



Equality, Diversity & Inclusion

Annual Report 2020/21



A merger between Uxbridge College and Harrow College

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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. HCUC have been pioneers in the equality and diversity field from establishing an effective Black Mentoring project for our Black Caribbean students - to improve their chances of success - to introducing innovative ways of supporting our SEND students so that they can effectively succeed. 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.

The pandemic has highlighted the disadvantages and barriers that many minorities have faced and it has strengthened our determination as an institution to proactively support students, stakeholders and staff so as to help to eradicate any form of discrimination or unconscious bias enabling each of our learners to achieve their full potential.

Dr Darrell DeSouza
HCUC CEO & Group Principal



INTRODUCTION

This annual report on Equality, Diversity and Inclusion (EDI) analyses HCUC's performance in relation to EDI. The stakeholders of HCUC are strongly committed to EDI and it is pleasing to see how effectively it is embedded in the culture of HCUC. Any actions from this report are closely monitored in the EDI Action Plan. This is scrutinized at the joint EDI committee which is chaired by HCUC's CEO and held three times a year.



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'.

HCUC is a member of the Jack Petchey achievement awards scheme. 95% 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 2020/21 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.
- 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.



REDUCING INEQUALITIES - THE BLACK MENTORING PROJECT

In order to close the achievement gap between Black Caribbean students and other students, HCUC developed an innovative Black Mentoring Project. Utilising funds from a successful College Collaboration bid, designated Black Caribbean students were provided with 1:1 support from a mentors, across HCUC.

This helped Black Caribbean learners with additional pastoral and academic support. The pastoral element of the project was especially beneficial to support students with their mental health during the COVID lockdown which took place in January/February 2021. Mentors themselves were also provided with training to help them carry out their training effectively.

A total of 17 mentors supported 231 students. Students were supported by mentors on a 1:1 basis. Information relating to mentoring was centrally tracked and monitored across HCUC to ascertain there was good quality mentoring taking place. There was also good liaison between the mentors, parents of students, tutors and Heads of Schools to ensure that there was effective triangulation. Of the 231 students who were mentored, the vast majority were retained - 12 withdrew, two were expelled and there was one deceased.



Students and parents were very appreciative of the proactive support provided as a result of this project. Feedback from learners and parents:

- “Thank you for taking a keen interest in helping me achieve.”
- “Thank you for the extra support that has been provided during this challenging time.”
- “ I found a different person, other than my teachers and tutor, really useful in guiding me through my challenges and difficulties.” This particular student has improved in their studies.

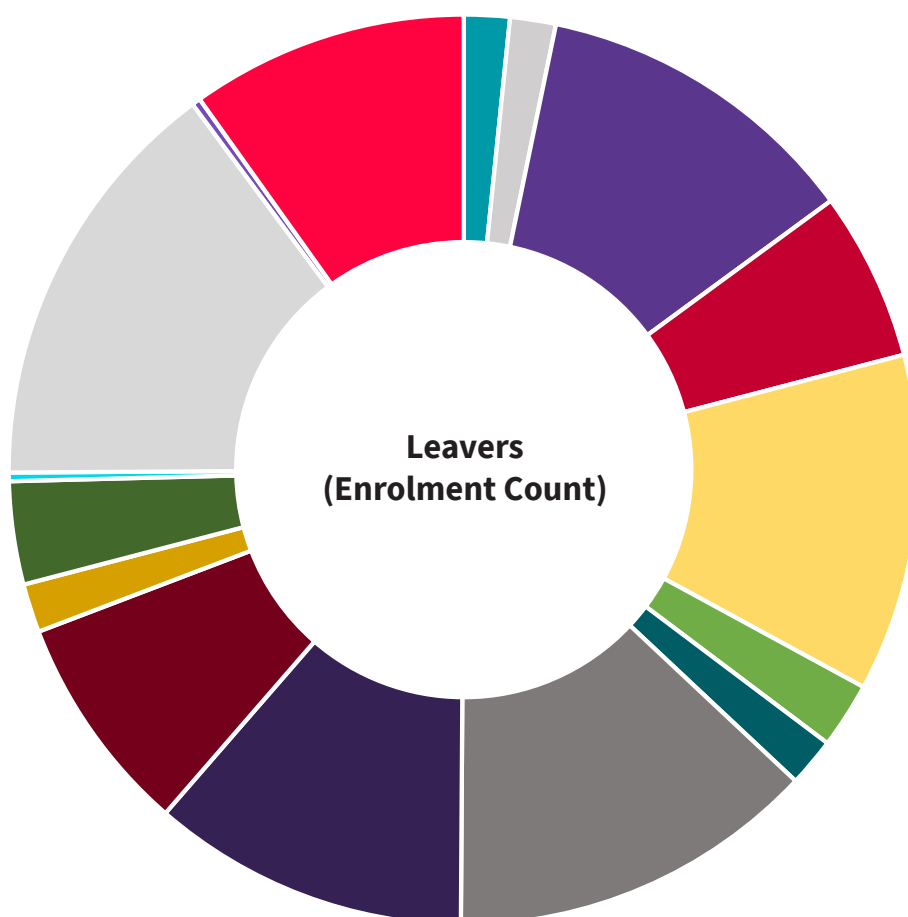
The QAR for Black Caribbean student for 16-18 students is now above the National Average for Qualification Achievement rates. This mentoring project has been recognised nationally as a model of good practice.

STUDENT DATA

2020-21

Student data - enrolments

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.



■ White/Black Caribbean	■ White/Asian	■ White British	■ Pakistani
■ Other White	■ Other Mixed	■ Other Black	■ Other Asian
■ African	■ Arab	■ Bangladeshi	■ Caribbean
■ Chinese	■ Indian	■ Not Provided	■ Other

Full-Time (FT) Students by Ethnicity	HCUC 2019/20	HCUC 2020/21
Any Other White Background	11.3%	11.5%
Asian or Asian British - any other	9.2%	9.2%
Asian or Asian British - Bangladeshi	1.2%	1.2%
Asian or Asian British - Chinese	0.2%	0.2%
Asian or Asian British - Indian	16.8%	17.4%
Asian or Asian British - Pakistani	7.0%	7.1%
Black or Black British - African	10.5%	10.6%
Black or Black British - any other	1.9%	1.9%
Black or Black British - Caribbean	5.9%	5.7%
English/Welsh/Scottish/Northern Irish/British	17.4%	16.1%
Irish	0.3%	0.3%
Mixed White and Asian	1.3%	1.3%
Mixed White and Black African	1.2%	1.2%
Mixed White and Black Caribbean	2.3%	2.3%
Not Known/Not Provided	0.1%	0.1%
Other - Arab	5.0%	5.3%
Other - Ethnic Group	6.6%	6.8%
Any other mixed/multiple ethnic background	1.8%	1.7%

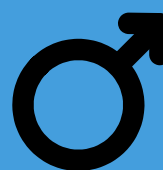
Female Students



HCUC 19/20 - 40.5%

HCUC 20/21 - 41.0%

Male Students



HCUC 19/20 - 59.5%

HCUC 20/21 - 59.0%

The gender breakdown by percentage for FT learners is broadly the same as last year, however there has been a proportional increase in male FT students.

Student measures of success

Ethnicity: Student success rates for 2020/21 are slightly lower than 2019/20 (QTAGs vs Calc grades) but they remain high across most ethnicity groups with significant enrolments. Most groups are above QAR national average. Four ethnicity groups are below 5% of the college average (which is the target the College sets itself), of which two groups have very low numbers.

Ethnicity	HC	UC	Leavers (enrolment count)	HCUC		
	20/21 QAR %	20/21 QAR %		20/21 QAR %	19/20 QAR %	Nat Avg QAR %
African	86.13%	86.45%	2172	86.33%	87.86%	86.80%
Arab	87.64%	86.93%	1513	87.31%	92.01%	88.20%
Bangladeshi	88.06%	85.27%	325	85.85%	90.20%	89.30%
Caribbean	82.70%	84.02%	698	83.67%	86.56%	83.80%
Chinese	91.67%	90.00%	54	90.74%	94.87%	90.10%
Gypsy/Irish Traveller	62.50%	76.00%	41	70.73%	80.77%	77.20%
Indian	89.99%	91.15%	2891	90.83%	92.44%	88.80%
Irish	55.56%	92.31%	48	85.42%	70.37%	86.10%
Not Provided	85.71%	74.47%	68	77.94%	92.31%	87.30%
Other	92.72%	89.23%	1894	91.02%	88.82%	87.40%
Other Asian	92.24%	89.09%	2524	90.81%	91.37%	87.30%
Other Black	90.18%	82.65%	331	85.20%	90.28%	85.10%
Other Mixed	93.60%	88.57%	448	90.85%	90.45%	84.70%
Other White	90.37%	88.70%	2319	89.48%	92.41%	88.20%
Pakistani	91.40%	88.24%	1155	89.00%	89.96%	86.70%
White British	88.75%	87.91%	2247	88.03%	89.19%	86.50%
White/Asian	90.85%	88.82%	323	89.78%	90.17%	84.90%
White/Black African	94.87%	82.88%	263	88.21%	85.31%	84.10%
White/Black Caribbean	79.61%	82.76%	306	81.70%	81.98%	81.70%
Total	89.87%	88.08%	19620	88.76%	90.18%	86.70%

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

The above table relates to all enrolments. However the disparities are not so prevalent when analysing the 16-18 enrolments.

In relation to 16-18 year old enrolments, the disparities are not so prevalent. With the exception of Gypsy/Irish Traveller and Not Provided, the only ethnicity group below 5% of the college average is White/Black African. In addition, functional skills results severely impacted the 19+ achievement rates, and so results are more varied in this cohort of students.

Ethnicity	Hybrid End	Leavers Overall	Ach Overall %	Nat Ach Overall %	Ach % - Nat %
African	20/21	1260	87.46%	85.40%	2.06%
Arab	20/21	752	87.50%	83.30%	4.20%
Bangladeshi	20/21	149	89.26%	84.90%	4.36%
Caribbean	20/21	500	84.00%	79.10%	4.90%
Chinese	20/21	21	90.48%	89.30%	1.18%
Gypsy/Irish Traveller	20/21	27	70.37%	70.60%	-0.23%
Indian	20/21	2102	90.87%	87.00%	3.87%
Irish	20/21	31	87.10%	79.20%	7.90%
Not Provided	20/21	15	66.67%	82.30%	-15.63%
Other	20/21	809	91.35%	83.70%	7.65%
Other Asian	20/21	1062	90.11%	85.40%	4.71%
Other Black	20/21	173	83.24%	81.90%	1.34%
Other Mixed	20/21	245	90.20%	81.10%	9.10%
Other White	20/21	1205	88.46%	84.30%	4.16%
Pakistani	20/21	822	88.93%	84.50%	4.43%
White British	20/21	1417	87.16%	83.40%	3.76%
White/Asian	20/21	149	88.59%	82.20%	6.39%
White/Black African	20/21	116	82.76%	80.50%	2.26%
White/Black Caribbean	20/21	212	83.02%	78.20%	4.82%
Total		11067	88.51%	84.27%	4.24%

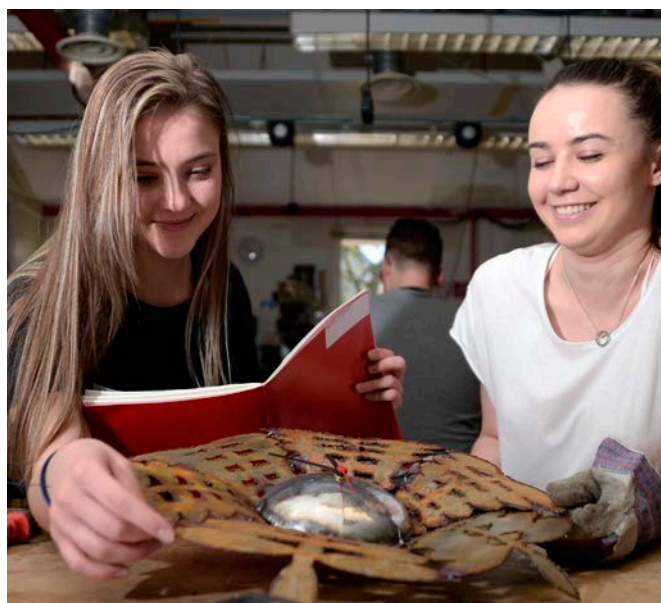
Success by Ethnicity; 16-18 year olds all qualifications including functional skills/GCSE English & Maths



Gender: In terms of success by gender, the female/male gap, has increased from 1.6% in 19/20 to 2.35% in 20/21, but it is still closer than the 3.26% in 18/19.

Gender	HC	UC	HCUC		
	20/21 QAR %	20/21 QAR %	20/21 QAR %	19/20 QAR %	Nat Avg QAR %
Female	91.52%	88.76%	89.90%	91.00%	87.20%
Male	87.74%	87.44%	87.55%	89.41%	86.20%
Total	89.87%	88.08%	88.76%	90.18%	86.70%

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 comparative positive outcomes from those learners identified as living in postcodes defined as an economic disadvantage. There is no significant difference.

Economic Disadvantage	Leavers	20/21 QAR %	19/20 QAR %
From deprived area - postcode on lsc file	5571	88.15%	90.05%
Not applicable or not provided	14049	89.00%	90.23%
Total	19620	88.76%	90.18%

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 0.91% below students that do not. The gap has closed significantly from 3.25 in 19/20.

Free School Meals	20/21 Leavers	HCUC QAR % 18/19	HCUC QAR % 19/20	HCUC QAR % 20/21
No	18004	89.52%	90.44%	88.84%
Yes	1616	88.03%	87.19%	87.93%
Total	19620	89.40%	90.18%	88.76%

Looked After Children: The achievement of Looked After Children shows they perform 4.13% lower than students that are not looked after. This has narrowed slightly from the 5% in 19/20.

Looked After	HCUC Leavers 20/21	HCUC QAR % 18/19	HCUC QAR % 19/20	HCUC QAR % 20/21	HC QAR % 20/21	UC QAR % 20/21
No	18590	89.94%	90.50%	88.98%	90.00%	88.37%
Yes	1030	86.53%	85.50%	84.85%	88.14%	81.36%
Total	19620	89.38%	90.18%	88.76%	89.87%	88.08%

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



Looked After Students' Destinations: There is good internal progression for Looked After Students, with the majority returning on a new course at HCUC. Only six students have left HCUC and are unemployed.

Destination	HC		UC		HCUC	
	Students	%	Students	%	Students	%
	1	0.5%	1	0.5%	2	0.5%
Apprenticeship	0	0.0%	3	1.5%	3	0.8%
Continuing	1	0.5%	6	3.0%	7	1.8%
HE	0	0.0%	7	3.5%	7	1.8%
HE - Related to Course	1	0.5%	0	0.0%	1	0.3%
HE - Unrelated to Course	1	0.5%	0	0.0%	1	0.3%
In paid employment for 16 hours or more per week	9	4.6%	14	7.1%	23	5.9%
In paid employment for 16 hours or more per week - Related to Course	2	1.0%	3	1.5%	5	1.3%
In paid employment for 16 hours or more per week - Unrelated to Course	1	0.5%	3	1.5%	4	1.0%
In paid employment for less than 16 hours per week	1	0.5%	0	0.0%	1	0.3%
In paid employment for less than 16 hours per week - Related to Course	1	0.5%	0	0.0%	1	0.3%
In paid employment for less than 16 hours per week - Unrelated to Course	1	0.5%	1	0.5%	2	0.5%
Independent living	1	0.5%	3	1.5%	4	1.0%
New Course at HCUC	137	70.3%	112		249	
Not in paid employment, looking for work and available to start work	3	1.5%	3	1.5%	6	1.5%
Not Known	0	0.0%	2	1.0%	2	0.5%
Other FE* (Full-time)	13	6.7%	23		36	9.2%
Other FE* (Part-time)	2	1.0%	0	0.0%	2	0.5%
Other outcome – not listed	18	9.2%	11	5.6%	29	7.4%
Self-employed for 16 hours or more/ week	1	0.5%	0	0.0%	1	0.3%
Supported independent living	0	0.0%	3	1.5%	3	0.8%
Traineeship	1	0.5%	0	0.0%	1	0.3%
Unable to contact learner	0	0.0%	3	1.5%	3	0.8%
Total	195		198		393	

High Needs

2020/21 HCUC has seen a slight decrease in High Needs student numbers. This follows increases in the previous three years. As with last year, the College supported the majority (80%) of these students on mainstream courses. High Needs students' success rates have dipped slightly but remain similar to the previous year. On their main vocational course QAR for High Needs have performed better than other students on the equivalent programmes.

Achievement in Maths and English programmes is lower for High Needs students than for other students and remains an area for improvement in 2021/22. In 2020/21 the College was able to secure funding through a Skills Innovation Fund. It has used it to create and provide two training programmes to train staff to provide EHCP / High Needs learners with the knowledge, skills and attributes to improve their life chances and employability.

Two new qualifications have been devised – which can then be rolled out nationally.

NCFE Level 4 Qualification: Supporting students with SEND – programme for Careers staff.

CACHE Level 5 Qualification: Advanced Teaching and Learning – Supporting students with SEND needs.

The project has been chosen by the GLA to be one of 15 projects across London - as a case study for dissemination to other providers.

High Needs students' success rates decreased from the previous year. The gap compared to non- High Needs students slightly increased from 3.17% to 4.5%.



High Needs	HC QAR % 20/21	UC QAR % 20/21	HCUC QAR % 20/21	HCUC QAR % 19/20
No	90.16%	88.27%	88.97%	90.34%
Yes	85.77%	82.94%	84.47%	87.17%
Total	89.87%	88.08%	88.76%	90.18%

High Needs success rates 2020/21: all qualifications including functional skills/GCSE English & Maths

This is mainly due to the performance in Functional Skills.

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

Qual Size	HCUC			
	Leavers	Completers	Pass	20/21 QAR %
Award	35	33	33	94.29%
Basic Skills Maths and English	264	237	157	59.47%
Certificate	152	145	143	94.08%
Diploma	227	222	220	96.92%
ESOL	3	3	3	100.00%
GCSE Maths and English	212	207	197	92.92%
Other Non-Reg	28	28	25	89.29%
Total	921	875	778	84.47%

High Needs success rates 2020/21 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	19/20 QAR %	20/21 QAR %
High needs - No (Main Vocational Course)	1852	87.5%	89.31%
High Needs - Yes (Main Vocational Course)	445	95.9%	95.28%

High Needs learners do not perform as well as other students for English & Maths. This will be an area of focus in 2021/22. These students had to take exams despite the pandemic unlike GCSE students who received TAGS. At Level 2, the performance gap is much smaller.

High Needs	Basic Skills English & Maths HCUC QAR % 20/21	HCUC GCSE QAR % 20/21	HCUC GCSE Maths High Grades 20/21	HCUC GCSE English High Grades 20/21
No	74.1%	94.1%	32.0%	31.1%
Yes	59.5%	92.9%	13.8%	18.4%
Total	73.0%	94.1%	31.2%	30.4%

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

Destination	HC		UC		HCUC	
	Students	%	Students	%	Students	%
	2	0.9%	0	0.0%	2	0.5%
Apprenticeship	1	0.5%	5	2.6%	6	1.5%
Continuing	0	0.0%	5	2.6%	5	1.2%
Gap year before starting HE	0	0.0%	1	0.5%	1	0.2%
HE	0	0.0%	6	3.1%	6	1.5%
HE - Related to Course	5	2.3%	1	0.5%	6	1.5%
HE - Unrelated to Course	1	0.5%	0	0.0%	1	0.2%
In paid employment for 16 hours or more per week	4	1.9%	6	3.1%	10	2.5%
In paid employment for 16 hours or more per week - Related to Course	2	0.9%	4	2.1%	6	1.5%
In paid employment for 16 hours or more per week - Unrelated to Course	0	0.0%	2	1.0%	2	0.5%
In paid employment for less than 16 hours per week - Related to Course	1	0.5%	0	0.0%	1	0.2%
In voluntary work	0	0.0%	2	1.0%	2	0.5%
Long term residential placement	1	0.5%	0	0.0%	1	0.2%
New Course at HCUC	154	72.0%	135		289	
Not in paid employment, looking for work and available to start work	2	0.9%	4	2.1%	6	1.5%
Not in paid employment, not looking for work and/or not available to start work (including retired)	1	0.5%	1	0.5%	2	0.5%
Other FE* (Full-time)	26	12.1%	12	6.2%	38	9.3%
Other FE* (Part-time)	0	0.0%	1	0.5%	1	0.2%
Other outcome – not listed	9	4.2%	3	1.6%	12	2.9%
Supported independent living	2	0.9%	3	1.6%	5	1.2%
Supported Internship	1	0.5%	1	0.5%	2	0.5%
Traineeship	1	0.5%	0	0.0%	1	0.2%
Unable to contact learner	1	0.5%	1	0.5%	2	0.5%
Total	214		193		407	

Learning Difficulty: The College supports a range of learners with a variety of learning difficulties. Those learners that declared a learning difficulty perform well but QAR rates in 2020/21 show there was a gap of 3.57% compared to those without a learning difficulty. This gap is greater than the 2.57% shown in 19/20, but better than the 4.39% gap in 18/19. (19/20 there were calculated grades.)



Learning Difficulty (LD)	Details	20/21 Leavers	18/19 QAR %	19/20 QAR %	20/21 QAR %
Has LD	Autism	402	87.85%	90.29%	82.59%
	Dyscalculia	23	52.63%	87.50%	69.57%
	Dyslexia	381	83.86%	87.82%	84.78%
	Moderate	402	83.89%	88.87%	84.08%
	Multiple	18	100.00%	50.00%	83.33%
	Not Known/Not Provided	264	100.00%	83.02%	92.42%
	Other	245	87.85%	79.13%	84.49%
	Other Spec	62	78.85%	94.12%	90.32%
	Severe	46	91.95%	98.57%	84.78%
	Has LD Total	1843	85.41%	87.87%	85.19%
Does Not Have LD	n/a	317	84.76%	89.31%	82.02%
	None	17460	89.84%	90.45%	89.26%
	Does Not Have LD Total	17777	89.80%	90.44%	89.13%
	Overall Total	19620	89.52%	90.18%	88.76%

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

Apprenticeships: The overall QAR for apprenticeships is 70.4%. Whilst most ethnicities are within the 5% of the College QAR, it is clear that Black Caribbean and African students (Other Black – very small numbers) are significantly below the 5% College target. This will be a focus in the EDI action plan.

In terms of recruitment and apprenticeship enrolments, White and Other White have a much higher proportion (59%) compared with non-apprenticeship provision (23%). This will be addressed in the EDI action plan. This is reflective of a national trend. In parallel with the College's usual promotional activities, the College has also contributed to the London Mayor's Sector Skills Academy initiatives as a partner within the hubs across the West London priority sectors. A focus of the Skills Academies is to help to support employers to address structural barriers to engagement, recruitment, retention and progression for under-represented groups in their industry/workforce.

Ethnicity	Hybrid End	Leavers	Achieved	20/21 QAR %	Nat Avg QAR %	Difference
African	20/21	18	8	44.44%	63.2%	-18.76
Arab	20/21	3	2	66.67%	56.0%	10.67
Bangladeshi	20/21	4	3	75%	62.8%	12.20
Caribbean	20/21	17	8	47.06%	54.3%	-7.24
Chinese	20/21	0	0	n/a	68.9%	n/a
Indian	20/21	36	25	69.44%	62.6%	6.84
Irish	20/21	4	3	75%	59.1%	15.90
Not Provided	20/21	3	3	100%	55.9%	44.10
Other	20/21	14	14	100%	66.5%	33.50
Other Asian	20/21	23	17	73.91%	58.7%	15.21
Other Black	20/21	4	1	25%	59.6%	-34.60
Other Mixed	20/21	5	4	80%	64.7%	15.30
Other White	20/21	46	32	69.57%	67.7%	1.87
Pakistani	20/21	12	8	66.67%	66.4%	0.27
White British	20/21	176	130	73.86%	67.3%	6.56
White/Asian	20/21	3	2	66.67%	66.9%	-0.23
White/Black African	20/21	1	0	0.00	56.4%	-56.40
White/Black Caribbean	20/21	6	4	66.67%	58.0%	8.67
Total		375	264	70.40%	64.9%	5.46

Gender	Hybrid End	Leavers	Achieved	20/21 QAR %	Nat Avg QAR %	Difference
Female	20/21	185	127	68.65%	67.5%	1.15
Male	20/21	190	137	72.11%	66.0%	6.11
Total		375	264	70.40%	66.8%	3.65

STAFF DATA

2020-21

BAME Representation: The BAME representation at HCUC is 40%. 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%.

There has been an increase BAME representation in 2021 which at 38% at UC is 3% above the levels reported in previous years. The biggest change in BAME representation since 2020 is at HC with a 6% increase to 45% 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 18% above the level reported in 2020.

The BAME representation at HCUC in 2021 at 40%, is an increase of 4% when compared with 2020. This level of BAME representation is the highest reported during the four-year period.



40% BAME representation is above the 36% GLA benchmark figures of BAME who are economically active in the London population.

All Staff (BAME)	HC	UC
2021	45%	38%
2020	39%	35%
2019	38.32%	35.27%
2018	46%	35%
2017	39.5%	34%

Teaching Staff (BAME)	HC	UC
2021	36%	40%
2020	39%	35%
2019	38.32%	35.27%
2018	46%	35%
2017	39.5%	34%



Gender: HCUC female representation in 2021 is 72%, this figure is above 46% which is the GLA figure for females who are economically active in the London population. Female staff in managerial positions in HCUC are 57.3%.

Female Staff			Male Staff		
					
	HC	UC		HC	UC
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 8%, which is above the FE benchmark. However, the HCUC 2021 figure of 9% 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
2021	8%	9%
2020	6%	8%
2019	4.21%	6.01%
2018	5.9%	6.9%
2017	6.6%	5.1%

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
2021	39%	61%
2020	40%	60%
2019	39%	61%
2018	53%	47%
2017	39%	61%

Recruitment: BAME candidate's performance has increased at UC and at HC. The performance of BAME at offer stage has improved by 18% since 2020, this improved performance is reflected in the increase in BAME representation in the workforce reported earlier in this report. The BAME % of applicants and offers has remained stable at UC during the four-year period.

The performance of female applicants and applicants in the age group >41 is consistent across HCUC.

Harrow College	% BAME Applicants	% BAME Offers from total offers made
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
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%

2021- Equality Breakdown	HC - 2021	HC - 2020	UC - 2021	UC - 2020
Number of Applicants	626	513	1878	1396
Number of Campaigns	56	70	138	123
Number of Offers	36	51	140	102
BAME Offer as %	61%	43%	49%	47%
Female Offer as %	78%	61%	62%	64%
% of >41 years old	50%	63%	51%	57%
Number of promotions	11	14	18	18
% of BAME Promoted	46%	71%	57%	33%

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 Disciplinaries:

Ethnicity	20/21 Disciplinary Count stage 3 & stage 4	20/21 Percentage of Disciplinaries
Any Other White Background	8	13%
Asian or Asian British - any other	5	8%
Asian or Asian British - Bangladeshi	1	2%
Asian or Asian British - Indian	7	11%
Asian or Asian British - Pakistani	5	8%
Black or Black British - African	5	8%
Black or Black British - any other	0	-
Black or Black British - Caribbean	9	15%
English/Welsh/Scottish/Northern Irish	5	8%
Mixed White and Asian	2	3%
Mixed White and Black Caribbean	1	2%
Other - Arab	6	10%
Other - Ethnic Group	6	10%
Other mixed/multiple ethnic background	1	2%
White Gypsy or Irish Traveller	1	2%
TOTAL	62	

Uxbridge College: For Uxbridge College, 62 stage 3/4 compared with 102 for 19/20.

The Caribbean group is slightly disproportional with 15% of disciplinaries, but only making up 4% of the overall UC student population. 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	20/21 Stage 3 & 4 Disciplinary Count	20/21 Disciplinary Percentage	20/21 % Student Population
All Other/Unknown	9	24.3%	20.2%
Asian- Indian/Pakistani/Any Other	7	18.9%	33.5%
Black-African/Caribbean/Any Other	8	21.6%	16.7%
Mixed-Multiple Ethnic Groups	4	10.8%	7.4%
White-British/Irish/Any Other	9	24.3%	22.2%
Grand Total	37		



Complaints:

Harrow College

- 2020/21 – 11 complaints
- 3 complaints relating to E&D
- 1 not upheld, 2 upheld

Uxbridge College

- 2020/21 – 23 complaints
- 6 complaints relating to E&D (3 Health and Safety, 1 race, 1 safeguarding/child protection, 1 financial implication)
- 4 upheld, 2 not upheld

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
- New videos have been created featuring 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
- Open Day registration forms ask if BSL is required to ensure we have communication staff available to support prospective students
- Virtual events are held on platforms that are well known e.g. Zoom / Teams. Registrations are encouraged but access links have been made available on website to encourage “drop in”
- 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 along with link to website accessibility toolkit
- 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 October 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).	15 out of 19 ethnicity groups are currently within 5% of College and above national averages. Gender gap is below 4%. Socio-economic disadvantage, and those declaring LDD gap are below 5%. Looked After Children are below 5%.
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 three to five years.	The BAME representation across HCUC is 40%, as of Oct 2021. HCUC BAME representation is the same as the GLA figure of 36% for BAME who are economically active in the London population.

CONCLUSION

The College has a strong commitment to Equality, Diversity and Inclusion. We robustly monitor equality, diversity and inclusion, and proactively take steps to address inequalities as shown in this report. There has been a general high level of success rates for different ethnic groups, but as a College we are determined to further narrow the achievement gaps.

The staff from BAME backgrounds is at 40%. 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 2021/22.

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