

EDI Annual Report

Public Sector Equality Duty

June 2026

Introduction

Salford City College 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:

- 65% females and 35% males
- Average employee age is 46
- 82% are White (71% are White British)
- 28 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 2025/26 we provided all staff with training on Neurodiversity and in 2024 /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. 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.

All staff are invited to #WELLHeard meetings each term in which Equality, Diversity and Inclusivity is a standard agenda item for staff to contribute to college wide initiatives, and raise matters for consideration. The College is a Stonewall College Champion and is also a member of the North West Equality, Diversity & Inclusion Learning Providers Network.

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 2025 until 31 December 2025 there were no E&D related grievances. In total we dealt with 4 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. 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. The college’s Quality Team regularly reports inclusion data to the Senior Leadership Team. Work will continue to reduce the number of ‘unknowns’ and broaden the areas reported on such as pregnancy and maternity. Where Centre Principals or other managers have identified concerns with groups of learners, swift action is taken to remedy any issues.

Achievement Data -

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

In year retention Hybrid Year End 2025/26 (19.5.26)

1. Gender

% Retention rates	General Cohort	Male	Female
All ages	95.9	95.7	96
16-18	93.6	93.6	93.5
19+	97.6	97.8	97.5

Overall, in-year retention rates of 16–18-year-old males and females are almost identical, with a differential of 0.1%. Similarly, the in-year retention rates of 19+ males and females are within 0.3% of each other. Therefore, at this point in the academic year it can be said there are no significant differences in the in-year retention of males and females in either age group. Although there is a difference in the retention rates of 16-18 and 19+, this is to be expected at this time of the year as there are adult learners who enrol in term 3.

2. Ethnicity *

Ret %	All Ethnic Gps	Bangladeshi	Indian	Pakistani	Other Asian	Black African	Black Carib.	Black other	Chinese	Mixed	White
All age	95.9	94.1 (48)	95.7	95.4	98.1	97.3	90.2 (55)	98.2	99.1	95 (1032)	94.5
16-18	93.6	85 (17)	90.3 (28)	91.3 (115)	95.3	94.7	68.8 (11)	96.9	97.2	91 (333)	93.5
19+	97.6	100	100	99.3	98.5	98.4	97.8	98.7	99.5	97.1	96.2 (2427)

*For clarity, where the percentage difference of a certain ethnic group is below 1% of that of the general cohort, the number of starts has been added in brackets. Please note that the number of starts is not the same as the number of learners as a learner may have more than one qualification (starts) they are studying for.

On further analysis of any gaps above from the 16-18 age group; there has been one 16-18 Bangladeshi learner who has left an A level programme of study, and this is not deemed significant. Similarly, there is one 16-18 Indian learner from Pendleton (A level programme) and one 16-18 learner from Eccles who have left in year, again given the small number of learners this is not significant. The number of 16–18-year-old Pakistani learners who have left in year is also minimal (approximately 6 learners, many of whom are also studying maths and English GCSE) and there is no pattern in terms of college attended or course studied. For the small number of Black Caribbean that have left, one was on public services, one on an ESOL course and the other studied art and design. Again, no discernible pattern can be detected. The ethnic category of Mixed has a slightly more significant number of starts (45 starts are no longer retained, which represents approximately 15 learners), a. Again, no pattern can be ascertained from the curriculum they studied.

Of the 19+ learners there is only one ethnic group, White, where the in-year retention is 1.4% below that of the general cohort. As White is the largest ethnic group and there are still learners enrolling on adult courses in term 3, the situation will be looked at again at the end of the academic year. There are currently no curriculum areas that are skewing figures indicating any issues.

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

Ret %	General Cohort	Has declared	Hasn't declared
All ages	95.9	96.5	95.7
16-18	93.6	95.1	93.1
19+	97.6	97.6	97.6

It is really pleasing to see that those learners, of both age cohorts, who have declared a learning difficulty or disability are showing in-year retention figures at or above those of the general cohort. All interventions to support these learners through initiatives such as Know Me to Teach me and Small Changes, Big Impact are proving effective.

4. Learning difficulty *

Ret %	Gen. Cohort	Moderate	Severe	Dyslexia	Dyscalculia	Autism	Other Spec.	Multiple
All ages	95.9	98.4	100	95.1	98	94.2 (590)	97.8	97.5
16-18	93.6	97.8	100	95.4	97.3	94.1	95.8	100
19+	97.6	98.9	100	94.3 (164)	100	94.6 (194)	100	96.6

*For clarity, where the percentage difference of a certain learning difficulty category is below 1% of that of the general cohort, the number of starts has been added in brackets. Please note that the number of starts is not the same as the number of learners as a learner may have more than one qualification (starts) they are studying for.

A lot of work has taken place across the college to ensure that staff are fully trained on all aspect of working effectively with learners with learning difficulties and disabilities as part of the 'Small Changes, Big Impact' initiative. It is good to see the impact of this work with all learning difficulty cohorts in the 16-18 age group having in-year retention levels above that of the general cohort. For adult learners, those who have been identified as having autism and dyslexia are slightly below the in-year retention rates of the general cohort. Although there is no pattern as far as curriculum areas or centre is concerned, the college has mandated additional training around dyslexia and autism. These sessions were delivered by specialist staff and supported staff to recognise the traits of both conditions, adapt teaching accordingly and looking at assessing in different ways such as recording feedback for learners with dyslexia.

5. Disadvantage measures

Disadvantage measure	General Cohort	YES
Approved for Bursary	93.6	98.8
Has Social Care Involvement	93.6	93.4
Cared for Learners	93.6	95.3
FSM Eligibility	93.6	96.6
EHCP	93.6	97.7
High Needs	93.6	97.2
Indices of Multiple Deprivation (1,2,3)	93.6	93.7

All of the above inclusion categories are above or within 1% of the in-year retention of the general cohort of learners. The college does careful transition work and provides in-year support to vulnerable groups to ensure that learners have any barriers to success removed.

In order to ensure there are no differences in data between inclusion groups and the general cohort, the college will:

- Regularly monitor attendance and in-year retention of various groups of learners

- Monitor Progress over Time grades of different groups of learners to ensure expected progress is being made by all
- Ensure an inclusive classroom in the College's Shallow Paddles
- Monitor and address student responses in the Teaching and Learning survey
- Highlight any areas for improvement in our High-Level SAR highlight and Quality Improvement Plan

Engagement Activities:

The College is committed to promoting equity, inclusion, and wellbeing across all aspects of college life. Mental health, and a proactive and preventative approach to wellbeing, remain central to our ethos as we respond to the changing needs of our learners and communities through both local and national perspectives. Our work in this area continues to evolve and was recognised nationally when the college received the prestigious NOCN Group Beacon Award for Mental Health and Wellbeing in 2024–25. Following this achievement, the college has been invited to share best practice with a range of education providers and has presented at the Association of Colleges Mental Health Conference on two occasions.

Central to this work is our fully inclusive #WELLSTUDENT approach, which places student voice, partnership working and equitable access to support at the heart of the college experience. Each year, the college hosts a wellbeing consultation conference with local agencies, employers and community partners to explore the factors impacting the health, wellbeing, education and future aspirations of young people and adults within the local community. The purpose of this consultation is to ensure that our personal development curriculum remains meaningful, responsive, and reflective of the lived experiences of our learners and the wider community. Feedback gathered through these collaborative partnerships directly informs the design of tutorial content, staff and student resources, monthly wellbeing publications and online support sessions for parents and carers. It also contributes to the ongoing development of the college's online wellbeing portal, launched in 2022, which provides students with 24/7 access to guidance, support and local health and wellbeing services.

The college continues to innovate in response to emerging wellbeing needs. In recognition of the increasing challenges associated with digital distraction and screen use, the college has collaborated with Fluid Focus to support students and staff in developing healthier digital habits, improving focus and enhancing attention management. The #WELLSTUDENT programme has also expanded to include targeted thematic initiatives responding to local and national concerns. This has included a Violence Against Women and Girls Week of Action delivered in partnership with organisations including the Alice Ruggle's Trust, Dangerous to Know Theatre Company and the Transport for Greater Manchester TravelSafe Team. Through workshops, performances, awareness activities and specialist staff development, students were provided with opportunities to engage in meaningful discussion around personal safety, healthy relationships and community responsibility.

Student participation remains fundamental to fostering a culture of belonging and inclusion across the college group. Student representatives, through the Student Council and #WELLSTUDENT Champion teams, play an active role in promoting equity and wellbeing through awareness campaigns, peer engagement activities and cultural celebration events. These activities are consistently recognised positively within learner feedback and contribute significantly to creating an inclusive environment in which diversity is celebrated, and all learners feel represented and valued.

The college remains committed to ensuring equitable access to education and enrichment opportunities for learners with special educational needs and disabilities. This commitment is further demonstrated through the signing of the Association of Colleges Equality, Diversity and Inclusion Charter Pledge and through the appointment of dedicated SEMH #WELLSTUDENT Coaches at each campus. These specialist roles provide tailored emotional and practical support to students, helping to remove barriers to participation and ensuring full access to both academic and enrichment opportunities.

Additional targeted support is provided for care experienced learners and students facing financial hardship or disadvantage. Care experienced students are supported by dedicated pastoral staff who provide ongoing emotional and practical guidance throughout their studies. Learners benefit from enhanced transition support, regular multi-agency review meetings, careers interventions and bespoke external visits designed to develop independence, confidence and cultural capital. The college bursary fund further supports students by reducing financial barriers to participation in both curricular and extracurricular activities. Students experiencing hardship are also supported through the provision of resources such as laptops, subsidised or free travel and access to personal care and food bank services across college campuses.

The college works closely with external agencies to ensure fair access to education for vulnerable learners and those requiring additional support. Strong collaborative relationships with the youth justice service have enabled the college to provide safe and appropriate educational opportunities for young people supported through these pathways. The college's contribution to the Greater Manchester Remand Project and its internal safety planning processes have been recognised as examples of best practice, reinforcing our commitment to inclusion, safety and equitable opportunity for all learners.

Across all provision types, the college delivers a broad and inclusive personal development curriculum that promotes British values, equality, diversity, wellbeing, employability, healthy relationships and personal safety. Resources are developed by specialist staff and delivered through tutorials and accessible digital platforms to ensure consistency across the college group. The curriculum is enhanced by contributions from a wide range of guest speakers and community representatives, including faith leaders who support discussions around community cohesion, respect and understanding. The college's work in this area was recognised nationally through a published case study by the Association of Colleges in April 2026.

The college continues to seek innovative approaches to inclusion and learner support. Initiatives such as Know Me to Teach Me have been developed to ensure that individual needs, barriers and reasonable adjustments are identified at the earliest possible stage of a learner's journey, enabling effective support to be implemented from the outset. Through strategic leadership, meaningful partnerships and an unwavering commitment to equity and wellbeing, the college strives to ensure that inclusion remains embedded at every level of the organisation and that all learners are empowered to thrive, achieve and progress successfully.

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 now maintain White staff to around 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	More disabled staff progress into senior roles; College advances to Disability

	meeting essential criteria, monitor development access, and promote flexible working.	Confident Leader status.
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Student Equality & Diversity Impact Measures

Intent	Implementation	Impact
Influence curriculum to ensure all teachers are a teacher of SEND	Further implementation and training of adaptive teaching strategy.	All learner groups demonstrate comparable positive progress over time, with no significant gaps by background, as evidenced through termly achievement data and progress tracking
In year monitoring of learner progress of learner cohorts by gender, ethnicity, SEND and vulnerable categories to be part of curriculum and quality cycle.	Assess learners four times annually to track progress. Analyse results, identify those at risk, and implement monitored interventions, alongside ongoing KPI monitoring at course, department, college, and group and vulnerable cohort levels.	All learner groups demonstrate comparable positive progress over time, with no significant gaps by background, as evidenced through termly achievement data and progress tracking
Ensure the college is delivering current and best practice in context of learners with SEND	Maintain influence across local, regional, and national stakeholder boards, including SEND/SENCO conferences, Salford SEND & AP Board, Supported Internship Networks, THRIVE, Preparation for Adulthood Working Group, and the North West Colleges Inclusion Network.	Active contribution to key stakeholder boards results in strengthened partnerships, increased collaboration opportunities, and demonstrable improvements in SEND provision and outcomes
Further enhance our transition offer and IAG to ensure the right learner is on the right course and every learner continues meet their Preparation for Adulthood targets and belongs, thrives and achieves.	Use an Enhanced Transition Profile to review needs, safeguarding, and risk. Strengthen multi-agency data sharing. Complete holistic assessments to safeguard learners and build skills to improve wellbeing and reduce risk.	All learners have completed Enhanced Transition Profiles and holistic assessments, with effective multi-agency information sharing evidenced, leading to improved safeguarding, reduced risk incidents, and measurable improvements in learner wellbeing and engagement.

Appendix 1

Staff Data

Gender	Female	Male					
	65%	35%					
Disability	No	Prefer Not to Say	Yes				
	75.2%	11.1%	13.7%				
Ethnicity	White – British/Other	Not Disclosed	Prefer Not to Say	BAME			
	82%	8%	1.4%	8.6%			
Age	16-19	20-29	30-39	40-49	50-59	60-69	70+
	<1%	15%	19.2%	25.8%	26.6%	12%	1%
Religion	CoE/ RC Christian	No Religion	Prefer Not To Say	Muslim	Not Specified	Other	
	38.4%	32%	10.4%	2.6%	10.7%	5.9%	
Sexuality	Bi-sexual	Gay	Lesbian	Heterosexual	Prefer Not to Say	Not Specified	
	2%	1.7%	<1%	77.2%	11.4%	6.8%	

Student Data

Description	22-23	23-24	24-25	25-26
No learning difficulty or disability	84.7%	84.5%	81.3%	79.1%
Student has a learning difficulty or disability	15.3%	15.5%	18.7%	20.9%
Not Provided	0.0%	0.3%	0.4%	0.6%

Ethnicity	22-23	23-24	24-25	25-26
English / Welsh / Scottish / Northern Irish	56.0%	54.3%	54.6%	50.4%
Any Other White background	9.2%	7.5%	6.8%	5.1%
African	10.6%	10.8%	9.5%	9.3%
Any other Asian background	5.3%	4.7%	5.2%	4.7%
Any Other Black / African / Caribbean	4.6%	5.3%	6.0%	4.6%
Arab	3.3%	3.6%	2.9%	3.0%
Any Other Mixed / multiple ethnicity	2.3%	2.2%	2.8%	2.1%
Pakistani	1.8%	2.2%	1.9%	1.6%
White and Black African	1.2%	1.4%	1.9%	1.3%
White and Asian	1.2%	1.2%	1.2%	1.1%
White and Black Caribbean	0.8%	0.8%	0.8%	0.8%
Caribbean	0.7%	0.6%	0.4%	0.3%
Chinese	0.7%	0.8%	0.6%	1.3%
Indian	0.6%	0.9%	0.8%	0.5%
Bangladeshi	0.4%	0.5%	0.5%	0.3%
Irish	0.3%	0.3%	0.2%	0.2%
Gypsy or Irish Traveller	0.1%	0.1%	0.1%	0.1%
White - Any Other White background	N/A	0.1%	N/A	N/A
Any other ethnic group	0.6%	2.7%	3.8%	4.4%
Not provided	0.1%	0.0%	0.0%	0.7%

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%