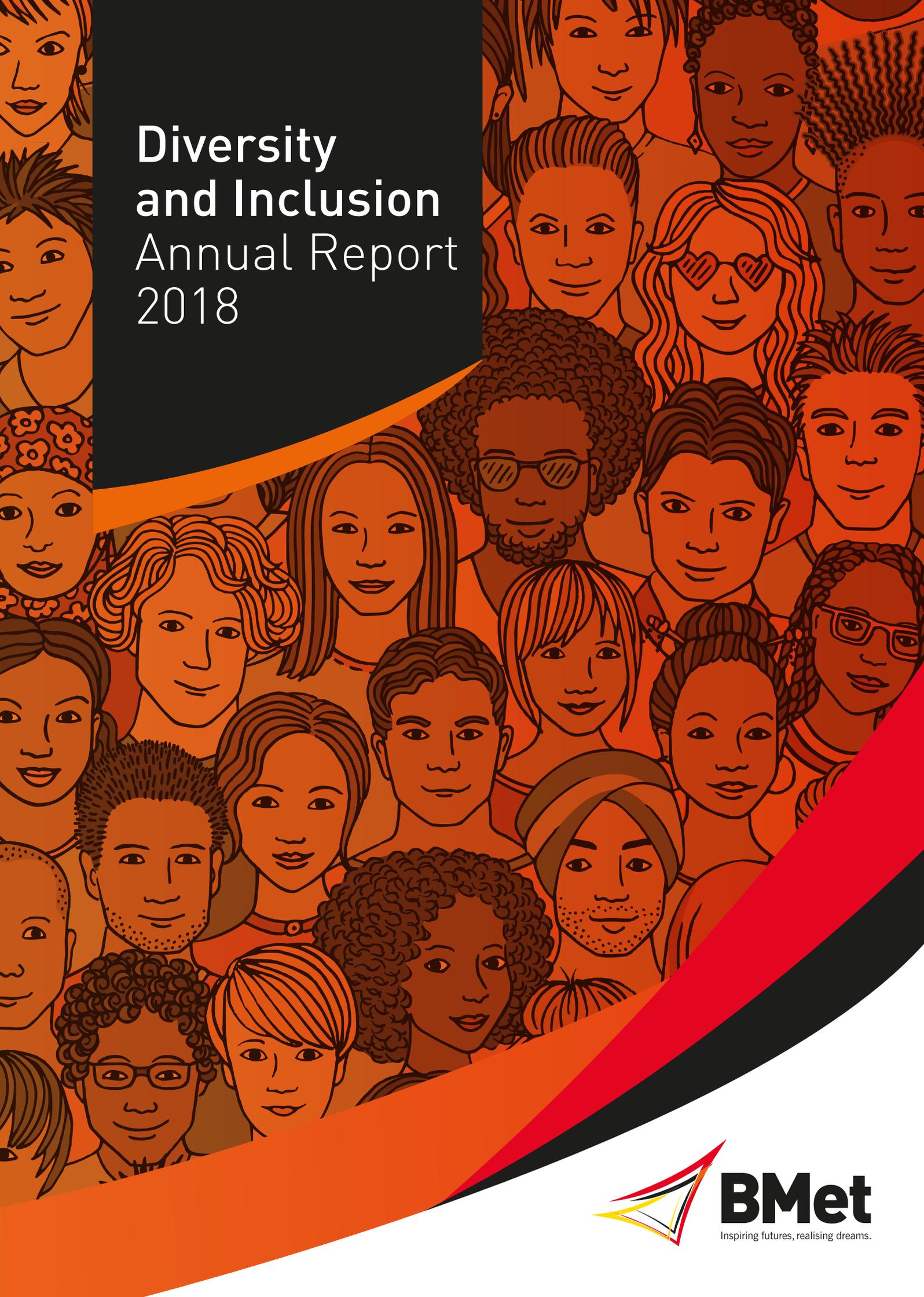
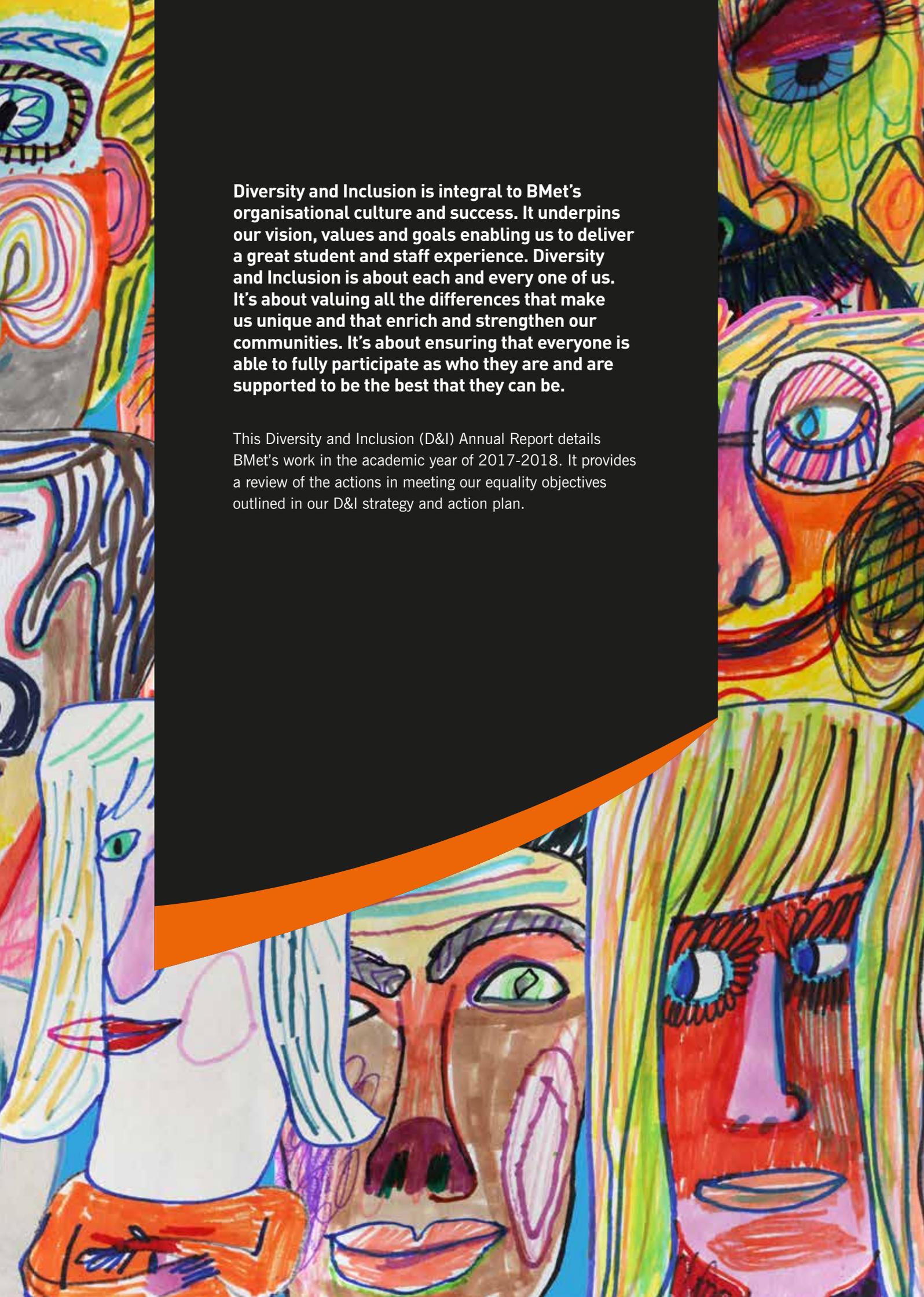


# Diversity and Inclusion Annual Report 2018



**BMet**

Inspiring futures, realising dreams.



**Diversity and Inclusion is integral to BMet's organisational culture and success. It underpins our vision, values and goals enabling us to deliver a great student and staff experience. Diversity and Inclusion is about each and every one of us. It's about valuing all the differences that make us unique and that enrich and strengthen our communities. It's about ensuring that everyone is able to fully participate as who they are and are supported to be the best that they can be.**

This Diversity and Inclusion (D&I) Annual Report details BMet's work in the academic year of 2017-2018. It provides a review of the actions in meeting our equality objectives outlined in our D&I strategy and action plan.

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### Highlights in 2018

- Improvements in student disclosure rates (for example students with a disability has seen a +4.5% increase) has further developed our understanding of our college community, ensuring we are more effectively able to identify and respond to individual needs.
- Achievement gaps between different groups (for example ethnicity, disability, age, gender, those in economically disadvantaged areas and those in receipt of free school meals) have narrowed as a result of a range of activities to improve teaching, learning and assessment.
- Student voice and student engagement has strengthened through a range of inclusive activities and targeted work to increase participation of under-represented groups.
- Improvements in the accessibility of our physical and virtual environments as a result of a disability access and inclusion audit, introduction of easy read literature and a 'listen and translate' function on BMet's website.
- Significant progress around LGBT+ inclusion; recognised by the Educate and Celebrate Silver award which has resulted in improved student satisfaction rates for LGBT students.
- Improved D&I skills of staff; developed through staff training, guidance and resources ensuring students have inclusive experiences and diversity is promoted in a meaningful way.
- Integration of D&I into all business and curriculum areas through an energetic lead by senior staff ensuring diversity and inclusion is everyone's responsibility; "Leaders ensure that diversity and inclusion are at the heart of the college" Ofsted 2018

### Our Strategic Action Plan

The autumn term in 2017 saw a range of activities in developing the College's new strategic objectives, including a consultation event with staff and students in November. The group agreed on a statement of intent and the D&I principles which align to BMet's values and which underpin the College's approach:

"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".

The 4 strategic objectives, which are contained in our D&I strategy (view D&I strategy <https://www.bmet.ac.uk/student-experience/student-support/equality-diversity/> with supporting action plan and specific timelines), are led by the College's Executive Team and are supported by comprehensive action plans, working groups and cross college participation. The following reports on each objective, activities in 2017/18 and progress made so far:

## 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

#### To do this we will:

Review and build on data collection to enable us to further develop our understanding of our student profile.

#### We will know we have achieved this when:

We have readily available information, based on complete and accurate data, which will more effectively identify and respond to student needs.

#### What we have done in 2018:

- Our 2017/18 enrolment activities included 'Why are you asking me these questions?' posters and guides available in alternative formats (easy read and a range of languages).
- Our curriculum areas were proactive in providing additional opportunities for students and apprentices to disclose a disability at times other than enrolment, for example through induction and personal tutoring activities.

#### What we have achieved so far:

Applicants were clearer about equality monitoring and some impact has been seen, for example with a reduced number of people who did not disclose their ethnicity from 16/17 and an overall increase in disability disclosure:

- 3.1% increase in the percentage of apprentices who disclosed a disability or learning difficulty
- 4.5% increase in disability disclosure for the general student cohort (now 14.8%).

*See Appendix 1 – BMet's Student Profile*

### 1.2

#### To do this we will:

Take targeted action to address any inequalities in participation, achievement and/or outcomes through positive action projects and widening participation initiatives.

#### We will know we have achieved this when:

The gaps are closing at a rapid and continuing rate.

#### What we have done in 2018:

- We set specific targets to increase participation in certain curriculum areas, for example women into construction, engineering and IT and men into health and social care, early years education, and people with a BME background into apprenticeships. We commenced and continued with positive action work for example with a female only course launched at Erdington Skills Centre, a new apprenticeship marketing strategy, and an Edge Foundation funding application to support men into early years provision at level 4.
- Throughout the academic year our quality team and our curriculum departments continued to intensively monitor gaps in attendance, retention and achievement between different groups of students. Once gaps were identified supporting interventions were employed to address poor attendance or performance, for example through mentoring, counselling, personal tutoring and/or improved planning to meet individual needs.
- We undertook targeted work to promote BMet's support services to both staff and students to address the poor participation with our pastoral support for some groups of students (for example, the take up of mentoring and counselling activities was particularly disproportionate for our adult learners and in

general for men, and in particular our male students who identify as Black African).

- We monitored gaps in our students' satisfaction through the National Student Survey and any disparities informed action. For example, work to improve trans\* students' satisfaction at BMet which involved a range of activities with staff and students including training, workshops, awareness-raising events and the promotion of our 'supporting trans\* people' guidance.

### What we have achieved so far:

2018 enrolment figures indicate that there has been some improvement in the representation of particular groups, for example, +1% of women in engineering from 2017

Ofsted noted *"Leaders have developed successful initiatives to attract under-represented groups onto apprenticeships. For example, construction partners' sophisticated marketing campaigns and the provision of female-only courses have successfully resulted in a significant increase in female apprentices."*

Achievement and retention rates improved with gaps closed or narrowed. For example, the gap between different ethnic groups for achievement rates narrowed 4% (from 17% to 12%) and between genders to just 0.3%. See Appendix 1, Table 2. In the Ofsted 2018 inspection report it was noted that: "Leaders and managers monitor achievement gaps between different groups closely and have implemented a range of appropriate strategies, reducing previous gaps".

The gaps in participation have reduced significantly and good attendance for these groups has supported the improvements in overall achievement rates.

The 2018 survey results indicated an improvement in satisfaction for this group. Trans\* applicants are also now able to disclose their gender identity at enrolment if they feel they would like to.



## Women into Construction

In August-September 2017 Elizabeth Davis attended a 6 week Bricklaying level 1 Award at Erdington Skills Centre. On completion of the course and after receiving IAG (Information, Advice and Guidance) Elizabeth made the decision to choose Bricklaying as a career pathway. Elizabeth is a single parent and has a disabled child. Working with the team at the Skills Centre Elizabeth received the support she needed to undertake the programme of study.

In June 2018 Elizabeth achieved a Bricklaying Diploma and is currently on track to achieve level 2 in June 2019 after which she is looking to secure either an apprenticeship or employment as a bricklayer.



## 1.3

### To do this we will:

Deliver excellent student care and learning experiences through comprehensive engagement strategies.

### We will know we have achieved this when:

We have a strong student voice and ratings for student experience are above benchmark.

### What we have done in 2018:

- We further built on the extensive programme of enrichment opportunities which celebrate diversity, challenge prejudice and stereotypes and foster good relations.
- Our students elected 219 class reps at the beginning of 2017 (increasing to 358 students in 2018) with the majority having attended roles and responsibilities training sessions. Student Councils were held at the 4 main sites to represent student views to BMet management. Designated reps took on specific roles, for example the LGBT Officer who led on the establishment of LGBT societies which have driven work on celebrating sexual orientation and gender diversity..
- Our learning mentors, counsellors and additional learning support (ALS) staff provided students who needed help with support in lessons and at the 'Metro' centres, including helping to improve literacy and numeracy skills.

### What we have achieved so far:

Our students are developing an understanding of people and communities in our diverse society. Ofsted noted, *"Students take part in a wide range of activities that promote diversity, challenging their perspectives of people from different backgrounds and beliefs..... Students and staff respect differences in cultural, social and lifestyle choices"*

Our student voice activities have gone from strength to strength and our students influence improvements at college.

*"The student council and staff work well together to ensure that most students attend health and well-being events. Students learn about the benefits of healthy lifestyles, the risks associated with alcohol and drug misuse, and managing emotional health and stress."*  
Ofsted 2018

Our retention and achievement rates improved by +3.8%. The achievement rates of students with a learning disability or difficulty improved to close the gap between this group and those who do not have a learning difficulty or disability from 4.9% in 16/17 to 0.3%.

## Celebrating Diversity

BMet has offered environments and experiences which foster good relations between diverse people. 2018 saw exceptional engagement with the Enrichment Team's wide range of events which create opportunities for students and staff to work/socialise with people beyond their usual immediate experience, developing confidence and acquiring knowledge and skills - for example through Black History Month, International Women's Day, World Aids Day, Dub Poetry, African Drumming Sessions, Diwali, Anti-bullying and LGBT+ History Month.

Students celebrated their own and others identities and discovered the commonalities that they share with people who may be perceivably very different from themselves.

LGBT History month, 2018, saw an array of activities across sites, notably a speakers event at Matthew Boulton College where six delegates shared their personal experiences from living life in the shadows to coming out. Speakers included the Chair of the Brum Bi Group, an Equality & Liberation Officer for the Labour Party, the Brum Bi Group Secretary and Secretary of Rainbow Voices, the co-founder of Birmingham Based Transpectrum and the CEO of Biscuit Magazine. 38 students and staff attended the event from a range of courses, one person reporting that "my understanding of the LGBT community wasn't very broad before the talk ; I am going to do further research so that I can be more compassionate towards to the community in future".



**'TO MY SIKH LGBT FRIENDS AND FAMILY, YOU ARE NOT ALONE. KEEP BEING YOU.'**

**MANJINDER SINGH SIDHU**

Manjinder Singh Sidhu is an international human rights spiritual activist, author and speaker, who is passionate about equality and helping others. He produces video blogs to help other LGBT South Asians and offers life coaching to empower individuals to make change happen.

LGBT History Month takes place every February, organised by Stonewall. It is a chance to celebrate the lives and achievements of brilliant gay, lesbian and trans people from our past and present. This year's theme is Religion, Faith and Philosophy. At Stonewall we're proud to work with lots of inspirational LGBT people of faith in our work to challenge stereotypes, prejudice and inequalities. Have the names of their stories.

The one that made me realise that I was not alone.

**Stonewall**  
Supporting different people.



## Objective 2

Have truly inclusive physical and virtual working and learning environments.

### 2.1

#### To do this we will:

Improve the accessibility of the information and facilities we provide.

#### We will know we have achieved this when:

We are recognised as a leader in D&I for students and staff through accreditation and awards.

#### What we have done in 2018:

- We carried out site improvements noting the recommendations of our access and inclusion audit in January 2017. For example we re-arranged the Learning Resources Centre at the Art and Design Centre and removed the turnstiles in the entrance to the student centre at Sutton Coldfield College.
- We purchased a Photosymbols licence and created some easy read versions of key student documents for example the Code of Conduct and the Student Disciplinary Policy. We purchased Recite Me, an accessibility tool, for BMet's website which allows visitors to listen and translate text and customise the website to their needs.
- Our multi-faith provision across sites was reviewed which resulted in the launch of new Quiet Rooms for all faiths and none, a Quiet Room policy and clear guidelines on room use.
- We developed and implemented our Educate and Celebrate action plan which included a cross college marketing campaign to extend the range of displays to promote hidden and non-visible diversity across College.
- We refreshed the Diversity and Inclusion page on BMet's website as well as reviewed staff (Sharepoint) and student (MyMet) internal portals. The D&I section on Sharepoint now hosts the key strategic and guidance documents, the D&I training offer and

supporting information and useful resources. Yammer, an internal social media tool, has proved a useful platform to celebrate diversity events and topics.

#### What we have achieved so far:

Our students, staff and visitors can more easily access areas where barriers to independent travel through our sites existed. In September 2018 the College achieved Disability Confident Employer (Level 2) status in recognition of our work towards actively looking to attract and recruit disabled people, supporting disabled staff whilst at work and to progress within the organisation if they want to.

Our students understand their rights, roles and responsibilities whilst at BMet and visitors to our website are clear about what the College has to offer.

The spiritual health of our staff, students and visitors of all faiths, and none, is supported.

Significant progress has been made around LGBT\* inclusion and has been recognised by the achievement of the Educate and Celebrate Silver award.

A raised profile of equality, diversity, inclusion and fundamental British values across and beyond college has been noted. Staff and students report an increased awareness of general diversity events and topics and an increased confidence in understanding others.

## Promoting Diversity in Teaching and Learning – Level 1 and 2 Creative Studies

As part of their coursework students undertook a project to provide some visual art for the new quiet room at Sutton College. They explored the requirements of students and the college expectations of the space to ensure it is inclusive of all faiths and beliefs, including no faith and belief. They talked about the appropriateness of pictures to use and explored their local natural environment for sources of images. They explained the kinds of words they want to use – which will lend itself to a feeling of tranquillity, for example 'peace' and 'calm'. They spoke with the Diversity and Inclusion Advisor at BMet to discuss the difficulties in sometimes meeting people's very different needs. Their conclusion was 'to respect' those differences and 'give and take'.



## 2.2

### To do this we will:

Develop an inclusive curriculum offer and ensure that D&I is integrated into teaching, learning and assessment.

### We will know we have achieved this when:

Gaps in rates of progress close at a rapid and continuing rate.

### What we have done in 2018:

- 652 members of our staff participated in face to face diversity and inclusion training which included bespoke sessions specific to the needs of the curriculum and workshops for curriculum managers and directors on integrating diversity and inclusion in every aspect of the student journey.
- Our quality team, managers, governors and the Diversity and Inclusion Advisor conducted learning walks which included a D&I focus.
- In a new initiative all new staff to the organisation participated in a face to face D&I training session to complement the mandatory 'Understanding Equality and Diversity' online training package.
- D&I continued to be embedded in the student induction process where activities explore Ready, Respectful and Safe values as well as British values.

### What we have achieved so far

Our staff are making progress towards developing truly inclusive curriculums and teaching, learning and assessment experiences. As a result, existing gaps in retention and achievement narrowed or closed in 17/18.

*See Appendix 1.*

Good practice was identified and shared, and coaching and support triggered where required.

Ofsted noted in the 2018 inspection report *"Staff provide an inclusive and welcoming environment for all students through the 'ready, respectful and safe' values that are shared widely across the college community. Staff and students replicate such behaviours, making the college a cohesive and supportive environment."*

Our students understand their rights, roles and responsibilities.

## 2.3

### To do this we will:

Strengthen D&I practice with external stakeholders.

### We will know we have achieved this when:

All of our external stakeholders are engaged in our D&I objectives.

### What we have done in 2018:

- We introduced an Equality, Diversity and Inclusion health check with employers at 'sign up' and a D&I questionnaire with apprentices to establish any cultural or learning requirements at the start of their programme.

### What we have achieved so far

The employers we work with and who support our apprentices are clear about our D&I ambitions and support equality, diversity and inclusion in their own workplaces.

## Challenging stereotypes

The College has continued to work to challenge stereotypes and prejudice, through

- College news stories published externally, for example a female cricketer, women in construction and disabled footballers
- Promotional materials which include images to challenge stereotypes in occupational areas
- Displays, for example posters of people of faith, and people of colour who are also LGBT+
- Events and activities, where students meet people who personally challenge a stereotype
- Student partnership events which break down barriers between diverse groups of individuals
- Teaching, learning and assessment materials, resources, case studies, discussions and mindfulness of language used.

D&I matters continue to be communicated through a range of media internally via the intranet and noticeboards and externally via the website and social media. Coverage is wide with 13,252 Facebook followers and 5,817 Twitter followers. Posts share news, stories, resources and promote events to increase engagement and participation.



## Objective 3

Have inclusive leadership at all levels of the organisation.

### 3.1

#### To do this we will:

Embed D&I into decision making processes.

#### We will know we have achieved this when:

Equality analyses inform all policies, procedures and plans.

#### What we have done in 2018:

- We have embedded D&I into our decision making processes with equality analyses being undertaken to inform all policies, procedures, projects and plans. All our decision makers at BMet take ownership of the equality analysis process and any identified adverse impact on any particular group/s are explored and mitigated before policy or project implementation.

#### What we have achieved so far:

This has led to a whole college approach to diversity and inclusion with an exceptional commitment and steer by senior leaders which ensures that opportunities to advance equality are integrated at every level.

*“Leaders ensure that diversity and inclusion are at the heart of the college” Ofsted 2018*

### 3.2

#### To do this we will:

Work to address under-representation at management/leadership level to ensure diverse perspectives are engaged and our communities are reflected.

#### We will know we have achieved this when:

Leadership groups are more representative of our communities and actively role-model D&I.

#### What we have done in 2018:

- In 2018 we started work to address under-representation at management / leadership levels with an initial review of the composition of the leadership/management profile and the establishment of two working groups to explore barriers to attraction, retention and progression of people with a disability and those of a BME background. See Appendix 2- Staff Workforce Profile.
- We reviewed our recruitment procedure to ensure there are no systemic barriers attracting and recruiting the best talent. This included working with FE Jobs, BMet’s vacancy portal, to ensure there is alignment with our Disability Confident commitment for example through the guaranteed interview scheme.

#### What we have achieved so far:

We understand our staff profile and are developing actions to address under-representation.

Our recruitment process is inclusive and has led to the achievement of Level 2 Disability Confident Employer status.

### 3.3

**To do this we will:**

Support faculties and departments to integrate D&I into their business plans.

**We will know we have achieved this when:**

The D&I objectives contained in business plans are achieved.

**What we have done in 2018:**

- BMet's managers incorporated our D&I strategic actions into their own local business plans which have fed into individual staff performance development objectives for the year. For example, performance development records reference objectives to: meaningfully integrate D&I content into teaching and learning; undertake an analysis of achievement data for inequalities, engaging intervention where required; or more specifically create a Modern Slavery Act statement for purposes of procurement.

**What we have achieved so far**

There is a cross college responsibility for diversity and inclusion and individual staff take ownership for actions which explicitly support BMet's D&I aspirations.



## Objective 4

Have inclusive leadership at all levels of the organisation.

### 4.1

#### To do this we will:

Review and build on our data collection to enable us to further develop our understanding of our staff profile.

#### We will know we have achieved this when:

We have readily available information, based on complete and accurate data, which enables us to identify and address inequalities in representation, engagement and progression.

#### What we have done in 2018:

- We published a new equality monitoring statement on the diversity and inclusion section of Cintra Self Service, an employee record area where staff own, and can update, their own information.
- Our gender pay gap report for 2017 was published in line with government requirements and actions to address pay gap differentials are noted in the report. The 2018 gender pay gap report indicates there is a narrowing gap in both mean and median pay between men and women at BMet.

#### What we have achieved so far:

Staff are developing an understanding of our rationale for equality monitoring although disclosure rates for some protected characteristics remain low, for example religion and belief and sexual orientation. Work continues to develop this section and particularly to encourage further disclosure.

We understand the driver for the College's gender pay gap and have developed actions to address the gap.

### 4.2

#### To do this we will:

Develop supportive structures to provide opportunities for the development of a sense of belonging, well-being and growth.

#### We will know we have achieved this when:

We have a positive and strong staff voice.

#### What we have done in 2018:

- We have developed a wellbeing project plan which includes the design of supporting procedures, guidance and resources.
- We have explored the opportunities and interest in staff networks and a disability confident discussion board has been established for disabled staff as a first step.
- We undertook an employee engagement survey in May 2018 and responses were analysed by protected characteristic. (There were no apparent disparities in satisfaction across groups, for example age, ethnicity or gender, were recorded). All our teams analysed their survey results and developed an action plan to address areas for improvement.
- We ensure gender neutral language is used in new and reviewed policies and documents.

#### What we have achieved so far:

Staff are aware of, and are part of, our commitment to staff wellbeing.

Our disabled staff can share experiences, information and knowledge with colleagues which has aided a reported sense of belonging.

Employees have been able to influence change as a result of the employee engagement survey.

The college is inclusive of all genders in key documents.

### 4.3

**To do this we will:**

Develop the knowledge, skills and confidence of staff to drive a culture of D&I.

**We will know we have achieved this when:**

Our staff are equipped to deliver our D&I objectives and are actively engaged in them.

**What we have done in 2018:**

- Our staff have participated in training and workshops and have received one to one coaching to develop their knowledge and skills and confidence around diversity and inclusion. Staff in curriculum areas were brought together at different times for reflection and identification of any further training/support; for example, a Leading Learning event included a thinking environment session on the integration of sexual orientation and gender diversity in teaching and learning which resulted in pledges to acquire knowledge and/or confidence around the subject.
- We have developed a range of guidance documents and resources to enhance staff knowledge, skills and confidence. For example the D&I toolkit hosts guidance on equality analyses, equality monitoring, supporting trans\* staff and students and the hats and head coverings requirement. 1634 page hits to the D&I section on Sharepoint were recorded in a one year period with 975 unique page views.
- We developed a Freedom of Expression policy with supporting guidance to help staff balance freedom of speech with freedom from harm.

**What we have achieved so far**

Staff diversity and inclusion knowledge, confidence and skills are developing which is supporting the narrowing of achievement gaps and improved student satisfaction.

*“Teachers conduct confidently discussions and debates with students, challenging stereotypes and ensuring that they understand diversity and related topics. For example, during a psychology lesson, the teacher highlighted potential cultural sensitivities within specific groups when discussing mental health issues”*  
Ofsted 2018

## Community Links

BMet has strong links with community organisations which ensures that students benefit from a range of opportunities and support in the locality. Specialist support, as a result of effective multi-agency working, has helped a number of students overcome significant challenges. Targeted opportunities have also allowed students to have experiences which expand horizons as well as develop personal skills. The College works particularly closely with East Midlands Police, community forum groups and local faith organisations, local universities and employers to flag and connect students with the wide range of opportunities available to them, support services, for example LGBT Birmingham, Umbrella (city sexual health organisation) and Birmingham Healthy Minds which offers multi lingual advice and brief psychological talking therapies for people aged 16+, Job Centre Plus and Disability Employment Service to progress access and inclusion for all BMet’s disabled stakeholders.

# Appendices



## Appendix 1 - Student Profile 2017/2018

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.

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

50.5% of students on courses were female, which reflects the gender split in 16/17 and the gender split in Birmingham with 50.4% being female and 49.6% male. (Emsi 2017 Data Set)

The 1.6% gap in achievement rate in favour of women in 16/17 has narrowed to a 0.3% differential.

In a similar picture to last year it is male younger learners (16-18 years) who have the lowest rates with this group falling 4.3% below 19+ male learners. This gap however has narrowed from 6%.

**Table 1** – Achievement rates by gender and age over 3 years including variances with national achievement rates

Gender		15/16		16/17		17/18		2016/17 Nat Achieve Rate	NR%	2016/17
		Leavers	Achieve Rate	Leavers	Achieve Rate	Leavers	Achieve Rate			
Female	All Ages	12,808	80.5%	13,529	80.9%	12,944	84.1%	84.3%	-0.2%	3.2%
	16 - 18	6,636	79.4%	6,741	79.7%	6,058	82.7%	82.5%	0.2%	3.0%
	19+	6,172	81.8%	6,788	82.0%	6,886	85.3%	86.1%	-0.8%	3.3%
Male	All Ages	13,866	80.8%	13,335	79.3%	12,664	83.8%	83.6%	0.2%	4.5%
	16 - 18	7,578	76.6%	7,427	76.6%	6,774	81.8%	80.6%	1.2%	5.2%
	19+	6,288	85.8%	5,908	82.6%	5,890	86.1%	87.9%	-1.8%	3.5%

### Ethnicity

In 17/18 the overall participation rate for Black and Minority Ethnic (BME) communities, including Other White, Irish and Gypsy/Irish Traveller remains unchanged at 59%.

In an improvement from last year 11 groups (15 groups in 16/17) fell below national rates for their cohort with 4 groups falling more than 2% below: Arab, Bangladeshi, Chinese and White Asian. It is 19+ Arab and Bangladeshi achievement which affect overall rates for these two groups whilst it is 16-18 year old Chinese learners (55 leavers) who have adversely affected overall rates for this ethnic group.

The differential between highest and lowest achievers has narrowed to 23.2% in 17/18 (-4.0% from 16/17). The 100% achievement rates for the small number of Gypsy and Irish Travellers has somewhat skewed percentages. When using a sample size of more than 100 leavers and therefore excluding this group the differential is 12.9% (-3.8% from 16/17), where Irish learners record the highest rates and White/Black Caribbean learners record the lowest. White/Black Caribbean learners continue to underperform.

**Table 2** – Achievement rates by ethnicity over 3 years including variances with national achievement rates

Ethnicity	15/16		16/17		17/18		2016/17 Nat Achieve Rate	NR%	2016/17
	Leavers	Achieve Rate	Leavers	Achieve Rate	Leavers	Achieve Rate			
<b>African</b>	2,211	78.4%	2,529	78.2%	2,507	82.8%	83.6%	<b>-0.8%</b>	<b>4.6%</b>
<b>Arab</b>	459	78.0%	650	79.8%	687	83.6%	86.3%	<b>-2.7%</b>	<b>3.8%</b>
<b>Bangladeshi</b>	974	82.3%	994	83.7%	901	82.5%	85.2%	<b>-2.7%</b>	<b>-1.2%</b>
<b>Caribbean</b>	1,760	80.4%	1,687	76.3%	1,525	82.9%	81.2%	<b>1.7%</b>	<b>6.6%</b>
<b>Chinese</b>	113	89.4%	114	89.5%	97	83.5%	88.4%	<b>-4.9%</b>	<b>-6.0%</b>
<b>Gypsy/Irish Traveller</b>	24	83.3%	5	100.0%	10	100.0%	72.5%	<b>27.5%</b>	<b>0.0%</b>
<b>Indian</b>	918	84.5%	992	85.2%	877	87.0%	87.0%	<b>0.0%</b>	<b>1.8%</b>
<b>Irish</b>	89	79.8%	132	78.8%	117	89.7%	83.8%	<b>5.9%</b>	<b>10.9%</b>
<b>Not Provided</b>	140	76.4%	206	74.3%	182	83.0%	80.4%	<b>2.6%</b>	<b>8.7%</b>
<b>Other</b>	670	79.6%	866	78.1%	901	83.4%	84.1%	<b>-0.7%</b>	<b>5.3%</b>
<b>Other Asian</b>	618	79.9%	760	77.8%	763	85.2%	85.7%	<b>-0.5%</b>	<b>7.4%</b>
<b>Other Black</b>	616	78.9%	604	77.2%	670	82.7%	82.0%	<b>0.7%</b>	<b>5.5%</b>
<b>Other Mixed</b>	335	77.9%	317	73.2%	321	80.1%	81.0%	<b>-0.9%</b>	<b>6.9%</b>
<b>Other White</b>	1,451	78.6%	1,279	79.4%	1,156	85.1%	85.8%	<b>-0.7%</b>	<b>5.7%</b>
<b>Pakistani</b>	3,363	78.9%	3,657	81.1%	3,335	83.0%	84.8%	<b>-1.8%</b>	<b>1.9%</b>
<b>White British</b>	11,655	82.3%	10,724	81.3%	10,265	85.2%	83.8%	<b>1.4%</b>	<b>3.9%</b>
<b>White/Asian</b>	265	79.6%	319	81.8%	330	78.2%	83.8%	<b>-5.6%</b>	<b>-3.6%</b>
<b>White/Black African</b>	193	79.8%	210	76.2%	248	84.3%	81.3%	<b>3.0%</b>	<b>8.1%</b>
<b>White/Black Caribbean</b>	820	74.3%	819	72.8%	716	76.8%	78.6%	<b>-1.8%</b>	<b>4.0%</b>

## Disability

14.8% of students disclosed a learning disability or learning difficulty (LLD). This reflected + 4.5% increase in the percentage of students who disclosed a learning disability or learning difficulty from 16/17 (10.3%).

Achievement rates for students who disclosed a LLD have significantly improved (+8%) to close the gap between this group and non-disabled students. Achievement rates for students who disclosed a LLD are now just 0.3% below non-disabled peers (compared to a 4.9% gap in 16/17). These improvements have ensured that LLD student rates are now above national rate. See Table 3.

**Table 3 – Achievement rates by gender and age over 3 years including variances with national achievement rates**

Gender	15/16		16/17		17/18		2016/17 Nat Achieve Rate	NR%	2016/17	
	Leavers	Achieve Rate	Leavers	Achieve Rate	Leavers	Achieve Rate				
LLD Yes	All Ages	3,864	84.0%	2,764	75.7%	3,778	83.7%	81.9%	1.8%	8.0%
	16 - 18	1,833	79.5%	1,700	76.4%	1,785	80.8%	79.3%	1.5%	4.4%
	19+	2,031	87.9%	1,064	74.4%	1,993	86.4%	85.4%	1.0%	12.0%
LLD No	All Ages	22,757	80.1%	24,067	80.6%	21,770	84.0%	84.7%	-0.7%	3.4%
	16 - 18	12,359	77.7%	12,445	78.3%	11,043	82.4%	82.2%	0.2%	4.1%
	19+	10,398	83.1%	11,622	83.0%	10,727	85.5%	87.4%	-1.9%	2.5%
LLD Unknown	All Ages	53	73.6%	33	84.8%	60	91.7%	83.0%	8.7%	6.9%
	16 - 18	22	72.7%	23	82.6%	4	100.0%	82.5%	17.5%	17.4%
	19+	31	74.2%	10	90.0%	56	91.1%	83.9%	7.2%	1.1%

The gap between High Needs learners and those students not with high needs (203 leavers in 2017/18) has closed in 17/18 with a 1% differential in favour of the latter group.

*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*

### Age

In 2017-18 50.1% of learners were 16-18, and 49.9% were 19+. The gap in achievement between age groups further narrowed from 16/17 (4.2%), 15/16 (5.9%) and from 14/15 (10.4%) to 3.5%. Both retention and pass rates combined affect overall achievement for this group. *See Table 4.*

**Table 4 – Achievement rates by gender and age over 3 years including variances with national achievement rates**

	15/16		16/17		17/18			2016/17 Nat Achieve Rate	NR%	2016 /17	
	Leavers	Achieve Rate	Leavers	Achieve Rate	Leavers	Ret	Pass				Achieve Rate
All Ages	26,674	80.7%	26,864	80.1%	25,608	92.4%	90.8%	83.9%	84.0%	-0.1%	3.8%
16 - 18	14,214	77.9%	14,168	78.1%	12,832	91.8%	89.5%	82.2%	81.5%	0.7%	4.1%
19+	12,460	83.8%	12,696	82.3%	12,776	93.0%	92.1%	85.7%	86.9%	-1.2%	3.4%

### Free School Meals

In 17/18 7.5% of learners were in receipt of free school meals. (15% of all 16-18 year olds) The gap in achievement rates seen in 16/17 (6.4%) between those who do not receive FSM has narrowed to 3.7%. Rates are now sitting -3.5% below national rate which is an improvement of those in 16/17 (-8.7%). *See Table 5.*

**Table 5** – Achievement rates by free school meals and age over 3 years including variances with national achievement rates

Free School Meals	15/16		16/17		17/18		2016/17 Nat Achieve Rate	NR%	2016/17	
	Leavers	Achieve Rate	Leavers	Achieve Rate	Leavers	Achieve Rate				
FSM	<b>1,843</b>	<b>77.8%</b>	<b>2,010</b>	<b>74.1%</b>	<b>1,923</b>	80.5%	<b>84.0%</b>	<b>-3.5%</b>	<b>6.4%</b>	<b>3.2%</b>
	1,816	77.9%	1,959	74.0%	1,923	80.5%	<b>81.5%</b>	-1.0%	<b>6.5%</b>	<b>3.0%</b>
	27	74.1%	51	80.4%		-	<b>86.9%</b>	-	-	<b>3.3%</b>
No FSM	<b>24,831</b>	<b>80.9%</b>	<b>24,854</b>	<b>80.5%</b>	<b>23,685</b>	84.2%	<b>84.0%</b>	<b>0.2%</b>	<b>3.7%</b>	<b>4.5%</b>
	12,398	77.9%	12,209	78.7%	10,909	82.5%	<b>81.5%</b>	1.0%	<b>3.8%</b>	<b>5.2%</b>
	12,433	83.8%	12,645	82.3%	12,776	85.7%	<b>86.9%</b>	-1.2%	<b>3.4%</b>	<b>3.5%</b>

The significant gap in achievement rates between Care to Learn and non care to learn learners has closed in 17/18 with a 2.3% differential noted in favour of the latter group. Rates for Care to Learn students fall -2.5% behind national rate.

Care to learn students are defined as young parents between the ages of 16-20 who qualify for extra support when undertaking a course.

### Achievement gaps

Table 6 shows achievement gaps between groups, (\*where sample size is >100)

**Table 6** – Achievement gaps between groups

Leavers	16/17 %gap	17/18 %gap	2020 target
Between ethnic groups *	<b>17%</b>	<b>13%</b>	<b>12%</b>
Between disabled and non-disabled	<b>4.9%</b>	<b>0.3%</b>	<b>n/a</b>
Between FSM and non FSM	<b>6.4%</b>	<b>3.7%</b>	<b>n/a</b>
Between ages	<b>4.2%</b>	<b>3.5%</b>	<b>n/a</b>
Between gender	<b>1.6%</b>	<b>0.3%</b>	<b>n/a</b>
Between Care to Learn	<b>31.3%</b>	<b>2.3%</b>	<b>n/a</b>
Additional Learning Support 19+ and non-learning support	<b>1.3%</b>	<b>2.0%</b>	<b>n/a</b>
Discretionary Learning Support Fund (DSLFF) and non DSLFF*	<b>1.9%</b>	<b>0.1%</b>	<b>n/a</b>
Ward uplift and non-ward uplift **	<b>3.8%</b>	<b>1.5%</b>	<b>n/a</b>

\*DSLFF includes financial and learning support \*\*Ward uplift refers to postcode areas of disadvantage

## Apprentices

### Gender

33% of apprentices were female, which reflects a percentage reduction from 16/17 (41%).

The gap in timely achievement rate between genders has narrowed in 17/18 (from 5.2 % in 16/17) to 1.3%. The gap widens when looking at overall achievement to 5.2% in favour of males and sees women fall 2.1% below national rate. This is for all ages for females.

Male 19+ rates positively affect overall rates for men, with 16-18 year old men falling 7.5% below national rate for both timely and overall achievement. *See Table 7.*

**Table 7** – Timely achievement rates by gender and age for apprentices over 3 years including variances with national achievement rates

Apprenticeships by Gender		Timely								
		15/16		16/17		17/18		2016/17 Nat Achieve Rate	NR%	2016/17
		Leavers	Achieve Rate	Leavers	Achieve Rate	Leavers	Achieve Rate			
LLD Yes	All Ages	3,864	84.0%	2,764	75.7%	3,778	83.7%	81.9%	1.8%	8.0%
	16 - 18	1,833	79.5%	1,700	76.4%	1,785	80.8%	79.3%	1.5%	4.4%
	19+	2,031	87.9%	1,064	74.4%	1,993	86.4%	85.4%	1.0%	12.0%
LLD No	All Ages	22,757	80.1%	24,067	80.6%	21,770	84.0%	84.7%	-0.7%	3.4%
	16 - 18	12,359	77.7%	12,445	78.3%	11,043	82.4%	82.2%	0.2%	4.1%
	19+	10,398	83.1%	11,622	83.0%	10,727	85.5%	87.4%	-1.9%	2.5%
LLD Unknown	All Ages	53	73.6%	33	84.8%	60	91.7%	83.0%	8.7%	6.9%
	16 - 18	22	72.7%	23	82.6%	4	100.0%	82.5%	17.5%	17.4%
	19+	31	74.2%	10	90.0%	56	91.1%	83.9%	7.2%	1.1%

### Ethnicity

In 17/18 the overall participation rate for Black and Minority Ethnic (BME) communities, including Other White, Irish is 20.6%. (17.8% excluding Irish and Other White).

Many BME groups fall well below the college timely and overall achievement rates. Small numbers of apprentices often adversely affect rates, for example only 7 African apprentices with 17/18 timely achievement rates of 42.9%. It is Pakistani apprentices (43) who have the poorest performance at 34.9% timely achievement and who fall significantly below national rates.

### Disability

5.4% of students disclosed a learning disability or learning difficulty (LLD). This reflected + 3.1% increase in the percentage of apprentices who disclosed a learning disability or learning difficulty from 16/17 (2.3%).

Achievement rates for apprentices who disclosed a LLD have significantly improved to overtake those who do not have a disability. Rates for all ages of those with an LLD are well above national rate for both timely and overall achievement.

## Age

In 17-18 36% of apprentices were 16-18, 37% were 19-23 and 27% were aged 24+.

The gap in achievement between age groups further narrowed to 10.8% from 16/17, with the youngest cohort of apprentices recording overall achievement rates of 62.8% compared to 19-23 year olds at 73.6% for 17/18. The largest gap between ages in 16/17 was 17.9% (63.8% for 16-18 compared to 81.0% for 24+).

## 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 QDP national survey
- safeguarding referrals

Findings are charted on a heat map to identify any trends appearing amongst particular groups. See below for further details.

## Complaints

105 formally recorded complaints from students or other stakeholders were recorded in 17/18, 45% of which were fully substantiated. (The number of formal complaints has reduced by 37% compared to 167 in 16/17). 19 complaints were D&I related. Of these 4 were fully substantiated. (3 were disability related although did not form the main part of the complaint). When 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 the complaint. When looking at all complaints in 17/18 there is a fairly even split between male (28%) and female (29%) complainants with 43% gender not known. Where ethnicity is known 33% of complainants are White British/English/Welsh and 23% are BME. 13% of complainants declared a disability/difficulty with 75% having no declared disability/difficulty. The most common type of complaints were categorised as curriculum/course issues.

## Students accessing pastoral support

In 2017/18 546 students accessed BMet's counselling or mentoring services compared to 387 in 2016/17:

- The majority of ethnic groups are represented in the profile of students who have accessed either counselling or mentoring at college. There have been improvements in engagement with African students, especially male, who were significantly under-represented in 16/17.
- In the same picture to 16/17 67% of students are female. The only group where more men than women engage is 'Other Asian'.

- The large majority of students who have accessed counselling or mentoring services in 2016/17 were aged 16-18 although percentages are now more representative of the overall college profile. There has been an improvement in rates of 19+ students now accessing these college services to more closely represent overall student numbers.
- 25% of students who accessed counselling or mentoring disclosed a disability at enrolment, compared to an 8.5% disclosure rate across the whole college. These students were found across ethnicity, gender and age groups. When accessing these college support services the most common difficulties disclosed were a mental health condition and dyslexia, the latter being fairly represented when comparing to the overall college profile of students. Please note that some students may be accessing external support (for example under CAMHs).
- A total number of 37 students out of 546 (7%) accessing counselling or mentoring were eligible for free school meals. This reflects a slight improvement in participation (+2%) from 16/17.

### Student Satisfaction survey

Four key statements from the National Big Teaching and Learning Survey were analysed with the following noted:

- 88% of respondents agreed that 'classmates behave well and show respect'. This represents a +6% improvement from 2017. Rates for Black Caribbean, Hindu and Trans\* respondents have improved. Those groups who record poorer rates are being monitored and follow up actions implemented.
- 94% of respondents agreed that they 'feel safe at college'. This represents a +16 point improvement in rates from 2017. The groups who record lower rates for this question have been noted and work continues to create safe, respectful environments in which there is a zero tolerance of bullying and harassment.
- 92% of respondents agreed that 'teachers use a variety of teaching and learning methods', +7 points above external benchmark. Extensive work continues to ensure teaching staff support, stretch and challenge all learners according to their needs, interests and aspirations.
- 88% of respondents agreed that they 'would recommend this College to a friend'. In an improvement from 16/17 there is no differential between those with or without a disability and trans\* respondents now record +3 points above college benchmark. Groups falling below benchmarks, most significantly female and 19+ students compared to male and younger peers respectively will continue to be monitored in light of the substantial work around quality at College in 17/18.

### Safeguarding

Referrals are monitored by gender and ethnicity. Asian British Pakistani and white females continue to dominate the referrals and whilst each referral is unique, common themes are homelessness, sexual abuse, mental illness and vulnerability due to family circumstances.



## Appendix 2 - Staff Workforce Profile 2018

BMet currently reports on the protected characteristics of age, gender, ethnicity 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 30th November 2018 with 915 staff included in the data set. Support staff constitute 413 employees, lecturers 355 employees and managers 147 employees.

Disclosure rates were noted as:

- 100% disclosed their gender- there is currently no option for any gender other than male or female. Work is planned for the self-reporting systems to include further options
- 77% disclosed whether they have or do not have a disability
- 89% disclosed their ethnicity
- 47% disclosed sexual orientation
- 49% disclosed religion or belief

### Gender

Females make up 59.3% of employees which is consistent with the previous two years.

The proportion of female staff is highest amongst support staff. *See Table 1.*

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

	Manager			Lecturer			Support		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
<b>Female</b>	64.0%	60.1%	57.1%	54.6%	53.3%	56.3%	64.4%	63.8%	63.0%
<b>Male</b>	36.0%	39.9%	42.9%	45.4%	44.7%	43.7%	35.6%	36.2%	37.0%

In a similar picture to 2017, 43% of all female staff are part time compared to 16% male staff.

### Disability

There has been a slight increase (+0.7%) in disability disclosure with 3.4% of the workforce stating they have a disability. 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 remains high at 23%. *See Table 2.*

**Table 2** – Percentage of staff by disability over 3 years

	2016	2017	2018
<b>Disability</b>	2.5%	2.7%	3.4%
<b>No disability</b>	78.5%	76.8%	73.4%
<b>Not disclosed</b>	19.0%	20.5%	23.2%

In November 2018 the College secured Disability Confident Employer status and work is underway to investigate poor disclosure and/or attraction of people with a disability to the College.

**Table 3** – Percentage of staff (and numbers) by disability by job family in 2018

	Manager (147)	Lecturer (355)	Support (413)
<b>Disability</b>	2.7%	3.4%	3.6%
<b>No disability</b>	78.2%	74.9%	70.5%
<b>Not disclosed</b>	19.1%	21.7%	25.9%

The data indicates that proportionately the highest number of disabled staff are found in support roles and the least in management positions. Those in manager roles are more inclined to complete the disability section with the least number of prefer not says or incomplete forms. See Table 3.

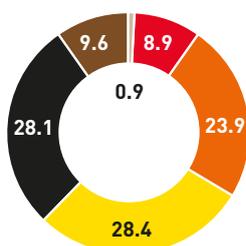
Future changes to the self-disclosure form will ensure that staff will either have to answer yes, no or prefer not say (with no option to leave this blank.)

### Age

The average age of a BMet employee is 44.9 years. This is largely comparable to 2017 and 2016 at 44.21 and 43.71 years respectively. This age is consistent for managers (44.6), lecturers (45.9) and support staff (44.1).

In a similar picture to previous years, 38% of the College’s workforce is aged 50 and over, +2% increase from 2017 and 2016. 2% of staff (18 in total) continue to work for the College beyond the age of 65. See Chart 1.

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



**Chart 1** – The percentage of staff by age profile



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

Age group	Overall	Manager	Lecturer	Support
←20	0.9%	0.0%	0.0%	1.5%
20-29	8.9%	0.7%	5.6%	14.8%
30-39	23.9%	31.5%	23.7%	21.3%
40-49	28.6%	34.9%	31.0%	24.2%
50-59	28.1%	28.2%	30.4%	26.2%
60+	9.6%	3.4%	9.3%	12.1%

### Ethnicity

In the same picture as 2017 19.8% of the overall workforce identify as Black, Asian or from a minority ethnic (BME) background. 2.8% identify as White Other and 10.8% of staff have not disclosed their ethnic status. See Chart 2.

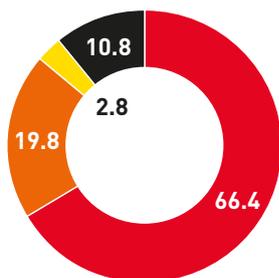
In a similar picture to last year, the highest proportion of BME staff is among teaching staff (26.5%) and the least ethnically diverse group of staff are managers with 10.2% as shown in Table 5.

Asian Indian (6.5%), Black Caribbean (4.4%) and Asian Pakistani (2.8%) are the largest BME groups, (percentages of overall workforce noted).

Dedicated work to explore the barriers to attraction and progression of BME staff has commenced in support of the Diversity and Inclusion Strategic Action Plan.

**Table 5 – Percentage of staff (and numbers) by ethnicity by job family in 2018**

Ethnicity	Overall	Manager	Lecturer	Support
<b>White British</b>	66.4%	78.2%	59.4%	68.3%
<b>BME</b>	19.8%	10.2%	26.5%	17.7%
<b>White Other</b>	2.8%	2.0%	3.4%	2.7%
<b>Not known</b>	10.8%	9.5%	10.7%	11.4%



**Chart 2 – The percentage of staff by ethnicity**

- **White British**
- **BME**
- **White other**
- **Not known**

### Working Patterns

36.6% of support staff work part time (151 staff); 39.2% of teaching staff work part time (139 staff); whilst only 2.0% of managers (3 staff) work part time.

Whilst the percentages of support staff and lecturers working part time has increased over a 2 year period, (+2.0% and + 6.9% respectively ) the percentages for managers have reduced by 3.4% (from 5.4% in 2016).

### Length of Service

The average length of service at BMet is 9.1 years compared to 8.7 years in 2017. See Table 6 for the length of service by work family.

**Table 6** – Showing the distribution by length of service across the work family

	Overall	Manager	Lecturer	Support
<b>2018</b>	9.1 years	8.8 years	8.9 years	9.4 years

### Sexual Orientation

44.8% of staff identified as heterosexual; 2.1% of staff identify as Lesbian, Gay or Bisexual and 49.9% left this section of the form blank with an additional 3.2% selecting 'prefer not to say. Work to improve disclosure rates incorporating an understanding of equality monitoring continues at BMet.

### Religion/Belief

12.2% of staff preferred not to disclose their religion or belief. 38.9% 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 the largest group identified as Christian 26.2%, 10.5% as having no religion or belief, followed by 3.4% Muslim, 2.6% Atheist and 2.4% Sikh.

### Leavers

Of 177 employees who left the organisation between January 2018 – December 2018 both voluntarily and involuntarily:

- 55.4% were female, largely reflecting the overall workforce profile
- 1.7% had disclosed a disability; for 23% of staff this information was not known or individuals had chosen 'prefer not say'; 75.1% of staff did not have a disability. This reflects overall college rates with no obvious disparities highlighted. Work however to improve disability disclosure is underway.

- 24% were aged 50-59. See Table 7. There are disproportionate percentages of both oldest and youngest employees leaving the organisation. Whilst this may indicate positive moves for people to either retire early or transfer to another organisation this needs further investigation to ensure that churn is not due to the lack of flexible working (phasing out) arrangements nor lack of progression opportunities for these groups.

**Table 7** – Percentage of staff leavers (and numbers) by age compared to overall College profile

Age group	Overall	Leavers % (no.)
←20	0.9%	1.1% (2)
20-29	8.9%	15.8% (28)
30-39	23.9%	22.0% (39)
40-49	28.6%	21.5% (38)
50-59	28.1%	24.3% (43)
60+	9.6%	15.3% (27)
	<b>100%</b>	<b>100% (177)</b>

- 15.2% of leavers were managers; 42.4% (75) support staff; 42.4% lecturers (75)
- 65.5% (116) staff who left the organisation identified as White British, 20.9% (37) as BME and for 13.6% (24) of leavers their ethnicity was not known. This picture is representative of the ethnic profile of the overall workforce with no one group disproportionately leaving the organisation.



## Glossary of Terms

<b>ALS</b>	Additional Learning Support
<b>BME</b>	Black and Minority Ethnic
<b>BMet</b>	Birmingham Metropolitan College
<b>Care to Learn</b>	Students defined as young parents between the ages of 16-20 who qualify for extra support when undertaking a course
<b>D&amp;I</b>	Diversity and Inclusion
<b>DSL</b>	Discretionary Learner Support Fund which includes financial and learning support
<b>FSM</b>	Free School Meals
<b>High Needs Learners</b>	Young people aged 16 to 25 with learning difficulties and/or disabilities who require additional support to help them progress and achieve
<b>Leavers</b> (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
<b>LGBT</b>	Lesbian, Gay, Bisexual and Trans
<b>LLD</b>	Learning Disability or Learning Difficulty
<b>NR</b>	National Rate
<b>Timely achievement</b>	Where apprentices achieve on or before their planned end date (or no more than 90 days after)
<b>Trans*</b>	Transgender- the asterix denotes other groups who may fall into or beyond this category, for example inter sex, asexual or those identifying as queer
<b>Ward Uplift</b>	This refers to postcode areas of disadvantage

