

HCUC Annual Equality and Diversity Report: 2017-18

1 Introduction

This is the eleventh 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 2017-18

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 18/19	HC 17/18	UC 18/19	UC 17/18	HCUC 2018/19
Any Other White Background	16.0%	17.24%	10.0%	10.6%	11.8%
Asian or Asian British - any other	12.5%	13.87%	8.9%	9.9%	10.0%
Asian or Asian British - Bangladeshi	1.0%	0.79%	1.2%	1.1%	1.2%
Asian or Asian British - Chinese	0.3%	0.39%	0.1%	0.2%	0.2%
Asian or Asian British - Indian	15.4%	13.91%	16.7%	15.0%	16.3%
Asian or Asian British - Pakistani	5.7%	5.51%	7.6%	7.0%	7.0%
Black or Black British - African	11.8%	11.46%	10.1%	9.9%	10.6%
Black or Black British - any other	2.5%	3.11%	1.5%	1.9%	1.9%
Black or Black British - Caribbean	4.7%	3.76%	5.3%	5.5%	5.1%
English/Welsh/Scottish/Northern Irish/British	7.7%	8.22%	19.8%	21.0%	16.0%
Irish	0.2%	0.39%	0.2%	0.3%	0.2%
Mixed White and Asian	1.2%	1.18%	1.4%	1.4%	1.4%
Mixed White and Black African	1.3%	1.14%	1.0%	1.1%	1.1%
Mixed White and Black Caribbean	1.7%	1.27%	2.5%	2.3%	2.3%
Not Known/Not Provided	0.2%	0.26%	0.0%	0.0%	0.1%
Other - Arab	7.4%	7.09%	4.8%	4.5%	5.6%
Other - Ethnic Group	8.6%	8.36%	6.7%	6.4%	7.3%
Any other mixed/multiple ethnic background	1.7%	1.97%	1.8%	1.7%	1.8%
White Gypsy or Irish Traveller	0.2%	0.09%	0.2%	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	HC 18/19	HC 17/18	UC 18/19	UC 17/18	HCUC 18/19
F	44%	47%	39%	38%	40.5%
M	56%	53%	61%	62%	59.5%

Breakdown of students by gender

2.2 Student measures of success

Ethnicity: Student success rates for 2017/18 are higher than 16/17 and they remain high across most ethnicity groups. All groups except Chinese 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.

Ethnicity	HC 17/18 QAR %	HC 16/17 QAR %	UC 17/18 QAR %	UC 16/17 QAR%	HCUC QAR%	QAR Nat Avg 15/16
Any Other	88.43%	88.58%	86.30%	88.29%	87.52%	83.37%
Bangladeshi	85.07%	93.07%	90.87%	90.71%	89.51%	84.41%
Black African	84.41%	83.40%	82.94%	84.60%	83.54%	81.92%
Black Caribbean	74.43%	82.67%	83.11%	81.02%	80.76%	79.17%
Black Other	83.64%	86.89%	84.36%	74.85%	83.99%	80.39%
Chinese	83.33%	87.50%	85.00%	95.45%	84.09%	87.30%
Indian	90.14%	91.28%	88.20%	88.29%	88.98%	85.94%
Mixed	82.89%	83.84%	82.60%	85.25%	82.72%	78.41%
Other Asian	89.45%	89.71%	89.31%	88.86%	89.39%	83.77%
Pakistani	87.37%	85.68%	87.87%	83.97%	87.70%	82.10%
Unknown	92.59%	100%	72.73%	78.95%	86.84%	82.62%
White	86.75%	88.18%	85.65%	85.60%	86.12%	82.10%
Total	87.24%	88.03%	86.10%	86.17%	86.62%	82.11%

Success by Ethnicity 2017/18; all qualifications including functional skills/GCSE Eng & Maths

Gender: In terms of success by gender, the female /male gap, remains low at 1.62%.

Gender	HC QAR 17/18	HC QAR 16/17	UC QAR 17/18	UC QAR 16/17	HCUC QAR 17/18	QAR Nat Avg 15/16
M	86.55%	87.61%	85.35%	85.62%	85.81%	81.35%
F	87.72%	88.35%	87.09%	86.87%	87.43%	82.86%
Total	87.24%	88.03%	86.10%	86.17%	86.62%	82.11%

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

Learning Difficulty/Support: Those learners that declare a learning difficulty have shown QAR rates which have an increasing gap which is now at 4% compared to 1.6% last year. This will be an area for improvement in 2018/19.

Learning Difficulty	HC QAR 17/18	HC QAR 16/17	UC QAR 17/18	UC QAR 16/17	HCUC Leavers	HCUC QAR 17/18	HCUC QAR 16/17
Autism Spectrum Disorder	82.45%	88.70%	81.77%	85.29%	369	82.11%	86.85%
Dyscalculia	80.00%	63.64%	81.25%	100.00%	21	80.95%	77.78%
Dyslexia	77.78%	86.78%	81.70%	84.01%	416	80.77%	84.69%
Moderate Learning Difficulty	89.72%	91.09%	75.76%	77.98%	519	84.39%	87.24%
Multiple Learning Difficulties			100.00%	100.00%	4	100.00%	100.00%
Not Known/Not Provided	100.00%	88.89%	50.00%	93.75%	37	94.59%	92.00%
Other	82.22%	89.38%	84.14%	84.45%	436	83.94%	84.93%
Other Specific Learning Difficulty	87.50%	88.89%	71.70%	81.03%	61	73.77%	82.89%
Severe Learning Difficulty	85.25%	94.94%	86.67%	72.73%	76	85.53%	92.22%
Has Learning Difficulty	85.92%	89.86%	81.09%	83.96%	1939	82.98%	85.66%
No Learning Difficulty	87.35%	87.83%	86.71%	86.75%	18224	87.01%	87.29%

Disabilities

The following disability categories show that overall students with disabilities perform in line with those without, however, there are variations, which will form actions for the equality and diversity forum.

Disability	HC		UC		HCUC	
	Starts	17/18 QAR	Starts	17/18 QAR	Starts	17/18 QAR
Aspergers Syndrome	16	81.3%	40	92.5%	56	89.3%
Disability Affecting Mobility	59	86.4%	18	100.0%	77	89.6%
Hearing Impairment	96	83.3%	51	76.5%	147	81.0%
Mental Health difficulty	91	83.5%	65	78.5%	156	81.4%
Multiple Disabilities	12	100.0%	5	80.0%	17	94.1%
n/a	106	87.7%	95	74.7%	201	81.6%
No Disability	8582	87.2%	10375	86.4%	18957	86.7%
Not known/Information Not provided	33	100.0%	4	50.0%	37	94.6%
Other	61	88.5%	97	79.4%	158	82.9%
Other Medical Condition (For Example Epilepsy, Asthma, Diabetes)	98	87.8%	111	78.4%	209	82.8%
Other Physical Disability	49	91.8%	26	96.2%	75	93.3%
Profound Complex Disabilities	7	85.7%	1	100.0%	8	87.5%
Visual Impairment	43	90.7%	26	84.6%	69	88.4%
Grand Total	9253	87.2%	10914	86.1%	20167	86.6%

Disability excluding English and Maths qualifications:

Disability	HC	UC	HCUC
	17/18 QAR	17/18 QAR	17/18 QAR
Aspergers Syndrome	76.9%	96.3%	90.0%
Disability Affecting Mobility	89.6%	100.0%	90.9%
Hearing Impairment	98.0%	78.6%	90.9%
Mental Health difficulty	87.9%	80.0%	84.9%
Multiple Disabilities	100.0%	100.0%	100.0%
n/a	91.8%	83.7%	88.5%
No Disability	87.1%	87.9%	87.6%
Not known/Information Not provided	100.0%	50.0%	92.3%
Other	93.6%	84.2%	88.5%
Other Medical Condition (For Example Epilepsy, Asthma, Diabetes)	85.0%	89.7%	87.3%
Other Physical Disability	94.1%	95.2%	94.5%
Profound Complex Disabilities	85.7%	100.0%	87.5%
Visual Impairment	96.7%	100.0%	97.7%
Grand Total	87.5%	87.9%	87.7%

QAR for learners that receive learning support - TBC

QAR for learners that receive learning support by main vocational programme and by Eng and maths – TBC.

Socio-economic disadvantage

In the table below 'from deprived area postcode' – indicates learners living in postcodes identified as areas of socio-economic disadvantage. These tables show that in 2017/18 these learners performed 2.88% lower than those without a socio-economic disadvantage.

Economic Disadvantage	HC QAR 17/18	HC QAR 16/17	UC QAR 17/18	UC QAR 16/17	HCUC QAR 17/18	HCUC QAR 16/17
from deprived area - postcode on LSC file	83.48%	83.77%	84.92%	85.39%	84.48%	84.87%
Not applicable or not provided	88.01%	88.97%	86.68%	86.57%	87.36%	87.82%
Total	87.24%	88.03%	86.10%	86.17%	86.62%	87.04%

Postcode analysis for Socio-economic disadvantage 2017/18: all qualifications including functional skills/GCSE Eng & Maths

Looked after children

The achievement of Looked after children shows they perform 1% lower than students that are not looked after.

Looked After	HC QAR 17/18	UC QAR 17/18	HCUC Leavers	HCUC QAR 17/18
No	87.19%	86.20%	19556	86.65%
Yes	88.46%	82.71%	607	85.67%
Total	87.24%	86.10%	20163	86.62%

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

Looked After Students Destinations 17/18:

Destination	HC	UC	HCUC
Apprenticeship	1	4	5
Enrolled to HCUC 18/19	64	68	132
Gap year before starting HE		1	1
HE	2	4	6
In paid employment for 16 hours or more per week	3	4	7
In paid employment for less than 16 hours per week	2		2
Independent living		1	1
Learner returning home		1	1
Not in paid employment, looking for work and available to start work	4		4
Not Known	20	3	23
Other FE* (Full-time)	15	25	40
Other FE* (Part-time)	2		2
Other outcome – not listed	4	11	15
Self-employed for 16 hours or more/week	1		1
Supported independent living		1	1
Unable to contact learner	10		10
Grand Total	128	123	251
Positive Dest	90	106	196
Known Dest	94	109	203
% Positive (of known destinations)	95.74%	97.25%	96.55%

High Needs

In 2017/18 HCUC has seen an increase in High Needs learners from 265 to 379. 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 declined from the previous year. The gap is now 4.7% and this will be an area for improvement for 2018/19.

High Needs	HC QAR 17/18	HC QAR 16/17	UC QAR 17/18	UC QAR 16/17	HCUC QAR 17/18	HCUC QAR 16/17
No	87.44%	87.87%	86.35%	86.13%	86.84%	86.93%
Yes	83.82%	90.85%	80.14%	88.15%	82.15%	90.06%
Total	87.24%	88.03%	86.10%	86.17%	86.62%	87.04%

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

Further analysis shows that the area for improvement is in Maths and English

High Needs	HC QAR 17/18	UC QAR 17/18	HCUC QAR 17/18
All courses excluding Maths and English	94.04%	94.12%	94.07%
Only Eng & Maths	69.59%	69.29%	69.43%

Further analysis of Maths and English GCSE for High needs – tbc.

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

Destination	HC	UC	HCUC
Apprenticeship	6	9	15
Enrolled to HCUC 18/19	125	120	245
HE	9	6	15
In paid employment for 16 hours or more per week	3	10	13
In paid employment for less than 16 hours per week		3	3
In voluntary work		1	1
Not in paid employment, looking for work and available to start work	2	2	4
Not Known	23		23
Other FE* (Full-time)	14	15	29
Other FE* (Part-time)	9	2	11
Other outcome – not listed		6	6
Traineeship	3	2	5
Unable to contact learner	12		12
Total	206	176	382
Positive Dest	169	168	337
Known Dest	171	170	341
% Positive (of known destinations)	98.83%	98.82%	98.83%

2. Staff

The breakdown for Staff E and D figures for last year 2017/18 is as follows:

ETHNICITY: The proportion of BME staff the workforce is set out below

UC

2017/18	2016/17	2015/16
35%	34%	34.93%

HC

2017/18	2016/17	2015/16
46%	39.5%	49.5%

HCUC’s current target is 35% BME staff which matches the current BME population in the Greater London Area. Both Colleges have achieved the college target in 17/18.

GENDER: The breakdown of female / male staff in the workforce is set out below

UC

2017/18	2016/17	2015/16
74/26%	62/38 %	61/39 %

HC

2017/18	2016/17	2015/16
73/27%	73/27%	70/30%

The representation of females in the work place is consistent with 2016/17.

DISABILITY: Staff disclosing a disability:

UC

2017/18	2016/17	2015/16
6.9%	5.1%	5.99 %

HC

2017/18	2016/17	2015/16
5.9%	6.6%	6.1%

Nationally, the number of staff with a declared disability across the Further Education is 4.0%. The representation of staff with a declared disability remains above the FE benchmark.

RECRUITMENT:

HC

	2017/18	2016/17	2015/16
% BME Applicants	44.8%	20%	50.41
% BME Offers from total offers made	33.3%	35.71	54.55

During the period 1st September 2017 to 31st July 2018, there were 172 applicants from a total of 27 recruitment campaigns 21 candidates were offered roles. Of the 21 offered, 7 were from BME groups (33.3%).

There were no internal promotion at HC during this period.

UC

	2017/18	2016/17	2015/16
% BME Applicants	59%	55.3%	55.3%
% BME Offers from total offers made	49%	40.7%	48.2%

During the period 1st September 2017 to 31st July 2018, there were 1247 applicants from a total of 138 recruitment campaigns 107 candidates were offered roles. Of the 107 offered, 53 were from BME groups (49%).

There were 21 promotions in 2017/18, of the 21 offered, 11 were from BME groups (57%).

Training

The Equality and Diversity training programme continued to be delivered to staff. 56 staff were trained in 2017/18 on Equality and Diversity during the Whole College Training Days, making a total of 704 staff having received E&D Training over the past five 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 training is provided to all new College staff when they join and every 3 years via online training. 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 2017/18 was very good.

3 Effectiveness of policies and procedures

3.1 Equality and Diversity Action Plan

Equality & Diversity Action Plans were in operation for 2017/18. 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 Disciplinary

For **Uxbridge College**, there has been a similar number of disciplinary hearings: 139 compared to 131 last year. 23% resulted in exclusion which was lower than 29% in 2016/17.

Ethnicity	Disciplinary Count
Any Other White Background	8
Asian or Asian British - any other	12
Asian or Asian British - Indian	5
Asian or Asian British - Pakistani	8
Black or Black British - African	32
Black or Black British - any other	7
Black or Black British - Caribbean	19
English/Welsh/Scottish/Northern Irish	12
Mixed White and Asian	3
Mixed White and Black African	3
Mixed White and Black Caribbean	5
Other - Arab	11
Other - Ethnic Group	12
Other mixed/multiple ethnic background	2
TOTAL	139

Uxbridge College disciplinary 2017/18

A disproportionate number of disciplinaries involving Black African students was found in 2017/18. 32 Black African students (compared to 22 last year) had stage 3 disciplinaries, which is 23% of all stage 3's compared to their population in the College at 10%. Black Caribbean are also disproportionately represented.

The College's action plan continues to identify and support 'behaviourally at risk' Black African and Caribbean students. It should be noted that success rates of both groups in 2016/17 was 83% therefore this action plan solely focuses on those 'at risk' from a behavioural perspective.

There were 32 exclusions (compared to 38 Exclusions in 2015/16). 75% were male and 25% female. 5 were Black African; 3 Black Caribbean; 4 Asian any other; 1 White British; 2 White Other; 1 Other Arab; 3 mixed White and Black Caribbean; 3 Pakistani; 2 Black Other; 1 Indian; and 6 Other.

Harrow College disciplinary count does not show any significant groups that are disproportionately represented in relation to the College enrolment population.

Ethnicity Group	Disciplinary Count					
	15/16		16/17		17/18	
	3rd	4th	3rd	4th	3 rd	4th
Mixed/multiple ethnic background	3	1	5	2	10	2
Asian	20		9	3	26	0
White	17	3	18	1	19	5
Black	18	1	18	7	19	3
Other - Ethnic Groups	12		11		17	3
Total	70	5	61	13	91	13

- 91 Stage 3 Warnings – 78% of these were for attendance related issues, 16% for behavioural issues and 5% for academic issues
- 13 Stage 4 Warnings – 62% (8) of these were continued absence and 38% (5) for behavioural issues. Three of the behavioural cases were recommended for exclusion.

3.3 Student Involvement in Equality and Diversity activities

The Student Executive 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. The College's Gender Identity Policy is used to support transgender students. An LGBT student group was active in 2017/18 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 2017/18 the College promoted anti-bullying tutorials and events. It has produced 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 new 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. Overleaf are the College's objectives:

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 (BME, 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 except Black Caribbean. Gender gap is 1.74%. Socio-economic disadvantage, High needs 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 BME population.	BME staff employed in the College to reach 35% within the next 3 to 5 years.	The BME representation across HCUC is 41%, as of Nov 2018.

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 41%. 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 2018/19.

Gavin Hughes - Director – SEND, Safeguarding & Prevent

Imtiaz Aziz - HR Director

December 2018