Doncaster College | University Centre

Appendix:
1- Equality and Diversity Annual Report
2- Equality Objectives: Progress against Targets

REPORT TO CURRICULUM, QUALITY AND PERFORMANCE COMMITTEE

WEDNESDAY 22nd MARCH 2017

Equality and Diversity Annual Report 2015/16

This report has been compiled by the Assistant Principal Inclusion Student Experience and Commercial Developments and the Head of English, Maths and ESOL and Inclusion.

The report relates to all students and staff and enables the College's Governing Body to monitor compliance with existing equalities legislation. Appropriate arrangements are in place for reporting on Equality and Diversity to the Governing Body.

The Curriculum, Quality and Performance Committee is recommended to:

- Note that the College and University Centre operates within the requirements of the Equality Act (2010), the Public Sector Equality Duty (2011), the Human Rights Act (1998) and the Counter Terrorism Act (2015)
- Approve the Equality and Diversity Annual Report 2015/16.

Summary

1   Relation to the College Strategic Plan

Strategic Objective 2: Individual Learning Opportunities

2   Key Issues

Legislative Position

- The College operates within the legislative framework as laid down in Section 159 of the Equality Act 2010 and the Public Sector Equality Duty (Specific Duties Regulations 2011).

- To this effect the College has published its fourth Equality and Diversity Inclusion Report in an accessible format on the College website in line with the legal deadline of 31st January 2017.

- The College understands its duties and responsibilities under the Counter Terrorism 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 being drawn into terrorism*' and has made good progress in this regard. The Prevent Agenda is a key strategic priority in 2015/16.

- The College's response to the new Prevent Duty includes mandatory training for all staff and a new Freedom of Speech protocol. To date appropriate College policies and procedures have been updated to include Prevent. The Designated Governor for Safeguarding and Prevent provides an update in relation to progress to the Corporation.

College-Based Data Analysis 2014/15

- The success rate for BAME classroom-based students has increased by 1% to 89% and the success rate for White students also increased by 1% to 85%. A new Equality Objective has been set to narrow the achievement gap as indicated in Appendix 2 of this document.

- The success rate for 19+classroom-based females (87%) is the same as that of classroom-based males (87%). The success rate for both males and females in this cohort increased by 1% in 2015. The achievement gap has therefore been closed.

- The success rate for 19+ classroom-based Black and Minority Ethnic (BAME) students remains at 89%.This is now 2% higher than that of 19+ white classroom-based students whose success rate increased to 87% in 2014/15 (denotes an increase in success rate of 1% when compared to 2013/14 data).

- At whole-organisational level, there is no significant difference in retention rates in race, gender or disability, although in classroom-based provision the retention rate for BAME students at 93% has increased to 2% above the College rate.

- The achievement gap for apprentices who declared a disability has improved, Apprentices with a disability achieved 71.1% compared to those without a disability at 76.2%. There has been a continual trend of improvement over the last three years and as such the achievement gap has significantly narrowed to 5.1% from 38% in 2012/13, an overall improvement of 32.9%.

- The achievement between male and female apprentices is now comparable with a 1.6 % achievement gap with males achieving 76.5 % in comparison to females at 74.9%.

- The participation rate of BAME apprentices in 2014/15 was 4.4% and thus in line with the demographic profile. The success rate for BAME students in 2014/15 was 78.9% whereas the success rate of 75.6% for White students in the same year was 75.6%. BAME apprentices thus outperformed their White counterparts by 3.3%.

- ALS support of apprenticeships has increased year on year growing from 27 in 2013/14 to 29 in 2014/15. Further increases are necessary due to the positive impact of ALS.

- The number of unknowns for classroom-based provision for students declaring a learning difficulty/disability/health problem has increased to 17. This equality objective has therefore been extended with a deadline of 2016/17.

Progress against Equality Objectives 2014/15

The following Equality Objectives have been closed as the targets have been achieved:

- The success rate for 19+ classroom-based females (87%) is the same as that of classroom-based males (87%). The success rate for both males and females in this cohort increased by 1% in 2015.

- The success rate for 19+ classroom-based students who have declared a learning difficulty/disability/health issue has increased by 3% to 89%, and is therefore now above the success rate for those in the same cohort who did not declare a learning difficulty/disability/health issue.

- The number of BAME Apprentices has increased from 3.6% to 4.4% in 2014/15 and is now in line with the Equality Objective.

- The success rate for all apprentices who declared a disability/learning difficulty or health problem in 2014/15 is 71.1% which is 2.2% above the national rate.

- 16.94% of applicants for College staff vacancies were from people from an ethnic minority background.

- The proportion of staff declaring a disability continues to increase; the figure for the year increased by more than 1% to 8.29%.

- Following analysis of the data, new Equality Objectives have been set, of particular note are:

To advance equality of opportunity...	
CB	... for 16 – 18 Level 3 students by increasing success rates by 5% to 86% by 2017 to bring them in line with the national rate and to narrow the achievement gap between 16-18 Level 3 and 19+ Level 3 students whose success rate was 87%.
WB	... by narrowing the achievement gap between females (70.3%) and males (67.7%) in work-based learning by 2016/17
CB	... for 16-18 BAME students on short courses by increasing success rates from 83% to 88% by 216/17 to narrow the achievement gap of 5% between this cohort of learners and their white counterparts whose success rate in 2014/15 was 88%.
HR	...by achieving a more gender-balanced workforce by 2018/19
To foster good relations...	
CB/HR/HE/WB	... among all groups of people by raising awareness through targeted training and focus groups and offering people the opportunity to declare their sexuality and religion or belief/lack of

	belief by 2016/17
	To eliminate discrimination
CB	... for 16 – 18 Level 3 students by increasing success rates by 5% to 86% by 2017 to bring them in line with the national rate

Further information on progress against targets in relation to the Equality Objectives has been included in Appendix 2 of this report.

Ofsted Judgements

The College's Inspection Report of June 2013 reported positively in the context of Equality and Diversity.

Diversity Profile

The College's diversity profile is broadly in line with that of the local community. Equality Objectives have been sent to address any imbalances.

Training and Development

The compliance rate for attendance in December 2014 was 93.46% and the compliance rate for the 2013/14 academic year increased to 94.18%, an increase of 2.9% on the previous year. In line with strategic importance of the Prevent Agenda the College has made the Workshop to Raise Awareness of Prevent (WRAP) Training mandatory in 2015/16 and has made a significant progress in this regard.

Promoting Equality and Celebrating Diversity

From August 2014 to July 2015 a range of events were used to promote Equality and Diversity by and within curriculum and business support areas, the Student Union and Learning Resource Centres.

Educational and Social Inclusion

In line with the College's Widening Participation Strategy there are effective partnerships to facilitate access for those who are traditionally disengaged from education. Of particular note is the College's work with looked-after young people and learners aged 14-16 who are or have been home-elective educated.

In 2014/15 the proportion of FE students in receipt of disadvantaged uplift funding was 52%. This is a 4% decrease on the previous year but still signifies that the College continues to recruit more students from disadvantaged backgrounds. 35% of HE students in 2014/15 originated from a UK deprived postcode.

Additional Learning Support (ALS) continues to have a positive impact on retention, achievement and success rates and therefore promotes social and educational inclusion.

Provision for students with learning difficulties continues to be graded as outstanding, with success rates improving by 3% in 2014/15 to 97%.

Human Resources

Appointments were up during the reporting period compared to the previous year reaching a total of 97 for the 2014/15 academic year, and more than double the figure two years ago. 1622 applications were made for College vacancies for the whole year compared to 1467 for the previous year. Applicants declaring a disability rose again this year to 5.42%. Applicants from a BAME background increased by over 2% to 16.94%. The percentage of male applicants during the reporting period decreased by 2.35% to 37.19% for the year.

The College worked with Stonewall's Diversity Champion Programme during the 2014/15 academic year. The feedback from the College`s submission to their Workplace Equality Index, Britain's leading tool for employers to measure their efforts to tackle discrimination and create inclusive workplaces for lesbian, gay and bisexual employees, saw an improved score on the previous submission. The College rose from 296 out of 369 respondents to 213 out of 397.

3   Financial and Risk Implications

This Annual Report identifies targets to address any equality gaps and thereby ensures that the College utilises its financial resources in a targeted manner to achieve optimum impact. The College delivers its mandatory training programmes in house thereby ensuring efficient and effective deployment of Human Resources.

4   Student Implications

- The College actively promotes equality and diversity and tackles discrimination to enable the Organisation to better meet the needs of all protected characteristics as defined by the Equality Act.

- The College sets challenging targets and uses data to monitor, analyse and improve engagement and performance by different groups of students to narrow the achievement gap.

- The promotion of Equality and Diversity has impacted positively across the College as evidenced by the outcomes of student surveys:

  ➢ Doncaster College's On Programme Survey 2015/16 showed that 94% of respondents agreed/strongly agreed that bullying is dealt with effectively and a safe place to learn.

Agenda Item 4

Equality and Diversity Annual Report 2015/16

This report enables the College's Governing Body to monitor compliance with existing equalities legislation including the Equality Act 2010 and Public Sector Duty 2011 and performance against Ofsted requirements. Appropriate arrangements are in place for reporting on equality and diversity to the Governing Body.

Legislative Framework

The College has complied with the legal duties as laid down in Section 149 of the Equality Act 2010 (the Public Sector Equality Duty 2011) and the Equality Act (2010) Specific Duties, Regulations (2011). The more detailed Equality and Diversity Inclusion Report, published on the website, demonstrates how the College meets its legal duties.

To this effect the College has published its fourth Equality and Diversity Inclusion Report in an accessible format on the College website in line with the legal deadline of 31 January 2016.

The College understands its duties and responsibilities under the Counter Terrorism 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 being drawn into terrorism*' and has made good progress in this regard. Prevent agenda is a key strategic priority in 2015/16.

The College's response to the new Prevent Duty includes mandatory training for all staff and a new Freedom of Speech protocol.

The College continues to prioritise embedding equality and diversity through its core values and culture as the Corporate Strategy 2015-2018 clearly identifies inclusion as a key strategic priority.

Equality Objectives

In line with the requirements of The Equality Act, the College sets Equality Objectives for all aspects of its work. Challenging targets are set in the context of narrowing the achievement gap, promoting equality and diversity and tackling discrimination. These are monitored and reviewed and new objectives are set in the context of emerging issues.

Prevent Agenda

The College understands its duties and responsibilities under the Counter Terrorism 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 being drawn into terrorism' and has made significant progress such as:

- All strategies, policies and procedures have been updated
- Governor Briefing delivered on the 8th July 2015
- 'British Values' embedded into Cross College Tutorial Programme
- Lead Safeguarding Designated Officer Home Office accredited WRAP Trainer. All 7 Safeguarding Designated Officers attended the Workshop to Raise Awareness of Prevent (WRAP) Train the Trainer Training on the 2nd December 2015; consequently 8 members of the Senior Team are now Home Office Accredited WRAP Trainers for the College
- Embedded Prevent Agenda into Safeguarding Training

- Embedded into Cross College Safeguarding Action Plan, which is monitored by the Cross College Safeguarding Group
- e-Safe Forensic Monitoring
- Effective partnership working with Doncaster Prevent and Engagement Officer.
- The College is adopting a blended learning approach to Prevent Training and staff who are not directly involved with students are undertaking the Prevent Duty Online Training Module. The module has been created by the Education and Training Foundation and is approved by the Home Office. As of the 12 January 2016 249 out of 667 staff including Governors and Senior Managers had attended the Prevent briefings and 81 members of staff had completed the Prevent Online Module Strategy
- The Prevent Engagement Officer attended the Senior Management Team meeting on 4th November to brief senior managers.

Ofsted Judgements

As previously reported, the College's Inspection Report of June 2013 judges that the College has performed well in terms of Equality and Diversity.

Equality and Diversity Training for Staff and Students

The College has prioritised the embedding of Equality and Diversity into learning and teaching through training and impact monitoring via the appraisal process. Between August 2014 and July 2015, 234 staff at all levels of the Organisation were trained on their rights and responsibilities in relation to equality and diversity. Refresher training is provided every three years. The compliance rate for 2014/15 is 95.31% compared to 94.18% in 2013/14.

Promoting Equality and Celebrating Diversity

During 2014/15 a range of events were used to promote equality and diversity by and within curriculum areas, the Student Union and Learning Resource Centres. These include: International Holocaust Memorial Day, Black History Month, World Mental Health Day, Lesbian, Gay, Bisexual and Trans History Month, Anti-Bullying Week, International Women's Day and Remembrance Day where equality and diversity was represented by the inclusion of the work of conscientious objectors.

Equality and diversity is integrated into the curriculum in recognition of the need to prepare students for living and working in a multi-cultural society Equality and Diversity links and resources are embedded into the Cross-College Tutorial Programme

The College has held the Disability Two Ticks symbol for several years and the Mindful Employer Charter to show that it is positive about mental health.

In 2014/15 the College continued to work closely with Stonewall and their Workplace Equality Index and Diversity Champion Programme to create an inclusive environment for lesbian, gay and bisexual and trans employees. The College`s Stonewall advisor has held a focus group for LGBT staff and made available other staff drop-in sessions to express views and make suggestions. Additional strategies are now being put in place as attendance at the drop-in sessions was low.

The promotion of equality and diversity has been effective with students as evidenced by the outcomes of the College's student surveys:

According to the FE Induction Survey October 2015/16:

- 98% of respondents said that they felt safe in College, remaining the same from 2014/15.

According to the On Programme Survey in 2015/16:

- 94% of respondents agreed/strongly agreed that the College dealt with bullying effectively and was a safe place to learn.

Educational and Social Inclusion

ALS continues to have a positive impact on both retention and success rates and therefore promotes social and educational inclusion for students who take up the service. In 2014/15 the overall success rate for students in receipt of support was 81% i.e. 4% above the whole College rate.

The Financial Support Team effectively and efficiently deploys Government Funds to FE and HE students, which widens participation and enables students to stay on programme with an 84% retention rate of the students who were supported in 2014/15. This evidences that Financial Support has also impacted positively as a retention strategy.

The provision for students with learning difficulties has been again self-assessed and moderated as Grade 1 with an overall success rate of 97%.

In 2014/15 the proportion of FE students in receipt of disadvantaged uplift funding was 52%. Whilst this represents a 4% decrease on the previous year, it signifies that the College continues to recruit more students from more disadvantaged backgrounds. 35% of HE Students in 2014/15 disclosed that they originated from a UK deprived postcode.

The College has established effective working relationships with the Looked after Children and Care Leaver Services (18+ Leaving Care and Children in Care Education Team) to ensure vulnerable care leavers/looked after children are effectively supported. The College enrolled 55 Looked After/Care Leavers and 35 completed their course, 19 completed students progressed within College, one went onto University, 6 went into employment and one to a traineeship. It is important to note that this cohort is one of the most complex and vulnerable and achieve significantly lower than their peers at Key Stage 4. The College meets it responsibilities in line with The Children Act (Leaving Care) 2000, in terms of a statutory duty to support Care Leavers to access education up to the age of 24.

The College provides effective support for its Looked after Young People and Care Leavers and has extended this provision to include young people from non-traditional year 11 settings, delivering a transition programme to support those vulnerable students. This transition programme is extended across the academic year prior to enrolment to provide a positive pathway for the College's most vulnerable students. A summer programme enables non-traditional year 11 young people to access a supportive transition plan to College; all 11 students successfully completed their courses; 2 with distinctions and 2 progressing to University.

The College continues to deliver personalised learning programmes to Key Stage 4 students designed as alternative provision for those who would benefit from an education in College prior to

Key Stage 5. In 2014/15 the success rate for the 14 to 16 provision was 89% with 59% progression onto a College programme after leaving school.

Local schools are key partners within the Widening Participation Strategy. Doncaster College Children's University have excellent and effective links with local primary schools. In September 2015 Children's University was included in the Doncaster Education Improvement Strategy action plan. There are over thirty primary schools in Doncaster part of Children's University and over 40 validated Learning Destinations currently partnering with Children's University. There were over seven hundred children with their families in attendance at the Children's graduation in July 2015. Forest School provides access to the outdoors for children and young people and has developed supportive partnerships with community groups across Doncaster to promote social and educational inclusion. Developing their confidence, self-esteem, motivation, resilience and communication skills impacts positively on young people who may have been excluded from education or may find it difficult to learn in a more traditional setting.

The College monitors the composition and recruitment of its staff and students on the basis of age, gender, disability and ethnicity. The following table illustrates the staff, student diversity profile 2014/15 compared to that of the 2011 census data:

Protected Characteristic		Doncaster Profile	Staff Profile	Student Enrolments
Ethnicity	White	95.20%	93.45%	92.0%
	BAME	04.80%	06.55%	08.0%
Gender	Male	49.30%	37.20%	45.0%
	Female	50.70%	62.80%	55.0%
Disability	Declared disability/learning difficulty/health problem	11.10%	07.47%	20%
	(Data Source: Student Enrolments Proachieve18/11/15) *(Data Source: Staff: College's HR and Payroll System 31/12/15)* *(Data Source: Doncaster Profile 2011 Census)*			

The College's diversity profile is broadly in line with that of the local community. An Equality Objective has been set to address the male/female gender imbalance. Please refer to Appendix 2 of this report.

Arrangements to protect students and staff from bullying, harassment and victimisation

In 2014/15 to further embed the College's zero-tolerance to bullying, the Student Union delivered 40 anti-bullying tutorials to a total of 651 students. The impact of the training has been to raise students' awareness of bullying, victimisation, discrimination and harassment, their effect on others and how to report any perceived incidents.

The College celebrated Anti Bullying Week in November to promote tolerance and understanding of difference. Consequently the College meets its responsibility to safeguard and promote the welfare of its students by embedding an ethos of 'zero' tolerance to bullying with a College student winning

the national Diana Award Anti-Bullying Champion 2014. The College as a mark of its best practice has been invited to deliver specific and general safeguarding and anti-bullying working with the Looked after Children Training Lead at both local and national level.

The Student Union Team uses materials provided from Stonewall to promote anti-homophobia messages during LGBT month, particularly the use of offensive homophobic, biphobic and transphobic terms.

Narrowing the Achievement Gap

In the most recent inspection report Ofsted judgements confirmed that the College is effectively narrowing any achievement gap between different groups of students. A number of Equality Objectives have been closed. Further relevant information is available in Appendix 2 of this report.

Data Analysis Classroom-Based Provision

The success rate for BAME students increased by 1% to 89% while the success rate for White students also increased by 1% to 85% resulting in an achievement gap of 4% where students who identify as BAME out perform their white counterparts by 4%. A new Equality Objective has been set to narrow the achievement gap.

The success rate of 19+ students, which increased by 1% to 87% in 2014/15, remains 4% above the success rate of 83% for 16 to 18 students. A new Equality Objective has been set to narrow the achievement gap.

The success rate for 19+ females (87%) is the same as that of males (87%). The success rate for male 19+ students increased by 1% in 2014/15 thereby closing the achievement gap.

The success rate for 19+ students who declared a learning difficulty/disability/health issue increased by 3% to 89%, and is therefore now 2% above those who did not declare a learning difficulty/disability/health issue thereby closing the achievement gap.

The success rate for 19+ Black and Minority Ethnic (BAME) students has increased by 1% to 89% and is therefore now 2% higher than that of White students in the same age group. The success rate for White 19+ students increased to 87% in 2014/15 therefore increasing by 1% in comparison to 2013/14 data.

At whole-organisational level, there is no significant difference in retention rates in race, gender or disability although in classroom-based provision the retention rate for BAME students at 93% has increased to 2% above the College rate.

Data Analysis: Work-Based Learning

The achievement gap for apprentices who declared a disability has improved, Apprentices with a disability achieved 71.1% compared to those without a disability is 76.2%. There has been a continual trend of improvement over the last three years and as such the achievement gap has significantly narrowed to 5.1% from 38% in 2012/13, an overall improvement of 32.9% over the last three years.

The success rate for all apprentices who declared a disability/learning difficulty or health problem in 2014/15 is 71.1% which is 2.2% above the national rate.

The achievement between male and female apprentices is now comparable with a 1.6% achievement gap in 2014/15 with males achieving 76.5 % in comparison to females at 74.9%.

The participation rate of BAME apprentices in 2014/15 was 4.4% and thus in line with the demographic profile. The success rate for BAME students in 2014/15 was 78.9% whereas the success rate of 75.6% for White students in the same year. BAME apprentices thus outperformed their White counterparts by 3.3%.

Human Resources Management: Key Issues

The HR Key Performance Indicators incorporate a range of measures benchmarked against the FE sector and are designed to report the College's progress in achieving an established workforce that reflects the community it operates within. During the last full academic year there was further progress on the proportion of staff declaring a disability; the College's figure, increased to 8.29%,although it remains lower than the figure declared for the Doncaster Metropolitan Area (11.10%) it compares favourably with DMBC's own workforce figure of 2.47% as reported in their 2014/15 Equality and Inclusion Report.

The proportion of female staff within the workforce dipped slightly for the second successive year to 63.27% and is marginally below the sector average of 63.36%. It should be noted that the College`s objective is to achieve a more gender balanced workforce rather than meet the sector average. The overall direction of travel against these measures remains positive. The percentage of staff from an ethnic minority background increased during the reporting period to 6.55%, which is higher than the average for the sector (5.69%) and the Doncaster's BME community of 4.80%. 16.94% of applicants for College vacancies were from people from an ethnic minority background as were 7.79% of appointments.

The College worked with Stonewall's Diversity Champion Programme during the 2014/15 academic year. The feedback from the College`s submission to their Workplace Equality Index, identified an improved score on the previous submission. The College rose from 296 out of 369 respondents to 213 out of 397.

Staff were invited to participate in Stonewall's Workplace Equality Index Staff Survey, designed to gather staff feedback on their experiences of working at Doncaster College and their views on the College's journey towards providing an inclusive workplace where everyone can be themselves. 317 staff contributed to the survey, approximately 42.50% of staff; of which 7 classified themselves as LGB, 2.20% of respondents. Due to the low number of LGB respondents it is not possible to draw any conclusions from the responses; however the percentage of LGB respondents to this survey is consistent with participants in the College's staff survey.

In relation to staff casework, there were 3 cases of harassment and bullying during the year, 1 involving a female member of staff and 2 males. In all cases development issues that needed addressing were identified, consequently there are no patterns or trends the College needs to address.

Doncaster University Centre's Current Position against Doncaster Profile Widening Participation Data

There was a slight decrease in student numbers in 2014/15 (1163) compared to (1187) in 2013/14. 35% of the total adult student population were widening participation (WP) students. This is 1% lower than the 2013/14. In relation to age range 51% of students were 18-25. This marks a 4% decrease on 2013-14 figures and matched the current decline in the general population of this age range. There was a 1% increase to 15% of students in the 25+ age range and an increase of 4% to 34% of new entrants over 30+.

The current Doncaster gender balance profile is 50.7% female and 49.3% male. The gender balance in 2013/14 was 66% females and 34% males. Work was done to attempt to reverse this trend and figures for 2014-15 showed a ratio of 62% females to 38% males. This indicated a 4% increase in male recruits.

7% of students in 2012/13 declared a disability which improved to 9% in 2013/14 and 11% in 2014/15.

The BAME profile for 2014-15 at 7% continues to be above the current Doncaster profile of 4.8%. In 2011/12 4 care leavers were enrolled on HE programmes. In 2012/13 this increased to 10 and in 2013/14 to 17. In 2014/15 the University Centre recruited 27 care leavers.

Consequently the University Centre continues to widen participation.

Key Priorities for Academic Year 2015/16

To continue to demonstrate compliance with equalities legislation by the required due dates (31st January 2016 and 6th April 2016).

To continue to deliver essential CPD around equality, diversity and inclusion that impacts positively across the organisation.

To continue to set challenging targets and use data to monitor, analyse and improve engagement and performance by different groups of students and to take action to reduce any significant variation in outcomes between different groups to maximise potential.

To continue to create a more inclusive environment around religion, belief or lack of belief, gender identity and sexuality so that more members of the College community feel confident to declare

To ensure that the College continues to meet the requirements of legislation, Ofsted and QAA and any other inspection body.

To continue to prioritise the Prevent Agenda.

Equality Objectives: Progress against Targets

Equality Objectives (2015-2018) for Human Resources, Classroom-Based, Work-Based and Higher Education Provision.

		To advance equality of opportunity	**Progress against objectives to 22 January 2016**
1	CB	…for 16-18 BME students on short courses by reducing the achievement gap between white (83%) and BME students (71%) by 12% (i.e. 3% per year in 4 years)by 2015	The success rate for 16 to 18 White students on short courses has increased by 4% to 88%. However, the success rate for 16 to 18 BAME students has decreased by 4% to 83%. The achievement gap between 16 to 18 White and 16 to 18 BAME students on short courses has thus widened. A new Equality Objective has been set.
2	WB	…for apprentices by increasing the number of apprentices recruited from BME backgrounds by 6% (i.e.2% each year in 3 years) by 2015. In 2010/11 there were 4 BME students, which is 1.3%	The number of BAME Apprentices has increased from 3.6% in 2013/14 to 4.4%in 2014/15 and is now in line with the equality objective. The objective has been achieved.
3	CB	… for 19+ students by 6% by 2015 (i.e. 2% each year) by narrowing the achievement gap between 16 to 18 (80%) and 19+ students(75%) and thereby bringing success rates for 19+ student (81%) in line with national averages.	The success rate for 16 to 18 students has increased to 83%. The success rate for 19+ students has increased by 1% to 87%.
4	HE	… for BAME students of all ages by increasing their participation on HE programmes by 3% by 2014	The participation of BAME students on HE programmes has decreased by 1.57% to 7.03% but is still above the Doncaster profile of 4.8%. This objective has been achieved.
5	HR	…by increasing the number of job applications from BAME candidates (through targeted advertising and promotion of the College) from 9.7% to 12% by 2015.	16.94% of applicants for College vacancies were from people from a minority ethnic background in 2014/15. This objective has been achieved.
6	HR	… by increasing the number of job applications from candidates who declare a disability from 6% to 7% by 2014.	Applicants declaring a disability rose during year but remains low at 5.66%. A new objective has now been set as indicated in the table below.
7	WB	… for apprentices who declare a disability by narrowing the achievement gap by 16% by 2015 (i.e. 4% per year). Success rates of students	The success rate for all apprentices who declared a disability/learning difficulty or

		who declared a disability were 50%. Compared to 74% for students who did not declare a disability.	health problem in 2014/15 is 71.1% which is 2.2% above the national rate thereby achieving the objective.
8	WB	… by increasing the take up of ALS by apprentices (and thereby impacting positively on retention, achievement and success) by 5 apprentices per year by 2015. … for 19+ White students by 9% by 2015	ALS support has increased year on year growing from 2.5% in (8) 2012/13 to 4% (20) in 2014/15, this is an improvement of 1.5%.
9	CB	…. for 16 – 18 Level 3 students by increasing success rates by 5% to 86% by 2017 to bring them in line with the national rate	16-18 Level 3 students' success rate has increased by 1% to 82%.
To eliminate unlawful discrimination…			
1	ALL	… by decreasing bullying incidents across the organisation and thereby embedding the College's zero tolerance attitude to any forms of discrimination, bullying, harassment and victimisation by 3% by 2013.	HR: In 2014/15 there were 3 cases of alleged harassment and bullying during the year; two from male employees and two from a female. None of the cases were upheld, but there were development issues identified. There were 18 incidents in FE during 2014/15, 3 of which were related to the Protected Characteristics. 2 were related to sexual orientation and 1 related to racism. Appropriate action was taken in each case. In HE there was one allegation relating to harassment. Appropriate action was taken.
2	HR	… (and advance equality of opportunity/foster good relations) by continuing to deliver a comprehensive mandatory EDI training programme to staff at all levels of the organisation.	The Head of Inclusion and team trained 234 staff in a mandatory Equality and Diversity Training Programme in 2014/15.
To foster good relations…			
1	HR/ CB	… among all groups by reducing the number of disciplinaries/grievances by 3% in 3 years and by training colleagues to recognise the most appropriate process.	HR/CB: Overall formal HR casework reduced during the reporting period, including decreases in disciplinaries/grievances. Procedures have been in place to

			monitor student disciplinaries from 2012/13.
2	WB/ HR	… (and advance equality of opportunity) by raising awareness of the social model of disability through e.g. staff/student focus groups and targeted training to increase the number of people who declare a disability (current and prospective students and colleagues) by 2% each year by 2015.	Focus groups and surveys have taken place led by Student Services, the Student Union and HR to raise awareness and encourage more people to declare. Work will continue in this area. A new objective has now been set as indicated in the table below.
3	HR	… (and advance equality of opportunity) by increasing the number of staff who declare a disability from 4.5% to 6% by 2015.	The proportion of staff declaring a disability continues to increase; the figure for the year increased by more than 1% to 8.29%. A new objective has now been set as indicated in the table below.
4	ALL	… among all groups of people by raising awareness through targeted training and focus groups and offering people the opportunity to declare their sexuality and religion or belief/lack of belief by 2014.	Focus groups and surveys have taken place led by the Student Union, Student Services and HR to raise awareness and have encouraged more people to declare. A new objective has now been set as indicated in the table below.
5	CB/ HR	… among all groups of people by decreasing the number of 'unknowns' to zero by 2015.	In 2014/15 classroom-based provision contained 0 unknown for race and 17 for disability. The objective has thus been extended to decrease to zero by 2016/17.

New Equality Objectives from 2015 to 2019

The equalities performance data is benchmarked against local and national data (the QAR Reports, MIDES Reports and the 2010 Indices of Deprivation). This enables the College to identify areas of good practice and areas for improvement. In 2015/16 following analysis of the data and identification of further achievement gaps, the College has set the following new Equality Objectives:

To advance equality of opportunity…		
1	CB	… for 16 – 18 Level 3 students by increasing success rates by 5% to 86% by 2017 to bring them in line with the national rate and to narrow the achievement gap between 16-18 Level 3 and 19+ Level 3 students whose success rate was 87%in 2014/15.

2	WB	... by narrowing the achievement gap between females (70.3%) and males (67.7%) in work-based learning by 2016/17.
3	WB	... by narrowing the achievement gap by 4% each year by 2017/18 between WBL BAME students (2014/15 88.2% success rate) and their White counterparts (2014/15 100% success rate).
4	HR	... by increasing the number of job applications from candidates who declare a disability from 5.66% to 7% by 2016/17.
5	HR	...by achieving a more gender-balanced workforce by 2018/19
6	CB	... by narrowing the 4% achievement gap between BAME and White classroom-based students by 2016/17.
7	CB	....by narrowing the 4% achievement gap between 19+ classroom-based students and 16-18 classroom–based students by 2016/17.
		To foster good relations...
1	*CB/HR	... among all groups of people by decreasing the number of 'unknowns' in classroom-based learning to zero by 2016/17.
2	All	... among all groups of people by raising awareness through targeted training and focus groups and offering people the opportunity to declare their sexuality and religion or belief/lack of belief by 2016/17.
3	All	... among all groups of people by increasing participation rates in staff and student involvement activities by 3% each year by 2016/17, thereby increasing satisfaction levels by acting on information e.g. from surveys and focus groups.
		To eliminate discrimination...
1	CB	... for 16 – 18 Level 3 students by increasing success rates by 5% to 86% by 2017 to bring them in line with the national rate.

The following equality objectives have been closed as the targets have been achieved:

- The success rate for 19+ classroom-based females (87%) is the same as that of classroom-based males (87%). The success rate for both males and females in this cohort increased by 1% in 2015.

- The success rate for 19+ classroom-based students who have declared a learning difficulty/disability/health issue has increased by 3% to 89%, and is therefore now above the success rate for those in the same cohort who did not declare a learning difficulty/disability/health issue.

- The number of BAME Apprentices has increased from 3.6% in 2013/14 to 4.4% in 2014/15 and is now in line with the Equality Objective.

- The success rate for all apprentices who declared a disability/learning difficulty or health problem in 2014/15 is 71.1% which is 2.2% above the national rate.

- 16.94% of applicants for College staff vacancies were from people from an ethnic minority background.

- The proportion of staff declaring a disability continues to increase; the figure for the year increased by more than 1% to 8.29%.