



**HRUC**  
HARROW, RICHMOND & UXBRIDGE COLLEGES

# EQUALITY, DIVERSITY AND INCLUSION



**Annual Report 2023/24**

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# FOREWORD

In a world that continues to evolve at an unprecedented pace, the principles of equality, diversity and inclusion (EDI) are more than just ideals; they are essential components of a healthy, progressive, and resilient society. This report represents not just a reflection on our past and present, but a blueprint for how we move forward with commitment and purpose. It is a testament to our belief that every person, every student, regardless of background, identity, or experience, deserves a fair and equitable opportunity to contribute, thrive, and lead.

Over the past year, we have made meaningful strides towards fostering diversity and inclusion. Yet, we recognise that the journey is ongoing. The challenges we face are complex and they require both sustained action and empathy. This report will highlight our achievements, identify areas where we need to grow, and underscore our unwavering resolve to do better. It is an invitation to all — employees, stakeholders, and the community — to hold us accountable and to join us as we seek to ensure that our organisational culture reflects the richness of the world around us.

True progress in EDI is not just about policies and metrics but about transforming mindsets and dismantling barriers. It is about embedding inclusion into our daily practices, making it part of who we are. Our commitment goes beyond compliance; it is about creating an environment where individuals feel safe, valued, and empowered to bring their whole selves to work and life.

As we review the pages of this report, I urge you to take note of both the milestones we have reached and the opportunities that lie ahead. Let us use this as a foundation to inspire continued dialogue, collaboration and action. Because true equality, diversity, and inclusion are not just goals — they are a promise we make to each other and to future generations.

## EXECUTIVE SUMMARY

The HRUC Equality, Diversity and Inclusion (EDI) Annual Report 2023/24 underscores HRUC's enduring commitment to creating an inclusive and equitable environment where students and staff are empowered to succeed. With a clear vision and actionable objectives, HRUC continues to prioritise EDI as a cornerstone of its organisational culture.

### Key Achievements

- **Student Success:** HRUC achieved a Qualification Achievement Rate (QAR) of 86.46%, outperforming the national average by 2.26%. Significant progress was made in narrowing achievement gaps for students with learning difficulties and those from economically disadvantaged backgrounds.
- **Engagement and Inclusion:** A dynamic range of events and initiatives, including Culture Day, LGBTQIA+ support workshops and mental health programmes, celebrated diversity and fostered belonging across our campuses.
- **Staff Diversity:** The College's workforce is a testament to its commitment to inclusivity, with 49% of staff identifying as ethnic minorities and robust support systems in place for individuals with disabilities.
- **Marketing Excellence:** HRUC's marketing strategies highlighted the diversity of our student and staff communities, showcased inclusive environments, and incorporated new technologies to reach broader audiences.



## OUR VISION

To be an outstanding college group that inspires, transforms lives and creates futures.



## OUR MISSION

To deliver an exceptional learning experience that creates opportunities and success for all.

We stand for diversity, inclusion and excellence throughout everything we do, and provide outcomes that drive personal growth, wellbeing and economic opportunity.

# INTRODUCTION

At Harrow, Richmond, and Uxbridge Colleges (HRUC), the wellbeing of our students and staff remains our top priority. We are committed to acknowledging and honouring the unique needs and experiences of our diverse community.

The College is deeply committed to serving the community by upholding values rooted in Equality, Diversity and Inclusion. This dedication involves actively engaging with and understanding various viewpoints, fostering an environment where everyone is respected and can contribute fully.



## DIVERSITY

**Celebrating our diversity, inclusion,  
belonging and success.**



HRUC aims to create an inclusive environment that enables individuals to reach their full potential, fostering self-esteem and mutual respect. Firmly standing against all forms of inequality and discrimination, our EDI policy signifies our dedication to maintaining a College that upholds these values. The Equality Duty highlights the importance of considering diverse needs rather than treating everyone identically.

In adherence to the Equality Duty Act 2010, every year the College publishes a combination of qualitative and quantitative data reflecting our commitment to EDI. This EDI annual report is prepared and submitted to the Corporation for review and then published on our website: [www.hruc.ac.uk](http://www.hruc.ac.uk)

# THE ROAD MAP: EMBEDDING EDI INTO THE ORGANISATION

To sustain and enhance these achievements, HRUC has developed a strategic road map aligned with its EDI objectives.



## OBJECTIVE 1

Celebrate and strengthen diversity while improving inclusion across student and staff communities.

### GOAL:

Ensure all staff and students have equal opportunities to maximise their potential, feel valued, and are treated with respect.

## OBJECTIVE 2

Foster an environment of access and inclusion while celebrating HRUC's diversity.

### GOAL:

Develop a culture where everyone feels safe, belongs, and is empowered to achieve their full potential.

# EDI INITIATIVES AND WELLBEING ACTIVITIES ACROSS OUR COLLEGES

HRUC champions inclusion, diversity, and opportunity for all learners by prioritising inclusion, diversity, and enriched learning environments. We focus on holistic learner development, emphasising soft skills, mental health, and wellbeing to foster a community of leaders. Our core purpose is to prepare learners for higher education or work.

Our College group actively promotes inclusion by raising awareness, supporting diverse activities, and establishing LGBTQIA+ groups. We engage students in international experiences, collaborate with external agencies to enhance mental health support, and encourage active citizenship through volunteering and charitable efforts.

With a commitment to inclusion, HRUC collaborates with external agencies, raises awareness, and collects feedback from students on mental health support through surveys. We actively participate in community projects, cultural events celebrating diversity, and initiatives against anti-social behaviour.

To ensure inclusion and equality, the College encourages learner involvement through diverse activities, including open mic sessions, critical debate forums, and mental health ambassador training.

HRUC hosts cultural events such as World Food Day and Culture Day, an annual Comic Con designed to promote inclusion, and actively participates in community projects such as the Red Box initiative and The Jack Petchey Award scheme. Additionally, HRUC provides opportunities for reflection, fosters student clubs for community building, and respects diverse backgrounds and beliefs.



Examples of activities across the colleges include:

## HARROW COLLEGE

- **Annual Freshers Fair:** Showcases local support agencies like Mosaic, Paiwand, and MIND in Harrow.
- **Cultural Event:** Celebrates diversity within the college community.
- **Student Council Meetings:** Provides a platform for student representation and voice.
- **Community Hub Event:** Promotes emotional and physical wellbeing through cultural activities.
- **SEN London Football Tournament:** Inclusive sports event for students with special educational needs.
- **Violence Against Women and Girls Self Defence Workshops:** Conducted with the Safer Schools Police Team.
- **EPIC Expression Activities:** Includes breakdance and graffiti sessions.
- **EPIC Man Down Mental Health Group:** Focuses on male mental health.
- **Anime Club:** A space for anime enthusiasts to connect.
- **Health & Wellbeing Fair:** Linked to Children's Mental Health Week.
- **JCP Outreach Employability and Job Explorer Workshop:** Tailored for SEN learners.
- **Compass Elevation Drug and Alcohol Workshops:** Educates on substance abuse.
- **Spectre LGBTQIA+ Workshops:** Supports LGBTQIA+ students.



# RICHMOND UPON THAMES COLLEGE

- **Clubs and Societies:** Includes Student Council rep forums, Film Club, Environmental Society, SHOUT LGBTQ+ society, Dungeons and Dragons Club, and various sports clubs.
- **Summer Transition Sessions:** For vulnerable applicants.
- **Christmas Jumper Day:** Carol singing and bake sale for charity.
- **Winter Wellbeing Workshops:** Delivered by the Mental Health Trailblazer team.
- **MIND Mental Health Workshops:** Provided by MIND Richmond.
- **The Money Charity Workshops:** Financial education.
- **Health Fair:** Features organizations like SPECTRA and NHS Blood and Transplant.
- **Mental Health Awareness Week:** Includes a Mental Health Fair.
- **General Election Hustings:** Political engagement event.
- **Food Bank Collection:** Community support initiative.
- **HSBC Financial Education Workshops:** Financial literacy sessions.
- **Red Nose Day:** Fundraising event.
- **Clothes Swap:** Promotes sustainability.
- **Comic Con:** Fosters social connections, especially for neurodiverse learners.
- **Culture Day:** Celebrates cultural diversity.
- **Dose of Nature Workshops:** Focus on nature and wellbeing.
- **SPECTRA Sexual Health Outreach Service:** Provides sexual health education.



# UXBRIDGE COLLEGE

- **Annual Freshers Fair:** Highlights local support agencies.
- **Mental Health Awareness Day:** Focuses on mental health education.
- **Black History Month:** Celebrates Black heritage and culture.
- **Poppy Appeal:** Supports veterans.
- **Student President Elections and Council Meetings:** Ensures student representation, including a wheelchair user as Hayes President.
- **Violence Against Women and Girls Self Defence Workshops:** Conducted with the Safer Schools Police Team.
- **Health & Wellbeing Fair:** Linked to Children's Mental Health Week.
- **International Women's Day:** Celebrates women's achievements.
- **Therapy Dog Sessions:** Promotes mental wellbeing.
- **Sorted Drug & Alcohol Workshops:** Educates on substance abuse.
- **Spectre LGBTQ+ Workshops:** Supports LGBTQ+ students.



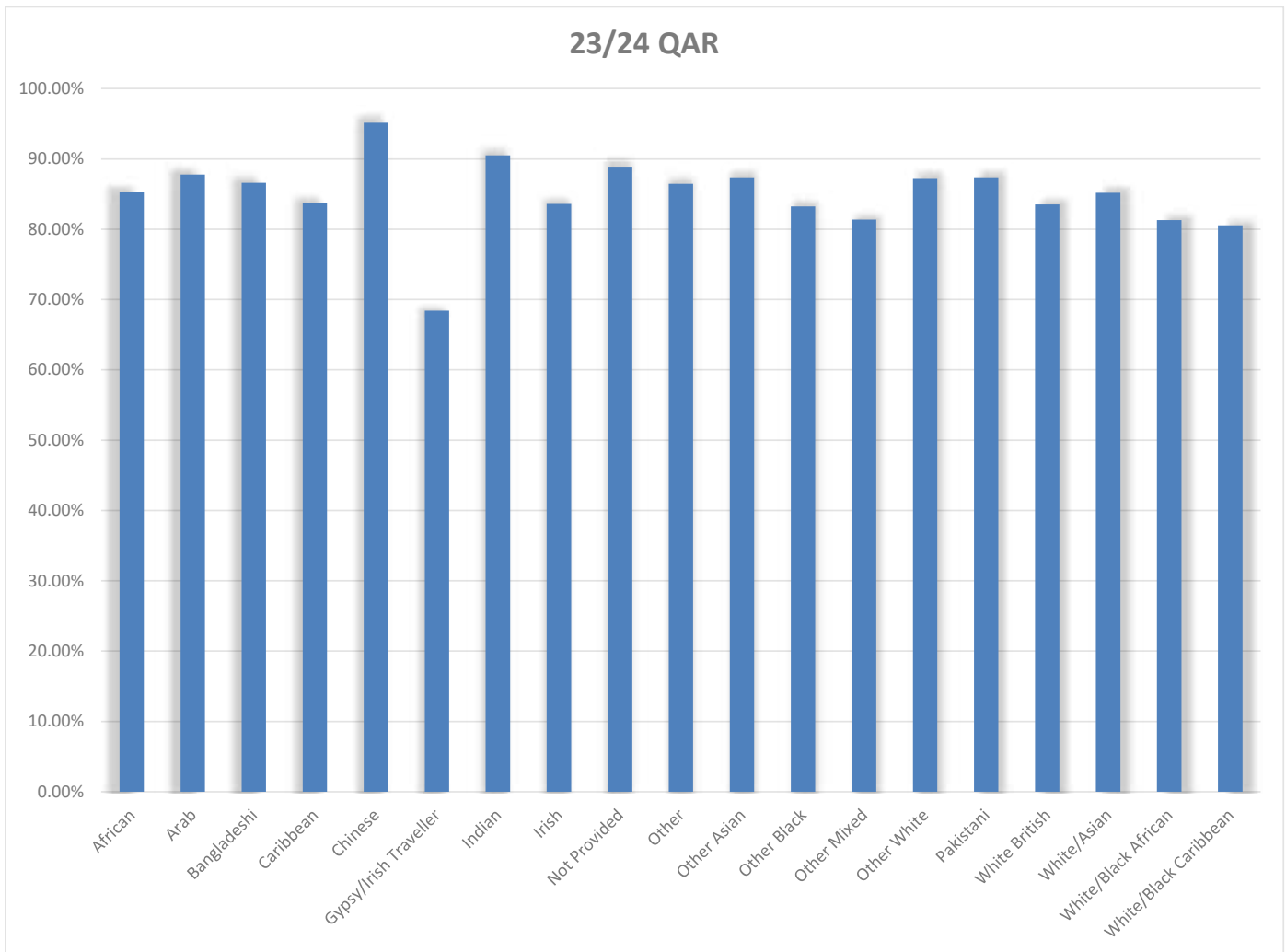
# STUDENT DATA

## Ethnicity

This report provides an analysis of academic achievement based on ethnicity within HRUC. The data presents student demographics and achievement rates in comparison with the national average. The report highlights disparities in academic success across different ethnic groups and pinpoints areas that need improvement to address underachievement effectively.

Ethnicity	Leavers	23/24 QAR %	22/23 QAR %	22/23 Nat Avg QAR %
African	3,141	85.26	82.98	85.30
Arab	2,284	87.78	86.58	85.20
Bangladeshi	388	86.60	88.20	87.80
Caribbean	788	83.76	77.83	82.20
Chinese	144	95.14	90.00	90.00
Gypsy/Irish Traveller	38	68.42	81.82	71.50
Indian	3,416	90.52	85.90	86.90
Irish	61	83.61	77.78	82.30
Not Provided	54	88.89	75.69	83.20
Other	2,821	86.46	86.67	85.90
Other Asian	3,485	87.37	86.04	85.60
Other Black	620	83.23	74.42	82.50
Other Mixed	714	81.37	80.90	82.40
Other White	3,108	87.26	85.49	86.20
Pakistani	1,403	87.38	82.92	85.00
White British	2,763	83.53	78.12	83.50
White/Asian	493	85.19	80.59	83.90
White/Black African	289	81.31	78.13	82.80
White/Black Caribbean	458	80.57	81.00	79.10
<b>Total</b>	<b>26,468</b>	<b>86.46</b>	<b>83.75</b>	<b>84.20</b>

The total Qualification Achievement Rates (QAR) for all students at HRUC in 23/24 is 86.46%, which is an improvement of 2.71% from the previous year and 2.26% above the national average.



**Significant Gains:**

- Other Black and Caribbean groups showed significant improvements of +8.81% and 5.93% from last year respectively.

**High Performers:**

- Chinese students achieved the highest QAR at 95.14%, which is 5.14% higher than both last year’s QAR and the national average.
- Indian and Arab students also performed well above the national average.

**Areas of Concern:**

- Gypsy/Irish Traveller group saw a significant decline of 13.40% from last year and is 3% below the national average. Nonetheless, this group remains proportionally small.
- Bangladeshi students’ QAR decreased by 1.60% from last year and is 1.20% below the national average. This group represents 1.4% of the total student population across HRUC.
- White/Black African: with 289 students, this group has achieved 1.49% below the most recent national average but improved from last year’s QAR.
- Other Mixed Students: with 714 students, this group has achieved 1.03% below the most recent national average but improved from last year’s QAR.

## QAR by Sex

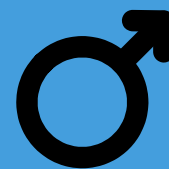
Sex	Leavers	23/24 QAR %	22/23 QAR %	22/23 Nat Avg QAR %
Female	14289	87.15%	85.84%	84.40
Male	12179	85.65%	81.32%	84.00
<b>Total</b>	<b>26468</b>	<b>86.46%</b>	<b>83.75%</b>	<b>84.20</b>

### Female Students



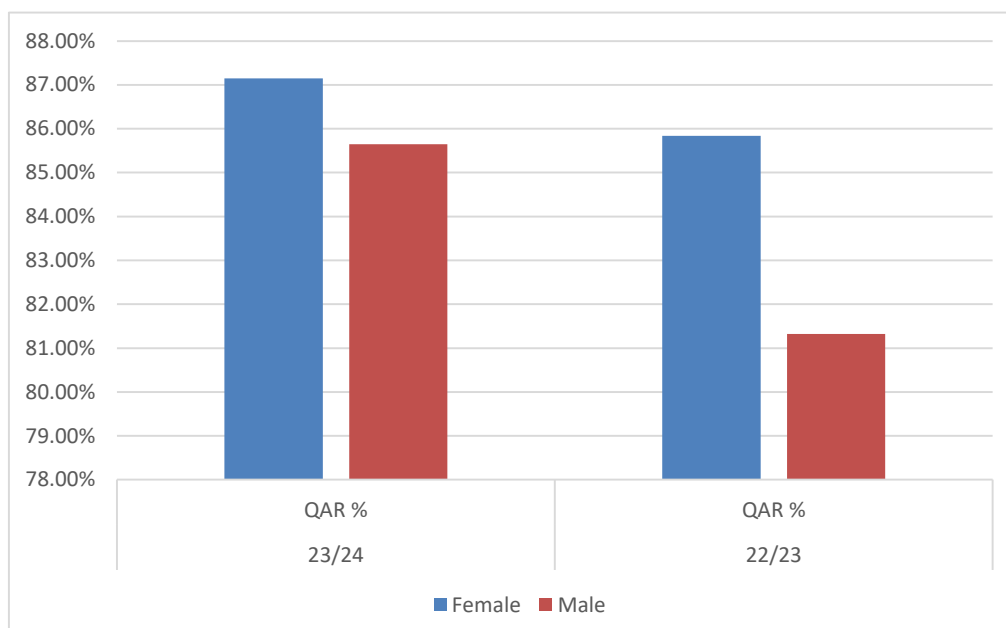
The QAR for female students is 87.15%, which is 1.31% higher than last year and 2.75% above the national average.

### Male Students



The QAR for male students is 85.65%, showing a significant improvement of 4.33% from last year and 1.65% above the national average.

## QAR by Sex Comparison 22/23 to 23/24



It is noteworthy that the gap between male and female QAR has reduced by 3.02% from last year.

In 23/24 the QAR gap has reduced to 1.5%

## QAR by Learning Difficulties

Learning Difficulty	Details	Leavers	23/24 QAR %	22/23 QAR %
Has LD	Autism	742	84.10%	78.45%
	Dyscalculia	22	72.73%	73.91%
	Dyslexia	598	84.62%	76.29%
	Moderate	486	80.25%	77.21%
	Multiple	43	93.02%	90.32%
	Not Known/Not Provided	12	91.67%	80.99%
	Other	317	82.65%	76.16%
	Other Spec	84	84.52%	72.92%
	Severe	73	87.67%	93.18%
	<b>Has LD Total</b>	<b>2377</b>	<b>83.47%</b>	<b>77.79%</b>
Does Not Have LD	n/a	438	83.11%	76.62%
	None	23653	86.82%	84.42%
	<b>Does Not Have LD Total</b>	<b>24091</b>	<b>86.75%</b>	<b>84.29%</b>
Overall Total		26468	86.46%	83.75%

- The QAR for students with Learning Difficulty (LD) is 83.47%, which is an increase of 5.68% from last year.
- The QAR for students without Learning Difficulty is 86.75%, showing an improvement of 2.46% from last year.
- In 23/24, the QAR gap has reduced to 3.28% between students with LD and students without LD. The gap between students with and without Learning Difficulty has reduced by 3.22% from last year i.e. 6.50%.

## QAR by Learner Support (Bursary)

Learner Support (Bursary)	Leavers	23/24 QAR %	22/23 QAR %
No	17371	85.79%	83.69%
Yes	9097	87.74%	83.89%
<b>Total</b>	<b>26468</b>	<b>86.46%</b>	<b>83.75%</b>

- The QAR for students without bursary support is 85.79%, which is 2.10% higher than last year.
- The QAR for students with bursary support is 87.74%, showing a significant improvement of 3.85% from last year.
- The gap between students with and without bursary has increased by 1.75%

## QAR by Economic Disadvantage

Economic Disadvantage	Leavers	23/24 QAR %	22/23 QAR %
From deprived area - postcode on lsc file	6634	85.57%	82.10%
Not applicable or not provided	19834	86.76%	84.32%
<b>Total</b>	<b>26468</b>	<b>86.46%</b>	<b>83.75%</b>

- The QAR for students from deprived areas is 85.57%, which is 3.47% higher than last year. The QAR for students not from deprived areas is 86.76%, showing an improvement of 2.44% from last year.
- The gap between students from deprived areas and those not from deprived areas has reduced by 1.03% from last year to 1.19%



## High Needs

High Needs	Leavers	23/24 QAR %	22/23 QAR %
No	25115	86.51%	83.86%
Yes	1353	85.59%	80.97%
<b>Total</b>	<b>26468</b>	<b>86.46%</b>	<b>83.75%</b>

- In 23/24, the QAR for students with high needs is slightly lower than for those without (85.59% vs. 86.51%). However, the gap has narrowed by 1.97% from last year. Notably, the QAR for students with high needs has improved by 4.62% from 22/23.

Qual Size	Leavers	Pass	23/24 QAR %
A Level	4	4	100.00%
AS Level	3	2	66.67%
Award	97	88	90.72%
Basic Skills Maths and English	228	132	57.89%
Certificate	211	201	95.26%
Diploma	308	286	92.86%
ESOL	7	6	85.71%
GCSE Maths and English	439	387	88.15%
GCSE Other	16	15	93.75%
Other Non-Reg	39	36	92.31%
Other Reg	1	1	100.00%
<b>Total</b>	<b>1353</b>	<b>1158</b>	<b>85.59%</b>

- Students with high needs performed well in A Levels (100%), GCSE Maths and English (88.15%), Diplomas (92.86%), and Certificates (95.26%). However, Basic Skills Maths and English had the lowest QAR at 57.89%, with a significant number of leavers (228), negatively affecting overall achievement rates.
- A Levels and other qualifications show perfect QARs but have limited impact due to fewer leavers. More impactful qualifications include Certificates (95.26%) and Diplomas (92.86%) due to higher leaver numbers.
- Basic Skills Maths and English has the most significant negative impact due to its low QAR and relatively high number of leavers.



## QAR for Students by Care Status

Looked After	Leavers	23/24 QAR %	22/23 QAR %
Not Looked After	25163	86.68%	83.89%
Is Looked After	1305	82.22%	80.99%
<b>Total</b>	<b>26468</b>	<b>86.46%</b>	<b>83.75%</b>

- The QAR for students not looked after is 86.68%, 4.46% higher than for students looked after (82.22%). Despite the increased gap, the QAR for students with high needs has improved from 80.99% in 22/23.



## QAR for Students by Free School Meals

Free School Meals	Leavers	23/24 QAR %
No	24324	86.47%
Yes	2144	86.29%
<b>Total</b>	<b>26468</b>	<b>86.46%</b>

- The QAR for students without free school meals is slightly higher (86.47%) compared to students with free school meals (86.29%). However, the difference in QAR between the two groups is minimal, indicating a relatively equal achievement rate regardless of free school meal status.

# OUR PEOPLE

## Employee Complement

As of 31 July 2024, the college employed 1,095 staff members, reflecting a slight increase from last year's count of 1,031 employees.

## Ethnic Minority Profile

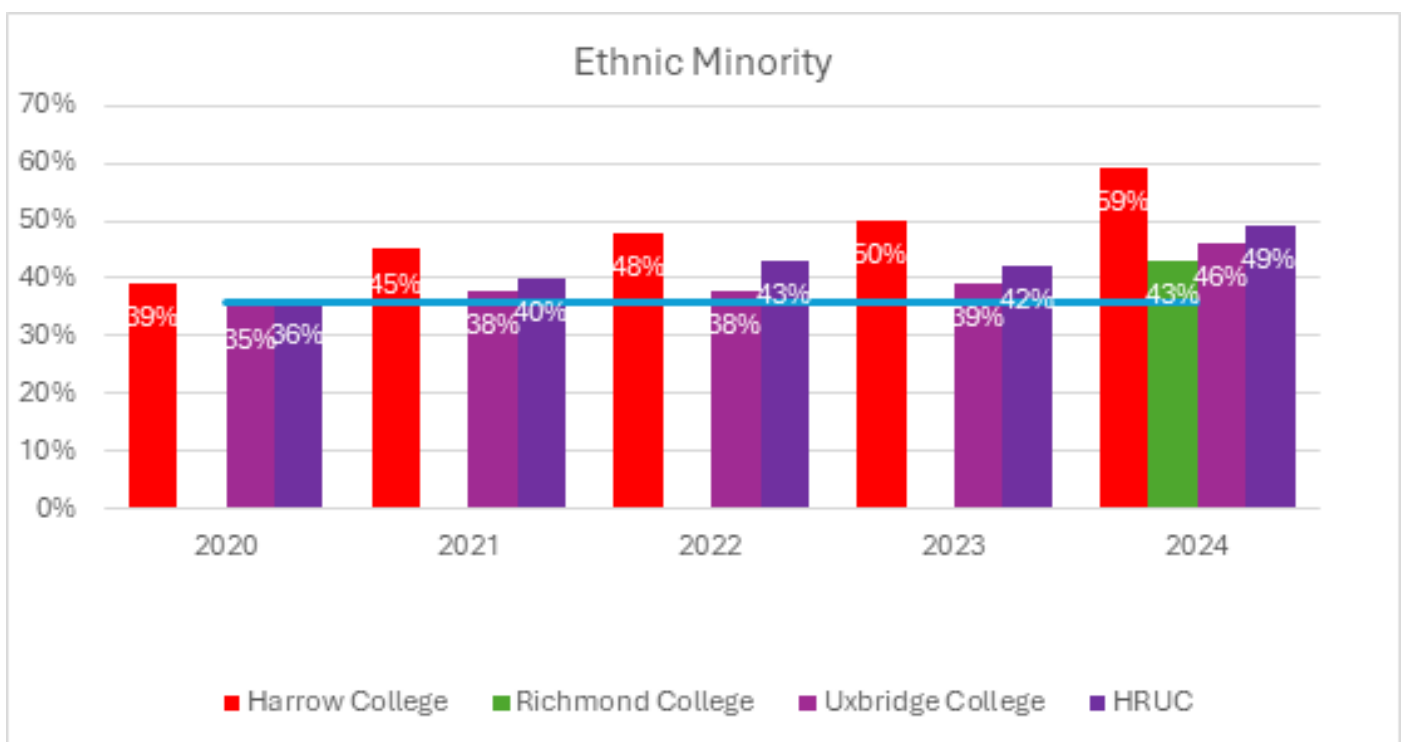
The proportion of staff from ethnic minority backgrounds has slightly increased to 49%, closely mirroring the London FE (Further Education) benchmark of 48.6%.

## Employment Offers and Promotions

Offers of employment extended to candidates from ethnic minority groups was 58.2%, representing a slight decrease from the previous year. On a positive note, 53.4% of internal staff from ethnic minority backgrounds received promotions, surpassing the overall ethnic minority profile within the college.

## Leadership Team Representation

27% of our Leadership Team members identify as belonging to an ethnic minority group, exceeding the FE benchmark of 12.3% by 14.7%.

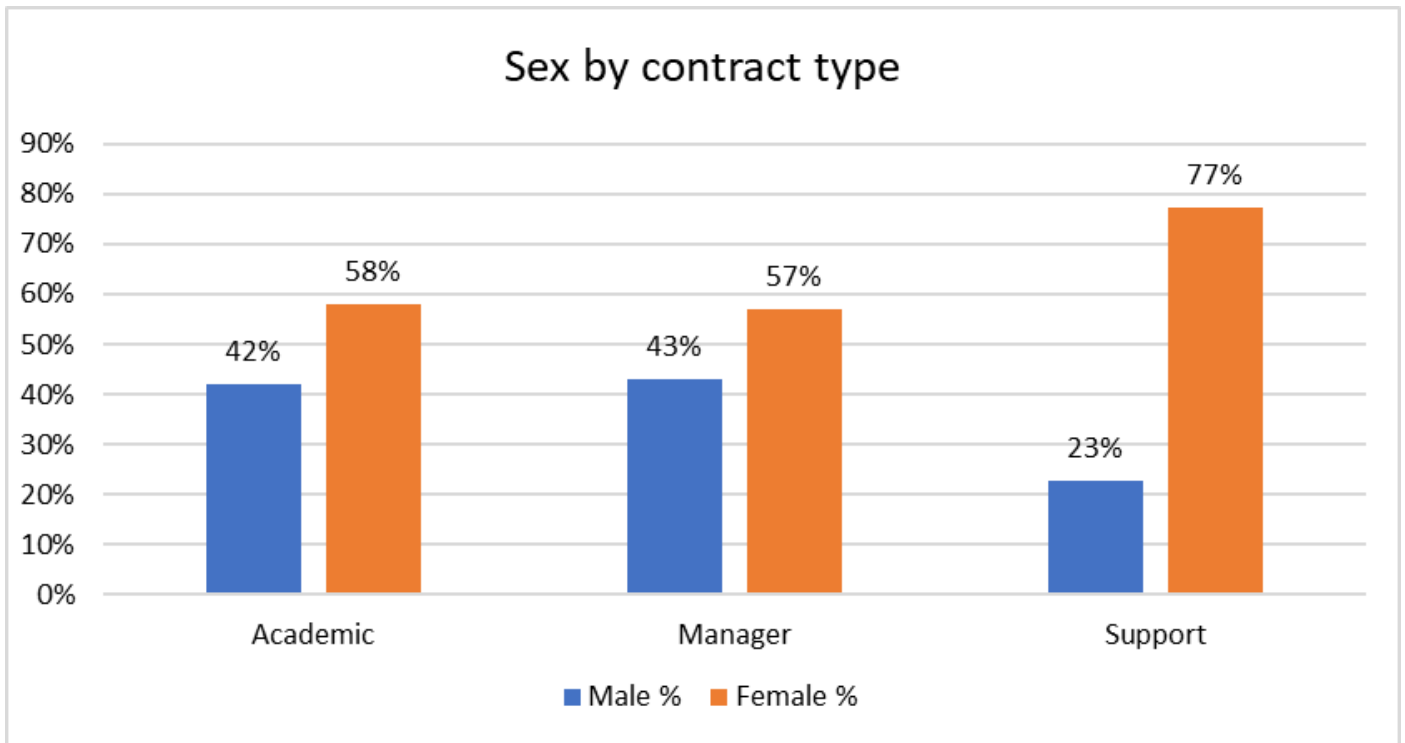


## Sex Profile

The College population is predominately female (67%) which remains the same as last year, however it remains slightly higher than the sector norm (65.2% female v 34.8% male).

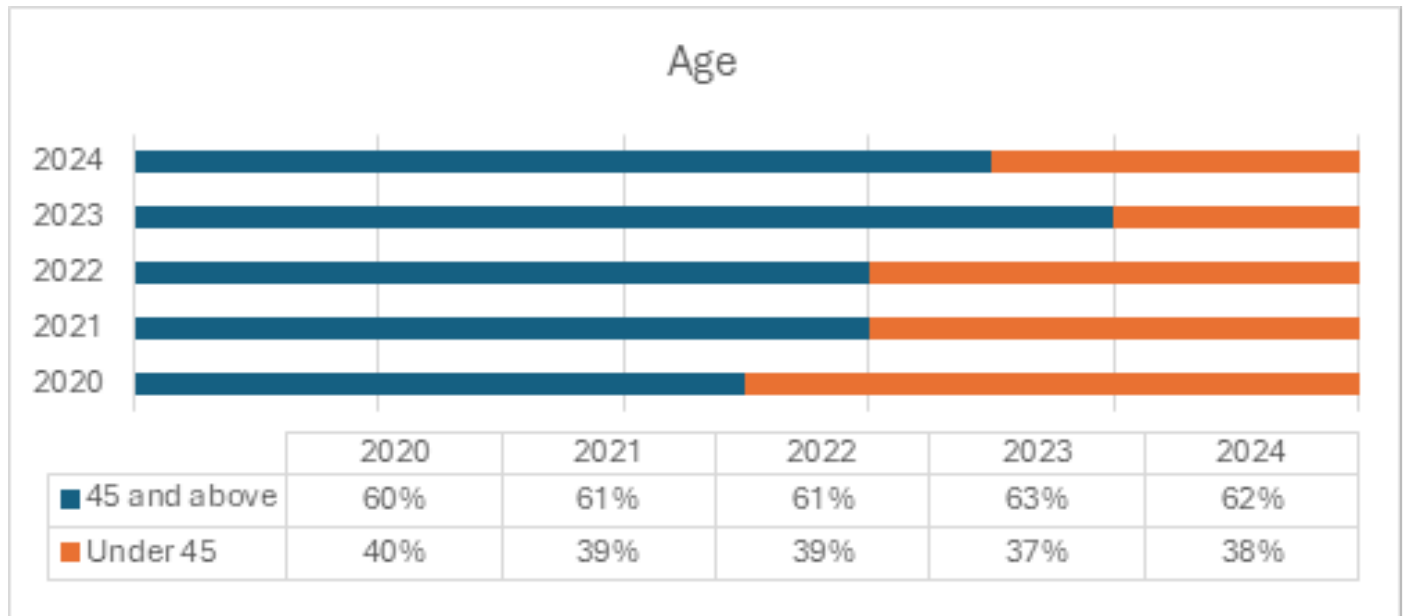
Female representation in offers of employment was 64.2% and 64.6% for promotions aligning with the overall sex distribution.

Leadership Team members who identified as female is 39% , which is 16.6% lower than the FE benchmark of 55.4%.

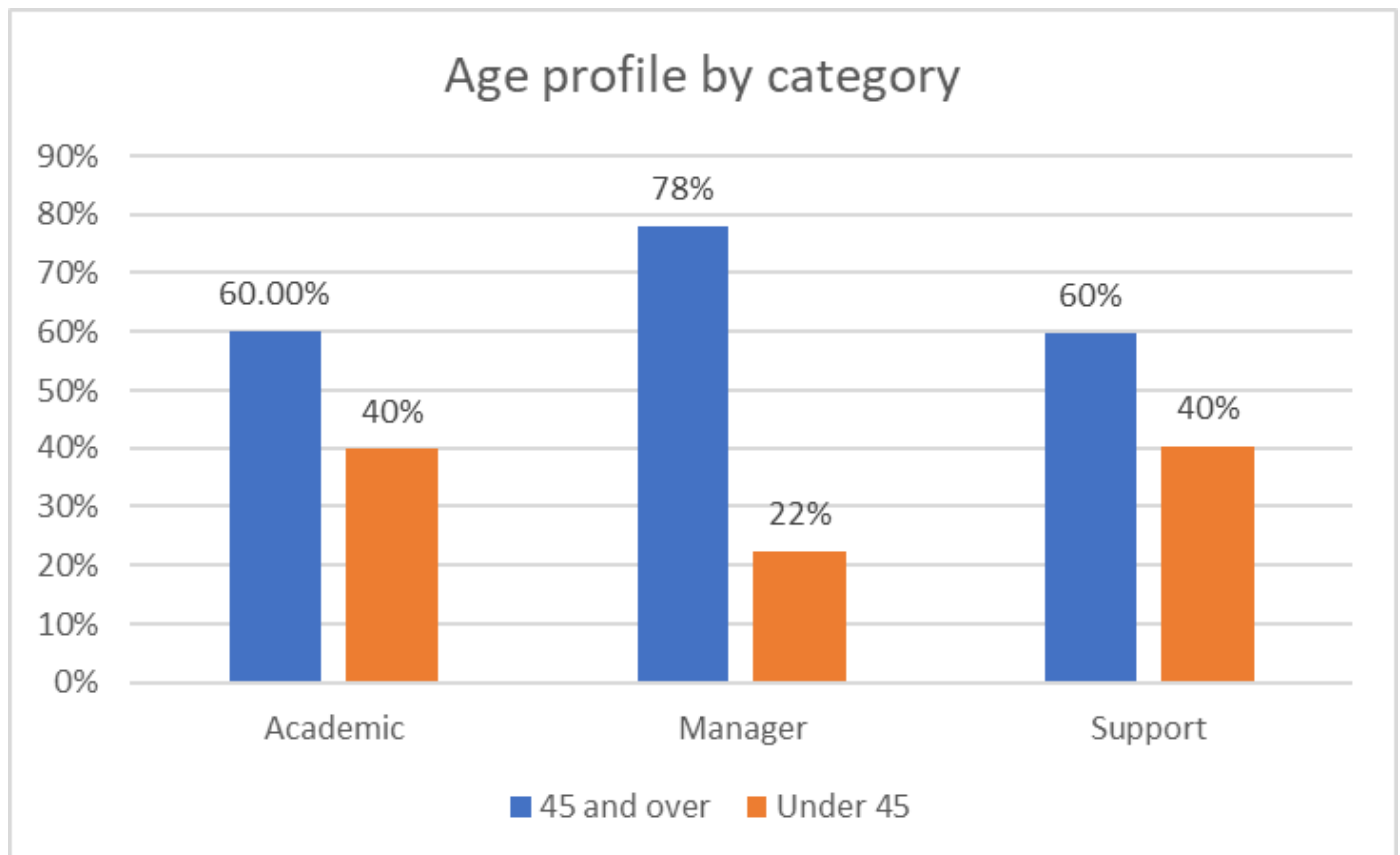


## Age Profile

The age distribution of the College’s workforce has remained stable over the past year, with 62% of employees aged 45 and above. The median age for staff at HRUC is 48, which is two years higher than the sector benchmark of 46, indicating a relatively more experienced and mature employee population.

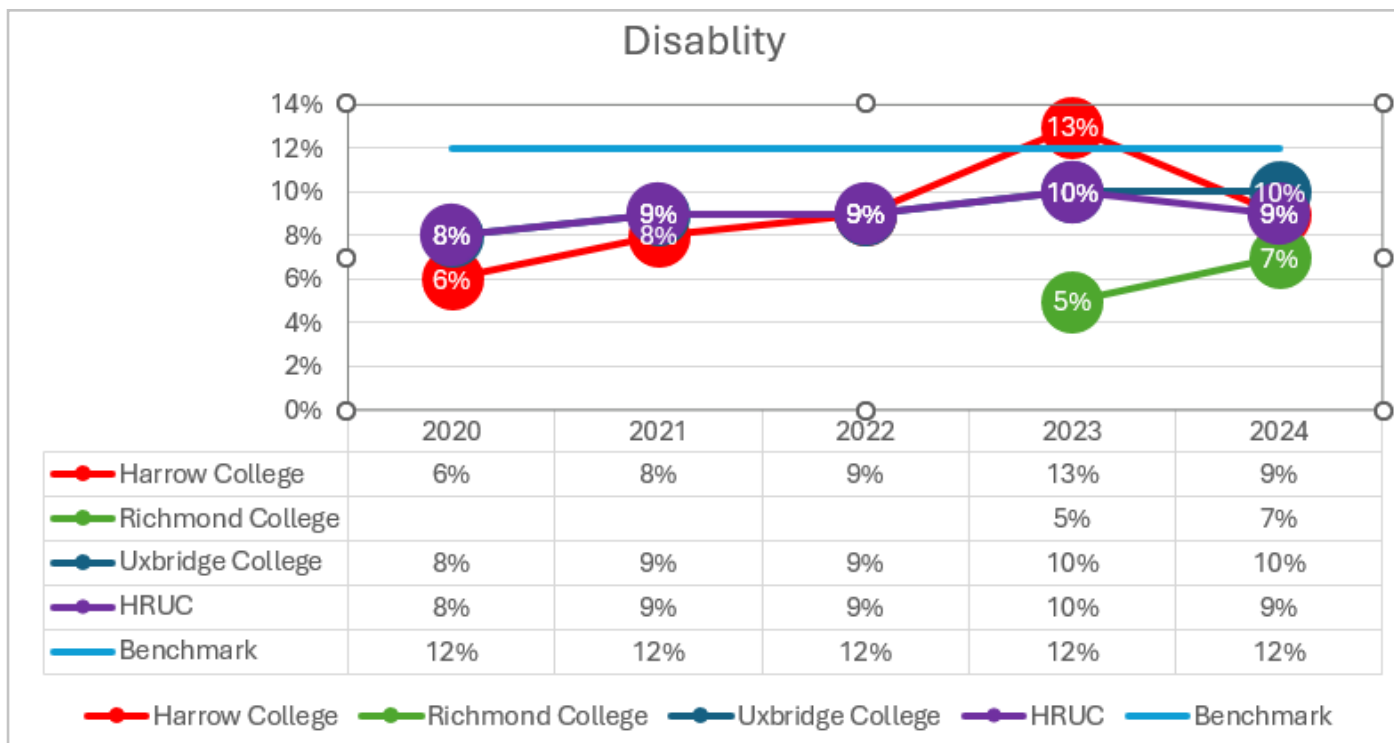


## Age Profile of Staff by Category of employment



## Disability Profile for Staff

The proportion of staff with a declared disability is 9%, a slight decrease of 1% on the previous year and is 1.7% above the sector norm of 7.3%. The College continues to welcome and support staff with disabilities, investing in Occupational Health Support, the College Employee Assistance Programme and Plumm our Health and Wellbeing Platform.



## Disability Confident Employer

The Disability Confident scheme is voluntary and aims to help employers successfully employ and retain disabled people and those with health conditions. Some of the commitments that the College agrees to maintain this status is:

- Offering an interview that is inclusive for all people
- Providing information in accessible formats
- Promoting a culture of being inclusive



## Staff Survey

Staff are invited to participate in an Annual Staff Survey. The survey is anonymous.

The Survey was split into seven categories:

1. Culture – working together as one
2. The support you receive in your role
3. The college, our purpose, structure and direction
4. Staff engagement
5. Rewards, benefits and work life balance
6. Equality, diversity and inclusion
7. Health, safety and wellbeing.

The staff survey included several questions pertaining to Equality, Diversity, and Inclusion, which revealed the following insights:

- 98% of respondents were confident in understanding their responsibilities in terms of equality, diversity and inclusion with regards to colleagues and students
- 94% of respondents said the college is committed to respecting equality, diversity and inclusion
- 92% of respondents are confident that the college strives to have a diverse workforce at all levels
- 92% of respondents said they felt safe at the college
- 90.5% of respondents felt the college made reasonable efforts to meet the needs of staff with disabilities.



# MARKETING, COMMUNICATIONS AND BRAND SUPPORT FOR EQUALITY, DIVERSITY, AND INCLUSION AT HRUC

HRUC's Marketing, Brand, and Communications team actively promotes diversity through inclusive publicity and promotional practices. Efforts include showcasing college campuses as welcoming spaces that celebrate cultural differences and diversity.

## Diverse Representation in Marketing Activities

- Featuring hundreds of images of HRUC students to reflect the College's demographics.
- Thousands of images captured to highlight student and staff diversity across five campuses.
- Case studies and imagery of students in non-traditional subjects are emphasized.
- Promotion of non-traditional education routes like Apprenticeships and Access to Higher Education (HE) courses.
- Videos authentically showcasing student life, staff, and facilities.
- Combining traditional, face-to-face, and digital marketing to reach diverse audiences, with an emphasis on accessibility for those with limited digital access.

## Inclusive Events

- Events ensure accessibility with clear layouts, dietary and access accommodations, signers and virtual participation options (Zoom/ Teams).
- Bespoke tours and sessions for students with additional needs.
- Student awards celebrate diverse achievements, acknowledging varied backgrounds and experiences.
- User testing and student panels to explore, interrogate and improve our on and offline communications.



## Accessible Marketing Materials

- Information written in Plain English for clarity and audience relevance.
- Legible design with appropriate fonts and visuals.
- Both digital and physical distribution of materials.
- Accessibility support, including translation services and compliance with Web Content Accessibility Guidelines (WCAG) standards.
- Regular independent accessibility testing and software integration for inclusion.

## Accessibility Enhancements for 2024

- Partnership with Recite Me (a website tool) to add an assistive toolbar across websites, enabling content customisation (e.g., translations, screen reader, custom styling).
- Accessibility audits identify and address WCAG compliance issues, including improved focus functionality, link underlines, colour contrasts, and alt text.
- Ongoing website updates using the Recite Me Accessibility Checker to ensure compliance with WCAG 2.2 success criteria.



## Shared Values

HRUC also promotes Safeguarding, Prevent, and British Values through campus displays and online materials, ensuring inclusivity in all communication channels.

[www.hruc.ac.uk](http://www.hruc.ac.uk)



**HRUC**  
HARROW RICHMOND & UXBIDGE COLLEGES

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COLLEGE

**R** Richmond upon  
Thames College

**UC**  
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WEST LONDON  
I N S T I T U T E O F  
T E C H N O L O G Y