

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 2010/11. In 2012/13 Black Caribbean students have shown a 5% drop from this significant improvement of +11% in 2011/12. While the mentoring project continued without funding in 2012/13 there is a need for it to be extended in 2013/14. Mixed students achieve the lowest success rates and will also form part of this project and the actions which are monitored via the College's Equality and Diversity action plan.

Student and staff data 2012-13

Students

In terms of ethnicity, the College is attracting the similar percentages of Arab, Asian, Black, Mixed, Other and White students. Significantly, there was a 3% rise in full-time White students in 2011/12 with a further 1% in 2012/13 and the 4% decline in part-time Asian students in 2011/12 which has risen back 3% in 2012/13.

Ethnicity	PT	%	FT	%
Arab	22	2% (same)	86	2% (+1%)
Asian	323	34% (+3%)	1275	31% (-1%)
Black	196	21% (+1%)	765	19% (+1%)
Mixed	63	7% (same)	300	7% (-1%)
Other	52	6% (-2%)	156	4% (-2%)
White	285	30% (-2%)	1472	36% (+1%)
Total	941		4054	

Table 1: Breakdown of Uxbridge College students 2012-13 by Ethnicity

The gender breakdown by percentage for full time students is broadly the same as last year however there has been an increase of 4% in part time females enrolled in 2012/13.

Gender	PT	%	FT	%
F	609	65% (+4%)	1624	40% (-1%)
M	332	35% (-4%)	2430	60% (+1%)
Total	941		4054	

Table 2: Breakdown of Uxbridge College students 2012-13 by Gender

Student Success

Ethnicity: Student success rates for 2012/13 by ethnicity show an improvement from last year. All ethnic groups are above or within 6% of the overall success rate (86%). The overall College success rate has risen by 1%. All ethnic groups are above national averages. Asian or Asian British – Bangladeshi have risen by 6%.

Black Caribbean students have shown a 5% drop from a significant improvement of +11% in 2011/12. The comparatively lower success rate of Black Caribbean students in 2010/11 was successfully addressed by the College through a project (funded by an LSIS Equality and Diversity grant) to help mentor Black Caribbean students ‘at risk’ of not completing. While this project continued without funding in 2012/13 there is a need for it to be extended in 2013/14. Mixed students achieve the lowest success rates and will also form part of this project and the actions which are monitored via the College’s Equality and Diversity action plan.

Ethnicity	Starts	Ret %	Ach %	Success 12/13	Nat Ave	Success 11/12	Success 10/11	Success 09/10
Arab	178	93%	97%	90%	80%	N/A	N/A	N/A
Asian or Asian British - Any Other Asian	993	94%	96%	90%	81%	88%	86%	87%
Asian or Asian British - Bangladeshi	68	91%	95%	87%	80%	81%	85%	78%
Asian or Asian British - Indian	842	94%	96%	90%	84%	88%	84%	88%
Asian or Asian British - Pakistani	511	94%	95%	89%	81%	85%	82%	87%
Black or Black British - African	884	90%	96%	87%	80%	85%	83%	87%
Black or Black British - Any Other Black	157	86%	96%	82%	79%	82%	79%	81%
Black or Black British - Caribbean	431	86%	95%	81%	76%	86%	75%	80%
Chinese	36	89%	97%	86%	85%	91%	79%	84%
Mixed - Any Other Mixed	532	84%	96%	80%	79%	82%	80%	82%
Not known	4	50%	100%	50%	N/A	91%	90%	88%
Other	314	89%	97%	86%	N/A	88%	87%	87%
White - British	2438	88%	97%	85%	82%	83%	83%	85%
Total	7388	90%	96%	86%		85%	83%	86%

Table 3: Success rates by main ethnicity grouping

Gender: In terms of success by gender, the female /male gap, the College had narrowed the gap to a 2% variance in 2011/12 but has opened up to 4% variance in 2012/13.

Year	Female Success	Male Success
2009/10	86	85
2010/11	85	81
2011/12	86%	84%
2012/13	89%	85%

Table 4: Success rates by gender

ALS: Those learners receiving Additional Learning Support show an increase in success rates in 2012/13 and are well above the college average.

Year	Starts	Retention	Achievement	Success
2010-11	1246	89%	96%	85%
2011-12	1204	94%	98%	92%
2012-13	1106	92%	98%	90%*

Table 5: Success rates for ALS learners

*relates only to students receiving academic support

For students that received academic Additional Learning Support: 95% have a positive destination. Over three quarters (77%) of students receiving this support progressed onto other courses (63% progressed on to new courses at Uxbridge College, 10% entered Further Education and 4% went on to Higher Education). The next biggest progression route is employment. 6% of these students went into full-time education, 3% went into part-time employment, 3% were unemployed and 1% found voluntary work.

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 Bursary had success rates 8% above the College average. For those receiving Vulnerable Bursary recipients (e.g. 'looked after' children) success rates are 3% below the College average.

Vulnerable/Bursary	Starts	Ret %	Ach %	Success 12/13	Success 11/12
Vulnerable Bursary 16-18	168	88%	97%	83%	85%
Bursary	1127	93%	96%	94%	90%

Table 6a: Success / Retention / Achievement & Attendance Analysis –Bursary Students

For students that received the vulnerable bursary (looked after students) 91% have a positive destination. Over half (54%) of students receiving this support progressed onto other courses, 17% entered Further Education and 5% went on to Higher Education. 7% progressed into employment, 3% were unemployed.

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 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 6b: Socio-economic deprivation (2010 data from Provider Gateway)

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 2012/13 these students performed 2% below those without socio-economic disadvantage; however their success rates remain high when compared nationally.

EcoDis	EndYr	Starts	Ret	Ach	Suc
No	12/13	5085	91%	96%	87%
Yes	12/13	2303	88%	96%	85%

EcoDis	EndYr	Starts	Ret	Ach	Suc
No	11/12	4310	89%	95%	85%
Yes	11/12	2034	88%	96%	85%

Table 6d: Postcode analysis for Socio-economic disadvantage

Disability: For those students who declare a disability, difficulty or health problem, the success rates are 1% lower than those with no disability or difficulty declared.

Difficulty or Disability	Starts	Ret %	Ach %	Success 12/13	Success 11/12	Success 10/11
has difficulty/disability/health problem	733	90%	97%	85%	87%	83%
no difficulty/disability/health problem	5594	89%	95%	86%	85%	83%

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

Religion: Below is the breakdown of faith, out of 4065 current students who enrolled in 2012/13. The College supports staff and students with 2 days annual leave each academic year in order to observe a date which is of importance within their religion's calendar.

Faith	Learners	%
Any Other Religion	127	3%
Buddhist	58	1%
Christian	1345	33%
Hindu	337	8%
Muslim	1027	25%
No Religion	772	19%
Prefer Not to Say	147	4%
Sikh	252	6%
Total	4065	

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 2012/13. Both student and staff forums have discussed sexual orientation in 2012/13. There is a student led LGBT group in the College.

Gender Reassignment: One transgender student in 2012/13 has been 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 had allocated £63,000 to childcare support to enable students to attend college in 2011/12. Since then the restrictions on the amount of discretionary funding which can be used for childcare has been lifted and the College spent £155,000 in 2012/13. 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 (2012/2013) is as follows:

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

2012/13	2011/12	2010/11
32.0%	33.04%	29.65%

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 very similar at 3:2.

2012/13	2011/12	2010/11
61/39 %	59/41 %	62/38 %

DISABILITY: Staff disclosing a disability:

2012/13	2011/12	2010/11
4.76%	5.44%	4.88%

Nationally, the number of staff with a declared disability across the Further Education College workforce in 2011/12¹ was 3.7%. Although the College exceeds the national average percentage for staff working in FE the rate of employee disclosure remains low throughout the sector.

RECRUITMENT:

¹ LSIS: An Analysis of the SIR Data 2011/12, published in June 2013

	2012/13	2011/12	2010/11
% BME Applicants	47.9%	45%	45%
% BME Offers from total offers made	33%	34.5%	32.34%

During the period 1st September 2012 to 31st August 2013, 1638 people applied for jobs at the College covering 142 vacancies, 127 employment offers were made. Of the 127 offered - 85 were white (67%) and 42 were from BME groups (33%). Of the 1638 applicants 786 were from BME groups (47.9%).

In 2012/13 the College appointed 84 staff of whom 55 were white (65.5%) and 29 were from BME groups (34.5%).

There were 31 internal promotions during 2012/13: Male 14 (42.5%); Female 17 (54.8%). Asian 8 (25.8%); Black 1 (3.2%); White 21 (67.7%) Other 1 (3.2%).

Effectiveness of policies and procedures

Equality and Diversity Action Plan

An Equality & Diversity Action Plan was in operation for 2012/13. 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 seventh year in succession. All actions achieved green status ('achieved', or 'progress as expected'). Particular success stories included the College achieving the Buttle Quality Mark for care leavers. The College has been part of a group of colleges nationally that have been redesigning this quality mark for FE colleges and has now been recognised for its work in supporting young learners in care and those that have recently left care.

Equality and Diversity Forum

The Equality and Diversity Forum membership was relatively stable during 2012-13. 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 new 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 audit 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. In 2012/13 the College's Gender Identity Policy was used to support a transgender student wishing to 'transition'. A Fair Trade student group was formed and events and activities were held throughout the year (with a view to applying for Fair Trade status for the College).

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 new student led LGBT group has been formed and is planning to promote 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 37 complaints (compared to 36 in 10/11) 43% were male, 9 were 'unknown' in terms of ethnicity of the complainant (all non students), 1 was Indian, 4 were Pakistani, 4 were Other Asian, 13 were White British, 1 was Black Caribbean, 1 Black African, 1 Mixed, 1 were White Other and 2 Other. 9 were ages 16-18 and 28 were 19+.

One complaint involved Equality and Diversity:

A disabled student complained that a lift was not working. The complaint was upheld and an alternative means of egress was arranged until the lift was fixed.

Training

The Equality and Diversity training programme continued to be delivered to staff. 240 staff were trained in 2012/2013 during the Whole College Training Days (compared to 174 last year).

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 2012/13 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. In May 2013 the College was the top FE College nationally for the use of e-books (JISC e-books survey Uxbridge College position 1st: 55,816 pages viewed).

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. 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
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).	This was achieved in 2012/13 with the exception of Mixed ethnicity students whose success rate is 6% below the College average, but higher than the national average.
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.	On track to achieve. Currently 32%, increased from 30% in 2010/11.

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.

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
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