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

EQUALITY & DIVERSITY

Annual Report 2020

Solihull College
& University Centre

Stratford-upon-Avon
College

Foreword

The world was faced, in 2020, with an unprecedented crisis. In response to the COVID-19 pandemic, the national lockdown in March 2020 meant that the College reluctantly had to close its doors to the majority of our students, and our learners and staff had to adapt to new ways of teaching and learning, where on-line and remote learning became the 'norm'. We were delighted to re-open fully in September, only to be taken back into a third lockdown at the start of 2021. The College has worked hard to ensure equality of opportunity, for instance in ensuring our vulnerable learners receive all the support they need to achieve as well as their peers. I am proud of the efforts of the College's students and staff in making the learning environment, though different, stimulating and rewarding.

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 talk to students from many different backgrounds and witness the respectful and inclusive environment, both on-line and in College, 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 the face of unprecedented adversity in 2020, there have been some real success stories, some of which are shared with you in this report. In recognising the achievements of our learners and our staff, it's key to also celebrate the diversity of our unique organisation.

I would like to thank the many students and staff who have contributed in some way to this report, which 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

Contents

This annual report focuses on the work of the College in respect of its equality & diversity activities and responsibilities covering the academic year 2019/20 extending through to the end of the calendar year December 2020.

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 and sexual orientation and, where relevant, marriage and civil partnership.

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

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

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

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

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

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

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

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

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

The College Website

Faizah Azeem, a member of the College's marketing team and a member of the Learner Voice and Equality & Diversity Steering Group, undertook an overhaul of the College's Equality & Diversity webpage in 2020. The page holds the College's Equality Policy, all the previous years' Equality & Diversity Annual Reports, together with the Student Voice Exec profile, news stories and relevant Twitter feeds.

https://www.solihull.ac.uk/about-us/equality-diversity/

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 2019/20.

PERFORMANCE AGAINST THE QUALITY IMPROVEMENT PLAN

Close age and gender achievement gaps for apprentices.	In 2018/19, the gap between the best (16-18) and worst (24+) performing age groups was 13%. In 2019/20, the gap between the best (19-23) and worst (24+) performing age groups was 17%.
	The age achievement gap has therefore widened.
	In 2018/19, the achievement of female apprentices was 6% higher than for males. In 2019/20, the achievement of female apprentices was 5% higher than for males.
	The gender achievement gap has therefore narrowed slightly.

STRENGTHS

Four of the key strengths noted in the College SAR 2019/20 related to equality and Diversity:

1. Achievement of disadvantaged learners, and those with high needs, is excellent.
2. Learners' and apprentices' attitudes, behaviour and commitment are strong, as a result of a **highly respectful and purposeful culture and environment**.
3. 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
4. Achievement gaps have significantly reduced across all provision types, meaning that various groups of learners achieve at least as well as their peers.

The College's Self Assessment of Equality & Diversity

The following are extracts from the College Self-Assessment Report 2019/20:

All learners, including the disadvantaged and those with high needs, achieve well across the

- Achievement of classroom-based provision is high, above national average and shows a five-year trend of steady improvement.

Academic Year	Achievement
19/20	91.9% (NA 88.8%)
18/19	86.7%
17/18	86.2%
16/17	83.6%
15/16	83.1%

- 93.5% of learners with high needs achieved their qualifications, evidencing that they achieve at least as well as their peers.

- Headline achievement for apprentices has slightly declined since the previous academic year, though it remains slight above national average.

- Disadvantaged learners achieve very well, and at least as well as their peers:
    o 94.8% of learners in receipt of free school meals completed and achieved their programmes
    o 92.7% of learners with a disability and/or learning difficulty completed and achieved their programmes.

A highly respectful culture which results in positive attitudes, behaviour and commitment

- Relationships among learners and staff reflect a positive and respectful culture, learners are polite and well-mannered in class and around College sites. 93% of students agreed in the student satisfaction survey that their views and opinions are valued.

- Students' behaviour is positive and, as a result, they are engaged in lessons and enjoy learning. They demonstrate good levels of mutual support during team working and practical exercises. Learning environments are well-managed, orderly and calm, particularly important in practical workshops given the potentially hazardous setting and equipment on which students work. 94% of students agree that teaching staff ensure that students behave appropriately in class.

- 95% of learners feel safe at the College as a result of the calm and ordered environment.

- Students go above and beyond the commitment required of them at College to contribute to society, particularly their local communities. For example, Animal Care students volunteer by showing animal displays at local schools and community groups, Early Years students raise money for charities such as Children in Need and local food banks, Health & Social Care students volunteered in their local communities during the Covid 19 national lockdown.

- In one-third of learning walks, development of positive behaviours and attitudes was a strength.

The College's Self Assessment of Equality & Diversity

Learners are well prepared for life in modern Britain

- A key focus of the tutorial programme is Prevent and British Values. Through the Prevent and Safeguarding tutorials, all learners are aware of the referral process and where to go for support. All learners have demonstrated that they have a good understanding of British Values in the context of their vocational courses and wider society.

- Apprentices develop an awareness of Prevent and British Values supported by their assessors. Apprentices access the same resources to understand the dangers of radicalisation and can relate Prevent and British Values to the context of their workplace.

- 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.

- Enrichment events are held at all campuses throughout the year to promote visibility and inclusivity, including International Women's Day, International Day for the Elimination of Racial Discrimination, Transgender Visibility Day, Black History Month, LGBT+ History Month and more.

- Student Officers are elected to the Student Voice Executive Committee to cover underrepresented groups, including a Vice President in Equality and Diversity, BAME Officer, Women's Officer, Disabled Students' officer, LGBT+ Officer.

- The College works hard to raise awareness, and offers a wide range of support for LGBT+ students and staff through the LGBT+ officer, pride club (weekly meeting for LGBT+ students), staff training and pocket guide for working with LGBT+ students, and pocket guide for LGBT+ students.

- 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. 95% of college-based students agree that they feel safe and secure at College.

Summary of support provided to safeguarded and vulnerable learners during lockdown

- A risk-based approach was used to supporting our vulnerable learners during this time, underpinned by regular and targeted communication. All vulnerable learners were risk assessed and a record was kept of all communication and information sent to them, which enabled us to share information and data with our partner agencies such as local authorities, Children's Social Care, the Police etc. who all have a shared role in protecting vulnerable members of society during this time. All relevant agencies and local authorities were provided with contact details of our DSL and safeguarding team, as do learners who we provided with a guide to support services, safeguarding and what they should do if they have a concern.

- During the lockdown period (23/03/2020 to 25/06/2020) a total of 24 new concerns were raised. The highest category for referral was due to mental health concerns with a total of 13 referrals.

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. 1650 learners are identified as having a disability or learning difficulty in 2019 - 20. Of this figure, 1207 are full-time learners representing 21% of learners on long courses.

AccessAble

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.

https://www.accessable.co.uk/solihull-college-and-university-centre

BUSINESS STUDENT COMMENDED FOR DISABILITY WORK

DECEMBER 2020

A selfless Business student from Stratford-upon-Avon College has been presented with a certificate of appreciation for his volunteering efforts with the adaptive section of Stratford-upon-Avon Boat Club.

Jake Blatcher, 17, first joined Stratford-upon-Avon Boat Club's adaptive section, which aims to support those in the club with disabilities, two years ago through his involvement with Shakespeare Lions, a local club that has been supporting the community for over 50 years. Jake has also recently received the prestigious Shakespeare Lions Young Ambassador Award for his ongoing voluntary work.

Jake was presented with a certificate of appreciation from Shakespeare Lions

During lockdown, Jake decided to further support his boat club by getting involved with the Shakespeare Lions' Young Ambassador Competition, which he won, with the intention to donate his prize fund to the boat club's adaptive section. His donation will go towards funding equipment such as adaptive grips.

Jake explained that since getting involved with the club, he has taken part in over 10 regattas. His true fulfilment though comes from supporting his teammates: "I enjoy helping those in the adaptive section and I know they appreciate my company and support too, so it really is a win-win situation."

Jake Blatcher donated his prize money to Stratford-upon-Avon Boat Club's adaptive section

It's not only in sculling and volunteering that Jake has impressed. Support Tutor Diane Simkiss commented: "This is Jake's second year at college, and I am immensely proud of how his confidence has grown in that time. Last year Jake found GCSE English especially challenging and after attending additional classes he passed in the summer which was a huge achievement for Jake. Jake is an absolute pleasure to work with and always gives 100%."

As part of the boat club, Jake has been displaying great skill in sculling, impressing Head Coach Mark Dewdney who commented: "The ambassador award was well warranted. A young man prepared to help others without reward. Despite it being a difficult skill for him he represented both himself and the club in an exemplary manner during the award selection process. We are very proud of him."

Currently enjoying his Business course and already dabbling in stocks and shares, Jake looks forward to starting his career in Finance once he finishes college.

Jake described Mark as a role model: "Mark has been very supportive, I joined the adaptive section because I have OCD and high functioning ASD. Mark helped me to support others within the club with disabilities."

*Jake enjoys sculling and likes teaching others about the sport*

THE COLLEGE'S SELF ASSESSMENT OF ITS PROVISION FOR HIGH NEEDS LEARNERS IN 2019/20

Students with high needs integrate well into the life of the College and make good progress in developing greater independence

- The College had 81 students (2019/20) who studied across a wide range of areas and from Foundation to Level 3 and across three different campuses. There was an overall retention rate of 98% for High Need Students during 2019/20.

- The number of high needs students on the supported learning course REACH has increased from seven in 2018/19 to eight learners in 2019/20.

- There was a large increase of High Needs Students within Engineering and Motor Vehicle from 8 learners in 2018/19 to 14 learners in 2019/20.

- The retention rate for High Need Students increased from 97% during 2018/19 to 98% in 2019/20.

High Need Students by Level
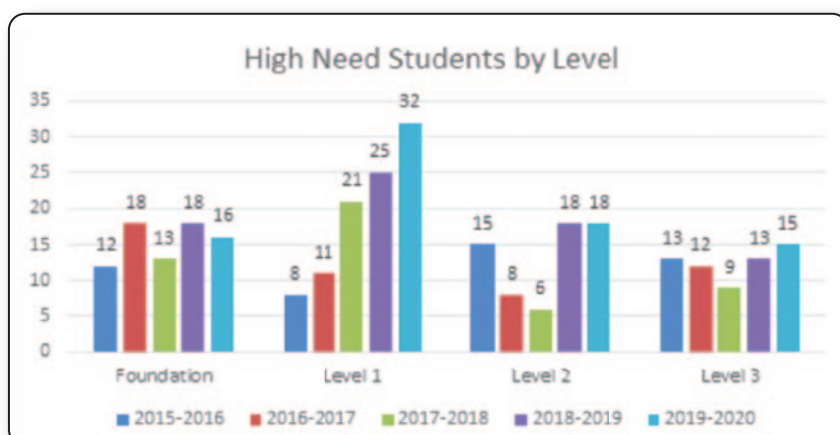
- High Needs students were supported across all levels —there was an increase in High Needs Students enrolled on Level 1 courses from 25 students in 2018/19 to 32 students in 2019/20.


High Needs Students by LEA
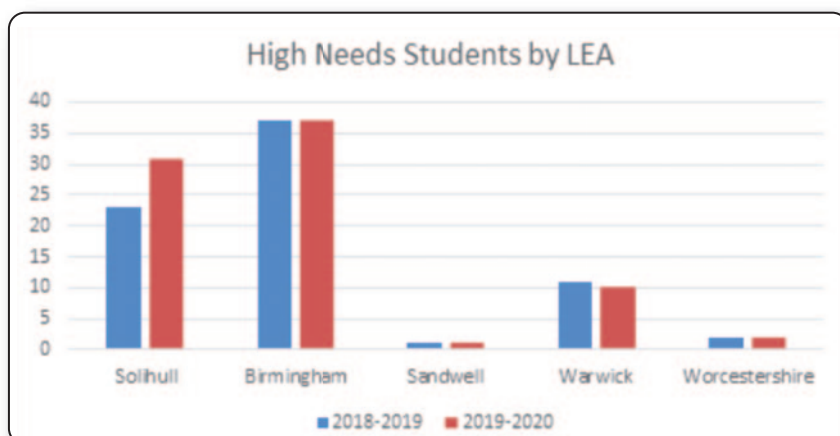
- The College had 81 learners (2019/20) in receipt of high needs funding from five local authorities (Solihull, Sandwell, Birmingham, Worcestershire and Warwickshire).

- Planning for High Needs has been improved by establishing links with Local Education Authorities in Worcestershire, Warwickshire, Sandwell, Solihull and Birmingham and have been developed through participation in partnership groups, developing links with named contacts and face to face meetings.

THE COLLEGE'S SELF ASSESSMENT OF ITS PROVISION FOR HIGH NEEDS LEARNERS IN 2019/20

A well-structured transition process resulted in excellent support for students into Further Education.

Individual Support Plans (ISPs)

ISPs completed during transition
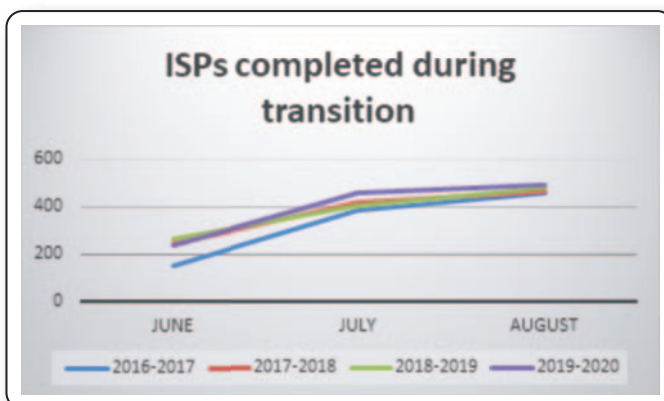
- Additional Needs Support tutors updated and created over 450 Individual Support Plans during the transition period (June-August 2018) and 490 during transition for 2019/20.

- 1299 ISPs were completed and uploaded to ProMonitor by October 28th 2019.

High Needs Students %- Campus
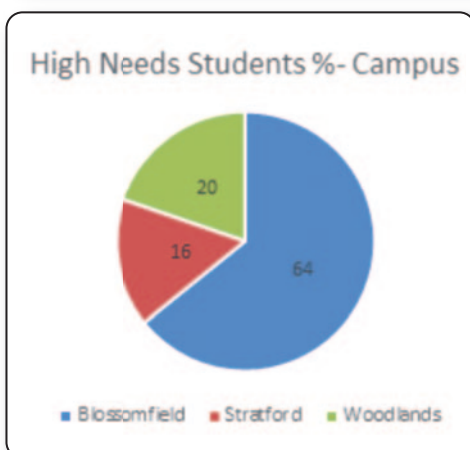
- High Needs Students are enrolled at three campuses — 64% were enrolled at Blossomfield Campus — 20% at Woodlands Campus and 16% at Stratford Upon Avon Campus.

- During 2019/20, 40 of the 81 High Need students (49%) indicated Autism as their primary additional need.

- There were 13 High Needs students that were Deaf and used BSL as their first language — this accounted for 16% of the total High Needs students during 2019/20.

- High Needs students with a physical disability increased from 6 students in 2018/19 to 7 students in 2019/20.

High Need Students by LDD
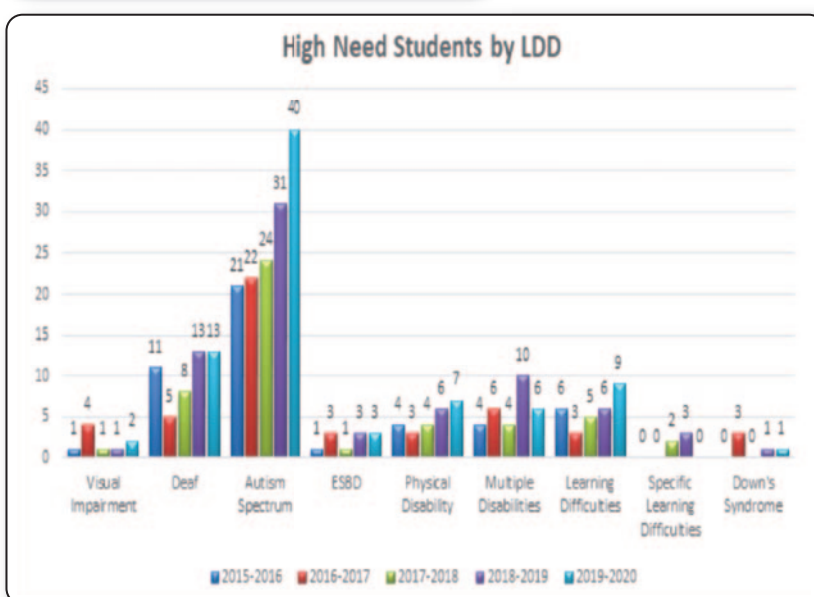
COLLEGE AND TOUCHWOOD UNITE FOR SUPPORTED INTERNSHIPS

MAY 2020

A student from Solihull College & University Centre has been reaping the benefits of her Supported Internship programme.

Intern Jess Nuri, 18, from Shirley has taken part in the programme and has spent her time working at Touchwood Shopping Centre in Solihull.

Supported internships equip students with the skills they need for work through learning in the workplace. They are available for learners with an Education, Health and Care Plan (EHCP) aged 16-24 and last for one academic year. Learners are based with an employer for three days and are in college for one day per week and are supported on-site by a job coach.

Jess has had a profoundly positive experience at Touchwood. She states: "I enjoyed working for Touchwood as everyone who I worked with was friendly and very welcoming at the start. They were very patient which is always good when it comes to learning a new job. I have found working with the job coach extremely supportive as she helped me develop into my role."

Tony Elvin, General Manager at Touchwood has worked closely with the College on the Supported Internship Programme. He comments: "The process has been extremely rewarding. My team and the students have really benefited from the programme and whilst it hasn't been without its challenges, very little in this world worthwhile is. It has been fantastic to watch the students grow in confidence and surpass what they and we thought they could achieve".

Jess has found her internship especially valuable for her personal development. She adds: "I would definitely recommend this to anyone who is thinking about doing this course for the opportunity to gain brilliant work experience. Many companies wouldn't really consider hiring someone with additional needs and I think this course can really prove a point that no matter what disabilities someone has, anyone is capable of anything."

Tony understands the benefits of the programme for all involved and the need for employers to participate. He comments: "Employers should get involved because it's such a rewarding experience. This project changes lives, providing an opportunity for the interns to become more self-sufficient. The students have really made their mark on my team and have become important parts within it."

Sallie Partridge, Lead Co-Ordinator for Supported Internships at the College has been impressed with the collaboration. She states: "This has been a fantastic opportunity for the College to work collaboratively with local businesses and build positive relationships with employers in the Solihull area. The interns have been offered fantastic opportunities and it has been a pleasure to watch them grow as individuals and develop in confidence along the way. I look forward to working with existing partners and new employers who are coming on board in the future."

THE COLLEGE'S SELF ASSESSMENT OF ITS PROVISION FOR HIGH NEEDS LEARNERS IN 2019/20

High Needs Attendance

Year	HNS > 96% Attendance	HNS > 90 % Attendance	HNS -Overall Average Attendance
2016-2017 (Bloss/Woodlands)	39%	60%	88.5%
2017-2018 (All Campuses)	25%	63%	89%
2018-2019 (All campuses)	30%	53%	87%
2019-2020 (All campuses)	31%	54%	85%

The average attendance rate for High Needs Students during 2019/20 was 85%. High needs attendance was monitored on a regular basis using ProSolution reporting — it is noted that High Needs Students may have complex medical conditions that can impact upon attendance rates — these rates also include students that were authorised as late starters/reduced attendance as a result of their disability or medical need.

High Needs Student Destinations

- 55% of High Needs students remained at Solihull College & University Centre and progressed upon their current course.

- 7% of High Needs students remained at Solihull College & University Centre but chose an alternative course option.

- 5% of High Needs students progressed to Higher Education.

- 8% of High Needs students progressed to a Supported Internship.

- 6% of High Needs students chose to seek employment.

Interventions and support for individual students are timely and effective

- 1299 ISPs/ Risk Assessments (RAs) were completed and uploaded to ProMonitor by October 28th 2019.

- ISP and RAs were reviewed and updated throughout the academic year and updated documents were communicated to relevant staff.

- ProMonitor and ProSolution have been continually developed to enable accurate recording and monitoring of information is available to relevant staff. The improved system has enabled a more effective method of sharing information between relevant staff. All relevant staff are emailed and provided with a link to the document that has been uploaded.

- A structured and timely transition process has been developed in order to enable information to be gathered and collated prior to September and transferred to the ISP in preparation for uploading during the student's initial weeks.

- ISPs are now uploaded to ProMonitor in chronological order and existing ISPs to carry over to the new academic year for returning students.

THE COLLEGE'S SELF ASSESSMENT OF ITS PROVISION FOR HIGH NEEDS LEARNERS IN 2019/20

Personal development is highly effective for High Needs Learners

- It is the aim of the Additional Needs Team to promote independence and support the development of the student's ability to become ready for employment or higher education.

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Total High Needs Students (HNS)	52	48	49	49	74	81
Returning HNS (in following year)	NA	65%	69%	71%	73%	73%
Returning HNS - Continuing to be HNS	NA	44%	67%	49%	44%	38%

- Only 38% of returning High Needs Students from 2019/20 continued to be High Needs in 2020-2021 — the other 62% were working more independently than previously.

During 2019/20 an autism group/social development group met on a weekly basis, this group consisted of up to 18 students across 3 campuses — of these students 5 were high needs students — this continued until March 2020.

Education, Health and Care Plans (EHCP)

Year	EHCP Reviews Completed
2016-2017	5
2017-2018	31
2018-2019	65
2019-2020	58*

- Solihull College & University Centre will now be required to co-ordinate the completion of EHCP reviews — 2 dedicated staff members have been allocated to review EHCPs.

There was a slight decrease in reviews during 2019/20 due to the COVID lockdown period — although 7 High Needs EHCP Reviews were successfully undertaken remotely during the lockdown period.

- Feedback upon the EHCP review process was received as below:
  - **Solihull LEA (October 2019)** "Thank you for all the work you are doing at Solihull College on the pupils' EHCP's; the reviews are very thorough, clear and relevant, everything is great.."

  - **Parental feedback (Jan 2020)** "Thank you so so much. I have to say, this is the best amendment I have ever had so hats off to you. Thank you for listening to my concerns and noting everything that we felt needed to go in the plan"

  - **Parental Feedback (July 2019)** "...Refreshingly alterations have been very minor, so thank you for your hard work and taking the time to get to know Connor".

  - **Ofsted 2016:** Learners with high needs benefit from well-coordinated support. The use of specialist support staff and a range of assistive technologies and adapted resources enable these learners to increase their independence and overcome problems which might inhibit learning.

THE COLLEGE'S SELF ASSESSMENT OF ITS PROVISION FOR HIGH NEEDS LEARNERS IN 2019/20

o **Ofsted 2016:** Learners with high needs are provided with regular opportunities to develop their independence and improve their communication skills. They work both independently and collaboratively on a range of challenging and purposeful activities. This work develops and enhances the skills they require for independence and to participate successfully in wider activities within the College.

Developments

- Additional roles have been created in order to increase the number of EHCP reviews completed. The Education, Health and Care plan review process will be monitored during the academic year to assess the effectiveness of enhanced process

- In order to widen the opportunity for students with high needs to develop their independence skills a structured social development programme was offered at both Blossomfield and Stratford Campuses – The additional Needs team will look to further increase the frequency of the Games group to offer students additional social opportunities.

CASE STUDY ● COLLEGE IN THE NEWS ● SUCCESS STORY

COLLEGE'S LOCKDOWN-LEARNING HELPS COMMUNITY TO FLOURISH

MAY 2020

Stratford-upon-Avon College is experiencing record enrolment numbers on its distance learning courses throughout the COVID-19 lockdown.

The College's Work Based Learning team has become increasingly busy throughout the lockdown as people from across Warwickshire and beyond take the opportunity to gain new qualifications while studying from home.

Fiona Cameron, Work Based Learning Team Leader at the College, explained the surge in popularity. "Distance learning courses are allowing people to explore possible new career paths or areas of personal interest."

Business Administration and Children and Young People's Mental Health are the courses that have had the biggest uptake during the lockdown, while the newly-launched

Understanding Mental Health First Aid and Mental Health Advocacy in the Workplace is also proving particularly popular.

Fiona continued "In many cases, we've been contacted by people who have been furloughed and are wanting to use the time to update their professional knowledge or learn something new about a subject they are interested in.

"Some people are also using the time to receive training in how to care for family members with specific needs and disabilities."

CASE STUDY ● COLLEGE IN THE NEWS ● SUCCESS STORY

STAR STUDENT BECOMES FACE OF ROYAL BRITISH LEGION POPPY APPEAL

Nicole Brown has made a range of media appearances including on BBC News, BBC West Midlands and ITV News

A former Stratford-upon-Avon College student has been chosen to front The Royal British Legion's 2020 Poppy Appeal following a string of media appearances this year.

Nicole Brown, from Birmingham, was working as a Health Care Assistant at the Olivet Residential & Nursing Home when Health & Social Care Assessor Lisa Taggart noticed something special in the inspiring young woman. Nicole was encouraged to study an apprenticeship with the College and begin her nursing journey.

Nicole impressed tutors at the College and was given the prestigious 'Outstanding Student of the Year' award. Remembering it fondly, she says: "The College organised a lovely ceremony and I felt so honoured."

With her unwavering determination to make a positive impact on society, Nicole has continued to immerse herself in a variety of care roles. Upon leaving the College, she continued to study nursing at Birmingham City University, specialising in cardiology. It was in the third year of her course that she decided to join the Royal Navy.

"I like a challenge, pushing myself, and meeting new people on the way. It's a great feeling to be able to do things one can't do in civilian life." She remarks.

Nicole wears her poppy with pride and encourages others to donate to The Poppy Appeal

More recently, Nicole has started a new role as a student paramedic. She explains: "I want to keep expanding my medical knowledge and it's not about the qualification but rather the ability to give and upskill as much as I can."

It was during her third month in the role when the devastating footage of George Floyd's death appeared on our screens. Nicole took to her social media to express her own hurt and challenges as a Black woman in society: "Growing up I've always been the racial minority which has been an experience. The challenges I've faced have made me who I am today. We need to stick together and make a difference!"

Her sentiments resonated with many and the West Midlands Ambulance Service (WMAS) reposted her statement. The enlightening engagement between the two struck a chord with the national and local media, resulting in a stream of media appearances for Nicole. This was where she attracted the attention of The Royal British Legion, beginning her journey as the face of 2020's Poppy Appeal.

"I was shocked when they got in touch, but it felt so good to be a part of the Poppy Appeal and if it means taking time out of my day, I'm honoured to do so. I wear my poppy with pride and the money that is raised goes towards veterans who need special assistance as well as towards the military."

Nicole looks forward to qualifying as a paramedic and hopes to continue her advancement in the medical field.

NHS Nurse, Naval Reservist and student paramedic, Nicole Brown is not one to shy away from a challenge

Learner Voice and Equality & Diversity Steering Group

SCUC has an Equality & Diversity & Learner Voice 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 Group 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:

- Review and agreement on the College's annual equality objectives
- The content of tutorials in relation to E & D
- Consideration of E&D student data, for instance on early student withdrawals, students 'at risk', student disciplinary data

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

The Learner Voice and Equality & Diversity Group - Membership

Membership
Vice Principal, HR & Student Services (Chairperson)
College Lead Governor for Equality & Diversity & Learner Voice
Director Student Services
Vice Principal Curriculum & Quality
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 Care & Education (Service Industries Faculty)
Assistant Principal STEAM Faculty
Assistant Principal Service Industries Faculty
Members of the Student Voice Executive Committee

Governance

The Corporation, Solihull College & University Centre's Governing Body, is responsible for ensuring that the College sets and meets appropriate equality targets. There is Governor representation on the Learner Voice and Equality & Diversity Steering Group

WILLIAM PULLEN (LGBT+ OFFICER 2019-21 AND STUDENT VOICE PRESIDENT 2020-21)

In October/November 2019 I was elected as LGBT+ Officer at Solihull College and University Centre as part of the Student Voice Executive Committee. Within my role, I worked with LGBT+ students to ensure their views and opinions are reflected throughout the whole College. The reason I decided to run for the role of LGBT+ Officer was because as an individual I am a student who is passionate about Equality and Diversity, listening to other opinions and making change. I wanted to ensure LGBT+ Students had a voice and felt comfortable.

Upon been nominated as LGBT+ officer, the first thing I did within my role was to re-establish the pride club, I did this with the aim to create a safe space for students to meet and talk about what matters to them and to get their opinions on what they would like to see regarding events and ways to reduce stigma. With this myself and Grace (Student Enrichment Co-ordinator) developed Staff and Student LGBT+ inclusion training, this was to educate staff and students about LGBT+ topics such as support for students coming out, support available for students internally at the College and externally, Homophobic, Bi-phobic and Transphobic bullying prevention and defining different sexualities and gender identities.

For LGBT+ History Month 2020, the pride club and I created a display featuring information on LGBT poetry, prose and plays. The display was put up in the Library and student social areas. During the month, we also decided to make our weekly pride group public and held it in The Link- sharing information and raising awareness. The event gained a lot of interest and upon seeing and hearing about what we do in the pride club from LGBT+ students who came along to support, more LGBT+ students showed interest in coming to the group.

In the role, I have also attended multiple Equality and Diversity meetings and helped in the planning for the Equality and Diversity conference.

From my time as LGBT+ Officer, I have enjoyed meeting with other LGBT+ Students and hearing their opinions on what matters to them, as I know how difficult college can be sometimes as an LGBT+ student myself. By doing this role, I have also improved my self- confidence, which prior to this was not great. What I noticed the most and what I believe had a great impact was how many students came together to make College an inclusive place that celebrates and respects everybody regardless of sexuality, race & disability.

I put myself forward for the position of Student Voice President due to my keen interest in student voice and

William with the LGBT+ History Month 2020 display in the College library.

because, I wanted to work with and represent our whole College community. Within this role, I support the Student Voice Executive Committee to plan events that make positive change, promote Equality & Diversity and much more.

For LGBT+ History Month 2021, I have also started to prepare a tutorial/PPD session for students to educate and inform about LGBT+ industry pioneers, these are to be delivered by myself virtually throughout February. We are also launching a cross college poster competition. Myself and the rest of The Student Voice Executive Committee are currently planning their online conference for students.

The role of Student voice president has also given me the amazing opportunity to work with the College to work towards the Rainbow Flag Award; this is an award that focuses on positive LGBT+ inclusion and visibility and we have already achieved our Student Voice Badge for this award. As a leader of a Student Voice Executive committee, I can't express how proud I am of how much work we have done as group of students and as a College to promote Equality and Diversity

Will's video on why he loves the College which was shared by the Department of Education.

Introducing the Student Voice Executive Committee

William Pullen
Student Voice President & LGBT+ Officer

Catalin Bucur
Vice President-Equality and Diversity

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

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

Akram Afsar
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.

Alexa Denuta
Women's Officer

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

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.

Fatima Mai-Bornu
Black & Asian Minority Ethnic Officer

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

CASE STUDY- FATIMA MAI-BORNU (BAME OFFICER 2020-21)

Birmingham and Black Women in the UK. Overall, this event was really successful as a lot of students got involved and I also got the opportunity to run a poster competition based on Black British Icons which engaged a lot of the students.

I also got the chance to do two presentations for the Student Rep conference and they were based on How to be Anti-Racist and Equality and Diversity. These both had great turn outs and we had great feedback from the students who attended.

I chose to apply for this role because I really wanted to work with students to make the College a more inclusive environment. Being in this role has opened my eyes to a lot of things and I have gained lots of skills.

I am the BAME officer within the Student Voice Executive Committee and my role is to work with BAME students across the College to make the College a more diverse and inclusive environment. I do this through planning events and attending meetings such as the Equality and Diversity Steering Group.

I have been involved in several exciting projects this year. For Black History Month in October, a website was created for the students where I included a range of podcasts, books and articles all based on black history around the UK and in the West Midlands. I split the month into 4 themed weeks focusing on Black UK History, Black Mental Health, Black Owned Businesses in Solihull and

Fatima's display for International Day for the Elimination of Racial Discrimination.

Rebecca Drew
Green and Sustainability Officer

The purpose of my role is to support the College to become greener and to raise awareness of sustainability issues with students.

Annie Figgitt
Stratford Officer

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

Mobine Hussain
Woodlands Officer

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

STUDENT VOICE EXEC
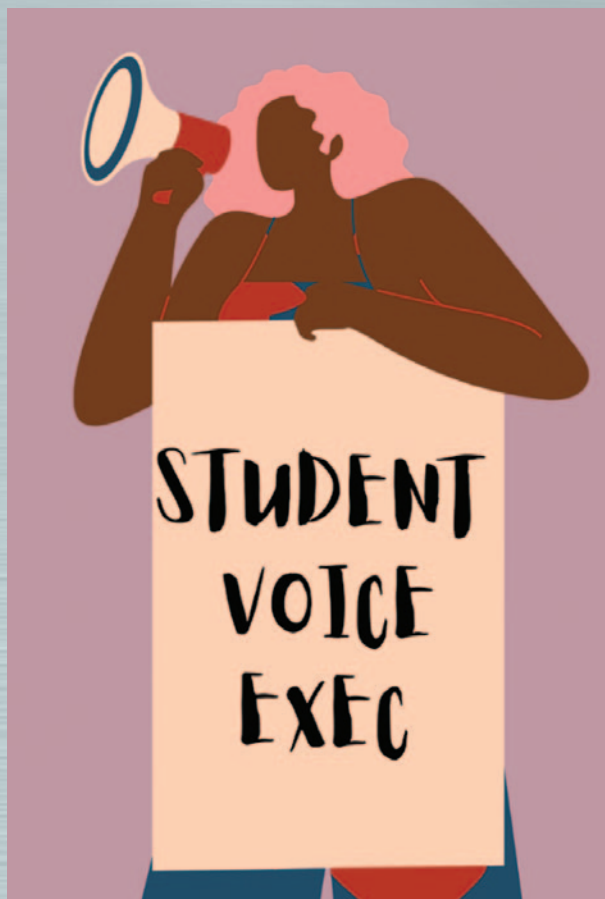
Celebrations, Events & Actions

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, Black History Month, International Women's Day and LGBT+ History Month are a few of the events held each year to get students and staff involved to raise awareness and promote Equality and Diversity.

LGBT+ History Month 2020

International Women's Day 2020

Black History Month 2020

Fatima, our College BAME officer, created a range of digital resources for Black History Month 2020
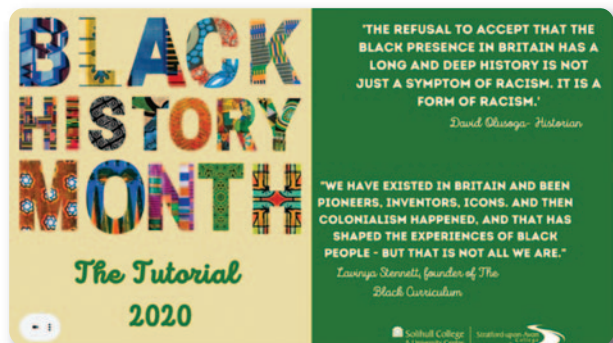

Black History Month Poster Competition 2020

COLLEGE CELEBRATES BLACK HISTORY MONTH

OCTOBER 2020

Lionel - First Year (2015/16) as Chair opening the CIBSE West Midlands (WM) Annual Dinner at the ICC in December

Solihull College & University Centre is joining many organisations across the UK in celebrating Black History Month throughout October.

The annual observance has been celebrated nationwide for more than 30 years and was originally started to recognise the contribution that people of African and Caribbean backgrounds have made to the UK over many generations. The College has a number of initiatives in place this month that aim to educate and inform.

Building Services Lecturer Lionel James was the first ever Chartered Institute of Building Services Engineers (CIBSE) Regional Chairman of black origin in any of the 16 Regional committees in the institutions 125-year history. The institution now consists of CIBSE Members in 94 countries outside the UK and has over 20,400 members worldwide.

Lionel understands why Black History Month should be celebrated within the College and within his industry. He comments: "I believe it is so important that all students and their lecturers should know more and share the history of black individuals who have made contributions to the growth and success of the Construction and Engineering Industries in the West Midlands and UK. When my Father first arrived in England from Jamaica in 1960, the only work anyone would give him so he could earn a living to care for his family, was as a Labourer on a Construction site in Birmingham, working outside in all conditions. There are so many unknown people of black origin who have contributed in prominent ways but very little is known about them. Hopefully, one day, there will be no need for a 'Black History Month' to celebrate, because black history will be spoken about and be as commonplace as any other historical event in the West Midlands and the UK."

BAME Officer Fatima has created bitesize informative tutorials for students.

Resources will be accessible to students via the student hub all month with student BAME officer Fatima Mai-Bornu designing an informative bitesize tutorial about some of Britain's forgotten history.

Student competitions will be running across College this month, including creative poster submissions on the theme of black British history. Posters can be focussed on a particular event or historical figure and can be created digitally or by hand with winners receiving an Amazon voucher.

Maninder Padam, Lecturer in Visual Arts for the College has given her graphic design students the poster competition as an ongoing project. She states: "The students have enjoyed enquiring about historical and present events surrounding black history. This has not only encouraged debate but as a group have looked the positive contributions made such as the arts, music and culture. We look forward to seeing the results of their first live project."

Website and digital campaigns

This year Enrichment and The Student Voice Executive Committee have been utilising their digital skills to raise awareness and promote Equality and Diversity across College. This includes the development of a website that features information and resources for key awareness days such as International Day of Democracy, World Religion Day and Universal Month of Human Rights. Members of the Student Voice Executive Committee have created presentations and tutorials for the website which has been viewed by many students.

Online Student Conference

In November 2020, we held our first online student rep conference. Online workshops and talks covered topics such as LGBT+ inclusion, equality and diversity and anti-racism. Our LGBT+ officer and BAME officer ran workshops for students as part of this event which was attended by student representatives from all 3 campuses.

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

Rainbow Flag Award

The Rainbow Flag award is a national quality assurance framework for education providers that focuses on positive LGBT+, (lesbian, gay, bisexual, trans, plus other related identities), inclusion and visibility.

As a college, we recently achieved the Student Voice section of the award. The assessors commended the College on its student led approach saying that 'It is clear the impact an LGBT+ officer and a pride club have had on the positive LGBT+ inclusion in your College'.

They also highlighted the staff and student guides produced by the Pride Club as examples of good practice of student-led initiatives saying, 'The Pride Club should be incredibly proud of the achievements they have made in the short two and a half years they have been meeting.'

We are applying for the full Rainbow Flag award this year.

MATURE APPRENTICE STEPS TOWARDS NURSING CAREER

JULY 2020

A mature apprentice from Solihull College & University Centre has completed her healthcare apprenticeship after deciding to take her career in a new direction.

After 10 years in the advertising and marketing industry, Elizabeth Boorer, 36 from Acocks Green, decided to follow her passion and took steps to build a career in the care sector. She has recently completed her NCFE Level 2 Healthcare Support Worker apprenticeship with the College amid the COVID-19 pandemic.

As part of her apprenticeship, Elizabeth studied at the College's Blossomfield Campus one day per week. She comments: "I would recommend it to someone that had no healthcare experience at all — like myself. It was a great foundation and gives you all the knowledge required to ensure you are following best practice and you are delivering safe and high-quality care and support to your patients. When I showed the nurses on my ward what I was learning they were really surprised about the level of detail."

Completing her apprenticeship in the midst of the COVID-19 pandemic has proven less difficult than Elizabeth had imagined. The NCFE assessors quickly adapted and everything was completed remotely.

Elizabeth comments: "The apprenticeship has really helped me in my role as Clinical Support Worker at Warwick Hospital and it has given me a lot more confidence. My tutor was fantastic, she was really supportive throughout and always there when I needed anything."

Concerned that apprenticeships were only for young people, Elizabeth was hesitant at first. She states: "I was a 34-year-old Mum and I was worried I would look out of place. However, my tutor was supportive and assured me that apprenticeships were suitable for all ages. So, if anyone is put off for the same reason — don't be. It has been a great way to learn and it was also re-assuring to know I was being paid while I was studying."

Elizabeth plans to continue her study and progress through the nursing ranks as her children get older.

The College 2020/21 Student Profile

SCUC now has almost 5,000 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.

2020/21 Learner Numbers by Age

Age	PT	FT
16-18	230	4725
19-24	1001	666
25+	2659	352
Pre 16	38	15
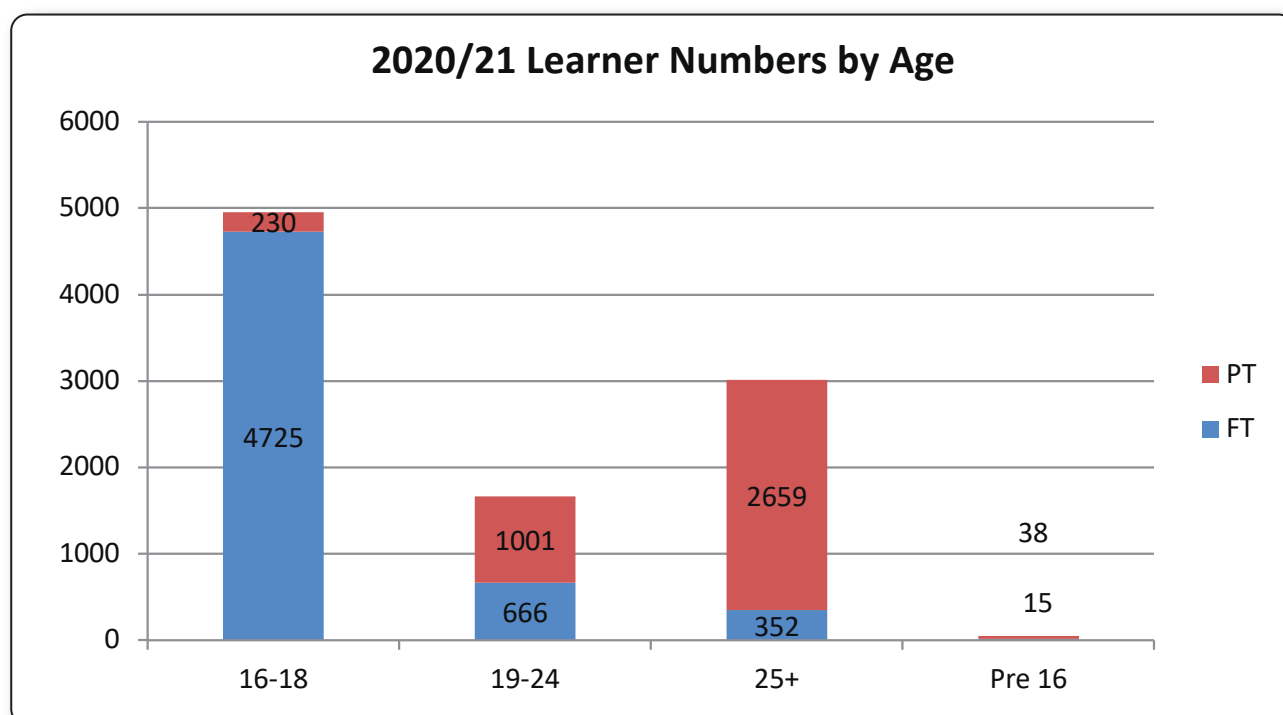
Where our 16-18 FT Students come from:

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 2020/21	Number	%
Birmingham	2861	50%
North Solihull	534	9%
South Solihull	1174	21%
Warwickshire	647	11%
Other (None of the above)	533	9%

Half our fulltime 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

2020/21 Full-time students

- WP: 2874, 50%
- Non WP: 2875, 50%

2020/21 Part-time students

- WP: 1476, 38%
- Non WP: 2437, 62%
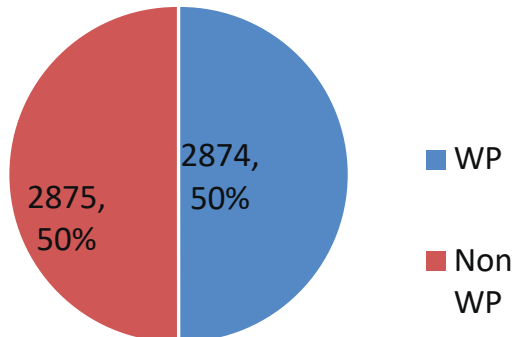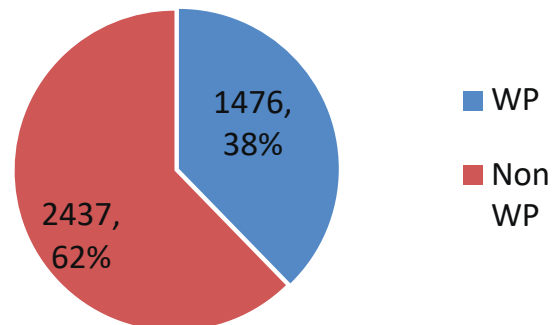
Ethnicity

Learners from BAME groups account for 33% of the total full-time cohort and 24% of our part-time learner cohort.

2020/21 Full-time Students Ethnicity

- White British: 3,762, 66%
- Prefer Not to Say: 5, 0%
- Black and Minority Ethnic: 1,919, 33%
- Any other ethnic group: 62, 1%

2020/21 Part-time Students Ethnicity

- White British: 2,897, 74%
- Prefer Not to Say: 15, 0%
- Black and Minority Ethnic: 931, 24%
- Any other ethnic group: 70, 2%
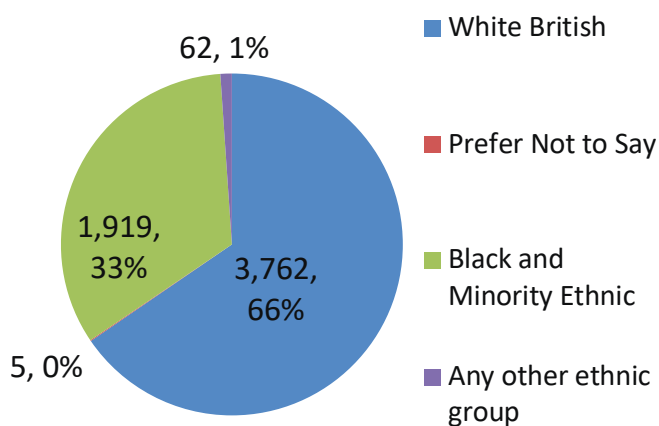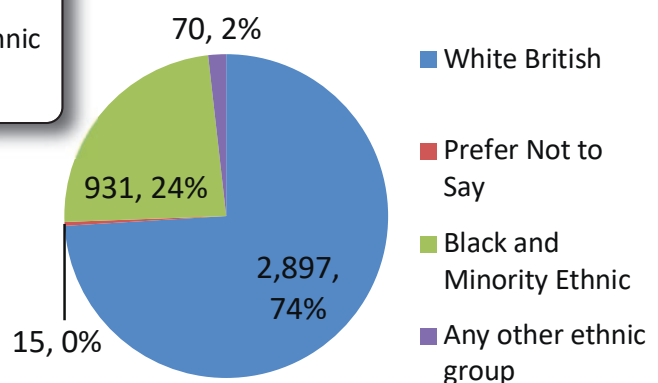
60% of the full-time student cohort are White British. Pakistani students form the largest cohort of full-time students from BAME or non-white British contingency. 12.78%% of full-time students are Pakistani.

White - English / Welsh / Scottish / Northern Irish / British	3,463	**60.24%**	2,715	**69.38%**	6,178	**63.94%**
Asian / Asian British - Pakistani	735	**12.78%**	227	**5.80%**	962	**9.96%**
White - Any Other White background	261	**4.54%**	164	**4.19%**	425	**4.40%**
Mixed - White and Black Caribbean	246	**4.28%**	96	**2.45%**	342	**3.54%**
Asian / Asian British - Indian	150	**2.61%**	140	**3.58%**	290	**3.00%**
Black / Black British - African	148	**2.57%**	88	**2.25%**	236	**2.44%**
Black / Black British - Caribbean	118	**2.05%**	114	**2.91%**	232	**2.40%**
Asian / Asian British - Any other Asian background	105	**1.83%**	55	**1.41%**	160	**1.66%**
Mixed - White and Asian	98	**1.70%**	31	**0.79%**	129	**1.34%**
Arab	83	**1.44%**	30	**0.77%**	113	**1.17%**
Mixed - Any Other Mixed background	77	**1.34%**	38	**0.97%**	115	**1.19%**
Asian / Asian British - Bangladeshi	75	**1.30%**	38	**0.97%**	113	**1.17%**
Any other ethnic group	62	**1.08%**	70	**1.79%**	132	**1.37%**
Black / Black British - Any other black background	51	**0.89%**	49	**1.25%**	100	**1.03%**
White - Irish	35	**0.61%**	17	**0.43%**	52	**0.54%**
Mixed - White and Black African	25	**0.43%**	15	**0.38%**	40	**0.41%**
Asian / Asian British - Chinese	8	**0.14%**	10	**0.26%**	18	**0.19%**
Not provided	5	**0.09%**	15	**0.38%**	20	**0.21%**
White - Gypsy or Irish Traveller	3	**0.05%**	1	**0.03%**	4	**0.04%**
Ethnicity	1	**0.02%**	0	**0.00%**	1	**0.01%**

Gender

The split of male and female full-time students is 51% male, 49% male. Female students account for 60% of the part-time cohort.

Gender - 2020/21 Full-time students

2823, 49% 2926, 51%

Females
Males
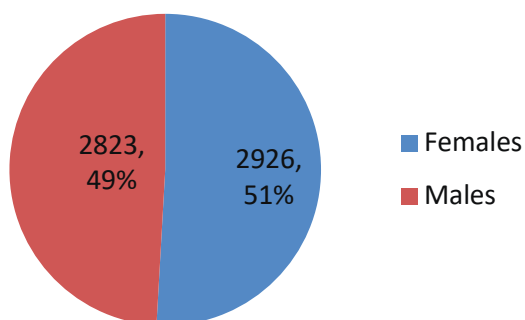
Gender - 2020/21 Part-time students

1565, 40% 2348, 60%

Females
Males
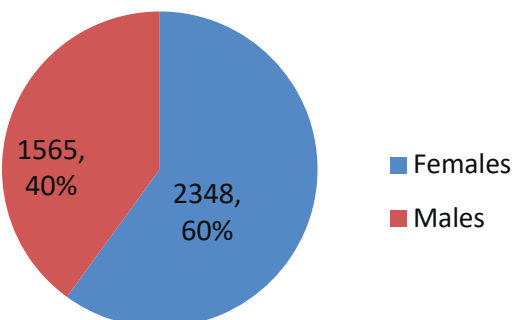
Disability

21% of full-time students have declared a disability/learning difficulty or are receiving additional support in respect of a disability. For part-time students this figure falls to 11%.

Full-time 2020/21 Students Disability profile

2, 0%

1207, 21%

4540, 79%

- No information provided
- No learning difficulty or disability
- Student has a learning difficult or disability

Part-time 2020/21 Students Disability profile

14, 1%

443, 11%

3456, 88%

- No information provided
- No learning difficulty or disability
- Student has a learning difficulty or disability
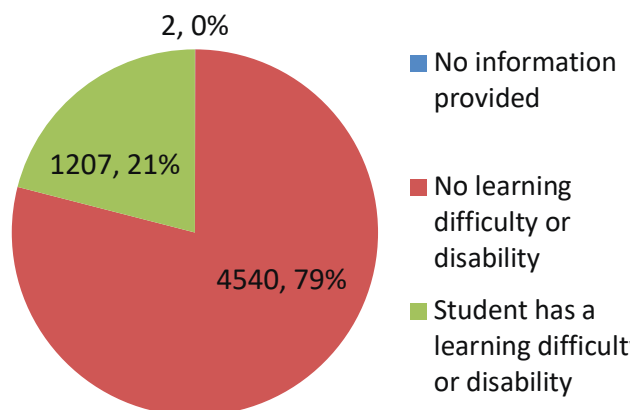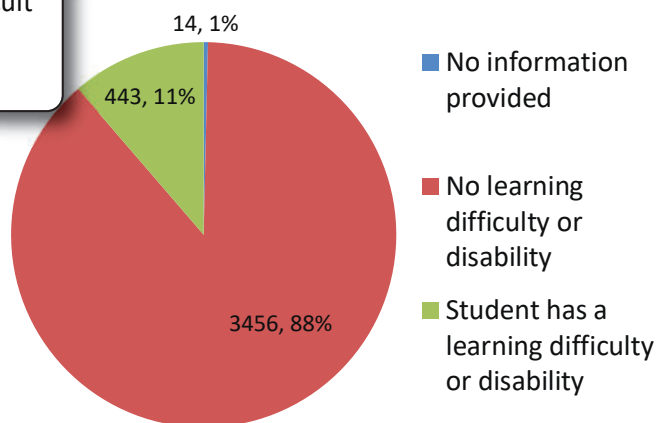
OTHER PROTECTED CHARACTERISTICS

Religion/Belief

18% of College students prefer not to state their religion of belief. 34% of the College students have no religion or belief, 28% are Christian and 15% are Muslim.

2020/21 All Students Religion/Belief

Legend: None, Christian, Prefer not to say, Muslim, Sikh, Other, Hindu, Pagan, Buddhist, Unknown, Shinto
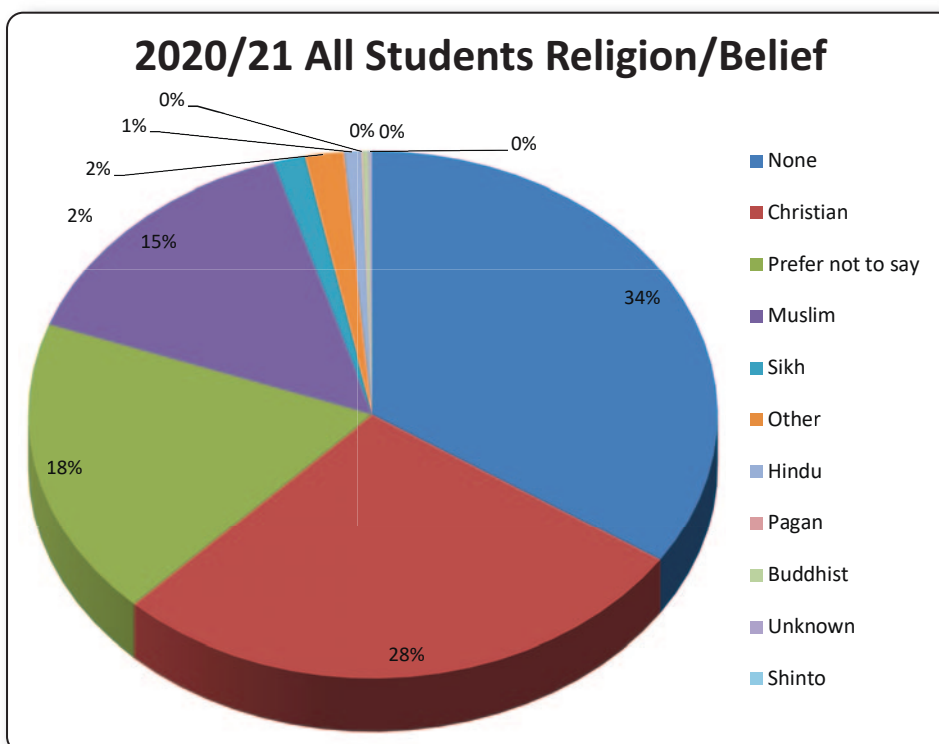
Sexual Orientation

LGB students account for just over 5% of the full-time student population. 28% of part-time students prefer not to state their sexual orientation compared to 12% of full-time students.

Legend: Heterosexual, Prefer not to say, Bisexual, Other, Lesbian or Gay, Unknown

2020/21 Solihull College Students Sexual Orientation
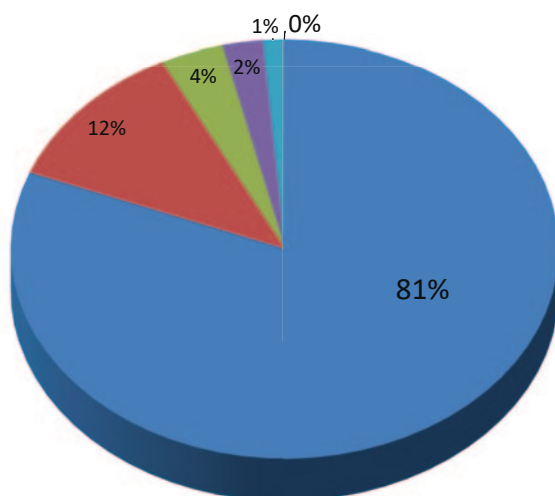
2020/21 Part-time Students Sexual Orientation
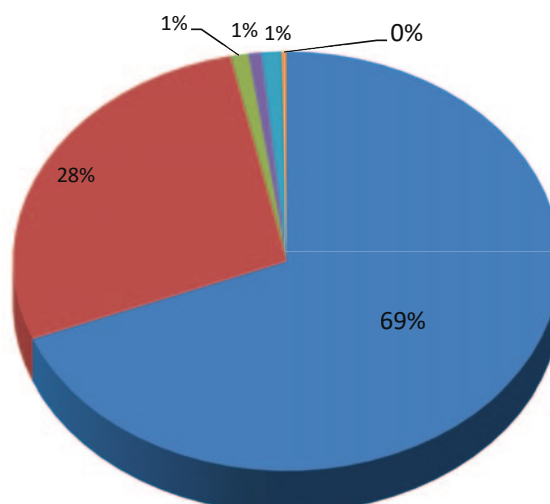
ESOL STUDENT LANDS DREAM JOB AT LOCAL SCHOOL

JANUARY 2021

A former ESOL student from Solihull College & University Centre is celebrating after finding employment in a local school.

Mature student Priscilla Toledano, 38 from Solihull, has lived in the town for 2 years. Priscilla previously worked as an Emergency Room nurse in Brazil, before becoming a full-time mother. It was after a move to England years later that Priscilla found the opportunity to dedicate time to herself and her studies.

Priscilla comments: "I studied at the College for 2 years. I chose the course because when I arrived here in England, I spoke only a few words of English and I wanted to be able to speak and understand fluently. I really enjoyed being an ESOL student. The lessons were dynamic and covered topics that are part of our daily lives. Beyond that our vocabulary was getting wider and we acquired knowledge."

Many of the ESOL lessons involved establishing dialogue with other students. That was at first challenging to Priscilla, but the teachers offered all the support she needed, and the lessons flowed naturally as her skills progressed. After deciding she would like to work at the school where her children studied, Dickens Heath Community Primary School, Priscilla applied initially for a Lunchtime Supervisor position. With her newly acquired English skills she ended up being selected for the position and it motivated her to push herself even further.

After progressing through her ESOL levels, Priscilla felt confident enough to expand her skillset and she enrolled on an online Level 2 Teaching Assistant & Special Needs course. She adds: "I was fascinated by the fact I could not just read, but my comprehension was so much better without translating."

Priscilla now works as a Teaching Assistant in a year four class and is studying a Level 3 Teaching Assistant course alongside. She states: "When I started my course, my purpose was to speak and understand English, but I became ambitious as the course progressed. I feel now I am in a position to say that I strongly recommend this ESOL course, not only because I achieved my personal ambition, but also because I developed professionally. Before attending ESOL I could never plan anything for my professional life, but the course taught me that there are no limits when you have good academic support. Thanks to all the teachers involved in my ESOL journey I consider myself accomplished and successful."

Our Higher Education Student Profile

Full-time HE students 2020/21
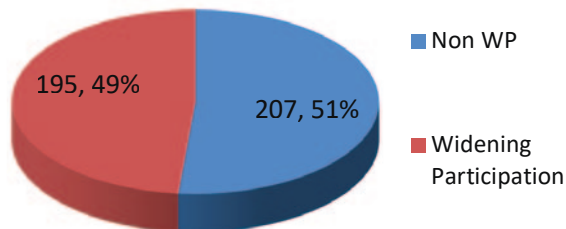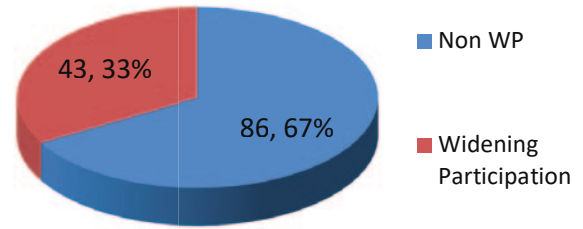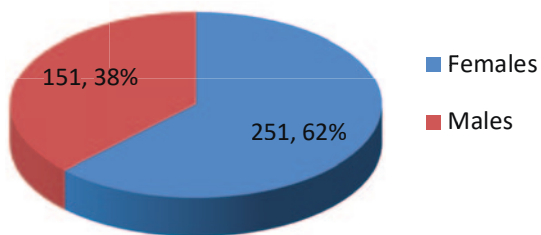
195, 49% — Widening Participation
207, 51% — Non WP

- Non WP
- Widening Participation

Part-time HE students 2020/21

43, 33% — Widening Participation
86, 67% — Non WP

- Non WP
- Widening Participation

FT HE students 2020/21 - Gender profile

151, 38% — Males
251, 62% — Females

- Females
- Males

PT HE students 2020/21 - Gender profile

21, 16% — Females
108, 84% — Males

- Females
- Males

FT HE students 2020/21 - Ethnicity Profile

119, 30%
5, 1%
2, 0%
276, 69%

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

PT HE students 2020/21 - Ethnicity Profile

17, 13%
112, 87%

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

FT HE students 2020/21 - Age profile

62, 16%
74, 18%
266, 66%

- 18-24
- 25 to 34
- 35 to 60

PT HE students 2020/21 - Age profile

16, 12%
32, 25%
81, 63%

- 18-24
- 25 to 34
- 35 to 60
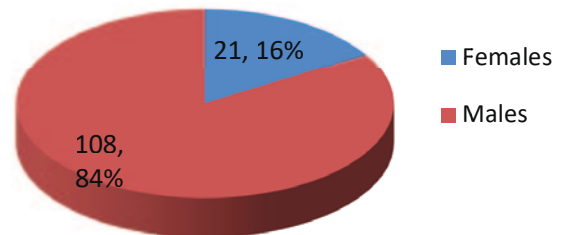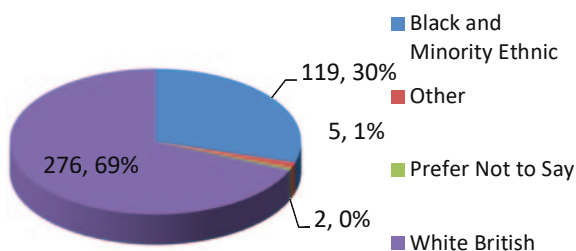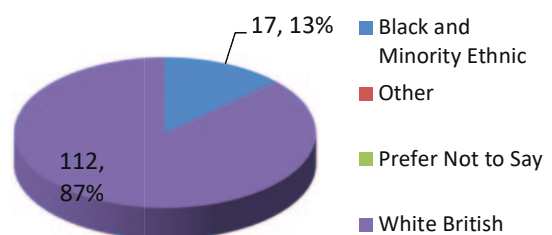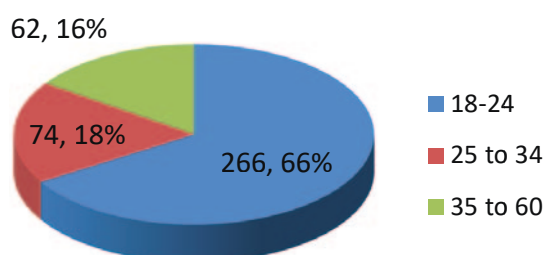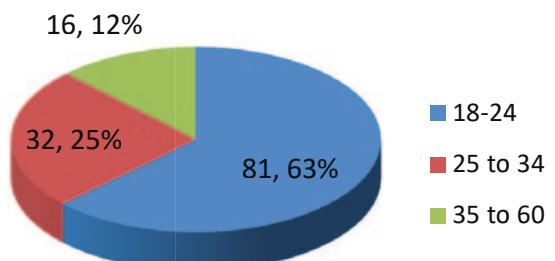
- HE numbers overall dropped in 2020/21 compared to recent previous years, full-time by 17.6%, part-time by 17.8%.

- 49% of the College's full-time HE learners are from widening participation postcodes.

- 84% of part-time HE learners are male, compared to 38% of full-time 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 continues to work hard to address, for instance through its involvement with WISE (Women Into Science and Engineering)

- BAME learners account for 30% of Fulltime HE learners. In Russell Group universities in May 2018, 8% of the population were BAME learners.
  13% 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. 34% of full-time HE learners are over 25, 16% over 35. 37% of part-time HE learners are over 25.

BECA TRIUMPHS IN BLACK HISTORY MONTH COMPETITION

DECEMBER 2020

A Solihull College & University Centre student poster competition in honour of Black History Month has crowned its winner after receiving fantastic submissions from across the College.

Students were asked to create a poster on the theme of black British history. Posters could be focussed on a particular event or historical figure and could be created digitally or by hand.

A number of students from across the College took part including Graphic Design students Nida Malik, 17, who created a poster of Winnifred Atwell, a 1950s singer, artist and icon and Uzma Amin, who's poster was hand drawn and inspired by Adelaide Hall, who was a huge influence on soul in Hollywood in the 1960s.

Theodora Birliga, 17, chose Queen Charlotte, who has been called 'the first black British queen' and explored her struggles with identity loss, crowd judgement and more.

The overall winner of the competition was Beca Toney. Level 2 Hair & Media Make-U student Beca, 16, stated: "For my poster design, I chose to look at 4 important Black Britons who made a big difference to our history." Beca highlighted on her poster Mary Seacole, Harold Moody, Claudia Jones and Paul Stephenson OBE.

Fatima Mai-Bornu the College's BAME Officer, who was a judge for the competition commented: "We want to thank everyone who took part in our competition. It was great to see so many amazing and informative posters. We really struggled to choose our favourite ones because they were all honestly so amazing."

Grace Wynne Willson, Student Enrichment Co-ordinator added: "We are thrilled by the quality of entries to the competition and it has been fantastic to see students researching and learning about Black British History."

Student Success 2019/20

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.

NOTE: 2019/20 was unprecedented for the College along with the rest of the education sector, as the COVID 19 pandemic resulted in teacher-assessed results as examinations did not take place. Comparison with previous years should therefore be viewed with caution. Comparisons between groups within year are obviously equally relevant and important in identifying whether there are any achievement gaps between groups with protected characteristics.

ACHIEVEMENT BY GENDER

16-18

		Overall				
		Provider Full Year			Prov Grp	National
		2017/18	2018/19	2019/20	2018/19	2018/19
Female	Leavers	5,177	5,303	5,234	459,620	709,030
	Achievement %	87.4 %	87.7 %	92.7 %	84.0 %	83.3 %
Male	Leavers	7,036	7,101	6,660	563,770	797,570
	Achievement %	85.9 %	85.2 %	92.8 %	83.0 %	82.0 %
Total	**Leavers**	**12,213**	**12,404**	**11,894**		
	Achievement %	**86.5 %**	**86.2 %**	**92.8 %**		

Achievement rates between male and female 16-18 year old learners were almost identical, with only a 0.1% gap.

19+

		Provider Full Year			Prov Grp	National
		2017/18	2018/19	2019/20	2018/19	2018/19
Female	Leavers	4,260	4,855	3,900	613,710	945,650
	Achievement %	85.8 %	87.4 %	90.2 %	89.5 %	88.6 %
Male	Leavers	1,656	1,868	1,157	434,630	675,640
	Achievement %	84.6 %	87.4 %	89.2 %	90.4 %	89.9 %
Total	**Leavers**	**5,916**	**6,723**	**5,057**		
	Achievement %	**85.5 %**	**87.4 %**	**89.9 %**		

There are generally high rates of achievement for both female and male 19+ learners and there is only a 1% gap in achievement between genders.

ACHIEVEMENT BY ETHNICITY

Ethnic Group 16-18

		Provider Full Year		
		2017/18	2018/19	2019/20
Asian	Leavers	2,282	2,409	2,241
	Achievement %	88.1 %	88.2 %	91.7 %
Black	Leavers	692	747	627
	Achievement %	86.4 %	87.0 %	92.8 %
Mixed	Leavers	905	951	874
	Achievement %	84.3 %	85.9 %	94.3 %
Not App/Known	Leavers	28	31	30
	Achievement %	82.1 %	87.1 %	90.0 %
Other	Leavers	278	313	373
	Achievement %	82.7 %	85.9 %	93.6 %
White	Leavers	8,028	7,953	7,749
	Achievement %	86.4 %	85.6 %	92.9 %
Total	**Leavers**	**12,213**	**12,404**	**11,894**
	Achievement %	**86.5 %**	**86.2 %**	**92.8 %**

- Achievement rates have improved for all known ethnicities.
- Asian learners perform slightly less well than their peers, though they achieved highest last academic year.
- The difference between the best performing and worst performing known ethnicities (ie excluding 30 learners whose ethnicity is unknown) is 2.6% which is in line with last year

Ethnicity 16-18

Achievement of Bangladeshi learners is below that of other ethnicities at 83%, a drop of 5% from last year, when achievement rates of this group were relatively high. Whilst this group's performance will be monitored, previous years' performance do not indicate a downward trend.

		Overall				
		Provider Full Year			Prov Grp	National
		2017/18	2018/19	2019/20	2018/19	2018/19
African	Leavers	334	303	240	42,830	64,080
	Achievement %	85.0 %	86.8 %	91.7 %	85.4 %	84.7 %
Arab	Leavers	156	191	211	9,510	12,790
	Achievement %	80.8 %	86.4 %	93.4 %	83.3 %	83.0 %
Bangladeshi	Leavers	138	167	165	15,010	26,080
	Achievement %	89.1 %	88.0 %	83.0 %	84.9 %	84.9 %
Caribbean	Leavers	191	261	212	18,300	26,070
	Achievement %	91.1 %	86.6 %	95.3 %	79.1 %	79.0 %
Chinese	Leavers	23	16	6	2,330	4,220
	Achievement %	95.7 %	87.5 %	100.0 %	89.3 %	89.5 %
Gypsy/Irish Traveller	Leavers	0	15	6	1,850	2,400
	Achievement %		86.7 %	83.3 %	70.6 %	68.3 %
Indian	Leavers	363	331	270	20,360	32,720
	Achievement %	91.7 %	91.5 %	94.8 %	87.0 %	87.0 %
Irish	Leavers	51	73	51	2,590	4,000
	Achievement %	68.6 %	74.0 %	92.2 %	79.2 %	79.3 %
Not Provided	Leavers	28	31	30	12,120	22,530
	Achievement %	82.1 %	87.1 %	90.0 %	82.3 %	79.8 %
Other	Leavers	122	122	162	20,420	26,470
	Achievement %	85.2 %	85.2 %	93.8 %	83.7 %	82.7 %
Other Asian	Leavers	157	172	182	19,490	27,610
	Achievement %	91.7 %	89.5 %	91.8 %	85.4 %	85.1 %
Other Black	Leavers	167	183	175	10,620	15,440
	Achievement %	83.8 %	88.0 %	91.4 %	81.9 %	81.6 %
Other Mixed	Leavers	136	173	155	12,600	18,770
	Achievement %	81.6 %	86.7 %	94.8 %	81.1 %	80.0 %
Other White	Leavers	270	301	345	58,850	79,180
	Achievement %	86.3 %	86.4 %	95.7 %	84.3 %	83.6 %
Pakistani	Leavers	1,601	1,723	1,618	45,170	71,790
	Achievement %	86.8 %	87.4 %	92.0 %	84.5 %	84.4 %
White British	Leavers	7,707	7,564	7,347	697,550	1,022,490
	Achievement %	86.6 %	85.7 %	92.7 %	83.4 %	82.5 %
White/Asian	Leavers	259	243	235	9,220	14,620
	Achievement %	85.7 %	86.0 %	94.0 %	82.2 %	81.7 %
White/Black African	Leavers	49	51	30	6,870	10,250
	Achievement %	85.7 %	92.2 %	96.7 %	80.5 %	79.8 %
White/Black Caribbean	Leavers	461	484	454	17,730	25,110
	Achievement %	84.2 %	84.9 %	94.1 %	78.2 %	76.8 %
Total	**Leavers**	**12,213**	**12,404**	**11,894**		
	Achievement %	**86.5 %**	**86.2 %**	**92.8 %**		

Ethnic Group 19+

		Provider Full Year		
		2017/18	2018/19	2019/20
Asian	Leavers	944	1,133	795
	Achievement %	87.6 %	86.0 %	88.3 %
Black	Leavers	426	563	294
	Achievement %	79.3 %	86.3 %	90.5 %
Mixed	Leavers	321	357	284
	Achievement %	82.9 %	81.5 %	87.3 %
Not App/Known	Leavers	53	117	32
	Achievement %	69.8 %	92.3 %	68.8 %
Other	Leavers	234	324	215
	Achievement %	84.2 %	88.3 %	87.4 %
White	Leavers	3,938	4,229	3,437
	Achievement %	86.2 %	88.2 %	90.8 %
Total	**Leavers**	**5,916**	**6,723**	**5,057**
	Achievement %	**85.5 %**	**87.4 %**	**89.9 %**

- Achievement rates have improved for all known ethnicities.
- Mixed ethnicity learners perform slightly less well than their peers, which is consistent to last academic year, though they achieved better this year.
- The difference between the best performing and worst performing known ethnic groups is 3.2% which has reduced by half since last year.

Ethnicity 16-18

		Overall				
		Provider Full Year			Prov Grp	National
		2017/18	2018/19	2019/20	2018/19	2018/19
African	Leavers	154	297	139	89,870	132,420
	Achievement %	76.6 %	86.2 %	92.1 %	87.5 %	86.7 %
Arab	Leavers	116	108	62	26,080	40,140
	Achievement %	81.9 %	84.3 %	91.9 %	89.9 %	89.5 %
Bangladeshi	Leavers	98	117	78	29,030	48,090
	Achievement %	83.7 %	87.2 %	87.2 %	91.6 %	90.1 %
Caribbean	Leavers	201	160	88	22,300	35,930
	Achievement %	85.1 %	86.3 %	88.6 %	87.7 %	87.9 %
Chinese	Leavers	40	35	40	5,810	9,350
	Achievement %	92.5 %	82.9 %	92.5 %	90.4 %	89.8 %
Gypsy/Irish Traveller	Leavers	2	0	5	860	1,230
	Achievement %	100.0 %		80.0 %	91.3 %	89.6 %
Indian	Leavers	262	270	159	24,900	39,940
	Achievement %	90.8 %	87.4 %	89.9 %	90.3 %	90.0 %
Irish	Leavers	25	29	32	3,750	6,410
	Achievement %	68.0 %	93.1 %	93.8 %	90.8 %	90.3 %
Not Provided	Leavers	53	117	32	16,540	29,230
	Achievement %	69.8 %	92.3 %	68.8 %	90.9 %	86.7 %
Other	Leavers	118	216	153	41,000	57,200
	Achievement %	86.4 %	90.3 %	85.6 %	89.2 %	88.5 %
Other Asian	Leavers	128	164	104	41,990	60,420
	Achievement %	88.3 %	86.6 %	83.7 %	88.2 %	87.8 %
Other Black	Leavers	71	106	67	13,420	21,040
	Achievement %	69.0 %	86.8 %	89.6 %	87.7 %	87.6 %
Other Mixed	Leavers	74	69	85	11,970	18,090
	Achievement %	87.8 %	79.7 %	88.2 %	88.5 %	87.5 %
Other White	Leavers	366	335	343	116,410	176,770
	Achievement %	88.3 %	91.6 %	81.6 %	90.1 %	89.2 %
Pakistani	Leavers	416	547	414	43,990	72,850
	Achievement %	85.8 %	85.0 %	88.6 %	89.1 %	88.6 %
White British	Leavers	3,545	3,865	3,057	533,370	830,900
	Achievement %	86.1 %	87.9 %	91.9 %	90.6 %	89.8 %
White/Asian	Leavers	71	59	57	8,190	11,960
	Achievement %	81.7 %	86.4 %	89.5 %	87.9 %	87.4 %
White/Black African	Leavers	37	46	26	7,150	11,050
	Achievement %	86.5 %	71.7 %	88.5 %	87.5 %	87.2 %
White/Black Caribbean	Leavers	139	183	116	11,730	18,270
	Achievement %	79.9 %	83.1 %	85.3 %	87.1 %	87.2 %
Total	**Leavers**	**5,916**	**6,723**	**5,057**		
	Achievement %	**85.5 %**	**87.4 %**	**89.9 %**		

MAYOR'S LETTER OF SUPPORT FOR HERO LIAM

MAY 2020

A charitable Solihull College & University Centre student has been honoured in a letter by Birmingham's Lord Mayor.

Liam Hindley, 22, from Selly Park in Birmingham, has been volunteering for the Brum Baby Bank, driving parcels of nappies, baby formula, clothes and baby foods to needy families across the city.

Brum Baby Bank is the brainchild of local activists Kirsten Kurt-Elli and Nicky Brennan. The pair are collecting donations to fill shopping lists for worried parents. A Gofundme has been set up for cash donations to help pay for goods for the poorest families, while donors are also asked to provide nappies, formula milk, baby food and wipes.

Games Design & Virtual Reality student Liam responded after seeing a call out for volunteers on Twitter. He has now been volunteering for over a month.

Liam states: "The experience has given me motivation. With my autism it really helps as it gives me a pattern and a routine. It has helped me take my mind off my own worries and enabled me to help people who are less fortunate then myself and to support my local community."

Birmingham Lord Mayor Mohammed Azim wrote to Liam saying: "I am sure through the work you are doing you are improving the lives of many people during this crisis and ensuring they don't miss out on essential items…you truly are a hero in these very challenging times."

Liam hopes to work within the virtual reality industry in the future and is already looking at the possibility of building a piece of software to help vulnerable people enjoy places they wouldn't otherwise be able to in a virtual environment.

Liam and Councillor Nicky Brennan who runs the organisation.

ACHIEVEMENT - LEARNING DIFFICULTIES/DISABILITIES

Learning Difficulties/Disabilities 16-18

		Provider Full Year			Prov Grp	National
		2017/18	2018/19	2019/20	2018/19	2018/19
Has difficulty/disability/health problem	Leavers	3,380	3,287	3,132	290,320	420,740
	Achievement %	83.7 %	84.2 %	92.8 %	82.0 %	81.0 %
No difficulty/disability/health problem	Leavers	8,792	8,965	8,748	708,100	1,036,320
	Achievement %	87.6 %	86.9 %	92.8 %	84.1 %	83.3 %
No information provided by the learner	Leavers	41	152	14	24,970	49,550
	Achievement %	85.4 %	88.8 %	85.7 %	81.5 %	82.2 %
Total	**Leavers**	**12,213**	**12,404**	**11,894**		
	Achievement %	**86.5 %**	**86.2 %**	**92.8 %**		

- Other than the very few learners with no information, the achievement rates across both groups are consistent, meaning that learners achieve as well as their peers regardless of having a difficulty or disability.

A further breakdown of the achievement of learners by type of disability and learning difficulty is provided in the following tables:

Disabilities 16-18

		Provider Full Year		
		2017/18	2018/19	2019/20
Asperger's	Leavers	161	136	66
	Achievement %	85.1 %	84.6 %	89.4 %
Hearing	Leavers	83	104	48
	Achievement %	88.0 %	82.7 %	95.8 %
Medical	Leavers	346	293	139
	Achievement %	84.1 %	89.4 %	95.0 %
Mental health	Leavers	262	152	87
	Achievement %	85.9 %	88.2 %	89.7 %
Mobility	Leavers	40	18	11
	Achievement %	82.5 %	88.9 %	100.0 %
Multiple	Leavers	33	11	10
	Achievement %	87.9 %	100.0 %	80.0 %
n/a	Leavers	185	130	65
	Achievement %	81.6 %	83.8 %	98.5 %
No disability	Leavers	9,867	9,720	9,223
	Achievement %	87.0 %	86.5 %	92.8 %
Not known/not provided	Leavers	947	1,631	2,151
	Achievement %	83.7 %	83.6 %	92.3 %
Other	Leavers	165	123	68
	Achievement %	86.1 %	90.2 %	98.5 %
Physical	Leavers	42	31	9
	Achievement %	85.7 %	93.5 %	100.0 %
Profound/Complex	Leavers	25	13	1
	Achievement %	88.0 %	92.3 %	100.0 %
Temporary	Leavers	1	0	0
	Achievement %	100.0 %		
Visual	Leavers	56	42	16
	Achievement %	92.9 %	90.5 %	100.0 %
Total	**Leavers**	**12,213**	**12,404**	**11,894**
	Achievement %	**86.5 %**	**86.2 %**	**92.8 %**

Learning Difficulties 16-18

		Provider Full Year		
		2017/18	2018/19	2019/20
Autism	Leavers	450	303	193
	Achievement %	84.4 %	82.8 %	92.2 %
Dyscalculia	Leavers	7	0	2
	Achievement %	71.4 %		100.0 %
Dyslexia	Leavers	419	303	187
	Achievement %	83.5 %	84.8 %	92.5 %
Moderate	Leavers	153	74	47
	Achievement %	77.8 %	86.5 %	97.9 %
Multiple	Leavers	15	3	3
	Achievement %	100.0 %	100.0 %	100.0 %
n/a	Leavers	185	130	65
	Achievement %	81.6 %	83.8 %	98.5 %
None	Leavers	9,650	9,669	9,075
	Achievement %	87.6 %	87.0 %	92.8 %
Not Known/Not Provided	Leavers	947	1,631	2,151
	Achievement %	83.7 %	83.6 %	92.3 %
Other	Leavers	277	189	93
	Achievement %	76.5 %	82.0 %	89.2 %
Other Spec	Leavers	86	87	72
	Achievement %	81.4 %	83.9 %	97.2 %
Severe	Leavers	24	15	6
	Achievement %	75.0 %	80.0 %	100.0 %
Total	**Leavers**	**12,213**	**12,404**	**11,894**
	Achievement %	**86.5 %**	**86.2 %**	**92.8 %**

Learning Difficulties/Disabilities 19+

		Overall				
		Provider Full Year			Prov Grp	National
		2017/18	2018/19	2019/20	2018/19	2018/19
Has difficulty/disability/health problem	Leavers	976	1,161	1,083	210,850	351,260
	Achievement %	80.9 %	85.8 %	92.6 %	88.5 %	87.8 %
No difficulty/disability/health problem	Leavers	4,721	5,305	3,875	809,980	1,231,370
	Achievement %	86.5 %	87.6 %	89.2 %	90.3 %	89.6 %
No information provided by the learner	Leavers	219	257	99	27,500	38,660
	Achievement %	83.6 %	89.9 %	88.9 %	88.6 %	87.5 %
Total	**Leavers**	**5,916**	**6,723**	**5,057**		
	Achievement %	**85.5 %**	**87.4 %**	**89.9 %**		

- Learners with a disability or learning difficulty achieve better than their peers (3.4% difference). 2018/19 achievement of adult learners with disabilities /learning difficulties was 1.8% lower.

A further breakdown of the achievement of adult learners by type of disability and learning difficulty is provided in the following tables:

Disability

| | | Provider Full Year | | |
		2017/18	2018/19	2019/20
Asperger's	Leavers	9	34	12
	Achievement %	66.7 %	88.2 %	91.7 %
Hearing	Leavers	23	36	53
	Achievement %	73.9 %	91.7 %	98.1 %
Medical	Leavers	33	38	40
	Achievement %	72.7 %	94.7 %	97.5 %
Mental health	Leavers	50	61	42
	Achievement %	90.0 %	72.1 %	97.6 %
Mobility	Leavers	23	28	21
	Achievement %	73.9 %	92.9 %	100.0 %
Multiple	Leavers	4	10	8
	Achievement %	50.0 %	90.0 %	75.0 %
n/a	Leavers	29	39	51
	Achievement %	62.1 %	74.4 %	78.4 %
No disability	Leavers	5,011	5,607	4,155
	Achievement %	86.0 %	87.4 %	89.5 %
Not known/not provided	Leavers	664	786	597
	Achievement %	83.9 %	88.4 %	91.5 %
Other	Leavers	47	47	53
	Achievement %	97.9 %	85.1 %	98.1 %
Physical	Leavers	6	11	14
	Achievement %	33.3 %	63.6 %	100.0 %
Profound/Complex	Leavers	7	8	1
	Achievement %	85.7 %	87.5 %	0.0 %
Temporary	Leavers	1	0	1
	Achievement %	0.0 %		100.0 %
Visual	Leavers	9	18	9
	Achievement %	100.0 %	100.0 %	77.8 %
Total	**Leavers**	**5,916**	**6,723**	**5,057**
	Achievement %	**85.5 %**	**87.4 %**	**89.9 %**

Learning Difficulty

| | | Provider Full Year | | |
		2017/18	2018/19	2019/20
Autism	Leavers	96	101	106
	Achievement %	80.2 %	87.1 %	94.3 %
Dyscalculia	Leavers	4	2	0
	Achievement %	75.0 %	100.0 %	
Dyslexia	Leavers	70	58	58
	Achievement %	77.1 %	81.0 %	86.2 %
Moderate	Leavers	94	119	122
	Achievement %	79.8 %	86.6 %	94.3 %
Multiple	Leavers	3	4	0
	Achievement %	66.7 %	75.0 %	
n/a	Leavers	29	39	51
	Achievement %	62.1 %	74.4 %	78.4 %
None	Leavers	4,883	5,557	4,068
	Achievement %	86.5 %	87.4 %	89.6 %
Not Known/Not Provided	Leavers	664	786	597
	Achievement %	83.9 %	88.4 %	91.5 %
Other	Leavers	51	37	28
	Achievement %	70.6 %	81.1 %	96.4 %
Other Spec	Leavers	16	9	13
	Achievement %	50.0 %	100.0 %	84.6 %
Severe	Leavers	6	11	14
	Achievement %	50.0 %	100.0 %	92.9 %
Total	**Leavers**	**5,916**	**6,723**	**5,057**
	Achievement %	**85.5 %**	**87.4 %**	**89.9 %**

YOUNG MOTHER CELEBRATES BUSINESS APPRENTICESHIP DISTINCTION SUCCESS

SEPTEMBER 2020

A Business apprentice at Solihull College & University Centre is celebrating after successfully completing her qualification despite the coronavirus crisis.

Chloe Osborne, 25 from Smethwick, carried out her apprenticeship at Xoserve in Solihull and has been awarded a distinction after being assessed using new remote invigilating techniques brought in during lockdown. Chloe follows fellow Xoserve apprentice Hannah Brown as the second staff member to finish her apprenticeship during this challenging time.

A stay-at-home mum for 2 years after her previous studies, Chloe was looking for something that would enable her to get back into the workplace and help set up a future career.

"I have loved the apprenticeship" Chloe states. "It has provided me with a fantastic opportunity to work within an amazing company and gain professional qualities that I will be able to use in any job role and workplace. I would highly recommend doing an apprenticeship to anybody looking for a stepping stone into Business Administration, wanting a change in career or looking at an alternative to A-Levels. I have received so much support and guidance over the last 18 months. Everybody has been highly supportive throughout my apprenticeship journey."

Dawn Gallacher, People Development Partner at Xoserve adds: "Throughout both Chloe and Hannah's apprenticeship, I received nothing but praise from their colleagues, managers and college tutor. I was beaming with pride to learn of their distinctions. They have both faced different challenges over their time with us which they have tackled with bravery and positivity. They have become such an important part of Xoserve and are truly valued by the lucky teams that have them right now."

Completing her end point assessment virtually during the pandemic wasn't something Chloe had envisioned. She comments: "This was obviously very different to what I had expected, especially with a small child at home. However, it was not as difficult as I had imagined. The College, my workplace and all of the external examiners were extremely supportive and flexible in this approach and offered valuable guidance and assistance in order to complete this online."

In the future Chloe hopes to look into the different opportunities available for completing a Business degree. She will also be progressing from her role as Assistant Support Administrator at Xoserve after being offered a contract with the Customer Lifecycle team.

Achievement of 16-18 Learners Eligible for Free Meals 2019/20

- Learners in receipt of free school meals achieve better than their peers.

	Leavers	Learners with Free School Meals	College average
Level 1/entry	199	93.5%	90.7%
Level 2	541	94.3%	94.1%
Level 3	161	91.9%	89.8%
Total	901	93.7%	90.5%

ACHIEVEMENT OF APPRENTICES (ALL AGES)

Gender Apprentices

		Our College			National
		2017/18	2018/19	**2019/20**	2018/19
Female	Leavers	333	243	**127**	149,670
	Achievement %	68.2 %	69.5%	**71.7%**	64.4 %
Male	Leavers	282	263	**206**	146,600
	Achievement %	73.4 %	62.7%	**66.5%**	64.9%

- The achievement gap between male and female apprentices is stable compared to last academic year but does not reflect the national picture. Male achievement is 5% below female achievement, whilst nationally there is a 0.5% gap with females performing less well.

Ethnicity Apprentices

		Our College			National
		2017/18	2018/19	**2019/20**	2018/19
Asian	Leavers	22	34	**23**	12,800
	Achievement %	77.3 %	58.8 %	**78.3%**	63.7 %
Black	Leavers	14	10	**4**	10,290
	Achievement %	42.9 %	30.0 %	**50.0%**	59.5 %
Mixed	Leavers	31	29	**15**	6,960
	Achievement %	67.7 %	55.2 %	**73.3%**	60.2 %
Not App/Known	Leavers	1	2	**2**	3,260
	Achievement %	100.0 %	100.0 %	**50%**	56.3 %
Other	Leavers	3	5	**1**	2,000
	Achievement %	33.3 %	40.0 %	**0%**	59.3 %
White	Leavers	544	426	**288**	260,940
	Achievement %	71.3 %	68.3 %	**68.1%**	65.2 %

- There is a concern over the achievement of the small number of Black apprentices at the College.
- The achievement gap between the largest ethnicity groups has widened and does not reflect the national picture. The gap in achievement between White and Asian apprentices, making up 93% of the apprentice cohort, is 10%, with Asian apprentices achieving better. Whilst the national gap between these two groups is 2%, with white apprentices achieving slightly better.

Learning Difficulties/Disabilities Apprentices

		Our College			National
		2017/18	2018/19	**2019/20**	2018/19
Has difficulty/disability/ health problem	Leavers	37	44	**31**	33,220
	Achievement %	73.0 %	56.8 %	**54.8%**	61.8 %
No difficulty/disability/ health problem	Leavers	522	453	**301**	258,190
	Achievement %	70.3 %	67.5 %	**70.1%**	65.0 %
No information provided by the learner	Leavers	56	9	**1**	4,850
	Achievement %	71.4 %	33.3 %	**0%**	63.9 %

- There is an achievement gap of 15.3% between apprentices with learning difficulty / disability / health problem and those without in 2019/20. The gap was 10.7% in 2018/19, but apprentices with a learning difficulty/disability achieved better than those without in 2017/18. This is a concerning trend.

Equality analysis and allocation of Learner Support Fund 2019-2020

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	2017-2018	2018-2019	2019-2020
Percentage of students receiving support with a disability	26.40%	25.05%	28.28%
College Profile	15.79%	16.34%	17.91%
Variation From College Profile	10.61%	8.71%	10.37%

Students from a Widening Participation post code

Targeted eligibility criteria for the financial support funds has enabled a higher percentage of students from widening participation postcodes compared to that of the overall College profile access financial support. The percentage of students from widening participation postcodes receiving financial support is 69.45% and is 26.72% above the College profile.

Widening Participation	2017-2018	2018-2019	2019-2020
Percentage of students receiving support from WP area	74.80%	71.49%	69.45%
College Profile	46.90%	43.87%	42.73%
Variation From College Profile	27.90%	27.62%	26.72%

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 (+8.66%) and English/Welsh/Scottish/Northern Irish origin (-16.75%).

Ethnicity	2017-2018			2018-2019			2019-2020		
	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
Asian / Asian British - Indian	2.20%	2.74%	-0.54%	1.82%	3.29%	-1.47%	1.59%	2.77%	-1.18%
Any other ethnic group	2.20%	0.93%	1.27%	1.54%	1.57%	-0.03%	2.78%	1.67%	1.11%
Arab	3.30%	1.12%	2.18%	2.86%	1.02%	1.84%	3.43%	1.03%	2.40%
Asian / Asian British - Any other Asian background	3.00%	1.27%	1.73%	3.14%	1.73%	1.41%	3.26%	1.46%	1.80%
Asian / Asian British - Bangladeshi	2.50%	1.18%	1.32%	2.48%	1.38%	1.10%	2.19%	1.49%	0.70%
Asian / Asian British - Chinese	0.20%	0.21%	-0.01%	0.11%	0.32%	-0.21%	0.00%	0.30%	-0.30%
Asian / Asian British - Pakistani	20.80%	11.71%	9.09%	18.56%	9.27%	9.29%	18.64%	9.98%	8.66%
Black / Black British - African	6.30%	2.55%	3.75%	4.68%	2.52%	2.16%	3.81%	1.92%	1.89%
Black / Black British - Any other black background	2.20%	1.33%	0.87%	2.48%	1.23%	1.25%	1.71%	1.19%	0.52%
Black / Black British - Caribbean	2.20%	1.65%	0.55%	2.64%	2.12%	0.52%	1.80%	3.15%	-1.35%
Mixed - Any Other Mixed background	2.00%	1.06%	0.94%	2.09%	0.94%	1.15%	1.59%	1.18%	0.41%
Mixed - White and Asian	2.20%	1.79%	0.41%	2.31%	1.37%	0.94%	2.40%	1.53%	0.87%
Mixed - White and Black African	0.80%	0.44%	0.36%	0.44%	0.41%	0.03%	0.21%	0.28%	-0.07%
Mixed - White and Black Caribbean	4.00%	3.75%	0.25%	4.96%	2.84%	2.12%	4.50%	3.15%	1.35%
Not Known/Provided	0.40%	0.46%	-0.06%	0.17%	1.13%	-0.96%	0.34%	0.48%	-0.14%
White - Any Other White background	1.70%	2.26%	-0.56%	2.09%	3.44%	-1.35%	2.36%	3.58%	-1.22%
White - English / Welsh / Scottish / Northern Irish / British	43.70%	65.42%	-21.72%	46.86%	64.72%	-17.86%	49.01%	65.76%	-16.75%
White - Gypsy or Irish Traveller	0.00%	0.02%	-0.02%	0.17%	0.06%	0.11%	0.00%	0.05%	-0.05%
White - Irish	0.30%	0.34%	-0.04%	0.61%	0.62%	-0.01%	0.39%	0.55%	-0.16%

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 over 95% 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.

Gender	2017-2018			2018-2019			2019-2020		
	% 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
Male	50.00%	52.34%	-2.34%	49.34%	52.31%	-2.97%	50.21%	51.94%	-1.73%
Female	50.00%	47.66%	2.34%	50.66%	47.69%	2.97%	49.79%	48.06%	1.73%

COLLEGE MENTAL HEALTH TEAM SHINE AT COVID-19 VIRTUAL CONFERENCE

NOVEMBER 2020

Fathima and Blair

The mental health support team at Solihull College & University Centre were recently selected to present at a virtual event on the higher education sector's response to COVID-19.

The College is part of the UK Healthy Universities Network which supports its members to develop and implement 'whole university' approaches to health and wellbeing. The network's recent event 'A Whole Systems Approach to COVID-19 and Beyond' took place in early November.

Choosing the theme 'Returning to Campus', the College's mental health support team, Fathima Ashraff-Ali and Blair Sweeney presented their case study via Zoom.

The presentation highlighted how the College has combatted issues and found ways to support students returning to campus following lockdown.

Throughout the pandemic the College's mental health service has developed an extensive range of resources to support student mental health. Among the resources available was the College's recently launched online mental health assessment toolkit – Kaleidoscope. Kaleidoscope is a free tool providing personalized information to support mental health and well-being.

Fathima commented: "To have been chosen to present our case study to an audience of over 100 delegates from colleges and universities all over the country was a real highlight for myself and Blair. The comments we received confirmed that we have gone above and beyond in thinking of and securing ways to support the mental health needs of our students and staff. The event left those of us in leadership roles within mental health services feeling more connected through collaborative working and established our commitment to our student's health and well-being."

The case studies from the event will be made available on the UKHUN website.

The College 2020/21 Staffing Profile

Ethnicity

Year	Ethnicity %	College	Mgmt	Lecturing	Support	PT teach	Hourly paid support
2020	**White**	**83.72**	**86.67**	**82.42**	**85.92**	**83.33**	**80.28**
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
2020	**BAME**	**15.87**	**13.33**	**17.58**	**14.08**	**14.94**	**19.01**
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
2020	**Prefer not to say / Unknown**	**0.40**	**0.00**	**0.00**	**0.00**	**1.72**	**0.70**
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

The percentage of staff from BAME backgrounds has increased to 15.87%. This is mainly attributable to salaried Lecturing increases and hourly paid support staff. The College target is to achieve a staff profile of 17% BAME staff. In terms of student profile, learners from BAME groups account for 33% of the total full-time cohort and 23% of our part-time learner cohort.

Gender

This table below shows the gender profile of College staff.

Year	Gender %	College	Mgmt	Lecturing	Support	PT teach	Hourly paid support
2020	**Female**	**67.54**	**60.00**	**61.90**	**68.45**	**68.39**	**77.46**
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
2020	**Male**	**32.46**	**40.00**	**38.10**	**31.55**	**31.61**	**22.54**
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

In terms of Solihull College data there has been a decrease in female staff this is seen across all categories of staff except lecturing and hourly paid support staff.

Age profile

The age profile of the College is detailed in the graph below.
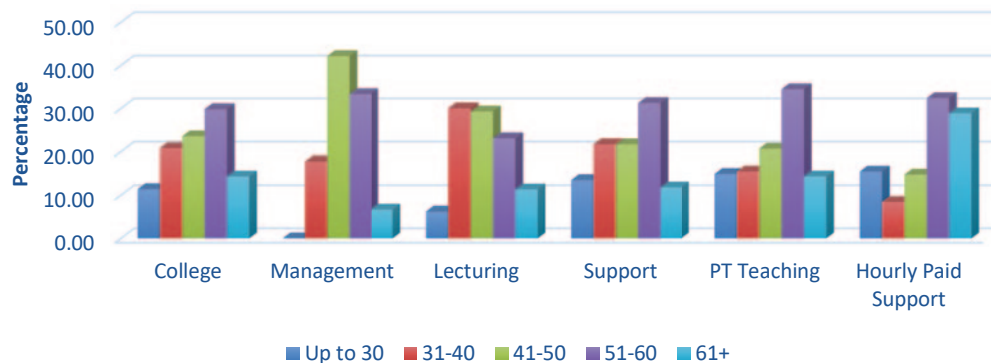
Disability

The percentage of staff declaring a disability has increased from 6.41% in 2018/19 to 7.28% in 2019/20. The category of staff with the greatest percentage of disability is Management with 8.89% although this is a small proportion of the overall College staff, this is followed by Support Staff with 8.45%.

Sexual Orientation

Sexuality	College	Management	Lecturing	Support	PT Teaching	Hourly paid support
Bisexual	0.91	2.22	1.10	0.56	1.15	0.70
Gay	1.01	0.00	1.83	0.28	2.30	0.00
Heterosexual	80.69	84.44	80.59	80.56	78.16	83.10
Lesbian	0.30	0.00	0.37	0.56	0.00	0.00
Prefer not to say / unknown	17.09	13.33	16.12	18.03	18.39	16.20

Religion or Belief

The following table details the profile of Religion or Belief of staff at the College.

Religion or belief	College	Management	Lecturing	Support	PT Teaching	Hourly paid support
Christian	46.21	48.89	43.59	44.51	51.15	48.59
Hindu	1.72	0.00	1.10	1.41	2.30	3.52
Jewish	0.10	0.00	0.00	0.00	0.57	0.00
Muslim	4.85	4.44	7.69	3.94	2.87	4.23
Sikh	1.42	4.44	1.83	0.85	1.15	1.41
Other	3.34	4.44	2.56	5.63	0.57	2.11
No religion	23.05	15.56	20.15	23.38	26.44	26.06
Prefer not to say / unknown	19.31	22.22	23.08	20.28	14.94	14.08

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 2019 to July 2020.

Overall, the appointment of BAME applicants to posts was 28.95%, this is an increase of 12.51% from the previous year. Of the lecturing staff appointed, 25% were from BAME backgrounds. There was no manager appointed from a BAME background however, only 6 appointments were made. 35% of support staff appointments were of BAME origin, this was an increase from 13.46% in 18/19. The percentage of BAME candidates from shortlisting to appointment reduces across lecturing and management categories. In order to explore this further, the College will monitor selection days, where there is a 2-stage process i.e. activities and interview, to establish at what point the percentage of BAME applicants reduces. Candidates are shortlisted after activities if they are not performing at the necessary standard for the position. Additionally, the HR system now allows names to be redacted prior to shortlisting, this will be put in place from March 2021.

The percentage of support applicants with disabilities that progressed to appointment was greater than those that applied. The lecturing applicants appointed with a disability drop from 7.74% at shortlisting to 6.25% appointed, management posts at shortlisting were 9.8 % at shortlisting to 50% at appointment.

Recruitment to all posts Aug 19 to Jul 20

Recruitment to all Support Staff posts Aug 19 to Jul 20

Recruitment to all Lecturing posts Aug 19 to Jul 20

Recruitment to all Management posts Aug 19 to Jul 20
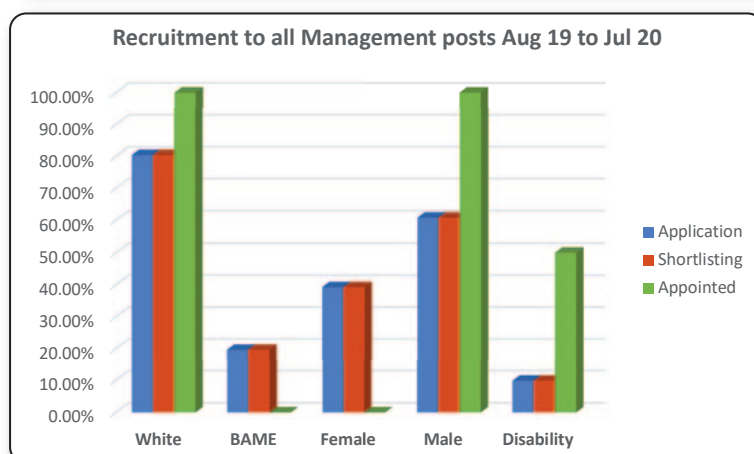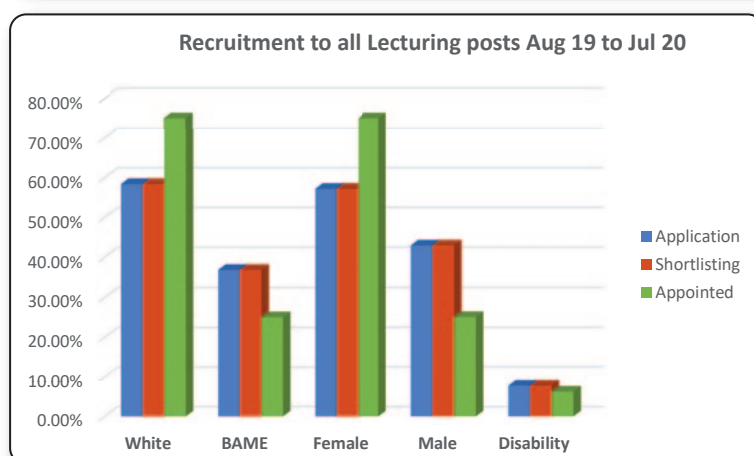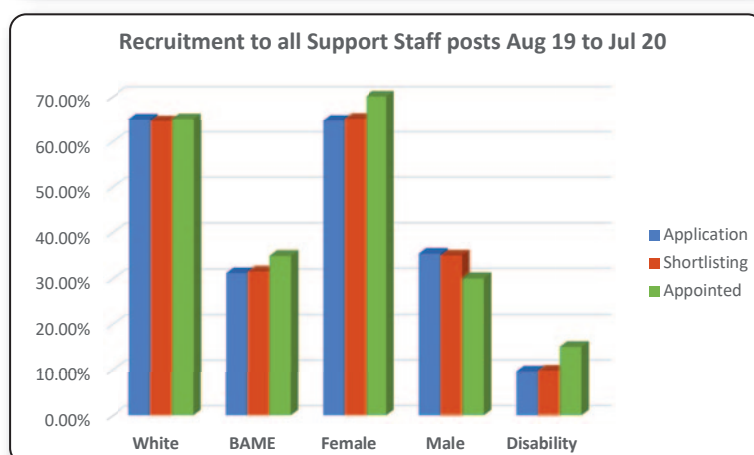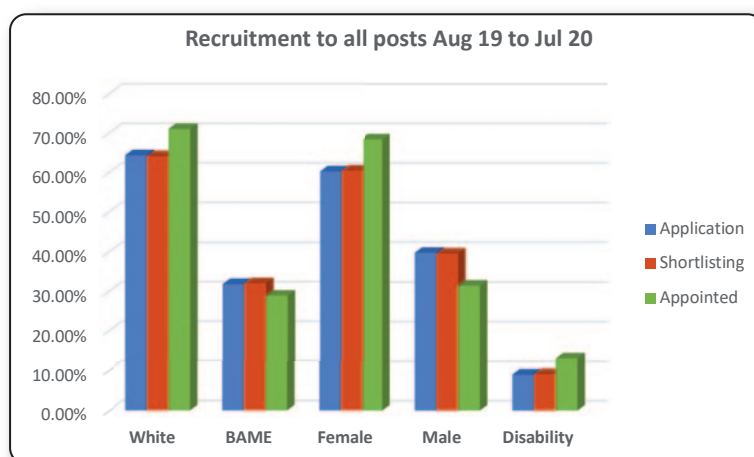
POLICE ROLE-PLAY PERFECT PREPARATION FOR SOPHIE

FEBRUARY 2020

Policing and public services students from Solihull College & University Centre recently took part in a police carousel role-play exercise to prepare them for the police application process.

For HNC Policing student Sophie Hooper the experience was particularly useful as the Birmingham based 19-year-old will soon be taking part in a police assessment day.

Sophie studied on a Level 3 Public Services course at the College before progressing onto the HNC in Policing last summer. She will visit the assessment centre and will face role-play situations similar to those replicated on campus.

Students faced a variety of scenarios under timed conditions whilst playing the part of a Police Officer. The situations included a domestic dispute, a mental health breakdown and a child abduction. Level 3 Public Services students also took part as actors. A 360-degree video of the carousel was also created so students could watch their responses back.

Policing and Public Services Lecturer Dan Darby stated: "As a college we are trying to mirror the process within the police as closely as possible for our HNC students. It is also a good opportunity to show level 3 students what the process is like by including them as actors."

Fellow lecturer and course lead Stefan Bird added: "Role-playing triggers lots of thought and builds confidence in a controlled setting. You can't get this kind of experience from a text book."

Sophie started the application process for the police last April. After the assessment day in which she will need to take an English and maths test, she then has to undertake a medical test, a fitness test and provide references. She will soon find out if she has got through to the next phase.

ophie has enjoyed her time at the College and praises her tutors' expertise: "The tutors have got inside knowledge as both of them are ex police officers. The groups at College were small and I work much better in an intimate setting. I wouldn't have had the opportunities I had at the College anywhere else."

Sophie hopes to go on to work in Criminal Investigation Department. She comments: "I think the event today has been a great idea. Role-playing these real-world situations can help us to learn how to take control, diffuse situations and prepare ourselves for future roles. I know it has prepared me for mine."

UPDATE: Sophie was successful in her interview and was offered a job with the police.

Gender Pay Gap

Gender Pay Gap – based on data from 31st March 2020

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 2020 ie March 2020 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	£17.78
Mean hourly rate of pay of all full-pay relevant female employees	£17.02
Difference	0.76
Mean gender pay gap as a percentage	**4.27%**

The value for the College is 4.27% which indicates men are paid on average more than women by 4.27%. (The figure for 31 March 2019 was 2.94%)

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   £18.58

Median hourly rate of pay of all full-pay relevant female employees   £17.89

Median gender pay gap as a percentage   **3.71%**

The median gender pay gap value for the College was 3.71%
(The figure for March 2019 was 5.93%)

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, 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	243	72	171	29.63	70.37
Lower middle quartile	243	77	166	31.69	68.31
Upper middle quartile	243	93	150	38.27	61.73
Upper quartile	243	74	169	30.45	69.55

The data from March 2019 is shown below:

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

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.

For the UK the gender pay gap among all employees was 15.5% as reported in April 2020, down from 17.4% in 2019.

BRAVE STUDENT SHARES JOURNEY OF LIVING WITH TOURETTE'S

NOVEMBER 2020

A brave photography student at Stratford-upon-Avon College recently offered peers and tutors a glimpse into her life with Tourette's syndrome.

Cece Arthurs, 17 from Evesham, grabbed the attention of her course mates as she delivered an informative presentation on what Tourette's syndrome (TS) is and how she went from barely speaking for four years at school to finally finding her voice at College.

Cece remarks: "In my old school I had to suppress my tics out of fear that I'd get bullied or made fun of, but our photography class is so close that from the second week I was comfortable enough to stop suppressing them because it's such an accepting environment."

Cece wanted her classmates to understand the condition and to feel comfortable asking her questions about it. Photography lecturer, Sophie Jolly was beaming with pride as she explained: "Cece approached me and asked if she could deliver this presentation to the class, it was touching and educational. I felt so immensely proud of her."

In her presentation, Cece explained that TS is a medical condition caused by tics – a movement or a sound that your body has no control over, and further delved into the do's and don'ts of how to interact when someone is having tics: "It really upsets me when people pretend to tic after me or tell me that they feel like ticcing when they see me as it really downplays my experience of someone living with Tourette's."

Cece's message is obviously connecting as she recently received almost 20,000 likes on her TikTok video about the subject.

Sixth Form wasn't for Cece and so at the start of lockdown she applied to Stratford-upon-Avon College where she has been able to focus all her attention on photography. Speaking of her tutors, Cece comments: "Sophie and Nick have been amazing. It's nice to know that they don't mind at all about my tics and even laugh along with us if I say something funny which is so important for me to feel comfortable."

Cece is currently in her first year at Stratford-upon-Avon College studying

Tourettes Action, a charity supporting those living with TS, estimates that the condition affects over 300,000 people in the UK. Cece wasn't expecting to be listened to the way she has been at College and now feels empowered to raise awareness and get rid of some of the stigmas around tics and TS.

Amongst the various challenges that having TS brings, lockdown has brought with it something new to contend with – masks. Cece explains: "I wear a mask most of the time but sometimes my tics make it hard to breathe so I have to take it off and I also occasionally have a tic where I flick the mask off. I've been shouted at in lots of different places even when I'm wearing them."

She urges others to be mindful of reprimanding people for not wearing a mask and be aware of hidden disability sunflower lanyards, which are made available for students and staff to collect at the College's reception.

Upon completion of her course, Cece would like to work in a studio for wedding photography and family portraits with the hope to eventually start her own photography business.
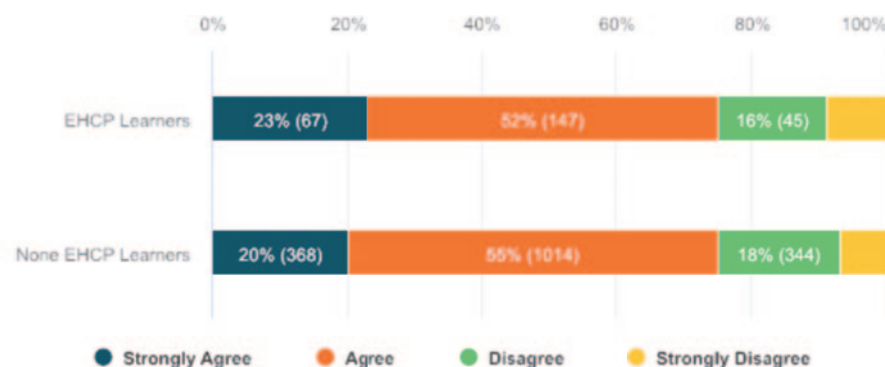

Cece gained over 2.5k followers within two weeks of starting her social media account addressing Tourette's Syndrome

Student Feedback

I feel the level of information I have received has enabled me to access my learning (and continue to feel part of the College)

Number of respondents: 2266

	Strongly Agree	Agree	Disagree	Strongly Disagree
EHCP Learners	23% (67)	52% (147)	16% (45)	
None EHCP Learners	20% (368)	55% (1014)	18% (344)	

I have been able to get help and support from my tutor/support worker if needed

Number of respondents: 2262

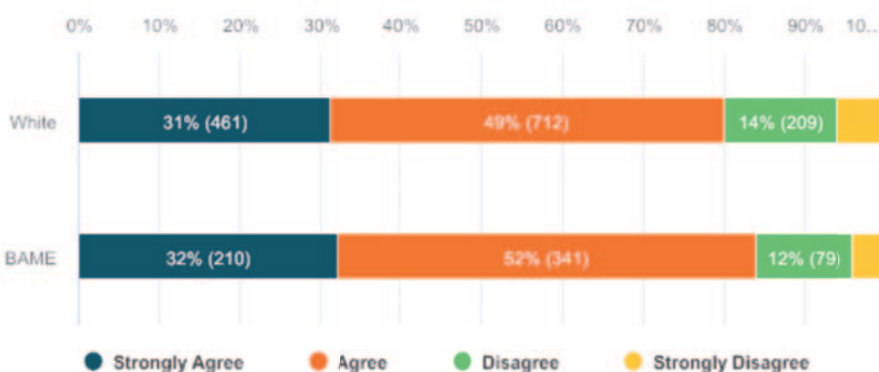|	Strongly Agree	Agree	Disagree	Strongly Disagree
EHCP Learners	37% (106)	44% (124)		
None EHCP Learners	31% (572)	50% (933)		

Responses by Ethnicity

I feel the level of information I have received has enabled me to access my learning (and continue to feel part of the College)

Number of respondents: 2266

	Strongly Agree	Agree	Disagree	Strongly Disagree
White	19% (285)	53% (775)	20% (296)	
BAME	22% (144)	58% (381)	14% (93)	

The College undertook a survey of its learners in the summer of 2020. The focus of the survey was slightly different to the normal twice yearly surveys that take place, as it sought learners' views on the College's effectiveness over the lockdown — for instance feeling part of the College environment, accessing learing materials, help and support from tutors.
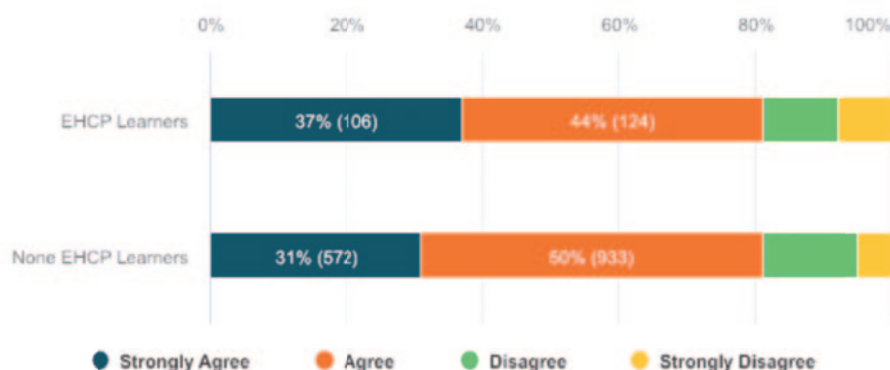
Results were generally positive and suggested that no group of learners was disadvantaged. It was particularly pleasing to note that learners on EHCPs were as satisfied or more satisfied than theire peers without EHCPs.

I have been able to get help and support from my tutor/support worker if needed

Number of respondents: 2262

White: 31% (461) Strongly Agree | 49% (712) Agree | 14% (209) Disagree
BAME: 32% (210) Strongly Agree | 52% (341) Agree | 12% (79) Disagree
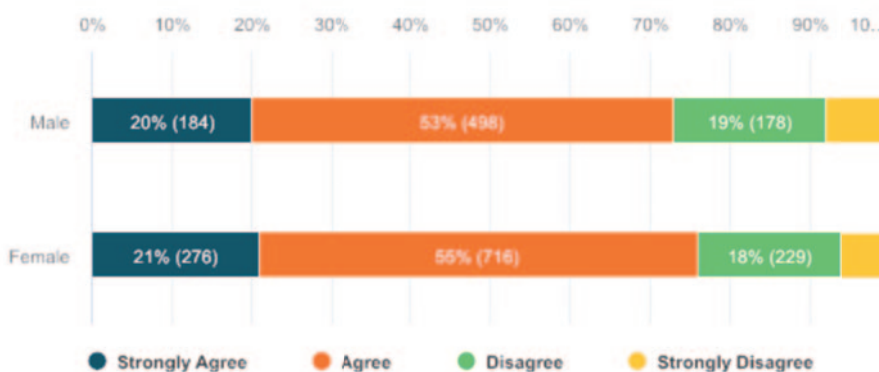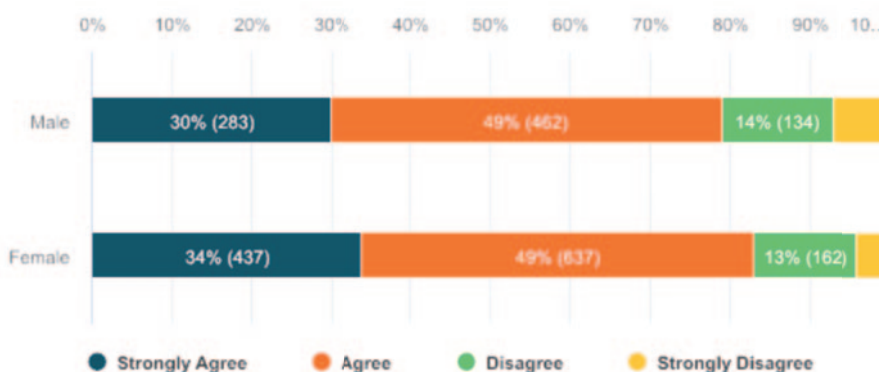
● Strongly Agree ● Agree ● Disagree ● Strongly Disagree

Responses by Gender

I feel the level of information I have received has enabled me to access my learning (and continue to feel part of the College)

Number of respondents: 2266

Male: 20% (184) Strongly Agree | 53% (498) Agree | 19% (178) Disagree
Female: 21% (276) Strongly Agree | 55% (716) Agree | 18% (229) Disagree

● Strongly Agree ● Agree ● Disagree ● Strongly Disagree

I have been able to get help and support from my tutor/support worker if needed

Number of respondents: 2262

Male: 30% (283) Strongly Agree | 49% (462) Agree | 14% (134) Disagree
Female: 34% (437) Strongly Agree | 49% (637) Agree | 13% (162) Disagree

● Strongly Agree ● Agree ● Disagree ● Strongly Disagree

ANGEL SPREADS HER WINGS WITH BUTTERFLY PROJECT

NOVEMBER 2020

An Animal Behavior & Welfare student from Solihull College & University Centre has two reasons to celebrate after achieving a first—class degree result and having her project featured in a prestigious journal.

Angel Pooler, 21, from Bearwood, applied to the Oxford Brookes University conference after hearing from a guest speaker from the university during her degree course. Angel was successful and her project poster on butterfly puddling behaviour, produced as part of her course, is now featured in the Oxford Brookes journal. It will also be featured at the physical conference which will hopefully take place in April of next year.

Angel comments: "I really enjoyed my degree. The tutors are all lovely and very supportive and the content is varied and interesting. I was over the moon with my first-class result – I was so happy all my work had paid off!"

Claudine Barnes, Animal Behaviour & Welfare Programme Lead at the College added: "Angel and her classmates were fantastic. They embraced online learning with great enthusiasm, and really put their all into their final coursework and exams. Angel showed her resilience, continued with the fantastic grades we had seen beforehand – and achieved a very comfortable first-class honours. To have found employment over this difficult period is a real achievement, and she's on to bigger and better things in the form of a PhD. We wish her the best of luck."

Angel has been using her time during the pandemic to create content for Stemettes – a company dedicated to encouraging young women into STEM based roles. On top of this she is completing her training to become a Registered Animal Medicinal Advisor and will be taking her exams in December. In January, Angel is hoping to start her PHD to study invertebrate behaviour.

COLLEGE HELPS KABITA START NEW LIFE IN UK

MAY 2020

A student from Nepal is successfully carving out a new life for herself in the UK with the help of her tutors at Stratford-upon-Avon College.

Kabita Rai, from Henley-in-Arden, moved to the UK with her parents in 2018, just five months before enrolling on a Business course at the College. Having left behind everything she was familiar with, she has adapted with astonishing speed to her new life.

Moving to the UK without British qualifications meant that Kabita had to study for her English and Maths GCSEs at the College as well as her full-time Business course.

Commenting on the intensity of her study programme, she explained "It's quite challenging to study all three subjects at the same time and I felt quite nervous for my first few months at College due to the work load. But the support I've received from tutors has helped a lot and made me determined to do well."

Kabita, who aims to progress to university and then ultimately work as an accountant, had to quickly adapt to a different culture while also continuing with her education. She explained "The style of teaching is totally different in Nepal, and the opportunities available to students at college are different too."

But Kabita rose to the challenge. Tom Collins, Business lecturer at Stratford-upon-Avon College, is tremendously impressed with her commitment to her studies. "Kabita has excelled throughout her time at College. She has 100% attendance and punctuality in all her classes and is on track to achieve an outstanding grade when she finishes her Business course next year."

While flourishing in her studies, Kabita has developed many skills along the way. The work experience she has completed, arranged and overseen by the College, helped her to feel that she truly belongs in the UK. "I've learnt how businesses operate in UK, how to behave professionally, and how to build relationships with new people."

We wish Kabita every success in her new life.

APPENDICES

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.

CHILDHOOD STUDIES STUDENT SECURES FIRST-CLASS HONOURS & TEACHING ROLE

SEPTEMBER 2020

Liam in his classroom at his Selly Oak school

teaching groups meant everything felt more one-on-one. I knew the lecturers and it was familiar to me."

Alongside his teaching assistant role, Liam decided to study on the Early Childhood Studies Degree Top-up degree which he attended at the College one day per week for one year.

An Early Years & Childhood Studies degree student from Solihull College & University Centre is celebrating after overcoming a number of obstacles to secure a first-class honours result.

Liam Carr, 32 from Birmingham, was one of three students from the Early Childhood Studies Top Up Degree who received a first this summer. His hard work has been rewarded, as following this success, he was offered a full-time teaching role which started this September.

Liam initially attended the College six years ago but after struggling with his mental health he withdrew from his course. After a diagnosis of Asperger's syndrome and a period of depression, Liam fought his way back to health and was determined to return to the College to progress in his education alongside his role as a teaching assistant.

He comments: "Everyone was so understanding of my condition. Solihull is a wonderful institution to assist people like myself who have experienced difficulties. I felt more comfortable returning to Solihull as the smaller

Now, after being awarded his first-class honours result, Liam works full-time as a teacher of reception pupils at Selly Oak school. "I was delighted with my first," he admits, "I was hoping for a 2.1 so I was thrilled. For me I would definitely recommend this course as it gives you the chance to work in schools and experience a number of different roles. I like to help young children keep that love of education."

Helen Darby, Care and Education Lecturer and Course Coordinator at the College adds: "I am so proud of what Liam has achieved. He has overcome adversity and utilised the support available to all students for him to achieve a first. He is a perfect example of how this course supports learners to achieve their potential."

Liam plans to study on a PGCE course next to become a fully qualified teacher.

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 2020/21

These have been produced in conjunction with staff and students through the Learner Voice and 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 2020/21. 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**

NB: Some of the objectives are carried forward from the previous year, either because they are ongoing key operational activities (eg achievement analysis), a target has not been met or because the College has not been able to give them priority in the light of the impact of the COVID pandemic.

Table of equality objectives 2020/21

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) • Achieving the Rainbow Flag award.
We will further advance the Solihull College & University Centre's values around equality and diversity through a targeted programme of learning and development.	• Ensuring staff complete the Educare online programme on Equality & Diversity • Ensuring staff are briefed on the College's Equality Policy and the Equality Act • Delivering training to managers on Unconscious Bias • Develop and deliver a programme to raise staff awareness confidence in working with LGBT learners (and colleagues).
We will ensure a consistent approach to successfully delivering and embedding E&D in the curriculum.	• Developing on line delivery to ensure E&D themes are appropriately covered.
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 work to comply with the requirements of the Public Sector Bodies Mobile Apps & Websites Accessibility Regulations.	• Completing and taking appropriate action from the website and policies audit • Completing training for all relevant staff • Undertaking ongoing monitoring of Moodle resources.
Key HR developments.	• Actively demonstrate our committment to the Black Leadership Initiative • Reporting on ethnicity pay gap in line with current reporting on the gender pay gap • Further considering how any bias/unconcscious bias can be removed from our recruitment processes (eg blind recruitment shortlisting).
We will continue raise awareness to the benefits of Higher Education and long-life learning to targeted POLAR areas.	• Increase our outreach activities to our local schools • Invite our current HE students to participate with us in Outreach activities and inspire potential school leavers.
We shall continue to develop transition skills into Higher Education to provide the opportunities to all learners regardless of their background or previous education to fulfil their full academic potential.	• Develop blended learning delivery of transition Skills to Level 4; this will accommodate the various learning needs of learners new to higher education • Consult with our learners and University Partners on the content of our current academic Skills package to adjust delivery sessions to learners prior attainment levels.

Equality & Diversity Annual Report 2020

Solihull College & University Centre
Blossomfield Campus, Blossomfield Road, Solihull, B91 1SB

Solihull College & University Centre
Woodlands Campus, Auckland Drive, Smith's Wood, Solihull, B36 0NF

www.solihull.ac.uk
0121 678 7000
enquiries@solihull.ac.uk

Stratford-upon-Avon College
The Willows North, Alcester Road, Stratford-upon-Avon, Warwickshire, CV37 9QR

www.stratford.ac.uk
01789 266 245
hello@stratford.ac.uk

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