

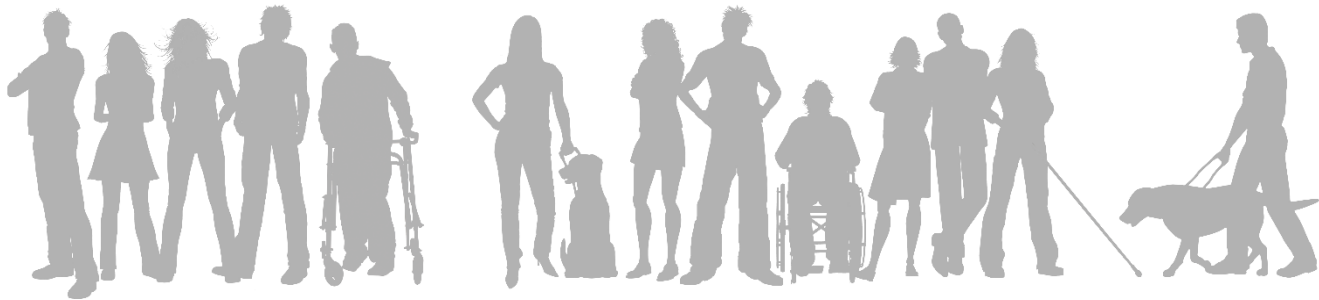


# EQUALITY DIVERSITY & INCLUSION ANNUAL REPORT 2022-2023



Leaders  
in Diversity  
Award

**INVESTORS IN PEOPLE®**  
We invest in people Silver



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## *An introduction from the Chair of Governors – Ian Richards*

*“Welcome to Queen Alexandra College’s 2022-2023’s Equality Diversity and Inclusion Report, which I am delighted to share with you. We are publishing this report as it is best practice in line with the Equalities Act, but more importantly because we are passionate about the significance of equality, diversity and inclusion, EDI, in enhancing the lives of our students, clients and staff.*

*We have successfully embedded EDI into all aspects of QAC’s provision and practice. In addition to being recognised for our achievements in this area with the Leaders in Diversity accreditation, we have embedded the best practices and have made them part of our day to day work at QAC. This is due to the amazing commitment of our strong team of staff here at QAC. It remains our firm intention not only to practice what we preach, but also to share our good EDI practice as widely as possible.*

*We have improved the commitment to staff in many ways and our award of the silver level of Investors in People validates the work we have achieved together. This award underlines our commitment to our staff, whose enthusiasm for EDI in general and the college’s values is central what happens at QAC. Staff really do make QAC such a welcoming, supportive and encouraging place and one that enables our students to thrive.*

*In 2022, QAC was ranked #4 in the National Centre for Diversity’s ‘Most Diverse Workplace’, of which we were very proud to achieve.*

*You can find out more information about becoming a governor at QAC [here](#), we are always proactively looking to increase our diversity of governance to best reflect the community we serve.*

*Should you have any questions about the contents of the report, or if you require any further information, please **contact** Bev Jessop, Principal and Chief Executive.”*



## Introduction to Queen Alexandra College

Queen Alexandra College (QAC) is a charity that operates as a specialist FE College.

QAC provides residential and non-residential education, training and Independent Living Skills for people with vision impairment, complex learning difficulties and other disabilities.

Additionally, QAC Community Services provides support and a range of services for young people with disabilities in the community. QAC also operated a number of Enterprises which support the charity. Based in Birmingham, we continually aspire to reflect the diversity of our students and the local community.



QAC makes a positive difference to the lives and learning of people with disabilities and learning difficulties. We have high expectations of staff, students and clients whilst being responsive, innovative and collaborative. Our College values drive how we work with students, clients, stakeholders and as a team. We

warmly welcome applications from individuals who share our values, from all backgrounds, to add to our committed and diverse team.

QAC achieved the prestigious 'Leaders in Diversity Award' in 2021 and was ranked #4 in *National Centre for Diversity's 'Most Diverse Workplace' in early 2022. QAC is also a 'Disability Confident Employer', a 'Mindful Employer' and is an 'Investor in People, Silver'.* QAC continue to operate within the principles of the AoC Mental Health Charter.

The College endeavours to ensure that students, clients and staff are not discriminated against because of their gender, race, disability, sex, gender reassignment, sexual orientation, religion or belief (or none), social disadvantage, maternity, paternity or age which are monitored through the Equality & Diversity Steering Group, the Safeguarding Team, the College management team and through governance.

## Ethnic Diversity of students

Diversity of recruitment continues to increase year in year and aligns with local statistics.

2022-23	
ETHNIC DIVERSITY Total	% of whole
166	45% (+3%)



## Community integration and Citizenship

We offer many inclusive and diverse opportunities to students and clients to enable them to experience the breadth and complexity of the wider world. Such exploration of the wider world enhances the students' cultural capital and personal development.

Collaboration & Citizenship Integration opportunities add value through additional events and opportunities to participate and contribute to society, strengthening understanding



of aspects of British Values, personal development and responsibility. The provision links with external collaborators to reflect and celebrate the diversity of all members of the college, our stakeholders and the wider community in line with the culture and ethos.

The Collaboration & Citizenship Lead reports through the Student Services

Governor committee and the EDI Strategy Group and are integral to the fabric of QAC.



Opportunities that have positively contributed to enhancing students understanding of their role in society have been wide, numerous and varied over the last year:

Book of Condolence (Queen); Celebrating Influential Black Musicians; European Day of Languages; Roman Soldier Workshop; Bright4Sight (VI); Vikings & Anglo Saxons Workshop; Anti Bullying Week - Odd Socks Day; Eco VR Workshop; Disney Day; Black History Month; Festive Friday - Christmas Jumper Day; Tudor workshop; Big Garden Birdwatch; Reach Out Arts Storytelling; CBSO Relaxed Performance Around the World in 80 days; Zoo2Us - Animal Experience Day; QAC Readathon; Silly Science Workshop; Calamity Climate Change Theatre Production; Maypole Dancing; Flag Parade and Asian Dancing workshops.



## **Leadership, Governance & Management of EDI**

In October 2021 QAC achieved the prestigious Leaders in Diversity Award from the National Centre for Diversity, recognising organisations going above and beyond in their commitment to the FREDIE values of fairness, respect, equality, diversity, inclusion and engagement. Our new Equality, Diversity, and Inclusion Leaders Action Plan (January 2023– Dec 2025) include objectives which build on and continue the work in this area, with progress monitored through the Equality and Diversity Steering Group and reported to the Board of Governors. Being leaders in EDI is embedded into the practices of QAC.



QAC has a Governors' Equality, Diversity & Inclusion Steering Group who meet 3 times per annum with attendees reflecting a cross section of the college to include all areas of the QAC charity. The group considers how it can proactively be more diverse and celebrate the richness of the culture in which we live. The group provides advice to the College Management Team and the QAC Governors with regards to equality, diversity and inclusion issues. (Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Gender, Sexual Orientation, Religion and Belief). It also aims to ensure that QAC delivers its equality agenda and legal responsibilities effectively by identifying inequalities and discrimination and barriers to the services offered to learners, clients and staff. It will also report on the proactive work undertaken with regards to EDI across the QAC Charity and Services.

## **Student Council**

The student Council goes from strength to strength each year and has representation from all curriculum areas, including residential and QAC's 2 satellite campus', Pinewood and Umberslade. The council holds a high status within the college with good engagement from students who want to participate and attend Governance and other meetings to share their views. The process of being a council member follows the country's model of voting and democracy with students having to convince their peers why they would best represent student views. The process is linked to the British Values and every student can stand for election and to put their views across, developing their own campaign literature. Within the year students attended various meetings including governor meetings, sustainability, Health and Safety, EDI and student services. Many provided governors with direct feedback on their experiences on behalf of the wider student group. Governors attended council meetings also where students aired their views in a professional manner and felt listened to by the Governors.



The students have set up a website that features a "You Said We Did" page to show their impact and where students can share their questions, thoughts and views and is just one of the ways that students collaborate with each other at QAC. The Student Council has also attended national parliament events organised by Natspec and have shared this experience with over 100 students nationwide.

## Safeguarding

There is a robust safeguarding process in place across the QAC organisation with 10 staff that has responsibility for safeguarding, one of whom is the lead designated safeguarding officer, with others acting as deputies. A daily rota is in place for swift interventions as may be needed. The Safeguarding team has increased this year to include Community Services and a broader curriculum team and works closely with the positive engagement team.

The safeguarding team members access termly supervision sessions with our external partners Essential Training Company, and they undertake an external audit of our processes and practices bi-annually. A governor safeguarding lead liaises with the college safeguarding team and ensures safeguarding updates are reported regularly and remain high on the governors' agenda. A clear audit trail of safeguarding is maintained and reported regularly to the governors, which ensures due process is followed by the college. Prevent Duty training is embedded into Safeguard training at Induction and ongoing.

## Governance of QAC – some basic information

ETHNIC DIVERSITY 2022-2023		Disability 2022-2023		Gender 2022-2023	
ETHNIC DIVERSITY Total	% of whole	Yes	No	Male	Female
5	24%	5%	95%	33%	66%

## Diversity of Governance

The skills, experience and qualities that governors bring are considerable and varied and are reviewed termly by the Director of Governance and the Search Committee. Potential new governors are targeted regularly to ensure we maintain a diversity of knowledge and background, which ensures sufficient capacity to challenge managers at QAC. A governance promotional video was produced to encourage diversity and recruitment and we always welcome applications from all areas of the community who feel that can add value to the governance of the charity. A cross college governance working group called Governance diversity group further promote the role of governors and to widen the appeal to all community members with the aim of further improving diversity on the Board.

Governors continue to receive ongoing training in respect of their responsibilities in relation to equality and diversity, safeguarding and their impact on teaching, learning and



assessment. There are governors with specific responsibilities for Safeguarding, EDI, Enterprises, H&S and Curriculum & Quality who effectively monitor, challenge and support the CMT.

## Workforce data reporting

QAC is currently collating data for the FE Workforce Staff Record 2022-2023. Reporting requirements cover staff employment/personal data, job role classifications, teacher data (subjects/qualifications taught, teaching qualifications plus Maths/English and industry experience and data on contract types/hours/pay etc and this is an external requirement of all Colleges since 2021.

### The wider Management Team (line managers across all service areas)

2022-2023			
ETHNIC DIVERSITY Total	% of whole	Gender - Male (% of whole)	Gender - Female (% of whole)
<b>4</b>	<b>13%</b>	<b>50%</b>	<b>50%</b>

### The College Management Team

2022-2023			
ETHNIC DIVERSITY Total	% of whole	Male (% of whole)	Female (% of whole)
<b>4</b>	<b>29%</b>	<b>29%</b>	<b>71%</b>

### Whole staff diversity

2022-2023			
ETHNIC DIVERSITY Total	% of whole	Male (% of whole)	Female (% of whole)
<b>82</b>	<b>15%</b>	<b>30%</b>	<b>70%</b>

## Diversity of College Services

The work of the Student Services team contributes to the whole curriculum experience of students at QAC and is broad and diverse: Dyslexia, Speech and Language Therapy, Low Vision Therapy, Behaviour Support, Assistive Technology, Mobility, Orientation and Rehabilitation, Braille, Mentoring, Counselling, Physiotherapy, Healthcare, Educational Psychology, Clinical Psychology and OT sensory support. The parallel curriculum ensures a holistic curriculum experience is gained by the students as the support strategies are essential for academic achievement. This is a real strength of QAC.

Some examples of the diversity of offer and the range of impact are shown below:

- There were 137 students who accessed 1:1 support with the mentor or counselling teams in 2022/2023 and over 100+ who benefitted from informal support. The provision moved to a refurbished hub in 2022, 'The Wellbeing Hub' which provides a tranquil environment, sympathetic to the support needs and has positively impacted upon the way that mentoring is perceived. This includes a reflexology provision.
- 174 students benefited from the dedicated services of our Occupational Therapist team with development of individualised intervention plans, our students access sensory support, including customised sensory diets, participation in The Zones of Regulation Programme, and Sensory Motor Therapy.
- The Speech and Language Therapy team provided intervention and support to 250+ students in a variety of ways, including using the SMILE program (small group interventions), 1:1 and embedded practices into other subject areas.
- QAC has a music provision devised to support the emotional wellbeing of students and clients which has now achieved national acclaim. The QA Collective writes and performs music under the guidance of a music mentor. Personal skills development has been rewarded by the QA Collective being invited to perform publicly at the Birmingham Symphony Hall and Royal Albert Hall, London. In 2022/2023, 120+ students enjoyed the small group experiences or 1:1 mentoring sessions based around music as a tool for wellbeing.

## Progress during 2022-2023

1. QAC was ranked #4 in National Centre for Diversity's 'Most Diverse Workplace' for 2022
2. Implementation of a new recruitment site, to attract and recruit skilled and diverse candidates and work with external agencies to broaden the reach of positions.
3. Improved recruitment equality monitoring will also provide more accurate and timely recruitment data across roles and highlight under-representation, where further actions may be needed. This remains an area to improve further.
4. Reviewed and externally benchmarked pay and associated benefits (e.g. through AoC and NATSPEC), to ensure QAC remains competitive in the specialist education and care sector/employment markets, whilst maintaining affordability and consistency.
5. Formalised and further promoted the range of opportunities available for supporting staff Wellbeing and Mental Health. A comprehensive package of reward and recognition is in place at QAC.
6. Mental Health First Aiders were launched within the college in the autumn term and held regular surgeries for staff where more than 80+ staff were engaged. QAC now has 20 qualified staff who are MHFA, providing organisational wide staff support.
7. The QA Collective were invited to perform publicly at the Birmingham Symphony Hall and Royal Albert Hall, London.
8. Community Services opened the Inclusive Night Club at The Night Owl in Digbeth, Birmingham called 'Come as you Are' and has been seen on Central News on a couple of occasions, along with the QA Collective music group.
9. A Staff Reward and Recognition Short Survey (November 2022), with questions linked to awareness of current reward/recognition arrangements and to gather feedback and suggestions for future planning.
10. Anonymised applications and shortlisting, as part of QAC's online recruitment system. Improved recruitment equality monitoring also provides more accurate and timely recruitment data across roles, to help highlight under-representation, where further actions may be needed.



11. Review and externally benchmark pay and associated benefits (e.g. through AoC and NATSPEC), to ensure QAC remains competitive in the specialist education and care sector/employment markets, whilst maintaining affordability and consistency.
12. We offer a range of flexible working options, which are available for all staff and see positive take-up across the College.

## The Gender Pay Gap

The report outlines QAC's gender pay gap data for 2022, which is the sixth year of reporting, in line with statutory requirements. The College is required to report and publish six calculations of relevant employee data annually each April, via the Government portal and the College website. The report includes the data set for 2022, compared to previous years, with an explanation of any significant variations.

QAC is committed to a fair approach to pay and reward for all staff, irrespective of gender and reflective of our College Values. We will use the gender pay gap data and reporting process to identify any pay gap issues and actions we can take.

### QAC Profile

Of the 448 staff falling within the reporting requirements for 2022:

70.5% of the College workforce are women and 29.5% men.



This represents a decrease of 4.5% in the proportion of male staff since the last report, but it remains the case that approximately two thirds of our staff are female. On a national basis, education is in the top 3 sectors for women's employment in the UK, with 70% of jobs held by women<sup>1</sup>. From recruitment monitoring during 2022, this figure is also consistent with the gender profile of applicants for job roles QAC - for which 67.2% were female and 32.3% male (0.5% non-binary).

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<sup>1</sup> House of Commons Library, Briefing Paper Number: Women in the Economy, 4 March 2022.

## QAC Gender Pay Gap Data



The figures for 2022 confirm a mean gender pay gap of 1.69% and a median gender pay gap of 1.62%, meaning that the mean average hourly pay of men is 1.69% more than women.

QAC's gender pay gap compares favourably with the national figure reported for April 2022 by the Office for National Statistics (ONS), which reports a median gender pay gap for full time employees of 8.3%.

Women occupy 67.7% of the highest paid jobs at QAC and 75.8% of the lowest paid jobs at QAC.

### Organisational focus for 2023-2025

1. QAC will submit its workforce data externally in spring 2024.
2. QAC will use the gender pay gap data and reporting process to identify any pay gap issues and positive actions we may be able to take.
3. Our 4 Year Strategy (2023-2027) places Equality, Diversity and Inclusion at the forefront of our activities, linked to ensuring a highly skilled, flexible and fulfilled workforce.
4. Improve EDI reporting of staff via a new HR system
5. Continue to proactively recruit a more diverse staff, management and governance team to ensure that the organisation best meets the needs of the diverse Birmingham and Wider WEST Midlands communities.
6. Achieve re accreditation for Investors in People, Silver (early 2024)

# Appendices of staff and student data against EDI measures

## STUDENT DATA

Geography of student recruitment (2022/2023)	
<b>West Mids Combined Authority</b> <b>91%</b> (68% Bham)	<b>National</b>  <b>8%</b>

Student Achievement Figures (2022/2023)		
Accredited Programmes	English Maths	RARPA (Non-Accredited)
88.6% (+0.6)	78.2% (-1.8%)	88% (-0.4)
	81% (+5)	

Recruitment figures (2022/2023)	
16-18	19 +
121 (+31)	239 (+29)
33.6% (-3.6)	66.3% (-3.7)

ETHNIC DIVERSITY of students (2022/2023)						
Provision Type	2021-22		2020-21		2019-20	
ESFA	ETHNIC DIVERSITY Total	% of whole	ETHNIC DIVERSITY Total	% of whole	ETHNIC DIVERSITY Total	% of whole
	166	45.7%	153	42.5%	121	40.3%



<b>Disability</b>	<b>Achievement Rate %</b>
Autistic Spectrum - Asperger's Syndrome	83.3%
Autistic Spectrum – Autism	87.5%
Autistic Spectrum - High Functioning Autism	0.0%
Behaviour – Challenging	100.0%
First Aid – Asthma	100.0%
First Aid – Diabetes	80.0%
First Aid – Epilepsy	86.7%
First Aid – Other	86.0%
Learning – ADD	88.2%
Learning – ADHD	100.0%
Learning – Dyslexia	83.5%
Learning - Language Disorder	100.0%
Learning - Mild Learning Difficulties	92.3%
Learning - Moderate Learning Difficulties	84.5%
Learning – Other	89.6%
Learning - Severe Learning Difficulties	84.9%
Mental Health Disorder	84.5%
Physical – Dexterity	100.0%
Physical – Dyspraxia	86.9%
Physical - Fatigue / Pain	70.0%
Physical - Mobility (Non Wheelchair)	90.8%
Physical - Mobility Wheel Chair User	87.5%
Physical – Other	86.7%
Physical - Personal Care	88.2%
Physical - Speech Impaired	83.3%
Sensory - Hearing Impaired	*75.7%
Sensory - Visually Impaired	100.0%

<b>Ethnicity</b>	<b>Achievement Rate %</b>
<b>Asian – Bangladeshi</b>	100.0%
<b>Asian – Chinese</b>	*42.9%
<b>Asian – Indian</b>	88.9%
<b>Asian – Other</b>	100.0%
<b>Asian – Pakistani</b>	89.4%
<b>Black – African</b>	80.0%
<b>Black – Caribbean</b>	92.6%
<b>Black – Other</b>	*33.3%
<b>Mixed – Other</b>	80.0%
<b>Mixed - White &amp; Asian</b>	92.3%
<b>Mixed - White &amp; Black African</b>	83.3%
<b>Mixed - White &amp; Black Caribbean</b>	88.2%
<b>Other – Arab</b>	100.0%
<b>Other – Other</b>	100.0%
<b>Other – Unknown</b>	100.0%
<b>White – British</b>	83.6%
<b>White – Other</b>	*57.1%

\*Early leavers, poor mental health & low numbers - statistically insignificant as a %