

ANNUAL EQUALITIES REPORT

1 Introduction from the Chair of Governors

Thank you for your interest in our Equality and Diversity Annual Report for 2016/17. In publishing this report the College is complying with one of the duties in the Equality Act but more importantly, we're 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 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 commitment was recognised in our most recent Ofsted inspection which commented that *'leaders promote the college culture of equality of opportunity and diversity well. Staff promote mutual respect and understanding of different cultures well in many lessons and around the college.'*

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 of 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 of 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 or victimisation of any kind.
- 2.1.3 In their most recent inspection, Ofsted recognised that *'disabled students and those with special educational needs are particularly well supported and achieve well'*.

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 being a patron of the Greater Birmingham and Solihull Chamber of Commerce and being represented at the board level at the Local Enterprise Partnership, CSR City, City's Prevent Steering Group and more. This means that we are fully informed of the major issues affecting our area and we can participate in the development of action plans to ensure they benefit our students and community cohesion.
- 2.2.2 Ofsted recognised that *'staff promote mutual respect and understanding of different cultures well in many lessons and around the College.....Relationships between very diverse groups are harmonious and any form of harassment, bullying or discrimination is firmly dealt with'*.
- 2.2.3 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. The formalised process of Learner Voice within Faculties takes a broader view on the services provided to all students. This is underpinned by a range of informal feedback such as Principal's Question Time, 'Comments, Complaints and Compliments' forms, surveys and Vocaleyes (a digital forum where students can rate and debate subjects and issues). 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.

2.2.4 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. This year the students got involved in celebrating Black History Month, Christmas, Eid Ul Adha, Diwali, Chinese New Year, St Patrick's Day, Remembrance Day, International Women's Day, Gypsy Roma and Travellers' Month and more.

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:

- Golden Hillock campus is a women-only centre, meeting the needs of the local area with over 850 students on ESOL, childcare and care courses.
- Hall Green campus is home to an Ofsted Grade 1 nursery, which welcomes children of students and staff at the College.
- Digbeth Campus opens its doors every year for St Patrick's Day parade, welcoming the crowds by providing entertainment and refreshments.
- Zafran Mohammed, has won over 15 awards in recognition of his charity 'All4Youth' which helps disadvantaged young people in the Birmingham Area. Many of these young people have gone on to become students at the College. Zafran recently added the British Empire Medal awarded on behalf of the Queen to his accolade of awards.
- A group of students on a Supporting Teaching and Learning in Schools course recently organised activities in a local nursery to help promote equality and diversity, from jigsaw making to designing faces.
- Media students created a short film about Alum Rock for Affinity Sutton housing association, documenting the rich social, economic and historical fabric of the estate.
- Bournville College construction students helped build a raised flower and vegetable bed for wheelchair users at a local care home. The bricklaying department took up the challenge, providing excellent work experience for our students and an excellent facility for Meadow Rise Residential Home residents.
- Construction students at Bordesley Green campus worked together with Colmore Tang and Help Harry Help Others to surprise a three-year-old cancer patient and her family with a £60,000 home makeover.

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 are very much focused on E&D not only on sessions around this subject but also promotions of events throughout the year. The tutorials also tackle issues such as homophobia, bullying, online safety, gang culture, immigration, etc.
- Supported Learning students at Handsworth Campus took part in a disability development football course facilitated by Aston Villa Football Club.
- Sports students have developed a link with the Black and Asian Coaching Association, which gives opportunities to young coaches to work alongside England's national teams.
- We offer regular training to staff including mandatory E&D and safeguarding updates.
- Hall Green Campus welcomed students from across the West Midlands region to host the regional heat of the Inclusive Skills ICT competition. This was an opportunity for students with learning difficulties and disabilities to participate in competitions under the umbrella of World Skills.
- As part of a national strategy to encourage female participation in cricket, ESOL students from our women-only Golden Hillock campus participated in a cricket tournament at the Edgbaston Cricket Ground, winning five out of six matches.
- A music student has contributed to a national 'Building Bridges' album, helping raise awareness of Autism whilst proving that autistic people are just as good as other songwriters and artists.
- ESOL students at Fusion Campus organised the Big Culture Challenge, an opportunity to showcase their own cultures whilst experiencing others in a fun environment. Activities including language tasters, taking part in traditional dances, trying different foods, tying a saree, using chopsticks and more.
- Students participate in various activities to raise money for a range of charities, from Comic Relief and Children in Need to helping local hospitals and humanitarian crisis projects around the world and more.

3 Students

3.1 Demographic Profile

3.1.1 Birmingham is an area of high economic and social deprivation and is ranked 13th most deprived of the 326 local authorities in England. 41% of the city's population live in deprived neighbourhoods. Similarly, 37% of children in Birmingham are defined as being in poverty, which is well above the UK rate of 25%. 58% of our students come from the top 10% most deprived wards in England.

3.1.2 The table below summarises our student cohort by age. The data shows that over 50% of our students are aged 24+, which has been a trend for the last three years.

2016/17 Headcount	Classroom Full- time	Classroom Part- time	Apprenticeship	Higher Education	Total	%
Pre 16	95	195	0	0	290	1.3%
16-18	4,375	1,657	380	43	6,426	28.2
19-21	714	1,309	524	172	2,715	11.9%
22-24	207	1,139	254	72	1,671	7.3%
24+	622	9,810	1,147	143	11,718	51.3
Total	6,013	14,110	2,305	430	22,82	

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 three years, with more male than female students. This is mainly due to large construction and motor vehicle provision, which attract high proportions of male students (96.5% across Technology and Built Environment Faculty).

Gender	14/15	14/15 %	15/16	15/16 %	16/17	16/17 %
Female	8,289	44.8%	7,380	45.0%	10,399	45.6%
Male	10,210	55.2%	9,016	55.0%	12,421	54.4%
Total	18,499		16,396		22,820	

3.1.4 Birmingham is an ethnically diverse city, with 58% of the population from a White background and a further 27% Asian and 9% Black background. The College has campuses in areas which have a high proportion of Black and Minority Ethnic Groups, which is evident in the ethnic mix of our students as can be seen from the table below. This year ethnicity profile of our students is very similar to last year's intake.

2016/17 Headcount	Classroom Full- time	Classroom Part- time	Apprenticeship	Higher Education	Total	%
Arab	191	784	3	19	997	4.4%
Asian other	237	666	25	5	933	4.1%
Bangladeshi	210	568	34	11	823	3.6%
Black African	586	2,101	131	40	2,856	12.5%
Black Caribbean	277	682	76	38	1,069	4.7%
Black other	89	236	10	9	344	1.5%
Chinese	17	89	3	2	111	0.5%

Indian	148	467	71	10	696	3.0%
Mixed Other	88	106	19	7	218	1.0%
Not Provided	9	133	127	0	269	1.2%
Other	182	714	11	5	912	4.0%
Pakistani	1,441	1,892	135	79	3,545	15.5%
Traveller	2	9	2	0	13	0.1%
White and African	33	82	5	4	124	0.5%
White and Asian	69	95	16	6	185	0.8%
White British	1,925	4,235	1,470	150	7,760	34.0%
White and Caribbean	237	339	64	24	660	2.9%
White Irish	24	75	19	4	121	0.5%
White other	248	839	84	17	1,186	5.2%
Total	6,013	14,112	2,305	430	22,822	

3.1.5 A total of 2,801 students declared a learning difficulty/disability, which is 12.3% of total student population, compared to 11.2% in the previous year. The most common learning disabilities and difficulties include dyslexia, moderate learning difficulties, medical conditions, mental health difficulties and autism spectrum disorder.

2016/17 Headcount	Classroom Full-time	Classroom Part-time	Apprenticeship	Higher Education	Total	%
LLDD	1,093	1,530	127	54	2,801	12.3%
No LLDD	4,643	12,105	2,103	366	19,186	84.1%
Not known	277	475	75	10	833	3.7%
Total	6,013	14,110	2,305	430	22,820	

3.1.6 South and City College does not collect data regarding sexual orientation and religion/belief at enrolment.

3.1.7 In subsequent sections of the report, groupings of less than 100 students have been ignored as no meaningful conclusions can be drawn from small numbers.

3.2 Admissions

3.2.1 Participation rates in admissions are recognised and analysed in order to improve awareness and accessibility to all. The three-year trend breakdown by gender, ethnic origin and disability/learning difficulty is shown below. As we can see, the data for the last three years follows a similar pattern.

DATA BY	2014/15		2015/16		2016/17	
	Applications Learner Headcount	%	Applications Learner Headcount	%	Applications Learner Headcount	%
Overall	10,741		9,539		9,681	
Gender						
Female	5,580	52.0%	5,015	52.6%	5,012	51.8%
Male	5,112	48.0%	4,520	47.4%	4,668	48.2%
Age Band						
Pre-16	56	0.5%	14	0.1%	28	0.3%
16-18	3,361	31.3%	2,849	29.9%	3,141	32.4%
Adult	7,318	68.2%	6,676	70.0%	6,512	67.3%
Ethnicity						
Any Other Ethnic Group	346	3.2%	388	4.1%	509	5.3%
Arab	372	3.5%	417	4.4%	503	5.2%
Asian/Asian British - Bangladeshi	484	4.5%	437	4.6%	497	5.1%
Asian/Asian British - Chinese	51	0.5%	63	0.7%	51	0.5%
Asian/Asian British - Other Background	569	5.3%	480	5.0%	410	4.2%
Asian/Asian British - Indian	387	3.6%	318	3.3%	336	3.5%
Asian/Asian British - Pakistani	2,275	21.2%	1,992	20.9%	2,068	21.4%
Black/Black British - African	1,509	14.0%	1,490	15.6%	1,368	14.1%
Black/Black British - Caribbean	605	5.6%	492	5.2%	470	4.9%
Black/Black British - Other Background	158	1.5%	147	1.5%	161	1.7%
Mixed - White/Asian	115	1.1%	110	1.2%	107	1.1%
Mixed - White/Black African	119	1.1%	94	1.0%	94	1.0%
Mixed - White/Black Caribbean	322	3.0%	287	3.0%	268	2.8%

Mixed - Other/Multiple Ethnic Background	115	1.1%	98	1.0%	133	1.4%
Not Provided	961	8.9%	452	4.7%	296	3.1%
White - Eng./Welsh/Scott./Northern Irish	1,692	15.8%	1,461	15.3%	1,575	16.3%
White - Irish	45	0.4%	38	0.4%	39	0.4%
White - Other White Background	609	5.7%	761	8.0%	783	8.1%
Disability/Difficulty						
Has Disability/Difficulty	624	5.8%	409	4.3%	205	2.1%
No Disability/Difficulty	6,943	64.6%	6,159	64.6%	6,867	70.9%
Not Provided	3,174	29.6%	2,971	31.1%	2,609	26.9%
Total	10,741		9,539		9,681	

3.2.2 There is a slight difference between the ethnic profile of students applying to the college and those enrolling, with a higher number of White British students enrolling. When analysing the data further, the difference is only apparent at Bournville College and not at any other campus. This can be explained by local demographic data and journey to college maps, where it can be seen that majority of our students live locally. The UCAS Progress application system encourages applicants to apply to colleges 'en masse', which results in Bournville College receiving more applications from inner city areas, which are more ethnically diverse. However, most students who enrol are local to the college, in a ward which has 93% White British population.

3.3 Attendance

3.3.1 Average attendance in 2016/17 stands at 83% compared to 82% the previous year. There is no difference between attendance rate for male and female students. Attendance for under 16s has dropped significantly from 87% in 2015/16 to 81% in 2016/17. Attendance is highest for Indian students at 89% whilst Mixed - White/Asian students have the lowest attendance.

DATA BY	2014/15	2015/16	2016/17	2016/17
	Attendance	Attendance	Learner Count	Attendance
Overall	84%	82%	14,965	83%
Gender				
Female	84%	83%	7,351	83%
Male	83%	81%	7,614	83%
Unknown				
Age Band				
Pre-16	79%	87%	93	81%
16-18	82%	79%	5,173	82%
Adult	85%	84%	9,699	85%
Unknown				
Ethnicity				
Any Other Ethnic Group	83%	83%	747	83%
Arab	84%	82%	665	82%
Asian/Asian British - Bangladeshi	83%	82%	608	83%
Asian/Asian British - Indian	88%	86%	406	87%
Asian/Asian British - Other Background	85%	84%	622	85%
Asian/Asian British - Pakistani	83%	80%	2,631	83%
Black/Black British - African	84%	83%	1,945	83%
Black/Black British - Caribbean	81%	78%	612	81%
Black/Black British - Other Background	82%	82%	212	84%
Mixed - White/Asian	79%	76%	126	79%
Mixed - White/Black Caribbean	79%	78%	408	80%
Mixed - Other/Multiple Ethnic Background	82%	82%	150	81%
Not Provided	70%	83%	671	83%
White - Eng./Welsh/Scott/N. Irish	84%	84%	4,255	84%
White - Other White Background	84%	85%	671	83%
Disability/Difficulty				
Has Disability/Difficulty	84%	83%	2,057	84%
No Disability/Difficulty	84%	82%	11,482	83%
Not Provided	80%	79%	1,426	83%

3.4 Complaints

3.5.1 Highest number of complaints received were from White British students (16%), lower than their overall demographic for the College (34%). This is similar to the numbers for the previous year and no increase has been identified. There has been a decrease in complaints logged from Pakistani students (13%, whilst their overall demographic in the College is 21%).

3.4.2 With reference to the demographics of complaints, large numbers of complainants have chosen not to disclose ethnicity, age and disability so in some cases the data does not show a true representation.

Data Viewed by: Ethnicity	College total	No Received
Any Other Ethnic Group	832	<u>2</u>
Asian/Asian British - Bangladeshi	695	<u>4</u>
Asian/Asian British - Indian	469	<u>4</u>
Asian/Asian British - Other Background	1,462	<u>10</u>
Asian/Asian British - Pakistani	3,060	<u>24</u>
Black/Black British - African	2,208	<u>15</u>
Black/Black British - Caribbean	726	<u>8</u>
Black/Black British – Other Background	245	<u>3</u>
Mixed – Other/Multiple Ethnic Background	289	<u>1</u>
Mixed – White/Asian	159	<u>4</u>
Mixed – White/Black African	0	<u>2</u>
Mixed – White/Black Caribbean	479	<u>6</u>
Not Provided	846	<u>68</u>
White - British	4,923	<u>30</u>
White - Irish	79	<u>1</u>
White - Other White Background	914	<u>2</u>
Total	29,237	184

Data Viewed by: Age	College Total	Complaints received
16-18	5,958	<u>39</u>
Adult	11,311	<u>73</u>
Age Not Disclosed	197	<u>72</u>
Total	34,932	184

Data Viewed by: Disability	College Total	Complaints received
Disability Not Disclosed	15,201	<u>115</u>
No	38	<u>56</u>
Yes	1,028	<u>13</u>
Total	31,506	184

3.5 Achievement Rates

3.5.1 Achievement rates have improved year on year for 16-18 year olds and remained the same for 19+ year old students. 19+ year old students continue to perform better than 16-18 year olds.

Age Group	14/15		15/16		16/17		Difference with Cohort
	Starts	Success	Starts	Success	Starts	Success	
19+	32,430	87.7%	26,049	87.4%	<u>23,872</u>	87.4%	4.5%
16 - 18	13,159	77.9%	13,477	70.0%	<u>13,915</u>	75.1%	-7.7%
Total :	45,589	84.9%	39,526	81.5%	37,787	82.9%	

3.5.2 We are pleased to report that the achievement gap between female and male students has significantly reduced from previous years and now stands at 0.3%.

Gender	14/15		15/16		16/17		Difference With Cohort
	Starts	Success	Starts	Success	Starts	Success	
Female	22,918	86.5%	19,726	82.8%	<u>18,527</u>	83.1%	.3%
Male	22,671	83.2%	19,800	80.2%	19,260	82.6%	-.3%
Total :	45,589	84.9%	39,526	81.5%	37,787	82.9%	

3.5.3 Black and minority ethnic (BAME) students overall perform better than non-BAME students, which has been a trend for the last three years.

BME	14/15		15/16		16/17		Difference With Cohort
	Starts	Achievement	Starts	Achievement	Starts	Achievement	
BAME	29,78	85.6%	25,115	81.7%	<u>23,92</u>	83.0%	.2%
Non BAME	15,623	83.5%	12,885	80.9%	<u>11,869</u>	81.9%	-.9%
Not Provided	105	81.9%	352	75.3%	<u>113</u>	85.8%	3.0%
Total :	45,58	84.9%	39,52	81.5%	37,787	82.9%	

3.5.4 The most significant achievement gaps this year have been for Mixed or Multiple Ethnic Group – White and Black Caribbean (-10.4%) and Mixed or Multiple Ethnic Group – Other (-9.6%), with female students performing worse than male across both of the above ethnicity groups. On the other hand, Chinese (6.0%), White – Other (4.8%) and Asian - Indian (4%) students have performed better than the college average. Whilst this is not a college trend, it is similar to the national picture (Source: Race Disparity Audit, Oct 2017).

Ethnicity	14/15		15/16		16/17		Difference With Cohort
	Starts	Achievement	Starts	Achievement	Starts	Achievement	
Arab	2,059	88.8%	1,580	83.5%	<u>1,777</u>	86.2%	3.3%
Asian or Asian British - Any other Asian background	3,582	87.7%	2,424	84.8%	<u>2,048</u>	86.6%	3.8%
Asian or Asian British – Bangladeshi	1,874	87.0%	1,636	82.3%	<u>1,770</u>	84.2%	1.3%
Asian or Asian British - Chinese	437	92.2%	267	87.6%	<u>206</u>	88.8%	6.0%
Asian or Asian British - Indian	1,235	87.8%	1,170	85.1%	<u>1,198</u>	86.9%	4.0%
Asian or Asian British - Pakistani	8,365	86.0%	7,203	80.5%	<u>6,910</u>	83.2%	.3%
Black or Black British - African	7,267	85.4%	6,376	84.7%	<u>5,824</u>	84.0%	1.1%
Black or Black British – Caribbean	1,961	81.0%	1,778	76.8%	<u>1,595</u>	76.2%	-6.6%
Black or Black British - Any other Black / African / Caribbean background	772	81.0%	716	79.7%	<u>739</u>	82.4%	-.5%
Mixed or Multiple Ethnic Group Any other Mixed / multiple ethnic background	441	80.5%	335	71.3%	<u>325</u>	73.2%	-9.6%
Mixed or Multiple Ethnic Group White and Asian	356	79.8%	283	73.9%	<u>317</u>	77.9%	-4.9%
Mixed or Multiple Ethnic Group White and Black African	278	82.7%	273	81.0%	<u>207</u>	81.2%	-1.7%

Mixed or Multiple Ethnic Group – White and Black Caribbean	1,155	79.8%	1,074	70.6%	<u>1,009</u>	72.4%	-10.4%
Not known/not provided	105	81.9%	352	75.3%	<u>113</u>	85.8%	3.0%
White - Any other White background	2,883	87.4%	2,128	87.7%	<u>1,916</u>	87.7%	4.8%
White - English / Welsh / Scottish /Northern Irish / British	12,540	82.7%	10,562	79.4%	<u>9,794</u>	80.9%	-2.0%
White - Irish	175	79.4%	173	83.2%	<u>149</u>	77.9%	-5.0%
Total :	45,589	84.9%	39,526	81.5%	37,787	82.9%	

3.5.5 Achievement rates for students who report a learning difficulty or disability has been a consistent concern over the last three years and a plan is in place to reduce this achievement gap.

LDD	14/15		15/16		16/17		Difference With Cohort
	Starts	Achievement	Starts	Achievement	Starts	Achievement	
Learner considers himself or herself to have a learning difficulty and/or disability and/or health problem	6,856	80.3%	5,403	78.0%	<u>5,461</u>	78.0%	-4.8%
Learner does not consider himself or herself to have a learning Difficulty and/or disability and/or Health problem	37,847	85.8%	31,564	83.0%	<u>31,227</u>	84.1%	1.3%
No information provided by the learner	886	81.7%	2,559	69.8%	<u>1,099</u>	71.2%	-11.7%

3.5.6 With regards to physical disability, students who have reported a disability affecting mobility (4.1%) and other physical disability (4.8%) perform significantly better than other students. Those with Asperger's syndrome (-12/1%), other disabilities (-7.4%) and mental health difficulties (-5.6%) have significant achievement gaps compared to the rest of the cohort.

Disability	14/15		15/16		16/17		With Cohort
	Starts	Achievement	Starts	Achievement	Starts	Achievement	
Asperger's Syndrome	149	66.4%	132	69.7%	<u>205</u>	70.7%	-12.1%
Disability Affecting Mobility	248	92.7%	221	90.0%	<u>215</u>	87.0%	4.1%
Hearing Impairment	359	83.3%	302	83.8%	<u>280</u>	82.1%	-7.7%
Mental Health difficulty	310	80.6%	375	78.1%	<u>435</u>	77.0%	-5.9%
No Disability	39,328	85.8%	37,108	81.5%	<u>33,961</u>	83.6%	.8%
Other	654	81.2%	311	79.7%	<u>285</u>	75.4%	-7.4%
Other Medical Condition (For Example Epilepsy, Asthma, Diabetes)	603	79.9%	493	80.5%	<u>492</u>	78.5%	-4.4%
Other Physical Disability	209	80.9%	113	82.3%	<u>97</u>	87.6%	4.8%
Profound Complex Disabilities	13	100.0%	12	75.0%	<u>35</u>	82.9%	.0%

Visual Impairment	242	86.8%	225	84.4%	<u>210</u>	79.5%	-3.3%
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3.5.7 Looking at learning difficulties, students with a severe learning difficulty (8.2%) perform significantly better than other students. Students with Autism Spectrum Disorder (-10.8) and other learning difficulties (-5.8%) have significant achievement gaps compared to the rest of the students this year.

Learning Difficulty	14/15		15/16		16/17		Difference With Cohort
	Starts	Achievement	Starts	Achievement	Starts	Achievement	
Autism Spectrum Disorder	706	75.2%	571	72.2%	<u>522</u>	72.0%	-10.8%
Dyslexia	849	79.2%	840	76.5%	<u>1,004</u>	78.2%	-4.7%
Moderate Learning Difficulty	1,801	85.3%	1,302	80.9%	<u>1,241</u>	80.5%	-2.4%
Other	268	78.7%	121	78.5%	<u>151</u>	85.4%	2.6%
Other Specific Learning Difficulty	142	83.8%	150	74.0%	<u>209</u>	77.0%	-5.8%
Severe Learning Difficulty	679	73.8%	208	78.8%	<u>123</u>	91.1%	8.2%

3.5.8 Not all students report their learning difficulty or disability (3.7%) and the College is working on improving disclosure rates in order to better support students during their studies.

3.6 Destinations

3.6.1. We are pleased to be able to report destination data by various protected characteristics for the first time this year. Tables below show the numbers of students for which we have a positive destination outcome (eg employment, training or education) by age, gender, ethnicity and disability, compared to the overall demographics of students who finished their course in 2016/17.

3.6.2. We can see that with regards to age, we have 10% higher rate of positive destinations for 16-18 students compared to their representation in the College. This is because we prioritise destination tracking for students in this age bracket. We have a higher percentage of positive destinations for our female than male students. The percentage of positive destinations for White British students is lower than their general representation but higher for Pakistani and Black African students.

Age Band	Positive destinations	%	Leavers	%
16-18	3,827	38.0%	4,748	28.0%
Adult	6,115	60.6%	11,953	70.6%
Pre 16	142	1.4%	238	1.4%
Total	10,084		16,939	59.5%

Gender	Positive destinations	%	Leavers	%
Female	5,264	52.2%	7,732	45.6%
Male	4,820	47.8%	9,207	54.4%
Total	10,084		16,939	59.5%

Ethnicity	Positive destinations	%	Leavers	%
Any Other Ethnic Group	461	4.6%	683	4.0%
Arab	460	4.6%	746	4.4%
Asian/Asian British – Bangladeshi	440	4.4%	629	3.7%
Asian/Asian British - Indian	294	2.9%	546	3.2%
Asian/Asian British – Other Background	545	5.4%	742	4.4%
Asian/Asian British - Pakistani	1,947	19.3%	2,595	15.3%
Black/Black British - African	1,517	15.0%	2,120	12.5%
Black/Black British - Caribbean	424	4.2%	759	4.5%
Black/Black British – Other Background	168	1.7%	250	1.5%
Mixed - Other/Multiple Ethnic Background	112	1.1%	155	0.9%
Mixed - White/Black Caribbean	287	2.8%	471	2.8%
White Eng./Welsh/Scott./Northern Irish	2,605	25.8%	5,759	34.0%
White - Other White Background	530	5.3%	927	5.5%
Total	10,084		16,939	59.5%

LLDD	Positive destinations	%	Leavers	%
Has Learning Difficulty and/or Disability	1,470	14.6%	2,243	13.2%
No information provided/not know	250	2.5%	499	2.9%
No Learning Difficulty and/or Disability	8,364	82.9%	14,196	83.8%
Total	10,084		16,938	59.5%

3.7 Safeguarding

- 3.7.1. The number of disclosure for 2016/17 total 369 compared to 380 in 2015/16. As in previous years, female students (62%) make more disclosures than male (38%). The highest number of disclosures comes from 16-18 age group (63%), which is to be expected because of the nature of safeguarding. 9% of disclosures came from those aged 14 or 15, same as in 2015/16.
- 3.7.2. The number of White British students is over represented (45% of referrals, especially at Bournville College – 75%). For all other ethnic background categories, referrals are in line with College demographics.
- 3.7.3. With regards to disability, 10% of referrals are from those with a mental health difficulty, which supports the number of referrals to external agencies offering support surrounding these issues. There are no other significant trends.

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 2016/17, the Corporation had a representation of 40% of its membership from Black and Minority Ethnic groups and 30% of its membership was female whilst 5% declared disability.

Governors by gender	Number	%
Female	6	30%
Male	14	70%

Governors by Ethnicity	Number	%
Asian/Asian British - Pakistani	7	35%
White - English/ Welsh/Scottish/ Northern Irish/ British	12	60%
Black/Black British - Caribbean	1	5%
Total	20	

Governors by Disability	Number	%
Disability	1	5%
No disability	19	95%
Total	20	0

Governors Age Ranges:	Number	%
Under 49	6	30%
50-59	5	25%
60 and over	9	45%
Total	20	6

5 Our Staffing

5.1 Establishment

5.1.1 The following data is a breakdown of staff employed by SCCB as at 31 July 2017.

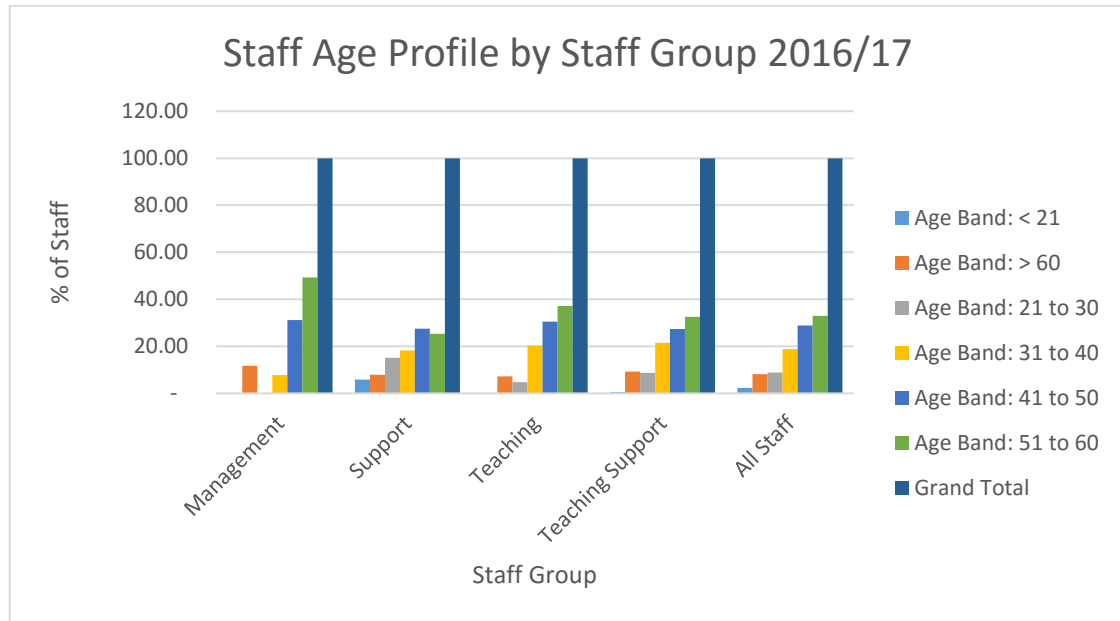
5.1.2 As at the 31 July 2017, the College headcount was 965 of whom 679 (70%) were full-time and 286 (30%) part-time. The following table shows the breakdown of staff by staff group.

Staff Group	Full-Time		Part-Time		Grand Total	
	Headcount	% of all staff	Headcount	% of all staff	Headcount	% of all staff
Management	74	7.67	3	0.31	77	7.98
Support	199	20.62	157	16.27	356	36.89
Teaching	288	29.84	72	7.46	360	37.31
Teaching Support	118	12.23	54	5.60	172	17.82
Total	679	70.36	286	29.64	965	100.00

5.1.3 Within those groups the College employs term time only staff and full year staff. The below table shows this breakdown.

Staff Group	Full-Time - All Year		Full-Time - TTO		Part-Time - All Year		Part-Time - TTO		Grand Total	
	Headcount	% of all staff	Headcount	% of all staff	Headcount	% of all staff	Headcount	% of all staff	Headcount	% of all staff
Management	74	7.67	0	0.00	3	0.31	0	0.00	77	7.98
Support	166	17.20	33	3.42	82	8.50	75	7.77	356	36.89
Teaching	288	29.84	0	0.00	72	7.46	0	0.00	360	37.31
Teaching Support	71	7.36	47	4.87	10	1.04	44	4.56	172	17.82
Grand Total	599	62.07	80	8.29	167	17.31	119	12.33	965	100.00

5.2 Staff Age Profile

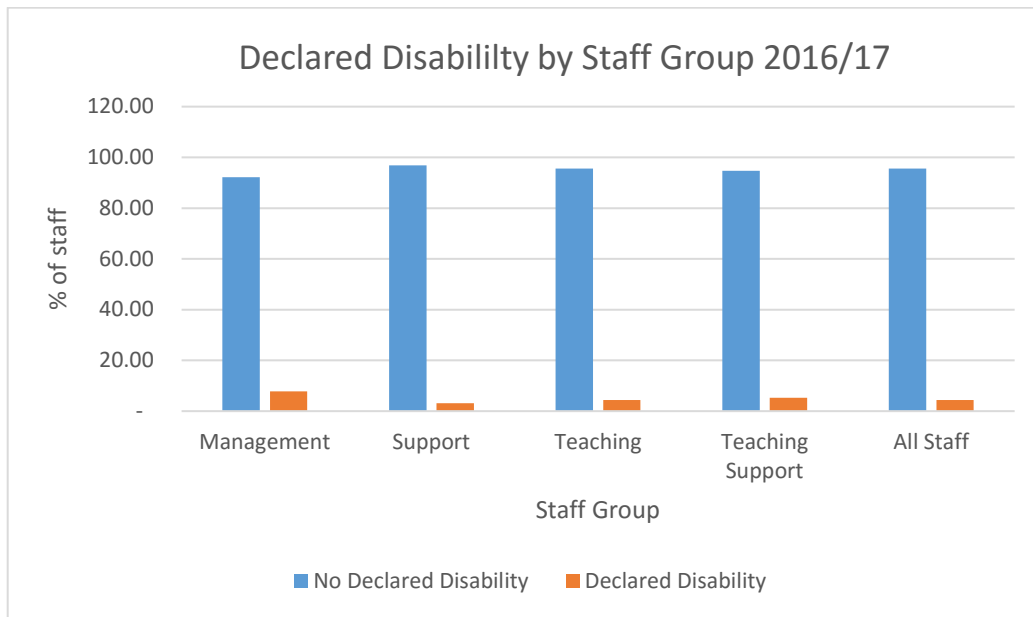


5.2.1 The below table shows a comparison of the percentage of all staff in each age band between different academic years.

Age	< 25	25 to 29	30 to 39	40 to 49	50 to 59	> 59
15/16	4.85	8.59	5.56	18.59	29.19	33.23
16/17	2.28	8.19	8.91	18.76	28.91	32.95

5.2.2 The College employs staff in each age banding. Most of the age categories remain similar although there is a reduction in the percentage of employees under 25 in the academic year 16/17. The median age of the FE workforce is 46, according to the Education and Training Foundation. The median age for staff at the College is 48.

5.3 Disability

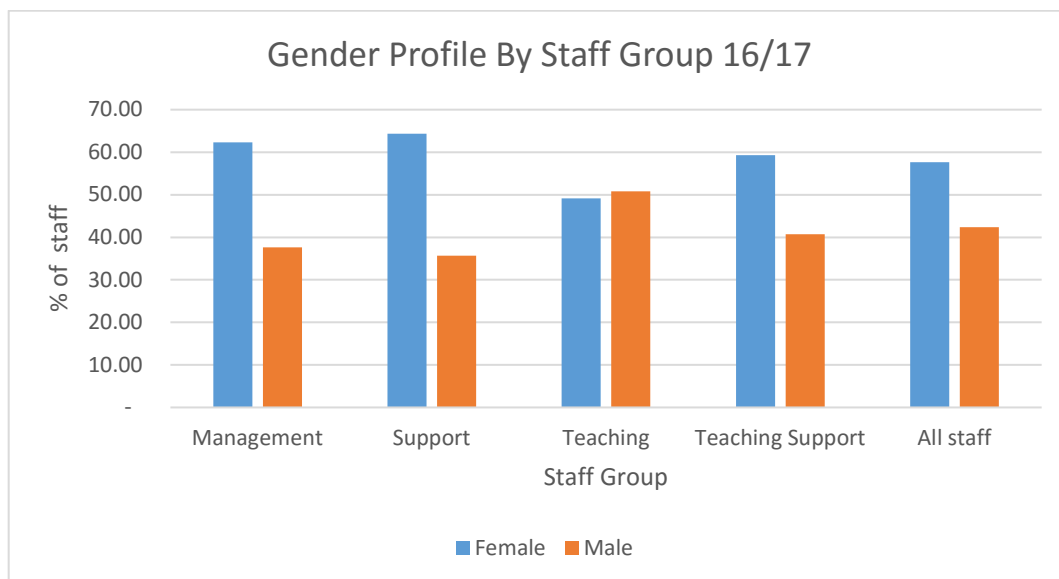


5.3.1 The below table shows a comparison of staff declaring a disability between different academic years.

	15/16	16/17
	%	%
Declared Disability	3.94	4.35

5.3.2 4.35% of staff declared a disability, which is a slight increase on 15/16. Robust processes are in place to support staff who declare a disability and in making reasonable adjustments for them. The College holds Level 2 Disability Confident Employer status.

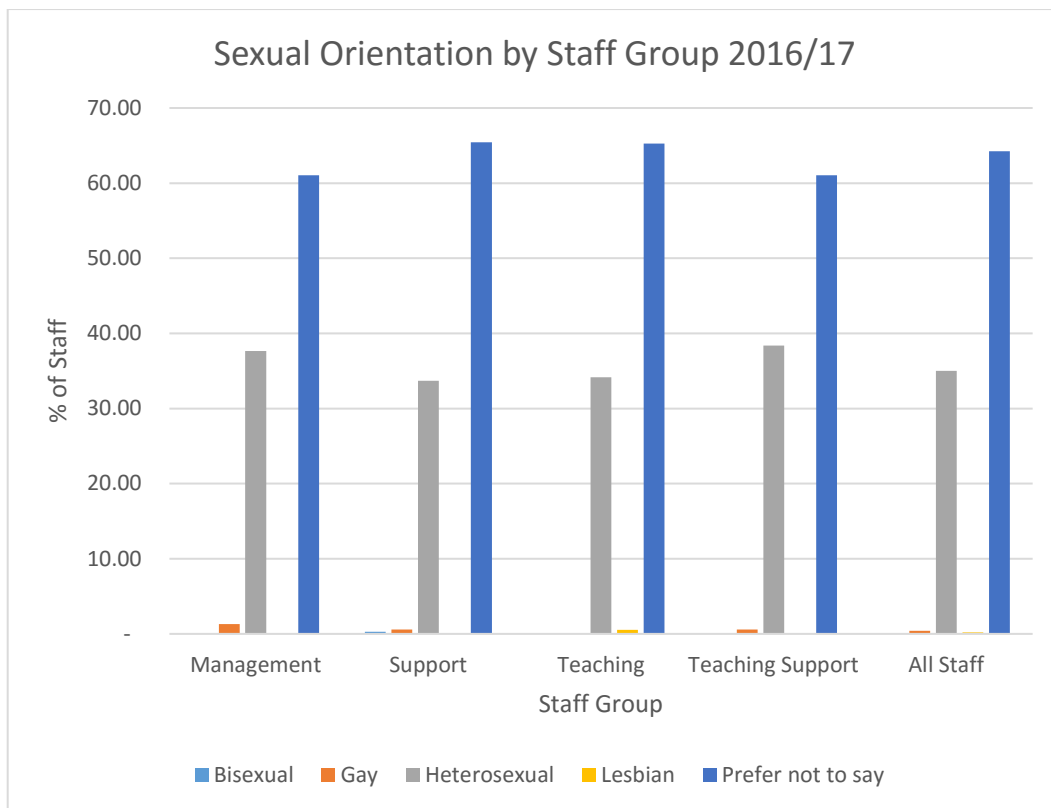
5.4 Staff Gender Profile



Academic Year	Gender	
	Female (% of total staff)	Male (% of total staff)
15/15	57.98	42.02
16/17	57.62	42.38

5.4.1 There is no change in the profile of staff by gender from last academic year. The AOC Workforce survey 2015 findings show that 64% of college employees are female and 37% are male. This survey finds 57% of managers, 57% of teachers and 69% of support staff are female. 58% of South and City College employees are female and 42% male. Within the staff groupings at South and City College 62% of managers, 49% of teaching staff, 64% of support staff and 59% of teaching support staff are female.

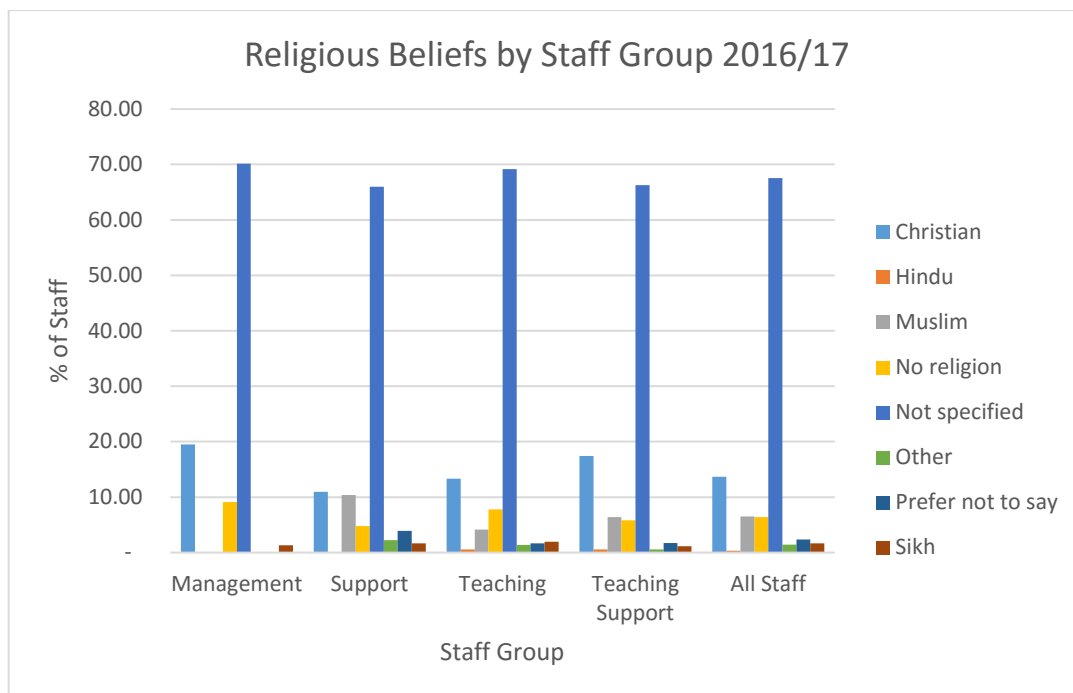
5.5 Sexual Orientation



Sexual Orientation	15/16	16/17
	%	%
Bisexual	-	0.10
Gay	0.40	0.41
Heterosexual	28.18	35.03
Lesbian	0.20	0.21
Not specified	4.44	-
Prefer not to say	66.77	64.25

5.5.1 There has not been a significant change in the disclosure of sexual orientation and the profile of staff although the disclosure rate has increased slightly. Where sexual orientation has been indicated, the majority of staff have reported themselves as heterosexual. 64% of staff prefer not to disclose.

5.6 Religious Beliefs



Religion	15/16	16/17
	%	%
Christian	10.20	13.68
Hindu	0.20	0.31
Muslim	4.14	6.53
No religion	4.44	6.42
Not specified	76.87	67.56
Other	1.52	1.45
Prefer not to say	1.41	2.38
Sikh	1.21	1.66

5.6.1 There is limited data on religious beliefs. Religious belief is not known for 70% of staff either because no information has been reported or they have specified a preference not to disclose it. Whilst the disclosure level is still not high for religious belief it is increasing from previous years.

5.7 Ethnicity

Ethnicity	Management	Support	Teaching	Teaching Support	All Staff
	% of staff	% of staff	% of staff	% of staff	% of staff
Asian/Asian British-Bangladeshi	1.30	2.81	0.56	1.16	1.55
Asian/Asian British-Chinese	-	0.28	-	-	0.10
Asian/Asian British-Indian	7.79	6.74	9.17	5.81	7.56
Asian/Asian British-Pakistani	2.60	7.87	7.22	7.56	7.15
Asian/Asian British-Any Other Asian Background	1.30	1.12	1.39	1.74	1.35
Black/African/Caribbean/Black British-African	-	3.65	0.83	1.16	1.87
Black/African/Caribbean/Black British-Caribbean	6.49	10.11	9.17	13.37	10.05
Black/African/Caribbean/Black British-Other	2.60	1.12	1.39	2.33	1.55
Mixed/Multiple Ethnic-White and Asian	-	0.56	0.83	-	0.52
Mixed/Multiple Ethnic-White and Black African	-	-	0.28	-	0.10
Mixed/Multiple Ethnic-White and Black Caribbean	1.30	0.56	0.83	2.33	1.04
Mixed/Multiple Ethnic-Any Other Mixed Background	1.30	0.56	0.56	0.58	0.62
Other	2.60	1.69	1.94	1.16	1.76
Other Ethnic-Any Other Ethnic Group	-	0.56	0.28	-	0.31
Other Ethnic-Arab	-	-	0.28	0.58	0.21
Prefer not to say	1.30	15.17	1.39	2.33	6.63
White-Eng/Welsh/Scottish/ N.Irish/ British	66.23	43.26	56.94	58.14	52.85
White-Irish	3.90	0.56	2.78	-	1.55
White-Any Other White Background	1.30	3.37	4.17	1.74	3.21
Grand Total	100	100	100	100	100

5.7.1 The below table shows a comparison of the ethnicity profile between different academic years.

Ethnicity	15/16	16/17
	%	% of staff
Asian/Asian British-Bangladeshi	1.41	1.55
Asian/Asian British-Indian	6.87	7.56
Asian/Asian British-Pakistani	6.57	7.15
Asian/Asian British-any other Asian background	1.41	1.35
Black/African/Caribbean/Black British-African	1.92	1.87
Black/African/Caribbean/Black British-Caribbean	10.10	10.05
Black/African/Caribbean/Black British-other	1.62	1.55
Asian/Asian British-Chinese	0.10	0.10
Mixed/Multiple Ethnic-White and Asian	0.61	0.52
Mixed/Multiple Ethnic-White and Black African	0.20	0.10
Mixed/Multiple Ethnic-White and Black Caribbean	1.21	1.04
Mixed/Multiple Ethnic-Any Other Mixed Background	0.30	0.62
Other	1.62	1.76
Other Ethnic-Any Other Ethnic Group	0.20	0.31
Other Ethnic-Arab	0.30	0.21
Prefer not to say	8.08	6.63
White-Eng/Welsh/Scottish/N.Irish/British	52.73	52.85
White-Irish	1.72	1.55
White-Any Other White Background	3.03	3.21

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 that 57% of staff are white. The disclosure of ethnicity data is high and the number of staff who prefer not to say has decreased from last year.

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 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 quality and enhancement team. Listed below are some examples of equality analyses conducted this year and a record of outcomes.

Equality Type	Analysis	Actions as a result of Equality Analysis
Safeguarding Policy		None
Improving English & Maths attendance plan		None
GCSE Exam Preparation		Communication with parents of SLDD
The Skills Show		None
Progression week		Ensure that stalls are located sensibly in accessible locations Ensure signers are available
Disciplinary Policy		None
16-19 Learner Support Fund Policy		None

7 Equality Objectives

7.1 In September 2016, the College set its equality objectives for four years (until the end of 2019/20 academic year). The table below shows progress made:

	Objective	Progress
1	Ensure there are no achievement gaps in the level of attainment for our students	Partially achieved (see Self-Assessment Report 2016/17 for more information)
2	Continue to adopt a zero tolerance approach to discrimination, harassment and victimisation and foster a culture of respect	Partially achieved through the Positive Behaviour Strategy
3	Enable teachers to embed equality, diversity and inclusion in their teaching and learning	Partially achieved through training and measured via observations. Further training planned.
4	Maximise all opportunities to promote and develop student and staff understanding of equality issues	Partially achieved through training and measured via observations. Further training planned.
5	Ensure action plans are in place to identify and improve staff and student underrepresentation covering all the equality strands	Partially achieved, actions plans in place for some areas

6	Ensure all students and staff achieve their full potential by removing barriers to participation	Achieved – positive trend against city demographics. Target ongoing.
7	Maintain outstanding practice with regard to safeguarding	Achieved.
8	Develop the equality analysis process further to ensure the interests of people with protected characteristics are considered as part of the decision making process	Achieved. Training and awareness improved, processes embedded throughout the College, number of EAs completed increased