



GOVERNING BODY MEETING

12th December 2017

EQUALITY AND DIVERSITY ANNUAL REPORT (UXBRIDGE COLLEGE)

ITEM FOR INFORMATION

To receive an update on Uxbridge College for 2016/17.

BACKGROUND

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.

Student success rates for 2016/17 are higher than '15/16 and they remain high across most ethnicity groups. All groups except; Irish; 'Other Black; and Not provided are above the QAR national average and all are within 5% of the college average (which is the target the College sets itself), apart from Irish; 'Other Black; Not provided; and White/Black Caribbean.

In terms of success by gender, the female /male gap, has reduced to 1.2%. The College had opened up to a 2.34% variance in '15/16.

Those learners that declare a learning difficulty have shown similar QAR rates to those that do not declare a learning difficulty. Learners receiving learning support achieve QAR rates that are 2.5% below those that do not receive support. Main qualification success rates for those receiving learning support are higher than for those that do not receive support. An area for improvement for next year will be achievement in maths and English for these learners.

Learners living in postcodes identified as areas of socio-economic disadvantage performed 1.2% lower than those without a socio-economic disadvantage.

The achievement of Looked after children has shown an improvement this year and these learners perform 3.1% higher than other learners.

High Needs students' success rates slightly increased by 1.1% comparing with '15/16. For English & maths, high needs learners perform above non high needs learners in functional skills, but below on GCSE. Therefore an area for improvement for next year will be high needs learners' achievement in GCSE maths and English.

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 2017/18.

Annual Equality and Diversity Report: 2016-17

1 Introduction

This is the tenth 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 Curriculum Director – SEND, Safeguarding & Prevent. 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.

2 Student and staff data 2016-17

2.1 Student data

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	'17/18		'16/17	'15/16
Any other mixed/multiple ethnic background	81	1.7%	1.7%	1.9%
Any Other White Background	491	10.6%	10.0%	10.6%
Asian or Asian British - any other	461	9.9%	11.0%	11.8%
Asian or Asian British - Bangladeshi	50	1.1%	1.3%	1.5%
Asian or Asian British - Chinese	9	0.2%	0.2%	0.2%
Asian or Asian British - Indian	695	15.0%	15.0%	12.8%
Asian or Asian British - Pakistani	324	7.0%	7.5%	7.2%
Black or Black British - African	459	9.9%	10.2%	11.3%
Black or Black British - any other	90	1.9%	1.6%	2.0%
Black or Black British - Caribbean	254	5.5%	5.1%	5.5%
English/Welsh/Scottish/Northern Irish/British	974	21.0%	21.4%	20.9%
Irish	15	0.3%	0.5%	0.5%
Mixed Other		0.0%	0.0%	0.0%
Mixed White and Asian	67	1.4%	1.3%	1.3%
Mixed White and Black African	50	1.1%	1.2%	1.4%
Mixed White and Black Caribbean	109	2.3%	1.9%	2.4%
Not Known/Not Provided	2	0.0%	0.1%	0.1%
Other - Arab	211	4.5%	4.1%	3.4%
Other - Ethnic Group	299	6.4%	5.7%	5.1%
White Gypsy or Irish Traveller	3	0.1%	0.1%	0.0%
White Other	0	0.0%	0.0%	0.0%
Total	4644			

Breakdown of Uxbridge College students by ethnicity

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

FT Students by Gender	'17/18		'16/17	'15/16
F	1,770	38.1%	38.7%	39.3%
M	2,874	61.9%	61.3%	60.7%
Total	4,644			

Breakdown of Uxbridge College students by gender

2.2 Student measures of success

Ethnicity: Student success rates for 2016/17 are higher than 15/16 and they remain high across most ethnicity groups. All groups except; Irish; 'Other Black; and Not provided are above the QAR national average and all are within 5% of the college average (which is the target the College sets itself), apart from Irish; 'Other Black; Not provided; and White/Black Caribbean.

Ethnicity	Leavers Overall	Completed % Overall	Pass % Overall	16/17 QAR % Overall	15/16 QAR % Overall	QAR Nat Avg 15/16	16/17 QAR % - NA %
African	1182	1101	1,000	84.6	82.5	81.9	2.70
Arab	466	437	406	87.1	83.9	84.7	2.42
Bangladeshi	183	179	166	90.7	89.4	84.4	6.31
Caribbean	489	437	397	81.2	81.6	79.2	1.99
Chinese	22	21	21	95.5	83.9	87.3	8.15
Gypsy/Irish Traveller	7	7	6	85.7	75.0	71.0	14.71
Indian	1528	1463	1,349	88.3	90.1	85.9	2.39
Irish	45	38	34	75.6	88.3	82.2	-6.64
Not Provided	19	19	15	79.0	83.3	82.6	-3.65
Other	774	729	687	88.8	86.5	82.7	6.06
Other Asian	1338	1280	1,189	88.9	85.3	83.8	5.06
Other Black	163	142	122	74.9	75.8	80.4	-5.55
Other Mixed	175	163	154	88.0	68.6	79.1	8.90
Other White	1147	1091	1,012	88.2	87.3	85.1	3.13
Pakistani	786	739	660	84.0	84.3	82.1	1.87
White British	2022	1832	1,706	84.4	82.1	81.7	2.67
White/Asian	135	124	119	88.2	85.0	81.3	6.85
White/Black African	134	119	114	85.1	76.5	79.4	5.67
White/Black Caribbean	166	147	133	80.1	74.4	76.1	4.02
Total	10,781	10,068	9,290	86.2	84.1	82.1	4.07

Success by Ethnicity 2016/17; all qualifications including functional skills GCSE English & Maths

Destinations rates by ethnicity show all ethnic groups have high percentages of positive destinations all are within 5% of the college average except: *Other Mixed and White Asian at 94%*.

Ethnicity	FT Students	Positive Destination
African	452	98%
Arab	180	97%
Bangladeshi	60	98%
Caribbean	229	98%
Chinese	9	100%
Gypsy/Irish Traveller	5	100%
Indian	687	99%
Irish	22	100%
Not Provided	9	100%
Other	262	97%
Other Asian	504	99%
Other Black	72	99%
Other Mixed	79	94%
Other White	459	98%
Pakistani	338	99%
White British	968	97%
White/Asian	54	94%
White/Black African	51	96%
White/Black Caribbean	84	99%
Grand Total	4524	98%

Destination by ethnicity 2016/17

Gender: In terms of success by gender, the female /male gap, has reduced to 1.2%.
The College had opened up to a 2.34% variance in 2015/16.

Gender	Leavers Overall	Completed % Overall	Pass % Overall	16/17 QAR % Overall	15/16 QAR % Overall	QAR Nat Avg 15/16	16/17 QAR % - NA %
M	6,013	5,580	5,149	85.6	83.06	81.4	4.2
F	4,768	4,488	4,141	86.8	85.4	82.9	3.9
Total	10,781	10,068	9,290	86.2	84.1	82.1	4.1

Success rates by gender; all qualifications including functional skills/GCSE English & Maths

Learning Difficulty/Support: Those learners that declare a learning difficulty have shown QAR rates which are similar to those that do not declare a learning difficulty.

Learning Difficulty	Leavers Overall	Completed Overall	Pass Overall	16/17 QAR % Overall	15/16 QAR % Overall	QAR Nat Avg 14/15	16/17 QAR % - NA %
Autism Spectrum Disorder	136	131	116	85.29	92.1	82.3	2.99
Dyscalculia	7	7	7	100.00	100.0	76.6	23.40
Dyslexia	367	339	309	84.20	81.7	78.1	6.10
Moderate Learning Difficulty	168	156	131	77.98	86.8	82.2	-4.22
Multiple Learning Difficulties	6	6	6	100.00	100.0	81.6	18.40
Other	264	253	226	85.61	78.5	78.2	7.41
Other Specific Learning Difficulty	58	52	47	81.03	83.3	77.7	3.33
Severe Learning Difficulty	11	9	8	72.73	100.0	88.1	-15.37
Has Learning Difficulty	1017	953	850	83.58	83.8	80.2	3.38
No Learning Difficulty	9,764	9,115	8,440	86.44	84.1	83	3.44
Total	10,781	10,068	9,290	86.17	84.1	82.3	3.87

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

Those learners that receive learning support achieve QAR rates that are 2.5% below those that do not receive support.

Learning Support	Leavers Overall	Completed % Overall	Pass % Overall	16/17 QAR % Overall	15/16 QAR % Overall
No	8,454	93.4%	92.9%	86.7%	84.9%
Yes	2,327	93.5%	90.1%	84.2%	80.9%
Total	10,781	93.4%	92.3%	86.2%	84.1%

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

Main qualification success rates for those receiving learning support are higher than for those that do not receive support. Therefore a focus of action for next year will be achievement in Maths and English for these learners.

Learning Support	Leavers Overall	Completed % Overall	Pass % Overall	16/17 QAR % Overall	15/16 QAR % Overall
No	5,573	93.3%	93.7%	87.4%	86.5%
Yes	975	93.8%	96.4%	90.5%	87.7%
Total	6,548	93.4%	94.1%	87.9%	86.7%

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

Socio-economic disadvantage

In the table below 'from deprived area postcode' – indicates learners living in postcodes identified as areas of socio-economic disadvantage. These tables show that in 2016/17 these learners performed 1.2% lower than those without a socio-economic disadvantage.

Economic Disadvantage	Leavers Overall	Completed % Overall	Pass % Overall	16/17 QAR % Overall	15/16 QAR % Overall
from deprived area - postcode on LSC file	3,626	92.5%	92.3%	85.4%	82.8%
Not applicable or not provided	7,155	93.8%	92.3%	86.6%	84.8%
Total	10,781	93.4%	92.3%	86.2%	84.1%

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

Looked after children

The achievement of Looked after children has shown an improvement this year and these learners perform 3.1% higher than other learners.

Looked After	Leavers Overall	Completed % Overall	Pass % Overall	16/17 QAR % Overall	15/16 QAR % Overall
No	10,410	93.4%	92.2%	86.1%	84.2%
Yes	371	93.3%	95.7%	89.2%	76.8%
Total	10,781	93.4%	92.3%	86.2%	84.1%

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

Looked After Students Destinations 16/17:

Destination	Students	%
Apprenticeship	3	2.0%
Continuing	21	14.2%
Gap year before starting HE	1	0.7%
HE	2	1.4%
In paid employment for 16 hours or more per week	3	2.0%
In paid employment for less than 16 hours per week	2	1.4%
Learner returning home	1	0.7%
New Course at UC	82	55.4%
Not in paid employment, looking for work and available to start work	3	2.0%
Not in paid employment, not looking for work and/or not available to start work (including retired)	1	0.7%
Not Known	3	2.0%
Other FE* (Full-time)	17	11.5%
Other FE* (Part-time)	1	0.7%
Other outcome – not listed	7	4.7%
Unable to contact learner	1	0.7%
Grand Total	148	
Positive Destination (excludes Other)	133	94.3%

Looked after students – Destinations info 2016-17

High Needs

In 2016/17 the College has seen an increase in High Needs learners. We enrolled 81 High Needs Learners. This compared with 59 students in 2014-15. As with last year the College supported the majority of these students on mainstream courses.

High Needs students' success rates slightly increased by 1.1% comparing with '15/16.

High Needs	Leavers Overall	Completed % Overall	Pass % Overall	16/17 QAR % Overall	15/16 QAR % Overall
No	10,570	93.3%	92.3%	86.1%	84.1%
Yes (81 students)	211	97.6%	90.3%	88.2%	87.1%
Total	10,781	93.4%	92.3%	86.2%	84.1%

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

High Needs learners have success rates above non-high needs students studying the same courses.

All students on the same programme as high needs learners	Leavers Overall	Completed % Overall	Pass % Overall	16/17 QAR % Overall
Main vocational course	1,065	92.3%	96.3%	88.9%
High Needs main vocational course only				96.6%

High needs maths and English:

High needs learners perform above non high needs learners in functional skills, but below on GCSE. Therefore a focus of action for next year will be high needs learners' achievement in GCSE maths and English.

	High Needs students	Non High Needs students
Success GCSE English (high grades)	16.1% (31 starts)	22.7% (1452 starts)
Success GCSE Maths (high grades)	13.3% (15 starts)	20.8% (1138 starts)
Success Functional skills English	80% (30 starts)	76% (595 starts)
Success Functional Maths	76.1% (46 starts)	69% (942 starts)

The majority of High needs learners have progressed on to new courses.

Destination	High Needs Students	% of Total HNS
Apprenticeship	1	1%
Continuing	6	7%
HE	3	4%
In paid employment for 16 hours or more per week	2	2%
In paid employment for less than 16 hours per week	1	1%
New Course at UC	55	68%
Not in paid employment, looking for work and available to start work	2	2%
Other FE* (Full-time)	9	11%
Traineeship	2	2%
Positive Destination	79	98%
Grand Total	81	

3. Staff

The breakdown for Staff E and D figures for last year (2016/17) is as follows:

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

2016/17	2015/16	2014/15
34%	34.93%	32.08%

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.

2016/17	2015/16	2014/15
62/38 %	61/39 %	60/40 %

DISABILITY: Staff disclosing a disability:

2016/17	2015/16	2014/15
5.1%	5.99 %	5.44 %

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:

	206/17	2015/16	2014/15
% BME Applicants	55.3%	55.3%	52.4%
% BME Offers from total offers made	40.7%	48.2%	41.0%

During the period 1st September 2016 to 31st August 2017, 1,202 people applied for jobs at the College, covering 115 vacancies. 123 employment offers were made. Of the 123 offered, 73 were white (59.3%) and 50 were from BME groups (40.7%). Of the 1,202 applicants, 664 were from BME groups (55.3%).

There were 23 internal promotions during 2016/17: Male 9 (64.3%); Female 14 (35.7%). Asians = 8 (34.8%), Black = 1 (4.3%), White = 13 (56.5%), Other =1 (4.3%).

3.1 Training

The Equality and Diversity training programme continued to be delivered to staff. 85 staff were trained in 2016/17 on Equality and Diversity during the Whole College Training Days, making a total of 648 staff having received E&D Training over the past five 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 2016/17 was very good.

4 Effectiveness of policies and procedures

4.1 Equality and Diversity Action Plan

An Equality & Diversity Action Plan was in operation for 2016/17. 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').

4.2 Student Disciplinaries

There has been a decrease in Stage 3 disciplinary hearings across the College:

131 compared to 191 in 2015/16.

29% resulted in exclusion which was higher than 25% in 2015/16.

Ethnicity	Distinct Learner Count	Disciplinary Count
Any other mixed/multiple ethnic background	2	3
Any Other White Background	12	13
Asian or Asian British - any other	11	11
Asian or Asian British - Indian	8	8
Asian or Asian British - Pakistani	7	7
Black or Black British - African	22	26
Black or Black British - any other	3	3
Black or Black British - Caribbean	14	14
English/Welsh/Scottish/Northern Irish/Br	18	19
Mixed White and Asian	1	1
Mixed White and Black African	2	2
Mixed White and Black Caribbean	3	3
Other - Arab	13	13
Other - Ethnic Group	8	8
TOTAL		131

Student Disciplinary by Ethnicity

A disproportionate number of disciplinaries involving Black African students was found in 2016/17. 22 Black African students (compared to 37 last year) had stage 3 disciplinaries, which is 17% of all stage 3's compared to their population in the College at 10%.

The College's action plan continues to identify and support 'behaviourally at risk' Black African students. It should be noted that success rates of Black African students in 2016/17 was 84.6% which is a 4% rise on last year and therefore this action plan solely focuses on those 'at risk' from a behavioural perspective.

There were 38 exclusions (compared to 48 Exclusions in 2015/16). 84% were male and 16% female. 10 were Black African; 4 Black Caribbean; 3 Asian any other; 4 White British; 4 White Other; 4 Other Arab; 2 mixed White and Black Caribbean; and 2 Other.

4.3 Equality and Diversity Forum

The Equality and Diversity Forum membership was relatively stable during 2016/17. 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.

4.4 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 2016/17 the College's Gender Identity Policy was used to support 1 transgender student. A LGBT student group was active in 2016/17 and this helped to promote awareness and tolerance.

The College takes bullying extremely seriously. There were 50 serious cases of bullying last academic year vs 82 in 15\16. Of these cases 23 resulted in final written warning or a warning and 21 learners got excluded compared to 32 exclusions in 15/16.

In 2016/17 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.

5 Response to new legislation

The Equality Act became law in Oct 2010 and the Public Sector Duties became law in April 2011.

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
1. Student Success	Remove or minimise disadvantages suffered by people due to their protected characteristics by: narrowing the gap for success and destinations across groups and achieving student success above the national averages.	Student success for groups with protected characteristics (BME, Disability, Gender, Learning Support, High needs), to be within 5% of the College average and above the national averages (where available).	All ethnicity groups are currently within 5% of College except Mixed Caribbean and White.
2. Staff Recruitment	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 2017).	BME staff are 35.3% at June 2017

6 Complaints

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

Out of 31 complaints (compared to 34 in '15/16):

39% were male, 48% female and 13% were mixed groups of both genders.

- By ethnicity: 35% were White British, 26% Asian or Asian British – Indian, 9% Black or Black British – African, 6% Black or Black British- Caribbean, 9% Mixed- White and Black Caribbean, and 6% Not known.
- By Age: 26% were 16-18 and 74% were 19+.

2 complaints involved Equality and Diversity directly: 1 not upheld and 1 partly upheld.

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 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 speech to text as standard and 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 2017/18.

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December 2017