

Solihull College & University Centre

Equality & Diversity Annual Report 2015



Solihull College
& University Centre

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Executive Summary

Solihull College embraces the changes brought by The Equality Act 2010.

The College has a set of five core values which underpin everything that we do and uphold fundamental British values. Equality and Diversity is embedded within the five values.

Our Values

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

The College developed a set of strategic goals which set out our annual priorities for 2014/15. A number of our objectives related specifically to our equality and diversity agenda. For example:

- Success rates that demonstrate the College's commitment to equality and diversity, which we will achieve, in part through:
 - Use of detailed equality analysis of student performance by gender, ethnicity and disability to address any areas of underperformance
- A comprehensive programme of enrichment events that celebrate the diversity of the student population and promote opportunities for students to interact positively with each other, which we will achieve through:
 - Further developing a wide range of cultural programmes across all curriculum areas that reflect the College's diversity and provide the opportunities for different groups to interact and foster positive relationships.

Equality Policy Statement

Solihull College has a culture where difference is respected and diversity celebrated. The College welcomes all students, regardless of age, race, ethnic origin, religious belief, gender, sexuality or disability.

We expect all members of the college community to recognise and respect this. The College 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.

The College 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.

The college 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.

The College 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.

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

The College will seek not only to eliminate discrimination but also to create a working and learning environment based on positive relations. To this end, the College 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.

The College 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 the College's approach to equality and diversity, its compliance with the duties outlined in the Equality Act 2010 and, specifically how the College seeks to eliminate discrimination, advances equality of opportunity and fosters good relations between people sharing protected characteristics and those who do not.

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

The College's Self Assessment of Equality & Diversity

The following are extracts from the College Self-Assessment Report 2015/5 and 15/16 Update:

Promotion of E&D
2014-15 <ul style="list-style-type: none"> • The promotion and implementation of Equality and Diversity at Solihull is very strong as evidenced in Student and Staff perception surveys. • High levels of engagement in cross college events, such as: 'Celebration of the Cultures of the college', 'Pudsey – Save the children', and Down's Syndrome Day. • The Director of Student Services and Equality plays a lead role in the Equality & Diversity Group and its subcommittee and works closely with curriculum areas to promote E&D and provide support on student disciplinary issues. • There is a zero tolerance of bullying, harassment and discrimination. Learners feel safe, and know how to report incidences which are dealt with swiftly and effectively.
2015-16 update <ul style="list-style-type: none"> • Promotion of British Values is included in staff development sessions, and teams are further developing resources and schemes of work to ensure that learners are well prepared for life in modern Britain, including Solihull and their wider local environment. Good examples of how learners are developing their awareness of British Values are evident in observation reports for Public Services and Early Years, where participation of minority groups in the workforce are analysed and discussed.

TL&A promote equality & diversity

2014-15

- The majority of lessons are well planned to integrate Equality and Diversity themes and students demonstrate a good understanding of key issues. Tutors often use naturally occurring opportunities to promote and reinforce students' knowledge and understanding of key Equality and Diversity themes.
- Some teachers fail to exploit opportunities in lessons or plan lessons that extend learning beyond that of basic understanding.
- Themes of equality and diversity related to specific workplace examples are well explored by the majority of assessors with apprentice learners.
- Equality and Diversity themes are well embedded and explored by learners in key group tutorial sessions.

2015-16 update

- The tutorial programme has been revisited to provide greater consistency across all programmes, and to give learners access to the same high quality delivery of key equality and diversity themes. Learning walks evidence this greater consistency, particularly in the use of common resources.
- College has invested in the 'suitcase' online resources to provide high quality and current material for teachers and assessors to embed within their tutorial and vocational sessions.
- Teachers and assessors are developing resources and schemes of work to strengthen embedding and development students' understanding of living in a diverse society.
- Teachers have successfully delivered the Prevent tutorial to all tutor groups. The awareness raising session is currently being rolled out to apprentices.

Monitoring of progress of learners so that none are disadvantaged or under achieve

2014-15

- Excellent use of KPI data enabling curriculum areas and support services to be targeted and reduce the achievement gap. Comprehensive reporting by each team using data collected throughout the year is analysed and comments / recommendations are made on areas for improvement and areas of good practice.
- Highly responsive and effective additional needs support service for 16-19 year old LDD learners. Success Rates for 16-19 year old LDD learners receiving additional support are 3.4% above the national average.
- 19+ aged learners with a learning difficulty or disability have an increased success rate, 79.9% compared to the previous 2 years, but this rate is below that for learners without a learning difficulty or disability.
- Learners with additional needs have the opportunity to fully participate and have access to the same opportunities as other students. Effective risk assessments enable learners to participate in both college activities and curriculum trips that are important to the learners' successful completion of their qualification.
- Items of equipment are loaned by College to learners with additional needs to promote independent learning and encourage the use of technology where possible in order to maximise their learning potential.
- The Learner Support Fund has a strong profile in terms of supporting learners with a disability or learning difficulty. Over the past three years the fund has consistently supported a higher Learner Support Fund percentage of learners with a disability or learning difficulties (30% in 14/15) to that of the overall college profile, (14% in 14/15).

- Over the past three years the Learner Support Fund has consistently supported a higher percentage of students from widening participation postcodes to that of the overall college profile. Whilst the percentage of students receiving support has remained similar the percentage of students at the college from widening participation postcodes has increased each year to highest level of 52%.
- Strong support for students who are homeless or experiencing extreme hardship resulting in improved retention. 52 students declared themselves as homeless in this academic year.
- For further detail on success rates for learners from protected characteristics refer to the Outcomes section.

2015-16 update

- Due to the high volume of dyslexia referrals and the increase in access arrangements updates, some referrals to the dyslexia team were not assessed in a timely manner during the 2014/15 academic year. This has now been addressed for the 2015/16 academic year with the number of specialised dyslexia staff increased and the development of more efficient diary management processes and communication channels.
- CPD includes training for staff to support all learners. For example, teaching staff attended a session on working with learners with Autism in October.

Celebrations Events & Actions

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

Each year in the Autumn term **Black History Month**, is celebrated with a week of activities and exhibitions. Events in October 2015 included:

Black Icons Exhibition

The opportunity to learn about key figures in Black history featuring some modern day black icons and find out about their contribution to society as well as some of their key achievements.

Black History in Cinema

Screenings of iconic films depicting historic events in black history.

Celebrating Caribbean Culture

Caribbean Steel Band and Limbo Dance entertainment

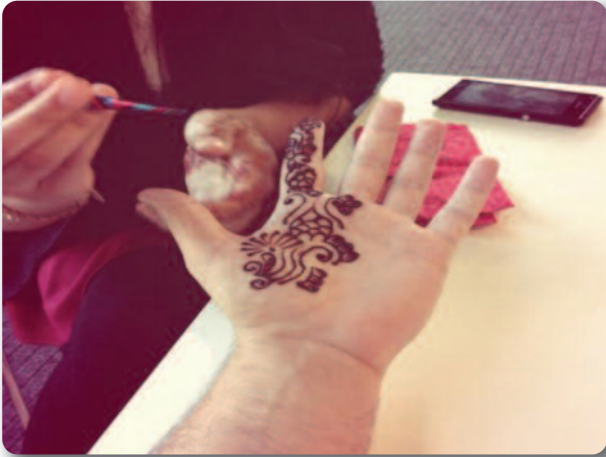
Genealogy (Start Your Caribbean Family Tree)

The family history event took place in college with staff who are skilled in family history and genealogy, showing students how to research their ancestry.



Black History display in College library





Sexual Orientation

LGBT month is celebrated in February and exhibitions and activities are led by students who are members of the LGBT group. This year the LGBT student group organised social events including a trip to the theatre and free lunch for students to have fun and get to know each other.

Faith Festivals

Diwali, Eid and Chinese New Year are celebrated through one day events or exhibitions to raise awareness.



One of the main events of the year is the **Celebration of the Cultures of the College.**

We are a college community of over 90 nationalities/heritage groups amongst our students and 45 amongst our staff. Students or staff are invited to create an artefact, or an exhibition that raises awareness of a culture of their choice. The end result is a celebratory event that is hosted on each of our two main campuses.



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. 1156 learners were identified as having a disability or learning difficulty in 2014-15. Of this figure, 856 were full time learners representing 17.3% of learners on long courses. The overall success rates for these learners are in line with college averages or better.

Each year we hold events to raise awareness of disability. Our deaf awareness event is led by our Deaf students and participating hearing students are taught simple communication. This has continued during 14/15 with lunchtime classes in British Sign Language offered to students. These classes were led by our Deaf Coordinator and supported by our Deaf students.

Time to Talk | Time To Change

www.time-to-change.org.uk/about-us/about-our-campaign/time-to-talk

On 5 February 2015 we asked everyone to take 5 minutes out of their day to have a conversation about mental health. We aimed to reach 24 hours' worth of conversation. As mental health has become a growing concern for young people and adults we wanted staff and students to have an opportunity to talk and to find out more. The aim was also to remove the stigma that can be associated with mental health and to show what support is available in college.



Disabled Go

The College is delighted to have worked with Disabled Go to complete a very positive audit on the accessibility of the College for people with disabilities. Our new build and refurbishment project at our Blossomfield campus, completed in

2010, was fully assessed for accessibility and impact on staff, learners and visitors with disabilities. The College's new build at its Woodlands campus has also been assessed for accessibility in the most recent round of Disabled Go assessments.

Case Study

Solihull College & University Centre work with Parkview Day Centre



Solihull College & University Centre has recently worked with Parkview Day Centre in Solihull to offer members of the centre a chance to gain qualifications.

The centre, which is funded by Solihull Council, is for people who have a learning disability aged 19 or above to attend to learn new skills. The College has partnered with Park View to offer 4 students; Rachel Drakeley, Laura Bradnock, Parvinder Kaur and Steven Dooley the opportunity to gain their entry level 1 qualification in employability skills.

The 4 students completed the short course which included written work as well as first aid skills and computer skills. The students supported each other throughout the course programme and gained significant confidence as well as their qualification.

Staff members of Park View thanked Solihull College for their support for those who use the day centre and wish to work with the College in the future.

For more information on the courses available at Solihull College visit www.solihull.ac.uk or call 0121 678 7000.

Equality & Diversity Committees

The College has an Equality & Diversity Group, chaired by the Vice Principal HR & Student Services. This is supported by the Disability Equality Group.

Membership reflects the different areas within the college. Teaching and support staff and managers contribute to and represent their areas on these committees.

The Equality and Diversity Committee 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

Governance

The Corporation, the College's Governing Body, is responsible for ensuring that the College sets and meets appropriate equality targets.

Case Study

A new job...that's the beauty of hard work



Meena Kumari completed her level 3 Beauty Therapy course here at Solihull College & University Centre and has been very successful in finding employment.

Meena always had an interest in beauty and started her level 3 course after deciding she wanted a change in her career. Meena showed great commitment throughout her learning which was noted by her tutors and because of Meena's hard work and dedication she was able to complete her course early and spent her time building her portfolio and assisting other students on the course.

Upon completion of her course Meena began applying for jobs. Meena found it really useful that she gained experience at College with products such as Elemis as this was looked upon favourably by potential employers.

Meena impressed in her interview at The Spa in Birmingham's Cube at the Mailbox and secured herself a position at the Spa. Meena continues to work hard and has impressed her new employers and received great feedback from her clients. Meena proves that hard work and determination really does pay off!

Inclusivity

The sports offer is fully accommodating of all students at Solihull College. There has been an increase in the number of activities that specifically cater for disabled learners, from one weekly activity to three. Boccia, football and a multi-sport session have been available to learners on a weekly basis throughout the academic year. This is also an increase in comparison to previous years, as the sessions are now offered every week of the academic year as opposed to in six week blocks. This increase is a result of the popularity of the sessions leading to high participation rates. Following student consultation, football was identified as a key sport that students 'would like to try'. For an initial period of six weeks, football was offered to assess its popularity. There was a great turn-out with more than 20 students attending. As a result, Solihull College received a funding award from The Football Foundation for weekly sessions in partnership with Solihull Moors FC. By partnering with Solihull Moors, it ensures that there is an exit route for students, as the community club has a strong disability section. At least five students have transitioned from college sessions to Solihull Moors, reflecting a great achievement as the students have created a sustainable physical activity that is not reliant purely on their college time.

Further to the football sessions, there has been an ongoing tennis session available to all students, but has been promoted directly to tutors directly associated with our ALD students. This has led to regular attendance at tennis sessions of six students (four of which are pictured below).



The sessions have been adapted to meet the needs of these students, adopting a sponge ball and a smaller court. The sessions represent an integration of students through sport, as students from various areas of the college play tennis together. This programme of activity culminated in a trip to Wimbledon for participating students.



The photograph below is of table-top cricket. This is a version of cricket which has been invested in by the college to ensure that students of all abilities and needs can engage with this sport. Table-top cricket is designed for those with mobility needs, e.g. wheel-chairs users. This version of cricket is enjoyed by students across the college



Female Engagement in Sport

Great strides have been made in 2014/2015 academic year. For the first time ever, a second women's football team has been introduced. This is a fantastic achievement for the college, as it demonstrates the increased prevalence and profile women's sport now has at Solihull College.



The team participates in an organised AoC Sport Development League, as well as training twice a week. We also run several initiatives in line with The FA, such as Women's Football. This is best represented in the hosting of Women's Football Week, which is a Football Association initiative which specifically targets female engagement in recreational football. Over 80 students attended the event which was open to colleges across the region, participating in various football activities and being coached by Seattle Reign F.C.'s Head Coach, Laura Harvey, in the Woman's Professional League in USA.

Boxing (technical and fitness) has also proven to be extremely popular with our female students. This can be attributed to our commitment to using a variety of promotional and marketing techniques including female-taster sessions, and pop-up boxing in various locations within the college.



Solihull College Fun Mile

As part of its inclusivity offer, Solihull College runs a Charity Fun Mile in partnership with Tudor Grange Leisure Centre. This event is fully inclusive, with students from all areas of the college coming to participate in what has become a show-case event. At least 100 students took part in the event which was held on the athletics track and supported by equal numbers of staff participants. All those participating receiving a certificate of achievement. This mass-participation event demonstrates the inclusivity of staff and students.



Press Release

Work Experience lands Hassan a Part-Time Job



Solihull College & University Centre works in partnership with businesses across the region to allow students a taste of the world of work. Computing & IT student, Hassan Ali recently completed his work experience with high street electronics store Maplin – landing a part-time job to fit around his College course as a result.

With work experience now an integrated part of courses, students leave College further prepared for employment.

Edd Summers, Store Manager at the Solihull branch of Maplin comments “We believe it’s important to support young people in gaining experience like this. Working with us, students gain experience of customer service, using the store’s in-house systems, plus they get to learn all about what we sell – particularly relevant to a computing student like Hassan. He’s taken everything in his stride and has already become a great addition to the team”.

Hassan particularly enjoyed interacting with customers, something which he credits for improving his communication skills. He learnt to adapt his style when helping different types of customer. He comments “The staff were very encouraging and helped me if I was struggling with anything. Because I felt like I was part of a team, this allowed for me to become more confident in a shorter amount of time”.

Hassan also believes the experience will help in returning to his course at College. He says “I was given a real insight to all the different electronic components involved in IT and other industries – it was amazing!”

It will soon be time for Hassan to decide the specialism he’d like to study on the second year of his course, with Software Development currently his preferred route. On completion he is considering going to university, where he can further specialise in areas of interest such as coding.

Introducing the Student Voice Executive Committee

Charanjit Kaur

Student Voice President

Creative Arts Practice Top Up BA (Hons)

Charanjit.Kaur@solihull.ac.uk



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

The Student Voice is here for every student in order to take on their about improving student life, supporting campaigns that affect us and most importantly representing the views of all students when and where possible. As President of the Student Voice I hope to help develop communication within the college to build a strong network in which students feel that they are listened to and supported.

My priorities this year are:

- To increase awareness of the Student Voice and the impact that your voice has.
- To work alongside departments around the college to help improve communication for services and support available to all students.

Hamzah Rattigan

Vice President, Equality & Diversity

2+2 Social Studies Degree BA (Hons)



The purpose of my role is to **ensure that all students are equally represented at Solihull College & University Centre.**

As a mature student, I bring a wealth of experience from a number of different working, educational and social backgrounds. I am a very diverse individual, being mixed-race and benefitting from a wide variety of culture, religion and race. I intend to work with students and the other diversity officers to try to ensure students have an outlet for their voice which they can trust and relate to. By representing students' views to the college, I hope to have a positive impact on their everyday learning experience.

My priorities this year are:

- To assess the varying needs of different faith groups within the college to help ensure the college is as diverse as its students and sufficiently accommodating.
- To constantly work with students and the college on ways to optimise the Solihull College student experience.

Nadia Ahmed
Disabled Students' Officer
Applied Science Level 3



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

My main focus as disability officer is to help raise awareness on the disabilities that cannot be seen, in particular regarding mental health. I believe it is key to help people understand the seriousness of mental health for a number of reasons, particularly so that those affected by these conditions feel free to seek treatment without shame, talk openly without fear of judgement and to enable individuals to develop their own understanding of this epidemic that is on the increase. Through personal experience, I believe that it is important to show people that having mental health problems is nothing to be ashamed of, and to show those without that mental health is just as serious as physical health problems.

My priorities this year are:

- To raise awareness through campaigns and various other events
- To help reduce the stigma surrounding mental health, in particular anxiety disorders and other common mental health conditions such as depression and eating disorders.

Bethany Yates
LGBT Officer
BTEC Level 3 Animal Management



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

I am dedicated to making sure the voice of the LGBT community does not go unheard in the college. I aim to work with LGBT charities in raising awareness for the LGBT community and to hold events with the LGBT students. I aim to make the college a more inclusive place for the students that are not cisgender, raising awareness for the LGBT community and to hold events for the LGBT Students. I hope to work with students and staff to educate about the different sexualities and how to be inclusive for their students.

My priorities this year are:

- To work with students and staff to educate about the different sexualities and how to be inclusive for their students
- I help make the College a comfortable place for LGBT students.

Bethany Garner

Mature Students' Officer

BTEC Level 3 Animal Management

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

It is my view that the Mature Students population is currently under represented in UK Colleges, therefore in order for Solihull College to be innovative and one step ahead I aim to make sure that there is a platform for every Mature Student to be able to share their views on their experience as a Mature Student.

My priorities this year are:

- To organise social events and campaigns to encourage mature student participation in college.
- Develop provision of a service which offers extra academic skills workshops and drop in sessions on issues that may affect Mature Students.

Mandeep Kaur

Women's Officer

Level 2 Early Years

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

I am passionate about all women's issues in particular Women's safety and raising awareness of domestic abuse. I believe in equality of the sexes and in the future I would like to play a part in raising awareness of the rights of women in the community.

My priorities this year are:

- To raise awareness of where students can go if they are experiencing abuse.
- Offering women's Self-defense classes
- Raising awareness of women's health issues.

Case Study

Dylan Thom – Computing & Additional Support

Dylan was born in South Africa and moved to the UK in 2007 where he soon realised that to progress with his education in the UK he would need to gain qualifications relevant within this country. Dylan enrolled on to the Access to Further Education (FE) course which then allowed Dylan to progress onto Level 1 vocational courses at the college.

After successfully completing his Access to FE course Dylan moved on to his Level 1 in IT which he progressed well through and secured his place on the Level 2 course and then the Level 3 course. It was then discovered that Dylan was dyslexic and this is where the college began to give Dylan that extra support that he needed.

Through the help of the college and with Dylan's hard work he managed to progress well through Level 3 and move on to his HNC course. Dylan has completed his HNC and will be moving on to complete his HND in September and then he hopes to gain his place at University to continue with his studies.

Dylan explains "The college has been brilliant, it has opened up lots of opportunities for me. The tutors are really friendly and you know they take note of each individual student. The college has given me guidance and the support has been brilliant." After University Dylan hopes to gain experience working within a gaming company as making games and programming is his passion. Eventually Dylan would like to set up his own gaming company.

Abdul Khohar

Woodlands Officer

Level 3 Aeronautical Engineering Extended
Diploma



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

Getting involved in the Student Voice and being a member of the Executive Committee is really fascinating as I helping to bring in new changes and improving student's college life.

My priority this year is to deliver as much as I can for students and keep working towards their welfare and make college a better place for them to learn and enjoy.

Deniseshay Grant

Black & Asian Minority Ethnic Officer

Sports Diploma Level 3



I decided to become the BAME office because I enjoy working with people and I thought that it would also be a good way to help build confidence. I like really like listening to people and making people happy. I believe that this role is important to help raise awareness of BAME outside of Black History Month and religious events.

My priorities this year are:

- To raise awareness of the role of the Student Voice Executive committee and how we can help.
- To provide information from organisations which work on BAME issues.

Aminul Islam

Black & Asian Minority Ethnic Officer

Level 3 I.T Business

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

Whilst studying at Solihull College I have enjoyed being involved in sport playing football & cricket. I then became a student rep because I wanted to help better things for my class by putting their view across this led me to become the BAME Officer which I think is important to help gather the views and opinions of BAME students to help to improve the college.

My priorities this year are:

- To help increase the awareness of the different cultures represented in the college.
- Help bring students from different faiths and cultures closer together.

Case Study

College student hits the heights with Qatar

Solihull College & University Centre student Mitsutoshi Harada, originally from Japan, has excelled in his BTEC Level 3 diploma in Aviation Operations to become a cabin crew member on 5 star airline Qatar Airways.

Mitsutoshi, known as Mit, first started at Solihull College & University Centre as an International Student on a Level 2 Certificate in Cabin Crew before progressing on to his Level 3 course. Mit decided to make the move to the UK to study as he wished to improve his language and communication skills as well as his team work skills. Mit commented "England is a multicultural country and there were students from different cultural backgrounds at the College which helped to develop my skills. I had marvellous tutors who themselves have over 10 years of industry experience and they were very supportive throughout. Tutors gave me useful advice and information and also gave me opportunities to complete presentations as part of my assignments to improve my public speaking and allow me to grow in confidence."

Whilst studying at Solihull College & University Centre Mit was able to study on a GCSE English Preparation course once a week alongside his Aviation Operations qualification where he was able to practice persuasive writing which he found helpful when completing his CV as he believes he was able to sell himself to employers. Mit visited the careers service at Solihull College & University Centre and received advice from the careers advisers with regards to his CV which he believes helped him to secure his cabin crew job with Qatar.

Mit was also able to take advantage of the other services on offer at the College such as the learning zone and extra tutorials from English tutors to improve his communication skills which contributed towards his success in finding employment.



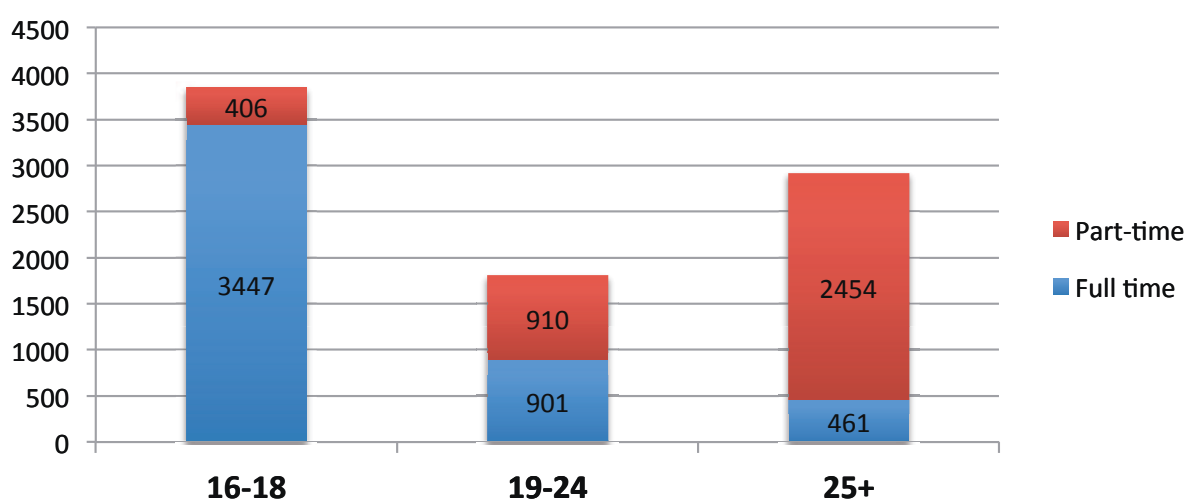
Mit explained "When I passed the employment assessment with Qatar and got the cabin crew position I could not believe that I had made it. I was full of appreciation to everyone who had supported me when I was studying at the College. I was very excited to see the world and have new experiences. It was the most challenging and biggest achievement of my life. Now I am working for one of the best airlines in the world and I would like to offer customers a fantastic flight experience and help the airline maintain their industrial standard. It is a great opportunity and I look forward to visiting places I have never been before."

Since working for Qatar Airways Mit has been able to represent the airline at Skytrax's award ceremony as Qatar were named Airline of the Year for 2015. Mit now hopes to continue with his career and has already begun visiting many exciting new places on his career journey.

The College 2015/16 Student Profile

The College has just under 3,900 16-18 students, the majority of whom are full-time learners. Most of 19+ adult learners study with us on a part-time basis.

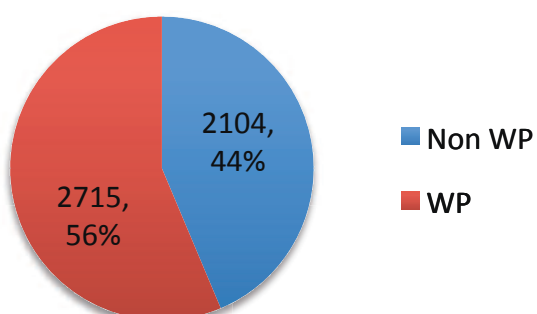
Learner Numbers by Age



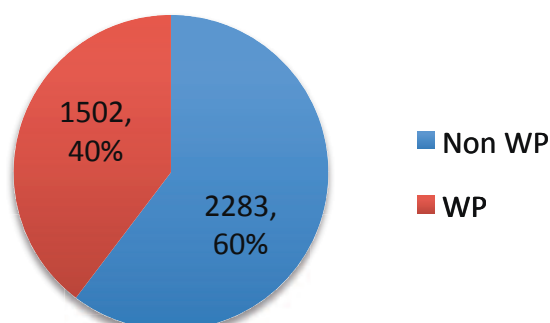
Where are our students from?

56% of our fulltime students are from widening participation (WP) areas (ie areas of socio-economic deprivation and underrepresentation defined by post code. Just under 40% of our part-time students are from WP post codes.

Full time students

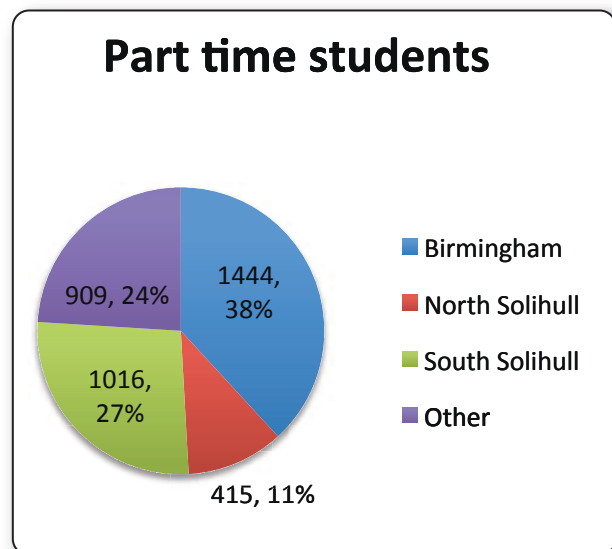
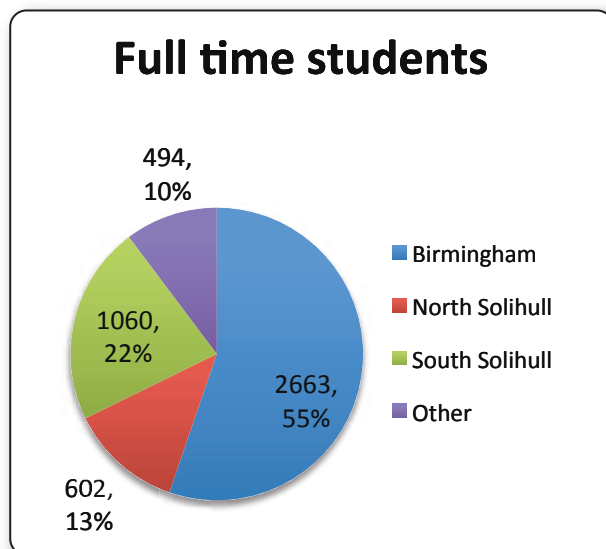


Part time students



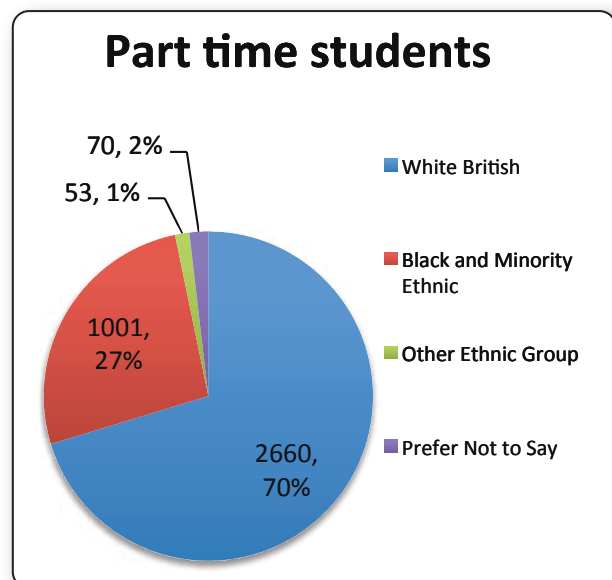
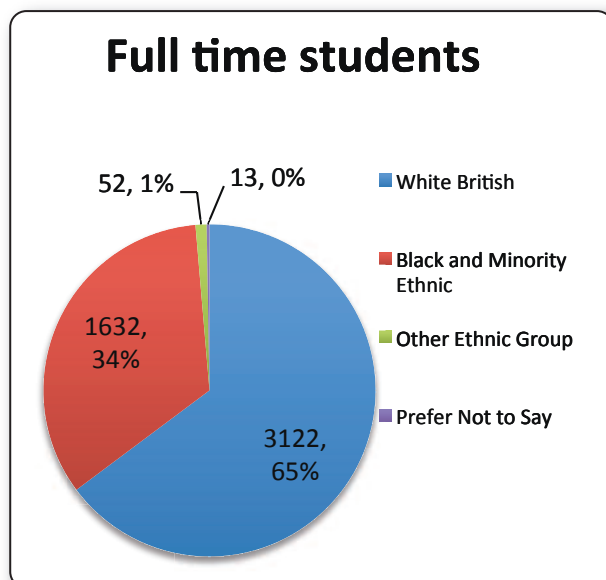
Where do our students live?

A significant number of the College's full-time students come from outside of Solihull Borough, 55% from Birmingham (although this figure was 57% in 2014/5).



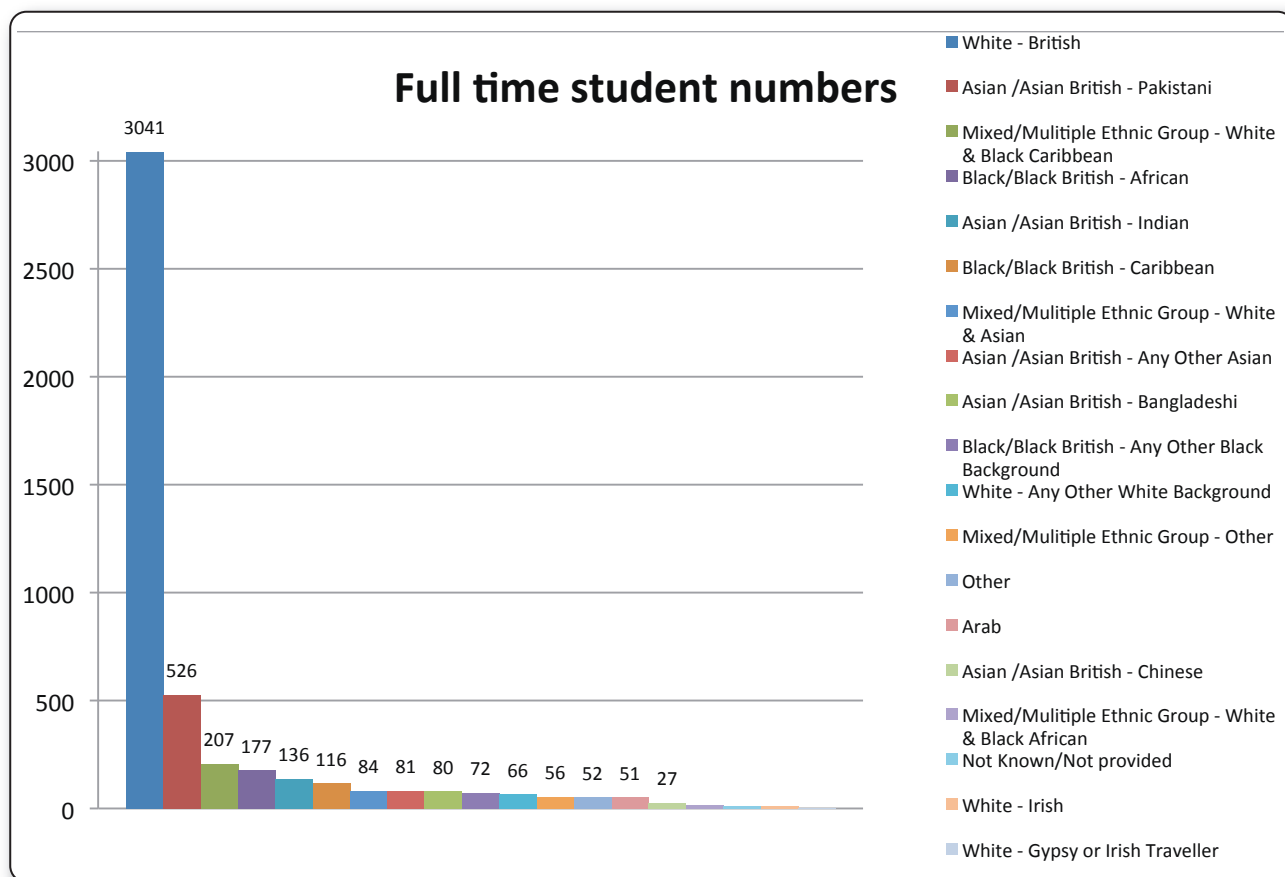
Ethnicity

Learners from BAME groups account for 34% of the total full-time cohort and 27% of our part-time learner cohort.

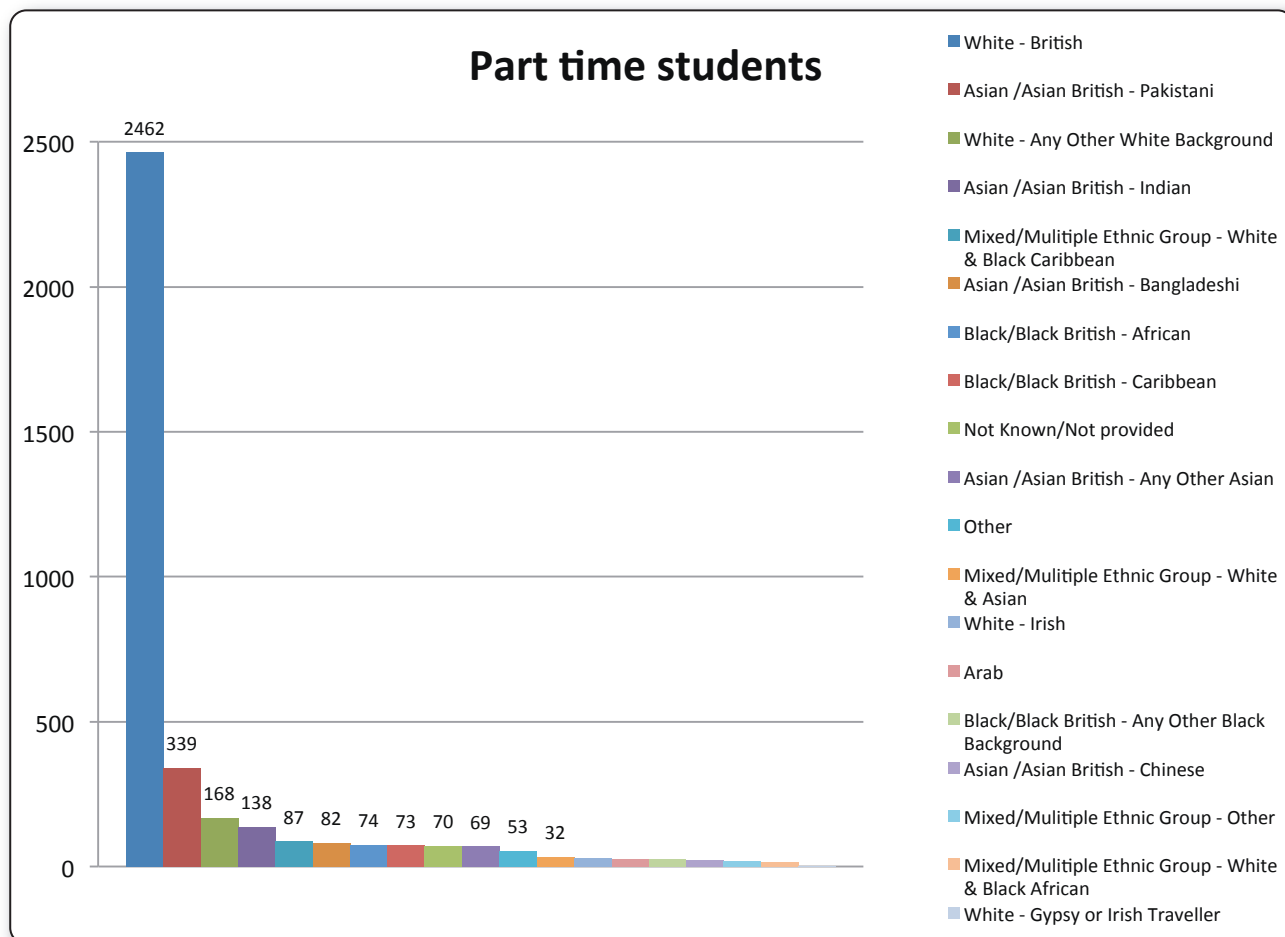


63% of the full time student cohort are White British. Pakistani students form the largest cohort of full time students from BAME or non white British contingency. 10.92%% of full time students are Pakistani.

Ethnic Breakdown of Full-time Students

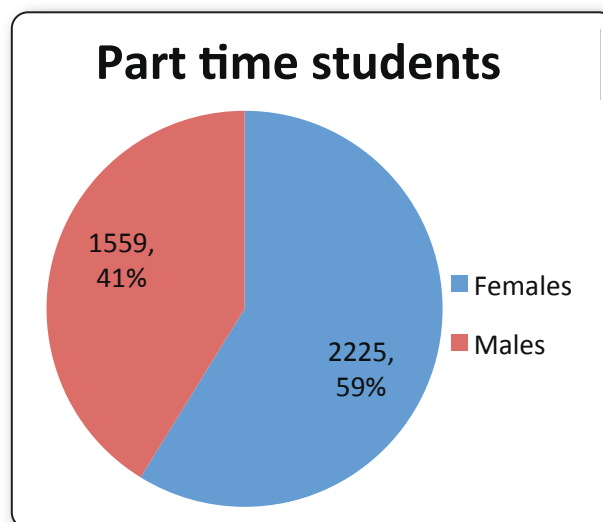
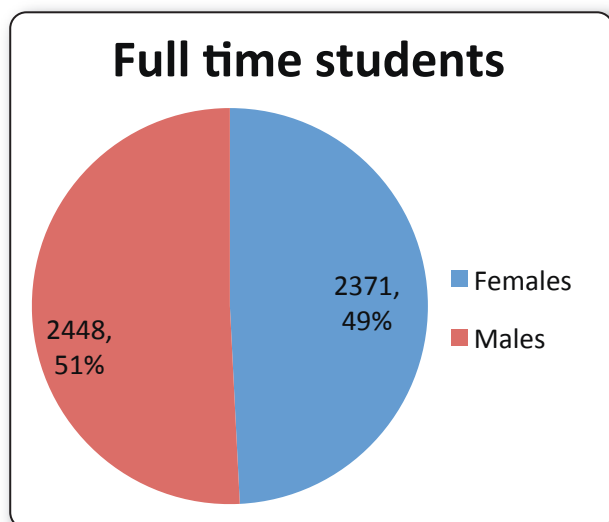


Ethnic Breakdown of Part-time Students



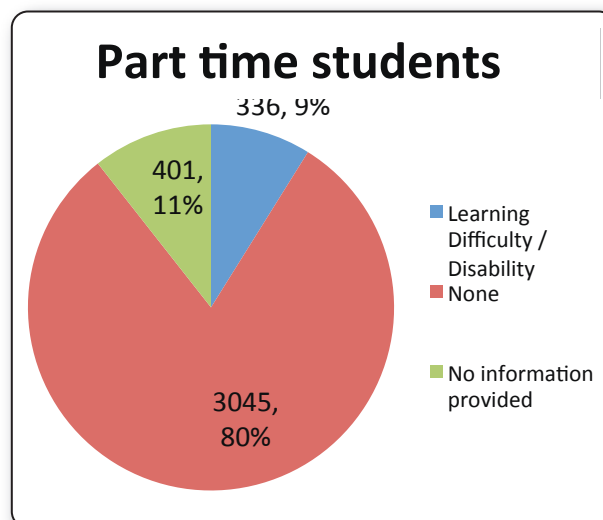
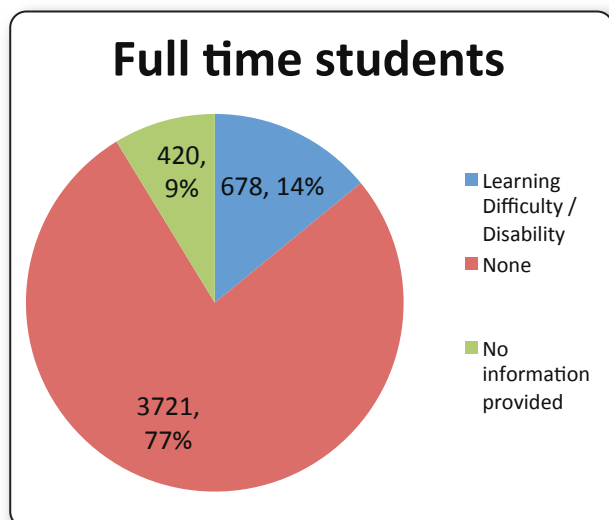
Gender

The split of male and female full-time students is almost 50:50. Female students account for 59% of the part-time cohort. This reflects the national picture for part-time study in FE.

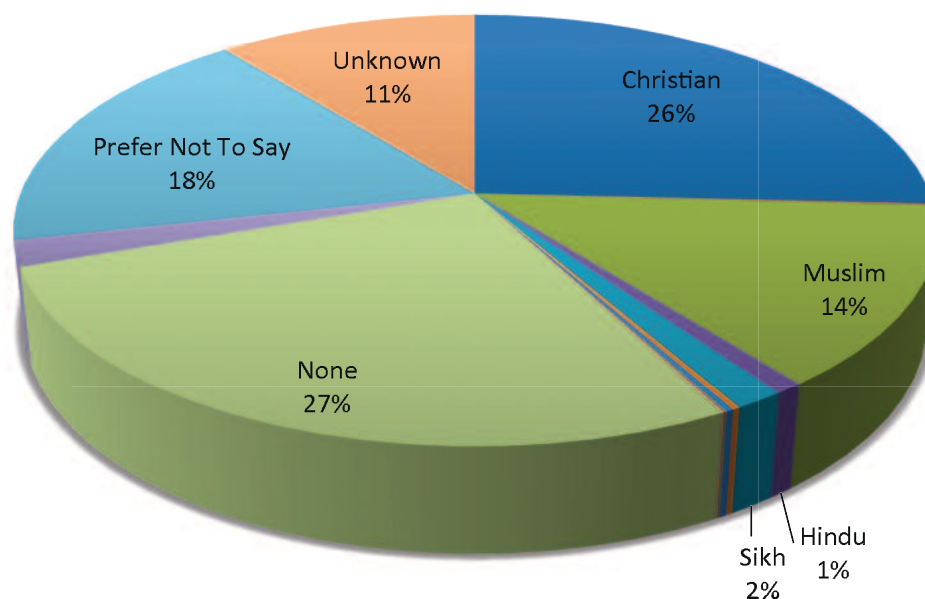


Disability

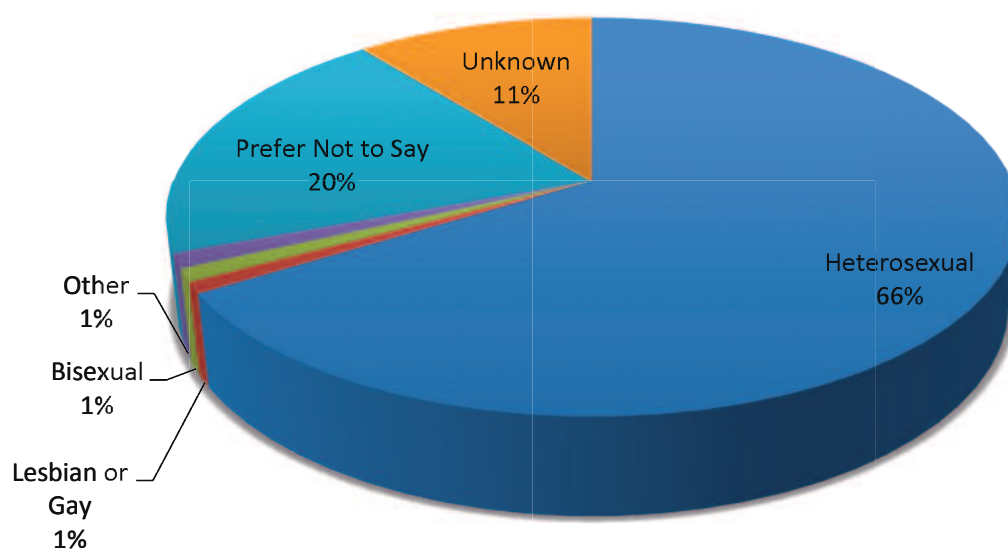
14% of full-time students have declared a disability/learning difficulty or are receiving additional support in respect of a disability (compared to 17% in 2014/15). For part-time students this figure falls to 9% (although this figure was 8% in 2014/15).



All Students - Religion or Belief



All Students - Sexual Orientation



Case Study

Solihull College works with Briars Barn

Solihull College has worked with Briars Barn, a work place for people with learning disabilities, to offer them a qualification in employability skills. Briars Barn is a day service that aims to create work based opportunities through cottage industry values.

Solihull College has been working with staff members at Briars Barn offering Health and Social Care Diplomas since 2008 and they have formed a positive partnership.

Many of the people at Briars Barn were learning about employability skills without gaining a formal qualification, Solihull College offered to work with Briars Barn to give the individuals a chance to get a formal qualification in employability skills. The course aims to develop and enhance skills required for the working environment and improve confidence and communication skills ahead of employment. Modules on the course can include time management, problem solving, computer skills, CV writing and interview skills.

All of those taking part in the course worked extremely hard and passed the course to obtain their formal qualification – NCFE Level 1 in Employability Skills. Carol Baker and Joanne Cowen, both assessors from Solihull College presented the awards to Marcus Bailey, Craig Bray, Ian Wardall and Nicky Lane of Briars Barn. The students were pleased with what they have achieved, Craig commented "I really enjoyed the course and I think it's a good qualification for when I'm looking for work. I have learnt a lot from doing the course." Nicky, Marcus and Ian all added that they enjoyed the course and found it interesting. Kim Chance from Briars Barn supported the group throughout the course stated "I am really proud of what they have achieved, they worked hard, concentrated and really wanted to achieve. I'm very happy that Solihull College gave them the opportunity to do the course. I couldn't be more proud of what they have achieved."



Briars Barn aims to teach skills that can be transferred into the work place and the partnership with Solihull College has allowed individuals at Briars Barn to gain skills that will benefit them when looking for employment.

Lisa Moore, Service Manager commented "I am so proud of my colleague's achievements. They had great support from Solihull College. Their successes came down to their attitude, effort and focus – well done."

This was the first time that Solihull College has partnered with Briars Barn to offer the employability skills course and both hope to continue to work together.

For more information on the courses available at Solihull College please visit www.solihull.ac.uk

Student Success

Ethnicity

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

16-18 provision

The table below shows success rates of BAME students and enables comparison with college rates and performance against white counterparts.

Age Group SFA/ EFA	Ethnicity	Leavers Overall	Success Overall%	National Success Overall %	Difference against Nat
16-18	African	172	90	79	11
16-18	Any Other Asian background	109	83	82	1
16-18	Any Other Black/African/ Caribbean background	127	88	76	12
16-18	Any other ethnic group	52	87	78	9
16-18	Any Other Mixed/Multiple ethnic background	66	89	78	11
16-18	Any Other White Background	89	87	81	6
16-18	Arab	58	95	79	16
16-18	Bangladeshi	89	87	80	7
16-18	Caribbean	181	88	75	13
16-18	Chinese	5	100	87	13
16-18	English/Welsh/ Scottish/Northern Irish/British	4,068	80	80	0
16-18	Gypsy or Irish Traveller	4	75	71	4
16-18	Indian	161	94	84	10
16-18	Irish	19	74	76	-2
16-18	Not Provided	7	86	79	7
16-18	Pakistani	713	86	80	6
16-18	White and Asian	115	74	80	-6
16-18	White and Black African	31	87	76	11
16-18	White and Black Caribbean	321	80	75	5

There are no significant trends when the data is analysed by ethnicity. There are some areas where the data is below benchmarks for 14/15 particularly white and Asian 16-18 year olds.

19+ provision

For 19+ students Irish and White and Black African are performing poorly but off very low numbers. The small numbers of adult learners who refuse to give their ethnicity do worse than the adults who do give their ethnicity.

Age Group SFA/ EFA	Ethnicity	Leavers Overall	Success Overall%	National Success Overall%	Difference against Nat
19 +	African	231	82	83	-1
19 +	Any Other Asian background	126	80	85	-5
19 +	Any Other Black/African/Caribbean background	75	79	84	-5
19 +	Any other ethnic group	120	83	83	0
19 +	Any Other Mixed/Multiple ethnic background	58	84	84	0
19 +	Any Other White Background	336	90	86	4
19 +	Arab	64	89	85	4
19 +	Bangladeshi	110	83	87	-4
19 +	Caribbean	166	86	84	2
19 +	Chinese	32	88	86	2
19 +	English/Welsh/Scottish/Northern Irish/British	3,198	88	88	0
19 +	Indian	202	90	88	2
19 +	Irish	28	79	88	-9
19 +	Not Provided	40	80	86	-6
19 +	Pakistani	515	87	85	2
19 +	White and Asian	62	82	84	-2
19 +	White and Black African	35	77	83	-6
19 +	White and Black Caribbean	171	84	83	1

Gender

There are no gender issues arising from the data. The College recruits significantly more male students than female with the number of female students declining over the last 3 years. At 19+ there are more female students recruited.

Age Group SFA/ EFA	Ethnicity	Leavers Overall	Success Overall %	National Success Overall%	Difference against National
16-18	Male	3,500	82	79	3
16-18	Female	2,887	83	81	2
19 +	Male	2,358	88	87	1
19 +	Female	3,211	86	87	-1

Case Study

Attal Hanufi

Attal was originally from Afghanistan and moved to the UK in 2001. Since arriving in the UK he had worked as a delivery driver, a taxi driver and as a factory operative but he wanted to further his education and change his career.

Attal found it difficult to pursue dreams of gaining further education as he is a father of 3 children and fitting in an education would be difficult. However, Attal enquired at Solihull College and enrolled on to the Social Studies 2+2 BA (Hons) Degree in 2012. He found that the course fitted round his family life, which was really important. His main ambition was to gain additional academic knowledge and be able to express his viewpoints and he commented "I am glad that Solihull College gave me this golden opportunity to start my education."

Attal was able to achieve his aspirations and feels he has learnt new skills, developed his understanding and most importantly enhanced in confidence. He believes he is now a completely different person. Attal was able to make use of the teaching materials within the college which he describes as extremely helpful and he also believes that his tutors aided his learning greatly. "All of the teachers were extremely good as well as the materials they used. They gave us the right information and set us on the right path."

The course included modules such as politics, sociological perspective, social policy and research methods and Attal believes all of these were vital to enable him to understand and reach his goals.



Attal is now completing his final year at Warwick University, majoring in Politics and is really enjoying his education. When he completes his degree Attal is hoping to work in the public sector within government and local councils or to work for a large charitable organisation.

Students with Learning Difficulties / Disabilities

16-18 provision

For 16-18 year olds students with learning difficulties/disabilities do better than those without. Students who decline to answer the question do worse than either group. There are fewer students recruited with learning difficulties and disabilities –this has dropped by over 600 students from 2013/14.

Qualification Success Rates by Age and Learning Difficulties/Disabilities

Hybrid End	Age Grp SFA/EFA	Difficulty or Disability	Leavers Overall	Success Overall%	National Success Overall%	Difference
14/15	16-18	LLD - Yes	1,426	83	79	4
14/15	16-18	LLD - No	4,793	82	81	1
14/15	16-18	LLD - Unknown	168	75	78	-3

19+ provision

At 19+ success rates have improved for learners with Difficulties/disabilities but not as quickly as the improvement for those without difficulties/disabilities. Numbers have fallen but the proportion of students has remained the same.

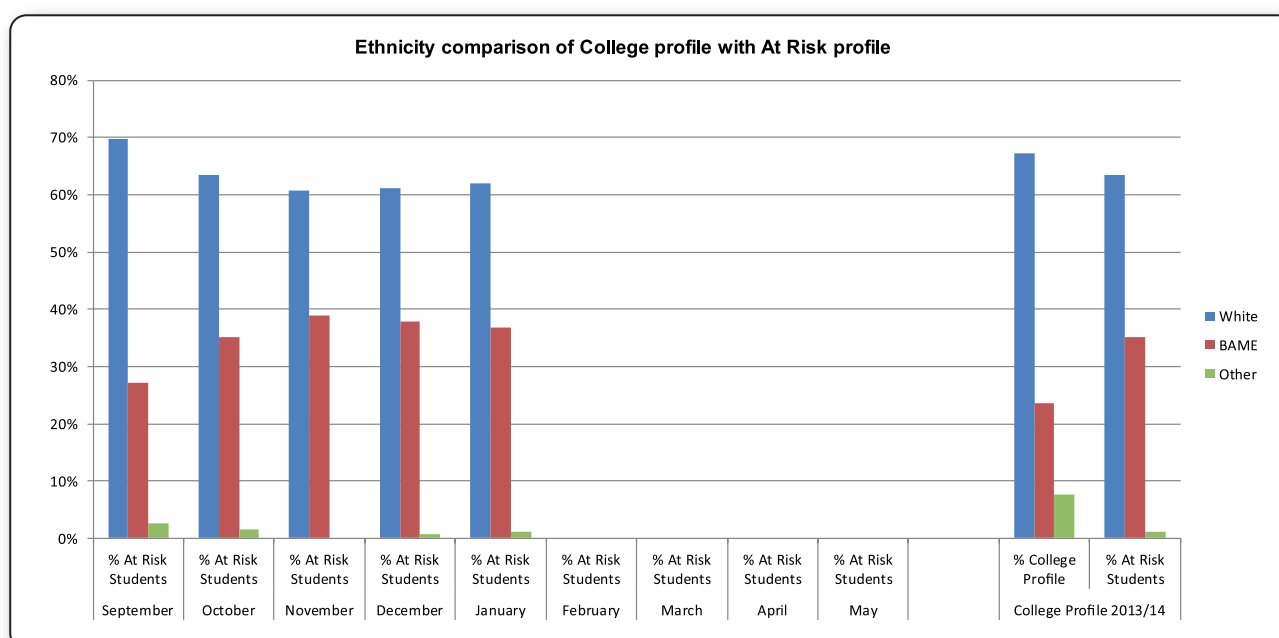
14/15	19 +	LLD - Yes	738	81	85	-4
14/15	19 +	LLD - No	4,634	88	87	1
14/15	19 +	LLD - Unknown	197	86	84	-2

At the more detailed level, analysis continues to show low success for students with moderate learning difficulties. This was an issue for 2013/14 and remains an issue in 2014/15.

Equality Data and Monitoring 'At Risk' Students

The progress of students is monitored during the year, so that appropriate support can be put in place to help students who may at risk leaving or failing their course. A student might be identified as being 'At Risk' for a number of reasons. For example, the student may be at risk of being excluded for continuing behavioural/conduct issues, or may have personal or health problems where additional support might be required. Being placed on the 'At Risk' register is not necessarily a negative reflection on the student, but often indicates positive action to support more vulnerable students. The team of Student Support Officers within Student Services produce data for curriculum areas that compare the profile of schools by ethnicity, gender and disability, with the profile of the 'At Risk' group.

Examples of the type of information provided are shown below. The data can provide early warning signs to curriculum managers if, for instance, there is a greater risk of a group of students with a particular protected characteristic failing their course.



Equality analysis and allocation of Learner Support Fund 2014-2015

Students with Disability or Learning Difficulty

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

	2012-2013	2013-2014	2014-2015
Percentage of students receiving support with a disability	27%	35%	30%
College Profile	10%	9%	14%
Variation From College Profile	17%	26%	16%

Students from a Widening Participation post code

Over the past three years the fund has consistently supported a higher percentage of students from widening participation postcodes to that of the overall college profile. Whilst the percentage of students receiving support has remained similar the percentage of students at the college from widening participation postcodes has increased each year to highest level of 52%.

	2012-2013	2013-2014	2014-2015
Percentage of students receiving support from WP area	63%	69%	66%
College Profile	39%	49%	52%
Variation From College Profile	24%	20%	14%

Age Group

The Learner Support Fund comes in four distinct budgets, 16-19 Bursaries, 19+ General Hardships, 20 + Childcare (which is available to students aged over 20) and 24+ Loans Bursary, which is a new support fund designed to support students who have accessed a 24+ Advanced Learning Loan.

	2012-2013			2013-2014			2014-2015		
	% of Supported Students	College Profile	Variation From College Profile	% of Supported Students	College Profile	Variation From College Profile	% of Supported Students	College Profile	Variation From College Profile
16-18	69%	39%	30%	70%	32%	38%	72%	45%	27%
19+	31%	61%	-30%	30%	68%	-38%	28%	55%	-27%

The profile for academic years 2012-2013 to 2013-2014 shows an increase in the funding provided to the 16-19 age groups. This can be attributed to the complete removal of the EMA scheme for this age group and the increase in funding provided to colleges to distribute to this age group.

The profile for 2014-2015 academic year shows a narrowing of the gap in support provided to the different age groups to 27%. The introduction of the 24+ Advanced Learning Loans and the accompanying Bursary maybe a contributing factor to the narrowing of this gap.

Gender

Over the past three years the funding profile for gender has seen more females accessing support than males. This can be attributed to the fact that around 98% of students accessing childcare are female and in addition to this courses with high equipment and travel costs, such as Hair and Beauty, Cabin Crew and Animal Care courses also attract more applications from female students and so tend to shape the profile by gender. Conversely male dominated courses such as Construction, Engineering and Business have low associated costs.

The gap between the funding levels of male and female students has narrowed from the 2013-2014 academic year.

	2012-2013			2013-2014			2014-2015		
	% of Supported Students	College Profile	Variation From College Profile	% of Supported Students	College Profile	Variation From College Profile	% of Supported Students	College Profile	Variation From College Profile
M	48%	46%	2%	42%	42%	-5%	45%	47%	-2%
F	52%	54%	-2%	59%	59%	6%	55%	54%	1%

Ethnicity

The data shows that there is little variation in the students receiving funding and the college profile. For the third year in a row the two groups which vary the most from the college profile are Pakistani (+3.4%) and English/Welsh/Scottish/Northern Irish (-15.3%).

Ethnicity	2012-2013			2013-2014			2014-2015		
	Percent of students	College Profile	Variation from College Profile	Percent of students	College Profile	Variation from College Profile	Percent of students	College Profile	Variation from College Profile
Bangladeshi	1%	1.5%	-1.0%	2.0%	1.1%	0.9%	2.0%	1.7%	0.3%
Arab	1%	0.4%	1.0%	1.0%	0.5%	0.5%	2.0%	0.8%	1.2%
Indian	3%	3.5%	-1.0%	2.0%	3.2%	-1.2%	3.0%	3.2%	-0.2%
Pakistani	12%	7.6%	4.0%	13.0%	7.8%	5.2%	13.0%	9.6%	3.4%
Asian - Other	2%	1.5%	0.0%	2.0%	1.4%	0.6%	3.0%	1.8%	1.2%
African	4%	2.7%	-1.0%	5.0%	3.0%	2.0%	5.0%	3.0%	2.0%
Caribbean	3%	2.6%	0.0%	3.0%	2.3%	0.7%	3.0%	2.4%	0.6%
Black Other	2%	1.0%	1.0%	2.0%	1.1%	0.9%	2.0%	1.5%	0.5%
Chinese	0%	0.3%	0.0%	0.0%	0.4%	-0.4%	0.0%	0.3%	-0.3%
Mixed White/Asian	1%	1.0%	0.0%	2.0%	1.1%	0.9%	2.0%	1.3%	0.7%
Mixed White/African	0%	0.3%	0.0%	0.0%	0.4%	-0.4%	1.0%	0.4%	0.6%
Mixed White/Caribbean	5%	3.1%	2.0%	6.0%	2.8%	3.2%	6.0%	3.9%	2.1%
Mixed Other	0%	0.7%	-1.0%	2.0%	0.8%	1.2%	2.0%	0.8%	1.2%
English / Welsh / Scottish / Northern Irish	63%	69.5%	-7.0%	56.0%	68.7%	-12.7%	49.0%	64.3%	-15.3%
Irish	0%	0.5%	-1.0%	0.0%	0.5%	-0.5%	0.0%	0.4%	-0.4%
Gypsy or Irish Traveller	0%	0.0%	0.0%	0.0%	0.1%	-0.1%	0.0%	0.0%	0.0%
White Other	2%	2.4%	0.0%	2.0%	2.9%	-0.9%	3.0%	3.0%	0.0%
Not Recorded	0%	0.3%	0.0%	0.0%	0.7%	-0.7%	2.0%	0.5%	1.5%
Other	1%	1.2%	0.0%	2.0%	1.2%	0.8%	2.0%	1.2%	0.8%

Solihull College Staffing Profile

Ethnicity

Year	Ethnicity	College	Mgmt	Lecturing	Support	PT teach	Hourly paid support
2015	White	84.91	89.47	86.45	85.81	83.00	81.40
2014	White	85.50	86.40	86.60	86.80	84.10	83.00
2013	White	85.57	90.24	84.91	86.49	86.96	82.20
2012	White	85.57	85.71	85.89	86.32	86.77	81.92
2011	White	86.50	85.00	87.20	85.05	87.78	-
2010	White	89.13	88.24	90.07	87.57	90.32	-
2015	BAME	14.77	10.53	12.75	14.19	17.00	17.83
2014	BAME	14.10	13.60	12.60	12.90	15.90	16.30
2013	BAME	13.96	9.76	13.96	13.21	13.04	17.28
2012	BAME	13.86	14.29	13.31	13.37	12.45	17.51
2011	BAME	12.71	15	12.40	14.33	10.74	-
2010	BAME	10.46	11.76	9.93	12.43	8.3	-
2015	Not known/prefer not to say	0.33	0	0.8	0	0	0.78
2014	Not known/prefer not to say	0.4	0	0.8	0.3	0	0.7
2013	Not known/prefer not to say	0.47	0	1.13	0.30	0	0.52
2012	Not known/prefer not to say	0.57	0	0.8	0.31	0.78	0.57
2011	Not known/prefer not to say	0.79	0	0.39	0.62	1.48	-
2010	Not known/prefer not to say	0.41	0	0	0	1.38	-

Ethnicity

The table to the left shows the ethnic profile of college staff with comparative data back to 2010. The College had a target of achieving 15% of its workforce from BAME groups by 2015 and it is close to achieving that figure, at 14.77%.

There has been a slight reduction from the 14/15 profile in the BAME figure for Management staff. Across part time and salaried teaching staff and business support groups there has been an increase in the percentage of BAME staff.

Case Study

Sajid Ali – Access to FE

Sajid started at Solihull College by beginning an Access to Further Education (FE) programme and upon completing this qualification he moved on to start his Level 1 qualification in Business. Sajid was able to take advantage of the additional support services available at the college and believes this benefitted him as support staff gave him the tips he needed. Sajid states "Attending Solihull College was a magnificent experience; it allowed me to interact with students from all different backgrounds." Sajid excelled in his course and progressed on to level 2 where he then gained 4 passes and 6 distinctions within the course. Finally, Sajid moved on to complete his level 3 qualification where he did extremely well and gained distinctions throughout earning him 260 UCAS points to allow him to progress on to university.

Throughout Sajid's time at Solihull College he achieved 5 awards: Student of the Year, Most Improved, Attendance and Punctuality, Commitment to Learning and Outstanding Contribution. Sajid is now currently studying at the University of Wolverhampton for his Foundation Degree. He explains "The college helped me with the university application process especially with my personal statement for UCAS which is very important.

The teachers at the college provide you with excellent feedback for improvement and they speak clearly and help if you don't understand something." Sajid believes that having strong motivation is key to success and nothing is too difficult if you work hard.



Once Sajid completes his foundation degree at Wolverhampton University he plans to complete his full Honours degree in Law as this is something that he has been passionate about from an early age. Sajid hopes to one day become a criminal lawyer and plans on completing his masters in London.

"I have gained many skills whilst being at the college specifically computer skills. I was nervous when first starting at the college but the tutors are supportive and fully understand. My confidence has grown and I now share my ideas with others. It has been a journey and has changed my life and I feel proud."

Gender

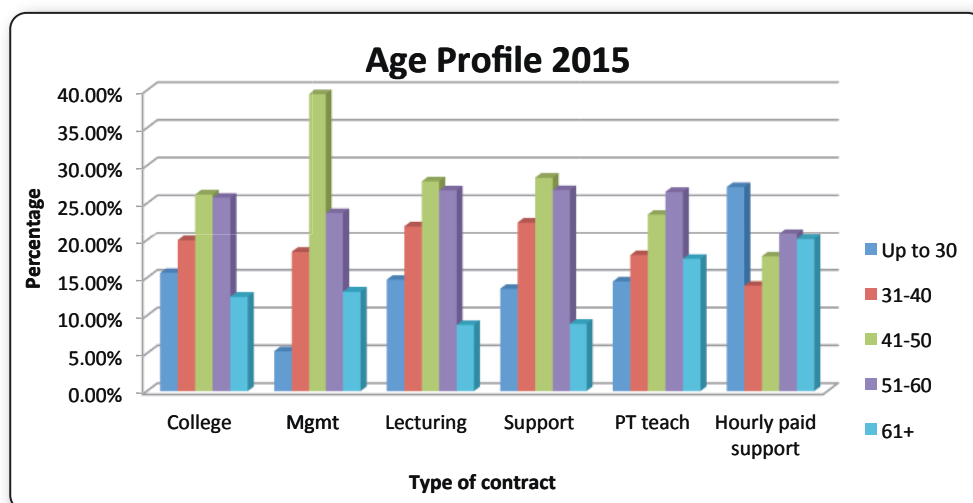
This table shows the gender profile of College staff.

The overall profile is very similar to this time last year, just over two thirds of the workforce are female.

Year	Gender %	College	Mgmt	Lecturing	Support	PT teach	Hourly paid support
2015	Female	67.97	65.79	64.94	68.65	70.50	68.99
2014	Female	67.20	59.60	65.00	70.30	66.10	68.00
2013	Female	66.60	56.10	66.76	69.37	67.91	67.02
2012	Female	67.33	59.52	66.94	76.9	61.48	70.62
2011	Female	65.58	57.50	63.57	70.09	63.33	No record
2010	Female	65.73	54.9	65.07	70.62	62.28	No record
2009	Female	65.48	57.69	66.06	68.52	62.76	No record
2015	Male	32.03	34.21	35.06	31.35	29.50	31.01
2014	Male	32.80	40.50	35.00	29.70	33.90	32.00
2013	Male	33.40	43.90	33.21	30.63	36.09	32.98
2012	Male	32.67	40.48	33.06	23.1	38.52	29.38
2011	Male	34.42	42.50	36.43	29.91	36.67	No record
2010	Male	34.27	45.1	34.93	29.38	37.72	No record
2009	Male	34.52	42.31	33.94	31.48	37.24	No record

Age profile

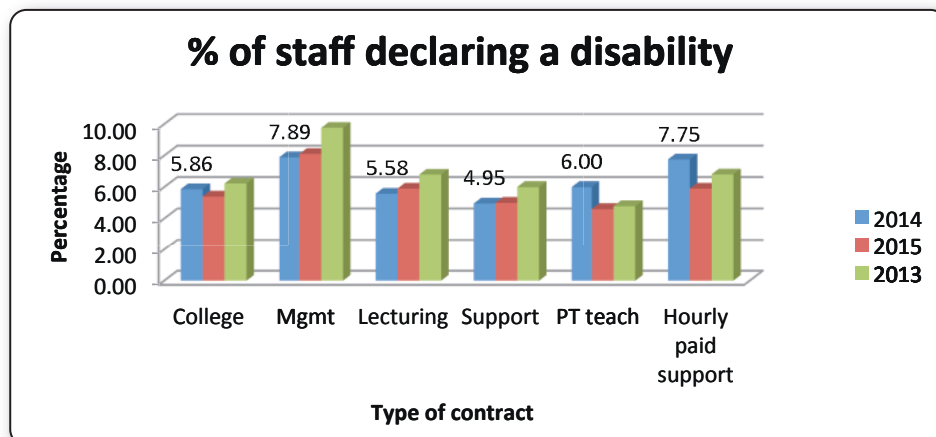
The table below shows the age profile of College staff.



There remains a fairly balanced age profile across the College. Hourly paid support staff have the highest percentage of staff "up to 30" and also the greatest percentage of "61+". The age band which holds the majority of staff is the "41-50" group. There is a healthy profile of staff in management and teaching categories, over 35% of establishment teachers are under 40 years old and almost 25% of the College's managers are also under 40.

Disability

The table below shows the disability profile of College staff.



There has been an increase in the percentage of staff declaring a disability. This has increased from 5.4% in 2014 to 5.86% in 2015, although the increase seems largely due to an increase in part time (ie hourly paid staff declaring a disability).

Sexual Orientation

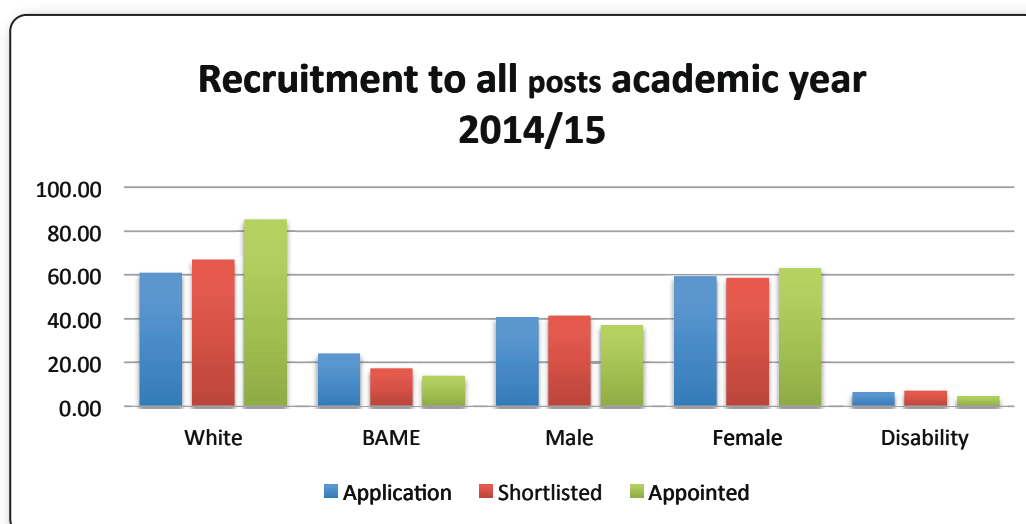
Sexuality %	College	Mgmt	Lecturing	Support	PT teach	Hourly paid support
Bisexual	0.11	0.00	0.00	0.00	0.00	0.78
Gay	0.65	0.00	0.80	0.66	0.50	0.78
Heterosexual	69.38	73.68	73.71	70.63	64.00	65.12
Lesbian	0.33	0.00	0.00	0.33	0.50	0.78
Prefer not to say/Not known	29.53	26.32	25.50	28.38	35.00	32.56

Religion or Belief

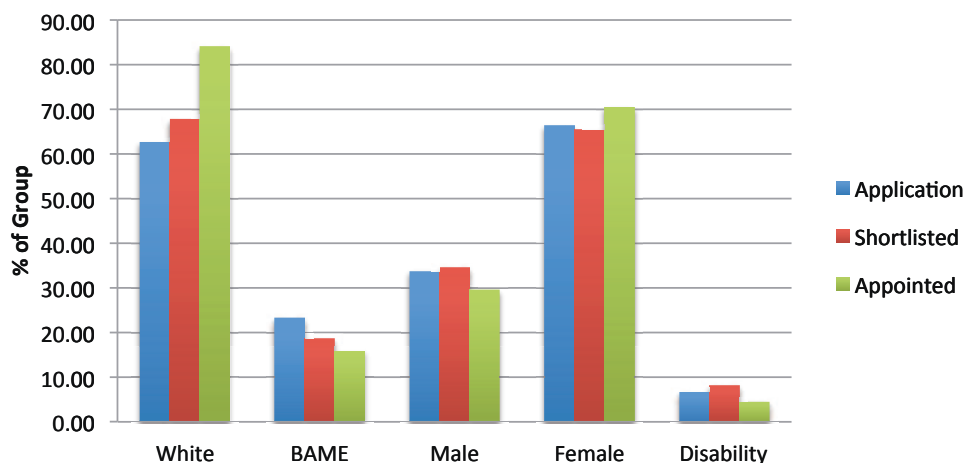
Religion or belief %	College	Mgmt	Lecturing	Support	PT teach	Hourly paid support
Christian	42.56	42.11	44.22	40.92	40.50	46.51
Hindu	1.30	0.00	0.80	1.32	1.50	2.33
Jewish	0.11	0.00	0.00	0.33	0.00	0.00
Muslim	3.26	2.63	3.59	3.63	4.50	0.00
No religion	8.69	2.63	4.78	5.94	15.00	14.73
Other	4.13	5.26	3.59	6.60	2.00	2.33
Sikh	0.54	0.00	0.40	0.00	0.00	3.10
Prefer not to say/Not Known	39.41	47.37	42.63	41.25	36.50	31.01

Recruitment Profiling

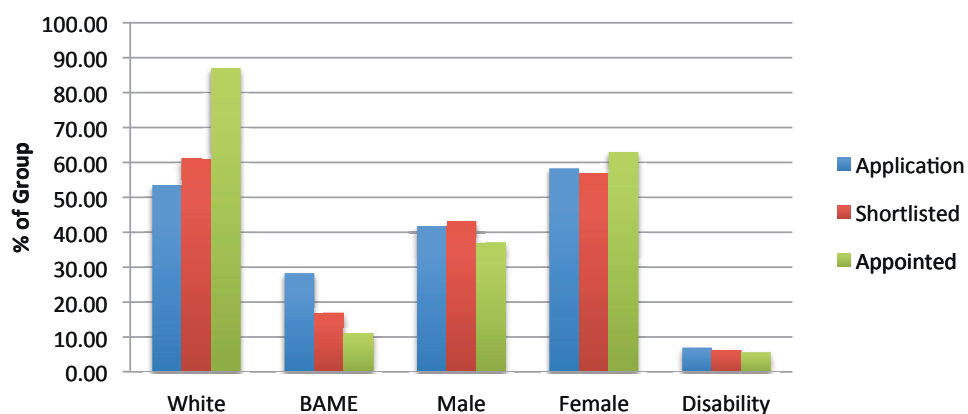
As part of its commitment to ensure no discrimination takes place in our recruitment practices, the College monitors recruitment at application, short listing and appointment stage. The tables below shows the ethnicity profile from the last monitoring period up to July 2015.



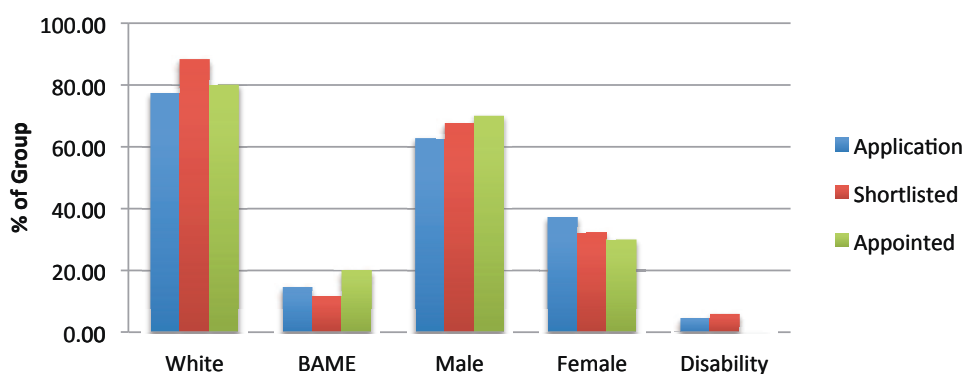
Recruitment to support posts academic year 2014/15



Recruitment to lecturing posts academic year 2014/15



Recruitment to management posts academic year 2014/15



Overall appointment of BAME applicants to posts is at 13.89% of all appointments. This is below the College's staff profile 2015 target to reach 15% BAME staff. Although there were only a small number of management posts appointed to during the period, 20% of appointments made were from BAME groups.

Case Study

Cassie Gaunt – Hairdressing



Cassie had been to University to study Fashion Textiles and found herself more interested in hair styling when it came to the fashion shoots and designing. After university Cassie start working in a local pub when she decided it was time for a change.

As a mature student Cassie started her level 2 course in hairdressing at Solihull College, Woodlands Campus. Cassie worked hard and enjoyed the course however; she still had concerns about employment. Despite this, she decided to persist with her course and enrolled on to the level 3 to develop her knowledge and skills even further.

Cassie admits that being a mature student is difficult to find time as well as being a mother and other commitments, however having a college such as Woodlands in her community has helped greatly.

Cassie's hard work then paid off when she landed herself a job in full-time employment! Cassie was offered a job at hair specialists Optima in Birmingham and has clients who have suffered with diseases such as alopecia and cancer and also those who have hair thinning and hair loss. Cassie really loves the ethos of the company and was really shocked to have the job and goes to work with a smile on her face.

Gender Pay gap Analysis

The College has now completed five studies of the gender pay gap. The gender pay gap nationally for full-time men and women is 10.2% and the gap comparing all men and women is 19.8 per cent (source: Annual Survey of Hours and Earnings 2010).

The pay gap at Solihull College is shown to the right. Much lower than the national figures, the gap in average salaries is 2.46%.

Overall pay for Salaried Staff	Jan-16	Jan-15	Jan-13	Jan-12	May-10
Overall average women's pay (full time equivalent salary)	28731.88	28014.12	27519.73	26910.68	26615.56
Overall average men's pay (full time equivalent salary)	29455.95	29189.73	27625.63	27543.06	28131.49
Variance	724.08	1175.61	105.90	632.38	1515.93
Variance as a percentage	2.46	4.03	0.38	2.30	5.39
Pay for Part time salaried staff					
Average FT equivalent pay for PT women	27537.70	27294.01	26740.44	26362.52	25709.65
Average FT equivalent pay for PT men	27260	27508.47	25635.1	27193.32	28552.26
Variance	-277.70	214.46	-1105.34	830.80	2842.61
Variance as a percentage	-1.02	0.78	-4.31	3.06	9.96
Pay for Full time salaried staff					
Average pay for FT women	30168.82	28639.76	28148.32	27321.39	27246.96
Average pay for FT men	29750.85	29694.09	27976.9	27621.49	28051.46
Variance	-417.96	1054.33	-171.42	300.10	804.50
Variance as a percentage	-0.01	0.04	-0.61	1.09	2.87
Comparison of pay for Part time women against Full time men					
Average pay for FT men	29750.85	29694.09	27976.9	27621.49	28051.46
Average FT equivalent pay for PT women	27537.70	27294.01	26740.44	26362.52	25709.65
Variance	2213.15	2400.08	1236.46	1258.97	2341.81
Variance as a percentage	7.44	8.08	4.42	4.56	8.35

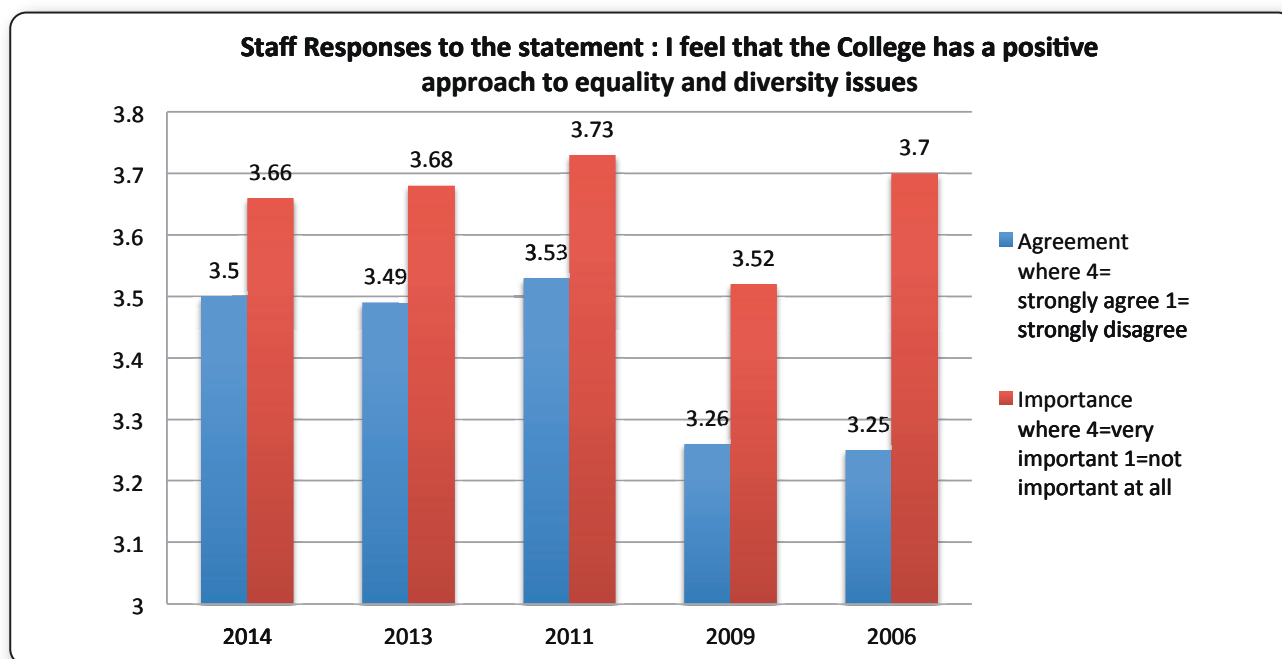
When salaries are broken down by contract type, it can be seen that in business support posts the average salary for women is slightly higher than for men. For lecturing posts there is very small difference in average salaries. The larger difference in management posts is partly due to the smaller cohort on which to draw comparisons and the skewing of the figures due to the Principal and Chief Executive post being a male appointment.

Type of staff	No of males	No of females	Male Average salary	Female Average salary	Difference	%
Business Support	94 (30.9%)	210 (69.1%)	21,084.32	21,913.83	-829.51	-3.93
Lecturing	87 (34.3%)	167 (65.7%)	34,644.29	34,277.80	366.49	1.06
Management	13 (35.1%)	24 (64.9 %)	55,267.38	49,799.33	5468.05	25.93

Staff Survey

College staff are asked regularly to participate in a staff surveys, which gauges the levels of staff satisfaction but also how well staff feel the College is performing against its values. Staff are given a series of positive statements and are asked to score the statement both in terms of the importance they place in the statement and also the extent to which they agree with the statement. One issue staff are always asked about in the survey is the extent to which the College is committed to equality and diversity.

Staff continue to feel that it is very important that the College demonstrates this commitment and, importantly, agree that the College has a positive approach to equality and diversity.



Staff Development

The College is committed to developing its staff on equality and diversity issues, in particular around embedding diversity in the curriculum. In 2012 staff were enrolled on an on line disability awareness programme, produced by Disabled Go. In addition, all staff were asked to complete the on line programme on the protected characteristics and the changes brought by the Equality Act 2010.

Ongoing training is facilitated by the Additional Support team, on aspects of learning difficulty and disability. This is offered as part of the College's summer staff development programme and is also targeted at curriculum teams where there is a concentration of students with a particular disability e.g. deaf awareness, dealing with students with aspergers and/or ADHD.

A number of support staff have undertaken a course in basic sign language to improve communication with deaf students.

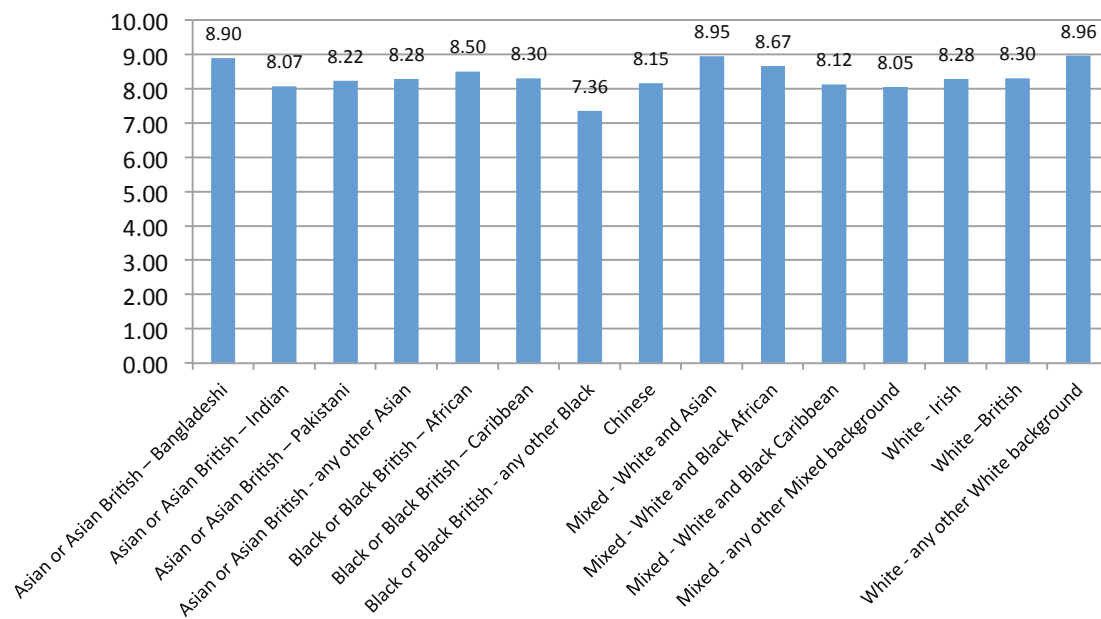
The College is continuing its drive to ensure that all staff through an on line disability awareness programme, produced by Disabled Go and the on line programme on the protected characteristics and the changes brought by the Equality Act 2010.

Student Feedback

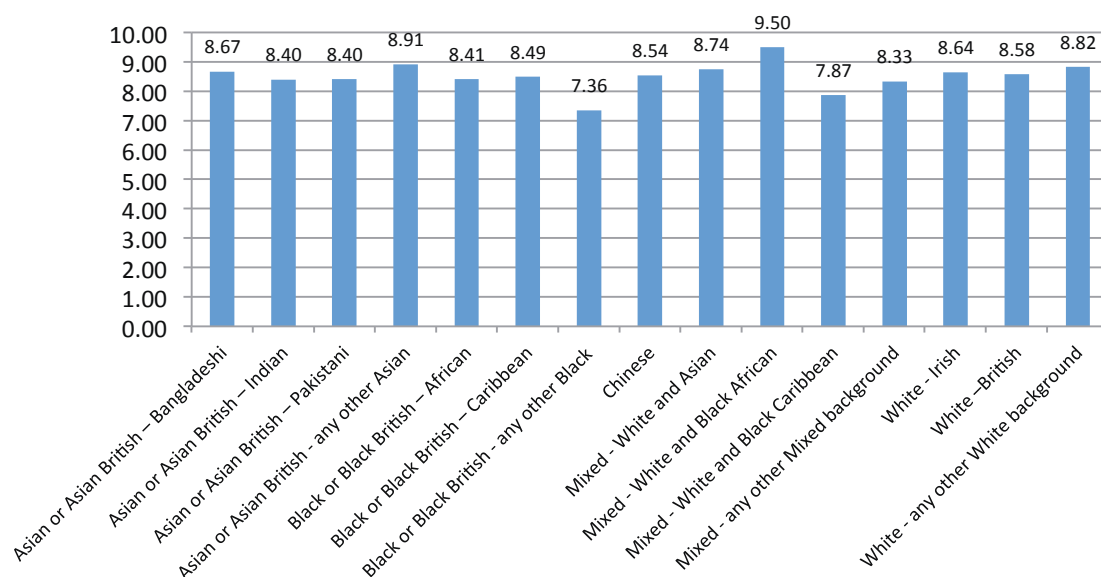
November 2015 On Programme Survey

In May 2015, students were asked to complete a satisfaction survey. Results of that survey are shown below by ethnicity and gender.

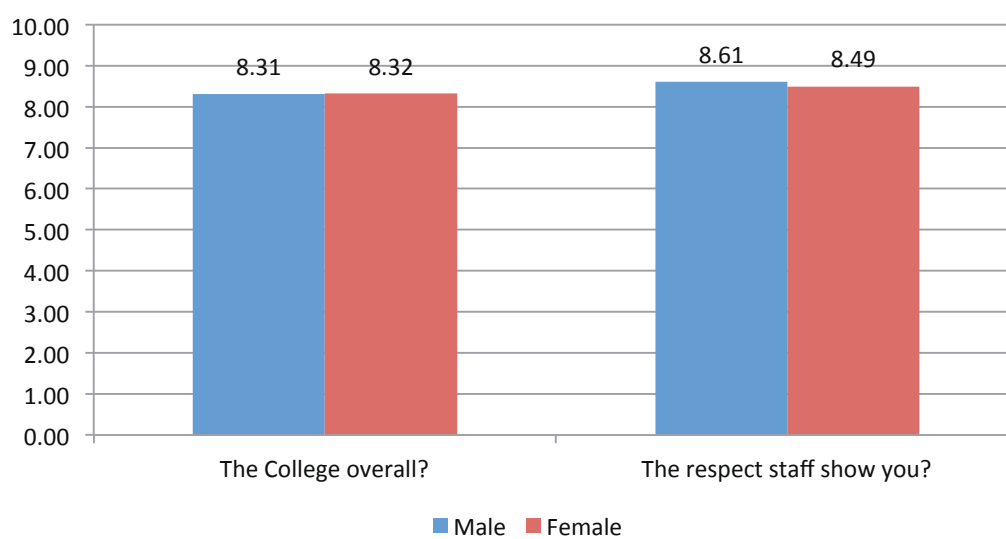
How satisfied are you with the College overall?



How satisfied are you with the respect staff show you?



Levels of student satisfaction by gender



Appendices

The Equality & Diversity Group - Membership 2014-2015

Vice Principal, HR & Student Services (Chairperson)

Director Student Services & Equality

Vice Principal Teaching & Learning

Head of Student Services

Marketing Manager

Information Systems Manager

Human Resources Manager

Dean of HE & Curriculum Innovation

Facilities Manager

Student Enrichment Coordinator

Assistant Principal STEM Faculty

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

Director of Quality

Creative & Professional Studies Faculty Representative

Student representatives (Members of the Student Voice Executive Committee)

Disability Equality Group - Membership 2014-2015

Director of Student Services & Equality (Chairperson)

Disability Officer

Coordinator - Adults with Learning Differences

Deaf Support Coordinator

Lead Learning Support Assistant

Facilities Manager

Marketing Officer

Assistant HR Manager

Faculty Admin Manager

Student Enrichment Coordinator

ICT Services Manager

The Learning Technologist

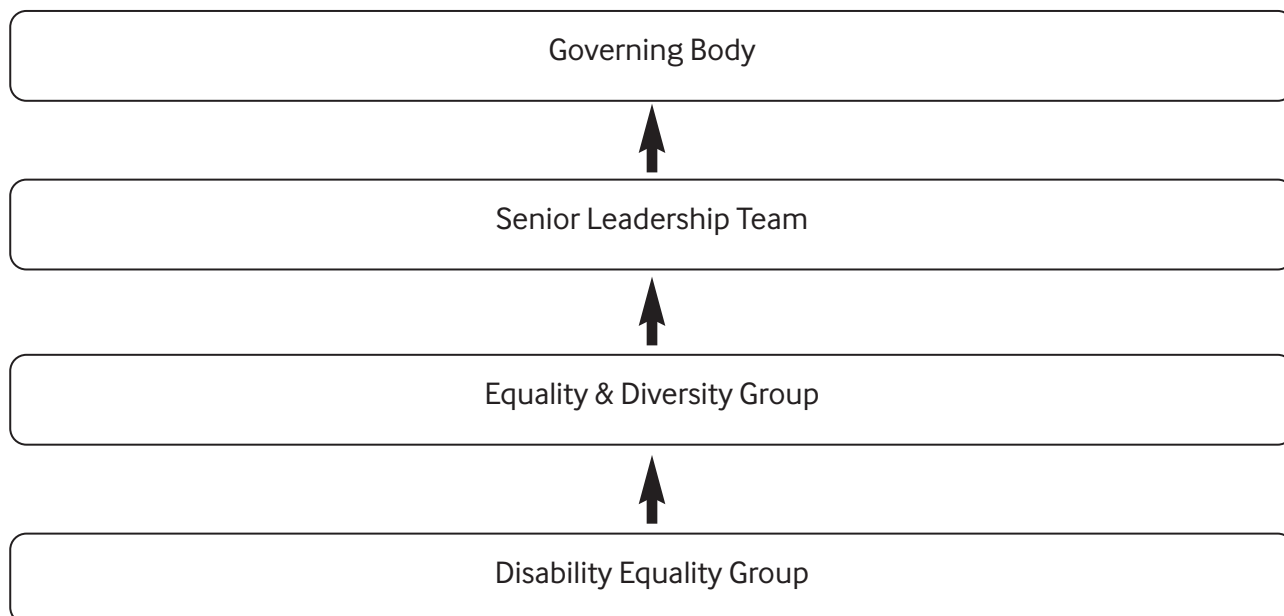
STEM Faculty Representative

Creative & Professional Studies Faculty Representative

Business & Health Studies Faculty Representative

Student Representative

Equality Groups and the Reporting Structure



Equality Policy

Section 1 – Introduction

This policy describes how Solihull College 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 the College'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 applies to all students and staff at Solihull College and service users and has an important role in contributing to the College'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's Equality Vision, Values and Principles

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

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

The College will seek not only to eliminate discrimination, but also to create a working and learning environment based on positive relations. To this end, the College 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.

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

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

Our vision states clearly that the College 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 the College's work. The moral, ethical and the business case for diversity will be championed by the leadership of the College.

The College'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 profile in relation to ethnicity, gender, disability and age

Current student and staff profiles can be found in the Equality and Diversity Annual Report.

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. However, it does apply to employment.

The single public sector equality duty will require 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 must be published by 31st January 2012, and subsequently at yearly intervals.
- Providers covered by the specific duties must prepare and publish one or more equality objective it thinks it should achieve to meet the general duty.
- Objectives must be specific and measurable.
- Objectives must be published not later than 6th April 2012 and subsequently at least at intervals of not greater than four years beginning with the date of last publication.

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 annual 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 twice yearly through surveys to provide feedback on the College and equality analysis is undertaken on the data collected. Our Student Voice Engagement Strategy allows students to raise issues through Student conferences and focus groups.

As part of a yearly staff satisfaction survey, staff are asked to indicate how strongly they feel the college has a commitment to equal opportunities.

Section 7 – Information Gathering and Monitoring Arrangements

7.1 The College monitors the progress of all students and already produces comparative reports on how well our 16 – 19 and 19+, BAME, LD&/or D, male and female students are progressing. This information is collected annually and is used to inform review and target setting and action planning at faculty, school, and course level. Managers in each faculty work with the Deputy Principal, the Vice Principal HR and Student Services and the Director of Student Services & Equality to monitor the progress of their action plans. The Common Inspection Framework identifies performance against equality and diversity as a key indicator for all judgements, but particularly Leadership and Management. 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 will be 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. The college gathers information on sexual orientation and religion or belief. In addition to formal consultation with recognised unions, staff have the opportunity to comment on equality and diversity issues. This information is reported to the Equality & Diversity Group. It forms part of our reporting to Governors and be 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.

All data collected is subject to Data Protection 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, with the permission of the person and with strict guidelines for its storage and retrieval.

Progress against Equality Objectives is reviewed at each meeting of the Equality & Diversity Group.

7.2 Monitoring Our Progress

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

7.2.1 For Learners:

- Applications, success and failure rates for admission to courses
- Retention rates
- Achievement rates
- Work placements including success rates, satisfaction levels and job offers
- Disciplinary action
- Complaints by learners or their sponsors
- Student surveys.

7.2.2 For Employees:

- 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 the College
- The College's strategic plan includes a commitment to equality of opportunity
- Equalities training features as part of the College's strategic plan
- 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 The College 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 the College's statutory duties in relation to equality legislation
- All aspects of College 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

- Teaching observation reports include criteria on equal opportunities
- 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
- The College's publicity materials present appropriate and positive messages
- Learner induction programmes and tutorial programmes reflect the College'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 the College'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
- The College 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 Equality and Diversity Annual Report and will be published on our website: www.solihull.ac.uk. A summary of the results of our monitoring information will be included in our equal opportunities report, where this does not breach individual confidentiality.

9.2 To learners:

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

9.3 To work placement providers:

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

- The College will publish the requirement to offer appropriate training covering diversity issues to their staff
- The College 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 College publication (e.g. newsletter) sent to relevant employers.

9.4 To staff:

- All staff will receive a full copy of the policy
- The staff induction programme highlights the College'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 the College'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 Curriculum & Quality Committee.

Any published information will have due regard for individual confidentiality.

Section 10 – Complaints

- 10.1 The College 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 College staff suffer discrimination from members of the public, the College will take appropriate action and provide appropriate support.
- 10.5 Any discriminatory behaviour directed against staff by learners, or by learners against other learners, will be dealt with under the student disciplinary procedure.

Section 11 – Review and Consultation

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

Section 12 – Putting the scheme into practice

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

Equality Objectives

Objectives 2014/15 and a new objective for 2015/16

These have been produced in conjunction with staff and students. 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 these objectives are specific, measurable, achievable, realistic and timely. They have been designed to add value to existing initiatives and deliver outstanding performance.

These objectives are live and are 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**

See objectives table on next page...

Objective	We will do this by:
We will achieve success rates that demonstrate the College's commitment to equality and inclusivity.	Using detailed equality analysis of student performance by age, gender, ethnicity and disability to identify and address any areas of underperformance.
We will expand our monitoring categories to include all protected characteristics as identified by the Equality Act.	<ul style="list-style-type: none"> • Collecting data at enrolment for all students • Collecting data and updating annually for staff
We will continue to develop a comprehensive programme of enrichment events that celebrate the diversity of the College population.	<ul style="list-style-type: none"> • Working with curriculum areas to identify opportunities for celebration and inclusion in a curriculum context. • Further developing the wide range of cultural events within the College's enrichment programme.
We will further advance the College's values around equality and diversity through a programme of learning and development.	<ul style="list-style-type: none"> • Ensuring all staff complete the online Disabled Go development programme on the Equality Act and the 9 protected characteristics. • Ensuring staff are briefed on the Equality Policy 2012 and the Equality Act • Ensuring the College's induction programme includes briefings and development on the Equality Act • By making available to students the online training programme
We will develop marketing and curriculum promotion strategies which seek to address vocational areas of underrepresentation.	<ul style="list-style-type: none"> • Making use of success stories. • Sharing case studies of students in non- traditional vocational areas
We will continue to ensure a consistent approach to the evidencing and evaluating of Equality & Diversity practice in curriculum self-assessment reports.	<ul style="list-style-type: none"> • Working with individual managers through a programme of development to identify and evidence good practice • Ensuring consistency in demonstrating the embedding of Equality & Diversity on schemes of work
We will seek to ensure that the College's staffing profile more closely reflects the student profile	<ul style="list-style-type: none"> • Our target for July 2017 is for the staff profile to consist of 17% from BAME groups
We will embed the work of the Student Voice Executive into the college's Equality & Diversity Strategy moving forward	<ul style="list-style-type: none"> • Members of the Student Voice group will represent students on the Equality & Diversity Steering Group • Election of Officers to the Executive Committee into key E&D roles eg Equality & Diversity Officer, Women's Officer etc.

Equality & Diversity Annual Report 2015

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