

## Annual Equality and Diversity Report: 2015-16

### 1 Introduction

This is the ninth annual Quality Assurance Audit of Equality and Diversity activities in the College, in accordance with Section 5.5 of the Equality and Diversity Policy, reproduced here:

An annual quality assurance audit for equality and diversity will be completed by the Director of Learning and Support Services. The audit will review College practices for equality and diversity provision, including the effectiveness of College policies and procedures, response to new legislation, successful resolution of any complaints/grievances in relation to equality and diversity, the effectiveness of staff training, provision of support and services for learners with learning difficulties and disabilities and health and safety aspects of equality and diversity.

The areas for review form sections 3 to 8 of this report.

### 2 Student and staff data 2015-16

#### 2.1 Student data and success

In terms of ethnicity for full-time learners, the College is attracting similar percentages of the different ethnic groups as the previous year. The College attracts a wide diversity of learners both from within the London Borough of Hillingdon as well as significant numbers from outside the Borough.

FT Students by Ethnicity	'16/17		'15/16
Any other mixed/multiple ethnic background	80	1.7%	1.9%
Any Other White Background	471	10.0%	10.6%
Asian or Asian British - any other	517	11.0%	11.8%
Asian or Asian British - Bangladeshi	62	1.3%	1.5%
Asian or Asian British - Chinese	9	0.2%	0.2%
Asian or Asian British - Indian	703	15.0%	12.8%
Asian or Asian British - Pakistani	354	7.5%	7.2%
Black or Black British - African	479	10.2%	11.3%
Black or Black British - any other	75	1.6%	2.0%
Black or Black British - Caribbean	240	5.1%	5.5%
English/Welsh/Scottish/Northern Irish/Br	1,000	21.3%	20.9%
Irish	23	0.5%	0.5%
Mixed Other	1	0.0%	0.0%
Mixed White and Asian	59	1.3%	1.3%
Mixed White and Black African	54	1.2%	1.4%
Mixed White and Black Caribbean	89	1.9%	2.4%
Not Known/Not Provided	3	0.1%	0.1%
Other - Arab	192	4.1%	3.4%
Other - Ethnic Group	269	5.7%	5.1%
White British	4	0.1%	0.1%
White Gypsy or Irish Traveller	6	0.1%	0.0%
White Other	1	0.0%	0.0%
<b>Total</b>	<b>4,691</b>		

*Breakdown of Uxbridge College students 2015-16 by ethnicity*

The gender breakdown by percentage for full time learners is broadly the same as last year.

FT Students by Gender	'16/17		'15/16
F	1,814	38.7%	39.3%
M	2,877	61.3%	60.7%
<b>Total</b>	<b>4,691</b>		

*Breakdown of Uxbridge College students 2015-16 by gender*

**Ethnicity:** Student success rates for 2015/16 by ethnicity are slightly higher than 14/15 and they remain high across most groups. All groups except 'Other Black; Other Mixed; White/Black African; White Black Caribbean; Gypsy Irish/Traveller are either above or within 5% of the college average (which is the target the College sets itself), and all are in line with or above national averages, except Chinese; Other Black; Other Mixed; White British; White/Black African; White/Black Caribbean.

Ethnicity	Leavers Overall	Completed Overall	Ach Overall	'15/16 Success %	'14/15 Success %	Nat Avg 14/15	'15/16 Suc % - Nat %
African	1,443	1,324	1,191	82.54	78.14	81.70	0.84
Arab	447	410	375	83.89	82.84	83.90	-0.01
Bangladeshi	179	173	160	89.39	81.98	83.90	5.49
Caribbean	593	541	484	81.62	81.59	79.90	1.72
Chinese	31	29	26	83.87	96.72	86.80	-2.93
Gypsy/Irish Traveller	4	4	3	75.00	66.67	72.90	2.10
Indian	1,406	1,329	1,266	90.04	84.36	85.40	4.64
Irish	60	55	53	88.33	74.73	81.60	6.73
Not Provided	51	47	42	82.35	75.00	81.90	0.45
Other	672	621	581	86.46	84.57	81.20	5.26
Other Asian	1,446	1,345	1,234	85.34	85.09	83.20	2.14
Other Black	223	193	169	75.78	80.99	80.20	-4.42
Other Mixed	225	178	154	68.44	76.56	78.70	-10.26
Other White	1,244	1,161	1,075	86.41	85.10	84.60	1.81
Pakistani	808	746	681	84.28	80.00	82.60	1.68
White British	2,316	2,055	1,896	81.87	79.54	82.20	-0.33
White/Asian	173	161	147	84.97	81.04	80.20	4.77
White/Black African	162	136	124	76.54	84.66	80.30	-3.76
White/Black Caribbean	229	191	170	74.24	73.00	76.50	-2.26
<b>Total</b>	<b>11,712</b>	<b>10,699</b>	<b>9,831</b>	<b>83.94</b>	<b>81.65</b>	<b>82.30</b>	<b>1.64</b>

*Success by Ethnicity 2015/16; all qualifications including functional skills GCSE Eng & Maths*

Destination rates by ethnicity show all ethnic groups have high percentages of positive destinations and all are within 5% of the college average except Irish.

Ethnicity	FT Students	Positive Destination
African	543	95%
Arab	165	97%
Bangladeshi	72	96%
Caribbean	263	97%
Chinese	11	100%
Gypsy/Irish Traveller	2	100%
Indian	617	98%
Irish	26	92%
Not Provided	3	100%
Other	245	96%
Other Asian	565	99%
Other Black	94	93%
Other Mixed	91	92%
Other White	511	97%
Other White	1	100%
Pakistani	344	96%
White British	1,009	95%
White/Asian	64	98%
White/Black African	65	95%
White/Black Caribbean	114	93%
<b>Total</b>	<b>4,805</b>	<b>96%</b>

*Table Destination by ethnicity '15-16*

**Gender:** In terms of success by gender, the female /male gap, the College had opened up to a 4% variance in 2012/13 but had narrowed to a 2% variance in 2013/14 and in 2014/15 it was 2.8%. In 2015/16 it was 2.68%. The variations may in part be explained by the relatively high numbers of males on courses such as traditionally Engineering that have lower NA.

Gender	Leavers Overall	Completed Overall	Ach Overall	'15/16 Success %	'14/15 Success %	Nat Avg '14/15	'15/16 Suc % - Nat %
M	6,376	5,738	5,274	82.72	82.96	81.40	1.32
F	5,336	4,961	4,557	85.40	80.57	83.10	2.30
<b>Total</b>	<b>11,712</b>	<b>10,699</b>	<b>9,831</b>	<b>83.94</b>	<b>81.65</b>	<b>82.30</b>	<b>1.64</b>

*Table Success rates by gender; all qualifications including functional skills/GCSE Eng & Maths*

**Learning Difficulty/Support:** Those learners that declare a learning difficulty have shown improved success rates from last year, and success rates which are similar to those that do not declare a learning difficulty.

Learning Difficulty	Leavers Overall	Completed Overall	Ach Overall	'15/16 Success %	'14/15 Success %	Nat Avg '14/15	'15/16 Suc % - Nat %
Autism	126	124	116	92.06	85.31	82.30	9.76
Dyscalculia	8	8	8	100.00	75.00	76.60	23.40
Dyslexia	335	299	272	81.19	79.36	78.10	3.09
Moderate	163	149	140	85.89	74.44	82.20	3.69
Multiple	3	3	3	100.00	66.67	81.60	18.40
Other	203	189	158	77.83	73.23	78.20	-0.37
Other Spec	42	36	35	83.33	75.56	77.70	5.63
Severe	2	2	2	100.00	55.56	88.10	11.90
<b>Has Learning Difficulty</b>	<b>882</b>	<b>810</b>	<b>734</b>	<b>83.22</b>	<b>79.25</b>	<b>80.20</b>	<b>3.02</b>
None	10,830	9,889	9,097	84.00	82.00	83.00	1.00
<b>Total</b>	<b>11,712</b>	<b>10,699</b>	<b>9,831</b>	<b>83.94</b>	<b>81.65</b>	<b>82.30</b>	<b>1.64</b>

*Success rates by learning difficulty; all qualifications including functional skills/GCSE Eng & Maths*

Those learners that receive learning support achieve success rates that are 4% below those that do not receive support.

Learning Support	Leavers Overall	Ret	Ach	'15/16 Success %	'14/15 Success %
No	9,477	91.21%	92.83%	84.67%	82.26%
Yes	2,235	91.95%	87.93%	80.85%	77.89%
<b>Total</b>	<b>11,712</b>	<b>91.35%</b>	<b>91.89%</b>	<b>83.94%</b>	<b>81.65%</b>

*Success rates by learning support; all qualifications including functional skills/GCSE Eng & Maths*

However, learning support success rates for students excluding Functional skills/GCSE Maths and English are slightly higher than those that do not receive support. As a result of this the College will be looking to provide more effective learning support in functional skills/GCSE Maths and English.

Learning Support	Leavers Overall	Ret	Ach	'15/16 Success %	'14/15 Success %
No	6,470	91.84%	93.92%	86.26%	89.81%
Yes	936	91.24%	96.14%	87.71%	93.72%
<b>Total</b>	<b>7,406</b>	<b>91.76%</b>	<b>94.20%</b>	<b>86.44%</b>	<b>90.15%</b>

*Success rates by learning support; all qualifications excluding functional skill/GCSE Maths and English*

## Socio-economic disadvantage

In the tables below 'from deprived area postcode' – indicates learners living in postcodes identified as areas of socio-economic disadvantage. These tables show that in 2015/16 these learners performed 2.32% lower than those without a socio-economic disadvantage.

<b>Economic Disadvantage</b>	Leavers Overall	Ret	Ach	'15/16 Success %	'14/15 Success %
from deprived area - postcode on LSC file	3,724	90.28%	91.23%	82.36%	81.18%
Not applicable or not provided	7,988	91.85%	92.19%	84.68%	81.88%
<b>Total</b>	<b>11,712</b>	<b>91.35%</b>	<b>91.89%</b>	<b>83.94%</b>	<b>81.65%</b>

*Postcode analysis for Socio-economic disadvantage: all qualifications including functional skills/GCSE Maths and Eng*

UCAS progression data for Free College Meals shows a positive picture of progression to university/HE: The total number of Level 3 students on FCM = 60 (5% of Level 3 cohort).

The total number progressing to HE = 41, 68% of Level 3 FCM Cohort.

This represents 8 percentage points decrease from 14/15 (76%) academic year.

This may in part be due to grants being abolished for low income families.

The entry rate to HE of 18 year olds state school pupils in receipt of free School meal in 2015 was 16%.

Currently there is no figures for 18 year olds in college receiving free meals – UCAS 2015.

## **Looked after children**

The achievement of Looked after children is in line with other students, however, retention rates are 8.15% below other students in the College. Analysis show a number of reasons why these students leave College during the year and it remains a focus for improvement for the College.

Looked After	Leavers Overall	Ret	Ach	'15/16 Success %	'14/15 Success %
No	11,294	91.64%	91.88%	84.20%	81.81%
Yes	418	83.49%	91.98%	76.79%	77.27%
<b>Total</b>	<b>11,712</b>	<b>91.35%</b>	<b>91.89%</b>	<b>83.94%</b>	<b>81.70%</b>

*Looked after success rates all qualifications including functional skills/GCSE Maths and Eng*

## **2015/16 Looked after Destinations:**

<b>Destination</b>	<b>Total</b>	<b>%</b>
Apprenticeship	5	1.6%
Continuing	28	9.2%
HE	17	5.6%
In paid employment for 16 hours or more per week	27	8.8%
In paid employment for less than 16 hours per week	7	2.3%
Learner returning home	3	1.0%
New Course at UC	115	37.6%
Not in paid employment, looking for work and available to start work	10	3.3%
Not in paid employment, not looking for work and/or not available to start work (including retired)	1	0.3%
Not Known	6	2.0%
On gap year	3	1.0%
Other FE* (Full-time)	55	18.0%
Other FE* (Part-time)	10	3.3%
Other outcome – not listed	17	5.6%
Traineeship	2	0.7%
<b>Total</b>	<b>306</b>	
<b>Positive Destination (excludes Other)</b>	<b>272</b>	<b>94.1%</b>

UCAS destination shows a positive picture of progression to University/HE:

The total number of Level 3 students who are LAC/Care Leavers = 25. The total number progressing to HE = 17, 68% of Level 3 LAC/Care Leavers. This represents 27 percentage points increase from '14/15 (41%) academic year. National figures from UCAS (2014) show that only 6% of LAC/Care Leavers progress to HE.

## High Needs

In 2015/16 the College has seen an increase in High Needs learners. We assessed and enrolled 59 High Needs Learners (unfortunately 2 of these learners passed away in-year). This compared with 29 students in 2014-15. As with last year the College supported the majority of these students on mainstream courses: 15 learners are on specialist programmes and the rest are on mainstream provision.

High Needs student's success rates have seen a significant increase in '15/16 due to improved functional skills/GCSE maths and English success rates.

High Needs	Leavers Overall	Ret	Ach	'15/16 Success %	'14/15 Success %
No	11,572	91.31%	91.89%	83.90%	81.77%
Yes (56 students)	140	95.00%	91.73%	87.14%	63.22%
<b>Total</b>	<b>11,712</b>	<b>91.35%</b>	<b>91.89%</b>	<b>83.94%</b>	<b>81.65%</b>

*High needs success rates all qualifications including functional skills/GCSE Maths and Eng*

Learners with more complex special educational needs are provided with opportunities to develop employability skills and work related experience to develop greater independency. High Needs learners perform above college averages on their substantial qualifications. There is evidence that these learners have made some progress in developing maths & English and other Employability skills at the appropriate level. This was due to more careful consideration at an individual learner level being given to the appropriate range of qualifications that HNS are entered for.

Destination 93% positive destination (compared to 93% in 2014/15):

- 37 are continuing with a course or have progressed to a new course in Uxbridge College
- 2 Apprenticeships
- 3 have progressed to Higher Education
- 10 enrolled in other FE Colleges
- 1 in employment
- 4 not known - or seeking employment/education

Of the 29 high needs students last year, 93% had a positive destination. 20 continued with their education in the FE sector; 5 attended university (4 of these are deaf students); 2 entered into paid employment (one in a local library); 1 relocated to Croydon half way through the year and her destination is unknown; and 1 was not in education or employment.

## 2.3 Staff

The breakdown for Staff E and D figures for last year (2015/16) is as follows:

**ETHNICITY:** There was a slight decrease in the proportion of BME staff.

2015/16	2014/15	2013/14
34.93%	32.08%	33.89%

The College's current target is 35% BME staff which matches the current BME population in the Greater London Area (Hillingdon is 32% BME).

**GENDER:** The female / male staff ratio remains the same as the previous year at 3:2.

2015/16	2014/15	2013/14
61/39 %	60/40 %	61/39 %

**DISABILITY:** Staff disclosing a disability:

2015/16	2014/15	2013/14
5.99 %	5.44 %	5.34 %

Nationally, the number of staff with a declared disability across the Further Education College workforce in 2015/16 was 4.0%. Although the College exceeds the national average percentage for staff working in FE the rate of employee disclosure remains low throughout the sector.

## RECRUITMENT:

	2015/16	2014/15	2013/14
% BME Applicants	55.3%	52.4%	50.1%
% BME Offers from total offers made	48.2%	41.0%	32.1%

During the period 1<sup>st</sup> September 2015 to 31<sup>st</sup> August 2016, 1,928 people applied for jobs at the College, covering 141 vacancies. 139 employment offers were made. Of the 139 offered, 72 were white (51.8%) and 67 were from BME groups (48.2%). Of the 1,928 applicants, 1,066 were from BME groups (55.3%).

There were 19 internal promotions during 2015/16: Male 9 (52.6%); Female 10 (47.4%). Asian 4 (21.1%); Black 1 (5.3%); White 14 (73.7%); Other 0 (0%).

### 3 Effectiveness of policies and procedures

#### 3.1 Equality and Diversity Action Plan

An Equality & Diversity Action Plan was in operation for 2015/16. Relative effectiveness of the Action plan is indicated by the fact that no actions were at red status ('no significant progress') by the end of the year, for the eighth year in succession. All actions achieved green status ('achieved', or 'progress as expected').

#### 3.2 Student Disciplinaries

There has been an increase in Stage 3 disciplinary hearings across the College: 191 compared to 96 in 2014/15 (and 134 in 2013/14).

25% resulted in exclusion which was higher than 18% in 2014/15 (20% in 2013/14).

Ethnicity	Disciplinary Count
Any other mixed/multiple ethnic background	8
Any Other White Background	13
Asian or Asian British - any other	23
Asian or Asian British - Bangladeshi	5
Asian or Asian British - Indian	8
Asian or Asian British - Pakistani	8
Black or Black British - African	37
Black or Black British - any other	4
Black or Black British - Caribbean	24
English/Welsh/Scottish/Northern Irish/Br	11
Mixed White and Asian	4
Mixed White and Black African	7
Mixed White and Black Caribbean	12
Other - Arab	13
Other - Ethnic Group	14
<b>Total</b>	<b>191</b>

*Student Disciplinary by Ethnicity 2015-16*

A disproportionate number of disciplinaries involving Black African students was found in 2015/16. 37 Black African students had stage 3 disciplinaries, which is 19% of all stage 3's compared to their population in the College at 11%.

A similar disproportion was found in 2014/15 with 20% of all disciplinaries for this ethnicity. The College will be revising its action plan to identify and support 'behaviourally at risk' Black African students. It should be noted that success rates of Black African students in 2014/15 was 82.54% which is a 4.4% rise on last year at 78.14% and therefore this action plan will solely focus on those 'at risk' from a behavioural perspective.

There were 48 exclusions (compared to 17 Exclusions in 2014/15). 74% were male and 26% female. 9 were Black African; 6 Black Caribbean; 9 Asian any other; 2 White British; 7 White Other; 5 mixed White and Black Caribbean; and 6 Other.

### 3.3 Equality and Diversity Forum

The Equality and Diversity Forum membership was relatively stable during 2015/16. Of the 16 members, 4 were from BME backgrounds, eight were female and four were non-management staff. Three were registered disabled. Aside from regular monitoring of progress against the Action Plan, topics such as: Equality general good practice were discussed at the meetings. In addition, the Staff Disability/Age/Gender Forum met during the year and fed back to the Equality and Diversity Forum.

### 3.4 Student Involvement in Equality and Diversity activities

The Student Executive helped organise a range of activities to celebrate diversity including Black History Month tutorials, a 'Unity' event promoting the huge array of cultural experiences was held and promoted in tutorials, alongside other events such as 'Anti-bullying' events. In 2015/16 the College's Gender Identity Policy was used to support 1 transgender student. A LGBT student group was active in 2015/16 and this helped to promote awareness and tolerance.

The College takes bullying extremely seriously. There have been 82 serious cases of bullying (68 for fighting) recorded in the College in 2015/16 (vs. 53 last year). Of these cases 40 resulted in a final written warning; 32 students were excluded, of which 6 were solely for bullying reasons.

In 2015/16 the College promoted anti-bullying tutorials and events. It has produced an internet safety e-tutorial and it has a 'report abuse' button on its intranet pages. Effective 1-1 support for students experiencing bullying is provided by the Student support team.

## 4 Response to new legislation

The Equality Act became law in Oct 2010 and the Public Sector Duties became law in April 2011. The College recognises both its legal and moral duty to be aware of this legislation, particularly regarding the protected characteristics and extension of the types of discrimination.

The College is mindful of the protected characteristics defined in the Act of: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; gender; and sexual orientation. In addition, the College is mindful of socio-economic disadvantage as a particularly important area in education.

The Public Sector specific duty requires all public bodies to publish information to demonstrate the extent to which it furthered the aims of the general equality duty.

The College has published this information on its website and updates it annually in accordance with its legal requirements. As part of the legislation the College must set and review objectives for E & D every four years. Below are the College's objectives:

Aim	Objective	How measured	Comment
<b>1. Student Success</b>	Remove or minimise disadvantages suffered by people due to their protected characteristics by: narrowing the gap for success across groups and achieving student success above the national averages.	Student success for groups with protected characteristics (BME, Disability, Gender, Learning Support), to be within 5% of the College average and above the national averages (where available).	For 2015/16 all ethnicity groups are within 5% or above the College average except 'Other Black; Other Mixed; White/Black African; White Black Caribbean; Gypsy Irish/Traveller, and all are in line with or above national averages, except Chinese; Other Black; Other Mixed; White British; White/Black African; White/Black Caribbean. The following groups of students are all within 5% or above the College average and above national averages where available: Male and female students, learning difficulty, socio-economic disadvantage, and high needs students. Looked after students are below 5% of College average.
<b>2. Staff Recruitment</b>	Advance equality of opportunity by: having a workforce that is representative of the local BME population.	BME staff employed in the College to reach 35% within the next 3 to 5 years (i.e. by 2018).	BME staff were at 35% at Nov 2016.

## 5 Complaints

Complaints are monitored through the E & D action plan and no significant anomalies were found in relation to protected characteristics.

Out of 34 complaints (compared to 32 in '14/15):

- 29% were male, 59% female and 12% were mixed groups of both genders.
- By ethnicity: 47% were White British, 15% Asian or Asian British – Indian, 12% Asian or Asian British – Any Other Asian Background, 3% Black or Black British – African, 6% Black or Black British- Caribbean, 6% Black or Black British – Any Other Black Background, 6% Mixed- White and Black Caribbean, 3% Other and 3% Not known.
- By Age: 35% were 16-18 and 65% were 19+.

6 complaints involved Equality and Diversity directly: 3 were upheld, 1 not upheld and 2 partly upheld. 5 involved disability and 1 E&D complaint was related to accessibility.

## 6 Training

The Equality and Diversity training programme continued to be delivered to staff. 84 staff were trained in 2015/16 on Equality and Diversity during the Whole College Training Days, making a total of 563 staff having received E&D Training over the past four years.

Staff appraisals are used to give staff the opportunity to explain how they have contributed to equality & diversity across the protected characteristics. E&D training is mandatory at the College for all new staff and new Governors. E&D training is provided to all new College staff when they join and every 3 years via online training. The quality of this training is closely monitored to ensure that the training is of good quality. Feedback from new staff attending E&D training in 2015/16 was very good.

## 7 Provision of support and services for learners with learning difficulties and disabilities

Assistive technology packs are available in the Learning Support offices where they can be accessed readily by students. In terms of software, over 3,000 e-books are made available by the LRCs through Moodle, the College's Virtual Learning environment, and the platforms through which the e-books are accessed ('ebrary' and "Dawsonera") have on screen magnification features to help the visually impaired. The College has consistently been in the top 4 for FE College nationally for the use of e-books (JISC e-books survey).

Moodle itself provides users with the option of changing the colour scheme and layout to one which suits individual users. Read and Write Gold software is available on PCs around the college, which can turn text to audio. SymWriter is also available to students to help with communication skills through the use of icons and symbols, a site licence makes this available to learners in any study area. Learners using Google Chrome & Classroom have hundreds of available accessibility plugins to support them with study, settings follow them from device to device so there is no need to reconfigure.

A variety of mobile devices are available to students including iPads and Chromebooks. Staff are regularly trained on accessibility options, and how to customise devices to meet the individual needs of students.

## 8 Conclusion

This has been a successful year for Equality and Diversity in the College. There has been a general high level of success rates for different ethnic groups and a maintained narrowing of gaps in achievement for: learning difficulty, gender, and high needs. The College is also significantly making a difference to those facing Socio-Economic disadvantage. The staff from BME backgrounds is at its 35% target. However, there are actions for those groups of students with protected characteristics that are not performing to the high standards the College sets itself, and these will be addressed in the implementation of the Action Plan for 2016/17.

*Gavin Hughes - Director Learning and Support Services  
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December 2016*