

**BMet**

Diversity and Inclusion  
Annual Report

**D 25**



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# Welcome

We are delighted to present this year's Diversity and Inclusion (D&I) Annual Report which contains information on the work we have done 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 reports on the actions we have taken to meet our equality objectives outlined in our 2024-2028 Culture Development strategy.

In 2025 we built on our work to develop a truly diverse and inclusive culture, improve student and staff wellbeing and drive environmental sustainability which we know is also an equality issue. We strengthened 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.

As an anchor institution in the city, 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 as well as meet the skills needs of the region to strengthen our social and economic value.

We hope you enjoy seeing what we've been up to in 2025!

**BMet**  
**Belong**

**BMet**  
**Motivate**

**BMet**  
**Empower**

**BMet**  
**Thrive**

# About BMet

Apprenticeships,  
T Levels and  
vocational  
courses

A large  
Further  
Education  
College

Working with over  
1000 employers  
and community  
partners

Delivering  
the region's  
skills agenda

National reach  
in some sectors  
(BMW Oxford)

Award winning  
and highly  
commended

A 'Levels,  
Access and  
Higher Education  
courses

3 colleges  
and one satellite  
centre in Birmingham

730 employees  
plus hourly paid staff

Full time  
and part time  
courses

10,660  
students



# Our Culture Development Strategy

Our Culture Development Strategy includes our Diversity and Inclusion priorities.

In 2025 we had objectives to:

1. Improve engagement and success of our students and apprentices; increase participation, progress and achievement of those currently underrepresented or underperforming in BMet's student community.
2. Ensure our workforce more closely reflects our student population and our local community.
3. Promote inclusion for our disabled stakeholders.
4. Strengthen stakeholder engagement and enhance our social value.

This annual report details progress made in achieving the actions which support these objectives. You can view the Culture Development strategy with supporting action plans and specific timelines by clicking on the following link.

**[Culture-Development-Strategy.docx](#)**

You can also 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](#)**



# 2025 Highlights



# Work in 2025

## Objective 1

Improve engagement and success of our students and apprentices; increase participation, progress and achievement of those currently underrepresented or underperforming in BMet's student community.

### ACTION ONE

**Reducing our college's achievement gap between all ethnic groups\* to less than 5% by 2025** (\*where student numbers are greater than 100)

#### What we did

1) Developed interactive strategies aligned to starting points to personalise learning.

Time was taken at the start of each programme to help students and apprentices settle in through a well-planned and personalised induction. Early completion of one-to-one meetings, target setting, and diagnostic assessments helped staff to clearly understand each learner's starting point as well as getting to know every student as an individual. This included identifying prior knowledge and achievement,

strengths, any barriers to confidence or motivation, disabilities or learning difficulties, personal ambitions, career goals, and gaps in subject knowledge. This information was then used to plan teaching sessions and tailored support to help learners reach their full potential and progress to the next stage of their learning.

2) Developed and implemented an attendance monitoring scheme which employed a range of attendance strategies. This included the use of flexible delivery models and a wide range of teaching methods (e.g. digital and immersive learning) to increase engagement and meet different learning styles particularly for learners with complex needs and those facing personal or professional barriers. To improve attendance in English and maths we switched to more student-friendly hour-long lessons (reducing cognitive overload) and increased collaboration between colleagues across college.



Recognising outstanding achievement of BMet's Higher Education graduates

- 3) Engaged all teaching staff on a new 'High Aspirations in Teaching' programme focusing on inclusive practice which sets high expectations and aspirations for all students especially those who are 'at risk.'
- 4) Rolled out initiatives including the BRIDGE programme, inclusive recruitment, Connect Cafes and cultural diversity events which were informed by student voice and developed to improve cultural awareness.

What's the BRIDGE programme? Bridge is a programme born out of the Colleges West Midlands Race Equality group and Student Commission for Racial Justice work. From this (and from the work with the Black Leadership Group) we heard the experiences of staff and students who were not always having the experiences we want for them. We heard about the impact of unconscious bias and the harm of microaggressions. BRIDGE is then about Bridging

Differences. And bridging differences is about strengthening our understanding of ourselves and others and the commonalities we share to encourage true inclusion.

In 2025 we trained a group of BRIDGE facilitators to take the BRIDGE programme across college to colleagues. 205 staff have so far engaged in a BRIDGE 3-hour session which involves addressing unconscious bias, recognising microaggressions and developing the skills and confidence to 'call in' and 'call out'. This supports our work on developing inclusive behaviours and having safe, connected, valued and respected people.

- 5) Developed an induction presentation for our agency and hourly paid staff to include college values and being an inclusive and anti-racist college.



High Aspirations!  
BMW apprentices at Skern Lodge



Quadruple Awards Success at  
World Skills Competition

### What we achieved

- 1) An inclusive, well planned and continuously improving curriculum.
- 2) Anti-racist practice embedded in multiple departments and cross college learners and staff have increased awareness and appreciation of different cultures.
- 3) Trauma informed practice embedded across college.
- 4) Improved retention and achievement. Achievement is strong across different gender and ethnic groups, with no significant underperformance. As a result, most learners achieve in line with their peers.

Achievement rates have improved for all groups overall and the gaps have reduced to under 5%.

The overall achievement rate is 84.1%, 16-18 85%, HE completion 85%, Adults 83% and Apprentices at 72%.

A greater number of groups (11) are closer to or above the college average. Of the 38 ethnicity categories one category has more than a 5% variance compared to the overall college average (all ages) 19+ 'Other Mixed' at 79.8% (117 enrolments). This group is however within a 5% variance of 19+ achievement rates. See Appendix 1 for our Student Profile.

- 5) All staff are up to speed with college approach.

## ACTION TWO

### Working to targets for curriculum areas to increase participation where participation is low; implementing individual action plans supporting each area of work.

#### What we did

- 1) Included the metrics and targets to improve participation of under-represented groups as standard items on all Employer Board meetings in 2025. This ensured that any actions incorporate work to advance representation in different occupational areas.

We have five Employer Boards across priority sectors of Business and Professional Services, Construction, Digital and Technology, Sport, Engineering and Visitor Economy board. Our Health and Care board is due to launch in 2026/2027. Outside of this we have strong relationships with employers, representative bodies, and stakeholders to help curriculum planning and design. We work collaboratively on addressing the under-representation in different occupational areas.

- 2) Continued to use imagery and case studies to raise awareness of careers within sectors, e.g. male students in Health and Social Care careers.
- 3) Led on the Skills West Midlands + Warwickshire B2B (Business to Business) event to raise the profile of Supported Internships and awarded

companies with the Skills+ WMW "Excellence in Inclusion" kitemark.

- 4) Reviewed process and developed training to ensure teams are better equipped to support apprentices with disabilities.

#### What we achieved

Our participation rates are tracked to determine progress with targets. For 2025 see below:

- 1) 30% of apprentices are BAME (45% from a Birmingham postcode)
- 2) 15% of apprentices have a disability, difficulty or health condition. Disabled apprentices continue to achieve below their peers.
- 3) 4% of construction students are female.
- 4) 4% of engineering students are female.
- 5) 27% of digital technology students are female.
- 6) 10% of health & social care students are male.
- 7) 4% of Early Years students are male.
- 8) 13% of Travel and Tourism are male.
- 9) 33% of Uniformed Services students are female.

Whilst progress have been made in some areas, for example with under-represented groups in apprenticeships and women in digital technology, other areas continue to remain a challenge. Work is ongoing to advance equality in non-traditional occupations.

## ACTION THREE

The City of College Sanctuary Award is outstanding due to the charity's capacity to support organisations. We however continued to work on Sanctuary themes in preparation for the accreditation.

### What we did

- 1) Pledged to be a College of Sanctuary, committing to be a safe and welcoming space for asylum seekers and refugees.
- 2) Continued to develop positive relationships between staff and learners. Used a trauma informed, anti-racist approach and robust pastoral support to ensure that students settled into college and enjoyed their programmes of study. Used effective support strategies when needed, including early interventions and welfare checks, to ensure prompt support for learners at risk.
- 3) Closely followed external challenges and the social and political climate that create a difficult environment for people seeking asylum and refuge. Our tutorial programme incorporated community safety elements and supported staff with how to speak about news, ongoing conflicts and difficult topics around racism, immigration, protests and online debates.

### What we achieved


- 1) A welcoming and supportive environment for refugees and asylum seekers.
- 2) A respectful and inclusive culture. Our learners reported that classmates behave well and show respect to others (e.g., 94–100% agreement in surveys).
- 3) A curriculum which positively reflects students' identities and lived experiences, challenges unconscious biases and provides them with the skills, knowledge and behaviours to know how to stay safe and be active citizens inside and outside of the college environment.
- 4) Reduced attrition rates (those who drop out of college) to 6%.
- 5) An overall improvement in achievement rates across the provision compared to 23/24.
- 6) We have sight of 16–18-year-old asylum seekers/refugees who are in statutory care (Looked After Children) and the achievement for this group is improving to meet peers.



Early Years T Level students hosted weekly Stay and Play sessions at James Watt college engaging parents and children from the local community.

# STEP UP

ESOL STUDENTS MAGAZINE



**FEATURED TOPIC:**  
CHRISTMAS STORIES

**FEATURED**  
SUDAN

**ISSUE NO.01**


**DESTINATION:**

Voices: Where There's a Will...

**Global Gastronomy:** Kabuli Pulao

**Pen & Heart:** Poems Through the Topic of Technology

**Step Up Your Learning:** Julia's Tips to Improve your Listening Skills



This magazine was born from the courage, creativity and hard work of our ESOL students. Every page shows their skills, their potential and the determination they bring to class each day. You'll find honest voices, thoughtful writing and the kind of small everyday victories that add up to real progress.

*"My hope is that as you read, you feel inspired, a little moved and a lot more hopeful. These pieces remind us that learning a language is not just about grammar and vocabulary; it's about confidence, belonging and opening new doors. I am genuinely proud of our learners – their ideas, their care for one another, and the quality of their work."*

ESOL Lecturer

## ACTION FOUR

Building-in consistency in our students' and apprentices' personal development beyond their qualification

### What we did

- 1) Clear planning of induction ensured students had the opportunity to discuss their learning needs during a one-to-one tutorial. Several initial assessment methods were employed to establish starting points including the newly designed skills self-assessment which students completed twice during the year.
- 2) Delivered study programmes co-designed with employers which met industry needs and developed essential skills needed for work to be confident, active citizens.
- 3) Provided real-world experiences, work placements and progression opportunities for students through partnerships with universities and employers (including live briefs, visits, guest speakers and competitions; Work Ready and Work Real activities).
- 4) Delivered a comprehensive flexible tutorial programme (Tutorial Elements Programme) to provide students with a rich and diverse experience intended to raise aspirations, develop broad skills, build personal capacity, promote positive behaviours and challenge mindsets.

Our Tutorial Elements Programme is designed to switch between core and bespoke topics, to support the wide-ranging needs of our students enabling them to better serve surrounding communities. Each term has an overarching theme which is focussed on the student journey: Connection, Growth and Success and incorporates sessions on staying safe, bullying and harassment, progression and careers, diversity and inclusion, anti-racism, growth mindset, mental health and wellbeing, healthy relationships, money matters and active citizenship.

Throughout the year work commenced to adapt this programme for adults, our HE students and apprentices with a focus on developing individuals' personal and professional attitudes and behaviours within their local and work context.

- 5) Took a cross college approach to LGBTQ+ inclusion, race equality and sexual harassment through enrichment activities. Our students continued to be involved in the Student Commission for Racial Justice and the Birmingham Race Impact Group (BRIG) Mini Summit which provided rich opportunities and feedback to inform ongoing action around anti-racism.
- 6) Used our high quality and impartial careers service information advice and guidance to deliver with integrity ensuring students are on the right pathway.

### What we achieved

- 1) A diverse curriculum which provides learners with the opportunities to develop personal interests and with the skills, knowledge and behaviours to be active citizens inside and outside of the college environment.
- 2) Students developed their employability skills through a range of interactions through classroom delivery, employer interaction, enrichment opportunities and fairs (university employer, voluntary etc). 94% of students agreed or strongly agreed that the college was 'helping them think about next steps.'
- 3) Students knew how to keep themselves safe, virtually, physically and mentally healthy. Students and apprentices knew where to go if they needed support and if they felt that their mental health was in decline.
- 4) Students and apprentices developed their confidence to become much more independent and self-aware, preparing them for their next steps.
- 5) A well established and comprehensive support package provided for students who aspire to gain a place at university.

**A highly inclusive, respectful and positive culture across the college continues to be developed, where the principles of inclusivity are firmly embedded through the Ready Respectful and Safe ethos.**



“BMet exhibits outstanding sector leadership = moving beyond it’s walls to shape and enrich the wider digital education landscape.”

As a CyberFirst institution, BMet is now recognised nationally as a leader in cyber and digital skills development. This will support our ongoing efforts to attract new learners, strengthen employer partnerships, find placements, and champion innovation across the region.

In 2025 BMet developed its set of overarching values which underpin our commitment to be an inclusive, anti-racist and extra-ordinary place to learn and work.

Through the purposeful living out of these values in everything we do be-it our approach to failure and success, challenges and change, we seek to develop ourselves, our teams, and our learners towards an inclusive environment where achievement and success is attainable for all.

**B**  
**Building a culture of belonging** - inclusive, diverse and supportive community

**M**  
**Motivating staff, students and our communities** by inspiring personal growth, curiosity, accountability, and determination

**E**  
**Empowering others** through collaboration, equity, responsiveness and innovation

**T**  
**Thriving in a culture** of transparency, integrity and trust



# Work in 2025

## Objective 2

Our workforce more closely reflects our student population and our local community.

### ACTION FIVE

#### Improving the ethnic diversity of our workforce.

##### What we did

- 1) Used our Resourcing Strategy to extend reach to talent and further develop an inclusive recruitment process.
- 2) Used our Professional Development Strategy to support the professional growth of staff. 71 members of staff have engaged in a Future Leaders and Emerging Leaders Programmes since their start in 2022.
- 3) Continued to embed High Performing Teams characteristics and behaviours which align to the Black Leadership Group SALT Framework (Share, Ambitious, Lively and True).
- 4) Delivered a comprehensive Leaders and Managers programme to support managers in inclusive recruitment, people conversations and mitigating

unconscious bias. Managers continued to participate in 'Action Learning Sets' which furthered a supportive and coaching culture through shared insights and collaborative problem solving.

- 5) Bolstered support for staff wellbeing, including mental health, through a new and enhanced Employee Assistance Programme, a team of 36 Mental Health First Aiders for staff and through shared spaces (staff networks, connect cafes etc).
- 6) Introduced a 'How Might We' mechanism empowering staff to voice their suggestions and play a pivotal role in contributing to BMet's 'Be Brilliant' Culture.
- 7) Continued to drive anti-racism and race equality at college and beyond working closely with the Black Leadership Group and the Colleges West Midlands.
- 8) Published our ethnicity pay gap and agreed future actions to narrow the pay gap.

##### What we did

- 1) Further improved ethnic diversity of the workforce, with 36.4% salaried staff from a Black, Asian and Minority Ethnic (BAME) background and 27.9% leaders and managers who are BAME.
- 2) Improved staff satisfaction across all measures in our 2025 staff survey including +8% improvement that 'leaders and managers are considerate of my wellbeing', +7% improvement in 'I feel valued at work' and +3% in "I am proud to be a member of staff" (83%, 85% and 92% respectively).



Awards and accolades for our BAME staff network as well as individual colleagues.



## ACTION SIX

### Improving the diversity of our governors.

#### What we did

- 1) Conducted an external Governance Review using the guidance and framework provided by the Association of Colleges and an independent advisor. This identified skills to be targeted with further recruitment.
- 2) Produced a Governance Action Plan to ensure our practice takes account of ongoing changes within the Further Education sector including those arising as a result of public sector reclassification by the Office for National Statistics.

#### What we achieved

- 1) A committed board of governors who possess a breadth of experience and expertise. The board comprises three student governors (one from each college), two staff governors, 13 independent Governors, the Deputy Principal and the Principal/CEO.
- 2) Governors have a clear vision and strategy and are highly effective in challenging and supporting the College's continual development and drive for improvement in line with local, regional and national priorities.
- 3) Increased diversity of input into governance and consequential increase in support and engagement with the college by staff, students and stakeholders.



BMet appointed Afzal Hussain as new Chair of the Corporation

# Work in 2025 Objective 3

We will ensure we promote inclusion for our disabled stakeholders.

## ACTION SEVEN

### Achieving Disability Leaders Status

#### What we did

In January 2025 we submitted our evidence for validation of Leader status. This included the work listed below:

- 1) Implemented Access Audit actions to improve accessibility. Improvements in addition to minor works included new level access to James Watt main building and increase in accessible parking bays, a new accessible LRC at Matthew Boulton and improved level access at Sutton College main entrance.
- 2) Improvements in the recruitment process for disabled candidates with for example seen interview questions increasingly used as standard.
- 3) Enhanced support for staff who have a disability, neurodivergence or health

condition through a new version of our Reasonable Adjustment Passport and Adjustment Flow Process.

- 4) Launched a new BMet website which offers a range of accessibility features including live language translations and instant adaptations for readability.
- 5) Co-delivered Birmingham's 2nd Disability Festival.
- 6) Launched Accessible Apprenticeships and Supported Internships.
- 7) Published our Disability Pay Gap (as well as completing the government's voluntary reporting framework on disability.)
- 8) Launched campaign for an inclusive sports centre at Sutton Coldfield College.
- 9) Funded 18 places for staff to achieve Level 1 BSL to improve accessibility for D/deaf applicants/students.
- 10) Improved Neurodiversity awareness and skills for all staff and further developed TLA resources for disability inclusion.

## What we achieved

- 1) We achieved Disability Leaders status in January 2025 and are well positioned to drive Disability inclusion beyond the college.
- 2) 20% of BMet staff have now shared that they have a disability, health condition or neurodivergence. We reported a positive disability pay gap in 2025 and our report

notes that our disabled staff are found across all levels of the organisation.

- 3) 16% of our students have shared that they have a disability, health condition or neurodivergence. Our disabled students largely achieve in line with their peers, and we have sight of those groups who do not (disabled apprentices) with action plans to address.



BMet led the way to launch Birmingham's first pan disability festival in 2024 and was a key partner in delivering the second Disability Festival in July 2025



## Fostering Good Relations, Eliminating Discrimination and Advancing Equality

Our students and apprentices benefit from cross college enrichment events which offer challenging, varied and balanced opportunities to further develop their personal skills and behaviours whilst also providing social interaction with others outside their programme of study. These include:

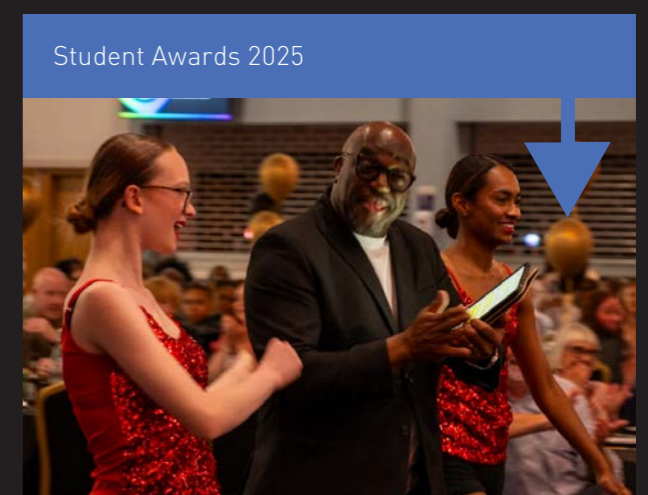
- Learners took part in equality and diversity events such as Black History Month and Pride celebrations, engaging in workshops and discussions that promoted understanding and respect for different cultures and identities.
- Learners participated in activities such as debating competitions, law room case studies, and cultural events that reinforce understanding of British values.
- Students engaged in team-building exercises and leadership programmes, particularly through peer mentoring schemes. These opportunities enabled

learners to develop key personal traits such as cooperation and integrity, as well as to support and motivate their peers.

- Foundation Learning students played an active role in the Student Council, representing their peers in regular forums and contributing to discussions on college policies and initiatives.
- Business, Retail, and Computing students participated in local charity fundraising projects, working together to support food banks and sustainability campaigns. These learners demonstrated teamwork and determination as they organised events, raised awareness of social issues, and encouraged their peers to get involved in community action.
- Fashion and Creative Arts students engaged in enrichment activities such as Parliament Week and Remembrance Day commemorations. They took



BMet attends Birmingham Pride in June



part in debates and discussions on democracy, individual liberty, and the rule of law, which helped them to develop critical thinking skills and a deeper understanding of British values.

- Health and Social Care students were actively involved in Healthy Living Week and mental health awareness workshops. They attended sessions focused on stress management, nutrition, and exercise, and accessed resources to support their own wellbeing. Participation in these campaigns enabled them to develop emotional capacity and self-care strategies, which they shared with their peers, fostering a supportive environment within the department.
- A number of students engaged in the Student Commission for Racial Justice, expressing their views on a range of

equality and diversity topics to support anti - racist strategy at the college, resulting in positive action from the college.



Halton Beeong-Nsa Tchana, on a Level 3 Media course, was shortlisted for University of Wolverhampton's poster competition on a 'be who you want to be' theme.

BMet Women footballers aiming high in 7-a-side Regional Tournament, showing great defensive discipline, teamwork, commitment and promising individual talent.



# Work in 2025

## Objective 4

We will strengthen stakeholder engagement and enhance our social value.

### ACTION EIGHT

**Recruiting and developing a team of changemakers working across EDI, Wellbeing and Engagement and Environmental Sustainability threads**

- 4) We created an 'Opportunities for Staff' recruitment page to advertise opportunities to participate in a project or working group, and/or one-off volunteering opportunities – for example hosting a Connect Café or being a Bereavement Buddy. We shared stories of the volunteering our staff do in their personal lives.

#### What we did

- 1) In the summer term we reviewed our Changemaker role profile and our staff networks explored 'how might we more effectively use our changemakers to effect change?' We re-recruited to the voluntary role with proactive staff employed.
- 2) Digital Changemakers were recruited to roll out our Digital Strategy which includes approaches to AI and the classroom of the future.
- 3) We recruited a Men's Health Champion and launched a new staff 'Friends of a Kind – Cancer Support' network to complement our Menopause, Carers and Families, BAME, LGBTQ+ and Inclusion networks.

#### What we achieved

- A growing culture of engagement and involvement for staff which supports individuals' personal and professional growth. Activities foster a sense of community and collaboration and support staff and students in a range of ways.
- Raised awareness and understanding of wellbeing, mental health, diversity and inclusion, digital inclusion and environmental sustainability through Changemaker activities.
- External events benefit the local community.



BMet Staff Olympics saw staff grouped in Belong, Motivate, Empower and Thrive houses.

Engagement and placing earned house points. Activities included 3 legged races, sack race, egg and spoon, 5K, Tug of War, Rounders, Walking Football, Boccia, Netball, Jigsawing, Karaoke, Table tennis, Darts, Paper Aeroplane, Mario Kart Tournament, 'pub' quiz and a student run Squid Games.



Rail tutor, Russell Gordon, (right) receives an Adult Learning Award from WMCA for his contribution in teaching adults.



## ACTION NINE

### Strengthening/developing further employer and community partnerships to support regional business community.

#### What we did

- 1) Showcased our refreshed Disability Inclusion Toolkit/Employer guide at the Skills West Midlands + Warwickshire SEND B2B event. The toolkit provides detailed guidance to employers on inclusive practice. Other members of the FE community adopted the same toolkit to use with their stakeholders.
- 2) Created "Excellence in Inclusion" Awards / Kitemarks through our membership and leadership of SkillsWMW. These are used to recognise employers across the region who work in partnership with FE on Supported Internships.
- 3) We became a more active member of the Armed Forces Covenant Community and Multicultural Apprenticeship Alliance attending recruitment fairs, learning and engagement events.
- 4) Launched a partnership with Women's Work Lab to support Mums in North Birmingham re-join and access careers and work through ASF funding.
- 5) Initiated a collaborative relationship with BASE (British Association of Supported Employment) to co-develop inclusion and employer support projects.

- 6) Worked with the DWP Strategic Relationship Team to enhance inclusive practices and upskill colleagues across Jobcentre Plus.
- 7) Incorporated strategic priorities for the West Midlands region for example with the Adult Skills Strategy in our curriculum 5-year business plans.

#### What we achieved

- 1) Employers in the region are increasingly inclusive in their recruitment and support of young people and adults.
- 2) Collaborative relationships which strengthen good practice around diversity and inclusion with positive action for groups who may face barriers entering work.



BMet's Vice Principal for External Development and Chair of Skills West Midlands and Warwickshire celebrates inclusive recruitment with a second round of awards.

**We will contribute to NEET reduction.**

**What we did**

- 1) Introduced Careers passports to all 16-18 students to support ownership of planning for their career pathway.
- 2) Continued to be part of the Colleges West Midlands NEET group to be renamed Youth Guarantee, defining 2 themes of NEET prevention as well as NEET reduction.
- 3) Continued to share good practice and collaborative models across colleges aimed at supporting learners with barriers to remain in education.
- 4) Drafted a proposal for future work which includes exploring opportunities to bid for Youth Guarantee funding and demonstrate measurable impact.

**What we achieved**

- 1) Worked collaboratively with the Colleges West Midlands Group to improve transition into and out of college.
- 2) Employed good practice in NEET strategy and have contributed to the region's reduction in NEETs.
- 3) Become founder members of the National Employability Week launched in



Residents and neighbours came together for friendship, food and fun at the Big Community Lunch at each of our sites in June.



Local residents and families had an enjoyable day finding out about the college offer at James Watt Open Day and Community Fair in June

# Appendix One

## In 2024-2025, BMet supported nearly 10,700 students.

We work hard to understand who our students are and we track engagement and outcomes by a range of characteristics including; 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 years 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 2024/25 56.3% of students on courses were female. This reflects a 1.7% increase from 23/24. It is slightly different to the gender split in Birmingham with 51.0% being female and 49.0% male (ONS 2021).

**Table 1.** Achievement rates by gender and age over 2 years

Gender	Age	23/24				24/25			
		Leavers	Retention Rate	Pass Rate	Achieve Rate	Leavers	Retention Rate	Pass Rate	Achieve Rate
Female	16 - 18	4,853	87.7%	95.9%	84.1%	5,046	91.5%	94.7%	86.6%
	19+	4,838	91.7%	88.0%	80.7%	6,027	91.8%	91.0%	83.6%
	All Ages	9,691	89.7%	91.9%	82.4%	11,073	91.7%	92.7%	84.9%
Male	16 - 18	4,662	88.6%	93.5%	82.8%	4,869	90.3%	92.2%	83.3%
	19+	3,392	89.9%	89.8%	80.7%	3,725	91.4%	90.3%	82.5%
	All Ages	8,054	89.2%	91.9%	81.9%	8,594	90.8%	91.4%	83.0%
Overall College		17,745	89.4%	91.9%	82.2%	19,667	91.3%	92.1%	84.1%

■ =/+ college rate  
 ■ -% college rate  
 ■ -3% or more college rate

The overall college achievement rate in 2024/25 was 84.1%. The achievement gap between male and females has widened from 0.5% in 23/24 to 1.9% in 24/25 with female students recording higher achievement rates. 16–18-year-old females have the highest rates (86.6%) which is 2.5% above the college rate. Our male students have +1.1% improved rates from 23/24 with 19+ males improving 1.8% from last year.

### Ethnicity

In 23/24, 70.2% of all enrolments are students from a Black, Asian and Minority Ethnic (BAME) background, 3.9% White Other and White Irish and 20.8% White British. 5.1% have not provided their ethnic status. Of the BAME students, Black African learners are the single largest group (17.8% of overall student enrolments) followed by Pakistani students at 14.4% and Other Asian students at 5.2% of the overall numbers.

**Table 2.** Ethnicity profile of students with achievement rates over 2 years

Gender	23/24				24/25			
	Leavers	Retention Rate	Pass Rate	Achieve Rate	Leavers	Retention Rate	Pass Rate	Achieve Rate
African	3,011	91.8%	90.2%	82.8%	3,504	93.1%	89.0%	82.8%
Arab	890	89.1%	88.9%	79.2%	977	94.0%	90.1%	84.6%
Bangladeshi	707	90.1%	92.0%	82.9%	759	93.3%	91.2%	85.1%
Caribbean	812	88.4%	91.5%	80.9%	729	92.7%	91.3%	84.6%
Chinese	142	97.9%	92.8%	90.8%	187	95.7%	92.2%	88.2%
Gypsy/Irish Traveller	20	75.0%	80.0%	60.0%	13	92.3%	100.0%	92.3%
Indian	424	92.2%	88.2%	81.4%	507	93.3%	93.9%	87.6%
Irish	37	75.7%	92.9%	70.3%	25	80.0%	100.0%	80.0%
Not Provided	710	91.1%	93.5%	85.2%	1,009	89.7%	90.8%	81.5%
Other	702	89.0%	91.8%	81.8%	760	90.7%	89.1%	80.8%
Other Asian	859	92.0%	90.4%	83.1%	1,030	93.6%	92.0%	86.1%
Other Black	791	89.4%	90.4%	80.8%	883	93.8%	93.0%	87.2%
Other Mixed	323	85.4%	93.8%	80.2%	367	88.0%	91.3%	80.4%
Other White	716	92.0%	92.4%	85.1%	749	89.3%	94.2%	84.1%
Pakistani	2,404	89.9%	92.4%	83.1%	2,834	92.3%	92.4%	85.3%
White British	4,036	86.6%	93.9%	81.3%	4,090	87.6%	95.4%	83.6%
White/Asian	433	88.9%	91.2%	81.1%	464	90.7%	92.9%	84.3%
White/Black African	200	92.5%	92.4%	85.5%	214	96.3%	93.2%	89.7%
White/Black Caribbean	528	86.4%	94.1%	81.3%	566	88.3%	93.0%	82.2%
Overall College	17,745	89.4%	91.9%	82.2%	19,667	91.3%	92.1%	84.1%

■ =/+ college rate  
 ■ -% college rate  
 ■ -3% or more college rate

The differential between highest and lowest achievers\* has reduced from 11.6% in 23/24 to 9.3% in 24/25 (\*where there are 100 students or more). Our White/Black African

students, the highest achieving group, improved rates by +4.2 percentage points. The lowest achieving group last year (Arab) improved rates by + 5.4% to sit above overall college achievement rate in 24/25.

The lowest achieving groups in 24/25, Other Mixed and Other, are -3.7% and -3.3% respectively below college rate. A greater number of groups however are closer to or above the college average.

The rates of 3 groups declined from 23/24 including Other (-1.0%), Not Provided (-3.7%) and Chinese (-2.6%). Rates for the latter group however are still well above college rate. Rates for Indian learners have significantly improved (+6.2%) as well as Black Other learners (+6.4%).

Work continues to close gaps with a focus on those where achievement has been low for more than one year.

### Disability

16.1% of students shared that they had a disability, learning difficulty, neurodivergence or health condition in 2024/25 (14.6% in 23/24 and 13.6% in 22/23).

In 24/25 the achievement gap between students who shared a disability or learning disability/difficulty has narrowed -0.2% from last year to 1.2%. It is disabled students in both age groups who have achievement rates below their non-disabled peers. Rates however have improved from 23/24; +1.5% for 16-18-year-old students with a disability and +2.8% for 19+ students with a disability. See Table 3.

There are larger numbers of 'not known' for students in 24/25. Ongoing attention will be given in the next round of enrolment.

There were 344 High Needs leavers (147 learners) in 2024/25 and achievement rates were recorded as 84.3%. This is a further improvement on previous years (+1.5% in 23/24) and is slightly above the college achievement rate. The achievement gap has continued to narrow, which is now recorded at 0.2% (0.6% in 23/24). The gap between our 16-18 High Needs learners and our adult High Needs learners (5.1%) has widened from last year (0.6%), and it is the adult learners who continue to perform better.

There were also 479 leavers (228 learners) who had an EHCP in 24/25 (376 of whom were 16-18 years). In the same picture to last year, learners with an EHCP have slightly lower achievement rates (-0.8%) than their peers without an EHCP.

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

LLDD	Age	23/24				24/25			
		Leavers	Retention Rate	Pass Rate	Achieve Rate	Leavers	Retention Rate	Pass Rate	Achieve Rate
LLD Yes	16 - 18	1,571	87.0%	94.4%	82.0%	1,836	89.9%	92.9%	83.5%
	19+	1,015	89.9%	88.0%	79.1%	1,334	90.0%	91.0%	81.9%
	All Ages	2,586	88.1%	91.8%	80.9%	3,170	90.0%	92.1%	82.8%
LLD No	16 - 18	7,635	88.6%	94.7%	83.9%	7,412	90.8%	93.4%	84.9%
	19+	6,876	90.9%	88.6%	80.6%	8,035	91.9%	90.5%	83.1%
	All Ages	14,511	89.7%	91.8%	82.3%	15,447	91.4%	91.9%	84.0%
LLD Unknown	16 - 18	309	84.5%	95.8%	80.9%	667	94.9%	95.4%	90.6%
	19+	339	93.8%	93.1%	87.3%	383	91.9%	95.5%	87.7%
	All Ages	648	89.4%	94.3%	84.3%	1,050	93.8%	95.4%	89.5%
Overall College		17,745	89.4%	91.9%	82.2%	19,667	91.3%	92.1%	84.1%

■ =/+ college rate   
 ■ -% college rate   
 ■ -3% or more college rate

**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

50.4% of learners in 24/25 were 16-18 years.

The achievement gap noted in 23/24 (2.8%) has narrowed to 1.8% in 24/25 and, like last year, this is in favour of 16-18 year old learners. Both groups have improved achievement rates with the older group making the best improvements.

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.

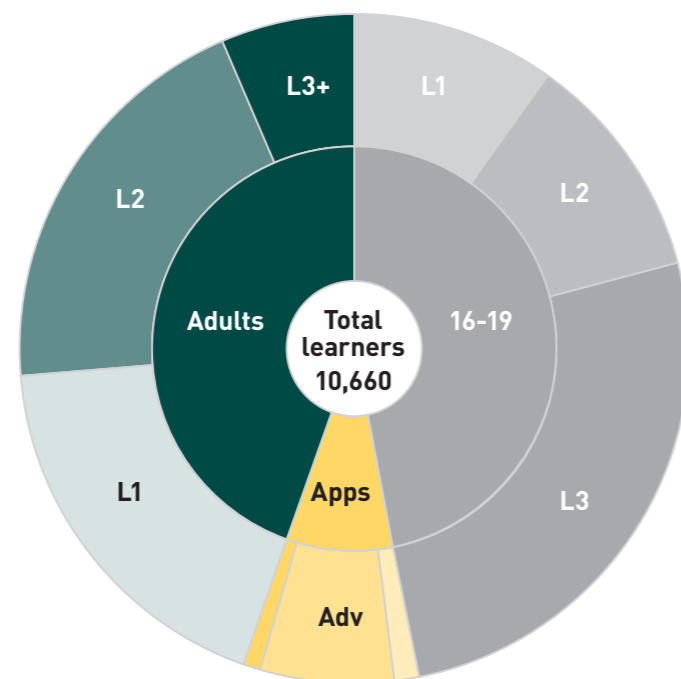
**Table 4.** Achievement rates by age over 2 years

Age	23/24				24/25			
	Leavers	Retention Rate	Pass Rate	Achieve Rate	Leavers	Retention Rate	Pass Rate	Achieve Rate
16 - 18	9,515	88.2%	94.7%	83.5%	9,915	90.9%	93.5%	85.0%
19+	8,230	90.9%	88.7%	80.7%	9,752	91.6%	90.7%	83.2%
All Ages	17,745	89.4%	91.9%	82.2%	19,667	91.3%	92.1%	84.1%

■ =/+ college rate  
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Over half of 16–19-year-olds at BMet are on level 3 courses at college. In recent years the college has seen significant growth in level 2 programmes which is especially important due to the increasing number of students who come to BMet who do not have either English or maths at level 4 or above. Approximately four in ten of our full-time 16-18 year-olds have GCSE English below a grade 4 when starting at the college and five in ten have GCSE Maths below a grade 4. This reflects an increasing trend of learners leaving school without a GCSE grade 4 above in either English or maths. For a profile of learners by Level of courses see Chart 1

**Chart 1.** Profile of Learners by Level and age.



**Free Meals in Further Education**

In 24/25, 16.5% of leavers were in receipt of free meals in further education (FM) which is an increase from last year (14.1%). 31.0% of all 16–18-year-olds received free meals, a slight increase on last year (+0.6%). The 2.8% achievement gap in 24/25 with those students in receipt of free meals outperforming their peers has narrowed from 6.4% in 23/24. See Table 5

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

Free Meals	Age	23/24				24/25			
		Leavers	Retention Rate	Pass Rate	Achieve Rate	Leavers	Retention Rate	Pass Rate	Achieve Rate
Free School Meals	16 - 18	2,797	91.9%	95.3%	87.6%	3,078	92.4%	93.6%	86.5%
	19+	21	95.2%	95.0%	90.5%	167	95.2%	88.7%	84.4%
	All Ages	2,818	91.9%	95.3%	87.6%	3,245	92.5%	93.4%	86.4%
Not Free School Meals	16 - 18	6,718	86.6%	94.4%	81.8%	6,837	90.3%	93.4%	84.3%
	19+	8,209	90.9%	88.7%	80.7%	9,585	91.6%	90.8%	83.1%
	All Ages	14,927	89.0%	91.2%	81.2%	16,422	91.0%	91.9%	83.6%
Overall College		17,745	89.4%	91.9%	82.2%	19,667	91.3%	92.1%	84.1%

■ =/+ college rate  
 ■ -% college rate  
 ■ -3% or more college rate

60-70% of our full-time enrolments are from students living in postcode areas that are in the top 30% most deprived (based on Indices of Multiple Deprivation), and of these, half live in the most deprived 10% of postcodes nationally. This is similar for both 16-18 and 19+ and a similar profile to the previous year and is significantly higher than the average nationally and for Birmingham.

**Sexual Orientation**

In 24/25, 3.5% of students identified as LGB+ (Lesbian, Gay, Bisexual or as another sexual orientation) compared to 3.9% students in 23/24. 22.1% chose to 'prefer not say' or remained 'not known' which, despite work to improve declarations, reflects a further increase for this group. (21.4% in 23/24).

## Sexual Orientation

In 24/25, 3.5% of students identified as LGB+ (Lesbian, Gay, Bisexual or as another sexual orientation) compared to 3.9% students in 23/24. 22.1% chose to 'prefer not say' or remained 'not known' which, despite work to improve declarations, reflects a further increase for this group. (21.4% in 23/24).

**Table 6.** Achievement rates by sexual orientation over 2 years

Sexual Orientation	23/24				24/25			
	Leavers	Retention Rate	Pass Rate	Achieve Rate	Leavers	Retention Rate	Pass Rate	Achieve Rate
Asexual	10	80.0%	100.0%	80.0%	67	94.0%	92.1%	86.6%
Bisexual	381	82.4%	96.5%	79.5%	319	88.4%	92.2%	81.5%
Gay	102	95.1%	96.9%	92.2%	94	80.9%	97.4%	78.7%
Heterosexual/Straight	13,393	89.6%	91.7%	82.1%	14,632	91.7%	91.2%	83.6%
Lesbian	82	92.7%	96.1%	89.0%	101	79.2%	92.5%	73.3%
Not Known	834	86.9%	91.6%	79.6%	641	83.9%	94.4%	79.3%
Other Sexual Orientation	119	79.8%	94.7%	75.6%	70	91.4%	89.1%	81.4%
Pansexual	2	100.0%	100.0%	100.0%	21	76.2%	93.8%	71.4%
Prefer Not to Say	2,821	90.7%	91.9%	83.3%	3,713	91.9%	95.3%	87.5%
Questioning	1	100.0%	100.0%	100.0%	9	88.9%	100.0%	88.9%
Overall College	17,745	89.4%	91.9%	82.2%	19,667	91.3%	92.1%	84.1%

■ =/+ college rate  
 ■ -% college rate  
 ■ -3% or more college rate

Achievement rates for our learners who identify as Lesbian, Gay, Bisexual, 'Other Sexual Orientation' and Pansexual are below the college rate this year, with the latter group performing the worst although number of learners are small. There is a 12.2% differential between this lowest performing group and those who identify as heterosexual/straight. We have a significant number of 'not knows' in 24/25 and the rates for this group are also under college rate. The large number of 'prefer not to say' group however record rates 3.4% above college rate.

## Religion and Belief

In the same picture as last year Islam is the most represented religion/belief with 38.5% of students identifying as Muslim. The next largest group is Christian with 23.2% of students followed by those who have no religion or belief, making up 15.9% of student population. Where number of leavers are more than 100 there is a 8.8% difference in achievement rates between highest ('Prefer not to say' group) and lowest (Not Known group). Sikh learners have improved rates (+8.0%) from 23/24. The small number of Buddhist students have rates that fall -6.3% below college rate.

**Table 7.** Achievement rates by religion and belief over 2 years

Religion/Belief	23/24				24/25			
	Leavers	Retention Rate	Pass Rate	Achieve Rate	Leavers	Retention Rate	Pass Rate	Achieve Rate
Buddhism	52	96.2%	94.0%	90.4%	45	91.1%	85.4%	77.8%
Christianity	4,359	89.9%	91.4%	82.2%	4,555	92.7%	91.0%	84.4%
Hinduism	87	93.1%	88.9%	82.8%	113	96.5%	89.9%	86.7%
Islam	6,784	90.3%	90.8%	81.9%	7,562	91.9%	90.1%	82.8%
Judaism	9	100.0%	88.9%	88.9%	-	-	-	-
No Religion	3,016	86.0%	94.4%	81.2%	3,127	88.5%	93.6%	82.8%
Not Known	943	88.7%	91.9%	81.4%	724	83.7%	95.2%	79.7%
Prefer Not to Say	2,263	90.5%	93.4%	84.5%	3,330	91.7%	96.5%	88.5%
Sikh	232	90.9%	88.2%	80.2%	211	95.7%	92.1%	88.2%
Overall College	17,745	89.4%	91.9%	82.2%	19,667	91.3%	92.1%	84.1%

■ =/+ college rate  
 ■ -% college rate  
 ■ -3% or more college rate

## Looked after Children, Carers and Care Leavers

In 24/25, 529 students were 'Looked after Children.' In a different picture to last year when they secured achievement rates of +5.3% above College rate, in 24/25 they have rates that fall 3.6% below college average (80.5%).

In 24/25, 168 students identified as 'Care Leavers.' Achievement rates for this group have greatly improved, +9.3% from 23/24, and they record rates 5.2% above college average.

In 24/25, 85 students were Carers. These students had rates of retention of 81.2%, 76.8% pass and 62.4% achievement.

## Achievement gaps

Table 8 shows achievement gaps between groups. 24/25 has seen a narrowing of gaps in achievement from last year for age, ethnic group, free meals, disabled and looked after children.

The achievement gap between carers and non-carers significantly widened in 2025. Numbers of carers are fairly small (90 in 24/25 and 103 in 23/24) and less carers achieved in 2025; 54 compared to 77 in 2023/24.

**Table 8.** Achievement gaps between groups over 5 years

% gap for each year	20/21	21/22	22/23	23/24	24/25
Between ethnic groups *	7.8%	11.8%	9.1%	11.6%	9.3%
Between disabled and non-disabled	1.5%	1.2%	1.5%	1.5%	1.2%
Between Free Meals and non-Free Meals	8.8% (+)	5.7% (+)	5.3% (+)	6.4% (+)	2.8% (+)
Between ages	8.0%	0.2%	0.8%	2.8%	1.8%
Between gender	1.1%	1.7%	2.1%	0.5%	1.9%
Additional Learning Support 19+ and non-learning support	4.5%	1.7%	9.9% (+)	2.3%	2.9%
Discretionary Learning Support Fund (DSLFF) and non DSLFF**	11.0% (+)	9.8% (+)	10.3% (+)	13.7% (+)	9.1% (+)
Ward uplift and non-ward uplift ***	3.0%	1.0% (+)	1.9% (+)	1.3%	1.9%
Between carers and non-carers	5.0%	2.3%	1.8%	0.9%	21.7%
Looked After Children				5.3% (+)	3.6%
Care Leavers/Care Experienced				2.2%	5.2% (+)

\* 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 274 apprentices on programme who completed in 24/25. The overall achievement rate for apprentices reflects a slight improvement and at the end of the year was recorded at 72.6%. The pass rate was 99.0% which demonstrates that the majority of those apprentices retained achieve.

## Gender

In 24/25 and, in the same picture as last year, 35.0% of apprentices were female.

The gap in overall achievement rate between genders (3.7%) has narrowed from 23/24 (6.0%). In 24/25 it was female apprentices who performed better than their male counterparts. Our 19-23 male apprentices significantly improved achievement rates, moving +11.4% 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		Overall					
		23/24			24/25		
		Leavers	Pass Rate	Achieve Rate	Leavers	Pass Rate	Achieve Rate
Female	16 - 18	47	100.0%	72.3%	39	100.0%	71.8%
	19 - 23	37	96.7%	78.4%	31	96.0%	77.4%
	24+	15	100.0%	80.0%	26	100.0%	76.9%
	All Ages	99	98.7%	75.8%	96	98.6%	75.0%
Male	16 - 18	76	96.7%	76.3%	78	98.2%	71.8%
	19 - 23	68	97.7%	63.2%	59	100.0%	74.6%
	24+	35	100.0%	71.4%	41	100.0%	65.9%
	All Ages	179	97.7%	70.4%	178	99.2%	71.3%
Overall College		278	98.0%	72.3%	274	99.0%	72.6%

■ =/+ college rate ■ -% college rate ■ -3% or more college rate

## Ethnicity

The overall participation rate for Black and Minority Ethnic (BAME) apprentices is 32.1% (34.2% in 23/24) with 3.3% White Other and 63.9% White British (0.7% Not Known).

White/Asian apprentices have the lowest achievement rate at 40.0% (5 apprentices) followed by Bangladeshi apprentices (8 people with 50.0% rate). Several groups have achievement rates of 100% with 10 of the 16 represented groups improving on, or retaining, achievement rates from last year.

Where groups have more than 5 apprentices our White/Black Caribbean, Other Asian and Indian apprentices have rates above college rate. Small numbers of apprentices in many cases adversely have affected rates.

Our largest group of BAME apprentices are Pakistani learners (37 apprentices), with an achievement rate of 70.3%, falling short of college average although reflecting a continued improvement from last year.

## Disability

In a similar picture to last year, 15.3% of apprentices declared a disability and/or learning difficulty/neurodivergence.

The differential in achievement rates between those with a declared disability/difficulty and those who have not declared has significantly widened to a 10.3% gap (from a 0.7% gap last year), with non-disabled apprentices out-performing disabled peers. Our 16–18-year-old and 24+ apprentices with an inclusion need have rates that fall significantly below college rate. The 19-23 group have improved achievement rates (+16.7%) from 23/24.

## Age

In 24/25 42.7% of apprentices were 16-18 years, 32.8% were 19-23 and 24.5% were aged 24+. In a change to last year, it is our 19–23-year 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 Surveys

Student satisfaction is measured through the National Big Teaching and Learning Survey, A Level survey and college induction survey. The College also engages in the Student Commission for Racial Justice Student Survey with Leaders Unlocked. 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.

## Big Teaching and Learning Survey

88% of learners completed the survey. All groups of students (e.g. ethnicity, sex, disability, etc) have a high response rate and we are confident that the findings are representative of the voice of all students from all groups.

The following notes key findings in 24/25:

- 92% agreed or strongly agreed that “classmates behave well and show respect to others.”
- 92% agreed or strongly agreed that ‘teachers use different ways to help me learn’.
- 96% agreed or strongly agreed that ‘I know how to report a concern’,
- 96% agreed or strongly agreed “I feel safe when I am at college.”
- 90% of students agreed or strongly agreed they would recommend the college.

Student responses were thoroughly analysed by a range of factors to ensure equity of experience and inclusion. Areas of difference are noted and are an impetus for further exploration and action. For example, in 2025: there is a 3% difference with female students less likely to agree that classmates behave well and show respect to others compared to male students; students identifying as Caribbean, Mixed and Bangladeshi are consistently (year on year) around 3% less likely to recommend college; students with medical conditions, other learning difficulty, other disability and dyslexia, mental health difficulty and hearing impairment have lower satisfaction ratings than their peers; students with EHCPs achieve higher rates of satisfaction than those without.

## Induction Survey

There was exceptional participation with the Induction Survey conducted in the autumn term in 2025 (92%). Students’ feedback at this time was consistent and very highly positive.

The key metric of 'Would you recommend this college?' was reported at 96%, having risen by 1% annually over the last 2 yrs. (97%). Almost all students (96%) feel safe and enjoy studying at BMet. Multiple metrics on these themes consistently receive 97%-100% agreement over time and across directorates.

Generally, students give similar ratings to others except in a few areas: students with disabilities are less likely to feel it had helped them to settle-in, less likely to say they felt settled-in and slightly less likely to say they felt safe in college; those who required an Emergency Evacuation plan due to mobility or other issues were significantly less satisfied than others.

There are no consistent, significant differences between male and female students' satisfaction, but female students' ratings are consistently, year on year, less strongly positive than males. The difference is small but consistent across time, directorates and questions. In 25/26, as in previous years, there are no significant differences between the responses of students of different sexual orientations.

Pakistani, African and Bangladeshi students tend to rate their experiences slightly lower than all students. This is seen consistently, year on year and true for most questions and at all colleges. There is a secondary factor underlying this in that our Pakistani students in particular, disproportionately live in the most disadvantaged postcodes so this theme should be seen as one of multiple factors rather than simply ethnicity driven.

## Complaints

94 formally recorded complaints from students or other stakeholders were recorded in 24/25, with 30 fully substantiated (32%). This is higher than the number of formal complaints last year (50) and in 22/23 (49). The increase of complaints in the academic year compared to previous years is explained by a further development in the process for capturing complaints. All complaints are tracked and responded to in a timely manner, including those which would have been formal complaints initially.

Of the complaints, there were 10 that related to a Diversity and Inclusion matter. (8 partially or fully substantiated). 2 complaints included racially insensitive comments and unfair disciplinary action resulting from a lack of cultural awareness. 2 complaints related to religion, such as inappropriate remarks about religious dress and a lack of respect for prayer needs.

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 24/25, where gender of the complainant was known, more were female (20) compared with male (14). Where age range was recorded, 28% of complainants were aged 16–18, 35% were aged 19 and over, and 32% were not

known or not given. Among complaints from those aged 16–18, 35% related to staff issues and 11% related to lack of support. For complainants aged 19 and over, 37% of complaints were about staff issues and 9% concerned lack of support.

Where ethnicity was known, 36% of complainants were White British/Irish, 51% were from Black, Asian and Minority Ethnic (BAME) backgrounds, and 13% were not known or not given. Of the complaints received from BAME groups, 22% related to staff issues and 10% related to lack of support. Among complaints from White British/Irish groups, 39% were about staff issues and 9% concerned lack of support.

Reluctance from complainants to provide information based on gender identity, sexual orientation, and religion/belief is ongoing. Where gender identity was known, 15% of complainants' gender identity was the same as that assigned at birth, and 86% preferred not to say. Where sexual orientation was known, 13% identified as 'heterosexual' and 82% preferred not to say. Where religion was known, 5% identified as 'Christian', 3% as 'Muslim', 1% as 'No Religion or Belief' and 90% preferred not to say.

## Students accessing pastoral support

We track and monitor student engagement with our pastoral support services across colleges including the profile of students who access our counselling and performance coaching services. These services, including support for Looked After Children who require statutory termly Personal Education Plan (PEP) meetings, play a vital role in meeting a wide range of student needs. They positively impact students' attendance, retention, course achievement, and overall health and wellbeing. A range of data is used to identify students who may benefit from support, alongside referrals from curriculum and support staff and from students themselves. Ongoing support is also provided in response to safeguarding concerns, fitness to study processes, and positive behaviour interventions.

In 2024/25 there were 571 counselling sessions which supported 101 students and 730 performance coaching sessions which supported 203 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 (77%/33% split). 55% were BAME with 45% identified as White British. Predominate reasons for referrals to BMet's counselling service were noted as anxiety, bereavement, anger, family relationships and peer relationships. Performance Coaches support 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 219 Looked After Children through their Personal Education Plans (PEPs) across 36 Virtual Schools, representing a 54% increase in student numbers compared to the previous academic year.

Our teachers, personal tutors, tutorials, and enrichment activities continued to provide a wide range of support to promote students' health and wellbeing. This included targeted workshops such as Umbrella (sexual health), Money Mules (West Midlands Police), Around Midnight (knife awareness), Young Responders: Street First Aid, Digital and Fraud Awareness (Barclays), Alcohol, Vaping and Drug Awareness (Aquarius), Kooth, Challenging Myths and Conversations on Domestic Violence (WAITS), Safer Travel, and Precious Lives (knife crime).

Students continued to be invited to participate in the termly GoVox Wellbeing Survey. Engagement with Togetherall, the 24/7 online mental health support platform, also increased. Of students using Togetherall, 80% reported that they were not engaged with on-campus support, while 61% confirmed they were not accessing any formal mental health support. Among Togetherall users, 5% self-identified as trans or non-binary, 33% as male, and 62% as female.

# Appendix Two

## Staff Workforce Profile 2025

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 27th November 2025 with 730 staff included in the data set. Professional Services (non-curriculum) staff constitute 317 employees, lecturers 307 employees and managers 106 employees.

Rates where staff have shared their information were noted as (+/-% from 2024):

- 100% for gender
- 97% for ethnicity (+6%)
- 84% for sexual orientation (+10%)
- 83% for religion or belief (+9%)
- 70% for disability, health and neurodivergence (+14%)

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

### Gender

Females make up 57.0% of employees which, despite the increase in staff numbers (+52), is aligned with 2024 (56.9%). Less than 1% of our staff identified as non-binary in 2025. The proportion of female staff is highest amongst professional services staff and managers. See Table 1.

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

	All	Manager			Lecturer			Professional Services		
	2025	2025	2024	2023	2025	2024	2023	2025	2024	2023
Female	57.0%	57.5%	55.8%	59.2%	55.7%	54.9%	53.6%	58.0%	60.2%	62.5%
Male	43.0%	42.5%	44.2%	40.8%	44.3%	45.1%	46.4%	42.0%	39.8%	37.5%

In a similar position to previous years, 55% of female staff work full time compared to 79% of all male staff.

### Disability, Health and Neurodivergence

There has been a further increase (+4.3%) in the numbers and percentage of staff who have shared that they have a disability, health condition or neurodivergence with 19.9% of the workforce now letting us know. 4.7% of staff selected 'prefer not say.' 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

**Table 2.** Percentage of staff by disability over 5 years

	2025	2024	2023	2022	2021
Disability	19.9%	15.6%	14.1%	12.3%	11.6%
No disability	45.8%	36.6%	37.1%	25.6%	25.4%
Not declared includes 'prefer not say'	34.3%	47.8%	48.8%	62.1%	63.0%

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

Of the 145 people who shared their disability 60.7% are female. 55.2% are White British with 36.6% from a Black, Asian or minority ethnic group.

In the same picture to last year proportionately the highest percentage of staff who have let the college know that they have a disability, health condition or neurodivergence 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 by disability and job family in 2025 (with comparison to 2024 in brackets)

	Manager	Lecturer	Prof Services
Disability	14.2% (11.8%)	23.5% (18.5%)	18.3% (15.2%)
No disability	57.5% (45.1%)	37.8% (32.5%)	49.5% (37.6%)
Not declared	24.5% (43.1%)	34.5% (46.9%)	26.8% (42.8%)
Prefer not to say	3.8% (2.9%)	4.2% (2.1%)	5.4% (4.5%)

## Age

In the slight change to last year the (mean) average age of a BMet employee is 45.7 (46.2 in 2024). Age profile is slightly higher for managers (48.1) and lecturers (46.5) with Professional Services staff having a slightly younger age profile (44.1).

40.9% of the College's workforce is aged 50 and over, a 3.0% drop from 2023 (43.9%). Our largest age cohort remains the 50–59-year group. 5.8% of staff (42 in total) continue to work for the College beyond the age of 65. See Chart 1.

**Chart 1.** Percentage of staff by age group

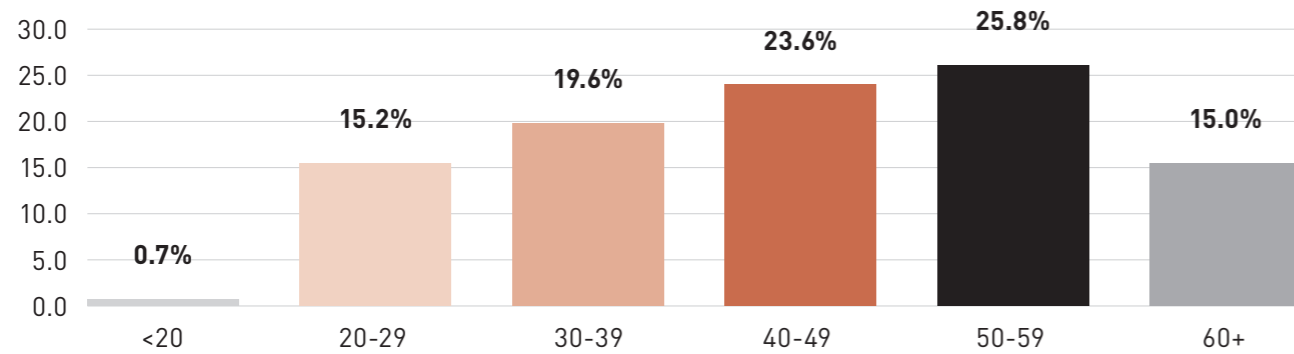


Table 4 sets out the age profile of the workforce by job family.

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

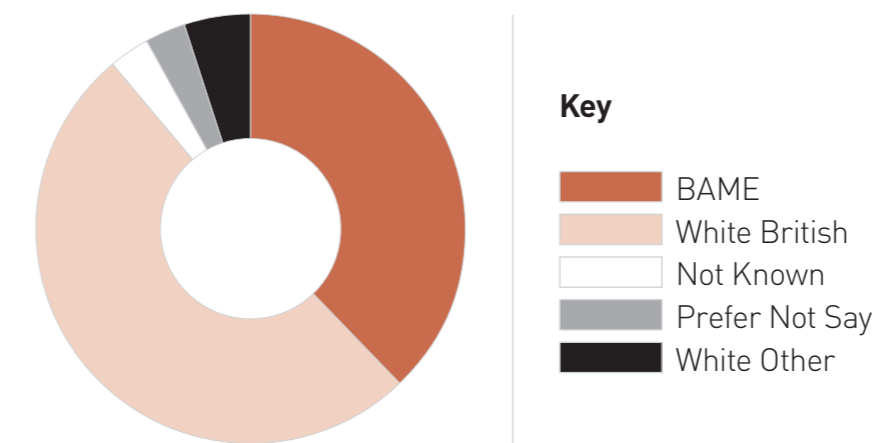
	Manager	Lecturer	Prof Services	Overall
<20	0.0%	0.0%	1.6%	0.7%
20-29	0.0%	12.8%	22.7%	15.2%
30-39	18.9%	21.9%	17.7%	19.6%
40-49	42.5%	23.3%	17.7%	23.6%
50-59	31.1%	26.6%	23.3%	25.8%
60+	7.5%	15.4%	17.0%	15.0%

## Ethnicity

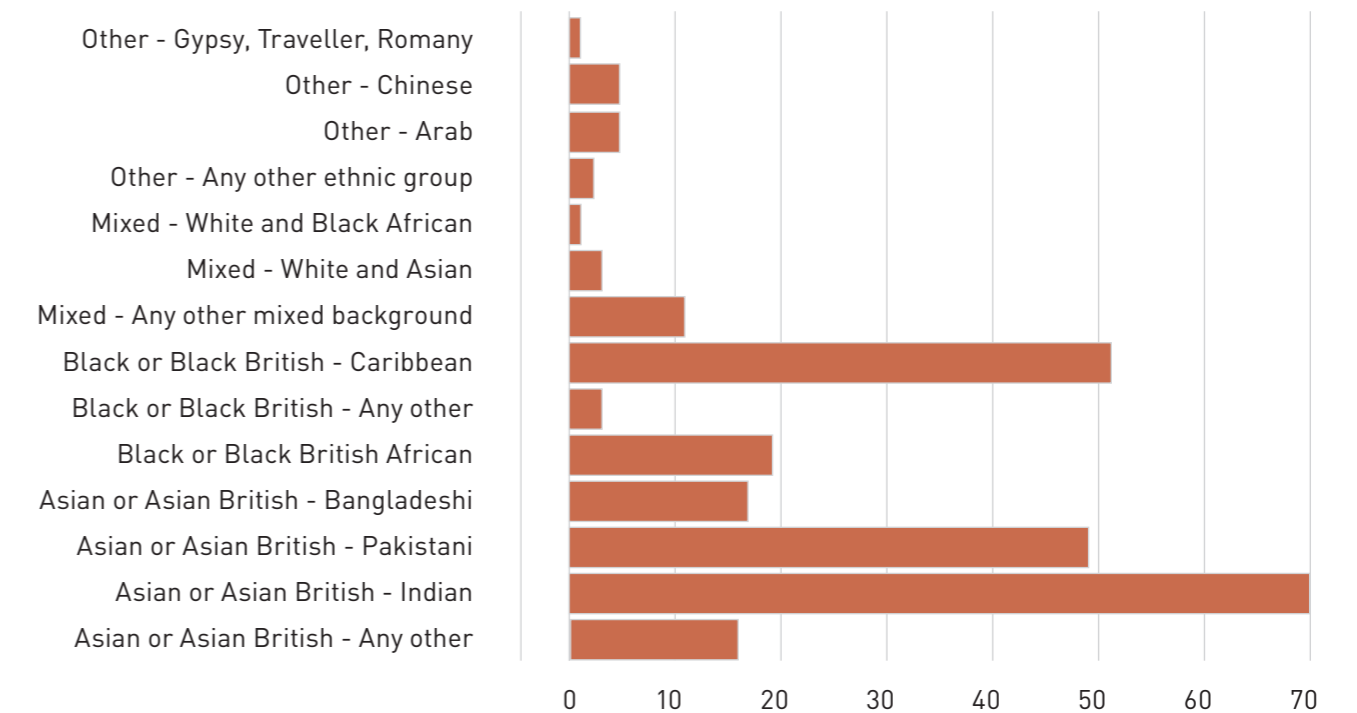
In 2025 51.0% of BMet's overall workforce identify as White British and 37.9% identify as Black, Asian or from a minority ethnic (BAME) background. The percentage of BAME staff as an aggregate group has seen a further increase (+6.3% from 2024) and a 18.1% increase from 2018.

In a similar picture to last year 4.5% of employees identify as White Other/White Irish. 3.4% of staff have not shared their ethnic status. 3.2% have selected 'prefer not say'. See Chart 2.

**Chart 2.** The percentage of staff by ethnicity (BAME as an aggregate group)



## Profile of ethnic groups

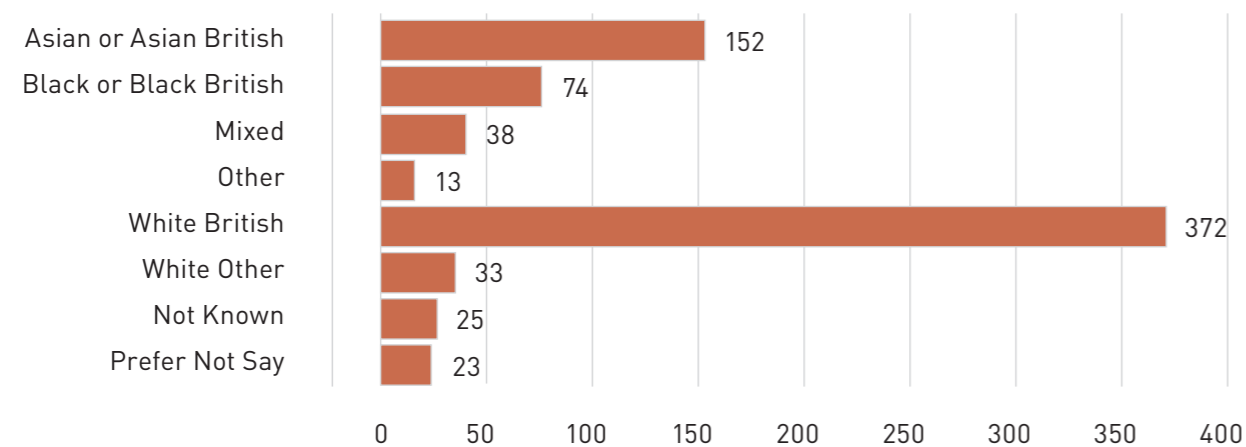


The largest group of BAME staff in 2025 identify as Asian or Asian British (20.8%) and specifically Indian (9.6%) and Pakistani (6.7%). The second largest group identify as Black or Black British (10.1%) and specifically Black Caribbean (7.0%). Percentages of overall workforce noted. See Table 5 for a breakdown of Black, Asian and Minority Ethnic group in percentages and Chart 3 for Ethnicity Grouping numbers.

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

Ethnic Group and Ethnicity	2025		2024		2023	
	% 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	54.9%	20.8%	55.6%	17.6%	52.8%	15.8%
<b>Black or Black British</b> Includes Black Caribbean, Black African and Black Other	26.7%	10.1%	25.7%	8.1%	30.1%	9.0%
<b>Mixed</b> Includes White Asian, White/Black African, White/Black Caribbean	13.7%	5.2%	14.0%	4.4%	11.9%	3.6%
<b>Other</b> Includes Arab, Chinese, Gypsy & Irish Traveller, Any other ethnic group	4.7%	1.8%	4.7%	1.5%	5.2%	1.6%
<b>Total</b>	100%	37.9%	100%	31.6%	100%	29.9%

**Chart 3.** Staff numbers in ethnic groups



Like previous years the highest proportion of BAME staff is among teaching staff (43.0%) and the least ethnically diverse group of staff are managers (28.3%) 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 4.** The percentage of staff by age profile and job family

2025	Manager	Lecturer	Prof Services	Overall
<b>BAME</b>	28.3% (22.5%)	43.0% (37.8%)	36.3% (28.6%)	37.9% (31.6%)
<b>White British</b>	69.8% (72.5%)	43.3% (46.5%)	52.1% (51.4%)	51.0% (52.5%)
<b>Not known + Prefer not say</b>	0.9% (2.9%)	8.1% (3.8%)	6.9% (15.5%)	6.6% (12.0%)
<b>White Other</b>	0.9% (2.0%)	5.5% (11.9%)	4.7% (4.5%)	4.5% (3.8%)

### Working Patterns

34.8% of staff overall work part time.

40.7% of professional services staff work part time (129 staff); 38.4% of teaching staff work part time (118 staff); whilst 6.6% of managers (7 staff) work part time. 73.6% of staff who work part time are female.

### Length of Service

The average length of service at BMet is 9.2 years, another slight increase from previous years (9.0 in 2024). See Table 7 for the length of service by work family.

**Table 7.** The distribution by length of service across the work family in 2025

Manager	Lecturer	Prof Services	Overall
9.2 years	11.7 years	8.6 years	9.0 years

### Sexual Orientation

In 2025 72.2% identify as heterosexual/straight; 4.1% of staff identify as Lesbian, Gay, and Bisexual or as 'other sexual orientation'. 7.3% choose to 'prefer not to say'. 16.4% 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

6.7% of staff preferred not to share their religion or belief. 17.3% 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 similar picture to last year the largest group identified as Christian 34.9%, 15.2% as having no religion or belief, followed by 11.9% Muslim, 4.7% Atheist, 4.2% Sikh, 2.9% Hindu and 1.9% 'Other' religion or belief.

## Leavers

87 salaried employees left the organisation both voluntarily and involuntarily in the year (reporting period between August 2024 and July 2025). Of these 41.4% were male which is largely aligned to the overall workforce profile (43.0%). 11.5% had declared a disability which is a smaller percentage of the overall college rate of 19.9%.

Leavers are fairly evenly spread over the age groups. See Table 8. In a similar position to previous years, the youngest (20-29) and the oldest (60+) age groups are disproportionately represented in the percentage of leavers; for example, 20-29-year group makes up 15.2% of the overall workforce but 19.5% of leavers.

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

Manager	Lecturer	Prof Services	Overall
>20	0	0.0%	0.7%
20-29	17	19.5%	15.2%
30-39	18	20.7%	19.6%
40-49	17	19.5%	23.6%
50-59	19	21.8%	25.8%
60+	16	18.4%	15.0%
<b>Total</b>	<b>87</b>	<b>100%</b>	<b>100%</b>

46.0% of staff who left the organisation identified as White British, 24.1% as BAME, +4.6% White Other, 4.6% prefer not to say and 20.7% not known. See Table 9. In 2025 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 declaration by activities that fell after the leaver data return.

**Table 9.** Percentage of staff leavers (and numbers) by age compared to overall College profile

Ethnic Group	Leaver Numbers	Leavers %	College Profile %
<b>BAME</b>	21	24.1%	37.9%
<b>Not Known*</b>	22	25.3%	6.6%
<b>White British</b>	40	46.0%	51.0%
<b>White Other</b>	4	4.6%	4.5%
<b>Total</b>	<b>87</b>	<b>100%</b>	<b>100%</b>

In 2025 where religion and belief is shared, 26.4% of all leavers identify as Christian, 20.7% with no religion and belief, and 9.2% as Muslim. The no religion and belief group is over-represented to overall college profile (15.2%). There are higher percentages of those staff for whom this information is not known, 29.9% compared to 17.3% of whole college profile.

Where sexual orientation is known, 63.2% of leavers identify as heterosexual/straight and 5.7% as lesbian, gay, bisexual or 'other sexual orientation'. The latter group is over-represented compared to the overall college workforce (with 31.0% not known or prefer not to say).

Recognising the experiences for intersectional identities further analysis of the leaver profile is positive, showing that:

- BAME females are 16.1% of leavers compared to 23.2% of workforce.
- BAME males are 8.0% of leavers compared to 14.8% of workforce.
- Black females are 5.7% of leavers compared to 6.3% of workforce.
- Asian women are 6.9% of leavers compared to 13.0% of workforce.
- Females with a disability are 9.2% of leavers compared to 12.0% of workforce.
- Male staff with a disability are 2.3% of leavers compared to 7.8% of the workforce.
- Muslim females are 5.7% of leavers compared to 7.8% of workforce.
- Muslim males are 3.4% of leavers compared to 4.1% of workforce.
- LGB+ staff with a disability are 1.1% of leavers compared to 2.3% of the workforce.

# Glossary of terms

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### ALS

Additional Learning Support

### BAME

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

### BMet

Birmingham Metropolitan College

### Care to Learn

Students defined as young parents between the ages of 16-20 who qualify for extra support when undertaking a course

### D&I

Diversity and Inclusion

### DSLFF

Discretionary Learner Support Fund which includes financial and learning support

### FE

Further Education

### FM

Free Meals in Further Education

### HE

Higher Education

### High Needs Learners

Young people aged 16 to 25 with learning difficulties and/or disabilities who require additional support to help them progress and achieve Leavers (with reference to student data tables) = 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

### LAC

Looked After Children; children or young people up to the age of 18 who are in care

### LGBTQ+

Lesbian, Gay, Bisexual, Trans and Queer identities

### LLD

Learning Disability or Learning Difficulty

### NEET

Not in Education, Employment or Training

### NR

National Rate

### Timely Achievement

where apprentices achieve on or before their planned end date (or no more than 90 days after)

### TLA

Teaching, Learning and Assessment

### Trans+Transgender

The + denotes other groups who may fall into or beyond this category, for example those who are intersex, asexual, queer

### Ward Uplift

This refers to postcode areas of disadvantage





BMet 4 Jennens Road. Birmingham B4 7PS  
[bmet.ac.uk](http://bmet.ac.uk)