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This report has been compiled by the Deputy Principal Strategy and Resources, the Assistant Principal Inclusion and Student Experience, the Head of Inclusion, English, Maths and ESOL and the Head of Human Resources.

Compliance with The Public Sector Equality Duty (2011)

The Equality Act 2010 replaces previous anti-discrimination legislation with a single act. It aims to simplify the law, remove inconsistencies and make it easier to understand and comply with. It also aims to strengthen the law and to help tackle discrimination and inequality. The majority of The Equality Act came into force on 1 October 2010.

The Public Sector Equality Duty, a key measure of the Equality Act (2010), came into force across Great Britain on 5 April 2011. The Equality Duty is supported by specific duties. In England these were commenced on 10 September 2011. The Public Sector Equality Duty (PSED) ensures all public bodies help to make society fairer by tackling discrimination and providing equality of opportunity for all.

The PSED requires public bodies to consider all individuals when carrying out their day-to-day work in shaping policy, service delivery and in relation to their own employees. It replaces the 3 previous public sector equality duties for race, disability and gender and covers the following protected characteristics that are recognised within the Equality Act:

- Age
- Disability
- Gender Reassignment
- Pregnancy and Maternity
- Race (including ethnic or national origins, colour or nationality)
- Religion or belief (including lack of belief)
- Sex
- Sexual orientation

The new duty also applies to marriage and civil partnership, but only in respect of the requirement to have due regard to the need to eliminate discrimination.

The PSED requires public bodies, when carrying out their activities, to have due regard to the need to:

- Eliminate unlawful discrimination, bullying, harassment, victimisation and other conduct prohibited by the Equality Act (2010)
- Advance equality of opportunity between people from different groups

This involves covering the need to:

- Remove or minimise disadvantages experienced by people on account of their protected characteristics
- Meet the needs of people who share the characteristics and people who do not share them
- Encourage people who share the characteristics to participate in College life or in other activities within the College where their participation is low
- Foster good relations among people from different groups. This involves tackling discrimination and promoting understanding across the College community

The Equality Act (Specific Duties) Regulations (2011) enable public bodies to perform the Equality Duty more effectively, obliging them to:

- Publish information to demonstrate compliance with the Equality Duty at least annually (by 31 January 2016)

- Set equality objectives at least every four years (to be published by 6 April 2016).The College's Equality Objectives (2015 to 2019) can be found on pages 15 to 18 of this report.

The purpose of this report is to demonstrate the ways in which the College complies with the Equality Act (2010) and the PSED (2011).

Equality Objectives (2015-2019) for Human Resources, Classroom-based, Work-based and Higher Education Provision

The College has continued good practice and set a number of equality objectives after a detailed analysis of the data for staff and students and monitored progress against them as identified in the table below. Progress is reported on to the governing body and to the Equality and Diversity Committee. As stated above, this information is included on pages 15 to 18 of this report.



<p>Appendix: 1- Equality and Diversity Annual Report 2- Equality Objectives: Progress against Targets</p>
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REPORT TO CURRICULUM, QUALITY AND PERFORMANCE COMMITTEE

WEDNESDAY 24TH FEBRUARY 2016

Equality and Diversity Annual Report 2014/15

This report has been compiled by the Assistant Principal Inclusion and Student Experience 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 2014/15.

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 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. 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 set 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 2014/15 showed that 95% of respondents agreed/strongly agreed that bullying is dealt with effectively, a significant improvement compared to 82% in 2013/14 The Induction Survey 2014/15 showed that 98% of respondents agreed/strongly or agreed that the College is a safe place to learn.

Equality and Diversity Annual Report 2014/15

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 2014/15:

- 98% of respondents said that they felt safe in College, improving from 95% in 2013/14.

According to the On Programme Survey in 2014/15:

- 95% of respondents agreed/strongly agreed that the College dealt with bullying effectively, a significant improvement compared to 82% in 2013/14.

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 its 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%
<i>(Data Source: Student Enrolments Proachieve 18/11/15)</i> <i>(Data Source: Staff: College's HR and Payroll System 31/12/15)</i> <i>(Data Source: Doncaster Profile 2011 Census)</i>				

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 (2015-2019) 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 who declared a disability were 50%. Compared to 74% for students who did not declare a disability.	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 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	16-18 Level 3 students' success rate has increased by 1% to 82%.

		with the national rate	
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.	<p>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.</p> <p>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.</p> <p>In HE there was one allegation relating to harassment. Appropriate action was taken.</p>
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.	<p>HR/CB:</p> <p>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.</p>
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.
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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%.

Equality and Diversity Performance Data (Classroom-based Learning) 2014/15

Learner Responsive Data 2014/15

1 – Male and Female by Age Starts (Excluding transfers) and Success Rates (16-18, 19+ only, Learner Responsive only, excluding Key and Functional Skills)

Age Grp	Sex	Starts No-Xfr (12/13)	Suc %S (12/13)	Starts No-Xfr (13/14)	Suc %S (13/14)	Leavers No-Xfr (14/15)	Suc %S (14/15)	Ret %S Comp (12/13)	Ret %S Comp (13/14)	Ret %S Comp (14/15)	Ach %C (12/13)	Ach %C (13/14)	Ach %C (14/15)
16 – 18	F	2625	85	1677	83	1545	84	90	87	88	95	95	96
16 – 18	M	2486	83	1703	81	1690	83	92	87	88	90	93	94
19+	F	2520	84	3021	86	2590	87	90	92	92	94	94	95
19+	M	2044	85	1968	86	1535	87	92	91	93	93	95	94
		9675	84	8369	84	7360	85	91	90	91	93	94	94

2 – Ethnicity by Age Starts (Excluding transfers) and Success Rates (16-18, 19+ only, Learner Responsive only, excluding Key and Functional Skills)

Age Grp	Ethnic Group	Starts No-Xfr (12/13)	Suc %S (12/13)	Starts No-Xfr (13/14)	Suc %S (13/14)	Leavers No-Xfr (14/15)	Suc %S (14/15)	Ret %S Comp (12/13)	Ret %S Comp (13/14)	Ret %S Comp (14/15)	Ach %C (12/13)	Ach %C (13/14)	Ach %C (14/15)
16 – 18	Any Other	63	87	37	76	28	89	95	81	89	92	93	100
16 – 18	Bangladeshi	2	100	1	100	3	67	100	100	67	100	100	100
16 – 18	Black African	29	83	7	86	15	93	86	100	93	96	86	100
16 – 18	Black Caribbean	7	71	3	67	4	75	86	67	75	83	100	100
16 – 18	Black Other	7	100	3	100	2	100	100	100	100	100	100	100
16 – 18	Chinese	14	86	8	100	6	67	93	100	67	92	100	100

16 –													
18	Indian	10	80	12	50	14	100	100	67	100	80	75	100
16 –													
18	Mixed	68	84	38	90	34	82	90	92	82	93	97	100
16 –													
18	Other Asian	25	80	27	78	15	67	84	89	87	95	88	77
16 –													
18	Pakistani	34	97	22	91	32	91	100	96	100	97	95	91
16 –													
18	White	4852	84	3222	82	3082	83	90	87	88	92	94	95
19+	Any Other	156	85	158	83	148	87	92	94	93	92	88	94
19+	Bangladeshi	28	93	23	100	4	100	96	100	100	96	100	100
19+	Black African	163	83	139	88	120	91	91	94	95	91	94	96
19+	Black Caribbean	92	90	91	90	57	93	95	98	95	95	92	98
19+	Black Other	8	75	22	91	23	83	88	96	87	86	95	95
19+	Chinese	18	67	16	88	15	100	78	94	100	86	93	100
19+	Indian	45	89	59	88	35	89	93	97	91	95	91	97
19+	Mixed	127	84	94	90	85	92	90	96	95	94	94	96
19+	Other Asian	40	85	46	91	23	74	90	96	96	94	96	77
19+	Pakistani	80	88	84	94	58	91	94	96	97	93	98	95
19+	Unknown	25	92	N/A	N/A	N/A	N/A	96	N/A	N/A	96	N/A	N/A
19+	White	3782	84	4257	86	3557	87	90	91	92	94	94	94
		9675	84	8369	84	7360	85	91	90	91	93	94	94

3a – Difficulty or Disability by Age Starts (Excluding transfers) and Success Rates (16-18, 19+ only, Learner Responsive only, excluding Key and Functional Skills)

Age Grp	Difficulty or Disability	Starts No-Xfr (12/13)	Suc %S (12/13)	Starts No-Xfr (13/14)	Suc %S (13/14)	Leavers No-Xfr (14/15)	Suc %S (14/15)	Ret %S Comp (12/13)	Ret %S Comp (13/14)	Ret %S Comp (14/15)	Ach %C (12/13)	Ach %C (13/14)	Ach %C (14/15)
16 – 18	has difficulty/ disability/ health problem	1277	87	813	86	704	88	93	91	91	94	94	97
16 – 18	no difficulty/ disability/ health problem	3834	83	2567	80	2523	82	90	86	87		93	94
16 – 18	no information provided	N/A	N/A	N/A	N/A	8	100	N/A	N/A	100	N/A	N/A	100
19+	has difficulty/ disability/ health problem	768	84	820	86	730	89	90	91	92	94	95	96
19+	no difficulty/ disability/ health problem	3796	85	4169	86	3386	87	91	92	91	94	94	97
19+	no information provided	N/A	N/A	N/A	N/A	9	100	N/A	N/A	100	N/A	N/A	100
		9675	84	8369	84	7360	85	91	90	91	93	94	94

3b – Difficulty or Disability and Age Percentages (16-18, 19+ only, Further Education / Learner Responsive only, excluding Key Skills)

Age Grp	Difficulty or Disability	Starts No-Xfr (07/08)	Starts No-Xfr (08/09)	Starts No-Xfr (09/10)
16 – 18	has difficulty/ disability/ health problem	7.29%	7.59%	5.63%
16 – 18	no difficulty/ disability/ health problem	31.03%	33.48%	32.16%
16 – 18	no information provided	0.21%	0.22%	0.60%
19+	has difficulty/ disability/ health problem	8.26%	7.33%	8.37%
19+	no difficulty/ disability/ health problem	52.19%	50.61%	51.75%
19+	no information provided	1.02%	0.77%	1.49%
		100%	100%	100%

4a – Gender and Age Percentages (16-18, 19+ only, Further Education / Learner Responsive only, excluding Key Skills)

Percentage participation of total	Sex	Starts No-Xfr (07/08)	Starts No-Xfr (08/09)	Starts No-Xfr (09/10)
16 – 18	F	23%	21%	20%
16 – 18	M	15%	20%	18%
19+	F	41%	36%	38%
19+	M	20%	23%	24%
		100%	100%	100%

4b – Gender and Age Percentages, broken down by 16-18 and 19+, (16-18, 19+ only, Further Education / Learner Responsive only, excluding Key Skills)

Percentage participation by age group total	Sex	Starts No-Xfr (07/08)	Starts No-Xfr (08/09)	Starts No-Xfr (09/10)
Total 16-18 starts no – xfr		5,613	5,439	4,186
16 – 18	F	61%	51%	54%
16 – 18	M	39%	49%	46%
Total 19+ starts no – xfr		8,889	7,733	6,713
19+	F	67%	61%	62%
19+	M	33%	39%	38%
Total of 16-18 and 19+ starts no – xfr		14,502	13,172	10,906

5a – Ethnicity and Age Starts Summary (16-18, 19+ only, Further Education / Learner Responsive only, excluding Key Skills)

Age Grp	Ethnic Group	Starts No-Xfr (07/08)	Starts No-Xfr (08/09)	Starts No-Xfr (09/10)
Total starts (-xfr)	White	12,775	11,706	9,685
Total starts (-xfr)	BME	1,645	1,408	1,186
Total starts (-xfr)	Unknown	82	58	35
Total		14,502	13,172	10,906

5b – Ethnicity and Age Percentages (16-18, 19+ only, Further Education / Learner Responsive only, excluding Key Skills)

Age Grp	Ethnic Group	Starts No-Xfr (07/08)	Starts No-Xfr (08/09)	Starts No-Xfr (09/10)
Percentage starts (-xfr)	White	88.09%	88.87%	88.80%
Percentage starts (-xfr)	BME	11.34%	10.69%	10.88%
Percentage starts (-xfr)	Unknown	0.57%	0.44%	0.32%
Total		100%	100%	100%

5c – Ethnicity and Age RAS Percentages split by age (16-18, 19+ only, Learner Responsive only, excluding Key and Functional Skills)

Age Grp	Ethnicity	Suc %S (12/13)	Suc %S (13/14)	Suc %S (14/15)	Ret %S Comp (12/13)	Ret %S Comp (13/14)	Ret %S Comp (14/15)	Ach %C (12/13)	Ach %C (13/14)	Ach %C (14/15)
16 – 18	White	84%	82%	83%	90%	87%	88%	93%	94%	95%
16 – 18	BME	84%	78%	86%	93%	85%	90%	90%	91%	96%
16 – 18	Total	84%	82%	83%	91%	87%	88%	92%	94%	95%
19+	White	84%	86%	87%	90%	91%	92%	94%	94%	94%
19+	BME	86%	88%	89%	92%	94%	94%	93%	93%	95%
19+	Unknown	92%	N/A	N/A	96%	N/A	N/A	96%	N/A	N/A
19+	Total	85%	86%	87%	91%	92%	92%	94%	94%	94%
All ages	White	84%	84%	85%	90%	89%	90%	93%	94%	94%
All ages	BME	85%	86%	89%	92%	92%	93%	92%	93%	95%
All ages	Unknown	92%	N/A	N/A	96%	N/A	N/A	96%	N/A	N/A
	Total	84%	84%	85%	91%	90%	91%	93%	94%	94%

Data Source: ProAchieve LR

Data Produced: 30/11/15

Equalities Performance Data (Work-based Learning)2014/15

Gender: Apprenticeship Programme Level Success Rate Data

Gender	Hybrid End	Starts	Fwrk / NVQ Suc Overall %
Female	12/13	116	76
Male	12/13	201	74
Total		317	75
Source: ProAchieve ER Apprenticeship Programme Level Multi Year Summary Report: Overall Success 1213: Gender. Summary Data 107019 - 08/09 to 12/13			
Data Produced: 16 January 2014			

Gender	Hybrid End	Leavers (left within 6 weeks)	Fwrk / NVQ Suc Overall %
Female	13/14	185	70
Male	13/14	157	68
Total	342	69	75
Source: ProAchieve ER Apprenticeship Programme Level Multi Year Summary Report: Overall Success 1314: Gender. Summary Data 107019 - 09/10 to 13/14			
Data Produced: 28 January 2015			

Gender	Hybrid End Year	Leavers (left within 6 weeks)	FwrkSuc Overall %
Female	14/15	231	75
Male	14/15	268	77
Total		499	76
Source: ProAchieve ER Apprenticeship Programme Level Multi Year Summary Report: Overall Success 1415: Gender. Summary Data 107019 -10/11 to 14/15			
Data Produced: 22 January 2016			

Disability:Apprenticeship Programme Level Success Rate Data

Disability	Hybrid End	Starts	Suc %
No Disability	12/13	283	77
Indicated Learning Need or Disability	12/13	34	56
		317	75
Source: ProAchieve ER Apprenticeship Programme Level Multi Year Summary Report: Overall Success 1213: Disability. Summary Data 107019 - 08/09 to 12/13			
Data Produced: 16 Jan 2014			

Disability	Hybrid End	Leavers (left within 6 weeks)	Suc %
No Disability	13/14	317	69
Indicated Learning Need or Disability	13/14	25	76
		342	69

Source: ProAchieve ER Apprenticeship Programme Level Multi Year Summary Report: Overall Success 1314: Disability. Summary Data 107019 - 09/10 to 13/14

Data Produced: 28 Jan 2015

Disability	Hybrid End	Leavers (left within 6 weeks)	Suc %
No Disability	14/15	454	76
Indicated Learning Need or Disability	14/15	45	71
		499	76

Source: ProAchieve ER Apprenticeship Programme Level Multi Year Summary Report: Overall Success 1415: Disability. Summary Data 107019 -10/11 to 14/15

Data Produced: 22 Jan 2016

Race: Apprenticeship Programme Level Success Rate Data

Ethnic Group	Hybrid End	Starts	FwrkSuc Overall %
White	12/13	310	75
BME	12/13	7	43
		317	75

Source: ProAchieve ER Apprenticeship Programme Level Multi Year Summary Report: Overall Success 1213: Ethnicity. Summary Data 107019 - 08/09 to 12/13

Data Produced: 16 Jan 2014

Ethnic Group	Hybrid End	Leavers (left within 6 weeks)	FwrkSuc Overall %
White	13/14	339	69
BME	13/14	3	100
		342	69

Source: ProAchieve ER Apprenticeship Programme Level Multi Year Summary Report: Overall Success 1314: Ethnicity. Summary Data 107019 - 09/10 to 13/14

Data Produced: 16 Jan 2014

Ethnic Group	Hybrid End	Leavers (left within 6 weeks)	FwrkSuc Overall %
White	14/15	480	76
BME	14/15	19	79
		499	76

Source: ProAchieve ER Apprenticeship Programme Level Multi Year Summary Report: Overall Success 1415: Ethnicity. Summary Data 107019 -10/11 to 14/15

Data Produced: 22 Jan 2016

Gender: Non-apprenticeship Programme Level Success Rate Data

Sex	Hybrid End	Starts	Suc %
Female	12/13	441	90
Male	12/13	132	83
Total		573	89
Source: ProAchieve ER TTG Aim Level Multi Year Summary Report: Overall Success 1213: Gender. Summary Data 107019 - 08/09 to 12/13			
Data Produced: 16 January 2014			

Sex	Hybrid End	Leavers (Left within 6 Weeks)	Suc %
Female	13/14	24	96
Male	13/14	8	63
Total		32	88
Source: ProAchieve ER Non Apprenticeships Multi Year Summary Report: Overall Success 1314: Gender. Summary Data 107019 - 09/10 to 13/14			
Data Produced: 28 January 2015			

Sex	Hybrid End	Leavers (Left within 6 Weeks)	Suc %
Female	14/15	27	89
Male	14/15	11	91
Total		38	90
Source: ProAchieve ER Non Apprenticeships Multi Year Summary Report: Overall Success 1415: Gender. Summary Data 107019 - 10/11 to 14/15			
Data Produced: 22 January 2016			

Disability: Non-apprenticeship Programme Level Success Rate Data

Disability	Hybrid End	Starts	Suc %
No Disability	12/13	562	82
Indicated Learning Need or Disability	12/13	11	89
		573	89
Source: ProAchieve ER Non Apprenticeships Multi Year Summary Report: SRA 1213: Ethnicity. Summary Data 107019 - 08/09 to 1213			
Data produced: 16 January 2014			

Disability	Hybrid End	Leavers (within 6 weeks)	Suc %
No Disability	13/14	31	87
Indicated Learning Need or Disability	13/14	1	100
		32	88
Source: ProAchieve ER Non Apprenticeships Multi Year Summary Report: SRA 1314: Ethnicity. Summary Data 107019 - 0910 to 1314			
Data produced: 28 January 2015			

Disability	Hybrid End	Leavers (within 6 weeks)	Suc %
No Disability	14/15	37	89
Indicated Learning Need or Disability	14/15	1	100
		38	90
Source: ProAchieve ER Non Apprenticeships Multi Year Summary Report: SRA 1415: Ethnicity. Summary Data 107019 - 1011 to 1415			
Data produced: 22 January 2016			

Race: Non-apprenticeship Programme Level Success Rate Data

Ethnic Group	Hybrid End	Starts	Suc %
White	12/13	518	89
BME	12/13	55	82
		573	89
Source: ProAchieve ER Non Apprenticeships Multi Year Summary Report: SRA 1213: Ethnicity. Summary Data 107019 - 08/09 to 12/13			
Data produced: 16 Jan 2014			

Ethnic Group	Hybrid End	Leavers (within 6 weeks)	Suc %
White	13/14	31	87
BME	13/14	1	100
		32	88
Source: ProAchieve ER Non Apprenticeships Multi Year Summary Report: SRA 1314: Ethnicity. Summary Data 107019 - 09/10 to 13/14			
Data produced: 28 January 2015			

Ethnic Group	Hybrid End	Leavers (within 6 weeks)	Suc %
White	14/15	35	89
BME	14/15	3	100
		38	90
Source: ProAchieve ER Non Apprenticeships Multi Year Summary Report: SRA 1415: Ethnicity. Summary Data 107019 - 10/11 to 14/15			
Data produced: 22 January 2016			

Strategic Equality Objectives: 2015-2018

- 1 To actively promote an ethos and culture that advances educational and social inclusion and equality of opportunity.**
 - The College's Strategic Plan reflects the College's objectives and legal requirements
 - All policies and procedures comply with the Equality Act and Public Sector Equality Duty
 - Equality Objectives are reviewed and updated termly and reported on annually in the Equality and Diversity Report to the Governing Body
 - Legislation updates are included in the reports to governors
 - The governing body is representative of the community it serves
 - The College and University Centre promotes Equality and Diversity in all aspects of its work

- 2 To ensure that all external partnership and employer engagement provision comply with the legislation and within curriculum delivery closes the equality gap**
 - All external partners adhere to legislation requirements in relation to Equality and Diversity
 - The number of apprentices who receive ALS has improved year on year in line with the associated Equality Objective

- 3 To take proactive steps to eliminate unlawful discrimination, bullying, harassment and victimisation and to promote good relations among all social groups**
 - Equality and Diversity is embedded into Student Services and the impact measured via high retention rates for students in receipt of services
 - ILPs reflect individual student needs and audits are undertaken to make improvements
 - Students receive inclusive IAG prior to, during and on completion of their programme
 - Vulnerable students are supported via highly-qualified and skilled staff
 - "At risk" students are identified through the course review process and offered appropriate support to ensure they do not disengage
 - Doncaster College East has been re-developed to widen participation and access
 - Effective links are in place with local schools and employers
 - All staff and students are encouraged to positively promote Equality and Diversity and challenge inappropriate behaviour

- Staff and student focus groups provide opportunities to consult on Equality and Diversity and therefore bring about improvement
- The College and University Centre's zero tolerance approach to bullying and harassment is reinforced via effective reporting mechanisms
- Anti-harassment and anti-bullying policies and procedure are reviewed regularly and all incidents monitored according to the protected characteristics

4. To ensure that the College's Quality Assurance Framework is underpinned by and reflects the College's commitment to Equality and Diversity thereby promoting inclusion

- All policies and procedures are available in a variety of formats to promote inclusion and remove barriers
- Equality and Diversity is included in lesson planning documentation and is a key component of the lesson observation process
- Staff are trained on embedding Equality and Diversity into the curriculum
- Equality data is included in application and enrolment forms
- Student participation data is monitored and any underrepresentation is addressed
- Retention, achievement and success data is monitored to address any imbalance and measures put in place to narrow the achievement gap

5 To ensure there is effective monitoring of all aspects of the student journey to close the equality gap and actively promote equality of opportunity

- ILPs reflect individual learning needs and personalised targets are set to enable all students to fulfil their potential
- An impact assessment framework measures the impact of any policy, procedure, strategy or function and measures are put in place to remove any perceived negative impact
- Management information data is provided in a timely and accurate manner and contributes to decision-making process and effective target setting
- College and University Centre KPIs are set by the Equality and Diversity Committee and designed to narrow the achievement gap

6 To ensure there is effective monitoring in all aspects of the College's staff reporting mechanisms to address any inequality and actively promote equality of opportunity

- An annual compliance and quality report on Equality and Diversity is presented to the College and University Executive Group and the governing body. The report covers Equality and Diversity in relation to staff and students
- Equality and Diversity is a standard agenda item at SMT and CMT
- Reports on progress against the Equality Objectives are presented to the governing body

Strategic Equality and Diversity Action Plan 2015-2018

Strategic Objective 2: We will provide a range of individual learning opportunities within further and higher education provision that:

- ensures appropriate access
- reflects the views of students
- are inspiring, engaging and fun
- incorporates on-line and blended learning and teaching
- values and celebrates diversity and student success
- are delivered in a safe learning and working environment

Monitored by: Termly reports to the Equality and Diversity Committee and Annual Report to the Corporation
 Lead Responsibility: Assistant Principal Inclusion and Learner Experience and Deputy Principal Strategy and Resources

Strategic Equality Objective 1: To actively promote an ethos and culture that promotes democracy, mutual respect, social inclusion and equality of opportunity.*

Strategic Action 2015/18	Operational Actions/Targets 2015/16	Person responsible for delivery of operational targets	Completion Date	Impact July 2016
Ensure equality and diversity priorities are included in Strategic and Operational Planning.	Present Equality and Diversity Annual Report to be approved by Governors.	Assistant Principal Inclusion and Student Experience	January 2016	Included in work plan- to be presented to Curriculum, Quality and Performance Committee.
	Training updates provided to Governors, as appropriate.	Assistant Principal Inclusion and Student Experience	January 2016	Governor Counter Terrorism and Prevent Briefing delivered 8 th July 2015.

<p>Ensure the College effectively promotes the fundamental British values of:</p> <ul style="list-style-type: none"> - Democracy - Rule of the Law - Individual Liberty - Mutual Respect - Tolerance of those with different backgrounds, faiths and beliefs. <p>Ensure compliance with the Counter Terrorism And</p>	<p>Ensure compliance with Equality Act and Public Sector Duties.</p> <p>Include as key strategic objectives and values within the Corporate Strategy 2015-2018.</p> <p>Embed/aligned cross College Tutorial Programme to SMSC agenda.</p> <p>Produce Prevent SOLA Pack.</p> <p>Ensure values into cross College procedures/events such as:</p> <ul style="list-style-type: none"> - Student Parliament - Student Reps - Stay Safe Week - Chaplaincy Service. <p>Risk assess Prevent Agenda and link to safeguarding.</p>	<p>Head of Inclusion, English, Maths and ESOL</p> <p>Deputy Principal Strategy and Resources</p> <p>Lead Practitioner – Welfare, Transition and Support Services</p> <p>Assistant Principal Inclusion and Student Experience</p> <p>Lead Practitioner – Welfare, Transition and Support Services</p> <p>Assistant Principal Inclusion and Learner Experience</p>	<p>January 2016</p> <p>Yearly in context of updates</p> <p>October 2015</p> <p>October 2015</p> <p>November 2015</p>	<p>Inclusion Report to be updated and uploaded to the website by 31st January 2016.</p> <p>Completed- Strategy and Core Values updated. Prevent Agenda/ Fundamental British Values included.</p> <p>Completed. All Group Tutorial SOLAs and cross College events are referenced with SMSC criteria.</p> <p>Completed- available on Blackboard.</p> <p>Completed. SOLA Pack produced for Level 2/3 students live w/c 23rd November 2015.</p> <p>Completed- introduction to Student Parliament/Voting System. Cross College events are referenced with SMSC criteria.</p> <p>Completed- risk assessment approved by Cross College Safeguarding Group.</p>
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<p>Security Act 2015.</p> <p>Ensure the College effectively promotes and communicates its commitment to equality and diversity including via College's online learning resources.</p> <p>Effectively communicate and promote the College's Equality and Diversity policies and procedures to students including via College's online learning resources.</p>	<p>Deliver briefing to Governors and SMT. Safeguarding Designated Officers to attend WRAP Training. Lead Safeguarding Designated Officer Home Office Accredited WRAP Trainer. Safeguarding Designated Officers deliver Prevent Training across the College.</p> <p>Establish communication Strategy in context of equality and diversity compliance with Equality Act and Public Sector Duties/ Counter Terrorism Act.</p> <p>Include in:</p> <ul style="list-style-type: none"> - Student Handbook - Student Induction - Cross College Scheme of Work and Tutorial sessions - College Events: <ul style="list-style-type: none"> i. LGBT Month ii. Black History Month iii. Anti-Bullying Week (including anti-homophobic bullying) iv. International Women's 	<p>Deputy Principal Strategy and Resources/ Assistant Principal Inclusion and Learner Experience</p> <p>Assistant Principal Inclusion and Learner Experience/ Lead Practitioner – Welfare, Transition and Support Services</p>	<p>November 2015 December 2015</p> <p>January 2016</p> <p>September 2015</p> <p>September 2015- June 2016</p>	<p>Completed- Governor Briefing delivered 8th July 2015. SMT Briefing planned 4th November 2015. Safeguarding Designated Officers training planned 2nd December 2015. Prevent Training programme being delivered.</p> <p>Completed.</p> <p>All College events planned, embedding included.</p>
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Ensure all staff understand their responsibilities in relation to equality and diversity.	Day. Deliver 3 year mandatory training to all staff.	Head of Inclusion, English, Maths and ESOL	September 2015- June 2016	Training planned for 2015/16. High compliance. To be included in Annual Equality and Diversity Report.
Ensure that all aspects of the College estate is an example of good practice.	Monitor compliance through Executive. Review all projects/ proposals to ensure compliance with Equality Act and Public Sector Duties.	Director of Estates	Ongoing through Academic Year	

Strategic Equality Objective 2: To ensure that all external partnership and employer engagement provision complies with the legislation and curriculum delivery to close the equality gap.

Lead Responsibility: Deputy Principal Curriculum and Student Experience

Strategic Action 2015/18	Operational Actions/Targets 2015/16	Person responsible for delivery of operational targets	Completion Date	Impact (Termly Updates)
Implement effective measures to close the achievement gap for apprentices. Equality Objectives to close the achievement gap.	Set equality objectives to close the equality gap. Targets set relating to the achievement of learners who declare a learning difficulty/ disability, and the participation of females in engineering. Two female Engineering lecturers to be used as Ambassadors to promote the	Director for Workforce Development Head of Engineering	July 2016	Targets set Achievement gap between apprentices who declare a learning disability/ difficulty and those who do not narrows. To review April 2016 Number of females participating in Engineering apprentices increases. To review April 2016

	<p>Railway College and the UTC</p> <p>Female learners to be taken on visits to Wabtec and Volker rail to gain an appreciation of the Engineering working environment.</p>	Partnerships Manager		Actioned
Promote E&D by providing internal and external access to information and the services the College provides.	<p>Equality and Diversity to form an integral part of learner induction, and to be revisited regularly throughout the programme, to prompt discussion, develop knowledge and raise awareness.</p> <p>Equality and Diversity to be a concurrent theme in teaching and learning and effectively related to the workplace environment.</p>	<p>Deputy Director , supported by Director for Workforce Development</p> <p>Deputy Director , supported by Director for Workforce Development</p>	July 2016	<p>Apprentices demonstrate awareness of Equality & Diversity, including who to speak to with concerns or questions.</p> <p>Apprentices are confident to deal with safeguarding issues, including cyber bullying, and demonstrate awareness of Stereo typing and discrimination.</p>
Ensure that all external partners adhere to legislation requirements in terms of equality and diversity.	<p>All external partners share their Equality and Diversity documentation and policies as part of due diligence</p> <p>Policies and procedures are regularly posted to the</p>	<p>Contract Lead, supported by Partnerships Manager & Director of WFD.</p> <p>Contract Lead, supported by</p>		<p>Partners have robust documentation and policies in place.</p> <p>Learners supported by partners are not disadvantaged, and have the same level of awareness of their rights and responsibilities as learners supported by</p>

	<p>partnership Black board site and signposted in the Quality review meetings</p> <p>All partners have been mandated to attend Prevent training at Doncaster College or have been requested to complete the online training</p> <p>Partners are invited to attend E&D update training at Doncaster College</p> <p>Wabtec and Volker rail to maintain their engagement with Women and Business which is an organisation formed to represent women in Engineering.</p>	<p>Partnerships Manager & Director of WFD.</p> <p>Contract Lead supported by Partnerships Manager & Director of WFD.</p> <p>Contract Lead supported by Partnerships Manager & Director of WFD.</p> <p>Wabtec and Volker Rail</p>		<p>the college.</p> <p>Partners have due regard for the need to prevent learners from being drawn into terrorism, and encourage learners to respect other people with particular regard to the protected characteristics set out in the Equality Act.</p> <p>Increased participation by females in Engineering. To review April 2016.</p>
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Strategic Equality Objective 3: To take proactive steps to eliminate unlawful discrimination, bullying, harassment and victimisation and to promote good relations among all social groups.

Lead responsibility: Assistant Principal Inclusion and Learner Experience

Strategic Action 2015/18	Operational Actions/Targets 2015/16	Person responsible for delivery of operational targets	Completion Date	Impact (Termly Updates)
<p>Ensure the College environment is secure and safe from harassment and bullying for staff and students.</p> <p>Ensure incidents related to bullying and harassment are effectively reported and dealt with.</p>	<p>Ensure all staff and learners are encouraged to positively promote equality and diversity, and where appropriate, challenge inappropriate behaviour through including in the code of conduct for staff and students.</p> <p>Promote the College's Hate Crime Reporting Centre through posters and the College website.</p>	<p>All College Managers/ Head of English, Maths, ESOL and Inclusion/ Head of HR</p> <p>Head of Staff and Student Welfare and Pastoral Support</p>	<p>Student and Staff Inductions</p> <p>Termly</p>	<p>Anti Bullying and Harassment incidents effectively tracked.</p> <p>Poster campaign for first half term in Student Services.</p>

Strategic Equality Objective 4: To ensure that the College’s Quality Assurance Framework is underpinned by and reflects the College’s commitment to equality and diversity thereby promoting inclusion.

Lead responsibility: Director of Quality and Learning Resources

Strategic Action 2014/17	Operational Actions/Targets 2014/15	Person responsible for delivery of operational targets	Completion Date	Impact (Termly Updates)
Ensure that learning and teaching embeds and reflects equality and diversity within the student experience including via College’s online learning resources.	Monitor the promotion of equality and diversity and differentiation in lesson observations. Provide CPD sessions in the context of embedding equality and diversity into learning and teaching.	QA & Improvement Manager Head of English, Maths and ESOL and Inclusion	Ongoing Ongoing	Planned to be delivered from November 2015.
Implement effective measures to close the achievement gap in classroom-based learning.	Set Equality Objectives	Head of English, Maths and ESOL and Inclusion	January 2016	Current Equality Objectives to be reviewed by 31 st January 2016.

Strategic Equality Objective 5: To ensure there is effective monitoring of all aspects of the student journey to close the equality gap and actively promote equality of opportunity.

Lead responsibility: Assistant Principal Inclusion and Learner Experience

Strategic Action 2015/18	Operational Actions/Targets 2015/16	Person responsible for delivery of operational targets	Completion Date	Impact (Termly Updates)
Establish strategic alliances to deliver the requirements of Education, Care and Health Plans	Plan the delivery of College provision in line with requirements of ECH plans.	Head of ALS and SLDD	July 2016	81 students with EHCP have enrolled 2015/16.
Ensure that all students who require additional support needs are effectively identified and supported.	Identify/ provide support for HE/ FE. Impact assess ALS Achieve Dyslexia Kite Mark (FE/HE)	Head of ALS and SLDD Head of ALS and SLDD	October 2015-ongoing July 2016	564 students received support in 2014/15. Impact report to be presented to Equality and Diversity Committee on 25 th January 2016. 306 being supported so far this year.
Widen Participation in line with local profile priorities and national priorities.	Develop and deliver a Year 11 Transition programme for vulnerable students in partnership with external organisation	Lead Practitioner – Welfare, Transition and Support Services	September 2015	Completed. Personalised support was offered to 25 Looked After Year 11s in partnership with DMBC Children in Care Education Service.

<p>College student profile to reflect community diversity profile</p>	<p>(monitor retention and achievement).</p> <p>Develop effective strategic alliance with external organisations to promote inclusion.</p> <p>Ensure all looked after and care leaver students are identified and retained and succeed.</p> <p>Develop effective partnerships with LGBT Groups locally and nationally to facilitate partnership working and culture of Inclusion.</p> <p>Provide appropriate curriculum pathways for 14 – 16 students.</p>	<p>Deputy Principal Strategy and Resources/ Assistant Principal Inclusion and Learner Experience</p> <p>Lead Practitioner – Welfare, Transition and Support Services</p> <p>Assistant Principal Inclusion and Learner Experience/ Lead Practitioner – Welfare, Transition and Support Services</p>	<p>Termly update</p> <p>September 2015- July 2016</p> <p>September 2015- July 2016</p> <p>Academic year 2015/16</p>	<p>In 2014/15 35 Looked After/Care Leaver young people completed their programmes. 19 were withdrawn throughout the year for various reason giving a 64% retention rate for this vulnerable and complex cohort.</p> <p>Success data for 14-16 students:</p> <table border="1" data-bbox="1167 1190 1895 1369"> <thead> <tr> <th></th> <th>Exp En...</th> <th>Starts No-Xfr</th> <th>Suc%</th> <th>Ret No Comp</th> <th>Ret %S Comp</th> <th>Ach No</th> <th>Ach% C</th> </tr> </thead> <tbody> <tr> <td>...</td> <td>12/13</td> <td>172</td> <td>78.5</td> <td>152</td> <td>88.4</td> <td>135</td> <td>88.8</td> </tr> <tr> <td>...</td> <td>13/14</td> <td>91</td> <td>79.1</td> <td>75</td> <td>82.4</td> <td>72</td> <td>96.0</td> </tr> <tr> <td>...</td> <td>14/15</td> <td>106</td> <td>90.6</td> <td>98</td> <td>92.5</td> <td>96</td> <td>98.0</td> </tr> </tbody> </table>		Exp En...	Starts No-Xfr	Suc%	Ret No Comp	Ret %S Comp	Ach No	Ach% C	...	12/13	172	78.5	152	88.4	135	88.8	...	13/14	91	79.1	75	82.4	72	96.0	...	14/15	106	90.6	98	92.5	96	98.0
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	Monitor student profile against community profile	Head of Inclusion, English, Maths and ESOL Assistant Principal Inclusion and Learner Experience	Termly update	<p>Current 14-16 enrolments: 69</p> <p>The diversity profile is broadly in line with that of the local community. Equality objectives have been set to address any imbalances.</p> <table border="1" data-bbox="1180 499 1980 1114"> <thead> <tr> <th colspan="2">Protected Characteristic</th> <th>Doncaster Profile</th> <th>Staff Profile</th> <th>Student Enrolments</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Ethnicity</td> <td>White</td> <td>95.2%</td> <td>93.75%</td> <td>92%</td> </tr> <tr> <td>BAME</td> <td>4.8%</td> <td>6.25%</td> <td>8%</td> </tr> <tr> <td rowspan="2">Gender</td> <td>Male</td> <td>49.3%</td> <td>36.74%</td> <td>45%</td> </tr> <tr> <td>Female</td> <td>50.7%</td> <td>63.26%</td> <td>55%</td> </tr> <tr> <td>Disability</td> <td>Declared disability/learning difficulty/health problem</td> <td>11.1%</td> <td>7.47%</td> <td>20%</td> </tr> <tr> <td colspan="5"> <i>(Data Source: Student Enrolments Proachieve 18/11/15)</i> <i>(Data Source: Staff: College's HR and Payroll System 31/10/15)</i> <i>(Data Source: Doncaster Profile 2011 Census)</i> </td> </tr> </tbody> </table>	Protected Characteristic		Doncaster Profile	Staff Profile	Student Enrolments	Ethnicity	White	95.2%	93.75%	92%	BAME	4.8%	6.25%	8%	Gender	Male	49.3%	36.74%	45%	Female	50.7%	63.26%	55%	Disability	Declared disability/learning difficulty/health problem	11.1%	7.47%	20%	<i>(Data Source: Student Enrolments Proachieve 18/11/15)</i> <i>(Data Source: Staff: College's HR and Payroll System 31/10/15)</i> <i>(Data Source: Doncaster Profile 2011 Census)</i>				
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Strategic Equality Objective 6: To ensure there is effective monitoring in all aspects of the College’s staff reporting mechanisms to address any inequality and actively promote equality of opportunity and tackle discrimination.

Lead responsibility: Deputy Principal Strategy and Resources

Strategic Action 2015/18	Operational Actions/Targets 2015/16	Person responsible for delivery of operational targets	Completion Date	Impact (Termly Updates)
Ensure effective reporting mechanisms to the Senior Management/ Corporation.	Provide reports to Governors through the: <ul style="list-style-type: none"> - Equality and Diversity Annual Report to Curriculum, Quality and Performance Committee - Strategy and Resources Report to Finance and Resources Committee. 	Head of Inclusion/ Deputy Principal Strategy and Resources	January 2016	Included in Governor Work Plan to be presented to Curriculum, Quality and Performance Committee on 24 th February 2015.
Provide accurate management data to effectively set targets and monitor equality and diversity in relation to staff as they compare to the College/ community profile by protected	Establish Equality Goals in the context of Human Resources aligned to Protected Characteristics.	Head of Human Resources	September 2015	The HR Equality Goals were revised at the start of the 2014/15 academic year to focus attention on the College’s efforts to attract applicants from underrepresented groups with an emphasis on gender, disability, BME and age.
	Benchmark performance against local, regional and national data.	Head of Human Resources	Termly	Progress against the HR KPIs was mixed during the 2014/15 academic year. There were appreciable increases in job applicants both from a BME background and from those who have a disability whilst the percentage of male

<p>characteristics</p>	<p>Update staff CVs, in line with protected characteristics, to provide accurate base line data.</p>	<p>Head of Human Resources</p>	<p>March 2016</p>	<p>applicants fell as did the percentage of directly employed workforce in the 16 – 24 years age group.</p> <p>The HR21 self-service portal will be expanded to enable staff to record data in line with protected characteristics classifications,</p>
<p>Monitor staff perception aligned to protected characteristics and in context of equality and diversity.</p>	<p>Undertake Staff Survey and analyse by protected characteristics and perception in context of equality and diversity.</p>	<p>Head of Human Resources</p>		<p>The staff survey last year did not take place; as such we do not have any recent data to analyse.</p>

Doncaster College Corporate Strategy

Key Performance Indicators

2015/18

Executive Summary Position

Strategic Objective 1: Curriculum Strategy Development and Planning

Overall Status	Overall Risk rating	No. of Red Risks
		

Committee with lead responsibility: Curriculum, Quality and Performance

Strategic Objective 2: Individual Learning Opportunities

Overall Status	Overall Risk rating	No. of Red Risks
		

Committee with lead responsibility: Curriculum, Quality and Performance

Strategic Objective 3: Financial Stability and Resilience

Overall Status	Overall Risk rating	No. of Red Risks
		3 (3.1; 3.2; 3.3)

Committee with lead responsibility: Finance and Resources

Strategic Objective 4: Raising Standards and Aspirations

Overall Status	Overall Risk rating	No. of Red Risks
		

Committee with lead responsibility: Curriculum, Quality and Performance

Strategic Objective 5: Resource Management and Development

Overall Status	Overall Risk rating	No. of Red Risks
⇔		

Committee with lead responsibility: Finance and Resources

Strategic 6: Leading Change through Strategic Alliances and Partnerships

Overall Status	Overall Risk rating	No. of Red Risks
⇔		

Committee with lead responsibility: Curriculum, Quality and Performance

Overall risk position:  Red Risks: 3 (3.1; 3.2; 3.3)

Key:

Status = Progress against KPI ( = improvement,  = reduction,  = status quo)

Risk Rating = Level of risk associated with KPI ( = high,  = medium,  = low)

Strategic Objectives: Key Performance Indicators 2015-18

Objective 1: Curriculum Strategy Development and Planning

Executive Lead: Deputy Principal Curriculum and Student Experience

Committee with Primary Monitoring Responsibility: Curriculum, Quality and Performance

- 1.1** Student progression between each level in further education and from level 3 to higher education sustains at least a 2% increase each year
- 1.2** Overall success rates increase year on year by at least 1% point
- 1.3** Taught Degree Awarding Powers is granted by the Privy Council in or before 2018

Objective 2: Individual Learning Opportunities

Executive Lead: Assistant Principal Inclusion and Student Experience

Committee with Primary Monitoring Responsibility: Curriculum, Quality and Performance

Committee with Secondary Monitoring Responsibility: Finance and Resources

- 2.2** Achievement gap is narrowed for all protected characteristics across all provision
- 2.3** Widening Participation Factor is at least 45% in Further Education and at least 35% in Higher Education
- 2.4** Student satisfaction in relation to diversity and safety is 90% or above

Objective 3: Financial Stability and Resilience

Executive Lead: Interim Director of Finance

Committee with Primary Monitoring Responsibility: Finance and Resources

- 3.1** Income from commercial and full cost provision, including international, increases by a minimum of 5% per annum
- 3.2** Achieve the three year financial plan
- 3.3** EFA, SFA and HEFCE allocations are achieved each year

Objective 4: Raising Standards and Aspirations

Executive Leads: Deputy Principal Curriculum and Student Experience

Committee with Primary Monitoring Responsibility: Curriculum, Quality and Performance

- 4.1** 'Outstanding' Ofsted inspection outcome is achieved or the overall self-assessment grade is 'Outstanding' by 2017

- 4.2 Outcomes and standards are such that there is no requirement for regulatory intervention
- 4.3 Student satisfaction, as measured through the College student survey for FE and National Student Survey for HE, is 90% or above by the end of the three year period

Objective 5: Resource Management and Development

Executive lead: Deputy Principal Strategy and Resources

Committee with Primary Monitoring Responsibility: Finance and Resources

- 5.1 Staff cost to income does not exceed 67%
- 5.2 Sickness absence rate is at or below the sector average
- 5.3 Human resources are effectively and efficiently deployed in line with organisational requirements

Objective 6: Leading Change through Strategic Alliances and Partnerships

Executive Lead: Assistant Principal External Partnerships and Employer Engagement

Committee with Primary Monitoring Responsibility: Curriculum, Quality and Performance

- 6.1 Employer satisfaction is 90% or above
- 6.2 Strategic partnerships are mutually beneficial and generate commercial income and/or enhance the student experience
- 6.3 Sub-contracting accounts for less than 10% of the funding allocation and sub-contractors achieve set targets

Strategic KPIs are underpinned by operational KPIs developed and monitored through the operational planning and performance management processes within the academy and business support directorate/department structure.

Strategic Objective 1 : <i>Executive Lead:</i> <i>Deputy Principal Curriculum and Student Experience</i> <i>Committee Lead:</i> <i>Curriculum, Quality and Performance</i>	Curriculum Strategy Development and Planning
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	KPI	KPI Progress Report	Comment	Status and Risk Rating															
1.1	Student progression between each level in further education and from Level 3 to higher education sustains at least a 2% increase each year	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Level studied in previous year</th> <th style="width: 35%;">14/15</th> <th style="width: 35%;">15/16</th> </tr> </thead> <tbody> <tr> <td>Entry Level</td> <td>12.6%</td> <td>21.5%</td> </tr> <tr> <td>L1</td> <td>31.8%</td> <td>37.0%</td> </tr> <tr> <td>L2</td> <td>16.9%</td> <td>22.2%</td> </tr> <tr> <td>L3</td> <td>6.8%</td> <td>7.8%</td> </tr> </tbody> </table> <p>The KPI has been easily achieved at all Levels from Entry to Level 2, but the progression rate from L3 to internal HE has only improved by 1% and so has not reached the target. This is partly due to the removal of the Student Number Control, meaning the Universities can recruit without restriction and so have marketed their courses more aggressively. A significant amount of work is in progress to raise the profile of internal HE progression routes.</p>	Level studied in previous year	14/15	15/16	Entry Level	12.6%	21.5%	L1	31.8%	37.0%	L2	16.9%	22.2%	L3	6.8%	7.8%	Recommend revision of KPI to focus on progression from Level 3 to HE	
Level studied in previous year	14/15	15/16																	
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1.2	Overall success rates increase year on year by at least 1% point	<table border="1" data-bbox="674 225 1451 411"> <thead> <tr> <th></th> <th>12/13</th> <th>13/14</th> <th>14/15</th> </tr> </thead> <tbody> <tr> <td>16-18</td> <td>77.2%</td> <td>62.6%</td> <td>71.8%</td> </tr> <tr> <td>19+</td> <td>83.3%</td> <td>82.6%</td> <td>83.1%</td> </tr> <tr> <td>All CLB</td> <td>80.19%</td> <td>73.0%</td> <td>77.3%</td> </tr> <tr> <td>Apprenticeships</td> <td>76.6%</td> <td>69.1%</td> <td>75.8%</td> </tr> </tbody> </table> <p data-bbox="674 451 1664 695">The KPI has been achieved against 13/14 for Apprenticeships and overall Classroom-based provision, though within the latter category, the improvement for those aged 19+ is below the KPI at 0.5%. The significant improvement has not returned success rates to 12/13 levels, though the balance of provision has changed since then in terms of the requirement of all 16-18s to study Maths and English if they have not already achieved GCSE grade C+.</p>		12/13	13/14	14/15	16-18	77.2%	62.6%	71.8%	19+	83.3%	82.6%	83.1%	All CLB	80.19%	73.0%	77.3%	Apprenticeships	76.6%	69.1%	75.8%	<p data-bbox="1688 196 1906 794">Whilst success rates have increased from 2013/14 to 2014/15, success rates overall, with the exception of apprenticeships, are below the National Rate. NR for 16-18s is 81.2%. NR for 19+ is 87.6%. NR for apprenticeships is 71.7%.</p> <p data-bbox="1688 834 1877 1042">Recommend revision of KPI to reflect the importance of the NR as a target.</p>	
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16-18	77.2%	62.6%	71.8%																					
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1.3	Taught Degree Awarding Powers is granted by the Privy Council in or before 2018	<p data-bbox="674 1050 1664 1257">The Quality Assurance Agency (QAA) has written to all further education colleges who deliver HE programmes and informed them that they will not be accepting any applications for Taught Degree Awarding Powers (TDAP) until they have reviewed the process and will write again to Colleges in due course. Therefore, all preparatory work towards a TDAP application has been put 'on hold' and subsequently requires further consideration.</p>	<p data-bbox="1688 1050 1899 1257">Recommend consideration in the context of a reviewed International Strategy.</p>																					

Strategic Objective 2 : <i>Executive Lead:</i> <i>Assistant Principal Inclusion and Student Experience</i> <i>Committee Lead:</i> <i>Curriculum, Quality and Performance</i>	Individual Learning Opportunities
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	KPI	KPI Progress Report	Comment	Status and Risk Rating												
2.1	Achievement gap is narrowed for all protected characteristics across all provision	<p>The College undertakes a detailed analysis of its data in the context of protected characteristics and sets targets to narrow any achievement gaps. As noted within the Equality and Diversity Annual Report 2013/14 the College has made good progress in relation to its equality objectives to close achievement gaps.</p> <p>It is too early to report the end of 2014/15 position as success rates will not be finalised until the end of December. The position will be clearer in the next KPI report.</p>	A full analysis to be included in the E&D Annual Report at the next CQP Committee.													
2.2	Widening Participation Factor is at least 45% in Further Education and at least 35% in Higher Education	<p>Learners from postcodes attracting Disadvantage Uplift</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 35%;">2014-2015 (full year)</th> <th style="width: 35%;">2015-2016 (so far)</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>49.8%</td> <td>51.0%</td> </tr> <tr> <td>FE</td> <td>51.7%</td> <td>53.3%</td> </tr> <tr> <td>HE</td> <td>34.8%</td> <td>37.5%</td> </tr> </tbody> </table>		2014-2015 (full year)	2015-2016 (so far)	Overall	49.8%	51.0%	FE	51.7%	53.3%	HE	34.8%	37.5%		
	2014-2015 (full year)	2015-2016 (so far)														
Overall	49.8%	51.0%														
FE	51.7%	53.3%														
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2.3	Student satisfaction in relation to diversity and safety is 90% or above	March 2015 – on programme survey: The College is a friendly place to be: 97% I feel safe in College: 97% I am treated with respect: 95%		
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Strategic Objective 3 : Executive Lead: Interim Director of Finance Committee Lead: Finance and Resources	Financial Stability and Resilience
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	KPI	KPI Progress Report	Comment	Status and Risk Rating
3.1	Income from commercial and full cost provision, including international, increases by a minimum of 5% per annum	The budget for 2015/16 includes an increase of 53% for catering and residences income but a drop of 23% in income generating activities. The overall effect of the two changes is a fall of 2% reflecting the difficult economic climate. The financial plan will be revised within the next month so commercial and full cost income will be reviewed in detail and updated as appropriate.		
3.2	Achieve the two year financial plan	The budget for 2015/16 requires a full review and revision following risks which have emerged in relation to HE income and non-pay costs in particular. It is anticipated that this exercise will be completed by the end of December 2015.		

3.3	EFA, SFA and HEFCE allocations are achieved each year	The EFA allocation for 2015/16 will be realised as there is no in year clawback. However current 16-18 projected numbers indicate a shortfall of 186 learner numbers against the allocation (and 119 learner numbers lower than the position as at December 2014) based on information provided to the Executive in November 2015. This will impact the 2016/17 allocation if nothing else changes. The SFA allocation is on target to be achieved. HE numbers are currently below target although plans are in place to address the shortfall this year.		
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Strategic Objective 4 : <i>Executive Leads:</i> <i>Deputy Principal Curriculum and Student Experience</i> <i>Committee Lead: Curriculum, Quality and Performance</i>	Raising Standards and Aspirations
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	KPI	KPI Progress Report	Comment	Status and Risk Rating
4.1	'Outstanding' Ofsted inspection outcome is achieved or the overall self-assessment grade is 'Outstanding' by 2017	<p>Revised Common Inspection Framework for 2015 has been published and arrangements for lesson observations and SAR amended accordingly.</p> <p>Teaching, Learning and Assessment will become a limiting grade for an Overall Effectiveness grade of Outstanding.</p> <p>Outcomes for Learners need to be significantly above National Rates, demonstrating year on year improvement, including Maths and English, which under revised QSR methodology impact on all curriculum performance.</p> <p>In the 2013/14 SAR the College reported a grade of Good. Success rates for 2014/15 require improvement although overall effectiveness is likely to be graded at Good.</p>	<p>This is a Corporate KPI, the achievement of which is underpinned by the Quality KPIs. Recommend a review of Quality KPIs for continued relevance and robustness aligned to achieving 'outstanding' Ofsted or self-assessment grade by 2017.</p>	

4.2	Outcomes and standards are such that there is no requirement for regulatory intervention	<p>There has been no regulatory intervention in 2014/15, however, the College is currently engaged in 'support and challenge' meetings with the Ofsted Inspector in relation to outcomes for apprenticeships.</p> <p>Compliance and inspection visits are regularly undertaken by the enforcing authorities in relation to regulatory compliance. The visits cover the areas of health, safety, fire management, food hygiene and transport. Whilst proactive action plans may be set to improve culture and achieve best practice no regulatory action has been undertaken 2014-15.</p>		
4.3	Student satisfaction, as measured through the College student survey for FE and National Student Survey for HE, is 90% or above by the end of the three year period	<p>On Programme 2015 survey results for the FE evidenced that 96% agree with the overall satisfaction statement 'I would recommend the College to others' compared to 92% in 2014.</p> <p>NSS 2015. 92% of students were satisfied compared with NSS 2014 when 90% were satisfied.</p>		

Strategic Objective 5 : <i>Executive Lead:</i> <i>Deputy Principal Strategy and Resources</i> <i>Committee Lead:</i> <i>Finance and Resources</i>	Resource Management and Development
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	KPI	KPI Progress Report	Comment	Status and Risk Rating
5.1	Staff cost to income does not exceed 67%	Staff cost to income at the end of academic year 2014/15 was 66.5%, an increase of 0.5% on the position at the end of the previous year, and remains higher than the sector norm at 63%. Further staffing efficiencies are planned for the 2015/16 academic year.		
5.2	Sickness absence rate is at or below the sector average	Sickness absence for the sector for the academic year 2013/14 (most recent report) was reported to be an average of 3.67% of available working time. The figure for the College for 2014/15 was 3.33%.		

5.3	Human resources are effectively and efficiently deployed in line with organisational requirements	<p>The 2013/14 Staff Individualised Record (SIR) data report (the most recent report) reports that teaching staff in the FE Sector represents 48.5% of the total directly employed workforce. The corresponding figure for Doncaster College is 53.15%.</p> <p>The findings of Icca Education Training Skills in March 2015 in relation to academic staff utilisation stated that the College`s overall average contractual hours per FTE for established lecturing posts is in line with the benchmark. The current sector norm is either 828 or 840; the College norm is 850.</p> <p>The College planned to achieve 94% academic staff utilisation in 2014/15 with an actual utilisation of 86% of that planned as at 16.06.15.</p> <p>The findings of Icca Education Training Skills in February 2014 in relation to business support staff states that pay costs total £4.7m which is £323,000 lower than the benchmark median. This variance is mainly the result of lower average salary levels partly offset by a higher staffing level. More recently the College has implemented a cost savings programme to address the issues raised in this report. Between £0.75m and £1m staff cost savings were achieved by the end of the 2014/15 academic year.</p>	To be further reviewed in the light of the College`s more recent budgetary position	
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<p>Strategic Objective 6 : <i>Executive Lead:</i> <i>Assistant Principal External Partnerships and Employer Engagement</i> <i>Committee Lead:</i> <i>Curriculum, Quality and Performance</i></p>	<p>Leading Change through Strategic Alliances and Partnerships</p>
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	KPI	KPI Progress Report	Comment	Status and Risk Rating
6.1	Employer satisfaction is 90% or above	<p>The College awaits the final outcome of the SFA external survey carried out in 2014/15. The interim overall employer satisfaction score for training that took place between August 2014 and February 2015 was 7.7 out of 10.</p> <p>Of the companies who responded to the College’s internal surveys in 2014/2015, 91.65% rated their overall experience with the College as good or outstanding.</p>		

<p>6.2</p>	<p>Strategic partnerships are mutually beneficial and generate commercial income and/or enhance the student experience</p>	<p>In the context of commercial growth, please refer to 3.1.</p> <p>The strategic partnership with JCP to deliver employability programmes (for the long term unemployed) has had a positive impact on student success and progression as follows:</p> <p>2014/15:</p> <p>Total enrolments: 673 starts Retention: 98% Achievement: 95% Progression into employment or Further Education: 65%</p> <p>2015/16 - to date:</p> <p>Total enrolments: 262 starts Retention: 98% Achievement: 98% Progression into FE: 50.21% Progression into work: 36.49%</p> <p>Partnership working with a range of employers and stakeholders has enhanced the student experience.</p> <p>Hospitality:</p> <ul style="list-style-type: none"> • Champagne gourmet evenings. This is recognised by the award of the College AA rosette and gold accreditation from the Hospitality Guild which is supported by People 1st. • Holiday Inn are sponsors of the Hospitality and Catering curriculum area. • Doncaster School Meals Department works with the College on the FEAST project. In addition, this partnership supported the regional 'school chef of the year' competition which attracted local and regional television and newspaper publicity. <p>Travel:</p> <ul style="list-style-type: none"> • Links have strengthened with the airport at Doncaster which has led to sponsorship of awards for the students' celebration event. 		
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Updated March 2016
Head of Inclusion, English, Maths and ESOL

		<p>Health & Social Care:</p> <ul style="list-style-type: none"> • Health and Social Care Skills, launched in October 2015, provides cutting edge volunteering opportunities for learners through a broad range of partnerships such as Icare Ambassadors, RDASH, DBH, Homeinstead, DMBC Help to Live at Home, NHS Professionals, Age UK and Social Prescribing. Doncaster College became an inter-agency member in June 2015 and gained recognition as an approved provider to deliver the NHS Passport for moving and handling qualification. Doncaster College is also acknowledged as the 'preferred provider' for Health and Social Care by SAFFA. • A partnership is currently being developed with Skills for Care which is promoting the 'Sector Route Way' to meet the increase in demands for care staff. <p>Business:</p> <ul style="list-style-type: none"> • Purposeful work placement opportunities with local employers have provided learners with hands on experience and assisted them to develop a broad range of transferrable skills to help secure employment or progression to further training. <p>Construction:</p> <ul style="list-style-type: none"> • Collaborative and effective partnerships with CITB and JTL have resulted in high success for those learners, which perform significantly above national average. <p>Visual Arts & Media:</p> <ul style="list-style-type: none"> • Fashion students regularly attend Fashion Week and have had the opportunity to work with professionals from London's Savile Row. <p>Public Services:</p> <ul style="list-style-type: none"> • Wide range of guest speakers and external education visits for learners to receive vocational updates, career guidance, preparation for employment, community volunteering opportunities and work placements, all enhancing their student experience. • Students were given the opportunity to undertake voluntary work experience at the Sheffield Control Centre – Crucial Crew, delivering services to the wider community school groups. 		
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		<p>Sports & Leisure:</p> <ul style="list-style-type: none"> Students have benefitted from a wide range of guest speakers and external education visits, including: DRFC, Doncaster Athletic Club, Doncaster RFLC (The Don's), Doncaster Knights RFC, Wheatley Hills Tennis Club, Doncaster Culture and Leisure Trust, professional and semi-professional athlete guest speakers, English Institute of Sport and local sport and fitness organisations. <p>Land based:</p> <ul style="list-style-type: none"> Excellent relationships and collaborative work fostered with local business has resulted in opportunities and sponsorship for student achievements. <p>Life Skills</p> <ul style="list-style-type: none"> Worked in partnership with St Leger Homes and the DMBC Adult Safeguarding Board to film/Vlog conferences. Excellent feedback has been received and students have benefited from working in a real work environment. 							
6.3	Sub-contracting accounts for less than 10% of the funding allocation and sub-contractors achieve set targets		<table border="1"> <thead> <tr> <th data-bbox="880 831 1061 962">£000</th> <th data-bbox="1061 831 1200 962">% of total income</th> </tr> </thead> <tbody> <tr> <td data-bbox="880 962 1061 1176">641</td> <td data-bbox="1061 962 1200 1176">3.93%</td> </tr> </tbody> </table>	£000	% of total income	641	3.93%		
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