

Annual Report 2023



EQUALITY, DIVERSITY & INCLUSIVITY



Solihull College
& University Centre

Stratford-upon-Avon
College





Contents

Foreword by Rebecca Gater, Principal & Chief Executive	04
Our Equality Objectives	06
Executive Summary	13
Equality Policy Statement	15
Black Leadership Group	26
Colleges West Midlands	27
Sustainability	29
The College Website	30
Our Campuses	24
Equality Diversity & Inclusion in our Self-Assessment Report	32
Disability	37
Self-Assessment of High needs provision	39
Learner Voice & EDI Steering Group	44
Governance	45
Introducing the 2023/24 Student Voice Executive Committee	46
Celebrations Events & Actions	51
Our College's Student Profile	57
Progress Against Our HE Access & Participation Plan	67
Student Achievement 22/23	68
Student Survey Feedback	80
Equality Analysis of the Learner Support Fund	82
Staff & Recruitment Profile	85
Gender Pay Gap	92
Ethnicity Pay Gap	94
Our Staff Networks	96



This annual report focuses on the work of the College in respect of its equality & diversity activities and responsibilities covering the academic year 2022/23 extending through to the end of February 2024 (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 dedicated to learning and growth Solihull College & University Centre continues to prioritise equality, diversity, and inclusivity within our community. We take immense pride in the diverse group of students and staff who contribute to the vibrant tapestry of our college. Recognising that diversity fosters creativity and innovation, we understand its pivotal role in our organisational success. While we celebrate our diversity, we acknowledge the challenges that persist in achieving full representation, especially within leadership and governance roles. As an organisation, we remain steadfast in our commitment to address these disparities head-on.

This report stands as a testament to our ongoing efforts to assess, analyse, and celebrate our progress in the realm of equality and diversity. It serves as a platform to showcase the remarkable achievements of our students and staff while highlighting the strides we've taken over the past year.

At the core of our mission is the promotion of diversity and inclusion, ensuring that every member of our community can thrive and feel a sense of belonging. Rooted in our strategic plan and organisational values - to be inspiring, innovative, collaborative, caring, responsible, and respectful - we continually weave the golden thread of Equality, Diversity, and Inclusion (EDI) throughout our institution.

Our commitment to EDI is not just a statement; it's a lived experience evident in every interaction, decision, and initiative undertaken by our college. It's reflected in our inspiring efforts to champion diversity, our innovative approaches to fostering inclusivity, and our collaborative endeavours to address systemic barriers.

Central to our approach is the commitment to championing diversity and inclusion across all

Colleges West Midlands Racial Equality Group, where our college leads initiatives aimed at diversifying staff recruitment and enhancing representation in management roles.

Our dedication to promoting equality and social inclusivity permeates every aspect of our institution. Through the pursuit of our equality objectives outlined in this report, we aim to continually improve and evolve, ensuring that our college remains a beacon of inclusivity and opportunity.

I wholeheartedly thank the countless students and staff whose contributions have shaped this report. Your dedication and commitment to fostering an inclusive environment are what make Solihull College and University Centre truly special. I invite you to explore this report, which celebrates the remarkable diversity and talent within our college community, and I trust that you will find it both inspiring 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.

STUDENT COMMISSIONERS UNLOCK LEADERSHIP POTENTIAL

25th April 2023

Three trailblazing students from Solihull College & University Centre have been recruited as Commissioners for Leaders Unlocked (LU).

Students De'Andre Morris (Student Rep), Triniti Gittens (Vice President & BAME Officer), and Sasha Georgieva (Student Voice President) have received skills training following their appointment as commissioners and have attended sessions locally and in London, collaborating with peers from other leading colleges across the country.

LU is an award-winning social enterprise focused on working with organisations to ensure they include and platform young people from underrepresented groups in their operational decision making, thus enabling them to have a say on issues that affect their lives.

The College collaborated with LU earlier in the academic year, with the Student Enrichment Team receiving training following which they were able to deliver workshops and gather data on student experiences.

De'Andre and Triniti have spoken at the Association of Colleges Conference where they shared good practice and highlighted the importance of having students involved in a range of projects. The commissioners have also held a Senior Leadership Team (SLT) Summit at the College with LU's Project Coordinator, Megan Briggs. They facilitated the session in which SLT and Student Reps discussed the outcome of surveys gathered by the Student Enrichment Team. It was an energetic session where staff and students put together an action plan and worked on finding solutions to reach the common goal of racial justice.

Student EDI & Enrichment Manager, Grace Wynne Willson, explains: "We deliver a high-quality enrichment programme in which students can develop as individuals and reach their potential. We are constantly looking out for new opportunities for our students to channel their energy and desire to seek out social justice in all aspects of their lives. LU has offered our students that opportunity and it is rewarding to see the commissioners thrive."



Sasha Georgieva, Triniti Gittens, and De'Andre Morris (L to R) are appointed Student Commissioners for Leaders Unlocked.



The Student Commissioners led a Senior Leadership Team Summit discussing an action plan for racial justice.

Our Equality Objectives

for 2023/24 and Beyond

Under the Equality Act Public Sector Equality Duty the College is required to publish one or more equality objectives every four years.

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. 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

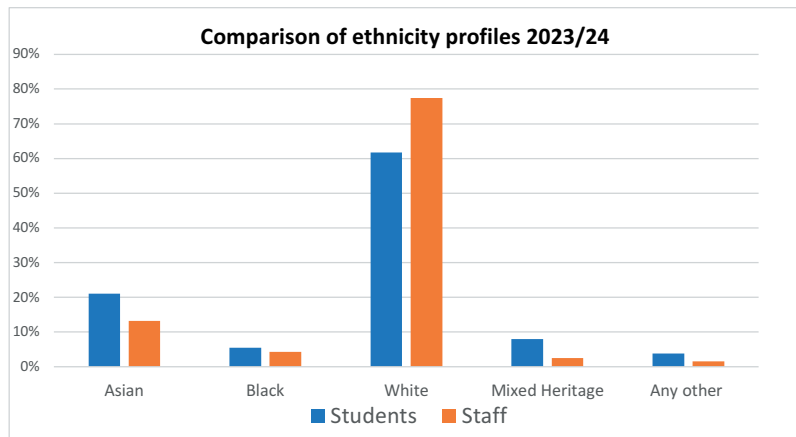
On the following pages are the new equality objectives that were approved by the Equality & Diversity Steering Group and Corporation early in 2023 and a summary of our progress to date:



Objective	Why	We will do the following:
Achieve a staff profile that reflects the student population and therefore provides the best experiences for our learners and staff.	Our student population tends to comprise around 35% Ethnically minoritised background students. Our staff profile is currently at 19%.	<p>Do more to publicise through our website our student and staff profile (to challenge the view of Solihull and Stratford College campuses).</p> <p>Promote the benefits of working at the College.</p> <p>Talking heads promotions of current staff and students.</p>

Progress as of February 2024

The College is moving in the right direction and has seen its profile of staff from Black, Asian, mixed heritage and other non-white ethnic groups increase from 15.87 in 2020 to 21.58% in 2023, an increase of over 35%.



Solihull College & University Centre has led on the College West Midlands (CWM) Racial Equality Group workstream 4 (see page 27). The Colleges are working towards a uniform approach to presenting and analysing recruitment data, such as that presented in this report on pages 85-91.

In response to some of the negative responses that had been made to the national teach in FE campaign, the CWM HR group, working on workstream 4, decided to produce a video featuring Black, Asian and mixed heritage colleagues from across the Colleges, outlining why they enjoy working in FE. The video was launch synchronously by all the Colleges in the group, firstly on College websites, and then via social media channels.

WHY SHOULD YOU WORK IN FURTHER EDUCATION?

West Midlands Colleges celebrate the ethnic diversity of our workforce – a workforce increasingly representative of our local communities. So, why should you work in Further Education as either a teacher, support staff or management?

The CWM group has agreed a set of recruitment protocols and guidelines, designed to eliminate discrimination or unconscious bias and reflect best EDI practice in recruitment activities.

Objective	Why	We will do the following:
<p>Achieve a profile at leadership and management level that reflects the current staff profile, and then the student profile.</p>	<p>Our staff profile is currently at 19.34% BAME, our management profile at 12.50%.</p> <p>Our gender pay gap can be attributed to a lower proportion of female staff in the upper quartile than in the other three quartiles.</p>	<p>Sponsorship and monitoring schemes for staff.</p> <p>Recruit to senior posts through BLG affiliated recruitment companies.</p> <p>Analysis of recruitment data from application through shortlisting to appointment.</p> <p>Anonymised applications.</p> <p>Further exploration of any barriers to women being appointed to management posts.</p>
<p>Progress as of February 2024</p> <p>Our management profile is now 14.29% from Black, Asian, mixed heritage and other non-white ethnic groups, an increase from 11.36% in 2021.</p> <p>We have made two successful female appointments to our senior management team. All of our management vacancies are now advertised on the Black Leadership Group jobs board. Solihull College & University Centre has led on the College West Midlands (CWM) Racial Equality Group workstream 4 (see page 27). The Colleges are working towards a uniform approach to presenting and analysing recruitment data, such as that presented in this report on pages 85-91.</p> <p>The College has taken the lead on the CWM Future Leaders programme (workstream 5) and two College staff from ethnically minoritised backgrounds have joined the programme, one of whom has since gained a management role at the College.</p>		

Objective	Why	We will do the following:
<p>Take positive action to address the under-representation of black apprentices.</p>	<p>The national regional and College profile of apprentices shows a stark underrepresentation of black learners compared to other provision types.</p>	<p>Work proactively with employers and challenge where we feel there is racial bias.</p> <p>Actively market positive role models to employers and potential new apprentices.</p> <p>Work collaboratively with Colleges West Midlands on the project to increase the number of black apprentices.</p>

Progress as of February 2024

The College has been an active participant in the Colleges West Midlands Racial Equality programme, of which workstream 2 is to increase the representation of Black apprentices.

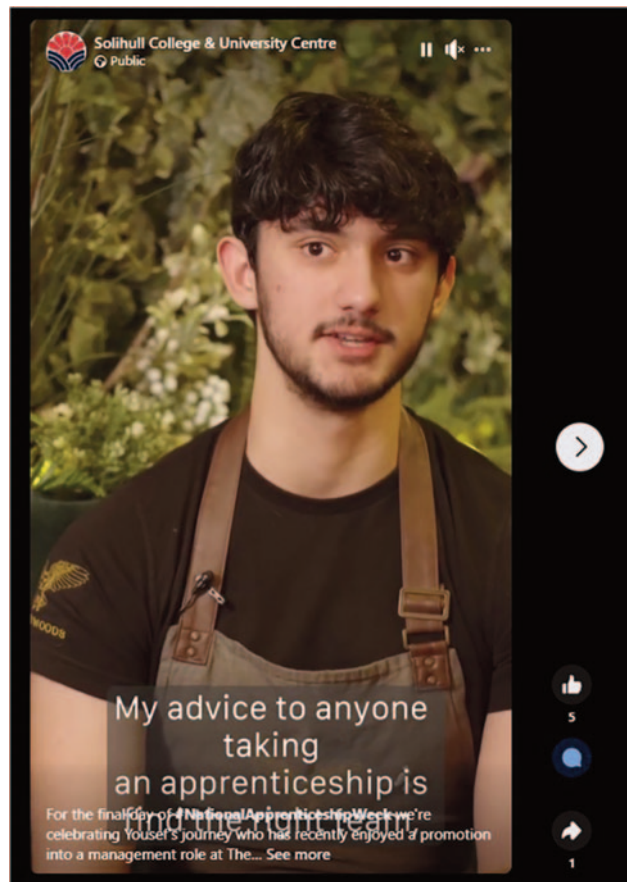
Our profile of apprentices from Black, Asian and mixed heritage groups has improved to 15% from 10%.

An EDI Apprenticeship Engagement Task Group has been created and an apprenticeship action plan implemented.

Solihull, Birmingham Metropolitan and South & City Colleges have come together under a joint patronage for the Multicultural Apprenticeship Alliance.

A video case study of a College apprentice from an ethnically minoritised background has been produced and launched on social media/YouTube channel during the National Apprenticeship week.

Footage from his video will be submitted to form part of the College West Midlands Racial Equality Group workstream’s collaborative project to produce an apprenticeships video encouraging applications from Black and Asian learners.



Objective	Why	We will do the following:
<p>Review the FE curriculum and our teaching approaches to ensure learning reflects contemporary British values, the influence of colonial history on society and recognises the positive contribution ethnically minoritised background people have made and continue to make.</p>	<p>We need to meet the challenge in securing the inclusion of Black, Asian and minority ethnic themes and experiences across the curriculum.</p>	<p>Creation of an anti-racist curriculum model, focusing on:</p> <ul style="list-style-type: none"> i) Attributes for anti-racist ii) Cultural celebrations iii) Cultural norms/awareness <p>Re-design curriculum to model through workshops.</p> <p>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.</p>
<p>Progress as of February 2024 A bank of resources has been created for staff. We have developed a 'Diversifying the Curriculum' Audit to encourage critical reflection of current curriculum applying anti-racist principles and areas for development.</p>		

Objective	Why	We will do the following:
<p>To ensure that anti-racism and anti-discrimination is central to our CPD.</p>	<p>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>	<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>
<p>Progress as of February 2024 Over 600 staff have now attended the Colleges Anti racism awareness programme. Following a Train the Trainer induction session delivered by the Black Leadership Group, 17 staff (our anti-racism champions) have been involved in developing and delivering the programme to the rest of the College.</p>		

Continued on next page...

Progress has been made against the Leaders Unlocked Action plan:

- The creation of the curriculum staff resource hub
- Youth Social Action Ambassadors have been recruited and are working on their social action projects.
- School taster days challenge pre-conceptions/stereotypes about race and careers.
- The student and staff Equality and Learner Voice steering group meeting now takes place termly as part of the Senior Leadership Team meeting, providing further opportunity for students to work directly with all senior managers on equality issues.
- Anonymous reporting awareness raising campaign to encourage students/staff to call out discrimination.

Objective	Why	We will do the following:
<p>To further develop a College environment that is safe, inclusive and encourages all staff and students to bring their whole self to College, with a particular focus on LGBT+ students.</p>	<p>Anecdotally, through feedback from our Pride group, we are aware that students may be reluctant to be honest at enrolment about sexual orientation.</p>	<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 provide 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>

Progress as of February 2024

- Pride Clubs at each campus provide a safe and non-judgemental space for LGBT+ students to meet
- A range of LGBT+ focused events and activities take place throughout the year to promote inclusivity and visibility to existing students and staff. Information about the Pride clubs and LGBT+ inclusion are shared at Open Events through the presence of the Enrichment Team.
- Dedicated staff members identified to act as main point of contact for any LGBT+ students who wish to access support and this is made visible through posters around the campus as well as through induction.

Objective	Why	We will do the following:
<p>Further develop cultural awareness.</p>	<p>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>	<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>
<p>Progress as of February 2024</p> <p>Senior Managers have volunteered to sponsor staff networks for ethnically minoritised background, women, Mental Health etc...</p> <p>ED(i) X International Women’s Day talks have been organised for staff during our March whole college development day.</p> <p>We have introduced staff specific cultural celebrations, for instance an Iftar event during Ramadan. Student led culture days have been organised for all three campuses early in 2024.</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.

continued on page 20...

AEROSPACE GRADUATE RETURNS TO INSPIRE NEXT GENERATION

20th March 2023

A former Aerospace Engineering student from Solihull College & University Centre has returned as a lecturer following a successful career in industry.

Jaz Singh Flora, 27, progressed from level 3 all the way up to university level, graduating with a BSc in Aircraft Maintenance at the College. He then went on to secure impressive roles as an Aircraft Mechanic and End of Line Operator at distinguished aerospace and aircraft companies such as Patriot Aviation and Meggitt.

Jaz shares: "The opportunities and support I received at the College allowed me to reach my potential. I was encouraged and empowered through my relationship with the lecturers but also having exposure to employees from notable organisations like Rolls-Royce."

During Jaz's time at the College, a former student and Rolls-Royce employee came in to spend a day with Aerospace Engineering students. Jaz delivered a presentation to his class on the day and impressed the visitor from Rolls-Royce so much that he offered Jaz work experience with the opportunity to shadow him at their Derby base.

Having an unquenchable thirst for education and a strong resolve to achieve, Jaz turned the challenging time during the Covid-19 pandemic into another learning opportunity. He enrolled onto a Master's degree in Aerospace Engineering at Coventry University.

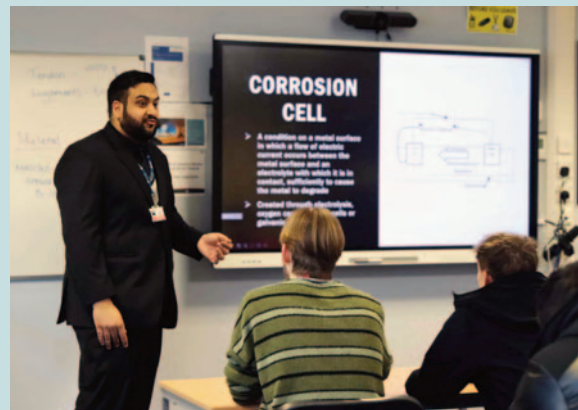
"After spending the first couple of months in lockdown fixing things around the house, I decided I needed to use my time more effectively. My parents supported me in this decision, and I spent the next two years studying part-time and developing myself." Jaz explains.

Upon graduating, Jaz got in touch with the College, keen to work at the place he credits for his successes. Head of School for Engineering, Ahmed Hussain, was delighted to receive Jaz's CV and the entire department gave glowing references about the dedicated former student.

Today, Jaz inspires Engineering students at the College, as he embraces this role reversal and gives back the same support and devotion his lecturers once offered him.



Jaz has worked with leading companies in the aerospace industry such as Rolls-Royce



Jaz credits the College for the many opportunities and support he has had

Jaz says: "I motivate my students through my experiences and stories as I was in their shoes not very long ago and can communicate with them on their level. The late principal, John Callaghan, knew me well and would always make time to talk to me whenever he saw me. It's this empowering culture that has drawn me back here."

As a student, Jaz involved himself in all facets of the College function by becoming a student rep and then HE Governor. This zeal continues in Jaz's teaching role where he admittedly still feels it strange referring to his former lecturers, now colleagues, by their first names.

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 and 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.

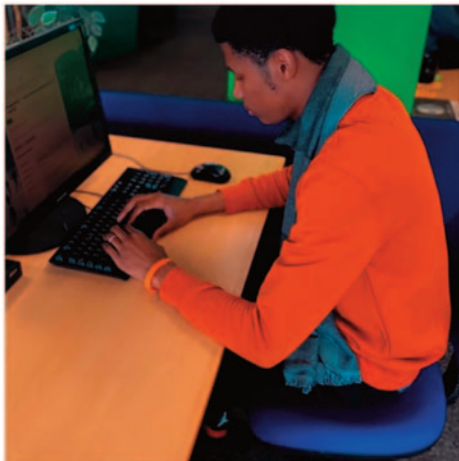
ESOL STUDENTS PROGRESS IN EDUCATION AND EMPLOYMENT

17th May 2023

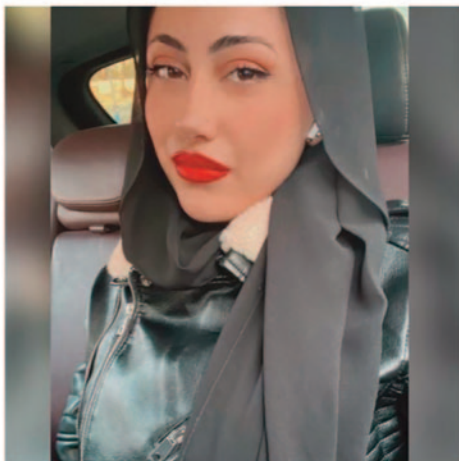
Students from Solihull College & University Centre are celebrating after progressing onto a range of new courses and job roles following the completion of their ESOL (English for Speakers of Other Languages) course.

The College offers ESOL courses to suit all levels. For 16–19-year-old students, the Access to Further Education (ESOL) course is a one year, full-time, entry level programme that includes a strong emphasis on developing English and maths skills, personal social development, and vocational studies – prepares students to move on to other college courses or launch their career here in the UK.

Several of the courses' former students have shared their experience. Congratulations to all on their success!



Hicham, Marwah, Sara and Zamzama all shared their positive experience at the College



Access to FE ESOL Course Coordinator, Glykeria Theodoulou, comments: "We offer the opportunity for students to improve their English and Maths skills in a supportive and inclusive environment. Our team of friendly and experienced lecturers take pride in helping students to build their confidence and interpersonal skills in order to achieve their future goals. We are very proud of what our ESOL students have accomplished as shown in some of the success stories they have shared!"

CASE STUDY ● COLLEGE IN THE NEWS ● SUCCESS STORY

ZAMZAMA

My name is Zamzama, and I'm from Afghanistan. I studied at the College for four years from 2018 to 2022. At the College there are a lot of activities to help you improve your skills. The College arranges trips every year and some cultural parties where you can meet different students from other levels, different cultures and countries. One of the best memories I have is when we had a trip to Drayton Manor Park which was unforgettable. I've made good friends who I keep in touch with. When I started ESOL, I couldn't speak English fluently, and I struggled most with listening and speaking skills. However, my teachers helped me to improve my skills by reading, writing and listening. The teachers that I had were the best, they helped me and gave me feedback.

When I finished ESOL, I started level 2 Science which was quite challenging for me, but I had a goal for my future which was working for the NHS. I became a distinction and outstanding student, which I think is all because of my ESOL course. Finally, I made it to university after 4 years of studying at Solihull College. I'm currently studying Operating Department Practice at Birmingham City University. I want to be able to help and support vulnerable people and I think becoming an ODP will give me the chance to make a difference in people's lives. Studying at this college was the best experience I have ever had. Now I feel very confident. I want to thank each and every person at the College that helped me through my journey. Where I am today is because of studying the ESOL course.

MARWAH

My name is Marwah and I'm from Yemen. I studied ESOL for two years, from 2019 to 2021. I like ESOL because I have met the best teachers ever. They are helpful, kind and wonderful. They even helped me after ESOL. They gave me references for my jobs and courses. I also like ESOL because it taught me so many things and helped me to figure out more about the UK, not only helping me with my studies. It helped me a lot to improve a lot of skills that I need for my current course and job such as IT skills, communication skills as well as English and Maths.

After ESOL, I studied 4 GCSEs (Chemistry, Physics, Biology and Maths) and I worked as a digital marketer. The skills I learnt from ESOL really helped me in my job and GCSEs. I am currently studying A-Levels (Chemistry, Biology and Maths) and GCSE English alongside working in a hospital. I would like to study Dentistry in the future.

HICHAM

I am Hicham, I'm from Comoros Island, a country located at the northern end of the Mozambique Channel of the Indian Ocean, between Madagascar and the Southeast African mainland. I am the one and only person from that country who is studying at this college, which makes me the first Comorian to ever study at Solihull College. I came to this college in 2019 and I was doing my ESOL Entry 3 that year. I came to this college with less confidence in my speaking abilities and potential as a student. However, I was more than happy to be an ESOL student in my first year of college because it helped me to improve my speaking, listening and understanding skills. I have had an unforgettable time with my classmates but mostly with my lovely teachers who I am very grateful for because they have helped me boost my confidence and become the student I am today.

I had an amazing experience in ESOL. I progressed to Business Level 1 and I managed to pass my English GCSE the following year. I completed Level 2 last year and currently I'm on Level 3. It is not an easy course to do but ESOL has prepared me to tackle any obstacle in my path towards a successful education and I am thankful for all my ESOL teachers for helping me throughout everything. To everyone who is currently in ESOL and those who are willing to join ESOL in the future just know you can do it too.

SARA

Hey there! My name is Sara. I am from Palestine and I was born in Italy. I studied ESOL for 2 years. I made a lot of friends from different countries who are my best friends now. The teachers were the best teachers ever. I will never forget them. I learned about life in the UK, I have improved my English, Maths, my communication skills, my listening skills, my writing skills, grammar and much more. We were all from different countries in the class but we always helped and supported each other. The teachers are understanding and that makes it the most comfortable place. I am studying Business Level 1 now. My future career goals are to study at university, learn new things and open my own business.

FINAN

Hi! My name is Finan and I'm from Eritrea. I studied ESOL for two years. I like ESOL because it supports me to have a fundamental knowledge of the English language. When I joined ESOL, I had a lack of writing skills and I had a lack of speaking skills because English is not my first language. As a result, it helped me to progress. I would recommend doing ESOL especially if English is your second language, it will support you in many ways and will support you to have confidence in your English language skills. I'm studying IT Level 2 now and my future career goal is to be a software engineer.

CASE STUDY ● COLLEGE IN THE NEWS ● SUCCESS STORY



Activist. Authentic. Authoritative.



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.



Fostering equity through collaborative endeavours: A regional approach to tackling under-representation and under-performance of ethnically diverse staff and students in West Midlands further education.

In the West Midlands, our social and economic landscape is evolving dynamically – Birmingham, for example, is one of the very few 'majority minority' cities in the UK. It has never been more critical to fully embrace the opportunities this presents, and benefit from this increasing diversity. Educational institutions play a central role in creating learning and working environments that equip colleagues and learners to thrive in an increasingly diverse world; realising individual belonging, worth, and potential benefits for all.

Recent statistics gathered by the Association of Colleges affirm that different student and staff groups encounter varying experiences and outcomes. These variances manifest as barriers to education and employment access, shape lived experiences, and influence progression.

To address these pressing issues, the West Midlands has initiated a collaborative approach. Ten colleges in the region have united to establish a Racial Equality Steering Group, collaborating in the spirit of high trust to share sensitive feedback, student and staff data to shape five distinct workstreams dedicated to achieving equitable educational and employment outcomes for all:

Workstream 1

Improving Outcomes for 16-19 Students of Mixed Heritage: Addressing the performance gap of 16-19 learners of mixed heritage. Year one activities involved performance data analysis and direct student engagement through workshops and a student summit, resulting in four key objectives.

Workstream 2

Increasing the Diversity of Apprentices: Focusing on addressing the low participation of ethnically diverse groups in apprenticeships, with a focus on encouraging greater uptake of apprenticeship opportunities among ethnically minoritised background groups. This involves outreach, employer collaboration, and engagement with potential apprentices and their families.

Workstream 3

Improving Outcomes for Female African Adult Learners: Concentrating on addressing attainment disparities among female African adult learners, exploring a tailored support package to meet their needs.

Workstream 4

Creating a More Diverse Workforce: Concentrating on the college workforce, where data analysis shows much less diversity compared to a very diverse student body. This includes a joint marketing campaign to attract more diverse applicants and a review and upgrade of selection processes.

Workstream 5

Piloting a Future Leaders Programme: Addressing the underrepresentation of ethnically diverse employees in management positions, with the aim of growing future leaders through development and reciprocal mentoring.

The group is proud of the collective effort of West Midlands Further Education colleges, which emphasises the significance of adopting a regional approach to address systemic challenges and foster equity. This approach, which has been showcased at national conferences, holds promise not only for the FE sector in the UK but also has the potential to influence practices across various industries. By leveraging collaborative endeavours, we aim to drive positive change, promote equity, and create a more inclusive educational landscape.



Equality, Diversity & Inclusion and Sustainability

At Solihull College & University Centre we are committed to a sustainable future and dedicated to reducing our impact on the planet for the future of our students. At a time when urgent action is needed, the College is making ambitious steps through its Sustainability Strategy towards becoming a sustainable net-zero college by 2030 with a curriculum that has sustainability embedded into every area and delivers green skills focused on the emerging green jobs sector.

A truly sustainable future requires meaningful participation from all and engagement and collaborative working is at the heart of our approach. Equality is intrinsically linked to sustainability as illustrated in the United Nation’s Sustainable Development Goals:



By approaching climate change inclusively, everyone’s voice can and should be heard and collectively we will be more able to solve the challenges. Similarly, strong links exist between sustainability and inequality and social injustice and diversity is crucial to problem-solving, innovation and creativity.

By acknowledging climate anxiety and concerns, we are able to empower students and staff to take positive actions and focus on the things they can influence and change.

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/X feeds.

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

The screenshot shows a web browser window displaying the Solihull College & University Centre website. The page is titled "EQUALITY, DIVERSITY & INCLUSIVITY". The header includes navigation links: HOME, WORKING FOR US, CONTACT US, INTRANET, and a search bar. A red navigation bar contains links for "16-19", "BECOME AN APPRENTICE", "UNIVERSITY LEVEL LEARNER", "PART TIME LEARNER", "MANAGEMENT & PROFESSIONAL", "ONLINE LEARNER", "EMPLOYERS", "NEWS & EVENTS", and "OUR COLLEGE".

The main content area features a large white box with the text: "Solihull College & University Centre is proud to have a culture where difference is respected and diversity is celebrated." Below this is a paragraph: "As a provider of education and training, Solihull College & University Centre makes a genuine and realistic commitment to continually ensuring equality, valuing diversity and promoting inclusivity and raising awareness of these matters both within and outside of curriculum settings to challenge and minimise discrimination and prejudice in all of its forms." A red button labeled "Policies" is positioned below the paragraph.

The "OUR VALUES" section is titled "OUR VALUES" and states "Our guiding principles are a commitment to be:". It lists six values, each with an icon and a brief description:

- 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.
- RESPONSIBLE**: Making things happen. We are open, honest, and take full responsibility, individually and collectively, for our decisions, actions, performance and results.
- 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.
- COLLABORATIVE**: Working together to achieve shared goals. We operate as one team, valuing the contribution each of us makes.
- RESPECTFUL**: Welcoming others into our college community. We celebrate the difference and diversity. We value others and recognise that their thoughts and feelings are as important as our own.

A "Privacy - Terms" link is visible in the bottom right corner of the page.

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 (including Aerospace Engineering)	Foundation Learning
Early Years		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 2022/23:

Key Strengths

Intent

Curriculum intent is ambitious for all learners, including those with SEND, those from disadvantaged backgrounds and hard to reach.

Impact

Learners with SEND achieve equally well as their peers.

Behaviour and Attitudes

Learners benefit from a vales-based culture that is caring, purposeful and professional, where the principles of equality and diversity are nurtured.

Personal Development

The personal development curriculum goes beyond the expected to teach learners to be responsible and respectful citizens, and to contribute actively to society.

Leadership & Management

Leaders and managers work tirelessly to champion diversity and inclusion throughout the College, leading to a welcoming and inclusive environment for all.

Education Programmes for Young People / Adult Learning Programmes

There is an inclusive learning environment that ensures that gaps in achievement are minimised.

Curriculum intent is ambitious for all learners, including those with SEND, those from disadvantaged backgrounds and hard to reach.

- The impact of a well-embedded career-focused curriculum is all learners, regardless of need, are progressing towards employment (some directly into employment, other progressing to higher level programmes that will eventually lead to employment). This ensures that no learner is left behind and the College is equally as ambitious for our learners from disadvantaged backgrounds and for those with SEND.
- The ESOL curriculum is designed to provide orientation to the UK for refugees, alongside traditional language acquisition. The curriculum is ambitious for their career aspirations by providing them with the skills and key language required in the workplace.
- The College offers specialist provision which gets hard to reach into learning. For two specific hard to reach communities, the College uses two key subcontractors to deliver within these communities. These are:
 - RMF is a local private training provider that specialises in construction for hard-to-reach learners. They work with specialist off-site resources that support HS2 developments regionally and enable us to access specific hard-to-reach communities including ex-offenders.
 - Colebridge Trust is a specialist community provider in North Solihull where there are a high number of economically deprived wards (ranked amongst the most deprived 5%-10% in England). This partnership supports the wellbeing and economic potential of hard-to-reach learners who have been marginalised due to disability, health conditions, and other limiting circumstances. Due to this organisation's location, they are able to work directly with the communities we are targeting for community learning.

The College's Self Assessment of Equality & Diversity

- The relationship with RMF has been further quality assured by an Ofsted inspection in March 2023, where the provider was rated as Good. The inspection report notes that the key reason we partner with them is of good quality: "Learners from diverse and challenging backgrounds, including ex-offenders and long-term unemployed, develop their confidence and commitment to return to work, alongside completing qualifications and developing skills in local shortage areas."

Learners with SEND achieve equally well as their peers.

- There is excellent support in place for learners with learning difficulties, disabilities and/or health problems to ensure they achieve at the same rate as all learners on Education and Training programmes. The achievement rate for these learners is 80.2%, which is in line with the college's overall performance of 81.0%. This is an increase of +2% on the previous year.
- The impact is greatest where learners with specific identified needs have exceeded the college average achievement of 81%. These areas include:
 - Learners with moderate learning difficulties: 86.6%
 - Profound complex disabilities: 100%
 - Vision impairment: 96.7%
 - Severe learning difficulty: 85.7%
 - Social and emotional difficulties: 85.5%
 - Other specific learning difficulty (eg, dyspraxia): 83.3%.
- 80% of 16-18 High Needs learners achieved their qualifications, evidencing that they achieve at least as well as their peers. The 2022 Ofsted Inspection report noted, "Leaders and staff have high ambitions for learners with additional learning needs, including those who are in receipt of high-needs funding ... Managers provide continuation of support for learners as they move between programmes. Almost all of these learners are successful on their course."

Learners benefit from a values-based culture that is caring, purposeful and professional, where the principles of equality and diversity are nurtured.

- The college refreshed its core values in 2022/23 through extensive engagement with staff and students. The result is an excellent learning environment that proudly champions diversity and inclusion so that all learners can thrive and feel a sense of community. In the Spring Survey, 97% of learners agreed that the College "ensures that people's differences are celebrated and that everyone is included and welcome". The college's commitment to this is led by the strategic plan and underpinned by "Our Core Values" (see page 13).
- The work outlined above further builds upon the strengths of an existing culture in which staff maintain high expectations of learners' behaviour and conduct to ensure learners are respectful and motivated. This was noted in the first line of the 2022 Ofsted Inspection Report, which 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."
- Our learners tell us that a respectful behaviour continues to be a key strength of the college. This culture has led to high levels of respect for peers in an environment that nurtures difference. The evidence and impact is clear in learner surveys:
 - In the Spring Survey, 97% of learners agreed that they were "treated fairly and with respect", and 93% agreed that staff "ensure that all students behave appropriately".
 - In the same Survey, 94% of learners agreed that, "my views and opinions are valued".
 - Incidents of bullying, harassment or discrimination are rare and, where isolated incidents have occurred, staff have acted quickly to tackle these through the disciplinary process. The impact is a nurturing and safe environment. 96% of learners agree that they "feel safe and secure while at College".

The College's Self Assessment of Equality & Diversity

The College creates many opportunities for learners to enrich their education beyond the basics, including participation in skills competitions, social action projects and enrichment activities.

- **Social Action:** Learners are passionate about social action and the College enables them to be active citizens. For example, in 2022/23, the College worked with Leaders Unlocked, an organisation that aims to give young people a stronger voice and the ability to take action on the issues that affect their lives. Student commissioners were recruited to lead on the Student Commission on Racial Justice, a national project in collaboration with other colleges around the UK that explores young people's experiences of racial justice in education and create recommendations for improvement.
- **Enrichment Activities:** Learners participate in a range of awareness raising activities organised by the Enrichment Team around mental health, disabilities, anti-racism, and LGBT+ inclusion. The pride club, for example, is organised alongside the LGBT+ student officers and the wider Enrichment team and organise events for LGBT History Month, Trans day of Visibility and International Day Against Homophobia, Biphobia and Transphobia.
- A network of learners participate in decision-making committees including the Equality & Diversity Steering Group, the Sustainability Group and the Health & Safety Focus Group.

Learners are very effectively prepared for the workplace and demonstrate industry behaviours and attitudes.

- The curriculum intent of each career pathway specifies the behaviours required in chosen careers. These listed behaviours underpin the high expectations that staff have in developing behaviours and attitudes in the context of the workplace. For example, a high expectation around professional behaviour in Health and Social Care is underpinned by the expectations of the workplace – learners in this curriculum area will work with society's most vulnerable citizens as part of their work placement, so these behaviour expectations are enforced throughout.
- The college invests in industry standard equipment and facilities so that learners can thrive when they progress to their next steps. To prepare for T Level provision in Early Years, a state-of-the-art sensory room was installed to give learners firsthand experience of SEND provision before starting industry placements.

The personal development curriculum is excellent and allows extensive opportunities for learners to develop their talents and interests beyond the vocational curriculum.

- Personal development and enrichment activities are extensive and target under-represented groups. All learners, regardless of provision type have equal access to events that promote an inclusive culture, including International Women's Day, International Day for the Elimination of Racial Discrimination, Transgender Visibility Day, Black History Month, and LGBT+ History Month.

The College's Self Assessment of Equality & Diversity

- Elected student officers advocate for under-represent groups. Roles include BAME, Women's, Disabled and LGBT+ Officers. These roles are involved in decision making through committees like the equality and diversity and student voice steering groups.
- Some aspects of the personal development curriculum are co-created with students. For example, sessions on Equality and Diversity, Public Sexual Harassment and Consent are co-designed by elected student officers and delivered by staff throughout all curriculum areas.
- Learners have access to a wide range of extra-curricular clubs and activities including sports (football, cricket), technology (gaming, VR) and social activism (Pride, Green Champions).
- Personal Progress and Development (PPD) sessions are included on the timetable for all study programme learners. This programme is 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 socially relevant topics. For example, healthy relationships and consent, money management, sustainability, PREVENT and Equality, Diversity and Inclusion. During the PPD programme, personal tutors will regularly meet learners one-to-one to track progress and set challenging targets.

The personal development curriculum goes beyond the expected to teach learners to be responsible and respectful citizens, and to contribute actively 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.

Issues like consent, inclusion and diversity are explored in a safe and respectful environment. Where required, further signposting is given to external agencies and support.

- The PPD curriculum is kept under continual review to capture current topics and issues that are affecting young people. For example, the curriculum has adapted to reflect the evolving needs of learners in relation to Public Sexual Harassment and sustainability.
- Every learner is given the opportunity to explore and learn about important issues through the PPD curriculum. Being aware of other people's feelings and beliefs, is a skill developed in PPD through tolerance and respect for others. This was noted in the last 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 and feel safe whilst at college. In the Spring survey, 96% of learners agreed that they feel safe and secure while at College.

The College's Self Assessment of Equality & Diversity

Education Programmes for Young People / Adult Learning Programmes

- Achievement for males and females is broadly balanced, with only a minor variation between the two. Females slightly outperform males on EPYP. Females achieve +1.9% above the college average, whilst males achieve -1.8% below the college average.
- The vast majority of non-white learners achieve at the same rate as white learners on EPYP.
- Analysis reveals that there are two achievement gaps:
 - There is an achievement gap for learners from mixed heritage backgrounds – This achievement gap varies between -5.3% and -7.4% and is spread across the following subgroups: mixed white and black Caribbean (-7.4%), mixed white and black African (-5.3%) and any other mixed/multiple ethnic background learner (-6.8%)
 - 66.7% of Asian or Asian British Chinese learners achieved, which is an achievement gap of -12% (note, this is a statistically small cohort of 33 enrolments)
- In 2022/23, the College engaged in some radical cross-college action to address these achievement gaps. The focus was a series of activities to address racial inequality, including working with Leaders Unlocked (a group committed to racial equality), partnering with the Black Leadership Group (BLG) as part of the commitment to becoming an anti-racist organisation and embarking on a plan to decolonize the curriculum to increase its accessibility for all learners.

Leaders and managers work tirelessly to champion diversity and inclusion throughout the College, leading to a welcoming and inclusive environment for all.

- Leaders and managers are proud of the College's commitment to diversity and its inclusive environment in which to work or study. In 2022/23, leaders continued this journey through a range of activities. These include:
 - **Black Leadership Group (BLG):** the College affiliated with the BLG to develop a new set of equality objectives as part of our journey to become an "anti-racist" organisation. A programme was co-created with the BLG and delivered to all staff during development days.
 - **Racial Equality:** The College played a significant role in collaborating with other FE institutions on the College West Midlands' Racial Equality Project. The College led on two workstreams: Diversifying the FE Workforce and Developing Future Leaders. The College led on a regional future leaders project for Ethnically minoritised background staff. The project has been successful and members of staff are now engaged on the pilot programme.
- By championing diversity and inclusion throughout the College environment, leaders and managers have actively shaped the culture of the learning environment for students. The impact is that the vast majority of learners benefit from a culture that celebrates diversity and ensures everyone is included. Our students tell us this often in focus groups and 97% agreed in the Spring survey that, "the College ensures people's differences are celebrated and that everyone is included and welcome".

Disability

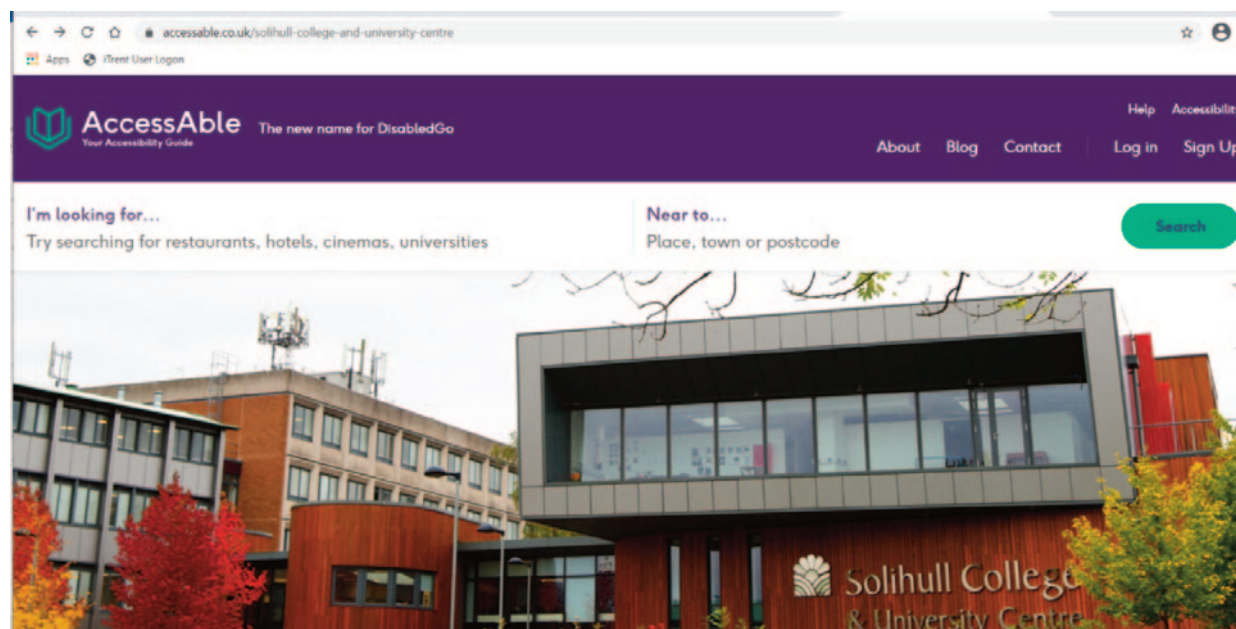
Robust additional support services are in place at the College. Learners access support for additional needs, English and Maths support assessment and support for dyslexia. Rigorous initial assessment ensures that early identification and timely support is put in place. 2069 learners are identified as having a disability or learning difficulty in 2023 - 24 compared to 1929 in 2022/23. Of this figure, 1520 are full time learners representing 25% of full-time learners.



AccessAble

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

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



PERFORMING ARTS STUDENTS EXPLORE ASYLUM WITH POWERFUL PLAY

3rd March 2023

Performing Arts students from Solihull College & University Centre recently transfixed audiences with a play exploring the journey of a young asylum seeker.

Wanting to highlight the current situation that asylum seekers face, the students researched the topic, and with their lecturer's guidance, chose to adapt the book 'Mehdi's Story' into a play.

Shaun Casey, Performing Arts Lecturer, explains: "This play was a great opportunity for students to explore physical theatre. One of the methods I used to encourage this was taking away the element of using their facial expressions by incorporating masks. How do you successfully engage your audience and express the emotions you want by only using your body?"

The trestle masks captivated the audience and created an added element of curiosity and darkness to the poignant subject matter.

Student, Grace Abbott shares: "You constantly see these heart-breaking stories on the news and to then bring it to life a bit more through your art and theatre was quite profound."

Two students narrated the story of the main character 'Mehdi' as the others silently acted out the roles of different characters such as Mehdi, the social worker, young people and the police.

The play concludes with an air of uncertainty, in keeping with the protagonist's feelings of his future.



THE COLLEGE'S SELF ASSESSMENT OF ITS PROVISION FOR LEARNERS WITH HIGH NEEDS IN 2022/23

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.

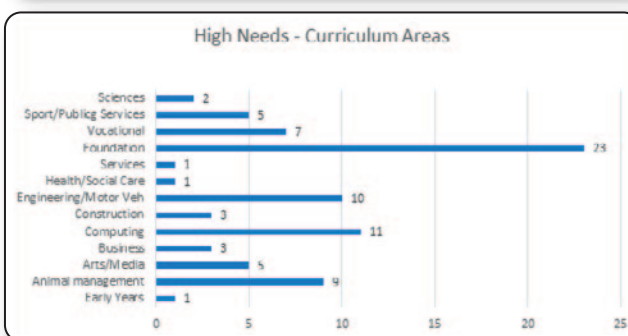
High needs learners are jointly funded by the Education and Skills Funding Agency (ESFA) and the Local Authority in which the learner resides. In addition to the core funding that the College receives for every student, an additional element (£6,000) is funded by the ESFA, with the local authority paying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

The following information is taken from the College's self assessment report 2022/23.

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 and learners make exceptional progress from their starting points. Curriculum content is tailored to meet specific needs of individuals.
- During 2022-2023 the college had 81 learners with high needs, split across all three campuses, with over half attending Blossomfield Campus.

Campus	High Needs Students
Blossomfield	31
Stratford Upon Avon	15
Woodlands	15

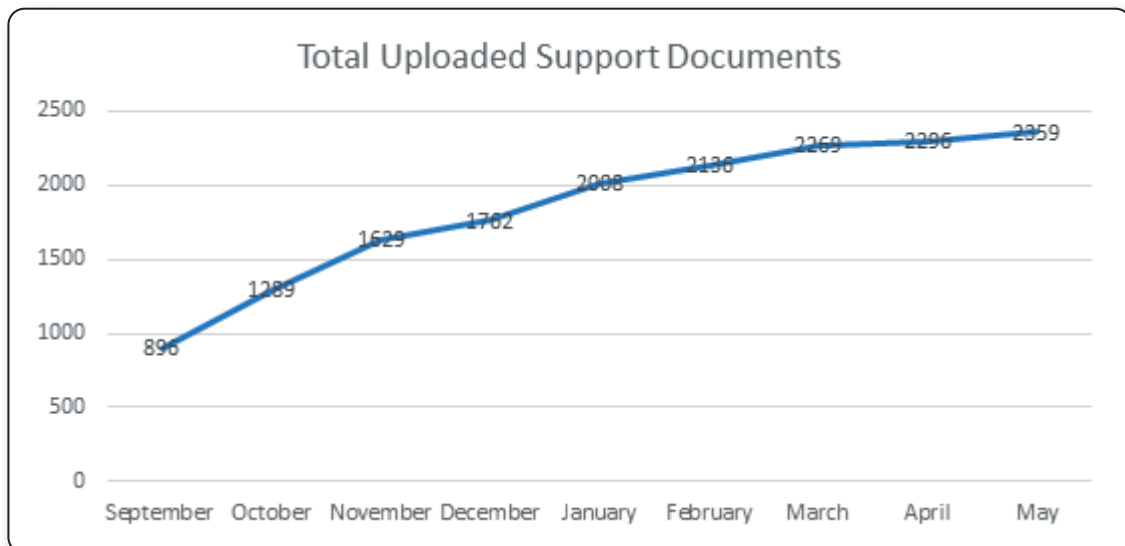


LEA	Students
Birmingham	36
Coventry	1
Oxford	1
Solihull	28
Warwickshire	13
Worcestershire	2

- High Needs Students were enrolled within a wide range of curriculum areas, the largest being Foundation (28%) and Computing (14%).
- The College has high ambitions for High Needs learners and works to ensure that enrolments are spread evenly from Entry Level to Level 3, as appropriate. One third of learners are studying at Level 2 and above. 33% study at Level 1 and 35% are Entry Level.
- The College had 81 learners in receipt of high needs funding from six different Local Education Authorities. Planning for High Needs has been improved by establishing links with Local Education Authorities in Warwickshire, Coventry, Solihull, Worcestershire and Birmingham. These have been developed through participation in partnership groups, developing links with named contacts and face to face meetings.

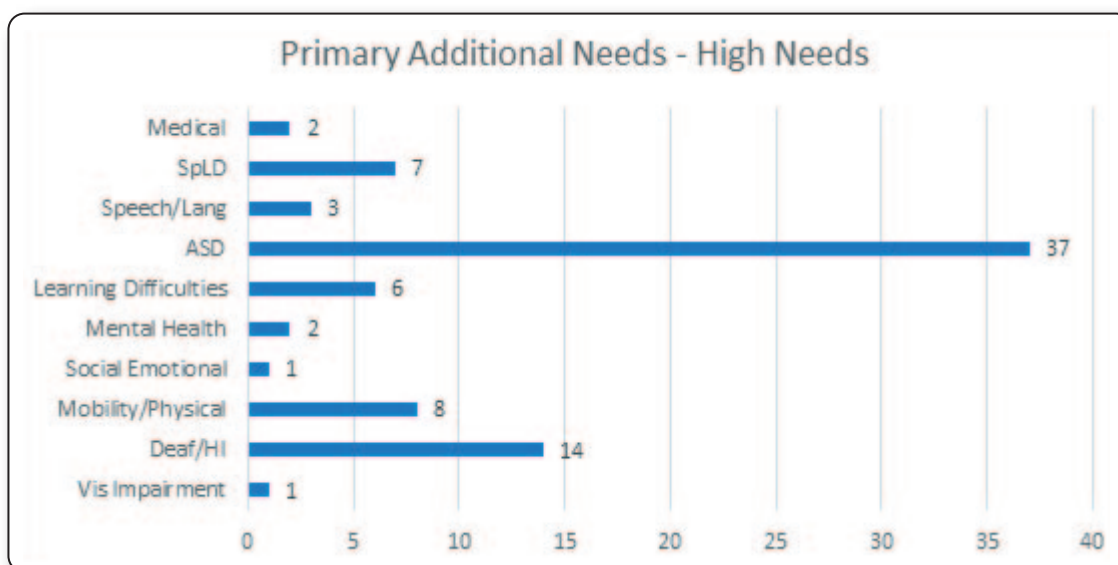
A well-structured transition process ensures that learners' individual needs are identified and supported in a timely and effective manner.

- The College places a **strong emphasis on transition, with meaningful time spent on supporting learners to settle in, stay on program and enjoy their experience. This is enabled through excellent support during the transition period.**
- Additional Needs Support tutors updated and created over 400 Individual Support Plans during the transition period (June-August 2022) - 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 more timely sharing of ISPs to curriculum staff by an increases in September uploads.
- 1289 ISPs were completed and uploaded to ProMonitor by end of October 2022 – 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.



The college understands specific needs of the learners and work collaboratively to support them well.

- Teachers are supported very well to support the evolving needs of learners, including those with very complex conditions.
- During 2022-2023, 35 of the 81 High need learners (43%) indicated Autism as their primary additional need. There were 14 High Needs learners that were Deaf and used BSL as their first language – this accounted for 17% of the total High Needs students during 2022-2023 – this was an increase of 7% from 2021-22.

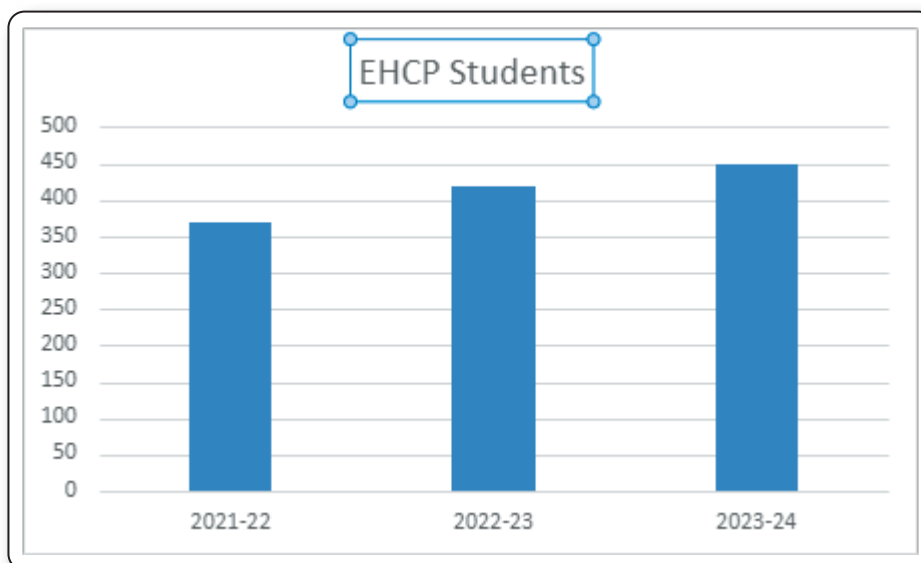


- Attendance is very good for High Needs learners and they attend at the same rate as their peers. The average attendance rate for High Needs learners was 82%, which is in-line with attendance rates of the College. These learners have complex medical conditions that can impact upon attendance – these rates also include students that were authorised as late starters/reduced attendance as a result of their disability or medical need.

Year	HNS > 96% Attendance	HNS > 90 % Attendance	HNS -Overall Average Attendance
2019-2020	31%	54%	85%
2020-2021	30%	57%	87%
2021-2022	35%	58%	87 %
2022-2023	21%	46%	82%

Learners are well equipped for independence and allocated resources are often exceeded to support learners.

- The number of learners with an Education Health and Care Plan (EHCP) is increasing year-on-year and is now at 420 learners. In response, the additional needs team have recruited an additional EHCP Officer to support the EHCP review process.
- During the academic year, the EHCP team reviewed 175 EHCPs from five different LEAs. A key impact from the increase in EHCPs is the closer ties with a larger number of LEAs. LEAs have supported students/parents at the mediation meetings and tribunals in regards to EHCP requests.



- Speech and Language Therapist (SALT) The number of learners that receive Speech and Language Therapist (SALT) support have increased – this was trialled with 2 students during 2021-2022 and feedback from staff, students and home was positive – during 2022-2023 SALT support was provided to 15 different students across the campuses. SALT was prioritised based on the EHCP information.
- Feedback upon the EHCP review process/transition was received as below:
 - Parent 2022: “Wow, that was not only very quick but I believe that the proposed changes and deletions will now reflect our lovely blossoming young man in a much more positive light. Thank you.”
 - High Needs Student – Parental Feedback 2022: “Just to say quickly how much Ryan is loving college. He comes home every day talking to us about it. It is so lovely to hear.”
 - Parental Feedback – 2022: “Can I personally thank you, for your support with Millie’s continuation in Stratford College, and I hope that your fantastic start within your department continues.”
 - Parental Feedback 2022: “Thank you for all your help and support during the year. It just goes to show how young men can achieve if supported in the correct way and are listened to and understood, we will be forever grateful to you for your input.”

COLLEGE AIMS TO END MENTAL HEALTH STIGMA

9th May 2023

Solihull College & University Centre's mental health team has been working hard to reduce the stigma around mental health and encourage male students to access and engage with the service they offer.

The team's hard work is yielding impressive results, observing an increase in referrals from a wider group of students, especially male.

Mental Health Lead, Fathima Ashraff-Ali, comments: "One of our effective tactics to end the stigma has been training three of our male heads of school as mental health champions. Training senior members of staff is an effective way to increase recognition of early signs of mental health deterioration."

The College has also observed an increase in service users from particular protected characteristics. Fathima explains: "We've seen a lot more British Asian Pakistani and Black African Caribbean students access our service. We work closely with the student enrichment team and Birmingham Healthy Minds (BHM) to raise the profile of different cultures and backgrounds, providing students from ethnic minorities to be more visible and offering them a sense of belonging. That safe space opens routes to services like ours."

The mental health team also maintains close ties with external organisations such as Birmingham LGBT to best support students from the LGBTQIA+ community who battle with significant challenges.

Fathima's team carries out a thorough step-by-step process for students accessing the mental health service. This system provides students with the opportunity to reflect on their wellbeing and progress from the first appointment, at every session, and at the final discharge stage.



Solihull College & University Centre's Mental Health Lead receives Distinction in Apprenticeship

A student recently discharged from the service, commented: "My experience with being seen by Fathima has been amazing, not only was she reassuring and positive about everything but she was my motivation to get better and strive to do well, and how far I have come because of the continuous ongoing support I have received from her. I cannot thank her enough for it. I feel I have matured over time into a much better person with much more personality. I would certainly recommend the mental health service for anyone requiring specialist professional support."

Inspired by the growth of her service, Fathima decided to build on her skills and recently completed a Level 5 Apprenticeship in Leadership and Management, obtaining a distinction. She is grateful for the support she received throughout and has already begun implementing the knowledge she has gained to inform the mental health service delivery at the College.

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

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

In order to ensure all members of the Senior Leadership Team are able to engage fully with the College's equality diversity and inclusion strategy, objectives and progress against them, the group now meets as part of the senior leadership team meeting calendar. Membership of the group is therefore now the whole of the senior leadership team, plus members from across 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.

The EDI and Learner Voice Steering Group - Membership

Principal & Chief Executive (Chairperson)
Vice Principal, HR & Student Services
College Lead Governor for Equality & Diversity & Learner Voice
Student EDI & Enrichment Manager
Deputy Principal
Vice Principal Curriculum & Quality
Vice Principal Business Growth, Skills & Partnerships
Director Student Services
Assistant Principal STEM Faculty
Assistant Principal Service Industries Faculty
Assistant Principal Creative & Foundation Faculty
Assistant Principal Quality Innovation
Director of Funding and IS
Director of Finance
Director of Business Development
Director of IT
Director of Corporate Governance, Risk & Compliance
Marketing Officer
Human Resources Manager
Head of HE
Head of Estates
Head of Learning Technologies & Libraries
Staff Network & other volunteer staff 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.

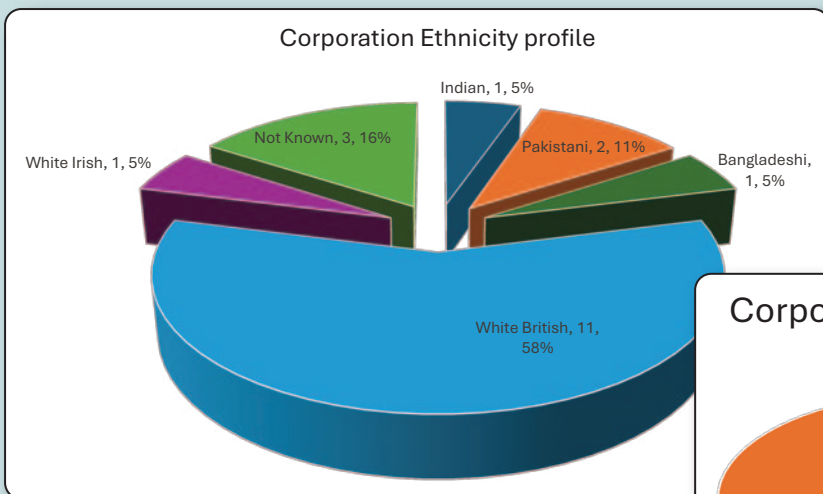
The Corporation created an EDI Special Interest Group, chaired by Sally Tomlinson, in January 2023, to focus specifically on the College’s progress on EDI matters and to shape the College’s new equality objectives, which were approved by the full Corporation in March 2023.

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.

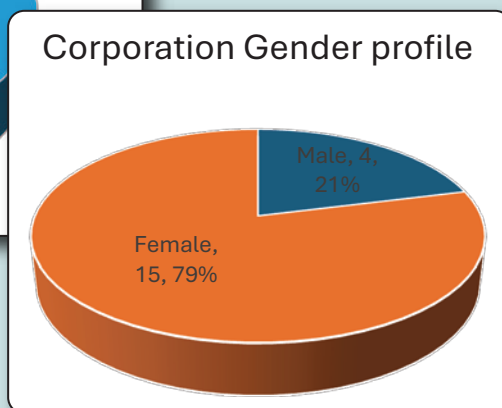
The Committee’s aim is also to ensure a wider diversity of Governors and this target is on-going, even though representation has improved markedly over recently years. 21% of the Corporation are Black or Asian heritage, an increase from last year’s profile of 18%. The Corporation’s number was 19 including 2 student Governors and one staff Governor.

There are no Governors who have declared a disability.

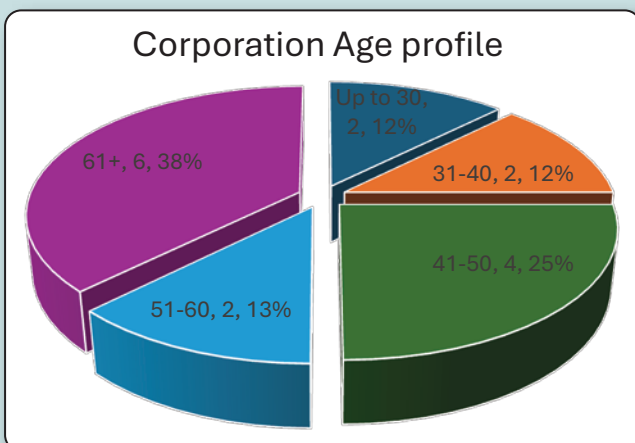
There is Governor representation on the Learner Voice and Equality & Diversity Steering Group.



These charts show the profile of the Corporation:



The gender profile of the Corporation has seen an increase from 65% female to 79% female.



There is a good balance in the age profile of the Corporation.

Introducing the 2023/24 Student Voice Executive Committee



Caleb Tracey

Student Voice President

Level 3 Psychology, Criminology and Law

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.

'I am passionate about supporting young adult carers, disability and mental health awareness. I am looking forward to learning more about the internal mechanisms of the college and learning what goes on behind the scenes. This year I want to increase communication around the exec's activities and ensure that staff and students get feedback on what the exec have been up to.'



Jess Walsh

Disabled Students' Officer

Level 2 Hairdressing

The purpose of my role is support and advocate for the disabled community at college through awareness raising and representation.

'I have been a student at the college for 5 years and in the exec for 2 years. I wanted to make a change to make all students with disabilities' college experience easier. I am very passionate about working with people and speak to students across college regularly about their needs and issues.'



Sara Abdalla

Women's Officer

Functional skills Level 2

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

'As a college officer, my passion lies in supporting and empowering women within our college community. This year, I am dedicated to enhancing communication about the executive team's activities and ensuring that staff and students receive regular updates. I'm excited to work collaboratively to create a positive and inclusive college experience for all women.'



Kaliyah Byrne-Smith

Women's Officer

Level 3 Psychology, Criminology and Law

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

'I'm very passionate about supporting abuse victims and students suffering with their mental health. This year I want to try help put more knowledge into the support students can receive and to also put more support in place.'



Chania Gordon

BAME Officer

Level 2 Photography

The purpose of my role is to ensure that the views and opinions of ethnically minoritised background students are reflected throughout the whole college.

'I got into this role so that I could improve opportunities for different people. I want to use my role to make sure that everyone feels included and safe in college, and I aim to do this through activities and events.'



Noah Alexander

LGBT+ Officer

Level 2 Photography

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

'I got into the role because I am passionate about making the college a better and safer place for the LGBT+ students. I am interested in looking at data and what we can do to ensure there is no achievement gap for trans and gender-nonconforming students.'



Lily Thurston

Green and Sustainability Officer

Level 3 Animal Management

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

'I am passionate about conserving British wildlife and being responsible as consumers - I am particularly focused on Palm Oil sustainability. This year, I would like to rewild some areas around campus in order to make out college a safer place for British wildlife.'



Tyler Tomlinson

Stratford Officer

Level 2 Media

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

'I took this role because I want to make a change around the college and make the environment we learn in a better place! I am passionate about lgbtq and women's rights I also have a passion for helping others.'



Hayaat Hussain

Woodlands Officer

Level 2 Motor Vehicle

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

'I am passionate about encouraging and supporting women in stem and giving a voice to people who may not be heard. I am looking forward to more interactive workshops at the college and learning new skills along the way. This year I would like to increase and push for more things to take place at woodlands and hear what more of the students would like to add to the college.'



Joe Pedley

Woodlands Officer

Level 3 Extended Diploma Aerospace

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

'I am excited to increase the activities going on at the Woodlands Campus and make an impact on something before I leave in 2024. I would like to get more of the exec to come to Woodlands Campus to allow them to have a better idea of what is going on and have a better input of more than just the Campus they attend.'



Chloe Sims

HE Learner Voice Officer

Professional Creative Practice Level 6

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

STUDENT VOICE PRESIDENT WINS NATIONAL AWARD

13th April 2023



Solihull College & University Centre's Student Voice President has won a prestigious award at the National Association for Managers of Student Services (NAMSS) conference.

Sasha Georgieva, 17 from Birmingham, was elected as the College's Student Voice President at the end of the last academic year following her yearlong service as Women's Officer on the Student Executive Committee.

In her role as Student Voice President, Sasha works as a member of staff within the Student Enrichment Team where she collaborates with her colleagues on a wide range of projects including leading the Student Voice Executive Committee, creating displays and resources, running social action and fundraising events, delivering workshops, planning conferences and running Pride Club.

The Newcomer of the Year Award 2023 recognises Sasha as an extraordinary individual who has made an incredible impact on her team and its service.

The award ceremony was part of a two-day annual Student Services conference that Sasha and colleagues attended

The judges were particularly impressed with Sasha's inspirational work raising awareness of public sexual harassment through a college-wide campaign as well as her leadership of the College's Student Voice Executive Committee.

Student EDI & Enrichment Manager, Grace Wynne Willson, comments: "We can all see the passion and determination that Sasha brings to her role on a daily basis, and she has a fantastic reputation within the College for being a strong advocate for student voice and inclusion. This is now being recognised on a national level and we are extremely proud of her."

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.



Photos from Cultures of the College 2023

Awareness Raising

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



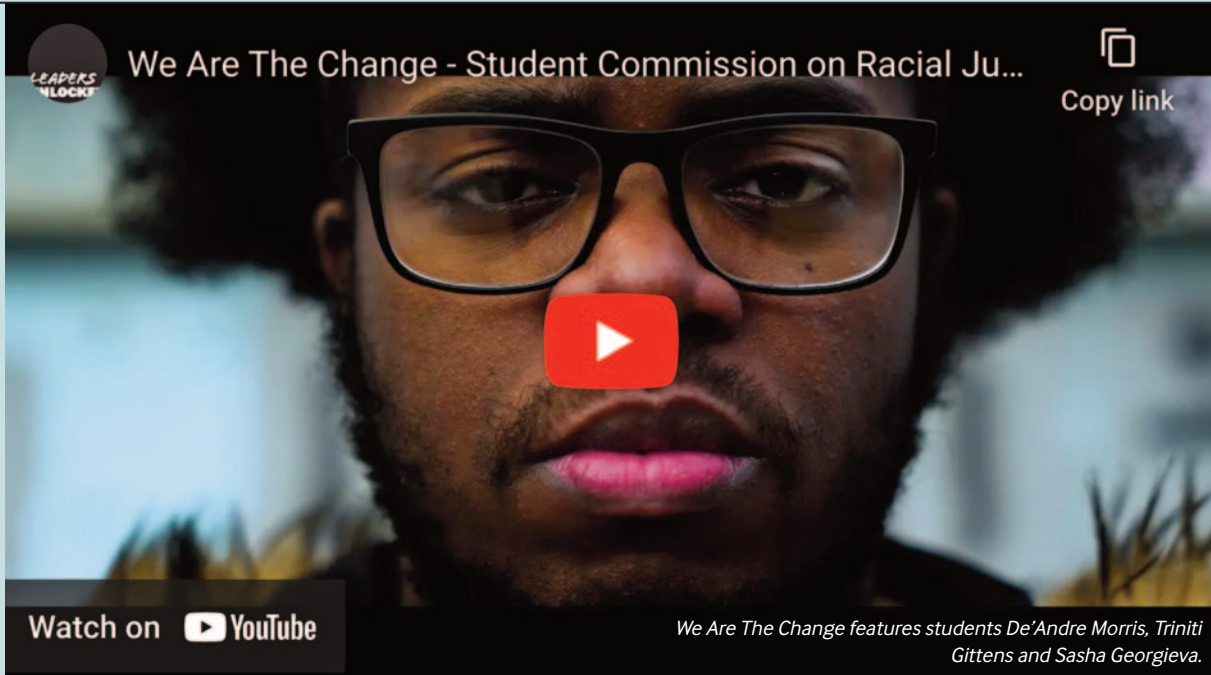
LGBT+ Awareness

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.



WE ARE THE CHANGE: STUDENT COMMISSION ON RACIAL JUSTICE SHORT FILM CALLS FOR MORE ACTION AGAINST RACISM AND MICROAGGRESSIONS

11th May 2023



We Are The Change features students De'Andre Morris, Triniti Gittens and Sasha Georgieva.

A short film exploring the racism and microaggressions experienced by young people in Britain was launched in May.

The film was created by the Student Commission on Racial Justice and discusses the types of racism and microaggressions experienced by young people from minoritised ethnic groups, and how more needs to be done in calling it out.

Recruited by Leaders Unlocked in partnership with 10 colleges across England, the Student Commissioners are bringing the voices of thousands of young people to the debate about racial justice in England.

The Student Commission on Racial Justice, now in its third year, has explored racial disparities in education across key areas:

- Teaching & Learning
- Support, Safety & Wellbeing
- Events, Social Life & College Culture
- World of Work & Aspiration
- Complaints Structure & Process



De'Andre Morris (Student Rep), Triniti Gittens (Vice President & BAME Officer), and Sasha Georgieva (Student Voice President) are Commissioners for Leaders Unlocked

The Commission have developed national recommendations for change that were delivered to decision-makers in a Manifesto for Action and showcase event on Thursday 25th May 2023.

CASE STUDY • COLLEGE IN THE NEWS • SUCCESS STORY

QUOTES FROM STUDENT COMMISSIONERS:

"It's been an honour that I will carry with me my entire life, having been able to contribute to the cause of racial justice through this film. I hope that with the launch, any doubts people had towards the current injustices and flaws in our system designed on outdated nonsensical bias, can become the spark to the flame of conviction, allowing people to truly understand and believe in delivering racial equality in education for all." Fahad, 21, MK College Group

"Don't be afraid to take action If you see someone being treated unfairly or you're getting bullied yourself. That's how we make a change, by taking that first step." Iris, 17, The Sheffield College

"The opportunity to let my voice be heard is really important to me, and this project let me do that. Not just for myself but for others with similar experiences to mine." De'Andre, 17, Solihull College & University Centre

QUOTES FROM COLLEGE PARTNERS:

"Another brilliant piece of work. Hard hitting, gritty, social realism this time. It has been great to see all three campaign videos and how each year our young people have found a different form of expression to share the same anger and passion to be change makers." Richard Hodgkiss, Leyton Sixth Form College

"WOW. This is powerful, emotive, and so insightful... So proud of all the Student Commissioners!" Arv Kaushal, MK College Group

"Such a powerful, thought provoking piece of work! Watching it made me quite emotional, but for a number of reasons, the biggest being how proud I am of all the students that have been involved in putting it together. Thank you so much to the Student Commission on Racial Justice partners and most of all the students for their amazing work." Natalie Simmonds-Alleyne, Birmingham Metropolitan College



Sasha, Triniti, and De'Andre are three trailblazing students who have dedicated their time alongside their studies to racial justice

CASE STUDY • COLLEGE IN THE NEWS • SUCCESS STORY

Leaders Unlocked- Student Commission on Racial Justice

In the academic year 22-23, the college worked in collaboration with 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).

The project involved recruiting 3 student commissioners who worked with students across the college 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.

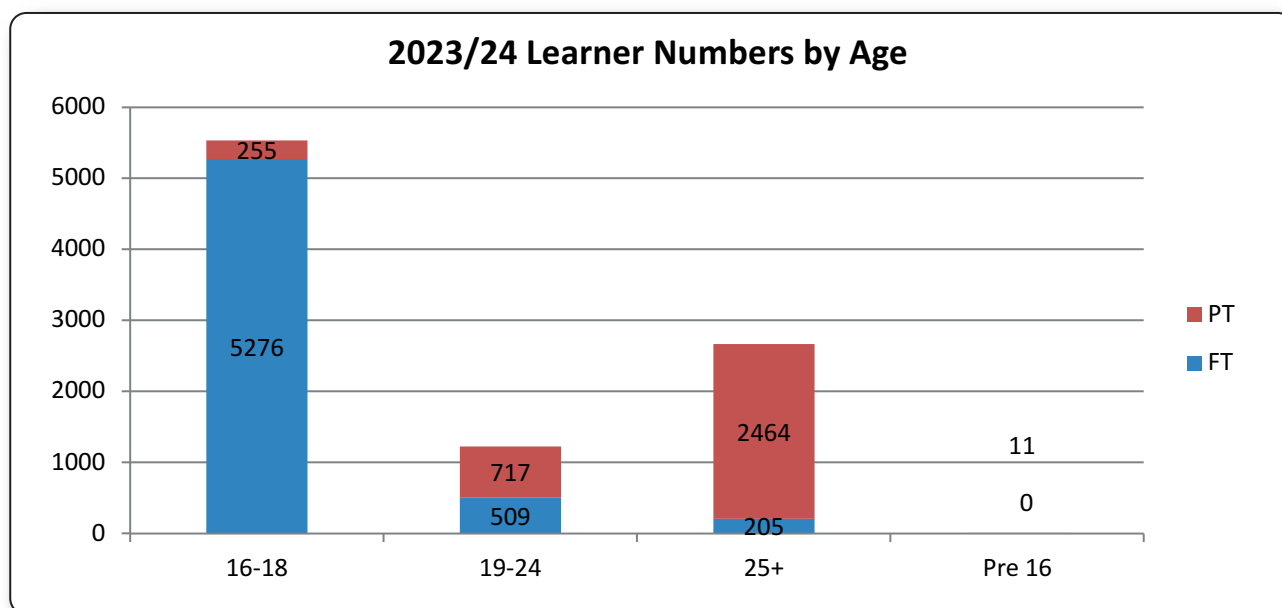
As a result of project, students met with members of the senior leadership team to discuss findings from the project and create recommendations for action. This year, we have been working through actions identified during the commission. Further detail can be found in the news story on page 5.



Students and members of SLT meet to discuss the findings of the Student Commission on Racial Justice.

The College 2023/24 Student Profile

SCUC now has 5,531 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 significant increase in the number of 16-18 learners from last year (4,655).

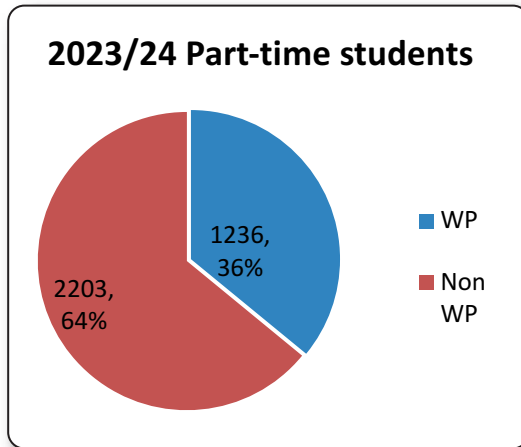
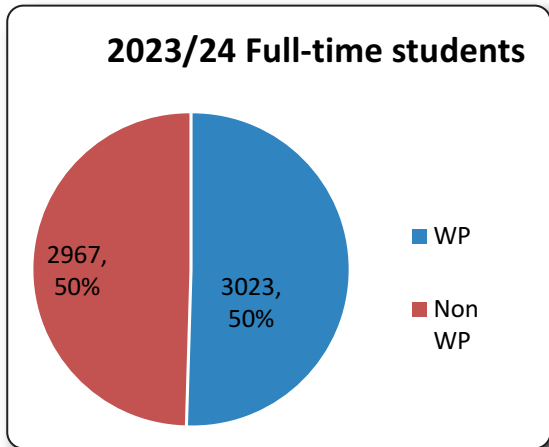


Where our Full-Time Students come from:-

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

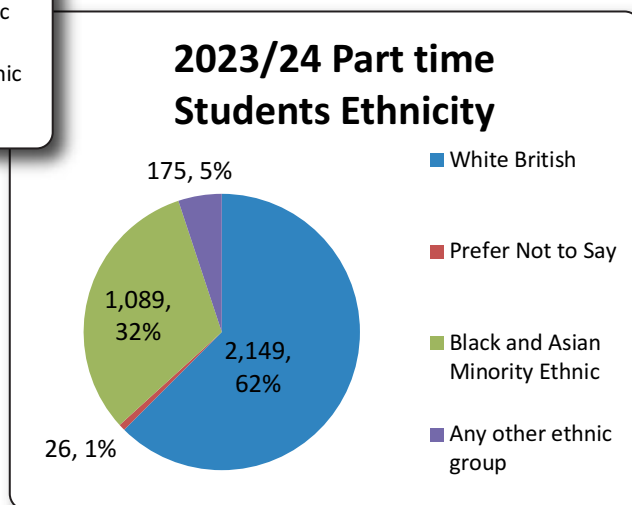
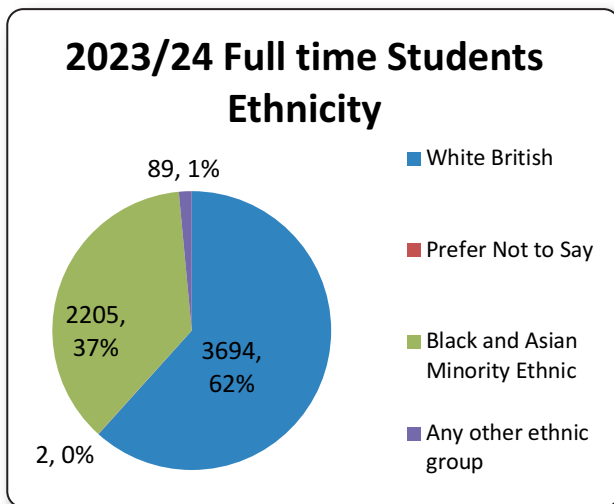
Area of Residence 2023/24	Number	%
Birmingham	2898	48%
North Solihull	649	11%
South Solihull	1194	20%
Warwickshire	740	12%
Other (None of the above)	509	9%

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



Ethnicity

Learners from Black and Asian Minority Ethnic groups account for 37% of the total full-time cohort, compared to 35% the previous year, and, as last year, 32% of our part-time learner cohort.

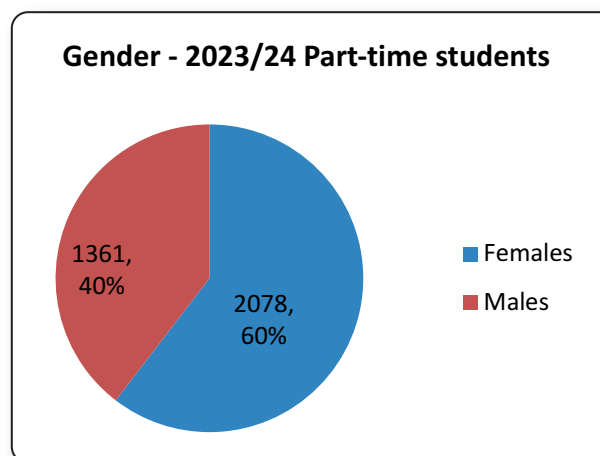
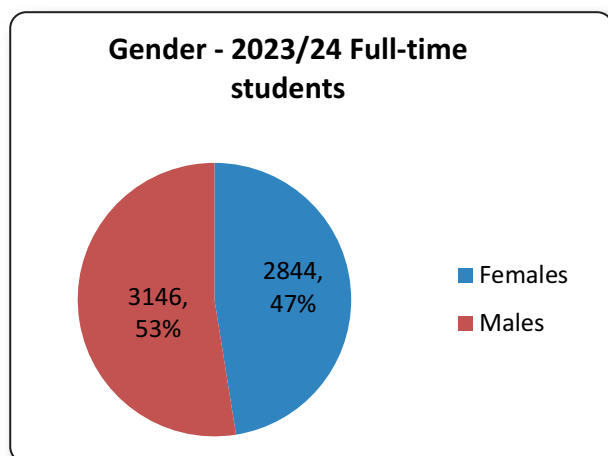


54% of the full-time student cohort are White British, compared to 56% of the 2022/23 cohort. Pakistani students form the largest cohort of full-time students from Ethnically minoritised background or non-white British contingency. 14.46% of full-time students are Pakistani.

Ethnicity	Full-time		Part-time		Total	
White - English / Welsh / Scottish / Northern Irish / British	3259	54.41%	1923	55.92%	5182	54.96%
Asian / Asian British - Pakistani	866	14.46%	220	6.40%	1086	11.52%
White - Any Other White background	362	6.04%	199	5.79%	561	5.95%
Mixed - White and Black Caribbean	242	4.04%	69	2.01%	311	3.30%
Asian / Asian British - Any other Asian background	159	2.65%	111	3.23%	270	2.86%
Black / Black British - African	149	2.49%	95	2.76%	244	2.59%
Asian / Asian British - Indian	137	2.29%	138	4.01%	275	2.92%
Black / Black British - Caribbean	137	2.29%	99	2.88%	236	2.50%
Mixed - Any Other Mixed background	112	1.87%	31	0.90%	143	1.52%
Arab	110	1.84%	41	1.19%	151	1.60%
Asian / Asian British - Bangladeshi	101	1.69%	58	1.69%	159	1.69%
Mixed - White and Asian	97	1.62%	32	0.93%	129	1.37%
Any other ethnic group	89	1.49%	175	5.09%	264	2.80%
White - Irish	69	1.15%	27	0.79%	96	1.02%
Black / Black British - Any other black background	41	0.68%	45	1.31%	86	0.91%
Mixed - White and Black African	27	0.45%	14	0.41%	41	0.43%
Asian / Asian British - Chinese	27	0.45%	136	3.95%	163	1.73%
White - Gypsy or Irish Traveller	4	0.07%	0	0.00%	4	0.04%
Not provided	2	0.03%	26	0.76%	28	0.30%

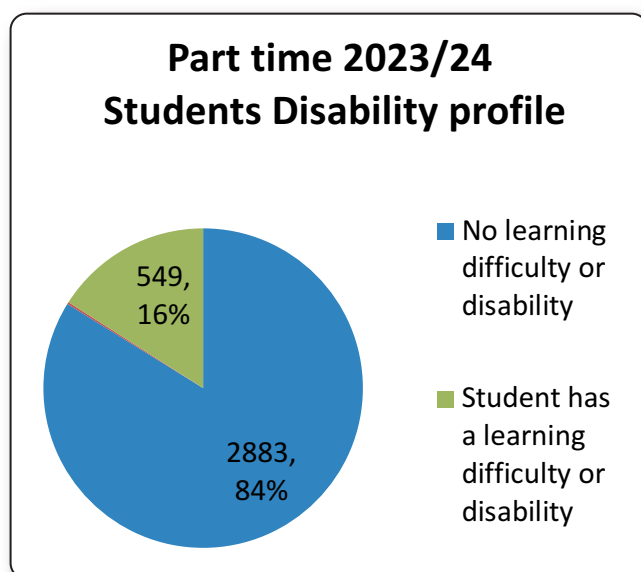
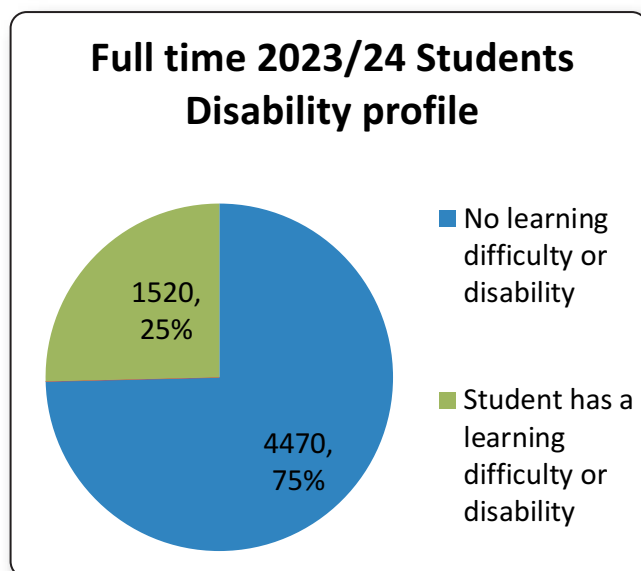
Gender

Males now account for 53% of the full-time student cohort, an increase from previous years, where the split has been closer to 50/50. We have seen growth in the construction area, which traditionally has a high percentage of male learners. Female students account for 60% of the part-time cohort.



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 16% (an increase, however, from 14% in 2022/23).



SPORT STUDENT SHINES ON RISING LEADERS PROGRAMME

26th April 2023

A Sport & Exercise Science student from Solihull College & University Centre is delighted to have been selected to be part of the Association of College's (AoC) Rising Leaders programme pilot.

Rising Leaders is a programme funded by The Football Association (FA) and delivered by AoC Sport as part of their commitment to develop greater equality of opportunities within the game. The programme is particularly focused on female applicants of Black, Asian, Mixed or other ethnic backgrounds with the aim of increasing resilience, motivation, communication skills and more.

Lleyla Wallace, 17 from Solihull, has been enjoying the programme so far. The first meeting took place at a hotel in Warwick where she undertook a series of workshops and activities alongside the other members of the pilot, who she describes as "like a family".

Lleyla comments: "It was eye opening to hear stories of girls struggling to reach the career they want and the barriers they have faced – whether that be gender, money, family and others. It's important to give them a voice. This programme gives us the confidence that we can do anything."

Alongside the programme, Lleyla is working hard on her Level 3 Sports course at the College and is relishing getting stuck into her assignments. Her favourite so far was to create a warm-up programme. She explains: "This assignment was an insight into my future. I want to become a coach, potentially for the Lionesses. I like motivating people and I'm a perfectionist so was keen to get it right!"

Lleyla submitted her application for the Rising Leaders programme with the help of tutor Nadine Okyere. Nadine comments: "Lleyla has made tremendous progress since enrolling on the Foundation Diploma. She has a passion for learning and continues to pursue opportunities to enhance her employability skills and apply her acquired sports knowledge into the real world.



Lleyla has been a tremendous support to her peers and produces work to the highest standard

I have really seen her confidence grow through the opportunities she has taken up this academic year. She has been proactive in her role, supporting others and ensuring her work is to the highest standard, which hasn't gone unnoticed by members of the sports teaching team.

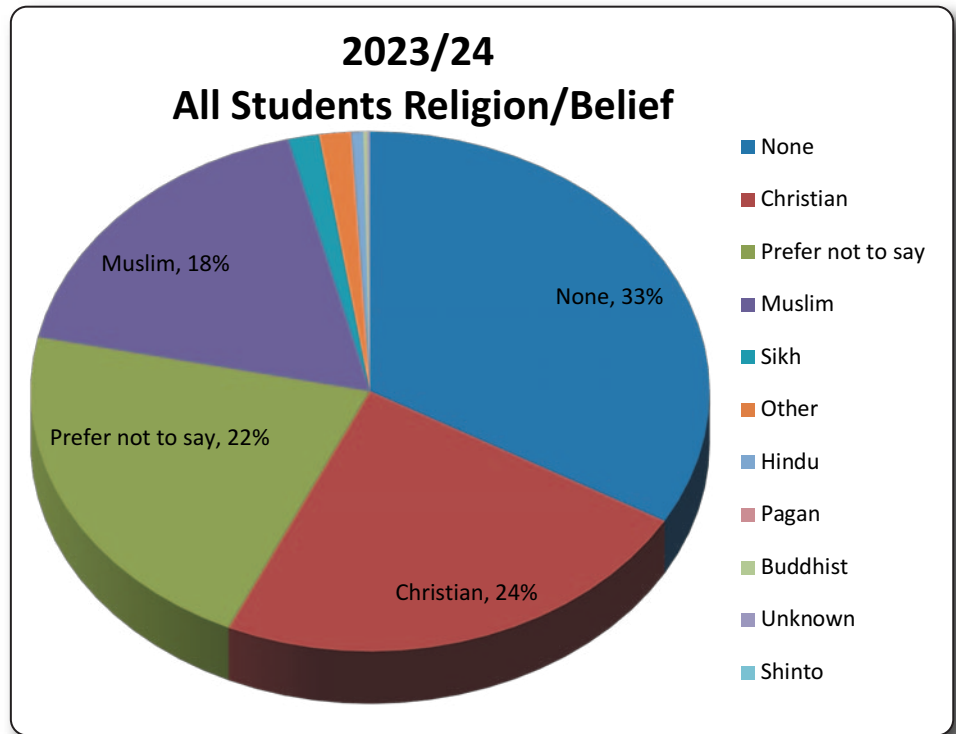
Lleyla is a credit to the department and a true inspiration for future generations of females in sport."

With 3 more events to come as part of the programme, including attending the Women's FA Cup Final at Wembley, Lleyla is excited to learn as much from the programme as she can.

OTHER PROTECTED CHARACTERISTICS

Religion/Belief

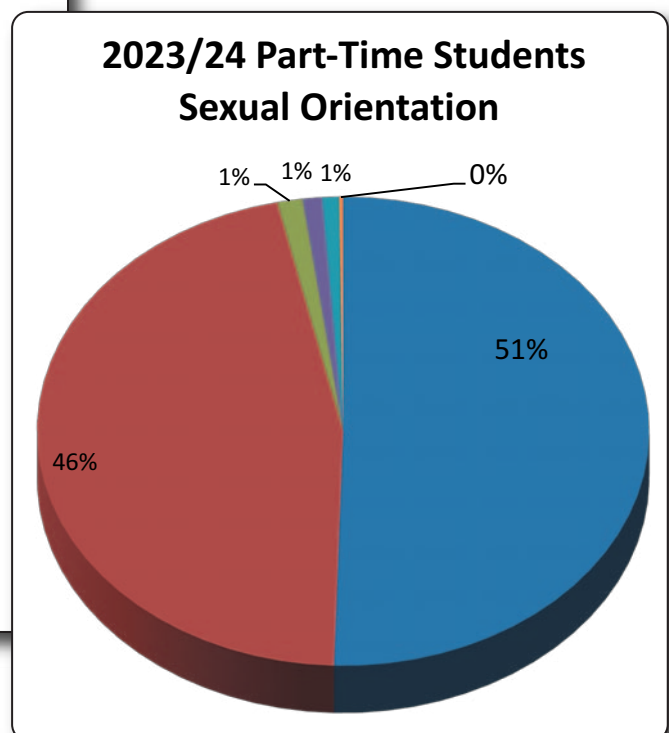
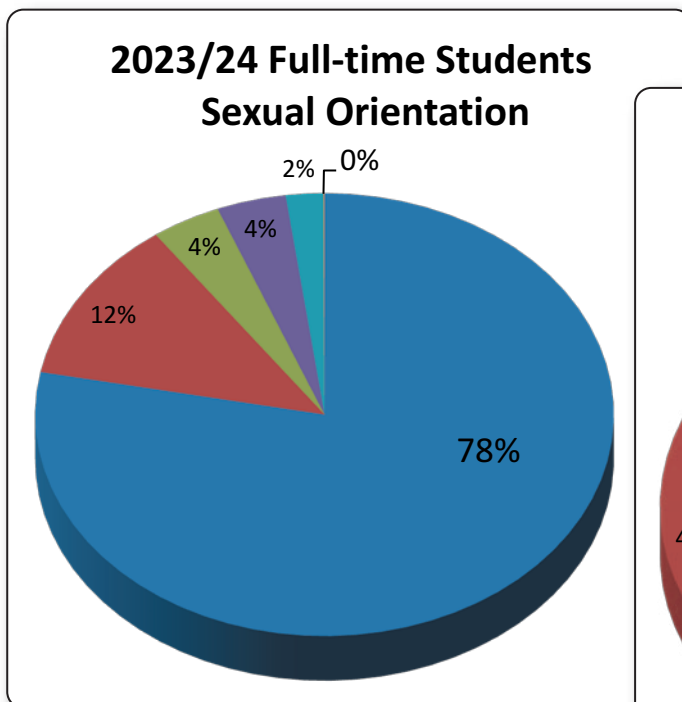
22% of College students prefer not to state their religion of belief. 33% of the College students have no religion or belief, 24% are Christian and 18% are Muslim.



Sexual Orientation

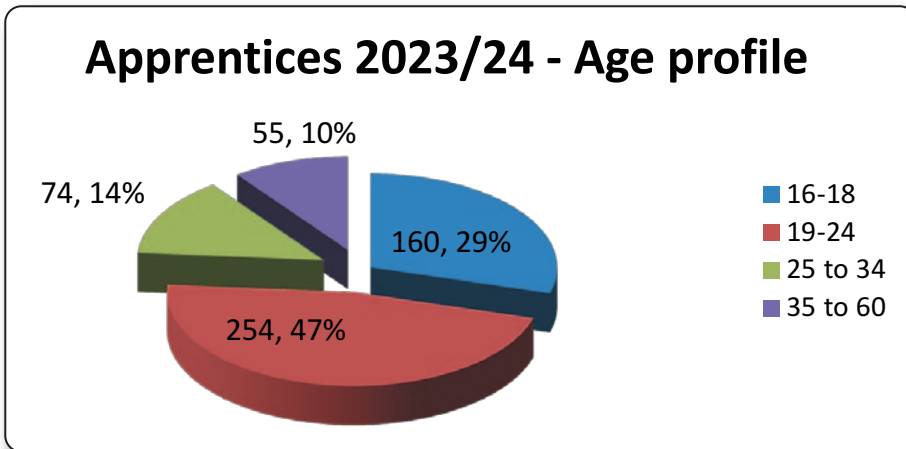
LGB students account for just over 6% of the full-time student population. This figure was 7% in 2022/23 and 5% in 2021/22. 46% of part-time students prefer not to state their sexual orientation compared to 12% of full-time students.

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

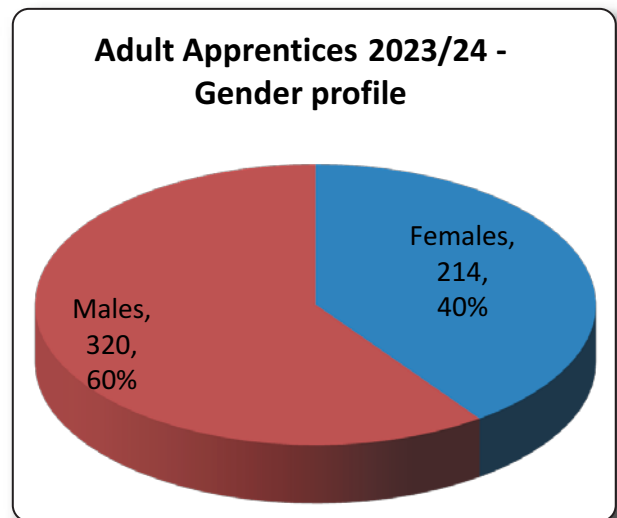
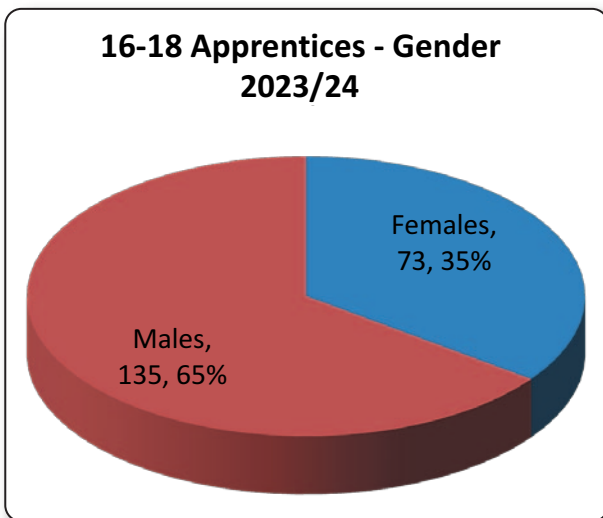


The Profile of Our Apprentices

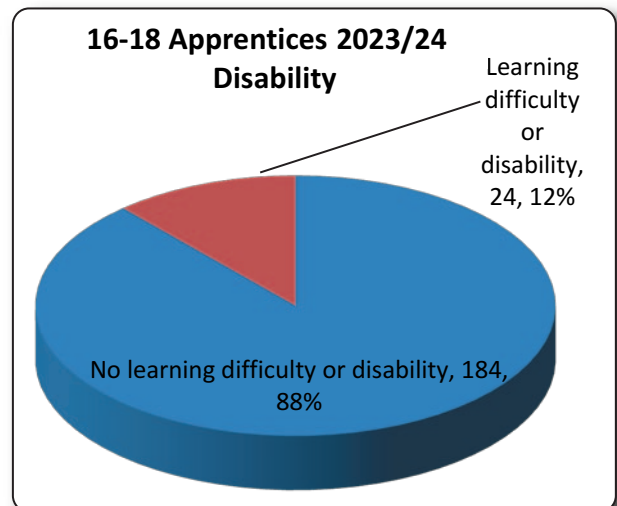
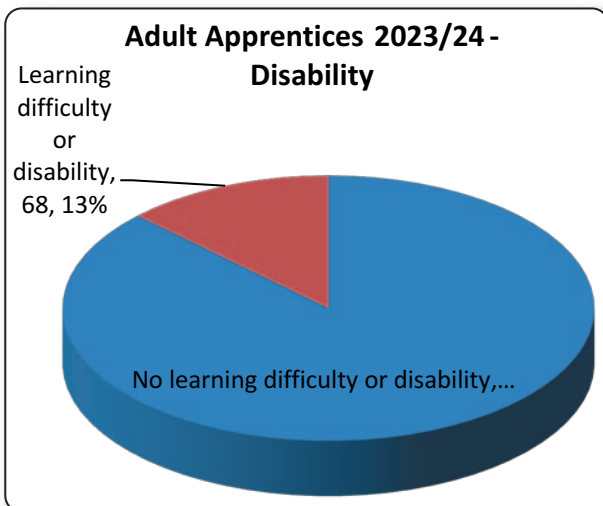
The College currently has 543 apprentices, the majority of which are adult (over 18).



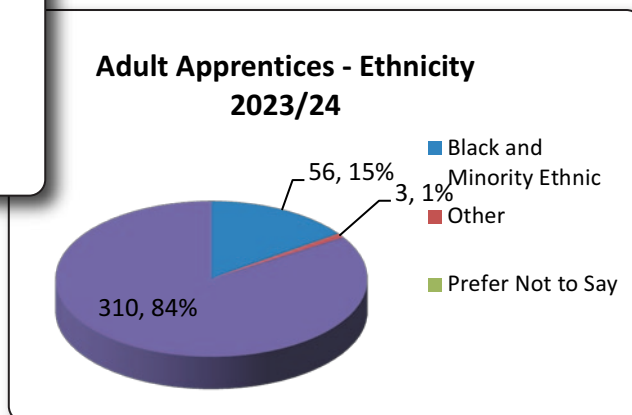
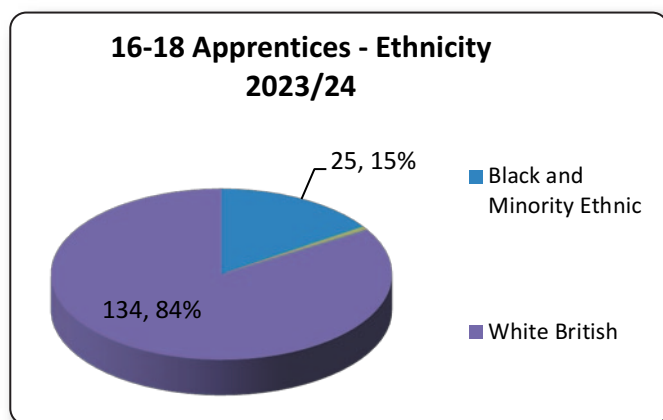
Male apprentices account for 65% of the 16-18 cohort, and 60% of the adult cohort.



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



The ethnicity profile of our apprentices does not match our wider student profile, particularly in terms of 16-18 year old students, although the % of apprentices from Black, Asian and mixed heritage groups has risen from 10% to 15%. One of our equality objectives is to strive to address the under-representation of black apprentices.



Of the apprentices from minority ethnic groups, the largest group for both 16-18 and 19+ apprentices is Pakistani (7% and 4% respectively).

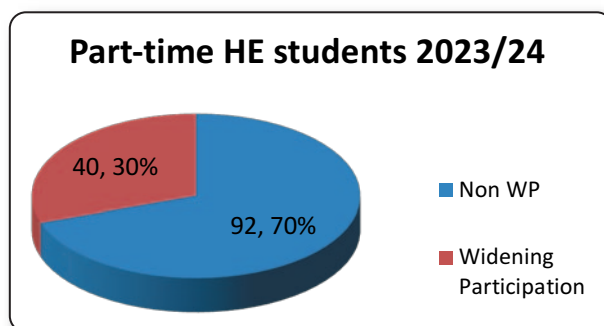
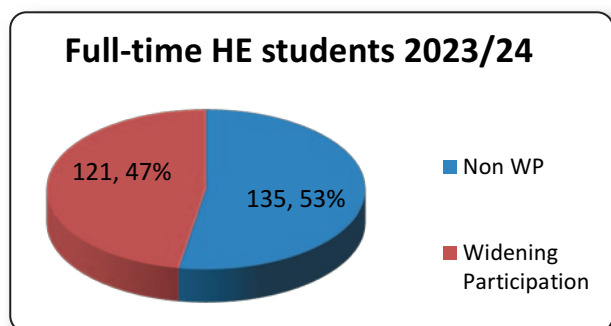
Profile	16 To 18	%	19+	%
White - English / Welsh / Scottish / Northern Irish / British	128	80%	300	81%
Asian / Asian British - Pakistani	11	7%	13	4%
Asian / Asian British - Indian	2	1%	8	2%
Black / Black British - African	3	2%	8	2%
White - Any Other White background	6	4%	8	2%
Black / Black British - Caribbean	0	0%	7	2%
Mixed - White and Black Caribbean	2	1%	5	1%
Mixed - White and Asian	4	3%	4	1%
Any other ethnic group	0	0%	3	1%
Asian / Asian British - Bangladeshi	1	1%	3	1%
Asian / Asian British - Any other Asian background	0	0%	2	1%
Black / Black British - Any other black background	1	1%	2	1%
White - Irish	0	0%	2	1%
Arab	0	0%	1	0%
Asian / Asian British - Chinese	0	0%	1	0%
Mixed - Any Other Mixed background	0	0%	1	0%
Mixed - White and Black African	1	1%	1	0%
Not provided	1	1%	0	0%

Our Higher Education Student Profile

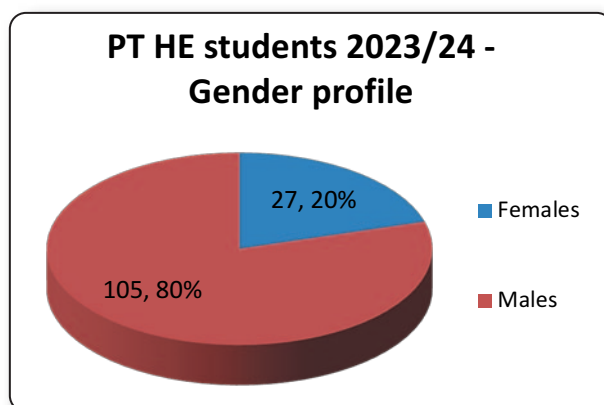
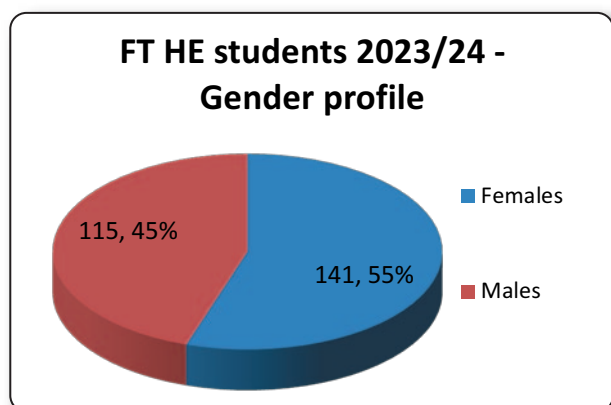
The College has a total of 388 HE learners, of which 256 are full-time.

47.3% of the College's full-time HE learners are from widening participation postcodes. This figure reduces to 30% for part-time HE learners.

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).

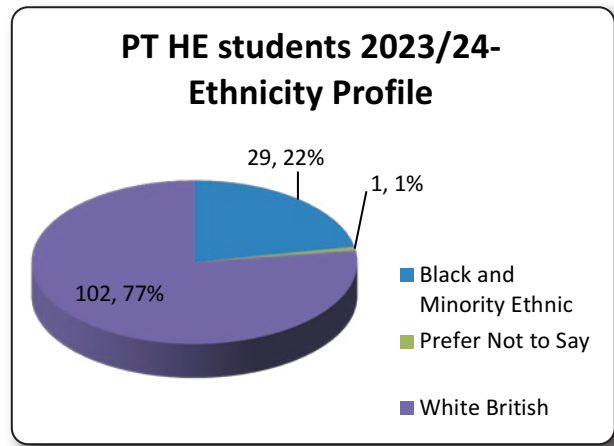
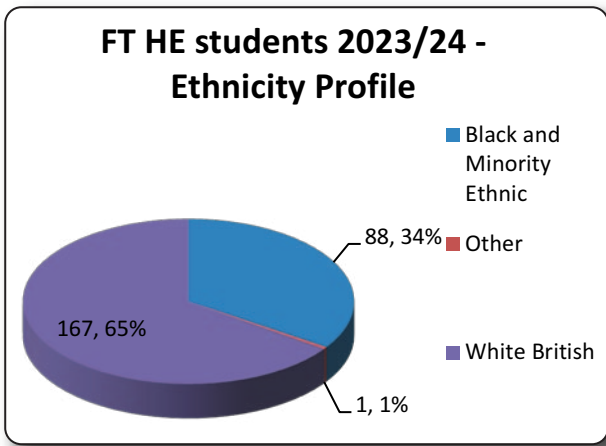


The large majority of our part-time HE learners are male (80%), whilst the majority of our full-time HE learners are female (55%). Most of the PT HE courses are Construction and Engineering based, which traditionally are male dominated, something the College continues to work hard to address, for instance through its involvement with WISE (Women Into Science and Engineering).



34% of the College's full-time HE learners are from Black, Asian or Mixed Heritage groups, compared to 37% of FE full-time learners. This is, however, a 10% increase on the 2022/23 profile. The profile of this groups reduces to 22% for part-time learners (21% in 2022/23 and only 10% in 2021/22).

continued on next page...

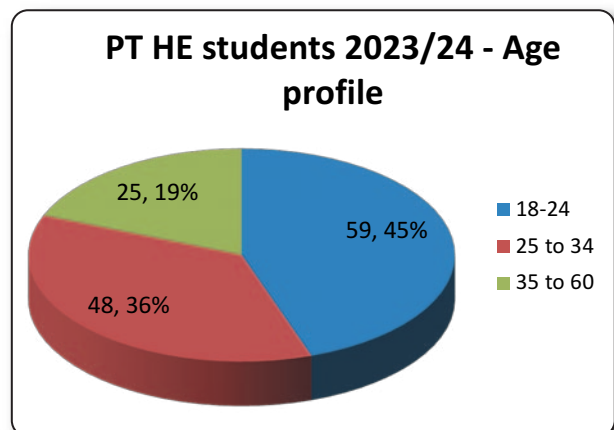
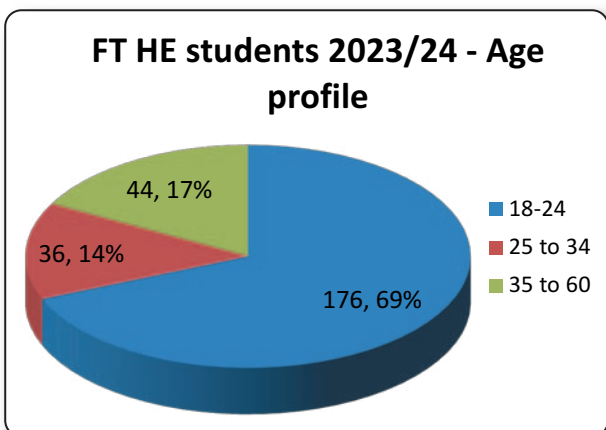


The largest ethnically minoritised cohort for full-time students is Pakistani (14.84%).

Asian Indian and Black African (both 4.55%) are the largest minority cohorts for part time learners.

HIGHER EDUCATION STUDENTS 2023/24	Full time		Part time		Total	
White - English / Welsh / Scottish / Northern Irish / British	149	58.20%	93	70.45%	242	62.37%
Asian / Asian British - Pakistani	38	14.84%	4	3.03%	42	10.82%
White - Any Other White background	15	5.86%	7	5.30%	22	5.67%
Asian / Asian British - Indian	9	3.52%	6	4.55%	15	3.87%
Black / Black British - African	7	2.73%	6	4.55%	13	3.35%
Mixed - White and Black Caribbean	7	2.73%	1	0.76%	8	2.06%
Asian / Asian British - Any other Asian background	5	1.95%	3	2.27%	8	2.06%
Arab	4	1.56%	0	0.00%	4	1.03%
Mixed - Any Other Mixed background	4	1.56%	2	1.52%	6	1.55%
Asian / Asian British - Bangladeshi	3	1.17%	2	1.52%	5	1.29%
Asian / Asian British - Chinese	3	1.17%	0	0.00%	3	0.77%
Black / Black British - Caribbean	3	1.17%	3	2.27%	6	1.55%
Mixed - White and Asian	3	1.17%	0	0.00%	3	0.77%
White - Irish	3	1.17%	2	1.52%	5	1.29%
Any other ethnic group	1	0.39%	0	0.00%	1	0.26%
Black / Black British - Any other black background	1	0.39%	2	1.52%	3	0.77%
Mixed - White and Black African	1	0.39%	0	0.00%	1	0.26%
Not provided	0	0.00%	1	0.76%	1	0.26%

31% of our full-time HE learners are over 24, 17% over 35. 55% of our part-time HE learners are over 24.



Our Progress against our Access and Participation Plan for Higher Education

The College's Access and Participation Plan (APP) sets out how it will improve the equality of opportunity for disadvantaged and underrepresented groups to access, succeed in, and successfully progress from higher education.

Outreach activities to encourage HE participation have included the marketing team visiting 134 different schools this academic year (and some have had more than one visit). The schools visited were across the region, but a majority are situated within the lower categories of the IMD (Index of Multiple Deprivation), which signifies lower uptake of higher education.

February saw an online student finance talk by the Careers team; this year the invite was extended from internal students to external applicants too, to demystify the process for all potential students.

HE teaching staff have been visiting classes of internal level 3 students to explain the HE offering; and college staff and students have been involved in raising awareness of the new HTQ suite of qualifications, through a DfE funded project.

The focus of the APP activities has been to reduce gaps in continuation rates between students living in the most disadvantaged postcodes and those from more affluent areas; reducing the continuation gap between white and non-white students; closing the gap in continuation between non-disabled and disabled students; and improving the disclosure and recording of disability for part-time students. The appointment of a specialist HE Academic Support tutor has been fundamental in assisting the continuation of students – over 71% of appointments made with the support tutor are by year 2 and 3 students, demonstrating the need for support beyond the first academic year. Widening participation data from those students utilising the support tutor is being monitored:

- Students who domicile in POLAR4 Quintiles 1 and 2 (areas classed as higher deprivation) make up 43.5% of appointments, and make up 40% of the cohort.
- Non-white students make 33% of the appointments (non-white HE students make up 28% of the cohort).
- 38% of appointments are made by students with a with a declared learning difficulty or disability (LDD); LDD students make up 16% of the cohort.

Consultation with current students continues to take place in the form of student focus groups, HE Student representatives, and recruitment of a new HE student governor this academic year.

Student Achievement 2022/23

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

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

ACHIEVEMENT BY GENDER

16-18 Learners		Overall				
		Provider Full Year			Prov Grp	National
		2020/21	2021/22	2022/23	2021/22	2021/22
Female	Leavers	6,264	3,880	3,841	441,330	613,460
	Achievement %	94.8 %	81.5 %	80.6 %	81.4 %	81.3 %
Male	Leavers	6,436	4,058	4,013	530,830	687,710
	Achievement %	92.3 %	75.9 %	76.8 %	80.8 %	80.2 %
Total	Leavers	12,700	7,938	7,854		
	Achievement %	93.5 %	78.6 %	78.6 %		

- Female achievement is higher than male achievement, although the gap between female and male 16-18 learners has reduced from 5.6% in 2021/22 to 3.8%.

19+ Learners		Overall				
		Provider Full Year			Prov Grp	National
		2020/21	2021/22	2022/23	2021/22	2021/22
Female	Leavers	3,341	3,316	3,299	540,920	862,310
	Achievement %	86.1 %	82.1 %	83.4 %	86.3 %	85.7 %
Male	Leavers	2,306	2,444	2,309	355,380	564,210
	Achievement %	90.8 %	86.3 %	85.3 %	87.4 %	86.9 %
Total	Leavers	5,647	5,760	5,608		
	Achievement %	88.0 %	83.9 %	84.2 %		

- 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
		2020/21	2021/22	2022/23	2021/22	2021/22
Asian	Leavers	2,461	1,693	1,681	972,160	1,301,180
	Achievement %	93.0 %	80.6 %	78.7 %	81.1 %	80.7 %
Black	Leavers	726	490	482	972,160	1,301,180
	Achievement %	94.5 %	80.6 %	77.6 %	81.1 %	80.7 %
Mixed	Leavers	993	602	644	972,160	1,301,180
	Achievement %	93.4 %	80.2 %	73.0 %	81.1 %	80.7 %
Not App/Known	Leavers	4	3	4	972,160	1,301,180
	Achievement %	100.0 %	0.0 %	100.0 %	81.1 %	80.7 %
Other	Leavers	361	244	313	972,160	1,301,180
	Achievement %	93.4 %	82.4 %	80.2 %	81.1 %	80.7 %
White	Leavers	8,155	4,906	4,730	972,160	1,301,180
	Achievement %	93.6 %	77.4 %	79.4 %	81.1 %	80.7 %
Total	Leavers	12,700	7,938	7,854		
	Achievement %	93.5 %	78.6 %	78.6 %		

- Achievement rates of white learners has risen and is higher in 202/23 than for Asina, Black and Mixed learners. In 2021/22, the performance of these groups were better than their white counterparts.

Ethnic Group Achievement 19+		Overall				
		Provider Full Year			Prov Grp	National
		2020/21	2021/22	2022/23	2021/22	2021/22
Asian	Leavers	753	929	768	896,290	1,426,520
	Achievement %	87.0 %	82.5 %	82.8 %	86.7 %	86.2 %
Black	Leavers	658	777	737	896,290	1,426,520
	Achievement %	90.4 %	82.5 %	83.0 %	86.7 %	86.2 %
Mixed	Leavers	369	395	404	896,290	1,426,520
	Achievement %	84.0 %	82.0 %	84.4 %	86.7 %	86.2 %
Not App/Known	Leavers	29	16	19	896,290	1,426,520
	Achievement %	79.3 %	68.8 %	78.9 %	86.7 %	86.2 %
Other	Leavers	213	283	413	896,290	1,426,520
	Achievement %	83.1 %	84.1 %	79.7 %	86.7 %	86.2 %
White	Leavers	3,625	3,360	3,267	896,290	1,426,520
	Achievement %	88.6 %	84.9 %	85.4 %	86.7 %	86.2 %
Total	Leavers	5,647	5,760	5,608		
	Achievement %	88.0 %	83.9 %	84.2 %		

- As in 2021/22, Black, Asian and mixed heritage learners had lower achievement rates than the white cohort.

Analysis at more detailed level around ethnicity reveals that there are two achievement gaps:

- There is an achievement gap for learners from mixed heritage backgrounds – This achievement gap varies between -5.3% and -7.4% and is spread across the following subgroups: mixed white and black Caribbean (-7.4%), mixed white and black African (-5.3%) and any other mixed/multiple ethnic background learner (-6.8%)
- 66.7% of Asian or Asian British Chinese learners achieved, which is an achievement gap of -12% (note, this is a statistically small cohort of 33 enrolments)

Ethnicity 16-18

		Overall				
		Provider Full Year			Prov Grp	National
		2020/21	2021/22	2022/23	2021/22	2021/22
African	Leavers	334	244	203	42,140	57,220
	Achievement %	94.3 %	84.4 %	79.3 %	83.5 %	83.7 %
Arab	Leavers	220	140	155	12,140	15,120
	Achievement %	92.7 %	80.7 %	79.4 %	82.4 %	82.3 %
Bangladeshi	Leavers	164	115	129	13,420	20,570
	Achievement %	90.2 %	79.1 %	73.6 %	83.2 %	82.9 %
Caribbean	Leavers	285	181	203	14,420	19,810
	Achievement %	96.5 %	79.0 %	74.4 %	75.0 %	75.1 %
Chinese	Leavers	9	20	33	2,300	3,610
	Achievement %	100.0 %	90.0 %	66.7 %	90.9 %	91.0 %
Gypsy/Irish Traveller	Leavers	15	15	9	2,100	2,480
	Achievement %	73.3 %	73.3 %	0.0 %	67.9 %	66.9 %
Indian	Leavers	301	189	162	17,300	25,130
	Achievement %	95.7 %	83.6 %	84.0 %	86.4 %	86.6 %
Irish	Leavers	89	48	92	2,250	3,390
	Achievement %	94.4 %	62.5 %	76.1 %	75.9 %	77.7 %
Not Provided	Leavers	4	3	4	13,130	18,170
	Achievement %	100.0 %	0.0 %	100.0 %	77.5 %	76.3 %
Other	Leavers	141	104	158	22,040	27,200
	Achievement %	94.3 %	84.6 %	81.0 %	82.0 %	81.2 %
Other Asian	Leavers	257	177	205	20,410	26,160
	Achievement %	93.8 %	86.4 %	79.5 %	84.1 %	84.0 %
Other Black	Leavers	107	65	76	16,020	20,380
	Achievement %	89.7 %	70.8 %	81.6 %	78.1 %	78.5 %
Other Mixed	Leavers	183	117	149	15,930	21,560
	Achievement %	95.1 %	84.6 %	71.8 %	76.5 %	76.7 %
Other White	Leavers	660	403	484	58,960	74,330
	Achievement %	94.4 %	81.4 %	78.5 %	81.6 %	81.6 %
Pakistani	Leavers	1,730	1,192	1,152	42,550	59,790
	Achievement %	92.6 %	79.2 %	78.7 %	82.4 %	82.5 %
White British	Leavers	7,391	4,440	4,145	642,450	858,480
	Achievement %	93.6 %	77.2 %	79.7 %	81.0 %	80.5 %
White/Asian	Leavers	193	134	120	10,480	15,150
	Achievement %	90.7 %	78.4 %	79.2 %	81.4 %	81.9 %
White/Black African	Leavers	60	34	45	7,440	10,390
	Achievement %	95.0 %	97.1 %	73.3 %	79.1 %	78.9 %
White/Black Caribbean	Leavers	557	317	330	16,670	22,230
	Achievement %	93.5 %	77.6 %	71.2 %	74.4 %	73.4 %
Total	Leavers	12,700	7,938	7,854		
	Achievement %	93.5 %	78.6 %	78.6 %		

The performance of African and Mixed White/African learners has dropped in 2022/23

Ethnicity 19+

		Overall				
		Provider Full Year			Prov Grp	National
		2020/21	2021/22	2022/23	2021/22	2021/22
African	Leavers	215	277	273	85,020	126,280
	Achievement %	90.2 %	82.7 %	74.7 %	85.1 %	84.5 %
Arab	Leavers	61	89	95	31,430	46,860
	Achievement %	83.6 %	83.1 %	76.8 %	87.4 %	86.6 %
Bangladeshi	Leavers	61	79	74	28,000	45,330
	Achievement %	86.9 %	88.6 %	86.5 %	89.8 %	89.1 %
Caribbean	Leavers	280	412	351	17,490	29,710
	Achievement %	89.6 %	81.1 %	86.3 %	85.0 %	84.3 %
Chinese	Leavers	17	40	40	5,050	8,780
	Achievement %	94.1 %	77.5 %	82.5 %	89.7 %	89.0 %
Gypsy/Irish Traveller	Leavers	1	3	7	750	1,190
	Achievement %	100.0 %	33.3 %	100.0 %	85.2 %	84.3 %
Indian	Leavers	193	227	170	19,730	34,920
	Achievement %	92.2 %	84.1 %	84.7 %	87.2 %	86.8 %
Irish	Leavers	36	28	29	2,690	4,790
	Achievement %	97.2 %	78.6 %	89.7 %	85.7 %	85.5 %
Not Provided	Leavers	29	16	19	15,500	32,830
	Achievement %	79.3 %	68.8 %	78.9 %	87.6 %	83.0 %
Other	Leavers	152	194	318	51,930	72,900
	Achievement %	82.9 %	84.5 %	80.5 %	87.5 %	86.7 %
Other Asian	Leavers	114	129	92	42,020	62,570
	Achievement %	84.2 %	76.7 %	73.9 %	87.0 %	86.4 %
Other Black	Leavers	163	88	113	17,440	26,560
	Achievement %	92.0 %	88.6 %	92.9 %	83.9 %	83.7 %
Other Mixed	Leavers	69	61	73	15,310	23,420
	Achievement %	81.2 %	88.5 %	84.9 %	85.6 %	85.5 %
Other White	Leavers	309	305	461	100,960	158,990
	Achievement %	88.7 %	83.9 %	82.9 %	87.4 %	87.2 %
Pakistani	Leavers	368	454	392	38,360	67,010
	Achievement %	84.8 %	82.6 %	83.4 %	87.5 %	86.8 %
White British	Leavers	3,279	3,024	2,770	397,090	641,710
	Achievement %	88.5 %	85.1 %	85.7 %	86.6 %	86.3 %
White/Asian	Leavers	69	68	73	9,840	14,290
	Achievement %	87.0 %	79.4 %	80.8 %	86.1 %	85.2 %
White/Black African	Leavers	25	30	33	7,160	11,490
	Achievement %	80.0 %	63.3 %	75.8 %	85.0 %	83.4 %
White/Black Caribbean	Leavers	206	236	225	10,520	16,900
	Achievement %	84.5 %	83.5 %	86.7 %	84.4 %	84.5 %
Total	Leavers	5,647	5,760	5,608		
	Achievement %	88.0 %	83.9 %	84.2 %		

ACHIEVEMENT BY DISABILITY/LEARNING DIFFICULTY

Learning Difficulties/Disabilities 16-18

		Overall				
		Provider Full Year			Prov Grp	National
		2020/21	2021/22	2022/23	2021/22	2021/22
Has difficulty/disability/health problem	Leavers	2,758	2,012	2,130	296,940	398,050
	Achievement %	93.0 %	76.8 %	78.0 %	79.3 %	78.2 %
No difficulty/disability/health problem	Leavers	9,940	5,925	5,724	649,510	867,660
	Achievement %	93.7 %	79.3 %	78.9 %	81.9 %	81.9 %
No information provided by the learner	Leavers	2	1	0	25,700	35,470
	Achievement %	100.0 %	0.0 %		79.8 %	78.8 %
Total	Leavers	12,700	7,938	7,854		
	Achievement %	93.5 %	78.6 %	78.6 %		

- The achievement gap of 2.4% for learners with a learning difficulty or disability in 2021/22 has closed and learners with disabilities/learning difficulties performed, in line with previous years, largely as well as those learners without disabilities.

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

		Overall				
		Provider Full Year			Prov Grp	National
		2020/21	2021/22	2022/23	2021/22	2021/22
Asperger's	Leavers	195	124	103	972,160	1,301,180
	Achievement %	92.3 %	78.2 %	79.6 %	81.1 %	80.7 %
Hearing	Leavers	60	54	61	972,160	1,301,180
	Achievement %	100.0 %	81.5 %	68.9 %	81.1 %	80.7 %
Medical	Leavers	133	64	93	972,160	1,301,180
	Achievement %	92.5 %	78.1 %	80.6 %	81.1 %	80.7 %
Mental health	Leavers	115	115	114	972,160	1,301,180
	Achievement %	88.7 %	71.3 %	64.9 %	81.1 %	80.7 %
Mobility	Leavers	40	54	43	972,160	1,301,180
	Achievement %	95.0 %	79.6 %	95.3 %	81.1 %	80.7 %
Multiple	Leavers	10	3	3	972,160	1,301,180
	Achievement %	80.0 %	33.3 %	66.7 %	81.1 %	80.7 %
n/a	Leavers	103	71	98	972,160	1,301,180
	Achievement %	92.2 %	78.9 %	86.7 %	81.1 %	80.7 %
No disability	Leavers	11,465	7,157	7,081	972,160	1,301,180
	Achievement %	93.7 %	79.1 %	78.7 %	81.1 %	80.7 %
Not known/not provided	Leavers	383	111	73	972,160	1,301,180
	Achievement %	88.5 %	72.1 %	74.0 %	81.1 %	80.7 %
Other	Leavers	129	119	143	972,160	1,301,180
	Achievement %	89.9 %	68.9 %	79.7 %	81.1 %	80.7 %
Physical	Leavers	34	32	18	972,160	1,301,180
	Achievement %	100.0 %	87.5 %	77.8 %	81.1 %	80.7 %
Profound/Complex	Leavers	1	0	3	972,160	1,301,180
	Achievement %	100.0 %		100.0 %	81.1 %	80.7 %
Temporary	Leavers	4	7	6	972,160	1,301,180
	Achievement %	100.0 %	71.4 %	50.0 %	81.1 %	80.7 %
Visual	Leavers	28	27	15	972,160	1,301,180
	Achievement %	96.4 %	48.1 %	100.0 %	81.1 %	80.7 %
Total	Leavers	12,700	7,938	7,854		
	Achievement %	93.5 %	78.6 %	78.6 %		

Learning Difficulties 16-18

		Overall				
		Provider Full Year			Prov Grp	National
		2020/21	2021/22	2022/23	2021/22	2021/22
Autism	Leavers	619	552	622	972,160	1,301,180
	Achievement %	93.5 %	75.4 %	77.0 %	81.1 %	80.7 %
Dyscalculia	Leavers	42	24	27	972,160	1,301,180
	Achievement %	90.5 %	87.5 %	74.1 %	81.1 %	80.7 %
Dyslexia	Leavers	570	468	457	972,160	1,301,180
	Achievement %	94.4 %	81.2 %	78.6 %	81.1 %	80.7 %
Moderate	Leavers	154	132	154	972,160	1,301,180
	Achievement %	91.6 %	83.3 %	83.1 %	81.1 %	80.7 %
Multiple	Leavers	4	2	0	972,160	1,301,180
	Achievement %	100.0 %	50.0 %		81.1 %	80.7 %
n/a	Leavers	103	71	98	972,160	1,301,180
	Achievement %	92.2 %	78.9 %	86.7 %	81.1 %	80.7 %
None	Leavers	10,560	6,407	6,204	972,160	1,301,180
	Achievement %	93.6 %	78.9 %	78.8 %	81.1 %	80.7 %
Not Known/Not Provided	Leavers	383	111	73	972,160	1,301,180
	Achievement %	88.5 %	72.1 %	74.0 %	81.1 %	80.7 %
Other	Leavers	161	116	167	972,160	1,301,180
	Achievement %	97.5 %	75.9 %	74.9 %	81.1 %	80.7 %
Other Spec	Leavers	97	39	41	972,160	1,301,180
	Achievement %	94.8 %	69.2 %	80.5 %	81.1 %	80.7 %
Severe	Leavers	7	16	11	972,160	1,301,180
	Achievement %	100.0 %	62.5 %	63.6 %	81.1 %	80.7 %
Total	Leavers	12,700	7,938	7,854		
	Achievement %	93.5 %	78.6 %	78.6 %		

Learning Difficulties/Disabilities 19+

		Overall				
		Provider Full Year			Prov Grp	National
		2020/21	2021/22	2022/23	2021/22	2021/22
Has difficulty/disability/health problem	Leavers	898	1,096	1,168	184,280	303,590
	Achievement %	87.0 %	80.7 %	84.2 %	84.8 %	84.3 %
No difficulty/disability/health problem	Leavers	4,733	4,650	4,436	690,460	1,088,120
	Achievement %	88.2 %	84.7 %	84.2 %	87.2 %	86.7 %
No information provided by the learner	Leavers	16	14	4	21,560	34,810
	Achievement %	87.5 %	71.4 %	50.0 %	86.5 %	86.0 %
Total	Leavers	5,647	5,760	5,608		
	Achievement %	88.0 %	83.9 %	84.2 %		

- Learners who consider themselves to have a learning difficulty and/or disability and/or health problem perform exactly the same as their peers, from a gap of 4% in 2021/22.

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

		Overall				
		Provider Full Year			Prov Grp	National
		2020/21	2021/22	2022/23	2021/22	2021/22
Asperger's	Leavers	33	31	43	896,290	1,426,520
	Achievement %	87.9 %	80.6 %	81.4 %	86.7 %	86.2 %
Hearing	Leavers	32	46	38	896,290	1,426,520
	Achievement %	81.3 %	80.4 %	86.8 %	86.7 %	86.2 %
Medical	Leavers	32	39	54	896,290	1,426,520
	Achievement %	75.0 %	71.8 %	92.6 %	86.7 %	86.2 %
Mental health	Leavers	72	94	132	896,290	1,426,520
	Achievement %	81.9 %	76.6 %	80.3 %	86.7 %	86.2 %
Mobility	Leavers	31	26	35	896,290	1,426,520
	Achievement %	93.5 %	88.5 %	74.3 %	86.7 %	86.2 %
Multiple	Leavers	7	13	11	896,290	1,426,520
	Achievement %	71.4 %	92.3 %	81.8 %	86.7 %	86.2 %
n/a	Leavers	41	41	32	896,290	1,426,520
	Achievement %	90.2 %	90.2 %	68.8 %	86.7 %	86.2 %
No disability	Leavers	5,112	5,139	4,969	896,290	1,426,520
	Achievement %	88.3 %	84.3 %	84.3 %	86.7 %	86.2 %
Not known/not provided	Leavers	228	243	181	896,290	1,426,520
	Achievement %	86.0 %	81.5 %	84.5 %	86.7 %	86.2 %
Other	Leavers	31	36	68	896,290	1,426,520
	Achievement %	90.3 %	83.3 %	89.7 %	86.7 %	86.2 %
Physical	Leavers	11	19	25	896,290	1,426,520
	Achievement %	100.0 %	63.2 %	80.0 %	86.7 %	86.2 %
Profound/Complex	Leavers	1	0	3	896,290	1,426,520
	Achievement %	100.0 %		100.0 %	86.7 %	86.2 %
Temporary	Leavers	2	1	0	896,290	1,426,520
	Achievement %	50.0 %	100.0 %		86.7 %	86.2 %
Visual	Leavers	14	32	17	896,290	1,426,520
	Achievement %	92.9 %	81.3 %	94.1 %	86.7 %	86.2 %
Total	Leavers	5,647	5,760	5,608		
	Achievement %	88.0 %	83.9 %	84.2 %		

		Overall				
		Provider Full Year			Prov Grp	National
		2020/21	2021/22	2022/23	2021/22	2021/22
Autism	Leavers	182	202	187	896,290	1,426,520
	Achievement %	90.1 %	79.2 %	79.7 %	86.7 %	86.2 %
Dyscalculia	Leavers	3	6	7	896,290	1,426,520
	Achievement %	66.7 %	83.3 %	71.4 %	86.7 %	86.2 %
Dyslexia	Leavers	100	159	215	896,290	1,426,520
	Achievement %	80.0 %	75.5 %	84.2 %	86.7 %	86.2 %
Moderate	Leavers	103	134	148	896,290	1,426,520
	Achievement %	94.2 %	90.3 %	91.2 %	86.7 %	86.2 %
Multiple	Leavers	0	7	8	896,290	1,426,520
	Achievement %		71.4 %	50.0 %	86.7 %	86.2 %
n/a	Leavers	41	41	32	896,290	1,426,520
	Achievement %	90.2 %	90.2 %	68.8 %	86.7 %	86.2 %
None	Leavers	4,923	4,890	4,746	896,290	1,426,520
	Achievement %	88.1 %	84.4 %	84.2 %	86.7 %	86.2 %
Not Known/Not Provided	Leavers	228	243	181	896,290	1,426,520
	Achievement %	86.0 %	81.5 %	84.5 %	86.7 %	86.2 %
Other	Leavers	39	34	41	896,290	1,426,520
	Achievement %	87.2 %	67.6 %	90.2 %	86.7 %	86.2 %
Other Spec	Leavers	12	25	17	896,290	1,426,520
	Achievement %	83.3 %	76.0 %	88.2 %	86.7 %	86.2 %
Severe	Leavers	16	19	26	896,290	1,426,520
	Achievement %	87.5 %	89.5 %	92.3 %	86.7 %	86.2 %
Total	Leavers	5,647	5,760	5,608		
	Achievement %	88.0 %	83.9 %	84.2 %		

ACHIEVEMENT BY SEXUAL ORIENTATION

16-18 Learners

		16-18		
		2020/21	2021/22	2022/23
Leavers		12,700	7,938	7,854
Achievement %		93.5%	78.6%	78.6%
Bisexual	Leavers	450	316	344
	Achievement %	92.2%	70.9%	76.7%
Heterosexual	Leavers	10,341	6,081	5,883
	Achievement %	93.7%	79.4%	78.7%
Lesbian or Gay	Leavers	174	148	184
	Achievement %	92.5%	68.2%	80.4%
Other	Leavers	376	410	445
	Achievement %	92.6%	73.4%	74.4%
Prefer not to say	Leavers	1,359	983	998
	Achievement %	93.0%	80.3%	80.5%

- Achievement of LGB learners was higher than that of heterosexual students, compared to 13.1% lower the previous year. The gap in achievement for bisexual learners, which was 8.5% lower than the heterosexual cohort in 201/22 has closed significantly to 2%.

19+ Learners

		Adult		
		2020/21	2021/22	2022/23
Leavers		5,648	5,760	5,608
Achievement %		88.0%	83.9%	84.2%
Bisexual	Leavers	71	93	76
	Achievement %	78.9%	76.3%	86.8%
Heterosexual	Leavers	4,056	3,799	3,513
	Achievement %	88.6%	84.2%	85.6%
Lesbian or Gay	Leavers	57	67	57
	Achievement %	89.5%	77.6%	84.2%
Other	Leavers	81	101	83
	Achievement %	88.9%	76.2%	75.9%
Prefer not to say	Leavers	1,383	1,700	1,879
	Achievement %	86.6%	84.3%	81.9%

- There are no significant gaps in achievement for LGB learners.

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

Eligible for Free Meals 16-18

		2020/21	2021/22	2022/23
No free meals	Leavers	11,295	6,396	6,906
	Achievement %	93.3%	78.7%	78.6%
Free meals in education	Leavers	1,405	1,003	949
	Achievement %	94.8%	77.8%	78.6%

- Learners in receipt of free meals in education achieved exactly the same as their peers.

ACHIEVEMENT OF CHILDREN LOOKED AFTER

Not children looked after	Leavers	12,117	7,495	7,672
	Achievement %	93.5%	78.6%	78.6%
Children looked after	Leavers	583	444	183
	Achievement %	92.8%	79.5%	78.7%

- Children looked after achieved exactly the same as their peers.

ACHIEVEMENT OF APPRENTICES 2022/23

Gender Apprentices

		Overall				
		Provider Full Year			Prov Grp	National
		2020/21	2021/22	2022/23	2021/22	2021/22
Female	Leavers	192	106	170	23,440	133,650
	Achievement %	76.6 %	66.0 %	63.5 %	57.5 %	52.8 %
Male	Leavers	249	201	162	36,320	129,910
	Achievement %	61.4 %	49.8 %	45.7 %	56.7 %	54.0 %
Total	Leavers	441	307	332		
	Achievement %	68.0 %	55.4 %	54.8 %		

- The achievement gap between male and female apprentices remains a concern.

Age Groups Apprentices

		Overall				
		Provider Full Year			Prov Grp	National
		2020/21	2021/22	2022/23	2021/22	2021/22
16 - 18	Leavers	203	105	128	23,740	58,560
	Achievement %	65.0 %	54.3 %	52.3 %	54.8 %	55.2 %
19 - 23	Leavers	143	123	108	17,480	70,070
	Achievement %	68.5 %	54.5 %	53.7 %	61.9 %	59.4 %
24+	Leavers	95	79	96	18,540	134,920
	Achievement %	73.7 %	58.2 %	59.4 %	55.4 %	49.6 %
Total	Leavers	441	307	332		
	Achievement %	68.0 %	55.4 %	54.8 %		

- 24+ learners' achievement is higher than younger learners.

Ethnicity Apprentices

		Overall				
		Provider Full Year			Prov Grp	National
		2020/21	2021/22	2022/23	2021/22	2021/22
Asian	Leavers	25	14	26	1,850	14,700
	Achievement %	80.0 %	57.1 %	42.3 %	57.0 %	50.6 %
Black	Leavers	6	4	7	1,110	9,580
	Achievement %	50.0 %	0.0 %	71.4 %	48.2 %	45.7 %
Mixed	Leavers	18	18	17	1,270	7,320
	Achievement %	55.6 %	33.3 %	29.4 %	48.6 %	47.5 %
Not App/Known	Leavers	0	0	1	420	4,770
	Achievement %			100.0 %	55.5 %	44.3 %
Other	Leavers	3	1	1	290	2,250
	Achievement %	66.7 %	0.0 %	0.0 %	46.8 %	46.6 %
White	Leavers	389	270	280	54,810	224,950
	Achievement %	68.1 %	57.8 %	57.1 %	57.5 %	54.4 %
Total	Leavers	441	307	332		
	Achievement %	68.0 %	55.4 %	54.8 %		

- Achievement of Asian and mixed heritage learners was significantly lower than white and black counterparts.

Learning Difficulties/Disabilities Apprentices

		Overall				
		Provider Full Year			Prov Grp	National
		2020/21	2021/22	2022/23	2021/22	2021/22
Has difficulty/disability/health problem	Leavers	62	28	43	9,290	31,950
	Achievement %	62.9 %	53.6 %	51.2 %	53.2 %	50.6 %
No difficulty/disability/health problem	Leavers	379	279	289	49,430	225,270
	Achievement %	68.9 %	55.6 %	55.4 %	57.9 %	53.9 %
Total	Leavers	441	307	332		
	Achievement %	68.0 %	55.4 %	54.8 %		

- There is a slight achievement gap in relation to apprentices with a disability and/or learning difficulty.

CHLOE SET FOR CYBER SECURITY INDUSTRY THANKS TO HND WITH HTQ STATUS

19th April 2023

Chloe is on track to start her career in cyber security after completing her course



Chloe has received a distinction in all her modules since starting the course



A HND Computing student from Solihull College & University Centre is on track to launching a career in cyber security thanks to her career-focused course.

Chloe Caine, 19 from Solihull, first came to the College as a Computing & Emerging Technologies student after finishing school. She explains: "I knew I didn't want to go to a large university and wanted to take a more practical route into my career. After deliberating for a while, I decided that the best option was in fact the HND Computing course at the College; it fit in with all my needs and its HTQ status added more value to the qualification. I'm loving my experience here and can say with absolute certainty that I made the best decision."

Chloe's reasons for choosing the College over a large university include the lower costs, support and guidance from lecturers, and the smaller class sizes. She says: "Coming to the College has been so much more cost effective for me than for my friends who have gone to university. I've also got a personal one-to-one relationship with my lecturers and feel so comfortable around them, they're always available for you. Our group has a strong bond, and we are also always there to support each other."

The HND Computing course specialises in cyber security and boasts Higher Technical Qualification (HTQ) status. The status is based on employer-led standards ensuring that the course is designed to cater to employer needs. This is established by fostering strong partnerships with employers and encouraging continuous engagement to provide students with the necessary exposure to the industry.

Chloe speaks highly of the industry professionals she has met recently through the course: "Meeting experts in cyber security has been a highlight for me. It has opened my eyes to the real world. I was particularly impressed with Vanessa Eyles, the Detective Superintendent in West Midlands Police

who is also the Director of The Cyber Resilience Centre. She shared valuable insights from her wide range of experiences related to cyber security in the force."

In addition to Vanessa's visit, students have had bespoke industry sessions from Fahwad Mahmood of BT Group, Chris Brown of West Midlands Police Cyber Crime Unit, Peter Cripps of Digital Innovators and IBM, Josh Elder and Dan Miller of Young Professionals, and Dylan Aupetit of World Wide Technology. Students have also attended cyber security conferences and exhibitions at notable locations such as the NEC, National Cyber Security Centre, and Millennium Point.

These unique experiences, delivered in line with the HTQ standard, are establishing students such as Chloe as the future of the cyber security industry. Computing Lecturer, Gary Rhodes states: "Chloe raises the standard of the whole group, always sets the target of distinction and is enroute to achieving a distinction in all modules. Her work is consistently of an outstanding level and with her motivation and determination she will reach her career goals. The career in cyber security she is aiming for will see her as a professional defending and preventing businesses against cyber-attacks and training organisations to protect themselves. She will be a strong asset to any organisation."

HND Computing has enabled Chloe to become well-versed in the use of Python, HTML and CSS and she and her peers have a strong understanding of why certain professionals and organisations use a specific programming method. Chloe and her peers have two full days of lectures in the College, leaving three days of independent study in the College's designated University Centre and time to gain work experience.

Upon gaining her HND, Chloe intends to dive straight into employment and is looking forward to starting her career in cyber security.

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 2023 Settling In Survey.

Responses by Age

Generally, responses are similar between adults and 16-18 learners. A lower percentage of learners feel safe and secure although this is still above 90%.

Question	16-18 Agree %	19+ Agree %
I feel safe and secure at College	91%	96%
I would recommend this College to a friend	90%	94%
Behaviour in my class is good	96%	96%
I am making good progress on my course	96%	96%
My views and opinions are valued	94%	97%
Total respondents in each group	2980	276
% of respondents	92%	8%

Responses by Ethnicity

White students make up the largest profile of learners compared to other ethnic groups and therefore it can be difficult to accurately compare satisfaction levels with smaller cohorts of learners. Whilst figures show that Chinese learners scored significantly lower levels of satisfaction for 'Behaviour in my class is good' (80%) and 'My views and opinions are listened to' (85%), there was a significantly smaller profile of respondents.

Overall, satisfaction levels remain fairly consistent across the various ethnic groups with the majority of learners exceeding 90%.

Question	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 %
I feel safe and secure at College	91%	93%	93%	90%	87%	97%	95%	91%	95%
I would recommend this College to a friend	91%	90%	89%	88%	90%	92%	87%	94%	95%
Behaviour in my class is good	96%	97%	96%	100%	94%	97%	100%	98%	80%
I am making good progress on my course	95%	97%	95%	94%	94%	100%	93%	96%	100%
My views and opinions are valued	94%	95%	93%	88%	91%	93%	93%	93%	85%
Total respondents in each group	1985	675	195	50	156	60	59	54	20
% of respondents	61%	21%	6%	2%	5%	2%	2%	2%	1%

Responses by Sexual Orientation

Lesbian and Gay learners were generally less satisfied except in relation to feeling their views and opinions are valued.

Question	Heterosexual Agree %	Prefer Not to Say Agree %	Other Agree %	Bisexual Agree %	Lesbian Gay Agree %
I feel safe and secure at College	91%	92%	86%	94%	85%
I would recommend this College to a friend	90%	93%	89%	89%	89%
Behaviour in my class is good	97%	96%	93%	93%	89%
I am making good progress on my course	95%	98%	96%	95%	89%
My views and opinions are valued	94%	95%	93%	93%	94%
No of respondents in group	2511	407	137	135	66
% of respondents	77%	13%	4%	4%	2%

Responses by Disability/Learning Difficulty

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

Question	Has a disability/LD	No disability/LD
I feel safe and secure at College	90%	92%
I would recommend this College to a friend	90%	90%
Behaviour in my class is good	95%	97%
I am making good progress on my course	94%	96%
My views and opinions are valued	93%	94%
Total in each group	807	2448
% of respondents	25%	75%

Responses by Gender

Male and female levels of satisfaction are generally similar, however only 89% of males stated they would recommend the College to a friend compared to 92% of female respondents.

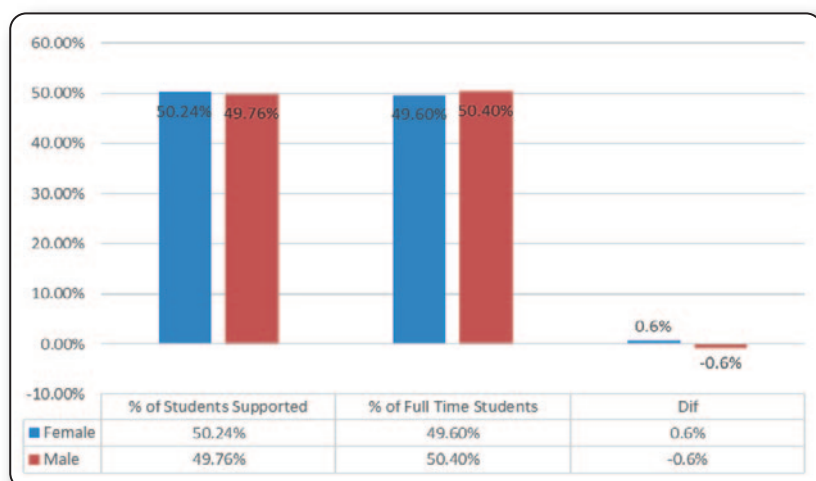
Question	Female Agree %	Male Agree %
I feel safe and secure at College	91%	91%
I would recommend this College to a friend	92%	89%
Behaviour in my class is good	97%	96%
I am making good progress on my course	96%	95%
My views and opinions are valued	95%	93%
No of respondents in group	1562	1695
% of respondents	48%	52%

Equality analysis and allocation of Learner Support Fund 2022-2023

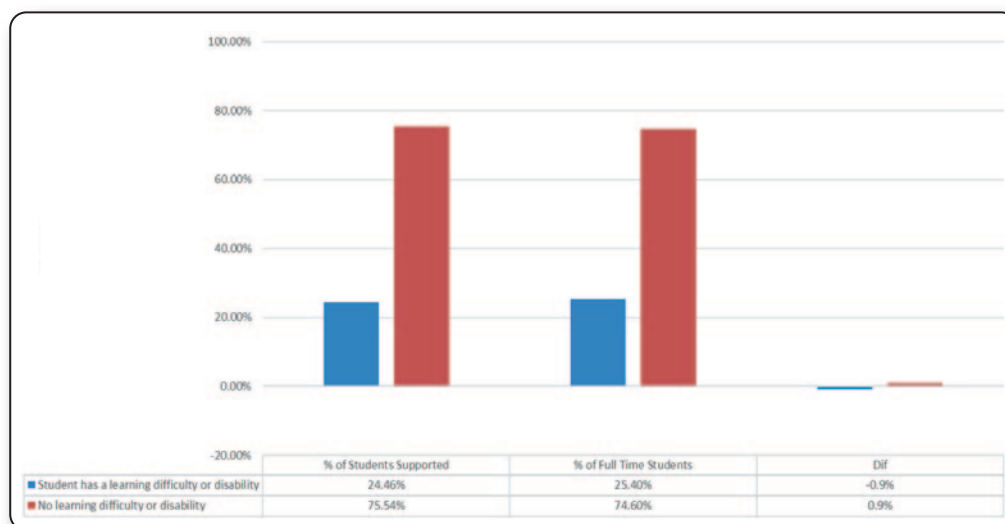
The Learner Support funds are used to help over financial barriers some students face in accessing education. The funds receive applications throughout the academic year, but the majority are received within the first term. The below data was collated on 2nd February 2023.

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.

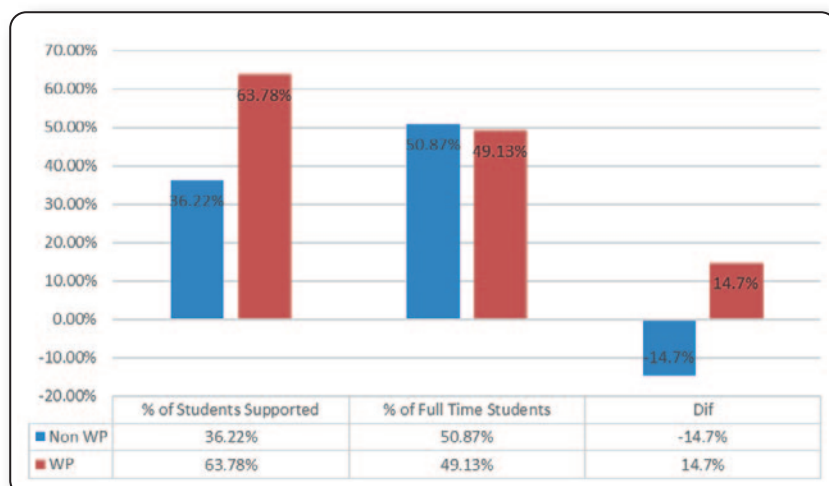


Students with Disability or Learning Difficulty



The funding profile for gender shows that there is little variation in the students receiving funding and the college profile.

Students from a Widening Participation Post Code



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

SAM BANSAL STUDENT ENRICHMENT OFFICER

I started my role as an Enrichment Officer at the college in June 2021, undertaking a versatile position that involves coordinating clubs, activities, events, trips, workshops, volunteering opportunities, and overseeing student voice initiatives. I also play a pivotal role in supporting the student executive team.

I am very passionate about equity and inclusion, and I am proud to be a part of the college's anti-racist initiatives from the beginning of the journey. The college had an introductory course lead by the Black Leadership Group (BLG). I was selected to contribute to the working group, where I played a key role in developing mandatory staff training providing an introduction to anti-racism. I thoroughly enjoyed developing this training because I have experience creating anti-racism training for students and I also have lived experience. Once the training was completed, we then held a train the trainer's session where we trained other staff members to become facilitators.

Additionally, I was also given the opportunity to participate in the pilot 'Future Leaders Programme' a collaborative initiative with Colleges West Midlands. This programme involves me doing reciprocal mentoring between myself and the principal, complemented by a series of masterclasses. During this programme I have had the opportunity to meet other people of colour in the same sector from colleges across the West Midlands and create a network as well as share lived experiences across the sector. Through this initiative, I had the opportunity to engage with fellow professionals of colour across colleges in the West Midlands, establishing a valuable network and facilitating the exchange of lived experiences within the sector. The masterclasses have been instrumental in addressing my imposter syndrome, honing communication and influencing skills, and enhancing self-presentation capabilities to attract new opportunities. The reciprocal mentoring model, in my view, is a wonderful mechanism for frontline staff to share insights and experiences with decision-makers, thereby contributing to positive institutional change.



Sam Bansal

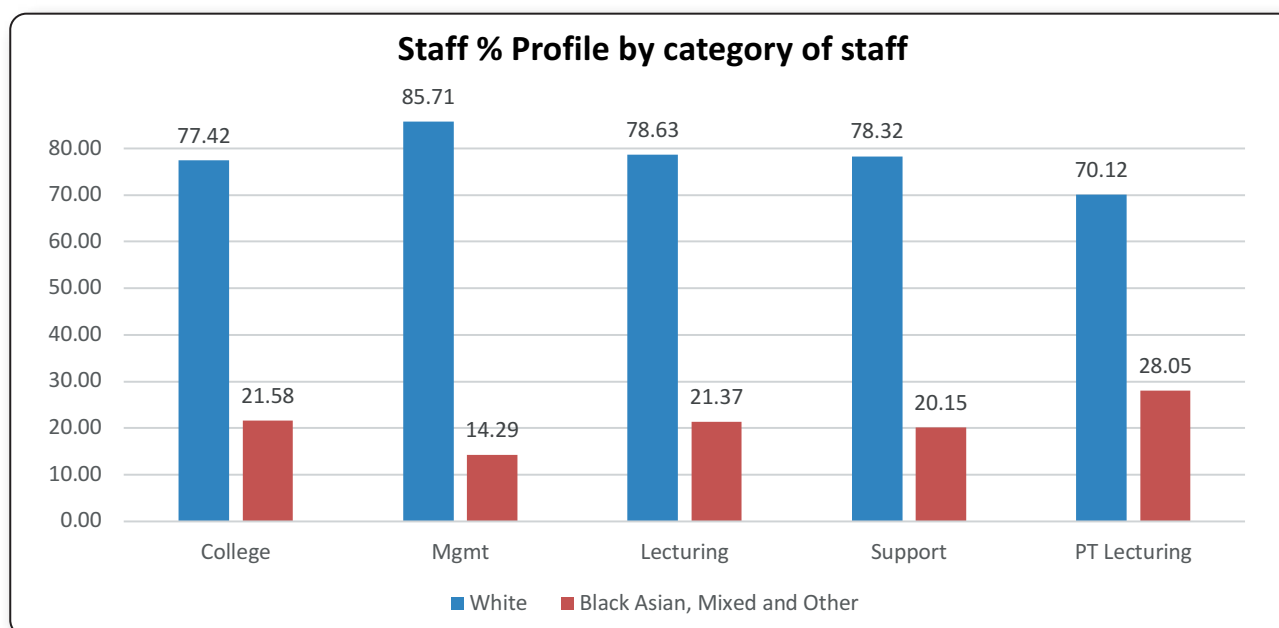
I am looking forward to working on the next project which is about delivering training to support colleagues with unconscious bias as well as developing additional training modules in support of the college's ongoing anti-racism initiatives. I am particularly looking forward to my upcoming educational talk titled 'Shades of my Identity: A Talk on Colourism,' where I aim to deepen my colleagues' understanding of colourism, shedding light not only on its impact on my life and the experiences I have had but also its broader implications worldwide. I am excited about further contributing to the college's commitment to fostering an inclusive and equitable learning and working environment.

The College 2023/24 Staffing Profile

Ethnicity

The table below shows the current ethnic profile of Solihull College staff with comparative data for 2021, 2022 and 2023.

Year	Ethnicity %	College	Management	Lecturing	Support	PT Teaching	Hourly Paid Support
2023	Asian or Asian British	13.24	7.14	12.90	14.54	15.24	3.77
2022	Asian or Asian British	11.10	10.00	11.86	12.72	9.30	1.92
2021	Asian or Asian British	10.23	9.09	11.36	11.36	8.39	3.28
2023	Black, Black British, Caribbean or African	4.34	2.38	4.44	3.32	5.49	9.43
2022	Black, Black British, Caribbean or African	4.18	0.00	4.74	3.82	3.49	9.62
2021	Black, Black British, Caribbean or African	3.88	0.00	3.41	3.46	5.81	6.56
2023	Mixed or multiple ethnic groups	2.56	0.00	3.23	1.53	5.49	0.00
2022	Mixed or multiple ethnic groups	2.53	0.00	3.16	0.76	5.81	3.85
2021	Mixed or multiple ethnic groups	2.37	0.00	3.03	0.49	5.16	6.56
2023	White	77.42	85.71	78.63	78.32	70.12	81.13
2022	White	80.44	87.50	78.66	82.19	77.33	80.77
2021	White	82.13	88.64	81.06	84.44	76.77	80.33
2023	Other ethnic group	1.45	4.76	0.81	0.77	1.83	5.66
2022	Other ethnic group	1.54	2.50	1.58	0.51	2.91	3.85
2021	Other ethnic group	1.18	2.27	1.14	0.25	2.58	3.28
2023	Prefer not to say / Unknown	1.00	0.00	0.00	1.53	1.83	0.00
2022	Prefer not to say / Unknown	0.22	0.00	0.00	0.00	1.16	0.00
2021	Prefer not to say / Unknown	0.22	0.00	0.00	0.00	1.29	0.00



The percentage of staff from ethnically minoritised backgrounds has increased significantly this year to 21.58%. This is mainly attributable to the increase within the Lecturing and Support staff groups. In terms of student profile, learners from Black, Asian and other ethnic minority groups account for 37% of the total full-time cohort and 32% of our part-time learner cohort.

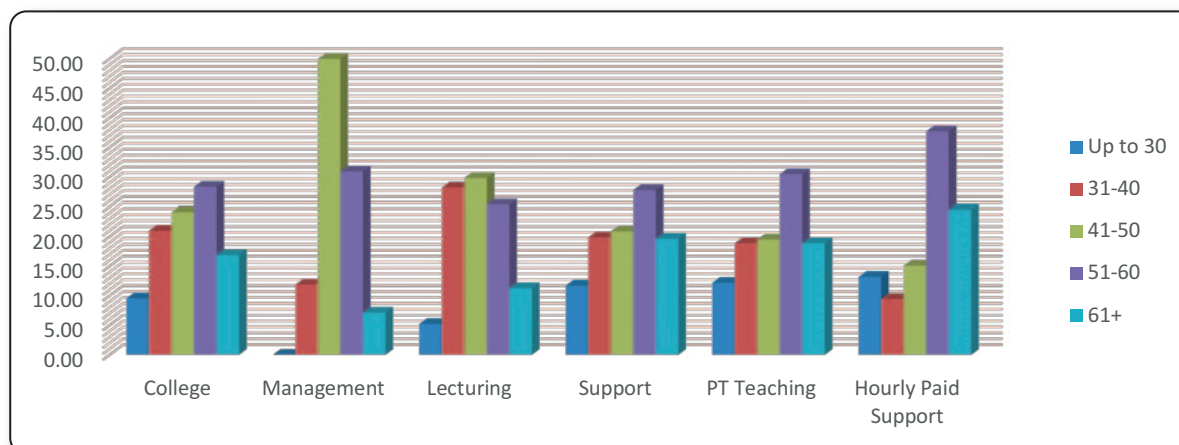
Gender

This table below shows the gender profile of College staff.

Year	Gender %	College	Mgmt	Lecturing	Support	PT teaching	Hourly paid support
2023	Female	67.52	54.76	63.31	68.88	67.68	86.79
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
2023	Male	32.48	45.24	36.69	31.12	32.32	13.21
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 increased from 7.36 in 2021/22 to 8.90% in 2022/23. The category of staff with the greatest percentage of disability is hourly paid support where 15.09% have declared a disability.

Sexual Orientation

The following table details the profile of Sexual Orientation of staff at the College.

Sexual Orientation	College	Management	Lecturing	Support	PT Teaching	Hourly Paid Support
Bisexual	0.89	0.00	1.61	0.51	0.00	3.77
Gay	1.33	0.00	2.02	1.02	1.83	0.00
Heterosexual	86.65	92.86	84.68	86.48	87.80	88.68
Lesbian	0.67	0.00	0.81	1.02	0.00	0.00
Prefer not to say / unknown	10.46	7.14	10.89	10.97	10.37	7.55
Grand Total	100.00	100.00	100.00	100.00	100.00	100.00

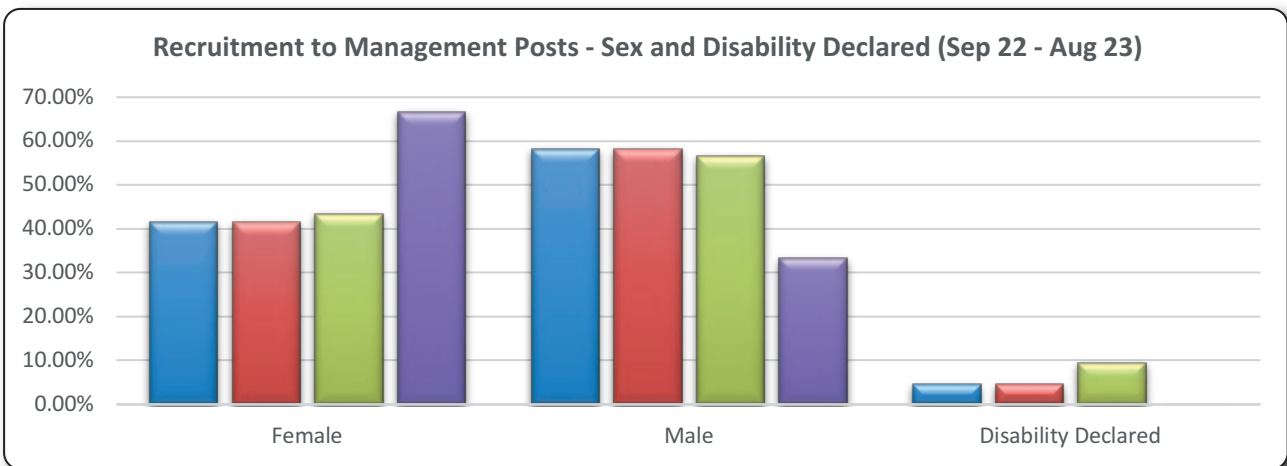
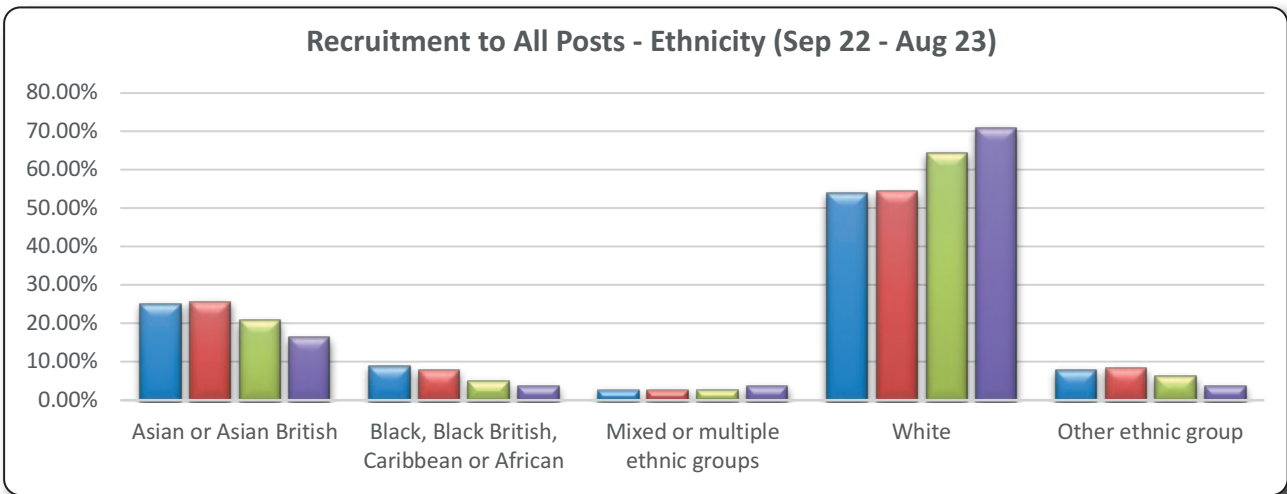
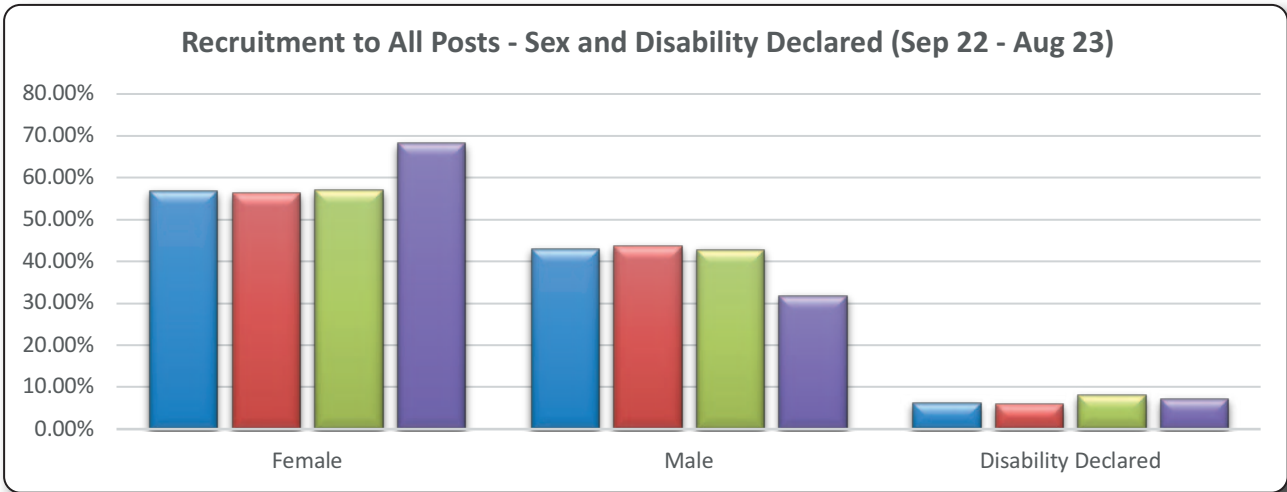
Religion or Belief

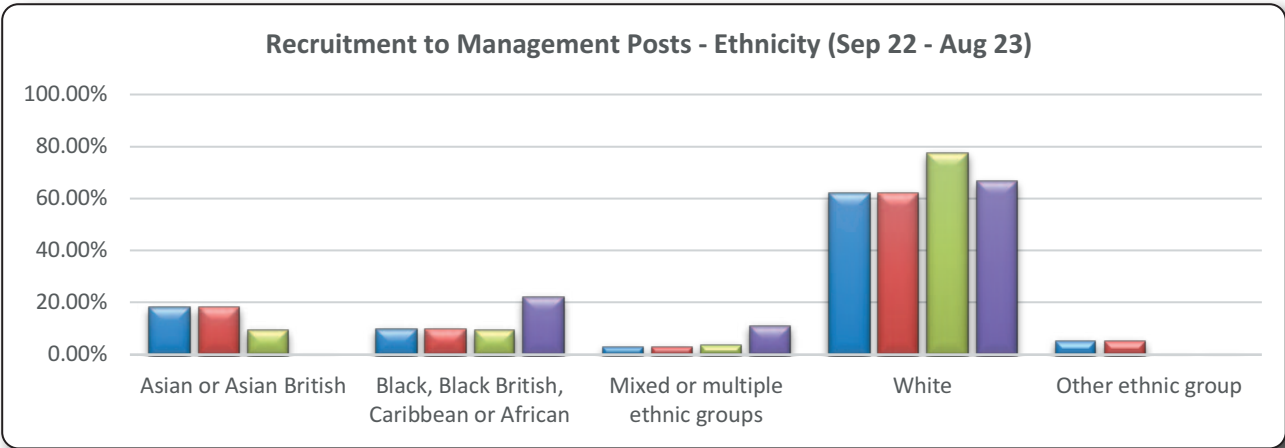
The following table details the profile of Religion or Belief of staff at the College.

Religion or belief	College	Management	Lecturing	Support	PT Teaching	Hourly Paid Support
Christian	46.16	50.00	47.18	44.64	44.51	54.72
Hindu	1.45	0.00	1.21	1.79	1.83	0.00
Jewish	0.11	0.00	0.40	0.00	0.00	0.00
Muslim	8.68	2.38	9.68	7.91	10.98	7.55
Sikh	2.56	2.38	2.42	2.55	3.66	0.00
No religion	28.81	28.57	28.63	31.12	25.61	22.64
Other	3.23	4.76	2.02	3.32	3.05	7.55
Prefer not to say / unknown	9.01	11.90	8.47	8.67	10.37	7.55
Grand Total	100.00	100.00	100.00	100.00	100.00	100.00

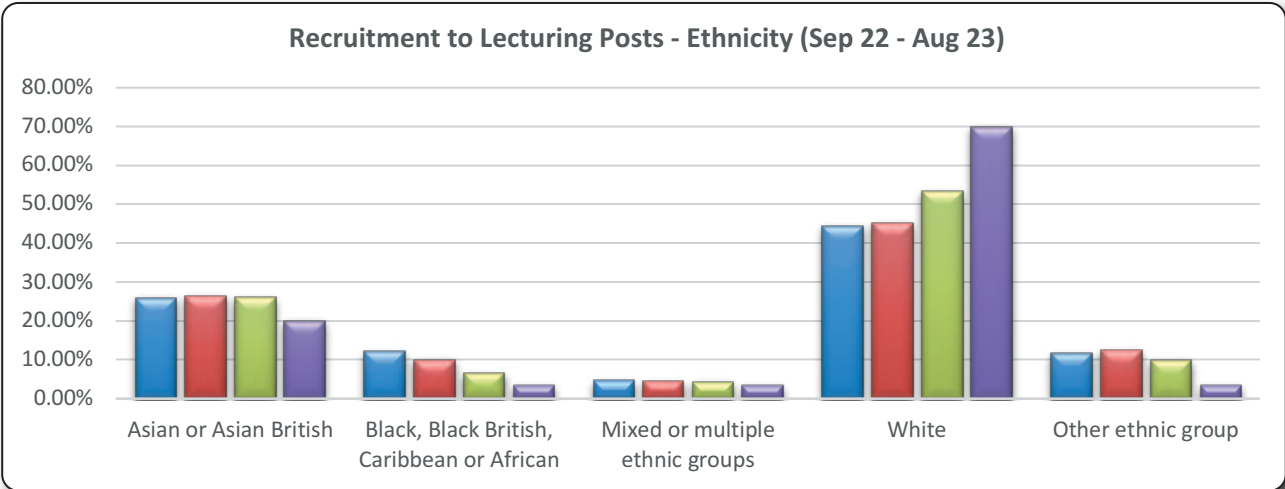
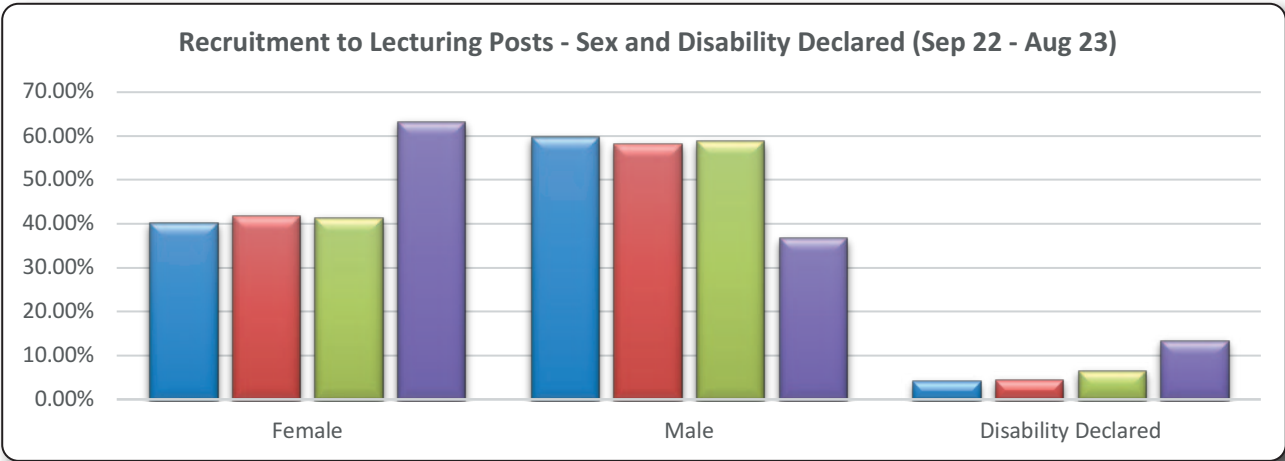
Recruitment Profiling

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 ethnically minoritised backgrounds 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.

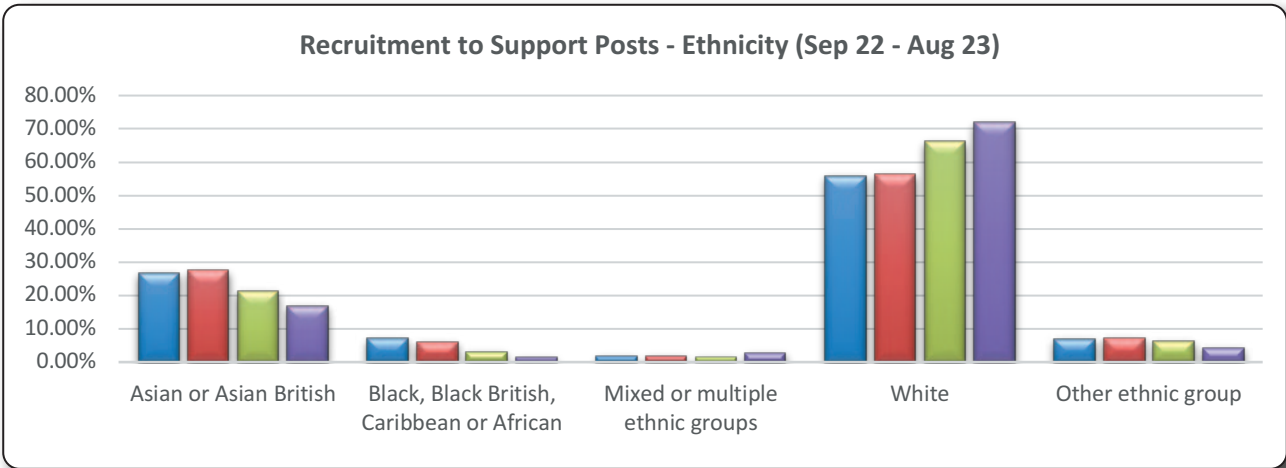
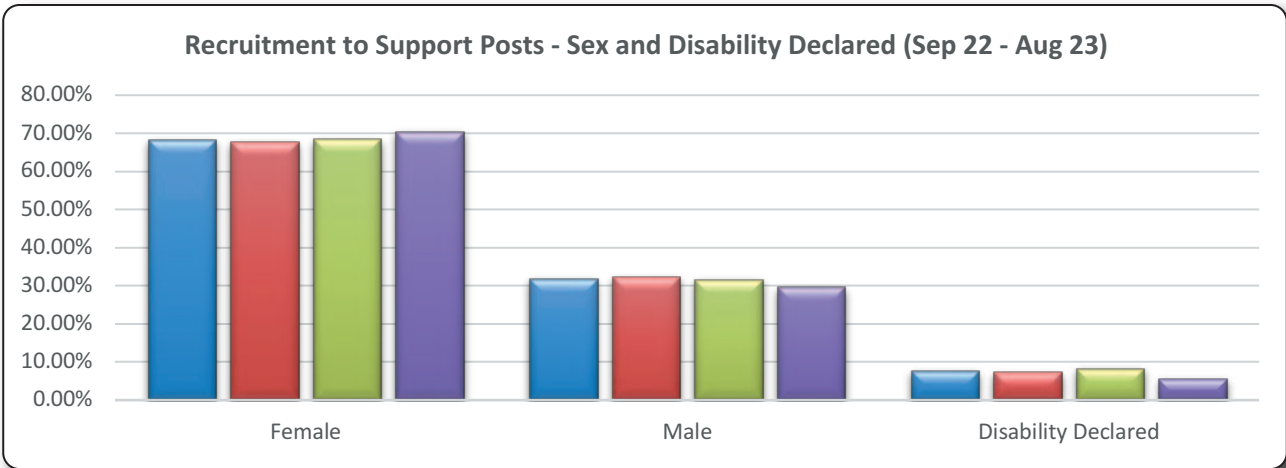




For management posts 44.49% of the applicants were ethnically minoritised backgrounds. The percentage of appointed ethnically minoritised backgrounds candidates was 33.33%. Whilst this is a relatively balanced profile, the College is seeking to increase the number of ethnically minoritised backgrounds applicants to management posts, when considering that the percentage of applicants for all post from ethnically minoritised backgrounds groups was almost 36.36%.



continued on next page...



54.17% of lecturing applications were from ethnically minoritised backgrounds applicants, but this figure drops to 29.99% of the successful candidates appointed to posts.

42.43% of business support applicants were ethnically minoritised backgrounds. The profile of appointed candidates falls to 25.36% ethnically minoritised backgrounds.

Staff Turnover

The turnover of salaried staff for the College for the period September 2022 to August 2023 was 14.84%. The ethnic group with the highest turnover was Black, Black British, Caribbean or African at 18.18%.

Ethnicity	Total leavers	% Turnover
Asian or Asian British	9	11.89
Black, Black British, Caribbean or African	6	18.18
Other ethnic group	1	17.65
Prefer not to say / Not known	0	0
White	79	15.19
Grand Total	95	14.84

RAVINDER JHITE

HEAD OF QUALITY AND PERFORMANCE - APPRENTICESHIP PROVISION

I joined Solihull College five years ago, working initially in the English Department. I quickly settled into the team and we collaborated on different projects, such as feedback-feedforward, embedding safeguarding into the curriculum and sharing engaging resources.

After a term and a half, I was appointed as Teaching and Learning Coach, initially working with the Creative Arts teams and then engaging more with new staff and PGCE trainees, something I found incredibly rewarding.

With the coaching role, my horizons really broadened, as I gained valuable experience designing and delivering CPD and coaching staff across the College. During the pandemic, I upskilled considerably with learning about digital pedagogies and I greatly enjoyed sharing these with staff who were now required to deliver remotely.

I really appreciated the College's support when I decided to train as an Ofsted inspector. This gave me greater opportunities to gain a deeper understanding of the Further Education and Skills framework, as well as building experience of applying this in a range of settings.

A turning point came when I joined the Aspiring Leaders Programme, which was in-house and spanned two terms. I really enjoyed all the classes on the programme and heard from experts across the College, such as those responsible for Safeguarding or Finance. It was really interesting to work with the other delegates and I also conducted an action research project on promoting equality and diversity through the curriculum.



The delivery on the Aspiring Leaders Programme was inspirational, highly motivational and encouraging, and this was a catalyst for my application for the role of Head of Quality and Performance, for our apprenticeship provision.

I'm in my sixth month in this role and I love it! My skills set has expanded considerably and I'm enjoying the small wins, as well as the big wins! I have had lots of opportunities to network with counterparts in other providers, attend workshops at conferences and organise my own events within College.

I greatly appreciate the faith that the College has placed in me and the opportunities I have been afforded to develop as a manager and to make a positive contribution to the journey of our staff and students.

Gender Pay Gap

Gender Pay Gap – based on data from 31st March 2023

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 2023 ie March 2023 payroll. The data of hourly rates for employees was compiled. Where an individual member of staff has more than one contract the average of the rates was used.

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

The required calculations were then undertaken.

The mean gender pay gap

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

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

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

The final calculation is as follows:

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

Summary

Mean gender pay gap

Mean hourly rate of pay of all full-pay relevant male employees	£18.16
Mean hourly rate of pay of all full-pay relevant female employees	£17.45
Difference	0.71
Mean gender pay gap as a percentage	3.91%

The value for the College is 3.91% which indicates men are paid on average more than women by 3.91 %. (The figure for 31 March 2022 was 3.84%).

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 £19.30

Median hourly rate of pay of all full-pay relevant female employees £18.25

Median gender pay gap as a percentage 5.44%

The median gender pay gap value for the College was 5.44%. (The figure for March 2022 was 6.93%).

Salary quartiles

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

Salary Quartile	Total	Male	Female	% Male	% Female
Lower quartile	224	64	160	28.57	71.43
Lower middle quartile	224	71	153	31.70	68.30
Upper middle quartile	224	79	145	35.27	64.73
Upper quartile	224	74	150	33.04	66.96

The data from March 2022 is shown below:

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

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 a greater representation of women in the lower quartiles (71.43% and 68%) compared to the two upper quartiles (64.73% and 66.96%).

Our recruitment profiling on pages 88-90 does not suggest an imbalance of appointments compared to applications. However we are seeing a higher percentage of applications for support posts from females.

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 ethnically minoritised backgrounds 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 ethnically minoritised backgrounds 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	£17.72
Mean hourly rate of pay of all full-pay relevant ethnically minoritised background employees	£17.55
Difference	0.17
Mean ethnicity pay gap as a percentage	0.96%

The value for the College is 0.96% which indicates White employees are paid on average more than ethnically minoritised background employees by 0.96%. This is compared to 0.06% for the previous year.

The median ethnicity pay gap

The hourly rate pay data was split into white and ethnically minoritised background 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	£18.56
Median hourly rate of pay of all full-pay relevant ethnically minoritised background employees	£19.40
Median gender pay gap as a percentage	-4.53%

The median ethnicity pay gap value for the College was -4.53% indicating ethnically minoritised background staff are paid on average more than white employees by 4.53%. This is compared to 4.11% in the previous year.

Salary quartiles

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

Salary Quartile	Total	White	Ethnically minoritised background	Prefer not to say	% White	% Ethnically minoritised background	Prefer not to say %
Lower quartile	224	174	50	0	77.68	22.32	0.00
Lower middle quartile	224	192	29	3	85.71	12.95	1.34
Upper middle quartile	224	178	46	0	79.46	20.54	0.00
Upper quartile	224	177	47	0	79.02	20.98	0.00

The data from March 2022 is shown below:

Salary Quartile	Total	White	Ethnically minoritised background	Prefer not to say	% White	% Ethnically minoritised background	Prefer not to say %
Lower quartile	228	183	45	0	80.26	19.74	0
Lower middle quartile	227	192	35	0	84.58	15.42	0
Upper middle quartile	227	175	52	0	77.09	22.91	0
Upper quartile	227	186	41	0	81.94	18.06	0

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.

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 – Pete Haynes

Faizah Azeem
BAME Staff Network Lead
Marketing & PR Officer



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 and Disability Networks Lead
Talent Bank Co-ordinator**



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

Call Out Discrimination!

As part of the student commission on racial justice in 2023, in conjunction with the organisation 'Leaders Unlocked', part of the feedback from students was that having a means to report discrimination confidentially and anonymously would encourage more students to speak out against racial discrimination. On the back of this feedback, the below campaign was created in March 2014.



EVERYONE DESERVES TO FEEL
SAFE AND RESPECTED

If you see or hear anything that concerns you, please tell a member of staff. **You can report it anonymously by scanning the QR code.**



EVERYONE DESERVES TO FEEL
SAFE AND RESPECTED

If you see or hear anything that concerns you, please tell a member of staff. **You can report it anonymously by scanning the QR code.**





CALL OUT DISCRIMINATION!

EVERYONE DESERVES TO FEEL
SAFE AND RESPECTED

If you see or hear anything that concerns you, please tell a member of staff. **You can report it anonymously by scanning the QR code.**



CALL OUT DISCRIMINATION!

EVERYONE DESERVES TO FEEL
SAFE AND RESPECTED

If you see or hear anything that concerns you, please tell a member of staff. **You can report it anonymously by scanning the QR code.**



Call Out Discrimination! - Poster campaign, designed by Chris Donovan, Graphic Designer, Solihull College & University Centre.

Equality, Diversity & Inclusivity Annual Report 2023

Published March 2024

Solihull College & University Centre

Blossomfield Campus, Blossomfield Road, Solihull, B91 1SB

Solihull College & University Centre

Woodlands Campus, Auckland Drive, Smith's Wood, Solihull, B36 0NF

www.solihull.ac.uk

0121 678 7000

enquiries@solihull.ac.uk

Stratford-upon-Avon College

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

www.stratford.ac.uk

01789 266 245

hello@stratford.ac.uk



Solihull College
& University Centre

Stratford-upon-Avon
College

