HRUC
HARROW, RICHMOND & UXBRIDGE COLLEGES

EQUALITY, DIVERSITY AND INCLUSION

Annual Report 2022/23

CONTENTS

FOREWORD

As the CEO of Harrow, Richmond and Uxbridge Colleges (HRUC), I take immense pride in our organisation's unwavering commitment to equality, diversity, and inclusion (EDI). The collective agreement among our staff and students is that inclusivity is one of the College's core strengths, and reflects our fundamental values.

At HRUC, our mission is to champion inclusion, diversity, and opportunity for every learner. We stand for diversity, inclusion and excellence in everything we do, and provide outcomes that drive personal growth, wellbeing and economic opportunity. Our dynamic learning environment fosters knowledge expansion and focuses on nurturing individuals to reach their fullest potential.

Our student body represents a diverse tapestry of backgrounds encompassing different ethnicities, races, religions, sexual orientations, and learners with varying learning abilities and disabilities. Our goal is to ensure that each learner not only succeeds academically but also thrives within and beyond the classroom. We dedicate ourselves to transforming lives, going beyond our statutory duties to actively diminish inequalities and barriers. Our proactive approach empowers all learners, equipping them with the tools needed to flourish.

I firmly believe that supporting learners with special educational needs enriches our College community and us as individuals. Embracing our "super six" pledges outlined in our Strategic Plan, we proudly support and commit to uplifting the local community.

HRUC boasts a diverse workforce, with individuals from varying ethnic backgrounds represented across all levels. Our comprehensive equalities training ensures that our entire staff is equipped to identify and address any form of discrimination.

We aim to achieve 'Great Place to Work' recognition by continually supporting and developing our people while championing equality and diversity.

While we acknowledge that there is always more work to be done, we are committed to ensuring that every individual working and learning at HRUC feels respected and valued for their unique identity.

We take pride in recognising the inherent strength that diversity brings, understanding that by valuing this diversity, we become stronger and will continue to evolve positively in the future. I extend my gratitude to everyone dedicated to upholding and advancing this fundamental value and belief.

Together, we are committed to making a meaningful difference in the world.

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Keith Smith,
CEO

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 College (HRUC), we centre our actions around the welfare of their students and staff, recognising and respecting the diverse needs of those they collaborate with. We seek to translate aspirations for increased equality into concrete actions, ensuring that this commitment permeates every aspect of our operations.

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 receives respect and can contribute fully.

HRUC strives to establish 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, HRUC remains steadfast in its opposition to such practices.

DIVERSITY

Celebrating our diversity, inclusion, belonging and success.

Our EDI policy signifies our dedication to maintaining a College that upholds these. The Equality Duty underscores the importance of considering diverse needs rather than treating everyone identically, urging public bodies to tailor their approach to meet these distinct requirements.

The College will publish annually data pertaining to the Equality Duty Act 2010. This will be a collation of qualitative and quantitative data made available to the College.

This EDI annual report will be prepared and submitted to the Corporation each year prior to publication on the website: **www.hruc.ac.uk**

STUDENT INVOLVEMENT IN EQUALITY AND DIVERSITY ACTIVITIES

HRUC stands for inclusion, diversity, and opportunity for all learners by prioritising inclusivity, diversity, and enriched learning environments, focusing on holistic learner development, emphasising soft skills, mental health, and wellbeing to foster a community of leaders. Our core purpose involves preparing learners for higher education or work.

Our College group actively promotes inclusivity by fostering awareness, supporting diverse activities, and establishing LGBTQIA+ groups.

We engage students in international experiences, collaborate with external agencies to bolster mental health support, and encourages active citizenship through volunteering and charitable efforts.

With a commitment to inclusivity, HRUC collaborates with external agencies, expands awareness, and enhances mental health support through surveys. We actively engage in community projects, cultural events celebrating diversity, and initiatives against anti-social behaviour.

Ensuring inclusivity 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, Comic Con for neurodiverse students, and actively participates in community projects such as the Red Box initiative and The Jack Petchey Award scheme. Additionally, HRUC provides platforms for reflection, fosters student clubs for community building, and respects diverse backgrounds and beliefs.

The three colleges are committed to fostering inclusive environments, prioritising mental health support, engaging with external agencies, promoting diversity, and offering diverse activities to support their students' holistic growth:

HARROW COLLEGE

Commitment to inclusivity, partnering with external agencies for awareness and support services.

Noteworthy initiatives: LGBTQIA+ weekly lunch club, collaboration with Mosaic, and other agencies.

Extensive support for mental health, including training and surveys for student wellbeing.

Collaborative efforts with police and organisations against anti-social behavior and gang-related activities.

Cultural events celebrating diversity, collaborations for students' wellbeing and community engagement.

RICHMOND UPON THAMES COLLEGE

Ensuring inclusivity, equality, and learner involvement in activities.

Varied engagements: Open Mic sessions, forums for critical debate, and Mental Health Ambassador training.

Diverse topics covered in Votes for Schools tutorial program.

Events like Culture Day, Comic Con, and participation in social initiatives like the Red Box project and The Jack Petchey Award scheme.

Student-driven initiatives through formal and informal mechanisms, clubs fostering community and awareness.

UXBRIDGE COLLEGE

Inclusive environment promoting awareness, equality, and participation in various activities.

Notable achievements: Establishment of LGBTQIA+ groups, student involvement with the College senior leadership team to provide feedback on key issues.

Initiatives like gender-neutral toilets, 'Walk around Uxbridge' organised by local police for LGBTQIA+ community.

International Travel and Food festival to expand students' horizons.

Diverse international student representation and interactions with top management.

STUDENT DATA

Ethnic Groups

This report aims to provide an analysis of academic achievement based on ethnicity within HRUC. The data is presented showing the number of students, their achievement rates, and a comparison with the national average. The analysis highlights variations in achievement rates among different ethnic groups and identify areas that require attention to address underachievement.

Ethnicity	Leavers	22/23 QAR %	21/22 Nat Avg QAR %
African	2838	82.98%	84.60
Arab	2198	86.58%	86.00
Bangladeshi	356	88.20%	87.70
Caribbean	699	77.83%	80.50
Chinese	130	90.00%	90.10
Gypsy/Irish Traveller	22	81.82%	72.40
Indian	3227	85.90%	86.80
Irish	63	77.78%	81.20
Not Provided	181	75.69%	82.90
Other	2671	86.67%	85.80
Other Asian	3289	86.04%	86.00
Other Black	563	74.42%	81.10
Other Mixed	670	80.90%	80.90
Other White	3054	85.49%	85.30
Pakistani	1382	82.92%	84.80
White British	2821	78.09%	83.20
White/Asian	443	80.59%	83.70
White/Black African	256	78.13%	82.00
White/Black Caribbean	379	81.00%	78.30
Total	**25242**	**83.75%**	**83.80**

The total achievement rate for HRUC is 83.75%, which is slightly below the national average of 83.80%. This indicates that HRUC's students are performing at a level comparable to the national average.

Ethnic Group Comparisons:

- **High Achievers:** The "Chinese" ethnic group stands out as the highest achievers with an impressive achievement rate of 90.00%, surpassing the national average.

- **Close to National Average:** The "African," "Arab," "Indian," "Other Asian," "Other," and "Other White" ethnic groups have achievement rates close to or slightly below the national average. They fall within the range of 82.98% to 86.67%.

- **Underachievers:** Several ethnic groups have achievement rates below the national average. These groups include "Caribbean," "Gypsy/Irish Traveller," "Irish," "Other Black," "White British," "White/Black African," and "White/Black Caribbean."

HRUC recognises that groups that have achieved below the national average face specific challenges or barriers that impact their academic performance.

Understanding these challenges is crucial for developing targeted interventions and support strategies to improve their achievements. Factors contributing to this achievement gap may include socioeconomic disparities, limited access to educational resources, and potential cultural or language differences:

1. **Caribbean:** Caribbean students achieved an academic success rate of 77.83%, which is below the national average of 80.50%.

2. **Irish:** The Irish ethnic group achieved an academic success rate of 77.78%, below the national average of 81.20%.

3. **Not Provided:** The "Not Provided" category, which includes 181 students, achieved an academic success rate of 75.69%, well below the national average of 82.90%.

4. **White British:** White British students had an academic success rate of 78.09%, lower than the national average of 83.20%.

5. **White/Asian:** The "White/Asian" group, with an achievement rate of 80.59%, falls below the national average of 83.70%.

6. **White/Black African:** Comprising 256 students, the "White/Black African" group achieved an academic success rate of 78.13%, below the national average of 82.00%.

Sex

The data shows that female students have consistently achieved higher QAR (Qualification Achievement Rates) percentages compared to male students. There is an overall improvement in academic achievement from the previous academic year to the current one, although the total QAR remains slightly below the national average for the academic year 2021-2022.

| Sex	Leavers	22/23 QAR %	21/22 QAR %	21/22 Nat Avg QAR %
Female	13563	85.84%	84.34%	84.10%
Male	11679	81.31%	79.94%	83.40%
Total	25242	83.75%	82.24%	83.80%

Female Students

In 22/23, 85.84% of female students achieved their qualification which is an improvement from the previous year (84.34% in 21/22).

The QAR for female students is higher than the national average for the academic year 2021-2022, which was 84.10%.

Female students have consistently outperformed their male counterparts and the national average.

Male Students
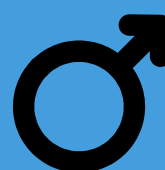
The QAR for male students is 81.31% in 22/23, which is a slight improvement from the previous year (79.94% in 21/22).

The QAR for male students is lower than the national average for the academic year 21/22, which was 83.40%.

While there is improvement, male students still have a performance gap when compared to their female counterparts and the national average.

Learning Difficulties

The table below indicates that students who did declare learning difficulties (LD) consistently achieve higher QAR percentages compared to students with declared learning difficulties. Both groups have shown improvements in academic achievement from the previous academic year.

Learning Difficulty	Students	22/23 QAR %	21/22 QAR %
Has LD	2096	77.77%	75.94%
Does Not Have LD	23146	84.29%	82.93%
Total	**25242**	**83.75%**	**82.25%**

Students with learning difficulties:

- In 22/23, students with learning difficulties achieved 77.77%. This represents an improvement from the previous year (75.94% in 21/22).

- While students with learning difficulties have shown an increase in QAR, their overall achievement remains below the QAR of students without learning difficulties.

Students without learning difficulties:

- In the academic year 2022-2023, students without learning difficulties achieved a QAR of 84.29%. This also shows an improvement from the previous year (82.93% in 2021-2022).

- Students without learning difficulties achieved a higher QAR compared to their peers with learning difficulties in both academic years.

Bursary

In 22/23, student who received bursary support performed well, with slightly higher percentages compared to those who did not receive such support.

Learner Support (Bursary)	Leavers	22/23 QAR %	21/22 QAR %
No	18329	83.69%	82.61%
Yes	6913	83.89%	81.24%
Total	**25242**	**83.75%**	**82.23%**

- In 2223, 83.69% of students without bursary support achieved their qualifications. This represents an improvement from the previous year (82.61% in 21/22).
- Students with bursary support achieved a QAR of 83.89%. This also shows an improvement from the previous year (81.24% in 21/22) and outperforming students without bursary support.

Economic Disadvantage

Addressing economic disadvantage in education requires a comprehensive and targeted approach, including equitable resource allocation, targeted support programs, and policy measures aimed at reducing systemic inequalities

Economic Disadvantage	Leavers	22/23 QAR %	21/22 QAR %
From deprived area	6462	82.10%	80.76%
Not applicable or not provided	18780	84.31%	82.75%

The table above shows the performance percentages for students based on economic disadvantage in 22/23. Students from deprived areas (82.10% QAR) performed below those for whom economic disadvantage is not applicable or not provided (84.31% QAR).

High Needs

The table below provides a comparison of achievements between students with and without EHCP Plans. Students without EHCP plans demonstrate a slightly higher QAR percentage compared to those with EHCP plans.

High Needs	Leavers	22/23 QAR %	21/22 QAR %
No	24228	83.86%	82.41%
Yes	1014	80.97%	78.36%
Total	**25242**	**83.75%**	**82.23%**

- Students with no high needs constitute the majority, with 24,228 students, representing 83.86% of the total. Their QAR percentage is reported as 83.75% for the academic year 2022/23.
- Students with high needs total 1,014, making up 4.02% of the total student population. Their QAR percentage is slightly lower at 80.97% for the same academic year.

To further explore this issue, we looked into students' achievement on their main qualification and English and maths separately.

All students on the same programme as High Needs learners - excl E&M	Leavers	22/23 QAR %
High Needs - No	2296	82.67%
High Needs - Yes	518	92.66%
2017	39.5%	34%

The above table demonstrates that students with high needs (QAR 92.66%) have achieved at a notably higher level compared to students without identified high needs (QAR 82.67%) on their main programmes excluding English and maths.

High Needs	Basic Skills Maths and English		GCSE English and Maths		GCSE Maths	GCSE English
	Starts	QAR %	Starts	QAR %	High %	High %
No	5058	74.3%	4225	88.4%	19.9%	25.6%
Yes	286	51.4%	208	93.3%	11.4%	17.5%
Total	5344	73.1%	4433	88.6%	19.5%	25.2%

- Individuals with High Needs have a lower QAR in Basic Skills (51.4%) compared to those without High Needs (74.3%).
- In GCSE English and Maths, individuals with High Needs achieved a higher QAR (93.3%) compared to those without High Needs (88.4%).
- The percentage of individuals achieving high grades in GCSE Maths and GCSE English is lower for individuals with High Needs compared to those without High Needs.

Looked After

- The overall achievement rate for students who are Not Looked After is 83.89%.
- Looked After Students achieved at a slightly lower rate of 80.99%.

Looked After	Leavers	22/23 QAR %
Not Looked After	24011	83.89%
Is Looked After	1231*	80.99%

*please note that the data did not report any "Looked after" at Richmond upon Thames College

While examining the achievement of "looked after " students at different qualification sizes, we note:

- Some qualification types, such as "Award," "ESOL," and "GCSE Other," have QAR% values higher than the overall rate of 83.75%.

- Others, like "Access to HE," "AS Level," and "Diploma," show QAR% values lower than the overall rate

Qual Size	Leavers	22/23 QAR %
Access to HE	7	71.43%
AS Level	12	75.00%
Award	37	91.89%
Basic Skills Maths and English	465	77.42%
Certificate	71	83.10%
Diploma	148	73.65%
ESOL	303	88.45%
GCSE Maths and English	133	80.45%
GCSE Other	34	91.18%
Other Reg	21	71.43%
Total	1231	80.99%

Free School Meals

This analysis suggests a slightly higher QAR for students who do not qualify for free school meals (83.90%) compared to those who are eligible for free school meals (81.28%).

Free School Meals	Leavers	22/23 QAR %
No	23784	83.90%
Yes	1458	81.28%
Total	25242	83.75%

The QAR provides an indication of the overall achievement rates among these groups. The difference in QAR may be influenced by various factors, including potential socioeconomic challenges associated with eligibility for free school meals.

Full Time Students

The analysis of the ethnic composition among full-time students at HRUC over two academic years (22/2023 and 23/24) reveals several noteworthy observations.

Ethnicity	23/24 Student Count	23/24 %	22/23 Student Count	22/23 %
Any Other White Background	963	11.1%	679	10.7%
Asian or Asian British - any other	801	9.2%	665	10.5%
Asian or Asian British - Bangladeshi	109	1.3%	83	1.3%
Asian or Asian British - Chinese	33	0.4%	24	0.4%
Asian or Asian British - Indian	1434	16.5%	1165	18.4%
Asian or Asian British - Pakistani	562	6.5%	448	7.1%
Black or Black British - African	932	10.7%	705	11.1%
Black or Black British - any other	237	2.7%	81	1.3%
Black or Black British - Caribbean	344	4.0%	242	3.8%
English/Welsh/Scottish/Northern Irish	1344	15.5%	845	13.4%
Irish	25	0.3%	16	0.3%
Mixed White and Asian	165	1.9%	107	1.7%
Mixed White and Black African	92	1.1%	63	1.0%
Mixed White and Black Caribbean	203	2.3%	120	1.9%
Not Known/Not Provided	4	0.0%	1	0.0%
Other - Arab	540	6.2%	446	7.1%
Other - Ethnic Group	602	6.9%	493	7.8%
Other mixed/multiple ethnic background	293	3.4%	136	2.2%
White Gypsy or Irish Traveller	10	0.1%	6	0.1%
Total	8693		6325	

It is important to delve deeper into the context, external demographic trends, and any targeted efforts by HRUC to better understand the factors contributing to these variations and to inform future diversity and inclusion initiatives. These are:

1. **Increased Diversity:** Overall, the student body has experienced a slight increase in diversity, as indicated by changes in the representation of various ethnic groups.

2. **Dynamic Changes:** The ethnic composition has shown dynamic changes, with some groups experiencing increases, while others have witnessed decreases. This dynamic nature may be influenced by various factors such as recruitment strategies, regional demographics, or institutional initiatives.

3. **Prominent Variations:** Some ethnic groups have seen more significant variations than others. For instance, there are notable decreases in the representation of "Asian or Asian British - Indian," "Asian or Asian British - any other," "Asian or Asian British - Pakistani," "Other - Arab," and "Other - Ethnic Group."

4. **Stability in Some Groups:** Certain ethnic groups, such as "English/Welsh/Scottish/ Northern Irish" and "Not Known/Not Provided," have remained relatively stable, with minimal variations.

5. **Mixed Ethnic Backgrounds:** Categories like "Other mixed/multiple ethnic background" and specific mixed categories ("Mixed White and Asian," "Mixed White and Black African," "Mixed White and Black Caribbean") have shown increases, indicating a growing diversity within these mixed ethnic backgrounds.

STAFF DATA

Key Highlights

- Representation of people from ethnic minority backgrounds has increased by 2% Year to Date (YTD) to 48% which is in line with the DfE benchmark for London of 48.6%
- Female representation is 67% which is above the DfE benchmark for London by 1.9%
- Disability representation at HRUC has increased to 9% which is 3% above the DfE benchmark for London.
- Senior Leadership Team (SLT) represents 32% of people from ethnic minority backgrounds which is 8.8% above the DfE benchmark for London.
- SLT Female representation is 16.2% below the DfE benchmark of 54.2% for London.

The DfE workforce survey results for 21/22 have been published.

This report sets out historical data so that trends can be determined and is for HRUC unless stated.
The YTD represents activity between 1st August 2023 to 31st October 2023.

Profile of Leavers
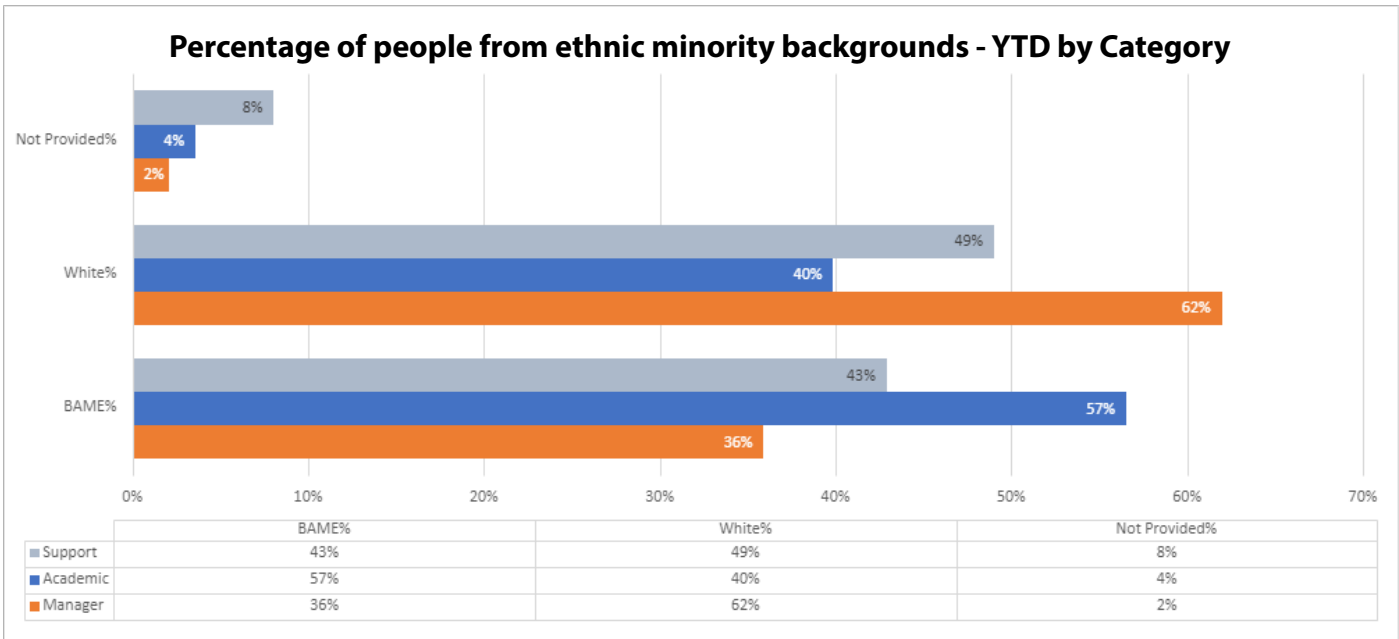
Leavers between 1st August 2023 and 31st October 2023.
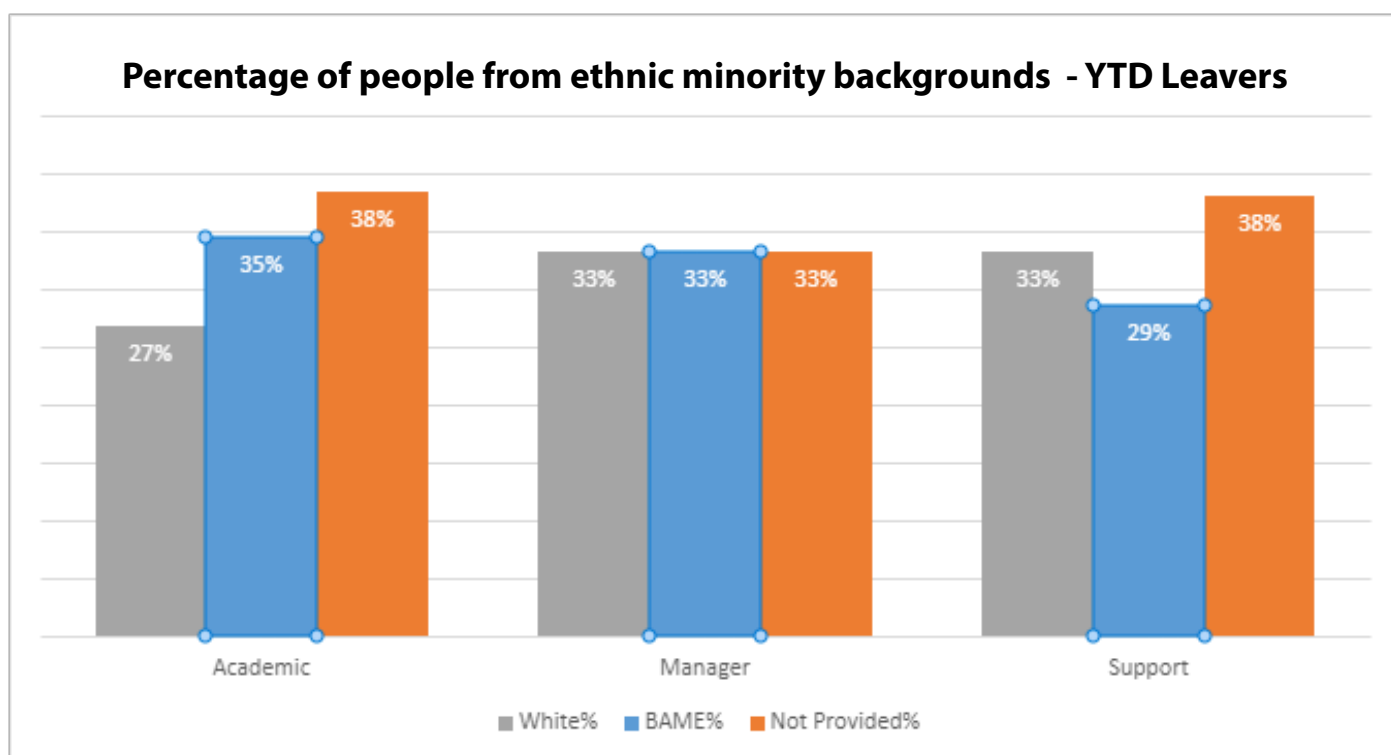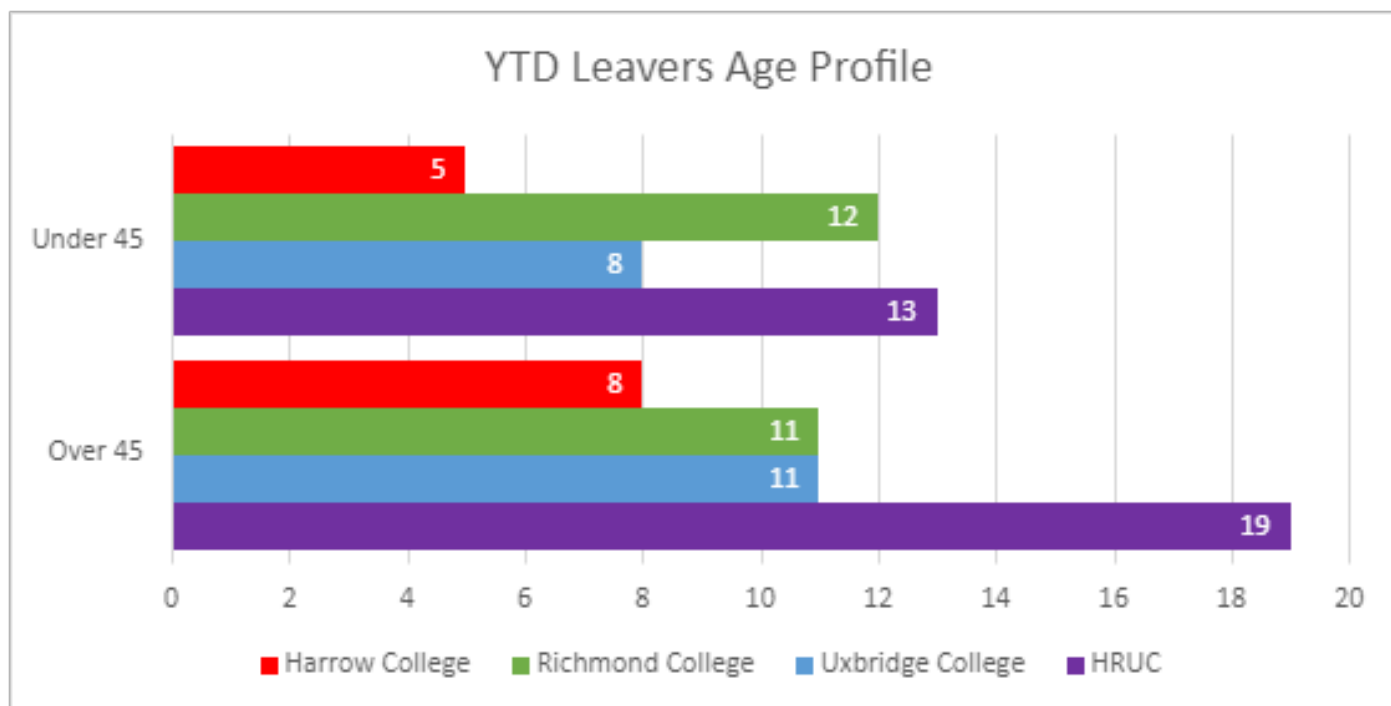
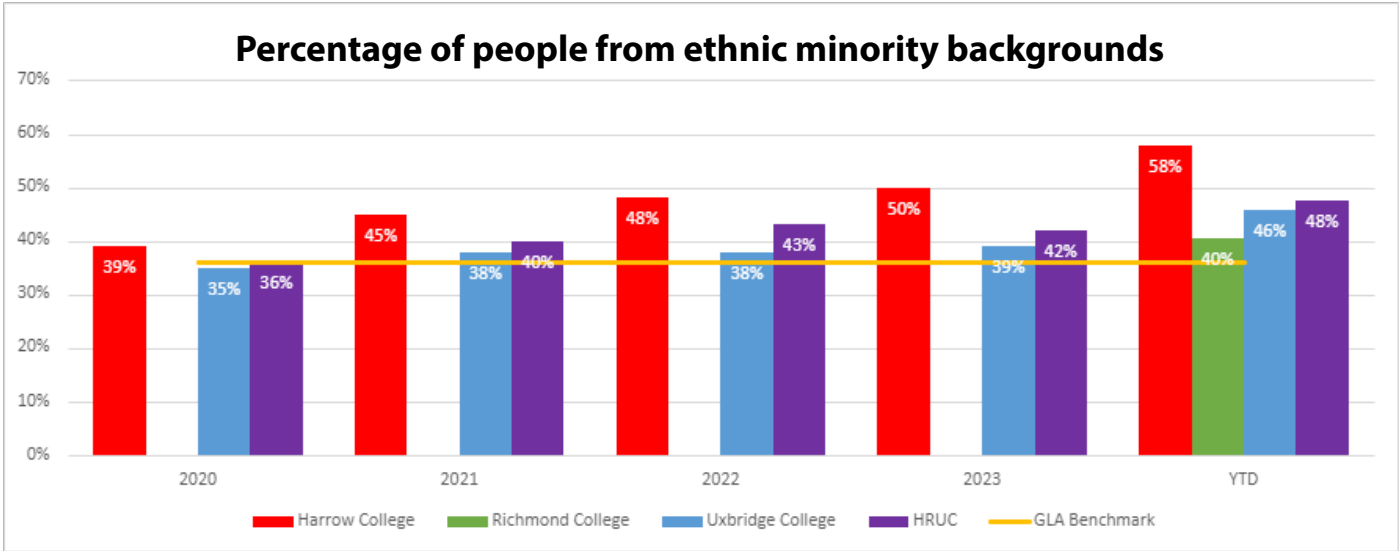

| Category	People from ethnic minority backgrounds	Not Provided	White	HRUC
Academic	9	10	7	26
Manager	2	2	2	6
Support	6	8	7	21
HRUC	**17**	**20**	**16**	**53**

Equality Data

Ethnicity
The benchmark GLA – The percentage of people from ethnic minority backgrounds economically active in the London area is **36%**

Percentage of people from ethnic minority backgrounds

Year	Harrow College	Richmond College	Uxbridge College	HRUC	GLA Benchmark
2020	39%		35%	36%	36%
2021	45%		38%	40%	
2022	48%		38%	43%	
2023	50%		39%	42%	
YTD	58%	40%	46%	48%	

Percentage of people from ethnic minority backgrounds - YTD by Category

	BAME%	White%	Not Provided%
Support	43%	49%	8%
Academic	57%	40%	4%
Manager	36%	62%	2%

Percentage of people from ethnic minority backgrounds students versus academic staff

Percentage of people from ethnic minority backgrounds - SLT
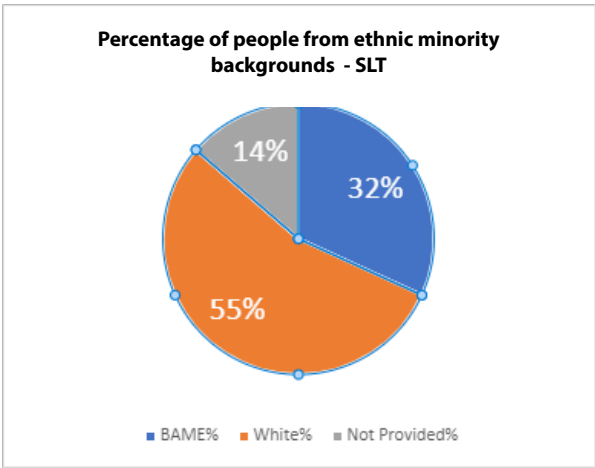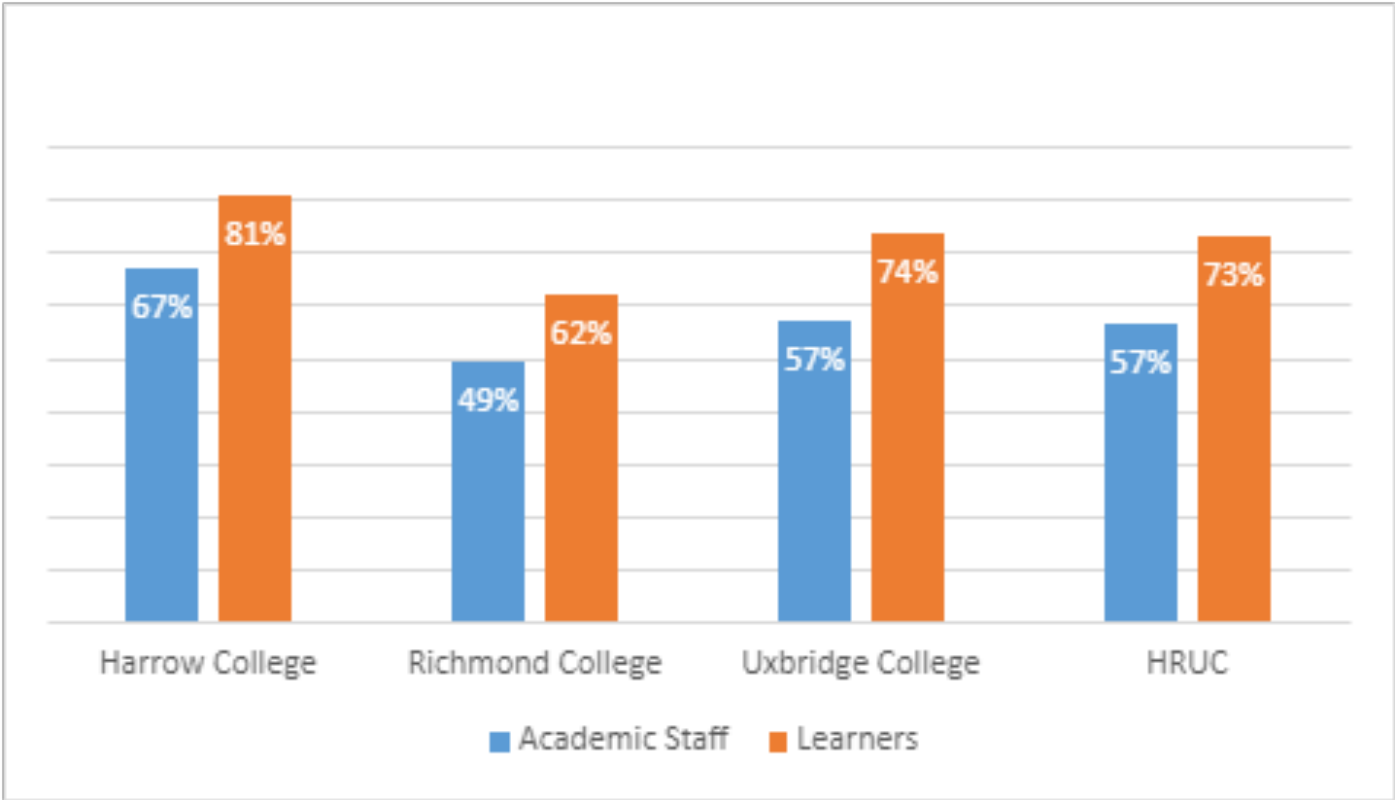
| HRUC SLT	Headcount
Ethnic minority backgrounds	7
White	12
Not Specified	3
Total	**22**

Sex Overview

Benchmark GLA – The percentage of females economically active in the London area is: **46%**
Benchmark AoC – Percentage of females in Further Education colleges is: **63%**

Female Sex

	2020	2021	2022	2023	YTD
Harrow College	75%	77%	83%	83%	83%
Richmond College				63%	63%
Uxbridge College	74%	61%	61%	63%	62%
HRUC	72%	66%	67%	68%	67%
Benchmark GLA	46%	46%	46%	46%	46%
Benchmark AoC	63%	63%	63%	63%	63%

Percentage of people from ethnic minority backgrounds - Learners vs Academic Staff

SLT Sex

38% 62%

■ Percentage Males ■ PercentageFemales

Contract type by sex
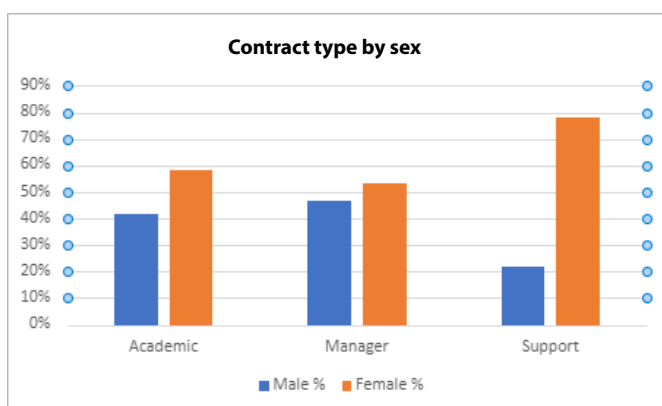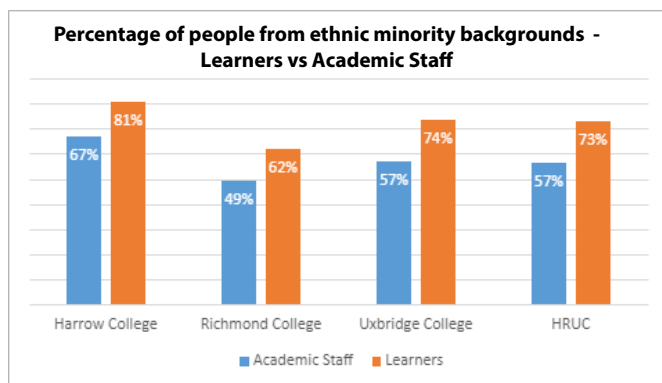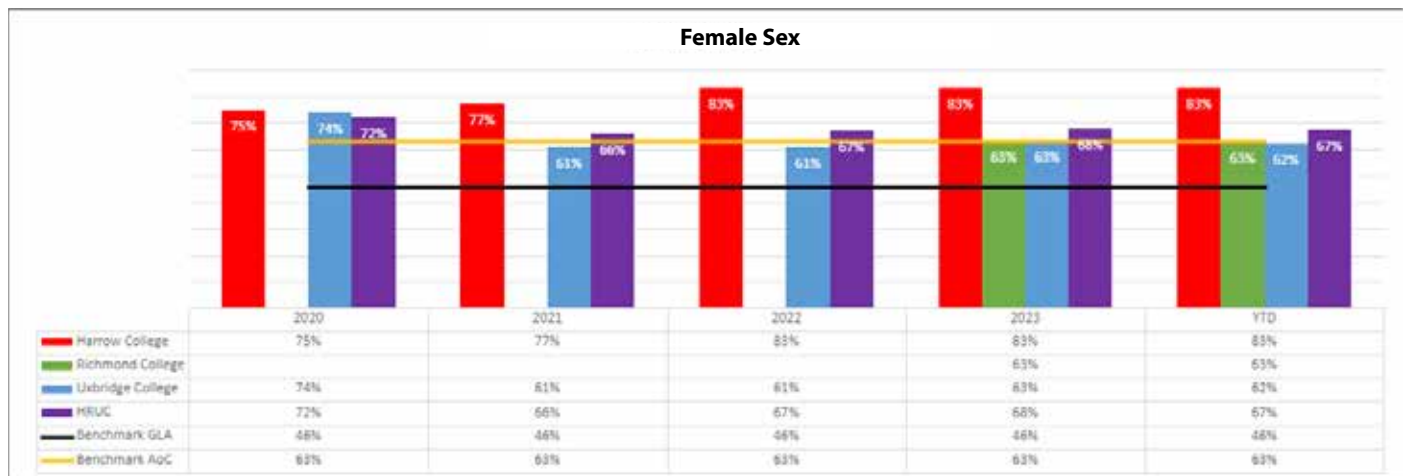
Contract Type	Female	Male
Academic	238	169
Manager	70	61
Support	398	112
Grand Total	**706**	**342**
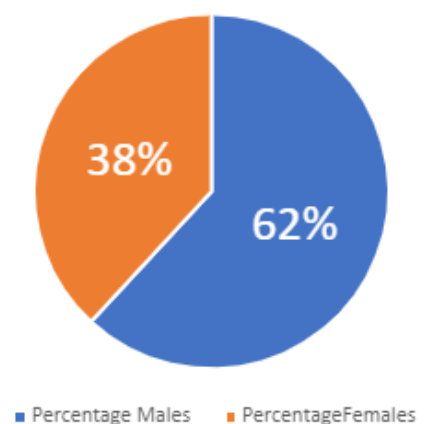
Disability

Benchmark GLA - The % of disability people economically active in the London area is: **12%**

	2020	2021	2022	2023	YTD
Harrow College	6%	8%	9%	13%	11%
Richmond College				5%	6%
Uxbridge College	8%	9%	9%	10%	11%
HRUC	8%	9%	9%	10%	9%
Benchmark	12%	12%	12%	12%	12%

Age Overview

	2020	2021	2022	2023	YTD
45 and above	60%	61%	61%	63%	62%
Under 45	40%	39%	39%	37%	38%

Age profile by category
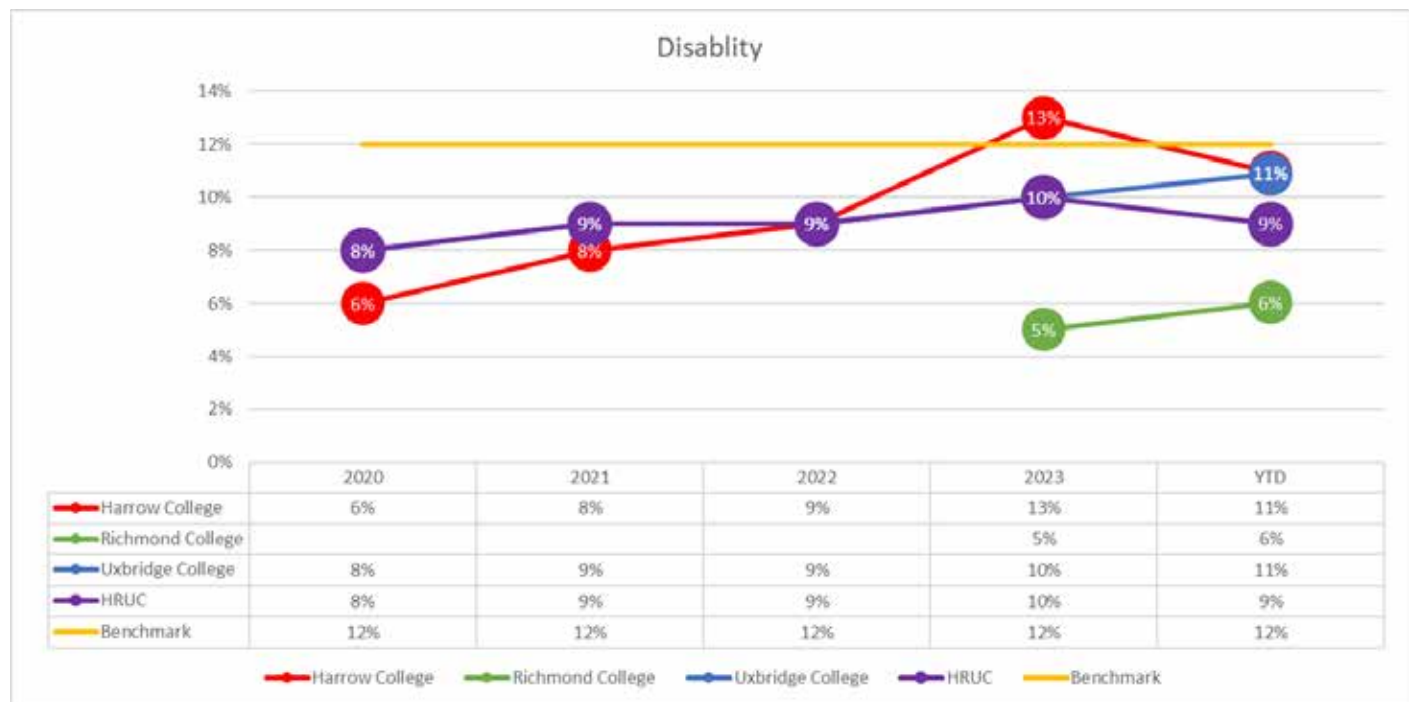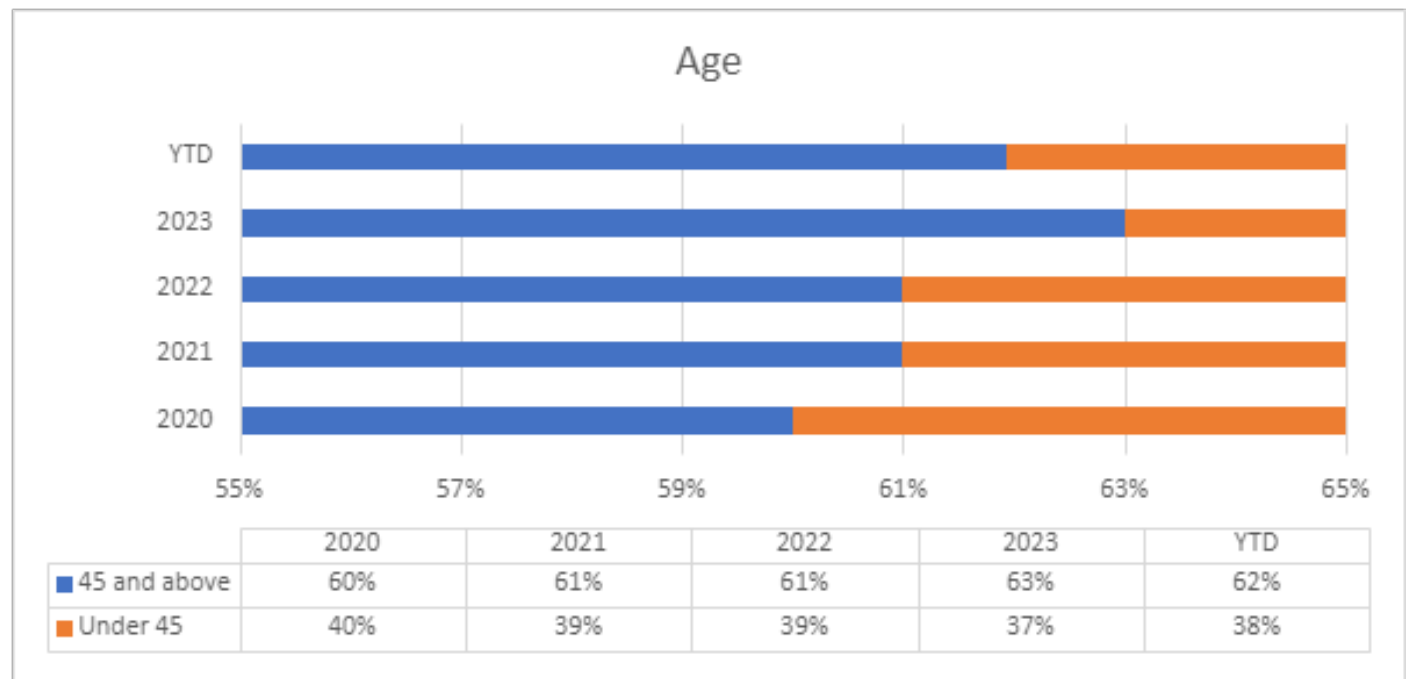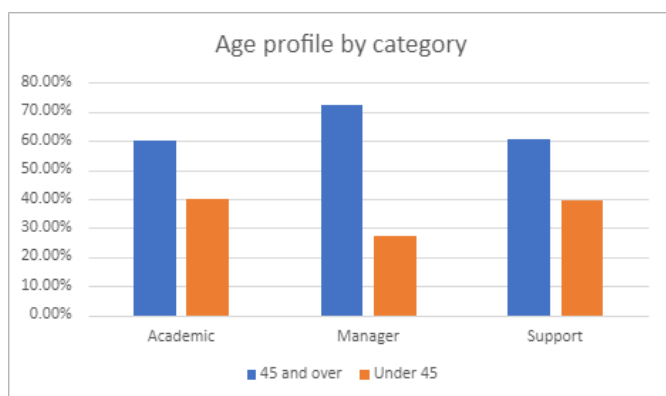
Age	Under 45	45 and above
Academic	40 %	60 %
Support	39 %	61 %
Manager	27 %	73 %

Equality Breakdown	HC	UC	RuTC	HRUC
Number of Applicants	348	742	207	1297
Number of Campaigns	32	67	59	158
Number of Offers	16	37	35	88
Offers to people from ethnic minority backgrounds - number	13	24	13	50
Offers to people from ethnic minority backgrounds as %	81.3%	64.9%	39%	61.7%
Female Offers - number	9	22	26	57
Female offer as %	56.3%	59.5%	74%	63.3%
Aged of >45 Offers- number	7	11	16	11
Age of >45 Offers as %	43.8%	29.7%	46%	39.8%
Disabled Offer - number	0	5	7	12
Disabled Offer - %	0%	13.5%	20%	11.2%
Number of promotions	10	15	3	28
Promotions to people from ethnic minority backgrounds - number	9	8	1	18
Promotions to people from ethnic minority backgrounds as %	90%	53.3%	33%	58.8%
Female Promotions - number	5	9	3	17
Female Promotions as %	50%	60%	100%	70%

Recruitment Data 1st August 2023– 31st October 2023*

Percentage of people from ethnic minority backgrounds - Applicants

Bar chart legend: Harrow (red), Uxbridge (blue), Richmond (green)

Year	Harrow	Uxbridge	Richmond
2019	60%	59%	
2020	60%	59%	
2021	68%	60%	
2022		61%	51%
YTD	79%	72%	58%
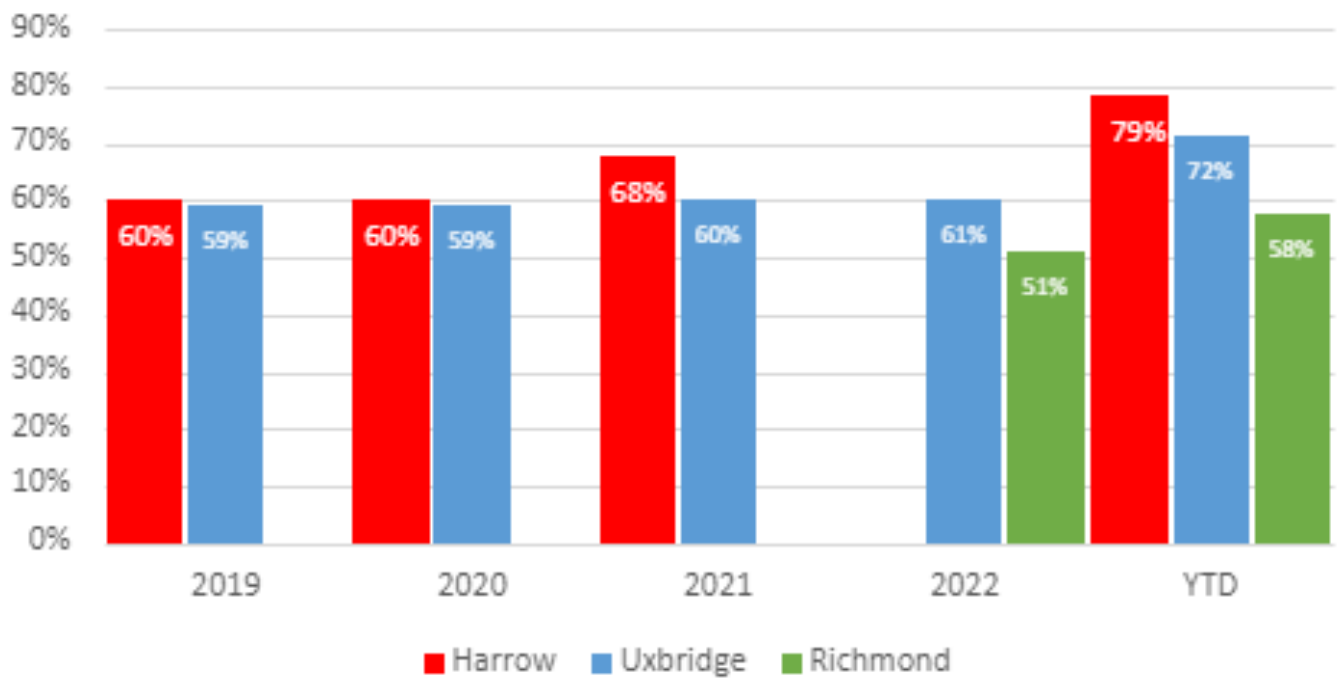
Percentage of people from ethnic minority backgrounds - Offers

Bar chart legend: Harrow College (red), Uxbridge College (blue), Richmond College (green)

Year	Harrow College	Uxbridge College	Richmond College
2019	68%	38%	
2020	43%	47%	
2021	61%	49%	
2022	60%	42.40%	47.40%
YTD	81.30%	64.90%	39%
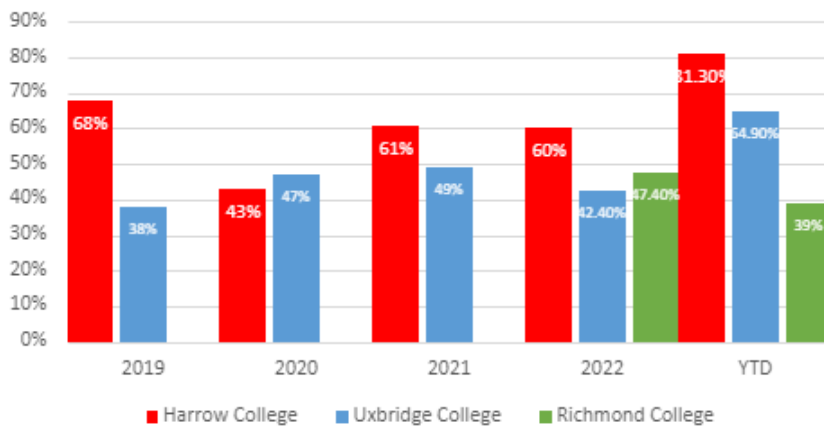
Percentage of people from ethnic minority backgrounds - Promoted

College	Percentage
Harrow College	90.00%
Uxbridge College	53.30%
Richmond College	

Percentage of female sex - Promoted

College	Percentage
Harrow College	50.00%
Uxbridge College	60.00%
Richmond College	100%

Percentage of disabled officers

College	Percentage
Harrow College	
Uxbridge College	13.50%
Richmond College	20%

Percentage of >45 offers

College	Percentage
Harrow College	
Uxbridge College	29.70%
Richmond College	46.00%

MARKETING, COMMUNICATIONS AND BRAND ACTIVITIES

The Marketing at HRUC 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 HRUC.

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

- We use images of our own students wherever possible (with limited use of stock). Our photography seeks to reflect an accurate picture of the College group demographic

- We have recently commissioned a series of photographs to capture the rich diversity of our student community. This has delivered 2,000+ images of student life across our five campuses

- Case studies and imagery of students in non-traditional sex subjects have been used in publicity and campaigns recently and we continue to focus on this

- 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.

- We use a range of traditional, face to face, and digital marketing and communications techniques to ensure that our activities reach a wide and diverse audience. This helps to ensure our work doesn't unintentionally exclude those with poor access to digital technologies.

Inclusive Events

- Onsite drop in events are set up with clear layout and ensure site is accessible

- Events with invitations seek access and dietary requirements from potential attendees

- Signers available at events and open days where possible

- Virtual events held on platforms that are well known and easily accessible 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.

- Student awards events are open for staff to nominate across the college reflecting a range of achievements and successes from our diverse student community, acknowledging their backgrounds, and their lived experiences.

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

- 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 is available on college website, and as part of our refresh of our portfolio of websites we will be carrying out regular, independent accessibility testing, and we intend to deploy WCAG (accessibility) compliant software to support visitors.

- Where appropriate, we use translation services to ensure our materials are clearly understood by our international audiences, or and support the work of our agents.

Supporting Shared Messages

Safeguarding, Prevent and British Values posters are produced and displayed across campuses and details about Safeguarding and Prevent online.

www.hruc.ac.uk