

Solihull College

Equality & Diversity Annual Report 2013



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 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

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

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

Equality Policy Statement

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

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

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

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



The College has due regard to its duties to:

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

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

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

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

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

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

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

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

In setting out the College's progress on equality and diversity during 2012/13, the College will identify its key objectives for 13/14 and beyond, through the publication of its Equality Policy and progress towards achieving its Equality Objectives.



Mental Health Awareness Day

Self Assessment of Equality and Diversity

The College's self-assessment process follows the Common Inspection Framework in that it makes evaluative judgements against key aspects, one of which is Leadership and Management of equality and diversity, specifically

the extent to which managers actively promote equality and diversity, tackle bullying and discrimination, and narrow achievement gaps

The College, supported by an experienced HMI consultant, graded its leadership and management of equality and diversity as Good (grade 2).

The following passage is taken from the College's self-assessment report.

Equality and diversity are promoted very well and are embedded in the work of the College. Solihull College embraces the changes brought about by The Equality Act 2010. E&D are one of the six core values of the College and are rooted within the other five. Many of the College's Annual Priorities relate specifically to the College's E&D agenda, for example, "success rates which demonstrate the College's commitment to E&D" and "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." Each objective is supported by a set of actions through which it will be achieved. Learners' views are very positive about the way staff treat them with respect, 8.54 out of 10 and the highest rating of all questions. Staff agreed very strongly with the proposition that the College has a positive approach to E&D, (3.49 out of 4) and feel that this is very important (3.67 out of 4).

There is a robust and very positive approach to tackling bullying and harassment which are not tolerated in any form and disciplinary procedures are used where appropriate. Learners respond very positively to the question within the May 2012 Survey about the way the College looks after your safety and security, 8.24 out of 10.

The Equality Policy unequivocally sets out demanding requirements for the College.

It is updated annually and is part of the comprehensive, interesting and informative annual report which analyses College performance comprehensively and in detail. The Annual Report sets out the College's demanding equality objectives for the year

and progress so far in achieving them. These commit the College to closing achievement gaps, expanding the use of data, developing a comprehensive enrichment programme, advancing E&D values and addressing under-representation in the vocational areas. Staff have been recruited to act as role models in order to reduce under-representation, for example female staff in Aerospace and Electrical Installation and male staff in Hair and Beauty. The College provides a wide range of effective support to eliminate barriers to recruitment and success.

Management and committee arrangements are robust. The Equality and Diversity Group is chaired by the Assistant Principal HR and Student Services and has two sub-groups for disability and gender. Membership is fully representative of the College's management and staff. All policies are initially assessed for equality impact which includes consultation stakeholders, but it is recognised that more consultation with learners is needed to support these assessments. Governors, through C&Q Committee take a strong interest in E&D. Professional development for staff is strong. The summer programme included events relating to disability, and on-line programmes are heavily used by staff. Briefings take place regularly. Equality and diversity feature strongly in staff induction.

The College has a strong culture of celebration and promotion of inclusion which is monitored closely. A very wide range of events, detailed in the Annual Report, include "Black People in the Cinema", food tasting and sharing, LGBT month, and the celebration of the staff cultures of the College, which, for students, encompasses 90

nationalities/heritage groups and 45 for staff. This is a vibrant celebratory event hosted on both campuses. Monitoring is done in many ways, including the observation of teaching, collection and examination of students' views, and evaluation in all school and course SARs. These show some excellent examples of promotion, but the extent to which active schemes of work record the planning is variable and not all SARs evaluate the promotion of E&D rigorously enough.

Data is analysed carefully to identify achievement gaps and other differences, assess reasons why and effect improvement. For example student achievement data is analysed to identify and then close differences in performance. There are a few differences between ethnic groups and it has been identified that these are largely accounted for by GCE AS performance, provision which is now closed, and for gender for adults studying at Levels 2 and 3, where female success declined due to low achievement on certificate programmes in Health and Social Care, which recruit large numbers of females. Reasons for this are identified in the relevant SAR and action is being taken. Much other data is also collected and analysed against protected characteristics, for example, learner recruitment, their views, at risk profiles and allocation of learner support funds. Similarly for staff, where aspects such as staffing profiles, turnover, pay gaps and participation in staff development events. Demanding targets have been set and good progress made towards making the staff profile similar to that for full-time students.

Solihull College Self Assessment Report 2012/13

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 2013 included:

Black Icons Exhibition

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

Black 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.

Colin Yates, Football fine artist

Specialising in a visual history of black footballers, Colin is one of the leading 'football artists' in the UK. He works regularly with the PFA, KIO and SRTRC combating discrimination in professional and grassroots football. For this year's event Colin spoke to groups of students about the History of English Black Footballers, combating discrimination and the role we all play in society to ensure equal opportunities in sport and life.

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

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

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



Disability

Robust additional support services are in place at the College. Learners access support for additional needs, English and Maths support assessment and support for dyslexia. Rigorous initial assessment ensures that early identification and timely support is put in place. 1023 learners were identified as having a disability or learning difficulty in 2012-13. Of this figure, 728 were full time learners representing 14.7% 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 12/13 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 2013/14.

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. The College's new build at its Woodlands campus will be assessed for accessibility in the next round of Disabled Go assessments.



Sexual Orientation and Religion or Beliefs

LGBT month is celebrated in February and exhibitions and activities are led by students who are members of the LGBT group. From September 2013, the College has started to collect information at enrolment regarding sexual orientation and religion or beliefs. The information is being collated and will be reported from 2013/14

Case Study

George Drabble (Prince's Trust and Amadeus)

Eighteen months ago, George Drabble, a 19-year-old from Castle Bromwich, was claiming Job Seekers Allowance and had little direction in life. This was all set to change; in a space of just over a year he has successfully completed the Solihull College 12-week Prince's Trust Team programme, started an apprenticeship and has ambitions of running his own pub.

It was during these 12-weeks that George learnt not only a lot about himself but about other people, he comments: "I had heard good things about the Prince's Trust Team programme at the College and thought it would be a good idea to do it. I'm so glad I did it as I picked up so many new skills – the main one being understanding what a job is and what is expected of me".

During his time with the Prince's Trust, George completed work experience with Birmingham City FC which he thoroughly enjoyed. George said that through becoming 'work-ready' he learnt to understand the importance of punctuality and responsibility that comes with a job, along with offering good customer service. Also, by spending time with the other students George said he learnt how to work and communicate with people from different backgrounds and abilities.

Following the successful completion of the Prince's Trust Team programme at the College, George became one of the first apprentices to join Birmingham-based caterer Amadeus – with who Solihull College work with to produce skilled and work-ready workers.

Since starting the hospitality and catering apprenticeship in July 2013, George has gone from strength to strength both personally and professionally. Although he is mainly based at the NIA, George has gained experience in working at the ICC, NEC and LG Arena, he comments: "I am really enjoying it, I have built up strong relationships with staff across all sites and



George Drabble, right

I like coming in every day – I understand what a good opportunity I have been given".

George has come on such a long way that Amadeus have taken the decision to train him as a Supervisor – six months earlier than planned. Jane Smith, Business Assistant at Amadeus has seen George work through the apprenticeship, she comments: "George has come so far, he works so hard and gives 100% - he also has a great personality and works with such enthusiasm. George is also very popular among staff and our customers. He is definitely one of the shining stars of the apprentice scheme and already being trained as a supervisor. I am very proud of George and I have no doubt he will be a future Manager for Amadeus".

George comments: "I am really excited by this and it is an opportunity I will be taking seriously and responsibly. The past year or so has taught me so much and I can see how far I have come".

Speaking about his future plans, George comments: "I keep a notebook of all my hopes and ambitions and I hope one day I can achieve them; whether it is building my own business or opening my own pub. This time 18 months ago I never thought I'd be here now – I had no job, I was on benefits and had no education. I'm so glad it has all changed as I've met some great people and made some good friends".

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.

The Equality and Diversity Committee receive 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

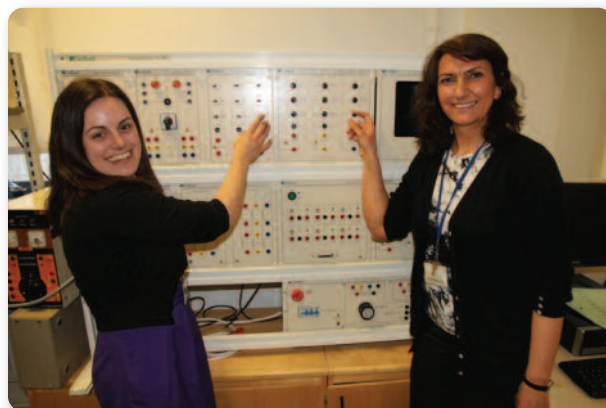
The Corporation, the College's Governing Body, is responsible, through the Curriculum and Quality Committee, for ensuring that the College sets and meets appropriate equality targets.

Women in Engineering and Construction

Traditionally, two areas of employment / industry where female employees have been under-represented, Engineering and Construction are taking positive action to recruit female learners, including a young women in construction and engineering event.

The College is delighted to have in its employ female lecturers as role models in Engineering Electronics, Aerospace, Painting and Decorating and Electrical Installation.


There are currently 12 female students in Construction and 21 in Engineering.



Engineering lecturers Rosa Wells (left, Aeronautical) and Nada Bannourah (right, Electronics)



Jo Holt (above, Painting and Decorating)




ARE YOU YOUNG, FEMALE, A PROBLEM SOLVER AND GOOD WITH NUMBERS?

Then a career in the Engineering or Construction industry could be perfect for you...

Young Women in Construction and Engineering Event
Solihull College - Woodlands Campus
14th May 2014, 5.30 - 8.00pm

Solihull College are hosting an exciting event, especially for young women to find out more about the exciting range of careers and opportunities available. It will include talks from high-level women within the construction and engineering sectors, information on courses offered by Solihull College, taster sessions, university representation, optional student finance session and tours of the brand new facilities.

To book your place, please email sophie.hall@solihull.ac.uk

 Solihull College

Leaflet to promote 'Young Women in Construction and Engineering' Event

Case Study

Three female College aerospace students who are reaching for the stars

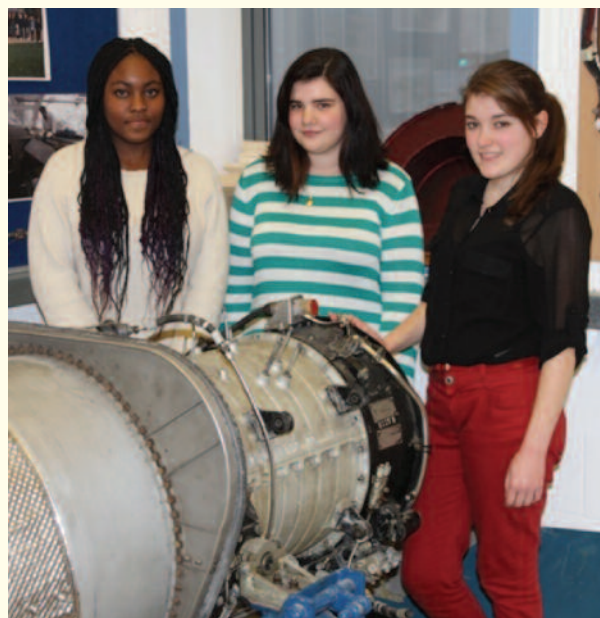
The West Midlands is an area of the UK which is rich in industry; in not only car manufacturing with companies like JLR, but also in aerospace. With Birmingham Airport on the doorstep, in which Monarch Airways has a hangar – the need for skilled workers is high. It appears that now has never been a more exciting time for young people to enter aeronautical engineering at Solihull College.

Three female students who are close to completing the Level 3 Aeronautical Engineering Extended Diploma at Solihull College, are proving that aerospace is anything but a male-dominated industry. All three students – 17-year-old Hannah Harper, 17-year-old Demi Banjo and 23-year-old Kirsty Cooper – have been strongly influenced by their time at the Woodlands Campus, and plan to use their skills to their full potential on leaving the College.

17-year-old Hannah from Sutton Coldfield has always wanted to work in aerospace; at the age of 13 she was taking flying lessons, which only strengthened her interest. After considering joining the RAF, Hannah decided to enrol at the College, she comments: "From an early age I went to air shows and I really wanted to be a pilot, I did however want the technical knowledge so I decided to carry on at College".

Following her further education studies, Hannah is looking to continue her learning in aerospace with an HND where she would eventually like to gain her engineering license.

17-year-old Demi Banjo has a very different story; her ambition is fuelled by her health. Demi suffers from polio and it is from this paralysing disease that her interest is driven by the design aspect of aerospace. Although she will not be continuing with aeronautical



studies, Demi explains the direction she hopes to go in, she comments: "Studying this course has made me realise I would like to pursue a career in medical engineering, to design prosthetics to help people like myself who either through illness or injury will or may need limbs in the future". Demi has proved her ambition so much that she has already been offered a place at Queen's University in Belfast.

She does not regret her studies in aerospace, she adds: "It has helped give me direction and focus with what I want to do. My parents wanted me to do this course and without that pressure I would not be on the path I am now and I am so grateful to them for that".

Although both Demi and Hannah moved onto College directly from leaving school, 23-year-old Kirsty Cooper initially qualified in fashion and set her sights on becoming a costumer. It wasn't until she became a Civilian Instructor for the RAF Cadets that she realised she wanted to move direction.

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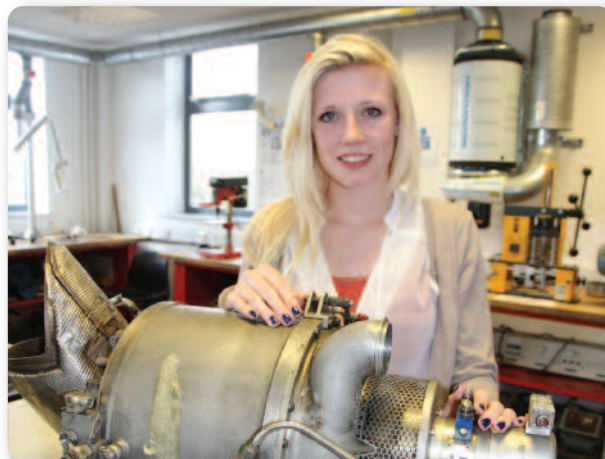
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Kirsty describes the moment she wanted to pursue aeronautical studies: "During one of my flying lessons I flew partly through and around a thunderstorm and it made me think 'wow, someone has built this plane to fly through this' and it made me realise I wanted to find out more about planes".

After completing the HND at the College, Kirsty is planning on continuing her learning in aerospace engineering at university, with hopes of eventually gaining a Masters in the subject.

All three students have a clear vision of where they would like to end up for their careers; Hannah working with light and historical aircraft maybe at a war museum, Demi a prosthetic designer for the NHS and Kirsty at Rolls Royce or NASA working in quality control.

They all agree they have a changed mentality towards their future careers and they feel ready to move on. Hannah comments: "I would say we have all become more open-minded and become good friends with one another, Demi adds: "The time at the College has been really good, I have been able to talk through decisions with my classmates and it has been great meeting new people in a more mature environment".



Inclusivity in Sports

The sports offer accommodates all students within the college. For six weeks, there has been an ongoing tennis session available to all students, but promoted especially to tutors directly associated with students with Learning Difficulties and Disabilities. This has led to regular attendance at tennis sessions by six students. The sessions have been adapted to meet the needs of these students, adopting a sponge ball and a smaller court. In addition, the session is student-led, and delivered by Solihull College's Tennis Ambassador, Daniel Stevenson, who is a HND student.

This volunteering programme, which is available to all students, offers students the opportunity to up-skill themselves by being associated with sports' National Governing Bodies and enhance their C.V. and employability. The students attending have thoroughly enjoyed Daniel's sessions, and this is reflected in their continued attendance at these tennis sessions, which take place during their enrichment time at college. The sessions represent an integration of students through sport, as students from various areas of the college play tennis together (as is evident in photographs 1 & 2). This approach has been encouraged by adopting various methods of promotion across the college (photograph 3) maximising its promotion to all students. The photograph was taken at a pop-up tennis session in the student centre.

Photograph 4 shows table-top cricket. This is a version of cricket invested in by the college to ensure students of all abilities and needs can engage with this sport. The table-top cricket is traditionally designed for those with mobility needs, e.g. wheel-chair users. This version of cricket is enjoyed by students across the college



Photograph 1



Photograph 2



Photograph 3



Photograph 4

Engaging Female Students

As part of the sports offer, we are keen to ensure that our male and female students are engaging in the sports that we offer. This is best represented in the hosting of Women's Football Week, which is an initiative led by the Football Association which specifically targets female engagement in recreational football. Over 80 students attended the event in colleges across the region, participating in various football activities and being coached by Seattle Reign F.C's Head Coach, Laura Harvey, in the Woman's Professional League in USA.



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



Special Olympics

A picture speaks a thousand words! This photograph was taken at Solihull College's annual Special Olympics, which ties in with the national scheme of a competitive celebration of inclusive sport.

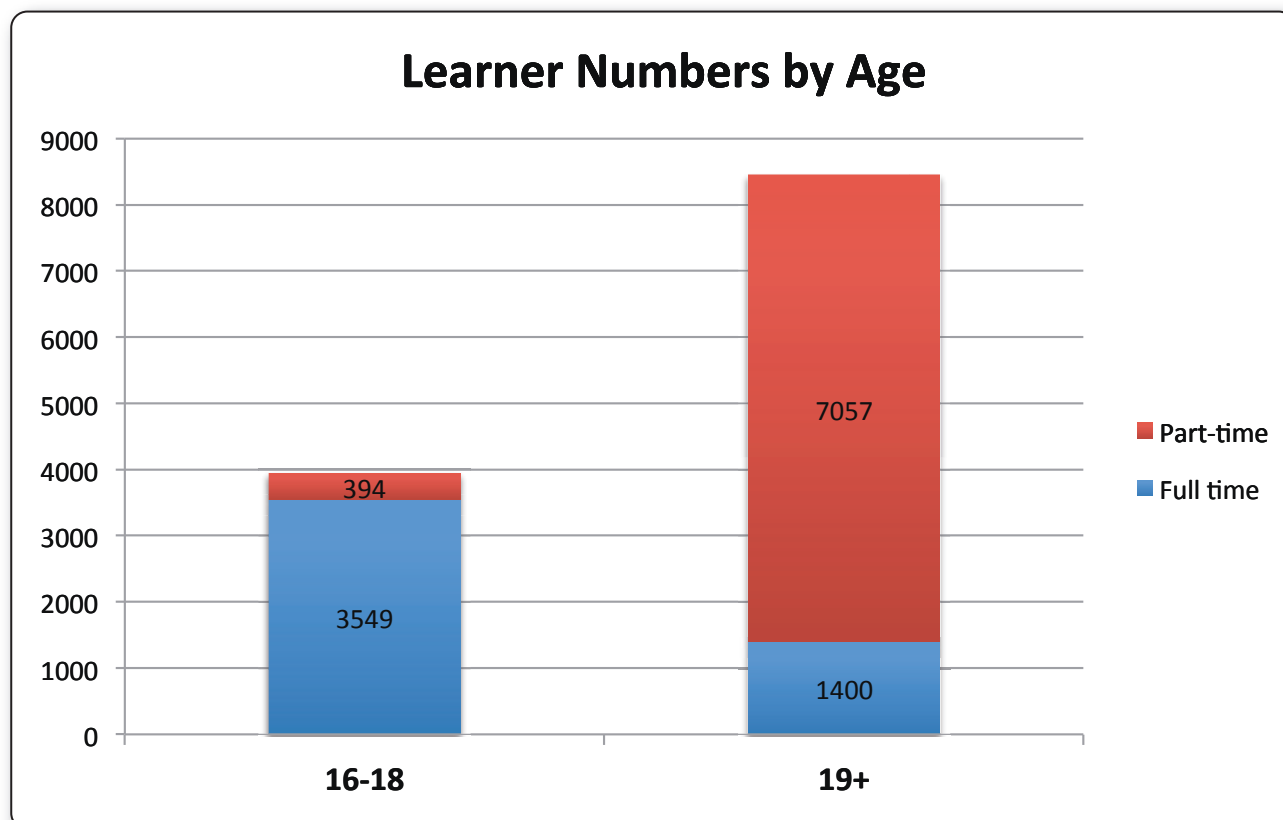


This event is led by students from the Sports Department, reflecting the full integration of students at Solihull College.



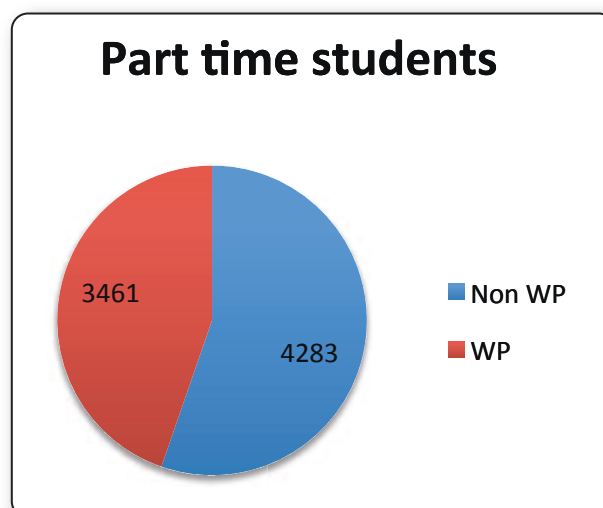
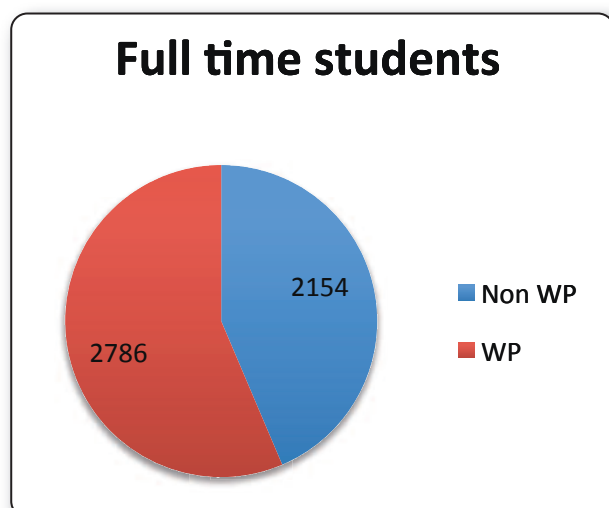
The Student Profile

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



Where are our students from?

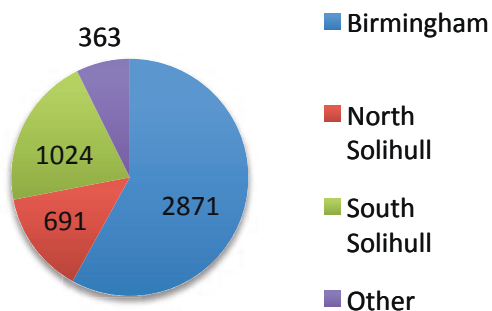
56% of our fulltime students are from widening participation (WP) areas (ie areas of socio-economic deprivation and underrepresentation defined by post code). 45% of our part-time students are from WP post codes.



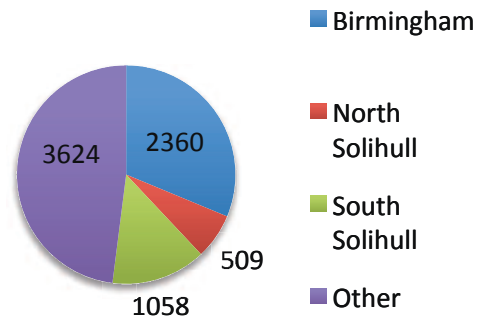
Where do our students live?

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

Full time students



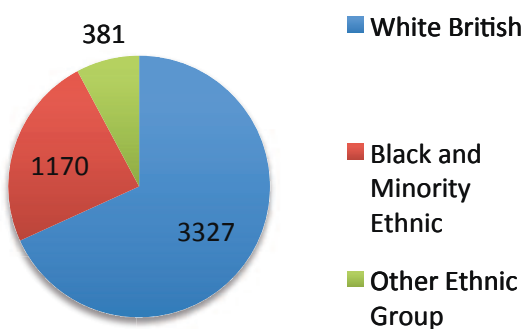
Part time students



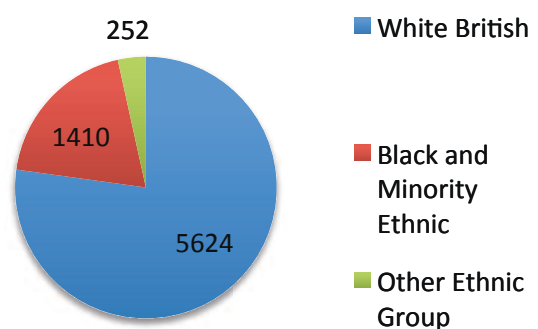
Ethnicity

Learners from BAME groups account for about 31% of the total full-time cohort and about 22% of our part-time learner cohort.

Full time students

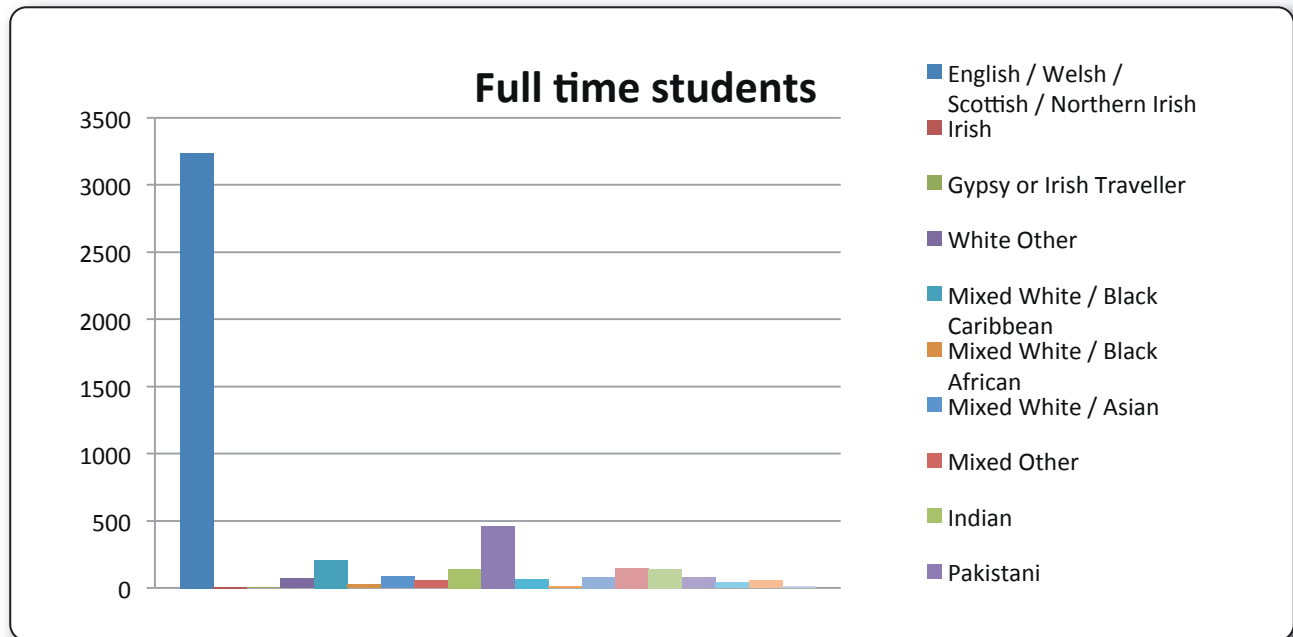


Part time students

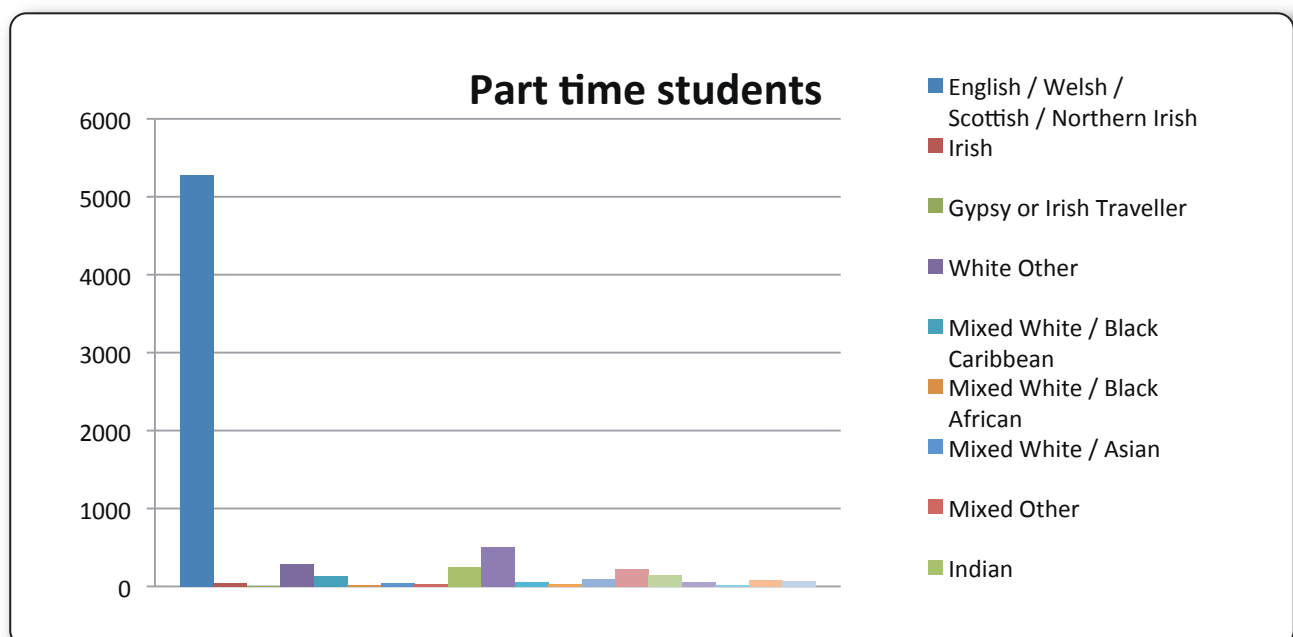


Pakistani students form the largest cohort of full time students from BME or non white British contingency. 9.3%% of full time students are Pakistani.

Ethnic Breakdown of Full-time Students

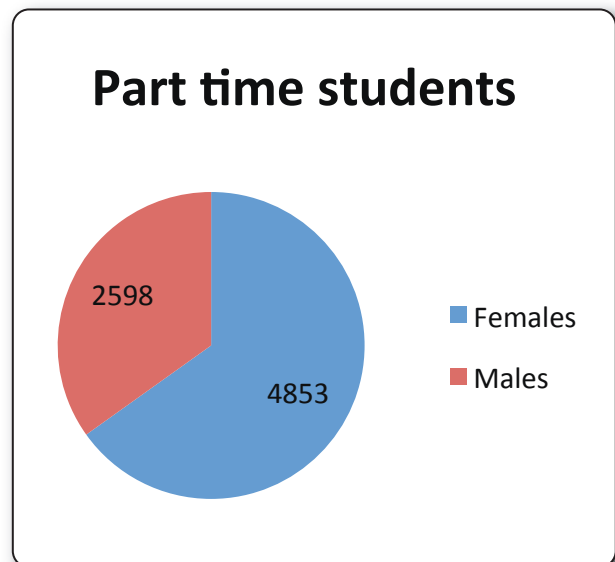
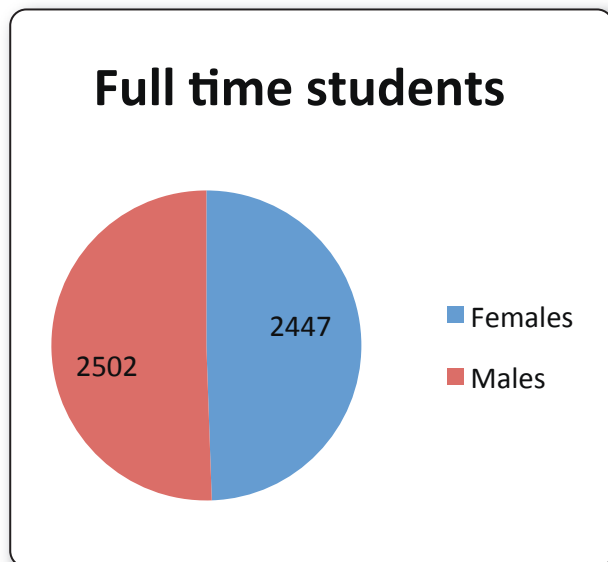


Ethnic Breakdown of Part-time Students



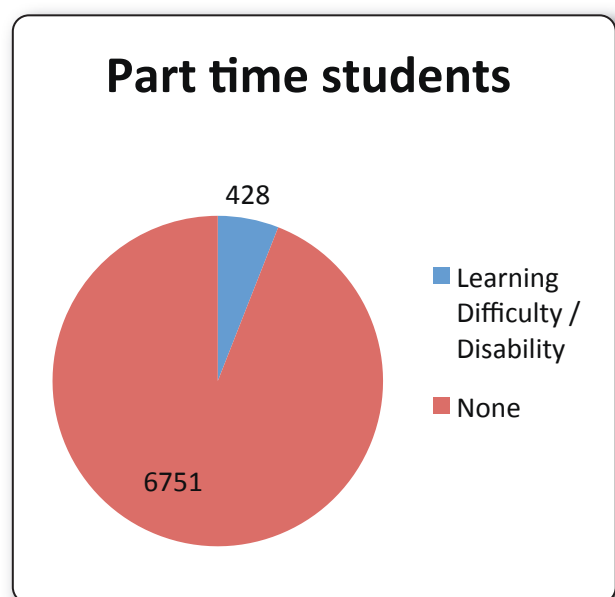
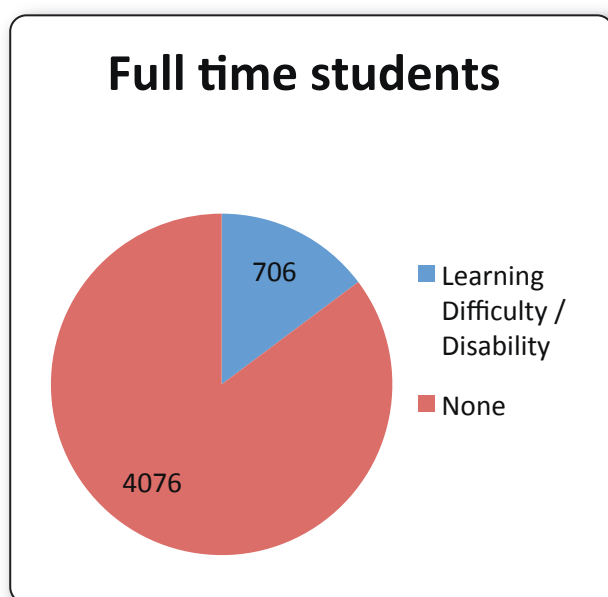
Gender

The split of male and female full-time students is almost 50:50. Female students account for 65%% of the part-time cohort. This reflects the national picture for part-time study in FE.



Disability

14.3% 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 5.7%.



Student Success 2012/13

Ethnicity

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

16-18 provision

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

Success rates for 16-18 year olds on all long courses (excluding key/functional skills) with an expected end year of 2012/13 by ethnicity and notional level.

Level (National Rate)	Category	Starts	Success Rates
Level 1 (84%)	Total	1241	88%
	White	936	86%
	BAME	288	92%
Level 2 (84%)	Total	1664	84%
	White	1114	84%
	BAME	535	86%
Level 3 (80%)	Total	2234	80%
	White	1379	80%
	BAME	825	79%

There are no particular differences at any of the levels for 16-18 year olds between White and BAME students. However, further investigation showed that there was a notable difference between the achievement of White and BAME 16-18 students on AS Levels which shows a concerning 26% variation in success rates; with White AS students at 64% and BAME students at 38% against the College rate of 51%. (These programmes have been discontinued).

Success rates for 16-18 year olds on all long courses (excluding key/functional skills) with an expected end year of 2012/13 by ethnicity and notional level.

Detailed analysis indicates a few areas of concerns. However, they are not emerging as trends and all issues noted in 2011/12 were closed in 2012/13.

Ethnicity	Notional Level	No. of Starts	Provider Rate	National Rate	% Diff +/-	
					With Provider	With National
Total Provider	Level 1	1241	88	84		4
	Level 2	1664	84	84		0
	Level 3	2234	80	80		0
Any Other	Level 1	18	83	83	-5	0
	Level 2	16	81	84	-3	-3
	Level 3	31	71	78	-9	-7
Bangladeshi	Level 1	13	85	85	-3	0
	Level 2	27	96	82	12	14
	Level 3	48	79	78	-1	1
Black African	Level 1	27	93	86	5	7
	Level 2	33	76	86	-8	-10
	Level 3	72	74	80	-6	-6
Black Caribbean	Level 1	25	100	82	12	18
	Level 2	43	77	78	-7	-1
	Level 3	80	86	75	6	11
Black Other	Level 1	13	100	84	12	16
	Level 2	21	100	81	16	19
	Level 3	26	58	79	-22	-21
Chinese	Level 1					
	Level 2	5	80	89	-4	-9
	Level 3	9	100	86	20	14
Indian	Level 1	15	100	89	12	11
	Level 2	44	82	88	-2	-6
	Level 3	72	89	82	9	7
Mixed	Level 1	104	95	81	7	14
	Level 2	128	83	78	-1	5
	Level 3	171	76	77	-4	-1
Other Asian	Level 1	19	84	84	-4	0
	Level 2	21	95	88	11	7
	Level 3	35	80	80	0	0
Pakistani	Level 1	70	86	86	-2	0
	Level 2	213	88	84	4	4
	Level 3	312	78	80	-2	-2

19+ provision

Table to success rates for 19+ year olds on all long courses (excluding key/functional skills) with an expected end year of 2012/13 by ethnicity and notional level.

Level (National Rate)	Category	Starts	Success Rates
Level 1 (78%)	Total	244	92%
	White	196	91%
	BAME	47	96%
Level 2 (77%)	Total	1293	79%
	White	1011	80%
	BAME	258	78%
Level 3 (77%)	Total	932	78%
	White	647	77%
	BAME	269	72%

Success rates for 19+ year olds on all long courses (excluding key/functional skills) with an expected end year of 2012/13 by ethnicity and notional level. (See table on page 25)

Ethnicity	Notional Level	No. of Starts	Provider Rate	National Rate	%Diff +/-	
					With Provider	With National
Total Provider	Level 1	244	92	78		2
	Level 2	1293	79	77		3
	Level 3	932	76	77		4
Any Other	Level 1	1	100	79	14	21
	Level 2	20	75	76	-9	-1
	Level 3	16	94	77	14	17
Bangladeshi	Level 1	1	0	80	-86	-80
	Level 2	8	75	77	-9	-2
	Level 3	11	64	75	-16	-11
Black African	Level 1	2	100	80	14	20
	Level 2	37	84	76	0	8
	Level 3	42	74	79	-6	-5
Black Caribbean	Level 1	6	100	77	14	23
	Level 2	37	59	73	-25	-14
	Level 3	27	67	72	-13	-5
Black Other	Level 1	6	100	79	14	21
	Level 2	6	67	76	-17	-9
	Level 3	10	70	74	-10	-4
Chinese	Level 1				-86	
	Level 2	9	100	83	16	17
	Level 3	3	100	83	20	17
Indian	Level 1	4	100	85	14	15
	Level 2	46	74	81	-10	-7
	Level 3	39	74	80	-6	-6
Mixed	Level 1	17	100	79	14	21
	Level 2	42	71	74	-13	-3
	Level 3	51	65	75	-15	-10
Other Asian	Level 1	2	100	79	14	21
	Level 2	26	88	78	4	10
	Level 3	19	53	78	-27	-25
Pakistani	Level 1	10	80	82	-6	-2
	Level 2	47	87	76	3	11
	Level 3	67	84	76	4	8
Unknown	Level 1					
	Level 2	6	50	75	-34	-25
	Level 3					
White	Level 1	197	91	84	5	7
	Level 2	1011	80	80	-4	0
	Level 3	647	77	78	-3	-1

Gender

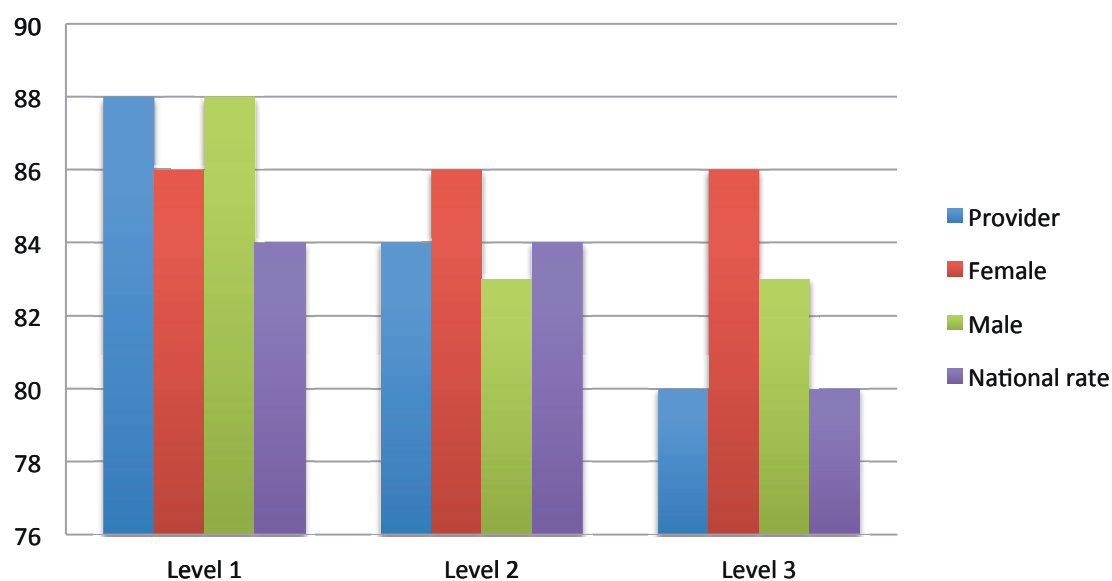
16-18 provision

Success rates for 16-18 year olds on all long courses (excluding key/functional skills) with an expected end year of 2010/11 by gender and notional level:

					%Diff +/-	
Gender	Notional Level	No. of Starts	Provider Rate	National Rate	With Provider	With National
Total Provider	Level 1	1241	88%	84%		4%
	Level 2	1664	84%	84%		0%
	Level 3	2234	80%	80%		0%
Male	Level 1	819	88%	84%	0%	4%
	Level 2	844	83%	82%	-1%	1%
	Level 3	1083	80%	79%	0%	1%
Female	Level 1	421	86%	85%	-2%	1%
	Level 2	821	86%	83%	2%	3%
	Level 3	1153	79%	81%	-1%	-2%

This analysis does not reveal any significant concerns as all levels are above national average for gender.

2012/13 Success rates for 16-18 year olds by gender and notional level



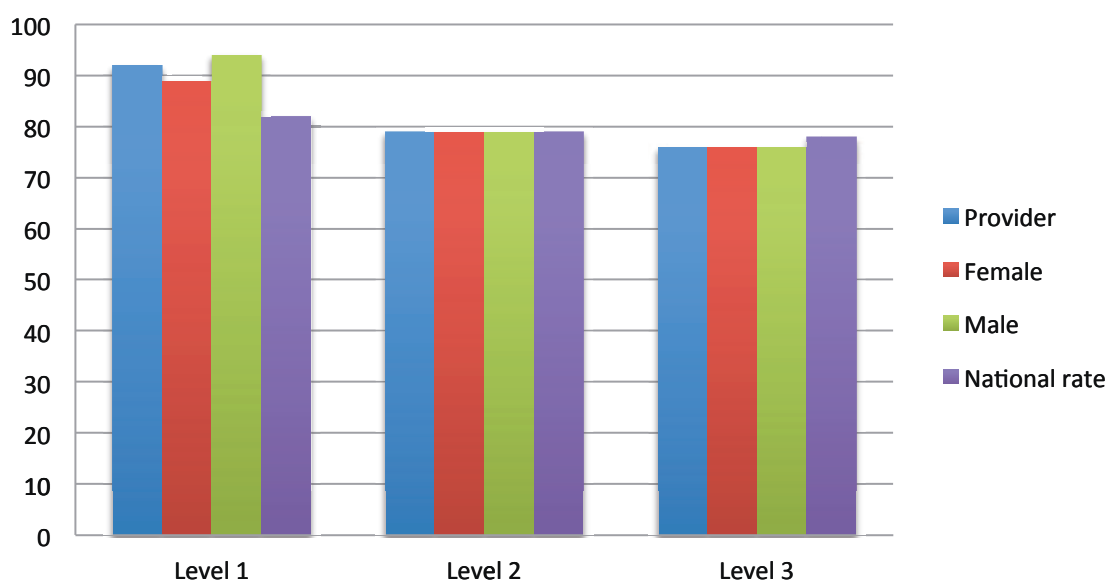
19+ provision

Success rates for 19+ year olds on all long courses (excluding key/functional skills) with an expected end year of 2012/13 by gender and notional level:

					%Diff +/-	
Gender	Notional Level	No. of Starts	Provider Rate	National Rate	With Provider	With National
Total Provider	Level 1	244	92%	82%		10%
	Level 2	1293	79%	79%		0%
	Level 3	932	76%	78%		-2%
Male	Level 1	134	94%	81%	2%	13%
	Level 2	342	79%	76%	0%	3%
	Level 3	263	76%	76%	0%	0%
Female	Level 1	110	89%	83%	-3%	1%
	Level 2	953	79%	81%	0%	-2%
	Level 3	669	76%	80%	0%	-4%

There are no significant gender differences at 19+. However, at Level 3 (females) the reduction of 4% is due to the Distance Learning Health and Social Care Certificate programmes.

2012/13 Success rates for 19+ year olds by gender and notional level



Students with Learning Difficulties / Disabilities

16-18 provision

At 16-18 there is clear indication that students with learning difficulties actually achieve better than those students without.

Success rates for 16-18 year olds on all long courses (excluding key/functional skills) with an expected end year of 2012/13 by Learning Difficulty and notional level.

	Level	Starts	Success Rates
All	Level 1	1241	88%
Has difficulty	Level 1	360	89%
No Difficulty	Level 1	875	87%
All	Level 2	1664	84%
Has difficulty	Level 2	247	87%
No Difficulty	Level 2	1410	84%
All	Level 3	1234	80%
Has difficulty	Level 3	272	83%
No Difficulty	Level 3	1952	79%

19+ provision

All 19+, students with Learning Difficulties also achieve better than those without. This is an improving picture from last year.

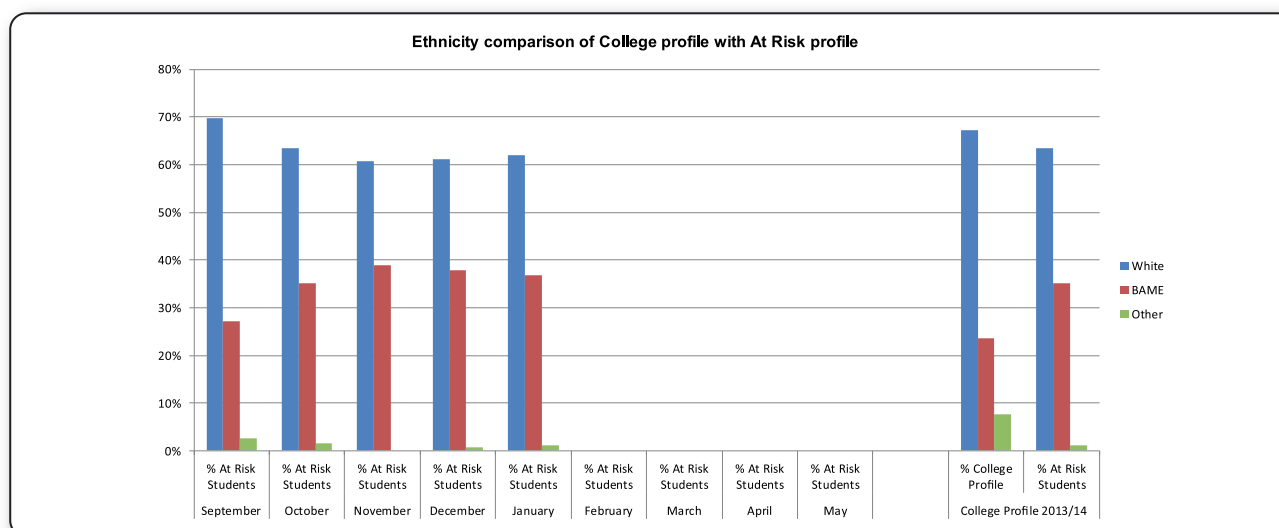
Success rates for 19+ year olds on all long courses (excluding key/functional skills) with an expected end year of 2012/13 by Learning Difficulty and notional level.

	Level	Starts	Success Rates
All	Level 1	244	92%
Has difficulty	Level 1	107	93%
No Difficulty	Level 1	134	91%
All	Level 2	1293	79%
Has difficulty	Level 2	114	83%
No Difficulty	Level 2	1170	79%
All	Level 3	932	76%
Has difficulty	Level 3	74	81%
No Difficulty	Level 3	848	76%

Equality Data and Monitoring 'At Risk' Students

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

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



Equality analysis and allocation of Learner Support Fund 2013-2014

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 support increasing numbers of students with a disability or learning difference and this year it has risen to its highest level at 35% which is 26% above the college profile.

2011-2012			2012-2013			2013-2014		
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
21%	12%	9%	27%	10%	17%	35%	9%	26%

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 2012-2013 the eligibility criteria was amended to introduce two priority levels 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 been widened for the 2013-2014 academic year with the additional of a third priority level. Priority 3 applicants, who have a household income of less than £30,000 p.a. were awarded support subject to sufficient funds remaining following the allocations of all priority 1 and 2 applications.

This has resulted in the highest level of students accessing the fund from widening participation areas.

2011-2012			2012-2013			2013-2014		
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
68%	47%	21%	63%	39%	24%	69%	49%	20%

Age Group

The Learner Support Fund comes in three distinct budgets, 16-19 Bursaries, 19+ General Hardships and 20 + Childcare (which is available to students aged over 20). The profile for 2013-2014 shows an increase in the funding provided to the 16-19 age groups for the third 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 and 2013-2014 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.

	2011-2012			2012-2013			2013-2014		
	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
16-18	58%	41%	17%	69%	39%	30%	70%	32%	38%
19+	42%	59%	-17%	31%	61%	-30%	30%	68%	-38%

Ethnicity

The data shows that there is little variation in the students receiving funding and the college profile. For the second year in a row the two groups which vary the most from the college profile are from Pakistani origin (+5%) and English/Welsh/Scottish/Northern Irish origin (-13%).

Ethnicity	2011-2012			2012-2013			2013-2014		
	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	2%	1%	1%	1%	2%	-1%	2%	1%	1%
Arab				1%	0%	1%	1%	1%	1%
Indian	2%	2%	0%	3%	4%	-1%	2%	3%	-1%
Pakistani	14%	7%	7%	12%	8%	4%	13%	8%	5%
Asian - Other	1%	1%	0%	2%	2%	0%	2%	1%	1%
African	4%	2%	2%	4%	3%	-1%	5%	3%	2%
Caribbean	3%	3%	0%	3%	3%	0%	3%	2%	1%
Black Other	2%	1%	1%	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%	2%	1%	1%
Mixed White/African	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mixed White/Caribbean	5%	3%	2%	5%	3%	2%	6%	3%	3%
Mixed Other	1%	1%	0%	0%	1%	-1%	2%	1%	1%
English / Welsh / Scottish	62%	56%	-6%	63%	70%	-7%	56%	69%	-13%
Irish	0%	1%	-1%	0%	1%	-1%	0%	1%	-1%
Gypsy or Irish Traveller				0%	0%	0%	0%	0%	0%
White Other	2%	3%	-1%	2%	2%	0%	2%	3%	-1%
Not Recorded	0%	1%	-1%	0%	0%	0%	0%	1%	-1%
Other	1%	1%	0%	1%	1%	0%	2%	1%	1%

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, such as Hair and Beauty, Cabin Crew and Animal Care courses also attract applications from female students and so tend to shape the profile by gender. Conversely male dominated courses such as Construction, Engineering and Business have low associated costs.

The gap between the funding levels of male and female students has widened from the 2012-2013 academic year.

	2011-2012			2012-2013			2013-2014		
	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
M	38%	48%	-10%	48%	46%	2%	47%	42%	6%
F	62%	52%	10%	52%	54%	-2%	53%	59%	-5%

Solihull College Staffing Profile

Ethnicity

The table below shows the ethnic profile of college staff with comparative data back to 2010. The College has a target of achieving 15% by 2014. The College profile has remained stable this year, with the College BAME population increasing by just 0.1%.

There has been a significant reduction in the BAME figure for Management staff; the impact of this on the College figure is minimal due to the small number of management staff. Both part time and salaried teaching staff profiles have seen a slight increase, 0.59% and 0.65% respectively. Hourly paid and salaried support staff show a slight decrease.

Year	Ethnicity	College	Mgmt	Lecturing	Support	PT teach	Hourly paid support
2013	White	85.57	90.24	84.91	86.49	86.96	82.20
2012	White	85.57	85.71	85.89	86.32	86.77	81.92
2011	White	86.50	85.00	87.20	85.05	87.78	-
2010	White	89.13	88.24	90.07	87.57	90.32	-
2013	BAME	13.96	9.76	13.96	13.21	13.04	17.28
2012	BAME	13.86	14.29	13.31	13.37	12.45	17.51
2011	BAME	12.71	15	12.40	14.33	10.74	-
2010	BAME	10.46	11.76	9.93	12.43	8.3	-
2013	Not known/prefer not to say	0.47	0	1.13	0.30	0	0.52
2012	Not known/prefer not to say	0.57	0	0.8	0.31	0.78	0.57
2011	Not known / prefer not to say	0.79	0	0.39	0.62	1.48	-
2010	Not known	0.41	0	0	0	1.38	-

Gender

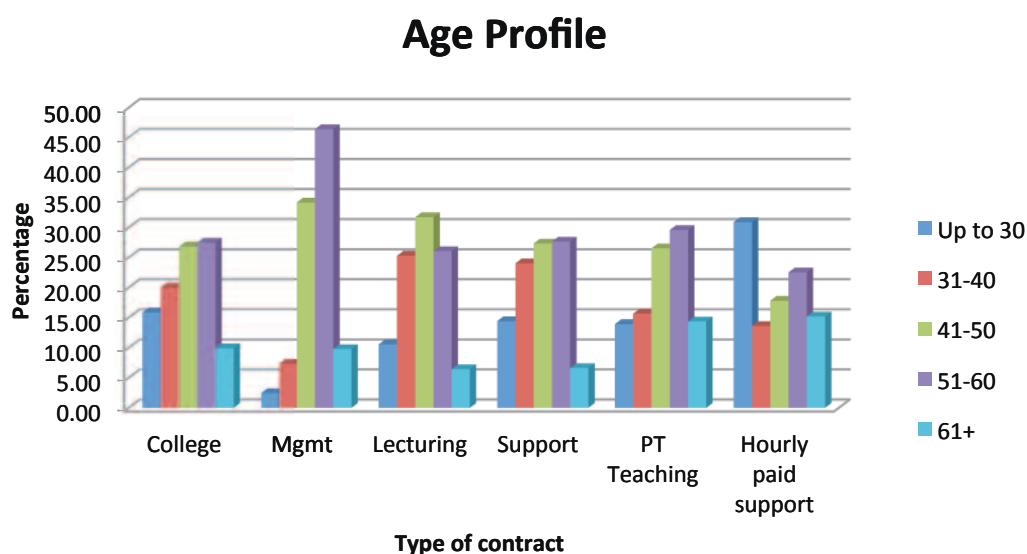
The table below shows the gender profile of College staff.

Year	Gender %	College	Mgmt	Lecturing	Support	PT teach	Hourly paid support
2013	Female	66.60	56.10	66.79	69.37	63.91	67.02
2012	Female	67.33	59.52	66.94	76.9	61.48	70.62
2011	Female	65.58	57.50	63.57	70.09	63.33	No record
2010	Female	65.73	54.9	65.07	70.62	62.28	No record
2009	Female	65.48	57.69	66.06	68.52	62.76	No record
2013	Male	33.40	43.90	33.21	30.63	36.09	32.98
2012	Male	32.67	40.48	33.06	23.1	38.52	29.38
2011	Male	34.42	42.50	36.43	29.91	36.67	No record
2010	Male	34.27	45.1	34.93	29.38	37.72	No record
2009	Male	34.52	42.31	33.94	31.48	37.24	No record

There has been a decrease in the percentage of female staff employed by the College. There has been a significant shift in support staff where there has been a significant reduction of 7.53% female salaried staff and 3.60% reduction of hourly paid support. There has also been a reduction in the percentage of female management staff. There is a decreased percentage of female staff across all types of contract with the exception of part time lecturers.

Age profile

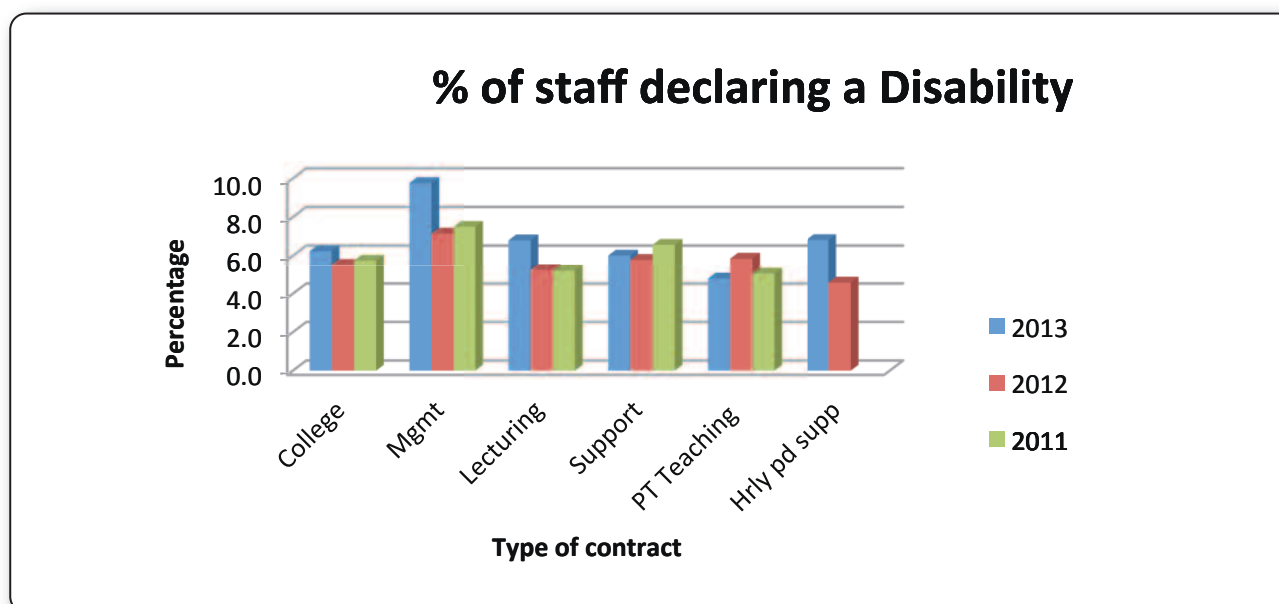
The table below shows the age profile of College staff.



There remains a fairly balanced age profile across the College. Hourly paid support staff have the highest percentage of staff “up to 30” and also the greatest percentage of “61+”. The age band which holds the majority of staff is the “51-60” group.

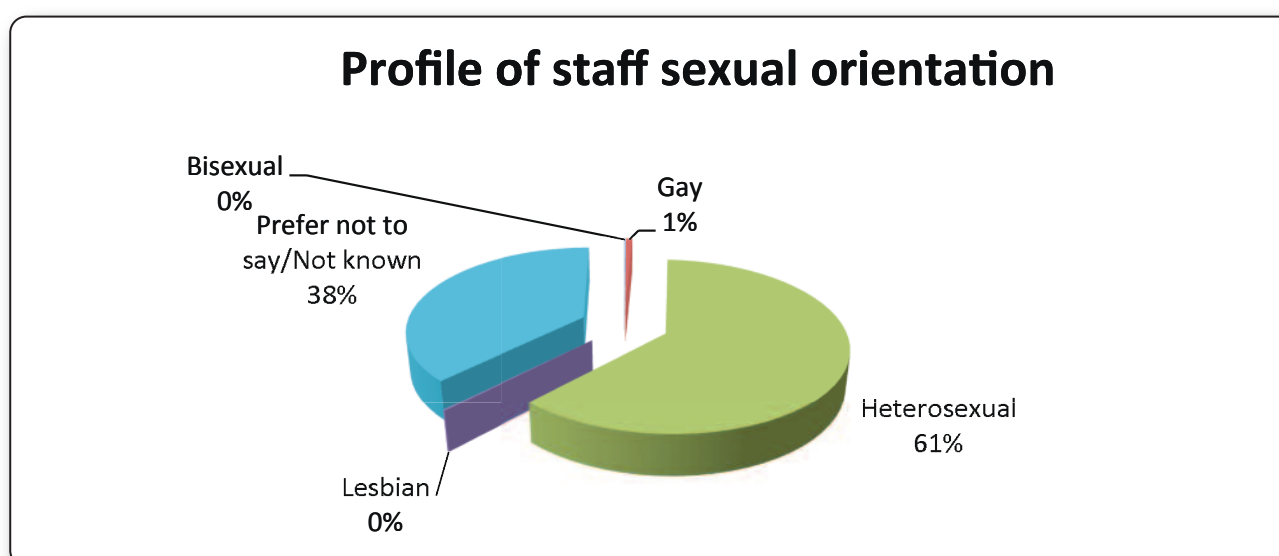
Disability

The table below shows the disability profile of College staff.



There has been an increase in the percentage of staff declaring a disability. This has increased from 5.74% in 2012 to 6.2% in 2013. The most notable increase is in management staff. All staff are showing an increase against 2012 with the exception of part time teaching.

Sexual Orientation

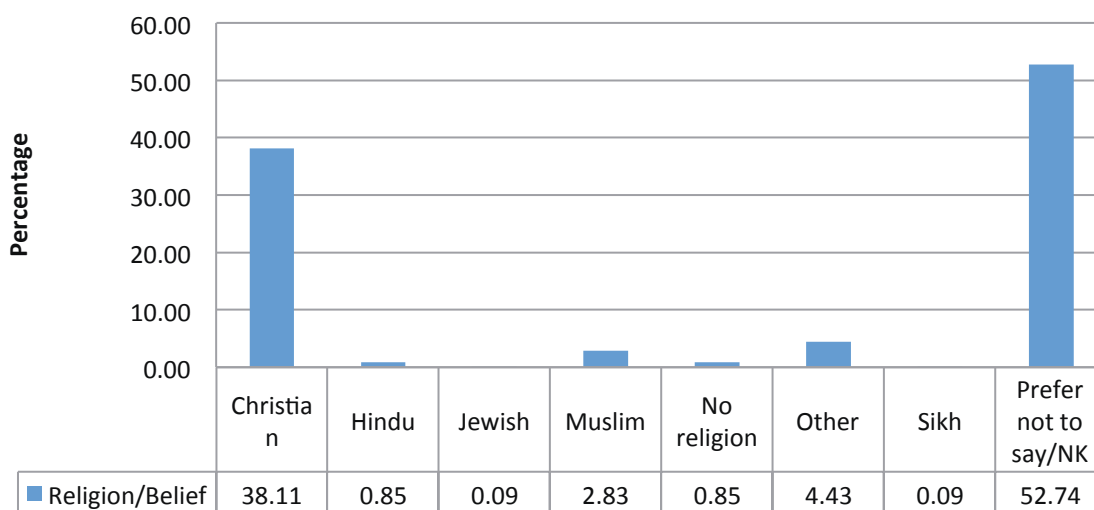


Following the staff survey earlier in the year we now have data on staff sexuality. There is a significant proportion of staff who have indicated they would either prefer not to say or did not respond to the survey. The picture is likely to build over the coming years through further surveys and all new staff being asked to provide this information where previously they were not. The following table gives a breakdown of sexuality within each contract type.

Sexuality	College	Mgmt	Lecturing	Support	PT Teaching	Hourly paid support
Bisexual	0.09	0.00	0.00	0.00	0.43	0.00
Gay	0.66	0.00	1.13	0.60	0.87	0.00
Heterosexual	61.51	90.24	72.45	69.07	49.57	41.36
Lesbian	0.19	0.00	0.38	0.30	0.00	0.00
Prefer not to say/Not known	37.55	9.76	26.04	30.03	49.13	58.64

Religion or Belief

Profile of staff Religion or Belief



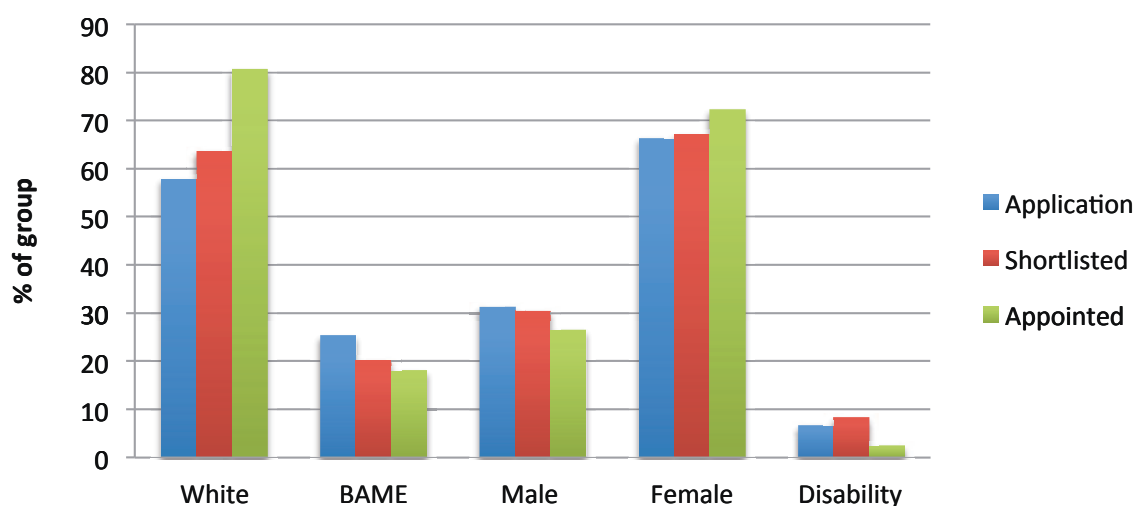
Again further to the staff survey the above profile was obtained and has been updated as new staff start. It is hoped that again this information will build over time and further surveys. The detail of the profile is in the table below.

Religion or belief	College	Mgmt	Lecturing	Support	PT Teaching	Hourly paid support
Christian	38.11	46.34	43.02	42.64	28.26	33.51
Hindu	0.85	0.00	0.38	0.90	1.30	1.05
Jewish	0.09	0.00	0.00	0.30	0.00	0.00
Muslim	2.83	2.44	4.53	2.70	2.61	1.05
No religion	0.85	0.00	1.89	0.60	0.43	0.52
Other	4.43	4.88	4.53	6.31	4.35	1.05
Sikh	0.09	0.00	0.00	0.30	0.00	0.00
Prefer not to say/NK	52.74	46.34	45.66	46.25	63.04	62.83

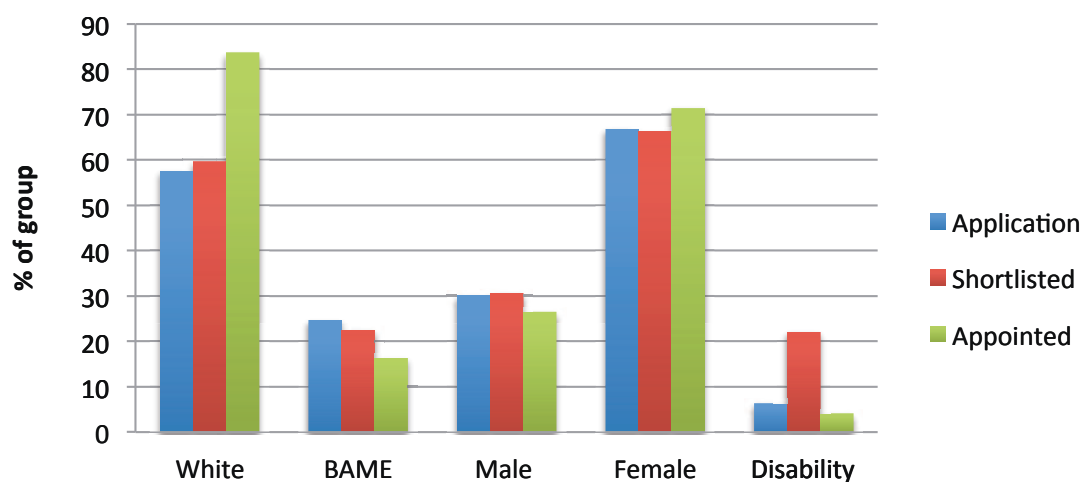
Recruitment Profiling

As part of its commitment to ensure no discrimination takes place in our recruitment practices, the College monitors recruitment at application, short listing and appointment stage. The tables below shows the ethnicity, gender and disability profiles from the last monitoring period up to July 2013.

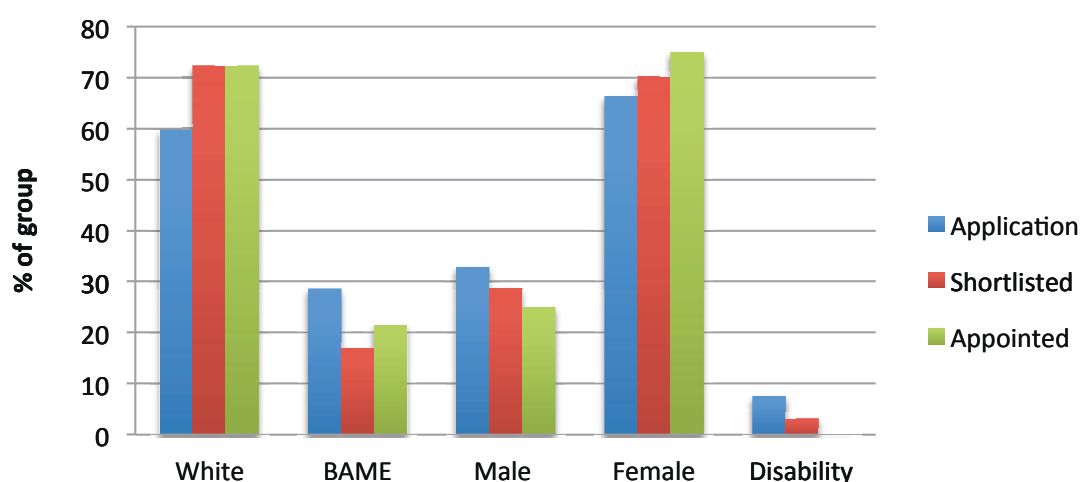
Recruitment to All Posts 2012/13



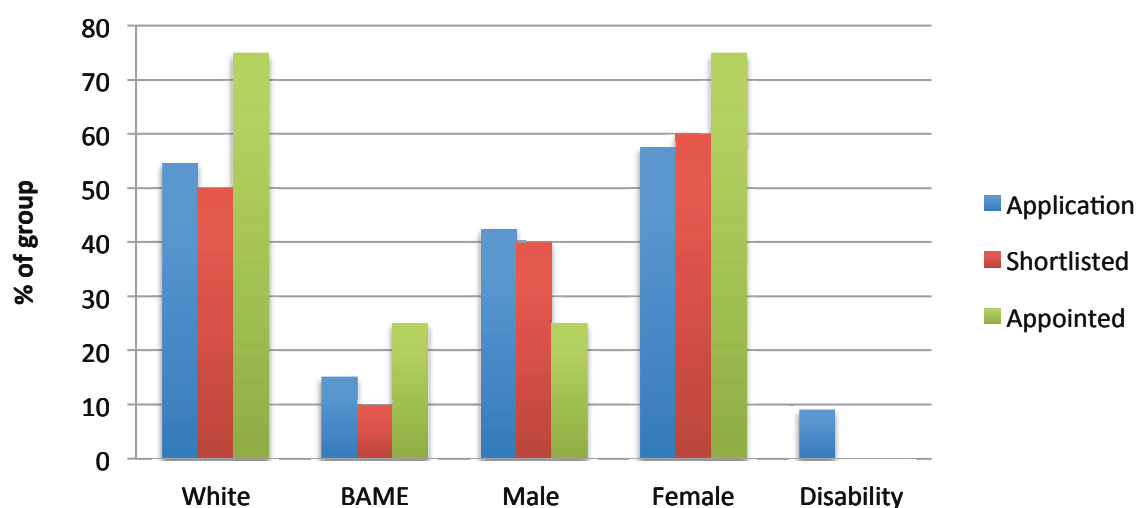
Recruitment to Support Posts 2012/13



Recruitment to Lecturing Posts 2012/13



Recruitment to Management Posts 2012/13



Overall appointment of BAME applicants to posts is at 18.07% of all appointments. This is encouraging in that it is above the College's 2014 target for its staff profile. However the figure represents a drop from BAME applications (25%) and shortlisted candidates (20%). Recruitment of BAME candidates to lecturing posts is 21.43% of appointed candidates. Although there were only a small number of management posts appointed to during the period, 25% of appointments made were from BAME groups.

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%.

Overall pay for Salaried Staff	Jan-13	Jan-12	May-10
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
Variance as a percentage	0.38	2.30	5.39
Pay for Part time salaried staff			
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
Variance as a percentage	-4.31	3.06	9.96
Pay for Full time salaried staff			
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
Variance as a percentage	-0.61	1.09	2.87
Comparison of pay for Part time women against Full time men			
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
Variance as a percentage	4.42	4.56	8.35

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.

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

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 and Minority Ethnic backgrounds with the aim of increasing the numbers of BME staff in management positions in the FE sector. The College's Director of Student Services and Equality is a Black Leadership Initiative Mentor.

Case Study

Solihull College welcomes Harkesh Ram – our newly appointed Senior Director

After graduating with a BSC (Hons) in Building Surveying, Harkesh was given the opportunity to teach on a freelance basis at The University of Wolverhampton and at a local college specialising in Construction and the Built Environment. The immense experience gained from working with young learners, seeking professional careers in the built environment sector was developed further on a full time basis at Stourbridge College. Harkesh was part of a two person team, who subsequently lead the department into becoming a Centre of Vocational Excellence. Here he organised and developed courses at all levels, from schools to foundation degrees. Harkesh then managed this department with a team of 10 lecturing staff.

The success of leading and managing a team of lecturers, was further enhanced by becoming an external verifier and being the guardian of the standards for the specialist diploma in construction and the built environment, together with Foundation degrees in Construction, Civil Engineering and Building Services.

Harkesh soon progressed from an Interim Director at Stourbridge College ATC, to Head of School of Technology at Shrewsbury College of Arts and Technology. This senior position helped Harkesh to develop his transferable skills not only to lead his school but to implement strategic changes to the college. This included a total rebuild of workshops and classrooms to enhance the learner experience as well as incorporating multifunctional teaching areas.

During his tenure, his College was successful in becoming one of the first FE Providers to gain TQS Status for Construction and a key provider for apprentices in Shropshire for engineering and plumbing; Harkesh even had the opportunity to manage a large provision for Gas Safety courses.



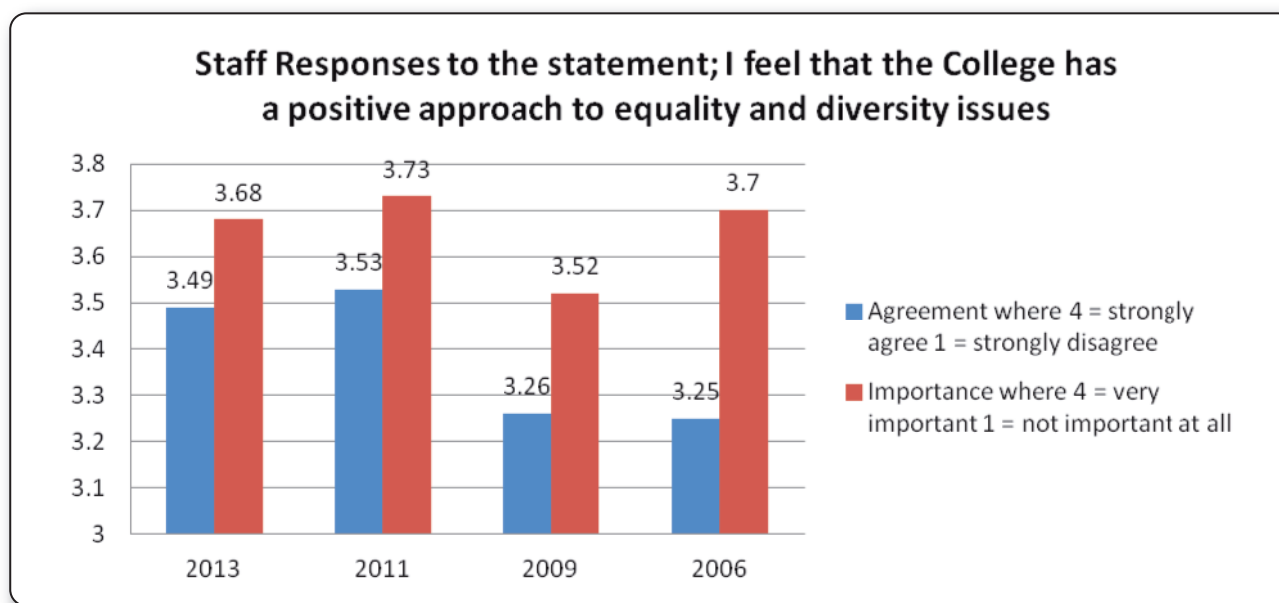
Harkesh is currently a Deputy Director at South and City College Birmingham at its Tyseley Campus. His proudest achievements have been maintaining the high reputation of the automotive provision and re-establishing last summer the Engineering Department on time and on budget. Those around Harkesh would say his Management style is one of an inclusive, proactive, methodical and coaching leader, which focuses on the learning experience. When a team member proves to be particularly good at an aspect of the task, Harkesh encourages them to demonstrate and teach the others resulting in solid team building.

After undertaking the Ofsted Shadowing Programme, Harkesh is pursuing becoming part of the inspectorate as an additional inspector. Harkesh is very much looking forward to his new role as Senior Director at the Woodlands campus and will be joining the College in the Spring of 2014.

Harkesh lives in Wolverhampton and is married with 2 children; He has a interest in horology and is the youngest executive member of his local temple which gets him actively involved with sizeable and local community projects.

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)



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.

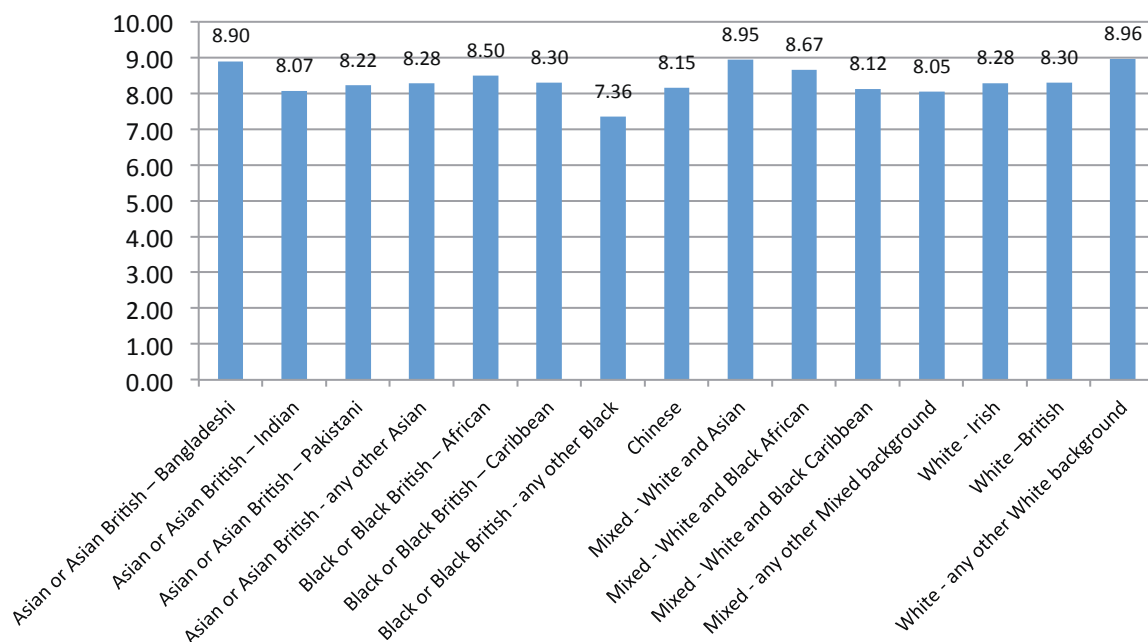
The College is continuing its drive to ensure that all staff through an on line disability awareness programme, produced by Disabled Go and the on line programme on the protected characteristics and the changes brought by the Equality Act 2010.

Student Feedback

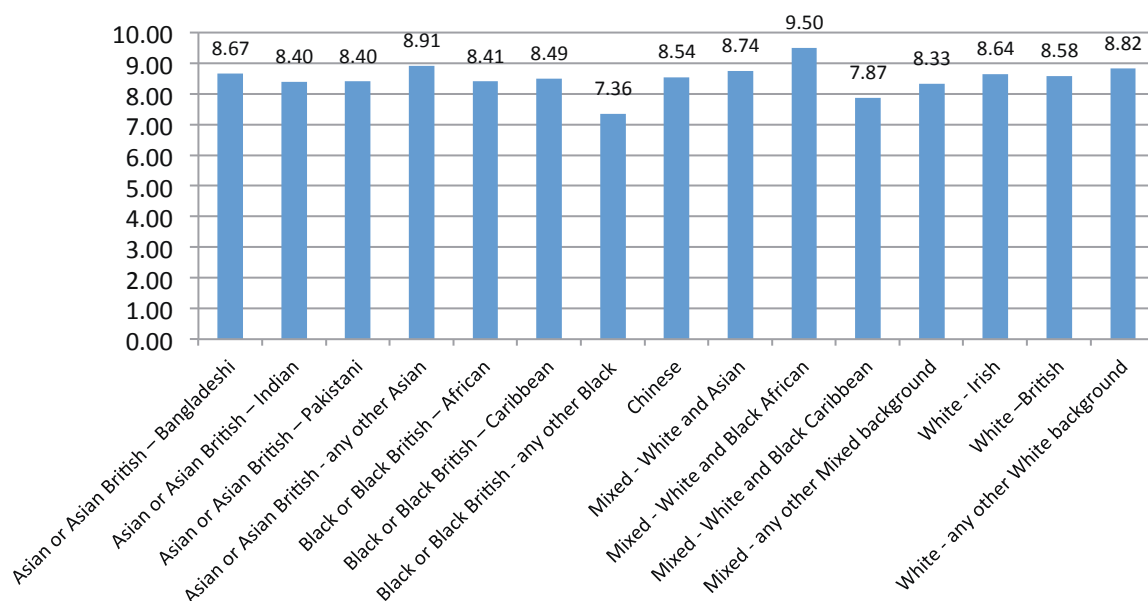
May 2013 On Programme Survey

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

How satisfied are you with the College overall?



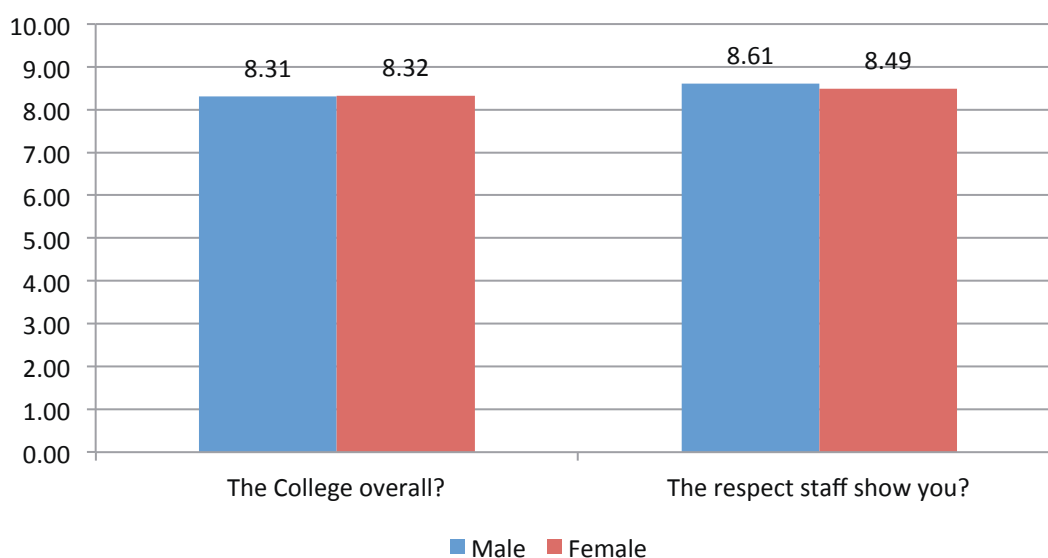
How satisfied are you with the respect staff show you?



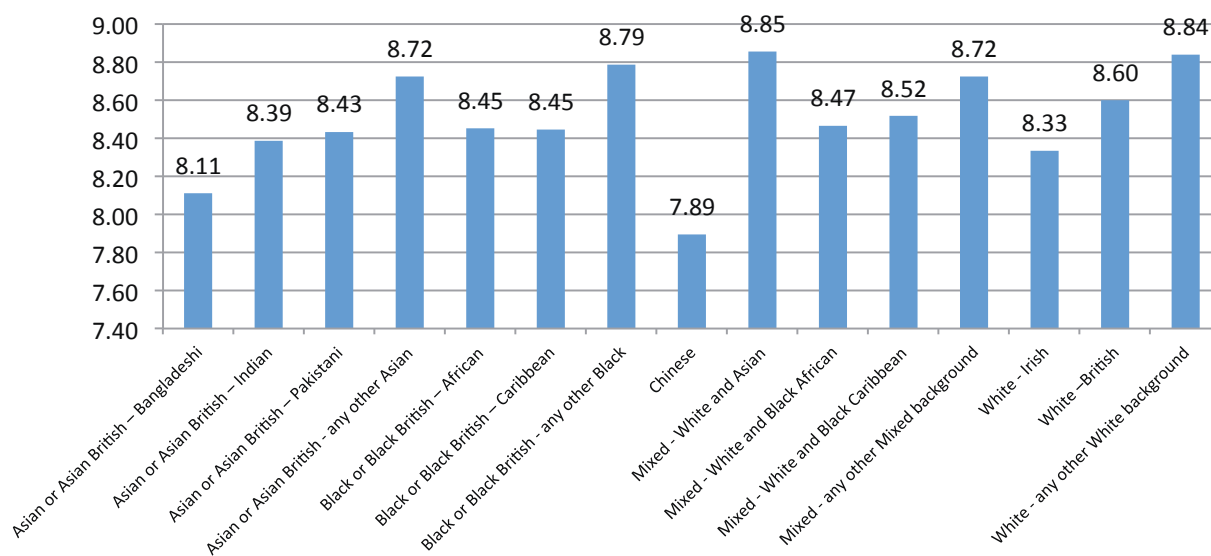
October 2013 Settling In Survey

In the first term each academic year, students are asked to complete a settling in survey 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.

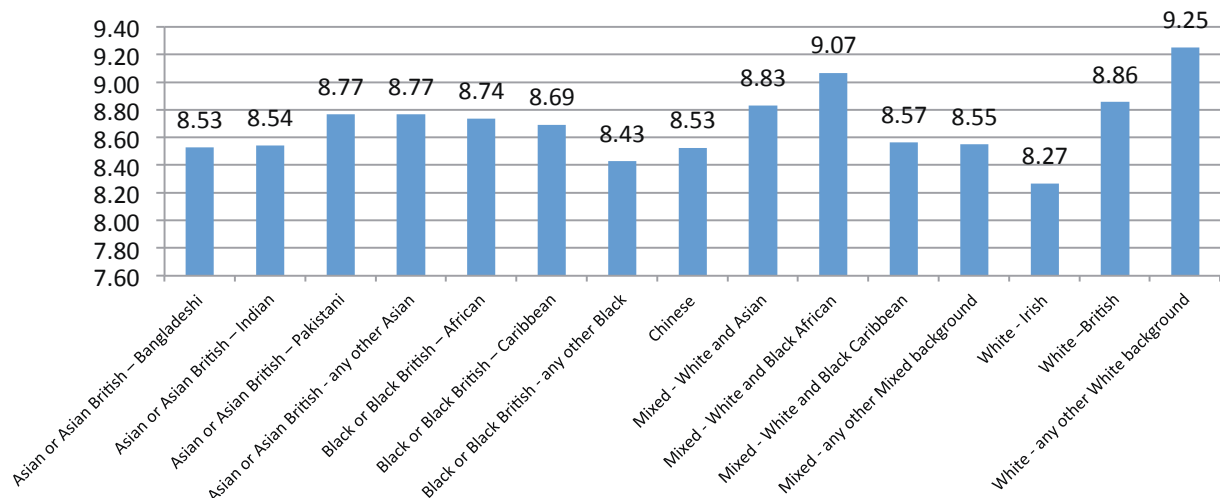
Levels of student satisfaction by gender



How satisfied are you with the College overall?



How satisfied are you with the respect staff show you?



Appendices

The Equality Group - Membership 2013-2014

Assistant Principal, HR & Student Services (Chairperson)
Director Student Services & Equality
Assistant Principal Teaching & learning
Head of Student Services
Director of Marketing
Information Systems Manager
Human Resources Manager
Director of Curriculum
Facilities Manager
Student Enrichment Coordinator
Senior Director Business & Health Studies Faculty
Head of School Health & Social Care (Business & Health Studies Faculty)
Vocational Studies Faculty Representative
Creative & Professional Studies Representative
Access Faculty Representative
Student representative

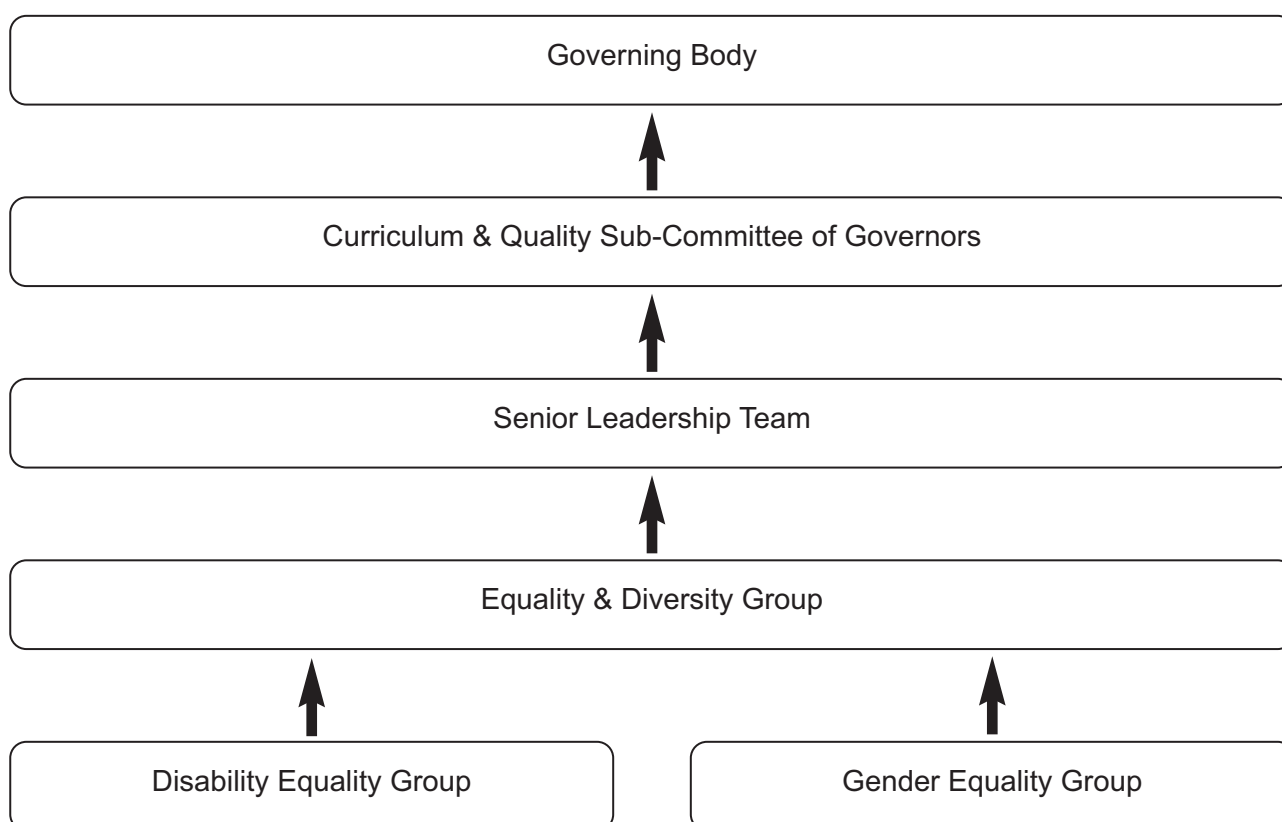
Disability Equality Group - Membership 2013-2014

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 Enrichment 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 2013-2014

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)
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 2013

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. A summary of the results of our monitoring information will be included in our equal opportunities report, where this does not breach individual confidentiality.

9.2 To learners:

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

9.3 To work placement providers:

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

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

9.4 To staff:

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

9.5 To Governors:

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

Any published information will have due regard for individual confidentiality.

Section 10 – Complaints

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

Section 11 – Review and Consultation

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

Section 12 – Putting the scheme into practice

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

Equality Objectives

Progress on Equality Objectives 2012/13 and a new objective for 2013/14

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

Objective	We will do this by:	Progress January 2013	Progress June 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.	No further update is available until Autumn 2013.
We will expand our monitoring categories to include all protected characteristics as identified by the Equality Act.	<ul style="list-style-type: none"> In consultation with the student body In consultation with staff 	<ul style="list-style-type: none"> Student focus groups confirm that expanding data collection to include religion/belief and sexual orientation is to be welcomed Staff consultation supports the collection and will form part of the annual information update as an individual return to HR 	<ul style="list-style-type: none"> In place for student enrolment September 2013 In place

continued overleaf...

Objective	We will do this by:	Progress January 2013	Progress June 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"> 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. 	<ul style="list-style-type: none"> Director St Services & Equality met with each School Head to discuss ways in which enrichment activities could be included within the curriculum. A comprehensive programme already exists; students have been asked for suggestions on how to further develop this 	<ul style="list-style-type: none"> 11 reps appointed with limited success; volunteers requested through Student Enrichment Team for 2013/14 Events to be spread across a full week to engage more students
We will advance the College's values around equality and diversity through a programme of learning	<ul style="list-style-type: none"> Ensuring all staff complete the online Disabled Go development programme on the Equality Act and the 9 protected characteristics. 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 	<ul style="list-style-type: none"> 230 staff enrolled on the Disabled Go online course. Further rollout planned for the summer term Equality Policy in place; briefings to follow to all areas during the spring and summer terms Planning in progress for the Sept 2013 full-time induction 	<ul style="list-style-type: none"> Course to be re-launched in the Autumn term Briefings to new staff only; existing staff to follow Disabled Go course on the Equality Act Personal Tutors made aware of course availability to students; limited take up
We will develop marketing and curriculum promotion strategies which seek to address vocational areas of underrepresentation.	<ul style="list-style-type: none"> Making use of success stories. 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. 	<ul style="list-style-type: none"> Success stories gathered and included in Equality & Diversity Annual Report for 2012 11 student equality ambassadors recruited Training planned for February 2013 	<ul style="list-style-type: none"> As January 2013 Ambassadors recruited with limited subsequent engagement New approach to be adopted in September 2013 via Student Enrichment Team volunteer programme

Objective	We will do this by:	Progress January 2013	Progress June 2013
We will ensure a consistent approach to the evidencing and evaluating of Equality & Diversity practice in curriculum self-assessment reports	<ul style="list-style-type: none"> Working with individual managers through a programme of development to identify and evidence good practice Ensuring consistency in demonstrating the embedding of Equality & Diversity on schemes of work 		

Equality & Diversity Annual Report 2013

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