

Equality, Diversity & Inclusion



Annual Report 2021/22

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FOREWARD

As CEO of HCUC, I am extremely proud of our organisation's commitment to equality, diversity and inclusion. Inclusivity was agreed by our staff as one of the key strengths of the College and indeed it is a core value of HCUC. Our students represent a rich variety of backgrounds with different ethnic, racial, religious, sexual orientation identities, as well as comprising learners with a range of learning difficulties and disabilities. We strive to ensure that each one of our learners has the opportunity to thrive at HCUC by supporting them both within and outside of the classroom. We are committed to transforming the lives of others and as such we go above and beyond our statutory duties in relation to equality and diversity and proactively take steps to reduce inequalities and barriers and to empower all of our learners so they have the tools that they need in order to flourish. I have been so impressed at the support provided to our SEND learners and was delighted that HCUC achieved Beacon Commended status for our work to support the mental health and well-being of our learners and staff.

In relation to staff we have a diverse workforce, with women and differing ethnicities represented at all levels, and all of our staff participate in equalities training to ensure that they can identify and address any form of discrimination and thus enable equality, diversity and inclusion to be effectively embedded and celebrated.

There is always more to do in the field of equalities but I am determined to ensure that everyone that works and learns here at HCUC are respected and cherished for who they are.

We are proud to recognise the strength that diversity brings and it is valuing this that makes us stronger and will continue to make us stronger into the future. We pay tribute to everyone that continues to work for this core value and belief. Together we really will change the world for the better

Keith Smith
HCUC CEO & Group Principal



INTRODUCTION

This is the fourteenth annual Quality Assurance Audit of Equality and Diversity activities in the College, in accordance with Section 5.5 of the Equality and Diversity Policy, reproduced here:

An annual quality assurance audit for equality and diversity will be completed. The audit will review College practices for equality and diversity provision, including the effectiveness of College policies and procedures, response to new legislation, successful resolution of any complaints/grievances in relation to equality and diversity, the effectiveness of staff training, provision of support and services for learners with learning difficulties and disabilities and health and safety aspects of equality and diversity.



STUDENT INVOLVEMENT IN EQUALITY & DIVERSITY ACTIVITIES

HCUC successfully ensures an inclusive environment, promotes equality of opportunity and encourages learner involvement in enrichment activities. The Student Union Executives helped organise a range of activities to celebrate diversity including Black History Month tutorials, and cultural celebration events. A number of activities which allow learners to explore personal, social and ethical issues have taken place.

Examples include: 'Clinic in a Box' drop in, and events around healthy lifestyles, the 'Anti Bullying Campaign', 'the Road/Travel Safety Campaign', 'This Girl Can' and 'Equality and Diversity events and celebrations'. In addition, high numbers of learners take part in a wide range of fund-raising events for charities such as 'Children in Need', 'Cancer Research', 'Cardiac Risk in the Young' and 'Terrence Higgins Trust'. An excellent cultural diversity event was held in June 2022. Student feedback was excellent.

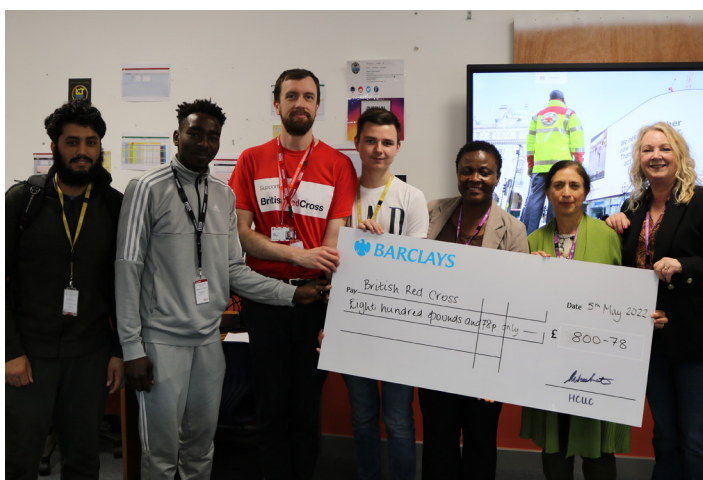
HCUC is a member of the Jack Petchey achievement awards scheme. 96% of students agreed that the college has helped them to understand Equality and Diversity. The College's Gender Identity Policy is used to support transgender students. A LGBT student group was active in 2021/22 and this helped to promote awareness and tolerance.

HCUC takes bullying extremely seriously. HCUC records bullying cases and takes appropriate actions including disciplinary hearings. The College promoted anti-bullying tutorials and events. It has delivered internet safety e-tutorials 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 teams.



- The College works with Mosaic, the LGBT+ Young Person's Trust. This has included inviting them in to promote their services throughout the year and creating referral links for students.
- The College works with support asylum seekers and refugees. Support, advocacy and counselling offered and they have based themselves in the ESOL team one day per week.
- Through the Student Council, Harrow created a student led enrichment group in Anime, who meet regularly to discuss the Japanese art form and music.
- MIND in Harrow worked on a number of projects, supporting the College to raise awareness of Mental Health, supporting those with concerns and to training Student Reps to be MH Champions.
- Tutorial is another vehicle for promoting E&D and sessions were covered on celebrating diversity and how it promotes respect and tolerance within the college. The Black History activity was covered in tutorial and also additional activity with the food event and charity Nomad coming into College. Last year's Student Union also promoted Asian Appreciation Month in May, highlighting prominent Asian figures who have contributed significantly to the UK.
- The College promotes the National Citizenship Service to students.
- Students took part in a range of volunteering activities benefitting their local communities. They were 3000 hours of volunteering recorded and students raised £3000 for the charities supporting underprivileged and disadvantaged people.
- The College showcases a number of films to students through the year to raise awareness of topics such as the Holocaust, County Lines and Dangerous Driving. Each were short films with group discussions after and were delivered by local support agencies.



SUPPORTING SEND LEARNERS: PROJECT SEARCH - A CASE STUDY

Background: DFN Project Search is a supported employment programme for young people with learning disabilities and/or those with autistic spectrum conditions. It is a unique business led programme that works in partnership with the host business (London Northwest University Healthcare NHS Trust), education establishments (Harrow College) and supported employment services (Kaleidoscope Sabre) and offers total workplace immersion. The programme facilitates employability skills, career exploration and hands on training through a series of job rotations within the host business.

How it works: The programme runs for 5 days a week Monday - Friday, for a full academic year. Typically, interns complete three working rotation within the trusts departments lasting between 10-12 weeks in length. Interns will complete and follow a full trust induction, new employee checks and occupational health guidelines as well as upholding the trusts HEART values.

A Case Study on Rohan Popat

At the start of the programme Rohan was very witty and talkative and enjoyed telling stories he was focused on completing his rotations in the Pharmacy department and hoped to get a job in the Pharmacy upon completing the programme.

Rohan's first rotation was working in the distribution department within the pharmacy at Central Middlesex Hospital. There were many tasks that needed to be done daily and plenty of medication deliveries that needed to be checked and restocked as quickly as possible so there was plenty to keep Rohan occupied. There were lots of opportunities to learn new skills and Rohan's mentors were extremely helpful and always willing to go the extra mile for him. They were a great support in helping Rohan to achieve his weekly progression targets and enjoyed seeing Rohan become independent in a task. This has aided Rohan to begin to build a solid foundation from which could then develop further in a career within Pharmacy.

While completing his second rotation within the hospital a job became available as a pharmacy assistant technical officer Rohan was eager to apply and was fortunately short listed for an interview. Rohan did really well in the interview and was very knowledgeable about the position he had applied for. Rohan was successful and he happily accepted the job offer and is now working full time as a pharmacy assistant technical officer, also completing a butterfly qualification alongside his employment.

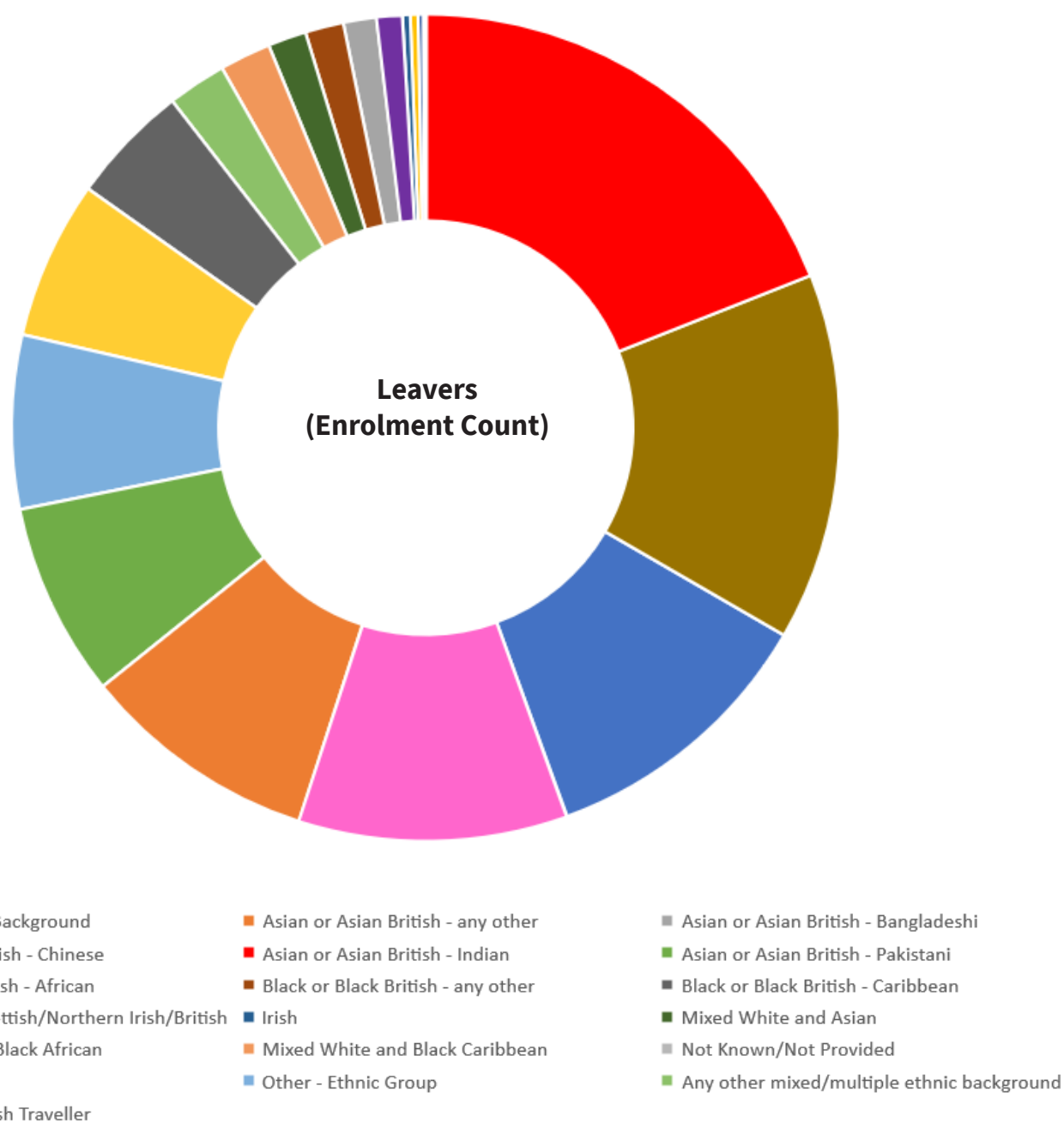


STUDENT DATA

2021-22

Student data - enrolments

In terms of ethnicity for full-time learners, the College is attracting similar percentages of the different ethnic groups as the previous year. There is an upward trajectory of Indian students over the last 4 years, who now make up the largest ethnicity in terms of student numbers. The College attracts a wide diversity of learners both from within the London Boroughs of Harrow and Hillingdon as well as significant numbers from outside these Boroughs.



Full-Time (FT) Students by Ethnicity	HCUC 2019/20	HCUC 2020/21	HCUC 2021/22
Any Other White Background	11.3%	11.5%	10.8%
Asian or Asian British - any other	9.2%	9.2%	9.6%
Asian or Asian British - Bangladeshi	1.2%	1.2%	1.2%
Asian or Asian British - Chinese	0.2%	0.2%	0.3%
Asian or Asian British - Indian	16.8%	17.4%	18.0%
Asian or Asian British - Pakistani	7.0%	7.1%	7.3%
Black or Black British - African	10.5%	10.6%	11.0%
Black or Black British - any other	1.9%	1.9%	1.5%
Black or Black British - Caribbean	5.9%	5.7%	4.2%
English/Welsh/Scottish/Northern Irish/British	17.4%	16.1%	14.1%
Irish	0.3%	0.3%	0.4%
Mixed White and Asian	1.3%	1.3%	1.5%
Mixed White and Black African	1.2%	1.2%	1.1%
Mixed White and Black Caribbean	2.3%	2.3%	1.6%
Not Known/Not Provided	0.1%	0.1%	0.0%
Other - Arab	5.0%	5.3%	7.6%
Other - Ethnic Group	6.6%	6.8%	7.4%
Any other mixed/multiple ethnic background	1.8%	1.7%	2.2%
White Gypsy or Irish Traveller	0.1%	0.2%	0.2%

Female Students



HCUC 19/20 - 40.5%

HCUC 20/21 - 41.0%

HCUC 21/22 - 38.7%

Male Students



HCUC 19/20 - 59.5%

HCUC 20/21 - 59.0%

HCUC 21/22 - 61.3%

There has been an increase in the number of male learners in 21/22.

Student measures of success

Ethnicity: Student success rates for 2021/22 are lower than 20/21. This is due to an increase in examined qualifications i.e. more RQF exams and is a legacy of the effects of the pandemic. Three large ethnicity groups are below 5% of the college average (which is the target the College sets itself). There are only 24 Gypsy/Irish Traveller students and 50 Not Provided, which are statistically insignificant when analysing achievement gaps, however it is still important to note the disparity.

Ethnicity	HC	UC	HCUC		
	21/22 QAR %	21/22 QAR %	21/22 QAR %	20/21 QAR %	Nat Avg QAR %
African	82.9%	80.3%	81.3%	86.3%	TBC
Arab	87.2%	81.9%	84.9%	87.3%	TBC
Bangladeshi	92.5%	84.4%	85.7%	85.9%	TBC
Caribbean	76.0%	78.4%	77.6%	83.7%	TBC
Chinese	93.5%	90.7%	91.8%	90.7%	TBC
Gypsy/Irish Traveller	25.0%	83.3%	54.2%	70.7%	TBC
Indian	88.4%	86.1%	86.6%	90.8%	TBC
Irish	86.7%	87.1%	87.0%	85.4%	TBC
Not Provided	81.8%	76.9%	78.0%	77.9%	TBC
Other	88.3%	82.8%	85.4%	91.0%	TBC
Other Asian	89.6%	82.5%	86.2%	90.8%	TBC
Other Black	81.1%	79.1%	79.9%	85.2%	TBC
Other Mixed	84.8%	83.4%	84.0%	90.9%	TBC
Other White	88.1%	84.1%	85.9%	89.5%	TBC
Pakistani	83.6%	85.8%	85.2%	89.0%	TBC
White British	81.9%	77.4%	78.2%	88.0%	TBC
White/Asian	89.8%	83.1%	85.9%	89.8%	TBC
White/Black African	90.8%	82.1%	85.4%	88.2%	TBC
White/Black Caribbean	74.6%	77.3%	76.5%	81.7%	TBC
Total	86.6%	82.5%	84.1%	88.8%	TBC

Success by Ethnicity; all qualifications including functional skills/GCSE English & Maths

Achievement by Ethnicity/Age: For 16-18 learners, Caribbean, White British and White/Black Caribbean fall below the 5% 16-18 College average. The numbers are insignificant in the Gypsy/Irish Traveller group (18). For 19+ learners only “Other Black” fall below 5% of the 19+ College average.

Ethnicity	16-18	19+	Nat Avg
	QAR 21/22	QAR 21/22	
African	81.6%	81.0%	TBC
Arab	83.2%	86.3%	TBC
Bangladeshi	86.7%	84.7%	TBC
Caribbean	75.2%	84.5%	TBC
Chinese	92.0%	91.4%	TBC
Gypsy/Irish Traveller	38.9%	100.0%	TBC
Indian	86.7%	86.4%	TBC
Irish	85.3%	91.7%	TBC
Not Provided	100.0%	76.6%	TBC
Other	85.2%	85.6%	TBC
Other Asian	85.9%	86.4%	TBC
Other Black	79.9%	79.9%	TBC
Other Mixed	83.5%	84.5%	TBC
Other White	85.0%	87.0%	TBC
Pakistani	86.1%	83.4%	TBC
White British	77.3%	81.3%	TBC
White/Asian	80.4%	92.2%	TBC
White/Black African	87.6%	83.6%	TBC
White/Black Caribbean	73.9%	86.7%	TBC
Total	83.2%	85.1%	TBC

Success by Ethnicity; 16-18 year olds all qualifications including functional skills/GCSE English & Maths



Gender: In terms of success by gender, the female /male gap, has increased from 2.3% in 20/21 to 3.6%. The difference at Harrow is 5.8%, compared with 2% at Uxbridge.

Gender	HC	UC	HCUC		
	21/22 QAR %	21/22 QAR %	21/22 QAR %	20/21 QAR %	Nat Avg QAR %
Female	89.2%	83.5%	85.8%	89.9%	TBC
Male	83.4%	81.5%	82.2%	87.6%	TBC
Total	86.6%	82.5%	84.1%	88.8%	TBC

Success by Gender; all qualifications including functional skills/GCSE English & Maths



Socio-economic disadvantage: In the table below ‘from deprived area postcode’ – indicates learners living in postcodes identified as areas of socio-economic disadvantage. This QAR data shows a differential of -2.2% for learners identified as living in postcodes defined as an economic disadvantage.

Economic Disadvantage	Leavers	21/22 QAR %	20/21 QAR %	19/20 QAR %
From deprived area - postcode on lsc file	4865	82.4%	88.2%	90.1%
Not applicable or not provided	14367	84.6%	89.0%	90.2%
Total	19232	84.1%	88.8%	90.2%

Postcode analysis for Socio-Economic Disadvantage: all qualifications including functional skills/GCSE English & Maths

Free School Meals: For those students that receive free school meals their success rates are 3.6 below students that do not.

Free School Meals	21/22 Leavers	HCUC QAR % 21/22	HCUC QAR % 20/21	HCUC QAR % 19/20	HCUC QAR % 18/19
No	17698	84.30%	88.80%	90.40%	89.50%
Yes	1534	80.70%	87.90%	87.20%	88.00%
Total	19232	84.10%	88.80%	90.20%	89.40%

Looked After Children: The achievement gap of Looked after children has closed from 4.1% last year to 3.3% this year, however at Uxbridge the gap is 5.4%. This will be a focus for the E&D action plan at UC.

Looked After	HCUC Leavers 21/22	HCUC QAR % 21/22	HC QAR % 21/22	UC QAR % 21/22	HCUC QAR % 20/21	HCUC QAR % 19/20	HCUC QAR % 18/19
No	17978	84.30%	86.70%	82.80%	89.00%	90.50%	89.90%
Yes	1254	81.00%	85.00%	77.40%	84.90%	85.50%	86.50%
Total	19232	84.10%	86.60%	82.50%	88.80%	90.20%	89.40%

Looked After Children success rates all qualifications including functional skills/GCSE English & Maths



Looked After Students' Destinations:

Looked after Destinations	HC		UC		HCUC	
	Student Count	%	Student Count	%	Student Count	%
Apprenticeship	2	1.0%	2	1.1%	4	1.0%
Gap year before starting HE	1	0.5%	0	0.0%	1	0.3%
HE	9	4.3%	16	8.9%	25	6.5%
In paid employment for 16 hours or more per week	25	12.1%	36	20.0%	61	15.8%
In paid employment for less than 16 hours per week	7	3.4%	2	1.1%	9	2.3%
In voluntary work	3	1.4%	0	0.0%	3	0.8%
Independent living	3	1.4%	2	1.1%	5	1.3%
Not in paid employment, looking for work and available to start work	5	2.4%	6	3.3%	11	2.8%
Not Known	21	10.1%	20	11.1%	41	10.6%
Other FE* (Full-time)	78	37.7%	61	33.9%	139	35.9%
Other FE* (Part-time)	1	0.5%	3	1.7%	4	1.0%
Other outcome – not listed	42	20.3%	26	14.4%	68	17.6%
Self-employed for 16 hours or more/ week	2	1.0%	0	0.0%	2	0.5%
Supported independent living	3	1.4%	2	1.1%	5	1.3%
Traineeship	2	1.0%	1	0.6%	3	0.8%
Unable to contact learner	3	1.4%	3	1.7%	6	1.6%
Total	207		180		387	

High Needs

As with last year the College supported the majority (80%) of these students on mainstream courses.

The achievement gap for High Needs learners has closed from 4.5% to 1.4%. This is pleasing to note as was a AFI for Ofsted.



High Needs	HC QAR % 21/22	UC QAR % 21/22	HCUC QAR % 21/22	HCUC QAR % 20/21	HCUC QAR % 19/20
No	86.8%	82.5%	84.1%	89.0%	90.3%
Yes	82.9%	82.4%	82.7%	84.5%	87.2%
Total	86.6%	82.5%	84.1%	88.8%	90.2%

High Needs success rates 2021/22: all qualifications including functional skills/GCSE English & Maths

High Needs students perform very well on their main programme, but not on basic skills English & Maths.

Qual Size	HCUC				
	Leavers	Completers	Pass	21/22 QAR %	20/21 QAR %
Access to HE	2	2	1	50.00%	-
Award	3	3	2	66.67%	94.3%
Basic Skills Maths and English	209	196	140	66.99%	59.5%
Certificate	189	178	170	89.95%	94.1%
Diploma	162	154	147	90.74%	96.9%
ESOL	6	6	4	66.67%	100.0%
GCSE Maths and English	162	149	139	85.80%	92.9%
Other Non-Reg	34	32	31	91.18%	89.3%
Other Reg	2	2	2	100.00%	-
Total	769	722	636	82.70%	84.5%

High Needs success rates 2021/22 all qualifications including functional skills/GCSE English & Maths

High Needs learners perform significantly better on their main vocational course when compared to all students on the same programmes.

All students on the same programme as High Needs learners	Leavers	21/22 QAR %	20/21 QAR %	19/20 QAR %
High Needs - No (Main Vocational Course)	4342	85.3%	89.3%	87.5%
High Needs - Yes (Main Vocational Course)	398	89.7%	95.3%	95.9%

High Needs learners do not perform as well as other students for Basic Skills English and Maths, although the improvement rates did rise this Academic Year. GCSE high grades are lower for High Needs students. This will be a continued area for improvement in 22/23. In relation to HCUC GCSE English and Maths, the differential between High Needs and non-High Needs is low at 0.8%

High Needs	Basic Skills English & Maths HCUC QAR % 21/22	HCUC GCSE QAR % 21/22	HCUC GCSE Maths High Grades 21/22	HCUC GCSE English High Grades 21/22
No	71.7%	86.6%	24.7%	28.1%
Yes	67.0%	85.8%	10.3%	16.4%
Total	71.5%	86.5%	24.2%	27.5%

The majority of High Needs learners have progressed on to new courses.

Destination	HC		UC		HCUC	
	Students	%	Students	%	Students	%
Apprenticeship	3	1.3%	9	5.6%	12	3.1%
Gap year before starting HE	2	0.9%	0	0.0%	2	0.5%
HE	7	3.1%	2	1.2%	9	2.3%
In paid employment for 16 hours or more per week	13	5.8%	9	5.6%	22	5.7%
In paid employment for less than 16 hours per week	1	0.4%	1	0.6%	2	0.5%
In voluntary work	1	0.4%	0	0.0%	1	0.3%
Learner returning home	1	0.4%	3	1.9%	4	1.0%
Not in paid employment, looking for work and available to start work	1	0.4%	2	1.2%	3	0.8%
Not in paid employment, not looking for work and/or not available to start work (including retired)	0	0.0%	4	2.5%	4	1.0%
Not Known	1	0.4%	0	0.0%	1	0.3%
Other FE* (Full-time)	159	70.7%	125	77.6%	284	73.6%
Other FE* (Part-time)	0	0.0%	1	0.6%	1	0.3%
Other outcome – not listed	13	5.8%	2	1.2%	15	3.9%
Supported independent living	0	0.0%	1	0.6%	1	0.3%
Supported Internship	19	8.4%	2	1.2%	21	5.4%
Traineeship	3	1.3%	0	0.0%	3	0.8%
Unable to contact learner	1	0.4%	0	0.0%	1	0.3%
Total	225		161		386	

Learning Difficulty: The College supports a range of learners with a variety of learning difficulties. Those learners that declare a learning difficulty have shown QAR rates which have a gap which is at 5% compared to 3.9% last year. This needs to be focused in the action plan.



Learning Difficulty (LD)	Details	Leavers 21/22	21/22 QAR %	20/21 QAR %	19/20 QAR %	18/19 QAR %
Has LD	Autism	385	80.0%	82.6%	90.3%	87.9%
	Dyscalculia	11	81.8%	69.6%	87.5%	52.6%
	Dyslexia	401	74.8%	84.8%	87.8%	83.9%
	Moderate	373	79.9%	84.1%	88.9%	83.9%
	Multiple	28	85.7%	83.3%	50.0%	100.0%
	Not Known/Not Provided	147	88.4%	92.4%	83.0%	100.0%
	Other	229	78.2%	84.5%	79.1%	87.9%
	Other Spec	56	75.0%	90.3%	94.1%	78.9%
	Severe	41	95.1%	84.8%	98.6%	92.0%
	Has LD Total	1671	79.5%	85.2%	87.9%	85.4%
Does Not Have LD	n/a	305	79.7%	82.0%	89.3%	84.8%
	None	17256	84.6%	89.3%	90.5%	89.8%
	Does Not Have LD Total	17561	84.5%	89.1%	90.4%	89.8%
Overall Total		19232	84.1%	88.8%	90.2%	89.5%

Success rates by Learning Difficulty: all qualifications including functional skills/GCSE English & Maths

Apprenticeships: The number of apprentices from minority ethnicities is low compared with the main cohort. This is consistent to the national picture, however the TAS School is focussing on trying to address the disparity when recruiting apprentices and dealing with employers. This is a focus on the EDI action plan.

The numbers of apprentices across the ethnicity groups is relatively low, making the statistical analysis inconsequential, however there are low achievement rates for Arab (3), Bangladeshi (1), Caribbean (7), Irish (3), Not Provided (2), Other (6), Other Black (2), Other mixed (4), other White (15), White/black African (2) and White/Black Caribbean (5).

Ethnicity	Hybrid End	Leavers	21/22 QAR %	20/21 Nat Avg	Difference
African	21/22	1	100.00%	51.0%	49.0%
Arab	21/22	3	0.00%	51.4%	-51.4%
Bangladeshi	21/22	1	0.00%	50.7%	-50.7%
Caribbean	21/22	7	57.14%	52.3%	4.8%
Chinese	21/22	2	100.00%	59.2%	40.8%
Gypsy/Irish Traveller	21/22	1	100.00%	51.1%	48.9%
Indian	21/22	26	80.77%	54.0%	26.8%
Irish	21/22	3	33.33%	54.9%	-21.6%
Not Provided	21/22	2	50.00%	48.8%	1.2%
Other	21/22	6	33.33%	52.3%	-19.0%
Other Asian	21/22	10	90.00%	60.8%	29.2%
Other Black	21/22	2	50.00%	50.9%	-0.9%
Other Mixed	21/22	4	50.00%	53.9%	-3.9%
Other White	21/22	15	46.67%	54.2%	-7.5%
Pakistani	21/22	10	70.00%	52.4%	17.6%
White British	21/22	138	69.57%	58.8%	10.8%
White/Asian	21/22	3	100.00%	54.1%	45.9%
White/Black African	21/22	2	50.00%	50.9%	-0.9%
White/Black Caribbean	21/22	5	40.00%	50.4%	-10.4%
Total		241	66.80%	57.7%	9.1%

There is a significant (10.3%) gender achievement gap between males and females, despite the national average very similar. This needs to be a focus on the action plan.

Gender	Hybrid End	Leavers	21/22 QAR %	20/21 Nat Avg	Difference
Female	21/22	112	72.32%	57.6%	14.7%
Male	21/22	129	62.02%	57.7%	4.3%
Total		241	66.80%	57.7%	9.1%

STAFF DATA

2021-22

BAME Representation: The BAME representation at HCUC is 42%. HCUC BAME representation is at the GLA figure of 36% for BAME who are economically active in the London population. BAME representation at HC is well above the College target. BAME staff in managerial positions in HCUC are 35.4%.

The BAME representation at UC has remained static at 38% which is 3% above the levels reported in previous years. The biggest change in BAME representation since 2021 is at HC with a 5% increase to 50% in BAME representation, the current level is closer to the figures reported in 2018. The recruitment data set out later in this report provides some evidence for why the HC BAME representation has increased. The offer made to BAME candidates at HC is 61% which is 18% above the level reported in 2021.

The BAME representation at HCUC in 2022 is 42% this is an increase of 2% when compared with 2021 this level of BAME representation is the highest reported during the four-year period.

42% BAME representation is above the 36% GLA benchmark figures of BAME who are economically active in the London population.


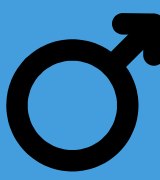
All Staff (BAME)	HC	UC	HCUC
2022	50%	38%	42%
2021	45%	38%	40%
2020	39%	35%	36%
2019	38.32%	35.27%	36%
2018	46%	35%	-
2017	39.5%	34%	-

Teaching Staff (BAME)	HC	UC	HCUC
2022	41%	46.5%	50%
2021	36%	40%	-
2020	39%	35%	-
2019	38.32%	35.27%	-
2018	46%	35%	-
2017	39.5%	34%	-

Please note the figures about include all staff
Established and Non Established



Gender: HCUC female representation in 2021/22 is 67%, this figure is above 46% GLA figure for females who are economically active in the London population. Female staff in managerial positions in HCUC are 53.5%.

Female Staff			Male Staff		
					
	HC	UC		HC	UC
2022	83%	61%	2022	17%	39%
2021	77%	61%	2021	23%	39%
2020	75%	74%	2020	25%	26%
2019	74%	63%	2019	26%	37%
2018	73%	74%	2018	27%	26%
2017	73%	62%	2017	27%	38%

Disability: Nationally, the number of staff with a declared disability across the Further Education sector is 4.0%. At HCUC, the representation of staff with a declared disability is 6% which is above the FE benchmark. However, the HCUC 2022/21 figure of 10% is below 12%, which is the GLA figure for disabled persons who are economically active in the London population, but has marginally increased.

Disability	HC	UC
2022	9%	10%
2021	8%	9%
2020	6%	8%
2019	4.21%	6.01%
2018	5.9%	6.9%
2017	6.6%	5.1%
2016	6.1%	6%

Age Breakdown: The table shows that since 2019, the representation of staff in both age groups has not changed significantly.

Age	Under 44	Over 44
2022	36%	64%
2021	39%	61%
2020	40%	60%
2019	39%	61%
2018	53%	47%
2017	39%	61%

Recruitment: Recruitment campaigns have increased by 36% on last year this has been due to increase in turnover.

The performance of BAME staff during the recruitment process has been consistent and BAME candidates' performance has improved across Uxbridge and Harrow with offers increasing on last year.

Harrow College	% BAME Applicants	% BAME Offers from total offers made
2021/2022	68%	61%
2020/2021	60%	61%
2019/2020	60%	43%
2018/2019	60%	67.5%
2017/2018	44.8%	33.3%
2016/2017	20%	35.71%
2015/2016	50.41%	54.55%

Uxbridge College	% BAME Applicants	% BAME Offers from total offers made
2021/2022	60%	49%
2020/2021	60%	49%
2019/2020	59%	47%
2018/2019	58.9%	38.4%
2017/2018	59%	49%
2016/2017	55.3%	40.7%
2015/2016	55.3%	48.2%

Equality Breakdown	HC	UC
Number of Applicants	463	1839
Number of Campaigns	62	202
Number of Offers	64	173
BAME Offer as %	48.4%	52.0%
Female Offer as %	82.8%	67.1%
% Age of >45 Offer	37.5%	37.6%
Number of promotions	4	37
% of BAME Promoted	50%	32.4%

Training: The Equality and Diversity training programme continued to be delivered to staff. 45 staff were trained in 2020/21 on Equality and Diversity during the Whole College Training Days, making a total of 783 staff having received E&D Training over the past seven 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 online training is provided to all new College staff when they join.

The quality of this training is closely monitored to ensure that the training is of good quality. Feedback from new staff attending E&D training in 2020/21 was very good.



EFFECTIVENESS OF POLICIES AND PROCEDURES

Equality and Diversity Action Plan: Equality & Diversity Action Plans were in operation for 2020/21. Relative effectiveness of the Action plans is indicated by the fact that no actions were at red status ('no significant progress') by the end of the year. All actions achieved green status ('achieved', or 'progress as expected').

Student Disciplinary:

Uxbridge College: For Uxbridge College, there has been a similar number of disciplinary hearings in 21/22 (103) compared with 19/20 (102). 20/21 saw fewer (62) disciplinarys than these 2 years, which could be due to the pandemic and less students on site.

Ethnicity	Disciplinary Count stage 3&4	Percentage of disciplinarys	Percentage student population 21/22
Any Other White Background	4	3.9%	10.8%
Asian or Asian British - any other	9	8.7%	9.6%
Asian or Asian British - Indian	22	21.4%	18.0%
Asian or Asian British - Pakistani	11	10.7%	7.3%
Black or Black British - African	15	14.6%	11.0%
Black or Black British - any other	2	1.9%	1.5%
Black or Black British - Caribbean	9	8.7%	4.2%
English/Welsh/Scottish/Northern Irish	8	7.8%	14.1%
Mixed White and Asian	1	1.0%	1.5%
Mixed White and Black Caribbean	4	3.9%	1.6%
Other - Arab	10	9.7%	7.6%
Other - Ethnic Group	6	5.8%	7.4%
Other mixed/multiple ethnic background	2	1.9%	2.2%
TOTAL	103		

A disproportionate number of disciplinarys involving Black African, Black Caribbean, Arab students was found in 21/22. The College's action plan continues to identify and support 'behaviourally at risk' Black African, Black Caribbean and Arab students.

Harrow College: The disciplinary count shows similar disproportionate numbers of Black Caribbean/African/ Any other students in relation to the College enrolment population. The College’s action plan will identify and support Black Caribbean/African/Any other students.

Ethnicity	Stage 3 and 4 Disciplinary Count	Disciplinary Percentage 21/22	Percentage student population 21/22
Mixed/multiple ethnic background	3	5%	4%
Asian – Indian/Pakistani/Any Other	16	26.7%	33.5%
White – British/Irish/Any other	9	15%	27.6%
Black- African/Caribbean/Any Other	14	23.3%	18.2%
Other - Ethnic Groups/Unknown	18	30%	16%
Total	60		

Complaints:

Complaints	Number of complaints for 21/22	E & D related	Upheld	Not Upheld/ Partly
Harrow College	40	1 (Race)	20.2%	1 (not Upheld)
Uxbridge College	12	4 (Disability), 1 (Race)	1	5 (Partly)



MARKETING ACTIVITIES

The Marketing at HCUC ensures that publicity and promotion practices encourage applicants from a range of backgrounds. Attention is paid to online and offline publicity, promotional materials and marketing-related activities to ensure that they reflect the diversity of students at HCUC.

The imagery showcases our college campuses as places that students that will want to attend, where ethnic and cultural differences are shared and celebrated in a welcoming and inclusive environment.

Marketing Activities Representative of our Students

- The area uses images of our own students wherever possible with little use of stock photography to reflect an accurate picture of the college group demographic
- Case studies and imagery of students in non-traditional gender subjects have been used in publicity and campaigns recently and we continue to focus on this where possible
- Options available for students without traditional routes into education, including Apprenticeships, Access to HE and Foundation/Entry level courses, are promoted
- Videos feature students, staff and facilities providing an authentic showcase of college life.



Inclusive Events

- Onsite drop in events are set up with clear layout and ensure site is accessible
- Events with invitations ask for access and dietary requirements
- Signers available at events and open days where possible
- Virtual events are held on platforms that are well known e.g. Zoom / Teams.
- We provide bespoke tours and information sessions for students and their parents/guardians from special schools and for students with additional learning needs.

Accessible Marketing Materials

- Course/college information is written in Plain English, to ensure clarity of meaning, and it is written in a style for the intended audience
- Design and use of font, words and images are appropriate for the specific audience and legible, especially for anyone with a visual impairment
- Digital channels (e.g. website, social media, YouTube) are used to share college information and paid for advertising is used to target audiences
- Paper application forms are available for those who prefer not to apply online
- Distribution of printed materials is sent to local schools, libraries and other agencies
- Monitoring core areas for publicity and widen reach based on recruitment data
- Accessibility information on college website
- Marketing activity for parents is embedded into activities and keep warm.



Supporting Shared Messages

Safeguarding, Prevent and British Values posters are produced and displayed across campuses and details about Safeguarding and Prevent in the full-time prospectus and online.



RESPONSE TO LEGISLATION

The Equality Act became law in Oct 2010 and the Public Sector Duties became law in April 2011. 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 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. The College's objectives are:

Aim	Objective	Measured Against	Comment
Student Success	Remove or minimise disadvantages suffered by people due to their protected characteristics by: narrowing the gap for success and destinations across groups and achieving student success above the national averages.	Student success for groups with protected characteristics (BAME, Disability, Gender, Learning Support, High needs), to be within 5% of the College average and above the national averages (where available).	All ethnicity groups are currently within 5% of College and above national averages. Gender gap is 1.58%. Socio-economic disadvantage, High needs, and those declaring LDD gap are within 5%. Looked after are at a 5% gap.
Staff Recruitment	Advance equality of opportunity by: having a workforce that is representative of the local BAME population.	BAME staff employed in the College to reach 35% within the next 3 to 5 years.	The BME representation across HCUC is 42%, as of Oct 2022. HCUC BAME representation is the same as the GLA figure of 36% for BAME who are economically active in the London population.

CONCLUSION

This has been a successful year for Equality and Diversity in the College. There has been a general high level of success rates for different ethnic groups and a maintained narrowing of gaps in achievement for those with protected characteristics.

The staff from BAME backgrounds is at 42%. Wherever there are actions for those groups of students with protected characteristics that are not performing to the high standards the College sets itself, these will be addressed in the implementation of the Action Plan for 2022/23.

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