ANNUAL EQUALITIES REPORT

1   Introduction from the Chair of Governors

Thank you for your interest in our Equality, Diversity and Inclusion Annual Report for 2021/2022. In publishing this report the College is complying with one of the duties in the Equality Act but more importantly, we are enthusiastically sharing our approach to inclusion.

South and City College Birmingham is committed to going beyond simple compliance with equality law; indeed, we 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, and we celebrate the progress, achievement and destinations of all. I am proud of the positive feedback we regularly receive from our students, clients and partners in this regard.

This report highlights our key achievements but also areas in which we will seek to take further action; we hope you enjoy reading it. We welcome your comments and any ideas as to how we can make further improvements. These can be made by email to equality@sccb.ac.uk.

Clive Henderson
Chair of Governors

2   Meeting the General Equality Duty

2.1   Eliminating Discrimination, Harassment and Victimisation

2.1.1   At South & City College Birmingham we are firmly committed to promoting and embedding equality, diversity and inclusion for all our students, staff, governors, employers, visitors and contractors throughout the organisation's work and activities. We are learner focused and have high aspirations for all our students and staff. We strive to go beyond statutory obligations and integrate equality and diversity in all that we do.

2.1.2   We have a range of policies and procedures designed to eliminate discrimination, harassment and victimisation. 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, sexual harassment or victimisation of any kind.

2.1.3   Eight Quality Improvement Leads (QILs) have been appointed, their role will be to work on student achievement gaps.

2.2   Fostering Good Relations

2.2.1   The College has a long community-based history and our values are very much rooted in helping our local communities. We exist for the benefit of local people and to play an important part in the regeneration of Birmingham and the wider Midlands economy. The College has extensive links across the city including representation at the Greater Birmingham and Solihull LEP Board (GBSLEP), North Birmingham Economic Recovery Taskforce, Colleges West Midlands, Corporate Social Responsibility City Board, the City's Prevent Steering Group, being a patron of the Greater Birmingham Chamber of Commerce, the Asian Business Chamber of Commerce and works in partnership with the Black Leaders Group (BLG).

2.2.2   Our commitment to foster good relations starts with listening to the views of our stakeholders. There is a collaborative and consistent approach to gathering learner feedback across the College with a wide variety of mechanisms in place from course level to strategic level. External organisations, such as awarding bodies, HEIs, Matrix and The Customer Service Excellence Standard have validated that we have robust and proactive mechanisms in place and actively respond to learners' feedback.

2.2.3   The College has a programme of religious and cultural events that are well supported by the curriculum and enrichment teams, helping us maintain a tolerant and inclusive culture that fosters good relations. The College publishes an annual E&D calendar, which is embedded into teaching and learning. Last year, the students had the opportunity to get involved in celebrations, events such as Black History Month, LGBT History Month, International Day against Homophobia, Bio phobia, Intersexism, Transphobia, Chinese New Year and

many more still featured in teaching, learning and extra-curricular activities. For example, for Black History Month, students in hair had a month long focus on Madam CJ Walker on the development of Black hair products. Betty Campbell was also a key focus who was the UK's first Black Head Teacher.

2.2.4 Topics that the EDI Champions promoted across the campuses included:

- The interactive EDI calendar which was regularly updated. Improves awareness and knowledge
- The Attain page toolkit with resources for International Women's Day and History month
- Black History month
- Autism awareness
- Refugee week
- Here! Brummie or not?
- Birmingham's Celebrating Sanctuary
- LGBTQ History month
- Holocaust memorial day

2.2.5 Fostering good relations also extends to the communities we serve, and this is another area where the College has a very strong reputation. Listed below are just a few examples:

- Computing Curriculum has been introduced to Golden Hillock – empower females with an alternative career progression into the tech industry. Level 2 last year we had 10, last year we had 20 Higher Level 2 females, last year was 10 – grown by 100%
- Games Art Animation Level 3 – recruited 50% females last year (10 females and 11 males)
- Make Up and Photography Level 2 – has been specifically designed with intent to attract the adult female learners to be skills and trained in Make Up Artistry to free-lance. Empower women to respect and observe cultural values, while chasing your dreams.
- We have introduced a female barber as a role model to support and raise profile of barbering and females.
- Improved uptake of White Male 16 – 18 on computing courses – Software and Networking.
- Many events to celebrate are organised within faculty to celebrate EDI – BRIG/Refugee Week/Birmingham Children's Hospital/Master sessions delivered by Professor in Quantum Computing from India.

2.3   Advancing Equality of Opportunity

2.3.1 Our strong commitment to equality and diversity as well as respect for all, is fundamental to our mission. In fact, one of our key values is to continue to advance equality, diversity and inclusion in everything we do.

2.3.2 We recognise the need not to be complacent and to continue to implement and develop our practices, within a culture where diversity is one of the key values. Some examples of our commitment to advancing equality of opportunity include:

- Advancing equality of opportunity is embedded into curriculum delivery. Our tutorials have been redeveloped and have a strong EDI focus including sessions on homophobia, bullying, online safety, gang culture, immigration, etc.
- The College is still an affiliate member of the national Black Leaders Group. We are now working on embedding their 10-point anti-racist action plan into our practices and about to commence their Train the Trainer Programme.
- EDI centred continuous professional development day was held, focusing on race equality, which received excellent feedback. Further EDI training has included unconscious bias, accessibility, British Sign Language and more.
- A staff wellbeing day was organised to support staff with their mental health, offering sessions on stress management, mindfulness, mental health, menopause awareness, healthy eating, exercise and more. In addition, we have invested in the Mental Health First Aiders programme to support staff and students across the college.
- We have achieved the Rainbow Flag Award by the Prince's Trust, which involves working on an action plan to ensure we are inclusive towards the LGBT community.
- For students struggling with mental health issues, we put on workshops, provided one to one support, and set up support groups and buddy system depending on students' needs.
- We have reviewed our behaviour strategy and relaunched in September 2022. Staff have been trained via CPD and students have had this embedded in their induction.
- A bank of EDI e-resources was created by the library team for staff and students to use.
- Our gender pay gap report shows slight decrease of 5.7% from last year's 5.2% as the mean and the median 13.43% (compared to last year 12.57%). This slight decrease will be due to staff turnover and staff been appointed at the bottom of the scale.
- As part of the new appraisal process, all staff have an EDI target in their appraisals.

3   **Students**

3.1   **Demographic Profile**

3.1.1 Over 60% of our learners come from Band 1 areas of deprivation (MIDES report 2021/2022) compared to a national average of 19%. When combined, 80% of our learners from Bands 1, 2 and 3 areas of most deprivation compared

to a national average of 48%. This is further compounded by the fact that 45% of our 2021/222 intake of learners came to college without 9-4 grades in both GCSE English and maths. This is compared to a national average of 23%. The prior GCSE English and maths attainment of our learners places us in the bottom 8 out of 227 colleges nationally. The huge societal and personal issues that learners from these areas of deprivation are challenged with are well documented.

3.1.2 The table below summarises our student cohort by age and headcount 2021/2022. This is a similar pattern to the previous year.

Headcount	Classroom Full Time	Classroom Part Time	Apprenticeship	Higher Education	Total	%
Pre 16	148	66	0	0	214	1.5%
16-18	3,599	522	166	11	4,298	31.0%
19-21	845	533	218	65	1,661	12.0%
22-24	282	440	107	41	870	6.3%
24+	2,062	4,458	180	132	6,832	49.2%
Total	**6,936**	**6,019**	**671**	**249**	**13,875**	

3.1.3 As can be seen from the table below, the gender split at South and City College Birmingham has been consistent for the last few years, with more male than female students. This is mainly due to large construction, engineering and motor vehicle provision, which attract high proportions of male students. Female students are underrepresented in those areas which are, traditionally, more male dominated.

Gender	2019/20	2019/20%	2020/21	2020/21%	2021/22	2021/22%
Female	8,659	47.5%	6,683	47.9%	6,651	47.9%
Male	9,557	52.5%	7,276	52.1%	7,224	52.1%
Total	**18,216**		**13,959**		**13,875**	

3.1.4 77.4% of our students come from minority ethnic backgrounds. The largest groups are African, Pakistani and White British.

2021/2022 Headcount	Classroom Full Time	Classroom Part-Time	Apprenticeship	Higher Education	Total	%
African	890	998	7	24	1,919	13.8%
Arab	472	478	6	6	962	6.9%
Bangladeshi	330	274	7	14	625	4.5%
Caribbean	288	204	17	25	534	3.8%

Chinese	33	37	2	0	72	0.5%
Gypsy/Irish Traveller	4	4	0	0	8	0.1%
Indian	140	143	20	9	312	2.2%
Irish	25	30	3	4	62	0.4%
Not Provided	387	498	16	0	901	6.5%
Other Asian	379	389	5	7	780	5.6%
Other Black	120	109	2	4	235	1.7%
Other Mixed	136	95	7	8	246	1.8%
Other White	289	369	13	8	679	4.9%
Other	209	257	2	3	471	3.4%
Pakistani	1,557	731	51	46	2,385	17.2%
White/Asian	88	52	5	2	147	1.1%
White/Black African	67	58	1	1	127	0.9%
White/Black Caribbean	182	72	26	8	288	2.1%
White British	1,340	1,221	481	80	3,122	22.5%
Total	**6,936**	**6,019**	**671**	**249**	**13,875**	

* Any groups of less than 100 students have been removed as the data is not meaningful.

3.1.5 A total of 2,102 students declared a learning difficulty/disability, which is 15.1% of total student population, 0.9% lower than last year. 12.2% of our students receive additional learning support. Same as in previous years, the most common learning disabilities and difficulties include dyslexia, autism spectrum disorder, moderate learning difficulties and mental health difficulties.

Learning Difficulty / Disability	Classroom Full Time	Classroom Part Time	Apprenticeship	Higher Education	Total	%
LLDD	1,481	517	61	43	2,102	15.1%
No LLDD	5,189	5,046	568	206	11,009	79.3%
Not known	266	456	42	0	764	5.5%
Total	**6,936**	**6,019**	**671**	**249**	**13,875**	

3.2 Achievement rates

3.2.1 The overall achievement rate for 2021/22 is 75.7%. 19+ year olds perform at a higher level than their 16-18 year old counterparts. This is similar to the gap that we had seen in 2020/21.

Age Group	2019/20		2020/21		2021/22	
	Starts	Achievement	Starts	Achievement	Starts	Achievement
16-18	10,516	74.4%	10,013	58.9%	9,516	62.5%
19+	19,952	63.7%	15,270	77.4%	19,242	82.2%
Total:	**30,468**	**67.4%**	**25,283**	**70.1%**	**28,758**	**75.7%**

3.2.2 Last year both female and male students performed better than in previous years, an increase of 5%. However, female students continue to perform better than their male counterparts.

Gender	2019/20		2020/21		2021/22	
	Starts	Achievement	Starts	Achievement	Starts	Achievement
Female	17,092	66.6%	13,659	74.6%	15,515	79.0%
Male	13,376	68.4%	11,624	64.7%	13,243	71.9%
Total:	**30,468**	**67.4%**	**25,283**	**70.1%**	**28,758**	**75.7%**

3.2.3 With regards to ethnicity, Indian students are performing the best, followed by White Other.

	2019/20		2020/21		2021/22	
Ethnicity	Starts	Achievement	Starts	Achievement	Starts	Achievement
Arab	2,015	66.3%	1,695	79.0%	2,184	81.0%
African	5,209	61.4%	4,361	76.0%	5,069	80.7%
Any Other Asian background	2,144	60.5%	1,750	74.9%	2,019	80.5%
Any Other Black / African/ Caribbean background	492	63.2%	466	67.2%	570	74.6%
Any other ethnic group	941	58.7%	791	72.9%	1,311	80.2%
Any Other Mixed / Multiple ethnic background	609	64.2%	572	72.2%	492	74.0%
Any Other White Background	1,718	63.0%	1,334	75.6%	1,295	81.5%
Bangladeshi	1,838	65.8%	1,457	74.7%	1,702	80.0%
Caribbean	1,070	74.2%	911	57.0%	944	68.4%
Chinese	153	68.6%	93	83.9%	163	79.8%

English/Welsh/Scottish/ Northern Irish/British	4,799	73.6%	3,980	63.0%	3,997	65.6%
Indian	713	71.1%	503	74.0%	634	84.5%
Not Provided	1,113	64.2%	988	75.7%	1,850	78.4%
Pakistani	6,.227	73.3%	5,109	64.9%	5,391	71.5%
White and Asian	335	71.0%	343	68.5%	308	74.4%
White and Black African	420	58.6%	323	75.9%	295	76.6%
White and Black Caribbean	563	68.0%	510	55.9%	453	62.7%
Total	**30,468**	**67.4%**	**25,283**	**70.1%**	**28,758**	**75.7%**

* Any groups of less than 100 students have been removed as the data is not meaningful.

3.2.4   With regards to physical disability, last year we can see gaps for students with Asperger's Syndrome (3.8%), and mental health (0.6%).   This shows a significant improvement compared to the previous year.

4   Our Governors

4.1   The Corporation takes equality and diversity very seriously and actively promotes diversity in its own membership. At the end of 2021/2022, the Corporation had a representation of 42% of its membership from Black and Minority Ethnic groups and 32% of its membership was female whilst 5% declared disability and 11% identified as LGBT.

Governors by Gender	Number	Percentage
Female	6	32
Male	13	68
Total	**19**	**100%**

Governors by Ethnicity	Number	Percentage
Asian/Asian British/Indian	2	11
Asian/Asian British/Pakistani	2	11
Black/Black British/ Caribbean	3	15
White - English/ Welsh/Scottish/ Northern Irish/ British	9	47
Mixed – White/Black Caribbean	1	5
Irish	2	11
Total	**19**	**100%**

Governors by Disability	Number	Percentage
Disability	1	5
No disability	18	95
Total	**19**	**100%**

Governors by Sexual Orientation	Number	Percentage
Heterosexual	17	89
Gay	2	11
Lesbian	0	0
Total	**19**	**100%**

5 Our Staffing

5.1 Establishment

5.1.1 The following data is a breakdown of staff employed by the College as at 31 July 2022.

5.1.2 The overall headcount (1,054) is made up of: teachers 38%, non-teaching 40%, teaching support 14% and management 8%. The number of support staff is high because our support services including catering, cleaning and security staff are employed directly by the college.

5.2 Age

5.2.1 The below table shows a comparison of the percentage of all staff in each age band between different academic years. We recognise that we have an ageing workforce with 53.5% of staff over the age of 50. We very much celebrate and value the experience and skills that these staff bring to the College. However, we are also aware that we need a succession plan for the future. We are also reviewing the College's internal apprenticeship programme.

Age	< 25	25 to 29	30 to 39	40 to 49	50 to 59	> 59
2018/19	2.80	4.65	17.41	27.37	35.48	12.29
2019/20	3.12	4.77	16.06	25.50	36.24	14.31
2020/21	3.06	4.64	15.58	15.58	23.84	37.11
2021/22	2.28	4.08	14.99	25.14	35.48	18.03

5.3 Disability

5.3.1 4% of staff declared a disability which is 1% lower than in the previous year. Robust processes are in place to support staff who declare a disability and in making reasonable adjustments with support from management, HR and the College's Occupational Health provider. Actions to improve disclosure continue and are a priority in the EDI action plan.

5.4 Gender

5.4.1 Out of a total of 1053 staff we have 82 managers, 47 female and 35 male. We currently have 57% female and 43% male staff. Female staff are more represented across all areas of the college (see table below). There is no significant change in the profile of staff by gender from last academic year. No up to date information is currently available to allow us to measure this profile against the sector.

Staff Group	Management	Support	Teaching	Teaching Support	Grand Total
Female	47	265	206	82	600
Male	35	155	194	69	453
Total	82	420	400	151	1053

Headcount	Management %	Support %	Teaching %	Teaching Support%
Female	57	63	52	54
Male	43	37	48	46
Total 1053	100	100	100	100

5.5 Sexual Orientation

5.5.1 The disclosure rate continues to improve but it is still very low. Where sexual orientation has been indicated, the majority of staff have reported themselves as heterosexual, 45.41% of staff prefer not to disclose. The College is actively working on trying to increase the disclosure rate.

	2019/20 %	2020/21 %	2021/22 %
Bisexual	0.18	0.19	0.47
Gay	0.46	0.56	1.04
Heterosexual	47.61	48.98	52.61
Lesbian	0.18	0.28	0.47
Prefer not to say/Not known	51.38	50.00	45.41

5.6 Religious Beliefs

5.6.1 There is an improvement on staff declaring their religious belief.

Religion	2019/20 %	2020/21 %	2021/22 %
Christian	20.92	21.91	21.56
Buddhist	-	-	0.19
Hindu	0.92	0.83	1.04
Jewish	-	-	0.09
Muslim	7.61	7.81	10.54
No religion	10.83	11.78	14.06
Not declared	-	-	19.75
Prefer Not to Say	54.77	52.71	27.45
Other	2.58	2.29	2.28
Sikh	2.29	2.58	3.04

5.7 Ethnicity

5.7.1 The table below shows a comparison of the ethnicity profile between different academic years. According to the Education & Training Foundation, the majority of FE staff are White British, across all occupational categories. This is consistent with the College's profile that shows 50% of staff are White British. This figure is slightly down on the previous year. There is a slight improvement in recruitment of Asian ethnicity, along with a variation of recruitment of Black/African/Caribbean. The recruitment process continues to be anonymised for shortlisting managers to ensure no bias.

Ethnicity*	2019/20 % of staff	2020/21 % of staff	2021/22 % of staff
Asian/Asian British-Bangladeshi	0.7	0.7	1.28
Asian/Asian British-Indian	7.5	7.7	7.9
Asian/Asian British-Pakistani	7.4	7.5	8.9
Asian/Asian British-any other Asian background	1.1	1.2	0.9
Black/African/Caribbean/Black British-African	2.5	2.6	2.9
Black/African/Caribbean/Black British-Caribbean	9.8	9.3	8.6
Black/African/Caribbean/Black British-other	1.8	1.7	1.1
Mixed/Multiple Ethnic-White and Black Caribbean	1.1	1.10	1.4
Mixed/Multiple Ethnic-White and Asian	0	0.7	0.8
Mixed/Multiple Ethnic-White and Black Caribbean	0	1.0	1.4
Mixed/Multiple Ethnic-Any Other Mixed Background	0.7	0.6	0.8
Not disclosed	-	-	2.52
Other	1.7	2.3	3
Prefer not to say	8.2	8.1	3.7
White-Eng/Welsh/Scottish/N.Irish/British	52	51.3	50.1
White-Irish	1.2	1.2	1.1
White-Any Other White Background	3.5	3.7	3.6

*Any ethnic group representing less than 0.5% of the overall data has been added into "Other" for reporting purposes.

5.8 Ethnicity by Staff Group

5.8.1 The table below shows percentages of staff by ethnicity within each staff group.

5.8.2 The majority of staff are white British. The College continues to recognise the benefits of having a diverse workforce and management team, and continues to recruit to these under-represented groups by advertising more widely including the Black Leaders Group.

Staff Groups	Management	Support	Teaching	Teaching Support
Asian	19.5	18.1	20	19.2
Black	7.3	15.7	9.8	15.2
Mixed	1.3	4.5	3.3	1.3
Other	2.4	3.1	2.3	1.3
White	65.9	46.2	61.3	56.3
Prefer not to say	2.4	5.2	2.0	3.3
Not disclosed	1.2	6.9	1.3	3.4

6   Equality Analysis

6.1   Equality analysis is a way of considering the impact and effect of our planning, policies and procedures on different groups protected from discrimination by the Equality Act. We recognise the need to consider if there are any unintended consequences for some groups and also if the function or policy will be fully effective for all target groups.

6.2   Refresher training on the equality analysis process was provided to all college managers to ensure that any decisions made are not disadvantaging any particular groups.

6.3   Decisions, policies and procedures are equality analysed to ensure all meet legislative requirements. We use the information proactively to advance equality of opportunity and foster good relations.   Equality analysis is conducted across a broad range of functions and is recorded, monitored and audited by the senior lead for Equality and Diversity. Some examples of Equality Analyses undertaken last year are shown below:

Policy/procedure	Decision made as a result of an equality analysis
Working and Living During a Pandemic Procedure	No change resulted as this is enhancing the strong and effective Health & Safety management processes that are already in place
Change of Generic Risk Assessments	No change resulted as this is enhancing the strong and effective Health & Safety management processes that are already in place

7   Equality Objectives

7.1   We have reviewed our Equality Objectives, which are listed below:

	Objective
1	Continue to narrow the gaps in all aspects of student experience, across all protected characteristics and none
2	Embed a culture of dignity, respect and inclusion across the whole College community
3	Challenging opportunities to develop understanding and celebration of equality, diversity and inclusion within teaching, learning and assessment
4	Align our workforce to our strategic plan to ensure it reflects the diversity of the local community and our students

EQUALITY AND DIVERSITY ACTION PLAN 2022/2023

Equality Objective 1: Continue to narrow the gaps in all aspects of student experience, across all protected characteristics and none

Action	Timescales	Responsibility	Progress to Date
Analyse the recruitment, retention, achievement and destination of students across all protected characteristics	December 2022	• Assistant Principal Quality • Senior Exec Director Student Engagement & Workforce Development	All Faculties have carried out gaps analysis by achievement as part of their SAR process
Effectively use students starting points to identify barriers and support needs	September 2022 – October 2022	• Quality • Faculties • Director Student Engagement	Starting points completed and being monitored
Identify knowledge and skills gaps to inform support strategies over time.	September 2022 – July 2023	• Quality • Faculties	Underway through diagnostics, starting points and progress reviews

Equality Objective 2: Embed a culture of dignity, respect and inclusion across the whole College community

Action	Timescales	Responsibility	Progress to Date
Opportunities to gain student feedback and suggestions through student forums and surveys providing students with a voice and a mechanism to drive improvement	Ongoing	• Senior Executive Director – Student Engagement & Workforce Development	Plan agreed
Positive behaviour strategy which has shared values and promotes an inclusive a safe environment for all	October 2022	• Director of Quality	Completed
Promotion and evidence of fundamental British values Enrichment opportunities which enable students to create their own support groups and develop a sense of identity	Completed	• Senior Executive Director – Student Engagement & Workforce Development	Plan agreed

Equality Objective 3: Challenging opportunities to develop understanding and celebration of equality, diversity and inclusion within teaching, learning and assessment

Action	Timescales	Responsibility	Progress to Date
Lesson planning should identify opportunities to discuss and debate topical and subject related EDI themes	September 2022 – June 2023	• Quality • Faculties	Embedded within tutorial
Resources should positively reflect the protected characteristics and be inclusive	September 2022 – June 2023	• Quality • Faculties	
Pedagogical approaches to teaching, learning and assessment should support learners to be independent thinkers and challenge stereotypes and negative attitudes	September 2022 – June 2023	• Quality • Faculties	Embedded within tutorial

Equality Objective 4: Align our workforce to our strategic plan to ensure it reflects the diversity of the local community and our students

Action	Timescales	Responsibility	Progress to Date
Target under-represented groups within the workforce	February 2023	• Director, Human Resources	Set of data is produced and analysed to ascertain the gaps
Foster a culture of openness to encourage and improve EDI disclosure rates	February 2023	• Director, Human Resources	Set of data is produced and analysed to ascertain the gaps
Ensure all staff update their EDI skills and knowledge through CPD to ensure language and behaviours reflect the EDI Action Plan	April 2023	• Senior Executive Director Student Engagement & Workforce Development	Prevent and Fundamental British Values Launch Black Leaders Group Training Programme Commitment to have a dedicated CPD session for EDI