

# Solihull College

**Equality & Diversity** Annual Report 2012



Solihull College



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# Executive Summary

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

The College has a set of six core values which underpin everything that we do. Equality and Diversity is one of our key values but is also embedded within the other five values.

## Our Values

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

The College has developed a set of strategic goals which sets out our annual priorities for 2012/13. A number of our objectives relate specifically to our equality and diversity agenda. For example:

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

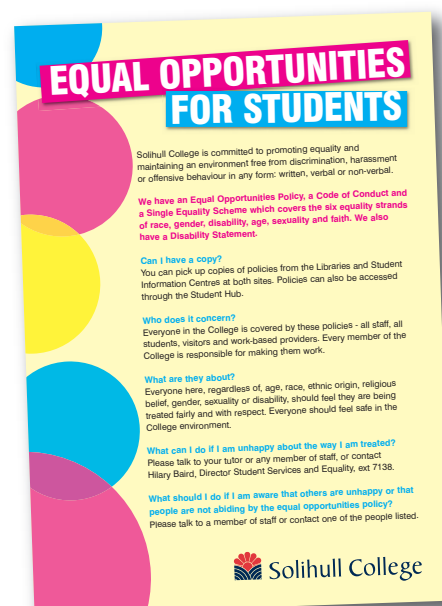
## Equality Policy Statement

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

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

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

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





## **The College has due regard to its duties to:**

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

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

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

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

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

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

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

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

In setting out the College's progress on equality and diversity during 2011/12, the College will identify its key objectives for 12/13 and beyond, through the publication of its Equality Policy and progress towards achieving its Equality Objectives.



Mental Health Awareness Day

# Celebrations Events & Actions

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

Each year in the Autumn term **Black History Month**, held in partnership with the local authority, is celebrated with a week of activities and exhibitions. Events in October 2012 included:

## **Black Olympic Icons Exhibition**

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

## **Black People in Cinema**

Screenings of iconic black films.

## **African Drumming**

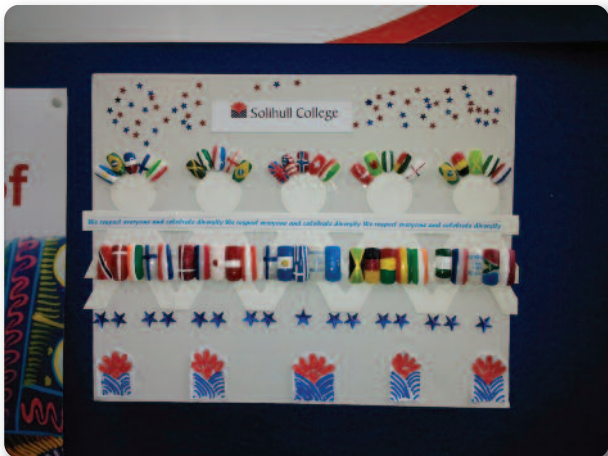
A chance to experience the complex and compulsive rhythms of West Africa in an informal drumming workshop

## **Genealogy (Start Your Caribbean Family Tree)**

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

**African Carnival Masks** - A workshop which provided the chance to make traditional African masks





### Food Tasting and Sharing

Featuring traditional Caribbean and African dishes.

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

### The main event of the year is the **Celebration of the Cultures of the College.**

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

### LGBT Month

LGBT month is celebrated in February and exhibitions and activities are led by students who are members of the LGBT group.

## Case Study

### Women's Futsal league 2011/12

Our women's Futsal Team Triumphed last year when they went unbeaten throughout the season and won the Futsal League played in Aston. They play games against other local colleges once a month. Futsal is indoor football played on a slightly smaller pitch with a ball that doesn't bounce like a normal football. The players enjoyed the season and played against teams like Wolverhampton College, Walsall College, Warwickshire College and many more.



Our women's Futsal Team were presented with a League Winners Cup and Medals for their achievements. We hope this year we can do it again.



# 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. Over 1200 learners were identified as having a disability or learning difficulty in 2011-12. Of this figure, over 800 were full time learners were representing 18.5% of FE learners on long courses. The overall success rates for these learners are in line with college averages or better.

Each year we hold events to raise awareness of disability. Our deaf awareness event is led by our Deaf students and participating hearing students are taught simple communication. This has been expanded during 11/12 by offering lunchtime classes in British Sign Language that have been very popular with students and very successful. These classes, led by our Deaf Coordinator and supported by our Deaf students, are continuing in 2012/13.

## Case Study

### Additional Learning Difficulties X Box Kinect Sessions

We have found that our Xbox Kinect sessions have proved very popular with the ALD students this year. It has given the students a chance to take part in exercise and also have fun while dancing along to the Xbox games. Many students have taken part in this activity and have thoroughly enjoyed themselves.



We hope to engage with ALD students a lot more this year offering some other sporty activities for the students to take part in.





## Disabled Go

The College is delighted to have worked with Disabled Go to complete a very positive audit on the accessibility of the College for people with disabilities. The major new build and refurbishment project at our Blossomfield campus, completed in 2010, was fully assessed for accessibility and impact on staff, learners and visitors with disabilities. There has been a follow-up assessment in 2012 to include our horticulture facilities.



## Case Study

### Katie Buckingham, Peter Jones Enterprise Academy

Katie Buckingham is a student committee member on the Disability Equality Group. She is a student of the Peter Jones Enterprise Academy and is a serial entrepreneur behind:

- WATS (WE ARE THE SAME) Mental Health?
- P.A.W.S Puppy starter kits, and
- Altruist Uk Ltd (definition: the principle or practice of concern for the welfare of others) a mental health consultancy business, specialising in mental health first aid.



Kate is the founder and is currently leading a mental health awareness and anti stigma campaign through targeting young people in Solihull. Young people's perceptions of mental health were gathered through mental health sessions and talking to young people as a starting point for the project. The information from these sessions highlighted common misconceptions that young people had about mental health. These have been used to inform the main action of the campaign. A group of young people who were interested in the campaign were brought together to decide the direction the project was going to take and what to spend the money on (funding from Solihull Council to support the project). The action decided was a resource pack which will include:

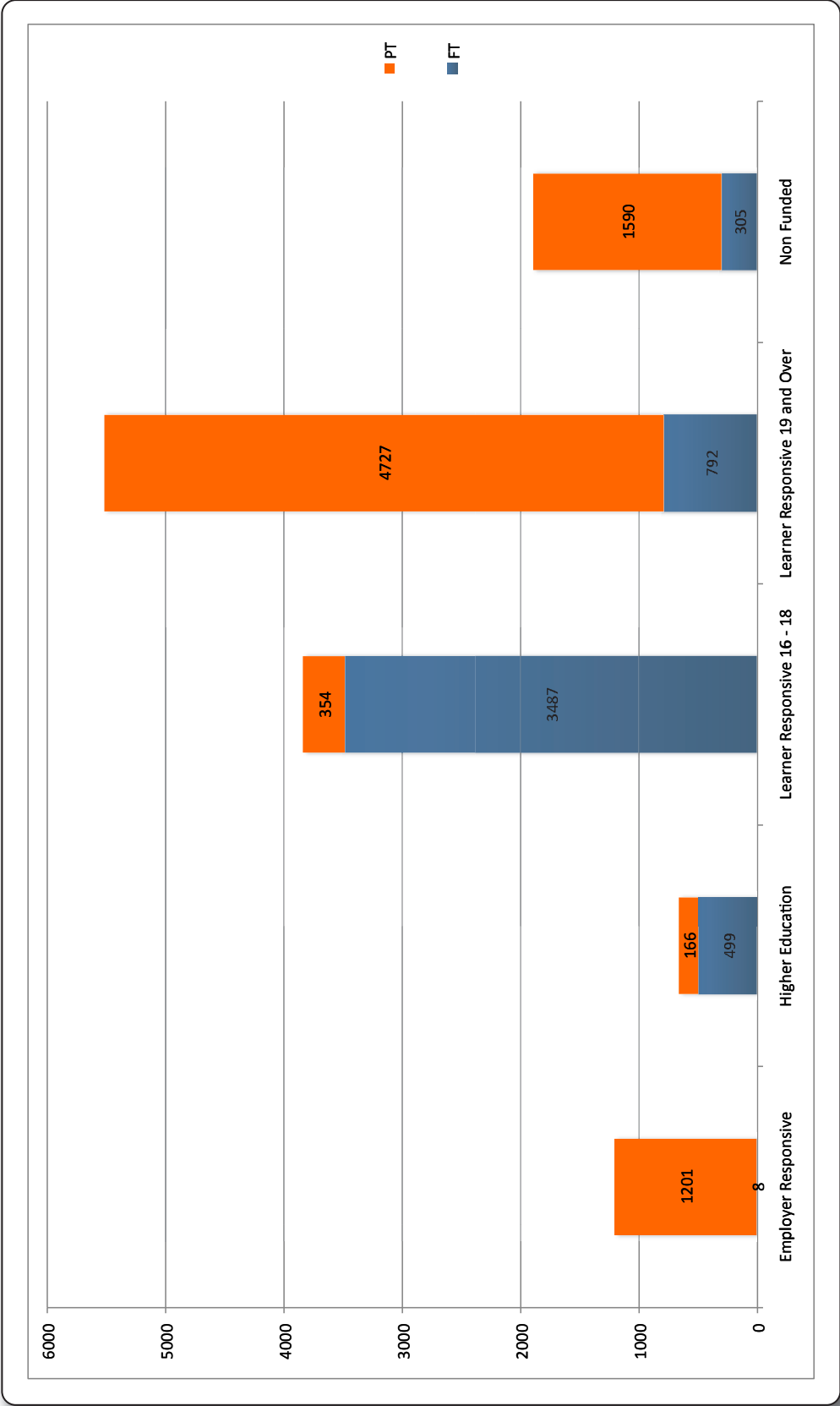
- A set of case studies to introduce young people to the main mental health issues
- A disc of activities to complement the case studies, giving young people the opportunity to think about and explore mental health
- Additional information about specific mental health issues
- A poster to raise awareness of mental health
- Information about support networks and helplines
- A video sting to raise awareness of mental health

#### Source:

<http://www.vik.org.uk/2011/09/14/mental-health-awareness-and-stigma-reducing-project-in-solihull/>

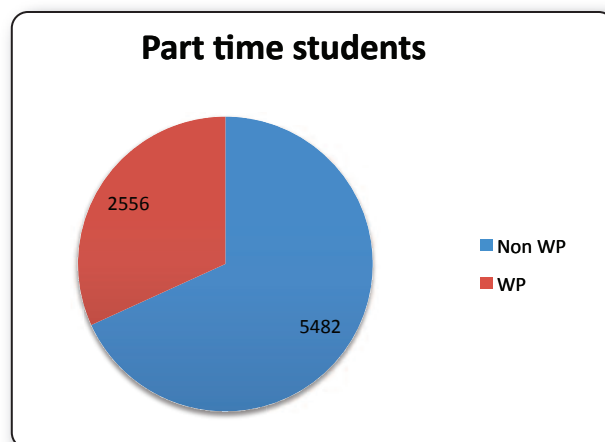
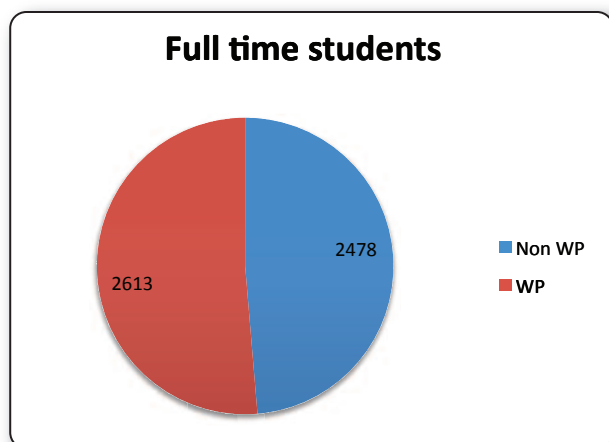
# The Student Profile

The College has almost 3,900 16-18 (Learner Responsive) students, the majority of whom are full-time learners. Most of our 19+ learners study with us on a part-time basis.



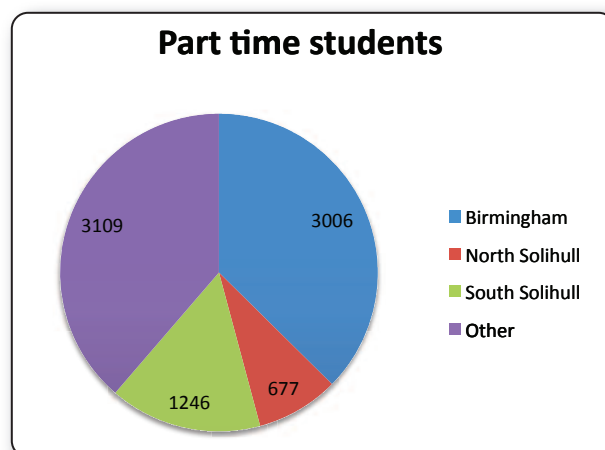
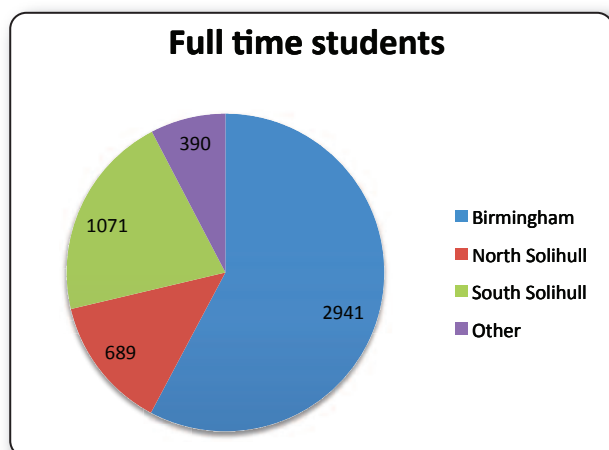
## Where are our students from?

57% of our full-time students are from widening participation (WP) areas (ie areas of socio-economic deprivation and underrepresentation defined by post code). 32% of our part-time students are from WP post codes.



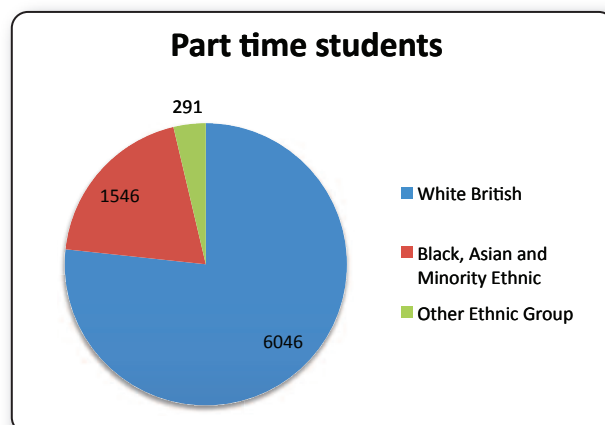
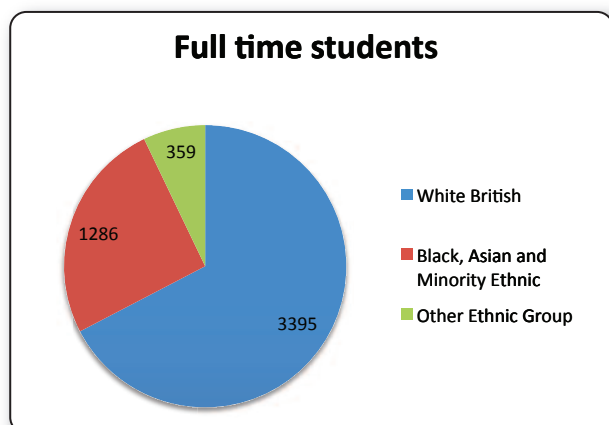
## Where do our students live?

A significant number of the College's full-time students come from outside of Solihull Borough, 58% from Birmingham.



## Ethnicity

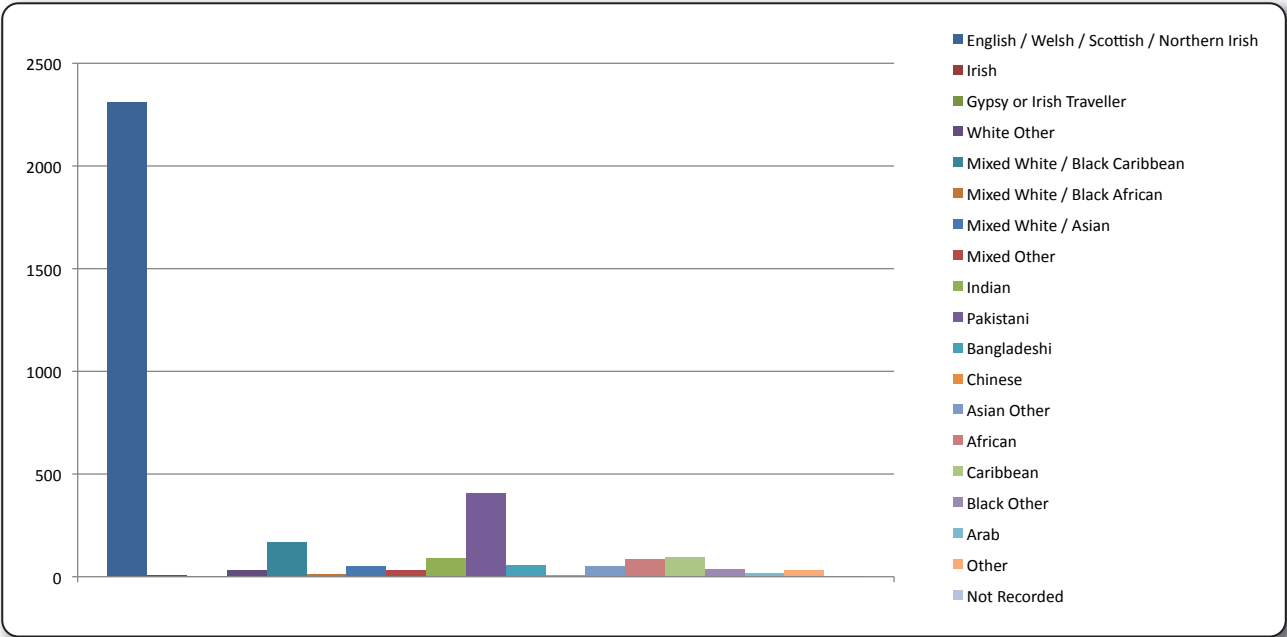
Learners from Black, Asian and Minority Ethnic (BAME) groups account for about 32% of the total full-time cohort and about 23% of our part-time learner cohort



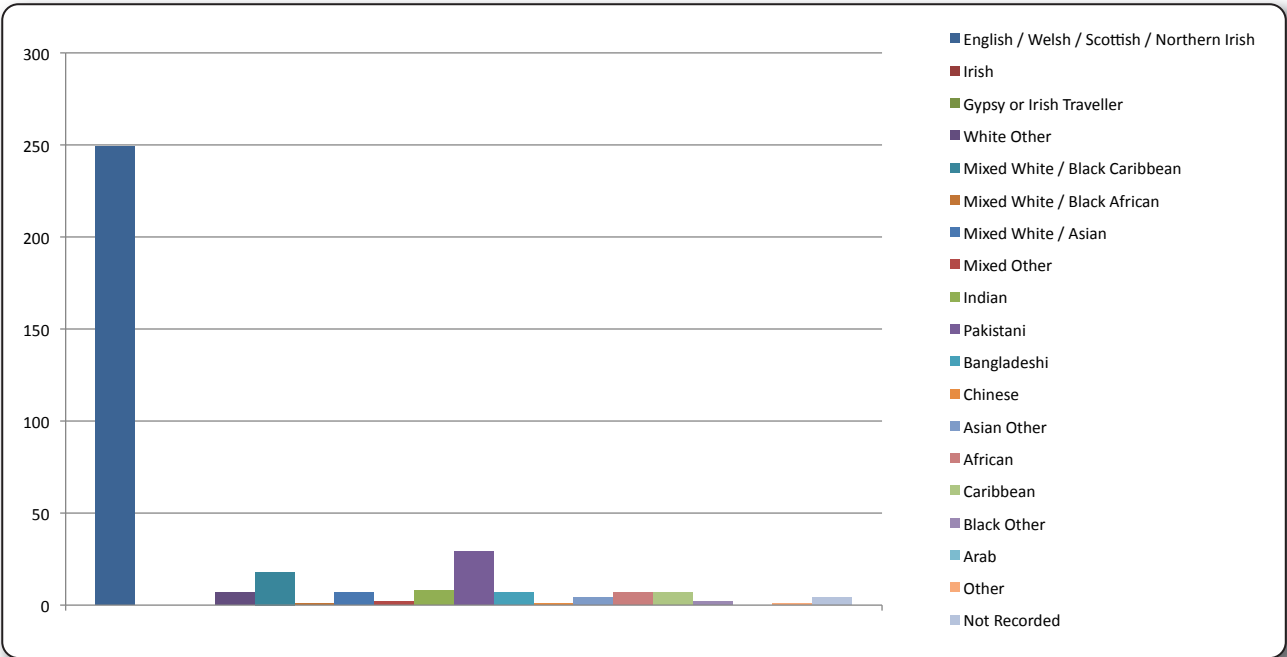


Pakistani students form the largest cohort of full time students from BAME or non white British contingency. 12% of full time students are Pakistani.

## Ethnic Breakdown of Full-time Students

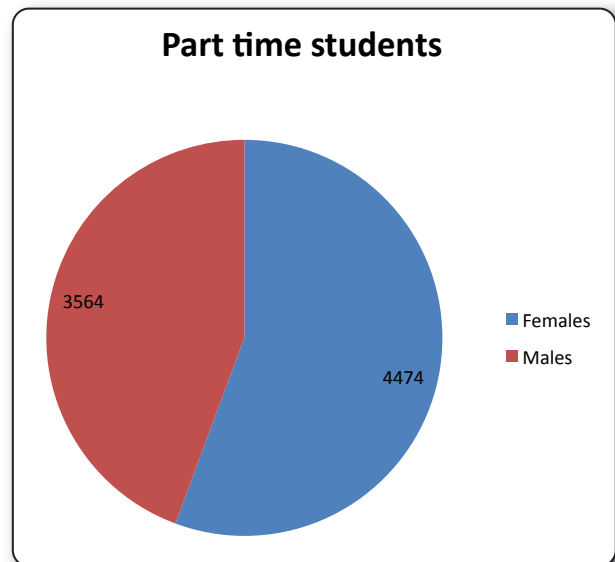
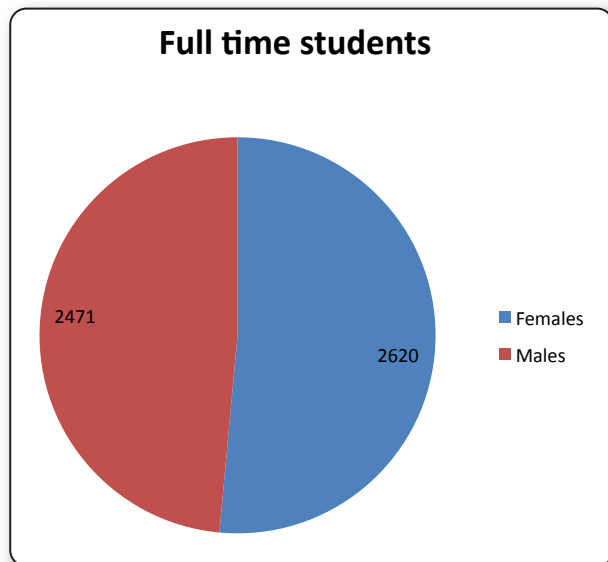


## Ethnic Breakdown of Part-time Students



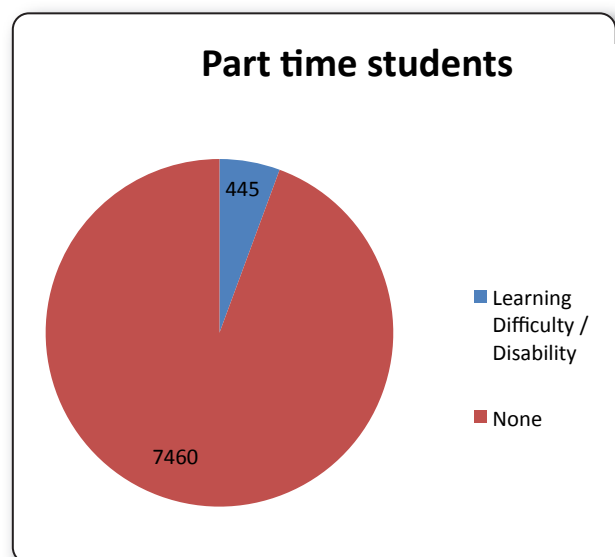
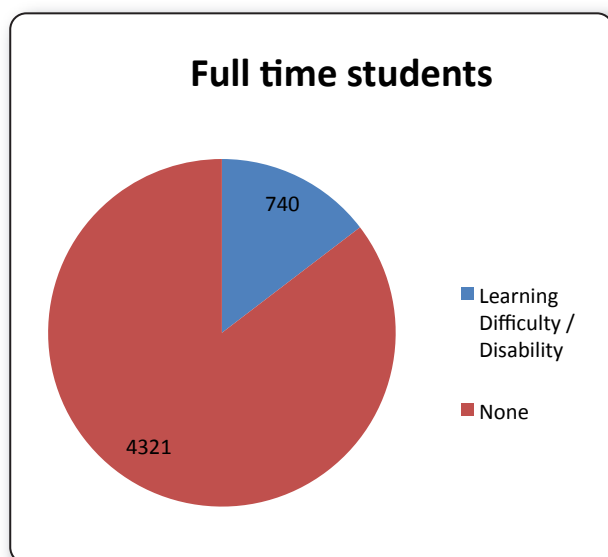
## Gender

The split of male and female full-time students is almost 50:50. Female students account for 54% of the part-time cohort. This reflects the national picture for part-time study in FE.



## Disability

15% of full-time students have declared a disability/learning difficulty or are receiving additional support in respect of a disability. For part-time students this figure falls to 5.5%.



# Student Success Up to Level 3 2011/12

## Ethnicity

### 16-18 provision

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

***Success rates for 16-18 year olds on all long courses (excluding key/functional skills) with an expected end year of 2011/12 by ethnicity and notional level***

Level (National Rate)	Category	Starts	Success Rates
Level 1 (81%)	Total	943	85%
	White	715	86%
	BAME	210	81%
Level 2 (80%)	Total	1516	86%
	White	1014	85%
	BAME	479	86%
Level 3 (78%)	Total	1561	83%
	White	939	82%
	BAME	603	84%

Top level analysis indicates there are no particular concerns with the overall achievement of 16-18 BAME students against White and total students apart from a slight shortfall at level 1, although performance is at the national rate. The following table shows a more detailed breakdown of success of the 16-18 cohort by ethnic group. Areas highlighted in red are those where performance is over 10% below national or College rate. Low success rates for Pakistani students at level 1 are due to a small number of learners on a Business Level 1 programme, is no longer offered in 2012/13.



**Table to show success rates for 16-18 year olds on all long courses (excluding key/functional skills) with an expected end year of 2011/12 by ethnicity and notional level**

Ethnicity	Notional Level	No. of Starts	Provider Rate	National Rate	%Diff +/-	
					With Provider	With National
Total Provider	Level 1	943	85	81		4
	Level 2	1516	86	80		6
	Level 3	1561	83	78		5
Any Other	Level 1	14	79	78	-6	1
	Level 2	17	82	82	-4	0
	Level 3	11	100	77	17	23
Bangladeshi	Level 1	9	78	74	-7	4
	Level 2	18	72	79	-14	-7
	Level 3	26	85	76	2	9
Black African	Level 1	14	93	81	8	12
	Level 2	32	88	84	2	4
	Level 3	76	92	78	9	14
Black Caribbean	Level 1	20	95	74	10	21
	Level 2	43	93	76	7	17
	Level 3	68	93	73	10	20
Black Other	Level 1	7	57	75	-28	-18
	Level 2	23	87	80	1	7
	Level 3	26	85	75	2	10
Chinese	Level 1					
	Level 2	1	100	85	14	15
	Level 3	6	100	85	17	15
Indian	Level 1	16	100	87	15	13
	Level 2	39	95	85	9	10
	Level 3	45	82	81	-1	1
Mixed	Level 1	61	80	75	-5	5
	Level 2	98	81	76	-5	5
	Level 3	121	79	73	-4	6
Other Asian	Level 1	17	82	79	-3	3
	Level 2	25	84	85	-2	-1
	Level 3	18	94	77	11	17
Pakistani	Level 1	66	74	83	-11	-9
	Level 2	200	86	83	0	3
	Level 3	217	81	77	-2	4
Unknown	Level 1	4	100	79	15	21
	Level 2	5	100	80	14	20
	Level 3	6	100	72	17	28
White	Level 1	1071	86	80	1	6
	Level 2	1135	84	77	-2	7
	Level 3	1053	81	78	-2	3

# Case Study

## Enterprising student wins trip of a lifetime with Sir Richard Branson

A graduate of the Peter Jones Enterprise Academy at Solihull College is jetting off to India next week with billionaire businessman and founder of Virgin, Sir Richard Branson.

This trip of a lifetime was won by 19-year-old Ravinder Deol after he entered the Virgin Media Pioneers 'Win a Trip to India with Richard Branson' competition and successfully impressed the panel of judges and Pioneers community with his Indian Snack Box business venture.

Virgin Media Pioneers proudly champions undiscovered talent and supports entrepreneurs and businesses that embody Sir Richard Branson's spirit of enterprise.

As part of the competition, Ravinder was asked to submit 150 words describing why winning the trip to India would benefit his business development. After being shortlisted to one of eight candidates, he was then tasked with creating a short video that introduced him and his business, as well as explaining what winning the trip would mean to both.

Ravinder, who graduated from the Academy this summer, comments: "This trip is a fantastic opportunity and I'm incredibly excited about visiting India to experience business on an international scale, with one of the world's most inspiring entrepreneurs. My food business Indian Snack Box is keen to research and source the latest additions to this market from India, giving us a distinctive competitive advantage. This is a brilliant opportunity for me to network with influential entrepreneurs and take my current and future ventures to the next level."



Courtesy of Virgin Atlantic, the two-stop trip encompasses cultural Delhi and cosmopolitan Mumbai. Ravinder and four other entrepreneurs will stay in two of India's finest business hotels, meet fellow entrepreneurs from the UK and India over lunch at the British High Commissioner's residence and be part of an exclusive audience with Sir Richard Branson.

Brenda Sheils, Principal and Chief Executive of Solihull College, comments: "We are absolutely thrilled with Ravinder's success and how much he has achieved since he joined the Peter Jones Enterprise Academy. He is a brilliant role model for the College and other aspiring young entrepreneurs, and we wish him the best of luck in his enterprising future."

On graduating in July, Ravinder was named an Ambassador of the Peter Jones Enterprise Academy and was invited to accompany the Dragons' Den star to Buckingham Palace in October to meet the Duke of York, Royal Patron of the Peter Jones Foundation.

## 19+ provision

Level 2 BAME performance was identified as a concern in 2010/11, as it was at 5 points below the national level. The 2011/12 success rate for BAME Level 2 students has improved by 9 points and is now 4 points above national level. BAME performance at Levels 1, 2 and 3 is at or above national level. However, at Level 1 and 3, BAME students have not performed as well as white counterparts. No particular trend has been identified.

***Table to success rates for 19+ year olds on all long courses (excluding key/functional skills) with an expected end year of 2011/12 by ethnicity and notional level***

Level (National Rate)	Category	Starts	Success Rates
Level 1 (78%)	Total	545	81%
	White	381	82%
	BAME	149	78%
Level 2 (77%)	Total	1682	81%
	White	1014	82%
	BAME	419	81%
Level 3 (77%)	Total	765	82%
	White	548	84%
	BAME	216	78%



**Table to show success rates for 19+ year olds on all long courses (excluding key/functional skills) with an expected end year of 2010/11 by ethnicity and notional level**

					%Diff +/-	
Ethnicity	Notional Level	No. of Starts	Provider Rate	National Rate	With Provider	With National
Total Provider	Level 1	545	81	78		2
	Level 2	1682	81	77		3
	Level 3	765	82	77		4
Any Other	Level 1	11	73	75	-8	-2
	Level 2	36	69	74	-12	-5
	Level 3	7	57	75	-24	-18
Bangladeshi	Level 1	7	71	75	-10	-4
	Level 2	11	64	71	-17	-7
	Level 3	10	70	72	-11	-2
Black African	Level 1	16	69	74	-12	-5
	Level 2	55	78	73	-3	3
	Level 3	33	82	76	1	6
Black Caribbean	Level 1	27	81	74	0	7
	Level 2	84	82	71	1	10
	Level 3	34	76	70	-5	6
Black Other	Level 1	14	43	72	-38	-29
	Level 2	27	81	72	1	9
	Level 3	10	70	72	-11	-2
Chinese	Level 1	3	100	75	19	25
	Level 2	4	100	78	19	22
	Level 3	5	100	82	19	18
Indian	Level 1	30	80	82	-1	-2
	Level 2	74	81	79	0	2
	Level 3	25	84	77	3	7
Mixed	Level 1	21	86	74	5	12
	Level 2	70	84	73	3	1
	Level 3	36	75	72	-6	3
Other Asian	Level 1	3	100	75	19	25
	Level 2	27	81	75	0	6
	Level 3	6	83	76	2	7
Pakistani	Level 1	28	86	79	5	7
	Level 2	67	82	76	1	6
	Level 3	57	77	77	-4	0
Unknown	Level 1	4	100	78	19	22
	Level 2	4	100	78	19	22
	Level 3	2	100	74	19	26
White	Level 1	381	82	81	1	1
	Level 2	1211	82	77	1	5
	Level 3	548	84	77	3	7

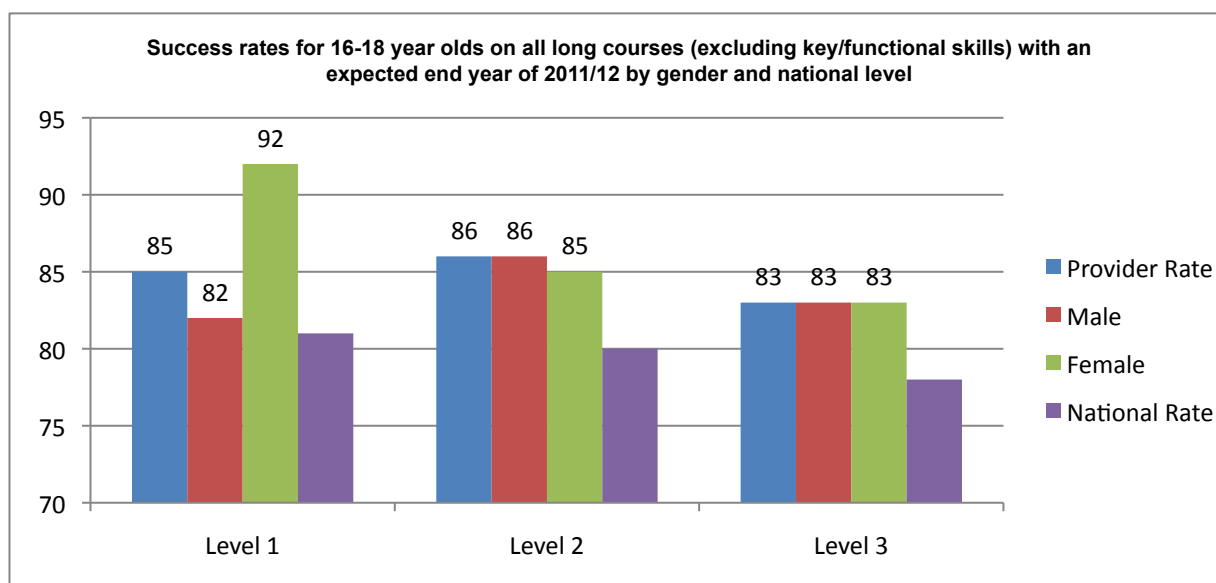
## Gender

### 16-18 provision

The table below shows success rates for 16-18 year olds on all long courses (excluding key/functional skills) with an expected end year of 2011/12 by gender.

Gender	Notional Level	No. of Starts	Provider Rate	National Rate	%Diff +/-	
					With Provider	With National
Total Provider	Level 1	943	85	81		4
	Level 2	1516	86	80		6
	Level 3	1561	83	78		5
Male	Level 1	656	82	81	-3	1
	Level 2	811	86	80	1	6
	Level 3	713	83	77	-2	5
Female	Level 1	287	92	82	7	10
	Level 2	704	85	81	-1	4
	Level 3	846	83	80	0	3

This analysis does not reveal any significant concerns as all levels are above national average for gender. However, male performance at Level 1 is 10% below female performance and shows a decline of 2% from 2010/11. This is a male dominated cohort and female performance has been exceptional.

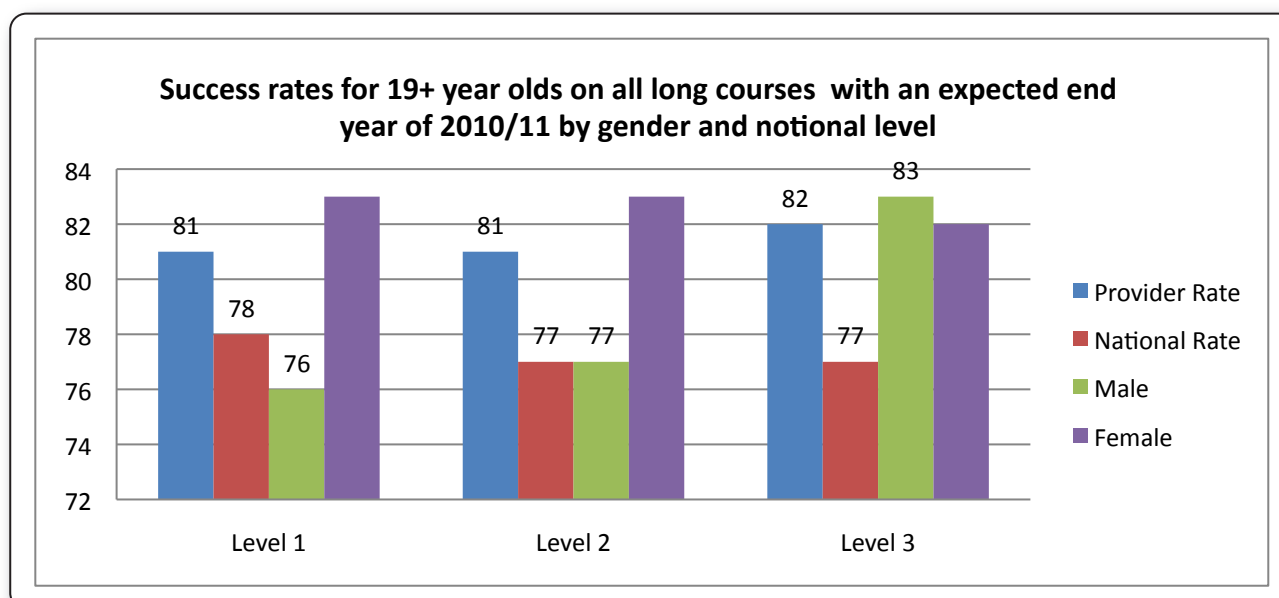


## 19+ provision

The table below shows success rates for 19+ year olds on all long courses (excluding key/functional skills) with an expected end year of 2010/11 by gender.

Gender	Notional Level	No. of Starts	Provider Rate	National Rate	%Diff +/-	
					With Provider	With National
Total Provider	Level 1	545	81	78		2
	Level 2	1682	81	77		3
	Level 3	765	82	77		4
Male	Level 1	135	76	78	-5	-2
	Level 2	487	77	74	-4	3
	Level 3	262	83	75	1	8
Female	Level 1	410	83	79	4	4
	Level 2	1195	83	79	4	4
	Level 3	511	82	78	1	4

For the majority of levels there is no significant gender difference. However, at Level 1 there is a difference with male success rates at 7 points below female success rates and 2 points below national rate. These are small numbers of learners following Adult IT, painting and decorating and Horticulture. The College is reviewing the offer for these programmes.



# Case Study

## Student barber cuts it at national competition

A barbering student from Solihull College has cut his way to victory at the British Barbers' Association National Student Barber Competition 2012, after wowing judges with his classic style.

Trainee barber, James Tysall, fought off competition from hundreds of other students across the country to take first place in the Classic Barbering Pro Edge category at a ceremony in London's Barber-Surgeons' Hall on Monday 14th May.



19-year-old James, from Chelmsley Wood in Solihull, comments: "When they announced I had come first it was a complete shock but I am really happy. The skills and techniques I've learned at Solihull College gave me the confidence to enter the competition and I will definitely look to enter more in the future. Learning how to cut hair has always been my passion and when I complete the barbering course this summer I hope to enrol on the hairdressing course at Solihull College in September."

James impressed the judges with his sharp, modern look – a style he had worked on for several weeks leading up to the event. Nicola Brain, James' barbering tutor at Solihull College, comments: "What James has achieved over the last year is absolutely fantastic and we are extremely proud of him. The style he chose for the competition reflects his natural ability for creating cutting edge styles; he has a very bright future ahead of him."

In recognition of his achievements, James was awarded £500, as well as a selection of Denman barber hairbrushes, a set of Andis clippers, and various barbering products.

## Students with Learning Difficulties / Disabilities

### 16-18 provision

At 16-18 there is some indication that students with learning difficulties actually achieve better than those students without. The only area of slight concern is the small numbers at Level 3 who perform slightly worse than students with no difficulty.

**Success rates for 16-18 year olds on all long courses (excluding key/functional skills) with an expected end year of 2011/12 by Learning Difficulty and notional level**

	<b>Level</b>	<b>Starts</b>	<b>Success Rates</b>
All	Level 1	943	85
Has learning difficulties	Level 1	382	86
Has no learning difficulties	Level 1	1034	85
All	Level 2	1516	86
Has learning difficulties	Level 2	300	88
Has no learning difficulties	Level 2	1498	85
All	Level 3	1561	83
Has learning difficulties	Level 3	142	82
Has no learning difficulties	Level 3	1519	84

### 19+ provision

Level 1 students with a learning difficulty achieve better than those without a learning difficulty. 19+ students at Level 3 and 2, while small in number do not achieve as well as those without a learning difficulty. The systems for supporting these students will be reviewed and progress on this will be reported to the next meeting.

**Success rates for 19+ year olds on all long courses (excluding key/functional skills) with an expected end year of 2011/12 by Learning Difficulty and notional level**

	<b>Level</b>	<b>Starts</b>	<b>Success Rates</b>
All	Level 1	545	81
Has learning difficulties	Level 1	176	89
Has no learning difficulties	Level 1	365	78
All	Level 2	1682	81
Has learning difficulties	Level 2	142	79
Has no learning difficulties	Level 2	1404	82
All	Level 3	765	82
Has learning difficulties	Level 3	142	80
Has no learning difficulties	Level 3	619	83



# Case Study

## Asnath is a cut above

Having a disability may discourage some people from pursuing their dream, but not Asnath Losala, a student at Solihull College who is making an impression with her hairdressing skills.

South African-born Asnath, who is deaf, is currently studying the Level 1 Diploma in Hairdressing at the College's Blossomfield Campus.

As part of her course, Asnath recently carried out a work placement at Mr Benn hairdressing salon in Dorridge.

Salon Manager Sue Mason comments: "It was a pleasure to have Asnath working in the salon and allowing her to develop her skills. Her shampooing and blow drying abilities were all excellent and way above the level we were expecting. She was great with the customers and didn't let her disability get in the way of communicating with them and the rest of the team. She is a real inspiration to others and a great role model for the College."

Solihull College has a dedicated team on campus to offer additional support to students with learning difficulties/disabilities and Asnath has a signer with her in all classes to interpret what is being taught.

Asnath's tutor, Liz Williams, comments: "Asnath is a very focused and determined young person and a pleasure to teach. She has built up a great relationship with her signer which makes it easier for us to teach her the various techniques and theories of hairdressing. To receive this feedback from

a work experience employer is extremely pleasing and we are proud that Asnath made such a good impression with both the salon and its clients."

17-year-old Asnath comments: "I am really enjoying the hairdressing course at Solihull College and Lucy, my signer, has been great at interpreting the different methods to me. We have even created some of our own signs because some of the techniques don't have any! Growing up in South Africa, I have always been interested in hairdressing as I used to practise the different braiding styles and this is what I want to do in the future when I qualify."

The College is delighted to announce that Asnath recently won the regional African Caribbean Hairdressing Competition and has now been put through to the final in Blackpool.



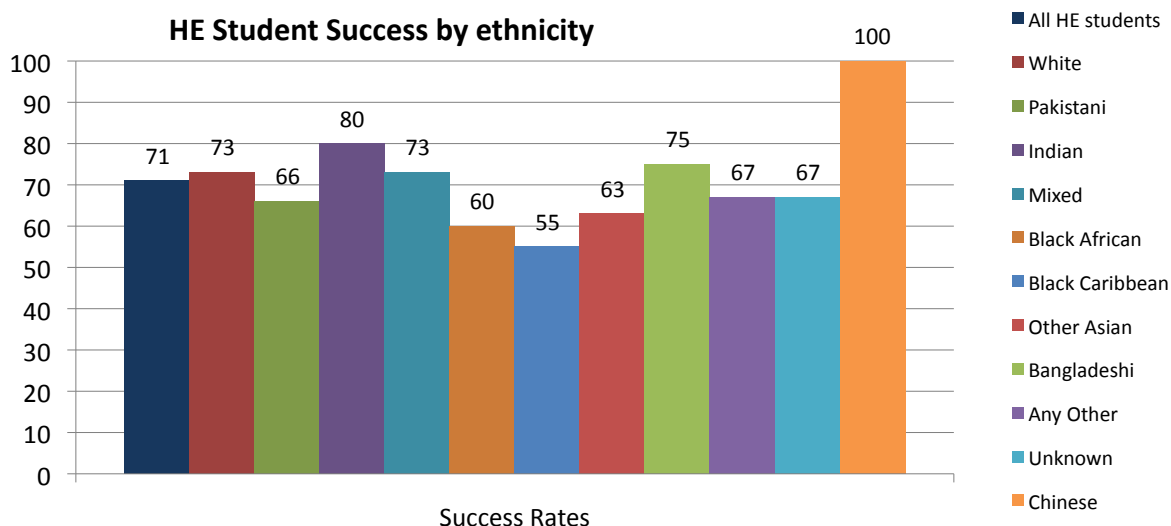
# Student Success

## Higher Education 2011/12

### Ethnicity

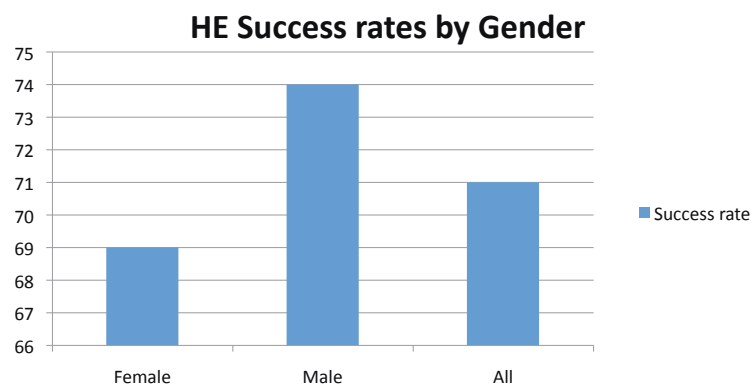
Achievement of BAME students is slightly under that of white students. The highest performing substantial cohort of students is Indian, with a success rate of 80%. Black African and Pakistani students have performed slightly below the College rate.

Ethnic Group	Starts	Success Rates
Any Other	3	67
Bangladeshi	4	75
Black African	20	60
Black Caribbean	20	55
Black Other	1	0
Chinese	1	100
Indian	25	80
Mixed	22	73
Other Asian	8	63
Pakistani	35	66
Unknown	3	67
White	305	73
Total	447	71



## Gender

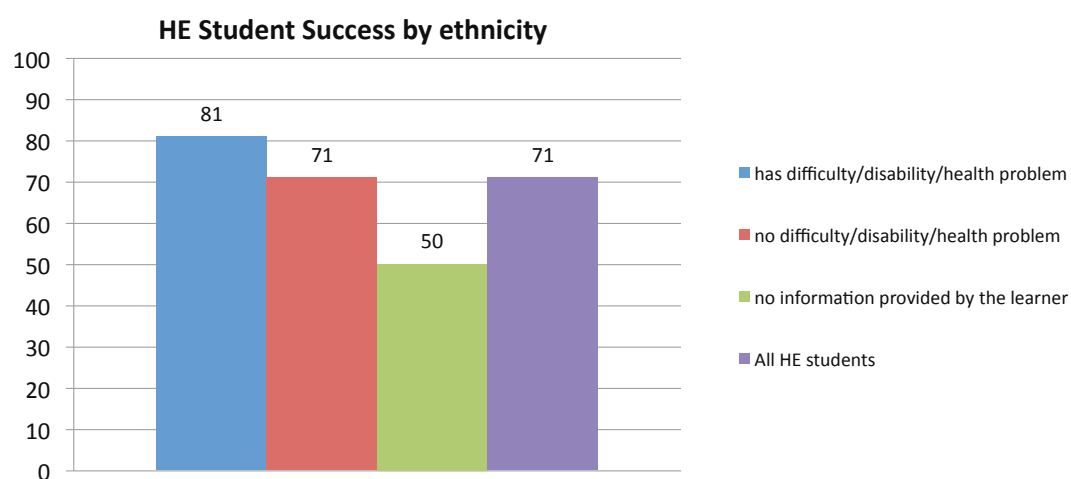
	Starts	Success rate
Female	227	69
Male	220	74
All	447	71



## Disability

Difficulty or Disability	Starts	Success rates
has difficulty/disability/health problem	42	81
no difficulty/disability/health problem	393	71
no information provided by the learner	12	50
	447	71

HE students with a disability performed to a high level in 2012/13, achieving a success rate of 81%



# Allocation of Learner Support Fund 2012-2013

## Students with Disability or Learning Difference

The Learner Support Fund has a strong profile in terms of supporting students with a disability or learning difference. Over the past three years the fund has supported increasing numbers of students with a disability or learning difference and this year it has risen to its highest level.

2010-2011			2011-2012			2012-2013		
Percentage of students receiving support with a disability	College Profile	Variation from College Profile	Percentage of students receiving support with a disability	College Profile	Variation from College Profile	Percentage of students receiving support with a disability	College Profile	Variation from College Profile
18%	11%	7%	21%	12%	9%	27%	10%	17%

## Students from a Widening Participation post code

Over the past three years the Learner Support Fund has supported increasing numbers of students from areas of economic and social deprivation. In 2011-2012 the income threshold for the fund was raised from £19,000 p.a. to £20,817 p.a. and this has led to an increase in the volume of students supported from widening participation areas.

This year two priority levels were introduced when assessing the support requirements from applicants. Priority 1 applicants, who had a household income of less than £21,000 p.a., were awarded support funding first. This was followed by priority 2 applicants, who had a household income of less than £26,000 p.a., and were awarded support subject to sufficient funds remaining. This approach has resulted in the highest level of students accessing the fund from widening participation areas.

2010-2011			2011-2012			2012-2013		
Percentage of students receiving support from WP area	College Profile	Variation from College Profile	Percentage of students receiving support from WP area	College Profile	Variation from College Profile	Percentage of students receiving support from WP area	College Profile	Variation from College Profile
64%	46%	18%	68%	47%	21%	63%	39%	24%

## Age Group

The Learner Support Fund comes in three distinct budgets, 16-18 General Hardship, 19+ General Hardships and Childcare (which is available to students aged over 20). The profile for 2012-2013 shows an increase in the funding provided to the 16-18 age groups for the second year.

In 2011-2012 the increase in the amount of support provided to the 16-19 age range can be attributed to the removal of the EMA scheme for new students, with second year students still eligible to receive EMA payments. The increase in funding support for the 16-19 age groups in

2012-2013 can be attributed to the complete removal of the EMA scheme for this age group and the increase in funding provided to colleges to distribute to this age group.

	2010-2011			2011-2012			2012-2013		
	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
<b>16-18</b>	41%	38%	3%	58%	41%	17%	69%	39%	30%
<b>19+</b>	59%	62%	-3%	42%	59%	-17%	31%	61%	-30%

## Ethnicity

The data shows that there is little variation in the students receiving funding and the college profile. For the second consecutive year the two groups which vary the most from the college profile are from Pakistani origin (+4%) and English/Welsh/Scottish/Northern Irish origin (-7%).

Ethnicity	2010-2011			2011-2012			2012-2013		
	Percent of students	College Profile	Variation from College Profile	Percent of students	College Profile	Variation from College Profile	Percent of students	College Profile	Variation from College Profile
Bangladeshi	1%	1%	0%	2%	1%	1%	1%	2%	-1%
Arab							1%	0%	1%
Indian	3%	3%	0%	2%	2%	0%	3%	4%	-1%
Pakastani	9%	6%	3%	14%	7%	7%	12%	8%	4%
Asian - Other	0%	1%	-1%	1%	1%	0%	2%	2%	0%
African	2%	2%	0%	4%	2%	2%	4%	3%	-1%
Caribbean	4%	3%	1%	3%	3%	0%	3%	3%	0%
Black Other	1%	1%	0%	2%	1%	1%	2%	1%	1%
Chinese	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mixed White/Asian	1%	1%	0%	1%	1%	0%	1%	1%	0%
Mixed White/African	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mixed White/Caribbean	2%	3%	-1%	5%	3%	2%	5%	3%	2%
Mixed Other	2%	4%	-2%	1%	1%	0%	0%	1%	-1%
English / Welsh / Scottish	69%	68%	1%	62%	56%	-6%	63%	70%	-7%
Irish	1%	1%	0%	0%	1%	-1%	0%	1%	-1%
Gypsy or Irish Traveller							0%	0%	0%
White Other	2%	3%	-1%	2%	3%	-1%	2%	2%	0%
Not Recorded	2%	2%	0%	0%	1%	-1%	0%	0%	0%
Other	2%	1%	1%	1%	1%	0%	1%	1%	0%

## Gender

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

The gap between the funding levels of male and female students has been narrowing and the funding profile for 2012-2013 shows a further reduction in the gap between males and females.

	2010-2011			2011-2012			2012-2013		
	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
<b>M</b>	35%	50%	-14%	38%	48%	-10%	48%	46%	-2%
<b>F</b>	65%	50%	15%	62%	52%	10%	52%	54%	2%

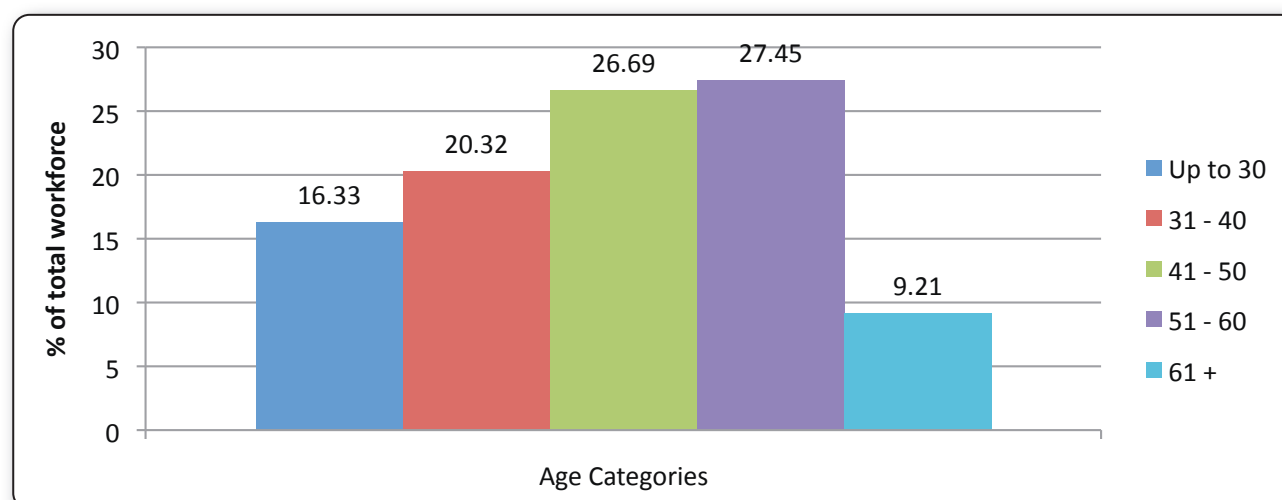


# Solihull College Staffing Profile

## Age

The largest age group is the 51-60 cohort. The College's 2012 Annual Report identified the 41-50 cohort as the largest group.

*The largest age group is the 51-60 cohort.*



The table below shows the College's age profile by categories of staff

Age % of workforce	College	Mgmt	Lecturing	Support	PT teaching	Hourly paid support
Up to 30	16.33	2.38	9.68	15.50	13.23	35.03
31 - 40	20.32	9.52	26.61	24.92	15.95	11.86
41 - 50	26.69	33.33	29.44	25.23	29.18	20.34
51 - 60	27.45	42.86	29.84	28.57	28.40	16.95
61 +	9.21	11.90	4.44	5.78	13.23	15.82

## Ethnicity

The table below shows the current ethnic profile of college staff with comparative data back to 2008. In 2008 the College set a target to increase the percentage of Black, Asian and Minority Ethnic (BAME) staff to 12% in order to move towards a profile that more closely matched the student profile.

This target has been achieved and, with the BAME profile currently at the College has set a new target of 15% representation of staff from BAME groups.

The College has made significant progress in increasing the percentage of full-time and fractional lecturing staff from BAME groups from 8.48% in 2008, to 12.65% in December 2011

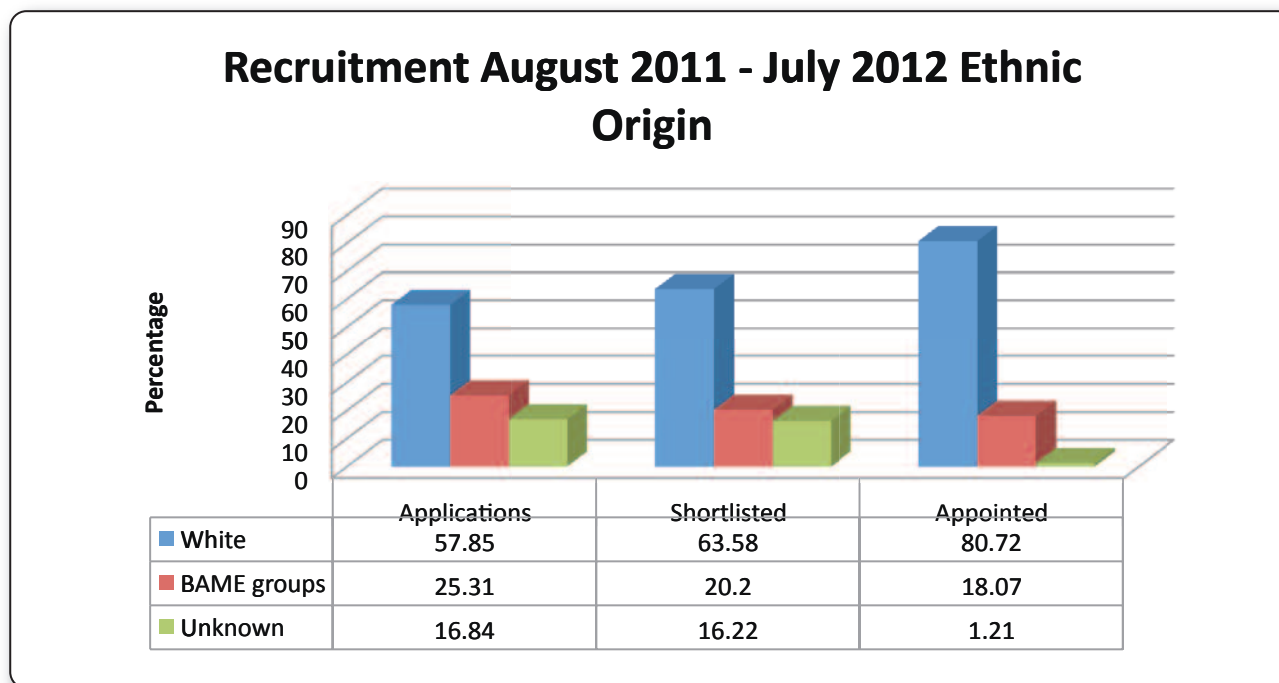
### Staff Profile December 2012

Year	Ethnicity	College	Mgmt	Teaching	Support	PT teach	Hourly paid support
<b>2012</b>	<b>White</b>	<b>85.57</b>	<b>85.71</b>	<b>85.89</b>	<b>86.32</b>	<b>86.77</b>	<b>81.92</b>
2011	White	86.50	85.00	87.20	85.05	87.78	
2010	White	89.13	88.24	90.07	87.57	90.32	
2009	White	89.49	88.46	91.24	88.62	89.19	
<b>2012</b>	<b>BAME</b>	<b>13.86</b>	<b>14.29</b>	<b>13.31</b>	<b>13.37</b>	<b>12.45</b>	<b>17.51</b>
2011	BAME	12.71	15	12.40	14.33	10.74	
2010	BAME	10.46	11.76	9.93	12.43	8.3	
2009	BAME	9.55	11.54	8.76	10.58	8.71	
<b>2012</b>	<b>Not known</b>	<b>0.57</b>	<b>0</b>	<b>0.8</b>	<b>0.31</b>	<b>0.78</b>	<b>0.57</b>
2011	Not known	0.79	0	0.39	0.62	1.48	
2010	Not known	0.41	0	0	0	1.38	
2009	Not known	0.96	0	0	0.79	2.1	

## Ethnicity 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 table below shows the ethnicity profile from the last monitoring period up to July 2012.*



The percentage of staff appointed from BAME groups has increased when compared to appointments the previous year. The increase was 4.12%. There is a drop of 5.11% from application to shortlisted and a drop of 2.13% from shortlisted to appointed. The table below reflects the position over the last few years.

	July 12	Aug 11	Jul 10	Dec 09	Dec 08
% applied	25.31	22.69	28.23	24.74	28.68
% shortlisted	20.20	19.70	17.93	22.85	21.68
% appointed	18.07	13.95	17.14	8.33	12.98

The percentage of applications has increased since last year which is encouraging, this has resulted in a high percentage of appointments from BAME groups which has been reflected in the staff profile where the percentage of BAME staff is 13.86%.

# Case Study

Excerpt from Network for Black professionals e-Zine

## Fatima Ramji Promoted to Senior Director

Congratulations to Fatima Ramji, a participant in our BLI® Ofsted inspection shadowing programme, who has recently been promoted to the post of Senior Director at Solihull College.



A Microbiology graduate, Fatima progressed at Solihull College from her initial lecturer position, to Team Leader and Head of School in Computing & IT at Solihull. During her 7 years in that position, she was instrumental in elevating the computing school's grade to the highest level. She was successfully promoted to the position of Senior Director in May 2012.

Fatima took part in the BLI® Ofsted inspection shadowing programme in 2004 and has since attended Career Development Workshops and been trained as a BLI® mentor. She says of her participation in BLI® programmes:

*"Skills and abilities gained through my own qualifications and experiences have been furthered through the support and development offered by NBP & BLI allowing me to expand upon my career opportunities and enabling me to perform well and produce excellent results. Ofsted shadowing assisted in securing my progression to the post of Head of School. My participation in various workshops contributed to enhancing my understanding of hot topics such as funding and performance management through the coaching scheme. Such experience contributed to enabling me to perform at an optimum level in my post of Head of School. My overall career progression has been influenced through my participation in the mentoring scheme."*

In her new role, Fatima is responsible for managing three Schools – Business, Health & Social Care and Sports and is involved in strategic decisions required within the college to shape its direction. She aims to achieve excellent internal and external inspection results and to create an engaging and appealing learning environment within her faculty and its Schools.

Fatima offers this advice to BAME professionals looking to progress in their career: "Perseverance and hard work through maximising all available opportunities will enable you to continually update your skills and achieve excellent results with great outcomes. Since opportunities are rare to come by, it is vital that any opportunities that do arise are recognised and seized through ingenuity and creativity in order to excel."

## Network for Black Professionals

The College is a member of the Network for Black Professionals, which provides training, mentoring and secondment opportunities for staff from Black, Asian and Minority Ethnic backgrounds with the aim of increasing the numbers of BAME staff in management positions in the FE sector. The College's Director of Student Services and Equality is a Black Leadership Initiative Mentor.

## Gender

The College's gender profile for staff is shown below.

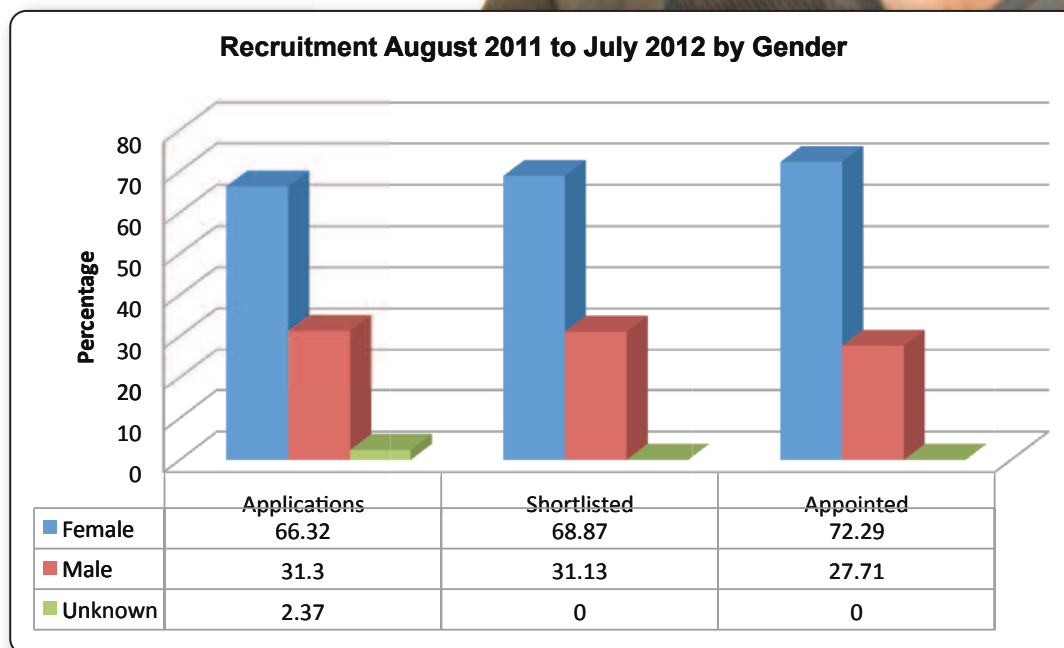
Year	Gender %	College	Mgmt	Lecturing	Support	PT teach	Hourly paid support
<b>2012</b>	<b>Female</b>	<b>67.33</b>	<b>59.52</b>	<b>66.94</b>	<b>76.9</b>	<b>61.48</b>	<b>70.62</b>
2011	Female	65.58	57.50	63.57	70.09	63.33	
2010	Female	65.73	54.9	65.07	70.62	62.28	
2009	Female	65.48	57.69	66.06	68.52	62.76	
2008	Female	65.76	58.49	66.43	69.79	62.37	
<b>2012</b>	<b>Male</b>	<b>32.67</b>	<b>40.48</b>	<b>33.06</b>	<b>23.10</b>	<b>38.52</b>	<b>29.38</b>
2011	Male	34.42	42.50	36.43	29.91	36.67	
2010	Male	34.27	45.1	34.93	29.38	37.72	
2009	Male	34.52	42.31	33.94	31.48	37.24	
2008	Male	34.24	41.51	33.57	30.21	37.63	

Overall there is an increase in female staff across the College, mainly attributable to female lecturing and support staff starters. The support staff group shows the highest percentage of female staff and management group shows the lowest percentage.



## Gender Recruitment Profiling

The graph below shows recruitment data by gender).



## Gender Pay Gap Analysis

The College has completed three studies of the gender pay gap, in January 2013, January 2012 and May 2010. The gender pay gap nationally for full-time men and women is 10.2% and the gap comparing all men and women is 19.8 per cent (source: Annual Survey of Hours and Earnings 2010)

The pay gap at Solihull College is shown below. Much lower than the national figures, the gap in average salaries is 0.38%.

<b>Overall pay for Salaried Staff</b>	<b>Jan-13</b>	<b>Jan-12</b>	<b>May-10</b>
Overall average women's pay (full time equivalent salary)	27519.73	26910.68	26615.56
Overall average men's pay (full time equivalent salary)	27625.63	27543.06	28131.49
Variance	105.90	632.38	1515.93
<b>Variance as a percentage</b>	<b>0.38</b>	<b>2.30</b>	<b>5.39</b>
<b>Pay for Part time salaried staff</b>	-		
Average FT equivalent pay for PT women	26740.44	26362.52	25709.65
Average FT equivalent pay for PT men	25635.1	27193.32	28552.26
Variance	-1105.34	830.80	2842.61
<b>Variance as a percentage</b>	<b>-4.31</b>	<b>3.06</b>	<b>9.96</b>
<b>Pay for Full time salaried staff</b>	-		
Average pay for FT women	28148.32	27321.39	27246.96
Average pay for FT men	27976.9	27621.49	28051.46
Variance	-171.42	300.10	804.50
<b>Variance as a percentage</b>	<b>-0.61</b>	<b>1.09</b>	<b>2.87</b>
<b>Comparison of pay for Part time women against Full time men</b>	-		
Average pay for FT men	27976.9	27621.49	28051.46
Average FT equivalent pay for PT women	26740.44	26362.52	25709.65
Variance	1236.46	1258.97	2341.81
<b>Variance as a percentage</b>	<b>4.42</b>	<b>4.56</b>	<b>8.35</b>

When salaries are broken down by contract type, it can be seen that in management and lecturing posts the average salary for women is higher than for men. The relatively small College pay gap continues to be due to a far higher number of women in lower grade business support posts.

<b>Type of staff</b>	<b>No of males</b>	<b>No of females</b>	<b>Male Average salary</b>	<b>Female Average salary</b>	<b>Difference</b>	<b>%</b>
<b>Business Support</b>	99 (49.5%)	233 (54.82%)	21571.44	21365.99	205.45	0.95
<b>Lecturing</b>	84 (42.00%)	168 (39.53%)	31973.52	32872.3	-898.78	-2.81
<b>Management</b>	17 (8.5%)	24 (5.65%)	41398.71	49794.3	-8395.59	-38.92

## Disability

The disability profile of staff at the College is shown below.

	College	Management	Lecturing	Support	PT teaching	Hourly paid support
<b>Disability disclosed % (2012)</b>	5.52	7.14	5.24	5.78	5.84	4.57
<b>Disability disclosed % (2011)</b>	5.74	7.50	5.20	6.56	5.04	not known

The number of staff that have disclosed a disability has declined slightly this year, at College level and all contract types with the exception of part time lecturers.

## TURNOVER OF STAFF August 2011 to July 2012

BAME staff accounted for 27% of the number of leavers from the College. Actual turnover of BAME staff group was 15.92% compared to 6.9% for white staff.

### % LEAVERS expressed as percentage of total leavers (2011/12)

	GENDER		ETHNICITY	
	Female	Male	BAME	White
Support	57.37	42.63	30.55	69.45
Lecturing	45.4	54.6	23.16	76.84
Management	0	100	0	100
<b>TOTAL:</b>	<b>51.55</b>	<b>48.45</b>	<b>27.1</b>	<b>72.9</b>

### % FTE OF DEMOGRAPHIC (as at 31/07/12)

	GENDER		ETHNICITY	
	Female	Male	BAME	White
Support	10.06	14.96	25.88	9.42
Lecturing	4.41	8.9	10.15	5.43
Management	0	5.85	0	2.88
<b>TOTAL:</b>	<b>4.45</b>	<b>5.88</b>	<b>15.92</b>	<b>6.92</b>

# Case Study

## Solihull College in the Community

A group of students on a Prince's Trust programme at Solihull College have been getting their hands dirty to transform a piece of land at neighbouring Alderbrook School to benefit pupils with learning difficulties.

The students on The Prince's Trust Team programme have turned a run-down piece of grassland into an attractive open space, which the pupils can take valuable 'time out' in and use to develop their gardening and teamwork skills.

In less than two weeks the students have dug up the existing grass to lay membrane and bark chippings, as well as build raised plant beds and use their artistic talents to paint a mural on the surrounding wall.

Mary Evans, Assistant Learning Support Coordinator at Alderbrook School, comments: "What the students have achieved in such a short space of time is incredible. It's really important for our pupils to have a dedicated area where they can go to for some quiet time in-between classes, as well as have a facility to learn about growing plants, fruit and vegetables. The students have created a truly wonderful area which they should be very proud of; they are a real credit to the College."

The Prince's Trust Team programme is a 12-week personal development course giving young people the skills and confidence to find work. Last year three in four young people supported by The Prince's Trust moved into work, training or education.



Student Lee Caine comments: "The Prince's Trust Team programme has really helped me to build my confidence and enjoy working as part of a team. We're really proud of what we've achieved with the project, it's allowed us to develop a whole range of new skills and realise our potential."

A special opening of the garden took place on Thursday 1st November, where the students were joined by the Mayoress of Solihull, Mrs Janet Hawkins, as well as Year 11 pupil Harvey Wadsworth, who will be one of the many young people to benefit from the new area.

Student Shannon McCausland adds: "Completing the community project at Alderbrook School has given me a real sense of achievement and the confidence to go back to College and study Animal Management."

A number of local businesses and individuals generously donated their time and resources to support the project including EH Smith, Woolmans Garden Centre, Mahoney's Builders Merchants, Jim Laki the Tree Fella, Stuart D and Sheldon Hire, as well as £2,000 from Alderbrook School funds.

# Staff Development

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

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

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

The College is continuing its drive to ensure that all staff through an on line disability awareness programme, produced by Disabled Go and the on line programme on the protected characteristics and the changes brought by the Equality Act 2010. Briefings on the revised Equality policy will take place for staff in 2013.

Profile of staff development undertaken in 2011/12;

	% In house development	% External development	% Development Overall	% College staff profile
<b>TOTAL</b>				
<b>Age Profile</b>				
under 31 years	13.22	6.60	12.68	12.56
31 - 40 years	26.84	24.53	26.66	22.03
41 - 50 years	29.93	27.36	29.72	27.97
51 - 60 years	24.78	38.68	25.90	29.57
61 years +	5.23	2.83	5.04	7.87
<b>Gender Profile</b>				
Female	62.21	70.28	62.85	66.67
Male	37.79	29.72	37.15	33.33
<b>Disability Profile</b>				
Disability Disclosed	3.91	3.77	3.90	5.71
<b>Ethnicity Profile</b>				
BAME Staff	16.18	11.79	15.83	13.13



In February 2013, the following information was publicised in our e-magazine to all staff:

### **HR Procedures Staff Consultation**

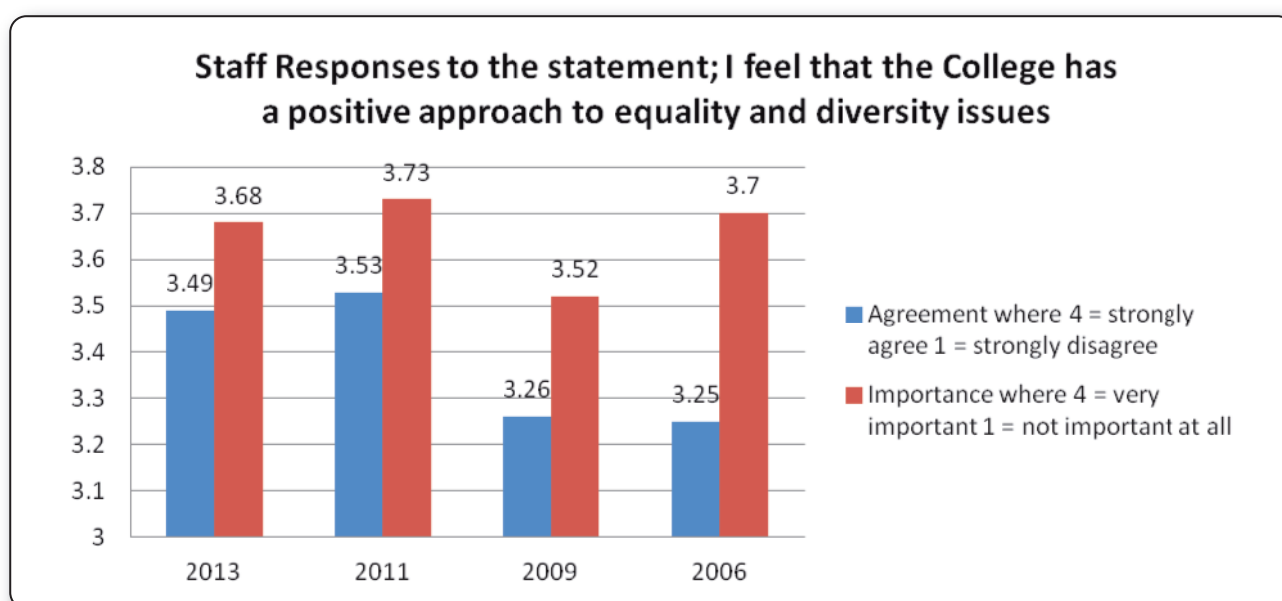
The College follows a formal process to agree and amend its HR procedures. The College is keen to ensure its procedures and practices are fair and do not discriminate against any groups. We have analysed our data on ethnicity, gender, disability and age and compared these against the staff profile. However, this alone does not comprehensively establish that our procedures do not discriminate against any member of staff no matter what age, ethnicity, sexual orientation, religious belief, disability they represent. In order to address this, we would like to extend our consultation to individual members of staff. We would like to provide you with the opportunity to comment if you feel the procedures discriminate against you in any way or equally, if you feel you are particularly supported by these procedures. Please forward your feedback to Heather Kelman or Glenn Butler in order that your comments can be considered and where necessary discussed further. If you would prefer to arrange an appointment to discuss your concern please do not hesitate to contact a member of the HR team. Thank you in advance for your participation with this consultation.

*From: Staff Update February 2013*



## Staff Survey Results

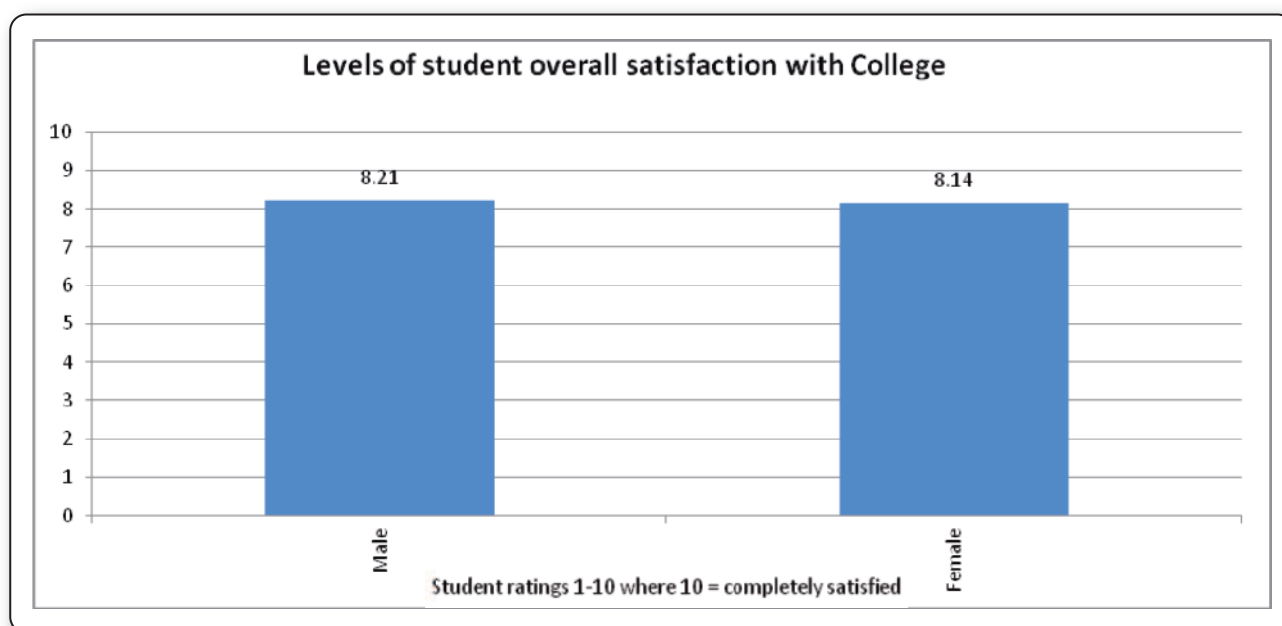
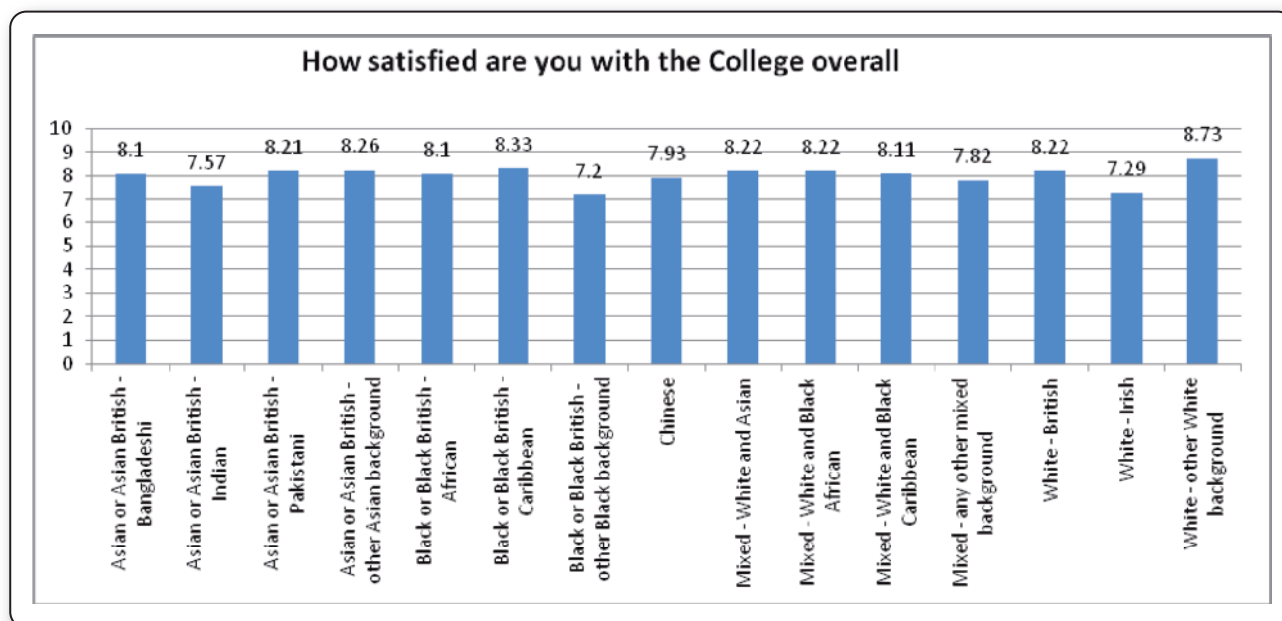
College staff were asked to participate in the latest staff survey in February 2013. A question that is always asked of staff is the extent to which they feel the College is committed to equality and diversity. As in previous years staff rated the College very highly giving an average score of 3.49 where 4 = strongly agree). Staff continue to feel that it is very important that the College has a positive approach to equality and diversity (70% of respondents scoring the issue as 4, the highest level of importance)



## Student Survey Results

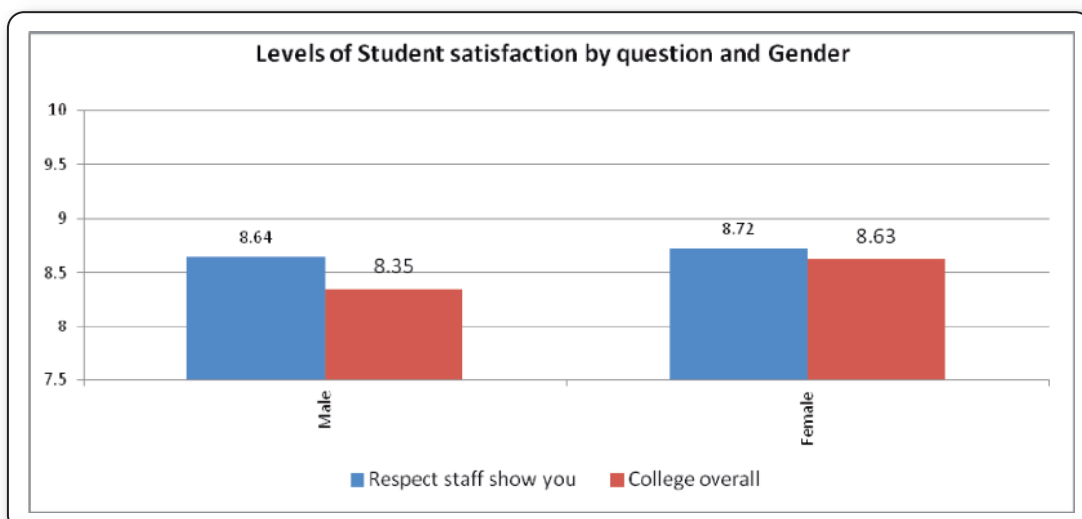
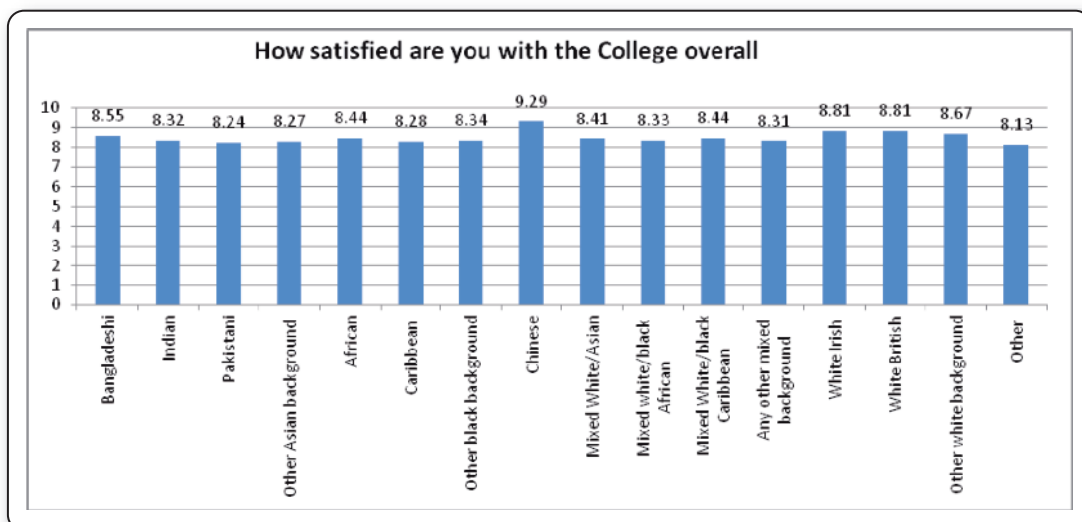
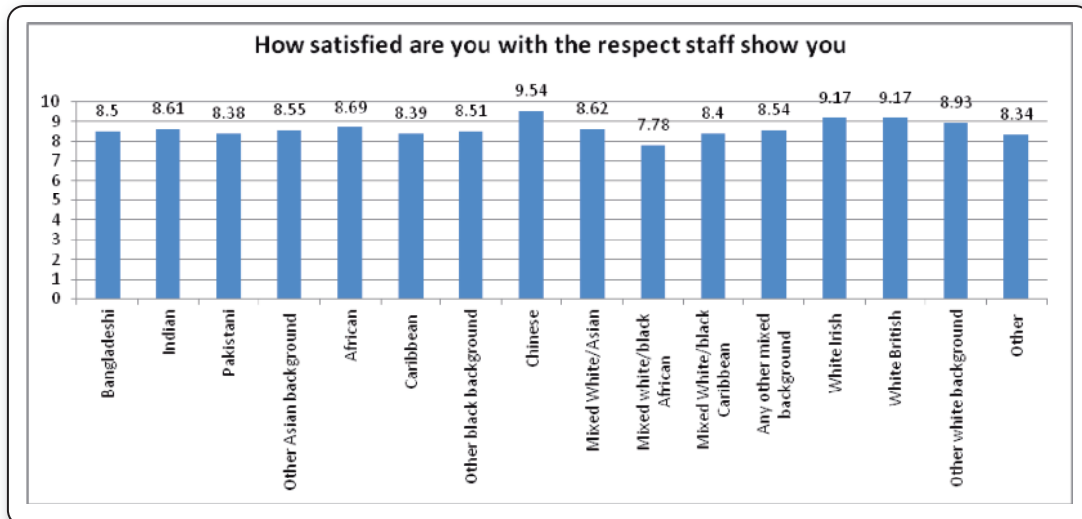
### On Programme Survey May 2012

In May 2012, students were asked to complete a satisfaction survey. Results of that survey are shown below by ethnicity and gender



## Settling In Survey October 2013

In the first academic term each year, students are asked to complete a settling in satisfaction survey. This is very useful to find out how students new to the College feel about us. Results are shown below by ethnicity and gender.



# Equality & Diversity Committees

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

Membership reflects the different areas within the college. Teaching and support staff and managers contribute to and represent their areas on these committees. In 2012 the College is seeking to appoint a student member to the Equality & Diversity Committee.

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

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

## Governance

The Corporation, the College's Governing Body, is responsible, through the Curriculum and Quality Committee, for ensuring that the College sets and meets appropriate equality targets. The Corporation has identified a Governor with a particular remit for equality and diversity.

### Governor Development

In May 2012, Joy Warmington, Chief Executive of the Birmingham Race Action Partnership (BRAP) and Solihull College Governor, facilitated an enlightening and interactive development activity with the Corporation on the Equality Act 2010. Governors discussed the specific requirements of the Act and considered the role of the Governing Body in ensuring the College fulfils its duties.

# Appendices

## The Equality Group - Membership 2012-2013

Assistant Principal, HR & Student Services (Chairperson)  
Director Student Services & Equality  
Head of Student Services  
Director of Marketing  
Information Systems Manager  
Human Resources Manager  
Director of Curriculum  
Facilities Manager  
Student Liaison Coordinator  
Lecturer, Sport & Leisure (Business & Health Studies Faculty Representative)  
Head of School Health & Social Care (Business & Health Studies Faculty Representative)  
Head of School Hair & Beauty (Vocational Studies Faculty Representative)  
Creative & Professional Studies Representative  
Access Faculty Representative  
Student Representative

## Disability Equality Group - Membership 2012-2013

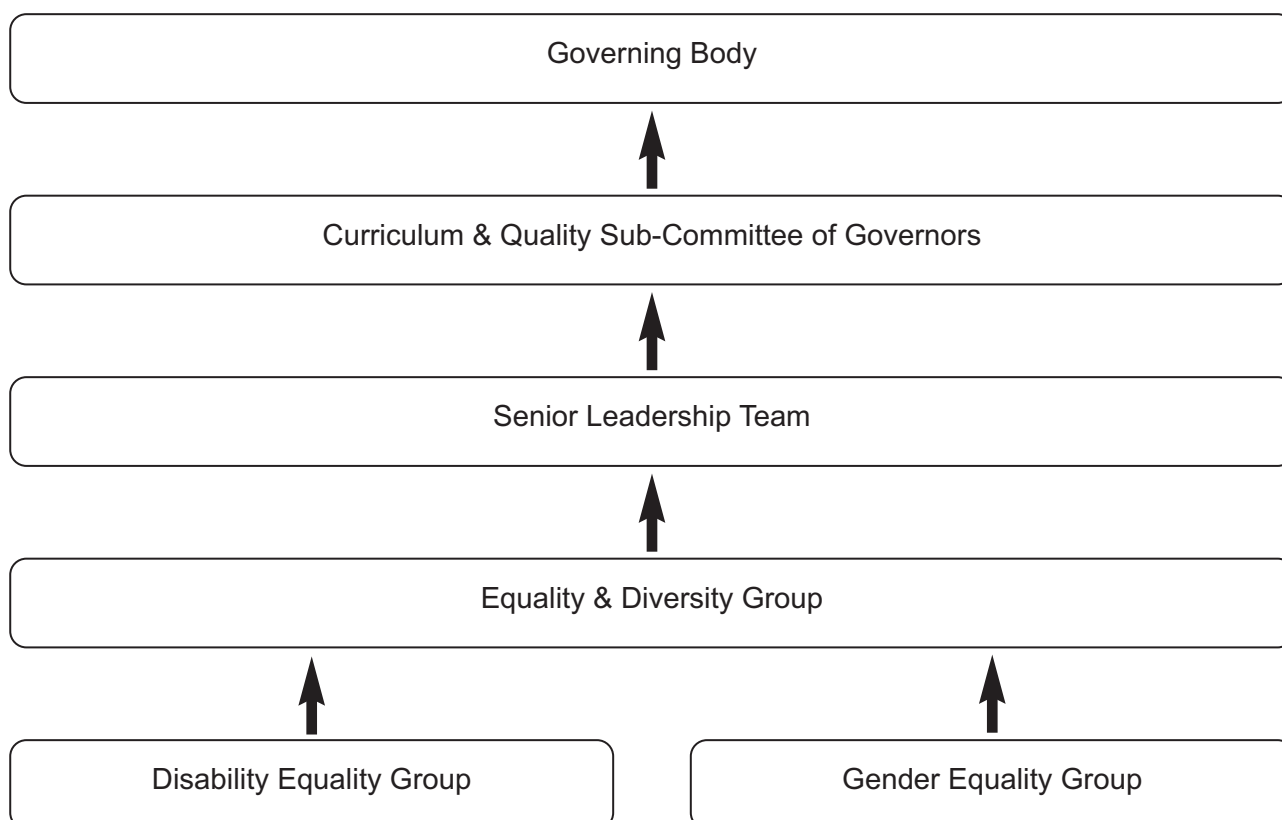
Director of Student Services & Equality (Chairperson)  
Additional Needs Coordinator  
Coordinator - Adults with Learning Differences  
Deaf Support Coordinator  
Senior Learning Support Assistant  
Functional Skills Manager (Access Faculty Representative)  
Facilities Manager  
Marketing Officer  
Assistant HR Manager  
Faculty Admin Manager (Access Faculty Representative)  
Student Liaison Coordinator  
ICT Services Manager  
The Learning Technologist  
Head of School, Land based (Vocational Studies Faculty Representative)  
Creative & Professional Studies Representative  
Business & Health Studies Faculty Representative  
Student Representative



## Gender Equality Group - Membership 2012-2013

Director Student Services & Equality (Chairperson)  
Head of School Health & Social Care (Business & Health Studies Faculty Representative)  
Head of School Business & Admin (Business & Health Studies Faculty Representative)  
Head of School Hair & Beauty (Vocational Studies Faculty representative)  
Head of School Foundation Learning & Teacher Training (Access Faculty Representative)  
Head of School Construction (Vocational Studies Faculty representative)  
Head of School Sport & Public Services (Business & Health Studies Faculty Representative)  
Human Resources Manager  
Marketing Officer  
Creative & Professional Studies Representative  
Student Representative (vacancy)

## Equality Groups and the Reporting Structure



# Equality Policy 2012

## Section 1 – Introduction

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

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

### Legislative context

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

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

## Section 2 – Solihull College's Equality Vision, Values and Principles

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

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

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

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

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

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

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

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

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

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

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

### **Section 3 – Student and staff profile in relation to ethnicity, gender, disability and age**

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

### **Section 4 – The General Duties**

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

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

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

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

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

## Section 5 – The Specific Duties

- Providers covered by the specific duties must publish information to demonstrate compliance with the general public sector equality duty across all of its functions.
- Published information must include, in particular: (a) information relating to persons who share a relevant protected characteristic who are its employees (providing organisation has at least 150 staff) and other persons affected by policies and practices (for example students).
- Information must be published by 31st January 2012, and subsequently at yearly intervals.
- Providers covered by the specific duties must prepare and publish one or more equality objective it thinks it should achieve to meet the general duty.
- Objectives must be specific and measurable.
- Objectives must be published not later than 6th April 2012 and subsequently at least at intervals of not greater than four years beginning with the date of last publication.

## Section 6 – Consulting our Staff and Students

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

any way or, equally, if they feel particularly supported by HR procedures.

Students are asked twice yearly through surveys to provide feedback on equality and our Learner Engagement Strategy allows students to raise issues through Student conferences and focus groups.

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

## Section 7 – Information Gathering and Monitoring Arrangements

**7.1** The College monitors the progress of all students and already produces comparative reports on how well our 16 – 19 and 19+, BAME, LD&/or D, male and female students are progressing. This information is collected annually and is used to inform review and target setting and action planning at faculty, school, and course level. Managers in each faculty work with the Vice Principal, the Assistant Principal HR and Student Services and the Director of Student Services & Equality to monitor the progress of their action plans. The Common Inspection Framework identifies performance against equality and diversity as a key indicator for Leadership and Management. All college self assessment reports from course SARs to the main college SAR will address this aspect.

Learner surveys form part of our annual review cycle as do focus groups with students.

Feedback from students on equality is already included as part of this process and will be enhanced by focus groups specifically related to the actions identified through the annual Equality Objectives. Equal opportunities monitoring of staff is undertaken annually as part of an individual staff data check. The college is committed to gathering information in 2013 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 will be reported to the Equality & Diversity Group. It will form part of our reporting to Governors and be included in our Equal Opportunities Annual Report. The monitoring process will be 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 will be surveyed through the Student Hub and encouraged to respond to the gathering of information on protected characteristics not already 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 and age. Further monitoring of the protected characteristics of religious belief, sexual orientation and gender reassignment will take place through the Student Hub.

### 7.2.1 For Learners:

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

### 7.2.2 For Employees:

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

## Section 8 – Division of Responsibilities

### Leadership and management

8.1 Governors are responsible for ensuring that:

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

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

All managers are responsible for ensuring that:

- They are aware of the College's statutory duties in relation to equality legislation
- All aspects of College policy and activity are sensitive to equality issues
- Monitoring information is collected and analysed
- Targets are set for the recruitment, retention and achievement of learners based upon the analysis of monitoring information

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

8.3 Staff are responsible for ensuring that:

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



## Section 9 – Publicising our policy and Progress

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

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

### 9.2 To learners:

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

### 9.3 To work placement providers:

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

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

### 9.4 To staff:

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

### 9.5 To Governors:

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

Any published information will have due regard for individual confidentiality.

## Section 10 – Complaints

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

## Section 11 – Review and Consultation

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

## Section 12 – Putting the scheme into practice

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



Solihull College

# Equality Objectives 2012/13

## Introduction

Welcome to the College's equality objectives for 2012. These have been produced in conjunction with staff and students.

The College has a strong commitment to equality and diversity and is proud of its achievement 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](mailto:equality@solihull.ac.uk)

## Equality Objectives 2012/13

**We will achieve success rates that demonstrate the College's commitment to equality and inclusivity.**

*We will do this by:*

- Using detailed equality analysis of student performance by age, gender, ethnicity and disability to identify and address any areas of under performance.

**We will expand our monitoring categories to include all protected characteristics as identified by the Equality Act.**

*We will do this:*

- In consultation with the student body
- In consultation with staff

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

*We will do this by:*

- Working with curriculum areas to identify opportunities for celebration and inclusion in a curriculum context.
- Further developing the wide range of cultural events within the College's enrichment programme.

**We will advance the College's values around equality and diversity through a programme of learning and development.**

*We will do this by:*

- Ensuring all staff complete the online Disabled Go development programme on the Equality Act and the 9 protected characteristics.
- Rolling out a programme of briefings on the College's revised Equality Policy 2012
- Revisiting the College's induction programme and making available to students the online training programme

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

*We will do this by:*

- Making use of success stories.
- Recruiting student ambassadors in non traditional vocational areas.
- Training ambassadors to work as part of the Schools Liaison Team and take an active role in representing the College at careers events to promote non traditional career pathways.

Progress against these objectives will be monitored closely through the Equality Group and sub-committee and achieved by the end of the 2012/13 academic year.

# Equality Objectives 2012/13

These have been produced in conjunction with staff and students. The College has a strong commitment to equality and diversity and is proud of its achievement 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](mailto:equality@solihull.ac.uk)

Objective	We will do this by:	Progress January 2013
We will achieve success rates that demonstrate the College's commitment to equality and inclusivity.	Using detailed equality analysis of student performance by age, gender, ethnicity and disability to identify and address any areas of under performance.	Analysis of data for 2011/12 shows that student success rates remain high for BAME. Female students continue to perform exceptionally well and better than male students although the gap is closing. LDD success rates remain good. Overall the College is able to report that it has met this objective in 2011/12.
We will expand our monitoring categories to include all protected characteristics as identified by the Equality Act.	<ul style="list-style-type: none"> <li>• In consultation with the student body</li> <li>• In consultation with staff</li> </ul>	<ul style="list-style-type: none"> <li>• Student focus groups confirm that expanding data collection to include religion/ belief and sexual orientation is to be welcomed</li> <li>• Staff consultation supports the collection and will form part of the annual information update as an individual return to HR</li> </ul>

*continued overleaf...*

Objective	We will do this by:	Progress January 2013
We will continue to develop a comprehensive programme of enrichment events that celebrate the diversity of the College population.	<ul style="list-style-type: none"> <li>Working with curriculum areas to identify opportunities for celebration and inclusion in a curriculum context.</li> <li>Further developing the wide range of cultural events within the College's enrichment programme.</li> </ul>	<ul style="list-style-type: none"> <li>Director St Services &amp; Equality met with each School Head to discuss ways in which enrichment activities could be included within the curriculum.</li> <li>This is ongoing; a comprehensive programme already exists; students have been asked for suggestions on how to further develop this</li> </ul>
We will advance the College's values around equality and diversity through a programme of learning and development.	<p>Ensuring all staff complete the online Disabled Go development programme on the Equality Act and the 9 protected characteristics.</p> <ul style="list-style-type: none"> <li>Rolling out a programme of briefings on the College's revised Equality Policy 2012</li> <li>Revisiting the College's induction programme and making available to students the online training programme</li> </ul>	<ul style="list-style-type: none"> <li>230 staff enrolled on the Disabled Go online course. Further rollout planned for the summer term</li> <li>Equality Policy in place; briefings to follow to all areas during the spring and summer terms</li> <li>Planning in progress for the Sept 2013 full-time induction</li> </ul>
We will develop marketing and curriculum promotion strategies which seek to address vocational areas of underrepresentation.	<ul style="list-style-type: none"> <li>Making use of success stories.</li> <li>Recruiting student ambassadors in non traditional vocational areas.</li> <li>Training ambassadors to work as part of the Schools Liaison Team and take an active role in representing the College at careers events to promote non traditional career pathways.</li> </ul>	<ul style="list-style-type: none"> <li>Success stories gathered and included in Equality &amp; Diversity Annual Report for 2012</li> <li>11 student equality ambassadors recruited</li> <li>Training planned for February 2013</li> </ul>







# **Equality & Diversity** Annual Report 2012

Published February 2013

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**Solihull College**