BMet
Diversity and Inclusion
Annual Report
2021

BMet

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 region. We aim to lead in best practice where diversity is genuinely desired and sought and where inclusion is nurtured through trust and engagement.

We are pleased to present this year's Diversity and Inclusion (D&I) Annual Report which contains information on the work we have taken to advance diversity and inclusion at BMet. The report details the College'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 2020-2024 D&I strategy and action plan for 2021.

Contents of Report

HIGHLIGHTS OF 2021

- Leaders continue to ensure that diversity and inclusion are at the heart of the college through a clear strategy and through work to build organisational capacity, using staff networks, D&I ambassadors, team challenges, professional development objectives, staff development, informative events and activities to advance equality, inclusion and sense of belonging for all our students and staff

- The agility of staff and the use of digital technologies ensured our programmes of study and pastoral support continued to be delivered through the ongoing effects of the global pandemic including a further national lockdown and college closure

- There has been 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. Ofsted noted in Dec 2021 that "there have been clear improvements in the quality of curriculum – particularly in education programmes for young people"

- Extensive monitoring of gaps in attendance and achievement is embedded, particularly for students at risk. Student achievement and satisfaction rates have improved and there has been a narrowing of achievement gaps between different groups. See Appendix 1

- Our work around anti-racism has been formalised with BMet's affiliation with the Black Further Education Leaders Group and implementation of the 10 Point Plan for an anti-racist FE sector which involves an anti-racist CPD programme, a review of staff recruitment and activities to embed an inclusive curriculum.

- Our work around safeguarding and more specifically around bullying and harassment, including sexual harassment, ensures students operate in inclusive environments where bullying, harassment or discrimination is not accepted and is responded to swiftly. Ofsted noted in Dec 2021 "Teachers, leaders and managers have created a culture of safety. As such, learners feel safe in the college and know how to raise concerns"

- We have built on our staff wellbeing and engagement work with a refreshed Wellbeing and Engagement Strategy for 2021; actively encouraging diversity and different perspectives to strengthen our 'staff voice' with culture planning sessions, focus groups, staff networks and a full staff survey

- We have strengthened the D&I skills of staff through staff 'training', guidance and resources ensuring students have inclusive experiences and diversity is promoted in a meaningful way

- We have achieved the Gold Pride in Inclusion Award which evidences the significant progress around LGBTQ+ inclusion; and which has resulted in a further improvement in student satisfaction for LGBTQ+ students

- We have made further improvements in the visual environment using role models and images which celebrate diversity and inspire our students

- We have continued improvements in representation in Apprenticeships for example apprentices who are Black, Asian or from a minority ethnic background and those who are disabled.

OUR STRATEGIC ACTION PLAN

The annual report details progress made in achieving the actions laid out in our 2020-2024 strategic action plan which was agreed and published in June 2020. 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 collaboration. The college has continued to strengthen equality, diversity and inclusion at College with a clear steer from new Principal/CEO who took up post in June 2021.

The following provides an update on each objective.

OBJECTIVE

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

1.1

We will do this by
Taking positive action to engage, identify and support individuals who are young carers in our community (we do not always know who our carers are and their achievement rates falls below their peers).

- Work with Young Carers YMCA Sutton and Forward Carers Hub
- Implement Carer's passport

We know we have done this when
Young carers are engaged and supported at college and achieve well.

What we have done
Our enrolment forms have a self-declaration for looked after children, care leavers and carers. This data is reviewed, and cross referenced with our Looked After Children (LAC) and Care Leaver data to identify any learners who have not come through the main notification routes from Social Workers/Virtual School.

We launched the YMCA Carers support drop-in sessions across the 3 colleges.

What the impact has been
We are now able to identify our carers at the point of entry. Students who are carers are flagged for extended support to engage and progress at college. Students identified as carers in 19/20 recorded achievement rates +6.2% higher than non-carers. This gap has narrowed in 2021 although carers' rates this year have fallen below college average.

1.2

We will do this by
Taking positive action to engage, identify and support individuals who are care leavers in our community.

- Implement the Care Leavers Covenant
- Work with local authority to ensure joined up support

We know we have done this when
The Care Leavers Covenant is achieved and students who are care leavers are engaged, supported, achieve and progress

What we have done
We are working to more easily identify our care leavers using information from Virtual Schools (as LACs turn 18 and move into being a care leaver) and from the College's vulnerable bursary support scheme. We are working with Birmingham Virtual Schools on a pilot scheme to support LACs and care leavers through staff training and awareness and targeted support packages for Post-16.

We have incorporated trauma informed practice principles in our Student Behaviour policy recognising the impact that adverse childhood experiences can have on behaviour.

The Care Leavers Covenant is due to be implemented in July 2022.

What the impact has been
Once identified care leavers are tracked and prioritised for support if needed.

OBJECTIVE

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1.3

OBJECTIVE

1

We will do this by

Taking positive action and subsequent support for under-represented groups across curriculum areas including:

- Women in digital technologies.
- Men in Health and Social Care and Early Years.
- Women in Construction and Engineering.
- BAME (Black, Asian and minority ethnic) and disabled people in apprenticeships (See internal & external benchmarks for BMet rates).

We know we have done this when

Women:
12% construction
20% engineering
24% digital technology

Male:
20% health & social
10% of Early Years students are male

BAME:
40% of apprentices

Disability:
15% of apprentices

Apprenticeships:
40% BAME apprentices
15% disabled apprentices

What we have done

We have sight of where existing students are engaged on courses and are using this information to determine areas to target and plan activities to support recruitment. We are generally improving on the promotion and marketing of courses particularly around challenging gender stereotypes for example in engineering:

- We use female staff and student role models to engage applicants (there is good female representation amongst staff with a female manager leading the Engineering provision and the Rail Engineering team).
- We developed a student recruitment video featuring solely females.
- We are members of Women in Rail and have joined Women in Engineering society to promote and advertise jobs, skills and opportunities.
- We obtained funding for female enrolments from the WMCA for the level 3 rail program.
- We have added in a women recruitment target for BMW apprenticeships.

What the impact has been

Enrolment figures indicate that there has been improvement in the representation of particular groups, for example, for BAME apprentices (35% in 2021 with a target of 40% by 2024) and apprentices who have disclosed a disability or difficulty (9.2% compared to 8.6% in 19/20).

Progress is slow in other areas. For example, in 2021 engagement of females in construction (5%), engineering (6%), digital technology (20%) and for males in health and social care (8%) and early years (3%). There has been a shift in other areas for example the Business Admin course at Sutton which has been historically female dominated now has equal numbers of male students; and the pathway for foundation learning students into Health and Social Care/Early Years has good representation of males in the group.

1.4

We will do this by

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. (Link to Quality Improvement Plan):

- Work with teams through the quality framework to identify early indicators of gaps and agree and implement relevant actions to support 'at risk' groups.
- 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.

We know we have done this when

Tracking, monitoring and interventions are applied.

Gaps between organisation achievement and minority groups narrowed to within 5%.

What we have done

We have undertaken extensive intersectional analysis of attendance and achievement rates by areas of deprivation, ethnicity, gender and age group to identify high priority groups which may be more susceptible to non-achievement. Using this information, we have adapted our learner tracker to prioritise these 'high priority' learners for support where they (as individuals) require it. We use this information to support Termly Review Boards and other quality monitoring processes.

Our curriculum departments have embedded the practice of monitoring gaps in attendance, retention and achievement between different groups of students and 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.

We have established Professional Learning Communities projects at the College which are based on action learning sets with colleagues working collaboratively on real work-place issues. A number of these projects have focussed on

the closure of gaps in outcomes exploring for example progress from starting points and GROW goals for EHCP learners.

Staff have engaged in a range of in house CPD sessions including a series of topics on building an inclusive curriculum for example 'Integrating sexual orientation and gender diversity in teaching and learning,' 'Embedding Black curriculum into our everyday TLA practice' and 'LGBT and the South Asian Community'.

What the impact has been

By triangulating data and knowing the intersectional groups that historically have had the greatest underperformance, we have been able to identify those high priority learners who may be more likely to underperform this year. This method means we are approaching each learner as an individual with distinctive needs.

Achievement rates in 20/21 improved and the achievement gap* between

ethnic groups has further narrowed in 20/21 to 7.8% (from 11.7% in 19/20).

*where there are 100 students or more

Work is ongoing to narrow the gap for other groups for example our LGBTQ+ learners, and learners disclosing a learning difficulty.

In Dec 2021 Ofsted noted "Teachers and assessors carefully determine learners' starting points and identify their knowledge gaps. Most use the information effectively to adapt their teaching to meet learners' needs."

In 21/22 each directorate will have at least one Professional Learning Community project developing the inclusive curriculum with a focus on developing banks of materials on the positive contributions from individuals from Black, Asian and other ethnic minority backgrounds.

OBJECTIVE

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1.5

We will do this by
Tracking destination of our students: Undertake a comprehensive analysis of destination data, including equality monitoring, to inform curriculum planning and actions to raise aspirations.

We know we have done this when
There are improved outcomes for students with no disparities between groups.

What we have done
Actual destination data is collected by an external agency and is analysed in a number of different ways and compared to intended destinations. In 2021 we noted for example that males are (-2%) less likely to go onto both FE and HE further study compared to females and are more likely to go into work (+3%) or onto an apprenticeship (+1%). Our Pakistani learners are the group most likely to go onto HE with 19% recorded compared to 13% White and 11% Black students. The greatest percentage of students not in work are those of Black African, Black Caribbean and Black Other group at 11%.

Curriculum areas have created case studies on student progression and destinations in different curriculum courses to build up a picture in different occupational areas.

What the impact has been
We have sight of the disparities in destination outcomes which is informing areas of actions and improvement, for example, our Leaders Unlocked and 10 Point Plan actions to address differences in take up of HE and Apprenticeships for our Black students.

Going forward we aim to provide this data by areas of deprivation and disability as well as ethnicity, age and gender.

OBJECTIVE

1

A gold standard careers service

BMet College was officially and nationally recognised for its outstanding careers work with a Gold Level Award.

In July 2021 BMet were accredited with the national Quality in Careers Standard award (QiCS) as well as the gold level for its Careers Education, Information, Advice and Guidance (CEIAG) provision. In the final assessment report BMet were considered 'to have demonstrated a very strong ethos of equality and diversity' and were encouraged 'to continue to encourage positive role models to engage in CEIAG to inspire students to progress into their career ambitions and to continue to offer good support liaising with external helping agencies to help remove barriers to allow students to progress successfully.' In 2021 1,049 BMet students progressed onto university, one of the largest cohort's in the UK. (66% BAME students and 41% White). In 2020 BMet were 8.6% above the national average of getting students into a university of their choice. The college also offers a range of activities and opportunities to introduce students to the world of work and help them make decisions about life after college. This includes having a dedicated in-house skills and training academy, Careers Advance, specially designed to kick start careers.

1.6

We will do this by
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. (Link to Quality Improvement Plan)

We know we have done this when
All students who receive Inclusive Support are supported, make progress and achieve/exceed their target grades

What we have done
Alongside those who have an EHCP, students who let us know about an Inclusion requirement are flagged on Pro-monitor as having a need that may impact on learning. Strategies for teaching and learning success are informed by student 1:1s and an increasingly skilled workforce. The Study Centres including twilight sessions continue to support all students.

In 2021 the College teamed up with Cognassist to further support the learning needs of apprentices. The Cognassist platform is specifically designed to understand how learners think and learn; starting with a quick and effective initial assessment for all apprentices.

What the impact has been
In 2021 Ofsted noted "Where needed, learners and apprentices receive the appropriate learning support to enable them to complete their studies and overcome barriers such as dyslexia and dyscalculia. For learners who have high needs, most work at their own pace, receiving help when needed". Further improvements are scheduled for 21/22 onwards.

Any apprentice identified as benefitting from extra support is able to access specialist help suited to their specific learning requirements.

1.7

We will do this by
Taking positive action to engage and ensure inclusion and good outcomes for our students with High Needs and EHCPs (Link to Quality Improvement Plan):

- 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.

We know we have done this when
High Needs and EHCP students make progress and achieve/exceed their target grades.

What we have done
In 2021 we continued to build on the activities identified in the previous year High Needs reviews. Further reviews were undertaken through learning walks and walkthroughs to ensure there was a wider range of staff working confidently with High Needs and EHCP students.

Our partnership working with Derby continues with increased links with local specialist schools.

What the impact has been
In 20/21 there was a significant improvement in achievement rates for High Needs learners from previous years. There has been a slight narrowing of the achievement gap which is now recorded at 6.3% with High Needs learner rates, in a similar picture to 19/20, higher than their peers without high needs. These successes enabled students to progress to further learning within the college or progress to positive destinations. For example two high needs students studying A Levels achieved excellent results (AAA/AAB) and progressed to their chosen universities

Further work to ensure that learners who have high needs have as good an experience as those learners on education programmes for young people, or on apprenticeships is ongoing.

OBJECTIVE

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1.8

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

OBJECTIVE

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1.8a

We will do this by
Undertake a review of the ESOL/ EFL student journey from interest, application, enrolment and engagement in college wide activities implementing and monitoring relevant actions.

We know we have done this when
An accessible enrolment process and improved rates of satisfaction for ESOL /EFL learners.

What we have done
Work is ongoing to improve the accessibility of the application, enrolment and bursary process for learners where English is not their first language. In 2021 the online application and enrolment forms were reviewed and amended for easy English. Online forms are often translated using languages software (for example the digital poverty form). Professional Services Staff have received training on the use of accessibility technologies in Microsoft Office such as Immersive Reader.

There has been greater collaboration between curriculum and Student Services to aid understanding of College requirements and also ESOL student circumstances. For example, one of our ESOL lecturers delivered a session with BMet's Contact Centre staff to further improve understanding of students with English as an additional language, barriers to access and strategies for communication.

What the impact has been
Work is ongoing to gather meaningful student feedback through focus groups to evidence impact of improvements and inform further activities.

1.8b

We will do this by
Incorporate activities in HE strategy to improve a sense of belonging (link to HE strategy).

We know we have done this when
HE strategy implemented and improved rates of retention, achievement and satisfaction for HE students.

What we have done
There has been improved engagement with HE student reps and the establishment of the HE student council informing actions around inclusion and belonging; the latter acting as a forum to share good practice and address any arising matters. Students are engaging in extra-curricular activities alongside FE students.

The three college sites have made various enhancements to their social and learning environments, facilities and resources for HE students with dedicated study zones and social spaces and new specialist IT equipment and a law court.

There have been improvements in the monitoring of student engagement and success by tutors including use of Promonitor and one to one tutorials.

A HE focused Termly Review Board has been established to track students' retention, achievement and satisfaction allowing early intervention when required.

> **What the impact has been**
> 2021 saw an improvement in both student satisfaction rates and success rates (the latter improving +8% in 20/21 from 19/20).
>
> Focus group feedback have recorded students feeling well supported and feeling part of the HE community.
>
> "The dedication of the team to student pastoral support has been exemplary during the past two years' External Examiner Foundation Degree in Dental Technology"

1.8c

We will do this by
Undertake a review of apprentice experience, implementing and monitoring relevant actions.

We know we have done this when
Improved rates of retention, achievement and satisfaction for apprentices.

What we have done
Three surveys have been introduced to apprentices: an induction survey to be completed within the first six to ten weeks; a second survey issued half-way through their apprenticeship and the final survey issued prior to completion of their apprenticeship. The surveys were launched in Feb 2021 and the results shared with managers, actioned accordingly and monitored during Termly Review Boards.

Survey responses are analysed by gender, ethnicity and disability. In 2021: male apprentices are happier at induction but less satisfied than females in the progress and final

survey; the aggregated BAME groups (25 apprentices) are less satisfied across all aspects compared to White groups (130 apprentices); those flagging a disability (21 apprentices) record consistently higher satisfaction rates than their non-disabled peers (143).

> **What the impact has been**
> We are establishing themes around apprentice satisfaction which, used with retention and achievement data, is informing actions to further explore or address.
>
> A review of the experience of disabled apprentices is underway exploring the achievement gap for this cohort of learners.

OBJECTIVE

1

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

2.1

We will do this by
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:

- 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.

We know we have done this when
A D&I focused community where individuals demonstrate inclusive practice every day and have the confidence to advance diversity and inclusion at college.

Staff have a good understanding of diverse students.

Bespoke online training available to suit individual circumstances of staff.

New staff quickly settle and understand their responsibilities.

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.

What we have done
All staff are mandated to complete the online 'Understanding Equality and Diversity' and 'Promoting British Values' courses every 3 years. There has been good engagement with the range of face to face and online D&I training, for example Be Disability Confident, Mental Health and Wellbeing, LGBTQ+ inclusion, Autism Awareness and Neurodiversity sessions and bespoke sessions specific to individual and team requirements. A total of 527 staff have engaged with a face to face session over last 3 years (+219 online). 189 staff engaged with face to face (and 172 staff with online) unconscious bias courses.

Events and talks are increasingly used as a platform to celebrate diversity and increase awareness and understanding of a range of subjects including colleagues who share their lived experiences of being from a minoritised group; for example being

trans, Black, Pakistani and gay, Bangladeshi, Sikh, Irish, and disabled. An Autism Awareness Month 'Being on the Spectrum' panel talk and a new resource on Moodle engaged staff to increase understanding of ASC and strategies to support colleagues and students.

A BMet designed D&I module is now available for 3rd party staff.

All new staff attend a face to face Diversity and Inclusion session as part of the new staff induction. This serves as an opportunity for new employees to understand our approach to D&I. An induction staff survey invites staff to assess their confidence across D&I themes (including Unconscious Bias, anti-racism, LGBTQ+ inclusion) which triggers further training/development where requested. All new staff are assigned a buddy and many staff have been supported with mentoring and coaching.

A new online course for hourly paid staff has been designed.

A Directorate skills audit, assessing confidence around a range of D&I subjects, has informed targeted action to support teams/departments in 21/22.

We have committed to a 'usualising' approach as one of our D&I principles (noted in the 2020-2024 strategy) and staff are using opportunities to promote diversity and inclusion in everyday teaching and learning. For example, ensuring a wide range of identities (including non- visible and absent identities) are incorporated in our curriculum through our resources, materials, and case studies.

All staff have participated in the MIE anti-racism for educators course.

A conversational approach to anti-racism is supporting curriculum staff to develop an inclusive curriculum

What the impact has been
An increasingly confident and skilled workforce which is having a positive impact on learners' experience noted in the most recent improvements in the student satisfaction survey in 2021 including

- 97% students (+1% from 19/20) would recommend BMet;
- 98% (+1%) said teaching was good;
- 97% said "classmates behave well and show respect to others" (+5%);
- 98% (+1%) feel safe;
- 96% of students agreed "I know who to go to if I am worried about something (such as bullying, discrimination, safeguarding).

There has been a narrowing of the gap in achievement rates between genders (from 4.8% in 19/20 to 1.1% in 20/21); ethnic groups (from 11.7% in 19/20 to 7.8% in 20/21); age (from 13.1% to 8.0%) and LGB+ students (from 26.1% to 17.8%). There have been significant improvements in the achievement rates of our High Needs and EHCP learners. Many of our ethnic groups are achieving significantly above national rate.

All BMet workers, salaried and hourly paid, engage in inclusive practice.

Our full staff survey in Oct 2021 noted that 88% of staff agreed that BMet is a diverse and inclusive organisation.

New staff who have had a buddy report feeling quickly connected and supported.

Increased visibility of LGBTQ+ identities and increasing staff confidence in integrating sexual orientation and gender diversity in teaching and learning. The % disclosure of LGB students has improved from 2.7% to 3.4% in 2020/21 with a reduction in 'prefer not say'

Our students engaged in the Student Commission for Racial Justice survey which offers a future benchmark of student experiences. In 2021 81% of BMet respondents said that they could be themselves at college.

OBJECTIVE

2

Building cultural intelligence

The College is building the cultural intelligence of its staff and students through curriculum and extra-curricular activities which is complementing our displays, information exchanges and news stories featured on our internal and external college platforms. One of our principles is to overcome the complexities of balancing the needs of diverse people and groups and work to strengthen the commonalities we share. In 2021 we have taken a more conversational approach and hosted a range of sessions including:

- A Dyslexia Awareness Panel Talk and a 'Being on the Spectrum' Panel Talk

- LGBTQ+ Panel Talk and LGBTQ+ film screenings followed by discussions

- World Religion Day film screenings and quiz

- A talk on Bangladeshi history and culture to mark the 50th anniversary of the Independence of Bangladesh and to gain insight to our Bangladeshi students

- An 'In Conversation' session on 'Being Muslim'

- An interactive session, 'Call me by my name', on why correctly pronouncing names really matters; looking at how we perceive names and connections to ethnic identity; diversity and inclusion

- An interactive session on hate crime hosted by No2H8, TellMAMA (Measuring Anti-Muslim Attacks), an organisation that supports victims of Islamophobia and anti-Muslim hate crimes

- A Holocaust Memorial Talk with Holocaust survivor

2.2

We will do this by
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.

We know we have done this when
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.

What we have done
We have a network of 16 D&I ambassadors and 12 Wellbeing and Engagement Champions who are working across BMet. Contributions and activities vary from those who are working within their teams to ensure D&I/Wellbeing is being considered to those arranging events/ training in line with their particular skills or interests. Wellbeing Champions meet monthly (Wellbeing Network) and D&I ambassadors use fortnightly drop-in sessions to connect and share practice. We have a BAME, LGBTQ+, Carers and Inclusion Staff network which act as supportive forums and consultative groups.

Each college has a student Diversity and Inclusion Officer and a BAME and LGBTQ+ officer.

What the impact has been
Networks and partnerships have been instrumental in highlighting areas for improvement for staff and students; building understanding and confidence around disability, health, learning difficulties, neurodiversity, anti-racist practice, integrating a Black curriculum, sexual orientation and gender diversity and inclusion. Networks have served to raise the profile of visible and hidden identities and engender a sense of belonging.

2.3

We will do this by
Ensure all departments adopt a D&I challenge annually which visibly highlights their distinct areas of priority and delivery

- Local teams initiate and deliver D&I activities with appropriate support

We know we have done this when
Teams take local ownership for promoting diversity and inclusion encouraging cross college ownership

What we have done
A number of departments have taken on a D&I challenge, for example: on developing awareness and understanding of D/deafness and hearing loss; understanding Neurodiversity in particular autism and ASC; improving knowledge of LGBTQ+; increasing working knowledge of assistive technologies for those with learning difficulties; and supporting students in producing the 2022 Equality and Diversity calendar.

All staff from September 2021 are required to have an individual D&I objective in their Professional Development Objectives

What the impact has been
Activities are building ownership and capacity around D&I which is developing inclusive practice across all areas of work.

OBJECTIVE

2

2.4

OBJECTIVE

2

We will do this by

Recognise and celebrate staff and students who inspire others in their work to support D&I through a range of praise and award activities.

We know we have done this when

D&I staff award introduced and presented annually raising profile of exceptional practice in D&I.

Nominated students awarded certificates for inclusive behaviours.

What we have done

All 3 colleges at BMet introduced a D&I staff award in June 2021. All recipients subsequently joined the team of D&I staff ambassadors.

James Watt launched a Student 'Championing Diversity and Inclusion' Award which celebrates those students who have approached college life with a positive mindset of inclusion and support for all, for example they have done a project or piece of work to promote diversity and inclusion or had a positive contribution within class discussions to recognise and celebrate the diversity of our college community.

What the impact has been
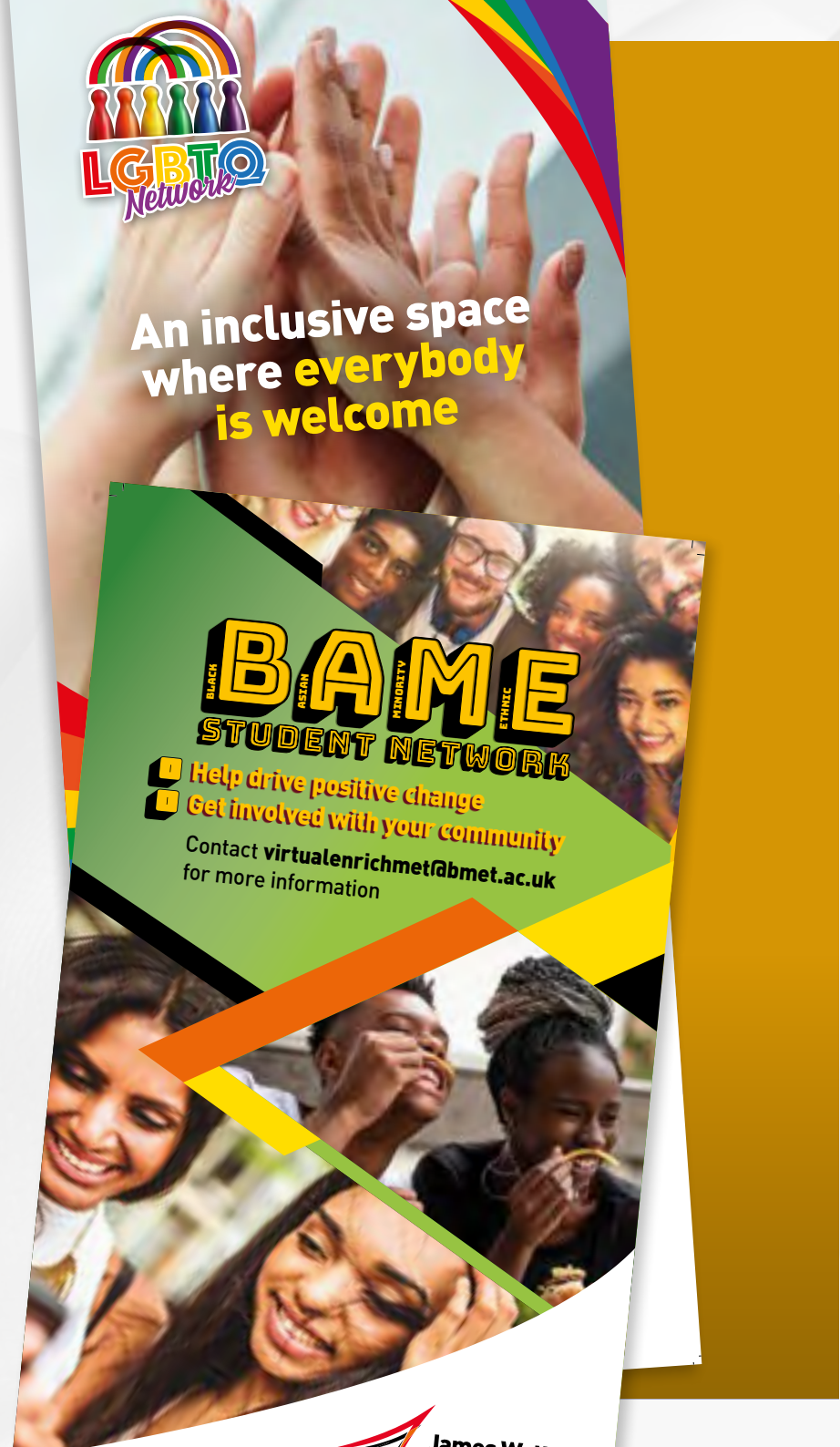Inclusive practice and behaviours are celebrated and modelled.

OBJECTIVE

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

3.1

We will do this by

Encouraging a more diverse population to join BMet working with our region to recruit from a diverse population:

- 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 or socio-economic background.

We know we have done this when

We have a workforce that reflects the community it serves eg:

- 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.

What we have done

The HR team undertook a barriers to recruitment project which included an exploration of potential blockers for job seekers and resulting action plan. A wider Staff Recruitment Working Group is being convened as part of our anti-racism action plan.

BMet's governance profile is being generated for inclusion in workforce reporting.

The BAME supported leadership programme resumed after the pause in lockdown and changes in the Professional Development team. At the end of the academic year participants presented their takeaways from a leadership event they attended

over 2 days and a general review of the programme. Participants are receiving ongoing mentoring and opportunities for development.

What the impact has been

Increase in BAME representation and disability disclosure means workforce is increasingly reflecting the local community.

Latest workforce report at BMet (Nov 2021) recorded:

- 25.7% identify as Black, Asian or from a minority ethnic (BAME) background (38.3% Matthew Boulton).
- 13.7% of managers are Black, Asian or from a minority ethnic background.
- 11.6% of employees disclosed a disability or health condition.

We are clear on potential barriers to recruitment and progression which will inform activities in 2022.

The pilot programme has informed future action which will be linked with our 10 point anti-racism plan.

OBJECTIVE

3

3.2

We will do this by
Achieving Living Wage Accreditation to ensure our third party staff in addition to our employees are paid a fair wage.

We know we have done this when
Living Wage Accreditation achieved. All staff feel valued and earn the real living wage to support them economically and socially.

OBJECTIVE

3

What we have done
The College agreed to implement the Real Living Wage to all salaried staff from January 22.

Accreditation is outstanding pending contract work.

What the impact has been
All staff are on at least the Real Living Wage at January 2022 supporting our principle of offering a fair wage and employment terms and conditions recognising these are fundamental to social and economic inclusion.

Celebrating diversity

BMet proactively promotes diversity and inclusion through activities and events and curriculum activities. One of our principles is to 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. We have further developed ways of celebrating diversity which support our staff and students' sense of belonging; developing understanding and appreciation of others and challenge stereotypes and prejudice.

Highlights in 2021 included:

- **For Refugee Week in the year – students used an interactive whiteboard in the reception area at Matthew Bouton to show where in the world they or their ancestry was from. The activity encouraged conversation and was a visual representation of the global community at BMET**

  "It really made me feel visible and I feel like I matter".

- **BMet's Ability Counts Football Team retained their unbeaten run stretching now to FIVE academic years and were crowned National Champions. Ability Counts is a bespoke extra-curricular football programme for learners with special educational needs and disabilities.**

- **Two BMet Sport Science Students signed contracts with Aston Villa Women's Football Club starting their careers as professional players.**

3.3

We will do this by

Seeking out professional partnerships and collaborative working to increase understanding of inclusion and develop new approaches to D&I:

- Learn from, and collaborate with, local and national specialist groups in the development 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).
- 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.
- project around minority students' experiences.

We know we have done this when

Research projects, task and finish groups, events programmes all inform improvements in D&I for the organisation, including workplace and service user experiences

What we have done

We have engaged existing networks/ groups to inform understanding of our local context and local action. A regional colleges D&I network was established and meets termly. Engagement with WIRC (Work Inclusivity Research Centre) and BRAP (Birmingham Race Alliance Partnership) events throughout the year support the blueprint for an anti-racist future for Birmingham. In the Autumn term BMet delivered an 'FE Voices' session arranged by Milton Keynes College Group showcasing our work around D&I.

Our College Professional Development Calendar promoted external training with e.g the Skills and Education Group which allowed teachers to link with other organisations on a range of subjects for example, understanding the experience, achievement and progression of BAME students in FE; creating a culture of inclusion and belonging, supporting learner mental health and wellbeing.

Internal opportunities for collaborative working involve our Professional Learning Communities and action learning sets. This has included a project to develop online delivery to improve learner engagement and a review of the tutorial programme to ensure it meets College expectations.

BMet students engaged in work with the Student Commission of Racial Justice who, working with Leaders Unlocked, developed a workshop for tutors to deliver. This has been incorporated into BMet's tutorial framework.

Students were surveyed on their experiences as Black, Asian and Minority Ethnic young people. Results informed the Leaders Unlocked action plan for BMet with activities underway.

What the impact has been

We have an evidence base for good and outstanding practice for equality, diversity and inclusion and are clear of our role in Birmingham and the region.

Projects have resulted in increased understanding of inclusion with practical strategies implemented to support learners. Ofsted noted for example that "managers and staff take the appropriate action to support learners who have mental health issues, and where there are concerns regarding self-harm". Ofsted

The online equality survey run by the Student Commission for Racial Justice noted that 81% of students said that they could be themselves at college without having to act differently because of their race or ethnicity. 83% of respondents from a Black Asian or Minority Ethnic background had confidence that appropriate action would be taken if they reported a race related. incident.

OBJECTIVE

3

Becoming an anti-racist college

The College commenced work in 2020 with Leaders Unlocked a social enterprise which brought together students from ten partnering colleges to form the Student Commission for Racial Justice. BMet students were part of creating an animation highlighting the reality of life for Black, Asian and Minority Ethnic (BAME) young people in England.

In 2021 the College also became affiliated to the Black Leaders in Further Education Group adopting their 10 point plan for an anti-racist Further Education sector. Both strands of work align with our vision and values and the subequent action plan focuses activities on staff development, curriculum, policy and recruitment practice. A group of BMet staff and subsequently all managers engaged in BFELG induction sessions on the 10 Point Plan which involved colleagues sharing their experiences. This has been complemented by all staff engaging with the MIE anti-racist training for educators. Black History Month was again an opportunity to engage students in a range of activities including 'Proud to Be Black' videos, BHM poster competition, LRC Book Club reading 'Girl, Woman, Other' and BMet's Dance Club sessions celebrating on African, Hip-Hop and contemporary dance.

"We have made this decision because we want to bring about real and sustainable change to develop an anti-racist college. That is not to say that we think the college is racist, but that we believe it's important to not simply make passive statements, but to be proactive".

Pat Carvahlo - Principal

#JUSTICENOW   #BLM   #SILENTNOMORE   #ITSNOTTOOLATE   #STANDUPSPEAKUP   #WEAREONE

3.4

We will do this by
Achieving Disability Confident Leader status.

Action plan implemented.

We know we have done this when
Leader status achieved. Our disabled people are valued and are empowered to succeed at BMet and in the organisations we work with.

What we have done
Active members of the Staff Inclusion Network are driving work around disability and neurodiversity inclusion through e.g training, development of guidance and templates including Reasonable Adjustment Passports which were implemented in September.

An Access Audit conducted at the end of the year reviewed progress since 2018 and established further recommendations to improve our physical environments.

What the impact has been
We have advanced our disability disclosure for staff moving from 2.7% in 2017 to 11.6% in 2021 and have supportive mechanisms in place to ensure our disabled people are able to work well.

3.5

We will do this by
Achieving Educate and Celebrate Gold award. Action plan implemented and monitored

We know we have done this when
Educate and Celebrate Gold award achieved. Our LGBTQ+ staff, students have great experiences at BMet.

What we have done
The College was awarded the gold Pride and Inclusion award with Educate and Celebrate in recognition of the significant progress around LGBTQ+ inclusion for staff and students. The Educate and Celebrate staff and student surveys highlighted areas for further development which will feature in ongoing work.

What the impact has been
There is an increased visibility of LGBTQ+ identities and increasing staff confidence in integrating sexual orientation and gender diversity in teaching and learning. The percentage disclosure of LGB students has improved from 2.7% to 3.4% in 2020/21 with a reduction in 'prefer not say.' 21/22.

OBJECTIVE

3

3.6

We will do this by

Recognising and celebrating employers and partners who inspire others in their work to support D&I through:

- 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

We know we have done this when

Collaborative work drives D&I agenda across the region.

D&I employer award introduced and presented annually raising profile of exceptional practice in D&I.

Employer Board has supported work in increasing participation in STEM for women.

What we have done

Diversity and Inclusion is well integrated in conversations with external partners and collaborative working is driving the inclusion agenda across the region. The College has been involved in a range of events for example: the West Midlands Business Community event with Beetfreaks investigating the pandemic's impact on young people, communities and careers; and the official sponsor of Birmingham Tech Week where students were able to hear from innovative leaders, learn new skills, discover new opportunities and connect with businesses across the region.

Recipients of awards are celebrated e.g. A BMet apprentice who won both 'Apprentice of the Year in Engineering and Manufacturing' and 'Overall Apprentice of the Year' for Greater Birmingham. The D&I employer award is in place to be presented at the H.E Awards to coincide with the Employer Fellowship Awards.

Plans to develop three Employer Boards to join our already established GBPSA (Great Birmingham Professional Skills Academy) board are in place. The employer boards will serve all three colleges and focus on Digital and Tech/ Medical and Health/ Engineering/ Construction.

What the impact has been

Ofsted noted "Leaders and managers have developed strong relationships with employers and stakeholders. They work closely with the West Midlands Combined Authority, chambers of commerce and local enterprise partnerships to plan programmes to meet the skills needs of the region."

High profile and visible recognition of individuals and organisations who demonstrate outstanding practice.

All boards will be looking at key diversity and inclusion challenges for each sector and how we can work in partnership to address those challenges.

Community Links

We have further strengthened our 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 2021 we have had a host of industry placements which showcase students' talents including :

- **Four students with other colleges took part in a Fujitsu project using artificial intelligence (AI) or robotics, to solve an existing issue in healthcare. The BMet**

student technology enthusiasts so impressed the Fujitsu judging panel that Sutton Coldfield College were crowned overall winners and Matthew Boulton College gained third place.

- **The Perry Barr Residential Scheme hoarding project, which has an environmentally-friendly theme with leading property developer Lendlease.**

- **Creative students at Matthew Boulton Career College took on a 12 week project with Amazon Web Services to find real digital solutions to help people cope with the adverse and challenging effects of Covid 19.**

In April 21 Matthew Boulton College hosted a mayoral hustings event at MB at the request of the Lunar Society and one of our student governors, Kashema, did an introduction on behalf of BMet students and spoke about what young people would want from a mayor, Kashema Wray, a level 3 health and social care student and Student Governor at BMet, had the opportunity to give a speech to participants about the importance of the mayoral role. She said: "I am happy to speak on behalf of young people, because it's important to hear our voice as it makes a difference. "I am really interested in politics, because it is important to have someone stand up for us and speak for us to make positive changes."

"I am happy to speak on behalf of young people, because it's important to hear our voice as it makes a difference. "I am really interested in politics, because it is important to have someone stand up for us and speak for us to make positive changes."

Showcasing an inclusive curriculum

Level 3 Performing Arts students
share what's involved behind the scenes

Performing Arts students shared what's involved in their course including the depth and range of research that goes into their productions. Their 2021 performance 'Time' involved an exploration of the Second World War, the Holocaust and Black History with reflections on race equality today. Time was made up of many different dances "War Dance", 'Time as a thief' and a 2 minute 'Racism' dance. The students wanted to incorporate a racism dance into 'Time' because this is "something to be spoken about and not ignored" and "it is such a strong topic at the moment we are all aware of what is going on and can use how we feel within our dance."

The students considered the sensitivities around the subject using different sources of information to inform their piece.

They researched the attitudinal changes across time and explored different statements/quotes which they could use within the performance to be able to show the lasting psychological harm of racism. They discussed the controversies around Diversity's Dance on 'Britain's Got Talent' to ensure their piece was thoughtful and powerful and would connect with the audience. They chose appropriate music (Cynthia Erivo's 'Stand Up') as it "shows us standing up to racism" and they considered the best costume;

"having plain costuming to not distract from the emotion of the dance". The students learnt moves to show struggle, pain and suffering and formations in the choreography to show people coming together to support each other. The end result was a thoughtful, brave and powerful dance with students who have, just in this one unit, travelled in time to stretch their understanding and awareness of anti-racism; taking them confidently onto their next steps into higher education and/or work.

OBJECTIVE
Increase inclusivity in our environments

4.1

We will do this by
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.

We know we have done this when
Wellbeing and Engagement Strategy implemented including work around mental health for staff.

What we have done
Our refreshed Wellbeing and Engagement strategy for 2021 has clear aims, objectives and actions which is driving change in the organisation. The strategy outlines our approach to improving the quality of working lives for all staff through the proactive promotion and integration of positive health and wellbeing behaviours and the facilitation of a range of engagement activities. This has been aligned to work around High Performing Teams with leaders and managers enacting and supporting activities through line management channels.

Staff have been engaged in a range of culture planning sessions, focus groups and surveys to support organisational health and development.

What the impact has been
BMet's strategic direction around wellbeing and engagement reflects diverse perspectives of staff across sites, job roles and different identities and there is a clear steer on priorities. This has resulted in a raised awareness of health and wellbeing and increased sense of inclusion and belonging. 72% of staff agreed that 'managers are considerate of my wellbeing.' - Full staff survey (October 21). Work is ongoing.

OBJECTIVE

4

Wellbeing and engagement

Students and staff wellbeing is supported by a range of mechanisms including:

- A new tutorial framework incorporating the Bloom programme that focuses on positive mental health and resilience (6 workshops focuses on Resilience, Exam Stress, Juggling Time, Managing Studies, Making Decisions, Social Pressures)

- Mental Health support tool – Togetherall

- Enrichment events: Loudmouth Theatre Trust Me session, supporting young people to have safe, happy and healthy relationships including issues of consent and sexual health; Safety Awareness week including workshops on Stop and Search, Precious Lives (knife crime), drink spiking; travel safety with Network rail

- Sexual harassment workshops, posters and launch of an online anonymous reporting facility

- Staff activities including a 'Spring Forward' Photo Competition, Menopause Meet Up and Prostate Cancer Awareness session

- BMet Catering Company, Aramark, delivering student workshops on efficient budgeting, helpful tips and advice for food shopping/cooking

- Staff and student networks which provide a forum for support and belonging for people with shared experiences. "Before the staff networks that I attended I felt pretty alone in my minority group, but when I joined them I felt a sense of belonging and that I was supported by my peers. It helped me feel a bit more welcome in the college and I felt that if any issues came up, I could talk to my peers in the network groups"

"Learners develop their character, resilience, confidence and independence as a result of a wide range of activities at college and in the community. For example, many learners take part in volunteering events, such as fundraising and charitable work. Most learners and apprentices know how to keep physically and mentally healthy because of additional services, such as anxiety workshops".

Ofsted Dec 2021

4.2

We will do this by
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.

We know we have done this when
Our physical and virtual environments are accessible and inclusive.

What we have done
The Local Authority Communication and Autism Team undertook an environmental audit in the summer term which has supported our understanding of inclusive spaces for neurodiversity.

New gender inclusive toilets have been installed at James Watt College and plans for the implementation of 'changing spaces' (large accessible toilets and changing places) are underway.

An Accessibility working group meets monthly to progress engagement with digital accessibility tools.

What the impact has been
Our physical and virtual environments are increasingly inclusive.

Staff including the Estates team have an increased consciousness of accessibility and any change in provision takes account of inclusive design, for example with our new Built Environment classrooms which allow for a flexibility of provision.

OBJECTIVE

3

4.3

We will do this by
Facilitating activities that foster good relations between students and staff from different curriculum areas/ courses/departments and sites.

- 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.

We know we have done this when
Development of essential personal and professional skills of students preparing them to work in diverse organisations.

What we have done
The College's tutorial programme and ongoing enrichment events continue to create enrichment opportunities for students from different areas to come together.

What the impact has been
In December 2021 Ofsted noted that most learners "develop a good understanding of life in modern Britain. They demonstrate respect and a good understanding of each other's needs at college and in their communities".

4.4

We will do this by
Introduce the use of reasonable adjustments passports for disabled staff.

We know we have done this when
Disabled staff experience consistently good support.

What we have done
Passports were designed with input of disabled staff. Guidance for managers supported the implementation in September 21.

What the impact has been
Our disabled people, if required, have up to date, appropriate, practical and effective reasonable adjustments in place to support them in their role.

Appendices

A

APPENDIX 1 - Student profile for 2020/2021

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.

Gender

In 2020/21 53.2% of students on courses were female. This reflects a 1.4% and 2.5% increase from 2019/20 (51.8%) and 2018/19 (50.7%). 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	19/20		20/21			
		Leavers	Achieve Rate	Leavers	Retention Rate	Pass Rate	Achieve Rate
Female	16-18	4,180	87.3%	4,003	92.9%	95.3%	88.5%
	19+	4,740	72.9%	3,699	93.5%	83.6%	78.2%
	All Ages	8,920	79.7%	7,702	93.2%	89.7%	83.5%
Male	16-18	4,589	80.7%	4,363	92.2%	91.6%	84.5%
	19+	3,696	67.7%	2,415	92.6%	85.0%	78.8%
	All Ages	8,285	74.9%	6,778	92.3%	89.3%	82.4%
Overall college		17,205	77.4%	14,480	92.8%	89.5%	83.0%

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

The overall college achievement rate in 2020/21 is 83.0 %. The achievement gap between male and females has narrowed to 1.1% from 4.8% recorded in 19/20 where the adverse impact of Covid had widened the difference in outcome between genders.

Females record higher achievement rates than males and it is the 16-18-year-old females who have the highest results (88.5%). The results for both adult men and women have made significant improvement from 2019 although both groups fall more than -3% below college rate.

Ethnicity

In 20/21 the student population consisted of 66% Black, Asian and Minority Ethnic (BAME) students, 5% Other White, Irish and Gypsy/Irish Traveller groups and 27% White British. Of the BAME students, Pakistani learners are consistently the single largest group (16.0% of overall student pop) followed by African students at 11.6% and Caribbean students at 6.4% of the overall student pop. 26.6% of students are White British and 1.6% have not provided their ethnic status.

The differential between highest and lowest achievers has narrowed from 11.7% in 2019 and 9.4% in 2018 to 7.8% in 2020. In a different picture to last year it is our Other Black learners who record the poorest achievement rates and Arab learners who record the highest rates. Our White/Black Caribbean and Other Mixed Groups which were the lowest performing groups last year have significantly improved rates (+16.2 % and 19.9% respectively) in 2020/21.

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 significantly exceed national rate, including Caribbean (+8.2% above

national rate), White/Black African (+7.3%), Arab (6.2%), Other Black (5.5%), African (+5.1%) and White/Black Caribbean (4.2%).

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

ETHNICITY	19/20		20/21			
	Leavers	Achieve Rate	Leavers	Retention Rate	Pass Rate	Achieve Rate
African	2,095	76.3%	1,673	94.6%	85.3%	80.7%
Arab	746	78.2%	689	96.1%	89.3%	85.8%
Bangladeshi	728	75.7%	645	94.3%	90.8%	85.6%
Caribbean	1,186	77.4%	930	92.2%	90.3%	83.2%
Chinese	65	75.4%	45	84.4%	97.4%	82.2%
Gypsy/Irish Traveller	17	64.7%	6	100.0%	83.3%	83.3%
Indian	571	78.1%	488	91.4%	89.2%	81.6%
Irish	57	71.9%	51	96.1%	85.7%	82.4%
Not Provided	166	81.3%	235	95.3%	89.7%	85.5%
Other	987	76.6%	793	93.3%	88.6%	82.7%
Other Asian	653	75.7%	551	94.4%	89.2%	84.2%
Other Black	557	75.6%	440	93.2%	83.7%	78.0%
Other Mixed	240	70.4%	211	88.2%	90.3%	79.6%
Other White	880	79.2%	728	94.2%	90.8%	85.6%
Pakistani	2,869	79.1%	2,321	93.3%	91.8%	85.7%
White British	4,383	77.8%	3,857	90.7%	90.2%	81.8%
White/Asian	268	82.1%	269	93.7%	90.5%	84.8%
White/Black African	186	80.6%	115	93.9%	90.7%	85.2%
White/Black Caribbean	551	71.7%	433	91.5%	87.9%	80.4%
						83.0%

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

Disability

12.5% of students disclosed a disability in 2020/21 compared to 13.8% in 19/20 and 15.8% of students in 2018/19. This reflects a drop in disclosure although remains an improvement on 16/17 figures of 10.3%.

In 20/21 the achievement gap between students who disclosed a disability or learning disability/difficulty and those who have not has widened from 0.6% in 19/20 to 1.5% with the former group now underperforming compared to their non-disabled peers. It is the 19+ pass rates that adversely impact overall rates. Positively rates for 16-18 disabled learners continue to be well above national rates (+3.3%). See Table 3

There are improvements in the numbers of leavers for whom this information is not known and rates for this group have significantly improved from 19/20. The work to encourage disability disclosure continues to ensure those students who may need adjustments or support are known to the college.

APPENDIX

A1

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

LLDD	AGE	19/20		20/21			
		Leavers	Achieve Rate	Leavers	Retention Rate	Pass Rate	Achieve Rate
LLD Yes	16-18	1,183	82.5%	1,117	92.3%	92.4%	85.3%
	19+	1,189	73.5%	695	91.7%	82.7%	75.8%
	All Ages	2,372	78.0%	1,812	92.1%	88.7%	81.7%
LLD No	16-18	7,564	84.2%	7,211	92.5%	93.6%	86.5%
	19+	7,184	70.3%	5,399	93.4%	84.4%	78.8%
	All Ages	14,748	77.4%	12,610	92.9%	89.6%	83.2%
LLD Unknown	16-18	22	18.2%	38	100.0%	92.1%	92.1%
	19+	63	58.7%	20	85.0%	70.6%	60.0%
	All Ages	85	48.2%	58	94.8%	85.5%	81.0%
Overall college			77.4%				83.0%

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

A1

There were 205 High Needs leavers (123 learners) in 2020/21 and achievement rates were recorded as 89.3%. This continues to represent a significant improvement in achievement rates for these learners from previous years. There has been a slight narrowing of the achievement gap which is now recorded at 6.3% with High Needs learner rates higher than their peers without high needs. It is the 16-18 age group that has rates (93.7%) well above college average and it is the smaller cohort of 19+ leavers who have rates (79.4%) that fall below college average.

There were also 278 learners (123 learners) who had an EHCP in 20/21 (201 of whom where 16-18 years). There is a positive differential in achievement rates with EHCP learners achieving rates 11.9% 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

57.8% of learners in 19/20 were 16-18 years.

The significant widening of achievement gap noted in 19/20 (13.1%) has narrowed to 8.0% in 20/21 in favour of younger learners. Achievement rates have improved +7.7% on last year's rates for our 19+ learners but the ongoing impact of Covid 19 are contributing factors to the differential.

In a similar picture to previous years 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	19/20		20/21			
	Leavers	Achieve Rate	Leavers	Retention Rate	Pass Rate	Achieve Rate
16-18	8,769	83.8%	8,366	92.5%	93.4%	86.4%
19+	8,436	70.7%	6,114	93.1%	84.2%	78.4%
All Ages	17,205	77.4%	14,480	92.8%	89.5%	83.0%

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

Free Meals in Further Education
In 20/21, in a similar picture to last year, 6.4% of leavers were in receipt of free meals in further education (FM); 10.8% of all 16-18 year olds.

The 10% achievement gap which arose in 19/20 with those students in receipt free meals out-performing their peers has narrowed slightly to 8.8% in 20/21. The age achievement gap here has affected rates. See Table 5

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

FREE MEALS	AGE	19/20		20/21			
		Leavers	Achieve Rate	Leavers	Retention Rate	Pass Rate	Achieve Rate
Free School Meals	16-18	1,123	86.7%	902	96.6%	94.6%	91.4%
	19+	34	85.3%	19	100.0%	89.5%	89.5%
	All Ages	1,157	86.7%	921	96.6%	94.5%	91.3%
Not Free School Meals	16-18	7,646	83.4%	7,464	92.0%	93.3%	85.8%
	19+	8,402	70.6%	6,095	93.1%	84.2%	78.4%
	All Ages	16,048	76.7%	13,559	92.5%	89.1%	82.5%

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

Sexual Orientation

3.4% of students identified as Lesbian, Gay, Bisexual or as an 'other sexual orientation' (LGB+) in 20/21 compared to 2.7% students in 19/20. 15.7% chose to 'prefer not say' or remained 'not known' which reflects an improvement on 19/20 (18.4%).

In a different position from last year, achievement rates in 20/21 for LGB+ learners fall below college rate and there is a 13.5% differential between heterosexual learners and the lowest performing group - those who identify as gay. Small numbers adversely affect rates. Work continues to create a safe visibility for learners of diverse sexual orientation.

Table 6 – Achievement rates by sexual orientation over 2 years

SEXUAL ORIENTATION	19/20		20/21			
	Leavers	Achieve Rate	Leavers	Retention Rate	Pass Rate	Achieve Rate
Bisexual	261	78.5%	257	88.7%	89.9%	79.8%
Gay	59	84.7%	76	77.6%	89.8%	69.7%
Heterosexual/ straight	13,583	77.8%	11,708	92.7%	89.7%	83.2%
Lesbian	59	83.1%	51	86.3%	86.4%	74.5%
Not Known	345	58.6%	8	100.0%	87.5%	87.5%
Other Sexual Orientation	84	83.3%	110	90.9%	85.0%	77.3%
Prefer Not Say	2,814	77.0%	2,270	94.1%	88.5%	83.2%

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

Religion and Belief

In the same picture as last year Islam is the most represented religion/belief with 36.6% of students identifying as Muslim. The next largest group is Christian with 26.9% of students followed by those who have no religion or belief, making up 21.2% of student population. Achievement rates for those of 'other religion or belief' and 'prefer not say' fall below college rate and in

both cases it is adult learner rates which have affected this position.

Table 7 – Achievement rates by religion and belief over 2 years

RELIGION / BELIEF	19/20		20/21			
	Leavers	Achieve Rate	Leavers	Retention Rate	Pass Rate	Achieve Rate
Buddhism	35	74.3%	28	96.4%	88.9%	85.7%
Christianity	4,455	77.7%	3,892	93.6%	89.4%	83.7%
Hinduism	127	75.6%	92	94.6%	86.2%	81.5%
Islam	6,178	78.4%	5,295	93.6%	90.2%	84.4%
Judaism	17	76.5%	4	100.0%	100.0%	100.0%
No Religion Or Belief	3,418	76.9%	3,073	90.6%	90.4%	81.8%
Not Known	345	58.6%	8	100.0%	87.5%	87.5%
Other Religion Or Belief	508	74.2%	386	91.2%	86.1%	78.5%
Prefer Not To Say	1,833	78.1%	1,471	92.4%	86.2%	79.7%
Sikh	267	81.3%	230	93.0%	91.1%	84.8%
						83.0%

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

Carers

296 of BMet students in 20/21 were Carers. These students had rates of retention of 90%, 85% pass and 77% achievement, falling 5% below college rate.

Achievement gaps

Table 6 shows achievement gaps between groups. 20/21 has seen a narrowing of gaps in achievement for many groups after last year.

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Table 8 – achievement gaps between groups over 5 years

	16/17 %gap	17/18 %gap	18/19 %gap	19/20 %gap	20/21
Between ethnic groups *	16.7%	13.3%	9.4%	11.7%	7.8%
Between disabled and non-disabled	4.9%	0.5%	1.0%	0.6%	1.5%
Between Free Meals and non-Free Meals	6.5%	4.3%	0.1%	10.0%(+)	8.8%(+)
Between ages	4.2%	3.5%	0.7%	13.1%	8.0%
Between gender	1.6%	0.1%	0.5%	4.8%	1.1%
Between Care to Learn	31.3%	2.3%	4.7%(+)		
Additional Learning Support 19+ and non-learning support	1.3%	2.0%	2.0%(+)	6.9%(+)	4.5%
Discretional Learning Support Fund (DSLF) and non DSLF**	1.9%	0.1%	3.2%(+)	15.7%(+)	11.0%(+)
Ward uplift and non-ward uplift ***	3.8%	1.5%	1.6%	2.5%	3.0%
Between carers and non-carers	28.7%	20.1%	16.8%	6.2%(+)	5.0%

*   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 875 apprentices on programme and of these 371 were due to complete in 20/21. The achievement rate at the end of the year was recorded at 54.4%. However the pass rate is 94.0%, which demonstrates that the majority of those apprentices retained achieve.

Gender

40.2% of apprentices were female in 20/21 which reflects a further percentage increase from previous years.

The gap in timely achievement rate between genders has narrowed in 20/21 although the gap in overall achievement has widened to 13.4% in 20/21. In

the same picture to last year it is females who are more likely to achieve with our older females recording rates well above college average at 69.1% for 19-23 year old apprentices. See table 9.

Table 9 – Timely achievement rates by gender for apprentices over 3 years

SEX	18/19		19/20		20/21	
	Leavers	ACH%	Leavers	ACH%	Leavers	ACH%
F	210	72.4%	140	55.6%	149	62.4%
M	370	68.1%	231	51.5%	222	49.1%
Grand Total	580	69.7%	371	53.1%	371	54.4%

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

Ethnicity

In a further improvement (+5.9%) on 19/20 the overall participation rate for Black and Minority Ethnic (BAME) apprentices is 35.3% in 20/21. In a similar position to last year many BAME groups have rates which fall below college achievement rates with our White/Asian group (12 apprentices) having the lowest rates. Small numbers of apprentices in many cases adversely have affected rates. Our largest group of BAME apprentices are Pakistani learners (45 apprentices). In 19/20 they had the poorest achievement performance but in 20/21 have improved rates, now sitting well above college rate at 62.2%.

Disability

9.2% of apprentices disclosed a learning disability or difficulty compared to 8.6% in 19/20. This reflects a further year on year increase in the number of disabled apprentices with a 7.9% increase from 16/17.

Achievement rates, adversely affected in 19/20 by Covid 19, have started to recover with the most improvement (+6.5%) for those who disclosed a disability. However the differential in achievement rates between groups has widened to a 8.0% gap, with non-disabled apprentices out-performing disabled peers. Work continues to explore support for disabled apprentices including for example the implementation of Cognassist which provide individualised support for students with different needs.

Age

In 20/21 41.3% of apprentices were 16-18 years, 41.6% were 19-23 and 17.1% were aged 24+.

The gap in achievement between age groups, which closed completely in 19/20, has widened with 19-23 learners significantly outperforming their younger peers and 24+ apprentices. Many of the programmes that did not achieve to the expectations of the college span more than 18 months, and a number of apprentices have been impacted by the ongoing consequences of Covid-for example redundancy or ill health (approximately 60 apprentices withdrew due to health and employment reasons between September 2019 and August 2021).

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

Findings are triangulated 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. Monitoring takes an intersectional approach with results 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.

The following notes key findings from the Big Teaching and Learning Survey in 20/21:

- In a +5% improvement from 19/20, 97% of respondents agreed or strongly agreed that 'classmates behave well and show respect.' There is however a 3 point difference between males and females with the latter recording the lower rates.
- Whilst White British is the single largest ethnic group our BAME students collectively make up 66% of respondents. The ethnic groups highlighted as having poorer satisfaction results across a range of measures, and where numbers are large enough to ensure validity, include Caribbean and White/Black Caribbean students.
- 98% of respondents agreed that they 'feel safe at college' which reflects a further improvement on 19/20 (+1%). Females record -4 points lower than males for this question although now sit at national rate. Work continues to create safe, respectful environments in which there is a zero tolerance of bullying and harassment.
- 93% of respondents agreed that 'teachers use different ways to help me learn" (+1% from 19/20). Extensive work continues to ensure teaching staff support, stretch and challenge all learners according to their needs, interests and aspirations.
- 98% of respondents agreed or strongly agreed that they 'would recommend this College to a friend' (+2% improvement on 19/20). In 20/21 our students with a disability have generally recorded higher satisfaction rates for this question.

Complaints

84 formally recorded complaints from students or other stakeholders were recorded in 20/21, with 19 fully substantiated (23%). This is up on the number of formal complaints for 19/20 (76) but down on those for 18/19 (90). 4 complaints that were investigated were D&I related. Of these 1 was partially substantiated and related to staff behaviour.

The increase in recorded complaints and substantiated complaints reflects historic issues relating to one particular course and the difficulties faced early in the pandemic. It is anticipated that the number of complaints will be return to their downward trend now that the majority of these issues have been resolved, and staff are now more familiar with working remotely should there be a requirement to deliver teaching and learning remotely again.

Complaints are analysed by ethnicity, gender and age of the subject of the complaints (either the subject of the complaint or the person someone is making the complaint for) as well as the nature of the complaint. Of all complaints in 20/21 where gender of the subject was known, more were male (32) compared with female (28). Where age of the subject was known, 51 were aged 19+ compared to 18 complainants aged 16-18.

Where ethnicity was known 43% of complaint subjects were White British/ English/Welsh and 44% were from BAME, Black, Asian and minority ethnic groups (13% not known/not given/refuse to specify). 9% of subjects to whom the complaint related declared a disability.

The most common types of complaints were categorised as 'communication' or 'staff' issues. 20/21 has seen a review of the complaints process. The optional D&I questions on the complaints form have been updated to include gender identity, sexual orientation and religion and belief which will provide insight on these characteristics for future reports.

Students accessing pastoral support

In 2020/21 330 students engaged with BMet's counselling or mentoring services which continued to be crucial in supporting students to manage a further lockdown, return to college and the ongoing impact of Covid-19. 90 students accessed the counselling service and 240 students engaged with mentoring across sites. This reflects a significant decrease in engagement from 19/20 and is largely because of staff absence for most of the year.

The large majority of students, 78.2%, who accessed counselling or mentoring services were aged 16-18 (compared with 57.8% overall college for this age group). This reflects some improvements in engagement of 19+ students and is the result of a number of activities to engage with those have been traditionally under-represented, for example learners on HND and Access Courses.

Females continue to be over-represented in student engagement with these pastoral support services with almost three quarters (73.4%) and 26.6% male students.

In terms of ethnicity, engagement with mentoring is slightly disproportionate to the general student profile: 57.8% of students were from a BAME group

(compared to 66%) and 32.9% (compared to 27%) from the White British group, with 8.8% not known.

Pakistani students were however significantly overrepresented making up almost a quarter of referrals (22.4%) compared to 16.0% overall student numbers. In a similar picture to last year it is our Black African students (11.6% of overall student community) underrepresented in terms of accessing pastoral support (8.0%) although this does reflect an improvement on last year.

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.

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

APPENDIX 2 - Staff Workforce Profile 2021

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 30th November 2021 with 646 staff included in the data set. Professional Services (non-curriculum) staff constitute 268 employees, lecturers 276 employees and managers 102 employees.

Disclosure rates were noted as (+/-% from 2020):

- 100% for gender
- 85.3% for ethnicity (-0.1%)
- 65% for sexual orientation (+8%)
- 66% for religion or belief (+7%)
- 39% for disability (+9%)

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 59.1% of employees which is largely consistent with the previous two years. The proportion of female staff is highest amongst professional services staff although like last year 2021 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

SEX	Manager			Lecturer			Professional Services		
	2021	2020	2019	2021	2020	2019	2021	2020	2019
Female	59.8%	58.5%	59.3%	56.5%	57.1%	60.0%	61.6%	61.3%	62.1%
Male	40.2%	41.5%	40.7%	43.5%	42.9%	40.0%	38.1%	38.7%	37.9%
Non-binary	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%	0.0%	0.0%

In a very similar position to last year and with a slight narrowing of gap between genders 57.8 % of female staff work full time compared to 82.8% of all male staff.

Disability

There has been a further increase (+1.8%) in disability disclosure with 11.6% of the workforce now stating they have a disability or health condition. 1.5% of staff selected 'prefer not say.' See table 2.

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Table 2 –Percentage of staff by disability over 4 years

	2017	2018	2019	2020	2021
Disability	2.7%	3.4%	8.4%	9.8%	11.6%
No disability	76.8%	73.4%	13.6%	20.6%	25.4%
Not disclosed, incl 'prefer not say'	20.5%	23.2%	78.0%*	69.6%*	63.0%

*The percentage of staff who have not declared their disability status is high due to non-completion of the self-service questions following the change in disability/health categories in 2019.

The college is a Disability Confident Employer 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 Professional Services roles. This reflects a +3.9% increase in rates from 2020. The level of non-disclosures remains the highest for lecturing staff. See table 3.

Table 3 – Percentage of staff (with comparison to 2020) by disability and job family in 2021

	Manager	Lecturer	Professional Services
Disability	11.8% (14.2%)	9.4% (8.0%)	13.8% (9.9%)
No disability	35.3% (26.4%)	21.7% (16.0%)	25.4% (22.9%)
Not disclosed	52.9% (59.4%)	68.9% (76%)	60.8% (67.2%)

Age

The average age of a BMet employee is 46.1 years (45.6 in 2020). This age is largely consistent for managers (46.4) and lecturers (46.4) with Professional Services staff having a slightly younger age profile (45.6).

In a similar picture to previous years, 42.4% of the College's workforce is aged 50 and over, a 1.9% increase from 2020. Our largest age cohort is 40-49 year group. 2.6% of staff (17 in total) continue to work for the College beyond the age of 65. See chart 1.
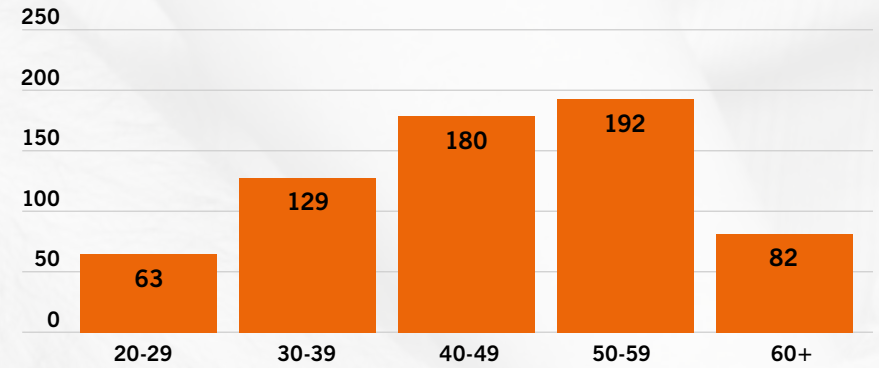
Chart 1 – The numbers of staff by age group

Table 4 – Percentage of staff by age group and job family

Age Group	Manager	Lecturer	Professional Services	Overall
20-29	1.0%	7.6%	15.3%	9.8%
30-39	24.5%	19.6%	18.7%	19.9%
40-49	34.3%	32.2%	20.9%	27.9%
50-59	36.3%	29.4%	27.6%	29.7%
60+	3.9%	11.2%	17.5%	12.7%

Ethnicity

In 2021 56.8% of BMet's overall workforce identify as White British and 25.7% identify as Black, Asian or from a minority ethnic (BAME) background. The percentage of BAME staff as an aggregate group has seen a further 1.3% increase from 2020 and a 5.9% increase from 2018. In a reduction (-1.1%) from last year 2.8% of employees identify as White Other/White Irish. 14.7% of staff have not disclosed their ethnic status or have selected 'prefer not say'. See Chart 2.

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Chart 2 - The percentage of staff by ethnicity (BAME as an aggregate group)

25.7%   56.8%

2.8%   14.7%

☐ BAME ☐ White Other ☐ White British ☐ Not known/prefer not to say
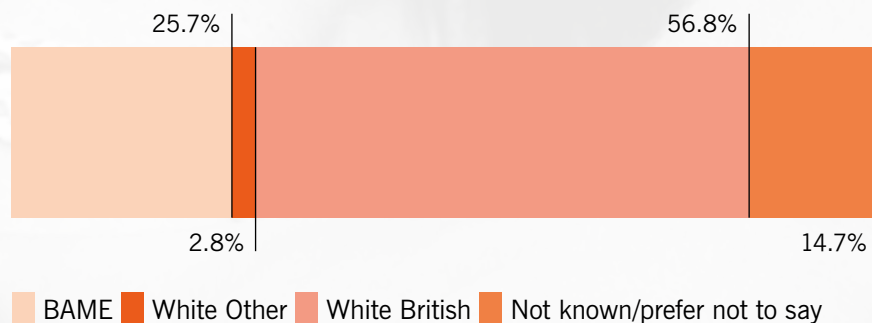
The largest group of BAME staff identify as Asian or Asian British (14.7%) and specifically Indian (7.2%) and Pakistani (4.6%). The second largest group identify as Black or Black British (7.4%) and specifically Black Caribbean (6.0%). Percentages of overall workforce noted. See table 5 for a breakdown of Black, Asian and Minority Ethnic group in percentages.

Table 5 - A breakdown of Black, Asian and Minority Ethnic group in percentages over 2 years

ETHNIC GROUP AND ETHNICITY	2021		2020	
	% of all BAME staff	% of all staff	% of all BAME staff	% of all staff
Asian or Asian British Includes Pakistani, Bangladeshi, Indian and Other Asian	57.2%	14.7%	56.2%	13.7%
Black or Black British Includes Black Caribbean, Black African and Black Other	28.9%	7.4%	29.6%	7.2%
Mixed Includes White Asian, White/Black African, White/Black Caribbean	8.4%	2.2%	9.3%	2.3%
Other Includes Arab, Chinese, Gypsy & Irish Traveller, Any other ethnic group	5.4%	1.4%	4.9%	1.2%
Total	100%	25.7%	100%	24.4%

Like previous years the highest proportion of BAME staff is among teaching staff (32.6%) and the least ethnically diverse group of staff are managers (13.7%), as shown in table 6. The overall 1.3% increase in BAME representation in 2021 is the result of an increase across all job families. The reduction in White Other staff is seen across all roles too. 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 as well as the work in affiliation with the Black Further Education Leadership Group's 10 point plan for an anti-racist FE sector.

Table 6 – Percentage of staff by ethnicity and job family in 2021

2021	Manager	Lecturer	Professional Services	Overall
BAME	13.7%	32.6%	23.1%	25.7%
White British	71.6%	49.3%	59.0%	56.8%
Not known	12.7%	14.1%	16.0%	14.7%
White Other	2.0%	4.0%	1.9%	2.8%

Working Patterns
In a similar picture to last year 31.0% of staff overall work part time.

34.0% of professional services staff work part time (91 staff); 38.0% of teaching staff work part time (105 staff); whilst only 3.9% of managers (4 staff) work part time.

Length of Service
The average length of service at BMet is 10.5 years compared to 9.2 in 2020. See Table 7 for the length of service by work family.

Table 7 – Percentage of staff (with comparison to 2020) by disability and job family in 2021

	Overall college	Manager	Lecturer	Professional Services
2021	10.5 years	10.2 years	11.6 years	9.7 years

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Sexual Orientation

In 2021 57.5% of staff identified as heterosexual; 2.3% of staff identify as Lesbian, Gay, and Bisexual and 0% as any other sexual orientation. 35.0% left this section of the form blank with an additional 5.1% selecting 'prefer not to say. Work to improve disclosure rates incorporating an understanding of equality monitoring continues at BMet.

Religion/Belief

4.8% of staff preferred not to disclose their religion or belief. 33.7% 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 in a similar picture to last year the largest group identified as Christian 31.3%, 13.5% as having no religion or belief, followed by 7.0% Muslim, 3.1% Atheist, 2.6% Sikh and 2.3%. Hindu.

Leavers

92 salaried employees left the organisation between January – December 2021 both voluntarily and involuntarily. Of these 47.8% were male which is higher than the overall workforce profile of 40.9% for men. 4.3% had disclosed a disability which is proportionately below the college rate.

The largest groups of leavers fall into the 50-59 age category. See table 8. Percentage of staff leavers (and numbers) by age compared to overall % College profile. In a similar picture to last year both the youngest and oldest age groups are disproportionately represented in the percentage of leavers; for example 20-29 years make up 9.8% of the overall workforce but 15.2% of leavers and the 60+ age group making up 16.3% of leavers compared to 12.7% of the workforce.

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

Age	Leaver Numbers	Leavers %	College profile %
>20	1	1.1%	0.0%
20-29	14	15.2%	9.8%
30-39	16	17.4%	19.9%
40-49	19	20.7%	27.9%
50-59	27	29.3%	29.7%
60+	15	16.3%	12.7%
Total	**92**	**100%**	**100%**

51.1% (47) staff who left the organisation identified as White British, 22.8% (21) as BAME and 4.3% (4) White Other. See table 9. In 2021 there is a lower percentage of both White and BAME leavers compared to overall college percentages. Conversely there is a higher percentage of leavers for the White Other group and those for whom their ethnicity is 'not known' when compared to the overall college profile.

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

Ethnic group	Leaver Numbers	Leavers %	College profile %
BAME	21	22.8%	25.7%
Not Known	20	21.7%	14.7%
White British	47	51.1%	56.8%
White Other	4	4.3%	2.8%
Total	**92**	**100%**	**100%**

In 2021 where religion and belief is known 22.8% of leavers identify as Christian, 13.0% with no religion or belief, 8.7% as Muslim and the next largest group 3.3% as Sikh; the latter groups slightly higher than college profile proportions. There are comparative percentages of those staff who 'prefer not to say' with 4.3% of leavers to 4.8% of the overall college workforce.

Where sexual orientation is known, 52.2% of leavers identify as heterosexual/straight and 2.2% as lesbian, gay or bisexual, the latter group in line with overall college workforce.

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Glossary of Terms

ALS   Additional Learning Support

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 the 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

LAC   Looked After Children; children or young people up to the age of 18 who are in care

LGBTQ+   Lesbian, Gay, Bisexual, Trans and Queer. The + sign recognises the many other sexual orientations and gender 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 + 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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