

Birmingham Metropolitan College (BMet)

Access and participation Plan

2025-26 to 2028-29



1. Introduction and strategic aim

Birmingham Metropolitan College (BMet) is a Birmingham focused group comprising three colleges: James Watt College, Matthew Boulton College and Sutton Coldfield College. As a group of three further education colleges, BMet provides a wide range of educational opportunities including vocational provision for a wide range of 16-19 year-olds and adult vocational courses, apprenticeships and employer training. In 2023/24, BMet has approximately 15,000 students and 900 apprentices. Over 50% of all students are from areas of high deprivation.¹ The College is also a partner of The Greater Birmingham and Solihull Institute of Technology (IoT). It provides a distinct place to study higher education (HE) in the region.

BMet is firmly focused on raising aspirations and improving life chances for young people and adults in Birmingham and as well as to students from further afield. Committed to our vision of 'Inspiring Futures, Realising Dreams', we aim to provide excellent learning opportunities to serve the needs of Birmingham and the city region.

Our strategic priorities are to:

- Be a significant contributor to skills development in Birmingham and the city region
- Provide a consistently high-quality learning experience
- Equip our students for the future
- Be an inspiring place to work
- Have a strong financial base to invest in a sustainable future for the College.

These priorities sit comfortably alongside our four key diversity and inclusion (D&I) objectives:

1. Improve inclusion and belonging of different student groups and increase participation, progress and achievement of those currently underrepresented in BMet's student community
2. Empower a D&I focused community to build organisational capacity and demonstrable inclusive practice by all
3. Looking outwards to further our ambition in delivery of D&I at college
4. Increase inclusivity in our environment.

As a further education college group, BMet is committed to supporting and enhancing the lives of our local communities wider than those undertaking our HE provision. The College is a member of the West Midlands Adult and Community Learning Alliance, chaired by Birmingham City Council. We have a focus on how we support residents who are furthest from the labour market and need support to become more independent and job-ready. Part of this focus includes collaboration with local community organisations, such as Witton Lodge Community Association and other partners of the North Birmingham Economic Recovery Board, to support local developments such as the Peddimore Regeneration Infrastructure Development and the proposed enterprise hub in Erdington. BMet will continue to support and collaborate with other community organisations, in line with West Midlands Combined Authority (WMCA) funding or alternative grant income.

BMet continues to work with 16-24 year-olds who are Not in Education, Employment or Training (NEETs), The College has been part of a College Collaboration Fund NEET project with eight other West Midlands colleges, local authorities and the WMCA in 2020/21, we are now part of the Colleges West Midlands NEET Intervention Partnership Strategic Group - with the aim of developing intervention strategies to prevent young people becoming NEETs in addition to developing reengagement initiatives. BMet is also part of the Birmingham City Council led 14-25

¹ BMet Strategic Plan 2030

Strategic Group (NEET Strategy), working in collaboration to reduce NEETs across the city and strive for one hundred percent participation.

BMet will relaunch its Career Advance Academy, that was initially designed in 2020 to help those whose career was negatively impacted because of Covid-19. The Academy will boost the skills of job seekers across the city, as well as offering upskilling and retraining opportunities for everyone. We will use our strong relationships with the local business community to shape the Academy's offer. Our aim is clear – to help retrain individuals with the skills and experience that the local economy needs.

We will continue our successful work to raise aspirations to progress to higher education study, with our partner schools and academies. From 2024-25 we are launching our 'Unleash your Potential' programme with our partner schools and academies, to support pupils with their applications to HE, enabling them to make more informed decisions about their choices, and supporting them with HE preparedness and transition.

Higher education is a relatively small but highly important aspect of the College's provision. In 2023/24 the College has approximately 400 students on level 4+ courses, which represent less than 3% of the total BMet student population. The HE portfolio includes OfS-fundable courses (see below) and level 4 certificates and diplomas in accounting, advanced (teaching) practitioner, dental radiography, counselling and applied psychology, quality assurance and sports coaching. We work closely with our partner universities: Birmingham City University, University of Worcester, University of Wolverhampton, as well as Pearson, to design and deliver our OfS-fundable provision which comprises HNCs, HNDs and Foundation degrees. Delivery of each subject is typically limited to one of the colleges within BMet to enable focusing of staff and physical resources. The student population at each college varies, reflecting the subject specialisms, as shown in Table 1.

James Watt College: Engineering, Construction and Media and Communication, Counselling, Teacher Education

Matthew Boulton College: Computing, Art and Design, Law and Practice, Business, Leadership and Management, Dental Technology

Sutton Coldfield College: Computing and Digital Studies, Sports and Exercise Science, Community Coaching

Table 1: Students on OfS-fundable courses in 2023/24

| College | Headcount | Female (%) | Male (%) | Young (%) | BAME (%) | White (%) |
|------------------|-----------|------------|----------|-----------|----------|-----------|
| James Watt | 107 | 28 | 72 | 36 | 44 | 56 |
| Matthew Boulton | 124 | 65 | 35 | 68 | 77 | 23 |
| Sutton Coldfield | 47 | 17 | 83 | 62 | 34 | 66 |

As discussed below, the HE portfolio has changed significantly over the last three years as BMet has responded to and continues to recover from the impact of Covid and its effect on Birmingham's young people and employers. To support this local and regional economic recovery, BMet's curriculum growth across the college, is closely aligned to the strategic and economic priorities of the WMCA and Birmingham City Council, as set out in its Corporate Plan 2022-26. BMet works with a wide range of stakeholders and employers and is an active member of the North Birmingham Economic Recovery Board, working alongside the lead partner, Witton Lodge Community Association. Birmingham is home to the fastest growing tech sector in the UK and this has driven curriculum developments in Digital Technologies across levels 2-5. Despite already having strong employer relationships, BMet plans to further enhance these through membership of the North Birmingham Regeneration Task Group, Greater Birmingham and Solihull IoT, Birmingham City Council sub-groups, College West Midlands Group, Knowledge Quarter, the Collab Group and strong links with the Greater Birmingham Chamber of Commerce and its apprenticeship work with hundreds of SMEs (Small Medium Enterprises) and large employers.

2. Risks to equality of opportunity

Equality of opportunity risk assessment

We commenced our assessment of performance by risk rating the 12 key areas of risk as set out in the Equality of Opportunity Risk Register (EORR). To rate the level of risk we used a range of information specific to BMet including the most recent data from the OfS access and participation dashboard, our own internal access and performance data and additional information including NSS and internal student survey data, and feedback from staff and students as part of a college-wide consultation.

This risk assessment (see Annex A) resulted in eight aspects being rated as low risk and four aspects rated medium risk; none were risk-assessed as high. The four medium risk aspects are:

- Insufficient academic support
- Insufficient personal support
- Mental health
- Cost pressures.

Each of these is discussed in more detail here. The summary risk assessment is in Annex 1.

Insufficient academic support

This is risk-assessed as Medium as internal data analysis indicates reduced Completion and achievement for Mature and BAME students. The assumption has been made that more or improved academic support, or better access to or engagement with the academic support provided is likely to have a positive impact on Completion and achievement. NSS23, indicates that student satisfaction with academic support is high at 85% and above benchmark (82.6%). This is supported by internal survey data for all HE students with the comment that staff are 'available and approachable and want to engage students,' reflecting this. Nevertheless, it is recognised that while staff do provide high-quality support to students, it may not be as personalised or inclusive as it could be to enable all students to equally benefit

Insufficient personal support

This is risk-assessed as Medium as internal data analysis indicates reduced Completion and achievement for Mature and BAME students. Again, the assumption has been made that more or improved personal support, or better access to or engagement with the personal support provided is likely to have a positive impact on Completion and achievement. Ongoing research and student-focused conversations in the current year indicate that different groups of level 3 students have different barriers to learning such as childcare commitments and financial pressures which are expected to be replicated for our HE students. This research is informing current approaches to the tailoring of college-wide support and raising awareness of the support that is available.

Mental health

Data from the National Students Survey 2023 (NSS23, Q26) indicates that the BMet's promotion of support for wellbeing/mental health is good at 75% but is just below the benchmark of 75.5%. This is supported by internal survey data for all HE students which resulted in a positive response of 72.2%. Feedback from tutors in regular quality review meetings indicates that mental health is a significant factor when considering students at risk of withdrawal or non-Completion.

The proportion of FT BMet undergraduates (BMet-registered only) who declare a disability including any mental health conditions is 20.5% in 2021/22 - broadly in line with the national HE population: 17.4% in 2021/22, according to the OfS Access and Participation Dashboard (APD). To identify students who declare mental health conditions, internal data for all OfS-fundable HE students taught at BMet was reviewed. This data indicates a smaller proportion of disabled students in total than indicated by APD: 14.2% of students declared a disability including any mental health conditions in 2021/22 and this decreases to 12.6% in 2023/24.

Students with mental health conditions represent a very small proportion of these with approximately 10 students² in total declaring this at BMet over a three-year period (internal data 2020/21 to 2023/24).

Cost pressures

Although BMet already works hard to support low-income students and those from low-income households, staff and student feedback indicate this is an area of concern. A strategic priority is maintaining low course fees and actively supporting local and regional initiatives to support individuals in financial hardship. For example, BMet encourages and facilitates both donation to, and access of goods from, food banks located on campus as well as the active promotion and provision of free period products for students and free breakfasts for eligible students. An HE bursary/hardship fund operates for those in most financial need, although the number of applications to this fund have been low. Between 2021/22 and 2023/24, 26 students received financial support: 77% of students receiving financial support were BAME students and 77% were Mature students; with 58% of recipients being BAME and Mature. 100% of students who received this financial support continued in their studies with BMet and/or completed their award, confirming that those who receive financial support from BMet outperform their peers.

Narrowing our focus to these four risks identified as medium, the student groups most likely to be affected by these risks are:

- Mature students
- BAME students
- Students with disabilities
- Care experienced students
- Those who were eligible for free schools prior to commencing undergraduate study
- Students who identify as a gender different to their sex at birth
- LGB+ students.

Looking specifically at these at-risk groups, we have identified through data analysis (see below) that Mature students and BAME students under-perform compared to Young and White students, respectively. Performance data indicates that support for disabled students is effective with students declaring a disability consistently performing above the aggregated average of their peers in terms of Continuation and Completion. BMet recruits a very small number of care experienced HE students with numbers too low to report any data. Currently, BMet does not explicitly collect information at enrolment about free school meals entitlement, students who identify as a gender different to their sex at birth or sexual preferences.

Analysis of access and performance data

The second stage of our assessment of performance is the analysis of access and performance data. BMet is a dynamic college group and HE student populations have fluctuated significantly over the past 3 years – as illustrated by the student number summary shown in Table 2, disaggregated into full-time (FT) and part-time (PT). The total HE (level 4+) student population decreased by 10% from 2021/22 to 2022/23, followed by a substantial increase in 2023/24, as a result of a strategic focus on the growth of HE. This growth has been achieved primarily through the introduction of new OfS-fundable FT sub-degree programmes delivered collaboratively with partner universities, resulting in a successive growth in the proportion of FT students from 52.1% in 2021/22 to 70.4% in the current year as the curriculum has been revised to address local student demand.

² The actual number is not provided to ensure compliance with GDPR and ensure no student can be identified by publishing very small datasets.

Table 2: Level 4+ students 2021/22 to 2023/24

| Mode of study | 2021/22 | 2022/23 | 2023/24 |
|---------------|-------------|-------------|-------------|
| Headcount | 384 | 345 | 415 |
| FT | 200 (52.1%) | 186 (53.9%) | 292 (70.4%) |
| PT | 184 (47.9%) | 159 (46.1%) | 123 (29.6%) |

OfS Access and Participation Dashboard (APD) data

Due to the decrease in PT provision, the data analysis is focused on FT students in order to most appropriately enable review of current student groups and those likely to be recruited over the lifetime of this Plan.

Due to small student groups, the APD data has been reviewed based on the latest aggregated 2-year data, this is compared to the equivalent aggregated data for all registered English HE providers ('national average'). Screen shots from the APD are provided in Annex 2.

Access

The APD shows that the majority of BMet students were recruited from TUNDRA quintiles 4 and 5 (52%) compared to 25% from TUNDRA quintiles 1 and 2. This is lower than the national average for TUNDRA quintiles 1 and 2 at 27.7%. In contrast, the majority of the BMet's FT students are recruited from IMD deprived areas: 46.5% from quintile 1, significantly above the English average at 22.4%; and 20.4% from quintile 2. Ethnicity data indicates that White students accounted for 71.6% of the College's FT 18-year-old entrants (compared to 66.7% nationally), although this has changed significantly in more recent years (see below). Young students made up the majority of new BMet entrants at 63.3%, an increase over the four-year period but still considerably less than the national average at 70.8%, although this has also changed at BMet over the last two years. Recruitment of FT disabled students was at 17.7%, an increase compared to the comparative four years, and slightly higher than the national average at 17.2%. Indicators of eligibility for free school meals (FSM) show a high proportion of entrants at 35.7% which is significantly higher than the national average at 18.9%.

Continuation

Two-year aggregated data for Continuation still provides small student groups with high levels of uncertainty. The dynamic nature of BMet's student population makes it inappropriate to use 4-year aggregated data for assessment of performance. The 2-year data indicates reduced Continuation for IMD quintile 1 students compared to those from quintiles 2 and 3, although the statistical uncertainty of the data is high. The dataset is too small to compare to the least disadvantaged students (quintiles 4 and 5). The 2-year aggregated data indicates a gap in Continuation for Black and Asian students compared with their White peers, albeit with low levels of confidence. There are no significant gaps in Continuation on the basis of age or FSM eligibility. The data indicates disabled students are more likely to continue (82.6%) than those who do not report a disability (74.5%).

Completion

As for Continuation, two-year aggregated data for Completion also provides small student groups with high levels of uncertainty. Two-year aggregated data indicates reduced Completion for FT students from IMD quintiles 1 and 2, compared to less deprived students, albeit with low levels of confidence. There are no significant gaps in Completion based on ethnicity, age or disability.

Attainment

BMet primarily delivers sub-degree qualifications and therefore there is no data for attainment in the APD.

Progression

Even with aggregation of two or four years of data, there is no useful comparative data in the APD for FT student Progression due to low numbers and suppressed data.

BMet internal data analysis

Since published performance data provides limited insight to the College's performance on access and participation, a detailed analysis of internal data has been undertaken. This analysis covers OfS-fundable students from 2020/21 to 2023/24; students taught by BMet although many were/are registered at partner universities. The key findings from this analysis are presented in Tables 3-5.

Table 3: Analysis of internal Access data, all HE students on OfS-fundable courses

| Lifecycle | Student characteristic | Comment/trend |
|-----------|----------------------------|---|
| Access | All | There were 329 students on HE courses in 2020/21. There was a 15% decrease in recruitment in 2022/23 (281 students) and a further decrease of 13% in the following year to 243 students. Recruitment rose back to near 2021/22 figures in 2023/24 (278) with forecast of a further rise in 2024/25. |
| | Age | In 2021/22 students aged under 21 on entry accounted for just 5.7% of the HE student population. The proportion of Young students has steadily increased and Young students now make up 53.6% of the student population |
| | Gender | Male students continue to outnumber female students: male students represented 58.4% of HE students in 2021/22 and 57.6% in 2023/24 |
| | Ethnicity | In 2020/21 the majority (58.1%) of HE students were White. BAME students are now the majority (combined) ethnic group at 55.4%. The combined BAME population comprises 43% Black students, 44% Asian (Indian, Pakistani and Bangladeshi) students and 17% in the 'Other' category including students from mixed ethnic backgrounds. Further disaggregation of ethnicity provides too small groups to provide meaningful analysis. |
| | Disability | The proportion of all OfS-fundable HE students declaring a disability (excluding those with mental health conditions and no other disability declaration) has been relatively stable over the past three years and is at 12.2% in 2023/24, although this is a significant increase from 8.8% in 2020/21. This figure rises to 14.4% by aggregating two years (2021/22 and 2022/23) of data for FT students. |
| | Mental health | Very few students declare a mental health condition with too few to provide numbers or statistically significant data. |
| | Socioeconomic disadvantage | BMet routinely monitors performance by POLAR quintile. The proportion of disadvantaged students from POLAR quintiles 1 and 2 (POLARQ1_2) is relatively stable at 41.0% in 2023/24. |

Table 4: Analysis of internal Continuation data, all HE students on OfS-fundable courses

| Lifecycle | Student characteristic | Comment/trend |
|--------------|----------------------------|--|
| Continuation | Age | There is no trend in Continuation by age with annual variations of 10% or more resulting in no clear pattern of good or under performance. |
| | Gender | The Continuation of male students is relatively stable at 75% in 2022/23 although there is annual fluctuation of up to 6%. The Continuation of female students was unusually low in 2022/23 at 69% after above benchmark performance in the preceding two years (at 77% and 82%). Current data indicates that the most recent year will see a return to more typical rate above 80%. |
| | Ethnicity | The Continuation of BAME students was consistently behind that of White students in the three years from 2020/21 to 2022/23. Disaggregating for ethnicities within the BAME population ³ indicates some better performance for Asian students (on average) but all broad ethnic groups remain behind White students. As many courses are one-year programmes, this data comprises very small numbers (each ethnic group is made up of fewer than 50 students). Aggregating two year's data from 2021/22 and 2022/23 provides a gap of 10% between Continuation of Black (66%) and White (76%) students and a gap of 6% between BAME (70%) and White students. |
| | Disability | Students declaring a disability consistently have better Continuation than the general student population |
| | Mental health | The number of students who declare a mental health condition is too small to provide any statistically meaningful data |
| | Socioeconomic disadvantage | There is no consistent trend in the difference between Continuation of POLARQ1_2 students compared to the total student population. In comparison with POLARQ4_5 students, POLARQ1_2 students are typically 2% behind for Continuation. The group sizes are too small to make statistical comparisons for IMD quintiles. |

³ Ethnicity has been disaggregated as follows: Asian = Indian (Asian or Asian British), Pakistani (Asian or Asian British) and Bangladeshi (Asian or Asian British); Black = African (Black or Black British); Caribbean (Black or Black British) and Any other Black/Africa/Caribbean background. BAME includes Asian and Black ethnicities as well as all Mixed, Chinese and Arab backgrounds and Any other ethnic group; based on ILR codes 31-47, 49 and 98.

Table 5: Analysis of internal Completion data, all HE students on OfS-fundable courses

| Lifecycle | Student characteristic | Comment/trend |
|------------|----------------------------|---|
| Completion | Age | Completion of Mature students is behind that of Young students for 2021/22 and 2022/23. This data comprises very small numbers especially for Young students so the data has been aggregated for the two years. Across these two years, the Completion of Mature students (80%) is 15% behind that of Young students (95%). |
| | Gender | There is no trend in Completion by gender with annual variations for each group |
| | Ethnicity | Completion of BAME students is behind that of White students for 2021/22 and 2022/23. Disaggregating for ethnicities within the BAME population ⁴ indicates all broad ethnic groups remain behind White students, although group sizes are small. Aggregation of 2021/22 and 2022/23 data indicates that Completion of BAME students is at 78%, 7 percentage points behind White students (85%). |
| | Disability | Students declaring a disability consistently have better Completion than the general student population |
| | Mental health | The number of students who declare a mental health condition is too small to provide any statistically meaningful data |
| | Socioeconomic disadvantage | The Completion of POLARQ1_2 students was behind that of the total population in 2020/21 but is in line or better than the total population in 2021/22 and 2022/23, respectively. When comparing Completion of POLARQ1_2 students to POLARQ4_5 students, the data shows no trend. The group sizes are too small to make statistical comparisons for IMD quintiles. |

Disaggregation of data for part-time students results in too small datasets to allow meaningful analysis by PT mode of study and has potential to identify students. With this limitation, combined with the decrease in part-time courses, there has been no separate analysis of data to look for differences in performances between part-time and full-time groups, but this will be kept under review if new part-time provision is developed over the lifetime of this plan.

Intersectional analysis is limited by the relatively small student populations however this analysis has been undertaken where it is meaningful. Although both BAME and Mature students typically underperform compared to White and Young students, respectively, the data does not indicate that the BAME student population has any more Mature students or students from POLAR quintiles 1 or 1 and 2 combined than the equivalent White student population for each year of data from 2020/21-2023/24. Similarly, the Mature student population is made up of the same proportion of BAME students and those from POLAR quintiles 1 or 1 and 2 combined as the equivalent Young cohort. Further disaggregation of data into smaller ethnic groups or disability or LDD results in datasets that are too small to be meaningful.

Identified key risks

Based on our equality of opportunity risk assessment and assessment of performance through data analysis, we have identified three key risks to equality of opportunity that students may experience at BMet.

Risk 1: Disabled students and/or students with mental health conditions may be less likely to apply to BMet to undertake HE or may not declare a disability or mental health condition. BMet has an excellent record for supporting students who declare a disability and by not declaring a disability or mental health condition, a student may miss out on specialist support needed for success. Anecdotal evidence suggests that under-reporting is due to students not wanting to be seen as different from their peers.

Risk 2: BAME students are less likely to be retained or complete their award than White students. Our evidence shows that this risk is equally applicable to disaggregated ethnic groups including Black students, Asian students and others - those from Chinese, Arab and mixed ethnic backgrounds.⁴ Student populations are too small to provide clear evidence for the reason for this risk in under-performance, but data, staff and student feedback indicate it is a combination of non-personalised academic support, insufficient personalised support, financial hardship and mental health conditions that are often undeclared. BAME students have access to the same level of support as their White peers and we want to ensure that the support is as inclusive as possible.

Risk 3: Mature students are less likely to complete their award than Young students. As indicated for risk 2, student populations are too small to provide clear evidence for the reason for this risk in under-performance, but data, staff and student feedback indicate it is a combination of non-personalised academic support, insufficient personalised support, financial hardship and mental health conditions that are often undeclared.

3. Objectives

Our four objectives aim to address the identified risks provided above:

1.1: To increase the proportion of students declaring a disability and/or mental health condition to 18% by 2028/29 through increased awareness raising of the support provided for disabled students and students with mental health conditions.

2.1: To eliminate the gap in Continuation between BAME and White students by 2028/29 through inclusive development of academic skills and BAME students' sense of belonging to address insufficient personalised academic support and insufficient personalised support.

2.2: To eliminate the gap in Completion between BAME and White students by 2028/29 through inclusive development of academic skills to address insufficient personalised academic support and insufficient personalised support and improve BAME students' sense of belonging.

2.3: To eliminate the gap in Completion of Mature, aged 21 and over, and Young students by 2028/29 through development of academic skills to address insufficient personalised academic support and insufficient personalised support and improve Mature students' confidence.

Objective 1.1 is linked to the Access stage of the student lifecycle as we will endeavour to recruit more students with disabilities and/or mental health conditions. It is recognised, however, that providing a high level of support and continuing to raise awareness of the support available for students with disabilities and/or mental health conditions will be on-course activities and impact on the Success stage of the student lifecycle.

Objectives 2.1, 2.2 and 2.3 are on-course objectives focused on reducing gaps in student outcomes by improving the performance of two targeted student groups: BAME and Mature students. With a decreased PT HE portfolio it has not been possible to disaggregate meaningfully between FT and PT students. We are confident that we will be able to target both FT and PT students with the intervention strategies we have identified and have therefore not limited the strategies or our targets to a single mode of study.

4. Intervention strategies and expected outcomes

The over-arching intervention strategy that will be adopted is based on increasing students' sense of belonging to BMet as an HE student and to their peers. There is a significant amount of evidence⁴ that sense of belonging is directly linked to Continuation, and where students feel accepted and included by their peers and their institution, they are more likely to be retained and complete their chosen award. As all groups of students feel a greater sense of belonging and 'comfort' within their course groups and with their tutors, they are more likely to be confident to declare a disability or mental health condition, they will be more likely to seek tailored advice and guidance relating both directly to their studies but also to support other aspects of their life, such as when they find themselves in financial difficulty. Additional to the sense of belonging, the intervention strategies will also

⁴ See full reference list in Annex B

focus on developing students' academic skills. It has been shown that academic skills and sense of belonging are linked and one can positively impact the other.

It is noticeable that the key target groups are sizeable in terms of their proportion of the whole student body: BAME students represent 55.4% of OfS-fundable HE students in 2023/24 and Mature students represent 46.4%. Given the high proportions of the BAME and Mature student groups, the intervention strategies will primarily focus on all OfS-fundable students and will therefore include students who are BAME and Mature. This 'whole HE student population' approach will also ensure that those students who have not declared a disability or mental health condition will be included, as it is otherwise difficult to specifically target 'unknown' students. Equally, this approach will enable the interventions to target the minority student groups that cannot be separately targeted due to very small group sizes; this includes those likely to be impacted by the four key risks identified in Section 2: Care experienced students, students who identify as a gender different to their sex at birth and LGB+ students. The approach will also enable students who may fall into the intersections of student characteristics to benefit from the interventions.

Intervention strategy 1: Tutorial provision

| | |
|---------------------------------|---|
| Principle objectives | <ul style="list-style-type: none"> • To increase the proportion of students declaring a disability and/or mental health condition to 18% by 2028/29 through increased awareness raising of the support provided for disabled students and students with mental health conditions. • To eliminate the gap in Continuation between BAME and White students by 2028/29 through inclusive development of academic skills and BAME students' sense of belonging to address insufficient personalised academic support and insufficient personalised support. |
| Targets | <ul style="list-style-type: none"> • PTA_1: To increase the proportion of students declaring a disability and/or mental health condition to 18% by 2028/29 • PTS_1: To eliminate the gap in Continuation between BAME and White students by 2028/29 |
| Risk to Equality of Opportunity | <ul style="list-style-type: none"> • This intervention strategy addresses the risk that disabled students and those with mental health conditions may not have equal opportunity to receive personalised support to provide confidence to declare a disability and/or mental health condition to enable further specialised support to be accessed to support their studies. • This intervention strategy addresses the risk that BAME and Mature students may not have equal opportunity to receive personalised support |

| Activity | Description | Inputs | Outcomes | Cross Intervention Strategy |
|---|--|--|--|--|
| Review and re-design of the HE tutorial process | The HE tutorial process will be reviewed and re-designed to ensure the process meets the needs of disabled students and those with mental health | <ul style="list-style-type: none"> • Review and re-design the tutorial programme using best practise from other successful college-based HE providers | <ul style="list-style-type: none"> • A clear HE tutorial programme that is documented and shared with all HE Teams and managers | Yes – the tutorial will also relate to intervention strategy 4 |

| | | | | |
|-------------------------|---|--|---|---|
| | <p>conditions. The review will take account of ongoing research within the College on the reasons and barriers that currently exist and deter students from declaring a disability and/or mental health condition.</p> <p>The new programme will be piloted with at least 1 programme at each of BMet's colleges targeting approximately 45 students. After evaluation the programme will be rolled out to all HE student groups from 2026/27.</p> <p>The programme will be reviewed and updated from 2027/28</p> | <p>(£2538 each in year 1 and year 3 for review and updating)</p> <ul style="list-style-type: none"> • Training for HE staff on the new programme, how to deliver it and how to access further support from college staff as required (£6116 each in year 1 and year 3) • Development of clear process for systematic recording of new disability and/or mental health condition declarations to ensure cross-college support teams can provide targeted support as required (£508 in year 1) | <ul style="list-style-type: none"> • 100% compliance from all HE course teams on the delivery of the new tutorial programme by the end of 2026/27 • Increased confidence of HE tutors in approaches to support HE students with disabilities and/or mental health conditions and clear process on how to signpost additional support from cross-college colleagues • Clear process on sharing new disability and/or mental health condition declarations with appropriate colleagues so the numbers are recorded | |
| Student wellbeing guide | <p>Support the creation of a student guide, written by BMet students for BMet students: that focuses on mental health and wellbeing using inclusive language and formatting to enhance students' feeling of belonging</p> | <ul style="list-style-type: none"> • Staff to facilitate focus groups with students and support identified students to create the wellbeing guide (£2538 in year 2) • Recruitment of student researchers to gather student views, research best practice in student guides and create content (£3000 in year 2) | <ul style="list-style-type: none"> • Student guide that is signposted at induction and in course handbooks • The process of gathering student feedback by students is expected to raise issues/concerns that can be subsequently addressed by the College to further support disabled students and those with mental health conditions | <p>Yes – staff will also support students in the creation of the assessment guide (intervention strategy 2)</p> |
| Evaluation | <p>Each aspect of the intervention strategy will be evaluated as set out below</p> | <ul style="list-style-type: none"> • Staff training and evaluation activity (£1,523 in years 2, 3 and 4) | | |

Total cost of activities and evaluation for intervention strategy 1 - Tutorial provision: £27,923

Summary of evidence base and rationale:

The provision of regular and frequent tutorials often is a key difference between HE in a college and HE in a university. BMet HE students should receive weekly opportunities to meet with their tutor in a combination of group and 1:1 tutorials. This regular time with a named tutor enables the student and tutor to develop an appropriate relationship for the student to feel a sense of belonging to the College and for the tutor to develop an understanding of the student's skills, needs and an understanding of any underlying issues that may be a barrier to learning. The tutor can provide academic skills support, refer to academic colleagues for additional academic support where this support need is identified and/or refer to professional services staff to support with non-academic matters such as financial support, counselling services or career guidance, for example. The current tutorial programme will be reviewed to not only ensure that the principles of providing this high level of support are met, but also with a focus on ensuring that tutors have a strong awareness of potential different needs or different student types and/or the different ways in which these needs to request help may arise, e.g. those with mental health conditions (including those with transient conditions which are impacted by situations such as academic and/or financial stress), those from different ethnic or cultural backgrounds, those who are mature and/or those who fall into another minority group. A strong focus on the needs of disabled students over the last four years has resulted in disabled students achieving better outcomes than their non-disabled peers and it is expected that broadening this inclusivity focus will result in similar positive outcomes.

Evaluation

| Activity | Outcomes | Method(s) of evaluation | Summary of publication plan |
|---|--|--|--|
| Review and re-design of the HE tutorial process | A clear HE tutorial programme that is documented and shared with all HE Teams and managers 100% compliance from all HE course teams on the delivery of the new tutorial programme by the end of 2026/27 Increased confidence of HE tutors in approaches to support HE students with disabilities and/or mental health conditions and clear process on how to signpost additional support from cross-college colleagues | Include type of evidence you intend to generate e.g. empirical (Type 2). Evaluation will be Types 1 and 2 – comprising analysis of quantitative and qualitative data from student outcomes and staff/student feedback. Feedback will be sought and analysed from staff before and after tutorial training to track the effectiveness of training and whether further training needs to be delivered. | When evaluation findings will be shared and the format that they will take. Evaluation findings will be shared internally at HE Conferences; through reports to senior leadership team (SLT) and governors. Key findings will also be shared through BMet's HE networks such as MEG, regional AoC networks and QAA networks. |

| | | | |
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| | Clear process on sharing new disability and/or mental health condition declarations with appropriate colleagues so the declarations are recorded | Feedback will be sought from continuing students on the changes to the tutorial programme. The proportion of declarations of disability and/or mental health will be monitored for impact. | |
| Student wellbeing guide | Student guide on mental health and wellbeing, written by BMet students for BMet students | Additional to the feedback identified above, feedback will also be sought from the students who will create the wellbeing guides and from students as a result of having the guide to use and reference. | As above |

Intervention strategy 2: Developing assessment literacy

| | |
|---------------------------------|--|
| Principle objectives | <ul style="list-style-type: none"> • To eliminate the gap in Completion between BAME and White students by 2028/29 through inclusive development of academic skills to address insufficient personalised academic support and insufficient personalised support and improve BAME students' sense of belonging. • To eliminate the gap in Completion of Mature, aged 21 and over, and Young students by 2028/29 through development of academic skills to address insufficient personalised academic support and insufficient personalised support and improve Mature students' confidence. |
| Targets | <ul style="list-style-type: none"> • PTS_2: To eliminate the gap in Completion between BAME and White students by 2028/29 • PTS_3: To eliminate the gap in Completion between Mature and Young students by 2028/29 |
| Risk to Equality of Opportunity | <ul style="list-style-type: none"> • This intervention strategy addresses the risk that BAME and Mature students may not have equal opportunity to receive personalised academic support |

| Activity | Description | Inputs | Outcomes | Cross Intervention Strategy |
|--|--|--|--|---|
| Assessment training for HE staff | Development and provision of assessment training for HE staff to ensure the assessment strategies across all HE courses use best practice in relation to inclusivity – 30 staff to be trained in year 1 and year 3 | <ul style="list-style-type: none"> • Design of assessment training using best practise from other HE providers (£2538 in year 1 and year 3 for review and updating) • Assessment training for HE staff to support better student assessment literacy leading to enhanced academic skills, reduced stress and improved assessment outcomes (£6116 in years 1 and 3 •) | <ul style="list-style-type: none"> • Assessment training programme that is delivered at College HE staff Conferences in summer 2026 and 2027 • Online assessment guidance to support inclusivity as additional guidance for new and experienced staff • Increased confidence of HE students in undertaking a range of assessments | Yes –this also relates to intervention strategy 1 as students may turn to tutors for assessment support |
| Strengthening assessment training for students to reduce ambiguity or lack of clarity around required tasks, reducing stress | Development of assessment training for HE students to be delivered in phases across the year for 1 st year students and refresher training for continuing students – | <ul style="list-style-type: none"> • Design of assessment training using best practise from other HE providers (£2538 in year 1 and year 3 for review and updating) | <ul style="list-style-type: none"> • Assessment training programme that is embedded into HE course delivery from 2026/27 | |

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| associated with assessment leading to an increase in achievement | approximately 250 students trained in year 1 and year 3 | | <ul style="list-style-type: none"> • Additional and/or updated online assessment guidance for students, tailored to each course/subject • Increased confidence of HE students in undertaking a range of assessments | |
| Student assessment guide | Support the creation of a student guide, written by BMet students for BMet students: that focuses on assessment using inclusive language and formatting | <ul style="list-style-type: none"> • Staff to facilitate focus groups with students and support identified students to create the assessment guide (£1522 in year 2 – counted in intervention strategy 1) • Recruitment of student researchers to gather student views, research best practice in student guides and create content (£3000 in year 2) | <ul style="list-style-type: none"> • Student guide that is signposted at induction and in course handbooks • The process of gathering student feedback by students is expected to raise issues/concerns that can be subsequently addressed by the College to further support BAME and Mature students with assessment literacy and academic confidence | |
| Evaluation | Each aspect of the intervention strategy will be evaluated as set out below | <ul style="list-style-type: none"> • Evaluation activity (£1,523 in years 2, 3 and 4) | <ul style="list-style-type: none"> • | |

Total cost of activities and evaluation for intervention strategy 2: Developing assessment literacy: £29,953

Summary of evidence base and rationale

The intention of this intervention strategy is to increase students' academic skills to improve their academic outcomes as well as increasing their confidence to stay on course and their confidence to succeed and thereby also increase their sense of belonging. A large scale survey by Pearson and Wonkhe (2022)⁴ identified a clear link between confidence in academic skills and a sense of belonging. Additionally, Campbell and Duke (2023) report that improved student confidence in assessment leads to reduced levels of stress and anxiety, which impacts on mental health.

Evaluation

| Activity | Outcomes | Method(s) of evaluation | Summary of publication plan |
|----------------------------------|--|---|---|
| Assessment training for HE staff | Increased awareness among HE staff of the potential barriers to assessment literacy and confidence for BAME and Mature students. | <p>Include type of evidence you intend to generate e.g. empirical (Type 2).</p> <p>Evaluation will be Types 1 and 2 – comprising analysis of quantitative and qualitative data from student outcomes and staff/student feedback.</p> <p>Feedback will be sought from staff before and after training to track the effectiveness of training and whether further training is required.</p> | <p>When evaluation findings will be shared and the format that they will take.</p> <p>Evaluation findings will be shared internally at HE Conferences; through reports to senior leadership team (SLT) and governors.</p> <p>Key findings will also be shared through BMet’s HE networks such as MEG, regional AoC networks and QAA networks.</p> |
| Assessment training for students | <p>Increased assessment literacy and confidence of HE students</p> <p>Reduced anxiety and stress associated with assessment</p> | Feedback will be sought and analysed from students on the enhanced assessment training including anecdotal feedback from tutors on the impact on students in terms of anxiety and stress. | |
| Student assessment guide | Student guide to assessment, written by BMet students for BMet students | Additional to the feedback identified above, feedback will also be sought from the students who will create the assessment guides and from students as a result of having the guide to use and reference | |

Intervention strategy 3: Financial support

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|---------------------------------|---|
| Principle objectives | <ul style="list-style-type: none"> • To eliminate the gap in Continuation between BAME and White students by 2028/29 through inclusive development of academic skills and BAME students' sense of belonging • To eliminate the gap in Completion between and White students by 2028/29 through inclusive development of academic skills and BAME students' sense of belonging • To eliminate the gap in Completion of Mature, aged 21 and over, and Young students by 2028/29 through development of academic skills and Mature students' confidence |
| Targets | <ul style="list-style-type: none"> • PTS_1: To eliminate the gap in Continuation between BAME and White students by 2028/29 • PTS_2: To eliminate the gap in Completion between BAME and White students by 2028/29 • PTS_3: To eliminate the gap in Completion between Mature and Young students by 2028/29 |
| Risk to Equality of Opportunity | <ul style="list-style-type: none"> • This intervention strategy addresses the risk that increases in cost pressures may affect BAME, Mature and disabled students', including those with mental health conditions who do not disclose their disability/condition, ability to complete their course or obtain a good grade. |

| Activity | Description | Inputs | Outcomes | Cross Intervention Strategy |
|-----------------------------------|--|--|---|---|
| Bursary and hardship funds scheme | <p>The bursary and hardship fund scheme will be reviewed to improve accessibility to BAME, Mature and disabled students, with a focus on streamlining the application process and removal of any perceived 'stigma' related to financial hardship.</p> <p>The programme will be fully reviewed during 2024/25 and the updated process implemented from 2025/26</p> | <ul style="list-style-type: none"> • Staff time to review the financial support scheme including its accessibility on the College website - 2024/25 activity (£1522) • Focused conversations with HE students and level 3 students to better understand the best approaches for raising awareness of the available financial support and any existing barriers to applications for support - 2024/25 activity (£1015) • Bursaries/Hardship funds (£30,000 each year) • Scheme management (£1,015 management time in each year) | <ul style="list-style-type: none"> • Updated criteria, application, process and greater transparency around the College's HE financial support scheme • At least 95% of the full financial support budget is awarded to students based on eligibility | Yes – this also relates to intervention strategy 1 as students may turn to tutors for support or advice on financial hardship |

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| Evaluation | Each aspect of the intervention strategy will be evaluated as set out below | Evaluation activity (£1,523 each year) | | |
|------------|---|--|--|--|

Total cost of activities and evaluation for intervention strategy 3: £130,152

Summary of evidence base and rationale - Financial support:

Internal data indicates a significant positive difference in outcomes for students accessing existing financial support compared to their peers. The intention of this intervention strategy is to increase awareness, ease of application and take-up of financial support and thereby positively impact student outcomes. This will be achieved through ensuring eligibility criteria is clear, transparent and fair and to increase staff and student awareness of the financial support available. We have found that the majority of students who have previously accessed financial support are BAME and Mature. Future monitoring of take up of this support will continue to consider wider student characteristics including gender, disability and socio-economic disadvantage.

Evaluation

| Activity | Outcomes | Method(s) of evaluation | Summary of publication plan |
|-----------------------------------|---|---|--|
| Bursary and hardship funds scheme | <ul style="list-style-type: none"> Updated criteria, application, process and greater transparency around the College's HE financial support scheme At least 95% of the full financial support budget is awarded to students based on eligibility | <p>Include type of evidence you intend to generate e.g. empirical (Type 2).</p> <p>Evaluation will be Types 1 and 2 – comprising analysis of quantitative and qualitative data from student outcomes and staff/student feedback.</p> <p>Feedback will be sought from students on the clarity and perceived fairness of the eligibility criteria and ease of application.</p> <p>Success outcomes of students in receipt of financial support will be tracked and analysed across a wide range of student characteristics including ethnicity, age and socioeconomic status to</p> | <p>When evaluation findings will be shared and the format that they will take.</p> <p>Evaluation findings will be shared internally at HE Conferences; through reports to senior leader leadership team (SLT) and governors.</p> <p>Key findings will also be shared through BMet's HE networks such as MEG, regional AoC networks and QAA networks.</p> |

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| | | determine the impact on these student groups. | |
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Intervention strategy 4: Induction

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| Principle objectives | <ul style="list-style-type: none"> • To increase the proportion of students declaring a disability and/or mental health condition to 18% by 2028/29 through increased awareness raising of the support provided for disabled students and students with mental health conditions. • To eliminate the gap in Continuation between BAME and White students by 2028/29 through inclusive development of academic skills and BAME students' sense of belonging to address insufficient personalised academic support and insufficient personalised support. • To eliminate the gap in Completion between BAME and White students by 2028/29 through inclusive development of academic skills to address insufficient personalised academic support and insufficient personalised support and improve BAME students' sense of belonging. • To eliminate the gap in Completion of Mature, aged 21 and over, and Young students by 2028/29 through development of academic skills to address insufficient personalised academic support and insufficient personalised support and improve Mature students' confidence. |
| Targets | <ul style="list-style-type: none"> • PTA_1: To increase the proportion of students declaring a disability and/or mental health condition to 18% by 2028/29 • PTS_1: : To eliminate the gap in Continuation between BAME and White students by 2028/29 • PTS_2: To eliminate the gap in Completion between BAME and White students by 2028/29 • PTS_3: To eliminate the gap in Completion between Mature and Young students by 2028/29 |
| Risk to Equality of Opportunity | <ul style="list-style-type: none"> • This intervention strategy addresses the risk that BAME, Mature and disabled students including those with mental health conditions may not having equal opportunity to receive personalised support or know how, or feel confident, to access personalised support, academic support or financial support |

| Activity | Description | Inputs | Outcomes | Cross Intervention Strategy |
|--|--|---|---|--|
| Review and re-design of the HE induction programme | The HE induction programme will be reviewed and re-designed to ensure the process is fully inclusive and meets the needs of BAME, Mature and disabled students including those with mental health conditions. The review will take account of ensuring greater awareness of cross- | <ul style="list-style-type: none"> • Staff time to review and re-design the induction programme using best practise from other successful college-based HE providers (£2538 in 2024/25 and £1523 for review in year 3) • Purchase/hire of student social activities (£2000 each year) | <ul style="list-style-type: none"> • A refreshed HE induction programme with clear activities for all FT HE students to be delivered in the first half-term of each year of each course • 100% compliance from all HE course teams on the delivery of the new | Yes – induction will be partly delivered by tutors (related to intervention strategy 1) and will promote financial support that is available (related to |

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|---------------------|--|--|--|--------------------------|
| | college support for all HE students, in particular embedding the ethos of students' belonging to BMet and their courses. The revised programme will be rolled out to all HE student groups from 2025/26 - – covering approximately 250 students | <ul style="list-style-type: none"> Development of clear process for systematic recording of new disability and/or mental health condition declarations to ensure cross-college support teams can provide targeted support as required (covered within costings for intervention strategy 1) | <p>induction programme by the end of 2026/27</p> <ul style="list-style-type: none"> Increased sense of belonging and wellbeing of HE students | intervention strategy 3) |
| Wellbeing workshops | The College will commission wellbeing workshops, to be delivered as part of induction, designed to support mental health and wellbeing and financial wellbeing – delivered to approximately 250 students | <ul style="list-style-type: none"> Wellbeing workshops (£4000 per year) | <ul style="list-style-type: none"> Increased wellbeing of HE students | |
| Evaluation | Each aspect of the intervention strategy will be evaluated as set out below | <ul style="list-style-type: none"> Evaluation activity (£1,523 in each year) | | |

Total cost of activities and evaluation for intervention strategy 4 - Induction: £33,138

Summary of evidence base and rationale:

The main intention of this intervention strategy is to increase students' sense of belonging. An inclusive induction programme will ensure a wide range of activities is covered and information disseminated. A combination of whole-college and course group activities will enable students to start to bond with fellow students and start to develop a sense of belonging to the College and inclusion with their peers. The design of new induction activities will draw on evidenced good practice such as the TASO Mental health Evidence Toolkit. Information that will be pro-actively shared and signposted will include the support provided by BMet for disabled students and those with mental health conditions.

Evaluation

| Activity | Outcomes | Method(s) of evaluation | Summary of publication plan |
|--|---|---|--|
| Review and re-design of the HE induction programme | <ul style="list-style-type: none"> • A refreshed HE induction programme with clear activities for all FT HE students to be delivered in the first half-term of each year of each course • 100% compliance from all HE course teams on engagement with the new induction programme from 2025/26 • Increased sense of belonging and wellbeing of HE students | <p>Evaluation will be Types 1 and 2 – comprising analysis of quantitative and qualitative data from student outcomes and staff/student feedback.</p> <p>Feedback will be sought from staff and students on the effectiveness of the induction programme, with improvements considered and implemented from 2026/27</p> <p>Feedback from students on their sense of wellbeing through focus groups</p> | <p>When evaluation findings will be shared and the format that they will take.</p> <p>Evaluation findings will be shared internally at HE Conferences; through reports to senior leader leadership team (SLT) and governors.</p> <p>Key findings will also be shared through BMet's HE networks such as MEG, regional AoC networks and QAA networks.</p> |
| Wellbeing workshops | <ul style="list-style-type: none"> • Increased wellbeing of HE students | <p>Feedback from students on the effectiveness of the workshops and their sense of wellbeing through focus groups</p> | |

Intervention strategy monitoring plan

We are committed to ensuring that the findings and outcomes of our intervention strategies are shared transparently and accessibly. These will be published in the form of a report, which will be available on our institutional website and shared with the stakeholders as and when required.

To ensure regular communication of progress, evaluation outcomes will be published annually. The first publication is scheduled for February 2026, with subsequent updates following a similar timeline each year. This structured approach will allow for timely reporting, ensuring that stakeholders have access to up-to-date information on the impact and effectiveness of our interventions.

By adhering to this timeline and publishing findings consistently, we aim to maintain transparency, support ongoing improvement in our strategies, and contribute to collective sector learning on enhancing access and participation.

Whole provider approach

BMet has recently updated its corporate strategy: Strategic Plan 2030 which sets out that ‘the themes of equity, diversity and inclusion, and sustainability will underpin our culture and behaviours to ensure as individuals, teams and an organisation, we contribute positively to improving our college and we are responsive to and for the communities we serve’.

BMet is fully aware of its obligations as set out in the Equality Act 2010; accordingly, we are committed to a whole College approach to improving equality of opportunity, as set out in our Diversity and Inclusion Strategy 2020-2024. This strategy sets out four key objectives:

1. Improve inclusion and belonging of different student groups and increase participation, progress and achievement of those currently underrepresented in BMet’s student community
2. Empower a diversity and inclusion (D&I) focused community to build organisational capacity and demonstrable inclusive practice by all
3. Looking outwards to further our ambition in delivery of D&I at college
4. Increase inclusivity in our environment.

Aligned to the D&I Strategy, BMet has a Culture Development Strategy with four key objectives for 2024-2028:

1. Improve engagement and success of our students and apprentices; increase participation, progress and achievement of those currently underrepresented or underperforming in BMet’s student community.
2. Our workforce more closely reflects our student population and our local community
3. We will ensure we promote inclusion for our disabled stakeholders
4. We will strengthen stakeholder engagement and enhance our social value.

These objectives demonstrate substantial alignment with the objectives set out within this Plan and underpin BMet’s commitment to fair access.

The College has had significant change in its HE provision and student cohort over the last three years. This has resulted in a significant increase in the proportion of BAME students who now are a majority group, overall, within the HE student population. Similarly, although the number of part-time courses has been reduced, in response to changing student demand, the proportion of Mature students (often associated with part-time programmes) has also increased to become a significant minority. These rapid changes align to the College’s strategic D&I objectives. This Plan now focuses on further improving the success of BAME and Mature students as an aspect of D&I objective 1 and Culture Development Strategy objective 1.

Cognisant of our performance gaps for BAME students, we monitor the ethnicity of our staff, in line with objective 2 of our Culture Development Strategy. The majority of BMet staff are White (59.2%) with 29.3% from a BAME background (not all staff disclosed an ethnicity). However, within staff who teach on HE programmes, the BAME representation is significantly higher at 46.2%. While this is still below the current proportion of BMet HE students from a BAME background, it is significantly higher than many English HE institutions: the UAL Ethnic Representation Index reports only 18.5% of academics are BAME, with 31.5% being the highest ethnic representation among academics in a West Midlands HE institution.

An implicit approach of this Plan is to improve the sense of belonging of all HE students. Accordingly, while the intervention strategies target large student groups – all students will benefit from the activities and thus we are able to support students from the very minority groups that cannot be singled out or separately targeted due to very small numbers. For example, this includes students from minority ethnic backgrounds that are not represented in the disaggregated BAME sub-groups of Black and Asian students. Similarly, while BMet disabled students outperform their peers in terms of Continuation and Completion, this is a small cohort of students and it is felt that

there are students who do not declare a disability or mental health condition but may be more inclined to do so as their feeling of belonging to the College is enhanced through inclusive activities. We are aware the APD data indicates a gap in performance of IMD quintile 1 students, albeit with low levels of confidence. While this gap has not been mirrored with POLAR4 populations, the whole HE student body approach will ensure that IMD quintile 1 students equally benefit from the key intervention strategies we propose.

Student consultation

Due to the relatively small size of our HE cohort, and the timing of our submission whereby considerable work was undertaken during the summer term of 2024, when students were focused on completing end of year study and assessments, we have not asked our students to produce a separate student submission. We have gathered student feedback as part of the process and involved students in our equality of opportunity risk assessment.

After our initial assessment of performance, we undertook focus groups with small groups of students, ensuring that these groups included some students from each of the target groups that we had identified in our initial draft. In addition, all students had the opportunity to share views on each of the identified priority risk areas from our equality of opportunity risk assessment through online surveys.

Furthermore, the views of students have been represented through feedback provided at course committee meetings and gathered from teaching staff and tutors.

Student views will be regularly solicited during the implementation of this Plan. In particular, students will lead on some of the activities including the creation of student guides. Students will be consulted on the usefulness of these guides and the usefulness and effectiveness of the revised induction programme, assessment training and wellbeing workshops. We will also seek feedback from students on the changes to the financial support in terms of its accessibility and 'perceived' fairness. All of this feedback will be used to monitor the effectiveness and success of the implementation of this Plan (together with success data). This Plan will be regularly monitored by a cross-college APP Monitoring Group, chaired by the Director of Higher Education with representation from quality, student services, finance and data teams. Key findings from monitoring and evaluation will be reported to students in course committee meetings and to the governing board which has student members.

Evaluation of the plan

The intervention strategies outlined in this plan are predominantly based on Type 1 and Type 2 evidence. The OfS Evaluation Self-Assessment Tool will be employed to support the wider evaluation strategy of the Plan.

The College has had several significant staff changes during the drafting of the plan and it is appropriate to review the evaluation skills of key staff, particularly those who will be involved in monitoring the Plan. This review is planned during 2024/25 and training for staff will be identified and implemented, as appropriate.

The College will use the range of resources provided by TASO and engage with other recognised sector evaluation tools and resources such as the Universal Evaluation Framework created by Jones-Devitt (Staffordshire University) and Austen (Sheffield Hallam University). Where evaluation training/up-skilling is identified, this will be fully supported by the College providing time and opportunity for staff to undertake training, as appropriate.

It is acknowledged that our HE portfolio and student profiles have been dynamic over the last few years; recovering from a significant drop in recruitment with growth in new curriculum areas. The curriculum changes may impact on the student profile and the success of our students. We will therefore be mindful that any evaluation of the effectiveness of our access and participation

measures need to be considered alongside any significant change in our student demography. Nevertheless, BMet is a relatively small and agile HE provider and we are well placed to respond to interim findings and emerging data. We are accordingly responsive in flexing our activity to help to keep us on track to achieve our objectives and targets, and continuously improve our practice.

Provision of information to students

BMet will continue to provide up to date, accurate, clear and accessible tuition fee information for current and prospective students on its website. This information will detail any fees, if any, that may be incurred. Clear links will be provided to external agencies to support applicants/students with financial information including to Student Finance England and partner universities, where courses are delivered in partnership with fees payable to the partner university. Additionally, independent financial information will be made available to students such as provided by [The Student Room](#).

As set out in intervention strategy 3, the financial support programme will be reviewed during 2024/25. Full details of the revised programme to be implemented from 2025/26, eligibility criteria for financial support and methods for application will be clearly detailed on the BMet website. BMet Student Services and HE tutors will be fully informed of the support available to HE students and will be available to offer guidance to any current or prospective student either in-person at one of the three college campuses or by telephone or email.

We also ensure that our fees information is provided to UCAS and other key organisations in a timely manner to inform applicants and enable informed choices.

We are compliant with the requirements of consumer protection legislation and the Competition and Markets Authority.

We are committed to ensuring that prospective students are provided with clear and comprehensive information regarding the financial support available to them in advance of their studies in 2025/26. This will include details of the eligibility criteria, application process, and the amounts of support available. This information will be made publicly accessible via our website and other relevant communication channels to ensure transparency and to support students in making informed decisions about their studies.

Following the conclusion of the financial support review in 2024/25, a variation request will be submitted to update this Access and Participation Plan with the confirmed details of the financial support programme, including eligibility criteria and available amounts."

Annex A: Further information and analysis relating to the identification and prioritisation of key risks to equality of opportunity

Equality of opportunity risk assessment

| | BMet risk | Male | Female | FSM | No parental experience of HE | Care experienced | Young | Mature | BAME | SEN | Disabled | Children in need | Mental health conditions | Estranged | Gender different to sex at birth | LGB+ | Non-A level entrants | Muslim | Risk rating comment |
|--|-----------|------|--------|-----|------------------------------|------------------|-------|--------|------|-----|----------|------------------|--------------------------|-----------|----------------------------------|------|----------------------|--------|--|
| Access | | | | | | | | | | | | | | | | | | | |
| 1: Knowledge and skills Students may not have equal opportunity to develop the knowledge and skills required to be accepted onto higher education courses that match their expectations and ambitions. | 1 | Y | | Y | | Y | | | | Y | Y | | | | | | | | Lower entry requirements for BMet courses compared to local and regional universities |
| 2: Information and guidance Students may not have equal opportunity to receive the information and guidance that will enable them to develop ambition and expectations, or to make informed choice about their higher education options. | 1 | | Y | | Y | Y | | Y | | | | | | | | | | | BMet's promotes its HE provision internally to level 3 FE students and works closely with its partner schools to promote progression opportunities |
| 3: Perception of higher education Students may not feel able to apply to higher education, or certain types of providers within higher education, despite being qualified. | 1 | | Y | Y | | Y | | Y | Y | Y | Y | Y | | | | | | | As a college, this is not recognised as a significant risk |
| 4: Application success rates Students may not be accepted to a higher education course, or may not be accepted to certain types of providers within higher education, despite being qualified. | 1 | | Y | Y | | Y | | Y | | Y | | Y | | | | | | Y | There are lower entry requirements for BMet courses compared to local and regional universities |
| 5: Limited choice of course type and delivery mode Students may not have equal opportunity to access a sufficiently wide variety of higher education course types | 1 | | | Y | Y | | | Y | | | Y | | | | | | | Y | BMet does have a limited range of courses, but is in a geographical area that is well-served with HE providers |
| On course | | | | | | | | | | | | | | | | | | | |
| 6: Insufficient academic support Students may not receive sufficient personalised academic support to achieve a positive outcome. | 2 | Y | | Y | Y | Y | | Y | Y | | Y | | Y | Y | Y | Y | | | This is risk-assessed as Medium as internal data analysis indicates reduced completion and achievement for mature and BAME students |
| 7: Insufficient personal support | | | | | | | | | | | | | | | | | | | This is risk-assessed as Medium as internal |

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| Students may not receive sufficient personalised non-academic support or have sufficient access to extracurricular activities to achieve a positive outcome. | 2 | Y | | Y | Y | Y | | | Y | Y | | | Y | Y | Y | Y | | | data analysis indicates reduced completion and achievement for mature and BAME students |
| 8: Mental health | | | | | | | | | | | | | | | | | | | The number of students who report mental health conditions is extremely small resulting in non-statistically significant data. NSS23 (Q26) indicates that the promotion of support for wellbeing/mental health is good at 75% but is just below the benchmark of 75.5%. This is supported by internal survey data for HE students. Anecdotal data indicates that tutors considers mental health to be a significant factor when considering students at risk of withdrawal or non-completion. |
| Students may not experience an environment that is conducive to good mental health and wellbeing. | 2 | | | Y | | Y | | | | Y | | | | | | Y | Y | | |
| 9: Ongoing impacts of coronavirus | | | | | | | | | | | | | | | | | | | There are no performance indicators for the student groups identified as being most at risk, to flag this as high/medium risk. FSM data is not routinely monitored within HE and SEN/disabled students typically outperform their peers for continuation and completion. |
| Students may be affected by the ongoing consequences of the coronavirus pandemic. | 1 | | | Y | | | | | | Y | Y | | | | | | | | |
| 10: Cost pressures | | | | | | | | | | | | | | | | | | | Staff and student feedback indicate this an are of concern. Data indicates those who receive financial support from Bmet outperform their peers. |
| Increases in cost pressures may affect a student's ability to complete their course or obtain a good grade. | 2 | | | Y | | Y | | | Y | | | | | Y | | | | | |
| 11: Capacity issues | | | | | | | | | | | | | | | | | | | Bmet does not provide accommodation but predominantly targets local students |
| Students may not have equal opportunity to access limited resources related to higher education, such as suitable accommodation. | 1 | | | Y | | Y | | | Y | Y | | | | Y | | | | | |
| Progression | | | | | | | | | | | | | | | | | | | |
| 12: Progression from higher education | | | | | | | | | | | | | | | | | | | OfS data is spikey but with reduced HE student numbers in recent years, the data becomes suppressed or non-existent - resulting in no gaps for: gender; age; |
| Students may not have equal opportunity to progress to an outcome they consider to be a positive reflection of their higher education experience. | 1 | | | Y | Y | Y | | | Y | Y | | | | Y | Y | Y | Y | | |
| Count | | 2 | 0 | 4 | 2 | 4 | 0 | 3 | 3 | 0 | 3 | 0 | 2 | 3 | 3 | 3 | 0 | 0 | |

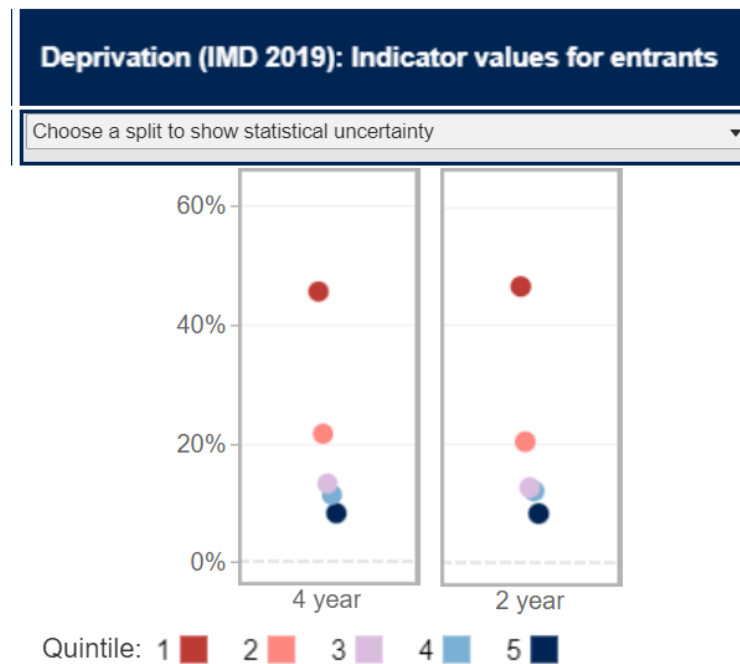
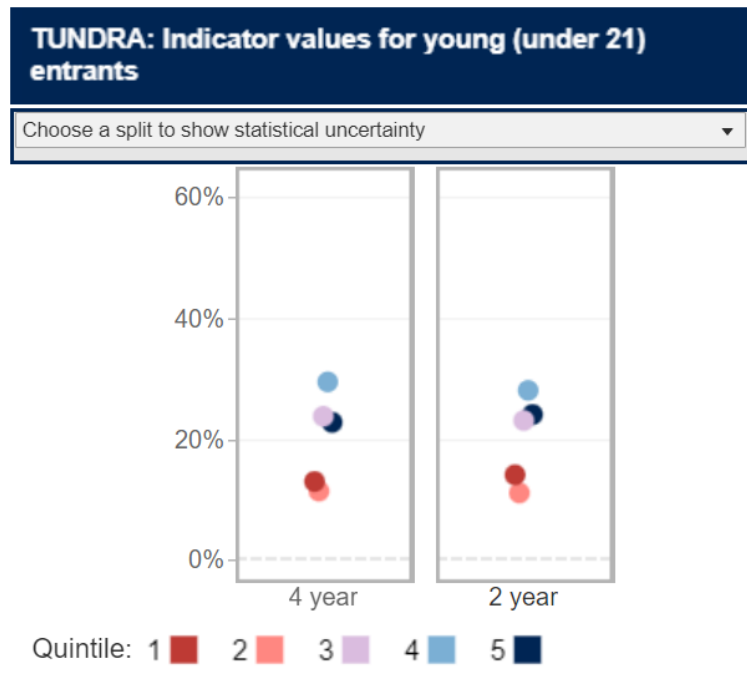
As stated above, BMet does not currently collect information at enrolment about free school meals entitlement, students who identify as a gender different to their sex at birth or sexual preferences. As part of our ongoing commitment to improving access and outcomes for our HE students, we will

review our enrolment processes during 2024/25 to identify the best approaches for the: collection of this additional personal data, use of appropriate fields in our management information system to record the data and creation of reports for managers and other relevant personnel to monitor and review the data on a regular basis.

OfS Access and Participation Dashboard (APD) data

Access

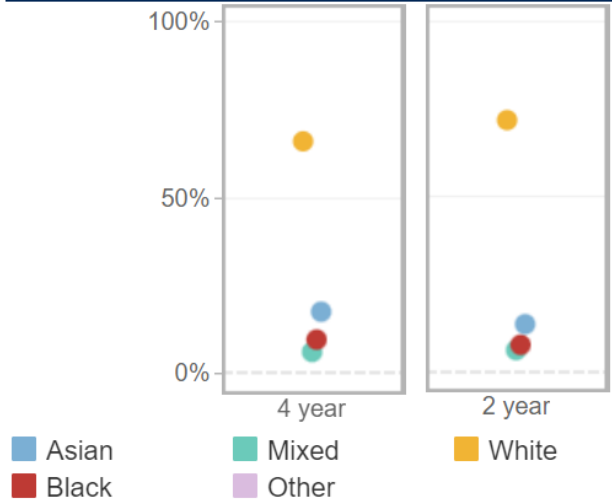
As stated above, the APD data has been reviewed based on the latest aggregated 2-year data, due to small student groups. The following are screen shots of the APD which illustrate the Access data discussed above.



Comparison of TUNDRA and IMD datasets show that the majority BMet's students are from the highest participation local areas (TUNDRA quintiles 4 and 5) but the least deprived (IMD quintiles 1 and 2). Of note is that TUNDRA values are only for Young entrants and the age profile of BMet's entrants fluctuates significantly. BMet has used POLAR4 values to monitor recruitment and outcomes of its HE students but is intending to include IMD values into its reporting processes from 2024/25.

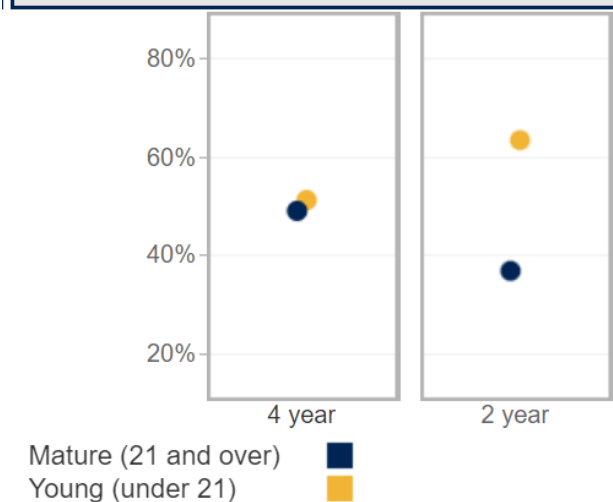
Ethnicity: Indicator values for entrants (18 year olds only)

Choose a split to show statistical uncertainty



Age: Indicator values for entrants

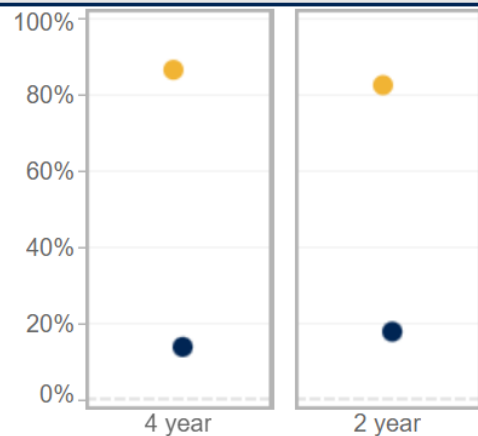
Choose a split to show statistical uncertainty



Student numbers are too small to gain any statistically significant data on ethnicity – hence the analysis of internal data discussed above. In 2021/22 Young students made up the majority of new BMet entrants at 73.9%, an increase over the previous three years, although this has changed at BMet over the last two years.

Disability reported: Indicator values for entrants

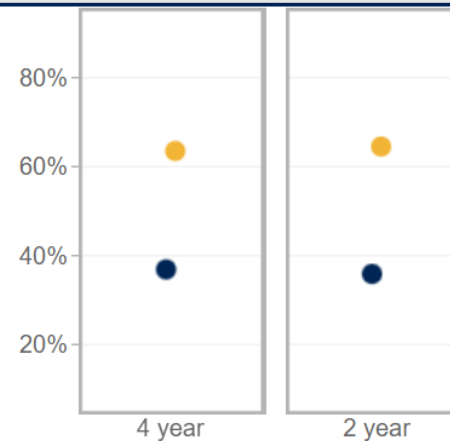
Choose a split to show statistical uncertainty



Disability reported ■
No disability reported ■

Eligibility for free school meals: Indicator values for entrants

Choose a split to show statistical uncertainty



Eligible ■
Not eligible ■

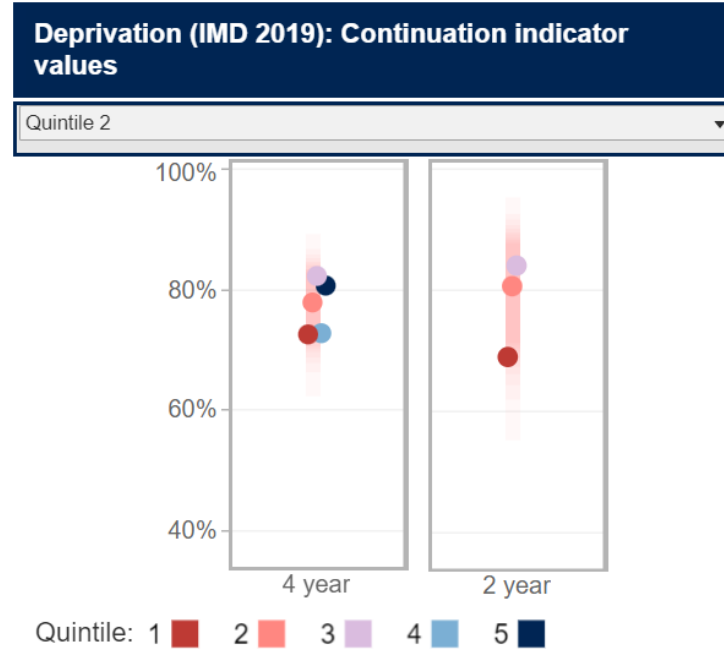
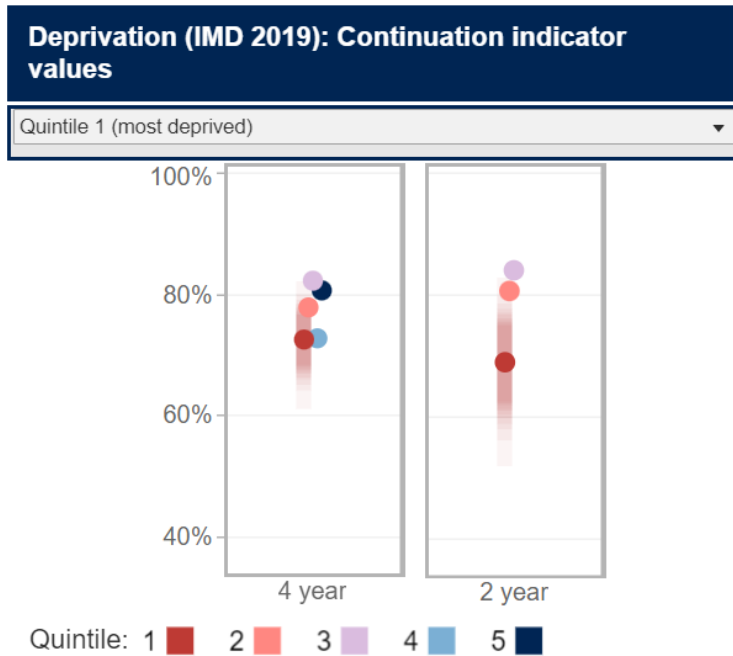
Recruitment of FT disabled students was at 17.7%, an increase compared to the comparative four years, and slightly higher than the national average at 17.2%. Indicators of eligibility for free school meals (FSM) show a high proportion of entrants at 35.7% which is significantly higher than the national average at 18.9%. BMet does not routinely collect FSM data but will explore approaches to collect and monitor this during 2024/25.

Continuation

As stated above, the APD data has been reviewed based on the latest aggregated 2-year data, due to small student groups.

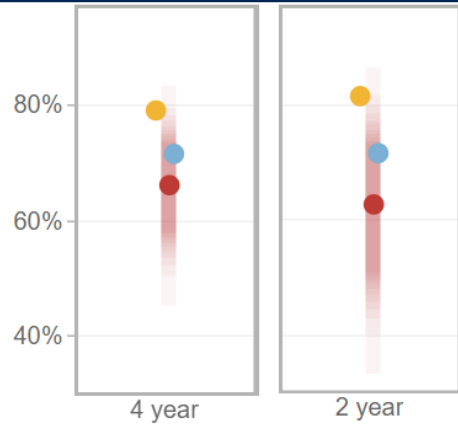
Provided below are screen shots of the APD which indicate reduced Continuation for IMD quintile 1 students compared to those from quintiles 2 and 3, although the statistical uncertainty of the data is high as indicated in the images.

comparison between time series data and two-year aggregated data.



Ethnicity: Continuation indicator values

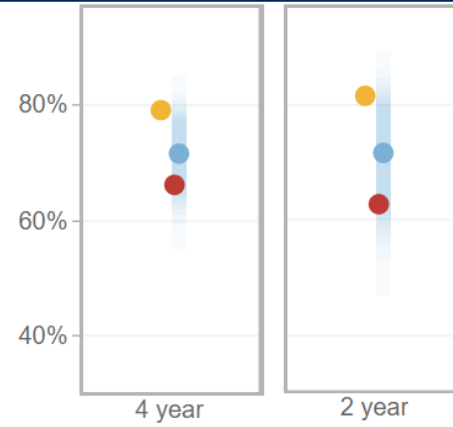
Black



Asian Mixed White
Black Other

Ethnicity: Continuation indicator values

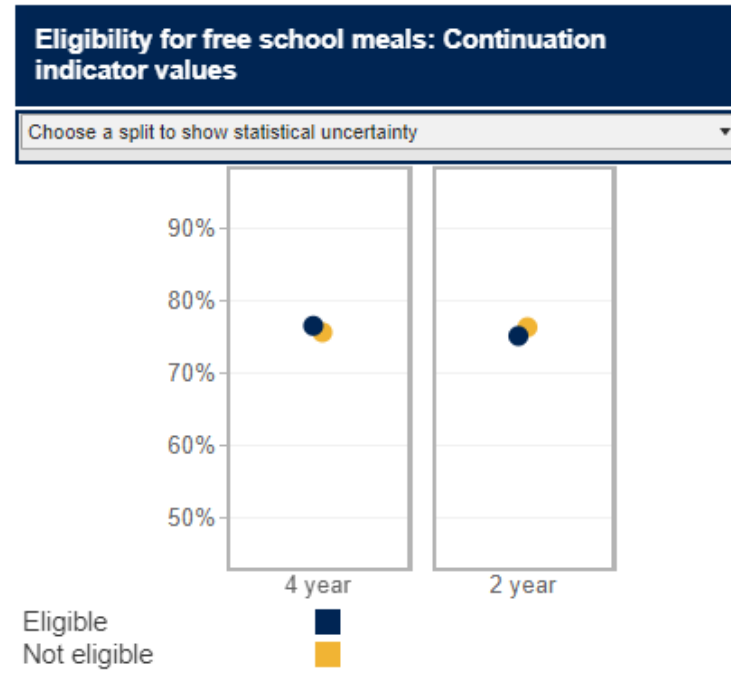
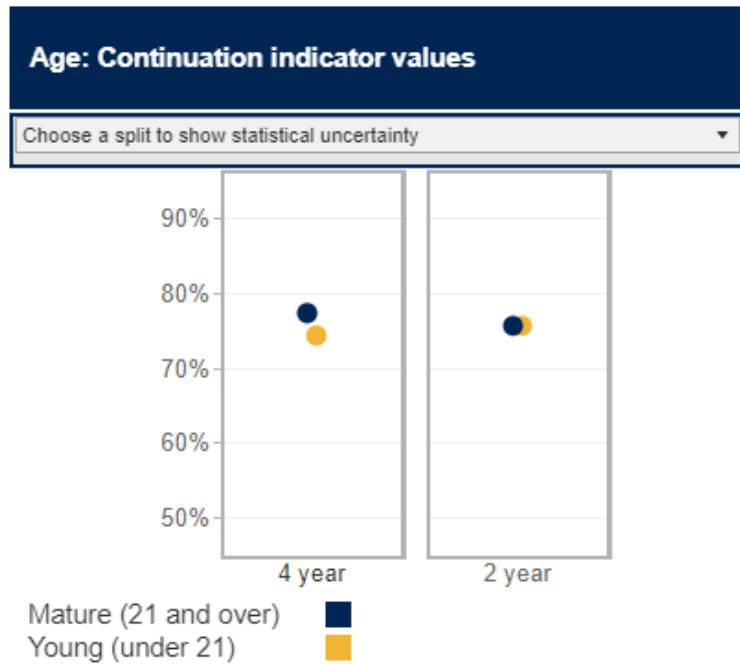
Asian



Asian Mixed White
Black Other

Above are screen shots of the APD which indicate a gap in Continuation for Black and Asian students compared with their White peers, albeit with high statistical uncertainty as indicated in the images.

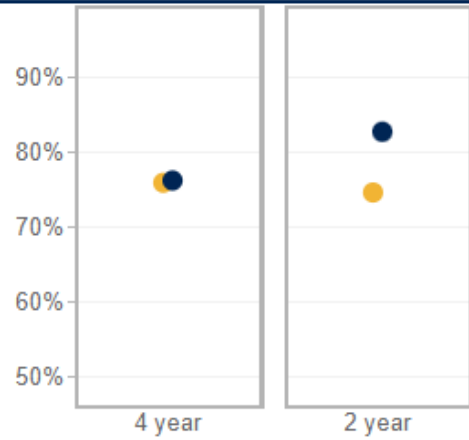
The screen shots below confirm there are no significant gaps in Continuation on the basis of age or FSM eligibility



The APD data indicates disabled students are more likely to continue (82.6%) than those who do not report a disability (74.5%).

Disability reported: Continuation indicator values

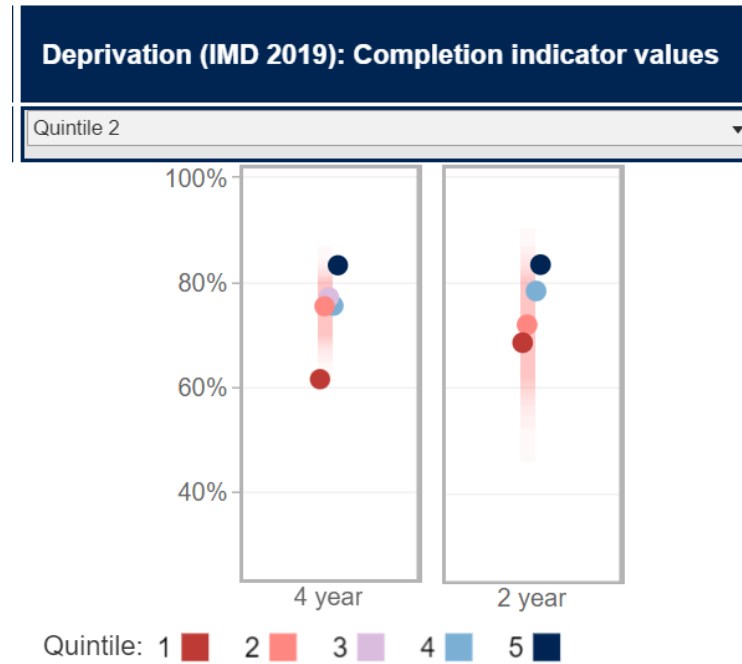
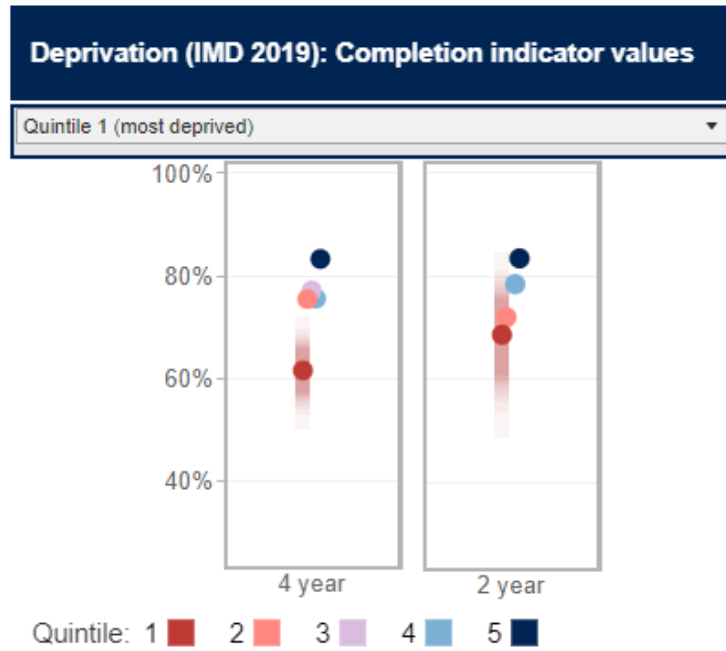
Choose a split to show statistical uncertainty



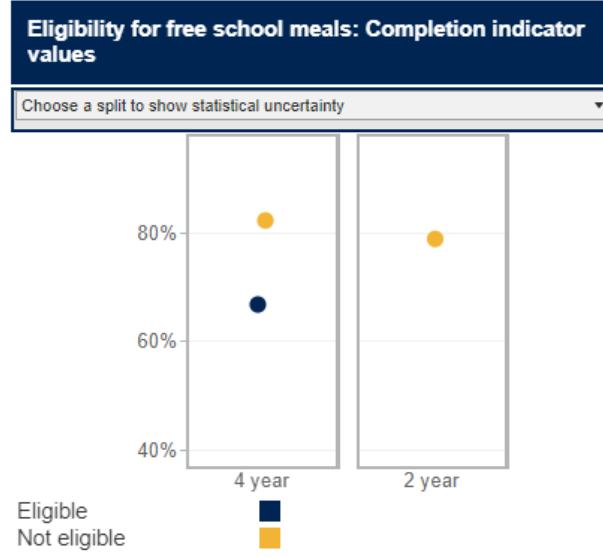
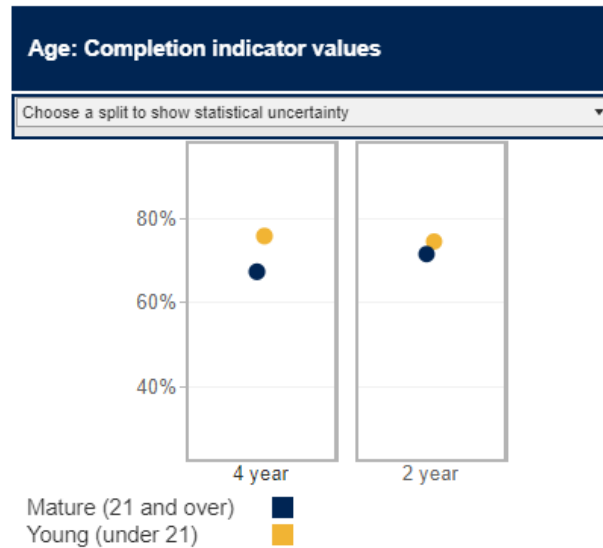
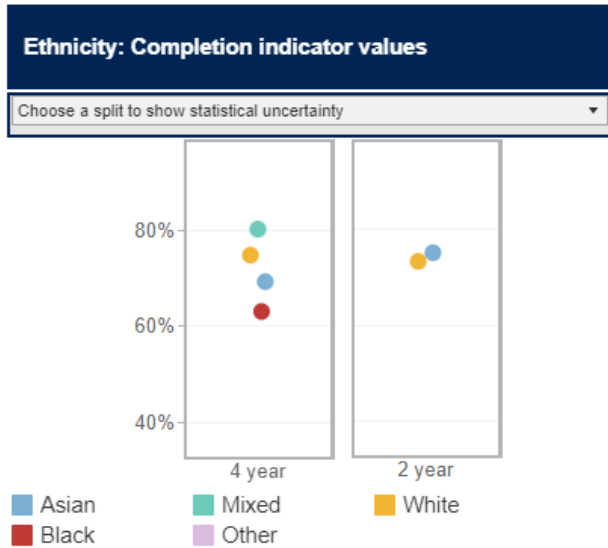
Disability reported ■
No disability reported ■

Completion

The APD screen shots below illustrate two-year aggregated data for Completion with levels of uncertainty. The data indicates reduced Completion for FT students from IMD quintiles 1 and 2, with a high level of uncertainty.



The following APD screen shots of 2-year aggregated data illustrate there are no significant gaps in Completion based on ethnicity, age disability or FSM eligibility.



Annex B: Further information that sets out the rationale, assumptions and evidence base for each intervention strategy that is included in the access and participation plan.

In addition to using experience from in-house interventions and discussions with a range of colleges delivering HE, we have used the following sources to inform our intervention strategies.

Blake, S, Capper, G and Jackson, A. (2022) Building belonging in higher education. Recommendations for developing an integrated institutional approach, Person, Wonkhe. Available at: <https://wonkhe.com/wp-content/wonkhe-uploads/2022/10/Building-Belonging-October-2022.pdf>

Campbell, Paul; Duke, Ben (2023). An Evaluation of the Racially Inclusive Practice in Assessment Guidance Intervention on Students' and Staffs' Experiences of Assessment in HE: A Multi-University Case Study. University of Leicester. Report. Available at: <https://doi.org/10.25392/leicester.data.23579565.v1>

Hausmann, L. R. M., Schofield, J. W. and Woods, R. L. (2007) 'Sense of belonging as a predictor of intentions to persist among African American and white first-year college students', Research in Higher Education, Vol. 48(7)

Hussain, M. and Jones, J.M. (2021) 'Discrimination, Diversity, and Sense of Belonging: Experiences of Students of Color', Journal of Diversity in Higher Education, Vol. 2

Thomas, L., Hill, M., O'Mahony, J. and Yorke, M. (2017) 'Supporting student success: strategies for institutional change, What Works? Student Retention & Success programme', Paul Hamlyn Foundation report. Available at: <https://www.phf.org.uk/programmes/works/>

Example student guide, written by University of Reading students for University of Reading students. Available at: <https://www.reading.ac.uk/essentials/-/media/essentials/files/diversity-and-inclusion/first-generation-guide-interactive-pdf.pdf>

Making the language of assessment inclusive toolkit – resource created as part of a QAA-funded Collaborative Enhancement Project led by the University of the West of England. Available at: <https://www.qaa.ac.uk/en/membership/collaborative-enhancement-projects/assessment/making-the-language-of-assessment-inclusive>

TASO Student Mental Health Evidence Toolkit. Available at: <https://taso.org.uk/student-mental-health-hub/toolkit/>

UAL Ethnic Representation Index. Available at: https://www.arts.ac.uk/_data/assets/pdf_file/0010/410212/ERI-Ethnic-Representation-Index-2023-PDF-1.2MB.pdf

Universal Evaluation Framework (UEF). Available at: <https://evaluationforall.org/>

Fees, investments and targets

2025-26 to 2028-29

Provider name: Birmingham Metropolitan College

Provider UKPRN: 10006442

Summary of 2025-26 entrant course fees

*course type not listed

Inflation statement:

We will not raise fees annually for new entrants

Table 3b - Full-time course fee levels for 2025-26 entrants

| Full-time course type: | Additional information: | Sub-contractual UKPRN: | Course fee: |
|--|---|------------------------|-------------|
| First degree | * | N/A | * |
| Foundation degree | * | N/A | * |
| Foundation year/Year 0 | * | N/A | * |
| HNC/HND | Digital HND, Digital & Media Arts HND | N/A | 6695 |
| HNC/HND | Engineering, Digital HNC, Digital & Media Arts HNC; Digital Marketing HNC; Construction | N/A | 6500 |
| HNC/HND | Health & Care HNC; Business HNC; Sport HNC | N/A | 6000 |
| HNC/HND | Health & Care HND; Business HND; Sport HND | N/A | 6180 |
| CertHE/DipHE | * | N/A | * |
| Postgraduate ITT | * | N/A | * |
| Accelerated degree | * | N/A | * |
| Sandwich year | * | N/A | * |
| Turing Scheme and overseas study years | * | N/A | * |
| Other | * | N/A | * |

Table 3b - Sub-contractual full-time course fee levels for 2025-26

| Sub-contractual full-time course type: | Sub-contractual provider name and additional information: | Sub-contractual UKPRN: | Course fee: |
|--|---|------------------------|-------------|
| First degree | * | * | * |
| Foundation degree | * | * | * |
| Foundation year/Year 0 | * | * | * |
| HNC/HND | * | * | * |
| CertHE/DipHE | * | * | * |
| Postgraduate ITT | * | * | * |
| Accelerated degree | * | * | * |
| Sandwich year | * | * | * |
| Turing Scheme and overseas study years | * | * | * |
| Other | * | * | * |

Table 4b - Part-time course fee levels for 2025-26 entrants

| Part-time course type: | Additional information: | Sub-contractual UKPRN: | Course fee: |
|--|-------------------------|------------------------|-------------|
| First degree | * | N/A | * |
| Foundation degree | * | N/A | * |
| Foundation year/Year 0 | * | N/A | * |
| HNC/HND | * | N/A | 3250 |
| CertHE/DipHE | * | N/A | * |
| Postgraduate ITT | * | N/A | * |
| Accelerated degree | * | N/A | * |
| Sandwich year | * | N/A | * |
| Turing Scheme and overseas study years | * | N/A | * |
| Other | * | N/A | * |

Table 4b - Sub-contractual part-time course fee levels for 2025-26

| Sub-contractual part-time course type: | Sub-contractual provider name and additional information: | Sub-contractual UKPRN: | Course fee: |
|--|---|------------------------|-------------|
| First degree | * | * | * |
| Foundation degree | * | * | * |
| Foundation year/Year 0 | * | * | * |
| HNC/HND | * | * | * |
| CertHE/DipHE | * | * | * |
| Postgraduate ITT | * | * | * |
| Accelerated degree | * | * | * |
| Sandwich year | * | * | * |
| Turing Scheme and overseas study years | * | * | * |
| Other | * | * | * |

Fees, investments and targets

2025-26 to 2028-29

Provider name: Birmingham Metropolitan College

Provider UKPRN: 10006442

Investment summary

A provider is expected to submit information about its forecasted investment to achieve the objectives of its access and participation plan in respect of the following areas: access, financial support and research and evaluation. Note that this does not necessarily represent the total amount spent by a provider in these areas. Table 6b provides a summary of the forecasted investment, across the four academic years covered by the plan, and Table 6d gives a more detailed breakdown.

Notes about the data:

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Yellow shading indicates data that was calculated rather than input directly by the provider.

In Table 6d (under 'Breakdown'):

"Total access investment funded from HFI" refers to income from charging fees above the basic fee limit.

"Total access investment from other funding (as specified)" refers to other funding, including OIS funding (but excluding Uni Connect), other public funding and funding from other sources such as philanthropic giving and private sector sources and/or partners.

Table 6b - Investment summary

| Access and participation plan investment summary (£) | Breakdown | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
|--|-----------|---------|---------|---------|---------|
| Access activity investment (£) | NA | £29,000 | £16,000 | £28,000 | £7,000 |
| Financial support (£) | NA | £30,000 | £30,000 | £30,000 | £30,000 |
| Research and evaluation (£) | NA | £3,000 | £6,000 | £6,000 | £6,000 |

Table 6d - Investment estimates

| Investment estimate (to the nearest £1,000) | Breakdown | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
|---|--|----------------|----------------|----------------|----------------|
| Access activity investment | Pre-16 access activities (£) | £0 | £0 | £0 | £0 |
| Access activity investment | Post-16 access activities (£) | £0 | £0 | £0 | £0 |
| Access activity investment | Other access activities (£) | £29,000 | £16,000 | £28,000 | £7,000 |
| Access activity investment | Total access investment (£) | £29,000 | £16,000 | £28,000 | £7,000 |
| Access activity investment | Total access investment (as % of HFI) | 46.8% | 25.0% | 41.8% | 9.9% |
| Access activity investment | Total access investment funded from HFI (£) | £10,000 | £10,000 | £10,000 | £7,000 |
| Access activity investment | Total access investment from other funding (as specified) (£) | £19,000 | £6,000 | £18,000 | £0 |
| Financial support investment | Bursaries and scholarships (£) | £15,000 | £15,000 | £15,000 | £15,000 |
| Financial support investment | Fee waivers (£) | £0 | £0 | £0 | £0 |
| Financial support investment | Hardship funds (£) | £15,000 | £15,000 | £15,000 | £15,000 |
| Financial support investment | Total financial support investment (£) | £30,000 | £30,000 | £30,000 | £30,000 |
| Financial support investment | Total financial support investment (as % of HFI) | 48.4% | 46.9% | 44.8% | 42.3% |
| Research and evaluation investment | Research and evaluation investment (£) | £3,000 | £6,000 | £6,000 | £6,000 |
| Research and evaluation investment | Research and evaluation investment (as % of HFI) | 4.8% | 9.4% | 9.0% | 8.5% |

Fees, investments and targets

2025-26 to 2028-29

Provider name: Birmingham Metropolitan College

Provider UKPRN: 10006442

Targets

Table 5b: Access and/or raising attainment targets

| Aim (500 characters maximum) | Reference number | Lifecycle stage | Characteristic | Target group | Comparator group | Description and commentary [500 characters maximum] | Is this target collaborative? | Data source | Baseline year | Units | Baseline data | 2025-26 milestone | 2026-27 milestone | 2027-28 milestone | 2028-29 milestone |
|--|------------------|-----------------|---------------------|---------------------------------------|------------------|--|-------------------------------|--|---------------|------------|---------------|-------------------|-------------------|-------------------|-------------------|
| To increase the proportion of students declaring a disability and/or mental health condition to 18% by 2028/29 | PTA_1 | Access | Reported disability | Other (please specify in description) | | The target is all FT HE students: those who are registered at BMet and those taught by BMet and registered elsewhere. This total is not provided on the OfS Access and Participation Dashboard, so internal data will be used. Two-year aggregated data is used due to small numbers. We want all students to feel able and confident to report disabilities - hence the target is FT applicants and those recruited who have not declared a disability to provide support & opportunities to make declarations. | No | Other data source (please include details in commentary) | 2021-22 | Percentage | 14.40% | 15.00% | 16.00% | 17.00% | 18.00% |
| | PTA_2 | | | | | | | | | | | | | | |
| | PTA_3 | | | | | | | | | | | | | | |
| | PTA_4 | | | | | | | | | | | | | | |
| | PTA_5 | | | | | | | | | | | | | | |
| | PTA_6 | | | | | | | | | | | | | | |
| | PTA_7 | | | | | | | | | | | | | | |
| | PTA_8 | | | | | | | | | | | | | | |
| | PTA_9 | | | | | | | | | | | | | | |
| | PTA_10 | | | | | | | | | | | | | | |
| | PTA_11 | | | | | | | | | | | | | | |
| | PTA_12 | | | | | | | | | | | | | | |

Table 5d: Success targets

| Aim (500 characters maximum) | Reference number | Lifecycle stage | Characteristic | Target group | Comparator group | Description and commentary [500 characters maximum] | Is this target collaborative? | Data source | Baseline year | Units | Baseline data | 2025-26 milestone | 2026-27 milestone | 2027-28 milestone | 2028-29 milestone |
|---|------------------|-----------------|----------------|---|------------------|---|-------------------------------|--|--|-------------------|---------------|-------------------|-------------------|-------------------|-------------------|
| To eliminate the gap in continuation between BAME and white students by 2028/29 | PTS_1 | Continuation | Ethnicity | Not specified (please give detail in description) | | The target is all OfS-fundable HE students: those who are registered at BMet and those taught by BMet and registered elsewhere. This total is not provided on the OfS Access and Participation Dashboard, so internal data will be used. Due to small group sizes, two-year aggregated data is used to provide more robust data. All non-White ethnic groups will be targeted as all currently under-perform compared to their White peers. | No | Other data source (please include details in commentary) | Other (please include details in commentary) | Percentage points | 6 | 3 | 2 | 1 | 0 |
| To eliminate the gap in completion of BAME and white students by 2028/29 | PTS_2 | Completion | Ethnicity | Not specified (please give detail in description) | | The target is all OfS-fundable HE students: those who are registered at BMet and those taught by BMet and registered elsewhere. This total is not provided on the OfS Access and Participation Dashboard, so internal data will be used. Due to small group sizes, two-year aggregated data is used to provide more robust data. All non-White ethnic groups will be targeted as all currently under-perform compared to their White peers. | No | Other data source (please include details in commentary) | Other (please include details in commentary) | Percentage points | 7 | 4 | 2 | 1 | 0 |

