

**JAMES  
WATT  
COLLEGE**

**LEARNER EQUALITY PROFILES**

**2008 – 2009**

# TABLE OF CONTENTS

## Introduction

### Gender data:

- Total gender profile
- Gender and disability
- Gender and ethnicity
- Gender and learning centre
- Gender and learning mode

### Ethnicity data:

- Total ethnicity profile
- Ethnicity and disability
- Ethnicity and gender
- Ethnicity and learning centre
- Ethnicity and learning mode

### Disability data:

- Total disability profile
- Disability and gender
- Disability and ethnicity
- Disability and learning centre
- Disability and learning mode

### Age data:

- Total age profile
- Age and gender
- Age and disability
- Age and ethnicity
- Age and learning centre
- Age and learning mode

# LEARNER EQUALITY PROFILE

## Introduction

Here at James Watt College we value the social and cultural diversity of the communities of learners who come to the College. We also strive to integrate our commitment to equality and diversity by ensuring that our practice is fair and that the opportunities within the college are there for everyone.

We have a public duty to promote equality of opportunity and have taken positive steps to capture data on race, gender and disability as it applies to our learners and the learning opportunities we provide. We will use this information to ensure that we widen educational participation in line with our common purpose of “it’s all about learning”.

This document provides information on equality monitoring of our learners for the period 2008 – 2009. This is our first formal learner equality monitoring report and our intention will be to increase both the level of monitoring sophistication and to make sure that the information is analysed and any issues identified reported and discussed at the College Equality & Diversity Steering Group.

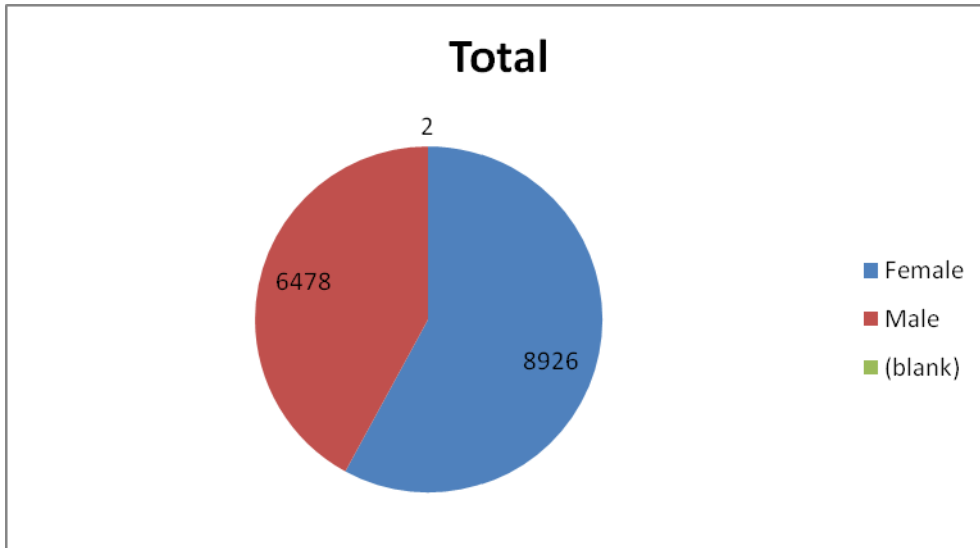
For some of the information we have opted not to reflect this in table or chart format due to the small numbers.

This information will become a regular annual report, which will be available and accessible via the College internet.

# TOTAL GENDER PROFILE

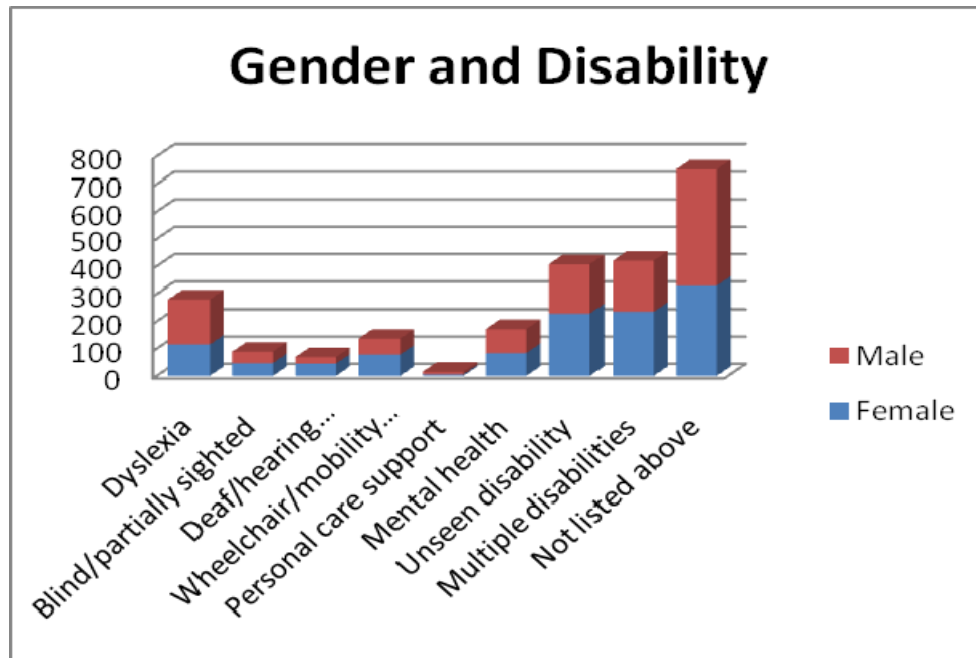
LEARNERS BY GENDER	
Female Learner Nos.	Male Learner Nos.
8926	6478

The above information provides a breakdown on the numbers of women and men who registered for courses and learning opportunities over 2008-2009. In percentage terms this is 57.94% women and 42.05% men.



# GENDER AND DISABILITY

Disability and Gender		
Disability	Gender	
	F	M
No known disability	7739	5286
Dyslexia	115	165
Blind/partially sighted	47	42
Deaf/hearing impairment	45	24
Wheelchair/mobility difficulties	78	59
Personal care support	5	10
Mental health	84	88
Unseen disability	229	178
Multiple disabilities	235	185
Not listed above	329	424
Information refused	1	0
Information unknown	16	13
(blank)	11	6
<b>TOTAL</b>	<b>8934</b>	<b>6480</b>



The chart above reflects the numbers of learners who indicated that they have some form of disability. The disability categories used are those set by the Scottish Funding Council.

## GENDER AND ETHNICITY PROFILE

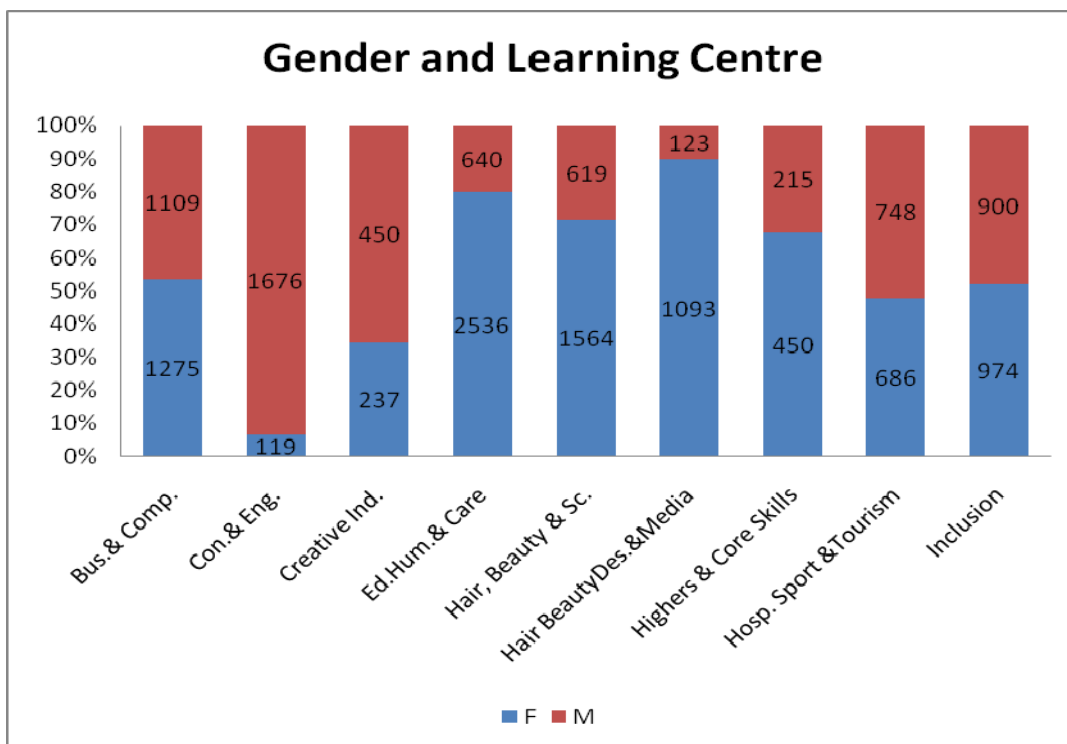
Gender and Ethnicity		
Ethnicity	Gender	
	F	M
Scottish	8432	6102
English	117	81
Welsh	6	5
Irish	16	7
Any other white background	137	90
Any other mixed background	42	38
Indian	20	20
Pakistani	17	14
Bangladeshi	1	5
Chinese	42	15
Any other Asian	23	24
Caribbean	1	3
African	4	17
Any other black background	57	29
Any other background	9	28
Asian other	1	0
unrecorded		3
<b>TOTAL</b>	<b>8926</b>	<b>6478</b>

This information lets us see that Scottish women outnumber Scottish men in the College and indeed across the majority of the ethnic categories women outnumber men in relation to accessing and taking up further and / or higher education. There is however greater parity between the numbers of female learners from a black and minority background (BME) is 218 and the number of male learners from a BME background is 193.

This suggests that work may need to be carried out on promoting the value of further and higher education to men. We know from research that young women outperform young men in education and that more young men become disaffected with education than young women.

# GENDER AND LEARNING CENTRE

Gender by Learning Centre				
Name	Gender			Learners
	F	M	(blank)	
Learning Centre : Business & Computing	1275	1109		2383
Learning Centre : Construction & Engineering	119	1676		1887
Learning Centre : Creative Industries	237	450		687
Learning Centre : Education, Humanities & Care	2536	640	1	3073
Learning Centre : Hairdressing, Beauty & Science	1564	619	1	2184
Learning Centre : Hairdressing, Beauty, Design & Media	1093	123		1216
Learning Centre : Highers & Core Skills	450	215		665
Learning Centre : Hospitality, Sport & Tourism	686	748		1422
Learning Centre : Inclusion	974	900		1873
<b>Grand Total</b>	<b>8934</b>	<b>6480</b>	<b>2</b>	<b>15390</b>



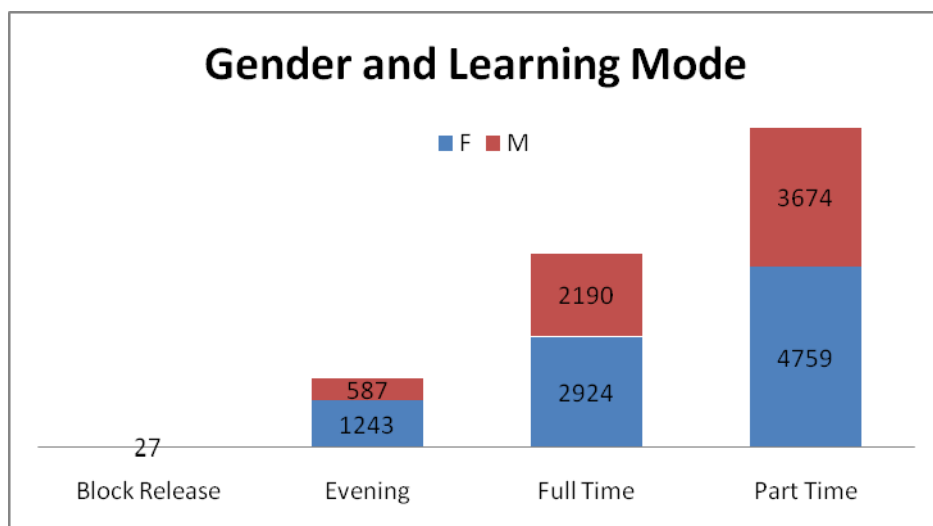
This report confirms the continuing gendered nature of study and career choices, which female and male learners make. Traditionally construction & engineering is predominately male although it is worth noting that in excess of 100 women are involved in this area of study.

By contrast, females far outweigh males in education, humanities and social care as well as both of the hairdressing centres. Traditionally these areas are predominately female although again it is worth noting that in excess of 1000 men are involved in these areas of study.

Services and industries where there is comparability between male and female learning is business and computing and hospitality, sport and tourism.

## GENDER AND LEARNING MODE

Mode of learning	Gender		Learner Nos.
	F	M	
Block Release		27	27
Evening	1243	587	1830
Full Time	2924	2190	5114
Part Time	4759	3674	8433
Unrecorded			2
<b>TOTALS</b>	<b>8926</b>	<b>6478</b>	<b>15404</b>



Although women outnumber men across the main modes of learning this is most noticeable in the evening block.

The block release option however is all male and is likely to reflect the types of courses and careers where block release learning is a preferred option e.g. construction & engineering.

## TOTAL ETHNICITY PROFILE

Ethnicity	
Ethnicity	Student Nos.
Black African	1
Scottish	14545
English	198
Welsh	11
Irish	23
Any other white background	227
Any mixed background	80
Indian	39
Pakistani	31
Bangladeshi	6
Chinese	57
Any other Asian background	47
Caribbean	4
African	20
Any other Black background	86
Any other background	37
Asian other	1
(blank)	2
<b>Grand Total</b>	<b>15416</b>

This report tells us the numbers of learners from different ethnic groups. The categories, which are used, are the same as those defined by the Census. At the last Census in 2001 the percentage of people who indicated a black and minority ethnic background was 2% of the Scottish population.

Based on the above figures however, this tells us that the largest white ethnic group in the College is 'Scottish' at 94.34%. The largest black ethnic group in the College is 'any other black background' at 0.55%. The largest Asian ethnic group in the College is 'Chinese' at 0.37%.

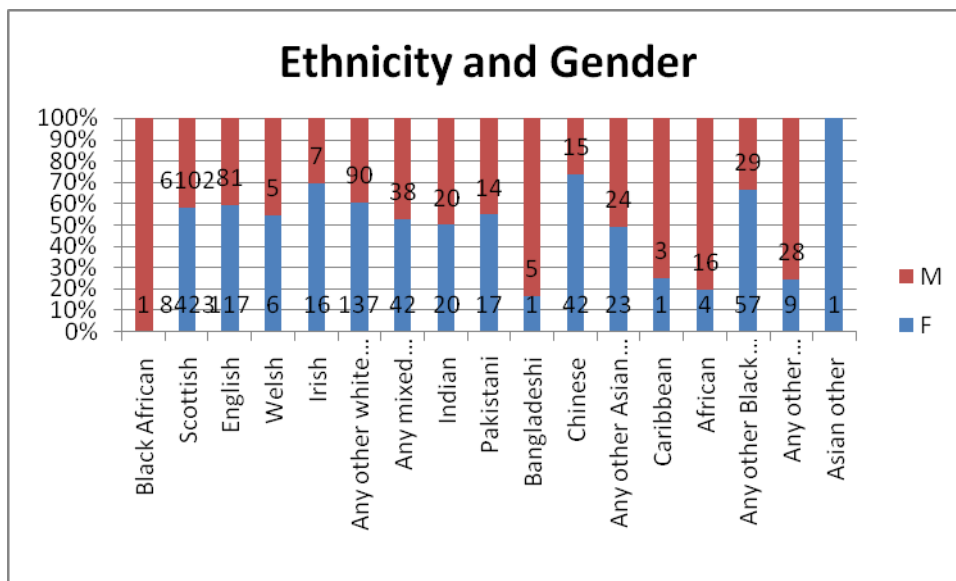
The percentage of all black and minority ethnic learners across the College is 2.13%. As the last Census was carried out in 2001 any comparisons between the percentages of learners with the current geographic profile should be made with caution due to the age of the comparable data.

# BLACK AND MINORITY ETHNIC (BME) PROFILE AND DISABILITY

The total percentage of disabled learners at the College is 15.19%. The percentage of this group from the black and minority ethnic (BME) community who have declared a disability is 1.83%.

## ETHNICITY AND GENDER

Number of Learners	Gender			Grand Total
	F	M	(blank)	
Black African		1		1
Scottish	8423	6102	1	14525
English	117	81		198
Welsh	6	5		11
Irish	16	7		23
Any other white background	137	90		227
Any mixed background	42	38		80
Indian	20	20		40
Pakistani	17	14		31
Bangladeshi	1	5		6
Chinese	42	15		57
Any other Asian background	23	24		47
Caribbean	1	3		4
African	4	16		20
Any other Black background	57	29		86
Any other background	9	28		37
Asian other	1			1
(blank)	1		1	2
<b>Grand Total</b>	<b>8916</b>	<b>6472</b>	<b>2</b>	<b>15406</b>



## ETHNICITY AND LEARNING CENTRE

Ethnicity and Learning Centre	
Learning Centre	Percentage Learners BME
Learning Centre : Business & Computing	2.47%
Learning Centre : Construction & Engineering	2.22%
Learning Centre : Creative Industries	1.31%
Learning Centre : Education, Humanities & Care	1.10%
Learning Centre : Hairdressing, Beauty & Science	1.55%
Learning Centre : Hairdressing, Beauty, Design & Media	2.96%
Learning Centre : Highers & Core Skills	10.22%
Learning Centre : Hospitality, Sport & Tourism	2.16%
Learning Centre : Inclusion	0.74%

## ETHNICITY AND LEARNING MODE

Ethnicity and Learning Mode					
Ethnicity	Block Release	Evening	Full Time	Part Time	Learner Nos.
Black African	0	0	1	0	1
Scottish	27	1625	4814	8079	<b>14545</b>
English	0	37	63	98	<b>198</b>
Welsh	0	1	4	6	<b>11</b>
Irish	0	4	8	11	<b>23</b>
Any other white background	0	104	43	80	<b>227</b>
Any mixed background	0	12	36	32	<b>80</b>
Indian	0	7	11	21	<b>39</b>
Pakistani	0	2	14	15	<b>31</b>
Bangladeshi	0		5	1	<b>6</b>
Chinese	0	2	15	40	<b>57</b>
Any other Asian background	0	8	18	21	<b>47</b>
Caribbean	0		2	2	<b>4</b>
African	0	2	12	6	<b>20</b>
Any other Black background	0	14	53	19	<b>86</b>
Any other background	0	10	16	11	<b>37</b>
Asian other	0	0	0	1	<b>1</b>
(blank)	0	0	0	0	<b>2</b>
<b>TOTALS</b>	<b>27</b>	<b>1828</b>	<b>5114</b>	<b>8443</b>	<b>15415</b>

## TOTAL DISABILITY PROFILE

Disability Profile	
Disability	Learners
No known disability	13026
Dyslexia	280
Blind/partially sighted	89
Deaf/hearing impairment	69
Wheelchair/mobility difficulties	137
Personal care support	15
Mental health	172
Unseen disability	407
Multiple disabilities	420
Not listed above	753
Information refused	1
Information unknown	29
(blank)	18
<b>TOTAL</b>	<b>15416</b>

This report outlines the numbers of our learners who have informed us about a disability. The categories, which are used, are those set out by the Scottish Funding Council. From this information the percentage of College learners who have recorded a disability is 15.19%.

The importance for the College in recording this information is to make sure that where learners require support in order to participate and complete their chosen area of learning that they receive it. This support in law is called 'reasonable adjustment' and all students who declare a disability should make sure that they have a conversation with the Guidance Service or their tutor about any necessary support requirements.

From this information the category with the highest number is 'not listed above' which in percentage terms forms 32.15% of all of the recorded disability categories as used by the Scottish Funding Council. The next highest category is that of 'multiple disabilities' which in percentage terms forms 17.93% of the disability SFC categories.

## DISABILITY AND GENDER

Please refer to the data on page 5 of this report.

## DISABILITY AND ETHNICITY

Please refer to the data on page 10 of this report.

## DISABILITY AND LEARNING CENTRE

Disability by Learning Centre	
Learning Centre	Percentage Learners with a Disability
Learning Centre : Business & Computing	13.38%
Learning Centre : Construction & Engineering	6.74%
Learning Centre : Creative Industries	7.70%
Learning Centre : Education, Humanities & Care	6.10%
Learning Centre : Hairdressing, Beauty & Science	6.41%
Learning Centre : Hairdressing, Beauty, Design & Media	8.96%
Learning Centre : Highers & Core Skills	8.87%
Learning Centre : Hospitality, Sport & Tourism	8.50%
Learning Centre : Inclusion	70.65%

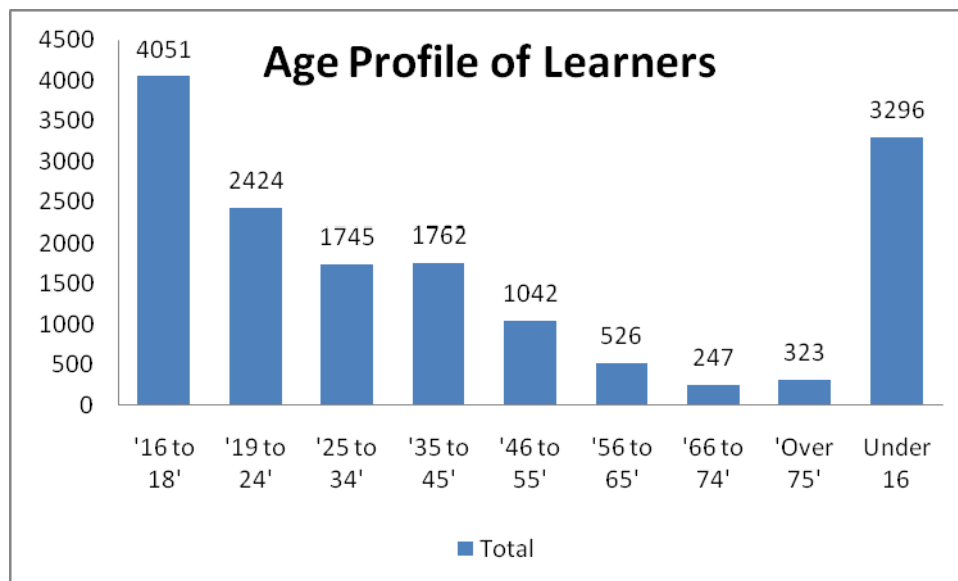
## DISABILITY AND LEARNING MODE

Mode of Learning					
Disability	Block Release	Evening	Full Time	Part Time	Grand Total
02: Dyslexia	1	28	150	101	<b>280</b>
03: Blind/partially sighted		5	18	66	<b>89</b>
04: Deaf/hearing impairment		4	26	39	<b>69</b>
05: Wheelchair/mobility difficulties		9	19	109	<b>137</b>
06: Personal care support			2	13	<b>15</b>
07: Mental health		18	35	119	<b>172</b>
08: Unseen disability	1	27	115	264	<b>407</b>
09: Multiple disabilities		20	22	378	<b>420</b>
10: Not listed above		49	209	495	<b>753</b>
<b>Grand Total</b>	<b>2</b>	<b>160</b>	<b>596</b>	<b>1584</b>	<b>2342</b>

From the disability learner profile we can see that part-time study is the most preferred route by disabled learners with 67.63% of part-time learners indicating a disability and 25.44% of full-time learners indicating a disability. The evening option shows 6.83%.

## TOTAL AGE PROFILE OF LEARNERS

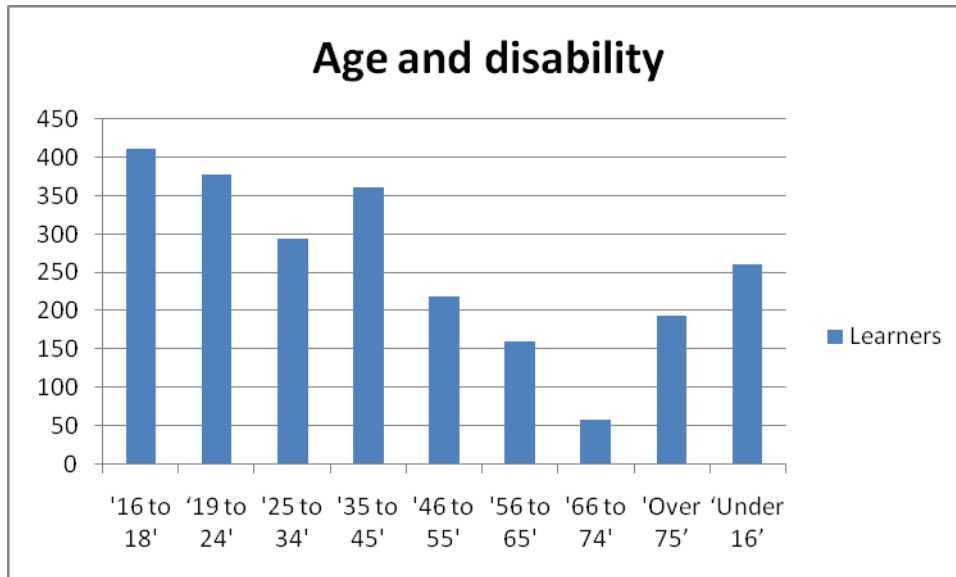
Number of Learners	
Age Range	Total
'16 to 18'	4051
'19 to 24'	2424
'25 to 34'	1745
'35 to 45'	1762
'46 to 55'	1042
'56 to 65'	526
'66 to 74'	247
'Over 75'	323
Under 16	3296
<b>Grand Total</b>	<b>15416</b>



By disaggregating the numbers of learners by age profile, we are able to identify a number of learners over 55 years of age who make up 7.10% of the total number of learners. The highest population of learners are 16-18 year olds who make up 26.27% of the College learners.

## AGE PROFILE AND DISABILITY

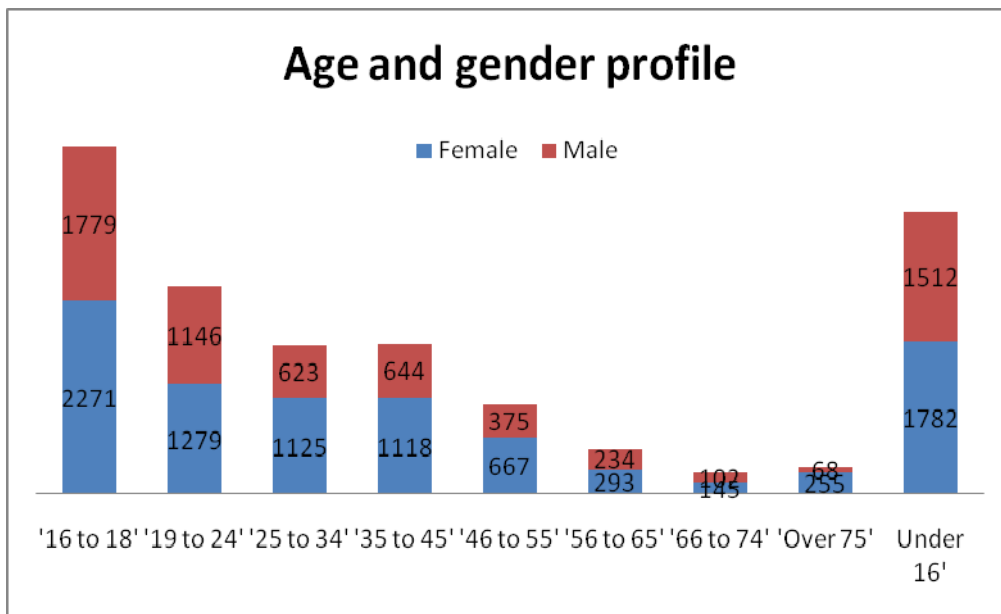
AGE PROFILE AND DISABILITY								
'16 to 18'	'19 to 24'	'25 to 34'	'35 to 45'	'46 to 55'	'56 to 65'	'66 to 74'	'Over 75'	'Under 16'
412	378	295	362	219	161	59	194	261



From this report, the age range with the highest level of recorded disability is 16-18 years with 412 people indicating some form of disability. The age range with the least level of recorded disability is 66 – 74 years with 59.

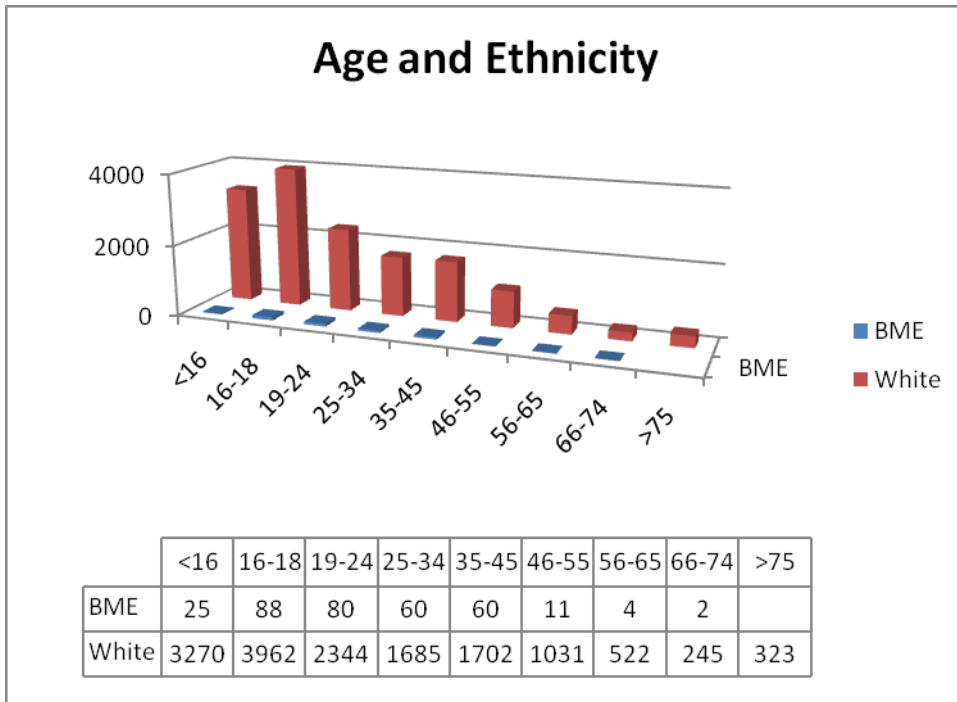
## AGE AND GENDER

Number of Learners	Gender			Grand Total
	Female	Male	(blank)	
Age Group	Female	Male	(blank)	Grand Total
'16 to 18'	2271	1779	1	<b>4051</b>
'19 to 24'	1279	1146		<b>2425</b>
'25 to 34'	1125	623		<b>1748</b>
'35 to 45'	1118	644		<b>1762</b>
'46 to 55'	667	375		<b>1042</b>
'56 to 65'	293	234		<b>527</b>
'66 to 74'	145	102		<b>247</b>
'Over 75'	255	68		<b>323</b>
'Under 16'	1782	1512	1	<b>3295</b>
<b>Grand Total</b>	<b>8935</b>	<b>6483</b>	<b>2</b>	<b>15420</b>



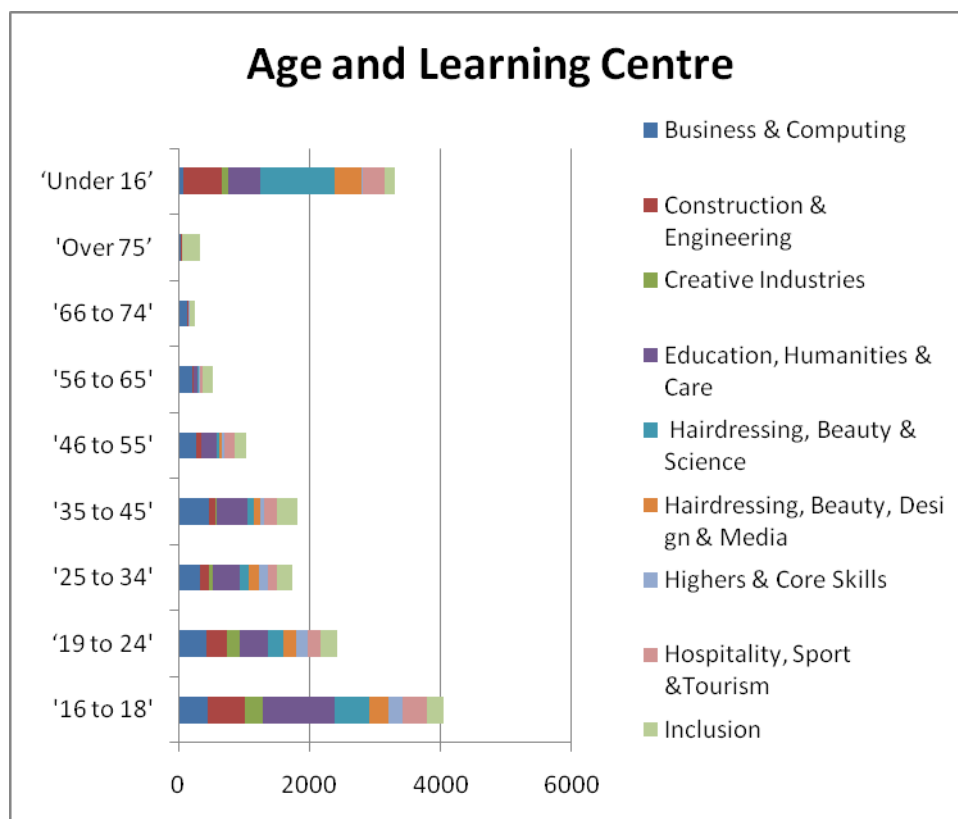
The trend of women outnumbering men is again evident across each of the age bands.

# AGE PROFILE AND ETHNICITY



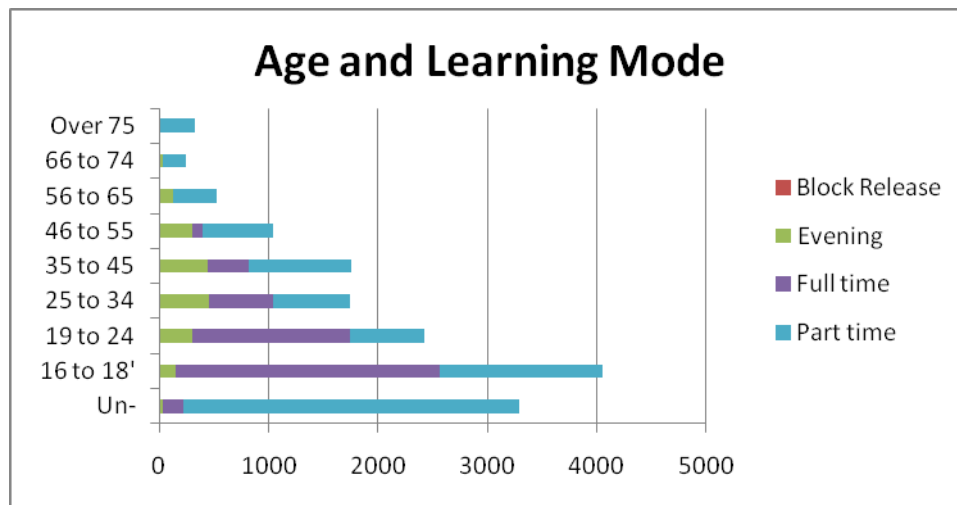
# AGE PROFILE AND LEARNING CENTRE

AGE PROFILE AND LEARNING CENTRE									
Centre	'16 to 18'	'19 to 24'	'25 to 34'	'35 to 45'	'46 to 55'	'56 to 65'	'66 to 74'	'Over 75'	'Under 16'
Business & Computing	445	438	327	467	276	211	145	48	80
Construction & Engineering	568	301	145	102	69	22	6	1	581
Creative Industries	286	200	54	20	11	4	2	0	110
Education, Humanities & Care	1089	435	410	465	225	60	11	6	476
Hairdressing, Beauty & Science	524	221	148	91	43	10	0	0	1147
Hairdressing, Beauty, Design & Media	292	203	152	99	43	14	2	1	410
Highers & Core Skills	212	170	138	71	41	12	8	0	13
Hospitality, Sport & Tourism	374	207	134	195	152	37	9	0	326
Inclusion	261	249	237	305	182	156	64	267	153



## AGE PROFILE AND LEARNING MODE

Mode of Learning	Age								
	Un-recorded	16 to 18'	19 to 24	25 to 34	35 to 45	46 to 55	56 to 65	66 to 74	Over 75
Block Release		16	9	1	1				
Evening	33	131	291	460	441	309	127	34	4
Full Time	190	2417	1441	587	378	91	7	4	1
Part Time	3073	1487	683	697	942	642	392	209	318



This information indicates that learning is a pastime enjoyed by people across all the age groups. It is particularly worth noting the numbers of people engaged in learning who are over 75 and who are participating in the part-time course programme. Learners over 55 make up 7.10% of the learning population of the College.

Indeed, from this information part-time learning has the highest percentage of learners with 54.76% taking part.

This is followed by 33.18% who participate in full-time courses of study and 11.87 % who engage in evening courses.