

# **BMet Diversity and Inclusion**

Annual Report 2024



## About Us

BMet is a large Further Education College with approximately 10,000 students located over three main campuses across Birmingham each with specialist provision aligned to the region's strategic and economic priorities. Over two thirds of our students come from the most deprived wards in Birmingham and therefore for the UK. We are a fiercely proud of our minority majority student population representing the City's multicultural and vibrant community. We are firmly focussed on raising aspirations and improving life chances for young people and adults in Birmingham and its borders.

In 2023, Ofsted rated BMet as "Good," recognising our dedication to fostering a culture of diversity and inclusion, the active participation and enthusiasm of our students, and our successful partnerships with employers and stakeholders. These elements contribute to a dynamic and relevant curriculum, creating enriching teaching and learning environments. We aim to equip our students and apprentices with the essential skills and behaviours required for future success, whether in further education or the workforce. Our extensive range of offerings includes full-time courses, A Levels, T Levels, vocational qualifications, and Access and Higher Education courses.

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# FOREWORD

We are pleased to present this year's Diversity and Inclusion (D&I) Annual Report which contains information on the work we have undertaken to advance equity, diversity and inclusion at BMet. The report details the College's work in meeting the requirements of the Public Sector Equality Duty 2011. It is the final report to provide a review of the actions in meeting our equality objectives outlined in our 2020-2024 D&I strategy.

As we came to the end of our 4-year Diversity and Inclusion strategy in 2024 we reflected on the progress we've made and importantly on the work still to do. In the year we launched a new and exciting Culture Development strategy which sets out our D&I ambitions for 2024-2028. The new strategy builds on our work to develop a truly diverse and inclusive culture, improving student and staff wellbeing and introduces a new focus on environmental sustainability which we know is also an equality issue. We carried forward a number of key initiatives which reflect stubborn areas of progress, addressing the under-representation of particular groups in occupational areas, for example women in construction and engineering and Black, Asian and minority ethnic groups in apprenticeships.

We are extending our work as an anti-racist college and Disability Confident organisation working with other education providers, employers, and community and civic institutions to support people into employment or further learning, meet the skills needs of the region and strengthen our social value. We are more dedicated than ever to serve the needs of our young people and adults in Birmingham and beyond, raising aspirations and transforming lives. We hope you enjoy seeing what we've been up to in 2024!



**Pat Carvalho**  
Principal and CEO

# HIGHLIGHTS OF 2024

- One of the greatest strengths of our college is our sense of community and leaders continued to ensure **D&I is at the heart** of the college through a new focused Culture Development Strategy which incorporates diversity and inclusion, wellbeing and engagement and environmental sustainability.
- We built on the use of our High Performing Teams framework and a collaborative, supportive and trauma informed approach to drive the behaviours which support an **inclusive culture**.
- We delivered an **ambitious curriculum** that is co-produced with employers to meet their needs and that gives learners the skills they need.
- We strengthened our ties with the local community and industry **partners** to provide our students with invaluable real-world experiences and enrichment opportunities; giving them a rich and diverse experience of the world they live, study and work in.
- We continued to embrace new teaching methodologies and integrate new technologies and pedagogical strategies to ensure an **inclusive and anti-racist curriculum**, supporting student engagement and learning outcomes.
- We strengthened our **support systems** to ensure that our college is a safe, inclusive, and nurturing environment for everyone.
- We continued to focus on the growth and development of our staff through an ambitious **Professional Development** offer; helping to enhance skills and stay at the forefront of educational innovation.
- We led in good practice to facilitate and host some key **events** across the year including the Pass the Baton Festival, Birmingham's First Pan-Disability Festival and the AOC's Race Equity Exchange; bringing benefit to our local communities.
- We continued to improve our provision for **High Needs, EHCP** and **SEND** students, including Supported Internships, ensuring good experiences and outcomes.
- We improved the ethnic diversity and participation of disabled people in our **workforce** which is increasingly reflecting the community we serve.
- We have further narrowed our **gender pay gap** to the best position since mandatory reporting began.
- We have improved staff and student **satisfaction** rates on a number of measures.
- We continued our drive to equip our students with the **digital skills** needed to thrive in an increasingly digital society.
- We made further improvements in our physical and virtual **environments** with new areas to serve student's interests and needs; student common rooms, calm spaces, sensory areas and immersive rooms for teaching and learning.

# OUR STRATEGIC ACTION PLAN

The annual report details progress made in achieving the actions laid out in our 2020-2024 strategic action plan which was agreed and published in June 2020. The 4 strategic objectives which are contained in our D&I strategy have been supported by comprehensive action plans, working groups and cross college collaboration. The College has continued to further advance equality, diversity and inclusion with a clear steer from our Governing Board, Principal and CEO and our Senior Leadership Team. You can view the 2020-2024 D&I strategy with supporting action plan and specific timelines by clicking on the following link [Diversity-and-Inclusion-Strategy-2020-2024.docx](#)

The following provides the additional updates for actions with deadlines before 2024 as well as those for 2023/2024. You can find what we have done to date in our other annual reports in the Diversity and Inclusion drop-down section. Click on the following link [Corporate Policies and Procedures - Birmingham Metropolitan College](#)

## OBJECTIVE

Improve inclusion and belonging of different student groups and increase participation, progress and achievement of those currently underrepresented in BMet’s student community.

### 1.1

**We will do this by**

Taking positive action to engage, identify and support individuals who are young carers in our community (we do not always know who our carers are and their achievement rates falls below their peers).

- Work with Young Carers YMCA Sutton and Forward Carers Hub
- Implement Carer’s passport.

**We know we have done this when**

Young carers are engaged and supported at college and achieve well.

**What we have done**

We have continued to work with YMCA Young Carers offering drop-in sessions for anyone to talk about the impact of being a young carer and receive advice & support without the need to declare their status to the college if they do not wish to do so.

The development of our Carer’s passport requires a refocus to ensure that those with caring responsibilities are supported fully and feel able to let us know. We will be setting up the Carers passport in Spring 2025 using the approaches laid out nationally through the Carer Passport scheme.

**What the impact has been**

We have much better sight of our student carers and those unknown to us can see support available.

In 23/24, 95 students were carers. These students had rates of retention of 100%, 90.5% pass and 90.5% achievement. This reflects a significant improvement to 22/23 when rates for this group below college rate.

### 1.2

**We will do this by**

Taking positive action to engage, identify and support individuals who are care leavers in our community.

- Implement the Care Leavers Covenant
- Work with local authority to ensure joined up support.

**We know we have done this when**

The Care Leavers Covenant is achieved and students who are care leavers are engaged, supported, achieve and progress.

**What we have done**

We have improved our data activities and are identifying more Care Leavers through improved signposting and information sharing. We have fully implemented and embedded the Care Leavers Covenant within the college both through existing students and those who are perspective students

or employees. We have further strengthened our partnerships with a wide range of Virtual Schools and continue to raise awareness of our offer to Care Leavers. We have worked with the Care Leavers Covenant to support in high impact cases to gain support and achievement of successful outcomes for Care Leavers with additional barriers and needs.

**What the impact has been**

Our support for Care Leavers has been strengthened and outcomes are good.

In 23/24 30 students identified as ‘Care Leavers’ Their pass rates exceeded College rates although retention rates affected an overall achievement rate which was 2.2% below college rate.

OBJECTIVE

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# 1.3

## We will do this by

Taking positive action and subsequent support for under-represented groups across curriculum areas including:

- Women in digital technologies
- Men in Health and Social Care and Early Years
- Women in Construction and Engineering
- 'Black, Asian and Minority Ethnic (BAME)' and disabled people in apprenticeships (See *internal & external benchmarks for BMet rates*).

## We know we have done this when

Women:

- 12% construction
- 20% engineering
- 24% digital technology

Male:

- 20% health & social
- 10% early years

BAME:

- 40% of apprentices

Disability:

- 15% of apprentices

## What we have done

We have ongoing targeted activities to recruit from under-represented groups; challenging stereotypes in the promotion and marketing of courses and engaging specific events including:

- Working with a major international employer to develop a more inclusive environment within a traditional male dominated sector; looking at behaviours, working practices and the physical environment
- Using female role models for women in digital on school visits.
- Extending schools liaison beyond secondary with a visit to Calshot Primary School to promote BMet's offer at James Watt
- Diversifying our team of construction staff, recruiting 3 additional female staff
- Hosting, along with Greater Birmingham and Solihull Institute of Technology, an "Inspiring the next generation of Girls and Women in STEM" event
- Engaging a male guest speaker, Joe Groom from the Cooperative Childcare Group to deliver an engaging talk on the expectations of working within an early years and nursery environment

- Level 3 and T Level Science students joining the NHS Cadets Programme in partnership with St John's Ambulance to equip them with skills and knowledge for careers in the UK health sector
- Continuing membership of the BAME Apprenticeship Network and annually sponsor and support the Greater Birmingham Apprenticeship Awards and the BAME Apprenticeship Awards.

## What the impact has been

Whilst there has been a steady improvement in the representation of BAME apprentices (34% in 2023/4) we fell short of our target of 40%). We have improved representation of apprentices who have let us know they have a disability or difficulty to meet our 2024 target, now at 14.7%. Outcomes for this group are improving and the gap in achievement with non-disabled apprentices is closing.

We have increased our percentage of women in digital tech to 20% which falls short of our target of

24%. We have in many cases made strides in numbers of females which is not necessarily represented in percentages because of the overall increase in recruitment figures.

Enrolment figures in 23/24 indicate that there has been no further improvement in the representation of women in construction and engineering and men in health and social care and early years. Participation rates reflect a national picture with for example the proportion of women in construction reaching a new post-Covid low. The need for ongoing work on this has been carried forward into our new strategy and features as an area of focus.

OBJECTIVE

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## On Track for a Great Future in Rail

Olu Oluwaseyi, sponsored by CROWN Rail, completed her Level 2 NVQ Diploma in Rail Engineering Track at BMet. She passed all elements of her Safety Critical Course achieving her PTS (Personal Track Safety) card with flying colours! She was assessed on using a petrol driven impact wrench which is designed for loosening/tightening all railway fasteners. Olu made easy work of the tasks and the achievement meant she was ready to pursue her career goals.



## Inspiring the Next Generation of Women in STEM

In February 2024 BMet partnered with The Greater Birmingham and Solihull Institute of Technology (GBSIoT) for the 'Inspiring the Next Generation of Girls and Women in Science and Engineering' event. The event brought together a diverse array of voices and perspectives to advocate for greater gender diversity in STEM fields. It was a platform for meaningful discussions with employers, graduates, educators and students focused on the gender gap in STEM fields. We were particularly proud of our 3rd year engineering apprentice with Bakkavor, Iman Sadheer, who participated and shared her journey.

# 1.4

## We will do this by

Heighten awareness of those groups of students and apprentices performing less well than the college average and implement a range of relevant strategies from the start of the programme to help close the achievement gaps and allow all students to achieve their potential. (Link to Quality Improvement Plan):

- Work with teams through the quality framework to identify early indicators of gaps and agree and implement relevant actions to support 'at risk' groups
- Triangulate in year data including student voice, attendance, retention, progress and destination data to monitor progress of students identified as at risk from priority groups
- Enhance current CPD opportunities to support closure of gaps in outcomes.

## We know we have done this when

Tracking, monitoring and interventions are applied.

Gaps between organisation achievement and minority groups narrowed to within 5%.

## What we have done

We have embedded as usual practice the intersectional analysis of attendance and achievement rates by areas of deprivation, ethnicity, gender and age group to identify high priority groups who may be more susceptible to non-achievement. Our learner tracker informs staff activities to support those at risk of non-attendance or achievement. This is cross referenced in Termly Review Boards (TRBS) and effective interventions put in place.

In 2024 we conducted an analysis of disciplinaries that showed a pattern of stages linked to the deprivation index and the level of programme learners were on. We developed our 'Positive Behaviour Policy' to include more support in the earlier stages of intervention rather than focusing on disciplinary as a means of correcting behaviours. This was underpinned by a range of CPD activities on a more trauma informed approach and understanding of the learners' lived experience.

We significantly developed our student induction programme to ensure a more consistent approach across the college to establishing starting points. This was supported by essential training for all staff on 'trauma informed practice' and

supporting students to feel settled into college.

We focused on a 'Swap Don't Drop' campaign encouraging students to speak to their teacher if they were worried or had second thoughts about their course choice.

Our tutorial programme was further developed with enhanced elements with the 'Connect' term which enabled early identification of retention risks. This provided another mechanism to recognise areas of concern and engage timely interventions.

ICE plans were put in place (Intensive Care and Evaluation) for areas where performance was historically low. This enabled a focused approach to ensuring higher levels of student achievement compared to 22/23.

We developed a sustained programme of CPD utilising the 'BMet Be Brilliant' moniker across the entire academic year through the Professional Development Framework. Our Professional Development opportunities, Professional Learning Communities and Action Learning Sets at the College continue to focus on activities to encourage attendance, improve TLA and student experience and close gaps.

## What the impact has been

High priority 'at risk' learners are proactively identified and supported according to their individual circumstances.

All groups with 100+ students or more are within a minimum of 3% of the college average achievement (82%). The variance of the (median) achievement range is 11.6% (with Chinese at 90.8% achievement and Arab at 79.2%). We are increasingly taking a more granular approach to fully understand rates and to reflect the significant progress that has been made for groups as in almost all cases the achievement gap between groups has closed and achievement rates have risen. *See Appendix 1 for details.*

The gaps in other achievement rates are also noted in Appendix 1 (page 32). The support students receive at college positively impacts on student achievement.

Our learners consistently achieve highly, particularly those who are identified as 'disadvantaged.'

OBJECTIVE

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## 1.5

### We will do this by

Tracking destination of our students:

Undertake a comprehensive analysis of destination data, including equality monitoring, to inform curriculum planning and actions to raise aspirations.

### We know we have done this when

There are improved outcomes for students with no disparities between groups.

### What we have done

Please see previous report/s.

Our next snapshot of destination data is due in 2025. We intend to review and develop the analysis of our destination data as part of our college review process.

In 23/24 830 BMet students progressed on to university. Our largest cohort of students progressing into HE are Asian students.

### What the impact has been

The HEI destinations of BMet students continues to show progress with a university acceptance rate of 4.1% above the National Acceptance Rate.

## 1.6

### We will do this by

Reviewing Inclusive Support and implementing strategies for support for tutors (including awareness raising of different disabilities) working with students with disabilities/difficulties especially for those on evening courses and for 19+ students, aligned to Quality Improvement Plan.

### We know we have done this when

All students who receive Inclusive Support are supported, make progress and achieve/exceed their target grades.

### What we have done

We continued to work with external specialists including SEND Centres of Excellence, sharing external themed CPD sessions for all staff to access.

We continued to review the Inclusive Support team structure and functions, adapting to the changing needs of the students and the demands of the department. For example, introducing a team of EHCP coordinators to respond to increased numbers.

Inclusive Support leads and coordinators continued to be linked to specific curriculum areas, attending vocational team meetings, college's weekly teaching and learning meetings and Termly Review Boards. This ensured students' progress was monitored at the appropriate level. Inclusive Support is a standing agenda item at SLT, Vice Principal and Curriculum and Quality meetings.

Inclusion strategies on how to work with students with a variety of inclusive needs, including those with an EHCP, were made visible on Pro-monitor.

In 2024 we introduced online support sessions for students.

### What the impact has been

There continues to be an improved awareness of individual needs of students and much closer working relationship between tutors and LSAs ensuring that support is consistent.

We identify learners with SEND that do not have an EHCP and work together to

agree the most effective way to support.

We prepare students for their next steps including development of independence and accessing appropriate Work Experience Opportunities.

In 23/24 14.6% of students have a disability and achievement rates are 1.4% below non-disabled peers. It is our 19+ disabled learners who have achievement rates which fall just below college rate and their non-disabled peers.

## 1.7

**We will do this by**

Taking positive action to engage and ensure inclusion and good outcomes for our students with High Needs and EHCPs:

- Undertake a curriculum review of the support provided for students with High Needs and EHCPs studying vocational and academic programmes across the college, implementing and monitoring relevant actions
- Work with external specialists to identify and implement strategies to improve the student experience of those classed as High Needs or have EHCPs.

**We know we have done this when**

High Needs and EHCP students make progress and achieve/exceed their target grades.

**What we have done**

To improve student experience, we introduced a further range of enrichment activities designed to foster communication, team building, and social skills. For our Foundation learners these activities include sign language and art programs, gardening clubs as well as external projects such

as The Gift, Decorating the Corridor, Dragon's Den and fundraising activities.

- We introduced a SEN taster morning and afternoon session
- We improved the quality of information prior to students starting their course to understand starting points and implement any support and teaching strategies in a timely way
- Our collaboration with external agencies, such as Mencap, Birmingham Educational Partnership, Winvic, St. Modwen has proven fruitful. In 2024 a number of high-needs and EHCP students have successfully completed Supported Internships through the Developing Local Provision (DLP) project. As a result of these partnerships, some students have transitioned into work-focused outcomes, marking a positive trajectory towards their future success
- The Head of Foundation Learning continues to ensure a consistent curriculum offer and learner experience at each college site. We have enhanced the processes and ways of working to support a good and consistent student experience for students with EHCPs or SEND needs, including:
  - Inclusive Support Open Events, joint interviews with curriculum and Inclusive Support and discrete enrolment dates for students with EHCPs
  - Improved our relationships with schools and have a closer working relationship with Birmingham Communication Autism Team
  - Improved communication between curriculum and Inclusive Support resulting in quicker intervention where required and constant focus on students with EHCPs
  - Updated the pen profile to improve the quality of information to support students' transition to college
  - Improvements in reporting and tracking system for students with EHCPs ensuring we have easy sight and access to students and their targets. A blue badge system has been introduced in ProMonitor to identify those students with SEND but do not have an EHCP to enable curriculum teams to access advice and any relevant strategies
  - Continuation of a multi-disciplinary approach setting, confirming, and reviewing student progress against targets (4 mandatory check points per year)

- Introduced and delivered a Level 5 specialist SEND qualification for anyone in the Inclusive Support team
- Continuation of vocational taster pathways for Foundation Learning students to support progression and Supported Internship in Marketing.

**What the impact has been**

Our students receive a well-rounded educational experience and develop wider skills.

Students feel more comfortable about starting in college and there is improved transition for students with inclusive support needs. Staff understand their students' starting points and how they prefer to learn, ensuring resources are appropriate and meet needs.

Learning strategies are engaged consistently. There is improved tracking of student progress against individualised TAI (Target, Action, Impact) targets and clear linkage to an individual's EHCP.

Department Managers and Directors have greater ownership of students with EHCPs. This has resulted in improvements in retention and achievement.

## OBJECTIVE

## 1

The achievement gap between High Needs learners and their peers has continued to narrow with the former group having rates +0.6% higher. The most significant positive variance is for adult High Needs learners whose achievement rate is nearly 3% higher than the college adult achievement rate.

The achievement gap between EHCP learners and their peers has continued to narrow with the former group having rates -1.4% lower. Those 16-18-year-olds with an EHCP achieved as well as their peers at 82%. Adults with an EHCP did not achieve as well as 16-18s but did improve their achievement by over 5% to 79.3% compared to 22/23 (73.5%). In the vast majority of cases students were retained within the College and were effectively supported to progress. Preparing for adulthood outcomes are alongside academic progress.

Continued positive feedback from students and parents involved in the multi-disciplinary approach meetings.

Improved student experience for those with EHCPs.

## 1.8

**Improving the experience of our learners who may not feel entirely included in the college including those who have English as a Foreign Language, HE students, apprentices and part time adult learners.**

### We know we have done this when

Improved inclusion and sense of belonging for these students.

## 1.8a

### We will do this by

Undertake a review of the ESOL/ EFL student journey from interest, application, enrolment and engagement in college wide activities implementing and monitoring relevant actions.

### We know we have done this when

There is an accessible enrolment process and improved rates of satisfaction for ESOL /EFL learners.

### What we have done

We built on actions, noted in previous reports, and further in 2023/24 we:

- Streamlined the enrolment process which resulted in much shorter waiting times and a smoother enrolment experience
- Further diversified our curriculum to include a progression qualification for learners working towards level 1 and 2. This is very career focused and encourages the learners to consider their aspirations and prepare their own progression plan.

For learners at entry level, we continued to use the Living and Working in the UK qualification, which provides learners with the

opportunity to discover more about life in the UK.

### What the impact has been

Our ESOL curriculum is designed with a student programme approach to encourage students to develop maths, digital and employability skills through a broad curriculum offer. Students are supported to develop their language skills, settle into life in the UK, improve their cultural capital and improve their employability prospects to support progression.

We continue to have positive progression and feedback from our ESOL students.

ESOL rates of retention and achievement have again improved and continue to sit above college rate:

- 88.2% for achievement (85.1% in 22/23)
- 95.0% for retention (93.1% in 22/23).

OBJECTIVE

1

## 1.8b

**We will do this by**  
 Incorporate activities in the HE strategy to improve sense of belonging.

**We know we have done this when**  
 HE strategy implemented and improved rates of retention, achievement and satisfaction for HE students.

**What we have done**  
 In 2024 a new HE Director joined BMet (term 3 of (23/24) and continued the work to develop and drive the HE strategy.

New spaces and branding were created for HE students across all 3 college sites in response to student feedback. A new common area for Matthew Boulton was introduced.

### What the impact has been

In 2023/24 in the HE Survey 72% of students agreed/strongly agreed that 'I feel part of the HE Community at BMet'. Whilst this reflects a drop in student satisfaction rate for this measure more students participated in the survey compared to previous years. Focus group feedback

has recorded students feeling well supported and feeling part of the HE community.

In the survey – 95% agreed/strongly agreed that “During your studies how free did you feel to express your ideas, opinions and thoughts” indicating a sense of safety in learning environments.

In 2023/24 HE student overall success rates rose from 69% in 22/23 to 76% following an 7% improvement.

## 1.8c

**We will do this by**  
 Undertake a review of apprentice experience, implementing and monitoring relevant actions.

**We know we have done this when**  
 Improved rates of retention, achievement and satisfaction for apprentices.

**What we have done**  
 We further improved our apprentices' experience through:

- Development of a Senior ERM (Employer Relationship Manager) role
- The engagement of Pro-Engage which helped with apprenticeship sign ups and workflow giving better sight of the data
- The implementation of a BI dashboard for tracking apprentices' progress at assessor, manager and employer level
- Continuation of the digital induction programme which consists of online courses including Stay Safe Online, Fundamental British Values and Cyberbullying. Acquired knowledge is discussed during progress reviews

Higher Education Graduation 2024



- Active exploration of innovative ways to engage apprentices who do not come on site; incorporating, for example VR training to provide immersive and interactive learning experiences
- Specific celebration and award events for apprentices e.g Engineering Apprentices' Achievements celebrated at James Watt in May 2024
- World Mental Health Day activity at MINI plant Oxford raising awareness for the support the college has to offer for apprentices.

backgrounds. Of these the college has more apprentices of Pakistani backgrounds (16%) followed by Indian, Bangladeshi and White/Black Caribbean all at 3%. We have sight of the achievement gaps between different ethnic groups. See Appendix 1.

Although it is clear achievement gaps are closing within apprenticeship provision, recruitment of more BAME apprentices remains a priority.

**What the impact has been**  
 Over the duration of the 2020-2024 D&I strategy we have greatly improved rates of retention, achievement and satisfaction for our apprentices. There were 279 Apprentices finishing in 23/24 with a 71% achievement rate which is significantly higher than 22/23 (65%).

The majority of apprentices recruited to programmes are White British or Other White, with 34% of 23/24 leavers from minority ethnic

## 1.8d

**We will do this by**  
 Engage part time adult learners for consultation on college experience, implementing and monitoring suggested actions for improvement.

**We know we have done this when**  
 Improved rates of retention, achievement and satisfaction for adult learners on part time courses.

**What we have done**  
 Our ESOL qualifications make up the largest volume of part time adult learners (with 1769 leavers in 23/24, followed by 1369 enrolments in basic English and maths). See 1.8a for work around improving our ESOL learner experiences. Adult learners are also found on:

- Access to HE programmes
- Rail Engineering provision
- Into Employment, Sector Gateways and short course delivery to unemployed adults.

We are the largest college provider of Into Employment courses in the WMCA region, with an increase in enrolments seen in 23/24. Working with the WMCA the curriculum is planned to ensure that learners are

ready to move onto their next level of development and into employment.

We continued to survey our adult students to understand their experience at college.

**What the impact has been**  
 Our adult rate of retention is 90.9% which reflects a +2% improvement from 22/23 and + 2.8% above the rate for our 16–18-year-olds. It is adult pass rates that affect overall achievement although there has been a slight improvement overall from last year.

Our rail learners have a 92% achievement rate and our Into Employment learners have a 95% achievement rate.

In terms of satisfaction, responses have largely been positive across the college, with most questions scoring around 90% for agree/strongly agree. The highest rated questions include “I feel safe when I’m at college” (96.6% agree/strongly agree) and “Teaching on my course is good” (92.8%).

OBJECTIVE



## OBJECTIVE

Empower a diversity and inclusion focused community to build organisational capacity and demonstrable inclusive practice by all.

### 2.1

#### We will do this by

Further developing our D&I engagement programme for staff where training forms part of a wider programme of work to support organisational health and culture:

- Engage all our college staff in educational activities to support each other and embed inclusive practice in all that we do, including improving knowledge and raising awareness of different cultures, mental health, D/deafness, LGBTQ+ identities.

#### We know we have done this when

We have a D&I focused community where individuals demonstrate inclusive practice every day and have the confidence to advance diversity and inclusion at college.

Staff have a good understanding of diverse students.

All students can relate to curriculum content, feel included and have an understanding of the diversity of the communities in which they live, learn and work.

New staff quickly settle and understand their responsibilities.

#### What we have done

We have gone from strength to strength with our extensive staff development offer which extends far beyond mandatory D&I training at college.

Staff continued to engage in opportunities to build cultural competence around a range of subjects and a personalised approach is taken with staff Professional Journals. Teams and individuals take ownership for their development. For example, our maths team participated in 'Equally Yours' training, a tool to stimulate different conversations and learning about D&I with their students.

In July 2024 the College hosted 'BMet: Be Brilliant, Think Adapt Build Staff Conference'. 450 members of staff engaged in a number of keynotes and workshops on Anti Racism and Unconscious Bias • Mental Health and Wellbeing • Trauma Informed Practice • the Teenage Brain • Active

Listening • Stress and Resilience • Reforms and Updates • Learning Conversations • Sustainability • Inclusion.

In Feb 2024 we hosted the Skills and Education Group Teach Meet at Matthew Boulton.

267 staff engaged in a Professional Learning Community showcase with AI films of the top 5 communities from each area being shown during summer CPD.

**“This is the best conference I have attended at BMet, in 11 years of service...energetic, vibrant, celebratory and a huge sense of pride of BMet Be Brilliant”.**

**“The teenage brain was particularly good; it helped me to understand our students better”.**

**“I enjoyed that the focus was on social justice and the holistic learner rather than just academic success”.**

#### What the impact has been

Our full staff survey in Sept 24 noted that 90% of staff agreed that BMet is a diverse and inclusive organisation.

We have an increasingly confident and skilled workforce which is having a positive impact on learners' experience noted in the student satisfaction survey in 2024. Most satisfaction rates are maintained at a very high level compared with the previous year including:

- 91% students would recommend BMet
- 96% said teaching was good
- 96% feel safe
- 92% said “classmates behave well and show respect to others
- 93% teachers use different ways to help them learn.

(87% response rate)

Students' satisfaction improved for several questions:

- 'I know how to raise a concern' (97% vs 95%\*)
- 'I know what to do to make a complaint' (93% vs 91%)
- 'I feel safe when I am at college' (96% vs 94%).

Students' responses are generally quite similar regardless of sex/ gender, religion, disability, learning difficulty, disadvantage (by Postcode IMD or Free School Meals status) or 'Looked After' status.

## 2.4

### We will do this by

Recognise and celebrate staff and students who inspire others in their work to support D&I through a range of praise and award activities.

### We know we have done this when

D&I staff award introduced and presented annually raising profile of exceptional practice in D&I.

Nominated students awarded certificates for inclusive behaviours.

### What we have done

We have continued our staff and student awards ceremonies include a D&I award and a wellbeing award recognising inclusive and supportive practice/behaviours at college.

We have worked to develop a culture of praise and recognition noting small gestures are equally important.

We have celebrated a number of student successes through external awards.

### What the impact has been

Inclusive practice and behaviours are celebrated and modelled. In 2024 our full staff survey completed by 409 employees saw improvements

in rates across a range of measures:

- 89% (+3% from 2023) of staff say they are proud to be a member of staff at BMet
- +3% improvement with "I feel valued at work" (78%).

In the staff survey we saw language that related to continuous improvement, for example "add more", "look deeper at", "expand" and "further develop," indicating we are on the right track with the actions we are taking to improve staff experiences.

Appreciating, valuing and celebrating staff was a theme for 'One thing to CONTINUE' (staff survey 2024).

# iDEA

## Digital skills driving inclusion

In 2024 the college made significant progress in developing the digital skills of students through the BMet Digital Academy. The initiative saw 1830 students achieve digital badges, reflecting their accomplishments in key areas which fostered inclusion, innovation and active participation in the digital world (for example E-Safety & Online Etiquette and Digital Ethics).

In the year, Bodyswaps, a VR application, helped empower students with hands-on practice in communication, leadership and teamwork. The immersive situations offer true to life scenarios, allowing learners to step into various roles and perspectives. There are a range of D&I modules such as challenging non-inclusive behaviour and conflict resolution. Our fashion students learnt about sexual harassment in the workplace and our Level 1 Children and Young People's Health and Social Care students used the VR headsets to gain firsthand experience in understanding and practising empathy and how to communicate in a person-centred way.

## GCSE English Team share Equity Exchange Work

Rachel Webley, one of BMet's Learning and Development Coaches, shared the positive implementation and impact of the anti-racist curriculum in GCSE English at the AOC's Equity Exchange held at BMet College. Rachel went on to facilitate a sharing good practice event with Wolverhampton College in July, release a podcast and publish an article for the Association of Colleges!



## Colleges unite to encourage ethnically diverse staff into the sector

Colleges in the West Midlands worked together to produce a series of videos advertising the range of careers in FE. The video project involved staff from a range of backgrounds talking about why they love working in Further Education, what attracted them to the sector, their career journey and the support they've had on the way.

# Building an Anti -Racist College

In 2024 we continued to develop an anti-racist culture and led on work in the West Midlands on anti-racism implementing a range of activities, with projects focused on staff recruitment, inclusive curriculum development, anti-racist pedagogy in staff development and improving optics/messaging and communication. We led the charge among other education providers as one of the first colleges to incorporate safeguarding against racism in college policies as well as taking a trauma informed approach when managing behaviour.

Activities in 2024 included:

- Our students helped to develop Leader's Unlocked, 'I Will Not Be Silenced' animation as part of our ongoing work with the Student Commission of Racial Justice (SCRJ).
- Over 1000 BMet students completed the SCRJ annual survey and we led the Colleges West Midlands working group to replicate this action in other colleges. The survey informs actions for the College.
- Staff continued to take a lead across all workstreams of the Colleges West Midlands Race Equality Group, including increasing representation of BAME apprentices, improving the ethnic diversity of the FE workforce, improving outcomes for our Mixed Heritage 16-18 learners and our Adult Learners of Black African and Asian heritage. In 2024 colleges launched a video to encourage ethnically diverse staff into the sector.
- BMet and South and City College, in collaboration with Birmingham Race Impact Group, hosted the 'Pass the Baton' festival in April. 120 young people from BMet, SCCB and schools across the city attended the event and were encouraged to sign up to the BRIG Youth to carry the baton for anti-racism forward. The event included a Benjamin Zephaniah tribute.
- For Black History Month, staff and students participated in 'Reclaiming Narratives' videos; our learners staged a 'takeover' with Aramark, our college caterers, cooking dishes in a commercial environment; and Caribbean and African dance workshops offered students a chance to learn various traditional dance moves, discovering the cultural significance tied to each movement.
- Connect Cafes for staff were held allowing staff time and space to discuss how the racist and Islamophobic violence over the summer impacted.
- Staff hosted the AOC Equity Exchange Networking event in February; a space for D&I changemakers in the FE sector to come together
- A Tree of Peace was planted at Sutton Coldfield as a symbolic commitment to us working together in the spirit of understanding and cooperation.



"The event is igniting a torch of change to be carried through every community, lighting the way for hope and inclusion for all"

Pat Carvalho

## OBJECTIVE

### Looking outwards to further our ambition in delivery of D&I at college.

#### 3.1

##### We will do this by

Encouraging a more diverse population to join BMet working with our region to recruit from a diverse population.

- Review our recruitment strategies, actively engaging diverse perspectives to inform new ways of working and models of recruitment
- Nurture our own talent through (career sponsorship) coaching and mentoring for our high potential staff who may face extra barriers to progression because of e.g. disability, socio-economic background.

##### We know we have done this when

We have a workforce that reflects the community it serves eg:

- West Midlands workforce has a representation of 15.3% BAME individuals (2011 census)
- 19% of national workforce have a disability (2018).

A recruitment process that is inclusive of and encourages diverse applicants.

In house talent retained to further develop a diverse leadership and management team.

##### What we have done

We incorporated our Staff Recruitment Project actions into a new Resourcing Strategy which focuses attention on extending reach, an inclusive recruitment process and improved onboarding for new staff.

We continued to take a leading role in the Colleges West Midlands Race Equality projects and joined a new LGBTQ+ focused one. We supported the development of a Train the Trainer Unconscious Bias training programme for staff and an Inclusive Recruitment Training programme for managers to be rolled out in 2025.

We reaffirmed our commitment to the Armed Forces Covenant with a formal signing on Remembrance Day. This signalled our support to those who

serve, or have served, in the Armed Forces and involved our staff who are ex-service personnel or volunteers. 20 staff engaged in the Skills and Education Group Emerging Leaders programme and a further 3 staff in the Future Leaders programme specifically for BAME staff with the Colleges West Midlands Race Equality Group.

##### What the impact has been

We have seen increased diversity in the people we are attracting to apply for work at the college.

Our latest workforce report at BMet (Nov 2024) recorded:

- 31.6% identify as Black, Asian

or from a minority ethnic background (+7.2% from 2020); (37.8% of lecturers).

- 24.5% of managers are Black, Asian or from a minority ethnic background (+12.2% from 2020).
- 15.6% of employees let us know they have a disability, health condition or neurodivergence (+5.8% from 2020).
- 4.4% of staff identify as Lesbian, Gay, and Bisexual or as 'other sexual orientation' (+2.3% from 2020).

See Appendix 2

## OBJECTIVE

# 3

### BMet signs Armed Forces Covenant



### 3.2

#### We will do this by

Achieving Living Wage Accreditation to ensure our third party staff in addition to our employees are paid a fair wage.

#### We know we have done this when

Living Wage Accreditation achieved. All staff feel valued and earn the real living wage to support them economically and socially.

#### What we have done

We continue to pay our employees at least the Real Living Wage. Accreditation with the Real Living Wage Foundation is outstanding and will be reviewed going forward.

#### What the impact has been

From January 2022 all employees are on at least the Real Living Wage supporting our principle of offering a fair wage and employment terms and conditions recognising these are fundamental to social and economic inclusion.

“I’ve never felt so seen! Everyone and everything has just been magical!”



## Disability Festival for Birmingham

We were proud that our college played a key role in the success of Birmingham’s first Disability Festival in July during Disability Pride Month.

Alongside festival partners, including Ways for Wellbeing UK and Birmingham City University, BMet took a lead to organise an event run BY and FOR disabled people. The free inaugural event, held at Birmingham City University, showcased a wide range of disabled talent through performances, sport, interactive games and disabled business owners. Highlights of the festival included a ‘Human Library’, facilitated by Dr Shani Dhanda, multi-award disability inclusion and accessibility specialist, where people could borrow a ‘living book’ from keynote speakers. Feedback suggested the festival was a well-received event which successfully combined inclusivity, engagement, and empowerment. It provided a safe and fun environment where people from different backgrounds and disabilities could connect, share experiences, and enjoy a variety of activities.



“I have never attended a disability festival ever. But it is great. Keep it up!”

OBJECTIVE

3

## 3.3

### We will do this by

Seeking out professional partnerships and collaborative working to increase understanding of inclusion and develop new approaches to D&I:

- Learn from, and collaborate with, local and national specialist groups in the development of D&I activities including but not limited to the WIRC (Work Inclusivity Research Centre) at University of Birmingham (for example the equal parenting project)
- Utilise opportunities to showcase the promotion of diversity in teaching and learning through action research projects/ supported experiments, peer observations, teach meets and communities of practice for example action research project around minority students' experiences.

### We know we have done this when

Research projects, task and finish groups, events programmes all inform improvements in D&I for the organisation, including workplace and service user experiences.

### What we have done

We have built on partnerships to extend our understanding of our local context and to drive local activities. We initiated collaboration with a range of employers, community interest companies and self-employed people to launch Birmingham's First Disability Festival in July. We hosted SIC's conference in October 2024 experiencing the challenges and barriers that diverse disabled people face which informed further improvements to our offer.

We collaborated with the region's colleges through the Colleges West Midlands Group and in 2024 worked with education providers further afield to explore good and exceptional practice.

Our staff continue to work collaboratively in Professional Learning Communities and action learning sets. In 2024 our communities of practice included 'developing employability skills, prepared punctual and professional', 'how to enhance learners understanding of their wider skills', 'inclusion and EHCP learners', 'identifying neuro-diversity support', 'practical approaches to behaviour management', 'using technology to

make learning more inclusive and developing an anti-racist approach to curriculum".

### What the impact has been

We exchange practice, continue to learn from others and provide opportunities for our people to develop their skills.

We have an evidence base for good and outstanding practice for equity, diversity and inclusion and are clear of our role in Birmingham and the region.

Projects have resulted in increased understanding of inclusion with practical strategies implemented to support learners. We have improved rates of achievement and retention.

## BMet Be Proud

**James Watt 70th Birthday Anniversary event** – Members of the local community, churches, students, employers, the Deputy Lord Lieutenant and James Watt College staff, past and present, joined together to celebrate the Big Lunch. The occasion featured reunions among colleagues, the forging of new community alliances and professional networking opportunities. We followed with a Summer Fun celebratory event during our Open Day with approximately 350 visitors attending.



### 3.4

**We will do this by**

Achieving Disability Confident Leader status. Action plan implemented.

**We know we have done this when**

Leader status is achieved. Our disabled people are valued and are empowered to succeed at BMet and in the organisations we work with.

**What we have done**

We enacted our action plan for leader status and submitted our self-assessment for validation by West Midlands Combined Authority at the end of 2024.

We led on the launch of Birmingham's first Pan-Disability Festival providing opportunities for our people to engage in the event.

We reported a 0.0% median Disability Pay Gap (8.0% mean). We recognise that the pay gap is affected by our large rate of 'not knows' and we are working to rectify this. We also understand that a growth in the pay gap may not necessarily be negative in the short term as we recruit more disabled people into the organisation.

**What the impact has been**

We have a range of supportive mechanisms in place to ensure our disabled people are able to work well and can enjoy activities outside of their role.

We have advanced our rates for those staff who let us know they have a disability, health condition or neurodivergence, moving from 2.7% in 2017 to 15.6% in 2024.

**WE'VE  
MADE  
YOUR  
BUSINESS  
OUR  
BUSINESS.**

Companies praised for disability employment at awards ceremony arranged through our collaboration with SkillsWMW



OBJECTIVE

3

## 3.6

### We will do this by

Recognising and celebrating employers and partners who inspire others in their work to support D&I through:

- Introduce a BMet diversity and inclusion employer/partner award to recognise and reward those partners who have made a positive contribution to the delivery of our diversity and inclusion objectives.
- Integrate D&I into BMet employer board agendas as a standing item for focus and to support industry / curriculum D&I priorities.

### We know we have done this when

Collaborative work drives D&I agenda across the region.

D&I employer award introduced and presented annually raising profile of exceptional practice in D&I.

Employer Board has supported work in increasing participation in STEM for women.

### What we have done

Diversity and Inclusion continued to be well integrated in conversations with external partners and collaborative working is driving the inclusion agenda across the region.

Through our leadership role in Skills West Midlands and Warwickshire (SkillsWMW), we have project managed a business-to-business conference to support businesses better understand how to provide Supported Internships to students and young people with disabilities. We awarded companies with the first SkillsWMW award for Excellence in Inclusion.

As part of the event management, we worked with Better Pathways (a social enterprise supporting people with mental health and learning difficulties and learning disabilities) to design and manufacture the awards.

In partnership with South and City College Birmingham and Solihull College and University Centre we continued patronage of the Multicultural Apprenticeship and Skills Alliance. We shared practice on how to prepare and connect underrepresented talent to high-quality apprenticeships and build workplaces that promote diversity. We have plans to host a session in January 2025 with 30 patrons to focus on Inclusive Recruitment practice.

We launched an employer toolkit, with a 'pass it on' ethos, to support employers better recruit and retain staff with disabilities.

We have prioritised and planned actions to create further resources and accessible training for employers with the aim of ensuring the workplaces our students go to mirror BMet's standards.

### What the impact has been

We have taken a leadership role in disability inclusion with high profile and visible recognition of individuals and organisations that demonstrate outstanding practice.

A BMet apprentice and one of the employers we work with were shortlisted as finalists at the BAME Apprenticeship Awards (associated to the Multicultural Apprenticeship Skills Alliance).

The toolkit has been shared with a large number of employers and stakeholders across the region, including Worcestershire Local Authority and many SMEs. This gives businesses practical advice on disability inclusion.



## BMet Be Proud

### LGBTQIA + Panel Event

Our staff LGBTQ+ group organised a panel event at Sutton for LGBTQ+ History Month. The event was opened and attended by local Sutton Coldfield Mayor and the audience included staff, students and the local police and fire department. The panel of BMet staff and external colleagues shared personal stories about having pride in the face of adversity.







AOC Table Tennis



Cross Country team



## Celebrating students and staff

We continue to celebrate staff and student successes in their immediate environments, for example in our newsletters, with star walls, certificates, events and end of year celebratory ceremonies. We are proud of the successes of our people outside of college and 2024 provided a wealth of examples including:

- Hatice Kubra Baki and Lydwin Owusu, silver and bronze award winners in the national Cambridge Chemistry Challenge in June 2024.
- Mya Bailey, musical theatre student, selected to perform in Birmingham Royal Ballet's curating raiser project in Oct 2024.
- BMet's Boccia team as regional Boccia champions with entry to national competition in 2025.
- Ruby Adams and Lily Allcott, two Travel and Tourism students won Global Travel and Tourism Partnership's UK's Student Research competition.
- Natalie Simmonds-Alleyne awarded DEI Influencer of the Year at the ENEI awards.
- AOC Double National champions and gold medallists for BMet's Pan Disability Football team.
- Construction tutor, Alan Evans, attending The Not Forgotten event at Buckingham Palace a charity assisting disabled veterans.
- Three students, Samy Redouani, Patrik Sivak and Saimun Ullah qualified for the regional finals for the World Skills competition, of which there were only 8 students across the region.
- Harinder Randhawa, a Health and Social Care student, reaching the final stages of the Miranda Brawn Diversity Scholarship.
- I.T students won digital skills project at Wavemaker HQ in London demonstrating digital solutions aimed at addressing addiction in young people.
- A number of our staff competing in different marathon events.

Boccia team



AOC Double Champions for Pan-Disability Football Team



## OBJECTIVE

### Increase inclusivity in our environments

#### 4.1

**We will do this by**

Developing and implementing a wellbeing and engagement strategy and supporting action plan which incorporates wellbeing and engagement activities and events to nurture a sense of inclusion and belonging.

**We know we have done this when** Wellbeing and Engagement Strategy is implemented including work around mental health for staff.

**What we have done**

Staff Wellbeing and Engagement has been incorporated as one of three pillars of our new Culture Development strategy for 2024-2028.

We further developed High Performing Team and inclusive behaviours which drive the culture we want to see.

We continued with our annual recruitment of MHFAs for staff with 14 staff in 2024 undertaking

training. We now have 28 staff operating as MHFAs across colleges.

Staff engaged in a wide range of wellbeing activities including walk and talk litter picks, staff baking competition, a summertime photo competition, walking for wellbeing lunchtime club, festive wreath and origami workshops and a deck the desks competition.

**What the impact has been**

Staff wellbeing is strategised and has a high priority in all our activities.

Our full staff survey in 2024 noted a +3% improvement in 'leaders and managers are considerate of my workload' from 2023 and a +8% improvement in "leaders and managers are considerate of my wellbeing" (75%).

(target is 60%).

#### 4.2

**We will do this by**

Ensuring any re-design or alterations to our buildings and any new technologies are inclusive, taking particular account of impairments and disabilities, neuro and sensory diversity and gender diversity.

**We know we have done this when**

Our physical and virtual environments are accessible and inclusive.

**What we have done**

Our Transformation Project continued in 2024 with significant improvements to the estate's energy efficiency and comfort of students and staff. We recruited Direct Access to undertake a formal and extensive access audit of our estate in 2025 with recommendations for disability and neuro inclusion informing the Estate's strategy going forward.

We introduced turnstiles at sites, aiding a sense of safety for students.

We built a clinical skills suite at Matthew Boulton with medical AI

mannequins revolutionising the way our students learn.

We build a new kitchen for our Foundation Learners at Matthew Boulton and immersive classrooms at each site.

We extended our calm and sensory spaces for our learners with inclusion needs.

Our students took ownership of their own areas decorating their spaces for example personalising chairs with photomontage in art and design.

We kicked off a fundraising launch event for a new Inclusive Sports Centre.

**What the impact has been**

Our physical and virtual environments are increasingly inclusive, comfortable and sustainable. They inspire learning and support the care and wellbeing of our staff and students.

Students have sense of ownership and identity in their own areas.

OBJECTIVE

4

# 4.3

**We will do this by**

Facilitating activities that foster good relations between students and staff from different curriculum areas/ courses/departments and sites.

- Each curriculum area implements an event, project or activity for cross college collaboration/learn something new projects
- Run an annual ‘Human Library’ to increase understanding of difference.

**We know we have done this when**

Development of essential personal and professional skills of students preparing them to work in diverse organisations.

**What we have done**

In 2024 we strengthened our induction programme for learners to provide early opportunities for hands-on activities to bond, foster new friendships and develop a sense of community. This included a student Roller Disco a Sutton which saw a good mix of different students from different courses having fun together; a visit to Thorpe Park bringing

Performing Arts students and Travel and Tourism students together and an Engineering football tournament at Arena Academy.

We continued to provide cross college collaboration through Enrichment and Student Voice activities for example our Student Conferences and our Culture Days which were opportunities for students to showcase cultural clothing, dance and music; sharing important insights to broaden others’ understanding.

We fostered good relations in curricular activities for example: our Digital Skills students working with adult ESOL learners at Erdington; our art students collaborating with the music and performance department on Annual Music Night project; our T level students at Matthew Boulton working with students from Sutton to complete the work ready preparation element of their course.

**What the impact has been**

We have seen improved attrition rates with our new students. We have reduced attrition from 11% in 2023 to 6% in 2024.

Students developed team building skills and had an early introduction to industry skills. They develop a good understanding of each other’s needs and their communities and demonstrate respect for each other.

In the student survey, 92% of students said, “classmates behave well and show respect to others.”

OBJECTIVE

4



## BMet Be Proud

**Big Community Lunch** - held at Matthew Boulton and Sutton Coldfield colleges. Staff welcomed representatives for local community organisations including St Basil's Homeless Charity to celebrate the work they do in our communities.

**UK Feminista – Bronze Award** for our work around tackling sexism and Violence Against Women and Girls (VAWAG).

**Outstanding Business of the Year Award** with the Multicultural Business and Community Champion Awards (Nov 2024).

**Best Large Business Award** with The Black Talent Awards (Oct 24).

# Partnerships and Projects!

In 2024 we continued to work productively with our multiple partners and agencies to ensure our students were supported and encouraged to achieve their goals. The college has excellent relationships and works closely with West Midlands Police, Birmingham Youth Service, community forum groups and local faith organisations and specialist support continued to help students overcome sometimes significant challenges. We have excellent links with employers and in year we hosted a range of industry placements and real work activities which allowed students to have experiences which expanded horizons as well as develop personal and professional skills.

## These included:

- A Lloyds Bank visit to Business students, a CV writing workshop with Gateley and a panel event with Irwin Mitchell Solicitors and Bila Law Academy and BMet law students.
- One Advanced hackathon with MB students.
- Media students in a Real-World Radio campaign with Bauer Media Group.
- 800+ students engaged with staff from a range of employers including Azon, BAE Systems, IBM and Currys at a Cyber Security and Safety Roadshow.
- Business Students worked with Friends of the Earth Birmingham on a live brief on Climate Awareness and Action for College Students.
- Health Tech Skills workshops with WMCA in the new clinical suite at MB.
- Sports students worked alongside Allianz Insurance employees for a 'Move Now Festival' to lead sports activities for five local secondary schools. Using our new sports hall activities included archery, visually impaired football, basketball and boccia.
- Foundation learning students took part in the Envision project with a 'Cost of Living Crushers' project.
- Students from across BMet involved in a Youth Social Action Project which focused on empowering students to take action and address local issues.
- Student fundraisers extended from 'give a little cheer' for Children in Need, food bank campaigns, Acorns Children's Hospice, Cancer Research, Footprints foundation and Friends of the Earth.

A Supported Internships and Accessible Apprenticeships Employer Roundtable event which involved a range of stakeholders including the DfE, the city council, employers and other schools and colleges. The event focused on how we can collectively get more disabled people into work and onto apprenticeships. We hosted the Accessible Community Games in November 2024.

We strengthened our partnerships with parents with Parents Welcome evenings.

We supported 6 staff to work with Fircroft College and the College's West Midlands Group to develop Green Changemakers who are part of driving a culture which supports environmental sustainability.

## Step into Business workshop



Hackathon winners



Cyber security event



Cyber security session





# **Appendices**

## APPENDIX 1 - Student profile

BMet reports on the following protected characteristics for students; age, gender, ethnicity, disability, sexual orientation, religion & belief as well as some socio-economic factors including free meals in further education and discretionary learner support fund.

Data is available for enrolment, retention, achievement and satisfaction. It is generally mapped over a 3-year period to establish trends and is benchmarked against national rates where available. Equality monitoring extends to cross-cut data to explore intersectionality, for example gender, disability, ethnicity and age.

### Gender

In 2023/24 54.9% of students on courses were female. This is the same picture to 22/23). It is slightly different to the gender split in Birmingham with 51.0% being female and 49.0% male (ONS 2021). In a similar picture to the last few years, there are in fact more males who are 16-18 and it is the adult courses which have far more female learners.

Table 1 – Achievement rates by gender and age over 2 years

GENDER	AGE	22/23				23/24			
		Leavers	Retention Rate	Pass Rate	Achieve Rate	Leavers	Retention Rate	Pass Rate	Achieve Rate
Female	16-18	4,356	88.1%	91.8%	80.9%	4,854	87.7%	95.9%	84.1%
	19+	5,041	89.9%	89.8%	80.7%	4,836	91.7%	88.0%	80.7%
	All Ages	<b>9,397</b>	<b>89.0%</b>	<b>90.7%</b>	<b>80.8%</b>	<b>9,690</b>	<b>89.7%</b>	<b>91.9%</b>	<b>82.4%</b>
Male	16-18	4,554	88.9%	87.9%	78.2%	4,662	88.6%	93.5%	82.8%
	19+	3,173	87.4%	91.2%	79.7%	3,390	89.9%	89.8%	80.7%
	All Ages	<b>7,727</b>	<b>88.3%</b>	<b>89.2%</b>	<b>78.8%</b>	<b>8,052</b>	<b>89.2%</b>	<b>91.9%</b>	<b>81.9%</b>
<b>Overall college</b>	<b>17,124</b>	<b>88.7%</b>	<b>90.0%</b>	<b>79.9%</b>	<b>17,742</b>	<b>89.4%</b>	<b>91.9%</b>	<b>82.2%</b>	

=/+ college rate
  -2% college rate
  -3% college rate

The overall college achievement rate in 2023/24 is **82.2%**. The achievement gap between male and females has narrowed from 2.1% in 22/23 to 0.5% in 23/24.

Females record higher achievement rates than males and it is the 16-18-year-old females who have the highest results (84.1%), which is 1.9% above the college rate. Our 16-18 males have improved achievement rates, +4.6% from last year. There is no achievement gap between our male and female adult learners.

### Ethnicity

In 23/24, 69.0% of all enrolments are students from a Black, Asian and Minority Ethnic (BAME) background, 4.3% White Other and White Irish and 22.7% White British. 4.0% have not provided their ethnic status. Of the BAME students, Black African learners are the single largest group (17.0% of overall student enrolments) followed by Pakistani students at 13.5% and Arab students at 5.0% of the overall numbers. Pakistani students had previously consistently been the largest group of BAME students.

The differential between highest and lowest achievers\* has increased from 9.1% in 22/23 to 11.6% in 23/24 (\*where there are 100 students or more), however this is due to Chinese students achieving 10% more positively than the previous year (they are the highest achieving college population) and comparing this to the lowest achieving (Arab) at 79.2%. Arab students did still achieve within 3% of the college average in 23/24 but saw a decrease in achievement by around 3% compared to 22/23.

In a different picture to last year, where number of enrolments are over 100, it is our Arab learners who record the lowest achievement rates followed by Other Mixed and Other Black groups. The 2 latter groups have however made improvements from last year with the rates for our Other Mixed group increasing +5.3% and all being within 3% of the college average of 82.2%.

Table 2 – Ethnicity profile of students with achievement rates over 2 years

ETHNICITY	22/23				23/24			
	Leavers	Achieve Rate	Pass Rate	Achieve Rate	Leavers	Retention Rate	Pass Rate	Achieve Rate
African	2,525	90.9%	90.1%	81.9%	3,011	91.8%	90.2%	82.8%
Arab	912	90.1%	91.6%	82.6%	890	89.1%	88.9%	79.2%
Bangladeshi	737	92.5%	89.0%	82.4%	707	90.1%	92.0%	82.9%
Caribbean	1,017	90.1%	87.1%	78.5%	811	88.4%	91.5%	80.9%
Chinese	135	88.0%	90.8%	80.7%	142	97.9%	92.8%	90.8%
Gypsy/Irish Traveller	8	100.0%	75.0%	75.0%	20	75.0%	80.0%	60.0%
Indian	441	88.2%	88.9%	78.5%	424	92.2%	88.2%	81.4%
Irish	65	89.2%	86.2%	76.9%	37	75.7%	92.9%	70.3%
Not Provided	319	85.6%	89.4%	76.5%	710	91.1%	93.5%	85.2%
Other	966	88.5%	89.1%	78.9%	702	89.0%	91.8%	81.8%
Other Asian	831	87.8%	91.1%	80.0%	859	92.0%	90.4%	83.1%
Other Black	636	88.4%	91.1%	80.5%	791	89.4%	90.4%	80.8%
Other Mixed	279	89.2%	83.9%	74.9%	323	85.4%	93.8%	80.2%
Other White	805	90.9%	92.2%	83.9%	716	92.0%	92.4%	85.1%
Pakistani	2,477	88.9%	87.4%	77.7%	2,404	89.9%	92.4%	83.1%
White British	4,010	86.1%	92.2%	79.4%	4,034	86.6%	93.9%	81.3%
White/Asian	286	85.0%	91.4%	77.6%	433	88.9%	91.2%	81.1%
White/Black African	165	90.3%	89.9%	81.2%	200	92.5%	92.4%	85.5%
White/Black Caribbean	510	89.2%	90.5%	80.8%	528	86.4%	94.1%	81.3%
<b>Overall College</b>	<b>17,124</b>	<b>88.7%</b>	<b>90.0%</b>	<b>79.9%</b>	<b>17,742</b>	<b>89.4%</b>	<b>91.9%</b>	<b>82.2%</b>

=/+ college rate
  -2% college rate
  -3% college rate

Our Chinese and White/Black African learners record the highest achievement rates. Rates for Chinese learners have significantly improved (+10.1%) as well as Pakistani learners (+5.4%).

Gaps in achievement across the student body are closing at a steady rate with the exception of Chinese students who have significantly improved their achievement by 10% to be well over the college rate.

Together with Other Mixed (5% achievement improvement) White/Black African are one of the most improved ethnicities as their achievement is 3% over the college rate and also a 4% improvement on 22/23. This increase is mostly down to improved retention and a greater proportion of enrolments in 23/24 compared to 22/23.

More Caribbean leavers have passed in 23/24 compared to 22/23 and their achievement rate has improved by over 2% compared to last academic year, however more work needs to be done to bring them closer to the college average (82%) as they are 1.8% away from achieving it in 23/24 and were also 1.4% away from the lower (79.9%) college average in 22/23.

Pakistani leavers improved on their achievement rates by over 6% which exceeded the 23/24 college average (for the first time) by 2%.

Other Black leavers improved achievement rates mainly due to slightly increased retention but saw a marginal drop in pass rates. Although this group has improved and is within 3% of the college average they are not progressing at the same positive rate as some of the other groups, 'Other Mixed and White/Black African/African' for example.

Groups that have fewer than 100 leavers Gypsy/Irish/Irish Traveller are more than 10% below the college average achievement rate. It is important to note that there has been an increase in Gypsy/Irish traveller leavers from 8 (22/23) to 20 (23/24) but also a decrease in the retention rate by 25% and a slight increase (5%) in the pass rate compared to 22/23.

APPENDIX



Irish leavers have decreased by nearly 50% compared to 22/23. They have seen a decrease in retention rate but an increase in pass rate to over 90%.

‘Not Provided’ leavers category has increased by over 100% with the achievement rate improving by nearly 10%. Both pass and retention rates have improved. Going forward, work is focused on ensuring more leavers provide their ethnicity status.

**Disability**

14.6% of students shared that they had a disability, learning difficulty, neurodivergence or health condition in 2023/24 (13.6% in 22/23 and 12.5% in 21/22).

In 23/24 the achievement gap between students who shared a disability or learning disability/difficulty has narrowed -0.1% from last year to 1.4% (1.5% in 22/23). It is disabled students in both age groups who have achievement rates just below their non-disabled peers. See Table 3.

There are larger numbers of ‘not known’ for students in 23/24 and attention to this will be given in the next round of enrolment.

**Table 3 – Achievement rates by disability and age over 2 years**

LLDD	AGE	22/23				23/24			
		Leavers	Retention Rate	Pass Rate	Achieve Rate	Leavers	Retention Rate	Pass Rate	Achieve Rate
LLDD Yes	16-18	1,350	88.4%	89.2%	78.8%	1,572	86.9%	94.4%	82.0%
	19+	988	88.5%	88.6%	78.3%	1,015	89.9%	88.0%	79.1%
	All Ages	<b>2,338</b>	<b>88.4%</b>	<b>88.9%</b>	<b>78.6%</b>	<b>2,587</b>	<b>88.1%</b>	<b>91.8%</b>	<b>80.9%</b>
LLDD No	16-18	7,547	88.5%	89.9%	79.6%	7,635	88.6%	94.7%	83.9%
	19+	7,207	89.0%	90.5%	80.6%	6,873	91.0%	88.6%	80.6%
	All Ages	<b>14,754</b>	<b>88.8%</b>	<b>90.2%</b>	<b>80.1%</b>	<b>14,508</b>	<b>89.7%</b>	<b>91.8%</b>	<b>82.3%</b>
LLDD Unknown	16-18	13	92.3%	100.0%	92.3%	309	84.5%	95.8%	80.9%
	19+	19	84.2%	100.0%	84.2%	338	94.1%	93.1%	87.6%
	All Ages	<b>32</b>	<b>87.5%</b>	<b>100.0%</b>	<b>87.5%</b>	<b>647</b>	<b>89.5%</b>	<b>94.3%</b>	<b>84.4%</b>
<b>Overall college</b>		<b>17,124</b>	<b>88.7%</b>	<b>90.0%</b>	<b>79.9%</b>	<b>17,742</b>	<b>89.4%</b>	<b>91.9%</b>	<b>82.2%</b>

Legend: =/+ college rate -2% college rate -3% college rate

There were 268 High Needs leavers (111 learners) in 2023/24 and achievement rates were recorded as 82.8%. This is a +4.2% improvement from 22/23 and is slightly above the college achievement rate. The achievement gap has continued to narrow, which is now recorded at 0.6% (1.3% in 22/23). The gap between our 16-18 High Needs learners and our adult High Needs learners (0.6%) has narrowed from last year (4.3%), and in 23/24 it is the adult learners who perform slightly better.

There were also 410 leavers (206 learners) who had an EHCP in 23/24 (323 of whom were 16-18 years). Learners with an EHCP have slightly lower achievement rates (-0.7%) than their peers without an EHCP, although this gap has narrowed from last year (-1.4%).

High needs learners are defined as young people aged 16 to 25 with learning difficulties and/or disabilities who require additional support to help them progress and achieve. Learners will receive additional funding for support, typically from specialist staff providing education, health and care services.

EHCP learners are defined as those learners who have an Education, Health and Care Plan which is for young people up to the age of 25 who need more support than is available through special educational needs support.



**Age**

53.6% of learners in 23/24 were 16-18 years.

The achievement gap noted in 22/23 (0.8%) has increased to 2.8% in 23/24 although this year in favour of 16–18-year-old learners. The marked improvement in achievement rates for the younger age group explains the widening gap.

In a similar picture to previous years the 19+ age group records better retention rates than the younger cohort, and it is pass rates for adult learners which impact overall achievement. See Table 4.

**Table 4 – Achievement rates by age over 2 years**

AGE	22/23				23/24			
	Leavers	Retention Rate	Pass Rate	Achieve Rate	Leavers	Retention Rate	Pass Rate	Achieve Rate
16-18	8,910	88.5%	89.8%	79.5%	9,516	88.1%	94.7%	83.5%
19+	8,214	88.9%	90.3%	80.3%	8,226	90.9%	88.7%	80.7%
<b>All ages</b>	<b>17,124</b>	<b>88.7%</b>	<b>90.0%</b>	<b>79.9%</b>	<b>17,742</b>	<b>89.4%</b>	<b>91.9%</b>	<b>82.2%</b>

Legend: =/+ college rate (light blue), -2% college rate (yellow), -3% college rate (orange)

**Free Meals in Further Education**

In 23/24, 14.1% of leavers were in receipt of free meals in further education (FM) which is the same as last year. 29.4% of all 16–18-year-olds received free meals, an increase on last year (+2.6%). The 5.3% achievement gap in 22/23 with those students in receipt of free meals outperforming their peers has widened to 6.4% in 23/24. See Table 5.

**Table 5 – Achievement rates by free meals and age over 2 years**

FREE MEALS	AGE	22/23				23/24			
		Leavers	Retention Rate	Pass Rate	Achieve Rate	Leavers	Retention Rate	Pass Rate	Achieve Rate
Free School Meals	16-18	2,389	92.9%	90.9%	84.5%	2,798	91.9%	95.3%	87.6%
	19+	28	85.7%	87.5%	75.0%	21	95.2%	95.0%	90.5%
	<b>All Ages</b>	<b>2,417</b>	<b>92.8%</b>	<b>90.9%</b>	<b>84.4%</b>	<b>2,819</b>	<b>91.9%</b>	<b>95.3%</b>	<b>87.6%</b>
Not Free School Meals	16-18	6,521	86.9%	89.4%	77.7%	6,718	86.6%	94.4%	81.8%
	19+	8,186	88.9%	90.3%	80.3%	8,205	90.9%	88.7%	80.7%
	<b>All Ages</b>	<b>14,707</b>	<b>88.0%</b>	<b>89.9%</b>	<b>79.2%</b>	<b>14,923</b>	<b>89.0%</b>	<b>91.2%</b>	<b>81.2%</b>
<b>Overall college</b>		<b>17,124</b>	<b>88.7%</b>	<b>90.0%</b>	<b>79.9%</b>	<b>17,742</b>	<b>89.4%</b>	<b>91.9%</b>	<b>82.2%</b>

Legend: =/+ college rate (light blue), -2% college rate (yellow), -3% college rate (orange)

**Sexual Orientation**

3.9% of students identified as LGB+ (Lesbian, Gay, Bisexual, Asexual, Pansexual or as an 'other sexual orientation') in 23/24 (4.9% students in 21/22). 21.4% chose to 'prefer not say' or remained 'not known' which reflects a further increase since 2021 for this group. (20.1% in 22/23).



Table 6 – Achievement rates by sexual orientation over 2 years

SEXUAL ORIENTATION	22/23				23/24			
	Leavers	Achieve Rate	Pass Rate	Achieve Rate	Leavers	Retention Rate	Pass Rate	Achieve Rate
Asexual	2	100.0%	100.0%	100.0%	8	100.0%	100.0%	100.0%
Bisexual	356	83.4%	91.9%	76.7%	391	82.6%	96.6%	79.8%
Gay	123	85.4%	86.7%	74.0%	98	95.9%	96.8%	92.9%
Heterosexual/ Straight	12,891	88.9%	89.6%	79.7%	13,251	89.5%	91.7%	82.1%
Lesbian	73	79.5%	89.7%	71.2%	77	92.2%	95.8%	88.3%
Not Known	506	88.9%	92.2%	82.0%	900	87.2%	91.8%	80.1%
Other Sexual Orientation	275	85.1%	91.0%	77.5%	121	80.2%	94.8%	76.0%
Pansexual	2	100.0%	100.0%	100.0%	2	100.0%	100.0%	100.0%
Prefer Not to Say	2,896	89.2%	91.4%	81.6%	2,894	90.8%	91.7%	83.3%
<b>Overall College</b>	<b>17,124</b>	<b>88.7%</b>	<b>90.0%</b>	<b>79.9%</b>	<b>17,742</b>	<b>89.4%</b>	<b>91.9%</b>	<b>82.2%</b>

Legend: =/+ college rate (light blue), -2% college rate (yellow), -3% college rate (orange)

Achievement rates for our learners who identify as Bisexual and ‘Other Sexual Orientation’ are below the college rate this year, with the latter group performing the worst. There is a 6.1% differential between this lowest performing group and those who identify as heterosexual/straight. We have a larger number of ‘not knows’ in 23/24 and the rates for this group are also under College rate.

### Religion and Belief

In the same picture as last year Islam is the most represented religion/belief with 38.0% of students identifying as Muslim. The next largest group is Christian with 24.3% of students followed by those who have no religion or belief, making up 16.8% of student population. Where number of leavers are more than 100 there is a 4.5% difference in achievement rates between highest (‘Prefer not to say’ group) and lowest (Sikh group).

Table 7 – Achievement rates by religion and belief over 2 years

SEXUAL ORIENTATION	22/23				23/24			
	Leavers	Achieve Rate	Pass Rate	Achieve Rate	Leavers	Retention Rate	Pass Rate	Achieve Rate
Buddhism	63	93.7%	84.7%	79.4%	57	93.0%	94.3%	87.7%
Christianity	4,045	89.7%	90.1%	80.8%	4,317	90.0%	91.4%	82.3%
Hinduism	89	92.1%	89.0%	82.0%	84	92.9%	88.5%	82.1%
Islam	6,552	89.6%	88.8%	79.5%	6,741	90.2%	90.7%	81.9%
Judaism	1	100.0%	100.0%	100.0%	9	100.0%	88.9%	88.9%
No Religion	3,067	85.8%	90.4%	77.6%	2,989	85.9%	94.4%	81.0%
Not Known	482	91.3%	91.6%	83.6%	1,017	88.6%	92.1%	81.6%
Prefer Not to Say	2,630	87.6%	92.7%	81.2%	2,296	90.6%	93.5%	84.7%
Sikh	195	87.7%	90.6%	79.5%	232	90.9%	99.2%	80.2%
<b>Overall College</b>	<b>17,124</b>	<b>88.7%</b>	<b>90.0%</b>	<b>79.9%</b>	<b>17,742</b>	<b>89.4%</b>	<b>91.9%</b>	<b>82.2%</b>

Legend: =/+ college rate (light blue), -2% college rate (yellow), -3% college rate (orange)

### Looked after Children, Carers and Care Leavers

In 23/24 383 students were ‘Looked after children’ securing achievement rates +5.3% above College rates.

In 23/24 30 students identified as ‘Care Leavers’ Their pass rates exceeded College rates although retention rates affected an overall achievement rate which was 2.2% below college rate.

In 23/24, 95 students were Carers. These students had rates of retention of 100%, 90.5% pass and 90.5% achievement. This reflects a significant improvement to 22/23 when rates for this group below college rate.

### Achievement gaps

Table 6 shows achievement gaps between groups. 21/22 has seen a narrowing of gaps in achievement for the majority of groups from last year.



Table 8 – Achievement gaps between groups over 5 years

	19/20	20/21	21/22	22/23	23/24
Between ethnic groups *	11.7%	7.8%	11.8%	9.1%	11.6%
Between disabled and non-disabled	0.6%	1.5%	1.2%	1.5%	1.5%
Between Free Meals and non-Free Meals	10.0% (+)	8.8% (+)	5.7%(+)	5.3% (+)	6.4% (+)
Between ages	13.1%	8.0%	0.2%	0.8%	2.8%
Between gender	4.8%	1.1%	1.7%	2.1%	0.5%
Additional Learning Support 19+ and non-learning support	6.9% (+)	4.5%	1.7%	9.9%(+)	2.3%
Discretionary Learning Support Fund (DSLFF) and non DSLFF**	15.7% (+)	11.0% (+)	9.8% (+)	10.3% (+)	13.7% (+)
Ward uplift and non-ward uplift ***	2.5%	3.0%	1.0% (+)	1.9%(+)	1.3%
Between carers and non-carers	6.2% (+)	5.0%	2.3%	1.8%	0.9%
Looked After Children					5.3% (+)
Care Leavers/Care Experienced					2.2%

\* between highest and lowest achievement rates where groups have 100+ leavers

\*\* DSLFF includes financial and learning support

\*\*\* Ward uplift refers to postcode areas of disadvantage

(+) where differential is due to those in receipt of support outperforming peers not in receipt of support

### Apprenticeships

BMet had 279 apprentices on programme who completed in 23/24. The overall achievement rate for apprentices reflects significant improvements and at the end of the year was recorded at 70.9%. The pass rate was 98.0% which demonstrates that the majority of those apprentices retained achieve.

### Gender

35.6% of apprentices were female in 23/24 which reflects a slight decrease from previous years.

The gap in overall achievement rate between genders (6.0%) has narrowed from 22/23 (8.2%). In 23/24 it was female apprentices who performed better than their male counterparts. Our 16-18 male apprentices significantly improved achievement rates, moving +13.9% from last year, and it is our older male apprentices who have rates which fell below the college average.

See Table 9.

Table 9 – Overall achievement rates by gender for apprentices

APPRENTICESHIPS BY GENDER		22/23			23/24		
		Leavers	Pass	Achieve	Leavers	Pass	Achieve
Female	16-18	48	100.0%	58.3%	48	100.0%	70.8%
	19-23	56	100.0%	64.3%	36	96.6%	77.8%
	24+	29	88.9%	55.2%	15	100.0%	80.0%
	All Ages	133	97.6%	60.2%	99	98.7%	74.7%
Male	16-18	82	96.1%	59.8%	76	96.6%	73.7%
	19-23	75	100.0%	74.7%	69	97.8%	63.8%
	24+	55	100.0%	72.7%	34	100.0%	67.6%
	All Ages	212	98.6%	68.4%	179	97.6%	68.7%
Overall college		345	98.3%	65.2%	278	98.0%	70.9%

=/+ college rate
  -2% college rate
  -3% college rate

### Ethnicity

In a similar picture to last year, the overall participation rate for Black and Minority Ethnic (BAME) apprentices is 34.2% (33.6% in 22/23). African apprentices have the lowest achievement rate at 40.0% (8 apprentices) whilst several groups have achievement rates of 100%. Where groups have more than 5 apprentices our White/Black Caribbean and Indian apprentices



have rates above college rate (both at 85.7%). Small numbers of apprentices in many cases adversely have affected rates.

Our largest group of BAME apprentices are Pakistani learners (43 apprentices), with an achievement rate of 69.8%, falling short of college average although reflecting a +19.8% improvement from last year.

### Disability

14.7% of apprentices declared a disability and/or learning difficulty/ neurodivergence compared to 10.1% in 22/23. This reflects a further year on year increase in the number of disabled apprentices with a 13.4% increase from 16/17.

The differential in achievement rates between those with a declared disability/difficulty and those who have not declared has narrowed to a 2.6% gap (from a 11.7% gap last year), with non-disabled apprentices out-performing disabled peers. Our apprentices with an inclusion need have significantly improved achievement rates (+14.0%) from 22/23.

### Age

In 23/24 44.6% of apprentices were 16-18 years, 37.8% were 19-23 and 17.6% were aged 24+. It is our 16-18 apprentices who have secured highest achievement rates.

### Equality Monitoring

In addition to the analysis of participation, retention and achievement of different groups of students the College also undertakes equality monitoring on a range of activities, including:

- formal complaints
- engagement of BMet’s mentoring and counselling services
- student satisfaction via the Big Teaching and Learning national survey and college induction survey
- safeguarding referrals

### Student Satisfaction survey

Student satisfaction is measured through the National Big Teaching and Learning Survey, A Level survey and college induction survey. Results are analysed for differential experiences across equality strands, sites, curriculum, and courses. Where the surveys highlight differences across groups, poorer rates are interrogated and follow up action plans implemented.

The response rate (87%) for the Big Teaching and Learning Survey is very high and coverage of students very consistent. This is slightly lower than last year (90%) but still above target for all directorates, highly consistent across college and exceeds national response rates. All groups of students (e.g. ethnicity, sex, disability, etc) have a high response rate and we are confident that the findings are more representative of the voice of all students from all groups.

The following notes key findings in 23/24:

- 99% of students agreed or strongly agreed that they know how to ‘stay safe whilst online.
- 92% said “classmates behave well and show respect to others.”
- 91% of students agreed or strongly agreed they would recommend the college.
- 93% said ‘teachers use different ways to help me learn’.

Improved rates for:

- ‘I know how to report a concern’, of which 97% agreed or strongly agreed (95% in the previous year).
- I feel safe when I am at college (96% compared to 94% in 2023)

Student responses have been thoroughly analysed by a range of factors to ensure equity of experience and inclusion:

- Students’ responses are generally quite similar regardless of gender, religion, disability, learning difficulty, disadvantage (by Postcode IMD or Free School Meals status) or ‘Looked After’ status.

- There are some areas of difference:
  - The gap between male and female students' likelihood of recommending college has increased to 3% (this is because male responses are now 3% more positive while female responses have remained constant)
  - Students identifying as bisexual, gay, lesbian or 'other sexual orientation' represent around 5% of the student population. Year on year, students from these groups are slightly less (about 3%) likely to recommend the college than average.
  - Students identifying as Caribbean, Mixed and Bangladeshi are consistently (year on year) around 3% less likely to recommend college but in terms of teaching quality, students of all ethnicities rate their experience very similarly.

## APPENDIX

**Complaints**

50 formally recorded complaints from students or other stakeholders were recorded in 23/24, with 17 fully substantiated (34%). This is similar to the number of formal complaints last year (49) and in 21/22 (46). 11 complaints that were investigated were D&I related. Of these complaints, 3 were fully substantiated (one relating to race, one to gender and one relating to harassment/bullying) and 2 partially substantiated (both relating to race).

Complaints are analysed by ethnicity, gender and age of the subject of the complaints (either the complainant or the person someone is making the complaint for) as well as the nature of the complaint. Of all complaints in 23/24, where gender of the complainant was known, more were female (20) compared with male (14). Where age of the subject was known, there was an even split between the 16–18-year group (16) and those aged 19+ (17).

Where ethnicity was known 26% of complainants were White British/English/Welsh/Irish and 36% were from BAME, Black, Asian and minority ethnic groups (38% not known/not given). 20% of subjects to whom the complaint related declared a disability which is an over-representation compared to the overall college population. The most common types of complaints were

categorised as 'staff' issues and recommendations further to complaint investigations were enacted to make improvements.

There has been some reluctance from complainants to provide information based on gender identity, sexual orientation, and religion/belief. Where gender identity was known, 52% of complainants gender identity was the same as that assigned at birth, and 2% of complainants gender identity was not the same as that assigned at birth (46% preferred not to say). Where sexual orientation was known, 48% identified as 'heterosexual' and 2% as 'bisexual' (50% preferred not to say). Where religion was known, 22% identified as having 'No religion/belief', 18% as 'Christian', 10% as 'Muslim' and 2% as Hindu (48% preferred not to say).

**Students accessing pastoral support**

Colleges monitor student engagement with our pastoral support services across colleges including the profile of students who access our counselling and performance coaching services. Services, alongside our Attendance Intervention Officers, continued to be crucial in supporting students with a range of matters and positively impact on their attendance, retention and achievement on courses and on individual's health and wellbeing.

In 2024 there were 1172 counselling sessions which supported 118 students and 798 performance coaching sessions which supported 322 students. In terms of engagement in performance coaching, 66% of learners were female and 34% male which is a disproportionate representation compared to the overall learner profile (55%/45% split). 60% were BAME with 40% identified as White British. This differs from the general student profile (69% and 27% BAME and white respectively). The majority of ethnic groups were however largely aligned with overall student numbers; for example, 12% of recipients of performance coaching were Pakistani, and they make up 14% of overall student population; 7% of recipients identified as Black Caribbean and 8% of students accessing performance coaching identified as Black African, which is an increase of 5% compared to last academic year.

Predominate reasons for referrals to BMet's counselling service were noted as emotional distress characterised by trauma, low mood and depression,



anxiety, and relationship difficulties. Additional concerns include anger, bereavement, and stress, with some individuals experiencing repeated relationship challenges. Performance Coaches supported with exam stress, mindfulness, anxiety, course work, attendance, punctuality and personal matters. Students were largely represented from all curriculum areas. Please note that some students may be accessing external support for example under CAMHS.

Our Performance Coaches also supported our 139 Looked After Children through 417 Personal Education Plans (PEPS) across 26 Virtual Schools.

Our teachers, personal tutors, our tutorials and enrichment activities continued to offer a range of ways which support students' health and wellbeing, for example through workshops (Kooth, MyBNK Money Twist, sexual health, anti-racism and Loudmouth 'Calling it Out') and clubs (storytelling, art therapy). Students engaged in the Go Vox Wellbeing App and in 2024 a JOT App was developed. Over 2,000 students used the app to get key information and seek support.

## APPENDIX 2 - Staff Workforce Profile 2024

BMet currently reports on the protected characteristics of age, gender, ethnicity, sexual orientation, religion & belief and disability within its workforce and encourages employees to own their own data. All staff have access to their own Diversity and Inclusion page within the supporting Cintra Self-Service system.

The following data was captured on the snapshot date of 30th November 2024 with 678 staff included in the data set. Professional Services (non-curriculum) staff constitute 290 employees, lecturers 286 employees and managers 102 employees.

Rates where staff have shared their information were noted as (+/-% from 2023):

- 100% for gender
- 91% for ethnicity (-3%)
- 74% for sexual orientation (-1%)
- 74% for religion or belief (+4%)
- 56% for disability (+2%)

*Please note, completing the equality monitoring sections on the D&I form is not mandatory.*

### Gender

Females make up 56.9% of employees which reflects a small decrease from 2023 (58.3%). 0.2% of staff identified as non-binary in 2024. The proportion of female staff is highest amongst professional services staff and then managers. [See Table 1.](#)

**Table 1 – Percentage of staff by gender and job family over 3 years**

	Manager			Lecturer			Professional Services		
	2024	2023	2022	2024	2023	2022	2024	2023	2022
<b>Female</b>	55.8%	59.2%	58.3%	54.9%	53.6%	54.8%	60.2%	62.5%	59.8%
<b>Male</b>	44.2%	40.8%	41.7%	45.1%	46.4%	45.2%	39.8%	37.5%	40.2%

In the same position as last year, 56% of female staff work full time compared to 79% of all male staff.

### Disability

There has been a further increase (+1.5%) in the numbers and percentage of staff who have shared that they have a disability, health condition or neurodivergence with 15.6% of the workforce now letting us know. 3.2% of staff selected 'prefer not say' and the percentage of staff who have not shared their disability status is high due to non-completion of the self-service questions. [See Table 2.](#)

APPENDIX



Table 2 –Percentage of staff by disability over 5 years

	2024	2023	2022	2021	2020
Disability	15.6%	14.1%	12.3%	11.6%	9.8%
No disability	36.6%	37.1%	25.6%	25.4%	20.6%
Not disclosed, incl 'prefer not say'	47.8%	48.8%	62.1%	63.0%	69.6%

The college is a Disability Confident Employer and work continues to encourage people to share their disability with us and/or attract people with a disability to the College.

In the same picture as last year, proportionately the highest percentage of staff who have let the college know that they have a disability or health condition are in lecturer roles. The level of those not letting the college know remains the highest for this group. See Table 3.

Table 3 – Percentage of staff (with comparison to 2023) by disability and job family in 2024

	Manager	Lecturer	Professional Services
Disability	11.8% (10.7%)	18.5% (15.0%)	15.2% (14.5%)
No disability	45.1% (47.6%)	32.5% (32.6%)	37.6% (37.5%)
Not declared	43.1% (41.7%)	46.9% (52.4%)	42.8% (48.0%)
Prefer not to say	2.9%	2.1%	4.5%

**Age**

In the same picture as last year the average age of a BMet employee is 46.2 years (46.1 in 2023). This age is largely consistent for managers (47.8) and lecturers (46.5) with Professional Services staff having a slightly younger age profile (45.2).

41.4% of the College’s workforce is aged 50 and over, a 2.5% drop from 2023 (43.9%). Our largest age cohort is the 50–59-year group. 4.1% of staff (28 in total) continue to work for the College beyond the age of 65.

See Chart 1.

Chart 1 – The numbers of staff by age group

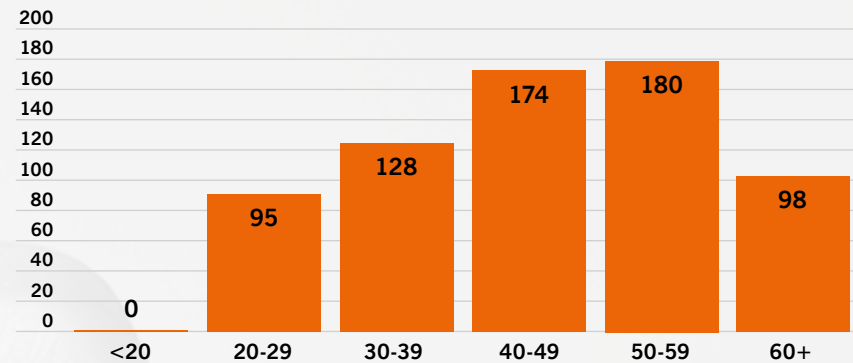


Table 4 sets out the age profile of the workforce by job family.

Table 4 – The percentage of staff by age profile and job family

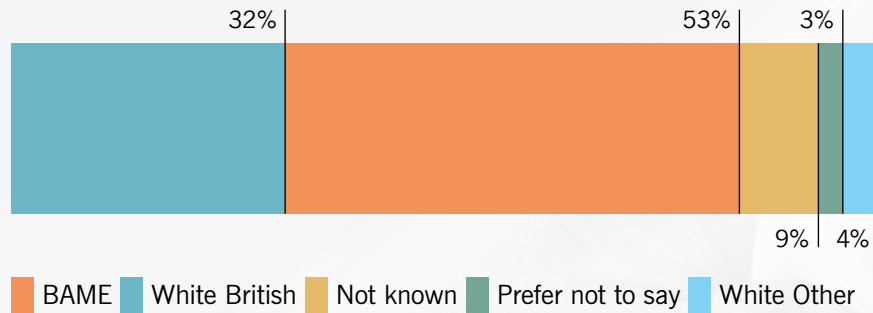
Age Group	Manager	Lecturer	Professional Services	Overall
20-29	1.0%	12.2%	20.3%	14.0%
30-39	22.5%	19.6%	16.9%	18.9%
40-49	36.3%	26.2%	21.4%	25.7%
50-59	30.4%	26.9%	24.8%	26.5%
60+	9.8%	15.0%	16.6%	14.9%
	100.0%	99.9%	100.0%	100.0%

**Ethnicity**

In 2024 52.5% of BMet’s overall workforce identify as White British and 31.6% identify as Black, Asian or from a minority ethnic (BAME) background. The percentage of BAME staff as an aggregate group has seen a further increase (+1.7% from 2023) and a 11.8% increase from 2018.

In a similar picture to last year 3.8% of employees identify as White Other/ White Irish. 9.1% of staff have not shared their ethnic status. 2.9% have selected ‘prefer not say’. See Chart 2.

Chart 2 - The percentage of staff by ethnicity

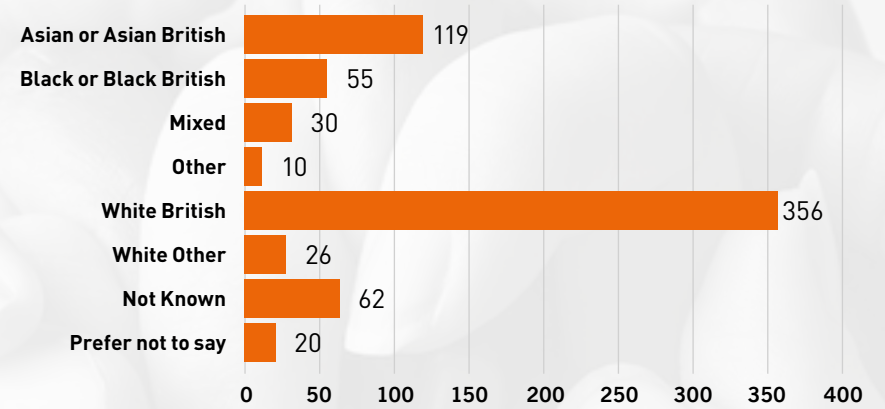


The largest group of BAME staff in 2024 identify as Asian or Asian British (17.6%) and specifically Indian (7.8%) and Pakistani (5.9%). The second largest group identify as Black or Black British (8.1%) and specifically Black Caribbean (6.5%). Percentages of overall workforce noted. See Table 5 for a breakdown of Black, Asian and Minority Ethnic group in percentages and Chart 3 for Ethnicity Grouping numbers. See Table 5.

Table 5 - A breakdown of Black, Asian and Minority Ethnic group in percentages over 3 years

ETHNIC GROUP AND ETHNICITY	2024		2023		2022	
	% of all BAME staff	% of all staff	% of all BAME staff	% of all staff	% of all BAME staff	% of all staff
<b>Asian or Asian British</b> Includes Pakistani, Bangladeshi, Indian and Other Asian	55.6%	17.6%	52.8%	15.8%	55.6%	14.7%
<b>Black or Black British</b> Includes Black Caribbean, Black African and Black Other	25.7%	8.1%	30.1%	9.0%	29.6%	7.8%
<b>Mixed</b> Includes White Asian, White/Black African, White/Black Caribbean	14.0%	4.4%	11.9%	3.6%	9.5%	2.5%
<b>Other</b> Includes Arab, Chinese, Gypsy & Irish Traveller, Any other ethnic group	4.7%	1.5%	5.2%	1.6%	5.3%	1.4%
<b>Total</b>	100	31.6%	100%	29.9%	100%	26.4%

Chart 3 - Ethnicity Grouping numbers



Like previous years the highest proportion of BAME staff is among teaching staff (37.8%) and the least ethnically diverse group of staff are managers (22.5%) as shown in Table 6. Dedicated activities to encourage the attraction and progression of ethnically diverse staff are ongoing and feature in BMet's Diversity and Inclusion objectives in the Culture Development Strategy for 2024-2028.

Table 6 - Percentage of staff by ethnicity and job family in 2024 (2023 comparison in brackets)

2024	Manager	Lecturer	Professional Services	Overall
<b>BAME</b>	22.5% (18.4%)	37.8% (37.1%)	28.6% (27.3%)	31.6% (29.9%)
<b>White British</b>	72.5% (75.7%)	46.5% (49.4%)	51.4% (59.3%)	52.5% (57.8%)
<b>Not known + prefer not to say</b>	2.9% (2.9%)	3.8% (9.0%)	15.5% (10.5%)	12.0% (11.4%)
<b>White Other</b>	2.0% (2.9%)	11.9% (4.5%)	4.5% (2.9%)	3.8% (3.5%)

APPENDIX



### Working Patterns

In a similar picture to previous years, 33.3% of staff overall work part time. 39.7% of professional services staff work part time (115 staff); 37.1% of teaching staff work part time (106 staff); whilst 4.9% of managers (5 staff) work part time.

### Length of Service

The average length of service at BMet is 9.0 years, a slight increase from 2023 (8.8 years). See Table 7 for the length of service by work family.

Table 7 – distribution by length of service across the work family

	Overall college	Manager	Lecturer	Professional Services
2024	9.0 years	10.8 years	8.4 years	8.6 years

### Sexual Orientation

In 2024 63.0% identify as heterosexual/straight; 4.4% of staff identify as Lesbian, Gay, and Bisexual or as ‘other sexual orientation’. 6.3% choose to ‘prefer not to say’. 26.2% of staff have not completed this section of the diversity and inclusion monitoring form.

Work to improve declaration rates incorporating an understanding of equality monitoring continues at BMet.

### Religion/Belief

5.8% of staff preferred not to disclose their religion or belief. 26.0% did not complete this section of the diversity and inclusion monitoring form. Of those staff who did let the organisation know about their religion or belief, in a slightly changed picture to last year, the largest group identified as Christian 32.0%, 14.0% as having no religion or belief, followed by 10.5% Muslim, 3.5% Atheist, 3.1% Sikh, 2.9% Hindu and 2.1% ‘Other’ religion or belief.

### Leavers

102 salaried employees left the organisation both voluntarily and involuntarily in the year (reporting period between August 2023 and July 2024). Of these 43.1% were male which is exactly aligned to the overall workforce profile. 10.8% had declared a disability which is a smaller percentage of the overall college rate of 15.6%.

Leavers are fairly evenly spread over the age groups See Table 8. Percentage of staff leavers (and numbers) by age compared to overall % College profile. In a similar picture to previous years it is in the youngest age groups which are disproportionately represented in the percentage of leavers; for example 20-29 years make up 14.0% of the overall workforce but 27.5% of leavers.

Table 8 – Percentage of staff leavers (and numbers) by age compared to overall College profile

Age	Leaver Numbers	Leavers %	College profile %
>20	1	1.0%	0.0%
20-29	28	27.5%	14.0%
30-39	16	15.7%	18.9%
40-49	25	24.5%	25.7%
50-59	17	16.7%	26.5%
60+	15	14.7%	14.9%
<b>Total</b>	<b>102</b>	<b>100%</b>	<b>100%</b>

42.2% of leavers identify as White British and 23.5% as BAME (+3.0% White Other, 4.9% prefer not to say and 26.5% not known).

42.2% of staff who left the organisation identified as White British, 23.5% as BAME, 3.0% White Other, 4.9% prefer not to say and 26.5% not known. See Table 9. In 2024 there is a lower percentage of both White and BAME leavers compared to overall college percentages. Conversely there is a higher percentage of leavers for whom their ethnicity is ‘not known’ when compared to the overall college profile. This can largely be explained by the improvement in disclosure by activities that fell after the leaver data return.



Table 9 – Percentage of staff leavers (and numbers) by ethnicity compared to overall College profile

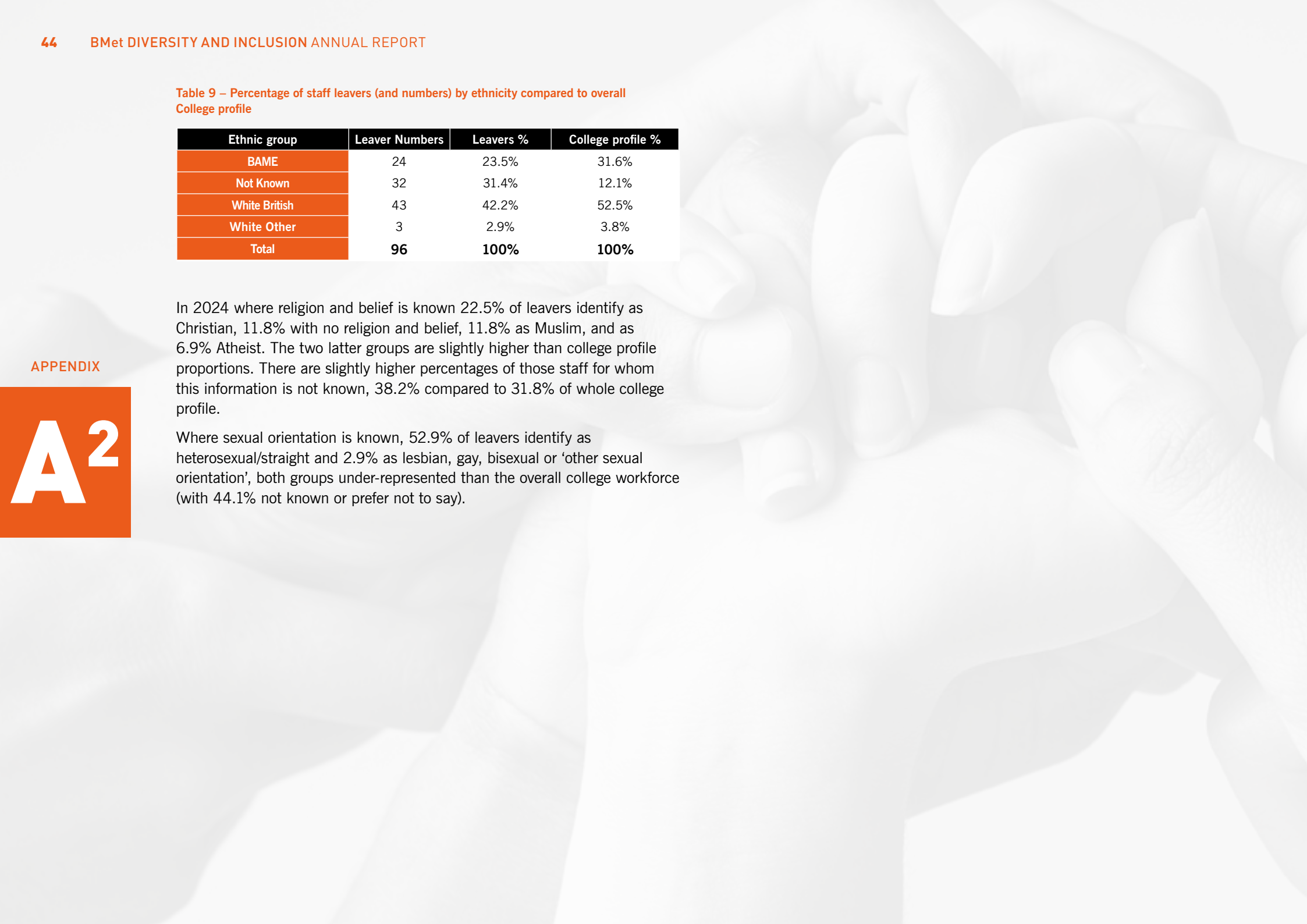
Ethnic group	Leaver Numbers	Leavers %	College profile %
BAME	24	23.5%	31.6%
Not Known	32	31.4%	12.1%
White British	43	42.2%	52.5%
White Other	3	2.9%	3.8%
<b>Total</b>	<b>96</b>	<b>100%</b>	<b>100%</b>

In 2024 where religion and belief is known 22.5% of leavers identify as Christian, 11.8% with no religion and belief, 11.8% as Muslim, and as 6.9% Atheist. The two latter groups are slightly higher than college profile proportions. There are slightly higher percentages of those staff for whom this information is not known, 38.2% compared to 31.8% of whole college profile.

Where sexual orientation is known, 52.9% of leavers identify as heterosexual/straight and 2.9% as lesbian, gay, bisexual or ‘other sexual orientation’, both groups under-represented than the overall college workforce (with 44.1% not known or prefer not to say).

APPENDIX

**A<sup>2</sup>**



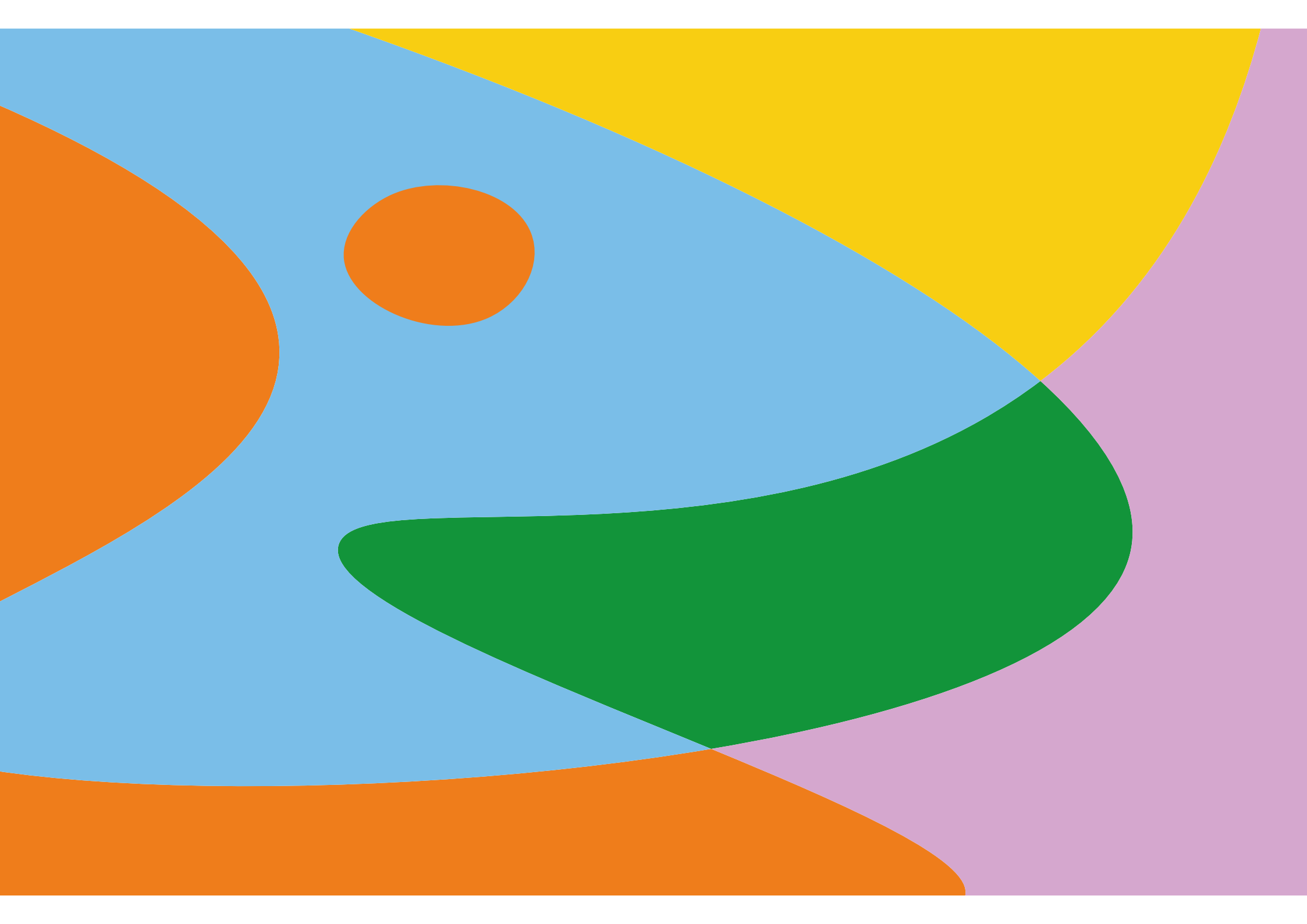
## Glossary of Terms

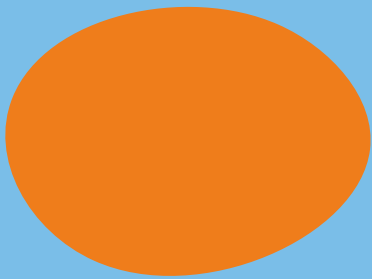
<b>ALS</b>	Additional Learning Support	<b>LAC</b>	Looked After Children; children or young people up to the age of 18 who are in care
<b>BAME</b>	Black, Asian and Minority Ethnic. Although this is a collective term we acknowledge and seek to understand the great diversity of identities and consequent experiences within the BAME community	<b>LGBTQ+</b>	Lesbian, Gay, Bisexual, Trans and Queer identities
<b>BMet</b>	Birmingham Metropolitan College	<b>LLD</b>	Learning Disability or Learning Difficulty
<b>Care to Learn</b>	Students defined as young parents between the ages of 16-20 who qualify for extra support when undertaking a course	<b>NR</b>	National Rate
<b>D&amp;I</b>	Diversity and Inclusion	<b>Timely achievement</b>	Where apprentices achieve on or before their planned end date (or no more than 90 days after)
<b>DSLFF</b>	Discretionary Learner Support Fund which includes financial and learning support	<b>TLA</b>	Teaching, Learning and Assessment
<b>FE</b>	Further Education	<b>Trans+</b>	Transgender; the + denotes other groups who may fall into or beyond this category, for example those who are intersex, asexual, queer
<b>FM</b>	Free Meals in Further Education	<b>Ward Uplift</b>	This refers to postcode areas of disadvantage
<b>HE</b>	Higher Education		
<b>High Needs Learners</b>	Young people aged 16 to 25 with learning difficulties and/or disabilities who require additional support to help them progress and achieve		
<b>Leavers (with reference to student data tables)</b>	The number of qualifications undertaken by students; 1 student may take a number of qualifications and are therefore represented more than once in the data		

GLOSSARY









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