



EQUALITY, DIVERSITY & INCLUSIVITY



Solihull College
& University Centre

Stratford-upon-Avon
College





This annual report focuses on the work of the College in respect of its equality & diversity activities and responsibilities covering the academic year 2023/24 extending through to the end of February 2025 (for case studies and news events).

On 1 February 2018, Solihull College and University Centre completed its merger with Stratford-upon-Avon College.

The business name of the merged College is Solihull College and University Centre, also referred to as SCUC within this report. Unless stated otherwise, any reference in this document to Solihull College & University Centre or SCUC within the various sets of data and reports applies to the whole College, including Stratford-upon-Avon College.

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Foreword

By Rebecca Gater, Principal & Chief Executive



As an institution dedicated to learning, growth, and social responsibility, Solihull College & University Centre continues to place Equality, Diversity, and Inclusion (EDI) at the heart of everything we do. We are proud to be recognised as a highly commended Inclusive Employer of the Year in the WorldSkills UK EDI Heroes Awards - an honour that reflects the collective commitment of our staff and students to fostering an inclusive and welcoming environment.

Over the past year, we have deepened our focus on inclusive practice and cultural intelligence, embedding these themes into two of our college-wide CPD days. Every member of staff also undertook unconscious bias training during the summer, reinforcing our shared responsibility to challenge assumptions and create equitable experiences for all. We were also delighted to be reaccredited for the Rainbow Flag Award, affirming our continued dedication to LGBTQ+ inclusion.

While we celebrate these milestones, we remain acutely aware of the work still to be done - particularly in ensuring full representation across leadership and governance. Our involvement with the Colleges West Midlands EDI Steering Group continues to drive forward initiatives aimed at diversifying staff recruitment and enhancing representation in management roles.

This report stands as a testament to our ongoing efforts to assess, analyse, and celebrate our progress in the realm of equality and diversity. It showcases the remarkable achievements of our students and staff and highlights the strides we've taken over the past year to embed EDI into the fabric of our college.

Rooted in our strategic plan and organisational values - to be inspiring, innovative, collaborative, caring, responsible, and respectful - we continue to weave the golden thread of EDI throughout our institution. Our commitment is not just a statement; it is a lived experience, evident in every interaction, decision, and initiative.

I extend my thanks to the students and staff whose contributions have shaped this report and our inclusive culture. Your dedication is what makes Solihull College & University Centre a truly special place to learn and work. I invite you to explore this report and celebrate the diversity, talent, and progress within our college community.

Dr Rebecca Gater

Principal & Chief Executive

Our Equality Objectives

for 2024/25 and Beyond

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

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

We are proud of our achievements to date. However, there is always more we can do. We feel our objectives are specific, measurable, achievable, and realistic. They have been designed to add value to existing initiatives and deliver outstanding performance.

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

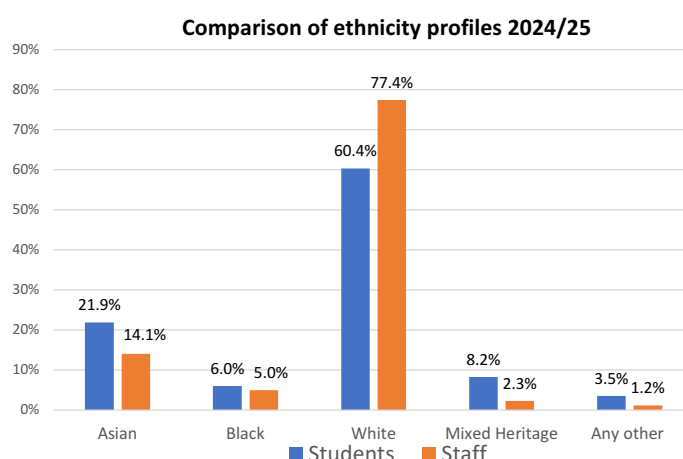
On the following pages are the new equality objectives that were approved by the Equality & Diversity Steering Group and Corporation early in 2024 and a summary of our progress to date:



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

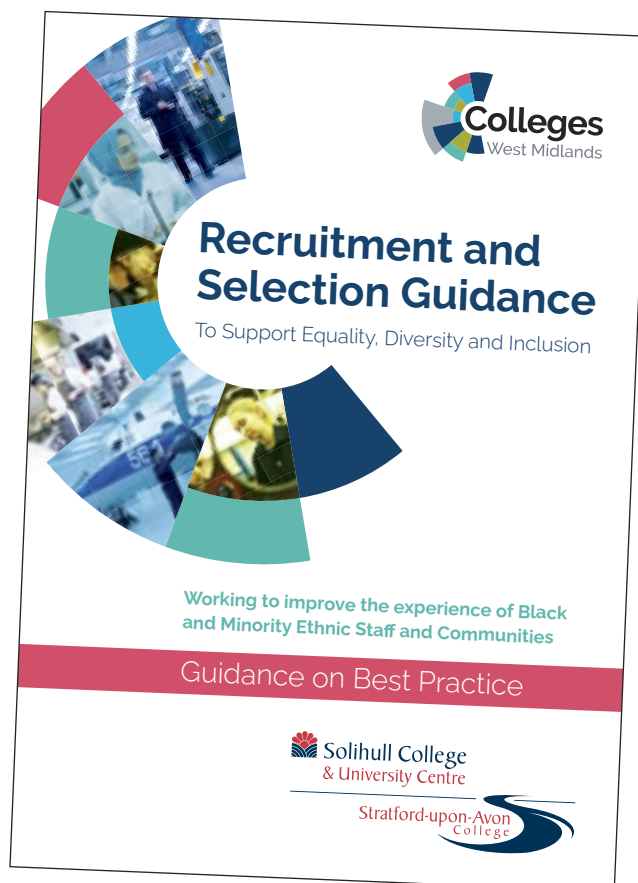
Progress as of March 2025

The College is moving in the right direction and has seen its profile of staff from Black, Asian, mixed heritage and other non white ethnic groups increase from 15.87 in 2020 to 22.6% in 2024/5, a 42% increase in the profile percentage. This profile has increased from 21.58% last year.



Solihull College & University Centre continues to co-lead, with City of Wolverhampton College, on the College West Midlands (CWM) Racial Equality Group workstream 4 (see page 25). The Colleges are working towards a uniform approach to presenting and analysing recruitment data, such as that presented in this report on pages 85-87.

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



Achieve a profile at leadership and management level that reflects the current staff profile, and then the student profile.	<p>Our staff profile is currently at 19.34% BAME, our management profile at 12.50%.</p> <p>Our gender pay gap can be attributed to a lower proportion of female staff in the upper quartile than in the other three quartiles.</p>	<p>Sponsorship and monitoring schemes for staff.</p> <p>Recruit to senior posts through BLG affiliated recruitment companies.</p> <p>Analysis of recruitment data from application through shortlisting to appointment.</p> <p>Anonymised applications.</p> <p>Further exploration of any barriers to women being appointed to management posts.</p>
<p>Progress as of March 2025</p> <p>Our management profile has slipped from last year, from 14.29% from Black, Asian, mixed heritage and other non-white ethnic groups at February 2024, to 13.95%.</p> <p>All of our management vacancies are now advertised on the Black Leadership Group jobs board.</p> <p>Solihull College & University Centre has led on the College West Midlands (CWM) Racial Equality Group workstream 4 (see page 25). The Colleges are working towards a uniform approach to presenting and analysing recruitment data, such as that presented in this report on pages 85-87.</p>		

Objective	Why	We will do the following:
Take positive action to address the under-representation of black apprentices.	The national regional and College profile of apprentices shows a stark underrepresentation of black learners compared to other provision types.	<p>Work proactively with employers and challenge where we feel there is racial bias.</p> <p>Actively market positive role models to employers and potential new apprentices.</p> <p>Work collaboratively with Colleges West Midlands on the project to increase the number of black apprentices.</p>
<p>Progress as of March 2025</p> <p>The College has been an active participant in the Colleges West Midlands Racial Equality programme, of which workstream 2 is to increase the representation of Black apprentices.</p> <p>Our profile of apprentices from Black, Asian and mixed heritage groups has fallen to 13%, from 15% as reported this time last year.</p> <p>Solihull, Birmingham Metropolitan and South & City Colleges have come together under a joint patronage for the Multicultural Apprenticeship Alliance.</p> <p>The College has appointed a new B2B Marketing Officer and we are focusing on ensuring that diverse role models are prominently featured in our promotional materials and events – not only to attract apprentices but to raise the profile and attract a wider employer audience base.</p> <p>Last year for National Apprenticeship Week the College shared videos of 3 apprentices and their inspiring stories – the videos, represent differences in age, gender and ethnicity. Footage from one of the videos has been submitted to form part of the College West Midlands Racial Equality Group workstream’s collaborative project to produce an apprenticeship video encouraging applications from Black and Asian learners. The video highlighted the apprentice ‘Yousuf’s’ decision to withdraw from A’Levels, which were not working out and take up the offer of a Level 3 Customer Service Apprenticeship with a new local awarding winning café in Solihull. Not only did Yousuf succeed in his apprenticeship, he was promoted to a Team Leading position before he reached the end!</p> <p>Two of our own Asian employee apprentices are completing higher level marketing apprenticeships.</p>		

Objective	Why	We will do the following:
<p>Review the FE curriculum and our teaching approaches to ensure learning reflects contemporary British values, the influence of colonial history on society and recognises the positive contribution ethnically minoritised background people have made and continue to make.</p>	<p>We need to meet the challenge in securing the inclusion of Black, Asian and minority ethnic themes and experiences across the curriculum.</p>	<p>Creation of an anti-racist curriculum model, focusing on:</p> <ul style="list-style-type: none"> i) Attributes for anti-racist ii) Cultural celebrations iii) Cultural norms/awareness <p>Re-design curriculum to model through workshops.</p> <p>Develop a 'Quick -to-Act' Curriculum, in which we provide space each week to discuss emerging events and check that issues are balanced and include race-related themes.</p>
<p>Progress as of March 2025</p> <ul style="list-style-type: none"> • Training delivered to teaching staff during our October Whole College Development Day encouraged critical reflection of current curriculum applying anti-racist principles and enabled staff to generate starting points for the diversification of their curriculum. • Creation of a 'quick-to-respond' suite of workshops on a range of EDI themes e.g. anti-racism that encourage critical thinking, respect and inclusivity. • Collation of resources to support teachers to diversify their curriculum available through the EDI Teams channel. • Development of 'teaching takeover' competitions for Black History Month and LGBT+ History Month to encourage tutors to deliver embedded lessons and share best practice. • Curriculum areas have taken active steps to diversify their curriculum e.g. Level 3 Business students have researched successful ethnic minority entrepreneurs and completed work on the importance of having diverse teams that reflect a range of ethnic backgrounds and how this can positively impact business growth with real-world examples used. Health and Social care staff have embedded inclusive teaching materials that reflect different socio-economic backgrounds, disabilities, and ethnicities, ensuring students understand the varied needs of service users. And level one Motor Vehicle learners have been looking at the new Automotive Diversity Charter and discussing the importance of inclusion and diversity within the sector holding debate sessions and creating presentations to help facilitate a deeper understanding as to its importance. 		

Objective	Why	We will do the following:
To ensure that anti-racism and anti-discrimination is central to our CPD.	To achieve a fully inclusive learning environment, staff need to be equipped to deal with issues, particularly around race and race equality, and more widely, inclusivity.	<p>Briefing staff on our journey to advance anti-racism at Solihull College.</p> <p>Governor awareness and development on inclusivity.</p> <p>Staff awareness and training on anti-racism, including language.</p> <p>Creating anti-racism champions.</p> <p>Training curriculum staff to be confident in delivering mainstream curriculum and tutorials and assessing the effectiveness of the training through learning walks.</p> <p>To work through the findings and recommendations of the Leaders Unlocked action plan of racial justice.</p>

Progress as of March 2025

Over 700 staff have attended the Colleges Anti racism awareness programme.

Our Whole College Development Day in October 2024, entitled Cultural Intelligence - Building an Inclusive College included development on navigating difficult conversations when challenging others on EDI topics, Pride in Practice, and Islamophobia.

Three staff have been trained to deliver Unconscious Bias training to the whole staff group. This will be rolled out in the summer of 2025.

Feedback from staff on the EDI development focus has been extremely positive.



Objective	Why	We will do the following:
To further develop a College environment that is safe, inclusive and encourages all staff and students to bring their whole self to College , with a particular focus on LGBT+ students .	Anecdotally, through feedback from our Pride group, we are aware that students may be reluctant to be honest at enrolment about sexual orientation.	<p>Provide the opportunity for students to revisit their personal data in year whilst at College.</p> <p>Publicise to potential and existing applicants the inclusivity of the College, our Rainbow Flag award and the work of the student Pride group.</p> <p>To achieve re-accreditation of the Rainbow Flag Award.</p> <p>To provide a safe space for students to talk about sexuality and other sensitive issues and to ensure students are provide with appropriate support.</p> <p>Understanding, through the College West Midlands project on racial equality, how mixed heritage learners are engaged with and how we can support a sense of identity.</p>
<p>Progress as of March 2025</p> <ul style="list-style-type: none"> Recent re-accreditation of the Rainbow Flag Award (December 2024) recognising our commitment to LGBT+ inclusion. Feedback from the Proud Trust who assessed the college 'I admire the number of opportunities your young people have to celebrate LGBT+ identities and feedback to SLT. I really like that staff have recognised the importance of student voice and made changes to the SLT meeting to ensure that there is a consistent opportunity for your students on the executive team to feed back. Your Pride Club looks a joy to be a part of. It was fantastic to hear it described as a "safe space where you can be yourself" and that you are providing a space where students can ask any questions they might have.' Training delivered to curriculum and support staff during whole college development day (October) on supporting LGBT+ students. Pride Clubs at each campus provide a safe and non-judgemental space for LGBT+ students to meet A range of LGBT+ focused events and activities take place throughout the year to promote inclusivity and visibility to existing students and staff. Information about the Pride clubs and LGBT+ inclusion are shared at Open Events through the presence of the Enrichment Team. Dedicated staff members identified to act as main point of contact for any LGBT+ students who wish to access support and this is made visible through posters around the campus as well as through induction. 		

Objective	Why	We will do the following:
Further develop cultural awareness.	Research project commissioned by the College recommended more opportunities for staff to engage with and celebrate other cultures. The College has seen the value of events for students in advancing inclusivity and diversity.	Senior Sponsors for our staff networks. Cultural and other awareness events for staff (including TED talks). To work through the findings and recommendations of the Leaders Unlocked action plan of racial justice.
<p>Progress as of March 2025</p> <p>The College has held a range of cultural events and celebrations for students and staff e.g Black History Month, Cultures of the College etc.</p> <p>We were delighted to hold our second Iftar event during Ramadan in the month of March, which was attended by over 50 staff.</p> <p>The Whole College Development Days held in October 2024 and March 2025 were specifically inclusion-focused, the October event providing the opportunity for staff to engage in cultural awareness activities, and explore the lived experiences of colleagues.</p>		

Executive Summary

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

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



INSPIRING

Motivating others to excel

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



INNOVATIVE

Transforming our ideas

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



COLLABORATIVE

Working together to achieve shared goals

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



CARING

Making a difference

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



RESPONSIBLE

Making things happen

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



RESPECTFUL

Welcoming others into our college community

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

Equality Policy Statement

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

We expect all members of our College & University Centre community to recognise and respect this.

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

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

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

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

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

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

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

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

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

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

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

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

Equality Policy

TYPE: Policy

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

SCOPE: This policy applies to staff and students.

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

LEGAL CONTEXT: The Equality Act 2010

PUBLICATION:

Staff Hub/Intranet: (Y/N)

Website: (Y/N)

Student Hub: (Y/N)

Reviewed By	Created	Last Reviewed	Next Review Date
Pete Haynes	2012	2023	2026

Section 1 – Introduction

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

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

Legislative context

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

- the Equal Pay Act 1970
- the Sex Discrimination Act 1975
- the Race Relations Act 1976
- the Disability Discrimination Act 1995
- the Employment Equality (Religion or Belief) Regulations 2003
- the Employment Equality (Sexual Orientation) Regulations 2003
- the Employment Equality (Age) Regulations 2006
- the Equality Act 2006, Part 2
- the Equality Act (Sexual Orientation) Regulations 2007

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

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

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

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

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

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

Our vision 'To position Solihull College and University Centre as a confident, fully inclusive, forward-thinking organisation with a strong reputation for innovation and excellence' states clearly references EDI and infers that SCUC will be outstanding in its work to promote equality, diversity and inclusion. Students, parents, employers and stakeholders will recognise our deep commitment to diversity and inclusion. Positive attitudes will be evident in all aspects of SCUC's work. The moral, ethical and the business case for diversity will be championed by the leadership of the College.

Our Values: Inspiring, Innovative, Collaborative, Caring, Responsible and Respectful, all support our EDI ethos. SCUC's commitment to promoting equality of opportunity for all will continue to be reflected in our strategic plan, our strategic objectives and key priorities.

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

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

- Helps to create a positive atmosphere where there is a shared commitment to value diversity and respect difference
- mainstreams equality by focusing on the different needs of employees and students (learners)

- strengthens our work with our partners and stakeholders
- improves quality by meeting the needs of all our customers, internal and external.

Section 3 – Student and staff profiles

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

Section 4 – The General Duties

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

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

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

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

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

Section 5 – The Specific Duties

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

Section 6 – Consulting our Staff and Students

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

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

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

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

Section 7 – Information Gathering and Monitoring Arrangements

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

The College leaders have a clear and ambitious vision for providing high quality inclusive education for all learners. All college self-assessment reports from course SARs to the main college SAR will address this aspect.

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

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

Progress against Equality Objectives is reviewed at meetings of the EDI & Learner Voice Steering Group.

7.2 Monitoring Our Progress

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

7.2.1 For Learners:

- Applications and progression rates for admission to courses
- Retention rates
- Achievement rates
- Disciplinary action
- Complaints
- Student surveys
- Early withdrawals/withdrawals
- At-Risk profile of learners
- Learner Support fund take-up

7.2.2 For Employees:

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

Section 8 – Division of Responsibilities

Leadership and management

8.1 Governors are responsible for ensuring that:

- The membership of the Corporation reflects, as far as possible, the diversity of the communities served by SCUC
- SCUC's strategic plan includes a commitment to equality of opportunity
- They are aware of the Corporation's statutory responsibilities in relation to equality legislation as an employer and service provider.
- They receive and monitor information on learners and staff.

8.2 SCUC's Principal and Senior Leadership Team are responsible for taking the lead in creating a positive, inclusive ethos that challenges discriminatory or inappropriate behaviour on the part of managers, staff or learners.

All managers are responsible for ensuring that:

- They are aware of SCUC's statutory duties in relation to equality legislation
- All aspects of SCUC's policy and activity are sensitive to equality issues
- Monitoring information is collected and analysed
- Targets are set for the recruitment, retention and achievement of learners based upon the analysis of monitoring information
- Learning walk reports include criteria on equal and diversity
- Internal verification procedures include scrutiny of equality issues

- Curriculum areas are required to assess performance in relation to equality and take action as appropriate
- The procedures for the recruitment and promotion of staff enshrine best practice in equal opportunities
- Targets are set on the recruitment of staff based upon the analysis of monitoring information
- SCUC's publicity materials present appropriate and positive messages
- Learner induction programmes and tutorial programmes reflect SCUC's commitment to promote equality of opportunity
- Appropriate training and development are provided to support the appreciation and understanding of diversity.

8.3 Staff are responsible for ensuring that:

- They are aware of SCUC's statutory duties in relation to equality legislation
- Their schemes of work, lesson content and teaching resources demonstrate sensitivity to issues of equality
- They challenge inappropriate behaviour by learners, work placement providers, outside contractors or other members of staff
- SCUC and each of its individual staff confront discrimination, whether witting or unwitting, whenever it occurs.

Section 9 – Publicising our policy and Progress

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

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

9.2 To learners:

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

9.3 To apprenticeship and work placement providers:

- All work placement providers will receive a copy of the policy and will be asked to signify their understanding of, and agreement to, these responsibilities

- SCUC will publish the requirement to offer appropriate training covering diversity issues to their staff
- SCUC will promote the requirements of students from under-represented groups to providers
- A summary of the results of monitoring will be included in the appropriate SCUC publication (e.g. newsletter) sent to relevant employers.

9.4 To staff:

- All staff will receive and have access to a full copy of the policy
- The staff induction programme highlights SCUC's commitment to equality, action to be taken by staff who suffer discrimination and the action to be taken against any perpetrators of such discrimination
- A summary of the results of our monitoring information will be included in the Equality & Diversity Annual Report

9.5 To Governors:

- All governors will receive a full copy of the policy
- The governors' induction programme highlights SCUC's commitment to equality, action to be taken by staff who suffer discrimination and the action to be taken against any perpetrators of such discrimination
- A summary of the results of our monitoring information will be included in reports to the Corporation

Any published information will have due regard for individual confidentiality.

Section 10 – Complaints

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

Section 11 – Review and Consultation

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

Section 12 – Putting the scheme into practice

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

COLLEGE SUPPORTS STUDENT MENTAL HEALTH WITH SPECIAL WORKSHOPS

8th December 2024

Solihull College & University Centre and merger partner Stratford-upon-Avon College have hosted well-being events for their students as they approach the new year.

The mental health team across the Stratford-upon-Avon, Blossomfield and Woodlands campuses have offered free mental well-being workshops to their students to aid them with specific areas of their mental health.

During early December, the team invited in external mental health organisations to help run the sessions. The sessions were open to all students on all courses.

Online support service 'Kooth' were invited in to talk to students about their services and how students can access them. These sessions covered how to manage students' reaction to anxiety and stress and 'The Power of Kindness and Empathy.'

Health focused charity, 'Health Exchange' ran sessions on Sleep Hygiene, Managing Anxiety and Low self-esteem.

A 'Mindfulness' session was also led by CWPT NHS.

The Samaritans ran a session focused on Emotional Health, Wellbeing, and Self-Harm. This helped students to identify the signs they might experience when feeling down and the things they can do to help cope. They also highlighted their services how to access them.

These sessions were attended by over 600 students, and they really helped them understand their own mental well-being. One student commented: "The session really helped me recognise what I could be suffering with." Another student said, "They offered great advice on how to manage anxiety and highlighted different help sites that could help us."

The College's mental health team offer additional support for students who need it, alongside a dedicated safeguarding team and counselling service.

In December 2024, the College launched 'Spectrum Life' a 24/7 mental health and well-being support service that is available to all students. Spectrum Life is an app that students can access featuring lots of different services and content available.

Mental Health Lead, Fathima Ashraff-Ali, commented: "These sessions, along with the launch of Spectrum, demonstrate the College's ongoing commitment to mental health and wellbeing, whilst also serving to increase staff knowledge and understanding. We will continue to strive to offer the best possible service across our campuses."



James Schanda, Mental Health Support worker with Fathima Ashraff-Ali, Mental Health Lead & Vineeta Punn from Health Exchange.



Students enjoying a mindfulness session hosted by CWPT NHS

For more College news and success stories head to <https://www.solihull.ac.uk/news-and-events>



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

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

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

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

BLG beliefs:

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

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

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

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



COLLEGES WEST MIDLANDS RACIAL EQUALITY STEERING GROUP

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

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

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

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

Workstream 1

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

Workstream 2

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

Workstream 3

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

Workstream 4

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

Workstream 5

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

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



Equality, Diversity & Inclusion and Sustainability

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

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



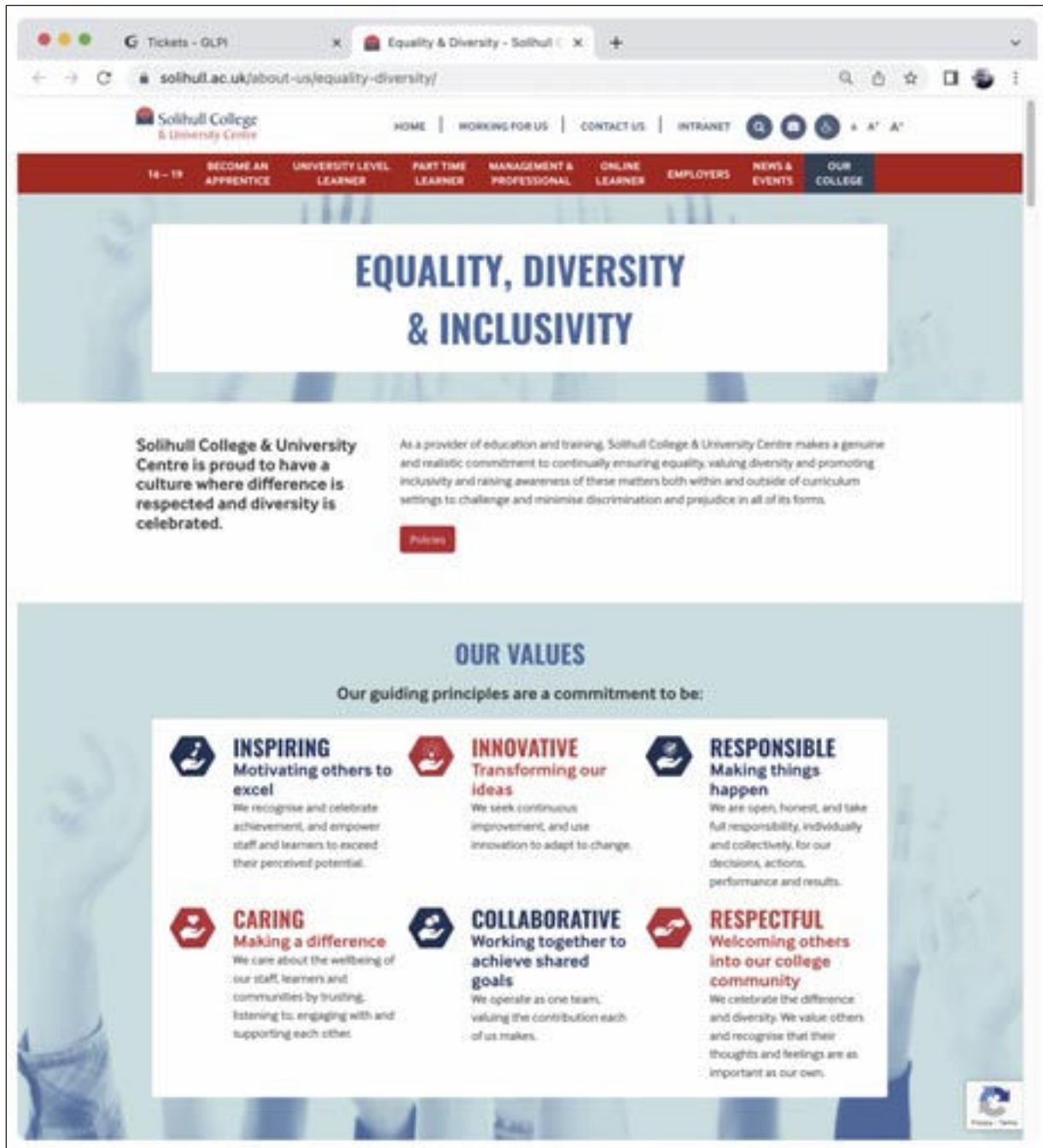
By approaching climate change inclusively, everyone's voice can and should be heard and collectively we will be more able to solve the challenges. Similarly, strong links exist between sustainability and inequality and social injustice and diversity is crucial to problem-solving, innovation and creativity.

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

The College Website

The College's website has an Equality & Diversity webpage, which holds the College's Equality Policy, all the previous years' Equality & Diversity Annual Reports, together with the Student Voice Exec profile, news stories and relevant Twitter/X feeds.

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



Our Campuses

Blossomfield Campus



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

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

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

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

Stratford-upon-Avon Campus



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

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

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

Woodlands Campus



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

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

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

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

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

Greater Birmingham and Solihull Institute of Technology



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

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



ASSOCIATION
OF COLLEGES

AoC's Equality, Diversity and Inclusion Charter

Solihull College & University Centre signed up to the AoC EDI Charter in May 2024.

The AoC Equality, Diversity and Inclusion Charter is asking the further education (FE) sector in England to make commitments and take action to foster a sense of belonging among students and staff in FE. It calls for a collaborative effort to advance equity, diversity, and inclusion.

The charter encourages colleges to provide equity by creating an inclusive culture and value diversity by making it central to policies and practices. It also calls for setting organisational objectives, identifying short and medium-term success measures, and publicising progress annually. While there is a lot to be done, the time is right for a more inclusive and equitable education.

The UK is a multinational, multi-ethnic, and multi-faith society where our strengths and values are rooted in our culture. The Further Education sector reaches millions of students, staff, and many communities in every town and city across the country, and is uniquely placed to bring about transition and transformation in our society. Colleges are centres where students belong.

This is our public statement of commitment to strive for equity and create an inclusive culture in which all our staff, learners and communities can thrive.

We recognise that:

- it is socially, morally and economically right to prepare our learners for life and work in a world that is diverse.
- equity and inclusion are fundamental if we are to make the most of our diversity.
- we will be judged by our actions and the impact of those actions.

We commit to building an environment of belonging by:

- ensuring equity, and inclusion are reflected in our curriculum.
- putting diversity and inclusion at the heart of our employment policies and practices.
- listening to, and reflecting on our obligations to the communities we serve.
- encouraging those with whom we contract to support our commitments.

We will lead by example, tracking our impact by:

- setting organisational and individual objectives monitored by the board.
- identifying short and medium-term success measures appropriate to our context.
- publicising progress and the difference we have made in our annual report.

The College's Self Assessment of Equality & Diversity

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

Headlines:

SAR Judgements

- Curriculum intent is ambitious for all learners, including those with SEND, individuals from disadvantaged backgrounds, and those from hard-to-reach groups.
- Learners with SEN achieve equally as well as their peers
- Learners thrive in a values-based culture that is caring, purposeful, and professional, where the principles of equality and diversity are actively nurtured
- Leaders and managers consistently advocate for diversity and inclusion across the College, resulting in a welcoming and inclusive environment for everyone.



Solihull College
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College



SAR Judgements

- There are some emerging gaps in achievement on Educational Programmes for Young People.
- An inclusive learning approach minimises gaps in achievement from an EDI perspective
- Learners with high needs integrate well into the life of the College and make good progress in developing greater independence
- A well-structured transition process ensures that learners' individual needs are identified and supported in a timely and effective manner
- Achievement for High Needs Learners on Vocational programmes is above college average but is an area for improvement in English and Maths
- Whilst the majority of High Needs Learners are accessing work placements, opportunities for High Needs Learners within Foundation Learning need to be explored.



Solihull College
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Stratford-upon-Avon
College



The College's Self Assessment of Equality & Diversity

The following extracts, which have an EDI focus, are from the College's SAR for 2023/24:

Quality of Education: Intent

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

- Curriculum intent is both ambitious and inclusive for all learners. It is effectively designed to equip SEND learners and those with high needs with the skills they need to thrive in work and life:
"Leaders have selected curriculums that provide learners with high needs with the opportunities they need to develop their skills in preparation for life after college." (Ofsted Report May 2024)
- The College's career-focused curriculum ensures that all learners, regardless of their needs, are progressing towards employment or higher-level programmes that lead to employment. This commitment to inclusivity is evident in the provision of support services and tailored programmes for learners with SEND, disadvantaged backgrounds, and those who are hard to reach:
 - o Health and Social Care curriculum explicitly embeds differentiated learning pathways to cater for learners across the full range of SEND needs, with clear expectations for progression into both employment and higher education. The curriculum area embeds British Sign Language (BSL) Level 1 and Level 2 qualifications within the course structure.
 - o Early Years have recently introduced a Level 1 Makaton qualification into the Level 3 Study Programmes.
- SEND learners also benefit from well-integrated personalised learning plans and access to assistive technologies to ensure learners are challenged and supported to reach their full potential.
- The Foundation Learning curriculum for SEND learners is ambitious in its focus on progression opportunities. Learners participate in vocational tasters in various fields, such as Construction, Motor Vehicle, Animal Care, Media, and Business, and develop key transferable skills like self-management, teamwork, problem-solving, and information management, preparing them for further study and employment. This has led to successful integration of Supported Internships provision, enabling SEND learners to gain valuable workplace experience and build confidence in their abilities.
- ESOL curriculum is designed not only for language acquisition but also for orientation to the UK and career preparation for refugees. It equips learners with the language and workplace skills needed to pursue their career aspirations. The ESOL curriculum places a strong emphasis on employability skills development, with guest speakers from local businesses and industries regularly invited to share their insights and experiences, thus broadening learners' understanding of career options and pathways.

The College's Self Assessment of Equality & Diversity

There is strong support for all learners, ensuring that gaps in knowledge are identified and effectively addressed.

- Staff are aware of, and attentive to, the needs of learners with Individual Support Plans (ISPs). They collaborate closely with the additional needs team and this partnership ensures that learners receive tailored support which enhances their overall experience helping them thrive throughout their courses.
- The College provide a strong and supportive pastoral service to learners including Health and Wellbeing support from the Mental Health Team. The appointment of Progress Coaches within each curriculum area further supports learners' well-being and ability to achieve. A number of areas implement Booster classes to target support for individuals or groups.

Quality of Education: Impact

Learners with SEND achieve equally as well as their peers.

- There is excellent support in place for learners with learning difficulties, disabilities and/or health problems. The inclusive approach adopted ensures that all students receive the tailored support and resources they need to succeed.
- The achievement rate for SEND learners in 2023/24 was 80.0%, which remained in line with last year at 80.2%, and with the College's overall achievement rate at 81.0%.
- By fostering an inclusive and supporting environment, learners are empowered to reach their full potential. Whilst there are smaller number of learners within the following groups, these SEND learners achieved above the College average:
 - o Learners with a disability affecting mobility – 87.7%
 - o Learners with a hearing impairment – 89.4%
 - o Learners with profound complex disabilities – 100%
- Learners with Dyscalculia performed below the College average at 64.3%. Whilst this is a smaller cohort with just 28 learners, the decrease in achievement from previous year's suggests that this needs further focus in 2024/25.
- Learners with mental health difficulties also performed below the College average at 75%. The College are aware of the challenges facing learners with mental health difficulties, specifically those aged 16-18, and continue to work hard to address this. It is encouraging to note the consistent upward trend in achievement for these learners over the past two years highlighting the impact of the support services in place.

The College's Self Assessment of Equality & Diversity

Behaviours & Culture

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

- The College's Strategic Plan, underpinned by its Core Values of Inspiring, Innovative, Collaborative, Caring, Responsible and Respectful, continues to result in a safe learning environment that champions diversity and inclusion for all of its learners.
- Respectful behaviour is embedded throughout the College and remains a key strength as identified by learners within college satisfaction surveys:
 - o "The College ensures that people's differences are celebrated and that everyone is included & welcome" - 97% agreement within the Spring Satisfaction Survey 2023/24
 - o "My views and opinions are valued" – 93% agreement within the Spring Satisfaction Survey
 - o "I am treated fairly and with respect" – 95% agreement within the Spring Satisfaction Survey.
- Inspectors noted in the Ofsted Inspection in May 2024 that "learners benefit from the inclusive and tolerant college community that is fostered by staff". This provides learners with a secure environment in which they can build their confidence and challenge themselves to achieve.

High expectations ensure learners understand the required behaviours and demonstrate them both at college and when representing the College externally.

- There is a respectful culture between staff and learners. Learners and apprentices demonstrate excellent behaviours and high levels of engagement throughout their period of study and value their learning experiences. They contribute actively to the College's "positive and respectful culture", as identified by Ofsted inspectors.
- Throughout the College, behaviour is managed effectively, and staff embed high expectations for behaviour and attitudes. This results in learners demonstrating consistently high levels of respect for peers, staff and their environment.

The College's Self Assessment of Equality & Diversity

Personal Development

Learners benefit from a well-structured and comprehensive personal development curriculum which effectively equips them for their future educational, employment, or training opportunities.

- Learners gain valuable skills through a comprehensive personal development curriculum, which covers key areas such as Fundamental British Values, Promoting Healthy Relationships and Online Safety. This curriculum equips them with the knowledge and understanding needed to succeed in modern Britain. All teaching is grounded in the College's core values and delivered by trained staff in a safe and supportive learning environment.
- The College's commitment to inclusivity is reflected in its personal development curriculum, which is adapted to meet the needs of all learners, including those with high needs. This ensures that every learner, including Adults and Apprentices, have the opportunity to develop their personal skills and reach their full potential.

Learners actively engage in a variety of social action activities that promote citizenship, significantly contributing to their personal growth and involvement in the community.

- The College had positive impact in increasing the range of social action projects available to learners. By participating in social action activities, learners develop valuable skills such as teamwork, communication, leadership, and problem-solving. They also gain a deeper understanding of social issues and develop a sense of empathy and compassion for others. These experiences not only enhance their personal growth but also make them more attractive to employers and universities.
- The College's successful participation in the 'Youth Social Action Project' enabled students to take part in a national project with external partners, Pears Foundation and the AoC. This project, led by a student enrichment officer, involved six student ambassadors who designed and delivered creative workshops to raise awareness and combat the stigma surrounding loneliness. The project's multi-generational approach, engaging both college students and a local care home, demonstrates the College's dedication to fostering connections within the community.
- The recent Ofsted inspection acknowledged the College's efforts in promoting social action, stating that:
 - o "Learners benefit from the inclusive and tolerant college community that is fostered by staff. They encourage a culture where staff actively listen to learners through structured learner voice activities. This includes class representatives and an executive body. Together, learners and staff collaborate through competitions and joint projects."

The College's Self Assessment of Equality & Diversity

Leadership & Management

Leaders and managers consistently advocate for diversity and inclusion across the College, resulting in a welcoming and inclusive environment for everyone.

- Leaders and Managers actively promote equality, diversity and inclusion within the College which is further embedded by both Curriculum and Support teams. The Ofsted Inspection in May 2024 noted that "Learners benefit from the inclusive and tolerant college community that is fostered by its staff".
- By championing diversity and inclusion, learners benefit from a solid culture of inclusion where diversity is celebrated, and views and opinions are valued. Learners recognise this with very high levels of satisfaction in the Spring Satisfaction Survey:
 - o "The College ensures that people's differences are celebrated and that everyone is included & welcome" – 97% agreement
 - o "My views and opinions are valued" – 93% agreement
 - o "I am treated fairly and with respect" – 95% agreement
- Around 30 college staff, including senior leaders, actively participated in a comprehensive 'Anti-Racism train the trainer' training programme, which was subsequently rolled out to all staff members at the College. This initiative reflects the collective commitment of the entire staff to promoting an inclusive and diverse culture, ensuring a positive and welcoming environment for all.

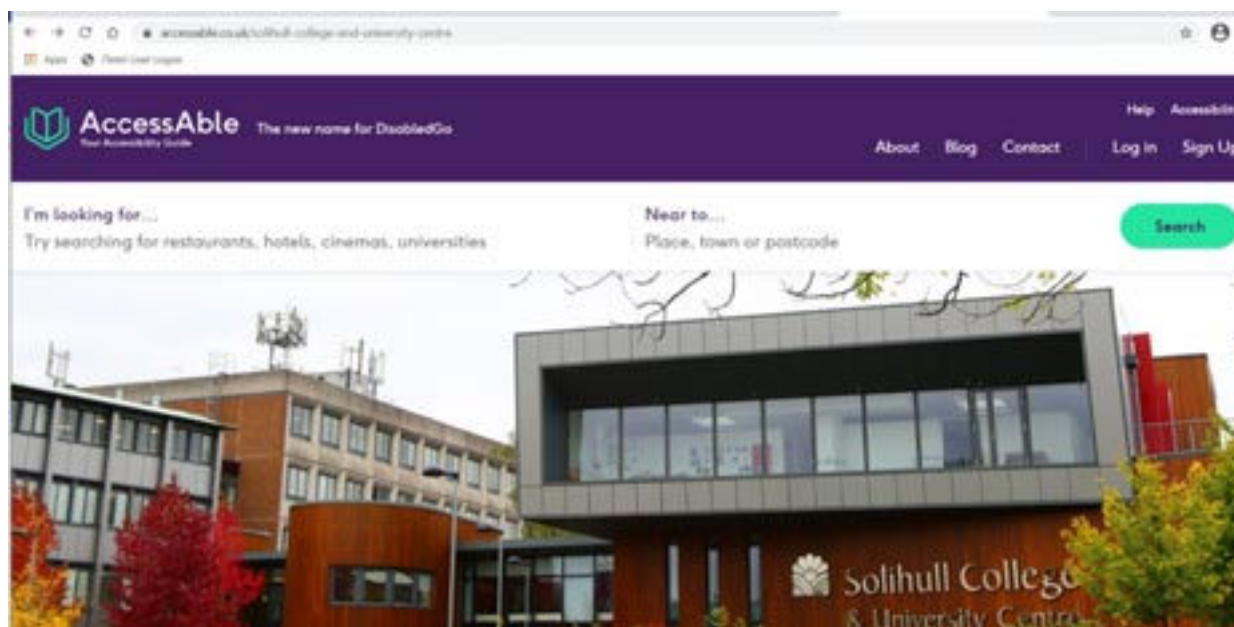
Disability

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. 2261 learners are identified as having a disability or learning difficulty in 2024 - 25 compared to 2069 in 2023/24. Of this figure, 1584 are full time learners representing 26% of full-time learners (compared to 25% in 2023/4).



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 LEARNERS WITH HIGH NEEDS IN 2023/24

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

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

The following information is taken from the College's self assessment report 2023/24

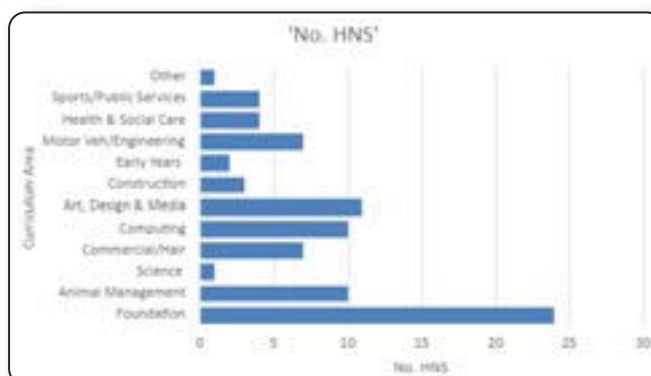
Learners with High Needs

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

- "Leaders have selected curriculums that provide learners with high needs with the opportunities they need to develop their skills in preparation for life after college. Teachers plan teaching well to ensure learners develop their communication skills to enable them to make choices and give their views and opinions. For example, on entry level living independently courses, teachers and learning support assistants (LSAs) use repetition, recall and recap alongside individual and small group work. Inspection report: Solihull College & University Centre 21 to 24 May 2024 5 LSAs use techniques for individuals such as promoting counting on fingers, and encouraging using thumbs up and thumbs down to choose if an answer is right or wrong". Ofsted Report, May 2024.
- This comprehensive approach ensures that learners, including those with high needs, acquire the necessary skills, gain independence, and build social confidence, preparing them effectively for their future careers.
- The College supported 84 learners in receipt of high needs funding from 6 local authorities: Birmingham (41), Solihull (27), Warwickshire (9), Worcestershire (4), Coventry (2) and Oxford (1).
- High Needs Students were enrolled within a wide range of curriculum areas as shown below:

Enrolments by Area for High Needs Learners

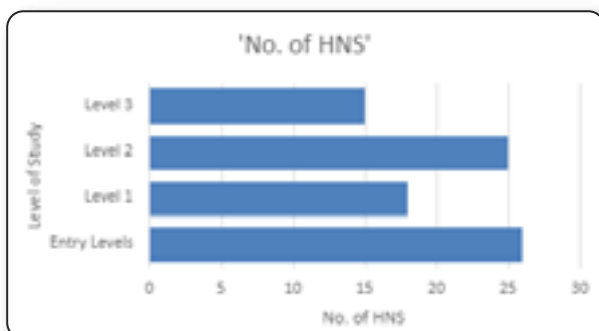
- High Needs learners are supported across the three campuses and across a range of levels – from Entry Levels to Level 3.



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

Enrolments by Level for High Needs Learners

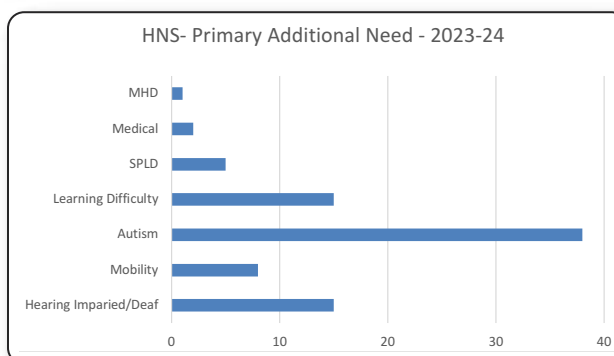
- Students that were considered High Needs were of various ages. EHCPs cease upon age 25 years old – there were more students aged between 16-17 years old that were high needs.



- 52% of the 84 High Needs Students were enrolled on their first year at Solihull College.

Ages	2022 – 23	2023 -24
16	22	31
17	14	10
18	17	18
19	17	10
20+	11	15

- High Needs Students have a range of learning disabilities/learning difficulties and medical needs. 45% of HNS disclosed Autism as their primary need and 18% were Deaf students. 18% disclosed a moderate/complex learning difficulty as their primary need.



Attendance Rates for High Needs Students

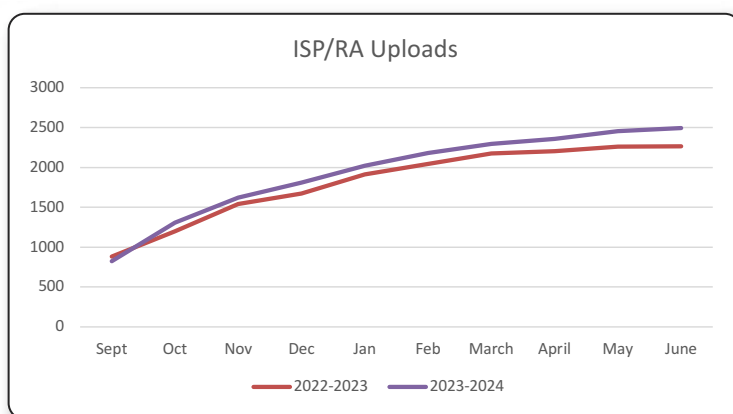
- The average attendance rate for High Needs Students during 2023-24 was 87% - an increase on the previous year.
- It is noted that High Needs Students may have complex medical conditions that can impact upon attendance rates – these rates also include students that were authorised as late starters/reduced attendance as a result of their disability or medical need.

Year	HNS > 96% Attendance	HNS > 90 % Attendance	HNS -Overall Average
2019-2020	31%	54%	85%
2020-2021	30%	57%	87%
2021-2022	35%	58%	87 %
2022-2023	21%	46%	82%
2023-2024	25%	52%	87%

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

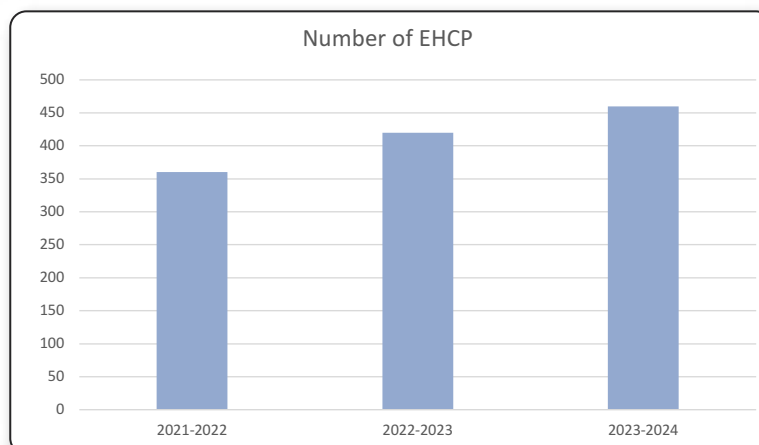
Individual Support Plans:

- Additional Needs Support tutors updated and created over 420 Individual Support Plans during the transition period (June-August 2023). This enabled potential students to visit the campus, familiarise themselves with the environment and meet key staff prior to starting the new academic year. This also enabled support staff to discuss support and draft a potential individual support plan in preparation for September. This transition process also enables timelier sharing of ISPs to curriculum staff by an increase in September uploads.
- 1308 ISP/RAs were completed and uploaded to ProMonitor by end of October 2023 – this was an increase of 107 uploads compared to the total uploaded by October 2022. The ISP communicates essential information to relevant staff and enables tutors and other staff to understand individual needs and recommended strategies to adapt teaching methods.



Individual Support Plans:

- The College experienced an increase in students enrolling at Solihull/Stratford with EHCPs. During 2022/23, there were 420 students with an EHCP, this increased during 2023/24 to over 460 students with an EHCP. All High Needs Students have an EHCP.
- During 2022/23, the EHCP team reviewed 175 EHCPs from 5 different LEAs. During 2023/24, the EHCP team reviewed 240 EHCPs from 6 different LEA, an increase of 37% on the previous academic year.
- The additional needs team have increased their team by adding an additional EHCP officer to support the EHCP review process which has enabled the team to undertake additional reviews.



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

Specialist Support - Speech and Language Support

Year	Total Students receiving SaLT Support	High Needs Students Receiving SaLT Support
2022-23	15	6
2023-24	22	10

- Specialist Speech and Language Support has increased since its introduced in 2022 with 46% more students accessing SaLT support in 2023/24 compared to the previous year.
- 45% of the students supported with SaLT were High Needs Students. This support is identified as required within the student's Education, Health and Care Plan and therefore this is a legal obligation to provide such support.
- Feedback has been positive from parents and LEAs:
 - o "Our son, Dominic has been receiving support with Speech and Language from Helen and I wanted to provide some feedback. At home we have noticed that Dominic has more confidence when speaking when we take him out in a social environment - previously he would be reluctant to try to interact in case he could not make himself understood but does now try to engage e.g. ordering food in restaurants. His confidence with speech has definitely improved and we are very grateful to Helen for her support for Dominic and hope that this can continue when Dominic returns to college in September".

Achievement for High Needs Learners on Vocational programmes is above college average but is an area for improvement in English and Maths

- Overall achievement for High Needs learners is 74.3%. However, when this is broken down, there is a notable difference between High Needs Learners achievement in their vocational subject compared to English and Maths.
- High Needs Learners are achieving at 85.2% on their primary course/qualification which is 1.4% higher than non-High Needs Learners. Whereas in English and Maths, High Needs Learners are only achieving at a rate of 66.9% for which is 8.9% lower than non-High Needs Learners.
- There is improvement required to support the development of Maths and English for High Needs Learners, and this will be investigated further and addressed in the 2024/25 academic year.

Achievement for High Needs Learners on Vocational programmes is above college average but is an area for improvement in English and Maths ... continued

E&T Overall Achievement in 'Maths and English' and 'Other' Quals for High Needs and Non-High Needs Learners

			E&T Overall		
			2021/22	2022/23	2023/24
Leavers			13,698	13,463	13,924
Achievement %			80.8%	80.9%	81.0%
Maths and English	HNS	Leavers	85	114	121
		Achievement %	69.4%	59.6%	66.9%
	Non-HNS	Leavers	3,780	3,921	4,522
		Achievement %	71.9%	73.8%	75.8%
Other	HNS	Leavers	94	79	81
		Achievement %	87.2%	88.6%	85.2%
	Non-HNS	Leavers	9,739	9,349	9,200
		Achievement %	84.4%	84.1%	83.8%

Whilst the majority of High Needs Learners are accessing work placements, the College needs to find work experience for all High Needs Learners within Foundation Learning

- During the College's Ofsted inspection in May 2024, inspectors highlighted that High Needs Learners in the School of Foundation do not gain sufficient understanding of the world of work or develop the skills needed for employment upon completing their courses. In contrast, High Needs Learners in other Schools benefit from work placements alongside their peers.
- In response, a Working Group was formed, led by the Assistant Principal of the Creative and Foundation Faculty. The group includes key staff members such as the Head of School, Head of Supported Internships, and the Work Experience Coordinator. Its primary aim is to identify ways to safely integrate work experience opportunities into the Foundation Curriculum.
- For 2024/25, the College will prioritise finding suitable work placement opportunities for Foundation learners, piloting the scheme with the Entry Level 3 Living Independently cohort.

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

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

In order to ensure all members of the Senior Leadership Team are able to engage fully with the College's equality diversity and inclusion strategy, objectives and progress against them, the group now meets as part of the senior leadership team meeting calendar. Membership of the group is therefore now the whole of the senior leadership team, plus members from across the college. Teaching and support staff and managers, together with members of the Student Voice Executive Committee contribute to and represent their areas on these committees.

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

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

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

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

The EDI and Learner Voice Steering Group - Membership

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

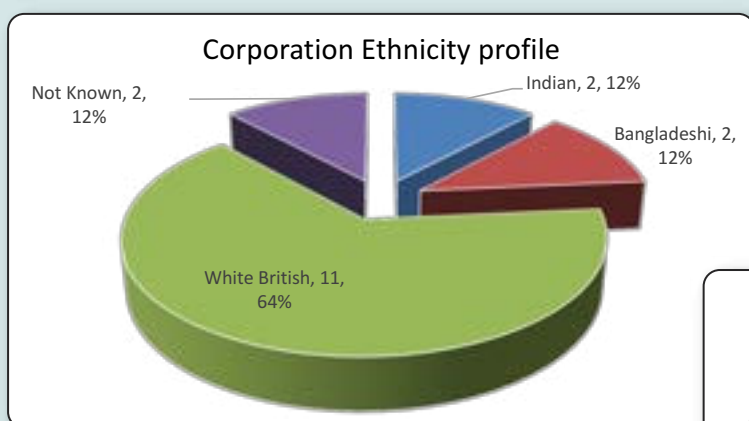
Governance

The Corporation, Solihull College & University Centre's Governing Body, is responsible for ensuring that the College sets and meets appropriate equality targets. It is comparable to a board of non-executive directors and is composed of members from the local community, stakeholders, student and staff members. The Search and Governance Committee is a subcommittee which is responsible for attracting sourcing and recruiting new Governors to the Corporation achieve a balance of skills and expertise spanning curriculum, finance legal and other business areas.

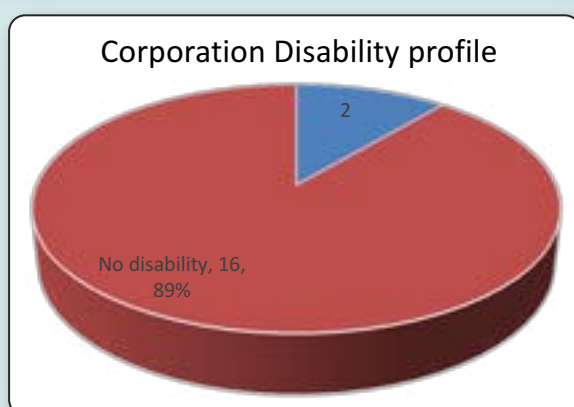
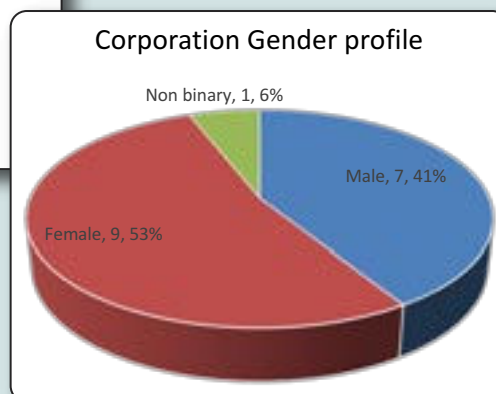
The Committee's aim is also to ensure a wider diversity of Governors and this target is on-going, even though representation has improved markedly over recently years. 24% of the Corporation are Black or Asian heritage, an increase from last year's profile of 21%. The Corporation's number was 17 including 2 student Governors and one staff Governor.

Two Governors who have declared a disability.

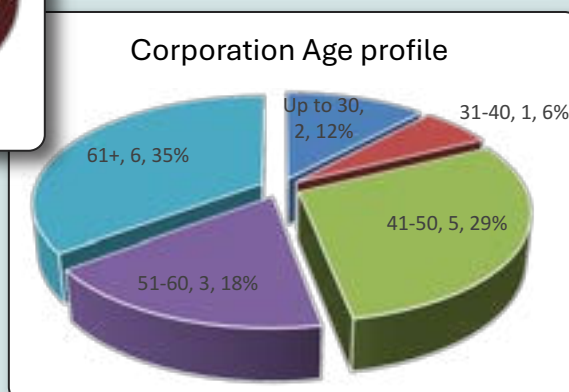
These charts show the profile of the Corporation:



The gender profile of the Corporation is more balanced than the previous year with 53% female and 41% male.



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



Introducing the 2024/25 Student Voice Executive Committee



Hayaat Hussain

Student Voice President

Light Vehicle Maintenance & Repair Principles L3 Diploma

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.



Sam Harris

Disabled Students' Officer

Animal Management Level 3 National Extended Certificate

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



Katie Fincham

Women's Officer

Art Design & Communication in Creative Practice
Level 3 Extended

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

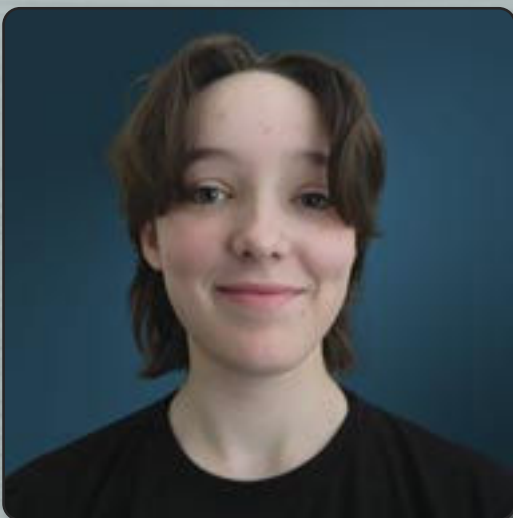


Rehman Khan

Racial Equality Officer

Information Technology Level 3
National Foundation Diploma

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



Aoibha Wellings

LGBT+ Officer

Performing and Production Arts Level 3 Diploma UAL
Musical Theatre

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



Megan Bacalla

Green and Sustainability Officer

Applied Science Level 3 National Foundation Diploma

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



Megan Daws

Stratford Officer

Creative Media Production and Technology Level 3 Diploma

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



Nimrah Kaiynat

Woodlands Officer

Aeronautical Engineering Level 3
National Extended Diploma

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



Muhammad Ali

Wellbeing Officer

Pre-Vocational Study Entry 2 Certificate Get into FE Reach

The purpose of my role is to promote student wellbeing and work on initiatives/events that raise awareness.



Celebrations, Events & Actions

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

Faith Festivals and Cultural Events.

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

Diwali 2024



Black History Month 2024

Cultures of the College

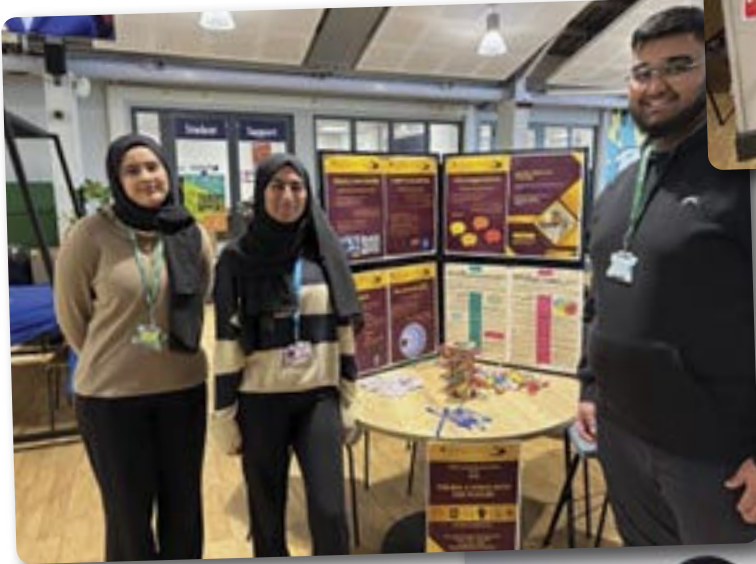
Our annual Cultures of the College event invites Students and staff to celebrate our college's diversity through events at each campus. This year, students were invited to showcase their culture through information stalls, and we enjoyed music, dancing and celebration.



Photos from Cultures of the College 2024

Awareness Raising

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



LGBT+ Awareness

The Enrichment Team facilitates an active student pride club for our LGBT+ students. The pride club, alongside our LGBT+ officer and the wider Enrichment team, organise a variety of events throughout the year including LGBT History Month, Trans day of Visibility and International Day Against Homophobia, Biphobia and Transphobia. We are proud to have achieved the Rainbow Flag Award in 2021 and again in 2024 for our commitment to LGBT+ inclusion.



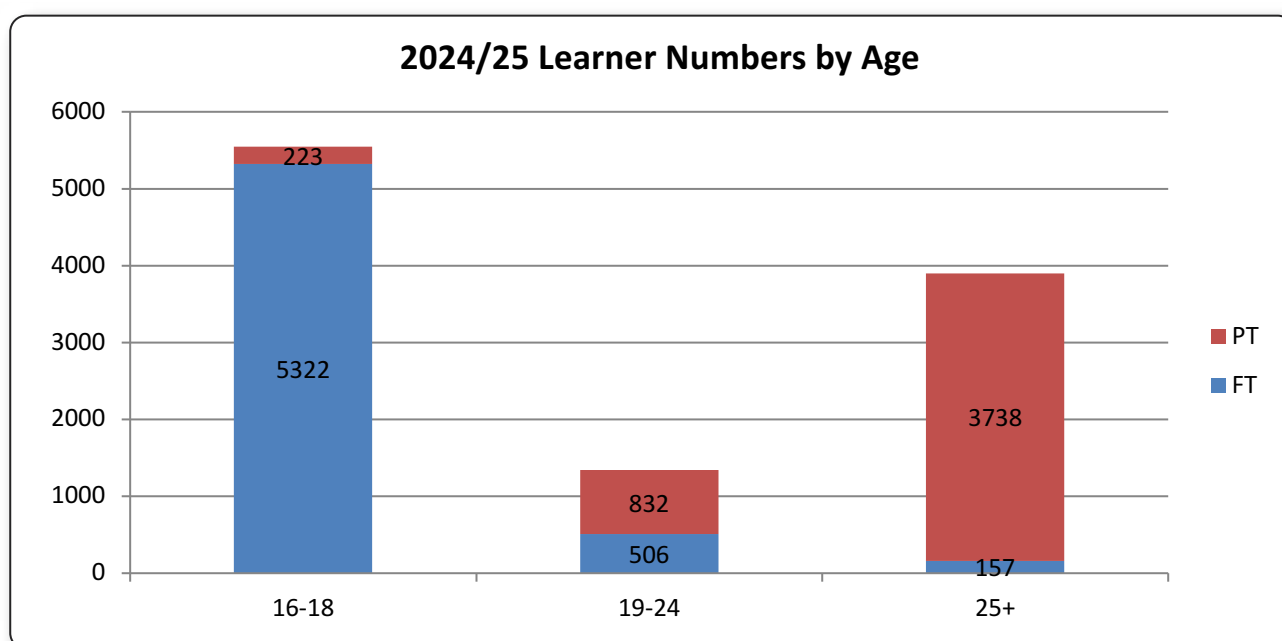
FutureHER conference

On 1st April 2025, our Student Voice President, Hayaat hosted a student-led conference called FutureHER. This conference proved to be a powerful and inspiring event designed to empower students in their personal and professional development. The conference featured keynote speakers, interactive workshops, and panel discussions focused on confidence-building, leadership, and the advancement of women in STEM. The event promoted inclusivity, growth, and meaningful dialogue. With overwhelmingly positive feedback, FutureHer successfully delivered on its promise to be a transformative experience—one that left a lasting impact on all who attended.



The College 2024/25 Student Profile

SCUC now has 5,545 16-18 students, the majority of whom are full-time learners. The majority of 19+ adult learners study with us on a part-time basis. There has been a very slight increase in the number of 16-18 learners from last year (5,531), but numbers have remained steady following a significant increase from 2022/3 (4,655).



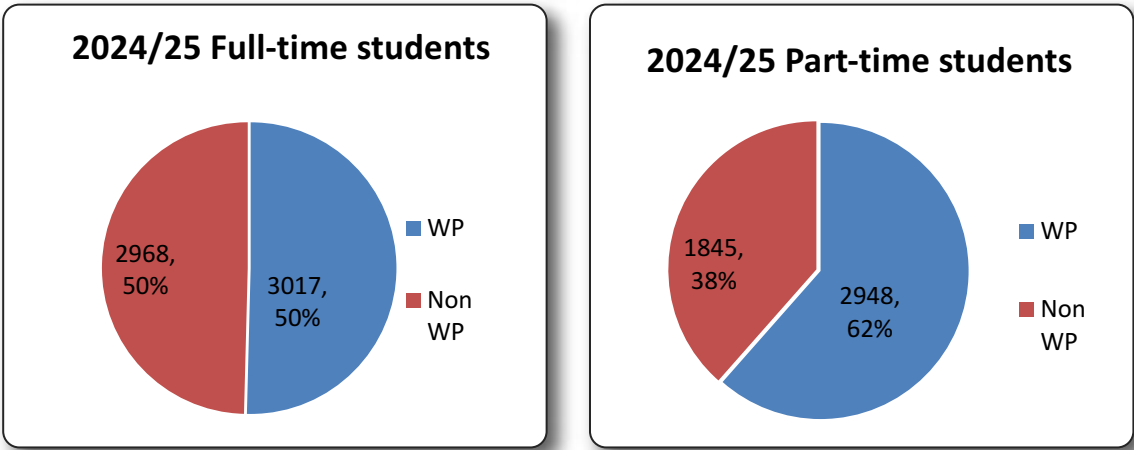
Where our Full-Time Students come from:-

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

Area of Residence 2024/25	Number	%
Birmingham	2784	47%
North Solihull	649	11%
South Solihull	1174	20%
Warwickshire	816	14%
Other (None of the above)	562	9%

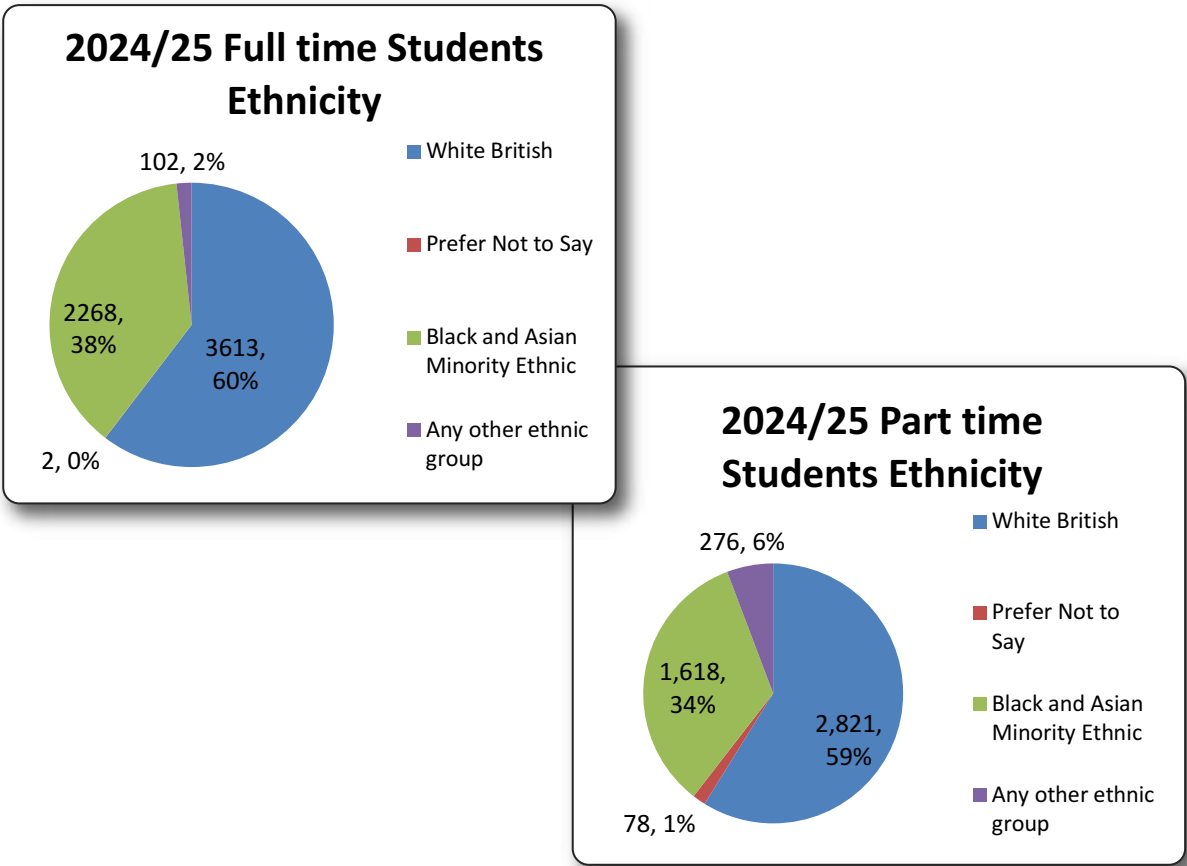
Widening Participation

Just over 50% of our fulltime students are from widening participation (WP) areas (ie areas of socio-economic deprivation and underrepresentation defined by post code. 38% of our part-time students are from widening participation post codes (compared to 36% last year).



Ethnicity

Learners from Black and Asian Minority Ethnic groups account for 38% of the total full-time cohort, compared to 37% the previous year, and, 34% of our part-time learner cohort, compared to 32% last year.



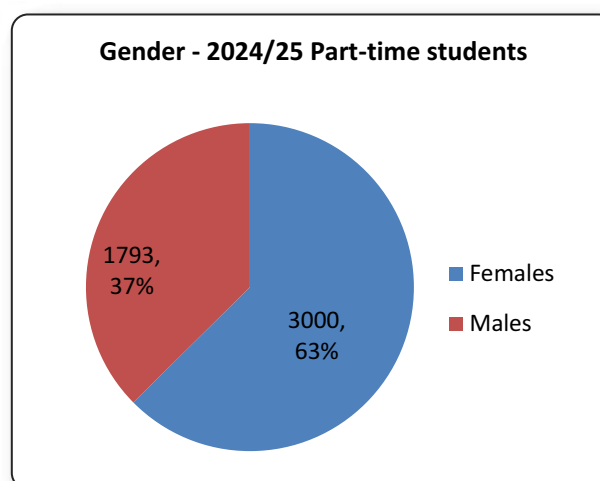
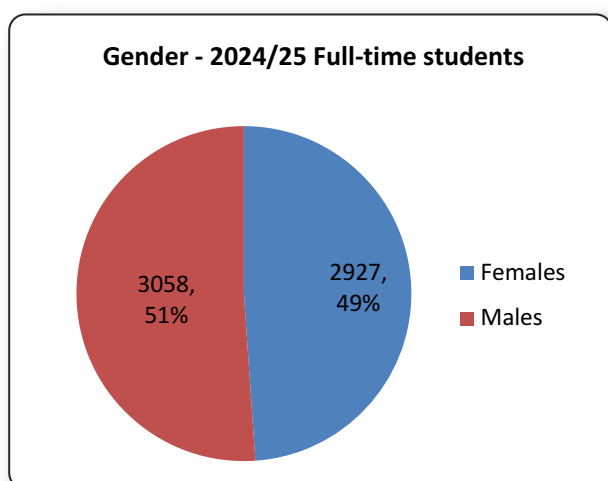
60% of the full-time student cohort are White, (52% are White British). Pakistani students form the largest cohort of full-time students from Ethnically minoritised background or non-white British contingency. 14.49% of full-time students are Pakistani.

Chinese adult learners form the 4th largest cohort of ethnically minoritised adult groups.

Ethnicity	Full-time		Part-time		Total	
White - English / Welsh / Scottish / Northern Irish / British	3100	51.80%	2500	52.16%	5600	51.96%
Asian / Asian British - Pakistani	867	14.49%	305	6.36%	1172	10.87%
White - Any Other White background	404	6.75%	281	5.86%	685	6.36%
Mixed - White and Black Caribbean	234	3.91%	105	2.19%	339	3.15%
Black / Black British - African	181	3.02%	154	3.21%	335	3.11%
Asian / Asian British - Any other Asian background	178	2.97%	189	3.94%	367	3.41%
Asian / Asian British - Indian	140	2.34%	220	4.59%	360	3.34%
Black / Black British - Caribbean	129	2.16%	164	3.42%	293	2.72%
Mixed - White and Asian	116	1.94%	37	0.77%	153	1.42%
Arab	106	1.77%	70	1.46%	176	1.63%
Any other ethnic group	102	1.70%	276	5.76%	378	3.51%
Mixed - Any Other Mixed background	97	1.62%	38	0.79%	135	1.25%
White - Irish	97	1.62%	37	0.77%	134	1.24%
Asian / Asian British - Bangladeshi	96	1.60%	76	1.59%	172	1.60%
Black / Black British - Any other black background	48	0.80%	47	0.98%	95	0.88%
Mixed - White and Black African	46	0.77%	24	0.50%	70	0.65%
Asian / Asian British - Chinese	30	0.50%	189	3.94%	219	2.03%
White - Gypsy or Irish Traveller	12	0.20%	3	0.06%	15	0.14%
Not provided	2	0.03%	78	1.63%	80	0.74%

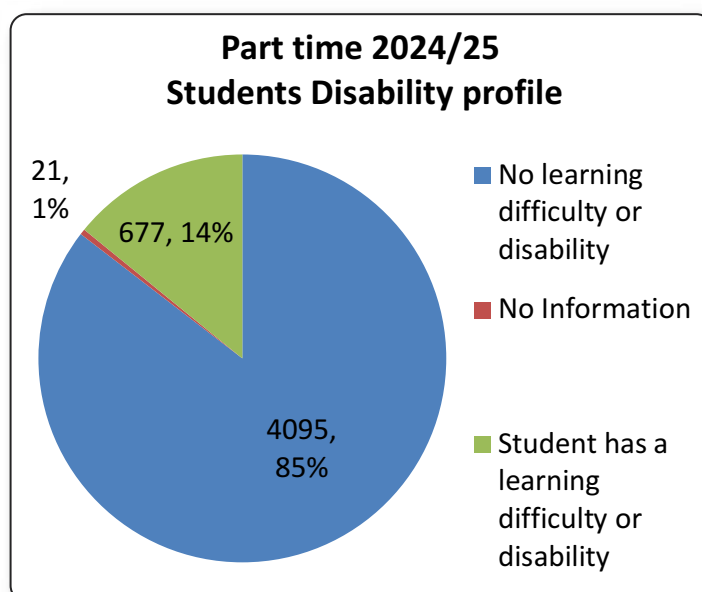
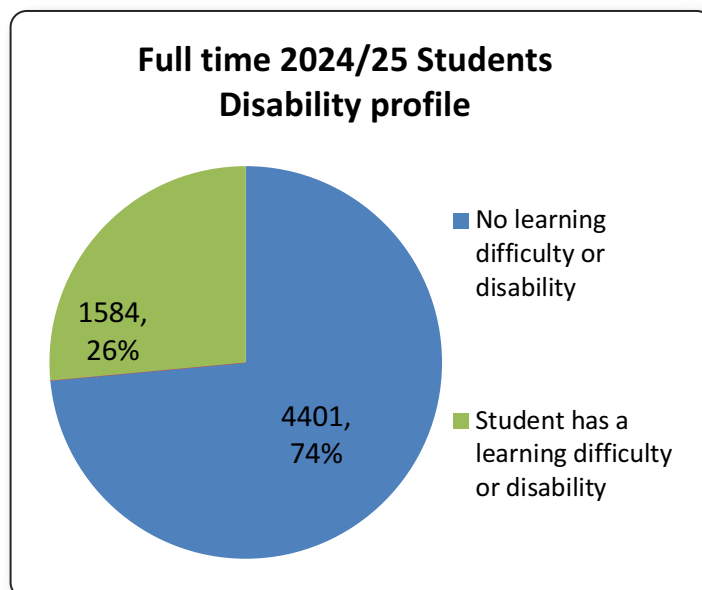
Gender

Males account for 51% of the full-time student cohort, compared to 53% the previous year. Female students account for 63%% of the part-time cohort.



Disability

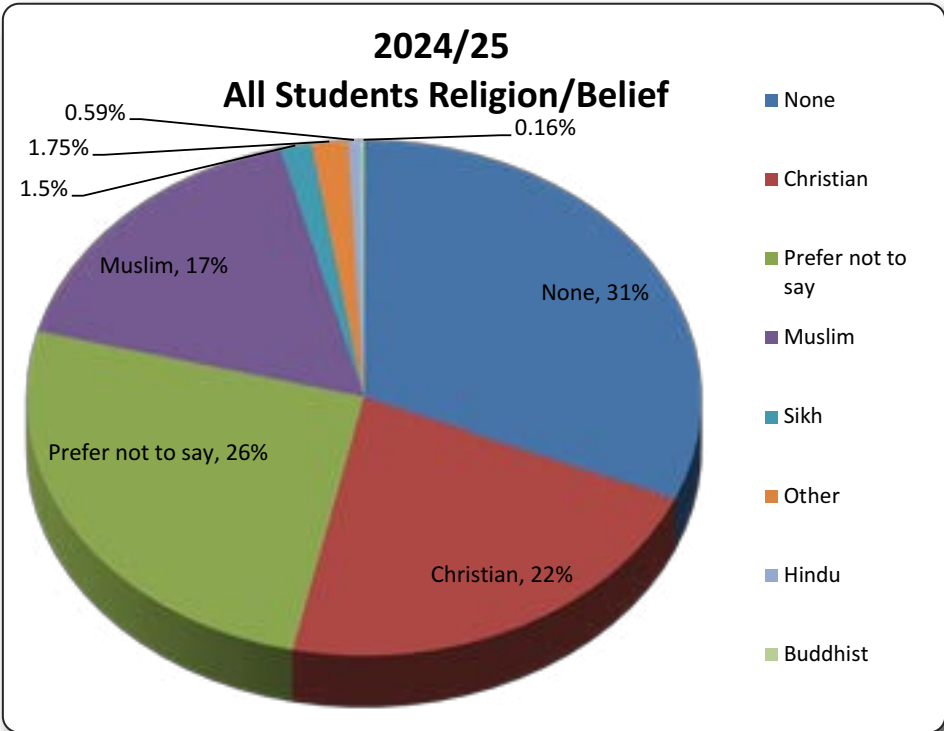
26% of full-time students have declared a disability/learning difficulty or are receiving additional support in respect of a disability. For part-time students this figure falls to 14% (a decrease from 16% in 2023/24).



OTHER PROTECTED CHARACTERISTICS

Religion/Belief

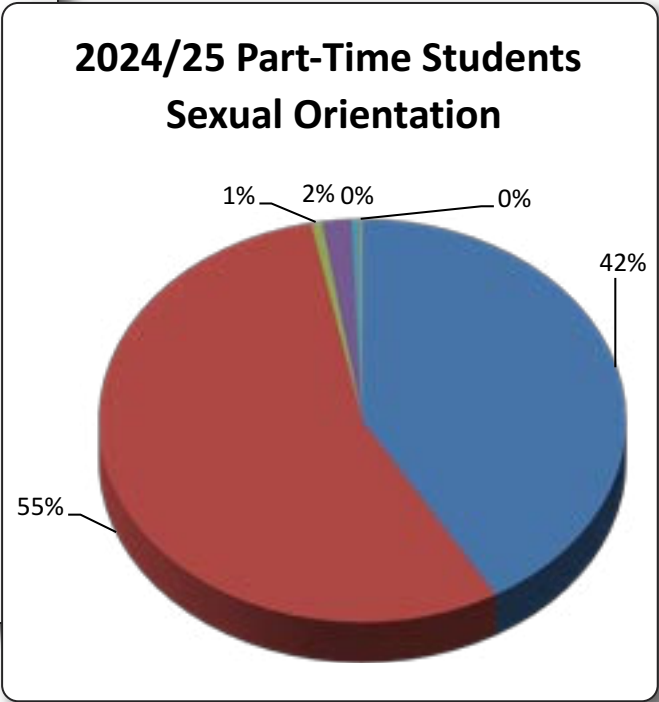
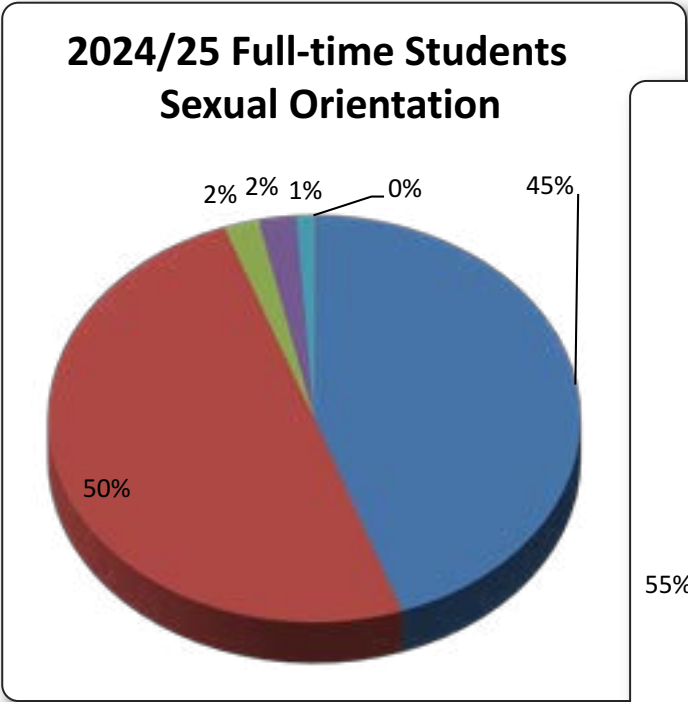
26% of College students prefer not to state their religion of belief. 31% of the College students have no religion or belief, 22% are Christian and 17% are Muslim.



Sexual Orientation

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

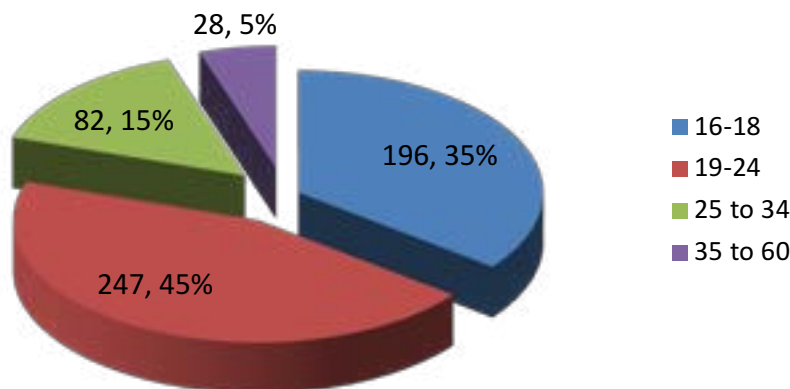
- Heterosexual
- Prefer not to say
- Bisexual
- Other
- Lesbian or Gay
- Unknown



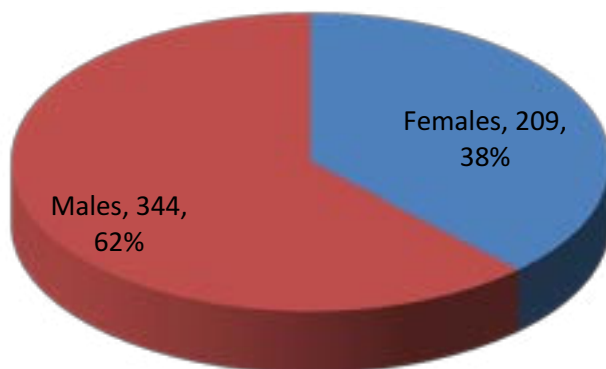
The Profile of Our Apprentices

The College currently has 543 apprentices, the majority of which are adult (over 18), although the profile of 16-19 apprentices has risen from 29% the previous year).

Apprentices 2024/25 - Age profile

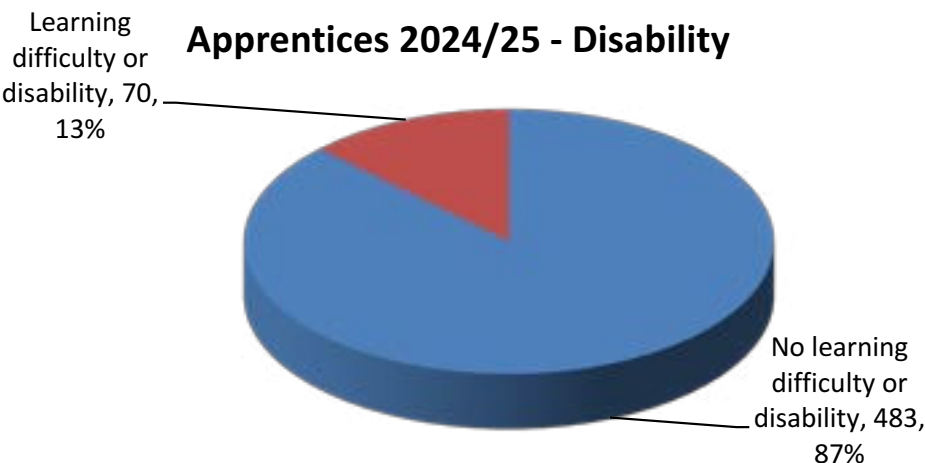


Apprentices 2024/25 - Gender profile



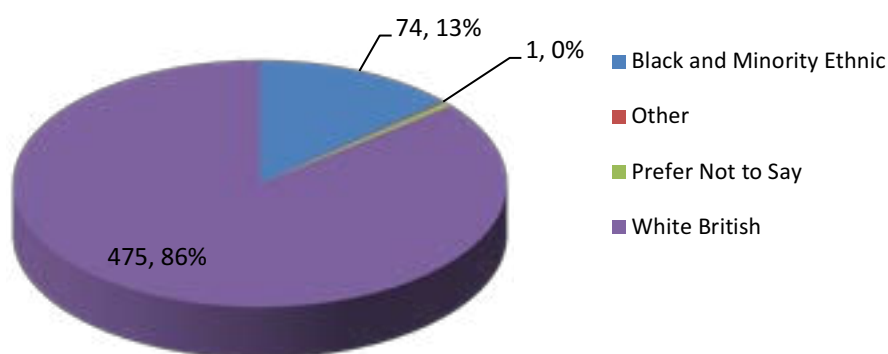
Male apprentices account for 62% of the 2024/25 cohort.

Apprentices 2024/25 - Disability



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

Apprentices - Ethnicity 2024/25

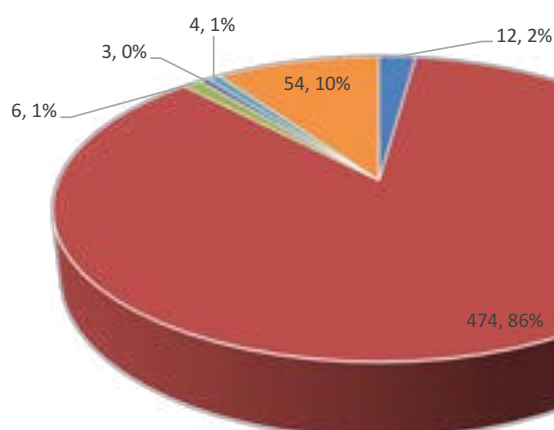


The ethnicity profile of our apprentices does not match our wider student profile and has fallen from 15% in 2023/24 to 13% in 2024/25. One of our equality objectives is to strive to address the under-representation of black apprentices.

Of the apprentices from minority ethnic groups, the largest group is Pakistani (3.07%)

Profile	Number	%
White - English / Welsh / Scottish / Northern Irish / British	453	81.92%
White - Any Other White background	18	3.25%
Asian / Asian British - Pakistani	17	3.07%
Mixed - White and Black Caribbean	15	2.71%
Black / Black British - African	11	1.99%
Asian / Asian British - Indian	9	1.63%
Mixed - White and Asian	8	1.45%
Black / Black British - Caribbean	5	0.90%
Asian / Asian British - Any other Asian background	3	0.54%
Not provided	3	0.54%
White - Irish	3	0.54%
Black / Black British - Any other black background	2	0.36%
Any other ethnic group	1	0.18%
Arab	1	0.18%
Asian / Asian British - Bangladeshi	1	0.18%
Mixed - Any Other Mixed background	1	0.18%
Mixed - White and Black African	1	0.18%
White - Gypsy or Irish Traveller	1	0.18%
	553	

Apprentices 2024/25 Sexual Orientation

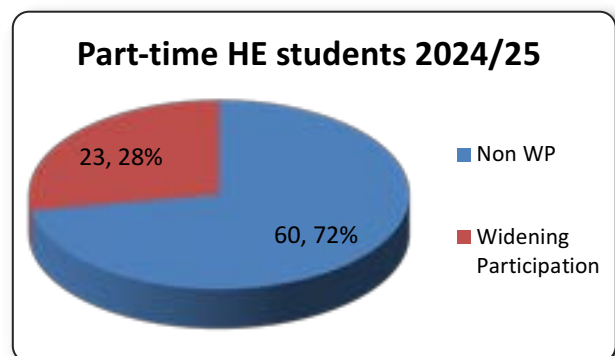
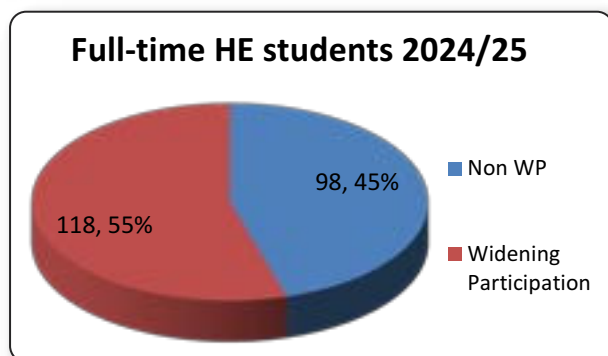


3% of apprentices are LGB.

Our Higher Education Student Profile

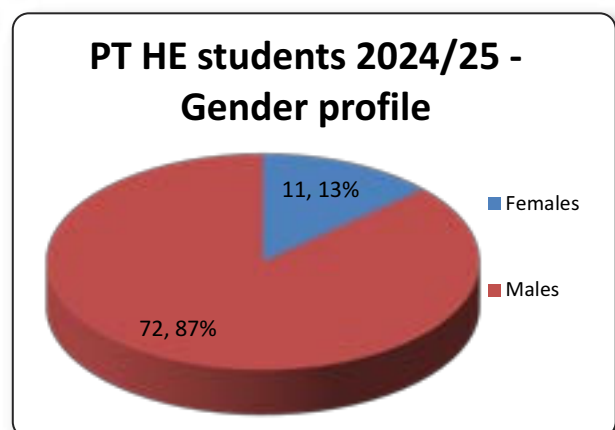
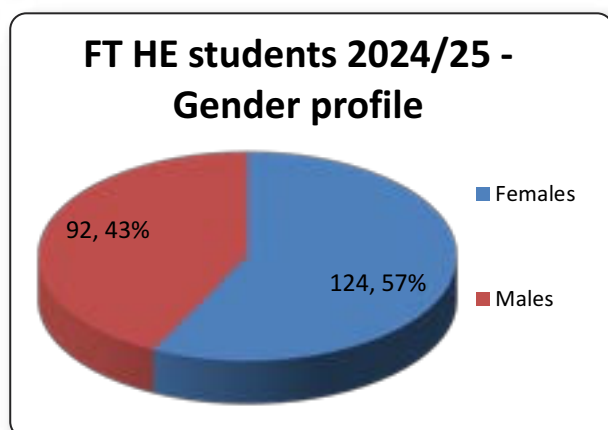
The College has a total of 299 HE learners, of which 216 are full-time. HE numbers have reduced, and last year the College had 388 HE learners.

55% of the College's full-time HE learners are from widening participation postcodes, an increase from 47% in 2023/24. This figure reduces to 28% for part-time HE learners.



Gender

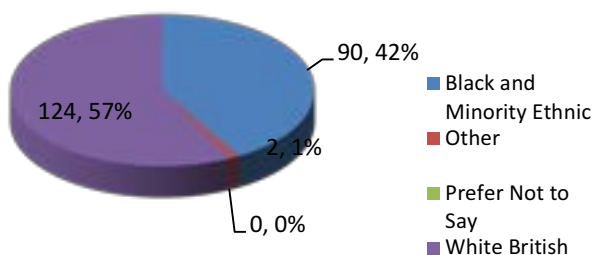
87% of part-time HE learners are male, compared to 43% of fulltime learners. This is due to the fact that most of the PT HE courses are Construction and Engineering based which traditionally are male dominated, something the College continues to work hard to address, for instance through its involvement with WISE (Women Into Science and Engineering).



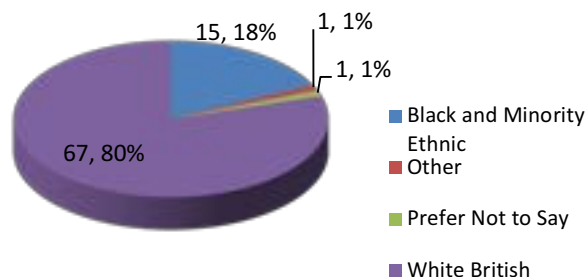
Ethnicity

42% of the College's full-time HE learners are from Black, Asian or Mixed Heritage groups, compared to 34% the previous year. The profile of this groups reduces to 18% for part-time learners.

FT HE students 2024/25 - Ethnicity Profile



PT HE students 2024/25 - Ethnicity Profile



The largest ethnically minoritised cohort for full-time students is Pakistani (15.74%).

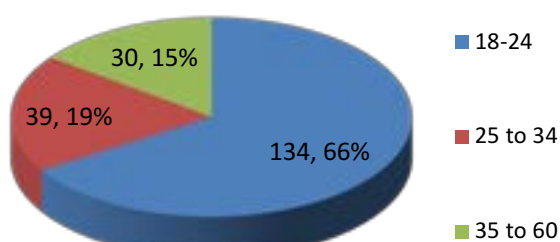
Asian Indian (6.02%) is the largest ethnically minoritised cohort for part time learners.

Ethnicity	Full time		Part time		Total	
White - English / Welsh / Scottish / Northern Irish / British	108	50.00%	59	71.08%	167	55.85%
Asian / Asian British - Pakistani	34	15.74%	2	2.41%	36	12.04%
White - Any Other White background	12	5.56%	7	8.43%	19	6.35%
Asian / Asian British - Indian	11	5.09%	5	6.02%	16	5.35%
Black / Black British - African	13	6.02%	4	4.82%	17	5.69%
Mixed - White and Black Caribbean	6	2.78%	0	0.00%	6	2.01%
Asian / Asian British - Any other Asian background	6	2.78%	1	1.20%	7	2.34%
Arab	5	2.31%	0	0.00%	5	1.67%
Mixed - Any Other Mixed background	3	1.39%	0	0.00%	3	1.00%
Asian / Asian British - Bangladeshi	6	2.78%	3	3.61%	9	3.01%
Asian / Asian British - Chinese	2	0.93%	0	0.00%	2	0.67%
Black / Black British - Caribbean	1	0.46%	0	0.00%	1	0.33%
Mixed - White and Asian	2	0.93%	0	0.00%	2	0.67%
White - Irish	3	1.39%	1	1.20%	4	1.34%
Any other ethnic group	2	0.93%	1	1.20%	3	1.00%
Black / Black British - Any other black background	1	0.46%	0	0.00%	1	0.33%
White - Gypsy or Irish Traveller	1	0.46%	0	0.00%	1	0.33%

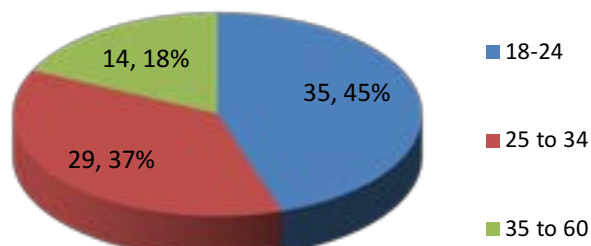
Age Profile

34% of our full-time HE learners are over 24, 15% over 35. 55% of our part-time HE learners are over 24.

FT HE students 2024/25 - Age profile



PT HE students 2024/25 - Age profile



Access & Participation Plan Update

24/25

The Academic Year 24/25 has been a busy one in terms of the APP. SCUC had a deadline of 31st July 2024 to submit a new APP which will run from 2025/26 through to 2028/9. For this cycle, the Office for Students (OfS) has created an Equality of Opportunity Risk Register (EORR), identifying 12 key risks to equality of opportunity.

To help the creation of the plan and its interventions, HE students were surveyed on what they believed were the most pertinent of the EORR risks – mental health and cost pressures were jointly perceived as the highest risks.

With this as starting point, adding further mental health support was deemed to be a priority. A further survey on mental support unveiled further issues – that we need to better promote the current mental health support we have, and that students would find 'out of hours' support very helpful. Conscious of the wait lists to see our current mental health team, the college has now purchased a mental health and wellbeing platform (Spectrum Life), which provides students with access to a qualified counsellors 24/7, as well as a digital gym, wellbeing podcasts, and advice on a multitude of wellbeing topics such as sleep, nutrition, finance advice and stress management.

As cost pressures were another risk high on the agenda for students, we immediately raised the threshold household income by £5000 for receiving a college bursary and publicised the bursary more than in previous years. In January, the bursary (which has previously been ring-fenced to first year students) was opened to second year students too. This has been embedded into the new APP too. In May, a student focus group was held to get feedback about proposed intervention strategies that would go into the new APP. This was well-attended, and feedback was invaluable, helping shape the strategies in the new plan. One of the students in the focus group also wrote the Student Submission for the APP, for which we are extremely grateful.

The new plan identifies the key areas where we need to improve equality of opportunity – the targets set for the next four years are:

- To increase the number of younger students from low-participation neighbourhoods from 21.5% to 23.5% over the lifetime of the plan.
- To reduce the number of students who 'drop-out' of their studies, with a particular focus on the following groups: Part-time students from disadvantaged neighbourhoods, Black and Mixed Ethnicity students, students with a mental health condition, students who were eligible for free school meals.
- To support disabled students to move onto successful outcomes once they finish their course with us.

Despite the plan not coming into effect until 2025/26, we have already started working on these targets. On-course support began with increasing the bursary threshold and the provision of 24/7 mental health support. We have also extended, and further publicised, support offered by the Academic Skills Tutor – evening, online group sessions have been offered to make support more accessible, and the number of appointments and students seen have both increased. Appointments between September 2024 and April 2025 are up 48.5% on the same period last year.

To work towards our access target, we are now also partnering with Aim Higher West Midlands, who coordinate outreach activities with schools in areas that traditionally have a low uptake of higher education. The Animal Welfare department are fully booked for a taster day for Year 9 students in June, and the Science department are offering regular laboratory taster sessions on Wednesday afternoons. Finally, as the OfS has put much more emphasis on the evaluation of APPs, an Access and Participation Plan Monitoring Group has been set up. This group will meet 2 – 3 times a year to ensure we are tracking progress against the plan and will evaluate the effectiveness of the interventions.

Student Achievement 2023/24

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

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

ACHIEVEMENT BY GENDER

16-18 Learners

		E&T 16-18			
		2021/22	2022/23	2023/24	
Leavers		7,938	7,855	8,963	
Achievement %		78.6%	78.6%	79.7%	
Female	Leavers	3,880	3,842	4,276	
	Achievement %	81.5%	80.5%	82.6%	2.9%
Male	Leavers	4,058	4,013	4,687	
	Achievement %	75.9%	76.8%	77.1%	-2.7%

16-18 female learners outperformed their male counterparts by 5.5% in 2023/24, continuing a trend seen in previous years. However, the gap widened during this period, potentially due to lower achievement rates among predominantly male learners in the Schools of Construction and Built Environment.

16-18 Learners

		E&T Adult			
		2021/22	2022/23	2023/24	
Leavers		5,760	5,608	4,961	
Achievement %		83.9%	84.2%	83.4%	
Female	Leavers	3,316	3,299	2,271	
	Achievement %	82.1%	83.4%	79.7%	-3.8%
Male	Leavers	2,444	2,309	2,690	
	Achievement %	86.3%	85.3%	86.6%	3.2%

Male achievement is higher than female achievement, as has been the case in the previous 2 years. The gap has widened to 6.9%, as male achievement has improved slightly but female achievement has fallen from 83.4 to 79.7%.

ACHIEVEMENT BY ETHNICITY

Ethnic Group Achievement 16-18

		16-18 Learners		
		2021/22	2022/23	2023/24
	Leavers	7,938	7,855	8,963
	Achievement %	78.6%	78.6%	79.7%
White - English/Welsh/Scottish/Northern Irish/British	Leavers	4,440	4,146	4,791
	Achievement %	77.2%	79.7%	80.5%
White - Irish	Leavers	48	92	120
	Achievement %	62.5%	76.1%	78.3%
White - Gypsy or Irish Traveller	Leavers	15	9	7
	Achievement %	73.3%	0.0%	71.4%
Any Other White Background	Leavers	403	484	515
	Achievement %	81.4%	78.5%	83.3%
Mixed - White and Black Caribbean	Leavers	317	330	402
	Achievement %	77.6%	71.2%	76.9%
Mixed - White and Black African	Leavers	34	45	44
	Achievement %	97.1%	73.3%	77.3%
Mixed - White and Asian	Leavers	134	120	142
	Achievement %	78.4%	79.2%	76.1%
Any Other Mixed/Multiple ethnic background	Leavers	117	149	182
	Achievement %	84.6%	71.8%	73.6%
Asian or Asian British - Indian	Leavers	189	162	190
	Achievement %	83.6%	84.0%	82.6%
Asian or Asian British - Pakistani	Leavers	1,192	1,152	1,228
	Achievement %	79.2%	78.7%	75.3%
Asian or Asian British - Bangladeshi	Leavers	115	129	148
	Achievement %	79.1%	73.6%	81.8%
Asian or Asian British - Chinese	Leavers	20	33	41
	Achievement %	90.0%	66.7%	100.0%
Any Other Asian background	Leavers	177	205	275
	Achievement %	86.4%	79.5%	77.5%
Black, Black British - African	Leavers	244	203	232
	Achievement %	84.4%	79.3%	80.6%
Black, Black British - Caribbean	Leavers	181	203	217
	Achievement %	79.0%	74.4%	84.3%
Any Other Black/African/Caribbean background	Leavers	65	76	67
	Achievement %	70.8%	81.6%	74.6%
Arab	Leavers	140	155	196
	Achievement %	80.7%	79.4%	86.2%
Any other ethnic group	Leavers	104	158	165
	Achievement %	84.6%	81.0%	78.2%
Not Provided	Leavers	3	4	1
	Achievement %	0.0%	100.0%	0.0%

Ethnic Group Achievement 19+

	Adult Learners		
	2021/22	2022/23	2023/24
Leavers	5,760	5,608	4,961
Achievement %	83.9%	84.2%	83.4%

White - English/Welsh/Scottish/Northern Irish/British	Leavers	3,024	2,770	1,965
	Achievement %	85.1%	85.7%	83.1%
White - Irish	Leavers	28	29	36
	Achievement %	78.6%	89.7%	88.9%
White - Gypsy or Irish Traveller	Leavers	3	7	1
	Achievement %	33.3%	100.0%	100.0%
Any Other White Background	Leavers	305	461	433
	Achievement %	83.9%	82.9%	85.7%
Mixed - White and Black Caribbean	Leavers	236	225	246
	Achievement %	83.5%	86.7%	90.2%
Mixed - White and Black African	Leavers	30	33	33
	Achievement %	63.3%	75.8%	81.8%
Mixed - White and Asian	Leavers	68	73	53
	Achievement %	79.4%	80.8%	67.9%
Any Other Mixed/Multiple ethnic background	Leavers	61	73	69
	Achievement %	88.5%	84.9%	76.8%
Asian or Asian British - Indian	Leavers	227	170	174
	Achievement %	84.1%	84.7%	85.1%
Asian or Asian British - Pakistani	Leavers	454	392	469
	Achievement %	82.6%	83.4%	83.6%
Asian or Asian British - Bangladeshi	Leavers	79	74	92
	Achievement %	88.6%	86.5%	80.4%
Asian or Asian British - Chinese	Leavers	40	40	45
	Achievement %	77.5%	82.5%	86.7%
Any Other Asian background	Leavers	129	92	131
	Achievement %	76.7%	73.9%	77.9%
Black, Black British - African	Leavers	277	273	342
	Achievement %	82.7%	74.7%	79.2%
Black, Black British - Caribbean	Leavers	412	351	372
	Achievement %	81.1%	86.3%	86.8%
Any Other Black/African/Caribbean background	Leavers	88	113	119
	Achievement %	88.6%	92.9%	84.9%
Arab	Leavers	89	95	99
	Achievement %	83.1%	76.8%	85.9%
Any other ethnic group	Leavers	194	318	261
	Achievement %	84.5%	80.5%	81.6%
Not Provided	Leavers	16	19	21
	Achievement %	68.8%	78.9%	76.2%

Pakistani learners perform 4.4% below the College average and 5.2% below their white counterparts. This has been linked to lower achievement within particular Schools, for example, Business, Science and Computing.

Achievement in the following groups exceeded the College average:

- Asian or Asian British – Chinese; 100% achievement (41 learners)
- Arab; 86.2% achievement (196 learners)
- Black, Black British, Caribbean; 84.3% achievement (217 learners)

There are no 3 year trends of underperformance for any ethnically minoritised groups compared to white counterparts across the 3 year period from 2021/22 to 2023/24.

ACHIEVEMENT BY DISABILITY/LEARNING DIFFICULTY

Learning Difficulties/Disabilities 16-18

The achievement of high needs learners was, as in 2022/23 below that of non-high needs learners. This is largely attributable to performance in English and maths resits.

Learners with disabilities/learning difficulties performed largely as well as those learners without disabilities.

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

		16-18 Learners		
		2021/22	2022/23	2023/24
	Leavers	7,938	7,855	8,963
	Achievement %	78.6%	78.6%	79.7%
High Needs Student	Leavers	123	135	147
	Achievement %	79.7%	70.4%	72.8%
Non-High Needs Student	Leavers	7,815	7,720	8,816
	Achievement %	78.6%	78.8%	79.8%
Learner considers himself or herself to have a learning difficulty and/or disability and/or health problem	Leavers	2,012	2,130	2,494
	Achievement %	76.8%	78.0%	79.5%
Learner does not consider himself or herself to have a learning difficulty and/or disability and/or health problem	Leavers	5,925	5,725	6,469
	Achievement %	79.3%	78.8%	79.8%

Learning Difficulties/Disabilities 16-18

		2021/22	2022/23	2023/24
Asperger's syndrome	Leavers	116	96	82
	Achievement %	76.7%	80.2%	78.0%
Autism spectrum disorder	Leavers	534	599	840
	Achievement %	75.8%	77.3%	79.8%
Disability affecting mobility	Leavers	43	29	32
	Achievement %	74.4%	93.1%	87.5%
Dyscalculia	Leavers	24	24	20
	Achievement %	87.5%	83.3%	60.0%
Dyslexia	Leavers	468	448	574
	Achievement %	81.2%	78.1%	80.7%
Hearing impairment	Leavers	54	57	50
	Achievement %	81.5%	71.9%	90.0%
Mental health difficulty	Leavers	101	100	88
	Achievement %	67.3%	66.0%	64.8%
Moderate learning difficulty	Leavers	128	149	131
	Achievement %	82.8%	83.2%	78.6%
Not provided	Leavers	6,036	5,798	6,556
	Achievement %	79.1%	78.8%	79.7%
Other disability	Leavers	94	128	120
	Achievement %	67.0%	80.5%	77.5%
Other learning difficulty	Leavers	102	159	158
	Achievement %	80.4%	74.2%	82.3%
Other medical condition (for example epilepsy, asthma, diabetes)	Leavers	56	82	86
	Achievement %	80.4%	78.0%	82.6%
Other physical disability	Leavers	26	17	19
	Achievement %	84.6%	76.5%	89.5%
Other specific learning difficulty (e.g. Dyspraxia)	Leavers	39	38	61
	Achievement %	69.2%	78.9%	77.0%
Prefer not to say	Leavers	0	1	0
	Achievement %	NULL	0.0%	NULL
Profound complex disabilities	Leavers	0	3	0
	Achievement %	NULL	100.0%	NULL
Severe learning difficulty	Leavers	13	9	22
	Achievement %	53.8%	66.7%	68.2%
Social and emotional difficulties	Leavers	29	53	67
	Achievement %	72.4%	90.6%	80.6%
Speech, Language and Communication Needs	Leavers	42	44	38
	Achievement %	83.3%	84.1%	84.2%
Temporary disability after illness (for example post-viral) or accident	Leavers	6	6	0
	Achievement %	83.3%	50.0%	NULL
Vision Impairment	Leavers	27	15	19
	Achievement %	48.1%	100.0%	89.5%

Learning Difficulties/Disabilities 19+

Achievement rates of adult high needs learners are lower than non- high needs learners, although the achievement gap has closed slightly due to improved achievement rate of the high needs cohort

Learners who consider themselves to have a learning difficulty and/or disability and/or health problem performed exactly the same as their peers in 2022/23, from a gap of 4% in 2021/22. There is a gap of 2.9% in 2023/24.

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

		Adult Learners		
		2021/22	2022/23	2023/24
	Leavers	5,760	5,608	4,961
	Achievement %	83.9%	84.2%	83.4%
High Needs Student	Leavers	56	58	55
	Achievement %	76.8%	74.1%	78.2%
Non-High Needs Student	Leavers	5,704	5,550	4,906
	Achievement %	84.0%	84.3%	83.5%
Learner considers himself or herself to have a learning difficulty and/or disability and/or health problem	Leavers	1,096	1,168	1,127
	Achievement %	80.7%	84.2%	81.2%
Learner does not consider himself or herself to have a learning difficulty and/or disability and/or health problem	Leavers	4,650	4,436	3,809
	Achievement %	84.7%	84.2%	84.1%
No information provided by the learner	Leavers	14	4	25
	Achievement %	71.4%	50.0%	88.0%

Learning Difficulties/Disabilities 19+

		Adult Learners		
		2021/22	2022/23	2023/24
Asperger's syndrome	Leavers	25	29	19
	Achievement %	92.0%	72.4%	89.5%
Autism spectrum disorder	Leavers	194	175	190
	Achievement %	78.9%	81.1%	78.9%
Disability affecting mobility	Leavers	25	35	41
	Achievement %	92.0%	74.3%	87.8%
Dyscalculia	Leavers	3	6	8
	Achievement %	66.7%	83.3%	75.0%
Dyslexia	Leavers	153	206	149
	Achievement %	75.8%	83.5%	79.2%
Hearing impairment	Leavers	43	38	44
	Achievement %	79.1%	86.8%	88.6%
Mental health difficulty	Leavers	74	121	95
	Achievement %	73.0%	79.3%	85.3%
Moderate learning difficulty	Leavers	117	134	135
	Achievement %	89.7%	90.3%	85.2%
Not provided	Leavers	4,903	4,620	4,022
	Achievement %	84.6%	84.2%	83.7%
Other disability	Leavers	32	49	65
	Achievement %	81.3%	91.8%	89.2%
Other learning difficulty	Leavers	30	37	36
	Achievement %	73.3%	91.9%	66.7%
Other medical condition (for example epilepsy, asthma, diabetes)	Leavers	27	44	29
	Achievement %	70.4%	90.9%	86.2%
Other physical disability	Leavers	19	22	27
	Achievement %	63.2%	77.3%	70.4%
Other specific learning difficulty (e.g. Dyspraxia)	Leavers	22	16	21
	Achievement %	77.3%	93.8%	85.7%
Prefer not to say	Leavers	11	6	8
	Achievement %	81.8%	66.7%	100.0%
Profound complex disabilities	Leavers	0	3	4
	Achievement %	NULL	100.0%	100.0%
Severe learning difficulty	Leavers	19	26	23
	Achievement %	89.5%	92.3%	91.3%
Social and emotional difficulties	Leavers	7	16	15
	Achievement %	100.0%	68.8%	53.3%
Speech, Language and Communication Needs	Leavers	23	10	8
	Achievement %	91.3%	70.0%	75.0%
Temporary disability after illness (for example post-viral) or accident	Leavers	1	0	6
	Achievement %	100.0%	NULL	100.0%
Vision Impairment	Leavers	32	15	16
	Achievement %	81.3%	93.3%	81.3%

ACHIEVEMENT BY SEXUAL ORIENTATION

16-18 Learners

		16-18 Learners		
		2021/22	2022/23	2023/24
Leavers		7,938	7,855	8,963
Achievement %		78.6%	78.6%	79.7%
Bisexual	Leavers	316	344	348
	Achievement %	70.9%	76.7%	77.3%
Heterosexual	Leavers	6,081	5,884	6,872
	Achievement %	79.4%	78.7%	79.7%
Lesbian or Gay	Leavers	148	184	186
	Achievement %	68.2%	80.4%	77.4%
Other	Leavers	410	445	412
	Achievement %	73.4%	74.4%	79.6%
Prefer not to say	Leavers	983	998	1,145
	Achievement %	80.3%	80.5%	80.7%

- Achievement of LGB learners was slightly lower than that of heterosexual students. There is also a gap in achievement for bisexual learners compared to heterosexual learners of around 2%.

19+ Learners

		Adult Learners		
		2021/22	2022/23	2023/24
Leavers		5,760	5,608	4,961
Achievement %		83.9%	84.2%	83.4%
Bisexual	Leavers	93	76	63
	Achievement %	76.3%	86.8%	77.8%
Heterosexual	Leavers	3,799	3,513	3,274
	Achievement %	84.2%	85.6%	85.3%
Lesbian or Gay	Leavers	67	57	48
	Achievement %	77.6%	84.2%	72.9%
Other	Leavers	101	83	62
	Achievement %	76.2%	75.9%	75.8%
Prefer not to say	Leavers	1,700	1,879	1,514
	Achievement %	84.3%	81.9%	80.2%

- Whilst there were no significant gaps in achievement for LGB learners in 22/23, LGB adult learners did not achieve as well as heterosexual learners in 2023/24.

ACHIEVEMENT OF 16-18 LEARNERS ELIGIBLE FOR FREE MEALS 2023/24

Eligible for Free Meals 16-18

16-19 year old learner is eligible for and in receipt of free meals	Leavers	1,003	949	1,244
	Achievement %	77.8%	78.6%	80.9%
Not FME	Leavers	6,935	6,906	7,719
	Achievement %	78.7%	78.6%	79.5%

- Learners in receipt of free school meals achieved slightly better than those learners not in receipt.

ACHIEVEMENT OF CHILDREN IN CARE 2023/24

Children In Care	Leavers	444	183	174
	Achievement %	79.5%	78.7%	76.4%
Not CIC	Leavers	7,494	7,672	8,789
	Achievement %	78.6%	78.6%	79.8%

- Children in Care achievement was 3.3% lower than non-CIC learners. In the previous 2 years, Children In Care achieved slightly better than their peers.

ACHIEVEMENT OF APPRENTICES 2023/24

Gender Apprentices

		Apprenticeship Overall		
		2021/22	2022/23	2023/24
Leavers		307	332	340
Achievement %		56.0%	56.0%	60.9%
Female	Leavers	106	170	133
	Achievement %	66.0%	63.5%	68.4%
Male	Leavers	201	162	207
	Achievement %	50.7%	48.1%	56.0%

- The achievement gap between male and female apprentices remains a concern, but has reduced by 3% to 12.4%.

Age Groups Apprentices

		Apprenticeship Overall		
		2021/22	2022/23	2023/24
Leavers		307	332	340
Achievement %		56.0%	56.0%	60.9%
16-18	Leavers	105	128	142
	Achievement %	54.3%	53.1%	52.8%
19+	Leavers	202	204	198
	Achievement %	56.9%	57.8%	66.7%

- Adult learners' achievement is higher than younger learners and the gap has increased in 2023/24, mainly due to a 9% improvement in the adult achievement.

Ethnicity Apprentices

	2021/22	2022/23	2023/24
Leavers	307	332	340
Achievement %	56.0%	56.0%	60.9%

White - English/Welsh/Scottish/Northern Irish/British	Leavers	265	274	277
	Achievement %	58.9%	58.4%	62.8%
White - Irish	Leavers	2	1	2
	Achievement %	0.0%	0.0%	50.0%
White - Gypsy or Irish Traveller	Leavers			1
	Achievement %			100.0%
Any Other White Background	Leavers	3	5	6
	Achievement %	66.7%	80.0%	66.7%
Mixed - White and Black Caribbean	Leavers	11	11	6
	Achievement %	27.3%	45.5%	33.3%
Mixed - White and Black African	Leavers		1	1
	Achievement %		0.0%	100.0%
Mixed - White and Asian	Leavers	5	4	3
	Achievement %	20.0%	0.0%	66.7%
Any Other Mixed/Multiple ethnic background	Leavers	2	1	3
	Achievement %	100.0%	0.0%	0.0%
Asian or Asian British - Indian	Leavers	6	10	11
	Achievement %	66.7%	40.0%	54.5%
Asian or Asian British - Pakistani	Leavers	5	10	14
	Achievement %	60.0%	50.0%	50.0%
Asian or Asian British - Bangladeshi	Leavers	1	2	4
	Achievement %	0.0%	50.0%	100.0%
Asian or Asian British - Chinese	Leavers		1	
	Achievement %		100.0%	
Any Other Asian background	Leavers	2	3	1
	Achievement %	50.0%	0.0%	100.0%
Black, Black British - African	Leavers		3	1
	Achievement %		100.0%	0.0%
Black, Black British - Caribbean	Leavers	3	2	6
	Achievement %	0.0%	50.0%	16.7%
Any Other Black/African/Caribbean background	Leavers	1	2	
	Achievement %	0.0%	50.0%	
Arab	Leavers	1	1	1
	Achievement %	0.0%	0.0%	100.0%
Any other ethnic group	Leavers			2
	Achievement %			50.0%
Not Provided	Leavers		1	1
	Achievement %		100.0%	100.0%

- Achievement of white learners is higher than that of their black Asian and mixed heritage apprentices and this remains a concern.

Learning Difficulties/Disabilities Apprentices

		2021/22	2022/23	2023/24
Leavers		307	332	340
Achievement %		56.0%	56.0%	60.9%
Learner considers himself or herself to have a learning difficulty and/or disability and/or health problem	Leavers	28	43	38
	Achievement %	57.1%	51.2%	55.3%
Learner does not consider himself or herself to have a learning difficulty and/or disability and/or health problem	Leavers	279	289	302
	Achievement %	55.9%	56.7%	61.6%

- There is an achievement gap in relation to apprentices with a disability and/or learning difficulty, which has increased slightly from last year.

Student Survey Feedback

We regularly survey our students to assess levels of satisfaction and where there may be areas of concern. The survey results below are taken for the November 2024 Settling-In Survey.

Responses by Age

Generally, responses are similar between adults and 16-18 learners. A lower percentage of 16-18 learners would recommend the College to a friend.

Question	16-18 Agree %	19+ Agree %
I am making good progress on my course	96%	97%
I feel safe and secure at college	95%	97%
I would recommend this College to a friend	89%	92%
My views and opinions are valued	94%	96%
Total respondents in each group	2990	185
% of respondents	94%	6%

Responses by Ethnicity

White students make up the largest profile of learners compared to other ethnic groups and therefore it can be difficult to accurately compare satisfaction levels with smaller cohorts of learners.

Results on recommending the College to a friend are largely comparable except for the 'Other' category, Overall, satisfaction levels remain fairly consistent across the various ethnic groups with the majority of learners exceeding 90%.

Question	White Agree %	Asian/ Asian British Agree %	Black/ Black British Agree %	Mixed White Asian Agree %	Mixed White/ Black Agree %	Arab Agree %	Mixed Other Agree %	Other Agree %	Chinese/ British Chinese Agree %
I am making good progress on my course	96%	96%	95%	97%	95%	97%	96%	98%	94%
I feel safe and secure at college	95%	96%	96%	97%	91%	97%	96%	96%	100%
I would recommend this College to a friend	90%	88%	92%	91%	91%	87%	89%	84%	89%
My views and opinions are valued	94%	93%	95%	95%	94%	95%	93%	90%	89%
Total respondents in group	1896	687	205	67	136	60	54	52	18
% of respondents	60%	22%	6%	2%	4%	2%	2%	2%	1%

Responses by Sexual Orientation

Lesbian and Gay learners score slightly less than other learners for feeling safe at College and views and opinions being valued. This cohort scored highest, however, for recommending the college to a friend.

Question	Heterosexual Agree %	Prefer Not to Say Agree %	Other Agree %	Bisexual Agree %	Lesbian Gay Agree %
I am making good progress on my course	96%	95%	100%	94%	94%
I feel safe and secure at college	94%	96%	93%	91%	88%
I would recommend this College to a friend	89%	90%	92%	88%	94%
My views and opinions are valued	94%	94%	96%	94%	88%
Total respondents in each group	1413	1587	76	64	34
% of respondents	45%	50%	2%	2%	1%

Responses by Disability/Learning Difficulty

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

Question	Has a disability/LD Agree %	NO Disability/LD Agree %
I am making good progress on my course	95%	96%
I feel safe and secure at college	94%	96%
I would recommend this College to a friend	87%	90%
My views and opinions are valued	92%	95%
Total respondents in Group	771	2405
% of respondents	24%	76%

Responses by Gender

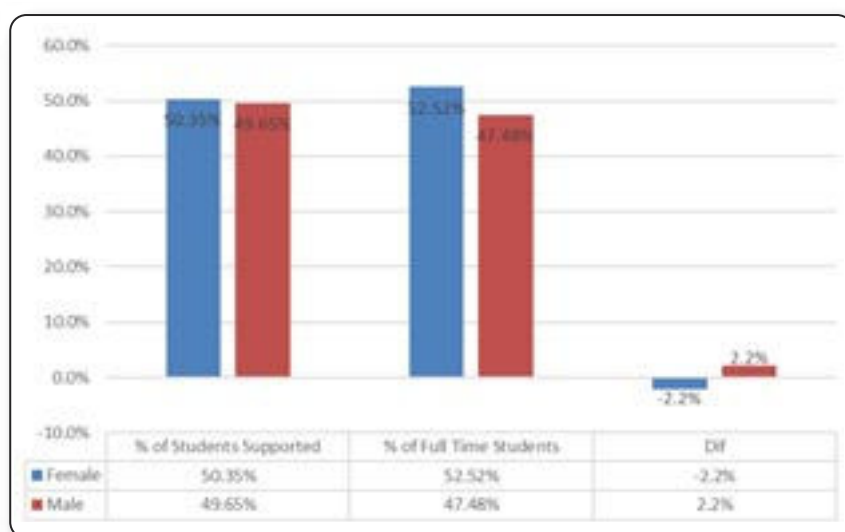
Male and female levels of satisfaction are generally similar, however only 88% of males stated they would recommend the College to a friend compared to 90% of female respondents.

Question	Female Agree %	Male Agree %
I am making good progress on my course	96%	95%
I feel safe and secure at college	95%	95%
I would recommend this College to a friend	90%	88%
My views and opinions are valued	95%	93%
No of respondents in group	1552	1622
% of respondents	49%	51%

Equality analysis and allocation of Learner Support Fund 2023-2024

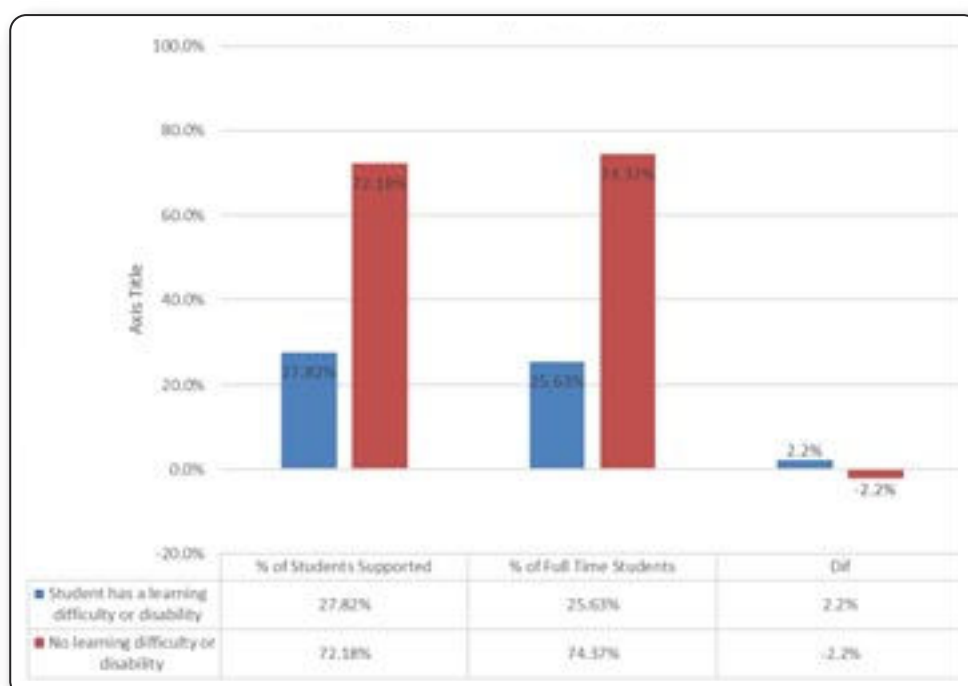
The Learner Support funds are used to help over financial barriers some students face in accessing education. The funds receive applications throughout the academic year, but the majority are received within the first term. The below data was collated on 18th February 2024.

Gender



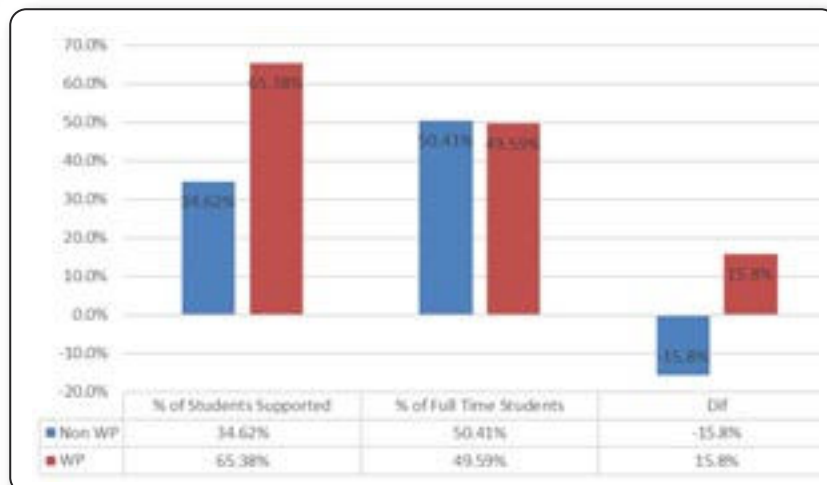
The funding profile for gender shows a small variation in the students receiving funding and the college profile. Historically female learners (+0.6% in 22/23) received slightly more funding than males, however this year male learners have received more funding.

Students with Disability or Learning Difficulty



The funding profile shows a small variation in the students receiving funding and the college profile. In 2023/24, students who identified as having a learning difficulty or disability received slightly more funding (+2.2%) than learners who did not identify as having a learning difficulty or disability.

Students from a Widening Participation Post Code



Targeted eligibility criteria for the financial support funds have enabled a higher percentage of learners from widening participation postcodes compared to that of the overall college profile to access financial support. The percentage of students from widening participation postcodes receiving financial support is 65.38% and is 15.8% above the college profile.

Ethnicity

	% of Students Supported	% of Full Time Students	Dif
Any other ethnic group	2.52%	1.43%	1.1%
Arab	4.25%	1.84%	2.4%
Asian / Asian British - Any other Asian background	3.32%	2.65%	0.7%
Asian / Asian British - Bangladeshi	3.14%	1.72%	1.4%
Asian / Asian British - Chinese	0.25%	0.45%	-0.2%
Asian / Asian British - Indian	1.17%	2.33%	-1.2%
Asian / Asian British - Pakistani	19.82%	14.60%	5.2%
Black / Black British - African	4.25%	2.52%	1.7%
Black / Black British - Any other black background	0.86%	0.69%	0.2%
Black / Black British - Caribbean	3.08%	2.31%	0.8%
Mixed - Any Other Mixed background	2.15%	1.93%	0.2%
Mixed - White and Asian	1.48%	1.64%	-0.2%
Mixed - White and Black African	0.37%	0.45%	-0.1%
Mixed - White and Black Caribbean	4.98%	4.03%	1.0%
Not provided	0.00%	0.03%	0.0%
White - Any Other White background	5.23%	6.05%	-0.8%
White - English / Welsh / Scottish / Northern Irish / British	42.40%	54.14%	-11.7%
White - Gypsy or Irish Traveller	0.00%	0.07%	-0.1%
White - Irish	0.74%	1.12%	-0.4%

Similar to previous years the data shows that the two groups which vary the most from the college profile are from Pakistani origin (+5.2%) and English/Welsh/Scottish/Northern Irish origin (-11.7%). There are small variations in the learners receiving funding and the college profile for the majority of ethnic origins.

Sexual Orientation

	% of Students Supported	% of Full Time Students	Dif
Heterosexual	74.83%	78.39%	-3.6%
Lesbian or Gay	2.34%	2.14%	0.2%
Bisexual	3.82%	3.83%	0.0%
Other	6.71%	3.83%	2.9%
Prefer not to say	12.31%	11.81%	0.5%

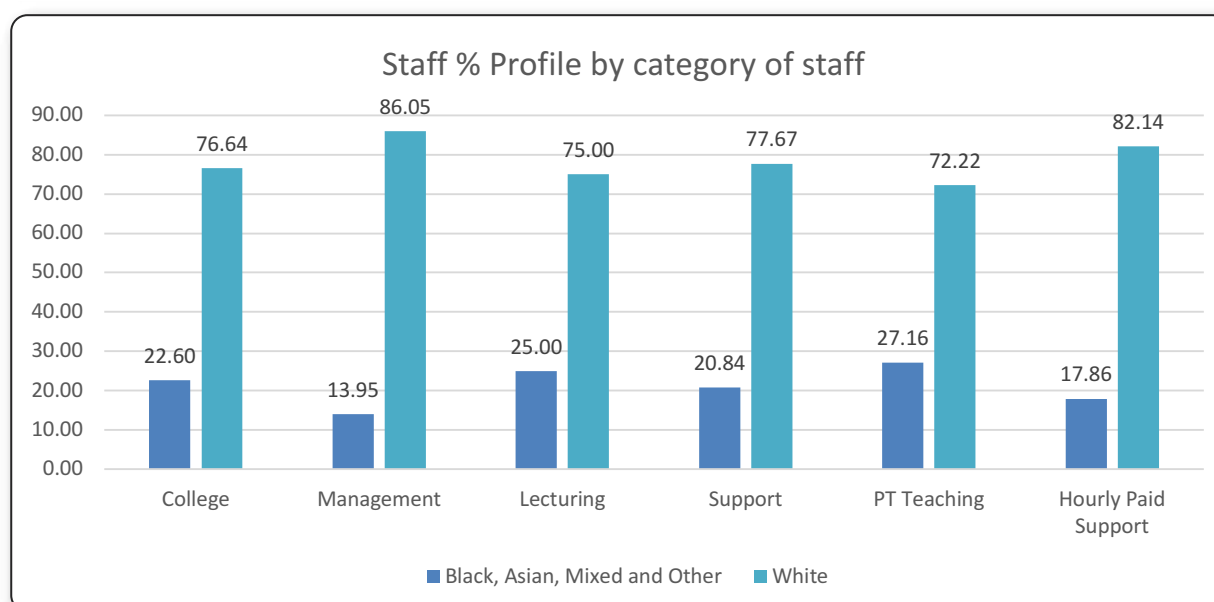
The data shows that there are only small variations in the students receiving funding and the college profile. The two groups with the highest variations are from Other group (+2.9%) and the Heterosexual group (-3.6%).

The College 2024/25 Staffing Profile

Ethnicity

The table below shows the current ethnic profile of Solihull College staff with comparative data for the beginning of the academic years (September) 2022, 2023 and 2024.

Year	Ethnicity %	College	Management	Lecturing	Support	PT Teaching	Hourly Paid Support
2024	Asian or Asian British	14.08	9.30	13.89	15.14	16.05	5.36
2023	Asian or Asian British	13.24	7.14	12.90	14.54	15.24	3.77
2022	Asian or Asian British	11.10	10.00	11.86	12.72	9.30	1.92
2024	Black, Black British, Caribbean or African	5.02	2.33	6.75	3.23	6.79	7.14
2023	Black, Black British, Caribbean or African	4.34	2.38	4.44	3.32	5.49	9.43
2022	Black, Black British, Caribbean or African	4.18	0.00	4.74	3.82	3.49	9.62
2024	Mixed or multiple ethnic groups	2.29	0.00	3.57	1.74	3.09	0.00
2023	Mixed or multiple ethnic groups	2.56	0.00	3.23	1.53	5.49	0.00
2022	Mixed or multiple ethnic groups	2.53	0.00	3.16	0.76	5.81	3.85
2024	White	76.64	86.05	75.00	77.67	72.22	82.14
2023	White	77.42	85.71	78.63	78.32	70.12	81.13
2022	White	80.44	87.50	78.66	82.19	77.33	80.77
2024	Other ethnic group	1.20	2.33	0.79	0.74	1.23	5.36
2023	Other ethnic group	1.45	4.76	0.81	0.77	1.83	5.66
2022	Other ethnic group	1.54	2.50	1.58	0.51	2.91	3.85
2024	Prefer not to say / Unknown	0.76	0.00	0.00	1.49	0.62	0.00
2023	Prefer not to say / Unknown	1.00	0.00	0.00	1.53	1.83	0.00
2022	Prefer not to say / Unknown	0.22	0.00	0.00	0.00	1.16	0.00



The percentage of staff from ethnically minoritised backgrounds has increased this year to 22.60%. This is mainly attributable to the increase within the Lecturing and hourly paid Support staff groups. In terms of student profile, learners from Black, Asian and other ethnic minority groups account for 37.90% of the total full-time cohort and 32% of our part-time learner cohort.

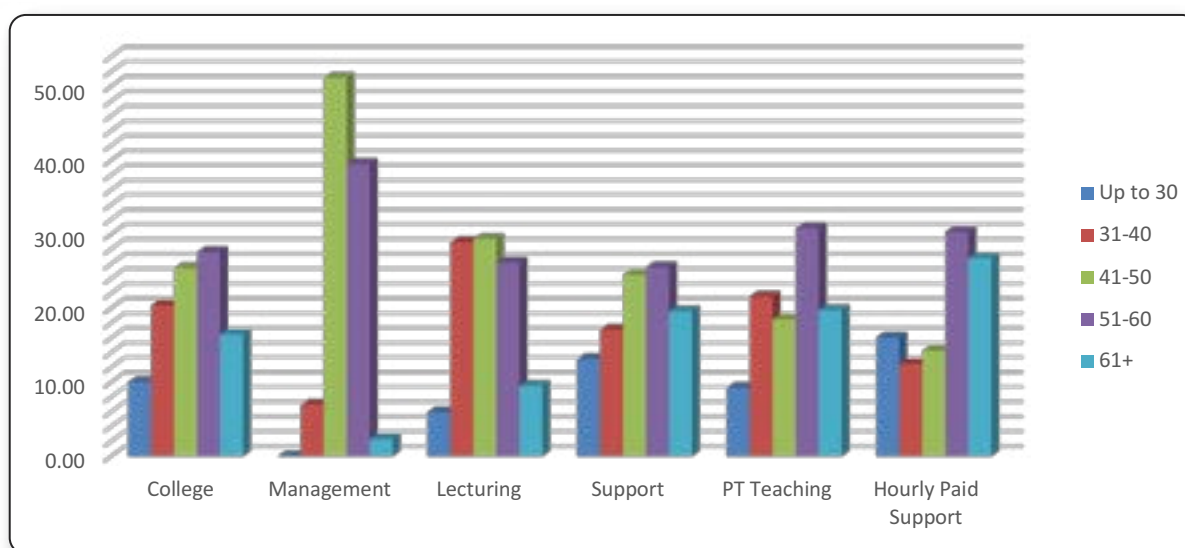
Gender

The table below shows the gender profile of College staff which now includes the category of non-binary.

Gender	College	Mgmt	Lecturing	Support	PT Teaching	Hourly Paid Support
Female	68.55	55.81	62.70	68.98	75.31	82.14
Male	31.22	44.19	37.30	30.76	24.69	16.07
Non-binary	0.23	0.00	0.00	0.26	0.00	1.79

Age profile

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



Disability

The table below detailed the Disability profile of staff at the College

Disability	College	Mgmt	Lecturing	Support	PT Teaching	Hourly Paid Support
Disability	9.61	4.65	8.33	8.93	9.26	25.00
No disability declared	90.39	95.35	91.67	91.07	90.74	75.00

Sexual Orientation

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

Sexual orientation	College	Management	Lecturing	Support	PT Teaching	Hourly Paid Support
Bisexual	1.20	0.00	1.59	0.74	0.62	5.36
Gay	1.31	2.33	1.59	0.99	1.85	0.00
Heterosexual	87.55	90.70	86.90	87.10	88.89	87.50
Lesbian	0.66	0.00	0.79	0.99	0.00	0.00
Other	0.33	0.00	0.40	0.50	0.00	0.00
Prefer not to say / Unknown	8.95	6.98	8.73	9.68	8.64	7.14

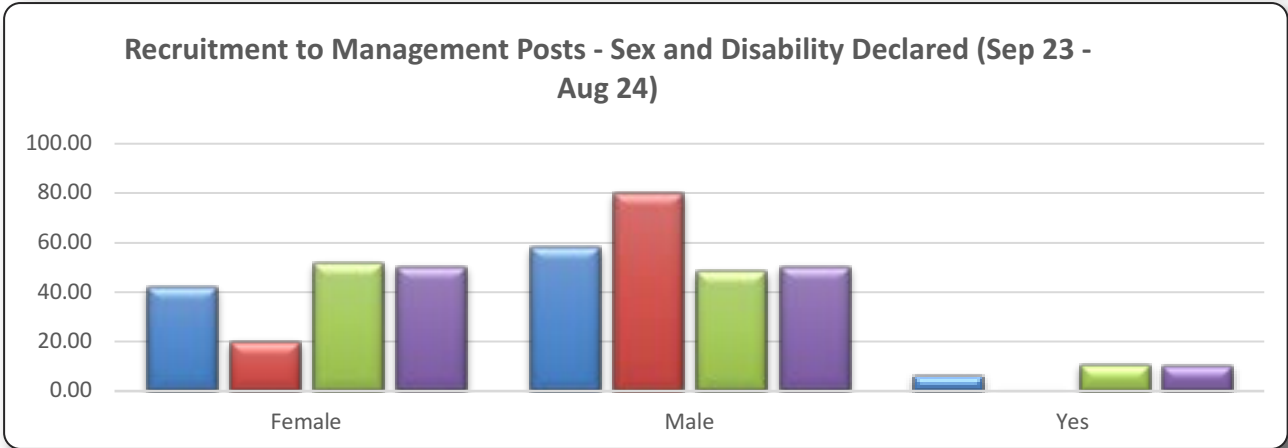
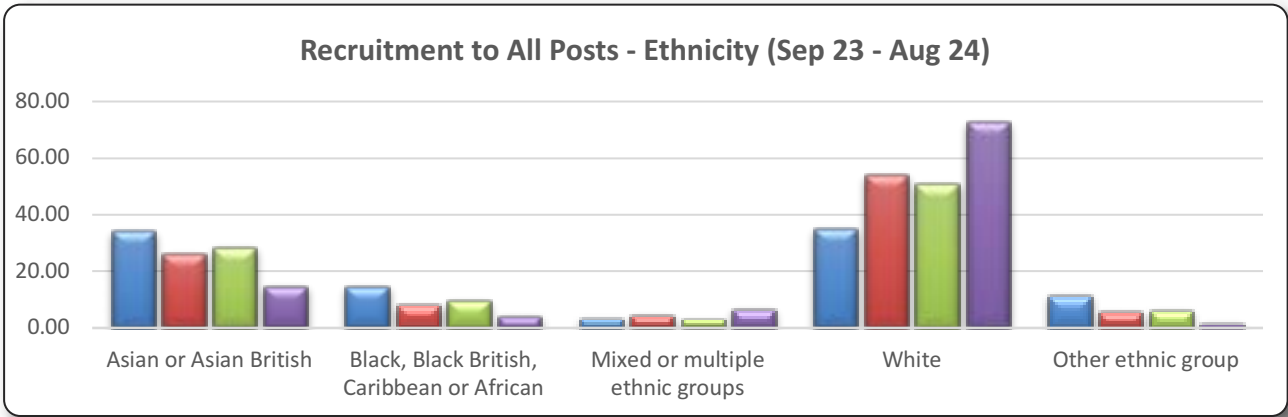
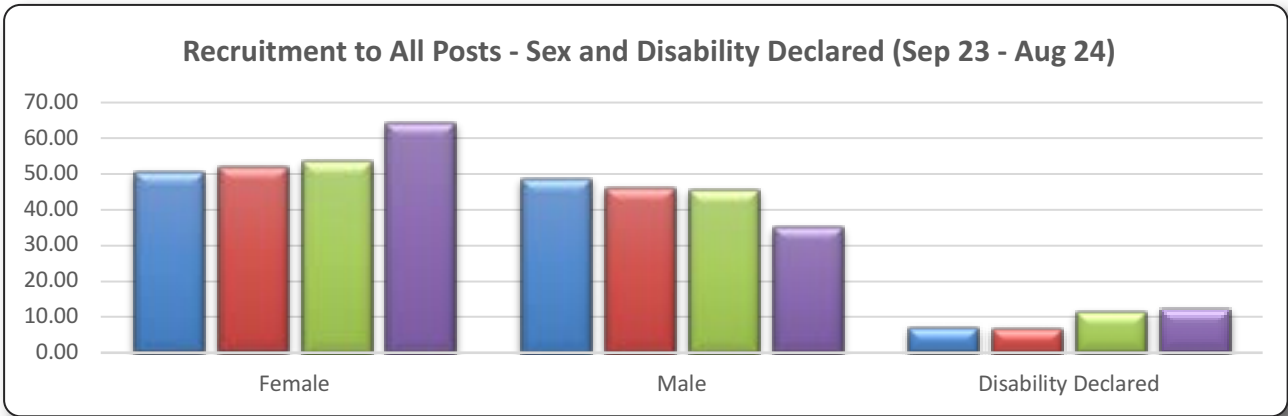
Religion or Belief

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

Religion or belief	College	Mgmt	Lecturing	Support	PT Teaching	Hourly Paid Support
Christian	45.41	41.86	46.43	43.92	47.53	48.21
Hindu	1.64	0.00	1.59	1.74	2.47	0.00
Jewish	0.11	0.00	0.40	0.00	0.00	0.00
Muslim	8.95	2.33	10.71	7.44	11.11	10.71
Sikh	2.07	2.33	1.59	2.73	1.85	0.00
No religion	30.46	37.21	30.56	32.01	26.54	25.00
Other	2.84	4.65	1.19	3.72	1.85	5.36
Prefer not to say / Unknown	8.52	11.63	7.54	8.44	8.64	10.71

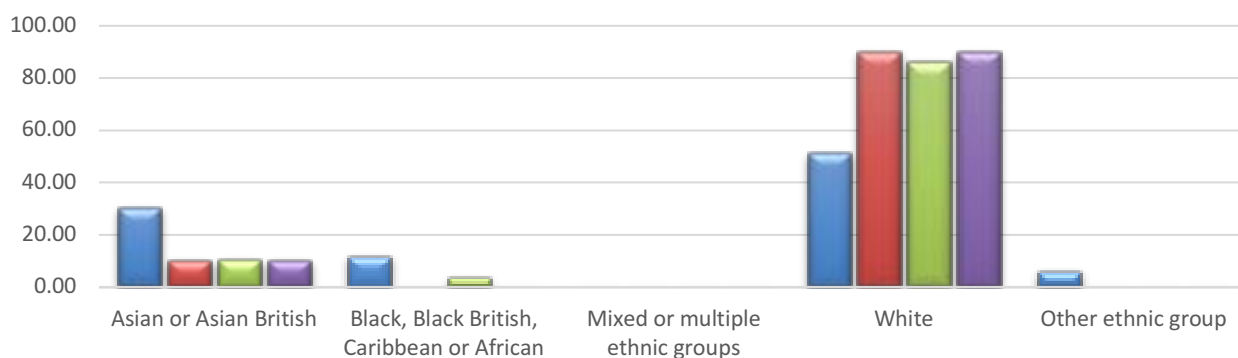
Recruitment Profiling

The profiles in relation to gender and disability are fairly consistent through the stages of the recruitment process, from application to appointment. In relation to ethnicity, the percentage of candidates from ethnically minoritised backgrounds is over 60%. This drops but is maintained from shortlisting to interview stage, but drops at appointment. The recruitment campaigns are broken down into job categories below.



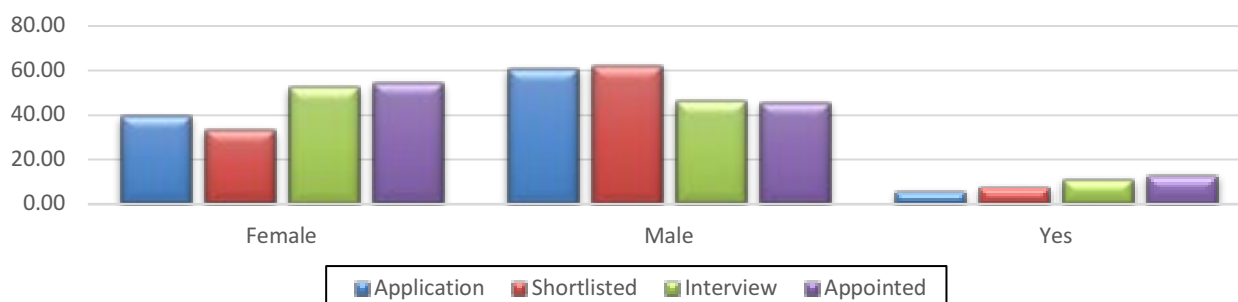


Recruitment to Management Posts - Ethnicity (Sep 23 - Aug 24)

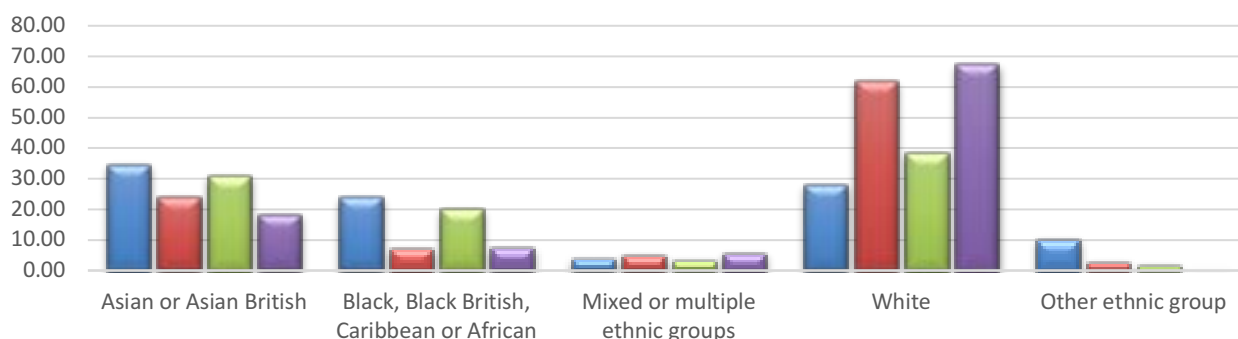


For management posts 47.68% of the applicants were ethnically minoritised backgrounds. The percentage of appointed ethnically minoritised backgrounds candidates was 10.00%. The College is seeking to increase the number of ethnically minoritised backgrounds applicants to management posts, when considering that the percentage of applicants appointed for all posts from ethnically minoritised backgrounds groups was 26.11%.

Recruitment to Lecturing/Assessor Posts - Sex and Disability Declared (Sep 23 - Aug 24)

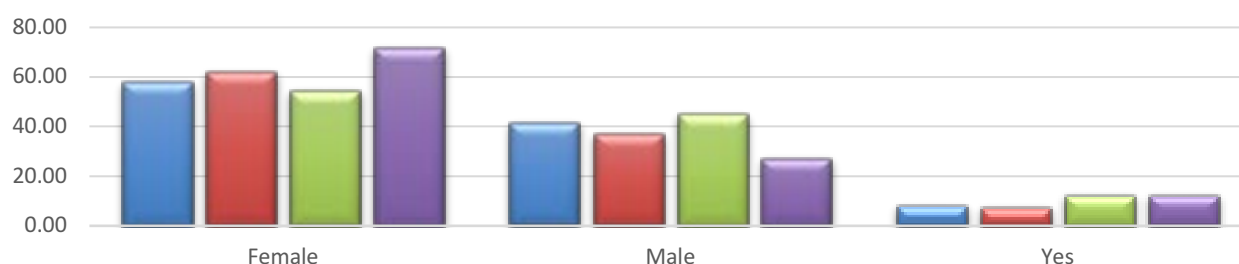


Recruitment to Lecturing/Assessor Posts - Ethnicity (Sep 23 - Aug 24)

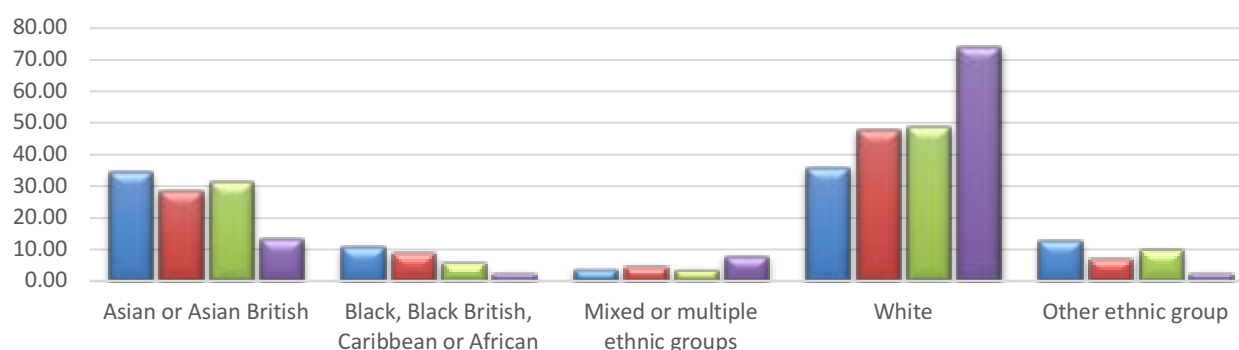


Application Shortlisting Interview Appointed

Recruitment to Support staff Posts - Sex and Disability Declared (Sep 23 - Aug 24)



Recruitment to Support staff Posts - Ethnicity (Sep 23 - Aug 24)



71.72% of lecturing applications were from ethnically minoritised backgrounds applicants, but this figure drops to 30.91% of the successful candidates appointed to posts.

61.42% of business support applicants were ethnically minoritised backgrounds. The profile of appointed candidates falls to 25.00% ethnically minoritised backgrounds.

Staff Turnover

The turnover of salaried staff for the College for the period August 2023 to July 2024 was 14.84%. The ethnic group with the highest turnover was Other ethnic groups at 35.29%.

Ethnicity	Total leavers	% Turnover
Asian or Asian British	12	14.17
Black, Black British, Caribbean or African	7	26.92
Other ethnic group	2	35.29
Prefer not to say / Not known	1	0
White	60	12.10
Grand Total	82	13.04

Gender Pay Gap

Gender Pay Gap – based on data from 31st March 2024

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 2024 ie March 2024 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	Mar-24	Mar-23
Mean hourly rate of pay of all full-pay relevant male employees	£20.74	£18.16
Mean hourly rate of pay of all full-pay relevant female employees	£20.01	£17.45
Difference	£0.73	£0.71
 Mean gender pay gap as a percentage	 3.52%	 3.91%

Conclusion men are paid on average more than women by 3.52%

The median gender pay gap

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

Summary

Median gender pay gap

	Mar-24	Mar-23
Median hourly rate of pay of all full-pay relevant male employees	£21.73	£19.30
Median hourly rate of pay of all full-pay relevant female employees	£20.63	£18.25

Median gender pay gap as a percentage

5.06% 5.44%

Conclusion men are paid on average more than women by

5.06%

Median pay rate for all full pay relevant staff

£20.95

Salary quartiles

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

Salary Quartile	Total	Male	Female	% Male	% Female
Lower quartile	231	61	170	26.41	73.59
Lower middle quartile	230	69	161	30.00	70.00
Upper middle quartile	230	83	147	36.09	63.91
Upper quartile	230	70	160	30.43	69.57

Key Observations

- Solihull College and University Centre operates grading structures that apply to both female and male staff and there is no differential between vocational areas that may be gender prevalent.
- In 2023, pay gap analysis was carried out with two significant groups of staff – fulltime and fractional lecturing staff and the business support staff group. The pay gap was under 0.1% for both groups. Furthermore, hourly paid teachers are all paid at the same rate.
- The pay gap is largely explained by the lower quartile profile, which has a 73.59% female profile, as apposed to no more than 63.91% in the upper middle quartile. The upper quartile profile has changed slightly, which we believe has contributed to a slightly reduced gender pay gap.
- The pay gap would be addressed by ensuing equal representation of women and men in each of the quartiles.

continued on next page...

Ethnicity Pay Gap

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

The mean ethnicity pay gap

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

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

Mean hourly rate of pay of all full-pay relevant ethnically minoritised backgrounds employees **(B)**

The final calculation is as follows:

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

Summary

Mean ethnicity pay gap

Mean hourly rate of pay of all full-pay relevant white employees	£20.34
Mean hourly rate of pay of all full-pay relevant ethnically minoritised background employees	£19.88
Difference	£ 0.46
Mean ethnicity pay gap as a percentage	2.26%

The value for the College is 2.26% which indicates White employees are paid on average more than ethnically minoritised background employees by 2.26%. This is compared to 0.96% and 0.06% for the previous 2 years.

The median ethnicity pay gap

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

Summary

Median ethnicity pay gap

Median hourly rate of pay of all full-pay relevant white employees	£21.01
Median hourly rate of pay of all full-pay relevant ethnically minoritised background employees	£20.74
Median gender pay gap as a percentage	1.29%
Median pay for all full-time staff	£20.96

The median ethnicity pay gap value for the College was 1.26% indicating ethnically minoritised background staff are paid on average less than white employees by 1.26%. This is compared to - 2.26% in the previous year.

Salary quartiles

The list of white and ethnically minoritised background members of staff was then amalgamated. The list was sorted in ascending hourly rate order. The list was then split into 4 quartiles, and the data was then analysed in terms of number of white and ethnically minoritised background staff in each quartile. This is to determine if there are any obstacles to ethnically minoritised background employees progressing within the organisation.

Salary Quartile	Total	White	Ethnically minoritised background	Prefer not to say	% White	% BAME	% Prefer not to say
Lower quartile	231	169	62	0	73.16	26.84	0.00
Lower middle quartile	230	193	34	3	83.91	14.78	1.30
Upper middle quartile	230	182	47	1	79.13	20.43	0.43
Upper quartile	230	183	47	0	79.57	20.43	0.00

The data from March 2023 is shown below:

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

The data from March 2022 is shown below:

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

Our Staff Networks

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

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

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

Networks include:

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

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

The BAME Staff Network

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

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

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

SLT Sponsor – Pete Haynes

Faizah Azeem
BAME Staff Network Lead
Marketing & PR Officer



Pride Network

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

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

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

SLT Sponsor – Rebecca Gater

Sarah Breslin

**Pride and Disability Networks Lead
Talent Bank Co-ordinator**



Disabilities Network

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

SLT Sponsor – Linda McLaughlin

Call Out Discrimination!

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



**CALL OUT
DISCRIMINATION!**

**EVERYONE DESERVES TO FEEL
SAFE AND RESPECTED**

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



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



**CALL OUT
DISCRIMINATION!**

**EVERYONE DESERVES TO FEEL
SAFE AND RESPECTED**

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



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

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