

## **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](mailto: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 or victimisation of any kind.

2.1.3 All faculties analysed their achievement gaps by protected characteristics, developing action plans where relevant. For example, in Hair and Beauty achievement rates dropped significantly with the introduction of the technical qualifications especially for learners of white and Pakistani backgrounds. Learners struggled with the demands of the technical language required to perform well in written exams. To address this a specialist technical language project was implemented in these vocational subjects which helped to raise learners' standard of English and improved their examination performance. In Catering, tutors have worked collaboratively to extend the project into an 'Immersive English' initiative which supports learners with English skills. Learners have feedback on the positive impact on their confidence, understanding and improvement in performance generally.

2.1.4 New EDI champions have been appointed – their role next year will be to work with curriculum areas where there are identified achievement gaps to help minimise them.

2.1.5 With the help of funding from the Department of Education, we attempted to address digital poverty during the lockdown by ensuring that all students who needed a laptop were provided with one. Further, we accommodated students who struggled with space to study at home with access to college facilities during the lockdown. We also offered full time college based tuition to vulnerable students, those aged 14-16 and students with support needs.

### **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 FE Leadership Group UK (BFELG).

- 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, although some of these have not been used this year because of Covid restrictions. 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. Unfortunately, this year, the students did not get an opportunity to get involved in celebrations as much as in previous years, but events such as Black History Month, LGBT History Month, International Day Against Homophobia, Biophobia, 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 Media and Music had an opportunity to hear from various inspirational artists, including Akala (Hip Hop and lyrics workshop), Sykes (female rap artist) and more.
- 2.2.4 Across the college, staff and students chose themes based around EDI initiatives to research, explore and discuss. For example, in the Alternative Provision, the students focused on International Women's Day and explored positive female role models from all cultures and backgrounds and how they have excelled in their fields. In the school of sport and public services, the teams focused on stamping out homophobia in sport and worked closely with LGBTQ groups at West Bromwich Albion and Aston Villa to plan visits to the grounds and talks from guest speakers around inclusion and anti-discrimination. In our school for 14–16 year-olds, students had a themed day about Stephen Lawrence and produced some fantastic artwork and very poignant poetry about this tragic crime. They also had a real experience guest speaker in to talk about the devastation to families as a result of knife crime.
- 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 900 students on ESOL, childcare and care courses. This year we started promoting a new IT course at this campus,

a sector in which females are underrepresented. Hall Green campus is home to an Ofsted Grade 1 nursery, which welcomes children of students and staff at the College.

- Handsworth campus is a key partner in Soho Road BID and annual Diwali celebrations.
- The College has a good reputation for supporting students with additional needs and disabilities. Every year the College hosts a SEN conference for school SENCOs.
- A Level students at Bournville College set up a 'Youth against poverty' organisation, collecting clothes and blankets for the homeless
- The Principal joined Tour21 team riding the full 21 stages of the 2021 Tour de France route, raising over £1 million for Cure Leukaemia.
- Hairdressing team supported an NHS employee raise funds for CLIC Sargeant by shaving his hair and beard
- Fashion students made Christmas-themed face masks to raise funds for Birmingham Children's Hospital

## **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.

2.3.3 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 EDI, 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.
- The College has become an affiliate member of the national Black FE Leaders Group, established following the Black Lives Matter campaign during the summer. We are now working on embedding their 10-point anti-racist action plan into our practices.
- 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 signed up to 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. We have also signed up to the 10-point Action Plan by the Black FE Leaders Group. Finally, the College has also committed to the Association of Colleges Student Engagement charter, where one of our pledges is to promote equality, celebrate diversity and ensure that student engagement reflects our student cohort in all its diversity.
- 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.
- Development of a new student values framework (STRIVE) to help re-launch our positive behaviour strategy in September 2021. Values are skills, targets, respect, involvement, value and entrepreneurship.
- We received feedback from staff that sometimes they struggled knowing which terminology was appropriate, so we developed an Inclusive Language guide to help staff and students improve their knowledge of EDI terminology and best practice. It has been launched to managers and will be included in student induction from September. This has since been cited as an example of best practice which other colleges have adapted for their use.
- New staff induction programme has been updated to cover Black Lives Matter and transgender issues, following feedback from new staff who sometimes lacked knowledge and experience of EDI.
- A bank of EDI e-resources was created by the library team for staff and students to use.
- Our gender pay gap report shows a significantly improved position, with the mean of 5.2% (compared to 11.7% in 2017) and the median 12.5% (compared to 30.7%). This is because we have made significant gain in recruiting more male staff to catering and cleaning roles (lower grade).
- 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 Birmingham's demographic landscape is increasingly becoming ethnically and socially 'super diverse', which means a greater understanding of the changes in cultural norms, identities and social shifts in how we live work and learn is needed. It is expected that the figures from 2021 census will show Birmingham to be a majority minority city. In addition, Birmingham is the 6th most deprived local authority in England according to the 2015 English Indices of Deprivation and 21.3% of Birmingham's Lower Super Output Areas (LSOAs) were in the 5% most deprived areas in England.

3.1.2 The table below summarises our student cohort by age in 2020/2021. This is a similar pattern to the previous year.

Headcount	Classroom Full Time	Classroom Part Time	Apprenticeship	Higher Education	Total	%
Pre 16	68	5	0	0	73	0.1%
16-18	3,584	1,075	150	14	4,823	34.6%
19-21	717	934	218	110	1,979	14.2%
22-24	180	508	104	64	856	6.1%
24+	675	5,153	220	180	6,228	44.7%
<b>Total</b>	<b>5,224</b>	<b>7,675</b>	<b>692</b>	<b>368</b>	<b>13,959</b>	

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	2018/19	2018/19%	2019/20	2019/20%	2020/21	2020/21%
Female	9,457	46.1%	8,659	47.5%	6,683	47.9%
Male	11,055	53.0%	9,557	52.5%	7,276	52.1%
<b>Total</b>	<b>20,512</b>		<b>18,216</b>		<b>13,959</b>	

3.1.4 71.7% of our students come from minority ethnic backgrounds, which is 9% up on last year. This is largely due to growth in student numbers at Bordesley Green campus and a reduction of student numbers at Bournville campus, which, due to its location, has always attracted a higher number of White British students compared to other campuses.

2020/21 Headcount	Classroom Full Time	Classroom Part-Time	Apprenticeship	Higher Education	Total	%
African	538	1,279	9	28	1,854	3.3%
Arab	237	560	6	14	817	5.9%
Bangladeshi	195	411	6	22	634	4.5%
Caribbean	293	294	20	25	632	4.5%
Chinese	12	31	1	2	46	0.3%
Gypsy/Irish Traveller	6	5	0	0	11	0.1%
Indian	105	166	17	10	298	2.1%
Irish	15	29	4	6	54	0.4%
Other Asian	237	519	5	16	777	5.6%
Other Black	74	137	3	7	221	1.6%
Other Mixed	113	161	5	9	288	2.1%
Other White	242	417	12	14	685	4.9%
Other	74	250	1	1	326	2.3%
Not Provided	117	382	22	1	522	3.7%
Pakistani	1,286	1,236	56	79	2,657	9.0%
White/Asian	74	107	7	5	193	1.4%
White/Black African	41	99	1	1	142	1.0%
White/Black Caribbean	185	165	24	9	383	2.7%
White British	1,380	1,427	493	119	3,419	4.5%
<b>Total</b>	<b>5,224</b>	<b>7,675</b>	<b>692</b>	<b>368</b>	<b>13,959</b>	

3.1.5 A total of 1,190 students declared a learning difficulty/disability, which is 16% of total student population, 2% higher than last year. 14% 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	1,190	938	57	49	2,234	16.0%
No LLDD	3,900	6,380	588	319	11,187	80.1%
Not known	134	357	47	0	538	3.9%
<b>Total</b>	<b>5,224</b>	<b>7</b>	<b>692</b>	<b>368</b>	<b>13,959</b>	

3.1.6 75% of students declared themselves as heterosexual, with a further 14% opting not to disclose / unknown, making our known LGB community account for 2% of our students, compared to 2.7% nationally (2019 data). There are considerably more bisexual than gay students across the college.

3.1.7 0.7% of our students report that their gender is different to the one they were assumed to be at birth.

3.1.8 53% of students who declared their religion are Muslim, with Christians as the next largest category (19%).

### 3.2 Achievement rates

3.2.1 The overall achievement rate for 20/21 is 70.1%. There is a very significant gap between 19+ year olds and 16-18 year old students (-18.5%). This is similar to the gap that we had seen in 2018/19, prior to the lockdown. In 2019/20 the gap was reversed because a significant number of adult (ESOL) students could not complete their exams. This year, 16-18 students were more adversely impacted by Covid lockdown.

Age Group	2018/19		2019/20		2020/21	
	Starts	Achievement	Starts	Achievement	Starts	Achievement
16-18	12,051	75.2%	10,516	74.4%	10,013	58.9%
19+	21,206	87.9%	19,952	63.7%	15,270	77.4%
<b>Total:</b>	<b>33,257</b>	<b>83.3%</b>	<b>30,468</b>	<b>67.4%</b>	<b>25,283</b>	<b>70.1%</b>

3.2.2 This year there is a significant gap between male and female students, with females outperforming their male peers by 10%.

Gender	2018/19		2019/20		2020/21	
	Starts	Achievement	Starts	Achievement	Starts	Achievement
Female	17,814	85.2%	17,092	66.6%	13,659	74.6%
Male	15,443	81.1%	13,376	68.4%	11,624	64.7%
<b>Total:</b>	<b>33,257</b>	<b>83.3%</b>	<b>30,468</b>	<b>67.4%</b>	<b>25,283</b>	<b>70.1%</b>

3.2.3 With regards to ethnicity, this year there is an achievement gap for Caribbean students (-13%), White British students (-8%), Pakistani students (5.2%) and White / Black Caribbean students (-14.2). These figures do not represent trends. Arab, African, White and Black African, White (other) all outperformed their college counterparts by 5% or above this year.



Ethnicity*	2018/19		2019/20		2020/21	
	Starts	Achievement	Starts	Achievement	Starts	Achievement
Arab	2,096	86.6%	2,015	66.3%	1,695	79.0%
African	5,569	85.7%	5,209	61.4%	4,361	76.0%
Any Other Asian background	2,291	85.5%	2,144	60.5	1,750	74.9%
Any Other Black / African/ Caribbean background	562	83.1%	492	63.2%	466	67.2%
Any other ethnic group	1,445	84.8%	941	58.7%	791	72.9%
Any Other Mixed / Multiple ethnic background	485	80.0%	609	64.2%	572	72.2%
Any Other White Background	1,761	85.2%	1,718	63.0%	1,334	75.6%
Bangladeshi	2,002	88.2%	1,838	65.8%	1,457	74.7%
Caribbean	1,142	79.9%	1,070	74.2%	911	57.0%
English/Welsh/Scottish/ Northern Irish/British	6,041	80.4%	4,799	73.6%	3,980	63.0%
Indian	824	85.9%	713	71.1%	503	74.0%
Not Provided	584	82.7%	1,113	64.2%	988	75.7%
Pakistani	6,850	81.1%	6,227	73.3%	5,109	64.9%
White and Asian	330	78.8%	335	71.0%	343	68.5%
White and Black African	311	83.3%	420	58.6%	323	75.9%
White and Black Caribbean	641	76.4%	563	68.0%	510	55.9%
<b>Total</b>	<b>33,257</b>	<b>83.3%</b>	<b>30,468</b>	<b>67.4%</b>	<b>25,283</b>	<b>70.1%</b>

3.2.4 Unfortunately, this year we can see a gap of 5.6% between students with learning difficulties and those without. There is a similar gap for students receiving additional learning support and those who are not.

	2018/19		2019/20		2020/21	
	Starts	Achievement	Starts	Achievement	Starts	Achievement
Learner considers himself or herself to have a learning difficulty and/or disability and/or health problem	5,507	82.3%	5,244	75.1%	4,971	65.5%
Learner does not consider himself or herself to have a learning difficulty and/or disability and/or health problem	26,809	83.7%	24,140	65.7%	19,423	71.1%
No information provided by the learner	941	76.9%	1,084	67.1%	889	72.1%
<b>Total:</b>	<b>33,257</b>	<b>83.3%</b>	<b>30,468</b>	<b>67.4%</b>	<b>25,283</b>	<b>70.1%</b>

3.2.5 With regards to physical disability, this year we can see gaps for students with Asperger’s Syndrome (-9.6%), mental health (-7.5%) visual impairment (-4.9%) and other disability (-4.9%). These cohorts of students were more severely impacted by Covid lockdown. Students who have reported hearing impairment or disability affecting mobility have performed significantly better than other students for two years.

Disability*	2018/19		2019/20		2020/21	
	Starts	Success	Starts	Success	Starts	Success
Asperger’s Syndrome	221	82.4%	189	84.7%	146	56.2%
Disability Affecting Mobility	179	85.5%	128	75.0%	87	74.7%
Hearing Impairment	231	87.9%	194	71.6%	190	75.3%
Mental Health difficulty	475	77.7%	407	66.8%	340	62.6%
Multiple Disabilities	187	88.8%	142	83.1%	115	73.9%
N/A	397	80.9%	359	76.0%	377	66.3%
No Disability	29,272	83.4%	26,540	66.7%	21,853	70.6%
Not known/Information not provided	1,221	78.5%	1,498	68.8%	1,380	65.8%
Other	176	80.7%	180	76.1%	184	65.2%
Other Medical Condition (eg Epilepsy, Asthma, Diabetes)	518	86.3%	531	72.5%	392	67.6%
Visual Impairment	221	91.0%	174	70.1%	112	65.2%
<b>Total:</b>	<b>33,257</b>	<b>83.3%</b>	<b>30,468</b>	<b>67.4%</b>	<b>25,283</b>	<b>70.1%</b>

3.2.6 With regards to learning difficulties, this year there are gaps for students with dyslexia (-13.2%) and other learning difficulty (-19.5%). Students with severe learning difficulties perform significantly better than other students.

Learning Difficulty*	2018/19		2019/20		2020/21	
	Starts	Success	Starts	Success	Starts	Success
Autism Spectrum Disorder	665	82.1%	760	78.8%	738	68.7%
Dyslexia	753	73.2%	500	67.6%	382	57.3%
Moderate Learning Difficulty	1,202	86.0%	1,018	80.5%	929	71.6%
N/A	397	80.9%	359	76.0%	377	66.3%
No Learning Difficulty	28,208	83.7%	25,458	65.9%	20,674	71.0%
Not known/Information not provided	1,221	78.5%	1,498	68.8%	1,380	65.8%
Other	208	84.6%	253	83.8%	236	65.7%
Other Specific Learning Difficulty	283	75.3%	328	73.5%	318	50.6%
Severe Learning Difficulty	192	93.8%	180	87.8%	161	78.9%
<b>Total:</b>	<b>33,257</b>	<b>83.3%</b>	<b>30,468</b>	<b>67.4%</b>	<b>25,283</b>	<b>70.1%</b>

3.2.7 With regards to sexual orientation, there is a gap for bisexual students (-7.4%). There are too few gay students to suggest any meaningful data.

3.2.8 With regards to gender reassignment, there is a significant gap of -7.9% for a small cohort of students.

3.2.9 There are no significant gaps by religion, but Hindu students outperform their peers by 6.2%.

#### 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 2020/2021, the Corporation had a representation of 33% of its membership from Black and Minority Ethnic groups and 33% of its membership was female whilst 10% declared disability and 14% identified as LGBT.

Governors by Gender	Number	Percentage
Female	7	35
Male	13	65
<b>Total</b>	<b>20</b>	<b>100%</b>

<b>Governors by Ethnicity</b>	<b>Number</b>	<b>Percentage</b>
Asian/Asian British/Indian	2	10
Asian/Asian British/Pakistani	2	10
Black/Black British/ Caribbean	2	10
White - English/ Welsh/Scottish/ Northern Irish/ British	12	60
Irish	2	10
<b>Total</b>	<b>20</b>	<b>100%</b>

<b>Governors by Disability</b>	<b>Number</b>	<b>Percentage</b>
Disability	1	5
No disability	19	95
<b>Total</b>	<b>20</b>	<b>100%</b>

<b>Governors by Sexual Orientation</b>	<b>Number</b>	<b>Percentage</b>
Heterosexual	16	80
Gay	3	15
Lesbian	1	5
<b>Total</b>	<b>20</b>	<b>100%</b>

## **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 2021.

5.1.2 The overall headcount (1,078) is made up of: teachers - 38%, non-teaching - 40%, teaching support - 15% and management - 7%. The number of support staff is high because all our support services are in-house (eg catering, cleaning and security staff).

## 5.2 Age

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 61% 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. The HR strategic plan encompasses strategies for this along with a training plan to support a more age-diverse workforce. For example, we have reviewed the College's recruitment strategy and have been utilising social media to advertise our roles to try to attract a wide range of ages. We are also reviewing the College's internal apprenticeship programme and developing the Government's 'Kick Start' programme which is aimed at young people.

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	15.77	4.64	15.58	23.84	37.11

## 5.3 Disability

5% of staff declared a disability which is the same as 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. There are still 50% of staff who have not completed the declaration for this protected characteristic, along with religion and sexual orientation. Actions to improve disclosure rates are identified in our EDI action plan.

## 5.4 Gender

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	44	266	209	93	612
Male	31	170	200	65	466
Total	75	436	409	158	1078

## 5.5 Sexual Orientation

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, 50% of staff prefer not to disclose. The College is actively working on trying to increase the disclosure rate.

	2018/19	2019/20	2020/21
	%	%	%
Bisexual	0.09	0.18	0.19
Gay	0.65	0.46	0.56
Heterosexual	42.27	47.61	48.98
Lesbian	0.19	0.18	0.28
Prefer not to say/Not known	56.80	51.38	50.00

## 5.6 Religious Beliefs

Religious belief is not known for 52.71% of staff. Whilst the disclosure level is still not high for religious belief, it has improved slightly from previous years.

Religion	2018/19	2019/20	2020/21
	%	%	%
Christian	18.72	20.92	21.91
Hindu	0.56	0.92	0.83
Muslim	6.70	7.61	7.81
No religion	9.50	10.83	11.78
Prefer Not to Say	60.33	54.77	52.71
Other	2.33	2.58	2.29
Sikh	1.86	2.29	2.58

## 5.7 Ethnicity

The table overleaf 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 51.3 of staff are white British.

Ethnicity*	2018/19	2019/20	2020/21
	% of staff	% of staff	% of staff
Asian/Asian British-Bangladeshi	0.7	0.7	0.7
Asian/Asian British-Indian	7.7	7.5	7.7
Asian/Asian British-Pakistani	7.2	7.4	7.5
Asian/Asian British-any other Asian background	1.2	1.1	1.2
Black/African/Caribbean/Black British-African	2.3	2.5	2.6
Black/African/Caribbean/Black British-Caribbean	9.7	9.8	9.3
Black/African/Caribbean/Black British-other	1.7	1.8	1.7
Mixed/Multiple Ethnic-White and Black Caribbean	1	1.1	1.10
Mixed/Multiple Ethnic-White and Asian	0	0	0.7
Mixed/Multiple Ethnic-White and Black African	0	0	0.4
Mixed/Multiple Ethnic-White and Black Caribbean	0	0	1.0
Mixed/Multiple Ethnic-Any Other Mixed Background	0.7	0.7	0.6
Other	2.8	1.7	2.3
Prefer not to say	7.2	8.2	8.1
White-Eng/Welsh/Scottish/N.Irish/British	53	52	51.3
White-Irish	1.3	1.2	1.2
White-Any Other White Background	3.3	3.5	3.7

The table below shows percentages of staff by ethnicity within each staff group. Whilst we can see that we have a very diverse workforce, we acknowledge that we would benefit from a more diverse management team. The current situation is reflective of the most recent merger with Bournville College, which had a predominantly White British management team. We are aware that the whole Colleges ethnicity breakdown does not presently reflect the local profile and profile of our learners, but we are continuing to work towards this as an objective.

<b>Ethnicity 2020/21</b>	<b>Management</b>	<b>Support</b>	<b>Teaching</b>	<b>Teaching Support</b>	<b>Grand Total</b>
Asian/Asian British-Bangladeshi	0.0%	0.9%	0.7%	0.6%	0.7%
Asian/Asian British-Indian	8.0%	7.6%	8.1%	7%	7.7%
Asian/Asian British-Pakistani	2.7%	9.2%	7.3%	5.7%	7.5%
Asian/Asian British-any other Asian background	1.3%	0.9%	1.5%	1.3%	1.2%
Black/African/Caribbean/Black British-African	2.7%	4.1%	1.2%	1.9%	2.6%
Black/African/Caribbean/Black British-Caribbean	4%	10.8%	8.6%	9.5%	9.3%
Black/African/Caribbean/Black British-other	2.7%	1.6%	0.7%	3.8%	1.7%
Mixed/Multiple ethnic-White and Asian	0.0%	0.9%	0.7%	0.6%	0.7%
Mixed/Multiple ethnic-White and Black African	0.0%	0.5%	0.5%	0.0%	0.4%
Mixed/Multiple ethnic-White and Black Caribbean	0.0%	1.6%	0.7%	0.6%	1%
Mixed/Multiple ethnic-any other Mixed background	1.3%	0.5%	0.7%	0.6%	0.6%
White-Eng/Welsh/Scottish/N.Irish/British	65.3%	41.7%	56.2%	58.2%	51.3%
White-Irish	2.7%	0.7%	2%	0.00%	1.2%
White-any other White background	4%	3%	4.9%	2.5%	3.7%
Prefer not to say	2.7%	14%	3.40%	6.3%	8.1%
Other	2.7%	2.1%	2.60%	1.2%	2.3%
<b>Grand Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## **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 this year are shown below:



<b>Policy / procedure</b>	<b>Decision made as a result of an equality analysis</b>
CCTV Policy	No change required
Health and Safety Policy	No change required
Asbestos procedure	No change required
Covid testing centres	<i>Communication to go out to confirm that tests can be safely taken during the month of Ramadan</i>

## **7 Equality Objectives**

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

	<b>Objective</b>
1	Continue to narrow the gaps in all aspects of student experience, across all protected characteristics and none
2	Take every opportunity to foster a culture of dignity, respect and inclusion across the whole college community
3	Maximise 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 2021/22

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

Action	Timescales	Responsibility
Identify and analyse achievement gaps across the college, by school and campus across all protected characteristics. Develop action plans for closing these gaps.	December 2021	Heads of School / Faculty Heads / Equality Champions
Analyse gaps by protected characteristics regarding: <ul style="list-style-type: none"> <li>- Disciplinaries / exclusions</li> <li>- Admissions</li> <li>- Complaints</li> </ul> and develop action plans where relevant	January 2022	Executive Director – MCE
Arrange for feedback from affected students via surveys to identify the issues (eg ALS) and measure their satisfaction	January 2022	Director of Student Services
Develop and implement the Mental Health First Aiders programme for both staff and students	March 2022	Exec Director Workforce Development

**Equality Objective 2:** Take every opportunity to foster a culture of dignity, respect and inclusion across the whole College community.

Action	Timescales	Responsibility
Improve communication regarding EDI for all our stakeholders <ul style="list-style-type: none"> <li>- Student testimonials</li> <li>- Social content</li> <li>- Communication for parents / employers etc</li> <li>- Pronouns / name pronunciation in signatures etc</li> </ul>	March 2022	Executive Director - MCE
Ensure our environment is fully inclusive and welcoming <ul style="list-style-type: none"> <li>- eg signage for inclusive toilets</li> </ul>	March 2022	Assistant Principal – Estates & IT
Improve our systems, policies and processes to ensure we capture relevant EDI related information <ul style="list-style-type: none"> <li>- Student disciplinary data capture</li> <li>- Policies – inclusive language review</li> </ul>	March 2022	Director of MIS  Director of People Services Director of Student Services
Improve students' experience outside the classroom to ensure greater Inclusivity <ul style="list-style-type: none"> <li>- Wellbeing resources and signposting, including LGBT inclusion</li> <li>- Training on sexual harassment and consent to students and more</li> <li>- Promote EDI library of resources</li> <li>- Review enrichment programme and monitor participation against equality strands</li> </ul>	January 2022	Director of Student Services
Increase the number of EDI events celebrated in the College, linking in with gaps identified above	June 2022	Executive Director - MCE
Implement FEBLG Action Plan	June 2022	Deputy Principal SLT
Achieve Rainbow Flag Award	April 2022	Executive Director - MCE Head of Quality

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

Action	Timescales	Responsibility
Review curriculum intent to ensure we meet the needs of students (by protected characteristics and need)	June 2022	Heads of Faculty
Greater embedding of EDI within schemes of work, lessons and within PDP	June 2022	Heads of School EDI Champions
Improve awareness of achievement gaps and support required, to ensure there's a positive impact on students' outcomes	June 2022	Heads of Faculty
Develop a calendar of EDI events with a bank of resources attached	Sept 2021 -completed	Head of Quality EDI champions

**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
Review the recruitment processes and ensuring that the full analysis is carried out at all stages of the process (Staff Journey)	March 2022	Exec Director People Services
Improve EDI disclosure rates through a robust staff engagement Strategy (eg pulse surveys, staff networks, written communication etc)	March 2022	Exec Director Workforce Development
Provide all staff with opportunities for progression and development	June 2022	Exec Director Workforce Development
Ensure all staff update their EDI skills and knowledge <ul style="list-style-type: none"> <li>- Sexual harassment and consent training</li> <li>- One day EDI CPD</li> <li>- Micro-aggressions and privilege</li> <li>- Review staff performance against their EDI targets</li> </ul>	June 2022	Exec Director Workforce Development

