BMet

SELF ASSESSMENT REPORT
2022/23

BMet

Inspiring futures, realising dreams.

Contents

Summary of BMet College Self-Assessment Grades

Leadership and Management	**Good**
Quality of Education	**Good**
Education Programmes for Young People	**Good**
Adult Learning Programmes	**Good**
Apprenticeships	**Good**
Provision for Students with High needs	**Good**
Behaviour and Attitudes	**Good**
Personal Development	**Good**

BMet Be Brilliant:
What we do well and our priorities for 2023-24

What we do well

- Leaders and governors have developed a clear and ambitious vision and strategic plan for providing high quality, inclusive education, and training for all, which has been influenced by the strong relationships with strategic partners.
- Leaders and managers have developed a culture of continuous improvement which ensures students and apprentices receive a high-quality learning experience.
- Highly qualified staff develop the required knowledge, skills and behaviours to support students to achieve strong outcomes within many subject areas when compared to the region and progress to positive destinations (98).
- Teams clearly understand their curriculum intent, which is ambitious and well designed.
- Study Programme students enjoy attending well planned and effectively deliver practical sessions, within well-resourced environments.
- Strong partnerships exist to ensure opportunities to widen participation and provide secure pathways for adults that meet skills shortages in the area.
- Leaders and managers work with employers to adapt the curriculum which places adult students in a good position to secure work.
- The curriculum prepares apprentices well for their next steps within their chosen sector, with the majority sustaining employment.
- Managers and teachers/trainers plan and teach the curriculum in a logical way and as a result most apprentices gain substantial knowledge, skills and behaviours.
- Inclusive support leads work well with the local authority and stakeholders to ensure a smooth transition to college, substantially increasing recruitment of students with EHCPs and High Needs.
- Leaders and managers have taken a keen and proactive approach to developing provision for High Needs through the implementation of a robust improvement plan, resulting in positive changes to the support the curriculum receive.
- A well-designed curriculum supports students with EHCPs and High Needs to develop the required knowledge, skills and behaviours to progress to the next level.
- The vast majority of students and apprentices respond well to the high expectations established by staff, who clearly communicate expected levels of attendance and behaviour with a focus on being professional at all times.
- A highly respectful and positive culture across the college continues to be developed, where the principles of inclusivity are firmly embedded through the Ready Respectful and Safe ethos.
- Students and apprentices take pride in their work and apply themselves diligently throughout their learning activities, and generally develop mature and professional approaches to learning.
- Students/apprentices feel safe and value the security around the colleges.
- The vast majority of students have a number of highly effective interactions with employers through work experience, live briefs, visits, guest speakers and competitions.
- The majority of teachers develop students' and apprentices' understanding of diversity, preparing them for the roles they play in society.
- The majority of students know how to keep themselves safe, and physically and mentally healthy.

- Students and apprentices develop their confidence and become much more independent and self-aware, preparing them for their next steps.
- Safeguarding is effective.

Key priorities for 2023-24

Leadership and Management:
- Fully embed the culture of visible, strong whole-college leadership with clear evidence of consistency in accountabilities, roles and high expectations for staff and students, particularly those students who are vulnerable.
- Provide high quality context informed Professional Development and Learning for all staff.
- Successful implementation of well-prepared T Level programmes and preparation for curriculum development in response to qualification changes.

Enhancement of student and stakeholder engagement:
- Lead on strong engagement with students, parents, the community, employers.
- Enhance the relevance and effectiveness of all programmes, ensuring alignment with industry needs to prepare students for the workforce.

The quality and consistency of teaching, learning and assessment:
- Drive improvements in the consistency of high-quality teaching learning and assessment across all sites, teachers, and all sessions, especially where provision is duplicated across sites.
- All Teachers use starting points of students and apprentices effectively to personalise learning.
- Feedback routinely helps students and apprentices reach their potential.
- Students and apprentices continue to develop maths and English skills to equip them for the future (beyond level 2 where applicable).

Clear Personal Development opportunities for all students and apprentices:
- Students and Apprentices will follow a curriculum that provides them with the opportunities to develop personal interests, clearly communicate at differing levels, learn to become resilient, confident, and active citizens and provide them with the information they need to stay safe.
- Students and apprentices receive appropriate information that helps them to identify, and support, their next steps.

Developing strong behaviours for learning:
- Encourage and support regular student attendance.

Birmingham and BMet Context

Britain's second city is home to over a million people, an economic powerhouse and cultural melting pot where people from across the globe come together to forge a stronger society.

Pre-pandemic the West Midlands region was leading productivity and growth in the UK, attracting thousands of people to the region and home to a world class research and education ecosystem. Our region has been impacted significantly by the pandemic and continues to be challenged by current economic pressures.

Birmingham has a population of over 1.1 million residents (see Appendix One for source and further detail[1]).

Unemployment in the city, including youth unemployment, and the proportion of adults without formal qualifications are above the national average.

According to the Indices of Multiple Deprivation 2019 (most recent published), Birmingham is the sixth most deprived local authority in England out of 317. Birmingham residents recognised as living in deprivation (deprived in one dimension or more) is significantly higher (60) than the national average (+8pp).

The number of people in Birmingham with a physical or mental health condition lasting or expected to last 12 months+ is slightly lower than the national average at 22.4 (-1.7pp than England).

BMet is committed to working in partnership with all our stakeholders including other education providers, community, businesses and industry groups and local and regional Government bodies, to build up our regional economy and improve opportunities for the regional community.

As a regional college anchored in our communities that we serve, BMet has a significant influence and impact on the lives of students and the economy. We serve a range of stakeholders, demographics and industries predominately and proudly, by enriching
the lives of our students to ultimately raise their employability and lifetime earning potential. This benefits local, regional, and national businesses via the provision of qualified, trained employees into their workforce.

Through equipping our students to develop new in-demand skills that match the regional business community needs we aspire to support the business community to improve recruitment and their aim to diversify their workforce right now and in the future.

Birmingham Metropolitan College's strategic priorities are to:

1. Be a significant contributor to skills development in Birmingham and the City Region
2. Provide a consistently high-quality learning experience
3. Equip our students for the future
4. Be an inspiring place to work
5. Have a strong financial base to invest in a sustainable future for the college

[1] **2021 Census profile for Birmingham | Birmingham City Council**

Vision, Values, Strategic Priorities

In developing our vision, values, and strategic priorities, we have consulted with our staff, students and stakeholders. We believe that our vision and values provide clear direction for a college that is for Birmingham and at the heart of Birmingham.

Our Strap Line

Inspiring Futures, Realising Dreams

Our Vision

We aim to provide excellent learning opportunities to serve the needs of Birmingham and the City Region

Our Values

- We are passionate to see our students achieve their full potential
- We create an environment that is ready, respectful and safe
- We Celebrate Equity, Diversity and Inclusion
- We are inspired to continually develop our professional practice
- We are three colleges, one team

Strategic Priorities

Our priorities focus on our students, communities, employers, staff, and other key stakeholders. The associated KPIs (Key Performance Indicators) are in Appendix 1

Alongside our strategic priorities are the those for the region set out in the regional skills plan by the West Midlands Combined Authority (WMCA). Regional Skills Plan 2021-2030 sets out 5 key actions to:

1. **Prepare** our young people for future life and work
2. **Create** regional networks of specialist, technical education, and training to drive up skills and productivity and underpin economic growth.
3. **Accelerate** the take-up of good quality Apprenticeships, across the region - double the number of apprenticeships by 2030.
4. **Deliver** inclusive growth by giving more people the skills to get and sustain good jobs and careers.
5. **Strengthen** collaboration between partners to support achieving more collectively[2].

The Regional Skills Plan is a joint endeavour between local and national partners, employers, and communities, and BMet's business plan and strategic priorities sit firmly in the centre of this activity. For

[2] **Productivity & Skills (wmca.org.uk)**

example, preparing young people for future life and work by offering a broad curriculum with multiple entry points and progression opportunities. Expanding apprenticeships in engineering, associated health services (pharmacy, dentistry); delivering successful SWAPs (e.g. Jaguar Land Rover, Sigma finance and Finning) with BMET leading the way on employment destinations, against other college providers (WMCA); delivering Rail programmes as well as increasing construction training in response to employer demands. Delivering on specific initiatives e.g., NEET programmes with other partners, as well as planning with the Commonwealth Games Organisers (CGO) for BMet to work directly with suppliers and CGO to host all the training and support the delivery teams for the Commonwealth Games (CWG) volunteers.

Birmingham Metropolitan College Student Profile

In 2022/23, BMet supported over 11,000 students and worked in partnership with over 1,000 employers.

Our student population is broken down into the following:
- 4,282 16-18-year-olds
- 4,169 Adults
- 774 Apprentices
- 308 Community
- 256 Higher Education

Of which:
- 825 students are with subcontracted provision
- 191 students with EHCPs of which 119 have High Needs

75 of full-time enrolments are from students living in postcode areas that are in the top 30 most deprived (based on Indices of Multiple Deprivation), and of these 52 live in the most deprived 10 of postcodes nationally. This is similar for both 16-18 and 19+ and a similar profile to the previous year and is significantly higher than the average nationally and for Birmingham.

Approximately 34 of our 22/23 full-time 16-18-year-olds have GCSE English below a grade 4 when starting at the college and 42 have GCSE Maths below a grade 4.

For some time now, the student population is made up of a majority minority, with 64 Black, Asian and Minority Ethnic (BAME) students, with 36 White with the majority being White British.

The student population comprised of slightly more females than males (55), which reflects a slight increase when compared to the previous year (53); this is slightly above the gender split in Birmingham with 51.1 being female and 48.9 male. In a similar picture to last year there are in fact slightly more males who are 16-18 (51) and it is the adult courses which have far more female students.

14 of students disclosed a disability or learning difficulty in 2022/23 compared to 12 in the previous year, reflecting a slight increase. 10 of apprentices disclosed a disability or difficulty in 2022-23 (a similar proportion the previous year).

For all ages the proportion of qualifications being undertaken by level are evenly spread across BMet with the majority at level one and two (35 and 36 respectively), 25 delivered at level three and a small proportion of level 4 and above qualifications. Breaking this down by age the proportions differ with most of 16-18-year-olds studying at levels two and three (42 and 41 respectively) and the majority of adults studying at levels one and two (60 and 32 respectively).

Further detail on the demographics of Birmingham can be found in Appendix One, along with comparisons of our staff and student profile.

Leadership and Management

Context, Activity and Key Judgements

2022-23 saw very few changes within the senior leadership team with the exception of the appointment of a Deputy Principal. A small Executive Group (CEO/Principal, Deputy Principal, Chief Finance Officer and Company Secretary), all of whom are senior post holders, and the Vice Principals for each college, the Vice Principal for IT and Data, the Vice Principal for External Development, the Vice Principal for Curriculum and Quality, Director of Estates and Facilities, the Director of Finance, the Director of HR, the Director of Marketing and the Director of Student Experience and Designated Safeguarding lead make up the Senior Leadership Team.

Leaders have developed strong relationships with stakeholders and partners and many of the leadership team are involved with local community, regional and sector-specific industry groups and boards enabling the college to design and deliver a curriculum that prioritises both the current and future skills' needs. Our collaborative approach spans across all stakeholder engagement including relationships with other educational institutions and our vision sees us grow our relationships with University partners as we develop our Higher Level Skills strategy, build on our sector-specific partnerships in Engineering through our membership of the Greater Birmingham Institute of Technology and continue to work in partnership with other regional colleges particularly through innovation and curriculum development.

Currently five Employer Boards have been established, across priority sectors of Business and Professional Services, Construction, Digital and Tech and Sport and our recently launched Engineering board. Employer boards within the Medical and Health Sector and, following Birmingham 2022 Commonwealth Games, Business and Tourism are planned for 2023-24. Our employer partnerships expand deeper than our employer boards with curriculum areas having strong relationships with employers, representative bodies, and stakeholders to help curriculum planning and design, other engagement such as work experience and live briefs and keeping teachers and trainers up to date.

This year has seen the leadership team commit to becoming an anti-racist college, working closely with the Black Leadership Group to establish a transparent strategic approach that challenges us as an educational institution and allows us to keep in focus the communities and individuals that come to the college: students, staff and stakeholders, to ensure we do live up to our vision. The use of the 10-point plan to realise our vision has provided a strong framework with which to work within, in addition to our work with the Student Commission for Racial Justice and the Birmingham Race Impact Group (BRIG), amongst others.

In addition to the above activity the College introduced a framework for the development of High Performing Teams with the key characteristics and behaviours clearly aligning to the Black Leadership Group SALT Framework (Share, Ambitious, Lively and True). A comprehensive programme has been delivered to support managers to embed these key characteristics into their teams and this will continue into the new academic year and beyond.

The newly designed Teaching and Learning Strategy is now embedded to drive and raise the quality of the student learning experience and promote effective teaching, learning and assessment improving

consistency across all provision types. There is a shared learning language between staff and students where 12 Metacognition strategies are used to develop learning. Leaders and managers have an accurate assessment of the quality of education through deep dive activity, learning walks and walkthroughs. Significant improvements have been accomplished for the majority of provision, resulting in good outcomes across the majority of provision. Comprehensive quality improvement plans were implemented, and external consultation sought which has had a positive impact where most students and apprentices receive a good experience. Where there is a minority of teaching and learning not meeting expectations this is tackled in a swift and timely way. Achievement gaps have been narrowed and a positive impact seen from the BAME student mentoring programme.

The management of subcontracted provision benefits from clear governance oversight. The number of contracted providers is kept to minimum and is constantly reviewed to ensure the provision compliments that of the college and meet the needs of stakeholders. A comprehensive quality cycle provides the opportunity to gain feedback from students, review the quality of education and ensures delivery aligns to the agreement. This process has contributed to strong outcomes for students.

FE Commissioner and OFSTED visits

The college has been preparing for a full Ofsted inspection, which took place in October 2023, recognising the significant improvements implemented and the impact of these on the student experience. Overall, the college received an overall grade of Good, with all areas of Quality of Education receiving grades of Good, Behaviour and Attitudes and Leadership and Management also receiving grades of Good. Despite a number of strengths, Personal Development received a grading of Requires Improvement, whilst recognising that the leadership team had implemented a number of strategies to drive improvement in this area, however it was too early to see the impact of this on current and some progressing students.

Last year the college developed a Single Improvement Plan with FE Commissioners. The Single Improvement Plan focussed on a review and development of Adult provision, Apprenticeship provision, implementation of the Higher Education Strategy and HLS plan and organisational development. The College undertook a high-level review of current processes, improvement plans and quality systems, clearly identifying issues affecting consistency, business planning and quality improvement. Actions have been employed as a result, which has contributed to accelerated implementation of activity and positive outcomes in many areas.

Governance

Strong and effective governance across the college has continued to provide a culture of accountability at all levels to ensure continuous and sustained improvements.

The board of governors possess a breadth of experience and expertise which enables effective scrutiny and in turn contributes to the ongoing improvement of teaching, learning and assessment practice and outcomes for students. The board comprises of three student governors (one from each college), two staff governors, 13 independent Governors, the Deputy Principal and the Principal/CEO.

The Company Secretary coordinated an annual review of governance using the guidance and framework

provided by the Association of Colleges which resulted in the production of a Governance Action Plan to ensure continuity of best practice and development able to take account of ongoing changes within the Further Education Sector including those arising as a result of public sector reclassification by the Office for National Statistics.

Governors have a clear vision and strategy for the college, and are committed to supporting continual development, which takes into consideration local, regional and national priorities. They hold two strategic development and training days a year in which they meet with staff and key stakeholders to ensure the needs of the region are met. This year, Governors oversaw the development and publication of the college's 2030 Strategic Plan and Annual Accountability Statement.

The governors provide effective support in conjunction with appropriate levels of challenge through a number of mechanisms including: Corporation and Academic Standards and Quality Development Committee (ASQD) meetings which are supported by reports on all key aspects of college life providing required assurances and identifying specific issues for consideration; and Deep Dives for the members of ASQD on key strategic items where they deem it necessary to develop their depth of understanding and have an opportunity for further scrutiny.

Link governors have continued to actively engage in joint learning walks and professional development day activities providing opportunities for professional dialogue with staff that both enforces and challenges their thinking. The leadership team benefitted greatly from the expertise that link governors brought to the SAR validation panels ensuring an appropriate level of challenge that produced accurate self-assessment of their provision. Governors have also participated in the full college staff training day and celebration events held for students.

Financial stewardship from governors continues to be strong. Governors have an established Key Performance Indicator Framework that allow effective monitoring and challenge of financial performance.

The Company Secretary continues to provide highly effective leadership of the operation of the Board and subcommittees. The Company Secretary also coordinated the process of appointment of the new Chief Finance Officer, and this was brought to a successful conclusion with the Board ratifying the appointment in June 2023. The new Chief Finance Officer took up post in November 2023.

Safeguarding

During the 2022-2023 academic year the management of safeguarding has been effective. The DSL (Director of Student Experience) oversees all Safeguarding activities across BMet supported by a team of eight Deputy DSLs based at each of the BMet colleges.

Deputy DSLs are trained to the required standards through Services for Education and update knowledge though external and internal training events. Training is updated every two years in line with expectations of staff working in a DSL role. This enables DSLs to keep knowledge current and relevant to ensure safeguarding cases are supported with the latest guidance and support signposting as current to the local area. Additionally, the College Vice Principal and Deputy Principal are trained to Level 4 in Safeguarding (Head Teachers and Governor Training).

The Safeguarding team has increased from five to eight with an additional named Deputy DSL (Performance Coach Team Leader) at each college. The DSLs are supported by a team of 30 Safeguarding champions from curriculum and professional services areas. This has further enhanced communication across the college and provides a trained DSL to support at each college underpinned by the BMet DSL. The DSL works closely with the college Vice Principals to identify emerging themes by college, and mitigations required.

The DSL has a well-developed relationship with the Regional FE/HE Prevent Coordinator and regularly attends local and regional information sharing/training sessions to keep up to date with the latest developments in Prevent. This supports early identification of concerns and support in referral cases to Prevent.

The DSL and team have continued to develop relationships with key external partners such as the Police and Schools Panel, West Midlands Violence Reduction Partnership, local Police School Intervention Prevention Officers, Virtual Schools, and CWM Safer Students Group. These links help support with timely information sharing, development of school links to support Safeguarding file sharing, and provide access to events such as those delivered by the Police SIPOs (Schools Intervention Prevention Officers).

The network of safeguarding champions at each college meet half termly in line with the Safeguarding thematic calendar. Sessions have followed a BMet structure which consists of group supervision, reviewing themes at each college, training spotlight on topical issues and discussion of professional practice. All Safeguarding champions have completed enhanced safeguarding training to level 2 within the college Skillgate system.

Safeguarding communities continue to grow and develop as Safeguarding Champions and DDSLs enhance their practice. These communities provide safe spaces to discuss emerging themes, concerns and experiences in a group supervision setting with DDSLs.

Safeguarding governance is strong. The DSL works closely with the Designated Safeguarding Governor to discuss emerging themes and areas of college work in relation to Safeguarding and Prevent.

There is a Safeguarding Committee with key stakeholders, including senior leaders and the Governor for Safeguarding. Meetings occur once per term to review Safeguarding/Prevent themes, case studies and impact. This enables all stakeholders to review the impact of safeguarding and identify areas for development and improvement in future practice. Anonymised case studies are reviewed and case levels including presenting themes. Risks are assessed across all aspects of college life including safer recruitment, web filtering and monitoring.

Weekly safeguarding case and practice review meetings with Deputy DSLs are held, where caseloads are assessed and presenting concerns discussed. This enables the DSL to review consistency of practice and areas for development and highlight any new emerging themes.

There is a DSL led disclosure process within the Admissions Policy. This places an emphasis at the point of application and enrolment to disclose relevant conviction(s) and is supported by a robust assessment and panel process to assess risks and outcomes.

The investment in Safeguarding software MyConcern has fully embedded during the year with increased use and understanding of the system amongst staff and the Safeguarding Team. My Concern is the single route for the recording, management, referrals (Childrens Services, Police, Adult Social Services) and reporting of all safeguarding concerns across BMet. The introduction of this system has provided transparency of concerns raised using the inbuilt reporting system for DSLs and senior leaders.

Safeguarding training has taken place in person during the year, and in small groups as new starter and refresher training is required. Sessions have been well received and allowed for discussion and sharing of thoughts around sensitive/challenging subject areas. This has raised the awareness and understanding of safeguarding across the organisation taking a whole college approach to Safeguarding, whilst breaking down barriers to support staff in professional conversations about Safeguarding to underpin everyone's responsibilities to safeguard students and notice/identify concerns. Activities during sessions have enabled staff to use anonymised case studies and examples to contextualise and strengthen understanding.

Staff have attended training during July 2023 CPD week in Sexual Harassment, Violence and Sexism to support continued development of understanding in this topic and the start of the 1-year action plan to support work around reducing sexism and sexual harassment/violence.

Staff undertake annual Prevent training and this is contextualised through safeguarding training sessions allowing for reflection and to raise awareness of emerging themes. Staff were trained in Prevent during Sept/Oct/Nov 21 with a refresher in July/Aug/Sept 23 which has covered a wide range of risks both in the in person and virtual world. These have covered topics such as, Incels, Extreme far Right, Islamic, Apps and Online platforms supporting extreme views and narratives. Risk factors and vulnerabilities to consider in safeguarding students.

Key Strengths in Leadership and Management

Leadership and Management are judged to be Good:
- A highly effective and committed board of governors that continually challenge and support the college's drive for improvement.
- Governors have an understanding of the college's areas for improvement and how they can provide constructive challenge and support to make improvements through their link roles, committees and interrogation of dashboards.
- Leaders and managers have a strong focus on establishing a culture of visible, whole-college leadership with clear evidence of consistency in accountabilities setting high expectations and aspirations for staff and students.
- Leaders and managers have developed a culture of continuous improvement which ensures students and apprentices receive a high-quality learning experience.
- Leaders and managers have been pivotal in developing high performing teams using key characteristics and behaviours and the SALT framework to develop their teams further.
- The introduction of new roles and responsibilities towards the end of the academic year has ensured a much more consistent approach to curriculum design and delivery through collaborative planning for 2022-23.
- Leaders and governors have developed a clear and ambitious vision and strategic plan 2030 for providing high quality, inclusive education, and training for all, which has been influenced by the strong relationships with strategic partners.

- The college has strong relationships with key stakeholders who influence our curriculum.
- Recipient of the Excellence in Training and Education Award at the annual Chamber of Commerce Awards.
- Leaders and managers place diversity and inclusion at the heart of the college and the impact of this can be seen through the welcoming environments, resources developed and staff and students' promotion of equality.
- Leaders and managers have established a clear and ambitious vision for high quality education and training drawing on values which are shared and communicated through both policy and practice.
- There has been a significant shift to increase communication, consultation and positive feedback from staff by leaders. Two staff surveys during the year, the introduction of 'Ideas for Improvement' and the 'Ideas Lab' were well received by staff and have resulted in a number of changes in college processes and procedures.
- The Wellbeing and Engagement strategy is firmly embedded into the college with clear aims, objectives and actions to drive change.
- Leaders and managers have developed high-quality extensive professional development activity which has been provided throughout the year and is responsive to the needs of staff within Curriculum and Professional Services.
- 87 of teaching staff benefited from external industry upskilling with the impact of updating the curriculum and resources particularly focusing on skills development.
- Staff value the clarity they have over their current performance through open communications so that they are aware of improvements that are needed. An increased use of the coaching referral system is evident with individual requests for support from a Teaching and Learning Coach received, which for the vast majority of staff has helped to improve practice, hence the student experience.
- The management of subcontracted provision is extremely effective, contributing to strong outcomes for students.
- Strong whole college approach to Safeguarding & Prevent through clear leadership.
- Strong external links to the wider Safeguarding and Prevent sector which support opportunities for BMet to engage in funded activities and policy / sector discussions/influence.

Priorities for 2023-24

- Fully embed the culture of visible, strong whole-college leadership with clear evidence of consistency in accountabilities, roles and high expectations for staff and students, particularly those students who are vulnerable.
- Provide high quality context informed Professional Development and Learning for all staff.
- Successful implementation of well-prepared T Level programmes and preparation for curriculum development in response to qualification changes.
- Lead on strong engagement with students, parents, the community, employers
- Enhance the relevance and effectiveness of all programmes, ensuring alignment with industry needs to prepare students for the workforce.

Quality of Education

Context and Activity

High expectations are established of all our students and apprentices, especially in our approach to teaching, learning and assessment, whilst significant emphasis continues to be placed on ensuring the student experience is positive, developing the curriculum to enhance students' underpinning skills as well as subject knowledge, skills and behaviours to effectively prepare them for their next steps. As a result, our students consistently progress to positive destinations (of those destinations of our full-time students known, currently 98 have progressed to a positive destination).

Strong external relationships exist between the college and a number of key stakeholders and networks. These partnerships provide vital sector insight which is utilised to influence the design of the curriculum and respond to the needs of the region and employers during the business planning stage. Management teams have a clearly defined curriculum intent and utilise key data to ensure effective business planning, which is forward thinking and innovative.

Students and apprentices benefit from highly experienced and knowledgeable teachers and trainers who bring their subject to life and sequence the curriculum logically, systematically and explicitly to maximise student and apprentice engagement and develop the required knowledge, skills and behaviours to support their future success and meet the needs of the local, regional and national context. The responses from the student survey identified that 98 of students agreed or strongly agreed they were 'learning new skills' and 95 agreed or strongly agreed that they were helped to develop their 'own ideas'. Additionally, 87 of teaching staff have undertaken Industry upskilling in the last year, providing them with opportunities to further enhance their programmes as a result of employer interaction.

Time was taken to settle students and apprentices in at the start of their programme, through the implementation of a comprehensive and tailored induction programme. Timely completion of initial one to ones, targets and diagnostic assessment enabled staff to establish starting points much more effectively. Whilst the majority of staff use a range of strategies to establish starting points some are less effective at implementing strategies to support some students; hence this is an area for further development and will include an emphasis on learning how to learn for students and staff.

Targeted use of the catch-up fund has ensured that those students who require further support to improve their performance can access it quickly and effectively.

Knowledgeable and enthusiastic teachers and trainers continue to enhance their practice to develop highly effective learning strategies including Dual Coding, Retrieval Practice, Interleaving, Spaced and Distributed Practice and Spiral Learning, as well as placing greater emphasis on the impact on learning of each element within the Classroom and Workplace Principles and Practice. The newly established TLA Strategy is now fully embedded in teaching and learning practice, with recognition from external consultants on the impact this has had on the quality of education (Ofsted 2023). This activity has contributed to an aspirational teaching and learning culture, leading to 97 of students agreeing and strongly agreeing that 'teaching is good'. The student survey gained a 90 response rate with just under 4,300 students responding to the survey.

Walkthroughs, Learning Walks and Deep Dives continue to gauge the effectiveness of teaching, learning and assessment across the college. Extensive staff development, including bespoke training, is provided for areas or individuals where expectations are not being met, which includes effective feedback and feed forward, the embedding of English and Maths into academic, vocational and technical delivery and the use of strategies to support differing starting points. An increased use of the coaching referral system is

evident with individual requests for support from a Teaching and Learning Coach received. Throughout the year 53 requests related to individual teachers or assessors. The remaining three requests related to team support/CPD for key developmental areas. 36 support requests have currently been signed off with positive outcomes and a further four have left the organisation whilst coaching was taking place. Nine recent referrals are on track following positive initial impact of coaching and the remaining four have either not demonstrated the required improvement and are therefore now going through the formal process of capability, and two have had coaching extended.

Quality of Education Programmes for Young People

Context, Activity and Key Judgements

In 2022-23, 4,282 students were enrolled on 8,909 qualifications, which is a slight increase when compared to the previous year. 16-18 achievement was 79.5, which is a decrease when compared to the previous year (-0.9pp) and is slightly below the GFE national average (81.1). Several areas have contributed to this decrease: A Level linear two-year programmes; Accounts, Criminology, Engineering, and Plumbing and Electrical Level 2. ICE plans have been implemented for each team and progress against actions are being carefully monitored.

The vast majority of students follow vocational programmes of study in the following areas: Business and Professional Studies, Creative Industries, Construction, Digital/ICT, Early Years, English and Maths; Engineering and Manufacturing Technologies; ESOL, Foundation Learning; Health and Social Care; ICT, Media Studies and Games Design; Public Services; Sport, Science and Travel and Tourism. A-Level students due to complete in 2021-22 equated to 1,093 enrolments (including 4 Adult enrolments), which is an increase on the previous year, and is believed to be due to the changes to GCSE grading nationally, so that more students achieved the necessary entry requirements. 18 subjects are offered at A Level and the majority of subjects are now on a two-year linear programme.

Gaps in achievement exist between the following groups of students where there are more than 15 enrolments: the highest achieving students by ethnicity are Other White at 87.6 (299 enrolments), African (higher achieving group last year too) at 86.7 (975) and Arab (higher achieving group last year too) at 86.4 (272); which compares to the lowest achieving groups of Other Mixed (lower achieving group last year too) at 75 (188), White/Black African at 74.7 (75), those that did not provide their ethnicity at 73 (141) and White/Asian (lower achieving group last year too) at 72.1 (129). The gap between the highest and lowest achievement by ethnicity is therefore 15.5pp, which is a significant reduction on the previous year when the gap was 31pp. Work will continue to close the gap over the forthcoming year, with a focus on those where achievement has been low for more than one year.

Enrolments on GCSE English and Maths have decreased steadily over the last 5 years (from around 2000 to 1,200 for English and 2,600 to 1,800 on Maths). For both subjects, the decrease is mainly in 16-18 enrolments, with the small number of 19+ enrolments remaining similar. A contributing factor to this decrease in numbers will be the pandemic and Teacher Assessed Grades (TAG) with more students gaining a grade 4+ during this period.

Heads of English and Maths were appointed to oversee the cross-college quality and consistency of subject delivery and there have been various positive productive changes to the structure of the teams, and the approach to English and maths delivery. Changes included: switching to more student-friendly hour-long lessons (reducing cognitive overload), increased collaboration between colleagues across college, use of shared high-quality resources and visibly increased timeliness and consistency of assessment.

For GCSE English, the four to nine pass rate for 16-18 students was 21 which is 1pp below the GFE college rate (2022-23 Mides data) and for Maths GCSE the four to nine pass rate for 16-18 students was 13, which is the same as the GFE college rate (2022-23 Mides data). The RCU Mides data progress measure of those students increasing their grade from a two (+0.10) is significantly higher than the GFE College rate and the West Midlands rate and those students increasing their grade from a three (-0.21) was again higher than the GFE College and the West Midlands rate. For GCSE Maths the RCU Mides data shows that BMet students make better progress than the national GFE College and West Midlands rate with those students increasing their grade from a two (-0.20) and from a three (-0.20). Although the progress measures are favourable when compared nationally and regionally the college recognises further work is required to improve progress for our students.

Strengths for Quality of Education for Young People

Education Programmes for Young People is judged to be Good:
- Highly qualified staff develop the required knowledge, skills and behaviours to support students to progress (98 positive destinations).
- Positive and collaborative relationships with students by establishing high expectations and nurturing both personal and professional behaviours and attitudes.
- Curriculum work with employers to influence their curriculum design, ensuring students develop the relevant knowledge, skills and behaviours.
- Teams clearly understand their curriculum intent, which is ambitious and well designed, and subsequently plan and sequence the delivery of programmes that enable students on study programmes to acquire the relevant knowledge, underpinning skills and behaviours to prepare for assessments, exams and their next steps.
- Where starting points are used well, students benefit from an individual learning plan, supporting their progress.
- Teachers and inclusion staff skilfully support students leading to a strong student experience, good student progress
- Students enjoy attending well planned and effectively delivered practical sessions, within well-resourced environments, which are highly motivating and enable students to clearly link theory into practice whilst developing work ready skills.
- Teachers use assessment well to gauge how well students are learning and identify and correct misunderstanding to ensure they make the required progress.
- The majority of students receive constructive feedback and understand what they need to do to improve the quality of their work. In the main survey 96 (-1pp compared with previous year) of students responding to the survey agreed and strongly agreed that 'feedback tells them what they are doing well and what they need to improve'.
- High levels of student satisfaction.

Priorities for 2023-24

- Drive improvements in the consistency of high-quality teaching learning and assessment across all sites, teachers, and all sessions, especially where provision is duplicated across sites.
- All teachers use starting points of students effectively to personalise learning.
- Feedback to routinely help students reach their potential.
- Students continue to develop maths and English skills to equip them for the future (beyond level 2 where applicable).

Quality of Education for Adult Learning Programmes

Context, Activity and Key Judgements

In 2022-23 the college accommodated 4,169 individual adult students, which equated to 8,199 enrolments. This was a slight decrease when compared to 2021-22.

Adult achievement was 80.3, which is similar to the previous year (80.2), however well below the GFE national average from (86.7).

The BMet Skills Strategy encompasses adult, apprenticeship and HE provision and is designed to support the College's strategic priorities, whilst addressing local, regional and national context through national and regional policy, demographics and Partnerships. The skills strategies are built around three main operational pillars: curriculum development, ensuring our provision meets the needs of the regional economy and population; marketing, to engage and attract customers; and customer service, to provide a customer-centric experience across all parts of their journey with BMet, whether students, employers, or other stakeholders. This strategy is designed to enable the College to provide more adults with the ability to access training and learning flexibly throughout their lives, providing people with the technical skills to gain employment, alongside ensuring that people with lower-level skills are able to further their development and independence.

The adult provision provides opportunities for all levels of learning in a wide variety of subjects including AAT, Access to HE, (including our new online provision), Construction, Creative Industries, Digital, ESOL (our largest adult provision), Functional Skills English and maths, GCSE English and maths, Health and Social Care, Horticulture, Performing Arts and Photography, preparation for work and Rail. SWAPs, Sector Gateways and short course provision for unemployed adults is delivered across the colleges based on specialisms. BMet is the largest college provider of SWAPs in the WMCA region, with 219 enrolments and 22 SWAPs in 2022-23. During the academic year the decision was taken to consolidate ESOL provision at Matthew Boulton College and Erdington Skills Centre in response to the WMCA cap on ESOL funding, this also provided an opportunity to focus on the consistency and outcomes of ESOL courses.

A significant amount of work was undertaken during the year to improve adult provision, especially ESOL and pre-employment programmes. A broader curriculum offer, to include vocational/employability, maths and digital skills, was provided for ESOL students, with significant changes made to the quality of planning and implementation to ensure more students made good progress from their starting points. Additionally, changes to the design of the pre-employment curriculum ensured students acquired the appropriate knowledge and developed the required skills to make progress relevant to their starting points.

Gaps in achievement exist between the following groups of students where there are more than 15 enrolments: the highest achieving students by ethnicity are White/Black African at 86.7 (90 enrolments), White/Black Caribbean at 86.1 (166), Chinese (higher achieving group last year too) at 84.1 (82) and White British (higher achieving group last year too) at 83.7 (1,609); which compares to the lowest achieving groups of Other Mixed (lower achieving group last year too) at 74.4 (90), Indian at 75 (172), Caribbean at 77.2 (429) and Other Black (lower achieving group last year too) at 77.4 (371). The gap between the highest and lowest achievement by ethnicity is therefore 12.3pp (a significant improvement on the previous year at 25.8pp) and between the lowest achievement and the College outturn is 5.9pp. Work will continue to close the gap over the forthcoming year.

Strengths for Quality of Education for Adults

Adult Learning Programmes are judged to be Good:

- Strong partnerships exist to ensure opportunities to widen participation and provide secure pathways that meet skills shortages in the area.
- Leaders and managers work with employers to adapt the curriculum (additional qualifications/specific units to meet the needs of the sector), which places students in a good position to secure work.
- Sequencing of the curriculum has been well considered.
- Different teaching methods are used to enhance student learning.
- Students practice the skills they have developed in high quality environments, allowing them to develop knowledge and skills in realistic settings, developing their confidence for when they secure employment.
- Initial Assessment takes place promptly, and as a result Additional Support is implemented timely and in the vast majority of cases starting points are used effectively to support student progress.
- Teachers use a variety of assessments well, including peer assessment. These assessment activities have the effect of developing underpinning and transferable skills.
- Nearly all assessed work identified improvement over time, however in a small number of cases corrections to spelling, grammar and punctuation is not always picked up on feedback.
- Students develop confidence, communication and digital skills and self-belief well over time.
- The curriculum is highly effective in supporting adults to progress to their next stage (90 positive destinations).

Priorities for 2023-24

- Ensure consistency in the effective use of starting points of students, by all teachers, to personalise learning and ensure they make good progress.
- Feedback to routinely help students reach their potential (including the development of written English skills).
- Increase vocational progression opportunities from Entry 3 and mechanisms for IAG.

Quality of Education for Apprenticeships

Context, Activity and Key Judgements

BMet had 774 apprentices on programme during the year, including some partially subcontracted provision, of these 347 were due to complete in 2022-23, of which the vast majority are undertaking Standards. Each college is responsible for their apprenticeship delivery with approximately 67 of the volume delivered at James Watt, 25 at Matthew Boulton and 8 at Sutton Coldfield. The college specialises in four key areas, through number of different delivery models, meeting the needs of the employers in:

- Advanced Manufacturing and Engineering
- Business Professional Services
- Construction
- Medical and Health

The current achievement rate is 64.8 (excluding those apprentices transferred due to the Stourbridge divestment), which is slightly less than the previous year (66.1). The pass rate is significantly higher than the previous year at 98.3 (+ 5pp) demonstrating that the vast majority of those apprentices retained, achieve.

Those apprenticeships that have not performed at the level of expectation (<51) with more than five leavers include: Accountancy (16 leavers), Dental Nurse (27 leavers), Food and Drink (22 leavers), Horticulture (7 leavers), Operations or Department manager (6 leavers). Many of the programmes that did not achieve to the expectations of the college span more than 18 months, and a number of apprentices have been impacted by the pandemic with some being made redundant and some facing delays to EPAs. This process has been carefully managed and where possible teams have worked closely with employers and apprentices to mitigate the impact where possible.

Additionally, there are a number of standards and frameworks (small number) that have excellent achievement rates of 89+: Business Administrator (13 leavers), Content Creator (4 leavers), Control Technical Support Engineer (10 leavers), Electrotechnical (2 leavers), Engineering Operative (1 leaver), Infrastructure Technician (2 leavers) and Manufacturing Engineering Degree (8 leavers).

The majority of apprentices recruited to programmes are White British or Other White, with 33 from minority ethnic background, an increase of 7pp, when compared with the previous year. Of these the college has recruited more apprentices of Pakistani and Indian backgrounds (14 and 5 respectively). Generally, apprentices from African, Bangladeshi, Caribbean, Pakistani and White/Asian backgrounds perform less well than those who are White British (68.4 achievement). The College is now part of the College West Midlands Group Race Equality Working Group with a focus on attracting different ethnic groups to become apprentices, and to create a good practice guide for employers, to help increase diversity within their apprentice workforce.

The Apprenticeship Operational Strategy aims to establish a clear statement of intent, defining the organisation's commitment to high-quality apprenticeship provision. This ensures that all stakeholders share a common understanding of the organisation's goals. The strategy sets out the management roles of different directorates, providing clarity on their responsibilities in supporting the implementation of

apprenticeships. By standardising and clarifying the roles of assessors, coaches, lecturers, and employer responsive managers, the strategy promotes consistency and effective coordination. Additionally, it identifies quality assurance processes to monitor and improve the apprenticeship programme's effectiveness. Finally, the strategy introduces new activities such as ERM sampling and Progress Boards, enhancing monitoring and support mechanisms for apprentices and employers. These measures collectively form a comprehensive operational strategy to drive successful apprenticeship provision within the organisation.

The Business Development Team play a fundamental role in working with external stakeholders and employers to ensure the College's apprenticeship provision is aligned to the local, regional and national needs, recognising how each apprenticeship will benefit each business. The on-boarding process provides a high-quality experience with enhanced checks prior to sign up and clarity around roles and responsibilities to ensure clear expectations are established and our customers are retained.

The Business Development Team and Curriculum work well together to provide quality apprenticeships. Where stronger relationships exist, work has been undertaken to redesign delivery methods and models, introduce new provision and set projects with employers to develop skills above and beyond the requirements of the qualification. To enhance employer involvement Employer Boards across all key areas have been established. The newly established Construction Employer Board proved very successful during the year, building strong relationships that directly enhances curriculum provision. However, this is still an area to strengthen in the coming year.

Consistent and timely interaction between delivery teams and the employer ensures apprentices are ready to undertake End Point Assessments (EPA), working closely with the EPAO (Organisation) to ensure all required documents are presented in a timely fashion for gateway and all apprentice work is auditable and ready for the required elements.

Collaboration between vocational, English and Maths and apprenticeship teams have proved extremely valuable this year to secure positive outcomes for apprentices undertaking Functional Skills qualifications, however this is an area to strengthen.

In terms of English skills, we emphasize the enhancement of communication abilities. This includes improvements in spoken and written communication, active listening skills, and the acquisition of workplace-specific language. Employers play a pivotal role in implementing these improvements, and their impact is clearly evident in our apprentices' progress as documented in our review processes. This triangulation of data ensures that we capture the full spectrum of our apprentices' advancements.

Maths is systematically incorporated into our apprenticeship delivery model through a structured curriculum that focuses on practical mathematics applicable to their respective roles. Our approach involves incorporating mathematical concepts that are directly relevant to their work tasks, such as financial calculations, data analysis, and problem-solving techniques. We also encourage apprentices to apply these mathematical skills in real-world scenarios within the workplace, ensuring that they not only understand these concepts but can also utilise them effectively. By seamlessly integrating maths into our overall program, we empower our apprentices to make informed decisions and excel in their roles, contributing to their personal and professional growth. This maths integration, alongside our ongoing support and resources, further reinforces our commitment to fostering well-rounded, skilled apprentices.

Apprentices are provided with a Safeguarding card to ensure they know who to contact if they have any concerns and are introduced to the College through a newly designed induction programme focussing on college life, systems, student support services, Safeguarding, Prevent, British Values, Health and Safety and Diversity and Inclusion. Assessors regularly seek clarification of apprentices' understanding of these topics and how they affect them in their day to day lives.

The College works with a range of SMEs and large national and multi-national employers including Balfour Beatty, Baxi, BNP Paribas Personal Finance, BMW, Britvic, Careys, Cemex, Cookson Gold, Currys, Hydraforce, Miele, Moy Park, NHS, Pladis, Salt, Samworth Brothers, Siemens, Vinci, West Midlands Trains, and 3M, amongst others. Additionally, several senior leaders are members of regional community and business boards such as the Greater Birmingham Chamber of Commerce Council and the GBSLEP Modern Services Board, which play a crucial role in business planning for the future.

The College takes an active role in raising the profile of apprenticeships for example through hosting apprenticeship seminars with the Greater Birmingham Chamber of Commerce members and other business organisations such as the West Midlands Women's Voice, supporting and sponsoring the Greater Birmingham Apprenticeship Awards and the BAME Apprenticeship Awards annually, and are a member of the BAME Apprenticeship Network.

Strengths for Quality of Education for Apprenticeships

Apprenticeships are judged to be Good:
- The curriculum intent provides a clear rationale for apprenticeship provision at the college and is ambitious and responsive.
- Leaders and managers work well with partners and stakeholders to provide a curriculum that addresses the skills gaps and meets the needs of the employer.
- Leaders have a clear shared vision for providing high-quality, inclusive education and training to all apprentices at BMW Training School in Oxford, which is supported through multiple levels of governance. This results in continued high performing apprentices who achieve all elements of their qualification.
- The curriculum prepares apprentices well for their next steps within their chosen sector, with the majority sustaining employment.
- Managers and teachers/trainers plan and teach the curriculum in a logical way and as a result most apprentices gain substantial knowledge, skills and behaviours over time.
- The standard of written work is appropriate for the level and in most cases, feedback is good and helps apprentices know what they need to do to improve leading to the majority of apprentices achieving.
- Most apprentices with additional needs are supported well and achieve.
- The behaviour and attitudes of apprentices within the college and the workplace is excellent.
- Apprentices feel safe and know how to report anything of concern.
- Apprentices are prepared well for their next steps including onto Higher Level apprenticeships and HE and in the majority of cases remain in employment.

Priorities for 2023-24

- The information gained from initial assessments is not used as well as it could be to demonstrate progress from starting points, consequently apprentices do not always make swift progress and achieve at a high level.
- Feedback to routinely help apprentices reach their potential (including the development of written English skills).
- Whilst managers have implemented a more robust progress review process, it requires further development to have the intended impact, including being timelier.
- The use of Cognassist for all apprentices during induction would ensure early identification of apprentices that require further support, including specialist support.

Quality of Education for Students with High Needs

Context, Activity and Key Judgements

In 2022-23, there were 191 students studying at BMet college with an Educational Health Care Plan (EHCP) of which 119 students were classified as High Needs. Of these 134 were 16-18-year-olds with an EHCP and 98 were classified as High Needs. All students with an EHCP or classified as High Needs attend mainstream provision, although a number do attend Foundation Learning programmes at all three colleges.

Achievement for those students with High Needs was slightly below the previous year and the overall college average at 79.3 for 16–18-year-olds and 75 for adults. Those 16-18-year-olds with an EHCP achieved as well as their peers at 80.2 however those adults with an EHCP did not achieve as well (73.5). In the vast majority of cases, students were retained within the College however did not always pass their qualification due to a number of factors, which have been discussed and action planned accordingly.

Our student journey, now in its second cycle, stands as a testament to its efficiency and continuous improvement. Regularly scrutinised, this comprehensive process encompasses various facets, such as interviews held concurrently with curriculum, seamless transition into college, Special Educational Needs and Disabilities (SEND) open events, and personalised enrolment experiences, providing students with opportunities to familiarise themselves with the wider team that will be supporting them. Notably, our collaborative efforts with external organisations are expanding, fostering a more enriched educational environment.

The meticulous gathering of starting points is a cornerstone of our approach, drawing information from schools, pen profiles, parents, and relevant agencies. This valuable data is shared with all staff engaged in supporting the young person, ensuring a unified and informed approach.

Targets, intricately linked to EHCPs, are established to align with preparing for adulthood outcomes. These targets are transparently accessible to all staff and undergo thorough review during four strategic intervals throughout the year. Multidisciplinary meetings, featuring representation from curriculum, inclusive support, students, and parents or carers, facilitate a holistic assessment and adjustment of these targets.

Our Inclusive Support leads and coordinators are strategically aligned with Directorates, and Senior Learning Support Assistants (LSAs) are specifically assigned to curriculum areas. Their regular attendance at team meetings ensures swift support for any challenges related to students with SEND.

Inclusive Support Leads actively participate in all Termly Review Boards (TRB) at their respective colleges, utilising their operational knowledge to address day-to-day challenges and celebrate successes.

To enrich the student experience, we have introduced a range of enrichment activities designed to foster communication, team building, and social skills. These activities include sign language and art programs, gardening clubs, contributing to a well-rounded educational experience.

Furthermore, our collaboration with external agencies, such as Mencap, and Hereward College, has proven fruitful. A number of high-needs and EHCP students have successfully completed supported internships with Communicate2U, through the Developing Local Provision (DLP) project. As a result of these partnerships, some students have seamlessly transitioned into work-focused outcomes, including supported internships, marking a positive trajectory towards their future success.

Strengths for Quality of Education for Students with High Needs

Provision for Students with High Needs is judged to be Good:
- Inclusive support leads work well with the local authority and stakeholders to ensure a smooth transition to college, substantially increasing recruitment for this academic year.
- Leaders and managers have taken a keen and proactive approach to develop the provision for High Needs through the implementation of a robust improvement plan and as a result the changes to the structure have positively impacted the support the curriculum receive.
- A broad Foundation Learning programme has been developed catering for individual needs, incorporating sign posting to future progression opportunities.
- A well-designed curriculum supports students with EHCPs and High Needs to develop the required knowledge, skills and behaviours to progress onto the next level.
- Managers and teachers have high aspirations for their students and make necessary adjustments to support their progression.
- The vast majority of teachers have the required knowledge to support those students with an EHCP and as a result the majority are retained (93.5).
- Students' progress is recorded well through a number of different means, and as a result the majority achieve as well, and in some cases better, than their peers.
- Enhanced communication channels between Inclusive Support, Curriculum, parents and carers and students have ensured a collaborative supportive environment that allows students with EHCPs and High Needs to flourish.
- Students are exposed to a number of employer-led interactions, participate well in college life and their views are respected.
- Staff are appropriately qualified and are exposed to a range of training, including Inclusive Support staff being supported to understand the benefits of using research informed pedagogies.
- Students feel safe and termly celebrations are held to recognise students' progress e.g., resilience, leadership skills etc.

Priorities for 2023-24

- Increase the number of smaller discrete programmes, with input from specialised agencies, to support the personalisation of learning and increase student progression opportunities.
- Further enhance links with the local authority to further develop provision, continue to improve the dialogue relating to current and prospective students' inclusive needs.
- Where required target professional development for staff who require further knowledge and skills to implement strategies to support students with EHCPs and High Needs.
- Lead on stronger engagement with parents to aid the transition into college, whilst on programme and with next steps.

- Drive improvements within Foundation Learning, in the consistency of high-quality teaching learning and assessment across all sites, teachers and all sessions.

Behaviour and Attitudes

Context, Activity and Key Judgements

A fundamental aspect to the newly enhanced TLA Strategy, established at the start of the academic year, is to provide an inclusive, anti-racist curriculum that improves the experience, skills and attainment of all students, including those in protected characteristic groups. Our purpose is to ensure all students, regardless of background, can fully participate and achieve their maximum potential and in line with their peers and are equipped with the skills to succeed in the future. All students/apprentices should 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.

Our student involvement in the Student Commission for Racial Justice and the Birmingham Race Impact Group (BRIG) Mini Summit provided students the opportunity to voice feelings and opinions with actions arising from their discussions being implemented; students were also fundamental to the success of the Equali-tea and talk sessions, led by Diversity and Inclusion Ambassadors and BAME Network members, which have helped us to listen to what matters most and implement actions as a result. All these initiatives have had a positive impact on students feeling valued, listened to and feel they belong.

During induction an emphasis was placed on finding out about each and every one of our students/apprentices by assessing prior knowledge and attainment, current strengths and capabilities, barriers to being confident and motivated, disabilities and difficulties, personal ambitions and career goals and gaps in knowledge of the subjects being studied. Then use these outcomes to plan sessions and individual support that assists them to reach their full potential and progress to the next stage. This contributed towards the standards of behaviour, exhibited by students within the college environment, being very good. 93 of students agreed or strongly agreed that their 'classmates behave well and show respect to others', in the main student survey, which achieved a 90 response rate.

The Ready, Respectful and Safe ethos is rooted in the College culture and is continually reinforced by all staff within the College, who set high expectations for all students. Students generally demonstrated respect for both their peers and staff and behaviour in lessons and around the college was good. Where behaviour fell below expectations of the college, actions were implemented quickly, fairly and effectively through the implementation of the Positive Behaviour Policy, which emphasises the importance of focusing on the cause of the behaviour rather than the behaviour itself, using Trauma Informed Practice. Although still in its infancy there were a number of examples where this approach was extremely effective in supporting students back on track to achieve.

Well-resourced and well-equipped learning environments were enhanced during the year with our bright and engaging teaching and learning posters (designed by our Art and Design students) promoting the highly effective research-informed strategies being implemented. These strategies helped to introduce our students to the different pedagogical approaches and enhanced their understanding of how they learn, developing more independent and confident students/apprentices.

Attendance to main programme out turned at 80.6 with English and Maths at 77.3 and 71.5 respectively, which is below our expectations. Attendance has been robustly monitored throughout the year, however a significant increase in the complexity in students' needs, including mental health, has impacted their ability

to physically attend college. A range of support methods have been implemented to secure achievement and progression to next steps and the additional funding (Catch Up/ALS) has been used effectively to support a large number of students to achieve.

Additionally, the investment in training for 16 staff members to become Mental Health First Aiders for our students has helped to provide further support where required. These staff are trained to spot the early signs and symptoms of stress, anxiety and depression and to offer support and guidance. They help create a positive environment, encouraging people to talk about mental health more easily and have the confidence to start a conversation about mental health and to guide or signpost the individual to resources or more appropriate support, including Togetherall, which is an alternative online support network available for our students/apprentices. Additionally, Govox was introduced to students to help identify those who require extra help.

The weekly High Priority report distributed to curriculum teams continues to identify those students at most risk of non-achievement. The report identifies key triggers for staff to focus attention on including the monitoring of attendance, progress, disciplinary action, behavioural issues, amongst others, enabling earlier intervention strategies to be implemented. In addition, the mentoring project, trialled the previous year, for those students from minoritised ethnic groups that were at high risk of not succeeding in their programme of study was successfully implemented resulting in some of the students remaining on programme and achieving when the signs indicated that they were going to withdraw or fail.

A strong focus on safeguarding during induction and throughout the year ensures that students feel safe and know how to keep each other safe within the college and that they know who to contact regarding safeguarding and personal concerns. The TLA Induction Survey identified that 97 of respondents agreed or strongly agreed with the statement 'I feel safe at college', which was slight increase on the previous year (+2pp), 96 agreed or strongly agreed with 'I know how to raise a concern if I am worried about something'.

Strengths for Behaviour and Attitudes

Behaviour and attitudes of students within the college is judged to be Good:
- Students/apprentices feel safe and welcome at all colleges.
- The vast majority of students and apprentices respond well to the high expectations established by staff, who clearly communicate expected levels of attendance and behaviour with a focus on being professional at all times.
- A highly inclusive, respectful and positive culture across the college continues to be developed, where the principles of inclusivity are firmly embedded through the Ready Respectful and Safe ethos.
- The college encourages students to share and respect views of others and their differences.
- Most students demonstrate respectful behaviours towards teachers and peers.
- Students and apprentices take pride in their work and apply themselves diligently throughout their learning activities, and generally develop mature and professional approaches to learning.
- Students/apprentices are taught in high-quality and industry standard locations.
- Leaders and managers continue to monitor attendance well, with a number of strategies implemented throughout the year, including close monitoring within one-to-one tutorials, parental intervention and disciplinary action, however this is an area for further improvement.

- There is a strong emphasis from staff for students and apprentices to arrive on time ready for learning. Punctuality is generally good at 97 and is evident during visits to classroom and online sessions where it is seen that teachers and assessors place an emphasis on arriving on time.
- Safe working practices are embedded across the college, including for those students with SEND. Students/apprentices feel safe, value the security around the colleges, recognise the importance of wearing lanyards and know who to speak to if they have any safeguarding concerns. Swift and appropriate action is implemented in response to concerns raised.
- Most students/apprentices are aware of the support services that the college provide, including mental health support.

Priorities for 2023-24

- Develop strong behaviours for learning, ensuring students attend regularly for all sessions and are fully prepared.
- Enhance the attendance Policy and Guidance to develop a more robust and consistent process for the management of attendance, especially to English, maths, and Tutorial.

Personal Development

Context, Activity and Key Judgements

The college's induction, tutorial and enrichment programmes continued to be enhanced in line with the college's values and strategic priorities.

Clear planning of induction ensured the majority of students settled into college and had the opportunity to discuss their learning needs during a one-to-one tutorial. A number of initial assessment methods were employed to establish starting points including the newly designed skills self-assessment which students completed twice during the year, identifying in-year development of key transferable skills. This provided the opportunity for students on study programmes to consider key personal and professional skills and qualities that will support them in their next steps. Plans have been implemented to embed this further during the new academic year.

A comprehensive, yet flexible tutorial programme has been established to provide students with a rich and diverse experience that seeks to raise students' aspirations, develop broad skills, build resilience, promote positive behaviours, challenge mindsets which ultimately lead to positive outcomes. This programme is designed to switch between core and bespoke topics, to support the wide-ranging needs of our students enabling them to better serve surrounding communities. Each term has an overarching theme which is focussed on the student journey: Connection, Growth and Success and incorporates sessions on staying safe, bullying and harassment, progression and careers, diversity and inclusion, anti-racism, growth mindset, mental health and wellbeing, healthy relationships, money matters and active citizenship. Throughout the year the programme has continued to be developed and work commenced to adapt this programme for apprentices, adults and our HE students. Two Knowledge Recall tasks are set for students during the year to monitor impact of tutorial content and revisit the gaps, however further work is required to ensure gaps in knowledge are bridged more effectively.

Apprenticeship teams worked with the Tutorial Manager during the February CPD day to develop strategies to enhance the apprenticeship journey, employing approaches to engage apprentices in developing their personal and professional attitudes and behaviours within their local and work context. The Deep Dive undertaken for cross-college tutorial in February/March demonstrated that whilst a number of areas have effectively implemented a comprehensive and engaging tutorial programme, further consideration is required to ensure this activity is impactful. As a result, a proposal was taken to SLT at the end of the academic year to introduce tutorial facilitators at each college, along with a number of strategies to enhance the personal development of apprentices and adults.

To compliment the tutorial programme, cross-college enrichment events provided students and apprentices provide chances to experience challenging, varied and balanced opportunities that further develop personal skills and behaviours, whilst providing social interaction with others outside their programme of study:

- 619 students participated in the Precious Lives and Stop and Search sessions: the impact of knife crime and the implications of stop and search.

- 522 students attended in the Alison Cope Knife Crime Awareness sessions: a look at the impact of knife crime on young people (a first-hand testimony).
- 102 students participated in sessions that discuss strategies for young people to travel safely on public transport.
- 128 students participated in the REAL workshops County Lines.
- 183 students attended the New Heights sessions looking at healthy and unhealthy relationships including coercive control, when normal goes toxic, sexual abuse and consent, signs of an unhealthy relationship and how to support a friend in an unhealthy relationship.
- A number of students engaged in the Student Commission for Racial Justice, expressing their views on a range of equality and diversity topics to support anti -racist strategy at the college, resulting in positive action from the college.

Additionally, a range of volunteering opportunities were provided across the three colleges, including volunteering fairs, which were well attended at each college, along with participation in regional and national competitions, including:

- Foundation Learning students participated, and were successful winners, in the Envision Community Apprentice programme engaging with a social action project. The projects chosen were: Raising cultural awareness; Tackling racism and Mental health. The students had to pitch their project to an audience including mentors, other schools and colleges and a judging panel. This was a fantastic achievement for our students who showed, courage, resilience and determination to be able to overcome nerves and anxiety to do this.
- Students participated in the Reading Ahead Challenge. Reading Ahead asks students to choose six reads, these can be books, magazines, recipes, short stories, articles, and letters. After students have completed each read, they will need to make either a review or record their thoughts in a Reading Diary.
- Students from Computing and Fashion, Business Retail participated in a Creative Challenge competition, alongside students from other colleges in London, Liverpool and Oxford/Banbury. With five students selected as finalists to spend the day at the Experience Haus offices in Shoreditch, London where they had the amazing experience of working with industry professional designers. Students were able to engage with a number of specialist designers (graphic, video, gaming, etc.). Each student presented their submission concept to the group in the afternoon, and explained what they had learned, and how the engagement with professional designers had provided them with constructive feedback enabling them to `tweak' their designs.
- Winners of the FE Mathematical Challenge.
- Winners in the Amazon Web Services project taking three of the six prizes, including the top prize for Best Overall Live Project. The challenges are always relevant to the reality students are facing and this year focused on the use of the positive power of technology to address the impact of `Change and how it affects your generation'.
- Participation in the Planet Earth Games, an initiative that encourages colleges to reduce their carbon footprint and promote sustainability provided the college with another winning success (third place). The students completed a variety of challenges, including setting up an environmental pledge board, promoting cycling and public transport, planting trees, using food banks, and establishing a student committee on reducing carbon footprints. These initiatives have helped to raise awareness of environmental sustainability among the student community and encouraged them to take concrete steps towards supporting our drive towards sustainability.

The college prides itself on the strength of relationships with a diverse range of employers, local, regional and national, and strategic partners, which enables the college to provide an abundance of opportunities to extend students' knowledge, skills and behaviours beyond the qualification. Through exposure to a breadth of experiences within curriculum delivery, cross college enrichment activities and extra-curricular activity, students make good progress in developing their personal and professional skills, thus contributing to the enhancement of their character.

The college's strong and effective relationships with employers, universities and public-sector organisations are successfully utilised to support the career pathways and enhance the student experience through a variety of activities including live briefs and projects, competitions, guest speakers, organisational visits and work placements. In addition, the college holds a growing number of Employer Boards, which are industry specific enabling opportunities for employers to work with curriculum departments to help plan for new curriculum and skills, support students to develop essential skills to work in that industry and to work with the college to ensure the skillset of our students is best placed to enable progression to meaningful employment.

A high quality and impartial careers service deliver information advice and guidance with integrity ensuring students are on the right pathway. In 2022-23 a total of 2,081 BMet students received one to one vocational guidance from the professionally qualified careers team and 2,032 students attended 132 careers workshop sessions. All 201 EHCP students were offered priority careers interviews with careers advisers, of which 99 attended and were supported with making decisions around their next steps. Staff prepare students to progress into sustainable education, training and employment to realise their career ambitions through the delivery of the career pathway plan, embedded within the main delivery for all levels. The newly approved Careers Strategy has highlighted a number of enhancements to improve the activity with curriculum to strengthen the careers support for all students and apprentices.

Strengths for Personal Development

Personal Development of students within the college is judged to be Good:
- The vast majority of students have a number of highly effective interactions with employers through work experience, live briefs, visits, guest speakers and competitions; 93 of Work Ready took place and 73 of Work Real (min hours) was implemented, which enabled students to prepare for their next steps.
- Students are supported well and in the majority of cases staff meet their needs effectively.
- Teachers develop students' and apprentices' understanding of diversity and in most cases, this is done well, preparing students and apprentices for the roles they play in society.
- The majority of students know how to keep themselves safe, and physically and mentally healthy.
- Students and apprentices know where to go if they need support and if they feel that their mental health is in decline.
- Students and apprentices develop their confidence and become much more independent and self-aware, preparing them for their next steps.
- The majority of students develop their employability skills through a range of interactions through classroom delivery, employer interaction, enrichment opportunities and fairs (university employer, voluntary etc). 93 of students agreed or strongly agreed that the college was 'helping them think about next steps' (+1pp when compared to the previous year).

- A high quality and impartial careers service deliver information advice and guidance with integrity ensuring students are on the right pathway.
- A well established and comprehensive support package is provided for students who aspire to gain a place at university.

Priorities for 2023-24

- Students and Apprentices will follow an enhanced curriculum that provides them with the opportunities to further develop personal interests, clearly communicate at differing levels, learn to become resilient, confident, and active citizens and provide them with the information they need to stay safe contextualised to their setting (both home and college/work).
- Students and apprentices receive more regular and appropriate information that helps them to identify, and support, their next steps.

Summary of Key Performance Data

All ages achievement

All Ages					
Year	Starts	Ach %	Ret %	Pass %	GFE %
20/21	14,480	83.0	92.8	89.5	-
21/22	17,582	80.3	90.3	88.9	83.8
22/23	17,123	79.9	88.7	90.0	83.8

16-18 Achievement

16-18					
Year	Starts	Ach %	Ret %	Pass %	GFE %
20/21	8,366	86.4	92.5	93.4	-
21/22	8,055	80.4	88.6	90.7	81.1
22/23	8,909	79.5	88.5	89.8	81.1

Adult Achievement

16-18					
Year	Starts	Ach %	Ret %	Pass %	GFE %
20/21	6,114	78.4	93.1	84.2	-
21/22	9,527	80.2	91.7	87.5	86.2
22/23	8,214	80.3	88.9	90.3	86.2

Achievement by Level

Level			E & 1				2			
Year	Age	Starts	Ach %	Ret %	Pass %	GFE %	Starts	Ach %	Ret %	Pass %	GFE %
20/21	All	4,344	80.8	94.3	85.6	-	5,463	83.7	94.1	89.0	-
	16-18	1,105	84.0	94.2	89.1	-	3,588	87.4	94.4	92.6	-
	19+	3,239	79.7	94.4	84.4	-	1,875	76.5	93.4	82.0	-
21/22	All	5,986	80.9	92.2	87.8	86.5	6,307	79.4	89.6	88.6	81.6
	16-18	1,338	86.4	92.0	93.9	80.8	3,424	80.3	88.5	90.7	79.9
	19+	4,648	79.3	92.3	86.0	89.7	2,883	78.4	90.9	86.2	83.6
22/23	All	6,010	81.7	90.1	90.7	86.5	6,205	78.9	88.9	88.7	81.6
	16-18	1,491	85.0	92.7	91.8	80.8	3,731	79.3	88.8	89.3	79.9
	19+	4,519	80.6	89.2	90.3	89.7	2,474	78.3	89.1	87.8	83.6

Level			3				4+			
Year	Age	Starts	Ach %	Ret %	Pass %	GFE %	Starts	Ach %	Ret %	Pass %	GFE %
20/21	All	4,310	84.0	89.4	94.0	-	21	57.1	81.0	70.6	-
	16-18	3,667	86.2	90.2	95.6	-	6	66.7	66.7	100	-
	19+	643	71.7	84.8	84.6	-	15	53.3	86.7	61.5	-
21/22	All	4,077	78.0	87.3	89.4	81.9	35	51.4	94.3	54.5	71.6
	16-18	3,284	78.0	87.4	89.3	82.5	9	88.9	100	88.9	82.8
	19+	793	77.9	86.9	89.7	77.2	26	38.5	92.3	41.7	68.6
22/23	All	4,231	77.3	86.0	89.9	81.8	43	60.5	74.4	81.3	71.6
	16-18	3,668	77.5	86.6	89.5	82.5	19	78.9	89.5	88.2	82.8
	19+	563	76.4	82.1	93.1	77.2	24	45.8	62.5	73.3	68.6

Achievement by Gender

Sex	Age	20/21				21/22				22/23				
		Starts	Ach %	Ret %	Pass %	Starts	Ach %	Ret %	Pass %	Starts	Ach %	Ret %	Pass %	GFE %
Female	All	7,702	83.5	93.2	89.7	9,261	81.1	90.8	89.4	9,396	80.8	89.1	90.7	84.1
	16-18	4,003	88.5	92.9	95.3	3,885	81.9	89.1	91.9	4,355	80.9	88.1	91.8	81.4
	19+	3,699	78.2	93.5	83.6	5,376	80.6	92.0	87.6	5,041	80.7	89.9	89.8	86.3
Male	All	6,778	82.4	92.3	89.3	8,321	79.4	89.8	88.4	7,727	78.8	88.3	89.2	83.4
	16-18	4,363	84.5	92.2	91.6	4,170	78.9	88.2	89.5	4,554	78.2	88.9	87.9	80.8
	19+	2,415	78.8	92.6	85.0	4,151	79.8	91.4	87.3	3,173	79.7	87.4	91.2	87.4

Achievement by Ethnicity

Ethnicity	Age	Starts	Ach %	Ret %	Pass %	Starts	Ach %	Ret %	Pass %	Starts	Ach %	Ret %	Pass %	GFE %
			20/21				21/22				22/23			
African	All	1,673	80.7	94.6	85.3	2,330	81.2	93.3	87.0	2,525	81.9	90.9	90.1	84.6
	16-18	681	90.5	95.3	94.9	807	86.4	93.2	92.7	975	86.7	93.8	92.3	83.5
	19+	992	74.0	94.2	78.6	1,523	78.5	93.4	84.0	1,550	78.8	89.0	88.6	85.1
Arab	All	689	85.8	96.1	89.3	925	81.0	94.1	86.1	912	82.6	90.1	91.6	86.0
	16-18	248	89.5	96.4	92.9	229	87.3	93.4	93.5	272	86.4	91.5	94.4	82.4
	19+	441	83.7	95.9	87.2	696	78.9	94.3	83.7	640	80.9	89.5	90.4	87.4
Bangladeshi	All	645	85.6	94.3	90.8	758	81.4	90.5	89.9	737	82.4	92.5	89.0	87.7
	16-18	476	89.5	95.8	93.4	445	82.5	91.0	90.6	506	83.6	92.7	90.2	83.2
	19+	169	74.6	89.9	82.9	313	79.9	89.8	89.0	231	79.7	92.2	86.4	89.8
Caribbean	All	930	83.2	92.2	90.3	1,203	79.6	88.9	89.4	1,017	78.5	90.1	87.1	80.5
	16-18	623	87.3	92.0	94.9	559	77.3	87.1	88.7	585	79.3	89.2	88.9	75.0
	19+	307	74.9	92.5	81.0	644	81.5	90.5	90.1	432	77.3	91.2	84.8	85.0
Chinese	All	45	82.2	84.4	97.4	83	90.4	96.4	93.8	135	80.7	88.9	90.8	90.1
	16-18	19	73.7	73.7	100	19	94.7	100	94.7	53	75.5	88.7	85.1	90.9
	19+	26	88.5	92.3	95.8	64	89.1	95.3	93.4	82	84.1	89.0	94.5	89.7
Gypsy/Irish Traveller	All	6	83.3	100	83.3	4	75.0	100	75.0	8	75.0	100	75.0	72.4
	16-18	3	100	100	100	3	66.7	100	66.7	6	83.3	100	83.3	67.9
	19+	3	66.7	100	66.7	1	100	100	100	2	50.0	100	50.0	85.2
Indian	All	488	81.6	91.4	89.2	475	80.4	90.7	88.6	441	78.5	88.2	88.9	86.8
	16-18	237	85.7	90.3	94.9	229	83.4	90.4	92.3	269	80.7	88.5	91.2	86.4
	19+	251	77.7	92.4	84.1	246	77.6	91.1	85.3	172	75.0	87.8	85.4	87.2
Irish	All	51	82.4	96.1	85.7	63	68.3	79.4	86.0	65	76.9	89.2	86.2	81.2
	16-18	35	82.9	97.1	85.3	33	72.7	90.9	80.0	38	76.3	86.8	87.9	75.9
	19+	16	81.3	93.8	86.7	30	63.3	66.7	95.0	27	77.8	92.6	84.0	85.7
Not Provided	All	235	85.5	95.3	89.7	272	79.8	90.1	88.6	319	76.5	85.6	89.4	82.9
	16-18	130	87.7	96.9	90.5	104	78.8	86.5	91.1	141	73.0	82.3	88.8	77.5
	19+	105	82.9	93.3	88.8	168	80.4	92.3	87.1	178	79.2	88.2	89.8	87.6
Other	All	793	82.7	93.3	88.6	1,086	80.1	92.3	86.8	966	78.9	88.5	89.1	85.8
	16-18	280	85.7	92.1	93.0	286	85.3	89.9	94.9	298	79.9	88.9	89.8	82.0
	19+	513	81.1	94.0	86.3	800	78.3	93.1	84.0	668	78.4	88.3	88.8	87.5
Other Asian	All	551	84.2	94.4	89.2	773	80.7	91.6	88.1	831	80.0	87.8	91.1	86.0
	16-18	169	84.0	89.9	93.4	205	84.9	89.8	84.6	237	84.0	91.6	91.7	84.1
	19+	382	84.3	96.3	87.5	568	79.2	92.3	85.9	594	78.5	86.4	90.8	87.0
Other Black	All	440	78.0	93.2	83.7	621	77.9	92.1	84.6	636	80.5	88.4	91.1	81.1
	16-18	182	87.4	93.4	93.5	215	84.6	92.5	91.4	265	84.9	89.8	94.5	78.1
	19+	258	71.3	93.0	76.7	407	74.4	91.9	81.0	371	77.4	87.3	88.6	83.9

Achievement by Ethnicity continued

Ethnicity	Age	20/21 Starts	Ach %	Ret %	Pass %	21/22 Starts	Ach %	Ret %	Pass %	22/23 Starts	Ach %	Ret %	Pass %	GFE %
Other Mixed	All	211	79.6	88.2	90.3	257	73.5	85.2	86.3	279	74.9	89.2	83.9	80.9
	16-18	144	77.8	85.4	91.1	157	73.2	84.7	86.5	188	75.0	92.6	81.0	76.5
	19+	67	83.6	94.0	88.9	100	74.0	86.0	86.0	91	74.7	82.4	90.7	85.6
Other White	All	728	85.6	94.2	90.8	801	81.6	90.4	90.3	804	84.0	91.0	92.2	85.3
	16-18	280	90.0	93.6	96.2	266	80.8	86.5	93.5	299	87.6	93.6	93.6	81.6
	19+	448	82.8	94.6	87.5	535	82.1	92.3	88.9	505	81.8	89.5	91.4	87.4
Pakistani	All	2,321	85.7	93.3	91.8	2,707	81.6	90.2	90.5	2,477	77.7	88.9	87.4	84.8
	16-18	1,820	87.9	93.6	93.9	1,748	80.3	88.8	90.4	1,834	76.7	88.9	86.3	82.4
	19+	501	77.6	92.2	84.2	959	83.9	92.6	90.7	643	80.6	89.0	90.6	87.5
White British	All	3,857	81.8	90.7	90.2	4,293	80.8	88.7	91.0	4,010	79.4	86.1	92.2	83.2
	16-18	2,527	84.2	90.7	92.8	2,278	79.0	87.6	90.2	2,396	76.5	84.2	90.8	81.0
	19+	1,330	77.4	90.7	85.3	2,015	82.8	90.1	92.0	1,614	83.7	88.9	94.1	86.6
White/ Asian	All	269	84.8	93.7	90.5	267	76.8	88.0	87.2	286	77.6	85.0	91.4	83.7
	16-18	156	84.0	92.3	91.0	131	76.3	85.5	89.3	129	72.1	81.4	88.6	81.4
	19+	113	85.8	95.6	89.8	136	77.2	90.4	85.4	157	82.2	87.9	93.5	86.1
White/ Black African	All	115	85.2	93.9	90.7	168	78.6	90.5	86.8	165	81.2	90.3	89.9	82.0
	16-18	49	87.8	93.9	93.5	58	84.5	96.6	87.5	75	74.7	86.7	86.2	79.1
	19+	66	83.3	93.9	88.7	110	75.5	87.3	86.5	90	86.7	93.3	92.9	85.0
White/ Black Caribbean	All	433	80.4	91.5	87.9	496	69.8	81.5	85.6	510	80.8	89.2	90.5	78.3
		307	82.4	91.9	89.7	284	63.7	75.7	84.2	343	78.1	87.5	89.3	74.4
	19+	126	75.4	90.5	83.3	212	77.8	89.2	87.3	167	86.2	92.8	92.9	84.4

Achievement by Disability and Learning Difficulty

LLDD	Age	20/21 Starts	Ach %	Ret %	Pass %	21/22 Starts	Ach %	Ret %	Pass %	22/23 Starts	Ach %	Ret %	Pass %	GFE %
LLD Yes	All	1,812	81.7	92.1	88.7	2,188	79.6	89.3	89.1	2,337	78.6	88.4	88.9	81.4
	16-18	1,117	85.3	92.3	92.4	1,136	80.7	88.1	91.6	1,349	78.9	88.4	89.2	89.3
	19+	695	75.8	91.7	82.7	1,052	78.3	90.5	86.6	988	78.3	88.5	88.6	84.8
LLD No	All	12,610	83.2	92.9	89.6	15,333	80.4	90.5	88.9	14,754	80.1	88.8	90.2	84.6
	16-18	7,211	86.5	92.5	93.6	6,907	80.4	88.7	90.6	7,547	79.6	88.5	89.9	81.9
	19+	5,399	78.8	93.4	84.4	8,426	80.4	91.9	87.5	7,207	80.6	89.0	90.5	87.2
LLD Unknown	All	58	81.0	94.8	85.5	61	85.2	90.2	94.5	32	87.5	87.5	100	82.9
	16-18	38	92.1	100	92.1	12	66.7	83.3	80.0	13	92.3	92.3	100	79.8
	19+	20	60.0	85.0	70.6	49	89.8	91.8	97.8	19	84.2	84.2	100	86.5

Achievement for High Needs, EHCP and Free School Meals

High Needs	Age	20/21 Starts	Ach %	Ret %	Pass %	21/22 Starts	Ach %	Ret %	Pass %	22/23 Starts	Ach %	Ret %	Pass %	GFE %
High Needs	All	205	89.3	98.0	91.0	218	82.1	92.7	88.6	308	78.6	93.5	84.0	-
	16-18	142	93.7	99.3	94.3	178	81.5	92.1	88.4	256	79.3	93.8	84.6	-
	19+	63	79.4	95.2	83.3	40	85.0	95.0	89.5	52	75.0	92.3	81.3	-

EHCP	Age	20/21 Starts	Ach %	Ret %	Pass %	21/22 Starts	Ach %	Ret %	Pass %	22/23 Starts	Ach %	Ret %	Pass %	GFE %
EHCP	All	278	91.7	98.6	93.1	364	83.2	93.1	89.4	437	78.5	92.4	84.9	-
	16-18	201	95.0	99.5	95.5	280	82.5	91.8	89.9	324	80.2	92.9	86.4	-
	19+	77	83.1	96.1	86.5	84	85.7	97.6	87.8	113	73.5	91.2	80.6	-

Free Meals	LLDD	Age	20/21 Starts	Ach %	Ret %	Pass %	21/22 Starts	Ach %	Ret %	Pass %	22/23 Starts	Ach %	Ret %	Pass %	GFE %
Free School Meals		All	921	91.3	96.6	94.5	1,408	85.5	93.0	92.0	2,417	84.4	92.8	90.9	-
		16-18	902	91.4	96.6	94.6	1,373	85.2	92.8	91.8	2,389	84.5	92.9	90.9	-
		19+	19	89.5	100	89.5	35	97.1	100	97.1	28	75.0	85.7	87.5	-
Not Free School Meals		All	13,559	82.5	92.5	89.1	16,174	79.8	90.1	88.6	14,706	79.2	88.1	89.9	-
		16-18	7,464	85.8	92.0	93.3	6,682	79.4	87.8	90.4	6,520	77.7	86.9	89.4	-
		19+	6,095	78.4	93.1	84.2	9,492	80.2	91.7	87.4	8,186	80.3	88.9	90.3	-

Apprenticeship Achievement: Overall and by Age

Apprenticeships		20/21			21/22			22/23			
		Starts	Ach %	Pass %	Starts	Ach %	Pass %	Starts	Ach %	Pass %	GFE %
Age	All	371	54.4	94.0	300	65.3	93.3	347	64.8	98.3	57.0
	16-18	165	43.6	93.5	114	67.5	97.5	132	59.1	97.5	54.8
	19+	147	65.3	94.1	116	62.9	86.9	131	70.2	100	61.9
	24+	59	57.6	94.4	70	65.7	97.9	84	65.5	96.5	55.4

Apprenticeship Achievement: Overall by Level

Apprenticeships		20/21			21/22			22/23			
		Starts	Ach %	Pass %	Starts	Ach %	Pass %	Starts	Ach %	Pass %	GFE %
Int.	All	122	47.5	92.1	16	62.5	83.3	-	-	-	-
	16-18	59	35.6	91.3	6	33.3	66.7	-	-	-	-
	19-23	42	59.5	96.2	6	83.3	83.3	-	-	-	-
	24+	21	57.1	85.7	4	75.0	75.0	-	-	-	-
Adv.	All	94	60.6	96.6	43	60.5	60.5	23	65.2	100	67.9
	16-18	41	51.2	95.5	17	64.7	64.7	11	36.4	100	67.0
	19-23	42	66.7	96.6	17	47.1	47.1	7	85.7	100	71.0
	24+	11	72.7	100	9	77.8	77.8	5	100	100	64.5
Higher	All	1	0.0	-	5	40.0	40.0	-	-	-	-
	16-18	1	0.0	-	2	50.0	50.0	-	-	-	-
	19-23	-	-	-	3	33.3	33.3	-	-	-	-
Standard	All	154	56.5	93.5	236	66.9	66.9	324	64.8	98.1	53.6
	16-18	64	46.9	93.8	89	70.8	70.8	121	61.2	97.4	50.6
	19-23	63	68.3	91.5	90	65.6	65.6	124	69.4	100	58.3
	24+	27	51.9	100	57	63.2	63.2	79	63.3	96.2	53.2

Maths and English High Grades

		20/21			21/22			22/23		
		Starts	9-4 Ach %	9-4 Pass %	Starts	9-4 Ach %	9-4 Pass %	Starts	9-4 Ach %	9-4 Pass %
GCSE Maths and English	**All**	3,120	36.8	38.6	3,026	21.7	24.6	3,201	17.7	20.0
	16-18	2,638	33.1	34.7	2,490	16.9	19.3	2,689	14.7	16.7
	19+	482	56.6	60.4	536	44.2	48.6	512	33.2	37.2
GCSE English	**All**	1,337	41.1	43.3	1,229	26.5	30.6	1,256	20.2	23.1
	16-18	1,120	38.6	40.5	1,052	23.4	27.0	1,100	18.5	21.1
	19+	217	53.9	58.2	177	45.2	51.9	156	32.1	37.9
GCSE Maths	**All**	1,783	33.5	35.1	1,797	18.4	20.7	1,945	16.0	18.0
	16-18	1,518	29.1	30.4	1,438	12.1	13.7	1,589	12.0	13.7
	19+	265	58.9	62.2	359	43.7	47.0	356	33.7	36.9

A Level High Grades

		20/21			21/22			22/23		
		Starts	A*-B Ach %	A*-B Pass %	Starts	A*-B Ach %	A*-B Pass %	Starts	A*-B Ach %	A*-B Pass %
A Level	**All**	689	48.0	56.3	812	22.0	31.6	1,097	14.0	19.5
	16-18	683	48.0	56.4	801	22.3	31.9	1,093	0.0	0.0
	19+	6	50.0	50.0	11	0.0	0.0	4	13.9	19.4
AS Level	**All**	32	43.8	46.7	-	-	-	-	-	-
	16-18	32	43.8	46.7	-	-	-	-	-	-
	19+	-	-	-	-	-	-	-	-	-

Vocational Level 3 High Grades by SSA

Achievers by SAA and Grade Type

SSA

Percentage (%)

Grade Type * D M P
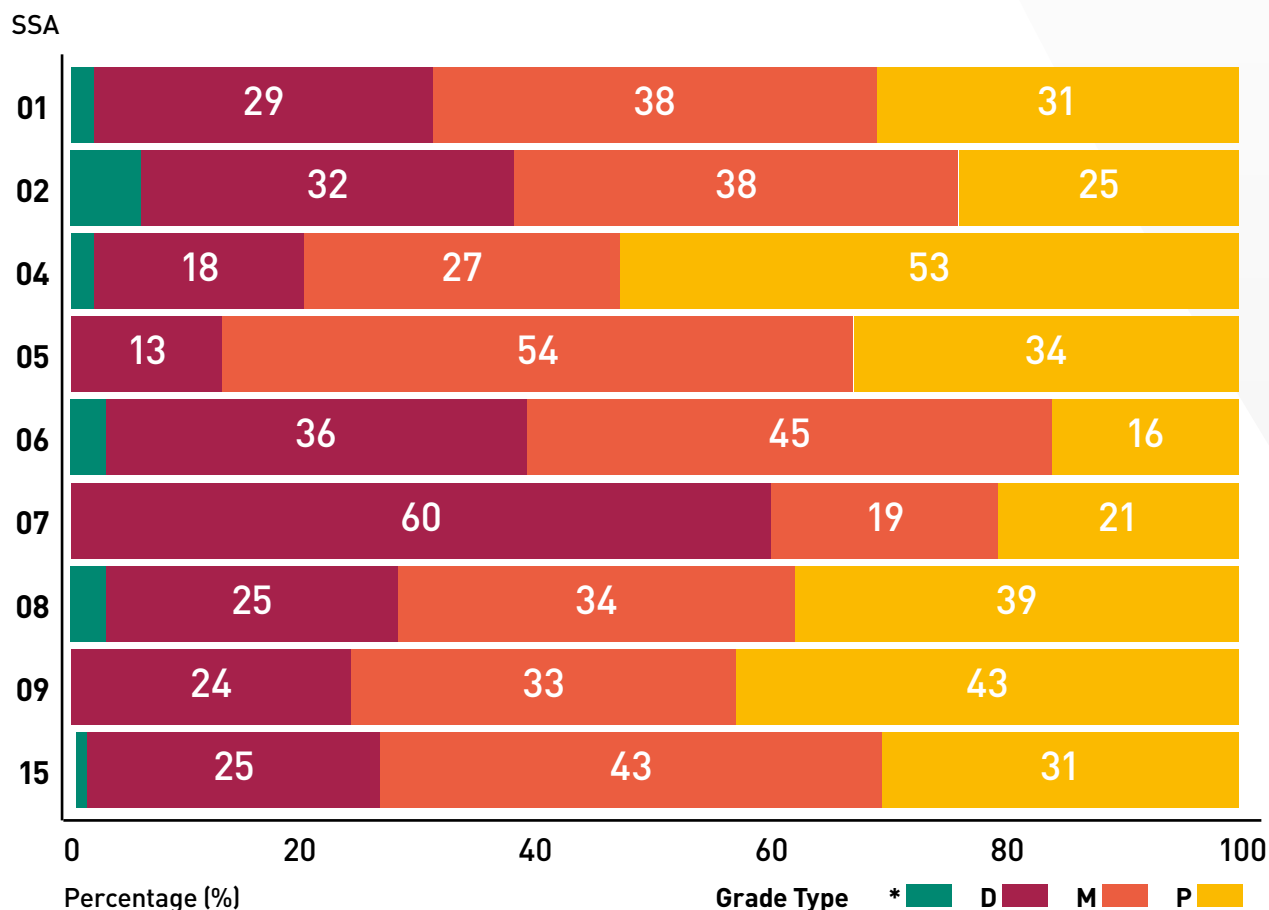
SSA	*	D	M	P	Total
01	2	29	38	31	100
02	6	32	38	25	100
04	2	18	27	53	100
05	-	13	54	34	100
06	3	36	45	16	100
07	-	60	19	21	100
08	3	25	34	39	100
09	-	24	33	43	100
15	1	25	43	31	100

Key to SSA

01 Health, Public Services and Care
02 Science and Mathematics
03 Agriculture, Horticulture and Animal Care
04 Engineering and Manufacturing Technologies
05 Construction, Planning and the Built Environment
06 Information and Communication Technology (ICT)
07 Retail and Commercial Enterprise
08 Leisure, Travel and Tourism
09 Arts, Media and Publishing
10 History, Philosophy and Theology
11 Social Sciences
12 Languages, Literature and Culture
13 Education and Training
14 Preparation for Life and Work
15 Business, Administration, Finance and Law

A Level High Grades by SSA

Achievers by SAA and Grade

SSA

Percentage (%)

Grade Type: * A B C D E
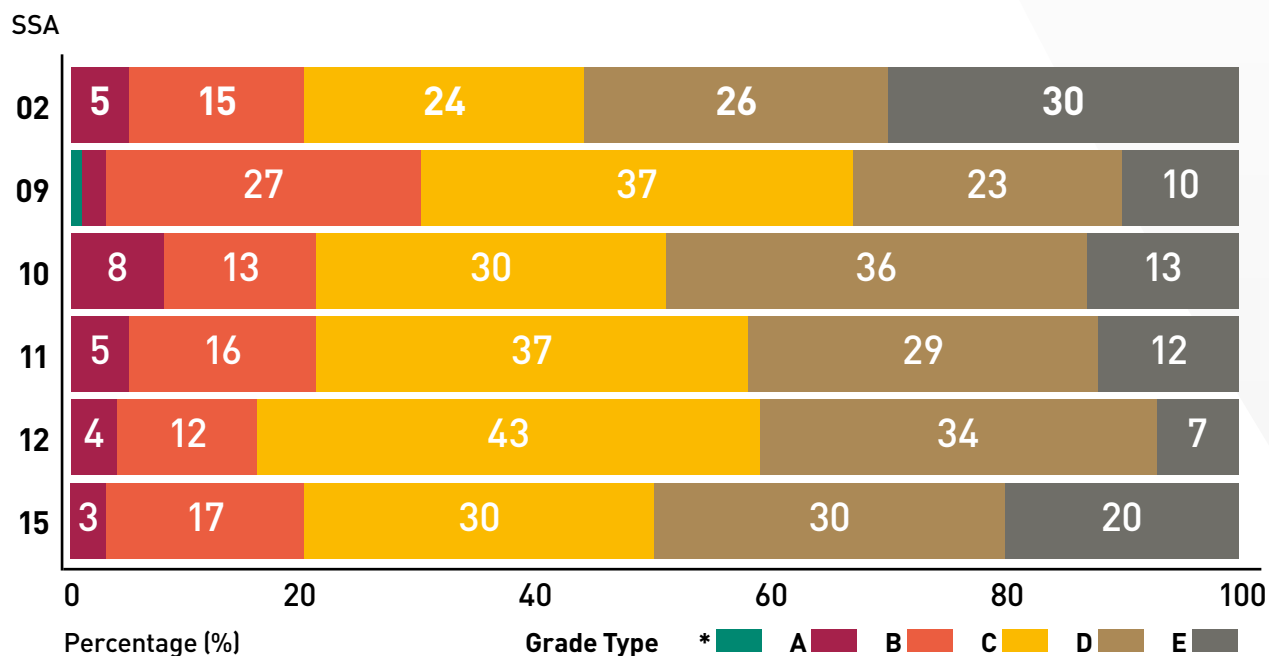
SSA	*	A	B	C	D	E	Total
02	0	5	15	24	26	30	100
09	1	2	27	37	23	10	100
10	-	8	13	30	36	13	100
11	-	5	16	37	29	12	100
12	-	4	12	43	34	7	100
15	-	3	17	30	30	20	100

Key to SSA

01 Health, Public Services and Care
02 Science and Mathematics
03 Agriculture, Horticulture and Animal Care
04 Engineering and Manufacturing Technologies
05 Construction, Planning and the Built Environment
06 Information and Communication Technology (ICT)
07 Retail and Commercial Enterprise
08 Leisure, Travel and Tourism

09 Arts, Media and Publishing
10 History, Philosophy and Theology
11 Social Sciences
12 Languages, Literature and Culture
13 Education and Training
14 Preparation for Life and Work
15 Business, Administration, Finance and Law

Achievement by SSA Overall and College

			22/23 BMet			
SSA	Age	Starts	Ach %	Ret %	Pass %	GFE %
01 Health, Public Services and Care	All	1,981	83.4	89.4	93.3	85.8
	16-18	768	82.3	90.6	90.8	84.2
	19+	1,213	84.2	88.6	95.0	86.6
02 Science and Mathematics	All	2,837	79.9	87.0	91.9	78.8
	16-18	2,380	78.5	86.4	90.9	78.8
	19+	457	87.3	90.2	96.8	78.9
03 Agriculture, Horticulture and Animal Care	All	176	68.8	85.8	80.1	81.4
	16-18	19	94.7	94.7	100	79.7
		157	65.6	84.7	77.4	84.7
04 Engineering and Manufacturing Technologies	All	572	81.5	92.7	87.9	84.4
	16-18	223	65.5	86.1	76.0	80.5
	19+	349	91.7	96.8	94.7	90.6
05 Construction, Planning and the Built Environment	All	534	75.7	89.1	84.9	81.7
	16-18	317	78.2	92.7	84.4	78.6
	19+	217	71.9	83.9	85.7	86.9
06 Information and Communication Technology	All	676	80.0	83.1	96.3	82.7
	16-18	204	91.2	95.6	95.4	80.7
	19+	472	75.2	77.8	96.7	84.0
07 Retail and Commercial Enterprise	All	95	84.2	86.3	97.6	88.5
	16-18	62	91.9	95.2	96.6	86.4
	19+	33	69.7	69.7	100	90.7
08 Leisure, Travel and Tourism	All	307	85.7	94.5	90.7	85.8
	16-18	284	85.6	94.7	90.3	85.5
		23	87.0	91.3	95.2	87.6
09 Arts, Media and Publishing	All	806	90.1	92.4	97.4	88.2
	16-18	728	90.0	92.2	97.6	87.7
	19+	78	91.0	94.9	95.9	90.9
10 History, Philosophy and Theology	All	94	64.9	67.0	96.8	83.5
	16-18	93	64.5	66.7	96.8	83.6
	19+	1	100	100	100	80.0
11 Social Sciences	All	382	63.4	79.6	79.6	79.2
	16-18	367	61.9	78.7	78.5	79.6
	19+	15	100	100	100	75.8
12 Languages, Literature and Culture	All	1,438	79.1	86.1	91.9	80.5
	16-18	1,234	78.4	85.8	91.4	80.3
	19+	204	83.3	87.7	95.0	81.7

Achievement by SSA Overall and College continued

SSA	Age	Starts	Ach %	Ret %	Pass %	GFE %
			22/23			
			BMet			
13 **Education and Training**	**All**	198	83.3	87.9	94.8	89.1
	16-18	20	60.0	80.0	75.0	83.3
	19+	178	86.0	88.8	96.8	89.4
14 **Preparation for** **Life and Work**	**All**	5,138	80.6	91.8	87.8	84.3
	16-18	1,023	85.3	93.9	90.8	79.0
	19+	4,115	79.4	91.2	87.1	87.2
15 **Business, Administration** **and Law**	**All**	1,889	74.7	85.9	87.0	80.9
	16-18	1,187	74.9	88.4	84.7	78.1
	19+	702	74.4	81.6	91.1	83.2

James Watt College

SSA	Age	Starts	Ach %	Ret %	Pass %
22/23					
BMet					
01 **Health, Public Services and Care**	All	412	71.6	88.1	81.3
	16-18	122	71.3	88.5	80.6
	19+	290	71.7	87.9	81.6
02 **Science and Mathematics**	All	340	81.8	86.2	94.9
	16-18	303	81.2	86.1	94.3
	19+	37	86.5	86.5	100
04 **Engineering and Manufacturing Technologies**	All	529	81.1	92.8	87.4
	16-18	204	64.2	85.8	74.9
	19+	325	91.7	97.2	94.3
05 **Construction, Planning and the Built Environment**	All	534	75.7	89.1	84.9
	16-18	317	78.2	92.7	84.4
	19+	217	71.9	83.9	85.7
06 **Information and Communication Technology**	All	46	67.4	89.1	75.6
	16-18	-	-	-	-
	19+	46	67.4	89.1	75.6
09 **Arts, Media and Publishing**	All	95	86.3	95.8	90.1
	16-18	91	85.7	95.6	89.7
	19+	4	100	100	100
12 **Languages, Literature and Culture**	All	291	81.4	84.9	96.0
	16-18	260	82.3	85.8	96.0
	19+	31	74.2	77.4	95.8
13 **Education and Training**	All	26	76.9	84.6	90.9
	16-18	-	-	-	-
	19+	26	76.9	84.6	90.9
14 **Preparation for Life and Work**	All	1,179	72.6	93.7	77.5
	16-18	137	52.6	91.2	57.6
	19+	1,042	75.2	94.0	80.0

Matthew Boulton College

			22/23 BMet		
SSA	**Age**	**Starts**	**Ach %**	**Ret %**	**Pass %**
01 Health, Public Services and Care	All	685	87.0	89.3	97.4
	16-18	324	87.0	90.4	96.2
	19+	361	87.0	88.4	98.4
02 Science and Mathematics	All	1,178	84.8	91.0	93.2
	16-18	874	83.3	91.0	91.6
	19+	304	89.1	91.1	97.8
03 Agriculture, Horticulture and Animal Care	All	176	68.8	85.8	80.1
	16-18	19	94.7	94.7	100
	19+	157	65.6	84.7	77.4
04 Engineering and Manufacturing Technologies	All	22	90.9	90.9	100
	16-18	-	-	-	-
	19+	22	90.9	90.9	100
06 Information and Communication Technology	All	512	78.1	79.5	98.3
	16-18	111	90.1	94.6	95.2
	19+	401	74.8	75.3	99.3
07 Retail and Commercial Enterprise	All	70	82.9	82.9	100
	16-18	40	92.5	92.5	100
	19+	30	70.0	70.0	100
09 Arts, Media and Publishing	All	271	93.7	95.2	98.4
	16-18	217	94.9	95.4	99.5
	19+	54	88.9	94.4	94.1
11 Social Sciences	All	85	71.8	92.9	77.2
	16-18	71	66.2	91.5	72.3
	19+	14	100	100	100
12 Languages, Literature and Culture	All	569	82.1	92.6	88.6
	16-18	444	80.4	92.8	86.7
	19+	125	88.0	92.0	95.7
13 Education and Training	All	103	80.6	86.4	93.3
	16-18	20	60.0	80.0	75.0
	19+	83	85.5	88.0	97.3
14 Preparation for Life and Work	All	3,625	83.9	91.7	91.5
	16-18	746	91.3	94.1	97.0
	19+	2,879	82.0	91.1	90.1
15 Business, Administration and Law	All	1,119	76.9	87.8	87.6
	16-18	527	77.2	91.8	84.1
	19+	592	76.5	84.1	91.0

Sutton Coldfield College

			22/23 BMet		
SSA	**Age**	**Starts**	**Ach %**	**Ret %**	**Pass %**
01 **Health, Public Services and Care**	All	355	81.7	90.7	90.1
	16-18	322	81.7	91.6	89.2
	19+	33	81.8	81.8	100
02 **Science and Mathematics**	All	1,319	75.1	83.7	89.8
	16-18	1,203	74.4	83.2	89.4
	19+	116	82.8	88.8	93.2
04 **Engineering and Manufacturing Technologies**	All	21	81.0	90.5	89.5
	16-18	19	78.9	89.5	88.2
	19+	2	100	100	100
06 **Information and Communication Technology**	All	111	92.8	96.4	96.3
	16-18	93	92.5	96.8	95.6
	19+	18	94.4	94.4	100
07 **Retail and Commercial Enterprise**	All	22	90.9	100	90.9
	16-18	22	90.9	100	90.9
	19+	-	-	-	-
08 **Leisure, Travel and Tourism**	All	306	85.9	94.8	90.7
	16-18	284	85.6	94.7	90.3
	19+	22	90.9	95.5	95.2
09 **Arts, Media and Publishing**	All	440	88.6	90.0	98.5
	16-18	420	88.3	89.8	98.4
	19+	20	95.0	95.0	100
10 **History, Philosophy and Theology**	All	94	64.9	67.0	96.8
	16-18	93	64.5	66.7	96.8
	19+	1	100	100	100
11 **Social Sciences**	All	297	60.9	75.8	80.4
	16-18	296	60.8	75.7	80.4
	19+	1	100	100	100
12 **Languages, Literature and Culture**	All	578	75.1	80.3	93.5
	16-18	530	74.9	80.0	93.6
	19+	48	77.1	83.3	92.5
13 **Education and Training**	All	27	96.3	100	96.3
	16-18	-	-	-	-
	19+	27	96.3	100	96.3

22/23 BMet					
SSA	**Age**	**Starts**	**Ach %**	**Ret %**	**Pass %**
14 **Preparation for Life and Work**	**All**	334	72.5	85.6	84.6
	16-18	140	85.7	95.7	89.6
	19+	194	62.9	78.4	80.3
15 **Business, Administration and Law**	**All**	735	72.1	84.2	85.6
	16-18	660	73.0	85.6	85.3
	19+	75	64.0	72.0	88.9

Achievement by Department

Section Code	Subject	20/21 Starts	20/21 Ach %	21/22 Starts	21/22 Ach %	22/23 Starts	22/23 Ach %
A101	**Construction ERD**	197	80.7	255	80.8	244	76.6
A102	**Construction JWC**	239	85.8	312	76.9	289	75.1
A201	**Engineering (Rail)**	213	67.1	233	82.4	317	92.7
A202	**Engineering (Apps)**	42	85.7	56	85.7	-	
A204	**Engineering JWC**	307	72.3	205	82.4	212	63.7
A301	**Creative and digital**	102	86.3	87	85.1	232	64.7
A302	**Health & care and early years**	440	82.7	512	78.2	420	74.0
A303	**English, maths, ESOL & FL**	1,686	77.8	2,110	77.6	1,738	77.0
B101	**Digital**	163	77.3	150	68.7	115	89.6
B102	**Digital Media**	36	88.9	92	92.4	69	94.2
B103	**Creative**	229	89.1	181	91.2	202	94.6
B104	**Law**	151	84.8	162	78.4	228	77.2
B105	**Accounts**	305	61.6	234	56.7	269	53.2
B106	**Vocational Business**	219	90.4	297	84.2	334	82.9
B201	**Dental Tech**	27	77.8	17	76.5	21	85.7
B202	**Pharmacy & Dental (Apps)**			2	100	3	0.0
B204	**Health & Care**	278	88.5	282	85.1	268	86.6
B205	**Early Years**	182	91.2	250	94.4	316	83.9
B206	**Horticulture**	100	80.0	250	74.2	210	71.4
B207	**Vocational Science**	305	96.7	268	88.4	289	90.3
B301	**English (GCSE)**	539	91.8	875	77.5	784	78.1
B302	**English and ESOL**	1,374	80.9	1,731	75.6	1,926	79.3
B303	**Maths**	1,023	80.5	1,223	79.0	1,251	78.0
B304	**Foundation Learning**	539	83.5	634	88.8	763	92.0
B401	**Commercial Services**	688	88.4	2,198	88.8	1,367	92.4
B405	**Community**	216	82.4	1	0.0	-	

Achievement by Department

Section Code	Subject	20/21		21/22		22/23	
		Starts	Ach %	Starts	Ach %	Starts	Ach %
D101	A Levels	730	83.2	823	66.7	1,192	66.3
D103	Vocational Science	262	90.8	201	81.1	197	92.4
D104	English, Maths and ESOL	1,387	84.9	1,307	77.4	1,298	74.8
D201	Digital	151	82.1	122	86.1	144	93.1
D202	Performing Arts	122	94.3	122	98.4	144	95.8
D203	Creative	185	95.1	197	90.9	181	93.4
D204	Foundation Learning	127	88.2	101	93.1	241	88.8
D205	Travel and Public Services	175	85.7	181	83.4	179	83.2
D206	Health, Care and Early Years	341	83.0	318	72.0	154	81.8
D301	Accounts, HE and Access	119	47.1	213	64.3	147	57.1
D302	Apps and Online Learning	99	74.7	44	88.6	61	80.3
D303	Business, Administration and Law	419	88.5	404	81.7	463	74.1
D308	Sport, Sport Science and HE	161	82.6	130	80.0	238	83.6
D309	Sport	264	84.1	115	84.3	-	-

Destination Data

Destinations for those students who left before 31 July 2022 including those who were not contactable:

Destinations BMet	16-19 Classroom		Advanced Learner Loan		AEB		Apprenticeships	
	Learners	%	Learners	%	Learners		Learners	%
EDU1 - Traineeship	12	0.3		0.0	6	0.1		0.0
EDU2 - Apprenticeship	126	3.2	1	0.5	12	0.3	13	5.4
EDU3 - Supported Internship	1	0.0		0.0		0.0		0.0
EDU4 - Other FE (Full-time) - including Community Learning provision	1,933	48.9	20	9.1	306	7.5	3	1.3
EDU5 - Other FE (Part-time) - including Community Learning provision	84	2.1	23	10.5	729	17.8	3	1.3
EDU6 - HE	571	14.5	85	38.6	138	3.4	1	0.4
EMP1 - In paid employment for 16 hours or more per week	346	8.8	39	17.7	1,127	27.5	181	75.7
EMP2 - In paid employment for less than 16 hours per week	48	1.2	6	2.7	122	3.0	10	4.2
EMP4 - Self-employed for 16 hours or more per week	8	0.2	1	0.5	53	1.3	5	2.1
EMP5 - Self-employed for less than 16 hours per week	1	0.0		0.0	9	0.2		0.0
GAP1 - Gap year before starting HE	48	1.2	5	2.3	11	0.3		0.0
NPE1 - Not in paid employment, looking for work and available to start work	168	4.3	4	1.8	404	9.8	3	1.3
NPE2 - Not in paid employment, not looking for work and/or not available to start work (including retired)	66	1.7	4	1.8	293	7.1	3	1.3
OTH1 - Other outcome - not listed	43	1.1	4	1.8	98	2.4	2	0.8
OTH3 - Unable to contact learner	17	0.4	1	0.5	39	1.0		0.0
OTH4 - Not known	472	11.9	27	12.3	745	18.2	14	5.9
SDE2 - Independent living	1	0.0		0.0		0.0		0.0
SDE3 - Learner returning home	3	0.1		0.0		0.0	1	0.4
VOL1 - Voluntary work	3	0.1		0.0	10	0.2		0.0
Total	**3,951**		**220**		**4,102**		**239**	

Destinations for those students who left before 31 July 2022 excluding those who were not contactable:

2021/22								
Destinations BMet	**16-19 Classroom**		**Advanced Learner Loan**		**AEB**		**Apprenticeships**	
	Learners	**%**	**Learners**	**%**	**Learners**		**Learners**	**%**
EDU1 - Traineeship	12	0.3		0.0	6	0.2		0.0
EDU2 - Apprenticeship	126	3.6	1	0.5	12	0.4	13	5.8
EDU3 - Supported Internship	1	0.0		0.0		0.0		0.0
EDU4 - Other FE (Full-time) - including Community Learning provision	1,933	55.8	20	10.4	306	9.2	3	1.3
EDU5 - Other FE (Part-time) - including Community Learning provision	84	2.4	23	12.0	729	22.0	3	1.3
EDU6 - HE	571	16.5	85	44.3	138	4.2	1	0.4
EMP1 - In paid employment for 16 hours or more per week	346	10.0	39	20.3	1,127	34.0	181	80.4
EMP2 - In paid employment for less than 16 hours per week	48	1.4	6	3.1	122	3.7	10	4.4
EMP4 - Self-employed for 16 hours or more per week	8	0.2	1	0.5	53	1.6	5	2.2
EMP5 - Self-employed for less than 16 hours per week	1	0.0		0.0	9	0.3		0.0
GAP1 - Gap year before starting HE	48	1.4	5	2.6	11	0.3		0.0
NPE1 - Not in paid employment, looking for work and available to start work	168	4.9	4	2.1	404	12.2	3	1.3
NPE2 - Not in paid employment, not looking for work and/or not available to start work (including retired)	66	1.9	4	2.1	293	8.8	3	1.3
OTH1 - Other outcome - not listed	43	1.2	4	2.1	98	3.0	2	0.9
SDE2 - Independent living	1	0.0		0.0		0.0		0.0
SDE3 - Learner returning home	3	0.1		0.0		0.0	1	0.4
VOL1 - Voluntary work	3	0.1		0.0	10	0.3		0.0
Total	**3,462**		**192**		**3,318**		**225**	

Destination Data

Destinations for those students who left before 31 July 2023 including those who were not contactable:

2022/23								
Actual Destination	16-19 Classroom		Advanced Learner Loan		AEB		Apprenticeships	
	Learners	%	Learners	%	Learners		Learners	%
Apprenticeship	22	0.5	1	0.9	6	0.1	15	4.9
Gap year before starting HE	26	0.6	1	0.9	16	0.4		0.0
HE	568	12.5	46	40.0	85	2.1	8	2.6
In paid employment for 16 hours or more per week	22	0.5	3	2.6	582	14.2	176	57.9
In paid employment for less than 16 hours per week	2	0.0	2	1.7	44	1.1	4	1.3
Learner returning home	2	0.0	-	0.0	-	0.0	2	0.7
Long term residential placement	-	0.0	-	0.0	1	0.0		0.0
Not in paid employment, looking for work and available to start work	15	0.3	-	0.0	165	4.0	18	5.9
Not in paid employment, not looking for work and/or not available to start	2	0.0	-	0.0	76	1.9	6	2.0
Other FE* (Full-time)	2,441	53.6	2	1.7	593	14.5	4	1.3
Other FE* (Part-time)	238	5.2	10	8.7	1,096	26.8	5	1.6
Other outcome – not listed	11	0.2	-	0.0	44	1.1	20	6.6
Self-employed for 16 hours or more per week	-	0.0	-	0.0	16	0.4	2	0.7
Self-employed for less than 16 hours per week	-	0.0	-	0.0	5	0.1	-	0.0
Traineeship	-	0.0	-	0.0	4	0.1	1	0.3
Voluntary work	-	0.0	1	0.9	4	0.1	1	0.3
Not Known	1,192	26.2	49	42.6	1,318	32.2	41	13.5
Unable to contact learner	10	0.2	-	0.0	40	1.0	1	0.3
Total	**4,551**		**115**		**4,095**		**304**	

Destinations for those students who left before 31 July 2023 excluding those who were not contactable:

2022/23								
Actual Destination	**16-19 Classroom**		**Advanced Learner Loan**		**AEB**		**Apprenticeships**	
	Learners	**%**	**Learners**	**%**	**Learners**		**Learners**	**%**
Apprenticeship	22	0.7	1	1.5	6	0.2	15	5.7
Gap year before starting HE	26	0.8	1	1.5	16	0.6		0.0
HE	568	17.0	46	69.7	85	3.1	8	3.1
In paid employment for 16 hours or more per week	22	0.7	3	4.5	582	21.3	176	67.2
In paid employment for less than 16 hours per week	2	0.1	2	3.0	44	1.6	4	1.5
Learner returning home	2	0.1		0.0		0.0	2	0.8
Long term residential placement		0.0		0.0	1	0.0		0.0
Not in paid employment, looking for work and available to start work	15	0.4		0.0	165	6.0	18	6.9
Not in paid employment, not looking for work and/or not available to start	2	0.1		0.0	76	2.8	6	2.3
Other FE* (Full-time)	2,441	72.9	2	3.0	593	21.7	4	1.5
Other FE* (Part-time)	238	7.1	10	15.2	1,096	40.0	5	1.9
Other outcome – not listed	11	0.3		0.0	44	1.6	20	7.6
Self-employed for 16 hours or more per week		0.0		0.0	16	0.6	2	0.8
Self-employed for less than 16 hours per week		0.0		0.0	5	0.2		0.0
Traineeship		0.0		0.0	4	0.1	1	0.4
Voluntary work		0.0	1	1.5	4	0.1	1	0.4
Total	**3,349**		**66**		**2,737**		**262**	

Appendix 1

Birmingham Demographics and comparison table

	Birmingham 2022	BMet Students 2022/23	BMet staff 2022/23	England 2022
Population	1,144,923	11,860	641	56,536,000
Age				
0-15 years	22.3%			18.6%
16-64	64.6%		95.8% (18-64)	63%
65+	13.1%		3.9%	18.4%
16-18 years		46%	0.3%	
Ethnicity				
BAME – aggregate group of overall pop	51.4%	62%	26%	19%
Pakistani	17%	14%	5%	2.8%
Indian	5.8%	3%	7%	3.3%
Black African	5.8%	6%	1%	2.6%
Bangladeshi	4.2%	4%	-	1.1%
Black Caribbean	3.9%	6%	6%	1.1%
White inc. White Other	47.1%	38%	57%	80%
Gender				
Female	51.1%	51%	57%	51%
Male	48.9%	49%	43%	49%
Disability				
Physical or mental health condition	22.4%*	14%	12.3%	24.1% *
Sexual Orientation				
LGB+	3% est	8%	2.3%	2.2%
Religion & Belief – top 3 largest groups				
Islam	29.9%	42%	7%	6.7%
Christianity	34%	29%	31%	46.3%
No religion	24.1%	26%	13%	36.7%
Deprivation				
Area of Deprivation: Lowest Decile	43%	39%		10%
Area of Deprivation: Lowest Quintile	59%	54%		20%
Area of Deprivation: Lowest 30%	69%	61%		30%
Deprived in one dimension or more (ONS)	59.6%			51.6%
Economic activity				
Economically active persons	55.6%			60.9%
Unemployed	8.5%			4.7%
Persons 16 or over with no qualifications	23.9%			18.1%

*physical or mental health conditions lasting or expected to last 12 months+
**Indices of Multiple Deprivation

Main sources:
2021 Census profile for Birmingham | Birmingham City Council
Population estimates for the UK, England, Wales, Scotland and Northern Ireland - Office for National Statistics (ons.gov.uk)

BMet

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