Solihull College
& University Centre

Equality & Diversity Annual Report 2016

Solihull College
& University Centre

Contents

Executive Summary

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

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

Our Values

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

Equality Policy Statement

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

We expect all members of our college & university centre community to recognise and respect this. SCUC will continue to treat all students and employees with respect and dignity, and seek to provide a positive working and learning environment free from discrimination, harassment or victimisation.

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

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

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

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

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

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

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

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

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

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

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

The College's Self Assessment of Equality & Diversity

The following are extracts from the College Self-Assessment Report 2015/6 and 16/17 Update:

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

- Effective uses of KPI data enables curriculum areas and support services to target and reduce any achievement gaps.

- 16-18 year olds with learning difficulties/disabilities achieve better than the national average but slightly worse that students without a disability or difficulty.

- Adult achievement rates are the same for learners with difficulties/disabilities, but the proportion of learners has also increased. Adults who declined to provide information achieved less well than either group.

- For Adults there is an achievement gap where White/Black Caribbean, Caribbean, and Pakistani students have achieved less well than white students and below the national average. This is not a trend when compared to 2014/15 data.

- Effective arrangements are in place to support the transition from school to FE, between educational establishments and also between courses or levels for students with additional needs. Students are met by their potential support tutor and individual support plans (ISP) are completed in order to help understand the needs of the student and to communicate important information to the relevant staff.

- 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 2014/15) to that of the overall college profile, (23% in 2015/16).

- 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 73%.

- Strong support for students who are homeless or experiencing extreme hardship resulting in improved retention. 27 students declared themselves as homeless in 2015/16.

Promotion of Equality and Diversity

- The promotion and implementation of Equality and Diversity at Solihull is very strong as evidenced in Student and Staff perception surveys.

- 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.

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- 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.

Teaching, learning and assessment promote equality and diversity

- 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.

- The College has invested in the 'Suitcase' online resources to complement the centrally devised high quality and current material for teachers and assessors to embed within their tutorial and vocational sessions.

- Teachers and assessors have developed resources and schemes of work to strengthen embedding and development of students' understanding of British Values. Students have taken part in competitions to create displays and posters to promote British Values in the context of their vocational programme.

- Teachers and assessors have successfully delivered the Prevent tutorial to all tutor groups and apprentices. The tutorial content is intensely thought provoking and feedback from learning walks is that learners have readily engaged in mature discussion around the dangers of radicalisation, and understand the referral processes if they are concerned about anything relating to this theme.

- The majority of lessons are well planned to integrate Equality and Diversity and British Values themes and learners demonstrate a good understanding of key issues. Tutors often use naturally occurring opportunities to promote and reinforce learners' knowledge and understanding of key Equality and Diversity themes.

- Some teachers fail to exploit opportunities in lessons or plan lessons that extend learning and increase awareness.

- Themes of equality and diversity related to specific workplace examples are well explored by the majority of assessors with apprentice learners. Assessors are beginning to identify where British Values can be explored in the context of their apprentices' workplace, and this will be further developed moving forward.

Ofsted Inspection November 2016

Solihull College and University Centre was subject to a full Ofsted inspection of iots FE provision from 8-11 November 2016 and we were delighted to be assessed as 'Good' across all aspects of our provision, including Leadership and Management, Outcomes for Learners, Personal Development Behaviour and Welfare and Provision for Learners with High Needs.

The following are selected quotes from the Ofsted Report:

- Managers monitor closely the performance of different groups of learners and take effective steps to help underperforming groups of learners to do better. As a result, few differences of real significance exist in achievement between particular groups.

- Managers ensure that staff promote a wide range of equality and diversity themes through, for example, an appropriate focus on these themes in lesson observations and scheme-of-work reviews. Similarly, they ensure that staff promote British values well, and this helps learners to become good citizens. Managers have established a clear set of complementary college values and staff integrate these well into their courses.

- In the large majority of lessons, teachers integrate work on the understanding of fundamental British values, and equality and diversity, well into their activities. As a result, learners demonstrate in their work a good understanding of relevant issues relating to social diversity, gender, age and ethnicity. Learners work well together and demonstrate high levels of respect for each other and their teachers when discussing subjects such as poverty, homelessness and homophobia. These activities effectively promote their wider understanding of life in modern Britain.

- Staff successfully ensure that learners with high needs, such as learning difficulties and/or disabilities, integrate well into the life of the college with those following higher-level courses in a mutually supportive environment. Learners and staff display very respectful, inclusive and tolerant attitudes in all lessons and public areas.

- Learners quickly develop a good awareness and understanding of safeguarding, equality and diversity, 'Prevent' and fundamental British values through regular tutorials, online learning and in-class learning activities. Learners talk confidently about these subjects, value the opinion of others and, where relevant, challenge inappropriate behaviour and attitudes. As a result, learners enjoy a positive and inclusive learning experience.

- Differences in achievement between various groups of learners are relatively small. On study programmes and apprenticeships, no significant differences exist in the performance of different groups of learners or apprentices. Male and female learners across all provision types achieve at a broadly similar rate and learners who have learning difficulties and/or disabilities succeed at least as well as their peers. Learners aged 16 to19 who receive additional learning support, the small cohort of learners who were 'looked after' and those who were in receipt of free school meals all achieve well.

Provision for learners with high needs
GOOD

- A total of 48 learners currently receive high-needs funding from two local authorities. Over a third of these learners are enrolled on discrete learning development courses, including employability and personal development, and the remainder are taking a wide range of vocational courses.

- Managers use the funding for learners with high needs appropriately and arrangements to help learners make the transition from their previous provision are effective. External agencies, healthcare professionals and parents and carers contribute to the design of personalised programmes for learners who have a range of special educational needs, including autism spectrum disorder, Down's syndrome and cerebral palsy.

- Learners with high needs benefit from well-coordinated support. The use of specialist support staff and a range of assistive technologies and adapted resources enable these learners to increase their independence and overcome problems which might inhibit learning. For example, visually impaired learners use non-visual desktop access software to enable them to work more independently on personal computers. Makaton language software is used to enhance communication and develop spoken language skills. Staff are able to reduce support as learners become more independent over time.

- Learners with high needs are provided with regular opportunities to develop their independence and improve their communication skills. They work both independently and collaboratively on a range of challenging and purposeful activities. This work develops and enhances the skills they require for independence and to participate successfully in wider activities within the college. For example, a learner with high needs in media studies delivered an electronic presentation to the class about the video that he had produced using specialist editing software. Learners who have autism spectrum disorder have formed a social development group to help improve their communication skills.

- High-needs courses are well planned and meet learners' individual learning and support needs well. The large majority of teachers use assessment information effectively to plan learning that develops individual learners' knowledge and skills for employment and for independent living, including English and mathematical skills. For example, more able learners are able to explain the importance of displaying positive body language during job interviews. Learners in a life and living skills lesson confidently followed written and verbal instructions on how to prepare and cook their lunches using a range of kitchen appliances.

- In a small minority of cases where learners with high needs are enrolled in non-specialist provision such as study programmes, teachers do not always use the information from individual support plans effectively to ensure that learning meets the requirements of all learners with high needs.

- Risk assessments for learners with high needs are detailed and appropriate. Learners feel safe and follow workshop safety guidelines by wearing the correct personal protective equipment. They follow the safety instructions, such as adhering to biosecurity measures to minimise possible infection when working with small animals in the college's animal care unit.

- In discrete provision, learners with high needs negotiate clear and purposeful targets which are meaningful to them as individuals. They understand what they have to do to improve. For example, many learners in discrete provision achieve personal targets around developing their communication skills. However, targets for learners with high needs on study programmes do not always provide them with sufficient information on what they need to do to improve. As a result, a few do not make the progress expected of them.

- Teachers' assessment of learning is mostly effective. Teachers use relevant strategies to check individual understanding and gauge progress against learning objectives. They use directed questioning well to assess individual understanding. The large majority of learners with high needs are provided with verbal and written feedback on what they need to do to improve their work. A small minority of teachers do not always use appropriate methods to ensure that learners with high needs fully understand key aspects of learning.

- Attendance for learners with high needs is high and they demonstrate a positive attitude to learning. They arrive on time for lessons, are well prepared and demonstrate very good behaviour and conduct. All learners with high needs have a clear understanding of safeguarding procedures and know who they should contact if they have any concerns.

- The very large majority of learners with high needs make good progress, and many move on to a higher level of study after their courses. Most learners undertake relevant work experience in real work environments and in college. For example, a learner in health and care gained a placement at a local nursery and a learner in photography undertook a placement at a local art gallery. However, the proportion of learners who progress to employment is too low. Managers are currently working with the local authority and a number of partners and local employers to develop a range of supported internships.

Ofsted
raising standards
improving lives

Celebrations, Events & Actions

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

Faith Festivals, Cultural events and awareness days

Through the year students are invited to participate in a variety of Faith Festivals, such as Eid or Diwali, Cultural events and awareness days such as St Patrick's Day, Holocaust Memorial Day and Mental Health Awareness day.

St Patrick's Day Awareness event

Eid Awareness event

Holocaust Memorial Day

Mental Health Awareness day

Case Study

Yann Chalot
Health & Social Care

Yann Chalot grew up largely in France before moving to the UK with his family in 2011. He is currently studying on a Health & Social Care course here at Solihull College & University Centre.

As the only deaf member of his family, Yann has always faced challenges communicating. When he moved to England he learnt both English and sign language during his time at school. He is thankful to the support staff at College who help in his lessons. It's not only been at school and College where he has faced challenges though. Yann is a big football fan and plays for a local team. He and his teammates have worked out some hand gestures so he knows when the whistle has been blown and what decisions the referee has made.

In the future Yann would like to progress with his education, possibly into a sports course here at College before moving on to university.

"I grew up in France before moving to the UK a few years ago. As I'm the only deaf member of my family, it's always been a challenge to communicate.

I'm a big football fan and play for a local team. My teammates are great. We've worked out some hand gestures to help me out so I know when the whistle has been blown and what decisions the referee has made.

In the future I might progress from my Health & Social Care course on to a sports course here at College before moving on to university.

Being deaf will never stop me achieving".

Each year in the autumn term **Black History Month**, is celebrated with a week of activities and exhibitions.

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
Iconic films depicting historic events in black history are screened during the week.

Celebrating Caribbean Culture
2015 Caribbean Steel Band and Limbo Dance entertainment

Blossomfield Campus students participating in the Caribbean Steel Band and Limbo Dance entertainment

Woodlands Campus students participating in the Caribbean Steel Band and Limbo Dance entertainment

One of the main events of the year is our **Cultures Week** where we celebrate the different cultures of our students and staff.

We are a college & university community of up to 90 heritage groups amongst our students and staff. Students and 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.

The Woodlands Campus main staircase decorated for Cultures Week.

Case Study

Tyana
Level 3 Travel & Tourism

Prior to starting at Solihull College Tyana was studying Health & Social Care but soon realised that this is not where her true passion lay. She had an interest in travel and loved going on holidays and decided to take her passion and make it into a career.

Tyana enrolled on to the Level 3 course in Travel and Tourism and as part of her course was able to source some valuable work experience. Tyana was given a last minute opportunity to attend an interview at local travel agents Holiday Warehouse in Shirley, Solihull. After only having a couple of hours to prepare Tyana attended the interview and out of 3 interviews was the successful candidate chosen.

Tyana then enjoyed her 30 hours work experience as she shadowed a colleague and was able to help with tasks which led to sales within the store. After completing her work experience Tyana impressed so much that the manager of the store has decided that he would like Tyana to work for Holiday Warehouse part-time alongside her studies.

Tyana now plans to complete her studies in the hope that she can one day become an air-hostess.

Inclusivity

The sports offer is fully accommodating of all students at Solihull College. A total of 10 different sports have been offered across both campuses. These are both main-stream sessions targeting all students, as well as those targeting under-represented groups including females and those with a disability.

There have been a number of activities that specifically cater for disabled learners; these include Boccia, football and a multi-sport session all of which have been available to learners on a weekly basis throughout the academic year.

Following consultation with students and the success of the 'would like to try' football initiative developed during 2014/201515 academic year. Disability Football has been a huge success in 2015/2016 with over 20 weekly participants. Sessions are non-contact and are suitable for students that cannot participate in contact physical activity.

Female Engagement in Sport

Following the success of the second women's football team, introduced in 2014/2015, the Solihull College Women's Development Team finished third in the league. A fantastic achievement for all involved. The squad has increased in numbers from last year and a few of last year's team have now progressed into the women's 1st team which shows progression for the squad and motivation for others to aspire to.

As a result of the Women's Student Officer's manifesto and consultation with other female students, Mandeep Kaur put together a female only self-defence class which was run by Dean Williams who previously ran a Mixed Martial Arts class at SCUC.

The class received a great deal of success with over ten students regularly attending the classes which ran for one term and as a result empowered the students to feel safer when out and about.

Daily sessions of sports from 12-1pm take place in the sports hall offering football, badminton, tennis, basketball and the inclusive sports to any students that wish to attend. Each session varies in number of participants but all sessions are attended.

As a result of national funding a mixed basketball session run by a satellite club was set up and run by a professional basketball coach. The sessions have been a great success with over 20 students regularly attending, as a result of the good attendance the men's team were entered into an AOC tournament were they played and won their first match as a team. They enjoyed the experience so much that they have since played in a number of friendly matches.

Last year Solihull College & University Centre received a funding award from The Football Foundation for weekly sessions in partnership with Solihull Moors FC. By partnering with Solihull Moors, it ensured that there was an exit route for students, as the community club has a strong disability section. At least five students have transitioned from SCUC 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 or university centre time.

Case Study

JESS BECOMES FCB WOMEN'S TITLE HOLDER - *Friday, 20 January, 2017*

Jess Barry is not only a high flyer when it comes to her education but she's also the newly crowned FCB (Fight Club Boxing) Women's Title Holder.

At the age of 16 Jess decided that she wanted to find an apprenticeship as an electrician, stating that she felt male dominated jobs such as this earned a good wage and there was no reason why she could not do the same. Jess had never felt that university was for her and she set her sights on gaining employment within her chosen field.

After completing her apprenticeship Jess was fortunate enough to gain a job as an electrician before working her way up the career ladder and securing employment with Virgin Active as a Building Services Manager. Shortly after, aged just 22, Jess began to realise that if she wanted to progress within her career she would need further qualifications to do so. Jess commented: "I've realised that your experience can only take you to a certain level; I need further qualifications if I want to work towards higher paid jobs."

Now in her first year of her HNC in Building Services, Jess also works full-time along with her studies at the University of Warwick as an electrician and has recently been offered a promotion to work in Building Management Systems. Upon completing her HNC Jess hopes to do something she never thought would be for her, go to university to gain a full degree.

Jess comments: "When I left school I didn't want to go to university, I didn't feel I would have been ready to decide what degree to do and I didn't want to waste time on a degree I wasn't sure about. Now I feel I can go to university and be focused."

Jess's HNC has allowed her to see which aspects of building services she enjoys, resulting in steering her towards design work in mechanics and ventilation.

Not only does Jess have a busy schedule with work and college she plays county football and has recently become an amateur boxer and has hopes of making it to the next Olympic Games. Jess trains every day at 6am before either work or college and has quickly excelled in the sport. After only taking up boxing 18 months ago, Jess has already set her sights high and hopes to defend her FCB title in March.

Jess comments "You have to be motivated. My course can be a lot of work, especially with my sporting commitments, however, it is achievable if you put the effort it."

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.

Showcase Your Talent

Our 'Showcase Your Talent' show offers students the chance to perform something they are passionate about in front of a live audience and comprises all students including those with additional needs. Our 2015 winner, Angus Baskerville, who has autism won the show with his outstanding magic tricks and engaging stage presence.

Angus Baskerville, (16), performing magic to students in the Link and collecting his first place prize.

Promoting British Values

During 2015 Student Enrichment ran a competition to involve students in the promotion of British Values. The competition asked students to design a poster that reflected what being British meant to them and also celebrated British Values. There were 36 entries in total with 6 entries being shortlisted and one winner selected by a panel of judges.

Runner Up
Shane Jones,
IT 90 Credit
Level 2

Winner
Briony Evans Travel &
Tourism Level 3

Runner Up
Valere Maskekele, Fine Art Level 3

Runner Up
Chris,
ALD Student

Runner Up
Farhan Hussain Art
Level 2

Runner Up
Hakim Elahi,
Aeronautical Engineering Level 3

College Staff and Students Scale the Heights for Mad Hatters Charity

Tuesday 18th October 2016 saw a number of staff and students at Solihull College & University Centre overcome their fear of heights all in the name of charity.

Throughout the day the brave fundraisers took it in turns to put on a harness and helmet and make their way up to the top of the 3 story computing centre, before moving closer to the edge to abseil their way down the building.

To sign up to the event, participants were tasked with raising a minimum of £50 in sponsorship to be donated to Mad Hatter's Children Charity. The charity works with children with special educational needs and disabilities across the Midlands, putting on activities and events throughout the year to bring smiles to the faces of children.

The College's student enrichment team worked closely with Mad Hatter's Children Charity to organise the event which also included a Mad Hatter's themed afternoon tea party where staff and students at the College made donations in exchange for cakes and other sweet treats.

Mayor of Solihull, Councillor Mike Robinson showed his support on the day as he attended the College to meet with students and it wasn't long before he was persuaded to join in the fun himself and take part in the abseil.

The Mayor commented that he really enjoyed the day and the abseil would be something he would remember for the rest of his life.

Chairman of the Mad Hatters Charity, Stephen Goldstein also showed his support throughout the day, commenting:

"We were overwhelmed with the support that we received from the college for this event, the students and staff were so willing to give up their time to take part in what was a brilliant day, dressing up in costume and putting on a Mad Hatter's Tea Party, as well of course as the abseiling! A great day was had by all, for the benefit of the children that Mad Hatters supports."

Performing Arts student Olivia Shread was instrumental in the fundraising as she volunteered to dress as the Queen of Hearts for the day to raise awareness of the event, before overcoming her fear of heights and abseiling. Olivia, along with many of her peers, collected donations prior to the event as well as on the day and so far the total has reached a massive £600 with many more donations and sponsorship money yet to be counted!

College Principal, John Callaghan also took part, abseiling down the College as colleagues and students looked on.
A great day was had by all involved in the event and the College hopes to continue raising money for the charity in the near future.

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. 1014 learners were identified as having a disability or learning difficulty in 2015 -16. Of this figure, 856 were full time learners representing 14% of learners on long courses. The overall success rates for these learners are largely in line with college averages. Each year we hold events to raise awareness of disability. During 2015/16 there has been a focus on mental health and removing the stigma around talking about it. Each year we offer the opportunity to hearing students to learn British Sign Language.

Disabled Go

We are delighted to work with Disabled Go to produce a regularly updated audit on the accessibility of SCUC for people with disabilities.

Equality & Diversity Committees

SCUC 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, Solihull College & University Centre's Governing Body, is responsible for ensuring that the College sets and meets appropriate equality targets.

Case Study

APPRENTICE KATRINA GAINS ICE SCHOLARSHIP

Katrina completed her A-Levels in Maths, Physics and Chemistry after leaving school and progressed into an apprenticeship with Solihull College & University Centre and Atkins, one of the world's most respected design, engineering and project management consultancies.

Katrina commented "I've always wanted to do further studies and get a degree but an apprenticeship appealed to me more than just university as then I'm able to learn and earn at the same time."

As the College already have an established partnership with Atkins, Katrina could start straight on to the Higher National Certificate (HNC) programme at the College. She was able to continue working whilst gaining a formal qualification and gaining the valuable work experience that would help her in her future career.

Katrina adds "The best part of the course is learning about how the industry works and how contracts work as this relates to work that I do in the office. It gives me a clearer and more detailed understanding of how engineering companies work."

Balancing work and studies can prove difficult; however Katrina's hard work ethic proved that she was determined to succeed. "I have to be strict in myself when I get home from work and at the weekends as instead of being able to relax, I have to get on with college work."

Katrina's hard work has paid off as she has received the Institute of Civil Engineers (ICE) QUEST Technician Scholarship for the West Midlands. Katrina comments "I feel very honoured to be awarded Technician Status. It means a lot to me to be recognised as a strong female in the engineering community and it is a great start to my engineering career."

This is the second year in a row that Solihull College & University Centre students have received such an award. To apply for the scholarship students must be studying towards an engineering qualification in the UK that could lead to technician membership with the ICE. The QUEST scholarships are a sign of excellence and being recognised by ICE is a great achievement for the students.

Katrina explains that her aim is to become a civil or structural engineer. "After the HNC I plan to study Civil Engineering part-time at university. Whilst doing all this I hope to achieve my EngTech and work my way up to becoming chartered."

The College is extremely proud of Katrina's achievements within the field.

Introducing the Student Voice Executive Committee

Hamzah Rattigan
Student Voice President
2+2 Social Studies Degree

The purpose of my role is to **ensure the views of all students at Solihull College & University Centre (SCUC) have their views and opinions heard and represented.**

My priorities this year are:
- To expand SCUC's use of social media to connect to as many students as possible.
- To maximize the opportunities for students to have their voices heard, through the Student Voice Survey and subsequent focus groups.
- To encourage representations of different cultures and faiths through the founding of the Multi- Faith and Culture Society.

Adam King
Vice President, Equality & Diversity
Media Level 1

The purpose of my role is to **ensure that all students are equally represented at SCUC.**

My priorities this year are:
- To plan more activities for people who are disabled or have any other type of problems.
- To help raise awareness of why equality and diversity is important.
- To help raise the profile of SOLA activities based around equality and why they are important to everyone and will help them in the future.

Jennifer Hammond
Higher Education Officer
2+2 Social Studies Degree

The purpose of my role is to **ensure HE students' views and opinions are reflected throughout SCUC.**

My priorities this year are:
- I want to help make learning easier for all students in higher education.
- Make the process going into higher education easier for adult students who haven't been in education for years.

Amna Hijazi
LGBT Officer
Media Level 2

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

People who feel shy about themselves when they should be happy and open about who they are, I want to help them like my friends helped me by relating to them, finding out the issues they are facing and try my best to improve them.

My priorities this year are:
- I want to change the toilets to unisex so everyone feels equal.
- I want to change the views of how people are treated in the LGBT community.

Tia Brown
Black & Asian Minority Ethnic Officer
Access to HE Social Science and Humanities

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

My priorities this year are:
- To encourage learning about our local community and the many ethnicities that are around us, increasing respect for our differences and highlight the similarities which unite us all.
- To showcase how certain stereotypes can be broken and establish that they do not define who we are by encouraging the teaching of cultures within extracurricular groups and arranging opportunities for guest speakers or perhaps educational trips.
- To raise awareness of the challenges BAME students face in education and the workplace.

Krystal Evans
Mature Students' Officer
Access to HE Social Science

The purpose of my role is to **ensure that mature students' views and opinions are reflected throughout SCUC.**

I'd like the opportunity to be able to make a difference and to help other students enjoy their college/ university life.

My priorities this year are:
- More mature student and young student activities and social events.
- To ensure the needs of mature students are reflected throughout SCUC and encourage involvement in student enrichment activates.
- To run campaigns related to mature student issues; attending and promoting events in relation to current educational changes that may affect mature students access to learning.

Razia Begum
Women's Officer
Access to health

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

I honestly believe in helping the college provide support for women who need it.

My priorities this year are:
- I would like to set up support groups for women, to share concerns and discuss solutions/ support available for single mothers on childcare, housing, finance, have activities to improve confidence, work closely with SCUC welfare and support services and local community, set up talks for self-help.

Usama Osman
Woodlands Officer
Level 3 Engineering

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

My priorities this year are:
- Work with students at Woodlands to help them change and improve their college/ university centre experience.
- To improve the facilities such as the refectory at Woodlands Campus
- To facilitate more trips and after class activities.

Jordan Sanders
Disabled Students' Officer

The purpose of my role is to **ensure Disabled students' views and opinions are reflected throughout SCUC.**

My priorities this year are:
- To campaign for people without physical impairments to use the stairs and leave the lifts for people who really need them.
- More games/sporting activities for students with disabilities.
- Bring in more height adjustable tables in the classrooms and canteen.

Case Study

Cashesa Richards, Travel & Tourism

Cashesa Richards studied Travel and Tourism at the College as she always had a passion and interest in the travel industry.

Her goal was to work at Camp America over the summer after she completed her qualification and she worked hard to achieve this goal.

Cashesa had been waiting till she turned 18 to be able to apply for Camp America as wanted to be able to take her passion for travel further with her career. Cashesa has gone through a tough interview process which included an application form, interview, videos, photographs and volunteering. The application process was 5 months long in total and now Cashesa has had the news that she was waiting for; she has a place on the Camp America scheme. She was able to display the skills she has learnt whilst at Solihull College and display her knowledge or travel and will now be able to teach American campers what she knows with a variety of different activities.

Cashesa comments "Before I started College I wasn't very confident and the course has definitely helped me with that. I am more confident and I will now be living away from home and experiencing different experiences."

Cashesa will also get the chance to travel on her days off and she plans to travel round America once she has completed the 9 week camp. When she returns to the UK Cashesa has also secured her place at university. In September she will be attending the University of Northampton to study International Tourism Management.

Cashesa has been able to visit a variety of different workplaces whilst studying at Solihull College and wants to follow her dreams to become a member of cabin crew for Emirates.

The Student Voice Executive Committee Survey on Challenging Identities

Hamzah Rattigan, The Student Voice Executive Committee President, lead a student survey in early 2016/17, in which students were asked for their views on their identity at Solihull College & University Centre. The results of the survey are shown below:
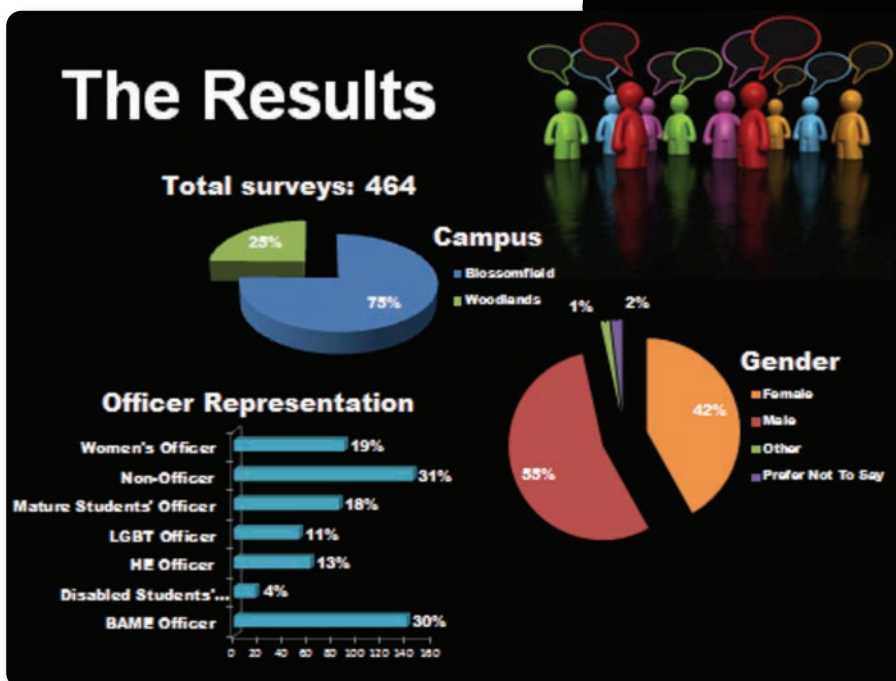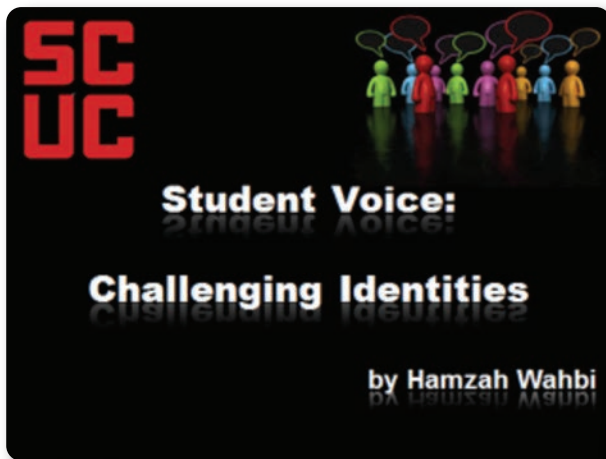
464 students responded to the survey, 75% from the Blossomfield campus, 25% from Woodlands. 55% of the respondents were male.

Students were asked which of the Student Voice Executive Committee officers they most identified with. 30% identified with the BAME representative. 31% did not identify with any one particular officer.
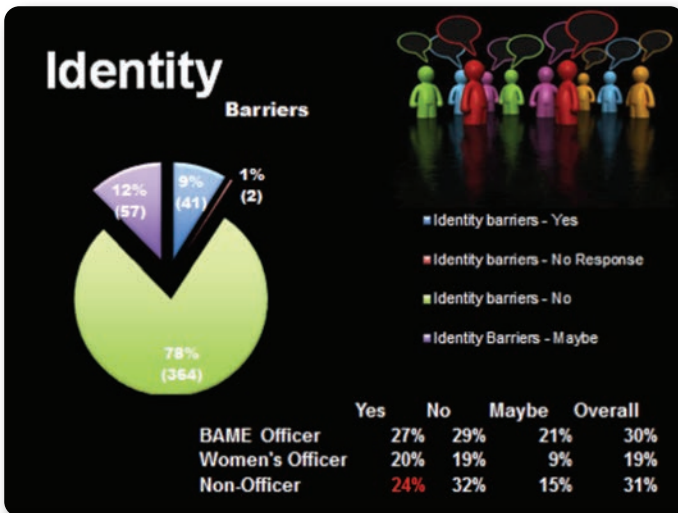
78% of respondents did not feel their identity presented any barriers to them at SCUC.

9% felt there were barriers.

These are some of the comments made by respondents on identity barriers.
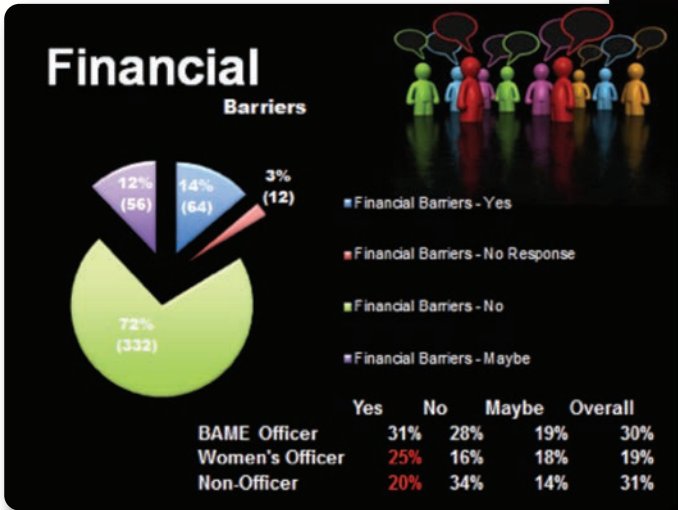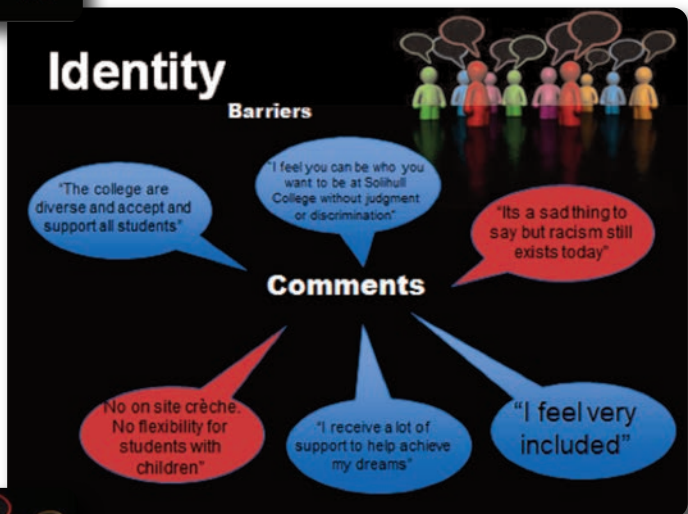
On the question of financial barriers, 72% of respondents felt that there were no financial barriers to their studies at SCUC.

These are some of the comments made by respondents
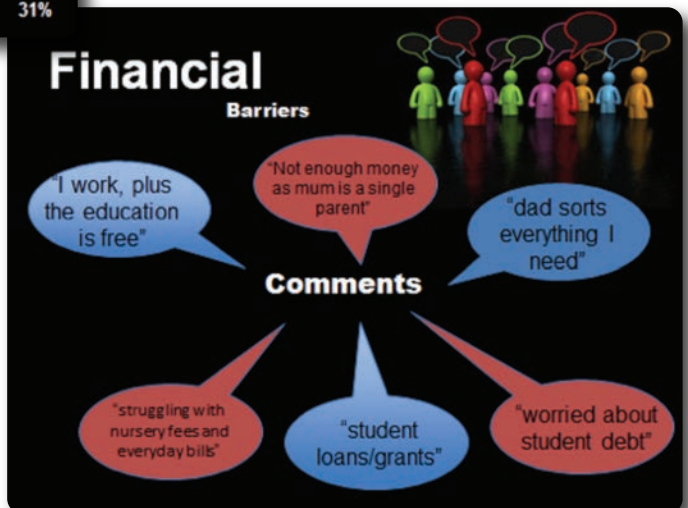
The College 2016/17 Student Profile

SCUC has just over 3,700 16-18 students, the majority of whom are full—time learners. Most of 19+ adult learners study with us on a part-time basis.

2016/17 Learner Numbers by Age

Age	FT	PT
16-18	3250	462
19-24	719	948
25+	413	2499
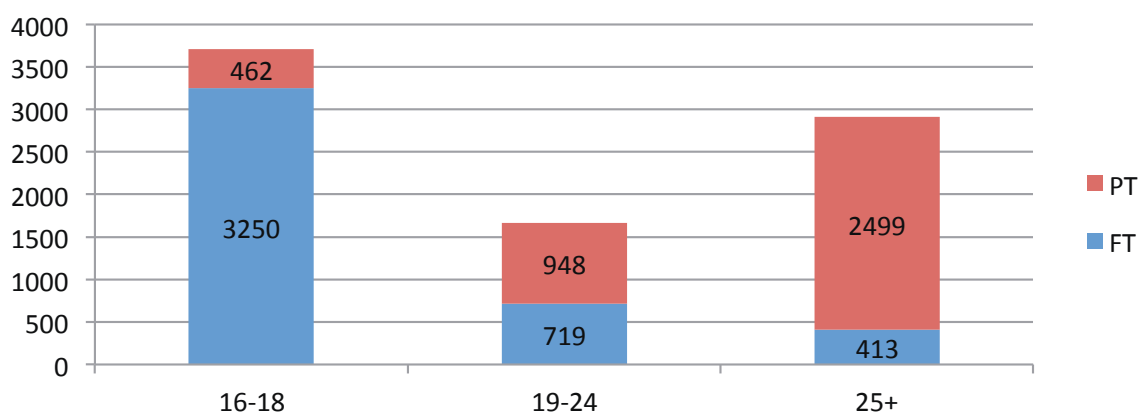
Where our 16-18 FT Students come from (2015/16 and 2016/17):

A significant number of SCUC's full-time students come from outside of the Solihull Borough.

Area of Residence	15/16	16/17
Birmingham	60%	60%
North Solihull	15%	14%
Other	4%	5%
South Solihull	21%	21%

56% 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.

2016/17 Full-time students

1929, 44%
2453, 56%

- WP
- Non WP

2016/17 Part-time students

1481, 38%
2428, 62%

- WP
- Non WP
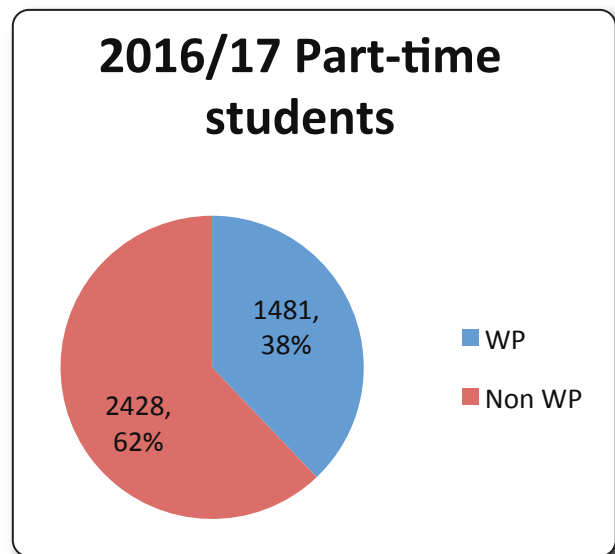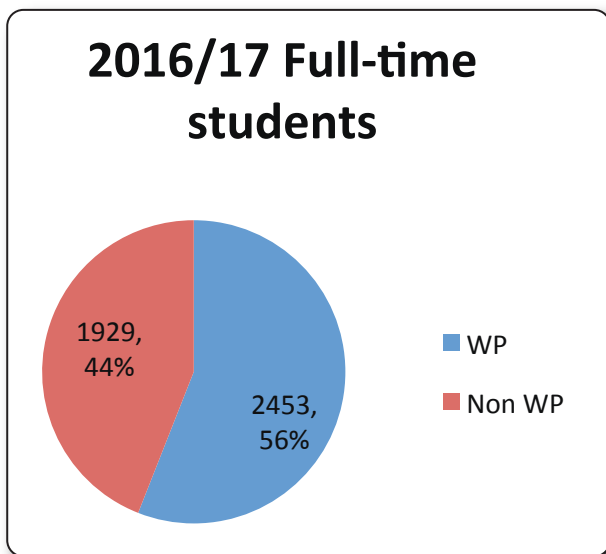
Ethnicity

Learners from BAME groups account for 35% of the total full-time cohort and 25% of our part-time learner cohort

2016/17 Full time Students Ethnic Group

1547, 35%
2778, 64%
47, 1%
10, 0%

- Black and Minority Ethnic
- Other
- Prefer Not to Say
- White

2016/17 Part time Students Ethnic Group

- Black and Minority Ethnic
- Other
- Prefer Not to Say
- White

971, 25%
61, 1%
32, 1%
2845, 73%
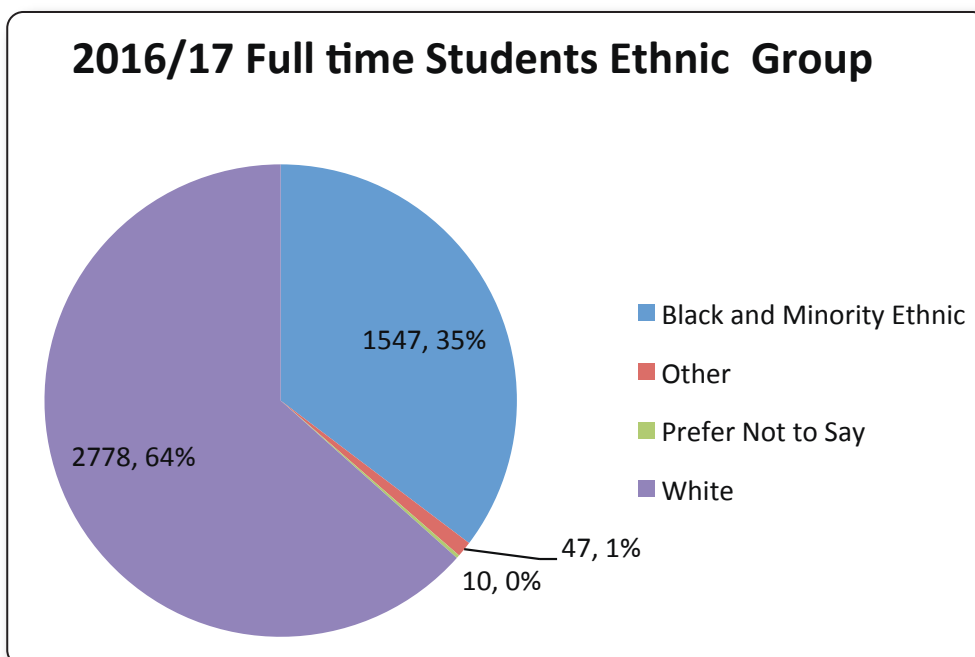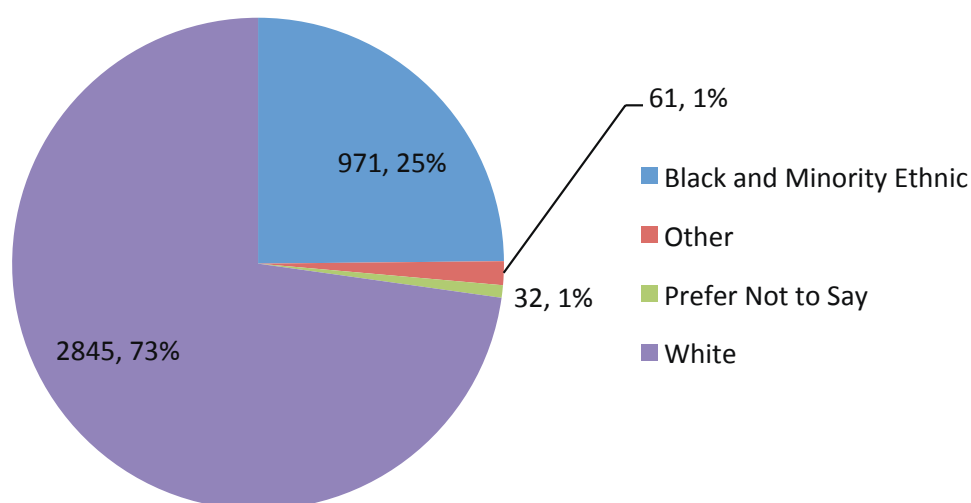
64% of the full time student cohort are White British. Pakistani students form the largest cohort of full time students from BAME or non white British contingency. 12.83% of full time students are Pakistani.

2016/17 STUDENT ETHNCITY PROFILE	FULL TIME		PART TIME	
White - British	2700	**61.62%**	2630	**67.28%**
Asian/Asian British - Pakistani	562	**12.83%**	327	**8.37%**
Mixed/Multiple ethnic group - White and Black Caribbean	206	**4.70%**	92	**2.35%**
Black/Black British - African	141	**3.22%**	51	**1.30%**
Asian/Asian British - Indian	128	**2.92%**	144	**3.68%**
Black/Black British - Caribbean	92	**2.10%**	70	**1.79%**
Mixed/Multiple ethnic group - White and Asian	81	**1.85%**	33	**0.84%**
Asian/Asian British - Any other Asian background	79	**1.80%**	57	**1.46%**
Asian/Asian British - Bangladeshi	67	**1.53%**	64	**1.64%**
White - Any other White background	63	**1.44%**	177	**4.53%**
Black/Black British - Any other Black background	57	**1.30%**	34	**0.87%**
Arab	56	**1.28%**	45	**1.15%**
Mixed/Multiple ethnic group - Other	47	**1.07%**	24	**0.61%**
Other	47	**1.07%**	61	**1.56%**
Mixed/Multiple ethnic group - White and Black African	21	**0.48%**	12	**0.31%**
White - Irish	14	**0.32%**	36	**0.92%**
Asian/Asian British - Chinese	10	**0.23%**	18	**0.46%**
Not Known/Provided	10	**0.23%**	32	**0.82%**
White - Gypsy or Irish Traveller	1	**0.02%**	2	**0.05%**

Gender

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

2016/17 Full time students

- 2233, 51% (Males)
- 2149, 49% (Females)
- Females
- Males

2016/17 Part time students

- 1512, 39% (Males)
- 2397, 61% (Females)
- Females
- Males
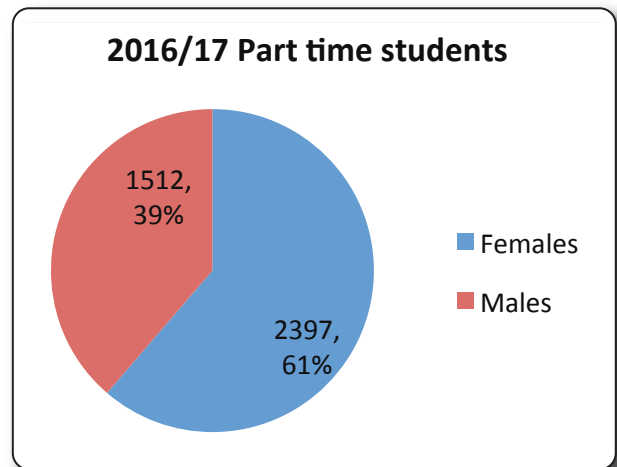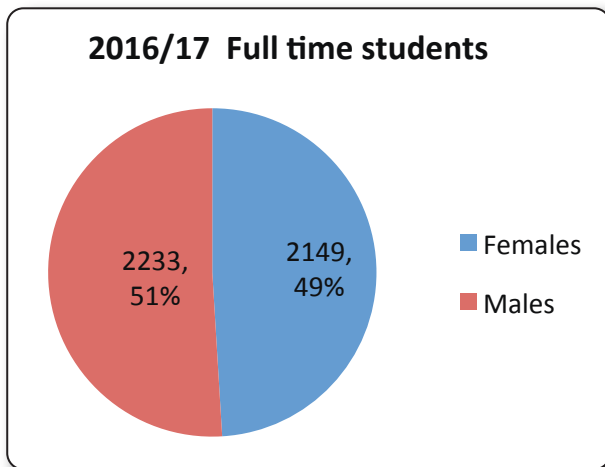
Disability

21% of full-time students have declared a disability/learning difficulty or are receiving additional support in respect of a disability (compared to 14% in 2015/16). For part-time students this figure falls to 9% as was the figure in 2015/16).

2016/17 Full time Students

- 55, 1%
- 933, 21%
- 3394, 78%
- No information provided
- No learning difficulty or disability
- Student has a learning difficulty or disability

2016/17 Part time Students

- 188, 5%
- 339, 9%
- 3382, 86%
- No information provided
- No learning difficulty or disability
- Student has a learning difficulty or disability
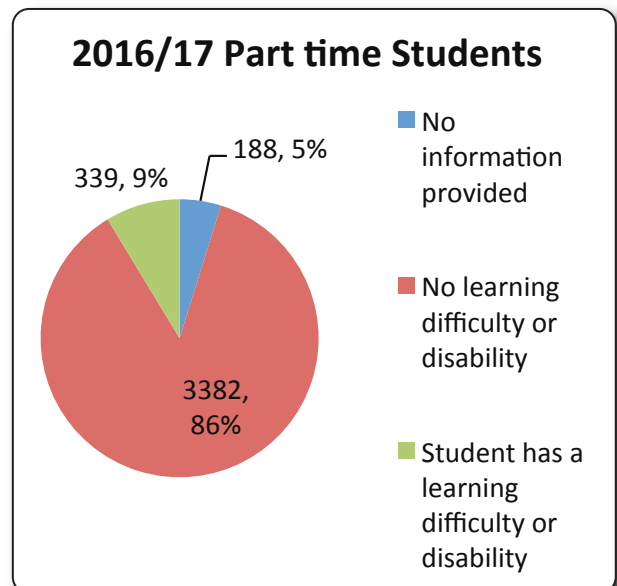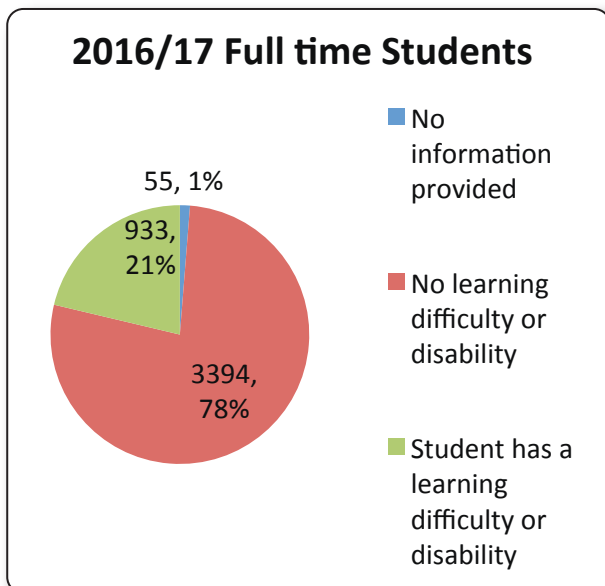
Other Protected Characteristics

2016/17 All Students Sexual Orientation

82, 1%

108, 1%

135, 2%

73, 1%

1650, 20%

6243, 75%

- Heterosexual
- Lesbian or Gay
- Bisexual
- Other
- Prefer not to say
- Unknown
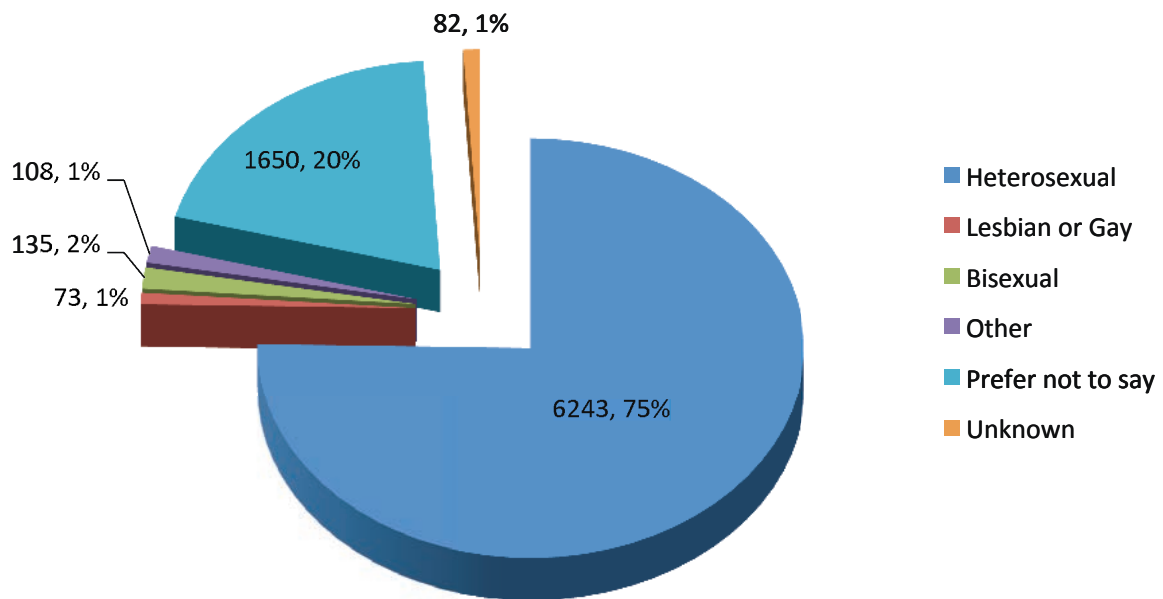
2016/17 All Students Religion/Belief

2521, 30%

1272, 15%

1594, 19%

2399, 29%

- None
- Christian
- Prefer not to say
- Muslim
- Sikh
- Other
- Hindu
- Unknown
- Buddhist
- Pagan
- Jewish
- Shinto
- Rastafarian
- Taoist
- Quaker
- Baha'i
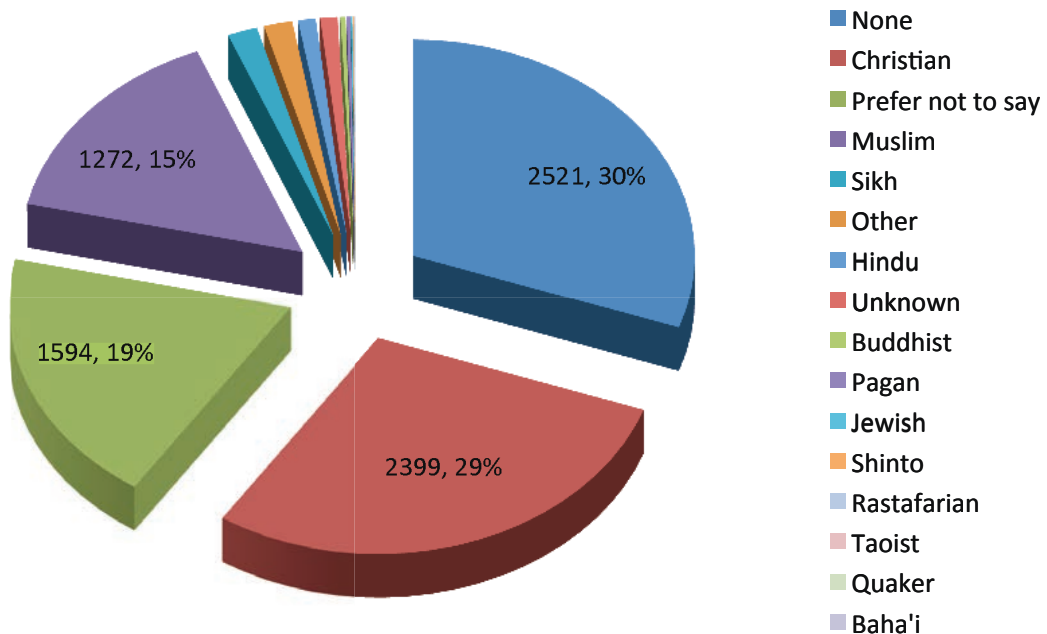
Religion

19% of College students prefer not to state their religion of belief. 30% of the College students have no religion or belief, 29% are Christian and 15% are Muslim. The largest of the other groups is Sikh, which accounts for 1.7% of SCUC's population.

Case Study

Work Experience leads to acting role for Media student

Solihull College & University Centre Creative Media student Darnell Anderson-Lloyd has shone in recent performances of One Man Two Governors at Rugby Theatre.

Darnell completed work experience as part of his Creative Media Diploma earlier this year, at Rugby Theatre where he filmed the performances of Jack and the Beanstalk. It was when filming the theatre production he was spotted and asked to audition for a role in the upcoming production of One Man Two Governors.

Darnell impressed in his audition and was offered a role within the performance which ran at the beginning of April. Darnell, who has always had a passion for acting from a young age, performed in front of a combined audience of 1602 across the seven shows at the Rugby Theatre and the show proved to be a huge success.

Currently studying towards his diploma in Creative Media at Solihull College & University Centre, Darnell enjoys acting and decided to study Creative Media at the College to expand his knowledge of the industry and have the opportunity to practice his skills. Darnell enjoys script writing and explains that his course allows his scripts to come to life as he films and produces videos as part of his course.

Darnell now has an audition for a performance of The Lion, the Witch and the Wardrobe at Rugby Theatre as well as auditions to have parts as a voice actor, something which he is keen to follow as a career path. Until then, Darnell plans to complete his course at Solihull College & University Centre and continue with his acting both at Rugby Theatre and elsewhere.

Our Higher Education Student Profile

Part-time HE students 2016/17
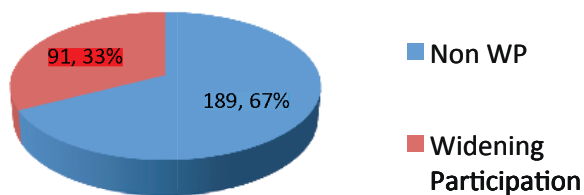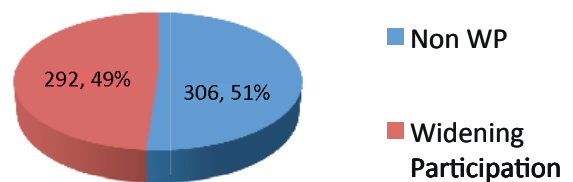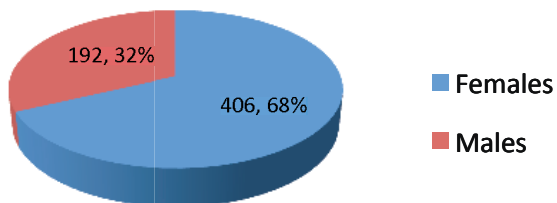
- Non WP: 189, 67%
- Widening Participation: 91, 33%

Full-time HE students 2016/17

- Non WP: 306, 51%
- Widening Participation: 292, 49%

FT HE students 2016/17 - Gender profile

- Females: 406, 68%
- Males: 192, 32%

PT HE students 2016/17 - Gender profile

- Females: 53, 19%
- Males: 227, 81%

FT HE students 2016/17 - Disability Profile

- No information provided: 6, 1%
- No learning difficulty or disability: 487, 81%
- Student has a learning difficulty or disability: 105, 18%

PT HE students 2016/17 - Disability Profile

11, 4% 3, 1%

266, 95%

- No information provided
- No learning difficulty or disability
- Student has a learning difficulty or disability

FT HE students 2016/17 - Ethnicity Profile

173, 29%

8, 1%

414, 69%

3, 1%

- Black and Minority Ethnic
- Other
- Prefer Not to Say
- White British

PT HE students 2016/17 - Ethnicity Profile

44, 16% 1, 0%

0, 0%

235, 84%

- Black and Minority Ethnic
- Other
- Prefer Not to Say
- White British
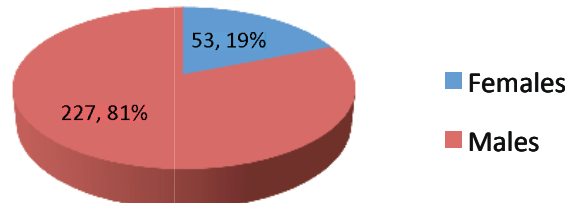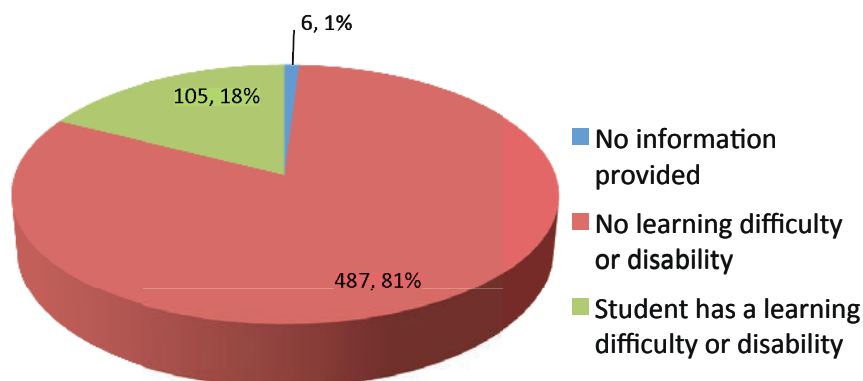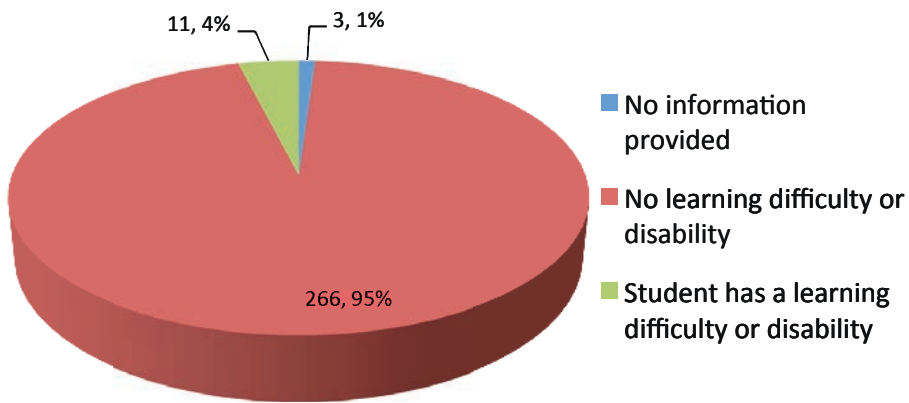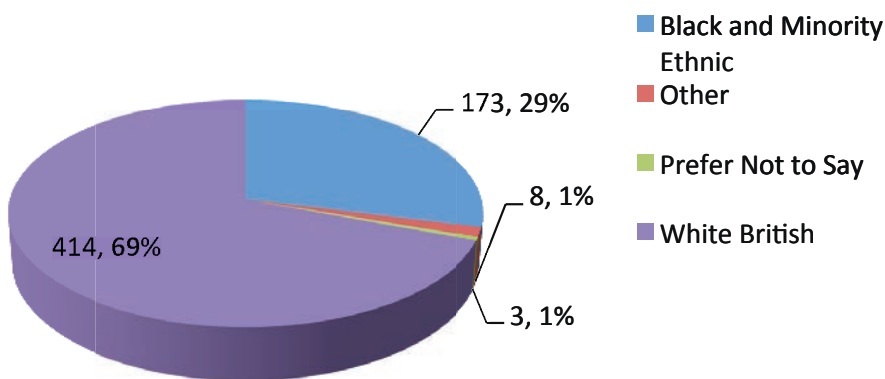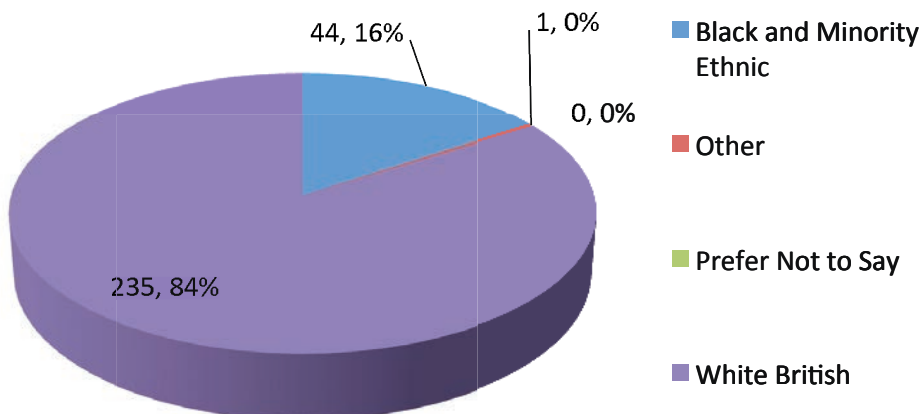
Student Success 2015/16

SCUC monitors closely achievement data in order to identify trends or patterns of underperformance of groups of students. Where particular groups' success rates 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.

Ethnicity

The following tables show the achievement of students by ethnicity and enables comparison of BAME groups with college and national rates and performance against their white counterparts.

16-18 provision

Ethnicity 16-18	Leavers Overall	Ach Overall	Nat Ach Overall
White British	5,791	85%	79%
Irish	25	88%	71%
Gypsy/Irish Traveller	5	80%	65%
Other White	110	84%	80%
White/Black Caribbean	420	81%	72%
White/Black African	49	82%	76%
White/Asian	171	83%	78%
Other Mixed	112	77%	75%
Indian	283	90%	83%
Pakistani	1,088	87%	80%
Bangladeshi	156	88%	79%
Chinese	15	100%	87%
Other Asian	143	85%	81%
African	258	83%	78%
Caribbean	202	86%	74%
Other Black	151	85%	75%
Arab	83	86%	79%
Other	92	87%	76%
Not Provided	32	78%	77%
	9,186	**85%**	**78%**

Almost all groups of learners from minority ethnic backgrounds achieve as well as or better than those from a White British background at 16-18. There are no trends that cause any concern.

19+ provision

For Adults there is an achievement gap where White/Black Caribbean, Caribbean, African and Pakistani learners achieved less well than white learners and below the national average. The Caribbean and Pakistani learners were mainly undertaking maths and English qualifications where the NA is lower, and their achievement is above the national average for these qualifications. This is not a trend when compared to 2014/15 data.

Ethnicity Adults	Leavers Overall	Ach Overall	Nat Ach Overall
White British	1,829	83%	88%
Irish	26	85%	88%
Gypsy/Irish Traveller	5	80%	86%
Other White	314	91%	87%
White/Black Caribbean	124	69%	83%
White/Black African	17	82%	84%
White/Asian	27	81%	83%
Other Mixed	25	96%	83%
Indian	127	87%	87%
Pakistani	388	78%	85%
Bangladeshi	72	88%	88%
Chinese	38	97%	87%
Other Asian	109	82%	84%
African	191	76%	83%
Caribbean	119	74%	84%
Other Black	49	80%	84%
Arab	63	97%	86%
Other	76	91%	84%
Not Provided	24	88%	85%
	3,623	**83%**	**86%**

Ethnicity	Leavers	Framework Ach Overall	Nat Framework Ach Overall
White British	413	78%	71%
Irish	2	50%	73%
Other White	7	100%	69%
White/Black Caribbean	15	60%	64%
White/Black African	1	100%	64%
White/Asian	11	100%	76%
Other Mixed	2	100%	63%
Indian	7	86%	67%
Pakistani	18	83%	67%
Bangladeshi	2	100%	72%
Chinese	1	100%	72%
African	4	50%	63%
Caribbean	3	33%	57%
Other Black	4	25%	62%
Arab	0	0%	62%
Other	3	100%	66%
Not Provided	3	100%	64%
	496	78%	70%

Apprentices

There are some lines with very few apprentices that are below national average.

Gender

16-18 and Adults

Hybrid End	Age Grp SFA/EFA	Gender	Leavers	Ach	Nat Ach Overall
13/14	16-18	Female	3,026	82%	81%
14/15	16-18	Female	3,035	81%	79%
15/16	16-18	Female	3,977	86%	79%
13/14	16-18	Male	3,662	83%	79%
14/15	16-18	Male	3,679	80%	78%
15/16	16-18	Male	5,209	84%	78%
13/14	19 +	Female	6,222	84%	87%
14/15	19 +	Female	3,224	86%	86%
15/16	19 +	Female	2,350	83%	86%
13/14	19 +	Male	3,624	83%	87%
14/15	19 +	Male	2,368	88%	86%
15/16	19 +	Male	1,227	83%	86%

16-18 males and females achieve well, and above national averages. Both have increased over the last 3 years.

For Adults there is no gap between male and female achievement.

Apprentices

Gender	Leavers	Framework Ach Overall	Nat Framework Ach Overall
Female	215	79%	70%
Male	281	78%	70%
	496	**78.2%**	**70.0%**

There are no achievement gaps between males and females for apprentices.

Students with Learning Difficulties / Disabilities

Learning Difficulties / Disabilities 16-18

Difficulty or Disability	Leavers Overall	Ach Overall	Nat Ach Overall
Has difficulty/disability/health problem	2,231	85%	77%
No difficulty/disability/health problem	6,285	86%	79%
No information provided by the learner	670	83%	78%
	9,186	**85%**	**78%**

16-18 learners with learning difficulties/disabilities achieve well above the national average but slightly worse than learners at the College without learning difficulties/disabilities. Interestingly, where learners do not provide information, achievement, whilst still higher than the national average is 2% lower than for those students who have declared a disability and 3% lower than those without a disability. The Equality and Diversity Steering group have discussed this issues, as it may be that students who would benefit from additional support are choosing not to provide information.

Information is now required on groups of students with particular types of learning difficulties and disabilities. The data is provided below:

Learning Difficulties 16-18

Learning Difficulty 16-18	Leavers Overall	Ach Overall	Nat Ach Overall
Multiple	12	67%	79%
Dyscalculia	16	69%	74%
Moderate	298	83%	80%
None	8,111	85%	79%
Other	181	85%	77%
Autism	360	90%	82%
Other Spec	116	86%	77%
Dyslexia	91	86%	76%
	9,186	**85.2%**	**78.9%**

The 360 learners with Autism had an achievement rate of 90%. This was 8% above the national average. There is some lower achievement for the small number of learners with dyscalculia (16 learners) and multiple difficulties (12 learners).

Disabilities 16-18

16-18 learners with disabilities achieve consistently well above national average. Students with a Visual Disability had an achievement rate of 100%.

16-18 learners with Mental Health issues, whilst achieving at 9% above the national average for this cohort, achieve less well than learners with no disability.

Disability	Leavers Overall	Ach Overall	Nat Ach Overall
Emotional/Behavioural	3	67%	72%
Hearing	59	80%	79%
Physical	31	81%	79%
No disability	8,380	85%	79%
Medical	280	85%	78%
Asperger's	94	89%	81%
Mental health	222	79%	70%
Other	30	87%	78%
Mobility	50	94%	82%
Multiple	16	94%	78%
Visual	16	100%	80%
Temporary	4	100%	77%
	9,186	**85.2%**	**78.7%**

Learning Difficulties / Disabilities Adults

Diff or Dis Adults	Difficulty or Disability	Leavers Overall	Ach Overall	Nat Ach Overall
1	Has difficulty/disability/health problem	593	83%	84%
2	No difficulty/disability/health problem	2,660	83%	87%
9	No information provided by the learner	370	80%	85%
		3,623	**83.1%**	**86.3%**

Achievement rates for Adults with difficulties/disabilities are the same as for those without, and the proportion of learners with difficulties/disabilities has increased. Achievement for both is slightly below national average. As with 16-18 learners, adults who declined to provide information achieved less well than either group.

Learning Difficulties Adults

Learning Difficulty	Leavers Overall	Ach Overall	Nat Ach Overall
Dyslexia	15	67%	82%
None	3,423	83%	87%
Other	63	84%	82%
Autism	36	86%	83%
Moderate	58	90%	85%
Other Spec	20	85%	80%
	3,623	**83.1%**	**86.8%**

At the time of our May 2015 Ofsted inspection, the very low numbers of Adults with moderate learning difficulties achieved less well. There has been significant improvement in achievement for Adults with moderate learning difficulties in 2015-16 to 90%, which is 5% above national average.

Achievement for the 15 Adults with Dyslexia is below national average.

Disabilities Adults

There are achievement gaps for the categories 'Medical', 'Physical' and 'Other', but apart from these 3 broad categories there are no emerging achievement gaps.

Disability	Leavers Overall	Ach Overall	Nat Ach Overall
Medical	14	64%	86%
Physical	7	71%	86%
Other	25	72%	85%
No disability	3,500	83%	87%
Mental health	17	82%	83%
Hearing	19	84%	85%
Mobility	8	88%	87%
Profound/Complex	3	100%	91%
Asperger's	11	91%	81%
Temporary	2	100%	89%
Visual	6	100%	87%
Multiple	2	100%	86%
Emotional/Behavioural	1	100%	82%
	3,623	83.1%	86.9%

Apprentices

Apprentices with a difficulty or disability achieve in line with national averages but less well than apprentices without.

Difficulty or Disability	Leavers	Framework Ach Overall	Nat Framework Ach Overall
Has difficulty/disability/health problem	28	68%	68%
No difficulty/disability/health problem	434	79%	70%
No information provided by the learner	34	76%	65%
	496	78.2%	70.0%

Looked After Learners 16-18

Number of Learners	Achievement Rate
21	80.95%

The College had 21 16-18 learners who were in care in 15/16. The achievement rate for this group of learners is 80.95% on their main vocational programme, which demonstrates learners who are in care achieve at least as well as their peers.

Case Study

Anna Prodromou – Public Services

Anna started at the College in 2011 on an Access to Further Education course after finishing school before then moving on to enrol on a Business Level 1 course, followed by a Business Level 2 qualification.

Anna then decided that business wasn't the right career path for her and after being recommended by a friend she enrolled on to Public Services Level 3 at Solihull College. Anna found Public Services interesting straight away and continues to work hard now she is in her 2nd year of her qualification.

Chris Hourihan, Anna's tutor, explains that Anna had a great work ethic and she has worked extremely hard to come from an access course to where she is now and Anna has unlocked a lot of potential whilst being at College. Chris believes it's important to take students out of their comfort zone in order for them to achieve.

Anna particularly enjoyed the modules of her course which teach the motivations behind criminal behaviour and enjoys that the course has physical modules as well as theory based modules. She has felt supported by her tutors whilst being at College as they have pushed her to achieve well whilst supporting her where she needed it.

Anna says she would recommend the Public Service course to anyone with an interest in that particular field. She is now weighing up her options in terms of University after having offers from various institutions around the country to study towards her degree in Criminology and Psychology. Anna says she is excited to go to University as it will be something different and is a topic which interests her.

In the future Anna hopes to go into the field of forensics.

Learners Eligible for Free Meals 16-18

Level	Starts	Leavers Overall	Ach Overall %	Nat Ach Overall %
Level 1	186	156	75.6	72.2
Level 2	430	401	79.6	83.8
Level 3	365	364	91.2	87.3
Entry	111	106	89.6	82.3
Total	**1,093**	**1,028**	**84.0**	**82.9**

Overall learners on free school meals achieve at least as well as their peers. Achievement is well above the College average for Level 3 but slightly below for Level 2.

Equality analysis and allocation of Learner Support Fund 2015-2016

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.

	2013-2014	2014-2015	2015-2016
Percentage of students receiving support with a disability	35%	30%	23%
College Profile	9%	14%	12%
Variation From College Profile	26%	16%	11%

Students from a Widening Participation post code

Targeted eligibility criteria for the financial support funds has enabled a higher percentage of students from widening participation postcodes compared to that of the overall college profile access financial support. The percentage of students from widening participation postcodes receiving financial support has increased by 7% to 73% and is 23% above the college profile.

	2013-2014	2014-2015	2015-2016
Percentage of students receiving support from WP area	69%	66%	73%
College Profile	49%	52%	49%
Variation From College Profile	20%	14%	23%

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 the Advanced Learner Loan Bursary, which is a new support fund designed to support students who have accessed an Advanced Learning Loan.

	2013-2014			2014-2015			2015-2016		
	% 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	70%	32%	38%	72%	45%	27%	78%	72%	7%
19+	30%	68%	-38%	28%	55%	-27%	22%	28%	-6%

The profile for academic years 2013-2014 to 2015-2016 shows an increase in the funding provided to the 16-19 age groups. This can be attributed to the reduction in the numbers of part time adult courses available at the college.

Gender

From 2013-2014 to 2014-2015 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 which high equipment and travel costs, such as Hair and Beauty, Cabin Crew and Animal Care courses. However, in 2015-2016 a larger number of males accessed financial support and this may be attributed to the increase of courses in areas such as Construction and Engineering, which are predominantly male dominated.

	2013-2014			2014-2015			2015-2016		
	% 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	47%	42%	-5%	45%	47%	-2%	51%	51%	-5%
F	53%	59%	6%	55%	54%	1%	49%	49%	6%

Ethnicity

The data shows that there is little variation in the students receiving funding and the college profile. For the third year in a row the two groups which vary the most from the college profile are from Pakistani origin (+8.1%) and English/Welsh/Scottish/Northern Irish origin (-16.5%).

Ethnicity	2013-2014			2014-2015			2015-2016		
	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
Arab	1.0%	0.5%	0.5%	2.0%	0.8%	1.2%	2.3%	0.90%	1.4%
Asian/Asian British - Any other Asian background	2.0%	1.4%	0.6%	3.0%	1.8%	1.2%	2.9%	1.74%	1.2%
Asian/Asian British - Bangladeshi	2.0%	1.1%	0.9%	2.0%	1.7%	0.3%	3.5%	1.88%	1.6%
Asian/Asian British - Chinese	0.0%	0.4%	-0.4%	0.0%	0.3%	-0.3%	0.1%	0.56%	-0.5%
Asian/Asian British - Indian	2.0%	3.2%	-1.2%	3.0%	3.2%	-0.2%	2.5%	3.18%	-0.7%
Asian/Asian British - Pakistani	13.0%	7.8%	5.2%	13.0%	9.6%	3.4%	18.2%	10.05%	8.1%
Black/Black British - African	5.0%	3.0%	2.0%	5.0%	3.0%	2.0%	5.9%	2.92%	2.9%
Black/Black British - Any other Black background	2.0%	1.1%	0.9%	2.0%	1.5%	0.5%	2.1%	1.14%	1.0%
Black/Black British - Caribbean	3.0%	2.3%	0.7%	3.0%	2.4%	0.6%	1.9%	2.20%	-0.3%
Mixed/Multiple ethnic group - Other	2.0%	0.8%	1.2%	2.0%	0.8%	1.2%	1.5%	0.86%	0.6%
Mixed/Multiple ethnic group - White and Asian	2.0%	1.1%	0.9%	2.0%	1.3%	0.7%	2.1%	1.35%	0.8%
Mixed/Multiple ethnic group - White and Black African	0.0%	0.4%	-0.4%	1.0%	0.4%	0.6%	0.6%	0.41%	0.2%
Mixed/Multiple ethnic group - White and Black Caribbean	6.0%	2.8%	3.2%	6.0%	3.9%	2.1%	6.0%	3.42%	2.6%
Not Known/Provided	0.0%	0.7%	-0.7%	2.0%	0.5%	1.5%	0.3%	0.96%	-0.6%
Other	2.0%	1.2%	0.8%	2.0%	1.2%	0.8%	1.2%	1.22%	0.0%
White - Any other White background	2.0%	2.9%	-0.9%	3.0%	3.0%	0.0%	1.4%	2.72%	-1.4%
White - British	56.0%	68.7%	-12.7%	49.0%	64.3%	-15.3%	47.5%	63.97%	-16.5%
White - Gypsy or Irish Traveller	0.0%	0.1%	-0.1%	0.0%	0.0%	0.0%	0.1%	0.03%	0.1%
White - Irish	0.0%	0.5%	-0.5%	0.0%	0.4%	-0.4%	0.0%	0.49%	-0.5%

The College Staffing Profile

Ethnicity

Year	Ethnicity	College	Mgmt	Lecturing	Support	PT teach	Hourly paid support
2016	**White**	**83.84**	**89.47**	**85.00**	**84.30**	**78.95**	**85.61**
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	-
2016	**BAME**	**15.81**	**10.53**	**14.55**	**15.70**	**20.47**	**13.64**
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	-
2016	**Not known/prefer not to say**	**0.35**	**0.00**	**0.45**	**0.00**	**0.58**	**0.76**
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	-

Ethnicity

The College continues to seek to establish a staffing profile that closer reflects its student population.

The table on the left shows the ethnicity profile of college staff with comparative data back to 2011. The College had achieved its previous target of 15% of staff being from BAME groups. The College has a new target of 17% staff from BAME groups.

The increase of BAME staff has been seen in hourly paid support staff. The management figure has remained stable and all other categories have seen a reduction.

Gender

This table shows the gender profile of College staff.

The overall profile for the College has not changed significantly. There is a significant increase of 5.26% of management staff being male but as this is a relatively small group of staff this has not had a significant impact on the overall profile.

Year	Gender %	College	Mgmt	Lecturing	Support	PT teach	Hourly paid support
2016	**Female**	**67.17**	**60.53**	**64.71**	**68.26**	**68.97**	**68.31**
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	66.79	69.37	67.02	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
2016	**Male**	**32.83**	**39.47**	**35.29**	**31.74**	**31.03**	**31.69**
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

Case Study

WOMEN INTO SCIENCE & ENGINEERING (WISE)

SOLIHULL COLLEGE & UNIVERSITY CENTRE
HELPS LAUNCH WISE WEST MIDLANDS HUB

Women in Science and Engineering (WISE) aims to promote female talent in science, engineering and technology from classroom to boardroom.

Wednesday 23rd November saw the launch of the WISE West Midlands Hub at Arup Campus in Solihull. Members of the hub, including Solihull College & University Centre, met to speak with influential people within engineering to pass their message on and encourage more people to get involved.

Science, Technology, Engineering and Mathematics (STEM) professionals, teachers and businesses within the West Midlands region were invited to attend the launch and heard from College Principal, John Callaghan and College Programme Manager for Engineering, Rosa Wells (pictured) amongst others.

Rosa spoke of the issues within engineering, specifically looking at the lack of females within the industry. She stated women represent 46% of the UK labour force and despite girls achieving equal, and often better, grades than boys in STEM subjects women make up less than 13% of the UK STEM workforce, and less than 6% of the engineering workforce.

When looking at the factors as to why this was the case it was clear to those involved in WISE that the information about careers in engineering for women was not readily available to them and they believe this is something that needs to change.

Taking this into consideration, WISE has a main aim: Provide a self-sustaining regional WISE network of committed employers and STEM role models who will partner with schools to offer pupils, parents and teachers a programme of up to date information and guidance on STEM career opportunities, pathways and training, that will lead to an increase in the numbers of young women choosing STEM careers.

With engineering employers needing 1.82 million people with engineering skills from 2012-2022, according to Engineering UK, now is an extremely crucial time to ensure that the skills gap within engineering is filled. Principal of the College John Callaghan stated "There is currently a skills shortage within the engineering industry and with the

uncertainty of the UK's future when looking at Brexit; we need to ensure that this skills gap doesn't grow. The industry is an extremely attractive one and we have talent right at our doorstep with many skilled young people, women specifically, who will be able to take advantage of the huge opportunities available to them through education at institutions such as Solihull College & University Centre or through work experience and apprenticeships at the vast number of engineering companies within our region."

Solihull College & University Centre will be acting as the central hub to hold future events where people will have the opportunity to meet easily to discuss issues, share success strategies and also inspire girls at local schools about the great career opportunities available for women in science and engineering; forming strong links between schools, colleges, universities and STEM industries in the local area.

WISE are seeking hub partners to join the steering group as well as educational and employer partners to push forward with WISE hub and give young women the chance to gain a rewarding career within engineering.

The WISE Hub is now working in partnership with primary schools local to our Woodlands Campus to challenge stereotypes and raise aspirations. We are working with employers including Rolls-Royce, Megitt, Highways England, Arup, Atkins, Interserve, Ishida and PM Group, all of whom are providing female role models to deliver hands-on activities for children and parents.

Age profile

The table below shows the age profile of College staff.
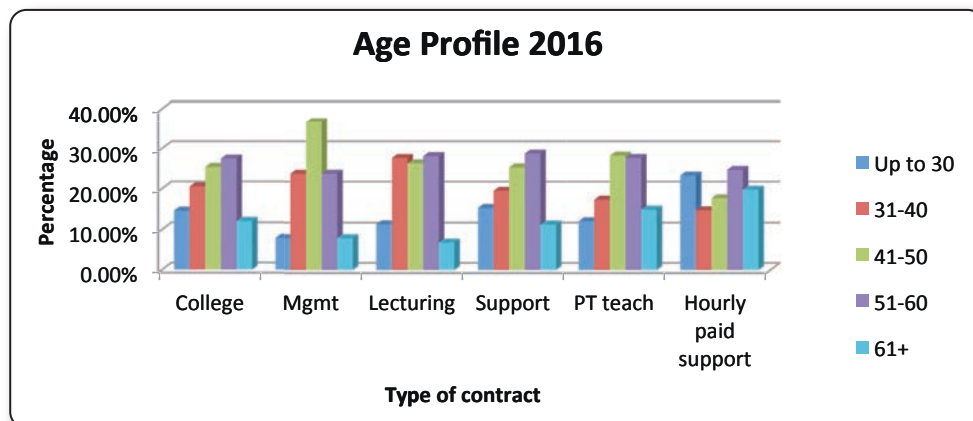
Age Profile 2016

There is a relatively balanced College age profile. There is a significant percentage of Management staff in the 41-50 age group which is healthy. The lecturing profile shows a relatively even spread of staff across the three central cohorts. Support staff are showing the greatest percentage of staff in the 51-60 age group.

Disability

The table below shows the disability profile of College staff.

% of staff declaring a disability
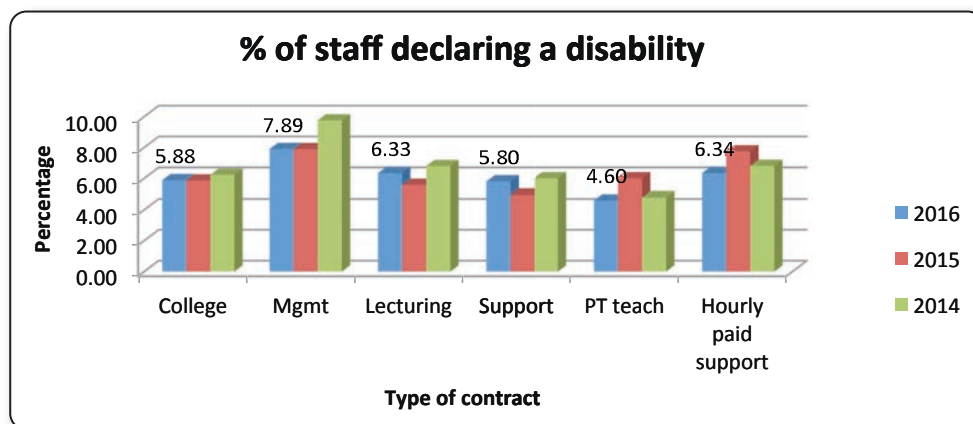
The percentage of staff declaring a disability has risen slightly from 5.86% in 2015 to 5.88% in 2016. The percentage over each type of staff varies with notable increases in Lecturing and Support

Sexual Orientation

Sexuality %	College	Mgmt	Lecturing	Support	PT teach	Hourly paid support
Bisexual	0.35	0.00	0.45	0.34	0.00	0.70
Gay	0.69	0.00	0.90	1.02	0.00	0.70
Heterosexual	69.93	73.68	74.66	70.99	68.39	61.27
Lesbian	0.12	0.00	0.00	0.34	0.00	0.00
Prefer not to say/Not known	28.92	26.32	23.98	27.30	31.61	37.32

There is a significant proportion of staff (28.92%) who have indicated they would either prefer not to say or did not respond to the survey, although this has reduced from 2015 (29.53%). The picture is likely to build over the coming years through further surveys and all new staff being asked to provide this information where previously they were not.

Religion or Belief

Religion or belief %	College	Mgmt	Lecturing	Support	PT teach	Hourly paid support
Christian	44.01	47.37	46.15	40.96	45.40	44.37
Hindu	1.15	0.00	0.90	1.71	0.57	1.41
Jewish	0.23	0.00	0.00	0.68	0.00	0.00
Muslim	3.69	2.63	4.98	3.75	5.17	0.00
No religion	9.91	5.26	6.33	8.19	13.79	15.49
Other	4.03	5.26	2.26	6.48	3.45	2.11
Sikh	0.81	0.00	0.90	0.34	1.15	1.41
Prefer not to say/Not Known	36.18	39.47	38.46	37.88	30.46	35.21

Again further to the staff survey the above profile was obtained and has been updated as new staff start. It is hoped that again this information will build over time and further surveys.

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 November 2015 to October 2016 as this is from the point we had the new HR system in place for recruitment. The return of information is now greater than previously. It is, as in previous years for salaried posts.

Recruitment to all posts Nov 15 - Oct 16

Recruitment to support posts Nov 15 - Oct 16

Recruitment to lecturing posts Nov 15 - Oct 16

Recruitment to management posts Nov 15 - Oct 16
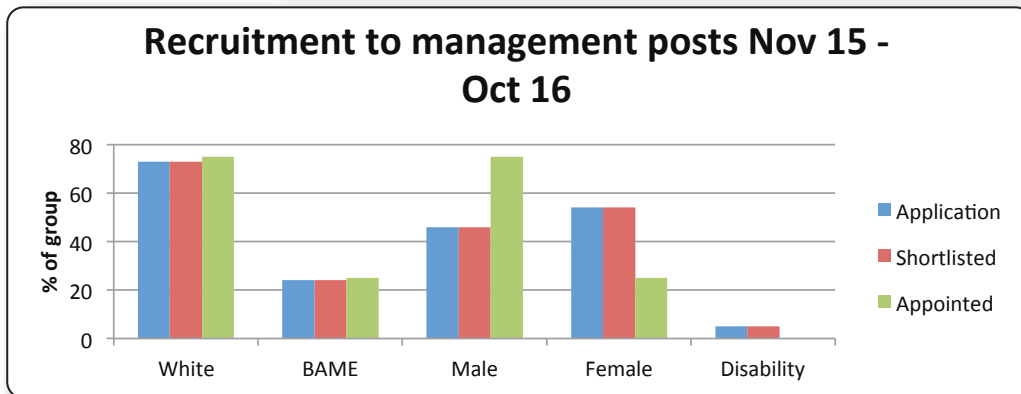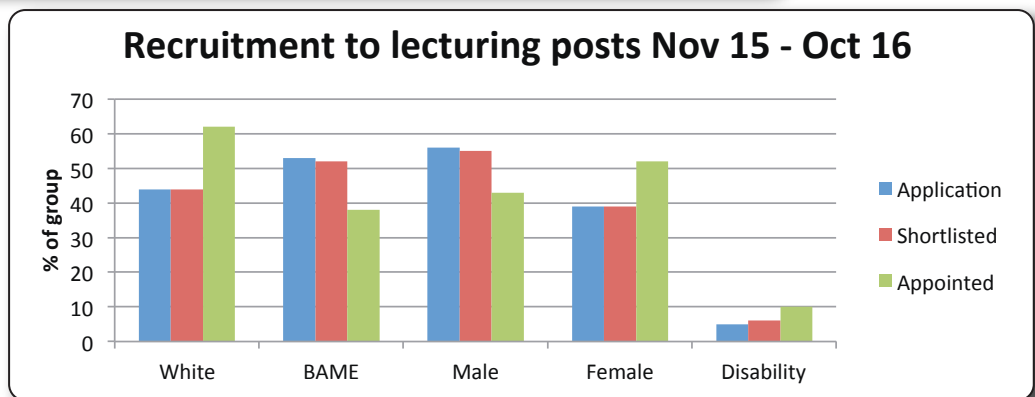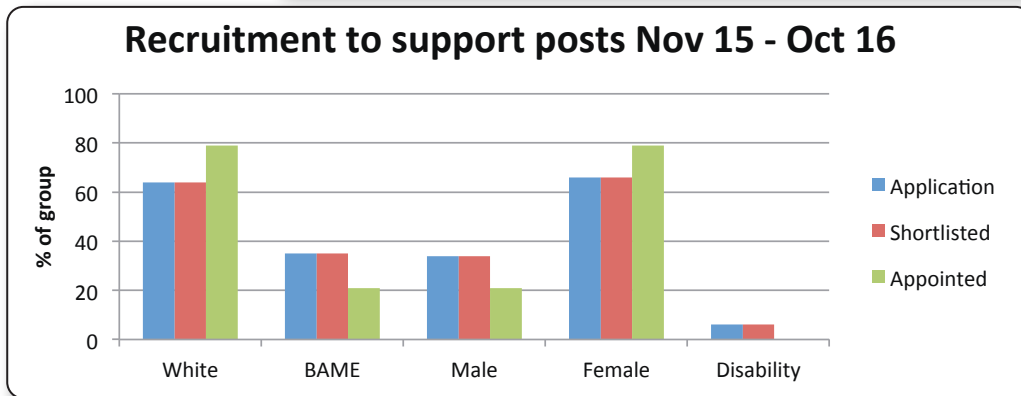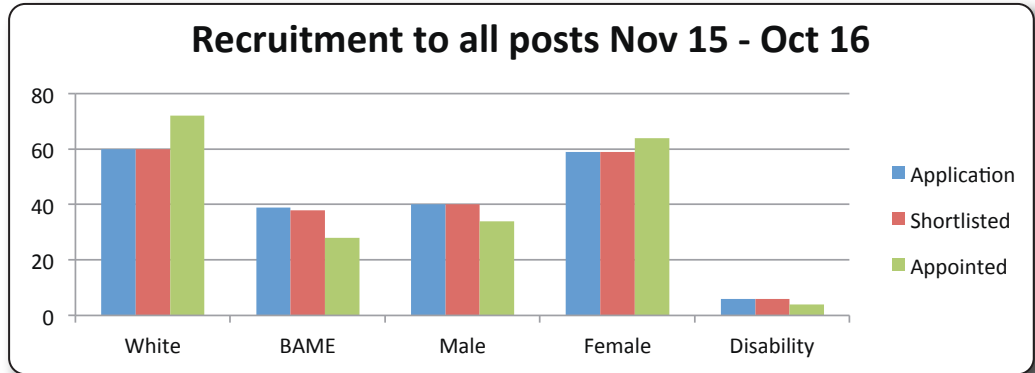
Overall appointment of BAME applicants to posts is at 28% of all appointments. This is extremely positive as the 2014/15 academic year was just 13.89%

Gender Pay gap Analysis

Gender Pay Gap – based on data from 31st March 2017

The College has produced the following information in line with the draft Equality Act 2010 (Gender Pay Gap Information) Regulations 2016 which are due to come into force in April 2017. This required the public sector to publish gender pay gap information by 31st March 2018.

The following data is based on the relevant pay period leading up to the snapshot date of 31st March 2017 ie March 2017 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:

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

The value for the College is 3.38% which indicates men are paid on average more than women by 3.38%.

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. Both male and female median points were **£18.14**.

The value for the College was 0% which indicates there is no gender pay gap.

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 equal quartiles (213 staff in each), 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 blockages 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	213	61	152	28.64	71.36
Lower middle quartile	213	81	132	38.03	61.97
Upper middle quartile	213	71	142	33.33	66.67
Upper quartile	213	70	143	32.86	67.14

The College has published gender pay gap information in its previous Equality & Diversity Annual Reports since 2012. This information is provided below:

Summary

Overall pay for Salaried Staff	Jan-17	Jan-16	Jan-15	Jan-13	Jan-12
Overall average women's pay (full time equivalent salary)	£29,458	£28,732	£28,014	£27,520	£26,911
Overall average men's pay (full time equivalent salary)	£30,605	£29,456	£29,190	£27,626	£27,543
Variance	£1,147	£724	£1,176	£106	£632
Variance as a percentage %	**3.75%**	**2.46%**	**4.03%**	**0.38%**	**2.30%**
Pay for Part time salaried staff					
Average FT equivalent pay for PT women	£28,455	£27,538	£27,294	£26,740	£26,363
Average FT equivalent pay for PT men	£27,733	£27,260	£27,508	£25,635	£27,193
Variance	-£721	-£278	£214	-£1,105	£831
Variance as a percentage	**-2.60%**	**-1.02%**	**0.78%**	**-4.31%**	**3.06%**
Pay for Full time salaried staff					
Average pay for FT women	£30,731	£30,169	£28,640	£28,148	£27,321
Average pay for FT men	£31,156	£29,751	£29,694	£27,977	£27,621
Variance	£426	-£418	£1,054	-£171	£300
Variance as a percentage	**1.37%**	**-1.40%**	**3.55%**	**-0.61%**	**1.09%**
Comparison of pay for Part time women against Full time men					
Average pay for FT men	£31,156	£29,751	£29,694	£27,977	£27,621
Average FT equivalent pay for PT women	£28,455	£27,538	£27,294	£26,740	£26,363
Variance	£2,702	£2,213	£2,400	£1,236	£1,259
Variance as a percentage	**8.67%**	**7.44%**	**8.08%**	**4.42%**	**4.56%**

Type of staff	No of males	No of females	Male Avge salary	Female Avge salary	Difference	%
Business Support	87 (31.29%)	191 (68.70%)	21,875	22,230	-355	**-1.62%**
Lecturing	77 (31.56%)	167 (68.44%)	35,753	35,574	179	**0.50%**
Management	16 (40.00%)	24 (60.00%)	53,296	51,057	2,240	**4.20%**

Grade levels	Average FTE salary of all staff in category	FT Males	FT Females	PT Males	PT Females
Scale 1-6	£19,648	58	58	11	82
SO1 and above	£29,768	14	26	4	26

Case Study

Kam Virdee, Curriculum Manager-Business

Kam completed her GCSEs at Etone Secondary School and her 'A' levels in North Warwickshire Technical College. From a young age Kam worked in the family clothing business. Kam then progressed to University College Worcester to complete her Degree in Business Management. After completing her honours degree she continued to work for the family business in purchasing and sales. In addition to this role she worked part-time as an assistant manager in well- known clothing retailer. She worked there for a year and then moved to Derby and worked as a marketing manager for a bespoke kitchen design business. Whilst there, she was responsible for employing and managing 20 staff.

In 2000 Kam began her Post Graduate Certificate in Secondary Education and during this time worked in Kidderminster School and Bromsgrove Independent School. On completion of this Kam worked at Hillcrest School in Netherton, Dudley. She remained there from 2001 to 2006. During this time Kam achieved her newly qualified teacher status during the first year and was promoted to Vocational leader. She held this post for 2 years and was then promoted to Year leader, a post which she held for two years. During her last year at Hillcrest, Kam became the Enterprise leader and developed Enterprise teaching across the school.

In 2006 Kam joined Dudley College as a business studies teacher. After 10 months Kam was promoted to Curriculum leader, a post which she held for 2 years. Kam was responsible for the levels 1 to 3 BTEC provision within business, a number of staff and approximately 100 students. This role required management of budgets, income, accreditations and performance managing staff. The area at the time was under performing and began to improve under Kam's leadership.

The college was restructured in 2009 and Kam was promoted to Centre Manager where she was given additional responsibility of the Administration department, Retail qualifications and Management Programmes up to level 5. The areas required significant improvement and development. The retail and administration departments included managing a large number of additional staff, qualifications and a retail shop.

The management programmes included in company and in house delivery of Institute of Leadership and Management (ILM), Chartered management Institute (CMI) and Operations Management (IOM) qualifications.

During 2011 Kam supported the development of new Hospitality and Catering courses and the catering kitchens and a new retail shop. She was closely involved in employing new staff, setting standards, designing the courses and kitchens. In 2013 the centres were revised and Kam's department developed and included Higher National Diplomas level 4 and 5 courses.

Kam developed the department further and started delivery of the Peter Jones Enterprise qualification which has been a huge success in 2013-14 as it a qualification which is specifically aimed at those learners who want to start their own business. Kam's area was recognised for especially high performance in the student perception survey, excellent success on many courses, excellent observation grades and employer links. She continued to develop the areas and when she moved from Dudley College in 2015 the Business, Administration and Management area was a grade 1 centre.

Kam moved to Lordswood Girl's School for a year as she missed teaching Business and she wanted to revisit the school environment to see if it could inspire her again. Despite developing the area significantly with the introduction of employer links, guest speakers and trips, the opportunity of working in fast paced FE College like Solihull, was overwhelming.

Kam has now worked in Solihull College as Head of School for Business, Management and Professional since September with a focus of improving student behaviour, quality of teaching and learning and assessment. There has been an unbelievably positive start to her employment here and she has 'hit the ground running'! She has been confident with raising expectations and standards of the students and with a clear vision for the area and hopes to take the School of Business from strength to strength!

Student Feedback

November 2016 On Programme Survey

In May 2013, students were asked to complete a satisfaction survey. Results of that survey are shown below by ethnicity and gender.

Responses to the question "I would recommend this College to a friend"	Answered	Strongly Agree	%	Agree	%	Disagree	%	Strongly Disagree	%	Total Agree	%	Total Disagree	%
Ethnicity													
Arab	29	10	34%	15	52%	2	7%	2	7%	25	86%	4	14%
Asian/Asian British - Any other Asian background	36	15	42%	20	56%	0	0%	1	3%	35	97%	1	3%
Asian/Asian British - Bangladeshi	32	11	34%	18	56%	2	6%	1	3%	29	91%	3	9%
Asian/Asian British - Chinese	4	0	0%	4	100%	0	0%	0	0%	4	100%	0	0%
Asian/Asian British - Indian	66	17	26%	46	70%	2	3%	1	2%	63	95%	3	5%
Asian/Asian British - Pakistani	293	98	33%	181	62%	10	3%	4	1%	279	95%	14	5%
Black/Black British - African	69	30	43%	36	52%	2	3%	1	1%	66	96%	3	4%
Black/Black British - Any other Black background	33	10	30%	22	67%	1	3%	0	0%	32	97%	1	3%
Black/Black British - Caribbean	38	10	26%	24	63%	4	11%	0	0%	34	89%	4	11%
Mixed/Multiple ethnic group - Other	21	7	33%	12	57%	2	10%	0	0%	19	90%	2	10%
Mixed/Multiple ethnic group - White and Asian	43	13	30%	23	53%	6	14%	1	2%	36	84%	7	16%
Mixed/Multiple ethnic group - White and Black African	11	9	82%	2	18%	0	0%	0	0%	11	100%	0	0%
Mixed/Multiple ethnic group - White and Black Caribbean	90	26	29%	58	64%	4	4%	2	2%	84	93%	6	7%
Not Known/Provided	5	3	60%	2	40%	0	0%	0	0%	5	100%	0	0%
Other	19	4	21%	13	68%	1	5%	1	5%	17	89%	2	11%
White - Any other White background	29	9	31%	16	55%	2	7%	2	7%	25	86%	4	14%
White - British	1360	464	34%	829	61%	50	4%	17	1%	1293	95%	67	5%
White - Gypsy or Irish Traveller	1	0	0%	1	100%	0	0%	0	0%	1	100%	0	0%
White - Irish	8	2	25%	5	63%	1	13%	0	0%	7	88%	1	13%
Gender													
F	980	350	36%	576	59%	47	5%	7	1%	926	94%	54	6%
M	1207	388	32%	751	62%	42	3%	26	2%	1139	94%	68	6%

College Core Values

Recognising our responsibility

To be accountable

To be role models

To stretch and challenge

Self reflective

Understanding our customers

Encouraging enterprise

To have high expectations

To be inspirational

The 'extra mile'

To promote fundamental British Values

To the environment

To challenge poor behaviour

To be professional in our approach

Challenging discrimination

Celebrating diversity

Integrity & honesty

Fairness

Striving for excellence, exceeding expectations

Inspiring and supporting students to succeed

Respecting each other

Sharing ideas

Sense of humour

Sharing information

Collaboration and partnership

Sharing goals and aspirations

Showing learners we care

Continuous improvement

Sharing good practice

Sharing learning

Listening

Sharing success

Sharing concerns

Being polite, saying "hello"

Acknowledging contribution

Accepting & valuing differences

Working with teams

Sharing interests

Shared values

Teamwork

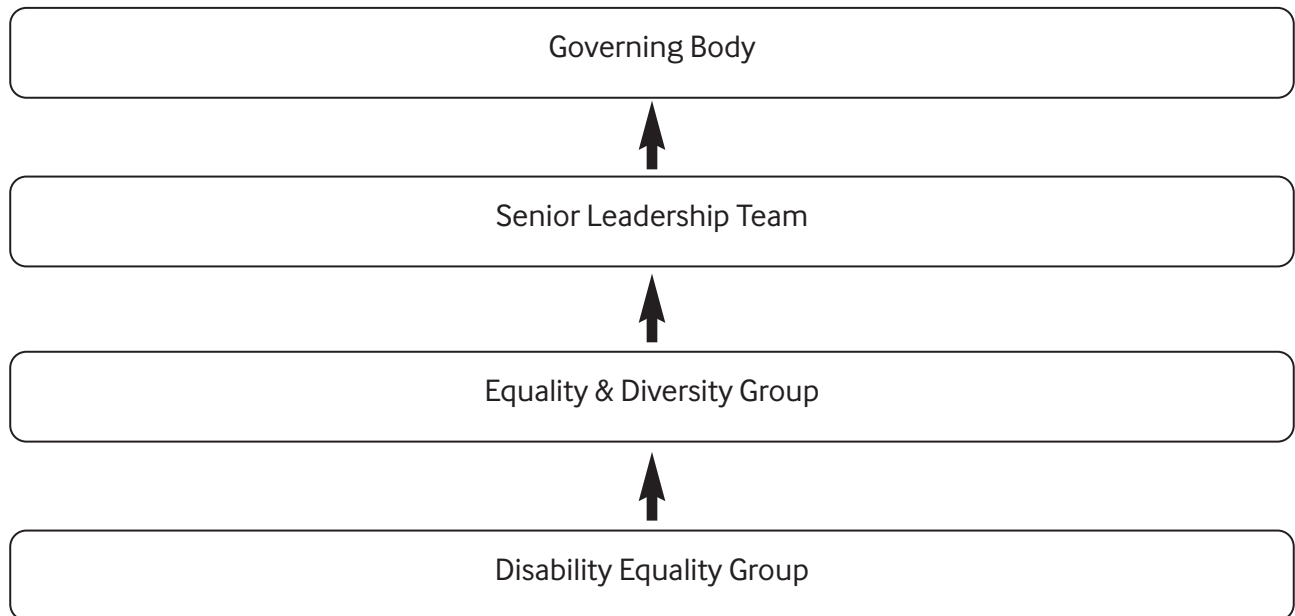**Sharing, caring and working together**

Appendices

The Equality & Diversity Group - Membership

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

Director of Quality

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

Assistant Principal STEM Faculty

Assistant Principal Service Industries Faculty

Assistant Principal Creative Industries Faculty

Members of the Student Voice Executive Committee

Disability Equality Group - Membership

Director of Student Services & Equality (Chairperson)

Additional Needs Manager

Disability Officer

ALD & REACH Coordinator

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 – Student Executive

Equality Groups and the Reporting Structure

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┌─────────────────────────────────────────────────┐
│                 Governing Body                   │
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                        ▲
┌─────────────────────────────────────────────────┐
│              Senior Leadership Team              │
└─────────────────────────────────────────────────┘
                        ▲
┌─────────────────────────────────────────────────┐
│             Equality & Diversity Group           │
└─────────────────────────────────────────────────┘
                        ▲
┌─────────────────────────────────────────────────┐
│              Disability Equality Group           │
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Equality Policy

Section 1 – Introduction

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

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

Legislative context

Nine main pieces of legislation have been merged to form the Equality Act 2010:
- the Equal Pay Act 1970
- the Sex Discrimination Act 1975
- the Race Relations Act 1976
- the Disability Discrimination Act 1995
- the Employment Equality (Religion or Belief) Regulations 2003
- the Employment Equality (Sexual Orientation) Regulations 2003
- the Employment Equality (Age) Regulations 2006
- the Equality Act 2006, Part 2
- the Equality Act (Sexual Orientation) Regulations 2007

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

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

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

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

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

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

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

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

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

Improving equality brings with it benefits to the organisation as it:
- Helps to create a positive atmosphere where there is a shared commitment to value diversity and respect difference

- mainstreams equality by focusing on the different needs of employees and students (learners)
- strengthens our work with our partners and stakeholders
- improves quality by meeting the needs of all our customers, internal and external

Section 3 – Student and staff 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.

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 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 equality and our Student Voice Engagement Strategy allows students to raise issues through Student conferences, councils 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 SCUC 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 relevant Vice Principals to monitor the progress of their action plans. The Common Inspection Framework identifies performance against equality and diversity as a key indicator for 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 is enhanced by focus groups specifically related to the actions identified through the

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

Data collection on students is done by Student Information Systems led by the Information Systems Manager. Information on staff is collected by staff services. 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. 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 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, sexual orientation and religion or belief. Further monitoring of the protected characteristic of gender reassignment will take place through student survey.

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 SCUC
- SCUC's strategic plan includes a commitment to equality of opportunity
- Equalities training features as part of the 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 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
- 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
- SCUC's publicity materials present appropriate and positive messages
- Learner induction programmes and tutorial programmes reflect SCUC's commitment to promote equality of opportunity
- Appropriate training and development are provided to support the appreciation and understanding of diversity.

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

Section 9 – Publicising our policy and Progress

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

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

9.3 To 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 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, by the SCUC's Equality and Diversity Group.

11.2 As part of the review the Equality and Diversity Group will seek and take into account the views of stakeholders including staff, learners, work placement providers, the local consultation/negotiating arrangements within SCUC, and appropriate equality bodies.

Section 12 – Putting the scheme into practice

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

Equality Objectives

Objectives 2016/17

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 in to the next year with a view top 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 will be reviewed regularly. The College invites its key stakeholders: students, staff, parents, governors, employers and community partners, to comment on any aspect of the objectives by emailing **equality@solihull.ac.uk**

Objective	We will do this by:
We will produce achievement 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 continue to develop a comprehensive programme of enrichment events that celebrate the diversity of the College population.	• 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 Solihull College & University Centre's values around equality and diversity through a programme of learning and development.	• Ensuring all staff complete the online Disabled Go development programme on the Equality Act and the 9 protected characteristics. • Making the Educare online programme available to all staff • Ensuring staff are briefed on the Equality Policy 2012 and the Equality Act • Ensuring SCUC's induction programme includes briefings and development on the Equality Act • By making online training programmes available to students
We will develop marketing and curriculum promotion strategies which seek to address vocational areas of underrepresentation.	• Making use of success stories. • Sharing case studies of students in non- traditional vocational areas • Developing the Equality & Diversity microsite
We will continue to ensure a consistent approach to the evidencing and evaluating of Equality & Diversity practice in curriculum self-assessment reports.	• 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 SCUC's staffing profile more closely reflects the student profile	• Our target for July 2018 is for the staff profile to consist of 17% from BAME groups
We will embed the work of the Student Voice Executive into the SCUC's Equality & Diversity Strategy moving forward	• 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 • The Student Executive to undertake research & analysis of Equality & Diversity within the student group and report to the Equality & Diversity Steering Group.

Equality & Diversity Annual Report 2016

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Solihull College
& University Centre