

Annual Equalities Report 2021/22

Nargis Bostan

Introduction

Sandwell College have made equality and diversity one of our key strategic objectives. We aim to provide a welcoming and accessible working and learning environment that meets the needs of all our learners and communities. The report outlines the participation, retention achievement and destinations of all our students in all our provisions.

The staff EDI report will be submitted by HR Director.

This report highlights our key elements but also areas in which we will seek to take further action.

Meeting the General Equality Duty what do we currently do?

Eliminating Discrimination, Harassment and Victimisation

At Sandwell College, we are firmly committed to promoting and embedding equality, diversity and Inclusion for all our students, staff, employers, visitors and contractors through out our organisation's work and activities.

We are learner focused and high aspirations for all our students and staff. We strive to go beyond statutory obligations and integrate equality and diversity in al that we do.

We have an Equality, Diversity and Inclusion group drawing representation from staff and students on main strands of diversity as (**Learning Difficulties and Disabilities LDD, gender, religious beliefs. LGBTQ +, minority groups**).

We gather and include student views via the Heads of section being actively involved, student reps and the equality and diversity officer whom sits within the student union and regular focus groups.

Accessible range of polices and procedures designed to eliminate discrimination, harassment and victimisation.

The three 'R' s (Respect Responsibility and Ready to Learn) sum up our approach to all our students to respect all fellow students, staff and citizens, taking responsibility for their behaviour, attitude and studies and being ready for study and employment, further more taking these values within their personal life.

Our Student Disciplinary Policy is effectively used to manage student behaviour and support students to take responsibility for their actions, minimising opportunities for discrimination, harassment or victimisation of any kind.

Fostering Good Relations

Our commitment to foster good relations starts with listening to the views of our stakeholders. There is a collaboration and consistent approach to gathering learner feedback across the College with a wide variety of mechanisms in place from course level to strategic level. This includes formal surveys that are published externally and regular internal surveys for FE students.

Fostering good relations also extends to the communities we serve and this is another area where the College has a strong reputation. West Plaza is dedicated ESOL centre, meeting the needs of the local area. In 2021/22 one thousand students representing many nationalities and for whom English is their second language have successfully gained ESOL and Functional Skills/ GCSE English qualifications, some progressed to our vocational courses other to employment however the progression routes will be one of our key areas of development for 2022/23. Health and Social Care had 210 adult students, Early Years 91 and Hair and Beauty 132 these being the main areas of adult provision.

Promoting Diversity

The College has a programme of religious and cultural events that are well supported by the curriculum and enrichment teams, helping us celebrate the rich and inclusive culture that fosters good relations. Every year through our 'One World' event 500 plus staff and students taste foods from all cultures. Diverse range of local and International artists performing their traditional dances. 'One World' also stages stalls for local small businesses for a variety of handmade craft. Staff and students from our family of colleges Cadbury, Central and Central Saint Michaels celebrate together giving the true radiance and reflection of our diverse college community.

The EDI working group publishes an annual E&D calendar, which is embedded into teaching and learning. This year students got involved in celebrating Black History Month, Dyslexia Awareness Week, Christmas, Eid, Diwali LGBTQ+ History Month, Chinese New Year, Remembrance Day, International Women's Day and more. EDI Calendar;

<https://sandwellacuk.sharepoint.com/teams/HumanResources/Shared%20Documents/HR%20News%20and%20Updates/EDI%20Calendar%202022%20final.pdf>

Programmes for High needs learners & Learning Difficulties and Disabilities (LDD)

Row Labels	Count of LearnRefNumber
Sandwell - Voc mainstream	116
Sandwell - dedicated SEND	119
CSM	2
Cadbury	22
Grand Total	259

A large number of students 39% of the EHCP students are studying within vocational programmes and 50% study within the dedicated SEND provision. Students are supported within vocational areas with Learning Support Assistants. An analysis of disability suggests that 20% have dyslexia, 15% have other medical conditions for example epilepsy asthma and diabetes. Further 15% with mental health difficulties to conclude 7% a lower number in other categories. The numbers have increased from 150 in 2018/19 and 224 in 2020/21 to 259 in 2021/22. Highest number of learners being on entry level programmes.

Programmes for 16-18 – year old learners (Education Programmes for Young People (EPYP) Gender analysis

Count of LearnRefNumber	Column Labels		Grand
Row Labels	Female	Male	Total
Cadbury	977	802	1779
CSM	626	226	852
Sandwell	1784	2259	4043
Grand Total	3387	3287	6674

Count of LearnRefNumber	Column Labels		Grand
Row Labels	Female	Male	Total
Cadbury	55%	45%	100%
CSM	73%	27%	100%
Sandwell	44%	56%	100%
Grand Total	51%	49%	100%

The number of students at all campuses Central, Cadbury and Central St Michaels are on the rise. For example, in 2019/20 we had 5,768 students. The numbers increased to 6,222 in 2020/21 further increase 6674 in 2021/22. Level 3 learners constitute 62% of the provision with 17% at level 2, 14% at level 1 and 7% at entry level.

The male and female students are represented almost equally with females slightly higher at 51% and males at 49% in 2021/22. Cadbury and Central having similar gender breakdowns whereas CSM having a predominantly larger number female students at 73%.

Adults and Apprenticeships Gender Analysis

Count of Learner reference number	Column Labels		Grand
Row Labels	Female	Male	Total
Apprenticeship	375	212	587
Adults (WMCA)	1890	1014	2904
Grand Total	2265	1226	3491

Count of Learner reference number	Column Labels		Grand
Row Labels	Female	Male	Total
Apprenticeship	64%	36%	100%
Adults (WMCA)	65%	35%	100%
Grand Total	65%	35%	100%

The number of apprentices has been steady for the past three years with 588 in 2018/19, 599 in 2020/21 and 2021/22 slight decrease 587. Females make up 64% of the apprentices with 67% are from White background.

Adult learning programmes are run on a part-time day or evening basis and is an area of growth. Adult learners enrol on programmes throughout the year.

Adults and Apprenticeships			
Count of Learner reference number	Column Labels		
	Female	Male	Grand Total
Apprenticeship	375	212	587
Adults (WMCA)	1890	1014	2904
Grand Total	2265	1226	3491

Adults and Apprenticeships			
Count of Learner reference number	Column Labels		
	Female	Male	Grand Total
Apprenticeship	64%	36%	100%
Adults (WMCA)	65%	35%	100%
Grand Total	65%	35%	100%

In 2019/20 the number of adult learners were 2603 but this was increased to 2904 for Adults (WMCA) and apprenticeships 587 total 3491. The single largest learning is our English for speakers of other languages (ESOL) programmes approximately 950 students.

Ethnicity analysis overall 37% from white background 31% Asian background and 18% from black however further analysis reflects higher numbers in apprenticeships are from the white background 67%, 21% Asian background and only 5% from black background.

Business development projects is the second largest area of development work with 850 adult learners.

Adult programmes in early years, health and social, hair and beauty and teacher training contribute to the growth of this provision.

Adults & Apprenticeships			
Count of Learner reference number	Column Labels		
	Apprenticeship	WMCA adult	Grand Total
White	393	910	1303
Asian	121	969	1090
Black	32	616	648
Mixed	39	192	231
Other	2	152	154
Arab		65	65
Grand Total	587	2904	3491

Adults & Apprenticeships

Count of Learner reference number	Column Labels		
Row Labels	Apprenticeship	WMCA adult	Grand Total
White	67%	31%	37.3%
Asian	21%	33%	31.2%
Black	5%	21%	18.6%
Mixed	7%	7%	6.6%
Other	0%	5%	4.4%
Arab	0%	2%	1.9%
Grand Total	100%	100%	100.00%

Looked after / care experienced and care leavers

The new role of Looked after Childrens' coordinator began in 21/22, this has resulted in a dramatic increase in the support we are able to offer this group of learners. There are 165 LAC learners at Central Campus; 7 at CSM and 15 at Cadbury College. In addition, there are 31 care experienced learners who have now left care.

Our LAC students are represented in 20 different courses across the college and come from 19 Local Authorities – Buckinghamshire, Birmingham, Brighton, Camden, Devon, Gloucester, Herefordshire, Manchester, Newcastle, Sandwell, Slough, Solihull, Staffordshire, Stoke, Telford, Warwickshire, Walsall, Wiltshire, Wolverhampton, Worcester which makes tracking them and the information needed by the LEAs a complex job. Our RAG ratings for Personal Education Plans have moved to Good and Green Excellent with most LA's Birmingham Virtual School use Sandwell College as a Beacon and good example of how LAC should be delivered in FE Since January 2022 to June 2022 we completed over 250 PEP's and CIN Child in need reviews.

Student Union

The student union staff continue to support enrichment and also provide a listening ear and sign posting for learners. Our sports teams continue to be very successful even competing at the AOC National Championships in badminton. We offer a wide range of sports: football; Cricket; Volleyball; Badminton; basketball.

The team work on events such as One World and Black History Month; World Women's Day trips to Alton Towers and to London. They run the Student Union and Council supporting the student voice in the college. We also run a successful Duke OF Edinburgh Award Scheme.

Events and talks

We aim to celebrate as many important occasions that are significant to our students and staff as possible. If students want to put something forward we will support them, so this year saw LGBTQ + tea parties across the sites.

During Black History Month 21/22 we invited punch records to CSM students were able to ask prominent figures from the music industry about their careers.

Students were supported during Ramadan with traditional dates and water and information was given out so that non-Muslims were able to understand and support.

World Women's Day was celebrated working with the council and young women from our girls' group who showed off their creative talents through song and a fashion show. There were talks from influential local women.

There were many live and zoom talks around subjects such as sexual harassment; knife crime and also inspirational speakers aimed at supporting during exam time. Feedback is received from learners to assess the impact.

Awards and celebrations

Sandwell College awarded with the prestigious award 'Highly Commended' at the London National Business award recognised for excellent Equality, Diversity and Inclusion work by staff.

Sandwell College finalist for FREDIE Award - Fairness Respect Equality Diversity Inclusion and Engagement – National Centre for Diversity NCFD.

Performing Art students performed in October 2021 for Black History Month event on behalf of Black Country & West Birmingham Integrated Care System (ICS) representation from local NHS Trusts, local Councils, health & social care, primary care and the voluntary sector.

Rupinder Sandhu Curriculum leader in Creative Industries and active member of the EDI group, awarded the West Midlands outstanding BAME female leader of the year 2022 at Women's awards. This prestigious and highest award from all those presented during the ceremony was selected from all the finalists. These awards are now in their 6th year have significantly raised awareness recognised and celebrated the hard work and huge contribution women of all cultures, communities, races and beliefs.

EDI projects

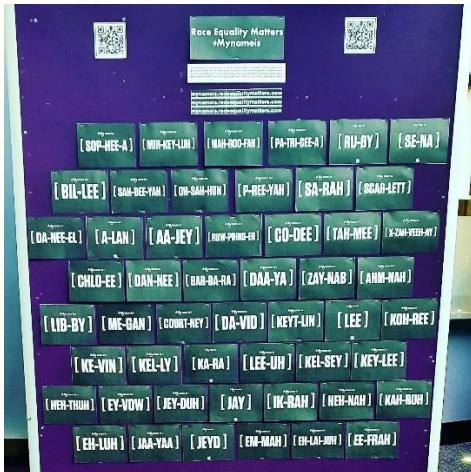
Menopause champions are available to staff. Menopause champions are a point of contact if you or someone you care about are transitioning any stage of menopause to offer support and guidance.

We continue to support disadvantaged students through welfare and offering Chromebooks for those without. Programme Area Manager conduct home visits and bespoke plans for any at risk or vulnerable student to ensure all students achieve.

Students participated with the Tipton litter watch for the big clean to serve their local community and demonstrate their skills to being an active member of society.

Students and staff participated in a variety of fundraising activities for charitable organisations and causes throughout the year. This has given the students global awareness and empathy of others of knowledge what is happening in the world. Early Years raised £310 for Kaleidoscope plus group charity that provides mental health support for young people. This was selected by the students after mental health in young people has risen.

Pronunciation of names, wall of words displayed in the atrium.



Our official EDI college logo was launched.



Sandwell College EDI lead Nargis Bostan active member of the West Midlands EDI wide group which works in collaboration with other FE providers.

Chaplin service is to support students if they are facing any personal issues and would like to discuss with someone with religious awareness and sensitivity.

Mohammed Matsemela – Islamic Chaplain

Mohammed Abubakir – Islamic Chaplain

Peter Carmody-Heaton – Lay Minister for young adults (external)

Veronica Patmore – Christian Chaplain

Michelle Thomas – Christian Chaplain

Bhervinder Singh – Sikh Chaplain

Sharon Kalia – Hindu Chaplain.

Employer engagement events.

Employers understand the needs and diverse back ground our learners come from and are actively involved in planning our curriculum to ensure our students have the best possible skills, knowledge and attitude when accessing employment.

We continue to widen the opportunities for our students by engaging with employers and organising accessible events, opportunities for them, for example within the creative industries;

Open Lens Media, Daina Anderson worked with students on a work experience film project last year and is due to deliver a 6-week social impact short film project with Film and Media learners.

B.Music, Toni Grehan is a recent connection with exciting opportunities for music students to attend concerts undertake work experience and perform at the Symphony Hall and Town hall in Birmingham.

Creative Academies Network / Sandwell Cultural Education Programme/ WMCA, Jerrel Jackson is a long-standing connection through our involvement with the SCEP and Sandwell Council's Cultural Leaders Board.

M.E Dance, Marcia Edwards deliver dance classes, training and performances for our staff and students. They utilise our dance studio space to run weekly sessions. Predominantly in Creative department students from a white background and females being a higher than males, focus for coming academic year to actively promote and recruit from other ethnic backgrounds and male students.

Sports department, West Bromwich Albion WBA FC, Edgbaston Stadium, Stourbridge RFC, Sport England, English Cricket Board, St George's Park and Birmingham City University. Business studies working with Capital One, Clarke Wilmott solicitors and Rockteer Group.

Advancing Equality of Opportunity.

Our strong commitment to equality and diversity as well as respect for all is our fundamental to our mission. We recognise the need to continue to implement and develop our practices, within the culture where diversity is one of the core values. Examples of commitment to advancing our commitment equality of opportunities are as follows;

Advancing equality of opportunity is emended into the curriculum delivery. Our tutorials are very much focused on E&D, not only on sessions around this subject but also promotions of events through out of the year. The tutorials also tackle issues such as homophobia, bullying, online safety, gang culture, peer on peer harassment, immigration etc. Keeping our student safe reflects in the talks and visits we have had 20/21; Prevent induction mandatory staff and students, Police youth café on Digital safety, Alison Cope Knife Crime, Stop and Search West Midlands Police, Anorexia and Eating Disorder Awareness, Sexual Harassment talks, Mental Health Awareness, Safeguarding Champions, Raising aspirations through international speakers. Punch records for Black History Month were panel guests from the music industry answering questions for the audience some our students some from other industries.