Diversity
and Inclusion
Annual Report
2019

BMet

Inspiring futures, realising dreams.

Diversity and Inclusion is integral to BMet's organisational culture and success. It underpins our vision, values and goals enabling us to deliver a great student and staff experience. Diversity and Inclusion is about all of us. It's about valuing all the differences that make us unique and that enrich and strengthen our communities. It's about ensuring that we are all able to fully participate as who we are and are supported to be the best we can be.

This Diversity and Inclusion (D&I) Annual Report details BMet's work in meeting the requirements of the Public Sector Equality Duty 2011. It provides a review of the actions in meeting our equality objectives outlined in our D&I strategy and action plan.

Highlights

- Improvements in student disclosure rates (for example students with a disability has seen a +5.5% increase from 16/17) and an extension to equality monitoring (to include sexual orientation and religion and belief) is further developing our understanding of our college community, ensuring we are more effectively able to identify and respond to individual needs.

- Achievement gaps between different groups have further narrowed as a result of a range of activities to improve teaching, learning and assessment. For example, the gap between different ethnic groups for achievement rates narrowed a further 3.9% (from 16.7% in 16/17, 13.3% in 17/18 to 9.4% in 18/19); and the gap between those in receipt of free meals in further education (FM) and those who are not in receipt of FM has closed to 0.1% (from 4.3% in 17/18).

- The quality of teaching is improving with progress in more personalised curriculums, independent learning, individualised targets, and learner collaboration noted in both internal and external quality monitoring activities, including Ofsted.

- Overall improvement in success rates for 16-19 achievement +2% in 18/19 from 17/18 to exceed national rate by 1%.

- Improved D&I skills of staff, developed through staff training, guidance and resources ensuring students have inclusive experiences and diversity is promoted in a meaningful way.

- Strengthened student voice and student engagement through a range of activities helping to broaden and deepen learners' cultural awareness and understanding; In 2018 Ofsted inspectors recognised that "students take part in a wide range of activities that promote diversity, challenging their perspectives of people from different backgrounds and beliefs".

- Achievement of Silver Educate and Celebrate Award which evidenced the significant progress around LGBTQ+ inclusion; and which has resulted in a further improvement in student satisfaction rates for LGBTQ+ students.

- Improvements in the accessibility of BMet's physical and virtual environments as a result of the disability access and inclusion audit, further development of easy read literature and promotion of the 'listen and translate' function on BMet's website.

- High standards of behaviour remains consistent across all sites with any behaviour that is not respectful, particularly offensive or discriminatory language, being challenged.

- Further integration of D&I into all business and curriculum areas through an active lead by senior staff ensuring diversity and inclusion is everyone's responsibility; "Leaders ensure that diversity and inclusion are at the heart of the college" Ofsted 2018.

- The utilisation of equality analyses (impact assessments) ensuring that D&I matters are given due consideration in decision making, new policy, procedure or changes to working practices.

- Raised profile of staff wellbeing and engagement; staff forums and wellbeing events have engaged colleagues in a dialogue around social, physical, spiritual and mental health and the development of an online wellbeing hub and a programme of wellbeing activities is contributing to work around organisational health and development.

- Achievement of Disability Confident Employer status (level 2)

Our Strategic Action Plan

"The college celebrates difference and aims to be recognised as a leader in D&I by ensuring that its environments are Ready, Respectful and Safe for everyone, everywhere, every time".

The 4 strategic objectives, which are contained in our D&I strategy (view **D&I strategy** here with supporting action plan and specific timelines), are led by the College's Senior Leadership Team and are supported by comprehensive action plans, working groups and cross college participation. The following reports on each objective and progress made.

Objective one

Understand and more effectively meet the diverse needs of our students, promoting engagement and cohesion, addressing under-representation and closing the achievement gap.

To do this we will:

- 1.1 Review and build on data collection to enable us to further develop our understanding of our student profile.
- 1.2 Take targeted action to address any inequalities in participation, achievement and/or outcomes through positive action projects and widening participation initiatives.
- 1.3 Deliver excellent student care and learning experiences through comprehensive engagement strategies.

We will know we have achieved this when:

- We have readily available information, based on complete and accurate data, which will more effectively identify and respond to student needs.
- The gaps are closing at a rapid and continuing rate.
- We have a strong student voice and ratings for student experience are above benchmark.

What we have done:

- Our 2018/19 enrolment activities embedded 'Why are you asking me these questions?' posters and guides and the learning agreement was made available in alternative formats (easy read and a range of languages).
- Our curriculum areas continue to be proactive in providing additional opportunities for students and apprentices to disclose a disability at times other than enrolment, for example through induction and personal tutoring activities.
- Our electronic enrolment form incorporates new mandatory equality monitoring questions, including on sexual orientation and religion and belief.

- We set specific targets to increase participation in certain curriculum areas, for example women into construction, engineering and IT and men into health and social care, early years education, and people with a Black, Asian and Minority Ethnic (BAME) background into apprenticeships. We commenced and continued with positive action work for example with: an Apprenticeship Marketing Strategy for BAME engagement; female only course launched at Erdington Skills Centre; using STEM ambassadors to support our schools engagement team to drive female recruitment in Digital courses; and a female football team set up at the Centre of Sporting Excellent (COSE).
- Throughout the academic year our quality team and our curriculum departments continued to intensively monitor gaps in attendance, retention and achievement between different groups of students. A task and finish group and student focus groups at each college explored retention gaps to employ immediate interventions to address poor attendance or performance, for example through mentoring, counselling, personal tutoring and/or improved planning to meet individual needs.
- We monitored gaps in our students' satisfaction through the National Student Survey and any disparities informed action. For example, work to celebrate diverse sexual orientations and work to increase awareness of mental health and neurodiversity.

Increasing Participation

BMet has taken a range of activities to engage groups which are under-represented in vocational areas through targeted marketing campaigns; case studies, positive role models and the college's schools programme, for example engaging women in STEM (Science, Technology, Engineering and Maths) and BAME (Black and Minority Ethnic) learners in Apprenticeships.

"It feels like one big family!"
"Sutton Coldfield College was a great environment and I really enjoyed it. It was challenging to begin with, but there was an excellent foundation of support – making it much easier as time went on.
"Everyone including the security team, the reception staff, library staff and the teachers are just so pleasant. It feels like one big family instead of a student and tutor environment."

Farah
Access to Science

"My apprenticeship was the perfect choice for me!"
"Initially when I was at school, I had no real idea about my next steps. I knew I wanted to go into engineering but wasn't sure which route would be best for me.
"Discovering my engineering apprenticeship at HydraForce was definitely the perfect choice for me!
"My time at James Watt College has been extremely positive and rewarding! I've been able to achieve a range of qualifications and training that will help me for the rest of my life."

Ritik
Manufacturing Engineering Apprenticeship

- We further built on the extensive programme of enrichment opportunities which celebrate diversity, challenge prejudice and stereotypes and foster good relations. Positive feedback includes reports of a raised profile of diversity matters and there being a "welcome change from the standard events and activities".
- Our students elected 358 class reps in 2018/19 with the majority attending training on their roles and responsibilities. Student Councils were held at the 4 main sites to represent student views to BMet managers.
- In 2018/2019 493 students accessed BMet's counselling or mentoring services. Our learning mentors, counsellors along with our additional learning support (ALS) staff provided students who needed help with support including helping to improve literacy and numeracy skills.
- Student focus groups in the spring term of 2019 explored the effectiveness of support for learners with dyslexia. Learning Support Coordinators moved to be managed by Curriculum Managers and a range of training including 'how to get the most out of your LSA' for teaching staff was facilitated. A High Needs Curriculum Review commenced and will inform relevant actions throughout 2020.

What the impact has been:

- Applicants are clearer about equality monitoring and continued impact has been seen, for example with the reduction of people who did not disclose their ethnicity maintained across two years (at 0.7%) and a further improvement in disability disclosure:
  - A further increase in the percentage of apprentices who disclosed a disability or learning difficulty from 2.0% in 16/17, 5.3% in 17/18, to 7.7% in 18/19
  - A further +1% increase from 17/18 for students disclosing a disability for the general cohort (now at 15.8% compared to 16/17 figure of 10.3%)

■ Enrolment data evidences that 76% and 81% answered the sexual orientation and religion/belief questions at enrolment respectively. 3% of enrolling students identified as LGB+ and the predominant religion was Islam (30%), Christianity (24%) and No religion/belief (22%).

■ 2019 enrolment figures indicate that there has been some improvement in the representation of particular groups, for example, female apprentices in engineering and improvement for BAME apprentices in 18/19 (now 23%). We have met and exceeded our targets of achieving:
  • 11% of women in construction (target for 2020 was 7%);
  • 20% of women in engineering (target was 6%)

Fostering Good Relations

Students at Matthew Boulton College held their annual Cultural Exchange Day alongside the Student Star of the Month awards. The student-led event, which raises awareness of diverse traditions and practices of other cultures, was joined by Ziauddin Yousafzai, father of Malala Yousafzai, author of "Let Her Fly" and co-founder of the Malala Fund which invests in education programmes to enable girls to gain access into education.

Students and staff at James Watt celebrated Guru Nanak's 500th birthday with members of the local Sikh community raising awareness of Sikhism's belief and practices.

■ Achievement and retention rates have improved with many gaps between groups closed or narrowed. For example:
  • the gap between different ethnic groups for achievement rates narrowed a further 2% (from 17% in 16/17, 12% in 17/18) to 10% in 18/19)
  • the gap between those in receipt of free meals and those not has closed to 0.1% (from 4.3% in 17/18)

■ The 2019 survey results indicated an improvement in satisfaction for our learners who identify as bisexual and those with dyslexia and marked improvements in 'my classmates behave well and show respect' rates for those with mental health conditions and autism.

■ Our students are developing an understanding of people and communities in our diverse society which is resulting in an increased sense of belonging at college.

■ Our student voice activities continue to go from strength to strength and our students influence

the direction of the college, for example the establishment of a common room at James Watt, the change in timetabled classes for A 'level students and the active engagement in social action projects.

▌ 2018/2019 saw a slight 0.8% increase in retention rates which sustains the improvements seen from 16/17. Our achievement rates for 16-18 learners in 18/19 improved by +2 %.

▌ Closer working relationships between learning support and teaching staff ensure a more integrated approach to meeting the needs of students with support needs. Achievement rates for students with dyslexia fell just below (-1.4%) college average. Students with Asperger's, mental health conditions, disabilities including medical, multiple, mobility, physical, visual and hearing impairments all achieved at rates above college average.

See Appendix 1 – BMet's Student Profile

Objective two

Have truly inclusive physical and virtual working and learning environments.

To do this we will:
▌ 2.1 Improve the accessibility of the information and facilities we provide.
▌ 2.2 Develop an inclusive curriculum offer and ensure that D&I is integrated into teaching, learning and assessment.
▌ 2.3 Strengthen D&I practice with external stakeholders.

We will know we have achieved this when:
▌ We are recognised as a leader in D&I for students and staff through accreditation and awards.
▌ Gaps in rates of progress close at a rapid and continuing rate.
▌ All of our external stakeholders are engaged in our D&I objectives.

What we have done:
▌ Site improvements noting the recommendations of our access and inclusion audit have been ongoing, for example a new accessible toilet at Sutton Coldfield College.

▌ We created more easy read versions of key student documents for example the Academic Appeals policy. We purchased Recite Me, an accessibility tool, for BMet's website which allows visitors to listen and translate text and customise the website to their needs.

▌ We continued to promote the Quiet Rooms at BMet as spaces for quiet reflection or prayer.

▌ Further to the achievement of the Educate and Celebrate Silver Award we developed and have started to implement our Educate and Celebrate Going for Gold action plan which strengthens our work around LGBTQ+ inclusion at college (NB the college decided to further the progress it made with Educate and Celebrate rather than implement the Stonewall Diversity Champion programme)

▌ We continued to use the Diversity and Inclusion page on BMet's website to share key college documents and to utilise staff (Sharepoint) and student (MyMet) internal portals to communicate key messages. The D&I section on Sharepoint is well established and is engaged with well by staff, supporting them with a range of information, guidance and best practice resources. 18/19 recorded a huge increase in page hits (4905) with 2573 unique page views. Yammer, an internal social media tool, has proved a useful platform to celebrate diversity events and topics.

▌ An interior environment project involved a further audit of visual images displayed across college and action was taken to remove or replace pictures which potentially endorsed stereotypes.

▌ We have an ongoing consideration of gender neutral toilet facilities provision for example: ensuring that unisex signage promotes accessible toilets and the introduction of the gender diverse toilets at BMet's Skills Centre.

▌ 378 members of our staff (and 170 students) participated in face to face diversity and inclusion training which included bespoke sessions specific to the needs of the curriculum.

▌ Our quality team, managers, governors and the Diversity and Inclusion Manager continue to conduct drop-ins which include a look at inclusion.

▌ All new staff to the organisation continued to participate in a face to face D&I training session which is now aligned with the College's Pivotal (Ready, Respectful, Safe) training to assert BMet's values and approach to achieving a supportive learning environment for all students.

▌ D&I continued to be embedded in the student induction process where activities explore Ready, Respectful and Safe values as well as British values.

▌ Our online teaching and learning platform, Moodle, was upgraded to ensure that BMet has an up-to-date and more accessible facility for students to access materials, for example a new App for mobile devices. Teaching teams have been receiving support in the utilisation of the tool.

Celebrating Diversity

The College has continued to celebrate diversity and challenge stereotypes and prejudice, through:

- College news stories published externally via the website and social media, for example our new women's football academy. Coverage is wide with 13,480 Facebook followers and 5,920 Twitter followers.
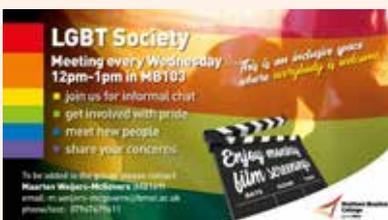
- Internal college platforms, plasma screens, intranet, classroom and shared space noticeboards and displays
- Promotional materials which include images and case studies which challenge stereotypes for example posters of men and mental health
- Events and activities, for example: nationally-celebrated British poet, Hussain Manawer offered a unique insight into mental health through a vibrant performance for World Mental Health Awareness Day at Sutton Coldfield College; a 'BackChat Brum' session held at James Watt college during Black History Month explored the subject of interacial dating with participants of the chat sharing their own views, the expectations of their families and local community as well as societal pressures.

- The Apprenticeship team continue to use a D&I health check with employers at 'sign up' and a D&I questionnaire with apprentices to establish any cultural or learning requirements at the start of their programme.
- The processes for securing services and goods through sub-contractors or suppliers were reviewed, for example the supplier request form now has a D&I statement which suppliers need to agree to.
- We are building a team of interpreters across college and are using translation software to ensure our college correspondence is accessible and inclusive for parents and carers.
- We have researched Living Wage accreditation with the Living Wage Foundation for BMet ensuring our directly employed staff who were below the real living wage threshold are now receiving a living wage. A cost analysis for our contracted staff has been undertaken.
- We have introduced a Modern Slavery Policy for BMet and incorporated a question around modern slavery in the new contractors' tendering process.

What the impact has been:

- Our students, staff and visitors can more easily access areas where barriers to independent travel through our sites existed. In September 2018 the College achieved Disability Confident Employer (Level 2) status in recognition of our work towards actively looking to attract and recruit disabled people, supporting disabled staff whilst at work and to progress within the organisation if they want to.
- Our students understand their rights, roles and responsibilities whilst at BMet and visitors to our website are clear about what the College has to offer.
- The spiritual health of our staff, students and visitors of all faiths, and none, is supported.
- Significant progress has been made around LGBTQ+ inclusion with students reporting increased visibility on gender and sexual orientation diversity.
- A raised profile of equality, diversity, inclusion and fundamental British values across and beyond college has been noted. Staff and students report an increased awareness of general diversity events and topics and an increased confidence in understanding others.
- Our environments visually promote diversity and inclusion in creative and educational ways through the use of past and existing student role models.
- Our facilities cater for the diversity of students at college.

- Our staff are making progress towards developing truly inclusive curriculums and teaching, learning and assessment experiences. For example, introduction of a three year level 3 Health and Social Care course for students who may find a two year course too challenging.
- Good practice and areas of development was identified and shared, and coaching and support triggered where required.
- Ofsted noted in the 2018 inspection report *"Staff provide an inclusive and welcoming environment for all students through the 'ready, respectful and safe' values that are shared widely across the college community. Staff and students replicate such behaviours, making the college a cohesive and supportive environment."*
- Our students understand their rights, roles and responsibilities and are able to articulate what it means to be respectful and safe.
- Students can access teaching and learning material offsite to support their continued engagement and progression.

- The employers we work with and who support our apprentices are clear about our D&I ambitions and support equality, diversity and inclusion in their own workplaces.

- Our partners agree to support Diversity and Inclusion in their own organisations.
- Our college correspondence is increasingly accessible and inclusive for parents, carers and guardians.
- Our employed staff are now in receipt of the real living wage. Plans are in place to incorporate costs into contracts when re-tendering through 2020/2021 budget.
- Our partners understand their responsibilities around Modern Slavery including in their own organisations and in their supply chains.

Community Links

BMet has strong links with community organisations which ensures that students benefit from a range of opportunities and support in the locality. Specialist support, as a result of effective multi-agency working, has helped a number of students overcome significant challenges. Targeted opportunities have also allowed students to have experiences which expand horizons as well as develop personal skills.
The College works particularly closely with East Midlands Police, community forum groups and local faith organisations, local universities and employers, to flag and connect students with the wide range of opportunities available to them, and support services, for example LGBT Birmingham, Umbrella (city sexual health organisation) and Birmingham Healthy Minds which offers multi lingual advice and brief psychological talking therapies for people aged 16+, Job Centre Plus and the Disability Employment Service to progress access and inclusion for all BMet's disabled stakeholders.

Students at James Watt visited the Maryvale Community Project to present a cheque from raised funds. The Project is a local support service for older people and adults with learning disabilities in Great Barr, Kingstanding and the Pheasey Estate.

The Birmingham Lord Mayor joined college students for Macmillan Coffee Morning and Black History Month celebrations at Matthew Boulton College. Students, studying English for Speakers of Other Languages (ESOL), had the chance to practice their verbal skills and gain an insight into the political landscape and democratic systems in the UK.

Objective three

Have inclusive leadership at all levels of the organisation.

To do this we will:
- 3.1 Embed D&I into decision making processes.
- 3.2 Work to address under-representation at management/leadership level to ensure diverse perspectives are engaged and our communities are reflected.
- 3.3 Support faculties and departments to integrate D&I into their business plans.

We will know we have achieved this when:
- Equality analyses inform all policies, procedures and plans.
- Leadership groups are more representative of our communities and actively role-model D&I.
- The D&I objectives contained in business plans are achieved.

What we have done:
- Decision makers continue to undertake equality analyses to inform all policies, procedures, projects and plans. All our decision makers at BMet take ownership of the equality analysis process and any identified adverse impact on any particular group/s are explored and mitigated before policy or project implementation.

- We continued to work to address under-representation at management / leadership levels with a review of the composition of the leadership/management profile and the establishment of two working groups to explore barriers to attraction, retention and progression of people with a disability and those of a BAME background. Findings and recommendations resulted in respective actions plans. This included the roll out of Be Disability Confident and Unconscious Bias training, the development of a Supported Leadership Programme for BAME staff, and changes to recruitment activities and sickness reporting.
- We continue to improve our recruitment procedure to ensure there are no systemic barriers attracting and recruiting the best talent. This included working with FE Jobs, BMet's vacancy portal. We offer a guaranteed interview for those who disclose a disability and who meet the minimum criteria for the role and have set up a work placement scheme for disabled Job Centre plus clients.
- Unconscious Bias training has been incorporated into the learning and development framework for staff in 19/20, following pilot sessions in July 2019.

- BMet's managers incorporated our D&I strategic actions into their own local business plans which have fed into individual staff performance development objectives for the year. For example, performance development records reference D&I content and are linked to department plans.

What the impact has been:
- This has led to a whole college approach to diversity and inclusion with an exceptional commitment and steer by senior leaders which ensures that opportunities to advance equality are integrated at every level. *"Leaders ensure that diversity and inclusion are at the heart of the college" Ofsted 2018*

- We understand our staff profile and are undertaking action to address under-representation. There is now a 14.8% ethnic minority representation in leadership/management which meets our 2020 targets (15%) around increasing representation for this group. The Supported Leadership Programme has engaged 10 members of BAME staff for the 19/20 pilot.

- There have also been improvements in disability disclosure by staff (+5%) and disabled staff reviews are helping to improve our disabled staff experience.
- Our recruitment process is increasingly inclusive and we are taking positive action to engage disabled applicants. This has led to the achievement of Level 2 Disability Confident Employer status.
- Participants have an increased understanding of the structures that can create inequality including how to mitigate the more subtle processes at play which can inadvertently disadvantage people.

- There is a cross college responsibility for diversity and inclusion and individual staff take ownership for actions which explicitly support BMet's D&I aspirations.

Objective four

Have a progressive, diverse and supported workforce.

To do this we will:

4.1　Review and build on our data collection to enable us to further develop our understanding of our staff profile.

4.2　Develop supportive structures to provide opportunities for the development of a sense of belonging, well-being and growth.

4.3　Develop the knowledge, skills and confidence of staff to drive a culture of D&I.

We will know we have achieved this when:

- We have readily available information, based on complete and accurate data, which enables us to identify and address inequalities in representation, engagement and progression.
- We have a positive and strong staff voice.
- Our staff are equipped to deliver our D&I objectives and are actively engaged in them.

What we have done:

- We refreshed the equality monitoring categories on the diversity and inclusion section of Cintra Self Service, an employee record area where staff own, and can update, their own information. We communicated the benefits of disability disclosure.
- Our gender pay gap report for 2019 was published in line with government requirements and actions to address pay gap differentials are noted in the report. The 2019 gender pay gap report indicates there is a narrowing gap in mean pay between men and women at BMet and median pay has sustained the improvements seen in 2018.
- We implemented a wellbeing project plan which includes the design of supporting procedures, guidance and resources. We developed an online wellbeing hub and each college offered a range of wellbeing activities for staff.
- We have taken a particular focus on mental health and wellbeing using 'This is Me' Green Ribbon Campaign to reduce the stigma and challenge perceptions of mental health (NB this is an alternative campaign to the Mindful Employer status outlined in the strategic action plan)
- We have explored the opportunities and interest in staff networks and have established Disability, BAME staff networks and a new LGBT+ group.
- Through training sessions and workshops we have created safe spaces for staff to explore diversity and inclusion matters and the difficulties of balancing the needs of different groups.

- Team action plans created from the results of the employee engagement survey in 2018 are continuing to address areas of improvement.
- We continue to ensure gender neutral language is used in new and reviewed policies and documents.

- Our staff have participated in training and workshops and have received one to one coaching to develop their knowledge and skills and confidence around diversity and inclusion. There has been a particular focus on 'usualising' difference in the everyday.
- We have established a range of guidance documents and resources to enhance staff knowledge, skills and confidence through the D&I toolkit guides, with additions in 2019 noted as reasonable adjustments; be disability confident; Sikh articles of faith, menopause; and positive action

What the impact has been:

- Staff are developing an understanding of our rationale for equality monitoring. Although disclosure rates for some protected characteristics remain low, there have been improvements in disclosure rates for religion and belief and sexual orientation.
- We understand the driver for the College's gender pay gap and have continuing actions to address the gap.

- Staff are aware of, and are part of, our commitment to staff wellbeing and are influencing and engaging in a range of wellbeing activities.
- Staff are more open to talking about mental health and know the sources of support available, including the staff helpline.
- All participants can share experiences, information and knowledge with colleagues which has aided a reported sense of belonging. These colleagues are also driving improvements across college.
- Staff report an increased sense of confidence in responding to inappropriate comments and behaviour including challenging prejudice and stereotypes
- Employees have been able to influence change as a result of the employee engagement survey. A repeat survey is planned for 2019/2020
- The college is inclusive of all genders in key documents which is informing everyday language colleagues use.

- Staff diversity and inclusion knowledge, confidence and skills are developing which is supporting the student experience and the narrowing of achievement gaps.

Promoting Diversity and Inclusion in Teaching and Learning

The college continues to use teaching and learning opportunities to promote diversity and inclusion in the everyday. For example we ensure that a wide range of identities are incorporated in our curriculum through our resources, materials, and case studies. We are mindful of inclusion with the language we use aiming to ensure invisible and absent identities are not excluded.

Curriculum staff also proactively promote diversity and inclusion through activities and events, for example the art department at Sutton hosted 40 staff and students on an Erasmus scheme from 5 different European countries (Spain, Netherlands, Greece, Turkey and Finland). During the week our students and staff held several workshops and gave presentations on topics such as exploring cultural identities and national similarities and differences, along with visits to places of cultural significance.

This is part of the Erasmus KA2 funded project which lasts for 2 years and during which time some of our students will visit each of the countries for a week to explore similar themes. BMET is the first such meeting in this project.

Year 2 level 3 Performing Arts students choreographed a dance based aroundthe film 12 years a slave

Appendices

Appendix 1A -
Student Profile 2018/2019

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

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

Gender

In 2018/19 50.7% of students on courses were female which largely reflects the gender split in 17/18 (50.5%) and 16/17 (50.4%) and the gender split in Birmingham with 50.4% being female and 49.6% male. (Emsi 2017 Data Set). There are however more males who are 16-18 years.

Table 1 – *Achievement rates by gender and age over 3 years including variances with GFE achievement rates*

Gender		16/17 Leavers	16/17 Achieve Rate	17/18 Leavers	17/18 Achieve Rate	18/19 Leavers	18/19 Achieve Rate	2016/17 Nat Achieve Rate	NR%	2017/18
Female	**All Ages**	**13,529**	**80.9%**	12,944	**84.1%**	12,454	**83.7%**	84.3%	**-2.6%**	**0.0%**
	16 - 18	6,741	79.7%	6,058	**82.7%**	5,509	**85.1%**	82.5%	**1.9%**	**3.0%**
	19+	6,788	82.0%	6,886	**85.3%**	6,945	**82.6%**	86.1%	**-6.2%**	**-2.5%**
Male	**All Ages**	**13,335**	**79.3%**	12,664	**83.8%**	12,123	**83.2%**	83.6%	**-2.3%**	**-0.4%**
	16 - 18	7,427	76.6%	6,774	**81.8%**	6,320	**82.7%**	80.6%	**0.2%**	**1.3%**
	19+	5,908	82.6%	5,890	**86.1%**	5,803	**83.7%**	87.9%	**-5.8%**	**-2.3%**

Overall college achievement rate is 83.5%. The slight achievement rate differential in favour of women in 17/18 has widened to 0.5%.

In a different picture to last year it is older females (19+) and younger 16-18 males which fall below overall college rates, although improvements are noted for the latter cohort from 17/18.

Ethnicity

In 18/19 the overall participation rate for Black and Minority Ethnic (BAME) communities, including Other White, Irish and Gypsy/Irish Traveller groups, has increased +1.2% from the last two years to 60.4%. 38.9% of students are White British and 0.7% have not provided their ethnic status.

Whilst the majority of groups fell below the national and GFE rates for their cohort significant differences were noted with African, Arab, Irish, Not Provided, Other, Other Asian and White Asian groups falling more than +3% below national average. In most cases it is the 19+ learner rates that have adversely affected overall rates for each group.

8 groups however have improved on rates from 17/18 including Bangladeshi, Mixed Other, White Asian and White/Black Caribbean learners (who have made a +2.9% improvement). Positively Gypsy Irish Travellers recorded rates well above external benchmarks and Caribbean and Chinese learners have made real improvement to perform at or above national benchmark.

The differential between highest and lowest achievers has significantly narrowed to 12.4% from 23.2% in 17/18 (for Chinese and Not Provided groups respectively). When using a sample size of more than 100 leavers which therefore excludes the small cohort of Chinese learners the differential has further narrowed from previous years to 9.4% (from 13.3% in 17/18 and 16.7% in 16/17) where Indian learners record the highest rates and the Not Provided group record the lowest.

Table 2 – *Achievement rates by ethnicity over 3 years including variances with national achievement rates*

Ethnicity	2016/17		2017/18		2018/19		2017/18 GFE Achieve Rate		Ach Variance	2017/18
	Leavers	Achieve Rate	Leavers	Achieve Rate	Leavers	Achieve Rate			GFE Rate %	
African	2,535	78.0%	2,512	82.6%	2,359	81.3%	86.0%	85.3%	-4.7%	-1.3%
Arab	652	79.6%	688	83.4%	665	84.1%	87.8%	87.2%	-3.7%	0.6%
Bangladeshi	994	83.7%	909	81.7%	842	86.6%	87.8%	86.9%	-1.2%	4.8%
Caribbean	1,690	76.2%	1,531	82.6%	1,546	83.8%	83.1%	83.0%	0.7%	1.3%
Chinese	114	89.5%	97	83.5%	79	89.9%	89.9%	88.9%	0.0%	6.4%
Gypsy/Irish Traveller	5	100.0%	10	100.0%	14	78.6%	73.7%	73.0%	4.9%	-21.4%
Indian	992	85.2%	881	86.6%	756	86.9%	88.4%	87.7%	-1.5%	0.3%
Irish	132	78.8%	117	89.7%	95	78.9%	86.4%	85.8%	-7.5%	-10.8%
Not Provided	207	73.9%	182	83.0%	178	77.5%	84.7%	83.1%	-7.2%	-5.4%
Other	866	78.1%	903	83.2%	888	82.5%	84.0%	85.5%	-1.5%	-0.6%
Other Asian	760	77.8%	764	85.1%	781	82.1%	87.8%	86.8%	-5.7%	-3.0%
Other Black	604	77.2%	670	82.7%	678	82.2%	84.3%	83.5%	-2.1%	-0.5%
Other Mixed	317	73.2%	329	78.1%	290	81.4%	84.0%	83.1%	-2.6%	3.3%
Other White	1,284	79.1%	1,160	84.8%	1,158	84.5%	87.4%	86.8%	-2.9%	-0.4%
Pakistani	3,661	81.0%	3,349	82.6%	3,365	83.3%	85.6%	85.7%	-2.3%	0.7%
White British	10,744	81.2%	10,294	85.0%	9,559	84.3%	85.7%	85.0%	-1.4%	-0.7%
White/Asian	320	81.6%	330	78.2%	305	80.3%	85.1%	84.3%	-4.8%	2.1%
White/Black African	210	76.2%	248	84.3%	236	81.4%	82.4%	82.1%	-1.0%	-2.9%
White/Black Caribbean	819	72.8%	720	76.4%	783	79.3%	80.3%	80.2%	-1.0%	2.9%

NB, figures may differ from 2018 report as data was finalised after publication.

Disability

15.8% of students disclosed a disability in 2018/19. This reflected a further +1% increase from 17/18 (14.8%) and +4.5% increase in the percentage of students who disclosed from 16/17 (10.3%).
In 18/19 the achievement gap between students who disclosed a disability or learning disability/difficulty and those who have not has widened by 0.5% from 17/18. Achievement rates for students who disclose a disability are now 1.0% below non-disabled peers which remains a significant improvement on the 4.9% differential seen in 16/17 in favour of the latter group.

Positively rates for 16-18 disabled learners are above national and GFE rates. See Table 3

Table 3 – *Achievement rates by disability and age over 3 years including variances with national achievement rates*

LLD		2016/17		2017/18		2018/19		2017/18 Nat Achieve Rate	2017/18 Nat Achieve Rate	Achievement Variance	
		Leavers	Achieve Rate	Leavers	Achieve Rate	Leavers	Achieve Rate			GFE Rate %	2017/18
LLD Yes	**All Ages**	**2,770**	**75.5%**	**3,801**	**83.2%**	3,890	82.6%	83.7%	83.3%	-1.1%	-0.6%
	16 - 18	1,705	76.2%	1,802	80.1%	1,719	**81.4%**	81.2%	80.4%	0.2%	1.4%
	19+	1,065	74.4%	1,999	86.1%	2,171	**83.5%**	87.5%	86.8%	-4.0%	-2.6%
LLD No	**All Ages**	24,103	80.4%	21,833	83.7%	20,627	**83.6%**	86.6%	85.9%	-3.0%	-0.1%
	16 - 18	12,473	78.1%	11,096	82.0%	10,107	**84.2%**	83.5%	82.8%	0.7%	2.2%
	19+	11,630	82.9%	10,737	85.4%	10,520	**83.0%**	89.6%	88.7%	-6.6%	-2.4%
LLD Unknown	**All Ages**	**33**	**84.8%**	**60**	**91.7%**	60	**90.0%**	84.6%	83.4%	5.4%	-1.7%
	16 - 18	23	82.6%	4	100.0%	3	**100.0%**	82.1%	80.8%	17.9%	0.0%
	19+	10	90.0%	56	91.1%	57	**89.5%**	87.6%	87.2%	1.9%	-1.6%

In 18/19 there has been a significant decline in achievement rates for High Needs learners* which meant that the gap (which had narrowed in 17/18 to 1% in favour of students not with high needs) has widened to an 8% differential. It is both age groups that have rates below college average although the smaller cohort of 56 19+ leavers have rates at only 62.5%.

Age

In 2018/19 the age profile at college shifted with 19+ students now being in the majority; the age split was noted as 51.9% and 49.1% for 19+ and 16-18 year age group respectively (compared to 49.8% and 50.2% in 17/18).

The gap in achievement between age groups further narrowed from 3.5% in 17/18, 4.2% in 16/17 to 0.7% in 18/19 in favour of 16-18 year old learners. The 19+ age group has better retention rates than the younger cohort and it is pass rates that adversely affect their overall achievement rate. See Table 4.

*High needs learners are defined as young people aged 16 to 25 with learning difficulties and/or disabilities who require additional support to help them progress and achieve. Learners will receive additional funding for support, typically from specialist staff providing education, health and care services

Table 4 – *Achievement rates by gender and age over 3 years including variances with national achievement rates*

15/16 Age	2016/17 Leavers	2016/17 Achieve Rate	2017/18 Leavers	2017/18 Achieve Rate	2018/19 Leavers	2018/19 Achieve Rate	2017/18 GFE Achieve Rate	2017/18 Nat Achieve Rate	Achievement Variance GFE Rate %	Achievement Variance 2017/18
16 - 18	14,201	77.9%	12,902	81.8%	11,829	**83.8%**	82.8%	82.1%	**1.0%**	**2.0%**
19+	12,705	82.2%	12,792	85.6%	12,748	**83.1%**	89.1%	88.3%	**-6.0%**	**-2.4%**

Free Meals in Further Education

In 18/19 8.1% of leavers were in receipt of free meals (FM) in further education (16.8% of all 16-18 year olds compared to 15% in 17/18)

Positively the gap in achievement rates seen in 16/17 (6.5%) and 17/18 (4.3%) between those who do not receive free meals has further narrowed to 0.1%. See Table 5

Table 5 – *Achievement rates by free school meals and age over 3 years including variances with national*

Age		2016/17 Leavers	2016/17 Achieve Rate	2017/18 Leavers	2017/18 Achieve Rate	2018/19 Leavers	2018/19 Achieve Rate	2017/18 GFE Achieve Rate	2017/18 Nat Achieve Rate	Achievement Variance GFE Rate %	Achievement Variance 2017/18
FM	All Ages	**2,015**	**73.9%**	**1,942**	**79.7%**	**1,983**	**83.4%**	**85.9%**	**85.2%**	**-2.5%**	**3.7%**
	16 - 18	1,964	73.8%	1,942	79.7%	1,949	**83.5%**	82.8%	82.1%	0.7%	3.8%
	19+	51	80.4%	-	-	34	79.4%	89.1%	88.3%	-9.7%	-
No FM	All Ages	**24,891**	**80.4%**	**23,752**	**84.0%**	**22,594**	**83.5%**	**85.9%**	**85.2%**	**-2.4%**	**-0.5%**
	16 - 18	12,237	78.6%	10,960	82.1%	9,880	**83.9%**	82.8%	82.1%	1.1%	1.8%
	19+	12,654	82.2%	12,792	85.6%	12,714	**83.2%**	89.1%	88.3%	-5.9%	-2.4%

Achievement gaps

Table 6 shows achievement gaps between groups, (*where sample size is >100)

Table 6 – *Achievement rates by gender and age over 3 years including variances with national achievement rates (target was set as part of the D&I Strategic Plan for the period 2017-2020 - the target will be reset in the new D&I strategy for the period 2020-2023.)*

	2016/17 %gap	2017/18 %gap	2018/19 %gap	Target set in 2018
Between ethnic groups *	16.7%	13.3%	9.4%	12.0%
Between disabled and non-disabled	4.9%	0.5%	1.0%	n/a
Between Free Meals and and non-Free Meals	6.5%	4.3%	0.1%	n/a
Between ages	4.2%	3.5%	0.7%	n/a
Between gender	1.6%	0.1%	0.5%	n/a
Between Care to Learn	31.3%	2.3%	4.7% (+)	n/a
Additional Learning Support 19+ and non-learning support	1.3%	2.0%	2.0% (+)	n/a
Discretional Learning Support Fund (DSLF) and non DSLF**	1.9%	0.1%	3.2% (+)	n/a
Ward uplift and non-ward uplift ***	3.8%	1.5%	1.6%	n/a
Between carers and non-carers	28.7%	20.1%	16.8%	n/a

*between highest and lowest achievement rates where groups have 100+ leavers
**DSLF includes financial and learning support
***Ward uplift refers to postcode areas of disadvantage
(+) where differential is due to those in receipt of support outperforming peers not in receipt of support

Appendix 1B -
Apprentices

In 18/19 there were 523 apprentice leavers compared to 656 in 17/18 and 1033 in 16/17.

Apprenticeships

35.5% of apprentices were female in 18/19 which reflects a 1.3% percentage increase from 17/18.

The gap in timely achievement rate between genders has narrowed in 18/19 from 6.5% to 4.6%. In a different picture to 17/18 and with a drop in achievement rates for men it is now females who are more likely to achieve. See Table 7

Table 7 – *Timely achievement rates by gender for apprentices over 3 years including variances between years*

Sex	16/17		17/18		18/19		17/18 to 18/19 ach variance
	Leavers	ACH%	Leavers	ACH%	Leavers	ACH%	
M	6,741	79.7%	6,058	**82.7%**	5,509	**85.1%**	**7.6%**
F	7,427	76.6%	6,774	**81.8%**	6,320	**82.7%**	**-3.6%**
GRAND TOTAL	5,908	82.6%	5,890	**86.1%**	5,803	**83.7%**	**0.3%**

Ethnicity

In a + 2.5% improvement on 17/18 the overall participation rate for Black and Minority Ethnic (BAME) apprentices is 23.3% in 18/19.

Many BAME groups fall well below the college timely achievement rates. Small numbers of apprentices often adversely affect rates, for example only 5 White Asian apprentices with 18/19 timely achievement rates of 40.0%. It is Caribbean apprentices of whom there were 10 who have the poorest performance at 30.0% timely achievement.

Disability

7.7% of apprentices disclosed a disability or learning difficulty. This reflected a further increase in disabled apprentices from 17/18 (+2.4%) and 16/17 (+5.7%)

Achievement rates for apprentices who disclosed a disability however have declined 7.5% to result in an 8.3% adverse gap with those who do not have a disability.

Age

In 18/19 47% of apprentices were 16-18 (an +11% increase from 17/18), 36% were 19-23 and 17% were aged 24+.

The gap in timely achievement between age groups narrowed to 8.8% in 18/19 from 11.6% in 17/18 with the youngest cohort of apprentices recording the lowest rates although improving +2% on rates from the previous year.

Appendix 1C –
Equality monitoring

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

- formal complaints
- engagement of BMet's mentoring and counselling services
- student satisfaction via the QDP national survey
- safeguarding referrals

Findings are charted on a heat map to identify any trends appearing amongst particular groups. See below for further details.

Student Satisfaction Survey

Four keys statements from the National Big Teaching and Learning Survey 2019 were analysed with the following noted:

- 86% of respondents agreed that 'classmates behave well and show respect'. There has been real improvement in the former disparities between ethnic group and rates from many groups have improved across the year, for example bisexual and Muslim learners, those with Autism and those who disclosed a mental health condition. The groups which recorded poorer rates are being monitored and follow up actions implemented.
- 92% of respondents agreed that they 'feel safe at college' recording rates that are above national benchmark. There has been a reduction in disparities between groups with a disability. The groups which recorded lower rates for this question, for example those with a hearing impairment, have been noted and work continues to create safe, respectful environments in which there is a zero tolerance of bullying and harassment.
- 90% of respondents agreed that 'teachers use a variety of teaching and learning methods', +3 points above external benchmark. Extensive work continues to ensure teaching staff support, stretch and challenge all learners according to their needs, interests and aspirations.
- 86% of respondents agreed that they 'would recommend this College to a friend'. Positively rates for those who have a disability (233 respondents) are +3 points above the overall college score for this question. Groups falling below benchmarks, most significantly female and 16-18 year old students compared to male and older peers respectively will continue to be monitored in light of the substantial work around quality at College in 18/19.

Complaints

90 formally recorded complaints from students or other stakeholders were recorded in 18/19, with 27 fully substantiated (30%). This reflects a further reduction in the number of formal complaints from 17/18 (105) and 16/17 (167). 10 complaints were D&I related. Of these 1 was fully substantiated and 1 was partially substantiated and both were disability related. The reduction in substantiated complaints reflects ongoing work to improve service delivery across BMet.

Complaints are analysed by ethnicity, gender and age of the subject of the complaints (either the complainant or the person someone is making the complaint for) as well as the nature of the complaint. Of all complaints in 18/19 where gender of the complainant was known more were female (29) compared with male (21).

Where ethnicity was known 25% of complainants were White British/English/Welsh and 27% were from BAME, black and minority groups (47% not known). 8% of complainants declared a disability. The most common type of complaints were categorised as curriculum/course and enrolment issues.

Students accessing pastoral support

In 2018/2019 493 students accessed BMet's counselling or mentoring services. This reflects a drop in the number engaged in 17/18 (546) although remains higher than 16/17 numbers of 387:

- Engagement was broadly aligned with the general student profile in that 51% of students were from a BAME group, 42% from White British group, with 7% not known. The majority of ethnic groups were represented with Pakistani and White British students slightly overrepresented with Black African students (9.6% of overall student community) underrepresented in terms of accessing pastoral support (3.7%). Achievement rates for this group were also lagging.
- In an increase from previous years 71% of students accessing pastoral support were female (351). The only group where more males than females engaged were 'Other Asian'. African men were significantly under-represented with only 3 of the 18 African students being male.
- The large majority of students, 79%, accessing counselling or mentoring services in 2018-19 were aged 16-18 (compared with 48% overall college for this age group). The under-representation of the 19+ group requires action.
- 7% of students who accessed counselling or mentoring disclosed a disability compared to 16% disclosure rate across the whole college. When accessing these college support services the most common difficulty disclosed was dyslexia (12/493 students). An additional 143 students (29%) who accessed services were categorised as 'emotional/behavioural' for their primary support reason. All these students were found across ethnic, gender and age groups. (Please note that some students may be accessing external support for example under CAMHS).

Safeguarding

Referrals are monitored by gender and ethnicity. Asian British Pakistani, Black Caribbean, Mixed Other and white females continue to dominate the referrals accounting for 92% of the cohort. Whilst each referral is unique, themes relate to areas around physiological and emotional needs, acts of neglect, domestic violence, sexual abuse, homelessness, poor mental health and breakdown of family situation. The college works with the local authority to support looked after children who receive a full package of financial support from the college.

Appendix 2 -
Staff Workforce Profile 2019

BMet currently reports on the protected characteristics of age, gender, ethnicity, sexual orientation, religion & belief and disability within its workforce and encourages employees to own their own data. All staff have access to their own Diversity and Inclusion page within the supporting Cintra Self-Service system. The following data was captured on 29th November 2019 with 660 staff included in the data set. Non-curriculum staff constitute 282 employees, lecturers 270 employees and managers 108 employees. Disclosure rates were noted as:

- 100% disclosed their gender
- 88% disclosed their ethnicity (+1% improvement from 2018)
- 59% disclosed sexual orientation (+12% improvement from 2018)
- 62 % disclosed religion or belief (+13% improvement from 2018)
- 23% disclosed whether they have or do not have a disability. Changes in the categories in 2019 have meant that staff have actively needed to update this section and there is a large number of unknowns.

Gender

Females make up 60.8% of employees which is consistent with the previous two years. The proportion of female staff is highest amongst non-curriculum staff although 2019 sees a more even distribution across job types for women. See Table 1.

Table 1 – *Percentage of staff by gender and job family*

	Manager			Lecturer			Support		
	2017	**2018**	**2019**	**2017**	**2018**	**2019**	**2017**	**2018**	**2019**
Female	60.1%	57.1%	**59.3%**	53.3%	56.3%	**60.0%**	63.8%	63.0%	**62.1%**
Male	39.9%	42.9%	**40.7%**	46.7%	43.7%	**40.0%**	36.2%	37.0%	**37.9%**

Please note – that whilst male and female are default genders employees are able to disclose a gender which may sit outside of these binary options.

56.8 % of female staff work full time compared to 86.5% of all male staff.

Disability

There has been a significant increase (+5%) in disability disclosure with 8.4% of the workforce now stating they have a disability or health condition. 1% of staff selected 'prefer not say.' See Table 2

Table 2 – *Percentage of staff by gender and job family*

	2017	2018	2019
Disability	**2.7%**	**3.4%**	**8.4%**
No disability	**76.8%**	**73.4%**	**13.6%**
Not disclosed	20.5%	23.2%	77.0%*

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

In November 2018 the College secured Disability Confident Employer status and work continues to encourage disclosure and/or attraction of people with a disability to the College.

The data indicates that proportionately the highest number of staff who have disclosed a disability or health condition are in management and non-curriculum support roles. This reflects a significant difference for the former group who last year were the least likely to have disabled staff. The level of non-disclosures is particularly high for lecturing staff. See Table 3.

Table 3 – *Percentage of staff (and numbers) by disability by job family in 2019*

	Manager	Lecturer	Non-Curriculum
Disability	**10%**	**6%**	**10%**
No disability	**18%**	**9%**	**16%**
Not disclosed	72%	85%	74%

Future changes to the self-disclosure form will ensure that staff will either have to answer yes, no or prefer not say (with no option to leave this blank).

Age

In the same picture as 2018 the average age of a BMet employee is 44.9 years. This age is largely consistent for managers (45.4) and lecturers (45.9) with non-curriculum staff having a slightly younger age profile (43.8).

In a similar picture to previous years, 39% of the College's workforce is aged 50 and over, +1% increase from 2018. See Chart 1. 2% of staff (13 in total) continue to work for the College beyond the age of 65.

Chart 1 – *The percentage of staff by age profile*

0					100%
>20 **0.8**	20-29 **10.3**	30-39 **22.0**	40-49 **28.3**	50-59 **29.2**	60+ **9.4**

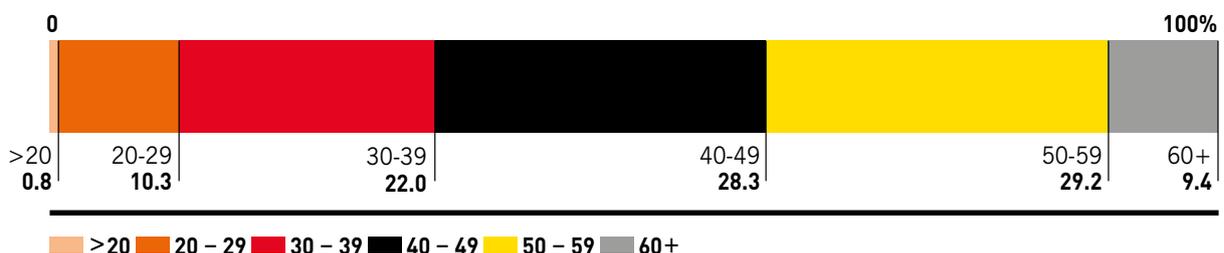■ >20 ■ 20 – 29 ■ 30 – 39 ■ 40 – 49 ■ 50 – 59 ■ 60+

Table 4 sets out the age profile of the workforce by job family which largely reflects the picture in 2018.

Table 4 – *The percentage of staff by age profile and job family*

	Manager	**Lecturer**	**Non-Curriculum**	**Overall**
>20	0.0%	0.0%	1.8%	0.8%
20-29	1.9%	7.0%	16.7%	10.3%
30-39	27.8%	23.3%	18.4%	22.0%
40-49	36.1%	30.0%	23.8%	28.3%
50-59	29.6%	31.5%	27.0%	29.2%
60+	4.6%	8.1%	12.4%	9.4%

Ethnicity

In 2019 23.3% of the overall workforce identify as Black, Asian or from a minority ethnic (BAME) background. This reflects a +3.5% increase from 2018. In a similar picture to last year 3.2% identify as White Other/White Irish. 11.8% of staff have not disclosed their ethnic status or have selected 'prefer not say'. See Chart 2.

Chart 2 – *The percentage of staff by ethnicity*

0				100%
3.2	23.3		61.7	11.8

■ **White other** ■ **BAME** ■ **White British** ■ **Not Known**

In a similar picture to last year the highest proportion of BAME staff is among teaching staff (26.5%) and the least ethnically diverse group of staff are managers with 14.8%, as shown in Table 5. This however reflects a +4.6% increase in BAME representation at management level from 2018. Dedicated activities to explore the barriers to attraction and progression of BAME staff were undertaken in support of the Diversity and Inclusion Strategic Action Plan and work is ongoing for 2019/20.

Table 5 – *Percentage of staff (and numbers) by ethnicity by job family in 2018*

	Manager	**Lecturer**	**Non-Curriculum**	**Overall**
BAME	14.8%	30.4%	19.8%	23.3%
White British	72.2%	54.1%	64.9%	61.7%
White Other	1.9%	4.4%	2.5%	3.2%
Not known	11.1%	11.1%	12.8%	11.8%

Asian Indian (7.1%), Black Caribbean (4.8%) and Asian Pakistani (4.2%) are the largest BAME groups (percentages of overall workforce noted).

Working Patterns

31.5% of staff overall work part time which reflects a further increase on previous years.
34.8% of non-curriculum staff work part time (98 staff); 39.3% of teaching staff work part time (98 staff); whilst only 3.7% of managers (4 staff) work part time which largely reflects the picture in 2018.

Length of Service

The average length of service at BMet is 9.0 years compared to 9.1 in 2018 and 8.7 years in 2017. See Table 6 for the length of service by work family.

Table 6 – *Showing the distribution by length of service across the work family*

	Overall college	Manager	Lecturer	Support
2018	9.0 years	8.7 years	8.8 years	9.3 years

Sexual Orientation

52.4% of staff identified as heterosexual; 2.0% of staff identify as Lesbian, Gay or Bisexual and 41.1% left this section of the form blank with an additional 4.5% selecting 'prefer not to say. Work to improve disclosure rates incorporating an understanding of equality monitoring continues at BMet.

Religion/Belief

5.6% of staff preferred not to disclose their religion or belief. 38.2% did not complete this section of the diversity and inclusion monitoring form. Of those staff who did let the organisation know about their religion or belief the largest group identified as Christian 29.5%, 11.7% as having no religion or belief, followed by 5.5% Muslim, 2.9% Atheist and 2.6% Sikh.

Leavers

Of 196 salaried employees who left the organisation between January 2019 – December 2019 both voluntarily and involuntarily:

- 58.7% were female, largely reflecting the overall workforce profile.
- 2.5% had disclosed a disability which is proportionately below the college rate.
- The largest groups of leavers fall into the 40-49 and 50-59 age categories. See Table 7. The group that is most disproportionate is 60+ who made up 15.3% of leavers compared to 9.4% of the workforce. This is most likely explained by those who are choosing to retire early.
- 51.0% (100) staff who left the organisation identified as White British, 14.3% (28) as BAME, 2.5% (5) White Other and for 19.3% (38) of leavers their ethnicity was not known. The distribution of leavers across ethnic groups largely reflects the overall college picture although there is a much higher percentage of not known.

Table 7 – *Percentage of staff leavers (and numbers) by age compared to overall College profile*

Age group	Overall numbers	Overall %	Leavers in numbers	Leavers %
>20	5	0.8%	1	0.5%
20-29	68	10.3%	24	12.2%
30-39	145	22.0%	50	25.5%
40-49	187	28.3%	45	23.0%
50-59	193	29.2%	46	23.5%
60+	62	9.4%	30	15.3%
Total	660	100%	196	100%

Glossary of Terms

ALS	Additional Learning Support
BAME	Black, Asian and Minority Ethnic
BMet	Birmingham Metropolitan College
Care to Learn	Students defined as young parents between the ages of 16-20 who qualify for extra support when undertaking a course
D&I	Diversity and Inclusion
DSLF	Discretionary Learner Support Fund which includes financial and learning support
FM	Free Meals in Further Education
High Needs Learners	young people aged 16 to 25 with learning difficulties and/or disabilities who require additional support to help them progress and achieve
Leavers (with reference to student data tables)	the number of qualifications undertaken by students; 1 student may take a number of qualifications and are therefore represented more than once in the data
LGBTQ+	Lesbian, Gay, Bisexual, Trans and Queer identities
LLD	Learning Disability or Learning Difficulty
NR	National Rate
Timely achievement	where apprentices achieve on or before their planned end date (or no more than 90 days after)
Trans*	Transgender- the asterix denotes other groups who may fall into or beyond this category, for example those who are intersex, asexual, queer
Ward Uplift	this refers to postcode areas of disadvantage