

# Inclusion Report

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## **Introduction**

This report has been compiled by the Deputy Principal, the Assistant Principal Inclusion and Student Experience and Commercial Developments, 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 2017)
- Set equality objectives at least every four years (to be published by 6 April 2017).The College's Equality Objectives (2015 to 2019) can be found on pages 22 to 26 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 22 to 26 of this report.

## **Equality and Diversity Annual Report 2015/16**

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 fifth Equality and Diversity Inclusion Report in an accessible format on the College website in line with the legal deadline of 31<sup>st</sup> January 2017.

The College understands its duties and responsibilities under the Counter Terrorism Act (2015), which *'places a specific duty on specified authorities including Further and Higher Education to have due regard to the need to prevent people being drawn into terrorism'* and has made good progress in this regard. The Prevent Agenda is a key strategic priority in 2016/17.

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 2015/16

The following is a summary of three-year trend data for whole-College success/achievement rates between 2013/14 and 2015/16, categorised by the protected characteristics of age, gender, race and disability which College has a duty to report on to Ofsted and to The Equality and Human Rights Commission as a requirement of both the Equality Act (2010) and the Public Sector Equality Duty (Specific Duties Regulations 2011).

#### **16-18 students**

Overall success/achievement rates for students aged 16-18 over the three-year period remained stable at 82% in 2013/14, rose to 83% in 2014/15 and remained at 83% in 2015/16.

In 15/16 there was no significant achievement gap in terms of gender for students aged 16 to 18: achievement for males was 82% and 84% for females. However, three-year trend data for 16-18 males shows that the male-female achievement gap in 2013/14 was narrowed in 2014/15.

The table shows that 16-18 BAME students outperformed their white counterparts in 2015/16 by 3%. Three-year trend data shows an upward trend from 82% achievement in 2014/15 to 86% achievement in 2015/16.

16-18 students who declared a learning difficulty/disability or health problem outperformed students who did not declare a learning difficulty/disability or health problem by 2% in 2015/16. The achievement rate for 16-18 students who declared a learning difficulty/disability or health problem in 2013/14 was 85%. It increased by 2% to 87% in 2014/15 and declined by 2% to 85% in 2015/16.

#### **19+ students**

Overall success/achievement rates for students aged 19+ over the three-year period increased by 1% from 87% in 2013/14 and 2014/15 to 88% in 2015/16. This means a 5% difference in achievement in 2015/15 between 19+ students at 88% and 83% for 16-18 students.

In 15/16 there was a 3% achievement gap in terms of gender for 19+ students: achievement for males was 81% and 84% for females. However, three-year trend data for 19+ males shows that the male-female achievement gap in 2013/14 was closed at 85% for both male and females in 2014/15, it widened by 3% in 2015/16.

Achievement for 19+ BAME students increased from 87% in 2013/14 to 91% in 2014/15. The 2015/16 achievement rate for 19+ BAME students is 85%. Further investigation and analysis is required to establish whether there has been a 6% decrease in achievement for 19+ BAME students. There is an achievement gap in 2015/16 of 3% between 19+ BAME students (85%) and 19+ students overall (88%)

In 2015/16 the achievement rate for 19+ students who declared a learning difficulty/disability or health problem is 84%.

The achievement rate for 16-18 students who declared a learning difficulty/disability or health problem in 2015/16 was 85%.

There is an achievement gap in 2015/16 of 4% between 19+ LDD students (84%) and 19+ students overall (88%)

### 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.

### Progress against Equality Objectives 2015/16

16% of students identify as originating from a BAME background. This figure exceeds the Donaster demographic profile by 11%.

The success rate for all apprentices who declared a disability/learning difficulty or health problem in 2015/16 has increased by 10% to 69% since 2012/13.

16-18 BAME students outperformed their white counterparts in 2015/16 by 3%. Three-year trend data shows an upward trend from 82% achievement in 2014/15 to 86% achievement in 2015/16.

There is an achievement gap in 2015/16 of 3% between 19+ BAME students (85%) and 19+ students overall (88%)

In 2015/16 classroom-based provision contained 8 "unknowns" for disability, a reduction of 9 from the previous year. To meet the objective this figure needs to decrease to zero by 2016/17.

The percentage of male applicants during the year decreased for a second successive year to 30.57%, a decrease of almost 7%.

Applicants from a BAME background decreased substantially from 16.94% (2014/15) to 6.04%.

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

<b>To advance equality of opportunity</b>			<b>Progress against objectives to 30 January 2017</b>
5	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 2016.	ALS support has increased year on year growing from 2.5% in (8) 2012/13 to 4% (20) in 2014/15, The College provided support to 44 apprentices in 15/16 and a further 4 had diagnostic assessments. The objective is now closed.
8	CB	... by narrowing the 4% achievement gap between BAME and White classroom-based students by 2016/17.	In 15/16 the gap increased to 6%. However, BAME students outperform their white counterparts. This objective is therefore closed.

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

<b>To advance equality of opportunity...</b>		
1	CB	.... by narrowing the achievement gap in 2015/16 of 4% between 19+ LDD students (84%) and 19+ students overall (88%) by 2019/20
2	CB	... by narrowing the 3% achievement gap in terms of gender for 19+ students. In 2015/16: achievement for males was 81% and 84% for females.
<b>To foster good relations...</b>		
1	HR	... by increasing the number of applicants from a BAME background from 6.04% to 10% by 2017/18

Further information on progress in 2015/16 against targets in relation to the Equality Objectives has been included in a later section of this report.

### Ofsted Judgements

The College's most recent Inspection Report of 2016 reports 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

Between August 2015 and July 2016, 200 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 attendance in December 2015 was 90.12%.
- The compliance rate for 2015/16 is 94.88% compared to 95.31% in 2014/15.

In line with strategic importance of the Prevent Agenda, all the College's Safeguarding designated officers attended the Workshop to Raise Awareness of Prevent (WRAP) Training in 2015/16. As of the 27 January 2017, 494 out of 636 staff including Governors and Senior Managers had attended the Prevent briefings and 118 members of staff had completed the Prevent Online Module Strategy

### Promoting Equality and Celebrating Diversity

From August 2015 to July 2016 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 2015/16 the proportion of FE students in receipt of disadvantaged uplift funding was 54% which represents a 2% increase on the previous year and signifies that the College continues to recruit more students from more disadvantaged backgrounds. 38% of HE Students in 2015/16 disclosed that they originated from a UK deprived postcode. This represents a 3% increase on the previous year's data

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. The achievement rate in 2015/16 was 97% and 98% of students reached a positive destination.

### Human Resources

Appointments fell by 10 during 2015/16 compared to the previous year with a total of 87 appointments made. There were 1711 applications made for College vacancies, up by 89 for the previous year. Applicants declaring a disability rose slightly again in the year to 5.9%, whilst applicants from a BAME background decreased substantially from 16.94% (2014/15) to 6.04%. The percentage of male applicants during the year decreased for a second successive year to 30.57%, a decrease of almost 7%.

### 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.

## 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:

- The 2015/16 On-Programme Survey showed that 94% of respondents agreed/strongly agreed that bullying is dealt with effectively, which is in line with the positive response rate for 14/15 (1% decline).
- The Induction Survey 2016/17 showed that 97% of respondents agreed/strongly or agreed that 'they feel safe in College' (1% decline on 15/16).

## **Equality and Diversity Report 2015/16**

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

### Legislative Framework

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

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

The College understands its duties and responsibilities under the Counter Terrorism Act (2015), which *'places a specific duty on specified authorities including Further and Higher Education to have due regard to the need to prevent people being drawn into terrorism'* and has made good progress in this regard. Prevent agenda is a key strategic priority in 2016/17.

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

The College continues to prioritise integrating 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
- '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 2<sup>nd</sup> 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.

In line with strategic importance of the Prevent Agenda, all the College's Safeguarding designated officers attended the Workshop to Raise Awareness of Prevent (WRAP) Training in 2015/16.

- As of the 27 January 2017, 494 out of 636 staff including Governors and Senior Managers had attended the Prevent briefings and 118 members of staff had completed the Prevent Online Module Strategy

### Ofsted Judgements

The College's Inspection Report of 2016 judges that the College has performed well in terms of Equality and Diversity and the Prevent Duty. Inspectors noted that:

- *"The promotion of equality and diversity is effective. Lecturers develop students' understanding of equality and diversity issues well; for example, a lesson in health and social care considered the dietary restrictions of different faiths. The outcomes of different groups of students are closely monitored and action taken to narrow any gaps in performance is effective. Managers listen and respond well to the views of minority groups, including the most vulnerable. Regular events promote equality and diversity themes. Staff are aware that while there is some evaluation of how well these events improve students' understanding of diversity, they do not always complete this systematically."*
- *"Safeguarding is highly effective, steered by a clear policy that includes the promotion of tolerance, democracy and respect. The college provides an inclusive, welcoming and respectful environment. Students feel safe and know how to keep themselves safe online."*
- *"Leaders, managers and staff promote an inclusive approach to education that includes developing students' understanding of the Prevent duty and British values."*
- *"Through teaching, learning and assessment and college activities and events, staff promote equality well. All staff demonstrate a clear expectation that they will not tolerate bullying, victimisation and discrimination. Staff challenge students and apprentices to consider how their behaviour affects others."*
- *"Students and apprentices feel safe. They know how to seek help or raise concerns about incidents of bullying or unfair treatment and have confidence that managers and staff will respond quickly and effectively to resolve any concerns raised."*
- *"All students, particularly those with high needs and those who are vulnerable, receive good support."*
- *"The quality of pastoral support, particularly for vulnerable learners, is good. Students have good access to a range of support services to help them succeed in their studies and to overcome learning or other difficulties that could slow their progress. Staff and managers have strong links with external agencies, local schools,*

*providers and the local authority to support individuals through the steps they need to take to achieve their goals. Staff provide particularly good support to children that are looked after, in receipt of free school meals, are young mothers or students with high needs."*

- *"Students and apprentices receive good careers advice and guidance prior to the start of their programme and they enrol at an appropriate level and on a programme relevant to their aspirations. As a result, student retention is high. Careers guidance provides students on study programmes and apprenticeships with a clear understanding of possible employment routes, and students feel well prepared for their next steps."*
- *"Through teaching, learning and assessment and college activities and events, staff promote equality well. All staff demonstrate a clear expectation that they will not tolerate bullying, victimisation and discrimination. Staff challenge students and apprentices to consider how their behaviour affects others."*
- *"There are no significant differences in the performance of any group of students, although students in receipt of support achieve slightly better than those not receiving support. Adult learners currently succeed slightly better than 16- to 18-year-olds."*
- *"All apprentices demonstrate a sound understanding of safeguarding processes and the vast majority have a clear awareness of the risks associated with extremism and radicalisation. Assessors develop apprentices' knowledge of British values well during progress reviews and classroom teaching sessions and use a range of contextualised examples to reinforce apprentices' understanding."*
- *"Students develop useful independence skills that will support them well in their future lives. They make informed decisions, learn how to travel independently and develop their confidence in speaking out and offering their opinion."*
- *"Students demonstrate exceptional attitudes to work. They behave well and respect staff, college property and their peers. They have high aspirations and make at least comparable progress as other students, often aspiring to run their own business or secure paid employment, or making sufficient progress to access higher education."*
- *"Managers and staff use the allocated funding effectively to meet individual needs. A variety of support methods meet local authority care plans and variations to support, where required, exist."*
- *"All students, particularly those with high needs and those who are vulnerable, receive good support."*

### Equality and Diversity Training for Staff and Students

The College has prioritised the embedding of Equality and Diversity into teaching, learning and assessment through training and impact monitoring via the appraisal process and lesson observations.

- Between August 2015 and July 2016, 200 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 attendance in December 2015 was 90.12%.
- The compliance rate for 2015/16 is 94.88% compared to 95.31% in 2014/15.

### Promoting Equality and Celebrating Diversity

During 2015/16 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 integrated into the tutorial programme

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

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

- Doncaster College's On Programme Survey 2015/16 showed that 94% of respondents agreed/strongly agreed that bullying is dealt with effectively, which is in line with the positive response rate for 14/15 (1% decline).
- The Induction Survey 2016/17 showed that 97% of respondents agreed/strongly or agreed that 'they feel safe in College' (1% decline on 15/16).

### Educational and Social Inclusion

#### **In the inspection of April 2016 Ofsted commented:**

*"The college provides an inclusive, welcoming and respectful environment."*

*"There are no significant differences in the performance of any group of students, although students in receipt of support achieve slightly better than those not receiving support. Adult learners currently succeed slightly better than 16- to 18-year-olds."*

*"The College effectively promotes Equality and Diversity through its website, College prospectuses and Student Handbook, plasma screens, promotional materials, posters, tutorials and in the curriculum through displays of student's work. Additionally there is effective promotion of Equality and Diversity through both corporate and student induction."*

*"The College holds a variety of events to promote Equality and Diversity by and within the Curriculum Areas, Student Union and Learning Resource Centres."*

Ofsted confirmed that *"Equality and diversity are promoted in the classroom as an integral component of learning and teaching and monitored through lesson planning and*

*observations. The College has prioritised this approach through teaching and monitored through lesson planning and observations. The College has prioritised this approach through training, at all levels of the organisation. Embedding is effectively monitored through lesson observations, quality assurance and improvement processes."*

*Furthermore "Through teaching, learning and assessment and college activities and events, staff promote equality and celebrate diversity well. All staff demonstrate a clear expectation that they will not tolerate any forms of discrimination, including bullying, harassment victimisation. Staff challenge students and apprentices to consider how their behaviour affects others."*

*"Students demonstrate exceptional attitudes to work. They behave well and respect staff, college property and their peers. They have high aspirations and make at least comparable progress as other students, often aspiring to run their own business or secure paid employment, or making sufficient progress to access higher education."*

Ofsted commented that *"Students develop useful independence skills that will support them well in their future lives. They make informed decisions, learn how to travel independently and develop their confidence in speaking out and offering their opinion."*

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 2015/16 the overall achievement rate for students in receipt of support was 83.2% i.e. 2.1% above the whole College rate.

The Financial Support Team effectively and efficiently deploys Government Funds to FE and HE students. This measure aims to widen participation and enables students to stay on programme. The retention rate of the students who are supported is high and evidences that Financial Support has 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% for 15/16 with 98% of students achieving a positive destination.

In 2015/16 the proportion of FE students in receipt of disadvantaged uplift funding was 54% which represents a 2% increase on the previous year and signifies that the College continues to recruit more students from more disadvantaged backgrounds. 38% of HE Students in 2015/16 disclosed that they originated from a UK deprived postcode. This represents a 3% increase on the previous year's data.

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.

In 2015/16 48 Looked After Young People/Care Leavers and 35 completed their course, 19 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.

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 2015/16 the success rate for the 14 to 16 provision was 79% with 60% 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. Over 1,000 children graduated in July 2016. All children were invited to a graduation ceremony at the College or University centre, the invitation was also extended to their parents, guardians and teachers. 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 2015/16 compared to that of the 2011 census data:

Protected Characteristic		Doncaster Profile	Staff Profile	Students
<b>Ethnicity</b>	<b>White</b>	95.20%	94.29%	84.0%
	<b>BAME</b>	4.80%	5.71%	16.0%
<b>Gender</b>	<b>Male</b>	49.30%	36.40%	45.0%
	<b>Female</b>	50.70%	63.6%	55.0%
<b>Disability</b>	<b>Declared disability/learning difficulty/health problem</b>	11.10%	8.23%	16%
<p><i>(Data Source: Students Proachieve 16/01/17)</i>  <i>(Data Source: Staff: College’s HR and Payroll System 27/01/17)</i>  <i>( Data Source: Doncaster Profile 2011 Census)</i></p>				

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.

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

In its inspection report of 2016 Ofsted noted that:

*"The College has clear anti-bullying and anti-harassment policies and procedures for both staff and students to ensure that action is taken to combat such behaviour and promote inclusion. The College's zero tolerance to bullying, harassment and victimisation is effectively promoted to students, staff and visitors. This is underpinned by effective and robust reporting and monitoring procedures aligned to protected characteristics. Proven incidents of harassment and bullying are dealt with swiftly and firmly. The College meets its responsibility to safeguard and promote the welfare of its students by embedding an ethos of 'zero' tolerance to bullying."*

In 2015/16 to further embed the College's zero-tolerance to bullying, the Student Union delivered supported 17 students with issues related to bullying. Mediation was delivered to 3 groups of students whose issues were as a result of cyberbullying sexting. The impact of this measure 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. 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.

### 2015/16 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.

## **Data Analysis: Overall Success Rates 2013/14 to 2015/16 in Classroom-based Provision**

<b>Programme Area: Whole College</b>														
	Starts	Prev Yr Succ%		14/15 Retention (inc cont)				15/16 Retention (inc cont)				15/16 Pass	15/16 Ach	Best Case Ach
<b>All rows excluding Functional Skills except where stated</b>	15/16	13/14	14/15	P3%	P6%	P9%	YTD%	P3%	P6%	P9%	YTD%	YTD%	YTD%	%
<b>16-18 All 16-18</b>	4275	82	83	98	92	89	88	99	95	93	92	89	<b>83</b>	83
Male	2095	79	83	99	93	89	88	99	95	93	92	88	<b>82</b>	82
Female	1912	83	84	97	91	88	87	98	94	92	92	90	<b>83</b>	83
BME inc other	184	82	85	97	93	90	89	99	97	93	92	93	<b>86</b>	86
Declr Disability	944	85	87	98	94	90	90	99	95	93	93	91	<b>85</b>	85

	Receive ALS		88												
	Level 1 only	521	83	82	99	92	86	86	100	96	94	94	91	<b>86</b>	87
	Level 2 only	2256	80	83	100	93	89	88	100	96	93	93	86	<b>80</b>	81
	Level 3 only	995	81	83	94	90	87	87	95	91	89	89	93	<b>82</b>	84
	Level H only														
	All Long	4007	81	83	98	92	88	88	99	95	92	92	89	<b>82</b>	83
	All Short	190	85	86	100	95	97	97	100	96	96	96	91	<b>87</b>	93
	All Very Short	78	97	97	93	93	97	97	100	100	100	100	96	<b>96</b>	96
	Functional/Key Skills	792	36	52	100	92	89	89	99	94	92	92	40	<b>37</b>	91
	All inc Func/Key Skills	5067	63	72	99	92	89	88	99	95	92	92	82	<b>76</b>	85
<b>19+</b>	All 19+	3711	87	87	96	93	92	92	97	94	93	93	91	<b>85</b>	90
	Male	614	81	85	96	92	91	91	96	90	88	88	86	<b>76</b>	84
	Female	1323	84	85	97	92	91	91	98	92	90	89	91	<b>81</b>	86
	BME inc other	250	87	91	98	96	95	95	98	94	91	91	88	<b>80</b>	88
	Declr Disability	413	86	88	98	94	92	92	98	92	90	90	90	<b>81</b>	86
	Receive ALS		86	67	67	67	67	67							
	Level 1 only	185	82	85	96	92	91	91	94	93	90	90	82	<b>74</b>	88
	Level 2 only	1161	86	88	98	93	92	92	99	94	92	92	90	<b>83</b>	88
	Level 3 only	449	80	81	95	90	88	87	95	86	82	82	93	<b>76</b>	79
	Level H only														
	All Long	1937	83	85	97	92	91	91	97	92	89	89	89	<b>80</b>	86
	All Short	1163	88	87	92	93	93	93	97	97	96	96	94	<b>90</b>	95
	All Very Short	611	94	93	99	99	98	98	98	98	99	98	93	<b>91</b>	96
	Functional/Key Skills	298	58	57	99	87	86	86	98	91	85	84	62	<b>52</b>	81
	All inc Func/Key Skills	4009	83	83	97	93	92	92	97	94	92	92	89	<b>82</b>	89

The above table shows three-year trend data for whole-College success/achievement rates between 2013/14 and 2015/16 categorised by the protected characteristics of age, gender, race and disability which College has a duty to report on to Ofsted and to The Equality and Human Rights Commission as a requirement of the Equality Act (2010).

## 16-18 students

Overall success/achievement rates for students aged 16-18 over the three-year period remained stable at 82% in 2013/14, rose to 83% in 2014/15 and remained at 83% in 2015/16.

In 15/16 there was no significant achievement gap in terms of gender for students aged 16 to 18: achievement for males was 82% and 84% for females. However, three-year trend

data for 16-18 males shows that the male-female achievement gap in 2013/14 was narrowed in 2014/15.

The table shows that 16-18 BAME students outperformed their white counterparts in 2015/16 by 3%. Three-year trend data shows an upward trend from 82% achievement in 2014/15 to 86% achievement in 2015/16.

16-18 students who declared a learning difficulty/disability or health problem outperformed students who did not declare a learning difficulty/disability or health problem by 2% in 2015/16. The achievement rate for 16-18 students who declared a learning difficulty/disability or health problem in 2013/14 was 85%. It increased by 2% to 87% in 2014/15 and declined by 2% to 85% in 2015/16.

### **19+ students**

Overall success/achievement rates for students aged 19+ over the three-year period increased by 1% from 87% in 2013/14 and 2014/15 to 88% in 2015/16. This means a 5% difference in achievement in 2015/16 between 19+ students at 88% and 83% for 16-18 students.

In 15/16 there was a 3% achievement gap in terms of gender for 19+ students: achievement for males was 81% and 84% for females. However, three-year trend data for 19+ males shows that the male-female achievement gap in 2013/14 was closed at 85% for both male and females in 2014/15, it widened by 3% in 2015/16.

Achievement for 19+ BAME students increased from 87% in 2013/14 to 91% in 2014/15. The 2015/16 achievement rate for 19+ BAME students is 85%. There is an achievement gap in 2015/16 of 3% between 19+ BAME students (85%) and 19+ students overall (88%)

In 2015/16 the achievement rate for 19+ students who declared a learning difficulty/disability or health problem is 84%.

The achievement rate for 16-18 students who declared a learning difficulty/disability or health problem in 2015/16 was 85%.

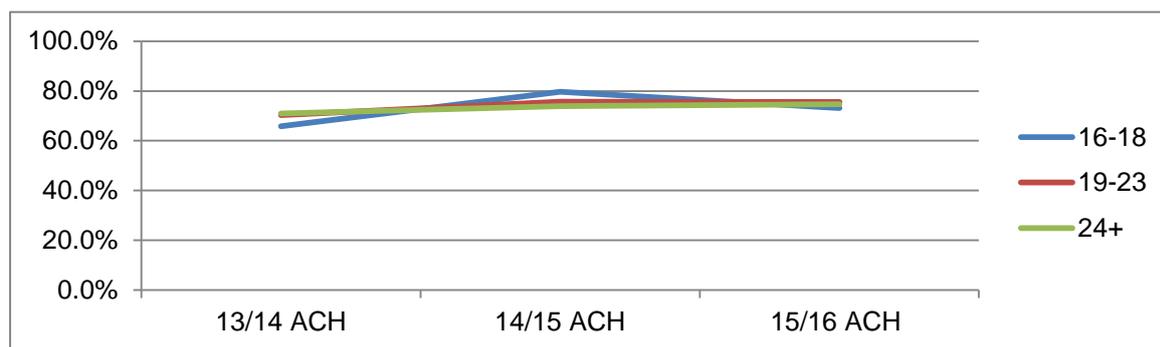
There is an achievement gap in 2015/16 of 4% between 19+ LDD students (84%) and 19+ students overall (88%)

The College's Equality Objectives are currently being reviewed and new objectives will be set to address any imbalances.

### **Data Analysis: Overall Success Rates 2013/14 to 2015/16 in Work-based Learning Provision**

The tables below displays the three-year trend of achievement rates for apprenticeships across College between 2013/14 and 2015/16. These are categorized by the protected characteristics of age, gender, race and disability which the College has a duty to report on to Ofsted and to The Equality and Human Rights Commission as a requirement of the Equality Act (2010).

## AGE GROUP



Age Group	13/14 ACH	14/15 ACH	15/16 ACH
16-18	65.8%	79.7%	73.2%
19-23	70.3%	75.7%	75.6%
24+	71.0%	73.9%	74.7%
<b>Total</b>	<b>69.1%</b>	<b>75.8%</b>	<b>74.4%</b>

### 16-18 Apprentices

**Overall** achievement rates for apprentices aged 16-18 show a large improvement in 14/15 this has slowed down for 15/16 but still shows an overall improvement of 7.4% since 13/14.

### 19-23 Apprentices

**Overall** achievement rates for apprentices aged 19-23 has improved by 5.3% since 2013/14 stabilising at 75.6% for 2015/16

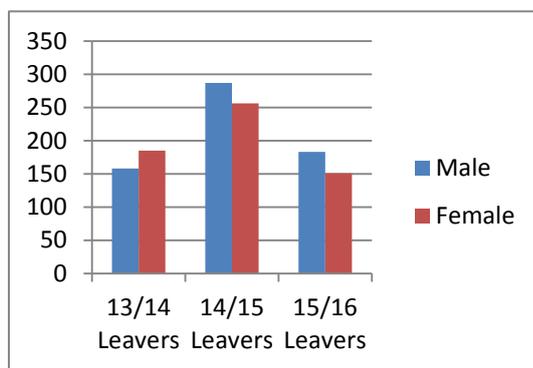
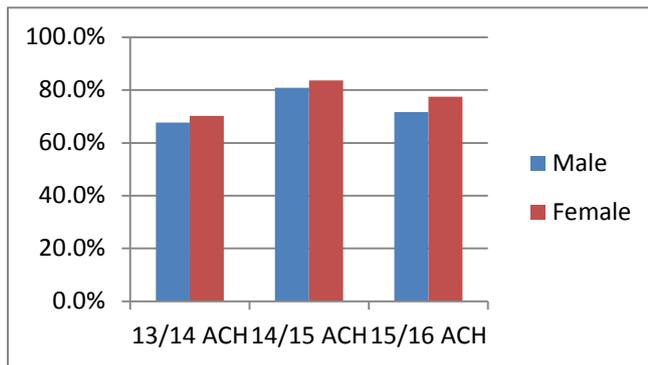
### 24+ Apprentices

**Overall** achievement rates for apprentices aged 24 + have improved by 3.7 % over the three-year period stabilising at 74.7% in 2015/16.

### Summary

The gap between all age groups has narrowed over the three year period and is less than 3% between all age groups, demonstrating that there is no achievement gap for apprentices of all age groups.

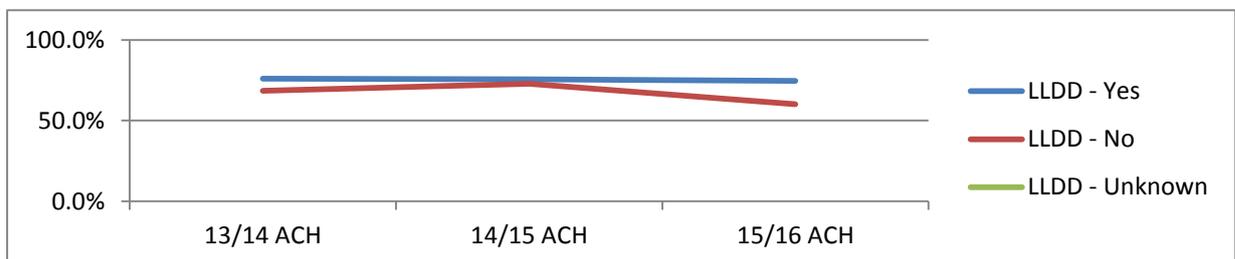
## GENDER



There has been a significant shift in gender split of apprentices as the majority of apprentices were female in 13/14 compared to 15/16 where the majority were male.

The participating number of males rose from 158 in 2013/14 to 183 in 2015/16. Females have continued to achieve above males and the current achievement gap between them is 5.6%.

## Apprentices who declared a Learning Difficulty/Disability/Health Problem

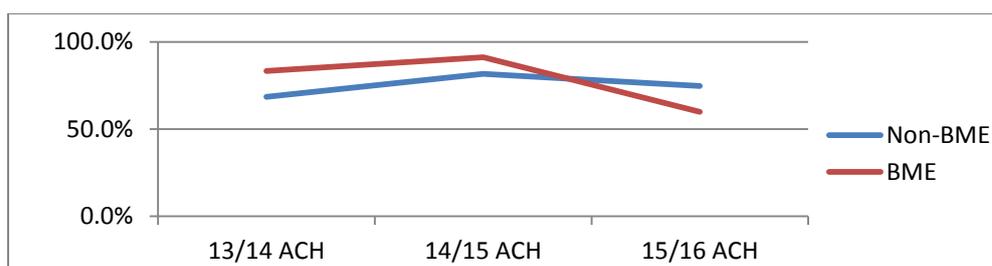


Over the three year period the percentage of apprentices participating has increased from 7.2% in 13/14 to 10.0% in 15/16.

The achievement gap for apprentices with a learning difficulty has narrowed by 2.1%. However apprentices without a disability / learning difficulty achieve 5.3% better than those who have a disability/difficulty.

LLDD	13/14 Leavers	14/15 Leavers	15/16 Leavers
LLDD - Yes	25	49	25
LLDD - No	318	494	223
<b>Total</b>	<b>343</b>	<b>543</b>	<b>248</b>
<b>LLLD - %</b>	<b>7.2</b>	<b>9.02</b>	<b>10.0</b>

### BAME Apprentices



The three-year trend shows a decline in the achievement rates for apprentices from different origins by 23.3%. However, this group represents 2.4% (6) of the cohort in 2015/16.

### 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.

Progress against the HR KPIs was mixed during the year. The proportion of staff declaring a disability dipped slightly during the reporting period to 5.71% compared to the sector at 15% and 8.76% for Doncaster's BAME community of working age. The proportion of female staff within the workforce increased during the year to 63.51% and remains below the sector average which rose by 3.3% to 66.6%. It should be noted that the College's objective is to achieve a more gender balanced workforce rather than meet the sector average. Employee turnover increased substantially during the year to 25.65%. The College uses the figure reported in the SIR report as a comparator which is lower than the College's figure at 16.1%. The overall direction of travel against these measures however remains positive. As mentioned in the section on Equality Goals, the percentage of staff from an ethnic minority background decreased during the year. 6.04% of applicants for College vacancies were from

people from an ethnic minority background as were 3.45% of appointments. There was a slight increase in job applicants' declaring a disability and a decrease in applicants either from a BME background or male gender. The percentage of directly employed workforce in the 16 – 24 years age group increased and staff absences for stress related reasons decreased substantially

Overall formal HR casework increased during the reporting period; the biggest increases being in grievances and formal absence management cases.

#### Key Priorities for Academic Year 2016/17

To continue to demonstrate compliance with equalities legislation by the required due dates (31<sup>st</sup> January 2017 and 6<sup>th</sup> April 2017)

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

<b>To advance equality of opportunity</b>			<b>Progress against objectives to 30 January 2017</b>
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.	16-18 L3 in 15/16 is 83%. 19+ L3 in 15/16 is 78%. The achievement rate decreased by 3% for 16-18 L3 students and 9% for 19+ L3 students. The achievement gap is now 5% and must be closed by the end of 2016/17 to meet the objective.
2	WB	...for apprentices by increasing the number of apprentices recruited from BAME backgrounds by 6% (i.e.2% each year in 3 years) by 2018. In 2015/16 there were 10 BAME apprentices, which is 3%	The number of BAME Apprentices has decreased from 3.8% in 2014/15 to 3.0% in 2015/16 thus falling below the BAME target of 6% of the represented group.
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 achievement rate for 16 to 18 students remained at 83% in 2015/16. The achievement rate for 19+ students has increased by 1% to 88% in 2015/16. The achievement gap is 5% and must be closed by the end of 2016/17 to meet the objective.
4	HR	... by increasing the number of job applications from candidates who declare a disability from 6% to 7% by 2017.	Applicants declaring a disability rose during year but remains low at 5.9%
5	WB	... for apprentices who declare a disability by narrowing the achievement gap by 16% by 2017 (i.e. 4% per year).	The success rate for all apprentices who declared a disability/learning difficulty or health problem in 2015/16 is 69% compared to 74% for apprentices who did not declare a disability the achievement gap is 6% - an improvement of 10% on 2012/13.
6	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 2016.	ALS support has increased year on year growing from 2.5% in (8) 2012/13 to 4% (20) in 2014/15, The College provided support to 44 apprentices in 15/16 and a

			further 4 had diagnostic assessments. The objective is now closed.
7	CB	.... for 16 – 18 Level 3 students by increasing success rates by 5% to 86% by 2017 to bring them in line with the national rate	16-18 Level 3 students' achievement rate has increased by a further 1% to 83% in 15/16.
8	CB	... by narrowing the 4% achievement gap between BAME and White classroom-based students by 2016/17.	BAME students outperform their white counterparts by 6%. This objective is therefore closed.
9	WB	... by narrowing the achievement gap between females (77.5%) and males (71.7%) in work-based learning by 2016/17.	The achievement gap in 15/16 between females (77.5) and males (71.7) an achievement gap of 5.8% and must be closed by the end of 2016/17 to meet the objective. The participating number of males has overtaken females In year by 9.6% Females 45.2% in 15/16 Males 54.8% in 15/16
10	WB	... by narrowing the achievement gap by 4% each year by 2017/18 between WBL BAME students and their White counterparts	In 15/16 the achievement gap has widened to 14.7%. Non BAME students are outperforming BAME students who achieved 60%.
11	HR	...by achieving a more gender-balanced workforce by 2018/19	The percentage of male applicants during the year decreased for a second successive year to 30.57%, a decrease of almost 7%.
12	CB	... by narrowing the 4% achievement gap between BAME and White classroom-based students by 2016/17.	16-18 BAME students outperformed their white counterparts in 2015/16 by 3%. Three-year trend data shows an upward trend from 82% achievement in 2014/15 to 86% achievement in 2015/16.  There is an achievement gap in 2015/16 of 3% between 19+ BAME students (85%) and 19+ students overall (88%)
13	CB	....by narrowing the 4% achievement gap between 19+ classroom-based students and 16-18 classroom-based students by 2016/17.	The gap has now widened by 1% to a 5% difference in achievement in 2015/16 between 19+ students at 88% and 83% for 16-18 students.

### 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 2017.	<p>HR: In 2015/16 there were no cases of alleged harassment and bullying during the year.</p> <p>There were 13 incidents in FE during 2015/16, none of which were related to the Protected Characteristics.</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 200 staff in a mandatory Equality and Diversity Training Programme in 2015/16.

### 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>Overall formal HR casework reduced during the reporting period, including decreases in disciplinaries/grievances.</p> <p>Overall formal HR casework increased during 2015/16, the biggest increases being in grievances and formal absence management cases.</p> <p>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 2017.	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.
3	HR	... (and advance equality of opportunity) by increasing the number of staff who declare a disability to better reflect the local working population profile of 16.5%.	The proportion of staff declaring a disability decreased by 0.06 to 8.23%.
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 2016/17.	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
5	CB/ HR	... among all groups of people by decreasing the number of 'unknowns' to zero by 2017.	In 2015/16 classroom-based provision contained 8 "unknowns" for disability, a reduction of 9

			from the previous year. To meet the objective this figure needs to decrease to zero by 2016/17.
6	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.	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.

### New Equality Objectives from 2016 to 2020

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 2016/17 following analysis of the data and identification of further achievement gaps, the College has set the following new Equality Objectives:

<b>To advance equality of opportunity...</b>		
1	CB	... by narrowing the achievement gap in 2015/16 of 4% between 19+ LDD students (84%) and 19+ students overall (88%) by 2019/20
2	CB	... by narrowing the 3% achievement gap in terms of gender for 19+ students. In 2015/16: achievement for males was 81% and 84% for females.
<b>To foster good relations...</b>		
1	HR	... by increasing the number of applicants from a BAME background from 6.04% to 10% by 2017/18
<b>To eliminate discrimination...</b>		

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

<b>To advance equality of opportunity</b>			<b>Progress against objectives to 30 January 2017</b>
5	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 2016.	ALS support has increased year on year growing from 2.5% in (8) 2012/13 to 4% (20) in 2014/15, The College provided support to 44 apprentices in 15/16 and a further 4 had diagnostic assessments. The objective is now closed.
8	CB	... by narrowing the 4% achievement gap between BAME and White classroom-based students by 2016/17.	In 15/16 the gap increased to 6%. However, BAME students outperform their white counterparts. This objective is therefore closed.

## Equality and Diversity Performance Data (Classroom-based Learning) 2015/16

### Learner Responsive Data

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

Age Grp	Sex	Starts No-Xfr (13/14)	Suc %S (13/14)	Leavers No-Xfr (14/15)	Suc %S (14/15)	Leavers No-Xfr (15/16)	Ach %S (15/16)	Ret %S Comp (13/14)	Ret %S Comp (14/15)	Ret %S Comp (15/16)	Ach %C (13/14)	Ach %C (14/15)	Pass %C (15/16)
16 – 18	F	1677	83	1545	84	2087	85	87	88	92	95	96	92
16 – 18	M	1703	81	1690	83	2187	82	87	88	93	93	94	88
19+	F	3021	86	2590	87	2299	88	92	92	92	94	95	95
19+	M	1968	86	1535	87	1424	88	91	93	94	95	94	94
		<b>8369</b>	<b>84</b>	<b>7360</b>	<b>85</b>	<b>7997</b>	<b>86</b>	<b>90</b>	<b>91</b>	<b>93</b>	<b>94</b>	<b>94</b>	<b>92</b>

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

Age Grp	Ethnic Group	Starts No-Xfr (13/14)	Suc %S (13/14)	Leavers No-Xfr (14/15)	Suc %S (14/15)	Leavers No-Xfr (15/16)	Ach %S (15/16)	Ret %S Comp (13/14)	Ret %S Comp (14/15)	Ret %S Comp (15/16)	Ach %C (13/14)	Ach %C (14/15)	Pass %C (15/16)
16 – 18	Any Other	37	76	28	89	37	86	81	89	89	93	100	97
16 – 18	Bangladeshi	1	100	3	67	10	90	100	67	100	100	100	90
16 – 18	Black African	7	86	15	93	11	82	100	93	100	86	100	82
16 – 18	Black Caribbean	3	67	4	75	3	100	67	75	100	100	100	100
16 – 18	Black Other	3	100	2	100	6	83	100	100	100	100	100	83
16 – 18	Chinese	8	100	6	67	5	100	100	67	100	100	100	100

18													
16 – 18	Indian	12	50	14	100	10	90	67	100	100	75	100	90
16 – 18	Mixed	38	90	34	82	68	81	92	82	88	97	100	92
16 – 18	Other Asian	27	78	15	67	21	95	89	87	100	88	77	95
16 – 18	Pakistani	22	91	32	91	26	88	96	100	88	95	91	100
16 – 18	White	3222	82	3082	83	4077	83	87	88	92	94	95	90
19+	Any Other	158	83	148	87	162	93	94	93	94	88	94	99
19+	Bangladeshi	23	100	4	100	8	88	100	100	100	100	100	88
19+	Black African	139	88	120	91	192	93	94	95	96	94	96	97
19+	Black Caribbean	91	90	57	93	39	90	98	95	97	92	98	92
19+	Black Other	22	91	23	83	18	94	96	87	100	95	95	94
19+	Chinese	16	88	15	100	19	100	94	100	100	93	100	100
19+	Indian	59	88	35	89	34	94	97	91	94	91	97	100
19+	Mixed	94	90	85	92	77	87	96	95	92	94	96	94
19+	Other Asian	46	91	23	74	26	96	96	96	96	96	77	100
19+	Pakistani	84	94	58	91	50	92	96	97	98	98	95	94
19+	White	4257	86	3557	87	3098	87	91	92	92	94	94	95
		<b>8369</b>	<b>84</b>	<b>7360</b>	<b>85</b>	<b>7997</b>	<b>86</b>	<b>90</b>	<b>91</b>	<b>93</b>	<b>94</b>	<b>94</b>	<b>92</b>

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

Age Grp	Difficulty or Disability	Starts No-Xfr (13/14)	Suc %S (13/14)	Leavers No-Xfr (14/15)	Suc %S (14/15)	Leavers No-Xfr (15/16)	Ach %S (15/16)	Ret %S Comp (12/13)	Ret %S Comp (13/14)	Ret %S Comp (15/16)	Ach %C (12/13)	Ach %C (13/14)	Pass %C (15/16)
16 – 18	has difficulty/disability/health problem	813	86	704	88	1006	85	91	91	94	94	97	91
16 – 18	no difficulty/disability/health problem	2567	80	2523	82	3268	83	86	87	92	93	94	90
16 – 18	no information provided	N/A	N/A	8	100	N/A	N/A	N/A	100	N/A	N/A	100	N/A
19+	has difficulty/disability/health problem	820	86	730	89	684	87	91	92	92	95	96	94
19+	no difficulty/disability/health problem	4169	86	3386	87	3031	89	92	91	93	94	97	95
19+	no information provided	N/A	N/A	9	100	8	100	N/A	100	100	N/A	100	100
		<b>8369</b>	<b>84</b>	<b>7360</b>	<b>85</b>	<b>7997</b>	<b>86</b>	<b>90</b>	<b>91</b>	<b>93</b>	<b>94</b>	<b>94</b>	<b>92</b>

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

Age Grp	Ethnicity	Suc %S (13/14)	Suc %S (14/15)	Ach %S (15/16)	Ret %S Comp (13/14)	Ret %S Comp (14/15)	Ret %S Comp (15/16)	Ach %C (13/14)	Ach %C (14/15)	Pass %C (15/16)
16 – 18	White	82%	83%	83%	87%	88%	92%	94%	95%	90%
16 – 18	BME	78%	86%	86%	85%	90%	92%	91%	96%	93%
16 – 18	<b>Total</b>	<b>82%</b>	<b>83%</b>	<b>83%</b>	<b>87%</b>	<b>88%</b>	<b>92%</b>	<b>94%</b>	<b>95%</b>	<b>90%</b>
19+	White	86%	87%	87%	91%	92%	92%	94%	94%	95%
19+	BME	88%	89%	92%	94%	94%	96%	93%	95%	97%
19+	<b>Total</b>	<b>86%</b>	<b>87%</b>	<b>88%</b>	<b>92%</b>	<b>92%</b>	<b>93%</b>	<b>94%</b>	<b>94%</b>	<b>95%</b>
All ages	White	84%	85%	85%	89%	90%	92%	94%	94%	92%
All ages	BME	86%	89%	91%	92%	93%	95%	93%	95%	96%
	<b>Total</b>	<b>84%</b>	<b>85%</b>	<b>86%</b>	<b>90%</b>	<b>91%</b>	<b>93%</b>	<b>94%</b>	<b>94%</b>	<b>92%</b>

Data Source: ProAchieve LR Data Produced: 17/01/17

## Inclusion Report

### Equalities Performance Data (Work-based Learning)2015/16

#### 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
<b>Total</b>		<b>317</b>	<b>75</b>
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
<b>Total</b>	<b>342</b>	<b>69</b>	<b>75</b>
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	FwrkSuc Overall %
Female	14/15	231	75
Male	14/15	268	77
<b>Total</b>		<b>499</b>	<b>76</b>
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			

Gender	Hybrid End	Leavers	Fwrk / NVQ Suc Overall %
Female	15/16	151	77.5
Male	15/16	183	71.7
<b>Total</b>	<b>342</b>	<b>334</b>	<b>74.4</b>
Source: ProAchieve ER Apprenticeship Programme Level Multi Year Summary Report: 2015/16 Apprenticeship Overall by Framework			
Data Produced: 22 January 2017			

#### 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			

## Inclusion Report

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			

Disability	Hybrid End	Leavers	Suc %
No Disability	15/16	298	74
Indicated Learning Need or Disability	15/16	36	69
		334	74
Source: ProAchieve ER Apprenticeship Programme Level Multi Year Summary Report: Overall Success 1516: Disability. Summary Data 2015/16 Apprenticeship Overall by Framework			
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 2016			

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

## Inclusion Report

		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

Ethnic Group	Hybrid End	Leavers (left within 6 weeks)	FwrkSuc Overall %
White	15/16	224	74.
BME	15/16	10	60
		334	74
Source: ProAchieve ER Apprenticeship Programme Level Multi Year Summary Report: Overall Success 1516: Ethnicity. Summary Data 2015/16 Apprenticeship Overall by Framework			

## Inclusion Report

### Annual Report Additional Learning Support 2015/16

#### Introduction

For the academic year of 2015/16 Doncaster College has worked with 654 students: 564 of whom have received on-going support.

This report consists of information about the impact of ALS on achievement of students for the year and the ways in which the funding has been used to support students' progression and achievement.

The main funding still comes from the Education Funding Body and the Skills Funding Agency. Funding for HE student has reduced significantly with the changes to Disabled Students Allowance.

Funding source	No. of students	% of total
EFA	430	65.75
SFA (includes apprentices)	173	26.46
HEFCE	30	4.59
24+ Loans	4	0.71
Apprentices/WBL	26	
Local Authority Element 3 Top Up Element 1 and 2 paid by EFA)	44	

Students receiving ALS have a achievement rate of 83.2%, against a college achievement rate of 81.1%. While the gap between ALS achievement and whole college achievement has decreased it should be within 1-3 % of whole college achievement rates.

The following figures are based on enrolments rather than number of individuals.

#### 3 year trends

Year	Whole College retention	ALS retention	Whole College Achievement	ALS Achievement
15/16	91.8	97	81.1	83.2
14/15	84	96	77	81
13/14	90	91	84	86

#### Gender 15/16

Gender	Whole college retention	ALS retention	Whole college Achievement	ALS Achievement
Male	92.1	98.3	78.5	84.7
Female	91.6	95.7	81.6	82.8

#### Age 15/16

Age	Whole college retention	ALS retention	Whole college Achievement	ALS Achievement
16-18	92.4	97.5	81.1	86.4
19+	92.1	95.3	93.9	88.3

## Inclusion Report

### Age/Gender 15/16

Age/gender	Whole college retention	ALS retention	Whole college Achievement	ALS Achievement
Male 16-18	91.9	98.7	73.6	83.7
Female 16-18	91.4	96.2	78.3	79.5
Male 19+	92.5	96.9	86.0	88.8
Female 19+	91.8	94.0	86.7	87.9

### Level 15/16

Level	Whole college retention	ALS Retention	Whole college Pass	ALS Pass	Whole college Achievement	ALS Achievement
Entry	92.0	98.7	95.3	97.7	82.7	93.1
Level 1	92.0	98.1	69.1	65.4	63.6	64.1
Level 2	93.6	96.4	91.0	91.7	85.1	88.4
Level 3	86.3	92.5	93.7	100	80.8	92.5

### Ethnic groups 15/16

Ethnic Group	Whole college retention	ALS retention	Whole college Achievement	ALS achievement
Other	94.3	100	84.9	86
Black African	95.5	100	88.9	100
Black Caribbean	97	100	93	100
African	92	100	82	100
Chinese	83.9	100	74.3	100
White	91.4	97.6	79.8	82.5

### Declared Support Need 15/16

Declared Need	Retention	Retention	Achievement	Achievement
	Not supported	Supported	Not Supported	Supported
Autism	91.7	97.4	85.4	86.4
Dyslexia	89.2	96.7	71.2	79.1
Moderate Learning Difficulty	88.6	97.4	77.3	87.7
Literacy/Numeracy	93.2	99.00	88.4	86.3
Language	N/A	95.3	N/A	86.3
Severe Learning Difficulty	0	100	0	100

## Inclusion Report

Asperger's Syndrome	0	100	0	100
Hearing	91.7	100	75.0	75.0
Visual	85.7	100	71.4	100
Mental Health	55.6	93.6	55.6	87.5
Physical	81.3	100	62.5	92.3

Students who receive support continue to do well. ALS is effective in narrowing the achievement gap for those students who have barriers to learning from learning difficulties and/or disabilities or other factors. The most notable impact is with 16-18 males. Many of the changes in learning styles, ways in which support is delivered and learning environments suit them better than school and they are more able to access the curriculum. Students continue to do very well in achieving their vocational qualifications but pass rates are not so high for English and Maths which impact on the overall achievement rate.

Students are able to access support at any point throughout their programme. For students with the most complex needs this work starts while they are in their final year at school. ALS work closely with the curriculum areas to ensure a smooth transition and that everyone working with the young person is aware of their learning needs, their intended destinations and the steps in learning needed to help them progress. While there is close multi-agency work for transition into college support for progression out of college is often completed by the Curriculum area and ALS without support from external agencies for young people with the most complex learning difficulties.

### Student information

This section includes the number of students referred for support. Not all students referred required support. Regular contact with these students is maintained throughout their learning programme. This also includes students who are referred for assessments for access arrangements for exams who may need classroom and material adjustments but not always on-going additional learning support delivered by specialist tutors or Learning Support Assistants.

### Number of students

	Count	% of total
Total students	658	100.00
Support offered/provided	581	89.1
Full time	419	74.3
Exam Concessions (new assessments)	212	37.6
Access Arrangements in exams	382	
High Needs Students	44	

## Inclusion Report

### Gender

	Count	% of total
Female	329	50.39
Male	325	49.61
Total	564	100.00

### Age Band at start of year

Based on age at entry	Count	% of total
16-18	349	61.88
19-24	112	19.86
25-29	26	4.67
30-39	43	7.62
40-49	21	3.72
50-59	13	2.31
total	564	100.00

The majority of students supported fall within the 16-24 year old group.

### Support Needs

Below details the number of students by their support needs. Table 1 includes primary support need only while Table 2 includes all support needs. Some students have more than one support need but are identified by the need that has the most impact on their learning. Dyslexia and dyscalculia are included in the Learning Difficulties category. Basic Skills are students who require either literacy or numeracy support to cope with their primary programme. Language support is given to students who have English as a second or other language and are on mainstream programmes.

### Primary Support Need type

	Count	% of total
Basic Skills	211	29.35
Disability	60	8.34
Language	35	4.87
Learning Difficulty	380	52.85
Medical Condition	33	4.59

### All Support Needs

	Count	% of Total
ADHD	23	3.52
Asperger's Syndrome	16	2.45
Asthma	10	1.53
Auditory Impairment	1	0.89
Autistic Spectrum disorders	53	8.10
Cerebral palsy	5	0.76

## Inclusion Report

Disability affecting mobility : non-wheelchair	6	0.92
Disability affecting mobility: wheelchair user	5	0.76
Dyscalculia	9	1.38
Dyslexia	171	26.15
Dyspraxia	16	2.45
Emotional/behavioural difficulties	16	2.45
Epilepsy	7	1.07
Language need	35	5.35
Learning Difficulty (moderate)	98	14.98
Learning Difficulty (severe)	31	4.74
Literacy Need	99	15.14
Medical Condition	21	3.21
Mental Health	33	5.05
Numeracy Need	112	17.13
Visual impairment	10	1.53

There has been a significant increase in the number of students declaring and seeking support for Mental (18 in 14/15 to 33 in 15/16) and the number of students with Dyslexia (132 in 14/15 to 171 in 15/16)

### Pre-Entry Processes and Referrals

Students are encouraged to apply for ALS as soon as possible. Students with more complex needs are either consulted on through the process of implementing their Education, Health and Care Plans or by other agencies. In these cases their support needs are discussed in detail and arrangements and adjustments made for interview and skills review were appropriate, e.g. font adjustments for visually impaired students for initial assessment.

Reports are sent by admissions of students who have identified a disability on their application form and a questionnaire is sent out. Response rates have increased, 307 in 14/15 to 376 in 15/16. Contact is made with all these learners to discuss further and a copy of the questionnaire is sent to the curriculum area as the first stage in sharing information and making reasonable adjustments.

Students on discrete provision are interviewed by the Life Skills curriculum area and their support needs are identified through the area rather than direct with ALS.

For 15/16 the college were allocated 44 High Needs places from Doncaster Local Authority and 1 from Wakefield Local Authority. In addition the college were consulted on 83 Education, Health and Care Plans for starters for 16/17, completed 53 transfer requests for existing students and 6 new referrals. Annual reviews were carried out with 56 students who were the first 16 or 19 year olds with EHCP's to come to college.

### Assessments

All students who are referred to ALS are assessed. The type of assessment and the number of assessments are based on the students' needs and take into account information provided

## Inclusion Report

by curriculum areas, past placements and Education, Health and Care Plans. All returning students are given a shortened assessment in the form of a diagnostic interview to look at progress they have made and changes in support that they may need as a result of this.

All assessments are used to determine the most appropriate support, are regularly reviewed and up-dated to ensure that support provided is appropriate to the student's needs, is providing sufficient challenge to the learner to make them more independent as students and to progress to the next stage in their learning or career.

In addition to all students receiving an initial diagnostic assessment a further 52 students had dyslexia diagnostic assessments.

Type of assessment	No. of students	%
Initial assessment	564	100
Dyslexia assessments	52	9.23
EHCP transfers/ new requests	62	10.99
Exam concession assessments	243 (new assessments)	43.08

There has for the second year running been a significant increase in the number of specialist assessments carried out for access arrangements for exams. At present the college have four members of staff who have the specialist qualifications to be able to carry out these assessments in-house.

### ALS Provision

ALS was provided to 564 students. The team consists of 7 ALS specialist tutors with specialist qualifications in literacy, numeracy, language or dyslexia, 1 Communicator at Level 2 and 28 Learning Support Assistants. In addition 36 agency LSA's and 2 Level 3 Communicators also provided the support. Support is provided across all sites.

The following breakdown shows the primary focus of the support provided. Many students receive more than one type of support.

Type of Support	No. of Students	% of overall support provided
Learning Support Assistant	264	34.55
Communicator	2	0.26
Specialist tutor	359	46.99
Revision support	48	6.28
Small class size	91	11.91

Learning Support Assistants work predominately with 16-18 age group and 19-24 in Life Skills and on Entry and Level 1 programmes. They support a range of learning difficulties, physical disabilities and low levels of literacy and numeracy. The Specialist Tutors work 1:1 or with small groups across all age groups and levels including apprentices. Work Based Learning Assessors provide support in the work place with identified students.

Other support provided includes equipment loans and support for exams. Revision sessions were introduced this year for students who are in receipt of access arrangements for their exams. Take up was small – 28 in total but they had a 100% achievement rate.

## Inclusion Report

Progress on actions from 15/16

Action	Progress
To complete standards for Dyslexia Kitemark to make the college more dyslexia friendly and provide more holistic support	Evidence collected and actions identified. Validation will be dec16/Jan 17
Contract with students to attend revision sessions as part of overall support package where access arrangements are in place	48 identified students attended revision sessions to work on how to interpret and answer questions
Further development of the co-ordination and support for High needs Block students including Annual Reviews to fully embed new ways of working	On-going work – new processes are time consuming. Students have been allocated to different staff to share the work load. Further work needed for 16/17 where the Annual Reviews required are anticipated to increase by 200%
Identify and support young people at college with the transfers of SEN statements to EHCP in conjunction with the LA	56 Transfer requests completed by SM
To continue to maximise funding to support students	Close monitoring of ALS costs continued
To ensure that key staff are aware of and understand routes and eligibility criteria for each different funding body – EFA, SFA, 24+ Loans, Apprentices	All ALS Tutors and Co-ordinators updated
Develop cross-college monitoring group for High Needs Learners	Still in initial stages. Monitoring is carried out at management level. Actions required have been identified and a post created for High Needs key worker.
Further develop working relationships with external agencies for support for students with SEN into employment	1 transition event held in 15/16 - 3 supported employment agencies attended Increase in number of supported employment place at Next from 4 to 8

Actions for 16/17

- Involvement in DfE Project – Teaching for Neurodiversity. ALS tutors to attend Train the Trainers events. (Sep – Dec 16) Roll out training across college (Jan – July 2017)
- Up-dating on funding and being aware of 19+ loans
- Increasing support offered at High Melton due to relocation of Access programmes
- Identify staff and training opportunities to increase number of staff qualified to complete access arrangements assessments
- Identify and implement system for Annual Reviews

Data Produced: 22 Jan 2017

## 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 tutorial process and offered appropriate support to ensure they do not disengage
  - 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

## Inclusion Report

- 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

## Inclusion Report

### Strategic Equality and Diversity Action Plan 2015-2018

*All Strategic Equality Objectives and Operational Actions and targets are aligned to all protected characteristics: Age, Disability, Race, Sex, Sexual Orientation, Religion or Belief, Marriage and Civil Partnership, Maternity and Pregnancy and Gender Reassignment.*

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, Student Experience and Commercial Developments and Deputy Principal

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

<b>Strategic Action 2015/18</b>	<b>Operational Actions/Targets 2015/16</b>	<b>Person responsible for delivery of operational targets</b>	<b>Completion Date</b>	<b>Impact July 2016</b>
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, Student Experience and Commercial Developments	March 2017	Included in work plan- to be presented to Curriculum, Quality and Performance Committee.

## Inclusion Report

<p>Ensure the College effectively promotes the fundamental British values of:</p> <ul style="list-style-type: none"> <li>- Democracy</li> <li>- Rule of the Law</li> <li>- Individual Liberty</li> <li>- Mutual Respect</li> <li>- Tolerance of those with different backgrounds,</li> </ul>	<p>Training updates provided to Governors, as appropriate.</p>	<p>Assistant Principal Inclusion, Student Experience and Commercial Developments</p>	<p>January 2017</p>	<p>Governor Counter Terrorism and Prevent Briefing delivered 8<sup>th</sup> July 2015. The Nominated Governor for Safeguarding and Prevent provides updates to Board.</p>
	<p>Ensure compliance with Equality Act and Public Sector Duties.</p>	<p>Head of Inclusion, English, Maths and ESOL</p>	<p>January 2017</p>	<p>Inclusion Report to be updated and uploaded to the website by 31<sup>st</sup> January 2017. New report compiled every year. Report approved by CEG.</p>
	<p>Include as key strategic objectives and values within the Corporate Strategy 2015-2018.</p>	<p>Deputy Principal</p>	<p>Yearly in context of updates</p>	<p>Completed- Strategy and Core Values updated. Prevent Agenda/ Fundamental British Values included.</p>
	<p>Embed/aligned cross College Tutorial Programme to SMSC agenda.</p>	<p>Lead Practitioner – Welfare, Transition and Support Services</p>		<p>Completed. All Group Tutorial SOLEs and cross College events are referenced with SMSC criteria.</p>
	<p>Produce Prevent SOLE Pack.</p>	<p>Assistant Principal Inclusion, Student Experience and Commercial Developments</p>	<p>October 2016</p>	<p>Completed- available on Blackboard.</p>
<p>Ensure values into cross College procedures/events such as:</p> <ul style="list-style-type: none"> <li>- Student Parliament</li> <li>- Student Reps</li> </ul>	<p>Lead Practitioner – Welfare, Transition and Support Services</p>	<p>October 2016</p>	<p>Completed. SOLE Pack produced for Level 2/3 students live w/c 23<sup>rd</sup> November 2015. Introduction to Student</p>	

## Inclusion Report

<p>faiths and beliefs.</p>	<ul style="list-style-type: none"> <li>- Stay Safe Week</li> <li>- Chaplaincy Service.</li> </ul>			<p>Parliament/Voting System. Cross College events are referenced with SMSC criteria.</p>
<p>Ensure compliance with the Counter Terrorism And Security Act 2015.</p>	<p>Risk assess Prevent Agenda and link to safeguarding.</p>	<p>Assistant Principal Inclusion, Student Experience and Commercial Developments</p>	<p>November 2015</p>	<p>Completed- risk assessment approved by Cross College Safeguarding Group.</p>
	<p>Deliver briefing to Governors and SMT.</p> <p>Safeguarding Designated Officers to attend WRAP Training. Lead Safeguarding Designated Officer Home Office Accredited WRAP Trainer.</p> <p>Safeguarding Designated Officers deliver Prevent Training across the College.</p>		<p>November 2015</p>	<p>Completed- Governor Briefing delivered 8<sup>th</sup> July 2015.</p>
			<p>December 2015</p>	<p>SMT Briefing planned 4<sup>th</sup> November 2015.</p> <p>Safeguarding Designated Officers training planned 2<sup>nd</sup> December 2015.</p> <p>Prevent Training programme being delivered.</p>
<p>Ensure the College effectively promotes and communicates its commitment to Equality and Diversity including via College's online learning resources.</p>	<p>Establish Communication Strategy in context of Equality and Diversity compliance with Equality Act and Public Sector Duties/ Counter Terrorism Act.</p>	<p>Deputy Principal / Assistant Principal Inclusion, Student Experience and Commercial Developments</p>	<p>January 2016</p>	<p>Strategy discussed and agreed in principle with the Equality and Diversity Committee. E&amp;D continues to be promoted as the core common thread in all College activities. (NB. This probably needs a statement adding to the E&amp;D Strategy document)</p>
<p>Effectively communicate and</p>	<p>Include in:</p> <ul style="list-style-type: none"> <li>- Student Handbook</li> </ul>	<p>Assistant Principal Inclusion, Student</p>	<p>September 2016</p>	<p>Completed.</p>

## Inclusion Report

<p>promote the College's Equality and Diversity policies and procedures to students including via College's online learning resources.</p>	<ul style="list-style-type: none"> <li>- Student Induction</li> <li>- Cross College Scheme of Work, Tutorial sessions and SOLE</li> <li>- College Events:             <ul style="list-style-type: none"> <li>i. LGBT Month</li> <li>ii. Black History Month</li> <li>iii. Anti-Bullying Week (including anti-homophobic bullying)</li> <li>iv. International Women's Day.</li> </ul> </li> </ul>	<p>Experience and Commercial Developments/ Lead Practitioner – Welfare, Transition and Support Services</p>	<p>September 2015- June 2016</p>	<p>All College events planned, embedded and completed. Evidence held within Student Union files.</p>
<p>Ensure all staff understand their responsibilities in relation to Equality and Diversity.</p>	<p>Deliver 3 year mandatory training to all staff.</p> <p>Monitor compliance through Executive.</p>	<p>Head of Inclusion, English, Maths and ESOL</p>	<p>September 2016- June 2017</p>	<p>Training planned and delivered in 2015/16. High compliance rate. Updated and will be delivered again from September. Bespoke sessions delivered where required. Summary included in Annual Equality and Diversity Report.</p>
<p>Ensure that all aspects of the College estate is an example of good practice.</p>	<p>Review all projects/ proposals to ensure compliance with Equality Act and Public Sector Duties.</p>	<p>Director of Estates</p>	<p>Ongoing through Academic Year</p>	

## Inclusion Report

### 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: Assistant Principal Curriculum and Quality

Strategic Action 2015/18	Operational Actions/Targets 2015/16	Person responsible for delivery of operational targets	Completion Date	Impact July 2016															
<p>Implement effective measures to close the achievement gap for apprentices.</p> <p><b>Equality Objectives to close the achievement gap.</b></p>	<p>Set equality objectives to close the equality gap.</p> <p>Targets set relating to the achievement of students who declare a learning difficulty/disability, and the participation of females in engineering.</p>	<p>Director of Workforce Development</p>	<p>July 2017</p>	<p>Targets set.</p> <p>Achievement gap between apprentices who declare a learning disability/difficulty and those who do not narrows. To review April 2016</p> <p>Update:</p> <table border="1" data-bbox="1464 799 1980 1158"> <thead> <tr> <th data-bbox="1464 799 1659 906"><b>Overall Achievement To Date</b></th> <th data-bbox="1659 799 1787 906">Leavers to date</th> <th data-bbox="1787 799 1980 906">% Achievement</th> </tr> </thead> <tbody> <tr> <td data-bbox="1464 906 1659 1013">Disability/Difficulty Declared</td> <td data-bbox="1659 906 1787 1013">33</td> <td data-bbox="1787 906 1980 1013">63.6%</td> </tr> <tr> <td data-bbox="1464 1013 1659 1158">No Disability/Difficulty Declared</td> <td data-bbox="1659 1013 1787 1158">275</td> <td data-bbox="1787 1013 1980 1158">64.7%</td> </tr> </tbody> </table> <table border="1" data-bbox="1464 1193 1980 1374"> <thead> <tr> <th data-bbox="1464 1193 1659 1300"><b>Timely Achievement To Date</b></th> <th data-bbox="1659 1193 1787 1300">Leavers to date</th> <th data-bbox="1787 1193 1980 1300">% Achievement</th> </tr> </thead> <tbody> <tr> <td data-bbox="1464 1300 1659 1374">Disability/Difficulty</td> <td data-bbox="1659 1300 1787 1374">36</td> <td data-bbox="1787 1300 1980 1374">50%</td> </tr> </tbody> </table>	<b>Overall Achievement To Date</b>	Leavers to date	% Achievement	Disability/Difficulty Declared	33	63.6%	No Disability/Difficulty Declared	275	64.7%	<b>Timely Achievement To Date</b>	Leavers to date	% Achievement	Disability/Difficulty	36	50%
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**Inclusion Report**

<p>Promote E&amp;D by providing internal and external access to information and the services the College provides.</p>	<p>Two female Engineering lecturers to be used as Ambassadors to promote the Railway College and the UTC</p>	<p>Programme Manager for Engineering</p>	<p>July 2017</p>	<table border="1"> <tr> <td>Declared</td> <td></td> <td></td> </tr> <tr> <td>No Disability/Difficulty Declared</td> <td>304</td> <td>52%</td> </tr> </table>	Declared			No Disability/Difficulty Declared	304	52%
	Declared									
	No Disability/Difficulty Declared	304		52%						
<p>Female students to be taken on visits to Wabtec and Volker rail to gain an appreciation of the Engineering working environment.</p>	<p>Programme Manager for Engineering</p>	<p>In 2015/16 to date the College has had 8 female apprentices in Engineering. This is an increase from 6 female apprentices in 2014/15.</p>								
<p>Equality and Diversity to form an integral part of student Induction, and to be revisited regularly throughout the programme, to prompt discussion, develop knowledge and raise awareness.</p>	<p>Head of Areas, supported by Director for Workforce Development</p>	<p>Actioned</p>								
<p>Equality and Diversity to be a concurrent theme in teaching and learning and effectively related to the workplace environment.</p>	<p>Head of Areas, supported by Director of Workforce Development</p>	<p>Apprentices demonstrate awareness of Equality and 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> <p>Apprentices are questioned about Equality and Diversity and safeguarding at regular progress reviews to ensure that they continue to demonstrate awareness of both subjects and how to</p>								

## Inclusion Report

<p>Ensure that all external partners adhere to legislation requirements in terms of Equality and Diversity.</p>	<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 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&amp;D update training at Doncaster College</p>	<p>Contract Lead, supported by Partnerships Manager and Director of Workforce Development.</p> <p>Contract Lead, supported by Partnerships Manager and Director of Workforce Development.</p> <p>Contract Lead supported by Programme Manager for Engineering and Director of Workforce Development.</p> <p>Contract Lead supported by Programme Manager for Engineering and Director of Workforce Development.</p>	<p>deal with any issues or concerns. Assessors have undertaken refresher training on the completion of those reviews to underline the importance of discussing both subjects as well as Health and Safety with the students.</p> <p>Partners have robust documentation and policies in place.</p> <p>Students supported by partners are not disadvantaged and have the same level of awareness of their rights and responsibilities as students supported by the college.</p> <p>Partners have due regard for the need to prevent students from being drawn into terrorism, and encourage students to respect other people with particular regard to the protected characteristics set out in the Equality Act.</p> <p>Partners' documentation/policies are checked as part of the due diligence process. All of the above are checked during regular QA visits to partners, as well as observations of practice.</p>
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## Inclusion Report

	Wabtec and Volker Rail to maintain their engagement with Women and Business which is an organisation formed to represent women in Engineering.	Wabtec and Volker Rail		<p>All partners have participated in Prevent Training and appropriate records have been maintained. All partners are regularly invited to attend training at Doncaster College, including Equality and Diversity update training.</p> <p>In 2015/16 to date we have had 8 female Apprentices in Engineering. In 2014/15 we had only 6 female apprentices in Engineering.</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, Student Experience and Commercial Developments

<b>Strategic Action 2015/18</b>	<b>Operational Actions/Targets 2015/16</b>	<b>Person responsible for delivery of operational targets</b>	<b>Completion Date</b>	<b>Impact July 2016</b>
Ensure the College environment is secure and safe from harassment and bullying for staff and students.	Ensure all staff and students 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.	All College Managers/ Head of Inclusion, English, Maths and ESOL / Head of HR	Student and Staff Inductions	Bullying and Harassment incidents effectively tracked and monitored by protected characteristic to tackle potential discrimination as per legislative requirements.

## Inclusion Report

Ensure incidents related to bullying and harassment are effectively reported and dealt with.	Promote the College's Hate Crime Reporting Centre through posters and the College website.	Head of Personal Behaviour, Development and Wellbeing	Termly	Poster campaign for first half term in Student Services. Poster campaign as per plan 2015/16 rotating within Student Services window displays. Planning for 2016/17 campaign for complete.
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## Inclusion Report

### 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: Assistant Principal of Curriculum and Quality

Strategic Action 2014/17	Operational Actions/Targets 2015/16	Person responsible for delivery of operational targets	Completion Date	Impact July 2016
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.	QA & Improvement Manager	Ongoing	34% of observed lessons show that the embedding of Equality and Diversity is a strength within the lesson. 23% of observed lessons show that the embedding of Equality and Diversity is a norm. The embedding of Equality and Diversity with on line learning sessions has been undertaken through the group tutorial process. The Ofsted Report 2016 states that <i>'the promotion of Equality and Diversity is effective. Lecturers develop student's understanding of Equality and Diversity issues well'</i> .
	Provide CPD sessions in the context of embedding Equality and Diversity into learning and teaching.	Head of Inclusion, English, Maths and ESOL	Ongoing	Designed and ready to be delivered by ESOL Programme Co-coordinator from October 2016.
Implement effective measures to close the achievement gap in classroom-based	Set Equality Objectives	Head of Inclusion, English, Maths and ESOL	January 2017	Current Equality Objectives to be reviewed by 31 <sup>st</sup> January 2017. Current Equality Objectives to have been reviewed by 31st January 2016 legislative deadline of 6 April.

## Inclusion Report

learning.				From 2016/17 departmental objectives to be set and monitored.
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### 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, Student Experience and Commercial Development

Strategic Action 2015/18	Operational Actions/Targets 2015/16	Person responsible for delivery of operational targets	Completion Date	Impact July 2016
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 2017	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	Head of ALS and SLDD	October 2016-ongoing	564 students received support in 2014/15. Impact report to be presented to Equality and Diversity Committee on 25 <sup>th</sup> January 2016.
	Achieve Dyslexia Kite Mark (FE/HE)	Head of ALS and SLDD	July 2016	306 being supported so far this year.
Widen Participation in	Develop and deliver a Year 11 Transition	Lead Practitioner – Welfare,	September 2016	Completed. Personalised support was offered to 25 Looked After Year 11s in partnership with DMBC Children in Care





## Inclusion Report

**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

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"> <li>- Equality and Diversity Annual Report to Curriculum, Quality and Performance Committee</li> <li>- Strategy and Resources Report to Finance and Resources Committee.</li> </ul>	Head of Inclusion, English, Maths and ESOL/ Deputy Principal	January 2017	Included in Governor Work Plan to be presented to Curriculum, Quality and Performance Committee on 24 <sup>th</sup> 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	Establish Equality Goals in the context of Human Resources aligned to Protected Characteristics.  Benchmark performance against local, regional and national data.	Head of Human Resources  Head of Human Resources	September 2016  Termly	The HR Equality focuses attention on the College’s efforts to attract applicants from underrepresented groups with an emphasis on gender, disability, BME and age.  Progress against the HR KPIs was mixed during the 2015/16 academic year. 14% of new appointments were appreciable increases in job applicants both from a BME background and 58% were male. There has also been an

## Inclusion Report

<p>by protected 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 2017</p>	<p>appreciable increase in appointments of staff on the 16 – 24 years age group The HR21 self-service portal has been 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>A staff survey is due to take place at the start of the next academic year.</p>

# **Doncaster College**

## **Corporate Strategy Refresh 2015-18**

## **Doncaster College Corporate Strategy 2015-18**

### **Foreword and Introduction**

On behalf of the Corporation, I am pleased to share with you the Corporate Strategy Refresh for 2015-18. The Strategy continues to focus on securing the future development and success of the College and outlines our ambition going forward particularly how we will influence, support and further develop the community we serve.

Why a refresh? We have reviewed and adjusted our priorities and objectives to ensure that we remain focused and clear about our strategic direction in the light of emerging national, regional and local agendas. We have assessed our values as remaining current and relevant with students at the heart of everything we do and have further developed them to embrace the need for innovation and enterprise.

Our vision continues to highlight the College`s critical role in transforming lives and improving the local economy whilst our mission remains focused quite rightly and deliberately upon students to assist them to realise their potential and achieve the very best they can.

We have assured ourselves that we remain in a good position to meet the various challenges through our three core-funded work streams: Preparation for Work, Progression in Work and Returning to Work. However, we recognise that there needs to be an increased emphasis upon enterprise and commercial activity with stakeholder collaboration and partnerships to sustain the business and enable appropriate re-investment of funds in our students and staff.

The Corporation recognises that the College is in a unique position to transform lives and therefore needs to continue to grow and develop to appropriately and effectively prepare students for the challenges of life and work. This will ultimately secure the long term future of the College with a beneficial impact on our community and the economy.

The Corporate Strategy is a high level document and this refresh therefore focuses on the `big picture` rather than the fine detail which is more appropriately outlined in operating plans designed to underpin and deliver the overall Strategy.

I would like to thank all those who have contributed to, and will be instrumental in, the continuing development and success of the College – our students, employers, fellow governors, managers, staff and partners in the town and wider region.

Ruth Brook  
Chair of Corporation  
February 2015

## **College Vision, Mission and Values**

### **Our Vision**

Transforming lives and improving the local economy through access to outstanding education, training and employment opportunities.

### **Our Mission:**

Realising student potential and achieving excellence.

### **Our Values:**

Our core values are at the centre of all daily operations, functions and behaviour in the organisation as follows:

- **Student-Centred**  
We have ambition for our students, raising aspirations and placing their needs at the heart of everything we do
- **Continuous Improvement and High Standards**  
We continuously strive to develop and achieve outstanding quality and progression
- **Trust and Integrity**  
We work in an open, transparent and respectful way
- **Professionalism and Responsibility**  
We take a pride in all we do; valuing and investing in our students, staff, business and the wider community
- **Teamwork and Collaboration**  
We work together to create a positive context for learning and work
- **Mutual Understanding and Support**  
We value and celebrate diversity and difference to the benefit of all
- **Innovative and Enterprising**  
We actively encourage innovative and enterprising activities in both the curriculum and the business to enhance the student experience

## **Inclusion Report**

# **College Markets**

## **Our Key Markets**

Our mission, vision, values and key priorities are delivered via five key market segments:

- Further Education
- Higher Education
- Employers and Partners
- International
- Commercial Business

Key growth areas for the College going forward are:

- 16-18 full time provision
- 14-16 direct entry
- 16-18 apprenticeships
- 19+ apprenticeships
- Higher level apprenticeships
- Higher Education
- Full cost and commercial activities

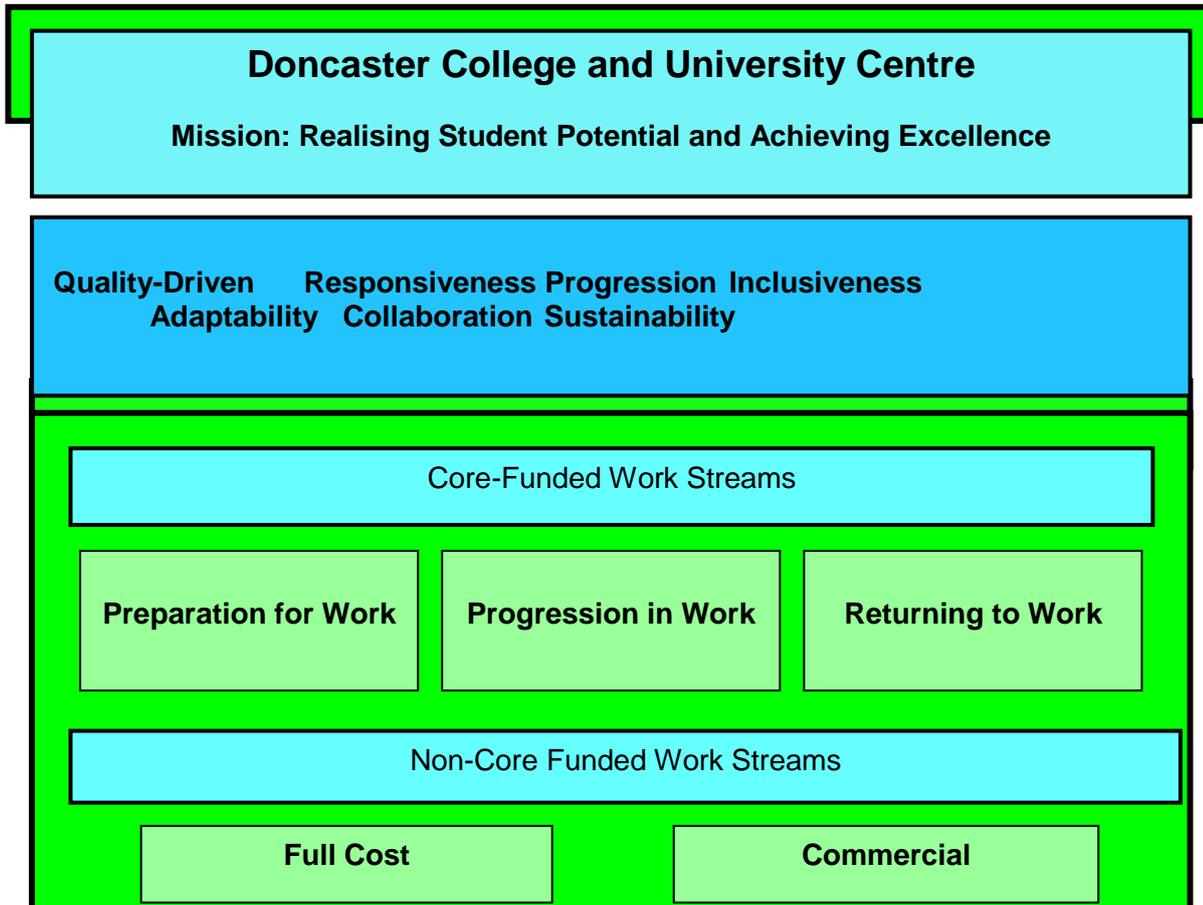
The College delivers its mainstream provision via three core-funded work streams:

- Preparation for Work
- Progression in Work
- Returning to Work

Those markets and growth areas not attracting core funding are prioritised to support business and community development and further ensure organisational sustainability and maximisation of commercial opportunities.

The College`s public value statement is manifest in its Community Involvement Strategy and this Corporate Strategy reflects that commitment.

## Executive Summary: Strategic Priorities in Context



### Strategic Objectives: Key Themes 2015 – 18

- Curriculum strategy development and planning
- Individual learning opportunities
- Financial stability and resilience
- Raising standards and aspirations
- Resource management and development
- Leading change through strategic alliances and partnerships

### Role of the Corporation

- Development of the educational character and mission
- Considering and approving the Strategic Plan
- Monitoring and evaluating the impact of the Strategic Plan

## **Inclusion Report**

### **College Priorities 2015-18**

The College vision: 'Transforming lives and improving the local economy through access to outstanding education, training and employment opportunities', builds on our mission and core values with a view to achieving key priorities by 2018.

#### **Key Priorities**

**Quality-Driven:** We will achieve the highest standards and ensure that levels of service and delivery are clearly articulated and benchmarked to national standards.

**Responsiveness:** We will respond effectively and quickly to the changing environment, student needs and the ambitions of local, regional, national and international communities.

**Progression:** We will actively promote and facilitate progression opportunities that contribute to personal, social and economic development.

**Inclusiveness:** We will ensure that Equality and Diversity are at the heart of the College's values, principles and ethical framework.

**Adaptability:** We will have a diverse and flexible workforce that strives for continuous improvement and growth and that fully reflects the students, employers and community we serve.

**Collaboration:** We will ensure a collaborative and partnership approach to our work that reflects local business and community, employer and workforce development needs.

**Sustainability:** We will be financially robust and provide inspiring learning and working environments where opportunities are created, embraced and maximised.

## **College Strategic Objectives 2015-18**

Our key priorities will be delivered through the achievement of strategic objectives that reflect the College's commitment to realising the mission and vision, underpinned by our core values, as follows:

### **Objective 1: Curriculum Strategy Development and Planning**

We will develop and implement a responsive curriculum strategy and plan that:

- is effectively aligned to local, regional and national priorities
- meets the needs and aspirations of students
- supports business and community development
- secures funding and seeks to maximise funding opportunities wherever possible
- actively promotes progression
- incorporates digital transformation in the curriculum and develops digital literacy of students
- encourages open debate and critical analysis to effectively deal with extremist narratives and promote universal rights.

### **Objective 2: Individual Learning Opportunities**

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.

### **Objective 3: Financial Stability and Resilience**

We will achieve financial stability and commercial viability that:

- reflects maximisation of income and opportunity
- ensures cost-efficiency, financial transparency and due diligence
- meets and supports student and organisational needs
- encourages measured risk-taking to facilitate entrepreneurial activity.

## **Inclusion Report**

### **Objective 4: Raising Standards and Aspirations**

We will raise the standards of learning, teaching and assessment by:

- providing consistently high quality learning, teaching and assessment that meets the needs of students
- ensuring that relevant recognised quality standards are achieved/maintained as appropriate
- ensuring that self-assessment processes lead to measurable and quantifiable improvements
- achieving 'Outstanding' self-assessment grade by 2017 and maintaining this thereafter.

### **Objective 5: Resource Management and Development**

We will develop and manage the College staffing and physical resources to:

- ensure that learning resources meet the needs of students
- enable efficient and effective delivery of all College activities
- ensure that staff are appropriately utilised and skilled to deliver high quality learning and teaching, including digital literacy
- respond to the changing needs of our students, staff, community and organisational environment
- continue suitable investment in projects to support College aims
- meet our corporate social responsibilities
- embed innovation and enterprise thinking and activities to support commercial development.

### **Objective 6: Leading Change through Strategic Alliances and Partnerships**

We will lead change through partnerships with all organisations to:

- engage with Doncaster`s communities
- strengthen strategic alliances and partnership opportunities
- shape the local economic landscape taking account of local, regional, national and international priorities
- focus on social inclusion, community cohesion, enterprise, employability and innovation
- ensure learning, education and training meets the needs of local businesses and the wider community
- ensure effective and meaningful information, advice and guidance
- conduct robust due diligence procedures on potential sub-contractors and ensure that supply chain activities align with the principles of best practice in the skills sector.

## **Core College Business and Funded Work Streams**

### **Our Core Business**

Core College business is developed and agreed through the curriculum strategy and planning process which takes account of the need to meet national priorities and is responsive to changing circumstances at local, regional, national and international levels. Existing core business is grouped into educational areas specific to, and delivered by, the College's delivery departments as follows:

- **Further Education:**
  - **Science, Technology, Engineering and Mathematics (STEM)**
  - **Creative and Service Industries**
  - **English, Mathematics and English for Speakers of Other Languages (ESOL)**
  - **Life Skills**
  - **Sports Academy**
  
- **Higher Education:**
  - **Humanities, Education and Social Sciences**
  - **Art**
  - **Business, Enterprise and Sport**
  - **Access to HE**
  - **Relate Institute**
  - **Sports Academy**

In developing our curriculum offer throughout the period of this corporate strategy, we will strengthen our position within key current markets and growth areas: 14-19 year olds; adults; business, employers and partners; higher education, international and commercial full-cost activities (including conversion/replacement programmes and leisure and recreational provision).

It is acknowledged that our curriculum offer needs to be responsive to the market place and key stakeholders. As such, the value and viability of our curriculum offer will be determined by our ability to create and sustain demand underpinned by a market position that meets the expectations of those stakeholders. This will involve carefully considered strategic decisions to ensure that the College embeds preparation for life and independent living in its curriculum provision and continues to have a strong market share in the delivery of education, training and learning; striving to be the 'provider of choice'.

The success and sustainability of the College will ultimately be reliant upon the achievement of high levels of performance, the raising of standards through continuous quality improvement, achievement of our target student numbers, effective engagement with businesses, partners and the local community, and maximisation of alternative sources of funding and commercial opportunities in a hugely competitive environment.

## **Inclusion Report**

Our curriculum is structured around key areas of core funded activity as follows:

- Preparation for Work
- Progression in Work
- Returning to Work

This activity is underpinned by the development of English, mathematics, ICT, employability and enterprise skills and by the provision of a high quality information, advice and guidance service, as fundamental to each individual student`s development.

The College is committed to developing and transforming lives by providing more than a programme of study. The College curriculum offer therefore incorporates the development of a range of skills and attributes to equip students for work, life and contributing to society.

## **Our Curriculum Offer**

The College is committed to providing a range of flexible educational programmes and activities, from entry level to higher education, for young people and adults designed to appropriately prepare and develop them with the relevant skills (including transferrable and employability skills) to realise their potential, live independently and effectively progress into, within or return to employment. Skills are vital to the economy and it is important that we provide educational programmes to ensure a workforce fit for the 21<sup>st</sup> century. Such a skill base allows us to compete locally, regionally, nationally and internationally.

The College is committed to:

- Transforming lives by being an active member of all Borough 14 -19/25 strategic and operational groups in the production and delivery of the Borough's 14 -19/25 Education and Learning Five Year Strategic Plan.
- Collaborating with schools, special schools and private training providers to support the delivery of the 14 -19 programme to meet student needs.
- Continuing to improve the quality of learning, teaching and assessment and long and short course success rates at all levels.
- Ensuring our curriculum offer is in line with the requirements of the Qualifications and Credit Framework and embedding functional skills.
- Continuing to lead on Children's University and Forest School in collaboration with our Borough primary schools and participating secondary schools.
- Strengthening student support to underpin improved performance in participation, retention, achievement and progression.
- Embedding the student and staff voice as key elements in the College's quality assurance framework through empowering and enabling students and staff to contribute to the decision-making process as it impacts on their learning and working experience.
- Further developing employer engagement and partnership working to enhance the curriculum offer.

## **Inclusion Report**

- Securing alternative funding sources and maximising commercial opportunities to support and enhance the curriculum.
- Developing the employability and enterprise skills of all our students to increase their life chances.
- Preparing students, through engagement activities including volunteering for independent living and their role in the wider community.
- Supporting businesses in the sub-region to maintain a competitive edge and growth through the supply of talent, entrepreneurship and employability skills.
- Delivering an outstanding local higher education experience that meets the needs and aspirations of the local, regional, national and international community and reflecting the higher level skills priorities of the Region.
- Investing in our community and people to develop a highly skilled workforce, capable of using available and emergent digital technologies.
- Raising English and maths attainment levels in line with Government Policy.
- Working in partnership to transform lives through access to learning, training and support for the long-term unemployed returning to work.
- Promoting the College and celebrating student success through marketing and publicity activities and the ambassadorial role of the College community.

## **College Provision:**

- Full and part-time 14-16 programmes
- Full and part-time 16-19 study programmes
- Full and part-time 19 plus programmes
- Full and part-time higher education programmes
- Life Skills programmes particularly for students with learning difficulties and/or disabilities
- English for Speakers of Other Languages (ESOL) programmes
- Pre-apprenticeship programmes
- Programmes for young people not in education, employment or training (NEET)
- Job Centre Plus and Department for Work and Pensions programmes, including response to redundancy activity
- Basic and functional skills programmes
- Children's University and Forest School provision

## **Inclusion Report**

- Apprenticeship programmes (including Adult) – Intermediate, Advanced and Higher
- Employer responsive programmes, including work-based provision delivered on employers` premises
- Full-cost further and higher education programmes and short courses (accredited and non-accredited)
- Externally funded project-based programmes and initiatives
- Sports Academy
- Work Clubs and associated activities and programmes delivered as a response to redundancy

## **Maximising the Estate and Commercial Opportunities to Enhance the Student Experience**

Changes to funding and Government regulations require the College to optimise existing, and actively pursue new, commercial opportunities in order to ensure financial viability and organisational sustainability. In this context, the College will engage in commercial opportunities and ventures to diversify income streams, enhance the estate and re-invest in the student experience. Where appropriate, the College will work in partnership to realise these opportunities.

Our focus will be:

- Maximising the potential of the College estate through various means including improved room utilisation, providing a venue for the local community for a range of activities, hosting external events and conferences, and hiring of facilities to external clients.
- Further development of commercial opportunities and activities generated by the College`s Big Ideas Group and realised through the Conferencing and Catering Department.
- Achievement of income targets for projects, partnerships and international delivery.
- Achievement of income targets for full-cost provision; both recreational and vocational, including converting or replacing provision on a full-cost recovery basis.
- Development of a sports academy and associated facilities.
- Development of business consultancy services.

## **Putting the Strategy into Operation**

College priorities overarch the strategic objectives which are translated into, and monitored via, key performance indicators and reported to Governors. These are operationalised through annual objectives cascaded throughout the College, thereby ensuring ownership and realisation of this Corporate Strategy.