

Equality & Diversity Information

Public bodies are required under the specific duties of the Equality Act 2010 to:

- Publish equality objectives every 4 years;
- Publish information annually to demonstrate their compliance with the general equality duties;
- Publish information relating to their employees

Background information

In its last inspection in 2008/9 Uxbridge College received an 'Outstanding' grade for Equality and Diversity from OFSTED. Since then the College has strived to provide the best possible education for the diverse range of students it enrolls each year. Part of the reason for Uxbridge College receiving such a high inspection grade was due to its high success rates across different ethnic groups, gender and disabled students. Each year since this inspection the College has had exceptionally high success rates right across each category and has successfully narrowed the gap in attainment for those who traditionally have not achieved as well as others.

In order to advance equality of opportunity and foster good relations the College has an Equality and Diversity Forum and two special interest groups which are sub groups of this forum. The special interest groups are for Disability and Gender & Age. Student groups are established each year for Equality and Diversity, and Disability and these are directly linked to the College's annual action plan.

The College has an Equality and Diversity policy and a Single Equality Scheme. Both of these policies and all other policies at the College have been through an Equality Impact Assessment.

Student data 2010-11

In terms of ethnicity, the College is attracting larger numbers of BME students than the population of the London Borough of Hillingdon. Ethnic groups in Hillingdon other than White British are 30% and across West London they are 35%. In Uxbridge College Ethnic groups other than White British are 68%; this is an example of how the College demonstrates equality of opportunity for students.

Ethnicity	PT	%	FT	%
Asian	347	34%	1410	33%
Black	198	19%	845	20%
Mixed	66	6%	369	9%
Other	82	8%	272	6%
White	333	32%	1357	32%
Total	1026		4253	

Table 1: Breakdown of Uxbridge College students 2010-11 by Ethnicity

The gender breakdown by percentage for full time students shows more males than females and for part time there are more females than males.

Gender	PT	%	FT	%
F	646	63%	1867	44%
M	380	37%	2386	56%
Total	1026		4253	

Table 2: Breakdown of Uxbridge College students 2010-11 by Gender

Student success rates for 2010/11 by ethnicity show all ethnic groups are within 8% of the overall success rate (83%).

Success Figures

Ethnicity	Starts 10/11	Success 10/11	National Ave
Asian or Asian British - Any Other Asian	1076	86%	78%
Asian or Asian British - Bangladeshi	114	85%	76%
Asian or Asian British - Indian	862	84%	81%
Asian or Asian British - Pakistani	531	82%	78%
Black or Black British - African	946	83%	76%
Black or Black British - Any Other Black	139	79%	73%
Black or Black British - Caribbean	332	75%	74%
Chinese	56	79%	81%
Mixed - Any Other Mixed	572	80%	74%
Not known	31	90%	79%
Other	422	87%	76%
White - British	2114	83%	80%
Total	7195	83%	78%

Table 3: Success rates by main ethnicity grouping

All ethnic groups are above or within 5% of national averages. Furthermore, all are within 8% of the College's overall success rate (83%), which compares extremely well with other colleges (national average is 78%), and is likely to maintain the College's position in the top 10% of London colleges. Black Caribbean students' success rate at 75% in 10/11 is above the published national average of 74%. However, this figure falls

outside our own College target, which aims for no group to be more than 5% below the College's overall success rate. This target is an important indicator to show that all students achieve equally well. The comparatively lower success rate of Black Caribbean students will form a major focus of the Equality and Diversity action plan for 2011/12. Chinese students are within 4% of the College's average success rate, however, they are 2% below the national average and although this is a much smaller number of students they will also for part of the action plan.

For 2011/12 the College successfully applied for an LSIS Equality and Diversity grant, which, as a direct response to its in-year data monitoring, will be used to provide mentoring for Black Caribbean students and target retention as a key objective.

In terms of success by gender, the female /male gap, the College has fallen back to a 4% variance after 2 years with only a 1% variance.

Year	Female Success %	Male Success %
2010/11	85	81

Table 4: Success rates by gender

Examination of this data indicates that some of this variance can be explained by the shifts in proportions of students within schools and their respective performances in 2010/11. For instance, EYHSC and HBH predominately female have shown performance above College average, whereas that of Computing and Engineering, predominately males have success rates below the College average. EYHSC and HBH national averages exceed those of Computing and Engineering.

Those learners receiving Additional Learning support once again produced success rates above the College average.

Year	Starts	ALS Success
2010/11	1189	84%

Table 5: Success rates for ALS learners

Learners on Education Maintenance Allowance (EMA) and Adult Learning Grant (ALG) represent one facet of Socio-economic deprivation. It can be seen from Table 6 that performance of these learners significantly exceeds national averages and betters the College success rate average. The College is very mindful of the potential impact of the planned withdrawal of EMA/ALG will have on learner engagement and performance in forthcoming years.

Type	Starts 10/11	Ret	Ach	Succes 10/11
ALG	258	97%	97%	94%
EMA	2891	93%	94%	88%
Total	3149	93%	95%	88%

Table 6: Success / Retention / Achievement & Attendance Analysis - EMA / ALG Students

Socio - economic Performance Indicator (SePI) Report (published 2011):

In terms of Socio-economic performance Uxbridge College students perform extremely well when compared using the Index of Multiple Deprivation (IMD) measurements (2007) applied to learner's postcodes and compared with 2009/10 success rates.

Uxbridge College ranks 50.8% (mid range) for the IMD measurement of student's deprivation.

The success rates of Uxbridge College students are all well above the national average for every level of qualification and every level of deprivation nationally (e.g. Uxbridge College students perform better than students from areas of both higher and lower deprivation).

For those students who declare a disability or difficulty the success rates are identical to those with no disability or difficulty declared.

Difficulty or Disability	Starts 10/11	Ret 10/11	Ach 10/11	Suc 10/11
has difficulty/disability/health problem	1452	88%	95%	83%
no difficulty/disability/health problem	5714	88%	94%	83%
Total	7195	88%	94%	83%

Table 7: Success/ Retention/ Achievement for those with a Disability

Staff Data 2010/11

The breakdown for Staff Equality and Diversity figures for the year 2010/2011 is as follows:

ETHNICITY: There has been a small increase in the proportion of BME staff over the past three years.

2010/11	2009/10	2008/09
29.65%	28.65%	28.54%

In 2009/10, black and minority ethnic staff represented less than 20% of the whole further education workforce. NB. Comparative Further Education Workforce data taken from the Staff Individualised Records Data Report 2010/11.

The College's current target is 35% BME staff which exceeds the current BME population in the LB Hillingdon (30%), but matches the West London BME population of 35%. This figure is one of the College's Equality Objectives shown later.

GENDER: There is another slight change to the female / male staff ratio over the last three years. The trend continues in favour of the male headcount gaining slightly.

2010/11	2009/10	2008/09
62/38	64 / 36	65 / 35

The further education college workforce is predominantly female, and this trend has remained unchanged through the years. In 2009/10 63.7% of staff in further education colleges were female and 36.3% were male.

DISABILITY: Staff disclosing a disability has fallen slightly:

2010/11	2009/10	2008/09
4.88%	5.05%	5%

The number of staff with a declared disability across the further education college workforce in 2009/10 was 3.2%. Although the College exceeds the national average percentage for staff working in FE the rate of disclosure remains low, not only at Uxbridge College but also throughout the sector.

AGE: Breakdown of staff by age

16-20	21-30	31-40	41-50	51-60	61-64	65+
1.7%	17.1%	23.3%	29.1%	21.0%	6.6%	1.3%

RECRUITMENT: Overall, there were 48 vacancies from 1.9.10 to 30.4.11 and 45 job offers were made, 15 of them to BME applicants (33%)

	2010/11	2009/10	2008/09
% BME Applicants	45%	44%	39%
% BME Offers from total offers made	33%	34%	29%

During the period 1st September 2010 to 30th April 2011, 706 people (26.1% Asian, 11.5% Black, 53.1% White and 7.5% Other) applied for jobs at the College covering 48 vacancies, 45 employment offers have been made. Of the 45 offered - 30 were white (67%) and 15 were from BME groups (33%). The College target is for 35% of College staff employed to be from BME Groups.

PROMOTIONS:

There were 7 internal promotions during 2010/11; Male 4; Female 3. Asian 2; Black 1; Other 2; White 2.

Equality and Diversity training: all staff and Governors during 2010/11 completed the latest cycle of E & D training, so that now all staff have attended training. There were a total of 5 E&D training sessions during the year.

The College is also part of the Black Leadership Initiative.

General Complaints

The College monitors all complaints by protected characteristics and reports to SMT and the Governing Body by ethnicity, age and gender.

Uxbridge College Equality Objectives

The College held consultations with staff, students and governors regarding the focus of its objectives. The College's Equality and Diversity Board was responsible for drafting the objectives and they were debated at SMT, Governors meetings and Student Union meetings. It was felt by all that the best way for the College to further the aims of the general equality duty was to have one aim for students and one for staff.

Aim	Objective	How measured
1. Student Success	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).
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.