

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 increased by 9% and have been maintained at the high level for 2014/15. All groups except 'Any Other Mixed/Multiple' and 'White and Black Caribbean' ethnic background 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 for 13-14 except Irish 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 2014-15

2.1 Student data and success

In terms of ethnicity for full-time students, the College is attracting the similar percentages of ethnic groups as the previous year.

Ethnicity	Students	15/16 %	14/15 %
Any other mixed/multiple ethnic backgrou	90	1.9%	2%
Any Other White Background	508	10.7%	11%
Asian or Asian British - any other	553	11.6%	12%
Asian or Asian British - Bangladeshi	73	1.5%	1%
Asian or Asian British - Chinese	11	0.2%	0%
Asian or Asian British - Indian	612	12.8%	13%
Asian or Asian British - Pakistani	336	7.1%	7%
Black or Black British - African	528	11.1%	11%
Black or Black British - any other	95	2.0%	2%
Black or Black British - Caribbean	263	5.5%	5%
English/Welsh/Scottish/Northern Irish/Brit	1008	21.2%	21%
Irish	26	0.5%	1%
Mixed White and Asian	66	1.4%	1%
Mixed White and Black African	65	1.4%	1%
Mixed White and Black Caribbean	110	2.3%	2%
Not Known/Not Provided	6	0.1%	1%
Other - Arab	158	3.3%	3%
Other - Ethnic Group	245	5.1%	5%
White Gypsy or Irish Traveller	2	0.0%	0%
White Other	2	0.0%	0%
Total	4763		

Breakdown of Uxbridge College full-time students 2015-16 & 14-15 by Ethnicity

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

Gender	Students	14/15% (13/14 diff)
F	1867	39% (-1)
M	2896	61% (+1)
Total	4763	

Breakdown of Uxbridge College students 2014-15 by Gender

Ethnicity: Student success rates for 2014/15 by ethnicity are similar to 13/14 and they remain high across all groups. All groups except 'Any Other Mixed/Multiple' and 'White and Black Caribbean' ethnic background 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 for 13-14 except Irish.

Ethnicity	Long Quads Vocational					Nat Ave 13/14
	Starts	Ret	Ach	Success 14/15	Success 13/14	
Black African	1164	93.6%	96.2%	90.0%	88%	85.8%
Any Other Asian background	1162	96.0%	96.1%	92.3%	91%	86.4%
Any Other Black/African/Caribbean background	156	96.2%	93.3%	89.7%	91%	84.7%
Any other ethnic group	442	96.2%	97.2%	93.4%	90%	84.5%
Any Other Mixed/Multiple ethnic background	188	88.3%	95.2%	84.0%	81%	84.2%
Any Other White Background	991	94.3%	97.0%	91.5%	91%	86.9%
Arab	235	95.7%	93.8%	89.8%	91%	85.8%
Bangladeshi	115	97.4%	96.4%	93.9%	91%	86.9%
Black Caribbean	511	95.3%	94.9%	90.4%	90%	85.2%
Chinese	53	98.1%	98.1%	96.2%	97%	88.7%
English/Welsh/Scottish/Northern Irish/British	2070	90.8%	96.2%	87.3%	89%	87.2%
Gypsy or Irish Traveller	5	100 %	100 %	100.0%	75%	82.4%
Indian	994	95.1%	96.7%	92.0%	92%	89.4%
Irish	67	91.0%	93.4%	85.1%	96%	87.2%

Not Provided	16	100 %	75.0%	75.0%	-	85.6%
Pakistani	555	98.6%	93.1%	91.7%	88%	86.5%
White and Asian	141	89.4%	99.2%	88.7%	96%	85.1%
White and Black African	114	92.1%	99.0%	91.2%	89%	84.0%
White and Black Caribbean	177	88.7%	94.3%	83.6%	85%	82.7%
Total	9156	93.9%	96.0%	90.1%	90%	86.8%

Success by Ethnicity 2014/15; long qualifications excluding functional skills

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 14/15	Positive Destination
Any other mixed/multiple ethnic backgrou	100	94%
Any Other White Background	488	97%
Asian or Asian British - any other	547	97%
Asian or Asian British - Bangladeshi	53	96%
Asian or Asian British - Chinese	14	100%
Asian or Asian British - Indian	547	96%
Asian or Asian British - Pakistani	301	97%
Black or Black British - African	495	95%
Black or Black British - any other	77	97%
Black or Black British - Caribbean	241	96%
English/Welsh/Scottish/Northern Irish/Br	1031	95%
Irish	30	90%
Mixed White and Asian	75	93%
Mixed White and Black African	50	98%
Mixed White and Black Caribbean	94	100%
Not Known/Not Provided	5	100%
Other - Arab	106	98%

Other - Ethnic Group	173	96%
White Gypsy or Irish Traveller	4	75%
Total	4431	96%

Destination by ethnicity 14-15

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 is similar in 2014/15 at 2.8%.

Gender	Starts	Ret	Ach	Success 14/15	Success 13/14	Success 12/13
F	3090	94%	97%	91.6%	91%	89%
M	3753	92%	96%	88.8%	89%	85%

Success rates by gender; long qualifications excluding functional skills

Learning Support: Those learners that declare a Learning Difficulty achieve success rates which are similar to those that do not.

Learning Difficulty	Starts	Ret	Ach	Success 14/15	Success 13/14	Nat Avg 13/14
Autism Spectrum Disorder	84	94.0%	98.7%	92.9%		89.7%
Dyscalculia	4	100.0%	75.0%	75.0%		86.1%
Dyslexia	306	93.8%	96.5%	90.5%		86.2%
Moderate Learning Difficulty	123	95.1%	96.6%	91.9%		90.0%
Multiple Learning Difficulties	19	100.0%	94.7%	94.7%		89.3%
Other	70	82.9%	100.0%	82.9%		85.3%
Other Specific Learning Difficulty	25	96.0%	95.8%	92.0%		86.4%
Severe Learning Difficulty	5	80.0%	100.0%	80.0%		93.9%
Has Learning Difficulty	636	93.1%	97.0%	90.3%	92%	87.4%
No Learning Difficulty	8491	94.0%	95.9%	90.1%	89%	86.9%
Not Known/Information Not Provided	29	96.6%	85.7%	82.8%		85.5%
Total	9156	93.9%	96.0%	90.1%		86.8%

Success rates by learning difficulty: long qualifications excluding functional skills

Those students that receive learning support achieve success rates that are 4% above those that do not receive support.

Additional Learning Support	Starts	Ret	Ach	Success 14/15	Success 13/14
No	8345	93.7%	95.8%	89.8%	89
Yes	811	96.3%	97.6%	94.0%	93
Total	9156	93.9%	96.0%	90.1%	90

Success rates by learning support; *long qualifications excluding functional skills*

vii. Socio-economic disadvantage

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

Socio-economic deprivation (data from Provider Gateway 2012)

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 2014/15 these students performed very similarly to those without socio-economic disadvantage.

Economic Disadvantage	Starts	Ret	Ach	Success 14/15	Success 13/14
Yes	2978	94.1%	95.4%	89.8%	89%
No	6178	93.8%	96.2%	90.3%	90%
Total	9156	93.9%	96.0%	90.1%	90%

Postcode analysis for Socio-economic disadvantage: long qualifications excluding functional skills

High Needs

In 2014-15 there were 29 High needs students (learners that require additional support costing over (£6,000). 8 of these were on specialist programmes and the remaining 21 were on mainstream programmes. The success rate for high needs students was 88% on their main vocational programme. The success rate for main vocational programmes for all students studying on courses that had high needs learners in them was 86%. Therefore, high needs students success rates compare well with all learners on the same programmes.

All courses with High needs students	Starts	Ret	Ach	Suc %
Main vocational course	527	89%	97%	86%
FS Only	452	91%	67%	61%
Total	979	90%	83%	75%

Courses with High needs students on them programmes success

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

Looked after children

There were 132 looked after children in the College in 2014/15. Looked after children success rate was 87%, which is 3% below the College average (90%) for their main vocational programme. They achieve 4% better success rates for functional skills than the College average (62%).

Looked after children	Starts	Ret	Ach	Success 14/15	Success 13/14
Main vocational programme	166	90%	97%	87%	88%
Functional skills only	142	85%	78%	66%	-

Destination data for looked after children shows 96% positive destination. In summary: 61% are continuing at the College; 14% are studying FE elsewhere; 8% employment; 3% are going to university; 2% are not in paid employment; 1% apprenticeships.

2.3 Staff

2.3 Staff

The breakdown for Staff E and D figures for last year (2014/2015) is as follows:

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

2014/15	2013/14	2012/13
32.08%	33.89%	32.0%

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.

2014/15	2013/14	2012/13
60/40 %	61/39 %	61/39 %

DISABILITY: Staff disclosing a disability:

2014/15	2013/14	2012/13
5.44 %	5.34 %	4.76 %

Nationally, the number of staff with a declared disability across the Further Education College workforce in 2014/15 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:

	2014/15	2013/14	2012/13
% BME Applicants	52.4%	50.1%	47.9%
% BME Offers from total offers made	41.0%	32.1%	33.0%

During the period 1st September 2014 to 31st August 2015, 1083 people applied for jobs at the College covering 120 vacancies, 117 employment offers were made. Of the 117 offered - 69 were white (59%) and 48 were from BME groups (41%). Of the 1083 applicants 567 were from BME groups (52.4%).

There were 19 internal promotions during 2014/15: Male 7 (36.8%); Female 12 (63.2%). Asian 6 (31.6%); Black 0 (0%); White 13 (68.4) 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 2014/15. 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 Disciplinary

There has been a decrease in Stage 3 disciplinary hearings across the College: 96 compared to 134 compared in 2013/14 (and 97 in 2012/13 and 124 in 2011/12). 18% resulted in exclusion which was lower than 20% in 2013/14 (13% in 2012/13 and 17% in 2011/12).

Ethnicity	% population	% disciplinaries
Any other mixed/multiple ethnic backgrou	1.9%	2%

Any Other White Background	10.7%	9%
Asian or Asian British - any other	11.6%	15%
Asian or Asian British - Bangladeshi	1.5%	0%
Asian or Asian British - Chinese	0.2%	0%
Asian or Asian British - Indian	12.8%	10%
Asian or Asian British - Pakistani	7.1%	3%
Black or Black British - African	11.1%	20%
Black or Black British - any other	2.0%	0%
Black or Black British - Caribbean	5.5%	3%
English/Welsh/Scottish/Northern Irish/Br	21.2%	13%
Irish	0.5%	0%
Mixed White and Asian	1.4%	3%
Mixed White and Black African	1.4%	1%
Mixed White and Black Caribbean	2.3%	7%
Not Known/Not Provided	0.1%	1%
Other - Arab	3.3%	3%
Other - Ethnic Group	5.1%	7%
White Gypsy or Irish Traveller	0.0%	0%
White Other	0.0%	0%
Total		

Student Disciplinary by Ethnicity

A disproportionate number of disciplinaries involving Black African students was found in 2014/15. 19 Black African students had stage 3 disciplinaries, which is 20% of all stage 3's compared to their population in the College at 11%.

A similar disproportion was found in 2013/14 with 19% of all disciplinaries for this ethnicity compared to student numbers at 12% across the College. 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 90% which is a 2% rise on last year at 88% and therefore this action plan will solely focus on those 'at risk' from a behavioural perspective.

There were 17 exclusions (compared to 27 Exclusions in 2013/14). 10 were male and 7 female. 6 were Black African, 4 were Asian any other, 2 Indian, 1 Pakistani, 1 White Other, 1 mixed White and Black Caribbean, 1 Arab, and 1 Other.

30% were Black, 41% Asian and 11% Mixed and 11% White.

3.3 Equality and Diversity Forum

The Equality and Diversity Forum membership was relatively stable during 2014-15. 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.

3.4 Student Involvement in Equality and Diversity activities

Student gave feedback to the Equality and Diversity Forum. 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 2014/15 the College's Gender Identity Policy was used to support 1 transgender student. An LGBT student group was active in 2014/15 and this helped to promote awareness and tolerance.

The College takes bullying extremely seriously. There were 52 serious cases of bullying recorded in the College in 2014/15 (compared to 53 last year). The reason for 32 of these cases was fighting compared to 29 last year. Of all cases 7 were excluded compared to 15 in the year before.

In 2014/15 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. 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
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 2014/15 all ethnicity groups are within 5% or above the College average of 90% apart from White and Black Caribbean 84%, and Any other mixed 84% (both are at or above national averages). 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, looked after, and high needs 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 (i.e. by 2017).	BME staff are at 32%. This is a slight decrease on last year, but the College remains committed to reaching 35% by 2017.

5 Complaints

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

Out of 32 complaints (compared to 30 in 13/14) 34% were male, 66% female; 41% White British ethnicity, 12% Other Asian, 9% Indian, 9% Mixed any other, 6% Black Caribbean, 6% Pakistani, 6% White Other, 3% Black Other, 3% Black African, 3% Mixed White and Asian . 34% were ages 16-18 and 66% were 19+.

One complaint involved Equality and Diversity directly. This was 1 complaint regarding disability which was upheld.

6 Training

The Equality and Diversity training programme continued to be delivered to staff. 59 staff were trained in 2014/2015 during the Whole College Training Days, making a total of 479 staff having received E&D Training over the past three 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 every 3 years by external trainers. 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 2014/15 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.

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 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. The College also has Read and Write Gold software which can turn text to audio.

8 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 2014/15. Both student and staff forums have discussed sexual orientation. There is a student led LGBT group in the College.

9 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 and one student in 2014/15.

10 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 2014/15. The College has a Children's Centre on site which supports students with children and delivers tutorials on pregnancy and childcare.

11 Conclusion

This has been a very successful year for Equality and Diversity in the College. There has been a general high level of success rates and a maintained narrowing of gaps in achievement for ethnicity, learning difficulty, learning support, gender, looked after and high needs. The College is significantly making a difference to those facing Socio-Economic disadvantage. The staff from BME backgrounds continues to rise and the College is close to its 35% target. The College continues to set itself the highest possible standards for Equality and Diversity and implementation of the Action Plan for 2015/16 will help it to achieve them.

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.

اگر آپ ہوگا طرح یہ معلومات فراہم میں ایک راستہ ترتیب ایسا جس طرح برطانوی نشانی زبان ، بڑا چھاپنا ، آسان پڑھنا ، اندبوں کو پڑھنا لکھنا سکھانے کا طریقہ یا 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 .

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