

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

EQUALITY, DIVERSITY & INCLUSIVITY

Annual Report 2021



Solihull College
& University Centre

Stratford-upon-Avon
College



To Inclusion...and Beyond!



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This annual report focuses on the work of the College in respect of its equality & diversity activities and responsibilities covering the academic year 2020/21 extending through to the end of the calendar year December 2021.

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.

Foreword

A tribute to the legacy of John Callaghan, Principal & Chief Executive

John Callaghan, Principal and Chief Executive of Solihull College and University Centre from 1 June 2014, retired due to ill health at the end of August 2021. Sadly, John passed away on 8 October 2021 following a short illness.

John worked determinedly to steer the College towards being the successful organisation it is today. The College is much admired across the sector and is highly valued by students, staff, stakeholders and the local community. John left the College in a fantastic position. Our students are benefiting daily from high quality teaching and invaluable support and the College's financial situation means ongoing investment can take place for the benefit of both students and staff.

As well as those linked to Solihull College & University Centre, colleagues throughout his career journey from Birmingham City Council, through to the FE sector with Tamworth & Lichfield, Derby and North-East Worcestershire Colleges, plus his time in the private sector - will have appreciated John's down to earth attitude and supportive nature.

Some of the highlights of John's time at Solihull include the College's 'Good' Ofsted rating, TEF Gold, steering the College through the merger with Stratford, leading the Greater Birmingham & Solihull Institute of Technology and far too many others to mention.



In John's foreword to this annual report last year, he wrote:

The College has worked hard [through the COVID pandemic] 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.

John was never happier than when he was talking to learners and staff colleagues and hearing of their experiences, successes and how they had overcome various challenges. He championed equality diversity and inclusion in everything he did and arguably, more important than the above successes, is the positive mark John left on individuals across the College and further afield. He will be greatly missed by all at the College and the wider FE community.

Personally, 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.



Lindsey Stewart
Acting Principal

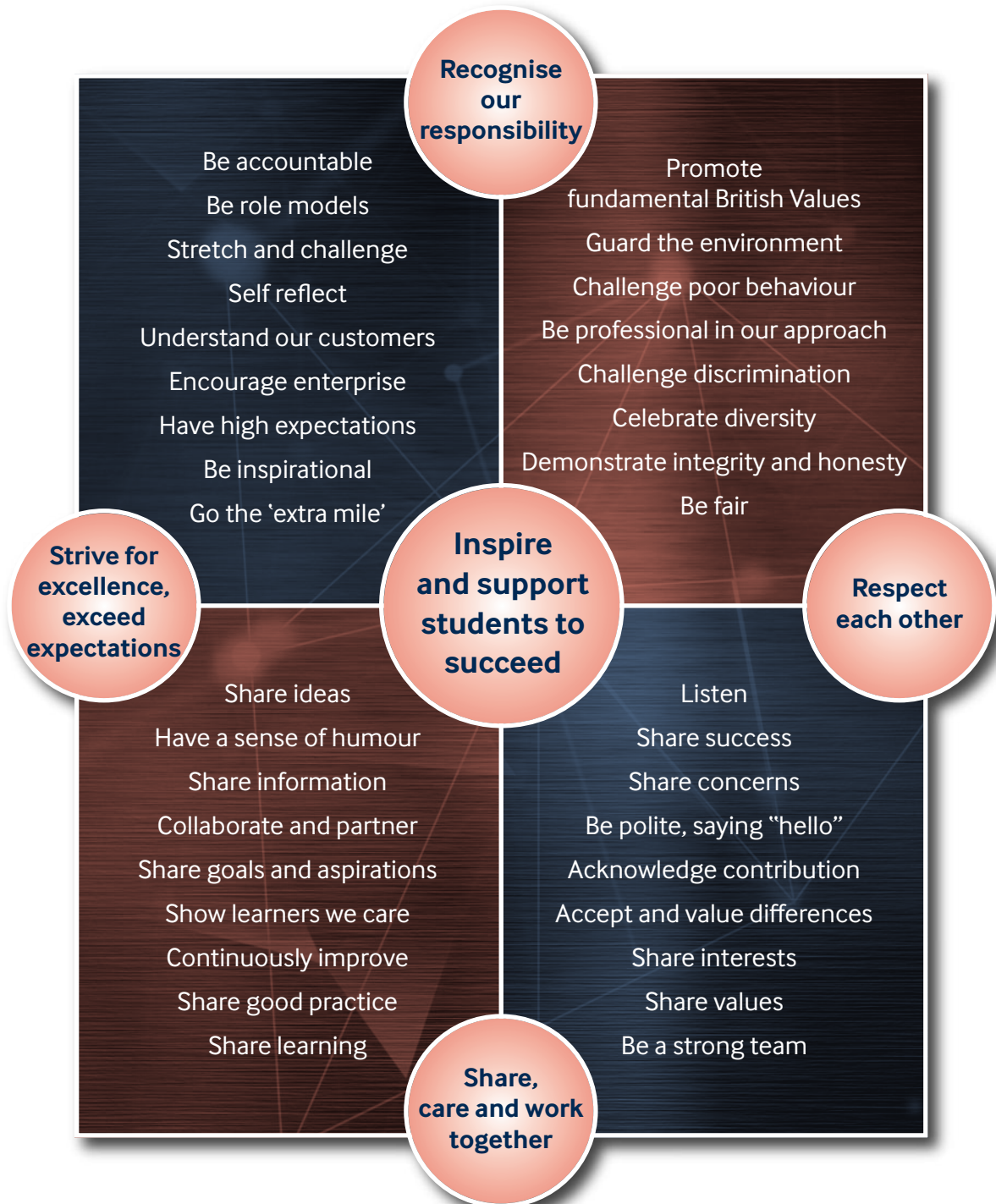
Executive Summary

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

- Inspire and support students to succeed
- Strive for excellence, exceed expectations
- Respect each other
- Recognise our responsibility
- Share, care and work 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.

Digital Accessibility

Our Journey to date

At Solihull College and University Centre & Stratford Upon Avon College we encourage our staff to harness the benefits of technology to meet the needs of students and to improve the effectiveness and efficiency of our communications. We strongly believe that technology can help learners to get the most out of their education and to develop skills for the future. Since 2018 we have been on a journey to improve the quality of the online resources that we provide to learners by making them more accessible to those with learning difficulties and / or disabilities. This includes the systems themselves and documents that we post on them.

Legal Requirements

The Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018 require that we ensure that information and resources that are posted on our online systems are accessible to those with disabilities (compliant with WCAG 2.1AA – an internationally recognised standard).

Actions taken

While digital accessibility is an ongoing project, we have completed a number of actions that have improved the accessibility of our digital platforms and resources:

1. We have worked hard to improve our existing college systems to make them easier to navigate for those using assistive technologies such as screen readers and for those using navigation methods such as keyboard or speech.
2. We have conducted thorough audits of the following systems and have made adjustments where barriers have been identified:
 - a. The College website
 - b. The Staff and Student Hubs
 - c. Moodle
 - d. Kaleidoscope / The Mental Health Hub
 - e. Animal Records System

3. We have also invested in technologies that help us to identify where those with disabilities may encounter difficulties with the resources we provide online. We are using these new technologies to review our online documents and to make them more accessible to the end user.
4. We have produced and published accessibility statements for each of our key college platforms.
5. We have delivered briefings to all teaching staff and to key support staff. We have followed up this training with practical workshops and one-to-one support to help staff in assessing and improving their resources
6. We have made significant progress on improving the accessibility of key college documents including policies and procedures.
7. Accessibility checking has been incorporated into the process for publishing new policies and documents on the Staff & Student Hubs and the college's external website.

Progress

The Blackboard Ally reporting tool reports that our Moodle accessibility score has increased each year since we started this :

	2018/19	2019/20	2020/21	2021/22
HTML Content	90.8%	96.4%	97.8%	98.9%
Files	33.3%	43.6%	44.8%	56.6%
Overall	37.5%	56.9%	58.1%	73.7%

Next steps

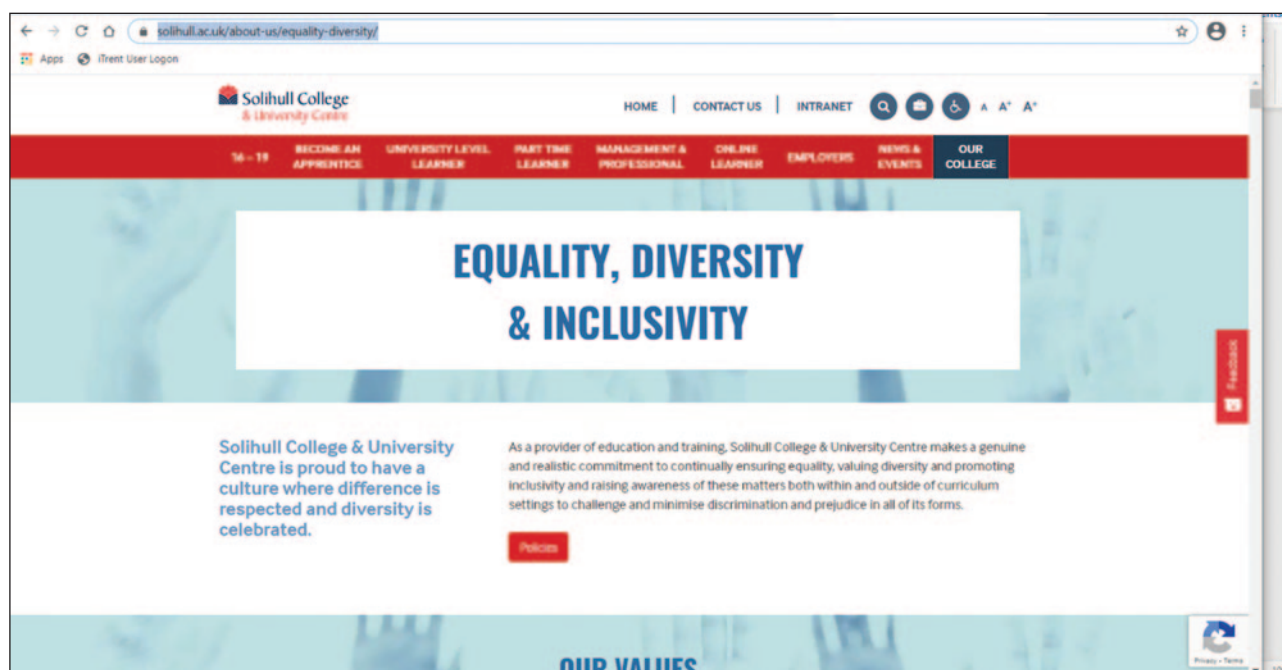
- Upgrade to Moodle 4 in June 2022 migrating only accessible content
- Continue to provide training and ongoing support to those responsible for uploading content for use by staff and students.



The College Website

The College's website has an Equality & Diversity webpage, which 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 related judgements in the College SAR for 2020/21:

Key Strengths

- A highly respectful culture in the college supports learners' positive attitudes, behaviours, and strong commitment to learning
- The personal development curriculum excellently equips learners to be responsible and respectful citizens, and to contribute to society
- Achievement rates for the most disadvantaged learners, including looked after children and those entitled to free school meals, are excellent
- Learners with high needs quickly develop the skills and confidence they need to become more independent.

A strong focus on student voice results in highly motivated students who contribute to college decision making

- Learners value the active role they take in working with staff to create an inclusive and vibrant community, particularly through the well-established student voice executive committee. Learners and apprentices greatly appreciate their many opportunities to participate in decision-making across the college, taking an active role in a range of committees such as the Equality & Diversity steering group, Health & Safety focus group and the Green and Sustainability group.

The vast majority of learners, including the disadvantaged and those with high needs, achieve well

- 91.5% of learners with high needs achieved their qualifications, evidencing that they achieve at least as well as their peers
- 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 91.3% of learners with a disability and/or learning difficulty completed and achieved their programmes
 - o 92.8% of Looked After learners completed and achieved their programmes.

Adult learning programmes effectively develop learners' wider skills, preparing them for their next steps

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

The College's Self Assessment of Equality & Diversity

Learners have access to a wide, rich set of experiences to support their broader personal development.

- A broad and wide range of enrichment events are promoted across all campuses to enrich the personal development of students. These are particularly targeted at under-represented areas in order to celebrate individual liberty and encourage an increased level of tolerance and respect. For example, events which promoted visibility and inclusivity include International Women's Day, International Day for the Elimination of Racial Discrimination, Transgender Visibility Day, Black History Month, LGBT+ History Month and many more. During the pandemic, events were adapted, and digital resources had a good level of engagement ensuring that students still receive key information around equality, diversity and inclusion whilst working remotely.

The personal development curriculum equips learners to be responsible and respectful citizens, and to contribute to society.

- 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.

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. 1847 learners are identified as having a disability or learning difficulty in 2021 - 22. Of this figure, 1283 are full time learners representing 23% of learners on long courses.



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>



MEDIA STUDENT TURNS TIKTOK STAR

6th August 2021



A Media student from Solihull College & University Centre is well on his way to becoming a viral sensation after hitting one million followers on Tik Tok.

Creative student Remar Henry, 17 from Birmingham, started his TikTok account back in 2019 when he was in year 11 at school. He began posting dance videos before switching focus to creating short comedic rants and observations about day-to-day life.

Remar had been regularly recording videos since he was 11 years old and is no stranger to social media. When people began commenting on his Birmingham accent he decided to run with this angle and labelled himself 'brumiest tiktokah'. His reputation on the platform began to grow and Remar soon found himself being approached by sponsors. Brands began providing him with free clothing or items to feature within his videos. He has now worked with Foot Asylum, Hoodrich and many more.

Remar is currently enrolled on the Level 3 Creative Media Production and Technology Diploma course at the College. He comments: "My main dream is to be a content creator. I've been editing since I was 11 so I know how to create content, but my college course has really helped me with the technicalities of how to use the camera properly and things like file management."

He currently has 61,000 YouTube followers, 100,000 Instagram followers and over one million followers on TikTok. His YouTube channel is more of a deep delve into his personality and he schedules content on the platform, but with TikTok, Remar is more spontaneous. He adds: "With TikTok it is quick bursts of energy. I wake up and I just decide right there what to talk about."

Remar has big dreams of becoming the biggest content creator in Birmingham and with over one million followers he is well on his way to making this a reality. You can follow Remar at @Lilman_tok on TikTok, @Lilman_gram for his Instagram and LilMan at YouTube.

THE COLLEGE'S SELF ASSESSMENT OF ITS PROVISION FOR LEARNERS WITH HIGH NEEDS IN 2020/21

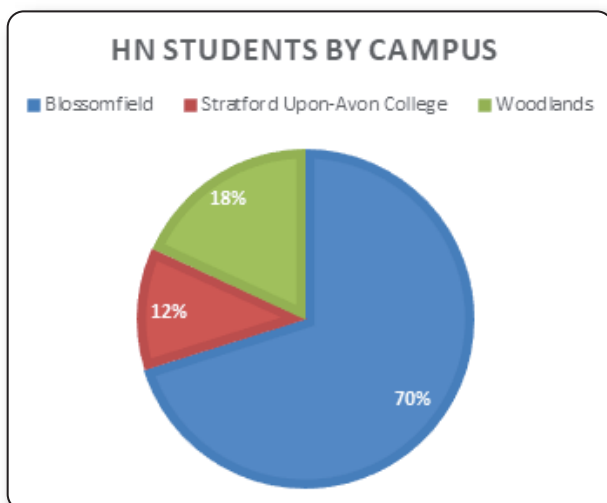
High needs learners are defined as young people aged 16 to 25 with learning difficulties and/or disabilities who require additional support to help them progress and achieve. Additional funding is provided for each high needs learner which pays for support, typically from specialist staff providing education, health and care services.

High needs learners are jointly funded by the Education and Skills Funding Agency (ESFA) and the Local Authority in which the learner resides. In addition to the core funding that the College receives for every student, an additional element (£6,000) is funded by the ESFA, with the local authority paying any additional costs over that threshold.

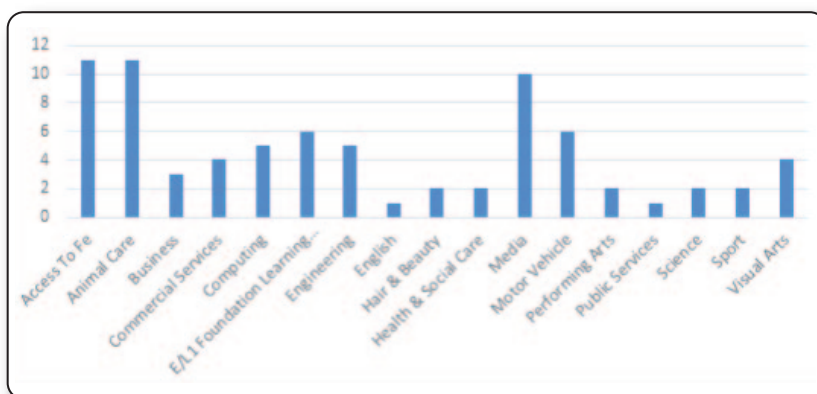
The following information is taken from the College's self assessment report 2020/21

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

- The College had 77 learners with high needs (2020-2021) who studied across a wide range of areas and from Foundation to Level 3 and across all campuses.



- High Needs learners are supported across the three campuses. Volumes of High Needs learners at each campus are proportional to the total volume of learners at each campus.
- Access to FE, Animal Care and Media supported the highest volumes of learners with high needs in the 2020/21 academic year.
- The College had 77 learners (2020-2021) in receipt of high needs funding from five local authorities (Solihull, Sandwell, Birmingham, Worcestershire and Warwickshire).

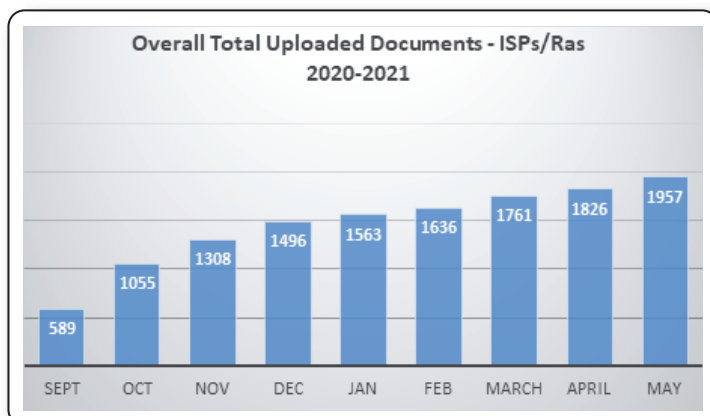


- Planning for High Needs has been improved by establishing links with Local Education Authorities in Worcestershire, Warwickshire, Sandwell, Solihull and Birmingham have been developed through participation in partnership groups, developing links with named contacts and face to face meetings.

A well-structured transition process ensures that learners' individual needs are identified and supported in a timely and effective manner

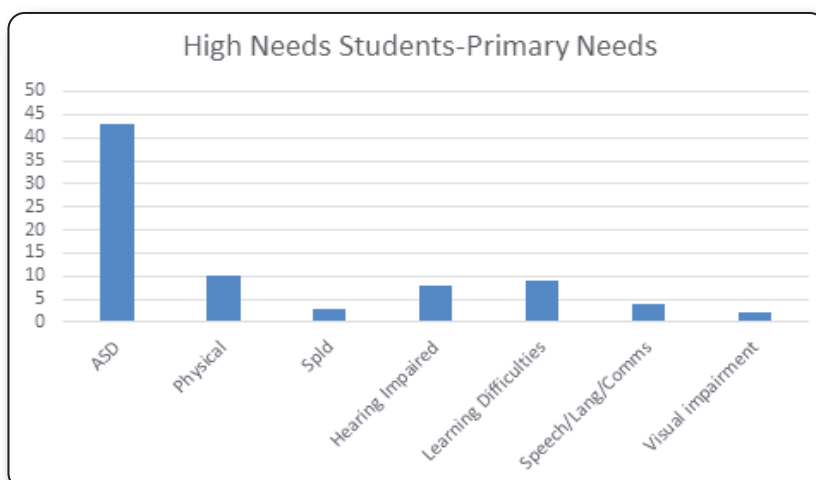
- **Ofsted 2016** - "Managers use the funding for learners with high needs appropriately and arrangements to help learners make the transition from their previous provision are effective. External agencies, healthcare professionals and parents and carers contribute to the design of personalised programmes for learners who have a range of special educational needs, including autism spectrum disorder, Down's syndrome and cerebral palsy".

Individual Support Plans (ISPs):



- Additional Needs Support tutors updated and created over 350 Individual Support Plans during the transition period (June-August 2021) - this enabled potential students to visit campus, familiarise themselves with the environment and meet key staff prior to starting the new academic year. This also enabled support staff to discuss support and draft a potential individual support plan in preparation for September.
- 1055 ISPs were completed and uploaded to ProMonitor by end of October 2021 – the ISP communicates essential information to relevant staff and enables tutors and other staff to understand individual needs and recommended strategies to adapt teaching methods.

Learners with high needs by Learning Disability/Difficulty/Medical Need



- During 2020-2021, 43 of the 77 High need learners (56%) indicated Autism as their primary additional need.
- There were 8 High Needs learners that were Deaf and used BSL as their first language – this accounted for 10% of the total High Needs students during 2020-2021.

- High Needs learners with a physical disability increased from 7 students in 2019-2020 to 10 students in 2020-2021.

continued overleaf...

Attendance of learners with High Needs

Year	HNS > 96% Attendance	HNS > 90 % Attendance	HNS -Overall Average Attendance
2017-201 (All Campuses)	25%	63%	89%
2018-2019 (All campuses)	30%	53%	87%
2019-2020 (All campuses)	31%	54%	85%
2020-2021 (All campuses)	30%	57%	87%

- Overall attendance for 16-18 students was 87% in 2020/21. The average attendance rate for High Needs Students during 2020-2021 was 87%. 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.
- Feedback upon the EHCP review process was received as below:
 - o **Solihull LEA** - "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.."
 - o **Parental feedback** - "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".
 - o **Parental Feedback** - "...Refreshingly alterations have been very minor, so thank you for your hard work and taking the time to get to know Connor".
 - o **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.
 - 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.

CASE STUDY • COLLEGE IN THE NEWS • SUCCESS STORY

IMAN DISCUSSES FREE RETRAINING ON BBC NEWS

8th March 2021



A Solihull College & University Centre student featured on BBC News last week showcasing the construction skills she has learnt as part of a retraining programme.

Iman Khan, 28 from Birmingham, lost her job because of the pandemic and found herself searching for another path. She had always had an interest in construction so jumped at the change to retrain with the College and partners RMF. The College and RMF are working together to fill skills gaps on large infrastructure projects in the region with a workforce that is trained locally. Iman has now secured work on a large Lendlease development in Perry Barr.

The government have created a 126-million-pound fund to help retrain people affected by the pandemic. Iman states: "Covid happened and I lost my job. I have a daughter and I wanted to be the best I could be for her – to show the sky's the limit in what you can do."

Further education colleges across the West Midlands have joined forces to offer free courses as part of the 'Reignite your future' programme. More than 5,000 adults are set to benefit from free training over the next year as part of the programme, funded by the West Midlands Combined Authority, to help them gain jobs in one of the region's growth sectors.

Lowell Williams, Chair of Colleges West Midlands commented: "The jobs are beginning to open up again. We do have vacancies, in engineering, advance manufacturing, construction and health and life sciences. We want local people to retrain to take those jobs."



CASE STUDY • COLLEGE IN THE NEWS • SUCCESS STORY

PERFORMING ARTS STUDENT SET TO STAR AT COMMONWEALTH GAMES

24th January 2022



A Performing Arts student from Solihull College & University Centre is to become part of Birmingham's history as she prepares to perform at the Commonwealth Games Opening and Closing Ceremonies alongside some of the West Midlands' finest talent.

Angel Garvey-Hendrickson, 19 from Olton, will be performing at the Commonwealth Games as a member of a dance collective called Critical Mass – a project funded by the Spirit of 2012 charity to encourage the legacy of London 2012. The collective is made up of up to 200 disabled and non-disabled young people, aged 16-30, with the aim to set a precedent on how major events can adopt authentic inclusivity.

As a member, Angel will also be performing at the opening of the Birmingham 2022 Festival in March, the Birmingham International Dance Festival in June, and at live sites around Birmingham during the Commonwealth Games. She explains: "I joined Critical Mass as I saw it as an opportunity for me to be part of something big that would challenge me, build my self-confidence, and allow me to develop my skills."

The thrill of performing is what keeps Angel driven, she explains: "I'm in my element when I'm on stage performing in front of lots of people and able to show my creativity. Behind the scenes, I enjoy using different parts of my body to produce routines and choreography."

Angel credits her Performing Arts course at the College for pushing her out of her comfort zone and allowing her to experiment with different techniques: "The College partners with a theatre company called 'Frantic Assembly' and they once did a workshop on physical theatre, it wasn't something I had ever done before and I was scared but by the end of it I came out feeling amazing; I had expressed myself using solely my body, not my voice."

"On the course you get to collaborate with different disciplines such as Photography students and we share ideas and learn from each other in an inclusive and safe space. It has helped me become a better team player and learn to respect others and their talent in a way I wasn't so familiar with before."

continued over...

CASE STUDY • COLLEGE IN THE NEWS • SUCCESS STORY

Recently, Angel made a brief appearance on BBC Midlands Today where she gathered with her dance collective at the Library of Birmingham to launch Wondrous Stories, a production by Motionhouse which will be the opening show of the Birmingham 2022 Festival.

What challenges have you faced so far whilst navigating the world of dance and performing arts? Angel responds: "It's not easy being small and trying to get yourself heard,

people tend to patronise me, and I have to push through that. Being a young Black woman has meant I've had to work much harder and grasp onto every opportunity I can as there aren't many opportunities out there for girls like me."

Watch this space as we keep you updated on Angel's remarkable journey towards the Birmingham 2022 Commonwealth Games.



CASE STUDY • COLLEGE IN THE NEWS • SUCCESS STORY

Equality, Diversity & Inclusion (EDI) and Learner Voice Steering Group

SCUC has an EDI and 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 EDI and Learner Voice Steering Group - Membership

Vice Principal, HR & Student Services
(Chairperson)

College Lead Governor for Equality & Diversity & Learner Voice

Director Student Services

Vice Principal Curriculum & Quality

Marketing Officer

Director of Funding & IS

Human Resources Manager

Dean of HE & Curriculum Innovation

Head of Estates

Student Enrichment Coordinator

Director of Quality

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

Assistant Principal STEAM Faculty

Assistant Principal Service Industries
Faculty

Head of Learning Technologies & Libraries

EDI Staff Network Representative(s)

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. It is comparable to a board of non-executive directors and is composed of members from the local community, stakeholders, student and staff members.

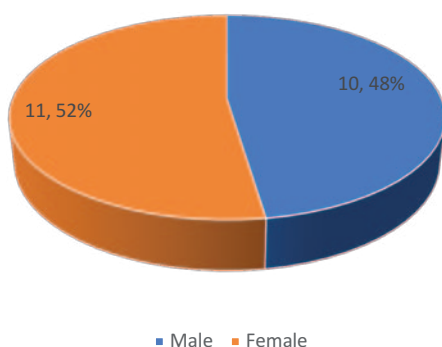
The Search and Governance Committee is a subcommittee which is responsible for attracting sourcing and recruiting new Governors to the Corporation achieve a balance of skills and expertise spanning curriculum, finance legal and other business areas.

The Committee's aim is also to ensure a wider diversity of Governors and this target is on-going, even though representation has improved markedly over recently years. 24% of the Corporation are Black or Asian heritage.

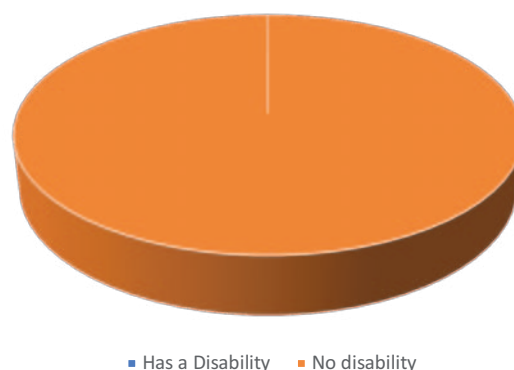
There is Governor representation on the Learner Voice and Equality & Diversity Steering Group

The profile of the Corporation is shown below:

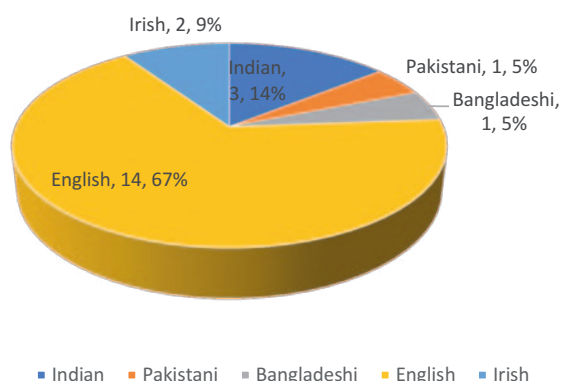
Corporation Gender profile



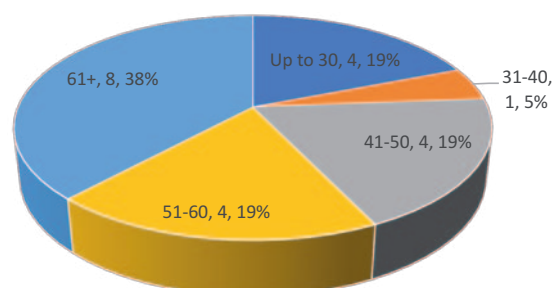
Corporation Disability profile



Corporation Ethnicity profile



Corporation Age profile





Introducing the 2021/22 Student Voice Executive Committee

William Pullen
Student Voice President



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

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.

Sasha Georgieva

Women's Officer



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

Bradley Bromage

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.

Matthew Dunn

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.

Kira Ellis

LGBT+ Officer



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

CASE STUDY • COLLEGE IN THE NEWS • SUCCESS STORY

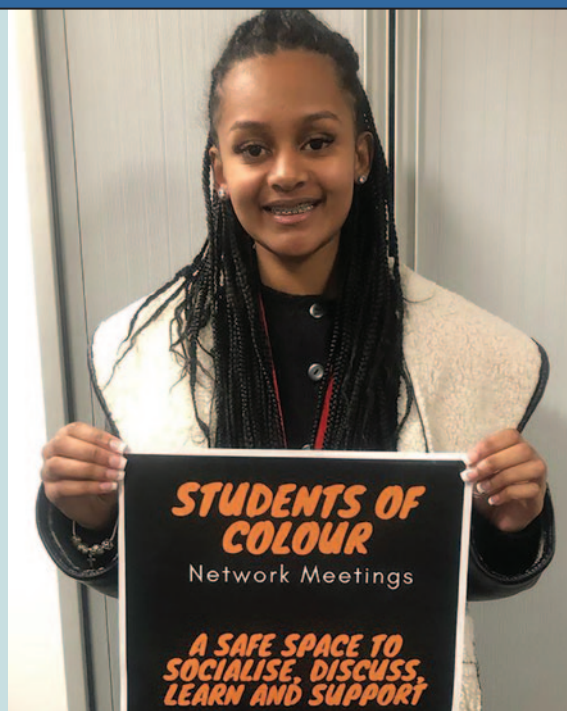
TRINITY GITTENS (BAME OFFICER 2021-22)

I am Triniti, I am a 2nd year performing arts student and the college's BAME officer as part of the Student Voice Executive Committee. I went for the role because I felt it would be a good opportunity to have my say as a student, learn about what goes on behind the scenes at college and make a change.

My role involves being a voice for BAME students, making sure that BAME students are heard. I do this through attending steering group meetings and running campaigns to raise awareness.

I am currently creating a podcast talking about all issues within society but starting with anti-racism. We are releasing the podcast for the International Day for the Elimination of Racial Discrimination on 21st March. I also want to use my platform to bring awareness to the college about sickle cell which predominantly affects Afro-Caribbean people. I have also started a society at the college called Students of Colour Network.

It is important that we have an exec at college because our generation are the future, and it is the college's job to prepare us to live in an inclusive society. The Student Voice Executive Committee's work is an important part of this. I am proud to come to a college that is inclusive and provides opportunities for students like my role.



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Triniti Gittens

Black & Asian Minority Ethnic Officer

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

Katie Palmer
Stratford Officer



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

Ibraheem Siddique
Woodlands Officer



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

Amaan Ukaye
Woodlands Officer



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

Corey Clarke
Apprentices Officer



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

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SASHA GEORGIEVA (WOMEN'S OFFICER 2021-22)



In the beginning of my first year as a student at Solihull College in September of 2021, I came to the Student Enrichment Office with an idea to start a campaign against Public Sexual Harassment in college which I started in collaboration with Enrichment and some of my fellow students. This idea sparked an interest in the position of Women's Officer as part of the Student Voice Executive Committee. I was elected by the students to represent them as the Women's Officer shortly after.

I successfully delivered my first online workshop on PSH to students and other exec members to start educating them on the topic and start a conversation. I then also had an in-person event in collaboration on PSH where we had students stop and talk to us about PSH, write pledges on how they will do their part in campaigning against it, and we also did some craftivism activities like creating badges and tote bags.

Following the launch of the campaign I also took on a new responsibility of developing and eventually delivering staff training across all 3 campuses of the college on what PSH is, how we can tackle it in the classroom and in the wider college environment. I am planning on launching this staff training in March 2022 with the aims of hopefully providing the staff with the confidence and ability to understand this issue better and challenge it.

In honour of International Women's Day in March, I am also creating and putting out some resources highlighting inequalities women face throughout different aspects of their lives and the impact it has on women. In June, we also celebrate International Women in Engineering Day

for which I am working on producing short interviews with individuals who are women in industry to empower and support aspiring women who would like to pursue a career in STEM or engineering.

In my time as Women's Officer I would like to aim to create positive impact across our college and provide students with the support to feel involved and safe.



Sasha interviewing for International Women's Day videos

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KIRA ELLIS (LGBT+ OFFICER 2021-22)



My name is Kira, and I am the LGBT+ Officer for the Student Voice Executive Committee. My role involves making sure LGBT+ students feel heard and represented around college, as well as running Pride Club, helping plan awareness events, and attending steering group meetings.

This academic year we have planned various events revolving around awareness days/months. February is LGBT History Month, and we have planned events throughout the month. We recently invited members of our Pride Club to watch a film ("Pride") about a group of gay and lesbian activists helping the miners during their strike in 1984, conveying what it was like to be openly LGBT+ in that time.

We also use these awareness days/months to open Pride Club and meet in student spaces like the link to make the group more visible to other students – we also offer advice, resources and free badges with various LGBT+ flags and pronoun badges. The events in The Link have been successful, with new students coming along to find out more and some students joining our weekly club.

I applied for this role because I wanted to engage with the LGBT+ students of the college in a more meaningful way – my previous school never talked about LGBT+ topics, so coming to Solihull College and seeing the amazing positive representation made me want to be a part of it all.

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Celebrations, Events & Actions

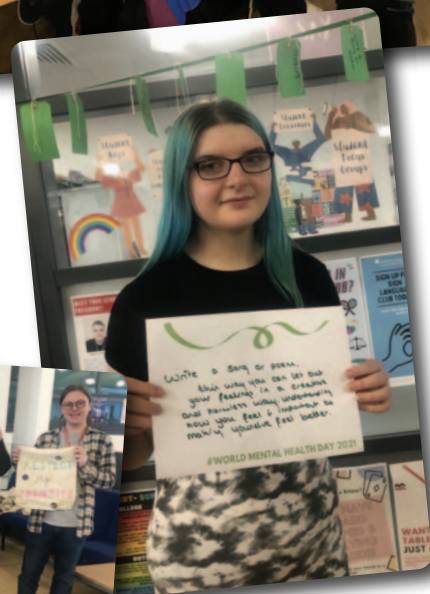
Solihull College & University Centre has a strong culture of celebration and promotion of inclusion. Each year, a number of events take place where staff and students come together to celebrate diversity and raise awareness of different cultures/religions.

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.



students taking part in awareness days, activities and competitions



Student Conferences

The Enrichment team and the Student Voice Executive Committee put on 2 Student Conferences per academic year. The agenda is student-led and reflects the interests and issues that matter to students. Our November 2021 conference 'Students for Change' had workshops on anti-racism, public sexual harassment, LGBT+ liberation and equality, mental health and student voice.

Students taking part in 'Make Your Mark Youth' Parliament Ballot



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. Student Representative and Student Officer Elections as well as taking part in campaigns such as Make your Mark 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

AEROSPACE STUDENT REACHES FOR THE SKY

4th March 2022



An Aerospace Engineering student from Solihull College & University Centre is preparing for takeoff on his journey towards a successful career in aviation.

Determined student, Amaan Ukaye, 18, achieved an impressive 6 A*s at high school before coming to study at the College, impressed by its Woodlands Campus facilities. Though offered a place at prestigious sixth form colleges within the area, Amaan knew he wanted a practical element to his next step in education as his dream is to become a pilot.

He comments: "I wanted to get the aviation experience that the College offered which wouldn't be possible at a sixth form college."

Amaan is also an Engineering Ambassador and Project Manager for Digital Innovators – an award-winning training provider partnered with the College and West Midlands Combined Authority.

Amaan is currently working with Swissport as a Passenger Services Agent at Birmingham Airport, is Director of two student-led charities, Lead Volunteer at a homeless shelter and foodbank, and a Student Governor and Student Executive Member at the College where he represents thousands of FE students.

Alongside his course, Amaan is working towards gaining his pilot's license and recently received his Pilot's Flying Logbook.

With his eyes set on a number of flight schools such as Skyborne Aviation, 2Fly Airborne, CAE Oxford, and others, Amaan has already started working towards funding his dream, fitting in part-time work with his studies and various volunteering activities. Last year, Amaan was offered a conditional offer of a scholarship by Emirates in the UAE and was invited to take part in assessments and medical examinations. However, due to his commitment to the College and the projects at home he was dedicated to, Amaan had to turn it down with the hope such an offer will come his way again soon.

continued over...

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He comments: "I hope to achieve my dream of becoming a pilot and travelling the world, but I also want to focus on giving back to my community and caring for those around me. I want to use all my energy and time on honing my skills and developing into the best version of myself."

Recently on a flight to Mumbai, Amaan was invited up to the flight deck by Virgin Atlantic pilots during which they had a lengthy chat about the flight plan, the way things work in the latest digitalised cockpits and their aviation career journeys.

Amaan says: "I'm a frequent traveller and always ensures to take opportunities like these as what better way to learn and gain a wealth of knowledge from those already in the dream you see yourself to be in".

The College is impressed with Amaan's enthusiasm and dedication to make a positive impact on those around him and have no doubt he will achieve his dream career in aviation.

Amaan also plays cricket for the Birmingham & District Cricket League and is currently finalising the highest accreditation of coaching from the England Cricket Board (ECB).



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WILL CELEBRATES LGBT+ HISTORY MONTH WITH VIRTUAL TALKS

22nd March 2021



A student from Solihull College & University Centre has been educating others to honour last month's LGBT+ History Month via a series of virtual talks.

Will Pullen, 21 from North Solihull, is the College's Student Voice President and LGBT+ Officer. He carried out tutorials for fellow students throughout the month defining LGBT and exploring influential figures in history and art.

Will comments: "The talks I delivered went really well. The level of engagement from staff and students really surprised me as this was my first time presenting. It was a delight to be able to deliver talks that have some significance to us all throughout life."

Will took a break from education and worked after he finished school, but he missed being a student and returned to education in 2018 to enrol on a Performing Arts course at the College.

Will decided to apply for his LGBT+ Officer position in September 2019 as a way to try and increase his self-confidence. He was offered the role and immediately wanted to focus on inclusion and diversity. He reformed the Pride Club, a student-led group which offers advice

and support to students who need it. He also began discussing and designing informative leaflets on how to support students.

Will adds: "My confidence grew enormously with this role. My advice to anyone out there would be listen and never give up. Never see the word failure as something negative in life, see it as a first attempt at learning."

In this year's LGBT+ History Month the College has been proud to receive the student voice section of the Rainbow Flag award – a project Will has been heavily involved in. The national quality assurance framework is for education providers that focus on positive LGBT+ inclusion and visibility. The College hopes to apply for the full award later this year.

This week the College is holding its student conference 'The Future is Bright 2021' which Will is actively involved in, students can head to the student hub to read more about how you can attend and get involved!

A version of Will's tutorial is available to college students on the intranet.

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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.

In September 2021, we were awarded the Rainbow Flag Award as a college for our commitment to the inclusion of LGBT+ students and staff. 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'.

Wellbeing Ambassadors

This academic year we have trained our first cohort of student Wellbeing Ambassadors. Wellbeing Ambassadors are a group of student volunteers who are passionate about wellbeing and ending the stigma around mental health. Students received training from the college's Mental Health Service and now support the Mental Health and the Enrichment team with the planning and running of events that raise awareness and promote student wellbeing. We worked closely with Solihull Council, adapting their Mental Health Ambassador model for use in our college.

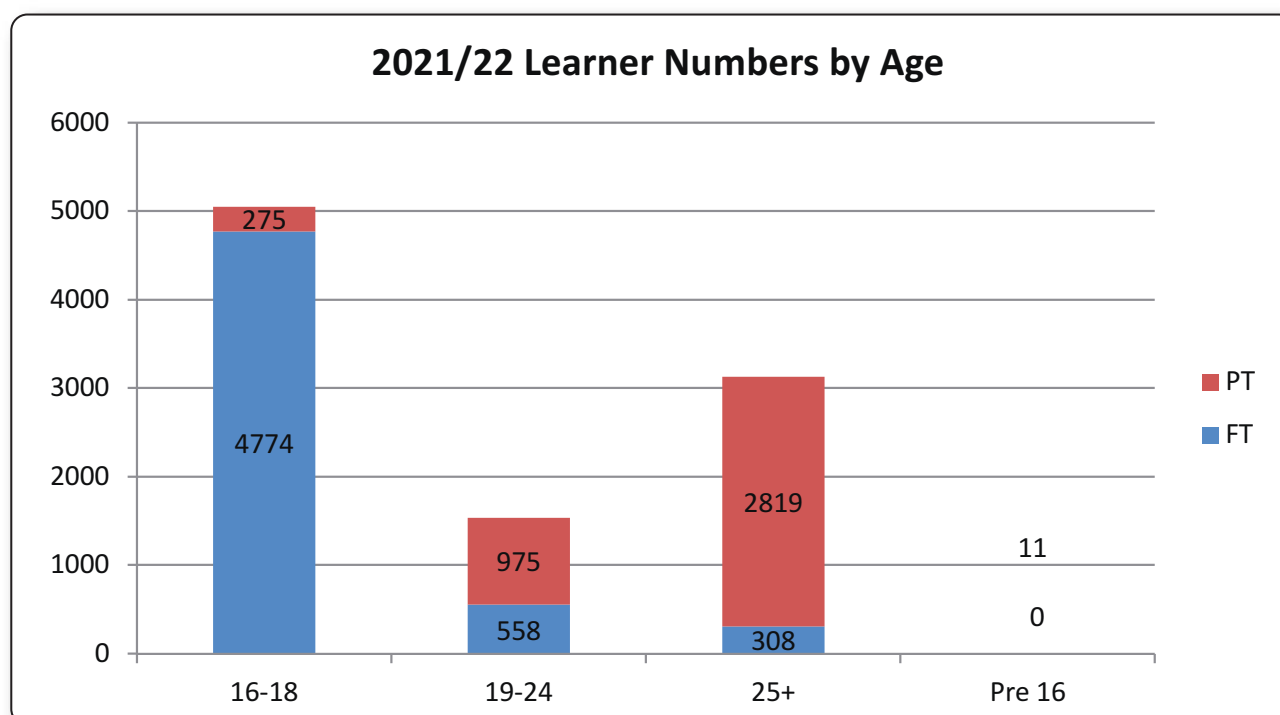


West Midlands EDI Network

Solihull College is pleased to be part of the West Midlands EDI network that meets termly to share good practice and discuss EDI issues affecting staff and students within FE. Through the group, we are able to network with other colleges in the area and work together to improve equity and inclusion in our providers.

The College 2021/22 Student Profile

SCUC now has over 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.



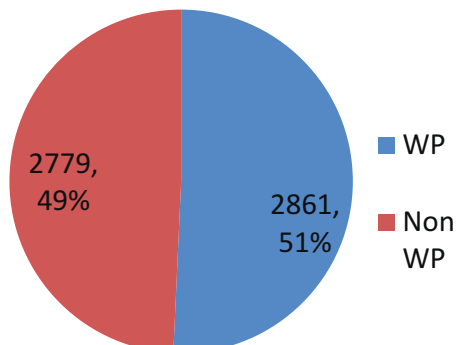
Where our Full-Time Students come from:-

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.

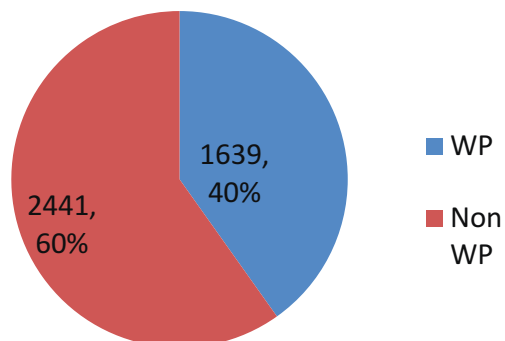
Area of Residence 2020/21	Number	%
Birmingham	2881	51%
North Solihull	517	9%
South Solihull	1114	20%
Warwickshire	626	11%
Other (None of the above)	502	9%

Over half our fulltime students are from widening participation (WP) areas (ie areas of socio-economic deprivation and underrepresentation defined by post code. 40% of our part-time students are from widening participation post codes.

2021/22 Full-time students



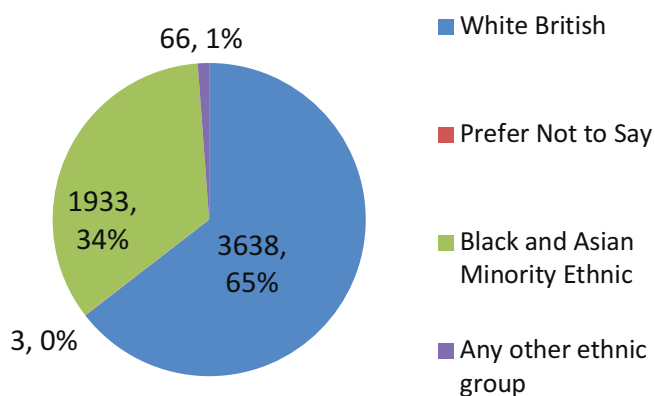
2021/22 Part-time students



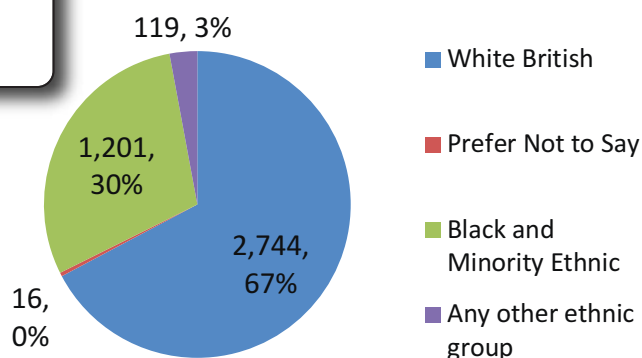
Ethnicity

Learners from Black and Asian Minority Ethnic groups account for 34% of the total full-time cohort and 30% of our part-time learner cohort.

**2021/22 Full-time Students
Ethnicity**



**2021/22 Part-time Students
Ethnicity**



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PSYCHOLOGY STUDENT CAMPAIGNS FOR POSITIVE SOCIETAL CHANGE

27th January 2022



Sasha is currently undertaking work experience as a Campaign Officer at the College

A Psychology, Criminology and Law student at Solihull College & University Centre has been empowered by her course to develop an important campaign and make positive change in society.

Sasha Georgieva, 16 from Birmingham, is in her first year at the College, and after being elected as Women's Officer on the Student Executive Committee, has put her learning to practice by raising awareness around the topic of Public Sexual Harassment.

Sasha first became interested in Psychology at school and that interest further developed as she mentored students in lower years. After hearing about the College's excellent reputation, she decided it was the place she wanted to take her next steps: "The College has a wonderful community around it and I liked what I had heard, the course was perfect, so I decided to apply."

After studying a unit on her course which detailed how to plan a campaign for change, Sasha felt inspired and worked with Student EDI & Enrichment Coordinator, Grace Wynne Willson, to launch her campaign.

Sasha explains: "Public sexual harassment (PSH) has been and still is a very big issue in the UK, within our society,

professional lives and even our education system. I believe that changing our society starts in schools, colleges and universities, and this is why I have chosen to campaign against PSH and hope to spread awareness, educate and make a difference. It is also one of the reasons that I nominated myself for the Women's Officer role."

Sasha's first project for her campaign saw her delivering a workshop on PSH to fellow student representatives as part of the Students for Change rep conference in November 2021. The workshop aimed to educate students on what PSH is, who it affects and how we can tackle it as a society. She then organised and delivered an event with her peers for the International Day for the Elimination of Violence against Women.

Psychology Lecturer, Emily Gater, comments: "I am very impressed with Sasha's drive and ability to throw herself into anything that she holds with high value. Sasha is very active around the college and is very passionate, which is amazing to see."

Next in her campaign, Sasha is looking forward to training both staff and students across the College campuses and is currently busy developing resources to undertake this responsibility.

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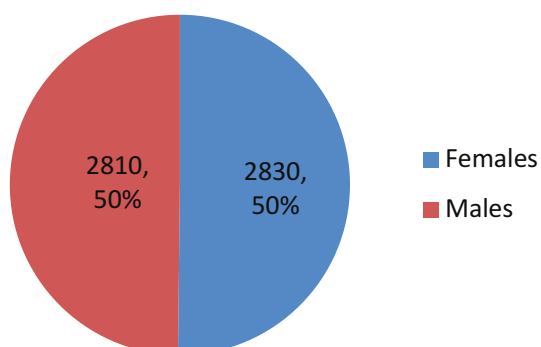
59% of the full-time student cohort are White British. Pakistani students form the largest cohort of full-time students from BAME or non-white British contingency. 13.94% of full-time students are Pakistani.

Ethnicity	Full-Time		Part-time		Total	
White - English / Welsh / Scottish / Northern Irish	3340	59.22%	2546	62.40%	5886	60.56%
Asian / Asian British - Pakistani	786	13.94%	319	7.82%	1105	11.37%
White - Any Other White background	257	4.56%	175	4.29%	432	4.44%
Mixed - White and Black Caribbean	201	3.56%	104	2.55%	305	3.14%
Black / Black British - African	160	2.84%	104	2.55%	264	2.72%
Asian / Asian British - Indian	145	2.57%	167	4.09%	312	3.21%
Black / Black British - Caribbean	134	2.38%	143	3.50%	277	2.85%
Asian / Asian British - Any other Asian background	105	1.86%	102	2.50%	207	2.13%
Mixed - White and Asian	87	1.54%	30	0.74%	117	1.20%
Mixed - Any Other Mixed background	83	1.47%	42	1.03%	125	1.29%
Asian / Asian British - Bangladeshi	83	1.47%	55	1.35%	138	1.42%
Arab	78	1.38%	35	0.86%	113	1.16%
Any other ethnic group	66	1.17%	119	2.92%	185	1.90%
Black / Black British - Any other black background	38	0.67%	36	0.88%	74	0.76%
White - Irish	33	0.59%	22	0.54%	55	0.57%
Mixed - White and Black African	22	0.39%	19	0.47%	41	0.42%
Asian / Asian British - Chinese	11	0.20%	45	1.10%	56	0.58%
White - Gypsy or Irish Traveller	8	0.14%	1	0.02%	9	0.09%
Not provided	3	0.05%	16	0.39%	19	0.20%

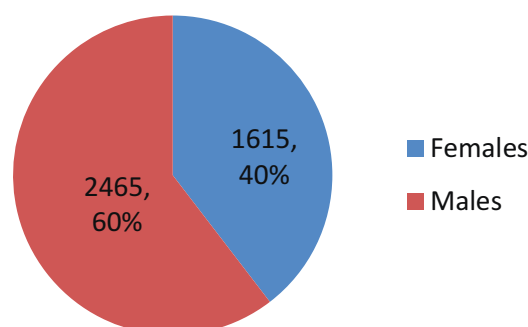
Gender

The split of male and female full-time students is 50/50. Female students account for 60%% of the part-time cohort.

**Gender - 2021/22
Full-time students**



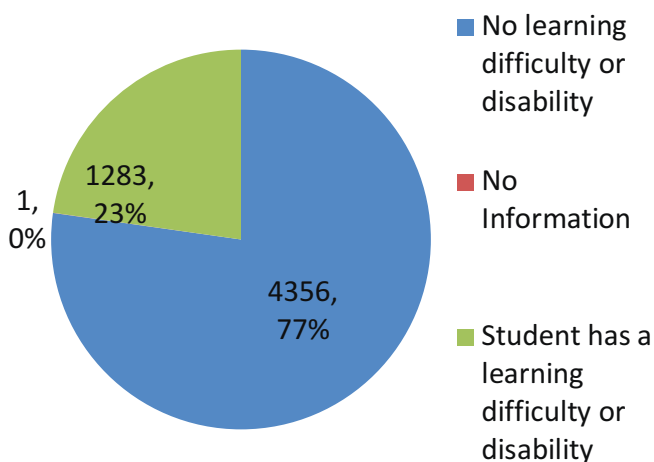
**Gender - 2021/22
Part-time students**



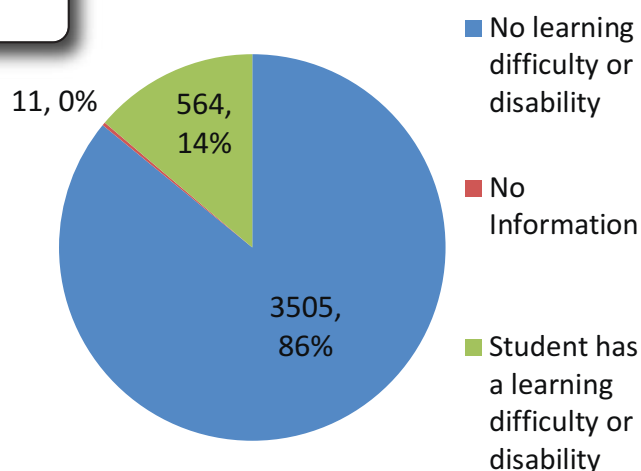
Disability

23% 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 14%.

**Full-time 2021/22 Students
Disability profile**



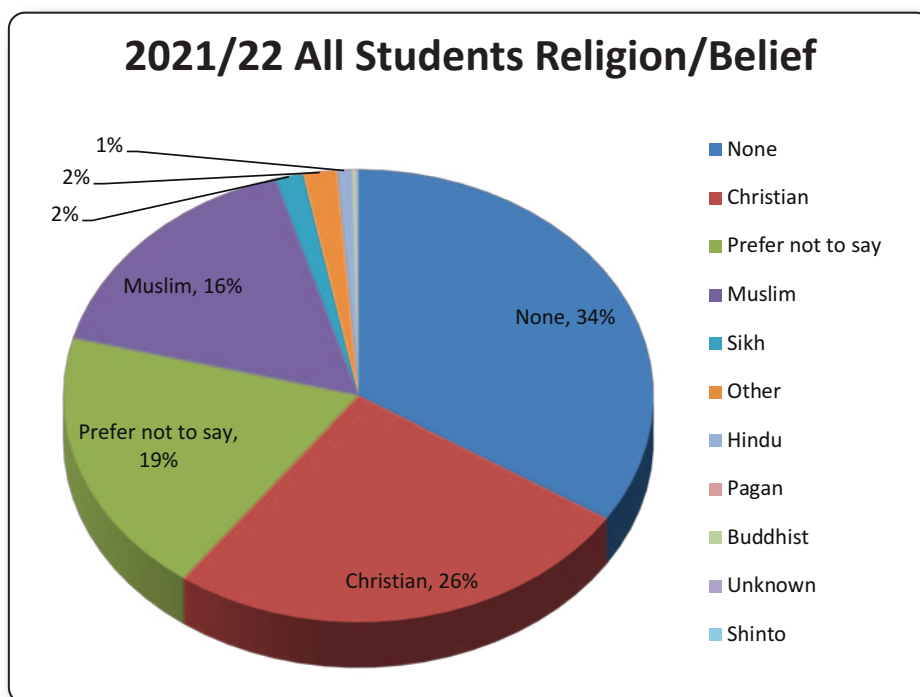
**Part-time 2021/22 Students
Disability profile**



OTHER PROTECTED CHARACTERISTICS

Religion/Belief

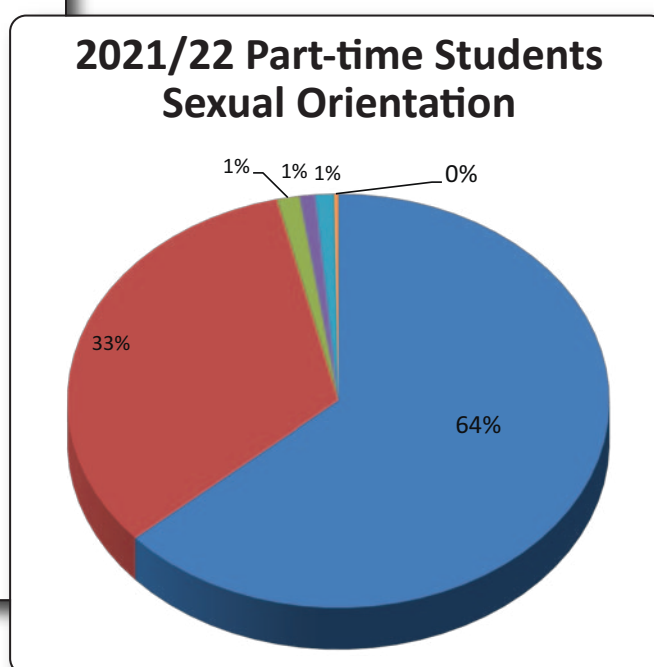
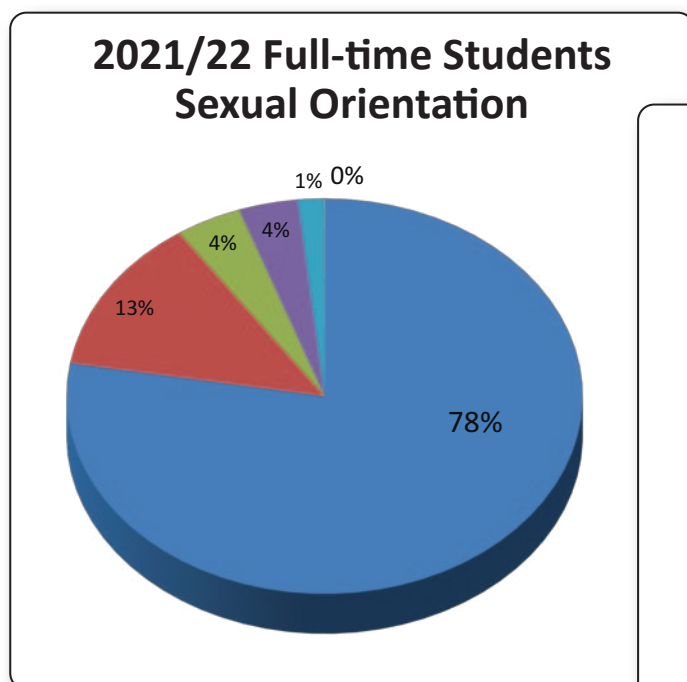
19% of College students prefer not to state their religion of belief. 34% of the College students have no religion or belief, 26% are Christian and 16% are Muslim.



Sexual Orientation

LGB students account for just over 5% of the full-time student population. 33% of part-time students prefer not to state their sexual orientation compared to 13% of full-time students.

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



ART STUDENTS PUT COLLABORATION SKILLS INTO 'PRAXIS'

10th February 2022



Avery Thomas is studying Level 6 BA (Hons) Creative Arts & Design Practice

University level Art & Design students from Solihull College & University Centre have launched an exhibition and conference to display their work in progress.

Titled 'Praxis', the exhibition aims to encourage student collaboration, giving them the opportunity to develop the skills necessary to stage a professional event.

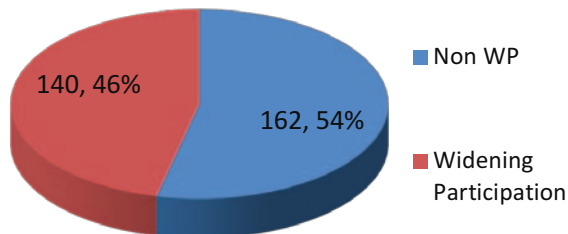
Organised by students studying on the BA (Hons) Creative Arts & Design Practice (Oxford Brookes) degree, Praxis features their work alongside the work of students studying on the BA (Hons) Professional Creative Practice (University of Northampton) course and students on the UAL Foundation Art & Design course.

Art student, Avery Thomas, explored the concept of masculinity: "My practice is about looking at how men are scrutinised for showing femininity and the performative aspect of masculinity. I draw upon my own experiences as a trans man who displays femininity."

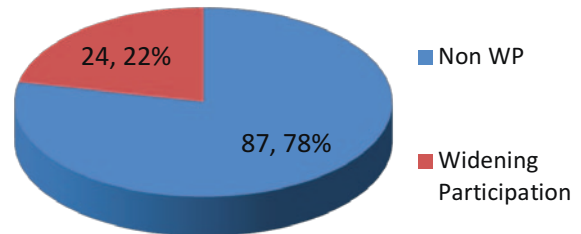
The exhibition, which launched with a private viewing to family & friends last week, will give students the professional project management and presentation skills necessary to stage an event of this type. The experience will also be a useful reflective tool enabling them to better plan for and exhibit their work in the external degree show when they graduate in the summer.

Our Higher Education Student Profile

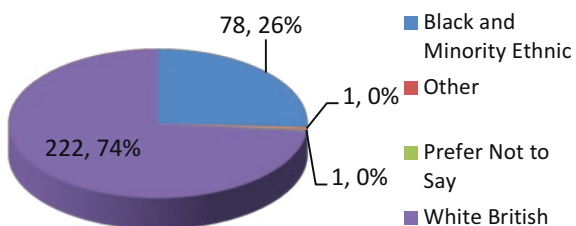
Full-time HE students 2021/22



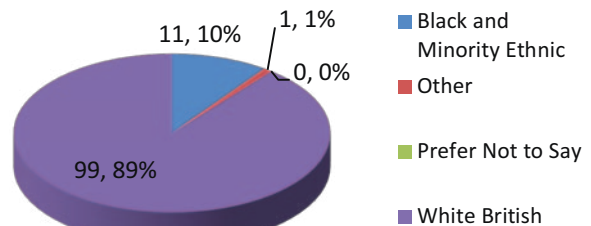
Part-time HE students 2021/22



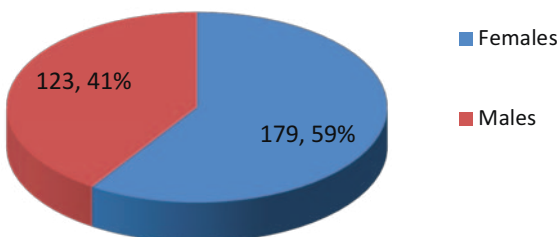
FT HE students 2021/22 - Ethnicity Profile



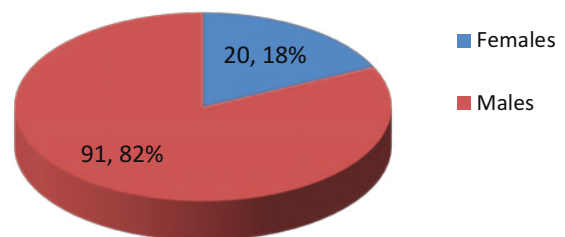
PT HE students 2021/22 - Ethnicity Profile



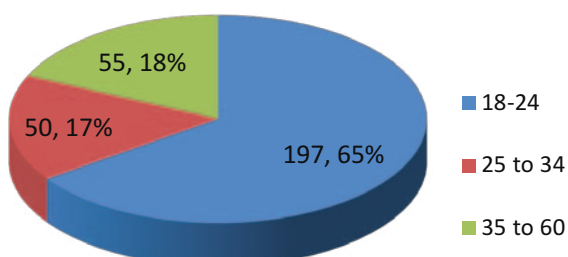
FT HE students 2021/22 - Gender profile



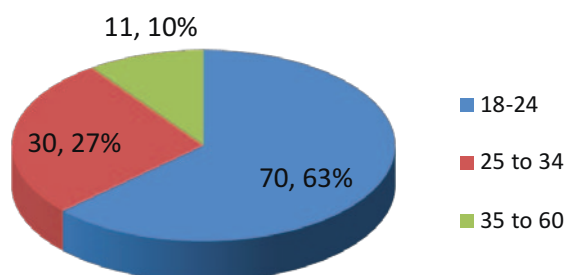
PT HE students 2021/22 - Gender profile



FT HE students 2021/22 - Age profile



PT HE students 2021/22 - Age profile



- The College has a total of 413 HE learners, of which 302 are full-time.
- 46% of the College's full time HE learners are from widening participation postcodes.
- 82% of part-time HE learners are male, compared to 41% of fulltime learners. This is due to the fact that most of the PT HE courses are Construction and Engineering based which traditionally are male dominated, something the College continues to work hard to address, for instance through its involvement with WISE (Women Into Science and Engineering).
- BAME learners account for 26% of full-time HE learners. In Russell Group universities in May 2018, 8% of the population were BAME learners.
- 10% 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. 35% of full-time HE learners are over 25, 18% over 35. 37% of part-time HE learners are over 25.

Our Progress against our Access and Participation Plan for Higher Education

According to our current Access & Participation Plans approved by the Office of Students (Currently under changed guidance) we are expected to enhance recruitment of students from disadvantaged backgrounds and consult with current students on the content and our strategic actions outlined in the Plan.

We have successfully engaged learners with the APP through our various student voice engagement mechanisms such as the HE Student council, HE student Governor, HE representative in the HE Strategy Group and the EDI & Learner Voice Steering Group . The actions from the EDI group were to extend the representation of the student voice into promoting Higher Education and using success stories of our current learners to inspire potential communities into embarking into Higher Education and making it a reality and not a dream. Due to covid restrictions at the time and the inability to visit schools, the volunteer group of learners from our EDI committee recorded videos of their success stories and the impact of their Higher Education studies and success on their confidence, self-belief, and potential employment.

Another action made by the EDI committee was to enhance the academic skill support made to learners to allow them to meet the skill transition into higher education; based on learner's recommendation; the college recruited a dedicated Academic Skills tutor to Higher Education students. The role has been very successful in supporting learners through a dedicated Moodle page for Academic Support, offering flexibilities to part-time learners and face to face one to one sessions for tailored support.

MOTOR VEHICLE STUDENT LANDS JOB AS CLASSIC CAR CHIEF MECHANIC

5th July 2021



A Solihull College & University Centre Motor Vehicle student is wowing those in the industry after being made a chief mechanic.

Tianna Rawlings has been put in charge of maintaining a fleet of three cars – a Vauxhall VX490, Morris Minor and Austin 7 – at Young Driver. Her work is overseen by her dad Wayne Ward, who currently looks after the standard Young Driver fleet of new Vauxhall Corsas.

The duo have been working on projects together since Tianna was 11 when her love for the inner workings of vehicles was sparked.

Tianna, who lives in Kingshurst, is studying to be a mechanic, having completed two years of her three year course at the College.

The 18-year-old said: "When I met with the team at Young Driver, we got talking about the classics, which are amazing vehicles. I was over the moon to be asked to look after the maintenance of the cars, with support from my

dad. I have an interest in classic cars so it's a great opportunity for me to put some of the things I'm learning at college into practice. Obviously the classics are very different vehicles to modern cars on the road now, so you learn lots of new skills."

Tianna's own learning to drive journey was put on hold due to Covid, but she has been carrying on lessons with Young Driver, which teaches 10-17 year olds, and hopes to be back learning on the road shortly.

Sue Waterfield, head of marketing for Young Driver, said: "It's great for young people to be able to experience what cars used to be like and the way they drive – which gives you a better understanding of the mechanics, compared to the very slick and computer-based cars we all drive today. It's great to now have Tianna, as someone of that generation, maintaining the fleet, whilst also helping her with practical experience for her college qualifications."

Student Success 2020/21

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.

ACHIEVEMENT BY GENDER

Gender Achievement 16-18

		Overall				
		Provider Full Year			Prov Grp	National
		2018/19	2019/20	2020/21	2018/19	2018/19
Female	Leavers	5,312	5,244	6,264	459,620	709,030
	Achievement %	87.7 %	92.7 %	94.8 %	84.0 %	83.3 %
Male	Leavers	7,105	6,666	6,436	563,770	797,570
	Achievement %	85.1 %	92.8 %	92.3 %	83.0 %	82.0 %
Total	Leavers	12,417	11,910	12,700		
	Achievement %	86.2 %	92.7 %	93.5 %		

- A slight achievement gap of 2.5%, in favour of female learners, has widened since the previous year, when the gap was only 0.1%.

Gender Achievement 19+

		Overall				
		Provider Full Year			Prov Grp	National
		2018/19	2019/20	2020/21	2018/19	2018/19
Female	Leavers	4,871	3,924	3,342	613,710	945,650
	Achievement %	87.3 %	89.9 %	86.1 %	89.5 %	88.6 %
Male	Leavers	1,875	1,169	2,306	434,630	675,640
	Achievement %	87.3 %	89.0 %	90.8 %	90.4 %	89.9 %
Total	Leavers	6,746	5,093	5,648		
	Achievement %	87.3 %	89.7 %	88.0 %		

- Whilst male achievement has improved, and is in line with national average, female achievement has reduced. The achievement gap has widened and is now 4.7% in favour of male learners.

ACHIEVEMENT BY ETHNICITY

Ethnic Group Achievement 16-18

		Overall				
		Provider Full Year			Prov Grp	National
		2018/19	2019/20	2020/21	2018/19	2018/19
Asian	Leavers	2,411	2,243	2,461	1,023,390	1,506,600
	Achievement %	88.1 %	91.6 %	93.0 %	83.4 %	82.6 %
Black	Leavers	747	627	726	1,023,390	1,506,600
	Achievement %	87.0 %	92.8 %	94.5 %	83.4 %	82.6 %
Mixed	Leavers	951	874	993	1,023,390	1,506,600
	Achievement %	85.9 %	94.3 %	93.4 %	83.4 %	82.6 %
Not App/Known	Leavers	31	30	4	1,023,390	1,506,600
	Achievement %	87.1 %	90.0 %	100.0 %	83.4 %	82.6 %
Other	Leavers	313	373	361	1,023,390	1,506,600
	Achievement %	85.9 %	93.6 %	93.4 %	83.4 %	82.6 %
White	Leavers	7,964	7,763	8,155	1,023,390	1,506,600
	Achievement %	85.6 %	92.9 %	93.6 %	83.4 %	82.6 %
Total	Leavers	12,417	11,910	12,700		
	Achievement %	86.2 %	92.7 %	93.5 %		

- Achievement rates have improved for all known ethnicities, other than mixed, which has declined by under 1%
- Asian learners perform slightly less well than their peers, though their achievement rate has improved since last year
- The difference between the best performing and worst performing known ethnicities is 1.5% which is significantly reduced from last year's 3.2%.

Ethnicity 16-18

		Overall				
		Provider Full Year			Prov Grp	National
		2018/19	2019/20	2020/21	2018/19	2018/19
African	Leavers	303	240	334	42,830	64,080
	Achievement %	86.8 %	91.7 %	94.3 %	85.4 %	84.7 %
Arab	Leavers	191	211	220	9,510	12,790
	Achievement %	86.4 %	93.4 %	92.7 %	83.3 %	83.0 %
Bangladeshi	Leavers	167	165	164	15,010	26,080
	Achievement %	88.0 %	83.0 %	90.2 %	84.9 %	84.9 %
Caribbean	Leavers	261	212	285	18,300	26,070
	Achievement %	86.6 %	95.3 %	96.5 %	79.1 %	79.0 %
Chinese	Leavers	16	6	9	2,330	4,220
	Achievement %	87.5 %	100.0 %	100.0 %	89.3 %	89.5 %
Gypsy/Irish Traveller	Leavers	15	6	15	1,850	2,400
	Achievement %	86.7 %	83.3 %	73.3 %	70.6 %	68.3 %
Indian	Leavers	332	271	301	20,360	32,720
	Achievement %	91.3 %	94.5 %	95.7 %	87.0 %	87.0 %
Irish	Leavers	73	51	89	2,590	4,000
	Achievement %	74.0 %	92.2 %	94.4 %	79.2 %	79.3 %
Not Provided	Leavers	31	30	4	12,120	22,530
	Achievement %	87.1 %	90.0 %	100.0 %	82.3 %	79.8 %
Other	Leavers	122	162	141	20,420	26,470
	Achievement %	85.2 %	93.8 %	94.3 %	83.7 %	82.7 %
Other Asian	Leavers	172	183	257	19,490	27,610
	Achievement %	89.5 %	91.3 %	93.8 %	85.4 %	85.1 %
Other Black	Leavers	183	175	107	10,620	15,440
	Achievement %	88.0 %	91.4 %	89.7 %	81.9 %	81.6 %
Other Mixed	Leavers	173	155	183	12,600	18,770
	Achievement %	86.7 %	94.8 %	95.1 %	81.1 %	80.0 %
Other White	Leavers	301	345	660	58,850	79,180
	Achievement %	86.4 %	95.7 %	94.4 %	84.3 %	83.6 %
Pakistani	Leavers	1,724	1,618	1,730	45,170	71,790
	Achievement %	87.4 %	92.0 %	92.6 %	84.5 %	84.4 %
White British	Leavers	7,575	7,361	7,391	697,550	1,022,490
	Achievement %	85.7 %	92.7 %	93.6 %	83.4 %	82.5 %
White/Asian	Leavers	243	235	193	9,220	14,620
	Achievement %	86.0 %	94.0 %	90.7 %	82.2 %	81.7 %
White/Black African	Leavers	51	30	60	6,870	10,250
	Achievement %	92.2 %	96.7 %	95.0 %	80.5 %	79.8 %
White/Black Caribbean	Leavers	484	454	557	17,730	25,110
	Achievement %	84.9 %	94.1 %	93.5 %	78.2 %	76.8 %
Total	Leavers	12,417	11,910	12,700		
	Achievement %	86.2 %	92.7 %	93.5 %		

Ethnic Group Achievement 19+

		Overall				
		Provider Full Year			Prov Grp	National
		2018/19	2019/20	2020/21	2018/19	2018/19
Asian	Leavers	1,138	798	753	1,048,340	1,621,290
	Achievement %	85.7 %	88.1 %	87.0 %	89.9 %	89.1 %
Black	Leavers	565	294	658	1,048,340	1,621,290
	Achievement %	86.0 %	90.5 %	90.4 %	89.9 %	89.1 %
Mixed	Leavers	357	286	369	1,048,340	1,621,290
	Achievement %	81.5 %	87.1 %	84.0 %	89.9 %	89.1 %
Not App/Known	Leavers	117	33	29	1,048,340	1,621,290
	Achievement %	92.3 %	69.7 %	79.3 %	89.9 %	89.1 %
Other	Leavers	325	218	213	1,048,340	1,621,290
	Achievement %	88.3 %	87.2 %	83.1 %	89.9 %	89.1 %
White	Leavers	4,244	3,464	3,626	1,048,340	1,621,290
	Achievement %	88.2 %	90.6 %	88.6 %	89.9 %	89.1 %
Total	Leavers	6,746	5,093	5,648		
	Achievement %	87.3 %	89.7 %	88.0 %		

- Mixed herriotage learners perform slightly less well than their peers, which is consistent to last academic year, whilst black learners perform better than their peers
- The difference between the best performing and worst performing known ethnicities is 6.4% which has widened since last year.



Ethnicity 19+

		Overall				
		Provider Full Year			Prov Grp	National
		2018/19	2019/20	2020/21	2018/19	2018/19
African	Leavers	299	139	215	89,870	132,420
	Achievement %	85.6 %	92.1 %	90.2 %	87.5 %	86.7 %
Arab	Leavers	108	62	61	26,080	40,140
	Achievement %	84.3 %	91.9 %	83.6 %	89.9 %	89.5 %
Bangladeshi	Leavers	118	78	61	29,030	48,090
	Achievement %	86.4 %	87.2 %	86.9 %	91.6 %	90.1 %
Caribbean	Leavers	160	88	280	22,300	35,930
	Achievement %	86.3 %	88.6 %	89.6 %	87.7 %	87.9 %
Chinese	Leavers	35	41	17	5,810	9,350
	Achievement %	82.9 %	92.7 %	94.1 %	90.4 %	89.8 %
Gypsy/Irish Traveller	Leavers	0	5	1	860	1,230
	Achievement %		80.0 %	100.0 %	91.3 %	89.6 %
Indian	Leavers	271	160	193	24,900	39,940
	Achievement %	87.1 %	89.4 %	92.2 %	90.3 %	90.0 %
Irish	Leavers	29	33	36	3,750	6,410
	Achievement %	93.1 %	90.9 %	97.2 %	90.8 %	90.3 %
Not Provided	Leavers	117	33	29	16,540	29,230
	Achievement %	92.3 %	69.7 %	79.3 %	90.9 %	86.7 %
Other	Leavers	217	156	152	41,000	57,200
	Achievement %	90.3 %	85.3 %	82.9 %	89.2 %	88.5 %
Other Asian	Leavers	165	104	114	41,990	60,420
	Achievement %	86.7 %	83.7 %	84.2 %	88.2 %	87.8 %
Other Black	Leavers	106	67	163	13,420	21,040
	Achievement %	86.8 %	89.6 %	92.0 %	87.7 %	87.6 %
Other Mixed	Leavers	69	85	69	11,970	18,090
	Achievement %	79.7 %	88.2 %	81.2 %	88.5 %	87.5 %
Other White	Leavers	337	344	309	116,410	176,770
	Achievement %	91.7 %	81.4 %	88.7 %	90.1 %	89.2 %
Pakistani	Leavers	549	415	368	43,990	72,850
	Achievement %	84.7 %	88.4 %	84.8 %	89.1 %	88.6 %
White British	Leavers	3,878	3,082	3,280	533,370	830,900
	Achievement %	87.8 %	91.6 %	88.4 %	90.6 %	89.8 %
White/Asian	Leavers	59	57	69	8,190	11,960
	Achievement %	86.4 %	89.5 %	87.0 %	87.9 %	87.4 %
White/Black African	Leavers	46	27	25	7,150	11,050
	Achievement %	71.7 %	85.2 %	80.0 %	87.5 %	87.2 %
White/Black Caribbean	Leavers	183	117	206	11,730	18,270
	Achievement %	83.1 %	85.5 %	84.5 %	87.1 %	87.2 %
Total	Leavers	6,746	5,093	5,648		
	Achievement %	87.3 %	89.7 %	88.0 %		

CASE STUDY • COLLEGE IN THE NEWS • SUCCESS STORY

FATIMA CREATES EQUALITY & DIVERSITY TRAINING FOR FELLOW STUDENTS

5th October 2021

A former Solihull College & University Centre student recently went above and beyond to produce a new tutorial on Equality & Diversity for current College students and apprentices.

Fatima Mai-Bornu, Black & Ethnic Minority (BAME) Officer at the College, built the interactive resource featuring a range of questions and activities for students to engage with.

All full-time students have Personal Progress & Development (PPD) lessons as part of their time at the College and the resource Fatima built was ready to go for new students starting this academic year.

Beth Tite, Head of PPD, says: "When I sat in on the Student Rep conference, I saw Fatima deliver her section about Equality and Diversity and I thought 'that needs to come into PPD' because the message was so strong. The message coming from a student themselves and being delivered to other FE students and apprentices had never been done before and makes it so much more powerful."

The presentation that Fatima made is interactive, with students receiving a certificate once they've passed the short test at the end of the session.



"Fatima is very passionate about Equality and Diversity, and she was so excited when we approached her about doing the presentation," says Beth. "She was professional with the talk and used her platform excellently. She went above and beyond to create this brilliant resource."

Since leaving the College, Fatima is now studying Children's Nursing at the University of East Anglia.

Touching on Equality and Diversity more widely at the College, Grace Wynne-Willson, Student Enrichment Co-ordinator, commented: "As a College, we are extremely committed to Equality, Diversity, Inclusion and Belonging, and we want all students to feel welcome here."

CASE STUDY • COLLEGE IN THE NEWS • SUCCESS STORY

ACHIEVEMENT BY DISABILITY/LEARNING DIFFICULTY

Learning Difficulties/Disabilities 16-18

		Overall				
		Provider Full Year			Prov Grp	National
		2018/19	2019/20	2020/21	2018/19	2018/19
Has difficulty/disability/health problem	Leavers	3,288	3,136	2,758	290,320	420,740
	Achievement %	84.2 %	92.8 %	93.0 %	82.0 %	81.0 %
No difficulty/disability/health problem	Leavers	8,977	8,760	9,940	708,100	1,036,320
	Achievement %	86.9 %	92.8 %	93.7 %	84.1 %	83.3 %
No information provided by the learner	Leavers	152	14	2	24,970	49,550
	Achievement %	88.8 %	85.7 %	100.0 %	81.5 %	82.2 %
Total	Leavers	12,417	11,910	12,700		
	Achievement %	86.2 %	92.7 %	93.5 %		

- The achievement rates across both groups are within 1%, 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

		Overall				
		Provider Full Year			Prov Grp	National
		2018/19	2019/20	2020/21	2018/19	2018/19
Asperger's	Leavers	136	67	195	1,023,390	1,506,600
	Achievement %	84.6 %	89.6 %	92.3 %	83.4 %	82.6 %
Hearing	Leavers	104	48	60	1,023,390	1,506,600
	Achievement %	82.7 %	95.8 %	100.0 %	83.4 %	82.6 %
Medical	Leavers	293	139	133	1,023,390	1,506,600
	Achievement %	89.4 %	95.0 %	92.5 %	83.4 %	82.6 %
Mental health	Leavers	152	87	115	1,023,390	1,506,600
	Achievement %	88.2 %	89.7 %	88.7 %	83.4 %	82.6 %
Mobility	Leavers	18	11	40	1,023,390	1,506,600
	Achievement %	88.9 %	100.0 %	95.0 %	83.4 %	82.6 %
Multiple	Leavers	11	10	10	1,023,390	1,506,600
	Achievement %	100.0 %	80.0 %	80.0 %	83.4 %	82.6 %
n/a	Leavers	130	66	103	1,023,390	1,506,600
	Achievement %	83.8 %	97.0 %	92.2 %	83.4 %	82.6 %
No disability	Leavers	9,733	9,235	11,465	1,023,390	1,506,600
	Achievement %	86.5 %	92.8 %	93.7 %	83.4 %	82.6 %
Not known/not provided	Leavers	1,631	2,153	383	1,023,390	1,506,600
	Achievement %	83.6 %	92.3 %	88.5 %	83.4 %	82.6 %
Other	Leavers	123	68	129	1,023,390	1,506,600
	Achievement %	90.2 %	98.5 %	89.9 %	83.4 %	82.6 %
Physical	Leavers	31	9	34	1,023,390	1,506,600
	Achievement %	93.5 %	100.0 %	100.0 %	83.4 %	82.6 %
Profound/Complex	Leavers	13	1	1	1,023,390	1,506,600
	Achievement %	92.3 %	100.0 %	100.0 %	83.4 %	82.6 %
Temporary	Leavers	0	0	4	1,023,390	1,506,600
	Achievement %			100.0 %	83.4 %	82.6 %
Visual	Leavers	42	16	28	1,023,390	1,506,600
	Achievement %	90.5 %	100.0 %	96.4 %	83.4 %	82.6 %
Total	Leavers	12,417	11,910	12,700		
	Achievement %	86.2 %	92.7 %	93.5 %		

Learning Difficulties 16-18

		Overall				
		Provider Full Year			Prov Grp	National
		2018/19	2019/20	2020/21	2018/19	2018/19
Asperger's	Leavers	136	67	195	1,023,390	1,506,600
	Achievement %	84.6 %	89.6 %	92.3 %	83.4 %	82.6 %
Hearing	Leavers	104	48	60	1,023,390	1,506,600
	Achievement %	82.7 %	95.8 %	100.0 %	83.4 %	82.6 %
Medical	Leavers	293	139	133	1,023,390	1,506,600
	Achievement %	89.4 %	95.0 %	92.5 %	83.4 %	82.6 %
Mental health	Leavers	152	87	115	1,023,390	1,506,600
	Achievement %	88.2 %	89.7 %	88.7 %	83.4 %	82.6 %
Mobility	Leavers	18	11	40	1,023,390	1,506,600
	Achievement %	88.9 %	100.0 %	95.0 %	83.4 %	82.6 %
Multiple	Leavers	11	10	10	1,023,390	1,506,600
	Achievement %	100.0 %	80.0 %	80.0 %	83.4 %	82.6 %
n/a	Leavers	130	66	103	1,023,390	1,506,600
	Achievement %	83.8 %	97.0 %	92.2 %	83.4 %	82.6 %
No disability	Leavers	9,733	9,235	11,465	1,023,390	1,506,600
	Achievement %	86.5 %	92.8 %	93.7 %	83.4 %	82.6 %
Not known/not provided	Leavers	1,631	2,153	383	1,023,390	1,506,600
	Achievement %	83.6 %	92.3 %	88.5 %	83.4 %	82.6 %
Other	Leavers	123	68	129	1,023,390	1,506,600
	Achievement %	90.2 %	98.5 %	89.9 %	83.4 %	82.6 %
Physical	Leavers	31	9	34	1,023,390	1,506,600
	Achievement %	93.5 %	100.0 %	100.0 %	83.4 %	82.6 %
Profound/Complex	Leavers	13	1	1	1,023,390	1,506,600
	Achievement %	92.3 %	100.0 %	100.0 %	83.4 %	82.6 %
Temporary	Leavers	0	0	4	1,023,390	1,506,600
	Achievement %			100.0 %	83.4 %	82.6 %
Visual	Leavers	42	16	28	1,023,390	1,506,600
	Achievement %	90.5 %	100.0 %	96.4 %	83.4 %	82.6 %
Total	Leavers	12,417	11,910	12,700		
	Achievement %	86.2 %	92.7 %	93.5 %		

Learning Difficulties/Disabilities 19+

		Overall				
		Provider Full Year			Prov Grp	National
		2018/19	2019/20	2020/21	2018/19	2018/19
Has difficulty/disability/health problem	Leavers	1,164	1,086	898	210,850	351,260
	Achievement %	85.7 %	92.4 %	87.0 %	88.5 %	87.8 %
No difficulty/disability/health problem	Leavers	5,325	3,908	4,734	809,980	1,231,370
	Achievement %	87.5 %	88.9 %	88.2 %	90.3 %	89.6 %
No information provided by the learner	Leavers	257	99	16	27,500	38,660
	Achievement %	89.9 %	88.9 %	87.5 %	88.6 %	87.5 %
Total	Leavers	6,746	5,093	5,648		
	Achievement %	87.3 %	89.7 %	88.0 %		

- The achievement gap between learners with and without disabilities and/or difficulties is small and has narrowed from 3.5% to 1.2%, although this is down to a lower level of achievement for learners with a disability. The drop in the achievement rate for this group does not reflect a downward trend as 92.4% in 2019/20 was very high.

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

Disability

		Overall				
		Provider Full Year			Prov Grp	National
		2018/19	2019/20	2020/21	2018/19	2018/19
Asperger's	Leavers	34	12	33	1,048,340	1,621,290
	Achievement %	88.2 %	91.7 %	87.9 %	89.9 %	89.1 %
Hearing	Leavers	36	53	32	1,048,340	1,621,290
	Achievement %	91.7 %	98.1 %	81.3 %	89.9 %	89.1 %
Medical	Leavers	38	40	32	1,048,340	1,621,290
	Achievement %	94.7 %	97.5 %	75.0 %	89.9 %	89.1 %
Mental health	Leavers	61	42	72	1,048,340	1,621,290
	Achievement %	72.1 %	97.6 %	81.9 %	89.9 %	89.1 %
Mobility	Leavers	28	21	31	1,048,340	1,621,290
	Achievement %	92.9 %	100.0 %	93.5 %	89.9 %	89.1 %
Multiple	Leavers	10	8	7	1,048,340	1,621,290
	Achievement %	90.0 %	75.0 %	71.4 %	89.9 %	89.1 %
n/a	Leavers	40	51	41	1,048,340	1,621,290
	Achievement %	75.0 %	78.4 %	90.2 %	89.9 %	89.1 %
No disability	Leavers	5,627	4,189	5,113	1,048,340	1,621,290
	Achievement %	87.3 %	89.2 %	88.2 %	89.9 %	89.1 %
Not known/not provided	Leavers	788	599	228	1,048,340	1,621,290
	Achievement %	88.3 %	91.3 %	86.0 %	89.9 %	89.1 %
Other	Leavers	47	53	31	1,048,340	1,621,290
	Achievement %	85.1 %	98.1 %	90.3 %	89.9 %	89.1 %
Physical	Leavers	11	14	11	1,048,340	1,621,290
	Achievement %	63.6 %	100.0 %	100.0 %	89.9 %	89.1 %
Profound/Complex	Leavers	8	1	1	1,048,340	1,621,290
	Achievement %	87.5 %	0.0 %	100.0 %	89.9 %	89.1 %
Temporary	Leavers	0	1	2	1,048,340	1,621,290
	Achievement %		100.0 %	50.0 %	89.9 %	89.1 %
Visual	Leavers	18	9	14	1,048,340	1,621,290
	Achievement %	100.0 %	77.8 %	92.9 %	89.9 %	89.1 %
Total	Leavers	6,746	5,093	5,648		
	Achievement %	87.3 %	89.7 %	88.0 %		

Learning Difficulty

		Overall				
		Provider Full Year			Prov Grp	National
		2018/19	2019/20	2020/21	2018/19	2018/19
Autism	Leavers	101	107	182	1,048,340	1,621,290
	Achievement %	87.1 %	93.5 %	90.1 %	89.9 %	89.1 %
Dyscalculia	Leavers	2	0	3	1,048,340	1,621,290
	Achievement %	100.0 %		66.7 %	89.9 %	89.1 %
Dyslexia	Leavers	58	58	100	1,048,340	1,621,290
	Achievement %	81.0 %	86.2 %	80.0 %	89.9 %	89.1 %
Moderate	Leavers	119	122	103	1,048,340	1,621,290
	Achievement %	86.6 %	94.3 %	94.2 %	89.9 %	89.1 %
Multiple	Leavers	4	0	0	1,048,340	1,621,290
	Achievement %	75.0 %			89.9 %	89.1 %
n/a	Leavers	40	51	41	1,048,340	1,621,290
	Achievement %	75.0 %	78.4 %	90.2 %	89.9 %	89.1 %
None	Leavers	5,577	4,101	4,924	1,048,340	1,621,290
	Achievement %	87.3 %	89.4 %	88.1 %	89.9 %	89.1 %
Not Known/Not Provided	Leavers	788	599	228	1,048,340	1,621,290
	Achievement %	88.3 %	91.3 %	86.0 %	89.9 %	89.1 %
Other	Leavers	37	28	39	1,048,340	1,621,290
	Achievement %	81.1 %	96.4 %	87.2 %	89.9 %	89.1 %
Other Spec	Leavers	9	13	12	1,048,340	1,621,290
	Achievement %	100.0 %	84.6 %	83.3 %	89.9 %	89.1 %
Severe	Leavers	11	14	16	1,048,340	1,621,290
	Achievement %	100.0 %	92.9 %	87.5 %	89.9 %	89.1 %
Total	Leavers	6,746	5,093	5,648		
	Achievement %	87.3 %	89.7 %	88.0 %		

CASE STUDY • COLLEGE IN THE NEWS • SUCCESS STORY

COLLEGE ACHIEVES RAINBOW FLAG AWARD FOR LGBT+ INCLUSION AND VISIBILITY

18th November 2021

Solihull College & University Centre has been awarded the full Rainbow Flag Award for its LGBT+ inclusion work. The Rainbow Flag Award is a national quality assurance framework for educational providers. The award focuses on positive LGBT+ inclusion and visibility.

To achieve the award, the College had to provide evidence of work carried out in six different key areas: skilled teaching, supportive parents and governors, effective policies, inclusive curriculum, pastoral support and student voice.

Some examples of the College's LGBT+ inclusion work have recently included PPD sessions and inclusive lessons, celebrations of LGBT+ events, staff training including the development of a digital training session, and pastoral support for LGBT+ students.

"We are so proud to have achieved this award recognising the College's commitment to LGBT+ inclusion," says Grace Wynne Willson, Student EDI and Enrichment Co-ordinator.

"It really has been a whole college approach and so many people have contributed towards this achievement, but I would like to particularly thank all the students who have been involved including members of our Pride Club." Pride Club is a supportive and non-judgmental group for LGBT+ students with regular meetings held at both the Solihull and Stratford campuses.



Will Pullen, Student Voice President and former LGBT+ Officer, commented: "Receiving the Rainbow Flag Award emphasises our promise to the College's LGBT+ community and I believe that we should all be extremely proud of that!"

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ACHIEVEMENT BY SEXUAL ORIENTATION

16-18

		2018/19	2019/20	2020/21
	Leavers	12,417	11,910	12,700
	Achievement %	86.2 %	92.7 %	93.5%
01 Heterosexual	Leavers	9,992	9,631	10,341
	Achievement %	86.5%	92.9%	93.7%
02 Lesbian or Gay	Leavers	157	158	174
	Achievement %	83.4%	87.3%	92.5%
03 Bisexual	Leavers	335	416	450
	Achievement %	80.3%	90.6%	92.2%
04 Other	Leavers	341	358	376
	Achievement %	86.8%	93.9%	92.6%
05 Prefer not to say	Leavers	1,592	1,347	1,359
	Achievement %	85.6%	92.4%	93.0%

- There are no significant achievement gaps between 16-18 learners. The achievement levels of lesbian or gay learners has risen from 87.3 to 92.5% and is now broadly in line with overall achievement rates.

Adults

		2018/19	2019/20	2020/21
	Leavers	6,746	5,093	5,648
	Achievement %	87.3 %	89.7 %	88.0%
01 Heterosexual	01 - Leavers	4,338	3,319	4,056
	02 - Achievement %	87.9%	90.4%	88.6%
02 Lesbian or Gay	01 - Leavers	71	47	57
	02 - Achievement %	90.1%	89.4%	89.5%
03 Bisexual	01 - Leavers	78	63	71
	02 - Achievement %	75.6%	82.5%	78.9%
04 Other	01 - Leavers	62	71	81
	02 - Achievement %	85.5%	85.9%	88.9%
05 Prefer not to say	01 - Leavers	2,197	1,593	1,383
	02 - Achievement %	86.4%	88.7%	86.6%

- Achievement of bisexual adult learners is lower than the achievement of other groups and this is a trend over the three years of reporting.

ACHIEVEMENT OF 16-18 LEARNERS ELIGIBLE FOR FREE MEALS 2020/21

	Leavers	Achievement of learners with Free School Meals	College average achievement
Level 1/entry	56	89.3%	85.7%
Level 2	530	95.1%	93.4%
Level 3	179	87.2%	88.6%
Total	776	92.9%	91.2%

- Learners in receipt of free school meals achieve slightly better than their peers overall, with those on Level 2 or below achieving much better than their peers.

ACHIEVEMENT OF CHILDREN LOOKED AFTER

	2018/19	2019/20	2020/21
Leavers	187	117	582
Achievement rate	81.8%	87.2%	93.5%

- Looked after children achieve slightly better than their peers and shows a significant upward trend.

ACHIEVEMENT OF APPRENTICES

Gender Apprentices

		Overall		
		Provider Full Year		
		2018/19	2019/20	2020/21
Female	Leavers	241	126	159
	Achievement %	70.1 %	72.2 %	71.7 %
Male	Leavers	262	206	234
	Achievement %	63.7 %	68.9 %	52.6 %
Total	Leavers	503	332	393
	Achievement %	66.8 %	70.2 %	60.3 %

- The achievement gap between male and female apprentices has widened compared to last academic year. Male achievement is almost 20% below female achievement.

Age Groups Apprentices

		Overall		
		Provider Full Year		
		2018/19	2019/20	2020/21
16 - 18	Leavers	213	177	180
	Achievement %	70.9 %	70.6 %	53.9 %
19 - 23	Leavers	149	104	127
	Achievement %	69.1 %	76.0 %	62.2 %
24+	Leavers	141	51	86
	Achievement %	58.2 %	56.9 %	70.9 %
Total	Leavers	503	332	393
	Achievement %	66.8 %	70.2 %	60.3 %

- The achievement gap between different age groups of apprentices has widened. Apprentices aged 24+ significantly outperformed apprentices aged 16-18 and 19-23 by 17% and 8.7% respectively.

Ethnicity Apprentices

		Overall		
		Provider Full Year		
		2018/19	2019/20	2020/21
Asian	Leavers	34	23	20
	Achievement %	58.8 %	78.3 %	55.0 %
Black	Leavers	10	4	6
	Achievement %	30.0 %	75.0 %	50.0 %
Mixed	Leavers	29	15	17
	Achievement %	55.2 %	73.3 %	52.9 %
Not App/known	Leavers	2	2	0
	Achievement %	100.0 %	50.0 %	
Other	Leavers	5	1	3
	Achievement %	40.0 %	0.0 %	66.7 %
White	Leavers	423	287	347
	Achievement %	69.3 %	69.7 %	61.1 %
Total	Leavers	503	332	393
	Achievement %	66.8 %	70.2 %	60.3 %

- The achievement gap between the largest ethnicity groups has broadly remained the same. The gap in achievement between White and Asian apprentices, making up 93% of the apprentice cohort, is 8.6% (compared to 10% last year), with Asian apprentices achieving better.

Learning Difficulties/Disabilities Apprentices

		Overall				
		Provider Full Year			Prov Grp	National
		2018/19	2019/20	2020/21	2018/19	2018/19
Has difficulty/disability/health problem	Leavers	44	31	58	12,570	33,220
	Achievement %	59.1 %	58.1 %	51.7 %	61.3 %	61.8 %
No difficulty/disability/health problem	Leavers	449	301	335	84,110	258,190
	Achievement %	68.2 %	71.8 %	61.8 %	67.5 %	65.0 %
No information provided by the learner	Leavers	9	1	0	1,710	4,850
	Achievement %	33.3 %	0.0 %		67.0 %	63.9 %
Total	Leavers	502	333	393		
	Achievement %	66.7 %	70.3 %	60.3 %		

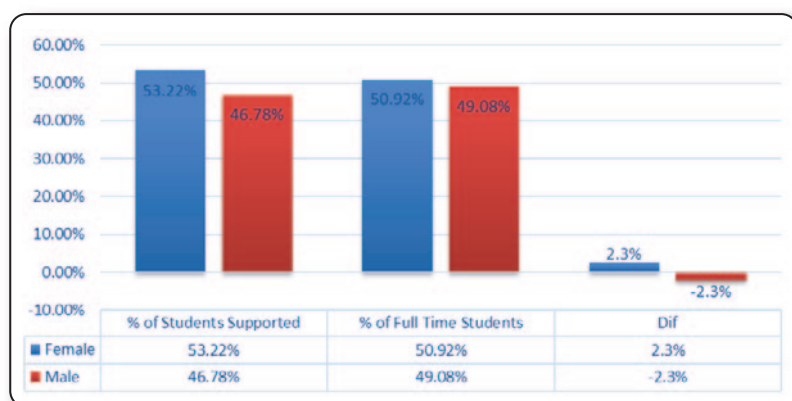
- Overall achievement of apprentices dropped in 2020/21, for learners with a disability and learners with no disability. The achievement gap has narrowed from 13.7% to 10.1%, but this is still too wide and is as a result of declining performance.

Equality analysis and allocation of Learner Support Fund 2020-2021

The Learner Support funds are used to help over financial barriers some students face in accessing education. The funds receive applications throughout the academic year, but the majority are received within the first term. The below data was collated on 2nd February 2022.

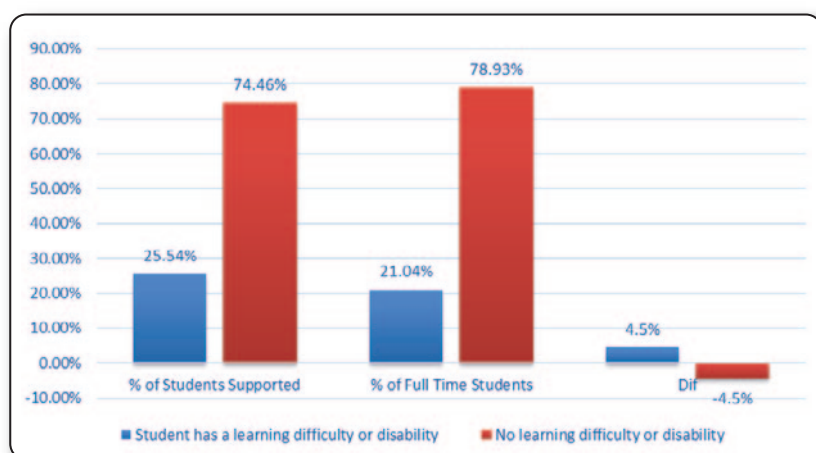
Gender

The funding profile for gender has seen slightly more females accessing support than males. This can be attributed to the fact that courses with high equipment and trip 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 Computing, and Business have lower associated costs.

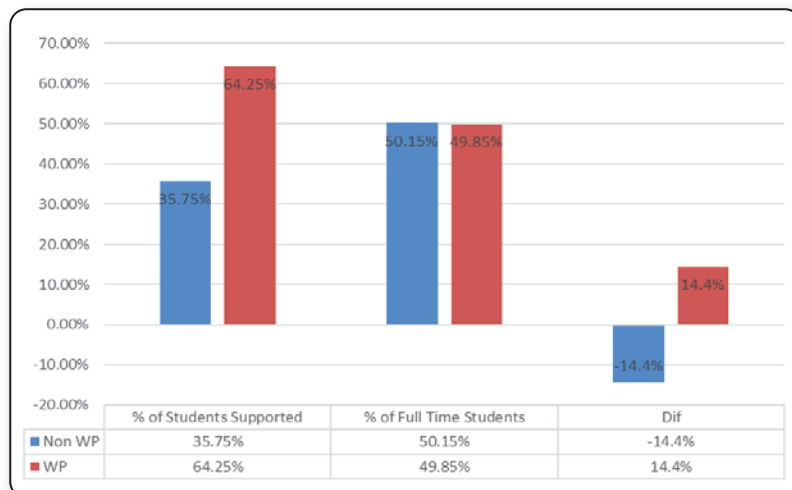


Students with Disability or Learning Difficulty

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



Students from a Widening Participation post code



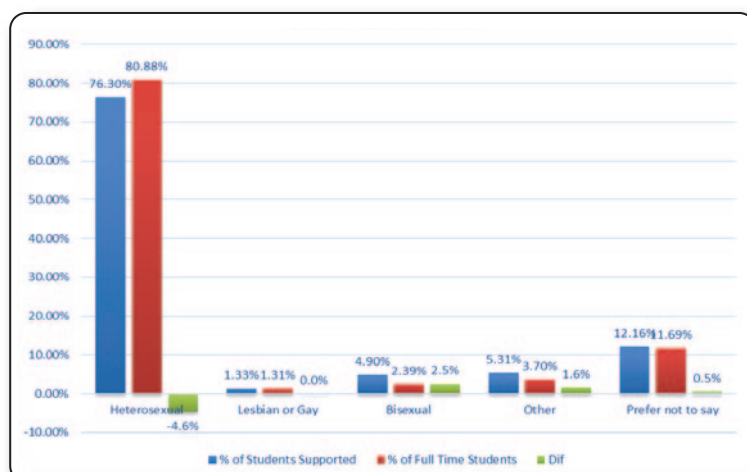
Targeted eligibility criteria for the financial support funds have enabled a higher percentage of students from widening participation postcodes compared to that of the overall college profile to access financial support. The percentage of students from widening participation postcodes receiving financial support is 64.25% and is 14.4% above the college profile.

Ethnicity

	% of Students Supported	% of Full Time Students	Dif
Ethnicity: Any other ethnic group	1.33%	1.08%	0.2%
Ethnicity: Arab	3.06%	1.45%	1.6%
Ethnicity: Asian / Asian British - Any other Asian background	2.66%	1.83%	0.8%
Ethnicity: Asian / Asian British - Bangladeshi	2.25%	1.26%	1.0%
Ethnicity: Asian / Asian British - Chinese	0.20%	0.14%	0.1%
Ethnicity: Asian / Asian British - Indian	1.63%	2.62%	-1.0%
Ethnicity: Asian / Asian British - Pakistani	17.98%	12.77%	5.2%
Ethnicity: Black / Black British - African	3.58%	2.57%	1.0%
Ethnicity: Black / Black British - Any other black background	0.41%	0.87%	-0.5%
Ethnicity: Black / Black British - Caribbean	2.86%	2.03%	0.8%
Ethnicity: Mixed - Any Other Mixed background	1.74%	1.35%	0.4%
Ethnicity: Mixed - White and Asian	1.63%	1.69%	-0.1%
Ethnicity: Mixed - White and Black African	0.92%	0.44%	0.5%
Ethnicity: Mixed - White and Black Caribbean	4.90%	4.30%	0.6%
Ethnicity: Not provided	0.10%	0.09%	0.0%
Ethnicity: White - Any Other White background	3.88%	4.54%	-0.7%
Ethnicity: White - English / Welsh / Scottish / Northern Irish / British	50.26%	60.30%	-10.0%
Ethnicity: White - Gypsy or Irish Traveller	0.31%	0.05%	0.3%
Ethnicity: White - Irish	0.31%	0.59%	-0.3%

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 (+5.2%) and English/Welsh/Scottish/Northern Irish origin (-10%).

Sexual Orientation



The data shows that there is only small variations in the students receiving funding and the college profile. The most from the college profile are from Heterosexual group (-4.6%) and the Bisexual group (+2.5%).

KAEDEN AWARDED ICE TECHNICIAN OF THE YEAR

19th July 2021

An Engineering apprentice from Solihull College & University Centre has been recognised at the end of his apprenticeship with an ICE Technician Award for Technician of the Year.

Kaeden Bunting, 17, was honoured at the ICE West Midlands annual awards ceremony which were held virtually this year. He was nominated by his college assessor Josh Hobday for the award.

After school ended, Kaeden decided A-levels were not for him. Instead, he hoped to go straight into work so applied to the apprenticeship through the College soon after. He started in 2019 and has carried out his 2-year civil engineering apprenticeship at engineering firm Aecom.

Working in the rail industry, his role involves him visiting site and inspecting structures, writing reports and updating software. He comments: "I was always interested in construction and how things worked and were managed. My course tutors have been really supportive, if I have any questions, they are always willing to talk them through with me."

Kaeden and his classmates have been learning about sustainability, CAD (Computer Aided Design), legislation and mathematical aspects of engineering on their diverse course. Kaeden has been impressed with the number of topics covered. He adds: "It doesn't limit you to one area, and feels broad, you have the scope to go into a field you may not have anticipated."

Kaeden was proud to receive the award and thanks his employer for being a supportive part of his journey. His line managers attended all of his apprenticeship meetings and Kaeden is appreciative of the guidance he has received from experts in the field at both his job and at college.



The College 2021/22 Staffing Profile

Ethnicity

The table below shows the current ethnic profile of Solihull College staff with comparative data for 2019, 2020 and 2021.

Year	Ethnicity %	College	Mgmt	Lecturing	Support	PT teaching	Hourly paid support
2021	White	82.13	88.64	81.06	84.44	76.77	80.33
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
2021	BAME	17.65	11.36	18.94	15.56	21.94	19.67
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
2021	Prefer not to say/ unknown	0.22	0.00	0.00	0.00	1.29	0.00
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

The percentage of staff from BAME backgrounds has increased significantly this year to 17.65%. This is mainly attributable to hourly paid Lecturing increases. The College target has exceeded its target of achieving a staff profile of 17% BAME staff. The target has been revised to 19%, as agreed by the EDI & Learner Voice Steering Group. In terms of student profile, learners from BAME groups account for 33% of the total full-time cohort and 24% of our part-time learner cohort.

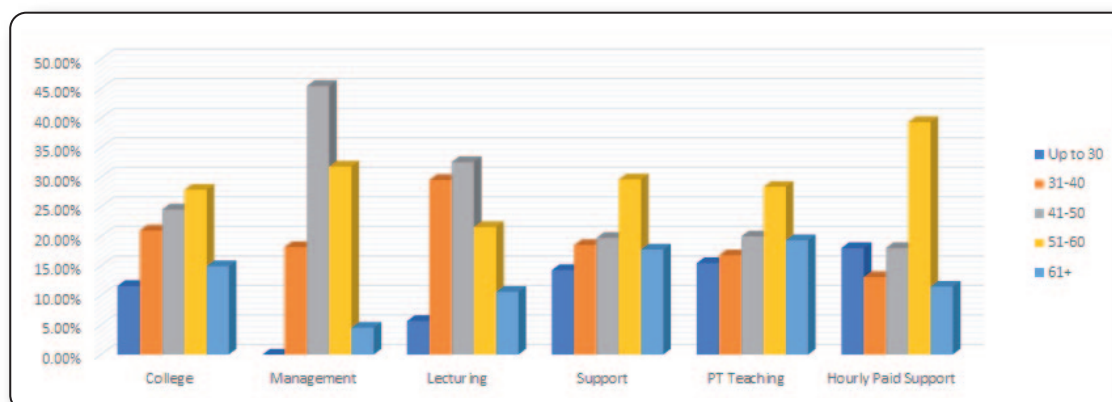
Gender

This table below shows the gender profile of College staff.

Year	Gender %	College	Mgmt	Lecturing	Support	PT teaching	Hourly paid support
2021	Female	66.63	52.27	61.36	67.90	69.03	85.25
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
2021	Male	33.37	47.73	38.64	32.10	30.97	14.75
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

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 7.28 in 2019/20 to 7.86% in 2020/21. The category of staff with the greatest percentage of disability is Hourly Paid Support with 9.84% this is followed Management which is a smaller cohort of the overall staff population with 9.09% and then by Support Staff with 8.40%.

Sexual Orientation

Sexual Orientation	College	Management	Lecturing	Support	PT Teaching	Hourly Paid Support
Bisexual	0.97	2.27	1.14	0.99	0.65	0.00
Gay	1.29	0.00	1.89	0.25	3.23	1.64
Heterosexual	81.92	88.64	81.44	82.96	78.71	80.33
Lesbian	0.32	0.00	0.38	0.00	0.00	0.00
Prefer not to say / unknown	15.50	9.09	15.15	15.31	17.42	18.03
Grand Total	100.00	100.00	100.00	100.00	100.00	100.00

Religion or Belief

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

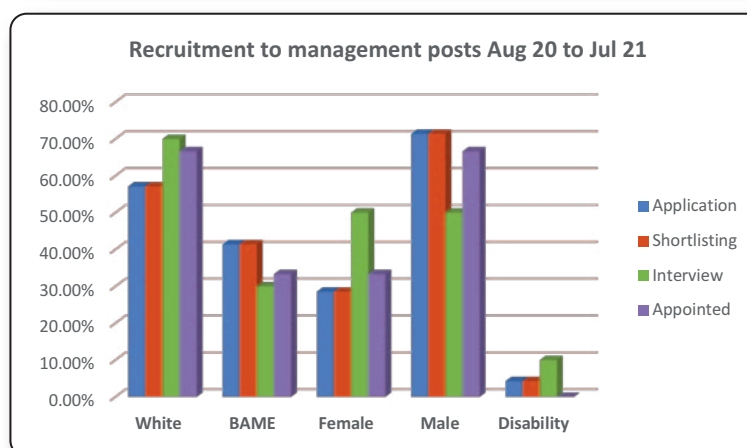
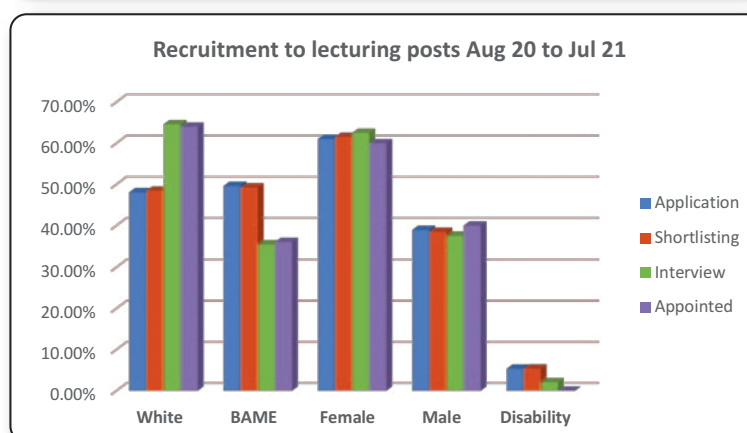
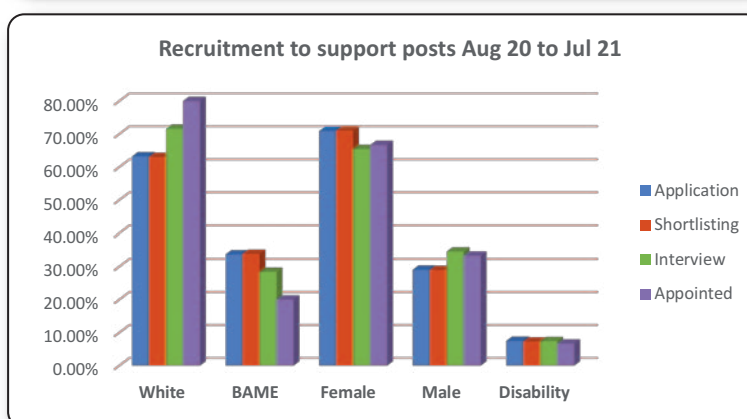
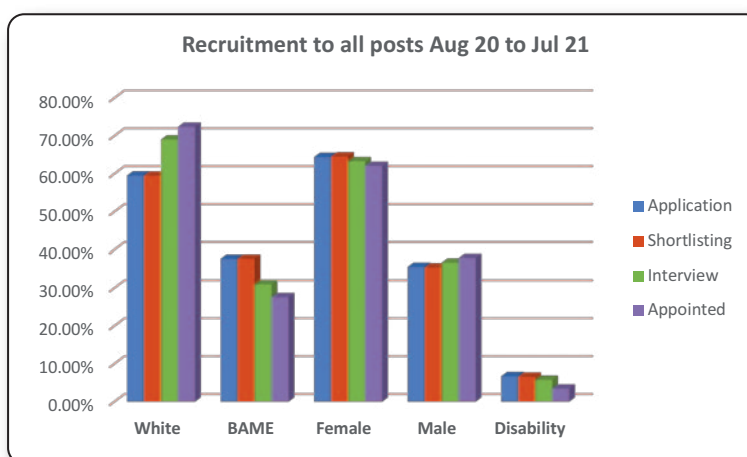
Religion or belief	College	Management	Lecturing	Support	PT Teaching	Hourly Paid Support
Christian	45.21	47.73	42.80	44.94	48.39	47.54
Hindu	1.40	0.00	0.76	1.98	1.29	1.64
Jewish	0.11	0.00	0.00	0.00	0.65	0.00
Muslim	5.71	2.27	7.95	5.43	4.52	3.28
Sikh	1.72	4.55	2.27	0.99	1.94	1.64
Other	3.34	4.55	2.65	4.69	0.65	3.28
No religion	24.65	20.45	23.11	24.69	26.45	29.51
Prefer not to say / unknown	17.87	20.45	20.45	17.28	16.13	13.11
Grand Total	100.00	100.00	100.00	100.00	100.00	100.00

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 2020 to July 2021. They include an additional stage to previous years to illustrate the impact of activities/shortlisting which take place before interview.

Overall, the appointment of BAME applicants to posts was 27.59%, this is similar to the previous year. Of the lecturing staff appointed, 36% were from BAME ethnicities. There were 33.3% of management appointments from BAME ethnicities however, only 5 appointments were made. 20% of support staff appointments were of BAME origin, this was a decrease of 15.00% from 19/20. The college introduced a further monitoring stage part way through 20/21 to analyse further the candidates who are shortlisted and whether they progress through the activity stage to interview. From shortlisting to interview the candidates from BAME backgrounds decrease across all categories of staff. The percentage of BAME candidates from interview to appointment increases across lecturing and management categories but decreases by 8.40% for support staff.

The percentage of support applicants with disabilities that progressed to appointment was similar to those shortlisted. The lecturing applicants appointed with a disability drop from 5.38% at shortlisting to 0% appointed, management posts at shortlisting were 4.29 % at shortlisting to 0% at appointment.



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COLLEGE DIRECTOR WINS TOP BUSINESS AWARD

19th January 2021

A Director from Solihull College & University Centre has been awarded one of CEO Today's 'Business women of the Year' awards for outstanding leadership, vision and entrepreneurship.

The awards honour a select few women who are the driving force behind their business, promoting equality in their sector and beyond.

Rosa Wells, now the College's Executive Director Employment & Skills and IoT, began her career as a trainee in Aerospace Manufacturing and successfully completed an industry sponsored MEng. After working across the channel in France focusing on Aerospace Research, she returned to the UK and took up a role in Aerospace teaching at the College.

Whilst working at the College, Rosa has been involved in the development of several successful programmes, including WISE (Women in Science and Engineering), which aims to ensure that a more diverse STEM workforce is recruited.

Rosa has recently been involved in the development of the Greater Birmingham & Solihull Institute of Technology. IoTs are collaborations between further education providers, universities and employers that will specialise in delivering higher technical education at Levels 4 and 5 with a focus on STEM subjects. Networks will be supporting underrepresented groups, including BAME engineers and women.

Rosa comments: "The collaborative approach to solving the skills gap with institutions working with and alongside one another rather than in competition has garnered positive responses from employers. I am honoured to receive this award as a female businesswoman in engineering. As a college we are trying to grow talent, assist with representation, and make a positive impact with our work as an IOT. Diversity is essential to fill the skills gap and we continue to take positive strides in our engineering department towards gender equality in the industry."



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Gender Pay Gap

Gender Pay Gap – based on data from 31st March 2021

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 2021 ie March 2021 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	£18.18
Mean hourly rate of pay of all full-pay relevant female employees	£17.11
Difference	1.07
Mean gender pay gap as a percentage	5.89%

**The value for the College is 5.89% which indicates men are paid on average more than women by 5.89%.
(The figure for 31 March 2020 was 4.27%)**

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 £19.54

Median hourly rate of pay of all full-pay relevant female employees £17.83

Median gender pay gap as a percentage 8.75%

The median gender pay gap value for the College was 8.75%

(The figure for March 2020 was 3.71%)

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	238	69	169	28.99	71.01
Lower middle quartile	238	76	162	31.93	68.07
Upper middle quartile	239	94	145	39.33	60.67
Upper quartile	238	78	160	32.77	66.95

The data from March 2020 is shown below:

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

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.

Ethnicity Pay Gap

The College has adapted the methodology used to generate the Gender pay gap to produce Ethnicity pay gap data. Staff with ethnicities which are categorised as BAME were be put in place of female and those categorised as white, replaced the male category.

The mean ethnicity 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 white employees **(A)**

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

The final calculation is as follows:

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

Summary

Mean ethnicity pay gap

Mean hourly rate of pay of all full-pay relevant white employees £17.40

Mean hourly rate of pay of all full-pay relevant BAME employees £17.61

Difference -0.21

Mean ethnicity pay gap as a percentage -1.21%

The value for the College is -1.21% which indicates BAME employees are paid on average more than white employees by 1.21%.

The median ethnicity pay gap

The hourly rate pay data was split into white and BAME employees. 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 ethnicity pay gap

Median hourly rate of pay of all full-pay relevant white employees £18.42

Median hourly rate of pay of all full-pay relevant BAME employees £19.33

Median gender pay gap as a percentage -4.94%

The median ethnicity pay gap value for the College was -4.94% indicating BAME staff are paid on average more than white employees by 4.94%

Salary quartiles

The list of white and BAME 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 white and BAME staff in each quartile. This is to determine if there are any obstacles to BAME employees progressing within the organisation. The data showed a similar percentage of BAME employees in the lower and upper quartiles indicating there is no blockage to progression.

Salary Quartile	Total	White	BAME	% White	% BAME	% prefer not to say
Lower quartile	238	199	39	83.61	16.39	0.00
Lower middle quartile	238	204	34	85.71	14.29	0.00
Upper middle quartile	239	192	45	80.33	18.83	0.84
Upper quartile	238	196	39	82.35	16.39	1.26

CASE STUDY • COLLEGE IN THE NEWS • SUCCESS STORY

COLLEGE DONATES FOR AFGHAN REFUGEES

27th September 2021

Staff from Solihull College & University Centre have donated essential items and clothes for Afghan refugees.

About 10,000 Afghans are forecast to be flown to the UK this year for resettlement under two schemes after fleeing the Taliban takeover, according to The Guardian.

College Sustainability Officer Maddie Booth was put in touch with a local distribution centre by friend and community fundraiser Rattan Bhorjee. With the help of Grace Wynne-Willson from the College's Student Enrichment team, the two took responsibility for organising the College's donation drive.

"We sent out emails to all staff and put up posters around campus to get the message out" says Maddie.

"The collection lasted for nine days and we then took all the collected items such as tinned food, kitchen utensils and children's toys to the distribution centre based in Walsall. Staff were so keen to get involved and really rallied behind the donation drive. Every donation, however big or small, was greatly appreciated."

Maddie emphasises the importance of community outreach at the College: "Given we have a large number of staff and students, I think it's really important that we are spearheading that process of integration."

"Everybody is welcome at the College – whatever your religion, culture or background. That is a key part of our set of values."



Maddie Booth (left) and Grace Wynne-Willson with the van ready to go



Maddie Booth with the donations

CASE STUDY • COLLEGE IN THE NEWS • SUCCESS STORY

Staff Networks/ Employee Resource Groups (ERGs)

Solihull College & University Centre and Stratford-Upon-Avon College have set up several staff networks to enhance inclusion and belonging. Everyone should feel like they are able to bring their whole selves to work or at least feel comfortable in the environment they are in. By having a safe space to talk and interact with colleagues the intention is for staff to build connections, resilience and confidence.

We have a diverse workforce working with diverse students, employers and the local community and the purpose of the ERGs fall in line with our mission and values as a College.

The networks are run by staff and are for staff, colleagues have the opportunity to join one or more that are of interest and will be a benefit to them and their personal and professional development.

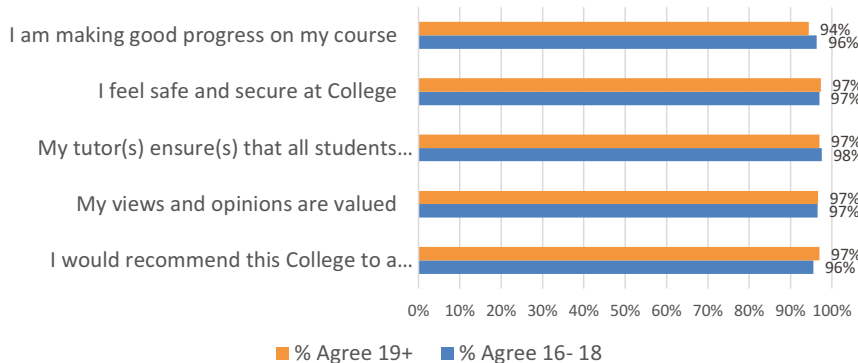
Networks include:

- **B.A.M.E. Network**
- **Women's Network**
- **Men's Mental Health Network**
- **Pride Network (LGBTQ+ community and allies)**
- **Disabilities Network (physical disabilities and long-term illnesses and conditions)**

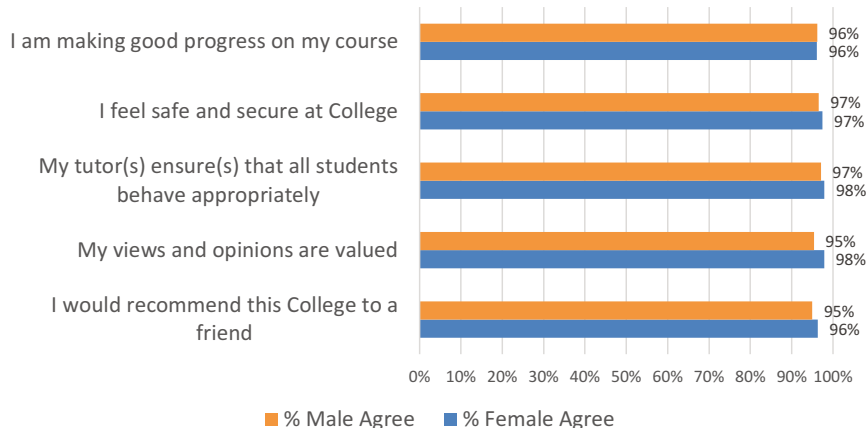
Anything discussed in group meet-ups is confidential and in line with the group agreements. This is an opportunity to connect with people staff may not ordinarily encounter on a daily basis at work. We intend to build on the foundations we already have here at the College and the relationships we as colleagues have with each other.

Student Feedback

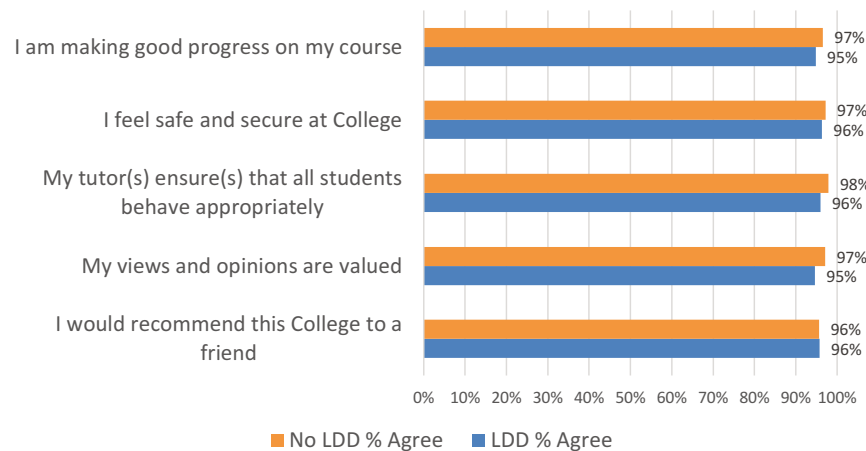
Analysis by Age



Analysis by Gender

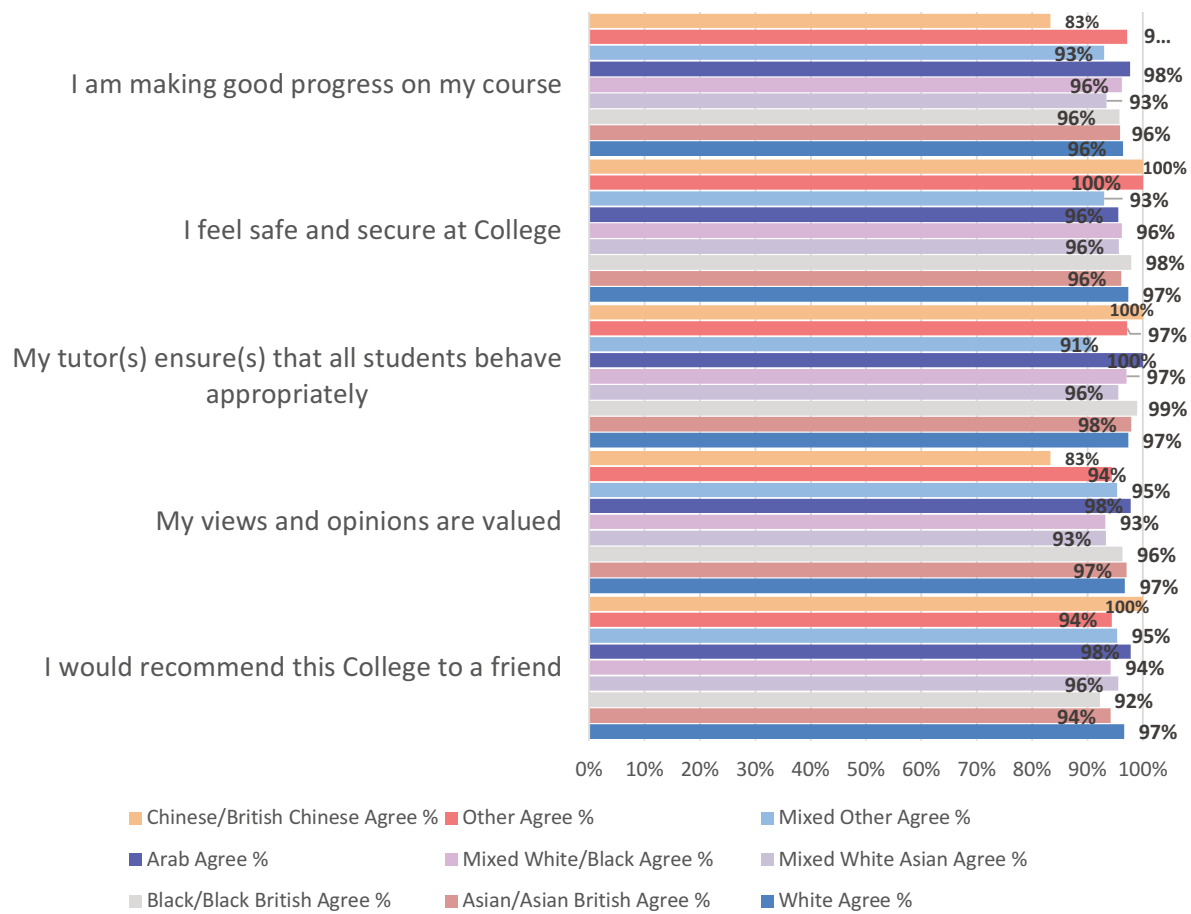


Analysis by LDD

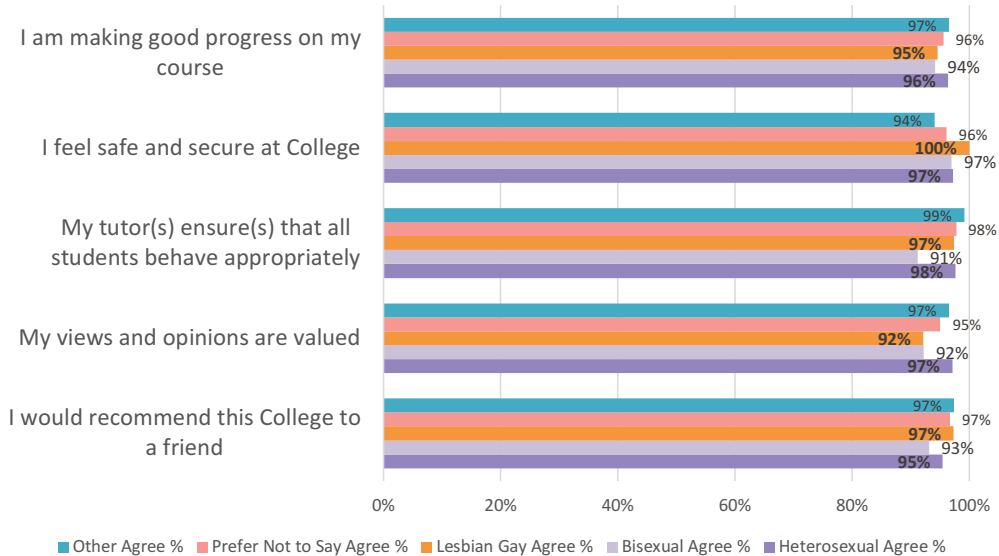


We regularly survey our students to assess levels of satisfaction and where there may be areas of concern. The survey results below are taken for the November 2021 Settling In Survey. There are generally high levels of satisfaction and the equality analysis below demonstrates that there are no major areas of concern around 'gaps' in satisfaction between groups of learners, although lesbian, gay and bisexual students score their satisfaction levels slightly lower.

Ethnicity



Analysis: Sexual Orientation



CASE STUDY • COLLEGE IN THE NEWS • SUCCESS STORY

AZEEM FLIES FLAG FOR DEAF STUDENTS

18th October 2021

A Business student from Solihull College & University Centre has praised the College's support for deaf students and revealed how much they have aided his personal development as a student and a person.

Azeem Hussain, 21 from Birmingham, has been studying Business at Blossomfield Campus, beginning on Level 1 before progressing upwards through the levels.

"When I first started College, I thought I'd be on my own and wouldn't have any support," says Azeem.

"I've been coming here for nearly four years now, achieving my Level 1, 2 and 3 in Business. Some things are a challenge but the deaf are well respected here and everything is in place. My coordinator understands the deaf, the culture, the barriers to learning; plus all the interpreters are fantastic."

He continues: "Here at Solihull, there's no barriers and everything is there for you. My experience has been really good – you can have a notetaker, an interpreter. The support is always there."

In terms of future aspirations, Azeem hopes to go into either accountancy or politics upon leaving College. He comments: "I want to get more involved in politics, because that's what interests me. Or accountancy because my family have their own business and I'd like to help with the accountancy side of running the business."

Azeem would also like to get involved in campaigning for deaf people and for change within the deaf community. The College is proud of Azeem's achievements so far and look forward to following his career closely.



CASE STUDY • COLLEGE IN THE NEWS • SUCCESS STORY

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
Pete Haynes	2012	2021	2022

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 College 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. 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.

COLLEGE TAKES NATIONAL SUSTAINABILITY PLEDGE

28th February 2022

Solihull College & University Centre has pledged to take part in a national sustainability challenge based on the United Nations Sustainable Development Goals (SDGs).

From Monday 28th February to Friday 11th March, the College will be taking part in the 'Students Organising for Sustainability UK' (SOS-UK) Teach In campaign which requests educators to incorporate the SDGs within their teaching.



The two-week challenge will allow the College's Sustainability Officer, Maddie Booth, the Senior Leadership Team and lecturers to identify how they can work together to embed these goals into the curriculum. To motivate departments, the College has launched an internal competition which will see teams with the most engagement and sustainable activity receive prizes.

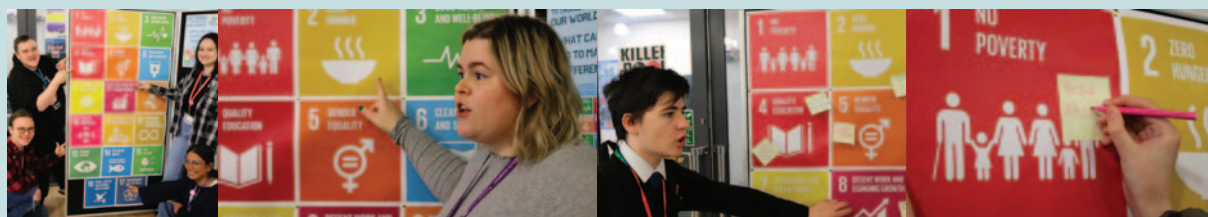
The United Nations 17 SDGs were adopted by all United Nations members with the commitment to complete them by 2030. The goals are as follows:

1. No poverty
2. Zero hunger
3. Good health and well-being
4. Quality education
5. Gender equality
6. Clean water and sanitation
7. Affordable and clean energy
8. Decent work and economic growth
9. Industry, innovation and infrastructure
10. Reduced inequalities
11. Sustainable cities and communities
12. Responsible consumption and production
13. Climate action
14. Life below water
15. Life on land
16. Peace, justice and strong institutions
17. Partnerships for the goals

By taking the national sustainability pledge, the College hopes to inspire lecturers to see how they can embed the 17 SDGs beyond the two-week period. The aims of the challenge are to raise awareness of the importance of sustainable development, catalyse curriculum reform and test new ideas, embed sustainability and social responsibility across all learning, link teaching, learning, and assessment to local and global concerns, and prepare students with the knowledge, skills, and attributes to tackle the world's greatest challenges.

Maddie Booth comments: "As a college we recognise our unique role in helping address the climate change challenges. We are uniquely placed at the heart of our developing young people to encourage, inspire and support them to get the skills they need on their own green journeys. We are committed, through our education and training of thousands of people, to develop a wider understanding of what a more sustainable future looks like, and we look forward to the SDG Teach In campaign as a pilot towards embedding sustainability throughout our whole curriculum."

Student EDI and Enrichment Coordinator, Grace Wynne Willson, is asking students to think of the small actions they can take to make a difference



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 EDI & Learner Voice Steering Group.
- 11.2 As part of the review the EDI & Learner Voice Steering 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 & 2021/22

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**

There has been some fantastic work undertaken by College managers, staff and students in working towards our equality objectives and these are highlighted in the various sections of this report. Those that have been achieved or we have made significant progress on are marked opposite with the green tick 

Some of the objectives have been carried forward from the last year, either because they are ongoing key operational activities (eg achievement analysis), or because the target has not been met.



Objective 2020/21	We will do this by: Progress Feb 2022 ✓ = achieved/compliant
We will analyse student progress and achievement rates to address any gaps and demonstrate the College's commitment to equality and inclusivity.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Actively demonstrate our commitment 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/unconscious 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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. ✓

Table of equality objectives 2021/22

Objective 2021/22	We will do this by:
We will analyse student satisfaction, progress and achievement rates to address any gaps and demonstrate the College's commitment to equality and inclusivity.	<ul style="list-style-type: none"> Using detailed equality analysis of student satisfaction, performance and progress by all of the protected characteristics to identify and address any areas of underperformance.
We will review our data analysis reporting to ensure we have appropriate coverage and level of information on which to assess our EDI performance and any required actions.	<ul style="list-style-type: none"> Ensuring we are meeting all our data commitments in the College's Equality Policy Discussing and analyse our data with senior leaders and the EDI & Learner Voice Steering Group.
We will continue to develop a comprehensive programme of enrichment events that celebrate the diversity of the College population.	<ul style="list-style-type: none"> Working with curriculum areas to identify opportunities for celebration and inclusion in a curriculum context Ensure continued and strengthened alignment between enrichment events and the College's tutorial scheme of work to maximise effect/impact Introduce a further series of campaigns centred around specific EDI aspects.
We will further advance the Solihull College & University Centre's values around equality and diversity through a targeted programme of learning and development.	<ul style="list-style-type: none"> 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 specific training for staff on Disability Awareness.
We will ensure a consistent approach to successfully embedding E&D into the curriculum.	<ul style="list-style-type: none"> EDI themes to be included in judgements on Learning Walks.
We will seek to ensure that SCUC's staffing profile more closely reflects the student profile.	<ul style="list-style-type: none"> Our revised target is for the staff profile to consist of 19% from BAME groups.
We will work to comply with the requirements of the Public Sector Bodies Mobile Apps and Websites Accessibility Regulations.	<ul style="list-style-type: none"> Taking appropriate action from the website and policies audit Undertaking ongoing monitoring of Moodle Resources Provide accessible version of this report by May 2022 Upgrade to Moodle 4 by June 2022 migrating only accessible content.
Key People (Staff/Student) Developments.	<ul style="list-style-type: none"> Actively demonstrate our commitment to the Black leadership Initiative Complete and report on external researchers' work on Breaking Down barriers for black and Asian aspiring managers Review of the College's website staff and vacancy pages to refresh its content and attract staff from under-represented groups Developing Initiatives to understand the 'lived experiences' of staff and students at the College (eg Breaking Down Barriers referred to above) To support and develop the staff EDI networks to ensure they achieve their objectives Strengthening our equality questions in staff and student surveys and student focus groups.
We will continue to raise awareness to the benefits of Higher Education and long-life learning to targeted POLAR areas.	<ul style="list-style-type: none"> Increasing further our outreach activities to our local schools Encouraging our HE students to continue 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.	<ul style="list-style-type: none"> Monitoring the impact and effectiveness of the online learning delivery of transition skills.

SHONEA LAYS CAREER FOUNDATIONS WITH ENGINEERING APPRENTICESHIP

6th September 2021



A former Built Environment & Sustainable Technologies student from Solihull College & University Centre is excelling in her apprenticeship with engineering and environmental consultancy RSK.

Shonea Holligan, 20 from Birmingham, secured her role with the company in April as she came towards the end of her college course.

Having always been a hands-on learner, on leaving school Shonea was seeking a full-time course which would match up with her interests and career aspirations. Initially studying Computer Aided Design with the College to improve her CAD skills, Shonea then talked through her options with the College's careers team and Built Environment & Sustainable Technologies seemed to be the perfect next step.

She comments: "I needed to find something that would give me a purpose and allow me to give back in a way no other career can. I also started to think of bettering the world one step at a time, becoming a better human and doing my bit. I needed to study a course that would teach me more about the environment, keep me engaged and wouldn't restrict me."

been a big part of her experience. She is particularly thankful for the support they offered, commenting: "My tutors have found the perfect balance when helping students transition from a school environment to a workplace one. They help to aid you to become a young professional and show you how to represent yourself accordingly. Never have I felt pressured to change who I am or how I act. All staff in the construction department have supported my learning so immensely and they have helped shape me to become a better engineer."

In terms of the long-term future, Shonea hopes to have a positive impact and continue to develop in her industry. She comments: "I'd like to be able to drive past newly developed buildings and sites and say I've had some involvement. Helping to produce new staples of architecture and land developments for the next generation would make me feel content with my journey of life."

She concludes: "Long-term career goals for me would be to simply make a change to the world I live in and to be able to get up in the morning and be excited to go to work. Which I already do now!"

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