

Uxbridge College 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

N.B In addition to the protected characteristics in the Equality Act Uxbridge College recognises and reports on the importance of socio-economic factors for its students.

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.

Policies and Equality Impact Assessment: The College has an Equality and Diversity policy and a Single Equality Scheme. Both of these policies and all other policies and practices at the College have been through an Equality Impact Assessment (EIA). The College uses a standard form for its EIA's which considers each protected characteristic and whether it is affected by the policy or practice. EIA's are renewed at the same time the policy or practice is updated.

Using our equality information to impact change:

In 2011/12 the College used its data on success rates to implement a new project aimed at improving success for lower performing groups. The College successfully bid for an LSIS Equality and Diversity grant to help mentor 'at risk' Black Caribbean students (this was in response to its in-year data monitoring in 2010/11). This fund was used to provide targeted mentoring for specific 'at risk' Black Caribbean students with an emphasis on retention as part of its key objective. The project successfully contributed to improved overall success rates of Black Caribbean students to 86% from 75%. In 2012/13 Black Caribbean students showed a 5% drop from this significant improvement of +11% in 2011/12.

While the mentoring project continued without funding in 2012/13 there was clearly a need for it to be extended in 2013/14. In 2013/14 success rates for Black Caribbean students have once again risen by 9%. Other Mixed students achieved the lowest success rates and will form part of the actions for 2014/15 which are monitored via the College's Equality and Diversity action plan.

2 Student and staff data 2013-14

2.1 Student Success

Effective strategies have been employed to address achievement gaps identified in 2013/14. Categories of learners with achievement gaps have been given high priority across all Schools. The College has highly effective systems for monitoring in-year learner progress and performance. Monitoring is rigorous and results in very effective intervention and actions to address issues identified.

In terms of ethnicity, the College is attracting the similar percentages of Arab, Asian, Black, Mixed, Other and White students. Significantly, there was a 2% rise in full-time White students (this is part of a 6% rise over the last 3 years for this group). Part-time Asian students continue to increase with a 6% rise this year following a 3% rise last year.

Ethnicity	PT		FT	
	Arab	30	4% (+2%)	98
Asian	330	40% (+6%)	1278	32% (+1%)
Black	170	21% (same)	742	18% (-1%)
Mixed	40	5% (-2%)	271	7% (same)
Other	49	6% (same)	118	3% (-1%)
White	197	24% (-6%)	1532	38% (+2%)
Total	816		4039	

Table: Breakdown of Uxbridge College students 2013-14 by Ethnicity Long Quals

The gender breakdown by percentage for full time students is broadly the same as last year in 2013/14.

Gender	PT		FT	
	Female	536	66% (+1%)	1608
Male	280	34% (-1%)	2431	60% (same)

Table: Breakdown of Uxbridge College students 2013-14 by Gender Long Quals

Ethnicity: Student success rates for 2013/14 by ethnicity show an improvement from last year and they remain high across all groups. All groups except 'Any Other Mixed/Multiple ethnic background' are either above or within 5% of the College average (which is the target the College sets itself), and all are above national averages. Some groups have seen significant improvements as much as 9% increase in success for Caribbean ethnic origin students.

Ethnicity	Long Quals					Nat Ave 12/13
	Starts	Ret	Ach	Success 13/14	Success 12/13	
African	832	92%	96%	88%	87%	83.3%
Any Other Asian background	986	94%	96%	91%	90%	84.0%
Any Other Black/African/Caribbean background	127	92%	98%	91%	82%	80.9%
Any other ethnic group	246	93%	97%	90%	86%	82.2%
Any Other Mixed/Multiple ethnic background	154	86%	93%	81%	78%	80.4%
Any Other White Background	705	94%	97%	91%	90%	84.5%
Arab	195	93%	97%	91%	90%	82.2%
Bangladeshi	86	97%	94%	91%	87%	83.1%
Caribbean	305	93%	97%	90%	81%	80.6%
Chinese	30	97%	100%	97%	86%	86.9%
English/Welsh/Scottish/Northern Irish/British	1536	91%	97%	89%	84%	83.4%
Gypsy or Irish Traveller	4	75%	100%	75%	100%	79.0%
Indian	806	95%	97%	92%	90%	86.5%
Irish	53	98%	98%	96%	68%	78.6%
Not Provided	0	-	-	-	50%	80.4%
Pakistani	502	93%	95%	88%	89%	84.0%
White and Asian	96	97%	99%	96%	-	82.8%
White and Black African	62	95%	93%	89%	82%	80.3%
White and Black Caribbean	118	92%	93%	85%	76%	78.8%
Total	6843	93%	97%	90%	86%	83.3%

Table: Success by Ethnicity 2013/14 long qualifications

Gender: In terms of success by gender, the female /male gap, the College had opened up to a 4% variance in 2012/13 but has now narrowed to a 2% variance in 2013/14.

	Long Quals				
Gender	Starts	Ret	Ach	Success 13/14	Success 12/13
F	3090	94%	97%	91%	89%
M	3753	92%	96%	89%	85%

Additional Learning Support: Those learners receiving Additional Learning Support show an increase in success rates in 2013/14 and are well above the college average.

	Long Quals				
Additional Learning Support	Starts	Ret	Ach	Success 13/14	Success 12/13
N	5795	93%	96%	89%	
Y	1048	94%	98%	93%	90%

Disability: Those students that declare a disability perform 2% above the College average.

	Long Quals				
Difficulty or Disability	Starts	Ret	Ach	Success 13/14	Success 12/13
no difficulty/disability/health problem	6306	93%	96%	89%	86%
has difficulty/disability/health problem	537	94%	98%	92%	85%

Socio-economic disadvantage: Students with low household incomes or those on benefits qualify for financial support in the form of a Bursary. Those in receipt of the 16-18 Bursary had success rates 6% above the College average. For those receiving Vulnerable Bursary recipients (e.g. 'looked after' children) success rates are 2% below the College average.

Bursary Type	Starts	Ret %	Ach %	Success 13/14	Success 12/13
Vulnerable Bursary	145	94%	93%	88%	83%
16-18 Bursary	1795	98%	98%	96%	94%

Table 2: Success / Retention / Achievement Analysis –Bursary Students

The Socio - economic Performance Indicator (SEPI) report published in 2012 gives an indication of the high Levels of performance of Uxbridge College students in terms of Socio-economic performance. Uxbridge College ranks at 49.1% (just below mid range) for the IMD (index Multiple deprivation for 2010) measurement of its students. The success rates of Uxbridge College students for overall success of 16-18; 19+; and All students; are all above the national average for every Level of deprivation nationally (e.g. Uxbridge College students perform better than students from areas of both higher and lower deprivation).

Notional Level	Age Group	No. of Starts (long)	Average IMD score	Rank (%)	Provider success rate (%)	National success rate(%)	Average success rate (%) of providers calculated for each quartile of the cohort position			
							0 - 25	over 25 to 50	over 50 to 75	over 75 to 100
E	16-18	341	24.5	63.1	86	82	81	82	83	85
E	19+	571	26.3	54.5	91	81	79	81	82	84
1	16-18	761	25.8	53.9	83	81	81	79	81	83
1	19+	239	26.6	52.2	89	75	75	75	77	76
2	16-18	2,113	24.8	49.6	87	80	80	81	80	81
2	19+	566	25.8	47.4	79	77	76	77	78	77
3	16-18	1,082	24.3	46.3	79	77	76	78	78	77
3	19+	313	25.3	41.5	76	76	76	76	75	78
A/AS/A2	16-18	902	24.7	39.2	77	79	76	78	79	83
A/AS/A2	19+	178	25.0	34.8	91	78	77	78	79	80
All	16-18	5,200	24.8	50.4	83	80	79	79	80	81
All	19+	1,903	25.8	45.7	84	77	76	77	78	78
All	All	7,103	25.1	49.1	83	79	77	79	79	80

Table 3: Socio-economic deprivation (2010 data from Provider Gateway – update awaited)

Postcode analysis for Socio-economic disadvantage (last 2 years):

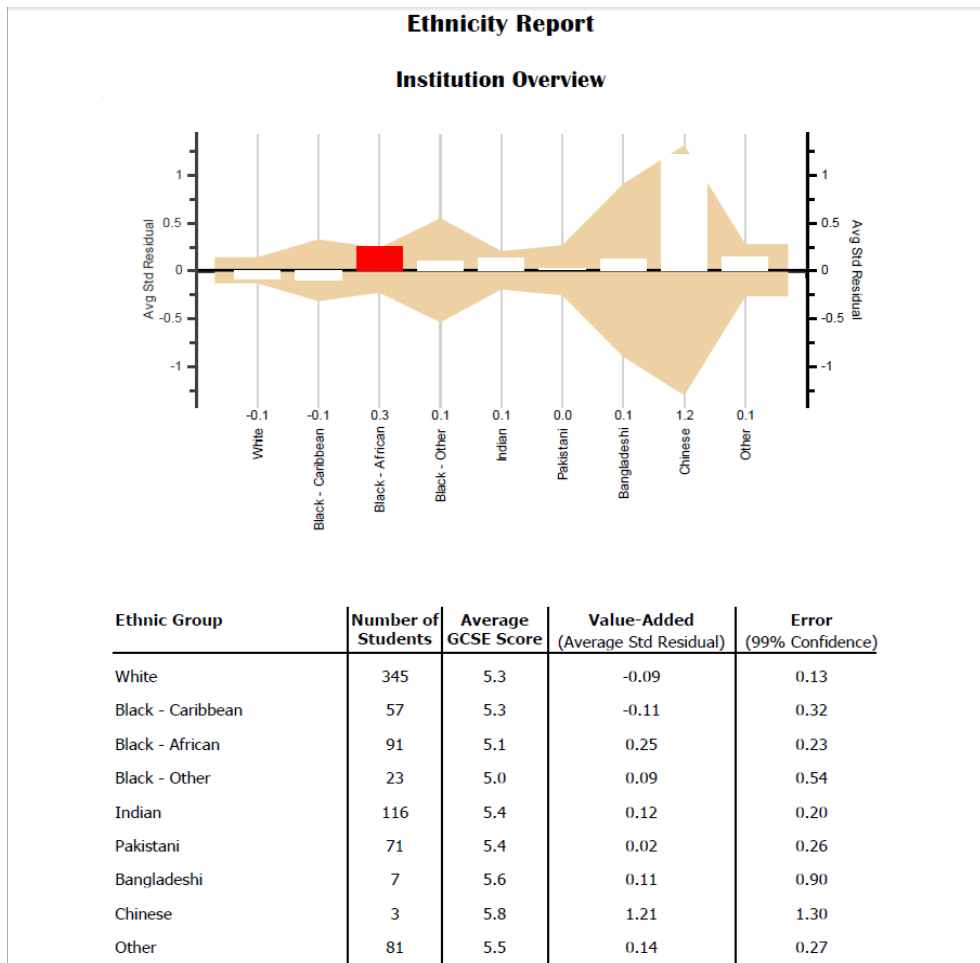
In the tables below Yes – indicates students living in postcodes identified as areas of socio-economic disadvantage (data from ProAchieve). These tables show that in 2013/14 these students performed very similarly to those without socio-economic disadvantage and their success rates remain high when compared nationally.

EcoDis	Dur	Starts	Ret %	Ach %	Success 13/14	Success 12/13
No	Long	4701	93%	97%	90%	87%
	Short	233	88%	93%	82%	
	V Short	1540	97%	98%	96%	
	Total	6474	94%	97%	91%	
Yes	Long	2141	92%	96%	89%	85%
	Short	161	89%	96%	86%	
	V Short	1264	98%	98%	97%	
	Total	3566	94%	97%	91%	

Table 4: Postcode analysis for Socio-economic disadvantage

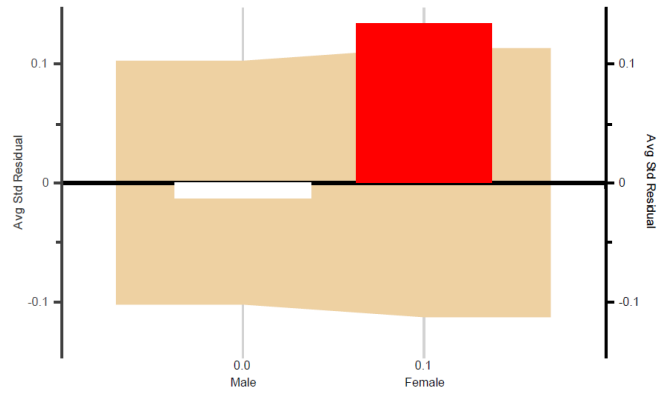
Value Added

For value added at level 3 all ethnicities are within the statistical norm apart from Black African which is significantly positive.



For gender at level 3 males are within the norm and females are significantly positive.

Institution Overview



Gender	Number of Students	Average GCSE Score	Value-Added (Average Std Residual)	Error (99% Confidence)
Male	544	5.2	-0.01	0.10
Female	369	5.5	0.13	0.11

Religion: Success rates by student's declaration of religion

Faith	Starts	Ach	Suc %
Any Other Faith	103	88	85.4%
Buddhist	94	83	88.3%
Christian	2032	1866	91.8%
Hindu	568	518	91.2%
Jewish	3	3	100.0%
Muslim	1930	1729	89.6%
No Faith	1171	1027	87.7%
Prefer Not to Say	183	173	94.5%
Sikh	382	348	91.1%
Unknown	376	303	80.6%
Total	6842	6138	90%

Sexual Orientation: The College does not currently ask students or staff to declare their sexual orientation, but may consider this in the future. However, it does record complaints and staff grievances by all protected characteristics including sexual orientation. There have been no complaints or grievances involving sexual orientation in 2013/14. Both student and staff forums have discussed sexual orientation in 2013/14. There is a student led LGBT group in the College.

Gender Reassignment: The College was aware of two transgender students in 2013/14 both of whom were supported using the College's Gender Reassignment Policy and Procedure.

Pregnancy and Maternity: The College supports students who are pregnant or those with children. There is financial support through the 19+ discretionary bursary which allocated £155,000 in 2013/14. The College has a Children's Centre on site which supports students with children and delivers tutorials on pregnancy and childcare.

Staff

The breakdown for Staff E and D figures for last year (2013/2014) is as follows:

ETHNICITY: There was an increase in the proportion of BME staff.

2013/14	2012/13	2011/12
33.89%	32.0%	33.04%

The College's current target is 35% BME staff which matches the current BME population in the Greater London Area (Hillingdon is 32% BME). The plan is to achieve this figure within the next 3 to 5 years.

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

2013/14	2012/13	2011/12
61/39 %	61/39 %	59/41 %

DISABILITY: Staff disclosing a disability:

2013/14	2012/13	2011/12
5.34 %	4.76 %	5.44 %

Nationally, the number of staff with a declared disability across the Further Education College workforce in 2012/13¹ 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:

	2013/14	2012/13	2011/12
% BME Applicants	50.1%	47.9%	45%
% BME Offers from total offers made	32.1%	33.0%	34.5%

During the period 1st September 2013 to 31st August 2014, 1786 people applied for jobs at the College covering 176 vacancies, 155 employment offers were made. Of the 155 offered - 83 were white (66.9%) and 41 were from BME groups (33.1%). Of the 1786 applicants 894 were from BME groups (50.1%).

In 2013/14 the College appointed 92 staff of whom 58 were white (63%) and 34 were from BME groups (37%).

There were 34 internal promotions during 2013/14: Male 13 (38.2%); Female 21 (61.8%). Asian 4 (11.8%); Black 4 (11.8%); White 24 (70.5%) Other 2 (5.9%).

Effectiveness of policies and procedures

Equality and Diversity Action Plan

An Equality & Diversity Action Plan was in operation for 2013/14. 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').

Equality and Diversity Forum

The Equality and Diversity Forum membership was relatively stable during 2013-14. 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: the Equality Act; and 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.

Student Involvement in Equality and Diversity activities

Student forums for Diversity and Disability met and gave feedback to the Equality and Diversity Forum. Actions requested by disabled students were added to the DDA actions and completed within set timescales. 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.

The College takes bullying extremely seriously. The College promotes anti-bullying tutorials and events. It has produced an internet safety e-tutorial and it has a 'report abuse' button on its intranet pages, as well as sharing 'best practice' on e-safety at regional events. Effective 1-1 support for students experiencing bullying is provided by the Student support team. A student led LGBT group has been promoting awareness and tolerance at events during 13/14.

Complaints

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

Out of 30 complaints (compared to 37 in 12/13) 40% were male, 50% female, 10 were mixed groups. 9 were 'unknown' in terms of ethnicity of the complainant, 6 Asian, 2 Black, and 11 White. 13 were ages 16-18 and 17 were 19+.

One complaint involved Equality and Diversity:

A student complained that the College does not have a dedicated prayer room. It was explained to this student that due to significant demand on our rooms we are unable to provide a dedicated room, however, we do provide rooms at set times during the day and at other times students can request a room from reception.

Training

The Equality and Diversity training programme continued to be delivered to staff. 180 staff were trained in 2013/2014 during the Whole College Training Days, making a total of 420 (80%) staff having received E&D Training over the past two 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 college staff every 3 years by external trainers (all governors attended E&D training in 2011/12). The quality of this training is closely monitored to ensure that the training is of good quality. Feedback from staff attending E&D training in 2013/14 was very good, largely due to a new delivery style (including interactive scenes delivered by actors) from a company with experience of delivering high quality equality & diversity training.

Assistive technology

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 to one which suits individual users. AccessApps, a suite of assistive software programs, is made available to all students through Moodle. However, in addition a more user friendly version of Moodle was produced for Foundation students in 2013/14. The College also has Read and Write Gold software which can turn text to audio.

Uxbridge College Equality Objectives (2012 – 2016)

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 Council 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	Update on progress
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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).	For 2013/14 all groups except 'Any Other Mixed/Multiple ethnic background' are either above or within 5% of the College average, and all are above national averages. Some groups have seen significant improvements as much as 9% increase in success for Caribbean ethnic origin students.
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.	BME staff are 34.09% at November 2014. This is a 1% increase on last year.

If you would like this information provided in an alternative format such as British Sign Language, Large Print, Easy Read, Braille or in another language please contact the College.

طرح برطانوی نشانہ زبان اگر آپ ہوگا طرح یہ معلومات فراہم میں ایک راستہ ترتیب ایسا جس ، بڑا چھاپنا ، آسان پڑھنا ، اندھوں کو پڑھنا لکھنا سکھانے کا طریقہ یہ میں ایک اور زبان براہ کرم کالج رابطہ .

इफ यू वौल्ड लिखे थिस इनफार्मेशन प्रोवाइडेड इन अन अल्टरनेटिव फॉर्मेट सुच अस ब्रिटिश सिग्न लैंग्वेज, लार्ज प्रिंट, इजी रीड, ब्रेल और इन अनोत्हेर लैंग्वेज प्लीज कांटेक्ट थे कॉलेज.

