

Solihull College & University Centre  
and Stratford-upon-Avon College

# EQUALITY & DIVERSITY

Annual Report 2018



Solihull College  
& University Centre

Stratford-upon-Avon  
College



This annual report focuses on the work of the College in respect of its equality & diversity activities and responsibilities covering the academic year 2017/18 extending through to the end of the calendar year December 2018.

On 1 February 2018, Solihull College and University Centre completed its merger with Stratford-Upon Avon College.

The business name of the merged College is Solihull College and University Centre, also referred to as SCUC within this report. Unless stated otherwise, any reference in this document to Solihull College & University Centre or SCUC within the various sets of data and reports applies to the whole College, including Stratford Upon Avon College.

## COMBINED COLLEGE IS NEW FORCE IN REGION

Solihull College & University Centre is delighted to complete its merger with Stratford-upon-Avon College.

Solihull's infrastructure and investment capacity will combine with Stratford's key strengths and expertise in order for the combined College to have greater resilience and influence in the region.

John Callaghan, Principal and Chief Executive of the newly combined College, commented: "Each college possesses unique areas of expertise and this merger will enable us to maximise our combined strengths".

"The creative curriculum at Stratford was one of the prime reasons we wanted to merge with them so I'm particularly pleased that we are able to open this up to a more diverse population. I'm also delighted that we are drawing on the unique cultural and historical character of the town to enhance the offer in a way no other town could".

A key feature of the merger is the wider range of opportunity for potential students at both Colleges. Building on its core strengths in creative arts, culture and hospitality, over 20 new courses will be launched across the curriculum at Stratford in September 2018. Stratford students will also have a direct progression route to university level courses in subjects such as engineering, sport and computing by linking up with Solihull.



A public consultation process allowed the local community and all stakeholders the opportunity to voice their opinions – an impressive 73% overall were in favour of the merger, with only 2% against.

The local business community will also gain from the merger. Stevie Edmund-Jones, Head of Employer Engagement at Stratford-upon-Avon College commented "The merger will allow us to develop deeper relationships with local employers, forge new apprenticeship opportunities and better serve the community".

John Callaghan is confident of an exciting future for the combined College: "I very much look forward to the future in which, by combining our various strengths and areas of expertise, we will be able to provide ever higher standards of provision for our local communities".

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To Inclusion...and Beyond!



# Executive Summary

Solihull College & University Centre (SCUC) embraces the changes brought by The Equality Act 2010.

SCUC has a set of five core values which underpin everything that we do. Equality and Diversity is embedded within the five values.

## Our Values

- Inspiring and supporting students to succeed
- Striving for excellence exceeding expectations
- Respecting each other
- Recognising our responsibility
- Caring, sharing and working together.





## Equality Policy Statement

Solihull College & University Centre has a culture where difference is respected and diversity celebrated. We welcome all students, regardless of age, race, ethnicity, religious belief, gender, sexual orientation or disability.

We expect all members of our college & university centre community to recognise and respect this.

SCUC will continue to treat all students and employees with respect and dignity, and seek to provide a positive working and learning environment free from discrimination, harassment or victimisation.

SCUC makes a genuine and realistic commitment to continually raising awareness of equality and diversity matters both within and outside of curriculum settings to challenge and minimise discrimination and prejudice in all of its forms.

SCUC welcomes, as an employer and as a provider of education and training, its duty towards those individuals sharing one or more of the protected characteristics of age, disability, gender re-assignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation and, where relevant, marriage and civil partnership.

### Solihull College & University Centre has due regard to its duties to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

SCUC celebrates and values the diversity brought to its workforce by individuals and believes that we benefit from engaging staff from a variety of backgrounds and abilities thus allowing it to meet the needs of a diverse student population.

SCUC will seek not only to eliminate discrimination but also to create a working and learning environment based on positive relations. To this end, SCUC undertakes to provide training and support for staff, to consult with all staff about their experience of the working environment and to provide diverse images in any materials that it produces for learners and staff. The aim is to create a positive inclusive ethos where any issues of stereotyping and discrimination can be discussed openly, with a shared commitment to challenging and preventing discrimination, to respecting diversity and difference and to encouraging good relations between people.

SCUC will work towards the elimination of discrimination whether overt or covert and will seek to ensure that individuals and communities have equal access to learning programmes and facilities.

### Improving equality brings with it benefits to the organisation as it:

- Helps to create a positive atmosphere where there is a shared commitment to value diversity and respect difference
- mainstreams equality by focusing on the different needs of employees and students (learners)
- strengthens our work with our partners and stakeholders
- improves quality by meeting the needs of all our customers, internal and external

This report sets out Solihull College & University Centre's approach to equality and diversity, its compliance with the duties outlined in the Equality Act 2010 and, specifically how we seek to eliminate discrimination, advance equality of opportunity and foster good relations between people sharing protected characteristics and those who do not.

The report includes information relating to the SCUC's workforce, learners and service users.

# The College's Self Assessment of Equality & Diversity

The following are extracts from the College Self-Assessment Report 2017/18:

## Monitoring of progress of learners so that none are disadvantaged or under achieve

- The College closely monitors the performance of different groups of learners and, where there are achievement gaps, takes steps to help underperforming groups of learners to do better. As a result, few differences exist in achievement between particular groups.
- 16-18 learners with learning difficulties/disabilities at Stratford and Solihull achieve well above the national average, particularly the 357 learners with Autism and the 192 with Dyslexia at Solihull. At Stratford the 19 learners with Dyslexia and 33 with moderate learning difficulties achieve less well, and this is an area for improvement.
- On adult programmes at Stratford, (mainly distance learning certificates), learners with learning difficulties/disabilities achieve 11% less well than adults without learning difficulties/disabilities whose achievement is very high at 91% (NA 87%).
- There is a significant achievement gap between females and males for Apprentices. At Solihull, female apprentices' achievement is 9% below male apprentices. This is due, in part, to lower achievement on Health & Care frameworks. At Stratford, male apprentices' achievement is 11% below female apprentices. Achievement was particularly low for Engineering, Motor Vehicle and Construction.
- The College is also monitoring the 10% achievement gap between Solihull 16-18 and adult apprentices.

- There is an emerging adult BAME achievement gap at Solihull, particularly black adults, compared to their peers. However, almost half of these learners were enrolled on Functional Skills, and they achieved in line with the national average for those qualifications.
- Effective arrangements are in place to support the transition from school to FE, between educational establishments and also between courses or levels for students with additional needs. Students are met by their potential support tutor and individual support plans (ISP) are completed in order to help understand the needs of the student and to communicate important information to the relevant staff.
- Staff successfully ensure that learners with high needs, such as learning difficulties and/or disabilities, integrate well into the life of the College with those following higher-level courses in a mutually supportive environment. Learners and staff display very respectful, inclusive and tolerant attitudes in all lessons and public areas.
- Learners with additional needs have the opportunity to fully participate and have access to the same opportunities as other students. Effective risk assessments enable learners to participate in both college activities and curriculum trips that are important to the learners' successful completion of their qualification.
- Other aspects of learners' experience are carefully monitored by different groups, such as attendance, disciplinary intervention, and withdrawal. However, the College needs to further develop the monitoring of progression and destinations to inform improvement communicate important information to the relevant staff.

# The College's Self Assessment of Equality & Diversity

## Promotion of Equality and Diversity

- Staff at all levels promote very well an inclusive and tolerant culture. Learners treat each other and staff with high levels of respect. Teachers promote fundamental British values and celebrate diversity well in lessons; as a result, learners' understanding is comprehensive.
- Managers ensure that staff promote a wide range of equality and diversity themes through, for example, an appropriate focus on these themes in lesson observations and scheme-of-work reviews.
- Managers have established a clear set of complementary college values and staff integrate these well into their courses.
- Promotion of British Values is included in staff development sessions, and teams are continue to develop resources and schemes of work to ensure that learners are well prepared for life in modern Britain, including Solihull and Stratford, and their wider local environment. Good examples of how learners are developing their awareness of British Values are evident in observation reports for Public Services and Early Years, where participation of minority groups in the workforce are analysed and discussed.
- High levels of engagement in cross college events, such as: 'Celebration of the Cultures of the College', 'Pudsey – Save the children', and Down's Syndrome Day.
- The Director of Student Services plays a lead role in the Equality & Diversity Group and its subcommittee and works closely with curriculum areas to promote E&D and provide support on student disciplinary issues.
- There is a zero tolerance of bullying, harassment and discrimination. Learners feel safe, and know how to report incidences which are dealt with swiftly and effectively.

## Teaching, learning and assessment promote equality and diversity

- In the large majority of lessons, teachers integrate work on the understanding of fundamental British Values, and equality and diversity, well into their activities. As a result, learners demonstrate in their work a good understanding of relevant issues relating to social diversity, gender, age and ethnicity. Learners work well together and demonstrate high levels of respect for each other and their teachers when discussing subjects such as poverty, homelessness and homophobia. These activities effectively promote their wider understanding of life in modern Britain.
- The tutorial programme provides consistency across all programmes, and gives learners access to high quality delivery of key equality and diversity themes. Learning walks evidence this consistency, particularly in the use of common resources.
- Teachers and assessors have developed resources and schemes of work to strengthen embedding and development of students' understanding of British Values. For example, the Student Representative elections provide an ideal context for exploring democracy and rights.
- tutor groups and apprentices. The tutorial content is intensely thought provoking and feedback from learning walks is that learners have readily engaged in mature discussion around the dangers of radicalisation, and understand the referral processes if they are concerned about anything relating to this theme. Resources to explore the Prevent them have been refreshed and differentiated to take into account progressing learners and learners at different levels.

*continued overleaf...*

# The College's Self Assessment of Equality & Diversity

## *Teaching, learning and assessment promote equality and diversity continued...*

- The majority of programmes are well planned to integrate Equality and Diversity and British Values themes and learners demonstrate a good understanding of key issues. Tutors often use naturally occurring opportunities to promote and reinforce learners' knowledge and understanding of key Equality and Diversity themes.
- Some teachers fail to exploit opportunities in lessons or plan lessons that extend learning and increase awareness.
- Themes of equality and diversity, and British Values related to specific workplace examples are well explored by the majority of assessors with apprentice learners.

## **Self Assessment of the College's High Needs Provision** **Grade: Good**

- High needs students are effectively supported upon a wide range of provision.
- Staff successfully ensure that learners with high needs, such as learning difficulties and/or disabilities, integrate well into the life of the College with those following higher-level courses in a mutually supportive environment. Learners and staff display very respectful, inclusive and tolerant attitudes in all lessons and public areas.
- Teachers are particularly good at meeting the needs and improving the skills of learners who have complex or severe learning difficulties and/or disabilities and, as a result, they make good progress in developing greater independence.
- There was a retention rate of 90% for High Need students during 2017/18. High needs students are studying across a wide range of areas and from Foundation to Level 3.
- The College had 49 learners (2017/18) in receipt of high needs funding from three local authorities (Solihull, Sandwell and Birmingham). 9 learners were on discrete Entry-level courses and 33 followed courses across the College from Entry to Level 3 programmes.
- The number of high needs students on the supported learning course REACH has decreased from 13 in 2016/17 to 5 in 2017/18 – this was because fewer students in the group were considered high needs as they had developed their independence skills.
- Of the 5 students that successfully completed REACH in 2017/18, 3 have progressed to mainstream Level 1 courses.
- The retention rate for high need students in 2017/18 was 90% - this reduced from 98% in 2016/17. Students left primarily due to medical conditions.



# The College's Self Assessment of Equality & Diversity

- During 2017/18, 24 of the 49 high need students (48%) indicated autism as their primary additional need.
- High needs students were supported across all levels – there was an increase of 90% in High needs students on Level 1 courses.
- To ensure that the process for identifying and supporting high needs students is consistently implemented within the Stratford Campus, a support tutor and Lead LSA have been appointed at Stratford in order to start the process of harmonisation. This will be further reinforced by meeting with the relevant LEAs and key staff members at Stratford to ensure all processes are consistent.
- High needs students' individual needs are identified and supported in a timely and effective manner.
- Managers use the funding for learners with high needs appropriately and arrangements to help learners make the transition from their previous provision are effective. External agencies, healthcare professionals and parents and carers contribute to the design of personalised programmes for learners who have a range of special educational needs, including autism spectrum disorder, Down's Syndrome and Cerebral Palsy.
- A structured transition process during the summer terms enabled additional needs support tutors to identify the needs of individual students and support them through the transition into Further Education.
- Closer links with SENAR and Local Education Authorities in Solihull and Birmingham have been developed through participation in High Needs Partnership groups. This has enabled more effective planning to meet the needs of high needs students during the transition process.
- Individuals needs are communicated to relevant staff in an effective and timely manner.

- Learners with high needs demonstrate a positive attitude to learning. They arrive on time for lessons, are well prepared and demonstrate very good behaviour and conduct. All learners with high needs have a clear understanding of safeguarding procedures and know who they should contact if they have any concerns.
- The development towards independence of students with high needs is highly effective through enrichment, personal development and support on both discreet and mainstream programmes.
- Learners with high needs are provided with regular opportunities to develop their independence and improve their communication skills. They work both independently and collaboratively on a range of challenging and purposeful activities. This work develops and enhances the skills they require for independence and to participate successfully in wider activities within the college. For example learners who have autism spectrum disorder have formed a social development group to help improve their communication skills.
- In a minority of cases where learners with high needs are enrolled in non-specialist provision such as study programmes, teachers do not always use the information from individual support plans effectively to ensure that learning meets the requirements of all learners with high needs.
- Additional Needs Support tutors updated and created over 450 Individual Support Plans during the transition period (June-August 2018).
- The attendance rate for high needs students during 2017/18 was 89% - identifying individual needs and implementing a support plan in a timely manner enables students' needs to be met during the early weeks of their FE experience.

# The College's Self Assessment of Equality & Diversity

## High Needs Student Destinations

- The large majority of learners with high needs make good progress, and many move on to a higher level of study after their courses.
  - 56% of high need students remained at Solihull College & University Centre and progressed within their chosen programme – this decreased from 61% the previous year.
  - 6% of high need students progressed to Higher Education – this was compared to 10% the previous year
  - 6% of high need students completed their courses to seek employment.
- It is the College's objective to prepare learners for adulthood; this involves encouraging independence where it is possible. Decreased costs for individual high needs students over consecutive years indicate that support is reviewed and reduced to promote independent learning and can be a valid measurement of value added in respect of social and personal development.
- 49% of the high needs students from 2017/18 are no longer considered high needs students in 2018/19.

| Destination             | 2015/16 | 2016/17 | 2017/18 |
|-------------------------|---------|---------|---------|
| Progression Internally  | 48%     | 61%     | 56%     |
| Course Change (Sol Col) | 17%     | 10%     | 16%     |
| Progression to HE       | 10%     | 6%      | 6%      |
| Supported Internships   | NA      | NA      | 2%      |
| Seeking Employment      | 6%      | 12%     | 6%      |
| Refer to LEA            | 4%      | 4%      | 4%      |
| Self-Withdrawal         | 2%      | 2%      | 2%      |
| Ill Health              | 4%      | 0%      | 4%      |
| Progress Externally     | 4%      | 4%      | 0%      |
| Maths and English       | 2%      | 0%      | 2%      |
| Apprenticeship          | 2%      | 0%      | 2%      |

- Solihull College & University Centre commenced Supported Internships and one high need student was enrolled upon a supported internship in September 2018. Supported internships are expected to increase in number in 2018/19.
- The Education, Health and Care plan review process is under developed in terms of its ability and capacity to meet the increasing volume of EHCP reviews required.

## High Needs Students Education, Health and Care Plans (EHCP)

| Year    | EHCP Reviews Completed |
|---------|------------------------|
| 2016/17 | 5                      |
| 2017/18 | 31                     |

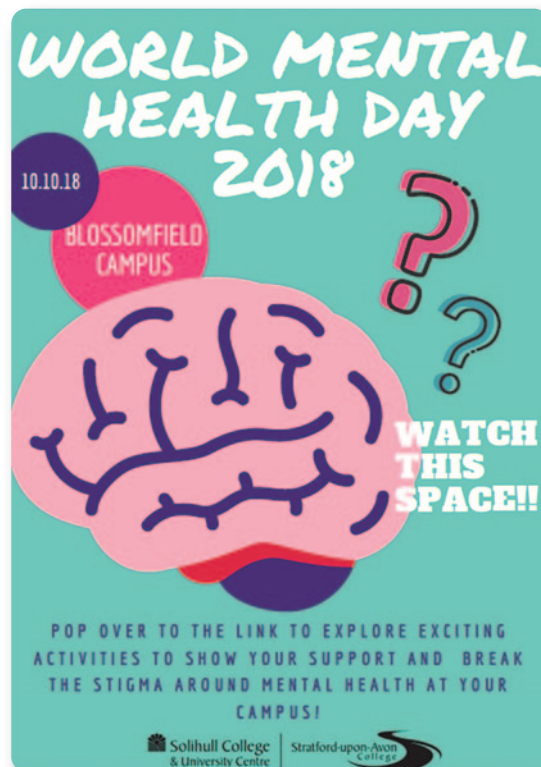
- Solihull College & University Centre will now be required to co-ordinate the completion of EHCP reviews – a dedicated staff member has been allocated to review EHCPs.

# Celebrations, Events & Actions

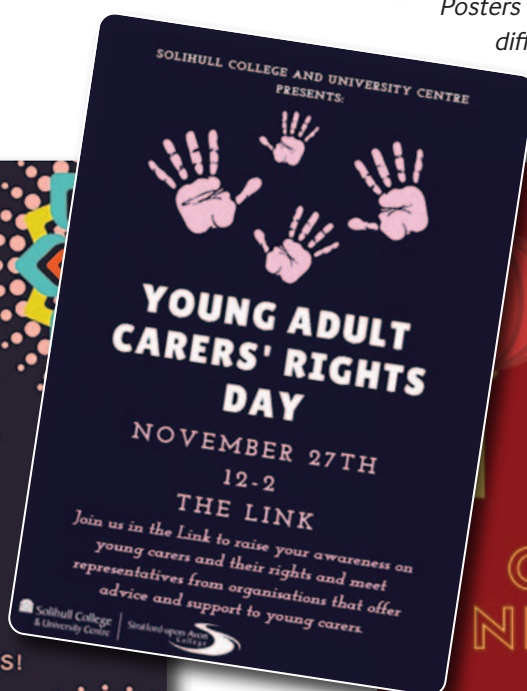
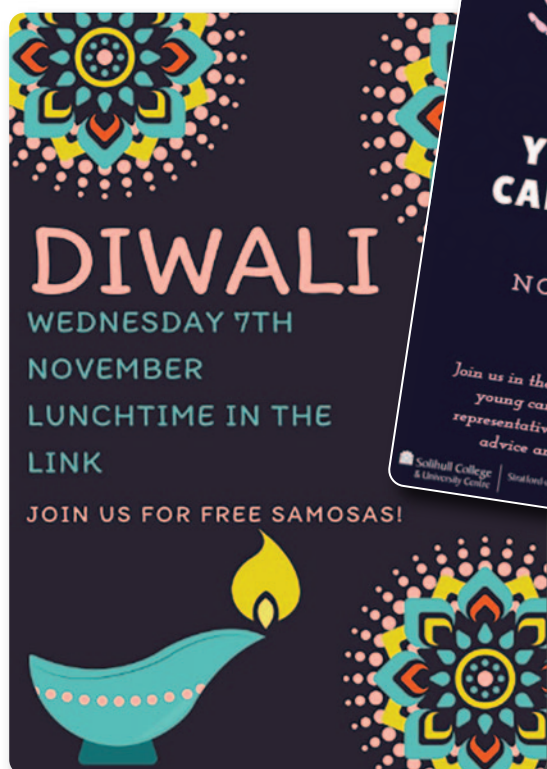
Solihull College & University Centre has a strong culture of celebration and promotion of inclusion. Each year, a number of events take place where staff and students come together to celebrate diversity and raise awareness of different cultures/religions.

## Faith Festivals, Cultural events and awareness days

Through the year students are invited to participate in a variety of Faith Festivals, Cultural events and awareness days. World Mental Health Awareness Day, LGBT History Month, Children in Need and Macmillan Coffee Morning are a few of the events or exhibitions held each year to get students and staff involved to celebrate and raise awareness.



Posters from 18/19 advertising some of the different events held around college to celebrate and raise awareness





## Fundraising & Awareness



*Students from the Reach Group raising money for Children in Need*



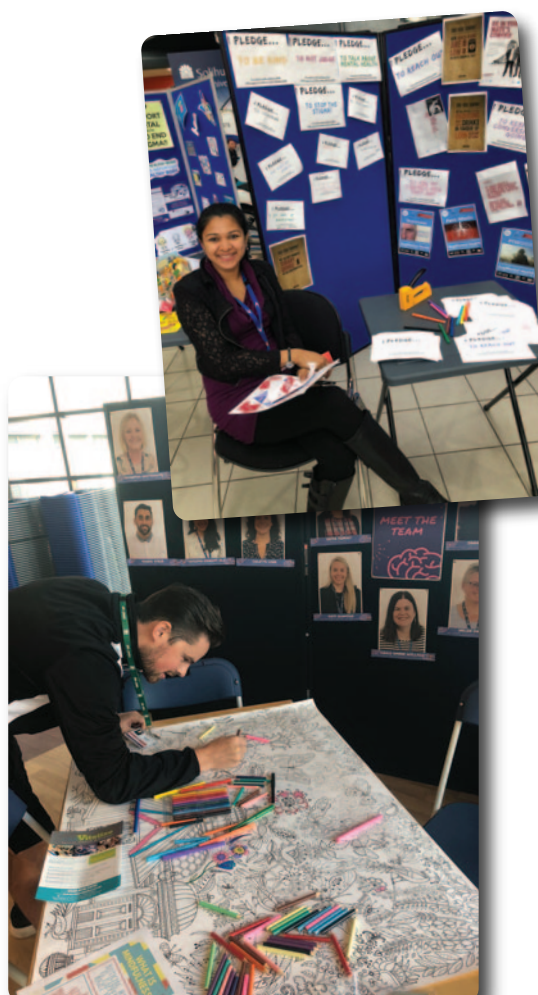
*Macmillan Coffee Morning*



*Stratford music students' event raising money for local homelessness Charity, Doorway*



*Suffragette's Centenary Event from Solihull Soroptomists*



*Mental Health Awareness Day campaign*



# CASE STUDY

## RE-WRITING KATHRYN'S FUTURE

*Wednesday, 21 March, 2018*

Kathryn Azarpy can't believe how far she's come over recent years. 'I wouldn't be where I am today without the decision I made to come to College and turn my circumstances around'.

Kathryn, 56, was living her life with her family, working as a teaching assistant when she had a fall at home five years ago and suffered a debilitating back injury.

The resulting injury left her with a chronic condition and a despondent Kathryn was left housebound for 2 years. In pain and unable to continue with her job Kathryn was forced into a situation she hadn't wanted. 'I was trapped for a long time, I asked myself is this really the life I'm living?'

Kathryn refused to let her life continue as it was and she spent 3 years exercising and dieting. Healing slowly she began attempting voluntary work and decided to look at courses, eventually deciding on a 'Creative Writing' community course with Solihull College & University Centre.

Avid reader Kathryn was initially frightened to put herself out there, 'I was scared to share my words and to put my ideas in a public forum. I hadn't done creative writing since school so I had no idea what the class would be like. However the group were immediately supportive and encouraging. People came to the classes for all different sorts of reasons to explore aspects of their lives'.

With the support and encouragement of her classmates and the prompting and guidance of her tutor Matt Nunn, Kathryn grew in confidence, 'I got my confidence back, I never expected to come on like this'.

Letting her inhibitions go Kathryn thrived in the class. Kathryn who enjoys drawing too, collaborated with a fellow classmate to illustrate a story over 9 months. The book then went on to Kindle.

The group dynamic lent itself to collaboration and with her regained confidence she decided to collaborate with other people. This led to her setting up RedSox Press her own publishing company.



Over the past 18 months Kathryn, who was housebound for so long, has been visiting lots of events. She now publishes not only for classmates but for people at literary events too. She has a novel coming in from a lady in Egypt, a historical romance, the manuscripts having already been sent. Kathryn looks at trends in the market providing cover designs and page layouts; she then decides whether to invest in a print run or print on demand and promotes the book.

Building her contacts and working on asserting herself, Kathryn has already registered for the next term of her course. Alongside her classmates she is on an email list and they attend events together as a group. 'Community education is key. The tasks they give push you on. Tutors and fellow students are encouraging and supportive. Writing is so important in lots of fields, we need writing more than ever in today's world. Courses like these give you an edge in all sorts of walks of life'.

Kathryn has published a string of books now including fellow classmate Richard Fenwick's children's story 'Castle of the Skull' and a number of others by classmates and strangers alike.

Using Illustrator Kathryn designs the pages, edits, publishes and promotes. Through her publishing work she has healed herself further. She recently hosted a 'Poetry for the Mind' event to help others through their own mental health battles through the medium of poetry.

'Just go and try a community course' Kathryn advises 'I had no idea it could lead on to this and now I have my own company. I get to share my love of writing and literature and not only get my own ideas out there but others too when I publish their work. It really is a wonderful thing'.

# CASE STUDY

## 2018 HIGHER EDUCATION GRADUATION CEREMONY

Graduates from Solihull College & University Centre celebrated their achievements at the College's annual graduation ceremony on Monday 5th November at The National Motorcycle Museum, Solihull. Arriving at the ceremony with family and friends, students celebrated the end of their higher education journey.

Approximately 800 people were in attendance, including Stephen Goldstein, CBE DL Deputy Lieutenant for the West Midlands and Councillor Mrs Flo Nash, Mayor of Solihull. Guest speaker Nick Page, Chief Executive of Solihull Metropolitan Borough Council, delivered a motivational speech and congratulated graduates on their outstanding achievements.

We were delighted that Charlie Fogarty MBE took to the stage as this year's student guest speaker. Charlie defied all the odds to survive a devastating accident 6 years ago and had to relearn basic tasks. Through unerring determination, Charlie graduated with a degree in Applied Sports Science on the evening. 'Most people only get one chance at life. In my case, I got two' said Charlie, who received a standing ovation for his inspirational speech.



*Student guest speaker, Charlie Fogarty MBE*





## Sexual Orientation

LGBT History month is celebrated in February and exhibitions and activities are led by students who are members of the LGBT+ group. The Student Voice Executive Committee's LGBT+ Officer is working with the LGBT+ group to organise events through February to have fun, provide support and raise awareness. Earlier this year the LGBT+ student group created a display for Transgender Day of Remembrance to raise awareness and promote tolerance.



*Transgender Day of Remembrance Display created by Solihull College LGBT+ group*



*LGBT Month 2018, Rainbow T-Shirt Tie Die Activity*

## Celebration of the Cultures of the College

We are a college community of over 90 nationalities/heritage groups amongst our students and 45 amongst our staff. The Cultures of the College event invites Students and staff to celebrate our college's diversity through events at each campus.



*The Woodlands Campus main staircase decorated for celebrating the Cultures of the College event.*

## Woman's Conference

The Student Voice Executive committee organised the 2nd Student Conference held in March 2018. The conference was labelled 'Woman's Conference' and focused on themes and issues affecting women. There were a range of workshops and topics covered included a key note speech on '100 Years of The Feminist Movement' delivered by Sarah Lasoye, National Union of Students, Deputy Women's Officer and 'Being a Woman Leader' delivered by Zamzam Ibrahim, University of Salford Students' Union President.



## Promoting British Values

Student Enrichment provides opportunities for students to engage in the themes of British Values outside of lessons. These include competitions to help raise awareness of British Values, the Student Conference & Student Officer Elections to help demonstrate democracy in action and help facilitate activities and discussions that support mutual respect and tolerance of different faiths and beliefs.





Want to make a difference to YOUR college?

**BE A PART OF OUR  
MULTI-FAITH AND  
CULTURE SOCIETY**

Open to students of all backgrounds, faiths and none!



For more information contact Student Enrichment or email [student.voice@solihull.ac.uk](mailto:student.voice@solihull.ac.uk)

*Students British Values poster designs displayed to help raise awareness of British Values*



## The Duke of Edinburgh's Award

Solihull College now offers the DofE which is the nationally and internationally recognised Award favoured by employers and universities alike. Over time DofE builds confidence, dedication and commitment, attributes we all want to see in our young people in college, life and in the workplace.



## Tackling inactivity through Sport

Solihull College & University Centre is one of 49 colleges across England awarded funding to support our students to be more active through the Sport England's 'Tackling Inactivity in Colleges' programme. Sport England has invested £5 million through the TIC programme that will reduce the number of physically inactive college students. Our project aims to reduce the barriers for why students don't engage in sport along-side implementing innovative approaches to engagement with traditional sports sessions such as Football, Basketball and Tennis. This funding has also been used to get students active through non-traditional means and, as a wider outcome, support students with improved confidence, leadership skills and mental wellbeing.

To date, since the Project's inception, 127 students with a disability have engaged in sport and healthy activity as a direct result of the project, 96 BAME students, 35 female and 142 male students.

We are delighted that the College has secured funding for this programme to continue through 2018/19.



### Project description:

We have directly targeted and developed bespoke activities for curriculum areas which have large cohorts of inactive students including our identified target groups: Health and Care, Travel and Tourism, ALD Access to FE and Public Services. Working directly with curriculum areas has allowed us to build relationships with inactive students and learn more about the barrier's students have to taking part in Sport.

### Government outcome:

Physical Wellbeing, Individual Development and Mental Wellbeing.

### Student story:

Before getting involved in the regular exercise to music sessions Adam would not take part in any activity. Adam is an ALD student who lacked in confidence and found communication hard. Adams course is based around healthy lifestyles, so we introduced two weekly exercise sessions to his timetable. At first Adam was reluctant to take part and struggled to interact socially with the group exercise. Now, Adam thoroughly enjoys the sessions and looks forward to taking part.

By regularly attending the exercises classes his confidence and fitness skills improved. Adam has learnt new skills and has become more active because of the project. Adams mum has said "I believe at first Adam would not take part in this activity, but now enjoys it and looks forward to it." With the work from staff Adam feels he is more able to take part in exercise and is also eating a wider range of healthier foods.

### Staff quote:

"Adam was a very shy young man who found it difficult to speak to people especially in group situations. He has made amazing progress from joining in with the group exercise classes, his confidence has grown and he is fully engaged in exercise to music." Group Exercise Leader

# CASE STUDY

## ALEX THRIVES WITH HIS AUTISM & FOOTBALL CAMPAIGN

*Friday, 27 April, 2018*

"I feel back to front. Things other people find easy I find difficult and vice versa" 21 year old Alex Manners says of his Asperger's condition, a form of Autism. Alex, who was diagnosed at 10 was told by his dad that many of his family had Asperger traits and that it gave them "special powers". Alex believed him and has channelled his Asperger's into something remarkably positive ever since.

Alex has championed the cause for autism sufferers for a number of years proving himself a true ambassador. He says he feels 'lucky' to have Asperger's now so he can use his experience with the condition to help others.

Alex, a recent Solihull College & University Centre Media Production graduate, is now turning his attention to the footballing world. A keen football fan, he films all Solihull Moors FC home games for BT Sport donning his colourful outfits – his signature look. He interviews managers and is currently undergoing a quest to watch a match at all 92 Football League grounds.

Well aware what the world can feel like to a number of Autism sufferers, Alex started his own campaign to raise awareness and discuss solutions as a way to combat difficulties faced by autistic fans. 'I love football, but there are areas that are difficult for me when attending a game' Alex admits. Taking into consideration sensory overload, personal space between seats, turnstiles and more, Alex now carries out talks and has written several essays on 'Autism & Football'.

He was recently invited to visit Arsenal Football Club and their sensory room for Autistic fans. The sensory room is credit to the Shippey Campaign, which was created by the parents of three children with Autism. 'I was overwhelmed by how much the club understood autism, how each item was used and how the children use them'. The sensory room is aimed at children but there is also a viewing window for people with autism to watch the game.

'Ideally I'd like all clubs to comply with providing a certain number of spaces for autistic fans' Alex states. The closeness of seats and lack of personal space is often one of the most difficult aspects for Autistic fans. Some clubs are already looking into providing special areas like Arsenal but others are yet to take the step.



Luke Howard, Arsenal's Community Disability Officer was delighted to welcome Alex to the club, "We put a lot of thought in to how we can adapt the match day experience to ensure that we offer a variety of environments to suit the needs and preferences of our fans. This has included the development of our sensory room facilities – allowing us to offer the opportunity to engage as a fan to those with autism and who are more sensitive to sensory hyper sensitivity. Alex is an inspirational young man who has the charisma and ambition to help highlight diversity to the mainstream audience"

Next on the agenda for Alex is speaking at the National Autism Show in London in June. He continues to work towards his lifelong dream of being a children's television presenter. On the subject of his campaign Alex has been invited to attend Arsenal's game against Burnley on Sunday 6th May and to watch the game from the club's sensory room. He had an article published in the May/June 2018 edition of the SEN (Special Educational Needs) magazine titled "Football's goals for autism" which looks at what football clubs are doing to help improve the match day experience for people with Autism. He has also worked at pitching the idea for an Autism and Football documentary to different TV channels and production companies.

# Inclusivity

The enrichment sports offer is accommodating of all. We offer fifteen weekly sport sessions which are both main-stream and inclusive. Our goal is to provide sessions for under-represented groups which include females, BAME, students a disability, students from low socio economic backgrounds. During 2018 there have been a number of activities specifically design to target female and disabled learners; these include Boccia, Yoga, Cardio Tennis, Futsal, Dance and a multi-sport session all of which have been available to learners on a weekly basis throughout the academic year.

# Disability

Robust additional support services are in place at the College. Learners access support for additional needs, English and Maths support assessment and support for dyslexia. Rigorous initial assessment ensures that early identification and timely support is put in place. 1826 learners are identified as having a disability or learning difficulty in 2018 - 19. Of this figure, 1284 are full time learners representing 23% of learners on long courses.

Each year we hold events to raise awareness of disability. During 2017/18 there was been a continued focus on mental health and removing the stigma around talking about it. Each year we offer the opportunity to hearing students to learn British Sign Language.



**AccessAble**

The disability organisation that provides our Detailed Accessibility Guides has launched a brand new website and mobile App under a brand new name!

We are delighted to work with AccessAble (Formerly Disabled Go) to produce a regularly updated audit on the accessibility of SCUC for people with disabilities. In 2018 a review of all three College sites was undertaken to ensure we are inclusive and accessible to all students visitors and staff.





# Equality & Diversity Committee

SCUC has an Equality & Diversity Steering Group, chaired by the Vice Principal HR & Student Services.

Membership reflects the different areas within the college. Teaching and support staff and managers, together with members of the Student Voice Executive Committee contribute to and represent their areas on these committees.

The Equality and Diversity Committee receives regular (at least annual) reports on student and workforce data, including:

- Student E & D profile
- Student application to enrolment by ethnicity gender and disability
- Student success rates by ethnicity, gender and disability
- Staff E & D profile
- Staff recruitment profile

The steering group meetings provide a positive forum for discussion, debate and initiatives on the College's approach to equality and diversity. For example:

- The introduction of Gender neutral toilets
- Review and agreement on the College's annual equality objectives
- The content of tutorials in relation to E & D
- The proposal brought by the Student Voice Executive Committee to hold a Women's conference
- Consideration of E&D student data, for instance on early student withdrawals, students 'at risk', student disciplinary data

Minutes of the Equality and Diversity Steering Group can be found on the College website the Equality & Diversity section.

## Governance

The Corporation, Solihull College & University Centre's Governing Body, is responsible for ensuring that the College sets and meets appropriate equality targets. Barbara Hughes, College Governor, is a member of and regularly attends the Equality & Diversity Steering Group meetings.



# Introducing the Student Voice Executive Committee

## Zoe Bullock

### Student Voice President

Level 2 Air Cabin Crew



**The purpose of my role is to lead the Student Voice Executive Committee in helping to make positive changes for all students.**

My priorities this year are:

- Fill all executive committee roles.
- Work with the rest of the Executive Committee to plan a Student Conference.
- Promote the student voice across the whole college.

## Chloe Hudson

### Disabled Students' Officer

Level 2 Event Planning



**The purpose of my role is to ensure the views and opinions of students with disabilities are reflected throughout the whole college.**

My priorities this year are:

- To help students with disabilities to have a voice in college.
- To improve any issues that students with disabilities experience when in college.



## Keelin Lawman

### LGBT+ Officer

Level 2 Hair and Media Make-Up Studies



**The purpose of my role is to ensure LGBT+ students' views and opinions are reflected throughout the whole college.**

My priorities this year are:

- I want to run events that raise awareness of LGBT+ issues and promote awareness such as Pride and LGBT+ history month
- To work with and support the LGBT+ group
- To represent LGBT+ students at college.

## Amy Bolton

### Women's Officer

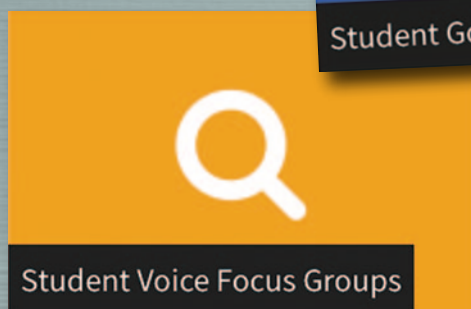
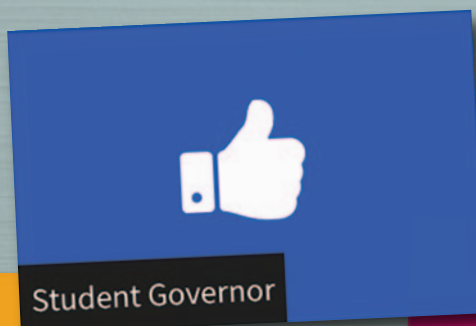
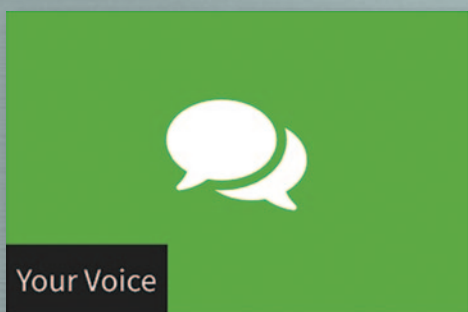
Level 3 Animal Management



**The purpose of my role is to ensure Women's' views and opinions are reflected throughout the whole college.**

My priorities this year are:

- Represent women in college and give them a voice
- To use this platform to raise awareness for and support women's charities and organisations.





## Michael Jefferies

### Stratford Officer

Level 2 Motor Vehicle Studies



The purpose of my role is to ensure Stratford students are represented and considered on all matters concerning the Student Voice.

My priorities this year are:

- I want to make sure students and staff enjoy their time at Stratford-upon-Avon college
- I will make sure that I work closely with the enrichment team to make The Zone (student space) a fun place to be.

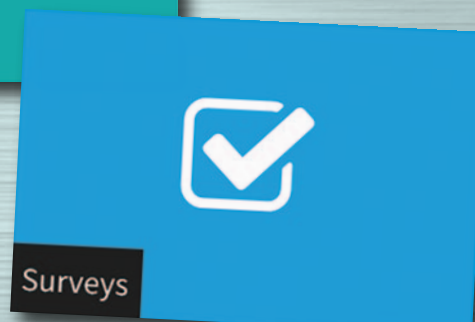
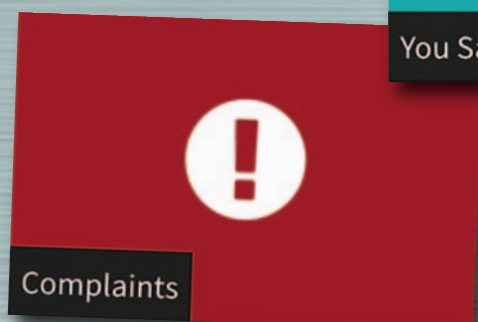
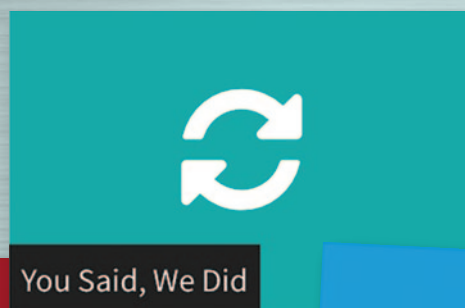
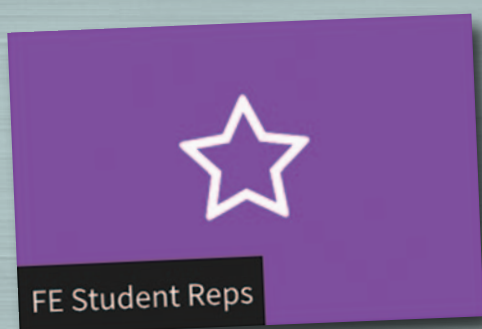
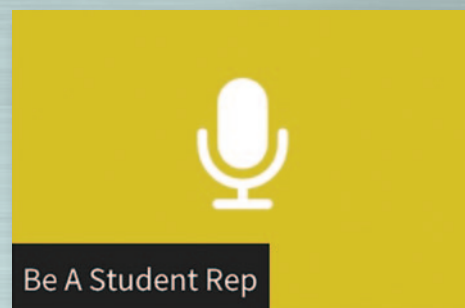
## Saabir Khalif

### Woodlands Officer

Level 3 Engineering



The purpose of the role is to ensure Woodlands students are represented and considered on all matters concerning the Student Voice.





## Katie Way

Digital & Communications Officer

Level 2 Media



The purpose of the role is to work closely with the Student Voice Executive to help raise the profile of the Student Voice and participation in its activities.

The priorities this year are:

- To help to promote the college app MySC
- Help students to have a better understanding of digital communications
- Look at how the Exec Team use digital communications to raise awareness of events

## Alina Amin

Black & Asian Minority Ethnic Officer

Level 3 Applied Science



The purpose of the role is to ensure BAME students' views and opinions are reflected throughout the whole college.





# CASE STUDY

## SUFFRAGETTES & STUDENTS REMEMBER THE STRUGGLE FOR WOMEN'S VOTE

*Thursday, 13 September, 2018*

It was a case of past meets present for students at Solihull College & University Centre recently when they were visited by Soroptimist International's Solihull branch. Discussing human rights, gender equality and the vote, the representatives were dressed in suffragette outfits and sashes in order to explain the history of votes for women. Soroptimist International Solihull were recently awarded a grant to celebrate and raise awareness of the centenary of legislation being passed since giving some women the vote.

Students were met with a display featuring books containing pictures of founding suffragettes, information about the history of the vote and the movement and conversation from the Soroptimists offering glimpses into a history many students knew little of. The members conducted a short survey of willing students and staff about what democracy and equality means today.

Founded in 1921, Soroptimist International is a global volunteer movement with a network of over 75,000 club members in 122 countries. Advocating for human rights and gender equality, at the heart of Soroptimist International's advocacy is its work across six UN Centres, where their UN representatives ensure that the voices of women and girls are heard.

'Our aim is to empower and educate' Angela Sadler, who visited the college alongside colleagues Janice Tilsley and Grace Hampson stated, 'we raise money for charity, help women dealing with domestic violence, forced marriage and a number of other women's issues'.

'A place like Solihull College is ideal to come and visit to encourage people to vote' her colleague Janice who has been a part of the organisation for 2 years added 'these young people are the future of our country, it's so important that they know about the history of the vote and its importance'.

Students and staff stopped to find out more and carry out an anonymous survey on voting. Performing Arts tutor Liz Ravenhall was one of those who entered into a discussion. 'I think it is great to have visits from organisations like this, it's invaluable for young females coming through college', she stated 'it is great to empower women and to bring this further into their consciousness especially while young'.

The organisation runs projects that help women and girls achieve their individual and collective potential, realise aspirations and have an equal voice in communities worldwide.

'It was very educational' admits new student Danielle Horton, 'I was aware women had to fight for the vote and had a basic knowledge of that but I didn't realise just how extreme the consequences were'.

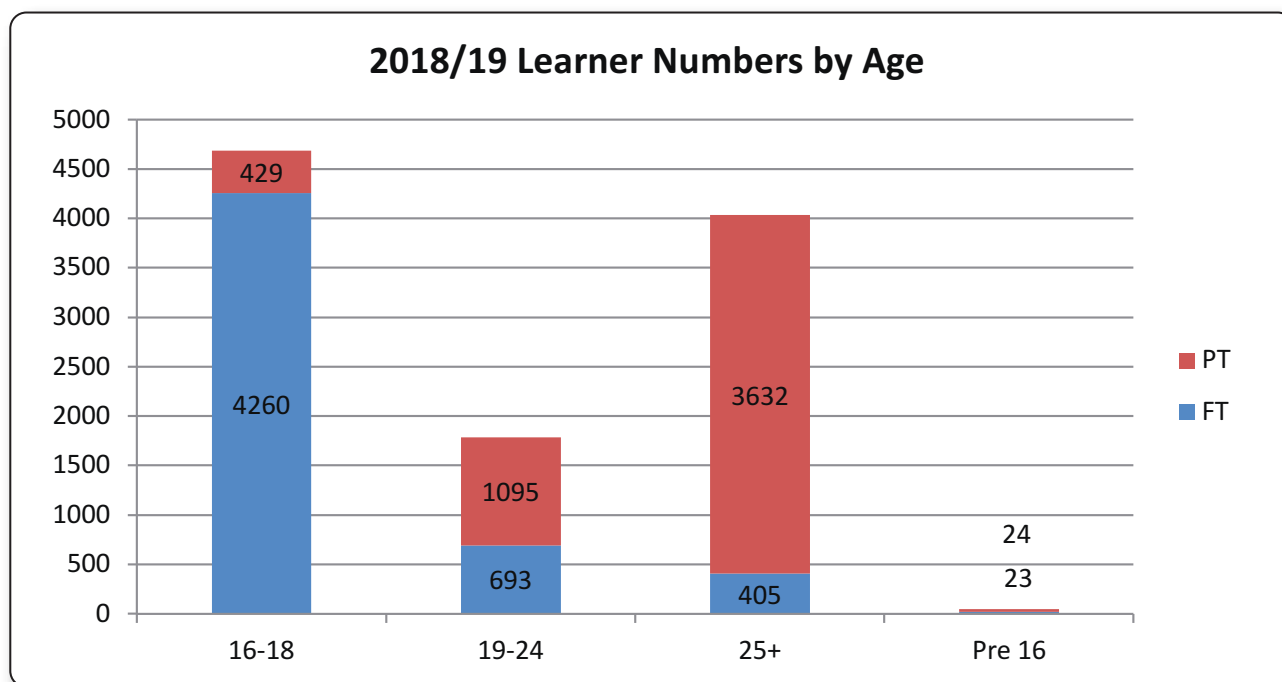
Fellow student Talyaan Pambou, added. 'I thought it was great that the stand was exhibited at the college and that the society are advocating for women's rights. Stopping to talk to them we learned a lot about the differences between the Suffragists and the Suffragettes'.

The visit was one of a series of events leading to a workshop which will be held at the college on Friday 19th October about democracy and community involvement.



# The College 2018/19 Student Profile

SCUC now has just over 4,700 16-18 students, the majority of whom are full-time learners. Most of 19+ adult learners study with us on a part-time basis.

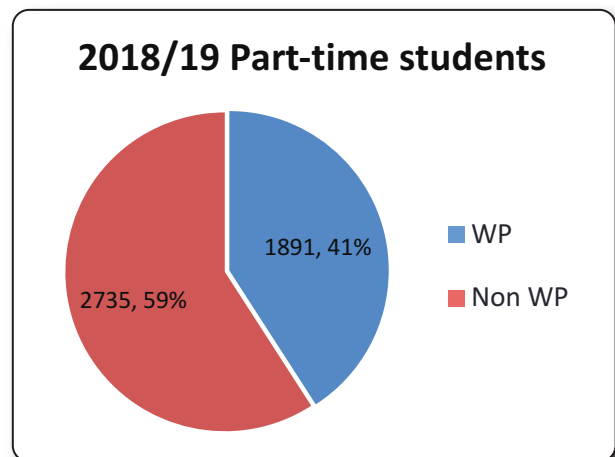
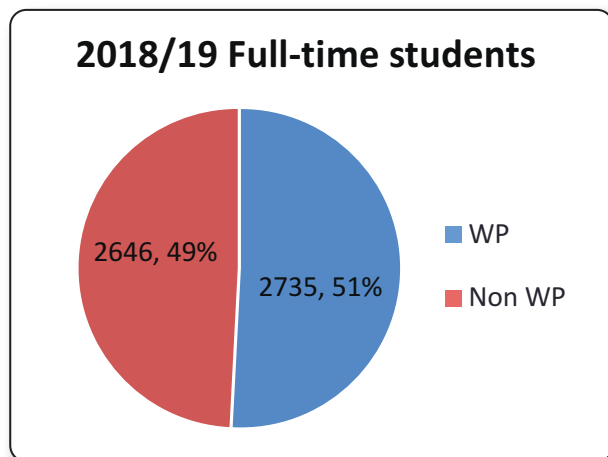


## Where our 16-18 FT Students come from:

A significant number of SCUC's full-time students come from outside of the Solihull Borough.

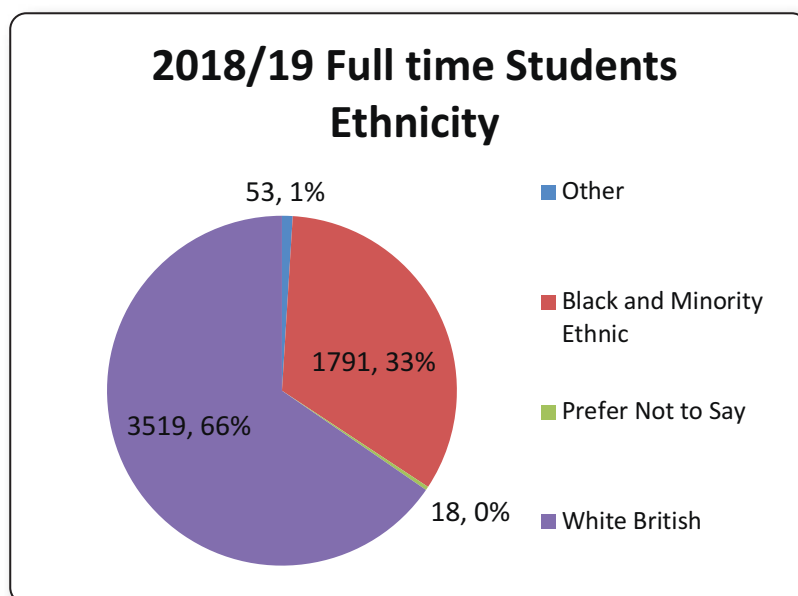
| Area of Residence 2017/18 | Number | %   |
|---------------------------|--------|-----|
| Birmingham                | 2703   | 50% |
| North Solihull            | 524    | 10% |
| Other                     | 401    | 7%  |
| South Solihull            | 1107   | 21% |
| Stratford                 | 646    | 12% |

51% of our fulltime students are from widening participation (WP) areas (ie areas of socio-economic deprivation and underrepresentation defined by post code. 37% of our part-time students are from widening participation post codes

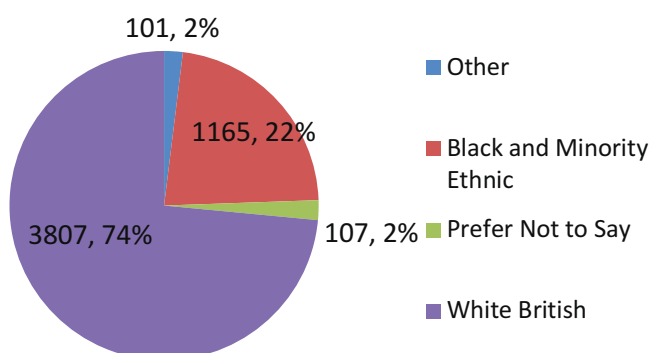


## Ethnicity

Learners from BAME groups account for 33% of the total full-time cohort and 22% of our part-time learner cohort.



## 2018/19 Part time Students Ethnicity



65.4% of the full time student cohort are White British. Pakistani students form the largest cohort of full time students from BAME or non white British contingency. 11.71% of full time students are Pakistani

| Ethnicity   | Full-time |        | Part-time |        | Total |        |
|---|-----------|--------|-----------|--------|-------|--------|
| White - British   | 3359      | 62.42% | 3549      | 68.51% | 6908  | 65.41% |
| Asian/Asian British - Pakistani                         | 694       | 12.90% | 320       | 6.18%  | 1014  | 9.60%  |
| Mixed/Multiple ethnic group - White and Black Caribbean | 218       | 4.05%  | 88        | 1.70%  | 306   | 2.90%  |
| Asian/Asian British - Indian                            | 139       | 2.58%  | 211       | 4.07%  | 350   | 3.31%  |
| Black/Black British - African                           | 138       | 2.56%  | 98        | 1.89%  | 236   | 2.23%  |
| White - Any other White background                      | 133       | 2.47%  | 222       | 4.29%  | 355   | 3.36%  |
| Mixed/Multiple ethnic group - White and Asian           | 99        | 1.84%  | 54        | 1.04%  | 153   | 1.45%  |
| Black/Black British - Caribbean                         | 99        | 1.84%  | 109       | 2.10%  | 208   | 1.97%  |
| Black/Black British - Any other Black background        | 77        | 1.43%  | 40        | 0.77%  | 117   | 1.11%  |
| Asian/Asian British - Any other Asian background        | 76        | 1.41%  | 69        | 1.33%  | 145   | 1.37%  |
| Asian/Asian British - Bangladeshi                       | 76        | 1.41%  | 62        | 1.20%  | 138   | 1.31%  |
| Mixed/Multiple ethnic group - Other                     | 74        | 1.38%  | 28        | 0.54%  | 102   | 0.97%  |
| Arab  | 69        | 1.28%  | 41        | 0.79%  | 110   | 1.04%  |
| Other   | 53        | 0.98%  | 107       | 2.07%  | 160   | 1.52%  |
| Mixed/Multiple ethnic group - White and Black African   | 25        | 0.46%  | 19        | 0.37%  | 44    | 0.42%  |
| White - Irish   | 23        | 0.43%  | 35        | 0.68%  | 58    | 0.55%  |
| Not Known/Provided                                      | 18        | 0.33%  | 101       | 1.95%  | 119   | 1.13%  |
| Asian/Asian British - Chinese                           | 7         | 0.13%  | 26        | 0.50%  | 33    | 0.31%  |
| White - Gypsy or Irish Traveller                        | 4         | 0.07%  | 1         | 0.02%  | 5     | 0.05%  |



# CASE STUDY

## EQUALITY & DIVERSITY IN THE CURRICULUM

### PERFORMING ARTS – FESTIVAL 16 PROJECT

This project has been an opportunity for the learners to take greater control of their learning by independently researching and presenting an investigation into an area of personal interest. This project then culminated with the creation of sixteen x15 minute performance pieces exploring a number of themes. Some of these themes are:

- sexuality and gender
- the ongoing refugee crisis
- mental health
- personal identity
- Slapstick Comedy
- sexual abuse and the #metoo movement

The festival is running over three days in January 2019.

When Kelly first announced this project it was something that excited me and had me thinking right from the get go. I have a lot of experience with festivals and the art that is showcased at them but have not had the opportunity to create something that was made up of my ideas.

It hasn't been a easy process and finding a stimulus was probably the hardest part. I wanted something that would spark conversations and make a difference so that it doesn't just live as a piece of theatre for college. I was playing with the idea of gender and sexuality but wasn't feeling that it was something that needed to be explored, so I stripped back my research and stated to think about what I am passionate about because this project is personal to each student. That's how I stumbled upon the refugee crisis as it is close to my heart.

I knew that I wanted to change peoples minds about how they see/categorise refugees and how brexit and people's opinions effect the lives of millions of refugees. I began finding facts and used verbatim which is a form of theatre where you use the words of real people to make a script. As I kept researching I also decided it would be interesting to use some VR technology and maybe collaborate with the IT/games department so that the audience can see what the refugees would see, to make it easier to connect.



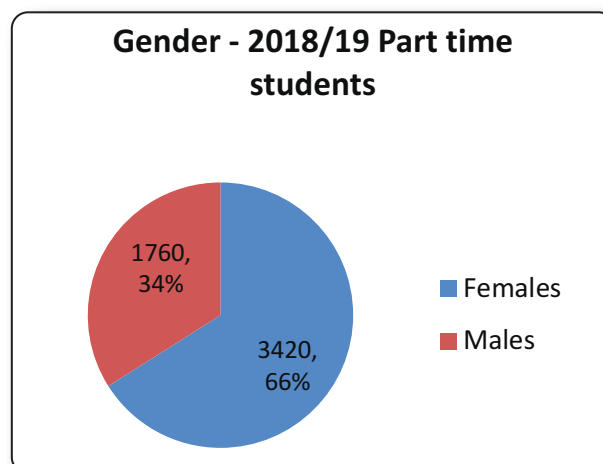
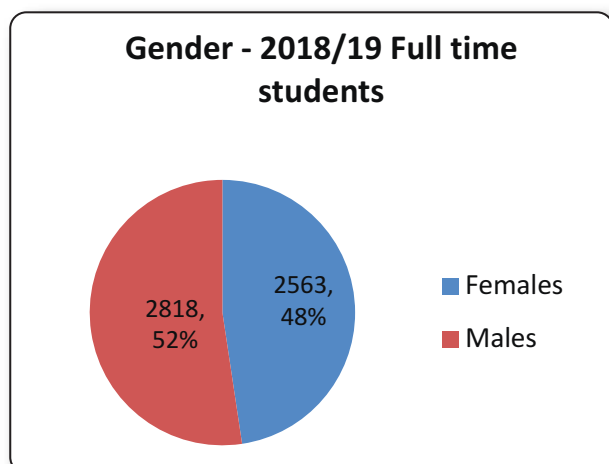
We would have regular showings of our working progress and from this I realised that the piece wasn't having the impact I wanted it to have because I couldn't take the facts and make the audience feel emotion because to them they where just figures. So I decided that I would focus on one refugee story but I made sure that it was someone's real life experience so that I could use the verbatim.

I have also included the idea of a debate due to the heated discussions I have had with parents about the crisis as they aren't as liberal as I am which I find interesting and explored why our views are so different and found some interesting studies about that which is due to age and social class. The debate style will be done in the form of forum theatre which is where the audience have there say and can question things throughout the performance and make changes if wanted. The project has been challenging but eye opening as it has helped me and my other class mates explore and try out new and experimental theatre/performance art and I believe I have grown from this as a artist.

Lance Ray

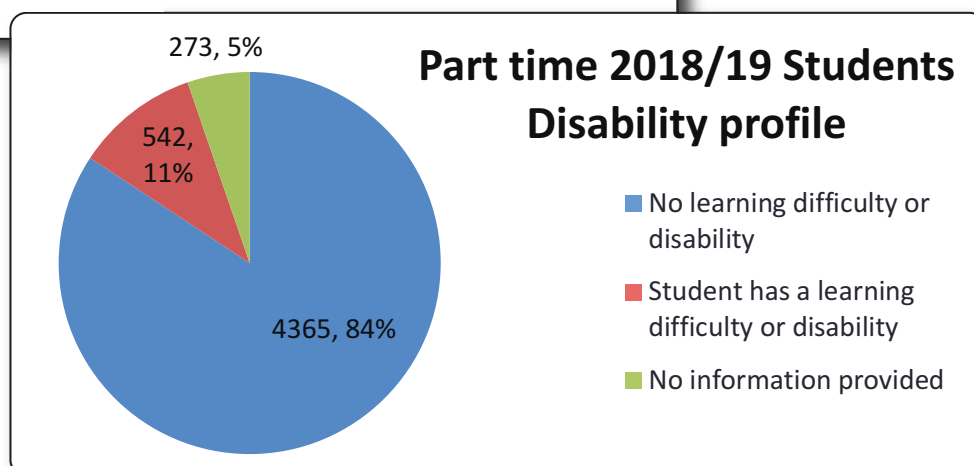
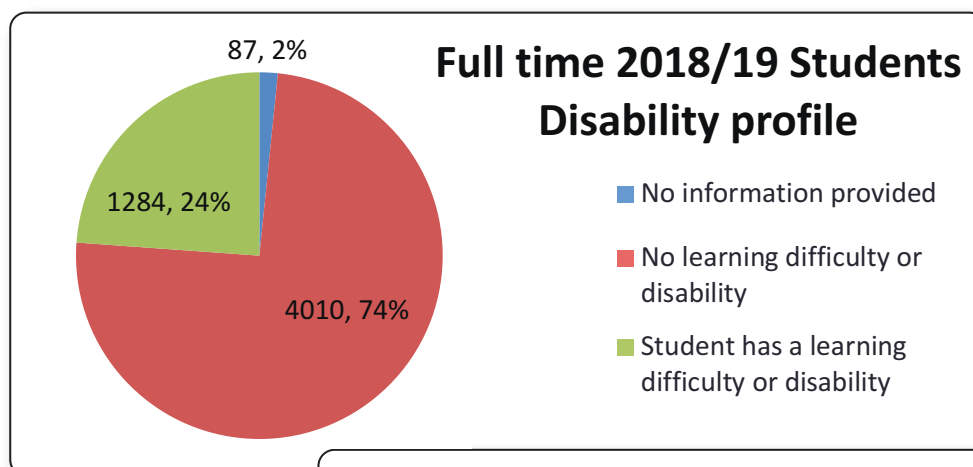
## Gender

The split of male and female full-time students is 52% male, 48% female. Female students account for 66% of the part-time cohort.



## Disability

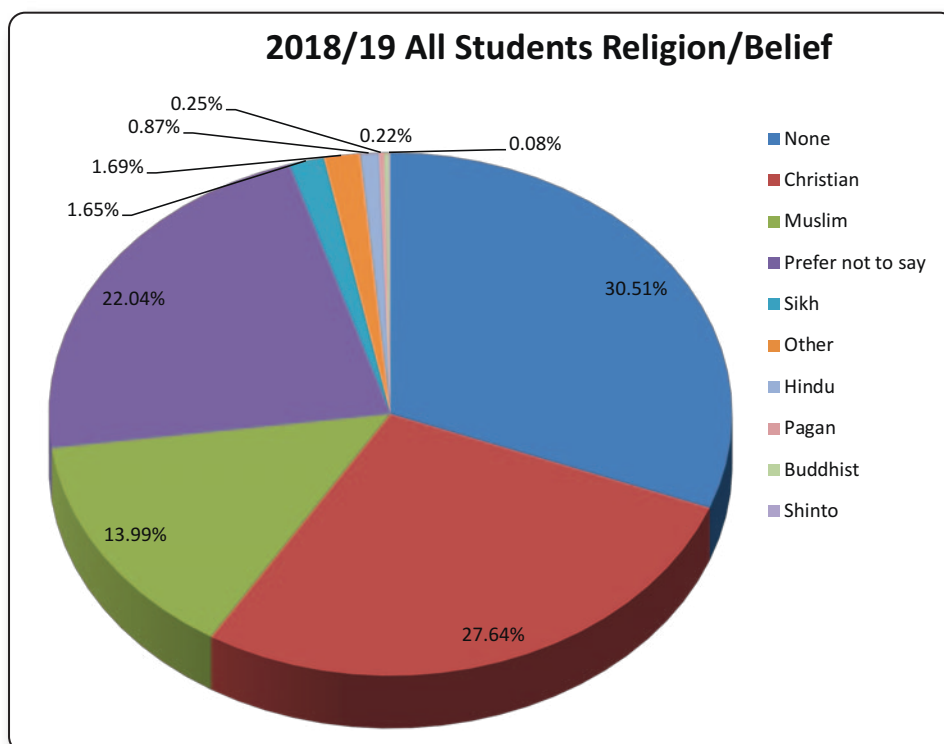
24% of full-time students have declared a disability/learning difficulty or are receiving additional support in respect of a disability (compared to 26% in 2017/18). For part-time students this figure falls to 11% (compared to 10% in 2017/18)%.



# OTHER PROTECTED CHARACTERISTICS

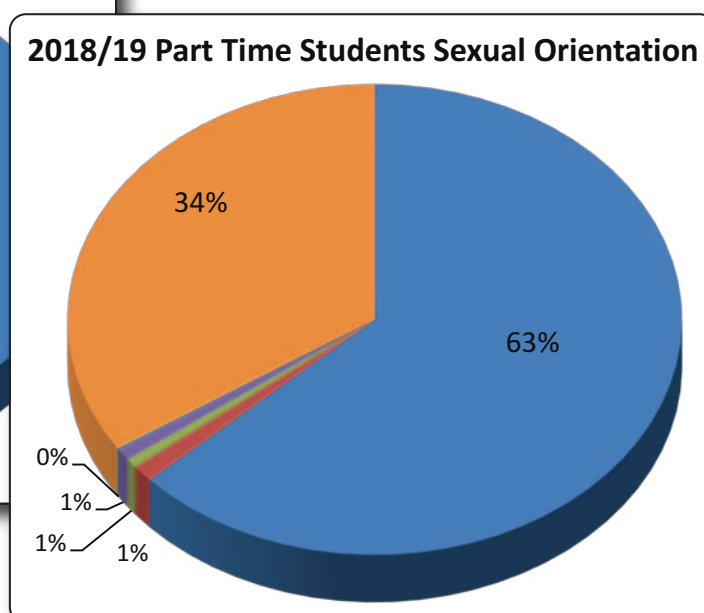
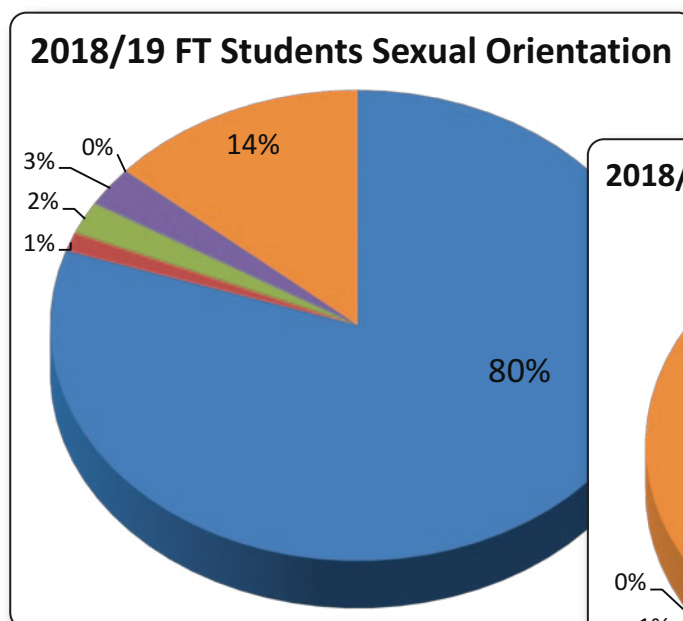
## Religion

18% of College students prefer not to state their religion of belief. 31% of the College students have no religion or belief, 30% are Christian and 16% are Muslim.



## Sexual Orientation

LGB students account for just over 4% of the full-time student population. 34% of part-time students prefer not to state their sexual orientation compared to 14% of full-time students..





# CASE STUDY

## THRILLER WORKSHOP FROM STRATFORD COLLEGE

A former student from Stratford-upon-Avon College has paid a return visit to the College, fresh from a West End run in the musical Thriller Live.

Reece Bahia, originally from Coventry, studied Musical Theatre from 2012 to 2014. He returned to the College last week to conduct a workshop with current musical theatre students, passing on the skills he learnt during his time on Thriller Live. As part of the workshop, Reece taught the students the choreography from the musical's opening section – "I wanted them to enjoy it and inject as much passion as possible which is always the best way to ensure you give your best performance. It was a lot of fun and they picked it up really quickly."

Reece Bahia secured his dream job performing with Thriller Live.

After graduating from College, Reece became the face of Indian clothing company KOOVS, filming commercials in India and Argentina, and also took on the leading role in the musical Laila for its UK tour. Then, at the end of 2016, he secured a 12-month contract for his role in Thriller Live.

He considers being part of the production the best thing he has ever done. "It was incredible. I'm a huge Michael Jackson fan so I always knew it was going to be something special to be a part of. The magnitude of the show and the dance numbers were phenomenal and wonderful to be able to call a job."

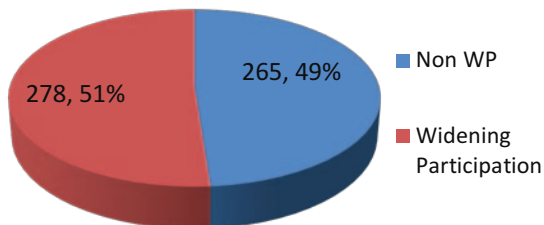
Although still on the production's contact list if a stand-in is required, Reece decided not to renew his contract, so he would be able to move on to other work. Passionate about music from an early age, he has been working on his own music at Ealing and Acton Studios in London and hopes for label recognition in the near future. He is also busy auditioning for shows and accepting more modelling work.



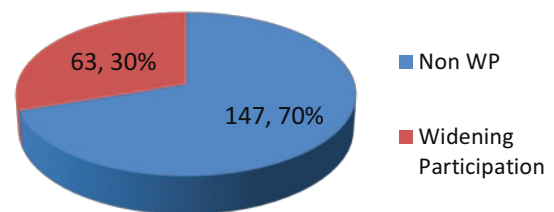
Reece is quite clear about the most important lesson he learnt from being part of Thriller Live – a lesson which he passed on to the students: "Never be unsure of yourself or doubt what you're doing. You have to go out on stage every night with confidence to perform to your best."

# Our Higher Education Student Profile

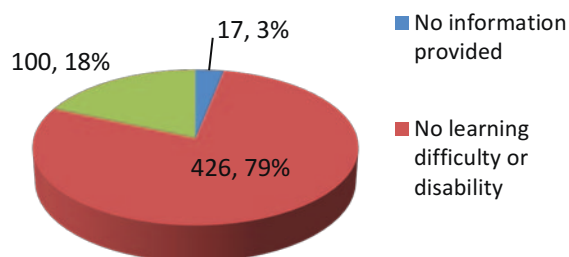
**Full-time HE students  
2018/19**



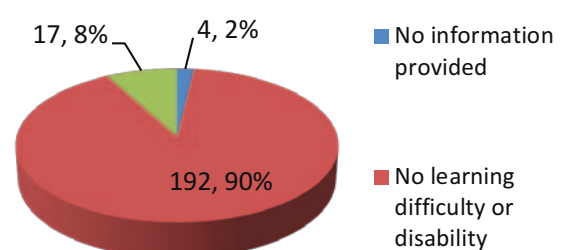
**Part-time HE students  
2018/19**



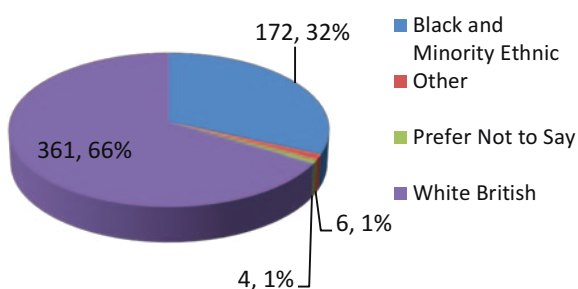
**FT HE students 2018/19  
Disability Profile**



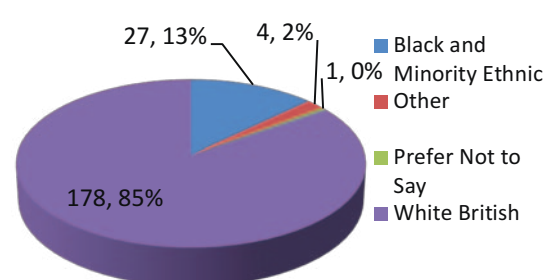
**PT HE students 2018/19  
Disability Profile**



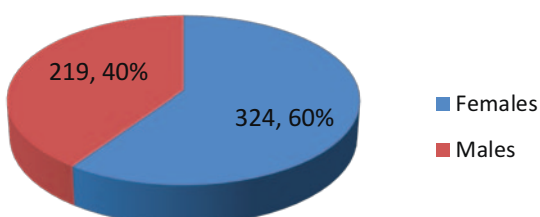
**FT HE students 2018/19  
Ethnicity Profile**



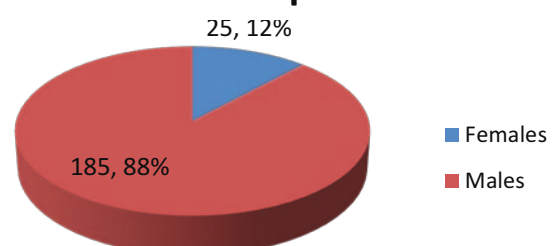
**PT HE students 2018/19  
Ethnicity Profile**



**FT HE students 2018/19  
Gender profile**



**PT HE students 2018/19  
Gender profile**



# Student Success 2017/18

SCUC monitors closely achievement data in order to identify trends or patterns of underperformance of groups of students. Where a particular group's success rate are lower the College and/or national average further analysis will be undertaken to establish any reasons for underperformance and to identify if this has been the case in previous years.

Achievement rates are defined as the number of students who pass their qualification as a percentage of the number of students starting the course.

Data for 2017/18 include the achievement of Stratford upon Avon College learners, who became part of the newly merged college in February 2018. Previous year's data relate to Solihull College and University Centre prior to the merger.

## Gender 16-18

16-18 males and females achieve well and above national averages. Both have increased over the last 4 years.

|        |               | Our College |         |              | National |
|--------|---------------|-------------|---------|--------------|----------|
|        |               | 2015/16     | 2016/17 | 2017/18      | 2016/17  |
| Female | Leavers       | 4,128       | 4,011   | <b>5,173</b> | 792,290  |
|        | Achievement % | 84.6 %      | 85.1 %  | <b>87.5%</b> | 82.5%    |
| Male   | Leavers       | 5,388       | 5,608   | <b>7,029</b> | 875,400  |
|        | Achievement % | 82.4 %      | 82.8 %  | <b>85.9%</b> | 80.6 %   |

## Gender 19+

For Adults there is a gap between male and female achievement, although this has closed from 2016/17, as male achievement has improved.

|        |               | Our College |         |               | National |
|--------|---------------|-------------|---------|---------------|----------|
|        |               | 2015/16     | 2016/17 | 2017/18       | 2016/17  |
| Female | Leavers       | 2,403       | 3,244   | <b>4,238</b>  | 799,010  |
|        | Achievement % | 82.9 %      | 84.6 %  | <b>85.8 %</b> | 86.1 %   |
| Male   | Leavers       | 1,256       | 1,038   | <b>1,649</b>  | 634,920  |
|        | Achievement % | 81.7 %      | 81.2 %  | <b>84.5 %</b> | 87.9 %   |

## Ethnicity 16-18

All ethnicity groups are performing above the national average. There had been a slight decline in the achievement of Asian learners from 2014 to 2016/7, but the performance of this group was very strong in 2016/17 and well above the national average for that group, and above the College average of 86.6%.

|               |               | Our College |         |         | National  |
|---------------|---------------|-------------|---------|---------|-----------|
|               |               | 2015/16     | 2016/17 | 2017/18 | 2016/17   |
| Asian         | Leavers       | 1,754       | 2,080   | 2,280   | 182,410   |
|               | Achievement % | 85.5 %      | 83.8 %  | 88.2 %  | 83.2 %    |
| Black         | Leavers       | 660         | 621     | 690     | 111,840   |
|               | Achievement % | 80.5 %      | 83.9 %  | 86.7 %  | 79.9 %    |
| Mixed         | Leavers       | 767         | 813     | 905     | 75,920    |
|               | Achievement % | 80.1 %      | 85.4 %  | 84.3 %  | 77.0 %    |
| Not App/Known | Leavers       | 32          | 16      | 28      | 32,290    |
|               | Achievement % | 78.1 %      | 87.5 %  | 82.1 %  | 80.0 %    |
| Other         | Leavers       | 186         | 238     | 278     | 34,350    |
|               | Achievement % | 82.8 %      | 84.5 %  | 82.7 %  | 79.6 %    |
| White         | Leavers       | 6,117       | 5,851   | 8,021   | 1,385,560 |
|               | Achievement % | 83.5 %      | 83.5 %  | 86.5 %  | 80.0 %    |



# CASE STUDY

## ALL TOGETHER NOW FOR COLLEGE GRADUATE

A musical theatre graduate from Stratford-upon-Avon College is currently appearing as a judge on BBC1's new Saturday night prime-time singing contest All Together Now.

Nathaniel Morrison, originally from Birmingham, graduated from the College in 2002 and was accepted into Mountview Academy of Theatre Arts, where he gained a BA(hons) in Performance. Dividing his time now between Birmingham and London, he is clearly a young man of many talents – actor, singer, songwriter and dancer.

Not only is he the founder and artistic director of The West End Gospel Choir, he is also part of newly-formed Motown revue group Affinity Soul, whose members met while filming as judges on All Together Now, and is their musical director. Nathaniel, who made his professional West End debut playing Stevie Wonder in a production of Dancing in the Streets, has had an amazing start to his career; among his many theatre roles, his credits include Jersey Boys, Sister Act and Joseph and the Amazing Technicolor Dreamcoat.

**Nathaniel Morrison has gone on to a highly successful career in musical theatre since graduating from the College.**

As if this was not enough, he also finds time to return to the College regularly to work with current musical theatre students, to pass on his expertise to the next generation of performers.

And now Nathaniel can add talent show judge to his varied career! He is delighted that the BBC have acknowledged his achievements and feels honoured to have been selected by them to appear on the industry-expert judging panel – “the 100” – on a national singing contest. Explaining his role on the show, he said: “I was involved in the programme



from the start and helped with the development of the concept. I was part of a team invited to act as the judges on the original pilot filmed while the format was still being formed.

“I was looking for the whole package. I wanted a performance that takes risks but that’s safe enough to enjoy without feeling nervous. Singing at the edge of your range where you can feel the energy and the passion. I want someone who engages and connects with the audience.”

Nathaniel credits Stratford-upon-Avon College with setting him on the road to his present career, preparing him for the industry and encouraging him to apply to drama school, and is particularly grateful to his lecturer for guiding him through every step of the way during the application process. “Stratford helped me in every way possible. Without the College I wouldn’t have a clue what is required in the performing arts world. They also take time to invest in their alumni. I feel very honoured that they keep in touch with me. You get great aftercare.”

# CASE STUDY

## CONSTRUCTION FUTURE LOOKS BRIGHT FOR IMOGEN

Friday, 15 June, 2018

College student Imogen Phipps has spent a week impressing at construction and property services company Willmott Dixon. Imogen, 19 is coming to the end of her Construction & the Built Environment 2 year course at Solihull College & University Centre. Work experience was a mandatory part of her study and she applied for and was offered a position with Willmott Dixon.

Imogen spent a week on site and was the lone female. 'It was really interesting to see how a site works and to work on one' Imogen states. Willmott Dixon have been welcoming students from the College to their site in Warwick since January and have accommodated over 15 students to date. Spending a week on the working site at University of Warwick, Imogen shadowed the management team on site every day. She learned rules of signage, CSCS and site admin whilst accompanied by Simon the site manager.

Imogen had always wanted to work in construction after working at a family friends quantity surveyors practice when she was 17. After studying A-Levels at a local sixth form she decided they weren't for her. 'The course at Solihull College & University Centre was really different. With the work experience on top there was something new every day. The work experience, being involved in an office and on site gave me a much more rounded experience'.

Willmott Dixon were similarly happy with Imogen's performance. 'It was great to see Imogen on site as most girls don't consider construction as a career option', states Marie Wilkes, Regional Community Engagement Manager for Willmott Dixon. 'I think it's all about perception. There's a definite need for us to better engage with younger women, and be able to highlight to them what the career opportunities in the industry are. We hope Imogen enjoyed her placement with us and it has set the foundations for a great career in the construction Industry'.



On choosing her course, Imogen has some advice for more young women looking to embark on a career in construction. 'Don't be afraid of doing it because it's so worthwhile, it is often misconceived that construction is more for men, it's not. It's for all of us.'

She now has an unconditional offer to study Building and Surveying at Sheffield Hallam and hopes to go on to be a Surveyor in the future.

## Analysis by Ethnic Group 16-18

Most groups of learners from minority ethnic backgrounds achieve as well as or better than those from a White British background at 16-18. The performance of students with Irish ethnicity was low in 2017/18 but not part of longer term trend. There are no trends that cause any concern.

|                       |               | Our College |         |               | National  |
|-----------------------|---------------|-------------|---------|---------------|-----------|
|                       |               | 2015/16     | 2016/17 | 2017/18       | 2016/17   |
| African               | Leavers       | 277         | 291     | <b>333</b>    | 64,090    |
|                       | Achievement % | 79.1 %      | 83.5 %  | <b>85.3 %</b> | 82.7 %    |
| Arab                  | Leavers       | 94          | 134     | <b>156</b>    | 11,460    |
|                       | Achievement % | 78.7 %      | 83.6 %  | <b>80.8 %</b> | 82.9 %    |
| Bangladeshi           | Leavers       | 162         | 174     | <b>138</b>    | 27,910    |
|                       | Achievement % | 87.7 %      | 87.4 %  | <b>89.1 %</b> | 81.0 %    |
| Caribbean             | Leavers       | 219         | 187     | <b>191</b>    | 27,060    |
|                       | Achievement % | 82.6 %      | 81.8 %  | <b>91.1 %</b> | 76.7 %    |
| Chinese               | Leavers       | 15          | 24      | <b>23</b>     | 5,420     |
|                       | Achievement % | 100.0 %     | 91.7 %  | <b>95.7 %</b> | 89.5 %    |
| Gypsy/Irish Traveller | Leavers       | 7           | 2       | <b>0</b>      | 2,540     |
|                       | Achievement % | 57.1 %      | 100.0 % |               | 68.5 %    |
| Indian                | Leavers       | 294         | 313     | <b>363</b>    | 36,060    |
|                       | Achievement % | 87.1 %      | 86.6 %  | <b>91.7 %</b> | 86.7 %    |
| Irish                 | Leavers       | 25          | 31      | <b>51</b>     | 4,330     |
|                       | Achievement % | 88.0 %      | 83.9 %  | <b>68.6 %</b> | 78.3 %    |
| Not Provided          | Leavers       | 32          | 16      | <b>28</b>     | 16,570    |
|                       | Achievement % | 78.1 %      | 87.5 %  | <b>82.1 %</b> | 77.0 %    |
| Other                 | Leavers       | 92          | 104     | <b>122</b>    | 23,760    |
|                       | Achievement % | 87.0 %      | 85.6 %  | <b>85.2 %</b> | 81.0 %    |
| Other Asian           | Leavers       | 148         | 160     | <b>157</b>    | 30,580    |
|                       | Achievement % | 83.8 %      | 75.6 %  | <b>91.7 %</b> | 84.9 %    |
| Other Black           | Leavers       | 164         | 143     | <b>166</b>    | 14,420    |
|                       | Achievement % | 79.9 %      | 87.4 %  | <b>84.3 %</b> | 80.2 %    |
| Other Mixed           | Leavers       | 114         | 109     | <b>136</b>    | 17,870    |
|                       | Achievement % | 75.4 %      | 89.0 %  | <b>81.6 %</b> | 79.0 %    |
| Other White           | Leavers       | 115         | 125     | <b>270</b>    | 81,950    |
|                       | Achievement % | 82.6 %      | 88.8 %  | <b>86.3 %</b> | 82.7 %    |
| Pakistani             | Leavers       | 1,135       | 1,409   | <b>1,599</b>  | 72,440    |
|                       | Achievement % | 84.8 %      | 83.5 %  | <b>86.9 %</b> | 83.2 %    |
| White British         | Leavers       | 5,970       | 5,693   | <b>7,700</b>  | 1,178,800 |
|                       | Achievement % | 83.5 %      | 83.4 %  | <b>86.6 %</b> | 81.4 %    |
| White/Asian           | Leavers       | 177         | 199     | <b>259</b>    | 15,080    |
|                       | Achievement % | 80.8 %      | 84.4 %  | <b>85.7 %</b> | 82.6 %    |
| White/Black African   | Leavers       | 49          | 50      | <b>49</b>     | 10,080    |
|                       | Achievement % | 81.6 %      | 88.0 %  | <b>85.7 %</b> | 79.0 %    |
| White/Black Caribbean | Leavers       | 427         | 455     | <b>461</b>    | 27,290    |
|                       | Achievement % | 80.8 %      | 84.6 %  | <b>84.2 %</b> | 75.9 %    |

## Ethnicity Adults

There is an emerging adult BAME achievement gap at Solihull, particularly black adults, compared to their peers. However, almost half of these learners were enrolled on Functional Skills, and they achieved in line with the national average for those qualifications. Performance of black adults at Stratford College is strong and this accounts for a slight increase in the achievement rate for this group from 2016/17. Adult Asian learners performed well in 2017/18 above the national average for this cohort and above the College average of 85.4%.

|               |               | Our College |         |               | National |
|---------------|---------------|-------------|---------|---------------|----------|
|               |               | 2015/16     | 2016/17 | 2017/18       | 2016/17  |
| Asian         | Leavers       | 752         | 650     | <b>940</b>    | 191,440  |
|               | Achievement % | 80.9 %      | 81.2 %  | <b>87.6 %</b> | 87.0 %   |
| Black         | Leavers       | 361         | 323     | <b>425</b>    | 170,800  |
|               | Achievement % | 75.6 %      | 77.7 %  | <b>79.3 %</b> | 84.2 %   |
| Mixed         | Leavers       | 193         | 202     | <b>318</b>    | 48,090   |
|               | Achievement % | 75.1 %      | 78.2 %  | <b>82.7 %</b> | 84.0 %   |
| Not App/Known | Leavers       | 24          | 25      | <b>53</b>     | 22,700   |
|               | Achievement % | 87.5 %      | 68.0 %  | <b>69.8 %</b> | 82.9 %   |
| Other         | Leavers       | 142         | 168     | <b>234</b>    | 71,640   |
|               | Achievement % | 91.5 %      | 83.9 %  | <b>84.2 %</b> | 86.5 %   |
| White         | Leavers       | 2,187       | 2,914   | <b>3,917</b>  | 929,260  |
|               | Achievement % | 84.2 %      | 85.5 %  | <b>86.1 %</b> | 87.6 %   |

## Analysis by Ethnic Group 19+

African, Other Black White/ Black Caribbean adult learners' achievement rates are below the national average and below the performance of white counterparts.

|                       |               | Solihull College |         |                | National |
|-----------------------|---------------|------------------|---------|----------------|----------|
|                       |               | 2015/16          | 2016/17 | 2017/18        | 2016/17  |
| African               | Leavers       | 193              | 135     | <b>154</b>     | 117,070  |
|                       | Achievement % | 75.6 %           | 79.3 %  | <b>76.6 %</b>  | 84.2 %   |
| Arab                  | Leavers       | 63               | 73      | <b>116</b>     | 28,490   |
|                       | Achievement % | 96.8 %           | 80.8 %  | <b>81.9 %</b>  | 87.7 %   |
| Bangladeshi           | Leavers       | 74               | 51      | <b>97</b>      | 39,410   |
|                       | Achievement % | 87.8 %           | 76.5 %  | <b>83.5 %</b>  | 88.1 %   |
| Caribbean             | Leavers       | 119              | 120     | <b>201</b>     | 34,010   |
|                       | Achievement % | 73.9 %           | 76.7 %  | <b>85.1 %</b>  | 84.7 %   |
| Chinese               | Leavers       | 38               | 23      | <b>40</b>      | 8,950    |
|                       | Achievement % | 97.4 %           | 95.7 %  | <b>92.5 %</b>  | 87.7 %   |
| Gypsy/Irish Traveller | Leavers       | 5                | 0       | <b>2</b>       | 950      |
|                       | Achievement % | 80.0 %           |         | <b>100.0 %</b> | 83.3 %   |
| Indian                | Leavers       | 129              | 163     | <b>259</b>     | 32,610   |
|                       | Achievement % | 85.3 %           | 90.2 %  | <b>90.7 %</b>  | 87.3 %   |
| Irish                 | Leavers       | 26               | 26      | <b>25</b>      | 5,430    |
|                       | Achievement % | 84.6 %           | 92.3 %  | <b>68.0 %</b>  | 88.2 %   |
| Not Provided          | Leavers       | 24               | 25      | <b>53</b>      | 22,700   |
|                       | Achievement % | 87.5 %           | 68.0 %  | <b>69.8 %</b>  | 82.9 %   |
| Other                 | Leavers       | 79               | 95      | <b>118</b>     | 43,150   |
|                       | Achievement % | 87.3 %           | 86.3 %  | <b>86.4 %</b>  | 85.8 %   |
| Other Asian           | Leavers       | 113              | 101     | <b>128</b>     | 51,990   |
|                       | Achievement % | 79.6 %           | 85.1 %  | <b>88.3 %</b>  | 86.1 %   |
| Other Black           | Leavers       | 49               | 68      | <b>70</b>      | 19,720   |
|                       | Achievement % | 79.6 %           | 76.5 %  | <b>68.6 %</b>  | 83.3 %   |
| Other Mixed           | Leavers       | 25               | 42      | <b>74</b>      | 13,660   |
|                       | Achievement % | 96.0 %           | 83.3 %  | <b>87.8 %</b>  | 83.5 %   |
| Other White           | Leavers       | 316              | 350     | <b>363</b>     | 159,690  |
|                       | Achievement % | 91.5 %           | 85.1 %  | <b>88.4 %</b>  | 87.4 %   |
| Pakistani             | Leavers       | 398              | 312     | <b>416</b>     | 58,490   |
|                       | Achievement % | 76.9 %           | 75.0 %  | <b>85.8 %</b>  | 86.7 %   |
| White British         | Leavers       | 1,840            | 2,538   | <b>3,527</b>   | 763,200  |
|                       | Achievement % | 83.0 %           | 85.5 %  | <b>86.0 %</b>  | 87.7 %   |
| White/Asian           | Leavers       | 27               | 32      | <b>69</b>      | 9,740    |
|                       | Achievement % | 81.5 %           | 81.3 %  | <b>81.2 %</b>  | 85.6 %   |
| White/Black African   | Leavers       | 17               | 29      | <b>37</b>      | 9,230    |
|                       | Achievement % | 82.4 %           | 65.5 %  | <b>86.5 %</b>  | 83.8 %   |
| White/Black Caribbean | Leavers       | 124              | 99      | <b>138</b>     | 15,470   |
|                       | Achievement % | 68.5 %           | 78.8 %  | <b>79.7 %</b>  | 83.5 %   |



# CASE STUDY

## COLLEGE CATERERS GEAR UP FOR CYCLISTS' CHARITY DINNER

A local cancer charity is working in partnership with Stratford-upon-Avon College to raise money to enable children and young people living with cancer to rebuild their strength and confidence.

The collaboration between Cyclists Fighting Cancer (CFC) and the FE College has resulted in the upcoming CFC Race Across America Dinner dining event, offering a themed five-course menu served in the College's Academy Restaurant. Due to take place on Thursday 17th May from 6.45pm, the dinner is the brainchild of Dave Saul, Catering lecturer at the College, and his students.

A keen cyclist, Dave found himself inspired to organise the event after he signed up as support crew, including acting as chef and driver, for CFC's upcoming Race Across America attempt. This gruelling race will see CFC's four-person team compete in the 24-hour-a-day seven-day relay from California to Maryland. The route traverses three major mountain ranges, crosses four of America's longest rivers, and passes through such iconic American landmarks as the Mojave and Sonoran Deserts, Monument Valley, Great Plains and Gettysburg.

Dave is totally committed to the project: "I chose to support CFC because I've had various family members who have been affected by cancer. As a parent, I can't imagine anything worse than having one of your children diagnosed with cancer. I'm immensely proud of the students for getting behind the project with such enthusiasm and dedication."

In honour of Race Across America, the dinner will follow a culinary journey that reflects five of the twelve states the riders will travel through, with courses influenced by Virginia, California, Arizona, Kansas and Maryland.



*Lecturer Dave Saul with Professional Catering student Melissa Summerfield and the bike he is riding to raise funds for Cyclists Fighting Cancer*

Professional Catering student Melissa Summerfield, 18 from Stratford-upon-Avon, is delighted with the quality of the menu she and her fellow students have devised alongside Dave. "We're using our culinary skills and imagination to create a unique menu that will represent the Race Across America route, and we're working really hard to perfect all our dishes so that the dinner is worthy of cycling champions."

All proceeds will go directly to CFC as the race is fully funded by the charity's sponsors LifePlus Europe. CFC has a target of raising £100,000 which will support 21 children's oncology units throughout the UK, providing services such as bikes and specialist rehabilitation equipment to help young people fighting cancer regain their physical fitness.

Mike Gristenthwaite, CEO of Cyclists Fighting Cancer, said, "We're delighted that Stratford College will be supporting us with a CFC charity dinner. It really is wonderful for staff and students to give up their time to help children and teenagers living with and beyond cancer."

## Learning Difficulties /Disabilities 16-18

16-18 learners with learning difficulties/disabilities achieve well above the national average, but slightly less well than learners at the College without learning difficulties/disabilities

|   |               | Our College |         |               | National  |
|---|---------------|-------------|---------|---------------|-----------|
|   |               | 2015/16     | 2016/17 | 2017/18       | 2016/17   |
| Has difficulty/disability /health problem | Leavers       | 2,309       | 2,272   | <b>3,374</b>  | 433,780   |
|   | Achievement % | 82.6 %      | 81.2 %  | <b>83.8 %</b> | 79.3 %    |
| No difficulty/disability /health problem  | Leavers       | 6,514       | 7,228   | <b>8,787</b>  | 1,168,630 |
|   | Achievement % | 83.9 %      | 84.6 %  | <b>87.6 %</b> | 82.2 %    |
| No information provided by the learner    | Leavers       | 693         | 119     | <b>41</b>     | 65,280    |
|   | Achievement % | 81.0 %      | 82.4 %  | <b>85.4 %</b> | 82.5 %    |

## Disabilities 16-18

16-18 learners with disabilities achieve consistently well above national average for the comparative cohort.

|                        |               | Our College |         |                | National  |
|------------------------|---------------|-------------|---------|----------------|-----------|
|                        |               | 2015/16     | 2016/17 | 2017/18        | 2015/16   |
| Asperger's             | Leavers       | 96          | 82      | <b>160</b>     | 17,350    |
|                        | Achievement % | 88.5 %      | 87.8 %  | <b>85.6 %</b>  | 80.5 %    |
| Emotional/ Behavioural | Leavers       | 4           | 0       | <b>0</b>       | 33,070    |
|                        | Achievement % | 50.0 %      |         |                | 70.7 %    |
| Hearing                | Leavers       | 63          | 33      | <b>83</b>      | 11,320    |
|                        | Achievement % | 76.2 %      | 75.8 %  | <b>88.0 %</b>  | 80.3 %    |
| Medical                | Leavers       | 274         | 307     | <b>346</b>     | 79,350    |
|                        | Achievement % | 84.3 %      | 79.2 %  | <b>84.1 %</b>  | 81.0 %    |
| Mental health          | Leavers       | 222         | 90      | <b>261</b>     | 22,170    |
|                        | Achievement % | 79.3 %      | 80.0 %  | <b>86.2 %</b>  | 70.9 %    |
| Mobility               | Leavers       | 51          | 37      | <b>40</b>      | 6,460     |
|                        | Achievement % | 92.2 %      | 81.1 %  | <b>82.5 %</b>  | 81.6 %    |
| Multiple               | Leavers       | 16          | 22      | <b>33</b>      | 15,810    |
|                        | Achievement % | 93.8 %      | 63.6 %  | <b>87.9 %</b>  | 77.0 %    |
| n/a                    | Leavers       | 203         | 132     | <b>185</b>     | -         |
|                        | Achievement % | 77.3 %      | 71.2 %  | <b>81.6 %</b>  | -         |
| No disability          | Leavers       | 7,697       | 8,066   | <b>9,858</b>   | 1,404,450 |
|                        | Achievement % | 83.9 %      | 84.1 %  | <b>87.0 %</b>  | 80.3 %    |
| Not known/not provided | Leavers       | 802         | 687     | <b>947</b>     | 313,360   |
|                        | Achievement % | 80.7 %      | 84.3 %  | <b>83.7 %</b>  | 79.0 %    |
| Other                  | Leavers       | 35          | 102     | <b>165</b>     | 44,990    |
|                        | Achievement % | 74.3 %      | 92.2 %  | <b>86.1 %</b>  | 78.1 %    |
| Physical               | Leavers       | 30          | 18      | <b>42</b>      | 7,530     |
|                        | Achievement % | 76.7 %      | 72.2 %  | <b>85.7 %</b>  | 79.8 %    |
| Profound/ Complex      | Leavers       | 0           | 13      | <b>25</b>      | 560       |
|                        | Achievement % |             | 76.9 %  | <b>88.0 %</b>  | 78.2 %    |
| Temporary              | Leavers       | 5           | 4       | <b>1</b>       | 980       |
|                        | Achievement % | 80.0 %      | 100.0 % | <b>100.0 %</b> | 81.6 %    |
| Visual                 | Leavers       | 18          | 26      | <b>56</b>      | 12,300    |
|                        | Achievement % | 88.9 %      | 100.0 % | <b>92.9 %</b>  | 79.4 %    |

## Learning Difficulties 16-18

There is some lower than national average achievement for the small number of learners with dyscalculia, moderate difficulties and severe learning difficulties.

|                        |               | Our College |         |                | National  |
|------------------------|---------------|-------------|---------|----------------|-----------|
|                        |               | 2015/16     | 2016/17 | 2017/18        | 2015/16   |
| Autism                 | Leavers       | 359         | 355     | <b>448</b>     | 25,740    |
|                        | Achievement % | 89.4 %      | 79.4 %  | <b>84.8 %</b>  | 80.5 %    |
| Dyscalculia            | Leavers       | 18          | 11      | <b>7</b>       | 4,680     |
|                        | Achievement % | 61.1 %      | 63.6 %  | <b>71.4 %</b>  | 73.7 %    |
| Dyslexia               | Leavers       | 88          | 174     | <b>419</b>     | 125,230   |
|                        | Achievement % | 85.2 %      | 85.6 %  | <b>83.5 %</b>  | 76.4 %    |
| Moderate               | Leavers       | 299         | 170     | <b>153</b>     | 55,860    |
|                        | Achievement % | 80.9 %      | 66.5 %  | <b>77.8 %</b>  | 78.3 %    |
| Multiple               | Leavers       | 4           | 7       | <b>15</b>      | 17,700    |
|                        | Achievement % | 75.0 %      | 100.0 % | <b>100.0 %</b> | 78.0 %    |
| n/a                    | Leavers       | 203         | 132     | <b>185</b>     | -         |
|                        | Achievement % | 77.3 %      | 71.2 %  | <b>81.6 %</b>  | -         |
| None                   | Leavers       | 7,453       | 7,774   | <b>9,643</b>   | 1,404,450 |
|                        | Achievement % | 83.7 %      | 84.7 %  | <b>87.6 %</b>  | 80.3 %    |
| Not Known/Not Provided | Leavers       | 801         | 687     | <b>947</b>     | 252,950   |
|                        | Achievement % | 80.8 %      | 84.3 %  | <b>83.7 %</b>  | 79.6 %    |
| Other                  | Leavers       | 177         | 204     | <b>275</b>     | 56,620    |
|                        | Achievement % | 80.2 %      | 76.5 %  | <b>77.1 %</b>  | 77.3 %    |
| Other Spec             | Leavers       | 114         | 93      | <b>86</b>      | 22,570    |
|                        | Achievement % | 86.0 %      | 81.7 %  | <b>81.4 %</b>  | 80.2 %    |
| Severe                 | Leavers       | 0           | 12      | <b>24</b>      | 3,890     |
|                        | Achievement % |             | 83.3 %  | <b>75.0 %</b>  | 79.5 %    |

## Learning Difficulties/Disabilities Adults

Achievement rates for Adults with difficulties/disabilities are lower than those without a disability and lower than the national average.

|  |               | Our College |         |               | National  |
|--|---------------|-------------|---------|---------------|-----------|
|  |               | 2015/16     | 2016/17 | 2017/18       | 2016/17   |
| Has difficulty/disability/health problem | Leavers       | 595         | 716     | <b>976</b>    | 304,950   |
|  | Achievement % | 83.2 %      | 80.0 %  | <b>80.9 %</b> | 85.4 %    |
| No difficulty/disability/health problem  | Leavers       | 2,693       | 3,499   | <b>4,692</b>  | 1,096,440 |
|  | Achievement % | 82.8 %      | 84.7 %  | <b>86.5 %</b> | 87.4 %    |
| No information provided by the learner   | Leavers       | 371         | 67      | <b>219</b>    | 32,540    |
|  | Achievement % | 79.5 %      | 76.1 %  | <b>83.6 %</b> | 83.9 %    |

## Learning Difficulties Adults

There are only two groups of learners causing any concern - Other Spec and Moderate learning difficulty. Achievement for students with dyslexia has improved but remains below benchmark.

|                        |               | Our College |         |               | National  |
|------------------------|---------------|-------------|---------|---------------|-----------|
|                        |               | 2015/16     | 2016/17 | 2017/18       | 2015/16   |
| Autism                 | Leavers       | 36          | 76      | <b>96</b>     | 13,730    |
|                        | Achievement % | 86.1 %      | 81.6 %  | <b>80.2 %</b> | 84.6 %    |
| Dyslexia               | Leavers       | 12          | 26      | <b>4</b>      | 3,420     |
|                        | Achievement % | 58.3 %      | 76.9 %  | <b>75.0 %</b> | 82.7 %    |
| Moderate               | Leavers       | 58          | 90      | <b>70</b>     | 86,690    |
|                        | Achievement % | 89.7 %      | 72.2 %  | <b>77.1 %</b> | 83.3 %    |
| Multiple               | Leavers       | 0           | 2       | <b>94</b>     | 63,610    |
|                        | Achievement % |             | 100.0 % | <b>79.8 %</b> | 86.9 %    |
| n/a                    | Leavers       | 16          | 10      | <b>3</b>      | 18,270    |
|                        | Achievement % | 81.3 %      | 90.0 %  | <b>66.7 %</b> | 87.0 %    |
| None                   | Leavers       | 3,083       | 3,602   | <b>29</b>     | -         |
|                        | Achievement % | 82.4 %      | 84.5 %  | <b>62.1 %</b> | -         |
| Not Known/Not Provided | Leavers       | 371         | 428     | <b>4,854</b>  | 1,489,150 |
|                        | Achievement % | 82.7 %      | 80.8 %  | <b>86.5 %</b> | 87.4 %    |
| Other                  | Leavers       | 63          | 32      | <b>664</b>    | 250,950   |
|                        | Achievement % | 82.5 %      | 81.3 %  | <b>83.9 %</b> | 86.4 %    |
| Other Spec             | Leavers       | 20          | 16      | <b>51</b>     | 32,270    |
|                        | Achievement % | 85.0 %      | 68.8 %  | <b>70.6 %</b> | 83.1 %    |
| Severe                 | Leavers       | 0           | 0       | <b>16</b>     | 7,390     |
|                        | Achievement % |             |         | <b>50.0 %</b> | 83.6 %    |

|                        |               | Our College |         |               | National  |
|------------------------|---------------|-------------|---------|---------------|-----------|
|                        |               | 2015/16     | 2016/17 | 2017/18       | 2015/16   |
| Asperger's             | Leavers       | 11          | 3       | <b>9</b>      | 8,850     |
|                        | Achievement % | 90.9 %      | 66.7 %  | <b>66.7 %</b> | 82.6 %    |
| Emotional/ Behavioural | Leavers       | 1           | 0       | <b>0</b>      | 12,140    |
|                        | Achievement % | 100.0 %     |         |               | 84.1 %    |
| Hearing                | Leavers       | 19          | 15      | <b>23</b>     | 18,760    |
|                        | Achievement % | 84.2 %      | 93.3 %  | <b>73.9 %</b> | 86.9 %    |
| Medical                | Leavers       | 14          | 30      | <b>33</b>     | 54,590    |
|                        | Achievement % | 64.3 %      | 70.0 %  | <b>72.7 %</b> | 86.9 %    |
| Mental health          | Leavers       | 16          | 24      | <b>50</b>     | 43,840    |
|                        | Achievement % | 81.3 %      | 70.8 %  | <b>90.0 %</b> | 84.5 %    |
| Mobility               | Leavers       | 8           | 19      | <b>23</b>     | 27,870    |
|                        | Achievement % | 87.5 %      | 89.5 %  | <b>73.9 %</b> | 88.2 %    |
| Multiple               | Leavers       | 2           | 3       | <b>4</b>      | 36,700    |
|                        | Achievement % | 100 %       | 100.0 % | <b>50.0 %</b> | 88.6 %    |
| n/a                    | Leavers       | 16          | 10      | <b>29</b>     | -         |
|                        | Achievement % | 81.3 %      | 90.0 %  | <b>62.1 %</b> | -         |
| No disability          | Leavers       | 3,158       | 3,676   | <b>4,982</b>  | 1,489,150 |
|                        | Achievement % | 82.6 %      | 84.2 %  | <b>85.9 %</b> | 87.4 %    |
| Not known/not provided | Leavers       | 371         | 428     | <b>664</b>    | 207,160   |
|                        | Achievement % | 82.7 %      | 80.8 %  | <b>83.9 %</b> | 84.6 %    |
| Other                  | Leavers       | 25          | 43      | <b>47</b>     | 44,670    |
|                        | Achievement % | 72.0 %      | 83.7 %  | <b>97.9 %</b> | 85.8 %    |
| Physical               | Leavers       | 7           | 13      | <b>6</b>      | 14,900    |
|                        | Achievement % | 71.4 %      | 84.6 %  | <b>33.3 %</b> | 87.7 %    |
| Profound/Complex       | Leavers       | 3           | 3       | <b>7</b>      | 180       |
|                        | Achievement % | 100 %       | 33.3 %  | <b>85.7 %</b> | 4.9 %     |
| Temporary              | Leavers       | 2           | 0       | <b>1</b>      | 2,140     |
|                        | Achievement % | 100 %       |         | <b>0.0 %</b>  | 88.5 %    |
| Visual                 | Leavers       | 6           | 1       | <b>9</b>      | 14,490    |
|                        | Achievement % | 100 %       | 100.0 % | <b>100 %</b>  | 87.1 %    |

## Disabilities Adults

There are achievement gaps for the categories 'Medical', 'Asperger's', 'Hearing' and 'Mental Health', but apart from these 3 broad categories there are no emerging achievement gaps.



## Eligible for free meals 16-18

- Overall learners on free school meals achieve as well as their peers.

| Level   | Leavers | Learners with Free School Meals | College average |
|---------|---------|---------------------------------|-----------------|
| Entry   | 124     | 88%                             | 79%             |
| Level 1 | 291     | 79%                             | 79%             |
| Level 2 | 548     | 90%                             | 89%             |
| Level 3 | 186     | 88%                             | 89%             |

## Looked After Learners 16-18

- The College had 50 16-18 learners who were in care in 17/18
- The achievement rate for this small number of learners is 87% on their main vocational programme, a significant improvement on 2016/17

| Year    | Number of Learners | Achievement Rate |
|---------|--------------------|------------------|
| 2015/16 | 21                 | 81.0%            |
| 2016/17 | 28                 | 61.3%            |
| 2017/18 | 50                 | 87%              |

# CASE STUDY

## CAMERON TRIUMPHS AT THE RAILSTAFF AWARDS

*Monday 10th December 2018*

Cameron O'Connell, an Apprentice at Solihull College & University Centre is celebrating winning 'Apprentice of the Year' at the RailStaff Awards. 27-year-old Cameron from Druids Heath, was forced to quit his position as a Military Signaller in the British Army in 2015 following a serious injury to his back. He began looking online for career options once he returned. Cameron's brother had embarked on an apprenticeship with Solihull College and this inspired Cameron to look into one for himself.

He began an apprenticeship with infrastructure service provider Amey in Birmingham as an electrification and plant (E&P) engineer. Cameron's hunger to learn and push himself set him apart from his peers. Starting with no qualifications, he completed a BTEC, then in his second year a Higher National Certificate and is now undertaking a foundation degree, all in electrical engineering. Cameron has shown excellent technical skills, passion and innovation while helping deliver a better service for passengers through his work on the East Midlands area and West Hampstead signalling power upgrade projects.

Cameron successfully took a lead role in managing surveys on site and was in charge of the Amey Consulting Rail (Birmingham) close calls register – an important tool for reporting which contributes to the reduction of risks or hazards. Cameron's former mentor Abdul Rehman Savant, a senior E&P engineer at Amey, nominated him for the award. Cameron, who now works for consultancy TSP Projects as an assistant electrical engineer, stated: "I didn't do as well at school as I'd have liked. The apprenticeship gave me a second chance, the course content helped so much and I applied what we'd studied to day to day life".



Andrew Adey, Adey Steel Group managing director, who presented the award said: "There were a number of worthy finalists but what's exceptional about Cameron's story is how well he has adapted to a professional career after a challenging period of military service. I'm very impressed with the immediate impact he has made and his career trajectory looks to be an exciting one. There's no stopping him at the minute."

The RailStaff Awards, now in their 12th year, were held on November 29 at Birmingham's NEC to celebrate the achievements of individuals and teams who work in the rail sector. The ceremony shows appreciation for the people who deliver the railway – from drivers to cleaners, and engineers to station staff. Often these are stories of lives saved, careers turned around and adversity conquered. Tom O'Connor, managing director of event organiser Rail Media, said: "The RailStaff Awards is not only our biggest night of the year, it's also our favourite, a spectacle with no shortage of inspiring characters."

For Cameron the future certainly looks bright, "I want to keep going all the way to the top. I hope to be the CEO of a major company one day".

# Apprenticeship (all ages)

## Gender Apprentices

There is a significant achievement gap between females and males for Apprentices. At Solihull, female apprentices' achievement is 9% below male apprentices. This is due, in part, to lower achievement on Health & Care frameworks. At Stratford, male apprentices' achievement is 11% below female apprentices. Achievement was particularly low for Engineering, Motor Vehicle and Construction. Overall, female achievement is just over 5% lower than male achievement.

|        |               | Our College |         |         | National |
|--------|---------------|-------------|---------|---------|----------|
|        |               | 2015/16     | 2016/17 | 2017/18 | 2016/17  |
| Female | Leavers       | 229         | 245     | 333     | 215,570  |
|        | Achievement % | 76.9 %      | 74.3 %  | 68.2 %  | 66.1 %   |
| Male   | Leavers       | 292         | 312     | 282     | 189,600  |
|        | Achievement % | 78.1 %      | 71.5 %  | 73.4 %  | 68.0 %   |

## Ethnicity Apprentices

There is a concern over the achievement of the small number of Black apprentices at the College. The achievement of Asian apprentices has improved and is now higher than their white counterparts.

|               |               | Our College |         |         | National |
|---------------|---------------|-------------|---------|---------|----------|
|               |               | 2015/16     | 2016/17 | 2017/18 | 2016/17  |
| Asian         | Leavers       | 30          | 37      | 22      | 17,410   |
|               | Achievement % | 83.3 %      | 62.2 %  | 77.3 %  | 67.1 %   |
| Black         | Leavers       | 11          | 16      | 14      | 13,890   |
|               | Achievement % | 36.4 %      | 62.5 %  | 42.9 %  | 63.9 %   |
| Mixed         | Leavers       | 29          | 33      | 31      | 8,880    |
|               | Achievement % | 79.3 %      | 75.8 %  | 67.7 %  | 63.5 %   |
| Not App/Known | Leavers       | 3           | 2       | 1       | 3,490    |
|               | Achievement % | 100.0 %     | 0.0 %   | 100.0 % | 61.0 %   |
| Other         | Leavers       | 4           | 5       | 3       | 2,730    |
|               | Achievement % | 75.0 %      | 60.0 %  | 33.3 %  | 62.9 %   |
| White         | Leavers       | 444         | 464     | 544     | 362,620  |
|               | Achievement % | 77.9 %      | 74.1 %  | 71.3 %  | 68.1 %   |

## Learning Difficulties/Disabilities Apprentices

Apprentices with a learning difficulty or disability are achieving above national averages and better than apprentices without a disability/learning difficulty.

|  |               | Our College |         |         | National |
|--|---------------|-------------|---------|---------|----------|
|  |               | 2015/16     | 2016/17 | 2017/18 | 2016/17  |
| Has difficulty/disability/health problem | Leavers       | 31          | 25      | 37      | 38,680   |
|  | Achievement % | 67.7 %      | 56.0 %  | 73.0 %  | 65.1 %   |
| No difficulty/disability/health problem  | Leavers       | 449         | 471     | 522     | 363,830  |
|  | Achievement % | 78.2 %      | 72.6 %  | 70.3 %  | 68.0 %   |
| No information provided by the learner   | Leavers       | 41          | 61      | 56      | 6,510    |
|  | Achievement % | 78.0 %      | 80.3 %  | 71.4 %  | 65.6 %   |

# Equality analysis and allocation of Learner Support Fund 2017-2018

## Students with Disability or Learning Difficulty

The Learner Support Fund has a strong profile in terms of supporting students with a disability or learning difficulty. Over the past three years the fund has consistently supported a higher percentage of students with a disability or learning difficulties to that of the overall college profile.

| LDD  | 2015-2016 | 2016-2017 | 2017-2018 |
|--|-----------|-----------|-----------|
| Percentage of students receiving support with a disability | 23.10%    | 23.83%    | 26.40%    |
| College Profile  | 11.79%    | 13.01%    | 15.79%    |
| Variation From College Profile                             | 11.31%    | 10.82%    | 10.61%    |

## Students from a Widening Participation post code

Targeted eligibility criteria for the financial support funds has enabled a higher percentage of students from widening participation postcodes compared to that of the overall college profile access financial support. The percentage of students from widening participation postcodes receiving financial support is 74.80% and is 27.9% above the college profile.

| Widening Participation                                | 2015-2016 | 2016-2017 | 2017-2018 |
|---|-----------|-----------|-----------|
| Percentage of students receiving support from WP area | 72.50%    | 72.05%    | 74.80%    |
| College Profile                                       | 49.02%    | 47.84%    | 46.90%    |
| Variation From College Profile                        | 23.48%    | 24.21%    | 27.90%    |



## Ethnicity

The data shows that there is little variation in the students receiving funding and the college profile. For the third year in a row the two groups which vary the most from the college profile are from Pakistani origin (+9.1%) and English/Welsh/Scottish/Northern Irish origin (-21.7%).

| Ethnicity   | 2015-2016           |                 | 2016-2017           |                                | 2017-2018           |                                |
|---|---------------------|-----------------|---------------------|--------------------------------|---------------------|--------------------------------|
|   | Percent of students | College Profile | Percent of students | Variation from College Profile | Percent of students | Variation from College Profile |
| Arab  | 2.3%                | 0.9%            | 3.2%                | 1.4%                           | 3.3%                | 1.1%                           |
| Asian/Asian British - Any other Asian background        | 2.9%                | 1.7%            | 3.3%                | 1.2%                           | 3.0%                | 1.3%                           |
| Asian/Asian British - Bangladeshi                       | 3.5%                | 1.9%            | 2.7%                | 1.6%                           | 2.5%                | 1.2%                           |
| Asian/Asian British - Chinese                           | 0.1%                | 0.6%            | 0.2%                | -0.5%                          | 0.2%                | 0.0%                           |
| Asian/Asian British - Indian                            | 2.5%                | 3.2%            | 1.9%                | -0.7%                          | 2.2%                | 2.7%                           |
| Asian/Asian British - Pakistani                         | 18.2%               | 10.1%           | 18.2%               | 8.1%                           | 20.8%               | 11.7%                          |
| Black/Black British - African                           | 5.9%                | 2.9%            | 5.8%                | 2.9%                           | 6.3%                | 2.6%                           |
| Black/Black British - Any other Black background        | 2.1%                | 1.1%            | 1.8%                | 1.0%                           | 2.2%                | 1.3%                           |
| Black/Black British - Caribbean                         | 1.9%                | 2.2%            | 1.9%                | -0.3%                          | 2.2%                | 1.7%                           |
| Mixed/Multiple ethnic group - Other                     | 1.5%                | 0.9%            | 1.5%                | 0.6%                           | 2.0%                | 0.9%                           |
| Mixed/Multiple ethnic group - White and Asian           | 2.1%                | 1.4%            | 2.0%                | 0.8%                           | 2.2%                | 1.8%                           |
| Mixed/Multiple ethnic group - White and Black African   | 0.6%                | 0.4%            | 0.7%                | 0.2%                           | 0.8%                | 0.4%                           |
| Mixed/Multiple ethnic group - White and Black Caribbean | 6.0%                | 3.4%            | 5.5%                | 2.6%                           | 4.0%                | 3.8%                           |
| Not Known/Provided                                      | 0.3%                | 1.0%            | 0.1%                | -0.6%                          | 0.4%                | -0.1%                          |
| Other   | 1.2%                | 1.2%            | 1.7%                | 0.0%                           | 2.2%                | 0.9%                           |
| White - Any other White background                      | 1.4%                | 2.7%            | 1.9%                | -1.4%                          | 1.7%                | -0.6%                          |
| White - British   | 47.5%               | 64.0%           | 47.3%               | -16.5%                         | 43.7%               | 65.4%                          |
| White - Gypsy or Irish Traveller                        | 0.1%                | 0.0%            | 0.1%                | 0.1%                           | 0.0%                | 0.0%                           |
| White - Irish   | 0.0%                | 0.5%            | 0.2%                | -0.5%                          | 0.3%                | 0.0%                           |

## Gender

|   | 2015-2016               |                                | 2016-2017               |                                | 2017-2018               |                                |
|---|-------------------------|--------------------------------|-------------------------|--------------------------------|-------------------------|--------------------------------|
|   | % of Supported Students | Variation From College Profile | % of Supported Students | Variation From College Profile | % of Supported Students | Variation From College Profile |
| M | 50.70%                  | 0.10%                          | 48.22%                  | -2.86%                         | 50.00%                  | -2.34%                         |
| F | 49.30%                  | -0.10%                         | 51.78%                  | 2.86%                          | 47.66%                  | -2.34%                         |

# CASE STUDY

## CANCER FIGHT ENDS WITH CHARITY WORK FOR STUDENT KAISER

15th January 2019



Solihull College & University Centre Barbering student, Kaiser Khan, has been sharing the story of his cancer battle to help others.

Kaiser, 24, is currently working with a charity called Clic Sargent, who provide financial and emotional support to young cancer sufferers. The charity has a personal connection for Kaiser as they helped him while he was receiving his own cancer treatment. Shortly after starting his studies at Liverpool John Moores University, Kaiser, from Stratford-upon-Avon, Warwickshire, developed a rash and persistent itching. The unbearably itchy spots all over his body were diagnosed as eczema in January 2015. It was 17 months later that he was finally diagnosed as suffering from blood cancer.

He visited doctors in Liverpool and was prescribed several eczema medications and home remedies to no avail. He eventually had to drop out of his course and return to Birmingham when the painful itching became unbearable.

Over the year, Kaiser started to develop constant sweating, weight loss and began coughing up blood, which nearly drove him to suicide.

'I was constantly sweating and itching all the time. I'd sit at the end of my bed in desperation because it just wouldn't go away,' he admits, 'I told the doctors I wanted to kill myself. It was getting to a stage where I really couldn't deal with it anymore.' After struggling to continue, Kaiser turned to a different source, he contacted a professor at the Queen Elizabeth Hospital, Birmingham, in November 2015.

'When I saw the professor, he was the only one that said to me it didn't look like allergies or eczema and he sent me for a scan,' Kaiser says, 'I had started coughing up blood by this point too.'

The scans in January 2016 revealed Kaiser was suffering from a tumour on his chest. He was told he would have died had it been left any longer. 'They told me I had a huge mass on my chest above my heart and that it was very aggressive. It was stage 4B Hodgkin's Lymphoma and it had spread to my right lung,' he recalls, 'when I found out I was heartbroken but also angry. I was happy because I'd found out what it actually was but also angry because it had taken so long to find out.'





Kaiser went through 12 rounds of gruelling chemotherapy before being told his tumour had shrunk that August. Tragically, his uncle, to whom he was close, was battling throat cancer at the same time, and sadly passed away after Kaiser finished his treatment.

'I thought he would survive it. Every day after that I thought it would return and I wasn't going to be so lucky but when I had my follow up appointment after treatment they told me it had shrunk'.

Although no longer needing treatment, Kaiser has to live with a smaller, non-cancerous tumour on his chest and must have regular check-ups until 2021 to ensure it does not become malignant again.

He adds, 'It's good news but at the same time it could come back as leukaemia so I haven't got the official all clear until five years from then. I worry every day but I have to just get on with life.'

Now training at the College to become a barber, Kaiser is speaking out to encourage others to push for scans and tests if they feel they have been misdiagnosed.

'You need to keep pushing and stay positive. I know it's hard because everyone has bad days,' he acknowledges, 'keep a smile on your face because every single day is a blessing. If anyone is unsure about symptoms keep pursuing and it will eventually come out – early diagnosis is so important so don't give up. If I didn't have the charity I don't think I would have been able to get through it'.



He now assists with a Young Peoples Reference Group for ill young people, which involves meetings monthly to talk and share and even a trip away. 'We can talk to each other, it's a coping mechanism and when you can give back it's brilliant'.

The future is looking a lot brighter for Kaiser. He recently presented an award at the 'Asian Media Awards' presenting an award for 'Personality of the Year' in front of 400 people. He has been working alongside Clic Sargent on a new documentary which is a first-hand insight into what life is like before, during and after cancer. 'I think after everything I've been through I've chosen to consider cancer a positive experience in the end' Kaiser reflects, 'I have met and continue to meet so many inspirational people, how can I not see that?'

You can find out more about Clic Sargent's work at <https://beta.clicsargent.org.uk/>





# The College Staffing Profile

## Ethnicity

| Year        | Ethnicity %                        | College      | Mgmt         | Lecturing    | Support      | PT teach     | Hourly paid support |
|-------------|------------------------------------|--------------|--------------|--------------|--------------|--------------|---------------------|
| <b>2018</b> | <b>White</b>                       | <b>84.97</b> | <b>89.19</b> | <b>85.29</b> | <b>87.35</b> | <b>79.79</b> | <b>84.68</b>        |
| 2017        | White                              | 83.96        | 88.89        | 83.41        | 83.96        | 80.34        | 88.71               |
| 2016        | White                              | 83.84        | 89.47        | 85.00        | 84.30        | 78.95        | 85.61               |
| 2015        | White                              | 84.91        | 89.47        | 86.45        | 85.81        | 83.00        | 81.40               |
| <b>2018</b> | <b>BAME</b>                        | <b>13.99</b> | <b>10.81</b> | <b>14.34</b> | <b>12.65</b> | <b>16.58</b> | <b>13.71</b>        |
| 2017        | BAME                               | 15.92        | 11.11        | 16.59        | 16.04        | 19.10        | 11.29               |
| 2016        | BAME                               | 15.81        | 10.53        | 14.55        | 15.70        | 20.47        | 13.64               |
| 2015        | BAME                               | 14.77        | 10.53        | 12.75        | 14.19        | 17.00        | 17.83               |
| <b>2018</b> | <b>Prefer not to say / Unknown</b> | <b>1.04</b>  | <b>0.00</b>  | <b>0.37</b>  | <b>0.00</b>  | <b>3.63</b>  | <b>1.61</b>         |
| 2017        | Prefer not to say / Unknown        | 0.12         | 0.00         | 0.00         | 0.00         | 0.56         | 0.00                |
| 2016        | Prefer not to say / Unknown        | 0.35         | 0.00         | 0.45         | 0.00         | 0.58         | 0.76                |
| 2015        | Prefer not to say / Unknown        | 0.33         | 0.00         | 0.80         | 0.00         | 0.00         | 0.78                |

The College data includes all College staff post-merger. The percentage of BAME staff has dropped by 1.93% and this is largely due to the Stratford College profile having a smaller percentage of BAME staff within its cohort. The College will continue to work to a target of 17% of staff from BAME groups. The reduction of staff from BAME groups is reflected across all staff groups, the greatest drop is within the support staff cohort where the percentage is down by 3.39%. Hourly paid support staff however shows an increase of 2.42% BAME staff.

## Gender

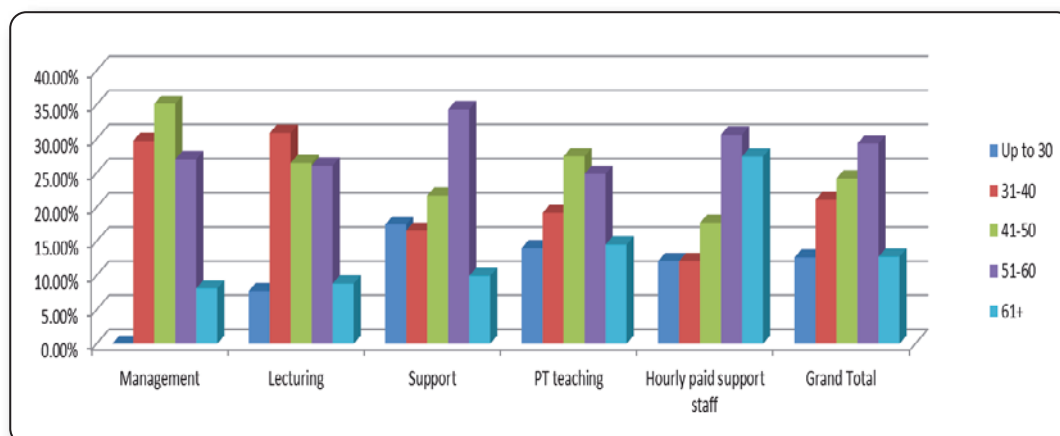
This table below shows the gender profile of College staff.

| Year        | Gender %      | College      | Mgmt         | Lecturing    | Support      | PT teach     | Hourly paid support |
|-------------|---------------|--------------|--------------|--------------|--------------|--------------|---------------------|
| <b>2018</b> | <b>Female</b> | <b>67.33</b> | <b>61.76</b> | <b>61.76</b> | <b>66.87</b> | <b>70.47</b> | <b>77.42</b>        |
| 2017        | Female        | 65.88        | 61.11        | 64.55        | 67.04        | 65.43        | 67.67               |
| 2016        | Female        | 67.17        | 60.53        | 64.71        | 68.26        | 68.97        | 68.31               |
| 2015        | Female        | 67.97        | 65.79        | 64.94        | 68.65        | 70.50        | 68.99               |
| <b>2018</b> | <b>Male</b>   | <b>32.67</b> | <b>37.84</b> | <b>38.24</b> | <b>33.13</b> | <b>29.53</b> | <b>22.58</b>        |
| 2017        | Male          | 34.12        | 38.89        | 35.45        | 32.96        | 34.57        | 32.33               |
| 2016        | Male          | 32.83        | 39.47        | 35.29        | 31.74        | 31.03        | 31.69               |
| 2015        | Male          | 32.03        | 34.21        | 35.06        | 31.35        | 29.50        | 31.01               |

The College profile has changed overall by an increase of 1.45% female staff overall. There is a significant increase in hourly paid teaching and support staff. There has been an increase in male lecturing staff. Management and support staff have remained largely the same.

## Age profile

The table below shows the age profile of College staff.



There is a relatively balanced age profile. The higher percentage of 61+ staff is seen in the hourly paid support staff. The management profile shows a fairly even and has a healthy representation across the 31-40 and 41-50 categories. Lecturing staff have the highest percentage of 31-40 year olds which is positive.

# CASE STUDY

## SPORT LECTURER DONATES BOOK PROCEEDS

Wednesday, 18 April, 2018

Andy Elleray, 30, is no stranger to writing, nor to goalkeeping, but his latest venture has got him involved with Cancer Research too. Andy, a sports lecturer, coach and author has decided to donate the proceeds of the third book in his 'Goalkeeper Training Exercises' series to the charity.

Andy decided to dedicate the book's proceeds in light of the illness battle that Ann-Katrin Berger, the 27 year old goalkeeper of Birmingham City Ladies was fighting. Andy, who is Head of Goalkeeping Development for the Ladies team couldn't help but be touched by Ann's diagnosis of thyroid cancer last year. He felt this was one way he could do something to help.

Andy's book '50 More Goalkeeper Training Exercises', follows up his previous book – '65 Goalkeeper Training Exercises' and aims to provide fellow football coaches with a wide variety of new practices that cover many aspects of goalkeeping. The techniques are geared towards enhancing keeper development at all ages.

Andy, based in Worcester, has been teaching BTEC Sport at Solihull for 3 years. He has been a goalkeeping coach with the 10-20's ladies team at BCLFC and has also been involved with the men's team. He has completed all of this whilst also working with the England Ladies as under 18's Goalkeeping coach.

In 2013 he wrote his first book. Andy, who studied a Master's, was approached by a publisher who asked for his input and information to assist on another book.



The publishers were impressed with the information Andy provided and asked him to write his own book. Bennion Kearny, a new publisher at the time, are now a renowned publishing company for sports and have published his books throughout.

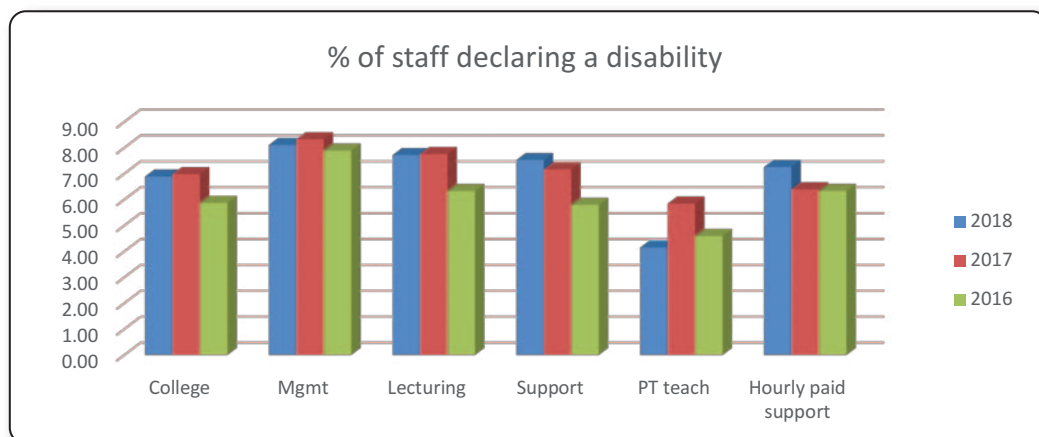
Andy carried out his own independent study and research into football in order to write the book which covers training drills and biodynamics. It is available on Amazon, WHSmith, Kindle, and as an eBook version. He wrote his first book on the train to coaching. Andy's other books include 'Scientific Approaches to Goalkeeping in Football' and '65 Goalkeeper Training Exercises'. His next book is already in the pipeline.

Ann-Katrin has now returned to training following an operation and has shown immense strength of will. It is hoped the proceeds of the book can go to supporting anyone fighting a similar fight.



## Disability

The table below shows the disability profile of College staff.



The percentage of staff declaring a disability has decreased by 0.1%. There have been increases in both salaried and hourly paid support staff.

## Sexual Orientation

| Sexuality                   | College | Mgmt   | Lecturing | Support | PT teaching | Hourly paid support staff |
|-----------------------------|---------|--------|-----------|---------|-------------|---------------------------|
| Bisexual                    | 0.63%   | 0.00%  | 0.74%     | 0.30%   | 1.04%       | 0.81%                     |
| Gay                         | 0.63%   | 0.00%  | 1.47%     | 0.00%   | 0.52%       | 0.81%                     |
| Heterosexual                | 78.08%  | 75.68% | 80.15%    | 78.01%  | 73.58%      | 81.45%                    |
| Lesbian                     | 0.21%   | 0.00%  | 0.00%     | 0.60%   | 0.00%       | 0.00%                     |
| Prefer not to say/Not known | 20.46%  | 24.32% | 17.65%    | 21.08%  | 24.87%      | 16.94%                    |

The proportion of staff who have indicated they would either prefer not to say or not to say has reduced to 20.46%. This is as a result of new staff starting and the merger with Stratford College.

## Religion or Belief

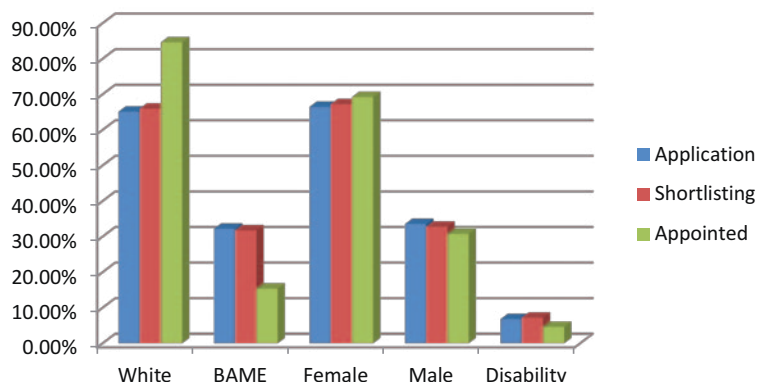
| Religion                    | College | Mgmt   | Lecturing | Support | PT teaching | Hourly paid support staff |
|-----------------------------|---------|--------|-----------|---------|-------------|---------------------------|
| Christian                   | 45.20%  | 43.24% | 45.22%    | 42.47%  | 43.52%      | 55.65%                    |
| Hindu                       | 1.36%   | 0.00%  | 0.74%     | 1.51%   | 1.55%       | 2.42%                     |
| Jewish                      | 0.10%   | 0.00%  | 0.00%     | 0.30%   | 0.00%       | 0.00%                     |
| Muslim                      | 4.28%   | 5.41%  | 4.78%     | 3.31%   | 6.74%       | 1.61%                     |
| Sikh                        | 0.84%   | 2.70%  | 1.10%     | 0.60%   | 0.52%       | 0.81%                     |
| Other                       | 3.65%   | 5.41%  | 1.84%     | 6.02%   | 2.07%       | 3.23%                     |
| No religion                 | 19.62%  | 5.41%  | 18.01%    | 19.58%  | 24.35%      | 20.16%                    |
| Prefer not to say/Not known | 24.95%  | 37.84% | 28.31%    | 26.20%  | 21.24%      | 16.13%                    |

The largest increase of category is in no religion. There are slight variations in the other categories and a reduction of those that prefer not to say/not known again due to new staff and the merger with Stratford

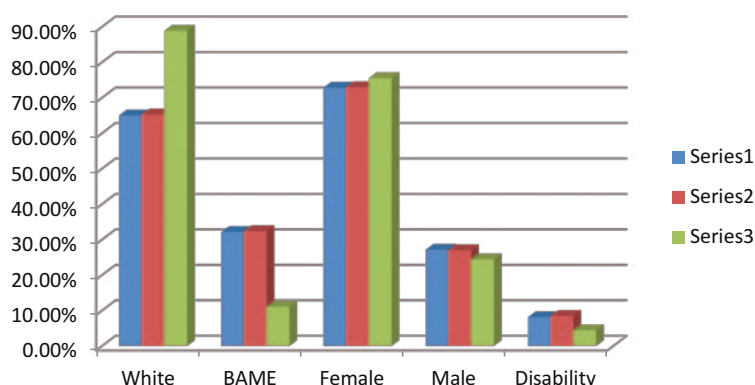
## Recruitment Profiling

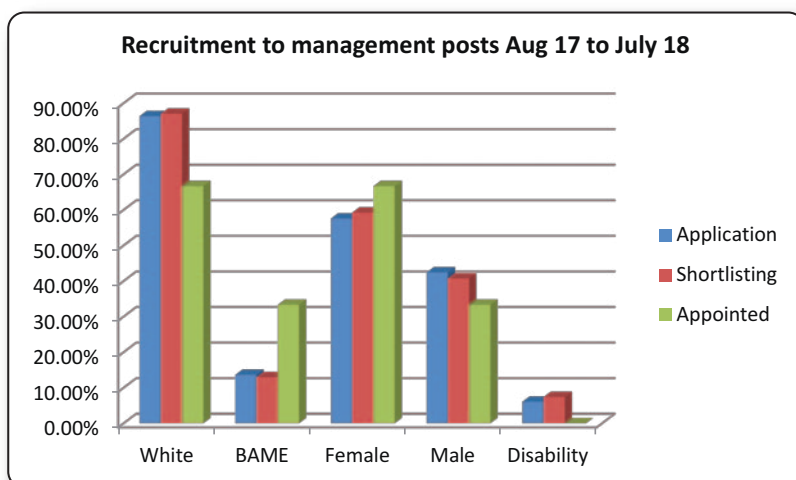
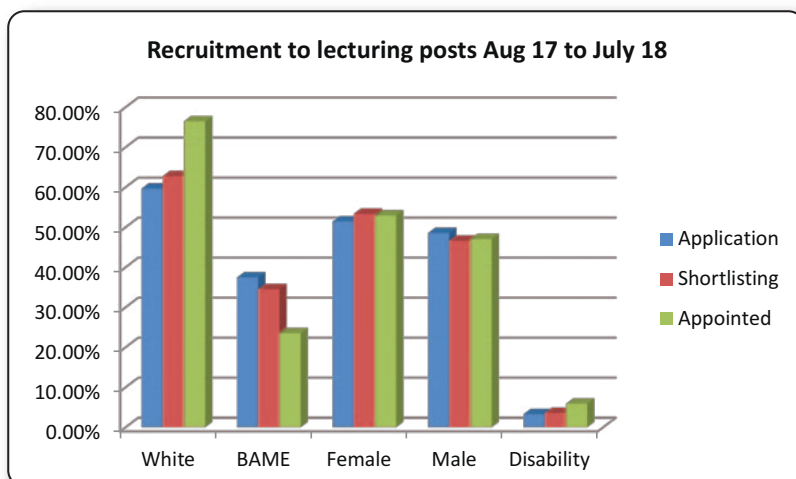
As part of its commitment to ensure no discrimination takes place in our recruitment practices, the College monitors recruitment at application, shortlisting and appointment stage. The graphs below show the recruitment profile from August 2017 to July 2018.

Recruitment to all posts Aug 17 to July 18



Recruitment to support posts Aug 17 to July 18





This data includes Stratford posts from the point of merger (1 February 2018).

Overall, the appointment of BAME applicants to posts is at 15.38%, significantly down from the previous year. Both lecturing and management BAME appointments are higher than this.

The percentage of support appointments from BAME staff 11%, which has had the greatest impact in the reduction in BAME appointments overall. The percentage of BAME applicants for support staff posts that are shortlisted reflects the application percentage.

The percentage of lecturing applicants with disabilities that progressed to appointment was greater than those that applied. The support staff applicants appointed with a disability drop from 8.51% at shortlisting to 4.44% appointed, management posts at shortlisting were 7.41 % at shortlisting to 0.00% at appointment. The percentage of female staff appointed to management posts showed an increase from 59.26 % at shortlisting to 66.6% at appointment.



# Gender Pay Gap

## Gender Pay Gap – based on data from 31st March 2018

The College has produced the following information in line with the draft Equality Act 2010 (Gender Pay Gap Information) Regulations 2016 which are due to come into force in April 2017. This required the public sector to publish gender pay gap information based on 31 March 2018, by 31st March 2019.

The following data is based on the relevant pay period leading up to the snapshot date of 31st March 2018 ie March 2018 payroll. The data of hourly rates for employees was compiled. Where an individual member of staff has more than one contract the average of the rates was used.

The hourly rate was calculated by taking the monthly salary multiplying this by 7 and dividing it by 30.44 ie the number of days within the relevant pay period, as defined in the legislation.

The required calculations were then undertaken.

## The mean gender pay gap

The hourly rate pay data was split into males and females. The average hourly rate for each gender was calculated by totalling the hourly rates and then dividing them by the number of staff within that group. This gives two figures:

Mean hourly rate of pay of all full-pay relevant male employees **(A)**

Mean hourly rate of pay of all full-pay relevant female employees **(B)**

The final calculation is as follows:

$$\frac{(A-B)}{A} \times 100 = \text{mean gender pay gap}$$

### Summary

|   |              |
|---|--------------|
| Mean hourly rate of pay of all full-pay relevant male employees   | £17.02       |
| Mean hourly rate of pay of all full-pay relevant female employees | £16.58       |
| Difference  | 0.44         |
| <b>Mean gender pay gap as a percentage</b>                        | <b>2.56%</b> |

**The value for the College is 2.56% which indicates men are paid on average more than women by 2.56%.  
(The figure for 31 March 2017 was 3.38%)**

## The median gender pay gap

The hourly rate pay data was split into males and females. The lists were sorted in ascending hourly rate order. The hourly rate of the individual at the midpoint of each list was the median hourly rate. The calculation above was then undertaken.

## Summary

|   |              |
|---|--------------|
| Median hourly rate of pay of all full-pay relevant male employees   | £18.18       |
| Median hourly rate of pay of all full-pay relevant female employees | £17.00       |
| <b>Median gender pay gap as a percentage</b>                        | <b>6.49%</b> |

The median gender pay gap value for the College was 6.49%

(The figure for 31 March 2017 was 0%)

## Salary quartiles

The list of male and female members of staff was then amalgamated. The list was sorted in ascending hourly rate order. The list was then split into 4 equal quartiles (242 staff in each), and the data was then analysed in terms of number of male and female staff in each quartile. This is to determine if there are any blockages to women progressing within the organisation. The data showed a similar percentage of women in the lower and upper quartiles indicating there is no blockage to progression.

| Salary Quartile       | Total | Male | Female | % Male | % Female |
|-----------------------|-------|------|--------|--------|----------|
| Lower quartile        | 242   | 75   | 167    | 30.99  | 69.01    |
| Lower middle quartile | 242   | 70   | 172    | 28.93  | 71.07    |
| Upper middle quartile | 242   | 102  | 140    | 42.15  | 57.85    |
| Upper quartile        | 242   | 71   | 171    | 29.34  | 70.66    |

Data from March 2017 is shown below

| Salary Quartile       | Total | Male | Female | % Male | % Female |
|-----------------------|-------|------|--------|--------|----------|
| Lower quartile        | 213   | 61   | 152    | 28.64  | 71.36    |
| Lower middle quartile | 213   | 81   | 132    | 38.03  | 61.97    |
| Upper middle quartile | 213   | 71   | 142    | 33.33  | 66.67    |
| Upper quartile        | 213   | 70   | 143    | 32.86  | 67.14    |

# CASE STUDY

## COLLEGE & CROWNE UNITE WITH SUPPORTED INTERNSHIPS IN SOLIHULL

*Tuesday 8 January 2019*



Solihull College & University Centre and the Crowne Plaza in Solihull are currently running a new supported internship partnership.

The supported internships are structured study programmes based primarily at a local employer. The programme is designed to enable young people with special educational needs and disabilities to achieve sustainable, paid employment by equipping them with the skills they need for work through learning in the workplace. The roles available are varied and include hospitality, catering, office work and warehousing. Each young person will have access to a job coach who is fully trained to support on the job training as well as deal with any concerns the employer or young person may have.

Students spend 3 days a week, 6 hours a day working at their jobs in the academic year period. The College supports them with an interview process at the end. On their College study day, they study Maths and English, employability skills and CV writing. Currently, there are 3 students with special educational needs working on the supported internship with the Crowne Plaza; Ilma, a deaf student who works in Housekeeping, and Declan and Shane, with learning difficulties, working in Food & Beverage and the Kitchen.

Job Coach Jean is on hand to support the students whilst they are working. 'It has been a learning curve for everyone', Jean comments. 'It has been so wonderful to see the students grow and thrive in the working environment. For employers, this is a way to recruit a reliable employee'.

Supported internships are open to any learner between 16-24 years old with an education health and care plan.

Natalia Dainty, HR Manager at the Crowne Plaza, has been impressed with the programme. 'We were interested because we have an array of team members with additional or mental health needs. Bringing people into the hotel with additional needs is good for the local community. We feel this is hugely important. We have a deaf worker at our hotel and to see her journey over 15 years has been amazing, she is now a room attendant. Partnering with Supported Internship programmes is a chance for employers to give something back to the local community and working with the College, we have also found a great recruitment partnership'.

Ilma, Declan and Shane had a tailor-made programme built which involved an interview and a visit. Ilma had been a student at the College for 5 years. Declan and Shane came through the Internships straight from school.

Sallie Partridge the Lead Co-Ordinator for Supported Internships at the College said, 'The Crowne have been incredibly supportive. They have been open to changing their way of working to fit the learners. It's the first time this programme has been done and it is a real joint effort. In the hospitality industry, there is a need to be versatile, and flexible. The business is about adapting. This is good for business, we have a social responsibility, and we found out that organisations involved in internships were happier. Seeing the progress and development of an intern, supporting them and helping someone who wouldn't have had the opportunity can bring employees job satisfaction.'

Head Chef Ian who works alongside Shane stated, 'Shane is really enthusiastic in the kitchens and has a positive attitude. Jean helps to break the job down for him. He's able to interact much more competently now. It takes a bit of time to support somebody but it is rewarding as you watch them grow in confidence. He organises deliveries and breaks and is an asset to the team.'

Edward Holland, General Manager at the Crowne, concurred with Ian, 'I've seen the students get involved and integrated. The programme gives them much more than work experience which is just a toe in the water, this is a yearlong process and is invaluable.'

Ilma stated, 'I've really enjoyed working at the Crowne, I've learned lots of skills. I've found it really interesting and it has helped prepare me for the future'.



# Student Feedback

## Teaching and Learning Survey – Autumn 2018/19

Students were asked if they would recommend the College to a friend. Results of that survey are shown below by ethnicity and gender.

|   |          | Strongly Agree |     | Agree |     | Disagree |     | Strongly Disagree |    |
|---|----------|----------------|-----|-------|-----|----------|-----|-------------------|----|
|   | Students | No.            | %   | No.   | %   | No.      | %   | No.               | %  |
| Ethnicity   |          |                |     |       |     |          |     |                   |    |
| Arab  | 46       | 14             | 30% | 31    | 67% |          |     | 1                 | 2% |
| Asian/Asian British - Any other Asian background        | 50       | 23             | 46% | 23    | 46% | 2        | 4%  | 2                 | 4% |
| Asian/Asian British - Bangladeshi                       | 53       | 16             | 30% | 32    | 60% | 3        | 6%  | 2                 | 4% |
| Asian/Asian British - Chinese                           | 3        | 2              | 67% | 1     | 33% |          |     |                   |    |
| Asian/Asian British - Indian                            | 102      | 33             | 32% | 62    | 61% | 5        | 5%  | 2                 | 2% |
| Asian/Asian British - Pakistani                         | 458      | 146            | 32% | 284   | 62% | 20       | 4%  | 8                 | 2% |
| Black/Black British - African                           | 78       | 27             | 35% | 43    | 55% | 6        | 8%  | 2                 | 3% |
| Black/Black British - Any other Black background        | 40       | 13             | 33% | 22    | 55% | 4        | 10% | 1                 | 3% |
| Black/Black British - Caribbean                         | 60       | 14             | 23% | 35    | 58% | 6        | 10% | 5                 | 8% |
| Mixed/Multiple ethnic group - Other                     | 52       | 15             | 29% | 27    | 52% | 8        | 15% | 2                 | 4% |
| Mixed/Multiple ethnic group - White and Asian           | 69       | 27             | 39% | 39    | 57% | 2        | 3%  | 1                 | 1% |
| Mixed/Multiple ethnic group - White and Black African   | 15       | 4              | 27% | 10    | 67% | 1        | 7%  |                   |    |
| Mixed/Multiple ethnic group - White and Black Caribbean | 132      | 42             | 32% | 80    | 61% | 7        | 5%  | 3                 | 2% |
| Not Known/Provided                                      | 12       | 4              | 33% | 8     | 67% |          |     |                   |    |
| Other   | 35       | 17             | 49% | 18    | 51% |          |     |                   |    |
| White - Any other White background                      | 92       | 28             | 30% | 57    | 62% | 6        | 7%  | 1                 | 1% |
| White - British   | 2170     | 706            | 33% | 1309  | 60% | 119      | 5%  | 36                | 2% |
| White - Gypsy or Irish Traveller                        | 3        | 1              | 33% | 1     | 33% | 1        | 33% |                   |    |
| White - Irish   | 12       | 7              | 58% | 5     | 42% |          |     |                   |    |
| Gender  |          |                |     |       |     |          |     |                   |    |
| F   | 1639     | 566            | 35% | 973   | 59% | 78       | 5%  | 22                | 1% |
| M   | 1843     | 573            | 31% | 1114  | 60% | 112      | 6%  | 44                | 2% |
| Has LDD   |          |                |     |       |     |          |     |                   |    |
| No  | 2578     | 822            | 32% | 1558  | 60% | 145      | 6%  | 53                | 2% |
| Not Known   | 41       | 15             | 37% | 22    | 54% | 3        | 7%  | 1                 | 2% |
| Yes   | 863      | 302            | 35% | 507   | 59% | 42       | 5%  | 12                | 1% |

|                      | Students | Strongly Agree |     | Agree |     | Disagree |    | Strongly Disagree |    |
|----------------------|----------|----------------|-----|-------|-----|----------|----|-------------------|----|
|                      |          | No.            | %   | No.   | %   | No.      | %  | No.               | %  |
| Sexual Orientation   |          |                |     |       |     |          |    |                   |    |
| 01 Heterosexual      | 2772     | 884            | 32% | 1676  | 60% | 155      | 6% | 57                | 2% |
| 02 Lesbian or Gay    | 42       | 17             | 40% | 21    | 50% | 3        | 7% | 1                 | 2% |
| 03 Bisexual          | 93       | 24             | 26% | 59    | 63% | 8        | 9% | 2                 | 2% |
| 04 Other             | 90       | 27             | 30% | 61    | 68% |          |    | 2                 | 2% |
| 05 Prefer not to say | 485      | 187            | 39% | 270   | 56% | 24       | 5% | 4                 | 1% |

# CASE STUDY

## CASE STUDY: STRATFORD UPON AVON COLLEGE - KIERON HOULT MUSICAL THEATRE

21 June 2018



The culmination of all the efforts of the lecturers to work with me to ensure the best experience throughout the length of the course came when we began our second year project in the first year. It is a tradition of the musical theatre course that the students perform a 'Swing' project, meaning that each member of two smaller companies would learn up to 5 roles each, playing one of those roles in different cast combinations for all of the performances. My group were given the task of performing Chicago, with a special twist. Every other member of the company was put in a wheelchair, with my production role involving teaching the members of the company how to operate the chairs safely and without incident."

June 21st 2018 was a night of celebration for learners at the Stratford-upon-Avon College Awards Evening. For award winner Kieron Hoult it was a particularly special evening. Kieron's experiences prior to joining the College had not been particularly positive and his biggest challenge was to persuade others to recognise and focus on his ability, rather than his disability.

Kieron won the accolade of Outstanding Student of the Year, completing his course with a Merit, and is now studying a Bachelor of Arts degree in Musical Theatre and Drama at Wolverhampton University.

Kieron's experience at Stratford was altogether different... "In comparison, SUAC has been most accommodating when it comes to adapting performances and routines to suit my needs. The best way I can describe the way I work with dance, is that in a sense, my wheels become my legs. I work with Phillip Watson Smith, the Musical Theatre course's resident dance lecturer to adapt routines to include a lot more arm movements or manoeuvres that would increase my strength and stamina when it comes to moving around in my chair. I love the feeling that our course has become a kind of family over the past year and continue to grow and support each other, lecturer and student alike as we look towards the future.

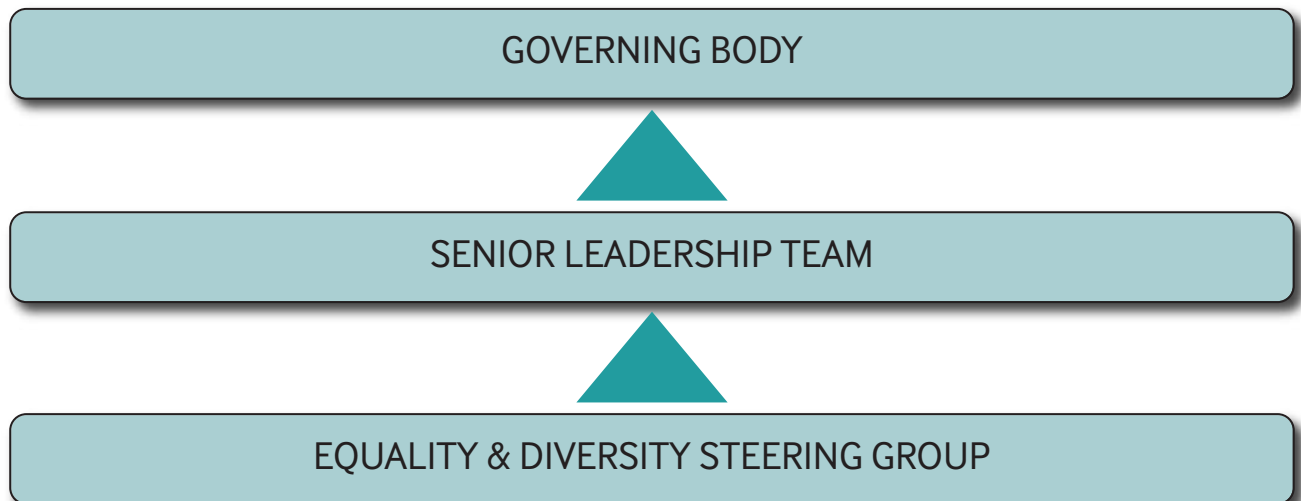


# Appendices

## The Equality & Diversity Steering Group - Membership

|  |
|--|
| Vice Principal, HR & Student Services (Chairperson)            |
| College Lead Governor for Equality & Diversity & Learner Voice |
| Director of Student Services                                   |
| Vice Principal Curriculum & Quality                            |
| Dean of HE & Curriculum Innovation                             |
| Director of Quality  |
| Assistant Principal Services Faculty                           |
| Assistant Principal STEM Faculty                               |
| Head of Information Systems                                    |
| Head of Estates  |
| Head of Learning Technologies                                  |
| Human Resources Manager  |
| Tutorial Manager   |
| Marketing Manager  |
| Student Enrichment Coordinator                                 |
| College SENCo  |
| Members of the Student Voice Executive Committee               |

## Equality Groups and the Reporting Structure





# Equality Policy

*This policy will be reviewed in 2019*

## Section 1 – Introduction

This policy describes how Solihull College & University Centre (SCUC) will fulfil its statutory duties to promote equality of opportunity and avoid discrimination. It demonstrates how it is placing the promotion of equality and diversity at the centre of all aspects of SCUC's work. It is intended to meet the requirements of the Equality Act as they relate to Further & Higher Education and the public sector.

The policy will apply to all students and staff at SCUC and service users and will have an important role in contributing to SCUC's success. It will also be of interest to our partner organisations and our stakeholders.

## Legislative context

Nine main pieces of legislation have been merged to form the Equality Act 2010:

- the Equal Pay Act 1970
- the Sex Discrimination Act 1975
- the Race Relations Act 1976
- the Disability Discrimination Act 1995
- the Employment Equality (Religion or Belief) Regulations 2003
- the Employment Equality (Sexual Orientation) Regulations 2003
- the Employment Equality (Age) Regulations 2006
- the Equality Act 2006, Part 2
- the Equality Act (Sexual Orientation) Regulations 2007

## Section 2 – Solihull College & University Centre's Equality Vision, Values and Principles

Solihull College & University Centre is very strong in the area of equality of opportunity. SCUC has a culture where difference is respected and diversity celebrated.

SCUC celebrates and values the diversity brought to its workforce by individuals, and believes that SCUC benefits from engaging staff from a variety of backgrounds and abilities thus allowing it to meet the needs of a diverse student population. SCUC will continue to treat all employees and students with respect and dignity, and seek to provide a positive working and learning environment free from discrimination, harassment or victimisation.

SCUC will seek not only to eliminate discrimination, but also to create a working and learning environment based on positive relations. To this end, SCUC undertakes to provide training and support for staff, to consult with all staff about their experience of the working environment, and to provide diverse images in any materials that it produces for learners and staff. The aim is to create a positive, inclusive ethos where any issues of stereotyping and discrimination can be discussed openly, with a shared commitment to challenging and preventing discrimination, to respecting diversity and difference, and to encouraging good relations between people.

SCUC will work towards the elimination of discrimination whether overt or covert, and will seek to ensure that individuals and communities have equal access to learning programmes and facilities.

Our mission statement, 'Solihull College & University Centre will make significant contributions to the local and regional economies and beyond, by providing high quality vocational education and training for individuals, employers and the wider community' is central to our approach to equality.

Our vision states clearly that SCUC will be outstanding in its work to promote equality, diversity and inclusion. Students, parents, employers and stakeholders will recognise our deep commitment to diversity and inclusion. Positive attitudes will be evident in all aspects of SCUC's work. The moral, ethical and the business case for diversity will be championed by the leadership of the College.

SCUC's commitment to promoting equality of opportunity for all will continue to be reflected in our strategic plan, our strategic objectives and key priorities.

The strong focus on equality of opportunity and our support for learners forms a key part of our self-assessment reporting, our quality improvement and our development planning.

#### **Improving equality brings with it benefits to the organisation as it:**

- Helps to create a positive atmosphere where there is a shared commitment to value diversity and respect difference

- mainstreams equality by focusing on the different needs of employees and students (learners)
- strengthens our work with our partners and stakeholders
- improves quality by meeting the needs of all our customers, internal and external

### **Section 3 – Student and staff profile in relation to ethnicity, gender, disability and age**

Current student and staff profiles can be found in the Equality and Diversity Annual Report.

### **Section 4 – The General Duties**

The Equality Act harmonises the existing three duties into one new duty, which covers all protected characteristics

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

It should be noted that being married or in a civil partnership is NOT a protected characteristic for the further and higher education institution provisions.

The single public sector equality duty requires public authorities to give due regard to:

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity.
- Foster good relations.

## Section 5 – The Specific Duties

- Providers covered by the specific duties must publish information to demonstrate compliance with the general public sector equality duty across all of its functions.
- Published information must include, in particular: (a) information relating to persons who share a relevant protected characteristic who are its employees (providing organisation has at least 150 staff) and other persons affected by policies and practices (for example students).
- Information must be published by 31st January 2012, and subsequently at yearly intervals.
- Providers covered by the specific duties must prepare and publish one or more equality objective it thinks it should achieve to meet the general duty.
- Objectives must be specific and measurable.
- Objectives must be published not later than 6th April 2012 and subsequently at least at intervals of not greater than four years beginning with the date of last publication.

## Section 6 – Consulting our Staff and Students

We have committed to further developing our consultation and review activities as part of our Equality Policy implementation, ensuring annual involvement of staff, students and other relevant stakeholders. To ensure that our HR policies and practices are fair and extend to all staff, HR have offered the opportunity to all staff to comment if they feel the procedures discriminate against them in any way or, equally, if they feel particularly supported by HR procedures.

Students are asked twice yearly through surveys to provide feedback on equality and our Student Voice Engagement Strategy allows students to raise issues through Student conferences, councils and focus groups.

As part of a yearly staff satisfaction survey, staff are asked to indicate how strongly they feel the college has a commitment to equal opportunities.

## Section 7 – Information Gathering and Monitoring Arrangements

**7.1** SCUC monitors the progress of all students and already produces comparative reports on how well our 16 – 19 and 19+, BAME, LD&/or D, male and female students are progressing. This information is collected annually and is used to inform review and target setting and action planning at faculty, school, and course level. Managers in each faculty work with the relevant Vice Principals to monitor the progress of their action plans. The Common Inspection Framework identifies performance against equality and diversity as a key indicator for Leadership and Management. All college self-assessment reports from course SARs to the main college SAR will address this aspect.

Learner surveys form part of our annual review cycle as do focus groups with students. Feedback from students on equality is already included as part of this process and is enhanced by focus groups specifically related to the actions identified through the annual Equality Objectives. Equal opportunities monitoring of staff is undertaken annually as part of an individual staff data check. SCUC gathers information on sexual orientation and religion or belief. In addition to formal consultation with recognised unions, staff focus groups have the opportunity to comment on equality and diversity issues.

This information is reported to the Equality & Diversity Group. It forms part of our reporting to Governors and is included in our Equal Opportunities Annual Report. The monitoring process is used to ensure that staff are treated equally in terms of promotion, staff development, grading and that relevant policies are well publicised and their use recorded.

Data collection on students is done by Student Information Systems led by the Information Systems Manager. Information on staff is collected by staff services. All data collected is subject to Data Protection but used generically and aggregated to support improvements and target setting. Use of specific information is tightly controlled, is circulated only on a need to know basis, with the permission of the person and with strict guidelines for its storage and retrieval. Students are encouraged to respond to the gathering of information on protected characteristics gathered through the enrolment process.

Progress against Equality Objectives is reviewed at each meeting of the Equality & Diversity Group.

## 7.2 Monitoring Our Progress

To inform the setting of goals and the measurement of our progress in achieving them, we will collect and analyse the following information by the protected characteristics of race, sex, disability, age, sexual orientation and religion or belief. Further monitoring of the protected characteristic of gender reassignment will take place through student survey.

### 7.2.1 For Learners:

- Applications, success and failure rates for admission to courses
- Retention rates
- Achievement rates
- Work placements including success rates, satisfaction levels and job offers
- Disciplinary action
- Complaints by learners or their sponsors
- Student surveys.

### 7.2.2 For Employees:

- Profiles of employees by grade/salary scales and type of work
- Recruitment application, short listing and appointment
- Type of contract (permanent, temporary)
- Training/Staff development
- Promotion application and success rates
- Take up of flexible working arrangements
- Disciplinary/capability proceedings
- Grievances
- Exit surveys.



# CASE STUDY

## JAMIE-LEE DELIGHTED WITH ENGINEERING AWARD

Monday, 16 July, 2018



For Jamie-Lee Francis winning the prestigious ICE WM Technician Award was unbelievable. 'I honestly couldn't believe I'd been nominated. When they contacted me via email to tell me I'd been shortlisted I actually called them back to check if it was a mistake'. Jamie-Lee needn't have worried though as she went on to win the Institution of Civil Engineers (ICE) Technician Award 2018. Jamie-Lee's humility in light of her achievements is striking.

The 21 year-old local student began her educational engineering path at Solihull College & University Centre studying a BTEC in Civil Engineering whilst working at Arup. She then moved on to study her HNC whilst working for Kier Group plc. Recognising her abilities and aptitude for engineering, her former tutor got in contact with new tutor Steve Lintern and he put her forward for an award. 'I think I was nominated because I understood what I was studying straight away' Jamie-Lee states, 'I completed my Engineering NVQ in under a year when usually they take between 18 months to 2 years'.

Spending one day a week at college and the others at Kier, Jamie-Lee has been studying whilst working since she was 17.

The ICE awards took place at the ICC at a dinner in May attended by over 270 guests. Talented young engineers and students were celebrated alongside other industry engineers.

Jamie-Lee's award in an industry still predominantly male dominated is an important one. 'Engineering can be an amazing subject to study' she offers, 'it depends on the person you are. Engineering seems like it's going to be one thing but it's actually more multi-faceted than people think. To any young people out there considering a career in engineering, the profession is so diverse, there's a good chance that you'll fit in somewhere.'

For the foreseeable future Jamie-Lee is happy at Kier where she feels she is growing and learning daily. She says the award has motivated her to keep working hard. She added: "I think it is easy to sometimes feel like "you're just doing your job" or that you could be doing more, no matter how hard you work. But things like this make me realise, people do notice me".

## Section 8 – Division of Responsibilities

### Leadership and management

8.1 Governors are responsible for ensuring that:

- The membership of the Corporation reflects, as far as possible, the diversity of the communities served by SCUC
- SCUC's strategic plan includes a commitment to equality of opportunity
- Equalities training features as part of the strategic plan
- They are aware of the Corporation's statutory responsibilities in relation to equality legislation as an employer and service provider.
- They receive and monitor information on learners and staff.

8.2 SCUC's Principal and Senior Leadership Team are responsible for taking the lead in creating a positive, inclusive ethos that challenges discriminatory or inappropriate behaviour on the part of managers, staff or learners.

All managers are responsible for ensuring that:

- They are aware of SCUC's statutory duties in relation to equality legislation
- All aspects of SCUC's policy and activity are sensitive to equality issues
- Monitoring information is collected and analysed
- Targets are set for the recruitment, retention and achievement of learners based upon the analysis of monitoring information

- Teaching observation reports include criteria on equal opportunities
- Internal verification procedures include scrutiny of equality issues
- Curriculum areas are required to assess performance in relation to equality and take action as appropriate
- The procedures for the recruitment and promotion of staff enshrine best practice in equal opportunities
- Targets are set on the recruitment of staff based upon the analysis of monitoring information
- SCUC's publicity materials present appropriate and positive messages
- Learner induction programmes and tutorial programmes reflect SCUC's commitment to promote equality of opportunity
- Appropriate training and development are provided to support the appreciation and understanding of diversity.

8.3 Staff are responsible for ensuring that:

- They are aware of SCUC's statutory duties in relation to equality legislation
- Their schemes of work, lesson content and teaching resources demonstrate sensitivity to issues of equality
- They challenge inappropriate behaviour by learners, work placement providers, outside contractors or other members of staff
- SCUC and each of its individual staff confront discrimination, whether witting or unwitting, whenever it occurs.

## Section 9 – Publicising our policy and Progress

### 9.1 To the public (including learners, work placement providers and staff):

- Our commitment to equality will be highlighted in our prospectus, our Equal Opportunities Annual Report and will be published on our website: [www.solihull.ac.uk](http://www.solihull.ac.uk). A summary of the results of our monitoring information will be included in our equal opportunities report, where this does not breach individual confidentiality.

### 9.2 To learners:

- All learners receive summary information on equal opportunities during induction. Copies of the policy will be available in SCUC's libraries and through the intranet and in different formats
- The induction programmes for learners highlight SCUC's commitment to equality of opportunity, the action to be taken by learners who suffer discrimination and the action to be taken against such perpetrators of discrimination
- Personal and subject tutors will reinforce this information during tutorials, in class or during work-based monitoring visits.

### 9.3 To work placement providers:

- All work placement providers will receive a copy of the policy and will be asked to signify their understanding of, and agreement to, these responsibilities

- SCUC will publish the requirement to offer appropriate training covering diversity issues to their staff
- SCUC will promote the requirements of students from under-represented groups to providers
- A summary of the results of monitoring will be included in the appropriate SCUC publication (e.g. newsletter) sent to relevant employers.

### 9.4 To staff:

- All staff will receive a full copy of the policy
- The staff induction programme highlights SCUC's commitment to equality, action to be taken by staff who suffer discrimination and the action to be taken against any perpetrators of such discrimination
- A summary of the results of our monitoring information will be included in the Equality & Diversity Annual Report

### 9.5 To Governors:

- All governors will receive a full copy of the policy
- The governors' induction programme highlights SCUC's commitment to equality, action to be taken by staff who suffer discrimination and the action to be taken against any perpetrators of such discrimination
- A summary of the results of our monitoring information will be included in reports to the Corporation

Any published information will have due regard for individual confidentiality.

## Section 10 – Complaints

- 10.1 SCUC seeks to provide a supportive environment for those who make claims of discrimination or harassment on the grounds of age, disability, sex, sexual orientation, gender reassignment, race, religion or belief.
- 10.2 Acts of discrimination (direct, indirect, by association or by perception), harassment, victimisation or abuse will be treated as a serious disciplinary offence.
- 10.3 Staff or learners, who feel they are being discriminated against by other members of staff or by other learners, should raise the matter under the Grievance/ Harassment Procedure, which will, if the accusation is upheld, be treated as a serious disciplinary offence.
- 10.4 If, in the course of their work, members of SCUC staff suffer discrimination from members of the public, SCUC will take appropriate action and provide appropriate support.
- 10.5 Any discriminatory behaviour directed against staff by learners, or by learners against other learners, will be dealt with under the student disciplinary procedure.

## Section 11 – Review and Consultation

- 11.1 This policy will be reviewed on a regular basis in accordance with legislative developments and the need for good practice, by the SCUC's Equality and Diversity Group.
- 11.2 As part of the review the Equality and Diversity Group will seek and take into account the views of stakeholders including staff, learners, work placement providers, the local consultation/negotiating arrangements within SCUC, and appropriate equality bodies.

## Section 12 – Putting the scheme into practice

Our Equality Policy is accompanied by SCUC's Equality Objectives which will be revised annually.



# CASE STUDY

## STUDENTS SECURE DEGREES AFTER 7 YEARS OF PROGRESSION THROUGH COLLEGE

Monday, 30 July, 2018



Three students are celebrating finishing their degrees in childcare at Solihull College & University Centre. Working their way up right up from Level 1 to complete their BA Honours Top up Degrees, Aneeta, Leah and Nadia are now looking forward to the future.

Aneeta Kaur, Leah Lansdown and Nadia Shakeel Sultan all began their studies at the college in 2011 enrolling on a Level 1 BTEC Diploma in Caring for Children course. With their hard work and perseverance, all 3 students progressed through the levels to gain a place on the Foundation Degree in Early Years in 2015. Upon completing 2 years of the Foundation Degree, all went on to study a BA Honours Top Up Degree in Early Childhood Studies. They recently submitted their final Dissertations – a conclusion to 7 years of studying. Each of them has worked extremely hard to overcome various adversities in their lives along the way.

Leah Lansdown, 24, from Chelmsley Wood finished school with no qualifications, 'I felt like everybody had given up on me' she admits. She heard about the College from friends doing Travel & Tourism and decided to study childcare. Leah states 'I found the teaching so much more relatable at college, they talk to you on a different level. When I started on Level 1, I had tutors that really supported and championed me; I was diagnosed as Autistic with ADHD whilst at college,' Leah states. 'With the lack of family support I was on

my own but my tutors were incredible and pushed me to continue'. The support from the tutors and her own drive earned Leah her degree and she has just secured a job as a Learning Support Assistant supporting children with autism.

23 year old Nadia Shakeel Sultan, like Leah, found herself at a crossroads with her education in 2011. Nadia didn't have a full secondary school education, attending for one year she managed to get one GCSE, a 'D' in English. She was extremely thankful to get a place and a chance to study at the College. I was really excited to get into education as I was really shy and quiet' she adds. 'I had a great time and I made real progress'.

'I always volunteered until I did my foundation degree then realised I could work and be paid and study at the same time' Nadia admits. Nadia has studied 1 day at college and the rest of her time at a nursery in Spark Hill part time as a nursery practitioner. 'If you prepare yourself for hard work and show determination to do it you will receive motivation from fellow students and teachers. It was really emotional saying goodbye when our time studying came to an end. I'd tell anyone in my shoes, be patient, the more you struggle, the more you succeed'.

'I didn't enjoy school' Nadia's classmate Aneeta Kaur adds, 'but college pushed me more, it was a really great experience and it was really tough to say goodbye. I found working independently a challenge at first' she admits about her degree course, 'but once I embraced it I really learned from it.' Aneeta, who currently works as a carer, worked as a nursery manager while completing her college education and has decided she'd like to run her own nursery now she has completed her degree.

All three students have indeed shown incredible will and dedication to succeed and have overcome many adversities to forge new, exciting careers in childcare.

# Equality Objectives

## Objectives 2018/19

These have been produced in conjunction with staff and students. As this annual report demonstrates, the College has a strong commitment to equality and diversity and a strong track record in achieving its annual objectives many of which have been carried forward in to the next year with a view to achieving further successes. We are proud of our achievements to date. However, there is always more we can do. We feel these objectives are specific, measurable, achievable, realistic and timely. They have been designed to add value to existing initiatives and deliver outstanding performance.

These objectives are live and will be reviewed regularly. The College invites its key stakeholders: students, staff, parents, governors, employers and community partners, to comment on any aspect of the objectives by emailing [equality@solihull.ac.uk](mailto:equality@solihull.ac.uk)

| Objective  | We will do this by:  |
|--|--|
| Following our merger with Stratford-Upon-Avon College, we will ensure the newly merged college shares across all areas high expectations and strong values in relation to equality & diversity, fundamental British Values and inclusivity | <ul style="list-style-type: none"> <li>• Ensuring appropriate membership of the Equality &amp; Diversity Steering Group to include students and staff from all campuses</li> <li>• Reviewing current practices around Stratford events and enrichment</li> <li>• Capturing and analysing data across the whole College to inform E&amp;D strategy and focus</li> </ul>   |
| We will produce achievement rates that demonstrate the College's commitment to equality and inclusivity.   | Using detailed equality analysis of student performance by age, gender, ethnicity and disability to identify and address any areas of underperformance.  |
| We will continue to develop a comprehensive programme of enrichment events that celebrate the diversity of the College population.   | <ul style="list-style-type: none"> <li>• Working with curriculum areas to identify opportunities for celebration and inclusion in a curriculum context.</li> <li>• Further developing the wide range of cultural events within the College's enrichment programme.</li> </ul>  |
| We will further advance the Solihull College & University Centre's values around equality and diversity through a programme of learning and development.   | <ul style="list-style-type: none"> <li>• Encouraging staff to complete the online Disabled Go development programme on the Equality Act and the 9 protected characteristics.</li> <li>• Making the Educare online programme available to all staff</li> <li>• Ensuring staff are briefed on the Equality Policy 2012 and the Equality Act</li> <li>• Ensuring SCUC's induction programme includes briefings and development on the Equality Act</li> <li>• By making online training programmes available to students</li> </ul> |

| Objective  | We will do this by:   |
|--|---|
| We will develop marketing and curriculum promotion strategies which seek to address vocational areas of underrepresentation.     | <ul style="list-style-type: none"> <li>• Making use of success stories.</li> <li>• Sharing case studies of students in non- traditional vocational areas</li> <li>• Developing the Equality &amp; Diversity microsite</li> </ul>  |
| We will ensure a consistent approach to successfully embedding E&D into the curriculum   | <ul style="list-style-type: none"> <li>• Working with individual managers through a programme of development to identify and evidence good practice</li> <li>• Ensuring consistency in demonstrating the embedding of Equality &amp; Diversity on schemes of work</li> <li>• We will continue to ensure a consistent approach to the evidencing and evaluating of Equality &amp; Diversity practice in curriculum self-assessment reports.</li> <li>• Ensuring an E&amp;D focus within the College's evaluation of teaching and learning (eg learning walk themes)</li> </ul> |
| We will seek to ensure that SCUC's staffing profile more closely reflects the student profile                                    | <ul style="list-style-type: none"> <li>• Our target for July 2019 is for the staff profile to consist of 17% from BAME groups</li> </ul>  |
| We will embed the work of the Student Voice Executive into the SCUC's Equality & Diversity Strategy moving forward               | <ul style="list-style-type: none"> <li>• Members of the Student Voice group will represent students on the Equality &amp; Diversity Steering Group</li> <li>• Election of Officers to the Executive Committee into key E&amp;D roles eg. Equality &amp; Diversity Officer, Women's Officer etc</li> <li>• The Student Executive to undertake research &amp; analysis of Equality &amp; Diversity within the student group and report to the Equality &amp; Diversity Steering Group.</li> </ul>   |
| We will undertake a review of accessibility of sites across the College and ensure necessary and reasonable adjustments are made | <ul style="list-style-type: none"> <li>• Disabled Go review of sites, including Stratford</li> <li>• Carry out necessary works</li> </ul>   |







# Equality & Diversity Annual Report 2018

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