



Equality, Diversity and Inclusion Report 2023/24

DN COLLEGES GROUP

 **Doncaster
College**


**UNIVERSITY CAMPUS
DONCASTER**

 **North Lindsey
College**


ucnl
University Campus
North Lincolnshire

 **Humber Energy Skills
Training Academy**

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Introduction

The purpose of this report is to outline how DN Colleges Group (DNCG) complies with the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017, the Equality Act (Amendment) Regulations 2023—which came into effect on 1 January 2024—and the Public Sector Equality Duty (PSED). By publishing this report, the College complies with Section 149 of the Equality Act, and its general duties and meets its specific duty under the PSED, that requires the publication of equality information annually by 30 March.

Additionally, we must set and publish specific and measurable equality objectives every four years, with updates provided each year by the same deadline. This report serves to fulfil these requirements, ensuring transparency and accountability in how the College addresses equality issues.

DNNG (or the College) actively monitors, reviews, and reports on its equality objectives to various regulatory authorities, including the Equality and Human Rights Commission (EHRC), Ofsted, the Office for Students (OfS), the College's Governing Body, and other oversight bodies. The equality objectives, outlined in detail on page 8 of this report, were developed following a comprehensive analysis of data concerning both staff and students. The progress made against these objectives is monitored regularly, with updates reported to the College's Governing Body and the Equality and Diversity Committee. A key aspect of this report is the review of strategies implemented to minimise achievement gaps, which were identified through analysis of the College's Equalities Performance Data. The report identifies these gaps and

considers the underlying reasons for them in the Equality Performance Summary (*page 10*), offering evidence-based improvement strategies (*page 16*) aimed at closing these gaps. These efforts are part of the College's broader, institution-wide approach to promoting equality, diversity, and inclusion.

It is important to note that these strategies are not isolated efforts rather they are integrated into a holistic approach to raising achievement levels across the College. In addition, the report highlights and shares best practices, ensuring that successful initiatives are celebrated and can serve as models for further development in promoting EDI across the organisation. The extent to which public funding is used to effectively support the most disadvantaged cohorts together with those who are least likely to participate in education; work with partners to widen participation and support all students' progression to improve their life chances with respect to higher level learning and/or employment is found in the Equality, Diversity and Inclusion Summary: Reflecting the Ofsted Inspection Framework (*page 26*).

The report for 2023/24 was compiled by the Associate Director of EDI within the People Services department at the College. Strategic oversight for the report was provided by the Chief Operating Officer for People and Information. After its preparation, the report received formal approval from the College's Governance Board.

In conclusion, this report demonstrates DNCG's strong commitment to upholding legal obligations related to equality, diversity, and inclusion while actively working to foster an inclusive and

equitable environment for all staff and students. Through regular reporting, analysis, and strategic action, the College ensures it continues to adopt best practices in promoting equality and reducing gaps in the achievement rates.

Overview of DN Colleges Group

DNCG is a significant regional provider of education and training across South Yorkshire, Greater Lincolnshire and the Humber operating from two main college sites in Scunthorpe and Doncaster. In 2023/24 we had over 18,000 students on programme across more than 1000 courses and all provision types, including, programmes for young people, adult learning programmes, apprenticeships, programmes for students with high needs and higher education. The College's core business is to provide excellent, flexible and relevant education and apprenticeships which are accessible to all.

Our campuses consist of Doncaster College and University Campus Doncaster (DC/UCDon) in Doncaster, North Lindsey College (NLC) in Scunthorpe, University Campus North Lincolnshire (UCNL) in Scunthorpe, and our Humberside Energy Skills Training Academy (HESTA) satellite centre in Hull. Both main campuses are also part of Institutes of Technology – Greater Lincolnshire as a member and lead partner in the South Yorkshire Institute of Technology (IOT).

Our higher education was awarded an outcome of Silver in all areas in the Office for Students (OfS) Teaching Excellence Framework 2023.

The College's Values, Vision and Mission

ASPIRE

Our Core Values

Ambition - to achieve the highest standards.

Support - a caring, safe, and inclusive environment.

Partnership - collaborative working to achieve shared goals.

Innovation - we use our initiative and are agile in finding creative solutions.

Responsibility - we take individual and collective responsibility.

Equality - we work with integrity and are open, honest, and respectful of each other.

Our Vision

Transforming our communities through learning.

Our Mission

Outstanding education and training that enables students to develop their full potential; meeting social, economic, and community needs.

The Mission and Values of DNCG have equality, diversity, inclusion and opportunity at their heart. The College's core business is to provide excellent, flexible and relevant education and apprenticeships which is accessible to all. It is committed to creating an environment that demonstrates the shared values of inclusion, equality, fairness and respect, while recognising and celebrating difference.



Demographics of Doncaster and Scunthorpe

This section provides an overview of the demographics of Doncaster and Scunthorpe to provide a context of the student and staff profile at the College. The table outlines the population profile by selected characteristics of Sex, Disability, Ethnicity, region and against the national benchmark. As a point of reference, the term BAME has been used throughout the report as this is still used to report data in the National Office for Statistics. However, it is acknowledged that a more accurate term is Minoritised Ethnic Group.

- The population of Doncaster was approximately 308,100 in 2021 and in Scunthorpe 90,600 (Census 2021).
- The gender distribution in Doncaster and Scunthorpe reflects the national trend, with 49% of the population being male and 51% female (Census 2021).
- Both Doncaster and Scunthorpe exceed the national average of 17.3% for the proportion of the population identifying as Disabled under the Equality Act. In Doncaster, 20.3% of the population declare a disability, while in Scunthorpe, the figure stands at 19.6%. (Census 2021).
- The DNCG campuses in Doncaster and Scunthorpe exhibit lower ethnic diversity compared to similar Local Authority Districts and the overall population in England (Census 2021) as outlined in the table below.

The White population in Doncaster being 93.1% and Scunthorpe 91.3%, compared to the national average of 81.0%. This indicates a significantly higher proportion of individuals identifying as White in these areas (Census 2021).

- The percentage of Asians in Scunthorpe (5.4%) is higher than in Doncaster (2.9%), though both figures remain significantly below the national average of 9.6% (Census 2021).
- Doncaster and Scunthorpe are ranked amongst the most deprived areas in the country, with Doncaster moving from 48th place to 41 out of 317 Local Authority Districts in 2021 (Team Doncaster 2021).
- Our student population draws from a wide range of areas across Doncaster and Scunthorpe and are predominantly from areas of significant deprivation.

Sex	Doncaster	Scunthorpe	England
Female	50.4%	50.4%	51.0%
Male	49.6%	49.6%	49.0%
Disability	Doncaster	Scunthorpe	England
Disabled under the Equality Act	20.3%	19.6%	17.3%
Not disabled under the Equality Act	79.7%	80.4%	82.7%
Ethnic Group	Doncaster	Scunthorpe	England
Asian, Asian British or Asian Welsh	2.9%	5.4%	9.6%
Black, Black British, Black Welsh, Caribbean or African	1.2%	0.7%	4.2%
Mixed or Multiple ethnic groups	1.5%	1.3%	3.0%
White	93.1%	91.3%	81.0%
Other ethnic group	1.2%	1.3%	2.2%

Compliance with The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017 and The Equality Act 2010 (Amendment) Regulations 2023

The Equality Act 2010 consolidates previous anti-discrimination laws into one framework, aiming to make compliance simpler and more effective in tackling discrimination. It requires public bodies to consider equality in their daily activities and addresses nine protected characteristics: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation, and marriage and civil partnership (in relation to eliminating discrimination).

Under the Public Sector Equality Duty (2011), public bodies are legally obligated to:

- Eliminate discrimination, harassment, and victimisation.
- Advance equality of opportunity and foster good relations across different groups.

The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017 supports public sector compliance by requiring the publication of annual compliance information and setting specific, measurable equality objectives every four years, with the next deadline being 30 March 2025.

Understanding and Tackling Harassment and Discrimination

The College enforces a zero-tolerance approach to bullying, harassment, and victimisation to ensure a safe and supportive environment for all students, staff, and stakeholders, promoting equality, diversity, and inclusion (EDI) across all interactions. This commitment is communicated through multiple channels, including teaching resources, handbooks, induction programmes, and policies.

We continue to build and maintain a positive working and studying environment and prevent harm and promote wellbeing and safety. We believe that it is essential that everyone feels safe and knows they are protected against bullying, victimisation and/or harassment.

The College adapts policies to address and challenge any form of prejudice, bullying, or discrimination and regularly review and develop them in consultation with students and staff to ensure their effectiveness and adherence to legal standards.

We recognise that behaviour that is acceptable to one individual may not be acceptable to another, meaning that all individuals may need to adapt their behaviour.

The Equality Act 2010 identifies three harassment types:

- Harassment related to a protected characteristic,
- Sexual harassment,
- Adverse treatment following rejection of such harassment.

To align with the Worker Protection (Amendment of Equality Act 2010) Act, effective 26 October 2024, training on harassment—including sexual misconduct—will be provided throughout 2024-25.

The following are examples of unlawful sexual harassment and unwanted conduct (1.8), although this is not an exhaustive list:

- Flirting, gesturing or making sexual remarks about someone's body, clothing or appearance.
- Asking questions about someone's sex life and discussing a staff and/or students sex life in front of another person.
- Spreading sexual rumours about staff and/or students.
- Leaving sexual or romantic unwanted gifts.
- Telling sexually offensive jokes, making sexual comments or jokes about someone's sexual orientation or gender reassignment.
- Displaying or sharing pornographic or sexual images, or other sexual content.
- Touching someone against their will, for example, hugging them.
- Sexual assault or rape.

Clear procedures are in place for reporting complaints, and all concerns are handled sensitively to ensure swift, effective resolution in compliance with legal and regulatory standards including Ofsted and/or Office for Students (OfS) requirements.



Equality, Diversity and Inclusion Annual Report 2023/24

This section of the report outlines how the College is compliant with The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017 and The Equality Act (Amendment Regulations) 2023. The College embraces the legislation positively and strives to promote and integrate Equality, Diversity and Inclusion (EDI) and British Values (BV) effectively into all aspects of its work and we are dedicated to fostering an inclusive environment that upholds the values of fairness and respect.

The College's mission is to provide high-quality, flexible, and relevant education and apprenticeship programmes that are accessible to everyone. We recognise and celebrate diversity and aim to meet the needs of every learner in accordance with legal requirements and best practices.



Respecting the diversity of all its students, the College strives to:

- Place EDI at the centre of its work by promoting positive language, behaviour and attitudes, behaviours through its culture, curriculum, ethos and shared values.
- Provide an environment free of bullying, harassment, victimisation.
- Offer balanced and inclusive curriculum content.
- Use non-discriminatory language and images in all communications.
- Create an inclusive learning and working culture.
- Clearly communicate expectations about behaviour of all stakeholders.
- Meet these aims and fulfil its legal obligations.

Additionally, we expect all colleagues, visitors and students to take personal responsibility in actively promoting Equality, Diversity, Inclusion and BV. This commitment is essential to ensuring a positive and supportive educational experience for all.

The College understands its duties and responsibilities under the Prevent Duty Guidance; England Wales (2023) and the Counter-Terrorism and Security Act (2015), which 'places a specific duty on specified authorities including Further and Higher Education to have due regard to the need to prevent people from being drawn into terrorism' and has made substantial progress in this respect, which is reported on regularly to governors. The Chief Operating Officer: People and

Information is the executive lead for Equality, Diversity and Inclusion, Safeguarding and Prevent and ensures that these are central to activity and integrated into all aspects of work across all campuses and partner organisations. In October 2024, the College introduced a new role of Associate Director EDI as a demonstration to the commitment we have to creating an equitable and inclusive environment. The College recognises and fulfils best practice by also having a designated link governor for EDI who champions EDI and holds the College to account on EDI matters.

EDI Context Statement

The College performs well in the context of Equality Diversity and Inclusion (EDI) and provides a safe, inclusive, welcoming and respectful environment. We are fully committed to all aspects of EDI as they relate to and impact on all stakeholders (staff, governors, students, volunteers, employers, visitors, contractors and community partners). We recognise that diversity is an essential positive attribute and by placing EDI at the heart of the organisation, embraces and reflects all the many aspects of the diverse workforce and learner population.

The College continues to integrate EDI and BV across the organisation particularly to FE and HE students and trainees, thereby creating more channels for capturing and acting on learner voice and fostering good relations among all groups of people whether they share protected characteristics or not and promoting equality of opportunity for all. We are committed to creating an environment that demonstrates the shared values of inclusion, equality, fairness

and respect, while recognising and celebrating difference. This is evidenced through high levels of student satisfaction in surveys. Students show high level of respect and behaviour around the College and early interventions put in place such as adopting a restorative approach, has resulted in very low numbers of disciplinaries. The College aims to meet the needs of every learner in line with legislation and best practice.

Furthermore, the College integrates Safeguarding, Prevent and EDI within its policies and its strategic objectives and core values. The College's strategic approach, delivered through procedures and policies, aligns with statutory requirements and the Equality Act (2010). This approach effectively promotes EDI and BV while addressing discrimination. It ensures that the College meets the needs of both individuals who share protected characteristics and those who do not.

The College aims to support that intention by providing a framework for continuous improvement to ensure that we work together towards achieving equality of opportunity and fairness for all. We have a robust continuous professional development (CPD) programme for EDI. Staff are appropriately trained to understand and carry out their duties in line with legislative and DNCG requirements.

Additional bespoke CPD is provided for new starters on entry and then regularly throughout the year for all staff by EDI leads, external providers and as part of essential CPD days. CPD compliance rates are monitored by leaders and reported to SLT and governors. The compliance rate for academic year for 2023/24 was 97.49% which denotes an increase of 6.46% since 2022/23.

However, we expect all stakeholders to strive to ensure that the College moves beyond compliance to securing excellence in all areas of its work.

Focused interventions for apprenticeship provision to address the integration of EDI more deeply into teaching and learning has raised awareness of rights and responsibilities among employers and collaborative partners; work-based scenarios develop critical thinking skills complemented by questions asked at reviews to consolidate and emphasise the importance of EDI and BV and emphasise how skills-building/such awareness develop transferable skills in their employment routes as they can positively influence apprentices' skills, knowledge and behaviours.

EDI senior leaders support curriculum leads to carry out further detailed analysis of the retention, pass and achievement data for their areas. This analysis considers the number and demographic breakdown of leavers on programme, reasons for transfers and withdrawals and whether participation is representative of the local demographic. If this is not the case, strategies to address the imbalance/narrow any gaps are implemented and best practice shared to reflect the College's commitment to creating a culture that demonstrates the shared values of inclusion, equality, fairness and respect while recognising and celebrating difference.

Equality data is utilised in professional dialogues for example, by the Self-Assessment Report Panel and College leaders in quality improvement and performance management meetings to monitor targets/actions and to ensure best practice is included on departmental position statements.

Leaders access this data in meetings to help teams become familiar with the demographic and equality performance data in their

subjects. This approach encourages data-informed decisions, incorporated into business and curriculum planning.

DNCG Equality Objectives 2021 to 2025

In accordance with The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017, DNCG sets equality objectives for all aspects of its work in the context of narrowing the achievement gap, promoting Equality, Diversity and Inclusion and tackling discrimination, to eliminate unlawful discrimination and foster good relations among people who share a protected characteristic and those who do not and monitors progress against these objectives.

These objectives are set to either advance equality of opportunity *(AEO), foster good relations (FGR) or eliminate unlawful discrimination (EUD).

The College sets, monitors, reviews and publishes its equality objectives every four years and reports on them to The Equality and Human Rights Commission (EHRC), Ofsted, the Office for Students (OfS) the governing body and other regulatory bodies.

The College regularly reviews its Equality Objectives, closing a number when achieved and setting new ones as appropriate and the progress is outlined below. The update on progress is published as required by legislation by 30 March.

Progress against Equality Objectives

To reduce the number of leavers at DNCG whose ethnicity/race is “unknown” by 2024/25 (*AEO, FGR)

- The number of leavers whose ethnicity is unknown increased significantly from 684 in 2022/23 to 2,999 in 2023/24.
- 2,000 of the 2,999 leavers were enrolled on courses in Doncaster and 999 in North Lindsey.
- The achievement rate for this cohort of leavers has increased by 6% from 82% in 2022/23 to 88% in 2023/24 and is 1% above the national benchmark.
- Reasons for this must be investigated in terms of the numbers who preferred not to disclose their ethnicity and the number of unknowns. CPD with staff who enrol will be delivered to help decrease this risk.
- In the 2024/25 academic year, a review, development, and implementation of an online enrolment form will be carried out. This updated form will include a mandatory Ethnicity section, which students must complete before proceeding to subsequent sections.
- This process also ought to address the issue of continuing students who may not have provided a response to this question on either the paper application form or the paper enrolment form, when they first commenced their studies.
- During the 2024/25 academic year, efforts will be focused on engaging with students to understand the reasons behind their reluctance to disclose their ethnicity. This work will also explore the meaning of ethnicity, provide assurances about the safety and confidentiality of sharing this information, and foster a supportive environment.

Additionally, the initiative aims to promote a culture within DNCG that encourages students to embrace and feel proud of their ethnicity.

- Because of the significant increase in the number of leavers whose ethnicity/race is “unknown”, this equality objective has now been extended to 2025/26.

To explore and introduce ways of increasing the number of students who disclose gender identity, sexuality and religion and belief by 2024/25 (AEO, FGR)

- The culture of the College has now become more inclusive and this was evidenced by the Ofsted inspection in March 2022, the increase in the range of CPD related to EDI; schemes of learning are mapped to the College’s bespoke diversity calendar; students are made aware of their rights and responsibilities and given more frequent opportunities to disclose in a variety of formats e.g. during in-year surveys which contain EDI questions. This will continue to be an objective in 2024/25.

To increase the staff diversity profile to reflect the local demographic profile in terms of ethnicity by 2024/25. (AEO, FGR)

- In 2022/23, there was an increase in the number of applicants identifying as “Other Ethnic Group,” a category that had previously been at 0%. This change affected the reported figures for 2022/23, particularly impacting the number of applicants identifying as White. However, in 2023/24, this percentage has decreased to 0.04% in Doncaster and 0.3% in Scunthorpe. Reporting mechanisms for this data will be further investigated to determine if there is a continuing trend that requires attention.

To improve the experience of all students who share or do not share a protected characteristic or other social, cultural or economic factor, so that their achievement rate continues to increase so that any underachievement attributable to the impact of COVID 19 is minimised by 2024/25 (AEO, FGR)

- The achievement rate for 16 to 19 is 88% in 2023/24
- The achievement rate for 19+ is 86% in 2023/24
- The overall achievement rate for all ages is 86.7% in 2023/24

The interventions are accessible to all students, irrespective of socio-economic status and are outlined in the Strategies and Intervention Strategies section.

The reasons for the identified gaps are similar to those outlined in the section on FE 16-19 and 19+ Classroom Learning.

Our student population draws from a wide range of areas across Doncaster and Scunthorpe and are predominantly from areas of significant deprivation.



Equality Performance Summary 2022/23 to 2023/24

As outlined previously, the College has a legal obligation to publish information and to demonstrate compliance with the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017. One of the ways which the College does this is to monitor the progress to narrow any equality achievement gaps.

Throughout the academic year quantitative equality performance data is analysed to address and narrow any achievement gaps which are regularly reported on. Best practice is celebrated and shared. For example, Areas for Improvement are recorded and monitored via departmental Quality Improvement Plans by senior leaders and discussed at Curriculum Performance Meetings.

The Associate Director EDI undertook an analysis of the data at whole-organisational level to develop this report. Support was provided to curriculum leadership teams throughout the year to carry out further detailed analysis of the retention, pass and achievement data for their areas.

CPD sessions were also delivered based on the data analysis as part of the College's Leadership Development Programme where the number and demographic breakdown of leavers on programme, reasons for transfers and withdrawals and whether participation is representative of the local demographic, were considered.

Student Profile

To put the College's student profile into context the table below outlines the student profile by Ethnicity, Sex and those students who have a Disability at DN Colleges Group, Doncaster College, North Lindsey College, and in comparison, to the National Profile, Doncaster Profile and Scunthorpe Profile.

As can be seen the student profile in terms of Sex and Disability is much more balanced when compared against the local profile with the notable exception of BAME student enrolments.

- In 2023/24 there was an 25.47% increase in the number of Doncaster College BAME learner enrolments (17.39%) compared to 2022/23 (14.88%).
- The number of BAME students at Doncaster College (17.39%) is also significantly higher than the Doncaster Profile (6.8%) by 10.59%.
- The student profile for those with a disability is significantly higher than the local profile for both Doncaster College (29.76%) and North Lindsey College (26.20%) and the national profile for students.

DN Colleges Group			National Profile	Doncaster College	Doncaster Profile	North Lindsey College	Scunthorpe Profile
Category	Detail	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage
Ethnicity	White	79.06%	81%	71.74%	93.1%	87.14%	91.3%
	BAME	12.35%	19%	17.39%	6.8%	6.80%	8.7%
	Not provided	8.59%	0	10.88%	0	6.06%	0
Sex	Male	50.37%	49%	44.51%	49.6%	56.85%	49.6%
	Female	49.63%	51%	55.49%	50.4%	43.15%	50.4%
Disability	Disclosed	28.07%	17.3%	29.76%	20.3%	26.20%	19.6%

Source: Census 2021
ProAchieve 15/10/2024

Data Analysis

ProAchieve data and the following categories were used to analyse the College's Equalities Performance data in Further Education (FE), Apprenticeships and Higher Education (HE), to identify gaps in achievement rates between 2022/23 and 2023/24. In cases where an achievement gap is identified, an internal target is set, actioned and monitored.

- Overall achievement rate
- Classroom Learning by Gender and Age 16 to 19
- Classroom Learning by Gender and Age 19+
- Classroom Learning by Ethnicity/ Ethnicity unknown and Age 16-19
- Classroom Learning by Ethnicity/ Ethnicity unknown and Age 19+
- Classroom Learning by Learning Disability/ Difficulty (LDD) and Age/LDD unknown
- Classroom Learning by Disadvantaged Background and Age
- Classroom Learning by High Needs Students and Age 16 -18

The overall FE achievement data for 2023/24 is outlined in the table below:

Achievement Rate	2022/23	2023/24	Increase or decrease
16-19	88%	88%	Static
19+	83%	86%	3% increase
All	85.9%	86.7%	0.8% increase

Data Source: ProAchieve 10/10/2024

- The 2023/24 achievement rate for 16 -18 remains static compared to 2022/23 achievement rate.
- The 2023/24 achievement rate for 19+ is a 3% increase on the 2022/23 achievement rate.
- The overall 2023/24 achievement rate for all ages is a 0.8% increase on the 2022/23 achievement rate.

So, in terms of the overall 2023/24 achievement rate a target has not been set.



DNCG FE Classroom Learning by Gender and Age 16 to 19

- The achievement rate for female leavers aged 16 to 19 remained at 88% in 2023/24 and 2022/23.
- The achievement rate for male leavers aged 16 to 19 remained at 87% in 2023/24 and 2022/23.
- Achievement rates for female leavers in this age group are 1.0% above the National Average of 2023/24 and males match the national average.

Internal Target: In terms of the achievement rate for females and males an improvement target has not been set rather it will be a maintenance one.

DNCG FE Classroom Learning by Gender and Age 19+

- The achievement rate for female leavers aged 19+ has increased by 2% from 81% in 2022/23 83% in 2023/24.
- The achievement rate for male leavers aged 19+ increased by 2% from 86% in 2022/23 to 88% in 2023/24.
- In 2023/24 there continues to be an achievement gap of 1% between 16 -18 males (87%) and 19+ males (88%).
- In 2023/24 there continues to be an achievement gap of 5%, between female leavers aged 19+ (83%) and female leavers aged 16 -18 (88%).
- In 2023/24 the achievement rate in DC for 16 -18 females remains at 87%.
- In 2023/24 the achievement rate in DC for 19+ females remains at 82%.

- In 2023/24 the achievement rate in NL for 16 to 19 females reduced by 1% to 90% compared to 91% in 2022/23, although 3% above the National Average.
- In 2023/24 the achievement rate in NL for 19+ females is 87% which is an increase of 8% compared to 79% in 2022/23.

Internal Target: To reduce the achievement gap of 5% between female leavers aged 19+ (83%) and female leavers aged 16-19 aged 16-19 (88%).

DNCG FE Classroom Learning by High Needs Students

- In 2023/24 the overall achievement rate (91.2%) for students who have high needs was 4.2% higher than the achievement rate for students who do not have high needs (87%).
- In 2023/24 the achievement rate for 16-19 students who have high needs was 4% higher than the achievement rate for 16-19 students who do not have high needs (87%).
- In 2023/24 the achievement rate (84%) for 19+ students who have high needs was 2% lower than the achievement rate for 19+ students who do not have high needs (86%).
- However, overall achievement rates for the leavers who have high needs decreased by 1% from 90% in 2022/23 to 89% in 2023/24.

DNCG FE Classroom Learning by Disability and Age

- In 2023/24 the achievement rate for 16 – 19 leavers who declared having a disability was 86% and in 2022/23 it was 87%, which is a decrease of 1%.
- In 2023/24 the achievement rate for 19+ leavers who declared having a disability was 81% and in 2022/23 it was 80%, which was an increase of 1%.
- In comparison the achievement rate for 16-19 leavers who do not have a disability in and in 2023/24 it was 88% and in 2022/23 it was 88%. This was a 2% difference between those who did declare a disability (86%) and those who did not (88%).
- In comparison the achievement rate for 19+ leavers who do not have a disability in 2023/24 it was 86% and in 2022/23 it was 84%, which is a 2% increase. However, this is 5% difference between those who did declare a disability (81%) and those who did not (86%).

Internal Target: To reduce the achievement gaps of All leavers with a declared disability compared to those leavers who do not have a disability.



DNCG FE Classroom Learning by Ethnicity

- In 2023/24 the achievement rate for those leavers who identify as BAME increased by 1% to 87% and 3% above the 2023/24 National Average.
- In 2023/24 the achievement rate for those leavers who identify as White British continued to be 87% and in line with the 2023/24 National Average.
- In 2023/24 the achievement rate for those leavers whose ethnicity is unknown/undisclosed is 88% which was an increase of 6% on 2022/23 and 2% above the 2023/24 National Average.
- The number of 19+ leavers whose ethnicity is unknown decreased to 53 in 2023/24 from 103 in 2022/23.
- The number of 16- 19 leavers whose ethnicity is unknown increased significantly from 684 in 2022/23 to 2,639.
- 1743 of the 2,999 leavers were enrolled on courses in Doncaster and 896 in North Lindsey.
- The achievement rate for this cohort of all leavers has decreased by 7% from 89% in 2020/21 to 82% in 2022/23.
- The achievement rate for 19+ adults who are non-white British improved by 4% from 81% in 2022/23 to 85% in 2023/24. Furthermore, the college reduced the achievement rate gap between white British and non-white British by 3% from 2022/23 to 1% in 2023/24.

Internal Target: To investigate the reasons into why a significant number of leavers prefer to not disclose their ethnicity to reduce the number of unknowns.

DNCG FE Classroom Learning by Disadvantaged Background and Age

Please note that:

- There are no National Averages or GFE averages for leavers deemed to be disadvantaged by postcode.
- Colleges receive ward uplift funding for students in this cohort. (The disadvantage uplift factor based on postcode uses 27% most disadvantaged postcodes)
- In 2023/24 62% of leavers overall were from IMD (2019) Quintile 1 and Quintile 2 and had an achievement rate of 86.8%.
- The achievement rate of leavers from IMD (2019) Quintile 1 was 86% compared to Quintile 5 leavers 88%, which is a 2% difference.

This indicates that the College extends widely into its community; it welcomes students from a range of socio-economic backgrounds.

In 2023/34 achievement rate data for leavers aged 16 -18 deemed to be disadvantaged by postcode indicates:

- 5767 leavers aged 16 -18 in 2023/24 were deemed to be disadvantaged by postcode and represented 51.7% of the total population.
- Achievement data for leavers aged 16 -18 in this cohort remained at 86% in 2023/24.
- 16 -18 achievement data continue to show a 3% difference in achievement between students in 2023/24 deemed to be disadvantaged compared to those not deemed to be disadvantaged (89%).

In 2023/34 achievement rate data for leavers aged 19+ deemed to be disadvantaged by postcode indicates:

- 5169 leavers aged 19+ in 2023/24 were deemed to be disadvantaged by postcode and represented 54.7% of the total population.

In 2023/24 achievement rates for 19+ deemed to be disadvantaged (85%) shows a 1% difference between those not deemed to be disadvantaged (86%).

- The reasons for the identified gaps are similar to those outlined above in the section on FE 16 to 19 Classroom Learning.
- 5169 leavers aged 19+ in 2023/24 were deemed to be disadvantaged by postcode and represented 54.7% of the total population.
- In 2023/24 achievement rates for 19+ deemed to be disadvantaged (85%) shows a 1% difference between those not deemed to be disadvantaged (86%).
- The reasons for the identified gaps are similar to those outlined above in the section on FE 16 to 19 Classroom Learning.



DNCG Apprenticeship Summary

The Overall Achievement rate for Apprenticeships is outlined in the table below:

Achievement Rate	2022/23	2023/24	Increase or decrease
16-19	50.3%	54.5%	4.2% increase
19-23	51.9%	58.6%	6.7% increase
24+	61.4%	67.4%	6% increase
All	54.3%	60.5%	6.2% increase

Source: ProAchieve 16/10/2024

- In 2023/24, the achievement rate for All Ages BAME apprenticeships was 90.9%, surpassing the national benchmark of 51.9% by an impressive 43%.
- In 2023/24, All Ages BAME apprenticeships accounted for 2.7% of the total, while White apprenticeships made up 96.4%.
- In 2023/24, male apprentices represented 62% of the total, while female apprentices made up 38%.
- In 2023/24, the achievement rate for All Ages female apprentices was 76.8%, exceeding the national benchmark of 57.7% by a significant margin of 19%.
- In 2023/24, the achievement rate for All Apprentices with a disability was 53.1%, exceeding the national benchmark of 50.4% by 2.7%.
- In 2023/24 the achievement rate for All Apprentices from IMD (2019) Quintile 1 was 55% which was the same as those students from Quintile 5.



DNCG HE Achievement Data

For consistency in data reporting across all educational pillars at the College, the Higher Education (HE) achievement figures presented in this report are sourced from ProAchieve as of 25/10/2024. These figures represent the percentage of students who achieved their full qualification within the expected end year.

It is important to note that this data is not directly comparable with the Office for Students (OfS) definition of "Completion". Consequently, the achievement figures have not been measured against the OfS Completion Benchmark of 75%. Achievement Rate Overview (2022-2024)

Achievement Rate Overview (2022-2024)

Since the 2022/23 academic year, the overall achievement rate across all students has increased by 10%, reaching 74.6% in 2023/24.

The following section is a data analysis of the achievement rates by Age, Disability, Gender, Ethnicity and Disadvantaged backgrounds.

DNCG FE Classroom Learning by High Needs Students

- **Young Students:** The achievement rate for young students (under 21) saw a significant increase of 20.3%, rising from 59.3% in 2022/23 to 79.6% in 2023/24.
- **Mature Students:** For mature students (21 and over), the achievement rate increased by 6.6%, moving from 66.9% in 2022/23 to 73.5% in 2023/24.

DNCG HE Disability Status

- **Students with Disabilities:** The achievement rate for students with a disability improved by 7.3%, from 65.3% in 2022/23 to 72.6% in 2023/24.
- **Students without Disabilities:** For students without disabilities, the achievement rate increased by 9.7%, rising from 65.7% in 2022/23 to 75.4% in 2023/24.

DNCG HE Gender

- **Male Students:** The achievement rate for male students showed a notable increase of 14.8%, from 59% in 2022/23 to 73.8% in 2023/24.
- **Female Students:** Female students experienced a 6.9% increase in their achievement rate, rising from 68.2% in 2022/23 to 75.1% in 2023/24.

DNCG HE Ethnicity

- **White Students:** The achievement rate for white students increased by 9.2%, improving from 66.1% in 2022/23 to 75.3% in 2023/24.
- **BAME Students:** In contrast, there was a significant decrease of 19.6% in the achievement rate for BAME (Black, Asian, and Minority Ethnic) students, falling from 87% in 2022/23 to 67.4% in 2023/24.

DNCG HE Disadvantaged Background

- In 2023/24 47% of HE students were from IMD(2019) Quintile 1 and Quintile 2 whereas 10.6% of HE students were from Quintile 5.
- The achievement rate of students from Quintile 1 backgrounds was 67% and those from Quintile 85%, which is a difference of 18%.

Factors Influencing HE Achievement Rates

- **2022/23 Academic Year:** The lower achievement rates in 2022/23 may have been influenced by the lingering effects of the Covid-19 pandemic. Disruptions to traditional learning environments, the shift to online learning, increased mental health challenges, economic hardships, and limited access to resources may have negatively impacted student performance.
- **2023/24 Academic Year:** In contrast, achievement rates improved in 2023/24, likely due to better adaptation to the "new normal." Students and institutions had more time to adjust to the changes brought about by the pandemic, potentially mitigating some of the earlier challenges and contributing to the improved performance.

These statistics reflect varying trends in student achievement, highlighting notable improvements across most groups, while emphasising the need for further investigation into the decline in achievement rates for BAME students.

Strategies and Interventions

An extensive series of interventions is implemented throughout the year to ensure students develop the skills, knowledge and behaviour to prepare them for their next steps. The strategies implemented aim to both further promote inclusion and narrow achievement gaps in 2023/24 moving into 2024/25. Best practice is shared to reflect the College's commitment to creating a culture that demonstrates the shared values of inclusion, equality, fairness and respect whilst recognising and celebrating difference.

The following section outlines the strategies and interventions that were implemented across all students at the College, with the inclusion of specific ones attributable to one or more of the protected characteristics outlined above, for Gender, Age, Ethnicity, Learning Disability/Difficulty, High Needs and Disadvantaged Background.

Academic Support & Engagement

- In 2023/24, both 16-19 and 19+ students were provided with catch-up sessions to boost engagement and build confidence. These sessions were promoted through posters around the College, in classrooms, and on social media, covering various aspects of their study programmes.
- Focussed GCSE English and Maths revision sessions were also available during the Easter break for additional academic support.
- Dedicated HE Academic Support and engagement provided by Academic Services and Digital Learning.

Wellbeing & Pastoral Support

- Pastoral and Wellbeing coaches played a crucial role in offering one-to-one, bespoke interventions to complement academic support to all level of students. Wellbeing coaches were assigned to curriculum areas and to Higher Education students. These interventions addressed students' personal and emotional needs, enhancing their overall wellbeing and academic success.
- Home visits were conducted by pastoral coaches when needed, providing higher levels of support for students facing challenges.
- Dedicated wellbeing centre for HE students to access at UCNL and at Doncaster College.

Attendance Monitoring

- The College monitored attendance closely in every session, following up on absences according to the College's Attendance Policy, which included interventions like contacting parents or carers when appropriate.
- Regular reports on attendance were submitted to the Senior Leadership Team, with a link to safeguarding measures. Student Services also delivered briefings on the connection between non-attendance and safeguarding, aligning with the College's Child Protection, Safeguarding, and Prevent Policy.
- HE Student Absence Process introduced and a HE Student Engagement and Attendance Policy written and introduced.

At-Risk Students

- Leaders, curriculum staff, academic support staff, and pastoral coaches worked together to closely monitor students at risk of underachievement. These students received targeted one-to-one academic and personal interventions, often involving home visits following risk assessments. These interventions aimed to increase self-esteem, promote intrinsic motivation, and boost engagement, attendance, and academic success.

Impact of the Economic Crisis Students

- The economic crisis negatively impacted the attendance and achievement of students. Many students reported that their attendance was affected by their caring responsibilities and the need to work, reflecting broader socioeconomic challenges.



Continued impact of COVID-19

- Whilst, the impact of the pandemic is not yet fully known or measured, students continued to face several challenges stemming from the impact of COVID-19, which included their attendance and achievement rate, a lack of preparedness for exams, not wanting to undertake unpaid work experience and lack of confidence in large groups.

Therefore, the College has extended its associated equality objective to 2024-25:

- To improve the experience of all students who share or do not share a protected characteristic or other social, cultural or economic factor, so that their achievement rate continues to increase so that any underachievement attributable to the impact of COVID 19 is minimised by 2024/25 (AEO, FGR).

Curriculum and Quality Performance Meetings (2023/24)

- Throughout 2023/24, regular Curriculum and Quality Performance meetings were held to continuously improve quality and student outcomes.

The meetings focused on:

- Identifying best practices across various curriculum areas.
- Highlighting areas needing improvement.
- Setting local improvement targets.

The outcomes and targets from these meetings were incorporated into termly position statements to ensure in-year progress and accountability.

Use of Equality Data (Support, Innovate, Develop Approach)

- The “Support, Innovate, Develop” approach was used to integrate equality data into professional dialogues at all levels.

This data was used by the Self Evaluation panel and College leaders during quality improvement and performance management meetings to:

- Monitor progress against targets and actions.
- Ensure best practices were reflected in position statements.

Leaders also used this data in team meetings to:

- Familiarise teams with demographic and equality performance data specific to their areas.
- Encourage data-informed decision-making in both business and curriculum planning.
- Ensure that team’s reference and incorporate this data throughout the academic year.

DNCG FE Classroom Learning by Gender and Age 16 -18 and 19+

- The College has strong female role models e.g. in Engineering and Construction in Leadership, Curriculum and Wellbeing Team who raise aspirations among females. In addition, the College Careers and Marketing Teams work closely with local schools to promote traditionally male-dominated FE and HE qualification routes to more young females for example, in 2023/24 Level 1 and Level 2 Diploma in Motor Vehicles had positive attainment outcomes for their female students.

- An annual White Ribbon event took place in November 2023, whereby male colleagues and students are invited to pledge their support against violence towards females.
- In NL, Humberside Police delivered Careers talks and workshops to FE and HE students and in conjunction with Children’s Services, to raise awareness of Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE). This practice was also replicated in Doncaster by South Yorkshire Police and Children’s Services. Following the sessions, a number of students, whose lives have been affected by exploitation, accessed support from the College and/or external services.
- The College acknowledges that male leavers aged 16 to 19 who are care experienced in ESOL tend to be at greater risk of being rehoused at short notice out of area and are thus disadvantaged. This affects attendance and achievement. The College continues to work closely with the local authority to try to minimise this risk which is in part mitigated by some shorter “stand-alone” qualifications in ESOL, such as, Speaking and Listening.
- One of the FE Curriculum Directors is a member of N Lincs Corporate Parenting Board and is working collaboratively to both raise aspirations and to support the local authority to introduce its Corporate Grand-Parenting responsibilities.
- The college is the largest FE provider of the Duke of Edinburgh (DofE) programme in the UK. Students benefit from a bespoke DofE programme that extends their study programme to give them more opportunities to become resilient and active citizens.

DNCG FE Classroom Learning by Gender and Age 19+

- ESOL is well represented on the Student Parliament with 2 students having been voted in.
- ESOL organised a food drive during the academic year to help develop a sense of community and belonging.
- Interim feedback on in-year attainment in ESOL from the awarding body has been positive.
- All newly enrolled students on Access to HE programmes were introduced to members of the Wellbeing Team as part of their induction and the Academic Services team so that students were aware of the support is available within the College.

DNCG FE Classroom Learning by Ethnicity

- It is proposed that an extra category of “preferred not to say” be added to the College enrolment form to enable an analysis of how many “unknowns” there are in terms of ethnicity. CPD with staff who enrol students will be delivered to help decrease this risk.
- It is important to understand the ethnic backgrounds of our students so that we can tailor our support services, resources, and initiatives to meet the needs of our diverse student population. Without accurate data, certain groups may be underrepresented or underserved.

DNCG HE Overall

- The Access and Participation Plan (APP) is a specific plan that outlines the interventions to support all of our HE students to access, succeed in and progress from higher education into highly skilled employment and/or further education, by providing opportunities for all and specifically equality of opportunity for our underrepresented groups and can be found on the DNCG website [DN-Colleges-Group-Access-and-Participation-Plan-1.pdf](#)



2023/24 Analysis of Workforce Composition Data

The College monitors the composition and recruitment of its staff by the protected characteristics of sex, disability and ethnicity. Findings are reported to and monitored by the governors and other regulatory bodies.

The following table illustrates the diversity profile of job applicants and new starters at campuses in Scunthorpe (North Lindsey College and University Campus North Lincolnshire) and Doncaster (Doncaster College and University Campus Doncaster) between 1 August 2023 and

31 July 2024. The table also includes 2022/23 figures in brackets for comparison purposes.

Despite a general rise in BAME applicants in Doncaster (33%), Scunthorpe saw a 4.6% drop in applications (27%). Both locations face challenges in converting applicants to starters, prompting further investigation into this issue as part of the 2024/25 equality objectives.

HR will review reporting methods due to a marked drop in applicants identifying as

“Other Ethnic” from 2022/23 to 2023/24, to confirm accurate data capture.

In 2023/24, Doncaster’s White starters fell by 25.75% to 63%, while Scunthorpe saw a 7.2% decrease to 85%.

Doncaster reported a 2.75% rise in starters disclosing disabilities, reaching 14%, however, Scunthorpe showed a declining trend in this category.

Protected Characteristic		Doncaster Applicants	Doncaster Starters	Scunthorpe Applicants	Scunthorpe Starters
Ethnicity	White	56% (36.9%)	63% (88.75%)	68% (33.3%)	85% (92.25%)
	Black, Asian and Minority Ethnic (BAME)	33% (32.6%)	8% (6.25%)	27% (31.6%)	7% (7.75%)
	Other Ethnic Group	0.04% (17.2%)	12% (No data)	0.3% (18.4%)	4% (No data)
	Not provided	10% (0%)	35% (5.00%)	0.5% (0%)	7% (0.00%)
Sex	Male	46% (49%)	41% (28.75%)	46% (46%)	32% (39.53%)
	Female	53% (51%)	57% (71.25%)	53% (52%)	68% (60.47%)
	Not provided	0.6% (0.0%)	0.0% (0.00%)	0.6% (0.0%)	0.00% (0.00%)
Disability	Disclosed disability/ learning difficulty/ health problem	8.0% (8.0%)	14% (11.25%)	10% (9.0%)	7% (10.08%)

(Data Source: Staff: DNCG Recruitment System 13/09/2024)

Doncaster College 2023/24

The following tables illustrate the staff and learner diversity profile 2022/23 in relation to the 2021 national census data. The tables also include 2022/23 figures in brackets for comparison purposes.

Protected Characteristic		Doncaster Profile	DC Staff Profile	DNCG Staff Profile
Ethnicity	White	93.10%	91.98% (89.28%)	93.85% (91.94%)
	Black, Asian and Minority Ethnic (BAME)	6.90%	6.24% (4.58%)	5.34% (5.10%)
	Not provided	N/A	1.04% (6.14%)	0.65% (2.96%)
Sex	Male	49.60%	35.36% (36.47%)	35.40% (36.60%)
	Female	50.40%	64.64% (63.40%)	64.60% (63.40%)
Disability	Disclosed disability/ learning difficulty/ health problem	20.30%	11.29% (8.37%)	10.82% (8.82%)
<p><i>(Data Source: Proachieve 10/09/2024)</i> <i>(Data Source: Staff: DNCG HR/Payroll System 13/09/2024)</i> <i>(Data Source: Doncaster Profile 2021 Census)</i></p>				

The above table shows that the staff demographic profile for those with a disclosed disability/learning difficulty or health problem continues to be considerably lower than the local by 9.01%. There has been only a slight increase of 2.92% in the number of staff who have disclosed, compared to the 2022/23 figure.

The staff gender demographic profile for males decreased by 1.11% in 2023/24 and remains significantly lower than the local profile by 14.24%.

In 2023/24, the percentage of staff identifying as BAME increased slightly by 1.66% compared to 2022/23, aligning with the regional profile.



North Lindsey College 2023/24

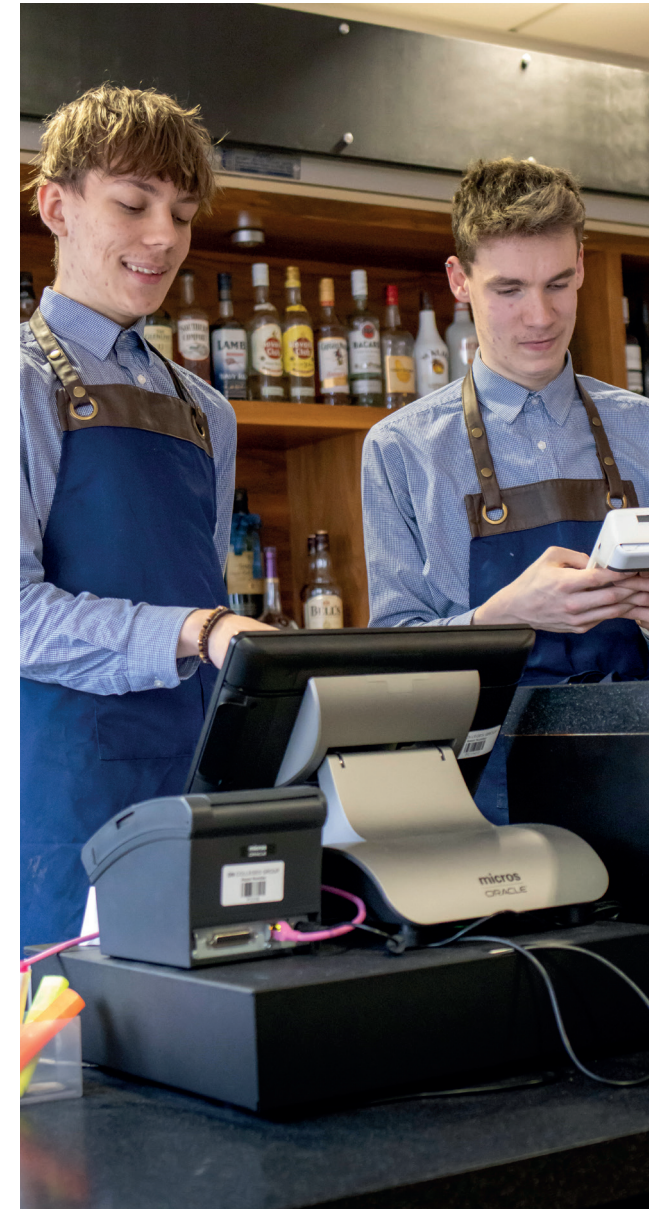
Protected Characteristic		North Lincolnshire Profile	NLC Staff Profile	DNCG Staff Profile
Ethnicity	White	91.30%	95.05% (94.90%)	93.65% (91.94%)
	Black, Asian and Minority Ethnic (BAME)	7.4%	4.57% (5.10%)	5.34% (5.10%)
	Not provided	N/A	0.38% (0%)	0.65% (2.96%)
Sex	Male	49%	33.33% (36.73%)	35.40% (36.60%)
	Female	51%	64.64% (63.27%)	66.67% (63.40%)
Disability	Disclosed disability/ learning difficulty/ health problem	19.6%	10.67% (9.33%)	10.82% (8.82%)

(Data Source: Proachieve 10/09/2024)
(Data Source: Staff: DNCG HR/Payroll System 13/09/2024)
(Data Source: Scunthorpe Profile 2021 Census)

The above table shows that the staff demographic profile for those with a disclosed disability/learning difficulty or health problem continues to be considerably lower than the local profile by 9%. Although, there has been a slight increase of those who have disclosed compared to 2022/23 by 1.34%.

There has been a slight decrease in percentage of staff who identify as BAME on 2022/23 by 0.53% and remains slightly lower than the local profile.

The staff gender demographic profile continues to widen between males and females. The gap has significantly widened from 64.64% (female) and 33.33% (male) and this is a reduction of 3.4% on 2022/23 and 15.67% below the local profile.



Gender Pay Gap Report 2022/23

The Gender Pay Gap Report 2022/23 outlines that whilst we do not pay people differently on the basis of their gender, there is an acknowledgement that the pay gaps exist because different groups are represented unequally at different levels across the Group. However, in 2024 the mean gender pay gap only slightly increased by 1.14%, with the median gender pay gap significantly reducing by 5.63%. (The full 2024 report is available on the website).

The College continues to be committed to providing equality for all and this includes our work to continually improve gender related barriers to equality.

We remain fully committed to ensuring our workforce reflects the communities in which we represent through our identified actions and wider inclusion efforts, some of which are outlined below:

- Review current HR system and seek to deploy a better, improved long term integrated HR and Payroll system paying particular attention to the ability of the system to provide meaningful management information so that areas of interest can be regularly reviewed and where necessary appropriate interventions developed.
- To review the staff diversity profile to ensure that it reflects the local demographic in terms of ethnicity and sex.
- Greater analysis and review our detailed workforce information data on a regular basis, reviewing gender equality pay data, internal and external recruitment data and other emerging issues. In addition, we shall consider what further actions can be taken to address gender imbalances in the relevant quartile bands and

establish appropriate intervention strategies, evaluation and monitoring mechanisms.

- Ensure unconscious bias CPD continues to be available for staff representing all areas of DNCG.
- Continue to review, develop and promote our non-financial benefits and socially inclusive family friendly policies.

The full report(s) can be found on our website at [DNCG-Gender-Pay-Gap-Report-2023-Final-01.11.23-1.pdf](#) and [Template for reports to the Board or committees](#)



EDI Key Strengths

The college demonstrates a strong commitment to equality, diversity, and inclusion through a variety of focused initiatives.

- For students with high needs and those with special educational needs and/or disabilities (SEND), there is robust support from tutors. These students are encouraged to aim higher than expected targets, ensuring their aspirations are nurtured.
- Educational inclusion is a priority, with the college closely monitoring the progress of vulnerable students, such as those at risk of not completing their qualifications. Interventions are implemented locally, providing highly successful outcomes for students with Education, Health, and Care Plans (EHCPs), asylum seekers, refugees, and those who are home-educated.
- Working with multi-agencies to support those students with criminal convictions to study at the College, regardless of their background whilst ensuring the safety of other students.
- In response to the diverse needs of students, the college offers flexible learning options, including online, blended, and flipped learning. This flexible approach allows both adults and younger students to balance education with personal commitments, promoting educational inclusion even in economically challenging times.
- High student involvement in student representation at Student Parliament and Programme Committee meetings.

- The Student Voice Portal can be accessed throughout the year by any student to provide feedback at any point. This online facility actively encourages students to feedback throughout the year on a range of areas.
- The college maintains its White Ribbon accreditation, highlighting its efforts to promote respectful and safe behaviours. This initiative particularly involves engaging men and boys to address gender inequality by challenging harmful attitudes and encouraging positive behaviours around masculinity.
- Holocaust Memorial Day and Remembrance Day were respectfully and proactively observed with interactive events across both sites.
- To ensure inclusive career development, students receive comprehensive career guidance, with access to an impartial on-campus careers team. This helps students from all backgrounds explore diverse career pathways and achieve their future goals.
- Active citizenship and community involvement are promoted through extracurricular activities like the Duke of Edinburgh Awards. These opportunities foster an inclusive environment where students from diverse backgrounds can grow personally and contribute positively to their communities, allowing them to build their confidence and resilience.
- For vulnerable and at-risk students, the college provides tailored interventions and support systems. This ensures that students from disadvantaged backgrounds have the resources they need to succeed.

- Staff remain highly attentive to students' safety and wellbeing. Extensive resources are available to apprentices and students to help them make informed life choices, contributing to a safe, inclusive learning environment that supports the wellbeing of all students, particularly those who are vulnerable or disadvantaged.
- We continue to work in collaboration with Doncaster City Council and the Safer Stronger Doncaster Partnership to help tackle hate crime in Doncaster by being a Hate Crime Reporting Centre.



Key EDI Areas for Development and Improvement

The following initiatives aim to reduce the achievement gap for students with different equality characteristics by addressing barriers related to diversity, inclusion, and individual student needs. Below is an outline of the purpose and benefits of each initiative in relation to this goal which will be reported on through the EDI Quality Improvement Plan, DNCG EDI Committee, Senior Leadership Team (SLT) and People Transformation Committee (PTC):

Comprehensive EDI Plan

Development of an enhanced EDI Plan that includes the implementation of initiatives, special interest forums and staff networks to celebrate diversity and continue to promote inclusivity within our college community.

- **Purpose:** To create a structured and actional EDI Plan that aligns with the AoC EDI Charter and AoC EDI Pledge and develop a range of activities to celebrate diversity and create a vibrant community including a Podcast series, 'Shall we talk...' EDI CPD resources, EDI Matters...EDI Champions and EDI Circles.
- **Benefits:** To continue to encourage a more inclusive and welcoming environment for all staff and students and provide a platform for collaboration and discussion on EDI topics with external stakeholders.

Disability Confident Employer Scheme

Renew the Disability Confident Employer Scheme in November 2024.

- **Purpose:** Ensures the institution is equipped to support staff with disabilities through better employment practices and learning support.
- **Benefits:** Helps reduce barriers for students with disabilities by ensuring they have the necessary accommodations and support to succeed academically and professionally, which can improve their achievement levels.

Rainbow Flag Award

Develop and implement the Rainbow Flag Award in 2024/25 in preparation for implementation in 2026/27.

- **Purpose:** Recognises institutions that create safe and supportive environments for LGBTQ+ students and staff.
- **Benefits:** By fostering an inclusive and respectful environment, the award encourages higher engagement and achievement among LGBTQ+ students, contributing to the reduction of disparities in academic outcomes.

National Youth Agency 'Hear by Rights'

Continue the review of employing the 'Hear by Rights' framework to become a flagship organisation for best practice in student engagement.

- **Purpose:** To ensure that the students at DNCG have a meaningful voice in the services and decisions that affect them.

- **Benefits:** Enhanced student engagement, improved services, student leadership opportunities, help to create a more positive and supportive environment.

Internal Internship Programme

- **Purpose:** Provides targeted work placement opportunities for underrepresented undergraduate students through partnerships like Humber Outreach Programme and Higher Education Progression Partnership South Yorkshire.
- **Benefits:** Supports employability and professional development for students from disadvantaged or underrepresented backgrounds, helping bridge the gap in post-graduation success and academic achievement.

Matrix Charter Mark (Careers Education, Information, Advice, and Guidance)

- **Purpose:** Establishes a whole-institutional approach to delivering high-quality careers advice and guidance.
- **Benefits:** Ensures that all students, especially those from underrepresented or disadvantaged groups, receive tailored support in their educational and career progression, helping them make informed decisions that enhance their academic success.

Multi/Interfaith Group

- **Purpose:** To re-introduce multi/interfaith groups to provide support and collaboration work to help foster a culture of mutual respect and understanding among students of different faiths and beliefs.
- **Benefits:** Provides emotional support and a sense of community for students facing challenges related to faith or identity. Cultivates teamwork, communication, and conflict-resolution skills valued in multicultural workplaces.

HE Access and Participation Plan (APP)

- **Purpose:** The APP sets out how we will improve equality of opportunity for underrepresented groups to access, succeed in, and progress from higher education. The APP is an operational plan that is to be administered, evaluated, monitored and reviewed on a yearly basis and reported to the OfS to ensure condition A1 of Registration is being fulfilled.
- **Benefits:** A cross-institutional approach will be adopted to fulfil the targets and objectives of the APP which addresses the barriers faced by students from low-income, ethnic minority, and other marginalised groups, ensuring they have equal opportunities to succeed and reducing achievement gaps.
- The APP methodology is an effective framework that will be adopted across the College to inform the institutional EDI approach.

EDI Integrated Approach with FE and HE

- **Purpose:** To provide an integrated student services approach across FE and HE that is consistent and of high quality.
- **Benefits:** Allows the students to benefit from specialised support, such as disability services, mental health counselling, and financial aid advice.

Apprenticeship Retention Strategies

- **Purpose:** Enhances retention strategies to ensure apprentices, especially from diverse backgrounds, complete their programmes successfully.
- **Benefits:** Reduces dropout rates among apprentices, particularly those from disadvantaged groups, by providing tailored support, thereby improving overall achievement rates and closing the success gap.

High-Quality Written Feedback for Students

- **Purpose:** Ensures students receive consistent, high-quality feedback that helps them understand how to improve their work.
- **Benefits:** Supports all students, especially those who may lack academic confidence or come from non-traditional backgrounds, in understanding academic expectations and improving their performance, leading to reduced achievement gaps.

English and Maths Engagement

- **Purpose:** Implement strategies to improve student engagement with English and maths.
- **Benefits:** By targeting support for students who struggle with these subjects (often a challenge for students from disadvantaged backgrounds), the initiative helps ensure equal access to academic success across different groups, reducing achievement disparities.

Adult Student Support

- **Purpose:** Ensures adult students have access to accurate course information and career guidance to achieve their goals.
- **Benefits:** Supports adult students, who may have different challenges due to age, background, or life circumstances, in accessing the right educational opportunities and progressing toward their goals. This reduces disparities in achievement between adult students and younger students.



Equality, Diversity and Inclusion Summary: Reflecting the Ofsted Education Inspection Framework (EIF)

The following section of the report aims to provide an overview of how well leaders and managers develop the quality of provision for students and trainees of all ages, levels (FE and HE), backgrounds and to show the extent to which public funding is used effectively to support the most disadvantaged cohorts together with those who are least likely to participate in education; work with partners to widen participation and support all students' progression to improve their life chances with respect to higher level learning and/or employment.

Leadership and Management

Leadership and management at the College have effectively created and implemented a vision focused on providing high-quality education that meets the needs of local communities and the regional workforce. This vision is particularly crucial in areas experiencing high levels of economic and social deprivation, where access to education can have a transformative impact.

Central to the College's mission is its commitment to equality, diversity, and inclusion (EDI). As required by the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017, the College is accountable to Ofsted, Office for Students (OfS) and the Equality and Human Rights Commission (EHRC).

When achievement gaps are identified amongst students, the College sets specific Equality Objectives, which are then actioned and closely monitored. To ensure a meaningful response, quantitative data is rigorously analysed to address and narrow any achievement gaps. Regular reports on progress are produced, and best practices are identified, actively celebrated and shared across the institution.

The following are examples of EDI leadership and management strategies that were undertaken to promote equality, diversity and inclusion:

- The College undertook a comprehensive analysis of achievement data from 2021/22 to 2023/24. This analysis examined performance trends across protected characteristics such as age, gender, ethnicity, disability, or learning difficulty, as well as students with high needs and those considered disadvantaged by postcode or low prior attainment in English or Maths. The findings from this analysis are outlined in detail in the Equality Performance Summary 2022/23 to 2023/24 of this report (*see Page 10*).
- Senior EDI and BV (British Values) leads, working in collaboration with curriculum leadership teams, have taken a proactive role in reviewing the data. Together, they have identified best practices to be shared across departments and integrated into position statements. Areas for improvement have been incorporated into quality improvement plans, and where necessary, targeted actions have been introduced to raise achievement and ensure the retention and success of at-risk students.

- Leadership also plays a vital role in weaving qualitative data into this process, working with EDI and BV leads to present the lived experiences of students alongside the empirical evidence derived from recruitment and equalities performance data. This comprehensive approach ensures that the College's strategies for inclusion are not only data-driven but also responsive to the personal experiences of students, creating a richer understanding of the challenges faced by those with diverse backgrounds.
- To ensure ongoing accountability and engagement, the College produces an annual EDI report for the governing body, with regular updates provided to the Senior Leadership Team and governors throughout the year. A governor representative actively participates in the College's Equality, Diversity, and Inclusion Committee, which meets regularly throughout the academic year.
- The commitment to EDI extends to training initiatives led by senior EDI and BV leads, who provide professional development for Quality, Curriculum, and business support staff. This training focuses on recognising neurodiversity and addressing unconscious bias, which are critical to reducing barriers to learning and fostering a more inclusive learning environment.

- CPD sessions on EDI and BV were also delivered throughout 2023/24 to curriculum and business support teams online and in person on such areas as:
 - EDI for leaders and managers
 - Building resilience and achieving a work-life balance
 - Prevention from bullying
 - Prevent and British Values
 - Increasing awareness of criminal and sexual exploitation and local risks
 - Mental Health Awareness
- The Directorate of Student Services team of Associate Director's delivered sessions at the Doncaster Prevent Board and South Yorkshire Violence Against Women conference detailing our strategic approach to wellbeing work through the DNCG Continuum of Need.

The following training sessions delivered to colleagues:

- CPOMS Essential Knowledge
- Keeping Children Safe in Education 2023 update
- Embedding British Values in the Curriculum
- Surviving Economic Abuse (delivered by an external partner)
- HE and Sexual Misconduct
- Local Risks

The College hosted the North Lincolnshire Council Annual Safeguarding Conference, where Designated Safeguarding Leads across all education sectors in the region were welcomed to North Lindsey College.

The Safeguarding Team checked and authorised 396 Educational Visit forms, in addition to 191 course application forms where criminal convictions had been declared. Risk assessments and action plans were put in place for those students with challenging backgrounds including criminal convictions as part of our Restorative Approach, whilst ensuring the safety of other students.

Collaboration is at the heart of all these efforts. Senior EDI and BV leads, alongside coaches, work closely with leaders, managers, curriculum teams, and individual teachers to maximise the positive impact of these initiatives. By making the content of training sessions relatable and applicable, they are enhancing the overall effectiveness of the College's approach to equality, diversity, and inclusion, ensuring that all students, regardless of background, can succeed and thrive.

Quality of Education

The following section outlines examples of how equality, diversity and inclusion are promoted across all pillars of education at the College:

Inclusive Curriculum Design and Delivery:

- The curriculum is strategically designed to expand students' horizons, with a focus on local and regional skills needs, particularly in technical subjects (e.g., Engineering, Manufacturing, Digital Technologies, Health).
- External guest speakers complemented and enhanced the Personal Development Scheme of learning throughout the academic year and included representatives from the Humber Outreach Programme Safer Roads Partnership, YGAM (Youth Gaming and Gambling), Stand up against Violence, With Me in Mind & Kooth (Mental Health).

- Personal Development activity across Student Services is underpinned by awards for excellence including Healthy Living, Healthy Lives accreditation, Young Money Centre of Excellence re-accreditation and Further Education Tutorial Network Quality Standard Accreditation for Supporting Individual Learning and Development. The college is the first FE College to receive each of these awards. This has supported the widening PD offer for our students.
- EDI (Equality, Diversity, and Inclusion) and BV (British Values) are integrated into lesson planning, teaching, classroom activities and lesson walks, ensuring inclusivity is embedded in learning experiences.
- In 2023/24, the Turing programme fully funded 82 students on international work placement activities. These two-week programmes saw students visit Spain, Indonesia, St Lucia, Fiji, France, Finland and The Netherlands gaining valuable skills and life experiences whilst visiting countries that many would not have the chance to.

Teacher and Staff Expertise in EDI:

- Teachers, facilitators, and assessors are experts in their subjects and promote EDI and BV in their teaching, supported by academic and student support teams.
- Staff continuously update EDI and BV resources and receive regular feedback from staff and students, leading to ongoing improvements in inclusivity.
- Curriculum Quality Assurance: Quality and curriculum teams ensure EDI themes are effectively addressed through classroom visits, feedback, and collaborative work with teachers and students.

- Sharing best practices amongst staff to strengthen personal and professional relationships.

Support for Students with Diverse Needs:

- High levels of support for students with high needs (e.g., those with an EHCP) are provided, ensuring these students are not disadvantaged.
- Achievement rates for high-needs students are high, showing the effectiveness of individualised support strategies.

ESOL Provision:

- The College's ESOL (English for Speakers of Other Languages) programme is inclusive, flexible, and designed to accommodate students' diverse needs, such as those with work or caring responsibilities.

Bespoke EDI and BV Training:

- The College offers a tailored EDI and BV learning package, linking these concepts to skills and workplace behaviour, raising awareness among both students and employers.
- Regular training is provided to help staff and students understand the importance of EDI and BV in both academic and professional settings.

Promoting Positive Behaviour and Inclusion

The following section outlines how equality, diversity and inclusion are promoted through positive behaviour and inclusion throughout the College:

- **Staff as Role Models:** Teachers, assessors, and coaches are recognised for promoting

inclusion and challenging inappropriate behaviour, reinforcing positive relationships across all protected characteristics.

- **Student Participation:** Students have access to bespoke EDI and BV learning packages and can engage in both online and in-person sessions, raising awareness of their rights and responsibilities.
- **Employer Engagement:** EDI and BV concepts are connected to workplace skills and behaviour, with employers becoming increasingly aware of these principles. Apprenticeship Quality Coordinators audit employer responses to further embed EDI.
- **EDI, BV, Safeguarding, and Prevent themes are integrated into everyday College life, with resources and events updated annually to align with the College Diversity Calendar.**
- **Continuous Improvement & Best Practices:** Senior EDI, BV, and Safeguarding leads collaborate with curriculum teams to ensure the integration of best practices.
- **Shared Best Practices and Collaborative Working:** Successful teaching sessions that effectively integrate EDI and BV and is reflected in the daily work and behaviour of staff and students are celebrated and disseminated amongst staff.

Impact on Students and Staff:

- **Improved Student Outcomes:** The integration of EDI and BV into curriculum delivery has led to increased student participation, engagement, and stronger personal and professional development.
- **Increased learner participation and engagement.**

- **Cultural Shift:** Through sustained efforts, the College has fostered an inclusive culture that enhances students' daily lives, next steps, and broader professional outcomes.

Mental Health and Wellbeing

The following section of this report summarises the College's approach and future plans to promote Mental Health and Wellbeing and thereby increase the uptake in support offered, not mentioned in other sections of this report. The Personal Development, Behaviour and Attitudes provision, Learner Support and Wellbeing, Careers, EDI, Safeguarding and Counselling are all part of People Services with a central aim of a closer collaboration between all of the provision.

To demonstrate the impact of the provision's interventions, learner outcomes will be tracked and measured against those of previous years and reported on to SLT and governors.

The College has accredited Mindful Employer status and commits to working to the principles of the DfE Education Staff Wellbeing Charter. The leadership Team will review and evaluate their Learner Wellbeing and Support Strategy and pledges to continue work on the AOC Wellbeing and Mental Health Self-Assessment Tool for Colleges and will report on progress on an annual basis.

Collaborative work with the NHS 'With Me In Mind' commenced at both campuses for our FE students which is a partnership to support students to access early intervention mental health support.

To promote Wellbeing, staff can access VIVUP, the Employee Assistance Programme (EAP); CPD sessions on Building Resilience and Achieving an Effective Work-life Balance are delivered throughout the year.

Mental Health and Wellbeing themes are well integrated on the Safeguarding, Prevent, EDI and British Values Scheme of Learning throughout the academic year and cover World Mental Health Day, work-life balance, Stress Awareness Month, exam stress, reducing anxiety, resilience-building, sleep, rest and relaxation. Furthermore, as part of this process, The Humber Outreach partnership continues to deliver resilience workshops to NL students in Wellbeing Sessions during throughout the year.

The Wellbeing facilitators delivered group sessions on reducing exam stress to coincide with the first Math's GCSE Paper on 16 May 2024 and provided one-to-one support sessions to students identified by curriculum areas to be at risk of not achieving.

Students can access individual Counselling support on site and are signposted to a directory of external services available outside college hours.

For staff the continued initiative of Wellness Wednesday also part of People Services provided a range of workshops, information, resources to help staff wellbeing such as Chair Yoga during National Mental Health week (16 – 19 May 2024), Financial Wellbeing one to one sessions, Mental Health Masterclass for Line Managers (25 April and 9 May), Private GP appointments, Emotional Health Week (19-23 Feb), Menopause Café (19 Feb), Pop-up Physical Health Checks at local pharmacies (7 Feb), Time to Talk (1 Feb), Flu Jabs (30 Nov) and much more.

If you require this information in another language or a different format, please contact:

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