



Annual
EDI Report
2022-23

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Introduction

Welcome

A warm welcome to this year's Equality, Diversity and Inclusion Report for the United College Group (UGC). In line with our Statutory Duty, the report brings together relevant information into one place so as to make it easier to see the continued progress on equality, diversity and inclusion.

In summary, the Report provides an expansive range of key examples of how the Group continues to effectively promote and successfully integrate equality, diversity and inclusion into the student experience, and an overview of the diversity profile of the Group's workforce and student population.

I hope the snapshot of information provided allows you to make a positive judgement on how well the range of services and provision throughout the Group foster, promote and advance equality, diversity and inclusion to continually improve and successfully fulfil our public duties, under the **Equality Act 2010**

Claire Collins

Claire Collins
Director of People & Communications



Who We Are

The United Colleges Group (UCG) was formed from the merger (1 August 2017), of City of Westminster College and the College of North West London. UCG is a larger Further Education Institution in London serving the communities of central and northwest London for over 130 years across five dedicated college campuses.



College of North West London (CNWL)



The College of North West London (CNWL) is part of UCG with two campuses located in the London Borough of Brent, at Willesden and Wembley Park. It also runs the Euston Construction Skills Centre in the neighbouring borough of Camden. The College's focus is on providing the skills for career success at a variety of levels to ensure all students have the opportunity to access learning. Teaching and support services are designed to help students develop a range of skills and offer progression routes either into employment or towards university-level study and offers a broad vocational curriculum to both adults and school leavers. Specialist subject areas include Construction and Engineering, Computing, Media, Science, Care, Salon Services and ESOL. CNWL is also a major provider of apprenticeships in construction, business administration and media roles.

www.cnwl.ac.uk



City of Westminster College (CWC)



City of Westminster College is located in Central London with two campuses at Paddington Green and Maida Vale. It is currently the top college for apprenticeships in London and the southeast. In addition, it offers over 200 courses across a wide range of both vocational and academic subjects. There are specialist facilities including science labs, motor vehicle workshops, photography studios, a theatre and TV and Radio studios.

www.cwc.ac.uk



Wembley Park Campus



The Wembley Park Campus is situated near Wembley Stadium. The campus has hair and beauty training salons which are open to the public. Courses available at this campus include, Hair & Beauty, Health and Social Care, Mathematics, ESOL and Childcare.

www.cnwl.ac.uk



The Cockpit Theatre

The Cockpit Theatre is a fringe theatre in Marylebone, London. Designed by Edward Mendelsohn and built in 1969-70 by the Inner London Education Authority (ILEA) as a community theatre. It is notable as London's first purpose-built Theatre in the round since the Great Fire of London. It remains one of a handful of purpose-built theatre training venues in the capital and is still owned and operated by the City of Westminster College.

www.thecockpit.org.uk



Who We Are

UCG Sector specialisms include Business & Accountancy, Construction, Engineering, IT, Computing & Robotics, Public Services, Science, Sport, Creative & Digital Industries and Provision for Learners with High Needs.

UCG takes pride in the partnership it has within the London Borough of Brent and Westminster City Council and the extensive and meaningful links with key businesses and industries in London and nationally including Crossrail,

London Underground, Skanska and Land Securities, United Biscuits, Arup, Atkins, McLaren and Goldman Sachs.

The Group has the capacity to respond effectively to the skills needs of London, and to offer education and training in almost all vocational areas at a variety of levels for a wide range of learners of all ages and starting points. UCG are proud to be the first choice for students across Greater London.





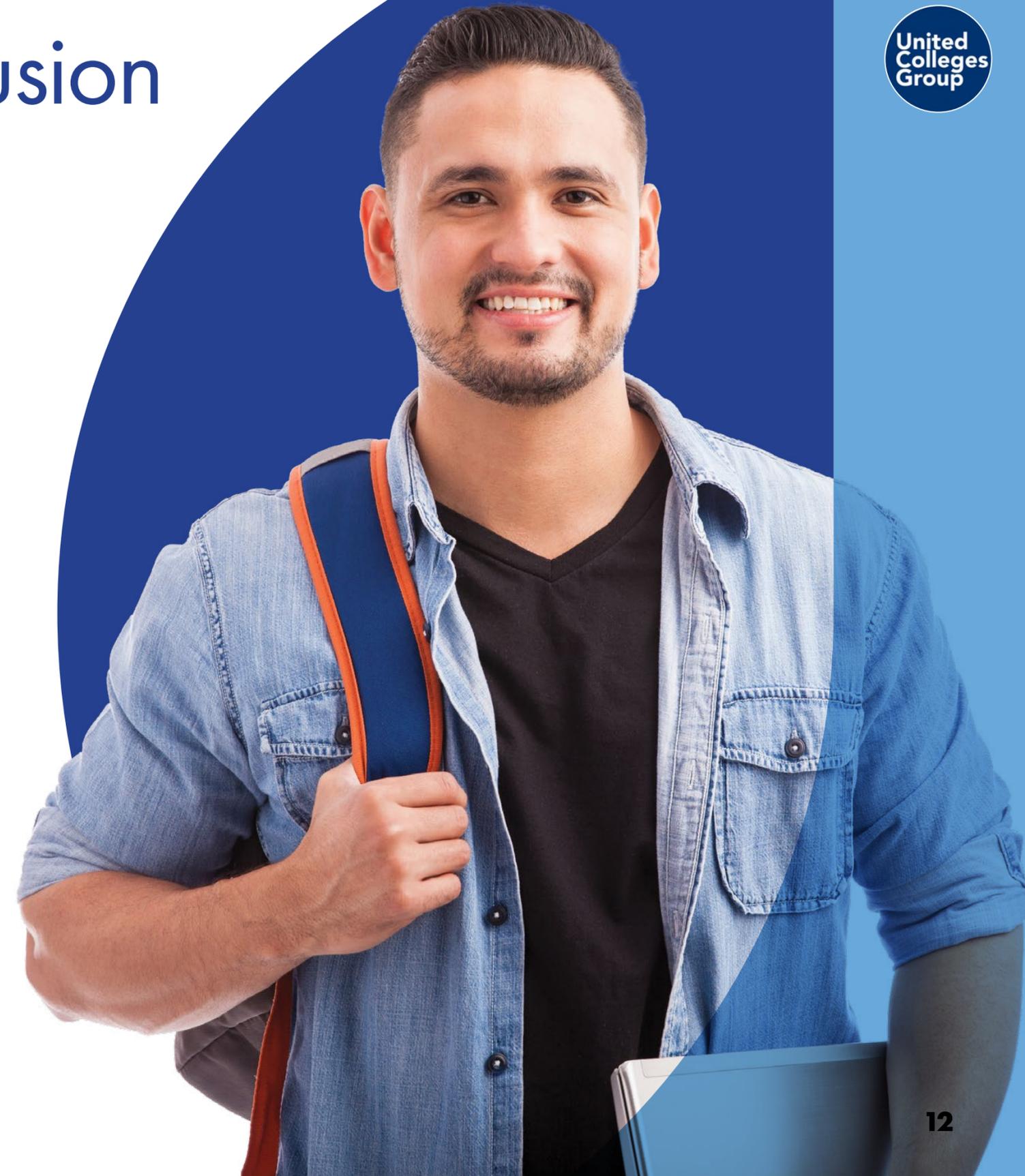
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Equality, Diversity and Inclusion

Equality, Diversity and Inclusion (EDI) Commitments

The Group remains committed to ensure:

- All colleagues, students and visitors should experience a supportive and nurturing environment, free from bullying, harassment, discrimination or victimisation.
- Inappropriate behaviour and discriminatory practice are not tolerated and will be challenged.
- Colleagues, students, applicants for employment or study, visitors and other persons in contact with the Group are treated fairly, with dignity and respect.
- Fair and equitable practices and procedures are designed to help members of our community to feel comfortable, and where individual differences are recognised and valued.
- Support is provided to colleagues, students and our partners to help them understand and meet their equality and diversity responsibilities and share the Group's corporate responsibility to embed equality, diversity and inclusion through the provision of its services and function.



Learner Voice

UCG continues to develop a comprehensive mixture of ways to involve and provide opportunities for students to voice their views and shape their learning. Underpinning the Learner Engagement Strategy is the Learner Engagement Plan that contains a range of effective initiatives to empower and encourage Learner feedback and the active promotion of equality, diversity and inclusion such as:

- 215 students as class representatives and 24 Student Union officers, who reflect the broad range of protected characteristics such as gender, sexual orientation, gender assignment and ethnicity.
- Ensure learners are communicated with promptly and inclusively facilitated via portal communication, Promonitor, letters/email/text, Myday, noticeboards and plasma screens.
- Teachers involve learners in negotiating what they learn, how they learn and what support they require via learner feedback and "Meet the Manager" meetings.
- Student Services provided training for Student Union/Council members and worked with them to

elect voluntary officers as agreed by learners e.g. EDI Officer and a Promotions & Marketing Officer. They facilitate an inclusive, diverse and accessible learning environment and agree annual priorities and events.

- Student Services and Heads of Service agree bespoke marketing and advertising to ensure inclusivity and representation from all Career Cluster cohorts, ages and ethnic groups. Method of learner feedback and evaluation is agreed by learners to inform future enrichment activities.
- Career Cluster Forums", attended by Course Reps and chaired by Curriculum Leads and "Learner Forums", attended by senior management, Lead Course Reps and Student Council Representative.
- Formal and informal feedback on a range of enrichment events to ensure enrichment activities are accessible for all cohorts are inclusive and strive to actively engage those that may not normally engage.
- Student Union meetings provide a forum to explore and get feedback on EDI concerns,

initiatives and which are attended by 2 dedicated Student EDI Officers.

- Feedback thorough Student Focus Groups, Surveys such as the biannual Learner Satisfaction Surveys (Teaching and Learning); and from curriculum forums.
- Nominated Student Members who met with Senior Leadership Team & invited Governors for an informal feedback sessions, where issues relating to teaching and learning were raised and the Student Governor who attended the Board of Governors to feedback on Student issues.
- Supporting staff recruitment through participating in the micro teaching session used for all staff who teach as part of the interview process.

Through the broad range of opportunities outlined, students are involved in the decision-making process and have the opportunity in line with the Learner Engagement Strategy to improve the learning environment for themselves and others through a collaborative approach where "all learners have an excellent experience and achieve their potential".

Progress 2022-23

In September 2021, UCG introduced a set of Strategic EDI objectives. These were designed to advance the stated aim expressed in the 2020-2024 Strategic Plan of “Embracing Diversity & Inclusion” in accordance with our mission to deliver outstanding world class education and skills.

The Strategic EDI Objectives for 2022-23 were compiled and updated from the remaining actions from the previous academic year, staff and student feedback and inputs from the various EDI Leads. The resultant Strategic EDI Action Plan was subject to continuous review and monitored by the EDI Strategic Group each term.

A Key EDI objective was to work towards achieving the reaccreditation of the National Centre for Diversity (NCD), Investors In Diversity Award (May 2021). The process took place in March and key to this was NCD conducting a range of interviews with staff at all levels and students, the review of evidence of our actions related to the Curriculum, Staff and Student support, student and

staff policies to assess how EDI is embedded in UCG decision making structure/processes and our future plans. Following a vigorous on-site and online assessment **UCG successfully retained its Investors in Diversity Status in June 2023!!**

Another notable EDI achievement was the newly formed Staff EDI Forum - made up of staff representatives from areas across UCG. Throughout 2022-23 the EDI Staff Forum met twice a term, two weeks before the meeting of the EDI Strategic Group. Their remit is to discuss collective staff EDI concerns, bring forward ideas/initiatives and to provide constructive feedback on EDI progress against the EDI Strategic Action Plan. The meetings were chaired by the EDI Link Governor with members invited to attend and feedback to the EDI Strategic Group.

A key feature of the Forum is the role of EDI Champions - members of staff who are enthusiastic “advocates,” of equality, diversity and inclusion and who are willing to share their expertise and passion to work with a community

of like-minded individuals to support the responsibilities of the Strategic EDI Group. The Forum exists to provide a platform for staff to have a strong collective voice to engage and support the work of the Strategic Group, and to ensure all protected characteristics are considered and reflected in UCG’s EDI practices and initiatives. The forum provides a great opportunity for the direction and intention of EDI to be shaped through the staff “voice”.

“To me being an EDI champion is about raising awareness and being the spokesperson for those for don’t feel they can express their views. Making sure that we continue to celebrate and support all staff, students and visitors with respect and highlight the rich diversity that we have at the college. I hope to raise and challenge issues or inconsistencies with EDI across the college as well as push to celebrate our diversity more. I feel that it is important to make sure that EDI remains a core value in all aspects of what we do at UCG.” EDI Champion

To view further examples of EDI Achievements for 2022-23, please [click here](#).

Progress 2022-23

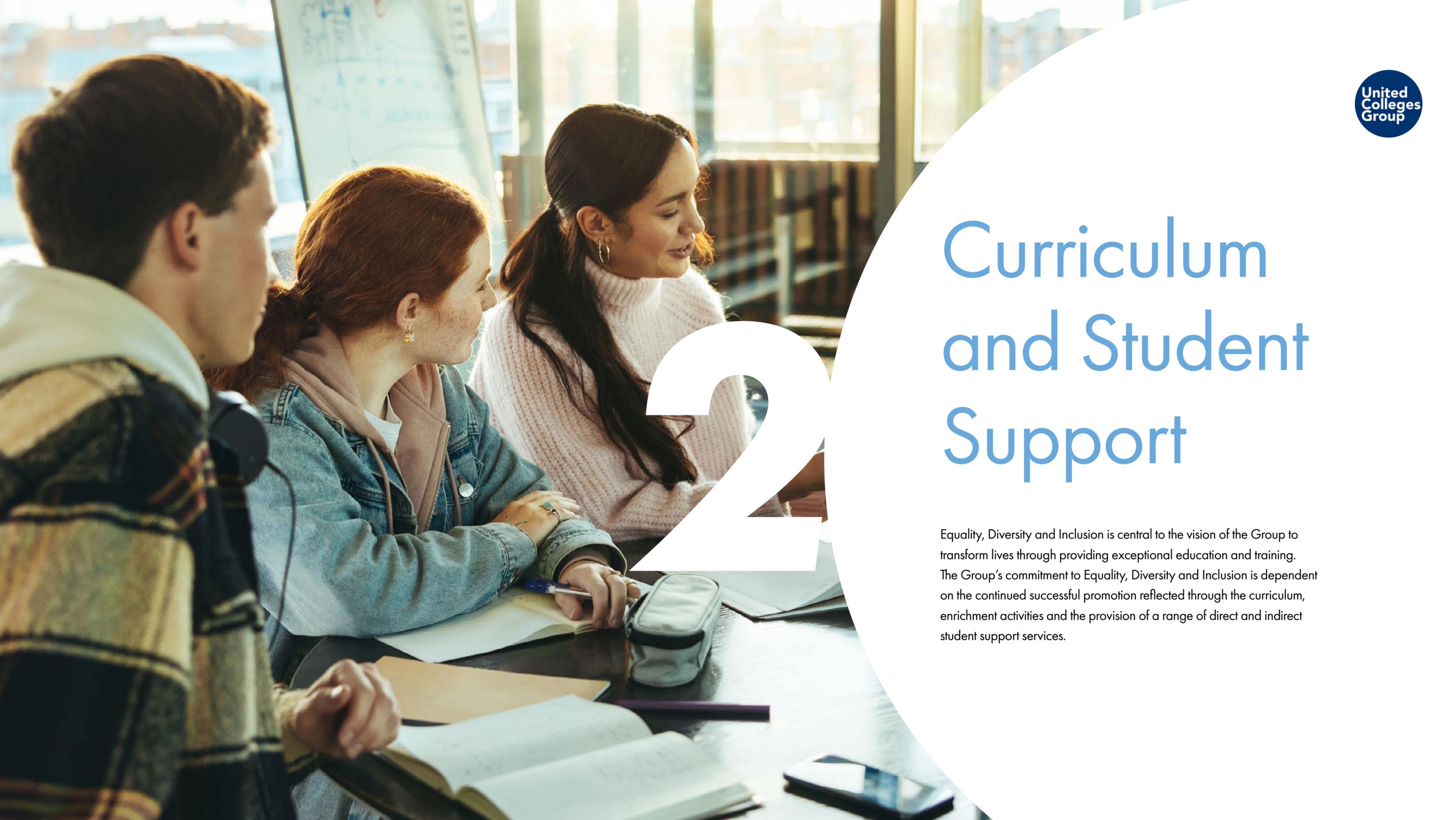
The EDI Strategic Action Plan for 2023-24 will continue to help UCG work towards the key outcome of being an exemplar organisation in our approach to Equality, Diversity & Inclusion for students and staff.

In addition, a range of information was used to identify opportunities for professional and personal developmental activities as part of a central programme of activities such as:

- Workshops specifically to support the introduction of pronouns as part of the suite of session provided by Educate & Celebrate in support of those who identify as part of LGBTQ+ community
- Staff CPD which continued to systematically include a focus on EDI characteristics and achievement gaps, with the February CPD on trauma informed learning, to be embedded into curriculum planning.
- Staff continue to access the suite of AOC course such as the Diversity in Leadership Programme and the Black Leadership Group Mentor Programme.
- A themed all day Staff CPD event (led by expert organisations) which focused on “The Communities we serve” with a particular lens on **gender identity** the “Best LGBT presentation I have ever seen and I’ve seen more than most”, **neurodiversity** “Excellent session. The best session in years! ... I have learnt a lot of interesting information.” and **race** “I really enjoyed his talk as it is a very important topic (race) and I loved the fact he touched on microaggressions”.

“The content and follow up of teaching staff CPD days has been refined over the year with staff feedback directly shaping next steps and follow up, and activities being better embedded and tracked in areas such as Trauma Informed Practice, EDI.....”

SAR Report 2022-23



Curriculum and Student Support

Equality, Diversity and Inclusion is central to the vision of the Group to transform lives through providing exceptional education and training. The Group's commitment to Equality, Diversity and Inclusion is dependent on the continued successful promotion reflected through the curriculum, enrichment activities and the provision of a range of direct and indirect student support services.

Learning Resource Centres

UCG offers excellent support to students and staff through the respective College Learning Resources Centres (LRCs). The Centres provide outstanding wide-reaching support for students and staff. Curriculum liaison is excellent with library staff working closely with curriculum teams and centre management to deliver targeted support which meets students' needs, develops their skills and supports them to progress and achieve.

Learning Resources Centres (LRCs) provide an extensive range of exceptional enrichment activities and events which are linked to the curriculum, are well planned, have good participation and ensure the development of students' skills, knowledge and understanding.

Throughout the year students across the Group experienced a number of key activities. Examples of these include:

- Assistive technologies and equipment provided to encourage and support learners with a disability to be able to access and use resources, such as:
 - iPad/laptops, large keyboard/mouse, magnifier tool, hearing aid loop, software for learners with visual impairment and "Dragon" voice-activated software for students with hearing impairments and a bank of 8 specially adapted Laptops has been provided for the Charing Cross interns.
 - Support with Office 365 application such as MS Teams which allows students to communicate and collaborate. Also Office 365 has various accessibility features such as Zoom, Larger Text, increase Contrast and Voice Over.
- LRCs promoted and participated in a range of enrichment events such as:
 - Black History Month
 - Mental Health Week
 - LGBTQ+ Month
 - International Women's day



Learning Resource Centres

- The Supported Studies classes regularly booked areas of the LRC (e.g. the Study Centre in the Willesden and Paddington Green LRC) for student activities aided by LRC staff in conjunction with the Additional Learning Support Service.
- At the Paddington Green LRC a large Digital Display is now available where the above events are regularly displayed so that students are aware and develop news skills.
- The LRC have an excellent understanding of their centre's provision and the programme of activities is targeted to meet Personal Development Behaviours and Welfare.
- Physical adjustments with library counters accommodated to meet the needs of wheelchair users, while the height of bookcases allows all students to easily access books on the shelves.
- A range of EDI books purchased for both Colleges, providing Learners with materials from authors who reflect the different protected characteristics and to have dedicated areas within the LRCs for the collections of books some of which were requested by the Enrichment Team.
- The LRCs participated in the mini-Job project that employs students with Learning Difficulties in different services at UCG, providing opportunities for students to undertake work experience in a LRC setting.
- Provided curriculum and literacy resources in different formats to suit a range of diverse student needs e.g. E books, large print, audio books, multimedia (e.g. DVDs, CDs) and online reference sources.
- The LRCs reflect a range of learning needs e.g. areas for group work, quiet study and bookable areas for classes and opening hours that accommodate day and evening students.
- During the enrolment periods, LRC staff actively supported a range of students, undertaking initial assessments, queue management, application assistance.
- All LRC staff received the Educate and Celebrate and Safeguarding training (October 2022), are part of the Ask Angela programme, supporting vulnerable and at-risk students and a number of staff are Mental Health First Aiders (MHFA).

Enrichment Activities

Across the College, the UCG Enrichment team works with others in Student Support Services to provide a range of bespoke activities and events that support and engage students.

Through a diverse and engaging enrichment programme the aim is to promote students' understanding of local, national and world issues within the context of tolerance, respect for different cultures and beliefs, and how these relate to their wider role as being responsible members of society. The Enrichment timetable is flexible so that it can be adapted and respond to the diverse needs of the cohort of students and is also informed by student feedback on their ideas for activities or areas of interest.

Using Microsoft teams and Promonitor, the Enrichment Team log and record attendance. This approach enables the Enrichment Team to analyse data to see what improvements can be made for the current and future academic year.

Below are some examples of the different opportunities provided:

For **Black History Month**, the ACLT (African Caribbean Leukaemia Trust) visited the Paddington and Willesden campus to raise awareness on blood cancers/disorders, stem cell, blood, and organ donation. The success of this event saw both staff and students register to be considered as potential stem cell (bone marrow) donors, blood and organ donors.



Enrichment Activities

At the various events at each campus, there was the successful recruitment of over 150 student ambassadors to support ACLT BHM and 87 new registrants – including 48 new blood donors and organ donors.

In addition, the Steel Pan Agency performed at all sites and hosted a live workshop in Wembley. Both staff members and students had an amazing time watching and getting involved.

Fresher’s Fair - which is provided at the beginning of each academic year. The specific aim for this event was to diversify the charities and organisations that took part in the fair, so as to provide as wide a range of opportunities as possible for all students. Those present included Avenue Youth Project, Gym Box, Human Kind Charity, The Kids Network, ACLT, Otis Music Appreciation Radio Booth and Key4life.

Enrichment Exercise Programme during each term there is a rich variety of activities available for

students such as Badminton, Basketball, Boxing, Dance, Futsal and Volleyball. In response to feedback and to encourage more female participation, there are female only gym and basketball sessions. All the activities are free to use, and Students also have access to discounted external gym/ leisure facilities.

International Day for People with Disabilities, was marked by the “College Trust Walk Event” where 50 Students were blindfolded and ‘guided’ around the College by staff, to complete a series of tasks. Students who participated and those who watched the challenge really enjoyed it.

International Women’s Day: The theme for this year was to Embrace Equity. At each campus a day was dedicated to encouraging students to write on a post-it note “What equity means to you? Why you feel it is important? And what can be done to increase equity within our society.” Opposite are a some of the responses received.

“Being a woman means being able to be powerful, assertive and being strong whilst still being compassionate and fierce. It also means being strong enough to stand up for yourself and what’s right.”

“There is no limit as to what we, as women can accomplish.”

“The first-hand experience of what it like to be visually impaired gave me a new level of gratitude!”

Student Feedback

Enrichment Activities

Ramadhan in celebration of this month, students and staff were invited into the Enrichment areas to break their fast and have a meal together - the Iftar. The turnout was successful, with over 120 students and staff enjoying the delicious meals provided. It was a great way to bring the local community, staff, and students together.

“I wanted to commend the college and the Marketing team for making the large UCG Muslim community feel included. It is heartening to see that our institution values diversity and inclusivity and actively works towards creating an environment where everyone feels welcome”. Staff Feedback

Bespoke Learning Sports and Activity weekly sessions were provided for 6 different Supported Learning groups to help promote physical activity, such as swimming sessions, dance, basketball and boxing sessions which work on agility, balance, coordination, team working and communication.

Advocate/ Disciplinary – a service provided to support students , when students are facing a

disciplinary. They have the option of bringing in a guardian or a member of the Enrichment team to advocate for them within the process. This additional support provides an extra advocate to help students who can sometimes feel overwhelmed and under pressure in this type of situation. The presence of the enrichment team can also help to ensure the process is fair and only the relevant information is discussed.

Music Appreciation offered on a weekly basis. This allows students the opportunity to have guitar lessons, use a radio booth to create music, record a podcast or even create a music video.

Student Led Events – are done in collaboration with the Students Union and aims to support termly events hosted by students. This is a great way for them to gain experience and provide events that their peers would like to engage in. Events included the very popular annual Christmas Party, where students take the lead from decorating the venue, the activities they would like to host, the food and soft drinks available, and the Cultural Day held in July.

Key 4 Life workshops were offered as part of the support for students under the theme of British Values - Rule of Law, Democracy, Respect and Tolerance and Individual Liberty. As part of the London wide Schools Programme, Enrichment led on the introduction of 3 workshops on Gang and knife crime.

Food Bank and Clothes Bank programme.

After being made aware of students who were unable to participate in class or enrichment activities due to hunger and helping a learner who only had a pair of slippers to wear to college, a member of staff initiated the UCG Food & Clothing Bank. The help and support given to students in need was recognised by the award to the Head of Student Support Services, and her team being awarded the prestigious accolade of the Inspirational Project of the Year trophy for 2023 at the National Association for Managers of Student Services (NAMSS) awards.

“This award is a wonderful achievement for Diana and her team. They provide vital support for students in all areas of learning and life skills.”

Stephen Davis, Principal of United Colleges Group

Students with a Disability or Learning Difficulty

UCG offers a range of student-focused and ambitious learning experiences for all students whilst implementing an inclusive and supportive approach for those with mental health difficulties, neurodiversity, sensory needs, learning difficulties and disabilities.

Through the dedicated work of the Additional Learning Support (ALS) team, there were (throughout the year) a number of key accomplishments and events across the group in regard to the support (teaching, learning, assessment) and outcomes for students with high needs.

Key examples of this include:

- Implementation of individual ALS support plans providing teaching and learning strategies bespoke to the needs of each learner with Special Educational Needs (SEND)/ Educational Health Care Plans (EHCP). These provide immediate support to create and promote an all-inclusive learning environment which improves participation and access to opportunities.
- Successful implementation of SCERTS (Social Communication, Emotional Regulation Transactional Support), pilot programme in partnership with Westminster Local Authority. This is a successful framework being rolled out across the UK which provides a smoother transition for learners with Autism and Learning Difficulties into General Further Education Colleges.
- A paid Mini Jobs scheme across UCG, with 31 positions which include working in Human Resources, or working within Reprographics as examples. The SEND young people are paid the Living Wage and develop valuable employment skills and working relationships and are equipped with the tools to contribute to society, which demonstrates commitment to this aspirational progression.
- Excellent links with external agencies such as Local Authorities 'Teachers of the Deaf' who in conjunction with UCG have a well-established specialist hub for students with hearing impairments which focuses on socialisation, along with academic support. This is supported by Brent and the Royal Borough of Kensington & Chelsea Local Authorities.
- ALS Managers regularly attend career cluster meetings to provide bespoke training and advice for staff working with Young People with high needs.
- In response to the identified additional barriers faced by deaf learners, the Additional Learning Support (ALS) team offered training to all Career Clusters. In one example the English Curriculum team worked with ALS to make adjustments to teaching practices and timetabled two out-of-classroom sessions to offer more targeted support. As a result of this collaboration, deaf learners made significant progress in their reading and writing abilities.



Students with a Disability or Learning Difficulty

- The review of training for ELSA (Emotional Literacy Support Assistants) to further enhance support for learners with SEMH (Social, Emotional and Mental Health) needs coincided with Mental Health Week. This provided invaluable opportunities for both staff and students to improve their knowledge and raise awareness to protect their mental health.
- Implementation of Lucid Exact testing to assess student support needs and exam access arrangements. This has increased the capacity to assess students by increasing testing capability from 1 student per test up to 8.
- Positive working relationships with local boroughs and specialist provisions in order to support learner transition to post-16 education.
- Modification of support provision to include organisational skills sessions, social skills sessions, exam preparation workshops, assistive technology training, monitoring and mentoring to ensure a 'wrap around' support provision that aims to build skills and develop learner independence.
- Curriculum areas assigned an ALS specialist member of staff to attend curriculum meetings as a named point of contact to support them with ALS related queries and to deliver EHCP Awareness training delivered to relevant staff members.
- Assistive Technology incorporated into ALS teaching and learning and a bank of resources created in order to develop learner independence and reduce the need for human support in class and exams.
- Disability awareness embedded into teaching, learning and assessment across the curriculum areas.
- Excellent working relationships with external organisations and support workers to accommodate external support provision onsite at college campuses and utilisation of their disability awareness training offerings. This includes working with Visual impairment and hearing impairment teachers and consultants, Speech and Language Therapists, communication support workers and EHCP caseworkers.
- A new ALS hub opened at Willesden with some sessions being delivered at the Wembley and Kings Cross campuses' running social skills clubs for students with Autism/ those who find making friends difficult. This is a safe space for learners to make friends/ establish safe and respectful relationships.
- All ALS tutors/LSAs and Administrators completed

Mandatory training on Equality & Diversity/ Cybersafe, Prevent, Keeping Children Safe in Education, Sexual Abuse and Sexual Harassment (with ongoing related workshops) in order for all to have a clearer understanding of prevention strategies, teaching replacement skills and responses to challenging behaviours.

“Learners are motivated and have a positive attitude to their studies, and value learning and sensory and sanctuary spaces for learners with high needs. Well.... In Education Programmes for Young People learners with high needs achieve well .”

(Ofsted Report Nov 2022)

Mental Health and Wellbeing Support

The Mental Health and Wellbeing (MHWB) Team continued to take an inclusive approach in supporting students with Mental health needs at all campuses. Making sure that all students have equal opportunity, to access support for their mental health is a priority and to enable those who may feel disadvantaged are supported and equipped to gain and to access the same opportunities as their peers.

Putting students' needs first is one of the team's main focus, as "early intervention means retention", for the students, for the team and the college. The overarching approach is dedicated to reducing the stigma regarding mental health within the college and to elevate awareness of equality and diversity among students, particularly those with mental health concerns.

Working in partnership with both internal and external services some key initiatives have been:

- Established good working relationship with all Curriculum Areas, Senior Leadership Team, Safeguarding Officers, Curriculum Managers, Teachers and Support Staff to raise the awareness of the services available and to help reduce the stigma

especially regarding student with mental health needs.

- Close collaboration with external organisations within Social Services and Community Mental Health Teams, who offer additional support to our learners, such as Social Workers, Occupational Health, Care Coordinators and Support Workers.
- Celebrated a range of mental health awareness events throughout the year, at all campuses, such as Mental Health Awareness week and Mental Health World Day. These events were held for students to attend alongside the provision of information, and internal support and external services promoting their services for students to access. This helped to raise awareness of mental health and demonstrated our inclusive approach to meeting the needs of all our students.
- Provide access to a range of services that are rewarding and supportive, especially for those who have not accessed support in the community. Being able to access a range of supporting services without feeling, marginalised, or discriminated against means students feel included and valued in spite of their mental health concern.



Mental Health and Wellbeing Support

- Continued to raise awareness within the colleges by collaborating closely with other departments, to foster a more student-centric approach. This partnership has led to several key initiatives, including the close collaboration with Students Services and the Safeguarding Team, to capture the overall demand for the need of MHWB services and its benefits, towards addressing, the ongoing concerns that students are faced with daily.
- Support learners at all campuses on a weekly basis with MH needs including the offer of weekly 1-1 support, as well as referral to external agencies as required.
- Offer staff the opportunity to access personal development as part of the working relationship and partnership with Brent Mental Health Commissioning Team. This partnership provides the opportunity, for skill development and awareness (via training courses and conferences) on the changes within the MH field and other areas.
- Worked closely with the Learning Support Department, especially with students with an Educational Health Care Plan (EHCP).
- Additional Learning Support needs, accessed through Learning Support, which includes, Assessments for Dyslexia, Medical Needs, Hearing, and Visual Impairment, Exam Concessions and Additional Functional Skills Support.
- Attended review meetings with all professionals involved in the students' care, to contribute to their learning progression and to raise areas of concern which may be affecting or hindering their learning.

“I have been at college for the past few years, and I don’t believe I would have made it this far without the support of the MHWB team. They have always been there for me, and this has provided me with the confidence to continue with my studies, despite my struggle with my mental illness.”

Prevent and British Values

The Prevent duty (introduced as part of the Prevent Legislation in September 2015) requires Colleges to exemplify British values in their practice and to use opportunities to explore British values and to challenge extremism. British values are defined as:

“Democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs”

The Prevent duty also includes the expectation that staff will encourage students to respect other people with particular regard to the protected characteristics set out in the Equality Act 2010.

With the aim of protecting young people from the risk of radicalisation and raising awareness of British (Our Values), UCG appointed staff to lead and to support the implementation of its approach. A fundamental theme is to help Students explore what are “British values” how they relate to them being an active member of society and to broaden their awareness of different people and communities.

Upon this backdrop, key features of an integrated approach across the various sites include the following:

- Embedded within UCG’s tutorial schedule for students are a range of resources that include material and a tutorial outline that focus on British

Values and Staying Safe online which includes the aspect of radicalisation.

- Gangs Awareness Sessions. This included the delivery by St Giles Trust and Aim Higher of a series of workshops as part of Gang Week across the three campuses and included a tailored sessions that covered the influence of drugs. In addition, further workshops were provided targeted at Supported Learners, those from Engineering Construction & Built Environment and other groups who had not previously attended the sessions delivered during Gang Week

“I felt that they guys delivering the session were talking directly to me. I was reflecting on my personal experiences during the session.”

- Accessed intensive workshops aimed at young people exposed to or at risk of violence, vulnerability and exploitation. The workshops covered knife crime and gangs, and took place at the Willesden & Wembley campus.
- Small Steps Far Right and Extremism Training at the Paddington Green Campus. The session was aimed at staff from curriculum and business support areas. The feedback from the session was positive and staff found the session thought provoking as it provided

them with an up-to-date picture of extremism and racism in Europe.

- In addition to Action Counters Terrorism (ACT) Training for Front of House staff (Security & Reception) all Security staff also attended workshops on SCaN (See, Check and Notify).
- The New ‘Educate Against Hate’ material is available to curriculum teams to support & enhance the work on raising discrimination awareness amongst students.
- Building upon the specific curriculum material to support the embedding of Prevent and British Values into Apprenticeships, further collaboration took place to raise the profile of Safeguarding and Prevent for apprentices. Facilitated by Brent Prevent Team, training on Prevent took place on-line so as to allow all parties to access the training regardless of their location. Employers were also invited to attend the training.

“As a result of these interventions, apprentices can confidently discuss personal development subject matter, such as British values, understanding Prevent and radicalisation, as well as Safeguarding”.

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Prevent and British Values

- Introduced resources shared by DfE on the Education Hub, following Russia’s invasion of Ukraine. The resources are a compilation of useful advice and classroom resources for teachers, on how to help young people talk about distressing and complex news stories and how to spot mis- and disinformation.
- Mandatory Safeguarding & the Prevent Duty Training for all new staff and governors on a yearly basis delivered by the Safeguarding Team.
- Prevent Days -delivered in partnership with the respective Prevent Teams from Brent and Westminster. These awareness raising workshops were provided throughout the year on various sites for all staff and students. The feedback from students and staff was positive and as a follow up to these, sessions were provided for female students to discuss the role of females in extremism and radicalisation.
- The Brent Prevent Team provided a bespoke workshop for members of the Student Union.
- From their representation at a number of platforms UCG receive up to date information on the

communities we serve and to inform the workshops/ tutorials that are delivered. These include relevant interest groups such as:

- London FE College Prevent Network
- Brent Prevent Delivery Group
- Violence Against Women and Girls for Brent and Westminster
- Exploitation, Violence and Vulnerability Panel for Brent and Westminster
- Brent Safeguarding Forum
- Post 16 Education Panel for Islington

The Group has a clear vision for personal development, with students provided with access to high quality opportunities to discuss, debate and develop approaches to social and emotional skills that teach them about being responsible and active citizens.

The Group has an engaging enrichment programme which seeks to promote students’ understanding of local, national and world issues within the context of tolerance, respect for different cultures and beliefs, and how these relate to their wider role as being responsible members of society.

“Through Tutorial and every aspect of the Support Services, students develop their understanding of fundamental British values. Diversity is celebrated and learners develop their understanding and appreciation through the celebration of diverse cultures and promoting respect for different protected characteristics, as defined in law. 96% of learners agreed in the May Student Survey that Learners from different backgrounds work well together”.

SAR Report 2022-23

Student Achievement by Ethnicity

One of UCG’s greatest strengths as an organisation is the diversity of our learners, which is reflective of our communities. We are ambitious for those communities, striving to improve the life chances of everyone who engages with our colleges by working with our learners to make them successful. This is achieved through an inclusive, learner focused approach with all staff offering wrap around support for our learners to achieve their qualifications, exceed their target grades, and progress to higher level study or employment.

In academic year 2022/23, learners from diverse backgrounds with the largest numbers continued to achieve well on their courses.

Key results include:

16-18 Learners

- 16-18 achievement rates for Other White learners increased by +2.8% and were +2.9% on the College 16-18 Headline at 73.5%
- 16-18 achievement rates for African learners increased by +1.1% and were +0.9% on College 16-18 Headline at 71.5%

19+ Learners

- 19+ achievement rates for Other Asian learners increased by +3.9% and were +2.6% on the College 19+ Headline at 85.4%
- 19+ achievement rates for Arab learners increased by +2.5% and were +0.7% on the College 19+ Headline at 83.5%

Through UCG’s Quality Assurance Scaffold, including predicted achievement monitoring and the Key Performance Review processes, learners’ progress is continuously tracked throughout their course, ensuring timely support, intervention, and improvement as and where required. Reporting, including Self-Assessment Reporting (SAR), is continuously developed to allow for EDI analyses, with this year’s Curriculum Area and Career Cluster SAR template providing a dedicated section for EDI Key Strengths and Areas for Improvement, which feeds directly into SAR Action Plans at Curriculum Area, Career Cluster, Support Area, Service Area, and at Group level.

In turn, the Teaching, Learning, and Assessment team support teachers to take a differentiated and

as appropriate, trauma-informed approach to the teaching and assessment of every learner as an individual, while the Advanced Practitioner Group and Performance and Quality team support curriculum staff with their learner, class, and course management skills, including supporting the improvement of attendance and punctuality. Finally, our Learner Experience team, including Student Support Services, Safeguarding, Mental Health and Wellbeing, Careers, Enrichment, Work Experience, and Learning Resource Centre teams support the wider experience, skills, and personal and professional development of our learners.

Underpinning this framework is the UCG Method that helps to ensure the best and most appropriate teaching and learning strategies are used to engage and support all learners, through staff:

- continuously developing their teaching.
- creating and supporting a compelling experience for students that will make a measurable difference to students.



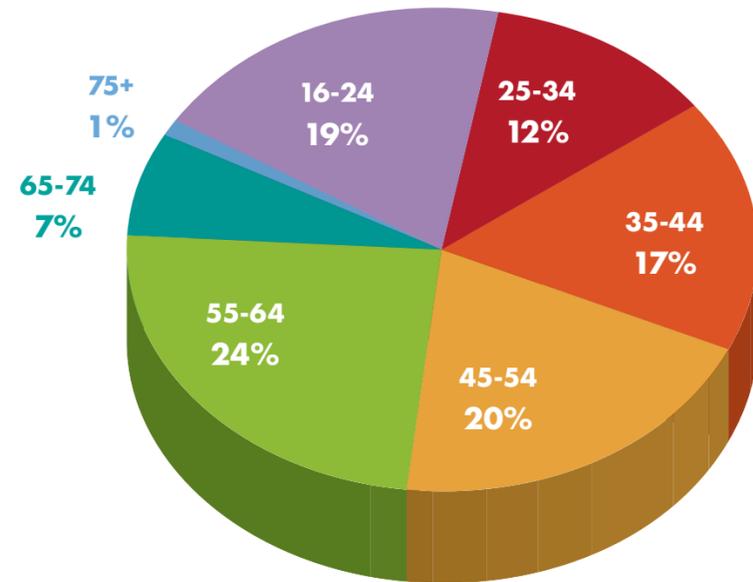
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Monitoring

In line with best practice, UCG continues to monitor the profile of its students and staff. This section looks at each of the protected characteristics for both staff and students (where applicable) and identifies any changes or trends in the data.

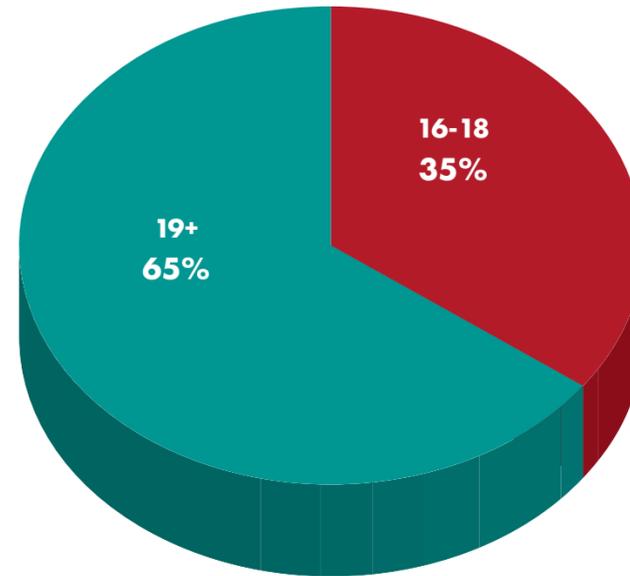
Where possible the diversity profile for UCG has been benchmark against the equality, diversity and inclusion trends and developments for staff in the FE Sector and beyond.

Age



Employees

The highest proportion of employees remain as in previous years the 55-64 age group (24 %). Followed as in previous years, by the age groups 45-54 at 20 % and 35-44 at 17%. A point to note for the future is the increase in the age group 16-24 to 19% from 16%. The age distribution is in line with the FE national average proportions. The Group’s age profile means overall there is a good balance in the proportional representation between the main age groups.



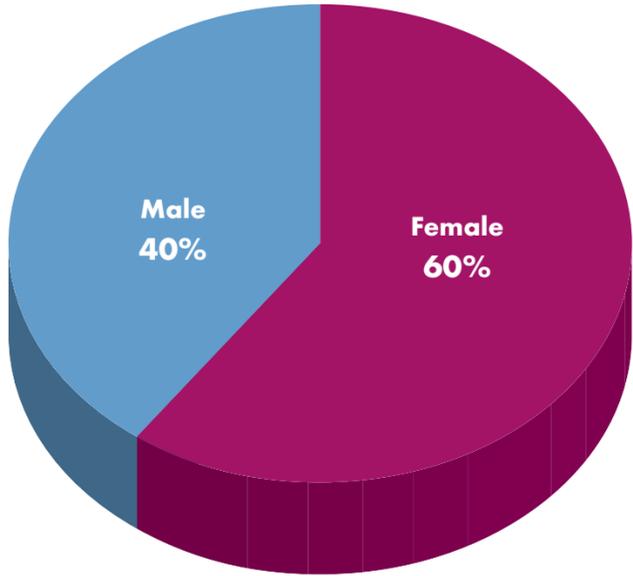
Students

The age ratio for the two student cohorts retains a similar pattern to the previous academic years.

Actions

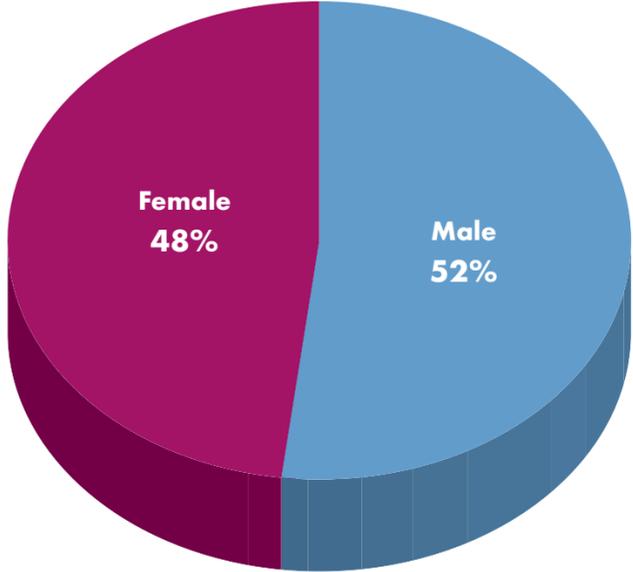
The HR Organisational Development Strategy contains planned interventions that support succession planning and the use of HR monitoring data to help anticipate the implications of the age profile for key posts. This will allow UCG to futureproof the Group in terms of talent, experience and knowledge retention.

Gender



Employees

The Group has a ratio of 60 % female and 40% male staff – in line with the previous years. This is comparable with the FE college norm of 62% female employees. It is noted that the percentage split is slightly narrower at EMT level, with the ratio being 58%:42%.



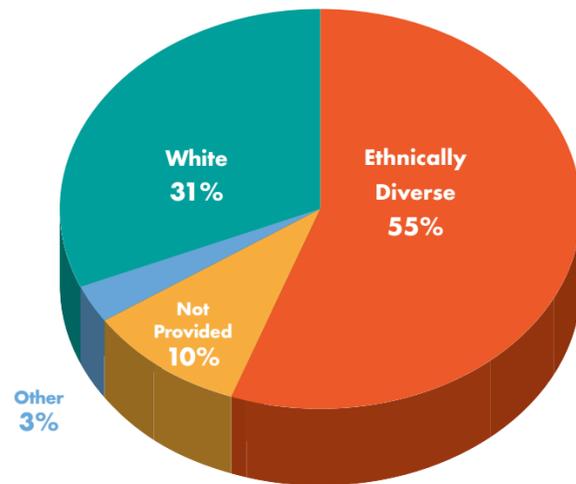
Students

The gender balance of 52:48 in favour of males is a reversal of the trend for the last three years, This can be explained by the larger proportion of Male learners at age group 16-18.

Actions
 The commitment to improve the recruitment and promotional opportunities for female staff is an expressed action in the Group’s Strategic Equality Objectives 2020-24, and work undertaken to review the stages of the Recruitment & Selection process has helped to improve the representation of female staff at the EMT level.

Ethnicity

Employees

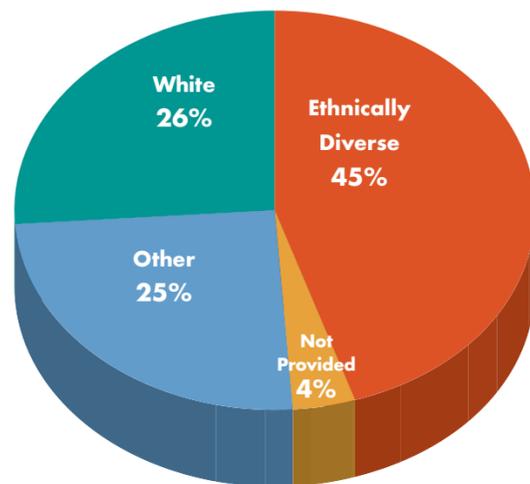


Employees

The total number of staff from an Ethnically Diverse (Black, Asian and Minority Ethnic) background 55% is up 5% from last year and is higher than the London average (41%) and considerably higher than the national average of (9%) for the sector as reported by the Education and Training Foundation. Within the context of these figures the overall number of staff from an Ethnically Diverse background is excellent.

This figure exceeds the Key Performance Indicator set for 2024 of 40% of managers from an Ethnically Diverse background and is evidence of how the long term commitment to an integrated strategic and operational approach with initiatives such as Coaching for Ethnically Diverse background Staff, Advertising on non-traditional media platforms such as the Black Leadership Group Recruitment Portal, and bespoke training for Recruiting Managers, continue to successfully improve & maintain the recruitment levels and promotional opportunities for Staff from an Ethnically Diverse background to be represented at the highest managerial levels within the Group.

Students



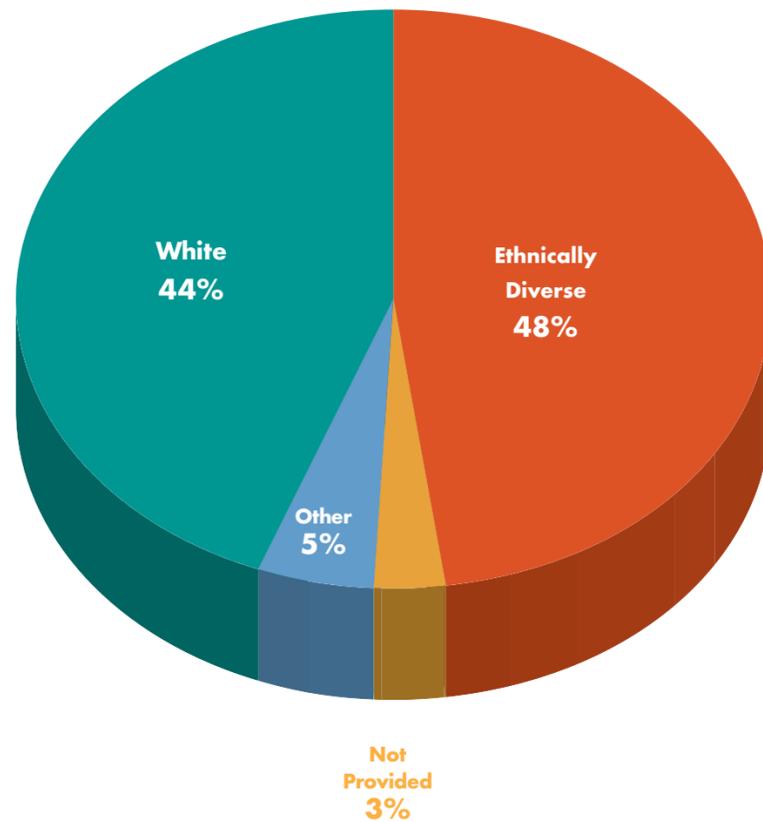
Further analysis shows the level of representation for staff from an Ethnically Diverse background at the academic level has increased by 2% to 52% and in support roles by 6% to 59%. Both levels of representation are in line with the overall Ethnically Diverse figures for the Group, which is extremely positive. This encouraging picture is also reflected at the Extended Management Team (EMT) level where the level of representation of staff from an Ethnically Diverse background is up 14% to 48%.

Students

The proportion of students from an ethnically diverse background (Black, Asian or Mixed) is at 45% – largely consistent with the previous years. The curriculum areas and respective Centres are aware of their student profile and in line with Group procedures take steps to ensure best practice is followed at enrolment.

Ethnicity

Extended Management Team (EMT)



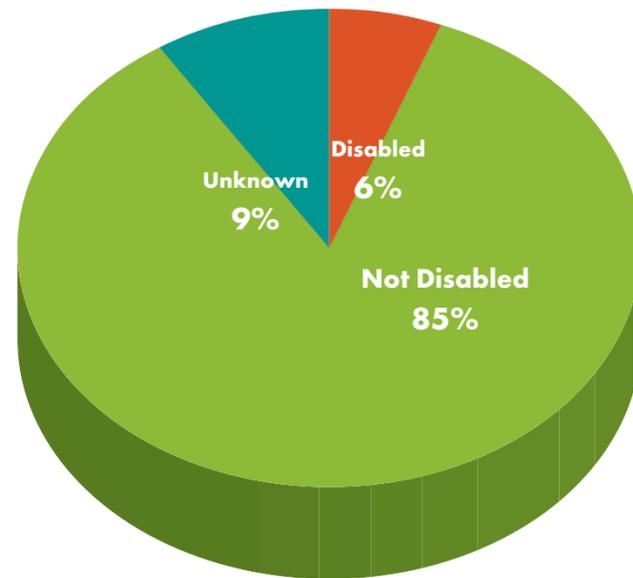
Actions

The commitment to improve the recruitment and promotional opportunities for staff who are underrepresented so as to ensure a diverse staff mix at every level in the organisation remains a key objective in the HR Organisational Development Strategy.

Key initiatives include to:

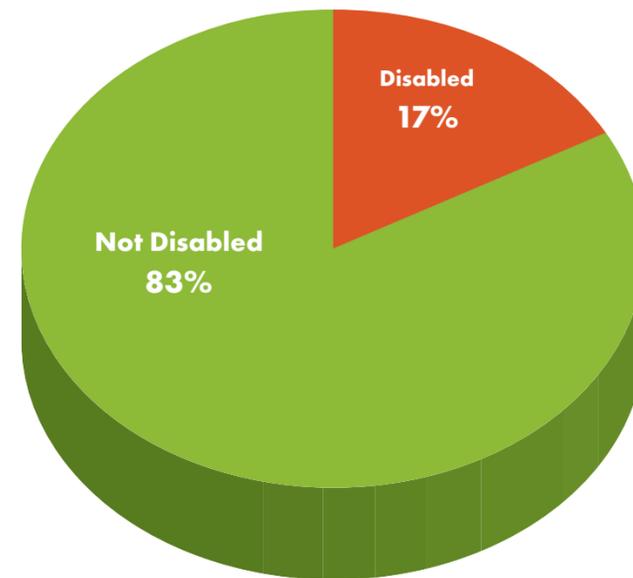
- As part of the “Grow our own” programme monitor the diversity profile of staff selected for the ILM Accredited Management Development Programmes such as Aspiring for Leadership and Achieving Results Through People and to use these as opportunities for Positive Action.
- Further promote the internal mentoring programme to support the career development of staff such as those of Black Asian and Minority Ethnic heritage to further maintain and improve their level of representation at managerial levels in UCG.
- Develop steps to encourage the improvement of the disclosure of ethnicity and disability at recruitment and during employment.
- Monitor the diversity profile of staff for internal promotions and secondments.
- Encourage and support staff participation in the AOC’s Aspiring Black Asian and Minority Ethnic Leaders Coaching programme.
- Support internal applicants going for a promotion or secondment through the introduction of a post coaching session with their manager. From this further career development opportunities are identified and supported by UCG, such as the Black Women’s Leadership Course from the AOC. This innovative approach provides not only valuable support to help retain existing staff it also acts as a pathway to gain feedback on any potential barriers (perceived or actual) to the recruitment selection and retention process.

Disability



Employees

The current overall proportion of employees declaring a disability is 6%. The disclosure of disability is in line with the norm for the FE sector (6%) and above the 3% for the general UK workforce. It does however remain lower than the 18% cited by the Prime Minister’s Strategy Unit for the level of disability amongst those who are employed. The level of ‘not known/blank’ for the Group has increased to 9% from 5%. This is above the 4% for the FE sector and considerably below the 23% for the general working population. The College will continue to work to encourage staff to disclose by promoting the benefits of disclosure and the support available as a result.



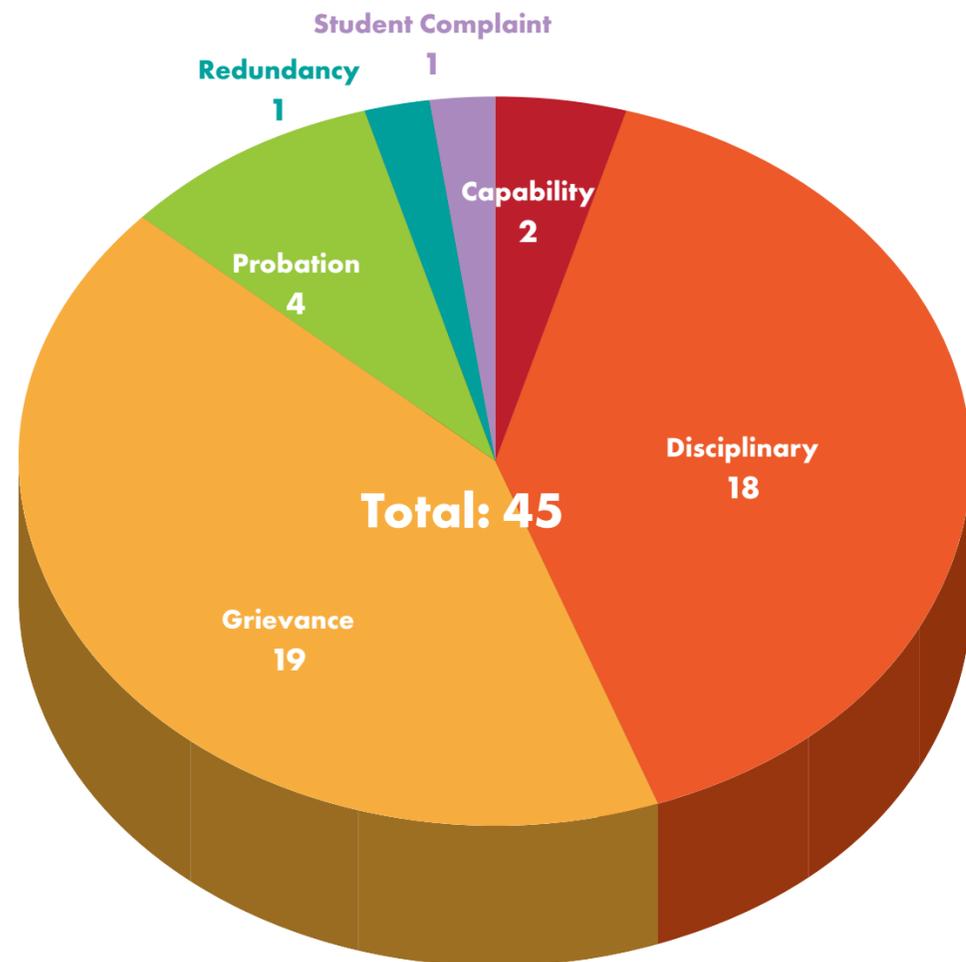
Students

The data for students with a language and learning difficulty at 17% shows no significant percentage change from the previous academic year. In this report, the section on Students with a Disability & Learning Difficulty highlights the strong commitment in the Group to support students with a language and/or a learning difficulty.

Actions

In line with the core actions for being granted Level 2 of the ‘Disability Confident Committed’ Employer award, HR will continue to take steps to encourage the disclosure of protected characteristics at the recruitment stage and during employment and to monitor the impact.

Case Type



Employees

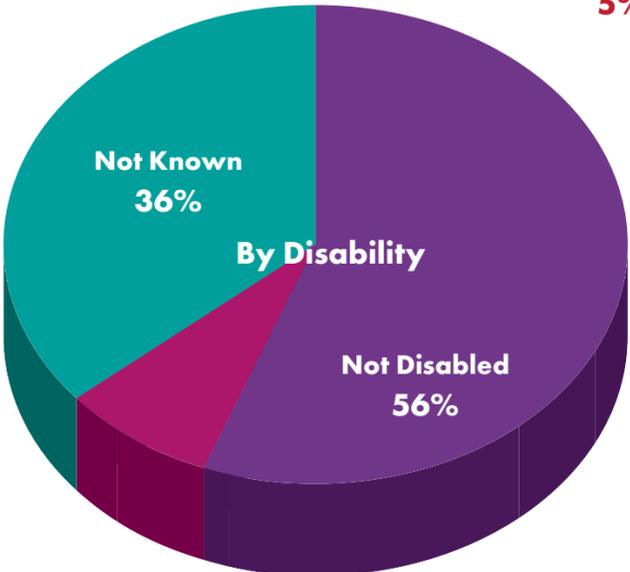
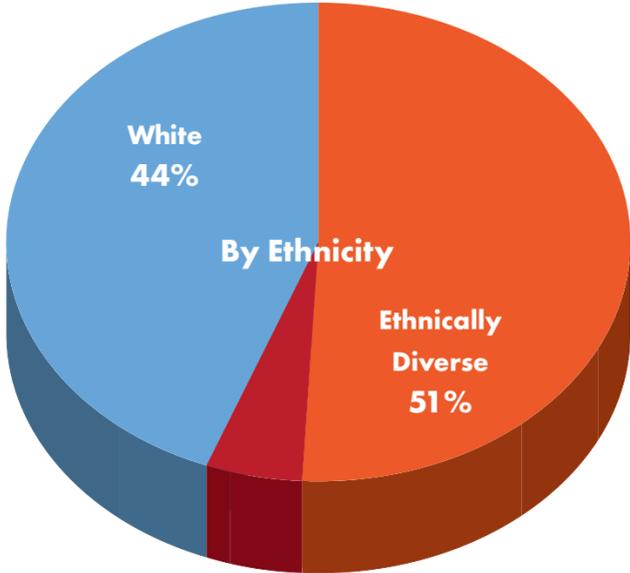
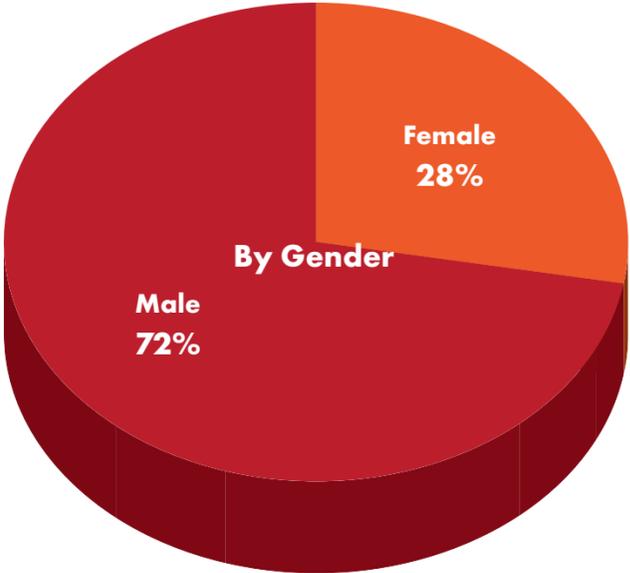
An examination of the data indicates a gender profile split 28 % female and 72% male. Against the Group profile of 60 % female and 40% male, the data shows a high over representation of males in casework. This feature goes against the long term norm where there has been a more balanced distribution such as last year were the split was 55% female and 45 % male.

Of the 45 cases, only 4 staff (6%) staff declared they had a disability – which reflects exactly the Group figure of 7%. This is positive not only because it highlights proportional representation it also marks a positive change in the accuracy of the data captured for those involved in case work. Pass data has consistently had more staff with a disability involved in case work than those who have officially declared a disability.

Case load data shows that the number of cases that involve staff from an Ethnic Diverse background remains proportionally lower at 51 % than the Group profile of 55%. Although an increase on last year’s figure by 7%, this remains a positive feature.

Within the context of the strategic equality objective, the HR Team will continue to ensure the details on this protected characteristics steps are monitored. The intention is that this will continue to ensure a more accurate recording of the overall statistic on the Disability profile across UCG and the figures for caseload will in turn reflect a more accurate representation in regards to the overall figure for those with a declared disability.

Employee Relations Casework



Actions

- HR will continue to closely monitor the diversity data around casework to determine if any potential patterns or trends emerge in regard to Males.
- Ensure the continued exercise of checking for the disclosure of protected characteristics such as having a Disability and encouraging staff to update individual personal records to ensure the overall figures for the Group remain aligned to the overall level of disability declaration.

Student Complaints and Disciplinary

Each College records the complaints received from students and also the number of disciplinarys and exclusions. The analysis of both areas include the diversity of students in regard to age, ethnicity, gender profile and disability. Data for 2022-23 shows that there is no disproportionate representation in the level of complaints made or disciplinarys carried out in relation to UCG's student diversity profile.

"Learners have a good, positive attitude to college life. This was demonstrated through 90% of students feeling happy at college, and resulted in a decline in Serious Incidents and Exclusions from 34 exclusions in 21/22 to 23 in 22/23. Breaking down Exclusions data by ethnicity, there has been a decline in Exclusions of Caribbean learners from 9 in 21/22 to 2 in 22/23". **Self-Assessment Report 22-23**



Recruitment

As an inner London College, UCG is proud of its diverse and multi-skilled workforce. It continues to aspire to have a workforce that is more representative of all sections of society at all levels in the organisation. The range of perspectives and experience diversity brings is an asset to our organisation and we want to create an inclusive, welcoming environment for students and employees.

UCG take active steps to ensure that opportunities at UCG are open to all. All job applications are treated equally, regardless of age, disability, gender identity or gender expression, race, ethnicity, religion or belief, sex, sexual

orientation or any other equality characteristic.

UCG continues to develop the reporting capacity which will allow further detailed analysis and monitoring by all the protected characteristics for roles applied for, types of employment contracts, success levels by diversity in regard to being shortlisted and appointed to, while being able to provide such information for internal promotions and secondments. The modelling of the expanded recruitment data sets that have been created and is a key feature of the new HR Micro-site which was implemented in the summer of 2023.



Gender Pay Gap

	2022-23
Mean Gender Pay Gap	+8.7%
Median Gender Pay Gap	+5%
Median Bonus Gender Pay Gap	0%

- Mean gender pay gap: The difference between the mean hourly rate of pay of male full-pay relevant employees and that of female full-pay relevant employees.
- Median gender pay gap: The difference between the median hourly rate of pay of male full-pay relevant employees and that of female full-pay relevant employees.
- Median bonus gap: The difference between the median bonus pay paid to male relevant employees and that paid to female relevant employees.

Since 2017, UK organisations with 250 or more employees, have a legal duty to publicly report the differences between the average earnings of men and women in the organisation and to provide a “snapshot” as of 31 st March of each year.

The gender pay gap is calculated as the percentage difference between the two rates; a positive percentage indicates that men receive a higher hourly rate than women whilst a negative percentage indicates that women receive a higher hourly rate compared to their male colleagues.

In summary the mean gender pay gap for the Group is 8.7% in favour of men up from 7.1%. This is a result of there being a higher percentage of female staff in the lower middle and lower income quartiles. The overall results are very positive particularly when compared to the UK national median pay gap for men and women is an average of 15.4% and the national average for the education sector of 10.3%.



Gender Pay Gap

Actions

A results of the Gender Pay analysis, results will be used to create a Group wide action plan to address any pay inequalities that cannot be explained or justified by contract type and or occupation categories. Some key actions include:

- Remain committed to paying the London Living Wage to all staff and ensuring that staff employed by external contractors also pay this.
- Undertake further analysis of the pay gap in regard to Race and Equal Pay.
- Review of pay structures to simplify our approach and, where possible, align the pay rates across the different colleges.
- Where differences relate to terms and conditions a phased approach to be taken to review terms and adopt a consistent approach across the Group.
- Develop pay-related policies to ensure that they are fairly and consistently applied across the Group.





4

Next Steps

Next Steps

The future areas for focus in 2023-24 are to :

- Implement the Strategic EDI Objectives and Action Plan 2023-24 so that the Group can continue to strengthen and exceed the aims of the Public Sector Duty.
- Build upon our strength of embedding equality, diversity and inclusion as recognised by the Investors in Diversity Award into the culture of the Group so that these continue to permeate the learning experience both within and beyond the classroom in support of the UCG College Plan 2024.
- Continue the reflection on how best to further the commitment to equality, diversity and inclusivity , through collaboration and consultation with staff and students' networks.

