

Solihull College

Equality & Diversity Annual Report 2014



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's strategic goals and annual priorities 2014/15 are inclusive and refer to all students. Our commitment to equality and diversity, demonstrated through a mainstreamed approach to curriculum delivery and student enrichment, is fundamental to achieving our goals.

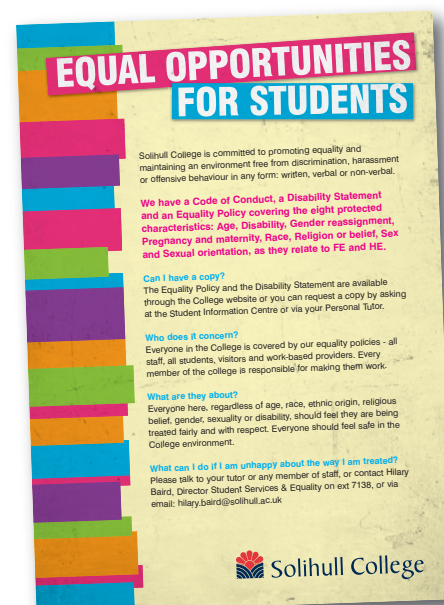
Equality Policy Statement

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.

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 assesses its leadership and management of equality and diversity as Good with some outstanding practice.

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

To what extent is equality and diversity promoted through teaching and learning?

Equality and Diversity is clearly embedded and planned for within programmes. Inclusive teaching and learning ensures that needs of individuals are consistently met. Within lessons tutors routinely challenge stereotypes and improve students' understanding of equality and diversity by making them aware of its importance and relevance in everyday life. The majority of lessons are well planned to integrate Equality and Diversity themes and students demonstrate a good understanding of key issues. Tutors often use naturally occurring opportunities to promote and reinforce students' knowledge and understanding of key Equality and Diversity themes. In a few instances, tutors miss naturally occurring opportunities in lessons to extend students' understanding of aspects of Equality and Diversity.

A strong culture of mutual respect and tolerance is promoted. As well as working with each other, students have regular opportunities to work with members of the community from many different cultures and backgrounds and have a good understanding of their differing needs. For example students on Community learning courses take part in community projects.

Work based assessors refer to contextualised examples and scenarios which are brought into discussion with students to prompt and provoke considerations of good and bad practice with relation to Equality and Diversity. These examples enable apprentices to see the relevance and importance of Equality and Diversity issues, and develop their awareness and evaluative skills.

Some Curriculum areas lend themselves very naturally to exploring sensitive Equality and Diversity issues; particularly Health and Social Care, Public Services, Childcare and Early Years and Teacher Education. Similarly, there is extensive exploration of legal issues and data protection on the Business courses. In those curriculum areas where planning to embed Equality and Diversity would not seem so obvious, for example Construction, Engineering and Motor Vehicle, staff are developing common approaches to embedding Equality and Diversity issues, but this needs to be more consistent.

The intrinsic subject matter of Art and Design allows such topics as cultural diversity, sexuality, disability, religion, ethical and moral beliefs to be explored through researching and discovering artists, movements, and ideologies, contextualising their work and responding accordingly.

Tutors actively seek opportunities to explore issues and themes as and when they arise and endeavour to remain responsive to students' individual needs and the learning environment.

Tutors and assessors use a wide range of strategies to promote Equality and Diversity. Inclusive sessions ensure that all students are supported and make progress to meet their potential. Observers comment on the way in which tasks and questioning are differentiated, and that there is the appropriate level of stretch and challenge. Tutors demonstrate excellent understanding of their students and most use this knowledge to plan appropriately and manage behaviour and participation. Course teams have a good understanding of

inclusive management of learning and are recognising opportunities to develop student awareness of diversity. The Induction programme lends emphasis to expectations regarding tolerance and behaviour.

Classroom management is inclusive and there are excellent examples of differentiation, ranging from support for individuals to closely monitored differentiated targets for individuals and groups. Teaching and Learning methods cater for a wide range of needs and learning styles. There are good opportunities for the extension of learning beyond the classroom through the Virtual Learning Environment (VLE), learning resource centres and work experience.

Students benefit from close personalised monitoring of progress through target setting and review. Students with support needs are well supported, particularly those with learning difficulties or disabilities.

The promotion of Equality and Diversity is firmly embedded within the tutorial programme with a number of sessions that directly address bullying, cyber bullying, stereotyping, and discrimination. The tutorial curriculum encourages students to explore the opinions, beliefs and viewpoints of others. Students are highly motivated to participate in a wide range of activities outside of the classroom which support increased understanding of wellbeing and citizenship. For example, Black History Month, Diwali and other events celebrating different cultures, World Aids Day, Holocaust Memorial Day, Deaf Awareness and Downs Syndrome days. These are vibrant and well attended events, and students speak highly of them.

To what extent do leaders and managers actively promote Equality and Diversity, tackle bullying and discrimination, and narrow the achievement gap?

The promotion and implementation of Equality and Diversity at Solihull is very strong. Equality and Diversity is actively promoted throughout the College and a clear culture and ethos of mutual respect, understanding and tolerance create a friendly and safe learning environment.

In the last staff survey staff agreed strongly with the statement 'The College has a positive approach to equality and diversity' (3.49 out of 4) and, feel this is highly important (3.67 out of 4).

In College surveys, both the 'settling in' survey and the 'on programme' survey, students scored the respect shown to them question as 8.8 and 8.5 respectively. In the FE Choices Learner Satisfaction survey the score for the same question was 9.0.

All School self-assessment reports refer to a robust approach to inappropriate behaviour, including bullying and harassment, which is not tolerated in any form. There is a strong ethos of managers and staff tackling any degree of bullying through appropriate disciplinary procedures.

Managers routinely analyse data to ensure there are no discrepancies between the retention, achievement and success of different groups of students. The 'At Risk' student profile, application to enrolment profile, exclusions and complaints data, as well as student surveys and other management information are routinely analysed by age, gender, ethnicity and disability to guard against any discriminatory practice.

The College has been successful in recruiting staff from under represented genders to act as role champions in particular vocational areas, for instance female staff in Aerospace and Electrical Installation and male staff in Hair and Beauty.

Staff awareness of the Equality Act and the nine protected characteristic groups is ensured through the Disabled Go online equality development programme.

The College actively promotes and celebrates Equality and Diversity through a range of cross college student events, including:

- Black History month
- Diwali
- A Celebration of the Cultures of the College
- World Aids Day
- LGBT Month
- Deaf Awareness
- Downs Syndrome day
- Teaching students sign language

The College produces a vibrant annual Equality and Diversity report, its third published on line in February 2014. The report provides detailed equality analysis on staff and students together with case studies of student and staff success from under-represented groups. The report contains the College's key equality objectives and progress against them is reported to the Equality and Diversity Group and to the Curriculum and Quality Committee of the Corporation.

The College staff ethnicity profile is currently 13.95% from BAME groups. The College, having reached its 2012 target of 12% staff from BAME groups in October 2011,

increased its target to 15% by October 2014. This is in order to achieve an ethnicity profile that matches the full-time student population, which is currently 25% student from BAME groups. The College Management Team profile is 13% from BAME groups.

The Equality and Diversity group is chaired by the Vice Principal Human Resources and Student Services (EMT member), supported by the Director of Student Services and Equality (SLT member). Its sub groups on disability and gender are well represented and make an active contribution to the equality agenda. Management and staff representatives across the faculties sit on the Equality Group and its sub committees. Governors take a strong interest in equality and diversity issues.

Solihull College Self Assessment Report 2013/14

Case Study

**Kirsty Watts, 25,
Level 3 Motor Vehicle Studies**



Kirsty has always been fascinated by the mechanics of cars; with the pressures of caring for two children while studying at College – and holding down a part-time job, Kirsty remains positive and utterly determined with her career ambitions. Kirsty is planning to run her own garage, and she is certain that seeing a female mechanic will attract many female customers as she feels women are underrepresented in this industry.

Kirsty currently works in a garage which she enjoys and her colleagues don't treat her any differently; she did encounter obstacles when looking for a job as a mechanic as many garages wouldn't employ her because she is a woman. If anything, this has made Kirsty even more determined to fulfil her dream. Kirsty is enjoying studying at the College, especially finding out how to repair cars and understanding how everything works. Following her studies at the College, her family are helping her fund her own garage and she looks forward to succeeding well in an industry she has always loved.

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. These are supported by our great team of student volunteers.

Each year in the Autumn term **Black History Month** is celebrated with a week of activities and exhibitions. Events in October 2014 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 take place over a number of days.

Steel Band

Staff and students were treated to one of the sounds of the Caribbean from a group of Birmingham based musicians Shake My Party.

Refectory

Traditional Caribbean and African dishes were served in the refectory.

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





The College also mounts an exhibition and encourages awareness raising about the Holocaust.

One of the main events of the year is the Celebration of the Cultures of the College. We are a college community with 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.

Genealogy (Who do you think your are?/ Who you be?)

This family history event takes place each year in College with staff who are skilled in family history and genealogy, showing students how to research their ancestry.



Case Study

Solihull Observer: Dedicated Kashif Yakoob wins top honour



A Solihull College sports star has been recognised at the region's largest community sports awards ceremony.

Kashif Yakoob has been named Further Education Inspirational Sports Student of the Year at the tenth annual Coventry, Solihull & Warwickshire Sports Awards at St John's Hotel on Warwick Road in Solihull.

Yakoob is in his final year at Solihull College on Blossomfield Road, studying a BTEC level three diploma in software programming.

He was commended for his dedication and commitment to extra-curricular sports activity which includes coaching other students at the College.

The 18-year-old is also a student class representative and Student Enrichment & Sport Volunteer and has won a number of awards for his academic and sporting achievements.

"Winning the award means a lot," he said. "I didn't think that I would ever be able to win an

award just for doing something I love and it is nice to receive that recognition.

"It is very difficult to get the balance right between college work and sport. I study software development and that is always quite demanding and the assignments are quite big but any spare time that I get I dedicate to sport.

"After my studies, around five years down the line, I would like to set up my own business. I will also continue to coach basketball and hopefully get more people engaged in the sport."

The Sports Awards celebrate the cream of the sporting scene across Coventry, Solihull and Warwickshire, including those who have made a tremendous contribution to sport at all levels.

A total of 16 award titles were handed out on the night including categories covering both professional and amateur fields as well as recognising the young and upcoming stars of the future.

Disability



Robust additional support services are in place at the College. Learners access support for additional needs, English and Maths support assessment and support for dyslexia. Rigorous initial assessment ensures that early identification and timely support is put in place. 1156 learners were identified as having a disability or learning difficulty in 2014-15. Of this figure, 856 were full time learners representing 17.35% of FE learners on long courses. The overall success rates for these learners are in line with college averages.

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. During 13/14 we have continued to offer lunchtime classes in British Sign Language; these have been very popular and very successful. These classes, led by our Deaf Coordinator and supported by our deaf students, are continuing in 2014/15 with more involvement from our deaf students also.

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.

Disability in Sport

Solihull College is proud to offer a sports timetable that is fully inclusive of ALL students. As a College we offer sports that are specialist disability activities, as well as a full timetable of activity that sees students with and without disabilities participate in the same session. In preparation for the 2014-2015 academic year great strides have been made in the inclusive sports offer. The REACH group, which includes adults with a learning disability, and some physical disabilities, have a sport option on their timetable. These students have participated in boccia and curling in 2014, and sessions have been extremely well-attended. Students who are wheelchair users or those with limited use of their hands are able to participate with the use of a specialised ramp, which aids the rolling of the boccia balls. Boccia is a specialised disability sport, and is familiar with many due to its inclusion in the Paralympic Games.



Tennis is a perfect example of a traditional sport that has been adapted in its delivery at Solihull College to accommodate students with disabilities. For those who require it, the activity is delivered within a smaller court area with soft sponge balls, meeting the needs of our students, meaning that all students are fully integrated in the tennis session.

Students who participated regularly on the tennis programme were fortunate enough to be rewarded with a visit to Wimbledon to watch live tennis in recognition for their participation and commitment to the sport.



Another good example of the integrated sport that we offer at Solihull College is our boxing fitness-based sessions. These sessions are, of course, non-contact, instead focusing on technical and fitness development. To offer boxing as an inclusive sport, adaptations have been made to the boxing ring. Outside of a structural boxing ring are hanging punch bags and pads. Some of these pads are specifically positioned at a lower height, enabling wheelchair users access to the pads in a position that is comfortable with them. Students with cystic fibrosis and deaf students also frequently participate in the



The Fun-Run, held in May 2014, is a celebration of inclusive sport at Solihull College. This year's event had over 100 participants complete one mile of the Tudor Grange Athletics Track, and included senior management, staff, and students from all areas within the College. Students were able to complete the mile at a pace that was comfortable to them, without timings, but were given a medal in reward for their participation. There was also money collected for a charity on the day, with £445 being raised.



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.

Equality & Diversity Committees

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

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

The Equality and Diversity Committee 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 for ensuring that the College sets and meets appropriate equality targets.

Press Release

Employment Minister tells College students “We need female role models in engineering, construction and science”

A senior government minister has visited Solihull College as part of a campaign to challenge career gender stereotypes. With just 272,000 women in the UK working in construction, compared to two million men and only seven per cent of engineers who are female, the Minister of State for Employment, Esther McVey visited the College to discuss the #NotJustForBoys campaign.

The visit, which was part of a roadshow across Solihull and Birmingham, gave the Employment Minister an opportunity to take part in a roundtable at the College’s Blossomfield Campus, and to meet some of the College’s female students; some of who are completing Motor Vehicle studies and science.

Organised by the Department of Work and Pensions (DWP) and Solihull Chamber of Commerce, various local business women from across Solihull and Birmingham were invited to the roundtable which covered subjects including enterprising women. Following her visit to the College, Ms McVey went on to visit various companies across the region.

John Callaghan, Principal and Chief Executive at Solihull College comments: “The College is keen to encourage female learners into key industry areas such as aerospace and this event has really highlighted the urgency for this to happen. Esther McVey spoke with great enthusiasm and passion about empowering women of all ages into entering male dominated industries and becoming entrepreneurs. This has been a valuable opportunity for a senior government minister to meet some of our students and to hear about the issues that are facing them as they start making their career choices”.



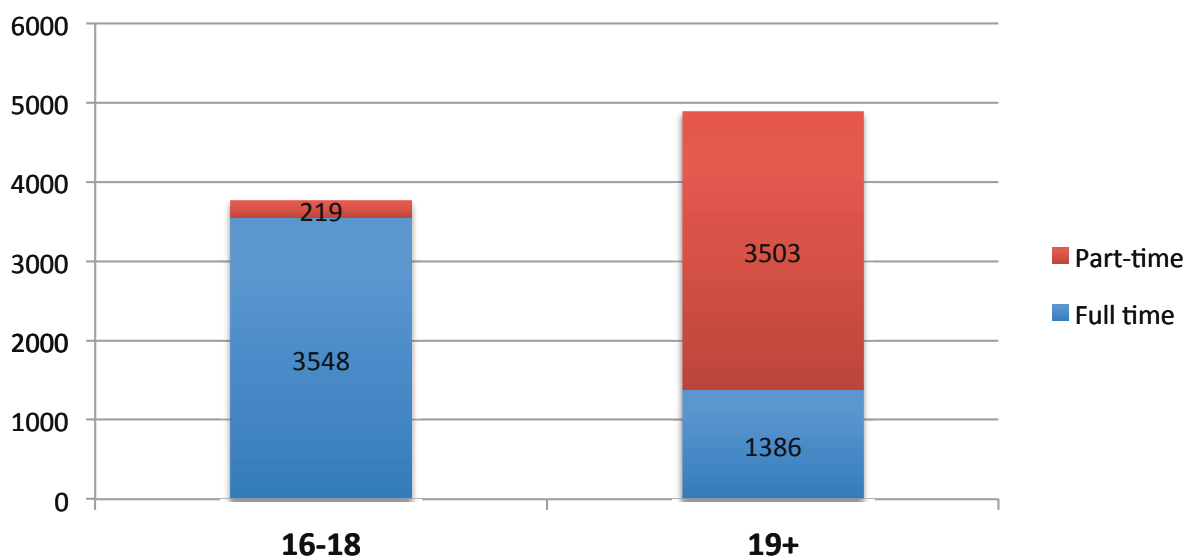
In addition to discussing enterprising women, subjects for the roundtable centred around women moving into non-traditional roles – and succeeding in male dominated areas. In addition, attendees also discussed supporting women who are returning into work after raising a family, for example. Minister of State for Employment, Esther McVey comments: “We need for young women to know of the opportunities out there and to see role models so they have those to aspire to so they can see powerful, whether it’s in construction, in logistics or science they need to see the various career options within these fields. With the latest technologies these industries are now creative, such as 3D modelling or bringing a female perspective to a house design. Women, let’s not be the consumers – let’s be the creators of what we want to be, let’s start having a say.”

This event takes place only a few months after the College has launched a new HNC Construction and the Built Environment course. This qualification is led by an all-female teaching team which hopes to encourage more female learners into engineering industries, such as aerospace and civil engineering.

The Student Profile

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

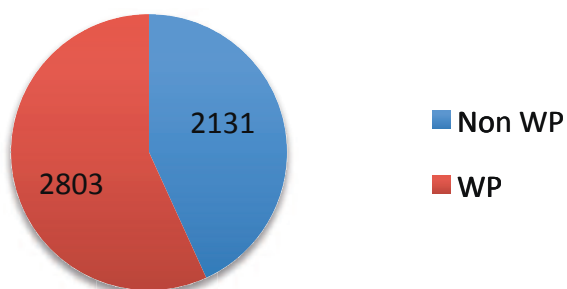
2014/5 Learner Numbers by Age



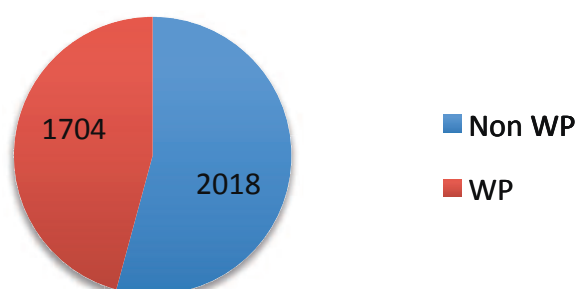
Where are our students from?

57% of our full-time students are from widening participation (WP) areas (i.e. areas of socio-economic deprivation and underrepresentation defined by postcode). 46% of our part-time students are from WP postcodes. This represents a 1% increase on the previous year in both full time and part time categories.

Full time students

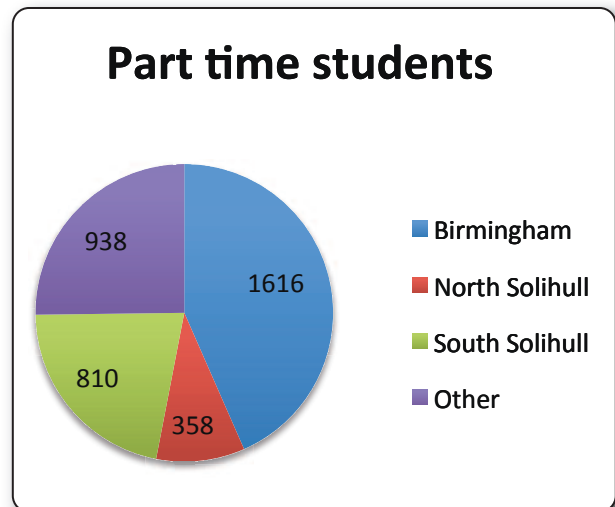
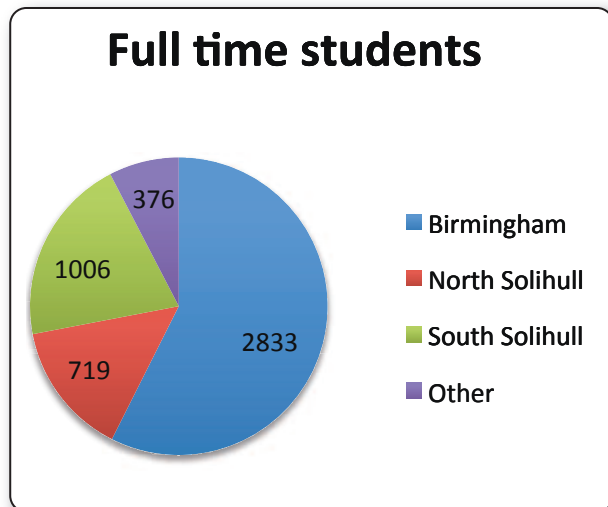


Part time students



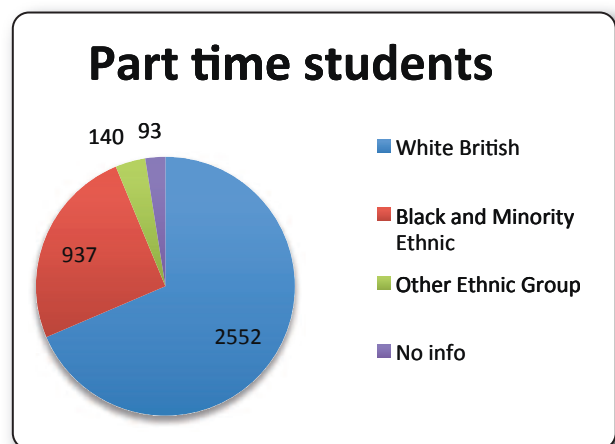
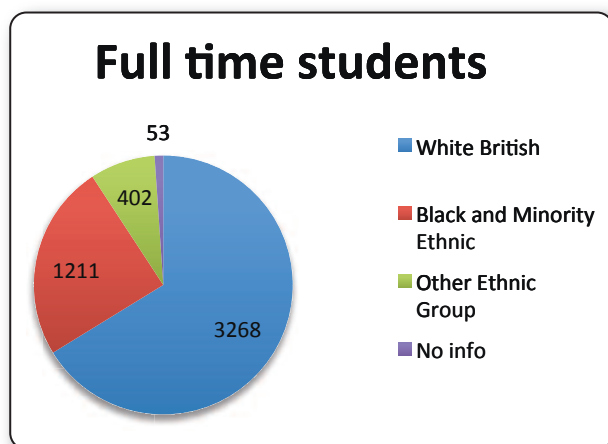
Where do our students live?

A significant number of the College's full-time students come from outside of Solihull Borough, 57% from Birmingham.



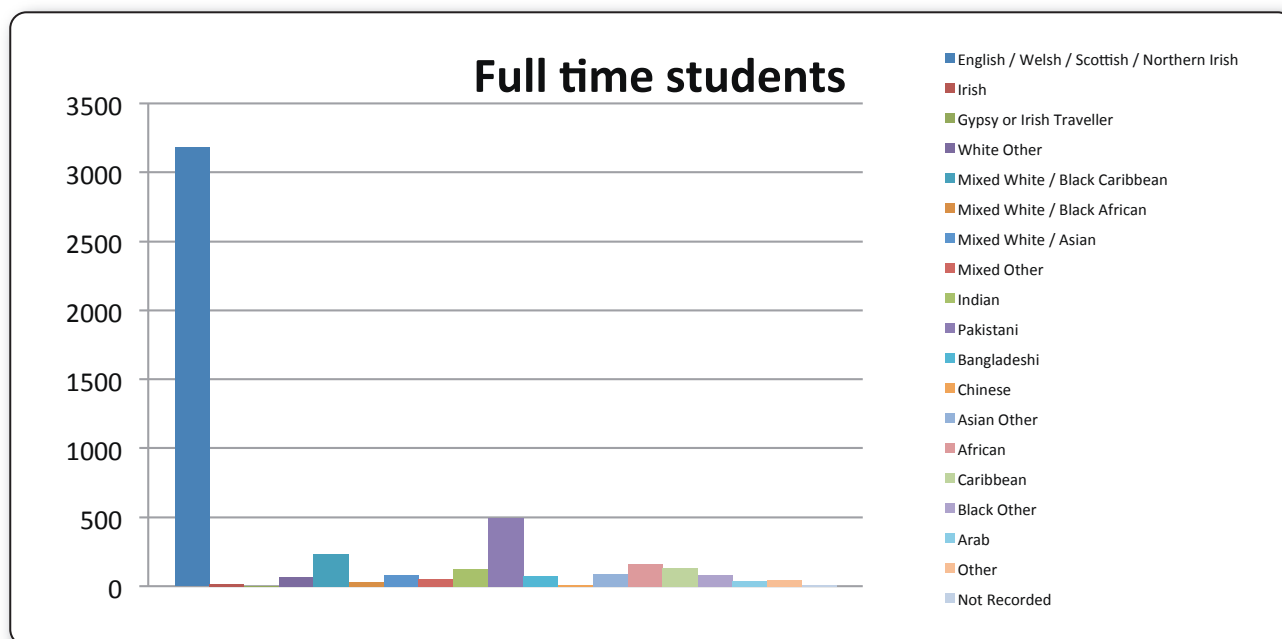
Ethnicity

Learners from BAME and other ethnic groups account for about 32% of the total full-time cohort and about 28% of our part-time learner cohort.

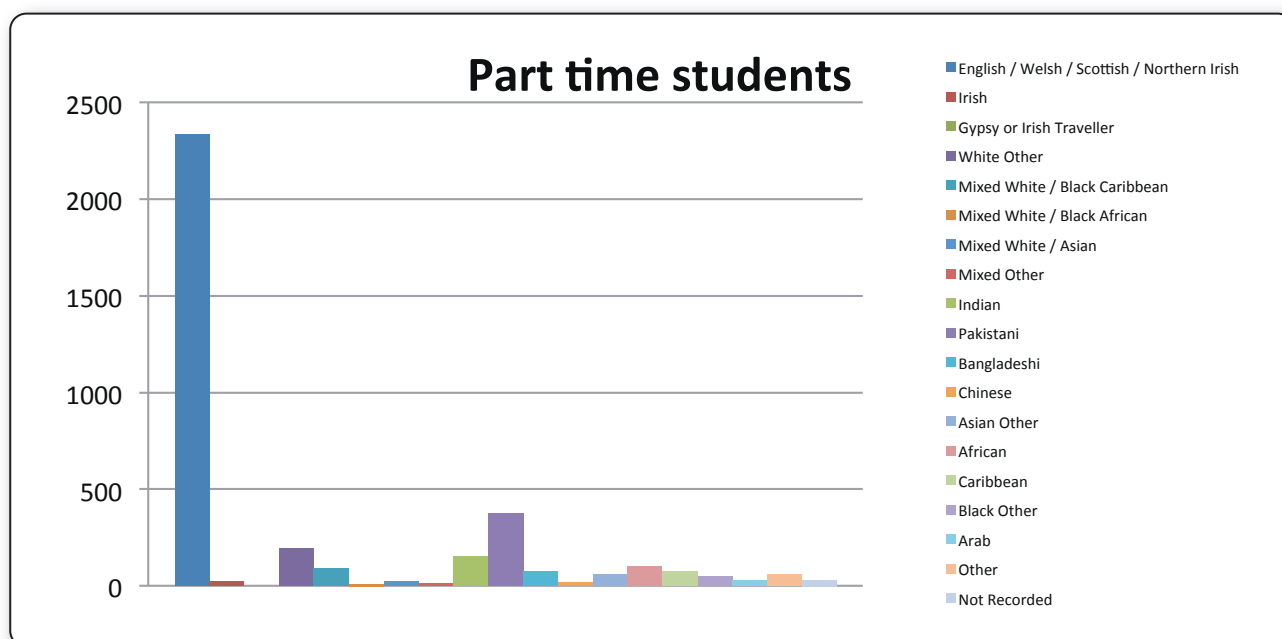


Pakistani students form the largest cohort of full time students from BME or non white British contingency. Pakistani students account for 10.1% of both the full time and part time cohorts of students. Mixed White/Caribbean (4.7%) and African (3.2%) are the next largest BAME groups in the full-time student cohort.

Ethnic Breakdown of Full-time Students



Ethnic Breakdown of Part-time Students



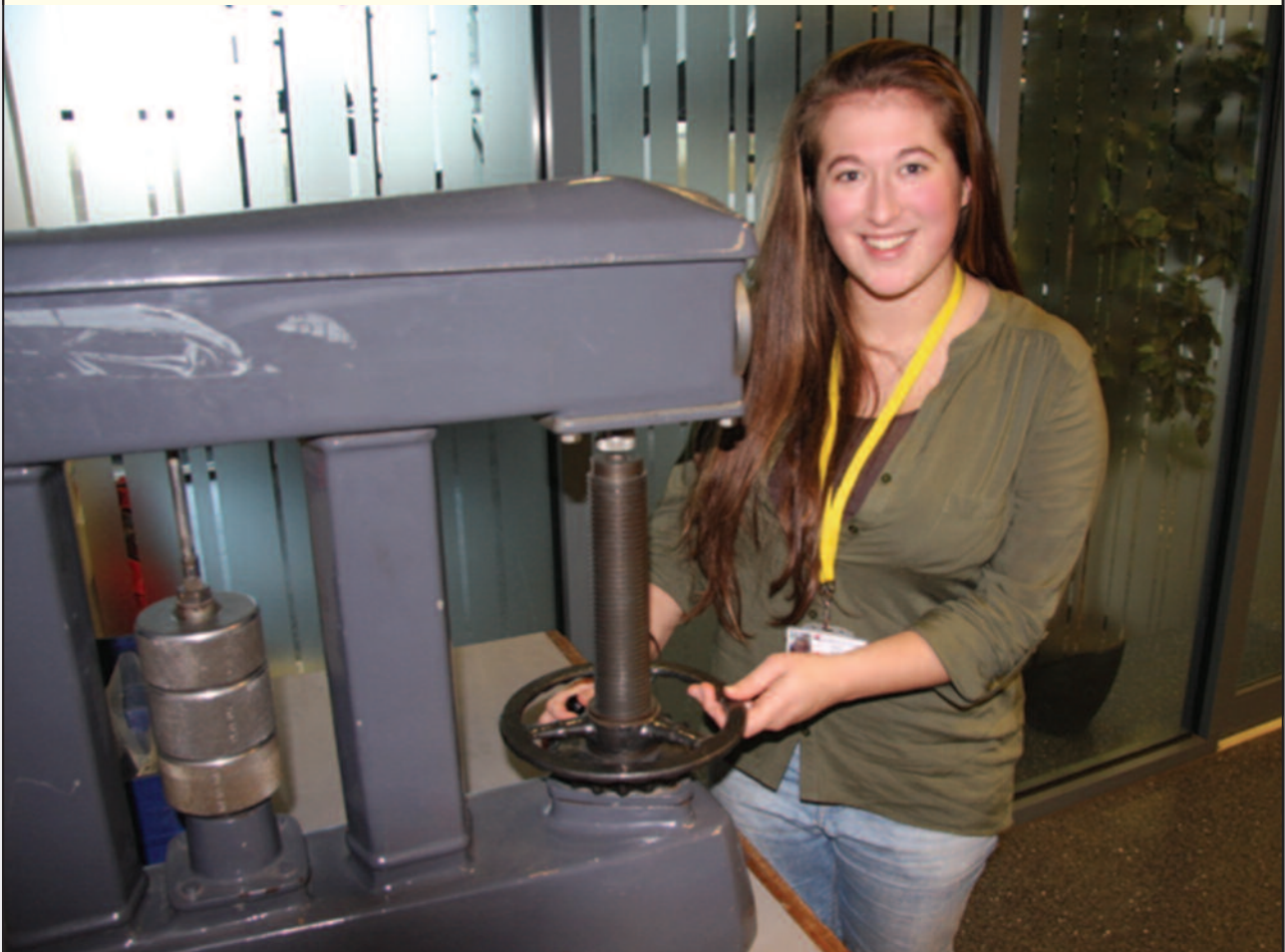
Gender

The split of male and female full-time students is almost 50:50. Female students account for 58%% of the part-time cohort (compared to 65% in 2013/14). This reflects the national picture for part-time study in FE.

Case Study

Chloe Kirby, 19

HNC Construction and the Built Environment (Civil Engineering)



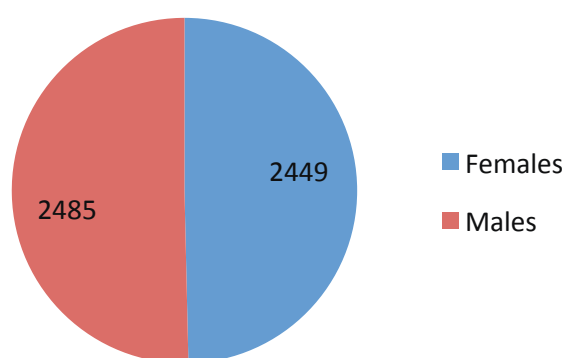
From school age, Chloe was always interested in maths and drawing which led her to take maths, history, art and chemistry at A level. Whilst at College, Chloe was able to develop her skills and knowledge of maths and she became keen to take her learning further in a career of civil engineering.

Chloe, who is completing her apprenticeship through global engineering management company Atkins, in Birmingham, is the only female student completing the HNC Construction and the Built Environment (Civil Engineering). Initially she was nervous but everyone gets along really well and all students are treated equally.

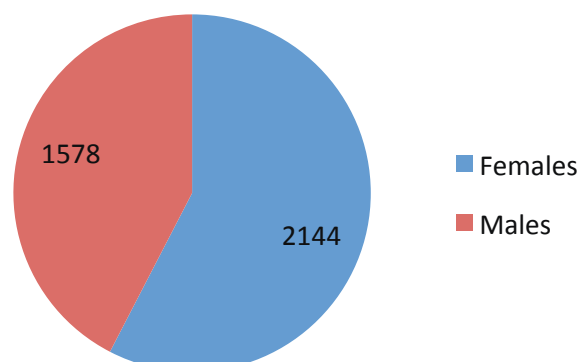
Chloe said she feels well supported and comments: "It is encouraging to be taught by an all-female team, the lecturers have all accomplished so much in their careers and it gives me confidence that I will be able to achieve a lot in the future as a woman in a predominantly male-orientated industry".

Chloe said her ambition is to carry on studying at the College following her apprenticeship with ambition to become a Chartered Engineer.

Full time students



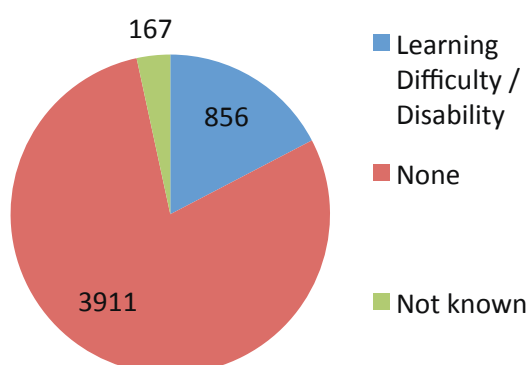
Part time students



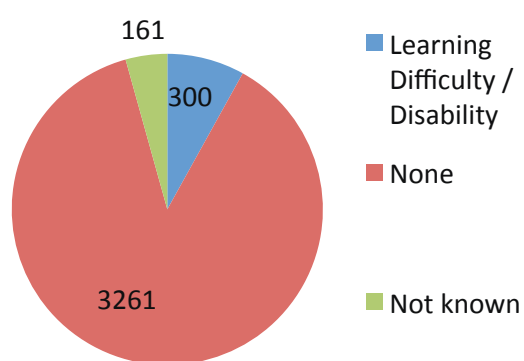
Disability

17.3% of full-time students have declared a disability/learning difficulty or are receiving additional support in respect of a disability (compared to 14.3% in 2013/14). For part-time students this figure falls to 8.1%.

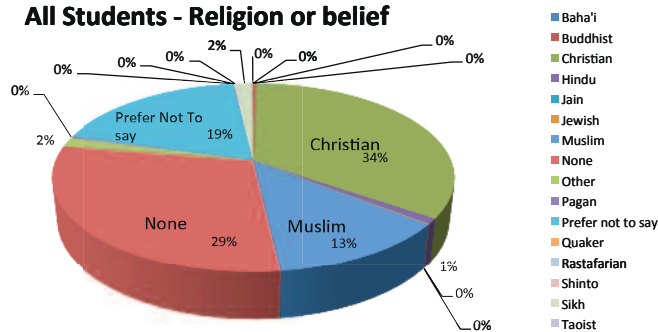
Full time students



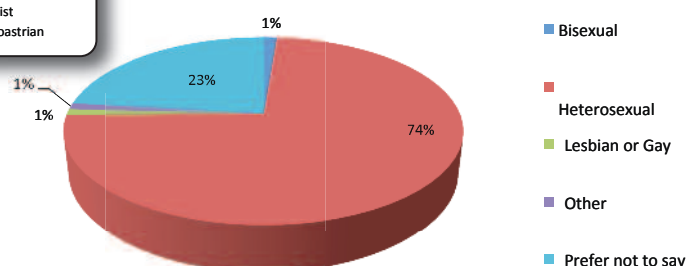
Part time students



All Students - Religion or belief



All Students - Sexual Orientation



Student Success 2013/14

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 2013/14 by ethnicity and notional level.

Level (National Rate)	Category	Starts	Success Rates
Level 1 (85%)	Total	641	86%
	White	441	83%
	BAME	200	91%
Level 2 (84%)	Total	1571	84%
	White	1032	83%
	BAME	538	86%
Level 3 (82%)	Total	2064	87%
	White	1347	86%
	BAME	717	89%

There is a trend in this data of BAME students achieving better at all levels than White students. Pakistani students, the largest BAME group, perform particularly well at level 1.

Success rates for 16-18 year olds on all long courses (excluding key/functional skills) with an expected end year of 2013/14 by ethnicity and notional level.

Detailed analysis indicates no areas of concerns. All issues noted in 2012/3 data were closed in 2013/4.

Ethnicity	Notional Level	No. of Starts	Provider Rate	National Rate	With Provider	With National
Total Provider	Level 1	641	86	87		-1
	Level 2	1571	84	84		0
	Level 3	2064	87	82		5
Any Other	Level 1	18	100	87	14	13
	Level 2	29	93	84	9	9
	Level 3	29	97	82	10	15
Bangladeshi	Level 1	4	75	87	-11	-12
	Level 2	23	87	84	3	3
	Level 3	24	92	82	5	10
Black African	Level 1	16	88	87	2	1
	Level 2	42	86	84	2	2
	Level 3	67	88	82	1	6
Black Caribbean	Level 1	17	94	87	8	7
	Level 2	46	93	84	9	9
	Level 3	57	91	82	4	9
Black Other	Level 1	11	100	87	14	13
	Level 2	26	85	84	1	1
	Level 3	37	92	82	5	10
Chinese	Level 1					0
	Level 2	4	100	84	16	16
	Level 3	6	100	82	13	18
Indian	Level 1	10	90	87	4	3
	Level 2	41	93	84	9	9
	Level 3	69	91	82	4	9
Mixed	Level 1	54	85	87	-1	-2
	Level 2	129	86	84	2	2
	Level 3	174	89	82	2	7
Other Asian	Level 1	10	90	87	4	3
	Level 2	26	88	84	4	4
	Level 3	32	81	82	-6	-1
Pakistani	Level 1	59	95	87	9	8
	Level 2	169	80	84	-4	-4
	Level 3	220	88	82	1	6
Unknown	Level 1	1	100	87	14	13
	Level 2	3	100	84	16	16
	Level 3	2	100	82	13	18
White	Level 1	441	83	87	-3	-4
	Level 2	1031	83	84	-1	-1
	Level 3	1348	86	82	-1	4

Case Study

Saarah Israh, 18
Deaf Student, Early Years



Since starting at the College studying Early Years and Childhood Studies, Saarah has made a very unique and valuable impact upon her class mates. Along with maintaining a strong and friendly relationship with her signer, Saarah, through her kind and patient nature, has taught her fellow students the importance of listening and speaking clearly. Saarah's friends say they feel they have all benefitted from working with her and they have learnt new and transferable skills.

Following the completion of her Level 3 BTEC National Diploma in Children's Learning and

Development, Saarah is planning to continue her studies at university as she trains to become a primary school teacher.

Saarah said she has felt completely supported while studying at the College and in her work placement, which she is really enjoying as she gets to work with young children. Saarah has worked with her signer Marie since October 2014, and in this time they have established a good relationship.

Case Study

Omar Davis, 19

Level 3 Children's Learning and Development (Early Years educator)



After leaving school, Omar wanted to study something which was completely different and new, this is when he found out about Early Years and Childhood Studies at Solihull College. Having completed work experience at two local infant schools, Omar felt this was the career direction for him as he had the right attitude and skills. Although his family were shocked that he wanted to work in the childcare profession, which is predominantly female led, Omar is keen to end that stereotype and become a positive role model for young children.

Since starting at the College, Omar comments: "I feel I have matured and developed my skills; I really enjoy working with young children and its

good to see them learn knowing you have had a positive impact on their development and given them a bright start to their life in education".

Omar believes with his energetic and lively approach he adopts around children, he will create a positive atmosphere for pupils to learn and thrive in. After completing his Level 3 qualification, Omar plans to progress to university level at the College through the Oxford Brookes University degree. Eventually, he would like to become an early years school teacher, with the ambition of becoming a secondary school teacher.

19+ provision

Table to success rates for 19+ year olds on all long courses (excluding key/functional skills) with an expected end year of 2013/14 by ethnicity and notional level.

White students have tended in 2013/4 to perform slightly better than BAME students, although BAME and white students at all levels are at or above the national level.

Level (National Rate)	Category	Starts	Success Rates
Level 1 (86%)	Total	544	89%
	White	328	92%
	BAME	216	87%
Level 2 (81%)	Total	1765	83%
	White	1333	83%
	BAME	432	81%
Level 3 (80%)	Total	867	84%
	White	607	93%
	BAME	260	86%

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 27)

Ethnicity	Notional Level	No. of Starts	Provider Rate	National Rate	With Provider	With National
Total Provider	Level 1	544	89	86		3
	Level 2	1765	83	81		2
	Level 3	867	84	80		4
Any Other	Level 1	14	57	86	-32	-29
	Level 2	24	92	81	9	11
	Level 3	12	92	80	8	12
Bangladeshi	Level 1	19	84	86	-5	-2
	Level 2	5	80	81	-3	-1
	Level 3	16	75	80	-9	-5
Black African	Level 1	30	100	86	11	14
	Level 2	79	84	81	1	3
	Level 3	29	86	80	2	6
Black Caribbean	Level 1	5	80	86	-9	-6
	Level 2	49	82	81	-1	1
	Level 3	27	85	80	1	5
Black Other	Level 1	2	100	86	11	14
	Level 2	12	75	81	-8	-6
	Level 3	13	77	80	-7	-3
Chinese	Level 1					
	Level 2	3	67	81	-16	-14
	Level 3	5	100	80	16	20
Indian	Level 1	11	45	86	-44	-41
	Level 2	70	81	81	-2	0
	Level 3	27	85	80	1	5
Mixed	Level 1	16	94	86	5	8
	Level 2	92	78	81	-5	-3
	Level 3	48	90	80	6	10
Other Asian	Level 1	5	80	86	-9	-6
	Level 2	13	85	81	2	4
	Level 3	15	100	80	16	20
Pakistani	Level 1	112	90	86	1	4
	Level 2	58	81	81	-2	0
	Level 3	67	82	80	-2	2
Unknown	Level 1	2	100	86	11	14
	Level 2	13	85	81	2	4
	Level 3	1	100	80	16	20
White	Level 1	201	328	86	3	6
	Level 2	1303	1333	81	0	2
	Level 3	604	607	80	9	13

Gender

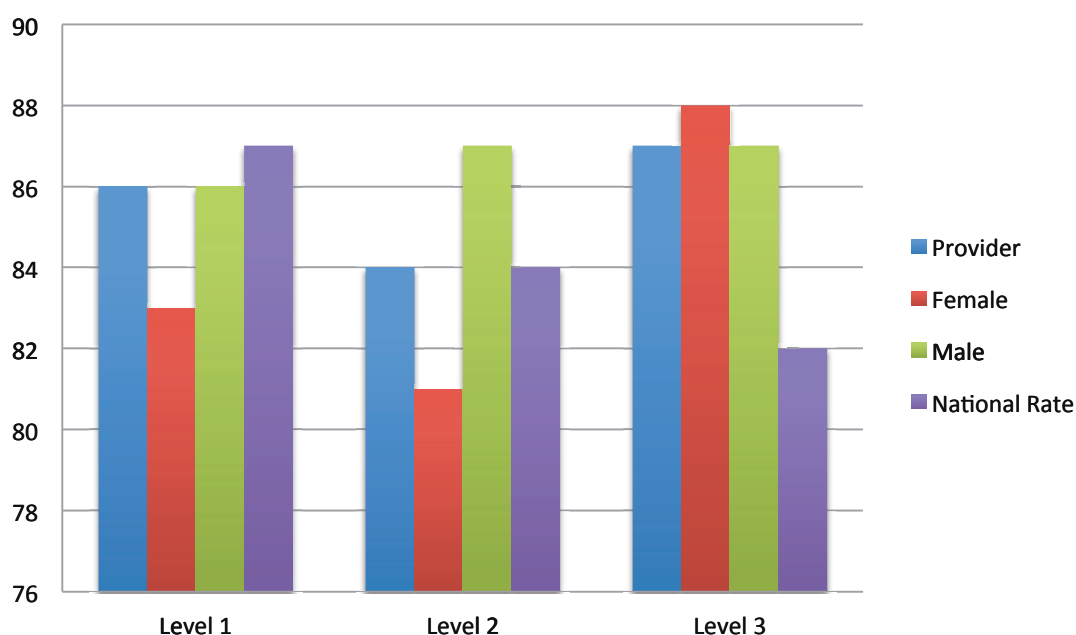
16-18 provision

Success rates for 16-18 year olds on all long courses (excluding key/functional skills) with an expected end year of 2013/14 by gender and notional level:

Gender	Notional Level	No. of Starts	Provider Rate	National Rate	%Diff +/-	
					With Provider	With National
Total Provider	Level 1	641	86%	87%		-1%
	Level 2	1571	84%	84%		0%
	Level 3	2064	87%	82%		5%
Male	Level 1	438	86%	87%	0%	-1%
	Level 2	734	87%	84%	1%	3%
	Level 3	1070	87%	82%	0%	1%
Female	Level 1	203	83%	87%	-3%	-4%
	Level 2	837	81%	84%	-5%	-3%
	Level 3	994	88%	82%	2%	6%

This analysis reveals that females at Level 1 and 2 perform worse than their male counterparts. This is due to the low success rates in Hair, particularly at Level 1 and 2 which had a success rate of 67% in this female dominated area.

2013/14 Success rates for 19+ year olds by gender and notional level



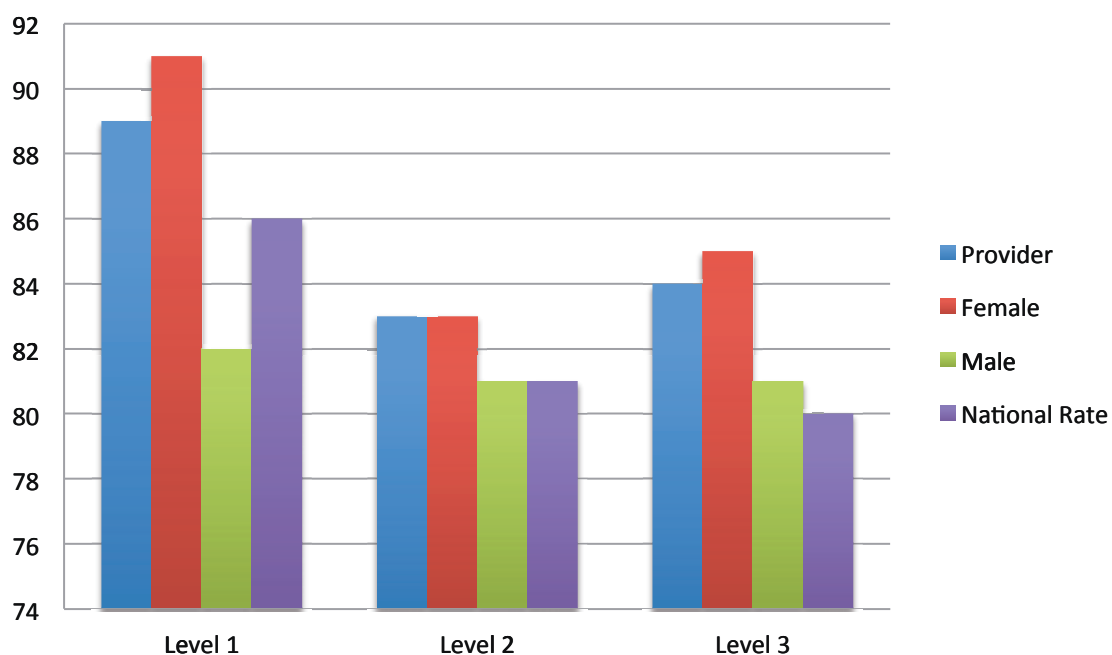
19+ provision

Success rates for 19+ year olds on all long courses (excluding key/functional skills) with an expected end year of 2013/14 by gender and notional level:

Gender	Notional Level	No. of Starts	Provider Rate	National Rate	%Diff +/-	
					With Provider	With National
Total	Level 1	544	89%	86%		3%
	Level 2	1765	83%	81%		2%
	Level 3	867	84%	80%		4%
Male	Level 1	134	82%	81%	-7%	1%
	Level 2	402	81%	76%	-2%	0%
	Level 3	258	81%	76%	0%	0%
Female	Level 1	310	91%	83%	2%	8%
	Level 2	1303	83%	81%	0%	2%
	Level 3	606	85%	80%	0%	5%

The only significant difference is at Level 1, where female success is exceptionally high at 91% compared to male at 82%. Male success is also high and above National Average.

2013/14 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. There is an issue at Level 2 with students who have not declared.

Success rates for 16-18 year olds on all long courses (excluding key/functional skills) with an expected end year of 2013/14 by Learning Difficulty and notional level.

	Level	Starts	Success Rates
All	Level 1	641	88%
Has difficulty	Level 1	304	87%
No Difficulty	Level 1	328	84%
Not Declared	Level 1	9	100%
All	Level 2	1571	84%
Has difficulty	Level 2	466	87%
No Difficulty	Level 2	1062	84%
Not Declared	Level 2	43	74%
All	Level 3	2064	87%
Has difficulty	Level 3	378	91%
No Difficulty	Level 3	1632	87%
Not Declared	Level 3	54	87%

19+ provision

All 19+, students with learning difficulties achieve better than those without at Level 2 and 3 except at Level 1. There does appear to be an issue particularly at Level 2 with students who have not declared.

Success rates for 19+ year olds on all long courses (excluding key/functional skills) with an expected end year of 2013/14 by Learning Difficulty and notional level.

	Level	Starts	Success Rates
All	Level 1	544	89%
Has difficulty	Level 1	182	81%
No Difficulty	Level 1	370	94%
Not Declared	Level 1	38	82%
All	Level 2	1765	83%
Has difficulty	Level 2	186	85%
No Difficulty	Level 2	1539	83%
Not Declared	Level 2	40	70%
All	Level 3	867	80%
Has difficulty	Level 3	139	84%
No Difficulty	Level 3	718	84%
Not Declared	Level 3	10	80%

Case Study

Reice Tarrant, 23
Reach Programme



After starting at Hereward College when he left school, Reice started at Solihull College joining the Reach group. Reice is enjoying learning IT and maths and is an active member of all his lessons; he often has strong views on subjects and is willing to take part in discussions.

Reice receives support from an LSA and also has a BSL communicator. The Reach group have started to learn sign language which will enable them to communicate with Reice in a better way.

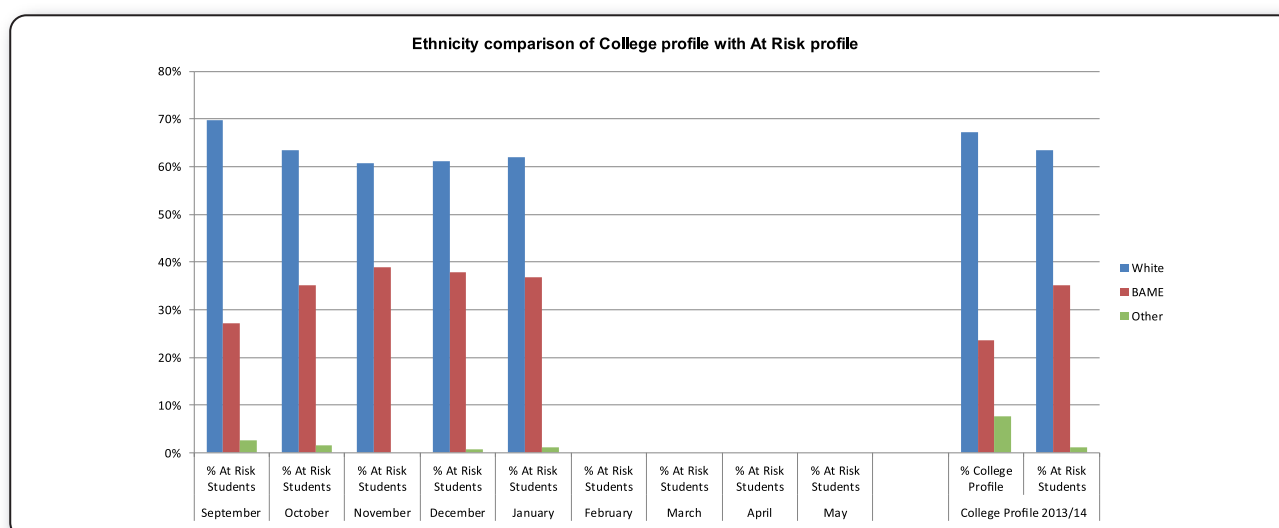
His passion for target ball sport and Boccia has resulted in a fantastic opportunity for other College learners. Reice's request for these to be available has allowed for a weekly Boccia/sports session to take place as part of the Student Enrichment offering at the College.

Reice has a very clear goal for the future; he aims to study politics after his time at the College, with ambition to become an MP.

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

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



Equality analysis and allocation of Learner Support Fund 2014-2015

Students with Disability or Learning Difficulty

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

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

Students from a Widening Participation post code

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

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

Age Group

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

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

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

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

Ethnicity

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

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

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 narrowed from the 2013-2014 academic year.

	2012-2013			2013-2014			2014-2015		
	% of Supported Students	College Profile	Variation From College Profile	% of Supported Students	College Profile	Variation From College Profile	% of Supported Students	College Profile	Variation From College Profile
M	48%	46%	2%	47%	42%	-5%	45%	47%	-2%
F	52%	54%	-2%	53%	59%	6%	55%	54%	1%

Solihull College Staffing Profile

Ethnicity

The table below shows the ethnicity profile of College staff with comparative data back to 2010. The College set a target of achieving 15% BAME staff by 2015. The College profile of BAME staff has now risen above 14%

The Management profile of BAME staff has increased.

Year	Ethnicity %	College %	Mgmt %	Lecturing %	Support %	PT teach %	Hourly paid support %
2014	White	85.50	86.40	86.60	86.80	84.10	83.0
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	-
2014	BAME	14.10	13.60	12.60	12.90	15.90	16.30
2013	BAME	13.96	9.76	13.96	13.21	13.04	17.28
2012	BAME	13.86	14.29	13.31	13.37	12.45	17.51
2011	BAME	12.71	15	12.40	14.33	10.74	-
2010	BAME	10.46	11.76	9.93	12.43	8.3	-
2014	Not known/prefer not to say	0.4	0	0.8	0.3	0	0.7
2013	Not known/prefer not to say	0.47	0	1.13	0.30	0	0.52
2012	Not known/prefer not to say	0.57	0	0.8	0.31	0.78	0.57
2011	Not known / prefer not to say	0.79	0	0.39	0.62	1.48	-
2010	Not known	0.41	0	0	0	1.38	-

Gender

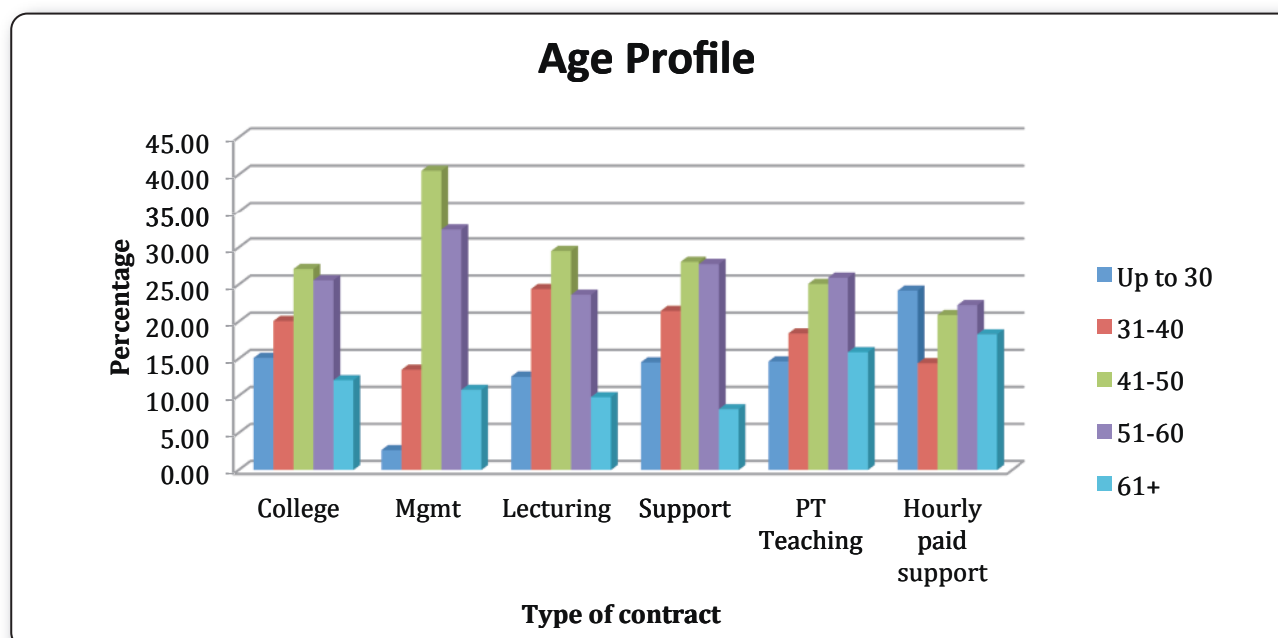
This table shows the gender profile of College staff.

Year	Gender %	College	Mgmt	Lecturing	Support	PT teach	Hourly paid support
2014	Female	67.20	59.60	65.00	70.30	66.10	68.00
2013	Female	66.60	56.10	66.79	69.37	63.91	67.02
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
2014	Male	32.80	40.50	35.00	29.70	33.90	32.00
2013	Male	33.40	43.90	33.21	30.63	36.09	32.98
2012	Male	32.67	40.48	33.06	23.1	38.52	29.38
2011	Male	34.42	42.50	36.43	29.91	36.67	No record
2010	Male	34.27	45.1	34.93	29.38	37.72	No record
2009	Male	34.52	42.31	33.94	31.48	37.24	No record

There has been an increase in the percentage of female staff employed by the College. There has been a slight shift towards a more balanced profile of lecturing staff, but over a 2% increase in the percentage of female management and part-time teaching staff.

Age profile

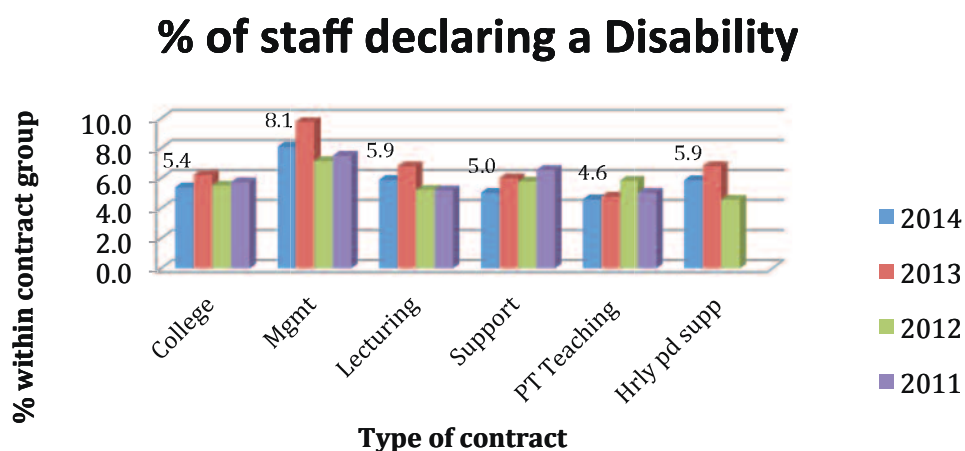
The table below shows the age profile of College staff.



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 now the "41-50", rather than the "51-60" group as reported last year, which suggests the profile is becoming younger.

Disability

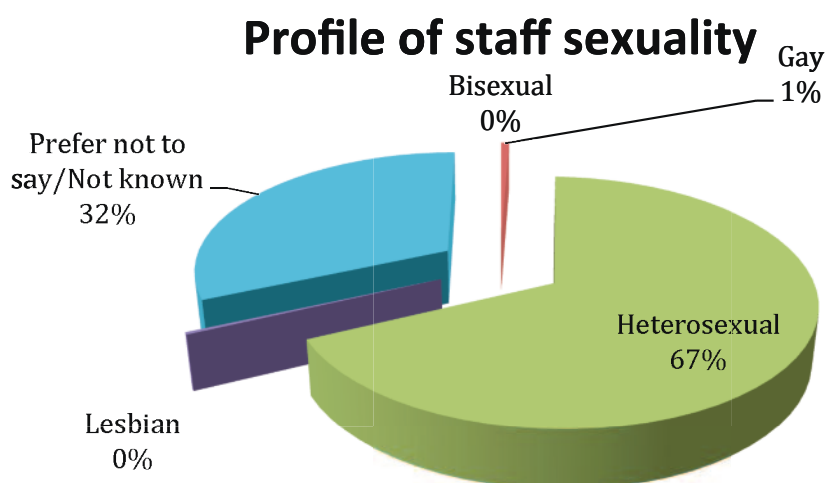
The table below shows the disability profile of College staff.



The percentage of staff declaring a disability was 6.2% in 2013. This has fallen to 5.4% in 2014.

Sexual Orientation

The College now collects data 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.

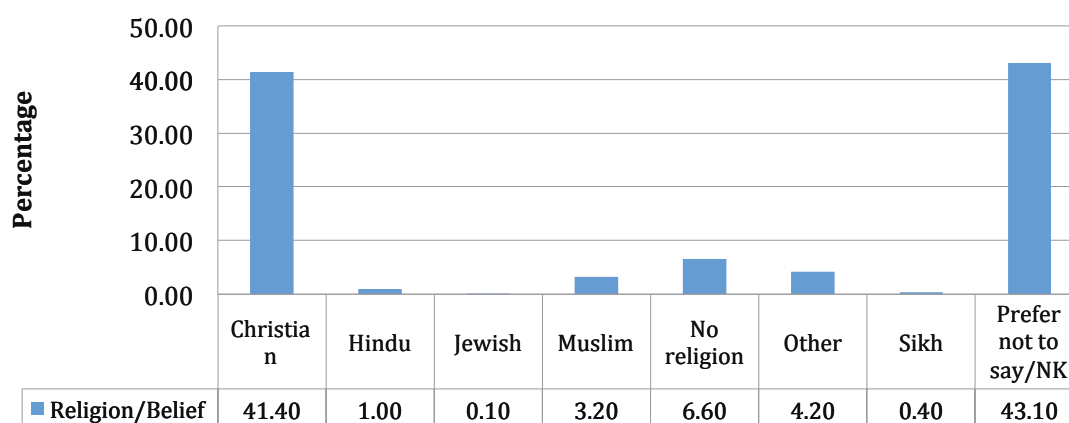


Sexuality	College	Mgmt	Lecturing	Support	PT Teaching	Hourly paid support
Bisexual	0.00	0.00	0.00	0.00	0.00	0.00
Gay	0.60	0.00	1.18	0.63	0.00	0.65
Heterosexual	67.40	70.27	74.41	69.72	58.16	64.71
Lesbian	0.30	0.00	0.39	0.32	0.00	0.65
Prefer not to say/Not known	31.70	29.73	24.02	29.34	41.84	33.99
Total	100.00	100.00	100.00	100.00	100.00	100.00

Religion or Belief

This is the second year that the College has collected information on religion or belief. Many staff still prefer not to answer this question or prefer not to say, although the figure has reduced from 52.74% last year to 43.10% in 2014.

Profile of staff Religion or Belief



Religion or belief	College	Mgmt	Lecturing	Support	PT Teaching	Hourly paid support
Christian	41.40	40.54	44.88	42.90	33.47	45.10
Hindu	1.00	0.00	0.79	0.95	1.67	0.65
Jewish	0.10	0.00	0.00	0.32	0.00	0.00
Muslim	3.20	2.70	3.54	3.15	4.18	1.31
No religion	6.60	0.00	3.94	1.89	11.72	14.38
Other	4.20	5.41	4.33	6.62	1.67	2.61
Sikh	0.40	0.00	0.00	0.32	0.00	1.96
Prefer not to say/Not known	43.10	51.35	42.52	43.85	47.28	33.99
Total	100.00	100.00	100.00	100.00	100.00	100.00

Case Study

Rosa Wells

Solihull College HE Coordinator for Engineering

From the age of 10, Rosa was passionate about planes and aerospace. She was interested in how aeroplanes fly and how they work; this fascination never left her and on completing her A levels she was advised to study aerospace engineering. Rosa spent a year in industry working at Rolls Royce Controls and Data Services and they sponsored her degree in aerospace engineering. Rosa has been at the College for four years and gained her MA in Aerospace Engineering before starting her career at Aero Engine Controls.

Rosa remains as passionate as ever about engineering and in encouraging more students to consider this as a career; she herself has had a very successful career in engineering before entering teaching. A recent study found that only 1% of parents with daughters would be happy if their daughter entered engineering industries; Rosa said this is something which has to change; she hopes by leading an all-female teaching team, more female students will feel confident to pursue a career in engineering.

Rosa comments: "Aerospace is fun, exciting and the cutting edge of engineering. The image of aerospace and engineering is



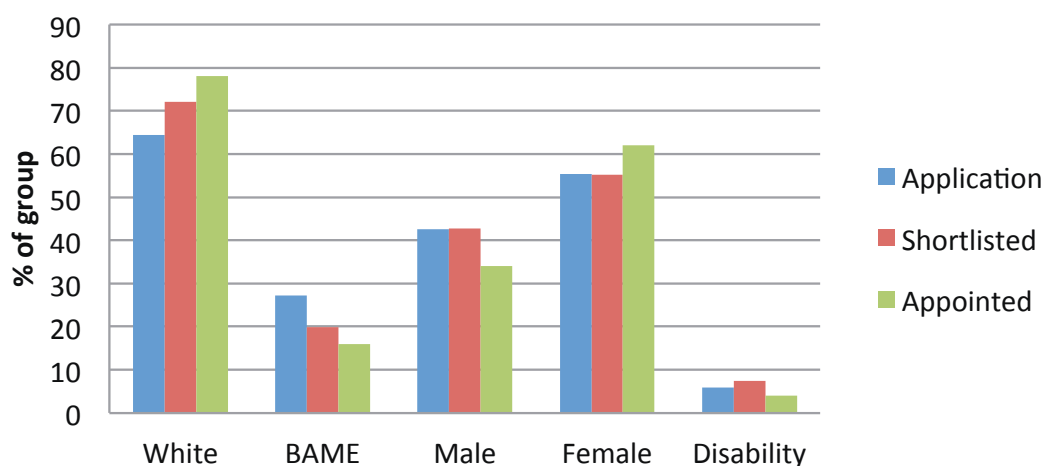
changing, the College's HE figures have increased by 50% and I really hope to welcome more female students onto our courses in the future".

Along with her colleagues, Rosa is committed to trying to access untapped talent in engineering among young people.

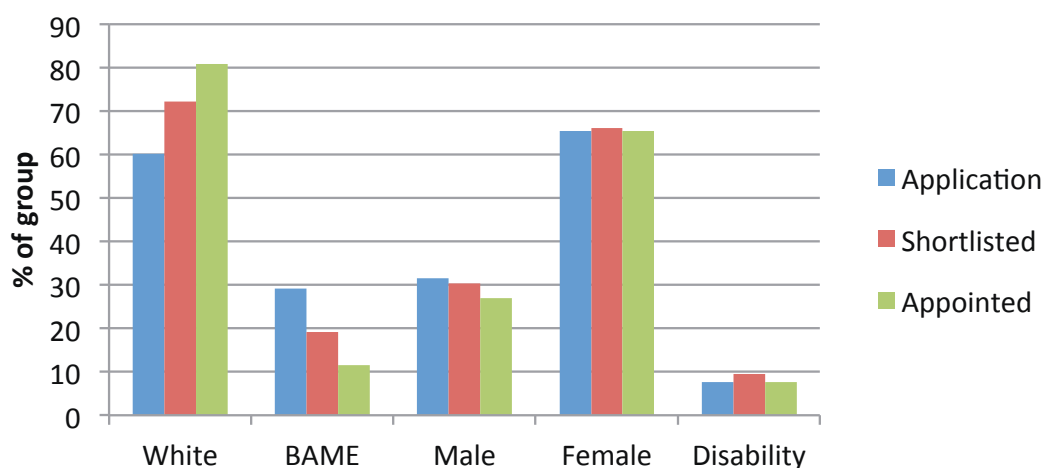
Recruitment Profiling

As part of its commitment to ensure no discrimination takes place in our recruitment practices, the College monitors recruitment at application, short listing and appointment stage. The tables below shows the ethnicity profile from the last monitoring period up to July 2014.

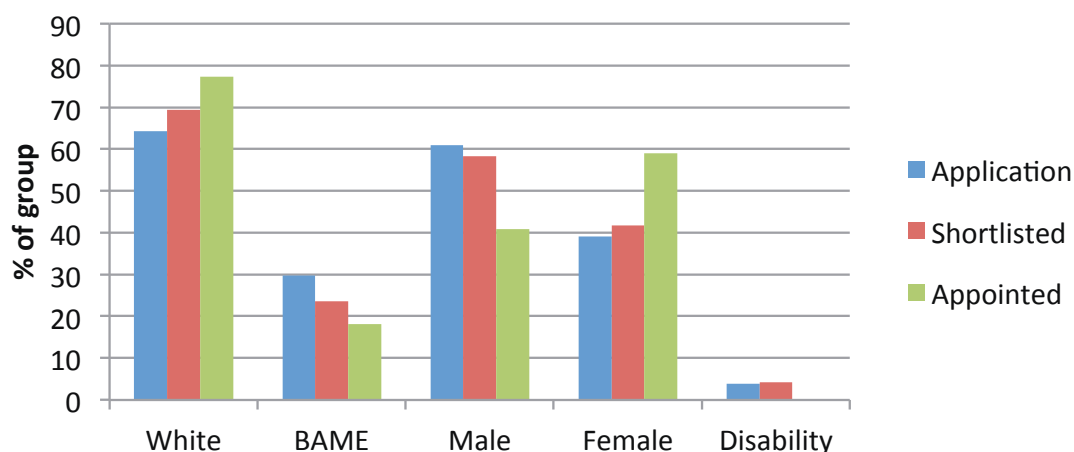
Recruitment to All posts 2013/2014



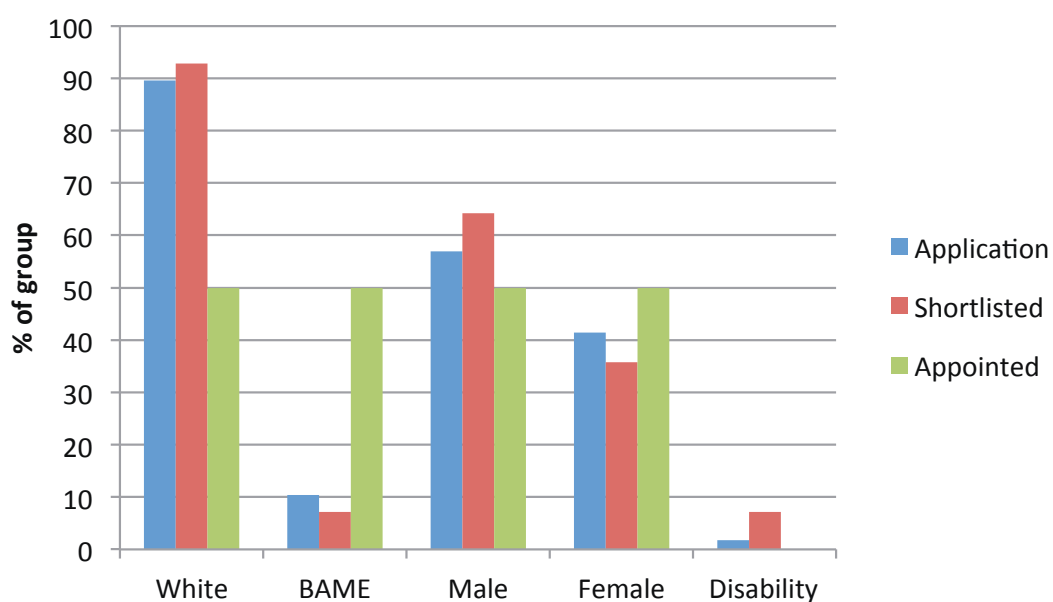
Recruitment to Support Posts 2013/2014



Recruitment to Lecturing Posts 2013/14



Recruitment to Management Posts 2013/14



Overall appointment of BAME applicants to posts is at 16% of all appointments. This is encouraging in that it is above the College's 2015 target for its staff profile. However the figure represents a drop from BAME applications (27.32%) and shortlisted candidates (19.90%). Recruitment of BAME candidates to lecturing posts is 18.18% of appointed candidates. Although there were only a small number of management posts appointed to during the period, 50% of appointments made were from BAME groups.

Gender Pay Gap Analysis

The College has completed four studies of the gender pay gap, in January 2015, 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 4.03%.

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

When salaries are broken down by contract type, it can be seen that in management posts the average salary for men is higher than for women, a reverse of the position in January 2013. This can be largely accounted for in the appointment of a male Principal replacing the retiring female previous incumbent. Average lecturing post salaries for women and men are very similar. 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	97 (48.2%)	225 (53.4%)	21098.37	21528.96	-430.59	-2.04
Lecturing	88 (43.8%)	169 (40.1%)	33894.25	33763.17	131.08	0.39
Management	17 (8.0%)	27 (6.5%)	52638.75	47109.27	5529.48	26.21

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

Kulwant Gautum **Head of School for Construction**

Kulwant joined the College as an interim Manager from October 2014, and has recently been appointed as the permanent Head of School for Construction. Prior to moving closer to home, Kulwant was the Head of Department of Technology at Northbrook College which included; Construction, Electronic and Electrical Engineering, Mechanical Engineering, Aeronautical Engineering, Motor vehicle and Motor sport Engineering.

Kulwant started his further education career in 1989 at South Birmingham College as a Brickwork/Construction lecturer. He later obtained a Certificate In Education and BSc (Hons) in Construction Management before going on to teach on higher level construction management courses.

During his 9 years at Wolverhampton College he was promoted to Head of School of Civil Engineering, teaching on Construction Crafts, HNC/D building studies and Civil Engineering courses. In 2008 Kulwant obtained full membership of Chartered Institute of Building (MCIOB) and later achieved a Diploma in Hypnotherapy and Neuro Linguistic programming. He has recently been elected

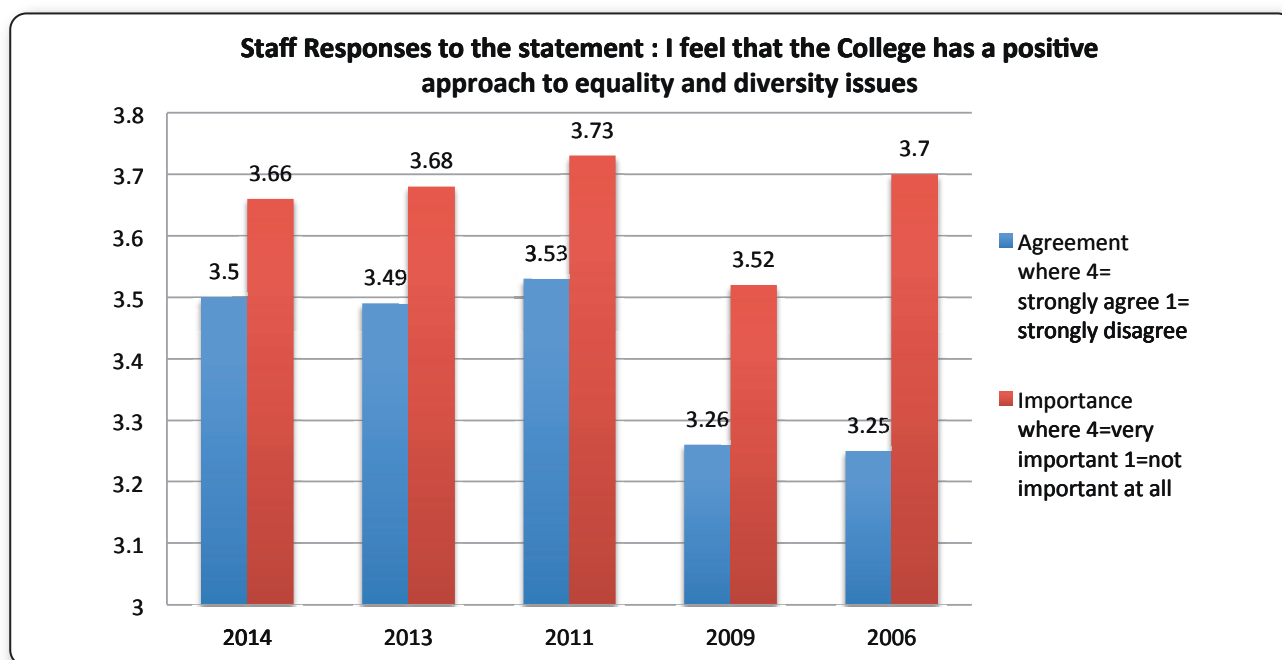
and appointed as the assistant Treasurer for the National Council of Hindu Temples United Kingdom, (NCHTUK) and has been a Financial Director for the Wolverhampton Business Forum for the past 2 years on a voluntary basis.



Staff Survey

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

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



Staff Development

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

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

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

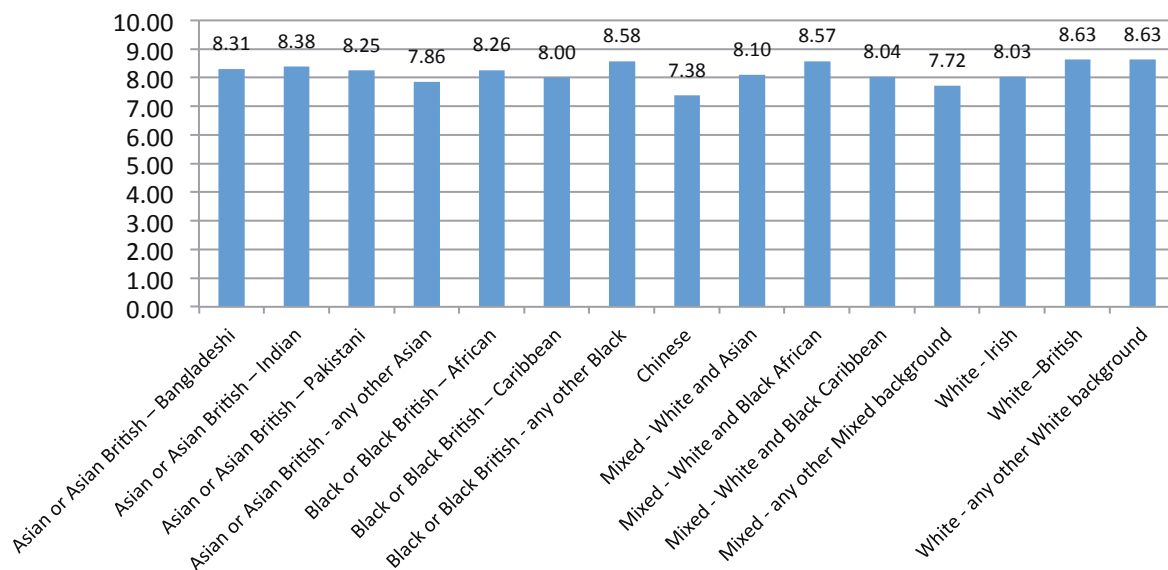
The College is continuing its drive to ensure that all staff through an on line disability awareness programme, produced by Disabled Go and the on line programme on the protected characteristics and the changes brought by the Equality Act 2010.

Student Feedback

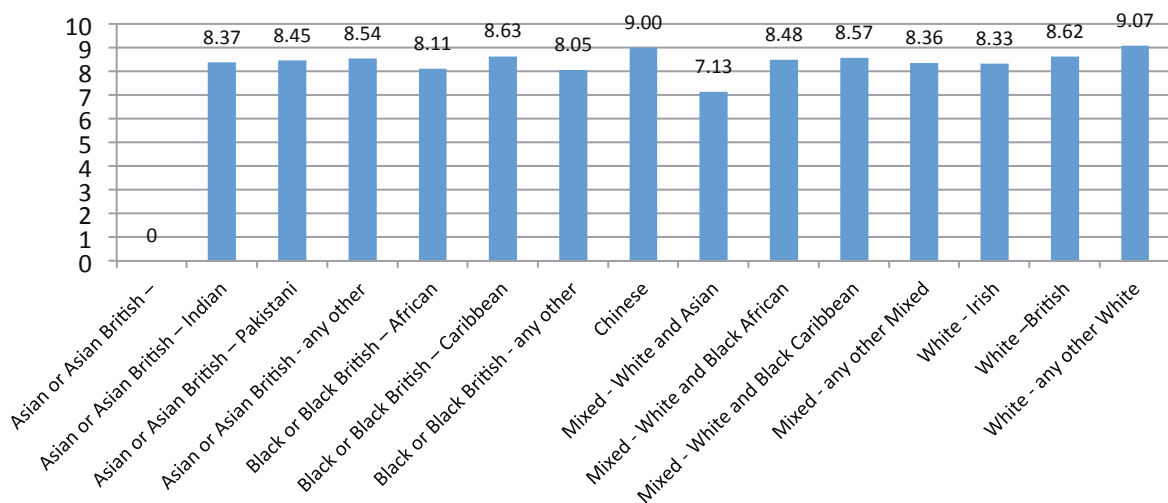
May 2014 On Programme Survey

In May 2014, students were asked to complete a satisfaction survey. Results of that survey are shown below by ethnicity and gender.

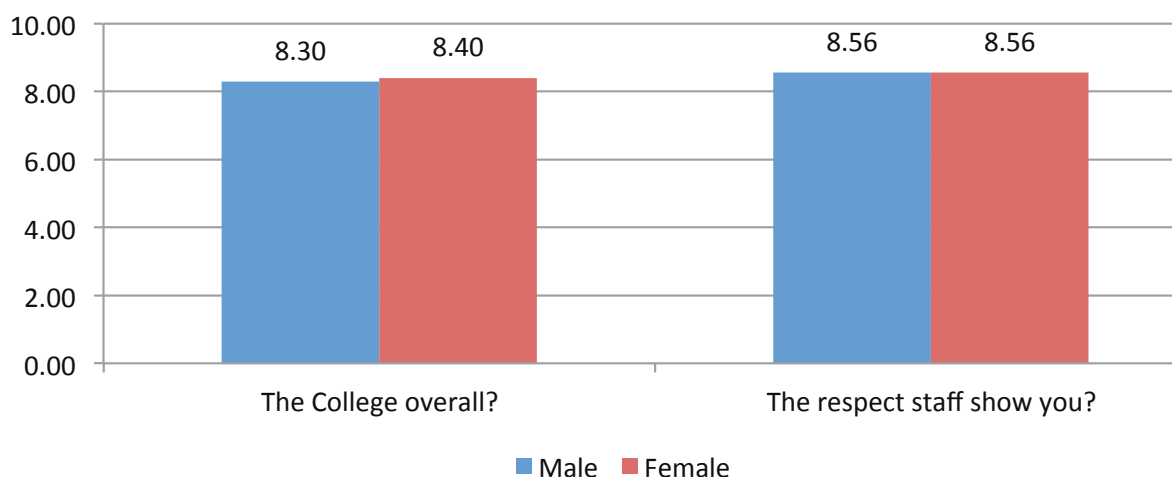
How satisfied are you with the College overall?



How satisfied are you with the respect staff show you?



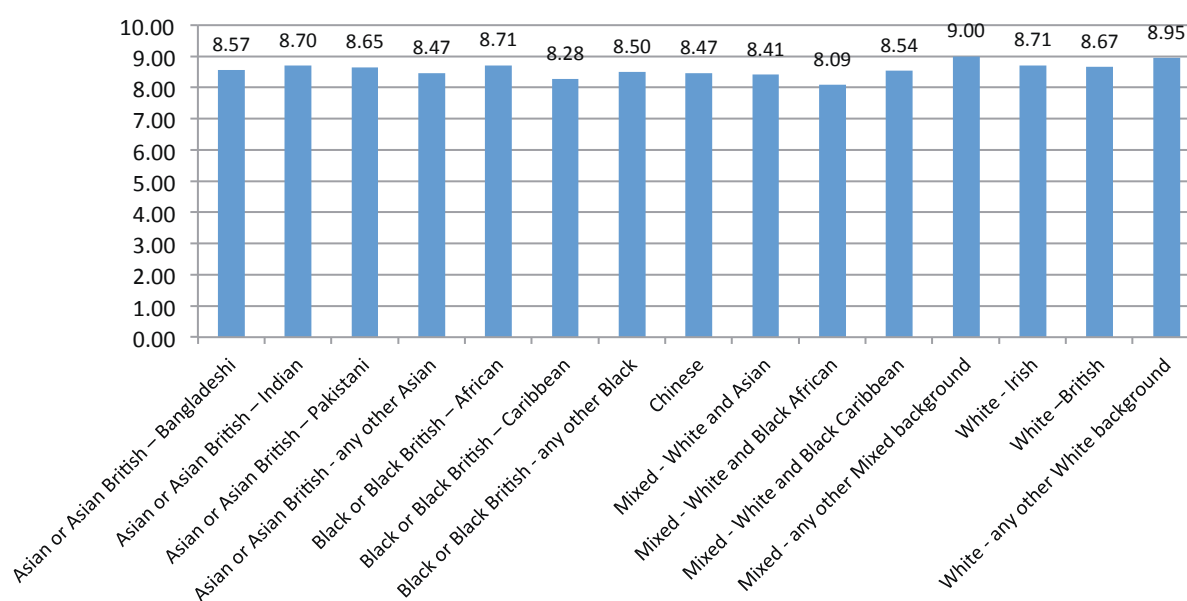
Levels of student satisfaction by gender



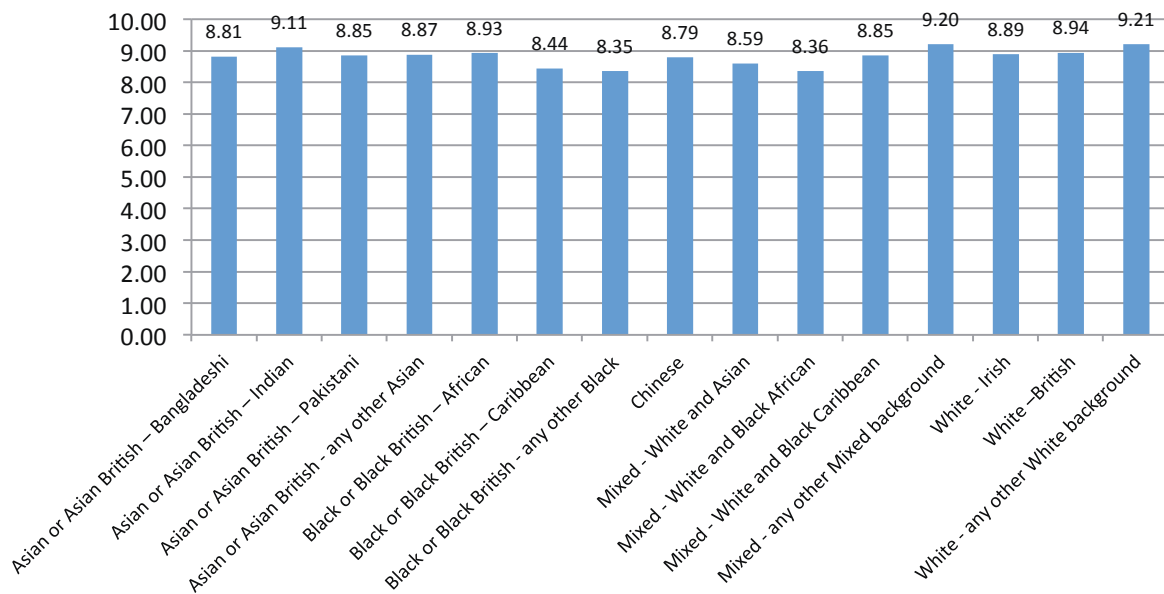
October 2014 Settling In Survey

In the first term of 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.

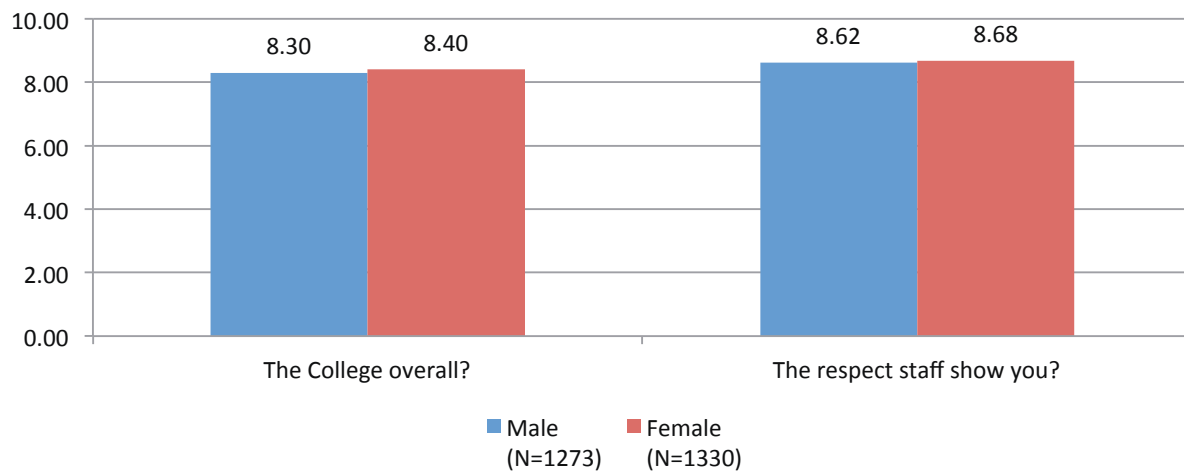
How satisfied are you with the College overall? -Oct 2014



How satisfied are you with the respect staff show you? - Oct 14



Levels of student satisfaction by gender - Oct 2014



Appendices

The Equality & Diversity Group - Membership 2014-2015

Vice Principal, HR & Student Services (Chairperson)

Director Student Services & Equality

Vice Principal Teaching, Learning & Assessment

Head of Student Services

Director of Marketing/ Marketing Manager

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)

Senior Director Technical & Commercial Faculty

Creative & Professional Studies Representative

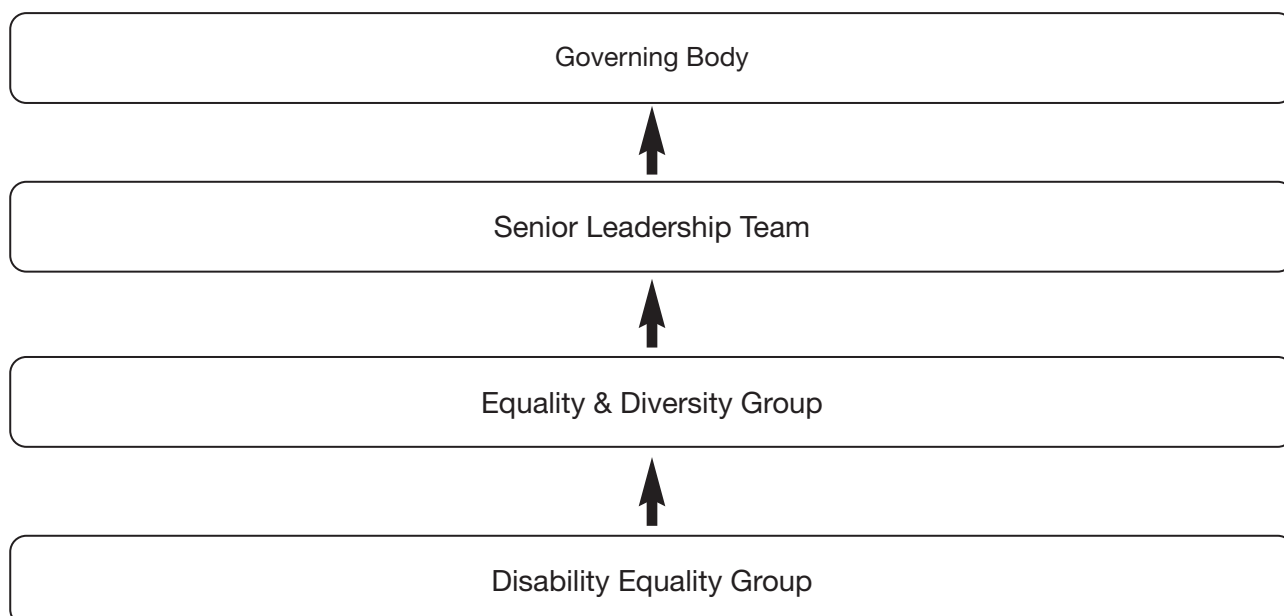
Access & Community Faculty Representative

Student Representative

Disability Equality Group - Membership 2014-2015

Director of Student Services & Equality (Chairperson)
 Additional Needs Manager
 Disability Officer
 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
 Student Enrichment Coordinator
 ICT Services Manager
 The Learning Technologist
 Creative & Professional Studies Representative
 Access & Community Faculty Representative
 Business & Health Studies Faculty Representative
 Technical & Commercial Faculty Representative
 Student Representative

Equality Groups and the Reporting Structure



Equality Policy

Section 1 – Introduction

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

The policy 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

Equality Objectives 2013/14 and ongoing

These have been produced in conjunction with staff and students. As this annual report demonstrates, the College has a strong commitment to equality and diversity and a strong track record in achieving its annual objectives many of which have been carried forward into the next year with a view to achieving further successes. We are proud of our achievements to date. However, there is always more we can do. We feel these objectives are specific, measurable, achievable, realistic and timely. They have been designed to add value to existing initiatives and deliver outstanding performance.

These objectives are live and are reviewed regularly. The College invites its key stakeholders: students, staff, parents, governors, employers and community partners, to comment on any aspect of the objectives by emailing equality@solihull.ac.uk

Objective	We will do this by:
We will achieve success rates that demonstrate the College's commitment to equality and inclusivity.	Using detailed equality analysis of student performance by age, gender, ethnicity and disability to identify and address any areas of underperformance.
We will expand our monitoring categories to include all protected characteristics as identified by the Equality Act.	<ul style="list-style-type: none"> Collecting data at enrolment for all students. Collecting data and updating annually for staff. <i>This report contains, for the first time, data on religion/ belief and sexual orientation</i>
We will continue to develop a comprehensive programme of enrichment events that celebrates the diversity of the College population.	<ul style="list-style-type: none"> Working with curriculum areas to identify opportunities for celebration and inclusion in a curriculum context. Further developing the wide range of cultural events within the College's enrichment programme.
We will further advance the College's values around equality and diversity through a programme of learning and development.	<ul style="list-style-type: none"> Ensuring all staff complete the online Disabled Go development programme on the Equality Act and the 9 protected characteristics. Ensuring staff are briefed on the Equality Policy 2012 and the Equality Act Ensuring the College's induction programme includes briefings and development on the Equality Act and by making available to students the online training programme

continued overleaf...

Objective	We will do this by:
We will further 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.
We will continue to ensure a consistent approach to the evidencing and evaluating of Equality & Diversity practice in curriculum self-assessment reports	<ul style="list-style-type: none"> • Working with individual managers through a programme of development to identify and evidence good practice • Ensuring consistency in demonstrating the embedding of Equality & Diversity in schemes of work
We will seek to ensure that the College's staffing profile more closely reflects the student profile.	<ul style="list-style-type: none"> • Our target for July 2015 is for the staff profile to consist of 15% from BAME groups

Equality & Diversity Annual Report 2014

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Solihull College