



SOUTH & CITY COLLEGE  
BIRMINGHAM

South & City  
College Birmingham

# Equality, Diversity and Inclusion

---

**Annual Report 2023**

---

# Contents

- Foreword** ..... 03
- Highlights** ..... 04-09
  - Fostering Good Relations ..... 04-08
  - Advancing Equality of Opportunity ..... 09
- College West Midlands Racial Equality Project** ..... 10-12
- Our Strategic Objectives** ..... 13-16
  - Meeting Objective 1 ..... 14
  - Meeting Objective 2 ..... 15
  - Meeting Objective 3 ..... 16
  - Meeting Objective 4 ..... 16
- Our Governors** ..... 17-18
- Appendices** ..... 19-27
  - Appendix 1: Student Profile ..... 19-23
  - Appendix 2: Staff Profile ..... 24-27



# Foreword

## by Chair of Governors and Principal



**Clive Henderson**  
Chair of Governors



**Mike Hopkins**  
Principal

Our Annual Equalities Report for 2023 outlines the College's commitment to ensuring compliance with one of the duties in the Equality Act, but more importantly, we are enthusiastically sharing our approach to equality, diversity and inclusion whilst celebrating the impact this has had.

Along with the governing body, I am extremely proud and committed to supporting the college in providing a welcoming and accessible working and learning environment that meets the needs of all our learners and communities. I am pleased with the positive feedback we regularly receive from our students, staff 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).

At South & City College Birmingham, equality, diversity and inclusion are integral to who we are and what we do. We are guided by our core values and firmly grounded in our commitment to promoting and embedding the key principles of diversity, inclusivity, equal opportunity and respect for all within our institution, from our learners to our staff, governors, employers, visitors and contractors.

We treat all students and staff with the respect they deserve as unique individuals, and I am proud that South & City College Birmingham is a diverse and inclusive organisation that reflects the communities we serve.

This report takes stock of our position at the end of 2022/23 against our policy objectives, and sets out our improvement priorities going forward in 2023/24.

## Section 1:

# Highlights of 2023

## Fostering good relations

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 North Birmingham Economic Recovery Taskforce, East Birmingham Employment and Skills Board, Colleges West Midlands, the Regional 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).

In 2023 the College launched its East Birmingham Community Network which saw over 100 community, faith and civic organisations come together at the Bordesley Green Campus to explore how we can work in partnership to support the residents of the East of the City. The College has also worked with employers within the City to support them in inclusive recruitment. This has included discussions and pre-employment activity with Sense to engage unemployed residents from a variety of backgrounds so that they can gain the skills needed to work and progress within the sector. We also have a partnership with Equans to collaborate on Women into Construction campaigns.

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.

The College has a programme of 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 Diversity & Inclusion calendar, which is embedded into teaching and learning. Last year, the students had the opportunity to get involved in events such as Black History Month, LGBT History Month, International Day against Homophobia, Biphobia, Intersexism and Transphobia, Chinese New Year and many more were featured in teaching, learning and extracurricular activities. For example, students put on a Hair Show called 'Black Hairstory'; a celebration of Black History Month, as well as the diversity within the college and the community. Art & Design, Fashion, Hairdressing, Makeup and the Hospitality & Catering department collaborated on this project to represent different countries and cultures around the world.

Nursel Seckin, Level 2 hairdressing student was inspired by the model's heritage which was a mix of European and Asian. This was present in the hairstyle she had created using curls and a bun.

Jondir Telushi, Level 3 hairdressing student explained the thought process behind her look, saying: "I based the look on the Greek culture and tried to have some elements of new Greek culture. I like the Greeks because they have so much to do with everything. With the history, with politics, with everything."

Find out more about:

## Black Hairstory

[www.sccb.ac.uk/black-hairstory-show-at-south-city-college](http://www.sccb.ac.uk/black-hairstory-show-at-south-city-college)





## Pride 2023

Level 2 and Level 3 art and design students entered a Pride T-shirt competition with Birmingham based artist and activist Garry Jones. The college was represented at Pride Birmingham by staff and students, with all members wearing the winning T-shirt design.

Garry Jones is known most recently for designing and building the 2022 HIV/AIDS memorials in Birmingham, and is a frequent college collaborator. Garry worked with the art and design students to prepare for Birmingham Pride by making carnival-style peacock outfits, in the college's colours. The costumes were made entirely of recycled pieces as a sustainability challenge, from pieces such as florist ribbon, garden canes, recycled under-flooring and silver foam insulation. Sustainability is an essential part of many of our courses. College staff also wore them for Pride, as seen in these images.

Find out more:

[www.sccb.ac.uk/recycling-into-pride-perfect-outfits](http://www.sccb.ac.uk/recycling-into-pride-perfect-outfits)





In the foundation faculty at induction we spend considerable time exploring differences. As an induction activity, all groups produce work on difference and equality in their class.

Learners undertake a poster activity in which all learners imprint their hands onto a poster and provide a summary of themselves to showcase variety and background, and places that learners come from. Groups produce displays which celebrate the wide range of cultures, languages, and ethnic backgrounds of learners. Learners work

extremely well and co-operatively together in class, with our experienced and sensitive teaching staff managing classroom activities to ensure that sensitivities are acknowledged as appropriate. In teaching and learning, equality, diversity and inclusion is embedded within learning and in planning for learning. Schemes of work show opportunities to integrate and embed EDI in lessons. Our focus on Fundamental British values also supports learners to understand and appreciate diversity and to celebrate what we have in common.

## Birmingham Children's Hospital Fashion Show

Students and staff helped create an amazing second Fashion show for BCH patients.

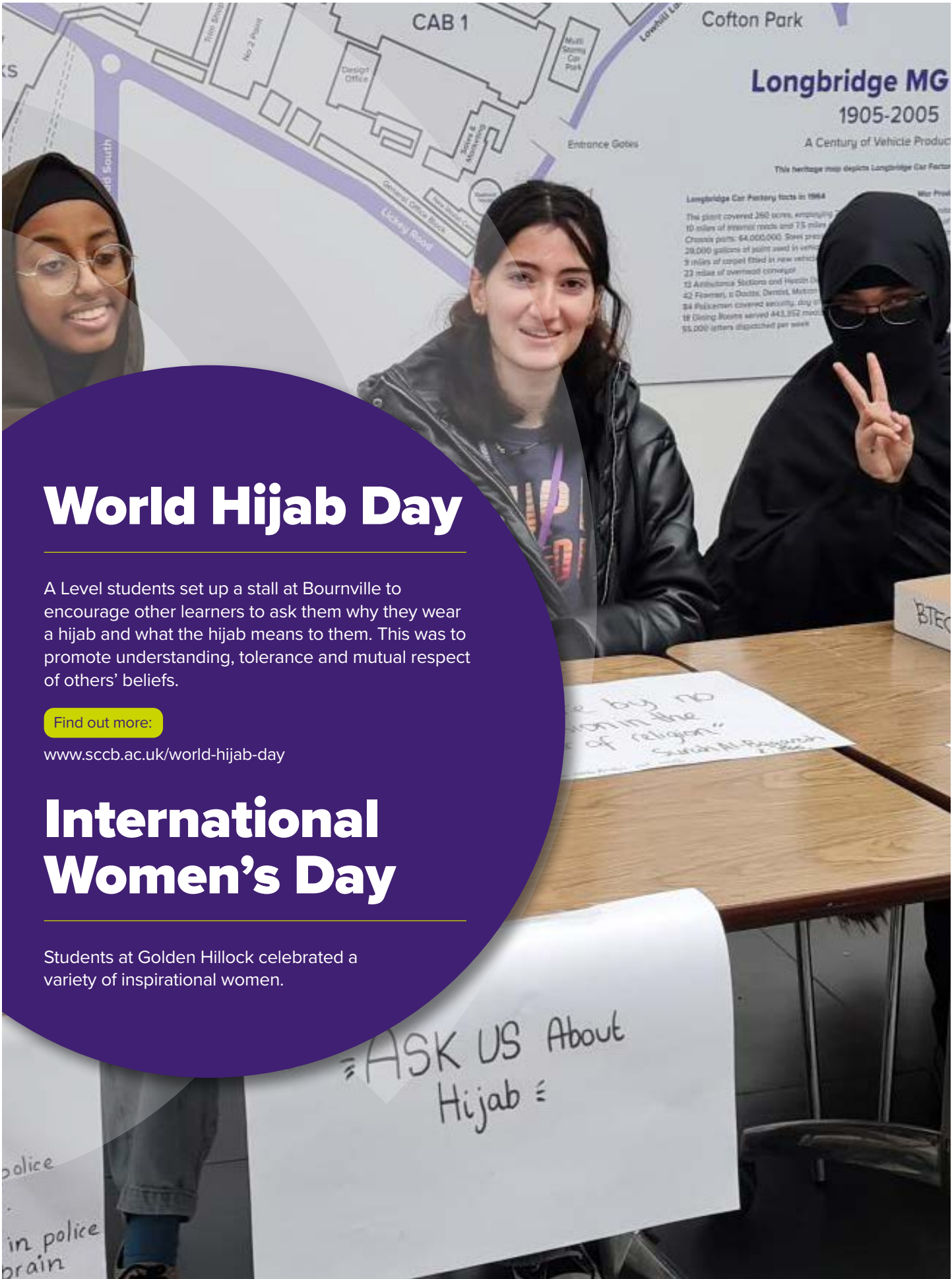
Fashion students learned to develop accessible clothes that would help each child look stylish while staying comfortable. It was a night of fun, fundraising and accessibility awareness.



Find out more:

[www.sccb.ac.uk/2nd-annual-bch-fashion-show-wins-hearts](http://www.sccb.ac.uk/2nd-annual-bch-fashion-show-wins-hearts)





# World Hijab Day

A Level students set up a stall at Bournville to encourage other learners to ask them why they wear a hijab and what the hijab means to them. This was to promote understanding, tolerance and mutual respect of others' beliefs.

Find out more:

[www.sccb.ac.uk/world-hijab-day](http://www.sccb.ac.uk/world-hijab-day)

# International Women's Day

Students at Golden Hillock celebrated a variety of inspirational women.

ASK US About Hijab



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:



Level 3 fashion students worked with artist Garry Jones to create 'The Cover Up'. These quilts looked at the AIDS epidemic, and were displayed at BCU on

## World Aids Day



Students ran fundraisers throughout the year for our supported charity, the

## Birmingham Children's Hospital



gave students physical and mental health opportunities – an example being teaming with Aquarius to develop student safety around addiction.

## Community Collaborations



## Section 2:

# Advancing Equality of Opportunity

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.

We recognise the need not to be complacent. We must 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:

- 1 Embedding equality of opportunity into curriculum delivery, and having a strong EDI focus such as sessions on homophobia, bullying, online safety, gang culture, immigration, etc.
- 2 The College is an affiliate member of the national Black Leaders Group.
- 3 Receiving the Rainbow Flag Award from the Prince's Trust, which involves working in an action plan to ensure we are inclusive toward the LGBT community.
- 4 Providing a holistic student support setup through workshops, one-to-one support, two trained senior mental health leaders, and students groups or buddy systems depending on student needs.
- 5 Having our library team create a bank of EDI e-resources for staff and students to use ESOL books (suitable for Pre-Entry, Entry 1 and Entry 2 students), as well as books to loan for Black History Month and to support LGBTQ+ History Month.

## BRIG

BRIG is a group of people who care about making our city anti-racist. It has academics, activists, professionals and young people. Our college held a summit with BMet college students so that they could share their experiences of racism in different aspects of life: education, work, health, experiences with the police and safety. We used what we learned to come up with ideas for a better Birmingham.

SCCB contributed to the BRIG position paper called 'From multi-culturalism to anti-racism; a position paper on Further Education Sector in Birmingham.' We also had smaller summits at each SCCB campus and asked our students how we can make our college more anti-racist. We wrote their suggestions on a graffiti board and displayed them at the campuses. Our ambition each year is to build on Black History Month and previous summits with BRIG to further expand the anti-racist Birmingham ambition and encourage our students to become the activists and champions of anti-racism for future generations of Birmingham.

- 6 Co-ordinating further educations contribution to the Birmingham Race Impact group (BRIG) initiative, in collaboration with BMet. As part of the Birmingham Race Impact Group (BRIG) and for the last two years, we have collaborated with BMet College in raising this agenda to our students.
- 7 Narrowing our gender pay gap mean from 7.42% last year to 5.7%, and the median from 13.43% to 20.6%. This shows excellent progress of narrowing the gender pay gap.
- 8 Having the Recite Me accessibility toolbar on our website, to be more digitally inclusive by allowing visitors to consume content in ways that work best for them. 5,705 people used the tool in the last twelve months.

## Section 3:

# College West Midlands Racial Equality Project

The college launched new projects strands and a college lead was identified for each strand.

### Work stream 1 – Improving the outcomes of the 16-19 students of mixed heritage

- 1**  
We carried out a survey of students falling under mixed heritage aged 16-18.
- 2**  
Identified after analysing the data, that overall BAME/ Mixed heritage students achieved well in all areas.
- 3**  
We concluded following a session with students across colleges that work need to be done to improve the training, apprenticeships and enrichment experiences for these learners in this identified group.
- 4**  
Raised the issue of how we address cultural awareness through tutorials, curriculum, enrichment and events.
- 5**  
Discussed how positive language is used so that students feel safe and listened to, and raised aspirations through experiences and opportunities.
- 6**  
Delivered a cross college enrichment programme, with tutorials in line with the enrichment plan topics such as Prevent, Fundamental British Values, Sexual Harassment, EDI celebrations, as well as through learner voice discussions, student union, surveys, promoting and marketing events and activities on the college platforms.

We are developing a CWM plan that will incorporate a universal enrichment resource for all colleges to access with a specific target on the below:

- 1**  
Cultural awareness.
- 2**  
A learner voice pioneer group.
- 3**  
Another round of surveys, and focus group discussions.
- 4**  
A channel for the focus group, to share resources and develop an overall resource for all involved in the project to access.
- 5**  
A role within the student union or as a student mediator, to discuss matters around equality, diversity, opportunity, and community.
- 6**  
WEX, to allow for enrichment purposes and careers. Through WEX students will be able to view the full enrichment offer, including offsite trips, visits, in college events and activities, sports and leisure opportunities, personal development sessions and workshops, visiting speakers' events.





### Work stream 2 – Attracting more diversity in Apprenticeships

1

We have drafted an ‘inclusive recruitment’ training package for employers to help address any potential recruitment barriers by employers. This is being reviewed by the group to see if it is fit for purpose and whether they have staff to deliver.

2

If all agree then WMCA will be asked for funding to run the programme.



### Work stream 3 – Improving the outcomes of female African learners

1

The project will pilot a new model of supporting these learners to achieve and progress. This will involve ensuring the existing support is fully utilised and also trialling a new approach:

- To identify reasons for poorer outcomes and barriers to engagement with learning
- To maximise awareness and uptake of existing support
- To improve the support offer, promote pilot and review engagement

2

The survey will be repeated later in the year to gain student feedback on experiences and measure progress.



## Work stream 4 – Creating a diverse college workforce

1

As part of a marketing campaign to create a more diverse FE workforce in the West Midlands, a full service video production company called Spark Media were commissioned to produce a promotional video. This talking heads style advert included contributions from two or three staff from a minority ethnic background from each of the nine contributing colleges, talking about their experience in the FE sector – the attraction to FE, their career journey and the support they've had on the way.

2

A half day shoot for each College took place in November. The colleagues who kindly agreed to take part from our College were Kam Nandra, Kay Jaan and Cassandra Dockery-Pirouzi.

## Work stream 5 – Future Leaders Programme Pilot 2023/2024

1

The programme has been designed after consultation with participants in the first masterclass. The themes follow on from each other, building self-reflection, confidence and other skills as well as practical guidance on preparing for their next steps.

2

Each masterclass will be held at a different college and hosted by the mentee/sponsor at that college.

3

Alongside each masterclass they will have an opportunity to discuss each one and feedback to mentees/sponsors. This will enable us to enhance the programme for the future. For example, they now have access to a Microsoft Teams site for mentors only, to aid communication or agree amongst themselves on how they do this.

### Kay Jaan participant in the Aspiring Managers Programme



“The Aspiring Managers Programme has not only supported my confidence and inspired me to develop strong leadership and communication skills, but has also made me aware of the importance of diverse perspectives. As a South Asian woman from an ethnic minority, this experience has empowered me to recognise that we all play leadership roles, despite our titles, influencing others in our daily work.”

### Rupinder Deol participant in the Aspiring Managers Programme



“This programme has given me a mentor who has constantly given me advice and guidance. This programme has helped me to increase my confidence and helped me to develop problem-solving skills and I strongly believe that Inclusive Leadership leads to Inclusive Growth.”

## Work stream 6 – A new work stream currently being defined

1

This new work stream responds to feedback from work stream 1, where students of mixed heritage stated that they do not think that staff treat all students equitably and that some staff are prone to stereotyping and unhelpful assumptions.

2

The college is currently exploring a new development activity which will encourage individuals to recognise and rehabilitate their limiting beliefs, adapt their behaviour and also develop confidence in having discussions about race.

3

This will be via the ‘Train the Trainer’ model.



## Section 4:

# Our Strategic Objectives

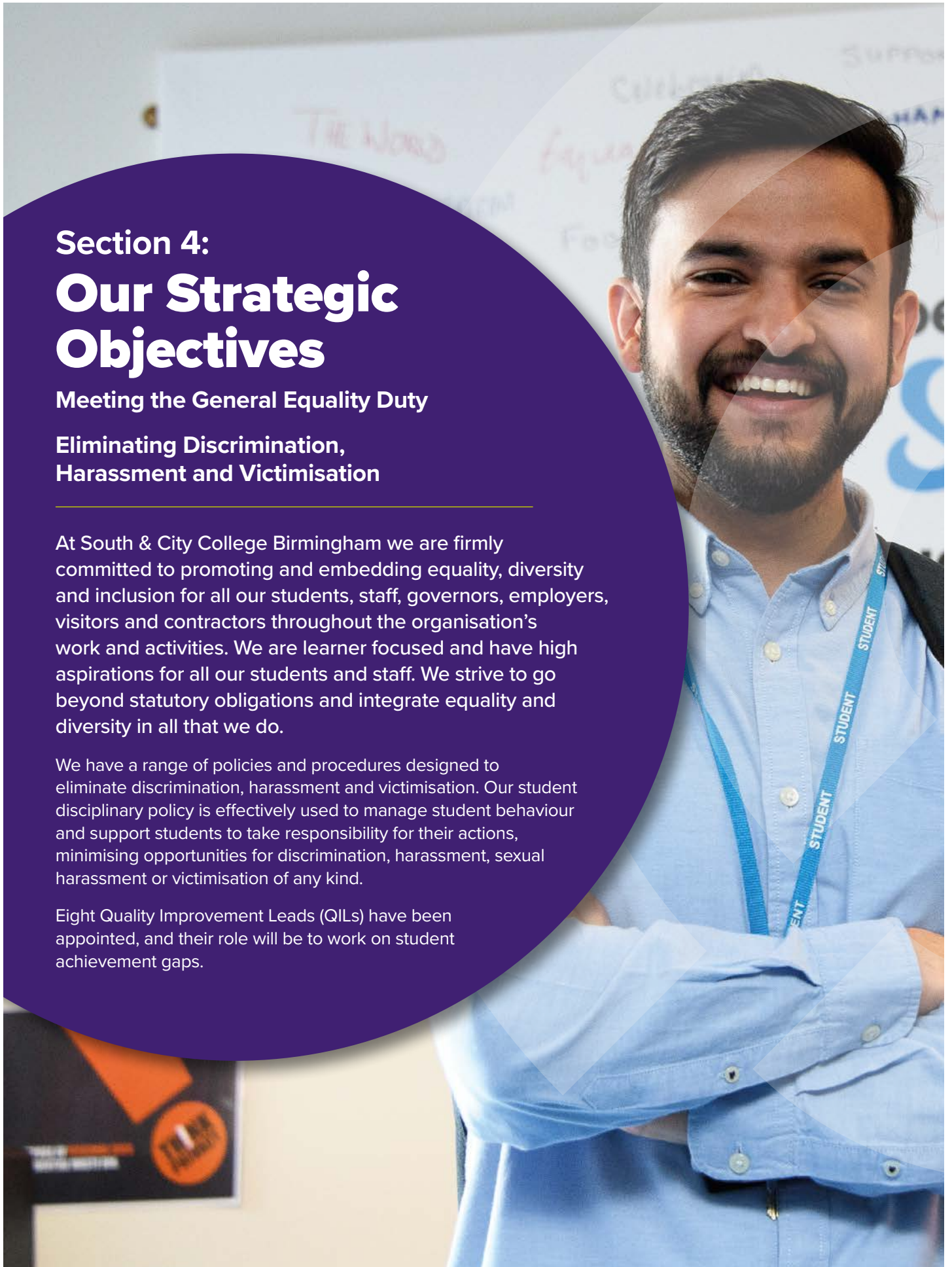
### Meeting the General Equality Duty

### Eliminating Discrimination, Harassment and Victimisation

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.

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.

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





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

### 1.1

#### Analysing the recruitment, retention, achievement and destination of students across all protected characteristics

The recruitment of all learners has declined over a three-year period. No ethnic groups have declined more than others.

Achievement has declined for all ethnic groups. The performance for learners from a mixed heritage background has declined by 5%. This is consistent with performance of such groups across the FE sector in the Midlands and therefore a regional working group has been established to ascertain the reasons behind this.

However, all students starting points are assessed to ensure early intervention is put into place for students at risk.

Female learners continue to outperform male learners.

Learners with an identified or declared disability achieve less well than their counterparts. The decline in overall achievement is more pronounced for learners with a disability.

### 1.2

#### Effectively using students starting points to identify barriers and support needs

Learners who declared a disability achieved better than the rest of the cohort in Science and A Levels.

Learners in Engineering undertake various assessments in

the first few weeks to establish starting points. Not just for technical knowledge and understanding, but for practical skills such as manual dexterity. Teachers then use this information to plan delivery and target individual support where required.

A learner at Golden Hillock was supported in gaining an EHCP through the college. She has been so successful in her qualification and developing her confidence that her support is slowly being withdrawn and she is now helping her peers.

### 1.3

#### Identifying knowledge and skills gaps to inform support strategies over time

The college has implemented new Quality systems in response to the gaps going forward for 2023/24 that will allow staff to identify learners' starting points and their progress throughout the year. These systems will focus on these aspects of their performance:

- Overall attendance
- Recent attendance
- Punctuality
- Starting points
- Timely assessment completion
- Overall assessment completion
- Targets and progress against them
- Progress against academic target grade

Once implemented and embedded within college performance systems, teachers and managers will be able to identify at-risk learners to provide intensive support. This will also allow staff and managers the ability to track the performance of learners with protected characteristics to see if any group is performing below expectations.





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

### 2.1

Opportunities to gain student feedback and suggestions through student forums and surveys, providing students with a voice and a mechanism to drive improvement

Faculty 1 conducts Learner Voice meetings with learners throughout the academic year at both Bordesley Green and Bournville. We ask for feedback ranging from induction, their course, the campus and facilities, and enrichment opportunities. It also gives us the opportunity to check for awareness and an understanding of Safeguarding, PREVENT, Fundamental British Values etc.

The student union structure has been reviewed and new posts of a Diversity Officer, a LGBTQ+ Officer, and a Disability Officer have been installed, to give a greater focus on the equality agenda by the student union.

Via Learner Voice 97% of students believe they were treated fairly at college.

### 2.2

Align with the Positive Behaviour Strategy, which has shared values and promotes an inclusive and safe environment for all

All campuses have a management rota in the mornings and at lunch break to promote and engage students in the values of the Positive Behaviour Strategy.

Tutorial sessions promote staying safe and personal development activities in line with the Positive Behaviour Strategy.

Overall the learner behaviour in college has improved significantly with a reduction in the number of disciplinarys.

### 2.3

Enrichment opportunities which enable students to create their own support groups and develop a sense of identity

The Care Leavers Covenant is a national inclusion programme that supports care leavers aged 16-25 to live independently. We have created meaningful opportunities for care leavers to get support in independent living, education, employment and training, safety and security, mental and physical health and finance.

In 2023 the College worked in partnership with GMI Construction and the Care Leavers Covenant to host GMI's construction cares programme. This was aimed at care leavers to develop practical DIY skills under guidance of staff from GMI Construction and using college facilities. We aim to replicate this in 2024 to extend to more care leavers.

The college has facilitated LGBTQ+ staff and student groups.

The college operates a female only campus to engage learners who would otherwise have missed out on educational opportunities.

The college operates female only gym sessions.



### Objective 3 – Create challenging opportunities to develop understanding and celebration of equality, diversity and inclusion within teaching, learning and assessment

#### 3.1

#### Lesson planning should identify opportunities to discuss and debate topical and subject related EDI themes

An appropriate tutorial programme is created for all learners to cover topics relating to EDI such as prejudice and discrimination, sexuality and mental health.

In lessons, opportunities are created to allow discussions around protected characteristics that are relevant to the curriculum. For example, developing skills to enable learners in construction to navigate conversations around topics like van culture.

Our hair, barbering and beauty courses embed protected characteristics to ensure customers have the appropriate treatments ie hair and skin colour and texture.

For 14 – 16 year olds PHSE sessions are provided.

#### 3.2

#### Resources should positively reflect the protected characteristics and be inclusive

#### 3.3

#### Pedagogical approaches to teaching, learning and assessment should support learners to be independent thinkers and challenge stereotypes and negative attitudes

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

#### 4.1

#### Target under-represented groups within the workforce

The college is working with College West Midlands and involved in a project to improve recruitment from BAME community. This is including starting work on Talking Heads to encourage BAME applicants into FE.

We are also placing advertisements with the Black Leadership Group Network.

#### 4.2

#### Foster a culture of openness to encourage and improve EDI disclosure rates

A document went out to new starters and current employees encouraging EDI disclosure. This will require further work and collaboration with the trade unions.

#### 4.3

#### Ensure all staff update their EDI skills and knowledge through CPD to ensure language and behaviours reflect the EDI Action Plan

Training courses undertaken by staff in 2022/2023 included – Embedding Fundamental British Values in Lessons, Autism Training, Disability Etiquette, Embedding EDI in Lessons, Identifying and Implementing EDI and Sustainability in Schemes of Work, AoC Equality, Diversity and Inclusion Conference.



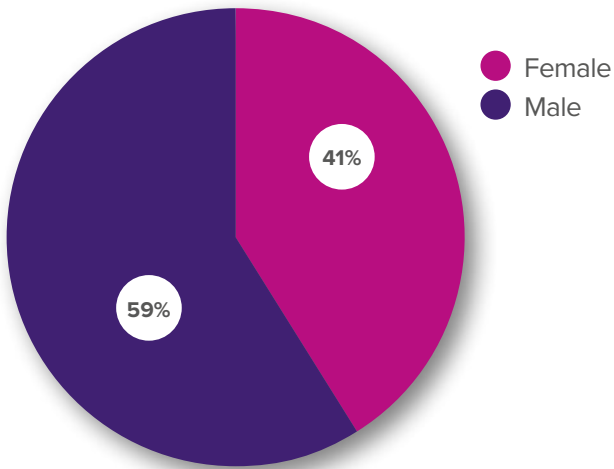
## Section 5: Our Governors

The Corporation takes equality and diversity very seriously and actively promotes diversity in its own membership. At the end of 2022/2023, the Corporation had a representation of 48% of its membership from Black and Minority Ethnic groups and 41% of its membership was female. Whilst 6% declared disability and 12% identified as LGBT.

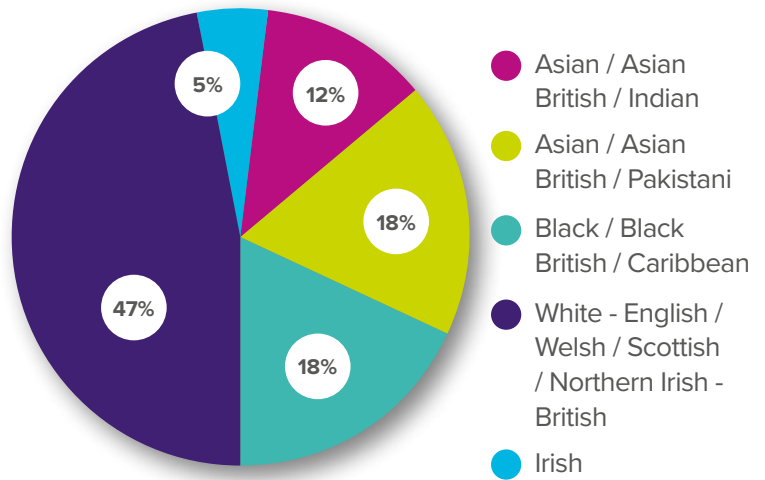
Since last year, the Governance profile has changed by an increase of 6% in its membership from Black and Minority Ethnic groups. It has had an increase of 9% of its female membership. The areas of declared disability and identifying as LGBT have remained the same.



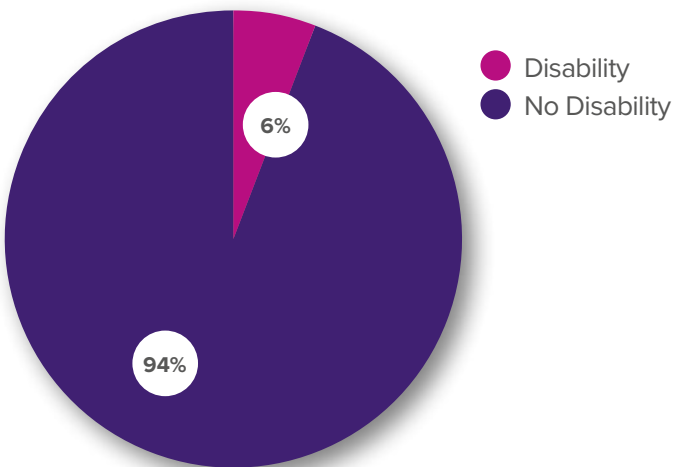
### Governors by Gender



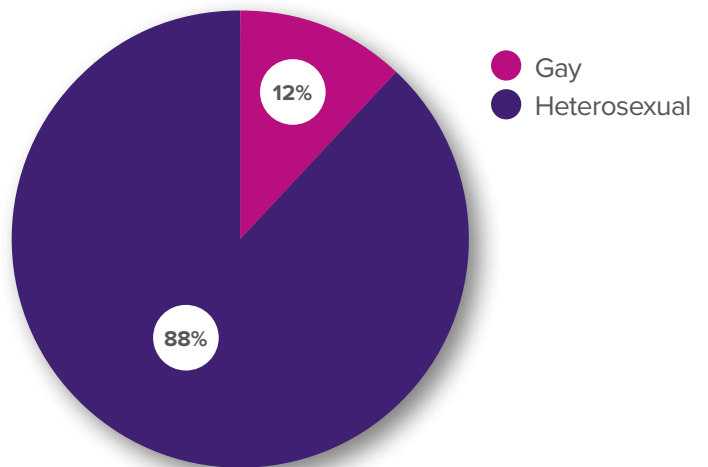
### Governors by Ethnicity



### Governors by Disability



### Governors by Sexual Orientation



#### Governor Ian Richards

Chair Higher Education Committee and member of the EDI Strategic Group



“Being involved in the college’s EDI group gives me a good insight into the excellent work that is being done in this area, as well as the opportunity to bring my own experience and challenge to the discussions. It’s also a great learning experience and gives me the chance to spend time with some of the staff, which provides a different perspective on college life and is always a pleasure.”

#### Governor Marianne Coward

Member of the EDI Strategic Group



“As a lead Governor for EDI I feel honoured and privileged to be part of the college’s EDI Group. Belonging to this group gives me the opportunity to contribute to this area around the EDI strategy from both professional and lived experiences. I have always valued equality, diversity and inclusion in all aspects of my work and the college’s activities.”





Section 6:  
**Appendices**

# Appendix 1

## Student Profile

### Demographic Profile

Over 61% of our learners came from Band 1 areas of deprivation (MiDES Deprivation report 2022/2023) compared to a national average of 19%. When combined, 85% 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 50% of our 2022/2023 intake of learners came to college without 9-4 grades in both GCSE English and maths. This is compared to a national average of 26%. The prior GCSE English and maths attainment of our learners placed us in the bottom 8 out of 222 colleges nationally. The huge societal and personal issues that learners from these areas of deprivation are challenged with are well documented.

The table below summarises our student cohort by age and headcount 2022/2023.

This is a similar pattern to the previous year.

Headcount	Classroom Full-Time	Classroom Part-Time	Apprenticeship	Higher Education	Total	%
14-16	222	86	0	0	308	2.1%
16-18	3,960	519	170	13	4,662	31.8%
19+	2,680	6,336	439	222	9,677	66.1%
<b>Total</b>	<b>6,862</b>	<b>6,941</b>	<b>609</b>	<b>235</b>	<b>14,647</b>	

As can be seen from the table below, the gender split at South & 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	2020/21	2020/21 %	2021/22	2021/22 %	2022/23	2022/23 %
Female	6,683	47.9%	6,651	47.9%	6,920	47.1%
Male	7,276	52.1%	7,224	52.1%	7,727	52.9%
<b>Total</b>	<b>13,959</b>		<b>13,875</b>		<b>14,647</b>	







56.2% of our students come from minority ethnic backgrounds. The largest groups are African, Pakistani and White British.

2022/2023 Headcount	Classroom Full-Time	Classroom Part-Time	Apprenticeship	Higher Education	Total	%
African	763	1,068	4	18	1,853	12.7%
Arab	495	487	4	12	998	6.7%
Bangladeshi	303	253	6	12	574	3.9%
Caribbean	249	147	17	23	436	2.9%
Chinese	48	60	2	0	110	0.7%
Gypsy/Irish Traveller	5	2	0	0	7	0.1%
Indian	135	189	21	7	352	2.4%
Irish	18	19	3	2	42	2.8%
Not Provided	654	911	16	0	1,581	10.5%
Other Asian	306	393	5	8	712	4.9%
Other Black	148	160	3	5	316	2.1%
Other Mixed	133	94	8	5	240	1.6%
Other White	259	480	13	10	762	5.2%
Other	225	386	2	4	617	4.1%
Pakistani	1,470	731	51	55	2,307	15.8%
White/Asian	87	75	2	1	165	1.1%
White/Black African	58	54	3	2	117	0.8%
White/Black Caribbean	161	70	24	7	262	1.7%
White British	1,345	1,362	425	64	3,196	21.8%
<b>Total</b>	<b>6,862</b>	<b>6,941</b>	<b>609</b>	<b>235</b>	<b>14,647</b>	

A total of 2,142 students declared a learning difficulty/disability. This is a small increase from last year and it accounts for 14.7% of total student population, which is 0.4% lower than last year. 12.2% of our students received 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	1,423	640	44	35	2,142	14.7%
No LLDD	4,893	5,127	515	200	10,735	73.9%
Not known	546	1,174	50	0	1,770	11.4%
<b>Total</b>	<b>6,862</b>	<b>6,941</b>	<b>609</b>	<b>235</b>	<b>14,647</b>	

## Achievement rates

The overall achievement rate for 2022/23 was 73.9%. 19+ year olds performed at a higher level than their 16-18 year old counterparts. This is similar to the gap that we had seen in 2021/22. To improve, we shall attempt to complete summative assessments earlier to support at risk learners, and seek improvement in vocational assessment starting points.

Age Group	2020/21		2021/22		2022/23	
	Starts	Achievement	Starts	Achievement	Starts	Achievement
16-18	10,013	58.9%	9,516	62.5%	9,559	64.6%
19+	15,270	77.4%	19,242	82.2%	17,452	78.9%
<b>Total</b>	<b>25,283</b>	<b>70.1%</b>	<b>28,758</b>	<b>75.7%</b>	<b>27,011</b>	<b>73.9%</b>

Last year both female and male students performed better than in previous years. However, female students continue to perform better than their male counterparts.

Gender	2020/21		2021/22		2022/23	
	Starts	Achievement	Starts	Achievement	Starts	Achievement
Female	13,659	74.6%	15,511	79.0%	14,686	76.7%
Male	11,624	64.7%	13,243	71.9%	12,325	70.7%
<b>Total</b>	<b>25,283</b>	<b>70.1%</b>	<b>28,758</b>	<b>75.7%</b>	<b>27,011</b>	<b>73.9%</b>





With regards to ethnicity, Chinese students performed the best, followed by White Other.

Ethnicity	2020/21		2021/22		2022/23	
	Starts	Achievement	Starts	Achievement	Starts	Achievement
Arab	1,695	79.0%	2,184	81.0%	1,977	79%
African	4,361	76.0%	5,069	80.7%	4,422	76.6%
Any Other Asian background	1,750	74.9%	2,019	80.5%	1,675	76.3%
Any Other Black / African/ Caribbean background	466	67.2%	570	74.6%	587	73.2%
Any other ethnic group	791	72.9%	1,311	80.2%	1,426	77.3%
Any Other Mixed / Multiple ethnic background	572	72.2%	492	74.0%	440	64.4%
Any Other White Background	1,334	75.6%	1,295	81.5%	1,080	78.1%
Bangladeshi	1,457	74.7%	1,702	80.0%	1,461	77%
Caribbean	911	57.0%	944	68.4%	660	62.5%
Chinese	93	83.9%	163	79.8%	240	88.3%
English/Welsh/Scottish/	3,980	63.0%	3,997	65.6%	3,858	68.3%
Northern Irish/British	503	74.0%	634	84.5%	569	77.7%
Indian	988	75.7%	1,850	78.4%	2,809	76.8%
Not Provided	5,109	64.9%	5,391	71.5%	4,823	71.1%
Pakistani	343	68.5%	308	74.4%	344	71.9%
White and Asian	323	75.9%	295	76.6%	233	72%
White and Black African	510	55.9%	453	62.7%	347	62.9%
<b>Total</b>	<b>25,283</b>	<b>70.1%</b>	<b>28,758</b>	<b>75.7%</b>	<b>27,011</b>	<b>73.9%</b>

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



# Appendix 2

## Staff Profile

### Establishment

The following data is a breakdown of staff employed by the College as of 31 July 2023.

The overall headcount (1,046) was made up of: teachers 35.9%, non-teaching 38.8%, teaching support 16.8% and management 8.5%. The number of support staff is high because our support services, including catering, cleaning and security staff, are employed directly by the college.

### 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 54% 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
2020/21	3	5	16	16	24	37
2021/22	2	4	15	25	35	18
2022/23	3	4	14	24	35	19

### Disability

4.2% of staff declared a disability which is a slight increase on the previous year. Robust processes are in place to support staff who declare a disability and to make 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.

Staff Case Study:

## Luke Beckley

### Staff Interview for Autism Acceptance Week

The college and staff helped Luke, who has autism, in his role as a Customer Service Assistant.

Find out more:

[www.sccb.ac.uk/staff-member-luke-on-autism-acceptance-month/](http://www.sccb.ac.uk/staff-member-luke-on-autism-acceptance-month/)





## Gender

Out of a total of 1,046 staff we have 89 managers, 51 females and 38 males. We currently have 57.3% female and 42.7% 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.

### 2021/2022

2021/2022					
Staff Group	Management	Support	Teaching	Teaching Support	Grand Total
Female	47	265	206	82	600
Male	35	155	194	69	453
<b>Total</b>	<b>82</b>	<b>420</b>	<b>400</b>	<b>151</b>	<b>1053</b>

2021/2022%				
Headcount	Management %	Support %	Teaching %	Teaching Support %
Female	57%	63%	52%	54%
Male	43%	37%	48%	46%
<b>Total 1053</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

### 2022/2023

2022/2023					
Staff Group	Management	Support	Teaching	Teaching Support	Grand Total
Female	51	245	196	107	599
Male	35	160	180	69	447
<b>Total</b>	<b>89</b>	<b>447</b>	<b>376</b>	<b>176</b>	<b>1046</b>

2022/2023%				
Headcount	Management %	Support %	Teaching %	Teaching Support %
Female	57%	61%	52%	61%
Male	43%	39%	48%	39%
<b>Total 1046</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>



## Sexual Orientation

Where sexual orientation has been indicated, the majority of staff have reported themselves as heterosexual, 44.6% of staff prefer not to disclose (a small reduction from last year).. The College is actively working on trying to increase the disclosure rate.

Sexual Orientation	2020/21 %	2021/22 %	2022/23 %
Bisexual	0.19	0.47	0.5
Gay	0.56	1.04	0.8
Heterosexual	48.98	52.61	53.8
Lesbian	0.28	0.47	0.4
Prefer not to say / not known	50.00	45.41	44.6
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## Religious Beliefs

There is an increase on staff declaring their religious belief by 1.8%

Religion	2020/21 %	2021/22 %	2022/23 %
Christian	21.91	21.56	22.1
Buddhist	-	0.19	0.2
Hindu	0.83	1.04	1.1
Jewish	-	0.09	-
Muslim	7.81	10.54	11.7
No religion	11.78	14.06	14.0
Not declared	-	19.75	-
Prefer not to say	52.71	27.45	45.4
Other	2.29	2.28	2.3
Sikh	2.58	3.04	3.2

## Ethnicity

The table opposite 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 53.4% of staff are White British. This figure is slightly higher 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 (continued)

Ethnicity	2020/21 % of staff	2021/22 % of staff	2022/23 % of staff
Asian/Asian British-Bangladeshi	0.7	1.28	1.24
Asian/Asian British Indian	7.7	7.90	8.22
Asian/Asian British-Pakistani	7.5	8.90	9.27
Asian/Asian British-any other Asian background	1.2	0.90	0.96
Black/African/Caribbean/Black British-African	2.6	2.90	3.15
Black/African/Caribbean/Black British-Caribbean	9.3	8.60	8.03
Black/African/Caribbean/Black British-other	1.7	1.10	1.34
Mixed/Multiple Ethnic-White and Asian	0.7	0.80	0.67
Mixed/Multiple Ethnic-White and Black Caribbean	1.10	1.40	1.15
Mixed/Multiple Ethnic-Any Other Mixed Background	0.6	0.80	0.76
Not disclosed	-	2.52	3.15
Other	2.3	3.00	2.96
Prefer not to say	8.1	3.70	5.64
White-Eng/Welsh/Scottish/N.Irish/British	51.3	50.10	48.66
White-Irish	1.2	1.10	1.15
White-Any Other White Background	3.7	3.60	3.63

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

## Ethnicity by Staff Group

The table below shows percentages of the Senior Leadership Team by ethnicity.

Senior Leadership Team	Count of Staff
Asian/Asian British-Indian	2
Asian/Asian British Pakistani	1
Black/African/Caribbean/Black British-African	1
Mixed/Multiple ethnic-any other Mixed background	1
White-Eng/Welsh/Scottish/N.Irish/British	6
<b>Total</b>	<b>11</b>

The table below shows percentages of staff by ethnicity within each staff group. 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	Teaching	Teaching Support	Support	Total
14-16	15	82	36	75	208
16-18	7	37	22	65	131
19+	1	11	3	16	31
16-18	2	8	6	9	25
19+	61	226	97	175	559
16-18	2	13	12	65	92
<b>Total</b>	<b>88</b>	<b>377</b>	<b>176</b>	<b>405</b>	<b>1046</b>



**SOUTH & CITY COLLEGE  
BIRMINGHAM**

South & City College Birmingham,  
Digbeth Campus, High Street Deritend,  
Digbeth, Birmingham, B5 5SU

**0121 694 5000**

[hello@sccb.ac.uk](mailto:hello@sccb.ac.uk)

[sccb.ac.uk](http://sccb.ac.uk)