



# Equality, Diversity and Inclusion Annual Report

2019-2020

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# 1. Introduction from Chair of Governors

## Chair's Introduction

*Welcome to Queen Alexandra College's 2019-20 Equality Diversity and Inclusion Report, which I am delighted to share with you. We are publishing this report not solely because we are obliged to by the Equalities Act, but because we are passionate about the importance 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 and have been recognised for our achievements in this area by becoming accredited Investors in Diversity and being highly commended through the Beacon College awards. It is our intention to become Leaders in Diversity in the next couple of years as part of our drive not only to practise what we preach, but also to share our good practice as widely as possible.*

*Since the end of this year, we have also been awarded the silver level of Investors in People, which underlines our dedication to our staff, whose commitment to EDI in general and the college's values is central to our approach. They are the ones who really do make QAC such a welcoming, supportive and encouraging place and one that enables our students and clients can thrive.*

*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.*

*Ian Richards*

*Chair of Governors*

## Background

QAC is a charity that operates as an independent specialist provider of education and residential provision receiving public funding. Although we are not duty bound to produce and publish an annual Equality and Diversity report our college values and mission statement embeds Equality, Diversity and Inclusion (EDI) into the heart of everything we do and therefore, we chose to celebrate and share with the wider public our best practice and diversity in relation to EDI.

The college achieved Investors in Diversity re-accreditation Stage 2 in July 2017 and we continue to invest in our staff to bring about positive change to the organisation. QAC are currently commencing the assessment process to be accredited as Leaders in Diversity through the National Centre for Diversity and hope to achieve this in early 2021.

Investors in People accreditation has impacted positively on our EDI practices and brought about further investment in staff, our most significant resource. This has been formatively reviewed as successful with the assessor identifying "a palpable change and positivity". We await formal outcome in October 2020.

The College has 'Mindful Employer' charter status. The Charter is a voluntary agreement seeking to support employers and employees in working within the spirit of its positive approach toward mental health issues. We also hold Disability Confident accreditation to 2020

QAC also signed up to the AoC Mental Health Charter in 2020 and works hard to uphold the principles of this agreement.

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.

The annual EDI report shows how we actively work to advance Equality and Diversity and eliminate any form of discrimination. We strive to work in line with our College mission, values, culture, policies and procedures and in compliance with the Equality Act 2010; we also embrace the Centre of Diversity's principles of FREDIE – Fairness, Respect, Equality, Diversity, Inclusion and Engagement. The report will show the impact of our practices around EDI on the education, independence, wellbeing and welfare of students, clients and staff.

Diversity of recruitment remains good at QAC is good and continues to increase year in year and aligns with local statistics. QAC BAME is 37% with Birmingham at 42% (2011 census). BAME data is significantly higher at QAC than both the national and regional (West Midlands) figures which were 12% and 21% respectively in the 2011 census.

Throughout QAC's strategic planning for 2019-2024, the importance of EDI is clearly interwoven and is a key to underpinning QAC's future successes. QAC aims to be recognised as a leading, national specialist provider for independence, education and training and employment. It will do this through 3 strategic pathways

1. Residential Services
2. Curriculum Services
3. Community Services

QAC will provide the following across all services:

1. A highly skilled, flexible and fulfilled workforce
2. Effective financial strength, that is sustainable and has flexibility to achieve its goals
3. The highest standards and recognition for Equality, Diversity and Inclusion
4. The highest standards and recognition for investing in high quality staff
5. All learners, clients and staff supported within safe and well-resourced environments

## **2. Equality, Diversity & Inclusion & Leaders in Diversity**

The College has come a long way on its EDI journey and its first EDI action plan of 2010. In 2018 it was agreed that the 'EDI action plan' as a standalone document was no longer

required by QAC going forward. This does not mean QAC's believes that its EDI journey is over but that the prescriptive action plan was no longer deemed essential to maintain standards of EDI which have now become the 'norm' and fully embedded into College life at all levels. All our work across the QAC organisation is underpinned by Equality, Diversity and Inclusion, central aspects of QAC's strategic planning and interwoven with daily life at QAC.

Investors in Diversity accreditation was achieved in 2016 and successfully reassessed in 2019 and demonstrates the continued standards and quality around EDI.

QAC is now taking an additional step in its journey of EDI by aspiring towards becoming a 'Leaders In Diversity' organisation. This requires a high level of commitment and is fully supported across all levels of College leadership. The accreditation is not hugely common and would be an important achievement for QAC. As a result of formally undertaking this standard, the promotion of diversity across all leaders will be further improved and in turn, will enable QAC to be in an even stronger position to impact positively on the wider community, one of its strategic services.

By becoming a Leaders in Diversity organisation, QAC would provide assurance that it operates at an exceptionally high level of EDI, ensuring the highest quality of work and standards are promoted both internally and externally. With values of Inclusion, Equality and Diversity at the heart of what we do, we know the quality of performance and experiences of QAC students, staff and clients will be further enhanced.

A Leaders in Diversity plan is in place for 2020-2021 and will be reported on in next year's report. Delay has been understandably inevitable due to the impact of COVID in the academic year 2019-2020, but we continue to work hard at raising our leadership standards.

Some of the areas that we have focused on are:

- Continue with plans to refresh EDI training with a focus on FREDIE (Fairness, Respect, Equality, Diversity, Inclusion and Engagement).
- Greater understanding of unconscious bias for all staff.
- Ensuring policies and practices (both internal and external facing), sufficiently reflect our commitment to values which underpin EDI.
- Making use of the Stonewall publications to raise awareness and understanding of issues.
- Further improve QAC's ability to track staff retention and progression as well as on boarding for all protected characteristics.
- Ensuring data on staff and employment processes can be used to monitor trends and demonstrate that QAC is a fair and inclusive employer.

### **3. Equality, Diversity & Inclusion and Promotion of Good Practice**

QAC was acknowledged as Beacon College for Student Support in 2019, specifically linked support for LGBTQ+ and a high standard of work continues.

QAC was also shortlisted in the TES 'Specialist Provider of the Year' category in 2019 for its work in the field of EDI and wider which was a great achievement, the first time QAC had been nominated for such an accolade. Sadly, QAC did not win in 2019 but we all have high hopes for future years.

The Equality, Diversity & Inclusion Steering Group has been in place since 2006. They meet six times per annum and attendees reflect a cross section of the college to include all areas of the QAC charity. The group have terms of reference and the meetings are chaired by the Principal or Deputy Principal and a link Governor is in attendance. 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.

The College regularly celebrates its Values of Respect, Integrity, Inclusion, Enabling, Excellence, and Collaboration. Ongoing work further raises the profile of FREDIE and QAC's commitment to these principles. FREDIE is focused on Fairness, Respect, Quality, Diversity, Inclusion and Engagement all of which are fully celebrated and valued at QAC.

A Staff Code of Conduct and Managers Charter exists which align behaviours and expectations to staff and management practice and QAC Values. These set out the expectations of all staff and the positive behaviour role models staff could expect from their line and senior managers. It also set out to remind managers how they could best support their teams. These have been integrated into the appraisal system to ensure expectations are given due consideration at all levels of management and they form a key part of the staff Induction and refresher training.

The latest staff survey undertaken saw a 75% response rate, which is the highest in QAC history. Several pulse surveys are also undertaken around topics such as Mental Health and Wellbeing that influence actions and strategy. The Staff Voice forum meets 6 times per year and covers many useful topics and enable staff to raise points that are of concern or importance to them. Staff therefore have a voice and effect change where needed and agreed that impact upon the strategic and operational direction of the College.

## **4. Strengths of QAC that impact positively on EDI**

### **Externally recognised and highly effective EDI practices embedded across the college.**

Equality, Diversity and Inclusion monitoring is of a high quality and reported through ongoing reports and culminate in the Self-Assessment Report. Equality of opportunity is promoted and monitored through the curriculum and observations of teaching and learning. The college employs an Advanced Practitioner in Equality & Diversity who provides specific guidance and support for academic teaching and learning staff and plays a key role in college wide E&D events. The college holds a termly E&D steering group attended by a governor and a diverse group of students, clients and staff attend to consider issues and successes around EDI and which keeps the profile of EDI high across the college.

QAC students, clients and staff proactively engage in and organise events which promote LGBTQ, BAME groups and Disability Sports and also engages proactively with various community initiatives.

**Data shows that there are no significant differences in success levels when considering equality-protected characteristics.**

The student driven LGBTQ student forum has been developed and has had a positive impact on a number of students who are supported to discuss issues of sexuality and to positively engage in a safe environment of the 'SPARK group'. The PSHE lead was shortlisted at the National Diversity Awards 2018 having been nominated by an ex-student in the 'Positive role model' in the gender category which is an indication of the student value and impact of the work undertaken through QAC.

Promotion of equality and diversity remains high priority across College. Procurement processes now include a supplier questionnaire that promotes the expectations of the College, of a supplier, in respect of EDI. Although it is recognised that this could be even further improved through work around Values promotion and expectations. The College holds specific Equality & Diversity days for students to promote EDI issues and encourages participation from all across college and residencies; cross college events promote EDI such as the QAC Summer Games, another highly successful celebration of diversity (although sadly unable to go ahead this year due to COVID lockdown).

Quality processes continue to ensure that capture, monitoring and impact measuring of EDI data happens, as validated through the Investors in Diversity (IiD) and for which the Investors in Diversity Award (Stage 2) was formally achieved in August 2014 and re-awarded in 2018. Ofsted recognise that through the Educational Progress Reviews there is, "Accurate reporting of the performance of different groups of students; managers make good use of data to inform their decision-making effectively"

**A thorough system of self-assessment promotes continuous improvement impacts on practice.**

The self-assessment process is effective, with all staff teams contributing to the process, including corporate services. Ofsted recognised the impact of the effective quality systems in place at QAC in the July 2016 inspection, "A rigorous and accurate self-assessment process and robust quality improvement action plans lead to the rapid improvement of underperforming courses". The self-assessment system is a 'bottom up' approach with teams actively involved in the process. The College employs a range of methods to gather views and uses them to bring about improvement. These include student, parent and other stakeholder surveys and student council meetings.

The introduction of online 'short staff surveys' throughout the year has proven popular and given some key feedback in the areas of staff wellbeing, planning and enhances the staff voice involvement in College decision making. Staff survey response was high at 78% with many constructive ideas for improving communications. This was a 3% increase on the previous year and indicates that staff increasingly see the importance of having their say.

The quality of teaching and learning is rigorously monitored through an effective process of session observations (OTL) which occur annually with validation and moderation embedded into the process. Staff teams take responsibility for self-assessment and quality improvement and continuously work towards improving the learning experience. The

departmental SAR process is broken into term reviews and this has helped to improve the overall SAR standard of evaluation and resultant quality; the impact can be seen through the EPR process.

### **Highly effective processes for capturing and utilising the views of students.**

Engagement with students is good and students have been instrumental in putting forward suggestions for campus improvements. All students' views are sought regularly through surveys and the Student Council which continues to go from strength to strength. Student feedback is analysed and points taken to CMT and governance committees to address issues as required and fed back to students and staff through the Student Council. The Student Council has a high status within the college and is proactively engaged with the NUS, with good engagement from students who want to participate and attend Governance meetings to share their views. Ofsted reported that "Leaders and managers ensure that all students have the opportunity to provide feedback on the quality of their experience at the college, using a wide range of collection methods such as online surveys and those supported by the use of larger print, Braille and symbols. As a result, students' response rates are high. Leaders and managers make good use of this feedback to help improve the provision". Students regularly attend Board and student Service governor meeting where they provide governors with direct feedback on their experiences on behalf of the wider student group.

### **Outstanding levels of training and CPD for staff.**

There are regular training programmes for all staff through a range of structured training days covering both mandatory and discretionary topics (see details in Appendix 19). Staff development at external courses is actively encouraged and supported and take up is high. Feedback shows that staff feel such training impacts positively on their interactions with students which benefits the student experience. Investors in People acknowledged this strength by stating that "Learning and Development are clearly making an impact on the work of the College, for individuals and teams". Benefits include an increased flexibility to deploy staff, ability to cover roles in periods of absence, greater opportunities to collaborate, share ideas and practices and an increased in-house capability. A staff development plan is in place to ensure the College focuses on mandatory essential training requirements, which can then be measured against the plan, giving a clear criteria of need with regards to the students' experience. Twilight training is welcomed by staff as a good development tool through the staff surveys. The training and development budget remains at a high level emphasising the importance QAC places on staff CPD. The COVID lockdown meant that much training has been undertaken remotely but this has been actively utilised with high levels of staff engagement.

### **A broad range of EDI events and activities that effectively meet the interests of students.**

The high standard and range of EDI has been captured and recognised through QAC's re-accreditation of the Investors in Diversity Stage 2 award. There are continued excellent examples of embedded EDI throughout the range of events held at College. The last Summer Games 2017 undertaken has the theme: '#BRUM and its community' and special events that are fully inclusive for students have included a home grown Dragons' Den, Human Books, and the PFL Pantomime as well as celebrating World Religion Day, Black History month, The Eco bus, LGBT days and mental health awareness raising and many more. Many events were put on hold due to COVID lockdown however, promotion has shifted to other means more technologically based – such as online competitions and



information sharing via Google. The QAC website and social media sites have also been effectively used to promote diversity throughout the period of lockdown.

The 'EDI Advanced Practitioner' continues to impact positively on College wide provision ensuring a high level of ongoing support and advice is offered to all employees. EDI in the curriculum is promoted as well as raising the profile of local, national and international EDI events through weekly all staff and meeting communications.

## 5 Student Retention, Recruitment and Success data 2019-2020

The recruitment figures at the start of 2019-2020 were at 301 (+24), reducing to 291 by year-end, an increase on the previous academic year end by 25 despite there being 10 leavers. Recruitment at QAC remains strong, with student numbers increasing again and being the highest QAC has ever known.

Birmingham figures have increased slightly by 1% to 64% on last year with the wider West Midlands remaining the same at 18%. National recruitment reduced by 1% to 18%. QAC continues to market both regionally and nationally for student placements and the College has a strong reputation for the quality experience and achievement.

The split of 16-18 (26%) to 19+ (74%) is slightly reduced by 3%. 78 students at QAC are classed as being still of compulsory education age which is unusual for the specialist College sector which tends to recruit mostly the 19+ age group. This is believed to be due to the College's location and its ability to meet the needs of young people with SEND in Birmingham.

As previously mentioned, diversity of recruitment remains good at QAC is good and continues to increase year in year and aligns with local statistics. QAC BAME is 37% with Birmingham at 42% (2011 census). BAME data is significantly higher at QAC than both the national and regional (West Midlands) figures which were 12% and 21% respectively in the 2011 census.

Recruitment figures		Geography of recruitment		
16-18	19 +	Wider West Mids	Birmingham	Other/national
78 (-2)	223 (+26)	18% (=)	64% (+1)	18%(-1)
26% (-3)	74% (+3)			

## Ethnicity, Recruitment, Retention & Success 3 year data

Black, Asian & Minority Ethnic (BAME)						
Provision Type	2019/20		2018/19		2017/18	
	BAME Total	% of whole	BAME Total	% of whole	BAME Total	% of whole
EFA	111	37%	93	34%	79	31%

Recruitment Areas						
	2019/20		2018/19		2017/18	
Provision Type	West Midlands %	Wider %	West Midlands %	Wider %	West Midlands %	Wider %
<b>EFA</b>	<b>82%</b>	<b>18%</b>	81%	19%	86%	14%

Retention of EFA Students		
2019/20	2018/19	2017/18
<b>97%</b>	96%	99%

The college has outstanding retention rates which compare favourably to the national averages. 16-18 retention is 99%, a 3% increase on the previous year and remains 10% above national average (89%). 19+ retention is static at 96%. Similar to 2018-2019, QAC had 10 early leavers (11 in previous year) which although appears high is again as a result of anxiety/mental health issues and poor coping mechanisms and young people that were unable to sustain their placements despite all stakeholders initially believing this possible. There are no EDI patterns or commonalities of programme or staff linked to early leavers, poor mental health being the primary factor.

#### Pass rates

Overall Achievement figures		
Accredited Programmes	English Maths	RARPA
95.4% (+4.2)	84%	92.6% (+3%)
	88.7%	

Accredited Learning Achievement (Prev. Success) by level			
Level	2019/20	2018/19	2017/18
Entry Level	<b>93.5%</b>	91.7%	96%
Level 1	<b>94.3%</b>	96.1%	95%
Level 2	<b>97.0%</b>	94.4%	91%
Level 3	<b>100%</b>	88.2%	100%
English	<b>84%</b>	89.5%	86%
Maths	<b>88.7%</b>	95.3%	96%
ICT	<b>90.9%</b>	88.9%	83%

Achievement on main programme remains outstanding at 95.4%, an increase of 4.2% on the previous year. QAC's KPI for success is 85% on main programmes, which has been exceeded by 10%. There are no variations on success rates in English, maths or main programme based on age, gender or disability, all being good or better.

## Accredited Learning Success 2019-2020 (Main Programme)

\*Students may have multiple disabilities and multiple learning aims meaning numbers will not equate to overall student totals

	Enrolled	Retained	Passed	Retention %	Achievement %	Success %
Autistic Spectrum - Aspergers Syndrome	60	3	63	59	95.2%	98.3%
Autistic Spectrum – Autism	324	5	329	303	98.4%	93.5%
Behaviour – Challenging	18	3	21	14	85.7%	77.8%
First Aid – Allergies	1	0	1	1	100.0%	100.0%
First Aid – Asthma	11	0	11	11	100.0%	100.0%
First Aid – Diabetes	5	0	5	5	100.0%	100.0%
First Aid – Epilepsy	34	3	37	30	91.9%	88.2%
First Aid – Other	21	0	21	20	100.0%	95.2%
Learning – ADD	4	0	4	4	100.0%	100.0%
Learning – ADHD	74	5	79	69	93.7%	93.2%
Learning – Dyslexia	25	2	27	24	92.6%	96.0%
Learning - Language Disorder	12	0	12	11	100.0%	91.7%
Learning - Mild Learning Difficulties	12	1	13	9	92.3%	75.0%
Learning - Moderate Learning Difficulties	144	5	149	132	96.6%	91.7%
Learning – Other	77	2	79	68	97.4%	88.3%
Learning - Severe Learning Difficulties	17	0	17	17	100.0%	100.0%
Mental Health Disorder	97	3	100	91	97.0%	93.8%
Physical – Dyspraxia	31	1	32	28	96.9%	90.3%
Physical - Fatigue / Pain	2	0	2	2	100.0%	100.0%
Physical - Mobility (Non Wheelchair)	32	2	34	30	94.1%	93.8%
Physical - Mobility Wheel Chair User	50	0	50	47	100.0%	94.0%
Physical – Other	37	0	37	35	100.0%	94.6%
Physical - Personal Care	5	0	5	5	100.0%	100.0%
Physical - Speech Impaired	8	0	8	8	100.0%	100.0%
Sensory - Hearing Impaired	31	0	31	30	100.0%	96.8%

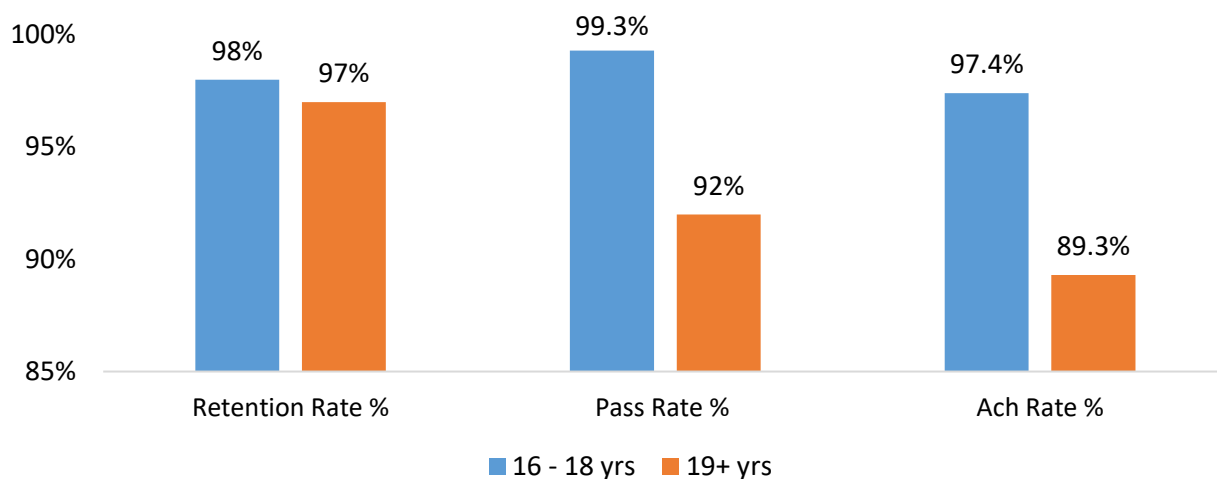
QAC Accredited Learning Success (Main Programme) 2019 - 2020 by Ethnicity

Ethnicity	Completed	Withdrawn	Ended	Achieved	Retention Rate %	Pass Rate %	Ach Rate %
Asian – Bangladeshi	3	1	4	3	75.0%	100.0%	75.0%
Asian – Chinese	10	0	10	9	100.0%	90.0%	90.0%
Asian – Indian	21	0	21	21	100.0%	100.0%	100.0%
Asian – Other	8	0	8	8	100.0%	100.0%	100.0%
Asian – Pakistani	68	0	68	65	100.0%	95.5%	95.5%
Black – African	10	0	10	10	100.0%	100.0%	100.0%
Black – Caribbean	15	3	18	15	83.3%	100.0%	83.3%
Black – Other	9	0	9	5	100.0%	55.5%	55.5%
Mixed – Other	6	0	6	6	100.0%	100.0%	100.0%
Mixed - White & Asian	11	0	11	11	100.0%	100.0%	100.0%
Mixed - White & Black African	2	0	2	2	100.0%	100.0%	100.0%
Mixed - White & Black Caribbean	29	0	29	23	100.0%	79.3%	79.3%
Other – Arab	3	0	3	3	100.0%	100.0%	100.0%
Other - Not Disclosed	12	2	14	12	85.7%	100.0%	85.7%
Other – Other	6	0	6	6	100.0%	100.0%	100.0%
White – British	359	11	370	338	97.2%	94.1%	91.3%
White – Other	2	0	2	2	100.0%	100.0%	100.0%
White - Other European	2	0	2	2	100.0%	100.0%	100.0%

## QAC Accredited Learning Success (Main Programme) by Age & Gender

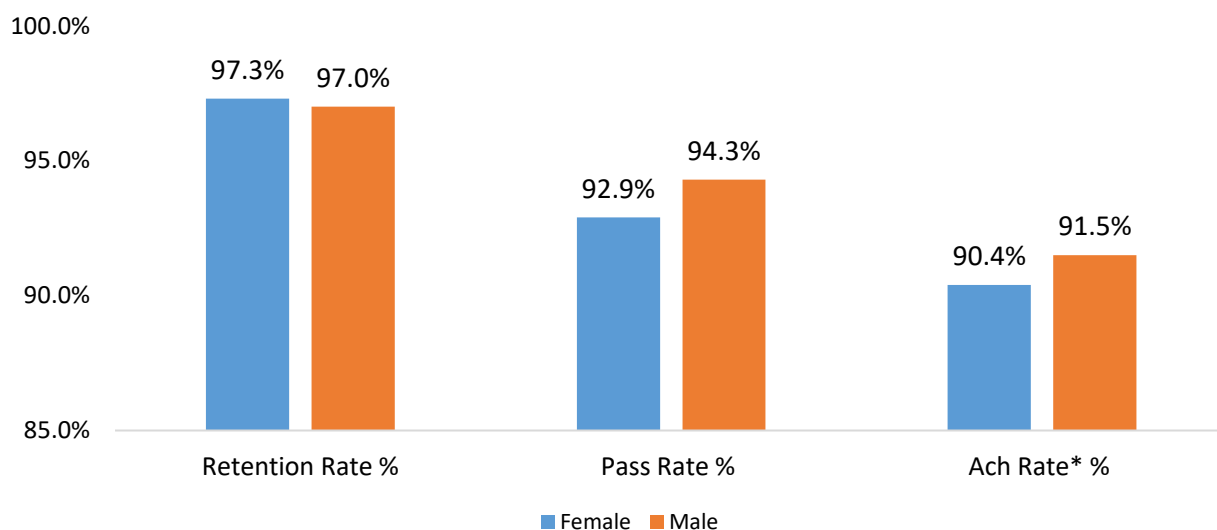
### Overall Achievement, Pass & Retention Rates 2019-2020 – by Age

Age group	Completed	Withdrawn	Ended	Achieved	Retention Rate %	Pass Rate %	Ach Rate %
16 - 18 yrs	149	3	152	148	98.0%	99.3%	97.4%
19+ yrs	427	14	441	393	97.0%	92.0%	89.3%



### Overall Achievement, Pass & Retention Rates 2019-2020 – by Gender

Gender	Completed	Withdrawn	Ended	Achieved	Retention Rate %	Pass Rate %	Ach Rate %
Female	184	5	189	171	97.3%	92.9%	90.4%
Male	392	12	404	370	97.0%	94.3%	91.5%



## 6 Staff EDI data and training 2019/20

The college is proud to have a workforce that is highly trained as this has a positive impact on the support it provides to our staff and students.

The mix of EDI training offered by the organisation, requested by staff and their line managers is broad. The volume and nature of the training provided demonstrates the importance the college place on ensuring staff have the right training in place at the right time to support best practice. The diversity of training ensures the diverse needs of students are met effectively which in turn impacts positively on the quality of the student and staff experience.

We provide below the extensive training and awareness programmes we have put in place with our staff during the last 12 months. *See Appendix 1.*

### Outcomes and Achievements in staff training 2019-20

- Additional staff are now trained as Management of Actual or Potential Aggression (MAPA) Instructors, to support the in-house delivery of MAPA training for relevant staff.
- Successful engagement with online training during lockdown. Staff and governors undertook many mandatory training sessions such as Safeguarding refreshers, Unconscious Bias, Prevent and a range of other online programmes.

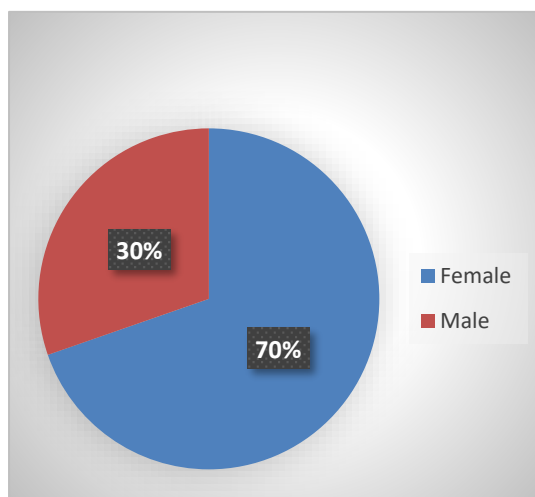
### Staff training for the Academic Year/Planned Activity 2020-2021

- The Leaders in Diversity Survey highlighted further training for staff in the areas of Mental Health and Unconscious Bias, which have been included as part of the Strategic Plan and Leaders in Diversity action plan.
- A planned programme of Mental Health Training commencing this year will focus on Mental Health Awareness (for all staff), training for Line Managers and to train a number of Mental Health First Aiders and Mental Health Champions who will be designated contacts across the organisation.

### Staff EDI data 2019-2020

#### Gender

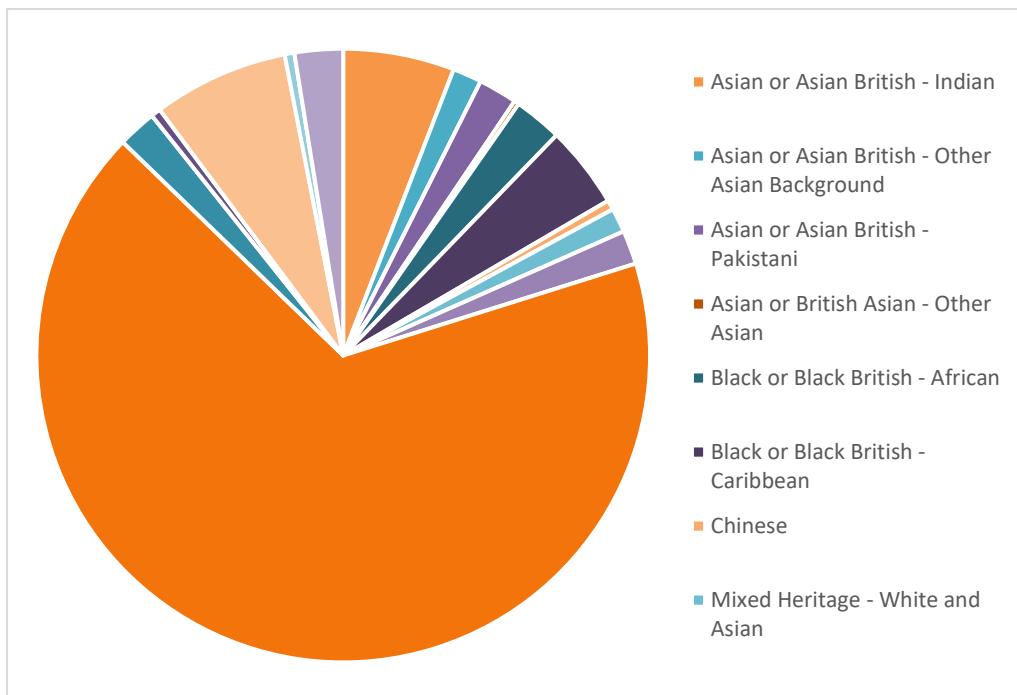
	No.	%
Female	273	69.5
Male	120	30.5



### Ethnicity 2019-2020

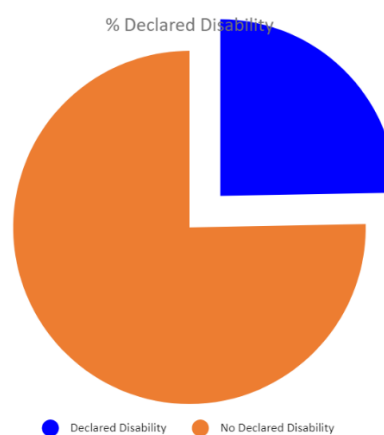
Ethnicity	No.	%
Asian or Asian British - Indian	23	5.9
Asian or Asian British - Other Asian Background	6	1.5
Asian or Asian British - Pakistani	8	2.0

Asian or British Asian - Other Asian	1	0.3
Black or Black British - African	10	2.6
Black or Black British - Caribbean	17	4.3
Chinese	2	0.5
Mixed Heritage - White and Asian	5	1.3
Mixed Heritage - White and Black Caribbean	7	1.8
White – British	263	67.1
White – English	8	2.0
White – Irish	2	0.5
White - Other White Background	28	7.1
White – Welsh	2	0.5
Not Declared	10	2.6



### Disabilities

	No.	%
No Declared disability	296	75.3
Declared Disability	97	24.7



## 7 Accessibility Statement

The College aims to ensure it is fully accessible and will review and develop estates ongoing in line with changing student and client needs.

The College is progressing its Estates action plan and has in place a building maintenance programme that is regularly reviewed as part of quality assurance cycle. Health and Safety statistics are regularly monitored to ensure accessibility issues are addressed swiftly and these are recorded through the Estates meetings.

We have Independence Street on campus – where we have re-created a high street profile with traffic lights and tactile surfaces to support the cane training of visually impaired students and wheelchair users. However, this facility benefits all students. This facility includes street sounds to make the experience more realistic.

The college provides accessibility audits to other organisations by way of a consultancy model involving our Orientation and Mobility team. They offer advice and guidance on accessibility and visual contrasting to support disabilities and therefore, QAC specialist knowledge is being used to broaden skills into the wider community. This service will become broader in line with the Community Services area of the QAC 5-year strategy 2019-2024.

## 8 Equality, Diversity & Inclusion Policies

The College's Equality Diversity & Inclusion policy is periodically reviewed and updated with the EDI Steering group and CMT, with final approval from the Board of Governors. QAC has a rolling programme of policy review which includes all QAC policies with updates reported to QAC Governors.

QAC's EDI policies can be accessed via the QAC website as can the Gender Pay Gap reports for the last 3 years.

## 9. Equality & Diversity Highlights

The **College also gained Beacon Awards recognition** in 2019 for the work it is doing around EDI and support for students.

There is an **EDI Governor who plays an active part in the role of the College** and who is the link between the EDI Steering group and the Governing body.

**Advanced Practitioners for Symbol communication, Makaton, Assistive Technology, Music, Databridge and Sensory support are in place.** The 'EDI Advanced Practitioner' continues to impact positively on College wide provision ensuring a high level of ongoing support and advice is offered to all employees. EDI in the curriculum is promoted as well as raising the profile of local, national and international EDI events through weekly all staff and meeting communications.

**A Visual Impairment Club meets each week and works collaboratively with partners** such as Sense, Focus and RNIB to broaden opportunities for all at students.

We have a **successful LGBTQ alliance** which is peer-led by two LGBTQ+ ambassadors and visible representation within college both from staff and students. We also celebrated LGBT History



Month with college-wide actives and awareness raising and student involvement across all cohorts.

Some QAC **students have taken part in partnership research** - one project looking at the needs of young people on the LGBTQ+ spectrum around the kind of representation they felt they had in their sex and relationships education, and another one looking at the experiences of young people with learning needs who have experienced domestic violence.

We have an **EDI email briefing every week** which has had positive feedback and encourages engagement from staff and students in curriculum and is an excellent awareness raising tool.

We have completed and ratified our Gender Pay gap report. At 0.01% **our gender pay gap shows a balanced split of gender** and this is available as a separate report on the QAC website for EDI.

Ofsted commented that there is, **“Accurate reporting of the performance of different groups of students; managers make good use of data to inform their decision-making effectively”** (July 2016)

## **10 Community Integration – Social Involvement**

Community Integration enhances the curriculum experience, adding value through additional events and opportunities to participate and contribute to society. The Community Integration programme strives to ensure that the culture and ethos of the college reflects and celebrates the diversity of all members of the college, our stakeholders and the wider community.

This year, our programmes have been significantly disrupted by the COVID lockdown which effectively put a halt to all community work. However, online interest and social media activities replaces some of the more conventional aspects of Community working and we look forward to getting back to a nearly normal next year.

### **Community Integration strives to:**

- Celebrate diversity
- Embrace the local community
- Address the issues of stereotyping
- Promote activities that recognise diversity and generates understanding and respect for the culture of all students
- Teach students to understand others, promoting discussion about common values and diversity

### **Community Activities and Events typically include:**

Braille Day

Storytelling Day

Kindness week

World Water Day

Red Nose Day

Show & Tell day

Valentine’s week activities

Rare diseases day

William Shakespeare activities

Mental Health Awareness

Fire Safety Awareness  
20th Anniversary  
Outdoor Classroom Day  
National Sight Loss Week  
Black History Month  
Pirate Day  
European Day of Languages  
Selly Manor Museum Visit

Autism Awareness  
Time Capsule  
Deafblind Week  
Science Week  
Vaisakhi  
Roald Dahl Day  
Puffin Live – Illustrator’s takeover  
Bright 4 Sight activities

**Community Partnership Working has been with:**

Severn Trent Water  
Bluewatch Fire Service  
Ridgequest UK  
Dance Sansaar  
White Ribbon Association  
Selly Manor Museum

Puffin Live  
BBC Children in Need  
Deafblind UK  
Sandwell Litterwatch  
British Royal Legion  
Sampad

As well as the promotion of good citizenship and community awareness, community involvement gives students opportunities to improve their softer skills, putting learning into practical use when participating in development activities and projects and promoting personal, social and employment skills. Community involvement offers a multitude of opportunities for students to use communication, listening and other essential skills in a practical context.

## **11. Key Equality, Diversity and Inclusion Objectives 2020-2021**

1. Achieve Leaders in Diversity accreditation
2. Achieve Investors in People re accreditation

## Appendix 1

### Staff Training Data 2019-2020 specific to EDI (group and individual study)

Course Title	Number of staff
Allergy Awareness Level 2	2
Assistive Technology in FE and HE: Form Policy to Practice	1
Autism learns - Mental Health & Wellbeing	2
Cyber Trauma	1
DofE Manager Training	1
DofE Regional Conference	2
Introduction to Counselling Level 2	1
Makaton Foundation course	1
Managing Mental Health in Adults	1
Mental Health First Aid Course	1
Mental Health is a trade union issue	1
Mindfulness Teacher Training	1
NCFE Level 3 Diploma in Counselling Skills	1
Pivotal MAPA Trainer	5
Safeguarding & Child Protection for DSLs	1
SEN Show 2019	2
Teaching Reading Comprehension and inference to children on the Autism spectrum	2
Techability Conference	1
Thrive / This is me Event	1
Trauma Workshop	1
Trauma, PTSD, Anxiety & Beyond	1
West Midlands SEND Employment Forum	1
Workplace Wellbeing Coordinators Course	1
Accessible Texts	12
Activities for Daily Living for the Visually Impaired	33
Anaphylaxis	9
Asthma Awareness	85
Aromatherapy	4
Diabetes & Insulin Administration	6
Diversity & Equality	23
Dysphagia Training	12
Effective Communication	1
Epilepsy With Buccal Midazolam Administration	50
Epilepsy Awareness	6
Epi-Pen Training	2
Holistic approach to sleep	6
Incontinence Pad Training	9
Infection Control	25
Infection Control In The Care Home	13
JAWS Training	18
Makaton Training	10

MAPA refresher	13
MAPA Training	43
MAPA Transition	56
MAPA Workshop	7
Mental Capacity	30
Mental Health for you and your colleagues	99
Mental Health when working with students	56
Positive Behaviour Support	25
Safeguarding	85
Safeguarding Refresher	216
Sensory Diets	5
Sensory Processing Difficulties	6
Sighted Guide Training	25
Sleep training	1
Understanding Diabetes	1
VI Training	11
Wellbeing Workshop	47
Wheelchair Training	11
ZoomText Overview	18
Prevent Training and update	295