

1 Introduction

This is the thirteenth 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 2019-20

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	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%	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%	5.3%
Other - Ethnic Group	6.6%	6.8%
Any other mixed/multiple ethnic background	1.8%	1.7%
White Gypsy or Irish Traveller	0.1%	0.2%

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	HCUC 19/20	HCUC 20/21
F	40.5%	41%
M	59.5%	59%

Breakdown of students by gender

2.2 Student measures of success

Ethnicity: Student success rates for 2019/20 are higher than 18/19 and they remain high across most ethnicity groups. All groups are above QAR national average and all are within 5% of the college average (which is the target the College sets itself). HC Black Caribbean (247 leavers) and UC Chinese (12 leavers) are below 5% of the college average and will be a focus for the Equality and Diversity action plan.

Ethnicity	HC QAR 19/20	UC QAR 19/20	HCUC QAR 18/19	HCUC QAR 19/20	QAR Nat Avg 17/18
Any Other	91.3%	89.18%	90.42%	90.26%	86.90%
Bangladeshi	87.50%	91.1%	90.88%	90.20%	87.83%
Black African	89.49%	86.68%	88.10%	87.86%	85.97%
Black Caribbean	83.00%	88.28%	80.64%	86.56%	83.09%
Black Other	91.19%	89.55%	85.19%	90.28%	84.29%
Chinese	100.00%	83.33%	92.86%	94.87%	89.95%
Indian	93.03%	92.17%	91.25%	92.44%	88.42%
Mixed	88.75%	86.30%	84.93%	87.10%	82.65%
Other Asian	92.20%	90.39%	91.92%	91.37%	87.76%
Pakistani	91.78%	89.31%	89.97%	89.96%	85.64%
Unknown	92.31%	92.31%	86.96%	92.31%	84.72%
White	90.17%	90.59%	89.22%	90.44%	85.88%
Total	90.81%	89.77%	89.40%	90.18%	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 decreased from 3.26% to 1.6%.

Gender	HCUC QAR 18/19	HCUC QAR 19/20
F	90.99%	91%
M	87.73%	89.4%
Total	89.40%	90.18%

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. This QAR data shows positive outcomes from those learners identified as living in postcodes defined as an economic disadvantage.

Economic Disadvantage	Leavers	HCUC QAR 18/19	HCUC QAR 19/20
From deprived area postcode	5046	88.60%	90.05%
Not from deprived area postcode	13261	89.64%	90.23%
Total	14426	89.40%	90.18%

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

Free School Meals: For those students that receive free school meals their success rates are 3.25 below students that do not.

Free School Meals	Leavers	HCUC QAR 18/19	HCUC QAR 19/20
FSM - no	16832	89.52%	90.44%
FSM - yes	1475	88.03%	87.19%
Total	14412	89.40%	90.18%

Looked after children

The achievement of Looked after children shows they perform 5% lower than students that are not looked after. This will be a focus for the E & D action plan at UC.

Looked After	HC QAR 19/20	UC QAR 19/20	HCUC Leavers 18/19	HCUC QAR 18/19	HCUC QAR 19/20
No	90.95%	90.21%	17360	89.94%	90.50%
Yes	89.3%	81%	833	86.53%	85.5%
Total	90.81%	89.77%	18307	89.38%	90.18%

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

Looked After Students Destinations:

Looked After Destinations	HC		UC		HCUC	
	Count	% of Total	Count	% of Total	Count	% of Total
Apprenticeship	1	0.5%	2	1.1%	3	0.8%
HE	4	2.0%	5	2.8%	9	2.3%
In paid employment for 16 hours or more per week	9	4.4%	10	5.6%	19	4.9%
In paid employment for less than 16 hours per week	2	1.0%	0	0.0%	2	0.5%
Independent living	1	0.5%	0	0.0%	1	0.3%
Not in paid employment, looking for work and available to start work	3	1.5%	6	3.4%	9	2.3%
Other FE* (Full-time)	147	71.7%	140	78.2%	287	74.7%
Other FE* (Part-time)	0	0.0%	2	1.1%	2	0.5%
Other outcome – not listed	33	16.1%	12	6.7%	45	11.7%
Self-employed for 16 hours or more/week	1	0.5%	0	0.0%	1	0.3%
Supported independent living	3	1.5%	1	0.6%	4	1.0%
Traineeship	1	0.5%	1	0.6%	2	0.5%
Total	205		179		384	

High Needs

In 2019/20 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 decreased slightly from the previous year. The gap compared to non-high needs students opened from 1.98 to 3.17%.

High Needs	HC QAR 19/20	UC QAR 19/20	HCUC QAR 18/19	HCUC QAR 19/20
No	89%	90%	89.47%	90.34%
Yes	85%	88%	87.49%	87.17%
Total	88.57%	90%	89.38%	90.18%

High Needs success rates 2019/20: all qualifications including functional skills/GCSE Eng & Maths

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

QualSize	HCUC			
	Leavers	Completed	Pass	19/20 QAR
A Level	3	3	3	100.0%
Award	35	35	35	100.0%
Basic Skills Maths and English	224	216	133	59.4%
Certificate	111	109	107	96.4%
Diploma	254	248	239	94.1%
ESOL	2	2	2	100.0%
GCSE Maths and English	270	263	262	97.0%
Other Non-Reg	21	21	21	100.0%
Grand Total	920	897	802	87.2%

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	18/19 QAR	19/20 QAR
High needs - No (Main Vocational Course)	1733	85.8%	87.5%%
High Needs - Yes (Main vocational course)	415	98.5%	95.9%

High Needs learners do not perform as well as other students for English and Maths. However, GCSE high grades have improved from last year. This will be a continued area for improvement in 20/21.

High Needs	Basic Skills Maths and English HCUC QAR 19/20	HCUC GCSE QAR 19/20	HCUC GCSE Maths High Grades 19/20	HCUC GCSE Eng High Grades 19/20
No	81.3%	95.4%	32.6%	32.3%

Yes	59.4%	97%	21.0%	21.9%
Total	79.9%	95.4%	32.0%	28.2%

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

High Needs Destination	HC		UC		HCUC	
	Count	% of Total	Count	% of Total	Count	% of Total
Apprenticeship	4	1.8%	3	1.4%	7	1.6%
HE	9	4.1%	13	6.1%	22	5.1%
In paid employment for 16 hours or more per week	7	3.2%	11	5.2%	18	4.2%
In paid employment for less than 16 hours per week	3	1.4%	0	0.0%	3	0.7%
Learner returning home	2	0.9%	1	0.5%	3	0.7%
Not in paid employment, looking for work and available to start work	8	3.7%	9	4.2%	17	3.9%
Not in paid employment, not looking for work and/or not available to start work (including retired)	1	0.5%	0	0.0%	1	0.2%
Other FE* (Full-time)	155	70.8%	160	75.1%	315	72.9%
Other FE* (Part-time)	5	2.3%	1	0.5%	6	1.4%
Other outcome – not listed	16	7.3%	4	1.9%	20	4.6%
Supported independent living	1	0.5%	2	0.9%	3	0.7%
Supported Internship	5	2.3%	8	3.8%	13	3.0%
Traineeship	3	1.4%	1	0.5%	4	0.9%
Total	219		213		432	

Learning Difficulty: Those learners that declare a learning difficulty have shown QAR rates which have a gap which is at 2.57% compared to 4.39% last year.

Learning Difficulty	Details	Leavers	18/19 QAR %	19/20 QAR %
Has LD	Autism	443	87.85%	90.29%
	Dyscalculia	24	52.63%	87.50%
	Dyslexia	435	83.86%	87.82%
	Moderate	503	83.89%	88.87%
	Multiple	12	100.00%	50.00%
	Not Known/Not Provided	53	100.00%	83.02%
	Other	230	87.85%	79.13%
	Other Spec	68	78.85%	94.12%
	Severe	70	91.95%	98.57%
	Has LD Total	1838	85.41%	87.87%

Does Not Have LD	n/a	262	84.76%	89.31%
	None	16207	89.84%	90.45%
	Does Not Have LD Total	16469	89.80%	90.44%
	Overall Total	18307	89.52%	90.18%

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

2. Staff

BAME Representation

All staff:

College	2020	2019	2018	2017
HC	39%	38.32%	46.0%	39.5%
UC	35%	35.27%	35.0%	34.0%

The BAME representation at HCUC is **36%**. 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. At UC, the BAME representation is just below the 36% target. BAME staff in managerial positions in HCUC are 35.4%.

Academic teaching staff:

College	2020	2019	2018	2017
HC	39%	38.32%	46.0%	39.5%
UC	35%	35.27%	35.0%	34.0%

Gender

Females

College	2020	2019	2018	2017
HC	75%	74%	73%	73%
UC	74%	63%	74%	62%

HCUC female representation in 2020 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%.

Disability: Staff disclosing a disability:

Disability

College	2020	2019	2018	2017	2016
HC	6%	4.21%	5.9%	6.6%	6.1%
UC	8%	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 8% which is above the FE benchmark. However, the HCUC 2020 figure of 8% 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	2020	2019	2018	2017
< 44	40%	39%	53%	39%
> 44	60%	61%	47%	61%

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

RECRUITMENT DATA

Harrow College	2019/20	2018/19	2017/18	2016/17	2015/16
% BAME Applicants	60%	60%	44.8%	20%	50.41
% BAME Offers from total offers made	43%	67.5%	33.3%	35.71	54.55

Uxbridge College	2019/20	2018/19	2017/18	2016/17	2015/16
% BAME Applicants	59%	58.9%	59%	55.3%	55.3%
% BAME Offers from total offers made	47%	38.4%	49%	40.7%	48.2%

BAME candidate's performance has increased at UC. HC level has fallen from a high point last year.

2020- Equality recruitment breakdown	Harrow	Uxbridge
Number of Applicants	513	1396
Number of Campaigns	70	123
Number of Offers	51	102
BAME Offer as %	43%	47%
Female offer as %	61%	64%
% Age of >41	63%	57%
Number of promotions	14	18
% of BAME Promoted	71%	33%

The performance of BAME staff during the recruitment process has been consistent across the four periods of 19/20.

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

The percentage of BAME promotions at HC is high.

Training

The Equality and Diversity training programme continued to be delivered to staff. **45** staff were trained in 2019/20 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 2019/20 was very good.

3 Effectiveness of policies and procedures

3.1 Equality and Diversity Action Plan

Equality & Diversity Action Plans were in operation for 2019/20. 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

Student Disciplinaries

For **Uxbridge College**, there has been a smaller number of disciplinary hearings this year: 102 in total: 99 x Stage 3 and 3 x Stage 4 compared to 170 previous year.

Ethnicity	Disciplinary Count stage 3&4	Percentage of disciplinaries	Percentage student population 19/20
Any Other White Background	8	8%	11.5%
Asian or Asian British - any other	8	8%	9.2%
Asian or Asian British - Indian	12	12%	17.4%
Asian or Asian British - Pakistani	9	9%	7.1%
Black or Black British - African	20	20%	10.6%
Black or Black British - any other	2	2%	1.9%
Black or Black British - Caribbean	12	12%	5.7%
English/Welsh/Scottish/Northern Irish	11	11%	16.1%
Mixed White and Black Caribbean	2	2%	2.3%
Other - Arab	10	10%	5.3%
Other - Ethnic Group	6	6%	6.8%
Other mixed/multiple ethnic background	2	2%	1.7%
TOTAL	102		

Uxbridge College disciplinary 2019/20

A disproportionate number of disciplinaries involving Black African, Black Caribbean, Arab students was found in 2019/20.

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	Stage 3 and 4 Disciplinary Count	Disciplinary Percentage 19/20	Percentage student population 19/20
Mixed/multiple ethnic background	4	7%	4%
Asian – Indian/Pakistani/Any Other	14	25%	33.5%
White – British/Irish/Any other	9	16%	27.6%
Black- African/Caribbean/Any Other	21	38%	18.2%
Other - Ethnic Groups/Unknown	8	14%	16%
Total	56	100%	100%

3.3 Complaints

For Harrow College

- 2019/20 - 12 complaints compared to 5 in 2018/19
- 5 directly linked to E & D
- 3 not upheld, 1 Partly upheld and 1 TBC

For Uxbridge College

- 19 complaints received, of which
- four related to E & D (2 x Race; 2 x Disability)
- 3 not upheld, 1 upheld

3.4 Student Involvement in Equality and Diversity activities

The Student Executives helped organise a range of activities to celebrate diversity including Black History Month tutorials, and cultural celebration events. Other international days are celebrated. The College's Gender Identity Policy is used to support transgender students. An LGBT student group was active in 2019/20 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. 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. Gender gap is 1.58%. Socio-economic disadvantage, High needs, and those declaring LDD gap are within 5%. Looked after are at a 5% gap.
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%, as of Oct 2020. HCUC BAME representation is the same as the GLA figure of 36% for BAME who are economically active in the London population.

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%. 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 2020/21.

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December 2020