Solihull College & University Centre

EQUALITY & DIVERSITY

Annual Report 2017

Solihull College
& University Centre

This annual report focuses on the work of the College in respect of its equality & diversity activities and responsibilities covering the academic year 2016/17 extending through to the end of the calendar year December 2017.

On 1 February 2018, Solihull College and University Centre completed its merger with Stratford-Upon Avon College. Equality and Diversity information for Stratford-Upon-Avon College, including the latest annual report, can be found at www.stratford.ac.uk/policies/#equalityanddiversity .

Future annual reports will report on the work of the newly merged College.

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.

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

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 2016/17:

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

- The College closely monitors the performance of different groups of learners and takes effective steps to help underperforming groups of learners to do better. As a result, few differences exist in achievement between particular groups.

- 16/18 Other Asian learners performed less well than their peers in 16/17.Similarly black Adult learners performed less well than their peers. This data will be used to inform improvement planning for these groups of learners in 17/18.

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

- The very low number of 'looked after'16-18 (28 learners) had an achievement of 61% on their main vocational programme, which was mainly due to a low retention rate of 70%.

- 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.

- 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 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.

Promotion of Equality and Diversity

- 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.

- Promotion of British Values is included in staff development sessions, and teams are continue to develop 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.

- 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

- 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.

- The tutorial programme provides consistency across all programmes, and gives learners access to high quality delivery of key equality and diversity themes. Learning walks evidence this greater consistency, particularly in the use of common resources.

- 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, and British Values related to specific workplace examples are well explored by the majority of assessors with apprentice learners.

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 of different cultures/religions.

Faith Festivals, Cultural events and awareness days

Through the year students are invited to participate in a variety of Faith Festivals, Cultural events and awareness days. Breast Cancer Awareness Month, LGBT Month, Jeans for Genes Day and Macmillan Coffee Morning are a few of the events or exhibitions held each year to get students and staff involved to celebrate and raise awareness.

Student Volunteers supporting Jean 4 Genes Day and Macmillan Coffee Morning

Time to Talk Mental Health Awareness Day campaign

Competition entrants for Breast Cancer Awareness Month

CASE STUDY

ZAHRAH'S FASHION FOOTSTEPS

Wednesday, 7 June, 2017

Solihull College & University Centre student Zahrah Mehmood is proving a brilliant ambassador for the College and for her course.

Zahrah, 18, a Level 2 Diploma Retail Fashion student has been making waves after completing a successful work experience placement at the Asian Wedding Show at Manor Grove in Handsworth back in April.

Zahrah's placement was a varied one. Assisting in all things media she photographed at the event, was asked to conduct interviews with exhibitors and assisted with social media. She was able to use the skillset learned on her yearlong course to apply herself and impress. The event also offered her a well-rounded view of all aspects of an exhibition.

Impressing Roshni Gohil, Operations Director for the Asian Wedding Magazine, Zahrah was subsequently asked if she'd like an internship with the magazine. Tasked with submitting a piece of work, her first article on Celebrity Fashion at the Cannes Film Festival has just been published.

With an avid interest in marketing, Zahrah has high praise for her course, 'The course teaching is amazing, it's not like other colleges where you can be left too much to your own devices. You are supported on a one to one level and really given individual attention and the practical experience feels fresh and helpful. '

On her course so far Zahrah has learnt about customer service, health and safety, visual merchandising, buying merchandise and law. Students also have the opportunity for hands on, practical experience in the fashion retail world and have helped out at the NEC Clothes Show, observing first hand event running and assisting in a multitude of tasks.

The future looks bright for Zahrah, coming to the end of her course shortly, with the possibility of more published work ahead, she is looking towards a career in marketing. Utilising her growing skillset she's hoping to follow her dream career path. Well done Zahrah!

To read Zahrah's article, please visit the **Asian Wedding Magazine** Website

Sexual Orientation

LGBT History 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 a rainbow t-shirt tie die activity to have fun and help raise awareness.

LGBT Month, Rainbow T-Shirt Tie Die Activity

Celebration of the Cultures of the College

We are a college community of over 90 nationalities/heritage groups amongst our students and 45 amongst our staff. Students 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, and it is one of the main events of the year.
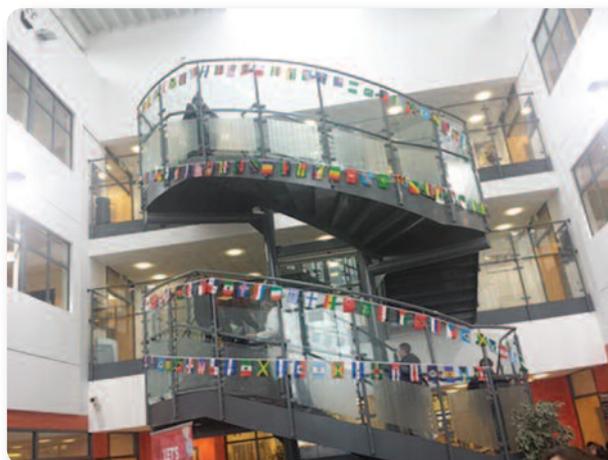
The Woodlands Campus main staircase decorated for celebrating the Cultures of the College event.

Cultural Trips

Our cultural trips offer students the chance to visit new places, learn new things and see different national heritages. Trips can vary throughout the UK and abroad and have included visits to Buckingham Palace, Westminster Abbey, Oxford University, Rome, New York and Paris.

Student Enrichment Cultural trip to Paris

Promoting British Values

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

Students British Values poster designs displayed to help raise awareness of British Values

Student Conference

The Duke of Edinburgh's Award

Solihull College now offers the DofE which is the nationally and internationally recognised Award favoured by employers and universities alike. Over time DofE builds confidence, dedication and commitment, attributes we all want to see in our young people in college, life and in the workplace.

Tackling inactivity through Sport

Solihull College & University Centre is one of 49 colleges across England awarded funding to support our students to be more active through the Sport England's 'Tackling Inactivity in Colleges' programme. Sport England has invested £5 million through the TIC programme that will reduce the number of physically inactive college students. Our project aims to reduce the barriers for why students don't engage in sport along-side implementing innovative approaches to engagement with traditional sports sessions such as Football, Basketball and Tennis. This funding will also be used to get students active through non-traditional means and as a wider outcomes support students with improved confidence, leadership skills and mental wellbeing.

Solihull College & University Centre - The FA Grassroots

The Football Association has awarded Solihull College 'Football Development Hub' funding. The funding is to support The FA in providing high-quality experiences to the 1.6 million people that play 'affiliated football' each week, as well as supporting those participants whose changing needs mean they want to play in a different way.

To utilise this funding Solihull College will be increasing participation in football through a newly introduced men's 11v11 internal participation football league, indoor football, Futsal, disability football coaching and the women's football development team.

Women's Development Team attending local futsal Tournament

Internal Men's 11v11 football participation team

CASE STUDY

FORMER SOLIHULL COLLEGE ACADEMY PLAYER WINS PFA YOUNG PLAYER OF THE YEAR

Friday, 5 May, 2017

Jess Carter is fast becoming a well-known name in the footballing world and Solihull College & University Centre's Football Academy played a vital role.

Not only did Jess become the youngest ever Champions League player at just 16 years of age when she made her debut for Birmingham City Ladies, but she has now been named as the Professional Football Association (PFA) Young Player of the Year.

Jess was part of the Birmingham City Ladies Football Academy at Solihull College & University Centre for two years as she trained hard to progress through the ranks whilst completing her studies. Whilst at the College Jess made her way into the England U19 squad, featuring regularly and even getting her name on the score sheet on her debut.

After completing her studies at the College, Jess continued to shine on the football pitch, playing regularly for Birmingham City Ladies as well as England U19's and has clearly impressed all of those around her as England Women's Coach, Mark Sampson included her in his squad this April.

Because of all of Jess's achievements at just 19 years old, she made her way on to the shortlist for the PFA Young Player of the Year. The PFA awards were held in London on 23rd April and Jess was announced as the winner of her category.

Jess commented "The fact it has been nominated by players that you play against day in and day out makes it a massive honour for me. It could have gone to any one of the girls that have been nominated, because I think they're all exceptional.

It's a massive, massive privilege to collect this award. I don't set any goals. My main focus is just playing for Birmingham because they're my club and I want to perform for them week in and week out. Anything that comes with that is just a massive privilege."

Jess was in great company with other award winners including Kelly Smith, Lucy Bronze, Dele Alli, N'Golo Kante and David Beckham, showing just what her future has in store for her. Phil Trilloe, Head of School for Sport at the College congratulated Jess, stating it was a great achievement and is only the start for Jess, the College is very proud.

After enjoying the celebrations of winning the PFA award Jess will be focusing on what's ahead with Birmingham City Ladies playing in the FA Cup Final against Manchester City Women on 13th May at Wembley Stadium and will be working hard to secure her Senior England debut in the future.

Inclusivity

The enrichment sports offer is accommodating of all. We offer fifteen weekly sport sessions which are both main-stream and inclusive. Our goal is to provide sessions for under-represented groups which include females, BAME, students a disability, students from low socio economic backgrounds. During 2017 there have been a number of activities specifically design to target female and disabled learners; these include Boccia, Yoga, Cardio Tennis, Futsal, Dance and a multi-sport session all of which have been available to learners on a weekly basis throughout the academic year.

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 2016 -17. 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.
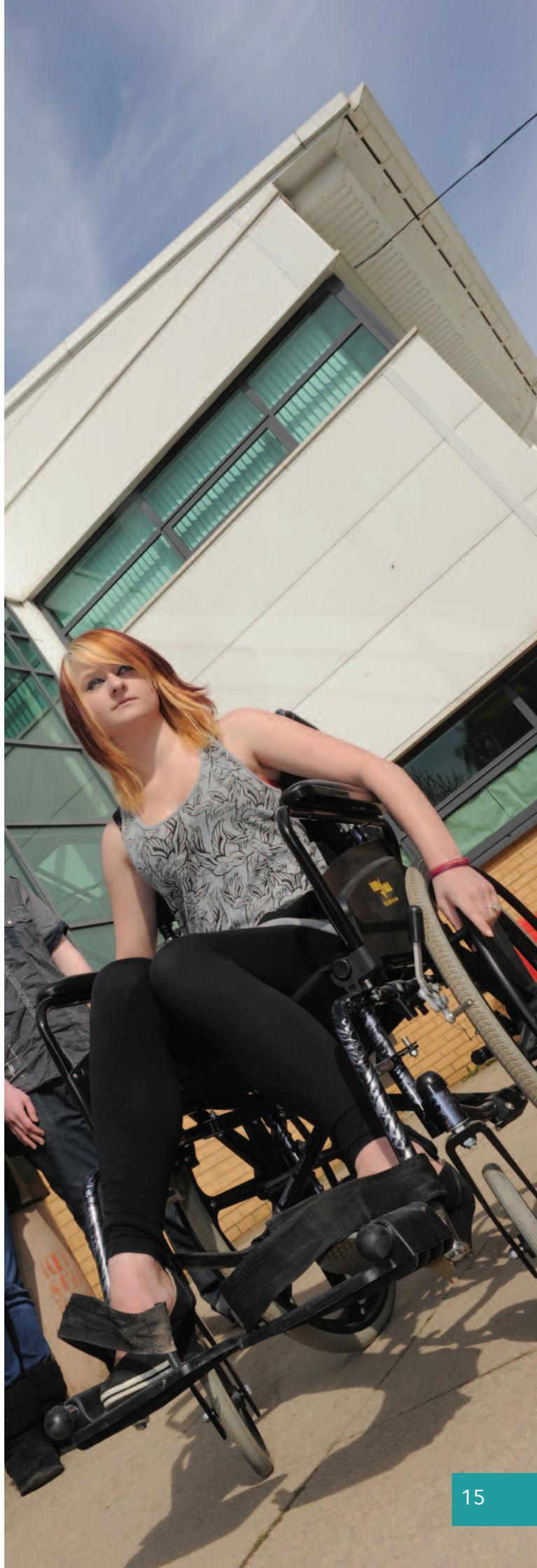
Equality & Diversity Committees

SCUC has an Equality & Diversity Group, chaired by the Vice Principal HR & Student Services. This was supported by the Disability Equality Group (which has now been incorporated into the Equality & Diversity 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

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

- A number of discussions have taken place with the Student Voice Executive Committee members around expectations on behaviour and use of the multi faith room

- The meetings have been used to work with the Learning Technologies unit to ensure accessibility of information students with visual impairments and other disabilities

- Discussing the survey and report on 'Challenging Student Identity' produced by the Student Voice president in 2016/17

- Discussing and agreeing actions to encourage a broader representation, particularly of female students, in the use of the Link (Blossomfield campus's recreational and meeting area)

- The group has analysed the data presented to it and made recommendations   on the way data is collected to facilitate a broader understanding of E&D themes – eg complaints reporting was enhanced to provide information on the protected characteristics of students who have made formal complaints, in order to ascertain if groups may be treated unfairly

- British Values promotion and discussion – choosing winners of the British values poster competition

- Increased promotion of minority groups eg LGBT pride club the through the involvement of the Student Voice Executive and its input to the steering group.

Minutes of the Equality and Diversity Steering Group can be found on the College website the Equality & Diversity section.

Governance

The Corporation, Solihull College & University Centre's Governing Body, is responsible for ensuring that the College sets and meets appropriate equality targets. Barbara Hughes, College Governor, is a member of and regularly attends and contributes to the Equality & Diversity Steering Group meetings.

Introducing the Student Voice Executive Committee

Josephat "JoJo" Diya
Student Voice President
Level 3 Applied Science Extended Diploma

Danielle Cleaver
Vice President, Equality & Diversity
Fine Art

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

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

My priorities this year are:
- To make all students feel safe and secure when they come to college.
- To make sure that everyone is treated equally and people are respected regardless of race, gender, religion, sexuality and status.

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

My priorities this year are:
- To talk to students and try to find positive solutions to the issues they have.
- To improve the food options available at the college for students with specific dietary requirements.

Hina Shinwari
Higher Education Officer
BSC Business Systems and Technology

The purpose of my role is to ensure that Higher Education student' views and opinions are reflected throughout the whole college.

My priorities this year are:
- To improve the HE student experience to try and make it more like a university campus atmosphere. By improving the HE area and providing more activities for HE students.

Cass Johnson
LGBT Officer
Animal Management Level 3

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

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.
- To improve the college for all LGBTQ+ students.

Meenail Saeed
Black & Asian Minority Ethnic Officer
Science Level 3

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

My priorities this year are:
- To help raise awareness of the issues facing BAME students.

Jessica Boyd
Disabled Students' Officer
BSC Business Systems and Technology

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

My priorities this year are:
- To set up an anonymous feedback form so that students can be completely honest and give ideas about things which they would like to improve.
- To spread awareness of 'hidden' disabilities that people don't seem to understand and be aware of.
- To improve aspects of the college that could be made more accessible for students who have disabilities.

Jasmin Carrasco
Women's Officer
Level 3 Extended Diploma in applied science

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

My priorities this year are:
- To host events to empower women.
- Fight for more equal opportunities for women.
- Raise awareness of organisations available to support women facing struggles.

Abdul Hamid
Woodlands Officer
Engineering Level 2

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

The priorities this year are:
- To improve the facilities at Woodlands and in particular the facilities, entertainment and activities.

Sophie Armitage
Sports Officer
Engineering Level 2

The purpose of my role is to work closely with the Student Enrichment Team to:

- Ensure that students' views and opinions on sport and physical activities are reflected throughout the whole college.
- Help organise sport & physical activities for students.
- Promote the positive involvement of sport and physical activities students in college activities.

Jaidan Davey
Digital & Communications Officer
Health & Social Care Level 3

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

My priorities this year are:
- To improve students awareness of online safety.
- To improve the students experience on the colleges Learning Technologies platforms.

The College 2017/18 Student Profile

NB. Solihull College & University Centre merged with Stratford Upon Avon College on 1 February 2018. Student data from both Colleges has been merged for the 2017/18 academic year. The student profile information shown below is therefore based on the newly merged college, with the exception of sexual orientation and religion which relates to students enrolled at Solihull College only (Stratford Upon Avon College had not collected this data from student for the 2017/18 intake).

SCUC now has just over 4,700 16-18 students, the majority of whom are full–time learners. Most of 19+ adult learners study with us on a part-time basis.

2017/18 Learner Numbers by Age

Age	FT	PT
16-18	4206	522
19-24	745	1099
25+	334	3403
Pre 16	36	41
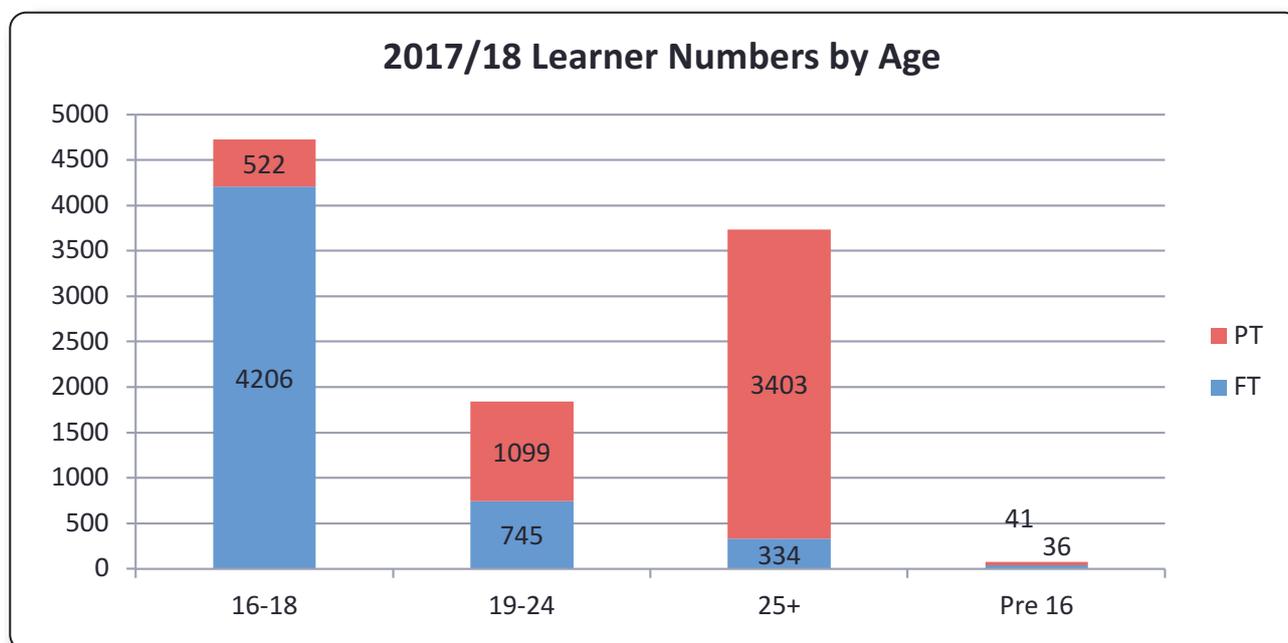
Where our 16-18 FT Students come from:

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

Area of Residence 2017/18	Number	%
Birmingham	2508	47%
North Solihull	510	14%
Other	342	5%
South Solihull	1111	21%
Stratford	850	16%

47% of our fulltime students are from widening participation (WP) areas (ie areas of socio-economic deprivation and underrepresentation defined by post code. 35% of our part-time students are from widening participation post codes.

2017/18 Full-time students

- WP: 2485, 47%
- Non WP: 2836, 53%

2017/18 Part-time students

- WP: 1789, 35%
- Non WP: 3276, 65%
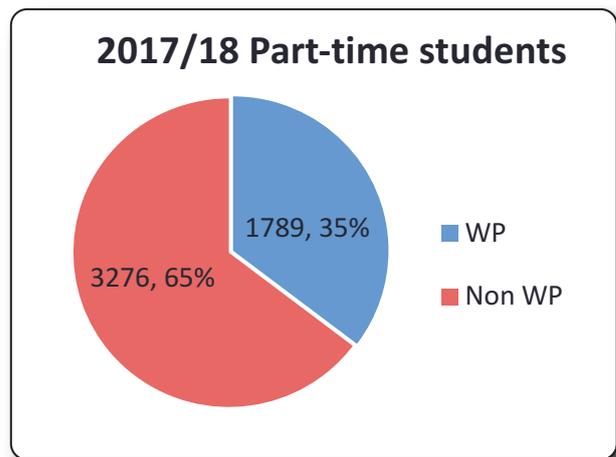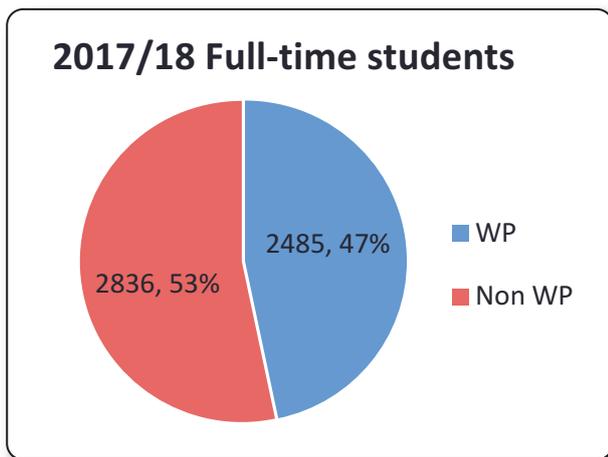
Ethnicity

Learners from BAME groups account for 31% of the total full-time cohort and 21% of our part-time learner cohort.

2017/18 Full time Students Ethnicity

- 13, 0%
- 45, 1%
- 1645, 31%
- 3618, 68%

- Prefer Not to Say
- Other
- Black and Minority Ethnic
- White British
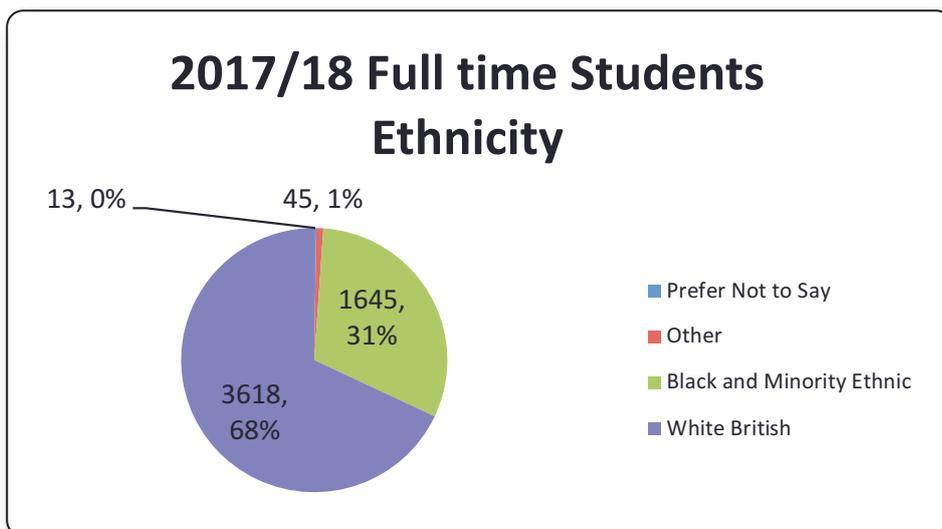
2017/18 Part time Students Ethnicity
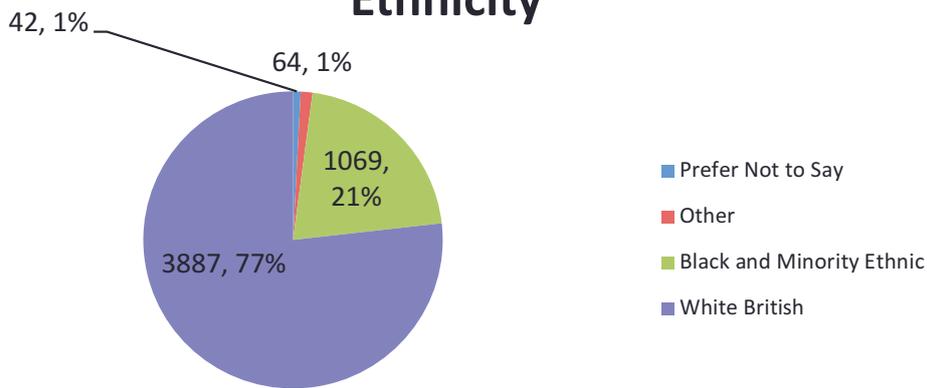
65.34% of the full time student cohort are White British. Pakistani students form the largest cohort of full time students from BAME or non white British contingency. 11.71% of full time students are Pakistani.

|		FT		PT		Total
Ethnicity: White - British	3477	**65.34%**	3588	**70.84%**	7065	**68.02%**
Ethnicity: Asian/Asian British - Pakistani	623	**11.71%**	286	**5.65%**	909	**8.75%**
Ethnicity: Mixed/Multiple ethnic group - White and Black Caribbean	198	**3.72%**	95	**1.88%**	293	**2.82%**
Ethnicity: Asian/Asian British - Indian	147	**2.76%**	201	**3.97%**	348	**3.35%**
Ethnicity: Black/Black British - African	137	**2.57%**	69	**1.36%**	206	**1.98%**
Ethnicity: White - Any other White background	122	**2.29%**	256	**5.05%**	378	**3.64%**
Ethnicity: Mixed/Multiple ethnic group - White and Asian	95	**1.79%**	30	**0.59%**	125	**1.20%**
Ethnicity: Black/Black British - Caribbean	90	**1.69%**	96	**1.90%**	186	**1.79%**
Ethnicity: Black/Black British - Any other Black background	70	**1.32%**	32	**0.63%**	102	**0.98%**
Ethnicity: Asian/Asian British - Any other Asian background	68	**1.28%**	72	**1.42%**	140	**1.35%**
Ethnicity: Asian/Asian British - Bangladeshi	64	**1.20%**	45	**0.89%**	109	**1.05%**
Ethnicity: Arab	60	**1.13%**	55	**1.09%**	115	**1.11%**
Ethnicity: Mixed/Multiple ethnic group - Other	59	**1.11%**	45	**0.89%**	104	**1.00%**
Ethnicity: Other	45	**0.85%**	64	**1.26%**	109	**1.05%**
Ethnicity: Mixed/Multiple ethnic group - White and Black African	23	**0.43%**	15	**0.30%**	38	**0.37%**
Ethnicity: White - Irish	18	**0.34%**	41	**0.81%**	59	**0.57%**
Ethnicity: Not Known/Provided	13	**0.24%**	42	**0.83%**	55	**0.53%**
Ethnicity: Asian/Asian British - Chinese	11	**0.21%**	28	**0.55%**	39	**0.38%**
Ethnicity: White - Gypsy or Irish Traveller	1	**0.02%**	2	**0.04%**	3	**0.03%**

CASE STUDY

CORPORAL RETURNS TO INSPIRE NEXT GENERATION

Tuesday, 17 October, 2017

Army Corporal Sohail Ifraz, a former Solihull College & University Centre student, recently returned to impart his knowledge and experience on the new generation of uniformed public service students.

Presenting to the group he was invited as part of the Skills Academy as a guest speaker. 'It's an honour and a privilege to return here. I am from Alum Rock, a challenging inner city area in Birmingham and my course and subsequent career allowed me a change in culture' Sohail states.

His experience with the course prepared the way for his armed forces career. 'It was the best 2 years ever, adventure training and PT' he says of his course, 'Requirements such as uniform checks and time management have resulted in a great career built on structure. I also held down a job in a local shopping centre while managing my studies'. After his 2nd year Sohail became torn on which route he wanted to take. He considered becoming a paramedic alongside his desire to join the army. He passed various fitness tests and then received a pass date for the army; at the same time he received an invitation to study paramedic science at university!

Considering both options he decided to follow the Army path and hasn't looked back since. He trained at an army regiment for 14 weeks of fitness and weapon handling before carrying out 15 weeks of HR and was then posted to an infantry battalion in Salisbury. For the following 2 years he spent time overseas and in the UK. He volunteered for boxing training, went to Canada carrying out administration and infantry duties, then later he worked with the Marines and Canadian forces training together out in Canada.

Later in his career he went to a focus group on how it was to be a young man in the army and after providing feedback he asked if there was a job going in the department. His proactivity paid off as he later received a call offering him a job. He now works for a 3 star general as his 2nd PA. Sohail is currently based in Aldershot in Hampshire working on policy documentation, recruitment, training and development.

Sohail who is from a Pakistani-Muslim, conservative background fought to ensure his loved ones knew that the bulk of work in the army was humanitarian based and not necessarily combat related as often pre-conceived. Sohail's future looks bright. He hopes to be an instructor at Phase 1 training or he'd like to potentially work for an embassy overseas, the current aim is Washington DC.

If you are interested in a future in uniformed public service like Sohail, then visit our course pages for more information.

Gender

The split of male and female full-time students is almost 50:50. Female students account for 66%% of the part-time cohort.

Gender - Full time students

2780, 52%
2541, 48%

- Females
- Males

Gender - Part time students

1714, 34%
3351, 66%

- Females
- Males
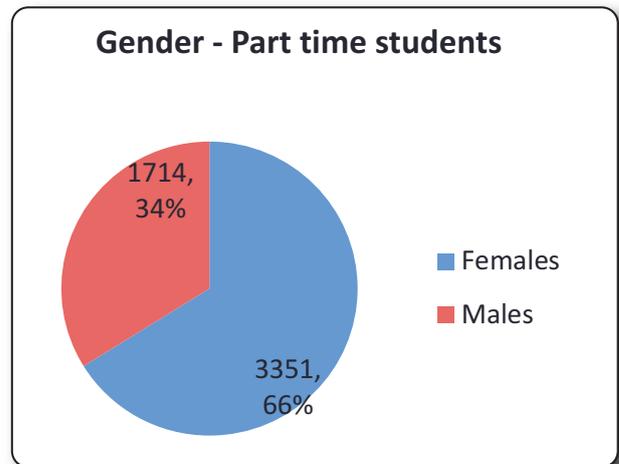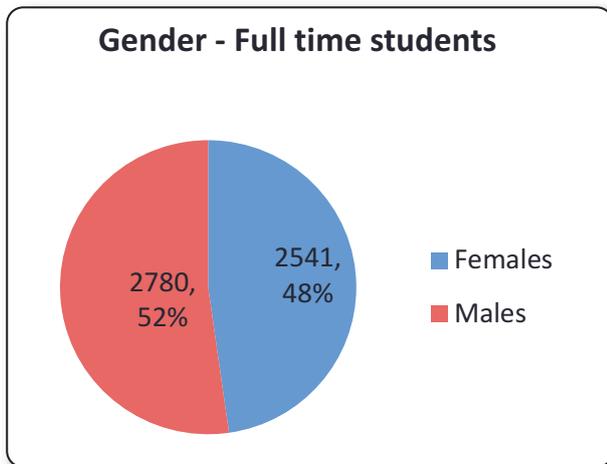
Disability

26% of full-time students have declared a disability/learning difficulty or are receiving additional support in respect of a disability (compared to 21% in 2016/17). For part-time students this figure falls to 10%.

Full time Students Disability profile

20, 0%
1367, 26%
3964, 74%

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

Part time Students Disability profile

148, 3%
493, 10%
4424, 87%

- No learning difficulty or disability
- Student has a learning difficulty or disability
- No information provided
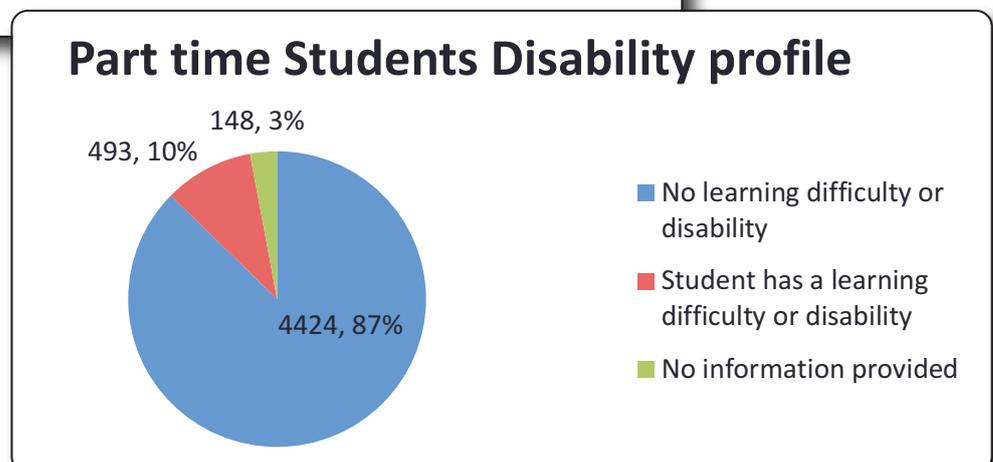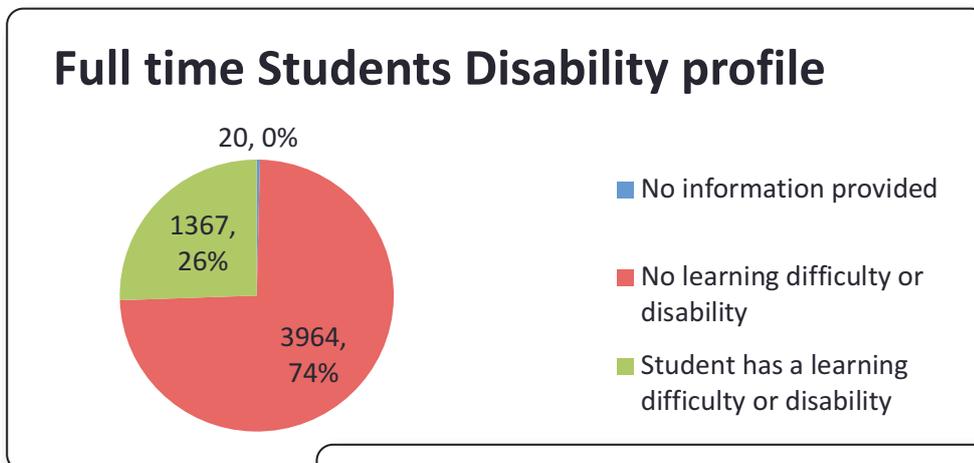
OTHER PROTECTED CHARACTERISTICS

Please note the charts below relate only to Solihull College students and do not include Stratford College data.

Religion

18% of College students prefer not to state their religion of belief.   31% of the College students have no religion or belief, 30% are Christian and 16% are Muslim.

2017/18 All Students Religion/Belief

94, 1%
143, 2%
140, 2%
1357, 16%
1554, 18%
2719, 31%
2631, 30%

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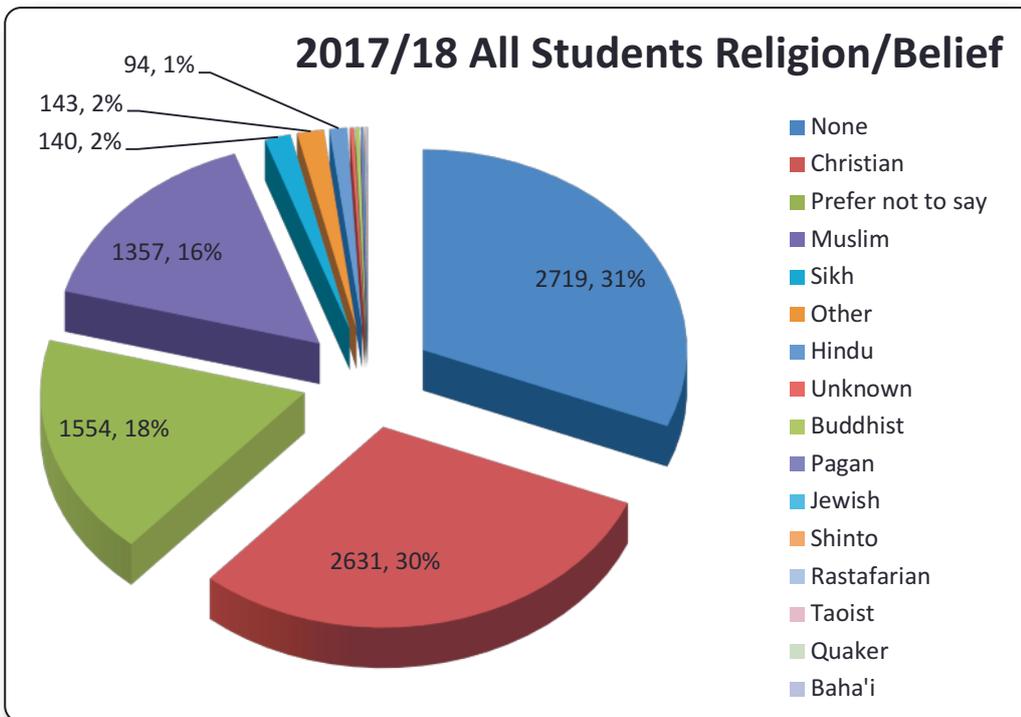
Sexual Orientation

LGB students account for just over 2% of the student population. 19% of students prefer not to state their sexual orientation.

2017/18 Students Sexual Orientation

21, 0%
1651, 19%
127, 2%
119, 1%
108, 1%
6691, 77%

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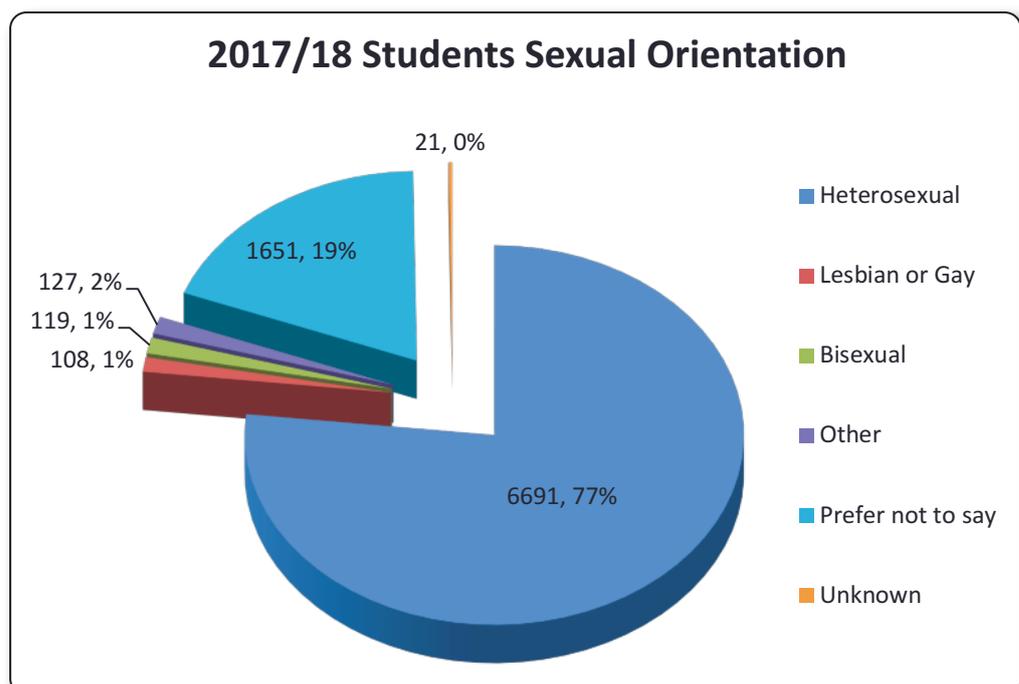
CASE STUDY

ELIJAH SHOOTS FOR GREATNESS!

Tuesday, 12 September, 2017

A few years ago Elijah Thompson, like a number of 16 year olds found himself at a crossroads. Unsure which direction to take after not achieving the GCSE results he hoped for Elijah was worried he couldn't achieve academically. He then began a science based course at Solihull College & University Centre before realising he'd like to shift his focus towards photography.

From a young age Elijah had been passionate about taking pictures, prompting him to look towards photography as a career. Spending a summer building a portfolio and capitalising on some fantastic opportunities, he then met with a college tutor to discuss a place on a media course. He was given a chance on the course providing he did maths and English in addition to the level 3 media course he wanted to be enrolled on.

For Black History Month 2016, Elijah's concert photography was exhibited in BMAG (Birmingham Museum and Arts Gallery), he set up his own website, and he was a participant on an Erasmus Plus Photography programme in Portugal with other young aspiring photographers from several EU countries.

Starting with the media department in September 2016 Elijah hasn't looked back since, progressing in leaps and bounds in character, work ethic and confidence.

Elijah's results reflect his amazing progress. He passed his first year level 3 course with merit, passed his functional skills in maths and gained a 'c' in his English GCSE. He completed a Princes Trust 'Exploring Enterprise' course that had to be started and completed before enrolling back at college, recently submitting the work for a level 2 qualification. He also had his first public speaking experience as a panellist talking about his journey as a photographer.

The future looks bright for Elijah. He has been invited to join international Jazz player, Courtney Pine, as his photographer at The Jazz and Lime Tour as part of the St Kitts Music Festival in June 2018. Following on from his first public speaking as a panellist he has been invited to speak to children at King Solomon Secondary School on photography as part of their enrichment programme.

Raising Elijah in a one parent family, his mother Sharon is extremely proud of her son, stating; 'The College has helped with his confidence 10 fold, he genuinely enjoys studying and is more proactive in his photography. I'm so proud. This is a true reflection of what investing in young people can help to achieve'.

For his part Elijah is similarly appreciative of his mother, 'Mom always said I could do anything if I just put my mind to it. My mum is a massive inspiration to me. She's always worked hard for everything in her life and she's instilled that work ethic in me."

To see some of Elijah's work, visit his website at www.elijahthompson.co.uk

Our Higher Education Student Profile

Full-time HE students 2017/18
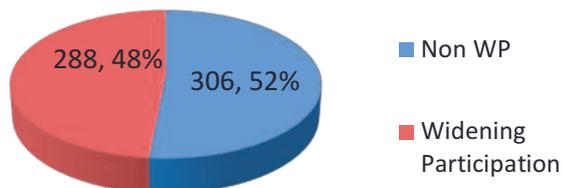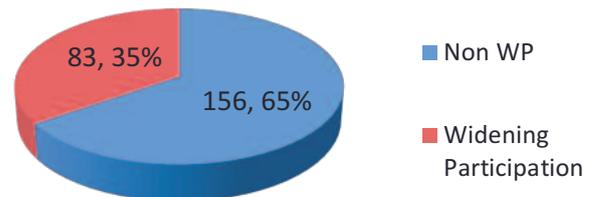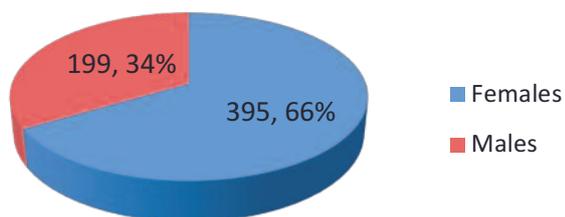
288, 48%
306, 52%

- Non WP
- Widening Participation

Part-time HE students 2017/18

83, 35%
156, 65%

- Non WP
- Widening Participation

FT HE students 2017/18 - Gender profile

199, 34%
395, 66%

- Females
- Males

PT HE students 2017/18 - Gender profile

33, 14%
206, 86%

- Females
- Males

FT HE students 2017/18 - Disability Profile

4, 1%
108, 18%
482, 81%

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

PT HE students 2017/18 - Disability Profile

14, 6%
4, 2%
221, 92%

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

FT HE students 2017/18 - Ethnicity Profile

168, 28%

4, 1%

420, 71%

2, 0%
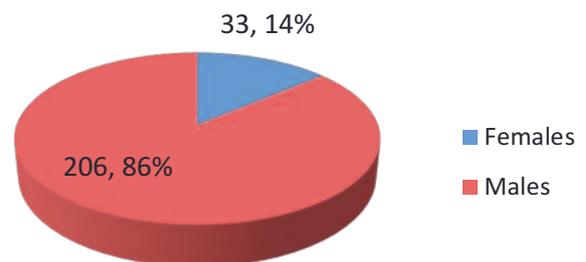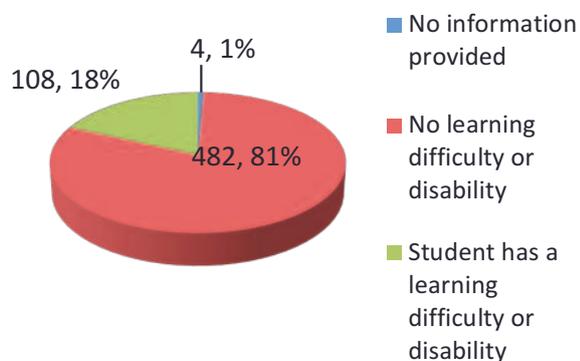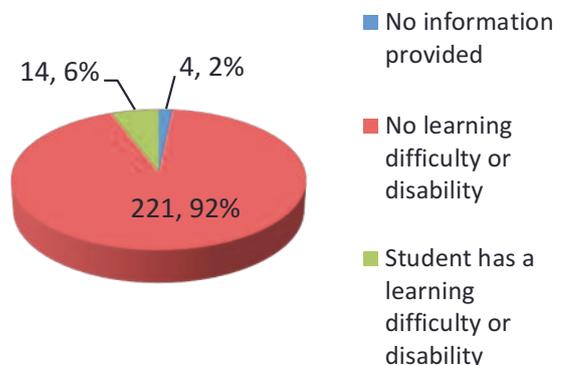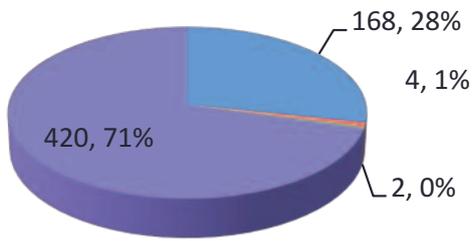
- Black and Minority Ethnic
- Other
- Prefer Not to Say
- White British

PT HE students 2017/18 - Ethnicity Profile

34, 14%

2, 1%

1, 0%

202, 85%
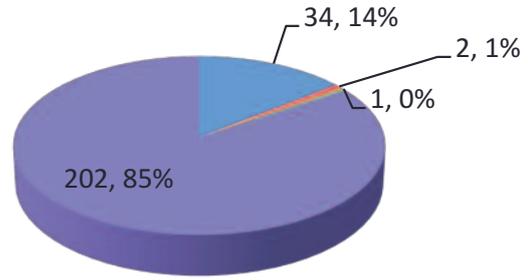
- Black and Minority Ethnic
- Other
- Prefer Not to Say
- White British

CASE STUDY

INSPIRATIONAL STUDENT HONOURED WITH MBE

Wednesday, 17 January, 2018

Solihull College & University Centre student Charlie Fogarty has overcome tremendous obstacles to be awarded an MBE in the New Years Honours list for services to young people in Solihull. 21 year old Charlie has defied all the odds to even survive after a devastating accident 6 years ago and has been continually defying them since. Struck by a car crossing the road in March 2012 aged just 15, Charlie suffered a diffuse axonal injury and doctors weren't sure if he would survive.

In a coma for four months before waking, Charlie had to relearn even the most basic of tasks. Rehabilitation followed at the Children's Trust's brain injury specialist centre in Surrey. 'Usually you only get one life,' Charlie states, 'but I got two'. He taught himself to speak, walk, dress and eat again and through it all his sense of determination never faltered. 'We don't like the word 'no', 'can't' or 'don't' in my family' Charlie states. There was no room for anything but positivity. 'Never give up' Charlie muses 'anything's possible'.

An avid football fan before the accident as well as a skilled player, Charlie was keen to get back to it. 'As soon as I came out of my coma, I wanted to get back on a football pitch and playing'. He set up the Solihull Moors FC Open Age Disability team and has since visited over 50 football clubs to deliver motivational speeches to young footballers. He also began playing for Northern Ireland's Cerebral Palsy international team and is four months from completing his degree at Solihull College & University Centre.

'I set myself goals' Charlie says, 'and once I achieve them, I set myself more'. In his final year of a top up Applied Sports Science degree, Charlie's next destination is Buckingham Palace. Finding out about the MBE in a letter in November, Charlie and his family had to keep it a secret, 'I was overwhelmed' he recollects, 'my dad even said he might cry'.

Charlie will hear between now and July when he will be called to receive his MBE and who shall be presenting it. His family, parents Mark and Sara, sister Emma and brother Tommy have supported him every step of his journey. Doctors said Charlie would never be able to complete his education yet years later he found himself looking for higher education institutions. When looking at studying for his Sports Science degree the family who hail from Shirley, Solihull, looked at local institutions and the College came out on top.

When he finishes his degree, Charlie hopes to continue with his football career alongside his motivational speaking. 'I want to inspire millions of people to be the best version of themselves they can be'. Indeed for his dissertation on 'Individualism in Football and why it's important' Charlie need look no further than himself as an inspiration to anyone told they 'can't' that they absolutely 'can'.

To study a Sports Science course with Solihull College visit www.solihull.ac.uk/courses. To learn more about Charlie and to follow his journey visit www.charliefogarty.co.uk.

Student Success 2016/17

SCUC monitors closely achievement data in order to identify trends or patterns of underperformance of groups of students. Where a particular group's success rate are lower 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.

Gender 16-18

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

		Solihull College			National Avge
		2014/15	2015/16	**2016/17**	2015/16
Female	Leavers	2,889	4,128	**4,011**	881,310
	Achievement %	82.6 %	84.6 %	**85.1 %**	81.7 %
Male	Leavers	3,498	5,388	**5,608**	941,060
	Achievement %	82.0 %	82.4 %	**82.8 %**	78.8 %

Gender 19+

For Adults there is a gap between male and female achievement. While female achievement has improved, male achievement has declined and is 5.3% below the national average. Achievement is particularly low in Accounting, Access to Science and Functional Skills.

		Solihull College			National Avge
		2014/15	2015/16	**2016/17**	2015/16
Female	Leavers	3,355	2,403	**3,244**	882,000
	Achievement %	85.4 %	82.9 %	**84.6 %**	85.5 %
Male	Leavers	2,396	1,256	**1,038**	658,190
	Achievement %	87.7 %	81.7 %	**81.2 %**	86.6 %

Ethnicity 16-18

Achievement of Black and Mixed learners has increased so all groups are significantly above national average. There has been a slight decline in the achievement of Asian learners, but these remain well above national average and in line with the College average.

		Solihull College			National Avge
		2014/15	2015/16	**2016/17**	2015/16
Asian	Leavers	1,076	1,754	**2,080**	182,410
	Achievement %	87.3 %	85.5 %	**83.8 %**	83.2 %
Black	Leavers	479	660	**621**	111,840
	Achievement %	88.5 %	80.5 %	**83.9 %**	79.9 %
Mixed	Leavers	534	767	**813**	75,920
	Achievement %	80.0 %	80.1 %	**85.4 %**	77.0 %
Not App/Known	Leavers	7	32	**16**	32,290
	Achievement %	85.7 %	78.1 %	**87.5 %**	80.0 %
Other	Leavers	110	186	**238**	34,350
	Achievement %	90.9 %	82.8 %	**84.5 %**	79.6 %
White	Leavers	4,181	6,117	**5,851**	1,385,560
	Achievement %	80.3 %	83.5 %	**83.5 %**	80.0 %

Analysis by Ethnic Group 16-18

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.

		Solihull College			National Avge
		2014/15	2015/16	**2016/17**	2015/16
African	Leavers	172	277	**291**	67,790
	Achievement %	89.5 %	79.1 %	**83.5 %**	82.0 %
Arab	Leavers	58	94	**134**	10,750
	Achievement %	94.8 %	78.7 %	**83.6 %**	80.0 %
Bangladeshi	Leavers	89	162	**174**	30,300
	Achievement %	86.5 %	87.7 %	**87.4 %**	80.4 %
Caribbean	Leavers	181	219	**187**	29,510
	Achievement %	87.8 %	82.6 %	**81.8 %**	76.3 %
Chinese	Leavers	5	15	**24**	6,390
	Achievement %	100.0 %	100.0 %	**91.7 %**	90.0 %
Gypsy/Irish Traveller	Leavers	4	7	**2**	2,620
	Achievement %	75.0 %	57.1 %	**100.0 %**	64.8 %
Indian	Leavers	161	294	**313**	39,610
	Achievement %	94.4 %	87.1 %	**86.6 %**	86.5 %
Irish	Leavers	19	25	**31**	4,740
	Achievement %	73.7 %	88.0 %	**83.9 %**	76.7 %
Not Provided	Leavers	7	32	**16**	32,290
	Achievement %	85.7 %	78.1 %	**87.5 %**	80.0 %
Other	Leavers	52	92	**104**	23,600
	Achievement %	86.5 %	87.0 %	**85.6 %**	79.4 %
Other Asian	Leavers	108	148	**160**	31,320
	Achievement %	83.3 %	83.8 %	**75.6 %**	83.6 %
Other Black	Leavers	126	164	**143**	14,550
	Achievement %	88.1 %	79.9 %	**87.4 %**	77.9 %
Other Mixed	Leavers	65	114	**109**	18,760
	Achievement %	90.8 %	75.4 %	**89.0 %**	77.5 %
Other White	Leavers	89	115	**125**	81,030
	Achievement %	86.5 %	82.6 %	**88.8 %**	81.7 %
Pakistani	Leavers	713	1,135	**1,409**	74,790
	Achievement %	86.3 %	84.8 %	**83.5 %**	81.8 %
White British	Leavers	4,069	5,970	**5,693**	1,297,170
	Achievement %	80.2 %	83.5 %	**83.4 %**	80.0 %
White/Asian	Leavers	115	177	**199**	16,280
	Achievement %	73.9 %	80.8 %	**84.4 %**	81.5 %
White/Black African	Leavers	31	49	**50**	10,710
	Achievement %	87.1 %	81.6 %	**88.0 %**	77.7 %
White/Black Caribbean	Leavers	323	427	**455**	30,170
	Achievement %	79.3 %	80.8 %	**84.6 %**	73.9 %

Ethnicity Adults

Achievement of Black and Mixed Learners increased so these groups are closer to the national average. There has been a slight decline in the achievement of the low number of learners who did not declare their ethnicity and their achievement is below national average.

		Solihull College			National Avge
		2014/15	2015/16	**2016/17**	2015/16
Asian	Leavers	996	752	**650**	189,660
	Achievement %	86.4 %	80.9 %	**81.2 %**	85.3 %
Black	Leavers	495	361	**323**	173,400
	Achievement %	82.4 %	75.6 %	**77.7 %**	82.3 %
Mixed	Leavers	332	193	**202**	49,220
	Achievement %	82.5 %	75.1 %	**78.2 %**	83.2 %
Not App/Known	Leavers	40	24	**25**	27,110
	Achievement %	80.0 %	87.5 %	**68.0 %**	85.9 %
Other	Leavers	187	142	**168**	67,230
	Achievement %	85.6 %	91.5 %	**83.9 %**	85.2 %
White	Leavers	3,701	2,187	**2,914**	1,033,570
	Achievement %	87.3 %	84.2 %	**85.5 %**	86.9 %

Analysis by Ethnic Group 19+

For Adults there is an achievement gap where White/Black African, Bangladeshi, and Pakistani learners have achieved less well than White learners and below the national average. This is not a trend when compared to 2015/16 data except for Pakistani learners where they appear to have performed less well on maths, English and Access to Science qualifications.

		Solihull College			National Avge
		2014/15	2015/16	**2016/17**	2015/16
African	Leavers	246	193	**135**	116,730
	Achievement %	81.7 %	75.6 %	**79.3 %**	82.1 %
Arab	Leavers	64	63	**73**	24,820
	Achievement %	89.1 %	96.8 %	**80.8 %**	86.2 %
Bangladeshi	Leavers	110	74	**51**	32,740
	Achievement %	82.7 %	87.8 %	**76.5 %**	85.3 %
Caribbean	Leavers	172	119	**120**	36,510
	Achievement %	86.0 %	73.9 %	**76.7 %**	82.9 %
Chinese	Leavers	33	38	**23**	10,650
	Achievement %	87.9 %	97.4 %	**95.7 %**	87.6 %
Gypsy/Irish Traveller	Leavers	0	5	**0**	1,180
	Achievement %		80.0 %		84.9 %
Indian	Leavers	208	129	**163**	35,240
	Achievement %	90.4 %	85.3 %	**90.2 %**	86.1 %
Irish	Leavers	32	26	**26**	7,500
	Achievement %	81.3 %	84.6 %	**92.3 %**	89.2 %
Not Provided	Leavers	40	24	**25**	27,110
	Achievement %	80.0 %	87.5 %	**68.0 %**	85.9 %
Other	Leavers	123	79	**95**	42,410
	Achievement %	83.7 %	87.3 %	**86.3 %**	84.7 %
Other Asian	Leavers	128	113	**101**	51,190
	Achievement %	80.5 %	79.6 %	**85.1 %**	84.4 %
Other Black	Leavers	77	49	**68**	20,170
	Achievement %	76.6 %	79.6 %	**76.5 %**	82.8 %
Other Mixed	Leavers	60	25	**42**	13,980
	Achievement %	81.7 %	96.0 %	**83.3 %**	83.1 %
Other White	Leavers	339	316	**350**	170,090
	Achievement %	89.7 %	91.5 %	**85.1 %**	86.8 %
Pakistani	Leavers	517	398	**312**	59,840
	Achievement %	87.0 %	76.9 %	**75.0 %**	85.2 %
White British	Leavers	3,330	1,840	**2,538**	854,800
	Achievement %	87.1 %	83.0 %	**85.5 %**	86.8 %
White/Asian	Leavers	64	27	**32**	10,030
	Achievement %	82.8 %	81.5 %	**81.3 %**	85.8 %
White/Black African	Leavers	36	17	**29**	9,500
	Achievement %	77.8 %	82.4 %	**65.5 %**	82.4 %
White/Black Caribbean	Leavers	172	124	**99**	15,710
	Achievement %	83.7 %	68.5 %	**78.8 %**	82.0 %

CASE STUDY

LIAM IMPRESSES AT BIRMINGHAM CITY

Tuesday, 14 February, 2017

Liam Hindley, 19, is currently studying his Level 3 IT BTEC qualification at Solihull College & University Centre. As part of his qualification, with the help of his tutors, Liam is responsible for sourcing relevant work experience where he can use his newly found skills and adapt them to use in a real working environment.

As a lifelong Birmingham City fan and season ticket holder, Liam thought his dreams had come true when the club offered him a week long placement at St Andrews.

Liam, who has learnt a number of skills whilst studying at College, was asked to work in the ticket office for the first half of his work experience as he learnt how to use the newly installed ticketing software, Venue Master. After never using the software before Liam had to be taught from scratch and he was able to pick it up extremely quickly.

Aamir Javaid, Ticketing Manager at the club said "Liam has been brilliant. He has learnt a lot whilst being here and he has completed tasks that I never thought someone on work experience would be able to do."

After learning about the software used Liam was able to spend the latter part of his work experience at the club shop as he was responsible for ticketing items and completing regular stock checks. Liam commented "I've never had a job before so as well as learning new skills I've also learnt how to work with people. It's been a really positive and helpful experience and I would love to come back. This work experience opportunity has given me ideas about what I would like to do in the future."

Liam, who from the age of 7 has had a fascination with computers, hopes to continue his education and progress on to a higher education course at the College, potentially focusing on software or games design. Liam comments "It's said that everyone who has autism has one thing they are fascinated by and I realised when I was diagnosed with autism that for me, it is computers. My family always ask me how to fix things or how to do something on their computer."

Liam has also enjoyed a tour of the stadium, which he has boasted about to his peers, and even had the chance to sit in the director's chair in the stands.

After impressing on his weeks work placement at the club, Liam has expressed his interest in working for the club in the future.

Learning Difficulties /Disabilities 16-18

16-18 learners with learning difficulties/disabilities achieve well above the national average, but slightly less well than learners at the College without learning difficulties/disabilities.

		Solihull College			National Avge
		2014/15	2015/16	**2016/17**	2015/16
Has difficulty/disability /health problem	Leavers	1,425	2,309	**2,272**	450,240
	Achievement %	83.1 %	82.6 %	**81.2 %**	77.5 %
No difficulty/disability /health problem	Leavers	4,793	6,514	**7,228**	1,278,440
	Achievement %	82.2 %	83.9 %	**84.6 %**	81.0 %
No information provided by the learner	Leavers	169	693	**119**	93,690
	Achievement %	75.1 %	81.0 %	**82.4 %**	82.3 %

Disabilities 16-18

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

		Solihull College			National Average
		2014/15	2015/16	**2016/17**	2015/16
Asperger's	Leavers	57	96	**82**	17,350
	Achievement %	86.0 %	88.5 %	**87.8 %**	80.5 %
Emotional/ Behavioural	Leavers	77	4	**0**	33,070
	Achievement %	68.8 %	50.0 %		70.7 %
Hearing	Leavers	46	63	**33**	11,320
	Achievement %	97.8 %	76.2 %	**75.8 %**	80.3 %
Medical	Leavers	105	274	**307**	79,350
	Achievement %	79.0 %	84.3 %	**79.2 %**	81.0 %
Mental health	Leavers	24	222	**90**	22,170
	Achievement %	83.3 %	79.3 %	**80.0 %**	70.9 %
Mobility	Leavers	11	51	**37**	6,460
	Achievement %	81.8 %	92.2 %	**81.1 %**	81.6 %
Multiple	Leavers	1	16	**22**	15,810
	Achievement %	100.0 %	93.8 %	**63.6 %**	77.0 %
n/a	Leavers	0	203	**132**	-
	Achievement %		77.3 %	**71.2 %**	-
No disability	Leavers	4,900	7,697	**8,066**	1,404,450
	Achievement %	82.1 %	83.9 %	**84.1 %**	80.3 %
Not known/not provided	Leavers	786	802	**687**	313,360
	Achievement %	81.0 %	80.7 %	**84.3 %**	79.0 %
Other	Leavers	358	35	**102**	44,990
	Achievement %	87.2 %	74.3 %	**92.2 %**	78.1 %
Physical	Leavers	8	30	**18**	7,530
	Achievement %	87.5 %	76.7 %	**72.2 %**	79.8 %
Profound/ Complex	Leavers	0	0	**13**	560
	Achievement %			**76.9 %**	78.2 %
Temporary	Leavers	1	5	**4**	980
	Achievement %	100.0 %	80.0 %	**100.0 %**	81.6 %
Visual	Leavers	13	18	**26**	12,300
	Achievement %	84.6 %	88.9 %	**100.0 %**	79.4 %

Learning Difficulties 16-18

Learners with moderate learning difficulties achieve well above national average by 20.2%. There is some lower achievement for the small number of learners with dyscalculia (11 learners) and moderate difficulties, and achievement for learners with autism has dipped just below the national average.

		Provider Full Year			National Average
		2014/15	2015/16	**2016/17**	2015/16
Autism	Leavers	95	359	**355**	25,740
	Achievement %	82.1 %	89.4 %	**79.4 %**	80.5 %
Dyscalculia	Leavers	5	18	**11**	4,680
	Achievement %	100.0 %	61.1 %	**63.6 %**	73.7 %
Dyslexia	Leavers	99	88	**174**	125,230
	Achievement %	83.8 %	85.2 %	**85.6 %**	76.4 %
Moderate	Leavers	90	299	**170**	55,860
	Achievement %	72.2 %	80.9 %	**66.5 %**	78.3 %
Multiple	Leavers	8	4	**7**	17,700
	Achievement %	100.0 %	75.0 %	**100.0 %**	78.0 %
n/a	Leavers	0	203	**132**	-
	Achievement %		77.3 %	**71.2 %**	-
None	Leavers	4,942	7,453	**7,774**	1,404,450
	Achievement %	82.6 %	83.7 %	**84.7 %**	80.3 %
Not Known/Not Provided	Leavers	791	801	**687**	252,950
	Achievement %	80.8 %	80.8 %	**84.3 %**	79.6 %
Other	Leavers	333	177	**204**	56,620
	Achievement %	82.6 %	80.2 %	**76.5 %**	77.3 %
Other Spec	Leavers	21	114	**93**	22,570
	Achievement %	76.2 %	86.0 %	**81.7 %**	80.2 %
Severe	Leavers	3	0	**12**	3,890
	Achievement %	66.7 %		**83.3 %**	79.5 %

Learning Difficulties/Disabilities Adults

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

		Provider Full Year			National Avge
		2014/15	2015/16	2016/17	2015/16
Has difficulty/disability/ health problem	Leavers	745	595	716	333,960
	Achievement %	80.4 %	83.2 %	80.0 %	84.8 %
No difficulty/disability/ health problem	Leavers	4,801	2,693	3,499	1,162,390
	Achievement %	87.3 %	82.8 %	84.7 %	86.4 %
No information provided by the learner	Leavers	205	371	67	43,850
	Achievement %	86.3 %	79.5 %	76.1 %	83.2 %

Learning Difficulties Adults

There are only two groups of learners causing any concern - Other Spec and Moderate learning difficulty. Achievement for students with dyslexia has improved but remains below benchmark.

		Solihull College			National Avge
		2014/15	2015/16	2016/17	2015/16
Autism	Leavers	39	36	76	13,730
	Achievement %	74.4 %	86.1 %	81.6 %	84.6 %
Dyslexia	Leavers	24	12	26	3,420
	Achievement %	70.8 %	58.3 %	76.9 %	82.7 %
Moderate	Leavers	61	58	90	86,690
	Achievement %	72.1 %	89.7 %	72.2 %	83.3 %
Multiple	Leavers	2	0	2	63,610
	Achievement %	50.0 %		100.0 %	86.9 %
n/a	Leavers	0	16	10	18,270
	Achievement %		81.3 %	90.0 %	87.0 %
None	Leavers	4,830	3,083	3,602	-
	Achievement %	87.2 %	82.4 %	84.5 %	-
Not Known/Not Provided	Leavers	622	371	428	1,489,150
	Achievement %	86.5 %	82.7 %	80.8 %	87.4 %
Other	Leavers	150	63	32	250,950
	Achievement %	70.7 %	82.5 %	81.3 %	86.4 %
Other Spec	Leavers	15	20	16	32,270
	Achievement %	86.7 %	85.0 %	68.8 %	83.1 %
Severe	Leavers	8	0	0	7,390
	Achievement %	100.0 %			83.6 %

Disabilities Adults

There are achievement gaps for the categories 'Medical', 'Asperger's' and 'Mental Health', but apart from these 3 broad categories there are no emerging achievement gaps.

		Solihull College			National Avge
		2014/15	2015/16	2016/17	2015/16
Asperger's	Leavers	20	11	3	8,850
	Achievement %	55.0 %	90.9 %	66.7 %	82.6 %
Emotional/ Behavioural	Leavers	16	1	0	12,140
	Achievement %	68.8 %	100.0 %		84.1 %
Hearing	Leavers	26	19	15	18,760
	Achievement %	73.1 %	84.2 %	93.3 %	86.9 %
Medical	Leavers	40	14	30	54,590
	Achievement %	80.0 %	64.3 %	70.0 %	86.9 %
Mental health	Leavers	19	16	24	43,840
	Achievement %	52.6 %	81.3 %	70.8 %	84.5 %
Mobility	Leavers	9	8	18	27,870
	Achievement %	77.8 %	87.5 %	94.4 %	88.2 %
Multiple	Leavers	6	2	3	36,700
	Achievement %	66.7 %	100.0 %	100.0 %	88.6 %
n/a	Leavers	0	16	10	-
	Achievement %		81.3 %	90.0 %	-
No disability	Leavers	4,863	3,158	3,691	1,489,150
	Achievement %	87.2 %	82.6 %	84.2 %	87.4 %
Not known/not provided	Leavers	646	371	428	207,160
	Achievement %	85.6 %	82.7 %	80.8 %	84.6 %
Other	Leavers	101	25	43	44,670
	Achievement %	74.3 %	72.0 %	83.7 %	85.8 %
Physical	Leavers	2	7	13	14,900
	Achievement %	50.0 %	71.4 %	84.6 %	87.7 %
Profound/Complex	Leavers	0	3	3	180
	Achievement %		100.0 %	33.3 %	4.9 %
Temporary	Leavers	0	2	0	2,140
	Achievement %		100.0 %		88.5 %
Visual	Leavers	3	6	1	14,490
	Achievement %	100.0 %	100.0 %	100.0 %	87.1 %

Eligible for free meals 16-18

- Overall learners on free school meals achieve better than their peers.
- Achievement is well above the College average for Level 3 and Level 2, but slightly below for Level 1/Entry Level.

	Leavers	Learners with Free School Meals	College average
Level 1/entry	319	71.8%	73.4%
Level 2	581	89.2%	86.4%
Level 3	168	91.7%	89.1%
Total	1,068	84.4%	83.8%

Looked After Learners 16-18

- The College had 28 16-18 learners who were in care in 16/17.
- The achievement rate for this small number of learners is 61% on their main vocational programme, which was mainly due to a low retention rate of 70%.

Year	Number of Learners	Achievement Rate
2015/16	21	81.0%
2016/17	28	61.3%

CASE STUDY

FLYING HIGH

Wednesday, 27 September, 2017

Two former successful students of Solihull College & University Centre recently returned as guest speakers to the new class of travel and aviation students studying at Birmingham Airport's Flight School.

The students Destinee Rowe and Mohammed Omar, both 18, secured work at Birmingham Airport, and were City and Guilds National Diploma travel level 3 students. Finishing at college last year after 2 years, they studied cabin and aviation, followed by travel. The pair trained up to March with aviation services company Swissport and now work as handling agents.

'We love the aviation industry' Destinee states, 'it is so different to your usual 9-5 job, we have a vast variation in our days. Working shifts, we can move from airline to airline, and be involved in both check in & departures'. The variety at the airport is the biggest draw to their roles. Destinee initially wanted to go straight into cabin crew but after further discussion with her tutor Michelle who herself had extensive experience working in an airport, she decided to look at passenger service and gaining a more well-rounded experience. The broader outlook is one Destinee is happy to have 'I loved the course. Without those tutors, there's no way we'd be in our jobs today'.

'Assignments could be tough' Mohammed adds, 'but nothing compared to work. The course really gave us the groundwork to enter the industry and be prepared for what we need to deal with'.

Mo and Destinee have been trained on different airline desks, Monarch, Thomas Cook, Wizz Air, Blue Air, and Czech Airlines among them. The main responsibilities include bags and visa checks, and ensuring passengers are boarded correctly at departure gates.

'Customer service definitely has its good points and bad points' Mohammed states. His ability to speak three languages, Dutch, Arabic and English has been consistently helpful when dealing with an array of customers.

Both Destinee and Mo enjoy the flexibility and variation on offer and are allowed to sign up to work for different airlines on check in.

Presenting to the current students, Destinee and Mo discussed working at the airport, what they learned from college, and advice on where students could end up in the industry. Working from March to October the pair will soon find out if their employment terms will be extended and both hope to continue with the airport and on to other areas in the future with current hopes on cabin crew next.

The new class of travel & aviation students spent the day at Birmingham Airport learning about working in different areas in the industry. With advice from industry experts including Mandy Haque, Head of Operational Service Delivery the students studied in the Flight School a room overlooking the runways.

Apprenticeship (all ages)

Gender Apprentices

Male and female achievement has declined slightly in 16/17, but remains above national average

		Provider Full Year			National Avge
		2014/15	2015/16	**2016/17**	2015/16
Female	Leavers	258	229	**245**	215,570
	Achievement %	69.4 %	76.9 %	**74.3 %**	66.1 %
Male	Leavers	207	292	**312**	189,600
	Achievement %	67.6 %	78.1 %	**71.5 %**	68.0 %

Ethnicity Apprentices

There are some concerns with the achievement of the small number of Asian apprentices. However, this is not a trend as it has been positive for the previous two years.

		Provider Full Year			National
		2014/15	2015/16	**2016/17**	2015/16
Asian	Leavers	21	30	**37**	17,590
	Achievement %	85.7 %	83.3 %	**62.2 %**	68.4 %
Black	Leavers	9	11	**16**	13,630
	Achievement %	88.9 %	36.4 %	**62.5 %**	65.2 %
Mixed	Leavers	25	29	**33**	8,690
	Achievement %	40.0 %	79.3 %	**75.8 %**	62.3 %
Not App/Known	Leavers	4	3	**2**	4,420
	Achievement %	50.0 %	100.0 %	**0.0 %**	66.6 %
Other	Leavers	2	4	**5**	2,850
	Achievement %	0.0 %	75.0 %	**60.0 %**	66.0 %
White	Leavers	404	444	**464**	358,000
	Achievement %	69.6 %	77.9 %	**74.1 %**	67.1 %

Learning Difficulties/ Disabilities Apprentices

Apprentices with a difficulty or disability achieve below national averages and less well than apprentices without.

		Provider Full Year			National Avge
		2014/15	2015/16	2016/17	2015/16
Has difficulty/disability/health problem	Leavers	32	31	25	35,100
	Achievement %	65.6 %	67.7 %	56.0 %	64.4 %
No difficulty/disability/health problem	Leavers	401	449	471	363,210
	Achievement %	69.8 %	78.2 %	72.6 %	67.4 %
No information provided by the learner	Leavers	32	41	61	6,870
	Achievement %	56.3 %	78.0 %	80.3 %	62.2 %
Total	**Leavers**	**465**	**521**	**557**	
	Achievement %	**68.6 %**	**77.5 %**	**72.7 %**	

Analysis of Ethnic Groups of Apprentices

There are some lines with very few apprentices that are below national average. Adults who declined to provide information achieved less well than either group.

		Provider Full Year			National Avge
		2014/15	2015/16	**2016/17**	2015/16
African	Leavers	1	4	**5**	7,130
	Achievement %	100.0 %	50.0 %	**80.0 %**	68.3 %
Arab	Leavers	0	0	**2**	340
	Achievement %			**50.0 %**	67.2 %
Bangladeshi	Leavers	3	2	**4**	3,610
	Achievement %	100.0 %	100.0 %	**50.0 %**	74.4 %
Caribbean	Leavers	6	3	**7**	4,310
	Achievement %	83.3 %	33.3 %	**57.1 %**	61.8 %
Chinese	Leavers	0	1	**0**	390
	Achievement %		100.0 %		69.1 %
Gypsy/Irish Traveller	Leavers	0	0	**1**	140
	Achievement %			**0.0 %**	61.4 %
Indian	Leavers	4	8	**9**	5,020
	Achievement %	100.0 %	75.0 %	**66.7 %**	66.5 %
Irish	Leavers	3	2	**2**	1,280
	Achievement %	100.0 %	50.0 %	**50.0 %**	62.2 %
Not Provided	Leavers	4	3	**2**	4,420
	Achievement %	50.0 %	100.0 %	**0.0 %**	66.6 %
Other	Leavers	2	4	**3**	2,510
	Achievement %	0.0 %	75.0 %	**66.7 %**	65.8 %
Other Asian	Leavers	1	0	**1**	3,520
	Achievement %	0.0 %		**0.0 %**	66.1 %
Other Black	Leavers	2	4	**4**	2,190
	Achievement %	100.0 %	25.0 %	**50.0 %**	61.6 %
Other Mixed	Leavers	1	2	**1**	2,210
	Achievement %	100.0 %	100.0 %	**100.0 %**	62.8 %
Other White	Leavers	3	8	**8**	17,270
	Achievement %	100.0 %	87.5 %	**50.0 %**	66.3 %
Pakistani	Leavers	13	19	**23**	5,050
	Achievement %	84.6 %	84.2 %	**65.2 %**	67.5 %
White British	Leavers	398	434	**453**	339,320
	Achievement %	69.1 %	77.9 %	**74.8 %**	67.2 %
White/Asian	Leavers	6	11	**11**	1,380
	Achievement %	66.7 %	100.0 %	**90.9 %**	65.7 %
White/Black African	Leavers	0	1	**0**	1,180
	Achievement %		100.0 %		60.7 %
White/Black Caribbean	Leavers	18	15	**21**	3,920
	Achievement %	27.8 %	60.0 %	**66.7 %**	61.3 %

Equality analysis and allocation of Learner Support Fund 2016-2017

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.

LDD	2014-2015	2015-2016	2016-2017
Percentage of students receiving support with a disability	30.00%	23.10%	23.83%
College Profile	13.60%	11.79%	13.01%
Variation From College Profile	16.40%	11.31%	10.82%

Students from a Widening Participation post code

Targeted eligibility criteria for the financial support funds has enabled a higher percentage of students from widening participation postcodes compared to that of the overall college profile access financial support. The percentage of students from widening participation postcodes receiving financial support is 72.05% and is 24.21% above the college profile.

Widening Participation	2014-2015	2015-2016	2016-2017
Percentage of students receiving support from WP area	66.00%	72.50%	72.05%
College Profile	52.00%	49.02%	47.84%
Variation From College Profile	14.00%	23.48%	24.21%

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 (+8.3%) and English/Welsh/Scottish/Northern Irish origin (-18.7%).

Ethinicity	2014-2015			2015-2016			2016-2017		
	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	2.0%	0.8%	1.2%	2.3%	0.90%	1.4%	3.15%	1.07%	2.1%
Asian/Asian British - Any other Asian background	3.0%	1.8%	1.2%	2.9%	1.74%	1.2%	3.31%	1.47%	1.8%
Asian/Asian British - Bangladeshi	2.0%	1.7%	0.3%	3.5%	1.88%	1.6%	2.75%	1.49%	1.3%
Asian/Asian British - Chinese	0.0%	0.3%	-0.3%	0.1%	0.56%	-0.5%	0.24%	0.29%	0.0%
Asian/Asian British - Indian	3.0%	3.2%	-0.2%	2.5%	3.18%	-0.7%	1.94%	3.23%	-1.3%
Asian/Asian British - Pakistani	13.0%	9.6%	3.4%	18.2%	10.05%	8.1%	18.17%	9.88%	8.3%
Black/Black British - African	5.0%	3.0%	2.0%	5.9%	2.92%	2.9%	5.82%	2.24%	3.6%
Black/Black British - Any other Black background	2.0%	1.5%	0.5%	2.1%	1.14%	1.0%	1.78%	1.13%	0.6%
Black/Black British - Caribbean	3.0%	2.4%	0.6%	1.9%	2.20%	-0.3%	1.86%	2.09%	-0.2%
Mixed/Multiple ethnic group - Other	2.0%	0.8%	1.2%	1.5%	0.86%	0.6%	1.45%	0.83%	0.6%
Mixed/Multiple ethnic group - White and Asian	2.0%	1.3%	0.7%	2.1%	1.35%	0.8%	2.02%	1.20%	0.8%
Mixed/Multiple ethnic group - White and Black African	1.0%	0.4%	0.6%	0.6%	0.41%	0.2%	0.73%	0.39%	0.3%
Mixed/Multiple ethnic group - White and Black Caribbean	6.0%	3.9%	2.1%	6.0%	3.42%	2.6%	5.49%	3.10%	2.4%
Not Known/Provided	2.0%	0.5%	1.5%	0.3%	0.96%	-0.6%	0.08%	0.39%	-0.3%
Other	2.0%	1.2%	0.8%	1.2%	1.22%	0.0%	1.70%	1.37%	0.3%
White - Any other White background	3.0%	3.0%	0.0%	1.4%	2.72%	-1.4%	1.94%	3.18%	-1.2%
White - British	49.0%	64.3%	-15.3%	47.5%	63.97%	-16.5%	47.33%	66.00%	-18.7%
White - Gypsy or Irish Traveller	0.0%	0.0%	0.0%	0.1%	0.03%	0.1%	0.08%	0.02%	0.1%
White - Irish	0.0%	0.4%	-0.4%	0.0%	0.49%	-0.5%	0.16%	0.64%	-0.5%

Gender

	2014-2015			2015-2016			2016-2017		
	% 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	45.00%	46.50%	-1.50%	50.70%	50.80%	0.10%	48.22%	51.08%	-2.86%
F	55.00%	53.50%	1.50%	49.30%	49.20%	-0.10%	51.78%	48.92%	2.86%

CASE STUDY

SOLIHULL COLLEGE & UNIVERSITY CENTRE PREPARES FOR NATIONAL WOMEN IN ENGINEERING DAY.

Wednesday, 21 June, 2017

This year Solihull College & University Centre is celebrating national Women in Engineering day on Friday 23rd June. The day focuses attention on the range of careers in engineering and technical roles for women, and celebrates the achievements of women engineers.

This year the College will be partnering engineering companies with schools in Solihull so that a network of female engineers can share their enthusiasm for engineering and work on developing a stronger school/employer relationship for the WISE West Midlands Hub.

The WISE (Women into science and engineering) hub which the College helped launch enables and energises people in business, industry and education to increase the participation, contribution and success of women in science, technology, engineering and mathematics (STEM).

Confirmed partnerships this year include Couch Perry Wilkes LLP with Langley School and St Augustine's Catholic School, PM Group with Fordbridge Primary School, UTC Aerospace and Parker Hannifin with St Peters School, Interserve with Lyndon School, and Jaguar Land Rover with Arden School.

The College has been working closely with Hannah Colson at Solihull Metropolitan Council to develop school links and the event will also be supported by STEM Learning in Lyndon School. Employers looking to work with schools will be visiting the institutions to attend assemblies and classes. Each employer is bringing an apprentice or engineer in to discuss the industry with students. The aim is to introduce engineering to girls in schools and to advise and educate teachers too. Those companies visiting schools on Friday are Interserve, Couch Perry Wilkes, Parker Hannifin, JLR and PM Group.

Alongside the school events, Rosa Wells, Director of Employment and Skills at Solihull College & University Centre and cofounder of WISE will be presenting at The Institute of Engineering and Technology (IET) Conference in Birmingham at Austin Court.

The '9% is not Enough' event centring on the fact that female representatives in engineering in the UK stands at only 9% will host workshops and presentations aimed at showing employers how to recruit in engineering and how to work better with schools to inspire a new generation. Rosa will be presenting alongside fellow industry representatives Amanda Murphy, Senior Future Talent Acquisition Consultant at Jaguar Land Rover and Eva Fryc Employer Support Manager from Tomorrow's Engineers. The three will be carrying out a workshop titled 'Inspiring a Generation: How to work with Schools to interest more 5 – 19 year old girls with a career in Engineering' for 35 employers. The workshop will be on recruiting in Engineering.

Rosa states, 'There are currently big cultural issues in the UK surrounding the perception of what engineering is and especially engineering apprenticeships. We are engaging with the WISE in the form of a regional hub, working with the network of outreach organisations locally to inform, action and follow successful journeys of women in engineering'.

The College Staffing Profile

Ethnicity

Year	Ethnicity	College	Mgmt	Lecturing	Support	PT teach	Hourly paid support
2017	**White**	**83.96**	**88.89**	**83.41**	**83.96**	**80.34**	**88.71**
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
2017	**BAME**	**15.92**	**11.11**	**16.59**	**16.04**	**19.10**	**11.29**
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
2017	**Not known/prefer not to say**	**0.12**	**0.00**	**0.00**	**0.00**	**0.56**	**0.00**
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

Ethnicity

The College continues to seek to establish a staffing profile that closer reflects its student population. The table below shows the ethnic 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 across all salaried staff groups. The greatest increase has been in lecturing staff where there has been a 2.04% increase.

Gender

This table below shows the gender profile of College staff.

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	63.91	67.20
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

The overall profile for the College has not changed significantly. The most significant variation from the previous year is seen in hourly paid support staff where there is an increase of 2.66% of female staff. The profile of management staff is the group which varies most significantly from the College profile with 5.6% less female staff in this group. This is however, less of a difference than the previous year

CASE STUDY

COLLEGE MANAGER PRESENTS AS PART OF INTERNATIONAL WOMEN'S DAY

Thursday, 6 April, 2017

Rosa Wells, Programme Manager for Engineering at Solihull College & University Centre, was recently invited to present at Global Specialist in Electrical and Digital Building Infrastructures, LeGrand.

The event's focus was to look at starting a new group which would assess the diversity within their engineering workforce as part of International Women's Day, which was celebrated on 8th March.

Lecturer Rosa is passionate about cementing a place for women in the engineering sector and has previously played an instrumental part in the set-up of the West Midlands Hub for WISE (Women in Science & Engineering), an ongoing campaign for gender balance in science, technology and engineering.

The WISE regional hubs are being set up around the country to give women and men in STEM a local network to get involved with. The local hubs will give people 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. This will help forge strong links between schools, universities and STEM industries in the local area.

Currently teaching on a number of engineering subjects including aerospace engineering, Rosa inspires the next generation of engineers, both male and female, at Solihull College & University Centre.

Due to her experience and positive influence in the sector, Rosa was asked to deliver a workshop to identify the barriers to engineering for women and what can be done in business to support more female applicants at LeGrand's event.

The event also saw former student of the College, Sharon Warmington address the LeGrand employees via a 12 hour webinar. Sharon, who studied a secretarial course in the 1980's at the College and is now an inspirational entrepreneur, speaker, executive coach and author has a passion for gender equality and spoke to the employees about her experiences.

LeGrand hopes to use all of the information provided to them by Rosa, Sharon and others to discuss strategies for attracting more women into their engineering roles.

Age profile

The table below shows the age profile of College staff.
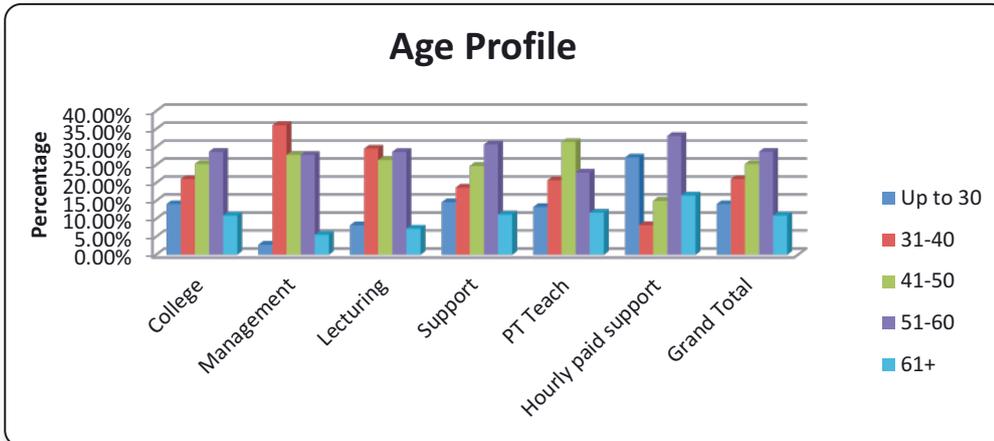
There is a relatively balanced College age profile. There is a significant percentage of Management staff in the 31-40 age group which is healthy. The lecturing profile shows a relatively even spread of staff across the three central cohorts. Hourly paid support staff are showing the greatest percentage of staff in the 51-60 age group.

Disability

The table below shows the disability profile of College staff.
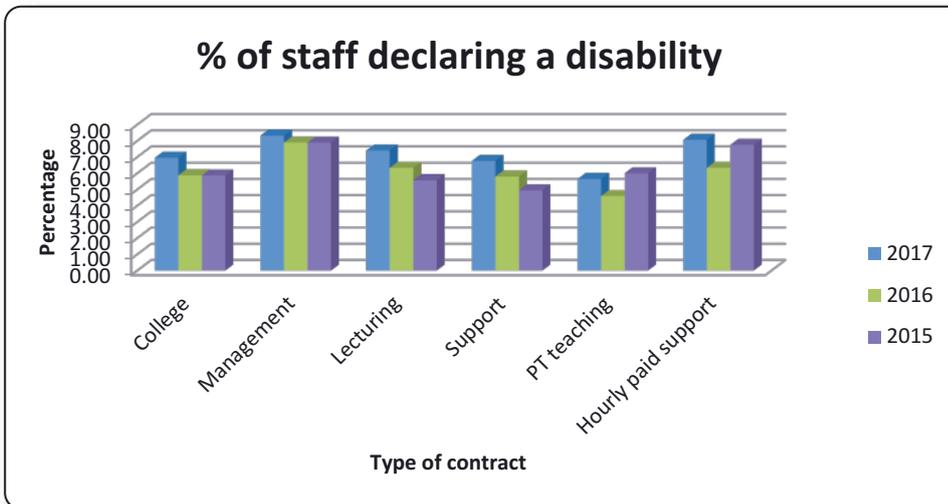
The percentage of staff declaring a disability has risen to 6.96%. The percentage over each type of staff varies with notable increases in Hourly paid support.

Sexual Orientation

Sexuality	College	Mgmt	Lecturing	Support	PT teaching	Hourly paid support
Bisexual	0.61%	0.00%	0.46%	0.00%	1.12%	1.61%
Gay	0.97%	0.00%	0.92%	0.00%	1.12%	3.23%
Heterosexual	75.33%	75.00%	77.88%	75.00%	73.03%	75.00%
Lesbian	0.12%	0.00%	0.00%	0.37%	0.00%	0.00%
Prefer not to say/Not known	22.96%	25.00%	20.74%	24.63%	24.72%	20.16%

The proportion of staff who have indicated they would either prefer not to say has reduced to 22.96%, this is as a result of new staff starting.

Religion or Belief

Religion	College	Mgmt	Lecturing	Support	PT teaching	Hourly paid support
Christian	45.20%	41.67%	48.85%	41.42%	42.70%	51.61%
Hindu	1.22%	0.00%	1.38%	1.87%	0.56%	0.81%
Jewish	0.12%	0.00%	0.00%	0.37%	0.00%	0.00%
Muslim	4.98%	5.56%	5.07%	4.48%	8.43%	0.81%
Sikh	0.61%	2.78%	0.46%	0.37%	0.56%	0.81%
Other	3.52%	5.56%	2.30%	5.97%	1.69%	2.42%
No religion	15.19%	5.56%	8.29%	12.31%	22.47%	25.81%
Prefer not to say/Not known	29.16%	38.89%	33.64%	33.21%	23.60%	17.74%

The majority of staff are Christian, this is reflected across all types of staff. No religion is the next category followed by Muslim.

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 graphs below show the recruitment profile from September 2016 to August 2017.


Recruitment to all posts Sept 16 - Aug 17
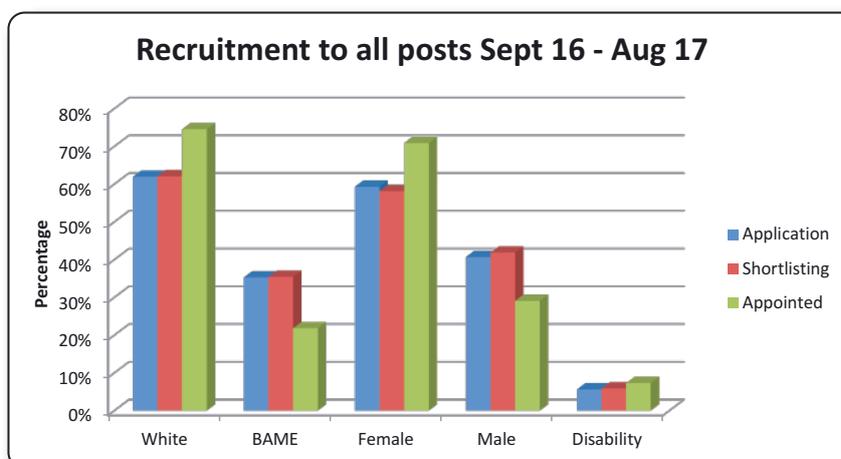
Recruitment to support posts Sept 16 - Aug 17
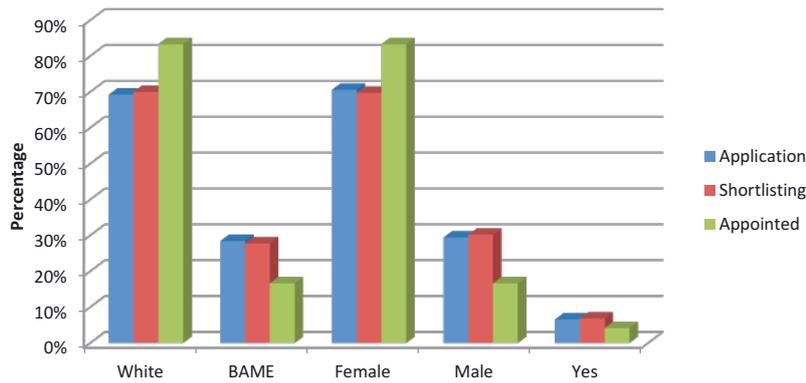
Recruitment to lecturing posts Sept 16 - Aug 17
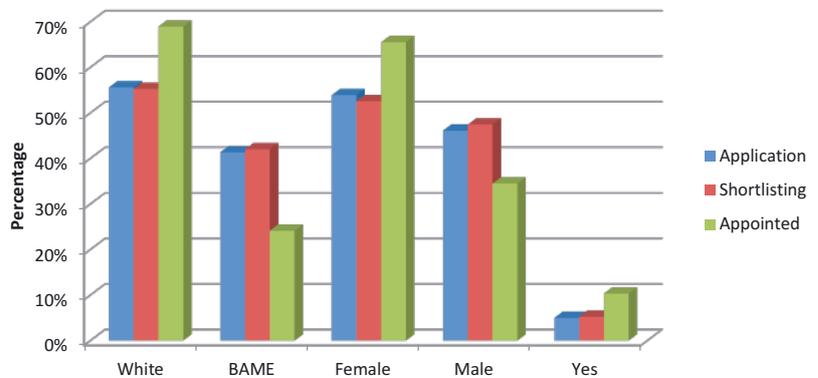
Recruitment to management posts Sept 16 - Aug 17
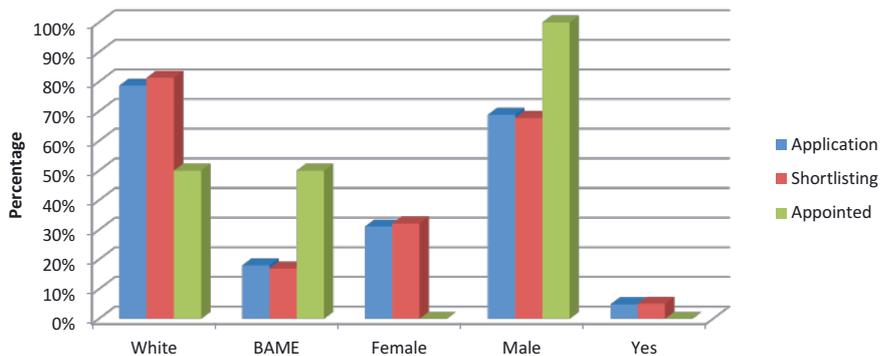
Overall appointment of BAME applicants to posts is at 22% of all appointments, management posts had the greatest percentage with 50% of appointments being BAME, this is based on a small number of appointments. No female applicants were appointed to Management posts. There was an increase of female staff being appointed to lecturing and support posts compared to the profile of those who applied. The percentage of lecturing applicants with disabilities that progressed to appointment was greater than those that applied.

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 i.e. 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 i.e. 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	**10.24%**

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

Monday, 16 January, 2017

Solihull College & University Centre student Dayl Cunningham has used his newly found skills and expertise in retail to volunteer for Birmingham's Children's Hospital over the festive period.

Dayl, who is currently studying towards his Retail qualification at the College jumped at the chance to volunteer with the Hospital as they organised a number of pop-up shops over the Christmas period to sell gifts and allow children to visit Santa's Grotto. Dayl was based in Birmingham's House of Fraser store throughout his volunteering and made the 40 minute commute from his home many times throughout each week.

Dayl commented "I've always wanted to work in retail but have also had experience working with young people so I was able to use both qualities within the work experience."

Often going out of his way to do what was needed for the charity, Dayl worked extra shifts and filled in where possible, commenting "I enjoyed it from the beginning. Volunteering was fun and enjoyable and I was able to promote a great cause using the skills I have learnt at College, such as conversation starters, open and closed questions as well as the correct way to approach customers. Some people may think because I have autism I would be nervous, but I loved it straight away."

It was clear to see that Dayl had enjoyed his work experience and he impressed those at Birmingham Children's Hospital. Regional Fundraising Officer, Ryan Stanley commented "Dayl has been great at the House of Fraser grotto, his attitude has been fantastic and he has really got stuck in every day he has volunteered. A number of different staff members have worked with him and every single one of them have come back to me and said how great he has been to work with, we even had a couple of customers get in touch and let us know how great he has been with the children."

Dayl will now be volunteering for Birmingham Children's Hospital on a regular basis with upcoming events in 2017. He also hopes to progress with his qualification at Solihull College & University Centre and gain employment in retail upon completion of his qualification.

Student Feedback

Teaching and Learning Survey – November 2017

Students were asked if they would recommend the College to a friend . Results of that survey are shown below by ethnicity and gender.

	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	No.	%	No.	%	No.	%	No.	%	
Female	479	36	776	59	52	4	15	1	1322
Male	453	32	852	61	75	5	20	1	1400
Arab	14	37	21	55	2	5	1	3	38
Asian/Asian British - Any other Asian background	10	31	21	66	0	0	1	3	32
Asian/Asian British - Bangladeshi	9	26	18	51	6	17	2	6	35
Asian/Asian British - Chinese	0	0	3	100	0	0	0	0	3
Asian/Asian British - Indian	24	25	62	64	9	9	2	2	97
Asian/Asian British - Pakistani	147	37	228	58	17	4	4	1	396
Black/Black British - African	38	42	51	57	0	0	1	1	90
Black/Black British - Any other Black background	9	23	23	59	5	13	2	5	39
Black/Black British - Caribbean	15	34	26	59	3	7	0	0	44
Mixed/Multiple ethnic group - Other	12	32	20	53	6	16	0	0	38
Mixed/Multiple ethnic group - White and Asian	24	42	28	49	2	4	3	5	57
Mixed/Multiple ethnic group - White and Black African	2	17	10	83	0	0	0	0	12
Mixed/Multiple ethnic group - White and Black Caribbean	26	24	73	68	8	7	1	1	108
White - Any other White background	22	39	33	59	1	2	0	0	56
White - British	561	34	989	61	66	4	18	1	1634
White - Irish	2	20	7	70	1	10	0	0	10
Not Known/Provided	4	50	4	50	0	0	0	0	8
Other	13	52	11	44	1	4	0	0	25

CASE STUDY

AMANDEEP LANDS DREAM ROLE IN CHILDCARE

Monday, 26 June, 2017

Amandeep Singh, an adult student at Solihull College & University Centre has secured employment at a local Monkspath Nursery after impressing on work experience as part of her course.

Amandeep, 36 from Monkspath started studying at Solihull College & University Centre with her Level 2 in 2014, she topped up with GCSE's last year, and completed her Level 3 course this year. By studying the Level 3 CACHE Childcare and Education (Early Years Educator) Diploma, students earn Early Years Educator status. Amandeep's interest piqued when she attended a College open day and subsequently found her ideal course on the website.

Amandeep has completed her course whilst juggling a busy home life with 2 young boys. The ability to work her schedule around parenting has been a huge benefit. After originally working in a shop, she was taking her youngest son to nursery when she began considering a career in childcare. Noting how well her son was treated at the nursery she asked a manager there how she could embark on a route into working with children. The manager suggested she explored her options at Solihull College & University Centre. The idea appealed to Amandeep – 'I needed to do something for myself again' she states.

After embarking on her studies she excelled on the course. 'The course was brilliant, a mix of ages and all different people created a perfect blend. I also found I could apply the teachings I learned to dealing with my own children on a personal level, I could apply it to my own life and learn how to manage and control a situation'.

The course covered a variety of topics, including safeguarding, illnesses in children and observing. Students have a variety of work based assessments with 365 hours of work experience in the year. On placement with a local nursery, Amandeep was asked to stay on as supply for 0-5 year old children. 'It was great to learn from experienced people in the working environment of a nursery, I started applying things automatically'.

In terms of the new road her career has taken Amandeep had this to say, 'If you want to work with children, you have to love working with children. I did, and I really enjoyed my course as a result. Both of my tutors were really helpful and supportive, they have been amazing'.

Helen Barber, Amandeep's tutor stated, 'Amandeep is really good at supporting her peers, she is willing to take time and research, this success it richly deserved. This is what early years is all about sharing experiences and giving our students the freedom to express themselves which they can then apply to future roles'.

Appendices

The Equality & Diversity Group - Membership

Vice Principal, HR & Student Services (Chairperson)

College Lead Governor for Equality & Diversity & Learner Voice

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

Governing Body

↑

Senior Leadership Team

↑

Equality & Diversity Group

↑

Disability Equality Group
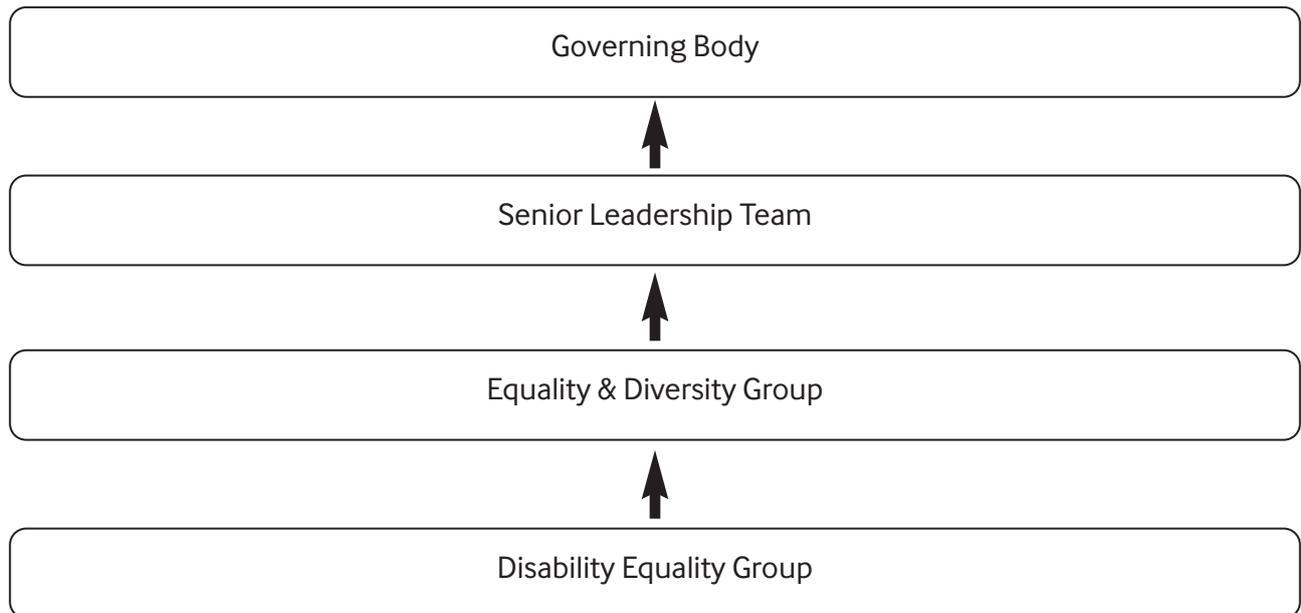
Equality Policy

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 2017/18

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:
Following our merger with Stratford-Upon-Avon College, we will ensure the newly merged college shares across all areas high expectations and strong values in relation to equality & diversity, fundamental British Values and inclusivity.	• Ensuring appropriate membership of the Equality & Diversity Steering Group to include students and staff from all campuses • Reviewing current practices around Stratford events and enrichment • Capturing and analysing data across the whole College to inform E&D strategy and focus
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

Objective	We will do this by:
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 2017

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