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

EQUALITY & DIVERSITY

Annual Report 2019

Solihull College
& University Centre

Stratford-upon-Avon
College

Foreword

A rich and harmonious society is built on recognising and utilising the talents of individuals by celebrating our differences and ensuring that everyone has an opportunity to contribute in a meaningful way. At Solihull College and University Centre we have many staff and students representing the rich and diverse community we serve. One of our key marketing messages is "10,000 people, 60 nationalities, 14 religions and one college"

I am extremely proud when I walk around the College and talk to students from many different backgrounds and witness the respectful and inclusive environment that students and staff together have cultivated. I'm regularly inspired by the progress our learners make, many overcoming hardship and disadvantage to achieve their goals, with the support of an outstanding team of staff.

In recognising the achievements of our learners and our staff, it's key to also celebrate the diversity of our unique organisation This report is a celebration of the rich tapestry of talent we enjoy at our college and I hope that you find it stimulating and informative.

John Callaghan
Principal & Chief Executive

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This annual report focuses on the work of the College in respect of its equality & diversity activities and responsibilities covering the academic year 2018/19 extending through to the end of the calendar year December 2019.

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.

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.

Recognising our responsibility

To be accountable

To be role models

To stretch and challenge

Self reflective

Understanding our customers

Encouraging enterprise

To have high expectations

To be inspirational

The 'extra mile'

To promote fundamental British Values

To the environment

To challenge poor behaviour

To be professional in our approach

Challenging discrimination

Celebrating diversity

Integrity & honesty

Fairness

Striving for excellence, exceeding expectations

Inspiring and supporting students to succeed

Respecting each other

Sharing ideas

Sense of humour

Sharing information

Collaboration and partnership

Sharing goals and aspirations

Showing learners we care

Continuous improvement

Sharing good practice

Sharing learning

Listening

Sharing success

Sharing concerns

Being polite, saying "hello"

Acknowledging contribution

Accepting & valuing differences

Working with teams

Sharing interests

Shared values

Teamwork

Sharing, caring 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, 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

Each year the College completes in the autumn term a self-assessment report (SAR) which outlines the College's strengths, achievements, improvements made in the previous academic year and areas for improvement going forward.

Equality & Diversity Judgements in the College SAR for 2018/19.

STRENGTHS

Two of the key strengths noted in the College SAR 2018/19 related to equality and Diversity:

1. Learners and apprentices benefit from a harmonious and purposeful environment for learning. They quickly develop a good awareness and understanding of safeguarding, equality and diversity, 'Prevent' and British Values

2. Achievement gaps for students entitled to free school meals, from Black and Minority Ethnic Groups, and with learning difficulties or disabilities have reduced; therefore, groups of learners achieve equally to their peers.

AREAS FOR DEVELOPMENT

In order to improve further, the College needs to:

1. Close age and gender achievement gaps for apprentices.

The following are extracts from the College Self-Assessment Report 2018/19:

Effectiveness of Leadership and Management

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 continuing 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 Vice Principal HR & Student Services (Chair) and Director of Student Services play a lead role in the Equality & Diversity Steering Group and work closely with curriculum areas to promote E&D and provide support on student disciplinary issues.

The College's Self Assessment of Equality & Diversity

- The Student Voice Executive Team consist of elected E&D roles, including Women's Officer, LGBT Officer, Disabilities Officer and BAME Officer. The Executive play an active role in the Equality & Diversity Group.

- The College is proud of its Equality & Diversity Annual Reports, published on its website, which in addition to E&D data, provide interesting case studies on the success of students from varied backgrounds and protected characteristics, demonstrating the inclusive culture of the College.

- 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.

Quality of Teaching Learning & Assessment

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.

- Teachers and assessors have successfully delivered the Prevent tutorial to all 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 theme have been refreshed and differentiated to take into account progressing learners and learners at different levels.

- 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.

The College's Self Assessment of Equality & Diversity

Personal Development, Behaviour and Welfare

Learners benefit from purposeful work-related learning

- Learners have a good understanding of safeguarding, online safety and the risks associated with radicalisation and extremism; they follow safe working practices in studios and workshops. Learners feel safe in college and know how to report any concerns that they may have. They treat each other with high levels of respect and maintain good working relationships with their teachers.

- Learners quickly develop a good awareness and understanding of safeguarding, equality and diversity, 'Prevent' and fundamental British Values through regular tutorials, online learning and in-class learning activities. Learners talk confidently about these subjects, value the opinion of others and, where relevant, challenge inappropriate behaviour and attitudes.

Comments on Provision Types:

ADULT PROVISION

- Teachers embed Equality and Diversity and British Values well within their curriculum and learners are able to discuss key topics such as democracy and discrimination confidently.

APPRENTICESHIPS

- Themes of equality and diversity, and British Values related to specific workplace examples are well explored by the majority of assessors with apprentices.

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.

Freshers' Fair 2019

Mental Health Awareness Day 2019

Awareness Events

Suffragette's Centenary Event from Solihull Soroptomists 2018

International Women's Day 2019

LGBT+ Awareness

This year's LGBT+ officer and Pride Club have been working in collaboration with Student Enrichment to produce staff training around working with LGBT+ students and support guides for staff and students.

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. Last year the LGBT+ student group created a display for Transgender Day of Remembrance to raise awareness and promote tolerance.

This year the theme of LGBT+ history month is Poetry, Prose and Plays and students from the Pride Club have been putting additional displays up in the libraries to draw attention to LGBT+ authors and books.

Transgender Day of Remembrance Display 2018 - created by Solihull College LGBT+ group

Pride 2019

Pride Club Library Display, LGBT+ History Month 2020

Equality and Diversity

Equality and Diversity Conference

The Student Voice Executive Committee ran a conference on Equality and Diversity for students. The entire conference was student led, with the Student Exec running a series of E&D activities designed to raise awareness around inclusion.

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.

COLLEGE MAKES COMMITMENT TO MENTAL HEALTH SUPPORT

Student Voice President Alina Amin, Principal John Callaghan and Mental Health Lead Fathima Ashraff-Ali

Solihull College & University Centre has reaffirmed its commitment to staff and students by signing up to a brand new national mental health and wellbeing charter – created by the Association of Colleges in conjunction with mental health experts. The 11-point document includes commitment to promote equality of opportunity and challenge mental health stigma, provide appropriate mental health training for staff and provide targeted individual mental health support where appropriate. Colleges across England teach and train 2.2 million people each year – including 685,000 young people. Every year, 1 in 10 young people experience a mental health problem and 1 in 5 young people aged 16-24 experience a common mental illness such as anxiety or depression at any one time. 75% of adults with a diagnosable mental health problem experience their first symptoms before the age of 24, so the College plays a vital role in supporting the mental health and wellbeing of its students and staff.

Fathima Ashraff-Ali, Mental Health Lead at the College, said: "We are very proud of the quality of our college mental health service. We will continue to acknowledge the needs of our students and work towards overcoming the difficulties in accessing mental health services. Currently, based on feedback from our students, we are working on an online mental health assessment tool kit that we are hoping to launch in the new year. We will also continue to work with teaching and non-teaching staff in improving standards for our college mental health service."

Richard Caulfield, Mental Health lead at the Association of Colleges, said: "Every single day colleges like Solihull College & University Centre provide a world class education and transform the lives of millions of people. This includes providing support for both staff and student wellbeing at the right time, in the right place. This charter gives colleges the chance to publicly state their commitment to the mental health agenda."

CASE STUDY

SPORTS ENTHUSIAST SET ON ROAD TO SUCCESS

A Stratford-upon-Avon College graduate has overcome disability to excel at university, putting him on track to achieve his dreams of becoming a teacher.

Jamie Grant studied on the College's Sport programme before attending the University Of Worcester, where he has just received a first class honours degree in Disability Sports Coaching Science.

Jamie explained "Sport has always been my passion and I was determined to make a career out of the hobby I love."

While he developed an obsession for football from an early age — "Watching Tottenham Hotspur beat Chelsea in the league cup final in 2008 is still one of the greatest moments in my life!" — he has recently discovered a passion for wheelchair basketball, having found that many of his friends take part in the sport.

Stratford-upon-Avon College graduate Jamie Grant
Speaking about why he chose to specialise in coaching disabled sportspeople, Jamie explained that he was inspired by his own disabilities. "I have autism and ADHD and I wanted to understand the pedagogy involved in coaching people with physical and cognitive disabilities."

Jamie enrolled at the College without GCSEs in English and Maths, but, with the support and encouragement of his teachers, he achieved both qualifications while simultaneously studying on his Sport programme.

Now, Jamie is set to continue his journey at Worcester University, where he will study a PGCE in secondary PE. Eager to pass on his knowledge and

experiences to young people, Jamie is looking forward to learning more about teaching styles and also how to teach different sports to students.

With all he has achieved, Jamie is confident that the College is to thank for his success and the great future ahead of him. "Stratford College was instrumental in my development, not just academically but also as a human being. The staff ensured I was prepared for university both in terms of work-load management and engaging with professionals.

"Overall, my experience and time at the College was amazing. I met some lifelong friends and learnt valuable life lessons."

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.

Students British Values poster designs raise awareness of British Values

Student Rep Conference

Student rep conference with 'Your Voice' theme.

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 with a disability and students from low socio economic backgrounds. 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. 1855 learners are identified as having a disability or learning difficulty in 2019 - 20. Of this figure, 1287 are full time learners representing 23% of learners on long courses.

Each year we hold events to raise awareness of disability. During 2018/19 there was 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.

disabled Go

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's 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 was a member and regularly attendee at the Equality & Diversity Steering Group meetings during 2018/19. As Barbara took on the role of Chair of the Corporation from September 2019, Tony Lucas now represents Governors on the Equality & Diversity Steering Group.

CASE STUDY

GRACE - STUDENT ENRICHMENT CO-ORDINATOR

My name is Grace and I am the Student Enrichment Co-ordinator at the college. Within my role, I support the college's student voice process as well as co-ordinate a calendar of enrichment events and activities throughout the year, many of which promote Equality, Diversity & Inclusion.

Throughout the year, our team run events for students based around a calendar of key cultural and wellbeing days. Our campaign weeks this year have included 'Your Voice' which consisted of talks, workshops and a student conference discussing the top issues affecting young people (as voted for by our students). These included sustainability, mental health and knife crime. Encouraging students to use their voice to affect positive change is an important part of our roles. We do this largely through the student rep process and the Student Voice Executive Committee.

One of the most exciting and rewarding parts of my role is working with the Student Voice Executive, supporting them to develop projects and campaigns. It is fantastic to see our Student Officers in their element, promoting and raising awareness for the causes that they care about.

I have had the pleasure of seeing students do amazing things to promote diversity and make the college a more inclusive environment for their fellow students. For example, the entirely student-led Equality and Diversity Conference where the Exec run activities for their peers around topics such as inclusion, human rights and challenging discrimination.

I have been delighted to facilitate the Pride Group this year, and have worked closely with our LGBT+ officer to develop resources and training for staff and students. The Pride Club is a supportive network of students who are

Grace - Student Enrichment Co-ordinator

also passionate ambassadors for LGBT+ rights and they have worked together to plan events that raise awareness and reduce stigma as well as provide an accepting and encouraging environment for the LGBT+ community within college.

I am passionate about Student Voice and supporting students to play an active part in their college experience. I have had the pleasure of working with hundreds of fantastic student reps, who are using the college student voice process to drive improvement and make the college a more inclusive environment for their peers.

Introducing the Student Voice Executive Committee

Alina Amin
Student Voice President

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:
- Work with the rest of the Executive Committee to plan a Student Conference
- Promote the student voice across the whole college.

Alina was the BAME Officer on the Student Executive Committee 2018/19.

CASE STUDY

Alina - BAME Officer 18/19 & Student Voice President 19/20

Alina was previously a student rep before being elected as BAME officer in Jan 2019. Within this role, she listened to and represented BAME students, attended Equality and Diversity meetings and helped plan and present at the Equality and Diversity conference with the rest of the student Exec.

Alina then ran for Student Voice President in October 2019 and was elected by the student body. In her current role she interacts with and represents students across the college through forums, meetings and events.

'The reason I decided to run for Student Voice President was due to how much I enjoyed working with the students and helping out where I could. I am passionate about Equality, so ensuring students feel comfortable and their voices are being heard is why I decided to take on the role'.
Alina Amin, Student Voice President 2019-20

Alina has been highly involved with the Student reps this year- attending student rep training, presenting to them at the rep conference and she has developed a monthly Student Exec Newsletter to keep the reps up to date with the progress of the Student Exec.

Alina supports and meets with the rest of the Student Exec and they are currently planning the next Equality and Diversity conference. She was also recently on ITV Central News talking about what Britishness means to her.

'As a student, I know how difficult college can be sometimes, so as Student Voice President I would like to make sure ALL students feel comfortable, that their voices are heard and that they enjoy their experience at college.'
Alina Amin, Student Voice President 2019-20

Catalin Bucur
Vice President-Equality and Diversity

The purpose of my role is to support the Student Voice President and Student Voice Executive Committee and promote Equality and Diversity.

My priorities this year are:
- Promote Equality and Diversity and ensure all students feel equal.

Joshua O'Brien
Disabled Students' Officer

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
- To raise awareness of Autism and organise an event for Autism Awareness Week.

Your Voice

Student Governor

Student Voice Focus Groups

Student Voice Executive Committee
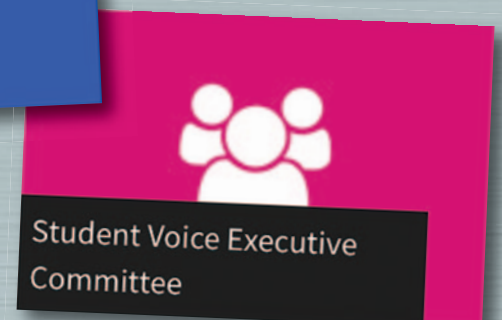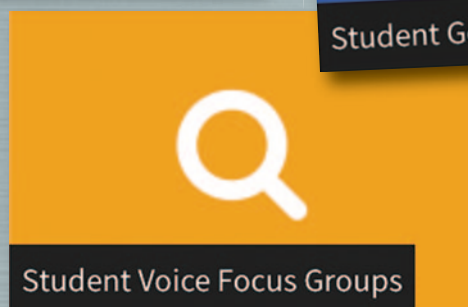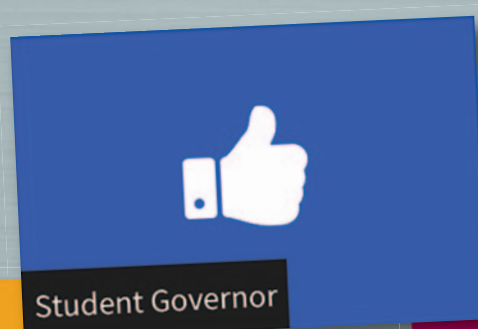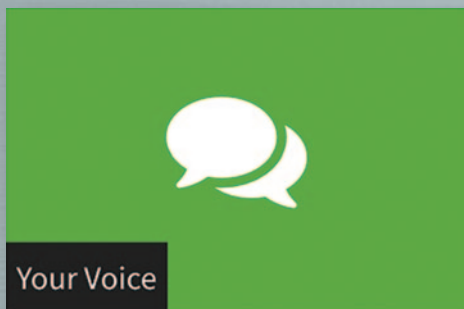
William Pullen
LGBT+ Officer

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

My priorities this year are:
- To work with students and staff to educate about the different sexualities and how to be inclusive for their students
- To help make the College a comfortable place for LGBT+ students.

Marie McAlear
Women's Officer

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 support women in college including mothers who are returning to education.

FE Student Reps

You Said, We Did

Be A Student Rep

Complaints

Surveys

Ben Starkie
Digital & Communications Officer

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:
- Promote student safety online through events such as Safer Internet Day
- Support the rest of the Student Exec to communicate messages to students through a digital newsletter.

Fatima Mai-Bornu
Black & Asian Minority Ethnic Officer

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

Current Student Voice Executive Committee Vacancy:

Woodlands Officer

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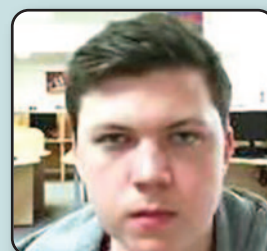

Elliot McCulloch
Stratford Officer

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:
- To represent the students at Stratford campus in meetings
- Promote Student Voice at Stratford college.

CASE STUDY

AMY BOLTON - WOMEN'S OFFICER 2018/19

Amy started her role as Women's Officer at the beginning of the academic year in 2018. Within her role she organised a variety of awareness raising activities around International Women's Day including a pop-up event where she handed out postcards that she designed for students to give to the inspirational women in their lives and a display about key women in history and their achievements. She also ran a pledge activity where students made a commitment to gender equality. During this week Amy also created a SOLA+ activity for students to learn more about the timeline of Women's Suffrage, learn more about inspirational women and write about their own inspirational women.

'I decided to take on this role as gender equality is something I am passionate about. I also wanted to help give students a voice at college and help support them. Being a woman in today's society is a difficult task so I wanted to help make life a little easier for the women at college and help to empower them.'
Amy Bolton (Women's Officer 2018/19)

Along with the rest of the Student Exec, Amy planned a conference for students on the theme of Equality and Diversity. During the conference, she spoke about her role and did an activity for attendees.

During her year in post, Amy liaised with local charity Red Box to provide free sanitary products across all of the campuses. The initiative works to end period poverty and ensures that all students have access to sanitary products to make sure no student misses out on their education because of periods.

'Being the women's officer has helped me develop my leadership and communication skills. It has also helped me learn about what it takes to organise events such as conferences and helped me become more confident in voicing my opinions and actioning my ideas. Having a student exec at college is important because it presents students with an opportunity to express their opinions and have their voices listened to. It helps to make the college a better environment because students feel valued.'

Amy Bolton (Women's Officer 2018/19

The College 2019/20 Student Profile

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

2019/20 Learner Numbers by Age

Age	FT	PT
16-18	4273	378
19-24	707	999
25+	343	3230
Pre 16	15	38
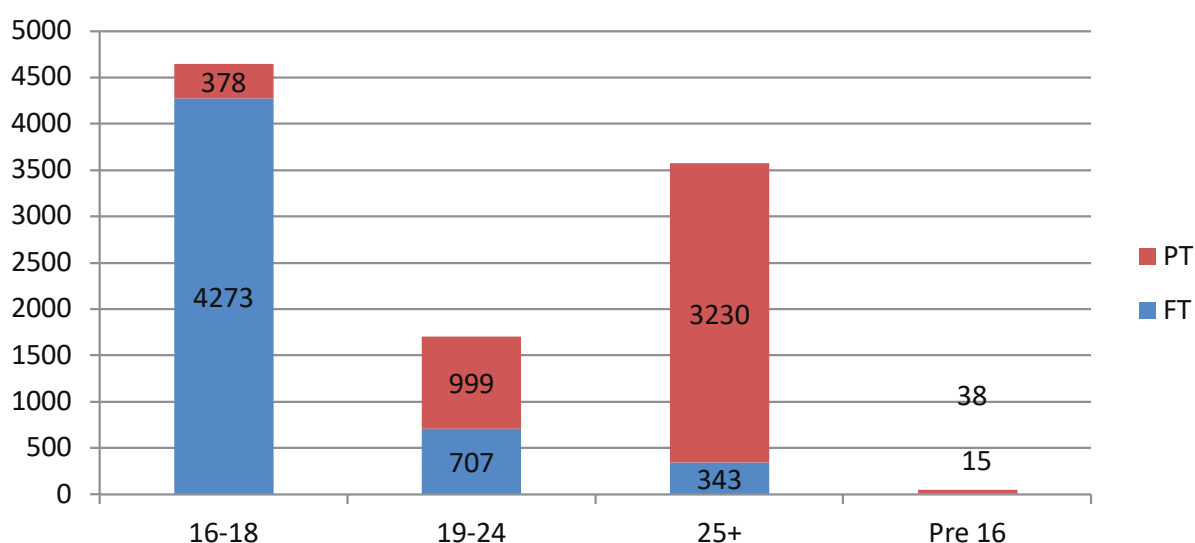
Where our 16-18 FT Students come from:

A significant number of SCUC's full-time students come from outside of the Solihull Borough. This profile of the College changes very little from year to year.

Area of Residence 2019/20	Number	%
Birmingham	2685	50%
North Solihull	542	10%
Other	407	8%
South Solihull	1053	20%
Stratford	651	12%

51% of our full-time students are from widening participation (WP) areas (ie areas of socio-economic deprivation and underrepresentation defined by post code). 36% of our part-time students are from widening participation post codes.

2019/20 Full-time students

- WP: 2714, 51%
- Non WP: 2624, 49%

2019/20 Part-time students

- WP: 1664, 36%
- Non WP: 2981, 64%
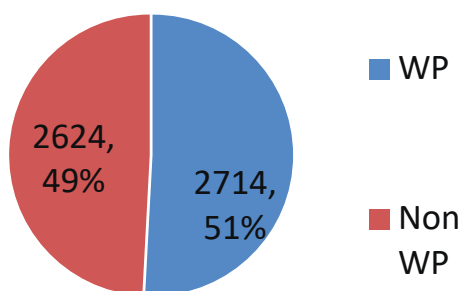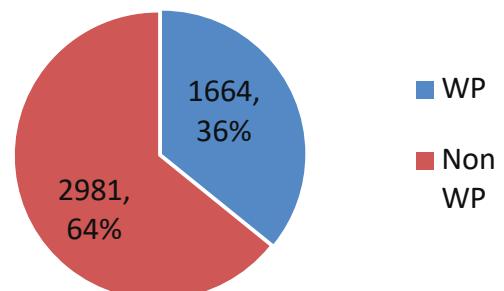
Ethnicity

Learners from BAME groups account for 33% of the total full-time cohort and 23% of our part-time learner cohort.

2019/20 Full time Students Ethnicity

- White British: 3503, 66%
- Prefer Not to Say: 4, 0%
- Black and Minority Ethnic: 1761, 33%
- Any other ethnic group: 60, 1%

2019/20 Part time Students Ethnicity

- ■ White British — 3404, 73%
- ■ Prefer Not to Say — 51, 1%
- ■ Black and Minority Ethnic — 1080, 23%
- ■ Any other ethnic group — 110, 3%

66% of the full-time student cohort are White. Pakistani students form the largest cohort of full-time students from BAME or non-white British contingency. 13.38% of full-time students are Pakistani.

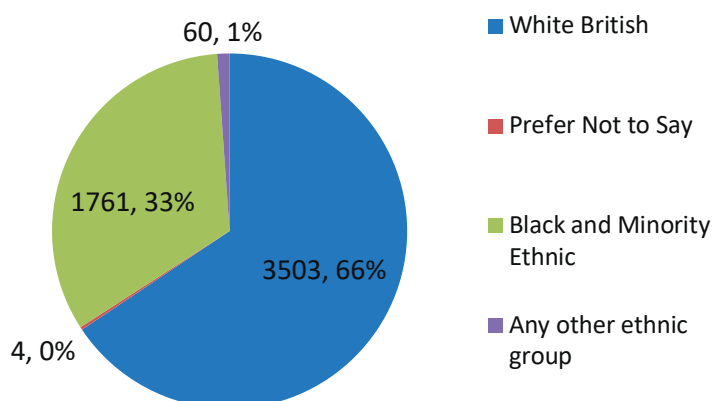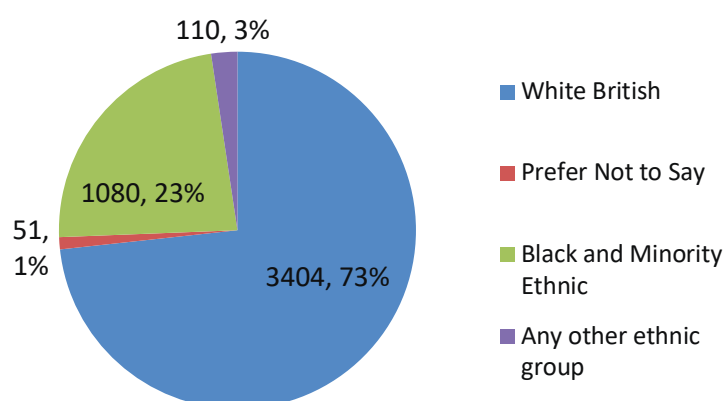| Ethnicity 2019/20	Full Time		Part Time		Total	
English / Welsh / Scottish / Northern Irish / British	3338	**62.53%**	3148	**67.77%**	6486	**64.97%**
Pakistani	714	**13.38%**	310	**6.67%**	1024	**10.26%**
White and Black Caribbean	211	**3.95%**	110	**2.37%**	321	**3.22%**
Indian	138	**2.59%**	152	**3.27%**	290	**2.90%**
Any Other White background	136	**2.55%**	229	**4.93%**	365	**3.66%**
African	115	**2.15%**	73	**1.57%**	188	**1.88%**
White and Asian	111	**2.08%**	45	**0.97%**	156	**1.56%**
Caribbean	88	**1.65%**	73	**1.57%**	161	**1.61%**
Bangladeshi	76	**1.42%**	74	**1.59%**	150	**1.50%**
Any other Black / African / Caribbean background	75	**1.41%**	43	**0.93%**	118	**1.18%**
Arab	74	**1.39%**	32	**0.69%**	106	**1.06%**
Any other Asian background	71	**1.33%**	78	**1.68%**	149	**1.49%**
Any Other Mixed / multiple ethnic background	65	**1.22%**	52	**1.12%**	117	**1.17%**
Any other ethnic group	60	**1.12%**	110	**2.37%**	170	**1.70%**
Irish	26	**0.49%**	26	**0.56%**	52	**0.52%**
White and Black African	17	**0.32%**	13	**0.28%**	30	**0.30%**
Not provided	14	**0.24%**	51	**1.03%**	61	**0.61%**
Chinese	6	**0.11%**	25	**0.54%**	31	**0.31%**
Gypsy or Irish Traveller	3	**0.06%**	1	**0.02%**	4	**0.04%**

CASE STUDY

MAWIYAH'S SPECIAL DELIVERY

July 2019

Mawiyah Gareth Hector, a Level 3 Science student at Solihull College & University Centre observed the delivery of a baby on her work experience placement with a midwifery team.

Mawiyah worked at Birmingham Women's Hospital, a centre of excellence providing specialist services to more than 50,000 women, men and their families every year from the city, the wider region and beyond.

She was assigned to different midwives and was able to observe epidurals and patient care in action. Parents were asked for their consent before Mawiyah was allowed to attend the room. 'I checked heartbeats of mother and baby, prepared equipment and was able to witness a birth and after care,' Mawiyah states. 'It was so exciting helping to deliver a baby. It made me feel so much more confident and surer than ever that this is what I want to do.'

Mawiyah was not only able to witness a real birth, but also attended a caesarean section with a supervisor who talked her through the process. Mawiyah has a final year of her course left at college and remains set on her direction, 'I'd like to follow a path into nursing and then midwifery' she says. 'There was so much more to the role than I was thinking, but a fast paced environment suits me so I thrived in that. My work experience was brilliant, it really pulls back a curtain so you can experience behind the scenes of what your chosen career looks like'.

Sue Smithson, the Interim Consultant Midwife at Birmingham Women's and Children's NHS Foundation Trust commented 'From our perspective having Mawiyah complete her work experience at the Birmingham Women's Hospital was a positive experience for the midwives. It is great to see someone with enthusiasm for the role and I think it restores our motivation and enthusiasm for midwifery when we meet students who are keen to take this up as a career'.

Gender

The split of male and female full-time students is 52% male, 48% female. Female students account for 64% of the part-time cohort.

Gender - 2019/20 Full time students

- Females: 2567, 48%
- Males: 2771, 52%

Gender - 2019/20 Part time students

- Females: 2992, 64%
- Males: 1653, 36%
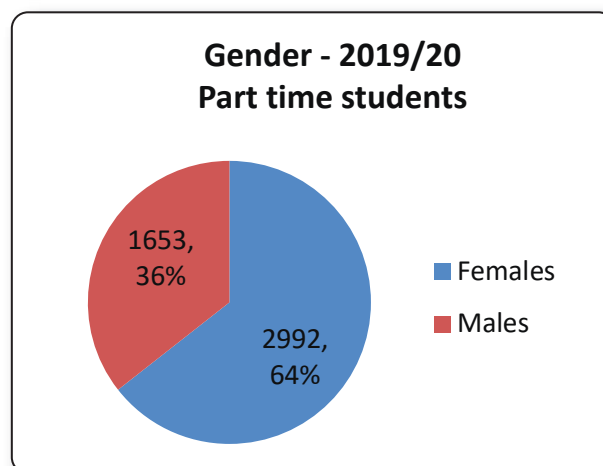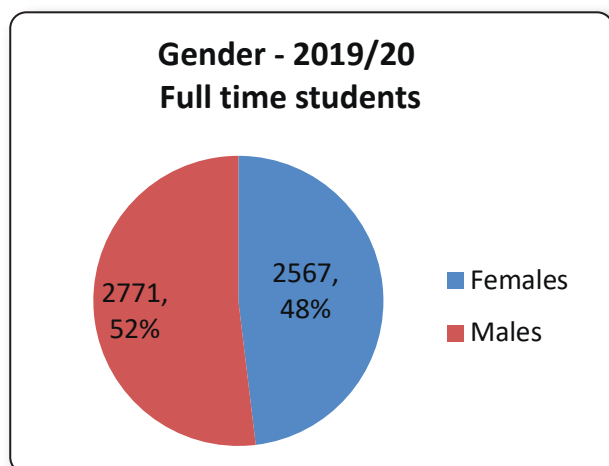
Disability

24% of full-time students have declared a disability/learning difficulty or are receiving additional support in respect of a disability (the same figure as for 2018/19). For part-time students this figure falls to 12% (compared to 11% in 2018/19).

Full time 2019/20 Students Disability profile

- No information provided: 4, 0%
- No learning difficulty or disability: 4047, 76%
- Student has a learning difficulty or disability: 1287, 24%

Part time 2019/20 Students Disability profile

- No information provided: 33, 1%
- No learning difficulty or disability: 4044, 87%
- Student has a learning difficulty or disability: 568, 12%
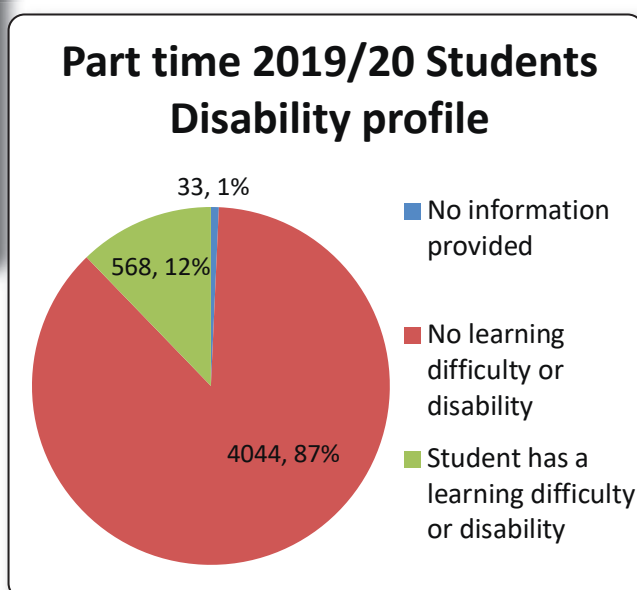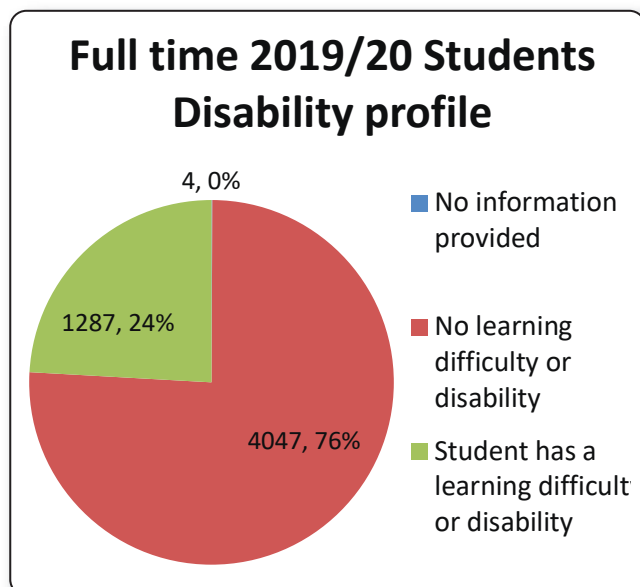
OTHER PROTECTED CHARACTERISTICS

Religion/Belief

22% of College students prefer not to state their religion of belief. 32% of the College students have no religion or belief, 27% are Christian and 14% are Muslim.

2019/20 All Students Religion/Belief

- None
- Christian
- Prefer not to say
- Muslim
- Sikh
- Other
- Hindu
- Pagan
- Buddhist
- Unknown
- Shinto

Hindu 1%
Other 2%
Sikh 2%
Muslim 14%
Prefer not to say 22%
None 32%
Christian 27%
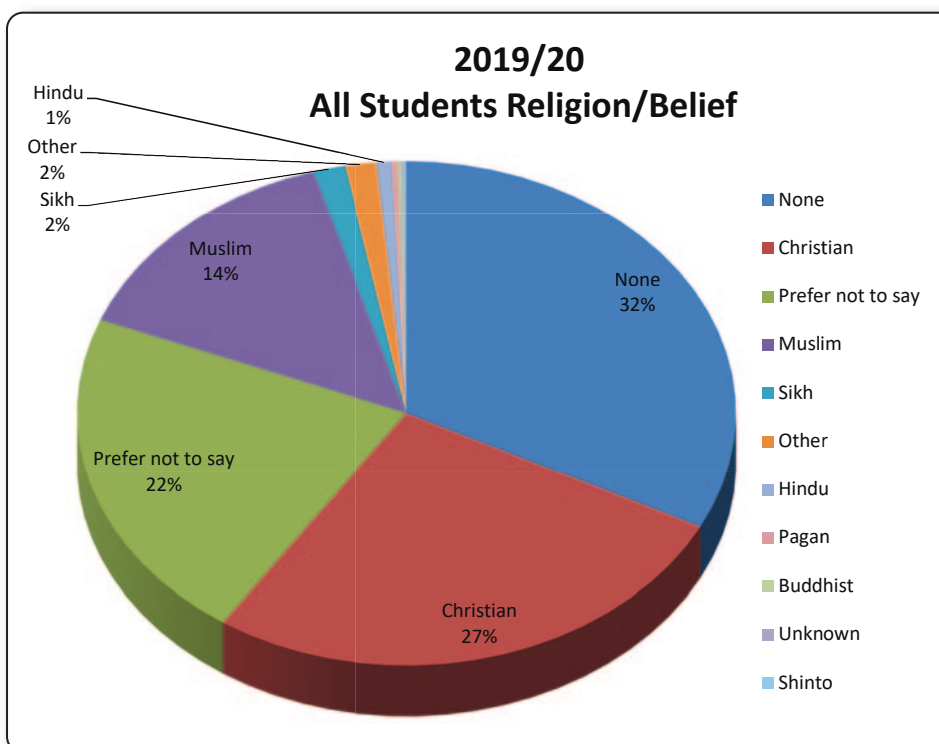
Sexual Orientation

LGB students account for just over 5% of the full-time student population. 33% of part-time students prefer not to state their sexual orientation compared to 12% of full-time students.

- Heterosexual
- Prefer not to say
- Bisexual
- Other
- Lesbian or Gay
- Unknown

2019/20 Full Time Students Sexual Orientation

1% 0%
2%
4%
12%
81%

2019/20 Part Time Students Sexual Orientation

1% 1% 1% 0%
33%
64%
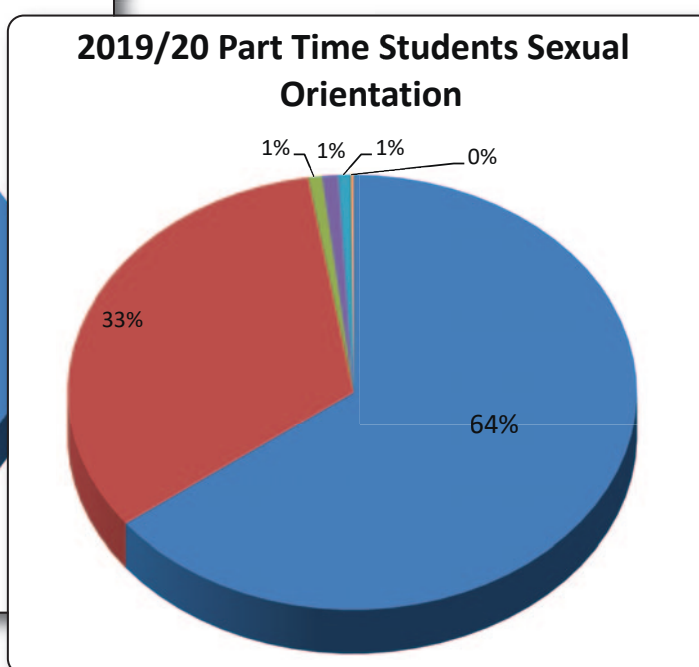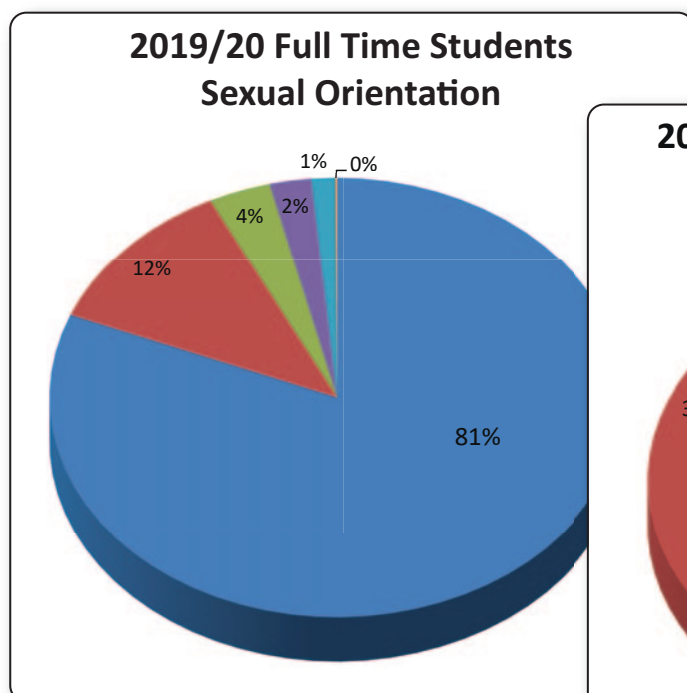
CASE STUDY

LIFESAVING NASIM AWARDED 'OUTSTANDING YOUNG CITIZEN'

July 2019

A Public Services student from Solihull College & University Centre has been honoured with a top police award for saving the life of a stabbing victim. Nasim Ahmed was volunteering in Digbeth at a charity dinner when he was alerted to an attack in the car park. There he encountered a victim who had been stabbed after confronting a car thief. With a first aid kit he stemmed blood flow and performed first aid on the victim until emergency services arrived. The victim made a full recovery and Nasim even took an exam the very next day.

Nasim received the 'Outstanding Young Citizen' Award at the Police and Crime Commissioner's Outstanding Citizens Awards Ceremony thanks to bravery and quick actions.

Community heroes from across the region were honoured at the awards ceremony, which is now in its 7th year. Nasim commented: "Everyone there had their own story. Each nominee had shown courage, heroism and selflessness. I was extremely proud to receive the award – especially from the Police and Crime Commissioner".

West Midlands Police and Crime Commissioner David Jamieson said: "Without Nasim's intervention, the story may have been very different. Nasim is a great role model for other young people and is an example to us all. I am delighted that he has received this award".

Nasim has now made tackling knife crime amongst the youth a personal mission of his own. He hopes to work with young people and the police in the future to help prevent knife crime.

Our Higher Education Student Profile

Full-time HE students 2019/20
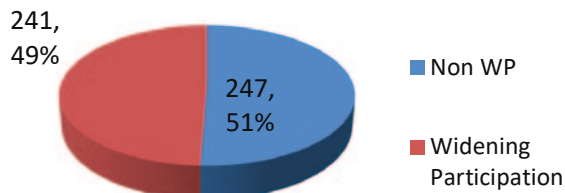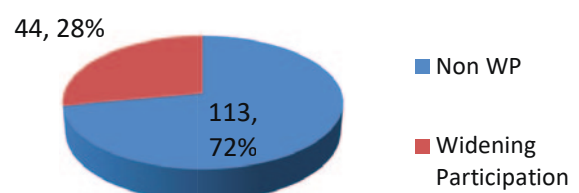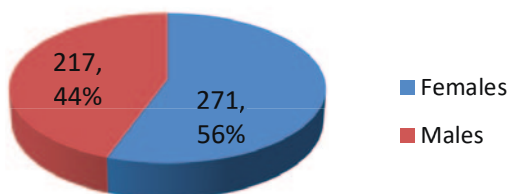
- 241, 49%
- 247, 51%

■ Non WP
■ Widening Participation

Part-time HE students 2019/20

- 44, 28%
- 113, 72%

■ Non WP
■ Widening Participation

FT HE students 2019/20 - Gender profile

- 217, 44%
- 271, 56%

■ Females
■ Males

PT HE students 2019/20 - Gender profile

- 27, 17%
- 130, 83%

■ Females
■ Males

FT HE students 2019/20 - Ethnicity Profile

- 161, 33%
- 3, 0%
- 3, 1%
- 322, 66%

■ Black and Minority Ethnic
■ Other
■ Prefer Not to Say
■ White British

PT HE students 2019/20 - Ethnicity Profile

- 17, 11%
- 0, 0%
- 0, 0%
- 139, 89%

■ Black and Minority Ethnic
■ Other
■ Prefer Not to Say
■ White British

FT HE students 2019/20 - Age profile

- 87, 18%
- 60, 12%
- 339, 70%

■ 18-24
■ 25 to 34
■ 35 to 60

PT HE students 2019/20 - Age profile

- 17, 11%
- 52, 33%
- 88, 56%

■ 18-24
■ 25 to 34
■ 35 to 60
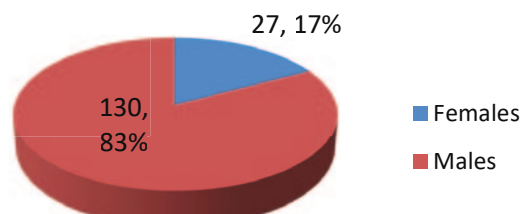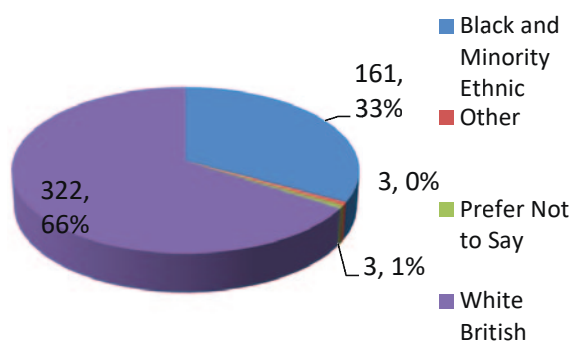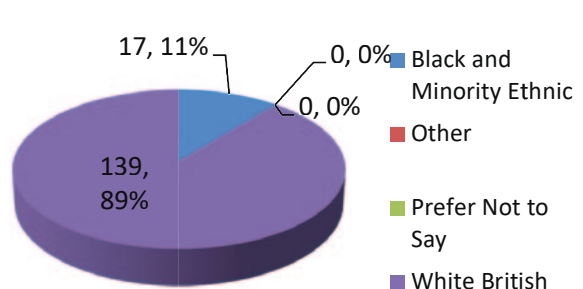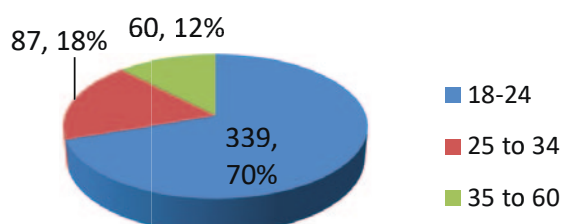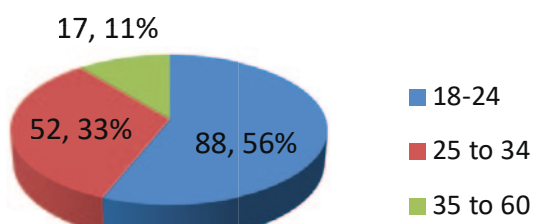
Almost half of the College's full time HE learners are from widening participation postcodes.

83% of part-time HE learners are male, compared to 44% of fulltime learners. This is due to the fact that most of the PT HE courses are Construction and Engineering based which traditionally are male dominated, something the College is working hard to address, for instance through its involvement with WISE (Women Into Science and Engineering).

BAME learners account for 16.1% of Fulltime HE learners. In Russell Group universities in May 2018, 8% of the population were BAME learners.

11% of part time HE learners at the College are BAME.

10% of HE learners at the Russell Group Universities are over 25 yrs of age. 30% of full-time HE learners are over 25, 12% over 35. 44% of part-time HE learners are over 25.

ACCESS AND PARTICIPATION PLAN

Access and participation plans set out how higher education providers will improve equality of opportunity for underrepresented groups to access, succeed in and progress from higher education.

They include:

- the provider's ambition for change
- what it plans to do to achieve that change
- the targets it has set
- the investment it will make to deliver the plan.

The Office for Students (OfS) monitors access and participation plans to make sure that the providers honour the commitments they make to students in these plans, and take action if they do not.

The College's Access and Participation Plan was approved by the Office for Students on 26th November 2018.

Student Success 2018/19

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 than 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.

Gender 16-18

- 16-18 males and females achieve well and above national averages
- Female achievement has tended to be slightly higher that male achievement at the College.

		Our College			National
		2016/17	2017/18	**2018/19**	2017/18
Female	Leavers	4,011	5,173	**5,303**	718,340
	Achievement %	85.1 %	87.5%	**87.7%**	82.6%
Male	Leavers	5,608	7,029	**7,106**	802,720
	Achievement %	82.8 %	85.9%	**85.1%**	81.5 %

Gender 19+

- For Adults the gap between male and female student achievement has now closed, with achievement rates both for males and females increasing in 2018/19.

		Our College			National
		2016/17	2017/8	**2018/19**	2017/18
Female	Leavers	3,244	4,238	**4,855**	882,910
	Achievement %	84.6 %	85.8 %	**87.4%**	87.7%
Male	Leavers	1,038	1,649	**1,868**	687,370
	Achievement %	81.2 %	84.5 %	**87.4%**	89.1%

Ethnicity 16-18

- All ethnicity groups are performing well above the national average
- BAME groups are performing as well as or better than their white counterparts.

		Our College			National
		2016/17	2017/18	**2018/19**	2017/18
Asian	Leavers	2,082	2,282	**2,409**	158,660
	Achievement %	83.6 %	88.1 %	**88.2 %**	84.1 %
Black	Leavers	624	692	**747**	102,010
	Achievement %	83.5 %	86.4 %	**87.0 %**	82.0 %
Mixed	Leavers	814	905	**951**	66,690
	Achievement %	85.3 %	84.3 %	**85.9 %**	79.1 %
Not App /Known	Leavers	16	28	**31**	23,070
	Achievement %	87.5 %	82.1 %	**87.1 %**	81.4 %
Other	Leavers	238	278	**313**	36,700
	Achievement %	84.5 %	82.7 %	**85.9 %**	82.0 %
White	Leavers	5,866	8,028	**7,958**	1,133,930
	Achievement %	83.3 %	86.4 %	**85.6 %**	82.0 %

Analysis by Ethnic Group 16-18

- Most groups of learners from minority ethnic backgrounds achieve better than those from a White British background at 16-18
- The performance of students with Irish ethnicity was low in 2017/18 and improved in 2018/19 but is still below average
- A number of ethnic groups (e.g. Caribean, Bangladeshi, African and Indian) are performing well above their groups at National Level
- There are no trends that cause any concern.

		Our College			National
		2016/17	2017/18	2018/19	2017/18
African	Leavers	292	334	303	61,610
	Achievement %	83.2 %	85.0 %	86.8 %	83.8 %
Arab	Leavers	134	156	191	11,550
	Achievement %	83.6 %	80.8 %	86.4 %	82.9 %
Bangladeshi	Leavers	175	138	167	25,820
	Achievement %	86.9 %	89.1 %	88.0 %	82.4 %
Caribbean	Leavers	189	191	261	25,720
	Achievement %	81.0 %	91.1 %	86.6 %	78.6 %
Chinese	Leavers	24	23	16	4,520
	Achievement %	91.7 %	95.7 %	87.5 %	88.5 %
Gypsy/Irish Traveller	Leavers	2	0	15	2,360
	Achievement %	100.0 %		86.7 %	68.5 %
Indian	Leavers	314	363	331	32,010
	Achievement %	86.3 %	91.7 %	91.5 %	85.9 %
Irish	Leavers	31	51	73	3,750
	Achievement %	83.9 %	68.6 %	74.0 %	80.2 %
Not Provided	Leavers	16	28	31	23,070
	Achievement %	87.5 %	82.1 %	87.1 %	81.4 %
Other	Leavers	104	122	122	25,150
	Achievement %	85.6 %	85.2 %	85.2 %	81.6 %
Other Asian	Leavers	160	157	172	28,010
	Achievement %	75.6 %	91.7 %	89.5 %	84.9 %
Other Black	Leavers	143	167	183	14,680
	Achievement %	87.4 %	83.8 %	88.0 %	80.4 %
Other Mixed	Leavers	109	136	173	17,520
	Achievement %	89.0 %	81.6 %	86.7 %	79.9 %
Other White	Leavers	125	270	301	77,530
	Achievement %	88.8 %	86.3 %	86.4 %	83.5 %
Pakistani	Leavers	1,409	1,601	1,723	68,300
	Achievement %	83.4 %	86.8 %	87.4 %	83.2 %
White British	Leavers	5,708	7,707	7,569	1,050,300
	Achievement %	83.1 %	86.6 %	85.7 %	81.9 %
White/Asian	Leavers	200	259	243	13,990
	Achievement %	84.0 %	85.7 %	86.0 %	81.9 %
White/Black African	Leavers	50	49	51	9,770
	Achievement %	88.0 %	85.7 %	92.2 %	79.9 %
White/Black Caribbean	Leavers	455	461	484	25,420
	Achievement %	84.6 %	84.2 %	84.9 %	76.7 %

Ethnicity Adults

- There has been a significant increase in Black achievement in 2018/19 when compared to 2016/17 and 2017/18 rates, with both groups now exceeding national achievement rates. BAME Achievement is slightly below achievement level of White adult learners.

		Our College			National
		2016/17	2017/18	2018/19	2017/18
Asian	Leavers	650	944	1,133	220,460
	Achievement %	80.9 %	87.6 %	86.0 %	88.5 %
Black	Leavers	322	426	563	180,960
	Achievement %	78.0 %	79.3 %	86.3 %	86.0 %
Mixed	Leavers	203	321	357	53,570
	Achievement %	77.8 %	82.9 %	81.5 %	86.0 %
Not App/Known	Leavers	25	53	117	25,320
	Achievement %	68.0 %	69.8 %	92.3 %	84.6 %
Other	Leavers	168	234	324	84,450
	Achievement %	83.9 %	84.2 %	88.3 %	87.9 %
White	Leavers	2,902	3,938	4,229	1,005,510
	Achievement %	85.5 %	86.2 %	88.2 %	88.9 %

CASE STUDY

LOUISE BARNES CELEBRATES SURVEYING AWARD SUCCESS

Three students are celebrating after being recognised in an awards ceremony in the School of the Built Environment: Sustainable Technologies at Solihull College & University Centre.

Louise Barnes, William Howland and Matthew Jones each completed a Construction Practice and Management Assessment on "The influence of Building Information Modelling on the different stages of Construction Project management". The three finalists, judged by staff within the School, now have the opportunity to be published in Shear Magazine, the College's research journal.

Their 2 year course, 'Construction & the Built Environment (Surveying)' consists of students studying for their HNC qualification or on an apprenticeship arranged alongside their employer.

Matthew Jones, 24, second runner up, is on the first year of his apprenticeship funded by his employer. Matthew, who works at Taylor Maxwell as an estimator, was told of the course by a colleague who had previously taken it and is now a senior estimator.

'The course is brilliant' Matthew states 'it gives you an overview of every operation involved. We discuss the key stages in a construction project. It's great knowledge'.

William Howland, 20, is the runner up. William is currently a floor designer but has plans to become a Quantity Surveyor. He travels from Oxford to study as Solihull is one of the only colleges to offer this qualification. 'It's amazing to bring back what you learned to your industry' he states.

Louise Barnes won 1st place. Louise, 28, from Sutton currently works for Persimmon Homes as a trainee Quantity Surveyor. 'I wasn't expecting this' Louise comments, 'I always felt I was middle of the road at school so it means a lot to really throw myself in to this course and to come first in the awards ceremony, it gives you such motivation.' She now has ambitions to progress to senior surveyor in the future.

The essays were set and marked by Built Environment: Sustainable Technologies Lecturer Chris Williams, who said 'I was very proud to read the student's work. It was very competitive and the overall standard was very high'.

CASE STUDY

LIZZIE'S CAREER TAKES OFF IN DUBAI

July 2019

A former Solihull College & University Centre student has moved to Dubai after landing her dream job working for Emirates.

Lizzie Kennedy, 23 from Solihull, studied Cabin Crew and Travel & Tourism at the College from 2012-14. After graduating from college at 18, she spent 5 years working as cabin crew for Flybe. Lizzie is now training to be a member of cabin crew for Emirates. Lizzie couldn't be happier with her time at the College. "I loved my time at the College and feel like it really gave me a good insight into the world of aviation. It taught me the importance of uniform standards and always being on time. My teachers were so approachable and always wanted the best for me".

Jane Pendleton, Travel & Tourism tutor commented: "Lizzie's achievement is wonderful. We are so thrilled to hear that she has built on the learning she received here and has gone on to grasp her dream job. Well done Lizzie!"

Lizzie is looking forward to her future with the award winning airline, commenting "I absolutely loved working for my previous airline, but Emirates has always been my dream."

Lizzie (back row centre right) at a Solihull College awards evening

Analysis by Ethnic Group 19+

- Achievement rates of Black Caribbean and African adult learners are now above the national average.

		Solihull College			National
		2016/17	2017/18	**2018/19**	2017/18
African	Leavers	134	154	**297**	124,560
	Achievement %	79.9 %	76.6 %	**86.2 %**	86.0 %
Arab	Leavers	73	116	**108**	34,700
	Achievement %	80.8 %	81.9 %	**84.3 %**	88.7 %
Bangladeshi	Leavers	51	98	**117**	47,780
	Achievement %	76.5 %	83.7 %	**87.2 %**	89.3 %
Caribbean	Leavers	120	201	**160**	35,530
	Achievement %	76.7 %	85.1 %	**86.3 %**	86.2 %
Chinese	Leavers	23	40	**35**	9,240
	Achievement %	95.7 %	92.5 %	**82.9 %**	89.1 %
Gypsy/Irish Traveller	Leavers	0	2	**0**	1,150
	Achievement %		100.0 %		82.3 %
Indian	Leavers	161	262	**270**	35,740
	Achievement %	90.1 %	90.8 %	**87.4 %**	89.3 %
Irish	Leavers	26	25	**29**	6,410
	Achievement %	92.3 %	68.0 %	**93.1 %**	89.1 %
Not Provided	Leavers	25	53	**117**	25,320
	Achievement %	68.0 %	69.8 %	**92.3 %**	84.6 %
Other	Leavers	95	118	**216**	49,740
	Achievement %	86.3 %	86.4 %	**90.3 %**	87.4 %
Other Asian	Leavers	102	128	**164**	59,520
	Achievement %	84.3 %	88.3 %	**86.6 %**	87.6 %
Other Black	Leavers	68	71	**106**	20,870
	Achievement %	76.5 %	69.0 %	**86.8 %**	85.6 %
Other Mixed	Leavers	42	74	**69**	15,700
	Achievement %	83.3 %	87.8 %	**79.7 %**	86.7 %
Other White	Leavers	347	366	**335**	171,720
	Achievement %	85.0 %	88.3 %	**91.6 %**	88.3 %
Pakistani	Leavers	313	416	**547**	68,180
	Achievement %	74.8 %	85.8 %	**85.0 %**	88.2 %
White British	Leavers	2,529	3,545	**3,865**	826,220
	Achievement %	85.4 %	86.1 %	**87.9 %**	89.1 %
White/Asian	Leavers	32	71	**59**	10,830
	Achievement %	81.3 %	81.7 %	**86.4 %**	87.3 %
White/Black African	Leavers	29	37	**46**	10,420
	Achievement %	65.5 %	86.5 %	**71.7 %**	84.3 %
White/Black Caribbean	Leavers	100	139	**183**	16,620
	Achievement %	78.0 %	79.9 %	**83.1 %**	85.6 %

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. Achievements however have risen steadily over the last three years.

		Our College			National
		2016/17	2017/18	**2018/19**	2017/18
Has difficulty/disability/health problem	Leavers	2,279	3,380	**3,288**	406,880
	Achievement %	81.0 %	83.7 %	**84.2 %**	80.4 %
No difficulty/disability/health problem	Leavers	7,242	8,792	**8,969**	1,060,250
	Achievement %	84.4 %	87.6 %	**86.9 %**	82.8 %
No information provided by the learner	Leavers	119	41	**152**	53,930
	Achievement %	82.4 %	85.4 %	**88.8 %**	80.8 %

Disabilities 16-18

		Our College			National
		2016/17	2017/18	**2018/19**	2017/18
Asperger's	Leavers	82	161	**136**	-
	Achievement %	87.8 %	85.1 %	**84.6 %**	-
Hearing	Leavers	33	83	**104**	-
	Achievement %	75.8 %	88.0 %	**82.7 %**	-
Medical	Leavers	308	346	**293**	-
	Achievement %	78.9 %	84.1 %	**89.4 %**	-
Mental health	Leavers	90	262	**152**	-
	Achievement %	80.0 %	85.9 %	**88.2 %**	-
Mobility	Leavers	37	40	**18**	-
	Achievement %	81.1 %	82.5 %	**88.9 %**	-
Multiple	Leavers	22	33	**11**	-
	Achievement %	63.6 %	87.9 %	**100.0 %**	-
n/a	Leavers	132	185	**130**	-
	Achievement %	71.2 %	81.6 %	**83.8 %**	-
No disability	Leavers	8,084	9,867	**9,724**	-
	Achievement %	83.9 %	87.0 %	**86.5 %**	-
Not known/not provided	Leavers	689	947	**1,632**	1,521,060
	Achievement %	84.0 %	83.7 %	**83.5 %**	82.1 %
Other	Leavers	102	165	**123**	-
	Achievement %	92.2 %	86.1 %	**90.2 %**	-
Physical	Leavers	18	42	**31**	-
	Achievement %	72.2 %	85.7 %	**93.5 %**	-
Profound/ Complex	Leavers	13	25	**13**	-
	Achievement %	76.9 %	88.0 %	**92.3 %**	-
Temporary	Leavers	4	1	**0**	-
	Achievement %	100.0 %	100.0 %		-
Visual	Leavers	26	56	**42**	
	Achievement %	100.0 %	92.9 %	**90.5 %**	

Learning Difficulties 16-18

Achievement rates for all groups with a learning difficulty have improved from 2017/18 with the exception of Autism.

		Our College			National
		2016/17	2017/18	**2018/19**	2017/18
Autism	Leavers	356	450	**303**	-
	Achievement %	79.2 %	84.4 %	**82.8 %**	-
Dyscalculia	Leavers	11	7	**0**	-
	Achievement %	63.6 %	71.4 %		-
Dyslexia	Leavers	175	419	**303**	-
	Achievement %	85.1 %	83.5 %	**84.8 %**	-
Moderate	Leavers	171	153	**74**	-
	Achievement %	66.1 %	77.8 %	**86.5 %**	-
Multiple	Leavers	7	15	**3**	-
	Achievement %	100.0 %	100.0 %	**100.0 %**	-
n/a	Leavers	132	185	**130**	-
	Achievement %	71.2 %	81.6 %	**83.8 %**	-
None	Leavers	7,788	9,650	**9,673**	-
	Achievement %	84.5 %	87.6 %	**87.0 %**	-
Not Known / Not Provided	Leavers	689	947	**1,632**	1,521,060
	Achievement %	84.0 %	83.7 %	**83.5 %**	82.1 %
Other	Leavers	205	277	**189**	-
	Achievement %	76.1 %	76.5 %	**82.0 %**	-
Other Spec	Leavers	94	86	**87**	-
	Achievement %	80.9 %	81.4 %	**83.9 %**	-
Severe	Leavers	12	24	**15**	-
	Achievement %	83.3 %	75.0 %	**80.0 %**	-

Learning Difficulties/Disabilities Adults

Achievement rates for Adults with learning difficulties/disabilities are lower than those without a disability and slightly lower than the national average but have improved significantly over the last three years.

		Our College			National
		2016/17	2017/18	**2018/19**	2017/18
Has difficulty/disability/ health problem	Leavers	718	976	**1,161**	331,950
	Achievement %	79.8 %	80.9 %	**85.8 %**	86.8 %
No difficulty/disability/ health problem	Leavers	3,485	4,721	**5,305**	1,200,540
	Achievement %	84.6 %	86.5 %	**87.6 %**	88.7 %
No information provided by the learner	Leavers	67	219	**257**	37,780
	Achievement %	76.1 %	83.6 %	**89.9 %**	87.2 %

CASE STUDY

UNDATEABLE' ALEX SEARCHES FOR LOVE ON CHANNEL 4

April 2019

Alex and Rebecca at the Wildlife Park

A former Solihull College & University Centre Media student has appeared on Channel 4 show 'The Undateables' on the search for love.

The Channel 4 documentary series contacted Alex Manners, 22, who has Asperger's — a form of autism, after researching his work in the media since college.

'I'm confident in everything, but put the word 'date' in front of it and it scares me.' Alex admits. 'There were a lot of positives when I thought about it — it highlighted and raised awareness for Asperger's which I'm always an advocate of'.

Most of the episode was filmed last Summer, with the date itself being filmed 3 weeks before the show aired. The episode followed Alex in his day to day life and filmed at his house and his various jobs including at the Solihull Moors ground where Alex assists the club with autism projects.

Alex's date was Rebecca who also has Asperger's. The duo met at Peak Wildlife Park in Leek. 'It was my first ever date' Alex reveals. 'We got on really well, we really had so much in common'.

Alex loves bright clothing and was thrilled to discover Rebecca felt similarly and was dressed in a flowery ensemble. Alex and Rebecca got along extremely well and Alex is really looking forward to seeing what the future holds.

Heading to London two weeks before the episode aired, Alex was treated to a private screening and was relieved to find he enjoyed the episode. The show aired on the 13th March and was a positive experience for the Solihull local. After his television appearance, Alex's next move is to finally complete his attempt to watch a football match at all 92 football league grounds. He is up to 89 grounds and is hoping to finish his 92nd at Scunthorpe next month.

Alex is kept busy with his show on Solihull Radio which airs every Sunday, 8am-10am. He has also just written his first book 'That's Not Right! My life Living with Asperger's' which will be released on 22nd April.

Learning Difficulties Adults

Achievement rates for all groups with a learning difficulty have improved from 2017/18.

		Our College			National
		2016/17	2017/18	**2018/19**	2017/18
Autism	Leavers	76	96	**101**	-
	Achievement %	81.6 %	80.2 %	**87.1 %**	-
Dyslexia	Leavers	0	4	**2**	-
	Achievement %		75.0 %	**100.0 %**	-
Moderate	Leavers	26	70	**58**	-
	Achievement %	76.9 %	77.1 %	**81.0 %**	-
Multiple	Leavers	91	94	**119**	-
	Achievement %	71.4 %	79.8 %	**86.6 %**	-
n/a	Leavers	2	3	**4**	-
	Achievement %	100.0 %	66.7 %	**75.0 %**	-
None	Leavers	10	29	**39**	-
	Achievement %	90.0 %	62.1 %	**74.4 %**	-
Not Known/Not Provided	Leavers	3,588	4,883	**5,557**	-
	Achievement %	84.5 %	86.5 %	**87.4 %**	11.1 %
Other	Leavers	429	664	**786**	1,570,240
	Achievement %	80.7 %	83.9 %	**88.4 %**	88.3 %
Other Spec	Leavers	32	51	**37**	-
	Achievement %	81.3 %	70.6 %	**81.1 %**	-
Severe	Leavers	16	16	**9**	-
	Achievement %	68.8 %	50.0 %	**100.0 %**	-

		Our College			National
		2016/17	2017/18	**2018/19**	2017/18
Asperger's	Leavers	3	9	**34**	-
	Achievement %	66.7 %	66.7 %	**88.2 %**	-
Hearing	Leavers	15	23	**36**	-
	Achievement %	93.3 %	73.9 %	**91.7 %**	-
Medical	Leavers	30	33	**38**	-
	Achievement %	70.0 %	72.7 %	**94.7 %**	-
Mental health	Leavers	24	50	**61**	-
	Achievement %	70.8 %	90.0 %	**72.1 %**	-
Mobility	Leavers	19	23	**28**	-
	Achievement %	89.5 %	73.9 %	**92.9 %**	-
Multiple	Leavers	3	4	**10**	-
	Achievement %	100.0 %	50.0 %	**90.0 %**	-
n/a	Leavers	10	29	**39**	-
	Achievement %	90.0 %	62.1 %	**74.4 %**	-
No disability	Leavers	3,677	5,011	**5,607**	-
	Achievement %	84.2 %	86.0 %	**87.4 %**	11.1 %
Not known / Not provided	Leavers	429	664	**786**	1,570,240
	Achievement %	80.7 %	83.9 %	**88.4 %**	88.3 %
Other	Leavers	43	47	**47**	-
	Achievement %	83.7 %	97.9 %	**85.1 %**	-
Physical	Leavers	13	6	**11**	-
	Achievement %	84.6 %	33.3 %	**63.6 %**	-
Profound/Complex	Leavers	3	7	**8**	-
	Achievement %	33.3 %	85.7 %	**87.5 %**	-
Temporary	Leavers	0	1	**0**	-
	Achievement %		0.0 %		-
Visual	Leavers	1	9	**18**	-
	Achievement %	100 %	100 %	**100 %**	-

Disabilities Adults

- The achievement rates of adults with mental health difficulties has fallen from 90% to 72% in 2018/19
- Achievement of learners with mobility disabilities has risen from 73.9% to 92.9%.

Eligible for free meals 16-18

- Overall learners on free school meals achieve better than their peers.

	Leavers	Learners with Free School Meals	College average
Level 1/entry	140	93.6%	92.4%
Level 2	678	92.5%	90.9%
Level 3	297	88.1%	86.0%
Total	1,115	91.5%	90.5%

Looked After Learners 16-18

- The College had 56 16-18 learners who were in care in 18/19
- The achievement rate for this small number of learners is 76.8% on their main vocational programme, a significant increase from 16/17 and 17/18.

Year	Number of Learners	Achievement Rate
2015/16	21	81.0%
2016/17	28	61.3%
2017/18	38	65.8%
2018/19	56	76.8%

CASE STUDY

SOLIHULL STUDENT WINS PRESTIGIOUS ENGINEERING AWARD

June 2019

A Solihull student is celebrating after winning an ICE Technician Award.

Emily Healey, 20, from Coventry is coming to the end of her time studying a Built Environment & Sustainable Technologies apprenticeship at Solihull College & University Centre. The College joined forces with her employer, Arup, to deliver the apprenticeship which Emily began in 2017.

Completing four days a week at work and one day at college, she designed highway alignments and completed 2D and 3D CAD work. College lecturer Steve Lintern nominated Emily for the ICE award based on the strides she had made in her work.

The ICE West Midlands Civil Engineering Awards takes place annually and is the premier showcase for engineering excellence in the region. The award ceremony recognises civil engineering success across a handful of award categories.

Emily's win offers her industry recognition and puts her on a path towards becoming chartered with the CEng accreditation.

Emily credits the College with being approachable and supportive. 'I was genuinely blindsided by all of this, it was great to be nominated. I studied A-Levels before my apprenticeship but found the environment at the College and Arup had a much better level of support. Tutors were more accessible and I've always liked the design side of engineering, such as working on infrastructure in civil engineering and on highways'.

Emily and Deb at the ICE awards

Programme Manager Deb Bunce added: 'This is a well-deserved award for a hard working student. Emily has a bright future ahead of her'.

Emily will continue on at Arup during the next academic year to complete a degree in Civil Engineering.

Apprenticeship (all ages)

Gender Apprentices

- There is a significant achievement gap between females and males for Apprentices
- At Solihull male apprentices' achievement is 7% below female apprentices and 6% below the male national average. This is due in part to lower achievement on Horticulture and Transportation Ops / Warehousing, and very high achievement on Child Development and Veterinary Nursing.

		Our College			National
		2016/17	2017/18	**2018/19**	2017/18
Female	Leavers	245	333	**243**	221,280
	Achievement %	74.3 %	68.2 %	**69.5%**	66.7 %
Male	Leavers	312	282	**263**	190,910
	Achievement %	71.5 %	73.4 %	**62.7%**	68.0 %

Ethnicity Apprentices

There is a concern over the achievement of the small number of Black apprentices at the College.

		Our College			National
		2016/17	2017/18	**2018/19**	2017/18
Asian	Leavers	36	22	**34**	17,650
	Achievement %	63.9 %	77.3 %	**58.8 %**	69.0 %
Black	Leavers	16	14	**10**	14,930
	Achievement %	62.5 %	42.9 %	**30.0 %**	65.6 %
Mixed	Leavers	33	31	**29**	8,980
	Achievement %	75.8 %	67.7 %	**55.2 %**	61.7 %
Not App/Known	Leavers	2	1	**2**	4,730
	Achievement %	0.0 %	100.0 %	**100.0 %**	62.1 %
Other	Leavers	5	3	**5**	3,440
	Achievement %	60.0 %	33.3 %	**40.0 %**	65.2 %
White	Leavers	459	544	**426**	362,460
	Achievement %	74.7 %	71.3 %	**68.3 %**	67.5 %

Learning Difficulties/Disabilities Apprentices

		Our College			National
		2016/17	2017/18	**2018/19**	2017/18
Has difficulty/disability/ health problem	Leavers	25	37	**44**	40,820
	Achievement %	56.0 %	73.0 %	**56.8 %**	64.6 %
No difficulty/disability/ health problem	Leavers	466	522	**453**	365,270
	Achievement %	73.4 %	70.3 %	**67.5 %**	67.6 %
No information provided by the learner	Leavers	60	56	**9**	6,100
	Achievement %	80.0 %	71.4 %	**33.3 %**	65.9 %

There is an achievement gap of 11% between apprentices with learning difficulty / disability / health problem and those without in 2018/19. Apprentices with a learning difficulty/disability achieved better than those without in 2017/18.

Equality analysis and allocation of Learner Support Fund 2018-2019

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	2016-2017	2017-2018	2018-2019
Percentage of students receiving support with a disability	23.83%	26.40%	25.05%
College Profile	13.01%	15.79%	16.34%
Variation From College Profile	10.82%	10.61%	8.71%

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 to access financial support. The percentage of students from widening participation postcodes receiving financial support is 71.49% and is 27.62% above the college profile.

Widening Participation	2016-2017	2017-2018	2018-2019
Percentage of students receiving support from WP area	72.05%	74.80%	71.49%
College Profile	47.84%	46.90%	43.87%
Variation From College Profile	24.21%	27.90%	27.62%

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 (+9.3%) and English/Welsh/Scottish/Northern Irish origin (-17.9%).

Ethnicity	2016-2017			2017-2018			2018-2019		
	Percent of students	College Profile	Variation from College Profile	Percent of students	College Profile	Variation from College Profile	Percent of students	College Profile	Variation from College Profile
Arab	3.2%	1.1%	2.1%	3.3%	1.1%	2.2%	2.9%	1.0%	1.8%
Any other Asian background	3.3%	1.5%	1.8%	3.0%	1.3%	1.7%	3.1%	1.7%	1.4%
Bangladeshi	2.7%	1.5%	1.3%	2.5%	1.2%	1.3%	2.5%	1.4%	1.1%
Chinese	0.2%	0.3%	0.0%	0.2%	0.2%	0.0%	0.1%	0.3%	-0.2%
Indian	1.9%	3.2%	-1.3%	2.2%	2.7%	-0.5%	1.8%	3.3%	-1.5%
Pakistani	18.2%	9.9%	8.3%	20.8%	11.7%	9.1%	18.6%	9.3%	9.3%
African	5.8%	2.2%	3.6%	6.3%	2.6%	3.8%	4.7%	2.5%	2.2%
Any other Black / African / Carribbean background	1.8%	1.1%	0.6%	2.2%	1.3%	0.9%	2.5%	1.2%	1.2%
Caribbean	1.9%	2.1%	-0.2%	2.2%	1.7%	0.6%	2.6%	2.1%	0.5%
Any Other Mixed/Multiple ethnic background	1.5%	0.8%	0.6%	2.0%	1.1%	0.9%	2.1%	0.9%	1.2%
White and Asian	2.0%	1.2%	0.8%	2.2%	1.8%	0.4%	2.3%	1.4%	0.9%
White and Black African	0.7%	0.4%	0.3%	0.8%	0.4%	0.4%	0.4%	0.4%	0.0%
White and Black Caribbean	5.5%	3.1%	2.4%	4.0%	3.8%	0.3%	5.0%	2.8%	2.1%
Not Known/Provided	0.1%	0.4%	-0.3%	0.4%	0.5%	-0.1%	0.2%	1.1%	-1.0%
Any other ethnic group	1.7%	1.4%	0.3%	2.2%	0.9%	1.3%	1.5%	1.6%	0.0%
Any other White background	1.9%	3.2%	-1.2%	1.7%	2.3%	-0.6%	2.1%	3.4%	-1.3%
English / Welsh / Scottish / Northern Irish / British	47.3%	66.0%	-18.7%	43.7%	65.4%	-21.7%	46.9%	64.7%	-17.9%
Gypsy or Irish Traveller	0.1%	0.0%	0.1%	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Irish	0.2%	0.6%	-0.5%	0.3%	0.3%	0.0%	0.6%	0.6%	0.0%

Gender

Over the past three years the funding profile for gender has seen more females accessing support than males. This can be attributed to the fact that around 98% of students accessing childcare are female and in addition to this course which high equipment and travel costs, such as Hair and Beauty and Animal Care courses also attract applications from female students and so tend to shape the profile by gender. Conversely male dominated courses such as Construction, Engineering and Business have low associated costs.

	2016-2017			2017-2018			2018-2019		
	% of Supported Students	College Profile	Variation From College Profile	% of Supported Students	College Profile	Variation From College Profile	% of Supported Students	College Profile	Variation From College Profile
M	48.22%	51.08%	-2.86%	50.00%	52.34%	-2.34%	49.34%	52.31%	-2.97%
F	51.78%	48.92%	2.86%	50.00%	47.66%	2.34%	50.66%	47.69%	2.97%

CASE STUDY

SPACE EXPEDITION FOR SOLIHULL STUDENTS

May 2019

Space truly was the final frontier for students from Solihull College & University Centre when their work was sent into orbit aboard the New Shepard rocket recently.

Students at the College entered The Conrad Challenge, which gives 13-18 year olds the chance to become entrepreneurs and apply innovation, science and technology to solve problems with global impact. As a result, the Solihull students were informed their work would be heading to space. They were even able to view the launch via live stream.

The mission, dubbed the 'New Shepard' transported the work of students studying in the innovation lab within the College. The innovation lab is run with Digital Innov8tors, a social enterprise business, who work with college students focusing on the development of employability skills in a digital world.

The New Shepard rocket after launch.
New Shepard is Blue Origin's suborbital reusable rocket that takes payloads to space and back, launching from the company's West Texas Launch Site. In commemoration of the 50th anniversary of the moon landings, The Conrad Challenge created the "Moonwalker Capsule" to digitally house 2018-2019 student submissions. The "Moonwalker

Capsule" highlights the innovative spirit of today's young minds and celebrates the success of past Conrad Challenge participants.

Students who had their projects sent to space. Digital Innov8ors Founder, Mick Westman stated; 'Students are now a part of history. It really is a fascinating and humbling achievement. I hope this teaches the students that reaching for the stars really can be a reality.'

The College Staffing Profile

Ethnicity

Year	Ethnicity %	College	Mgmt	Lecturing	Support	PT teach	Hourly paid support
2019	**White**	**84.27%**	**87.18%**	**84.23%**	**86.24%**	**80.33%**	**83.69%**
2018	White	84.97	89.19	85.29	87.35	79.79	84.68
2017	White	83.15	88.89	83.18	83.15	78.95	87.20
2019	**BAME**	**15.43%**	**12.82%**	**15.41%**	**13.76%**	**18.58%**	**16.31%**
2018	BAME	13.99	10.81	14.34	12.65	16.58	13.71
2017	BAME	16.48	11.11	16.36	16.48	21.05	12.00
2019	**Prefer not to say / Unknown**	**0.30%**	**0.00%**	**0.36%**	**0.00%**	**1.09%**	**0.00%**
2018	Prefer not to say / Unknown	1.04	0.00	0.37	0.00	3.63	1.61
2017	Prefer not to say / Unknown	0.37	0.00	0.45	0.37	0.00	0.80

The percentage of staff from BAME backgrounds has increased to 15.43%. This is mainly attributable to hourly paid staff. The College target is to achieve a staff profile of 17% BAME staff. The student profile for 18/19 was 33% BAME.

Gender

This table below shows the gender profile of College staff.

Year	Gender %	College	Mgmt	Lecturing	Support	PT teach	Hourly paid support
2019	**Female**	**68.54**	**64.10**	**60.22**	**69.94**	**72.68**	**77.30**
2018	Female	67.62	62.16	62.56	66.54	69.89	77.88
2017	Female	65.88	61.11	64.55	67.04	65.43	67.67
2019	**Male**	**31.46**	**35.90**	**39.78**	**30.06**	**27.32**	**22.70**
2018	Male	32.38	37.84	37.44	33.46	30.11	22.12
2017	Male	34.12	38.89	35.45	32.96	34.57	32.33

There has been an increase in female staff this is seen across all categories of staff except lecturing and hourly paid support staff.

Age profile

The table below shows the age profile of College staff.
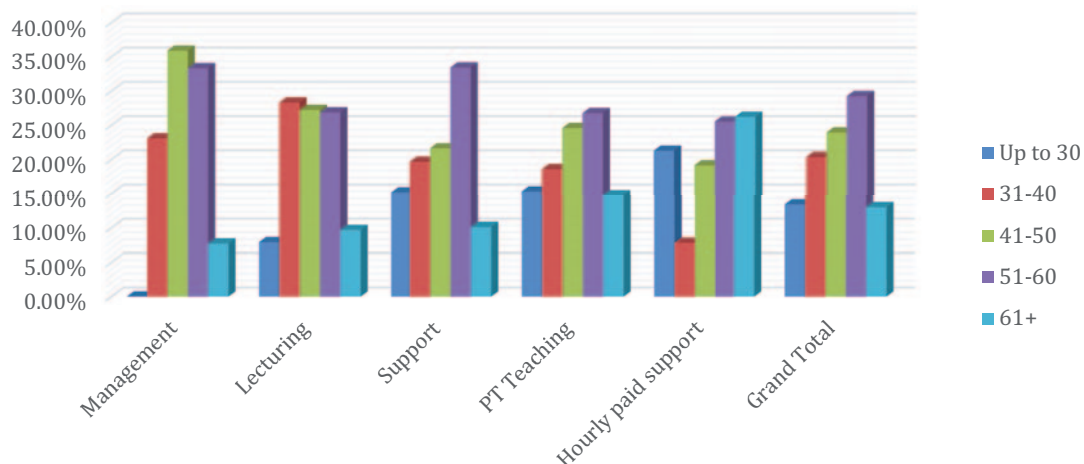
CASE STUDY

KEELIN MADE UP WITH 'HAIRSPRAY' WORK EXPERIENCE

April 2019

A Hair & Media Make-up student from Solihull College & University Centre was recently appointed the lead Make-up Artist for 'Hairspray the Musical' as part of her college work experience.

Keelin Lawman, 16, accompanied 20 fellow students who assisted the production at the Solihull theatre, presented by St. Augustine's Musical Theatre Company, for over a week and a half.

The musical had performances every night with additional matinees at the weekend. Keelin was responsible for the organisation and delivery of the stage make-up for both principal and ensemble actors, male and female, equipping her with experience of different types of application. The make-up included tattoo coverage, contouring, foundation, basic hair and make-up and theatre make-up.

Speaking of the experience, Keelin stated; "It went well and though it was stressful at times it was also useful. I really learnt how to become more efficient and speed up my processes."

The Director/Producer of the show spoke highly of Keelin's assistance, stating "She demonstrated initiative, self-reliance and most importantly the ability to work in a team – vital to any theatre company. We thoroughly enjoyed her week with us. It was a rewarding and productive time for both of us."

The 16 year old, who currently lives in Kings Heath, is in her first year of the hair & media make-up course offered at the College. She intends to progress onto the level 3 course and aspires to specialise in horror film make-up. With opportunities such as work experience at St. Augustine's Theatre Group, Keelin is firmly on the path to achieving her goal.

Disability

The percentage of staff declaring a disability has reduced from 6.6% in 2017/18 to 6.41% in 2018/19. The category with the greatest number of staff with a disability is support staff.

Sexual Orientation

Sexuality	Management	Lecturing	Support	PT Teaching	Hourly paid support	Grand Total
Bisexual	2.56%	0.72%	0.00%	0.55%	1.42%	0.60%
Gay	0.00%	2.15%	0.00%	1.64%	0.71%	1.00%
Heterosexual	79.49%	80.29%	80.90%	78.14%	85.11%	80.76%
Lesbian	0.00%	0.00%	0.56%	0.00%	0.00%	0.20%
Prefer not to say / unknown	17.95%	16.85%	18.54%	19.67%	12.77%	17.43%
Grand Total	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**

Religion or Belief

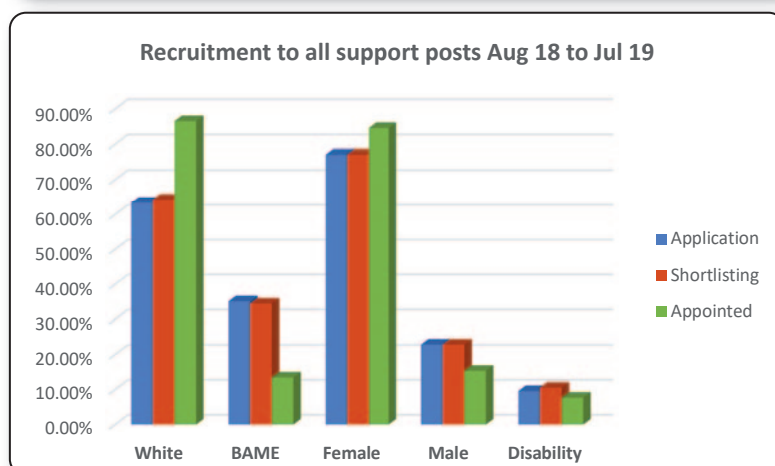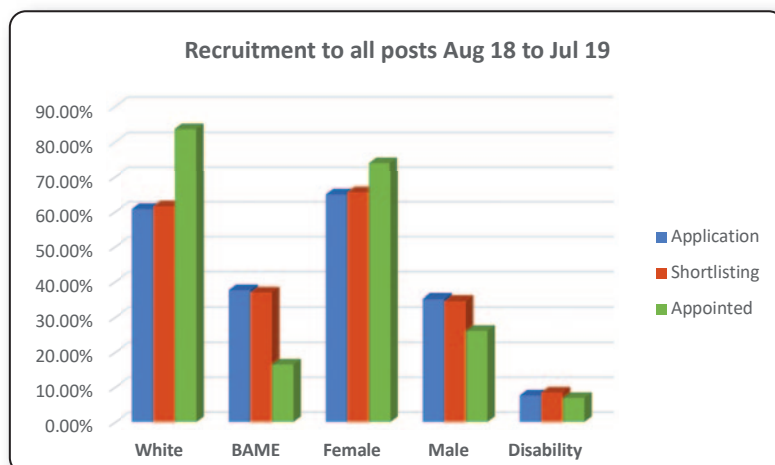| Religion or belief	Management	Lecturing	Support	PT Teaching	Hourly paid support	Grand Total
Christian	41.03%	44.80%	46.07%	48.09%	50.35%	46.49%
Hindu	0.00%	1.08%	1.40%	2.19%	2.84%	1.60%
Jewish	0.00%	0.00%	0.28%	0.00%	0.00%	0.10%
Muslim	5.13%	6.45%	3.37%	6.56%	2.13%	4.71%
Sikh	5.13%	1.08%	0.84%	1.09%	0.00%	1.00%
Other	5.13%	2.87%	5.90%	0.55%	2.84%	3.61%
No religion	10.26%	19.00%	19.94%	22.95%	28.37%	21.04%
Prefer not to say / unknown	33.33%	24.73%	22.19%	18.58%	13.48%	21.44%
Grand Total	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**	**100.00%**

The greatest variation from 2017/2018 is an increase of staff advising they don't follow any religion, this has increased by 4.85%.

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 2018 to July 2019.

Recruitment to all posts Aug 18 to Jul 19

Overall, the appointment of BAME applicants to posts was 16.44%, this is an increase of 1.04% from the previous year. Of the lecturing staff appointed, 31.25% were from BAME backgrounds. There was no manager appointed from a BAME background however, only 5 appointments were made. 13.25% of support staff appointments were of BAME origin, this was an increase from 11% in 17/18. The percentage of BAME candidates from shortlisting to appointment reduces across all categories of staff. This will be explored further; the greatest difference is seen with support staff.

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 10.51% at shortlisting to 7.69% appointed, management posts at shortlisting were 11.82 % at shortlisting to 0.00% at appointment.

Recruitment to all support posts Aug 18 to Jul 19

Recruitment to all lecturing posts Aug 18 to Jul 19

Recruitment to all management posts Aug 18 to Jul 19
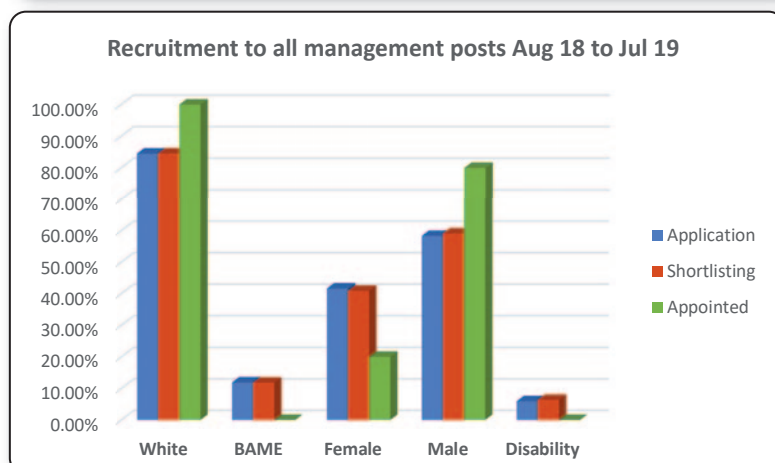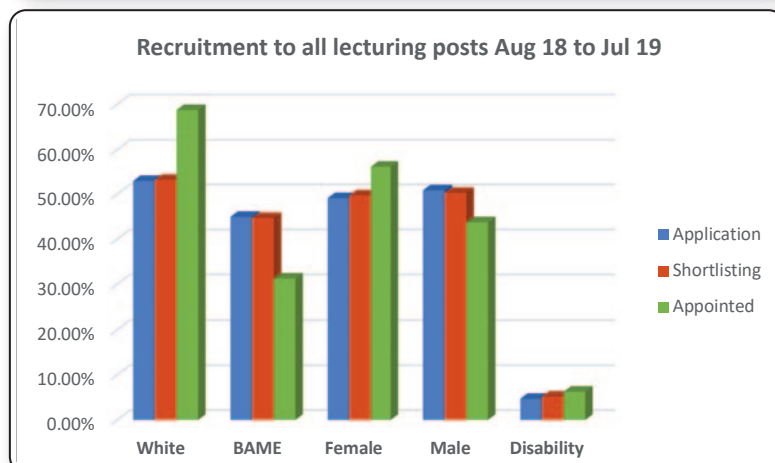
CASE STUDY

FILM STUDENT EXPLORES FAMILY RELATIONSHIPS WITH NEW PROJECT

March 2019

Daniel with his camera man filming 'James'

A Creative Film Production student from Birmingham is looking to replicate the success of his previous award winning short film with a new project loosely based on his own life.

Daniel Charlton, studying on the BA Creative Film Production degree course at Solihull College & University Centre, has written, produced and directed a short film named 'James'.

The film tells the story of the title character, a young man from working class origins in Birmingham and explores his relationship with his father and grandfather.

Daniel is no stranger to filmmaking after his previous short horror film 'Eviction' won multiple independent film festival awards last year. Working with fellow College student Lewis Clements who wrote and directed the film, Daniel was the producer of 'Eviction'. 'Eviction' earned the duo major success.

'James' is a labour of love for Daniel. Exploring family relationships and the tragic nature of Alzheimer's amid British social realism, the film plays on a number of stereotypes and is inspired by by 'I, Daniel Blake'.

The College have assisted Daniel with equipment and support which he has used in his cinematography. Daniel made use of the College's health & social care department as a ready-made hospital set.

The film will form Daniel's course project. He states. 'I created the film to prove I am able to handle the large workload involved with writing and directing a film. I've loved my course, I always had a passion for film, but I had none of the equipment. The staff at the College genuinely care and have put time aside outside of their own schedule to help me'.

Citing his tutors Matt and Dan as great influences, Daniel is also grateful to the actors who have volunteered their time for nothing but travel expenses. One such actor, Dave Inglis, who plays the father in Dan's film is the parent of a former pupil at the College and was happy to assist.

Daniel hopes 'James' will go on to be as successful as 'Eviction' and aims to have it screened at The Mockingbird Cinema in Birmingham once it is completed.

Gender Pay Gap

Gender Pay Gap – based on data from 31st March 2019

The College has produced the following information in line with the draft Equality Act 2010 (Gender Pay Gap Information) Regulations 2016.

The following data is based on the relevant pay period leading up to the snapshot date of 31st March 2019 ie March 2019 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 gender pay gap

Mean hourly rate of pay of all full-pay relevant male employees	£17.33
Mean hourly rate of pay of all full-pay relevant female employees	£16.82
Difference	0.51
Mean gender pay gap as a percentage	**2.94%**

The value for the College is 2.94% which indicates men are paid on average more than women by 2.94%. (The figure for 31 March 2018 was 2.56%)

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 gender pay gap

Median hourly rate of pay of all full-pay relevant male employees	£18.55
Median hourly rate of pay of all full-pay relevant female employees	£17.45
Median gender pay gap as a percentage	**5.93%**

The median gender pay gap value for the College was 5.93%
(The figure for March 2018 was 6.49%)

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 quartiles (1 quartile of 249 staff, the remaining 3 have 248 staff), 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 obstacles 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	249	74	175	29.72	70.28
Lower middle quartile	248	72	176	29.03	70.97
Upper middle quartile	248	101	147	40.73	59.27
Upper quartile	248	71	177	28.63	71.37

Data from March 2018 is shown below

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

Summary

Solihull College and University Centre operates grading structures that apply to both male and female staff and there is no differential between vocational areas that may be gender prevalent. Examination of the quartiles for pay show that there is a ratio in the quartiles that reflects the overall College profile. In fact, in the upper quartile female representation is greater than the overall gender profile of 68.54% female.

CASE STUDY

GRADUATE CELEBRATES SECURING STUDENT ENRICHMENT ROLE AT PARTNER COLLEGE

September 2019

A graduate from Solihull College & University Centre is excited to give something back to students after securing a new role at the College's partner Stratford-upon-Avon College.

Emma Webb, 39 from Yardley Wood, has secured a role with the College's student enrichment team, arranging events and working with the student voice.

Prior to studying at Solihull College & University Centre, Emma worked in retail and then in administration for the NHS. Deciding she wanted a change, she enrolled at the College in 2015 on her degree programme. She was delighted to receive a 2.1 result in July and is also excited about the prospect of having her dissertation published in 'Reinvention' — an international journal of undergraduate research.

Using her own personal experience, Emma's dissertation focussed on the barriers that mature students face after beginning College. Studying for 2 years at the College's Blossomfield Campus and 2 years in Warwick, Emma's journey was not easy. She suffered a serious health scare in her final year, but persevered with the course all whilst juggling her responsibilities as a working mum to 4 children.

"Going to college was the best decision I ever made," Emma states. "I had no confidence whatsoever when I started but as I progressed I went on to become digital skills mentor, student rep and student ambassador. It built my confidence tremendously. I was petrified but pushed myself. It's why I am now working with students!" Emma will be doing her masters in Career Development and Coaching Studies at Warwick and working part time at the College alongside it. Emma's daughter has also been inspired by her mum and is now hoping to go to university to study next year.

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.

	Students	Strongly Agree No.	Strongly Agree %	Agree No.	Agree %	Disagree No.	Disagree %	Strongly Disagree No.	Strongly Disagree %
Ethnicity									
African	42	16	38%	20	48%	3	7%	3	7%
Any other Asian background	26	7	27%	17	65%	1	4%	1	4%
Any other Black / African / Caribbean background	20	6	30%	12	60%	1	5%	1	5%
Any other ethnic group	20	9	45%	11	55%				
Any Other Mixed / multiple ethnic background	27	3	11%	19	70%	4	15%	1	4%
Any Other White background	43	21	49%	20	47%	2	5%		
Arab	29	11	38%	16	55%	1	3%	1	3%
Bangladeshi	24	8	33%	14	58%	2	8%		
Caribbean	31	10	32%	14	45%	6	19%	1	3%
Chinese	4	1	25%	3	75%				
English / Welsh / Scottish / Northern Irish / British	1271	373	29%	783	62%	83	7%	32	3%
Gypsy or Irish Traveller	1			1	100%				
Indian	60	10	17%	37	62%	8	13%	5	8%
Irish	7			7	100%				
Not provided	4	4	100%						
Pakistani	249	83	33%	148	59%	15	6%	3	1%
White and Asian	38	9	24%	26	68%	3	8%		
White and Black African	6	2	33%	4	67%				
White and Black Caribbean	68	26	38%	37	54%	4	6%	1	1%
Gender									
F	1052	331	31%	639	61%	66	6%	16	2%
M	918	268	29%	550	60%	67	7%	33	4%
Has LDD									
No	1415	427	30%	857	61%	95	7%	36	3%
Not Known	23	9	39%	13	57%	1	4%		
Yes	532	163	31%	319	60%	37	7%	13	2%

	Students	Strongly Agree No.	Strongly Agree %	Agree No.	Agree %	Disagree No.	Disagree %	Strongly Disagree No.	Strongly Disagree %
Sexual Orientation									
01 Heterosexual	1544	466	30%	934	60%	107	7%	37	2%
02 Lesbian or Gay	23	5	22%	15	65%	1	4%	2	9%
03 Bisexual	55	16	29%	32	58%	2	4%	5	9%
04 Other	54	18	33%	33	61%	3	6%		
05 Prefer not to say	294	94	32%	175	60%	20	7%	5	2%

CASE STUDY

MATURE STUDENT PAINTS HER WAY TO A NEW PATH

October 2019

A mature student at Solihull College & University Centre is thriving on her art course after taking the leap back into education now her family has grown up.

Vanessa Pritchard, 55 from Solihull, has a background in HR & Pensions and more recently as a teaching assistant. After her daughter went off to university she decided it was time to do something for herself. She has enrolled on the UAL Diploma in Art & Design – Foundation Studies, which is a pivotal qualification which provides a transition from general education allowing students to specialise in art and design.

Vanessa comments: "I decided now was the time for me and I really wanted to focus on my love for art. I walked around campus and got a feel for the place. My colleagues at my job encouraged me too. I really love the space at the College and I even come in early and relax before class. I'm really proud to be a mature student."

Abstract painting is Vanessa's favourite subject within her studies and she offers her own unique perspective on mature learning: "Adult education is amazing. Don't regret it, go with your gut. This is a different chapter for me. It has already been life changing. It is the best thing I've done in the last ten years. You're never too old for this."

Vanessa's course will last a year and she hopes to progress on to study a Fine Art degree in the future. Going forward, her future prospects in the art world are looking promising: "I have not regretted pushing myself out of my comfort zone. What do you have to lose?"

Appendices

The Equality & Diversity Steering Group - Membership

Vice Principal, HR & Student Services (Chairperson)

College Lead Governor for Equality & Diversity & Learner Voice

Director Student Services

Vice Principal Teaching & Learning

Head of Student Services

Marketing Manager

Information Systems Manager

Human Resources Manager

Dean of HE & Curriculum Innovation

Facilities Manager

Student Enrichment Coordinator

Director of Quality

Head of School Health & Social Care (Service Industries Faculty)

Assistant Principal STEM Faculty

Assistant Principal Service Industries Faculty

Assistant Principal Creative Industries Faculty

Members of the Student Voice Executive Committee

Equality Groups and the Reporting Structure

GOVERNING BODY

▲

SENIOR LEADERSHIP TEAM

▲

EQUALITY & DIVERSITY GROUP
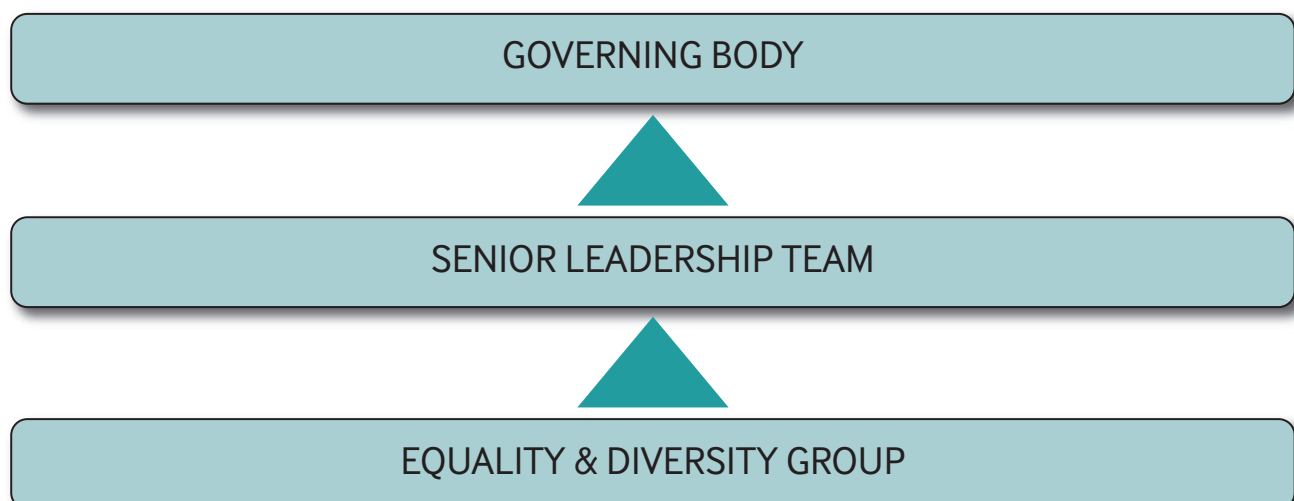
CASE STUDY

ESOL students (left to right) Laila Aboughazalia, Aurelia Iona Gheaburcu, Daniel De Nicolo, Miroslava Mihaylova and Andrea Chaver Renno

English language students from around the world celebrated the completion of a successful term at Stratford-upon-Avon College by holding an international food festival on campus.

Learners from the College's ESOL (English for Speakers of Other Languages) course each prepared classic dishes from their respective countries and brought them into College, inviting members of College staff to join them to sample culinary delights from around the world.

ESOL students study the four linguistic skills of speaking, listening, reading and writing with an aim to help them engage in life in the community and progress into employment, professional development or further study.

Manon Richer from France prepared saucisson, a cured pork sausage similar to salami, which is extremely popular in France. She has been studying on the ESOL course since she moved to the UK in September 2018 and has found it invaluable in her work as an au pair looking after a young child.

"This was complicated at first because obviously we both had limited vocabulary, but I've learnt so much in just three months because I speak to the other ESOL students in English all the time."

Miroslava Mihaylova from Bulgaria is equally grateful to Stratford's ESOL programme for improving her life in the UK. She admits she had difficulty at first getting to grips with English grammar and with an alphabet that is unlike Bulgarian, but "studying ESOL has helped me with everything from speaking to friends to eating out to work. The ESOL class has made me much better at my job – I've become more confident speaking to people and I'm able to chat to customers now."

After just a few months on the course, Manon, who worked as a social worker in France, is already planning her next move. "I've fallen in love with London so I hope to move there after I finish the course in Stratford. I have a lot of experience helping people with disabilities so I hope to continue this work in the UK."

Equality Policy

TYPE: Policy

PURPOSE: To inform staff and students of how Solihull College & University Centre will fulfil its statutory duties to promote equality of opportunity and avoid discrimination in line with the requirements of the Equality Act as they relate to Further & Higher Education and the public sector.

SCOPE: This policy applies to staff and students.

RESPONSIBILITY: The Vice Principal HR & Student Services is responsible for this policy. The Director of Student Services will support the Vice Principal in the monitoring of the policy.

LEGAL CONTEXT: The Equality Act 2010

PUBLICATION:

Staff Hub/Intranet:	(**Y**/N)
Website:	(**Y**/N)
Student Hub:	(**Y**/N)

Reviewed By	Created	Last Reviewed	Next Review Date	Total Pages
Pete Haynes	2012	2019	2021	10

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 profiles

Student and staff profiles in relation to age, gender, ethnicity, sexual orientation and religious beliefs can be found in the Equality and Diversity Annual Reports, which are available on the College website.

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 is published at yearly intervals through the publication of the College's Annual Equality and Diversity Report.
- Providers covered by the specific duties must prepare and publish one or more equality objectives it thinks it should achieve to meet the general duty.
- Objectives must be specific and measurable.
- Objectives must be published at intervals of not greater than four years from the date of the last publication. The College's objectives are provided in the College Annual Equality & Diversity Report.

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 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, at least annually, 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.

Staff are asked through satisfaction and engagement surveys 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, LDD, 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 Education Inspection Framework (EIF) identifies performance against equality and diversity as a key indicator for Leadership and Management. This includes the extent to which leaders have a clear and ambitious vision for providing high quality inclusive education for all learners. 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.

CASE STUDY

COLLEGE DJ SET TO PRESENT RADIO 1!

December 2019

A Stratford-upon-Avon College graduate has been selected to join the all-new schedule of guest presenters on Radio 1.

Jacob Edward from Halford, Shipston-on-Stour, studied Creative Media at the College and will be the first Radio 1 presenter who identifies as non-binary. Jacob will join a selection of presenters appearing on the station for the Christmas period from Boxing Day until New Year's Eve as part of Radio 1's commitment to showcasing the best in new and emerging talent.

Jacob will be hosting two of its Anthems shows, taking to the airwaves on 30th and 31st December: "It's very music and audience-focused. So expect lots of shout outs!"

Explaining what first drew them to radio, Jacob commented "I'm quiet by nature and I've always suffered from anxiety but radio has always been an outlet for me. I love nothing more than entertaining people and that's so much easier when you're trapped in a small box with a bunch of buttons!"

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 the Human Resources Team. All data collected is subject to General Data Protection Regulations 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 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 meetings 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.

7.2.1 For Learners:
- Applications and progression rates for admission to courses
- Retention rates
- Achievement rates
- Disciplinary action
- Complaints
- Student surveys.

7.2.2 For Employees:
- Gender Pay Gap information
- 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.

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
- 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
- Learning walk reports include criteria on equal and diversity
- 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. 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 and have access to 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.

Equality Objectives

Objectives 2019/20

These have been produced in conjunction with staff and students through the Equality & Diversity Steering Group. 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, and realistic and can be achieved within the academic year 2019/20. 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**

Objective	We will do this by:
We will analyse student progress and achievement rates to address any gaps and demonstrate the College's commitment to equality and inclusivity.	• Using detailed equality analysis of student performance and progress by all of the protected characteristics 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.	• Working with curriculum areas to identify opportunities for celebration and inclusion in a curriculum context. • Introduce a series of campaigns centred around specific E&D aspects (eg LGBT).
We will further advance the Solihull College & University Centre's values around equality and diversity through a targeted programme of learning and development.	• Ensuring all staff complete the online Disabled Go development programme on the Equality Act and the 9 protected characteristics. • Making the Educare online programme available to all staff • Ensuring staff are briefed on the College's Equality Policy and the Equality Act • Develop and deliver a programme to raise staff awareness confidence in working with LGBT learners (and colleagues).
We will continue to develop marketing and curriculum promotion strategies which seek to address vocational areas of underrepresentation.	• Making use of success stories. • Sharing case studies of students in non- traditional vocational areas • Developing the Equality & Diversity microsite.

Objective	We will do this by:
We will ensure a consistent approach to successfully embedding E&D into the curriculum.	• Working with individual managers through a programme of development to identify and evidence good practice • Ensuring consistency in demonstrating the embedding of Equality & Diversity on schemes of work • We will continue to ensure a consistent approach to the evidencing and evaluating of Equality & Diversity practice in curriculum self-assessment reports. • Ensuring an E&D focus within the College's evaluation of teaching and learning (eg learning walk themes).
We will seek to ensure that SCUC's staffing profile more closely reflects the student profile.	• Our target for July 2020 is for the staff profile to consist of 17% from BAME groups.
We will ensure the campus is accessible to all and ensure capital projects improve existing levels of accessibility.	• Carry out necessary works following AccessAble (Disabled Go) review • Undertake capital works at Stratford.

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Solihull College & University Centre

Stratford-upon-Avon College