

EDI Annual Report

Public Sector Equality Duty

March 2025

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.

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:

- 66% females and 34% males
- Average employee age is 43.4
- 83% are White (72% are White British)
- 24 employees are 65+ years old

We provide mandatory training for all new staff as part of our Corporate Induction and ongoing training for all staff on an annual basis. In 2025 we provided all staff with an Equality, Diversity and Inclusion Refresher Training Course as well as Sexual Harassment Awareness Training, which governors are also asked to complete. In 2024 we provided all staff with Disability Awareness and Inclusion Training. In March 2023 we held mandatory Equality, Diversity & Inclusion refresher training for all staff and 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 plan (PDP) 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.

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 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 a member of the

Steering Group now attends. Members of the Equality, Diversity and Inclusivity Steering Group have access to a range of resources through Stonewall.

From our 2025 staff survey 90% of employees who completed the survey said they felt they were treated fairly and with dignity and 88% confirmed that they feel that equality of opportunity is embedded within the culture of the College.

Proactively we have worked to enhance our meeting structure and provide Group Principal Briefings, whole Staff Conferences, Centre Principal 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 2024 until 31 December 2024 there were no E&D related grievances. In total we dealt with 3 grievances, and there have been no disciplinary cases 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. Centre Principals, Heads of Department have identified concerns with particular groups and events and action taken place.

Achievement Data -

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

In year retention Hybrid Year End 2024/25

1. Gender

% Retention rates	General Cohort	Male	Female
All ages	94	94.4	93.6
16-18	92.8	93.7	91.9
19+	96.1	96	96.2

Overall, in-year retention rates of males and females are in line, other than 16-18 females who's in-year retention is currently 1.8% below that of 16-18 males.

2. Ethnicity

Ret %	All ethnic Gps	Bangladeshi	Indian	Pakistani	Other Asian	Black African	Black Carib.	Black other	Chinese	Mixed	White
All ages	94	93.6	100	97.5	97.6	95.6	81.5	96.5	93.8	94.2	92.5

Bangladeshi, Mixed and White learners are slightly below the in-year retention rate for all ethnic groups. On further analysis this is an issue concentrated amongst the 16-18 age group. There are now 24 16-18 learners in the Black Caribbean category where the retention has now dropped to 75%.

3. Has/has not a Difficulty, Disability or Health Problem

Ret %	General Cohort	Has declared	Hasn't declared
All ages	94	93.4	94.1
16-18	92.8	92.2	93
19+	96.1	96.9	96.9

Learners who have declared a learning difficulty, disability or health problem have slightly lower retention than those without. The drop is concentrated in the 16–18-year-old age group.

4. Learning difficulty

Ret %	Gen. Cohort	Moderate	Severe	Dyslexia	Dyscalculia	Autism	Other Spec.	Multiple
All ages	94	90.5	100	92.8	100	94.2	94.6	100
16-18	92.8	89.4	100	92.4	100	93	93.3	100
19+	96.1	93.2	100	90	100	98.1	98	100

Learners with a learning difficulty are retained well at the college and are generally above the general cohort in nearly all categories for 16-18 with the exception of those with moderate learning difficulties or dyslexia.

5. Disadvantage measures

Disadvantage measure	General Cohort	YES
Pupil Premium	94	93.5
Safeguarded	94	92.6
Care Experienced	94	94.9
FSM Eligibility	94	95.1
EHCP	94	98.2

With the exception of EHCP learners, those with a disadvantage measure are showing slightly below the general cohort on the basis of retention rates.

In relation to closing the male and female, and ethnic group divide in retention rates the college will:

- Refresh the attendance monitoring procedure and stage warning processes
- Monitor attendance rates between females and males
- Monitor attendance rates between different ethnic groups
- Monitor Progress Over Time grades between females and males
- Monitor Progress Over Time grades between ethnic groups
- Ensure an Inclusive classroom in the College's Shallow Paddles
- 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

Teaching Learning and Assessment Survey:

March/April 2024

- 96.39% of students agreed they feel safe at college.
- 94.4% of students agreed my teacher treats us all fairly and equally.
- 2857 students completed the survey across the 5 colleges.

Engagement Activities:

As the College continues to address the significant impact on mental health that the pandemic had across all age groups and also in addition, to the extensive pastoral care required, a number of initiatives have been reaffirmed 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.

In recognition of the flexibility of adult study programmes and as part of the broader college umbrella #WELLSTUDENT; the College created a tailored app to support the wellbeing, mental health and welfare of adult students in collaboration with external company UniWellbeing. This provides provide 24/7 advice, support and guidance and was launched in October 2022. This is available for students on any adult learning programme. There are clear signposts under the "SOS" function for students in crisis, to external agencies across Salford such as needing to call the emergency services, 111 or for external support regarding a range of safeguarding topics from domestic abuse to debt and housing advice. The app includes broader emotional wellbeing support and all contacts used are mirrored from the Salford City Council directory. The #WELLSTUDENT app includes an interactive chat bot that students can send messages to at any time of day and has intelligence to suggest appropriate referral contacts depending on the nature of the student's query and/or wellbeing activities promoting mindfulness. The latest update allows students the ability to create and share safety plans; these are mainly focused on models developed with Papyrus and Students against Depression (SAD) focusing on suicide prevention.

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

The College has also committed to the AoC's equity, diversity and inclusion charter's pledge, with a particular focus on SEND:

Salford City College Group has now signed the AOC Charter in September 2024, and the Governing Body has agreed that for the Academic Years 2024- 2026

- We pledge to remove barriers to access and equal opportunities for SEND students, fostering cultural awareness and respect, and promoting understanding of their unique histories and traditions.
- We will create personalised support services for SEND students, promoting academic success and personal development. We will actively involve these individuals in decision-making processes for their representation.
- We pledge to continuously educate ourselves, staff, and educational communities about SEND individuals' challenges and aspirations, enhancing support mechanisms and creating an inclusive, respectful environment.
- Achievement will be monitored by recording agreed milestones and appropriate measures of success and published in annual reports.

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 Microsoft Teams across all centres and are available for students to access.

Students and staff have showcased work during Black History Month in October 2023 and LGBT History Month in February 2024 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).

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 and meetings with the Governor responsible for EDI.

Equality Objectives & EDIMs

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.

Equality & Diversity Impact Measures

Staff Equality & Diversity Impact Measures

Intent	Implementation	Impact
Better reflect Salford's diversity	Regularly review recruitment practices, diversify advertising channels based on role type and level, and provide unconscious bias and recruitment training for managers.	Staff demographics better align with Salford Census 2021: aim to reduce White staff to 82% and increase disability declarations to 21%.
Raise EDI awareness	Deliver up-to-date and relevant EDI training as part of annual CPD, ensuring all staff are engaged with current equality topics.	100% of staff complete mandatory EDI training annually, fostering a more inclusive and informed workplace culture.
Reduce Gender Pay Gap	Support career progression for women through targeted CPD and talent development, and promote flexible working for senior roles.	Gender pay gap narrows by 1% each year, improving gender equity in leadership and pay.
Support disabled staff	Guarantee interviews for disabled applicants meeting essential criteria, monitor development access, and promote flexible working.	More disabled staff progress into senior roles; College advances to Disability Confident Leader status.

Student Equality & Diversity Impact Measures

Intent	Implementation	Impact
Inclusive curriculum for all levels	Deliver widening participation initiatives such as ESOL bridging, supported internships, and accessible pathways for all learners.	Improved recruitment across entry levels; positive learner feedback and case studies highlight inclusive impact.
Improve SEND teaching outcomes	Provide Inclusive Classroom training and bespoke CPD for staff; enhance learner profiles with EHCP summaries and monitor SEND attendance.	Improved teaching practices and learner outcomes; positive feedback from observations and surveys.
Track SEND learner progress	Strengthen induction and assessment, increase frequency of key assessments, and offer targeted support and bursaries.	Higher retention and achievement for SEND learners; inclusive curriculum shaped by learner needs and staff training.
Close retention gaps (gender & ethnicity)	Provide targeted support for 16–18 females and Black Caribbean learners through mentoring, focus groups, and community networks.	Improved retention and engagement; more equitable outcomes across gender and ethnic groups.
Boost adult learner support	Promote support services during induction and in class; align SEND support for adults with 16–18s and streamline support planning.	Faster identification of needs, increased referrals, and improved learner satisfaction.

Appendix 1

Staff Data

Gender		Female	Male
		66%	34%

Disability	No	Prefer Not to Say	Yes
	73.1%	11.8%	15.1%

Ethnicity	White – British/Other	Not Disclosed	Prefer Not to Say	BAME
	83.1%	7.05%	1.91%	7.94%

Age	16-19	20-29	30-39	40-49	50-59	60-69	70+
	<1%	14.8%	20%	25%	26%	12.8%	<1%

Religion	CoE/ RC Christian	No Religion	Prefer Not To Say	Muslim	Not Specified	Other
	38.1%	31%	11%	2.9%	10.4%	6.6%

Sexuality	Bi-sexual	Gay	Lesbian	Heterosexual	Prefer Not to Say	Not Specified
	1.6%	1.5%	<1%	76.5%	12.3%	7.3%

Student Data

Disability	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	22/22	22/23	23/24	24/25
No difficulty/disability/health problem	77%	81%	78%	91%	80%	83%	77%	82%	87%	90%	85%	84%	82%
Has difficulty/disability/health problem	16%	17%	19%	9%	18%	14%	18%	14%	11%	8%	15.4%	15%	17%
No information provided by the student	7%	2%	3%	0%	2%	3%	4%	4%	2%	2%	<1%	<1%	1%

Ethnicity	12/13	13/14	14/15	15/16	16/17	17/18	19/20	20/21	21/22	22/23	23/24	24/25
White British	73%	72%	72%	74%	64%	63%	56%	68%	53%	56%	55%	54.3%
African	5%	6%	7%	7%	12%	10%	16%	11%	16%	10%	10%	9.25%
Other White	5%	5%	6%	3%	5%	5%	8%	6%	4%	9%	8%	6.64%
Other Black	3%	4%	2%	2%	3%	3%	9%	0%	4%	5%	5%	5.83%
Other Asian	1%	2%	2%	2%	3%	4%	5%	4%	9%	4.5%	5%	5.16%
Arab	1%	1%	2%	2%	3%	2%	2%	1%	<1%	3%	4%	3.41%
Pakistani	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	3.05%
Other Black	2%	2%	1%	1%	1%	1%	1%	3%	6%	1.7%	5%	2.87%
Black Caribbean	1%	1%	1%	1%	1%	1%	0%	0%	<1%	1.2%	5%	1.98%
Not Provided	3%	1%	1%	1%	1%	2%	2%	0%	0%	1.2%	<1%	1.83%
Indian	1%	1%	1%	1%	1%	0%	0%	0%	<1%	<1%	<1%	1.19%
White/Asian	0%	0%	1%	1%	1%	1%	1%	1%	<1%	<1%	<1%	<1%
White/Black African	1%	1%	1%	1%	1%	1%	1%	1%	<1%	<1%	<1%	<1%
Chinese	1%	1%	1%	1%	1%	1%	1%	1%	<1%	<1%	<1%	<1%
Other Mixed	1%	1%	1%	1%	1%	1%	1%	1%	7%	<1%	<1%	<1%
Bangladeshi	0%	0%	0%	1%	0%	0%	0%	0%	<1%	<1%	<1%	<1%
Caribbean	1%	1%	0%	1%	1%	1%	1%	1%	1%	<1%	<1%	<1%
Irish	1%	0%	0%	0%	0%	0%	0%	0%	<1%	<1%	<1%	<1%
Gypsy/Irish Traveller	0%	0%	0%	0%	0%	0%	0%	0%	<1%	<1%	<1%	<1%

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 %