

**Diversity and Inclusion (D&I) Strategy**

*“BMet values being a diverse organisation and is committed to delivering a fairer society in which all people, regardless of who they are or where they are from, are able to grasp opportunities and realise their dreams.*

*Education transforms lives. It helps drive the economy and the culture within our society, preparing young people for working life and students of all ages a chance to improve their futures. As Principal I am absolutely clear that inclusion is the critical factor to ensure we achieve not just equality of opportunity but also equality of outcome for students and staff alike. The D&I strategic plan is our call to action; it sets out how we will achieve our ambition to be inclusive in all that we do.”*

***Andrew Cleaves, Principal***

1. **Intent**

The college celebrates difference and aims to be recognised as a leader in D&I by ensuring that its environments are ***Ready, Respectful and Safe*** for everyone, everywhere, every time.

1. **Context**

Integrating D&I underpins BMet’s vision, values and goals. It will enable us to:

* deliver a great student and staff experience;
* attract, support and develop staff who are outstanding at what they do;
* meet the needs of our communities where students are at the heart of everything we do;
* support and challenge all students to make good progress;
* ‘live’ our rules and values such as ‘Ready, Respectful and Safe’;
* increase productivity, creativity and innovation;
* enhance our reputation and market an inclusive corporate image;
* support positive relationships and enable cohesion;
* provide safe environments where everyone is able to be who they are and be the best they can be;
* enrich experiences and lives;

BMet is also wholly aware of and committed to its legislative duties as set out in the:

* Public Sector Equality Duty 2011
* Equality Act 2010
* Human Rights Act 1998
* Protection from Harassment Act 1997

1. **Accountabilities**

* The Corporation sets the strategic direction for D&I.
* The Executive Team owns and leads on strategic actions and reports progress to the Corporation.
* The Leadership Team promotes D&I throughout the organisation and ensures that our D&I objectives are cascaded and delivered.
* Working groups are convened to own and deliver specific actions.
* All teams drive and support the implementation of the D&I action plan.
* Everyone is supported to understand their responsibilities and to take ownership of their contribution to the creation of a diverse and inclusive organisation.

1. **Objectives**

Our objectives are to:

1. Understand and more effectively meet the diverse needs of our students, promoting engagement and cohesion, addressing under-representation and closing the achievement gap.
2. Have truly inclusive physical and virtual learning and working environments.
3. Have inclusive leadership at all levels of the organisation.
4. Have a progressive, diverse and supported workforce.

*Our strategic objectives also represent BMet’s equality objectives, a requirement of the Public Sector Equality Duty 2011.*

Our aspirations relating to each objective are detailed below whilst specific targets with timelines are provided in the supporting action plan.

**Objective 1**

**Understand and more effectively meet the diverse needs of our students, promoting engagement and cohesion, addressing under-representation and closing the achievement gap.**

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| To do this we will: | We will know we have achieved this when: |
| 1. Review and build on data collection to enable us to further develop our understanding of our student profile. | We have readily available information, based on complete and accurate data, which will more effectively identify and respond to student needs. |
| 1. Take targeted action to address any inequalities in participation, achievement and/or outcomes through positive action projects and widening participation initiatives. | The gaps are closing at a rapid and continuing rate. |
| 1. Deliver excellent student care and learning experiences through comprehensive engagement strategies. | We have a strong student voice and ratings for student experience are above benchmark. |

**Objective 2**

**Have truly inclusive physical and virtual working and learning environments.**

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| To do this we will: | We will know we have achieved this when: |
| 1. Improve the accessibility of the information and facilities we provide. | We are recognised as a leader in D&I for students and staff through accreditation and awards. |
| 1. Develop an inclusive curriculum offer and ensure that D&I is integrated in to teaching, learning and assessment. | Gaps in rates of progress close at a rapid and continuing rate. |
| 1. Strengthen D&I practice with external stakeholders. | All of our external stakeholders are engaged in our D&I objectives. |

**Objective 3**

**Have inclusive leadership at all levels of the organisation.**

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| To do this we will: | We will know we have achieved this when: |
| 1. Embed D&I into decision making processes. | Equality analyses inform all policies, procedures and plans. |
| 1. Work to address under-representation at management/leadership level to ensure diverse perspectives are engaged and our communities are reflected. | Leadership groups are more representative of our communities and actively role-model D&I. |
| 1. Support faculties and departments to integrate D&I into their business plans. | The D&I objectives contained in business plans are achieved. |

**Objective 4**

**Have a progressive, diverse and supported workforce.**

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| To do this we will: | We will know we have achieved this when: |
| 1. Review and build on our data collection to enable us to further develop our understanding of our staff profile. | We have readily available information, based on complete and accurate data, which enables us to identify and address inequalities in representation, engagement and progression. |
| 1. Develop supportive structures to provide opportunities for the development of a sense of belonging, well-being and growth. | We have a positive and strong staff voice. |
| 1. Develop the knowledge, skills and confidence of staff to drive a culture of D&I. | Our staff are equipped to deliver our D&I objectives and are actively engaged in them. |

**5. What does BMet’s D&I strategy mean to me?**

This matrix explains what the Diversity and Inclusion strategy will mean to BMet’s key stakeholders.

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| I am a **student –** what does the D&I strategy mean to me?   * I take ownership of my contribution to creating a truly diverse and inclusive college * The college understands and more effectively meets my needs * I am supported and encouraged to be the best that I can be * I am able to speak up about things I am not happy with * I feel safe to be who I am and am treated with dignity and respect * The college environment is accessible and inclusive for me * I am able to understand the information I need in an accessible format * The college has people I can relate to * I can relate to the content of my lessons * I can learn about difference and am encouraged to understand other people’s perspectives | I am a member of **staff** – what does the D&I strategy mean to me?   * I understand my responsibilities and take ownership of furthering the D&I agenda and commit to achieving my department’s D&I objectives * The college understands and more effectively meets my needs * The college environment is accessible and inclusive for me * I am supported well and am encouraged to progress and be the best that I can be * I feel able to be who I am and am treated with dignity and respect * I will be encouraged to improve my confidence and knowledge in practice which integrates equality, diversity and inclusion * I will have opportunities to make sure my voice is heard so that I can express how I feel * I will see a leadership team which reflects the diversity of the college community |
| I am an **employer** – what does the D&I strategy means to me?   * Our organisation will be supported to ensure we understand and commit to our and the College’s legal duty and D&I objectives * I have confidence working with an organisation which puts equality, diversity and inclusion at the heart of everything it does * Our legal compliance and commitment to diversity and inclusion will be surveyed * Our organisation will be supported to ensure we understand our and the College’s legal duty and D&I objectives * I will be able to engage good diversity and inclusion practice in our organisation to enhance our own reputation and productivity | I am an **external stakeholder (e.g. parent, visitor)** – what does the D&I strategy means to me?   * I understand that I can contribute to making BMet truly diverse and inclusive * I have confidence dealing with an organisation which puts equality, diversity and inclusion at the heart of everything it does * The college environment is accessible and inclusive for me * I am able to understand the information I need in an accessible format * I am treated with dignity and respect and any individual needs are catered for * The organisation reflects and serves the local community |

We know that often there are differences in participation, achievement and satisfaction for different groups at college. We want to investigate why this might be and take action if it is needed. The following FAQs are examples of what the D&I strategy means for some of these groups.

**I am a student from a minority ethnic background**

We know that often there is an under-representation of people from Black and Minority Ethnic background (BME) in some areas at college. We know for example that our staff profile at leadership level does not reflect our student community. We know also that we are not attracting people with a BME background into apprenticeships. Is there something stopping BME people from recognising this is an opportunity for them, or stopping them from being successful in becoming an apprentice? The strategy has actions to do something about these kinds of inequalities.

**I am a trans student**

We want to ensure that every student feels welcome and safe to be themselves at college. Our work around promoting sexual orientation and gender diversity will help create an environment where everyone is recognised and celebrated for who they are. This means different family types and people being included as examples in lessons, it means having a zero tolerance approach to homophobic and transphobic language and behaviour and increasing people’s understanding of Lesbian, Gay, Bisexual and Transgender people through celebratory events.

**I am a disabled member of staff**

We know that our employees are not always disclosing any disability, difficulty or health condition they might have which means that we cannot give the support that might be helpful. The strategy has actions to look at how welcoming we are of disabled people, how accessible and inclusive the college environment is for them and how effective our support is.

**I am an employer**

We want you to have confidence working with an organisation which puts equality, diversity and inclusion at the heart of everything it does. We also need you to understand all employers’ legal duties and the college’s diversity and inclusion objectives. The strategy has actions which will implement EDI health checks when we start working with you, offering support to organisations which might need it.

**I have a learning difficulty**

We know that often access for people with learning disabilities/difficulties could be better. For example, the information the college has can be difficult to understand. The strategy has actions which will help this, for example by creating easy read versions of key documents which will mean that people who may have difficulty reading are not being left out.

**I am a teacher**

Integrating equality, diversity and inclusion into teaching and learning is vital to ensure that our students have the best experience and are able to progress at college. We know that not every teacher feels confident about supporting students with diverse needs, promoting diversity and challenging prejudice and stereotypes. The strategy has actions to support curriculum staff to ensure the college is meaningfully embedding EDI into everything it does.

**I am a parent/guardian**

We want parents and guardians to have confidence in the college as an organisation which puts equality, diversity and inclusion at its heart. We want them to know that the person in their care is well looked after and supported to progress whilst they are with us.   We want them to understand how they can best support their young person’s education. The strategy has actions, including around improving accessibility for our parents/guardians who speak English as an additional language.

**6.Governance and Reporting**

Responsibility for delivering the action plan sits with the Executive team.

Delivery will be enacted through line management channels.

The establishment of ‘task and finish groups’ which are dedicated to specific items within the plan, will drive their completion. These groups and other supporting activity will include diverse perspectives and involve a range of staff and student contributions.

Output and impact of delivery will be monitored through the activities detailed below:

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| **Activity** | **Date and Frequency** | **Lead** | **Reported to** |
| Annual Report  *(informed by lesson observation review, QAR Data report and QDP Survey review)* | January  Each year | D&I Advisor | Corporation |
| D&I Policy review | January  Each year | D&I Advisor | Executive Team |
| D&I Strategic objectives | April  Every four years | Executive Team | Corporation |
| D&I Self-Assessment Report | August  Each year | D&I Advisor | Quality |
| Student Council  *(Standing agenda item at each of four main sites)* | Termly | Head of College | D&I Advisor |
| D&I Data Dashboard  *(To include complaints, conversion of applications to enrolments, withdrawals, in year retention, achievement and destinations)* | Termly | D&I Advisor | Executive Team |

**7.Communicating the plan**

Communication will comprise of:

* Launch message including link to a new, dedicated D&I area of SharePoint.
* Time identified and scheduled within dedicated staff development time (Wed afternoons) for D&I Advisor to extend tailored support and guidance to teams.
* All staff development days used to further communicate plans and responsibilities.
* Yammer used as a vehicle to share and signpost activity and action.

**Action Plan**

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| **Objective 1**  **Understand and more effectively meet the diverse needs of our students, promoting engagement and cohesion, addressing under-representation and closing the achievement gap** | | | | |
| 1.1 Further develop our understanding of BMet’s student base - widening data collection of our student profile. | Review data capture to meet General Data Protection Regulations and ensure clarity around purpose and scope of data processing for equality monitoring.  Increase disability disclosure rates through improving understanding of rationale for equality monitoring and through actions to proactively recruit disabled students. See 1.2.  Commence monitoring of students by religion or belief and sexual orientation at application and enrolment. Consult with students to support a well-managed introduction with clear communication and rationale. | D&I Advisor, DP Officer, Student Services  D&I Advisor, relevant Directors, DMs  D&I Advisor, BI team, Student Council | Apr 2018  Sep 2018  Sep 2019  Sep 2018  Jan 2020  Jan 2020  Aug 2019  Jan 2020  Jan 2020 | A clear equality monitoring statement where personal information is requested in place.  Statement is available in ‘easy read’ and alternative languages.  Reduced numbers of people who ‘prefer not say’.  Clear rationale communicated.  18% of students disclose a learning disability/difficulty. ***1***  18% of students disclose a disability/health condition. ***2***  Clear rationale communicated.  100% of students complete the equality monitoring questions on sexual orientation and religion/belief.  5% of students disclose LGB status. |
| 1.2 Take targeted action to address any inequalities in participation, achievement and/or outcomes through positive action projects and widening participation initiatives. | Curriculum areas to set, and take ownership for, equality objectives to include specific targets to increase participation where participation is low; including women and men in non-traditional occupations; BME and disabled people into Apprenticeships.  Curriculum areas to set equality objectives to include specific targets to close achievement gaps including consistent underperformance of White/Black Caribbean learners.  Deliver ‘Mind the Gap’ training to staff who monitor data.  Develop guidance/training on supporting trans\* staff and students.  Monitor engagement and outcome of pastoral support and engagement activities, including ‘learner voice’ through analysis of evaluation mechanisms.  Determine areas where positive action and widening participation projects may be required to address gaps. | D&I Advisor, relevant HoFs, Directors and DMs  HoF, Directors and DMs  D&I Advisor  D&I Advisor, HoF, Non- Curriculum Directors  College Coordinators, Enrichment teams  D&I Advisor, Directors and DMs | Jun 2018  Mar 2020  Mar 2020  Mar 2020  Mar 2020  Mar 2020  Mar 2020  Mar 2020  Mar 2020  June 2018  Jan 2018  Feb 2020  Feb 2020  June 2018 | Engagement is monitored through locally managed curriculum plans which detail actions to achieve targets:  7% of construction students are female. ***3***  6% of engineering students are female. ***4***  24% of IT students are female. ***5***  20% of health and social care students are male.    8% of childcare students are male.  30% of Apprentices are BME. ***6***  12% of Apprentices have a disability. ***7***  Achievement gap between ethnic groups is reduced to a 12% differential between highest and lowest achievers (where sample size is >100 (2016/17 differential = 17%)  Training delivered to curriculum management tiers and relevant support functions.  Guidance document in operation.  Trans\* student satisfaction is good.  Gaps in participation and representation are significantly reduced.  Positive action strategies are clearly defined, with distinct rationale/timescales and supporting EA to assess impact. |
| 1.3 Deliver excellent student care and learning experiences through comprehensive engagement strategies. | Deliver a programme of enrichment opportunities which challenge prejudice and foster good relations.  Review learning support provision to improve support for those who disclose a disability – link with objective. 2.1. | College Coordinators, Enrichment teams, D&I  Advisor  ALS | Sep 2018 and ongoing  Jan 2019  Aug 2019 | Students engage in a wide range of awareness raising activities which develop understanding of difference and skills to challenge prejudice.  Educate and Celebrate Accreditation. The College demonstrates a clear commitment to sexual orientation and gender diversity.  Actions to improve learning support from point of first contact and start of course result in achievement rates for disabled students are more aligned with non-disabled students. |
| **Objective 2**  **Have truly inclusive physical and virtual working and learning environments** | | | | |
| 2.1 Ensure accessibility of BMet’s service provision for all in the structure and organisation of college facilities and in all key policy frameworks. | Develop and implement ‘Disability Confident’ action plan.  Develop and implement ‘Educate and Celebrate’ action plan.  Develop and implement ‘Stonewall Diversity Champion’ action plan.  Explore ‘Mindful Employer’ accreditation.  Review promotion of diversity, extending range of displays to promote hidden and non-visible diversity within College environments, using positive role models.  Review multi-faith room provision across sites, through consultation. Address recommendations and promote the areas for people of all religions, faiths, beliefs or none.  Consider gender neutral toilet provision in addition to gendered toilets.  Create ‘easy read’ versions of key literature for students e.g. induction handbook, student conduct policy.  Raise profile of D&I through website; create link from home page and ‘easy read’ version of page.  Incorporate a Fundamental British Values (FBV) section on the D&I section of MyMet. Create an ‘easy read’ version of content.  Review D&I section on SharePoint for currency; create resource bank/toolkit for staff to use; Incorporate discussion forum features for online networks – e.g. disability forum.  Support teaching staff to utilise Moodle to improve accessibility of course content. | HoCs, D&I Advisor, Student Council  HoCs, D&I Advisor, Student Council  D&I Advisor, Student Council, HoCs  D&I Advisor, Student Council, HoC,  Estates  College Coordinators, Marketing  D&I Advisor, Marketing  D&I Advisor  D&I Advisor, Marketing  D&I Advisor, Quality, Learning Tech Manager | Mar 2018  Mar 2019  Oct 2019  Jan 2019  Nov 2019  May 2019  Jul 2018  May 2018  Oct 2019  Aug 2018  May 2018  June 2018  Feb 2018  July 2019 | Disability Confident Action plan agreed and in operation. Disability Confident Status (level 2) achieved  Disability Leaders (level 3) Action plan agreed.  Educate and Celebrate Award.    Stonewall Diversity Champion action plan agreed and in operation  Accreditation researched and decision made on pursuing.  Clear signals are provided to celebrate diversity (in particular disability, gender and sexual orientation diversity).  College sites accommodate spaces for individual prayer, reflection and meditation for all faiths and none.  College sites accommodate facilities for people of diverse genders.  Students with diverse learning needs understand the colleges and their responsibilities.  BMet’s D&I commitment is accessible to all visitors to the website and equality objectives are clearly published.  Students have a single point of access to D&I information and support. They understand how FBV aligned to the D&I agenda.  Staff have a single point of access to D&I information and support.  Students can access teaching and learning material offsite to support their progression. |
| 2.2 Develop an inclusive curriculum offer and ensure all aspects of teaching, learning and assessment integrate D&I. | Review curriculum offer, lesson planning, teaching methods and materials to ensure D&I moves beyond tokenism and is meaningfully embedded.  Develop D&I toolkit for teaching staff.  Deliver training specific to needs of curriculum areas.  Conduct learning walks which have a focus on D&I.  Ensure D&I inclusion in induction for new curriculum staff.  Review student induction process to ensure integration of D&I.  Ensure learning support is in place and effective at the start of a learner’s journey. | D&I Advisor, PLCs, Quality, HoFs, Directors and DMs  D&I Advisor  D&I Advisor  PLCs, Quality, DMs, HoFs,  D&I Advisor,  Quality  HoCs, D&I Advisor  ALS | March 2020  Nov 2018  Ongoing  June 2019  Jul 2018  Jul 2018  Aug 2019 | There is a demonstrable and positive impact on integrating D&I in teaching and learning.  88% of lessons are observed as good or outstanding and gaps in achievement are significantly reduced.  Toolkit in operation.  Staff confidently and competently integrate D&I into teaching, learning and assessment. Individual needs are addressed.  Learning walks undertaken. Feedback is acted upon and practice improved.  New staff understand how to integrate D&I into TLA.  Review completed and actions identified.  Action plan implemented to accommodate individual needs and D&I responsibilities are understood. Learners with disabilities/difficulties are supported to progress. |
| 2.3 Strengthen D&I practice with external stakeholders. | Review processes in operation in securing services/partnerships with:  Employers  Sub-contractors  Suppliers  Ensure college correspondence is accessible and inclusive for parents and carers (to include other languages where necessary).  Research and consider Living Wage accreditation with the Living Wage Foundation  Research and consider a Modern Slavery Transparency in Supply Chains Statement | Director of Sales, Operations Director D&I Advisor  Director of Partnerships, D&I Advisor  Relevant Managers, D&I Advisor , Marketing, Student Services, Quality  OD Manager  Procurement team | Mar 2020  Feb 2019  Mar 2019  Aug 2019  April 2019  March 2019  May 2019 | Stakeholders have a demonstrable commitment to D&I**.**  Review undertaken and action plan to address improvement, with supporting timelines is developed and implemented.  Review undertaken and action plan to address improvement, with supporting timelines is developed and implemented.  Review undertaken and action plan to address improvement, with supporting timelines is developed and implemented.  Review undertaken and action plan to address improvement, with supporting timelines is developed and implemented.  Research undertaken and action plan to achieve Living Wage status agreed.  Research undertaken and action plan to achieve a published statement in place. |

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| **Objective 3**  **Have inclusive leadership at all levels of the organisation** | | | | |
| 3.1 Embed D&I into decision-making processes. | Ensure all major projects, key policies and strategies are informed by a completed Equality Analysis (EA).  All decision makers take ownership of the EA process and have received sufficient guidance/training to undertake the EA. | Exec  D&I Advisor | Ongoing  Mar 2018 | Key decisions informed by EA. |
| 3.2 Work to address under-representation at management / leadership levels to ensure diverse perspectives are engaged and our communities are reflected. | Review composition of leadership/management profile.  Where gaps in representation are identified action plans are developed and implemented.  Review recruitment procedure including application of EA.  Provide Unconscious Bias training for all recruiting staff. | Exec, HR  Exec, HR  HR Manager, Projects and Processes Manager  HR, OD, D&I Advisor | Oct 2018  Mar 2020  Dec 2018  Jan 2019 | Understanding of existing profile.  15% ethnic minority representation in leadership/management ***8*** |
| 3.3 Support faculties and departments to integrate D&I into their business plans. | Ensure all departments take ownership of at least one SMART D&I objective which explicitly supports BMet’s D&I aspirations. | All teams, OD team | Jul 2018 | PD records reference meaningful D&I content and are linked to department plans. |

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| **Objective 4**  **Have a progressive, diverse and supported workforce.** | | | | |
| 4.1 Widen data collection of our staff profile and take action to address any inequalities in representation, engagement and progression. | Review data capture to meet General Data Protection Regulations and ensure clarity around purpose and scope of data processing for equality monitoring.  Increase disclosure rates through improving understanding of rationale for equality monitoring, including disability disclosure.  Explore positive action strategies to recruit under-represented staff and to progress staff within the organisation. See 3.2.  Review recruitment procedure and employee journey.  Comply with Gender Pay Gap reporting requirements and implement actions to address findings as appropriate. | D&I Advisor, HR Manager, DP Officer  HR Manager  HR Manager, OD Manager  HR Manager, Projects and Processes Manager  Payroll and D&I Advisor | Apr 2018  Feb 2020  Feb 2020  Aug 2018  Dec 2018  Mar 2018 +annually | A clear equality monitoring statement is provided where personal information is requested.  Reduced numbers of people who ‘prefer not say.’  10% of staff disclose a disability.**7**  Strategies identified and associated actions and timelines developed.  New process documented and implemented informed by EA.  Report available. Plan to address inequalities, with supporting timelines for completion, developed. |
| 4.2 Develop supportive structures to provide opportunities for belonging, wellbeing and growth. | Explore the need for policies which support staff – (e.g. dignity at work, agile working and bullying and harassment).  Ensure gender neutral language used in new and reviewed policies.  Review the employee engagement survey by protected characteristics to target actions where there are gaps.  Scope opportunities and interest for staff networks (disability forum, LGBT group etc.). | HR Manager, OD Manager  Policy owners  D&I Advisor, Projects and Processes Manager, OD Manager  D&I Advisor and OD Manager | June 2018  Aug 2018  Dec 2019  Mar 2018  Jul 2018  Feb 2019    Sept 2019 | Decision on where additional policy needs are.  Supporting timelines for policy development and approval developed.  New policy documentation includes gender neutral language  Policy content includes gender neutral language.  Survey is formulated to allow for scrutiny at this level.  Survey data is scrutinised by protected characteristics. Gaps in ratings are understood and explored. Action plans to address findings are developed.  Levels of interest are assessed  Networking groups are established as appropriate. |
| 4.3 Develop the knowledge, confidence and skills of staff to drive a culture of D&I. | Review mandatory online D&I training and ensure completion.  Develop and deliver a framework of D&I training.  Develop a toolkit with a range of information, advice and guidance for staff.  Scope safe spaces for staff to increase confidence in responding to inappropriate comments and behaviour including challenging prejudice and stereotypes. | OD Manager  D&I Advisor/OD Manager  OD Manager, D&I advisor  D&I Advisor, Quality, OD team | Mar 2018  Oct 2018  Sep 2019  Sep 2019  Sep 2019  Dec 2019 | Compliance rates are 95% in SkillGate.  Training needs analysis completed and framework developed.  Suite of training developed and delivered in line with plan.  A toolkit exists for staff providing advice, guidance and support.  **‘**Clinic’ and/or ‘drop in sessions’ are made available to share/discuss needs, concerns and or issues.  Levels of interest/success of approach is evaluated and modified for future. |

**Contextual references**

***1*** *10% of UK population have dyslexia alone – British Dyslexia Association (2017)* [*http://www.bdadyslexia.org.uk/about*](http://www.bdadyslexia.org.uk/about)

***2*** *18% of working UK age pop are disabled - Family Resources Survey (2015/16)* [*https://www.gov.uk/government/collections/family-resources-survey--2*](https://www.gov.uk/government/collections/family-resources-survey--2)

***3*** *13% of women in construction ONS survey Q4 2016 – Construction News (2017)* [*https://www.constructionnews.co.uk/data/industry-barometer/women-in-construction-what-do-the-numbers-say/10017870.article*](https://www.constructionnews.co.uk/data/industry-barometer/women-in-construction-what-do-the-numbers-say/10017870.article) *from ONS survey 2017 enrolment at BMet = 4%*

***4*** *2017 enrolment at BMet = 3%. The* ***UK*** *has the lowest % of female* ***engineering*** *professionals in Europe – WES (March 2016)* [*http://www.wes.org.uk/content/useful-statistics*](http://www.wes.org.uk/content/useful-statistics)

***5*** 27% females in digital industries in the UK. *– UK Commission for Employment and Skills (2015) from* [*https://www.theguardian.com/technology/2015/jun/09/women-uk-digital-workforce*](https://www.theguardian.com/technology/2015/jun/09/women-uk-digital-workforce) *Also 18% of females in IT WISE* [*https://www.wisecampaign.org.uk/resources/2016/11/women-in-the-stem-workforce-2016*](https://www.wisecampaign.org.uk/resources/2016/11/women-in-the-stem-workforce-2016) *2017 enrolment at BMet = 20%*

***6*** *BMet BME profile 2017/18 = 54%– BMet Student Profile, all enrolments (2017)*

***7*** *18% of working UK age pop are disabled - Family Resources Survey (2015/16)* [*https://www.gov.uk/government/collections/family-resources-survey--2*](https://www.gov.uk/government/collections/family-resources-survey--2)

***8*** *BME overall staff profile = 20% with 26% teaching staff and 11% of managers who are BME – BMet Workforce profile (2017)*