EDI Annual Report
Public Sector Equality Duty

Date   *01-03-2023*
Owner   *Director of Human Resources*
Review Date   *01-03-2024*

TO BE A BEACON OF **EDUCATIONAL EXCELLENCE**,
TRANSFORMING THE LIVES OF THE **INDIVIDUALS**
AND **COMMUNITIES** WE SERVE.

Introduction

SCC Group delivers programmes to a diverse community of students and we take great pride in supporting each student to achieve their own aspirations. We have equality, diversity and inclusivity at the core of everything we do and as a result of our approach and hard work we were awarded a Grade 2 from Ofsted at our most recent inspection (December
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We have high expectations from our staff and students and work with various internal and external groups to improve our approach to equality and diversity.

All stakeholders of SCC Group are expected to help promote a positive and inclusive culture founded on our core values, which are at the heart of everything we do as we act with Respect, Integrity and Kindness.

We aim to ensure that equality, diversity and inclusivity themes are embedded throughout the curriculum and the College complies with all applicable legislation. In particular:

- No significant performance gaps between different learner groups
- Innovative training for staff
- All policies and procedures are regularly reviewed
- Further embed and develop equality, diversity and inclusion into our curriculum
- Actively promote under-represented groups across the curriculum

We also continue to ensure that our student and staff mix reflects the communities it delivers to and employs.

Rebecca Parks
Group Principal

Equality & Diversity Statement – Our Vision for EDI:

We believe that everyone has the right to live without fear of prejudice or discrimination, regardless of their identity or background, and should be enabled to reach their full potential and to make an active and positive societal contribution.

In order to achieve this the College will always:

- Tackle all forms of discrimination, harassment and victimisation and ensuring that the College remains a safe space for all.
- Champion equality of opportunity and act proactively to widen participation and inclusivity in everything that we do.
- Promote a culture of respect, integrity and kindness.
- Tackling all forms of discrimination, harassment, and victimisation and ensuring that the College remains a safe space for all

1. Employees:

Our current staff profile shows that we have a diverse group of employees. Data is obtained as part of the recruitment and selection process and on an annual basis staff are asked to check and amend their personal information to ensure its accuracy.

Our staff profile can be found in appendix one of this report and we feel that our staff profile represents the Salford community, but more work can be done:

- 65.2% females and 34.8% males
- Average employee age is 45
- 86% are White (75% are White British)
- 25 employees are 65+ years old

We provide mandatory training for all new staff as part of our Corporate Induction and in March 2023 we held mandatory Equality, Diversity & Inclusion refresher training for all staff. In 2020/21 and 2021/22 we provided a mandatory online EDI training course on Unconscious Bias for all staff. The completion of these essential sessions is linked to our performance development review (PDR) processes and salary increases and increments. Past training has also been provided on Faith and Beliefs, Cultural Differences, Embedding E&D into the Curriculum, tackling homophobic language. A Transgender Awareness Session was provided to all staff in July 2021 and a recording from which is available for staff on an ongoing basis. This training has also been made available to governors. Feedback on the Equality, Diversity and Inclusivity training provided has been obtained and the impact assessed through on-going feedback and survey.

We have worked with particular groups such as All Faiths and None (AFAN) and Stonewall to develop the work already in place within college and enhance the skills of our staff and the experiences of our learners.

The Equality, Diversity and Inclusivity Staff Steering Group meets on a termly basis to formally review data and current practices, aiming to set targets and agree actions

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moving forward. In 2022 the College became a Stonewall College Champion and is also a member of the North West Equality, Diversity & Inclusion Learning Providers Network, which the Chair of the Group now attends. Members of the Equality, Diversity and Inclusivity Steering Group have access to a range of resources through Stonewall.

From our March 2022 staff survey 89% of employees who completed the survey said they felt they were treated fairly and with dignity, which is up from 88% 2018/19 pre-pandemic levels. Furthermore, 88% confirmed that they feel that equality of opportunity is embedded within the culture of the College which was up from 85% in 2018/19.

Proactively we have worked to enhance our meeting structure and provide Group Principal Briefings, whole Staff Conferences, Heads of Centre briefings and New Staff Inductions. We obtain feedback from staff at all levels of the organisation and use these within our Reward and Recognition methods.

Our Human Resources Team support any concerns or grievances relating to treatment as a result of a protected characteristic and during the period from 1 January 2022 until 31 December 2022 there were two E&D related grievance. In total we dealt with 4 grievances and we have progressed one disciplinary case as a result of employees breaching our commitment to the duty. Our employment practice is that we deal robustly and sensitively with any concerns regarding protected characteristics. Equality Impact Analysis (EIA) is carried out on all our HR policies and as part of annual HR policy reviews the EIAs continue to be progressed.

2. Students:

It is important that we close any performance gaps in regard to student performance. In order to do so, data must be rigorously evaluated. Staff use a range of sources to monitor and gather data to ensure that strategies are put in place to address any identified issues in a timely way. Data is reviewed through the Equality, Diversity and Inclusivity Steering group and Curriculum meetings. Work will continue to reduce the number of 'unknowns' and broaden the areas reported on such as pregnancy and maternity. Heads of College and Heads of Curriculum have identified concerns with particular groups and events and action taken place. Staff profile and student profiles are broadly the same as Salford 2021 Census data.

Achievement Data

The achievement rate data is carefully analysed each year to identify any emerging issues.

In summary the data shows:

- The overall achievement rate for students on 16-18 education programmes for young people is 79.5%, 4% above the national provider rate. 16-18 programmes represent around two thirds of the College's provision.

- The 16-18 female achievement rate is 78.6%, compared to the 16-18 male achievement rate of 80.4%. The 19+ female achievement rate is 85.8% and the 19+ male achievement rate is 83.4%, The all-age female achievement rate is 81.9%, which is very close to all age male achievement rate of 81.6%.

- The 16-18 female retention rate is 89.5%, 1.8% below to the male retention rate of 91.3%. The 19+ female retention rate is 93.9%, which is 2.5% above the 19+ male retention rate of 91.4%. The all-age female retention rate is 91.5%, which is just 0.2% the all-age male retention rate of 91.3%.

- The 16-18 female pass rate is 87.8% just 0.3% below the 16-18 male pass rate of 88.1%. The 19+ female pass rate is 91.4%, which is just 0.1% below the 19+ male pass rate of 91.3%. The all-age female pass rate is 89.5%, is just 0.1% higher than the all-age male pass rate of 89.4%.

In relation to the decline in female achievement rates the college will:

- Identify and address any gaps in learning following the Covid lockdown.
- Monitor attendance rates between females and males
- Monitor Data Drop grades between females and males.
- Ensure an Inclusive classroom in the College's Deep Dives.
- Monitor and address student responses in the Teaching and Learning survey.
- The areas for improvement in our High-Level SAR highlight High Quality & Consistency, Outcomes, Literacy and numeracy and Inclusive Curriculum

The vast majority of Ethnic groups were above the achievement rate of 81.8% with the exception of White, with an achievement rate of 78.4%, which is 3.4% below the overall achievement rate. This is being addressed by the areas for development outlined in the College QIP.

Students who identified with either a mobility, mental health and physical disability under achieved compared to the college overall achievement rate. This will be reviewed in the College Deep Dive process, performance monitored by ALS team and relevant HODs and addressed by the College QIP.

Almost all students who have high needs achieve accredited and non-accredited qualifications and develop the necessary skills and knowledge that they need to make good progress towards achieving their goals.

Teaching Learning and Assessment Survey

March/April 2022
- 96% of students agreed they feel safe at college.
- 92% of students agreed my teacher treats us all fairly and equally.
- 2,077 students completed the survey across the 5 colleges.

Engagement Activities

Covid19 has had a significant impact on mental health across all age groups. In addition, to the extensive pastoral care a number of initiatives have been introduced to support wellbeing and help students to actively engage with their studies. These include a comprehensive Mental Health Strategy with a robust action plan for rapid improvement, the roll out of Fika, a mental fitness app, with a variety of resources to develop resilience and self-care techniques and the successful implementation of a variety of transition activities using the Association of Colleges Mental Health fund. Further student support and enrichment is available to students and the tutorial programme includes a focus on SHINE.

Our Student Council take ownership of raising awareness of Equality, Diversity and Inclusivity issues across all areas of the College.

There are a range of activities in tutorial designed to highlight the importance of British values and also advising young people how to stay safe. There are sessions on British Democratic Values, promoting the values of caring and being an active British citizen, individual liberty, mutual respect and tolerance etc. There are quizzes and online activities and YouTube clips that are used to stimulate discussions. All the resources are shared on CANVAS across all centres and are available for students to access.

Students and staff have showcased work during Black History Month in October 2022 and LGBT History Month in February 2023 through the use of social media, display work and guest speakers.

Curriculum is planned to develop understanding e.g., Law lessons encouraged debate for learners to develop a positive outlet for discussion of contentious issues such as the idea of justice and human rights. In PET, students looked at religion in Britain, and whether Britain is becoming more secular and ideas surrounding religious pluralism in Britain. Within English, there was a wide range of opportunities for learners to discuss issues such as: race, gender, social justice, class, democracy, and the semantics of war and the process of radicalisation. Within ESOL, British values were promoted and embedded well as this is particularly important for the multi-cultural cohort where learners originated from war torn countries and where liberty is restricted or democracy not the norm (previous cohorts included learners from Iraq, Iran, Sudan, Eritrea, Congo).

Our Vision is to:

"To be a beacon of educational excellence transforming the lives of the individuals and communities we serve."

We will do this by harnessing community pride, citizenship, loyalty and enterprise to embrace learning as the key to opportunity and social and economic wellbeing. Underpinning this vision will be a strong sense of team spirit at all levels – staff, students, parents, employers and politicians will exploit opportunities to work together to achieve their personal goals and enrich the overall quality of life in the city.

Specifically, we will:

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- Proactively promote learning opportunities available across SCC Group and in the wider community.
- Strive to respond to the demands of individual students, employees, employers and national priorities by developing a wide range of flexible delivery options.
- Constantly seek to improve and provide learning experiences of outstanding quality.

3. Visitors, Governors & Contractors:

Visitors are greeted and provided with a pass when they arrive at one of our reception areas and we provide information and guidance on our values and mission to them as part of their visit to us.

Governors have received relevant reports, information and data on E, D&I, progressed through the appropriate committee meetings.

4. Equality Objectives & EDIMs

Our objective areas were reviewed in summer 2022 and the following progress and achievement has been recorded to date:

Equality Objectives:

1. To create, sustain and celebrate an inspiring working and learning environment which advances equality of opportunity for everyone and fosters good relations.

2. To eliminate inequality, harassment and victimization by continuing to educate and embed a culture of understanding and acceptance of others and enforcing a zero-tolerance approach on breaches of E, D&I.

3. To identify learner and student groups with lower achievement, retention and pass rates and put processes in place to narrow gaps and exceed benchmarks.

4. To be representative of our community and seek to promote harmony and community cohesion.

5. To treat all learners, students, staff, stakeholders and visitors with dignity and respect and to build a positive external reputation with regards to our equality, diversity and inclusion measures.

Staff Equality & Diversity Impact Measures (4):

	Intent	Implementation	Impact
1	Improve alignment of staff body to better reflect the Salford population and learner profiles.	By regularly reviewing and monitoring staff recruitment and selection practices and data. Considering alternative advertising methods depending on job type and level. Providing 'Unconscious Bias' training and regular recruitment and selection training for managers.	College population to more closely reflect the population of Salford as at Census 2021 e.g. 'White' staff to reduce from 86% to 82% and percentage of staff who declare a disability to increase from 13% to 21%.
2	Improve staff knowledge and awareness of E,D & I matters.	By providing current and topical E, D & I training as an essential part of continuous professional development.	100% of staff to complete assigned Mandatory EDI training each year.
3	Narrow the Gender Pay Gap	By providing opportunities for women to progress their careers via effective talent management and targeted cpd. Actively promote flexible working arrangements for higher level jobs.	Gender pay gap reduced by 1% year on year.
4	Improve opportunities for disabled staff.	By continuing to guarantee interviews for disabled candidates that meet the essential criteria for the role at application stage. Regularly reviewing and monitoring staff development, training and progression opportunities to ensure they are fair and equitable, and take action to address any identified equalities/barriers. Actively promote flexible working arrangements for staff who have a disability.	There will be an increased number of disabled staff in higher level positions. Progression from a Disability Confident Committed Employer to a Disability Confident Employer and then Disability Confident Leader.

Student Equality & Diversity Impact Measures (4):

	Intent	Implementation	Impact
1	Address decline in achievement for 16 18 females	By providing targeted focus groups as part of Learning Voice Strategy to identify common themes, reflections and action planning. Adaptation of Schemes of Learning to create more opportunities for interaction and collaboration, communication & development. Commitment to more plan more activities such as trips and engagement with employers/HEIs to develop learners' confidence. Review of enrichment offer to ensure more accessible to female learners. KPI monitoring female cohort.	Improved outcomes from 78.6% to 83%. (86.2 18/19). Positive learner feedback recorded as part to of learner voice capture. Case studies, learner testimonial.
2	Address decline in achievement of learners who have identified as having mental health issues, which evidence suggests is linked to the ongoing residual impact of Covid.	The achievement rate for learners who identified as having mental health issues was 81.9% in 18/19, 78.9% 19/20, 80.3 in 20/21 decreasing to 70.1 in 21/22. By increasing levels of pastoral support capacity. Increasing staff training in mental health first aid training. Developing a Student Mental Health and Wellbeing Strategy and the Shine Enrichment Tutorial Programme. Carrying out targeted interventions for specific pupils - pastoral, social emotional wellbeing. Carrying out more regular Learner Voice.	Improved outcomes from 70.1 to 76%. Positive learner feedback recorded as part to of learner voice capture. Case studies, learner testimonial.
3	Address achievement of learners in lower income	By reviewing qualifications and awarding bodies to ensure accessibility and opportunities to develop cultural capital. Providing a comprehensive Induction and	Improved outcomes for A level learners in lower income households. Ensure positive Value Added for bottom income quartile and

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	households on A level programmes.	initial assessment to identify gaps in learning. Enhancing the cross-college Assessment Strategy, with more assessments more often to identify learners at risk more quickly. Providing targeted Intervention Support Sessions (lunch time, holidays, weekend) and increasing the bursary/ and allocation for learners on Free College Meals. A commitment to more plan more activities such as trips and engagement with employers/HEIs to develop learners' confidence and awareness of options for future. Aspirational role models, and pathways clearly reference and promoted. Monitor Sixth Sense reports.	lower middle/upper middle income quartiles. Improve performance from -0.15 to -0.6 and improve upper middle quartile to a positive. (Currently bottom income quartile –0.15 and upper middle quartile –0.01.)
4	Analyse the correlation between 2022 achievement rates at Level 1 and 2 and levels of Deprivation bands 1-5.	Mides reports for Salford identify significant levels of deprivation, which is made up of 244 providers. Review achievement rate data for Level 1 and Level 2 and the MiDEs deprivation reports and analyse correlation between between achievement rates and bands 1 to 5 for deprivation. Report findings and recommendations to consolidate a wider social and economic context of our learners and address key actions to ensure a more inclusive curriculum and adaptations for teaching and learning.	Improved outcomes for, level 1 to 71% and level 2 to 82%. (Level 1 achievement rate 66.8% (decline of 3.8% over 3 years) and level 2 78,8% (decline of 12.1% over 3 years).

Appendix 1:

Staff Data

Gender				Female	Male
				65%	35%

Disability	No	Prefer Not to Say	Yes
	77%	10%	13%

Ethnicity	White – British/Other	Not Disclosed	Prefer Not to Say	BAME
	85.76%	7.12%	1.39%	5.73%

Age	16-19	20-29	30-39	40-49	50-59	60-69	70+
	1%	10%	22%	26%	28%	12%	1%

Religion	CoE/ Christian	No Religion	Prefer Not To Say	Roman Catholic	Muslim	Methodist	Not Specified	Other
	34%	29. 88%	15%	8%	3%	<1%	6%	3%

Sexuality	Bi-sexual	Gay	Lesbian	Heterosexual	Prefer Not to Say/Not Specified
	1%	1%	<1%	79%	18%

Student Data

Disability	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	22/22
No difficulty/disability/health problem	77%	81%	78%	91%	80%	83%	77%	82%	87%	90%
Has difficulty/disability/health problem	16%	17%	19%	9%	18%	14%	18%	14%	11%	8%
No information provided by the student	7%	2%	3%	0%	2%	3%	4%	4%	2%	2%

Ethnicity	12/13	13/14	14/15	15/16	16/17	17/18	19/20	20/21	21/22
White British	73%	72%	72%	74%	64%	63%	56%	68%	53%
African	5%	6%	7%	7%	12%	10%	16%	11%	16%
Other White	5%	5%	6%	3%	5%	5%	8%	6%	4%%
Other	3%	4%	2%	2%	3%	3%	%	0%	4%
Other Asian	1%	2%	2%	2%	3%	4%	5%	4%	9%
Arab	1%	1%	2%	2%	3%	2%	2%	1%	<1%
Pakistani	2%	2%	2%	2%	2%	2%	2%	2%	2%
Other Black	2%	2%	1%	1%	1%	1%	1%	3%	6%
Black Caribbean	1%	1%	1%	1%	1%	1%	0%	0%	<1%
Not Provided	3%	1%	1%	1%	1%	2%	2%	0%	0%
Indian	1%	1%	1%	1%	1%	0%	0%	0%	<1%
White/Asian	0%	0%	1%	1%	1%	1%	1%	1%	<1%
White/Black African	1%	1%	1%	1%	1%	1%	1%	1%	<1%
Chinese	1%	1%	1%	1%	1%	1%	1%	1%	<1%
Other Mixed	1%	1%	1%	1%	1%	1%	1%	1%	7%
Bangladeshi	0%	0%	0%	1%	0%	0%	0%	0%	<1%
Caribbean	1%	1%	0%	1%	1%	1%	1%	1%	1%
Irish	1%	0%	0%	0%	0%	0%	0%	0%	<1%
Gypsy/Irish Traveller	0%	0%	0%	0%	0%	0%	0%	0%	<1%

Ethnicity Categories changed for 2018/19:

Any other	301	4%	611	
Arab	178	2%		
Asian / Asian British - Any ot	329	4%	1280	
Asian / Asian British - Bangladeshi	28	0%	54	
Asian / Asian British - Chinese	53	1%	94	
Asian / Asian British - Indian	46	1%	44	
Asian / Asian British - Pakistani	174	2%	245	
Black / African / Caribbean /	1041	12%	2312	
Black other			847	
Mixed / Multiple ethnic group	400	5%	1019	
Not known	181	2%	0	
Other - Gypsy, Traveller, Roma	1	0%	?	
White - Any Other White background	441	5%	7649	
White - English / Welsh / Scottish	5353	62%	?	
White - Gypsy or Irish Traveller	6	0%	?	
White - Irish	33	0%	?	
	8565		14284	

Census Data 2021

Ethnicity	White	Mixed/ Multiple	Asian	Black	Other
Salford	82%	3%	6%	6%	3%
Manchester	56.8%	5.3%	20.9%	11.9%	5.1 %