

1 Introduction

This is the twelfth 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.

2 Student and staff data 2018-19

2.1 Student data

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

FT Students by Ethnicity	HC 19/20	HC 18/19	UC 19/20	UC 18/19	HCUC 2018/19	HCUC 2019/20
Any Other White Background	14.2%	16.0%	9.2%	10.0%	17.6%	15.9%
Asian or Asian British - any other	12.9%	12.5%	8.8%	8.9%	14.7%	14.8%
Asian or Asian British - Bangladeshi	1.0%	1.0%	1.4%	1.2%	1.7%	1.9%
Asian or Asian British - Chinese	0.3%	0.3%	0.1%	0.1%	0.3%	0.2%
Asian or Asian British - Indian	15.0%	15.4%	18.7%	16.7%	23.8%	25.7%
Asian or Asian British - Pakistani	4.9%	5.7%	7.9%	7.6%	10.1%	10.2%
Black or Black British - African	14.9%	11.8%	9.8%	10.1%	15.7%	16.8%
Black or Black British - any other	2.9%	2.5%	1.4%	1.5%	2.7%	2.8%
Black or Black British - Caribbean	5.0%	4.7%	4.6%	5.3%	7.3%	6.9%
English/Welsh/Scottish/Northern Irish/British	7.0%	7.7%	19.0%	19.8%	23.2%	22.3%
Irish	0.2%	0.2%	0.4%	0.2%	0.3%	0.6%
Mixed White and Asian	1.2%	1.2%	1.4%	1.4%	2.0%	1.9%
Mixed White and Black African	1.0%	1.3%	1.2%	1.0%	1.7%	1.6%
Mixed White and Black Caribbean	1.4%	1.7%	2.2%	2.5%	3.3%	2.9%
Not Known/Not Provided	0.4%	0.2%	0.1%	0.0%	0.1%	0.3%
Other - Arab	7.6%	7.4%	5.2%	4.8%	8.2%	8.7%
Other - Ethnic Group	8.4%	8.6%	6.2%	6.7%	10.6%	10.1%
Any other mixed/multiple ethnic background	1.7%	1.7%	2.0%	1.8%	2.7%	2.8%
White Gypsy or Irish Traveller	0.1%	0.2%	0.3%	0.2%	0.3%	0.3%

Breakdown of students by ethnicity

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

FT Students by Gender	HC 18/19	HC 17/18	UC 18/19	UC 17/18	HCUC 18/19	HCUC 19/20
F	44%	47%	39%	38%	40.5%	42%
M	56%	53%	61%	62%	59.5%	58%

Breakdown of students by gender

2.2 Student measures of success

Ethnicity: Student success rates for 2018/19 are higher than 17/18 and they remain high across most ethnicity groups. All groups except Black Caribbean are above QAR national average and all are within 5% of the college average (which is the target the College sets itself), apart from Black Caribbean. This will be an area for improvement in 2019/20.

Ethnicity	HC 18/19 QAR	UC QAR 18/19	HCUC QAR 17/18	HCUC QAR 18/19	QAR Nat Avg 17/18
Any Other	91.09%	89.65%	87.52%	90.42%	86.90%
Bangladeshi	88.89%	91.42%	89.51%	90.88%	87.83%
Black African	87.83%	88.28%	83.54%	88.10%	85.97%
Black Caribbean	81.30%	80.36%	80.57%	80.64%	83.09%
Black Other	86.58%	84.00%	83.99%	85.19%	84.29%
Chinese	93.33%	91.67%	84.09%	92.86%	89.95%
Indian	91.50%	91.10%	88.98%	91.25%	88.42%
Mixed	86.65%	83.98%	82.72%	84.93%	82.65%
Other Asian	92.78%	90.80%	89.42%	91.92%	87.76%
Pakistani	91.95%	89.16%	87.70%	89.97%	85.64%
Unknown	84.21%	100.00%	86.84%	86.96%	84.72%
White	91.52%	87.82%	86.12%	89.22%	85.88%
Total	90.65%	88.45%	86.62%	89.38%	85.87%

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

Gender: In terms of success by gender, the female /male gap, has risen from 1.65% to 3.26%.

Gender	HC QAR 17/18	UC QAR 17/18	HCUC QAR 17/18	HCUC QAR 18/19	QAR Nat Avg 17/18
F	87.73%	87.10%	87.44%	90.99%	86.26%
M	86.53%	85.33%	85.79%	87.73%	85.46%
Total	87.24%	86.10%	86.62%	89.38%	85.87%

Success rates by gender; all qualifications including functional skills/GCSE Eng & Maths

Socio-economic disadvantage

In the table below 'from deprived area postcode' – indicates learners living in postcodes identified as areas of socio-economic disadvantage. In 2017/18 these learners performed 2.88% lower than those without a socio-economic disadvantage. This reduced to 1.04% in 2018/19.

Economic Disadvantage	HC QAR 18/19	UC QAR 18/19	HCUC QAR 17/18	HCUC QAR 18/19
from deprived area - postcode	88.99%	88.46%	84.51 %	88.60%
Not applicable or not provided	90.94%	88.44%	87.34%	89.64%
Total	90.65%	88.45%	86.62%	89.38%

Postcode analysis for Socio-economic disadvantage; all qualifications including functional skills/GCSE Eng & Maths

Looked after children

The achievement of Looked after children shows they perform 3.41% lower than students that are not looked after but an improvement overall on 17/18 achievements.

Looked After	HC QAR 18/19	UC QAR 18/19	HCUC Leavers 18/19	HCUC QAR 17/18	HCUC QAR 18/19
No	90.76%	88.57%	18720	86.65%	89.94%
Yes	88.30%	84.76%	720	85.67%	86.53%
Total	90.65%	88.45%	19440	86.62%	89.38%

Looked after success rates all qualifications including functional skills/GCSE Maths and Eng

Looked After Students Destinations 18/19:

Destination	HC		UC		HCUC	
	Looked After Students	%	Looked After Students	%	Looked After Students	%
Continuing	3	2.0%	6	3.9%	9	3.0%
HE - Related to Course	3	2.0%	1	0.6%	4	1.3%
HE - unspecified	0	0.0%	7	4.5%	7	2.3%
In paid employment for 16 hours or more per week - Related to Course	1	0.7%	2	1.3%	3	1.0%
In paid employment for 16 hours or more per week - Unrelated to Course	3	2.0%	3	1.9%	6	2.0%
In paid employment for 16 hours or more per week - unspecified	0	0.0%	3	1.9%	3	1.0%
In paid employment for less than 16 hours per week - Related to Course	0	0.0%	1	0.6%	1	0.3%
In paid employment for less than 16 hours per week - Unrelated to Course	1	0.7%	0	0.0%	1	0.3%
Learner returning home	1	0.7%	0	0.0%	1	0.3%
New Course at HCUC	93	61.6%	86	55.8%	179	58.7%
Not in paid employment, looking for work and available to start work	4	2.6%	6	3.9%	10	3.3%
Not in paid employment, not looking for work and/or not available to start work (including retired)	0	0.0%	2	1.3%	2	0.7%
Other FE* (Full-time)	26	17.2%	22	14.3%	48	15.7%
Other FE* (Part-time)	8	5.3%	6	3.9%	14	4.6%
Other outcome – not listed	5	3.3%	6	3.9%	11	3.6%
Supported independent living	1	0.7%	0	0.0%	1	0.3%
Supported Internship	1	0.7%	0	0.0%	1	0.3%
Traineeship	1	0.7%	0	0.0%	1	0.3%
Unable to contact learner	0	0.0%	2	1.3%	2	0.7%
Total	151		154		305	

High Needs

In 2018/19 HCUC has seen an increase in High Needs learners. This follows similar increases in the previous 3 years. As with last year the College supported the majority (80%) of these students on mainstream courses.

High Needs students' success rates increased from the previous year. The gap also narrowed to 1.98 from 4.71% last year.

High Needs	HC QAR 18/19	UC QAR 18/19	HCUC QAR 17/18	HCUC QAR 18/19
No	90.73%	88.57%	86.78%	89.47%
Yes	89.32%	85.55%	82.07%	87.49%
Total	90.65%	88.45%	86.56%	89.38%

High Needs success rates 2017/18: all qualifications including functional skills/GCSE Eng & Maths

	HCUC			
	Leavers	Completers	Pass	18/19 QAR %
A Level	3	3	3	100.00%
AS Level	3	3	3	100.00%
Award	24	23	23	95.83%
Basic Skills Maths and English	287	269	208	72.47%
Certificate	162	154	150	92.59%
Diploma	190	186	181	95.26%
ESOL	1	1	1	100.00%
GCSE Maths and English	188	180	177	94.15%
Other non-reg	37	37	37	100.00%
Total	895	856	783	87.49%

High Needs success rates 2018/19: all qualifications including functional skills/GCSE Eng & Maths

High Needs learners perform well 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	Completers	Pass	18/19 QAR %
High needs - No (Main Vocational Course)	5717	5264	4906	85.8%
High Needs - Yes (Main vocational course)	195	195	192	98.5%

High Needs learners do not perform as well as other students for English and Maths. However, this is a 3% improvement on 17/18 for both HC and UC. This will be a continued area for improvement in 19/20.

High Needs	Basic Skills Maths and English HCUC	HCUC GCSE QAR	HCUC GCSE Maths High Grades	HCUC GCSE Eng High

	QAR 18/19	18/19	18/19	Grades 18/19
No	85.6%	90.6%	27.4%	28.9%
Yes	72.5%	94.1%	18.5%	15.0%
Total	84.7%	90.8%	27.0%	28.2%

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

Destination	HC		UC		HCUC	
	High Needs Students	Positive Destination	High Needs Students	Positive Destination	High Needs Students	Positive Destination
Apprenticeship	0	0.0%	9	4.6%	9	2.3%
Continuing	16	8.0%	18	9.2%	34	8.6%
Gap year before starting HE	1	0.5%	0	0.0%	1	0.3%
HE - Related to Course	3	1.5%	2	1.0%	5	1.3%
HE - unspecified	3	1.5%	7	3.6%	10	2.5%
In paid employment for 16 hours or more per week - Related to Course	0	0.0%	5	2.6%	5	1.3%
In paid employment for 16 hours or more per week - Unrelated to Course	0	0.0%	3	1.5%	3	0.8%
In paid employment for 16 hours or more per week - unspecified	1	0.5%	0	0.0%	1	0.3%
In paid employment for less than 16 hours per week - Related to Course	0	0.0%	1	0.5%	1	0.3%
In voluntary work	1	0.5%	0	0.0%	1	0.3%
Learner returning home	0	0.0%	1	0.5%	1	0.3%
New Course at HCUC	132	65.7%	116	59.2%	248	62.5%
Not in paid employment, looking for work and available to start work	2	1.0%	4	2.0%	6	1.5%
Not in paid employment, not looking for work and/or not available to start work (including retired)	0	0.0%	2	1.0%	2	0.5%
Other FE* (Full-time)	20	10.0%	12	6.1%	32	8.1%
Other FE* (Part-time)	2	1.0%	1	0.5%	3	0.8%
Other outcome – not listed	7	3.5%	4	2.0%	11	2.8%
Supported Internship	11	5.5%	6	3.1%	17	4.3%
Traineeship	1	0.5%	2	1.0%	3	0.8%
Unable to contact learner	0	0.0%	3	1.5%	3	0.8%
Total	201		196		397	

Learning Difficulty: Those learners that declare a learning difficulty have shown QAR rates which have a gap which is at 4.43% compared to 3.88% last year. We will be reviewing the support needed for students with declared dyscalculia as the issue is retention. This will be an area for improvement in 2019/20.

Learning Difficulty	HC QAR 18/19	UC QAR 18/19	HCUC Leavers 18/19	HCUC QAR 17/18	HCUC QAR 18/19
Autism Spectrum Disorder	91.19%	87.36%	333	82.11%	89.19%
Dyscalculia	38.46%	71.43%	27	80.95%	55.56%
Dyslexia	85.15%	82.41%	391	81.16%	83.12%
Moderate Learning Difficulty	87.26%	79.80%	462	84.39%	83.98%
Multiple Learning Difficulties	100.00%	100.00%	11	100.00%	100.00%
Not Known/Not Provided	100.00%	100.00%	32	94.59%	100.00%
Other	86.49%	87.59%	182	84.14%	87.36%
Other Specific Learning Difficulty	100.00%	78.72%	55	73.77%	81.82%
Severe Learning Difficulty	91.49%	75.00%	59	85.53%	88.14%
Has Learning Difficulty	87.85%	83.48%	1552	83.11%	85.31%
No Learning Difficulty	90.89%	88.89%	17888	86.99%	89.74%

Success rates by learning difficulty: all qualifications including functional skills/GCSE Eng & Maths

2. Staff

BAME Representation

College	2019	2018	2017
HC	38.32%	46.0%	39.5%
UC	35.27%	35.0%	34.0%

The BAME representation at HCUC at 36.19% is marginally above the HCUC target of 36%. HCUC BAME representation is also slightly above 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. At UC, the BAME representation is just below the 36% target.

Gender

Females

College	2019	2018	2017
HC	74%	73%	73%
UC	63%	74%	62%

HCUC female representation in 2019 is 66%, this figure is above 46% which is the GLA figure for females who are economically active in the London population

Disability: Staff disclosing a disability:

Disability

College	2019	2018	2017	2016
HC	4.21%	5.9%	6.6%	6.1%
UC	6.01%	6.9%	5.1%	6.0%

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 5.47% which is above the FE benchmark. However, the HCUC 2019 figure of 5% is below 12%, which is the GLA figure for disabled persons who are economically active in the London population.

Age breakdown - HCUC

Age

Age Band	2019	2018	2017
< 44	39%	53%	39%
> 44	61%	47%	61%

The table shows that since 2017, the representation of staff in both age groups has not changed.

RECRUITMENT DATA

Harrow College	2018/19	2017/18	2016/17	2015/16
% BAME Applicants	60%	44.8%	20%	50.41
% BAME Offers from total offers made	67.5%	33.3%	35.71	54.55

During the period 1st August 2018 to 31st July 2019, there were 425 applicants from a total of 44 recruitment campaigns.

- 37 candidates were offered roles. Of the 37 offered, 25 were from BAME groups (67.5%).
- 43.2% of appointments were male, and 56.8% were female.
- 73% of all appointed were in the >41 age group.
- There were 12 promotions in this period; of these, 5 were from BAME groups (41.7%).

Uxbridge College	YTD	2017/18	2016/17	2015/16
% BAME Applicants	58.9%	59%	55.3%	55.3%
% BAME Offers from total offers made	38.4%	49%	40.7%	48.2%

During the period 1st August 2018 to 31st July 2019, there were 1398 applicants from a total of 144 recruitment campaigns.

- 112 candidates were offered roles. Of the 112 offered, 43 were from BAME groups (38.4%).
- 36.6% of appointments were male, and 63.4% were female.
- 53.6% of all appointed were in the >41 age group.
- There were 30 promotions in this period; of these, 8 were from BAME groups (26.7%)

Training

The Equality and Diversity training programme continued to be delivered to staff. 34 staff were trained in 2018/19 on Equality and Diversity during the Whole College Training Days, making a total of 738 staff having received E&D Training over the past Six 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 2018/19 was very good.

3 Effectiveness of policies and procedures

3.1 Equality and Diversity Action Plan

Equality & Diversity Action Plans were in operation for 2018/19. 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').

3.2 Student Disciplinaries

For **Uxbridge College**, there has been a larger number of disciplinary hearings this year: 170 compared to 139 last year.

Ethnicity	Disciplinary Count	Percentage of disciplinaries	Percentage population 18/19
Any Other White Background	10	5.9%	10.0%
Asian or Asian British - any other	9	5.3%	8.9%
Asian or Asian British - Bangladeshi	3	1.8%	1.2%
Asian or Asian British - Chinese	0	0%	0.1%
Asian or Asian British - Indian	12	7.1%	16.7%
Asian or Asian British - Pakistani	9	5.3%	7.6%
Black or Black British - African	34	20%	10.1%
Black or Black British - any other	3	1.8%	1.5%
Black or Black British - Caribbean	27	15.9%	5.3%
English/Welsh/Scottish/Northern Irish	14	8.2%	19.8%
Irish	0	0	0.2%
Mixed White and Asian	2	1.2%	1.4%
Mixed White and Black African	4	2.4%	1.0%
Mixed White and Black Caribbean	7	4.1%	2.5%
Not Known	0	0%	0.0%
Other - Arab	18	10.5%	4.8%
Other - Ethnic Group	15	8.8%	6.7%
Other mixed/multiple ethnic background	3	1.8%	1.8%
White Gypsy or Irish Traveller	0	0%	0.2%
TOTAL	170		

Uxbridge College disciplinary 2018/19

A disproportionate number of disciplinaries involving Black African, Black Caribbean and Arab students was found in 2018/19.

The College's action plan continues to identify and support 'behaviourally at risk' Black African, Black Caribbean and Arab students.

Harrow College 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 Group	Disciplinary Count	Percentage disciplinaries	Percentage population
Mixed/multiple ethnic background	9	9%	6%
Asian – Indian/Pakistani/Any Other	26	26%	35%
White – British/Irish/Any other	23	23%	24%

Black- African/Caribbean/Any Other	25	25%	19%
Other - Ethnic Groups/Unknown	17	17%	16%
Total	100	100%	100%

3.3 Student Involvement in Equality and Diversity activities

The Student Executives helped organise a range of activities to celebrate diversity including Black History Month tutorials, a 'Unity' event promoting the huge array of cultural experiences was held and promoted in tutorials, and a holocaust awareness event was held. Other international days are celebrated. The College's Gender Identity Policy is used to support transgender students. An LGBT student group was active in 2018/19 and this helped to promote awareness and tolerance.

The College takes bullying extremely seriously. The College records bullying cases and takes appropriate actions including disciplinary hearings. In 2018/19 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.

4 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	How measured	Comment
1. 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 except Black Caribbean. Gender gap is 3.26%. Socio-economic disadvantage, High needs Looked after, and those declaring LDD gap are within 5%.
2. 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 36.2%, as of Oct 2019. HCUC BAME representation is also slightly above the GLA figure of 36% for BAME who are economically active in the London population.

5 Complaints

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

For Uxbridge College:

20 complaints were received compared to 31 last year.

3 of these directly related to E & D. 1 of these was partly upheld.

For Harrow College:

17 complaints were received compared to 10 last year.

1 directly related to E & D. It was not upheld

6 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 BME backgrounds is at 36.2%. However, there are some actions for those groups of students with protected characteristics that are not performing to the high standards the College sets itself, and these will be addressed in the implementation of the Action Plan for 2019/20.

Gavin Hughes - Director – SEND, Safeguarding & Prevent

Imtiaz Aziz - HR Director

December 2019