

**United  
Colleges  
Group**

**Annual Equality,  
Diversity & Inclusion  
Report: 2024/2025**



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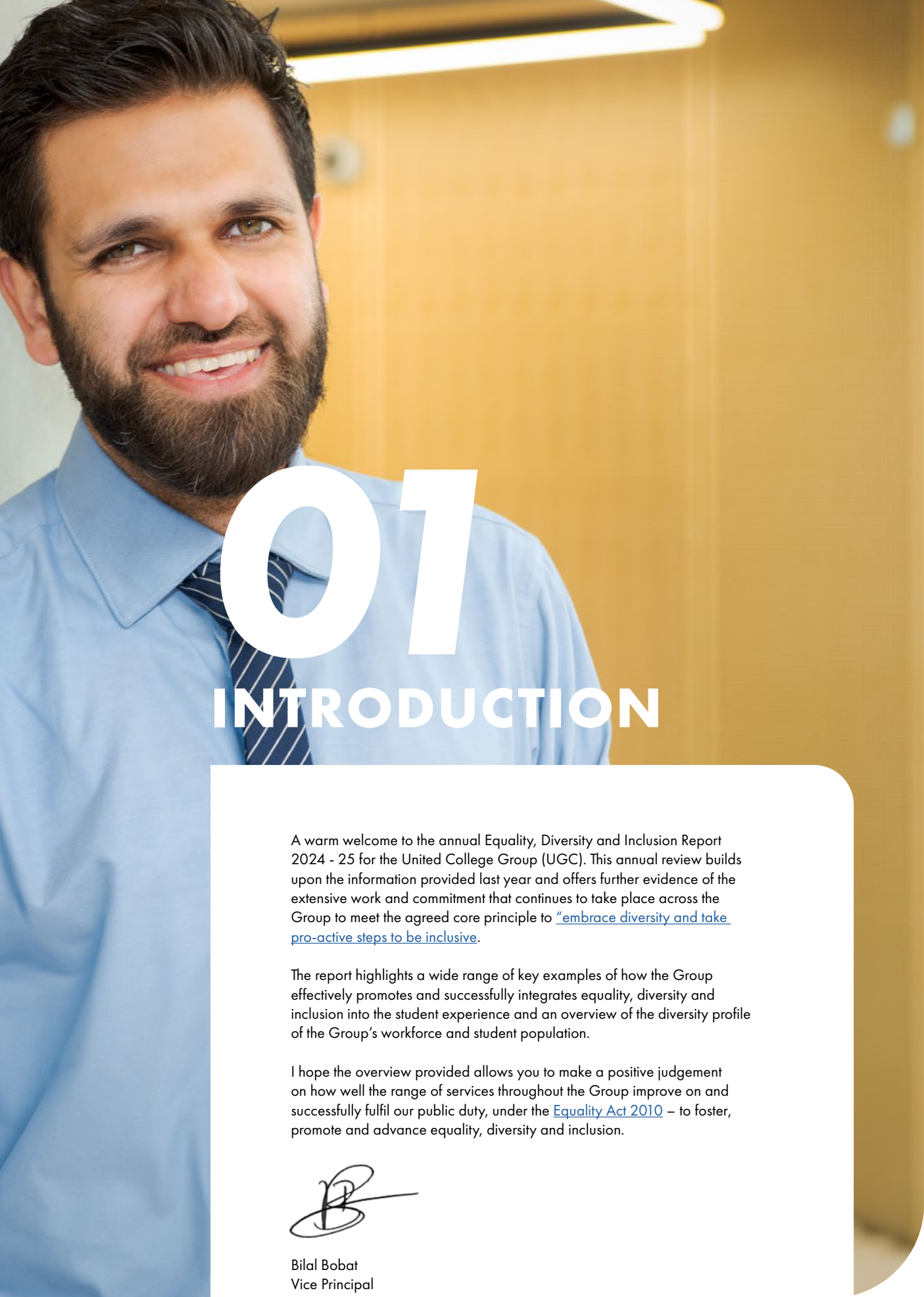
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# 01

## INTRODUCTION

A warm welcome to the annual Equality, Diversity and Inclusion Report 2024 - 25 for the United College Group (UGC). This annual review builds upon the information provided last year and offers further evidence of the extensive work and commitment that continues to take place across the Group to meet the agreed core principle to [“embrace diversity and take pro-active steps to be inclusive.”](#)

The report highlights a wide range of key examples of how the Group effectively promotes and successfully integrates 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 overview provided allows you to make a positive judgement on how well the range of services throughout the Group improve on and successfully fulfil our public duty, under the [Equality Act 2010](#) – to foster, promote and advance equality, diversity and inclusion.



Bilal Bobat  
Vice Principal



# WHO WE ARE

The United Colleges Group (UCG) is formed of City of Westminster College, the College of North West London and the Cockpit theatre. The group works with students, the community, government, partners and employers, across London and the UK, to support thousands of people in reaching their goals, whether that be starting a career, progressing onto further or higher education or developing new skills.

UCG was awarded an overall 'Good' effectiveness grade by Ofsted following its recent inspection in December 2024. Inspectors praised the college's 'extensive curriculum offer which aligns exceptionally well with skills priorities in London' and noted that 'staff support and encourage learners and apprentices to overcome any barriers to their success, so they can actively participate in and enjoy their education.'

UCG is one of the largest Further Education Institutions in London serving the communities of central and northwest London for over 130 years across four dedicated college campuses as part of:

## College of North West London (CNWL)

The College of North West London is part of the UCG with a main campus located in the London Borough of Brent, at Willesden. It also runs the Euston 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. Offering a broad vocational curriculum to both adults and school leavers. Specialist subject areas include Construction and Engineering, Computing, Science, and ESOL. CNWL is also a major provider of apprenticeships in construction, business administration and media roles.

**[cnwl.ac.uk](http://cnwl.ac.uk)**



# WHO WE ARE

## City of Westminster College (CWC)

City of Westminster College is located in Central London with two campuses at Paddington Green and Maida Vale. It offers over 200 courses across a wide range of both vocational and academic subjects. We have specialist facilities including, science labs, photography studios, a theatre, TV and Radio studios.

**[cwc.ac.uk](http://cwc.ac.uk)**





# WHO WE ARE

## **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. The Cockpit 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.

**[thecockpit.org.uk](http://thecockpit.org.uk)**



# WHO WE ARE

UCG Sector specialisms include Business & Accountancy, Construction, Engineering, IT, Computing, 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 Boroughs of Brent, Camden Westminster City Council and the Greater London Authority. UCG also has extensive and meaningful links with key businesses and industries in London and nationally including Crossrail, London Underground, Mace, McVities, British Gypsum, Wilmott Dixon Skanska and Land Securities, Arup, Atkins, McLaren, Goldman Sachs and the Creative Industries such as the National Theatre Connections, The National Youth Theatre and the Kiln Theatre (Brent).





# EQUALITY DIVERSITY & INCLUSION (EDI) COMMITMENTS

UCG has a core purpose to “ensure inclusive and equitable quality education and to promote lifelong learning opportunities for all.” As such, the Group remains committed to a culture and set of values that seek 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 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

As part of the value “Putting our students first,” UCG continues to provide 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:

- 180 students as class representatives and 31 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.
- Student Services provided training for Student Union/Council members and work with them to elect voluntary officers as agreed by learners e.g. EDI Officer, Promotions & Marketing Officer. They facilitate an inclusive, diverse and accessible learning environment and agree annual priorities and events.
- 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 participate.
- Student Union meetings providing 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 meet with SLT & invited Governors for informal feedback sessions, where issues relating to teaching and learning are raised and the Student Governor who attends the Board of Governors offers 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.
- Course Reps and SU involved with external organisations with community related projects around the College campus.

Through the board 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 can achieve their potential.



# EDI PROGRESS

A notable EDI achievement was the continued expansion of the Staff EDI Forum through newly appointed members. The Staff EDI Forum is made up of staff representatives from areas across UCG. Throughout 24-25 the EDI Staff Forum meet, once/twice a term, two weeks before an EDI Strategic Group meeting. Their remit being, to discuss collective staff EDI concerns, bring forward ideas/initiatives and to provide constructive feedback on EDI progress against the Strategic Action Plan. The meetings were chaired by the EDI Strategic Lead with the EDI Coordinator with feedback from the Forum reported into 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 who are willing to share their expertise and passion to work with a community of like-minded individuals to support the responsibilities of the EDI Strategic 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, 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 and improved through the staff voice.

**“Being an EDI Champion is a wonderful opportunity to discuss, plan, do activities and events that bring all groups of people together to reflect, share their culture and stories. I love being an EDI champion because I get to help others, voice their issues and celebrate significant days that mean so much to so many. It is important that as educators we ALL make our lessons inclusive, but we should all push to go above and beyond inclusive lesson content and look at everything on a larger scale in our college. It's not just what goes on in the classroom, it's how we act and conduct ourselves around the college. I became a champion because I wanted to be able to help others, learn about other cultures and backgrounds but also have fun whilst doing it! ” - EDI Champion**

The Strategic EDI Objectives for 2024-25 were compiled and updated from the remaining actions from the previous academic year, and staff and student feedback and input 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.



# PROGRESS 23-24

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

- Continuous Professional Development which continued to systematically include a focus on EDI characteristics and achievement gaps, with the improved analysis of EDI data from the Individual Learner Records and the Student Survey incorporated into the Self-Assessment Report training rolled out to career clusters during the admin weeks in July 2025.
- Staff continue to have access to the suite of Association of Colleges courses such as the Diversity in Leadership Programme, the Black Leadership Group Mentor Programme and also the Department for Education (DFE) Leadership Mentoring Programme, which uses positive action to encourage applications from those from an Ethnically Diverse background.
- All staff Continuous Professional Development Day with sessions on Autism Awareness, Sexual Harassment, Unconscious Bias and Professional Standards/boundaries.

**“The feedback from our recent CPD event highlights strong engagement and satisfaction with sessions on unconscious bias, professional boundaries, and harassment and bullying. Participants appreciated the interactive and engaging delivery, with the majority finding the sessions very effective. There were also positive remarks about the overall event organisation... highlighting the positive strides taken in the development staff CPD events and ensuring the content reflects the organisations objectives and that these objectives are widely understood by staff.” - Interim Head of Human Resources**

- Delivering Equality Impact Assessment (EIA) training for managers and strengthened the Learning and Development Strategy to further embed inclusive leadership practices.
- Developing an inclusive Talent Strategy in line with the Mayor's Growth Plan for London, ensuring UCG attracts, retains, and develops a diverse workforce that reflects its learners and the communities in which it operates.
- Creating a Learning and Development Strategy designed to underpin UCG's strategic objectives and embed a culture where learning is inclusive, continuous and aligned to organisational goals.
- Monitoring the diversity profile of staff selected for ILM Accredited Management Development Programmes, such as Achieving Results Through People, and using these programmes as opportunities for positive action.
- Coordinating and supporting a wide range of cross-college cultural and inclusion events (e.g. Eid, Iftar, Black History Month activities, panel discussions, movie nights), contributing to community cohesion and a sense of belonging.

# PROGRESS

**“For LGBT History month, we had the honour of hosting a movie night for staff and students, with a screening of Wicked. This was extremely fun for many reasons. But we chose this film because of the impact that Cynthia Erivo has made on this community by representing black queer folk across the globe and the themes of anti-bullying, power and prejudice being at the forefront of the story.” - Participant Feedback**

- Giving a stronger voice to staff and enabling more evidence-based EDI and wellbeing improvements through the increased engagement in staff surveys..
- Introducing a revised Performance Development Review (PDR) framework to ensure fairness, transparency, and consistent development opportunities across all staff groups.
- Career development initiatives, including “Grow Your Own,” expanded to clarify progression pathways and address barriers to internal development opportunities.
- Building upon the achievement of the prestigious Investors in People (IiP) award which had a series of dedicated EDI related actions, UCG have created an action plan to continue the journey to IiP Gold by 2027 which embeds a range of EDI initiatives.

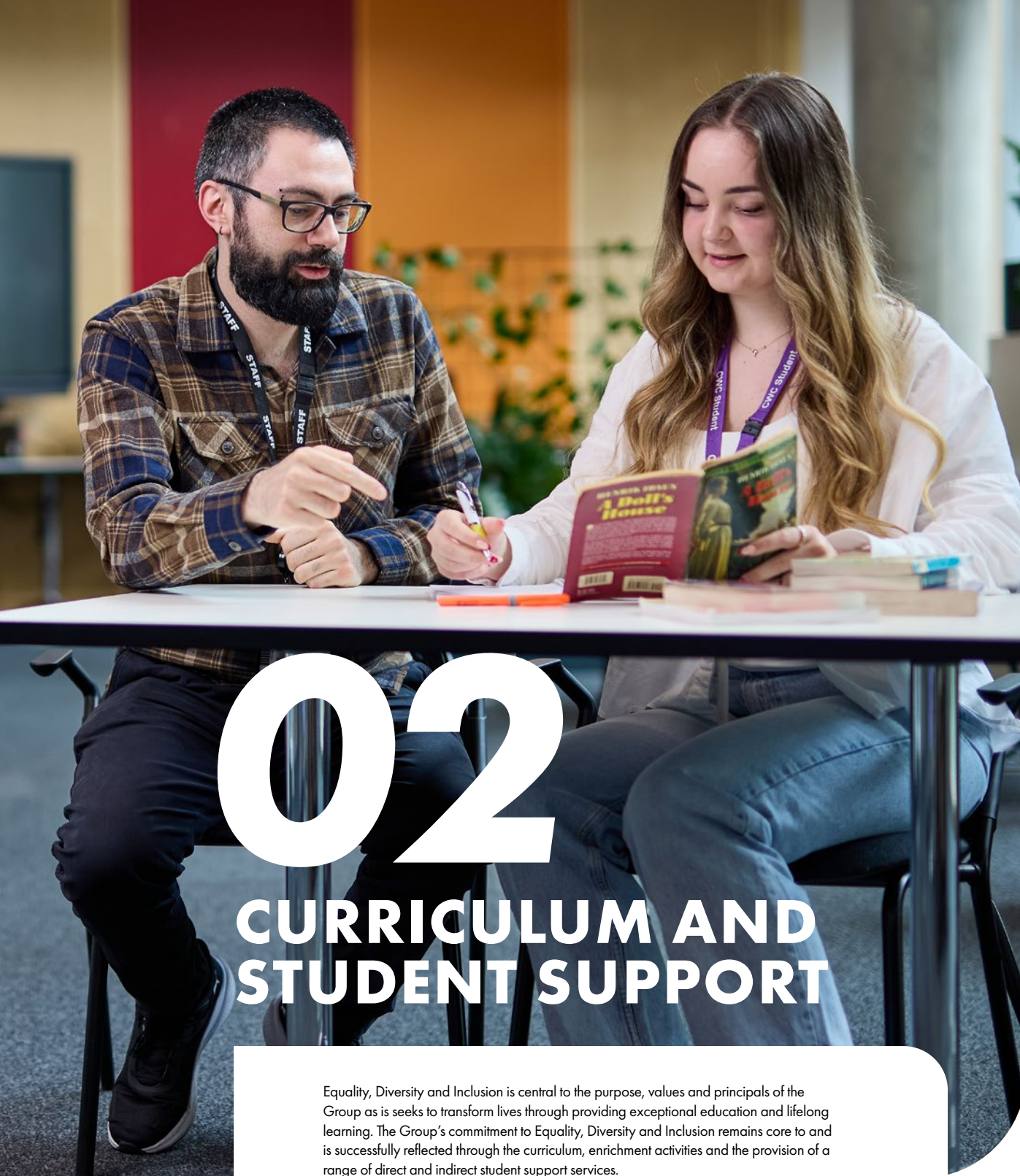
UCG continued to have the progress made on the commitment to advance and achieve best practice in equality diversity and inclusion validated by external independent organisations:

- Building upon the Disability Confident Employer Award Level 2 (obtained from The Department of Work & Pensions). UCG are actively working towards achieving Disability Confident Level 3 (Leader), strengthening its commitment to removing barriers and further improving disability inclusion for those looking for work or employed in the organisation.
- Achieved the acclaimed Leaders in Diversity Gold Award from the National Centre for Diversity. Allied to this achievement was the movement of UCG to number 30, in the National Centre for Diversity’s list of Most Inclusive Employers and the only London College in the top 100.
- Awarded the Mayor’s Good Work Standard – Excellence level, recognising fair pay, workplace wellbeing, skills and progression, and diversity in recruitment, reinforcing UCG as an employer of choice.

**“There is a commitment to embracing and supporting diversity, equality, and inclusion. There is an ED&I strategic action plan that is comprehensive and includes training and CPD” – IiP Report 2024**

**To view an extensive range of examples of EDI achievements for 2024-25 please click [here](#).**





# 02

## CURRICULUM AND STUDENT SUPPORT

Equality, Diversity and Inclusion is central to the purpose, values and principals of the Group as it seeks to transform lives through providing exceptional education and lifelong learning. The Group's commitment to Equality, Diversity and Inclusion remains core to and is successfully 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 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 were offered key activities, including:

- Assistive technologies and equipment provided to encourage and support learners with a disability to be able access and use resources.
  - Laptops, of which 3,952 were loaned. Laptop self-service system were installed at Maida Vale and Paddington Campus and allow all students to borrow and access laptops anytime during the building opening hours.
  - Use of Microsoft 365 features to support accessibility, e.g. immersive reading, magnifying text, dictation, insuring a more inclusive digital experience for learners with disabilities.
  - Support with Office 365 application such as Microsoft Teams which allows students to communicate and collaborate
- 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

- At the Paddington Green and Willesden LRCs, large Digital Displays are now available where the above events are regularly displayed so that students are aware.
- 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.
- The LRC continue to 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. In addition, for Wheel chair learners, there are adjustable computer tables at all LRCs.
- 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.
- Students whose English is not their first language were given work placement opportunity in the LRCs where they sell stationery to their fellow students.
- Provided curriculum and literacy resources in different formats to suit a range of diverse student needs e.g. E books, large print, audio books, and online reference sources.
- All online resources are available onMyday and can be accessed at any time. The LRCs issued over 41,864 resources to staff and students during 2024-25.
- The LRCs reflect a range of learning needs e.g. areas for group work, quiet study and bookable area for classes and opening hours that accommodate day and evening students.
- During the enrolment periods, LRC staff actively support a range of students, undertaking initial assessments, queue management, application assistance.
- All LRC staff have received the Educate and Celebrate and Safeguarding training as part of the Ask Angela programme, supporting vulnerable and at-risk students and have a number of staff who are both H&s First Aiders and Mental Health First Aider.
- All LRC staff have attended the Prevent CPD and are confident in helping to protect vulnerable students from radicalisation.

# ENRICHMENT ACTIVITIES

The Enrichment Team is dedicated to creating a vibrant & inclusive college experience for all students. With the focus to support students both inside & outside the classroom by offering a diverse range of activities, events, and programmes designed to foster personal growth, respect for different cultures and beliefs, and their wider role as being responsible members of society. The team, strives to ensure that every student feels valued, supported, & empowered to engage with the rest of the college, through initiatives, that create an environment where all students have the opportunity to thrive, celebrate their uniqueness, and connect with others in meaningful ways.

The Enrichment timetable is flexible so it can be adapted to the diverse needs of the cohort of students, it is also informed by student feedback on their ideas for activities or areas of interest.

Through the use of Microsoft teams and Promonitor, the Enrichment Team log and record attendance. 3,425 students were engaged in a range of unique and diverse activities and events during the year. There were 27,000 visits to enrichment hubs and 1,736 gym sessions attended.

Below are some examples of the range of bespoke activities and events that support and engage students across the college:

- For Black History Month, two main events to place took place:
  - An inspiring Q&A session with athlete Yamile Aldama, a world-class triple jumper & former Olympic athlete. During the session, Yamile shared her journey to success, the challenges she has overcome, and the importance of perseverance. Students had the chance to learn about the power of dedication in reaching personal goals.
  - A Q&A session with director Amani Simpson, where he shared his powerful journey & discussed his film "Save Me". Amani spoke about how the traumatic experiences in his youth shaped his path and inspired him to tell stories of transformation through film. Students were able to engage in a thought-provoking discussion about the power of personal growth, storytelling & social impact.
- The college hosts a Fresher's Fair at the beginning of each academic year. The aim is to use this event to informally introduce new and existing students to the college by showcasing a range of organisations and to showcase interactive activities. Over 1,100 students across three campuses had access to such organisations as NHS, UNLOC, Trailblazers, Track Academy, Grand Junction and the Women's trust. In addition, activities and games offered including Virtual Reality Headgear and a boxing machine.





# ENRICHMENT ACTIVITIES

- Enrichment Exercise Programme during each term offered a rich variety of activities such as Badminton, Basketball, Boxing, Dance, Football and Volleyball. In response to feedback and to encourage more female participation, female only gym, netball, football and basketball sessions were provided. All the activities are free to use, and students also have access to discounted external gym/ leisure facilities.
- Supported Learning Sports and Activity sessions for students with a disability to help promote physical activity, agility, balance, coordination, team working and communication. This included the use of Virtual Reality headset sensory activities linked to sporting equipment such as table tennis balls.
- International Women's Week: Goodie bags were handed out to students, in exchange for them completing a small task relevant to the theme of the campaign which is "Give to Gain."
- Music Appreciation offered to allow students the opportunity to have guitar lessons, use a radio booth to create music, record a podcast or even create a music video.
- Advocate/Disciplinary, a service provided to support students, when they are facing a disciplinary. Students have the option of bringing in a guardian or a member of the Enrichment team to advocate for them within the disciplinary 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.
- In addition, the enrichment team also offer mediation and mentoring as part of the disciplinary process, via a referral from the Assistant Principal/Curriculum Managers/Student Support Services or through self-referral.
- Ramadan celebration where staff and students broke their fast to have a meal together, known as the Iftar. Over 100 people attended including staff and students alongside members of the local community. It was a great way to bring the local community, staff, and students together.

# ENRICHMENT ACTIVITIES

- Andy Cole attended the college. The former professional footballer engaged with students and staff to share insights from his career. The event was an inspiring encounter for both sports and non-sport enthusiasts.

**“Being a part of the event with a legend like Andy Cole was exhilarating. He was incredibly kind and shared wisdom that could be applied to any life goal. It was inspiring evening and an honour to be a part of.” - SU Enrichment Officer**

- Festive Fayre, held in collaboration with the Work Experience Team brought entrepreneurial flair to campus. Business students set up stalls to sell their products, practicing real-world business skills and generating profit. It was a vibrant event that celebrated both enterprise and seasonal cheer.
- Christmas Winter Ball celebration provided a safe, inclusive space for students to unwind before the holidays. Complete with music, games like musical chairs, and song requests, the Winter Ball offered refreshments including pizza, juice, and fizzy drinks. It was an evening filled with joyful student interaction.
- International Women’s Day was marked by bringing together female voices from healthcare, fashion, marketing, education and the legal sector. Not only was it an opportunity to honour the achievements of women, the discussion delved into the challenges, successes and opportunities for women in today’s world; serving as a platform for empowerment, providing insights and inspiration for students, staff and the wider community.

**“Everyone has a different journey; events like this to mark International Women’s Day ensure young people can see the art of what’s possible, and hear real stories they can resonate with. I hope students were able take away from today that if you work hard, find what you love, stick to your values and surround yourself with good people, you will achieve in life. The college has a great diversity of people which is clear to see across the campus; I’m sure that will birth incredible young people who will go out into society to do amazing things. It’s so important we continue to inspire and support the next generation, in their careers and generally throughout their lives.” - Karen Bonner MBE, Chief Nurse for London NHS.**

**“We were delighted to host this important event, celebrating the incredible achievements of women. Our panellists brought a wealth of experience, engaging in thought-provoking discussion with all who attended, and we look forward to welcoming our guests back to UCG in the future.” - Stephen Davis, Group Principal and CEO of United Colleges Group.**





# ENRICHMENT ACTIVITIES

- Charity Month was a campus-wide initiative focused on fundraising and community spirit. Central to it was the week-long Valentine's Roses event, where students could purchase roses - many sent anonymously - with kind messages. The event offered a feel-good atmosphere on campus while highlighting compassion, connectivity, and generosity.
- In partnership with Citizens UK, UCG hosted The Councillor Listening Meeting. This large-scale listening event empowered students to share their experiences and concerns, particularly around safety. Held in a structured, professional format, the session welcomed local councillors, university representatives, and others. With testimonies, focus groups, and one-on-one discussions, real connections were made across various institutions.
- As part of LGBTQ+ History Month, the Student Union supported a movie night screening of Wicked in collaboration with the EDI Co-ordinator. This casual evening allowed students to relax and enjoy representation on screen, while also engaging with the broader themes of inclusivity and awareness.
- The first college wide Culture Month, that had as its highlight the Cultural Day. An event that transformed the college into a colourful celebration of diversity and global heritage. With stalls representing different countries, run by students who showcased traditional food, crafts, and customs. Music and performances from around the world. Traditional clothes, proudly worn by both staff and students, celebrating heritage and cultural identity. A key highlight of the day was the Cultural Fashion Show, a major event on the main staircase of the campus. This year's show saw enthusiastic participation from both students and staff, with individuals walking proudly in their cultural attire while dancing and celebrating. The energy, pride, and unity felt throughout the college were truly unforgettable.

**"Extensive enrichment and citizenship activities are in place, including participation in campaigns such as Black History Month, International Women's Day, anti-bullying weeks, and student-led initiatives, which foster respect, inclusion, and active citizenship among learners." - SAR 2024-25**

# 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) and Supported Learning (SPL) Teams, there were throughout the year a number of key accomplishments and events across the group in regard to the support (the teaching, learning, assessment) and outcomes for students with high needs. These include:

- Continued Excellent links with Brent, Westminster and Royal Borough of Kensington & Chelsea Teachers of the Deaf' services. The English workshop that was specifically set up for deaf learners has continued to be invaluable for enriching their student experience at the college.
- Learning Support Assistants (LSAs) from both the SPL and ALS teams undertook the ELSA (Emotional Literacy Support Assistants) training to further enhance support for learners with SEMH (Social, Emotional and Mental Health). This complemented the trauma-informed training and approach UCG is taking in order to ensure the needs of our learning community are understood and met.
- Continued fostering of positive working relationships with local boroughs and specialist provisions in order to support learner transition to post-16 education.
- Excellent working relationships with external organisations and support workers to accommodate external support provision onsite at college campuses and the 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 Education, Health and Care Plan (EHCP) caseworkers.

**“Learners who have high needs learn in inclusive and supportive environments. Staff, including specialist staff such as learning support assistants, speech and language therapists, physiotherapists and occupational therapists, work collaboratively to provide effective support to learners. This means learners’ individual needs are met well and they make good progress.” - OFSTED Inspection Report 2024**



# STUDENTS WITH A DISABILITY OR LEARNING DIFFICULTY

- Students with an Educational Health Care Plan (EHCP) at Westminster College Paddington were given the opportunity to take part in workshops running as part of the TRILS project. This project was funded by a grant from King's College London to get students with disabilities and their carers to think about designing a research project to explore how racism affects learning disability services and understand how to address it. In the first workshop they explored with the students what 'racism' meant to them. The second workshop was designing a project.
- Highly effective liaison between Speech and Language Therapy teams, teachers and Learning Support Assistants has resulted in the use of Augmentative and Alternative Communication devices (including Eye Gaze and Clicker) being effectively embedded in the curriculum. The outcome being students improving their communication skills and independence and being more effectively able to participate in college life, make choices and engage with others. Supported Learning Students at our Maida Vale campus ran a highly engaging and interactive Augmentative and Alternative Communication (AAC) stall to celebrate AAC awareness month.
- An outstanding range of connections with external organisations, have led to an enriched curriculum, with a diverse range of inclusive activities that holistically address the social, emotional and physical aspects of learning. Examples include Step Change Studio dance lessons, Special Educational Needs (SEN) Marathon, Dance Westminster Competition, Sports For Confidence, sensory stories, cycling, swimming, accessing community resources in fun weeks (museums, bowling, restaurants, cinema), and the DoF Bronze and Silver awards.
- The social skills club for mainstream learners to practice and develop their social skills has had continued success and is proving to be a valuable addition to the mainstream support provision at Paddington.

**"I made new friends and it has helped me to speak more to people." - Student Feedback**

- Employability strand students have continued to access work-based learning projects with ZSL London Zoo and Petite Miracles upcycling project. These projects have been invaluable in developing travel training for supported learning students and providing them with an enriching work-based experience.

# STUDENTS WITH A DISABILITY OR LEARNING DIFFICULTY

- Our Complex needs hub learners from the Maida Vale Campus have enjoyed weekly visits to the local library for sensory story lessons. This has provided them with a meaningful opportunity to experience sensory provision in the community. They also attended the Lord Mayor's Parlour at Westminster City Hall where they met the Mayor of Westminster as part of their community awareness lessons.
- The supported Internship Charing Cross Hospital programme offered interns weekly meditation and mindfulness sessions. Interns have enjoyed taking part and there was a considerable difference in their attitudes and behaviour in their work placements; while the Internships at Wembley Park in collaboration with ASDA , created exciting and new opportunities for more practical roles and employment opportunities for learners with support needs.

**“ ....It was clear to see the learner journey and how the units had been fitted together to support internship students with their next steps into adulthood.” - Supported Internships at Willesden City and Guilds EQA report 2024**

- Preparing for Adulthood learners at Willesden organised and ran a clothes sale project in collaboration with the student support services team. The learners sorted through donations, prepared items for sale and ran sale days at the Willesden, Maida Vale and Paddington Campuses. They raised awareness and funds for the college's clothes and food banks which was an amazing opportunity to provide sustainable clothing options to the college community whilst supporting our college community.
- The Skills for Work group at Willesden ran a catering enterprise project selling lunch meals once per week. They freshly prepared meals in our supported learning kitchen in order to sell to college staff. This has provided them with valuable business skills as well as developing life skills such as cooking and handling money.



# STUDENTS WITH A DISABILITY OR LEARNING DIFFICULTY

- Pre-Supported Internship students proudly launched 'The Pantry', a new zero-waste community cafe in Alpertown as part of their employment training pathway and accreditation. In partnership with London's Community Kitchen, learners prepared and served delicious food and beverages for the community that might otherwise go to landfill. The students transform daily deliveries of surplus food donated each day from companies including Marks & Spencer, Amazon and the recently opened Grand Union Co-Op store into meals for customers.

**"We are proud to be part of The Pantry community café; a project that embodies inclusivity and community empowerment." - Stephen Davis, CEO and Group Principal UCG**

- Learning for Work and Skills for Work students within the Supported Learning Department ran a vibrant Autism awareness stall on site with help from speech and language therapists and college staff. This included taking cake orders in advance and creating a series of eye-catching handmade posters to advertise the event ahead of time. Students sold cakes, bookmarks and badges to raise money for National Autistic Society.
- Learners from our Supported Learning Provision at Maida Vale had an exciting and enjoyable experience accessing professional dance workshops and auditioning for the Dance Westminster competition, an annual pan-disability dance competition for people aged 11+, designed to encourage those with a disability to be more active through dance. The event is run in partnership between Active Westminster and Step Change Studios, an award-winning, pioneering dance company committed to making dance accessible for everyone.
- The ALS team ran vibrant and engaging stalls at Paddington and Willesden to celebrate Autism Awareness Day. The teams sold cakes, badges and autism awareness merchandise and staff across the college were encouraged to wear blue to support autism awareness day and those in our college community living with autism. Over £360 was raised for the National Autistic Society.

**'Learners who have high needs study a curriculum that includes well-tailored content to meet their needs and enables them to achieve their EHC plan outcomes. Throughout their programme, learners develop a wide range of new knowledge, skills and behaviours and most achieve their planned learning goals. This prepares them well for their next steps in the community, world of work or further study at a higher level.'** - OFSTED Inspection Report 2024



# MENTAL HEALTH AND WELLBEING SUPPORT

The Mental Health and Wellbeing (MHWB) Team at UCG remains dedicated to fostering an inclusive and supportive environment across all campuses, ensuring every student has equal access to high-quality mental health and wellbeing support. Their mission is to empower students who may feel disadvantaged or face personal challenges, helping them to engage fully in college life and achieve their potential.

The MHWB Team operates on a student-centred philosophy underpinned by the principle that “early intervention means retention.” By identifying and responding to students’ mental health needs at the earliest opportunity, they not only enhance student wellbeing and academic success but also strengthen the wider college community. Their work continues to focus on reducing the stigma surrounding mental health while promoting equality, diversity, and inclusion.

Throughout the academic year, the Mental Health and Wellbeing Team has worked closely with both internal and external stakeholders to implement several important initiatives:

- Strengthened collaborative working through strong partnerships with curriculum areas, the Senior Leadership Team, Safeguarding Officers, Curriculum Managers, Teachers, Learning Support Assistants (LSAs), and Emotional Learning Assistant Support (ELAS) staff. ELASs play a vital role in supporting students with emotional and mental health needs. Through specialist training, ELASs have enhanced their capacity to provide targeted emotional support, alleviating some of the high demand on the MHWB Team. Referrals to ELASs have proven highly effective in improving student engagement and wellbeing.
- Continued external partnerships to collaborate closely with Social Services, Community Mental Health Teams, and other external partners to provide holistic care for students. These partnerships involve regular liaison with social workers, care coordinators, occupational health professionals, and support workers to ensure joined up and consistent support for students’ mental health needs.
- Co-ordinated and supported a variety of mental health awareness events across all campuses, including Mental Health Awareness Week which also acknowledge staff mental health and wellbeing needs. The event encouraged participation, promoted self-care, and provided access to internal and external support resources. They also contributed to reducing stigma and promoting open conversations around mental health within the college community.





# MENTAL HEALTH AND WELLBEING SUPPORT

- Access to Inclusive Support Services where Students access one-to-one mental health and wellbeing support in a safe, non-judgmental, and inclusive environment. For many learners, this is their first experience of engaging with mental health services. The team's commitment to accessibility has ensured that all students—regardless of background or circumstance—feel valued and supported.
- Worked closely with Student Services and the Safeguarding Team to identify students in need of support and respond promptly to emerging concerns. This joined-up approach has helped ensure that the day-to-day wellbeing of students remains a core focus across all campuses.
- Weekly one-to-one sessions are available to students across all sites, with referrals made to external agencies where appropriate. This ongoing engagement is vital in meeting the diverse mental health needs of our learners and in preventing crises before they escalate.
- Accessed through Prevent and other organisations, continuous professional development opportunities. Access to training, conferences, and sector updates ensures that team members remain knowledgeable, skilled, and confident in supporting students effectively.
- Collaborated with the Learning Support Department, in supporting the needs identified as part of Educational Health Care Plans (EHCPs). This includes facilitating dyslexia assessments, coordinating medical and sensory support (for hearing and visual impairments), arranging exam access arrangements, and assisting with functional skills development.
- Regularly participate in multi-agency review meetings with professionals involved in students' care, contributing to coordinated action plans that promote academic progress and address barriers to learning.

# PREVENT AND BRITISH VALUES

Under the Prevent duty (introduced as part of the Prevent Legislation in September 2015) Colleges are required 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”**

Included in the Prevent duty is the expectation 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 have appointed a team an established team lead by the Deputy Strategic Safeguarding Lead to support and co-ordinate the implementation of its approach. A fundamental theme is to help Students explore what are “British Values”, how this relates to them being an active and responsible 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 highlight the following:

- Embedded within UCGs tutorial schedule for students are a range of resources that include material and a tutorial outline that focus on British Values and Staying Safe in the real world as well as online. This includes the aspect of radicalisation and exploitation.
- UCG’s annual Prevent week involved Brent and Westminster Prevent teams facilitating workshops under the banner of “Your Voice, Your Views” to raise awareness of Prevent, radicalisation and the importance of early intervention. Feedback from facilitators confirmed students engaged well with sessions, sharing their own experiences and discussing how British Values relates to them.
- Officers from Met Police provided workshops around rights and responsibilities at Willesden. These sessions gave students the opportunity to gain a greater understanding of stop and search, how and why it is used to safeguard them and their rights if they are stopped by Police. They also provided an insight into the potential vulnerabilities of being drawn into gangs and exploitation.



# PREVENT AND BRITISH VALUES

- At the Paddington campus links were developed with Westminster Integrated Gangs and Exploitation Unit. Visits to offer one to one support/ stands and workshops were held across the year. The partnership working was developed as a direct result of incidents of serious youth violence in the local area. This ongoing work is continuing and being built on with the aim of working proactively with local networks and community partners.
- At the Willesden campus external agency Groundswell facilitated workshops around the dangers of toxic ideologies made popular by online influencers like Andrew Tate. These workshops were organised as a response to an increase in alerts on the UCG filtering and monitoring site Smoothwall. This demonstrated a need for sessions to improve understanding of positive masculinity to combat hate speech and misogyny.
- Connect Futures provided workshops to raise awareness of misinformation, fake news, conspiracy theories and its' links to extremism on and off line. Students spoke of having a greater understanding and awareness following these sessions.

**“Jacob’s enthusiasm and deep expertise made a significant impression on the students. He delivered clear explanations and shared his personal journey in a way that many students found relatable and inspiring.” - Student feedback**

- Solutions Not Sides organised via Brent Prevent team visited UCG as part of a proactive response to potential concerns as a result of the conflict in the Middle East.
- British Values Video with quiz was shown to the apprentices and uploaded to the UCG Myday app for all students to access and engage in.
- During UCG Gangs and exploitation week, workshops to raise awareness were held at all sites. These were facilitated by external professionals to ensure students understood the risk around gangs and how to safeguard themselves. Agencies provided intensive workshops that covered knife crime and gangs. These were targeted at young people exposed to or at risk of violence, vulnerability and exploitation.
- “I am” Brent campaign facilitated a range of workshops at the Willesden campus. These focussed on priority topics of Toxicity, Friendships and Bullying, Gangs, weapons and the Law and Internet Safety and Online grooming. The sessions were promoted to the cohorts believed to be most at risk within the ECBE, ESOL and IT curriculums.

# PREVENT AND BRITISH VALUES

- On the Education Hub, resources shared by DfE, following Russia's invasion of Ukraine are available. 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.
- 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 Prevent for this group. Facilitated by Brent Council Prevent Team with a focus on first year apprentices, training on Prevent took place in person. Employers were also invited to attend the training. Apprenticeships tutors reported

**“responses from these sessions were positive with students being engaged and interested in improving their understanding of Prevent and British Values”.**

- Throughout the academic year an Apprentice calendar of events covered Prevent on a regular basis, while a Prevent treasure hunt was created for students as an additional resource. Improved collaboration with the apprenticeship management team help to successfully raise the profile of Safeguarding and Prevent.
- 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
- As part of Capital Culture week a puppet show by Routes Puppets - Young voices - attended the Willesden campus. The interactive performance engaged students through storytelling and creative expression, focusing on key British values such as democracy, individual liberty, mutual respect, and the rule of law. The use of puppetry provided an accessible and impactful medium for students to explore and reflect on these important themes. The performance was well received by students showing enthusiasm and positive engagement during the performance.
- Bespoke workshops produced by Westminster Prevent team were held for the Supported Learners at both Willesden and Maida Vale Campus. The session provided some of our most vulnerable learners with information and understanding of staying safe, risks around terrorism, extremism and cyber safety. The sessions were well received with some learners being particularly engaged and demonstrating an understanding of the information being shared.



# PREVENT AND BRITISH VALUES

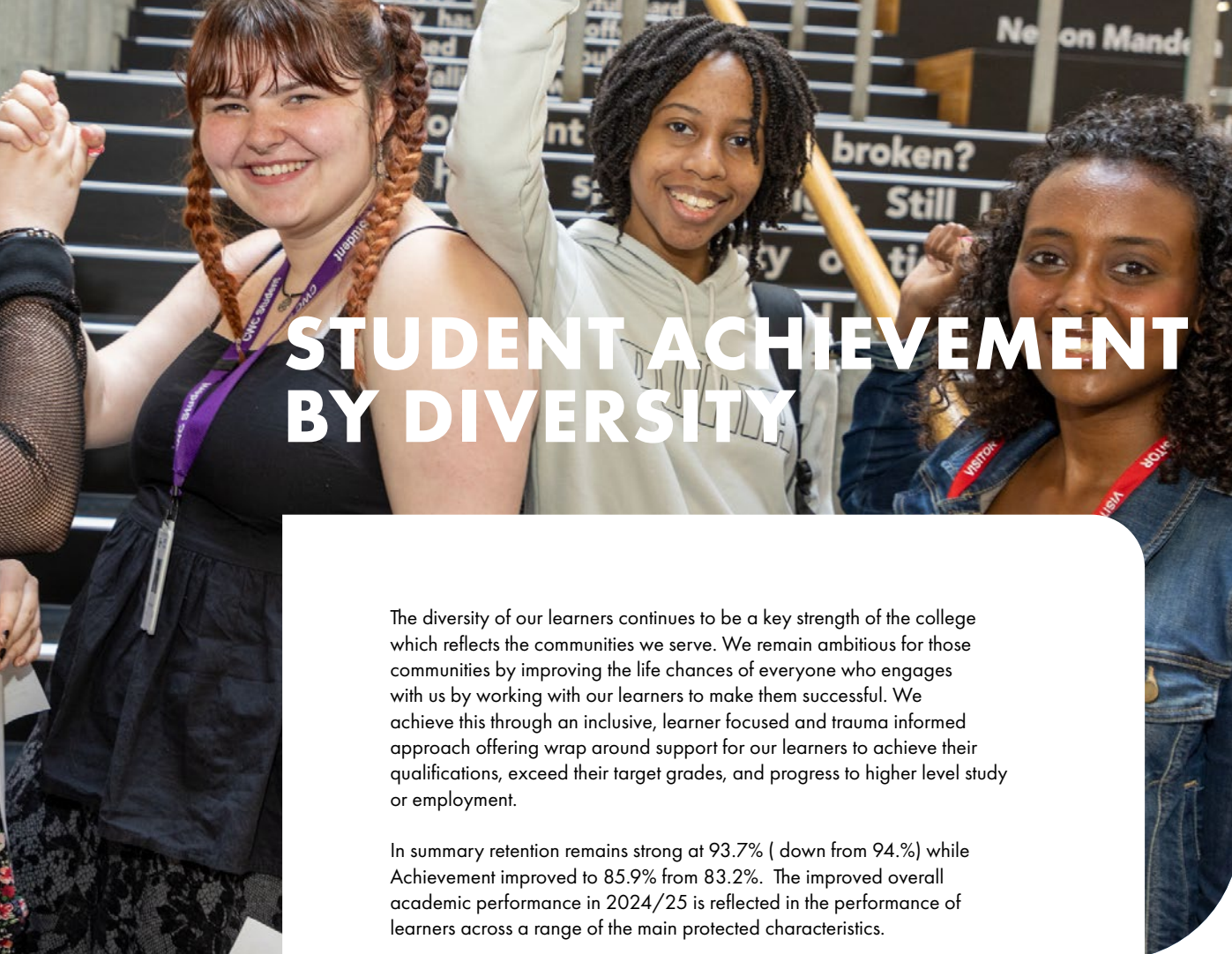
**“It was a pleasure to deliver the session the students were amazing and really engaged it was lovely to get to know them”. - Westminster Prevent Team**

- Mandatory Safeguarding & the Prevent Duty Training for all new staff and governors on a yearly basis delivered by the Safeguarding Team.
- The Student Support/Safeguarding team attended a range of online training facilitated by Westminster & Brent Prevent teams. These sessions provided staff with additional understanding and awareness of key topics including incels and extremism in online gaming as well as an extremely interesting training looking at Autism, Extremism and Radicalisation.
- Throughout the year with the primary objective of providing comprehensive support to our students and staff, UCG had a presence at a range of meetings. These serve as valuable platforms for collaborating with external organizations, such as social services, law enforcement agencies, and other relevant stakeholders, to address the diverse needs of our students. From there representation at a number of platforms UCG receive up to date information on the communities we serve and inform the workshops/tutorials that are delivered. These include the relevant interest groups such as:
  - London FE College Prevent Network
  - Brent Prevent Delivery Group
  - Brent Violence Against Women and Girls Panel & Delivery Group
  - Extremism, Violence & Vulnerabilities panel for Brent
  - Brent Safeguarding Forum
  - Post 16 Education Panel for Islington
  - Camden Prevent Forum
  - Stop & Search Group for Westminster

UCG has a holistic, integrated, and engaging range of activities that 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.

**“British values are actively promoted through curriculum content, enrichment activities, and themed weeks, with campaigns and workshops addressing democracy, individual liberty, rule of law, mutual respect, and tolerance. Regular safeguarding and enrichment sessions reinforce expectations around discrimination, misogyny, racism, and LGBTQI+ inclusion.” - (SAR 2024-25)**

Further evidence to highlight the success of UCG’s integrated approach comes from the May 2025 Student Survey where 96% of learners agreed that learners from different backgrounds work well together.



# STUDENT ACHIEVEMENT BY DIVERSITY

The diversity of our learners continues to be a key strength of the college which reflects the communities we serve. We remain ambitious for those communities by improving the life chances of everyone who engages with us by working with our learners to make them successful. We achieve this through an inclusive, learner focused and trauma informed approach offering wrap around support for our learners to achieve their qualifications, exceed their target grades, and progress to higher level study or employment.

In summary retention remains strong at 93.7% ( down from 94.%) while Achievement improved to 85.9% from 83.2%. The improved overall academic performance in 2024/25 is reflected in the performance of learners across a range of the main protected characteristics.

Our key strengths in 2024/25 include:

## Ethnicity

### 16-18 Learners

- Overall achievement rate up 2.9% to 78.5% from 75.6%.
- African learners increased their achievement by 6.9% to 83% from 76.1%
- Bangladeshi learners increased their achievement by 5% to 83.3 from 78.3%
- Most groups maintained or improved achievement rates, with Caribbean learners, increased their achievement by 10.9% to 80.2% from 69.3%.
- The gap between white and non-white learners for learners narrowed considerably (+1%), with both groups now achieving at similar rates.

### 19+ learners

- Overall achievement rate up 2.5% to 89.2% from 86.7%.
- African learners improved their achievement by 3.1% to 88.4% from 85.3%.
- Bangladeshi learners improved their achievement by 1.3% to 92% from 90.7% .
- Most groups maintained or improved achievement rates, with Arab learners increased their achievement by 4.5% to 90.3% from 85.8%.
- Non-white learners now slightly outperform white learners by 0.4%, reversing the previous gap.

## Gender

### 16-18 Learners

- Female achievement increased by 2.7 % from 77.8% to 80.5%
- Male achievement increased by 2.6 % from 74.0% to 76.6%.

### 19+ learners

- Female achievement increased by 3.4 % from 88.0% to 91.4%.
- Male achievement increased by 1.5 % from 84.9% to 86.4%.





# STUDENT ACHIEVEMENT BY DIVERSITY

## Learning Difficulty/Disability

### 16-18 Learners

- Achievement increased by 1.6 % to 75.4% from 73.8%.

### 19+ Learners

- Achievement increased by 1% to 86.2 % from 85.2%.

A revised Quality Assurance process was implemented in 2023/24 supported by a Quality Assurance Handbook. UCG's Quality Cycle is a systematic and continuous process to assess, monitor, and enhance the quality of education and services we provide for learners.

Our Developmental Observation model is a strand of activity that sits alongside this to form a holistic approach to improving and developing the quality of Education through attention to Teaching, Learning and Assessment, Performance and Quality and Curriculum Leadership and Management.

Our Student Support Services, Safeguarding, Mental Health and Wellbeing, Careers, Enrichment, Work Experience, and Learning Resource Centre teams all work to support the wider experience, skills, and personal and professional development of our learners.

By using the framework of the UCG Method and the six priorities of teaching, learning and assessment we ensure the best and most appropriate teaching and learning strategies are used to engage and support all learners. This is further supported by the introduction of new Strategic EDI objective to better support staff to understand how to interpret EDI data sources. The result has been improved detailed analysis of EDI information, with more robust reports and accompanying action plans developed by each Career (Curriculum) Cluster, to identify the specific action to be taken to support the rate of achievement between different groups of students.

# 03

## MONITORING

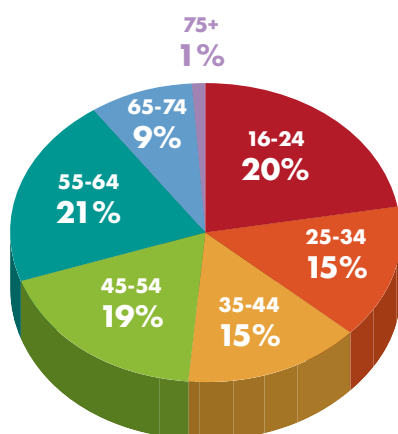
In line with best practice, UCG continues to monitor the profile of its students and staff. This section looks at each of the protected characteristics for both staff and students (where applicable) and identifies any changes or trends in the data.

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

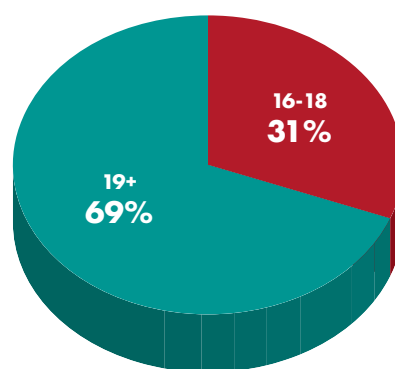


# AGE

**Employees**



**Students**



## Employees

The highest proportion of employees this year is within the 55–64 age group (21%), showing a slight increase from last year's 20%. The 16–24 age group, which saw the largest growth last year, has decreased slightly from 23% to 20%. This figure still represents a significant proportion of the workforce and as such continues to contribute positively to the future talent pipeline.

Similar to previous years, the main age groups remain well represented, with 35–44 at 15% and 45–54 at 19%, showing only minor shifts compared to last year. The Group's age profile continues to demonstrate a healthy balance across age ranges, reflecting both experienced staff and younger employees entering and progressing through the organisation.

The stability across most age groups, combined with the sustained presence of younger employees, indicates that the College continues to successfully attract, retain, and develop a diverse workforce across generations.

## Students

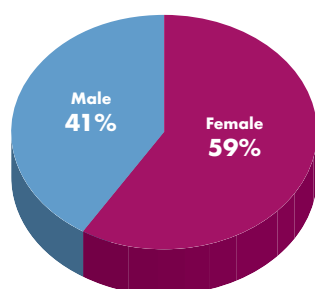
The age ratio for the two student cohorts retains a similar pattern to the previous academic years, with the enrolments in the 19+ age group remaining the most significant.

## Actions

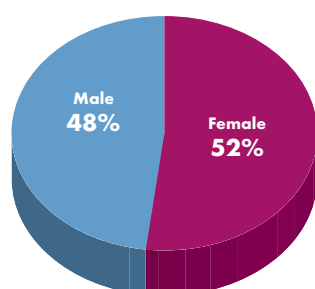
The HR Organisational Strategy contains planned interventions to support succession planning while the use of HR monitoring data helps to anticipate the implications of the age profile for key posts. The creation of the Investors in People action plan also references the management of the talent pipeline with the development of our Inclusive Talent Strategy, allied to this is the introduction of a Learning and Development Strategy to ensure appropriate training opportunities and the revision of the Performance & Development Review process. Together these help UCG to future proof the Group in terms of talent, experience and knowledge retention.

# GENDER

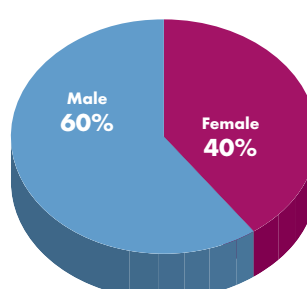
**Employees**



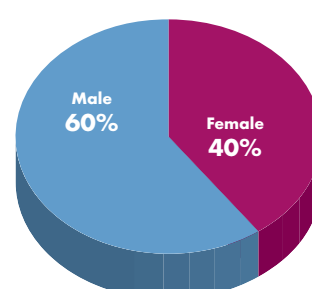
**Students**



**Extended Management Team**



**Senior Leadership Team**



## Employees

The Group's gender profile shows a ratio of 59% female and 41% male, reflecting a slight increase in female representation compared with last year's 58%. Figures from the Association of Colleges show the FE College norm for female representation to be 63%. It should be noted that females make up 60% of UCGs EMT, while at the SLT level 40%.

## Students

The gender balance of 52:48 in favour of females remains consistent with the previous academic year.

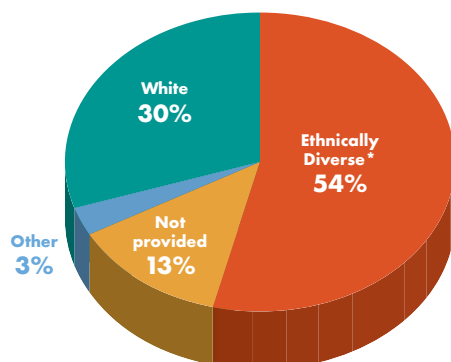
## Actions

The Group's Strategic Equality Objectives 2020–24, along with the liP action plan and HR Operational Plan, highlight a commitment to enhancing recruitment and promotion opportunities for female staff, particularly those from ethnically diverse backgrounds. Ongoing review of the Recruitment & Selection process aims to improve the representation of female staff across all management levels.

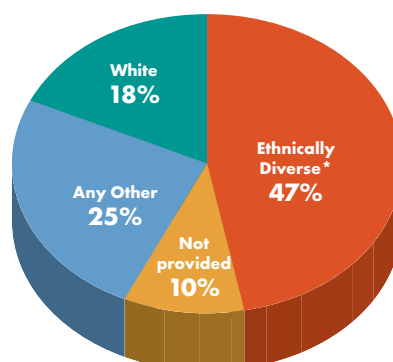


# ETHNICITY

## Employees



## Students



\* Black, Asian and Minority Ethnic

### Employees

While there has been a slight reduction (1%) in the proportion of staff from an Ethnically Diverse background to 54%, this remains higher than the Department of Education figure of 47% for London.

Within this context the sustained level of representation demonstrates the continued impact of the Group's long-term commitment to inclusive recruitment and progression practices. Some important footnotes are:

- There has been an increase in "Not Provided" responses to 13% which may slightly affect direct comparisons with previous years. However, even with this rise, the overall picture remains strong, with Ethnically Diverse staff continuing to form the largest representation across the Group.
- At the Extended Management Team (EMT) level, the representation has risen from 48% to 53%, marking further progress in diversifying leadership. This increase continues to exceed the Group's KPI of 40% ethnically diverse managers and reflects the effectiveness of targeted initiatives such as outreach to non-traditional recruitment platforms, training for hiring managers, and coaching programmes designed to support staff from Ethnically Diverse backgrounds in progressing into leadership roles.
- While the level of Ethnically diverse representation EMT continues to improve and remains strong, further work is needed to ensure that diversity is mirrored at the highest level of managerial decision-making tiers. Like many organisations the challenge remains for UCG to significantly increase the proportion of ethnically diverse staff, which remains at 10% at the Senior Leadership Level (SLT).

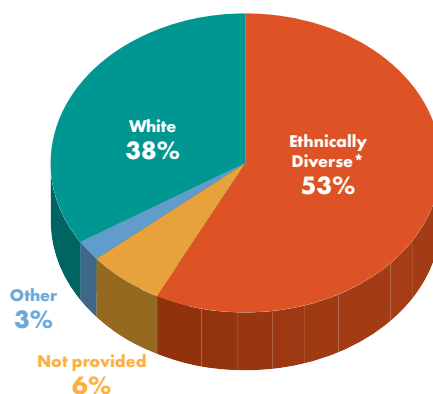
The Group continues to demonstrate strong performance in attracting, retaining, and developing staff from Ethnically Diverse backgrounds. The continued rise at EMT level, combined with stable organisation-wide representation, reflects meaningful and ongoing progress in embedding effective inclusive recruitment and talent development practices.

### Students

The proportion of students from a BAME background (Black, Asian or Mixed) is at 47% – which remains consistent with 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



\* Black, Asian and Minority Ethnic

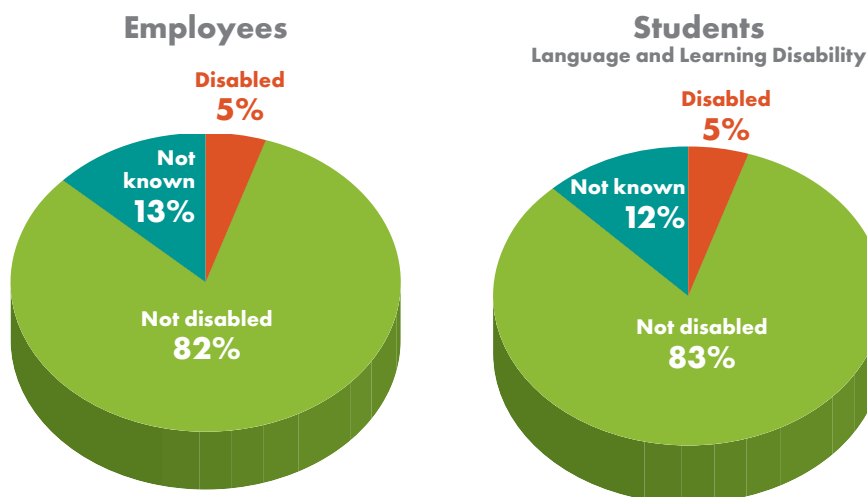
### Actions

UCG remains committed to improving recruitment and promotional opportunities for staff who are underrepresented, ensuring a diverse workforce at all levels. This continues to be a key objective within the HR Organisational Development Strategy. Key initiatives include:

- As part of the “Grow Our Own” programme, monitor the diversity profile of staff selected for ILM Accredited Management Development Programmes, such as Achieving Results Through People, using these opportunities as Positive Action initiatives for women and staff from ethnically diverse (Black, Asian, and Minority Ethnic) backgrounds.
- Further promote the internal mentoring programme and buddy system to support the career development of underrepresented staff, particularly those from ethnically diverse backgrounds, at senior management levels.
- Strengthen processes to encourage disclosure of ethnicity and disability during recruitment and throughout employment, improving the accuracy of workforce data.
- Monitor the diversity profile of staff in relation to internal promotions and secondments to ensure fair access to opportunities.
- Support staff participation in external development programmes such as the AOC’s Aspiring Black, Asian and Minority Ethnic Leaders Coaching programme and Women into Management workshops.
- Introduce post-coaching sessions for staff applying for promotions or secondments, allowing managers and HR to identify further career development opportunities. This includes programmes such as the AOC Black Women’s Leadership Course and provides a mechanism to identify potential barriers, perceived or actual, in recruitment and promotion processes, while enhancing staff retention and development.



# DISABILITY



## Employees

The current overall proportion of employees declaring a disability remains at 5%. The level of disclosure is in line with the norm for the FE sector (6%) and above the 3% for the general UK workforce. It is, however, 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 slightly to 13% from 12% while this is higher than the 4% average for the FE sector it is considerably below the 23% for the general working population.

## Students

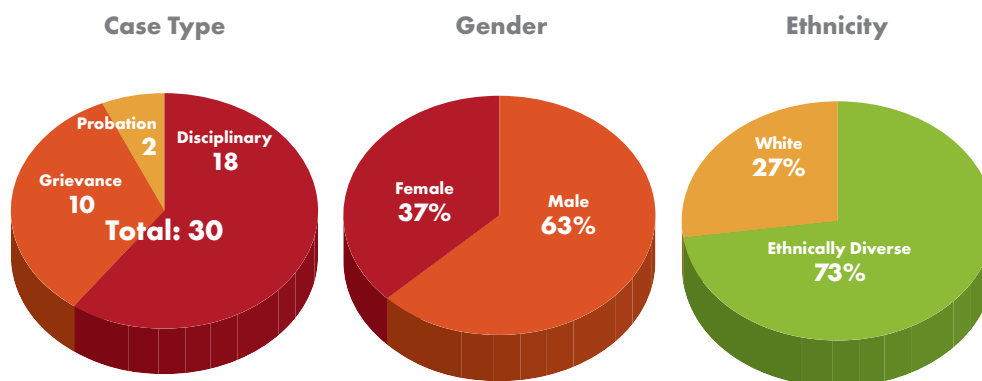
The data for students with a language and learning difficulty at 83% shows no significant percentage change from the previous academic year. The main shift appears in the reduction of declarations down by 6% to 5% and the increase in Not Known at 12% up by 5%. It is highly possible that these changes could be due to the under reporting of student declaration.

## Actions

In line with the core actions for being granted Level 2 of the 'Disability Confident Committed' Employer award, the College continues to:

- take steps to encourage the disclosure of protected characteristics at the recruitment stage during employment and to monitor the impact
- encourage staff to disclose their disability by promoting the benefits of disclosure and the support available as a result.

# EMPLOYEE RELATIONS CASEWORK



## Employees

During the current reporting year, a total of 30 casework matters were recorded, representing an increase from 21 cases in the previous year. The increase is largely attributable to a rise in disciplinary cases (18 this year compared to 4 last year), while grievance and probation cases have reduced slightly. No redundancy cases were recorded this year.

## Gender

This year's casework shows a gender profile of 37% female and 63% male, indicating a shift from last year where females were slightly overrepresented at 52%. Compared to the Group profile (58% female / 42% male), males are now disproportionately represented in casework. This represents a reversal of last year's pattern and departs from the longer-term norm, suggesting a need for continued monitoring to understand any emerging trends.

## Ethnicity

Staff from an Ethnically Diverse background account for 73% of casework this year, compared to 81% last year. While this reflects a decrease year-on-year, the figure remains significantly higher than the Group profile of 55%, and this indicates continued overrepresentation within casework. However, it should be noted that this follows a period in earlier years where Ethnically Diverse staff were underrepresented in casework relative to their Group profile, reinforcing the importance of monitoring trends over a three year period.

## Disability

No disability data has been recorded within this year's casework figures. This contrasts with last year, where 9% of staff involved in casework declared a disability, which was above the Group average of 5%. The absence of disability data this year is likely to reflect data capture or disclosure gaps, rather than an absence of disabled staff within casework. This highlights an ongoing need to improve the recording and accuracy of disability-related information.

## Actions:

- Embed targeted equality analysis within casework processes to identify and address any disproportionality by gender or ethnicity at key stages, including referral, decision-making, and outcomes.
- Improve the accuracy and completeness of protected characteristic data, particularly disability, by strengthening disclosure prompts, manager signposting, and staff confidence in how data is used and protected.



# STUDENT COMPLAINTS AND DISCIPLINARIES

Each College records the complaints received from students and also disciplinarys and exclusions. The analysis of these areas include the diversity of students in regard to age, ethnicity, gender profile and disability. Data for 2024-5 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.

Emerging from the data available are the following footnotes:

- The number of formal complaints have fallen from 19 to 10. A key feature in the decrease has been the strategies in place to resolve complaints informally such as the direct collaboration with curriculum staff to bring about a resolution via the intervention of the relevant Assistant Principal.
- The total number of exclusions increased from 30 to 40, and continues the upward trend of the last three years. The largest single group excluded were students who self-identified as Any other Black/ African/Caribbean background with 13 exclusions, compared to 8 in 2023-24, and 6 in 2022-2023. This upward trend continues to be monitored by the detailed analysis at the academic programme level, alongside the ongoing review of disciplinary processes to ensure fairness, cultural awareness and the appropriate support for all students and staff is in place.
- In regard to gender there was an over representation of males at 63% against the College male student figure of 48%. UCG will continue to monitor the gender balance to identify any long-term pattern that many occur and to ensure the ongoing review of disciplinary processes ensures fairness, gender awareness, and the appropriate support for all students and staff is in place.



# RECRUITMENT

As an inner London College, UCG continues to benefit from a diverse and multi-skilled workforce and remains committed to building a workforce that is representative of the communities it serves at all levels of the organisation. Diversity of background, perspective, and experience is recognised as a key organisational strength and central to fostering an inclusive and welcoming environment for both students and employees.

UCG continues to take proactive steps to ensure recruitment opportunities are accessible and fair. All applications are considered equitably, regardless of age, disability, gender identity or expression, race, ethnicity, religion or belief, sex, sexual orientation, or any other equality characteristic.

Over the past year, UCG has strengthened its approach to recruitment monitoring and analysis, enhancing reporting capability to support more detailed scrutiny of recruitment activity across the protected characteristics. This includes monitoring roles applied for, contract types, and progression through recruitment stages, including shortlisting and appointment. This approach will also support improved oversight of internal recruitment, promotions, and secondment opportunities, enabling more informed action where disparities are identified.



# GENDER PAY GAP

	2024-25
<b>Mean Gender Pay Gap</b>	<b>5%</b>
<b>Median Gender Pay Gap</b>	<b>5%</b>
<b>Mean Bonus Gender Pay Gap</b>	<b>36% *</b>
<b>Median Bonus Gender Pay Gap</b>	<b>50% *</b>

• **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.

• **Mean bonus gender pay gap:** The difference between the mean bonus pay paid to male relevant employees and that paid to female relevant employees.

• **Median bonus gender pay 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 gender pay gaps shows a positive picture with the:

- gender pay gap for the Group has narrowed and is now at 5% from 7% in favour of men. This reflects a continued trend and is in line with the data from the Office for National Statistics where the gender pay gap has been slowly narrowing over time and currently stands at the national average for the education sector of 10%.
- the median gender pay gap for the Group remains at 5% in favour of men. The results are very positive particularly when compared to the UK national median pay gap for men and women is an average of 15.4%

**\* (Please note the College does not pay bonuses but for the purpose of this year’s report staff awards and long service awards were included. The gap for Mean and Median Bonus gender pay are high as those who received the higher long service awards were predominantly males).**

## Actions

Following the 2024–25 Gender Pay Gap analysis, UCG will continue to take proactive steps to address pay inequalities and ensure fairness across the Group. Key actions for this year include:

- Maintain fair pay by continuing to pay the London Living Wage across all staff, including those employed through external contractors.
- Address disparities in reward and progression by investigating the rise in the median bonus gap and reviewing pay across roles, contract types, and protected characteristics.
- Align pay frameworks and policies across the Group to ensure consistent, transparent, and equitable application of pay and reward practices.

# 04

## NEXT STEPS

### The future areas for focus in 2025-26 are to:

- Continue to implement the Strategic EDI Objectives and Action Plan 2025-26 so that the Group can strengthen its approach to and exceed the aims of the General Duty.
- Build upon our strength of embedding equality, diversity and inclusion as recognised by the Investors in Diversity (Gold) Leaders 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 UCG's Purpose, Values and Principals.
- Continue the reflection on how best to further the commitment to equality, diversity and inclusivity, through collaboration and consultation with staff and students' networks.