

Diversity and Inclusion Strategy 2020-2024

Our new Diversity and Inclusion (D&I) four year strategy continues our work to drive an inclusive culture at BMet. Our focus for 2020-2024 is to strengthen our diversity and improve inclusion and belonging across our college and local communities.

Context

We will use this strategy and underpinning action plan to drive forward our diversity and inclusion priorities, meet our statutory obligations under the Equality Act 2010 and Public Sector Equality Duty 2011, enhance our work with external bodies and support our aim to be an inspiring place to work and to provide excellent learning opportunities for Birmingham and the city region.

We recognise the challenges of social and economic inclusion in our communities particularly for those who may face barriers because of multiple aspects of their identity, including age, race, gender, disability and health, socio-economic background, pregnancy and maternity, religion and belief, sexual orientation and family and relationship status.

As a large education provider and employer in the region we are well placed to be part of, and to progress, change. We aim to lead in best practice where diversity is genuinely desired and sought and where inclusion is nurtured through trust and engagement to positively impact and inspire those communities with which we work and learn.

Our D&I principles

We aim to:

- Actively encourage diversity and different perspectives improving representation of our community at all levels of the college.
- Offer a fair wage and employment terms and conditions recognising these are fundamental to social and economic inclusion.
- Achieve equality of outcome as well as equality of opportunity.
- Take a 'usualising' approach to integrating diversity and inclusion, ensuring different identities, especially hidden or absent identities, are included in everyday teaching and learning.
- Go beyond the five 'F's (food, fashion, famous people, flags and festivals) with celebratory events and activities to develop deeper cultural understanding and avoiding the exotification of groups and cultures which can perpetuate harmful stereotypes.
- Employ the social model of inclusion of disability and work to remove barriers that allow for full participation and success.
- Treat disability as the norm rather than exception; rewarding genuine achievement for our disabled students and staff.
- Overcome the difficulties of balancing the needs of diverse people and groups and work to strengthen the commonalities we share.

The story so far

The College has made significant progress under our last D&I strategy.

Headlines of achievements

- Improvements in our understanding of our college community, ensuring we are more effectively able to identify and respond to individual needs.
- Closure or narrowed achievement gaps between different groups as a result of a range of activities to improve teaching, learning and assessment.
- Improved quality of teaching with progress in more personalised curriculums, independent learning, individualised targets, and learner collaboration noted in both internal and external quality monitoring activities, including Ofsted.
- 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.
- Strengthened student voice and student engagement through a range of activities helping to broaden and deepen learners' cultural awareness and understanding
- Achievement of Silver Educate and Celebrate Award which evidenced the significant progress around LGBTQ+ inclusion; and which has resulted in a further improvement in student satisfaction rates for LGBTQ+ students.
- Improvements in the accessibility of BMet's physical and virtual environments as a result of the disability access and inclusion audit, further development of easy read literature and promotion of the 'listen and translate' function on BMet's website.
- Consistent high standards of behaviour across all sites with any behaviour that is not respectful, particularly offensive or discriminatory, being challenged.
- Integration of D&I into all business and curriculum areas through an active lead by senior staff ensuring diversity and inclusion is everyone's responsibility.
- The utilisation of equality analyses (impact assessments) ensuring that D&I matters are given due consideration in decision making, new policy, procedure or changes to working practices.
- Raised profile of staff wellbeing and engagement through staff forums and wellbeing events which have engaged colleagues in activities that focus on their social, physical, spiritual and mental health
- Achievement of Disability Confident Employer status (level 2).

Developing our 2020-2024 strategy

BMet stakeholders have, through consultation events, workshops and meetings in the autumn and spring terms of 2019-20, explored our aims and objectives around diversity and inclusion. Our consultations have informed our strategy. They revealed that we should increase our focus on:

- Further developing our staff engagement programme where training forms part of a wider programme of work to support cultural change.
- The wellbeing and engagement of staff, building trust in working relationships.
- Engaging and supporting students and staff from minority groups removing potential barriers to inclusion and progression with particular attention to carers, care leavers and students who have English as a foreign language.
- Further celebrating diversity and inclusion in ways that aid deeper cultural awareness.
- Empowering a D&I focused community where words translate to action and people have the confidence to constructively challenge inequalities and take positive action to advance diversity and inclusion.
- Ensure absent and non-visible differences are included in the everyday and prejudices and stereotypes continue to be challenged.

Our 2020-2024 objectives are as follows (See Appendix for detailed actions):

Objective 1

Improve inclusion and belonging of different student groups and increase participation, progress and achievement of those currently underrepresented in BMet's student community

We will:

- Take positive action to engage, identify and support individuals who are young carers and care leavers in our community
- Take positive action and subsequent support for under-represented groups across curriculum areas
- Heighten awareness of those groups of students and apprentices performing less well than the college average and implement a range of relevant strategies from the start of the programme to help close the achievement gaps and allow all students to achieve their potential.
- Track destination of our students
- Review Inclusive Support and strategies for support for teachers working with students with disabilities/difficulties
- Take positive action to engage and ensure inclusion and good outcomes for our students with High Needs and EHCPs
- Improve the experience of our learners who have English as a Foreign Language, are apprentices and are on higher education and part time adult courses

Objective 3

Looking outwards to further our ambition in delivery of D&I at college

We will:

- Be ambitious about encouraging a more diverse population to join BMet working with our region to recruit from a diverse population
- Achieve Living Wage Accreditation to ensure our third party staff in addition to our employees are paid a fair wage
- Achieve Disability Confident Leader status
- Achieve Educate and Celebrate Gold award
- Recognise and celebrate employers and partners who inspire others in their work to support D&I

Objective 2

Empower a diversity and inclusion focused community to build organisational capacity and demonstrable inclusive practice by all

We will:

- Further develop our D&I engagement programme for staff where training forms part of a wider programme of work to support organisational health and culture
- Build on a network of skilled staff and student D&I and wellbeing champions/ambassadors who are confident to drive the D&I agenda in their own areas
- Ensure all departments adopt a D&I challenge annually which visibly highlights their distinct areas of priority and delivery
- Recognise and celebrate staff and students who inspire others in their work to support D&I through a range of praise and award activities

Objective 4

Increase inclusivity in our environments

We will:

- Develop and implement a wellbeing and engagement strategy and supporting action plan
- Ensure any re-design or alterations to our buildings and any new technologies are inclusive, taking particular account of, but not limited to, disabilities, neuro and sensory diversity and gender diversity
- Facilitate activities that foster good relations between students and staff from different curriculum areas/courses/departments and sites
- Introduce a reasonable adjustments passports for disabled staff

Responsibilities

Overarching responsibility for delivering the action plan sits with the Senior Leadership Team.

Delivery will be enacted through line management channels.

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

Monitoring

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

Activity	Date	Frequency	Lead	Reported to
D&I Annual Report	January	Annually	D&I Manager	Corporation
D&I Policy review	September	Annually	D&I Manager	Senior Leadership Team
D&I Strategic objectives	April	Every four years	Senior Leadership Team	Corporation
D&I Self-Assessment Report	August	Annually	D&I Manager	Director of Teaching, Learning and Quality Improvement
Student Council <i>(Standing agenda item at each of four main sites)</i>	*	Termly	Vice Principal	D&I Manager
D&I Data Dashboard <i>(To include complaints, conversion of applications to enrolments, withdrawals, in year retention, achievement and destinations)</i>	*	Bi-annually	D&I Manager	Senior Leadership Team

**date will be aligned with meetings and reporting mechanisms*

External and Internal Benchmarks

- Women in Construction - 14% of women in construction (ONS 2017). This represents women across the entire profession not just in trades which are the courses that are offered at BMet. [Enrolment at BMet 2019/20 - 5% of construction students are women.](#)
- Women in Engineering – 12% of women in engineering (Engineering UK Report 2018). [Enrolment at BMet 2019/20 – 13% of engineering students are women.](#)
- Women in Digital Technology – 26% in digital and 16% in IT (WISE 2018). [Enrolment at BMet 2019/20 – 13% of digital tech students are women.](#)
- Men in Health and Social Care – 18% men work in health and social care professions (Skills for Care 2017) [Enrolment at BMet 2019/20 – 8% of health and social care students are men](#)
- Men in Early Years – 3% of men work in early years professions. (Gov. uk 2019) 15% of primary school teachers are male. [Enrolment at BMet 2019/20 – 4% of early years students are men.](#)
- BAME people in apprenticeships - 11% of apprentices in the UK are BAME. [Enrolment at BMet 2019/20 – 27% of apprentices are BAME. BMet’s BAME students make up 60.4% of the overall student population.](#)
- Disabled people in apprenticeships – 9% of apprentices have a disability in the UK. 19% of the general working UK age population are disabled (RIDF and the Disabled Living Foundation, 2018) [Enrolment at BMet 2019/20 – 5% of apprentices disclosed a disability or learning difficulty.](#)

Appendix 1 Action Plan

Objective 1 – Improve inclusion and belonging of different student groups and increase participation, progress and achievement of those currently underrepresented in BMet’s student community

	We will do this by	Who will lead this	We know we have done this when	We will have achieved this by
1.1	<p>Taking positive action to engage, identify and support individuals who are young carers in our community (<i>we do not always know who our carers are and their achievement rates falls below their peers</i>).</p> <ul style="list-style-type: none"> Work with Young Carers YMCA Sutton and Forward Carers Hub Implement Carer’s passport 	Student Experience Director	Young carers are engaged and supported at college and achieve well	June 2021
1.2	<p>Taking positive action to engage, identify and support individuals who are care leavers in our community.</p> <ul style="list-style-type: none"> Implement the Care Leavers Covenant Work with local authority to ensure joined up support 	Student Experience Director	The Care Leavers Covenant is achieved and students who are care leavers are engaged, supported, achieve and progress	June 2021
1.3	<p>Taking positive action and subsequent support for under-represented groups across curriculum areas including:</p> <ul style="list-style-type: none"> Women in digital technologies Men in Health and Social Care and Early Years Women in Construction and Engineering BAME and disabled people in apprenticeships <p>(<i>See internal & external benchmarks for BMet rates</i>)</p>	Vice Principals	<p>12% of construction students are female 20% of engineering students are female 24% of digital technology students are female 20% of health & social care students are male 10% of Early Years students are male 40% of apprentices are BAME 15% of apprentices have a disability/difficulty</p>	Dec 2023
1.4	<p>Heighten awareness of those groups of students and apprentices performing less well than the college average and implement a range of relevant strategies from the start of the programme to help close the achievement gaps and allow all students to achieve their potential. (<i>Link to Quality Improvement Plan</i>):</p> <ul style="list-style-type: none"> Work with teams through the quality framework to identify early indicators of gaps 	Director of Teaching, Learning and Quality Improvement	<p>Tracking, monitoring and interventions are applied.</p> <p>Gaps between organisation achievement and minority groups narrowed to within 5%</p>	<p>Ongoing</p> <p>Nov 2023</p>

	We will do this by	Who will lead this	We know we have done this when	We will have achieved this by
	<p>and agree and implement relevant actions to support 'at risk' groups.</p> <ul style="list-style-type: none"> • Triangulate in year data including student voice, attendance, retention, progress and destination data to monitor progress of students identified as at risk from priority groups • Enhance current CPD opportunities to support closure of gaps in outcomes 			
1.5	<p>Tracking destination of our students:</p> <ul style="list-style-type: none"> • Undertake a comprehensive analysis of destination data, including equality monitoring, to inform curriculum planning and actions to raise aspirations 	Director of Teaching, Learning and Quality Improvement	There are improved outcomes for students with no disparities between groups	Jan 2021 and ongoing
1.6	<p>Reviewing Inclusive Support and implementing strategies for support for tutors (including awareness raising of different disabilities) working with students with disabilities/difficulties especially for those on evening courses and for 19+ students. (<i>Link to Quality Improvement Plan</i>)</p>	Vice Principals	All students who receive Inclusive Support are supported, make progress and achieve/exceed their target grades	July 2022
1.7	<p>Taking positive action to engage and ensure inclusion and good outcomes for our students with High Needs and EHCPs (<i>Link to Quality Improvement Plan</i>):</p> <ul style="list-style-type: none"> • Undertake a curriculum review of the support provided for students with High Needs and EHCPs studying vocational and academic programmes across the college, implementing and monitoring relevant actions • Work with external specialists to identify and implement strategies to improve the student experience of those classed as High Needs or have EHCPs 	Vice Principals	High Needs and EHCP students make progress and achieve/exceed their target grades	<p>Nov 2021</p> <p>July 2020</p> <p>July 2021</p>

	We will do this by	Who will lead this	We know we have done this when	We will have achieved this by
1.8	<p>Improving the experience of our learners who may not feel entirely included in the college including those who have English as a Foreign Language, HE students, apprentices and part time adult learners</p> <ul style="list-style-type: none"> • Undertake a review of the ESOL/EFL student journey from interest, application, enrolment and engagement in college wide activities implementing and monitoring relevant actions • Incorporate activities in HE strategy to improve a sense of belonging (<i>link to HE strategy</i>) • Undertake a review of apprentice experience, implementing and monitoring relevant actions • Engage part time adult learner for consultation on college experience, implementing and monitoring suggested actions for improvement 	Vice Principals	<p>Improved inclusion and sense of belonging for these students</p> <p>An accessible enrolment process and improved rates of satisfaction for ESOL /EFL learners</p> <p>HE strategy implemented and improved rates of retention, achievement and satisfaction for HE students</p> <p>Improved rates of retention, achievement and satisfaction for apprentices</p> <p>Improved rates of retention, achievement and satisfaction for adult learners on part time courses</p>	<p>June 2023</p> <p>May 2021</p> <p>June 2022</p> <p>June 2021</p> <p>June 2021</p>

Objective 2 – Empower a diversity and inclusion focused community to build organisational capacity and demonstrable inclusive practice by all

	We will do this by	Who will lead this	We know we have done this when	We will have achieved this by
2.1	<p>Further developing our D&I engagement programme for staff where training forms part of a wider programme of work to support organisational health and culture:</p> <ul style="list-style-type: none"> Engage all our college staff in educational activities to support each other and embed inclusive practice in all that we do, including improving knowledge and raising awareness of different cultures, mental health, D/deafness, LGBTQ+ identities Engage all college staff, including 3rd party, in D&I training through the creation of a modular training and development programme housed in Skillgate Review the new staff induction to ensure core responsibilities are enacted by managers including setting up of coaching and buddying Work with managers and quality team to ensure the effective and meaningful integration of diversity in curriculum implementing a usualising methodology 	Diversity and Inclusion Manager	<p>A D&I focused community where individuals demonstrate inclusive practice every day and have the confidence to advance diversity and inclusion at college</p> <p>Staff have a good understanding of diverse students</p> <p>Bespoke online training available to suit individual circumstances of staff</p> <p>New staff quickly settle and understand their responsibilities</p> <p>All students can relate to curriculum content, feel included and have an understanding of the diversity of the communities in which they live, learn and work</p>	<p>Mar 2024</p> <p>June 2020 and ongoing</p> <p>Sep2022</p> <p>Sep 2020</p> <p>June 2020 and ongoing</p>
2.2	<p>Building on a network of skilled staff and student D&I and wellbeing champions/ambassadors who are confident to drive the D&I agenda in their own areas; supported through advice and guidance, training and shared experiences.</p>	Diversity and Inclusion Manager	<p>30 D&I staff ambassadors (3 x Student D&I reps) working across BMet take a lead in diversity and inclusion in their areas modelling inclusive practice</p>	<p>Dec 2020</p>
2.3	<p>Ensure all departments adopt a D&I challenge annually which visibly highlights their distinct areas of priority and delivery</p> <ul style="list-style-type: none"> Local teams initiate and deliver D&I activities with appropriate support 	SLT	<p>Teams take local ownership for promoting diversity and inclusion encouraging cross college ownership</p>	<p>Sep 2020</p>

	We will do this by	Who will lead this	We know we have done this when	We will have achieved this by
2.4	Recognise and celebrate staff and students who inspire others in their work to support D&I through a range of praise and award activities.	SLT	Diversity and Inclusion staff award introduced and presented annually raising profile of exceptional practice in D&I Nominated students awarded certificates for inclusive behaviours	June 2020

Objective 3 – Looking outwards to further our ambition in delivery of D&I at college

	We will do this by	Who will lead this	We know we have done this when	We will have achieved this by
3.1	Encouraging a more diverse population to join BMet working with our region to recruit from a diverse population <ul style="list-style-type: none"> Review our recruitment strategies, actively engaging diverse perspectives to inform new ways of working and models of recruitment Nurture our own talent through (career sponsorship) coaching and mentoring for our high potential staff who may face extra barriers to progression because of e.g disability, socio-economic background 	Director of HR and Development	We have a workforce that reflects the community it serves, eg: <ul style="list-style-type: none"> West Midlands workforce has representation of 15.3% BAME individuals (2011 census) 19% of national workforce have a disability (2018) A recruitment process that is inclusive of and encourages diverse applicants In house talent retained to further develop a diverse leadership and management team	Mar 2024 Dec 2020 Mar 2023
3.2	Achieving Living Wage Accreditation to ensure our third party staff in addition to our employees are paid a fair wage	Deputy Principal	Living Wage Accreditation achieved. All staff feel valued and earn the real living wage to support them economically and socially	Nov 2021
3.3	Seeking out professional partnerships and collaborative working to increase understanding of inclusion and develop new approaches to D&I <ul style="list-style-type: none"> Learn from, and collaborate with, local and national specialist groups in the development 	Diversity and Inclusion Manager	Research projects, task and finish groups, events programmes all inform improvements in D&I for the organisation, including workplace and service user experiences	Dec 2023

	We will do this by	Who will lead this	We know we have done this when	We will have achieved this by
	<p>of D&I activities including but not limited to the WIRC (Work Inclusivity Research Centre) at University of Birmingham (for example the equal parenting project)</p> <ul style="list-style-type: none"> Utilise opportunities to showcase the promotion of diversity in teaching and learning thorough action research projects/supported experiments, peer observations, teach meets and communities of practice for example action research project around minority students' experiences 			Ongoing
3.4	<p>Achieving Disability Confident Leader status</p> <ul style="list-style-type: none"> Action plan implemented 	Diversity and Inclusion Manager	Disability Confident Leader status achieved. Our disabled people are valued and are empowered to succeed at BMet and in the organisations we work with	Oct 2023
3.5	<p>Achieving Educate and Celebrate Gold award</p> <ul style="list-style-type: none"> Action plan implemented and monitored 	Diversity and Inclusion Manager	Educate and Celebrate Gold award achieved. Our LGBTQ+ staff, students and visitors have great experiences at BMet	June 2020
3.7	<p>Recognising and celebrating employers and partners who inspire others in their work to support D&I through:</p> <ul style="list-style-type: none"> Introduce a BMet diversity and inclusion employer/partner award to recognise and reward those partners who have made a positive contribution to the delivery of our diversity and inclusion objectives Establish an employer board at James Watt to develop BMet and employers' work around D&I Promotion of Inclusivity kitemarks for companies for example 'Made Equal' for manufacturing companies in Midlands which supports companies on their D&I journey 	Employer Engagement Director	<p>Collaborative work drives D&I agenda across the region</p> <p>Diversity and Inclusion employer award introduced and presented annually raising profile of exceptional practice in D&I</p> <p>Employer Board has supported work in increasing participation in STEM for women</p> <p>Kitemarks identified and employers supported to achieve</p>	<p>Jan 2024</p> <p>Jan 2022</p> <p>Sep 2023</p> <p>July 2022</p>

Objective 4 –Increase inclusivity in our environments

	We will do this by	Who will lead this	We know we have done this when	We will have achieved this by
4.1	Developing and implementing a wellbeing and engagement strategy and supporting action plan which incorporates wellbeing and engagement activities and events to nurture a sense of inclusion and belonging	Director of HR and Development	Wellbeing and Engagement Strategy implemented including work around mental health for staff	May 2020
4.2	Ensuring any re-design or alterations to our buildings and any new technologies are inclusive, taking particular account of impairments and disabilities, neuro and sensory diversity and gender diversity	Deputy Principal	Our physical and virtual environments are accessible and inclusive	Mar 2024
4.3	Facilitating activities that foster good relations between students and staff from different curriculum areas/courses/departments and sites <ul style="list-style-type: none"> • Each curriculum area implements an event, project or activity for cross college collaboration/Learn something new projects • Run an annual ‘Human Library’ to increase understanding of difference 	Vice Principals	Development of essential personal and professional skills of students preparing them to work in diverse organisations	July 2021 and ongoing annually
4.4	Introduce the use of reasonable adjustments passports for disabled staff	Diversity and Inclusion Manager	Disabled staff experience consistently good support	Aug 2021