

Solihull College & University Centre Equality & Diversity Annual Report 2020

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Foreword by the Principal & Chief Executive

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

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

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

In the face of unprecedented adversity in 2020, there have been some real success stories, some of which are shared with you in this report. In recognising the achievements of our learners and our staff, it's key to also celebrate the diversity of our unique organisation.

I would like to thank the many students and staff who have contributed in some way to this report, which is a celebration of the rich tapestry of talent we enjoy at our college and I hope that you find it stimulating and informative.

John

Executive Summary

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

SCUC has a set of five core values which underpin everything that we do. Equality and Diversity is embedded within the five values.

Our Values

- Inspiring and supporting students to succeed
- Striving for excellence exceeding expectations
- Respecting each other
- Recognising our responsibility
- Caring sharing and working together

Equality Policy Statement

Solihull College & University Centre has a culture where difference is respected and diversity celebrated. We welcome all students, regardless of age, race, ethnicity, religious belief, gender, sexual orientation or disability.

We expect all members of our college & university centre community to recognise and respect this.

SCUC will continue to treat all students and employees with respect and dignity, and seek to provide a positive working and learning environment free from discrimination, harassment or victimisation.

SCUC makes a genuine and realistic commitment to continually raising awareness of equality and diversity matters both within and outside of curriculum settings to challenge and minimise discrimination and prejudice in all of its forms.

SCUC welcomes, as an employer and as a provider of education and training, its duty towards those individuals sharing one or more of the protected characteristics of age, disability, gender re-assignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation and, where relevant, marriage and civil partnership.

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

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

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

SCUC will seek not only to eliminate discrimination but also to create a working and learning environment based on positive relations. To this end, SCUC undertakes to provide training and support for staff, to consult with all staff about their experience of the working environment and to provide diverse images in any materials that it produces for learners and staff. The aim is to create a

positive inclusive ethos where any issues of stereotyping and discrimination can be discussed openly, with a shared commitment to challenging and preventing discrimination, to respecting diversity and difference and to encouraging good relations between people.

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

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

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

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

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

The College Website

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

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

The College's Self-Assessment of Equality and Diversity

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

Equality & Diversity Judgements in the College SAR for 2019/20

Performance against the quality improvement plan

Target:

Close age and gender achievement gaps for apprentices.

Progress:

In 2018/19, the gap between the best (16-18) and worst (24+) performing age groups was 13%. In 2019/20, the gap between the best (19-23) and worst (24+) performing age groups was 17%.

The age achievement gap has therefore widened.

In 2018/19, the achievement of female apprentices was 6% higher than for males. In 2019/20, the achievement of female apprentices was 5% higher than for males.

The gender achievement gap has therefore narrowed slightly.

Rating: Amber

Strengths:

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

1. Achievement of disadvantaged learners, and those with high needs, is excellent.
2. Learners' and apprentices' attitudes, behaviour and commitment are strong, as a result of a highly respectful and purposeful culture and environment.
3. Learners and apprentices benefit from a harmonious and purposeful environment for learning. They quickly develop a good awareness and understanding of safeguarding, equality and diversity, 'Prevent' and British Values
4. Achievement gaps have significantly reduced across all provision types, meaning that various groups of learners achieve at least as well as their peers.

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

Strength:

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

Supporting commentary:

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

Table 1: Achievement of classroom-based provision by academic year (from 2015 – 2020)

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

Academic Year	Achievement
15/16	83.1%

- 93.5% of learners with high needs achieved their qualifications, evidencing that they achieve at least as well as their peers.
- Headline achievement for apprentices has slightly declined since the previous academic year, though it remains slight above national average.
- Disadvantaged learners achieve very well, and at least as well as their peers:
 - 94.8% of learners in receipt of free school meals completed and achieved their programmes
 - 92.7% of learners with a disability and/or learning difficulty completed and achieved their programmes

Strength:

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

Supporting Commentary:

- Relationships among learners and staff reflect a positive and respectful culture, learners are polite and well-mannered in class and around college sites. 93% of students agreed in the student satisfaction survey that their views and opinions are valued.
- Students' behaviour is positive and, as a result, they are engaged in lessons and enjoy learning. They demonstrate good levels of mutual support during team working and practical exercises. Learning environments are well-managed, orderly and calm, particularly important in practical workshops given the potentially hazardous setting and equipment on which students work. 94% of students agree that teaching staff ensure that students behave appropriately in class.
- 95% of learners feel safe at the college as a result of the calm and ordered environment.
- Students go above and beyond the commitment required of them at college to contribute to society, particularly their local communities. For example, Animal Care students volunteer by showing animal displays at local schools and community groups, Early Years students raise money for charities such as Children in Need and local food banks, Health & Social Care students volunteered in their local communities during the Covid 19 national lockdown
- In one-third of learning walks, development of positive behaviours and attitudes was a strength

Strength:

Learners are well prepared for life in modern Britain

Supporting Commentary:

- A key focus of the tutorial programme is Prevent and British Values. Through the Prevent and Safeguarding tutorials, all learners are aware of the referral process and where to go for support. All learners have demonstrated that they have a good understanding of British Values in the context of their vocational courses and wider society.
- Apprentices develop an awareness of Prevent and British Values supported by their assessors. Apprentices access the same resources to understand the dangers of radicalisation and can relate Prevent and British Values to the context of their workplace.

- Staff at all levels promote very well an inclusive and tolerant culture. Learners treat each other and staff with high levels of respect. Teachers promote fundamental British values and celebrate diversity well in lessons; as a result, learners' understanding is comprehensive.
- Enrichment events are held at all campuses throughout the year to promote visibility and inclusivity, including International Women's Day, International Day for the Elimination of Racial Discrimination, Transgender Visibility Day, Black History Month, LGBT+ History Month and more.
- Student Officers are elected to the Student Voice Executive Committee to cover underrepresented groups, including a Vice President in Equality and Diversity, BAME Officer, Women's Officer, Disabled Students' officer, LGBT+ Officer.
- The College works hard to raise awareness, and offers a wide range of support for LGBT+ students and staff through the LGBT+ officer, Pride Club (weekly meeting for LGBT+ students), staff training and pocket guide for working with LGBT+ students, and pocket guide for LGBT+ students
- Learners have a good understanding of safeguarding, online safety and the risks associated with radicalisation and extremism; they follow safe working practices in studios and workshops. Learners feel safe in college and know how to report any concerns that they may have. They treat each other with high levels of respect and maintain good working relationships with their teachers. 95% of college-based students agree that they feel safe and secure at college.

Strength:

Summary of support provided to safeguarded and vulnerable learners during lockdown

Supporting Commentary:

- A risk-based approach was used to supporting our vulnerable learners during this time, underpinned by regular and targeted communication. All vulnerable learners were risk assessed and a record was kept of all communication and information sent to them, which enabled us to share information and data with our partner agencies such as local authorities, Children's Social Care, the Police etc. who all have a shared role in protecting vulnerable members of society during this time. All relevant agencies and local authorities were provided with contact details of our DSL and safeguarding team, as do learners who we provided with a guide to support services, safeguarding and what they should do if they have a concern.
- During the lockdown period (23/03/2020 to 25/06/2020) a total of 24 new concerns were raised. The highest category for referral was due to mental health concerns with a total of 13 referrals.

Disability

Robust additional support services are in place at the College. Learners access support for additional needs, English and Maths support assessment and support for dyslexia. Rigorous initial assessment ensures that early identification and timely support is put in place. 1650 learners are identified as having a disability or learning difficulty in 2019 -20. Of this figure, 1207 are full time learners representing 21% of learners on long courses.



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>

The College's self-assessment of its provision for high needs learners in 2019 / 2020

Strength:

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

Supporting Commentary:

- The College had 81 students (2019/20) who studied across a wide range of areas and from Foundation to Level 3 and across three different campuses. There was an overall retention rate of 98% for High Need Students during 2019/20.
- The number of high needs students on the supported learning course REACH has increased from seven in 2018/19 to eight learners in 2019/20.
- There was a large increase of High Needs Students within Engineering and Motor Vehicle from 8 learners in 2018/19 to 14 learners in 2019/20.
- The retention rate for High Need Students increased from 97% during 2018/19 to 98% in 2019/20.

Table 2 – High Needs Learners by Level

Level	Number of High Needs Students 2015/2016	Number of High Needs Students 2016/2017	Number of High Needs Students 2017/2018	Number of High Needs Students 2018/2019	Number of High Needs Students 2019/2020
Foundation	12	18	13	18	16
Level 1	8	11	21	25	32
Level 2	15	8	6	18	18
Level 3	13	12	9	13	15

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

Table 3 - High Needs Learners by Local Education Authority

Local Education Authority	2018 - 2019	2019 - 2020
Solihull	23	31
Birmingham	37	37
Sandwell	1	1
Warwick	11	10
Worcestershire	2	2

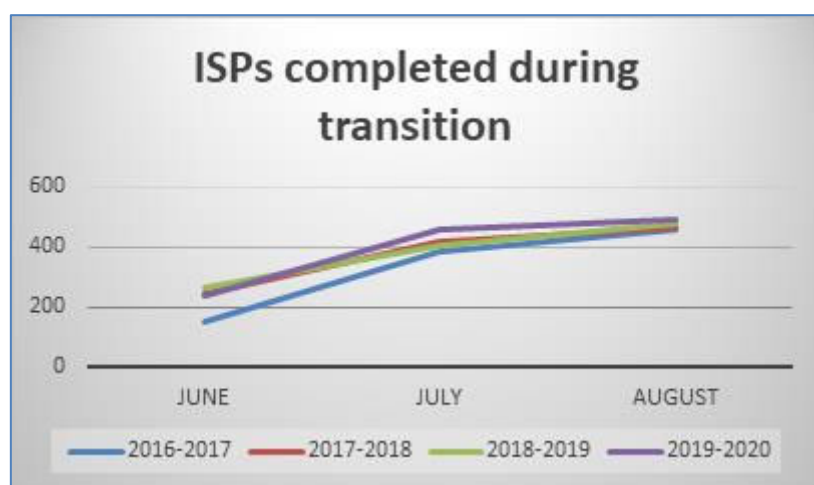
- The College had 81 learners (2019/20) in receipt of high needs funding from five local authorities (Solihull, Sandwell, Birmingham, Worcestershire and Warwickshire).
- Planning for High Needs has been improved by establishing links with Local Education Authorities in Worcestershire, Warwickshire, Sandwell, Solihull and Birmingham have been developed through participation in partnership groups, developing links with named contacts and face to face meetings.
- The College had 81 learners (2019/20) in receipt of high needs funding from five local authorities (Solihull, Sandwell, Birmingham, Worcestershire and Warwickshire).
- Planning for High Needs has been improved by establishing links with Local Education Authorities in Worcestershire, Warwickshire, Sandwell, Solihull and Birmingham and have been developed through participation in partnership groups, developing links with named contacts and face to face meetings.

Strength:

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

Supporting Commentary:

Chart 1 – Individual Support Plans completed during transition by academic year (2016 – 2020)



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

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

Table 5: Breakdown of students with high needs by campus

Campus	Percentage of students with high needs
Blossomfield	64
Woodlands	20
Stratford Upon Avon	16

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

- During 2019/20, 40 of the 81 High Need students (49%) indicated Autism as their primary additional need.
- There were 13 High Needs students that were Deaf and used BSL as their first language – this accounted for 16% of the total High Needs students during 2019/20.
- High Needs students with a physical disability increased from 6 students in 2018/19 to 7 students in 2019/20.

Table 6: Breakdown of High Needs Students by Learning Difficulty or Disability

LDD Type	2015 - 2016	2016-2017	2017-2018	2018-2019	2019-2020
Visual Impairment	1	4	1	1	2
Deaf	11	5	8	13	13
ASD	21	22	24	31	40
ESBD	1	3	1	3	3
Physical Disability	4	3	4	6	7
Multiple Disabilities	4	6	4	10	6
Learning Difficulties	6	3	5	6	9
Specific Learning Difficulties	0	0	2	3	0
Down's Syndrome	0	3	0	1	1

Table 7: High Needs Attendance 2016 - 2020

Year / Campus	HNS > 96% Attendance	HNS > 90 % Attendance	HNS -Overall Average Attendance
2016-2017 (Blossomfield/Woodlands)	39%	60%	88.5%
2017-2018	25%	63%	89%

Year / Campus	HNS > 96% Attendance	HNS > 90 % Attendance	HNS -Overall Average Attendance
(All Campuses)			
2018-2019 (All campuses)	30%	53%	87%
2019-2020 (All campuses)	31%	54%	85%

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

High Needs Student Destinations:

- 55% of High Needs students remained at Solihull College & University Centre and progressed upon their current course.
- 7% of High Needs students remained at Solihull College & University Centre but chose an alternative course option.
- 5% of High Needs students progressed to Higher Education.
- 8% of High Needs students progressed to a Supported Internship.
- 6% of High Needs students chose to seek employment.

Strength:

Interventions and support for individual students are timely and effective

Supporting Commentary:

- 1299 ISPs/ Risk Assessments (RAs) were completed and uploaded to ProMonitor by October 28th 2019.
- ISP and RAs were reviewed and updated throughout the academic year and updated documents were communicated to relevant staff.
- ProMonitor and ProSolution have been continually developed to enable accurate recording and monitoring of information is available to relevant staff. The improved system has enabled a more effective method of sharing information between relevant staff. All relevant staff are emailed and provided with a link to the document that has been uploaded.
- A structured and timely transition process has been developed in order to enable information to be gathered and collated prior to September and transferred to the ISP in preparation for uploading during the student's initial weeks.
- ISPs are now uploaded to ProMonitor in chronological order and existing ISPs to carry over to the new academic year for returning students.

Strength:

Personal development is highly effective for High Needs Learners

Supporting Commentary:

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

Table 8: High Needs Student Progression

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

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

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

Education, Health and Care Plans (EHCP)

Table 9: Review of Education, Health and Care Plans by Academic Year

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

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

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

- Feedback upon the EHCP review process was received as below:
 - **Solihull LEA (October 2019)** “Thank you for all the work you are doing at Solihull College on the pupils’ EHCP’s; the reviews are very thorough, clear and relevant, everything is great..”
 - **Parental feedback (Jan 2020)** “Thank you so so much. I have to say, this is the best amendment I have ever had so hats off to you. Thank you for listening to my concerns and noting everything that we felt needed to go in the plan”
 - **Parental Feedback (July 2019)** “...Refreshing alterations have been very minor, so thank you for your hard work and taking the time to get to know Connor”.
 - **Ofsted 2016:** Learners with high needs benefit from well-coordinated support. The use of specialist support staff and a range of assistive technologies and adapted resources enable these learners to increase their independence and overcome problems which might inhibit learning.

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

Developments

- Additional roles have been created in order to increase the number of EHCP reviews completed. The Education, Health and Care plan review process will be monitored during the academic year to assess the effectiveness of enhanced process
- In order to widen the opportunity for students with high needs to develop their independence skills a structured social development programme was offered at both Blossomfield and Stratford Campuses – The Additional Needs team will look to further increase the frequency of the Games group to offer students additional social opportunities.

Learner Voice and Equality & Diversity Steering Group

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

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

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

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

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

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

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

The Learner Voice and Equality & Diversity Group - Membership

- Vice Principal, HR & Student Services (Chairperson)
- College Lead Governor for Equality & Diversity & Learner Voice
- Director Student Services
- Vice Principal Teaching & Learning
- Head of Student Services
- Marketing Manager
- Information Systems Manager
- Human Resources Manager
- Dean of HE & Curriculum Innovation
- Facilities Manager
- Student Enrichment Coordinator
- Director of Quality
- Head of School Health & Social Care (Service Industries Faculty)
- Assistant Principal STEM Faculty
- Assistant Principal Service Industries Faculty
- Members of the Student Voice Executive Committee

Governance

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

Introducing the Student Voice Executive Committee

Student Voice President & LGBT+ Officer



Name: William Pullen

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.

Vice President-Equality and Diversity



Name: Catalin Bucur,

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

Disabled Students' Officer



Name: Akram Afsar

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

Women's Officer



Name: Alexa Denuta

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

Digital & Communications Officer



Name: Ben Starkie

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

Black & Asian Minority Ethnic Officer



Name: Fatima Mai-Bornu

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

Green and Sustainability Officer



Name: Rebecca Drew

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

Stratford Officer



Name: Annie Figgitt

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

Woodlands Officer



Name: Mobine Hussain

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

Case Study- William Pullen (LGBT+ Officer 2019-21 and Student Voice President 2020-21)

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

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

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

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

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

I put myself forward for the position of Student Voice President due to my keen interest in student voice and because, I wanted to work with and represent our whole college community. Within this role, I support the Student Voice Executive Committee to plan events that make positive change, promote Equality & Diversity and much more.

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

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



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



With the LGBT+ History Month 2020 display in the college library.

Case Study- Fatima Mai-Bornu (BAME Officer 2020-21)

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

I have been involved in several exciting projects this year. For Black History Month in October, a website was created for the students where I included a range of podcasts, books and articles all based on black history around the UK and in the West Midlands. I split the month into 4 themed weeks focusing on Black UK History, Black Mental Health, Black Owned Businesses in Solihull and Birmingham and Black Women in the UK. Overall, this event was really successful as a lot of students got involved and I also got the opportunity to run a poster competition based on Black British Icons which engaged a lot of the students.

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

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



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

Celebrations, Events and Actions

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

Faith Festivals, Cultural events and Awareness days.

Through the year students are invited to participate in a variety of Faith Festivals, Cultural events and awareness days. World Mental Health Awareness Day, Black History Month, International Women's Day and LGBT+ History Month are a few of the events held each year to get students and staff involved to raise awareness and promote Equality and Diversity.

LGBT+ History Month

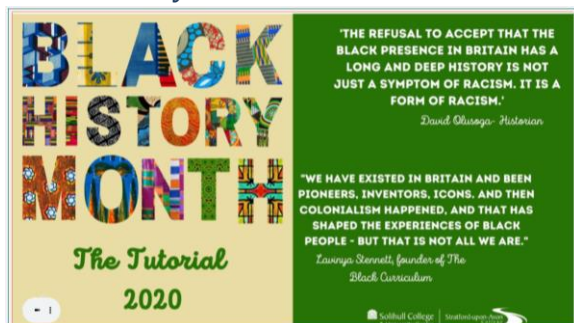


International Women's Day 2020





Black History Month 2020



Black History Month Poster Competition 2020



Website and digital campaigns

This year Enrichment and The Student Voice Executive Committee have been utilising their digital skills to raise awareness and promote Equality and Diversity across college. This includes the development of a website that features information and resources for key awareness days such as

International Day of Democracy, World Religion Day and Universal Month of Human Rights. Members of the Student Voice Executive Committee have created presentations and tutorials for the website which has been viewed by many students.



Online Student Conference

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



Promoting British Values

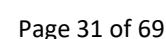
Student Enrichment provides opportunities for students to engage in the themes of British Values outside of lessons. These include competitions to help raise awareness of British Values, the Student Conference & Student Officer Elections to help demonstrate democracy in action and help facilitate activities and discussions that support mutual respect and tolerance of different faiths and beliefs.



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

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

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



The College 20/21 Student Profile

Age

Table 10: Breakdown of student body by age and mode of attendance

Age Group	Full-time	Part-time
16-18	4725	230
19-24	666	1001
25+	352	2659
Pre 16	15	38

SCUC now has almost 5,000 16-18 students, the majority of whom are full-time learners. The majority of 19+ adult learners study with us on a part-time basis.

Where our Full-Time Students come from:-

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

Table 11: Breakdown of students by Local Authority

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

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

Table 12: Comparison of students from Widening Participation Postcodes and Non-Widening Participation Postcodes by mode of attendance

Postcode type	Full time - Number	Full-time %	Part-time Number	Part-time %
Widening Participation	2,874	49.99%	1,476	37.72%
Non-Widening Participation	2,875	50.01%	2,437	62.28%

Ethnicity

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

Table 13: Breakdown of student body by ethnicity and mode of attendance

Ethnicity	Full Time Number	Full Time %	Part-time Number	Part-time %	All number	All %
White British	3,762	65.44%	2,897	74.04%	6,659	68.92%
Prefer Not to Say	5	0.09%	15	0.38%	20	0.21%
Black and Minority Ethnic	1,919	33.38%	931	23.79%	2,850	29.50%
Any other ethnic group	62	1.08%	70	1.79%	132	1.37%

Table 14: Breakdown of student body by ethnic group and mode of attendance

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

60% of the full-time student cohort are White British. Pakistani students form the largest cohort of full-time students from BAME or non-white British contingency. 12.78%% of full-time students are Pakistani.

Gender

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

Table 15: Breakdown of student body by gender and mode of attendance

Gender	Full Time Number	Full Time %	Part-time Number	Part-time %	All number	All %
Males	2,823	49.10%	1,565	39.99%	4,388	45.42%
Females	2,926	50.90%	2,348	60.01%	5,274	54.58%

Disability

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

Table 16: Breakdown of student body by declaration of learning difficulty/disability and by mode of attendance

Learning Difficulty / Disability	Full Time Number	Full Time %	Part-time Number	Part-time %	All number	All %
No information provided	2	0.03%	14	0.36%	16	0.17%
Student has a learning difficulty or disability	1,207	20.99%	443	11.32%	1,650	17.08%
No learning difficulty or disability	4,540	78.97%	3,456	88.32%	7,996	82.76%

Other Protected Characteristics

Religion/Belief

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

Table 17: Breakdown of students by their declared religion / belief

Religion or Belief	Number	%
None	3,313	34.29%
Christian	2,689	27.83%
Prefer not to say	1,775	18.37%
Muslim	1,427	14.77%
Sikh	143	1.48%
Other	176	1.82%
Hindu	82	0.85%

Religion or Belief	Number	%
Pagan	6	0.06%
Buddhist	26	0.27%
Unknown	14	0.14%
Shinto	3	0.03%
14 Baha'i	1	0.01%
02 Jewish	1	0.01%

Sexual Orientation

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

Table 18: Breakdown of student body by sexual orientation and mode of attendance

Sexual Orientation	Full Time Number	Full Time %	Part-time Number	Part-time %	All number	All %
Heterosexual	4,654	80.95%	2,693	68.82%	7,347	76.04%
Prefer not to say	669	11.64%	1,084	27.70%	1,753	18.14%
Bisexual	214	3.72%	41	1.05%	255	2.64%
Other	137	2.38%	30	0.77%	167	1.73%
Lesbian or Gay	74	1.29%	46	1.18%	120	1.24%
Unknown	1	0.02%	13	0.33%	14	0.14%

Our Higher Education Student Profile

HE numbers overall dropped in 2020/21 compared to recent previous years, full-time by 17.6%, part time by 17.8%.

Widening Participation

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

84% of part-time HE learners are male, compared to 38% of full-time learners. This is due to the fact that most of the part-time 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)

Table 19: Breakdown of HE students by Widening Participation and mode of attendance

Postcode type	Full time - Number	Full-time %	Part-time Number	Part-time %
Widening Participation	195	48.5	43	33.33
Non-Widening Participation	207	51.5	86	66.66

Gender

Table 20: Breakdown of HE students by gender and mode of attendance

Gender	Full time - Number	Full-time %	Part-time Number	Part-time %
Females	251	62.4	21	16.3
Males	151	37.6	108	83.7

Age

Table 20: Breakdown of HE students by age and mode of attendance

Age Group	Full-time Number	Full Time %	Part-time Number	Part-time %
18-24	266	66.2	81	62.8
25 to 34	74	18.4	32	24.8
35 to 60	62	15.4	16	12.4

Ethnicity

BAME learners account for 30% of Full-time HE learners. In Russell Group universities in May 2018, 8% of the population were BAME learners

13% of part time HE learners at the College are BAME.

10% of HE learners at the Russell Group Universities are over 25 yrs of age. 34% of full-time HE learners are over 25, 16% over 35. 37% of part-time HE learners are over 25

Student Success 2019-20

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

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

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

Achievement by gender

16-18 year old achievement by gender

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

Table 21: Breakdown of achievement of 16-18 year old learners by gender

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

19+

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

Table 22: Breakdown of achievement of 19+ learners by gender

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

Achievement by ethnicity

Ethnic Group 16-18

Table 23: Achievement of 16-18 learners by Ethnic Group

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

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

Ethnicity 16-18

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

Table 23: Achievement of 16-18 learners by Ethnicity

Ethnicity	Provider Full Year 2017/18	Provider Full Year 2018/19	Provider Full Year 2019/20	Prov Grp 2018/19	National 2018/19
African Leavers	334	303	240	42,830	64,080
African Achievement %	85.0 %	86.8 %	91.7 %	85.4 %	84.7 %
Arab Leavers	156	191	211	9,510	12,790
Arab Achievement %	80.8 %	86.4 %	93.4 %	83.3 %	83.0 %
Bangladeshi Leavers	138	167	165	15,010	26,080
Bangladeshi Achievement %	89.1 %	88.0 %	83.0 %	84.9 %	84.9 %
Caribbean Leavers	191	261	212	18,300	26,070
Caribbean Achievement %	91.1 %	86.6 %	95.3 %	79.1 %	79.0 %
Chinese Leavers	23	16	6	2,330	4,220
Chinese Achievement %	95.7 %	87.5 %	100.0 %	89.3 %	89.5 %
Gypsy / Irish Traveller Leavers	0	15	6	1,850	2,400
Gypsy / Irish Traveller Achievement %		86.7 %	83.3 %	70.6 %	68.3 %
Indian Leavers	363	331	270	20,360	32,720

Ethnicity	Provider Full Year 2017/18	Provider Full Year 2018/19	Provider Full Year 2019/20	Prov Grp 2018/19	National 2018/19
Indian Achievement %	91.7 %	91.5 %	94.8 %	87.0 %	87.0 %
Irish Leavers	51	73	51	2,590	4,000
Irish Achievement %	68.6 %	74.0 %	92.2 %	79.2 %	79.3 %
Not Provided Leavers	28	31	30	12,120	22,530
Not Provided Achievement %	82.1 %	87.1 %	90.0 %	82.3 %	79.8 %
Other Leavers	122	122	162	20,420	26,470
Other Achievement %	85.2 %	85.2 %	93.8 %	83.7 %	82.7 %
Other Asian Leavers	157	172	182	19,490	27,610
Other Asian Achievement %	91.7 %	89.5 %	91.8 %	85.4 %	85.1 %
Other Black Leavers	167	183	175	10,620	15,440
Other Black Achievement %	83.8 %	88.0 %	91.4 %	81.9 %	81.6 %
Other Mixed Leavers	136	173	155	12,600	18,770
Other Mixed Achievement %	81.6 %	86.7 %	94.8 %	81.1 %	80.0 %
Other White Leavers	270	301	345	58,850	79,180
Other White Achievement %	86.3 %	86.4 %	95.7 %	84.3 %	83.6 %
Pakistani Leavers	1,601	1,723	1,618	45,170	71,790
Pakistani Achievement %	86.8 %	87.4 %	92.0 %	84.5 %	84.4 %
White British Leavers	7,707	7,564	7,347	697,550	1,022,490
White British Achievement %	86.6 %	85.7 %	92.7 %	83.4 %	82.5 %
White/Asian Leavers	259	243	235	9,220	14,620
White/Asian Achievement %	85.7 %	86.0 %	94.0 %	82.2 %	81.7 %
White/Black African Leavers	49	51	30	6,870	10,250
White/Black African Achievement %	85.7 %	92.2 %	96.7 %	80.5 %	79.8 %
White/ Black Caribbean Leavers	461	484	454	17,730	25,110
White/ Black Caribbean Achievement %	84.2 %	84.9 %	94.1 %	78.2 %	76.8 %
Total Leavers	12,213	12,404	11,894		
Total Achievement %	86.5 %	86.2 %	92.8 %		

Ethnic Group 19+

Table 24: Achievement of 19+ learners by ethnic group

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

- Achievement rates have improved for all known ethnicities.

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

Ethnicity 19+

Table 25: Achievement of 19+ learners by ethnicity

Ethnicity	Provider Full Year 2017/18	Provider Full Year 2018/19	Provider Full Year 2019/20	Prov Grp 2018/19	National 2018/19
African Leavers	154	297	139	89,870	132,420
African Achievement %	76.6 %	86.2 %	92.1 %	87.5 %	86.7 %
Arab Leavers	116	108	62	26,080	40,140
Arab Achievement %	81.9 %	84.3 %	91.9 %	89.9 %	89.5 %
Bangladeshi Leavers	98	117	78	29,030	48,090
Bangladeshi Achievement %	83.7 %	87.2 %	87.2 %	91.6 %	90.1 %
Caribbean Leavers	201	160	88	22,300	35,930
Caribbean Achievement %	85.1 %	86.3 %	88.6 %	87.7 %	87.9 %
Chinese Leavers	40	35	40	5,810	9,350
Chinese Achievement %	92.5 %	82.9 %	92.5 %	90.4 %	89.8 %
Gypsy / Irish Traveller Leavers	2	0	5	860	1,230
Gypsy / Irish Traveller Achievement %	100.0 %		80.0 %	91.3 %	89.6 %
Indian Leavers	262	270	159	24,900	39,940
Indian Achievement %	90.8 %	87.4 %	89.9 %	90.3 %	90.0 %
Irish Leavers	25	29	32	3,750	6,410
Irish Achievement %	68.0 %	93.1 %	93.8 %	90.8 %	90.3 %
Not Provided Leavers	53	117	32	16,540	29,230
Not Provided Achievement %	69.8 %	92.3 %	68.8 %	90.9 %	86.7 %
Other Leavers	118	216	153	41,000	57,200
Other Achievement %	86.4 %	90.3 %	85.6 %	89.2 %	88.5 %
Other Asian Leavers	128	164	104	41,990	60,420
Other Asian Achievement %	88.3 %	86.6 %	83.7 %	88.2 %	87.8 %
Other Black Leavers	71	106	67	13,420	21,040
Other Black Achievement %	69.0 %	86.8 %	89.6 %	87.7 %	87.6 %
Other Mixed Leavers	74	69	85	11,970	18,090
Other Mixed Achievement %	87.8 %	79.7 %	88.2 %	88.5 %	87.5 %
Other White Leavers	366	335	343	116,410	176,770
Other White Achievement %	88.3 %	91.6 %	81.6 %	90.1 %	89.2 %

Ethnicity	Provider Full Year 2017/18	Provider Full Year 2018/19	Provider Full Year 2019/20	Prov Grp 2018/19	National 2018/19
Pakistani Leavers	416	547	414	43,990	72,850
Pakistani Achievement %	85.8 %	85.0 %	88.6 %	89.1 %	88.6 %
White British Leavers	3,545	3,865	3,057	533,370	830,900
White British Achievement %	86.1 %	87.9 %	91.9 %	90.6 %	89.8 %
White/Asian Leavers	71	59	57	8,190	11,960
White/Asian Achievement %	81.7 %	86.4 %	89.5 %	87.9 %	87.4 %
White/Black African Leavers	37	46	26	7,150	11,050
White/Black African Achievement %	86.5 %	71.7 %	88.5 %	87.5 %	87.2 %
White/ Black Caribbean Leavers	139	183	116	11,730	18,270
White/ Black Caribbean Achievement %	79.9 %	83.1 %	85.3 %	87.1 %	87.2 %
Total Leavers	5,916	6,723	5,057		
Total Achievement %	85.5 %	87.4 %	89.9 %		

Achievement by learning difficulty/disability

Learning Difficulties/Disabilities 16-18

Table 26: Achievement of 16-18 learners by learning difficulties/disabilities

LLDD	Provider Full Year 2017/18	Provider Full Year 2018/19	Provider Full Year 2019/20	Prov Grp 2018/19	National 2018/19
Number of leavers with a difficulty/disability/health problem	3,380	3,287	3,132	290,320	420,740
Achievement % - Learners with a difficulty/disability/health problem	83.7 %	84.2 %	92.8 %	82.0 %	81.0 %
Number of leavers with no difficulty/disability/health problem	8,792	8,965	8,748	708,100	1,036,320
Achievement % - Learners with no difficulty/disability/health problem	87.6 %	86.9 %	92.8 %	84.1 %	83.3 %
Number of leavers who reported no information on LDD	41	152	14	24,970	49,550
Achievement % - Learners who reported no information on LDD	85.4 %	88.8 %	85.7 %	81.5 %	82.2 %
Total number of Leavers	12,213	12,404	11,894		
Total Achievement %	86.5 %	86.2 %	92.8 %		

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

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

Disabilities 16-18

Table 27: Achievement of 16-18 year old learners by disability

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

Learning Difficulties 16-18

Table 28: Achievement of 16-18 year old learners by learning difficulty

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

Learning Difficulties/Disabilities 19+

Table 29: Achievement of 19+ learners by learning difficulties/disabilities

LLDD	Provider Full Year 2017/18	Provider Full Year 2018/19	Provider Full Year 2019/20	Prov Grp 2018/19	National 2018/19
Number of leavers with a difficulty/disability/health problem	976	1,161	1,083	210,850	351,260
Achievement % - Learners with a difficulty/disability/health problem	80.9 %	85.8 %	92.6 %	88.5 %	87.8 %
Number of leavers with no difficulty/disability/health problem	4,721	5,305	3,875	809,980	1,231,370
Achievement % - Learners with no difficulty/disability/health problem	86.5 %	87.6 %	89.2 %	90.3 %	89.6 %
Number of leavers who reported no information on LDD	219	257	99	27,500	38,660
Achievement % - Learners who reported no information on LDD	83.6 %	89.9 %	88.9 %	88.6 %	87.5 %
Total number of Leavers	5,916	6,723	5,057		
Total Achievement %	85.5 %	87.4 %	89.9 %		

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

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

Disability

Table 30: Achievement of 19+ learners by disability

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

Disability	Provider Full Year 2017/18 Leavers	Provider Full Year 2017/18 Achievement %	Provider Full Year 2018/19 Leavers	Provider Full Year 2018/19 Achievement %	Provider Full Year 2019/20 Leavers	Provider Full Year 2019/20 Achievement %
Total	5,916	85.5 %	6,723	87.4 %	5,057	89.9 %

Learning Difficulty

Table 31: Achievement of 19+ learners by learning difficulty

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

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

Table 32: Achievement of 16-18 learners eligible for free school meals

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

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

Achievement of apprentices (all ages)

Gender – Apprentices

Table 33: Achievement of apprentices by gender

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

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

Ethnicity Apprentices

Table 34: Achievement of apprentices by ethnicity

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

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

Learning Difficulties/Disabilities Apprentices

Table 35: Achievement of apprentices by declaration of learning difficulty/disability

LLDD	Our College 2017/18	Our College 2018/19	Our College 2019/20	National 2018/19
Leavers with a difficulty/disability/health problem	37	44	31	33,220
Achievement % - learners with a difficulty/disability/health problem	73.0 %	56.8 %	54.8%	61.8 %
Leavers with no difficulty/disability/health problem	522	453	301	258,190
Achievement % - learners with no difficulty/disability/health problem	70.3 %	67.5 %	70.1%	65.0 %
Leavers who provided no information	56	9	1	4,850
Achievement % - learners who provided no information	71.4 %	33.3 %	0%	63.9 %

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

Equality analysis and allocation of Learner Support Fund 2019-2020

Students with Disability or Learning Difficulty

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

Table 36: Equality analysis of students with disabilities or learning difficulties

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

Students from a Widening Participation post code

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

Table 37: Analysis of learner financial support by Widening Participation

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

Ethnicity

The data shows that there is little variation in the students receiving funding and the college profile. For the third year in a row the two groups which vary the most from the college profile are from Pakistani origin (+8.66%) and English/Welsh/Scottish/Northern Irish origin (-16.75%).

Table 38: Analysis of learner financial support by Ethnicity

Ethnicity	2017-18 Percent of students	2017-18 College Profile	Variation from College Profile In 2017-18	2018-2019 Percent of students	2018- 2019 College Profile	Variation from College Profile in 2018-2019	2019-2020 Percent of students	2019- 2020 College Profile	Variation from College Profile in 2019-2020
Asian / Asian British - Indian	2.20%	2.74%	-0.54%	1.82%	3.29%	-1.47%	1.59%	2.77%	-1.18%
Any other ethnic group	2.20%	0.93%	1.27%	1.54%	1.57%	-0.03%	2.78%	1.67%	1.11%
Arab	3.30%	1.12%	2.18%	2.86%	1.02%	1.84%	3.43%	1.03%	2.40%
Asian / Asian British - Any other Asian background	3.00%	1.27%	1.73%	3.14%	1.73%	1.41%	3.26%	1.46%	1.80%

Ethnicity	2017-18 Percent of students	2017-18 College Profile	Variation from College Profile In 2017-18	2018-2019 Percent of students	2018- 2019 College Profile	Variation from College Profile in 2018-2019	2019-2020 Percent of students	2019- 2020 College Profile	Variation from College Profile in 2019-2020
Asian / Asian British - Bangladeshi	2.50%	1.18%	1.32%	2.48%	1.38%	1.10%	2.19%	1.49%	0.70%
Asian / Asian British - Chinese	0.20%	0.21%	-0.01%	0.11%	0.32%	-0.21%	0.00%	0.30%	-0.30%
Asian / Asian British - Pakistani	20.80%	11.71%	9.09%	18.56%	9.27%	9.29%	18.64%	9.98%	8.66%
Black / Black British - African	6.30%	2.55%	3.75%	4.68%	2.52%	2.16%	3.81%	1.92%	1.89%
Black / Black British - Any other black background	2.20%	1.33%	0.87%	2.48%	1.23%	1.25%	1.71%	1.19%	0.52%
Black / Black British - Caribbean	2.20%	1.65%	0.55%	2.64%	2.12%	0.52%	1.80%	3.15%	-1.35%
Mixed - Any Other Mixed background	2.00%	1.06%	0.94%	2.09%	0.94%	1.15%	1.59%	1.18%	0.41%
Mixed - White and Asian	2.20%	1.79%	0.41%	2.31%	1.37%	0.94%	2.40%	1.53%	0.87%
Mixed - White and Black African	0.80%	0.44%	0.36%	0.44%	0.41%	0.03%	0.21%	0.28%	-0.07%
Mixed - White and Black Caribbean	4.00%	3.75%	0.25%	4.96%	2.84%	2.12%	4.50%	3.15%	1.35%
Not Known/Provided	0.40%	0.46%	-0.06%	0.17%	1.13%	-0.96%	0.34%	0.48%	-0.14%
White - Any Other White background	1.70%	2.26%	-0.56%	2.09%	3.44%	-1.35%	2.36%	3.58%	-1.22%
White - English / Welsh / Scottish / Northern Irish / British	43.70%	65.42%	-21.72%	46.86%	64.72%	-17.86%	49.01%	65.76%	-16.75%

Ethnicity	2017-18 Percent of students	2017-18 College Profile	Variation from College Profile In 2017-18	2018-2019 Percent of students	2018- 2019 College Profile	Variation from College Profile in 2018-2019	2019-2020 Percent of students	2019- 2020 College Profile	Variation from College Profile in 2019-2020
White - Gypsy or Irish Traveller	0.00%	0.02%	-0.02%	0.17%	0.06%	0.11%	0.00%	0.05%	-0.05%
White - Irish	0.30%	0.34%	-0.04%	0.61%	0.62%	-0.01%	0.39%	0.55%	-0.16%

Gender

Over the past three years the funding profile for gender has seen more females accessing support than males. This can be attributed to the fact that over 95% of students accessing childcare are female and in addition to this course which high equipment and travel costs, such as Hair and Beauty and Animal Care courses also attract applications from female students and so tend to shape the profile by gender. Conversely male dominated courses such as Construction, Engineering and Business have low associated costs.

Table: Analysis of learner financial support by Gender

Gender	2017 – 2018 % of Supported Students	2017-2018 College Profile	Variation From College Profile in 2017-2018		2018 – 2019 % of Supported Students	2018 – 2019 College Profile	Variation From College Profile in 2018 – 2019	2019 – 2020 % of Supported Students	2019 – 2020 College Profile	Variation From College Profile in 2019 – 2020
Male	50.00%	52.34%	-2.34%		49.34%	52.31%	-2.97%	50.21%	51.94%	-1.73%
Female	50.00%	47.66%	2.34%		50.66%	47.69%	2.97%	49.79%	48.06%	1.73%

Table 39: Analysis of learner financial support by gender

Solihull College and University Centre Staffing Profile

Ethnicity

Table 40: Breakdown of college staffing by ethnicity and role type

Year	Ethnicity %	College	Mgmt	Lecturing	Support	PT teach	Hourly paid support
2020	White	83.72	86.67	82.42	85.92	83.33	80.28
2019	White	84.27%	87.18%	84.23%	86.24%	80.33%	83.69%
2018	White	84.97	89.19	85.29	87.35	79.79	84.68
2020	BAME	15.87	13.33	17.58	14.08	14.94	19.01
2019	BAME	15.43%	12.82%	15.41%	13.76%	18.58%	16.31%
2018	BAME	13.99	10.81	14.34	12.65	16.58	13.71
2020	Prefer not to say / Unknown	0.40	0.00	0.00	0.00	1.72	0.70
2019	Prefer not to say / Unknown	0.30%	0.00%	0.36%	0.00%	1.09%	0.00%
2018	Prefer not to say / Unknown	1.04	0.00	0.37	0.00	3.63	1.61

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

Gender

Table 41: Breakdown of college staffing by gender and role type

Year	Gender %	College	Mgmt	Lecturing	Support	PT teach	Hourly paid support
2020	Female	67.54	60.00	61.90	68.45	68.39	77.46
2019	Female	68.54	64.10	60.22	69.94	72.68	77.30
2018	Female	67.62	62.16	62.56	66.54	69.89	77.88
2020	Male	32.46	40.00	38.10	31.55	31.61	22.54
2019	Male	31.46	35.90	39.78	30.06	27.32	22.70
2018	Male	32.38	37.84	37.44	33.46	30.11	22.12

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

Age Profile

Table 42: Breakdown of college staffing by age and role type

Age Group	% College	% Management	% Lecturing	% Support	% PT Teaching	% Hourly Paid Support
Up to 30	11.43	0.00	6.23	13.52	14.94	15.49
31-40	20.83	17.78	30.04	21.69	15.52	8.45
41-50	23.56	42.22	29.30	21.69	20.69	14.79
51-60	29.83	33.33	23.08	31.27	34.48	32.39
61+	14.36	6.67	11.36	11.83	14.37	28.87

Disability

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

Sexual orientation

Table 43: Breakdown of college staffing by sexual orientation and role type

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

Religion or Belief

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

Table 44: Breakdown of college staffing by religion or belief and role type

Religion or belief	% College	% Management	% Lecturing	% Support	% PT Teaching	% Hourly paid support
Christian	46.21	48.89	43.59	44.51	51.15	48.59
Hindu	1.72	0.00	1.10	1.41	2.30	3.52
Jewish	0.10	0.00	0.00	0.00	0.57	0.00
Muslim	4.85	4.44	7.69	3.94	2.87	4.23
Sikh	1.42	4.44	1.83	0.85	1.15	1.41
Other	3.34	4.44	2.56	5.63	0.57	2.11

Religion or belief	% College	% Management	% Lecturing	% Support	% PT Teaching	% Hourly paid support
No religion	23.05	15.56	20.15	23.38	26.44	26.06
Prefer not to say / unknown	19.31	22.22	23.08	20.28	14.94	14.08

Recruitment profiling

As part of its commitment to ensure no discrimination takes place in our recruitment practices, the College monitors recruitment at application, shortlisting and appointment stage. The graphs below show the recruitment profile from August 2019 to July 2020.

Table 45: Breakdown of college recruitment for all posts between August 2019 and July 2020 by protected characteristic and success at each stage of the recruitment process

Recruitment Stage	White	BAME	Female	Male	Disability
Application	64.38%	31.85%	60.27%	39.73%	9.08%
Shortlisting	64.12%	32.06%	60.49%	39.51%	9.19%
Appointed	71.05%	28.95%	68.42%	31.58%	13.16%

Table 46: Breakdown of college recruitment for support staff posts between August 2019 and July 2020 by protected characteristic and success at each stage of the recruitment process

Recruitment Stage	White	BAME	Female	Male	Disability
Application	64.93%	31.23%	64.66%	35.34%	9.59%
Shortlisting	64.53%	31.56%	65.08%	34.92%	9.78%
Appointed	65.00%	35.00%	70.00%	30.00%	15.00%

Table 47: Breakdown of college recruitment for lecturing posts between August 2019 and July 2020 by protected characteristic and success at each stage of the recruitment process

Recruitment Stage	White	BAME	Female	Male	Disability
Application	58.33%	36.90%	57.14%	42.86%	7.74%
Shortlisting	58.33%	36.90%	57.14%	42.86%	7.74%
Appointed	75.00%	25.00%	75.00%	25.00%	6.25%

Table 48: Breakdown of college recruitment for management posts between August 2019 and July 2020 by protected characteristic and success at each stage of the recruitment process

Recruitment Stage	White	BAME	Female	Male	Disability
Application	80.39%	19.61%	39.22%	60.78%	9.80%
Shortlisting	80.39%	19.61%	39.22%	60.78%	9.80%
Appointed	100.00%	0.00%	0.00%	100.00%	50.00%

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

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

GENDER PAY GAP

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

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

The following data is based on the relevant pay period leading up to the snapshot date of 31st March 2020 ie March 2020 payroll. The data of hourly rates for employees was compiled. Where an individual member of staff has more than one contract the average of the rates was used.

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

The required calculations were then undertaken.

The mean gender pay gap

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

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

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

The final calculation is as follows:

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

Summary

Mean gender pay gap

Mean hourly rate of pay of all full-pay relevant male employees	£17.78
Mean hourly rate of pay of all full-pay relevant female employees	£17.02
Difference	0.76

Mean gender pay gap as a percentage 4.27%

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

The median gender pay gap

The hourly rate pay data was split into males and females. The lists were sorted in ascending hourly rate order. The hourly rate of the individual at the midpoint of each list was the median hourly rate. The calculation above was then undertaken.

Median gender pay gap

Median hourly rate of pay of all full-pay relevant male employees	£18.58
Median hourly rate of pay of all full-pay relevant female employees	£17.89
Median gender pay gap as a percentage	3.71%

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

Salary quartiles

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

Table 49: Breakdown of pay by gender in quartiles

Salary Quartile	Total	Male	Female	% Male	% Female
Lower quartile	243	72	171	29.63	70.37
Lower middle quartile	243	77	166	31.69	68.31
Upper middle quartile	243	93	150	38.27	61.73
Upper quartile	243	74	169	30.45	69.55

The data from March 2019 is shown below:

Table 50: Breakdown of pay in March 2019 by gender in quartiles

Salary Quartile	Total	Male	Female	% Male	% Female
Lower quartile	249	74	175	29.72	70.28
Lower middle quartile	248	72	176	29.03	70.97
Upper middle quartile	248	101	147	40.73	59.27
Upper quartile	248	71	177	28.63	71.37

Student Feedback

The College undertook a survey of its learners in the summer of 2020. The focus of the survey was slightly different to the normal twice-yearly surveys that take place, as it sought learners' views on the College's effectiveness over the lockdown – for instance feeling part of the college environment, accessing learning materials, help and support from tutors

Responses by Learning Difficulty/Disability

Results were generally positive and suggested that no group of learners was disadvantaged. It was particularly pleasing to note that learners on EHCPs were as satisfied or more satisfied than their peers without EHCPs.

Table 51: Student responses to survey question on access to information broken down by EHCP/Non-EHCP learners

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

Number of respondents: 2266

Response	EHCP Learners n	EHCP Learners Percent	Non-EHCP Learners n	Non-EHCP Learners Percent	Total
Strongly Agree	67	23.51%	368	19.88%	435
Agree	147	51.58%	1014	54.78%	1161
Disagree	45	15.79%	344	18.59%	389
Strongly Disagree	26	9.12%	125	6.75%	151
Total	285	100%	1851	100%	2136

Table 52: Student responses to survey question on access to help and support broken down by EHCP/Non-EHCP learners

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

Number of respondents: 2262

Response	EHCP Learners n	EHCP Learners Percent	Non-EHCP Learners n	Non-EHCP Learners Percent	Total
Strongly Agree	106	37.19%	572	30.95%	678
Agree	124	43.51%	933	50.49%	1057
Disagree	32	11.23%	253	13.69%	285
Strongly Disagree	23	8.07%	90	4.87%	113
Total	285	100%	1848	100%	2133

Responses by Ethnicity

Table 53: Student responses to survey question on access to information broken down by ethnicity

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

Number of respondents: 2266

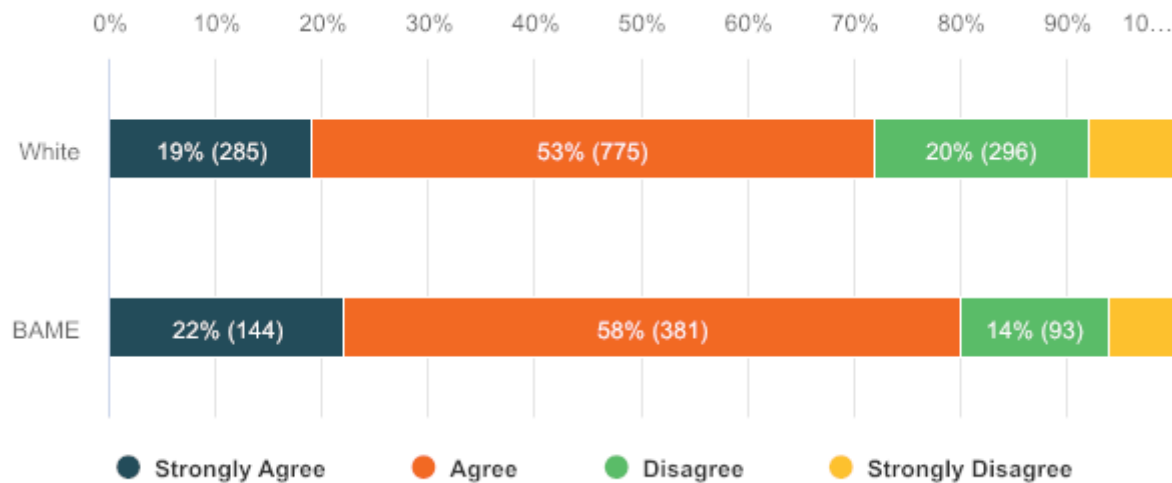
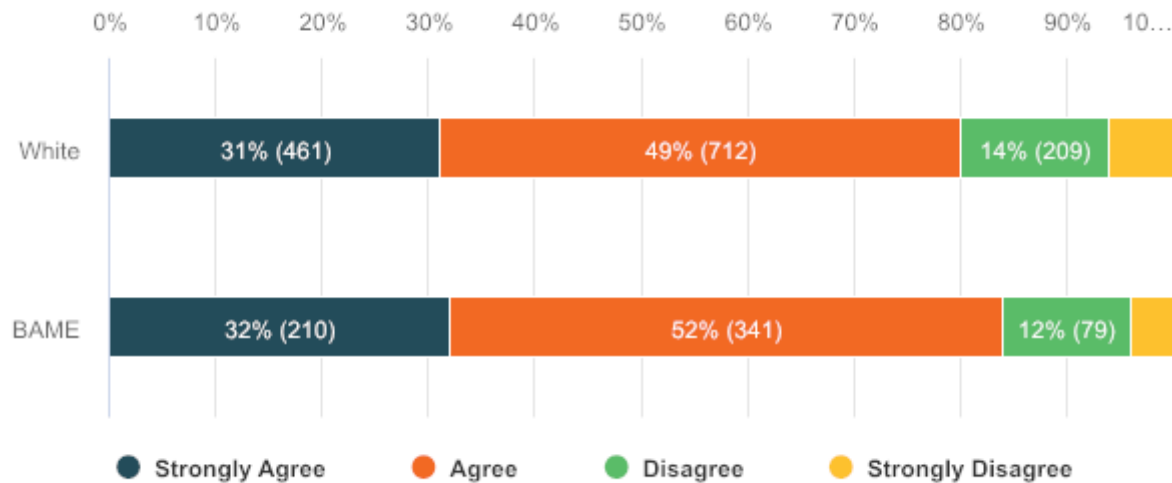


Table 54: Student responses to survey question on access to help and support broken down by ethnicity

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

Number of respondents: 2262



Responses by Gender

Table 55: Student responses to survey question on access to information broken down by gender

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

Number of respondents: 2266

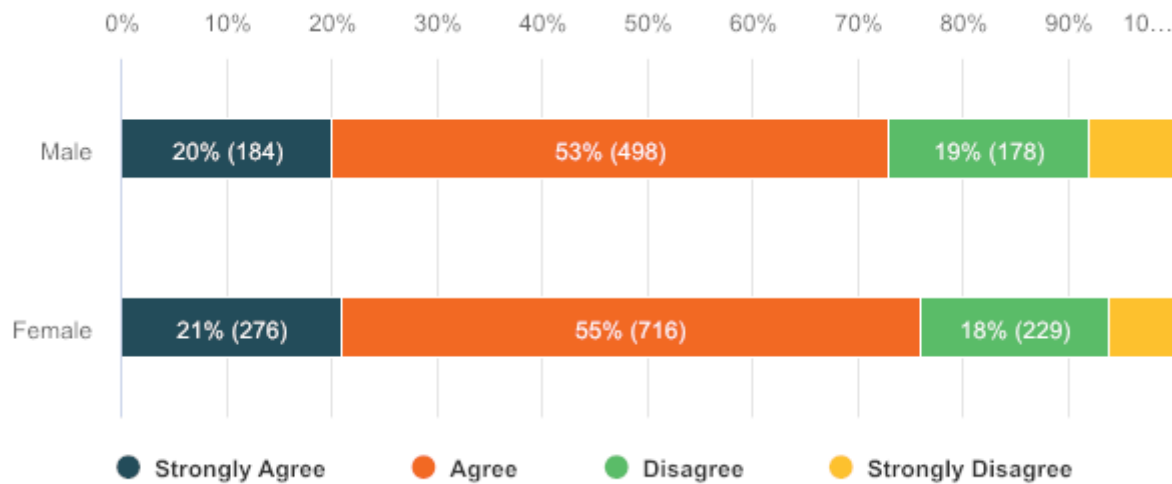
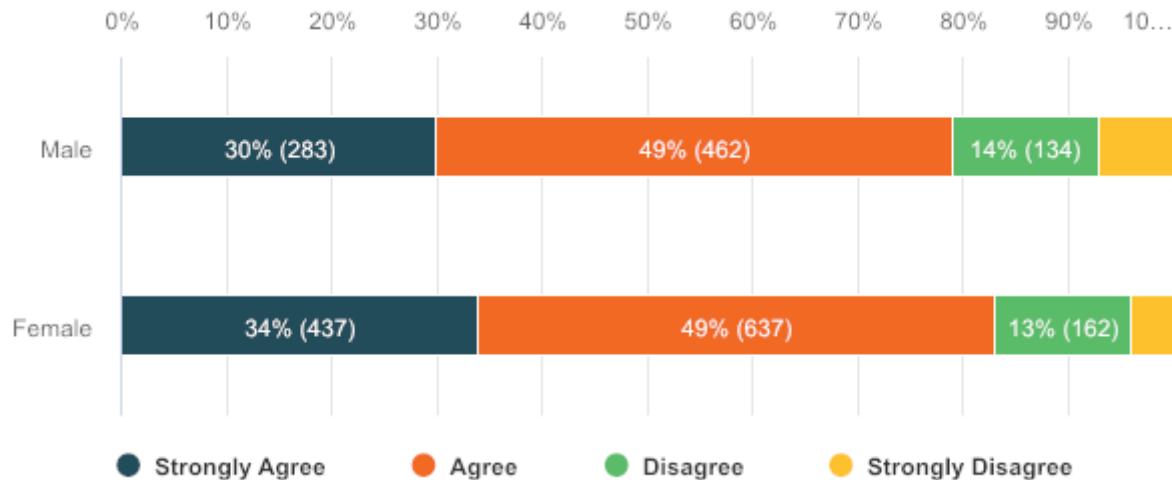


Table 56: Student responses to survey question on access to help and support broken down by gender

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

Number of respondents: 2262



APPENDICES

Equality Policy

TYPE: Policy

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

SCOPE: This policy applies to staff and students.

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

LEGAL CONTEXT: The Equality Act 2010

PUBLICATION:
Staff Hub/Intranet
Website
Student Hub

Reviewed By
Pete Haynes

Created
2012

Last Reviewed
2019

Next Review Date
2021

Total Pages
10

Section 1 – Introduction

This policy describes how Solihull College & University Centre (SCUC) will fulfil its statutory duties to promote equality of opportunity and avoid discrimination. It demonstrates how it is placing the promotion of equality and diversity at the centre of all aspects of SCUC's work. It is intended to meet the requirements of the Equality Act as they relate to Further & Higher Education and the public sector.

The policy will apply to all students and staff at SCUC and service users and will have an important role in contributing to SCUC's success. It will also be of interest to our partner organisations and our stakeholders.

Legislative context

Nine main pieces of legislation have been merged to form the Equality Act 2010:

- the Equal Pay Act 1970
- the Sex Discrimination Act 1975
- the Race Relations Act 1976
- the Disability Discrimination Act 1995
- the Employment Equality (Religion or Belief) Regulations 2003
- the Employment Equality (Sexual Orientation) Regulations 2003
- the Employment Equality (Age) Regulations 2006
- the Equality Act 2006, Part 2

- the Equality Act (Sexual Orientation) Regulations 2007

Section 2 – Solihull College & University Centre’s Equality Vision, Values and Principles

Solihull College & University Centre is very strong in the area of equality of opportunity. SCUC has a culture where difference is respected and diversity celebrated.

SCUC celebrates and values the diversity brought to its workforce by individuals, and believes that SCUC benefits from engaging staff from a variety of backgrounds and abilities thus allowing it to meet the needs of a diverse student population. SCUC will continue to treat all employees and students with respect and dignity, and seek to provide a positive working and learning environment free from discrimination, harassment or victimisation.

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

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

Our mission statement, ‘Solihull College & University Centre will make significant contributions to the local and regional economies and beyond, by providing high quality vocational education and training for individuals, employers and the wider community’ is central to our approach to equality.

Our vision states clearly that SCUC will be outstanding in its work to promote equality, diversity and inclusion. Students, parents, employers and stakeholders will recognise our deep commitment to diversity and inclusion. Positive attitudes will be evident in all aspects of SCUC’s work. The moral, ethical and the business case for diversity will be championed by the leadership of the College.

SCUC’s commitment to promoting equality of opportunity for all will continue to be reflected in our strategic plan, our strategic objectives and key priorities.

The strong focus on equality of opportunity and our support for learners forms a key part of our self-assessment reporting, our quality improvement and our development planning.

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

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

Section 3 – Student and staff profiles

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

Section 4 – The General Duties

The Equality Act harmonises the existing three duties into one new duty, which covers all protected characteristics

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

It should be noted that being married or in a civil partnership is NOT a protected characteristic for the further and higher education institution provisions.

The single public sector equality duty requires public authorities to give due regard to:

- Eliminate discrimination, harassment and victimisation.
- Advance equality of opportunity.
- Foster good relations.

Section 5 – The Specific Duties

- Providers covered by the specific duties must publish information to demonstrate compliance with the general public sector equality duty across all of its functions.
- Published information must include, in particular: (a) information relating to persons who share a relevant protected characteristic who are its employees (providing organisation has at least 150 staff) and other persons affected by policies and practices (for example students).
- Information is published at yearly intervals through the publication of the College's Annual Equality and Diversity Report.
- Providers covered by the specific duties must prepare and publish one or more equality objectives it thinks it should achieve to meet the general duty.
- Objectives must be specific and measurable.
- Objectives must be published at intervals of not greater than four years from the date of the last publication. The College's objectives are provided in the College Annual Equality & Diversity Report

Section 6 - Consulting our Staff and Students

We have committed to further developing our consultation and review activities as part of our Equality Policy implementation, ensuring involvement of staff, students and other relevant stakeholders. To ensure that our HR policies and practices are fair and extend to all staff, HR have offered the opportunity to all staff to comment if they feel the procedures discriminate against them in any way or, equally, if they feel particularly supported by HR procedures.

Students are asked, at least annually, through surveys to provide feedback on equality and our Student Voice Engagement Strategy allows students to raise issues through Student conferences, councils and focus groups.

Staff are asked through satisfaction and engagement surveys to indicate how strongly they feel the college has a commitment to equal opportunities.

Section 7 – Information Gathering and Monitoring Arrangements

7.1 SCUC monitors the progress of all students and already produces comparative reports on how well our 16 – 19 and 19+, BAME, LDD, male and female students are progressing. This information is collected annually and is used to inform review and target setting and action planning at faculty, school, and course level. Managers in each faculty work with the relevant Vice Principals to monitor the progress of their action plans.

The Education Inspection Framework (EIF) identifies performance against equality and diversity as a key indicator for Leadership and Management. This includes the extent to which leaders have a clear and ambitious vision for providing high quality inclusive education for **all** learners. All college self-assessment reports from course SARs to the main college SAR will address this aspect.

Learner surveys form part of our annual review cycle as do focus groups with students. Feedback from students on equality is already included as part of this process and is enhanced by focus groups specifically related to the actions identified through the annual Equality Objectives. Equal opportunities monitoring of staff is undertaken annually as part of an individual staff data check. SCUC gathers information on sexual orientation and religion or belief. In addition to formal consultation with recognised unions, staff focus groups have the opportunity to comment on equality and diversity issues. This information is reported to the Equality & Diversity Group. It forms part of our reporting to Governors and is included in our Equal Opportunities Annual Report. The monitoring process is used to ensure that staff are treated equally in terms of promotion, staff development, grading and that relevant policies are well publicised and their use recorded.

Data collection on students is done by Student Information Systems led by the Information Systems Manager. Information on staff is collected by the Human Resources Team. All data collected is subject to General Data Protection Regulations but used generically and aggregated to support improvements and target setting. Use of specific information is tightly controlled, is circulated only on a need to know basis and with strict guidelines for its storage and retrieval. Students are encouraged to respond to the gathering of information on protected characteristics gathered through the enrolment process. Progress against Equality Objectives is reviewed at meetings of the Equality & Diversity Group.

7.2 Monitoring Our Progress

To inform the setting of goals and the measurement of our progress in achieving them, we will collect and analyse the following information by the protected characteristics of race, sex, disability, age, sexual orientation and religion or belief.

7.2.1 For Learners:

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

7.2.2 For Employees:

- Gender Pay Gap information
- Profiles of employees by grade/salary scales and type of work
- Recruitment application, short listing and appointment
- Type of contract (permanent, temporary)
- Training/Staff development
- Promotion application and success rates
- Take up of flexible working arrangements
- Disciplinary/capability proceedings
- Grievances
- Exit surveys.

Section 8 – Division of Responsibilities

Leadership and management

8.1 Governors are responsible for ensuring that:

- The membership of the Corporation reflects, as far as possible, the diversity of the communities served by SCUC
- SCUC's strategic plan includes a commitment to equality of opportunity

- They are aware of the Corporation's statutory responsibilities in relation to equality legislation as an employer and service provider.
 - They receive and monitor information on learners and staff.
- 8.2 SCUC's Principal and Senior Leadership Team are responsible for taking the lead in creating a positive, inclusive ethos that challenges discriminatory or inappropriate behaviour on the part of managers, staff or learners.
- All managers are responsible for ensuring that:
- They are aware of SCUC's statutory duties in relation to equality legislation
 - All aspects of SCUC's policy and activity are sensitive to equality issues
 - Monitoring information is collected and analysed
 - Targets are set for the recruitment, retention and achievement of learners based upon the analysis of monitoring information
 - Learning walk reports include criteria on equal and diversity
 - Internal verification procedures include scrutiny of equality issues
 - Curriculum areas are required to assess performance in relation to equality and take action as appropriate
 - The procedures for the recruitment and promotion of staff enshrine best practice in equal opportunities
 - Targets are set on the recruitment of staff based upon the analysis of monitoring information
 - SCUC's publicity materials present appropriate and positive messages
 - Learner induction programmes and tutorial programmes reflect SCUC's commitment to promote equality of opportunity
 - Appropriate training and development are provided to support the appreciation and understanding of diversity.
- 8.3 Staff are responsible for ensuring that:
- They are aware of SCUC's statutory duties in relation to equality legislation
 - Their schemes of work, lesson content and teaching resources demonstrate sensitivity to issues of equality
 - They challenge inappropriate behaviour by learners, work placement providers, outside contractors or other members of staff
 - SCUC and each of its individual staff confront discrimination, whether witting or unwitting, whenever it occurs.

Section 9 - Publicising our policy and Progress

9.1 To the public (including learners, work placement providers and staff):

- Our commitment to equality will be highlighted in our prospectus, our Equal Opportunities Annual Report and will be published on our website: www.solihull.ac.uk. A summary of the results of our monitoring information will be included in our equal opportunities report, where this does not breach individual confidentiality.

9.2 To learners:

- All learners receive summary information on equal opportunities during induction. Copies of the policy will be available in SCUC's libraries and through the intranet and in different formats
- The induction programmes for learners highlight SCUC's commitment to equality of opportunity, the action to be taken by learners who suffer discrimination and the action to be taken against such perpetrators of discrimination
- Personal and subject tutors will reinforce this information during tutorials, in class or during work-based monitoring visits.

9.3 To 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, including action to be taken by staff who suffer discrimination and the action to be taken against any perpetrators of such discrimination
- A summary of the results of our monitoring information will be included in reports to the Corporation

Any published information will have due regard for individual confidentiality.

Section 10 - Complaints

- 10.1 SCUC seeks to provide a supportive environment for those who make claims of discrimination or harassment on the grounds of age, disability, sex, sexual orientation, gender reassignment, race, religion or belief.
- 10.2 Acts of discrimination (direct, indirect, by association or by perception), harassment, victimisation or abuse will be treated as a serious disciplinary offence.
- 10.3 Staff or learners, who feel they are being discriminated against by other members of staff or by other learners, should raise the matter under the Grievance/Harassment Procedure, which will, if the accusation is upheld, be treated as a serious disciplinary offence.
- 10.4 If, in the course of their work, members of SCUC staff suffer discrimination from members of the public, SCUC will take appropriate action and provide appropriate support.
- 10.5 Any discriminatory behaviour directed against staff by learners, or by learners against other learners, will be dealt with under the student disciplinary procedure.

Section 11 - Review and Consultation

- 11.1 This policy will be reviewed on a regular basis in accordance with legislative developments and the need for good practice, by the SCUC's Equality and Diversity Group.
- 11.2 As part of the review the Equality and Diversity Group will seek and take into account the views of stakeholders including staff, learners, work placement providers, the local consultation/negotiating arrangements within SCUC, and appropriate equality bodies.

Section 12 – Putting the scheme into practice

Our Equality Policy is accompanied by SCUC's Equality Objectives which will be revised annually.

Equality Objectives 2020/19

These have been produced in conjunction with staff and students through the Equality & Diversity Steering Group. As this annual report demonstrates, the College has a strong commitment to equality and diversity and a strong track record in achieving its annual objectives many of which have been carried forward in to the next year with a view to achieving further successes.

We are proud of our achievements to date. However, there is always more we can do. We feel these objectives are specific, measurable, achievable, and realistic and can be achieved within the academic year 2019/20. They have been designed to add value to existing initiatives and deliver outstanding performance.

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

Objective:

We will analyse student progress and achievement rates to address any gaps and demonstrate the College's commitment to equality and inclusivity.

We will do this by:

- Using detailed equality analysis of student performance and progress by all of the protected characteristics to identify and address any areas of underperformance.

Objective:

We will continue to develop a comprehensive programme of enrichment events that celebrate the diversity of the College population.

We will do this by:

- Working with curriculum areas to identify opportunities for celebration and inclusion in a curriculum context.
- Introduce a series of campaigns centred around specific E&D aspects (eg LGBT)

Objective:

We will further advance the Solihull College & University Centre's values around equality and diversity through a targeted programme of learning and development.

We will do this by:

- Ensuring all staff complete the online Disabled Go development programme on the Equality Act and the 9 protected characteristics.
- Making the Educare online programme available to all staff
- Ensuring staff are briefed on the College's Equality Policy and the Equality Act
- Develop and deliver a programme to raise staff awareness confidence in working with LGBT learners (and colleagues)

Objective:

We will continue to develop marketing and curriculum promotion strategies which seek to address vocational areas of underrepresentation.

We will do this by:

- Making use of success stories.
- Sharing case studies of students in non- traditional vocational areas
- Developing the Equality & Diversity microsite

Objective:

We will ensure a consistent approach to successfully embedding E&D into the curriculum.

We will do this by:

- Working with individual managers through a programme of development to identify and evidence good practice
- Ensuring consistency in demonstrating the embedding of Equality & Diversity on schemes of work
- We will continue to ensure a consistent approach to the evidencing and evaluating of Equality & Diversity practice in curriculum self-assessment reports.
- Ensuring an E&D focus within the College's evaluation of teaching and learning (eg learning walk themes)

Objective:

We will seek to ensure that SCUC's staffing profile more closely reflects the student profile

We will do this by:

- Our target for July 2018 is for the staff profile to consist of 17% from BAME groups

Objective:

We will ensure the campus is accessible to all and ensure capital projects improve existing levels of accessibility

We will do this by:

- Carry out necessary works following AccessAble (Disabled Go) review
- Undertake capital works at Stratford