

**eca**

edinburgh college of art

## **GENERAL EQUALITY SCHEME**

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**DISABILITY EQUALITY SCHEME (ANNUAL REPORT)**

**GENDER EQUALITY SCHEME**

**RACE EQUALITY SCHEME**

**Reviewed and approved for session 2008-09**

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# GENERAL EQUALITY SCHEME 2008 - 2009

## Introduction

### Vision

*'New ideas come from differences. They come from having different perspectives and juxtaposing different theories.'*

Nicholas Negroponte<sup>1</sup>

Edinburgh College of Art (**eca**) has a strong commitment to promoting equality and preventing discriminatory practice towards our existing and prospective students, staff and visitors. The **eca** vision is of a College that the best students and staff, from all over the world, and from all backgrounds will want to come to, and where they can develop ideas, creativity and skills that will have an international impact. We believe implicitly that we must seek the most talented students and staff, regardless of race, gender, age, religion, sexual orientation or disability and we will support them to develop without barriers.

The following Equality Scheme sets out the framework in which the institution will actively promote equality and diversity in employment, student and external interaction, towards eliminating such discrimination.

This Equality Scheme flows naturally from the Institution's existing Strategic Objectives as stated in its Strategic Plan 2007 – 2010.

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<sup>1</sup> 1 1995, WIRED Issue 3.04 April 1995 <http://web.media.mit.edu/~nicholas/Wired/WIRED3-04.html>  
Accessed 24 September 2007

## Background

Edinburgh College of Art has an international reputation as a learning centre of excellence, and whilst being committed to a policy of widening participation, does not predominantly draw from a local centre of population for its student admissions.

The College is however duty bound to uphold three Public Sector Duties. The Race Relations (Amendment) Act first introduced the concept of a positive race equality duty to public bodies in 2001. A duty on disability equality came into effect in December 2006 and a duty on gender equality came into effect from April 2007. Each piece of legislation is focused on delivering equality in the most appropriate way for disabled people, for different ethnic groups, or for women and men in our society. Each Duty places distinct legal obligations on the College.

See: **Bringing Equality to Scotland: the three public sector duties**

**Author: Commission for Racial Equality, Equal Opportunities Commission and Disability Rights Commission**

[Download](#) the report online.

On 1 October 2007 the three equality commissions merged into the new [Equality and Human Rights Commission](#):

- Commission for Racial Equality (CRE)
- Disability Rights Commission (DRC)
- Equal Opportunities Commission (EOC)

Students and staff with disabilities have, from the outset, been involved in the creation of previous Disability Equality Schemes – in accordance with the first principle steering our Disability, Equality and Diversity Committee (DED).

This new Scheme brings together the College's strategies to address all the above strands of discrimination, under one general scheme, however:

It is recognised that students and staff with disabilities should continue to be involved in the development, monitoring and evaluation of the Equality Scheme, as it progresses to further address disability equality. This shall be achieved through ongoing dialogue with disabled students and staff on "the front page" of eca's eportal (intranet) and via representation on the DED, with the Student President (Student Representative Council) taking the lead role in ensuring that such representation is as comprehensive as possible.

## Committees

Edinburgh College of Art is committed to promoting equality and to preventing discrimination and seeks to effectively embed equality across its functions. The College Board of Governors delegates this responsibility to the Principal who chairs the Disability, Equality and Diversity Committee (DED), who in turn have responsibility to progress, monitor and evaluate the efficacy of the Equality Scheme. The DED has appropriate cross-College membership, including the SRC.

Internal stakeholders include all **eca** institutional departments, including academic, managerial, administration, student support and the SRC.

External stakeholders include Equality Forward, the Equality and Human Rights Commission Scotland, Universities Scotland, National Union of Students, Trade Unions and the Scottish Funding Council.

Edinburgh College of Art seeks to engage in ongoing consultation with all stakeholders in the progression of this Scheme.

The DED is specifically responsible for the following:

- To consider, recommend implementation where appropriate, and monitor anti-discrimination arrangements within the College.
- To advise Heads of Schools and Departments and other members of staff of legal requirements and obligations and responsibilities in relation to Disability, Equality and Diversity legislation.
- To propose, develop and publicise College policy on Disability, Equality and Diversity.
- To advise on the allocation of resources, monetary and human, to achieve compliance – specifically recommending criteria for applying to the centrally held disability fund from SFC.
- To make decisions on any of the above matters so far as within its competence and so far as delegated to it by the Policy & Resources Committee.
- To invite any person whose knowledge and/or experience will assist it in its deliberations to attend and speak at meetings.
- To serve as a forum on Disability, Equality and Diversity matters for all sectors of the College.

- To decide and recommend relevant courses of action.
- To meet regularly and report thereon to the Policy & Resources Committee of the Board of Governors.
- To submit an annual report on Disability, Equality and Diversity to the Board of Governors in December.
- To monitor and review all of the above. Membership of DED:

The College established the Disability, Equality and Diversity Committee in January 2006, to work further and strategically towards an inclusive and accessible environment and to review policies and procedures to ensure the promotion of consistent and proactive good practice in responding to existing and prospective students and staff with disabilities. Furthermore, the Committee was tasked with realising the College's ambition that no-one be disadvantaged as a consequence of their disability, gender, age, ethnic or national origin, religious beliefs, family responsibilities, sexual orientation or gender reassignment.

The following guiding principles steer the work of this Committee:

- Edinburgh College of Art strives to ensure its regulations and policies adhere to the letter and spirit of all relevant legislation.
- Students and staff should be engaged in the process of developing, monitoring and enhancing anti-discrimination strategies.
- A social model of disability is the only just and acceptable approach to ensuring that discrimination is eliminated.
- Discrimination based on a person's disability, gender, age, ethnic or national origin, religious beliefs, family responsibilities, sexual orientation, gender reassignment or offending background is unjust and immoral.
- Discrimination limits the scope of what might be achieved in the fields of art, design and architecture.
- A culture of openness to the contributions of and sensitivity to the needs of all students, staff and visitors, is essential to the health and vitality of the institution.

- Each constituency within the College should monitor and enhance mechanisms to achieve an inclusive learning environment and the provision of an accessible curriculum.
- Staff and students are entitled to dignity and respect in the workplace and learning environment.
- Good practice in ensuring equality will be expected from external agents of the College.
- Learning and Teaching practice and procedures should anticipate and allow for the needs of all existing and prospective students.
- Any future enhancements to the learning environment, including estate, should enable both individual disabled students and all students, to gain maximum educational advantage from the curriculum, however this is delivered.
- All students have a right to participate as fully as possible in all aspects of College life as independent members of the College community.

# **DISABILITY EQUALITY SCHEME**

## **Annual Report**

### **Social Model of Disability**

Edinburgh College of Art works from a social model of disability which was developed in the 1970's by disabled people who used their personal experiences to show that the disadvantage and social exclusion experienced by many disabled people is not the inevitable result of their impairments or medical conditions, but stems from attitudinal and environmental barriers. This acknowledged that the poverty, disadvantage and social exclusion experienced by disabled people is not the inevitable result of their impairments or medical conditions, but stems from environmental barriers, which although unintentional are powerful. These barriers may take the form of employment practices, services which fail to take account the particular circumstances of disabled people or inaccessible buildings. Indeed anything that excludes or disadvantages disabled people. Edinburgh College of Art is committed to eradicating these barriers.

### **Background**

The College has a general duty to:

- Promote equality of opportunity between disabled persons and other persons.
- Eliminate discrimination that is unlawful under the Disability Discrimination Act 1995.
- Eliminate harassment of disabled persons that is related to their disabilities.
- Take steps to take account of disabled persons' disabilities, even where that means treating disabled persons more favourably than other persons.
- Promote positive attitudes towards disabled people.
- Encourage participation by disabled people in public life.

And a specific duty to involve disabled people in the development of this Disability Equality Scheme, which must articulate:

- The way in which disabled people have been involved.
- The methods for impact assessment.
- Steps which will be taken towards fulfilling its general duty (the Action Plan).
- The arrangements for gathering information in relation to employment and, where appropriate, its deliver of education and its functions.
- The arrangements for putting the information gathered to use, in particular in review the effectiveness of its action plan and in preparing subsequent DES.

The College also has a specific duty to annually report a summary of the steps taken to address each action identified in its Action Plan, the results of information gathered and the use to which it has put the information. The 'Key Findings' and 'Action Plan' below are annually updated and accessible to all via Edinburgh College of Art's [website](#) and [eportal](#).

### **Where We Are Now?**

Edinburgh College of Art's *Barrier Breaking Approaches to Inclusion and Equality* was first published by Student Services in 2005. This document disseminates policy and procedures and guides staff in their consideration of disability. It outlines specific procedures for responding to disclosure, which normally involves the process of creating a 'Learning Profile' for the student and highlights the importance of recording information in line with the DDA 'Public Sector Duty'. This document was revised in 2008, to take into account student and staff feedback regarding its efficacy.

The document also recognises the norm that a high percentage of art/design students will be dyslexic and promotes pro-active measures to remove barriers towards the ideal of further adjustments being unnecessary. This principle is applied to all disabilities.

The design of the College's new main auditorium, currently under construction, considered the views of disabled students and staff, who viewed the plans and visited the site.

The Disability Action Plan continues to be subject to approval through the College's Governance Structure. Over the years in which **eca** have formally delivered specialist services for students with disability there has been a steady rise in the number of students using the services of the Disability Adviser. In parallel a number of proactive measures have been embedded within the learning environment, for example assistive technology is now available on the desktop in Computer Suites or changes to Estate. We would anticipate that, because by far the greater number of students with a disability are dyslexic, overall figures of students requiring interventions will eventually decrease, as the field of accessible learning is leveled. Data is available through the College's Student Record System.

Qualitative data has been collated through interview/questionnaire and via Student Services Internal Review; a process in which students are interviewed by an independent panel seeking their perception of the impact of Disability.

Students are given a variety of opportunities to divulge disability, from their initial acceptance letter, to registration and later within supervision with their Academic Tutor. Whenever possible, assessments are arranged to take place before interviews with the Disability Adviser are offered prior to enrolment to facilitate early adjustments and to encourage swift application for Disabled Students' Allowance. Formal management responsibilities for implementing diversity and equality policy continue to rest at Head of School/Department level.

The College continues to develop Human Resources policy and practice for disabled staff and embed equality and diversity in ongoing staff training.

### **Disability and Academic Support**

Edinburgh College of Art works toward mainstreaming support for people with additional requirements and over time this should result in a decrease in the number of disabled people requesting adjustments, in order to participate fully in all **eca** activities.

Any student may make an appointment with the Academic Support Tutor within Student Services, for individual tuition. Students are also referred here for academic support by the Disability Adviser, including those screened for dyslexia.

## **Networking Externally**

The Disability Adviser maintains a strong relationship with other advisers at local and national level to keep abreast of developments in the field and has the following membership:

- PATOSS (Professional Association of Teachers of Students with Special Needs)
- ADSHE (Association of Dyslexia Specialists in HE) ATANet (Assistive Technology Advisers Network)
- Disability Coordinators' Network

# **EDINBURGH COLLEGE OF ART'S DISABILITY EQUALITY SCHEME**

## **Report December 2008**

### **Impact Assessments**

Edinburgh College of Art has a robust Quality Assurance Framework (QAF) for validating, monitoring and assuring standards for teaching and learning practices. Policy/regulation review is part of the framework and reviews take consideration of legislation and sector developments. The QAF is monitored by the Academic Council.

The DED has, from 2006, collected feedback from disabled and non-disabled students, staff and visitors via a link on the student eportal. The DED is committed to ensuring that comments are addressed and that those who have commented are kept informed of any action taken as a result. Student Services review feedback and prepares a report for DED analysing the feedback, extracting the main issues, and making recommendations for action and prioritising as appropriate. DED consider these, amend or add to the recommendations and forward its recommendations to Management Group, who issue directives for action. In a few cases, recommendations regarding curriculum or assessment matters may be made by DED to Academic Council rather than to Management Group

Reports are updated on the eportal channel for students and staff to see. Feedback collected via the student eportal is also important to the impact assessment of policies, practices and procedures required by equality legislation. Feedback received via the eportal is supplemented by information gained from focus groups, exit interviews and other sources.

## Action Plan

The following Action Plan builds reports upon the progress from the previous plan and updates the plan in accordance with findings from the eportal feedback channel, from Disability Advisory Service feedback and from the SRC Presidents private consultation with students:

Findings	Action	Target	Lead	Outcome	Update: December 2008
Any late and immediate change to a timetable experienced as barrier	Feed into ongoing staff training	Ongoing	HR	Reduced barriers	<i>Ongoing/ acknowledged</i>
Signage to accessible toilets, ramps and lifts found to be poor	Review all signage throughout campus	Summer 2009	Estates	Reduced barriers	<i>Ongoing</i>
Some staff unaware of disability support for employees	Feed into ongoing staff training & induction	Ongoing	HR	Enhance accessibility to support mechanisms	<i>Ongoing</i>
Ongoing snags associated with estate Feedback observations to be embedded in Estate management processes	Estate Management to assess viability of adjustments	Summer 2008	Estates	Reduce barriers	<i>On target but ongoing process for new works</i>
Better environment for confidential discussions	Refurbishment of main Student Services and Registry estate to fit purpose	Summer 2008	Estates	Reduce barriers	<i>Achieved</i>
Need to ensure high staff awareness ongoing importance of Learning Profile adherence	Raise awareness of all staff – further staff training focusing on this aspect.	Summer 2009 training	HR Student Services	Reduce barriers	<i>Achieved</i>

<b>Findings</b>	<b>Action</b>	<b>Target</b>	<b>Lead</b>	<b>Outcome</b>	<b>Update: December 2008</b>
Further embedding of adjustments for dyslexia required	Seek approval from Academic Council for consistent policy	Summer 2009	Student Services DED	Minimised need for individual adjustments	<i>All papers non-white issued by CVCS. Assistive Technology on all student computers. Objective ongoing</i>
Review Learning Profile system	Impact assessments on students & departments	Complete	Student Services	Evidence of Quality assurance	<i>Achieved</i>
Consolidate engagement of disabled students in DES	Student Services and SRC to actively encourage and retain student involvement P.I. number of students per consultation	Ongoing	Student Services and SRC Jan '08 SRC & SS to interview new focus groups to address	The integrity of ongoing Disability Scheme	<i>Annual recruitment of new focus groups</i>
Be involved in identifying barriers to access	Invite regular external assessment of the DES	Bi-annual	DED	Maintain an outward looking Scheme	<i>Equality Forward to be invited to comment on new Scheme</i>
Experience of disabled students and staff to be considered as part of policy review	College to ensure all School's and Depts procedures do not discriminate College to ensure all policies do not discriminate	Summer 2009	Academic Registry Health and Safety Officer	Evidence of impact assessment	<i>Ongoing</i>
Address lack of provision for blind people	Research into feasibility of installing Jaws, Kurzweil on network and offer training	Summer 2009	Student Services	Enhance accessibility	<i>Ongoing</i>
Ensure that modes of studying part time do not discriminate	Flexible modes of study will be discussed as part of a College-wide curriculum review post ELIR	2009 - 2010	Academic Council	Reduce barriers	

## Performance Indicators

As identified in the Action Plan, **eca** seeks to monitor the academic journey of those students who have disabilities in order track the impact of adjustments made by the College. Although it cannot be assumed that students with disability who discontinue with their study, do so because reasonable adjustments have not been effective, it is recognised that measuring recruitment, enrolment, progression and retention over a period of years gives some indication of the success of our Disability Equality Scheme.

A detailed breakdown of the statistics can be found in the following appendices:

- [Appendix 1](#) - 2006/07 - 2008/09 Disability Statistics: Applications
- [Appendix 2](#) - 2007/08 Disability Statistics: Progression
- [Appendix 3](#) – 2006/07 – 2008/09 Disability and Age Range Statistics

# Gender Equality Scheme

## Introduction

This Gender Equality Scheme brings together actions being taken to achieve gender equality. It affects all staff and students in the College, but particularly those responsible for appointing and managing staff and those admitting and teaching students.

## Background

The general and specific duties for the College are set out in Part 1 of the Schedule of the Sex Discrimination (Public Authorities) (Statutory Duties) (Scotland) Order 2007. There is a general duty on public authorities to promote equality of opportunity between women and men, and eliminate unlawful discrimination and harassment.

The specific duties are to:

- Publish a gender equality scheme and review it annually.
- Publish an equal pay policy.
- Conduct gender impact assessment.

To fulfill these duties the College must:

1. Gather information on how our work affects women and men.
2. Consult employees, service users, trade unions and other stakeholders.
3. Assess the different impact of policies and practices on women and men and use this information to inform our work.
4. Identify priorities and set gender equality objectives.
5. Plan and take action to achieve gender equality objectives.
6. Publish a Gender Equality Scheme, report annually and review progress every three years.
7. Publish an equal pay statement and report on progress every three years.

## **Context**

The Equal Opportunities Commission published the interim findings of a major investigation into workforces that are divided along gender. These findings identified an under-representation of women in key sectors.

Information from the Office for National Statistics highlights that the gender pay gap (as measured by median hourly pay and excluding overtime of full-time employees) narrowed between 2005 and 2006 to its lowest value since records began. The gap between women's median hourly pay and men's was 12.6 per cent, compared with the 13.0 per cent recorded in April 2005. This information does not, however, indicate differences in rates of pay for comparable jobs or provide details of differences in occupations or length of time in post.

## **Employment**

The College aims to promote diversity in the workforce where this is consistent with appointing the best candidate for each job. Job applications are generally anonymised at the shortlisting stage, so that selection will be blind to gender and certain other factors.

In order to fulfil the requirements of the National Framework Agreement, the College has implemented a new pay and grading structure and harmonised terms and conditions with effect from 1 August 2007. The College's policy on equal pay is appended to this Scheme.

In the process of developing the Gender Equality Scheme the College examined statistics on its staff and student body.

## **Staff Gender Profile**

In October 2007 the College had 354 staff appointments of which 162 (46%) were held by women (eleven staff held more than one appointment). Women made up 44% of the academic staff and 66% of the administrative staff, which were the two largest categories.

Of other categories the most gender segregated were technicians (80% men) and janitors and maintenance (both 100% men). Of the senior and middle managers, five (26%) were women and 14 (74%) were men. Women hold 38% of fulltime appointments, and 57% of part-time appointments (including some women who hold two part-time appointments).

This analysis prompts the following questions:

- Why is women staff under-represented at senior management level?
- Is the gender segregation of certain employment categories the result of the College's assumptions, policies and practices, and can it be changed?

## **Education**

In 2005-06 the College had about 1,705 students, of whom about 1,075 (63%) were female and 630 (37%) were male. This was a slightly higher proportion of women than the UK average, which, for the subjects taught at Edinburgh College of Art, was 58% female to 42% male.

At the College there were significant differences between subjects, with certain programmes being chosen largely by women (e.g. tapestry and fashion) and others where there was a good balance between men and women (e.g. architecture). Women made up 65% of undergraduates but only 58% of postgraduates. For UK-domiciled postgraduates in 2005/06 there were approximately equal numbers of men and women.

The gender balance reflects the balance of applications. In 2005-06 about 65% of UCAS applications to undergraduate first year studies at the College were from women. In the Architecture Building and Planning JACS subject group 39% of applications were from women and 61% from men, compared with 29%/71% for the UK as a whole. In the Creative Arts and Design JACS subject group 71% of the College's applications were from women and 29% from men, compared with 62%/38% for the UK as a whole.

The College aims to promote equality in the curriculum. The majority of students are systematically introduced to gender and postcolonial perspectives.

The College collects detailed information about all its students from admission to graduation. It does not currently routinely analyse data on academic achievement by gender.

## Edinburgh College of Art students by level of study and gender 2005/06

	Total	Female	% female	Male	% male
All HE students	1705	1075	63%	630	37%
UK totals for relevant subjects*	101885	59110	58%	42785	42%

### Breakdown by level and domicile

#### Undergraduate

UK UG	1075	690	64%	385	36%
EU UG	130	85	65%	45	35%
OS UG	130	90	69%	45	35%
<b>Total Undergraduate</b>	<b>1340</b>	<b>865</b>	<b>65%</b>	<b>475</b>	<b>35%</b>

#### Postgraduate

UK PG	160	80	50%	75	47%
EU PG	65	45	69%	20	31%
OS PG	140	85	61%	55	39%
<b>Total Postgraduate</b>	<b>365</b>	<b>210</b>	<b>58%</b>	<b>155</b>	<b>42%</b>

\* Extracted from HESA published student tables Table 0a and Table 2e.  
HESA's data protection strategy requires all published figures to be rounded to the nearest five. Therefore percentages are approximate and component figures may not add to totals.

A detailed breakdown of the statistics can be found in the following appendices:

- [Appendix 4](#) – 2006/07 - 2008/09 Gender Statistics: Applications
- [Appendix 5](#) – 2007/08 Gender Statistics: Progression

## Objectives

The evidence leads the College to establish the following priority objectives:

- To ensure women and men are equally able to choose the best course for them and to be admitted to it.
- To ensure that women and men are equally able to succeed according to their abilities.
- To promote diversity within our programmes so that students have the opportunity, where possible, to learn by working with staff and alongside fellow students with a variety of perspectives.
- To ensure equality of opportunity in employment at the College.

## Internal Stakeholders

### Students

Student Evaluation Questionnaires contain specific questions on discrimination and the eportal enables students to comment on their experiences.

### Staff

This Gender Equality Scheme was also circulated to unions, including the Student Representative Council, and selected members of staff for comment.

## Action Plan

Objective	Lead	Deadline
Conduct a pilot analysis by gender of, Admissions and widening access data and on the academic achievement of Students	Academic Registrar	End 2008
Carry out a review of admissions processes across the College.	Assistant Principal/Academic Registrar	June 2008
Review College-wide admissions policies and implement further training for all staff making admissions decisions.	Assistant Principal/Academic Registrar	June 2009

<b>Objective</b>	<b>Lead</b>	<b>Deadline</b>
Prepare admissions statistics broken down by gender for periodic review by	Academic Registrar/ Admissions Committee	December 2008
Deliver widening access sessions for men-only groups of potential students. Head of Marketing/Wider Access Advisor	Access Advisor	December 2008
Work with careers advisers, students and parents to break down assumptions about art college education and spread information about the career choices for art and design graduates.	Head of Marketing/Wider Access Advisor	Ongoing
Consider gender and ethnic balance in prospectus and other recruitment materials.	Head of Marketing	April 2008
Review job advertisements and job descriptions for new posts for language bias in terms of age or gender	Head of HR	December 2007
Complete implementation of the National Framework Agreement, a single pay and grading structure.	Head of HR	June 2008
Undertake a pilot analysis by gender of applications for forthcoming senior appointments.	Head of HR	August 2008
Undertake an Equal Pay Audit.	Head of HR	September 2008
Carry out a programme of training in interviewing and selection skills for all involved in staff recruitment.	Head of HR	Ongoing

<b>Review</b>		
Report progress	Planning and Policy Officer	June 2008
Gather information on the effect of policies and practices on men and women and the extent to which services and functions take account of the needs of men and women	Quality Office	Summer 2009
Ensure that modes of studying part time do not discriminate against either gender.	Flexible modes of study will be discussed as part of a College-wide curriculum review post ELIR	2009 - 2010

## Equal Pay Statement

It is in the interest of the College to ensure that it has a fair pay system. It reflects our core values and helps us to control costs. Avoiding unfair discrimination improves morale and enhances efficiency.

The College will take action to ensure that that staff receive equal pay for the same or broadly similar work, for work rated as equivalent and for work of equal value, whatever their age, nationality, ethnic or national origin, disability, sexual orientation, gender (including staff who have undergone gender re-assignment), marital or parental status, religion, political belief or socio-economic background and trade union membership.

In order to achieve this the College operates a pay system that is transparent, based on objective criteria, and free from unlawful bias. We use the Higher Education Role Analysis (HERA) system to assist with determining equal pay.

In order to put our commitment to equal pay into practice we will:

- Implement an equal pay review in line with EOC guidance for all current staff and starting pay for new staff (including those on maternity leave, career breaks, or non-standard contracts).
- Implement actions in a planned programme in partnership with the workforce.
- Carry out regular monitoring of the impact of our practices.
- Inform employees of how these practices work and how their own pay is arrived at on request from a role holder. We will respond to grievances on equal pay as a priority.
- Provide training and guidance for managers and supervisory staff involved in decisions about pay and benefits.

# **RACE EQUALITY SCHEME**

## **Introduction**

This Race Equality Scheme brings together actions being taken to achieve race equality. It affects all staff and students in the College, but particularly those responsible for appointing and managing staff and those admitting and teaching students.

## **Background**

The College has a duty to promote race equality under the Race Relations (Amendment) Act 2002. The Duty requires that the College develop existing race equality policies and action plans to have due regard to the need to:

- eliminate unlawful racial discrimination;
- promote equality of opportunity; and,
- promote good relations between persons of different racial groups.

The Act also places specific duties on the College. The College is required to prepare and publish a Race Equality Scheme and Action Plan which sets out how it will:

- assess and consult on the likely impact of proposed policies on the promotion of race equality;
- monitor its policies for any adverse impact on the promotion of race equality;
- publish the results of such assessments and consultation;
- ensure public access to the information and services that it provides;
- train staff in connection with the general and specific duties; and,
- review the Scheme every three years.

## **Context**

The College seeks to ensure appropriate representation from ethnic groups within its own community, recognising however that we are an internationally renowned institution, drawing students and staff from around the world.

The 2001 Census of the Scottish population shows that the percentage of total minority ethnic population living in the Lothians is 2.8% (base 778,367), which is 21.4% of the total living in Scotland. The DED has considered this statistic in comparison with our own data.

The College makes use of both quantitative and qualitative data to inform its promotion of race equality. This data covers areas such as recruitment, development, promotion and retention of staff and students. This data is considered by the Disability Equality and Diversity Committee in its progression of the Scheme.

The College has a robust Quality Assurance Framework for validating, monitoring and assuring standards for teaching and learning practices. Policy/regulation review is part of the framework and reviews take consideration of legislation and sector developments. The QAF is monitored by the Academic Council.

A detailed breakdown of the statistics can be found in the following appendices:

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- [Appendix 8](#) – 2008/09 Ethnicity Statistics: Progression

## **Stakeholder Involvement**

The College recognises that Stakeholder involvement is key to promoting and monitoring race equality and aims to involve stakeholders in identifying and prioritising actions to eliminate discrimination and to promote race equality.

Edinburgh College of Art aim to invite Equality Forward to meetings of its DED on a regular basis to consult on the approach to and the progress of its Equality Scheme.

## **Internal Stakeholders**

For students, the Student Association has representation on the Disability Equality and Diversity Advisory Group. Student Evaluation Questionnaires contain specific questions on discrimination and the Student Portal enables students to comment on their experiences.

For staff, the appointed Disability Equality and Diversity Advisory Group representative or Equalities Contact is available to offer information and support. HR are available to address any queries or concerns as are Trade Union representatives. In addition the Staff have access to the Disability, Equality, Diversity Questionnaire in which they can raise any concerns or provide feedback.

Heads of Department are responsible for putting the College's Race Equality policy into practice, ensuring that staff are aware of their responsibilities and taking action against those who discriminate. Heads of Department (both Academic and Administrative) are required to ensure that all departmental functions meet the requirements of the Act and comply with the College's Race Equality Policy.

### **Impact of Policies**

The College assesses the impact of all its policies, including the Race Equality Policy, on students and staff from different racial groups. Policies are defined within the Statutory Code of Practice as the formal and informal decisions about how the College carries out its duties, and uses its powers. This includes:

- Admission and access
- Student achievement and assessment
- Guidance and support for students
- Teaching and Learning
- The curriculum
- Staff recruitment, development and support
- Partnerships and community links
- Procurement and outsourcing
- Quality assurance

College policies and procedures are reviewed by the members of staff, relevant groups or committees, to ascertain whether they adversely affect equality of opportunity for some or all ethnic minority staff and students or help promote racial equality.

## **Student Admissions and Access**

Edinburgh College of Art monitors all stages of the admissions process, achievements and progress of students. The Academic Registry produces Reports for consideration by the Learning and Teaching Board and other academic committees, as appropriate and monitoring information is reported through the normal channels to the Academic Council.

The College's Admissions Policy makes a clear commitment to equality. Students are encouraged to provide information on ethnic origin through the admissions process and this data is monitored and compared to national performance indicators.

## **Student Achievement and Assessment**

Data on retention and achievement of students by ethnic origin is included in the College's Annual Programme Monitoring Review process. This monitoring enables the identification of any areas where action is required and also feeds into the development of the Equality Action Plan.

## **Guidance and Support for Students**

The department of Student Services offers professional support for all students and actively promotes equality of access to and delivery of its services. These services include International Student Advice; Language and Academic Support; Disability Advice; Student Counselling; Accommodation; Student Exchange; Employability and Careers Advice. It is also a centre for students to access sports and exercise facilities and advice on accessing primary health care.

Language support is available to students whose first language is not English. Help with difficulties which result from studying in a second language is available in a number of areas. These include: listening, speaking, reading and writing, together with vocabulary, grammar and pronunciation. Language tuition in English for Academic Purposes is provided by Student Services both on a one to one basis and in small groups. Self-help resources are also available on the College's eportal.

Student Services also offer a Pre-sessional Programme during the summer to develop English Language specifically for use when studying art, design and architecture disciplines.

The curriculum is also supported by Catering Services who recognise the cultural diversity in the student population. In promoting racial equality the College has a firm programme of special theme days to illuminate the different parts of the world our students come from. We celebrate Chinese New Year, have theme days for French, Spanish and Asian menus and give students an opportunity to sample Scottish Cuisine both on the menu and at student functions.

The College Chaplain offers spiritual support for all students of any faith or none.

### **Teaching and Learning**

#### **Internationalisation of the curriculum: the globalisation of art and design**

Edinburgh College of Art takes measures within the curriculum to promote and address issues related to race equality and anti-racism. The following is an example of the promotion of race equality:

#### **School of Architecture**

Edinburgh College of Art has a very mixed group at level 5 Architecture, with many overseas (and non-European) students taking a course in the history of Scottish Architecture. What we find we all share in common is the vernacular building - the intelligence involved in creating structures that can survive in all climates. Also certain common forms of architectural expression - monumentality, sacred buildings and sites, domesticity, ornament and the historical transformation of architectural imagery through form and style are common to all cultures. The course emphasises that the particular in Scottish buildings is *analogous* to other cultures' national styles. The course also encourages overseas students to present seminars on their own 'architectures' in order to enlarge our knowledge as students and teachers. All students explore possible creative linkages between the history topic studied and their design project, and present these at the seminar conference. Thus we can all learn from a whole range of world architecture.

### **Staff Recruitment, Development and Support**

Human Resources (HR) have worked in partnership with Queen Margaret University College (QMUC) in relation to their 'Festival of Diversity' which was held in 2006. This included events covering all aspects of diversity for our staff and students to get involved in and attend.

HR also work with QMUC in relation to learning and development in relation to Equal Opportunities. We have planned a calendar of equal opportunities training, choosing a particular topic each month (including race). We have also included awareness raising of equal opportunity issues and publications at events such as National Learning at Work Day (May 2005) and at various times throughout the year. This initiative is designed to enhance the quality of the incorporation of race equality issues into the curriculum and to promote anti-racism within the community of eca.

The College monitors recruitment and career progression of all staff, and the department of Human Resources ensures that training is available for members of staff involved in the relevant processes and reports on staff periodically to the Senior Management Group.

### Action Plan

Objective	Action	Target	Lead	Outcome
Ensure all working practice within the College does not negatively impact on students and staff of different racial groups	Monitor and assess the impact the race equality policy, on students and staff of different racial groups and publish the results	Summer 2009	Quality Office HR Planning and policy Office	Ongoing
Ensure all working practice within the College does not negatively impact on students and staff of different racial groups	Assess and consult on the likely impact of proposed policies on the promotion of race equality and publish outcomes.	Ongoing	Quality Office HR Planning and Policy Office	Ongoing
Ensure public access to eca information and services	Access to be ensured via web-site	Annually review web-site for accuracy and update	External Relations Academic Registry	Ongoing
Train staff in connection with the duties imposed by the Race Equality Duty.	Race and globalisation workshops to be held annually for all staff	Annually in September	Human Resources	Ongoing

## **APPENDIX 1**

2007/08 Disability Statistics: Applications

<b>41 School of Architecture</b>	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
[0] NO DISABILITY	528	559	604
[1] DYSLEXIA	23	27	37
[2] BLIND/PARTIALLY SIGHTED	1	1	
[3] DEAF/HEARING IMPAIRMENT		1	3
[4] WHEELCHAIR USER/MOBILITY DIFFICULTY			1
[7] UNSEEN DISABILITY EG DIABETES,EPILEPSY	4	5	4
[9] OTHER DISABILITY	2	7	5
[99] NOT KNOWN	1	2	8
<b>Total</b>	<b>559</b>	<b>602</b>	<b>662</b>

<b>43 School of Landscape Architecture</b>	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
[0] NO DISABILITY	115	113	118
[1] DYSLEXIA	7	6	8
[7] UNSEEN DISABILITY EG DIABETES,EPILEPSY	1		1
[9] OTHER DISABILITY	1		1
[99] NOT KNOWN	1	1	2
<b>Total</b>	<b>125</b>	<b>120</b>	<b>130</b>

<b>50 First Year Studies</b>	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
[0] NO DISABILITY	804	745	867
[1] DYSLEXIA	59	54	54
[10] Autistic Spectrum Disorder			1
[2] BLIND/PARTIALLY SIGHTED	1	1	2
[3] DEAF/HEARING IMPAIRMENT	3	4	1
[4] WHEELCHAIR USER/MOBILITY DIFFICULTY			1
[6] MENTAL HEALTH DIFFICULTY	4	2	4
[7] UNSEEN DISABILITY EG DIABETES,EPILEPSY	6	7	5
[8] MULTIPLE DISABILITIES		2	
[9] OTHER DISABILITY	7	10	3
<b>Total</b>	<b>884</b>	<b>825</b>	<b>938</b>

53 School of Design	2008/9
[0] NO DISABILITY	23
[1] DYSLEXIA	2
<b>Total</b>	<b>25</b>

<b>54 School of Drawing and Painting</b>	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
[0] NO DISABILITY	135	146	141
[1] DYSLEXIA	9	9	17
[2] BLIND/PARTIALLY SIGHTED	1		
[4] WHEELCHAIR USER/MOBILITY DIFFICULTY			1
[6] MENTAL HEALTH DIFFICULTY	1	4	
[7] UNSEEN DISABILITY EG DIABETES,EPILEPSY	3	1	
[8] MULTIPLE DISABILITIES			3
[9] OTHER DISABILITY	3	1	
[99] NOT KNOWN	1	2	1
<b>Total</b>	<b>153</b>	<b>163</b>	<b>163</b>

<b>55 School of Sculpture</b>	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
[0] NO DISABILITY	62	54	47
[1] DYSLEXIA	15	4	7
[3] DEAF/HEARING IMPAIRMENT	2		
[6] MENTAL HEALTH DIFFICULTY		3	
[7] UNSEEN DISABILITY EG DIABETES,EPILEPSY	3		
[9] OTHER DISABILITY	3		1
[99] NOT KNOWN	1		1
<b>Total</b>	<b>86</b>	<b>61</b>	<b>56</b>

<b>56 School of Design and Applied Arts</b>	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
[0] NO DISABILITY	496	433	442
[1] DYSLEXIA	33	38	23
[2] BLIND/PARTIALLY SIGHTED			1
[3] DEAF/HEARING IMPAIRMENT		2	1
[4] WHEELCHAIR USER/MOBILITY DIFFICULTY		1	
[6] MENTAL HEALTH DIFFICULTY		1	1
[7] UNSEEN DISABILITY EG DIABETES,EPILEPSY	7	6	2
[8] MULTIPLE DISABILITIES	1	1	1
[9] OTHER DISABILITY	4		
[98] INFORMATION NOT SOUGHT	1		
[99] NOT KNOWN	3		4
<b>Total</b>	<b>545</b>	<b>482</b>	<b>475</b>

<b>57 School of Visual Communication</b>	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
[0] NO DISABILITY	512	614	576
[1] DYSLEXIA	34	37	32
[2] BLIND/PARTIALLY SIGHTED			1
[3] DEAF/HEARING IMPAIRMENT	3	2	2
[4] WHEELCHAIR USER/MOBILITY DIFFICULTY	1		1
[6] MENTAL HEALTH DIFFICULTY	2	5	7
[7] UNSEEN DISABILITY EG DIABETES,EPILEPSY	7	5	6
[8] MULTIPLE DISABILITIES	3	1	
[9] OTHER DISABILITY	1	9	1
[99] NOT KNOWN	2		4
<b>Total</b>	<b>565</b>	<b>673</b>	<b>630</b>

<b>58 Centre for Visual and Cultural Studies</b>	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
[0] NO DISABILITY	8	15	19
[1] DYSLEXIA	1		1
[2] BLIND/PARTIALLY SIGHTED			1
[7] UNSEEN DISABILITY EG DIABETES,EPILEPSY			1
[99] NOT KNOWN			1
<b>Total</b>	<b>9</b>	<b>15</b>	<b>23</b>

<b>59 Centre for Continuing Studies</b>	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
[0] NO DISABILITY	14	25	3
[10] Autistic Spectrum Disorder		1	
[2] BLIND/PARTIALLY SIGHTED	1		
[6] MENTAL HEALTH DIFFICULTY		1	
[9] OTHER DISABILITY		1	1
<b>Total</b>	<b>15</b>	<b>28</b>	<b>4</b>

<b>60 Collaboration - DP and LA</b>	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
<b>[0] NO DISABILITY</b>	14	16	16
<b>[1] DYSLEXIA</b>	1		1
<b>[7] UNSEEN DISABILITY EG DIABETES,EPILEPSY</b>			1
<b>Total</b>	15	16	18

<b>61 GRADUATE RESEARCH SCHOOL</b>	<b>2007/8</b>	<b>2008/9</b>
<b>[0] NO DISABILITY</b>	3	9
<b>[1] DYSLEXIA</b>	1	
<b>Total</b>	4	9

62 STUDENT SERVICES	2008/9
[0] NO DISABILITY	8
Total	8

All Applications	2006/7	2007/8	2008/9
[0] NO DISABILITY	2,546	2,601	2,752
[1] DYSLEXIA	172	168	173
[10] Autistic Spectrum Disorder		1	1
[2] BLIND/PARTIALLY SIGHTED	3	2	5
[3] DEAF/HEARING IMPAIRMENT	8	9	6
[4] WHEELCHAIR USER/MOBILITY DIFFICULTY	1	1	4
[6] MENTAL HEALTH DIFFICULTY	6	15	12
[7] UNSEEN DISABILITY EG DIABETES,EPILEPSY	29	23	19
[8] MULTIPLE DISABILITIES	4	4	4
[9] OTHER DISABILITY	19	28	12
[98] INFORMATION NOT SOUGHT	1		
[99] NOT KNOWN	9	5	21
<b>Total</b>	<b>2,798</b>	<b>2,857</b>	<b>3,009</b>

## **APPENDIX 2**

2007/08 Disability Statistics: Progression

41 School of Architecture

	2007/8									
		01 Pass & Progress	02 Resit(s) Passed	04 No Decision Made by Exam	05 Course Complete: Award	06 Resit(s)/Repeat(s) Required to	07 Withdraw: Academic Reasons	08 Withdrawn: Personal Reasons	09 Temporary Suspension	Total
[0] NO DISABILITY	23	158	41	5	105	24	4	1	3	364
[1] DYSLEXIA	2	22	7		10		1		1	43
[3] DEAF/HEARING IMPAIRMENT		3								3
[7] UNSEEN DISABILITY EG DIABETES,EPILEPSY		2			1					3
[8] MULTIPLE DISABILITIES		1								1
[9] OTHER DISABILITY		1			3					4
[99] NOT KNOWN		1								1
<b>Total</b>	<b>25</b>	<b>188</b>	<b>48</b>	<b>5</b>	<b>119</b>	<b>24</b>	<b>5</b>	<b>1</b>	<b>4</b>	<b>419</b>

43 School of Landscape Architecture

	2007/8								
		01 Pass & Progress	02 Resit(s) Passed	04 No Decision Made by Exam	05 Course Complete: Award	06 Resit(s)/Repeat(s) Required to	07 Withdraw: Academic Reasons	09 Temporary Suspension	Total
[0] NO DISABILITY	16	62	17	3	37	8	3	1	147
[1] DYSLEXIA	1	7	2		3	1			14
[7] UNSEEN DISABILITY EG DIABETES,EPIL					1				1
[9] OTHER DISABILITY	1	1							2
[99] NOT KNOWN						2			2
<b>Total</b>	18	70	19	3	41	11	3	1	166

50 First Year Studies

	2007/8					
		01 Pass & Progress	02 Resit(s) Passed	06 Resit(s)/Repeat(s) Required to	07 Withdraw: Academic Reasons	Total
[0] NO DISABILITY	5	113	4	4	6	132
[1] DYSLEXIA	1	9	1			11
[10] Autistic Spectrum Disorder		1				1
[2] BLIND/PARTIALLY SIGHTED				1		1
[3] DEAF/HEARING IMPAIRMENT		1				1
[9] OTHER DISABILITY		1				1
<b>Total</b>	<b>6</b>	<b>125</b>	<b>5</b>	<b>5</b>	<b>6</b>	<b>147</b>

54 School of Drawing and Painting

	2007/8								
		01 Pass & Progress	02 Resit(s) Passed	04 Course Complete: Award	05 Course Complete: Award	06 Resit(s)/Repeat(s) Required to	09 Temporary Suspension	10 Transferred	Total
[0] NO DISABILITY	6	142	6	13	36	4			207
[1] DYSLEXIA	1	20		2	20		1	1	45
[3] DEAF/HEARING IMPAIRMENT		1			1				2
[6] MENTAL HEALTH DIFFICULTY		2							2
[7] UNSEEN DISABILITY EG DIABETES,EPILEPSY		1			2				3
[8] MULTIPLE DISABILITIES					1				1
[9] OTHER DISABILITY		1							1
[99] NOT KNOWN	1	1			1				3
<b>Total</b>	<b>8</b>	<b>168</b>	<b>6</b>	<b>15</b>	<b>61</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>264</b>

55 School of Sculpture

	2007/8									
		01 Pass & Progress	02 Resit(s) Passed	04 Course Complete: Award	04 No Decision Made by Exam	05 Course Complete: Award	06 Resit(s)/Repeat(s) Required to	07 Withdraw: Academic Reasons	08 Withdraw: Personal Reasons	Total
[0] NO DISABILITY	10	42	1	3	1	16	3	1		77
[1] DYSLEXIA	1	13	1			7	1		1	24
[3] DEAF/HEARING IMPAIRMENT						1				1
[7] UNSEEN DISABILITY EG DIABETES,EPIL	1					2				3
[8] MULTIPLE DISABILITIES		3								3
<b>Total</b>	12	58	2	3	1	26	4	1	1	108

56 School of Design and Applied Arts

	2007/8								
		01 Pass & Progress	02 Resit(s) Passed	05 Course Complete: Award	06 Resit(s)/Repeat(s) Required to	07 Withdraw: Academic Reasons	08 Withdraw: Personal Reasons	09 Temporary Suspension	Total
[0] NO DISABILITY	29	129	16	70	4	5	1		254
[1] DYSLEXIA	2	23	4	32				1	62
[6] MENTAL HEALTH DIFFICULTY		1							1
[7] UNSEEN DISABILITY EG DIABETES,EPIL		6							6
[8] MULTIPLE DISABILITIES		1	1	2					4
[9] OTHER DISABILITY	1	1							2
[99] NOT KNOWN	5	1							6
<b>Total</b>	<b>37</b>	<b>162</b>	<b>21</b>	<b>104</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>335</b>

57 School of Visual Communication

	2007/8									
		01 Pass & Progress	02 Resit(s) Passed	04 No Decision Made by Exam	05 Course Complete: Award	06 Resit(s)/Repeat(s) Required to	07 Withdraw: Academic Reasons	08 Withdraw: Personal Reasons	09 Temporary Suspension	Total
[0] NO DISABILITY	14	119	17		87	4	2	1	2	246
[1] DYSLEXIA	1	11	3	1	16	1			1	34
[4] WHEELCHAIR USER/MOBILITY DIFFICUL		1			1					2
[6] MENTAL HEALTH DIFFICULTY		1								1
[7] UNSEEN DISABILITY EG DIABETES,EPILE		1		1	1					3
[8] MULTIPLE DISABILITIES					1					1
[9] OTHER DISABILITY		1								1
[99] NOT KNOWN	1	1			1					3
<b>Total</b>	16	135	20	2	107	5	2	1	3	291

58 Centre for Visual and Cultural Studies

	2007/8				
		01 Pass & Progress	05 Course Complete: Award	09 Temporary Suspension	Total
[0] NO DISABILITY	8	12	4	1	25
[1] DYSLEXIA			1		1
<b>Total</b>	8	12	5	1	26

59 Centre for Continuing Studies

	2007/8					
		01 Pass & Progress	04 No Decision Made by Exam	05 Course Complete: Award	06 Resit(s)/Repeat(s) Required to	Total
[0] NO DISABILITY	6	26	1	5	1	39
[1] DYSLEXIA		2		1		3
[6] MENTAL HEALTH DIFFICULTY		3				3
[7] UNSEEN DISABILITY EG DIABETES,EPIL		1		1		2
[8] MULTIPLE DISABILITIES		2		1		3
[9] OTHER DISABILITY		3				3
[99] NOT KNOWN	1	1				2
<b>Total</b>	<b>7</b>	<b>38</b>	<b>1</b>	<b>8</b>	<b>1</b>	<b>55</b>

60 Collaboration - DP and LA

	2007/8			
		01 Pass & Progress	05 Course Complete: Award	Total
[0] NO DISABILITY	4	9	10	23
[1] DYSLEXIA			1	1
<b>Total</b>	4	9	11	24

61 GRADUATE RESEARCH SCHOOL

	2007/8		
		01 Pass & Progress	Total
[0] NO DISABILITY	1	1	2
[1] DYSLEXIA	1		1
[99] NOT KNOWN	1		1
<b>Total</b>	<b>3</b>	<b>1</b>	<b>4</b>

## 2007/8 Disability Statistics: Progression

### All Students

2007/8												
		01 Pass & Progress	02 Resit(s) Passed	04 Course Complete: Award	04 No Decision Made by Exam Board	05 Course Complete: Award	06 Resit(s)/Repeat(s) Required to Progress	07 Withdraw: Academic Reasons	08 Withdraw: Personal Reasons	09 Temporary Suspension	10 Transferred	Total
[0] NO DISABILITY	122	813	102	16	10	370	52	21	3	7		1,516
[1] DYSLEXIA	10	107	18	2	1	91	3	1	1	4	1	239
[10] Autistic Spectrum Disorder		1										1
[2] BLIND/PARTIALLY SIGHTED							1					1
[3] DEAF/HEARING IMPAIRMENT		5				2						7
[4] WHEELCHAIR USER/MOBILITY		1				1						2
[6] MENTAL HEALTH DIFFICULTY		7										7
[7] UNSEEN DISABILITY EG DIABETES,EPILEPSY	1	11			1	8						21
[8] MULTIPLE DISABILITIES		7	1			5						13

## 2007/8 Disability Statistics: Progression

	2007/8											
		01 Pass & Progress	02 Resit(s) Passed	04 Course Complete: Award	04 No Decision Made by Exam Board	05 Course Complete: Award	06 Resit(s)/Repeat(s) Required to Progress	07 Withdraw: Academic Reasons	08 Withdrawn: Personal Reasons	09 Temporary Suspension	10 Transferred	Total
[9] OTHER DISABILITY	2	9				3						14
[99] NOT KNOWN	9	5				2	2					18
Total	144	966	121	18	12	482	58	22	4	11	1	1,839

## **APPENDIX 3**

2006/07 – 2008/09 Disability and Age Range Statistics

**41 School of Architecture**

<b>Disability</b>	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
[0] NO DISABILITY	366	364	329
[1] DYSLEXIA	39	43	39
[3] DEAF/HEARING IMPAIRMENT	2	3	4
[4] WHEELCHAIR USER/MOBILITY DIFFICULTY	0	0	1
[6] MENTAL HEALTH DIFFICULTY	1	0	0
[7] UNSEEN DISABILITY EG DIABETES,EPILEPSY	1	3	3
[8] MULTIPLE DISABILITIES	1	1	0
[9] OTHER DISABILITY	3	4	1
[99] NOT KNOWN	3	1	0
<b>Total</b>	<b>416</b>	<b>419</b>	<b>377</b>

<b>Age range</b>	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
17	5	5	6
18	39	37	28
19	47	44	48
20 to 22	162	150	132
23 to 24	72	74	80
25 to 30	64	78	59
31 to 40	19	21	21
41 to 50	5	7	
51+	3	3	3
<b>Total</b>	<b>416</b>	<b>419</b>	<b>377</b>

**43 School of Landscape Architecture**

<b>Disability</b>	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
[0] NO DISABILITY	143	147	112
[1] DYSLEXIA	17	14	11
[3] DEAF/HEARING IMPAIRMENT	0	0	1
[4] WHEELCHAIR USER/MOBILITY DIFFICULTY	1	0	0
[7] UNSEEN DISABILITY EG DIABETES,EPILEPSY	2	1	1
[9] OTHER DISABILITY	2	2	1
[99] NOT KNOWN	3	2	0
<b>Total</b>	<b>168</b>	<b>166</b>	<b>126</b>

<b>Age range</b>	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
17	3	3	2
18	9	10	11
19	11	14	11
20 to 22	54	50	38
23 to 24	30	29	27
25 to 30	30	36	26
31 to 40	22	14	7
41 to 50	6	5	2
51+	3	5	2
<b>Total</b>	<b>168</b>	<b>166</b>	<b>126</b>

**50 First Year Studies**

<b>Disability</b>	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
[0] NO DISABILITY	119	132	135
[1] DYSLEXIA	17	11	11
[10] Autistic Spectrum Disorder	0	1	1
[2] BLIND/PARTIALLY SIGHTED	0	1	1
[3] DEAF/HEARING IMPAIRMENT	0	1	0
[6] MENTAL HEALTH DIFFICULTY	1	0	0
[7] UNSEEN DISABILITY EG DIABETES,EPILEPSY	1	0	0
[9] OTHER DISABILITY	1	1	0
<b>Total</b>	<b>139</b>	<b>147</b>	<b>148</b>

<b>Age range</b>	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
17	18	15	18
18	70	71	70
19	24	27	32
20 to 22	14	22	18
23 to 24	3	3	4
25 to 30	3	6	4
31 to 40	3	2	2
41 to 50	4	1	
<b>Total</b>	<b>139</b>	<b>147</b>	<b>148</b>

**53 School of Design**

<b>Disability</b>	<b>2008/9</b>
[0] NO DISABILITY	375
[1] DYSLEXIA	50
[2] BLIND/PARTIALLY SIGHTED	1
[3] DEAF/HEARING IMPAIRMENT	1
[4] WHEELCHAIR USER/MOBILITY DIFFICULTY	1
[6] MENTAL HEALTH DIFFICULTY	2
[7] UNSEEN DISABILITY EG DIABETES,EPILEPSY	4
[8] MULTIPLE DISABILITIES	2
[9] OTHER DISABILITY	3
<b>Total</b>	<b>439</b>

<b>Age range</b>	<b>2008/9</b>
18	9
19	56
20 to 22	247
23 to 24	55
25 to 30	46
31 to 40	21
41 to 50	3
No DoB on File	2
<b>Total</b>	<b>439</b>

**54 School of Drawing and Painting**

<b>Disability</b>	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
[0] NO DISABILITY	191	207	228
[1] DYSLEXIA	49	45	26
[10] Autistic Spectrum Disorder	0	0	1
[3] DEAF/HEARING IMPAIRMENT	1	2	1
[6] MENTAL HEALTH DIFFICULTY	3	2	2
[7] UNSEEN DISABILITY EG DIABETES,EPILEPSY	2	3	1
[8] MULTIPLE DISABILITIES	2	1	0
[9] OTHER DISABILITY	1	1	1
[99] NOT KNOWN	1	3	2
<b>Total</b>	<b>250</b>	<b>264</b>	<b>262</b>

<b>Age range</b>	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
17		1	1
18	5	18	7
19	42	40	41
20 to 22	121	131	121
23 to 24	27	20	28
25 to 30	25	23	27
31 to 40	12	16	10
41 to 50	13	11	11
51+	5	4	3
No DoB on File			13
<b>Total</b>	<b>250</b>	<b>264</b>	<b>262</b>

**55 School of Sculpture**

<b>Disability</b>	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
[0] NO DISABILITY	94	77	84
[1] DYSLEXIA	29	24	19
[3] DEAF/HEARING IMPAIRMENT	1	1	0
[7] UNSEEN DISABILITY EG DIABETES,EPILEPSY	3	3	1
[8] MULTIPLE DISABILITIES	3	3	3
[9] OTHER DISABILITY	1	0	0
[99] NOT KNOWN	1	0	0
<b>Total</b>	<b>132</b>	<b>108</b>	<b>107</b>

<b>Age range</b>	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
17	1		
18	10	2	4
19	24	16	13
20 to 22	59	51	50
23 to 24	16	8	12
25 to 30	11	17	18
31 to 40	6	7	6
41 to 50	5	4	1
51+		3	3
<b>Total</b>	<b>132</b>	<b>108</b>	<b>107</b>

**56 School of Design and Applied Arts**

<b>Disability</b>	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
[0] NO DISABILITY	270	254	43
[1] DYSLEXIA	63	62	4
[6] MENTAL HEALTH DIFFICULTY	1	1	0
[7] UNSEEN DISABILITY EG DIABETES,EPILEPSY	6	6	0
[8] MULTIPLE DISABILITIES	5	4	1
[9] OTHER DISABILITY	3	2	0
[99] NOT KNOWN	3	6	0
<b>Total</b>	<b>351</b>	<b>335</b>	<b>48</b>

<b>Age range</b>	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
18	12	13	
19	47	45	10
20 to 22	162	165	19
23 to 24	47	38	6
25 to 30	53	45	8
31 to 40	23	20	4
41 to 50	7	7	1
No DoB on File		2	
<b>Total</b>	<b>351</b>	<b>335</b>	<b>48</b>

**57 School of Visual Communication**

<b>Disability</b>	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
[0] NO DISABILITY	246	246	72
[1] DYSLEXIA	41	34	4
[3] DEAF/HEARING IMPAIRMENT	2	0	0
[4] WHEELCHAIR USER/MOBILITY DIFFICULTY	3	2	0
[6] MENTAL HEALTH DIFFICULTY	0	1	0
[7] UNSEEN DISABILITY EG DIABETES,EPILEPSY	1	3	1
[8] MULTIPLE DISABILITIES	1	1	0
[9] OTHER DISABILITY	0	1	0
[99] NOT KNOWN	2	3	1
<b>Total</b>	<b>296</b>	<b>291</b>	<b>78</b>

<b>Age range</b>	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
18	5	5	2
19	38	30	14
20 to 22	129	143	26
23 to 24	43	36	8
25 to 30	59	49	19
31 to 40	19	18	2
41 to 50	2	4	1
51+	1	2	
No DoB on File		4	6
<b>Total</b>	<b>296</b>	<b>291</b>	<b>78</b>

58 Centre for Visual and Cultural Studies

Disability	2006/7	2007/8	2008/9
[0] NO DISABILITY	21	25	19
[1] DYSLEXIA	1	1	0
[2] BLIND/PARTIALLY SIGHTED	0	0	1
<b>Total</b>	<b>22</b>	<b>26</b>	<b>20</b>

Age range	2006/7	2007/8	2008/9
20 to 22			2
23 to 24	2	2	1
25 to 30	9	8	8
31 to 40	9	13	9
41 to 50	2	2	
51+		1	
<b>Total</b>	<b>22</b>	<b>26</b>	<b>20</b>

**59 Centre for Continuing Studies**

<b>Disability</b>	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
[0] NO DISABILITY	50	39	24
[1] DYSLEXIA	4	3	2
[4] WHEELCHAIR USER/MOBILITY DIFFICULTY	1	0	0
[6] MENTAL HEALTH DIFFICULTY	2	3	4
[7] UNSEEN DISABILITY EG DIABETES,EPILEPSY	2	2	2
[8] MULTIPLE DISABILITIES	3	3	2
[9] OTHER DISABILITY	3	3	2
[99] NOT KNOWN	3	2	1
<b>Total</b>	<b>68</b>	<b>55</b>	<b>37</b>

<b>Age range</b>	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
20 to 22		1	
23 to 24	1		
25 to 30	4	2	1
31 to 40	14	11	5
41 to 50	18	14	13
51+	30	26	18
No DoB on File	1	1	
<b>Total</b>	<b>68</b>	<b>55</b>	<b>37</b>

60 Collaboration - DP and LA

Disability	2006/7	2007/8	2008/9
[0] NO DISABILITY	24	23	17
[1] DYSLEXIA	1	1	1
[99] NOT KNOWN	1	0	0
<b>Total</b>	<b>26</b>	<b>24</b>	<b>18</b>

Age range	2006/7	2007/8	2008/9
20 to 22	3	1	3
23 to 24	5	4	2
25 to 30	14	14	6
31 to 40	2		3
41 to 50		1	2
51+	1	3	2
No DoB on File	1	1	
<b>Total</b>	<b>26</b>	<b>24</b>	<b>18</b>

**61 GRADUATE RESEARCH SCHOOL**

<b>Disability</b>	<b>2007/8</b>	<b>2008/9</b>
<b>[0] NO DISABILITY</b>	2	2
<b>[1] DYSLEXIA</b>	1	0
<b>[99] NOT KNOWN</b>	1	0
<b>Total</b>	4	2

<b>Age range</b>	<b>2007/8</b>	<b>2008/9</b>
<b>31 to 40</b>	3	1
<b>41 to 50</b>	1	1
<b>Total</b>	4	2

**62 STUDENT SERVICES**

<b>Disability</b>	<b>2008/9</b>
<b>[0] NO DISABILITY</b>	8
<b>Total</b>	8

<b>Age range</b>	<b>2008/9</b>
<b>19</b>	1
<b>20 to 22</b>	2
<b>23 to 24</b>	2
<b>25 to 30</b>	2
<b>31 to 40</b>	1
<b>Total</b>	8

## **APPENDIX 4**

2007/08 Gender Statistics: Applications

**41 School of Architecture**

	2006/7	2007/8	2008/9
<b>Female</b>	234	253	296
<b>Male</b>	325	349	366
<b>Total</b>	559	602	662

**43 School of Landscape Architecture**

	2006/7	2007/8	2008/9
<b>Female</b>	65	60	61
<b>Male</b>	60	60	69
<b>Total</b>	125	120	130

**50 First Year Studies**

	2006/7	2007/8	2008/9
<b>Female</b>	661	645	734
<b>Male</b>	223	180	204
<b>Total</b>	884	825	938

**53 School of Design**

	2008/9
<b>Female</b>	16
<b>Male</b>	9
<b>Total</b>	25

**54 School of Drawing and Painting**

	2006/7	2007/8	2008/9
<b>Female</b>	116	130	126
<b>Male</b>	37	33	37
<b>Total</b>	153	163	163

**55 School of Sculpture**

	2006/7	2007/8	2008/9
<b>Female</b>	58	37	32
<b>Male</b>	28	24	24
<b>Total</b>	86	61	56

**56 School of Design and Applied Arts**

	2006/7	2007/8	2008/9
<b>Female</b>	457	418	399
<b>Male</b>	88	64	76
<b>Total</b>	545	482	475

**57 School of Visual Communication**

	2006/7	2007/8	2008/9
	2	0	2
<b>Female</b>	291	348	346
<b>Male</b>	272	325	282
<b>Total</b>	565	673	630

**58 Centre for Visual and Cultural Studies**

	2006/7	2007/8	2008/9
<b>Female</b>	6	13	15
<b>Male</b>	3	2	8
<b>Total</b>	9	15	23

**59 Centre for Continuing Studies**

	2006/7	2007/8	2008/9
<b>Female</b>	12	24	4
<b>Male</b>	3	4	0
<b>Total</b>	15	28	4

**60 Collaboration - DP and LA**

	2006/7	2007/8	2008/9
<b>Female</b>	12	10	11
<b>Male</b>	3	6	7
<b>Total</b>	15	16	18

**61 GRADUATE RESEARCH SCHOOL**

	2007/8	2008/9
<b>Female</b>	2	8
<b>Male</b>	2	1
<b>Total</b>	4	9

**62 STUDENT SERVICES**

	2008/9
<b>Female</b>	6
<b>Male</b>	2
<b>Total</b>	8

**All Applications**

	2006/7	2007/8	2008/9
	2	0	2
<b>Female</b>	1,817	1,854	1,971
<b>Male</b>	979	1,003	1,036
<b>Total</b>	2,798	2,857	3,009

## **APPENDIX 5**

2007/08 Gender Statistics: Progression

## 2007/8 Gender Statistics: Progression

### 41 School of Architecture

2007/8										
		01 Pass & Progress	02 Resit(s) Passed	04 No Decision Made by Exam Board	05 Course Complete: Award	06 Resit(s)/Repeat(s) Required to Progress	07 Withdraw: Academic Reasons	08 Withdrawn: Personal Reasons	09 Temporary Suspension	Total
<b>Female</b>	12	84	18	1	70	6	3	0	1	195
<b>Male</b>	13	104	30	4	49	18	2	1	3	224
<b>Total</b>	25	188	48	5	119	24	5	1	4	419

### 43 School of Landscape Architecture

2007/8									
		01 Pass & Progress	02 Resit(s) Passed	04 No Decision Made by Exam Board	05 Course Complete: Award	06 Resit(s)/Repeat(s) Required to Progress	07 Withdraw: Academic Reasons	09 Temporary Suspension	Total
<b>Female</b>	12	36	7	2	15	2	1	1	76
<b>Male</b>	6	34	12	1	26	9	2	0	90
<b>Total</b>	18	70	19	3	41	11	3	1	166

## 2007/8 Gender Statistics: Progression

### 50 First Year Studies

2007/8						
	01 Pass & Progress	02 Resit(s) Passed	06 Resit(s)/Repeat(s) Required to Progress	07 Withdraw: Academic Reasons	Total	
<b>Female</b>	5	98	2	3	6	114
<b>Male</b>	1	27	3	2	0	33
<b>Total</b>	6	125	5	5	6	147

### 54 School of Drawing and Painting

2007/8									
	01 Pass & Progress	02 Resit(s) Passed	04 Course Complete: Award	05 Course Complete: Award	06 Resit(s)/Repeat(s) Required to Progress	09 Temporary Suspension	10 Transferred	Total	
<b>Female</b>	5	124	5	12	43	4	1	1	195
<b>Male</b>	3	44	1	3	18	0	0	0	69
<b>Total</b>	8	168	6	15	61	4	1	1	264

55 School of Sculpture

		2007/8								
		01 Pass & Progress	02 Resit(s) Passed	04 Course Complete: Award	04 No Decision Made by Exam Board	05 Course Complete: Award	06 Resit(s)/Repeat(s) Required to Progress	07 Withdraw: Academic Reasons	08 Withdrawn: Personal Reasons	Total
<b>Female</b>	4	33	1	2	1	13	2	1	0	57
<b>Male</b>	8	25	1	1	0	13	2	0	1	51
<b>Total</b>	12	58	2	3	1	26	4	1	1	108

56 School of Design and Applied Arts

		2007/8							
		01 Pass & Progress	02 Resit(s) Passed	05 Course Complete: Award	06 Resit(s)/Repeat(s) Required to Progress	07 Withdraw: Academic Reasons	08 Withdrawn: Personal Reasons	09 Temporary Suspension	Total
<b>Female</b>	18	135	15	86	4	4	1	1	264
<b>Male</b>	19	27	6	18	0	1	0	0	71
<b>Total</b>	37	162	21	104	4	5	1	1	335

57 School of Visual Communication

		2007/8								
		01 Pass & Progress	02 Resit(s) Passed	04 No Decision Made by Exam Board	05 Course Complete: Award	06 Resit(s)/Repeat(s) Required to Progress	07 Withdraw: Academic Reasons	08 Withdrawn: Personal Reasons	09 Temporary Suspension	Total
<b>Female</b>	6	69	10	2	65	2	1	1	3	159
<b>Male</b>	10	66	10	0	42	3	1	0	0	132
<b>Total</b>	16	135	20	2	107	5	2	1	3	291

58 Centre for Visual and Cultural Studies

		2007/8			
		01 Pass & Progress	05 Course Complete: Award	09 Temporary Suspension	Total
<b>Female</b>	7	10	2	0	19
<b>Male</b>	1	2	3	1	7
<b>Total</b>	8	12	5	1	26

## 2007/8 Gender Statistics: Progression

### 59 Centre for Continuing Studies

	2007/8					
		01 Pass & Progress	04 No Decision Made by Exam Board	05 Course Complete: Award	06 Resit(s)/Repeat(s) Required to Progress	Total
<b>Female</b>	7	34	1	7	1	50
<b>Male</b>	0	4	0	1	0	5
<b>Total</b>	7	38	1	8	1	55

### 60 Collaboration - DP and LA

	2007/8			
		01 Pass & Progress	05 Course Complete: Award	Total
<b>Female</b>	2	6	8	16
<b>Male</b>	2	3	3	8
<b>Total</b>	4	9	11	24

61 GRADUATE RESEARCH SCHOOL

	2007/8		
		01 Pass & Progress	Total
<b>Female</b>	1	1	2
<b>Male</b>	2	0	2
<b>Total</b>	3	1	4

All Students

	2007/8											
		01 Pass & Progress	02 Resit(s) Passed	04 Course Complete: Award	04 No Decision Made by Exam Board	05 Course Complete: Award	06 Resit(s)/Repeat(s) Required to Progress	07 Withdraw: Academic Reasons	08 Withdraw: Personal Reasons	09 Temporary Suspension	10 Transferred	Total
<b>Female</b>	79	630	58	14	7	309	24	16	2	7	1	1,147
<b>Male</b>	65	336	63	4	5	173	34	6	2	4	0	692
<b>Total</b>	144	966	121	18	12	482	58	22	4	11	1	1,839

## **APPENDIX 6**

2006/07 - 2008/09 Ethnic Origins and Gender Statistics

## 41 School of Architecture

<b>Ethnic Origin</b>	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
Asian	37	28	16
Black	7	6	2
Chinese	13	13	11
Information Refused	4	3	14
Mixed: Other	3	4	3
Mixed: White & Asian	2	2	2
Mixed: White & Black	2	3	3
Other Ethnic Background	4	5	7
White	344	355	319
<b>Total</b>	<b>416</b>	<b>419</b>	<b>377</b>

<b>Gender</b>	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
Female	174	195	160
Male	242	224	217
<b>Total</b>	<b>416</b>	<b>419</b>	<b>377</b>

**43 School of Landscape Architecture**

<b>Ethnic Origin</b>	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
Asian	7	6	6
Chinese	9	9	6
Information Refused	3	5	4
Mixed: Other	2	1	1
Mixed: White & Asian	2	2	1
Other Ethnic Background	3	3	2
White	142	140	106
<b>Total</b>	<b>168</b>	<b>166</b>	<b>126</b>

<b>Gender</b>	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
Female	79	76	64
Male	89	90	62
<b>Total</b>	<b>168</b>	<b>166</b>	<b>126</b>

**50 First Year Studies**

<b>Ethnic Origin</b>	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
Asian	3		2
Black	1		
Chinese	4	5	4
Information Refused		2	8
Mixed: Other		1	1
Mixed: White & Asian	2	1	1
Mixed: White & Black		1	1
Other Ethnic Background	2	2	3
White	127	135	128
<b>Total</b>	<b>139</b>	<b>147</b>	<b>148</b>

<b>Gender</b>	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
Female	97	114	112
Male	42	33	36
<b>Total</b>	<b>139</b>	<b>147</b>	<b>148</b>

**53 School of Design**

<b>Ethnic Origin</b>	<b>2008/9</b>
Asian	18
Black	3
Chinese	31
Information Refused	4
Mixed: White & Asian	3
Mixed: White & Black	2
Other Ethnic Background	6
White	372
<b>Total</b>	<b>439</b>

<b>Gender</b>	<b>2008/9</b>
Female	305
Male	134
<b>Total</b>	<b>439</b>

**54 School of Drawing and Painting**

<b>Ethnic Origin</b>	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
Asian	8	3	3
Chinese	5	3	4
Information Refused		1	4
Mixed: Other	2	1	2
Mixed: White & Asian	4	3	3
Mixed: White & Black	1	1	2
Other Ethnic Background		2	2
White	230	250	242
<b>Total</b>	<b>250</b>	<b>264</b>	<b>262</b>

<b>Gender</b>	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
Female	193	195	205
Male	57	69	57
<b>Total</b>	<b>250</b>	<b>264</b>	<b>262</b>

## 55 School of Sculpture

<b>Ethnic Origin</b>	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
Asian	5	5	2
Chinese		1	1
Information Refused	3	1	6
Mixed: Other	3	3	3
Mixed: White & Asian		1	1
Other Ethnic Background		1	1
White	121	96	93
<b>Total</b>	<b>132</b>	<b>108</b>	<b>107</b>

<b>Gender</b>	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
Female	74	57	63
Male	58	51	44
<b>Total</b>	<b>132</b>	<b>108</b>	<b>107</b>

## 56 School of Design and Applied Arts

<b>Ethnic Origin</b>	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
	1		
<b>Asian</b>	16	22	
<b>Black</b>	1	2	
<b>Chinese</b>	17	19	
<b>Information Refused</b>	3	10	
<b>Mixed: Other</b>	8	1	
<b>Mixed: White &amp; Asian</b>	2	2	
<b>Mixed: White &amp; Black</b>	2	3	
<b>Other Ethnic Background</b>	2	4	2
<b>White</b>	299	272	46
<b>Total</b>	351	335	48

<b>Gender</b>	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
<b>Female</b>	266	264	35
<b>Male</b>	85	71	13
<b>Total</b>	351	335	48

## 57 School of Visual Communication

<b>Ethnic Origin</b>	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
Asian	12	8	1
Black	1		1
Chinese	14	22	
Information Refused	5	7	2
Mixed: Other	2	2	3
Mixed: White & Asian	4	4	
Mixed: White & Black	1	1	
Other Ethnic Background	3	2	3
White	254	245	68
<b>Total</b>	<b>296</b>	<b>291</b>	<b>78</b>

<b>Gender</b>	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
Female	185	159	53
Male	111	132	25
<b>Total</b>	<b>296</b>	<b>291</b>	<b>78</b>

## 58 Centre for Visual and Cultural Studies

<b>Ethnic Origin</b>	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
Asian	1	2	
Chinese	1		
Information Refused	1		
Mixed: White & Asian	2	2	1
Other Ethnic Background			1
White	17	22	18
<b>Total</b>	<b>22</b>	<b>26</b>	<b>20</b>

<b>Gender</b>	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
Female	14	19	17
Male	8	7	3
<b>Total</b>	<b>22</b>	<b>26</b>	<b>20</b>

**59 Centre for Continuing Studies**

<b>Ethnic Origin</b>	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
<b>Chinese</b>	1		
<b>Information Refused</b>	5	4	1
<b>White</b>	62	51	36
<b>Total</b>	68	55	37

<b>Gender</b>	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
<b>Female</b>	62	50	31
<b>Male</b>	6	5	6
<b>Total</b>	68	55	37

**60 Collaboration - DP and LA**

<b>Ethnic Origin</b>	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
Asian	3	1	1
Chinese	7	5	
Mixed: Other			1
Mixed: White & Asian		1	
Other Ethnic Background	1		
White	15	17	16
<b>Total</b>	<b>26</b>	<b>24</b>	<b>18</b>

<b>Gender</b>	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
Female	16	16	10
Male	10	8	8
<b>Total</b>	<b>26</b>	<b>24</b>	<b>18</b>

**61 GRADUATE RESEARCH SCHOOL**

<b>Ethnic Origin</b>	<b>2007/8</b>	<b>2008/9</b>
<b>White</b>	4	2
<b>Total</b>	4	2

<b>Gender</b>	<b>2007/8</b>	<b>2008/9</b>
<b>Female</b>	2	2
<b>Male</b>	2	
<b>Total</b>	4	2

**62 STUDENT SERVICES**

<b>Ethnic Origin</b>	<b>2008/9</b>
Asian	1
Chinese	4
Mixed: Other	1
Mixed: White & Asian	1
Other Ethnic Background	1
<b>Total</b>	<b>8</b>

<b>Gender</b>	<b>2008/9</b>
Female	6
Male	2
<b>Total</b>	<b>8</b>

## **APPENDIX 7**

2006/07 - 2008/09 Ethnicity Statistics: Applications

**41 School of Architecture**

	2006/7	2007/8	2008/9
	349	390	393
	3	0	0
<b>Asian</b>	15	28	24
<b>Black</b>	8	2	4
<b>Chinese</b>	13	11	13
<b>Information Refused</b>	1	2	16
<b>Mixed: Other</b>	0	2	3
<b>Mixed: White &amp; Asian</b>	0	0	3
<b>Mixed: White &amp; Black</b>	0	1	1
<b>Other Ethnic Background</b>	1	3	7
<b>White</b>	169	163	198
<b>Total</b>	559	602	662

**43 School of Landscape Architecture**

	2006/7	2007/8	2008/9
	36	41	47
	0	1	0
<b>Asian</b>	3	6	5
<b>Black</b>	0	0	1
<b>Chinese</b>	9	8	13
<b>Information Refused</b>	1	2	2
<b>Mixed: Other</b>	1	1	0
<b>Mixed: White &amp; Asian</b>	2	0	1
<b>Other Ethnic Background</b>	2	1	1
<b>White</b>	71	60	60
<b>Total</b>	125	120	130

**50 First Year Studies**

	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
	734	665	787
<b>Asian</b>	1	0	3
<b>Black</b>	1	0	0
<b>Chinese</b>	4	5	4
<b>Information Refused</b>	0	4	10
<b>Mixed: Other</b>	0	1	1
<b>Mixed: White &amp; Asian</b>	2	1	1
<b>Mixed: White &amp; Black</b>	0	2	1
<b>Other Ethnic Background</b>	2	2	2
<b>White</b>	140	145	129
<b>Total</b>	884	825	938

**53 School of Design**

	<b>2008/9</b>
<b>Asian</b>	1
<b>Chinese</b>	1
<b>Mixed: White &amp; Asian</b>	1
<b>Other Ethnic Background</b>	2
<b>White</b>	20
<b>Total</b>	25

**54 School of Drawing and Painting**

	2006/7	2007/8	2008/9
	68	89	77
<b>Asian</b>	5	6	7
<b>Chinese</b>	4	7	5
<b>Information Refused</b>	1	0	1
<b>Mixed: Other</b>	2	0	0
<b>Mixed: White &amp; Asian</b>	0	0	1
<b>White</b>	73	61	72
<b>Total</b>	153	163	163

**55 School of Sculpture**

	2006/7	2007/8	2008/9
	27	19	18
	1	0	0
<b>Asian</b>	0	5	2
<b>Chinese</b>	2	0	0
<b>Information Refused</b>	0	0	6
<b>Mixed: Other</b>	0	0	1
<b>Mixed: White &amp; Asian</b>	0	0	1
<b>Other Ethnic Background</b>	0	1	0
<b>White</b>	56	36	28
<b>Total</b>	86	61	56

**56 School of Design and Applied Arts**

	2006/7	2007/8	2008/9
	389	331	307
	1	0	0
<b>Asian</b>	12	22	30
<b>Black</b>	1	2	2
<b>Chinese</b>	35	25	33
<b>Information Refused</b>	2	3	4
<b>Mixed: Other</b>	2	1	0
<b>Mixed: White &amp; Asian</b>	0	2	1
<b>Mixed: White &amp; Black</b>	0	2	0
<b>Other Ethnic Background</b>	1	2	6
<b>White</b>	102	92	92
<b>Total</b>	545	482	475

**57 School of Visual Communication**

	2006/7	2007/8	2008/9
	407	493	399
	2	0	0
<b>Asian</b>	5	13	11
<b>Black</b>	1	0	2
<b>Chinese</b>	30	28	37
<b>Information Refused</b>	1	4	6
<b>Mixed: Other</b>	3	3	4
<b>Mixed: White &amp; Asian</b>	2	1	1
<b>Mixed: White &amp; Black</b>	0	1	0
<b>Other Ethnic Background</b>	2	1	11
<b>White</b>	112	129	159
<b>Total</b>	565	673	630

58 Centre for Visual and Cultural Studies

	2006/7	2007/8	2008/9
	1	0	1
<b>Asian</b>	1	1	2
<b>Chinese</b>	0	0	4
<b>Mixed: White &amp; Black</b>	0	0	1
<b>Other Ethnic Background</b>	0	0	2
<b>White</b>	7	14	13
<b>Total</b>	9	15	23

**59 Centre for Continuing Studies**

	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
	4	8	0
<b>Information Refused</b>	0	1	0
<b>White</b>	11	19	4
<b>Total</b>	15	28	4

**60 Collaboration - DP and LA**

	<b>2006/7</b>	<b>2007/8</b>	<b>2008/9</b>
<b>Asian</b>	3	1	2
<b>Chinese</b>	1	3	4
<b>Information Refused</b>	0	0	1
<b>Mixed: Other</b>	0	0	1
<b>Mixed: White &amp; Asian</b>	0	1	0
<b>White</b>	11	11	10
<b>Total</b>	15	16	18

**61 GRADUATE RESEARCH SCHOOL**

	2007/8	2008/9
<b>Asian</b>	1	1
<b>White</b>	3	8
<b>Total</b>	4	9

**62 STUDENT SERVICES**

	<b>2008/9</b>
<b>Asian</b>	1
<b>Chinese</b>	4
<b>Mixed: Other</b>	1
<b>Mixed: White &amp; Asian</b>	1
<b>Other Ethnic Background</b>	1
<b>Total</b>	8

All Applications		2006/7	2007/8
<b>[0] NO DISABILITY</b>		1,760	1,768
		5	1
	<b>Asian</b>	45	78
	<b>Black</b>	9	4
	<b>Chinese</b>	96	85
	<b>Information Ref</b>	4	14
	<b>Mixed: Other</b>	7	7
	<b>Mixed: White &amp;</b>	4	5
	<b>Mixed: White &amp;</b>	0	4
	<b>Other Ethnic Bæ</b>	5	8
	<b>White</b>	611	627
	<b>Total</b>	2,546	2,601
<b>[1] DYSLEXIA</b>		93	110
	<b>Asian</b>	0	2
	<b>Black</b>	2	0
	<b>Mixed: Other</b>	1	1
	<b>Mixed: White &amp;</b>	2	0
	<b>Mixed: White &amp;</b>	0	1
	<b>Other Ethnic Bæ</b>	2	1
	<b>White</b>	72	53
	<b>Total</b>	172	168
<b>[10] Autistic Spectrum Disorder</b>	<b>White</b>	0	1
	<b>Total</b>		1
<b>[2] BLIND/PARTIALLY SIGHTED</b>		3	0
	<b>Other Ethnic Bæ</b>	0	1
	<b>White</b>	0	1
	<b>Total</b>	3	2
<b>[3] DEAF/HEARING IMPAIRMENT</b>		8	7
	<b>White</b>	0	2
	<b>Total</b>	8	9
<b>[4] WHEELCHAIR USER/MOBILITY DIFFICULTY</b>		0	1
	<b>Other Ethnic Bæ</b>	1	0

**2008/9**

1,793

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79

8

109

41

9

9

3

28

673

2,752

116

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1

56

173

1

1

3

0

2

5

5

1

6

3

0

2006/7 - 2008/9 Ethnicity Statistics: Applications

		2006/7	2007/8
<b>[4] WHEELCHAIR USER/MOBILITY DIFFICULTY</b>	<b>White</b>	0	0
	<b>Total</b>	1	1
<b>[6] MENTAL HEALTH DIFFICULTY</b>		4	9
	<b>Mixed: Other</b>	0	0
	<b>White</b>	2	6
	<b>Total</b>	6	15
<b>[7] UNSEEN DISABILITY EG DIABETES,EPILEPSY</b>		13	10
	<b>Asian</b>	0	0
	<b>Information Ref</b>	0	1
	<b>White</b>	16	12
	<b>Total</b>	29	23
<b>[8] MULTIPLE DISABILITIES</b>		2	4
	<b>Asian</b>	0	0
	<b>White</b>	2	0
	<b>Total</b>	4	4
<b>[9] OTHER DISABILITY</b>		13	23
	<b>Information Ref</b>	1	0
	<b>White</b>	5	5
	<b>Total</b>	19	28
<b>[98] INFORMATION NOT SOUGHT</b>		1	0
	<b>Total</b>	1	
<b>[99] NOT KNOWN</b>		0	0
		1	0
	<b>Asian</b>	0	1
	<b>Black</b>	0	0
	<b>Chinese</b>	0	1
	<b>Information Ref</b>	1	0
	<b>White</b>	7	3
	<b>Total</b>	9	5
<b>Total</b>		2,798	2,857

2008/9

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8

21

3,009

## **APPENDIX 8**

2007/08 Ethnicity Statistics: Progression

## 2007/8 Disability Statistics: Progression

### 41 School of Architecture

2007/8										
		01 Pass & Progress	02 Resit(s) Passed	04 No Decision Made by Exam Board	05 Course Complete: Award	06 Resit(s)/Repeat(s) Required to Progress	07 Withdraw: Academic Reasons	08 Withdrawn: Personal Reasons	09 Temporary Suspension	Total
Asian	2	10	5	1	9	1	0	0	0	28
Black	1	1	1	1	1	0	1	0	0	6
Chinese	0	5	1	1	3	2	1	0	0	13
Information Refused	1	0	0	0	1	1	0	0	0	3
Mixed: Other	0	3	1	0	0	0	0	0	0	4
Mixed: White & Asian	0	1	0	0	1	0	0	0	0	2
Mixed: White & Black	1	1	1	0	0	0	0	0	0	3
Other Ethnic Background	0	1	2	0	2	0	0	0	0	5
White	20	166	37	2	102	20	3	1	4	355
<b>Total</b>	<b>25</b>	<b>188</b>	<b>48</b>	<b>5</b>	<b>119</b>	<b>24</b>	<b>5</b>	<b>1</b>	<b>4</b>	<b>419</b>