

EQUALITY, DIVERSITY AND INCLUSION



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FOREWORD

In today's rapidly evolving educational landscape, equality, diversity, and inclusion (EDI) are not optional, they are essential to creating a thriving, resilient, and future-ready college community. This report is more than a reflection of our progress; it is a blueprint for how HRUC will lead with purpose and integrity. It reaffirms our belief that every student and staff member, regardless of background, identity, or experience, deserves the opportunity to succeed and contribute meaningfully.

Over the past year, HRUC has made significant strides in embedding EDI across all aspects of college life. Yet, we recognise that inclusion is a continuous journey. The challenges we face are complex and require sustained action, collaboration, and innovation. This report highlights our achievements, identifies areas for growth, and sets out our strategic direction for the future. It is an invitation to our staff, students, partners, and stakeholders to join us in shaping a culture that reflects the richness and diversity of the communities we serve.

True progress in EDI is not just about compliance or metrics. It is about transforming mindsets, breaking down barriers, and embedding inclusion into everyday practice. Our commitment goes beyond meeting statutory requirements; it is about creating an environment where every individual feels safe, valued, and empowered to bring their whole self to college life.

As you review this report, we encourage you to reflect on the milestones achieved and the opportunities ahead. Together, we can ensure that equality, diversity, and inclusion are not just aspirations, but they are promises we uphold for current and future generations.

Executive Summary

The HRUC Equality, Diversity, and Inclusion Annual Report 2024/25 demonstrates our firm dedication to promoting an inclusive, equitable environment where students and staff thrive. Guided by our vision and core values, HRUC continues to embed EDI as a cornerstone of organisational culture and educational excellence.

Key Achievements

- **Student Success:** HRUC achieved a Qualification Achievement Rate (QAR) of 87.16%, exceeding the national average by 3.72%. Achievement gaps for learners with SEND and those from disadvantaged backgrounds narrowed significantly.
- **Inclusive Engagement:** Events such as Culture Day, LGBTQ+ awareness workshops, and mental health initiatives celebrated diversity and strengthened belonging across campuses.
- **Workforce Diversity:** 45% of staff identify as ethnic minorities, with increased disclosure rates for protected characteristics, reflecting a culture of trust and transparency.
- **Marketing and Outreach:** HRUC's campaigns showcased diversity and inclusion, using accessible technologies to reach wider audiences and promote equity.

INTRODUCTION

At HRUC, the wellbeing and success of our students and staff remain our highest priority. We are committed to recognising and honouring the unique needs and experiences of our diverse community.

Our EDI principles are embedded in everything we do, from curriculum design to recruitment, to ensure that every individual feels respected, valued, and empowered.

Our approach aligns with the Equality Act 2010, the Public Sector Equality Duty, and the Ofsted 2025 Inclusion Framework, which emphasises proactive identification of needs, embedded support, and evidence of impact.

Each year, HRUC publishes its annual report to demonstrate progress and accountability. This report is submitted to the Corporation and published on our website: www.hruc.ac.uk



Inclusion Excellence Strategy

To meet and exceed Ofsted's expectations, HRUC has adopted a strategy built on three pillars:

1. Early Identification

- Embed proactive screening during admissions and enrolment
- Collaborate with feeder schools, parents, and carers for comprehensive learner profiles
- Implement continuous review cycles to adapt support as needs evolve.

2. Embedded Support

- Train all staff in inclusive practice
- Equip teachers with practical tools for differentiation and accessibility
- Foster collaboration between subject specialists and SEND professionals.

3. Evidence of Impact

- Track learner progress, engagement, and wellbeing using robust data systems
- Use data insights to refine strategies and allocate resources effectively
- Showcase success stories and case studies to demonstrate impact.

THE ROAD MAP: EMBEDDING EDI INTO THE ORGANISATION



OBJECTIVE 1

Celebrate and Strengthen Diversity

Goal

Ensure all staff and students have equal opportunities to maximise their potential and feel valued

Actions

1. Collect and analyse diversity data to identify gaps.
2. Establish an annual EDI Calendar of events.
3. Align policies with EDI principles.
4. Deliver EDI training to all staff.

OBJECTIVE 2

Foster Access and Inclusion

Goal

Create a culture where everyone feels safe, belongs, and is empowered.

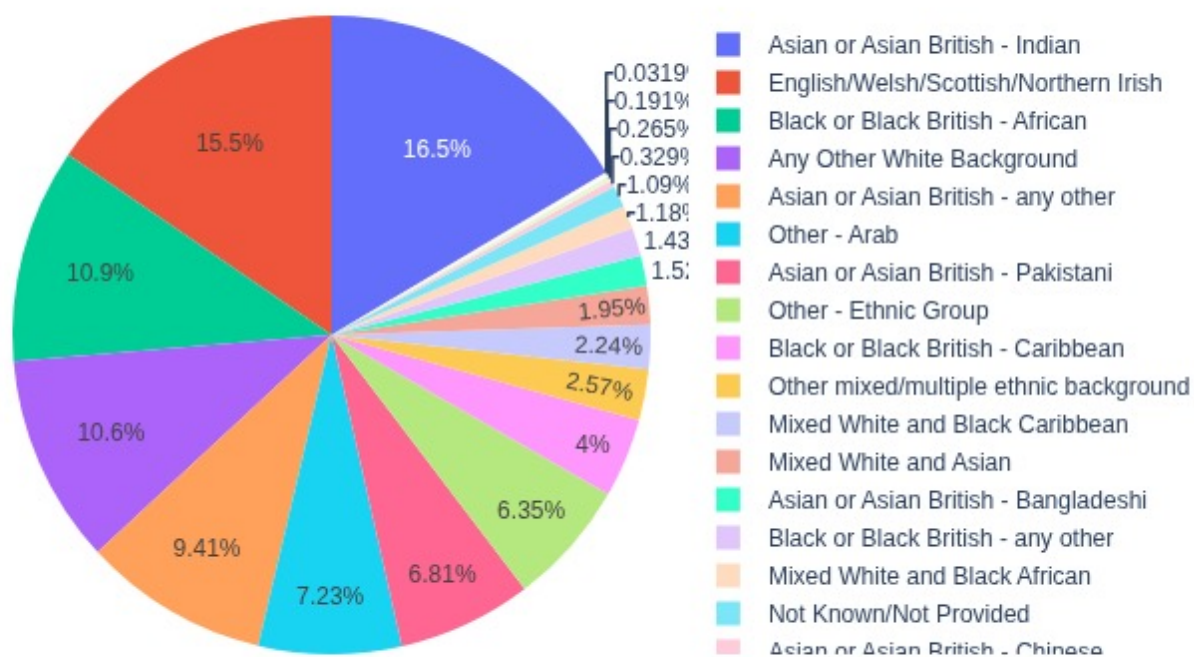
Actions

1. Integrate anti-discrimination training into onboarding.
2. Develop initiatives for diverse recruitment and retention.
3. Conduct annual accessibility audits.
4. Establish transparent reporting mechanisms.
5. Measure EDI perceptions through annual surveys.

HRUC STUDENT DEMOGRAPHICS

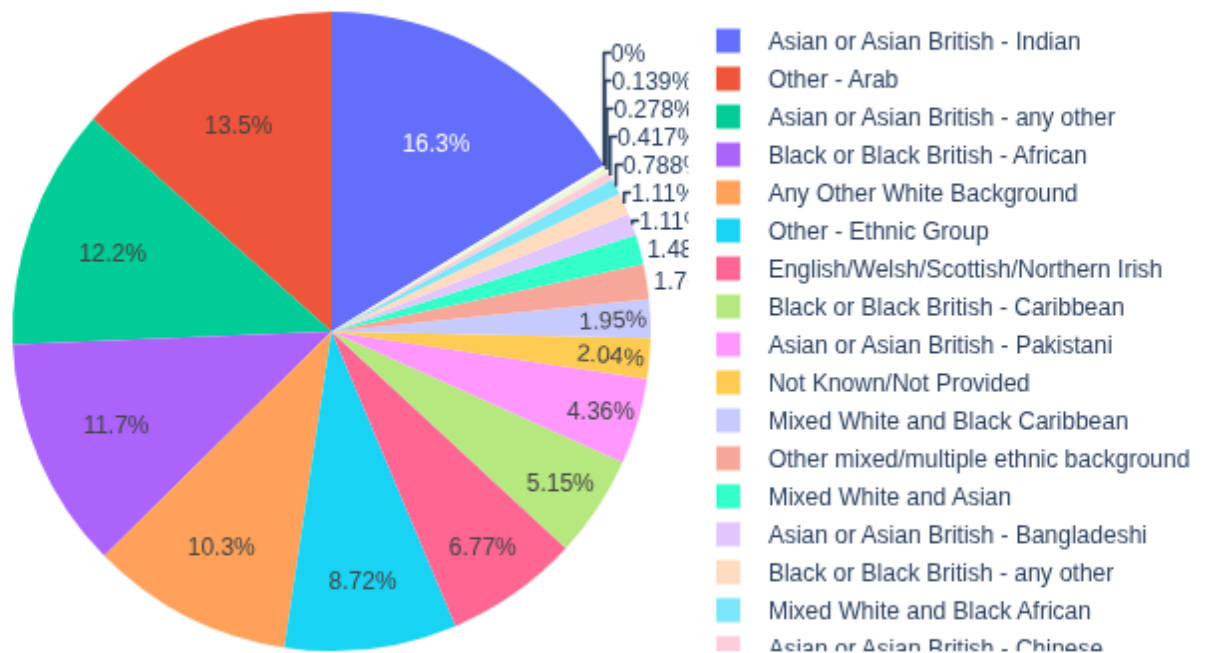
2025/26

The HRUC Student Profile for 2025/26 indicates an enrolment of 9,417 learners, with the largest ethnic representation comprising Asian Indian (16.5%), White British (15.5%), and Black African (10.9%), alongside notable proportions of Other White Background (10.6%) and Arab (7.2%).



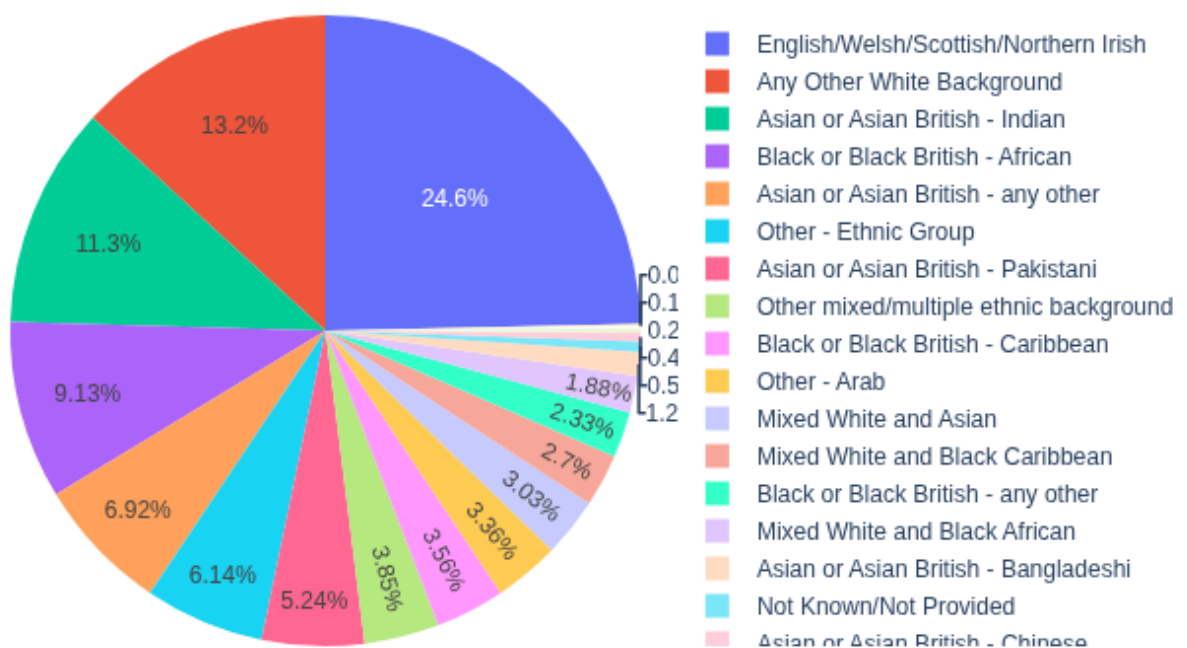
Harrow College Summary

Total Students: 2,156. Largest groups: Asian Indian (16.3%), Other - Arab (13.5%), Asian any other (12.2%), and Black African (11.7%).



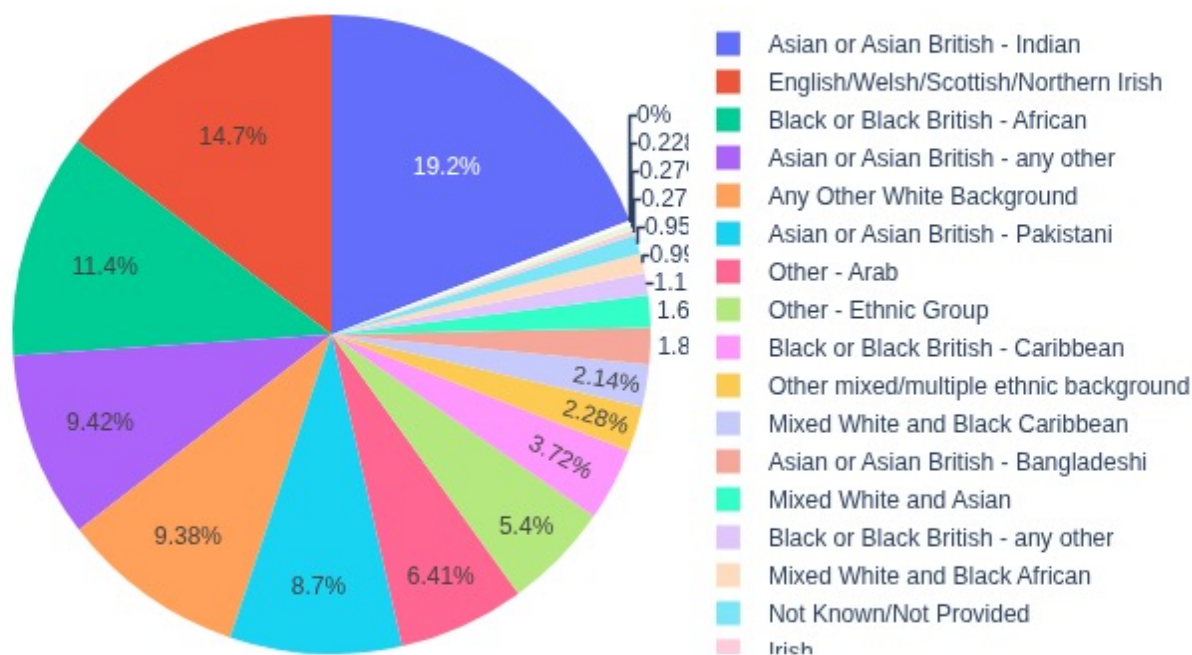
Richmond upon Thames College Summary

Total Students: 2,443. Largest groups: English/Welsh/Scottish/Northern Irish (24.6%), Any Other White Background (13.2%), Asian Indian (11.3%), and Black African (9.1%).



Uxbridge College Summary

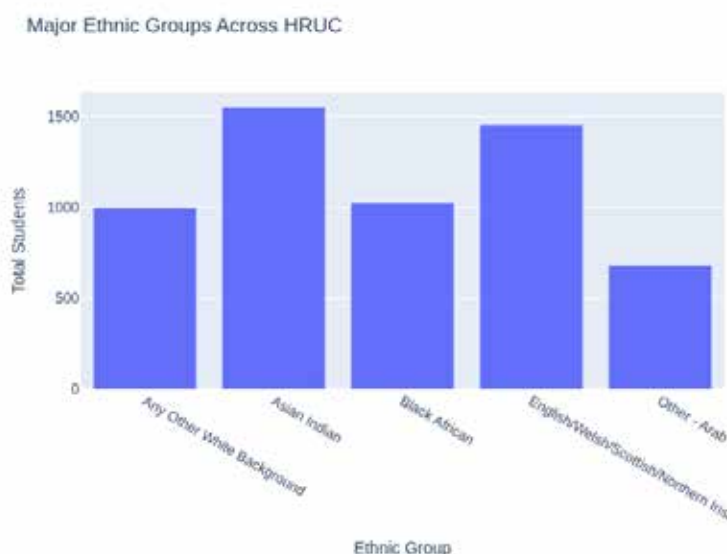
Total Students: 4,818. Largest groups: Asian Indian (19.2%), English/Welsh/Scottish/Northern Irish (14.7%), Black African (11.4%), and Any Other White Background (9.4%).



Major Ethnic Groups Across HRUC

At HRUC, a comprehensive, evidence-based strategy is adopted to mitigate achievement disparities among students from diverse ethnic backgrounds.

This approach utilised rigorous data monitoring to identify cohorts predicted lower achievement throughout the year, enabling the development of focused support measures to be implemented such as culturally responsive Teaching Learning and Assessment practices, personalised learning plans via ProMonitor, and enhanced bespoke workshops to address the specific needs of identified groups, fostering engagement and improving subject-specific competencies.



Staff development initiatives focused on inclusive teaching methodologies complemented these efforts, while systematic progress reviews ensured the continuous refinement of strategies to promote equity and raise achievement across all ethnic groups.

EMPOWERING EVERY LEARNER - CREATING INCLUSIVE COMMUNITIES

At HRUC, inclusion is not just a principle, it is a lived experience across our campuses. We champion diversity and equality by creating enriched learning environments that prioritise holistic development, mental health, and wellbeing.

Our goal is to prepare learners for higher education, employment, and active citizenship while fostering a community of leaders.



Our Commitment

- Through cultural events, awareness campaigns, and student-led initiatives, HRUC celebrates diversity, encourages belonging and promotes inclusion.
- We collaborate with external agencies to provide mental health workshops, wellbeing fairs, and ambassador training to ensure students feel supported.
- Students engage in volunteering, charitable projects, and sustainability initiatives, reinforcing social responsibility to encourage active citizenship.
- Creating Safe Spaces: LGBTQIA+ groups, debate forums, and clubs provide platforms for expression and community building.

Group-Wide Highlights

- **Cultural Celebrations:** World Food Day, Culture Day, and Comic Con events promote intercultural understanding and inclusion.
- **Mental Health Support:** Partnerships with organisations like MIND and SPECTRA deliver workshops and wellbeing activities.
- **Community Engagement:** Initiatives such as the Red Box Project, Jack Petchey Awards, and food bank collections strengthen ties with local communities.
- **Student Voice:** Through councils, forums, and ambassador programmes, learners actively shape college life.

Each HRUC college delivers tailored initiatives to meet the needs of its learners. Activities include:

HARROW COLLEGE

- Freshers Fair with local agencies (Mosaic, Paiwand, MIND).
- Fusion Fiesta – Cultural Celebrations
- SEN London Football Tournament.
- Violence Against Women and Girls Self Defence Workshops.
- EPIC Expression and Man Down Mental Health Group.
- Anime Club and Health & Wellbeing Fair.
- Christmas Jumper Day.
- Inaugural Iftar Event.
- Mental health ambassador training via Molly Rose Foundation.



RICHMOND UPON THAMES COLLEGE

- Freshers Fair with local charities and youth organisations.
- Clubs and Societies: Chess Club, SHOUT LGBTQ+, Dungeons & Dragons.
- Summer Transition Sessions for vulnerable applicants.
- Christmas Jumper Day and Mental Health Awareness Week.
- Black History Month celebrations.
- Monthly Open Mic sessions.
- Neurodiversity Celebration Week.
- Women's Only Boxing Sessions.
- Care Leaver guest speaker and careers workshops.
- Comic Con and Culture Day.
- Dose of Nature Workshops.
- Metro Sexual Health Outreach Service.



UXBRIDGE COLLEGE

- Freshers Fair with local community organisations.
- Christmas Jumper Day and Black History Month celebrations.
- Neurodiversity Celebration Week.
- Poppy Appeal and Safety Workshops by Hayes Police.
- Jack Petchey Awards
- KISS Sexual Health Workshops.
- Mental health workshops
- World Mental Health Day and Children's Mental Health Week.
- Mental Health Awareness Week with external agencies.
- Volunteering opportunities and Tutor Rep Conference.
- Student Council meetings each term.
- Easter Egg Hunt and End-of-Term Culture Event.
- Myanmar Earthquake Appeal
- Student elections open to all.



These initiatives reflect HRUC's commitment to embedding equality, diversity, and inclusion into every aspect of college life, ensuring that all learners feel valued, respected, and empowered.

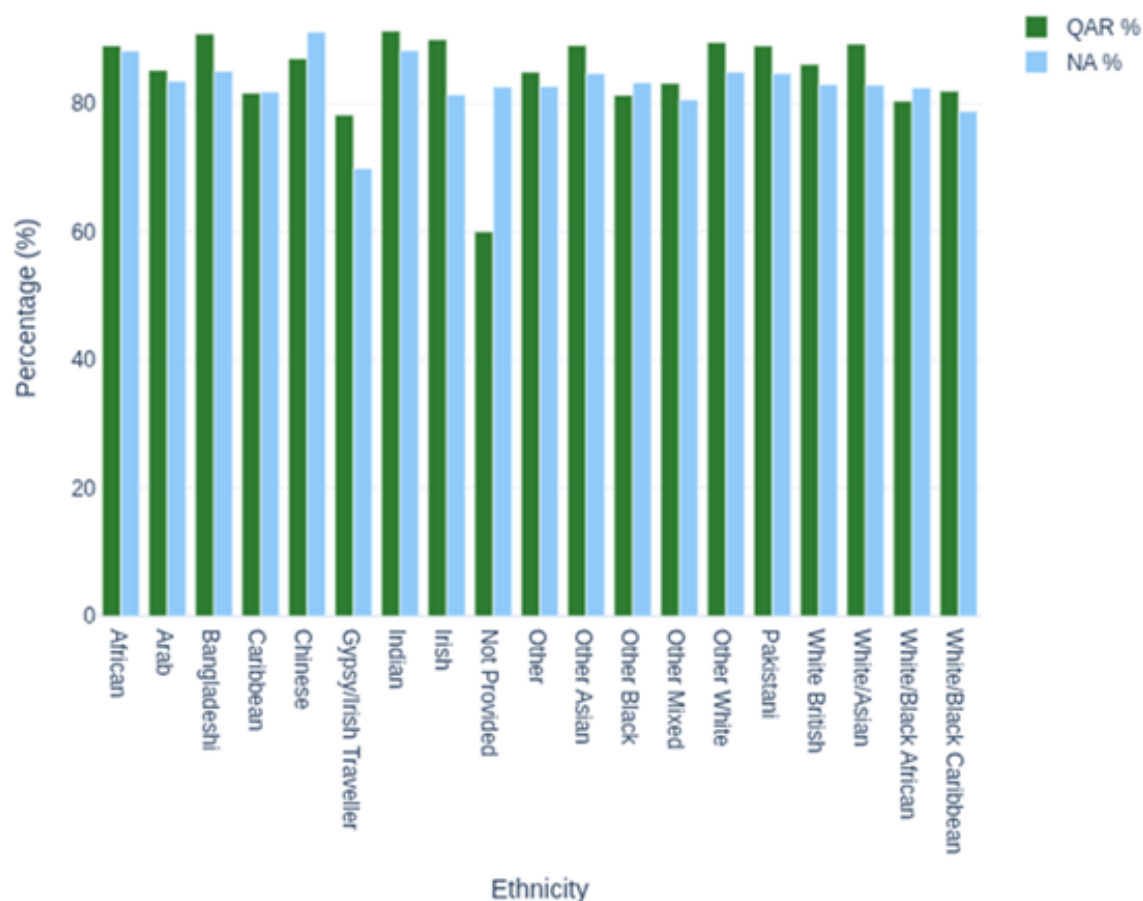
HRUC 2024/25 ACHIEVEMENT REPORT (16-18)

Overall achievement for 2024/25 stands at 87.58%, which is 4.18 percentage points above the national average of 83.40%. Across ethnicity and sex, HRUC continues to perform above the national average. Learners with a recorded learning difficulty achieved slightly above the national average (+0.51pp), while those without a learning difficulty were 1.18pp higher. In contrast, learners receiving a bursary performed less well than their non-bursary peers, who showed improvement year-on-year.

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	Starters	QAR	National Average
African	1698	89.05%	88.20%
Arab	1393	85.21%	83.50%
Bangladeshi	242	90.91%	85.10%
Caribbean	763	81.65%	81.80%
Chinese	54	87.04%	91.20%
Gypsy/Irish Traveller	23	78.26%	69.90%
Indian	3038	91.34%	88.30%
Irish	50	90.00%	81.40%
Not Provided	5	60.00%	82.60%
Other	1168	84.93%	82.70%
Other Asian	1577	89.09%	84.70%
Other Black	337	81.31%	83.30%
Other Mixed	493	83.16%	80.60%
Other White	1763	89.56%	84.90%
Pakistani	1121	89.03%	84.70%
White British	2462	86.11%	83.00%
White/Asian	318	89.31%	82.90%
White/Black African	199	80.40%	82.50%
White/Black Caribbean	399	81.95%	78.80%



Indian learners continue to be one of HRUC’s highest-performing large cohorts, achieving 91.34%. Bangladeshi learners achieved 90.91%, representing a significant improvement of 9.45% from 23/24 and moving this cohort firmly into the high-performance group. Other White learners rose to 89.56%, an increase of 1.97%, while White/Asian learners achieved 89.31%, improving by 4.42%. Pakistani learners also strengthened their performance, rising to 89.03%, an increase of 1.40%. These groups now sit well above both HRUC’s overall rate and corresponding national averages.

Conversely, several ethnic groups require continued support due to either persistent gaps or a decline in achievement compared with last year. Although White/Black African learners saw a modest improvement (0.78%), their achievement rate of 80.40% remains below the national average. White/Black Caribbean learners improved to 81.95% (1.85%) but remained below the HRUC average. Other Black learners

experienced a decline to 81.31% (1.60%) and remained below national outcomes. Caribbean learners also declined, falling from 84.33% to 81.65%, a 2.68% drop, making this group a key priority for targeted support.

A small decline was also noted among Arab learners, decreasing from 87.69% to 85.21%, though they remain above national performance.

Overall, the data identifies several groups, Indian, Bangladeshi, Other White, White/Asian, and Pakistani, as exceptionally high-performing, with multiple groups making meaningful gains compared with last year. At the same time, White/Black African, White/Black Caribbean, Other Black, and Caribbean learners continue to face barriers to achievement and remain priority groups for targeted, evidence-based intervention to close longstanding gaps and ensure more equitable outcomes across HRUC.

Sex

Female learners (7,588 starters) achieved a QAR of 89.05%, outperforming both male learners (2.64%) and the HRUC overall rate of 87.58% by 1.47% despite a smaller cohort size.

FEMALE STUDENTS



MALE STUDENTS

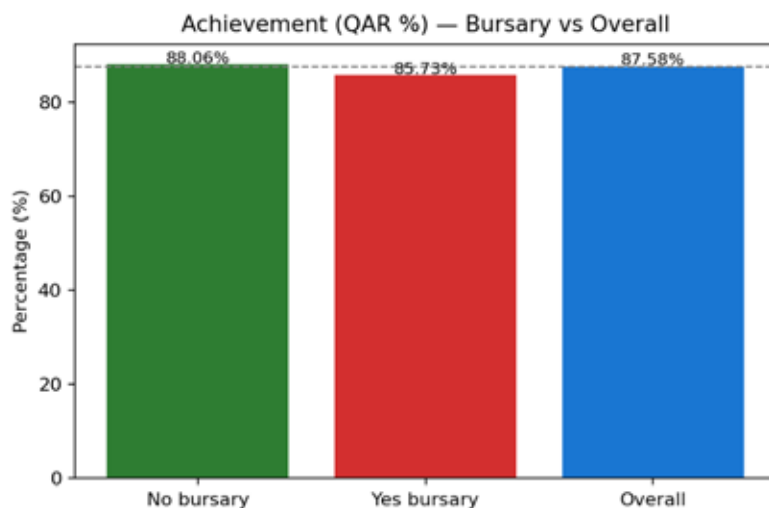


Sex	Starters	QAR %
Female	7588	89.05%
Male	9515	86.41%

Students with Learning Difficulty

Learners with a recorded learning difficulty, representing 2,192 starters (12.82% of the cohort), achieved a QAR of 83.67%, which is 3.91% below HRUC's overall rate of 87.58%, and 4.49% below learners without a learning difficulty.

Learning Difficulty	Starters	QAR
Has LD	2192	83.67%
Does Not Have LD	14911	88.16%



Learner Support (Bursary)

Bursary learners show lower completion and slightly lower pass among completers, which together produce the lower QAR (1.85% below the overall QAR).

Non-bursary learners are marginally stronger on both completion and pass i.e. 0.48% above the HRUC overall QAR.

HRUC 2024/25 ACHIEVEMENT REPORT (19+)

In 24/25, HRUC enrolled 9,577 adult learners who achieved an overall QAR of 86.40%, slightly above the weighted national average of 85.70%. Performance across ethnic groups shows notable variation, with some large cohorts contributing positively to the overall outcomes while others present opportunities for improvement.

The largest ethnic groups were Other Asian (1,855 learners, 19.4% of the cohort), African (1,477 learners, 15.4%), and Other (1,452 learners, 15.2%), together accounting for nearly half of all adult learners. In contrast, the smallest cohorts included Irish (9 learners), Gypsy/Irish Traveller (12 learners), and White/Black Caribbean (54 learners), each representing less than 1% of the total.

Ethnicity

HRUC's overall achievement rate of 86.40% reflects a complex mix of strong-performing groups that help lift the college average and others whose lower outcomes apply downward pressure. Several sizeable cohorts such as Other White, Other Asian, and Arab achieved above or close to the overall HRUC's QAR, significantly stabilising and strengthening performance across the group. Conversely, some of the larger or historically at-risk groups such as African, Caribbean, White/Asian, and White British remain below the college average and therefore exert the greatest downward influence.



Ethnicity	Starters	QAR	National Average
African	1477	84.50%	86.90%
Arab	1188	87.29%	87.00%
Bangladeshi	145	83.45%	90.80%
Caribbean	117	76.92%	87.70%
Chinese	86	93.02%	90.80%
Gypsy/Irish Traveller	12	100.00%	85.30%
Indian	785	86.75%	88.40%
Irish	9	77.78%	89.10%
Not Provided	53	73.58%	87.40%
Other	1452	86.57%	87.90%
Other Asian	1855	87.33%	87.20%
Other Black	140	85.71%	86.20%
Other Mixed	162	81.48%	86.90%
Other White	1073	90.03%	88.90%
Pakistani	377	86.74%	88.40%
White British	309	83.82%	87.70%
White/Asian	194	80.41%	86.30%
White/Black African	89	85.39%	86.60%
White/Black Caribbean	54	87.04%	86.80%

Many ethnic groups made year-on-year improvements compared with 2023/24. Notably, African learners improved from 82.79% to 84.50% (1.71%), and White British increased from 82.19% to 83.82% (1.63%). Other White learners saw a strong rise, increasing from 86.95% to 90.03% (3.08%), reinforcing their position as one of the highest-performing major cohorts. Groups such as Other Black (1.75%), White/Black African (2.06%), and White/Black Caribbean (3.11%) also showed improvements.

However, several groups experienced declines compared with last year. Bangladeshi learners fell from 90.95% to 83.45% (7.50%), a significant drop that shifts a previously high-performing cohort into an area requiring improvements. Caribbean declined from 81.02% to 76.92% (4.10%) and still below benchmarks. Chinese learners declined

from 94.85% to 93.02% (1.83%), though they remain one of HRUC's strongest groups. Smaller declines were observed for Indian learners (0.25%), Other Asian learners (0.19%), and Other Mixed learners (0.12%), though these remain broadly stable near the HRUC average or above national benchmarks.

When compared to national averages, several groups continue to shine. Chinese (2.22%), Gypsy/Irish Traveller (14.70%), Other White (1.13%), White/Black Caribbean (0.24%), Arab (0.29%), and Other Asian (0.13%) all outperform national average. However, others remain consistently below national benchmarks, including Caribbean (10.78%), Bangladeshi (7.35%), Irish (11.32%), White/Asian (5.89%), Other Mixed (5.42%), and White British (3.88%).

Sex

Female learners (6,517 starters) achieved a QAR of 87.20%, outperforming the HRUC overall rate of 86.40% by 0.80% and male learners by 2.49%, despite representing a smaller share of the cohort. In contrast, male learners (3,060 Starters) achieved 84.71%, which is 1.69% below the college average.

FEMALE STUDENTS



MALE STUDENTS



Sex	Starters	QAR
Female	6517	87.20%
Male	3060	84.71%

Students with Learning Difficulty

Learners with a recorded learning difficulty, representing 666 leavers, achieved a QAR of 81.38%, which is 5.02 percentage points below HRUC's overall adult rate of 86.40%, and 5.40% below learners without a learning difficulty (86.78%).

Learning Difficulty	Starters	QAR
Has LD	666	81.38%
Does Not Have LD	8911	86.78%

Learner Support (Bursary)

Bursary learners (2,037 leavers) achieved a QAR of 85.71%, which is 0.69% below the HRUC adult overall rate of 86.40%. In contrast, non-bursary learners (7,540 leavers) achieved 86.59%, slightly above the overall average 0.19%.

This indicates that bursary learners continue to underperform compared to their peers, making them a priority group for targeted support to close the gap.

Learner Support (Bursary)	Starters	QAR
No	7540	86.59%
Yes	2037	85.71%



CARE-EXPERIENCED LEARNERS

Learners who are looked after (1,245 students) achieved a QAR of 80.24%, which is 6.92% below HRUC's overall rate of 87.16%. In contrast, learners who are not looked after (25,435 students) achieved 87.50%, slightly above the overall average.

This significant gap highlights looked-after learners as a priority group for focused support to improve retention and achievement outcomes.



The cohort is concentrated in three qualification areas that anchor overall performance and sit at or above the looked after average:

- Basic Skills (Maths & English): 386 learners (31.0%), QAR 80.83%
- ESOL: 308 learners (24.74%), QAR 84.42%
- GCSE Maths & English: 197 learners (15.82%), QAR 81.22%

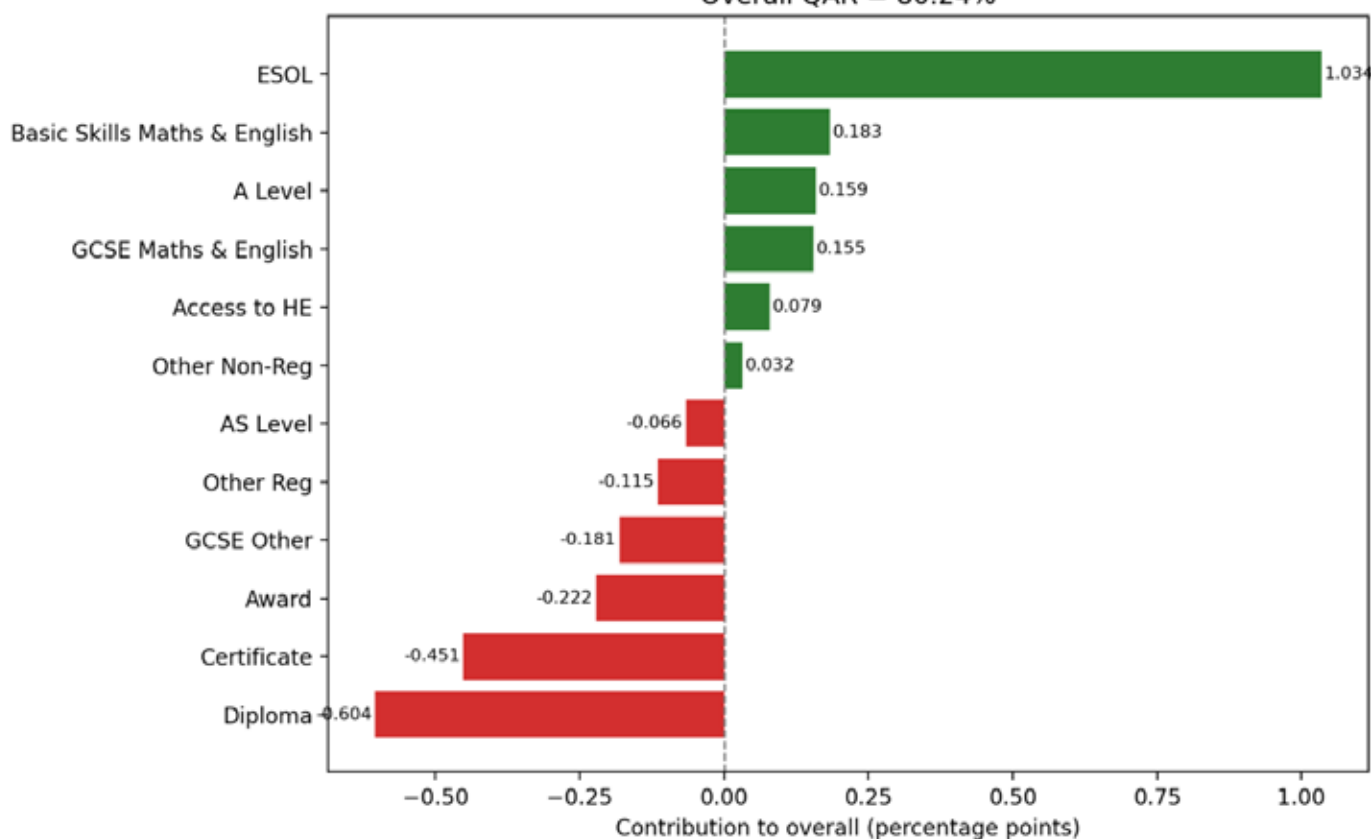
Sizeable areas below overall, exerting the greatest downward pull on outcomes:

- Diploma: 134 learners (10.76%), QAR 74.63%.
- Certificate: 88 learners (7.07%), QAR 73.86%.

Small, high performing pockets (limited impact due to size):

- A Level (10), Access to HE (5), Other Non Reg (2) — QAR 100.00%.

Looked-After Learners: Contribution to Overall QAR by Qualification (pp)
Overall QAR = 80.24%



Key Insights

- The overall looked after QAR (80.24%) is primarily shaped by the three largest routes (Basic Skills, ESOL, GCSE M&E). Sustaining quality here protects the baseline.
- Improving Diploma and Certificate outcomes offers the fastest route to raising looked after results, given their combined 18% share and substantial achievement gaps.
- Very small cohorts with low QAR (e.g., AS Level, Other Reg, GCSE Other) present quick win opportunities via course level diagnostics and targeted support.

STUDENTS WITHOUT LEVEL 2 IN ENGLISH OR MATHS

Learners with Level 2 English or maths (2,565 students) achieved 87.42%, while learners without Level 2 English or maths (1,105 students) achieved 87.94%. Compared to HRUC's overall achievement rate of 87.58%, the difference between these two groups is minimal at the college level (87.42% for those with Level 2 and 87.94% for those without).

This outcome demonstrates that the support strategies for students without prior Level 2 qualifications are highly effective at HRUC. It is a significant achievement that these learners, often considered at greater risk of lower attainment, are performing on par with or better than the overall average.

This success should be celebrated as evidence of impactful interventions and a commitment to inclusive achievement across all learner groups.

Level 2 Maths or English	Starters	QAR
Yes L2 English or Maths	11773	87.42%
No L2 English or Maths	5330	87.94%



DISADVANTAGED LEARNERS (FREE SCHOOL MEALS)

Learners eligible for Free School Meals (FSM) (3,400 students) achieved a QAR of 85.41%, which is 1.75% below HRUC's overall rate of 87.16%. In contrast, learners not eligible for Free School Meals (23,280 students) achieved 87.41%, slightly above the overall average.

While a small gap remains, the strong performance of learners receiving Free School Meals demonstrates that targeted support strategies are working effectively.



LEARNERS WITH SEND

Learners with high needs (1,520 leavers) achieved a QAR of 84.93% in 2024/25, which is 2.23% below HRUC's overall QAR of 87.16%. In comparison, learners without high needs (25,160 Students) achieved 87.29%, slightly above the overall average.

High Needs	Starters	QAR
No	25160	87.29%
Yes	1520	84.93%

Within high needs provision, performance varies by qualification size: Awards (95.40%), Diplomas (91.82%), GCSE Maths & English (88.28%), and Certificates (87.93%) are strong and near or above the college average, with small cohorts in A Level (100%, 2 students) and ESOL (100%, 3 students) also performing excellently.

The key areas for improvement are AS Level (76.47%, 17 students) and Basic Skills Maths & English (57.52%, 226 students), together accounting for 16% of the high needs cohort, and should be the focus of focussed support and interventions.

Celebrating the sustained strengths in Diplomas and Awards, whilst intensifying support for Basic Skills and AS, will help close the gap and lift overall outcomes for high needs learners.



	Basic Skills Maths and English			GCSE English and Maths			GCSE Maths	GCSE English
	Starts	Ach	QAR %	Starts	Ach	QAR %	High %	High %
High Needs								
No	3787	2967	78.3%	6545	6028	92.1%	21.5%	30.6%
Yes	226	130	57.5%	401	354	88.3%	15.9%	20.3%
Total	4013	3097	77.2%	6946	6382	91.9%	21.2%	29.9%



High-needs learners face significant challenges in English and maths compared to their peers. For Basic Skills Maths and English, high-needs learners achieved a QAR of 57.5% (130 achievers out of 226 starts), which is 20.8 percentage points lower than non-high-needs learners at 78.3%.

In GCSE English and Maths, the gap narrows but remains notable: high-needs learners achieved 88.3% (354 achievers out of 401 starts) versus 92.1% for non-high-needs learners. High-needs learners also represent a smaller proportion of GCSE entries—15.9% in maths and 20.3% in English, compared to 21.5% and 30.6% for non-high-needs learners.

This data highlights Basic Skills Maths and English as the most critical area for improvement, given its low achievement rate and substantial gap. Conversely, the strong performance in GCSE English and Maths demonstrates that targeted support strategies are effective at

higher qualification levels. Continued focus on intensive interventions for Basic Skills, alongside maintaining success in GCSE provision, will be key to closing achievement gaps and improving outcomes for high-needs learners.

To support learners with SEND and those in receipt of High Needs funding, HRUC has strengthened personalised English and maths provision through accurate initial assessment, clearer exemption decisions, and targeted intervention at Basic Skills level. Stepping-stone approaches are delivered through structured mock exams and internal assessments, supported collaboratively by ALS and English and maths teams to identify gaps and build learner confidence before external assessment.

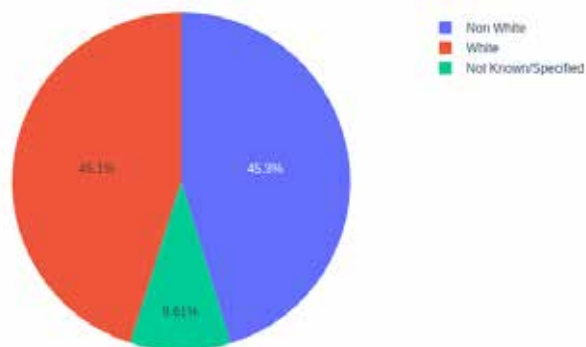
Individual Learning Plan targets are closely aligned to EHCP outcomes and reviewed regularly, enabling timely intervention and improved progression for SEND and high-needs learners.

OUR PEOPLE

In 24/25, the college employed 1,217 staff members, reflecting an increase from last year's count of 1,095 employees. This growth demonstrates the college's continued investment in its workforce to support learners and strategic priorities.

The proportion of staff from ethnic minority backgrounds is 45.28%, significantly higher than the FE sector benchmark of 18.9%, with 45.11% White and 9.61% Not Known/Specified.

Ethnic Profile (All Staff)

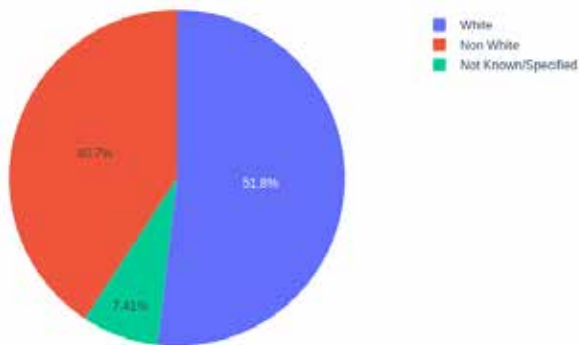


Leadership Team Representation

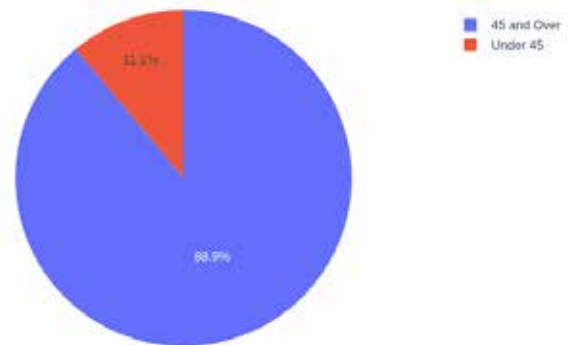
Among the 27 members of the Leadership Team, 40.74% identify as ethnic minority, an increase from 27% last year and significantly above the FE benchmark of 8.7%. Meanwhile, 37.04% identify as female, slightly lower than last year's 39% and below the FE benchmark of 55%.

A total of 88.9% are aged 45 and over, reflecting the experience profile of senior roles, and 11.1% have declared a disability, demonstrating progress in inclusive leadership representation.

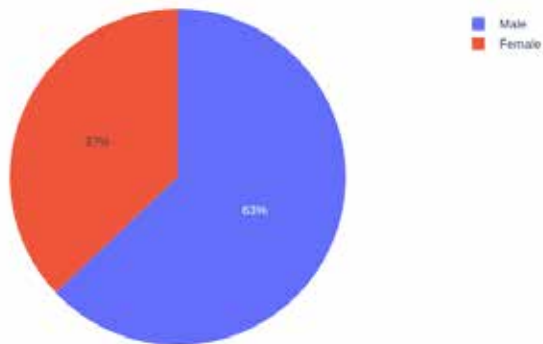
Ethnic Profile (Leadership Team)



Age Profile (Leadership Team)



Gender Profile (Leadership Team)



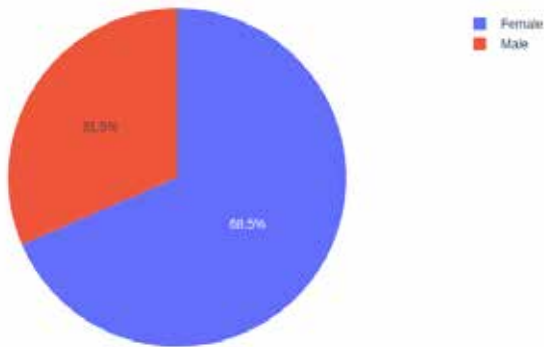
Disability Profile (Leadership Team)



Sex Profile

The college population remains predominantly female at 68.53%, compared to 31.47% male. Female representation in leadership is 37.04%.

Gender Profile (All Staff)

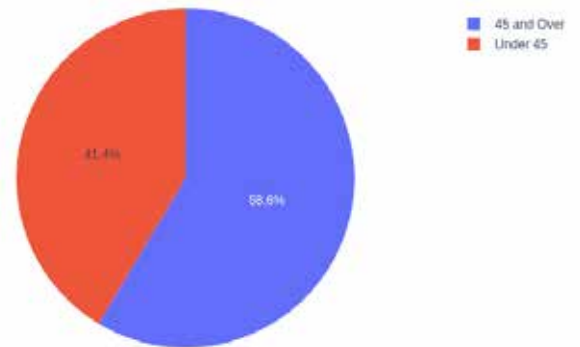


Age Profile

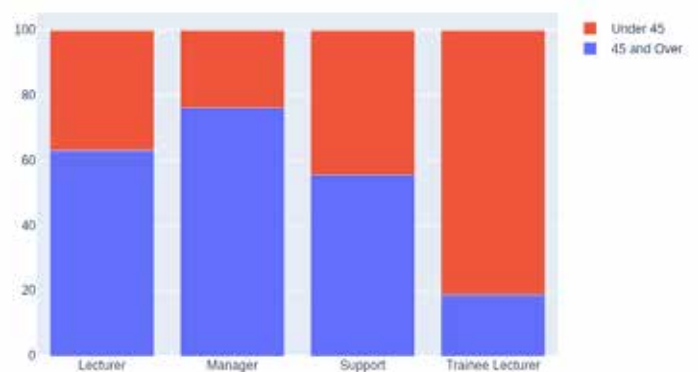
The college population is predominantly 45 and over (58.59%), with 41.41% under 45. By staff category (aged 45 and over):

- Lecturers: 62.89%
- Managers: 76.07%
- Support staff: 55.30%
- Trainee Lecturers: 18.60%.

Age Profile (All Staff)



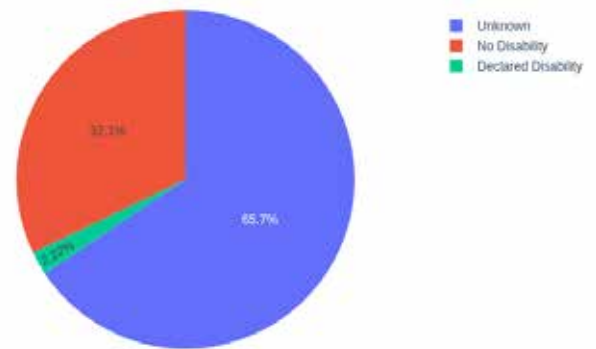
Age Profile by Staff Category



Disability Profile

The proportion of staff with a declared disability is 2.22%, with 65.65% unknown. This is a significant change from last year's 9%, likely due to reporting differences. The college continues to welcome and support staff with disabilities through Occupational Health, the Employee Assistance Programme, and Plumm Health and Wellbeing Platform.

Disability Profile (All Staff)



Disability Confident Employer

The college remains committed to the Disability Confident scheme, ensuring inclusive recruitment and retention practices. Key commitments include:

- Offering interviews that are inclusive for all candidates
- Providing information in accessible formats
- Promoting a culture of inclusion.

Staff Survey

Staff were invited to participate in the Annual Staff Survey, which covered seven categories: Culture, Support in Role, College Purpose and Direction, Staff Engagement, Rewards and Work-Life Balance, Equality, Diversity and Inclusion, and Health and Wellbeing.

The survey results were positive across key areas of staff experience. Notably, 92% of respondents agreed or strongly agreed that the college makes reasonable efforts to meet disability needs, reflecting confidence in the college's inclusive practices. A strong sense of safety and wellbeing was also demonstrated, with 94% of staff reporting that they feel safe at the college. In relation to EDI, 95% of respondents said the college is committed to respecting equality, diversity and inclusion, and 91% felt confident that the college strives to have a diverse workforce at all levels.

In terms of culture and voice, 67% of staff reported feeling safe to provide feedback to managers and leaders, while 69% felt safe to speak up and challenge ways of working. Recognition also featured positively, with 70% of respondents satisfied with the level of recognition they receive at work. These findings collectively indicate a supportive, inclusive and increasingly confident staff culture, with strong foundations for continued engagement and organisational development.

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

- Online and printed collateral featuring images of HRUC students reflecting the College's diversity across its five campuses.
- Thousands of images captured to highlight student and staff diversity across five campuses.
- Case studies and imagery of students in non-traditional subjects are emphasised.
- Promotion of non-traditional education routes such as Apprenticeships and Access to Higher Education (HE) courses.
- Videos authentically showcasing student life, staff, facilities and HRUC events.
- 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 (Teams).
- Launch of the National Innovation Challenge drawing entries from students, schools, and colleges from across the UK's nations and regions.
- Use of the immersive room, across our college campuses, to extend opportunities for more students to benefit from inspirational guest speaker visits.
- 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 online 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 across our website presence.

Accessibility Enhancements for 2025

- Partnership with Recite Me (a website tool) to add an assistive toolbar across websites, enabling content customisation (e.g., translations, screen reader, custom styling).
- In 2025 we extended our partnership agreement with Recite Me to include their assistive toolbar and website checker on the new West London IoT website. The new website was also created with accessibility as one of the key considerations across the design and build.
- Accessibility audits identify and address WCAG compliance issues, including improved focus functionality, link underlines, colour contrasts, and alt text.
- In 2025 we have focused on improving accessibility in PDFs especially regarding design and colour contrast as well as continuing to add alt text to all imagery across the websites. Also, where possible we have created web page content instead of only using PDFs for improved accessibility to key College information.
- 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



HRUC
HARROW RICHMOND & UXBIDGE COLLEGES

Harrow
COLLEGE

R Richmond upon
Thames College

Ux
COLLEGE
UXBRIDGE

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