

Equality, Diversity & Inclusivity Annual Report 2021/22



Our Mission

To inspire learning and improve lives through education, training and skills development that supports social and economic success for our students, businesses and communities across West London.



The Equality and Diversity Report 2021-22 reviews how the College discharged its duties in meeting equality and diversity legislation.

The College's **mission** is:

- To inspire learning and improve lives through education, training and skills development that supports social and economic success for our students, businesses and communities across West London.

The College's **vision** is:

- To be the leading College in West London for technical and vocational education and skills training.

The College's **Core Values** underpinning its mission and vision are:

- **Ambition**
We will strive to be the best in all areas of strategic importance to the College, enabling our learners, employers and staff to achieve high expectations and ambitious goals.
- **Innovation**
We will be innovative in our thinking, striving to embed new and original practices. We will embed innovation into our behaviours and our developments, helping our learners and staff to excel.
- **Accountability**
We will all take personal responsibility for driving success, overcoming barriers and finding solutions. We will be constantly learning and developing.
- **Inclusion**
We will be welcoming, supportive and our commitment to equality and diversity will underpin everything we do.

Whilst all of the College's core values seek to support its equality and diversity work, the value of Inclusion explicitly states its commitment that this will underpin everything.

The Equality Act 2010 provides a legal framework to protect the rights of individuals from discrimination, harassment and victimisation and to advance equality of opportunity for all.

Under the Act, there are nine protected characteristics:

1. Age
2. Disability
3. Gender reassignment
4. Marriage and civil partnership
5. Pregnancy and maternity
6. Race
7. Religion or belief
8. Sex
9. Sexual orientation

The College needs to ensure that staff, learners, and visitors are not discriminated against based upon these protected characteristics.

Section 149 of the Equality Act 2010 places a General Equality Duty on public authorities. A public authority, of which the College is one, must, in the exercise of its functions, have due regard to the need to:

- a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

a) Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;

The College encourages all staff and learners to report if they feel they are a victim of any form of discrimination, harassment or victimisation. During 2021-22 there were 18 reported cases of learners alleging harassment. Of these cases only 6 related to issues on the College campus with the remainder connected to the learners' workplace or family. These cases were investigated and dealt with, either through the College disciplinary or complaints procedures. There were 2 staff case reported, which were investigated and dealt with.

Staff undertake equality and diversity awareness training as part of their induction to the College, along with Safeguarding and Prevent training. Refresher training takes place annually.

As part of the tutorial process, learners receive information that helps to explain what discrimination and harassment is throughout the academic year. Further information is also included in the learners' handbook and on the learner portal site. This also includes methods such as appropriate online behaviours and ways to keep safe.

The staff and learner surveys also provide further opportunities to feedback on experiences.

b) Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;

The College based learner population reflects similar levels of ethnic make-up compared to that of the local boroughs'.

Within the three local London boroughs of Hammersmith and Fulham, Ealing and Brent, where the College has campuses, there is a high percentage of residents in the Black, Asian and minority ethnic group (BAME) within Ealing and Brent.

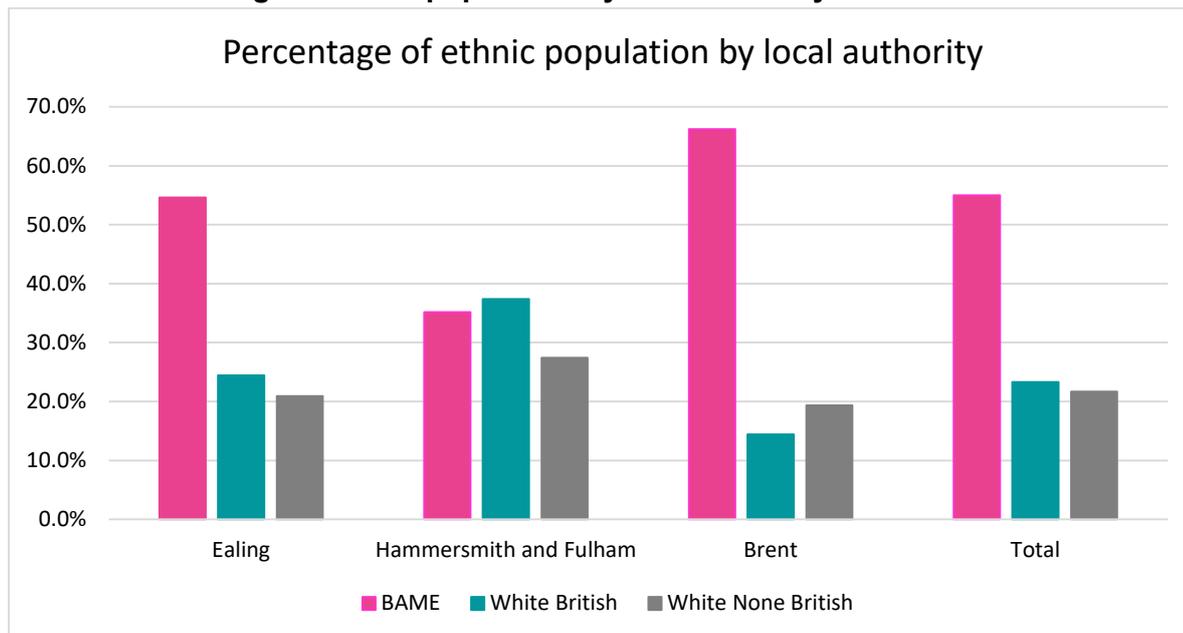
Table 1 shows the percentage of ethnic population within the local boroughs. Overall, 55% of residents are from the BAME community, however this varies from 35.2% in Hammersmith and Fulham to 54.6% and 66.2% respectively for Ealing and Brent.

Table 1: Percentage of ethnic population by local authority

Local Authority	BAME	White British	White Non British
Ealing	54.6%	24.5%	20.9%
Hammersmith and Fulham	35.2%	37.4%	27.4%
Brent	66.2%	14.4%	19.4%
Total	55.0%	23.3%	21.7%

Source: GLA 2016 Ethnic group predictions (2022 predictions)

Chart 1: Percentage of ethnic population by local authority



The three main ethnic group categories are provided below, indicating which ethnic groups are contained in each category.

BAME*	White British	White None British
Arab	White British	White Gypsy or Irish Traveller
Asian Other		White Irish
Bangladeshi		White Other
Black African		
Black Caribbean		
Black Other		
Chinese		
Indian		
Mixed Other		
Mixed White and Asian		
Mixed White and Black African		
Mixed White and Black Caribbean		
Other ethnic group (non-white)		
Pakistani		

Source: GLA 2016 Ethnic group predictions definition

Table 2 shows the percentage of College staff and their ethnic groupings. The Data is only for College staff permanently employed and does not include agency staff and subcontracted such as catering, cleaning and security. A greater proportion of these staff are from the BAME community.

Comparing the ethnicity of College staff to the local boroughs indicates that the College is not as ethnically diverse with 43.4% of staff being from the BAME demographic (table 2) compared to 55.0% for the boroughs (table 1). When excluding the 'unknown' staff, the BAME percentage increases to 45.5%. The majority of College staff are based at the Hammersmith campus in the Borough of Hammersmith and Fulham. Here the College is more ethnically diverse than the local Borough.

Table 2: Percentage of ethnic population by type of staff

Type of staff	BAME	White British	White None British	Unknown
All staff	43.4%	29.0%	17.9%	9.7%

See appendix 2 for more detailed information

Overall College learners' ethnic makeup is lower than that of the local boroughs. However, when excluded, distance learning and subcontracted learners where the large majority are drawn from outside of London, 81.8% of College (classroom based) learners are from the BAME demographic (table 3) compared to 55.0% from the local boroughs.

Table 3: Percentage of ethnic population by type of learner

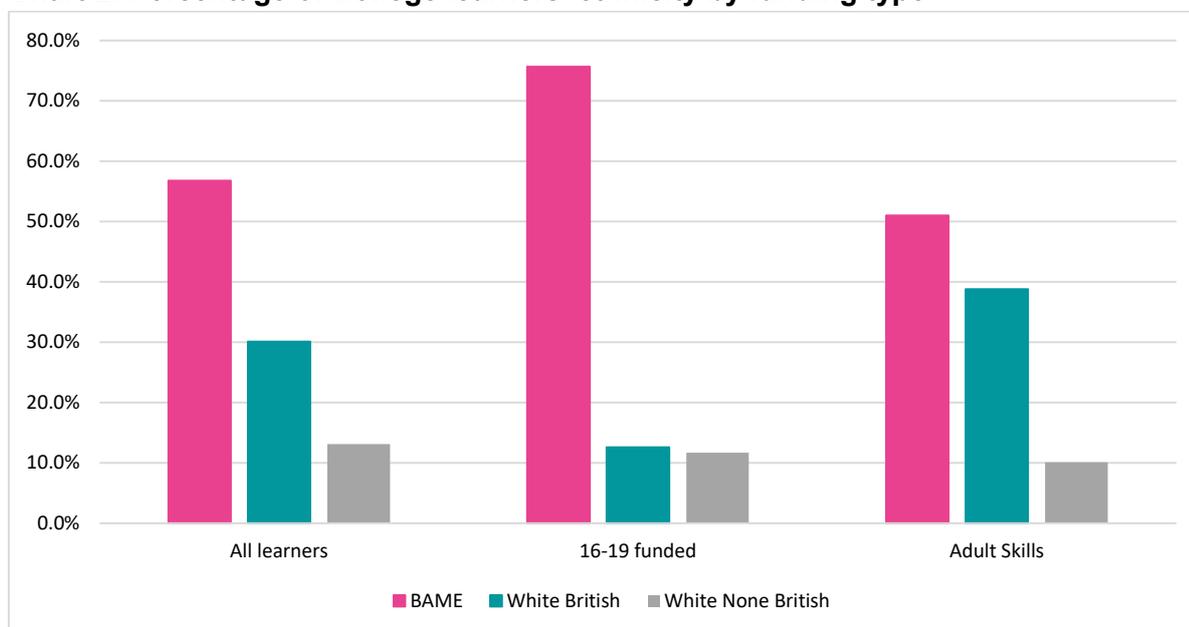
Type of learner	BAME	White British	White None British	Unknown
All learners (College and subcontracted)	49.5%	38.9%	11.6%	0.1%
College learners (classroom based)	81.8%	7.1%	11.0%	0.1%
Distance Learning Learners	25.2%	64.7%	9.9%	0.1%
Subcontracted learners	31.9%	55.6%	12.5%	0.0%

See appendix 1 for more detailed information

At the College's largest campus situated in Hammersmith and Fulham, BAME learners make up 74.0% of the cohort which is more than twice that of the borough at just 35.2%. The College campuses at Ealing Green and Southall have 74.0% and 90.6% of BAME learners respectively compared to the borough BAME demographic of 54.6%

College 16-19 funded learners are comprised of, 75.7% BAME learners with a further 11.7% being White None British. College adult skills learners are comprised of, 51.0% BAME learners with a further 10.1% being White Non-British.

Chart 2: Percentage of College learners' ethnicity by funding type



The College looks closely at the participation and achievement of all learners, scrutinising the data to identify any gaps and trends between different groups. The College's equality objectives 1 and 2 (which are explained later in the report) look to identify gaps so the College can work to close them.

c) Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The College is a diverse community of staff and learners that amply reflects the local population. Throughout the year, the College promoted equality and diversity to its staff and learners.

Equality and diversity is promoted initially to learners through the learner handbook which they receive when they enrol. Additionally, learners on study programmes have weekly tutorial sessions which include sessions on equality and diversity where topical issues are raised with learners through discussion. These sessions continue throughout the academic year to promote awareness including Black History Month and other national awareness campaigns.

Staff are required to undertake equality and diversity awareness training when they commence working at the College. Staff also attend additional Continuous Professional Development (CPD) sessions at regular intervals through the year where equality and diversity topics are covered.

The Equality Act 2010 (Specific Duties) Regulations 2011 place specific duties on public authorities to publish:

- a) information to demonstrate their compliance with the Equality Duty, at least annually
- b) equality objectives at least every four years

a) Information to demonstrate their compliance with the Equality Duty, at least annually

The College publishes an annual report on its website setting out its compliance with the Equality Act 2010.

b) Equality objectives at least every four years

The College currently has 4 equality objectives that it monitors its performance against. These are:

1. Ensure the staff and learners reflects the diverse demographic of local communities and protected characteristics
2. Ensure learners perform and progress well and take action to eliminate any gaps between groups
3. Develop the skills and confidence of staff, learners and partners to promote and advance good relations amongst diverse groups
4. Celebrate and publicise the positive outcomes of our diverse staff and learners

The College's performance against these objectives during 2021-22 are as follows:

Objective 1: Ensure the staff and learners reflects the diverse demographic of local communities and protected characteristics

The College employs a diverse workforce that partially reflects the demography of local communities.

Table 4 illustrates that just over 60% of the overall workforce is female. There is a predominance of females in all workforce groupings except the Teaching Casual and Senior leadership Team (SLT) categories.

The College reports annually on gender pay analysis in line with the Equality Act 2010 (Gender Pay Gap Information) Regulations 2017. This is published separately on the College website. The UK pay gap report currently describes female employees as being paid 15.4% lower than male employees. FE Week reported 'Out of a sample of 147 colleges, the difference in median hourly pay between men and women went from 16 per cent in 2020/2021 to 15 per cent in 2021/2022. The College gap is 12.3%. The gap within the College is impacted by a pay gap for females with support staff, whilst there is a male pay gap within the teacher and management staff. The College's long-term goal is to narrow its gender pay gap. Through its values and approach to recruitment, staff development, flexible working, fostering an inclusive culture and pay, the College believes this has contributed to this lower gap.

Table 4: Percentage of gender in the College workforce

Type of staff	Female	Male
All staff	60.1%	39.9%
Support	65.8%	34.2%
Teaching	56.5%	43.5%
Teaching casual	44.4%	55.6%
Management	57.7%	42.3%
Senior Leadership Team	30.8%	69.2%

See appendix 2 for more detailed information

The local population of the three London Boroughs where the College has campuses, Hammersmith and Fulham, Ealing and Brent are very diverse with a high percentage of residents in the BAME ethnic group.

Table 5 indicates that 55.0% of the local population are BAME, with the remaining being split between White British and White Non-British.

Table 5: Percentage of ethnic population by local authority

Local Authority	BAME	White British	White None British
Ealing	54.6%	24.5%	20.9%
Hammersmith and Fulham	35.2%	37.4%	27.4%
Brent	66.2%	14.4%	19.4%
Total	55.0%	23.3%	21.7%

Source: GLA 2016 Ethnic group predictions (2022 predictions)

Table 6 shows the ethnic profile of the College workforce. Comparing the College workforce to the local population in table 5, the percentage of BAME staff is 11.6 percentage points lower than the local population, and 1.8 percentage points higher for College learners (table 7).

Table 6: Percentage of ethnic population by type of staff

Type of staff	BAME	White British	White None British	Unknown
All staff	43.4%	29.0%	17.9%	9.7%
Support	48.3%	23.1%	16.7%	12.0%
Teaching	45.8%	26.7%	19.1%	8.4%
Teaching casual	7.4%	51.9%	29.6%	11.1%
Management	34.6%	46.2%	19.2%	0.0%
Senior Leadership Team	23.1%	76.9%	0.0%	0.0%

See appendix 2 for more detailed information

Comparing the College learners against the local population, it shows that for all learners (College and subcontracted) there is a gap of 11.1 percentage points between the BAME ethnic group. However, when excluded, the College's subcontracted learners who are largely drawn from outside of London, 56.8% of College learners are from the BAME demographic (table 7) compared to 55.0% from the local boroughs (table 5).

Those from the BAME ethnic group within the College are 1.8 percentage points higher than the local population.

The Senior Learnership Team (SLT) has a low percentage of staff from the BAME community at 23%. The College now has affiliation with the Black Leadership Group (BLG) who is supporting the Colleges diversity efforts by promoting all SLT vacancies across their extensive network of members and allies. For the last few years, the College has been prioritising the sponsorship of staff undertaking middle and senior leadership development for those with protected characteristics including ethnicity. During 2021-22, 3 managers from protected characteristic categories undertook senior leadership training with Education Training Foundation (ETF).

Table 7: Percentage of ethnic population by type of learner

Type of learner	BAME	White British	White None British	Unknown
All learners (College and subcontracted)	49.5%	38.9%	11.6%	0.1%
College learners (classroom based)	81.8%	7.1%	11.0%	0.1%
Distance Learning Learners	25.2%	64.7%	9.9%	0.1%
Subcontracted learners	31.9%	55.6%	12.5%	0.0%

See appendix 1 for more detailed information

The percentage of staff with a declared disability is 5.1% (see table 8). The number of staff who are not disabled is 70.3% compared to 78% in the London 2011 Census.

There are a variety of reasons why staff choose not to declare a disability to their employer and generally this is because of a perception that disabled employees might suffer a detriment in the workplace. To counteract this, the College will continue to increase the awareness of disability in the workplace and work to increase disclosure. Recruitment adverts all promote the **Positive about Disability** double ticks scheme. There is also significant work taking place across the College around raising awareness and understanding for Equality & Diversity issues.

The percentage of staff where the College does not know if they have any disability is 24.6% which is 1.2 percentage points lower than last year. The percentage of unknowns is reducing through regularly asking staff to update their Employee Self Service to record their disabilities and long term-health concerns.

Table 8: Percentage of disability in the College workforce

Type of staff	No Disability	Disability	Unknown
All staff	70.3%	5.1%	24.6%
Support	65.4%	7.3%	27.4%
Teaching	77.9%	2.3%	19.8%
Teaching casual	59.3%	3.7%	37.0%
Management	84.6%	3.8%	11.5%
Senior Leadership Team	76.9%	0.0%	23.1%

See appendix 2 for more detailed information

During 2021-22 the College sought to collect further information about College learners to better understand their make-up. During enrolment, learners were asked to provide us with information about their sexual orientation, gender identity and religion for the first time. For all three questions, the majority of learners have provided a positive response. The College needs to focus on encouraging those learners not providing a positive response to declare their sexual orientation, gender identity and religion so we hold a more reflective profile of the College.

Table 9: Percentage of sexual orientation by type of learner

Type of staff	All learners (College and subcontracted)	College learners	Subcontracted learners
Bisexual	1.3%	0.9%	3.1%
Gay/Lesbian	0.9%	0.6%	2.1%
Heterosexual/straight	51.0%	46.4%	71.3%
Other	0.5%	0.4%	0.7%
Prefer not to say / unknown	46.4%	51.7%	22.9%

Table 10: Percentage of gender identity by type of learner

Type of staff	All learners (College and subcontracted)	College learners	Subcontracted learners
Female	46.1%	42.8%	60.8%
Male	21.6%	21.1%	23.7%
Non-Binary	0.1%	0.1%	0.2%
Prefer not to say / unknown	32.2%	36.0%	15.3%

Table 11: Percentage of religion by type of learner

Type of staff	All learners (College and subcontracted)	College learners	Subcontracted learners
Buddhist	0.5%	0.4%	1.0%
Christian	20.8%	19.6%	26.2%
Hindu	1.4%	1.5%	1.3%
Jewish	0.1%	0.1%	0.2%
Muslim	11.9%	13.2%	6.1%
None	14.7%	12.3%	25.1%
Other	1.7%	1.3%	3.5%
Sikh	1.5%	1.7%	0.8%
Prefer not to say / unknown	47.3%	49.9%	36.0%

Subcontracted learners appear to have captured this additional data more comprehensively compared to College, and further work needs to be undertaken in order to gain a more detailed profile. The College will continue to collect this data and as the 2021 census data is released a comparison can be made to the local population.

Data on the other protected characteristics for the local population and College are not available for this report.

To help remove any barriers to the recruitment of staff, the HR department has ensured that; all recruitment panels had a diverse panel; all panels comprise a diverse short list - with a record of that diversity. To assist this, safer recruitment training has been undertaken by potential recruitment managers.

Objective 2: Ensure learners perform and progress well and we take action to eliminate any gaps between groups

Appendix 1 details the performance of all learners (College-classroom based, Distance learning and subcontracted) within the College by gender, age, ethnicity, declared learning difficulty or disability and learners who have high special educational needs (known as high needs). There is also data on learners who are classed as looked after and those who receive free college meals.

Below summarises the main findings and highlights where there are any significant differences (gaps greater than 3%).

Gender

Participation

- Female participation rates are higher than for males in 'all ages' and the '19+' age groups.
- Apprenticeships – male participation is higher for all age groups.

Achievement

- Male 'College-classroom based' learners are 5.9 percentage points higher than female learners
- For 'All learners', 'Distance Learning' & 'Subcontracted' learners whilst female learners are slightly higher there is no significant difference
- Male achievement is higher than female learners for 16-18 learners by 2.4 percentage points
- Apprenticeships – overall achievement is higher for female learners except for the '19-23' age group
- Apprenticeships – timely achievement is higher for female learners

Ethnicity

Participation

- For 'all ages', 'all learners' and 'College-classroom based' learners, 'BAME' learners make up the greatest percentage of learners at 49.5% & 81.8% compared to 'White British' learners at 38.9% & 7.1%
- College-classroom based learners are predominantly from the 'BAME' community with 81.8% for 'all ages', 69.9% for '16-18' learners and 72.7% for 19+ learners
- 'Distance learners' are predominantly 'White British', 64.7% compared to 25.2% for 'BAME' learners.

- 'Subcontracted learners' are predominantly 'White British', 55.6% compared to 31.9% for 'BAME' learners.
- Apprenticeships – 'White British' learners are the largest ethnic group at 45.3% compared to 41.7% for 'BAME' learners. In the '24+' age category 'BAME' learners make up a higher percentage than 'White British' learners, 44.4% compared to 27.8%.

Achievement

- For 'all ages' and 'all learners', 'White British' learners have an achievement rate 2.7 percentage points higher than 'BAME' learners, but 0.3 percentage points lower than 'White Non-British' learners. The gap has increased from the 0.8 percentage points between 'BAME' learners and 'White British' learners in 2020/21.
- The achievement gap for 'College-classroom based' learners in 'all ages' has reduced. 'BAME' learners are only 0.7 percentage points higher than 'White British' learners but 1.0 percentage points below 'White Non-British' learners. For '16-18' learners, 'BAME' learners' achievement is 4.4 percentage points higher than 'White British' learners, but for '19+' learners the reverse with a gap of 5.4 percentage points.
- Apprenticeships - 'White British' learners' overall achievement and timely achievement is higher than 'BAME' learners.

Declared learning difficulty or disability

Participation

- 'All ages' and 'all learners', 24.4% have a declared learning difficulty or disability, the same rate as the previous year.
- '16-18' 'College-classroom based' learners are more likely for have a declared learning disability or difficulty at 21.8% and '19+' learners
- 'Subcontracted' learners are more likely for have a declared learning disability or difficulty at 31.1%
- Apprenticeships – 16.5% of 'all ages' and 'all learners (College and subcontracted)' have a declared learning disability or difficulty.

Achievement

- Learners who have a declared learning difficulty or disability in 'all age' and 'all learners', achievement is 7.3 percentage points higher than those with no learning difficulty or disability.
- The gap between 'College-classroom based' learners has reduced to 4.8 percentage points down from 12.6 percentage points
- Apprenticeships – learners with no learning difficulty or disability more often have higher overall achievement and timely achievement rates than those learners with a learning disability or difficulty

High Needs

Participation

- High needs learners account for 11.2% of 'College-classroom based' learners, up from 7.6% the previous year. There are no high needs learners in the subcontracted provision. The numbers of high needs learners increased for 16-18 learners to 11.5%, up from 9.8% last year.
- Apprenticeships – there is only 1 learner who has high needs and they are still on programme and have not completed their apprenticeship yet.

Achievement

- Learners who are classified as high needs have a higher achievement rate across all age groups. There are no high needs learners in the subcontracted provision. At 'all ages' high needs learners achieve 15.5 percentage points higher at 90.9%.

- '16-18' high needs learners' achievement is 90.3%, 16.2 percentage points higher than those without high needs. The gap for '19+' learners is 8.3 percentage points with high needs learners achieving higher at 91.4%

Looked After Children

Participation

- Learners classed as Looked After account for 5.7% of 16-18 learners. Looked after Children (LAC) is only in the 16-18 age group.
- Apprenticeships – there are no LAC learners undertaking an apprenticeship.

Achievement

- LAC learners' achievement is 4.6 percentage points higher for 16-18 learners than those not looked after.

Free College Meals

Participation

- Learners who are entitled to receive free college meals account for 21% of 'College-classroom based' learners. In the 16-18 age group, they account for 23.2% of learners.
- Apprenticeships – there are no learners in receipt of free college meals.

Achievement

- Learners who receive free college meals achievement is 5.7 percentage points higher than those learners not in receipt of free meals.

Objective 3: Develop the skills and confidence of staff, learners & partners to promote and advance good relations amongst diverse groups

The College carries out an annual staff survey that asks staff specific questions about working at the College. Table 12 shows several questions that refer to equality and diversity, and responses have been split by the staff members ethnicity.

When analysing the percentages of 'Agree' Scores by ethnicity, this reveals a narrow gap on the majority of questions. However, 32% of staff chose not to disclose their ethnicity, which is a significant increase on last year. There are nine questions where a gap in satisfaction levels (> 5 percentage points) was evident. Further analysis and consideration is taking place, alongside the results from staff who chose not to disclose their identity, in relation to short, medium and long term actions.

Table 12: Staff survey responses

	BAME		White	
	Return Count	Agree %	Return Count	Agree %
Communication is effective in the College	128	59	128	59
The College's premises are well maintained	128	39	128	39
I believe my job is safe for the foreseeable future	128	55	128	55
My own values are aligned with the College values	128	79	128	79
Equality of opportunity is embedded into the culture of the College	128	65	128	65
The work I do is challenging (in a positive way)	128	74	128	74
I feel empowered to make the decisions I need in my role	128	64	128	64
My pay is fair reward for my work	128	31	128	31
My performance against my individual targets is regularly reviewed		48	128	48

See appendix 3 for more detailed information

The College provided transgender awareness training to staff after having updated its transgender policy. This helped to increase staff awareness of transgender learners and what support we have in place. In the autumn term of 2022/23 an LGBTQ+ group is planned with student support.

The marketing department produced an inclusive language guide to help staff have a greater understanding about what is appropriate. The guide highlighted about avoiding stereotypes and covered, Disability, Mental Health and Neurodiversity; age; Socioeconomic Language; Race and Ethnicity; Sex and Gender Identity; Sexual Orientation and, Religion and Belief.

<https://drive.google.com/file/d/1s75ML4XOcB4qQM9jaglcWB2kTCn7Vyg6/view>

Descendants, a local charity which is primarily, but not exclusively made up of people of African and Caribbean descent, visited the College to speak to learners and staff about the charity. Descendants is a history and arts-focused organisation aimed at children and young people with their main focus on African and Caribbean culture. They came into our three main campuses and explored African and Caribbean history with learners.

When the College was still promoting the wearing of masks to help minimise the spread of Covid, a Colleges inclusive learner was regularly seen assisting security with mask wearing. The learner is a wheelchair user speaking through a voice communication board. This had a positive impact on learner compliance with mask wearing.

The College launched the #MyNames campaign to promote staff adding phonetic pronunciation to their email signatures. Also, around the College campus, posters were put up which highlighted the pronunciation of learners' names.

The College has been sponsoring managers from protected characteristic categories to undertaken middle and senior leadership training with Education Training Foundation (ETF). Last year, 3 managers undertook a senior learnership programme.

Objective 4: Celebrate and publicise the positive outcomes of our diverse staff and learners

Through the year, the new updated staff newsletter 'College Life' was used to promote positive new stories amongst colleagues. During the staff awards there was a category for the best overall contribution to FREDI - Fairness, Respect, Equality, Diversity and Inclusion – which recognises those who champion and fully embed these values.

There were also a number of events which took place throughout the year which were captured by our marketing team promoting and celebrating equality, diversity and inclusion. These include:

The College is aware of the wide range of diverse learners it enrolls and the difficulty staff and learners often have pronouncing names. The College took up the Race Equality Matters campaign #MyNames which calls to normalise phonetic spelling in email signature, meetings, name badges and more. In a recent poll, 73% of respondents from more than 100 organisations said they had their names mispronounced. They said it made them feel 'not valued or important', 'disrespected' and 'that they didn't belong'. 88% of respondents thought a phonetic name spelling campaign would help tackle race inequality. The College was awarded Trailblazer status through encouraging staff to include in their email signatures phonetic spellings of their name. Also, across the campuses, #MyNames posters have been displayed which help to normalise the process and allow learners and staff to understand how to pronounce names which they may otherwise find difficult.

https://docs.google.com/document/d/1uFS3RCSEbjRCxdWh7b5vR6_xNQJYjoE15trll7JjY1M

Two art & design learners won prizes in the Elephant's LGBTQ+&Inclusion Art Competition, celebrating Pride Month in June. Zainab Zidan won an Elephant Award and Malachi John won second prize, awarded by Kier. Elephant is a magazine, online art shop and art academy with an ethos to inspire every artist. <https://www.wlc.ac.uk/newsstories/elephant-art-awards-for-west-london-college-students-zainab-and-malachi>

West London College scooped the Women into Construction (WiC) 'Partnerships with Purpose 2022' award in recognition of the work the College does to combat the gender imbalance in the construction industry. The gala event was held at Carpenter's Hall, City of London where the prize was awarded. <https://www.wlc.ac.uk/newsstories/west-london-college-wins-%E2%80%98partnership-with-purpose%E2%80%99-award>

The College's creative media learners created an incisive and entertaining documentary/magazine style video programme on the skills crisis in the construction industry. Within the video they particularly focused on highlighting careers for women within a very male orientated industry. <https://www.wlc.ac.uk/newsstories/creative-media-students-make-magazine-style-programme-on-women-choosing-construction-careers>

Interns from the COINS Marriott Supported Internship celebrated their graduation at the Heathrow Windsor Marriott Hotel. The College supports the interns who all have learning difficulties or disabilities, and this was a way of celebrating and promoting their success on the completion of their programme. <https://www.wlc.ac.uk/newsstories/coins-marriott-supported-interns-graduation>

Learners from the Ealing campus Inclusive Learning Football team won the FE Supported Learning College League 2021/22, run by Brentford FC Community Trust. The team were presented with their trophy at Gillette Corner Goals in June. Throughout the tournament, the 5-a-side squad continued their almost unbeaten run to the season, defeated in only one of their 18 games. <https://www.wlc.ac.uk/newsstories/west-london-college-inclusive-football-team-wins-fe-supported-learning-college-league>

A diverse group of sports learners from the College participated in Dame Kelly Holmes Trust's Get on Track for Employability programme in May. With confidence and skills for employment featuring high on the programme's agenda, the young people showed the impact the programme, and their athlete mentors, have had on them. <https://www.wlc.ac.uk/newsstories/west-london-students-celebrate-taking-part-in-dame-kelly-holmes-trust-get-on-track-for-employability>

During race equality week between the 7-13 February the College instigated a number of events/activities to promote it. These included an African drumming and percussion group, Drum Carib an Afro-Carib fusion performing at a number of our sites. <https://www.wlc.ac.uk/newsstories/race-equality-week-7-13-february-2022>

The College hosted eleven construction tradeswomen from Canada, Europe and the United States at the Park Royal campus in June as part of the jam packed delegation to London of over 40 construction tradeswomen from the North American Tradeswomen Building Bridges. The delegation from 'Tradeswomen Building Bridges', in cooperation with the University of Westminster came to find out more about construction training and working in the construction industry, particularly from a female point of view - and to share best practice.

<https://www.wlc.ac.uk/newsstories/tradeswomen-building-bridges-visit-west-london-college%E2%80%99s-specialist-park-royal-construction-college>

Learners from the College's Fair Shot Café supported work programme were on the BBC news in October promoting their employment opportunities to a wider audience.

<https://www.wlc.ac.uk/newsstories/west-london-college-students-and-fair-shot-cafe-on-bbc-six-o-clock-news>

Appendix 1:

Table 1 - Participation and achievement rates by gender for classroom based learners

		2019/20			2020-21			2021-22		
		Cohort No.	Participation %	Achievement %	Cohort No.	Participation %	Achievement %	Cohort No.	Participation %	Achievement %
All Learners	Male	7531	28.8	85.4	7631	32.8	81.2	6997	33.7	81.9
	Female	18635	71.2	90.6	15664	67.2	84.0	13761	66.3	82.3
College Learners (classroom based)	Male	3934	42.4	79.3	3657	48.7	80.4	4169	40.2	74.3
	Female	5334	57.6	86.5	3859	51.3	82.0	6210	59.8	68.4
Distance Learning Learners	Male	251	11.6	72.9	514	18.0	61.1	470	17.3	50.4
	Female	1910	88.4	85.3	2347	82.0	79.6	2252	82.7	51.9
Subcontracted Learners	Male	3357	22.7	93.5	3466	26.8	85.4	2828	27.2	93.1
	Female	11401	77.3	93.4	9484	73.2	87.9	7551	72.8	93.4

Table 2 - Participation and achievement rates by gender for apprentices

		2019/20			2020-21			2021-22		
		Cohort No.	Participation %	Achievement %	Cohort No.	Participation %	Achievement %	Cohort No.	Participation %	Achievement %
All Learners	Male	65	44.5	66.2	94	61.8	57.4	100	71.9	45.6
	Female	81	55.5	69.1	58	38.2	53.4	39	28.1	52.2
College Learners	Male	63	45.7	66.7	94	61.8	94	100	71.9	45.6
	Female	77	54.3	67.5	58	38.2	58	39	28.1	52.2
Subcontracted Learners	Male	2	33.3	50.0						
	Female	4	66.6	100.0						

Table 3 - Participation and achievement rates by ethnicity for classroom based learners

		2019/20			2020-21			2021-22		
		Cohort No.	Participation %	Achievement %	Cohort No.	Participation %	Achievement %	Cohort No.	Participation %	Achievement %
All Learners	BAME	11444	43.7	86.8	10239	99.7	82.8	10265	49.5	80.8
	White British	12239	46.7	92	10321	100.5	83.6	8073	38.9	83.5
	White None British	2436	9.3	85.5	2645	25.8	82.8	2409	11.6	83.8
	Unknown	67	0.3	74.6	90	0.9	56.7	11	0.1	45.5
College Learners (classroom based)	BAME	7614	82.0	83.7	5973	79.2	81.7	6267	81.8	77.1
	White British	573	6.2	79.9	592	7.9	77.7	545	7.1	76.4
	White None British	1037	11.2	83.6	912	12.1	80.5	843	11.0	78.1
	Unknown	57	0.6	80.7	60	0.8	76.7	7	0.1	91.9
Distance Learning Learners	BAME	355	16.4	75.2	494	17.3	72.9	686	25.2	50.2
	White British	1649	76.3	86.1	2063	72.1	77.4	1762	64.7	51.5
	White None British	147	6.8	83.0	275	9.6	80.7	270	9.9	56.5
	Unknown	10	0.5	40.0	30	1.0	16.7	4	0.1	0.0
Subcontracted Learners	BAME	3475	23.5	94.8	3777	29.2	86.6	3312	31.9	93.7
	White British	10017	67.9	93.7	7690	59.4	87.9	5766	55.6	93.2
	White None British	1253	8.5	87.5	1462	11.3	85.8	1296	12.5	92.9
	Unknown	13	0.1	76.9	21	0.2	66.7	5	0.0	80.0

Table 4 - Participation and achievement rates by ethnicity for apprentices

		2019/20			2020-21			2021-22		
		Cohort No.	Participation %	Achievement %	Cohort No.	Participation %	Achievement %	Cohort No.	Participation %	Achievement %
All Learners	BAME	60	40.9	65.0	58	38.2	53.4	No.	%	%
	White British	62	43.6	69.4	69	45.4	60.9	58	41.7	44.4
	White None British	20	15.4	65.0	24	15.8	45.8	63	45.3	50.0
	Unknown				1	0.7	100.0	17	12.2	50.0
College Learners	BAME	59	43.5	64.4	58	38.2	53.4	1	0.7	0.0
	White British	57	43.5	68.4	69	45.4	60.9	58	41.7	44.4
	White None British	18	13.0	61.1	24	15.8	45.8	63	45.3	50.0

	Unknown				1	0.7	100.0	17	12.2	50.0
Subcontracted Learners	BAME	1	12.5	100.0						
	White British	5	62.5	80.0						
	White None British	2	25.0	100.0						
	Unknown									

Table 5 - Participation and achievement rates by learning difficulty or disability for classroom based learners

		2019/20			2020-21			2021-22		
		Cohort No.	Participation %	Achievement %	Cohort No.	Participation %	Achievement %	Cohort No.	Participation %	Achievement %
All Learners	Not known	178	0.7	83.1	585	129.7	81.7	451	2.2	77.2
	No difficulty/disability	20339	77.7	88.4	17035	3777.2	82.3	15251	73.5	80.4
	Yes difficulty/disability	5649	21.6	91.7	5675	1258.3	85.4	5056	24.4	87.7
College Learners (classroom based)	Not known	107	1.2	82.2	544	7.2	82.5	416	5.4	78.9
	No difficulty/disability	7697	83.0	83.3	5471	72.8	80.6	5698	74.4	76.0
	Yes difficulty/disability	1464	15.8	84.3	1501	20.0	93.2	1543	20.2	80.8
Distance Learning Learners	Not known	42	1.9	83.3	21	0.7	66.7	24	0.9	34.8
	No difficulty/disability	1938	89.7	84.6	2612	91.3	76.8	2416	88.8	51.5
	Yes difficulty/disability	181	8.4	76.8	228	8.0	70.5	282	10.4	54.0
Subcontracted Learners	Not known	29	0.2	86.2	21	0.2	81.0	11	0.1	100.0
	No difficulty/disability	10724	72.7	92.8	8979	69.3	87.1	7137	68.8	93.2
	Yes difficulty/disability	4005	27.1	95.1	3950	30.5	87.5	3231	31.1	93.6

Table 6 - Participation and achievement rates by learning difficulty or disability for apprentices

		2019/20			2020-21			2021-22		
		Cohort No.	Participation %	Achievement %	Cohort No.	Participation %	Achievement %	Cohort No.	Participation %	Achievement %
All Learners	Not known	2	1.4	100	5	3.3	80.0	80.0	1	0.7
	No difficulty/disability	119	84.2	64.7	130	85.5	56.2	56.2	115	82.7
	Yes difficulty/disability	21	14.4	76.2	17	11.2	47.1	47.1	23	16.5
College Learners	Not known	2	1.4	100.0	5	3.3	80.0	80.0	1	0.7
	No difficulty/disability	112	84.1	63.4	130	85.5	56.2	56.2	115	82.7

	Yes difficulty/disability	20	14.5	75.0	17	11.2	47.1	47.1	23	16.5
Subcontracted Learners	Not known									
	No difficulty/disability	7	87.5	85.7						
	Yes difficulty/disability	1	12.5	100.0						

Table 7 - Participation and achievement rates by high needs for classroom based learners

		2019/20			2020-21			2021-22		
		Cohort No.	Participation %	Achievement %	Cohort No.	Participation %	Achievement %	Cohort No.	Participation %	Achievement %
College Learners	High Needs	682	2.6	92.4	791	92.1	91.0	859	11.2	90.9
	Not High Needs	25488	97.4	89.0	9554	1112.2	76.7	6799	88.8	75.4

Table 8 - Participation and achievement rates by looked after children (LAC) for classroom based learners

		2019/20			2020-21			2021-22		
		Cohort No.	Participation %	Achievement %	Cohort No.	Participation %	Achievement %	Cohort No.	Participation %	Achievement %
College Learners	Looked after	192	5.2	69.8	230	6.2	82.2	183	5.7	80.3
	Not Looked after	3529	94.8	80.6	3463	93.8	79.9	3035	94.3	75.7

Table 9 - Participation and achievement rates by free college meals (FCM) for classroom based learners

		2019/20			2020-21			2021-22		
		Cohort No.	Participation %	Achievement %	Cohort No.	Participation %	Achievement %	Cohort No.	Participation %	Achievement %
College Learners	FCM	834	20.3	81.5	984	23.6	81.9	801	21.0	82.6
	Not FCM	3280	79.7	80.9	3194	76.4	81.5	3022	79.0	76.9

Appendix 2

Table 1 - Staff profile by gender

Gender	Support	Teaching	Teaching Casual	Management	SLT	Grand Total
Female	65.8%	56.5%	44.4%	57.7%	30.8%	60.1%
Male	34.2%	43.5%	55.6%	42.3%	69.2%	39.9%
Cohort No.	234	131	27	26	13	431

Table 2 - Staff profile by age

Age	Support	Teaching	Teaching Casual	Management	SLT	Grand Total
Under 20	1.3%	0.0%	0.0%	0.0%	0.0%	0.7%
20-29	12.0%	1.5%	7.4%	0.0%	0.0%	7.4%
30-39	15.4%	14.5%	7.4%	15.4%	0.0%	14.2%
40-49	23.9%	26.0%	37.0%	34.6%	23.1%	26.0%
50-59	28.6%	35.9%	22.2%	30.8%	61.5%	31.6%
60-69	15.4%	20.6%	18.5%	19.2%	15.4%	17.4%
70 and above	3.4%	1.5%	7.4%	0.0%	0.0%	2.8%
Cohort No.	234	131	27	26	13	431

Table 3 - Staff profile by ethnicity

Ethnicity	Support	Teaching	Teaching Casual	Management	SLT	Grand Total
BAME	60.4%	32.1%	1.1%	4.8%	1.6%	43.4%
White British	43.2%	28.0%	11.2%	9.6%	8.0%	29.0%
White None British	50.6%	32.5%	10.4%	6.5%	0.0%	17.9%
Unknown	66.7%	26.2%	7.1%	0.0%	0.0%	9.7%
Cohort No.	234	131	27	26	13	431

Table 4 - Staff profile by disability

Disability	Support	Teaching	Teaching Casual	Management	SLT	Grand Total
Yes	7.3%	2.3%	3.7%	3.8%	0.0%	5.1%
No	65.4%	77.9%	59.3%	84.6%	76.9%	70.3%
Unknown	27.4%	19.8%	37.0%	11.5%	23.1%	24.6%
Cohort No.	234	131	27	26	13	431

Table 5 - Staff profile by religious beliefs

Religion	Support	Teaching	Teaching Casual	Management	SLT	Grand Total
Agnostic	23.5%	35.3%	17.6%	17.6%	5.9%	3.9%
Atheist	44.4%	16.7%	22.2%	5.6%	11.1%	4.2%
Buddhist - Mahayana	0.0%	100.0%	0.0%	0.0%	0.0%	0.2%
Christian - Orthodox	50.0%	50.0%	0.0%	0.0%	0.0%	3.2%
Christian - Protestant	45.9%	24.3%	0.0%	18.9%	10.8%	8.6%
Christian - Roman Catholic	60.0%	30.0%	5.0%	5.0%	0.0%	9.3%
Hinduism	55.6%	33.3%	0.0%	11.1%	0.0%	2.1%
Islam - Shiite	0.0%	100.0%	0.0%	0.0%	0.0%	0.7%
Islam - Sunni	56.0%	36.0%	4.0%	4.0%	0.0%	5.8%
Judaism - Orthodox	0.0%	100.0%	0.0%	0.0%	0.0%	0.2%
Judaism - Reformed	0.0%	100.0%	0.0%	0.0%	0.0%	0.2%
Other	56.3%	37.5%	0.0%	6.3%	0.0%	3.7%
Sikhism	54.5%	27.3%	0.0%	9.1%	9.1%	2.6%
Unknown / preferred not to say	58.8%	28.2%	7.1%	3.8%	2.1%	55.2%
Cohort No.	234	131	27	26	13	431

The College continues to update the protected characteristics data for staff and encourages staff to provide the information

Appendix 3

Table 1 - Selected questions from staff survey 2021-22

	All Respondents		BAME		White		Difference
	Return Count	Agree %	Return Count	Agree %	Return Count	Agree %	
Communication is effective in the College	315	46	85	59	128	49	+9.6 pp
The College's premises are well maintained	308	32	85	39	128	32	+6.8 pp
I believe my job is safe for the foreseeable future	308	47	85	55	128	49	+6.1 pp
My own values are aligned with the College values	316	80	85	79	128	84	-5.6 pp
Equality of opportunity is embedded into the culture of the College	316	61	85	65	128	70	-5.6 pp
The work I do is challenging (in a positive way)	308	76	85	74	128	81	-7.1 pp
I feel empowered to make the decisions I need in my role	316	63	85	64	128	71	-7.6 pp
My pay is fair reward for my work	308	30	85	31	128	39	-8.5 pp
My performance against my individual targets is regularly reviewed	315	54	85	48	128	58	-9.6 pp