2017 **Diversity** and Inclusion Annual Report

CLUMPERSON



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Introduction

Diversity and Inclusion (D&I) is integral to BMet's organisational culture and success. The college is passionate about offering inclusive working and learning environments where everyone is treated with dignity and respect and is able to participate, progress and thrive.

The college's four year equality objectives were set in 2015 and are reviewed and reported on annually. The D&I Annual Report provides a review of activity and impact for the academic year 2016-2017. Areas for improvement arising from it have been reflected in the new D&I strategy and action plan.

Objective 1

Ensure that systems and data are robustly monitored for Equality and Diversity issues and continuous improvement takes place.

This includes identifying gaps in achievement through interrogating qualitative and quantitative data, and taking appropriate actions to raise success rates, whilst focussing particularly on further reducing achievement gaps by 5% between specific ethnic groups and the college average, Pakistani learners 16-18, Bangladeshi learners 19+, Chinese learners 16-18.

Progress made:

The improved use of management information and the utilisation of Pro-Monitor as a student tracking system has enabled more accurate equality monitoring of initial assessment processes, induction, and teaching, learning and assessment. This has led to more timely support and intervention and has addressed some of the achievement gaps.

Table 1 shows that 16-18 Pakistani achievement, although below national rate, improved in 16/17. Bangladeshi 19+ achievement fell slightly although remained above national average. The table also shows that Chinese 16-18 student rates fell 4% in 16/17 with rates just below national average.

	Leaver Numbers	15/16 Achievement Rate	16/17 Achievement Rate	% difference from overall college arch rate	% difference from Nat rate
Pakistani 16-18	2,234	76.9%	79.5%	-0.6%	-2.3%
Bangladeshi 19+	398	89.0%	88.4%	+8.3%	+3.2%
Chinese 16-18	53	92.7%	88.7%	+8.6%	-1.3%

Table 1 – Achievement rates for Pakistani, Bangladeshi and Chinese learners

*NB 'leavers' = number of enrolments. The same learner might count more than once if they are doing multiple courses.

Table 2 sets out other improvements in achievement rates in 16/17:

	Leaver Numbers	% improvement from 15/16
16-18 mental health	83	+15.7%
16-18 White British	6,682	+1.2%
19+ Arab	443	+4.5%
19+ Other White	869	+2.9%
19+ Other	609	+2.5%
19+ Free School Meals	51	+6.3%
16-18 Irish	57	+10.5%

Table 2 – Groups with improved achievement rates in 2016/17

Achievement rates for 19+ Arab, 19+ Other and 19+ Other White have increased over the year but they remain significantly below both the college and their respective national rates.

The achievement rate for 16-18 Free School Meal students is 4.7% below those not entitled to Free School Meals and is 6.2% below the national rate.

Achievement rates for a small cohort of Care to Learn students are also low. The rate for the 16-18 students (31 leavers) was 48.4% and for the 19+ students (10 leavers) was 50.0%. In 16/17 there was also an emerging overall achievement gap between White and BAME apprentices.

Table 3 shows that achievement gaps appeared for some ethnic groups in 16/17 with the following groups well below their respective national rates:

	Leaver Numbers	15/16 Achievement Rate	16/17 Achievement Rate	% difference from Nat rate
16-18 White/Black Caribbean	509	71.7%	68.8%	-5.2%
19+ African	1672	78.1%	77.6%	-4.5%
16-18 Caribbean	795	76.8%	71.8%	-4.5%
19+ Irish	75	88.2%	78.7%	-10.6%
16-18 Other Asian	248	83.9%	76.2%	-7.3%
16-18 Other Mixed	173	73.2%	68.8%	-8.7%

Table 3 – Groups with achievement rates significantly below national rates

Objective 2

Continue to support teaching staff to promote equality and diversity to meet the needs of all learners. Respect and promote social cohesion across the diverse student and staff population.

Progress made:

Training and Support Teaching staff engaged in a range of training and support opportunities during the academic year. Pivotal, 'Ready, Respectful and Safe', training has started to build the confidence of staff through employing consistent strategies to manage behaviour. A resource bank developed on Sharepoint hosts good practice exemplars around lesson planning and a Scheme of Work which now includes a diversity calendar.

Promoting diversity Curriculum content, tutorial and enrichment activities have provided students with a wide range of opportunities to explore personal, social, cultural and ethical issues, including British values, to develop understanding and appreciation of life in modern Britain.

Teaching methods and materials have improved to largely reflect and value the diversity of the local community. Teachers plan in vocational examples to highlight the relevance and business case for embracing diversity and inclusion and will use naturally occurring opportunities to promote equality, diversity and inclusion.

In 16/17 tutors used induction well, to familiarise students with the college commitment around behaviour and standards, and enrichment and awareness raising events (such as Remembrance Day, Black History month, Eastern culture activities and Caribbean culture celebrations) to promote equality, diversity, and inclusion.

As a result, observations, learning walks and termly review boards throughout the year noted that:

- Learning environments were generally harmonious and cohesive and there was an overall culture of respect and tolerance;
- Students were exposed to different backgrounds, experiences and perspectives
- > There was an improved promotion of equality and diversity within the curriculum
- Students from a range of cultures and backgrounds worked well together
- Students and apprentices were developing a good appreciation of equality and diversity and an understanding of difference in terms of culture, religion, ethnicity and gender
- > Teachers were more confidently challenging stereotypes and the use of derogatory language

Objective 3

Evaluate the impact of Equality and Diversity promotion, management and delivery through the analysis of qualitative and quantitative data, collected from students, staff and stakeholders.

Progress made:

Curriculum monitoring D&I monitoring is embedded in the college's Quality Improvement Plan with departments regularly updating the self-assessment plan through Termly Review Board. Participation and achievement of students is examined by ethnicity, age, gender, disability, free school meals, high needs and care to learn by departmental managers and directors, ensuring that curriculum areas understand their student profile. Data gaps are recorded in monthly reports and local curriculum action plans in order to implement any early interventions, for example action on low attendance or punctuality. More detail on student profile data can be located at Appendix 1.

D&I Steering Group The D&I Steering Group met throughout the year to monitor and drive targets on the EDI action plan. Any emerging matters were addressed and information was disseminated back to Directorates, for example adjustments for EID-AI-Adha celebrations and arrangements to ensure progress was not impacted as a result of staff or student absence.

Student Voice The student voice continued to be well represented through surveys, focus groups, student reps and Student Council. Regular site surveys were carried out by Heads of Colleges, and informal feedback was collected by enrichment officers, mentors, counsellors and tutors. This has driven improvements around the student experience.

The 16/17 Big Teaching and Learning (QDP) Survey outcomes show that from over 10,000 responses from BMet:

97% of students said that they know how to identify discrimination and stop it, including not discriminating against anyone of the grounds of faith or no faith

91% of students said that the facilities and support for learning difficulties and disabilities is good

Student feedback data in the survey is analysed by age, gender, ethnicity, sexual orientation, religion and disability, as well as site and course. In the FE Choices Survey 78% of students said they would definitely recommend the College to a friend, which reflects a 3.5% improvement on 16.

Student Support Learners who require support at BMet are identified at application, enrolment or induction which results in a timely implementation of support plans, adjustments and specific arrangements. Additional Learning Support Assistants, Learning Mentors, Personal Tutors and Attendance Monitors actively contributed to the development of individual and group profiles which resulted in appropriate support being put in place, enabling learners to meet their targets.

Each main college campus has a Metro Centre which offers learning support including English and Maths support.

Pop up shops were convened at various sites and across the year to showcase the facilities and support that is on offer to college students at BMet.

The College recruited 3 college mentors and 3 counsellors to support students with a range of difficulties and barriers to learning, for example mental health, abuse, eating disorders, self-harm, bereavement, depression, low self-esteem and breakdowns in family relationships.

The college continued to make good use of external services and effective multi-agency working to refer students to, for example Birmingham Healthy Minds which offers multi lingual advice and brief psychological talking therapies for people aged 16+. These specialist interventions have helped a number of learners overcome significant challenges.

Students continued to be supported financially, for example through childcare, travel, meal vouchers and study support costs. Bursaries were available to support 'looked after children' and students from targeted groups entering Higher Education. Breakfast clubs were available to all students aged 16-18 who were eligible for bursary funding.

The Ofsted Inspection Report from February 2017 noted that "most students enjoy their studies, behave well and are keen to achieve. The support provided is well received by many students who provide positive feedback that indicates they have enjoyed and valued their time at the College".

Safeguarding Safeguarding referrals are monitored by gender and ethnicity. A trend across this period has seen Asian British and Pakistani and White females dominate referrals. Themes of homelessness, sexual abuse, mental health conditions and vulnerability due to family circumstances exist. Targeted work has included the engagement of Umbrella, a sexual health agency that has worked with these groups of learners.

Careers The Careers service has Matrix Accreditation and has continued to offer good quality initial advice and guidance to supports learners to make informed choices about courses that suit their personal goals and career aspirations. In June 2017 the service was awarded the new QICS, Quality in Careers Standard.

The team delivered information, advice and guidance to 3747 students in 16/17, and engaged with 7275 students through a calendar of events. The team worked with over 70 universities to help students to progress beyond college, hosting a range of higher education fairs and sessions to ensure that a university education was a real opportunity for a wide range of individuals. 1717 BMET students applied for university places in 2017 with 1447 being accepted on to a university place of their choice (84%) exceeding the national percentage of applicants by 6.3%.

A calendar of careers events ran throughout the year including an Apprenticeship week in March 2017 and a Jobs Search week with visiting employers Pertemps, Hotel La Tour and Virgin Media leading sessions on what employers want from applicants, sharing their expertise and advice on how to maximise job search preparation. The National Careers Service careers advisers also ran a CV check service and one to one job hunting guidance.

Working in partnership with the University of Wolverhampton, 17 of the college's students were awarded £2,000 progression bursaries to contribute to their undergraduate studies. These students were recommended by tutors for achieving more than they expected academically on entry to BMet and/or had overcome disabilities and learning barriers to succeed in their studies.

A BMet student, Monique Hall-Smith was the overall winner of the David Bucknall scholarship which offered $\pounds 27,000$ tutor fees paid towards a 3 year degree at BCU.



BMet students, Monique and Tamayah won scholarships to study at BCU, as first steps on the path to careers in the property and construction industry



The Careers Team was nominated for a NEON (National Education Outreach Network) award which recognises the schools or colleges that work particularly hard and successfully to widen access to degree level study and enable learners from underrepresented groups to enter higher education. Natalie Latham, Outreach and Progression Co-ordinator at the University of Wolverhampton said, " BMet has shown a remarkable commitment to raising students' aspirations as well as encouraging their progress into university study." **Complaints** 167 complaints from students or other stakeholders were recorded, of which 70 were substantiated (43%) and 45 (27%) were partially substantiated. 84% of complaints were dealt with in a timely manner (less than 14 days) with 40% closed in less than 5 days. 10 complaints over the year were noted to involve equality issues. Of these, 4 complaints were substantiated (3 x disability support including 2 x mental health support, and 1 x disability harassment). 3 complaints were partially substantiated. Where complaints were substantiated actions were agreed and implemented to minimise the risk of future occurrences.

Complaints are analysed by ethnicity, gender and age of the 'subject' of the complaint (either the complainant or the person someone is making the complaint for) as well as the nature of complaint. In 2016/17 the larger number of subjects were female (37% compared to 22% males), with 28% White English/Welsh and 28% BME (41% not known and 3% refuse to specify). The most common type of complaints were categorised as curriculum/course issues.

Staff data Staff have been encouraged to maintain their equality data within HR systems. Details can be located at Appendix 2.

Promotion of Diversity D&I matters continued to be communicated through a range of media including internally via the intranet (Sharepoint) and externally via the website, Facebook and Twitter. Coverage is wide with 12,472 Facebook followers and 5,444 Twitter followers. Posts share news stories, resources and promote events to increase engagement and participation.

Noticeboards at all sites contain up to date and relevant information on for example anti-bullying and British values. The use of positive stories and role models throughout ensured that BMet is widely representing the diversity of the local community and actively promoting participation of those who are currently underrepresented in different areas, for example disabled students and female students in construction.

Objective 4

Ensure that College staff and Governors are trained in equality and diversity and are aware of the College's Equality and Diversity Policy and Action Plan. A minimum of 90% of staff should complete/ update their training this year.

Progress made:

Staff had the opportunity to complete an online training module, Understanding Equality and Diversity, and non-curriculum staff participated in a Diversity and Inclusion refresher event during January 2017. Specific focused training and support for curriculum staff throughout the year ensured that they had a raised awareness of their responsibilities.

Links with community groups enabled the college to meet the needs of specific groups of students, for example collaboration with the West Midlands Police and Birmingham Children's Safeguarding Board enabled the college to better understand issues that may affect young people.

In 2017 a new governor, who brings expertise around Equality and Diversity, was aligned to the college's Diversity and Inclusion agenda.

Ofsted Inspection

BMet was inspected by Ofsted in February 2017. The Inspection reported that the college overall requires improvement although areas of good provision were noted within apprenticeships and for learners with high needs. Particular positive recognition was noted with the following comments:

- Managers and teachers provide well-planned additional support for learners who need extra help with their work. As a result, these learners make good progress and achieve their qualifications at a higher rate than their peers. They benefit from a wide range of effective, additional workshops and one-toone support through well-resourced, dedicated centres at each main college campus. Specialist staff effectively remove the barriers that their learners have to participating in learning. Learners with high needs receive appropriate challenge, make good progress and progress to higher-level learning or employment
- Teachers promote diversity well and encourage learners to discuss cultural differences. During inspection, on the Matthew Boulton campus and in a debate with an external speaker, learners displayed high levels of understanding of the importance of tolerance, understanding and respect
- > The large majority of learners behave with courtesy and respect
- Apprentices develop a good understanding of equality and diversity. In sectors where good customer service is paramount, apprentices have a good understanding of working with a wide range of clients. As a result, apprentices develop good customer care skills and make strong contributions to business and the wider society

Additional areas of work and achievement

The college has continued to raise awareness of equality, diversity and inclusion throughout the period. Students and staff have participated in a wide range of events that celebrate difference, challenge perceptions and increase awareness and understanding. Further details on these activities can be located at Appendix 3.

Appendix 1 -Student Profile 2016/2017

BMet currently reports on the following protected characteristics for students; age, gender, ethnicity, disability as well as socio economic factors including free school meals, carers, care leavers, asylum seekers and refugees, and first language.

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

Gender

50.4% of students on courses were female, which represents a +2% increase from 15-16. This reflects exactly the gender split in Birmingham with 50.4% being female and 49.6% male (Emsi 2017 Data Set).

In a slightly different picture from last year, achievement rates for females now sit +1.6% above males. It is pass rates which have affected male achievement rates rather than retention which are on par with female retention rates. See Table 1.1 for full details.

It is also male younger learners (16-18 years) who adversely affect overall rates; falling -6.0% below 19+ male learners.

Gender		15,	/16		16/17				Achievement Var	
		Leavers	Achieve Rate	Leavers	Retention	Pass	Achieve Rate	Achieve Rate	15/16%	NR %
	All Ages	12,803	80.5%	13,530	89.9%	90.0%	80.8%	83.6%	0.3%	-2.7%
Q	16-18	6,636	79.4%	6,742	89.4%	89.2%	79.7%	81.7%	0.3%	-2.0%
	19+	6,167	81.8%	6,788	90.4%	90.7%	82.0%	85.5%	0.2%	-3.5%
	All Ages	13,866	80.8%	13,332	89.4%	88.6%	79.2%	82.0%	-1.5%	-2.8%
0 [*]	16-18	7,579	76.6%	7,427	88.7%	86.3%	76.6%	78.8%	0.0%	-2.2%
	19+	6,287	85.8%	5,905	90.3%	91.4%	82.6%	86.6%	-3.3%	-4.0%

Table 1.1 –	Achievement	rates by	gender	and	age
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Ethnicity

In 16/17 the overall participation rate for Black and Minority Ethnic (BME) communities, including Other White, Irish and Gypsy/Irish Traveller was 59% (15,933). This represents a +3% increase from 15/16 and +6% from 14/15.

15 groups fell below national rates for their cohort with Other Mixed, Other White, Other Asian, Irish and 'Not Provided' falling more than 5% below. For these groups, with the exception of Irish learners, it is retention rates rather than pass rates which affect overall achievement.

The differential between highest and lowest achievers widened to 27.2%. The 100% achievement rates for the small number of Gypsy and Irish Travellers has somewhat skewed percentages. When excluding this group the differential is 16.7% and largely comparable to 15/16 (15.1%) where Chinese record the highest rates and White/Black Caribbean learners record the lowest. Positively, Arab and White/Asian learners have recorded +1.9% and +2.2% improvements in rates from 15/16 respectively (and +7.8% and +8.7% from 14/15). Pakistani learners have seen +2.2% improvement since 15/16 and +3.3% since 14/15. See Table 1.2.

	15/	/16		16/	17		National	Achiever	Achievement Var	
Ethnicity	Leavers	Achieve Rate	Leavers	Retention	Pass	Achieve Rate	Achieve Rate	15/16%	NR %	
African	2,211	78.4%	2,529	89.1%	87.7%	78.2%	82.0%	-0.3%	-3.9%	
Arab	459	78.0%	650	89.4%	89.3%	79.8%	84.3%	1.9%	-4.5%	
Bangladeshi	974	82.3%	994	92.0%	91.0%	83.7%	82.9%	1.4%	0.8%	
Caribbean	1,760	80.4%	1,687	88.1%	86.6%	76.3%	80.0%	-4.0%	-3.6%	
Chinese	113	89.4%	114	94.7%	94.4%	89.5%	88.5%	0.1%	1.0%	
Gypsy/Irish Traveller	24	83.3%	5	100.0%	100.0%	100.0%	71.1%	16.7%	28.9%	
Indian	918	84.5%	992	92.2%	92.3%	85.2%	86.3%	0.6%	-1.2%	
Irish	89	79.8%	132	89.4%	88.1%	78.8%	84.4%	-1.0%	-5.6%	
Not Provided	140	76.4%	206	84.5%	87.9%	74.3%	82.7%	-2.2%	-8.4%	
Other	670	79.6%	866	88.3%	88.4%	78.1%	82.8%	-1.5%	-4.7%	
Other Asian	618	79.9%	760	87.0%	89.4%	77.8%	84.1%	-2.2%	-6.3%	
Other Black	616	78.9%	604	88.2%	87.4%	77.2%	80.7%	-1.7%	-3.6%	
Other Mixed	335	77.9%	317	83.3%	87.9%	73.2%	79.9%	-4.7%	-6.7%	
Other White	1,451	78.6%	1,279	87.6%	90.7%	79.4%	85.1%	0.8%	-5.7%	
Pakistani	3,363	78.9%	3,656	91.9%	88.2%	81.1%	83.3%	2.2%	-2.2%	
White British	11,650	82.3%	10,723	90.2%	90.1%	81.3%	82.7%	-1.0%	-1.4%	
White/Asian	265	79.6%	319	87.5%	93.5%	81.8%	83.1%	2.2%	-1.3%	
White/Black African	193	79.8%	210	88.6%	86.0%	76.2%	79.9%	-3.6%	-3.7%	
White/Black Caribbean	820	74.3%	819	83.9%	86.8%	72.8%	76.7%	-1.5%	-3.9%	

Table 1.2 – Achievement rates by ethnic group

Disability

10% of students disclosed a learning disability or learning difficulty (LLD). This reflected a 4.5% fall in the percentage of students who disclosed a learning disability or learning difficulty from 15/16. There was a slight improvement in the number of students for whom this information was not known.

Achievement rates for students who disclosed a LLD fell 5.0% behind those who did not disclose a LLD. Rates for 19+ LLD students were significantly below college rates for this age group and national rate, -13.5% and -10.4% respectively. 16-18 year LLD student rates fell from 15/16 and were just below national rate for this age group. It is pass rates rather than retention which adversely affected overall rates. See Table 1.3.

LLD		15,	/16		16/	/17		National	Achievement Var	
		Leavers	Achieve Rate	Leavers	Retention	Pass	Achieve Rate	Achieve Rate	15/16%	NR %
\bigcirc	All Ages	3,863	84.0%	2,763	88.1%	85.9%	75.6%	80.6%	-8.3%	-4.9%
	16-18	1,833	79.5%	1,700	88.5%	86.4%	76.4%	77.5%	-3.1%	-1.0%
	19+	2,030	87.9%	1,063	87.5%	85.1%	74.4%	84.8%	-13.5%	-10.4%
	All Ages	22,753	80.1%	24,066	89.8%	89.7%	80.6%	83.6%	0.4%	-3.0%
	16-18	12,360	77.6%	12,446	89.1%	87.9%	78.3%	81.0%	0.6%	-2.7%
7	19+	10,393	83.1%	11,620	90.6%	91.6%	83.0%	86.4%	-0.1%	-3.4%
	All Ages	53	73.6%	33	90.9%	93.3%	84.8%	82.6%	11.3%	2.2%
(?)	16-18	22	72.7%	23	91.3%	90.5%	82.6%	82.3%	9.9%	0.3%
	19+	31	74.2%	10	90.0%	100.0%	90.0%	83.2%	15.8%	6.8%

Table 1.3 – Achievement	rates	by	disability	and	age
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In 16/17 4.4% of students disclosed a disability or health condition. Disclosure rates fell from 15/16 (5.5%). The number of 'not known' or 'not provided' students has significantly decreased over the years. See Table 1.4 on following page.

Table 1.4 – Achievement rates by disability type

	15,	/16		16,	/17		National	Achieve	nent Var
Disability	Leavers	Achieve Rate	Leavers	Retention	Pass	Achieve Rate	Achieve Rate	15/16%	NR %
Aspergers Syndrome	167	83.8%	133	88.0%	83.8%	73.7%	80.6%	-10.1%	-6.9%
Disability Affecting Mobility	206	89.8%	114	89.5%	86.3%	77.2%	80.6%	-12.6%	-3.4%
Hearing Impairment	109	87.2%	128	82.0%	79.0%	64.8%	80.6%	-22.3%	-15.7%
Mental Health difficulty	204	79.9%	185	84.3%	87.2%	73.5%	80.6%	-6.4%	-7.1%
Multiple Disabilities	1	100.0%	11	72.7%	100.0%	72.7%	80.6%	-27.3%	-7.9%
Other Health condition	143	76.2%	133	85.0%	86.7%	73.7%	80.6%	-2.5%	-6.9%
Other Medical Condition	396	78.3%	277	91.0%	90.1%	81.9%	80.6%	3.7%	1.4%
Other Physical Disability	111	80.2%	72	87.5%	85.7%	75.0%	80.6%	-5.2%	-5.6%
Profound Complex Disabilities	6	100.0%	10	100.0%	100.0%	100.0%	80.6%	0.0%	19.4%
Temporary Disability	8	100.0%	2	100.0%	100.0%	100.0%	80.6%	0.0%	19.4%
Visual Impairment	114	84.2%	81	88.9%	90.3%	80.2%	80.6%	-4.0%	-0.3%
n/a	111	82.0%	76	90.8%	92.8%	84.2%	80.6%	2.2%	3.6%
No Disability	24,693	80.5%	25,596	89.8%	89.4%	80.3%	83.6%	-0.2%	-3.3%
Not Known/No info	398	86.4%	44	68.2%	93.3%	63.6%	82.6%	-22.8%	-19.0%

Achievement rates for 7 groups fell 3% below college and national rates, with students for whom the college has no information having the poorest rates (63.6%) followed by those who have a hearing impairment (64.8%) and those with multiple disabilities and mental health difficulties, Asperger's and Other health conditions. Overall rates were affected by a combination of retention and pass rates and rates varied across age groups.

> Age

52% of learners were 16-18, and 48% were 19+. The gap in achievement between age groups narrowed from 14/15 (10.4%) and 15/16 (5.9%) to 2.0% as shown in Table 1.5. The gap in retention closed entirely and it was lower pass rates for 16-18 year olds which affected overall achievement.

Headline		15/16		16/	National	Achievement Var			
		Achieve Rate	Leavers	Retention	Pass	Achieve Rate	Achieve Rate	15/16%	NR %
	All Ages	80.7%	26,682	89.7%	89.3%	80.1%	82.8%	-0.6%	-2.8%
Total	16-18	77.9%	14,169	89.0%	87.7%	78.1%	80.2%	0.2%	-2.1%
	19+	83.8%	12,693	90.4%	91.1%	82.3%	85.9%	-1.6%	-3.7%

Table 1.5 –	Overall	achievement	rates	by	age
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> Free School Meals

7.5% of learners were in receipt of free school meals. The gap in achievement rates seen in 15/16 (3.2%) and 14/15 (3.5%) widened to see learners who receive FSM with rates 6.4% below those learners not in receipt of FSM. Rates were significantly below national rate as seen in Table 1.6.

Table 1.6 – Achievement rates for those in receipt of Free School Meals (FSM) and age

Free Meals		15/16		16/17				National	Achievement Var	
		Leavers	Achieve Rate	Leavers	Retention	Pass	Achieve Rate	Achieve Rate	15/16%	NR %
	All Ages	1,845	77.7%	2,010	86.7%	85.5%	74.1%	82.8%	-3.6%	-8.7%
	16-18	1,818	77.8%	1,959	86.5%	85.5%	74.0%	80.2%	-3.8%	-6.2%
	19+	27	74.1%	51	94.1%	85.4%	80.4%	85.9%	6.3%	-5.6%
	All Ages	24,824	80.9%	24,852	89.9%	89.6%	80.5%	82.8%	-0.3%	-2.3%
	16-18	12,397	77.9%	12,210	89.4%	88.0%	78.7%	80.2%	0.8%	-1.5%
	19+	12,427	83.8%	12,642	90.3%	91.1%	82.3%	85.9%	-1.6%	-3.7%

Appendix 2 Staff Profile 2016/2017

The college currently reports on the protected characteristics of age, gender, ethnicity and disability within its workforce and encourages employees to own their data. All staff have access to their own Equality and Diversity page within the supporting system Cintra Self-Service.

Disclosure rates were noted as:

- > 94% disclosed their ethnicity
- > 85% disclosed their religion
- > 81% disclosed their marital status
- 84% disclosed whether they have or do not have a disability
- ✤ 49% disclosed their sexual orientation

The following data was captured in January 2017.



Gender

Table 2.1 sets out gender across employment groups.

	Manager		Lecturer		Support	
\bigcirc	Apr-16	Jan-17	Apr-16	Jan-17	Apr-16	Jan-17
¥	63.97%	60.14%	54.59%	53.30%	64.38%	63.83%
\sim	Apr-16	Jan-17	Apr-16	Jan-17	Apr-16	Jan-17
	36.03%	39.86%	45.41%	44.70%	35.62%	36.17%



In common with the sector, and the local profile, the college's workforce continues to be predominantly female. Females made up 60% of the workforce which was consistent with the previous 2 years.

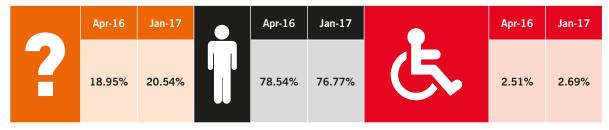
The proportion of female staff was highest amongst support staff representing 63%.

42% of female staff are part time, compared to 15% of male staff.

Disability

Table 2.2 considers disability.

Table 2.2 – Proportion of staff by disability (all staff)



Those staff who have chosen to disclose a disability represented 3% of the workforce. There has been no improvement in disclosure rates over a 3 year period and the percentage of staff who have either not supplied the College with this information or have expressed the preference not to declare their disability status remained high at 21%.

The College is positive about the employment of people who have disability and updated its 'two tick' employer status to the new Disability Committed scheme.

> Age

The College's age profile is shown in Table 2.3





The average age of a BMET employee is 44.21 years. This is largely comparable to 2016 (43.71 years) and 2015 (44.67 years). This age is consistent for managers, lecturers and support staff.

As in 2016, 36% of the College's workforce is aged 50 years and over. Just over 1% of staff (14 in total) continue to work for the College beyond the age of 65.

Table 2.4 sets out the age profile by employment group.

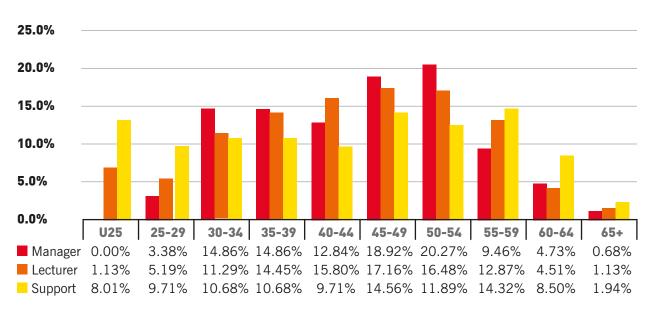
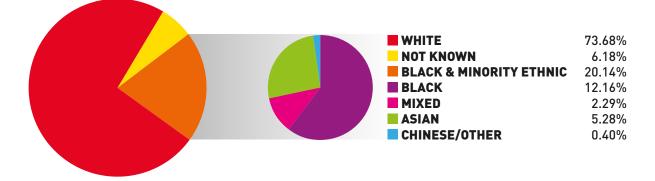


Table 2.4 – Proportion of staff by age in January 2017 (by employment groups)

> Ethnicity

Table 2.5 reports the ethnicity of the college.





20% of the overall workforce were from a Black and Minority Ethnic (BME) group (includes Asian, Black, Chinese, Other and Mixed). This represented a +4% increase from 2016. 74% of staff were from a white ethnic group (White – British/Irish/Other). For 6% of staff ethnicity was not known.

The highest proportion of BME staff (26%) is among teaching staff and the least ethnically diverse group of staff are managers with 11%, as shown in Table 2.6.

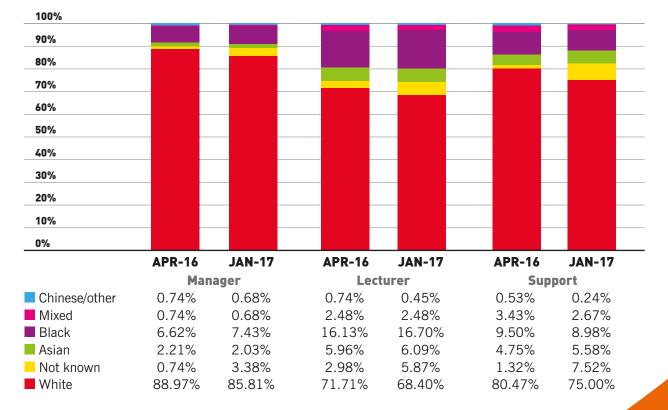


Table 2.6 – Proportion of staff by ethnicity (analysed by employment groups)

Working Patterns

Working pattern across employment group is shown in Table 2.7

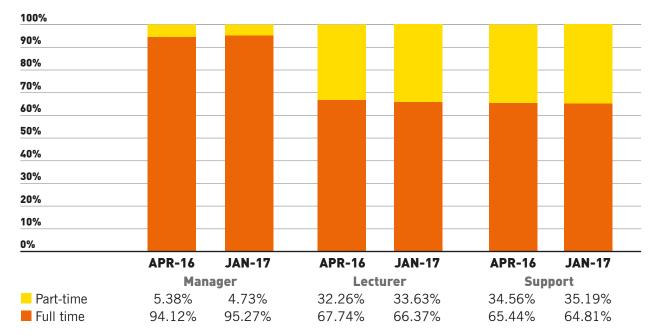
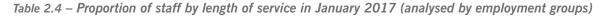


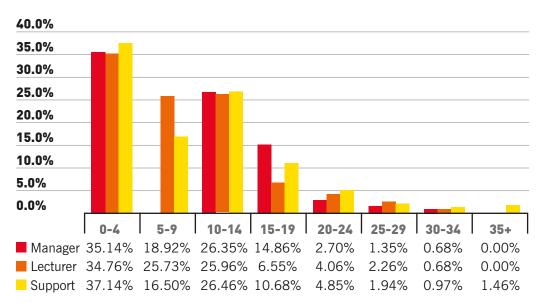
Table 2.7 – Proportion of staff by working pattern (analysed by employment groups)

The proportion of staff working part-time was 31%. This represented 34% of lecturing staff, 35% of support staff and 4.7% of managers.

Length of Service

The average length of service was 8.66 years. The distribution by length of service is provided in table 2.8 below.





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Appendix 3 - Additional areas of work and achievement

A diverse selection of enrichment opportunities enabled students and staff to share experiences with people and groups they would otherwise not come into contact with, helping to foster good relations across college.

2017 saw an array of workshops which promoted respect and tolerance and focused on students' personal wellbeing and development, for example:

- West Midlands Fire Service delivered workshops about the importance of road safety during BMet's Stay Safe Week
- 'The Phoenix' held interactive workshops on 'Healthy relationships and consent' as well as 'Child Sexual Exploitation and Grooming'
- Sexual health workshops covered STI & STD awareness and prevention and contraception
- An International Tolerance Day Workshop at Matthew Boulton and other workshops across campuses celebrated different cultures, ages, and genders. African and Middle Eastern music, live singing, dancing, refreshments and activities to celebrate Chinese New Year were all undertaken
- A cultural debate was held as part of the Culture Day with students showcasing their debating skills
- > Training sessions were run to raise awareness of the dangers of radicalisation
- Workshops on alcohol and drugs awareness, mental health and depression, and autism took place
- First Aid Training and Driving Theory Workshops were delivered
- Motivational and inspirational workshops were delivered and included that led by Paralympic gold medal winning archer Danielle Brown MBE



"This was an amazing project to be involved in. We used all kinds of digital features in our film, website and game. We designed animation and made sure the website supported people with visual or hearing impairments. I narrated the book for the film as well, which I loved doing".

Students and staff were proactive in organising fundraising activities for a range of charities which raised awareness and developed students' skills. The RNIB' 'Wear dots, raise lots' campaign raised awareness of the impact of braille whilst helping the RNIB support people with visual impairments.

Hospitality students at Kidderminster planned and prepared for a Café Bar Buffet. For Comic Relief, media students ran a Red Nose Day media playlist, art and design students organised a charity art sale, and theatre art students practised their face painting skills.

Music students participated in a range of performances and Foundation Learning Horticulture students held a Christmas sale selling handmade Christmas wreaths and Christmas table decorations. Foundation art students organised a Ladies Fashion Show with a pop up shop, developing event organisation and enterprise skills through selling tickets, arranging logistics and providing refreshments.

Creative digital and business students won a competition set by Amazon Web Services and homeless charity, The Roberts Centre. Five students who are part of BMet's Career Colleges, an employer-led education programme, developed a website, YouTube film and a game to promote the launch of a children's book about homelessness.

BMet Fresher's Fairs, volunteer fairs, and the enrichment fairs held across all campuses offered a chance to sign up for a range of extracurricular activities for example the Duke of Edinburgh Award Scheme and skills development workshops.

Students and staff continued to benefit from free onsite gym membership at main sites and fitness classes, as well as sports and leisure activities including BMET sports challenges, Fantasy Football League, a walking challenge, yoga dance, drum circles and meditation.

Theatres at three sites enabled the college to host large scale performances, for example inviting external arts organisations including the Loudmouth Theatre Group, 'Working for Marcus' and the Gritty Theatre Company who performed a Luke Barnes' play 'Chapel Street' which covered a range of equality and diversity subjects.

BMet's own student actors showcased their own work with Year 1 BMAPA performing 'Our Country's Good', a play about the early colonisation of Australia.

130 young people participated in The Prince's Trust Team programme, a 12 week self-development programme with an emphasis on employment, teamwork and community skills. Diversity and inclusion was embedded in the course with students participating in a residential experience and community based projects, both of which tested individuals' and teams' tolerance, collaborative working abilities and problem solving.

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