



GOVERNING BODY MEETING

12th December 2017

EQUALITY AND DIVERSITY ANNUAL REPORT (HARROW COLLEGE)

ITEM FOR INFORMATION

To receive an update on Harrow College for 2016/17.

BACKGROUND

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 most of the protected characteristics.

For 16-18s two large groups have significantly improved: Any Other Asian background (672 leavers) increased by 5% to 88%, and Any Other White Background (812 leavers) by 5% to 88%. Any Other White Background was a previous College area for improvement. Achievement by males at Harrow College has improved by 4 % (all ages) to 88% (7% above NA) and matches female achievement also at 88% (5% above NA).

Learner success rates for 2016/17 by ethnicity are slightly higher than '15/16 and they remain high across most groups. All groups except Caribbean, Irish, White British and White/Black Caribbean are either above or within 5% of the college average (which is the target the College sets itself), and all are in line with or above national averages, except Irish (14 leavers for 16-18s). The following groups of learners are all within 5% or above the College average and above national averages where available: Male and female learners, learning difficulty, socio-economic disadvantage, and high needs learners and looked after learners.

An AFI for the College in 2017/17 is to increase achievement rates for students with self-declared learning difficulties who achieve 2% below those without self-declared learning difficulties- though remain 4% above NA.

The College will take forward appropriate actions through the implementation of its E&D Action Plan for 2017/18 for those learners with protected characteristics that did not perform as well as the rest of learners to the high standards the College sets itself.

1 Introduction

This is the Harrow College Report of Equality and Diversity activities in accordance with Section 5.5 of the Equality and Diversity Policy.

The areas for review form sections 3 to 8 of this report.

2 Learner and staff data 2016-17

2.1 Learner data and success

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 a marked difference re learner number for African and White British (decrease across both age groups) and Other Asians and Other White (significant increases in adults). The College attracts a wide diversity of learners both from within the London Borough of Harrow as well as significant numbers from outside the Borough, particularly Brent.

FT Learners by Ethnicity	16/17		15/16
African	607	10%	13%
Arab	417	7%	5%
Bangladeshi	65	1%	2%
Caribbean	172	3%	4%
Chinese	20	0%	1%
Gypsy/Irish Traveller		0%	0%
Indian	692	12%	12%
Irish	20	0%	1%
Other	442	8%	6%
Other Asian	1042	18%	14%
Other Black	194	3%	4%
Other Mixed	109	2%	2%
Other White	1078	18%	16%
Pakistani	279	5%	6%
White British	488	8%	12%
White/Asian	62	1%	1%
White/Black African	72	1%	1%
White/Black Caribbean	86	1%	2%

Breakdown of Harrow College learners 2016-17 by ethnicity

The gender breakdown by percentage for full time learners is almost equal and a shift from '15/16. The significant changes are for adults in additional qualifications (e.g. functional skills).

FT Learners by Gender	'16/17		'15/16
F	2914	49.9%	45%
M	2931	50.1%	55%
Total	5845		

Breakdown of Uxbridge College learners 2016-17 by gender

Ethnicity: Learner achievement rates for 2016/17 by ethnicity are slightly higher than '15/16 and they remain high across the vast majority of groups. All groups except Caribbean, Irish, White British and White/Black Caribbean are either above or within 5% of the college average (which is the target the College sets itself). However, all the above ethnic groups have all improved on '16/17 except White British. This is sig. reflected in particular subject sector tier 2 areas (Health and Care, Hair and Beauty and the Arts). All are above national averages, except Irish (23 leavers). This means 99.8% of students across ethnic groups are above national averages.

Ethnicity	Leavers Overall	Completed Overall	Ach Overall	16/17 Ach %	15/16 Ach %	Nat Avg '15/16	16/17 Ach% -Nat%
African	795	724	663	83.40%	83.83%	81.90%	1.50%
Arab	745	703	663	88.99%	86.40%	84.70%	4.29%
Bangladeshi	101	99	94	93.07%	95.24%	84.40%	8.67%
Caribbean	225	206	186	82.67%	81.91%	79.20%	3.47%
Chinese	32	29	28	87.50%	78.18%	87.30%	0.20%
Gypsy/Irish Traveller					60.00%	71.00%	
Indian	940	905	858	91.28%	88.72%	85.90%	5.38%
Irish	23	17	16	69.57%	57.78%	82.20%	-12.63%
Other	857	808	756	88.21%	87.23%	82.70%	5.51%
Other Asian	1915	1820	1718	89.71%	88.28%	83.80%	5.91%
Other Black	244	227	212	86.89%	79.68%	80.40%	6.49%
Other Mixed	138	125	115	83.33%	87.89%	79.10%	4.23%
Other White	2017	1906	1826	90.53%	88.03%	85.10%	5.43%
Pakistani	370	343	317	85.68%	85.74%	82.10%	3.58%
White British	709	639	582	82.09%	87.75%	81.70%	0.39%
White/Asian	137	130	118	86.13%	90.06%	81.30%	4.83%
White/Black African	92	88	80	86.96%	87.50%	79.40%	7.56%
White/Black Caribbean	122	107	97	79.51%	77.62%	76.10%	3.41%
Total	9462	8876	8329	88.03%	86.86%	83.33%	4.70%

Achievement Rates by Ethnicity 2016/17; all qualifications including functional skills GCSE Eng & Maths

Internal progression rates by ethnicity shows most ethnic groups have a high percentage of positive progression and most are above the college internal progression target (65%) except for White/Black African, White/Black Caribbean, White British and Irish.

Ethnicity	FT Learners	Positive Destination
African	404	75.0%
Arab	236	72.5%
Bangladeshi	41	70.7%
Caribbean	108	68.5%
Chinese	16	93.8%
Indian	445	81.3%
Irish	12	50.0%
Other	233	76.8%
Other Asian	642	78.0%
Other Black	136	77.2%
Other Mixed	73	76.7%
Other White	612	76.6%
Pakistani	197	76.6%
White/Asian	29	89.7%
White/Black African	49	49.0%
White/Black Caribbean	51	56.9%
White British	291	57.7%
Total	3575	75.0%

Gender: In terms of success by gender, overall achievement is the same with little variation between retention and achievement with females achieving 0.87% better than males.

Gender	Leavers Overall	Completed Overall	Ach Overall	'16/17 Ach %	'15/16 Ach %	Nat Avg '15/16	'16/17 Ach % - Nat %
F	5297	4967	4680	88	89	82.9	5.1
M	4165	3909	3649	88	84	81.4	6.6
Total	9462	8876	8329	88	86.9	82.50	5.5

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

Learning Difficulty/Support: Those learners that declare a learning difficulty have shown improved achievement rates from last year, and achievement rates which are similar to those that do not declare a learning difficulty except for the small number of learners with dyscalculia.

Learning Difficulty	Leavers Overall	Completed Overall	Ach Overall	'16/17 Ach %	'15/16 Ach %	Nat Avg '15/16	'16/17 Ach % - Nat %
Autism	115	110	102	89	87	24	63
Dyscalculia	11	7	7	64	63	39	24
Dyslexia	121	111	105	87	87	38.4	49
Moderate	404	389	368	91	83	41.4	42
Multiple					75	31.3	44
Other	160	154	143	89	77	31.9	45
Other Spec	18	18	16	89	75	33.9	41
Severe	79	76	75	95	97	21.1	76
Has Learning Difficulty	1248	1181	1115	89	83.6	79.5	10.5
None	8525	7983	7486	88	86.9	83.0	5
No Information	9	9	8	89	78	82.6	6.4
Total	9462	8876	8329	88	86.9	82.5	5.5

Achievement rates by learning difficulty; all qualifications including functional skills/GCSE Eng & Maths

Those learners that receive learning support achieve success rates that are nearly 3% below those that do not receive support.

Learning Support	Leavers Overall	Ret	Pass	'16/17 Ach %	'15/16 Ach %
No	7,954	93.7	94.4	88.5	88.2
Yes	1,508	94.4	90.7	85.6	78.1
Total	9462	93.8	93.8	88.0	86.9

Achievement rates by learning support; all qualifications including functional skills/GCSE Eng & Maths

Across all qualification types learners receiving learning support did better last year than those who did not except in the following types: basic English and Maths (73 vs 88) and Other Non-Reg Types (93 vs 99). Other Non-Reg Type had 42 learners with 39 retained and achieved. However, for Basic English and Maths the issue is primarily functional skills. Learning support achievement rates for learners excluding Functional Skills Maths and English are slightly higher than those that do not receive support. The College will look to continue to improve achievement for learners with learning support needs for functional skills Maths and English (72% '16/17 vs 56% '15/16)

Learning Support	Leavers Overall	Ret	Ach	'16/17 Ach %	'15/16 Ach %
No	6290	94	95	89	91
Yes	1141	95	95	90	88
Total	7,406	93.9	95.1	89.3	90.15%

Achievement rates by learning support; all qualifications excluding functional skills

Socio-economic disadvantage

In the tables below 'from deprived area postcode' – indicates learners living in postcodes identified as areas of socio-economic disadvantage. This table shows that in 2016/17 these learners performed 2% lower than those without a socio-economic disadvantage.

Economic Disadvantage	Leavers Overall	Ret	Ach	'16/17 Ach %	'15/16 Ach %
from deprived area – Disadvantage uplift reports	655	613	561	86%	-
Not applicable or not provided	8807	8265	7768	88%	-
Total	9462	8878	8329		

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

UCAS progression data for Free College Meals shows a more positive picture of progression to university/HE but still needs to be improved. The total number of Level 3 learners on FCM = 62 (15% of Level 3 cohort). The total number progressing to HE = 18, 29% of Level 3 FCM Cohort. No level 3 learners went on to HE in '15/16.

Looked after children

The achievement of Looked after children is within 5% of the College average for other learners. Retention rate is 1% below and pass rate 3% below.

Looked After	Leavers Overall	Ret	Ach	'16/17 Ach %	'15/16 Ach %
No	9152	8588	8068	88%	-
Yes	310	288	261	84%	-
Total	9462	8876	8329		

Looked after achievement rates all qualifications incl. functional skills/GCSE Maths and Eng

2016/17 Looked after Destinations:

Destination	Total	%
Progression to FE	146	70%

This figure based on internal progression by enrolment

The total number of Level 3 learners who are LAC/Care Leavers = 14 of which 13 have continued their studies at the College (93%).

High Needs

In 2016/17 the College has seen an increase in High Needs learners. We enrolled 182 learners compared to 160 in '15/16. As with last year the College supported the majority of these learners on mainstream courses.

All Qualifications	Leavers Overall	Ret	Ach	'16/17 Success %	'15/16 Success %
High Needs	376	374	360	96.3%	82.2%

High needs achievement rates all qualifications including functional skills/GCSE Maths and Eng

High Needs learner achievement rates have seen a significant increase in '16/17 due to improved functional skills/GCSE maths and English success rates.

English and Maths only	Leavers Overall	Ret	Ach	'16/17 Success %	'15/16 Success %
High Needs (HNL)	164	150	134	89.3%	66.4%

Out of a total of 27 HNLs at level 3, 23 continued their studies with the College compared to 64% in 2015/16.

2.3 Staff

The breakdown for Staff E and D figures for last year (2016/17) are as follows:

WORKFORCE

ETHNICITY: There was a slight decrease in the proportion of BME staff. The College's current target is 35% BME staff which matches the current BME population in the Greater London Area.

2016/17	2015/16	2014/15
39.5%	49.5%	47.3%

GENDER: The female / male staff ratio has increased since last year:

2016/17	2015/16	2014/15
73.4%	69.9%	69.3%

The representation of females within the workforce is an area that needs to be explored further in terms of distribution within occupational groups. Contributing to this increase was the introduction of new teaching support roles (Support Progression Advisors and Activity Learning Facilitators) where slightly more females were appointed.

DISABILITY: Employees disclosing a disability is up by 0.5%:

2016/17	2015/16	2014/15
6.6%	6.1%	5.8%

Nationally, the number of staff with a declared disability across the Further Education College workforce in 2015/16 was 4.0%. Although the College exceeds the national average percentage for staff working in FE the rate of employee disclosure remains low throughout the sector.

RECRUITMENT:

	2016/17	2015/16	2013/14
% BME Applicants	See Note below	50.41	50.91
% BME Offers from total offers made	35.71	54.55	43.75

During the period 1/9/16 – 31/8/17, applicants were able to apply via a CV. This led to poor compliance with the completion of E&D data. Accurate and reliable E&D data is therefore not available. This issue has been addressed for '17/18 where the Stonefish system will be used and this will ensure that E&D data is accurately captured.

A total of 36 campaigns were run a decrease on the previous two years. 28 appointments were made of which 35.71% were from BME groups, 53.57% were female and 7.14% had declared a disability.

3 Effectiveness of policies and procedures

3.1 Equality and Diversity Action Plan

Directorate Equality & Diversity Action Plans were in operation for 2016/17. Relative effectiveness of the action plans are 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 Learner Disciplinaries

Ethnicity Group	Disciplinary Warning Count					
	14/15		15/16		16/17	
	3rd	4th	3rd	4th	3rd	4th
Mixed/multiple ethnic background	4	1	3	1	5	2
Asian	17	1	20		9	3
White	18	2	17	3	18	1
Black	19	3	18	1	18	7
Other - Ethnic Groups	8		12		11	
Total	84	7	70	5	61	13

In '16/17 a total of 3 learners were excluded similar to the previous 2 years, although there was an increase in the number of Stage 4 Warnings issued in '16/17. More than half the learners at Stage 4 were female and from Health and Care curriculum area. As reported last year there was a small group of learners in this area who were behind a number of complaints which led to these exclusions. An action for this academic year is centred on promoting and demonstrating behaviour that meets professional standards that will be critical to a successful future in health and care. There has been a year on year reduction in the overall number of Stage 3 disciplinary warnings issued but numbers remain fairly similar for most ethnic groups except Asian with a significant drop.

3.3 Equality and Diversity Forum

The Equality and Diversity Forum membership was relatively stable during 2016/17. Of the 14 members, 8 were from BME backgrounds, nine were female and three were non-management staff. One is registered disabled. Aside from regular monitoring of progress against the Action Plans, the group covered specific topics such as non-bias in marketing materials and good practice in teaching and learning.

3.4 Learner Involvement in Equality and Diversity activities

The promotion and celebration of equality and diversity across the college is included both within the tutorial and enrichment programmes.

Black History Month was kicked off in fine style by the Caribe Steel Band playing at each campus and a Black History exhibition was displayed within the Learning Resource Centres. All students were tasked with researching prominent black professionals' from their area of study in a scheduled tutorial session and creating relevant displays

These posters and displays were exhibited within the college's annual Celebrating Diversity Fairs, where awareness of diversity is encouraged by students from across the college promoting their cultural heritage. In addition, external exhibitors are invited in to highlight local organisations and the support and opportunities they offer within the wider community.

Tutorials and targeted sessions, including interfaith workshops and disability awareness sessions support the development of mutual respect and tolerance across the college and again the Student Union played a huge part in raising awareness of diversity through creating an anti-bullying, anti-hate crime and anti-homophobia pledge that was signed by many of the students in attendance at the Celebrating Diversity Fairs.

The Student Union also led on organising a commemorative book of student thoughts and views following the Manchester Concert bombing & London terrorist attacks.

The Learning Centre supported students registering to vote and individuals looking to gain British Citizenship through running 'Life in the UK' sessions to support students with this process.

4. Response to new legislation

The Equality Act became law in Oct 2010 and the Public Sector Duties became law in April 2011. The College recognises both its legal and moral duty to be aware of this legislation, particularly regarding the protected characteristics and extension of the types of discrimination.

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 Public Sector specific duty requires all public bodies to publish information to demonstrate the extent to which it furthered the aims of the general equality duty.

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. Below are Harrow College objectives in line with HCUC.

Aim	Objective	How measured	Comment
1. Learner Success	Remove or minimise disadvantages suffered by people due to their protected characteristics by: narrowing the gap for success across groups and achieving learner success above the national averages.	Learner success for groups with protected characteristics (BME, Disability, Gender, Learning Support), to be within 5% of the College average and above the national averages (where available).	Learner success rates for 2016/17 by ethnicity are slightly higher than '15/16 and they remain high across most groups. All groups except Caribbean, Irish, White British and White/Black Caribbean are either above or within 5% of the college average (which is the target the College sets itself), and all are in line with or above national averages, except Irish. The following groups of learners are all within 5% or above the College average and above national averages where available: Male and female learners, learning difficulty, socio-economic disadvantage, and high needs learners and looked after learners.
2. Staff Recruitment	Advance equality of opportunity by: having a workforce that is representative of the local BME population.	BME staff employed in the College to be => 35% (GLA benchmark)	BME staff were at 39% at Nov 2017.

5. Complaints

Out of 47 complaints (compared to 50 in 2015/16):

- By Gender 27% were male, 60% female (13% classified as "Not Known" re external complaints).
- By ethnicity: 36% were White British, 15% Asian/Asian British – any other Asian background, 9% Asian/Asian British – Indian, 6% White – any other White background, 4% Arab, 4% Asian/Asian British – Pakistani, 4% Black or Black British – African, 2% Mixed multiple ethnic group – other, 2% White – Irish and 4% Other (13% classified as "Not Known" re external complaints).
- By Age: 11% were 16-18, 9% were 19-23 and 57% were 24+ (13% classified as "Not Known" re external complaints).

No complaints involved Equality and Diversity directly, although 1 complaint coded to Health & Safety involved a hearing impaired student requesting that all rooms have visual fire alarms.

This was not upheld as checks were made with British Standard and relevant Building Controls, but have ensured that suitable visual warnings are always in place in potentially isolated locations.

6. Training

The Equality and Diversity training programme continues to be delivered to staff. E&D training is mandatory at the College for all new staff and new Governors. 50 staff completed Equality and Diversity during 2016/17. E&D training is provided to all new College staff when they join and then every 3 years via online training. In 2014/15 whole college face-to-face training was delivered and where appropriate training has been provided for new teams e.g. construction 2014. Staff appraisals are used to give staff the opportunity to explain how they have contributed to equality & diversity across the protected characteristics. The quality of training is closely monitored to ensure that the training is of good quality and impacts on improvements for learners.

7. Provision of support and services for learners with learning difficulties and disabilities

The college offers a variety of specialist assistive technology which enables learners with SEN to access the curriculum whilst promoting an independent learning environment where possible. Staff are regularly trained on accessibility options, and how to customise devices to meet the individual needs of students. There are 393 eBooks with screen magnification features via eBook platforms Proquest and Dawsonera. Learning Centre staff work with Learning Support staff to provide access to RNIB Bookshare or purchase Kindle editions of textbooks. Moodle, the College's Virtual Learning environment provides users with the option of changing the colour scheme and font size to suit individual users. Staff who've attended the Accessibility sessions have been trained to show students how to change Magnification, use the Text to Speech facility in MSWord and the Speech to Text via a Google Chrome Browser plugin. These are available to all staff and students in and out of college. All staff and students have Office 365 which includes the Immersive Reader – This enables them to change the colour, magnification and speed of the spoken text. The Learning Centres provide an induction video and video support guides to Learning Centre services with audio and subtitles produced by LC staff using Camtasia made available on the Student Portal.

Learners with physical disabilities have access to adapted classroom based and personal care equipment, these can include adapted keyboards/mice, height adjustable tables and specialist wheelchair accessories for media based subjects. Graphic tablets are available through ALS for programmes involving gaming and learners on Art and Design programmes. iPads are available to support learners with processing difficulties, these are particularly effective for independent learning with learners using them to take screen shots of whiteboards containing notes and instructions.

Visually impaired learners have access to magnifiers and specialist software which includes Zoom text and Supernova, we also have large screen VDU's. Speech to Text software (DRAGON) is available to students. ALS have a bank of laptops as well as iPads, Tablets and Kindles.

Communication aids include switches for lower level SLD/PMLD learners, we also work in close partnership with our LA so staff are fully trained, enabling us to support individualised communication devices for both our lower levels and our main stream non-verbal learners, these include head switches and wheelchair fixed individual communication pads. Picture Communication Exchange Systems (PECS) are used at lower levels alongside WIDGETS software both are used to communicate pictorially.

For our LLDD, SLDD and PMLD provision we have an interactive mobile sensory board which offers these learners an enhanced visual and sensory learning experience, maximising learning and social interaction opportunities. We have a specialist sensory room to offer a calm, reflective environment, equipped with specialist sensory equipment including fibre optics, music etc. We also have a purpose built wet room with height adjustable fixtures and fittings.

8. 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 most of the protected characteristics. However, through the College's implementation of its E&D Action Plan for 2017/18 it will take forward appropriate actions for those learners with protected characteristics that did not perform as well as the rest of learners to the high standards the College sets itself.