Equality, Diversity, and Inclusivity Report
(2021-22)

Introduction

This report provides an overview of EDI data reporting for academic year 2021-22 in compliance with the Public sector equality duty (2011), which requires the college to:

- Provide 'particular information relating to persons who share a relevant protected characteristic who are a) its employees; b) other persons affected by its policies and practices'
- To set equality objectives which are 'specific and measurable'
- To publish this data 'in such a manner that the information is accessible to the public'.

The aims of the college as defined in the EDI policy are:
- To support all members of the Collyer's community to reach their full potential, regardless of individual characteristics.
- To uphold a culture of respect where all staff, students and visitors feel welcome and safe by ensuring that all expressions of prejudice are challenged and resolved.
- To celebrate and make visible the diversity of the college.
- To ensure compliance with all legal obligations as informed by the Equality Act (2010) and with due regard to the Public sector equality duty (2011)

Contents

Self-Assessment Review - Equality Objectives

Objective 1: Improving reach of EDI initiatives and events
Initiatives included disabled student toilet survey resulting in working with estates to improve accessibility in disabled toilets and LGBTQ+ student feedback on RSHE pastoral day. Events were run for Black History Month and International Women's Day in the History department.

Objective 2: Develop EDI Inset
EDI Inset was delivered this year on political neutrality by ELH and KDC. 100% of survey respondents graded the session good or better. 92% graded very good or excellent.

Objective 3: Inconsistent EDI curriculum coverage
Progress was not made this year because of the limits of EDI Officer time. A new approach will be tried for next academic year of developing a self-survey for subjects to use.

Objective 4: Increase EDI Committee meeting attendance
Increased meeting attendance from around 3-4 at start of year to 10 by final meeting

Objective 5: Continue to develop understanding of student experiences
Meetings have taken place with the RCU EDI Officer, with a disabled student focus group and with an LGBTQ student focus group

Objective 6: Promote safe reporting of incidents
Document developed to inform students of the reporting process and there has been an increase in reporting since the pastoral day focusing on consent.

Objective 7: Set up EDI SharePoint page
Set up in July 2022.

Objective 8: Post-covid to integrate online systems such as Teams and SharePoint with in-person meetings and events
Teams integration has worked with meetings but is creating a replication of files. Events consisted of streamed online lectures to in-person events in classroom.

Other Progress

Part of expanding the EDI Officer role into engaging more student focus groups has meant that more student initiatives are taken forwards each year which exist outside of the EDI objectives set in October for the academic year. Progress this year included:

- Based on feedback from students and staff, **student pronouns** are now collected at enrolment, as of August 2022
- Based on student and staff feedback, a working group was developed into the **teaching of sensitive topics and materials**, resulting in meetings to discuss best practice and a report produced
- Based on staff and governor feedback, the EDI Officer researched other S7 college **EDI reports** and developed this new format
- Based on student feedback, a greater diversity of **pronoun badges** have been ordered for students to wear
- Based on student feedback that the college community feels safer for LGBQ students but less so for trans students, a **student trans society** was set up in July 2022 and had its first meeting in September 2022. The society has around ten regular members and has met every week since.

Student Data

The Equality Act (2010) outlines [nine protected characteristics](#): age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation. Of these characteristics, of most relevance to our students are **disability, 'gender reassignment', race, religion, sex, sexual orientation.**

College Community

This data concerns the college full-time day student community only.

Gender

Number of female* students	1241
Number of male* students	952
Total	2193

* This data refers to sex assigned at birth required for the ILR return

Ethnicity

	Total	Percentage	Female	Male
Asian	166	8%	89	77
Black	53	2%	31	22
Mixed / Multiple ethnic group	124	6%	72	52
White British	1689	77%	960	729
White Other	139	6%	76	63
Other	21	1%	13	8
Total	2192	100%	1241	951

Data self-declared by students at enrolment. Categories taken from https://www.ethnicity-facts-figures.service.gov.uk/style-guide/ethnic-groups

Disability

	Total	Percentage	Female	Male
Physical/mental/learning difficulty/ disability declared at enrolment	311	14%	185	126
No disability declared	1882	86%	1056	826
Total	2193	100%	1241	952

Enrolment data is not collected on 'gender reassignment', student religion or sexual orientation.

Outcomes

The outcomes data for exam series 2022 is the first since 2019 to use external exams rather than internally generated CAG (2020) /TAG (2021) data. This year's report has also undergone another significant revision, with the data used now generated in-house. This makes the data categories not possible to compare with previous reports. For both reasons, this report will not feature the usual contextual three-year analysis and will simply present outcomes data for academic year 2021-22. As of next year, it will be possible to build in again historic contextual data.

Outcome data is presented here for A level, BTEC Double and BTEC Single results. This data is designed to be representative of the college's academic and vocational offer. Not every course offered is reflected within this data for reasons of student numbers and course weighting.

Gender

A level:

	Total	Av. GCSE score	Retention	Pass rate	High Grades	Value added
Female	1255	6.7	98%	100%	71%	0.03
Male	795	6.3	96%	99%	70%	0.29
Total	2050	6.5	97%	100%	70%	0.13

*Percentages rounded up to nearest whole percentage.

Of 23 trans A level student course entries, students achieved an L3VA score of 0.01, high grades outcomes of 83% and pass rates of 100%.

BTEC Double:

	Total	Av. GCSE score	Retention	Pass rate	High grades	Value added
Female	59	4.6	97%	100%	86%	1.01
Male	69	4.5	92%	99%	54%	0.14
Total	128	4.5	94%	99%	69%	0.54

BTEC Single:

	Total	Av. GCSE score	Retention	Pass rate	High grades	Value added
Female	115	5	99%	100%	62%	0.14
Male	115	4.7	91%	100%	52%	0.15
Total	230	4.9	95%	100%	57%	0.14

Analysis: A level course outcomes look similar between male and female students, although we added less value to female students. Male retention is lower compared to female retention.

The lower value-added score for female students particularly came from female students with high target grades:

Target Grade (TG)	Total	Pass rate	High Grades	Value added
Female TG B-A* total	**916**	**100%**	**83%**	**-0.02**
Female TG A*	48	100%	96% (65% A*)	-0.13
Female TG A	386	100%	92%	-0.04
Female TG B	482	100%	74%	+0.01
Female TG E-C total	**339**	**99%**	**34%**	**+0.16**
Total	**1255**			

By gender and target grade, the 328 male course entries with target grades of E-C saw the greatest value added of 0.4 and still 48% of these entries achieved high grades (B-A*).

Judged by gender, this means college A level courses added most value to male students with target grades of C and below and lost value to female students with high GCSE target grades.

At BTEC level, it is female students with lower GCSE target grades who gained the most in value, whilst male students with high GCSE target grades underperformed on value added. However, BTECs involve far smaller student numbers[1]. With such small numbers, it is difficult to know if what is being measured is gender difference or the outcomes of different courses; for example, the highly performing Health and Social Care BTEC adds considerable value and high grades to the Double BTEC data and is an overwhelmingly female course.

Suggestions:

A level: The main gender issue here is the lack of value added for female students with high target grades. This could be an area for future investigation by curriculum. Female students with target grades A-A* represented 35% of the total female cohort, although this high number from CAG GCSEs is unlikely to be replicated in future. Suggested approaches could be focus groups and closer data analysis in particular subject areas.

BTEC: The small numbers involved in relatively few courses which can be quite gendered in their makeup (e.g., predominantly female students in high-performing Health and Social Care) make conclusions unreliable. Curriculum could consider a closer examination of the value-added data for some BTEC courses.

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[1] So although the trend appears to be reversed at Double BTEC, with female students targeted B-A*/D* achieving value added scores of +0.6, with male students of the same target grade profile achieving -0.7, this does only apply to 13 female students and 6 male students respectively. The 40 male students in Double BTEC courses with target grades of C and below and below distinction gained added value of 0.03 with the 27 female students with equivalent target grades achieving positive value added of 1.52.

Ethnicity

A level:

	Total	Retention	Pass rate	High grades	Value added
White	1748	97%	100%	71%	0.12
Non-white	302	98%	100%	65%	0.16
Total	2050	97%	100%	70%	0.13

	Total	Retention	Pass rate	High grades	Value added
White British	1613	97%	99%	71%	0.11
White Other	135	99%	99%	73%	0.25
Mixed / Multiple ethnic group*	118	98%	100%	60.2%	0.06
Mixed White and Black	*40*	*98%*	*100%*	*48%*	*-0.22*
Mixed White and Asian	*48*	*96%*	*100%*	*75%*	*+0.23*
Mixed Other	*30*	*100%*	*100%*	*53%*	*+0.16*
Asian	143	99%	100%	75%	0.32
Black	26	100%	100%	27%	-0.17
Other	15	100%	100%	67%	0.07
Total	2050	97%	100%	70%	0.13

BTEC Double:

	Total	Retention	Pass rate	High grades	Value added
White	108	94%	99%	68%	0.52
Non-white	20	100%	100%	75%	0.59
Total	128	95%	99%	69%	0.54

	Total	Retention	Pass rate	High grades	Value added
White British	99	94%	99%	70%	0.54
White Other	9	90%	100%	44%	0.3
Mixed / Multiple ethnic group	7	100%	100%	86%	0.8
Asian	7	100%	100%	71%	0.4
Black	3	100%	100%	67%	0.15
Other	3	100%	100%	67%	0.87
Total	128	95%	99%	69%	0.54

BTEC Single:

	Total	Retention	Pass rate	High grades	Value added
White	191	95%	100%	59%	0.16
Non-white	39	95%	100%	46%	0.08
Total	230	95%	100%	57%	0.14

	Total	Retention	Pass rate	High grades	Value added
White British	178	95%	100%	61%	0.15
White Other	13	100%	100%	39%	0.2
Mixed / Multiple ethnic group	22	100%	100%	55%	0.19
Asian	8	100%	100%	63%	0.26
Black	9	82%	100%	11%	-0.47
Other	0	0	0	0	0
Total	230	95%	100%	57%	0.14

Analysis: The main concern here is for Black and Mixed White and Black African/Caribbean student value. Combined, this group made up 66 course entries at A level.

Outcomes for Black and Mixed White and Black African/Caribbean students:

To further subdivide, our D-E grade target students achieved positive value added of +1.04 although this only referred to 5 students, whilst 41 students with target grades of C achieved negative value added of -0.37 and 11 students with B target grades achieved negative value added -0.56. The value added became positive again for students with A-A* target grades with these nine students achieving positive value added of +0.34.

Target grade	Total	Pass rate	High grades	Value added
A*-B	20	100% (target 100%)	70% (target 100%)	-0.16 (target +0.04)
C-E	46	100% (target 100%)	26% (target 0%)	-0.22 (target -0.13)

We are therefore specifically looking at a lost middle for Black and Mixed Black students targeted B-C.

Suggestions: Establish Black student working group to explore issues further.

Disability

SEND refers to special educational needs and disabilities.

A level:

	Total	Retention	Pass rate	High grades	Value added
SEND	232	94%	100%	61%	0.23
Total	2050	97%	99.6%	70%	0.13

BTEC Double:

	Total	Retention	Pass rate	High grades	Value added
SEND	22	96%	100%	59%	0.36
Total	128	94%	99%	69%	0.54

BTEC Single:

	Total	Retention	Pass rate	High grades	Value added
SEND	35	92%	100%	60%	0.35
Total	230	95%	100%	57%	0.14

Analysis: Using data generated throughout the year regarding student mental health and medical conditions, it is possible to search through categorised students to see outcomes in more detail. More students are covered by this data than the 'SEND' category. In this case, it is clearer to see that it is largely students with mental health issues who are not gaining as much value out of their education compared to students with medical conditions.

A level:

	Total	Retention	Pass rate	High grades	Value added
Mental Health issue (MEN1, MEN2)	327	95%	99%	62%	-0.23
Medical condition (MED1, MED2)	181	96%	100%	74%	+0.19

Of the 327 A level course entries identified as having considerable mental health issues, 223 have predicted grades of B-A* and these students have a value-added score of -0.4, in noticeable contrast to the 104 course entries with mental health issues and target grades of E-C achieving positive value-added scores of +0.14 (0.17 male, 0.13 female).

Of the student course entries with high target grades and mental health issues, 185 were female achieving a negative value-added score of -0.38 and their 38 male equivalents a negative value-added score of -0.5.

The data suggests that in the big picture, A level SEND students gain more value compared to the student average. However, a closer analysis within the SEND picture shows a large area of lost value to students with high target grades and acute/serious mental health issues/conditions.

Suggestions: Study support and wellbeing to continue to explore approaches for high target grade students with acute/serious mental health issues/conditions.

Socio-Economic Disadvantage

There were 18 A level course entries receiving free school meals (FSM), none for BTEC Double and five for BTEC Single. All 18 A level course entries achieving progress reviews in October completed their final qualifications, although there were 26 first year students in October 2020 in receipt of free school meals, declining to 24 by January and 23 by June, demonstrating that the main retention area of concern for FSM students is between first and second year (or at least, between June PR of Y1 and October PR of Y2).

A level:

	Total	Pass rate	High grades	Value added
FSM	18	100%	50%	-0.24
Total	2050	99.6%	70%	0.13

Suggestions: Monitoring of FSM students between June – Oct progress review between first and second year to increase retention.

Staff Data

Staff body as of September 2022

Ethnicity	Totals	Percentage
Asian or Asian British – Bangladeshi	0	0.00%
Asian or Asian British – any other	8	2.78%
Black or Black British – Caribbean	1	0.35%
Black or Black British – any other	1	0.35%
Mixed – White and Black Caribbean	0	0.00%
Mixed - Any other	2	0.69%
White British	248	86.11%
White Irish	5	1.74%
White - other	5	1.74%
White - Other European	15	5.21%
Arab	0	0.00%
Any Other	0	0.00%
Not known	3	1.04%
Total	**288**	100.00%

Gender	Number	Percentage
Female	193	67.01%
Male	95	32.99%
Total	**288**	100.00%

Age Range	Totals	Percentages
Under 25	10	3.47%
25 - 34	30	10.42%
35 - 44	56	19.44%
45 - 54	81	28.13%
55 - 64	74	25.69%
65 +	37	12.85%
Totals	**288**	100.00%

Disability	Totals	Percentage
Total of Yes	**12**	**4.17%**
Yes - rather not say	7	2.43%
Yes - physical impairment	1	0.35%
Yes - learning difficulty	3	1.04%
Yes - mental ill health	1	0.35%
No	**252**	**87.50%**
Prefer not to say	14	4.86%
Unknown	10	3.47%
Total	**288**	100.00%

Belief	Total	Percentages
Buddhist	2	0.69%
Hindu	2	0.69%
Jewish	1	0.35%
Muslim	0	0.00%
Sikh	1	0.35%
Other	1	0.35%
No Religion	94	32.64%
Religion not stated	82	28.47%
Christian	93	32.29%
Roman Catholic	12	4.17%
Total	**288**	100.00%

During 2021-22: 4 took maternity leave, 1 took paternity leave and no one took shared parental leave.

The staff body is approximately:

- 2/3 female
- + 90% White
- + 90% Christian / no religion / religion not stated
- 2/3 aged 45 or over
- 4% disabled

Staff Appointments

Gender
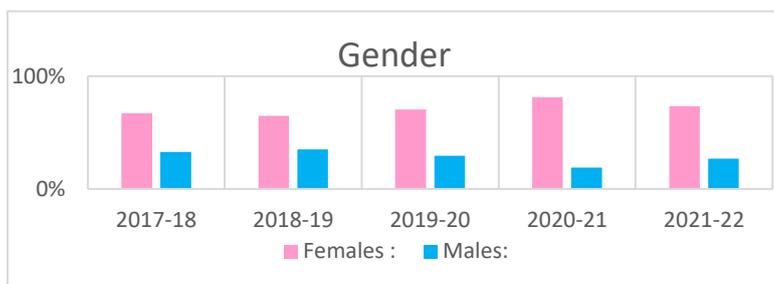
Staff appointments remain majority female at 73% female compared to 27% male, although less so compared to last year. The appointment rate reflects the application rate of 76% female applicants and 24% male.

Ethnicity	Applicants	Appointments	Conversion rate
Asian or Asian British – Bangladeshi	2	1	50%
Asian or Asian British – Indian	4	1	25%
Asian or Asian British – Pakistani	0	0	n/a
Asian or Asian British – any other	3	1	33%
Black/Black British - African	1	0	0%
Black/Black British - Caribbean	1	0	0%
Black/Black British - any other	1	0	0%
Chinese	1	0	0%
Mixed – White and Asian (19)	3	0	0%
Mixed – White and Black African	0	0	n/a
Mixed – White and Black Caribbean	0	0	n/a
Mixed - White and Asian (22)	3	1	33%
White British	158	44	28%
White Irish	3	1	33%
White – any other	8	1	13%
White - other European	7	2	29%
Any Other - Arab	1	0	0%
Prefer not to say	8	2	25%
Any other	0	0	n/a
Not known	4	2	50%
Total:	208	56	-

85% of applicants were White compared to 86% of appointments.

Age	Applicants	Appointments	Conversion rate
Under 25	23	11	48%
25 - 34	24	6	25%
35 - 44	63	17	27%
45 - 54	61	9	15%
55 - 64	34	13	38%
65 +	3	0	0%
Total	208	56	-

We continue to make fewest appointments from age group 25-34, now a four-year trend:

Age of appointments	2018-19	2019-20	2020-21	2021-22
Under 25	39%	18%	28%	20%
25 - 34	**11%**	**6%**	**9%**	**11%**
35 - 44	14%	6%	21%	30%
45 - 54	25%	53%	26%	16%
55 - 64	12%	18%	15%	23%
65 +	0%	0%	0%	0%
Total	100%	100%	100%	100%

Disability	Applicants	Appointments	Conversion rate
YES - TOTAL	13	2	**15%**
Yes - Rather not say	4	2	50%
Yes - Physical Impairment	3	0	0%
Yes - Learning Difficulty	3	0	0%
Yes - Mental Ill health	3	0	0%
NO - TOTAL	154	43	**28%**
Unknown	41	11	27%
Total:	208	56	

Belief	Applicants	Appointments	Conversion rate
No Religion	84	27	32%
Religion not stated	26	9	35%
Christian	72	12	17%
Buddhist	7	2	29%
Hindu	3	1	33%
Jewish	2	0	0%
Muslim	5	0	0%
Sikh	0	0	n/a
Other	4	1	25%
Roman Catholic	5	4	80%
Total:	208	56	

Staff Retention

Total retention has improved since the first year of covid:

Total Leavers	2019-20	2020-21	2021-22
	54	44	45

However, the gender divide in staff leavers has considerably increased, from it being close to 50/50 in 2019/20, it is now a divide of 80/20.

Gender	2019-20	2020-21	2021-22
Female	53.70%	72.73%	80.00%
Male	46.30%	27.27%	20.00%
Total	100.00%	100.00%	100.00%
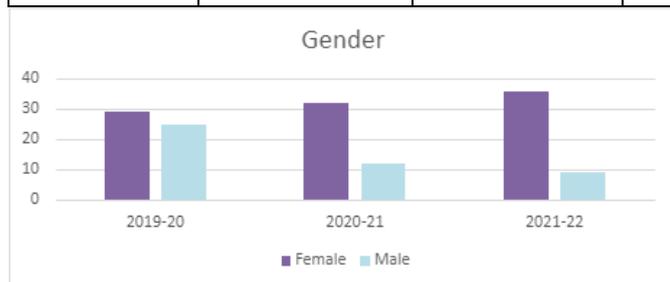
Most leavers were White British, with only two staff members or fewer in any other ethnicity category. No disabled staff members left. All staff leavers were either no/none stated religion or Christian, with other religions seeing one staff member or none leave.

Age range	2019-20	2020-21	2021-22
Under 25	11.11%	20.45%	26.67%
25-34	5.56%	9.09%	6.67%
35-44	14.81%	9.09%	11.11%
45-54	16.67%	18.18%	15.56%
55-64	31.48%	36.36%	33.33%
65+	20.37%	6.82%	6.67%
Totals	100.00%	100.00%	100.00%

- We are mostly losing staff aged 55-64, this is not a concern as this has been a consistent pattern in the last three years and is presumably consistent with staff retiring.
- We have a three-year trend of increasing numbers of staff aged under 25 leaving
- We are decreasing the number of staff aged 65+ leaving (possibly a natural correction from the high number leaving in the first year of covid)
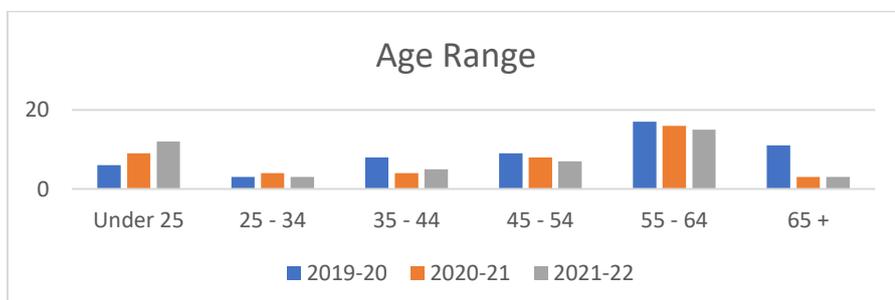
In summary, we are most likely to lose a female staff member aged 55-64.

Equality Objectives for academic year 2022-23

Objective 1: **Improve EDI curriculum coverage**

To ensure subject areas meet the Ofsted requirement of a 'curriculum extending beyond the academic…developing their understanding of and appreciation for diversity' through the development of self-audits for subject areas to use to identify their current strengths and areas for improvement.

Objective 2: **Develop a safer community for trans students**

This objective has come out of feedback from students in the academic year 2021-22 that college (and society more widely) felt safer for LGB students compared to trans students. This year has seen the launch of the student trans society with the aim of providing a forum for trans students to communicate to staff and a safe space to discuss issues.

Objective 3: **Establish a Black student working group**

This objective has developed out of an awareness that the college has better interactions with the student LGBTQ+ community because of the existence of societies and focus groups that facilitate those communications, and to therefore aim to develop a Black student working group to provide a similar channel of communication and representation.

Objective 4: **Provide greater clarity for the EDI Officer role**

A request for remission for the EDI Officer role was turned down last year, so it will be necessary this year to clarify the roles and responsibilities of the EDI Officer as a role for a full-time teacher with no remission to enable more effective EDI work to be completed.

Objective 5: **Improve high-grades outcomes for male A level students**

2020-21 saw a 12% gap between male and female students for A level high grades. This is a long-term and national trend. The first step will be to analyse the data more closely for patterns and then to develop strategies for improvement.

Objective 6: **Improve high-grades outcomes for AAMES students**

Pass rates for AAMES students are improving considerably, but high-grades are in a three year decline. The first step will be to analyse the data more closely for patterns and then to develop strategies for improvement.

Objective 7: **Improve course achievement for non-White students**

The 2020-21 exam series highlight high grades and retention for non-White students, but lower course achievement for non-White students. The first step will be to analyse the data more closely for patterns and then to develop strategies for improvement.

Objective 8: **Develop new approach to organising events**

Events such as Black History Month and LGBTQ+ History Month are difficult to organise for a full-time teacher as there is no flexibility in when the work can be done. Discussions will be needed with stakeholders this year to clarify responsibilities for these events.