

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

# EQUALITY, DIVERSITY & INCLUSIVITY

Annual Report 2022



Solihull College  
& University Centre

Stratford-upon-Avon  
College





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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 2021/22 extending through to the end of February 2023 (for case studies and news events).

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

## By Rebecca Gater, Principal & Chief Executive

As an institution of learning, we place equality, diversity and inclusivity at the heart of our ethos. At Solihull college and University Centre, we are proud of the richness and diversity in the group of students and staff that make up our community. We recognise that fostering this diversity enhances creativity and innovation, which are fundamental to the success of our organisation. Having said this, we do not under-estimate that challenges remain when it comes to achieving true representation of our communities, particularly in our leadership and governance. As an organisation we have made it our mission to actively work towards addressing these disparities.

This report is the culmination of our efforts not only to study and analyse where we are currently with regards to equality and diversity, but to celebrate our many successes, and highlight the achievements of our students and staff. It supports us to make visible how we are meeting our obligations to recognise diversity and promote equality and demonstrates the progress we have made over the past year.

We are committed to championing diversity and inclusion throughout the college so that all staff and students can thrive and feel a sense of community. This is highlighted in our strategic plan, underpinned by our organisation values - to be:

- **Inspiring** - motivating others to excel
- **Innovative** - transforming our ideas
- **Collaborative** - working together to achieve our shared goals
- **Caring** - making a difference
- **Responsible** - making things happen
- **Respectful** - welcoming others into our college community.

Our continual aspiration is to promote equality and social inclusivity in all that we do. We will achieve this through achieving our equality objectives, detailed within this report. Visitors to the college frequently comment on the tangibly respectful and inclusive environment that students and staff have cultivated, and it is this environment that makes the college so special.

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.

**Dr Rebecca Gater**

Principal & Chief Executive

### ● CASE STUDY ● COLLEGE IN THE NEWS ● SUCCESS STORY

Within this report you'll find a number of case studies and news stories. These are intended to demonstrate the work of the College around EDI themes and the achievements of our learners and staff from a wide range of backgrounds.

A number of the stories directly relate to our equality objectives referred to on page 6.

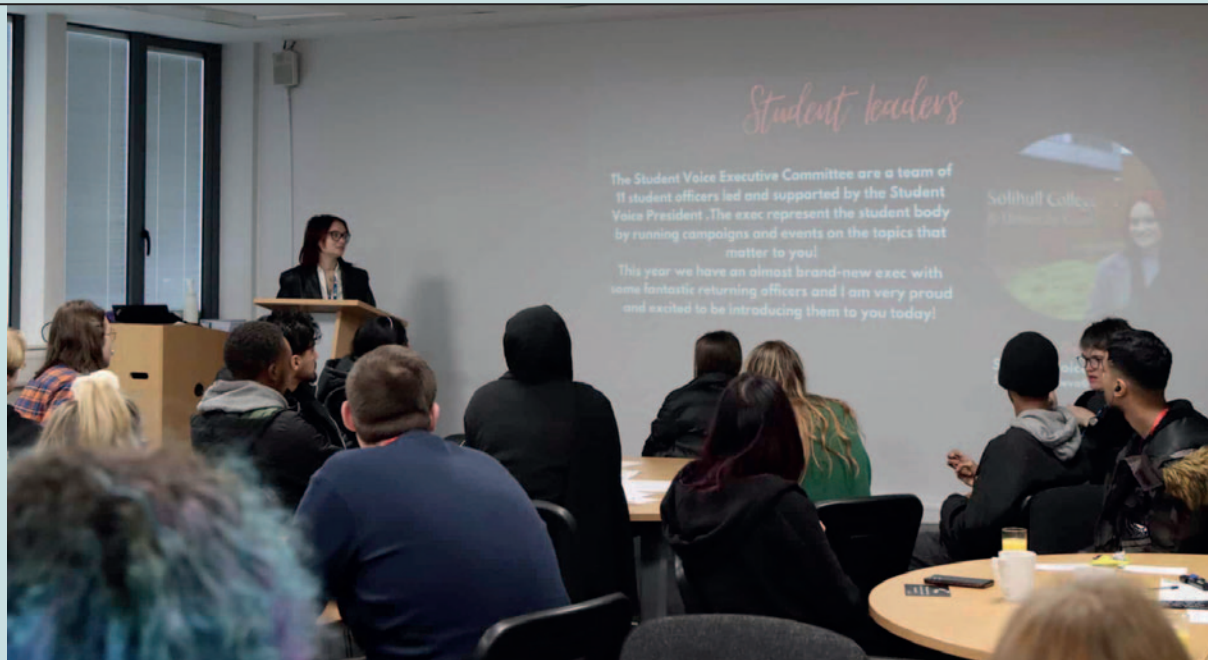


## CASE STUDY • COLLEGE IN THE NEWS • SUCCESS STORY

### STUDENT LEADER CONFERENCE SETS OUT FUTURE PLANS

Written by the Student Executive's Digital & Communications Officer, Emma Stewart

20th January 2023



Student Executives and Representatives at Solihull College & University Centre discussed their aims for the year with members of the College's management and senior leadership team at the annual Student Leaders Conference recently.

The event started with a moving speech from Student Voice President, Sasha Georgieva, who shared her story of moving to the UK as a high school student and how she found her voice at the College through her involvement with the Student Enrichment team.



*The conference was an excellent opportunity for students to map out their vision for the College*

Student EDI & Enrichment Coordinator, Grace Wynne Willson, says: "It was so great to have the student conference finally in person for the first time since the COVID pandemic. It was a wonderful opportunity for representatives from across the three college campuses to meet each other, build strong connections and share ideas. I was particularly impressed with Sasha's inspiring presentation in which she talked about her journey."

Throughout the day, students explored and learnt more about current projects taking place at the College in sustainability, learning technology, student leadership and more.

Megan Briggs, Project Coordinator at Leaders Unlocked, delivered a workshop on racial justice as part of an ongoing project which the College is currently involved in.

Digital & Communications Officer, Tilly Murray comments: "I think that the conference was very interesting while also staying engaging. I enjoyed how I was able to get to know the other execs and reps."

## CASE STUDY • COLLEGE IN THE NEWS • SUCCESS STORY

# Our Equality Objectives

## for 2023 and Beyond

We produce our equality objectives 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 into 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 our objectives are specific, measurable, achievable, and realistic.

Many of the actions can be achieved within the first year, but some will be longer term goals. They have been designed to add value to existing initiatives and deliver outstanding performance.

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



Objective	Why	We will do the following:
Achieve a <b>staff profile</b> that reflects the student population and therefore provides the best experiences for our learners and staff.	Our student population tends to comprise around 35% BAME students. Our staff profile is currently at 19%.	Do more to publicise through our website our student and staff profile (to challenge the view of Solihull and Stratford College campuses).  Promote the benefits of working at the College.  Talking heads promotions of current staff and students.
Achieve a <b>profile at leadership and management level</b> that reflects the current staff profile, and then the student profile.	Our staff profile is currently at 19.34% BAME, our management profile at 12.50%.  Our gender pay gap can be attributed to a lower proportion of female staff in the upper quartile than in the other three quartiles.	Sponsorship and monitoring schemes for staff.  Recruit to senior posts through BLG affiliated recruitment companies.  Analysis of recruitment data from application through shortlisting to appointment .  Anonymised applications.  Further exploration of any barriers to women being appointed to management posts.
Take positive action to <b>address the under-representation of black apprentices.</b>	The national regional and College profile of apprentices shows a stark underrepresentation of black learners compared to other provision types.	Work proactively with employers and challenge where we feel there is racial bias.  Actively market positive role models to employers and potential new apprentices.  Work collaboratively with Colleges West Midlands on the project to increase the number of black apprentices.
<b>Review the FE curriculum and our teaching</b> approaches to ensure learning reflects contemporary British values, the influence of colonial history on society and recognises the positive contribution BAME people have made and continue to make.	We need to meet the challenge in securing the inclusion of Black, Asian and minority ethnic themes and experiences across the curriculum.	Creation of an anti-racist curriculum model, focusing on: i) Attributes for anti-racist ii) Cultural celebrations iii) Cultural norms/awareness  Re-design curriculum to model through workshops.  Develop a 'Quick -to-Act' Curriculum, in which we provide space each week to discuss emerging events and check that issues are balanced and include race-related themes.

continued on next page...

Objective	Why	We will do the following:
To ensure that <b>anti-racism and anti-discrimination is central to our CPD.</b>	To achieve a fully inclusive learning environment, staff need to be equipped to deal with issues, particularly around race and race equality, and more widely, inclusivity.	<p>Briefing staff on our journey to advance anti-racism at Solihull College.</p> <p>Governor awareness and development on inclusivity.</p> <p>Staff awareness and training on anti-racism, including language.</p> <p>Creating anti-racism champions.</p> <p>Training curriculum staff to be confident in delivering mainstream curriculum and tutorials and assessing the effectiveness of the training through learning walks.</p> <p>To work through the findings and recommendations of the Leaders Unlocked action plan of racial justice.</p>
To further develop a College <b>environment</b> that is safe, inclusive and encourages all staff and students to <b>bring their whole self to College</b> , with a particular focus on <b>LGBT+ students.</b>	Anecdotally, through feedback from our Pride group, we are aware that students may be reluctant to be honest at enrolment about sexual orientation.	<p>Provide the opportunity for students to revisit their personal data in year whilst at College.</p> <p>Publicise to potential and existing applicants the inclusivity of the College, our Rainbow Flag award and the work of the student Pride group.</p> <p>To achieve re-accreditation of the Rainbow Flag Award.</p> <p>To provide a safe space for students to talk about sexuality and other sensitive issues and to ensure students are provided with appropriate support.</p> <p>Understanding, through the College West Midlands project on racial equality, how mixed heritage learners are engaged with and how we can support a sense of identity.</p>
<b>Further develop cultural awareness.</b>	Research project commissioned by the College recommended more opportunities for staff to engage with and celebrate other cultures. The College has seen the value of events for students in advancing inclusivity and diversity.	<p>Senior Sponsors for our staff networks.</p> <p>Cultural and other awareness events for staff (including TED talks).</p> <p>To work through the findings and recommendations of the Leaders Unlocked action plan of racial justice.</p>



# Executive Summary

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

SCUC has revisited its strategic plan and with it our core values which underpin everything that we do. Equality and Diversity is embedded within the six values.



## **INSPIRING**

### **Motivating others to excel**

We recognise and celebrate achievement, and empower staff and learners to exceed their perceived potential.



## **INNOVATIVE**

### **Transforming our ideas**

We seek continuous improvement, and use innovation to adapt to change.



## **COLLABORATIVE**

### **Working together to achieve shared goals**

We operate as one team, valuing the contribution each of us makes.



## **CARING**

### **Making a difference**

We care about the wellbeing of our staff, learners and communities by trusting, listening to, engaging with and supporting each other.



## **RESPONSIBLE**

### **Making things happen**

We are open, honest, and take full responsibility, individually and collectively, for our decisions, actions, performance and results.



## **RESPECTFUL**

### **Welcoming others into our college community**

We celebrate difference and diversity. We value others and recognise that their thoughts and feelings are as important as our own.

## 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.

# 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	2023	2024

## 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, diversity and inclusion. 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/unconscious, and will seek to ensure that individuals and communities have equal access to learning programmes, facilities and employment.



Our mission, 'To be a reflective and progressive organisation which supports and inspires everyone to succeed', is central to our approach to equality.

Our vision 'To position Solihull College and University Centre as a confident, fully inclusive, forward-thinking organisation with a strong reputation for innovation and excellence' states clearly references EDI and infers 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.

Our Values: Inspiring, Innovative, Collaborative, Caring, Responsible and Respectful, all support our EDI ethos. 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.

The Learner Voice Executive Committee plays a significant role in raising awareness of and promoting EDI and seeking student views.

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 produces comparative reports on how well our students are progressing by the protected characteristics. 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.

## CASE STUDY ● COLLEGE IN THE NEWS ● SUCCESS STORY

### SOPHIE WINS IMPRESSIVE ENGINEERING APPRENTICESHIP AWARD

6th February 2023



An Engineering Apprentice from Solihull College & University Centre has been granted a Ladder for the Black Country award in recognition of the impact she has made in the industry.

Sophie Young, 19, joined the PP Control & Automation team in September 2021 as an Engineering & Manufacturing Technician Apprentice, and has since made a tremendous influence on the organisation and surpassed all expectations.

Within 5 months of starting her apprenticeship, Sophie impressed her colleagues by taking a project from quotation level all the way through to completion. She also presented at a live conference as part of International Women in Engineering Day (#INWED22). These achievements, alongside others, established her as a more than worthy candidate for the award. Sophie was also highly commended by judges in the overall category.

## CASE STUDY ● COLLEGE IN THE NEWS ● SUCCESS STORY

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

Data collection on students is done by Student Information Systems led by the Director of Funding and Information Systems. 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 EDI & Learner Voice Steering 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
- Early withdrawals/withdrawals
- At-Risk profile of learners
- Learner Support fund take-up

### 7.2.2 For Employees:

- Gender Pay Gap information
- Ethnicity 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 websites: [www.solihull.ac.uk](http://www.solihull.ac.uk) and [www.stratford.ac.uk](http://www.stratford.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 apprenticeship and 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.
- 11.2 As part of the review the Equality and Diversity Group will seek and take into account the views of stakeholders including staff, learners, work placement providers, the local consultation/negotiating arrangements within SCUC, and appropriate equality bodies.

## Section 12 – Putting the scheme into practice

Our Equality Policy is accompanied by SCUC's Equality Objectives which will be reviewed annually and revised at least every four years.

## COLLEGE RESEARCHES LIVED EXPERIENCES OF BAME STAFF

29th March 2022

Solihull College & University Centre has undertaken research funded by The Education & Training Foundation (ETF) to investigate the challenges and barriers BAME staff face in progressing to senior leadership roles.

The research entitled 'Breaking Down Barriers' has been conducted by two external professionals, Dr Obinna Nkwocha – Lecturer in Business and Finance at the University of Wolverhampton and Hanan Fara – Ph.D. researcher at the University of Birmingham.

Dr Obinna and Hanan have interviewed staff members who completed the Aspiring Leaders Training Programme developed by Dr Rebecca Gater, the College's Vice Principal of Quality & Curriculum, to foster the next generation of leaders, co-ordinators, managers, coaches, mentors and supervisors within the College.

Dr Rebecca Gater explains: "We aim to use the findings of this research to recommend and shape the second phase of development programmes, such as Aspiring Leaders, to monitor the progress, confidence and skills development of BAME aspiring leaders as they proceed through their careers. Researching the lived experiences of BAME aspiring leaders within the college will allow us to focus on the barriers and challenges that these individuals have faced."



*Dr Obinna Nkwocha is a Development Finance expert and facilitator & Senior Teaching Fellow at the University of Wolverhampton. He holds a Ph.D. in Development Finance, Master's in Management & Finance, BSc in Economics, and Post Graduate Certificate in Higher Education. Dr Obinna has worked as a project consultant for third sector organisations and research consultant for several national and international organisations. He has a significant record of experience in voluntary work in Africa and the UK. His research interests are Entrepreneurship, Female Empowerment, Microfinance, Public Policy, SMEs, Impact Research/Assessments & Mixed Methods Research.*



## CASE STUDY ● COLLEGE IN THE NEWS ● SUCCESS STORY



*Hanan Fara is a final year Ph.D. researcher and Teaching Associate at the University of Birmingham, as well as an academic mentor and a visiting lecturer at Newman University. Hanan's research is multidisciplinary, covering areas in Sociology, Education, and Religious Studies and exploring experiences and identity construction of BAME students within HEI settings (focusing on Muslim student experiences). Hanan holds a BA in Theology and Education from Newman University and an MA in Theology from the University of Birmingham.*

Hanan Fara, also an Academic Coach and Higher Education Administrator, comments: "The findings of our research will showcase exactly what staff are saying and we aim to be practical in our recommendations. The report we produce will represent their voices, not ours."

Dr Obinna Nkwocha explains further: "The emerging themes were echoed by staff and some of the recommendations we are to offer in the report can be implemented by senior management within a matter of weeks, as well as some medium- and long-term guidance."

The College commits to disseminating the findings and outcomes of the research and is grateful for ETF's funding of this project and Dr Obinna Nkwocha's and Hanan Fara's hard work in collating the lived experiences of the College's staff members.

## CASE STUDY ● COLLEGE IN THE NEWS ● SUCCESS STORY





Activist. Authentic. Authoritative.



Solihull College  
& University Centre

Stratford-upon-Avon  
College



The \*Black Further Education Leadership Group (BFELG) was formed in July 2020 and incorporated as BFELG UK Ltd, a not for profit company (education) on 2 November 2020.

In March 2022, the group changed its name from BFELG to BLG (Black Leadership Group) in order to embrace our growing membership beyond FE and in response to requests to extend our work on Anti-racism to diverse sectors.

\* BLG uses 'Black' as an inclusive definition for people from ethnically diverse backgrounds who share a lived experience of the effects of racism.

The group exists to challenge systemic racism for the benefit of all \*Black communities and the wider UK society as a whole, to be the authoritative voice of Anti-racism in the F/HE, schools, public, voluntary and private sectors and to further the interests of people from ethnically diverse backgrounds who share a lived experience of the effects of racism. Its mission is to eradicate racism; its vision is an Anti-racist culture at the core of all aspects of UK life, education and work.

BLG beliefs:

- Every individual has the right to live a fulfilling life.
- For as long as systemic racism exists, everyone's potential will be held back.
- An antiracist education helps people to define and challenge themselves, widen their experience and shape their world.
- An antiracist system unlocks the full potential of all individuals, organisations and communities.

Solihull College & University Centre is delighted to have signed up to be an affiliated member of the BLG group. The BLG led an induction session with our College leaders and staff in January 2023, where we began to make a self-evaluation of the College's current position against the commitments in the BLG 10 Point Plan. That work led to 3 key areas of focus:

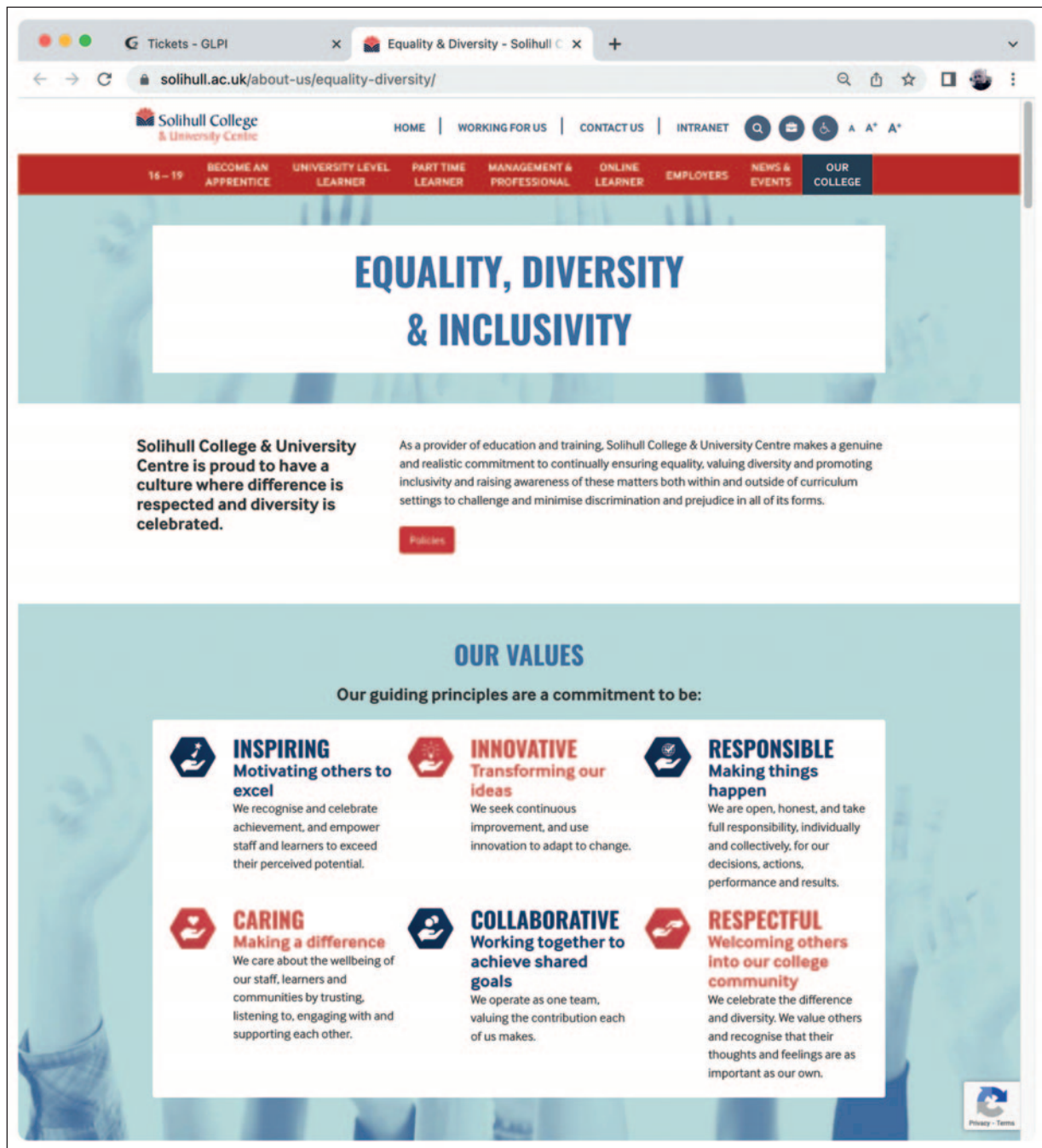
- our recruitment processes which will seek to actively redress imbalances in the ethnic diversity of leadership at all levels;
- reviewing and revising the curriculum to reflect contemporary values and incorporating the importance of colonial history and the impact of racism on black and white communities; and
- raising all staff awareness of anti-racism as a central CPD theme.

These are all referred to in our key equality objectives listed at the beginning of this report on page 6.

# 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/>



# Our Campuses

## Blossomfield Campus



Our Blossomfield Campus has everything you would expect from a modern, well-equipped college campus located in Greater Birmingham – and much more besides.

Here you will find excellent facilities for work, study and relaxation. Blossomfield campus has a well-equipped gym, a large award-winning Animal & Land Management Centre, the 'Aspire' Media Make Up Studio, virtual reality lab, Health & Care Skills Suite, new industry-standard science labs and large theatre.

Around 67% of our learners study at the Blossomfield campus.

Faculty: Service Industries	Faculty: STEM	Faculty: Creative & Foundation
Health & Science	Built Environment	Hair, Beauty & Travel
Sport & Public Services	Computing	Foundation Learning
Animal Welfare & Veterinary Nursing		English & Maths
Business		Creative Arts
Management & Professional		
Early Years		

## Stratford-upon-Avon Campus



Our Stratford-Upon-Avon Campus is currently undergoing a £12m redevelopment, with state-of-the-art facilities including digital television and radio studios, a theatre equipped with a multi-camera digital television recording system, multiple digital audio and visual editing suites in addition to a fully equipped electrical, plumbing and motor vehicle workshop and a construction centre.

Around 15% of our learners study at the Stratford-Upon-Avon campus.

Faculty: Service Industries	Faculty: STEM	Faculty: Creative & Foundation
Sport & Public Services	Motor Vehicle	Foundation Learning
Business	Computing	English & Maths
Early Years	Construction	Creative Arts
Health		Theatrical Make-up

## Woodlands Campus



Our Woodlands Campus, based in Smith's Wood, North Solihull is an exciting, hands-on place to learn. The College's aerospace facilities have recently been

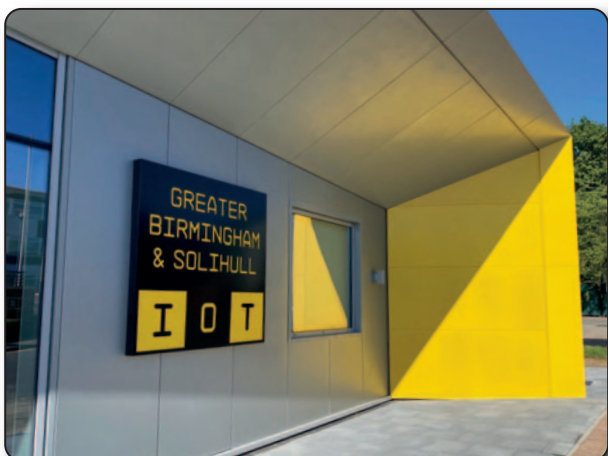
enhanced with the addition of a BAe Jetstream T Mk2 aircraft to the campus to be used as a realistic training resource for aircraft servicing, plus a full Boeing 737 flight simulator and other industry-grade equipment.

This campus boasts six workshops for cars, motorcycles, engines and MOTs, plus a number of engineering workshops and new robotics lab. It also now incorporates a state-of-the-art specialist centre for students on all our construction programmes including multi-craft, painting & decorating, plastering, bricklaying and carpentry. There is also our professional 'Aspire Hair & Beauty' salons and a well-stocked library of books, magazines and e-learning resources.

Around 18% of our learners study at the Woodlands campus.

Faculty: Service Industries	Faculty: STEM	Faculty: Creative & Foundation
Health & Science	Engineering	Foundation Learning
Early Years	(including Aerospace Engineering)	English & Maths
	Construction	Hairdressing
	Motor Vehicle	

## Greater Birmingham and Solihull Institute of Technology



The GBSIoT is a powerhouse for advanced manufacturing and engineering. Led by Solihull College and University Centre, the IoT brings together a partnership of the leading further education colleges, universities and employers for the region.

- We discover the best new talent,
- We develop and nurture imaginative, fresh ideas and perspectives,
- We give employees the chance to learn new skills and develop existing ones, including management and mentorship skills,
- We add value to your CSR outcomes, by engaging your stakeholders and supporting young people in improving their employability and progression opportunities.



# The College's Self Assessment of Equality & Diversity

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

**The following extracts, which have an EDI focus, are from the College's SAR for 2021/22 :**

## **A culture of high expectations for all ensures that learners behave well and demonstrate high levels of respect for others. This drives positive attitudes to learning.**

- Staff maintain high expectations of learners' behaviour and conduct to ensure learners are respectful and motivated. The 2022 Ofsted Inspection Report states that learners, "benefit from a culture which is caring, purposeful and professional. Managers and staff have created a secure and challenging environment for learners."
- The continual reinforcement of positive behaviours and attitudes ensures that the College is a calm and respectful place in which to learn. The principles of equality and diversity are nurtured in this environment. In the Spring Satisfaction Survey, 97% of learners agreed that they were treated fairly and with respect. 94% of learners agreed that their views and opinions are valued.
- Learners benefit from (and participate in) a respectful culture, which allows them to feel safe and rarely experience bullying, harassment or discrimination. Where isolated incidents have occurred, they are dealt with swiftly and fairly by staff. This is reflected in the 2022 Ofsted Inspection Report which states that learners, "are confident that staff would act swiftly to address their concerns regarding bullying and harassment, including the use of derogatory language. Where learners have experienced difficulties, staff have acted quickly to tackle these through the disciplinary process."

- Positive attitudes to learning has resulted in motivated learners who value the qualifications, and their impact on their lives and employment. 94% of learners in the Spring Satisfaction Survey agreed that their tutors ensure all students behave appropriately.
- Leaders have effectively nurtured a safe and supportive learning environment that is supportive for all learners. In the Spring Satisfaction Survey, 98% of learners agreed that "the College ensures that people's differences are celebrated and that everyone is included..."

## **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 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.
- Elected Student Officers BAME Officer, Women's Officer, Disabled Student's Officer and LGBT+ Officers attend meetings such as the equality and diversity and student voice steering groups ensure that students are consulted and involved in decision making. Student officers are involved in projects which have a positive influence on the wider college and promote a culture of belonging where student opinion is valued, and we learn from them and their experiences.
- In 2020/21, BAME officers planned and collaborated with Personal Progress and Development (PPD) managers and learn tech on an Equality and Diversity tutorial that was delivered in September 2021 to students as part of the PPD programme. The session covers EDI and introduces students to intersectionality and anti-racism. This has continued in 21/22 with the introduction of Public Sexual Harassment and Healthy Relationship & Consent, using student voice to steer to tutorial for all students to complete.
- There are increasing levels of student led clubs such as games club, pride club, and Virtual Reality club, and sports such as football and cricket, which enhance students' social skills, personal development and fitness. Two new mentoring projects have been introduced:

Mentors in Violence Prevention (Woodlands and Blossomfield) and Student Wellbeing Ambassador programme (Stratford).

- The college has strong links with external organisations to support the wellbeing and personal development of students. Workshops are delivered to students on a range of wellbeing topics to raise awareness and keep students healthy and safe. Workshops by Kooth promoted resilience and supported students with mental health issues. Urban Heard delivered workshops on drugs and alcohol awareness. Umbrella delivered training to Enrichment staff who were then equipped to deliver workshops on sexual health and consent and West Midlands Fire Services delivered road safety workshops. Delivery of workshops for Safer Internet Day in collaboration with the ILT team on topics such as targeted advertising and problem gaming promote safe internet use. Collaboration with the rest of Caring Services team to raise awareness and contribute to students' wellbeing e.g collaboration with Mental Health Lead on mental health awareness events such as World Mental Health Day. Online workshops on consent were also delivered as part of PPD and provided key safety information.
- Personal Progress and Development is a purposeful and tailored programme designed to meet the needs of learners, as well as future employers, and society. These programmes are differentiated by level and provide a wide range of important, exciting and diverse topics every week. These range from Healthy Relationships and Consent, Financial Preparation and Money Management, Sustainability, Equality, and Diversity and Prevent. Every lesson is signposted towards developing different skills, behaviours and attitudes. During the PPD programme Personal Tutors will meet regularly with each student on a one-to-one basis to track and monitor their progress. Targets are set and reviewed specific to a student's needs so that they can be best supported along their learning journey.

# The College's Self Assessment of Equality & Diversity

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

- The Personal Progress and Development programme is designed to explore many issues affecting young people and how they can make a difference at college, in their communities and the world around them. For example, Healthy Relationships and Consent, along with Equality, Diversity and Inclusion. Issues are explored in a safe and respectful environment and further signposting is given to external agencies and support if needed.
- The programme is updated every year to capture current topics and issues that are affecting young people today. For example, Public Sexual Harassment and Sustainability. Every learner is given the opportunity to explore and learn about these important issues and to discuss them in a diplomatic and sensitive way. Being aware of other people's feeling and beliefs, is a skill we try to develop in PPD through tolerance and respect for others. This was noted in the 2022 Ofsted inspection report, which states that, "Learners develop their knowledge of healthy, positive, and sexual relationships through tutorial sessions. Learners on education programmes for young people cover these topics through accessing online resources supported by their teachers."
- The programme is built on a strong foundation of care, support, and guidance to ensure that our students are happy, feel safe and are confident to embrace all the opportunities that our college community works so hard to provide. To achieve this a learner's personal progress and development are paramount and personal tutors will meet with them every week to develop these skills and knowledge to keep themselves safe, build confidence and prepare them for the world around them.

- A key focus of the tutorial programme is Prevent and Fundamental British Values. Through the Prevent and Safeguarding tutorials, learners are aware of the referral process and where to go for support. All learners have demonstrated that they have a good understanding of Fundamental British Values in the context of their vocational courses and wider society.
- The college's PPD (Progress and Personal Development) curriculum is well thought out and sequenced around key knowledge, skills and behaviours that learners require to be successful.
- Apprentices develop an awareness of Prevent and British Values supported by their assessors. Apprentices access the bespoke resources to understand the dangers of radicalisation and can relate Prevent and Fundamental British Values to the context of their workplace.
- Staff at all levels are effective at promoting 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

- The college works hard to raise awareness, and offers a wide range of support for LGBT+ students and staff through the LGBT+ officer, pride club (weekly meeting for LGBT+ students), staff training and pocket guide for working with LGBT+ students, and pocket guide for LGBT+ students
- Learners have a good understanding of safeguarding, online safety and the risks associated with radicalisation and extremism; they follow safe working practices in studios and workshops. Learners feel safe in college and know how to report any concerns that they may have. They treat each other with high levels of respect and maintain good working relationships with their teachers. 95% of college-based students agree that they feel safe and secure at college.

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. 1929 learners are identified as having a disability or learning difficulty in 2022 - 23 compared to 1847 in 2021/22. Of this figure, 1300 are full time learners representing 25% 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>





## CASE STUDY • COLLEGE IN THE NEWS • SUCCESS STORY

### BRITVIC JOB EXPERIENCE FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

3rd October 2022

Solihull College & University Centre is partnering with leading soft drinks business Britvic for a second year to offer more employment experience to students with disabilities and special educational needs.

The supported internships scheme gives students the skills and confidence they need to thrive in the workplace – and following a successful first year, both organisations are gearing up to welcome the second cohort this month.

Pioneered by the College and B-Seen, Britvic's employee network for disability and diverse ability, the first year saw three students with special educational needs including autism, mutism and ADHD complete the programme and progress to employment or further studies.

At the start of the programme, students are supported by a job coach and, as they become familiar with their working environment and gain more confidence, do more work independently.

The programme, which has been nominated for a Food and Drink Federation award, is designed to place students with local employers where they can receive training and learn about the world of work.

Luca Warman, a student in the programme's first cohort, said: "It's been utterly incredible from start to finish, it has allowed me to feel more confident in a place of work.

"The experience gained at Britvic has encouraged me to find something truly special in the place of work. Anyone who wants to consider a placement I would encourage to embrace it – you will soon find out everyone will support you."

The increased confidence Luca gained from the programme saw him expertly deliver a presentation to the Greater Birmingham Chamber of Commerce alongside college co-ordinator, Sallie Partridge, receiving a standing ovation from the audience.



*The students have grown in confidence and enjoyed their experience at Britvic*



*Luca Warman is comfortable in his working environment*

Sallie Partridge said: "The college is delighted to be working alongside Britvic to deliver a second year of the programme. Britvic has proven to be a highly supportive and empathetic organisation that has supported our interns throughout the whole process and created a provision that meets the needs of our learners and offers them opportunities to progress and develop as individuals."

Another student, who has selective mutism, is now openly talking to people, with a parent acknowledging the transformation and grateful for the opportunity and help Britvic has given their child.

Mitzi Waller, Project Finance Manager at Britvic and founder of the supported internships programme, said: "Having two teenage children, one with autism and dyspraxia and one with epilepsy, myalgic encephalomyelitis and autism – I'm always thinking about how they'll fit into the world of work.

## CASE STUDY • COLLEGE IN THE NEWS • SUCCESS STORY

# THE COLLEGE'S SELF ASSESSMENT OF ITS PROVISION FOR LEARNERS WITH HIGH NEEDS IN 2021/22

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.

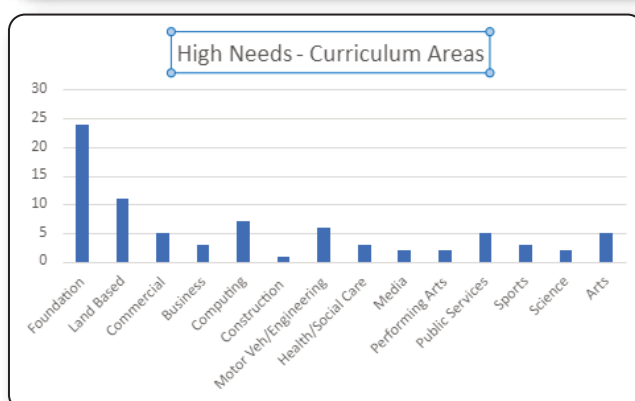
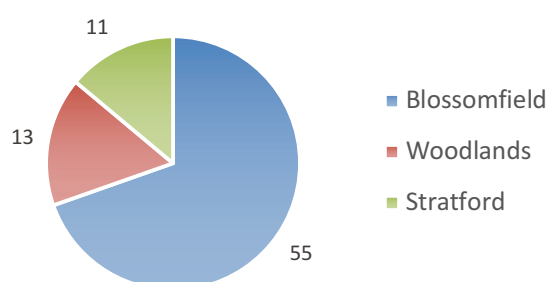
High needs learners are jointly funded by the Education and Skills Funding Agency (ESFA) and the Local Authority in which the learner resides. In addition to the core funding that the College receives for every student, an additional element (£6,000) is funded by the ESFA, with the local authority paying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

The following information is taken from the College's self assessment report 2021/22

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

- High needs provision is excellent. Learners make exceptional progress from their starting points. Delivery is tailored to meet specific needs of individuals. The College has a superb commitment to learners, funding over and above their allocation to ensure learners receive the best support. The College's ambition for high needs learners is reflected in the 2022 Ofsted inspection report: "Leaders and staff have high ambitions for learners with additional learning needs, including those who are in receipt of high-needs funding."

### High Needs Students by Campus



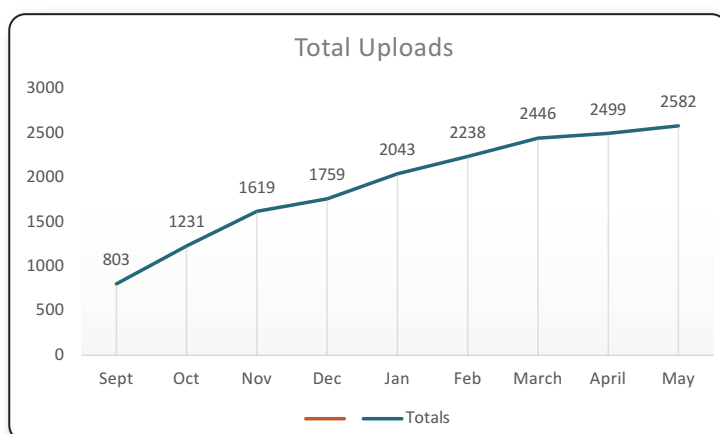
- In 2021/22, the College had 79 learners with High Needs who studied across a wide range of areas and from Foundation to Level 3 and across all campuses.
- High Needs learners are supported across the three campuses. Volumes of High Needs learners at each campus are proportional to the total volume of learners at each campus.
- Foundation, Land Based and Computing supported the highest volumes of learners.
- The College had 79 learners (2021/22) in receipt of high needs funding from four local authorities (Solihull, Sandwell, Birmingham and Warwickshire). It is expected that this will increase in 2022/23 to six LEAs.
- Planning for High Needs has been improved by establishing links with Local Education Authorities in Warwickshire, Sandwell, Solihull and Birmingham. These 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 the individual needs of high needs learners are identified and supported in a timely and effective manner

- Leaders and managers have a very strong emphasis on transition, with meaningful time spent on supporting learners to settle in, stay on programme and enjoy their experience. This is reflected in the 2022 Ofsted Inspection Report, which states, “Staff have designed individualised programmes, which enable learners to move on into supported internships and vocational and academic programmes successfully. Managers provide continuation of support for learners as they move between programmes. Almost all of these learners are successful on their course.”
- Additional Needs Support tutors updated and created over 400 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. This transition process also enables a timelier sharing of ISPs to curriculum staff by an increases in September uploads.

### Individual Support Plans (ISPs):



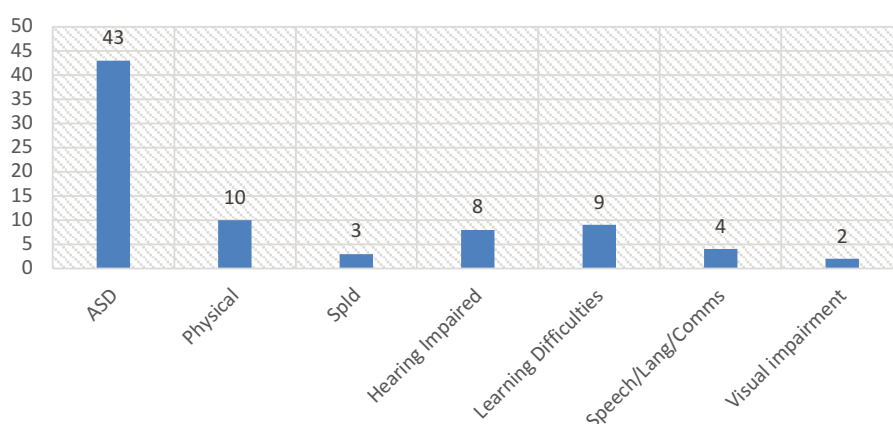
- 1231 ISPs were completed and uploaded to ProMonitor by end of October 2021 – the ISP communicates essential information to relevant staff and enables tutors and other staff to understand individual needs and recommended strategies to adapt teaching methods.

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

- The College understands the specific needs of each high needs learner and works collaboratively to support them well:
  - o During 2021/22, 43 of the 77 High Needs learners (56%) indicated Autism as their primary additional need.
  - o 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 2021/22
  - o 55% of High Needs Students identified Autism as their Primary Need during 2021/22
- Teachers are supported very well to support the evolving needs of high needs learners, including those with very complex conditions. Teachers are particularly strong at preparing learners for life outside of college, ensuring they have the skills to live full and productive lives. This was praised in the 2022 Ofsted Inspection Report. The report says, “learners who have high needs develop a good understanding of how to make friends and develop positive relationships. Staff teach learners to understand the dangers associated with these topics so that they keep themselves safe.”

continued on next page...

### High Needs - Primary Needs



### Attendance of Learners with High Needs

Year	HNS > 96% Attendance	HNS > 90 % Attendance	HNS -Overall Average Attendance
2017-2018	25%	63%	89%
2018-2019	30%	53%	87%
2019-2020	31%	54%	85%
2020-2021	30%	57%	87%
2021-2022	35%	58%	87%

- The average attendance rate for High Needs Students during 2021/22 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.

### Students with an Education Health and Care Plan (EHCP)

- The College has experienced an increase in students enrolling at Solihull/Stratford that have EHCPs. During 2021/22, there were over 380 students that have an EHCP.
- During 2021/22 the College reviewed 178 EHCPs from 6 different LEAs and aims to increase this number in 2022/23. We have gained improved links with a variety of LEAs and have supported students/parents and LEAs at a number of tribunals in regard to EHCPs.
- EHCP learners receive excellent education that develops their skills and prepares them for life after college. This was praised in the 2022 Ofsted Inspection Report: "Learners with education, health and care plans significantly improve their skills due to the highly tailored support and teaching they receive. Learners develop their independence and flourish in their local communities."

continued on next page...

## Speech and Language Therapy

- The additional needs team have increased their team by adding an additional EHCP officer to support the EHCP review process.
- The team have also recruited a Speech and Language Therapist (SALT) to provide SALT support to students where this is specified within their EHCP. This was trialled with 2 students during 2021/22 and feedback from staff, students and home was positive – we are aiming to increase the number of students accessing this support to up to 10 students.
- The College has received feedback upon the EHCP review process. It is included below:
  - o Solihull LEA 2020 “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 Solihull LEA 2021 “I would like to take the time to thank you for all that you do. The Annual Reviews and the paperwork are extremely useful and informative, so thank you for all you do!”
  - o Parental Feedback - 2021 - I’ve now looked through this and it’s a great account of how things are for Emily so thank you for your perception
  - o Parental Feedback 2021 - I know we thanked you already, but just to reiterate our thanks for all you did / have done since knowing M - and us as parents
  - o Parental Feedback 2021 - I have been so happy with the college throughout my son’s time at college. I am looking to case the EHC plan as he no longer needs support to the level in his EHCP and he is hoping to be taken on as an apprentice with the garage he is working whilst doing his course.
- Learners make exceptional progress against their targets, and exceed these. Learners are well equipped for independence and allocated resources are often exceeded to support learners.

## COLLEGE ANNOUNCES NEW PRINCIPAL

31st March 2022

Solihull College & University Centre and Stratford-upon-Avon College are delighted to announce Dr Rebecca Gater as their new Principal.

Currently Vice Principal for Curriculum & Quality at the College, Rebecca will take the helm from September 2022, following the retirement of Acting Principal, Lindsey Stewart.

The position became vacant following the short illness and passing of John Callaghan in October 2021. John left a legacy not only at the College but within the wider region and across the FE sector.

Rebecca first joined the College in 2016 as Assistant Principal and became Vice Principal for Curriculum & Quality in 2019. She has since made a tremendous impact on the College, organising and implementing a range of innovative development and research programmes, and leading on the first Ofsted inspection as a merged college.

Commenting on her appointment, Rebecca says: "This College is a special place, and it has made a huge impact on me personally and professionally in the six years that I have worked here. It is a place I have found myself in the midst of remarkable and talented people who are dedicated to their students, their departments, and their colleagues. I believe we have a truly wonderful team here. I look forward to leading the College from the solid foundations that John Callaghan laid, to its next chapter where we will aim for outstanding performance across all aspects of our organisation."

In February 2022, Rebecca received her Doctorate in Education from Newman University and is currently undertaking the "Preparing for CEO" programme delivered by Saïd Business School, University of Oxford.



*Dr Rebecca Gater, the new Principal for Solihull College & University Centre and Stratford-upon-Avon College*

**DR REBECCA GATER**

*Rebecca first developed a passion for teaching whilst covering classes for a local college. Wanting to experience a school atmosphere, she went on to work for a secondary school and sixth form before moving back into the fast-paced environment of further education as a Programme Manager for Business & IT. Rebecca's career in further education has flourished since, progressing to the position of Head of Curriculum at South Staffordshire College and eventually finding her home at Solihull College & University Centre. Throughout her career journey, Rebecca has been determined to keep a sense of perspective allowing her to balance her work and home life. How does she do that? Rebecca explains: "By offering myself as I am, authentically, to all aspects of my life."*

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

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

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

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

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

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

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

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

## The 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

Assistant Principal STEM Faculty

Assistant Principal Service Industries Faculty

Assistant Principal Creative & Foundation Faculty

Assistant Principal Quality & Innovation Marketing Officer

Director of Funding and IS

Human Resources Manager

Dean of HE & Curriculum Innovation

Head of Estates

Student EDI & Enrichment Manager

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

Head of Learning Technologies & Libraries

Staff Network Representatives

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.

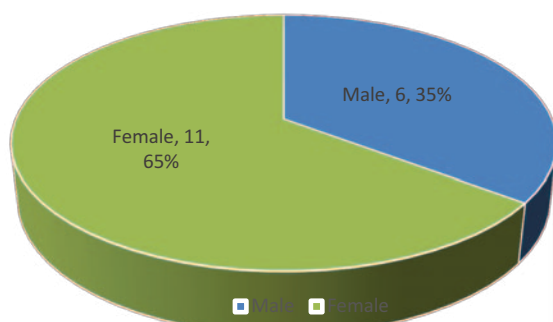
The Search and Governance Committee is a subcommittee which is responsible for attracting sourcing and recruiting new Governors to the Corporation achieve a balance of skills and expertise spanning curriculum, finance legal and other business areas.

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. 18% of the Corporation are Black or Asian heritage, a decrease from last year's profile of 22%. The Corporation's number has dropped to 17 from 21 at the time of reporting last year. There are no Governors who have declared a disability.

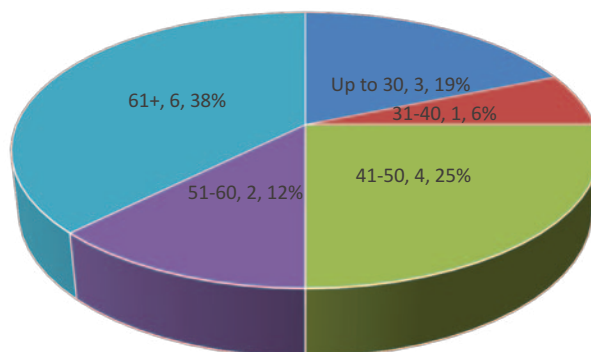
There is Governor representation on the Learner Voice and Equality & Diversity Steering Group.

The profile of the Corporation is shown below:

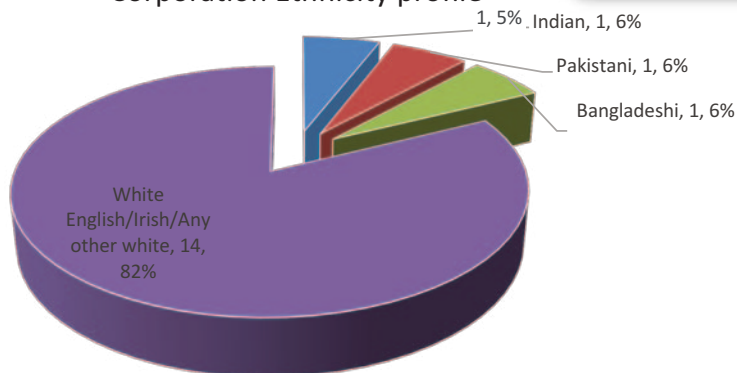
Corporation Gender profile



Corporation Age profile



Corporation Ethnicity profile





# Introducing the 2022/23 Student Voice Executive Committee

**Sasha Georgieva**  
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.

**Triniti Gittens**  
Vice President & BAME Officer



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



**Jess Walsh**  
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.

**Sara Abdalla**  
Women's Officer



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

**Emma Stewart**  
Digital & Communications Officer



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

**Tilly Murray**  
Digital & Communications Officer





**Kira Ellis**  
LGBT+ Officer



**Abi Frost**  
LGBT+ Officer



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

**Ali Martin**  
Green and Sustainability Officer



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

**Annie Ireland**  
Stratford Officer



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



**Hayaat Hussain**  
Woodlands Officer



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

**Joe Pedley**  
Woodlands Officer



**Corey Clarke**  
Apprentices Officer



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

**Chloe Sims**  
HE Learner Voice Officer



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



## CASE STUDY ● COLLEGE IN THE NEWS ● SUCCESS STORY

### STUDENTS AND STAFF CELEBRATE CULTURES OF THE COLLEGE

6th April 2022



*Students gathered in the College's communal area to dance and celebrate Cultures of the College.*

*Students came wearing traditional attire and danced to music from different cultures.*

Solihull College & University Centre recently celebrated the eclectic mix of cultures of students and staff through dance, music, and attire.

Student EDI & Enrichment Coordinator, Grace Wynne Willson organised the event entitled "Cultures of the College" after a conversation with students. She then worked closely with ESOL (English for Speakers of Other Languages) students who hand painted flags and created posters with information about their native countries during their lessons with lecturer Glykeria Theodoulou.

Students arrived at the College wearing traditional attire and held stalls where they displayed their informative country posters and flags and answered questions from staff and students. The event gave everyone the opportunity to share their culture with one another in a safe and inclusive atmosphere.

Grace comments: "This was a fantastic opportunity to celebrate the rich diversity we have in the College and the atmosphere of inclusivity we foster, and I am grateful to the students who worked hard to make this event a success."

Cultures of the College was made more memorable by two talented Foundation Learning students and professional Dhol Players who captured everyone's attention as they played the Dhol (a double-sided barrel drum) creating an electric atmosphere in the College as students danced together.



## CASE STUDY ● COLLEGE IN THE NEWS ● SUCCESS STORY



# Celebrations, Events & Actions

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

## Faith Festivals and Cultural Events.

Through the year students are invited to participate in a wide variety of Faith Festivals, Cultural events and awareness days. These events contribute to the inclusive atmosphere of the college as well as educate staff and students on a variety of different cultures and beliefs.

*Lunar New Year Celebrations 2023*



*Students judging the poster competition entries.*





## Cultures of the College

Our annual Cultures of the College event invites Students and staff to celebrate our college's diversity through events at each campus. This year, students were invited to showcase their culture through information stalls, and we enjoyed music, dancing and celebration.



## Leaders Unlocked- Student Commission on Racial Justice

This year the college is working with the organisation Leaders Unlocked (a not-for-profit organisation that exists to give young people a stronger voice, and the ability to take action on the issues that affect their lives).

In collaboration with Leaders Unlocked, we have recruited 3 student commissioners who are leading on the Student Commission on Racial Justice, a national project in collaboration with other colleges around the UK that aims to find out young people's experiences of racial justice in education and create recommendations for improvement.



*Our Student Commissioners:  
De'Andre Morris,  
Triniti Gittens and  
Sasha Georgieva.*



## Awareness Raising

The Enrichment Team hold a range of awareness raising activities throughout the year to increase students' knowledge on topics such as student safety, mental health, disabilities, anti-racism, and LGBT+ inclusion.



## LGBT+ Awareness

The Enrichment Team facilitates an active student pride club for our LGBT+ students. The pride club, alongside our LGBT+ officers and the wider Enrichment team, organise a variety of events throughout the year including LGBT History Month, Trans day of Visibility and International Day Against Homophobia, Biphobia and Transphobia. We are proud to have achieved the Rainbow Flag Award in 2021 for our commitment to LGBT+ inclusion.





## COLLEGE CELEBRATES NATIONAL APPRENTICESHIP WEEK

7th February 2023



Solihull College & University Centre and Stratford-upon-Avon College kicked off National Apprenticeship Week with an Apprenticeship Celebration Event which saw partner employers and apprentices from various industries network and share good practice.

The event was attended by several representatives from different organisations such as Hogarths Hotel, the National Exhibition Centre (NEC), West Atlantic, and many more.

The College's Employer Services Team is dedicated to creating and fostering strong partnerships with local industry and ensuring that apprentices are provided with first class apprenticeship opportunities.

Director of Higher Education, Apprenticeships & Employer Engagement, Mary Younan comments: "We were delighted to host the National Apprenticeship week event for 2023 with our apprentices and their employers. We are proud of our hard-working apprentices and the progress they are making at their workplace. We value our partnership with employers; this is vital to our strategic plan and in meeting the skills agenda."

The College's Principal, Dr Rebecca Gater began the event by shining a light on the hard work and commitment the apprentices devote to their programme and thanked employers for their continued partnership.

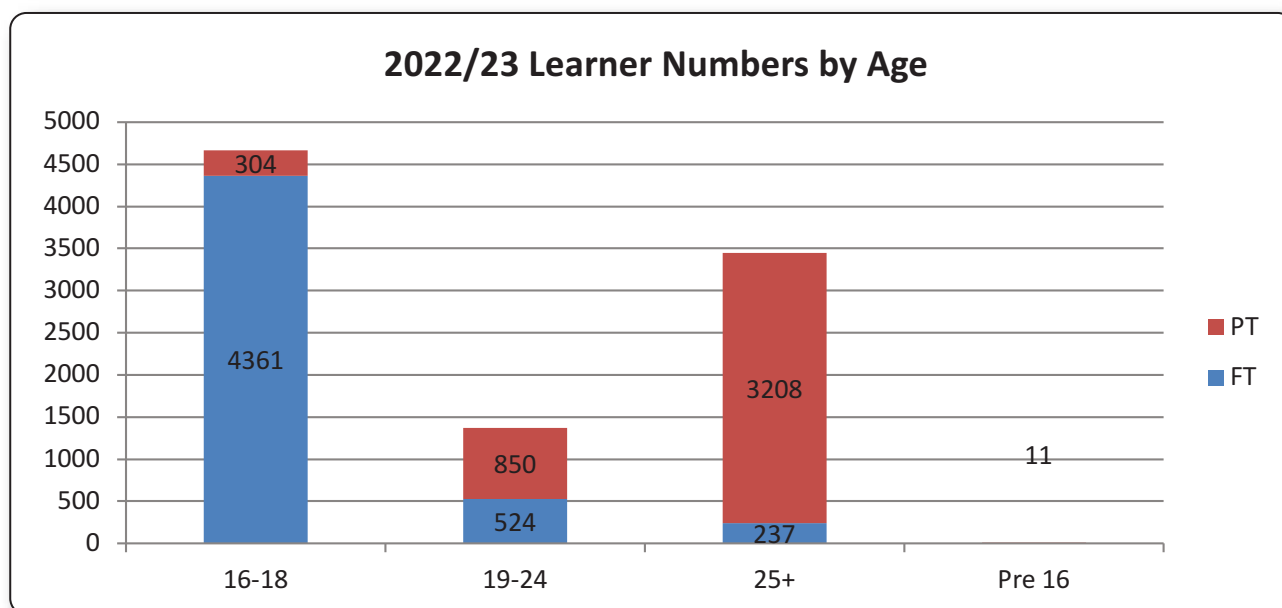
Pritti Shoker from the Royal Shakespeare Company (RSC) and Ian Buckle from Ardencote Manor Hotel delivered talks to the guests, emphasising the positive impact that apprenticeship programmes have, not just on the apprentices themselves but also the organisations they work for and the local economy.

The College has a proud legacy of placing hundreds of apprentices with employers across the West Midlands and Warwickshire with success rates continuing to soar.



# The College 2022/23 Student Profile

SCUC now has 4,665 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. There has been a slight reduction in the number of 16-18 learners from last year.

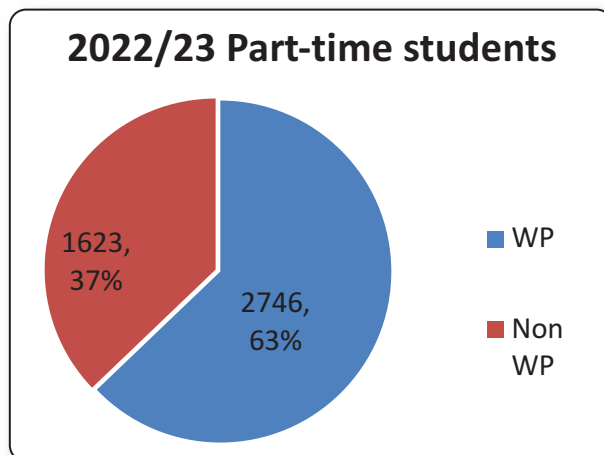
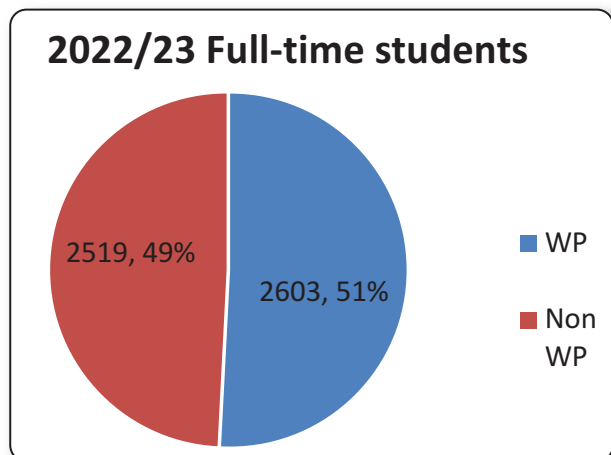


## Where our Full-Time Students come from:-

A significant number of SCUC's full-time students come from outside of the Solihull Borough. Whilst this profile of the College changes little from year to year, we have seen a reduction in the number of students from Birmingham, from 2881 to 2497.

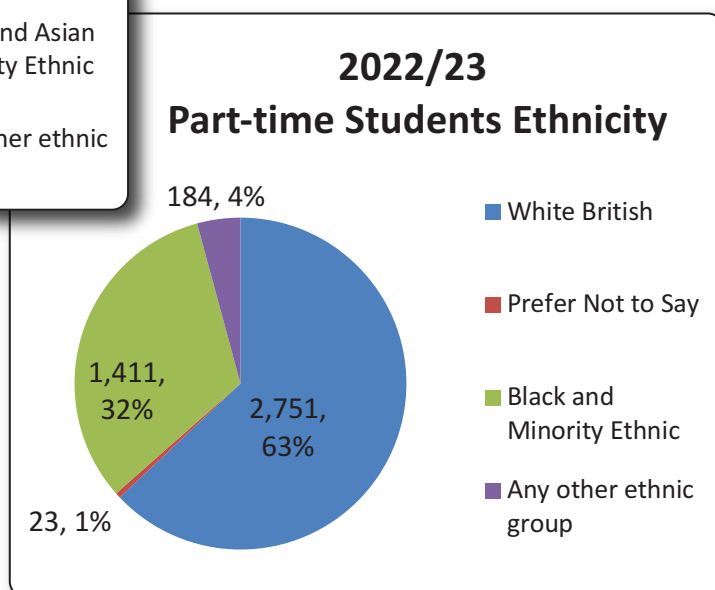
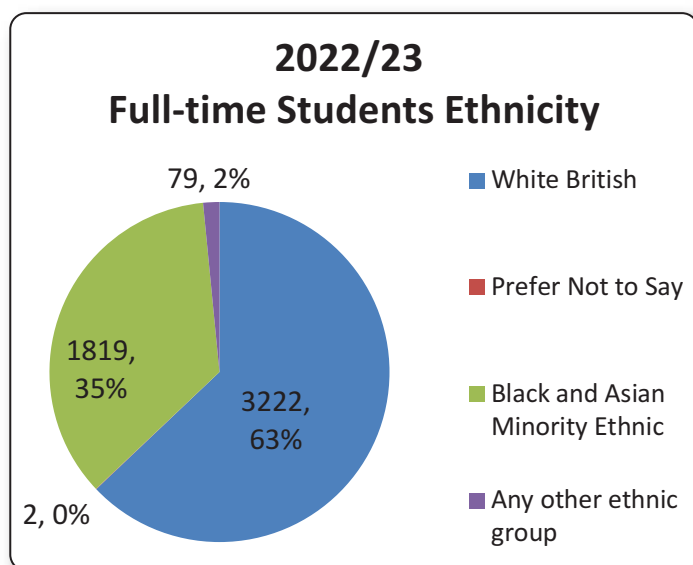
Area of Residence 2022/23	Number	%
Birmingham	2497	49%
North Solihull	499	10%
South Solihull	1074	21%
Warwickshire	622	12%
Other (None of the above)	430	8%

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



## Ethnicity

Learners from Black and Asian Minority Ethnic groups account for 35% of the total full-time cohort and 32% of our part-time learner cohort.



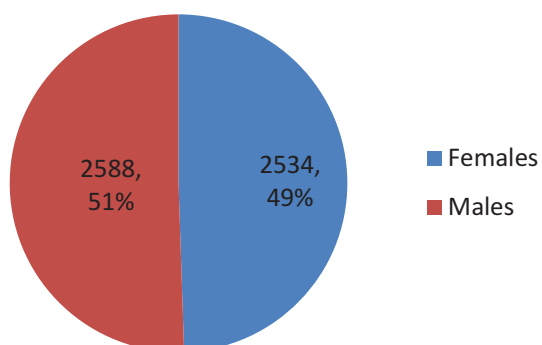
56% of the full-time student cohort are White British, compared to 59% of the 2021/22 cohort. Pakistani students form the largest cohort of full-time students from BAME or non-white British contingency. 14.19% of full-time students are Pakistani. We have seen an increase in the number of Asian Chinese students.

Ethnicity	Full-time		Part-time		Total	
White - English / Welsh / Scottish / Northern Irish / British	2886	56.35%	2468	56.49%	5354	56.41%
Asian / Asian British - Pakistani	727	14.19%	292	6.68%	1019	10.74%
White - Any Other White background	281	5.49%	264	6.04%	545	5.74%
Mixed - White and Black Caribbean	189	3.69%	116	2.66%	305	3.21%
Black / Black British - African	132	2.58%	131	3.00%	263	2.77%
Asian / Asian British - Indian	109	2.13%	157	3.59%	266	2.80%
Black / Black British - Caribbean	119	2.32%	148	3.39%	267	2.81%
Asian / Asian British - Any other Asian background	120	2.34%	122	2.79%	242	2.55%
Mixed - White and Asian	85	1.66%	38	0.87%	123	1.30%
Mixed - Any Other Mixed background	93	1.82%	45	1.03%	138	1.45%
Asian / Asian British - Bangladeshi	76	1.48%	64	1.46%	140	1.48%
Arab	79	1.54%	45	1.03%	124	1.31%
Any other ethnic group	79	1.54%	184	4.21%	263	2.77%
Black / Black British - Any other black background	38	0.74%	50	1.14%	88	0.93%
White - Irish	52	1.02%	18	0.41%	70	0.74%
Mixed - White and Black African	29	0.57%	15	0.34%	44	0.46%
Asian / Asian British - Chinese	23	0.45%	188	4.30%	211	2.22%
White - Gypsy or Irish Traveller	3	0.06%	1	0.02%	4	0.04%
Not provided	2	0.04%	23	0.53%	25	0.26%

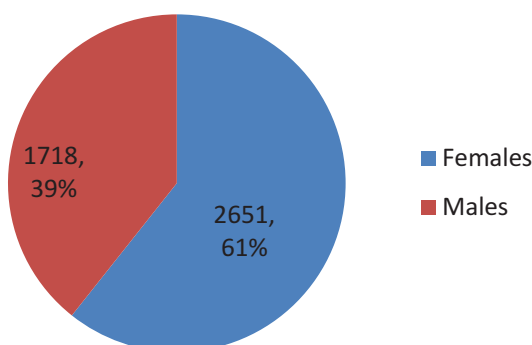
## Gender

The split of male and female full-time students is almost 50/50 (51% male). Female students account for 61%% of the part-time cohort.

**Gender - 2022/23 Full-time students**



**Gender - 2022/23 Part-time students**

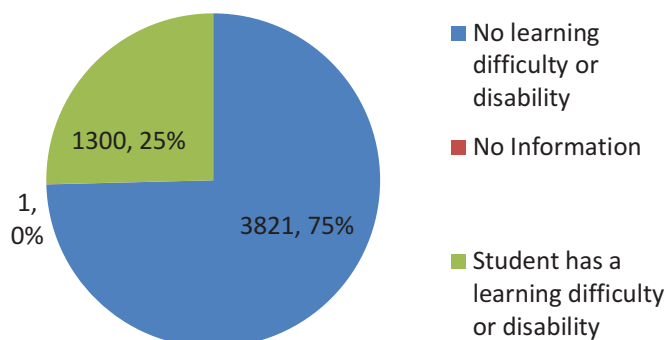




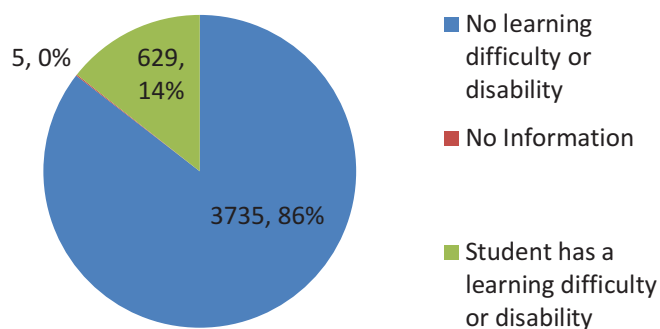
## Disability

25% 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 2022/23 Students  
Disability profile**



**Part time 2022/23  
Students Disability profile**



## COLLEGE LAUNCHES STUDENT WELLBEING AMBASSADOR PROGRAMME

14th April 2022



*The first cohort of Wellbeing Ambassadors at the College have come together from a range of different course areas.*

Solihull College & University Centre has trained a group of students as Wellbeing Ambassadors in partnership with the local council.

The first cohort of Wellbeing Ambassadors have been trained by the College's Mental Health Lead, Fathima Ashraff-Ali and Mental Health Support Worker, Blair Sweeney based on Solihull Council's wellbeing model which has been adapted to suit the College's community. They have started their new roles by distributing leaflets and holding information stands to let fellow students know of the service.

The Wellbeing Ambassadors, who are being supported by the Enrichment team, are passionate about wellbeing and ending the stigma around mental health. They are a friendly welcoming presence and will be organising events to raise awareness and sharing information with students about where to get help in the College.

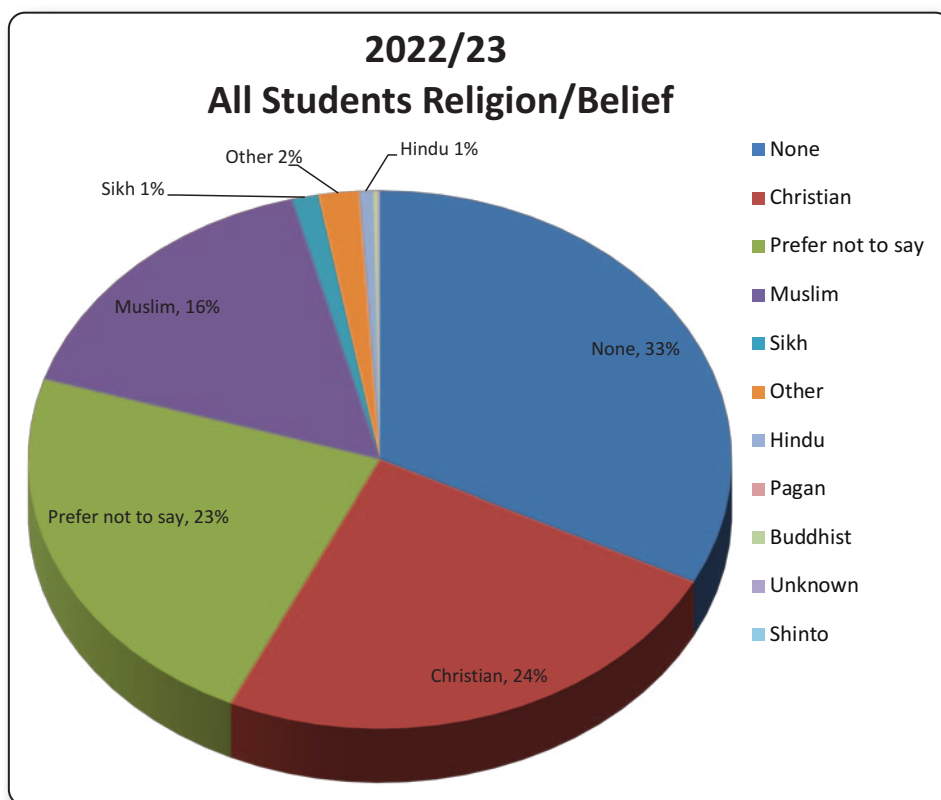
Student EDI & Enrichment Coordinator, Grace Wynne Willson explains why the College has introduced the programme: "We're constantly looking at the needs of our students and identifying the best ways to support them. We recognise the challenges that have arisen with lockdown and the importance of investing in our students' mental health wellbeing. Programmes such as these are an added support to the excellent service the Mental Health team already offer our students. I'm proud of this group of students who have stood up to make a positive impact on the college community."

Computing & Emerging Technologies student, George Hotten, shares why he volunteered for the role: "I want to make sure that students know where to go to get the support they need so that they don't struggle in silence. Our aim as Wellbeing Ambassadors is to signpost students and I'm happy to be part of something where I can draw on my own experiences and understanding of mental health and share some positivity."

# OTHER PROTECTED CHARACTERISTICS

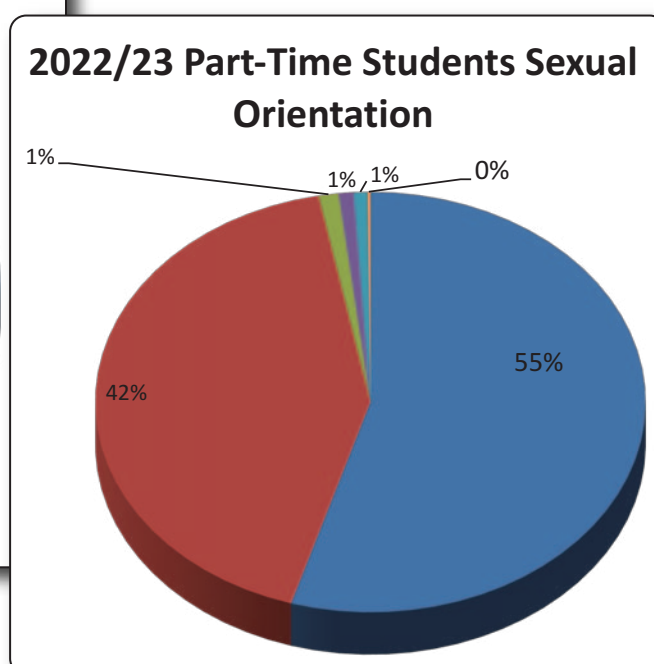
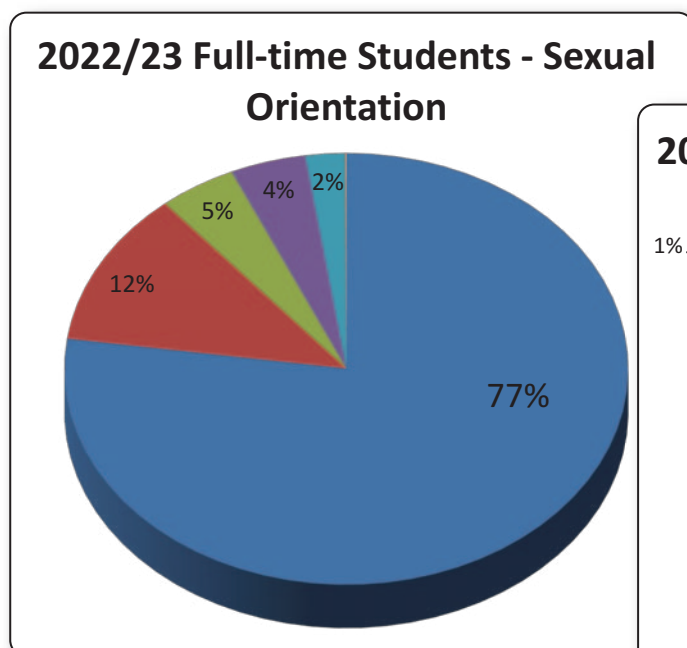
## Religion/Belief

23% of College students prefer not to state their religion of belief. 33% of the College students have no religion or belief, 24% are Christian and 16% are Muslim.



## Sexual Orientation

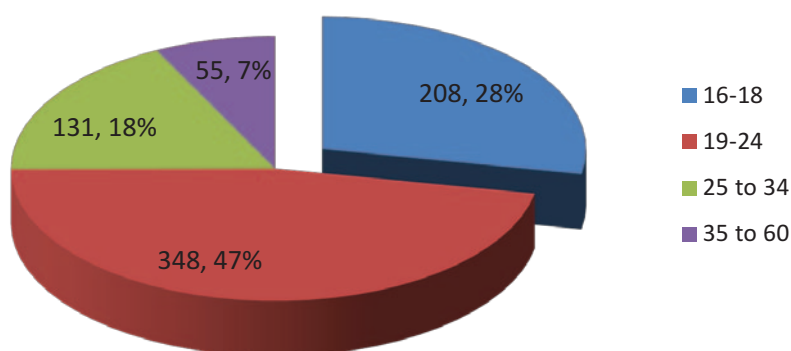
LGB students account for just over 7% of the full-time student population, an increase from 5% in 2021/22. 42% of part-time students prefer not to state their sexual orientation compared to 12% of full-time students.



# The Profile of Our Apprentices

The College currently has 742 apprentices, the major of which are adult (over 18).

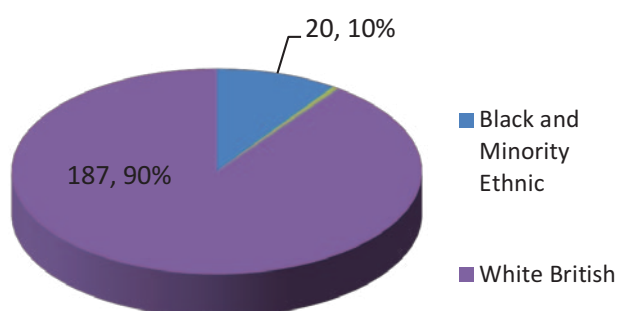
## Apprentices 2022/23 - Age profile



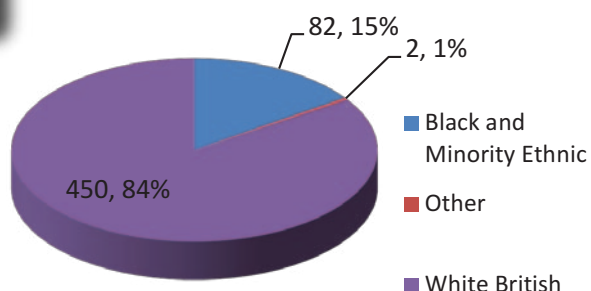
The ethnicity profile of our apprentices does not match our wider student profile, particularly in terms of 16-18 year old students. One of our equality objectives is to strive to address the under-representation of black apprentices, which is currently at 10%.

Of the apprentices from minority ethnic groups, the largest groups are Pakistani and African (5, 2.4%). In terms of adult apprentices, the largest BAME cohort is Pakistani (23, 4.31%).

## 16-18 Apprentices - Ethnicity 2022/23

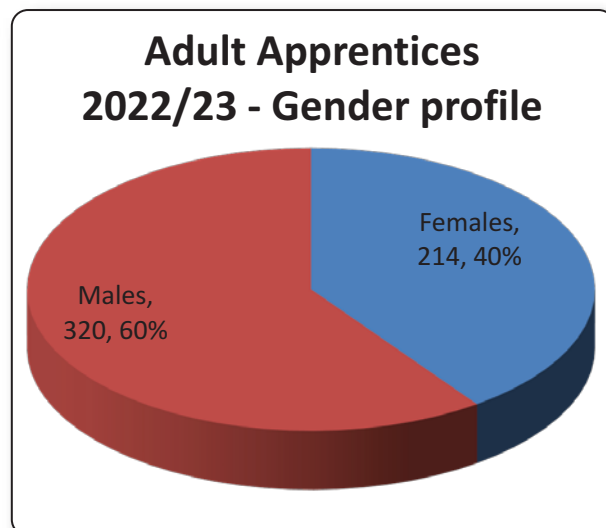
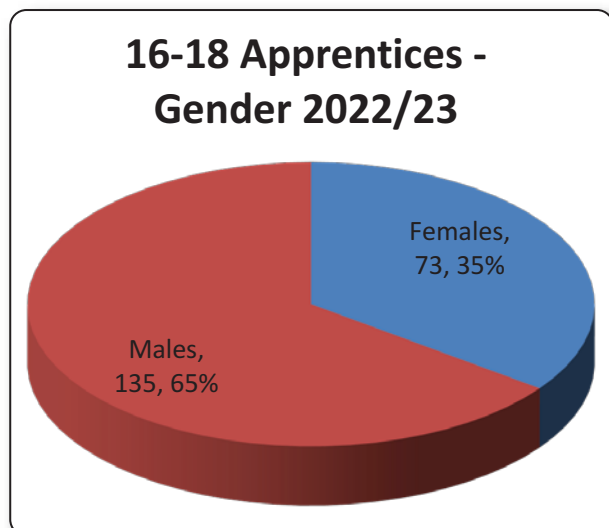


## Adult Apprentices - Ethnicity 2022/23

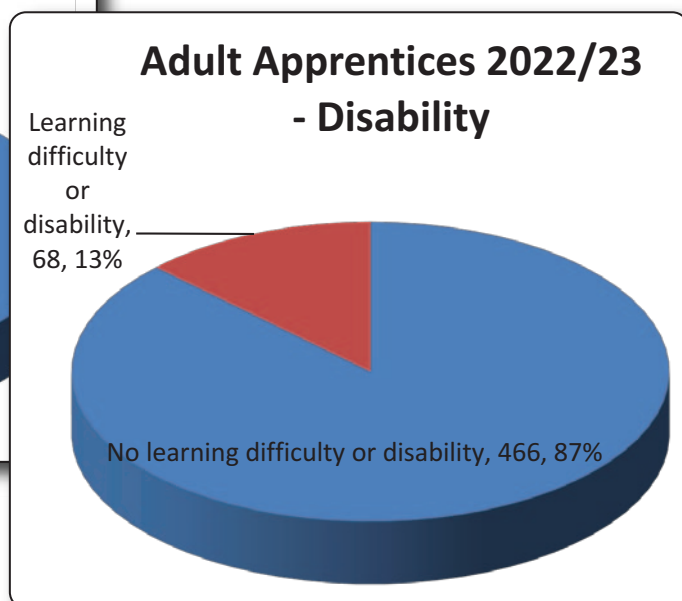
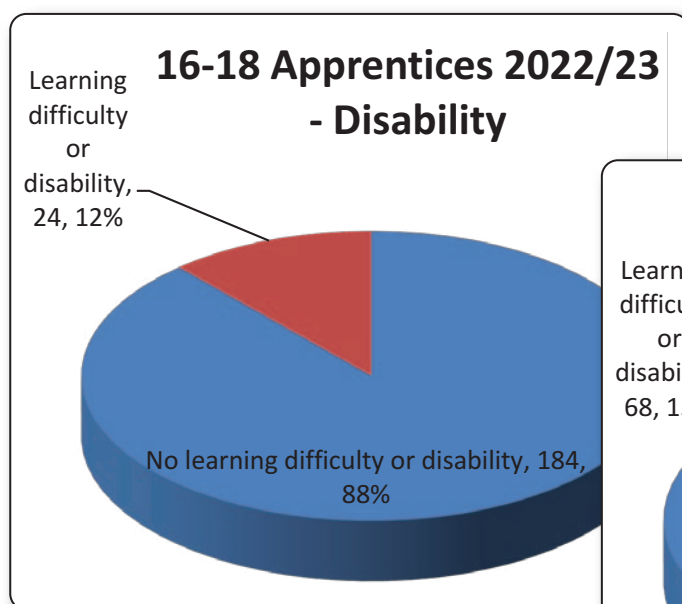




Male apprentices account for 65% of the 16-18 cohort, and 60% of the adult cohort.



Around 12.5% of our apprentices have a disability and/or learning difficulty.



## CASE STUDY • COLLEGE IN THE NEWS • SUCCESS STORY

### COMPUTING STUDENT SECURES CYBER SECURITY APPRENTICESHIP WITH BT

26th May 2022



*Saim has gained a distinction in all units of his course making him a distinction star student*

A Computing & Emerging Technologies student from Solihull College & University Centre is progressing to telecom giants BT to study a Level 6 Degree Apprenticeship in Cyber Security.

Coming to the end of his Level 3 course at the College, Saim Salman, 18, decided to apply for the apprenticeship vacancy on BT's website and was shortlisted from a high number of applicants. Saim comments: "It was a challenging selection process and I felt nervous knowing there was strong competition. First, I was asked to record an interview answering questions, then the next stage was a full day of interviews and assessments. We were asked to explain what item is valuable to us and I said, 'the screwdriver which I used to build my first computer'."

Saim has been interested in computing since a young age and has a small business called Lime PC, building and selling computers.

He is full of praise of his course: "It is very fun and I really enjoy it, my tutors have been great in supporting me through applications and CVs. My favourite unit was 'Controlling Systems' – my tutor Neil Gavin brought in some

massive robots such as drones which we've started to code and once we've done that, we'll video it and put it in our assignment."

The role Saim was initially offered was located in Manchester, but BT were so keen to have him on the team that they made the necessary adjustments to change the location to Birmingham. He adds: "I asked them how many people were offered the position and they said 7 in Birmingham and 3 in Manchester. It felt surreal to be one of the few selected out of thousands!"

Saim is a Distinction star student, whereby he has gained a distinction in all units of his course. Despite not getting the grades he wanted at GCSE, the bright and talented student has certainly excelled at the College. He says: "The course has prepared me for this new and exciting chapter in my career journey."

The apprenticeship will begin in October and Saim is looking forward to working in BT's new office.

Where do you see yourself in 5 years' time? Saim reveals: "In the future, I think GCHQ in Cheltenham is where I'd like to be."

## CASE STUDY • COLLEGE IN THE NEWS • SUCCESS STORY

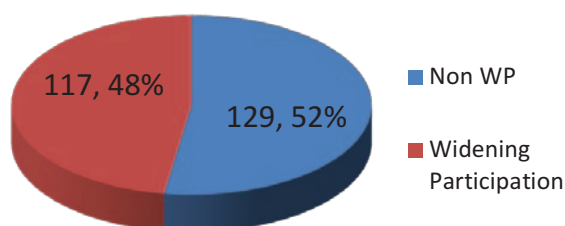
# Our Higher Education Student Profile

The College has a total of 407 HE learners, of which 246 are full-time.

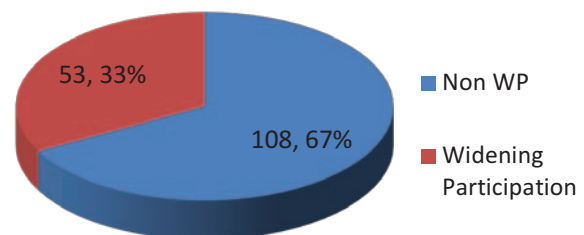
47.6% of the College's full time HE learners are from widening participation postcodes.

81% of part-time HE learners are male, compared to 34% 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).

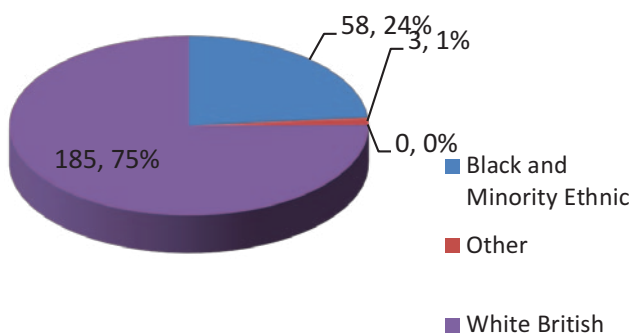
**Full-time HE students  
2022/23**



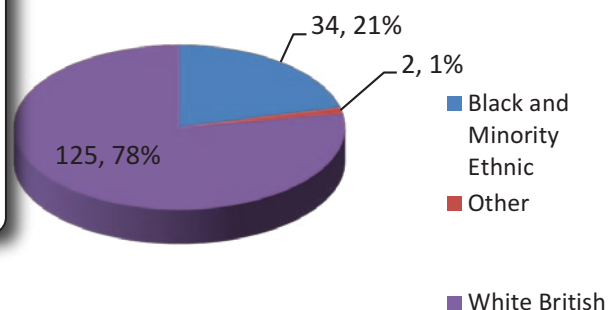
**Part-time HE students  
2022/23**



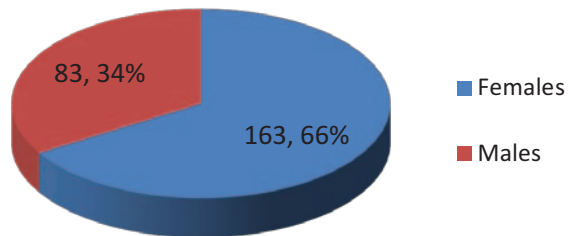
**FT HE students 2022/23 -  
Ethnicity Profile**



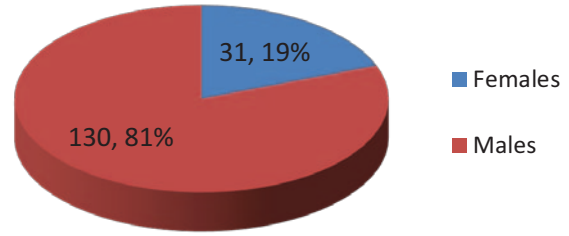
**PT HE students 2022/23-  
Ethnicity Profile**



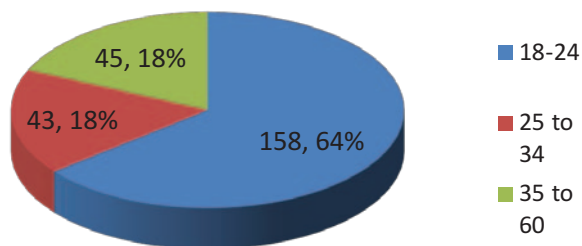
**FT HE students 2022/23 -  
Gender profile**



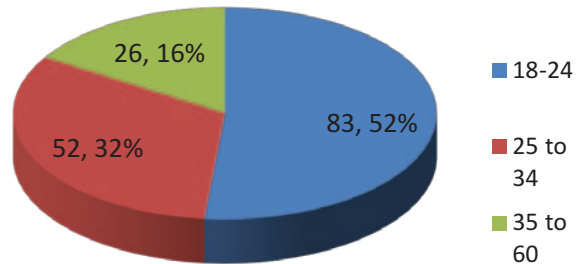
**PT HE students 2022/23 -  
Gender profile**



**FT HE students 2022/23 -  
Age profile**



**PT HE students 2022/23 -  
Age profile**



BAME/Other learners account for 25% of Fulltime HE learners. In Russell Group universities in May 2018, 8% of the population were BAME learners.

21% of part time HE learners at the College are BAME. This is a significant increase on the 10% figure for 2021/22.

10% of HE learners at the Russell Group Universities are over 25 yrs of age. 36% of our full-time HE learners are over 25, 18% over 35. 48% of our 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 and attainment 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 Equality and Diversity Group (E&D) . The actions from the E&D 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 E&D 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. We worked with our IoT partner Universities to promote School visits to the IoT Hub to motivate entry to higher education. The HE dashboard, is frequently used to monitor the progress of learners according to the widening participation characteristics; this takes place formally through HE MOT's at mid-year in order to identify strategies for additional support.

Another action made by the E&D 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 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.



## CASE STUDY • COLLEGE IN THE NEWS • SUCCESS STORY

### STUDENTS STUN AUDIENCE WITH A CLASSICAL PERFORMANCE

16th January 2023



*Performing Arts students courageously tackled social issues in historical play.*

Performing Arts students from Solihull College & University Centre stunned their audience recently with a riveting performance of 'Fuenteovejuna' – a play first published in 1619.

The historical play was originally set in 1476 and based on an uprising which took place in the village of Fuenteovejuna, Spain. Students adapted the play to modern times, tackling themes of a difficult nature such as sexual abuse and violence.

The play portrayed class struggle in the village of Fuenteovejuna which was under the rule of an abusive and violent commander. The villagers decided to challenge the autocratic commander and stood together in solidarity to bring about his demise. The end saw a judge rule in favour of the village and did not find them guilty of the commander's murder.

In preparation for the challenging roles they undertook, the students researched the events of 1476 and learnt about the Spanish Golden Age. The stage for their performance was in the round allowing the audience closer access to the performance and in keeping with the classical nature of the play.

Following the performance, an audience member commented: "The students have hit the nail on the head with performing those difficult scenes and portraying the essence of the play."

## CASE STUDY • COLLEGE IN THE NEWS • SUCCESS STORY

# Student Achievement 2021/22

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.

Comparative national figures are relatively old. The drop in our achievement rates from 2020/21 to 2021/22 seems to reflect a national picture.

## ACHIEVEMENT BY GENDER

16-18 Learners		Overall				
		Provider Full Year			Prov Grp	National
		2019/20	2020/21	2021/22	2018/19	2018/19
Female	Leavers	5,244	6,264	3,881	459,620	709,030
	Achievement %	92.7 %	94.8 %	81.5 %	84.0 %	83.3 %
Male	Leavers	6,666	6,436	4,058	563,770	797,570
	Achievement %	92.8 %	92.3 %	75.9 %	83.0 %	82.0 %
Total	Leavers	11,910	12,700	7,939		
	Achievement %	92.7 %	93.5 %	78.6 %		

- The achievement gap between female and male 16-18 learners has increased from 2.5% in 2020/21 to 5.6%.

19+ Learners		Overall				
		Provider Full Year			Prov Grp	National
		2019/20	2020/21	2021/22	2018/19	2018/19
Female	Leavers	3,924	3,342	3,316	613,710	945,650
	Achievement %	89.9 %	86.1 %	82.1 %	89.5 %	88.6 %
Male	Leavers	1,169	2,306	2,444	434,630	675,640
	Achievement %	89.0 %	90.8 %	86.3 %	90.4 %	89.9 %
Total	Leavers	5,093	5,648	5,760		
	Achievement %	89.7 %	88.0 %	83.9 %		

- Similar to the previous year, male achievement is higher than female achievement.

## ACHIEVEMENT BY ETHNICITY

### Ethnic Group Achievement 16-18

		Overall				
		Provider Full Year			Prov Grp	National
		2019/20	2020/21	2021/22	2018/19	2018/19
Asian	Leavers	2,243	2,461	1,693	1,023,390	1,506,600
	Achievement %	91.6 %	93.0 %	80.6 %	83.4 %	82.6 %
Black	Leavers	627	726	490	1,023,390	1,506,600
	Achievement %	92.8 %	94.5 %	80.6 %	83.4 %	82.6 %
Mixed	Leavers	874	993	602	1,023,390	1,506,600
	Achievement %	94.3 %	93.4 %	80.2 %	83.4 %	82.6 %
Not App/Known	Leavers	30	4	3	1,023,390	1,506,600
	Achievement %	90.0 %	100.0 %	0.0 %	83.4 %	82.6 %
Other	Leavers	373	361	244	1,023,390	1,506,600
	Achievement %	93.6 %	93.4 %	82.4 %	83.4 %	82.6 %
White	Leavers	7,763	8,155	4,907	1,023,390	1,506,600
	Achievement %	92.9 %	93.6 %	77.4 %	83.4 %	82.6 %
<b>Total</b>	<b>Leavers</b>	<b>11,910</b>	<b>12,700</b>	<b>7,939</b>		
	<b>Achievement %</b>	<b>92.7 %</b>	<b>93.5 %</b>	<b>78.6 %</b>		

- Achievement rates for minority ethnic groups are all higher than for the white cohort, which has seen a drop in achievement from 93.5% to 77.4%.

### Ethnic Group Achievement 19+

		Overall				
		Provider Full Year			Prov Grp	National
		2019/20	2020/21	2021/22	2018/19	2018/19
Asian	Leavers	798	753	929	1,048,340	1,621,290
	Achievement %	88.1 %	87.0 %	82.5 %	89.9 %	89.1 %
Black	Leavers	294	658	777	1,048,340	1,621,290
	Achievement %	90.5 %	90.4 %	82.5 %	89.9 %	89.1 %
Mixed	Leavers	286	369	395	1,048,340	1,621,290
	Achievement %	87.1 %	84.0 %	82.0 %	89.9 %	89.1 %
Not App/Known	Leavers	33	29	16	1,048,340	1,621,290
	Achievement %	69.7 %	79.3 %	68.8 %	89.9 %	89.1 %
Other	Leavers	218	213	283	1,048,340	1,621,290
	Achievement %	87.2 %	83.1 %	84.1 %	89.9 %	89.1 %
White	Leavers	3,464	3,626	3,360	1,048,340	1,621,290
	Achievement %	90.6 %	88.6 %	84.9 %	89.9 %	89.1 %
<b>Total</b>	<b>Leavers</b>	<b>5,093</b>	<b>5,648</b>	<b>5,760</b>		
	<b>Achievement %</b>	<b>89.7 %</b>	<b>88.0 %</b>	<b>83.9 %</b>		

- Black, Asian and mixed heritage learners had lower achievement rates than the white cohort.

## Ethnicity 16-18

		Overall				
		Provider Full Year			Prov Grp	National
		2019/20	2020/21	2021/22	2018/19	2018/19
African	Leavers	240	334	244	42,830	64,080
	Achievement %	91.7 %	94.3 %	84.4 %	85.4 %	84.7 %
Arab	Leavers	211	220	140	9,510	12,790
	Achievement %	93.4 %	92.7 %	80.7 %	83.3 %	83.0 %
Bangladeshi	Leavers	165	164	115	15,010	26,080
	Achievement %	83.0 %	90.2 %	79.1 %	84.9 %	84.9 %
Caribbean	Leavers	212	285	181	18,300	26,070
	Achievement %	95.3 %	96.5 %	79.0 %	79.1 %	79.0 %
Chinese	Leavers	6	9	20	2,330	4,220
	Achievement %	100.0 %	100.0 %	90.0 %	89.3 %	89.5 %
Gypsy/Irish Traveller	Leavers	6	15	15	1,850	2,400
	Achievement %	83.3 %	73.3 %	73.3 %	70.6 %	68.3 %
Indian	Leavers	271	301	189	20,360	32,720
	Achievement %	94.5 %	95.7 %	83.6 %	87.0 %	87.0 %
Irish	Leavers	51	89	48	2,590	4,000
	Achievement %	92.2 %	94.4 %	62.5 %	79.2 %	79.3 %
Not Provided	Leavers	30	4	3	12,120	22,530
	Achievement %	90.0 %	100.0 %	0.0 %	82.3 %	79.8 %
Other	Leavers	162	141	104	20,420	26,470
	Achievement %	93.8 %	94.3 %	84.6 %	83.7 %	82.7 %
Other Asian	Leavers	183	257	177	19,490	27,610
	Achievement %	91.3 %	93.8 %	86.4 %	85.4 %	85.1 %
Other Black	Leavers	175	107	65	10,620	15,440
	Achievement %	91.4 %	89.7 %	70.8 %	81.9 %	81.6 %
Other Mixed	Leavers	155	183	117	12,600	18,770
	Achievement %	94.8 %	95.1 %	84.6 %	81.1 %	80.0 %
Other White	Leavers	345	660	403	58,850	79,180
	Achievement %	95.7 %	94.4 %	81.4 %	84.3 %	83.6 %
Pakistani	Leavers	1,618	1,730	1,192	45,170	71,790
	Achievement %	92.0 %	92.6 %	79.2 %	84.5 %	84.4 %
White British	Leavers	7,361	7,391	4,441	697,550	1,022,490
	Achievement %	92.7 %	93.6 %	77.2 %	83.4 %	82.5 %
White/Asian	Leavers	235	193	134	9,220	14,620
	Achievement %	94.0 %	90.7 %	78.4 %	82.2 %	81.7 %
White/Black African	Leavers	30	60	34	6,870	10,250
	Achievement %	96.7 %	95.0 %	97.1 %	80.5 %	79.8 %
White/Black Caribbean	Leavers	454	557	317	17,730	25,110
	Achievement %	94.1 %	93.5 %	77.6 %	78.2 %	76.8 %
<b>Total</b>	<b>Leavers</b>	<b>11,910</b>	<b>12,700</b>	<b>7,939</b>		
	<b>Achievement %</b>	<b>92.7 %</b>	<b>93.5 %</b>	<b>78.6 %</b>		

## Ethnicity 19+

		Overall				
		Provider Full Year			Prov Grp	National
		2019/20	2020/21	2021/22	2018/19	2018/19
African	Leavers	139	215	277	89,870	132,420
	Achievement %	92.1 %	90.2 %	82.7 %	87.5 %	86.7 %
Arab	Leavers	62	61	89	26,080	40,140
	Achievement %	91.9 %	83.6 %	83.1 %	89.9 %	89.5 %
Bangladeshi	Leavers	78	61	79	29,030	48,090
	Achievement %	87.2 %	86.9 %	88.6 %	91.6 %	90.1 %
Caribbean	Leavers	88	280	412	22,300	35,930
	Achievement %	88.6 %	89.6 %	81.1 %	87.7 %	87.9 %
Chinese	Leavers	41	17	40	5,810	9,350
	Achievement %	92.7 %	94.1 %	77.5 %	90.4 %	89.8 %
Gypsy/Irish Traveller	Leavers	5	1	3	860	1,230
	Achievement %	80.0 %	100.0 %	33.3 %	91.3 %	89.6 %
Indian	Leavers	160	193	227	24,900	39,940
	Achievement %	89.4 %	92.2 %	84.1 %	90.3 %	90.0 %
Irish	Leavers	33	36	28	3,750	6,410
	Achievement %	90.9 %	97.2 %	78.6 %	90.8 %	90.3 %
Not Provided	Leavers	33	29	16	16,540	29,230
	Achievement %	69.7 %	79.3 %	68.8 %	90.9 %	86.7 %
Other	Leavers	156	152	194	41,000	57,200
	Achievement %	85.3 %	82.9 %	84.5 %	89.2 %	88.5 %
Other Asian	Leavers	104	114	129	41,990	60,420
	Achievement %	83.7 %	84.2 %	76.7 %	88.2 %	87.8 %
Other Black	Leavers	67	163	88	13,420	21,040
	Achievement %	89.6 %	92.0 %	88.6 %	87.7 %	87.6 %
Other Mixed	Leavers	85	69	61	11,970	18,090
	Achievement %	88.2 %	81.2 %	88.5 %	88.5 %	87.5 %
Other White	Leavers	344	309	305	116,410	176,770
	Achievement %	81.4 %	88.7 %	83.9 %	90.1 %	89.2 %
Pakistani	Leavers	415	368	454	43,990	72,850
	Achievement %	88.4 %	84.8 %	82.6 %	89.1 %	88.6 %
White British	Leavers	3,082	3,280	3,024	533,370	830,900
	Achievement %	91.6 %	88.4 %	85.1 %	90.6 %	89.8 %
White/Asian	Leavers	57	69	68	8,190	11,960
	Achievement %	89.5 %	87.0 %	79.4 %	87.9 %	87.4 %
White/Black African	Leavers	27	25	30	7,150	11,050
	Achievement %	85.2 %	80.0 %	63.3 %	87.5 %	87.2 %
White/Black Caribbean	Leavers	117	206	236	11,730	18,270
	Achievement %	85.5 %	84.5 %	83.5 %	87.1 %	87.2 %
<b>Total</b>	<b>Leavers</b>	<b>5,093</b>	<b>5,648</b>	<b>5,760</b>		
	<b>Achievement %</b>	<b>89.7 %</b>	<b>88.0 %</b>	<b>83.9 %</b>		



## CASE STUDY • COLLEGE IN THE NEWS • SUCCESS STORY

### WORK PLACEMENT SUCCESS FOR CUSTOMER SERVICE STUDENT

30th June 2022

A Customer Service student from Solihull College & University Centre has secured a permanent role with The Strawberry Bank after completing 315 hours of work placement with them as part of his course.

Jake Howard, 17 from Coventry, chose to study Customer Service as he had initially wanted to work within the rail industry. He explains: "I researched the various roles available within the rail industry and what skills are needed. What I noticed was that for almost all the jobs, a key requirement was customer service skills. So, I decided this course would open lots of doors for me."

As part of their course, students are required to obtain a minimum of 30 hours of work experience. To support students in completing this requirement, the College has a designated Work Placement Team that builds and maintains relations with a wide range of local employers from various industries.

Emma Richards, Work Placement Coordinator, supported Jake in finding lots of different placement opportunities but when Jake shared that he specifically wanted to work at The Strawberry Bank, Emma contacted them and ensured Jake could complete 315 hours over 45 days of work experience there as a Waiter.

Jake thoroughly enjoyed his work placement and has secured a permanent part time role there which he balances with his course at the College.

Jake has Autism and ADHD and was diagnosed at the age of 14, he shares: "My brain works differently to everyone else, for example sometimes when someone is explaining something everyone else might get it, but I won't, I need things broken down. It's not something I've had to open up about in lessons as I've not really needed to here."



*Jake will progress onto a Hospitality course at the College in September*

He adds: "I would highly recommend this course to other people as it's skill based and very to the point, they don't explain things for hours and hours, they're concise."

Progressing onto a Hospitality course at the College in September, Jake is looking forward to continuing working at The Strawberry Bank and hopefully progressing his career there as he gains more experience and qualifications at the College.

He says: "The highlight of my time on the course is the people I have met, I've made lifelong friends and it's a place where I've been able to share my humour, from time to time."

## 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
		2019/20	2020/21	2021/22	2018/19	2018/19
Has difficulty/disability/health problem	Leavers	3,136	2,758	2,012	290,320	420,740
	Achievement %	92.8 %	93.0 %	76.8 %	82.0 %	81.0 %
No difficulty/disability/health problem	Leavers	8,760	9,940	5,926	708,100	1,036,320
	Achievement %	92.8 %	93.7 %	79.2 %	84.1 %	83.3 %
No information provided by the learner	Leavers	14	2	1	24,970	49,550
	Achievement %	85.7 %	100.0 %	0.0 %	81.5 %	82.2 %
<b>Total</b>	<b>Leavers</b>	<b>11,910</b>	<b>12,700</b>	<b>7,939</b>		
	<b>Achievement %</b>	<b>92.7 %</b>	<b>93.5 %</b>	<b>78.6 %</b>		

- The achievement rate for learners with a learning difficulty or disability is 2.4% below that of learners without a disability. This has not tended to be the case in previous years.

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

- There has been a sharp drop in the achievement rate of visually impaired learners.

## Disabilities 16-18

		Overall				
		Provider Full Year			Prov Grp	National
		2019/20	2020/21	2021/22	2018/19	2018/19
Asperger's	Leavers	67	195	124	1,023,390	1,506,600
	Achievement %	89.6 %	92.3 %	78.2 %	83.4 %	82.6 %
Hearing	Leavers	48	60	54	1,023,390	1,506,600
	Achievement %	95.8 %	100.0 %	81.5 %	83.4 %	82.6 %
Medical	Leavers	139	133	64	1,023,390	1,506,600
	Achievement %	95.0 %	92.5 %	78.1 %	83.4 %	82.6 %
Mental health	Leavers	87	115	115	1,023,390	1,506,600
	Achievement %	89.7 %	88.7 %	71.3 %	83.4 %	82.6 %
Mobility	Leavers	11	40	54	1,023,390	1,506,600
	Achievement %	100.0 %	95.0 %	79.6 %	83.4 %	82.6 %
Multiple	Leavers	10	10	3	1,023,390	1,506,600
	Achievement %	80.0 %	80.0 %	33.3 %	83.4 %	82.6 %
n/a	Leavers	66	103	71	1,023,390	1,506,600
	Achievement %	97.0 %	92.2 %	78.9 %	83.4 %	82.6 %
No disability	Leavers	9,235	11,465	7,158	1,023,390	1,506,600
	Achievement %	92.8 %	93.7 %	79.1 %	83.4 %	82.6 %
Not known/not provided	Leavers	2,153	383	111	1,023,390	1,506,600
	Achievement %	92.3 %	88.5 %	72.1 %	83.4 %	82.6 %
Other	Leavers	68	129	119	1,023,390	1,506,600
	Achievement %	98.5 %	89.9 %	68.9 %	83.4 %	82.6 %
Physical	Leavers	9	34	32	1,023,390	1,506,600
	Achievement %	100.0 %	100.0 %	87.5 %	83.4 %	82.6 %
Profound/Complex	Leavers	1	1	0	1,023,390	1,506,600
	Achievement %	100.0 %	100.0 %		83.4 %	82.6 %
Temporary	Leavers	0	4	7	1,023,390	1,506,600
	Achievement %		100.0 %	71.4 %	83.4 %	82.6 %
Visual	Leavers	16	28	27	1,023,390	1,506,600
	Achievement %	100.0 %	96.4 %	48.1 %	83.4 %	82.6 %
<b>Total</b>	<b>Leavers</b>	<b>11,910</b>	<b>12,700</b>	<b>7,939</b>		
	<b>Achievement %</b>	<b>92.7 %</b>	<b>93.5 %</b>	<b>78.6 %</b>		

## Learning Difficulties 16-18

		Overall				
		Provider Full Year			Prov Grp	National
		2019/20	2020/21	2021/22	2018/19	2018/19
Autism	Leavers	193	619	552	1,023,390	1,506,600
	Achievement %	92.2 %	93.5 %	75.4 %	83.4 %	82.6 %
Dyscalculia	Leavers	2	42	24	1,023,390	1,506,600
	Achievement %	100.0 %	90.5 %	87.5 %	83.4 %	82.6 %
Dyslexia	Leavers	187	570	468	1,023,390	1,506,600
	Achievement %	92.5 %	94.4 %	81.2 %	83.4 %	82.6 %
Moderate	Leavers	47	154	132	1,023,390	1,506,600
	Achievement %	97.9 %	91.6 %	83.3 %	83.4 %	82.6 %
Multiple	Leavers	3	4	2	1,023,390	1,506,600
	Achievement %	100.0 %	100.0 %	50.0 %	83.4 %	82.6 %
n/a	Leavers	66	103	71	1,023,390	1,506,600
	Achievement %	97.0 %	92.2 %	78.9 %	83.4 %	82.6 %
None	Leavers	9,088	10,560	6,408	1,023,390	1,506,600
	Achievement %	92.8 %	93.6 %	78.8 %	83.4 %	82.6 %
Not Known/Not Provided	Leavers	2,153	383	111	1,023,390	1,506,600
	Achievement %	92.3 %	88.5 %	72.1 %	83.4 %	82.6 %
Other	Leavers	93	161	116	1,023,390	1,506,600
	Achievement %	89.2 %	97.5 %	75.9 %	83.4 %	82.6 %
Other Spec	Leavers	72	97	39	1,023,390	1,506,600
	Achievement %	97.2 %	94.8 %	69.2 %	83.4 %	82.6 %
Severe	Leavers	6	7	16	1,023,390	1,506,600
	Achievement %	100.0 %	100.0 %	62.5 %	83.4 %	82.6 %
<b>Total</b>	<b>Leavers</b>	<b>11,910</b>	<b>12,700</b>	<b>7,939</b>		
	<b>Achievement %</b>	<b>92.7 %</b>	<b>93.5 %</b>	<b>78.6 %</b>		

## Learning Difficulties/Disabilities 19+

		Overall				
		Provider Full Year			Prov Grp	National
		2019/20	2020/21	2021/22	2018/19	2018/19
Has difficulty/disability/health problem	Leavers	1,086	898	1,096	210,850	351,260
	Achievement %	92.4 %	87.0 %	80.7 %	88.5 %	87.8 %
No difficulty/disability/health problem	Leavers	3,908	4,734	4,650	809,980	1,231,370
	Achievement %	88.9 %	88.2 %	84.7 %	90.3 %	89.6 %
No information provided by the learner	Leavers	99	16	14	27,500	38,660
	Achievement %	88.9 %	87.5 %	71.4 %	88.6 %	87.5 %
<b>Total</b>	<b>Leavers</b>	<b>5,093</b>	<b>5,648</b>	<b>5,760</b>		
	<b>Achievement %</b>	<b>89.7 %</b>	<b>88.0 %</b>	<b>83.9 %</b>		

- The achievement gap between learners with and without disabilities and/or difficulties is small narrowed to 1.2% in 2020/21, but was at 4% for 2021/22.

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

## Disability 19+

		Overall				
		Provider Full Year			Prov Grp	National
		2019/20	2020/21	2021/22	2018/19	2018/19
Asperger's	Leavers	12	33	31	1,048,340	1,621,290
	Achievement %	91.7 %	87.9 %	80.6 %	89.9 %	89.1 %
Hearing	Leavers	53	32	46	1,048,340	1,621,290
	Achievement %	98.1 %	81.3 %	80.4 %	89.9 %	89.1 %
Medical	Leavers	40	32	39	1,048,340	1,621,290
	Achievement %	97.5 %	75.0 %	71.8 %	89.9 %	89.1 %
Mental health	Leavers	42	72	94	1,048,340	1,621,290
	Achievement %	97.6 %	81.9 %	76.6 %	89.9 %	89.1 %
Mobility	Leavers	21	31	26	1,048,340	1,621,290
	Achievement %	100.0 %	93.5 %	88.5 %	89.9 %	89.1 %
Multiple	Leavers	8	7	13	1,048,340	1,621,290
	Achievement %	75.0 %	71.4 %	92.3 %	89.9 %	89.1 %
n/a	Leavers	51	41	41	1,048,340	1,621,290
	Achievement %	78.4 %	90.2 %	90.2 %	89.9 %	89.1 %
No disability	Leavers	4,189	5,113	5,139	1,048,340	1,621,290
	Achievement %	89.2 %	88.2 %	84.3 %	89.9 %	89.1 %
Not known/not provided	Leavers	599	228	243	1,048,340	1,621,290
	Achievement %	91.3 %	86.0 %	81.5 %	89.9 %	89.1 %
Other	Leavers	53	31	36	1,048,340	1,621,290
	Achievement %	98.1 %	90.3 %	83.3 %	89.9 %	89.1 %
Physical	Leavers	14	11	19	1,048,340	1,621,290
	Achievement %	100.0 %	100.0 %	63.2 %	89.9 %	89.1 %
Profound/Complex	Leavers	1	1	0	1,048,340	1,621,290
	Achievement %	0.0 %	100.0 %		89.9 %	89.1 %
Temporary	Leavers	1	2	1	1,048,340	1,621,290
	Achievement %	100.0 %	50.0 %	100.0 %	89.9 %	89.1 %
Visual	Leavers	9	14	32	1,048,340	1,621,290
	Achievement %	77.8 %	92.9 %	81.3 %	89.9 %	89.1 %
<b>Total</b>	<b>Leavers</b>	<b>5,093</b>	<b>5,648</b>	<b>5,760</b>		
	<b>Achievement %</b>	<b>89.7 %</b>	<b>88.0 %</b>	<b>83.9 %</b>		

## Learning Difficulty

		Overall				
		Provider Full Year			Prov Grp	National
		2019/20	2020/21	2021/22	2018/19	2018/19
Autism	Leavers	107	182	202	1,048,340	1,621,290
	Achievement %	93.5 %	90.1 %	79.2 %	89.9 %	89.1 %
Dyscalculia	Leavers	0	3	6	1,048,340	1,621,290
	Achievement %		66.7 %	83.3 %	89.9 %	89.1 %
Dyslexia	Leavers	58	100	159	1,048,340	1,621,290
	Achievement %	86.2 %	80.0 %	75.5 %	89.9 %	89.1 %
Moderate	Leavers	122	103	134	1,048,340	1,621,290
	Achievement %	94.3 %	94.2 %	90.3 %	89.9 %	89.1 %
Multiple	Leavers	0	0	7	1,048,340	1,621,290
	Achievement %			71.4 %	89.9 %	89.1 %
n/a	Leavers	51	41	41	1,048,340	1,621,290
	Achievement %	78.4 %	90.2 %	90.2 %	89.9 %	89.1 %
None	Leavers	4,101	4,924	4,890	1,048,340	1,621,290
	Achievement %	89.4 %	88.1 %	84.4 %	89.9 %	89.1 %
Not Known/Not Provided	Leavers	599	228	243	1,048,340	1,621,290
	Achievement %	91.3 %	86.0 %	81.5 %	89.9 %	89.1 %
Other	Leavers	28	39	34	1,048,340	1,621,290
	Achievement %	96.4 %	87.2 %	67.6 %	89.9 %	89.1 %
Other Spec	Leavers	13	12	25	1,048,340	1,621,290
	Achievement %	84.6 %	83.3 %	76.0 %	89.9 %	89.1 %
Severe	Leavers	14	16	19	1,048,340	1,621,290
	Achievement %	92.9 %	87.5 %	89.5 %	89.9 %	89.1 %
<b>Total</b>	<b>Leavers</b>	<b>5,093</b>	<b>5,648</b>	<b>5,760</b>		
	<b>Achievement %</b>	<b>89.7 %</b>	<b>88.0 %</b>	<b>83.9 %</b>		



# ACHIEVEMENT BY SEXUAL ORIENTATION

## 16-18 Learners

		16-18		
		Provider Full Year		
		2019/20	2020/21	2021/22
Leavers		11,910	12,700	7,939
Achievement %		92.7 %	93.5 %	78.6%
01 Heterosexual	Leavers	9,631	10,341	6,082
	Achievement %	92.9%	93.7%	79.3%
02 Lesbian or Gay	Leavers	158	174	148
	Achievement %	87.3%	92.5%	68.2%
03 Bisexual	Leavers	416	450	316
	Achievement %	90.6%	92.2%	70.9%
04 Other	Leavers	358	376	410
	Achievement %	93.9%	92.6%	73.4%
05 Prefer not to say	Leavers	1,347	1,359	983
	Achievement %	92.4%	93.0%	80.3%

- Achievement of LGB learners was lower than that of heterosexual students. Bisexual learners' achievement rate was 68.2%, 13.1% lower than the heterosexual cohort.

## 19+ Learners

		Adult		
		Provider Full Year		
		2019/20	2020/21	2021/22
Leavers		5,093	5,648	5,760
Achievement %		89.7 %	88.0 %	83.9%
01 Heterosexual	01 - Leavers	3,319	4,056	3,799
	02 - Achievement %	90.4%	88.6%	84.2%
02 Lesbian or Gay	01 - Leavers	47	57	67
	02 - Achievement %	89.4%	89.5%	77.6%
03 Bisexual	01 - Leavers	63	71	93
	02 - Achievement %	82.5%	78.9%	76.3%
04 Other	01 - Leavers	71	81	101
	02 - Achievement %	85.9%	88.9%	76.2%
05 Prefer not to say	01 - Leavers	1,593	1,383	1,700
	02 - Achievement %	88.7%	86.6%	84.3%

- As with 16-18 learners, there is a lower achievement rate for LGB learners in 2021/22.

## BRITISH VALUES COMMEMORATED IN STUDENT MURAL

19th May 2022



A Painting and Decorating student from Solihull College & University Centre has painted a stunning mural featuring the union flag on her classroom wall to celebrate and promote British Values.

Laura Hart decided to change her career after working at a factory for six years. The thirty-year-old, mum of one, took the leap and came to the College to study Painting and Decorating. She comments: "After having a child, I realised that I didn't want to work in a factory for the rest of my life. I wanted a better future for myself and my daughter. I came to study at the College because I had always been good at art and thought this course would be ideal for me."

Within a month of studying at the College, Laura's tutors were so impressed by her dedication and talent that they offered her an Assistant Technician role. She says: "I wasn't expecting it at all, and it's really changed things for me. I love working here and I had never thought that teaching would be for me, but it is something that I'm now seriously considering as a career."

Laura first drew a mural of colourful wings on the wall outside the workshop that got the Construction team talking. It was after this that tutor Sean Treacy and

Technician Dave Scarsbrook asked Laura if she could draw the union flag on a large wall in the classroom to commemorate British Values.

Explaining how it came to be, Laura says: "It was so nice to be asked and trusted to do something so big and I had to really plan and work out how I was going to do it as the scale of the wall made it a bit challenging. Once I drew the flag, members of staff came to have a look and gave some suggestions of what I could add. I had conversations with students and my tutors, and it slowly developed over a period of two months."



Laura Hart's return to education as a mature student in a male-dominated field has been a huge success

## ACHIEVEMENT OF 16-18 LEARNERS ELIGIBLE FOR FREE MEALS 2021/22

### Eligible for Free Meals 16-18

		2019/20	2020/21	2021/22
16-18 College	Leavers	10,444	11,295	6,936
	Achievement %	92.5%	93.3%	78.7%
Free meals in education	Leavers	1,466	1,405	1,003
	Achievement %	94.7%	94.8%	77.8%

- Learners in receipt of free school meals achieved slightly worse than the overall College achievement, although the difference is less than 1% and does not suggest a trend, as their performance has been higher in the previous two years.

## ACHIEVEMENT OF CHILDREN LOOKED AFTER

	Leavers	11,793	12,117	7,495
	Achievement %	92.8%	93.5%	78.6%
Looked After	Leavers	117	583	444
	Achievement %	87.2%	92.8%	79.5%

- As in the previous year, children looked after achieved slightly better than their peers.

# ACHIEVEMENT OF APPRENTICES 2021/22

## Gender Apprentices

		Overall				
		Provider Full Year			Prov Grp	National
		2019/20	2020/21	2021/22	2018/19	2018/19
Female	Leavers	92	192	107	45,580	149,670
	Achievement %	63.0 %	76.6 %	65.4 %	67.5 %	64.4 %
Male	Leavers	189	249	201	52,810	146,600
	Achievement %	67.7 %	61.0 %	47.3 %	66.0 %	64.9 %
<b>Total</b>	<b>Leavers</b>	<b>281</b>	<b>441</b>	<b>308</b>		
	<b>Achievement %</b>	<b>66.2 %</b>	<b>67.8 %</b>	<b>53.6 %</b>		

- The achievement gap between male and female apprentices remains a concern. Male achievement is almost 20% below female achievement.

## Age Groups Apprentices

		Overall				
		Provider Full Year			Prov Grp	National
		2019/20	2020/21	2021/22	2018/19	2018/19
16 - 18	Leavers	152	203	105	34,940	86,260
	Achievement %	67.1 %	64.5 %	53.3 %	68.0 %	68.2 %
19 - 23	Leavers	88	143	123	26,310	79,950
	Achievement %	72.7 %	68.5 %	52.8 %	69.6 %	67.7 %
24+	Leavers	41	95	80	37,130	130,050
	Achievement %	48.8 %	73.7 %	55.0 %	63.5 %	60.4 %
<b>Total</b>	<b>Leavers</b>	<b>281</b>	<b>441</b>	<b>308</b>		
	<b>Achievement %</b>	<b>66.2 %</b>	<b>67.8 %</b>	<b>53.6 %</b>		

- The achievement gap between different age groups of apprentices has narrowed but this is largely due to a drop in achievement of the adult cohort.



## Ethnicity Apprentices

		Overall				
		Provider Full Year			Prov Grp	National
		2019/20	2020/21	2021/22	2018/19	2018/19
Asian	Leavers	18	25	14	3,690	12,800
	Achievement %	72.2 %	76.0 %	57.1 %	63.5 %	63.7 %
Black	Leavers	4	6	4	2,950	10,290
	Achievement %	75.0 %	50.0 %	0.0 %	59.8 %	59.5 %
Mixed	Leavers	14	18	18	2,140	6,960
	Achievement %	71.4 %	55.6 %	33.3 %	61.3 %	60.2 %
Not App/Known	Leavers	2	0	0	680	3,260
	Achievement %	50.0 %			55.9 %	56.3 %
Other	Leavers	1	3	1	580	2,000
	Achievement %	0.0 %	66.7 %	0.0 %	64.8 %	59.3 %
White	Leavers	242	389	271	88,340	260,940
	Achievement %	65.7 %	68.1 %	55.7 %	67.3 %	65.2 %
<b>Total</b>	<b>Leavers</b>	<b>281</b>	<b>441</b>	<b>308</b>		
	<b>Achievement %</b>	<b>66.2 %</b>	<b>67.8 %</b>	<b>53.6 %</b>		

- As in the previous year, Asian apprentices have achieved better than white, black and mixed heritage apprentices.

## Learning Difficulties/Disabilities Apprentices

		Overall				
		Provider Full Year			Prov Grp	National
		2019/20	2020/21	2021/22	2018/19	2018/19
Has difficulty/disability/health problem	Leavers	24	62	28	12,570	33,220
	Achievement %	58.3 %	61.3 %	53.6 %	61.3 %	61.8 %
No difficulty/disability/health problem	Leavers	256	379	280	84,110	258,190
	Achievement %	67.2 %	68.9 %	53.6 %	67.5 %	65.0 %
No information provided by the learner	Leavers	1	0	0	1,710	4,850
	Achievement %	0.0 %			67.0 %	63.9 %
<b>Total</b>	<b>Leavers</b>	<b>281</b>	<b>441</b>	<b>308</b>		
	<b>Achievement %</b>	<b>66.2 %</b>	<b>67.8 %</b>	<b>53.6 %</b>		

- There is no achievement gap in relation to apprentices with a disability and/or learning difficulty.

## CASE STUDY • COLLEGE IN THE NEWS • SUCCESS STORY

### COLLEGE RAISES AWARENESS WITH RED FLAG CAMPAIGN

Written by the Student Executive's Digital & Communications Officer, Emma Stewart

3rd February 2023

The Student Enrichment Team recently held an event at Solihull College & University Centre's Blossomfield Campus highlighting what healthy relationships look like and how to recognise when they're unhealthy.

Local charity Rape and Sexual Violence Project (RSVP) supported the College's 'Don't Ignore the Red Flags' campaign by providing relevant literature and information which was shared with students on the day.

The event was hosted by Student Voice President, Sasha Georgieva, who comments: "I think it's important to raise awareness to students, some who may be starting new relationships, on how to identify signs of an unhealthy relationship in order to keep safe."

The campaign was not only an opportunity to get students together, but a chance to see the new Student Voice Executive working in harmony too.

Student EDI & Enrichment Coordinator, Grace Wynne Willson, explains: "The campaign promotes a really important message and it's good to see the Student Voice President, new Women's officer, and new Digital & Communications Officer working together to raise awareness."



*The Student Enrichment Team regularly put on events to raise awareness of timely issues*



## CASE STUDY • COLLEGE IN THE NEWS • SUCCESS STORY

# Student Survey Feedback

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 2022 Settling In Survey.

## Responses by Ethnicity

Black/Black British students scored lower levels of satisfaction in terms of tutors ensuring all students behave appropriately and recommending the College to a friend. Mixed white/Asian learners also scored lower in recommending the College to a friend.

Statement	Total Responses	White Agree %	Asian/Asian British Agree %	Black/Black British Agree %	Mixed White/Asian Agree %	Mixed White/Black Agree %	Arab Agree %	Mixed Other Agree %	Other Agree %	Chinese/British Chinese Agree %
My tutor(s) ensure(s) that all students behave appropriately	2866	96%	96%	88%	96%	95%	96%	94%	95%	100%
My views and opinions are valued	2862	95%	95%	96%	98%	93%	94%	94%	95%	100%
I am making good progress on my course	2859	95%	96%	92%	92%	95%	94%	87%	100%	94%
I feel safe and secure at College	2859	96%	95%	97%	92%	98%	92%	98%	100%	100%
I would recommend this College to a friend	2865	94%	91%	87%	87%	93%	90%	91%	100%	94%
Total in each group		1854	518	158	53	120	52	53	41	17
% of respondents		65%	18%	6%	2%	4%	2%	2%	1%	1%

## Responses by Gender

Male and female levels of satisfaction are generally similar, however only 92% of males stated they would recommend the College to a friend compared to 94% of female respondents.

QuestionText	Total Responses	Female Agree %	Male Agree %
My tutor(s) ensure(s) that all students behave appropriately	2866	95%	95%
My views and opinions are valued	2862	95%	95%
I am making good progress on my course	2859	95%	95%
I feel safe and secure at College	2859	97%	96%
I would recommend this College to a friend	2865	94%	92%
Total respondents in each group		1446	1415
% of respondents		51%	49%

## Responses by Sexual Orientation

Lesbian and Gay learners were less satisfied in relation to making good progress on their course, but scored highly on feeling safe and secure and feeling their views and opinions are valued.

QuestionText	Total Responses	Heterosexual Agree %	Prefer Not to Say Agree %	Other Agree %	Bisexual Agree %	Lesbian Gay Agree %
My tutor(s) ensure(s) that all students behave appropriately	2866	95%	95%	95%	94%	96%
My views and opinions are valued	2862	95%	96%	95%	98%	99%
I am making good progress on my course	2859	95%	94%	96%	96%	89%
I feel safe and secure at College	2859	96%	94%	95%	97%	99%
I would recommend this College to a friend	2865	93%	95%	97%	94%	92%
Total in each group		2183	356	130	125	71
% of respondents		76%	12%	5%	4%	2%

## Responses by Disability/Learning Difficulty

Learners with a disability scored slightly lower levels of satisfaction than learners without a disability.

QuestionText	Total Responses	Has a disability Agree %	No disability Agree %
My tutor(s) ensure(s) that all students behave appropriately	2866	94%	96%
My views and opinions are valued	2862	95%	95%
I am making good progress on my course	2859	94%	95%
I feel safe and secure at College	2859	95%	97%
I would recommend this College to a friend	2865	92%	94%
Total in each group		731	2132
% of respondents		26%	74%

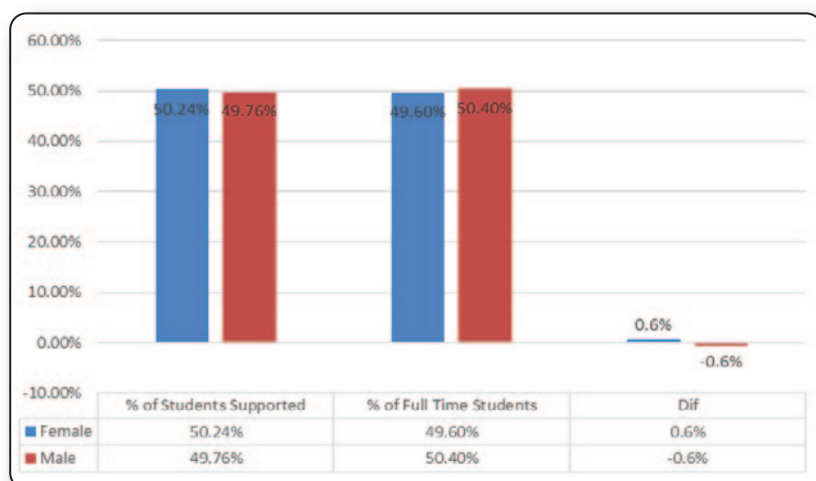


# Equality analysis and allocation of Learner Support Fund 2021-2022

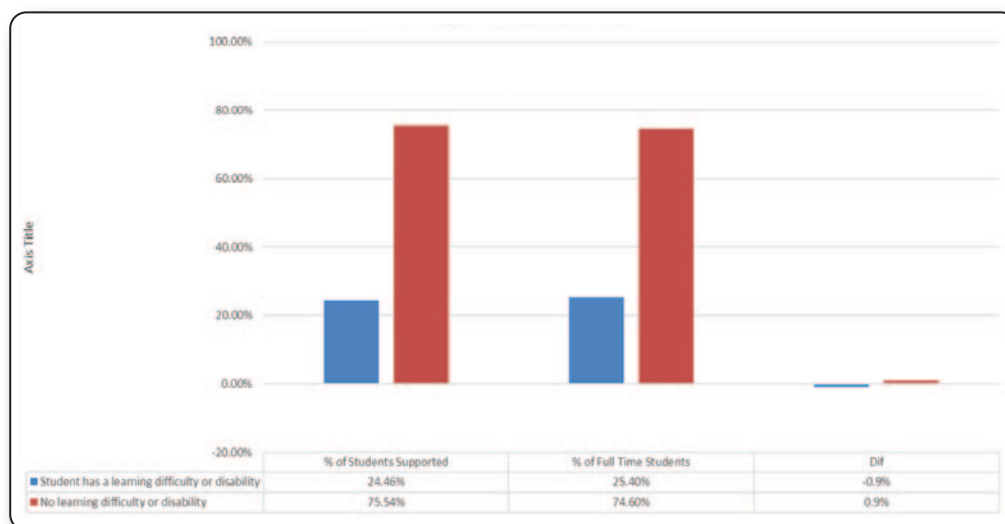
The Learner Support funds are used to help overcome financial barriers some students face in accessing education. The funds receive applications throughout the academic year, but the majority are received within the first term. The below data was collated on 2nd February 2023.

## Gender

The funding profile for gender shows that there is little variation in the students receiving funding and the college profile. Historically female learners (+2.3% in 21/22) received slightly more funding than males, however this year the difference has reduced.

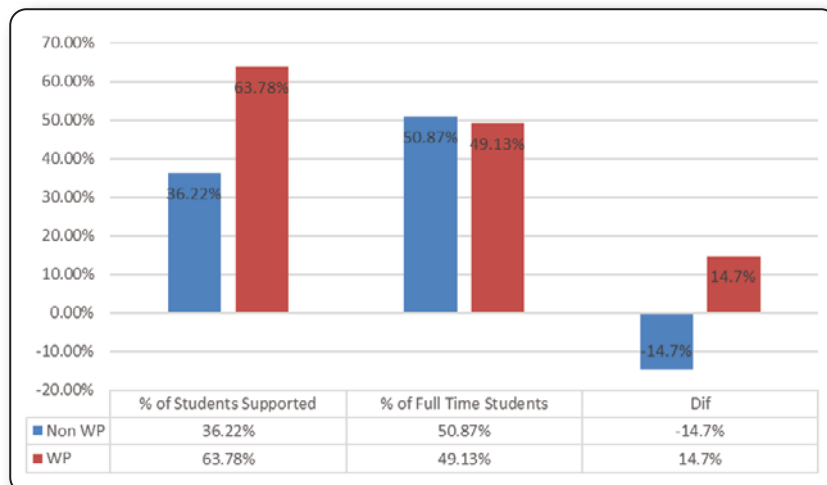


## Students with Disability or Learning Difficulty



The funding profile for disability shows that there is little variation between the overall student profile and the profile for students receiving funding.

## 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 63.78% and is 14.7% above the college profile.

## Ethnicity

	% of Students Supported	% of Full Time Students	Dif
Any other ethnic group	2.07%	1.56%	0.5%
Arab	4.33%	1.52%	2.8%
Asian / Asian British - Any other Asian background	3.39%	2.35%	1.0%
Asian / Asian British - Bangladeshi	2.35%	1.50%	0.9%
Asian / Asian British - Chinese	0.66%	0.48%	0.2%
Asian / Asian British - Indian	1.51%	2.10%	-0.6%
Asian / Asian British - Pakistani	17.59%	14.09%	3.5%
Black / Black British - African	4.33%	2.56%	1.8%
Black / Black British - Any other black background	1.22%	0.77%	0.5%
Black / Black British - Caribbean	3.10%	2.35%	0.8%
Mixed - Any Other Mixed background	2.63%	1.81%	0.8%
Mixed - White and Asian	1.88%	1.69%	0.2%
Mixed - White and Black African	1.13%	0.58%	0.5%
Mixed - White and Black Caribbean	4.70%	3.70%	1.0%
Not provided	0.09%	0.04%	0.1%
White - Any Other White background	4.89%	5.52%	-0.6%
White - English / Welsh / Scottish / Northern Irish / British	42.99%	56.29%	-13.3%
White - Gypsy or Irish Traveller	0.19%	0.06%	0.1%
White - Irish	0.94%	1.04%	-0.1%

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 (+3.5%) and English/Welsh/Scottish/Northern Irish origin (-13.3%).

## Sexual Orientation

	% of Students Supported	% of Full Time Students	Dif
Heterosexual	75.35%	77.12%	-1.8%
Lesbian or Gay	1.51%	2.27%	-0.8%
Bisexual	3.48%	4.46%	-1.0%
Other	5.36%	4.39%	1.0%
Prefer not to say	14.30%	11.70%	2.6%

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 Prefer not to say group (+2.6%) and the Heterosexual group (-1.8%).

## MODERN DAY HAMLET COMES TO SOLIHULL

13th May 2022



*Students busy rehearsing for Hamlet which was their final performance at the College*

Performing Arts students are welcoming audiences to Solihull College & University Centre next week to watch their performance of an innovative and inclusive take on Hamlet.

The performance will see three Hamlets take to the stage as they each breathe their experiences into the character whilst contextualising Shakespeare's Hamlet and delving into contemporary issues such as mental health and wellbeing.

Hamlet will be the final performance for the Level 3 students at the College as they get set to embark on the next steps of their journey after successfully completing their course. Students have taken on a range of roles and characters, with some taking on roles in backstage production, some in performance, and some in both.

In the lead up to the production, students have completed essays exploring Shakespeare's relevance to British society today and how that relates to us as individuals. These students?"

Lecturer in Creative Performance Practice, Kelly Casey, shares: "The students have had a lot of intense discussions on Shakespeare and have explored ideas such as the language, how much of Shakespeare is lost in translation, was he a feminist, and how do we connect to his ideas in this modern day."



Kelly adds: "The students have a chance here to bring their passions into this production and look at different communication devices to reach their audience. British theatres have a very particular demographic in attendance. How can we draw younger and more diverse backgrounds in? Who better to understand and empathise with that than these students?"

The students have collaborated with the College's Photography and Make Up departments to bring this production to life.

# The College 2022/23 Staffing Profile

## Ethnicity

The table below shows the current ethnic profile of Solihull College staff with comparative data for 2020, 2021 and 2022.

Year	Ethnicity %	College	Mgmt	Lecturing	Support	PT teaching	Hourly paid support
<b>2022</b>	<b>White</b>	<b>80.44</b>	<b>87.50</b>	<b>78.66</b>	<b>82.19</b>	<b>77.33</b>	<b>80.77</b>
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
<b>2022</b>	<b>BAME</b>	<b>19.34</b>	<b>12.50</b>	<b>21.34</b>	<b>17.81</b>	<b>21.51</b>	<b>19.23</b>
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
<b>2022</b>	<b>Prefer not to say / unknown</b>	<b>0.22</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1.16</b>	<b>0.00</b>
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

The percentage of staff from BAME backgrounds has increased significantly this year to 19.34%. This is mainly attributable to the increase within the Lecturing and Support staff groups. In terms of student profile, learners from BAME groups account for 35.23% of the total full-time cohort and 29.43% of our part-time learner cohort.



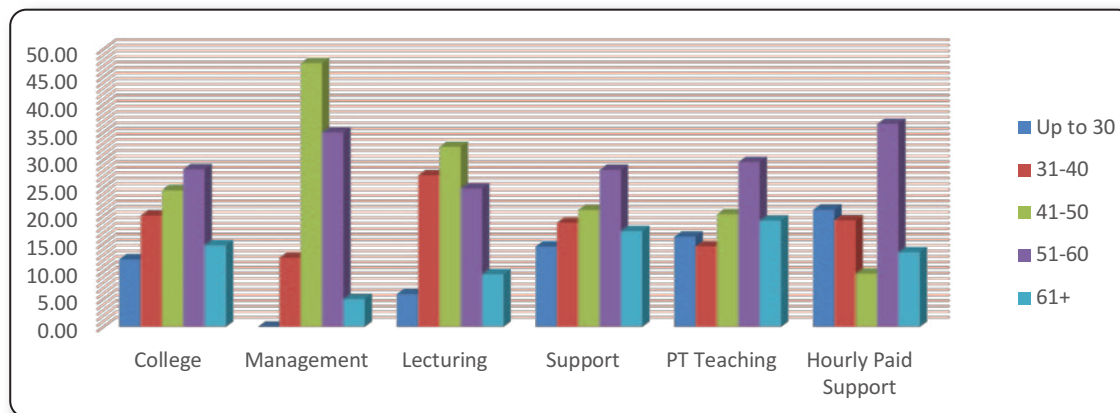
## Gender

This table below shows the gender profile of College staff.

Year	Gender %	College	Mgmt	Lecturing	Support	PT teaching	Hourly paid support
2022	Female	66.48	60.00	63.24	67.18	65.70	84.62
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
2022	Male	33.52	40.00	36.76	32.82	34.30	15.38
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

## Age profile

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



## Disability

The percentage of staff declaring a disability has decreased from 7.86 in 2020/21 to 7.36% in 2021/22.

The category of staff with the greatest percentage of disability is Management with 10% although this is a small cohort of the overall staff group, this is followed by Support Staff with 8.14% with a disability.

## Sexual Orientation

Sexual Orientation	College	Management	Lecturing	Support	PT Teaching	Hourly Paid Support
Bisexual	0.77	0.00	1.19	0.51	0.58	1.92
Gay	0.99	0.00	1.58	0.51	1.16	1.92
Heterosexual	83.08	92.50	82.21	82.44	83.72	82.69
Lesbian	0.44	0.00	0.79	0.51	0.00	0.00
Prefer not to say / unknown	14.73	7.50	14.23	16.03	14.53	13.46
<b>Grand Total</b>	<b>100.00</b>	<b>100.00</b>	<b>100.00</b>	<b>100.00</b>	<b>100.00</b>	<b>100.00</b>

## 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	45.38	50.00	41.11	45.80	47.09	53.85
Hindu	1.54	0.00	1.19	2.29	1.16	0.00
Jewish	0.11	0.00	0.40	0.00	0.00	0.00
Muslim	6.70	2.50	8.70	5.60	8.14	3.85
Sikh	1.87	5.00	2.37	1.53	1.74	0.00
No religion	25.38	22.50	24.11	25.45	27.33	26.92
Other	2.75	5.00	2.37	3.82	0.58	1.92
Prefer not to say / unknown	16.26	15.00	19.76	15.52	13.95	13.46
<b>Grand Total</b>	<b>100.00</b>	<b>100.00</b>	<b>100.00</b>	<b>100.00</b>	<b>100.00</b>	<b>100.00</b>

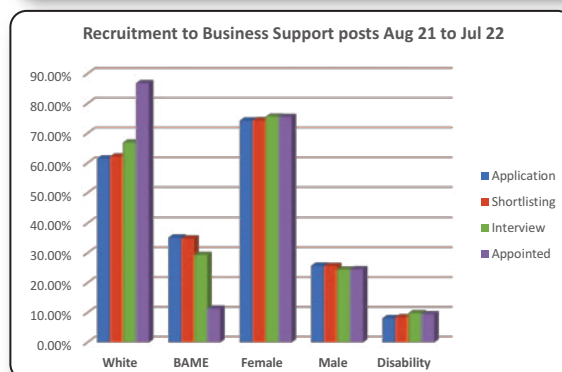
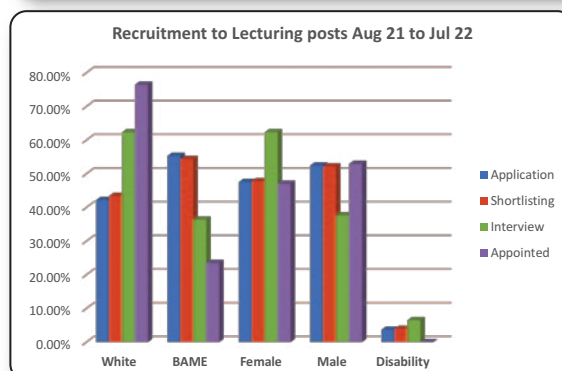
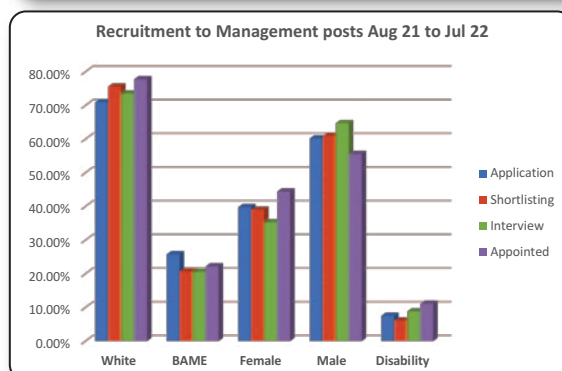
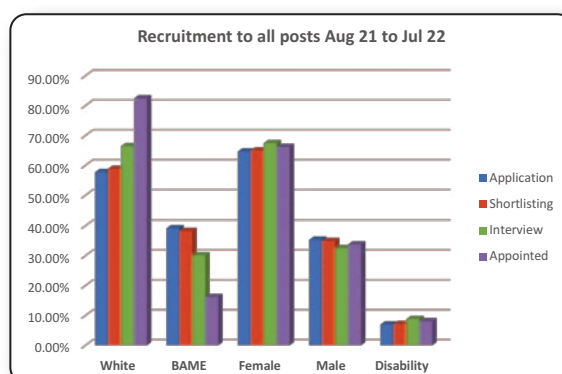
## Recruitment Profiling

The profiles in relation to gender and disability are fairly consistent through the stages of the recruitment process, from application to appointment. In relation to ethnicity, the percentage of shortlisted BAME candidates is similar to the application profile, but drops at assessment centre stage (ie those taken to final interview) and again at appointment. The recruitment campaigns are broken down into job categories below.

For management posts 25.81% of the applicants were BAME. The percentage of appointed BAME candidates was 22.2%. Whilst this is a relatively balanced profile, the College is seeking to increase the number of BAME applicants to management posts, when considering that the percentage of applicants for all post from BAME groups was almost 40%.

55% of lecturing applications were from BAME applicants, but this figure drops to 23.5% of the successful candidates appointed to posts.

35% of business support applicants were BAME. The profile of appointed candidates falls to 11.32%.



## Staff Turnover

The turnover for the College for the period September 2021 to August 2022 was 13.96%. The ethnic group with the highest turnover was white at 15.03%.

Ethnicity	Total leavers	% Turnover
Asian or Asian British	6	8.37
Black, Black British, Caribbean or African	4	12.63
Other ethnic group	0	0.00
Prefer not to say / Not known	0	0.00
White	79	15.03
<b>Grand Total</b>	<b>89</b>	<b>13.96</b>

## CONSTRUCTION STUDENT CLINCHES BOXING GOLD

24th March 2022

A Construction student from Solihull College & University Centre has won gold after competing in the England Boxing National Development Championships.

Jaden Cayenne, 19, is currently UK number 1 in the Under 52 Kilos category after securing a win in the finals that took place at the University of East London.

Jaden didn't reveal this magnificent achievement to peers or teachers until recently when discussing hobbies with tutor Rachel Arnold. She comments: "I was talking to students about their hobbies and interests, and he shared that he enjoys Boxing, it was only after asking him more and more questions that he told us he actually won gold in a national championship!"

The humble student initially showed interest in football and studied coaching as well as playing for a local team. It was Jaden's football coach that took him down to a boxing gym to improve his fitness where he realised he had a talent for the sport. After 2 months, Jaden had got into their squad and started competing in their home shows.

When Covid-19 hit, Jaden initially kept fit by running regularly, and eventually, when restrictions eased, he met with his coaches in the park. By August 2021 fights started up again. A few months and matches later, including a Midlands Finals victory, Jaden found himself beating his opponent in a venue with 100s of spectators and becoming a national boxing champion.

Speaking of the momentous match, Jaden says: "I felt in control and relaxed the entire time and focussed on enjoying myself and staying humble. I jumped to my coaches when I won, it was a dream come through and I felt thrilled that all my hard work had paid off. My Mum was proud!"



Images by Andy Chubb and Clive Wood / England Boxing

The next championships for Jaden are in October after which he hopes to compete in the England Boxing National Elite Championships.

"My college life complements my boxing career as here I can focus on skills I want to develop to support my career in construction whilst also having the time to develop my Boxing skills" explains Jaden, "My role models are Tyson Fury who I find motivational as he is open about his battles with depression and Anthony Joshua who started boxing when he was a lot older than me."

Personal Tutor for Construction, Phil Mann comments: "I'm extremely proud of Jaden's achievements and it is fantastic to see one of the students competing on a national level and being so successful."





# Gender Pay Gap

## Gender Pay Gap – based on data from 31st March 2022

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	£17.47
Mean hourly rate of pay of all full-pay relevant female employees	£16.80
Difference	0.67
<b>Mean gender pay gap as a percentage</b>	<b>3.84%</b>

**The value for the College is 3.84% which indicates men are paid on average more than women by 5.89%.  
(The figure for 31 March 2021 was 5.89%)**

## 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 £19.05

Median hourly rate of pay of all full-pay relevant female employees £17.73

**Median gender pay gap as a percentage 6.93%**

The median gender pay gap value for the College was 6.93%. (The figure for March 2021 was 8.75%).

## 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	228	68	160	29.82	70.18
Lower middle quartile	227	71	156	31.28	68.72
Upper middle quartile	227	64	163	28.19	71.81
Upper quartile	227	92	135	40.53	59.47

The data from March 2020 is shown below:

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

## Key Observations

Solihull College and University Centre operates grading structures that apply to both female and male staff and there is no differential between vocational areas that may be gender prevalent.

Pay gap analysis has been carried out with two significant groups of staff – fulltime and fractional lecturing staff and the business support staff group. The pay gap is under 0.1% for both groups. Furthermore, hourly paid teachers are all paid at the same rate.

The pay gap is largely explained by the upper quartile profile, which has a 40% male profile, as apposed to no more than 30% in the other quartiles.

The pay gap can therefore be addressed by ensuring the representation of women in management posts reflects the wider profile.

# 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	£17.02
Mean hourly rate of pay of all full-pay relevant BAME employees	£17.03
Difference	-0.01
<b>Mean ethnicity pay gap as a percentage</b>	<b>-0.06%</b>

**The value for the College is -0.06% which indicates BAME employees are paid on average more than white employees by 0.06%.**

## 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	£18.00
Median hourly rate of pay of all full-pay relevant BAME employees	£18.74
<b>Median gender pay gap as a percentage</b>	<b>-4.11%</b>

**The median ethnicity pay gap value for the College was -4.11% indicating BAME staff are paid on average more than white employees by 4.11%.**

## 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
Lower quartile	228	183	45	80.26	19.74
Lower middle quartile	227	192	35	84.58	15.42
Upper middle quartile	227	175	52	77.09	22.91
Upper quartile	227	186	41	81.94	18.06



## LECTURER SEEKS TO DESTIGMATISE MEN'S MENTAL HEALTH

13th April 2022

A Business Lecturer and Student Support Officer at Solihull College & University Centre is opening the conversation on men's mental health both at work and outside.

Jat Sidhu, who has worked at the College since 2018, is currently leading the Men's Mental Health Staff Network, one of the many staff networks set up to enhance inclusion and belonging. Alongside his work at the College, Jat also volunteers for Shout (85258), a confidential text messaging support service for anyone who is struggling to cope.

Originally working in Finance, Jat decided to take a career break after having his first baby and came to work at the College. Four years later, and now father to two, he hasn't looked back. He explains: "I love the College atmosphere and the connections that I've built here. I'm surrounded by a supportive team and have been involved in different projects and campaigns."

As well as volunteering for Shout, Jat is involved in a range of mental health charities and fundraising activities and manages his community organisation social media account which offers mental health advice to men in the South Asian community.

Jat comments: "As a male, I am aware of the stigma around mental health in men and within the wider South Asian community. I believe through open conversations we can get to a place where future generations don't face the same barriers when expressing their challenges."

How did he get involved with Shout? "I wanted to do something bigger. I have learnt as a father, and through my various careers, the challenges that we all face mentally but something we may not always include in common conversation. This is what drove me to volunteer for Shout, it was a chance for me to give back and highlight that mental health matters. After completing their training programme, I am now in a position where I can offer others support."

Jat also began leading the Men's Mental Health Staff Network at the College earlier this year: "I feel my role as a Student Support Officer helps me understand students better thus making me a more empathetic teacher but also



*The Men's Mental Health Staff Network is led by Jat, a safe space for staff members to talk and build connections*

a more caring colleague. The staff network is a safe space where we can share our thoughts knowing we're in likeminded company. It's also more than just a space, it's about creating that inclusive environment and destigmatising men's mental health."

What's one thing you can share that would summarise your understanding of Mental Health? Jat answers: "We all have mental health, just like we all have limbs. Mental health problems don't define who you are, they are something you experience. Matt Haig puts it perfectly when he says, 'you walk in the rain and you feel the rain but, importantly, you are not the rain'".



*Jat works as both a Business Lecturer and a Student Support Officer at the College*

# Our Staff Networks

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.

## Disabilities Network

This network is for staff who have any form of disability, a long-term health condition or are neuro-diverse. We provide a safe space where people can network, be open and share stories or experiences in whichever capacity they are comfortable to do so. We look at the challenges faced on a daily basis and offer a community of support and inclusion. It's a place for sharing ideas and resources as well as making connections and building relationships with people across the college. We want to raise awareness but at the same time celebrate our differences. You can be assured any discussions will remain confidential, however we are mindful of the College safeguarding policy. We may also feedback collective issues to the EDI Steering Group upon agreement of members.

**SLT Sponsor – Linda McLaughlin**

**Sarah Breslin**  
**Disabilities Network Lead**  
**Talent Bank Co-ordinator**





# The BAME Staff Network

The BAME Staff Network has been set up to offer staff a safe space where members can share their ideas and thoughts on matters of anti-racism and inclusivity within the College in an understanding and inclusive atmosphere.

This network gives staff the opportunity to form connections with colleagues from across the College and allow us to confidentially, in line with the College's safeguarding policy, discuss ideas and collectively make changes, big or small, for the better.

Staff can partake in the network in whichever capacity is most comfortable for them and we welcome your presence. They do not have to share their thoughts and can just enjoy the atmosphere of unity the group seeks to foster. The group also provides feedback on collective issues to the EDI Steering Group and SLT upon the agreement of members.

**SLT Sponsor – Mary Younan**

**Faizah Azeem**

**BAME Staff Network Lead  
Marketing & PR Officer**



# Men's Health and Wellbeing Network

Solihull College Men's Health & Wellbeing network provides a space for men to come and talk about whatever it is that is affecting their mental health. We support each other through difficult times, and we help each other by talking about what worked for us when we were going through difficult times.

Solihull College Men's network aims to get men doing things they enjoy so we also get activities and events off the ground for you to attend and participate in and meet a new bunch of mates.

What we do is called peer support. That is people with similar backgrounds and experiences looking out for each other.

When you arrive to see us, you will be greeted by a smile and handshake, bring a brew to help settle any nerves or anxiety you have, we don't shine spotlights on people, and you are free to talk as much or as little as you want.

**SLT Sponsor – Dan Starkey**

**Jat Sidhu**

**Men's Health and Wellbeing Network Lead  
Business Coordinator & Progress Coach**



# Pride Network

The pride network consists of members who are part of the LGBTQ+ community, wherever they are on their journey and our allies. We cannot achieve equality without allyship and therefore it is important to us to be able to share in a safe and supportive environment where allies can also learn and help in raising awareness throughout the College.

We understand the different stages individuals may be at in their lives in terms of their identity and we are here to support and listen as well as share our own experiences in a sensitive and supportive way. While we are not professionals, we can also provide resources and signpost when appropriate to support services that may be required.

Our primary aim is to celebrate who we are, how we contribute to the success of the college community and to raise awareness of what Pride is and how we can make the environment we live and work in an inclusive and welcoming place. This is a group for all of us and together we will set our own path and touch upon common themes and popular issues. You can be assured any discussions will remain confidential, however we are mindful of the College safeguarding policy. We may also feedback collective issues to the EDI Steering Group upon agreement of members.

**SLT Sponsor – Rebecca Gater**

**Sarah Breslin**

**Pride Network Lead**

**Talent Bank Co-ordinator**





# Equality, Diversity & Inclusivity Annual Report 2022

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