



Inclusion Report 2019

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Introduction

This report has been compiled by the DN Colleges Group Equality and Diversity Leads.

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

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 Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017 Came into force in March 2017 to ensure 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 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 DN Colleges Group life or in other activities within the Group where their participation is low
- Foster good relations among people from different groups. This involves tackling discrimination and promoting understanding across the Group community

The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017 enable public bodies to perform the Equality Duty more effectively. They are obliged to:

- publish information to demonstrate compliance with the duty imposed by section 149 (1) of The Equality Act at least annually (by 30 March 2019)
- Set equality objectives at least every four years (to be published by 30 March 2019) which are specific and measurable

The information a public authority publishes must include, in particular, information relating to persons who share a relevant protected characteristic who are:

- its employees
- other persons affected by its policies and practices.

Equality Objectives (2017-2020) for Human Resources, Education and Training, Work-based and Higher Education Provision.

DN Colleges Group Equality Objectives can be found on pages 22 to 24 of this report.

The Group 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 this report. Progress is reported on to the governing body and to the Group's Equality and Diversity Committees.

The purpose of this report is to demonstrate the ways in which DN Colleges Group complies with The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017.

<p>Appendices: Appendix 1: Annual Equality & Diversity Report 2017/18 Appendix 2: Detailed Commentary Appendix 3: Equality Objectives</p>

REPORT TO CURRICULUM, QUALITY AND PERFORMANCE COMMITTEE

4 February 2019

DN Colleges Group – Equality & Diversity Annual Report 2017/18

Report compiled by: Kit Sargent, Deputy Principal

Purpose of Report:

Information	✓	Discussion		Recommendation		Approval	✓
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This report is presented by Kit Sargent, Deputy Principal and compiled by Bob Dickinson, Equality & Diversity Leader (NLC) and Sally Senior, Head of Inclusion, English, Maths and ESOL (DC).

1 Executive Summary

The DN Colleges Group Equality and Diversity Annual Report 2017/18 is presented to governors for their information and approval. Following the merger of Doncaster College and North Lindsey College in November 2017, work and activity commenced in sharing and aligning practice and future developments. Both colleges have retained an Equality and Diversity Committee, chaired by the Deputy Principal from September 2018 onwards and attended by both leads at the two colleges, Bob Dickinson (NLC) and Sally Senior (DC), who are now evolving an effective working relationship. The Annual Report provides an overview of activity and achievements for 2017/18 as detailed in Appendix 1, joint priorities for 2018/19 as shown in the DN Colleges Group Quality Improvement Plan, Appendix 2 and a more detailed commentary, Appendix 3 to provide a richer picture. Overall, much has been achieved in 2017/18, and clear targets set for 2018/19 to include:

- Establish staff and student E&D Champions in both colleges and provide training to encourage active promotion.
- Further embed E&D in all aspects of teaching and learning, and students/apprentices critical understanding and awareness.
- Regularly analyse performance data to address any areas of concern regarding underperformance in the curriculum and the recruitment of staff and governors.

2 Financial Implications

The Annual Report identifies targets to address any equality gaps and thereby ensures that financial resources are utilised effectively. In-house training is delivered on both sites thereby ensuring efficient and effective deployment of human resources.

3 Impact on Students / Teaching and Learning

The report identifies the specific impact on students, whether it be site specific, or relevant for the two colleges.

It is acknowledged that students should be supported and enabled to articulate and demonstrate their understanding and awareness of equality and diversity. During 2018/19 concerted efforts will be made to ensure student and staff champions are in place to work closely with the leadership team on meeting the identified actions. Focused work has already commenced in addressing some of the gaps identified with regards to apprentices and apprenticeship provision.

4 Any Other Risk Implications (e.g. Health & Safety, Equal Opportunities, HR)

The DN Colleges Group operates within the requirements of the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017, the Human Rights Act (1998), and the Counter Terrorism Act (2015). The annual report monitors compliance with existing equalities legislation, with appropriate reporting to the Equality and Diversity Committees and governors. The DN Colleges Group is aware of the requirement to publish a report demonstrating compliance with the Equality Act 2010 and data in relation to gender and pay.

5 Communication

Following approval, the report and priorities as identified in the QIP will be shared with teams.

6 Recommendations for Governors

The DN Colleges Group Annual Equality and Diversity Report 2017/18 is recommended for approval by governors.

Equality & Diversity Annual Report 2017/18**Introduction**

The Group operates within the legislative framework as laid down in The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017. To this effect, and in addition to this report, the Group will publish its Equality and Diversity report in an accessible format on the Colleges' websites in line with the legal deadline of 30 March 2019. The Group embraces such legislation positively and strives to effectively promote and integrate Equality and celebrate Diversity.

The Group 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. This is reported regularly to governors as part of the Safeguarding report. The Deputy Principal is the senior lead for Equality and Diversity and ensures it is central to activity and integrated into all aspects of work in the two colleges.

Key Priorities and Overview

The Group integrates Equality and Diversity within all policies and its strategic objectives and core values. The delivery of a strategic approach through procedures and policies is in line with statutory requirements. The Group performs well in the context of Equality and Diversity. It provides an inclusive, welcoming and respectful environment and Equality and Diversity is effectively promoted and tackles discrimination to enable the Group to better meet the needs of all protected characteristics as defined by the Equality Act.

The Group has clear anti-harassment and anti-bullying policies and procedures for both staff and students to ensure that action is taken to combat such behaviour and promote Equality and Diversity. These policies are reviewed regularly to ensure continued effectiveness in the handling of perceived bullying, harassment and victimisation across the two colleges. The Group's zero tolerance bullying, harassment and victimisation is promoted effectively to students, apprentices, interns, trainees, staff, employers and visitors through teaching and learning resources, the staff and student handbooks, publicity materials, plasma screens, the Colleges' websites, induction and tutorial. The Group meets its responsibility to safeguard and promote the welfare of its students by embedding an ethos of 'zero' tolerance to bullying.

The Group has a robust staff development programme for Equality and Diversity. Staff are appropriately trained to understand and carry out their duties in line with legislative requirements. In Doncaster in 2017/18 the compliance rate for 2017/18 for Equality and Diversity training was 95.01% which represents a decrease of 2.89% since 2016/17 but still exceeds the College KPI of 95%.

The Group monitors the composition and recruitment of its workforce on the basis of ethnicity, gender, age and disability. Key performance targets are set in the context of the workforce; these are reported to, and monitored by, the governing body.

For NLC, appointments increased by 4.6% in 2017/18. However, overall applications increased by 23.8%. Applicants disclosing a disability increased by 34.9% in 2017/18 whilst applicants from a BAME background increased by 25.2% in 2017/18. The percentage of male applicants increased by 24% in 2017/18.

For Doncaster, in 2017/18 4.92% of appointments were from candidates who disclosed a BAME background; 3.35% of appointments were from candidates who disclosed a learning difficulty/disability/health issue; 29.76% of candidates identified as male.

7.35% of applicants declared a disability in 2017/18; 12.56% of applicants disclosed that they originate from a BAME background in 2017/18. The percentage of male applicants in 2017/18 was 35.51%.

The Group monitors the composition and recruitment of its staff and students on the basis of age, gender, disability and ethnicity. The following tables illustrate the staff; student diversity profile 2017/18 compared to that of the 2011 census data:

Doncaster College

Protected Characteristic		Doncaster Profile	Staff Profile	Student Profile
Ethnicity	White	95.20%	97.55%	75.74%
	BAME	4.80%	2.46%	24.26%
Gender	Male	49.30%	32.08%	43.03%
	Female	50.70%	67.92%	56.97%
Disability	Declared disability/learning difficulty/health problem	11.10%	4.17%	16.93%
<p><i>(Data Source: Students Proachieve 10/12/18)</i></p> <p><i>(Data Source: Staff: College's HR and Payroll System 18/01/19)</i></p> <p><i>(Data Source: Doncaster Profile 2011 Census)</i></p>				

The above table shows that the student profile exceeds the local profile in terms of ethnicity and disability. An Equality Objective was set to address the staff male/female imbalance in 2016/17. The equality objectives are reviewed termly.

North Lindsey College

Protected Characteristic		North Lincs Profile	Staff Profile	Student Profile CB Learning
Ethnicity	White	93.06%	93.0%	90.94%
	BAME	6.94%	7.0%	6.60%
	Unknown	0%	0%	2.46%
Gender	Male	49.30%	38.0%	48.0%
	Female	50.70%	62.0%	52.0%
Disability	Declared disability/learning difficulty/health problem	9.20%	6.0%	29.3%
<p><i>(Data Source: Students Proachieve 19.11.18)</i></p> <p><i>(Data Source: Staff: College's HR and Payroll System 21.01.19)</i></p> <p><i>(Data Source: North Lincs Profile 2011 Census)</i></p>				

The above table shows that the student profile exceeds the local profile in terms of disability by 20%. An Equality Objective was set to address the staff male/female imbalance in 2016/17. The equality objectives are reviewed termly.

In line with legislative requirements the Group sets Equality Objectives, against the legislative requirement to advance equality of opportunity, to eliminate unlawful discrimination and foster good relations and monitors progress against them. DN Colleges Group has undertaken a strategic review of its Equality Objectives, closing a number and setting new ones as appropriate. An update on progress will be submitted as required by legislation by 30 March 2019.

Teaching, Learning and Assessment (TLA)

Key

N= North Lindsey College

D = Doncaster College

G = applies across DN Colleges Group

Strengths

- Teachers continue to integrate Equality and Diversity themes in addition to Prevent and Fundamental British Values (FBV) within all aspects of TLA; effective sharing of good practice has been maintained. This has been identified in staff and student surveys, lesson observations and associated lesson observation grade profiles where relevant (G)
- New lesson planning documentation (Schemes of Learning) and learning resources have been developed which have had a positive impact on student understanding of issues relating to FBV and Prevent (G)
- Additional Learning Support (ALS) continues to have a positive impact on retention, achievement and progression and thereby promotes social and educational inclusion.
- Students have continued to actively participate in a wide range of activities and events which show a positive and more creative engagement with Equality and Diversity and FBV (G)
- Students theoretical understanding of British Values and their role in increasing resilience to radicalisation has been clearly evidenced through survey results/responses and has been further supported by data showing student utilisation of a range of online resources (G)
- The provision for students with learning difficulties and or disabilities is very good. The Group achievement rate in 2017/18 for learners who disclose a learning difficulty/disability/health issue irrespective of age was 87%, ie 2% above the published national rate
- Provision for 19+ Students on ICT programmes who are long-term unemployed is outstanding (D)

Areas for Development

- To introduce staff and student Equality and Diversity Champions in the embedding of Equality Diversity themes to improve awareness among students and promote effective sharing of good practice (D)
- To further integrate Equality and Diversity, Fundamental British Values (FBV) and Prevent into the curriculum, conduct further focused interventions for classroom-based, apprenticeship and HE provision on a regular and timely basis to address the embedding of Equality and Diversity in TLA including walk-throughs to train teachers, to integrate Equality and Diversity more effectively into the curriculum so students are more aware of their rights and responsibilities and more sensitive to others' needs (G) and are able to articulate relevant issues in meaningful language alongside also raising employers' and collaborative partners' awareness (G)
- To conduct termly audits across the Group of trainee and apprentice reviews and employer responses in order to measure awareness and understanding of Equality and Diversity, FBV and Prevent (G)

Personal Development, Behaviour and Welfare

Strengths

- Effective promotion of Equality and Diversity to Students has ensured their active participation in a wide range of activities and events which show a positive and at times, creative, engagement with all four Fundamental British Values (G)
- Students' understanding of FBV and their role in increasing resilience to radicalisation has improved significantly and has been clearly evidenced through survey results/responses. Data showing student utilisation of a range of online resources supports this (G)

Areas for Development

- To further develop students theoretical and critical understanding and awareness of E&D, Fundamental British Values and Prevent related to specific vocational areas through a range of events and activities linked to the Diversity Calendar alongside the development of new resources and related initiatives in order to address the needs and requirements of all student demographic groups (G)
- Within current apprenticeship/traineeship provision the development of strategic methods to address apprentice/trainee understanding and practice of E&D, Prevent and FBV and related areas (e.g. Terrorism/Radicalisation/Extremism) alongside employers and collaborative partners' awareness (G) This would achieve a balanced level of involvement across all curriculum areas in PDBW related events and activities (G)
- To engage students in volunteer work with local community/faith groups building upon links already in existence with the groups who have ongoing social engagement/action projects across all areas of the curriculum (G)

Leadership and Management

Strengths

- The Group has a robust staff development programme for Equality and Diversity. Academic and business support staff are appropriately trained to understand and carry out their duties in line with legislative requirements. The compliance rate in Doncaster for 2017/18 for Equality and Diversity training was 95.01%, which represents a decrease of 2.89% since 2016/17 but still exceeds the College KPI of 95%. Training is regularly provided at North Lindsey College and is always a component of the training day offer. Feedback from staff indicates that Equality and Diversity face-to-face training has a very powerful impact which is valued. A blended approach is being considered but this should not detract from the current positive impact.
- Substantial progress has been made towards leading and progressing a whole-college approach to the promotion of Equality and Diversity and Fundamental British Values (G)
- Retention and achievement data is closely analysed in order to address and reverse negative trends with associated comprehensive reports completed on an interim and annual basis and actions are set to assess and monitor progress so any achievement gaps are narrowed (G)
- The number of unknowns for students who declare a learning difficulty/disability/health issue has reduced to zero (D)

Areas for Development

- To continue to monitor composition of governor representatives to ensure the diversity of staff, students and the local demographic in respect of a range of the nine protected characteristics recognised by legislation is reflected (G)
- To progress and develop cross-college Equality and Diversity strategies through the development of cross-college teams addressing specific characteristics and increase student participation in these teams (G)
- To gather feedback from the staff voice to consider establishing support networks for staff related to protected characteristics in order to address employment-related issues and promote well-being (G)
- To work more closely with the Apprenticeship team to address: recruitment of BAME students; engagement of apprentices and employers in Equality and Diversity and Prevent requirements (G)

- To engage students in volunteer work with local community groups building upon links already in existence (G)
- To introduce staff and student Equality and Diversity champions to promote further awareness and raise aspirations (D)
- To evaluate the potential impact of a more blended approach to Equality and Diversity, FBV and Prevent training for colleagues and students (G)
- To consider setting equality objectives at departmental level (where required) across the group in line with equalities legislation to narrow any specific achievement gaps, to foster good relations among all groups and to promote equality of opportunity, thereby increasing the life chances of students who share a protected characteristic (G)
- To attract more HE students who disclose that they originate from a UK deprived postcode. In 2017/18 in Doncaster the figure was 37%, a decrease of 1% on the previous year (D)
- To increase the proportion of FE and HE students in receipt of disadvantaged uplift funding. In Doncaster in 2017/18 the proportion of FE students in receipt of this funding was 55%; at North Lindsey 36% and across the group 46%. In Doncaster in 2017/18 the proportion of HE students in receipt of this funding was 38%; at North Lindsey 35% and across the group 36%.

Outcomes for Learners

Overall Group E&D FE Performance Data Analysis 2017/18

Strengths

Ethnicity

- 2017/18 the achievement rate for the cohort of 57 Black Caribbean leavers is 97%. Increase of 8% since 2016/17 and thus now 15% above 2016/17 NR of 82%
- 2017/18 the achievement rate for the cohort of 38 Chinese leavers is 100%. Increase of 3% since 2016/17 and thus now 11% above 2016/17 NR of 89%

Disability

- 2017/18 achievement rate for 1842 16-18 leavers who disclose LDD is 86%. 3% increase since the previous year and 6% above NR. Leavers who disclose LDD outperform those who do not by 5%.

Achievement Gaps

Ethnicity

- 2017/18 the achievement rate for the cohort of 157 Other Asian leavers is 82%. Decrease of 9% since 2016/17 and thus now 5% below 2016/17 NR

General

- 2017/18 the achievement rate for the cohort of 156 leavers with an unknown ethnicity is 86%. Decrease of 7% since 2016/17 and thus now 5% below 2016/17 NR.
- The fact that the number of "unknowns" is so high is a concern in itself and means that an equality objective will be set in year to both narrow the gap and to encourage more leavers to disclose age/gender/disability/ethnicity to promote equality of opportunity, foster good relations among all groups and eliminate unlawful discrimination.

Doncaster E&D Data Analysis 2017/18

Strengths

General

- Data indicates that there have been no “Unknowns” in the last 3 years in Doncaster

Ethnicity

- 2017/18 the achievement rate for the cohort of 41 Black Caribbean leavers is 98%. Increase of 9% since 2016/17 and thus now 16% above 2016/17 NR of 82%
- 2017/18 the achievement rate for the cohort of 31 Chinese leavers is 100%. Increase of 3% since 2016/17 and thus now 11% above 2016/17 NR of 89%

Disability

- 2017/18 the achievement rate for the cohort of 885 leavers who disclose LDD is 84%. Increase of 4% since 2016/17 and thus now 4% above 2016/17 NR of 80%

Achievement Gaps

Age

- In 2017/18 the achievement rate for the cohort of 4321 16-18 leavers is 80%. Increase of 1% since 2016/17 and thus now 2% below 2016/17 NR is 82%. In addition, there is an overall achievement gap of 6% between 16-18 and 19+ leavers in DC.

Ethnicity

- In 2017/18 the achievement rate for the cohort of 116 Other Asian leavers is 80%. Decrease of 13% since 2016/17 and thus now 7% below 2016/17 NR of 87%

Gender

- 2017/18 the achievement rate for the cohort of 1460 19+ male leavers is 84%. Decrease of 2% since 2016/17 and thus now 4% below 2016/17 NR of 88%. In addition, there is an overall achievement gap of 3% between male and female leavers in DC.

Disability

- 2017/18 the achievement rate for the cohort of 652 19+ LDD leavers is 84%. No increase or decrease since 2016/17 and thus now 2% below 2016/17 NR of 86%. In addition, there is an overall achievement gap of 3% between 19+ leavers who disclose LDD and those who do not disclose LDD

North Lindsey College Overall E&D Data Analysis 2017/18

Strengths

Ethnicity

- 2017/18 the achievement rate for the cohort of 21 Black Other leavers is 95%. Decrease of 5% since 2016/17 but 12% above the NR of 83%
- 2017/18 achievement rate for the cohort of 16 Black Caribbean leavers is 94%. Decrease of 6% since 2016/17 but 12 % above 2016/17 NR of 82%
- 2017/18 the achievement rate for the cohort of 7 Chinese leavers is 100%. No increase or decrease since 2016/17 and 11% above 2016/17 NR of 89%

Disability

- 2017/18 achievement rate for 1642 leavers who disclose LDD is 92%. No increase or decrease since the previous year but 4% above NR. Leavers who disclose LDD outperform those who do not by 3%.

Achievement Gaps

General

- 2017/18 the achievement rate for the cohort of 156 Unknown leavers is 86%. Decrease of 7% since 2016/17 and thus now 5% below 2016/17 NR

In line with Equality Act and PSED Specific Duties new equality objectives will be set where achievement gaps identified at group, specific college and individual departmental level

Age

- In 2017/18 the achievement rate for the cohort of 3092 16-18 leavers is 86%. No increase or decrease since 2016/17 and 4% above 2016/17 NR of 82%. However, there is an overall achievement gap of 4% between 16-18 and 19+ leavers in NLC.

Gender

- 2017/18 the achievement rate for the cohort of 1721 16-18 male leavers is 85%. Decrease of 1% since 2016/17 and thus now 4% above 2016/17 NR of 81%. There is an overall achievement gap of 7% between male 16-18 and male 19+ leavers in NLC. There is an additional achievement gap of 3% between male 19+ and female 19+ leavers.

Disability

- 2017/18 the achievement rate for the cohort of 957 16-18 LDD leavers is 87%. No increase or decrease since 2016/17 and thus now 7% above 2016/17 NR of 80%. However, there is an achievement gap of 5 % between 19+ leavers who disclose LDD (92%) and 16-18 leavers who disclose LDD (82%)

Ethnicity

- In 2017/18 the achievement rate for the cohort of 58 African leavers is 72%. Decrease of 19% since 2016/17 and thus now 12% below 2016/17 NR of 84%

Commentaries

Teaching, Learning and Assessment (TLA)

The Group effectively integrates Equality and Diversity into learning and teaching as evidenced by lesson observations. Teachers develop students' understanding of Equality and Diversity issues well. Equality and Diversity are promoted in the classroom as an integral component of learning and teaching and monitored through lesson planning and observations.

Teaching and assessment staff continue to be supported in embedding Equality and Diversity themes in their delivery to students through the development and provision of appropriate resources and relevant training on a regular and on-going basis throughout the academic year; facilitating and co-ordinating positive input by subject/curriculum area Equality Champions on a regular basis; providing advice and guidance for teaching staff and students regarding Equality and Diversity issues. A range of bespoke resources has been developed for to improve promotion of Equality and Diversity in curriculum areas.

Teachers have continued to enhance the embedding of Equality and Diversity themes, Prevent and Fundamental British Values (FBV) in TLA leading to improved judgements in observation reports and walk-throughs. Some outstanding teaching has been identified.

Staff Equality and Diversity Champions have contributed to the embedding of Equality and Diversity themes which is reflected in both the work produced and increased student participation. Examples include work carried out in Inclusion and Digital Technologies in respect of Black History Month and the creation of related products. Leaders in other areas – including Child Care, Health and Social Care, Sport and Uniformed Services have involved students in organised visits to places of workshop including Mosques, Sikh Temple and local churches. Project outputs have been shared at monthly Equality and Diversity Staff Champion meetings.

The ETF online blended 'Side-by-side' learning resources addressing 'Fundamental British Values' and 'Extremism' has been introduced to students. Responses from staff have been positive. Student surveys indicate 87% of students understand issues associated with radicalisation equating with the previous year results. 86% of students in survey stated that they understand FBV which is 1% lower than the previous year. It should be noted that individual areas at North Lindsey College include Childcare and Creative ESOL, Health and Social Care and Sport and Uniformed Services.

The Staff Equality and Diversity Champions team have continued to hold regular meetings. Staff Champions have continued embedding diversity themes in teaching and have shared examples of good practice. Examples of good practice include Creative Arts student work addressing themes such as Religious Identity and artists, Mental Health issues and Gender-related violence. Sports students have worked on fitness programmes with ESOL and Inclusion students. In Maths students have undertaken work related to statistics of the Holocaust. Inclusion students have produced work relating to events such as International Day of Happiness and other Diversity events. In the area of Digital and Health and Social Care, students have created memes with equality messages. Construction students have also visited the National Holocaust Memorial Centre as part of their enrichment programme.

The role of staff diversity champions should be highlighted in terms of their proactive lead in encouraging learners to participate in the above identified events and activities. However, there is still an imbalance in relation to student involvement in these from a curriculum area perspective. Curriculum areas where involvement is higher than in others include Health and

Social Care, Construction, Sport and Uniformed Services. In these areas staff have been proactive in organising additional events to those listed above.

Focused interventions for apprenticeship provision to address the embedding of Equality and Diversity in TLA, employers and collaborative partners' awareness of associated requirements and expectations; the assurance of which has commenced with the devising of work-based scenarios for trainees to develop critical thinking skills complemented by questions delivered at reviews to develop understanding of Equality and Diversity and Fundamental British Values (FBV). Discussions have been initiated with the Apprenticeship team to develop and progress further initiatives including collaborative work with employers to raise awareness of Equality and Diversity related issues in the workplace alongside Prevent and FBV.

Both colleges hold a range of Equality and Diversity events to ensure the safety and wellbeing of its students, notably Stay Safe Week, Child Sexual Exploitation Awareness day (in line with local campaign) Anti-Bullying Week, World Mental Health Day, LGBT History Month. Such events raise students' awareness of their own personal safety. The Group holds a variety of events to promote Equality and Diversity by and within the Curriculum Areas, Student Union and Learning Resource Centres. These included: 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.

A poster campaign raised awareness of the Prevent Duty and British Values to develop students' understanding and knowledge and was also embedded within the online learning modules developed by Academic Services. An inclusive approach to education is promoted that includes developing students' understanding of the Prevent Duty and British values.

The Group holds a variety of events to promote Equality and Diversity within the Curriculum Areas, Student Union and Learning Resource Centres, which very effectively support student engagement. The majority of students behave well and respect staff, College property and their peers and want to achieve.

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 students aged 14-16 who are or have been home-elective educated.

Student Equality and Diversity champions have made a positive input to a range of cross-college events and groups including the Respect week and Jeans for Genes; LGBT student group input made to Freshers' Fair, Respect Week and National Hate

Crime Week. Students have taken a lead in progressing the work of this group and it should be noted that an increased number of trans students have expressed an interest in the group. This has resulted in trans students working with Marketing to produce short videos. BAME students have also made input to Black History Month. LGBT students have organised and taken part in a podcast which has been shared via the VLE. Students with a hidden disability have recorded a similar podcast.

Staff and student awareness of Equality issues has been positively achieved and embedded within the culture of the Group through online resources, extra-curricular activities and the formation of student groups. Collaborative work in association with Student Engagement Officers has taken place to co-ordinate a regular programme of cross-college activities/events throughout the college year related to the Equality and Diversity calendar and to develop awareness of Equality and Diversity themes amongst the student population. The facilitation of

new student groups has occurred within the context of an active podcast group which has brought together LGBT students and students with hidden disabilities.

Equality and Diversity are promoted in the classroom as an integral component of learning and teaching and monitored through lesson planning and observations. The Group has prioritised this approach through training at all levels of the organisation. Embedding is effectively monitored through lesson observations, quality assurance and improvement processes.

The Group works in partnership to develop a range of strategies that actively target a diverse range of hard-to-reach students through outreach and curriculum initiatives thereby promoting social inclusion, and in this context, has the following:

- Close links with local schools and particularly strong links to the special schools
- Effective partnerships with local councils and schools, external agencies, parents or carers and young people. The Group continues to deliver personalised learning programmes to Key Stage 4 students
- Highly effective provision for looked after young people and care leavers
- Nursery provision at the to facilitate access to learning
- A Children's University and Forest School which engages learning opportunities for children up to the age of 14 years to raise aspirations and standards
- A Woodland Learning Centre to promote social and educational inclusion, thereby developing confidence, self-esteem and communication skills in traditionally excluded students
- A multi-faith chaplaincy service resulting in effective links with curriculum delivery and pastoral support
- Effective pastoral support for vulnerable students and students at risk

The Group effectively promotes Equality and Diversity through its culture and ethos, teaching and learning resources both online and face to face, website, prospectuses and Student Handbook, plasma screens, promotional materials, posters, and tutorials, and through displays of students' work. Additionally, there is effective promotion of Equality and Diversity through both student and corporate induction.

Equality and Diversity is integral to learning and teaching through lesson planning and observations and into curriculum delivery. It is promoted especially well in Doncaster in the areas of ESOL and Positive Choices, Business, Travel, Aviation, Catering and Hospitality, Hair, Beauty and Complementary Therapies. Teachers report an increase in the number of students of all ages who have required additional support from course teams due to personal issues rather than academic issues as well as a growing incidence of students with low self-esteem. To enable students to complete their studies and achieve accreditation staff have worked collaboratively with wider teams, have adjusted and personalised timetables and put actions in place so that we can respond more effectively to meet the individual needs.

Teachers incorporate Equality and Diversity into use naturally occurring opportunity to moderate behaviour or challenge perceptions. As many students will have customer-facing roles in future careers, as an example, we actively promote high standards in customer service, raising awareness and being mindful of protected characteristics as outlined under the Equality Act 2010.

The Student Unions are particularly active in promoting Equality and Diversity across the Group. They also link with the LRCs to host a wide range of displays and publicity linked to the Group's Diversity Calendar.

ESOL provision has expanded exponentially in Doncaster College since 2016/17 and has been graded as outstanding. The provision is inclusive yet academically challenging and aims to meet the needs of the community who do not have English as their first language. ESOL students are active in provision across age ranges, curriculum offer and funding streams. Aware of its duties under the Equality Act the College works in close partnership with community organisations to foster good relations.

Additional Learning Support (ALS) continues to have a positive impact on retention, achievement and progression and thereby promotes social and educational inclusion. In 2017/18 569 students received support. This impacted positively on their student experience and improved their chances of achievement.

Personal Development, Behaviour and Welfare (PDBW)

Resources and related activities used in work with students place FBV understanding and awareness in a position which underpins student understanding and awareness of radicalisation and extremism.

The practice of these values has been further complemented by the development of new online resources accessed through the VLE. Students' basic understanding of FBV has improved with an increased emphasis on the development of critical thinking skills evidenced through activities such as extended podcast discussions and student debates.

Links have also been made with several external organisations to involve students in community volunteer work working with specific demographic groups. For example, a number of students have participated in a project working with the homeless and which was organised by the local Sikh community

During 'Respect' week: a range of curriculum areas were involved in visits to local Mosques, the Sikh Temple and Christian places of worship. External partners also contributed to lunchtime marketplace events including Amnesty International, Blue Door and White Ribbon. Students have completed the online 'Side-by-Side' Prevent/FBV training in tutorial sessions.

To promote Movember: student-focused competitions and a major men's health event were held with invited speakers, complemented by work undertaken in curriculum areas. In Hair and Beauty, a project was facilitated with students the results of which were shared with Lee Stafford Education.

During Anti-Bullying Week a series of activities took place with a focus on the theme of 'All Different, All Equal'. Several sessions in a number of curriculum areas were delivered during which students designed social media memes as part of the ongoing Online Civil Courage Initiative. Sessions were delivered with Digital, Business, Health and Social Care, Inclusion, Child Care. The primary focus was upon a creative response to the theme which in some cases extended beyond the specific week.

Extending beyond the week, students went onto create related memes which connected with theme of radicalisation and extremism. During this week a number of staff also engaged students in discussion/critical thinking sessions utilising a range of video resources.

In National Hate Crime Week in October 2017 partnership work with Humberside Police and North Lincs Council resulted in presentations for learners in the Events Centre with open question and answer sessions.

As part of 'I will' week: Health and Social Care staff-initiated work with students through 'pledge' related work.

On World Aids Day students were encouraged to participate in the 'Let's End It' initiative. Students were encouraged to write this year's theme - #LetsEndIt - on their palms, holding out their hand in a 'stop' pose, and take a picture to be uploaded onto social media.

As part of Amnesty International 'Write for Rights' campaign: the local Amnesty group came into college and hosted a stall during the Christmas Fair. Students were encouraged to send card to prisoners of conscience in various countries across the world.

In January 2018, students participated in a range of events related to Holocaust Memorial Day with a live webcast broadcast of one of the few remaining Holocaust survivors in association with the Holocaust Education Trust. This was complemented by organised visits in Health and Social Care and Construction to the Holocaust Memorial Centre near Newark. 150 students from a range of courses attended the webcast. (G)

The start of February saw the commencement of a series of events to recognise the centennial celebration to mark women's suffrage in the UK in 1918. On February 6th, the film, 'Suffragette' was screened, and a competition was initiated for students to create a digital media product focusing on the theme of 'The most influential British Women in the last one hundred years'.

Student engagement officers have worked closely with the LGBT student group building upon their previous inputs to the Freshers' Fair, Respect week and National Hate Crime week. Students have taken a significant lead in progressing the work of this group and it should be noted that an increased number of trans students have participated in the group with some Trans students working with marketing in the production of short videos. The LGBT group further participated in events for LGBT History Month in February 2018. These have included the recording of a podcast focusing on LGBT rights to be uploaded at the end-of-February alongside a screening of the film, 'Pride'. Additionally, posters have been displayed in different curriculum areas highlighting LGBT role models in each of these. (G)

The podcast idea was further developed in early March and May resulting in the establishment of a group of students with hidden disabilities participating in a discussion during which they shared their experiences both within and outside college. Disabilities represented included epilepsy, autism and depression. This podcast was complemented by the May podcast which shared the theme of 'Freedom of Expression'.

In May a debate was organised to reflect the value of Democracy with the topic being "Should the voting age be lowered to 16?". The debate was chaired by the local MP.

During June students were invited to participate in a cross-college competition highlighting Gypsy, Roma and Traveller issues to reflect Gypsy, Roma and Traveller History Month which takes place in June.

Collaborative work continued in late May/early June with Amnesty related to a series of events and activities planned for learners to tie-in with World Refugee Day on Weds 20.6.18 including film screenings.

Trans awareness has continued in June with the establishment of a new partnership with the 'Beayourself' LGBT support network which has also resulted in Bea Wood, Miss Transgender UK 2018, visiting the College to engage in initial conversations with students.

Leadership and Management (L&M)

The Group has analysed its data to identify three-year trends for whole-Group achievement rates between 2015/16 and 2017/18, categorised by the protected characteristics of age, gender, race and disability which the Group has a duty to report on to Ofsted and to The Equality and Human Rights Commission as a requirement of The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017. Where an achievement gap is identified, an Equality Objective is set, actioned and monitored. Quantitative data is closely analysed in order to address and reverse negative trends which are then reported on a regular basis.

The Group sets challenging targets and uses data to monitor, analyse and improve engagement and performance by different groups of students to narrow the achievement gap. Overall achievement is showing a 3 year improving trend between 2015/16 and 2017/18. The Group overall achievement rate for 2017/18 of 85% exceeds the current published national rate by 1%.

Feedback from staff indicates that Equality and Diversity face-to-face training has a very powerful impact which is valued. A blended approach is being considered but this should not detract from the current positive impact.

The Group has clear anti-harassment and anti-bullying policies and procedures for both staff and students to ensure that action is taken to combat such behaviour and promote Equality and Diversity and Inclusion. These policies are reviewed regularly to ensure continued effectiveness in the handling of perceived bullying, harassment and victimisation across the Group. The Group's zero tolerance bullying, harassment and victimisation is promoted effectively to students, apprentices, interns, trainees, staff, employers and visitors through teaching and learning resources, the staff and student handbooks, publicity materials, plasma screens, the Colleges' website, induction and tutorial.

Systems are in place to ensure that employers and collaborative partners promote Equality and Diversity and subsequent recording on work-based learning documentation has been initiated through the planned scheduling of review sampling and work-place visits following discussions with key staff. Initial discussions have taken place with members of the Apprentice team to plan a recruitment drive within the Black, Asian and Minority Ethnic (BAME) community involving introductory talks in local Mosques followed by in-depth follow-up talks at South Bank training leading to enrolment.

Review process has been enhanced by newly designed questions relating to Equality and Diversity issues alongside Fundamental British Values. However, it is necessary to build upon these recent initiatives in order to ensure a higher level of BAME trainee recruitment to reflect the local demographic and to also ensure engagement of all stakeholders in respect of Equality and Diversity, Prevent and related legislative compliance to ensure both understanding and practical application.

Significant work has taken place to raise awareness of staff and students of the counter-extremism context of these values as referenced in current government legislation and to embed these values as part of an ongoing Prevent strategy for 2017-18. This has been evidenced in both survey responses, attendance at organised events and related training and completion of online resources. It should be noted that local and regional extremist threats have been analysed to give relevance to such training with an 'Action against Extremism' project delivered in the summer term.

Further work however is still necessary in order for students to develop their critical thinking skills in relation to these values and to move beyond the current level of understanding. Foundation work has taken place in this respect, but further developmental work is necessary

in order for students to be aware of their personal responsibilities and to increase active student participation across a wider student demographic through proactive involvement in event planning and related activities connected with Fundamental Values and the Prevent agenda.

Focused interventions for apprenticeship provision to address trainee understanding and practice of FBV requires further work alongside employers and collaborative partners' awareness also. The assurance of this has commenced with a number of actions including the devising of work-based scenarios for trainees in order to develop critical thinking skills which has been completed and incorporated into ongoing reviews. Further work is however necessary based upon recent responses of trainees to questions from inspectors during their visit in June 2019.

Relations with external organisations and other partners in order to inform the ongoing development of Group policy, strategies and actions have been maintained and developed including Doncaster Minster and Doncaster Conversation Club.

Work has commenced with community leaders and other external partners to address areas of concern/underperformance/differences utilising College data alongside other community data sources. A positive working relationship has been established with the Stronger Communities section of North Lincs Council and also with Community Cohesion within Humberside Police which enables access to relevant data for comparative analysis (shared inputs made at organised college events for students in addition to attendance at meetings of the North Lincs Equality and Inclusion Forum). Developmental work has continued with ONGO with regular attendance at ONGO Equality group meetings with mutual exchange and reporting of good practice to inform current and future developments. In this latter context work has been initiated providing ESOL and vocational training opportunities for Syrian refugees being supported by ONGO. The college has also established a relationship with a Sikh Community group providing support for the homeless through the distribution of food.

Community cohesion partnerships have continued as vital underpinning elements of the Prevent duty including work with Humberside Police and other agencies plus local religious communities (eg local Mosque and Sikh Temple).

A positive relationship has been progressed with ONGO who provide social housing in North Lincolnshire. Positive outputs of this relationship include provision of tailor-made courses for newly arrived Syrian refugees (*who are supported and housed by ONGO*) as from April 2018 and work experience for learners with a disability.

A positive working relationship has been established with the Stronger Communities section of North Lincs Council and also with Community Cohesion within Humberside Police which enables access to relevant data for comparative analysis.

The Equality and Diversity managers have attended a range of Prevent-related events facilitated by Home Office agencies and information gleaned from these sessions has been cascaded to staff through the delivery of sessions which have focussed upon current and emerging threats/risks emerging from the far-right locally, regionally, nationally and internationally.

LGBT links and partnerships have been put in place with the 'Be yourself' trans support network and also with North Lincs Council Rainbow Café.

The Colleges meet their responsibility to safeguard and promote the welfare of their students very well. Students who completed the On Programme Survey said they feel safe in College. 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 raised concerns.

The Colleges operate an e-safety reporting system on all student PCs to ensure that usage is safe and appropriate which ensures students are aware of how to keep themselves safe on line and operate within legal guidelines.

Students who were the victims or perpetrators of bullying were effectively supported to ensure issues were resolved and behaviours modified.

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

The Colleges analysed their data to identify three year trends for achievement rates between 2015/16 and 2017/18, categorised by the protected characteristics of age, gender, race and disability which they have a duty to report on to Ofsted and to The Equality and Human Rights Commission as a requirement of The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017). Where an achievement gap is identified an Equality Objective is set, actioned and monitored. The Equality Objectives are included on pages 22-24 of this report.

Progress against Equality Objectives 2017/18

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. A tolerance of 3% has been agreed. The Equality Objectives for 2017/20 can be found on pages 41-43 of this report.

In Doncaster College 24.26% in of students identify as originating from a BAME background. This figure exceeds the Doncaster demographic profile by 19.46%.

In 2017/18 the achievement gap at Doncaster College between 16-18 and 19+ students decreased from 10% to 4%.

In 2017/18 the achievement gap at Doncaster College between BAME and non-BAME apprentices decreased from 14% to 3%. This objective is now closed.

In 2017/18 the achievement gap in terms of Race for HE students in Doncaster narrowed to 2%. This Equality Objective is now closed.

In 2017/18 the number of job applications form candidates who declared a disability in Doncaster increased to 7.35% This Equality Objective is now closed.

Risk Rating and Status	No	E&T WB HR HE	AEO EUD FGR	Equality Objective/Target Over 4 years in accordance with The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017	Interim Target to 2019/20	3-Year Trend (where applicable)			In-Year Milestones Management Intervention
						15-16	16-17	17/18	
↓	1	WB	AEO	To narrow the achievement gap between females (68%) and males (78%) DC apprentices by 2020/21	To increase achievement for female apprentices by 2% by July 2019	Ach Rate % Female 77 Male 72	Ach Rate % Female 68 Male 78	Ach rate Female 68.3 Male 72.3	<ul style="list-style-type: none"> • Case studies of female apprentices who have been successful on College website to include those who have had additional learning support • Support in Learning Zone from ALS Team or additional sessions to raise achievement • Assessors to hold reviews with female apprentices at risk of failing to raise achievement
↑	2	HR	AEO	To achieve a more gender-balanced workforce in Doncaster by 2019/20 to reflect local demographic data (Male: 49%, Female: 51% 2011 Census Data)	To increase the number of applications from males to 33% by July 2019	% of male job applicants 37 2015/16 Staff Profile Male 37 % Female 63%	% of male job applicants 29 2016/17 Staff Profile Male 36% Female 66%	% of male job applicants 36 2017/18 Staff Profile Male 32.08% Female 67.92%	<ul style="list-style-type: none"> • Continued analysis of recruitment data by job role over last 3 years to identify trends • Links with community groups to promote College's culture of inclusion • Advertising of new jobs vacancies to these groups • Include positive male role models in all marketing and publicity to ensure imagery is inclusive and reflects the College ethos • Male role models and success stories at careers fairs

	3	E&T	AEO	To narrow the 4% achievement gap between 16 to 18 (84%) and 19+ students (88%) by 2018/19	To narrow the gap by 2% by July 2019	Ach Rate % 19+ 88 Ach rate %16-18 83	Ach Rate % 19+ 88 Ach rate %16-18 84	Ach Rate % 19+ 88 Ach rate %16-18 83	<ul style="list-style-type: none"> Analysis of data to identify students' vocational areas to pinpoint possible trends and then take action Additional sessions for students at risk Reward strategies for attendance and interim achievement/progress tests
	4	HR	AEO	To increase the number of job applications from candidates who declare a disability from 5.42% to 7% by 2019 <i>This Equality Objective is now closed.</i>	To increase by 1% by July 2018	% of applicants who declared a disability 5.42	% of applicants who declared a disability 3.80	% of applicants who declared a disability 7.35	<ul style="list-style-type: none"> Include positive role models in all marketing and publicity to ensure imagery is inclusive and reflects the College ethos Case studies of colleagues who have disabilities on College website and role models and success stories at careers' fairs
	5	HE	AEO	To narrow the 7% achievement gap in terms of Race for DC HE students by 2018/19 <i>This Equality Objective is now closed.</i>		Ach Rate % BAME HE students 37 Ach Rate % White HE students 71	Ach Rate % BAME HE students 57 Ach Rate % White HE students 64	Ach Rate % BAME HE Students 65 Ach Rate % White HE students 67	<ul style="list-style-type: none"> Focus groups with sample of BAME HE students to gain feedback on their student experience and what they would like to change led by HE Student Experience Team Phone calls to sample of HE students from to gain feedback on their student experience July2018 Analysis of data to identify students' degree subjects to pinpoint possible trends and then take action Strengthen links with BAME community groups to promote University Centre to raise aspirations Tutorials to BAME HE students who are at risk of not achieving as retention strategy
	6	E&T	AEO	To capture student enrolment data on age, gender, ethnicity and disability at NLC to advance equality of opportunity for all students by 2019/20	To reduce the number of unknowns to zero by July 2020	New equality objective from March 2019	New equality objective from March 2019	2017/18 the achievement rate for the cohort of 156 NLC BAME leavers with an unknown ethnicity is 86% and below NR	<ul style="list-style-type: none"> E&D training programme at both colleges to include importance of collating the data at enrolment. Bespoke training prior to enrolment Analysis of data to identify students' vocational areas to pinpoint possible trends and then take action

	7	HE	AEO	To increase the number male students in HE at DC from 45% to 49% in line with the local demographic profile by 2020	To increase participation of males in HE by 2% by July 2019	Male participation % 38 Female participation % 62	Male participation % 39 Female participation % 61	Male participation % 37 Female participation % 63	<ul style="list-style-type: none"> • Analysis of data to identify students to pinpoint possible trends and then take action where required June 2018 • Bespoke E&D CPD with HE lecturers • Videos/case studies of male graduates on Group websites from May 2019 • Include positive male role models in all marketing and publicity to ensure imagery is inclusive and reflects the College ethos
	8	HR	FGR	To raise awareness through targeted training across the Group by offering people the opportunity to declare their sexuality and religion or belief/lack of belief by 2019/20	To invite existing staff to update their personnel records with this information	NA	NA	NA	<ul style="list-style-type: none"> • Bespoke training with staff in Student Services and Admin in August 2019 to raise awareness • All data handled confidentially • E&D training well received and handles these topics sensitively • As a result of a change in policy resulting in all applicants having to make a full E&D declaration, data is improving. The next stage is to invite existing staff to update their personnel records with this information

Key:

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

AEO = Advance equality of opportunity

EUD = Eliminate unlawful discrimination

FGR = Foster good relation

