BMet Diversity and Inclusion
Annual Report
2023

BMet

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About us

BMet is a large Further Education College with approximately 10,000 students located over three main campuses across Birmingham each with specialist provision aligned to the region's strategic and economic priorities. Over two thirds of our students come from the most deprived wards in Birmingham and therefore for the UK. We are a fiercely proud of our minority majority student population representing the City's multicultural and vibrant community. We are firmly focussed on raising aspirations and improving life chances for young people and adults in Birmingham and its borders.

Diversity themed artwork designed by students as part of a live brief project. Installed at Matthew Boulton.

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FOREWORD

We are pleased to present this year's Diversity and Inclusion (D&I) Annual Report which contains information on the work we have undertaken to advance equity, 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 2023.

As we come to the end of our 4 year Diversity and Inclusion strategy we reflect on the progress we've made and importantly on the work still to do. We have had a number of key initiatives around our student and apprenticeship experiences; improving student and staff engagement and progress and encouraging high aspirations for all. We've continued our work to be an anti-racist college and extended our relationships with other education providers, employers, and community and civic organisations to support our people into employment or further learning, meet the skills needs of the region and strengthen our social value.

Our autumn term 2023 set the scene for a wide range of consultation activities on where we go from here. We heard from student councillors and their peers, from governors and staff through our employee engagement workshops and networks, parents, carers and guardians and our employers and partners. We heard from those irrespective of their interest and commitment to diversity and inclusion as we asked what our focus for the next four years should be, what has worked well and which areas need more, or fresh, attention. We very much look forward to sharing our new strategy for 2024-2028 with you and in the meantime hope you enjoy seeing what we've been up to in 2023.

Pat Carvalho
Principal and CEO
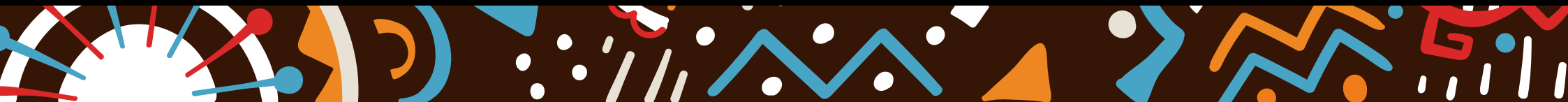
HIGHLIGHTS OF 2023

- Leaders consistently ensure **D&I is at the heart** of the college through our clear Diversity and Inclusion Strategy, anti-racism objectives and supporting action plans. We continue to use our High Performing Teams and SALT framework to develop the behaviours to drive culture change.

- Extended our relationships with a range of local and regional stakeholders; working with employers and partners to bring benefit to our local communities, leading the **Colleges West Midlands Race Equality** work and hosting some key events across the year including a Dutch Council for Vocational Education visit.

- Delivered a coherently planned, sequenced and **ambitious curriculum** that is co-produced with employers to meet their needs and that gives learners the skills they need.

- A strengthened **collaborative approach** across the college ensuring a more consistent experience for all learners.

- Significant improvements in provision for **High Needs, EHCP and SEND** students ensuring good experiences and outcomes; including Supported Internships which encourage the ambitions of our learners.

- Launch and engagement of the **BMet Learning Academy**, a digital academy ("virtual Duke of Edinburgh") for all students, facilitating wider learning and enhancement of skills including e.g., Mental Health and Wellbeing, Employability and Dyslexia Awareness.

- **Staff Development framework** and a professional journal approach which has built staff skills and knowledge of inclusive practice.

- Improvements in **English and Maths** structure; ensuring learners who take English and maths alongside their study programme make progress from their starting points which is better than their counterparts nationally and regionally, ensuring learners are better equipped to take desired progression routes.

- A new **Tutorial Strategy** and **Enrichment Strategy** providing learners with a rich and diverse experience which seeks to raise aspirations, develop broad skills, build resilience, promote positive behaviours, challenge mindsets and ultimately lead to achievement and progression.

- A **New TLA Strategy and pedagogical approaches**, ensuring an inclusive and anti-racist curriculum which improves the experience, skills and attainment of all learners.

- Further improvements in our physical and virtual **environments** with new areas to serve student's interests and needs; including student lounge and relaxation areas.

- **'Good' Ofsted rating** awarded further to inspection in October 2023 with Ofsted stating "Leaders and managers have created a culture that promotes diversity and inclusivity".

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 have been supported by comprehensive action plans, working groups and cross college collaboration. The College has continued to further advance equality, diversity and inclusion 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 the additional updates for actions with deadlines before 2023 as well as those for 2023/2024. You can find what we have done to date in our other annual reports. See here.

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
The implementation of the Carer's passport has been delayed and is scheduled for release in 2024 alongside a dedicated space on the Learner Landing Page for Carers to access routes of support. We worked with St Johns ambulance who delivered first aid taster training to our young carers; with the view to extend to a full course to our students who are young carers.

What the impact has been
We have much better sight of our student carers and those unknown to us can seek support available.

Rates of retention for carers in 22/23 were good. The gap in achievement rates between students who are carers and their peers narrowed to 1.8% in 2023.

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 signed up to the Care Leavers Covenant and have developed an offer for Care Leavers based on the pillars of the covenant including support into employment. We proactively advertised BMet vacancies to our Care Experienced students through a digital poster campaign and Care Leaver jobs board.

In 2023 all staff engaged in mandatory training on trauma informed practice and positive behaviour management.

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

Staff take a trauma informed approach in their work for example seeking to understand the triggers around behaviour. We understand the difficult experiences that many care leavers have faced and have been proactive in offering support into employment.

OBJECTIVE

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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:

- We have been instrumental in the specific workstream of the Colleges West Midlands Race Equality Group focused on increasing BAME representation in Apprenticeships
- We continue to annually sponsor and support the Greater Birmingham Apprenticeship Awards and the BAME Apprenticeship Awards. We continued to host apprenticeship seminars with e.g the Greater Birmingham Chamber of Commerce and the West Midlands Women's Voice
- We became members of the BAME Apprenticeship Network
- We engage female staff and student role models to promote courses, e.g., rail engineering
- Recruitment actions are a standing agenda items for BMW, Birmingham City University, Food & Drink and Rail Company meetings

- In 2023 we showcased various construction opportunities and pathways at the UK's largest build environment event, UK Construction Week held at the NEC.

What the impact has been

The overall participation rate for Black and Minority Ethnic (BAME) apprentices is 33.6% in 22/23 which reflects a steady year on year improvement although falls short of our 2024 target of 40%. We have improved representation of apprentices who have let us know they have a disability or difficulty to 10.1% although still under target.

There has been no improvement in the representation of males in health and social care and childcare in 2023, recording rates of 9.5% and 1.6% respectively. Women in engineering and digital technology record representation rates of 8.3% and 15.6% respectively and fall below our target.

Representation of females in construction has seen declining rates (2.0% in 2023). Consideration of future activities for all occupational areas form part of our planning for our 2024-2028 Diversity and Inclusion Strategy.

Advances in English and Maths

We know that English and maths skills play a vital role in our learners' chances of success on their current course and in the future. In 2023 we implemented a new structure so that learners who are resitting GCSEs benefit from discrete classes with a subject specialist of 3 one-hour sessions a week for each subject to further build on the skills developed in school. These classes are organised by vocational areas so that learners see it as an integral part of their study programme. Vocational areas have developed strong working relationships with the English and Maths departments allowing for a joined-up approach to monitoring. This has helped increase attendance in lessons.

Alongside we launched '4ward Together' and 'Trending 10' initiatives to support with the embedding and development of English and maths skills in vocational and technical delivery for all learners and apprentices (beyond level 2/ GCSE). Our vocational staff are able to demonstrate in lessons the importance and value of obtaining GSCE qualifications in key subjects by embedding the trending weekly themes.

Our results show that learners who take English and maths alongside their study programme make progress from their starting points which is better than their counterparts nationally and regionally. Attendance in Maths and English continues to be a focus for the next academic year to improve consistency across college to give our students the very best chance of success.

James Watt students crowned champions at the Regional FE Mathematical Challenge.

1.4

We will do this by

Heighten awareness of those groups of students and apprentices performing less well than the college average and implement a range of relevant strategies from the start of the programme to help close the achievement gaps and allow all students to achieve their potential. (Link to Quality Improvement Plan):

- Work with teams through the quality framework to identify early indicators of gaps and agree and implement relevant actions to support 'at risk' groups.
- Triangulate in year data including student voice, attendance, retention, progress and destination data to monitor progress of students identified as at risk from priority groups
- Enhance current CPD opportunities to support closure of gaps in outcomes

We know we have done this when

Tracking, monitoring and interventions are applied.

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

What we have done

We have embedded as usual practice the 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 2023 we redesigned our student induction programme to ensure a consistent approach across the college to establishing starting points. This was supported by essential training for all staff on how to effectively use starting point information to support students to achieve.

We also designed a new tutorial programme and recruited 3 tutorial facilitators. This supports the early identification of retention risks and provides another mechanism to recognise areas of concern and engage timely interventions.

In 2023 we extended our Realise Mentoring Project beyond BAME students to those who were identified as at risk of dropping out. 30 learners across sites were mentored by staff volunteer mentors.

To address poor attendance in English and Maths we created and appointed Heads of English and Maths to strengthen cross college collaboration, quality and consistency. We appointed a Deputy Departmental Manager role, improved collaboration of English & Maths teams and Vocational lecturers. We revised the delivery model to 3 one-hour sessions of learning for study programmes to increase engagement in lessons.

We developed a sustained programme of CPD across the entire academic year through the Professional Development Framework. Our Professional Development opportunities, 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; 206 staff engaged in TLA related training including on the new Pedagogy Framework and learning strategies and refresh on systems used to effectively support at risk learners and learners with EHCP.

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 22/23 declined and the achievement gap* between ethnic groups was recorded at 9.1%, an improvement from 11.8% in 21/22 (from 7.8% in 20/21 and 11.7% in 19/20) (*where there is 100 students or more). Work is ongoing to narrow the gap for other groups for example our LGBTQ+ learners, and learners who have a learning difficulty. The gap between ages has narrowed to 0.2%.

There is joint working to engage students in English and Maths. There is raised awareness of vocational and technical delivery staff of the English and Maths curriculum content and good practice approaches to support integration in vocational course content. We improved attendance in English and Maths.

Our learners consistently achieve highly, particularly those in postcode areas of disadvantage.
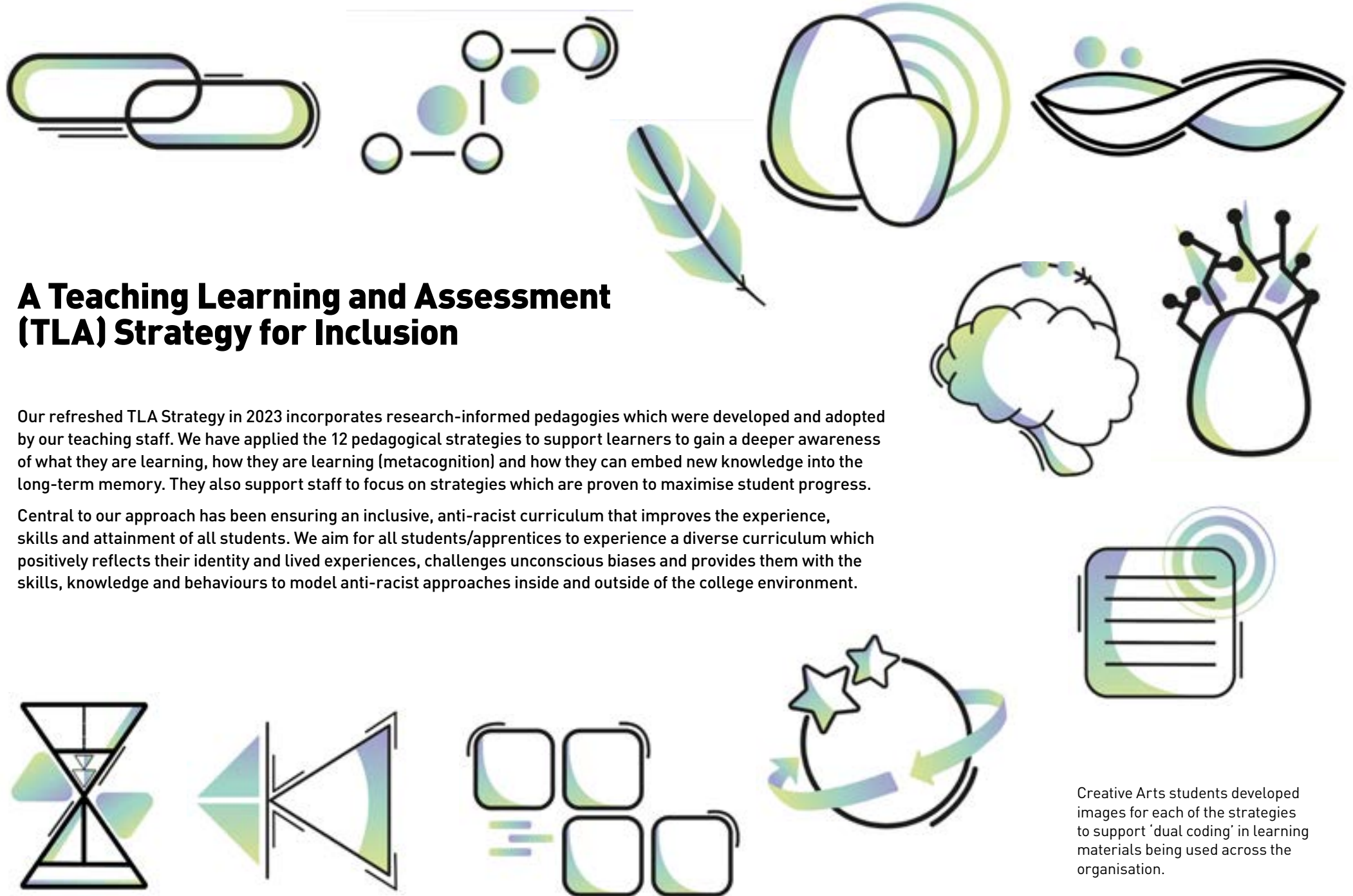
A Teaching Learning and Assessment (TLA) Strategy for Inclusion

Our refreshed TLA Strategy in 2023 incorporates research-informed pedagogies which were developed and adopted by our teaching staff. We have applied the 12 pedagogical strategies to support learners to gain a deeper awareness of what they are learning, how they are learning (metacognition) and how they can embed new knowledge into the long-term memory. They also support staff to focus on strategies which are proven to maximise student progress.

Central to our approach has been ensuring an inclusive, anti-racist curriculum that improves the experience, skills and attainment of all students. We aim for all students/apprentices to experience a diverse curriculum which positively reflects their identity and lived experiences, challenges unconscious biases and provides them with the skills, knowledge and behaviours to model anti-racist approaches inside and outside of the college environment.

Creative Arts students developed images for each of the strategies to support 'dual coding' in learning materials being used across the organisation.

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, disability and gender.

The latest destination data (2022) shows the gap between male and female students with positive destinations has almost closed (Male at 84% and Females at 85%). This includes a narrowing of gap with those progressing into full time employment (23% males; 25% females). A higher proportion of male students (35%) progressed into Further Education than female students (26%). More females (13%) continue to progress onto Higher Education than males (10%).

80% of our learners with High Needs continued in FE and 6.3% of our learners with an EHCP went

to HE compared to 14% of 16-18 counterparts.

In a similar picture to last year, when comparing destinations by ethnicity, a higher proportion of BAME students progressed into HE (13%) compared to their white peers (10%) and into FE (35% and 23% respectively). However, a higher proportion of white students progressed into full time employment than BAME students (38% white; 16% BAME). This can be partly attributed to those on ESOL programmes continuing study.

For Higher Education BMet is 4.7% above the national average in getting students into a university of their choice. In 22/23 808 BMet students progressed on to university. Our largest cohort of students progressing into HE are Asian students and it is our Black students who have the highest acceptance rate of all groups, 82% of 200 applicants progressed.

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 disabled students.

The HE destinations of BMet students continues to be mapped and shows progress in the variety of HE institutions successfully applied to.

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. (Link to Quality Improvement Plan)

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

What we have done
We worked with external specialists including SEND Centres of Excellence who led a curriculum review.

We redesigned the Inclusive Support team and functions, introducing new roles to best support students and adding a career structure for staff working in the department. We now have: Higher Level Teaching Assistants; a dedicated EHCP Coordinator; Inclusive Support Leads; LSA for apprentices; trained staff with specialisms at each site; and a careers advisor with a SEND specialism.

Inclusive Support leads and Higher Level Teaching Assistants have been allocated specific curriculum areas to ensure clearer communications. Leads attend each college's weekly teaching and learning meeting and Termly Review Boards to ensure progress of individual students is being monitored at the appropriate level. Strategies are entered on Pro-monitor on how to work with students with a variety of inclusive needs.

Inclusive Support is a standing agenda item at Curriculum and Quality meetings and we introduced half termly Departmental Management meetings to review the Inclusive Support action plan, discuss progress and impact to date.

282 staff engaged in Building Better Experiences CPD day in Jan 2023 exploring the social model of inclusion and 25 flips recorded how staff planned to embed accessibility in their department.

What the impact has been
There is an improved awareness of students with inclusive needs and a much closer working relationship between tutors and LSAs ensuring that support is consistent.

We identify learners with SEND that do not have an EHCP and work together to agree the most effective way to support. We prepare students for their next steps including development of independence and accessing appropriate Work Experience Opportunities.

In 22/23 12.5% of students had a disability and achievement rates were 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.

"I enjoyed learning about new ways we can promote inclusivity to support the students".

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

We appointed a Head of Foundation Learning to ensure a consistent curriculum offer and learner experience. See 1.6 for details of change to Inclusive Support Structure and roles. We also introduced several new processes and ways of working to support a good and consistent student experience at BMet for those students

with EHCPs and/or have high needs, including:

- Introduction of Inclusive Support Open Events. We enhanced the enrolment experience by facilitating joint interviews with curriculum and Inclusive Support having discrete enrolment dates for students with EHCPs

- Improved our relationships with schools and have a closer working relationship with Birmingham Communication Autism Team

- Improved communication between curriculum and Inclusive Support resulting in quicker intervention where required and constant focus on students with EHCPs.

- Introduction of pen profiles to improve the quality of information to support students' transition to college.

- Improvements in reporting and tracking system for students with EHCPs ensuring we have easy sight and access to students and their targets

- Introduction of a multi-disciplinary approach; setting, confirming, and reviewing student progress against targets (4 mandatory check points per year)

- Training for specified teaching staff who work with learners with EHCPs and training for Learning Support Assistants on metacognitive strategies.

- Introduction of vocational taster pathways for Foundation Learning students and Supported Internships

- Introduction of enrichment activities for SEND students including gardening, cooking and singing clubs.

What the impact has been

Improved transition for students and sharing of information relating to students' inclusive support needs. We have improved the quality of information prior to students starting their course to inform starting points, any support and teaching strategies in a timely way. Staff have a greater awareness of student's needs.

Staff really get to know their students, their starting points and how they prefer to learn, ensuring resources are appropriate and meet needs.

Learning strategies are engaged consistently and there is improved tracking of student

progress against individualised TARGET ACTION IMPACT targets and clear linkage to EHCPs. Preparing for adulthood outcomes are alongside academic progress.

Department Managers and Directors have greater ownership of students with EHCPs. This has resulted in improvements in retention and achievement. In 2022/23 retention for High Needs students was recorded at 93.5% and for EHCP students 92.5%. Achievement rates for High Needs students were 78.6% and those with EHCPs 78.5%. In 22/23 the achievement gap between High Needs learners and their peers has further narrowed to 1.3% although it is High Needs learner rates which are now lower than their peers without High Needs.

Positive feedback from students and parents involved in the multi-disciplinary approach meetings.

Improved student experience for those with EHCPs.

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
We undertook a 'Deep Dive' into our ESOL Provision which involved a review of ESOL curriculum's intent, offer and design. This led to:

- A broader curriculum offer including vocational/employability, maths, digital and study skills supporting students into employment and further learning

- Changes that aid clear communication within the student journey: IAG, Applications, Enrolment, Support Services, etc. A triage is now fully established for all prospective ESOL students: prior to enrolling, students receive a

face-to-face interview and a free writing assessment

- An improved process to accurately identify learners starting points. ALS planned and implemented to support those students identified as 'at risk'

- A new Individual Learning Plan for ESOL learners

- Implemented and monitored the impact of a centralised Scheme of Work across ESOL provision through audits, Walk Throughs and Learning Walks

- Engagement with National Careers Service to support career progression for ESOL learners Work took place with curriculum areas to identify and provide volunteering opportunities for adult ESOL students within the college.

What the impact has been
The ESOL deep dive highlighted significant improvements in culture and collaboration and some movement in the overall quality of TLA since 2022.

The ESOL curriculum is designed with a student programme approach to encourage students to develop maths, digital and employability skills through a broad curriculum offer. Students are supported to develop their language skills, settle into life in the UK, improve their cultural capital and improve their employability prospects to support progression.

Further improvements have resulted in:

- Strengthened progression routes for ESOL students onto other provision at BMet, including within HE.

- Positive student feedback on their learning experience in the Adult Survey

- Positive student feedback on student progress in the majority of sessions.

ESOL rates of retention and achievement are sitting above college rate at 81.4% and retention at 94.2%.

OBJECTIVE

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1.8b

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 further improved our apprentices' experience through:

- The engagement of Pro-Engage which has helped with apprenticeship sign ups and workflow giving better sight of the data.

- The implementation of a BI dashboard for tracking apprentices' progress at assessor, manager and employer level.

- A digital induction programme which consists of courses online to be completed independently at own pace and managed around work and other commitments. There are a variety of courses which include Stay Safe Online, Fundamental British Values and Cyberbullying and acquired knowledge is discussed during progress reviews.

What the impact has been
The very large majority of students and apprentices experience highly positive earning experiences. 97% of students/apprentices agreed or strongly agreed that the teaching on their course is good and 98% of students stated they are learning new skills. This has ensured these students and apprentices are developing a range of skills, knowledge and behaviours which will be central to their success within employment or further academic study.

We track satisfaction rates for apprentices who have shared with us they have a disability, health condition or learning difficulty. 82% report feeling safe (compared to 78% non-disabled peers); 73% know how to access support to help them achieve (compared to 66%); 100% say they feel supported and 72% have enjoyed their apprenticeship (compared to 77% for non-disabled for both statements).

1.8c

We will do this by
Engage part time adult learner for consultation on college experience, implementing and monitoring suggested actions for improvement.

We know we have done this when
Improved rates of retention, achievement and satisfaction for adult learners on part time courses.

What we have done
ESOL qualifications make up the largest volume of part time adult learners (with 1792 leavers in 22/23, followed by 1258 enrolments in basic English and maths). See 1.8a for work around improving our ESOL learner experiences. Adult learners are also found on:

- Access to HE programmes (199 leavers in 22/23).

- Rail Engineering provision (rail track maintenance) 106 enrolments on rail Engineering at L2 in 22/23.

- SWAPs, Sector Gateways and short course delivery to unemployed adults. BMet is the largest college provider of SWAPs in the WMCA region, with 219 enrolments and 22 SWAPs in

22/23 . Following feedback from the WMCA the curriculum is planned to ensure that learners are ready to move onto their next level of development.

What the impact has been
Our adult rate of retention is 88.9% compared to 16-18 rates of 88.5%. Achievement rates in 22/23 for adult learners are above overall college rate.

In terms of satisfaction responses have largely been positive across the college, with most questions scoring around 90% for agree/strongly agree. The highest rated questions include "I feel safe when I'm at college" (96.6% agree/strongly agree) and "Teaching on my course is good" (92.8%).

BMet Be Brilliant Staff Development Day

In June 2023 the College hosted a BMet Be Brilliant Conference and 388 staff benefited from keynotes on the Inclusive College, High Performing Teams, Generation Z to A, Communities of Practice and shared experiences of 2 key note speakers touching on bias, discrimination, resilience and power.

Workshops included: Developing an Anti-Racist Curriculum and Practical Ways to be Inclusive (Supporting Neurodiverse Colleagues and Learners)

Keynote Speaker
Shrouk El-Attar

Keynote Speaker
Anthony Bennett

Keynote Speaker
Geoff Petty

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

2.1

OBJECTIVE

2

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

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 continued our extensive staff development offer which extends far beyond mandatory D&I training at college.

Staff continued to engage in opportunities to build cultural competence around a range of subjects and a personalised approach is encouraged through the introduction of Professional Journals. In June 2023 the College hosted a BMet Be Brilliant Conference and 388 staff benefited from keynotes on the Inclusive College, High Performing Teams, Generation Z to A, Communities of Practice and shared experiences of 2 key note speakers touching on bias, discrimination, resilience and power. Workshops included: Developing an Anti-Racist Curriculum and Practical Ways to be Inclusive (Supporting Neurodiverse Colleagues and Learners); 267 staff engaged in a Professional Learning Community showcase and sessions on sexual

harassment, trauma informed practice and positive behaviour management.

"It was most valuable gaining a different perspective on the challenges faced in today's society and how we can help our learners more effectively"

Our Equalitea and Talks and continuing work with the Student Commission for Racial Justice and Leaders Unlocked offered us our student perspective. We hosted the Colleges West Midlands Student Summit in May 2023 which involved 50 students who explored the experiences of those of mixed heritage shaping the activities for colleges in 2024. Over 1000 BMet students completed the Student Commission for Racial Justice annual survey.

We improved the staff induction for our hourly paid associates with 7 virtual sessions created and a version of the Staff Handbook published.

What the impact has been
Our full staff survey in Sept 23 noted that 90% of staff agreed that BMet is a diverse and inclusive organisation.

An increasingly confident and skilled workforce which is having a positive impact on learners' experience noted in the student satisfaction survey in 2023 including:

- 91% students would recommend BMet;
- 97% said teaching was good;
- 94% feel safe;
- 93% said "classmates behave well and show respect to others"
- 93% Teachers use different ways to help them learn.

Students' responses are statistically very similar regardless of sex, gender, religion, disability, learning difficulty, disadvantage

(by Postcode or Free School Meals status) or 'Looked After' status. In terms of teaching quality, students of all ethnicities rate their experience very similarly. Within the Teaching and Learning Survey:

- 97% agreed or strongly agreed with 'We are passionate to see our students achieve their full potential.'

- 97% agreed or strongly agreed with 'We celebrate equity, diversity and inclusion.'

- 96% agreed or strongly agreed with ' We create an environment that is ready, respectful and safe.

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

Our hourly paid associates benefit from the new staff induction in line with salaried staff and are quickly familiarised with BMet culture of Ready Respectful Safe and our working practice.

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 20 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 embedded in Staff Professional Development Objectives. Staff have worked in professional learning communities to develop inclusive strategies and teams have showcased the outputs of their D&I work. Examples across areas include:

- IT and data - improving knowledge of assistive technologies for those with learning disabilities
- English - developing an inclusive anti-racist scheme of work for English GCSE
- ESOL – supporting students to access induction in their own language

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

Building an Anti -Racist College

The College continued work in 2023 with the Black Leadership Group, Birmingham Race Impact Group, Leaders Unlocked and the Student Commission for Racial Justice. We have integrated the four strands of activity from the 10 Point Plan identified: 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.

Saluting our Sisters display across all colleges

Several notable events were held in 2023:

- BMet students continued to work with the Student Commission of Racial Justice and were involved in the development of Leader's Unlocked "We are the Change" animation

- Over 1000 BMet students responded to the Student Commission of Racial Justice survey which shapes the College's action plan

- BMet hosted the Further Education Summit with 50 Mixed Heritage students from across the regions' colleges coming together to make recommendations to support achievement

- Staff were active across all workstreams of the Colleges West Midlands Race Equality Group, including increasing representation of BAME apprentices, improving the ethnic diversity of the FE workforce, improving outcomes for our Mixed Heritage 16-18 learners and our Adult Learners of Black African and Asian heritage. New workstreams in 2023 involved an Aspiring Leaders programme and development of training and resources to support cultural understanding

- Promotion and support of a celebratory event to mark a new partnership of Irwin Mitchell LLP (Birmingham) and BILA Law Academy 'Celebrating Black Men in Law'

- 12 rounds of Equalitea and Talks throughout the year focused on different aspects of race equality

- Salute Our Sisters video campaign and on site banners for Black History Month

- Staff racial literacy focus group exploration of Ramadan

Leader's Unlocked conference

Reach for the Stars career focussed event with Black professionals

New partnership of Irwin Mitchell LLP (Birmingham) and BILA Law Academy 'Celebrating Black Men in Law'

The Power of Role Models

"I find being part of Bila Law Academy really empowering as a Black female aspiring to make her mark in the legal profession. Seeing people like me in top positions today, makes me feel more confident that I can make it as a Barrister. I am so glad I came to such a positive event today."

Chiyna-Marie, a Law, Psychology and Criminology A Level Student

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
We have continued our Staff and Student Awards Ceremonies including a D&I staff award recognising inclusive practice at college. Our student awards in 2023 were held at Aston Villa Park.

OBJECTIVE

2

What the impact has been
Inclusive practice and behaviours are celebrated and modelled. In 2023 our full staff survey completed by 420 employees reported that 86% of staff say they are proud to be a member of staff at BMet. Celebrating and recognising staff achievements, praising staff and positive

encouragement was noted as the top theme of things for 'One thing to CONTINUE' (staff survey 2023 – 420 responses).

PREMIUM QUALITY

Another golden year for BMet's careers service

In 2023 BMet were **4.7%** above the national average in getting students into a university of their choice. In 2023 **808** BMet students progressed on to university, one of the largest UCAS cohorts in the UK. These figures reflect our strong partnership with HE institutes who support our students with large HE fairs at each college, with over 30 universities attending. HE institutes attend BMet every week from October to January to support students in their personal statement writing and HE finance applications. We have had enthusiastic involvement in the Developing Local Provision (DLP) project to support SEND students from becoming Not in Education Employment or Training. 35 BMet students have taken part in the Work with Me programme accessing bespoke work experience; 3 EHCP students have gained high levels of confidence for their Supported Internships; this success has led to a nomination for an Excellence award from Birmingham Careers Hub and a gift of £12,000 worth of careers materials for use with SEND students from Talentino launched in September 2023. All 201 EHCP students were offered priority careers interviews with level 6 qualified careers advisers. 99 attended and were supported with making decisions around their next steps.

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
We implemented changes in our approach to staff recruitment as part of our Staff Recruitment Project.

We have been a major contributor to the Colleges West Midlands Race Equality working groups including the workstream focused on creating a more diverse FE workforce. We have collaborated on developing a best practice guide and a Working in FE video showcasing the kinds of roles available.

We have piloted a future leaders programme for BAME staff which includes a senior leader sponsor and reverse mentoring.

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 (October 2023) recorded:

- 29.9% identify as Black, Asian or from a minority ethnic (BAME) background (37.2% of lecturers)

- 18.4% of managers are Black, Asian or from a minority ethnic background

- 14.1% of employees let us know they have a disability, health condition or neurodivergence

See Appendix 2

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
We continue to pay our employees at least the Real Living Wage. Accreditation with the Real Living Wage Foundation is outstanding and will be reviewed going forward.

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

OBJECTIVE

3

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 have further developed partnerships to inform understanding of our local context and local action. We joined the SEND Co-Production Champion Group for Birmingham. In 2023 we were selected by the Association of Colleges as one of 5 colleges to showcase our work around D&I to the Dutch Council for Vocational Education.

We are a key player in the Colleges West Midlands Group of 11 colleges led by BMet's principal leading the work on shared challenges of the sector. We have delivered sessions to other providers on a range of subjects.

Our staff continue to work collaboratively in Professional Learning Communities and action learning sets. In 2023 our communities of practice included 'Starting the year with an inclusive, anti-racist curriculum', 'exploring the diversity of plant hunters in the UK', 'Understanding how to support SEND learners and strategies for maximising success'.

What the impact has been
We share our good practice and continue to learn from others.

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.

3.4

We will do this by
Achieving Disability Confident Leader status. Action plan implemented.

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

What we have done
We enacted our action plan for leader status leading on planning for a Disability Festival for Birmingham.

We reported on our Disability Pay Gap for the first time.

What the impact has been
We have advanced our rates for those staff who let us know they have a disability, impairment or condition, moving from 2.7% in 2017 to 14.1% in 2023. We have supportive mechanisms in place to ensure our disabled people are able to work well.

3.5

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

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

What we have done
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. We recognise that LGBTQ+ inclusion demands ongoing attention in light of the socio-political context and new cohorts of learners.

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 has slowly increased to 4.8%. The achievement gap which had significantly reduced widened in 22/23. LGBTQ+ diversity and inclusion remains an area of focus for the college.

In good company... BMet Employer Partners

3.7

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.

An important part of Birmingham Tech Week was embracing diversity to enriching the Tech industry. At a Women in Tech Roundtable held in October a group of students from BMet worked with tech company 'Advanced' to discuss and develop a broad range of new and creative ideas.

The D&I employer award is presented at the H.E Awards and we are now patrons of the Multicultural Apprenticeship Awards.

We have integrated D&I in all employer boards across sites.

We have an increasing focus on coproduction of curriculum through stakeholder input – for example Using our Greater Birmingham Skills Academy model and new employer boards to help shape curriculum design; The construction employer board has been instrumental in the co-design and elements of co-delivery in the creation of the Groundworks curriculum and training programmes.

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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.

Partnerships and Projects

In 2023 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 has excellent relationships, and works closely with, West 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 2023 we have had a host of industry placements which showcase students' talents:

- Testament to our excellent relationship with DWP our SWAPS have resulted in 150 job offers for students. Sigma Finance won Large Employer at the WMCA Adult Skills Awards as a result of work with the college

- BMet was presented with the Outstanding Contribution Award for the involvement in the DLP project supporting BMet students with SEND with bespoke work experience opportunities

- Art and Design students and staff at Sutton Coldfield hosted an Erasmus visit. 30 students and staff from colleges in Turkey, Italy and Spain attended workshops and cultural visits as part of the Role of Youth in Social Justice programme

- Sutton performing arts students took part in the teen summit hosted by BBC 5 Live to discuss what it is like to be a teenager in Britain in 2023. Feedback on the day highlighted the 'super star' performances of our students

- Key construction industry workers joined forces with BMet at a pioneering regional breakfast employer board meeting held at James Watt to mark the launch of BMet's Construction Employer Board

- Over 100 Law students attended an Insight and Networking session with Bila Law Academy. They gained first hand advice from key legal professionals, learnt about the bespoke Professional Legal Skills Programme for our students followed by candid Q&As and networking

- New partnerships with employers including Britvic expanded our delivery of food and drink engineering apprenticeships

- Foundation learning students took part in the Envision project which allowed them to develop their employability skills. The project resulted in the creation of a wellbeing corner in the study centre

Vaisakhi Day celebrations

James Watt College Equali-tree

Our talented special singing choir at Matthew Boulton College

BMet staff speak about their support for Learning Disability Week

Ikenna sharing his experiences for Learning Disability Week

OBJECTIVE
Increase inclusivity in our environments

OBJECTIVE

4

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
We adopted the Education Staff Wellbeing Charter and have integrated actions in our Wellbeing and Engagement Strategy 2022-2024.

To support a culture of respect our Staff Wellbeing Network developed guides for BMet's Communication principles and Making Meetings Matter.

We have recruited an additional 9 MHFAs for staff.

What the impact has been
Staff Wellbeing is strategised and is considered in our ways of working. In the full staff survey in 2023 there has been +4% improvement in 'leaders and managers are considerate of my workload' from 2022. 67% of staff say "leaders and managers are considerate of my wellbeing" (target is 60%).

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
Our Transformation Project commenced in February 2023 with improvement works including redecoration, upgrading to energy efficient lighting, replacement of floor coverings and replacement glazing. The new outside areas for James Watt and Matthew Boulton, the student lounge at James Watt and relaxation/sensory rooms and art rooms at Matthew Boulton all deliver more accessible social spaces which enhance our staff and student experience.

Our students have designed artwork for our interiors.

We implemented Pro-Solution in March 2023, a system which allows students to access timetables, exam entries and results. It allows us to more quickly identify attendance issues and track additional learning support.

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

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 2023 provided a wealth of examples including:

- A BMet student won Apprentice of the Year at the National Food Standards Awards

- BMet's BAME Staff Network won at the Black Talent Awards

- The sports department at Sutton were September's Spotlight in the AoC Sport monthly newsletter highlighting the hard work by the team around work experience opportunities

- James Watt students represented BMet at the National FE Mathematical Challenge with one college group crowned champions

- Digital students excelled again winning the overall, best run project and individual award for the Amazon Web Services project

- Two Matthew Boulton students had their work selected from colleges across the UK to be exhibited at the University of the Arts London Origins exhibition in London

BAME Network Award win

Artwork selected for
UAL Origins exhibition in London
Candace Uyi
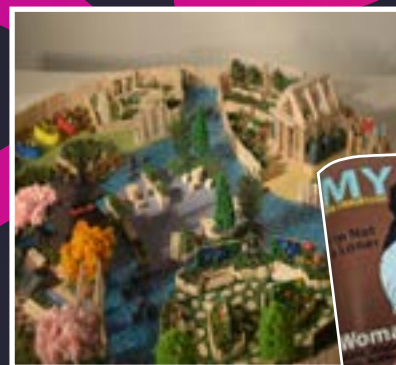
Mental health reflective garden
Victoria Glover

Artwork selected
for UAL origins
exhibition in London
Lavien Osamedua

End of Year
Student Awards celebration
at Villa Park

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

Our new Tutorial, Enrichment and Student Communication strategies all provide students with a rich and diverse experience that seeks to raise students' aspirations, develop broad skills, build resilience, promote positive behaviours, challenge mindsets and ultimately lead to achievement and progression.

They create opportunities for students from different areas to come together as well as with our Birmingham employers and citizens; for example through Remembrance Sunday and Coronation event

In 2023 our Foundation learners from Matthew Boulton travelled over to meet their peers at Sutton. The learners had a tour of the campus and then spent some time in the art workshop where they had a go at screen printing. They worked as a team and created some beautiful artwork of some famous Birmingham landmarks and phrases

What the impact has been

BMet students develop a good understanding of life in modern Britain. They demonstrate respect and a good understanding of each other's needs at college and in their communities."

(Ofsted: 2022).

OBJECTIVE

4

Diversity themed artwork designed by students as part of a live brief project. Installed at Matthew Boulton coffee shop

Football against homophobia event

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.

APPENDIX

A1

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

Gender

In 2022/23 54.9% of students on courses were female. This reflects a 2.3% increase from 2021/22 (52.6%) and a 1.7% increase from 2019/20 (53.2%). It is slightly different to the gender split in Birmingham with 51.0% being female and 49.0% male (ONS 2021). 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.

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

GENDER	AGE	21/22		22/23			
		Leavers	Achieve Rate	Leavers	Retention Rate	Pass Rate	Achieve Rate
Female	16-18	3,885	81.9%	4,355	88.1%	91.8%	80.9%
	19+	5,376	80.6%	5,041	89.9%	89.8%	80.7%
	All Ages	**9,261**	**81.1%**	**9,396**	**89.1%**	**90.7%**	**80.8%**
Male	16-18	4,170	78.9%	4,554	88.9%	87.9%	78.2%
	19+	4,151	79.8%	3,157	87.4%	91.1%	79.6%
	All Ages	**8,321**	**79.4%**	**7,711**	**88.3%**	**89.2%**	**78.7%**
Overall college		**17.582**	**80.3%**	**17,107**	**88.7%**	**90.0%**	**79.9%**

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

The overall college achievement rate in 2022/23 is **79.9%**. The achievement gap between male and females has increased slightly to 2.1% from 1.7% recorded in 21/22.

Females record higher achievement rates than males and it is the 16-18-year-old females who have the highest results (80.9%), which is also above the college rate. Adult females have improved achievement rates compared to 21/22.

Ethnicity

In 22/23 the student population consisted of 69.6% Black, Asian and Minority Ethnic (BAME) students, 5.1% Other White and White Irish groups and 23.4% White British. 1.8% have not provided their ethnic status. Of the BAME students, African learners are the single largest group (14.7% of overall student pop) followed by Pakistani students at 14.5% and Caribbean students at 5.9% of the overall student pop. Pakistani students had previously consistently been the largest group of BAME students.

The differential between highest and lowest achievers* has decreased from 11.8% in 21/22 to 9.1% in 22/23 (*where there are 100 students or more). In a different picture to last year, it is our Other Mixed learners who record the poorest achievement rates followed by our Gypsy/Irish Traveller learners. Other White, Arab and Bangladeshi learners record the highest rates. Our White/Black Caribbean and Irish, which were the lowest performing groups last year, have seen a significant increase in achievement rates this year (+10.9 % and +8.6% respectively) in 2022/23. Our Caribbean, Chinese, Indian, Other, Other Asian, Pakistani and White British learners have all seen slightly lower achievement rates this year compared to 21/22.

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

ETHNICITY	21/22		22/23			
	Leavers	Achieve Rate	Leavers	Retention Rate	Pass Rate	Achieve Rate
African	2,330	81.2%	2,523	90.8%	90.1%	81.8%
Arab	925	81.0%	912	90.1%	91.6%	82.6%
Bangladeshi	758	81.4%	737	92.5%	89.0%	82.4%
Caribbean	1,203	79.6%	1,014	90.0%	87.1%	78.4%
Chinese	83	90.4%	135	88.9%	90.8%	80.7%
Gypsy/Irish Traveller	4	75.0%	8	100.0%	75.0%	75.0%
Indian	475	80.4%	441	88.2%	88.9%	78.5%
Irish	63	68.3%	65	89.2%	86.2%	76.9%
Not Provided	272	79.8%	316	85.4%	89.3%	76.3%
Other	1,086	80.1%	966	88.5%	89.1%	78.9%
Other Asian	773	80.7%	831	87.8%	91.1%	80.0%
Other Black	621	77.9%	636	88.4%	91.1%	80.5%
Other Mixed	257	73.5%	278	89.2%	83.9%	74.8%
Other White	801	81.6%	803	91.0%	92.2%	83.9%
Pakistani	2,707	81.6%	2,477	88.9%	87.4%	77.7%
White British	4,293	80.8%	4,005	86.1%	92.2%	79.4%
White/Asian	267	76.8%	286	85.0%	91.4%	77.6%
White/Black African	168	78.6%	165	90.3%	89.9%	81.2%
White/Black Caribbean	496	69.8%	509	89.2%	90.5%	80.7%
Overall College	**17.582**	**80.3%**	**17,107**	**88.7%**	**90.0%**	**79.9%**

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

Disability

13.6% of students shared that they had a disability in 2022/23 (12.5% in 21/22 and 12.5% in 20/21).

In 22/23 the achievement gap between students who shared a disability or learning disability/difficulty and those who have not is similar to last year at 1.5% (1.2% in 21/22) with the former group underperforming compared to their non-disabled peers. It is the 19+ pass rates that adversely impact overall rates, similar to 21/22, however there has been an increase in the gap for 16-18 students compared to 21/22.

There has been a big improvement in achievement rates for the small numbers of 16-18 learners where information on disability is not known. The work to encourage disability declaration 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	1,136	80.7%	1,349	88.4%	89.2%	78.9%
	19+	1,052	78.3%	984	88.4%	88.5%	78.3%
	All Ages	**2,188**	**79.6%**	**2,333**	**88.4%**	**88.9%**	**78.6%**
LLD No	16-18	6,907	80.4%	7,547	88.5%	89.9%	79.6%
	19+	8,426	80.4%	7,198	89.0%	90.5%	80.6%
	All Ages	**15,333**	**80.4%**	**14,745**	**88.8%**	**90.2%**	**80.1%**
LLD Unknown	16-18	12	66.7%	13	92.3%	100.0%	92.3%
	19+	49	89.8%	16	81.3%	100.0%	81.3%
	All Ages	**61**	**85.2%**	**29**	**86.2%**	**100.0%**	**86.2%**
Overall college		**17.582**	**80.3%**	**17,107**	**88.70%**	**90.0%**	**79.9%**

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

There were 308 **High Needs** leavers in 2022/23 and achievement rates were recorded as 78.6%. This is down from 21/22 and is slightly below the college achievement rate. The achievement gap has continued to narrow, which is now recorded at 1.3%, however High Needs learner rates are now lower than their peers without high needs. The gap between our 16-18 High Needs learners and our adult High Needs learners has increased this year (79.3% and 75.0% respectively), with the 16-18 learners performing better.

There were also 437 leavers who had an **EHCP** in 22/23 (324 of whom where 16-18 years). Learners with an EHCP also performed slightly lower than their peers without an EHCP, with the gap at 1.4%.

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.

APPENDIX

A1

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

52.1% of learners in 22/23 were 16-18 years.

The achievement gap noted in 21/22 (0.2%) has increased slightly to 0.8% in 22/23 in favour of adult learners. Achievement rates for adults have improved slightly compared to last year's rates.

In a similar picture to previous years the 19+ age group records better retention rates than the younger cohort, however pass rates for adult learners are now slightly above our 16-18 learners. See Table 4.

APPENDIX

A1

Table 4 – Achievement rates by age over 2 years

AGE	21/22		22/23			
	Leavers	Achieve Rate	Leavers	Retention Rate	Pass Rate	Achieve Rate
16-18	8,055	80.4%	8,909	88.5%	89.8%	79.5%
19+	9,527	80.2%	8,198	88.9%	90.3%	80.3%
All Ages	17,582	80.3%	17,107	88.7%	90.0%	79.9%

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

Free Meals in Further Education

In 22/23, 14.1% of leavers were in receipt of free meals in further education (FM), a significant increase on 21/22 (8.0%). 26.8% of all 16–18-year-olds received free meals, an increase on last year (+6.3%). The 5.7% achievement gap which arose in 21/22 with those students in receipt of free meals outperforming their peers has narrowed slightly to 5.3% in 22/23. See Table 5.

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

FREE MEALS	AGE	21/22		22/23			
		Leavers	Achieve Rate	Leavers	Retention Rate	Pass Rate	Achieve Rate
Free School Meals	16-18	1,373	85.2%	2,389	92.9%	90.9%	84.5%
	19+	35	97.1%	28	85.7%	87.5%	75.0%
	All Ages	1,408	85.5%	2,417	92.8%	90.9%	84.4%
Not Free School Meals	16-18	6,682	79.4%	6,520	86.9%	89.4%	77.7%
	19+	9,492	80.2%	8,170	88.9%	90.3%	80.3%
	All Ages	16,174	79.8%	14,690	88.0%	89.9%	79.1%
Overall college		17,582	80.3%	17,107	88.7%	90.0%	80.3%

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

Sexual Orientation

4.8% of students identified as Lesbian, Gay, Bisexual or as an 'other sexual orientation' (LGB+) in 22/23 (3.3% students in 21/22) 20.1% chose to 'prefer not say' or remained 'not known' which is a slight increase on 21/22 (19.1%).

Table 6 – Achievement rates by sexual orientation over 2 years

SEXUAL ORIENTATION	21/22		22/23			
	Leavers	Achieve Rate	Leavers	Retention Rate	Pass Rate	Achieve Rate
Bisexual	299	78.3%	348	83.6%	92.8%	77.6%
Gay	106	85.8%	121	86.8%	86.7%	75.2%
Heterosexual/ straight	13,665	80.6%	12,833	88.9%	89.6%	79.7%
Lesbian	50	82.0%	71	78.9%	89.3%	70.4%
Not Known	163	38.0%	497	88.5%	91.6%	81.1%
Other Sexual Orientation	107	84.1%	281	85.4%	90.8%	77.6%
Prefer Not Say	3,192	81.1%	2,956	89.2%	91.4%	81.5%
Overall College	17.582	80.3%	17,107	88.7%	90.0%	79.9%

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

Achievement rates for our Bisexual, Gay, Lesbian and other sexual orientation learners are below the college rate this year, with our Lesbian learners

performing the worst. There is a 9.3% differential between heterosexual learners and the lowest performing group, those who identify as Lesbian, which is a significant increase 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 38.2% of students identifying as Muslim. The next largest group is Christian with 23.6% of students followed by those who have no religion or belief, making up 17.7% of student population.

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

RELIGION / BELIEF	21/22		22/23			
	Leavers	Achieve Rate	Leavers	Retention Rate	Pass Rate	Achieve Rate
Buddhism	43	88.4%	65	93.8%	85.2%	80.0%
Christianity	4,276	81.5%	4,030	89.8%	90.2%	80.9%
Hinduism	90	80.0%	89	92.1%	89.0%	82.0%
Islam	6,711	80.5%	6,530	89.6%	88.8%	79.5%
Judaism	2	0.0%	1	100.0%	100.0%	100.0%
No Religion	3,157	79.7%	3,030	85.8%	90.3%	77.5%
Not Known	538	66.9%	487	91.6%	91.9%	84.2%
Prefer Not To Say	2,545	81.3%	2,682	87.7%	92.5%	81.1%
Sikh	220	79.5%	193	87.6%	90.5%	79.3%
Overall College	**17.582**	**80.3%**	**17,107**	**88.7%**	**90.0%**	**79.9%**

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

Achievement gaps

Table 6 shows achievement gaps between groups. 21/22 has seen a narrowing of gaps in achievement for the majority of groups from last year.

Table 8 – Achievement gaps between groups over 5 years

	18/19 %gap	19/20 %gap	20/21	21/22	22/23
Between ethnic groups *	9.4%	11.7%	7.8%	11.8%	9.1%
Between disabled and non-disabled	1.0%	0.6%	1.5%	1.2%	1.5%
Between Free Meals and non-Free Meals	0.1%	10.0% (+)	8.8% (+)	5.7% (+)	5.3% (+)
Between ages	0.7%	13.1%	8.0%	0.2%	0.8%
Between gender	0.5%	4.8%	1.1%	1.5%	2.1%
Between Care to Learn	4.7% (+)	x	x	x	x
Additional Learning Support 19+ and non-learning support	2.0% (+)	6.9% (+)	4.5%	1.7%	9.9% (+)
Discretional Learning Support Fund (DSLF) and non DSLF**	3.2% (+)	15.7% (+)	11.0% (+)	9.8% (+)	10.3% (+)
Ward uplift and non-ward uplift ***	1.6%	2.5%	3.0%	1.0% (+)	1.9% (+)
Between carers and non-carers	16.8%	6.2% (+)	5.0%	2.3%	1.8%

*   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

APPENDIX

A1

Apprenticeships

BMet had 814 apprentices on programme and of these 348 were due to complete in 22/23. The achievement rate at the end of the year was recorded at 64.7%. However, the pass rate is 98.3%, which demonstrates that the majority of those apprentices retained achieve.

Gender

38.5% of apprentices were female in 22/23 which reflects a slight decrease from previous years.

The gap in overall achievement rate between genders has increased in 22/23. Male apprentices performed better than their female counterparts, however our 16-18 male apprentices had an achievement rate below the college average. See Table 9.

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

SEX		19/20			20/21		
		Leavers	Pass	Achieve	Leavers	Pass	Achieve
Female	16-18	40	96.2%	62.5%	49	100.0%	57.1%
	19-23	44	81.8%	61.4%	56	100.0%	64.3%
	24+	20	93.3%	70.0%	29	88.9%	55.2%
	All Ages	104	89.2%	63.5%	134	97.6%	59.7%
Male	16-18	69	98.1%	73.9%	84	96.2%	59.5%
	19-23	72	90.2%	63.9%	75	100.0%	74.7%
	24+	50	100.0%	64.0%	55	100.0%	70.9%
	All Ages	191	95.6%	67.5%	214	98.6%	67.8%
All	All Ages	295	93.3%	66.1%	348	98.3%	64.7%

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

Ethnicity

The overall participation rate for Black and Minority Ethnic (BAME) apprentices is 33.6% in 22/23. African apprentices have the lowest achievement rate at 37.5% (8 leavers) whilst Other White apprentices had the highest achievement rate at 76.5% (where groups have more than 5 apprentices). Small numbers of apprentices in many cases adversely have

affected rates. Our largest group of BAME apprentices are Pakistani learners (50 apprentices), with an achievement rate of 50.0%.

Disability

10.1% of apprentices declared a learning disability or difficulty compared to 9.2% in 21/22. This reflects a further year on year increase in the number of disabled apprentices with a 8.8% increase from 16/17.

The differential in achievement rates between those with a declared disability/difficulty and those who have not declared has widened to a 11.7% gap, with non-disabled apprentices out-performing disabled peers. Work continues to explore support for disabled apprentices including for example the implementation of Cognassist which provide individualised support for students with different needs.

Age

In 22/23 38.2% of apprentices were 16-18 years, 37.6% were 19-23 and 24.1% were aged 24+.

19-23 apprentices continue to outperform their younger peers and those aged 24+.

Equality Monitoring

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

• formal complaints
• engagement of BMet's mentoring and counselling services
• student satisfaction via the 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.

22/23 saw our highest response rate for the Big Teaching and Learning Survey, with 90% of full-time students completing the survey. The following notes key findings from the Big Teaching and Learning Survey in 22/23:

- Students **'feel safe'** both on site and on-line. Students' sense of safety on-site has decreased since last year with 94% of students either agreeing or strongly agreeing that they feel safe within the college (compared to 96% the previous year)
- Students know how to **'stay safe whilst online'**, 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 (95% in the the previous year)
- 93% said **"classmates behave well and show respect to others."**
- Students agreed or strongly agreed that the likelihood to **'recommend BMET'** decreased to 91% from 93% 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
- 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

Complaints

49 formally recorded complaints from students or other stakeholders were recorded in 22/23, with 18 fully substantiated (37%). This is slightly above the number of formal complaints in 21/22 (46). 10 complaints that were investigated were D&I related. Of these complaints, four were substantiated (two relating to religion, and one each relating to harassment/bullying and gender) and two partially substantiated (one relating to race and one relating to harassment/bullying). The number of complaints has risen slightly compared to 21/22, however they are still significantly lower than 20/21 (84) and 19/20 (77).

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 22/23 where gender of the complainant was known more were female (25)

compared with male (19). Where age of the subject was known, 25 were aged 19+ compared to 19 complainants aged 16-18.

Where ethnicity was known 47% of complainants were White British/English/Welsh and 39% were from BAME, Black, Asian and minority ethnic groups (14% not known/not given). This means there is a disproportionate representation of White British complainants compared to overall college population. 16% of subjects to whom the complaint related declared a disability. This is below 21/22 when 20% of complainants shared a disability, however there is still an over-representation compared to the overall college population.

The most common types of complaints were categorised as 'staff' issues. Customer service training was rolled out to all staff in term 1, with more targeted training given to staff, where deemed necessary.

There has been some reluctance from complainants to provide information based on gender identity, sexual orientation, and religion/belief. Where gender identity was known, 53% of complainants gender identity was the same as that assigned at birth, and 2% of complainants gender identity was not the same as that assigned at birth (45% preferred not to say). Where sexual orientation was known, 39% identified as 'heterosexual' and 2% as 'bisexual' (59% preferred not to say). Where religion was known, 16% identified as having 'No religion/belief', 8% as 'Christian', 8% as 'Muslim', 4% as 'Other' and 2% as 'Sikh' (61% 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 performance coaching services. Services alongside our Attendance Intervention Officers 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.

In 22/23 there were 163 counselling interventions and 502 performance coaching interventions. Of the latter number 205 students engaged in a face-to-face mentoring session/s.

In terms of engagement in counselling 71% of learners were female and 27%

male which is a disproportionate representation compared to the overall learner profile (55%/45% split). 45% were BAME with 53% White British. This differs from the general student profile (74% and 25% 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, 12% of recipients of counselling were Pakistani, and they make up 14% of overall student population; 8% of recipients identified as Black Caribbean and this group makes up 6% of overall student population. In a similar picture to previous years, it is our Black African students (15% of overall student community) who are underrepresented in terms of accessing pastoral support; counselling (2%). Achievement rates for this group do however continue to improve and sit above college rate.

Predominate reasons for referrals to BMet's counselling service were noted as anxiety/ depression, family issues, complex trauma, complex issues and suicidal concerns. Performance Coaches support with exam stress, mindfulness, anxiety, course work, attendance, punctuality and personal matters. Students were largely represented from all curriculum areas.

Our Performance Coaches have also supported our Looked After Children through 344 Personal Education Plans (PEPS) and the team have received positive feedback from Virtual Schools including Warwick, Worcester and Telford who are going to use one of our completed PEPs as an example of exemplary practice in their designated teacher training.

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

APPENDIX 2 - Staff Workforce Profile 2023

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

The following data was captured on 20th October 2023 with 645 staff included in the data set. Professional Services (non-curriculum) staff constitute 275 employees, lecturers 267 employees and managers 103 employees.

Rates where staff have shared their information were noted as (+/-% from 2022):

- 100% for gender
- 94% for ethnicity (+7%)
- 75% for sexual orientation (+11%)
- 70% for religion or belief (+5%)
- 54% for disability (+16%)

Please note; completing the equality monitoring sections on the D&I form is not mandatory.

Gender

Females make up 58.3% of employees which reflects a small increase from 2022 (57.4%). 0.2% of staff identified as non-binary in 2022. The proportion of female staff is highest amongst managers and then professional services staff. See table 1.

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

SEX	Manager			Lecturer			Professional Services		
	2023	2022	2021	2023	2022	2021	2023	2022	2021
Female	59.2%	58.3%	59.8%	53.6%	54.8%	56.5%	62.5%	59.8%	61.6%
Male	40.8%	41.7%	40.2%	46.4%	45.2%	43.5%	37.5%	40.2%	38.1%

In the same position as last year 56% of female staff work full time compared to 80% of all male staff.

Disability

There has been a further increase (+1.8%) in the numbers and percentage of staff who have shared that they have a disability, health condition or neurodivergence with 14.1% of the workforce now letting us know. 2.6% 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 5 years

	2023	2022	2021	2020	2019
Disability	14.1%	12.3%	11.6%	9.8%	8.4%
No disability	37.1%	25.6%	25.4%	20.6%	13.6%
Not disclosed, incl 'prefer not say'	48.8%	62.1%	63.0%	69.6%	78.0%

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

In a different picture to last year proportionately the highest percentage of staff who have let the college know that they have a disability or health condition are in lecturer roles. The level of non-disclosures remains the highest for this group. See Table 3.

Table 3 – Percentage of staff (with comparison to 2022) by disability and job family in 2023

	Manager	Lecturer	Professional Services
Disability	10.7% (12.4%)	15.0% (9.6%)	14.5% (14.1%)
No disability	47.6% (35.1%)	32.6% (21.8%)	37.5% (27.1%)
Not disclosed	41.7% (52.6%)	52.4% (68.9%)	48.0% (58.8%)

Age

In the same picture as last year the average age of a BMet employee is 46.2 (46.1 in 2022). This age is largely consistent for managers (47.0) and lecturers (47.2) with Professional Services staff having a slightly younger age profile (45.0).

43.9% of the College's workforce is aged 50 and over, a similar picture to 2022. Our largest age cohort is also 50-59 year group. 4.0% of staff (26 in total) continue to work for the College beyond the age of 65. See Chart 1.

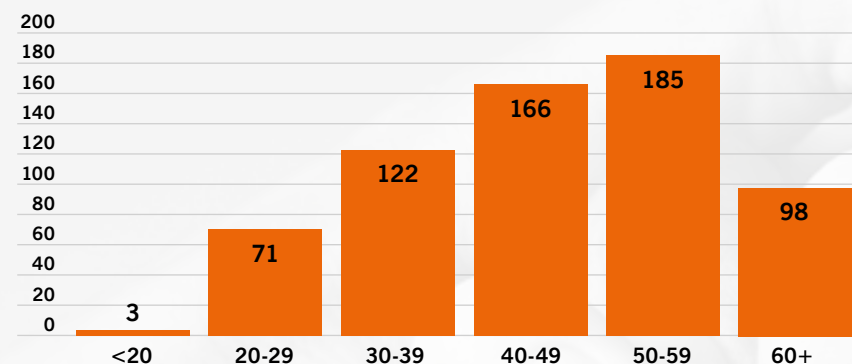**Chart 1 – The numbers of staff by age group**

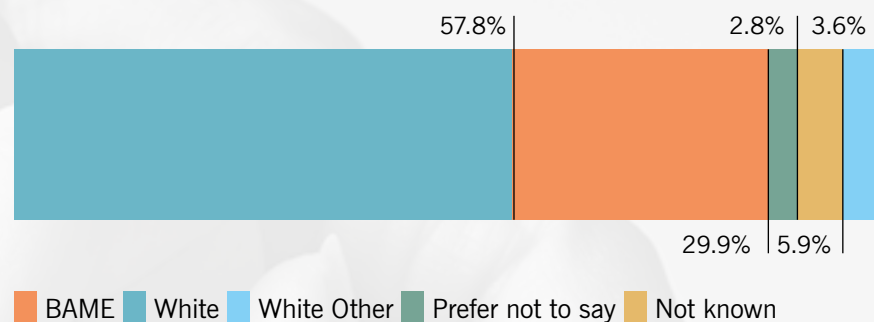Table 4 sets out the age profile of the workforce by job family.

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

Age Group	Manager	Lecturer	Professional Services	Overall
<20	0.0%	0.0%	1.1%	0.5%
20-29	2.9%	7.9%	17.1%	11.0%
30-39	22.3%	18.4%	18.2%	18.9%
40-49	33.0%	28.1%	20.7%	25.7%
50-59	35.0%	30.3%	24.7%	28.7%
60+	6.8%	15.4%	18.2%	15.2%

Ethnicity

In 2022 57.8% of BMet's overall workforce identify as White British and 29.9% identify as Black, Asian or from a minority ethnic (BAME) background. The percentage of BAME staff as an aggregate group has seen a further increase (+3.5% from 2022) and a 10.1% increase from 2018. In a +1.0% increase from last year 3.6% of employees identify as White Other/White Irish. 5.9% of staff have not declared their ethnic status which reflects a year-on-year improvement (13.1% in 2022). 2.8% have selected 'prefer not say'. See Chart 2.

Chart 2 - The percentage of staff by ethnicity

57.8%   2.8%   3.6%

29.9%   5.9%

- BAME
- White
- White Other
- Prefer not to say
- Not known

Chart 3 - Ethnicity Grouping numbers

Asian or Asian British	102
Black or Black British	58
Mixed	23
Other	10
White British	373
White Other	23
Not Known	38
Prefer not to say	18

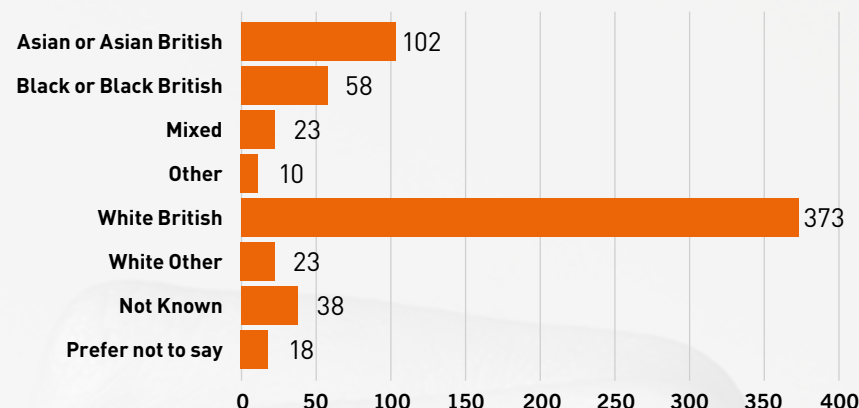0   50   100   150   200   250   300   350   400

The largest group of BAME staff in 2023 identify as Asian or Asian British (15.8%) and specifically Indian (6.8%) and Pakistani (5.3%). The second largest group identify as Black or Black British (9.0%) and specifically Black Caribbean (7.3%). Percentages of overall workforce noted. See Table 5 for a breakdown of Black, Asian and Minority Ethnic group in percentages and Chart 3 for Ethnicity Grouping numbers. See Table 5.

Like previous years the highest proportion of BAME staff is among teaching staff (37.1%) and the least ethnically diverse group of staff are managers (18.4%) 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 and Colleges West Midlands Race Equality Group for an anti-racist FE sector.

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

ETHNIC GROUP AND ETHNICITY	2023		2022	
	% 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	52.8%	15.8%	55.6%	14.7%
Black or Black British Includes Black Caribbean, Black African and Black Other	30.1%	9.0%	29.6%	7.8%
Mixed Includes White Asian, White/Black African, White/Black Caribbean	11.9%	3.6%	9.5%	2.5%
Other Includes Arab, Chinese, Gypsy & Irish Traveller, Any other ethnic group	5.2%	1.6%	5.3%	1.4%
Total	100%	29.9%	100%	26.4%

Table 6 – Percentage of staff (and numbers) by ethnicity by job family in 2022

2023	Manager	Lecturer	Professional Services	Overall
BAME	18.4% (14.6%)	37.1% (33.1%)	27.3% (23.5%)	29.9%
White British	75.7% (71.8%)	49.4% (44.8%)	59.3% (58.7%)	57.8%
Not known	2.9% (11.5%)	9.0% (18.9%)	10.5% (15.5%)	5.9%
White Other/ prefer not to say	2.9% (2.1%)	4.5% (3.2%)	2.9% (2.3%)	3.5%

Working Patterns

In a similar picture to previous years 34.1% of staff overall work part time.

39.2% of professional services staff work part time (108 staff); 39.3% of teaching staff work part time (105 staff); whilst 6.8% of managers (7 staff) work part time.

Length of Service

The average length of service at BMet is 8.8 a slight further decrease from 2022 (9.2 years). See Table 7 for the length of service by work family.

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

	Overall college	Manager	Lecturer	Professional Services
2022	8.8 years	10.1 years	8.3 years	8.8 years

Sexual Orientation

In 2023 65.1% of staff identify as heterosexual; 3.6% of staff identify as Lesbian, Gay, and Bisexual or as 'other sexual orientation'. 5.9% choose to 'prefer not to say'. 25.4% of staff have not completed this section of the diversity and inclusion monitoring form.

Work to improve disclosure rates incorporating an understanding of equality monitoring continues at BMet.

Religion/Belief

5.4% of staff preferred not to disclose their religion or belief. 25.1% 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 34.4%, 15.5% as having no religion or belief, followed by 9.3% Muslim, 4.2% Atheist, 2.3% Sikh and 2.3% Hindu.

Leavers

96 salaried employees left the organisation both voluntarily and involuntarily in the year (reporting period between August 2022 and July 2023). Of these 46.9% were male which is a slightly higher proportion than the overall workforce profile of 41.7% for men. 13.5% had disclosed a disability which is fairly aligned to the overall college rate of 14.1%.

Leavers are fairly evenly spread over the age groups See Table 8. In a similar picture to previous years it is the youngest age groups which are disproportionately represented in the percentage of leavers; for example 20-29 years make up 11.0% of the overall workforce but 21.9% of leavers.

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

Age	Leaver Numbers	Leavers %	College profile %
>20	2	2.1%	0.5%
20-29	21	21.9%	11.0%
30-39	22	22.9%	18.9%
40-49	18	18.7%	25.7%
50-59	20	20.8%	28.7%
60+	13	13.5%	15.2%
Total	**96**	**100%**	**100%**

37.5% of staff who left the organisation identified as White British, 25.0% as BAME with 36.5% not known. See Table 9. In 2023 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. This can largely be explained by the improvement in disclosure by activities that fell after the leaver data return.

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

Ethnic group	Leaver Numbers	Leavers %	College profile %
BAME	24	25.0%	29.9%
Not Known	35	36.5%	5.9%
White British	36	37.5%	57.8%
White Other	1	1.0%	2.8%
Total	**96**	**100%**	**100%**

In 2023 where religion and belief is known 22.9% of leavers identify as Christian, 9.4% as Muslim and the next largest groups as 5.2% for those with no religion or belief and as 5.2% Atheist. It is only the latter group which is slightly higher than college profile proportions. There are higher percentages of those staff for whom this information is not known, 49.0% compared to 25.1% of whole college profile.

Where sexual orientation is known, 39.5% of leavers identify as heterosexual/ straight and 4.2% as lesbian, gay, bisexual or 'other sexual orientation', the latter group aligned with the overall college workforce (3.6%).

APPENDIX

A²

Glossary of Terms

GLOSSARY

G

ALS — Additional Learning Support

BAME — Black, Asian and Minority Ethnic. Although this is a collective term we acknowledge and seek to understand the great diversity of identities and consequent experiences within the BAME community

BMet — Birmingham Metropolitan College

Care to Learn — Students defined as young parents between the ages of 16-20 who qualify for extra support when undertaking a course

D&I — Diversity and Inclusion

DSLF — Discretionary Learner Support Fund which includes financial and learning support

FE — Further Education

FM — Free Meals in Further Education

HE — Higher Education

High Needs Learners — Young people aged 16 to 25 with learning difficulties and/or disabilities who require additional support to help them progress and achieve

Leavers — The number of qualifications undertaken by students; 1 student may take a number of qualifications and are therefore represented more than once in the data

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

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

LLD — Learning Disability or Learning Difficulty

NR — National Rate

SALT — Shared, Ambitious, Lively and True. The Black Leadership Group Framework of characteristics and behaviours we should be instilling

SEND — Special Educational Needs and Disabilities

Timely achievement — Where apprentices achieve on or before their planned end date (or no more than 90 days after)

TLA — Teaching, Learning and Assessment

Trans+ — Transgender; the + denotes other groups who may fall into or beyond this category, for example those who are intersex, asexual, queer

Ward Uplift — This refers to postcode areas of disadvantage

GLOSSARY

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