



# **BMet** **Diversity and Inclusion** Annual Report 2022



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 2022.

In 2021 we committed to being a high performing institution and an anti-racist organisation. Diversity & Inclusion is pivotal to both. It is central to everything we do, enabling us to be in a position to provide excellent learning opportunities for Birmingham and the region and for us to be an inspiring place to work for and to work with. We aim to lead in best practice and ensure that all our local communities benefit from our college.

This year we have continued our conversations with our students, staff and partners to ensure we are sharing, encouraging, understanding, challenging and being honest with each other. We have exchanged inspirational stories, developed empathy and compassion and heard opposing views. We have had concerted times of reflection and of purposeful and proactive action. We very much hope you enjoy finding out about some of our activities.

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# HIGHLIGHTS OF 2022

- Our leaders continued to ensure that D&I is at the heart of the college through our clear Diversity and Inclusion Strategy, anti-racism objectives and supporting action plans. We have used our High Performing Teams and SALT framework (page 30) to drive the behaviours that are a key to culture change
- We have continued momentum in building our skills and knowledge of inclusive practice using a range of mechanisms including formal staff development events and more informal opportunities. There has been significant improvement in staff satisfaction in relation to professional development “making me more effective for work”
- We took determined actions from our work with the Student Commission of Racial Justice and from the 10 Point Plan for an anti racist FE sector. Strands of activity include an anti-racist CPD programme, a review of staff recruitment; activities to embed an inclusive curriculum; optics and messaging. As a consequent anti-racism is integrated in CPD activities; we have deconstructed our staff recruitment journey and are making ongoing improvements with our communication and our curriculum
- Our team challenges, departmental objectives and individual professional development objectives are ensuring all staff are accountable and responsible for D&I. Our staff networks, D&I ambassadors, Wellbeing and Engagement champions continue to work to advance diversity, inclusion and sense of belonging for our students and staff
- Work has continued to raise the quality of the student learning experience and teaching, learning and assessment with concentrated activity on understanding learners’ starting points to inform individualised learning
- We have had a drive to increase the digital accessibility for students ensuring our curriculum content and delivery is as fully inclusive as possible
- Influenced by our extensive monitoring of gaps in attendance and achievement, we have taken proactive measures particularly for students at risk. For example – the BAME student mentoring programme and maths buddy scheme. There has been a narrowing of achievement gaps between ages, High Needs and EHCP learners. See Appendix 1
- 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
- We have built on our staff wellbeing and engagement work with a refreshed Wellbeing and Engagement Strategy for 2022; actively encouraging diversity and different perspectives to strengthen our ‘staff voice’ with working groups, staff networks and a full staff survey



- We have built on our Gold Pride in Inclusion Award with continued action around understanding gender diversity, a zero tolerance to homophobia/biphobia and transphobia and usualising LGBTQ+ identities in the curriculum. The achievement gap between LGB students and their peers has narrowed
- We have made further improvements in the estate with new 'Changing Places' at Sutton Coldfield and Matthew Boulton meaning we are able to accommodate individuals with higher levels of personal care needs
- We have narrowed the ethnicity pay gap and gender pay gap in 2022; recruitment activities have highlighted good representation of BAME staff in newly appointed roles
- We have extended our work with employers and partners positively impacting our local communities; hosting some key events across the year including the Commonwealth Games mass training programme, two BRIG (Birmingham Race Impact Group) summits; and leading the Colleges West Midlands Race Equality Group
- We have implemented a collaborative policy review programme which enables students and staff to influence BMet's policy design and implementation





# 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 are supported by comprehensive action plans, working groups and cross college collaboration. The college has continued further advanced equality, diversity and inclusion at College with a clear steer from our Governing Board, Principal and CEO and our Senior Leadership Team. **You can view the D&I strategy with supporting action plan and specific timelines [here](#).**

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

We have built on the work to identify carers at application and enrolment stage, offering extended support during their time at college. The YMCA Young Carers Scheme is embedded in service provision with monthly drop-ins operating across

colleges. James Watt College further raised awareness and support of the young carers scheme through a shoe box appeal.

The implementation of the Carer's passport has been delayed and is scheduled for release in 2023 alongside a dedicated space on the Learner Landing Page for Carers to access routes of support.

#### What the impact has been

BMet student carers either identified or unknown to us can access support.

Rates of retention for carers in 21/22 were good. The gap in achievement rates between students who are carers and their peers narrowed to 2.3% from 20/21.

### 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 have built on the work with external partners to more easily identify our care leavers offering support to ensure learners settle into college and progress.

We have signed up to the Care Leavers Covenant and have developed

a pro forma offer for Care Leavers based on the pillars of the covenant.

We have developed a digital support area on our learner landing page for Care Leavers.

Staff have engaged in training on our refreshed positive behaviour policy which encompasses trauma informed practice.

#### What the impact has been

Once identified care leavers are tracked and prioritised for support if needed. 21/22 achievement rates of 87.5% were well above college rate.

Staff take a trauma informed approach in their work for example seeking to understand the triggers around behaviour.

## OBJECTIVE

# 1



## 1.3

### 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 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

### What we have done

We have ongoing targeted activities to recruit from under-represented groups; continually improving on the promotion and marketing of courses and on student experience whilst at college, including:

- BAME apprentices hosting recruitment activities at Sutton College
- Engaging female staff and student role models to promote courses – e.g. rail engineering
- Improving the representation of the engineering delivery team to further reflect the learner profile, recruiting another new female staff member to the team
- Recruitment actions incorporated as standing agenda items for BMW, Birmingham City University, Food & Drink and Rail Company meetings.

### What the impact has been

Enrolment figures in 21/22 indicate that there has been an improvement in the representation of males in health and social care recording rates of 18.5% engagement, almost reaching our 2023 target of 20%.

In a similar picture to last year women in digital technology recorded a 19.7% representation rate.

There is a steady representation of BAME apprentices (29% in 2021/22 with a target of 40% by 2024) and apprentices who have disclosed a disability or difficulty (7.1%).

Progress is slower in other areas although numbers are steadily increasing. For example, in 2021/2 engagement of females in engineering is at 10.5%. Women in construction remains a challenge with little improvement (3.7%) and the representation of men in early years has declined (1.5%).

## Realise BAME Mentoring Project

**“It is a very positive initiative for the learner to be mentored by a strong role model outside of a normal classroom setting” Tutor**

Our Realise BAME Mentoring Project was piloted in 2022 with a focus of supporting BAME students on Level 1 and 2 courses to complete their studies to a level that ensured their return into the next year of study. A cohort of a staff all from a BAME background undertook the mentoring opportunity and supported students through to completion of the academic year. Benefits were threefold: for the students who engaged (expressing how much better they felt as a result of the mentoring); their curriculum tutors and the staff mentors: “I liked to be able to help the students gain confidence and be more aware of the resources available to them. I feel that guidance from an experienced adult can help focus energy in a positive way” Learnings from the pilot have informed the shape of the programme in 2022/23.

# 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 continue to undertake extensive intersectional analysis of attendance and achievement rates by areas of deprivation, ethnicity, gender and age group to identify high priority groups who may be more susceptible to non-achievement. Our learner tracker informs staff activities to support those at risk of non-attendance or achievement.

In 2022 we trialled several schemes to support learners: a Maths Buddy scheme to encourage attendance at both maths lessons and exams; a Restorative Programme for students who have been involved in homophobic/transphobic incidents and a Realise Mentoring Project for BAME students by BAME staff.

Our Professional Learning Communities and Action Learning Sets at the College continue to focus on activities to encourage attendance, improve TLA and student experience and close gaps; examples include developing an inclusive curriculum, differentiation, stretch and challenge and value added.

In 2022 our staff have participated in Digital Accessibility training, engaging practical ways to enhance the accessibility of documents using various tools available within Microsoft and Windows.

## What the impact has been

High priority 'at risk' learners are proactively identified and supported according to their individual circumstances.

The overall achievement rate in 21/22 declined although the achievement gap\* between ethnic groups has remained almost the same at 11.8% (from 7.8% in 20/21 and 11.7% in 19/20). The return of exams following college and teacher assessed grades in the pandemic has

contributed to the downturn in achievement rate.

Work is ongoing to narrow the gap for other groups for example our LGBTQ+ learners, and learners disclosing a learning difficulty. The gap between ages has narrowed to 0.2%.

"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." Ofsted 2021

Staff awareness and drive around digital accessibility is supporting inclusive practice in Teaching, Learning and Assessment and improvements in the accessibility of support services.

## OBJECTIVE

# 1

\*where there are 100 students or more



## 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

We have embedded the analysis of our destination data by ethnicity, age and gender.

The latest destination data (2021) shows 33.2% of student destinations are currently unknown. Where destinations are known, there is a significant gap between male and female students progressing onto Higher Education (25.5% vs 37.1% respectively). Conversely, a higher proportion of male students progressed into employment (21.4% vs 16.7%) and FE (35.2% vs 31.4%) than female students.

When comparing destinations by ethnicity, a higher proportion of BAME students progressed into FE (25.5% vs 16.2%) and HE (21.0% vs 18.9%)

than their white counterparts. However, a higher proportion of white students progressed into employment than BAME students (16.3% vs 10.3%).

For Higher Education BMet is 7.3% above the national average of getting students into a university of their choice. Our largest cohort of students progressing into HE are Asian students and we have higher rates of Black, Mixed and Other students compared to national rates.

### What the impact has been

We have sight of the disparities in destination outcomes which is informing areas of actions and improvement, for example, differences in take up of HE and Apprenticeships for our Black students.

The HEI destinations of BMet students continues to be mapped and shows progress in the variety of Higher Education Institutes (HEI) successfully applied to.

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

## Another golden year for BMet's careers service

BMet's Careers Offer has continued to improve. Ongoing professional development has ensured careers advisers provide professional Level 6 IAG and support for UCAS which has resulted in more successful applications to Higher Education Institutes. Expertise in this area is valued and recognised, and HEI partners interviewed have been fulsome in their praise. BMet's Careers Service has also gained the Quality in Careers national careers Standard and is highly regarded by those in the Birmingham Careers Hub supported by the Careers and Enterprise Company. At a very practical level BMet's Careers Service leads the spread of good practice and the Head of the Careers Service and Careers Leader chairs the West Midlands Careers Cafe.

In September 2021 we saw 1,275 students applying for university places, an increase of 13% on the previous year's figures. This was one of the largest UCAS cohorts in the UK (66% BAME students and 41% white). 1049 students were accepted on to places (82.3%). The national acceptance rate was 75 %, making BMet 7.3% more successful in getting students into a university of their choice.

Once again BMet maintained the Matrix quality standard for its IAG services in the full assessment in May 2022. The Matrix assessor commented **'The services and IAG support in place are testimony to the professionalism of staff and their determination to enable students to achieve the best possible outcomes from their experiences at BMet.'**

# 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, aligned 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

We have strengthened our mechanisms for identifying learners who have a disability, learning difficulty or a need that may impact on learning. Strategies for teaching and learning success are then informed by our Inclusive Support practitioners, student 1:1s and increasingly skilled curriculum staff. The Study Centres continue to operate twilight sessions to support all students. Our apprentices benefit from Cognassist which employs digital cognitive assessments to

identify learners with additional needs. In 2022 an extensive training programme was implemented for our apprenticeship staff to understand neurodiversity and support all new apprentices to undertake the Cognassist initial assessment and create personalised learner journeys to succeed in their area of study.

Our HE students who let us know they have a disability, learning difficulty or learning need are supported to secure Disability Support Allowance. Our HE office supports these students with financial and equipment assistance and works with curriculum staff to ensure particular requirements are met. Our HE induction programme and HE student handbook is explicit about support available.

## What the impact has been

In the same picture as last year 12.5% of students have a disability and achievement rates are 1.2% below non-disabled peers. Our 16-18 year learners have rates above overall college rates and it remains our adults learners

who are not achieving as well. It is Pass, rather than retention rates, that affect overall achievement for this group.

Any apprentice identified as benefitting from extra support is able to access specialist help suited to their specific learning requirements. Our apprentices can now access the tools and resources to not only identify needs but also provide the right level of support to help them succeed. Last year 30 apprentices engaged in completing the modules to help them with their studies. Completion has been slower than anticipated and actions are being introduced to engage all students in the initial assessment.

“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” Ofsted 2021

## OBJECTIVE

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## 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**

Further to the Ofsted Inspection the High Needs action plan, which was the result of ongoing Curriculum Reviews, has been revisited and greatly enhanced. The action plan focuses on four key themes: transition and enrolment; target setting and progress monitoring; cross college

consistency of the student experience and professional development

The college is working with a SEND Consultant and as a result the staffing structure has been redesigned, new systems and processes have been implemented and stronger relationships with the local authority and schools are being developed.

These areas will continue to be the focus moving into 2022-23 for our EHCP and High Needs provision.

**What the impact has been**

In 21/22 achievement rates for High Needs learners are 2.4% above the college achievement rate. The gap between our 16- 18 and adult High Needs learners has narrowed with our adult learners performing slightly better than the younger cohort.

## Staff Learning Communities Advance Inclusion

In 2022 a range of action research and critical reflection areas grew from the formation of learning communities. For example, our Digital and Creative Directorate undertook peer walkthroughs to view inclusive teaching and learning strategies and then held professional discussions to reflect on the impact on students. Learning Communities then had the opportunity to share ongoing research during team and directorate meetings and worked towards completing research before the end of the academic year. During our Staff Development Week in July communities shared the findings and outcomes of action research during site-based 'market-stall' events and virtual events to ensure cross-college pollination of idea and strategies.

Our cross-college GCSE English teams focused on anti-racist curriculum design and the exploration of the history and patterns of power imbalances and discrimination. The team explored issues through teaching resources such as a fiction anthology of writers from diverse backgrounds and discussions informed by current affairs and topical issues. Teaching staff built in opportunities for students to ask questions and develop their own understanding of what it means to be anti-racist alongside highlighting positive role models and celebrating achievements and contributions. This work was shared within all directorates as part of another CPD session focused on writing an effective and inclusive scheme of work and teams were then provided with reflection time to consider how they could apply ideas in their own practice or adapt for their specific context.

## OBJECTIVE

## 1

## 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**

### **We know we have done this when**

Improved inclusion and sense of belonging for these students.

## 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**

Our BMet Accessibility Group has built on work to improve the accessibility of the application, enrolment and bursary process for learners for whom English is not their first language.

We have engaged students to inform future activities. Our 16-18 and adult ESOL students at Matthew Boulton met with representatives from different areas at the college (e.g Finance, Student Services, Data and Marketing) providing an opportunity to talk about their own experiences in using different services. Our ESOL students at Erdington participated in our Race Equality Tea and Talks which has helped understanding of

their experience at college.

All ESOL groups are being encouraged to put forward representatives for additional learner voice activity for example on Student Council so that their voice is heard on an ongoing basis.

### **What the impact has been**

Feedback continues to be shared with relevant managers and staff to identify further action. ESOL rates of retention and achievement are sitting above college rate at 94.2% and 81.4% respectively.

OBJECTIVE

1

## 1.8b

### We will do this by

Incorporate activities in HE strategy to improve a sense of belonging, aligned 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

We have built on the work in 2021 to advance a sense of belonging for our HE students. We created a dedicated HE Centre at Sutton Coldfield as part of the A 'level Centre. HE students are encouraged to use the social spaces and some curriculum teams have mixed lessons to encourage interdisciplinary learning and greater sense of community.

James Watt has a dedicated zone for Teacher Education and study space for HE students. Plans for a dedicated social space at Matthew Boulton is underway. All HE students are encouraged to take part in college wide activities.

HE Termly Review Board is embedded allowing tutors to track students' retention, achievement and satisfaction, allowing early intervention if required.

### What the impact has been

2021/22 saw further improvements in student satisfaction rates in which 90% of students agreed/strongly agreed that 'I feel part of the HE Community at BMet'. 80% of students agreed/strongly agreed that 'I have had the right opportunities to work with other students on my course'

HE student overall success rates remained steady at 70% for 2021/22 following an 8% improvement from 19/20.

Focus group feedback have recorded students feeling well supported and feeling part of the HE community.

## 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

We have continued our schedule of apprenticeship surveys with the induction survey, mid-year survey and a final survey issued prior to completion of an individual's apprenticeship. Apprentice satisfaction along with retention and achievement data has informed our actions. For example, a review of the experience of disabled apprentices exploring the achievement gap for this cohort of learners.

A continuing theme in 2022 has been male apprentices becoming less satisfied as they move through their apprenticeship compared to female apprentices. A similar trend is seen with our BAME apprentices,

with 40% saying they would not recommend BMet at the end of their apprenticeship, compared to 24% for white apprentices.

In collaboration with the Association of Apprentices we held an 'Apprenticeship Meet Up Birmingham' to create an opportunity to get apprentices in the city to get together to enhance social and professional networking skills

### What the impact has been

Apprentices with a declared disability, have maintained a slightly higher satisfaction rate across all areas than their non-disabled peers. Our review with our disabled apprentices has highlighted further work required to identify any support needs and how this support is implemented.



# BMet's Social Value

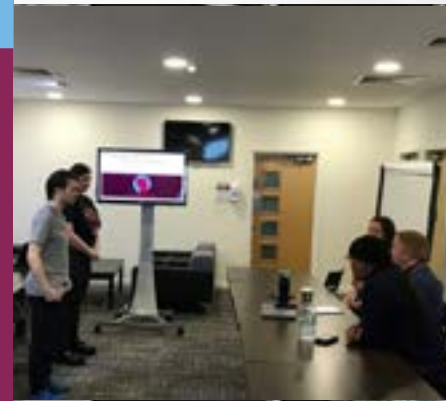
We are building on the positive impact we have in our local communities through effective partnership working and excellent links with employers and community associations, for example with Witton Lodge Community Association where we are offering complimentary training courses to community leader organisations that are partnered with Witton Lodge.

In 2022 societal issues affecting young people were brought to life through a partnership with BMet and Aston Villa FC charity.

Visual Communications students from BMet's Sutton Coldfield College produced youth-focused videos and associated marketing for Aston Villa Foundation, the charitable arm of Aston Villa Football Club.

To showcase their ideas and work, students were invited to Villa Park to present their final pieces to key members of the charity in teams, as part of a three-month industrial placement. The brief was to use media techniques to reflect current issues by providing information, advice and guidance for young people of all backgrounds across Birmingham, priority areas being Erdington, Ladywood and Perry Barr.

Themes around drugs and alcohol, inequality, bullying, gangs, mental health and youth unemployment were explored and portrayed through the student presentations. The learners' work has been used to produce captivating and impactful content to be used in Aston Villa Foundation's 'Kicks' sessions – a community-based football programme for young people in Birmingham, who attend weekly football sessions and personal development activities.



## 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
- Review the new staff induction to ensure core responsibilities are enacted by managers including setting up of coaching and buddying.

#### 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.

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.

New staff quickly settle and understand their responsibilities.

#### What we have done

We have an extensive staff development offer which extends far beyond mandatory D&I training at college. Over the last year:

- 252 staff have completed online D&I training including unconscious bias and LGBTQ+ inclusion
- 661 staff have completed BMet's online digital accessibility course
- 485 staff participated in face to face training on e.g. 'Under the Umbrella' trans inclusion, 'call me by my name', accessibility, autism, social model of inclusion, neurodiversity, mental health, dyslexia awareness

Staff continued to engage in opportunities to build cultural competence around a range of subjects.

Events, short films and interactive activities are embedded as mechanisms to celebrate diversity, challenge stereotypes and increase awareness and understanding of a range of subjects including Race Equalitea and Talks, International Mother Language day, Cultural Awareness Day, understanding pronoun posters, animation on tips to support during Ramadan, and IDAHOBT (International Day Against Homophobia, Biphobia and Transphobia) shared experiences.

All staff have been engaged in ongoing work to develop understanding and confidence in anti-racist practice and focus for teaching staff has been on developing an inclusive curriculum as a key objective of the Black Leadership Group's 10 point plan and their own team and individual objectives in BMet's personal development scheme for staff.

Our Equalitea and Talks and continuing work with the Student Commission for Racial Justice and Leaders Unlocked offers us our

student perspective. The Birmingham Race Impact Group Further Education Summit in May 2022 involved 48 students who explored education as a theme.

Further to the range of induction activities noted in our 2021 report a new staff handbook was launched in 2022. 'BMet Be Me' helps new staff navigate their new place of work.

#### What the impact has been

An increasingly confident and skilled workforce which is having a positive impact on learners' experience noted in the student satisfaction survey in 2022 including

- 93% students would recommend BMet;
- 98% said teaching was good;
- 96% feel safe;
- 95% of students agreed that they "know how to report a concern" (such as bullying, discrimination,



safeguarding).

- 94% said “classmates behave well and show respect to others”

There has been a significant narrowing of the gap in achievement rates between age groups (from 8.0% to 0.2%), LGB+ students (from 17.8% to 3.0%) and High Needs and EHCP learners.

There has been positive feedback from students during walkthroughs and through discussions at Equality tea and talk sessions with staff and students. Work continues to ensure minoritised groups are included.

Our full staff survey in Sept 22 noted that 86% of staff agreed that BMet is a diverse and inclusive organisation.



## BUILDING AN ANTI -RACIST COLLEGE

The College continued work in 2022 with the Black Leadership Group and Leaders Unlocked, a social enterprise which has brought together students from ten partnering colleges to form the Student Commission for Racial Justice. We have four strands of activity identified which consist of: developing an inclusive curriculum; developing an inclusive staff recruitment process to proactively address any imbalances in diversity in the workforce; incorporating racial equality and anti-racist pedagogy in staff development and continuing improvements in the optics and messaging to ensure positive treatment of BAME people.

Several notable events were held in 2022:

- BMet students involved in Leader's Unlocked new 'Speak Truth to Power' animation
- 'Actions not just words' videos which include our students from across BMet college sharing their views on what they feel needs to change during Black History Month and beyond ([click here for pics](#))
- 4 rounds of Equalitea and Talks launched during Race Equality Week and continuing as a format ; focused on race and extending to other subject areas in 2023
- Leaders and Managers development sessions, including drop ins to build confidence in leading their teams on anti-racism
- Case studies of BMet lived experiences collected to share at all staff sessions
- Colleges West Midlands Race Equality Group launch
- BRIG (Birmingham Race Impact Group) Further Education Summit which saw a collaboration of BMet and South and City College students
- BMet support for BRIG Schools Summit
- An afternoon with Grace Ononiwu, Director of Legal Services for the Crown Prosecution Service



**“It was an event that certainly highlighted celebration and reflection. My message was that despite inequalities and challenges that inevitably exist, we have the power to overcome them with self-belief.”**

Grace Ononiwu, Director of Legal Services for the Crown Prosecution Service.



BMet and South and City College students take centre stage at Youth Mini Summit for Racial Justice

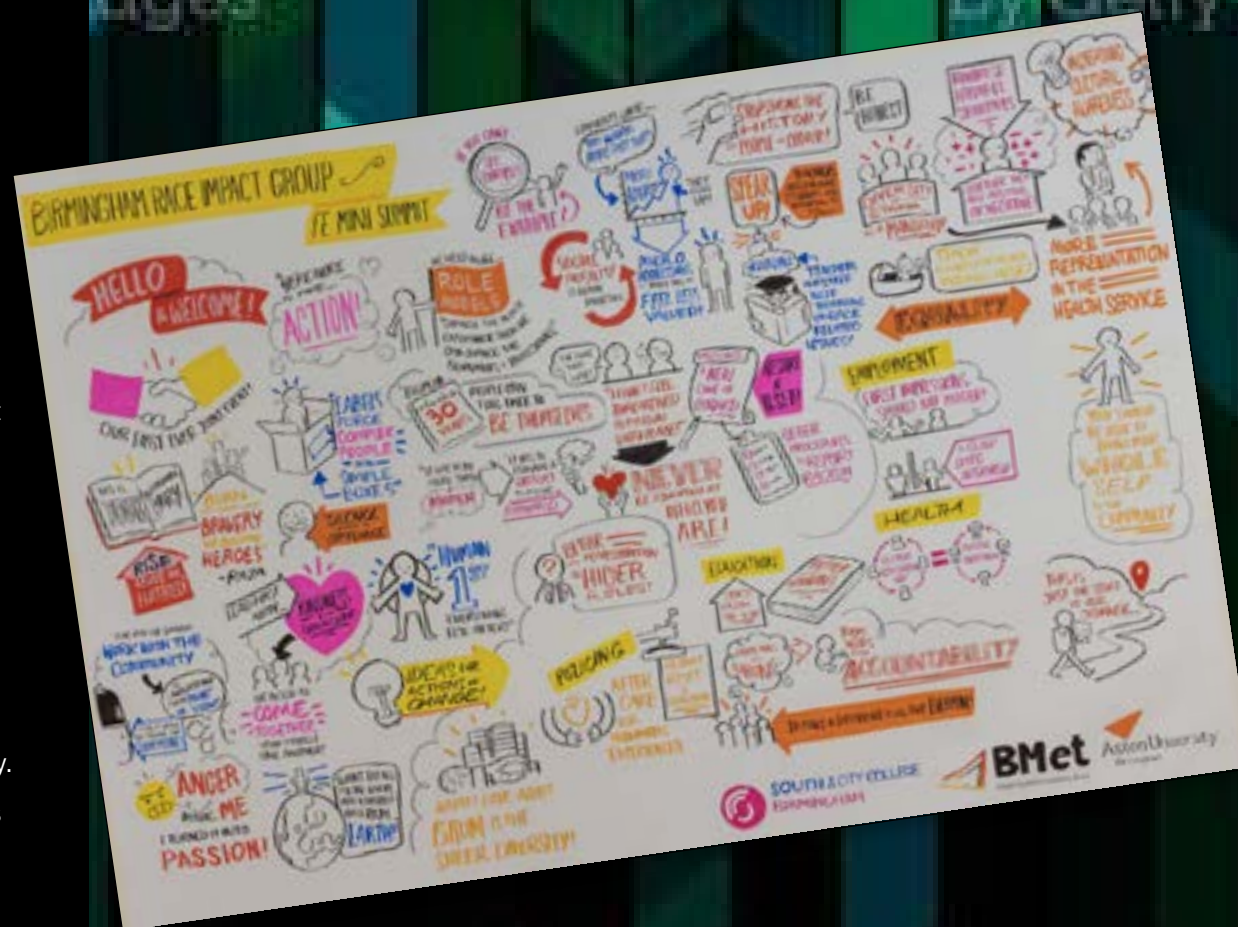
**“It was really good to have the opportunity to discuss issues that we really care about as students and to be able to share our personal experiences. Through our conversations and actions that will follow, I feel that it’s possible to turn negatives into positives.”**

Oakie, Fashion Design Student

## BRIG FURTHER EDUCATION SUMMIT

In May 2022 48 Students from BMet and South and City College Birmingham led the way in conversations about racial justice and equality at a pioneering further education ‘world café’ summit, specially designed for young people. Held at Aston University, the joint Mini Race FE Impact Summit was facilitated by Leaders Unlocked and enabled learners at both colleges to discuss issues that really matter to them. Using a world café format, the event included a panel of students and “subject themed” roundtables enabling everyone to engage on rotation and voice their opinions on education, employment, policing and health subjects. Student hosts on each table, presented their group findings to the panel and the audience at the end of the event, alongside a live illustration board created by a cartoonist. They also had to put forward an overall suggestion to try to combat racial injustice. The captivating summit was also top and tailed with vibrant performances from two acclaimed spoken word artists and BMet performing arts students all relating to racial equality.

In October 2022 BMet hosted BRIG’s School Summit. Both summit’s feed into Birmingham City’s Race Equality Action Plan supporting the aim of Birmingham becoming an anti-racist city.





## 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 growing network of 18 D&I ambassadors and 15 Wellbeing and Engagement Champions who are working across BMet. Contributions and activities vary from those who act as the 'D&I conscience' in their teams to ensure D&I/Wellbeing is being considered to those arranging events/training in line with their particular skills or interests. We have BAME, LGBTQ+, Carers and Families, Inclusion and Pheno-Menopausal Staff networks which act as supportive forums and consultative groups.

Each college has a student Diversity and Inclusion Officer, a BAME, LGBTQ+ and Health, Safety and Wellbeing reps on Student Council.

### What the impact has been

Networks and partnerships continue to be instrumental in highlighting areas for improvement for staff and students; building understanding and confidence around disability, health, learning difficulties, neurodiversity, anti-racist practice, 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

D&I objectives are now formally embedded in Staff Professional Development Objectives. Staff have worked in professional learning communities to develop teaching strategies and teams have showcased the outputs of their D&I work. Examples across curriculum areas include:

- IT- improving knowledge of LGBTQ+ and working knowledge of assistive technologies for those with learning disabilities
- Maths and English at Sutton
  - Online content delivered via Microsoft Sways including for example Black Lives Matter, Women's Suffrage

- Sport – incorporating Black Lives Matter, accessible/inclusive games and disability sport, rainbow laces, and external guests led by the FA highlight D&I in sport

### What the impact has been

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

We have further developed ways of promoting diversity and inclusion which support our staff and students' sense of belonging; develop understanding and appreciation of others and challenge stereotypes and prejudice.

## OBJECTIVE

# 2

## 2.4

### 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.

### Update

Our Staff Awards ceremonies include a D&I staff award recognising inclusive practice at college.

All our 3 colleges have now embedded 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.

### What the impact has been

Inclusive practice and behaviours are celebrated and modelled.

## Celebrating students and staff

We continue to celebrate staff and student successes in their immediate environments, for example with star walls, certificates, events and end of year celebratory ceremonies. It is always a pleasure to recognise the successes of our people outside of college and 2022 provided a wealth of examples including:

- A BMet sport science student gaining national and international victories in Thai Boxing
- One of our engineering students recognised for the Gold Duke of Edinburgh Award at Buckingham Palace
- One of our BMet apprentice lecturers achieving "Training Provider Individual Award" at the Oxfordshire Apprenticeship Awards for #2going the extra mile to help apprentices".
- Our apprenticeship team officially recognised for City and Guild's "Excellence in End Point Assessment delivery
- An alumni of BMet's Foundation Degree in Sport and Exercise Science gains a silver medal at the Commonwealth Games

**"I would like to thank BMet for their support during my career"**

**Ebony Drysdale-Daley**



**Ebony Drysdale-Daley**

BMet alumni wins silver medal in Commonwealth Games



**Charlie Stevens**

Gold Standard Duke of Edinburgh Award (DofE).



**Muhammed Shazaib**

Thai Boxing Success for student on the Talented Athlete Scholarship Scheme Dual Career Programme



## 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, 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 rep 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

Further to our barriers to recruitment project a Staff Recruitment Working Group has worked to take action across 3 workstreams; attraction and reach; recruitment process and roles and assessment. A new online recruitment system has been implemented and standardised role profiles, assessment criteria and assessment methods have been introduced.

In 2022 our Principal and CEO was appointed as lead of the new Colleges West Midlands Race Equality Group. One focus of the group is on diversifying the Further Education workforce. The group made of 10 colleges is working collaboratively to identify actions.

We established new roles as opportunities for progression within college, for example a new Deputy Departmental Manager.

#### What the impact has been

Our recruitment activities are as inclusive as possible encouraging a wider pool of talent to apply to work at BMet.

Our latest workforce report at BMet (Sep 2022) recorded:

- 26.4% identify as Black, Asian or from a minority ethnic (BAME) background (38.3% Matthew Boulton)
- 14.6% of managers are Black, Asian or from a minority ethnic background
- 12.3% of employees disclosed a disability or health condition

For these new roles 44% of successful applicants identify as BAME, 15% disabled and 5% LGBTQ+.

## 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.

### What we have done

In 2022 our staff were moved onto the Real Living Wage. Accreditation is outstanding.

### 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.

## 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 for example action research 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 continue to build partnerships to inform understanding of our local context and local action. In 2022 of particular note has been the Birmingham Race Impact Group (BRAP), our work with Witton Lodge, the University of Birmingham and the Commonwealth Games. Our D&I regional network group continues to meet and a new Colleges West Midlands Group of 10 colleges has been established with BMet's Principal leading the work on shared challenges of the sector, for example achievement rates of mixed heritage groups and the ethnic diversity of the FE workforce.

Our College Professional Development offer has gone from strength to strength and many staff have engaged with opportunities e.g the Skills and Education Group which allowed staff to link with other organisations on a range of subjects for example, showcasing our work on anti-racism and our Restorative Programme.

Internal opportunities for collaborative working involve our Professional Learning Communities and action learning sets. All leaders

and managers have been assigned action learning sets and work together collaboratively to resolve challenges or take action. BMet students again engaged in work with the Student Commission of Racial Justice who, working with Leaders Unlocked, developed a workshop which has been incorporated into BMet's tutorial framework.

### 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.

## OBJECTIVE

# 3

## INSERT 5 BIRMINGHAM 2022 COMMONWEALTH GAMES

A highlight of our year was the Commonwealth Games. BMet was thrilled to support the Birmingham 2022 Commonwealth Games as an Official Further Education College Provider. The partnership saw BMet provide crucial space for the mass training of more than 13,000 volunteers, the Commonwealth Collective, as well as sharing its teaching expertise with Games' trainers, helping to ensure the Games ran smoothly. Four BMet champions were officially chosen as Baton bearers for the Queen's Baton Relay, joining thousands of inspiring individuals in carrying the Baton. Another three BMet media enthusiasts were recruited through a Local Heroes talent search programme and they and a lecturer gained experience putting their skills to work in film production and audio operations.

"The facilities provided by BMet, for our thousands of dedicated volunteers, have been superb. Ideally located in the heart of Birmingham, it is providing us with the environment to prepare and train our Commonwealth Collective in advance of the Games and welcoming more than a million visitors to the city this summer." Andrew Newman, Director of Workforce & Volunteering at Birmingham 2022



**"We pride ourselves on being very much  
part of our city and this partnership builds  
on our links with the community"**

Pat Carvahlo





## 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 the impact has been

We have advanced our disability disclosure for staff moving from 2.7% in 2017 to 12.3% in 2022 and have supportive mechanisms in place to ensure our disabled people are able to work well.

### What we have done

We have revisited our action plan for leader status, recognising the work to improve the experiences of some of our disabled staff and students.

Our Reasonable Adjustment Passports are being used to identify effective ways of working.

## 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

In 2021 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. In 2022 we continued to develop staff and student confidence and skills in integrating sexual orientation and gender diversity in teaching and learning.

### What the impact has been

There is an ongoing improvement in the visibility of LGBTQ+ identities and staff confidence in integrating sexual orientation and gender diversity in teaching and learning. The percentage disclosure of LGB students remained steady at 3.4% in 2021/22 with a reduction in 'prefer not say.' The achievement gaps between LGBT students and their peers have significantly narrowed in 2022.

## 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 continues to be well integrated in conversations with external partners and collaborative working is driving the inclusion agenda across the region.

The D&I employer award is in place to be presented at the H.E Awards to coincide with the Employer Fellowship Awards. We are sponsoring and supporting the Multicultural Apprenticeship Awards and will attend the Apprenticeship Festival as a provider with a focus on attracting young people from the local community.

In September we launched the Engineering and Construction Board at James Watt. The Digital and Tech Board was launched in October as part of Birmingham Tech Week.

### What the impact has been

"Leaders and managers have developed strong relationships with employers and stakeholders... to plan programmes to meet the skills needs of the region". Ofsted

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.

### OBJECTIVE

# 3



# Partnership Working

In 2022 we continued to work productively with our partners and multiple agencies to ensure our students are supported and encouraged to reach their future careers or goals. Specialist support continues to help students overcome sometimes significant challenges. The college works particularly closely with East Midlands Police, Birmingham Youth Service, community forum groups and local faith organisations. Targeted opportunities have allowed students to have experiences which expand horizons as well as develop personal skills. We have worked with 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 2022 we have had a host of industry placements which showcase students' talents:

Employer led industry placement with Barclays. To showcase the diversity of the bank's diverse workforce 3 BMet art and design students were chosen as winners of a design to be featured on Barclays' wall in Birmingham's city centre hub.

3 BMet women footballers kicked off a partnership with BMet and Boldmere St Michaels WFC (Women's Football Club) to complement the already established partnership with the men's programme at youth level.

Business Studies, Graphic and Digital students from Matthew Boulton College participated in a 'Business Hackathon' event at Mailbox headquartered software and services company, Advanced. 24 BMet students joined members of Advanced's Leadership team to tackle real-life business challenges faced by both Advanced and their customers.

The third CyberHub Security Operations Centre in the country was opened in May at Matthew Boulton with a number of cyber security partners working together. The CyberHub provides advanced digital skills for students and will offer community workshops to re-train and upskill.

A new partnership with Bilal Legal saw the launch of the Professional Legal Skills programme offering BMet's law students access to new progressive pathways and practical experience.



## 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 Wellbeing and Engagement strategy and action plan for 2022 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 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 channel.

We developed a policy review programme which actively seeks staff perspectives on new or revised policies. We launched and have embedded an 'Ideas for Improvement' mechanism which encourages staff to bring forward suggestions or comment.

We have advertised our Speak Up facility for both staff and students to report anonymously any incident of bullying or harassment.

##### 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. 70% of staff agreed that 'managers are considerate of my wellbeing.' - Full staff survey (October 22). Work is ongoing.

Staff have different formats and routes to have their say and to influence the direction of the college. This is supporting work around transparency and responsibility.

## OBJECTIVE

# 4

## Wellbeing

The range of mechanisms to support students and staff wellbeing broadened in 2022 with the recruitment of 16 Mental Health First Aiders for students and 9 Mental Health First Aiders for Staff. BMet has joined forces with colleges from across the region to sign a Safer Students Charter, affirming its commitment to creating a culture of safety for all students. The charter, developed by the Colleges West Midlands network, contains five safety elements to support students and help them to learn and develop. Included in the charter is respect; promoting equality, celebrating diversity, and ensuring whatever a student's identity they will feel welcomed, supported, safe and included and zero tolerance of peer on peer sexual harassment.

In 2022 our students created four videos to support enrolment, induction and tutorials, including one on the support services available around mental health, one on the Speak Up facility to report any incident of bullying or harassment and two that brings to life the college's key policies around Positive Behaviour and Diversity & Inclusion.



## 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

We have built new Changing Spaces at Sutton and Matthew Boulton which means that we are able to accommodate staff or students who might need high levels of personal care.

We introduced new gender inclusive facilities at Matthew Boulton. At the same site we have made improvements to the outdoor areas to include student seating and have created a staff garden.

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

### What the impact has been

Our physical and virtual environments are increasingly inclusive and support the care and wellbeing of our staff and students.

## 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 opportunities for students from different areas to come together. e.g. the Race Equality and Talks at James Watt where we had students from construction and early years come together and the Culture Day at Matthew Boulton where we had students across curriculum areas enjoying time together.

Our photography students at Matthew Boulton joined other pupils/ students to cover the media at the BRIG summit.

Our first Human Library event ran in December 2022.

### What the impact has been

Students and staff worked and socialised with people beyond their usual immediate experience, developing an understanding of others, acquiring knowledge, confidence and interpersonal skills.

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

Learners for example report 'making new friendship groups' and 'developing their confidence to talk to other people'

## OBJECTIVE

# 4



## 4.3

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Facilitating activities that foster good relations between students and staff from different curriculum areas/courses/departments and sites.

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enjoying time together.

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

Learners for example report 'making new friendship groups' and 'developing their confidence to talk to other people'

# SALT Framework

(Shared, Ambitious, Lively and True)

## CHARACTERISTICS

- Self Esteem
- Personal Growth Plan
- Solutions Focused
- Respect for differences
- Mutual Trust Attention to detail and priorities
- Power to make decisions
- Working towards Common Goals
- Open Communication
- Involvement of everyone

## BEHAVIOURS

- Empathetic
- Professional
- Collaborative
- Purposeful/Proactive
- Accountable/Responsible
- Clear/open/honest/transparent
- Supportive/encouraging/understanding
- Self-aware/reflective
- Flexible/Adaptable
- Taking the initiative

## SHARED BEHAVIOUR

- Involve everyone
- Share lived experience
- Hear opposing views
- Look out for vulnerability
- Develop compassion
- Exchange inspirational stories

## AMBITIOUS BEHAVIOUR

- Focus on opportunities
- Embrace new insights
- Secure authority
- Take effective action
- Call out inertia
- Build resilience

## LIVELY BEHAVIOUR

- Engender optimism
- Instil urgency
- Channel passion and discord
- Believe mistakes can be overcome
- Find creative solutions
- Have Soul

## TRUE BEHAVIOUR

- Find the facts
- Speak truth to power
- Learn from honest feedback
- Share intellectual capital
- Deliver tangible impact
- Demonstrate integrity

OBJECTIVE

4



# Appendices

A

## APPENDIX 1 - Student profile

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

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

gap between male and females has increased slightly to 1.5% from 1.1% recorded in 20/21. 2021/22 saw the return of exams following the disruption caused by the pandemic.

Females record higher achievement rates than males and it is the 16-18-year-old females who have the highest results (81.9%), which is also above the college rate. Adult females and adult males have improved achievement rates compared to 20/21, although males are slightly below the college rate.

### Gender

In 2021/22 52.6% of students on courses were female. This reflects a 0.6% decrease from 2020/21 (53.2%) and a 0.8% increase from 2019/20 (51.8%). 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 the last few years, there are in fact more males who are 16-18 and it is the adult courses which have far more female learners.

### Ethnicity

In 21/22 the student population consisted of 69.1% Black, Asian and Minority Ethnic (BAME) students, 4.9% Other White, Irish and Gypsy/Irish Traveller groups and 24.4% White British. 1.5% have not provided their ethnic status. Of the BAME students, Pakistani learners are consistently the single largest group (15.3% of overall student pop) followed by African students at 13.2% and Caribbean students at 6.8% of the overall student population. See Table 2.

The differential between highest and lowest achievers\* has increased from 7.8% in 20/21 and 11.7% in 19/20 to 11.8% in 21/22 (\*where there are 100 students or more). In a different picture to last year, it is our White/Black Caribbean learners who record the poorest achievement rates followed by our Irish learners. Chinese, Pakistani and Other White learners record the highest rates. Our Other Black and Other Mixed Groups, which were the lowest performing groups last year, have seen falling achievement rates again this year (-0.1 % and -6.1% respectively) in 2021/22. All ethnicity groups, with the exception of Chinese learners and African learners (+8.2% and +0.5% respectively), have seen lower achievement rates this year compared

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

GENDER	AGE	20/21		21/22			
		Leavers	Achieve Rate	Leavers	Retention Rate	Pass Rate	Achieve Rate
Female	16-18	4,003	88.5%	3,885	89.1%	91.9%	81.9%
	19+	3,697	78.2%	5,376	92.0%	87.6%	80.6%
	All Ages	7,700	83.6%	9,261	90.8%	89.4%	81.1%
Male	16-18	4,363	84.5%	4,170	88.2%	89.5%	78.9%
	19+	2,415	78.8%	4,151	91.4%	87.3%	79.8%
	All Ages	6,778	82.4%	8,321	89.8%	88.4%	79.4%
Overall college		14,478	83.0%	17,582	90.3%	88.9%	80.3%

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

The overall college achievement rate in 2021/22 is **80.3%**. The achievement



to last year.

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

ETHNICITY	20/21		21/22			
	Leavers	Achieve Rate	Leavers	Retention Rate	Pass Rate	Achieve Rate
African	1,673	80.7%	2,330	93.9%	87.0%	81.2%
Arab	689	85.8%	925	94.1%	86.1%	81.0%
Bangladeshi	645	85.6%	758	90.5%	89.9%	81.4%
Caribbean	930	83.2%	1,203	88.9%	89.4%	79.6%
Chinese	45	82.2%	83	96.4%	93.8%	90.4%
Gypsy/Irish Traveller	6	83.3%	4	100.0%	75.0%	75.0%
Indian	488	81.6%	475	90.7%	88.6%	80.4%
Irish	51	82.4%	63	79.4%	86.0%	68.3%
Not Provided	235	85.5%	272	90.1%	88.6%	79.8%
Other	793	82.7%	1,086	92.3%	86.8%	80.1%
Other Asian	551	84.2%	773	91.6%	88.1%	80.7%
Other Black	440	78.0%	621	92.1%	84.6%	77.9%
Other Mixed	211	79.6%	257	85.2%	86.3%	73.5%
Other White	728	85.6%	801	90.4%	90.3%	81.6%
Pakistani	2,321	85.7%	2,707	90.2%	90.5%	81.6%
White British	3,856	81.8%	4,293	88.7%	91.0%	80.8%
White/Asian	269	84.8%	267	88.0%	87.2%	76.8%
White/Black African	115	85.2%	168	90.5%	86.8%	78.6%
White/Black Caribbean	432	80.6%	496	81.5%	85.6%	69.8%
<b>Overall College</b>	<b>14,478</b>	<b>83.0%</b>	<b>17,582</b>	<b>90.3%</b>	<b>88.9%</b>	<b>80.3%</b>

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

In most cases it is the 19+ learner rates that have adversely affected overall rates for each group. Many of our 16–18-year-old student groups achievement rates are below national rate, with the exception of Chinese (+5.4% above national rate), White/Black African (+4.0%), Arab (+3.7%), Other Black (+1.4%), Other (+1.3%) and African (+0.6%).

## Disability

In the same picture as last year 12.5% of students shared that they had a disability in 2021/22 (12.5% in 20/21 and 13.8% in 19/20). This remains an improvement on 16/17 figures of 10.3%.

In 21/22 the achievement gap between students who shared a disability or learning disability/difficulty and those who have not is slightly lower than last year, at 1.2%, compared to 20/21 at 1.5%, with the former group underperforming compared to their non-disabled peers. It is the 19+ pass rates that adversely impact overall rates, similar to 20/21. Rates for 16-18 disabled learners are equal to their non-disabled peers. See Table 3.

Where information on disability is not known, our 16-18 learners have performed poorly this year compared to last, although our adult rates have improved greatly. The work to encourage disability disclosure continues to ensure those students who may need adjustments or support are known to the college.

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

LLDD	AGE	20/21		21/22			
		Leavers	Achieve Rate	Leavers	Retention Rate	Pass Rate	Achieve Rate
LLD Yes	16-18	1,117	85.3%	1,136	88.1%	91.6%	80.7%
	19+	695	75.8%	1,052	90.5%	86.6%	78.3%
	All Ages	1,812	81.7%	2,188	89.3%	89.1%	79.6%
LLD No	16-18	7,211	86.5%	6,907	88.7%	90.6%	80.4%
	19+	5,397	78.8%	8,426	91.9%	87.5%	80.4%
	All Ages	12,608	83.2%	15,333	90.5%	88.9%	80.4%
LLD Unknown	16-18	38	92.1%	12	83.3%	80.0%	66.7%
	19+	20	60.0%	49	91.8%	97.8%	89.8%
	All Ages	58	81.0%	61	90.2%	94.5%	85.2%
Overall college		14,478	83.0%	17,582	90.3%	88.9%	80.3%

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

There were 218 **High Needs** leavers (84 learners) in 2021/22 and achievement rates were recorded as 81.2%. Although this is down from

## APPENDIX

A1

20/21, this is still significantly above the college achievement rate. The achievement gap has continued to narrow, which is now recorded at 2.4% with High Needs learner rates higher than their peers without high needs. The gap between our 16-18 High Needs learners and our adult High Needs learners has also narrowed this year (80.9% and 82.5% respectively), with the adult learners performing slightly better.

There were also 364 leavers (158 learners) who had an **EHCP** in 21/22 (279 of whom were 16-18 years). There is a positive differential in achievement rates with EHCP learners achieving rates 3.8% 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




45.8% of learners in 21/22 were 16-18 years.

The achievement gap noted in 20/21 (8.0%) has narrowed to 0.2% in 21/22 in favour of younger learners, a continuing theme over the last few years. Achievement rates for adults have improved compared to last year's rates, but the impact of Covid 19 and the return of exams are contributing factors to the decrease for younger learners.

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	20/21		21/22			
	Leavers	Achieve Rate	Leavers	Retention Rate	Pass Rate	Achieve Rate
16-18	8,366	86.4%	8,055	88.6%	90.7%	80.4%
19+	6,112	78.4%	9,527	91.7%	87.5%	80.2%
All Ages	14,478	83.0%	17,582	90.3%	88.9%	80.3%

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




### Free Meals in Further Education

In 21/22, 8.0% of leavers were in receipt of free meals in further education (FM). 20.5% of all 16–18- year-olds received free meals, an increase on last year (+9.7%).

The 8.8% achievement gap which arose in 20/21 with those students in receipt free meals out- performing their peers has narrowed slightly to 5.7% in 21/22. [See Table 5.](#)

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

FREE MEALS	AGE	20/21		21/22			
		Leavers	Achieve Rate	Leavers	Retention Rate	Pass Rate	Achieve Rate
Free School Meals	16-18	902	91.4%	1,373	92.8%	91.8%	85.2%
	19+	19	89.5%	35	100.0%	97.1%	97.1%
	All Ages	921	91.3%	1,408	93.0%	92.0%	85.5%
Not Free School Meals	16-18	7,464	85.8%	6,682	87.8%	90.4%	79.4%
	19+	6,093	78.4%	9,492	91.7%	87.4%	80.2%
	All Ages	13,557	82.5%	16,174	90.1%	88.6%	79.8%
Overall college		14,478	83.0%	17,582	90.3%	88.9%	80.3%




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

## Sexual Orientation

3.3% of students identified as Lesbian, Gay, Bisexual or as an 'other sexual orientation' (LGB+) in 21/22 (3.4% students in 20/21). 19.1% chose to 'prefer not say' or remained 'not known' which is an increase on 20/21 (15.7%).

Table 6 – Achievement rates by sexual orientation over 2 years

SEXUAL ORIENTATION	20/21		21/22			
	Leavers	Achieve Rate	Leavers	Retention Rate	Pass Rate	Achieve Rate
Bisexual	250	80.0%	313	85.9%	89.6%	77.0%
Gay	76	69.7%	102	91.2%	93.5%	85.3%
Heterosexual/straight	11,756	83.3%	13,619	90.4%	88.4%	80.0%
Lesbian	51	74.5%	53	88.7%	93.6%	83.0%
Not Known	8	87.5%	2	100.0%	100.0%	100.0%
Other Sexual Orientation	111	77.5%	113	96.5%	88.1%	85.0%
Prefer Not Say	2,218	83.2%	3,330	90.1%	90.5%	81.5%
Overall College	14,478	83.0%	17,582	90.3%	88.9%	80.3%

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

Achievement rates for our Lesbian and Gay + learners are above the college rate this year, with our bisexual learners being slightly below. There is a 3.0% differential between heterosexual learners and the lowest performing group, those who identify as bisexual, which is a significant improvement on last year. Work continues to create a safe visibility for learners of diverse sexual orientation.



## Religion and Belief

In the same picture as last year Islam is the most represented religion/belief with 37.8% of students identifying as Muslim. The next largest group is Christian with 24.2% of students followed by those who have no religion or belief, making up 18.3% of student population. Achievement rates for those

of 'Judaism' has been affected by very low numbers (two adult learners).

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

RELIGION / BELIEF	20/21		21/22			
	Leavers	Achieve Rate	Leavers	Retention Rate	Pass Rate	Achieve Rate
Buddhism	28	85.7%	41	97.6%	90.0%	87.8%
Christianity	3,899	83.6%	4,261	91.2%	88.9%	81.1%
Hinduism	92	81.5%	90	88.9%	90.0%	80.0%
Islam	5,307	84.4%	6,646	91.0%	87.9%	80.0%
Judaism	4	100.0%	2	0.0%		0.0%
No Religion Or Belief	3,083	82.0%	3,204	87.9%	89.6%	78.7%
Not Known	8	87.5%	2	100.0%	100.0%	100.0%
Other Religion Or Belief	378	78.6%	438	90.0%	88.6%	79.7%
Prefer Not To Say	1,448	79.4%	2,678	90.1%	90.6%	81.7%
Sikh	230	84.8%	220	90.0%	88.4%	79.5%
Overall College	14,478	83.0%	17,582	90.3%	88.9%	80.3%

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

## Carers

349 of BMet students in 21/22 were Carers. These students had rates of retention of 91.7%, 83.4% pass and 76.5% achievement, falling 2.3% below college rate.

## Achievement gaps

Table 8 shows achievement gaps between groups. 21/22 has seen a narrowing of gaps in achievement for the majority of groups from last year.

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Table 8 – Achievement gaps between groups over 5 years

	17/18 %gap	18/19 %gap	19/20 %gap	20/21	21/22
Between ethnic groups *	13.3%	9.4%	11.7%	7.8%	11.8%
Between disabled and non-disabled	0.5%	1.0%	0.6%	1.5%	1.2%
Between Free Meals and non-Free Meals	4.3%	0.1%	10.0% (+)	8.8% (+)	5.7% (+)
Between ages	3.5%	0.7%	13.1%	8.0%	0.2%
Between gender	0.1%	0.5%	4.8%	1.1%	1.5%
Between Care to Learn	2.3%	4.7% (+)	x	x	x
Additional Learning Support 19+ and non-learning support	2.0%	2.0% (+)	6.9% (+)	4.5%	1.7%
Discretionary Learning Support Fund (DSLFF) and non DSLFF**	0.1%	3.2% (+)	15.7% (+)	11.0% (+)	9.8% (+)
Ward uplift and non-ward uplift ***	1.5%	1.6%	2.5%	3.0%	1.0% (+)
Between carers and non-carers	20.1%	16.8%	6.2% (+)	5.0%	2.3%

\* 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 796 apprentices on programme and of these 300 completed in 21/22. The overall achievement rate at the end of the year was recorded at 65.3%, a significant increase on the previous year (55.2%). The pass rate is 93.3%, which demonstrates that the majority of those apprentices retained achieve.

### Gender

35.0% of apprentice leavers were female in 21/22 which reflects a 5.4% decrease from last year.




The gap in overall achievement rate between genders has narrowed in 21/22 to 4.2%, with male apprentices now recording a higher achievement rate

than female apprentices. Our 16-18 male apprentices are also now recording the highest achievement rate at 71.2%, breaking a trend of our older female apprentices having the highest achievement rate over the last few years.

See Table 9.

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

SEX	19/20		20/21		21/22	
	Leavers	ACH%	Leavers	ACH%	Leavers	ACH%
F	139	56.1%	148	62.8%	105	62.9%
M	229	52.0%	218	50.0%	195	66.7%
Grand Total	368	53.5%	366	55.2%	300	65.3%

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

### Ethnicity

The overall participation rate for Black and Minority Ethnic (BAME) apprentice leavers is 26.0% in 21/22. In a similar position to last year many BAME groups have rates which fall below college achievement rates, however the majority of these groups also have small cohort numbers. Our Bangladeshi apprentices (8 apprentices) have the lowest rates amongst our groups with a significant number of apprentices. Small numbers of apprentices in many cases adversely affected rates. Our largest group of BAME apprentices are Pakistani learners (35 apprentices). In 20/21 they had achievement rates above the college average but in 21/22 have slightly lower rates, now sitting at 60.0%.

Achievement rates between all BAME groups collectively are 56.4% compared to 62.6% for those of White apprentices, a gap of 6.2%.

### Disability

9.0% of apprentice leavers disclosed a learning disability or difficulty compared to 9.2% in 20/21. This figure remains below the rest of our student population which currently sits at 12.5%.

Achievement rates, adversely affected in 19/20 by Covid 19, have continued to recover with the most improvement for those who shared that they have a disability. Our disabled apprentices are now outperforming our non-disabled

apprentices with an achievement rate of 70.4%, an increase of 23.3% on 20/21. Work continues to explore support for disabled apprentices including for example the ongoing use of Cognassist which provides individualised support for students with different needs.

### Age

In 21/22 38.0% of apprentice leavers were 16-18 years, 38.7% were 19-23 and 23.3% were aged 24+.

The gap in achievement between age groups, which widened in 20/21, has narrowed with 19-23 apprentices recording an achievement rate of 62.9%, and 16-18 apprentices recording an achievement rate of 67.5%. These rates show signs that the affects Covid has had on apprentices is beginning to subside.

### Equality Monitoring

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

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

### Student Satisfaction survey

Student satisfaction is measured through the National Big Teaching and Learning Survey, A Level survey and college induction survey. Results are analysed for differential experiences across equality strands, sites, curriculum, and courses. Where the surveys highlight differences across groups, poorer rates are interrogated and follow up action plans implemented.

The following notes key findings from the Big Teaching and Learning Survey in 21/22:

- Students 'feel safe' both on site and on-line. Students' sense of safety on-site has decreased since last year with 96% of students either agreeing or strongly agreeing that they feel safe within the college (compared to 98% the previous year).
- A new question asked this year was if students knew how to '**stay safe whilst online**', of which 99% agreed or strongly agreed.
- In addition, students were asked if they knew '**how to report a concern**', of which 95% agreed or strongly agreed (compared to 96% the previous year).
- 94% said "**classmates behave well and show respect to others.**"
- Students agreed or strongly agreed that the likelihood to '**recommend BMET**' decreased to 93% from 97% the previous year. This was a consistent response across the college and an area being explored.

Monitoring takes an intersectional approach, with analysis undertaken by ethnicity, gender, Learning Difficulty and Disability. There are some areas of strong consistency and some differences between groups:

- Female students identifying as African, Caribbean and most mixed backgrounds including black ethnicity rate '**teaching**' at or above college average. The largest black ethnic group is African where ratings are 6 points above college average. Ratings by students identifying as 'White and Black Caribbean' are 4 points below college average but the volume is low and this variance represents just 4 students.
- Female Pakistani students rate '**teaching**' at a similar rate to the college average.
- Female Bangladeshi and Indian students rate '**teaching**' 3 points below the college average.
- Male students identifying as African, Caribbean rate '**teaching**' at 4 and 5 points below college average, respectively.
- Male Pakistani, Bangladeshi and Indian students rate '**teaching**' at a similar rate to the college average.

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- Ratings by students with learning difficulties or disabilities are generally similar or better than the college average. The most common learning difficulty is dyslexia and students' ratings are 4 points above college average. The most common disability is medical conditions such as epilepsy or asthma and these students rate teaching 1 point above college average. Students on the autistic spectrum rate teaching 1 point above college average.
- Analysis by age group shows that 19+ learners generally respond more positively than 16-18 with many ratings up to 5 points higher than college average. This may indicate a greater confidence and resilience possessed by 19+ learners, many of whom will be returners or significantly older, on Access to HE provision.

## APPENDIX

**Complaints**

46 formally recorded complaints from students or other stakeholders were recorded in 21/22, with 11 fully substantiated (24%). This is a large reduction in the number of formal complaints for 20/21 (84) and 19/20 (77). 5 complaints that were investigated were D&I related. Of these, 1 was fully substantiated, relating to student behaviour, and 1 was partially substantiated, relating to lack of appropriate support. After rising slightly last year due to the disruption of the pandemic, the number of complaints has returned to their downward trend this year, which has been seen over the last five years.

Complaints are analysed by ethnicity, gender and age of the subject of the complaints (either the complainant or the person someone is making the complaint for) as well as the nature of the complaint. Of all complaints in 21/22 where gender of the complainant was known more were female (22) compared with male (18). Where age of the subject was known, 28 were aged 19+ compared to 12 complainants aged 16-18.

Where ethnicity was known 47% of complainants were White British/English/Welsh and 40% were from BAME, Black, Asian and minority ethnic groups (11% not known/not given). This means there is a disproportionate representation of White British complainants compared to overall college population. 20% of subjects to whom the complaint related declared a disability. This is a significant increase on 20/21 when 10% of complainants

disclosed a disability and is an over-representation compared to the overall college population.

The most common types of complaints were categorised as 'curriculum/course' issues or 'staff' issues. Training packages have been created to address customer services issues and this is in the process of being rolled out to all staff.

20/21 saw a review of the complaints process which included an update of the optional D&I questions on the complaints form; introducing questions based on gender identity, sexual orientation, and religion/belief. Where gender identity was known, 36% of complainants gender identity was the same as that assigned at birth, and 4% of complainants gender identity was not the same as that assigned at birth (60% preferred not to say). Where sexual orientation was known, 33% identified as 'heterosexual' and 2% as 'other' (64% preferred not to say). Where religion was known, 16% identified as 'Muslim', 11% as 'No religion/belief', 4% as 'Christian' and 4% as 'Other' (64% preferred not to say).

**Students accessing pastoral support**

We monitor student engagement with our pastoral support services across colleges including the profile of students who access our counselling and mentoring services. Services continue to be crucial in supporting students with a range of matters and positively impact on their attendance, retention and achievement on courses and on individual's health and wellbeing.

Based on 196 students for whom we have information (119 counsellors and 77 mentoring):

- In terms of ethnicity engagement 55.6% of students were from a BAME group with 44.4% from a white group. This differs from the general student profile (69.1% and 29.3% BAME and White respectively) with white students being over-represented in numbers. The majority of ethnic groups were however largely aligned with overall student numbers; for example 8.5% of recipients of counselling and/or mentoring were Caribbean, and they make up 6.8% of overall student population; 3.7% of recipients identified as Indian and this group makes up 2.7% of overall student population. In a similar picture to previous years it is





our Black African students (13.2% of overall student community) who are underrepresented in terms of accessing pastoral support (7.9%). Achievement rates for this group do however continue to improve and sit above college rate. Pakistani students were slightly overrepresented making up 17.6% of students who engaged in mentoring or counselling (compared to 15.3% overall student numbers).

- Females continue to be significantly over-represented in student engagement with mentoring and counselling making up 72.6% of referrals (compared to males at 27.4%)
- 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.*

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APPENDIX 2 - Staff Workforce Profile 2022

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.

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The following data was captured on 30th September 2022 with 641 staff included in the data set. Professional Services (non-curriculum) staff constitute 264 employees, lecturers 281 employees and managers 96 employees.

Disclosure rates were noted as (+/- % from 2021):

- 100% for gender
- 87% for ethnicity (+1.6%)
- 64% for sexual orientation (-1%)
- 65% for religion or belief (-1%)
- 38% for disability (-1%)

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 57.4% of employees which reflects a small decrease from previous years (59.1% in 2021). 0.2% of staff identified as non-binary in 2022. The proportion of female staff is highest amongst professional services staff although like last year 2022 continues a pattern of 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		
	2022	2021	2020	2022	2021	2020	2022	2021	2020
Female	58.3%	59.8%	58.5%	54.8%	56.5%	57.1%	59.8%	61.6%	61.3%
Male	41.7%	40.2%	41.5%	45.2%	43.5%	42.9%	40.2%	38.1%	38.7%

In a very similar position to last year 56.0% of female staff work full time compared to 83.9% of all male staff.

Disability

There has been a slight further increase (+0.7%) in disability disclosure with 12.3% of the workforce now letting the college know that they have a disability or health condition. 1.7% of staff selected ‘prefer not say’ and the percentage of staff who have not shared their disability status is high due to non-completion of the self-service questions. See Table 2.

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Table 2 –Percentage of staff by disability over 4 years

	2022	2021	2020	2019
Disability	12.3%	11.6%	9.8%	8.4%
No disability	25.6%	25.4%	20.6%	13.6%
Not disclosed, incl 'prefer not say'	62.1%	63.0%	69.6%	78.0%

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

In the same picture as last year proportionately the highest percentage of staff who have let the college know that they have a disability or health condition are in Professional Services roles. The level of non-disclosures remains the highest for lecturing staff. See Table 3.

Table 3 – Percentage of staff (with comparison to 2021) by disability and job family in 2022

	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

In the same picture as last year the average age of a BMet employee is 46.1%. This age is largely consistent for managers (46.8) and lecturers (46.8) with Professional Services staff having a slightly younger age profile (45.2).

43.8% of the College's workforce is aged 50 and over, a 1.4% increase from 2021. (42.4% in 2021), In a change to last year our largest age cohort is now our 50-59 year group. 3.0% of staff (19 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

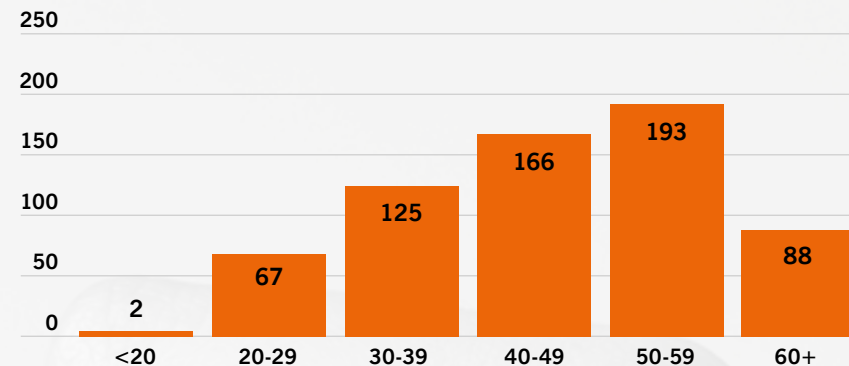


Table 4 sets out the age profile of the workforce by job family. There is some shift in 2022 with increases in the older age groups across all roles. BMet's younger staff and those who work beyond the age of 60 are more likely to be found in professional services roles.

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

Age Group	Manager	Lecturer	Professional Services	Overall
<20	0.0%	0.0%	0.3%	0.1%
20-29	0.6%	4.1%	9.5%	5.7%
30-39	19.2%	15.1%	12.7%	14.7%
40-49	30.9%	27.5%	20.2%	25.1%
50-59	39.4%	36.1%	33.3%	35.4%
60+	9.9%	17.3%	24.1%	19.0%

## Ethnicity

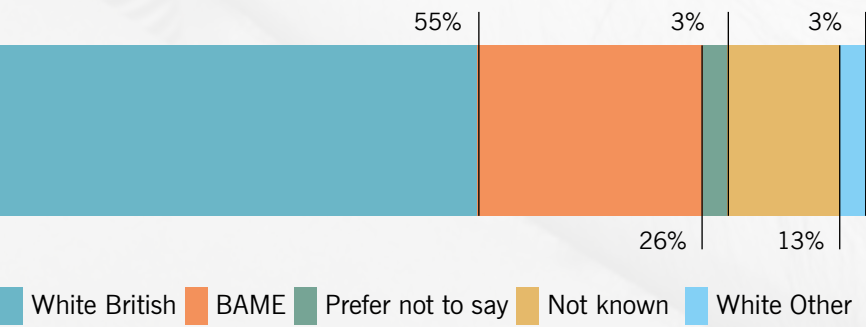
In 2022 54.6% of BMet's overall workforce identify as White British and 26.4% identify as Black, Asian or from a minority ethnic (BAME) background. The percentage of BAME staff as an aggregate group has seen a slight increase from 2021 (+0.6%) and a 6.5% increase from 2018. In a similar position to last year 2.6% of employees identify as White Other/White Irish. 13.1% of staff have not disclosed their ethnic status and 3.3% have selected 'prefer not say'. See Chart 2.

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Chart 2 - The percentage of staff by ethnicity



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The largest group of BAME staff identify as Asian or Asian British (14.7%) and specifically Indian (7.0%) and Pakistani (5.0%). The second largest group identify as Black or Black British (7.8%) and specifically Black Caribbean (6.4%). Percentages of overall workforce noted. See Table 5.

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

ETHNIC GROUP AND ETHNICITY	2022		2021	
	% 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	55.6%	14.7%	57.2%	14.7%
Black or Black British Includes Black Caribbean, Black African and Black Other	29.6%	7.8%	28.9%	7.4%
Mixed Includes White Asian, White/Black African, White/Black Caribbean	9.5%	2.5%	8.4%	2.2%
Other Includes Arab, Chinese, Gypsy & Irish Traveller, Any other ethnic group	5.3%	1.4%	5.4%	1.4%
Total	100%	26.4%	100%	25.7%

Like previous years the highest proportion of BAME staff is among teaching staff (33.1%) and the least ethnically diverse group of staff are managers (14.6%), as shown in Table 6. Dedicated activities to encourage the attraction and progression of BAME staff are ongoing and feature in BMet's Diversity and Inclusion Strategy for 2020-2024 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 (and numbers) by ethnicity by job family in 2022

2021	Manager	Lecturer	Professional Services	Overall
BAME	14.6%	33.1%	23.5%	26.4%
White British	71.8%	44.8%	58.7%	54.6%
Not known	11.5%	18.9%	15.5%	16.4%
White Other/prefer not to say	2.1%	3.2%	2.3%	2.7%

Working Patterns

In a similar picture to previous years 32.1% of staff overall work part time.

34.8% of professional services staff work part time (92 staff); 39.5% of teaching staff work part time (111 staff); whilst only 3.1% of managers (3 staff) work part time.

### Length of Service

The average length of service at BMet is 9.2 years, a decrease from 2021 to realign with 2020 figures. See Table 7 for the length of service by work family.

Table 7 – Distribution by length of service across work family

	Overall college	Manager	Lecturer	Professional Services
2022	9.2 years	9.2 years	9.3 years	9.2 years

### Sexual Orientation

In 2022 56.5% of staff identify as heterosexual; 2.3% of staff identify as Lesbian, Gay, and Bisexual or as 'other sexual orientation'. 5.6% choose to 'prefer not to say'. 35.6% of staff have not completed this section of the diversity and inclusion monitoring form.

The BMet staff satisfaction survey hosted in 2022 highlighted higher numbers of LGB staff and a 4.7% representation of the workforce. Work to improve disclosure rates incorporating an understanding of equality monitoring continues at BMet.

### Religion/Belief

4.4% of staff preferred not to disclose their religion or belief. 34.9% did not complete this section of the diversity and inclusion monitoring form. Of those staff who did let the organisation know about their religion or belief in a similar picture to last year the largest group identified as Christian 31.0%, 12.9% as having no religion or belief, followed by 7.3% Muslim, 3.6% Atheist, 2.3% Sikh and 2.3% Hindu.

### Leavers

78 salaried employees left the organisation both voluntarily and involuntarily during this reporting period (between January – September 2022). Of these 37.2% were male which is a lower proportion than the overall workforce profile of 42.6% for men. 12.8% had disclosed a disability which reflects the overall college rate of 12.3%.

Leavers are fairly evenly spread over the age groups, with the largest group falling 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 it is the youngest age groups which are disproportionately represented in the percentage of leavers; for example 20-29 years make up 5.7% of the overall workforce but 20.5% of leavers.

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

Age	Leaver Numbers	Leavers %	College profile %
>20	0	0.0%	0.1%
20-29	16	20.5%	5.7%
30-39	17	21.8%	14.7%
40-49	15	19.2%	25.1%
50-59	18	23.1%	35.4%
60+	12	15.3%	19.0%
Total	78	100%	100%

51.3% of staff who left the organisation identified as White British, 20.5% as BAME with 28.2% not known. See Table 9. In 2022 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 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

## APPENDIX

A<sup>2</sup>

College profile

Ethnic group	Leaver Numbers	Leavers %	College profile %
BAME	16	20.5%	26.4%
Not Known	22	28.2%	16.4%
White British	40	51.3%	54.6%
White Other	0	0.0%	2.6%
Total	78	100%	100%

In 2022 where religion and belief is known 30.8% of leavers identify as Christian, 6.4% with no religion or belief, 6.4% as Muslim and the next largest group 5.1% as Atheist; it is only the latter group which is slightly higher than college profile proportions. There are comparative percentages of those staff who ‘prefer not to say’ with 3.8% of leavers to 4.4% of the overall college workforce.

Where sexual orientation is known, 51.3% of leavers identify as heterosexual/straight and 6.4% as lesbian, gay, bisexual or ‘other sexual orientation’, the latter group significantly over-represented against the overall college workforce (2.3%).

APPENDIX





## Glossary of Terms

<b>BAME</b>	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	<b>LGBTQ+</b>	Lesbian, Gay, Bisexual, Trans and Queer. The + sign recognises the many other sexual orientations and gender identities
<b>BMet</b>	Birmingham Metropolitan College	<b>LLD</b>	Learning Disability or Learning Difficulty
<b>Care to Learn</b>	Students defined as young parents between the ages of 16-20 who qualify for extra support when undertaking a course	<b>NR</b>	National Rate
<b>D&amp;I</b>	Diversity and Inclusion	<b>SALT</b>	Shared, Ambitious, Lively and True. The Black Leadership Group Framework of characteristics and behaviours we should be instilling
<b>DSL</b>	Discretionary Learner Support Fund which includes financial and learning support	<b>Timely achievement</b>	Where apprentices achieve on or before their planned end date (or no more than 90 days after)
<b>FE</b>	Further Education	<b>TLA</b>	Teaching, Learning and Assessment
<b>FM</b>	Free Meals in Further Education	<b>Trans+</b>	Transgender; the + denotes other groups who may fall into or beyond this category, for example those who are intersex, asexual, queer
<b>HE</b>	Higher Education	<b>Ward Uplift</b>	This refers to postcode areas of disadvantage
<b>High Needs Learners</b>	Young people aged 16 to 25 with learning difficulties and/or disabilities who require additional support to help them progress and achieve		
<b>Leavers</b>	The number of qualifications undertaken by students; 1 student may take a number of qualifications and are therefore represented more than once in the data		
<b>LAC</b>	Looked After Children; children or young people up to the age of 18 who are in care		

### GLOSSARY

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