40%	1.80%	2.67%
Unknown	0.20%	0.00%	0.00%	0.22%	1.89%
	100.00%	100.00%	100.00%	100.00%	100.00%

Due to the small numbers involved and the possibility of recognition the ethnic groups have been considered as White or BME. White Construction and Engineering Industries students make up 99.60%, this could suggest that BME students are not applying for courses within the Directorate, this requires consultation with the students to discuss reasons for this and if there is anything that the college can do.

21. Directorate and Disability

	Community	Business	Construction	Creative	Open
Disability	%	%	%	%	%
01: No known disability	65.03%	86.18%	90.88%	68.38%	76.73%
02: Dyslexia	2.73%	1.84%	2.38%	2.40%	1.42%
03: Blind/partially sighted	0.41%	0.20%	0.40%	0.49%	1.57%
04: Deaf/hearing impairment	0.75%	0.68%	0.13%	0.49%	1.42%
05: Wheelchair/mobility difficulties	1.02%	0.68%	0.00%	0.98%	1.89%
06: Personal care support	0.27%	0.00%	0.00%	0.11%	0.16%
07: Mental health	2.39%	0.82%	0.33%	8.14%	4.40%
08: Unseen disability	6.15%	5.92%	4.23%	4.92%	5.35%
09: Multiple disabilities	10.31%	0.48%	0.13%	7.32%	0.94%
97: refused	1.02%	0.41%	0.33%	1.75%	0.00%
98: unknown	1.02%	0.48%	0.53%	0.82%	2.36%
10: Other	8.88%	2.31%	0.66%	4.21%	3.77%
Total	100.00%	100.00%	100.00%	100.00%	100.00%

Construction & Engineering Services have the highest percentage of students who have not declared a disability. This again needs further investigating as to why this is the case. The chart above shows that none of the students in the construction and engineering industries are living with mobility difficulties.

22. Directorate and Student/Staff Gender

	Students 2007/08		Staff 2007/08	
Directorate	% F	% M	% F	% M
Community Service Industries	68.37%	31.63%	83.54%	16.46%
Business Services Industries	58.95%	41.05%	60.71%	39.29%
Construction & Engineering	5.16%	94.84%	17.39%	82.61%
Creative Industries	53.85%	46.15%	61.97%	38.03%
Open Learning	59.75%	40.25%	-	-
Support Staff	-	-	73.65%	26.35%
Total	47.90%	52.10%	63.12%	36.88%

The gender imbalance is most evident in traditionally polarised areas of study, reflecting trends across the education sector and industry. The gender split within Community Services Industries, Business Services Industries and Creative Industries is higher for female than males. Males outnumber females in the Construction and Engineering Industries 95% to 5%. The College recognises that the achievement of gender parity in these areas presents a major challenge and will continue to promote equal access to all programmes.

Women and men are distributed differently across occupational groups. In academic areas, the gender balance of staff broadly reflects Directorate learner profiles, indicative of the traditional polarisation in subject areas. Support Staff is predominantly female.

23. Gender and Payment Scale/Job Category

Payment Scale	**% Female**	**% Male**
Lecturer	58.53%	41.47%
Management Support	57.14%	42.86%
Management Teaching	30.00%	70.00%
Support Staff	71.72%	28.28%
Total	**63.12%**	**32.94%**

Despite there being slightly more female lecturers then male, the Management teaching scale is predominantly males. Despite this women are well represented at management level, see chart 25 below.

24. Gender and Job Title

Category of Post	Women	Men	Total
Principal & Chief Executive	1		1
Vice Principal		1	1
Director of Teaching Area	1	3	4
Director of Support Area	3	1	4
Curriculum Manager	4	9	13
Curriculum Leader	15	13	28
Supervisors/Coordinators	12	11	23
Total	**36**	**38**	**74**
% of Total	**48.65%**	**51.35%**	**100.00%**

College Management is almost a 50:50 split, despite there being much fewer males employed than females.

25. Gender and Hourly rate

Gender	Average of Hourly Rate
F	£13.29
M	£15.78
Average	**£14.21**

On average the female hourly rate is lower than male. This is due to the high numbers of female support staff on the lowest point of the payment scale.

Gender of Point 3 Posts

Category of Post	% Women	% Men
Cleaner	96.67%	3.33%
Catering/Kitchen Asst	91.67%	8.33%
Total	**100.00%**	100.00%

Point 3 is at the bottom of the college's support staff scale and covers cleaners and catering staff. These lowest paid posts are dominated by women. The College Human Resources team have committed to begin an equal pay review in the next academic year.

26. Staff Grievances and Student Bullying/Harassment

There were 3 official grievances logged with Human Resources for academic year 2007/08. None of these cases were on the grounds of race/gender/disability discrimination.

The College has an official complaints policy for students for bullying/harassment.

27. Staff Training

In session 2007/08 numerous staff members participated in the colleges Effective Managers and Aspiring Managers CPD course.

28. Student Admissions and Staff Recruitment/Selection

Currently each job applicant is asked to complete an equal opportunities monitoring form. This form is filed and kept separate from the application form to ensure it does not influence the selection process. With the introduction of the new Chris 21 HR system, this information will be kept on the operating system in a way that is easy to report from. At the moment this data has not been collated so cannot be reported, the College will have this data for session 2008/09.

Conclusions

The equalities issues facing Ayr College are shared by many of Scotland's Colleges. There are however some aspects of Ayr's student demographics that diverge from the Scottish norm. For instance, the proportion of male students is higher at Ayr College than the Scottish average, as is the proportion of 16 – 19 year olds. The gender divide of students in the younger age groups is also more pronounced than in many other colleges. This divergence, however, can be explained in the context of Ayr College's curriculum portfolio.

At its inception, Ayr College was a mining and engineering college servicing the dominant local industry. Although the College curriculum portfolio has broadened in line with the diversification of the local economy, at its heart is still a strong construction and engineering Directorate that attracts high numbers of young male apprentices. The College works to challenge gender stereotyping in its recruitment practice and has had some, but limited success in attracting female students into building trades and men into childcare programmes. The remaining three Directorates of the College, Community Service Industries, Creative Industries and Business Industries more closely reflect the gender ratio of other colleges.

Both staff and student numbers reflect the traditional gender ratios associated with curriculum areas. More male lecturers are employed in the Construction and Engineering Directorate and more female lecturers in the Community Service Industries. However, there is a 50:50 gender split in management roles despite there being more females employed than males. There are inequalities reported in staffing levels however, with a far higher percentage of male staff in academic management posts and a far higher representation of females in support staff roles. Over 90% of support staff in cleaning and catering assistant roles are female.

The College enrols a higher percentage of black and ethnic minority students than are represented in the South Ayrshire population as a whole. This figure however is skewed by the active recruitment of international students by Ayr College. Local black and ethnic minority students are few. The raw data indicates that fewer of the black and ethnic minority students disclose a disability than white students. However, it is difficult to draw any valid conclusions regarding trends when working with such low numbers. It may well be the case that the process of applying to study internationally may discriminate against those with a disability, it may be that those with a disability are less inclined to find international study attractive or it may be that those studying internationally are less likely to disclose a disability. This requires further investigation. The disparity in numbers of ethnic minority students in differing curriculum subject areas reflects the active recruitment of international students to specific subject areas. Work is ongoing to recruit from Scottish black and ethnic minority communities but the small numbers in these communities in South Ayrshire presents challenges. In the meantime, recruitment of international students from black and ethnic minority groups has achieved an improved level of cultural diversity in Ayr College from which white Scottish students are benefitting.

The percentage of students declaring a disability is in proportion with local demographics. The student disability data collected highlighted that a high percentage of students have an 'unseen disability'. The College has recognised a need for staff training in this area to improve understanding of what constitutes a disability. The disability disclosure rate is higher for students than for staff. This could reflect the improved recognition of dyslexia in recent years. The College acknowledges a need to investigate whether or not staff feel comfortable in disclosing a disability and whether any action needs to be taken to improve this. In some, but not all cases, disability is linked to a higher withdrawal rate, depending on disability type. For example the data shows that the withdrawal rate for blind or partially sighted students is 18%, considerably higher than the 13.7% average for students at Ayr College. Again, the very low numbers in this grouping makes it impossible to draw statistically valid conclusions, howver, this area merits further investigation.

The following areas will therefore be investigated further:

- Gender in relation to staff roles
- Recruitment of students from black and ethnic minority groups
- Declaration of disability amongst black and ethnic minority groups
- Withdrawal rates in relation to disability

Appendix 1 - White & BME Groupings

Code	Description		
10	Scottish	White	White
11	English		
12	Welsh		
13	Irish		
14	Any other White background		
15	Any Mixed Background	Mixed	BME
16	Indian	Asian, Asian Scottish or Asian British	
17	Pakistani		
18	Bangladeshi		
19	Chinese		
20	Any Other Asian Background		
21	Caribbean	Black, Black Scottish or Black British	
22	African		
23	Any Other Black Background		
24	Any Other Background	Other Ethnic background	
98	Information Refused		Unknown