



# Equality, Diversity, and Inclusivity Report (2022-23)

## Introduction

This report provides an overview of EDI data reporting for academic year 2022-23 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 \(2011\)](#)

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## Review of 2021-22 Equality Objectives

### **Objective 1: Inconsistent EDI curriculum coverage**

This will need to continue into 23-24 as a longer-term project.

### **Objective 2: Safer community for trans students**

Trans Society successfully ran every week for the full academic year providing space and support to trans students. The leader of trans society contributed hugely to the college pastoral programmes to improve representation in tutorial activities.

### **Objective 3: Establish black student working group**

Established in summer term of 22-23 in preparation for Black History Month October 2023.

### **Objective 4: Improve high grades for male A level students**

This was achieved in 2022 with the gap closing to 1%. The gap has re-opened in 2023 to 8%.

### **Objective 5: Improve high grades outcomes for AAMES students**

AAMES is no longer used as a category as part of updating the data collection and reporting. SEND data will be used going forward. SEND A level students in 2022 achieved above the cohort average.

### **Objective 6: Improve course achievement for non-white students**

This remains varied between ethnic groups, but black and Asian course outcomes are still lower compared to course outcomes for white students. See data analysis below.

## 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 student feedback, a prayer room space was made available after college in the lecture theatre. Room pressures have meant it is still impossible to provide an appropriate space during the college day.
- Based on student feedback, a weekly student equality committee has been set up to begin in September 2023 within the enrichment programme
- Based on student feedback that transphobic comments are still evident within the student body, the student trans society developed a resource to use in tutorial, due to be delivered in Autumn term 2023.

## Student Data 2022-23

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

|                            | <i>Total</i> | <i>Percentage</i> |
|----------------------------|--------------|-------------------|
| Number of female* students | 1209         | 55%               |
| Number of male* students   | 993          | 45%               |
| Total                      | 2202         | 100%              |

\* This data refers to sex assigned at birth required for the ILR return  
47 students identified as transgender.

### Ethnicity

|                               | <i>Total</i> | <i>Percentage</i> |
|-------------------------------|--------------|-------------------|
| Asian                         | 187          | 9%                |
| Black                         | 66           | 3%                |
| Mixed / Multiple ethnic group | 135          | 6%                |
| White British                 | 1639         | 74%               |
| White Other                   | 157          | 7%                |
| Other                         | 18           | 1%                |
| Total                         | 2202         | 100%              |

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

### Disability

|   | <i>Total</i> | <i>Percentage</i> | <i>Female</i> | <i>Male</i> |
|---|--------------|-------------------|---------------|-------------|
| Physical/mental/learning difficulty/<br>disability declared at enrolment<br>(MED/MEN 1+2, LD) | 531          | 24%               | 366           | 165         |
| SEND  | 186          | 8%                | 151           | 139         |

### Socio-economic status

|                                  | <i>Total</i> | <i>Percentage</i> | <i>Female</i> | <i>Male</i> |
|----------------------------------|--------------|-------------------|---------------|-------------|
| Bursary/free school meal student | 246          | 11%               | 152           | 94          |

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

## Outcomes

**Context:** the outcomes data for exam series 2023 is the second external exam series since COVID (CAG were used in 2020; TAG in 2021). Students sitting the 2023 exam series achieved their GCSE results using TAGs, therefore 'value-added' data will not be focused on in this report. 'Value-added' analysis will be functional again from exam series 2024. Percentages are rounded up to nearest whole number.

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:

|        | <i>Total</i> | <i>Av. GCSE score</i> | <i>Retention</i> | <i>Pass rate</i> | <i>High Grades</i> | <i>Value added</i> |
|--------|--------------|-----------------------|------------------|------------------|--------------------|--------------------|
| Female | 1086         | 7                     | 97%              | 99%              | 63%                |                    |
| Male   | 864          | 6.3                   | 99%              | 100%             | 55%                |                    |
| Total  | 1950         | 6.6                   | 98%              | 99%              | 60%                |                    |

Of 26 trans A level student course entries, high grades outcomes were 65% and pass rates 100%.

#### BTEC Double:

|        | <i>Total</i> | <i>Av. GCSE score</i> | <i>Retention</i> | <i>Pass rate</i> | <i>High grades</i> | <i>Value added</i> |
|--------|--------------|-----------------------|------------------|------------------|--------------------|--------------------|
| Female | 38           | 5                     | 100%             | 100%             | 82%                |                    |
| Male   | 61           | 4.6                   | 97%              | 100%             | 69%                |                    |
| Total  | 99           | 4.8                   | 98%              | 100%             | 74%                |                    |

#### BTEC Single:

|        | <i>Total</i> | <i>Av. GCSE score</i> | <i>Retention</i> | <i>Pass rate</i> | <i>High grades</i> | <i>Value added</i> |
|--------|--------------|-----------------------|------------------|------------------|--------------------|--------------------|
| Female | 95           | 5.4                   | 98%              | 99%              | 66%                |                    |
| Male   | 142          | 5                     | 99%              | 100%             | 47%                |                    |
| Total  | 237          | 5.2                   | 99%              | 100%             | 55%                |                    |

**Analysis:** High grades gaps between male and female students persist. The gap is now 8% at A level. This gap is visible within the intake (male A level students arrive with a GCSE average 10% below female students) and is a recognised [national trend](#). The gap is greater at BTEC, although as has been examined in previous years, with far fewer courses making up the BTEC cohorts these are often differences between gendered individual courses such as the highly achieving and mostly female Health and Social Care qualification. See Objective 6 for 2023-24 p.12 of this report.

## Ethnicity

Ethnic groups are declared by students at enrolment. Not all students declare their ethnicity and not every ethnic group has been included here if it is very small. Therefore, totals will not add up to cohort totals. BTEC totals are already far smaller and so have just been divided into white students and students of colour. Total cohort statistics are included here for reference.

### A level:

|                    | <i>Total</i> | <i>Av. GCSE score</i> | <i>Retention</i> | <i>Pass rate</i> | <i>High Grades</i> | <i>Value added</i> |
|--------------------|--------------|-----------------------|------------------|------------------|--------------------|--------------------|
| Students of colour | 264          | 6.6                   | 97%              | 100%             | 57%                |                    |
| White students     | 1678         | 6.7                   | 100%             | 99%              | 60%                |                    |

| <u>Students of colour breakdown:</u> | <i>Total</i> | <i>Av. GCSE score</i> | <i>Retention</i> | <i>Pass rate</i> | <i>High Grades</i> | <i>Value added</i> |
|--------------------------------------|--------------|-----------------------|------------------|------------------|--------------------|--------------------|
| Asian                                | 106          | 6.7                   | 96%              | 100%             | 57%                |                    |
| Chinese                              | 15           | 7.7                   | 100%             | 100%             | 87%                |                    |
| Asian mixed                          | 57           | 7.3                   | 98%              | 98%              | 74%                |                    |
| Black                                | 33           | 5.9                   | 92%              | 100%             | 39%                |                    |
| Black mixed                          | 21           | 6.4                   | 91%              | 100%             | 38%                |                    |
| White British                        | 1588         | 6.7                   | 98%              | 99%              | 60%                |                    |
| White Other                          | 90           | 6.7                   | 96%              | 100%             | 60%                |                    |
|                                      |              |                       |                  |                  |                    |                    |
| <i>Total cohort</i>                  | <i>1950*</i> | <i>6.6</i>            | <i>98%</i>       | <i>99%</i>       | <i>60%</i>         |                    |

### BTEC Double:

|                     | <i>Total</i> | <i>Av. GCSE score</i> | <i>Retention</i> | <i>Pass rate</i> | <i>High grades</i> | <i>Value added</i> |
|---------------------|--------------|-----------------------|------------------|------------------|--------------------|--------------------|
| Students of colour  | 23           | 5                     | 100%             | 100%             | 70%                |                    |
| White students      | 76           | 4.8                   | 97%              | 100%             | 75%                |                    |
| <i>Total cohort</i> | <i>99</i>    | <i>4.8</i>            | <i>98%</i>       | <i>100%</i>      | <i>74%</i>         |                    |

### BTEC Single:

|                     | <i>Total</i> | <i>Av. GCSE score</i> | <i>Retention</i> | <i>Pass rate</i> | <i>High grades</i> | <i>Value added</i> |
|---------------------|--------------|-----------------------|------------------|------------------|--------------------|--------------------|
| Students of colour  | 39           | 4.7                   | 98%              | 100%             | 51%                |                    |
| White students      | 198          | 5.3                   | 99%              | 100%             | 56%                |                    |
| <i>Total cohort</i> | <i>237</i>   | <i>5.2</i>            | <i>99%</i>       | <i>100%</i>      | <i>55%</i>         |                    |

**Analysis:** At A level, Black and Asian underperformance in terms of retention and high grades continues. In context of GCSE results, black students arrive at college with 22% lower average GCSE scores compared to white students and achieve 21% lower high-grade scores. Therefore, it is probably most accurate to conclude that trends of black student underperformance continue rather than are created at college. See Objective 7 for 2023-24 on p.12 of this report.

## Disability

In the Equality Act a disability means a physical or a mental condition which has a substantial and long-term impact on normal day to day activities. The college data most likely to reflect that definition is our 'MED1+2' and 'MEN1+2' categories which refer to acute and serious mental and physical health issues/conditions. SEND data refers to students with special educational needs, and is a category widely used in the education sector and therefore allows for nationwide comparison, within which EHP/EHCP would ordinarily cover the highest needs students. BTEC Double course numbers were too small for useful analysis so are not included here.

### **A level:**

|                     | <i>Total</i> | <i>Av. GCSE score</i> | <i>Retention</i> | <i>Pass rate</i> | <i>High Grades</i> | <i>Value added</i> |
|---------------------|--------------|-----------------------|------------------|------------------|--------------------|--------------------|
| MED1+2              | 200          | 6.5                   | 97%              | 99%              | 57%                |                    |
| MEN 1+2             | 277          | 6.3                   | 91%              | 99%              | 57%                |                    |
| SEND                | 119          | 6.4                   | 99%              | 100%             | 70%                |                    |
| EHCP                | 7            | 6.25                  | 70%              | 100%             | 100%               |                    |
| <i>Total cohort</i> | <i>1950</i>  | <i>6.6</i>            | <i>98%</i>       | <i>99%</i>       | <i>60%</i>         |                    |

### **BTEC Single:**

|                     | <i>Total</i> | <i>Av. GCSE score</i> | <i>Retention</i> | <i>Pass rate</i> | <i>High Grades</i> | <i>Value added</i> |
|---------------------|--------------|-----------------------|------------------|------------------|--------------------|--------------------|
| MED1+2              | 31           | 5.4                   | 94%              | 100%             | 52%                |                    |
| MEN 1+2             | 31           | 5.3                   | 97%              | 100%             | 52%                |                    |
| SEND                | 23           | 5                     | 100%             | 100%             | 52%                |                    |
| EHCP                | 3            | 5.9                   | 100%             | 100%             | 67%                |                    |
| <i>Total cohort</i> | <i>237</i>   | <i>5.2</i>            | <i>99%</i>       | <i>100%</i>      | <i>55%</i>         |                    |

**Analysis:** SEND student success at A level should be celebrated and defies national trends of SEND underachievement. Retention data for A level students with acute or serious mental health issues or conditions is low, as it is for A level EHCP students, however it might be the safest option for some of these students to withdraw from college, therefore complicating the picture of how to judge successful retention when analysing this student group. It is nonetheless a decline compared to 2021, which saw retention of 95% for MEN 1+2 students. It is noted that EHCP statistics refer to very small cohorts.

## Socio-economic background

Although not a protected characteristic under the Equality Act, socio-economic background is widely reported to be a factor in student outcomes.

Students are identified here if they received a college bursary and/or free college meals.

### A level:

|                     | <i>Total</i> | <i>Av. GCSE score</i> | <i>Retention</i> | <i>Pass rate</i> | <i>High Grades</i> | <i>Value added</i> |
|---------------------|--------------|-----------------------|------------------|------------------|--------------------|--------------------|
| Bursary / FSM       | 167          | 6.5                   | 95%              | 98%              | 58%                |                    |
| <i>Total cohort</i> | <i>1950</i>  | <i>6.6</i>            | <i>98%</i>       | <i>99%</i>       | <i>60%</i>         |                    |

### BTEC Double:

|                     | <i>Total</i> | <i>Av. GCSE score</i> | <i>Retention</i> | <i>Pass rate</i> | <i>High grades</i> | <i>Value added</i> |
|---------------------|--------------|-----------------------|------------------|------------------|--------------------|--------------------|
| Bursary / FSM       | 13           | 5.6                   | 100%             | 100%             | 85%                |                    |
| <i>Total cohort</i> | <i>99</i>    | <i>4.8</i>            | <i>98%</i>       | <i>100%</i>      | <i>74%</i>         |                    |

### BTEC Single:

|                     | <i>Total</i> | <i>Av. GCSE score</i> | <i>Retention</i> | <i>Pass rate</i> | <i>High Grades</i> | <i>Value added</i> |
|---------------------|--------------|-----------------------|------------------|------------------|--------------------|--------------------|
| Bursary / FSM       | 30           | 5.2                   | 100%             | 100%             | 60%                |                    |
| <i>Total cohort</i> | <i>237</i>   | <i>5.2</i>            | <i>99%</i>       | <i>100%</i>      | <i>55%</i>         |                    |

**Analysis:** Similarly to the national picture, where BTECs have been described as, [‘engines of social mobility’](#) our poorer students are doing particularly well in BTEC courses, with higher high grades outcomes compared to the cohort average for bursary and free school meal students.

## Staff Data 2022-23

### Staff body as of September 2023

| Ethnicity                            | Totals     | Percentages    |
|--------------------------------------|------------|----------------|
| Asian or Asian British – Bangladeshi | 0          | 0.00%          |
| Asian or Asian British – any other   | 6          | 2.08%          |
| Black or Black British – Caribbean   | 0          | 0.00%          |
| Black or Black British – any other   | 1          | 0.35%          |
| Mixed – White and Black Caribbean    | 0          | 0.00%          |
| Mixed - Any other                    | 3          | 1.04%          |
| White British                        | 255        | 88.24%         |
| White Irish                          | 3          | 1.04%          |
| White - other                        | 4          | 1.38%          |
| White - Other European               | 13         | 4.50%          |
| Arab                                 | 0          | 0.00%          |
| Any Other                            | 0          | 0.00%          |
| Not known                            | 4          | 1.38%          |
| <b>Total</b>                         | <b>289</b> | <b>100.00%</b> |

| Disability                | Totals     | Percentages    |
|---------------------------|------------|----------------|
| <b>Total of Yes</b>       | <b>15</b>  | <b>5.19%</b>   |
| Yes - rather not say      | 6          | 2.08%          |
| Yes - physical impairment | 3          | 1.04%          |
| Yes - learning difficulty | 5          | 1.73%          |
| Yes - mental ill health   | 1          | 0.35%          |
| No                        | 250        | 86.51%         |
| Prefer not to say         | 16         | 5.54%          |
| Unknown                   | 8          | 2.77%          |
| <b>Total</b>              | <b>289</b> | <b>100.00%</b> |

| Age Range     | Totals     | Percentages    |
|---------------|------------|----------------|
| Under 25      | 13         | 4.50%          |
| 25 - 34       | 25         | 8.65%          |
| 35 - 44       | 57         | 19.72%         |
| 45 - 54       | 81         | 28.03%         |
| 55 - 64       | 82         | 28.37%         |
| 65 +          | 31         | 10.73%         |
| <b>Totals</b> | <b>289</b> | <b>100.00%</b> |

| Gender       | Number     | Percentage     |
|--------------|------------|----------------|
| Female       | 190        | 65.74%         |
| Male         | 99         | 34.26%         |
| <b>Total</b> | <b>289</b> | <b>100.00%</b> |

| Religion                                | Total      | Percentages    |
|---|------------|----------------|
| Buddhist                                | 2          | 0.69%          |
| Hindu                                   | 2          | 0.69%          |
| Jewish                                  | 2          | 0.69%          |
| Muslim                                  | 0          | 0.00%          |
| Sikh                                    | 1          | 0.35%          |
| Other                                   | 2          | 0.69%          |
| No Religion                             | 101        | 34.95%         |
| Religion not stated \ Prefer not to say | 74         | 25.61%         |
| Christian                               | 92         | 31.83%         |
| Roman Catholic                          | 13         | 4.50%          |
| <b>Total</b>                            | <b>289</b> | <b>100.00%</b> |

During 2022-23: 2 took Maternity Leave, 1 took Paternity leave and none took SPL.

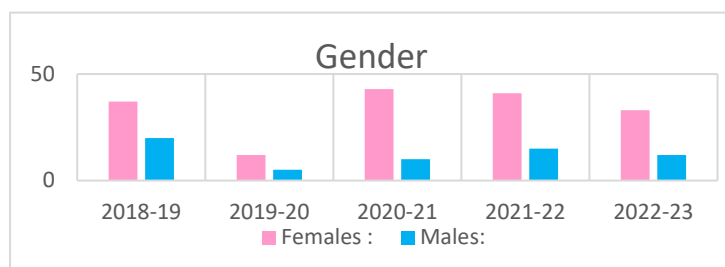
The staff body is approximately:

- 2/3 female
- + 90% white
- 2/3 aged 45+
- 5% disabled



## Staff Appointments

### Gender



Staff appointments (internal and external) remain majority female at 73% female compared to 27% male, same as last year. The appointment rate reflects the application rate of 72% female applicants and 28% male.

### Ethnicity

| Ethnicity                            | Applicants | Appointments |
|--------------------------------------|------------|--------------|
| Asian or Asian British – Bangladeshi | 0%         | 0%           |
| Asian or Asian British – Indian      | 3%         | 4%           |
| Asian or Asian British – Pakistani   | 2%         | 0%           |
| Asian or Asian British – any other   | 3%         | 0%           |
| Black/Black British - African        | 1%         | 0%           |
| Black/Black British - Caribbean      | 1%         | 2%           |
| Black/Black British - any other      | 0%         | 0%           |
| Chinese                              | 1%         | 0%           |
| Mixed – White and Asian              | 2%         | 0%           |
| Mixed – White and Black African      | 1%         | 0%           |
| Mixed – White and Black Caribbean    | 0%         | 0%           |
| Mixed - White and Asian              | 0%         | 0%           |
| White British                        | 77%        | 84%          |
| White Irish                          | 0%         | 0%           |
| White – any other                    | 1%         | 0%           |
| White - other European               | 6%         | 4%           |
| Any Other - Arab                     | 0%         | 0%           |
| Prefer not to say                    | 4%         | 4%           |
| Any other                            | 1%         | 0%           |
| Not known                            | 0%         | 0%           |
| Total:                               | 100%       | 100%         |

84% of applicants were white compared to 88% of appointments. Appointments by ethnic background were made mostly in proportion to number of applicants.

### Age

| Age      | Applicants | Appointments |
|----------|------------|--------------|
| Under 25 | 18%        | 22%          |
| 25 - 34  | 17%        | 16%          |
| 35 - 44  | 29%        | 22%          |
| 45 - 54  | 24%        | 24%          |
| 55 - 64  | 12%        | 16%          |
| 65 +     | 1%         | 0%           |
| Total    | 100%       | 100%         |

Staff appointments in terms of age roughly correlate to number of applicants.

## Disability

| Disability  | Applicants | Appointments |
|-------------|------------|--------------|
| YES - TOTAL | 10%        | 16%          |
| NO - TOTAL  | 73%        | 76%          |
| Unknown     | 16%        | 9%           |
| Total:      | 100%       | 100%         |

Appointments of staff members with disabilities are proportional to the number of applicants.

## Religion

| Belief              | Applicants | Appointments |
|---------------------|------------|--------------|
| No Religion         | 50%        | 53%          |
| Religion not stated | 13%        | 11%          |
| Christian           | 25%        | 24%          |
| Buddist             | 2%         | 0%           |
| Hindu               | 2%         | 0%           |
| Jewish              | 1%         | 2%           |
| Muslim              | 2%         | 0%           |
| Sikh                | 1%         | 4%           |
| Other               | 2%         | 2%           |
| Roman Catholic      | 3%         | 2%           |
| Total:              | 100%       | 100%         |

The religious diversity of staff members appointed is proportional to the religious diversity of applicants.

**Analysis:** Appointments are made in proportion to applications. As applications also reflect the current social makeup of the college the diversity of the staff body is remaining reasonably static. Change here would require attracting more diverse applicants in the first place because the issue does not appear to be with the appointment process itself.

## Staff Retention

| Total Leavers: | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|----------------|---------|---------|---------|---------|
|                | 54      | 44      | 45      | 69      |

The data above indicates the number teachers and support staff leavers from daytime and evening provision, including those leaving at the end of a fixed-term. During 2020-21 and 2021-22 we experienced higher staff retention rates than in previous years, potentially due to the impact of the Covid 19 pandemic, which had a significant impact on the stability of employment in other sectors. In 2022-23 there was a noticeable increase in the number of staff leavers. This may in part indicate a return to previous staff retention trends post-pandemic. Additionally, in 2022-23 a number of casual employment contracts were closed where staff had not worked for the college for some time. Future monitoring needed to check the rationale above.

| Gender       | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|--------------|---------|---------|---------|---------|
| Female       | 53.70%  | 72.73%  | 80.00%  | 68.12%  |
| Male         | 46.30%  | 27.27%  | 20.00%  | 31.88%  |
| <b>Total</b> | 100.00% | 100.00% | 100.00% | 100.00% |

However, the gender divide in staff leavers has improved and is now proportional to the overall staff community.

| Age           | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---------------|---------|---------|---------|---------|
| Under 25      | 11.11%  | 20.45%  | 26.67%  | 24.64%  |
| 25 - 34       | 5.56%   | 9.09%   | 6.67%   | 13.04%  |
| 35 - 44       | 14.81%  | 9.09%   | 11.11%  | 13.04%  |
| 45 - 54       | 16.67%  | 18.18%  | 15.56%  | 13.04%  |
| 55 - 64       | 31.48%  | 36.36%  | 33.33%  | 20.29%  |
| 65 +          | 20.37%  | 6.82%   | 6.67%   | 15.94%  |
| <b>Totals</b> | 100.00% | 100.00% | 100.00% | 100.00% |

Our largest single group of leavers are now aged under 25.

88% of leavers were white, which is in proportion to the staff population. 7% of leavers reported having a disability, which is in proportion to the staff population. No staff member of any minority religious group left in the year 2022-23.

**Analysis:** Our staff retention rate appears to have dropped in 2022-23 but the reasons for this are in part explained by changes in retention experienced during the pandemic and the closing of 'dormant' casual contracts. This will be examined in more depth as part of the annual HR report in May 2024.

## Equality Objectives for academic year 2023-24

### Objective 1: **Improve EDI curriculum coverage**

This objective aims to embed EDI into curriculum areas as this is a student's primary interaction with the college. The approach this year will be to look at sharing best practice.

### Objective 2: **Embed an approach to Black History Month with black student leadership**

This aims to give students greater agency and a platform to practice skills which they can then demonstrate in university and job applications. This will be supported by the creation of more EDI enrichment opportunities (see objective 5)

### Objective 3: **Improve visibility of other cultures and religions**

This aims for students to produce desktop backgrounds for cultural and religious days throughout the college year. This approach is already practiced in many school settings.

### Objective 4: **Establish multi-faith prayer space**

Prayer spaces have been provided *ad hoc* in previous years and based on student feedback this would benefit from being more permanent and accessible for students.

### Objective 5: **Embed weekly EDI enrichment**

A weekly EDI enrichment will run in the first term which can then be used as a platform to establish more specific EDI groups to meet student interests in the Spring term.

### Objective 6: **Research male high grades gap**

The objective here is to work with curriculum to examine reasons behind the male high grades gap by looking at a wider data picture of tracking, attendance, etc. (see objective 8)

### Objective 7: **Further research into course outcomes for black students**

The objective here is to work with curriculum to examine reasons behind black student exam outcomes by looking at a wider data picture of tracking, attendance, etc. (see objective 8)

### Objective 8: **Extend monitoring of protected characteristic students beyond grade outcomes**

This objective aims to extend the remit of this report to give a wider data picture of protected characteristic students including attendance and tracking data to develop a deeper understanding of some of the final outcomes seen in exam results.