BMet Diversity and Inclusion
Annual Report 2020

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 be an inspiring place to work and to provide excellent learning opportunities for Birmingham and the city region. We aim to lead in best practice where diversity is genuinely desired and sought and where inclusion is nurtured through trust and engagement.

This Diversity and Inclusion (D&I) Annual Report details BMet's work in meeting the requirements of the Public Sector Equality Duty 2011. It provides a review of the actions in meeting our equality objectives outlined in our D&I strategy and action plan. Our new strategy and equality objectives for 2020-2024 were developed and agreed in this reporting period and as such some activities span across our two strategies.

With the global pandemic, national and local lockdowns and college closure, 2020 was an unprecedented year and the impact on educational institutions has been huge. The college has worked incredibly hard to try to mitigate any adverse impact on students and staff and has continued to work to advance diversity and inclusion at the college. You can read about our response to Covid-19 on page 17.

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Highlights of 2020

- A highly effective response to Covid-19 commended by OFSTED who, further to a visit in September 2020, reported positively on the measures and adaptations that had been put in place during college closure and subsequent re-opening; noting the way in which leaders and staff had worked together to ensure that students feel safe and make progress in their learning

- Equality monitoring is embedded in student enrolment to ensure we have an excellent understanding of our college community, resulting in us being able to identify and respond to individual needs

- Extensive monitoring of gaps in attendance and achievement is embedded and a proactive approach to 'at risk' students is improving retention rates. 19/20 rates were 92% despite college closure

- The achievement gap between disabled and non-disabled students has closed to 0.6% in favour of the former group

- Achievement rates for those students in receipt of a range of support have improved and are sitting above those of their peers. For example, High Needs students recorded achievement rates of 83.9% compared to the college rate of 77.4%

- A continued drive to raise the quality of the student learning experience and teaching, learning and assessment with further progress in more personalised curriculums, independent learning, individualised targets, and learner collaboration. The improvements in 16-18 student achievement rates were maintained in 19/20 despite Covid-19 and student satisfaction rates further improved

- Accelerated and sustainable integration of digital technology in teaching, learning and assessment and move to online learning with staff and students having learned new digital skills and ways of working together

- Advancement of the student wellbeing agenda with a raft of pastoral support for students resulting in good retention rates and improved student satisfaction

- Advancement of staff wellbeing and engagement with a comprehensive strategy in place driving actions around organisational health and development; noted as good practice in an internal audit by BDO

- Development of a new four-year Diversity and Inclusion strategy informed by extensive consultation by a range of stakeholders with a focus on cross college ownership

- Further 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

- Our existing Disability, Black, Asian and minority ethnic (BAME) and LGBTQ+ staff networks act as both supportive forums and agents for change

- Good student engagement with a range of activities helping to broaden and deepen learners' cultural awareness and understanding; including an exceptional celebration of Black History Month following George Floyd's murder and Black Lives Matter protests led by the BAME staff network in conjunction with the student enrichment team

- Determined activities to achieve the Gold Educate and Celebrate Award which evidences the significant progress around LGBTQ+ inclusion; and which has resulted in a further improvement in student satisfaction for LGBTQ+ students

- Continuing improvements in the visual environment using role models and images which celebrate diversity and inspire our students

- A further narrowing of the gender pay gap with the mean being 2.3% and the median being 8.1%; both significantly below national and industry benchmark

Our Strategic Action Plan

The annual report details progress made in achieving the actions laid out in our strategic action plan. The 2018-2020 strategy neared its end in April 2020 with the new 2020-2024 strategy agreed and published in June. As such, progress towards the 4 objectives are largely detailed in 2018 and 2019 D&I Annual Reports which you can take a look at here.

https://www.bmet.ac.uk/about-bmet/corporate-policies-procedures/

This report features an update from the former strategy, details outstanding actions and touches on some of the work that is already under-way with the new strategy.

The 4 strategic objectives, which are contained in our D&I strategy (view D&I strategy here with supporting action plan and specific timelines), are led by the college's Senior Leadership Team and are supported by comprehensive action plans, working groups and cross college participation. The following provides an update on each objective.

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.

To do this we will:

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

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

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

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.
- The gaps are closing at a rapid and continuing rate.
- We have a strong student voice and ratings for student experience are above benchmark.

What we have done:

- In 2019 we introduced a new electronic enrolment app with a diversity and inclusion tab which is a mandatory section to complete for all students. The equality monitoring questions incorporate sexual orientation and religion and belief.

- Our curriculum areas continue to be 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.

- Our curriculum leaders have taken ownership for the 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 BAME background into apprenticeships. We continued with positive action work which has had some impact, for example, an apprenticeship marketing strategy for BAME engagement and a female only course launched at Erdington Skills Centre.

- Our quality team and our curriculum departments have embedded the practice of monitoring gaps in attendance, retention and achievement between different groups of students. We undertook extensive analysis of attendance rates by areas of deprivation, ethnicity and gender to identify high priority groups who may be more susceptible to non-achievement.

- We implemented a learner tracker of 'high risk' or 'at risk' students to monitor students and where necessary implement a learner intervention plan.

- We implemented a range of initiatives to improve attendance rates for example buddying students with members of staff, including the leadership team at Matthew Boulton which proved successful for many students.

- We monitored gaps in our students' satisfaction through the National Big Teaching and Learning Student Survey, A level and Induction surveys and any disparities informed action at a local level, for example, poorer rates of satisfaction for females at James Watt resulted in focus groups to explore issues.

- We underpinned our guide for trans students and staff by LGBTQ+ training which was created as an online course for employees to do independently.

- Our rich tutorial and enrichment programmes are well supported by our strong relationships with employers, universities and public-sector organisations through guest speakers, work placements, project work and visits.

- Our enrichment activities have gone from strength to strength and, during lockdown and college closure, continued virtually with students participating in new and creative ways. The college hosted a range of events in the wake of George Floyd's death and Black Lives Matter protests and celebrated Black History Month 2020 through thought provoking, relatable and meaningful activities.

- Our students elected 202 class reps in 2019/20 with the majority attending training on their roles and responsibilities. Student reps present and discuss student views with BMet managers and our two student governors have played an active part in college governance.

- In 2019/2020 638 students accessed BMet's counselling or mentoring services. Our learning mentors, counsellors and additional learning support (ALS) staff provided students who needed help with support including literacy and numeracy skill development.

- We undertook a comprehensive High Needs Curriculum Review at the start of 2019/20 and our findings informed a range of actions including:

  - collegiate activity with a Centre of Excellence for SEND (Derby College)

  - extensive training for curriculum teams and inclusive support staff to improve collaborative working to support students effectively

  - adaptations to practices and processes for example a new reporting system which enables better sight and prioritisation of high needs learners

  - changes to curriculum design of a number of programmes for example: level 1 foundation programmes; and the introduction of a blended curriculum for digital, graphics and art providing tasters to help establish skills and inform decisions for students.

- A strong focus on safeguarding during induction and throughout the year ensures that our students feel safe within the college and that they know who to contact regarding safeguarding and personal concerns.

Celebrating Black History Month

In 2020 students and staff at BMet embraced Black History Month with a series of unique forward-thinking and engaging cultural activities. Throughout October the college community took part in range of virtual and college-hosted events aimed at encouraging open debate about historical and current affairs to raise awareness and understanding of the positive contributions of key figures within the African Caribbean community. A dedicated college website page and BMet's social media platforms showcased the month-long programme which was organised and hosted by the college's Black and Minority Ethnic (BAME) group and student experience teams.

Events included:

- Online sessions with inspirational local guest speakers including acclaimed artist and photographer, Vanley Burke
- A 'Let's talk about race' student competition
- A virtual event showcasing black contributions to the LGBTQ rights movement
- Virtual sessions, 'In Conversation with BMet', which discussed topics that particularly affect the African Caribbean community, including mental health and wellbeing and the growth of black-led businesses
- A virtual live timeline of Black British History, Inspirational Black Males and Inspirational Black Women
- An offer of authentic Caribbean cuisine at all three of the BMet sites
- Displays that featured people who have made a positive impact in society, as well as inspirational college employees of African Caribbean origin

"It is so important for the college, particularly now with recent events that have adversely affected the Black community, to address significant issues and showcase the immensely positive contribution of African Caribbean culture to society. "While I truly believe that the unique culture should be celebrated every day, the month is an opportunity to inspire minds and to discuss relevant issues that will impact our students."

Natalie Alleyne, Chair of BMet's Staff BAME group

At our Student of the Month awards in October, **Vanley Burke**, known as the "Godfather of Black British History," delivered a biographical presentation that highlighted the history of Birmingham through a 45-year photographic display. **"Being a proud man of African Caribbean origin, I am very passionate about sharing my cultural journey with others and hope that I continually inspire and encourage others of all races to believe that anything is possible and that dreams can be achieved!"**. As well as their trophies and certificates, the Student Star of the Month winners and nominees received a signed copy of Vanley's book "By the Rivers of Birminam"

What the impact has been:

- We have a good understanding of our student profile and are able to establish if there are any trends in student engagement, success and satisfaction. We are able to crosscut our data to take an intersectional approach to reviewing student experience and achievement. Specifically:

  - There continues to be improvements in non-disclosure for example – only nominal numbers of people who do not disclose their ethnicity

  - A further increase in the percentage of apprentices who disclosed a disability or learning difficulty from 2.3% in 16/17 to 8.5% in 19/20

  - Although we have seen an improvement in disability disclosure rates for our general student cohort since 16/17 our rates are 4% below the target of 18% we had set. Our new strategy outlines continuing work to ensure we are providing inclusive teaching and learning environments

- Our target was that 100% of students complete the equality monitoring questions on sexual orientation and religion and belief. Enrolment data evidences that this figure was 98%.

  See Appendix 1 – BMet's Student Profile.

- 2019 enrolment figures indicate that there has been continued improvement in the representation of particular groups, for example, female apprentices in engineering and further improvement for BAME apprentices in 19/20 (now 26% - our target was 30%). We have met and in some cases exceeded our targets of achieving:

  - 7% of women in construction (target 7%)

  - 15% of women in engineering (target 6%)

- Leaders reviewed these targets as part of the development of the 2020-24 strategy and work continues to address underrepresentation in curriculum areas including men in childcare and health and social care.

- Managers have clear sight of students that are at risk of non-attendance/achievement and are able to closely monitor and implement supportive interventions if necessary. In March 2020, before lockdown, our retention was 94%. The final outturn for retention was 92%, which was just below the previous year. Gaps were noted and explored. For example:

  - the gap between different ethnic groups for achievement rates widened slightly from 2018/19 (although remains a significant improvement on 16/17 (17%)

  - positively, the gap between disabled and non disabled has closed to 0.6% in favour of the former group; the gap between High Needs students and their peers is narrowing.

  See Tables 2 and 3 in Appendix 1.

- The 2019 survey results indicated a general improvement in satisfaction for our learners across measures including "I feel safe at college" and "'classmates behave well and show respect'. The disparities for example in gender and age have informed actions in 2020/21.

- Our trans students' feedback continues to inform our work around gender diversity and inclusion.

- Students are developing a sound understanding of themselves, others and the communities in our diverse society and are equipped for working in diverse organisations.

- Student identities are increasingly represented and celebrated which has reported an increased sense of pride and belonging. Student satisfaction has improved to sit at or above benchmark for a range of measures.

- Our student voice activities continue to influence the direction of the college with examples ranging from the adjustment of start times for A level students to the introduction of vegan food in cafeterias.

- In 19/20 services have been especially crucial in supporting students to positively manage and navigate the unprecedented circumstances of the Covid-19 pandemic including its impact on retention and achievement on courses and on individuals' mental health and wellbeing. 89% of students who received mentoring improved their attendance.

- Students with EHCPs or in receipt of high needs funding are effectively supported within mainstream provision and achieve better than their peers. 85% of 16-18-year olds and 81.4% of adults in receipt of high needs funding achieved their programmes of study. Those students with EHCPs aged 16-18 achieved slightly better than those in receipt of high needs funding with 86.1% achievement. These successes enabled students to progress to further learning within the college or progress to positive destinations. Two high needs students studying A Levels achieved excellent results (AAA/AAB) and progressed to their chosen Universities.

- The TLA survey identified that 97% of respondents agreed or strongly agreed with the statement 'I feel safe at college', which was a 5% increase on the previous year and 96% agreed or strongly agreed with 'I know who to go to if I am worried about something'.

Community Links

We have embedded our strong relationships with community organisations to support and encourage students to reach their future careers or goals. 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, Birmingham Youth Service, community forum groups and local faith organisations, universities and employers to flag and connect students with the wide range of opportunities available to them.

We have excellent links with employers and in 2020 BMet was nominated for an AOC Beacon award and commended for College Engagement with Employers and Innovation in Careers and Enterprise. Our students and staff at Sutton Coldfield college took part in an innovative project to deliver a game -based learning platform, working with Applio, an ED Tech company, to design a digital games based learning tool which can be used for a wide range of subject and learning goals and can be customised to learner needs. Our students have actively engaged in supporting their local communities; a highlight for 2020 was our students working with Beatfreaks, Birmingham Chamber of Commerce and Youth Forum West Midlands to explore the impact of Covid on the region's young people. This informeda 'take the temperature' national research report and the findings were further explored in skills panels hosted by BMet.

Students and staff across BMet's colleges joined forces with FE organisations across the country to support the national festive community campaign to help local foodbanks, a cause set up in response to the sharp decline in foodbank donations during Covid-19. Different fundraising activities to raise donations, as well as specially branded donation stations were set up to support this charitable initiative.

Objective 2

Have truly inclusive physical and virtual working and learning environments.

To do this we will:

2.1   Improve the accessibility of the information and facilities we provide.

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

2.3   Strengthen D&I practice with external stakeholders.

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.
- Gaps in rates of progress close at a rapid and continuing rate.
- All of our external stakeholders are engaged in our D&I objectives.

What we have done:

- Site improvements noting the recommendations of the access and inclusion audit continue, for example, a new lift at James Watt.
- We continue to use easy read versions of key student documents and the Recite Me accessibility tool for BMet's website which allows visitors to listen and translate text and customise the website to their needs. The range of accessibility tools on MS platforms have been showcased and staff are increasingly aware of digital inclusion for online content.
- We reviewed our student satisfaction surveys for readability and have made changes to questions to improve understanding.
- We continued to promote the Quiet Rooms at BMet as spaces for quiet reflection or prayer as well as an in-house Chaplaincy service at James Watt and referrals to external chaplaincy.
- We continued to work towards our gold Educate and Celebrate award which strengthens our work around LGBTQ+ inclusion at college. Staff and students have engaged in educate and celebrate workshops and at Matthew Boulton in tutorials on LGBTQ+ and the South Asian community. See Page 12
- We continued to use the Diversity and Inclusion page on BMet's website to share key college documents and to utilise (Sharepoint) and student (MyMet) internal portals to communicate key messages. The D&I section on Sharepoint is well established and is engaged with well by

staff, supporting them with a range of information, guidance and best practice resources (19/20 recorded 2773 hits with 1307 unique page views). Yammer, an internal social media tool, has proved a useful platform to celebrate diversity events and topics.

- Our interior environment project continued with a refresh of visual images displayed across college; including the removal or replacement of pictures which potentially endorsed stereotypes with diverse images to inform and inspire.

- Mental health became an increasing priority for staff and students during lockdown and college closure and we implemented a wide range of mental health training and wellbeing activities. All managers attended mental health awareness training and led teams during staff development week to explore behaviours that support good health and wellbeing.

- We have developed a robust business planning process which takes into consideration employer needs, LEP (Local Enterprise Partnerships) priorities and national requirements to ensure that our curriculum offer is highly relevant and meets the needs of students and employers.

- Our teaching and learning framework, The BMet Way (launched in the summer of 2019) has been fully embedded in practice across all areas. Walkthroughs, Learning Walks and Curriculum Reviews affirm that there are much higher levels of consistency in teaching and learning practices across the colleges.

- Our teachers have further developed a variety of teaching and assessment for learning methods to scaffold learning and actively engage students and apprentices at an appropriate level.

- Our Learning Technology Coaches continued to to support curriculum areas across the college with the use of technology for remote and distance learning. The team were instrumental in ensuring our online teaching and learning platforms were widely and effectively used during college closure.

- We engaged 510 staff participants in our face to face diversity and inclusion training which included bespoke sessions specific to the needs of curriculum or support areas. We engaged 370 participants in our face to face mental health and wellbeing sessions. 176 members of staff also completed our bespoke online training on unconscious bias and LGBTQ+ inclusion. The former asks individuals to commit to specific actions in their own role/areas to mitigate the impact of prejudice on a macro and micro level.

- We launched a new self-service student induction programme which incorporates diversity and inclusion, health and wellbeing and Ready, Respectful and Safe and British values.

- We further improved the support for apprentices with a comprehensive offer of EDI topics on an induction platform. Assessors are skilled at clarifying apprentices' understanding of these topics and how they affect them in their day to day lives. Apprentices are provided with a Safeguarding card to ensure they know who to contact if they have any concerns.

- We have fully embedded a highly inclusive, respectful and positive culture developed through our Ready, Respectful Safe initiative which establishes high expectations for behaviour both at college and in the workplace.

- Our on-boarding process for employers has been redesigned to provide a first-rate experience with enhanced checks prior to sign up and clarity around roles and responsibilities to ensure clear expectations. The D&I health check informs conversations between employers and the Apprenticeship team.

LGBTQ+ Inclusion

BMet proactively promotes diversity and inclusion through activities and events and curriculum activities. We have committed to a 'usualising' approach as one of our D&I principles (noted in the 2020-2024 strategy) and we continue to use teaching and learning opportunities to promote diversity and inclusion in the everyday. For example, we ensure that a wide range of identities are incorporated in our curriculum through our resources, materials, and case studies. We are mindful of inclusion with the language we use aiming to ensure invisible and absent identities are not excluded.

We are working hard to promote sexual orientation and gender diversity in this way and our Educate and Celebrate work has included a range of activities which have engaged students and staff from teaching and support teams across a variety of curriculum areas:

- A virtual event showcasing Black contributions to the LGBTQ rights movement
- A panel talk with LGBTQ+ staff network members helping to improve understanding of LGBTQ+ matters
- Hate Crime talks from the Crime Prosecution Service including incidents of homo/bi and transphobia
- Student tutorials on LGBTQ+ and the South Asian Community
- Educate and Celebrate training with the development of an online module to complement face to face sessions engaging staff to challenge heteronormativity and cisnormativity

- Consent Talks for students supporting an understanding of healthy relationships
- Student led LGBT History Month celebrations with a focus on a visual celebration through displays

- Our processes for securing services and goods through sub-contractors or suppliers continues to ensure that suppliers agree to our D&I requirements.

- We met Living Wage Accreditation status with our paid employees in 2019. The annual increase to the real living wage however has prompted a further review and this action is carried over to the 2020-2024 strategy.

What the impact has been:

- Our students, staff and visitors can more easily access areas where barriers to independent travel through our sites existed. The college retains its 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. Students and staff can use accessibility tools on a range of applications to meet individual needs and encourage access and participation during virtual lessons.

- Students are able to make an informed choice when responding to survey questions ensuring feedback is more robust.

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

- Significant progress has been made around LGBTQ+ inclusion with students reporting increased visibility and inclusion of gender and sexual orientation diversity.

- 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.

- Our curriculum offer is developing the vocationally relevant knowledge, skills and behaviours that students and apprentices require to progress on to their next step.

- There are tangible improvements to teaching, learning and assessment with the foundations for outstanding practice in many classroom and workplace environments.

- This has contributed to increased student satisfaction and experience. "This college is extremely refreshing when I compare it to previous places I have attended, because the teachers and technicians on my course go the extra mile for every student" from the Big Teaching and Learning Survey

- Our staff are making progress towards developing truly inclusive curriculums and teaching, learning and assessment experiences. 92% of respondents of the student satisfaction survey agreed that 'teachers use different ways to help me learn".

- We have embedded digital technologies throughout curriculums to support both synchronous and asynchronous delivery. Students can access teaching and learning material offsite to support their continued engagement and progression.

- Staff have developed diversity and inclusion skills with increased confidence in fully integrating D&I into everyday practice.

- Our students and apprentices understand their rights, roles and responsibilities, how this relates to employment, and are able to articulate what it means to be respectful and safe. Students demonstrate high levels of mutual respect for others.

- Learning Walks reported that in 82% of sessions observed high expectations were established and 92% of students agreed and strongly agreed that 'classmates behave well and show respect to others'. Consultants visiting the colleges in October 2019 commented on the positive behaviour of students in many areas.

- Our environments visually promote diversity and inclusion in creative and educational ways through the use of past and existing students, or curriculum specific role models.
- Our staff have an increased confidence and openness in talking about mental health and are adopting behaviours which support good health and wellbeing and an overall kinder culture.

- 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.
- Our partners agree to support Diversity and Inclusion in their own organisations.
- Plans are in place to ensure the real living wage is paid to all employees/third party staff to ensure Living Wage Accreditation is achieved.

Celebrating Diversity

We have embedded ways of celebrating diversity which continue to challenge stereotypes and prejudice, through college news stories published externally via the website and social media, and through our internal college platforms, plasma screens, intranet, classroom and shared space noticeboards and displays. In 2020 we worked to find innovative ways to spread our inclusive and positive messages to current and upcoming students, support them throughout the lockdown and the return to college in September.

A highlight for 2020 included an acclaimed spoken word artist creating a video to inspire current and future students for their next episode. Raza Hussain, known as Wuzzamill, used his internationally-recognised artistic talents to produce the inspiring video which relates his passion for Birmingham with his desire to see young people succeed in life.

https://youtu.be/0D0hEhnqCaU

Filmed during lockdown and released to coincide with the start of BMet's summer enrolment period, the video encourages students to stay positive and focused on their future goals. See the video here

Raza said: **"The idea behind it was to show how much Birmingham has to offer. There are shots of different cultures, different heritage sites and different lives in the city. "All these things are what makes Birmingham great. A great city to get to know, to learn in, learn from, to grow, to explore and to discover."**

Objective 3

Have inclusive leadership at all levels of the organisation.

To do this we will:

3.1   Embed D&I into decision making processes.

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

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

We will know we have achieved this when:

- Equality analyses inform all policies, procedures and plans.
- Leadership groups are more representative of our communities and actively role-model D&I.
- The D&I objectives contained in business plans are achieved.

What we have done:

- Our decision makers continue to consider equality impact for any new policies, procedures, projects and plans. Our equality analyses for example were used effectively for our return to college plan to identify any adverse impact on particular group/s and any action required before implementation.

- We continued to work to address under-representation at management / leadership levels further to our research findings in 2018/19. We addressed actions including the roll out of Be Disability Confident and Unconscious Bias training, the establishment of staff networks, changes to recruitment activities and sickness reporting and the development of a Supported Leadership Programme for BAME staff. The latter programme engaged 10 members of staff for the pilot and strong links with the BAME staff network and senior leaders continues to influence organisational change.

- We continue to improve our recruitment procedure to ensure there are no systemic barriers attracting and recruiting the best talent.

- 304 members of staff engaged in the college's unconscious bias training.

- Our managers continue to incorporate our D&I strategic actions into their own local business plans which feeds into individual staff performance development objectives for the year. All areas are implementing a 'D&I challenge' for their teams/departments from 2020/21.

What the impact has been:

● We have 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.

● We understand our staff profile and are undertaking action to address under-representation.

- There is a 12% ethnic minority representation in leadership/management which falls short of our 2020 target (15%) around increasing representation for this group.

- There is a 4.2% increase from 2019 in the percentage of staff in management roles who disclosed a disability or health condition. This reflects a significant difference from 2018 when this group was the least likely to have disabled staff.

● There has been a further increase (+1.6%) in disability disclosure with 9.8% of the workforce now stating they have a disability or health condition. Disabled staff reviews are helping to improve our disabled staff experience.

● Participants at BMet report an increased sense of understanding of the structures that can create inequality and are taking action to mitigate the impact of bias on, for example, recruitment and enrolment processes.

● 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 a progressive, diverse and supported workforce.

To do this we will:

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

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

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

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.
- We have a positive and strong staff voice.
- Our staff are equipped to deliver our D&I objectives and are actively engaged in them.

What we have done:

- We are clear on the benefits to individuals and the organisation of equality monitoring and continue to encourage staff to complete 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 2020 indicates a further narrowing of the gap in mean and median pay between men and women at BMet; now 2.3% and 8.1% respectively.
- We launched a Wellbeing and Engagement Strategy early in 2020 which was informed and developed through staff consultation. The strategy is supported by an action plan led by senior leaders and wellbeing champions across the organisation.
- We introduced an Agile Working policy.
- We have taken a particular focus on mental health and wellbeing hastened by national lockdown and college closure.
- Our existing Disability, BAME and LGBTQ+ staff networks act as both supportive forums and agents for change. A new staff Carers Network was established in 2020.

- We held employee experience workshops in 19/20 to inform our D&I and wellbeing and engagement work at college. Staff perspectives and experiences fed into the strategic direction of the college for these two aspects. We held Culture Change focus groups at the end of 2020 to gauge staff feelings on how our culture is aligning with BMet values.

- Our staff have participated in training and workshops outside of essential D&I training and have received one to one coaching to develop their knowledge and skills and confidence around diversity and inclusion. There has been a particular focus on 'usualising' difference in the everyday.

- We have established a range of guidance documents and resources to enhance staff knowledge, skills and confidence through the D&I toolkit guides, with additions in 2020 including 'bullying and harassment'.

- We continued to create safe spaces for staff to explore diversity and inclusion matters. In response to the disproportionate adverse impact of Covid-19 on BAME communities and the Black Lives Matter protests following the death of George Floyd we hosted "In conversation with BMet" and "Where do we go from here?" sessions for staff and students.

- We have an active group of D&I ambassadors working across the college each driving change in their specific area of interest or specialism.

What the impact has been:

- Staff are building an understanding of our rationale for equality monitoring. Although disclosure rates for many protected characteristics remain low, there have been improvements in disability disclosure.

- We are closing the gender pay gap and are performing significantly better than national and FE rates.

- We have a raised profile of wellbeing for staff resulting in an increasingly open and confident culture, for example everyone had the opportunity to attend mental health awareness sessions during the summer of 2020.

- Staff are increasingly empowered to work flexibly to achieve a better work-life balance.

- Staff are more open to talking about mental health and know the sources of support available.

- Network members report a sense of connectivity and belonging and feel supported by colleagues in these settings. They are also driving improvements across college.

- Employees have been able to influence change as a result of the employee experience workshops.

- Staff diversity and inclusion knowledge, confidence and skills continue to develop which is supporting the student experience and the narrowing of achievement gaps.

- Staff report an increased sense of confidence in managing some difficult topics for themselves and with our students.
- We are building organisational capacity around D&I with a network of champions driving change.

Fostering Good Relations

We continued to offer experiences which foster good relations between diverse people through the curriculum and through the college's enrichment events. Students and staff worked and socialised with people beyond their usual immediate experience, developing an understanding of others, acquiring knowledge, confidence and interpersonal skills. Students celebrated their own and others identities and discovered the commonalities that they share with people who may be perceivably very different from themselves. Highlights include:

- **An inclusive sporting enrichment programme provided at Sutton Coldfield offering eight different sports opportunities for all students to participate in**
- **Weekly and monthly yoga, Dance Film and TV Group, Anime Club, mindfulness sessions, Crochet, Knit & Natter**
- **One off events like our Mindful Colouring Coffee Morning, our Cultural Exchange at Matthew Boulton and Interfaith day at James Watt, the latter encouraging students to share their own experience with peers and to compete in a head to head quiz with other curriculum groups.**
- **A range of virtual enrichment activities including the NHS big Camp out, wellbeing challenges for mental health, a variety of quizzes, online news stories, smoothie making and volunteering with charities**

Covid-19 – BMet's response

Leaders, managers and staff responded swiftly and highly effectively to the lockdown, and subsequent re-opening of college, to ensure that students and apprentices continued their education as far as possible. The following notes some highlights:

- Staff displayed a positive and collaborative response to the impact of Covid-19 and leaders drew on the contributions of a wide group of individuals at each of the college sites to shape and communicate BMet's plans and activities. A central task force, college implementation groups and a clear and effective **communication strategy** were well received by staff, students and their parents/carers.

- All staff were assessed for vulnerability of Covid-19 or restrictions for working (including health status and care and travel arrangements) and, where necessary, risk assessments informed **individual action plans**.

- Support was prioritised at the start of lockdown to ensure that both staff and students were provided with **digital skills training** in readiness for the changes to the curriculum delivery method. As the majority of students accessed learning remotely during this time, leaders identified groups of students for whom technology was a barrier to accessing online learning. Where this existed:

  ○ students affected by **digital poverty** were supported by the issue of 100 laptops and a number of dongles to enable them to continue their studies

  ○ staff developed alternative approaches where possible, for example, paper-based resource packs for students on level 1 programmes, and for those students whose first language is not English were provided

- The college produced clear guidance on **working remotely** with for example 'online netiquette' supporting both staff and students with appropriate behaviours to deliver and participate in online learning/meetings as well as advice on keeping safe and healthy.

- **Engagement** was carefully monitored with the college's vulnerable learners (LACs/Care Leavers/ Learners with EHCPs and those on Child In Need and Child Protection plans) being contacted regularly by both the curriculum and safeguarding/pastoral teams to ensure they were safe and well and were progressing academically and mentally/physically; all vulnerable learners were tracked via a central log to ensure that the safeguarding team had regular updates on progress and learners of concern were identified quickly. The college received appreciative feedback from students and their parents, guardians and carers.

- A raft of **curriculum and pastoral support** ensured that students' participation in synchronous and asynchronous sessions during lockdown was very good. Teachers, assessors and support staff were highly effective in taking a **flexible approach** to engage students and to ensure they continued to develop skills and knowledge. A number of tools were used to accommodate the needs of students and this provided the opportunity for many students to become much more independent, with many thriving, which was highlighted in the Ofsted Interim visit in September 2020. During the initial weeks of lockdown 90% of full-time students continued to engage through a number of different platforms. Towards the end of the summer term 80% of students were still engaging in some form.

- Implementation of the college's **Wellbeing Strategy** began prior to the pandemic with the lockdown accelerating the pace of implementation with a focus on line managers staying in touch with staff. The Wellbeing Strategy included a 'Wellbeing and Engagement Action plan', the appointment of Wellbeing Champions across the college and a dedicated Wellbeing page. The BDO internal audit report on Health, Safety and Wellbeing commended BMet's wellbeing activities as good practice (November 2020).

- A range of **Mental Health training** for staff as part of ongoing wellbeing activities during college closure engaged staff with information, guidance and support to keep well and recognise the signs of poor mental health in themselves and others.

- A successful **health and wellbeing** initiative was launched to support students during lockdown. This involved student participation in a series of exciting challenges during May designed to tackle the effects of isolation and social distancing, combining various health and fitness related activities and informative resources. Weekly theme-focused activities took place throughout the month of May: a feel good and staying connected week; a wellbeing quiz; free live house-work fitness classes; a virtual bake off; an NHS Camp-Out and multiple Tik-Tok challenges. These were very well received by students who participated.

- The **Careers Advance Academy** was launched in the summer term to boost the skills of job seekers across the city providing upskilling and retraining opportunities for everyone in response to the current pandemic. The local business community were involved in shaping the offer which aims to help retrain individuals with the skills and experience that the local economy needs. During the Ofsted Interim Visit in September, inspectors talked to external partners who said, 'Leaders have been nimble in the creation of training courses for adults made redundant during the lockdown.'

- A **proactive approach** enabled the college to make ongoing improvements to staff and students experiences, for example, surveys were conducted after lockdown and then after the partial and full reopening of the college to gauge reaction to the Covid-19 measures in place. 2000 full-time students responded to a short survey of their experience of studying remotely with the detailed feedback informing personal tutorage and, where requested, engagement with the college's mentoring or counselling services.

- The emphasis on creating a positive culture around inclusion and wellbeing in many respects fastened during lockdown. Challenges resulting from the pandemic saw an acceleration of **teamwork and mutual support**.

- **Equality analyses** on the plans for reopening the college assessed any adverse impact on particular student or staff groups. Once lockdown was eased, leaders identified which students needed to return first to face-to-face teaching. Students who needed practical skills training were prioritised and teachers and assessors worked extremely hard with students to prepare them for assessments and external examinations.

"I have been really impressed with the level of thought and engagement that has gone into staff well-being during these difficult times. This has amounted to some of the best practice I have seen and that is very much to Birmingham Metropolitan College's credit."

Unison Branch Secretary

Appendices

Appendix 1
Student profile

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

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

Impact of Covid 19 – In March 2020 the government announced that it would not publish any school or college level educational performance tables for the 19/20 academic year and that this data would not be used by others such as Ofsted and local authorities to hold schools and colleges to account. Whilst there is no legal requirement for the college to publish achievement data and indeed whilst student achievement has in many cases been adversely impacted by Covid we have still used the data to explore trends across student groups, curriculum areas and sites.

The following data must be viewed in the context of the Covid 19, the national lockdown and college closure and caution exercised when comparing with previous years.

Gender

In 2019/20 51.8% of students on courses were female. This reflects a 1.1% and 1.3% increase from 2018/19 (50.7%) and 17/18 (50.5%) respectively. It is largely aligned with the gender split in Birmingham with 50.5% being female and 49.5% male (ONS 2019). In a similar picture to last year there are in fact more males who are 16-18 and it is the adult courses which have far more female learners.

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

Gender	Age	18/19		19/20			
		Leavers	Achieve Rate	Leavers	Retention Rate	Pass Rate	Achieve Rate
Female	16-18	5,509	85.1%	4,180	91.7%	95.1%	**87.3%**
	19+	6,945	82.7%	4,740	93.8%	77.7%	**72.9%**
	All Ages	**12,454**	**83.8%**	**8,920**	**92.9%**	**85.8%**	**79.7%**
Male	16-18	6,315	82.8%	4,589	90.4%	89.3%	**80.7%**
	19+	5,807	83.8%	3,696	92.0%	73.7%	**67.7%**
	All Ages	**12,122**	**83.3%**	**8,285**	**91.1%**	**82.2%**	**74.9%**
Total							**77.4%**

🟩 =/+ college rate	🟨 -2% college rate	🟥 -3% college rate	

The overall college achievement rate is 77.4 %. The achievement gap between males and females is recorded at 4.8% in 19/20 where the adverse impact of Covid has widened the difference in outcome between genders. (NB – 0.5% gap in 2018/19).

Females record higher achievement rates than males and it is the adult males who have the poorest results (67.7%). See section on age for explanation of contributing factors.

Ethnicity

In 19/20 the overall participation rate for Black, Asian and Minority Ethnic (BAME) students, including Other White, Irish and Gypsy/Irish Traveller groups, has significantly increased by 13.2% from 2018/19 (60.4%). Black Asian and Minority Ethnic students make up 73.6% of the student population with Pakistani learners being the single largest group (16.7% of overall student population) followed by African students at 12.1% and Caribbean students at 6.9%. 25.5% of students are White British and 1% have not provided their ethnic status.

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

Age	18/19		19/20			
	Leavers	Achieve Rate	Leavers	Retention Rate	Pass Rate	Achieve Rate
African	2,360	81.3%	2,095	93.7%	81.4%	**76.3%**
Arab	665	84.1%	746	95.3%	82.0%	**78.2%**
Bangladeshi	842	86.6%	728	89.8%	84.3%	**75.7%**
Caribbean	1,544	84.0%	1,186	92.9%	83.3%	**77.4%**
Chinese	79	89.9%	65	89.2%	84.5%	**75.4%**
Gypsy/Irish Traveller	14	78.6%	17	76.5%	84.6%	**64.7%**
Indian	757	86.8%	571	94.2%	82.9%	**78.1%**
Irish	95	78.9%	57	94.7%	75.9%	**71.9%**
Not provided	178	77.5%	166	92.2%	88.2%	**81.3%**
Other	888	82.5%	987	92.7%	82.6%	**76.6%**
Other Asian	781	82.1%	653	93.1%	81.3%	**75.7%**
Other Black	678	82.2%	557	93.0%	81.3%	**75.6%**
Other Mixed	290	81.4%	240	84.2%	83.7%	**70.4%**
Other White	1,158	84.5%	880	93.2%	85.0%	**79.2%**
Pakistani	3,363	83.3%	2,869	91.0%	86.9%	**79.1%**
White British	9,559	84.3%	4,383	91.4%	85.1%	**77.8%**
White/Asian	306	80.1%	268	92.2%	89.1%	**82.1%**
White/Black African	236	81.4%	186	93.0%	86.7%	**80.6%**
White/Black Caribbean	783	79.2%	551	87.7%	81.8%	**71.7%**
Total	**24,576**	**83.5%**	**17,205**	**92.0%**	**81.4%**	**77.4%**

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

The differential between highest and lowest achievers, where the sample size is more than 100 'leavers', has widened slightly from 2018/19 from 9.4% to 11.7%. It is our Other Mixed and White/Black Caribbean learners who record the poorest achievement rates and our White/Asian students, Not Provided and White/Black African learners who record the highest rates.

In most cases it is the 19+ learner rates that have adversely affected overall rates for each group. Many of our 16-18 year student groups' achievement rates exceed national rate, including White Asian (+5.0% above national rate), Other Black (+1.3%), Other White (+2.7%), White/Black African (+3.3%) and Caribbean (6.6% above national rate).

Disability

13.8% of students disclosed a disability in 2019/2020 compared to 15.8% of students in 2018/19. This reflects a drop in disclosure from last year although remains an improvement on 16/17 figures of 10.3%.

In 19/20 the achievement gap between students who disclosed a disability or learning disability/difficulty and those who have not has narrowed from 1.1% in 18/19 to 0.6% with those who disclose a disability recording rates above their non-disabled peers. This remains a significant improvement on the 4.9% differential seen in 16/17 in favour of the latter group.

The achievement rate for the 'not known' group is poor. The work to encourage disability disclosure continues to ensure those students who may need adjustments or support are known to the college.

Positively, rates for 16-18 disabled learners continue to be above national and GFE rates. See Table 3

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

LLDD	Age	18/19		19/20			
		Leavers	Achieve Rate	Leavers	Retention Rate	Pass Rate	Achieve Rate
LLD Yes	16-18	1,718	81.5%	1,183	91.0%	90.6%	82.5%
	19+	2,172	83.6%	1,189	92.5%	79.5%	73.5%
	All Ages	**3,890**	**82.6%**	**2,372**	**91.8%**	**85.0%**	**78.0%**
LLD No	16-18	10,103	84.3%	7,564	91.2%	92.4%	84.2%
	19+	10,517	83.1%	7,184	93.1%	75.5%	70.3%
	All Ages	**20,620**	**83.7%**	**14,748**	**92.1%**	**84.1%**	**77.4%**
LLD Unknown	16-18	3	100.0%	22	40.9%	44.4%	18.2%
	19+	63	90.5%	63	93.7%	62.7%	58.7%
	All Ages	**66**	**90.9%**	**85**	**80.0%**	**60.3%**	**48.2%**
							77.4%

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

There were 199 High Needs leavers in 2019/20 and achievement rates were recorded as 83.9%. This represents a significant improvement in achievement rates for these learners. The achievement gap of 8% in 18/19 has narrowed to 6.5% and it is now High Needs learners who have rates above their peers without high needs.

It is both age groups that have rates well above college average although it is the larger cohort of 16-18 learners whose rates are significantly higher at 86.2%.

There were also 319 learners who had an EHCP in 19/20 (223 of whom where 16-18 years). There is a positive differential in achievement rates with EHCP learners achieving rates 6.6% above students who do not have an EHCP.

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

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

Age

In a shift from 18/19 when adult learners were in the majority, 60.0% of learners in 19/20 were 16-18 years.

The gap in achievement between age groups which had been narrowing over several years has significantly widened to 13.1% in 19/20 (from 0.7% in 18/19) in favour of younger learners. In a similar picture to last year the 19+ age group records better retention rates than the younger cohort and it is pass rates that adversely affect their overall achievement rate. See Table 4.

Table 4 – Achievement rates by age over 2 years

Age	18/19		19/20			
	Leavers	Achieve Rate	Leavers	Retention Rate	Pass Rate	Achieve Rate
16 - 18	11,824	83.9%	8,769	91.0%	92.1%	83.8%
19+	12,752	83.2%	8,436	93.0%	76.0%	70.7%
All Ages	24,576	83.5%	17,205	92.0%	84.1%	77.4%

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

There are a number of contributing factors to the decrease in achievement rates for older learners, notably the impact of Covid 19: during lockdown many adults found themselves with other priorities; many did not have the digital capacity to continue to study; many programmes that had assessments adapted or delayed (such as Accountancy, Horticulture, Construction and some Engineering qualifications) were significantly impacted; and those programmes with later start dates (January through to June), of which the majority, with the exception of Commercial Services, are English and ESOL, Maths and Rail had a significant decrease in achievement rates when compared to the previous year. More adults tend to be on short courses and when analysing the achievement data by length of programme, long adult achievement in fact increased from 80% to 81% in 2019-20.

Free Meals in Further Education

In 19/20 6.7% of leavers were in receipt of free meals (FM) in further education (12.8% of all 16-18 year olds).

18/19 saw the closure of the achievement gap between those in receipt of FM and their peers who were not. A 10% gap however has arisen in 19/20 with those students in receipt of free meals outperforming their peers. This is a result of the age achievement gap noted above since only 34 of BMet's 19+ learners are in receipt of free meals. See Table 5

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

Free Meals	Age	18/19		19/20			
		Leavers	Achieve Rate	Leavers	Retention Rate	Pass Rate	Achieve Rate
Free Meals	16 - 18	1,946	83.7%	1,123	94.6%	91.7%	86.7%
	19+	34	79.4%	34	100.0%	85.3%	85.3%
	All Ages	**1,980**	**83.6%**	**1,157**	**94.7%**	**91.5%**	**86.7%**
Not Free Meals	16 - 18	9,878	83.9%	7,646	90.5%	92.1%	83.4%
	19+	12,718	83.2%	8,402	93.0%	75.9%	70.6%
	All Ages	**22,596**	**83.5%**	**16,048**	**91.8%**	**83.5%**	**76.7%**

Achievement gaps

Table 6 shows achievement gaps between groups. 19/20 has seen a widening of gaps in achievement for many groups although it is those groups in receipt of support which are often outperforming their peers.

Table 6 – achievement gaps between groups over 4 years

	16/17 %gap	17/18 %gap	18/19 %gap	19/20 % gap
Between ethnic groups *	16.7%	13.3%	9.4%	11.7%
Between disabled and non-disabled	4.9%	0.5%	1.0%	0.6%
Between Free Meals and and non-Free Meals	6.5%	4.3%	0.1%	10.0% (+)
Between ages	4.2%	3.5%	0.7%	13.1%
Between gender	1.6%	0.1%	0.5%	4.8%
Additional Learning Support 19+ and non-learning support	1.3%	2.0%	2.0% (+)	6.9% (+)
Discretional Learning Support Fund (DSLF) and non DSLF**	1.9%	0.1%	3.2% (+)	15.7% (+)
Ward uplift and non-ward uplift ***	3.8%	1.5%	1.6%	2.5%
Between carers and non-carers	28.7%	20.1%	16.8%	6.2% (+)

*   between highest and lowest achievement rates where groups have 100+ leavers
**   DSLF includes financial and learning support
*** Ward uplift refers to postcode areas of disadvantage
(+) where differential is due to those in receipt of support outperforming peers not in receipt of support

Apprenticeships

BMet had 905 apprentices on programme and of these 425 were due to complete in 2019-20. The achievement rate at the end of the year was recorded at 55.1% (with a timely rate of 41.2%). Achievements have been significantly impacted by Covid19, with delays to end point assessments and also a number of apprentices being furloughed.

Gender

42.5% of apprentices were female in 19/20 which reflects a 7.0% percentage increase from 18/19.

The gap in timely achievement rate between genders has widened in 19/20 from 4.6% in 18/19 to 10.1%. In the same picture as last year it is females who are more likely to achieve with 16-18 year old females recording rates well above college average at 50.7%. See Table 7

Table 7 – Timely achievement rates by gender for apprentices over 3 years

Gender	17/18		18/19		19/20	
	Leavers	ACH%	Leavers	ACH%	Leavers	ACH%
Female	278	65.1%	209	72.7%	181	47.0%
Male	536	71.6%	379	68.1%	244	36.9%
Grand Total	**814**	**69.4%**	**588**	**69.7%**	**425**	**41.2%**

Ethnicity

In a further +2.8% improvement on 18/19 (and +8% on 17/18) the overall participation rate for Black and Minority Ethnic (BAME) apprentices is 26.1% in 19/20.

Rates between all BAME groups collectively are 0.3% above those of White apprentices (41.4% and 41.1% respectively). Some BAME groups however fall well below the college timely achievement rates. Small numbers of apprentices often adversely affect rates, for example only 5 'Any Other' apprentices with 19/20 timely achievement rates of 40.0%. It is Pakistani apprentices, of whom there were 36, and Black African (4) who have the poorest timely achievement performance at 27.8% and 25.0% respectively.

Disability

8.5% of apprentices disclosed a learning disability or difficulty with 4.9% declaring a disability or health condition. This reflects a further year on year increase in the number of disabled apprentices with a 6.2% increase from 16/17.

Achievement rates for apprentices were adversely affected in 19/20 by Covid-19. Timely achievement rates fell 22.5% from 18/19 for those without a disability and 19.4% for those who disclosed a learning disability/difficulty. The differential in achievement rates between groups has narrowed 6% to 2.3% with non-disabled apprentices out-performing disabled peers.

Age

In 19/20 43.5% of apprentices were 16-18 years, 39.5% were 19-23 and 17.0% were aged 24+.

The gap in timely achievement between 16-18 and 19-23 age groups closed completely in 19/20. 24+ apprentices recorded rates 7.2% above their younger peers although this still reflects a further narrowing of rates from previous years.

Equality Monitoring

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

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

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

Student Satisfaction survey

Student satisfaction is measured through the National Big Teaching and Learning Survey, A'level survey and college induction survey. Results are analysed for differential experiences across equality strands, sites, curriculum and courses. Where the surveys highlight differences across groups, poorer rates are interrogated and follow up action plans implemented. Monitoring takes an intersectional approach, for example in 19/20 highlighting the poorest rates of satisfaction amongst 16-18 white females at James Watt.

The following notes key findings from the Big Teaching and Learning Survey in 19/20

- In a +6% improvement from 18/19, 92% of respondents agreed or strongly agreed that 'classmates behave well and show respect' (rating at +3 points above national rate) There is however a 4.2 point difference between males and females with the latter group recording rates below the college average.

- 97% of respondents agreed that they 'feel safe at college' which reflects an improvement on 18/19. Respondents who identify as Caribbean and Indian recorded poorer satisfaction results across the range of measures compared to their peers. The groups which recorded lower rates for this question, for example Black Other, Arab, Bangladeshi and Indian 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 different ways to help me learn". Extensive work continues to ensure teaching staff support, stretch and challenge all learners according to their needs, interests and aspirations.

- 96% of respondents agreed or strongly agreed that they 'would recommend this college to a friend' (76 points and 1 point above national rate). In 19/20 our students with a disability have generally recorded higher satisfaction rates across all measures although those who have a disability affecting mobility, those with a hearing impairment and speech and communication

difficulties have rates that fall below their peers when it comes to recommending the college to a friend. Small numbers do adversely affect overall rates but work continues around disability inclusion.

- Across college it is generally our 16-18 students who are less satisfied than their older peers.

- Positively, in the new student induction survey which captured the sexual orientation and religion and belief of respondents there were no discernible differences in student satisfaction.

Complaints

76 formally recorded complaints from students or other stakeholders were recorded in 19/20, with 9 fully substantiated (12%). This reflects a further reduction in the number of formal complaints from 18/19 (90) and 17/18 (105). 3 complaints that were investigated were D&I related. Of these 1 was fully substantiated and 1 was partially substantiated and both related to teacher behaviour.

Complaints are analysed by ethnicity, gender and age of the subject of the complaints (either the complainant or the person someone is making the complaint for) as well as the nature of the complaint. Of all complaints in 19/20 where gender of the complainant was known more were male (38) compared with female (31).

Where ethnicity was known 51% of complainants were White British/English/Welsh and 37% were from Black, Asian and minority ethnic groups (12% not known/not given). This means there is a disproportionate representation of White British complainants compared to the overall college population. 3% of subjects to whom the complaint related declared a disability. This is an improvement on 18/19 when 8% of complainants disclosed a disability.

The most common type of complaints were categorised as curriculum/course and 'other' issues. In 19/20, complaints categorised as 'other' have been reviewed and additional categories added to reflect trends. Where it was possible for them to be re-categorised, they were; Additional Learning Support, disciplinary, lack of appropriate support and student finance.

Students accessing pastoral support

In 2019/20 638 students engaged with BMet's counselling or mentoring services. 235 students accessed the counselling service and 403 students engaged with mentoring across sites. This reflects an increase in referrals from 19/20 (493 students) and is the highest recorded number over 4 years.

In 19/20 services have been especially crucial in supporting students to positively manage and navigate the unprecedented circumstances of the Covid-19 pandemic including its impact on retention and achievement on courses and on individuals' mental health and wellbeing.

- In terms of ethnicity, engagement was broadly aligned with the general student profile: 64.5% of students were from a BAME group and 28.9% from the White British group, with 6.6% not known. The majority of ethnic groups were proportionately aligned with overall student numbers (for example 6.0% of recipients of counselling and/or mentoring were Caribbean and they make up 6.9% of overall student population; 3.7% of recipients identified as Indian and this group makes up 3.3% of overall student population). Pakistani students were however significantly overrepresented making up almost a quarter of referrals (23.5%) compared to 16.7% overall student numbers. In a similar picture to last year it is our Black African students (12.2% of overall student community) who are underrepresented in terms of accessing pastoral support (5.6%). Achievement rates however have improved for this group from 18/19.

- Females continue to be over-represented in student engagement with mentoring and counselling but there has been a significant increase from previous years with 39% of male (246) students accessing pastoral support in 19/20. 0.6% of students identified as trans.

- The large majority of students, 85%, who accessed counselling or mentoring services in 2019/20 were aged 16-18 (compared with 60% overall college for this age group). The under-representation of the 19+ group requires action.

- Predominate reasons for referrals to BMet's counselling service were noted as low mood/depression, anxiety, self-esteem and confidence issues. Presenting issues for mentoring were noted as support for course work, attendance and punctuality and personal matters. Students were largely represented from all curriculum areas. Where impact has been tracked, for example of the 36 students in receipt of mentoring at James Watt, 34 improved their attendance and were retained on course; of 218 students who engaged in mentoring at Matthew Boulton 193 improved their attendance and were retained on course.

Please note that some students may be accessing external support for example under CAMHS

Appendix 2
Staff Workforce Profile 2020

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

The following data was captured on 20th November 2020 with 665 staff included in the data set. Support staff constitute 284 employees, lecturers 275 employees and managers 106 employees.

Disclosure rates were noted as:

- 100% for gender
- 85% for ethnicity
- 57% for sexual orientation
- 59% for religion or belief
- 30% for disability

Please note; completing the equality monitoring sections on the D&I form is not mandatory. Where employees do complete these questions very small percentages (1-5% across questions) opt for 'prefer not say.'

Gender

Females make up 59.0% of employees which is largely consistent with the previous two years. The proportion of female staff is highest amongst support staff although 2020 sees a more even distribution across job types for women. See Table 1

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

	Manager			Lecturer			Support		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Female	57.1%	59.3%	58.5%	56.3%	60.0%	57.1%	63.0%	62.1%	61.3%
Male	42.9%	40.7%	41.5%	43.7%	40.0%	42.9%	37.0%	37.9%	38.7%

Please note that whilst male and female are default genders employees are able to disclose a gender which may sit outside of these binary options.

58.5 % of female staff work full time compared to 84.2% of male staff.

Disability

There has been a further increase (+1.6%) in disability disclosure with 9.8% of the workforce now stating they have a disability or health condition. 1% of staff selected 'prefer not say.' See Table 2

Table 2 – Percentage of staff by disability over 4 years

	2017	2018	2019	2020
Disability	2.7%	3.4%	8.4%	**9.8%**
No disability	76.8%	73.4%	13.6%	**20.6%**
Not disclosed, inc 'prefer not say'	20.5%	23.2%	78.0%*	**69.6%***

The college has Disability Confident Employer status and work continues to encourage disclosure and/or attraction of people with a disability to the college.

The data indicates that proportionately the highest percentage of staff who have disclosed a disability or health condition are in management roles. This reflects an increase in rates from 10% in 2019 and a significant difference from 2018 when this group was the least likely to have disabled staff. The level of non-disclosures is particularly high for lecturing staff. See Table 3.

Table 3 – Percentage of staff (with comparison to 2019) by disability and job family in 2020

	Manager	Lecturer	Support
Disability	14.2% (10%)	8.0% (6%)	9.9% (10%)
No disability	26.4% (18%)	16.0% (9%)	22.9% (16%)
Not disclosed	59.4% (72%)	76% (85%)	67.2% (74%)

Age

The average age of a BMet employee is 45.6 years (44.9 in 2019). This age is largely consistent for managers (45.8) and lecturers (46.2) with support staff having a slightly younger age profile (45.0).

In a similar picture to previous years, 40.5% of the college's workforce is aged 50 and over, a 1% increase from 2019. 2.7% of staff (18 in total) continue to work for the college beyond the age of 65. See Chart 1.

Chart 1 – The percentage of staff by age profile

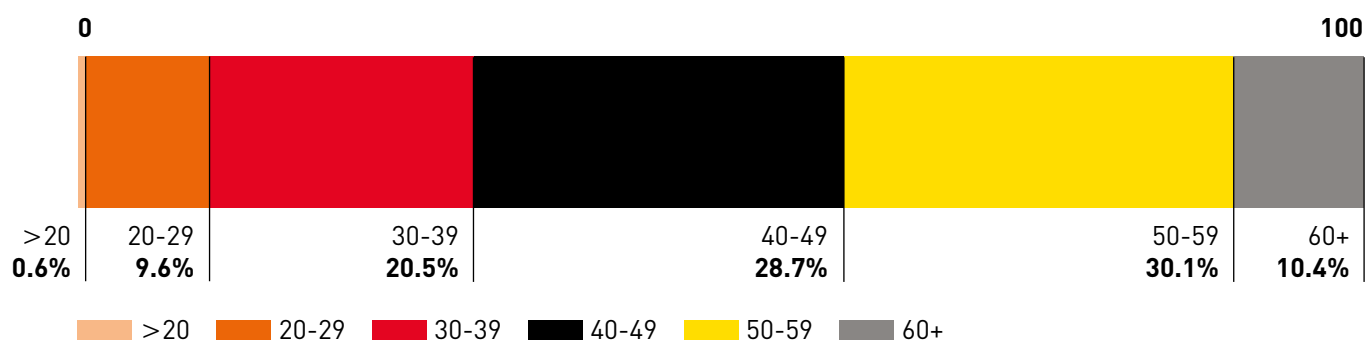| >20	20-29	30-39	40-49	50-59	60+
0.6%	**9.6%**	**20.5%**	**28.7%**	**30.1%**	**10.4%**

>20 — 20-29 — 30-39 — 40-49 — 50-59 — 60+

Table 4 sets out the age profile of the workforce by job family which largely reflects the picture from previous years. BMet's younger staff are more likely to be found in support roles but there is otherwise a fairly even distribution of age across job family.

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

Age group	Manager	Lecturer	Support	Overall
>20	0.0%	0.0%	1.4%	0.6%
20-29	1.9%	7.6%	14.4%	9.6%
30-39	23.6%	21.5%	18.3%	20.5%
40-49	38.7%	30.9%	22.9%	28.7%
50-59	32.1%	30.9%	28.5%	30.1%
60+	3.8%	9.1%	14.1%	10.4%

Ethnicity

In 2020, 57.1% of BMet's overall workforce identify as White British and 24.4% identify as Black, Asian or from a minority ethnic (BAME) background. The percentage of BAME staff has seen a 1% increase from 2019 and a 4.5% increase from 2018. In a similar picture to last year 3.9% of employees identify as White Other/White Irish. 14.6% of staff did not disclose their ethnic status or selected 'prefer not say'. See Chart 2

Chart 2 – The percentage of staff by ethnicity

0			100
24.4%	3.9%	57.1%	14.6%

■ BAME   ■ White other   ■ White British   ■ Prefer not say / not known

The largest group of Black Asian and Minority Ethnic staff identify as Asian or Asian British (13.7%) and specifically Indian (6.9%) and Pakistani (3.8%). The second largest group identify as Black or Black British (7.2% of all staff) and specifically Black Caribbean (5.7%). See Table 5 for a breakdown of Black, Asian and Minority Ethnic groups in percentages.

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

Ethnic Group and Ethnicity	% of all BAME staff	% of all staff
Asian or Asian British Includes Pakistani, Bangladeshi, Indian and Other Asian	56.2%	13.7%
Black or Black British Includes Black Caribbean, Black African and Black Other	29.6%	7.2%
Mixed Includes White Asian, White/Black African, White/Black Caribbean	9.3%	2.3%
Other Includes Arab, Chinese, Gypsy & Irish Traveller, Any other ethnic group	4.9%	1.2%
Total	100%	24.4%

Like previous years the highest proportion of BAME staff is among teaching staff (30.5%) and the least ethnically diverse group of staff are managers (12.3%), as shown in Table 6. Dedicated activities to encourage the attraction and progression of BAME staff are ongoing and feature in BMet's Diversity and Inclusion Strategy for 2020-2024.

Table 6– Percentage of staff by ethnicity by job family in 2020

	Manager	Lecturer	Support	Overall
BAME	12.3%	30.5%	22.9%	24.4%
White British	72.6%	49.8%	58.4%	57.1%
Not known	11.3%	13.1%	17.3%	14.6%
White Other	3.8%	6.9%	1.4%	3.9%

Working Patterns

In a similar picture to last year 30.7% of staff overall work part time.

34.5% of support staff work part time (98 staff); 37.1% of teaching staff work part time (102 staff); whilst only 3.8% of managers (4 staff) work part time.

Length of Service

The average length of service at BMet is 9.2 years compared to 9.0 in 2019. See Table 6 for the length of service by work family.

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

	Overall	Lecturer	Support	Overall
2020	9.2 years	9.2 years	8.8 years	9.6 years

Sexual Orientation

55.3% of staff identify as heterosexual; 2.1% of staff identify as Lesbian, Gay or Bisexual and 0% as any other sexual orientation. 37.6% left this section of the form blank with an additional 5.0% selecting 'prefer not to say. Work to improve disclosure rates incorporating an understanding of equality monitoring continues at BMet.

Religion/Belief

In 2020 5.2% of staff prefer not to disclose their religion or belief and 35.5% 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 identify as Christian 31.3%, 11.5% as having no religion or belief, followed by 6.9% Muslim, 3.2% Atheist, 2.5% Sikh and 2.2% Hindu.

Leavers

85 salaried employees left the organisation between January-November 2020 both voluntarily and involuntarily. 62.4% were female, slightly higher than the overall workforce profile and 3.5% had disclosed a disability which is proportionately below the college rate.

The largest groups of leavers fall into the 30-39 age category. See Table 8. Percentage of staff leavers (and numbers) by age compared to overall college profile. The younger age groups are disproportionately represented in the percentage of leavers; for example under 20 years make up only 0.6% of the overall workforce but 3.5% of leavers; and 20-29 years make up 9.6% of overall workforce but 15.3% of leavers. In the same picture as last year, the 60+ age group is disproportionately represented making up 15.3% of leavers compared to 10.4% of the workforce. This is most likely explained by those who are choosing to retire early.

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

Age	Overall numbers	Overall %	Leaver Numbers	Leavers %
>20	4	0.6%	3	3.5%
20-29	64	9.6%	13	15.3%
30-39	136	20.5%	22	25.9%
40-49	191	28.7%	17	20.0%
50-59	200	30.1%	17	20.0%
60+	69	10.4%	13	15.3%
Total	665	100%	85	100%

58.8%% (50) staff who left the organisation identify as White British, 18.8%% (16) as from a Black, Asian, Minority Ethnic group and 3.5% (3) as White Other. See Table 9. The distribution of White British and White Other leavers largely reflects the overall college picture. There is a much lower percentage of BAME leavers compared to overall college percentages and conversely a higher percentage of leavers for whom their ethnicity is 'not known'.

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

Ethnic group	Overall numbers	Overall %	Leaver Numbers	Leavers %
BAME	162	24.4%	16	18.8%
Not Known	97	14.6%	16	18.8%
White British	380	57.1%	50	58.8%
White Other	26	3.9%	3	3.5%
Total	665	100%	85	100%

Glossary of terms

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

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