



# Equality, Diversity and Inclusion Report 2022/23

**DN COLLEGES GROUP**



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

**Academic Services** by email at:  
academic-services@dncolleges.ac.uk  
**Human Resources** by email at  
hrgroup@dncolleges.ac.uk

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

**This report has been compiled by Doncaster and North Lindsey Colleges Group's (DNCG) Wellbeing, Inclusion, Safeguarding and Prevent (WISP) Leadership Team. The Chief Operating Officer: People and Information, who has executive leadership for WISP, has strategic oversight of the report.**

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 Act 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 three 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.

As part of The Equality Act 2010, the Public Sector Equality Duty 2011, an legal obligation for all UK public bodies to eliminate discrimination, harassment, victimisation and any other conduct prohibited by or under the Equality Act 2010 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 College's life or in other activities within the College community 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 2010 (Specific Duties and Public Authorities) Regulations 2017 enables public bodies to perform the Equality Duty more effectively. Public bodies are obliged to:

- Publish information to demonstrate compliance with the duty imposed by Section 149 of The Equality Act at least annually (by 30 March 2024)
- Set equality objectives at least every four years (to be published by 30 March 2024) which are specific and measurable

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

- Its employees
- All other persons affected by its policies and practices

DNCG's Equality Objectives can be found on [page 25](#) of this report. The College has continued its good practice and set o equality objectives after a detailed analysis of the data for staff and students. <sup>[1]</sup>

and monitored progress against them as identified in this report. Progress is reported on to the governing body and to College's Equality and Diversity Committee.

The Equality Act 2010 (Amendment) Regulations 2023 are a set of legal provisions that modify and enhance the existing Equality Act 2010 in the United Kingdom. These regulations were made to ensure that key rights and principles related to equality continue to be safeguarded and enshrined in domestic legislation beyond the year 2023.

The purpose of this report is to demonstrate the ways in which DNCG complies with The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017 and, as appropriate, The Equality Act (Amendment) Regulations 2023 which came into force on 1 January 2024.

<sup>[1]</sup> Student is a collective term used throughout and includes those on apprenticeships.





# Equality, Diversity & Inclusion Annual Report 2022-23

## Introduction

**DNCG is compliant with The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017 and The Equality Act (Amendment) Regulations) 2023.**

The College embraces the legislation positively and strives to promote and integrate Equality, Diversity and Inclusion (EDI) and British Values (BV) effectively into all aspects of its work. To this effect, and in addition to this report, the College will publish its Equality, Diversity and Inclusion Report and in an accessible format on the College's websites in line with the annual legal deadline of 30 March. The College embraces the above legislation positively and effectively integrates Equality, celebrates Diversity and promotes Inclusion.

The College's core business is to provide excellent, flexible and relevant education and apprenticeships which are accessible to all. It is committed to creating an environment that demonstrates the shared values of inclusion, equality, fairness and respect, while recognizing and celebrating differences. The College aims to meet the needs of every learner in line with legislation and best practice and expects every colleague, visitor and learner to take seriously their individual responsibility to promote Equality, Diversity and Inclusion seriously.

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

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

The College expects every colleague, governor, visitor, learner, and contractor to take their individual responsibility to promote Equality, Diversity and Inclusion and British Values seriously at all times.

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

Safeguarding and Prevent and ensures that these are central to activity and integrated into all aspects of work across all campuses and partner organisations.

## Context Statement

The College is fully committed to all aspects of Equality, Diversity and Inclusion (EDI) as they relate to and impact on all stakeholders (staff, governors, students, volunteers, employers, visitors, contractors and community partners). It recognises that diversity is an essential positive attribute and by placing EDI at the heart of the organisation, embraces and reflects all the many aspects of the diverse workforce and learner population.

The College aims to support that intention by providing a framework for continuous improvement to ensure that we work together towards achieving equality of opportunity and fairness for all. All stakeholders strive to ensure that the College moves beyond compliance to securing excellence in all areas of its work. The College performs well in the context of EDI. It provides a safe, inclusive, welcoming and respectful environment and EDI are effectively promoted.

DN Colleges Group integrates Safeguarding, Prevent and EDI within its 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 College performs well in the context of Safeguarding, Prevent and EDI. It provides a safe, inclusive, welcoming and respectful environment to

keep people safe and where EDI and British Values (BV) are promoted effectively.

The College recognises and fulfils best practice by having a designated link governor for EDI who champions EDI and holds the College to account on EDI matters.

In 2022/23, As part of a strategic review by SLT, the College re-aligned the Personal Development, Behaviour and Attitudes provision (which encompassed pastoral support) to become an integral part of the People Services directorate.

Furthermore, the leadership structure was realigned to include four associate director roles with clearly-defined areas of work, significant for both learner outcomes and inspection by regulatory bodies which is key to the delivery of a high-quality and robust service to students and colleagues.

The College has a robust continuous professional development (CPD) programme for EDI. Staff are appropriately trained to understand and carry out their duties in line with legislative and DfE requirements. Additional bespoke CPD is provided for new starters on entry and then regularly throughout the year for all staff by EDI leads, external providers and as part of essential CPD days. CPD compliance rates are monitored by leaders and reported to SLT and governors. The compliance rate for academic year 2022/23 was 91.03% which denotes an increase of 6.42% since 2021/22.

In line with legislation, the College is committed to ensuring EDI is promoted effectively and that all forms of prejudice and unfair discrimination are unacceptable

and challenged. In this respect the College has clear policies for staff and students on prevention from harassment, bullying and victimisation to ensure that action is taken to combat such behaviour and promote EDI. These policies are reviewed regularly to ensure continued effectiveness in the handling of perceived bullying, harassment and victimisation and meet legislative and policy guidelines. Mechanisms to capture the views of all students has ensured their engagement in both policy development and inclusive mechanisms to report of concerns. Students are made aware of the procedure to report complaints and compliments from their induction onwards. Complaints are handled sensitively and monitored to establish whether they relate to EDI and if so, are then addressed swiftly and effectively.

In the College's most recent inspection report published in May 2022 Ofsted commented that students:

***"are provided with easy access to processes for reporting any instances of bullying, harassment or wider concerns and are confident that staff would take swift and prompt actions to address any issues raised. For example, through the 'Push the Button' system, students and staff can report issues at any time, including during out-of-college hours."***

Furthermore,

***"There is a zero-tolerance culture to sexual harassment, bullying and peer-on-peer abuse. Students are highly confident that swift steps would be taken to address any safeguarding concerns."***

The College integrates EDI within all policies, strategic objectives and core values. The delivery of a whole-organisational strategic approach through policies and procedures complies with statutory requirements. The College performs well in the context of EDI. It provides a safe, inclusive, welcoming and respectful environment where EDI and BV are effectively promoted and tackles discrimination to enable the College to continue to meet the needs of people who share protected characteristics and those who do not, as defined by the Equality Act (2010).

The College continues to integrate EDI and BV across the organisation particularly to FE and HE students and trainees thereby creating more channels for capturing and acting on learner voice and fostering good relations among all groups of people whether they share protected characteristics or not and promoting equality of opportunity for all.

Work continued during 2022/23 to further integrate EDI and BV. The College's core business is to provide excellent, flexible and relevant education and apprenticeships which are accessible to all. It is committed to creating an environment that demonstrates the shared values of inclusion, equality, fairness and respect. while recognising and celebrating difference. The College aims to meet the needs of every learner in line with legislation and best practice.

Respecting the diversity of students the College aims to:

- Promote positive attitudes and behaviours towards equality, diversity and inclusion through our culture, curriculum, ethos and shared values
- Provide an environment free from bullying, harassment, victimisation or any other prohibited conduct
- Offer balanced and inclusive curriculum content
- Use non-discriminatory language and images in course and programme descriptions and in all communications with students and apprentices
- Create an inclusive learning and working culture
- Clearly communicate expectations about behaviour of all students and apprentices
- Meet these aims and fulfil our legal obligations

The College expects every colleague, governor, visitor, learner and contractor to take seriously their individual responsibility to promote EDI and BV seriously at all times.

The College meets its responsibility to safeguard and promote the welfare of its students by embedding a zero-tolerance culture to bullying, harassment and victimisation. Any perceived concerns are dealt with swiftly and effectively in relation to all concerned and in line with legislation, policy, Ofsted and/or Office for Students (OfS) requirements.

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

The College continues to utilise its resources to optimum impact and to narrow any identified gaps in achievement. EDI data in relation to achievement and participation is regularly interrogated by leaders and managers who are increasingly familiar with their current learner representation and in collaboration with curriculum/business support teams, put strategies in place to narrow achievement gaps.



## 2022/23 Analysis of workforce composition data

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

The following table illustrates the diversity profile of job applicants and new starters at campuses in Scunthorpe (North Lindsey College and University Campus North Lincolnshire) and Doncaster (Doncaster College and University Campus Doncaster) between 1 August 2022 and 31 July 2023. The table also includes 2021/22 figures in brackets for comparison purposes.

The below table shows that there is a spiky profile between Doncaster and Scunthorpe regarding the percentage of both job applicants and starters, between 2021/22 and 2022/23, who disclosed a disability/learning difficulty or health issue. In Scunthorpe there has been a significant decrease in the number of starters who disclosed a disability/learning difficulty of 10.25% whereas in Doncaster there was a decrease of 3.99%.

Protected Characteristic		Doncaster Applicants	Doncaster Starters	Scunthorpe Applicants	Scunthorpe Starters
Ethnicity	White	36.9% (72.78%)	88.75% (86.67%)	33.3% (74.17%)	92.25% (98.37%)
	Black, Asian and Minority Ethnic (BAME)	32.6% (24.16%)	6.25% (8.57%)	31.6% (23.84%)	7.75% (1.63%)
	Other Ethnic Group	17.2%	No data	18.4%	No data
	Not provided	0% (3.06%)	5.00% (4.76%)	0% (1.99%)	0.00% (0.00%)
Sex	Male	49% (38.91%)	28.75% (39.05%)	46% (41.85%)	39.53 (48.78%)
	Female	51% (60.11%)	71.25% (60.95%)	52% (57.09%)	60.47% (51.22%)
	Not provided	0.0% (0.98%)	0.00% (0.00%)	0.0% (1.06%)	0.00% (0.00%)
Disability	Disclosed disability/ learning difficulty/health problem	8.0% (8.20%)	11.25% (15.24%)	9.0% (7.28%)	10.08% (20.33%)

(Data Source: Staff: DNCG Recruitment System 14/02/2024)



While there has been an overall significant increase in applicants who identify as BAME, the conversion rate of applicants to starters continues to raise concern. There has also been an increase in the number of applicants that identify as Other Ethnic Group in 2022-23 which in previous years has been 0%. This has had an impact on the figures reported in 2022-23, particularly the number of applicants who identify as White. Therefore, further investigation/action into this is planned as part of the equality objectives going forward.

However, it is noted that the number of NLC starters from BAME communities has increased based on 2022/23 figures by 6.12%. The following tables illustrate the staff and learner diversity profile 2022/23 in relation to the 2021 national census data. The tables also include 2021/22 figures in brackets for comparison purposes.





## Doncaster College 2022/23

The below table shows that the staff demographic profile is considerably lower than the local profile in terms of disclosed disability/learning difficulty or health problem by 11.93%. There has only been a slight increase of staff who have disclosed, by 2.14% on the 2021/22 figure.

There has been a very small reduction in the staff gender demographic profile gap between males and females compared to 2021/22. However, the male staff profile is still significantly lower than the local profile by 13.13%.

The percentage of staff who identify as BAME is 2.32% lower than the local profile and down by 1.03% on 2021/22.

The number of male students at Doncaster College in 2022/23 was 11.68% below the demographic profile and there was a 5.3% decrease on the total 2021/22 learner numbers.

The learner profile is much more balanced when compared against the local profile with notable exception of BAME student enrolments been 7.98% higher.

The learner profile for those with a disability is significantly higher than the local profile by 5.68%.

An equality objective was set in 2020/21 to reduce the number of students at DNCG whose ethnicity/race is 'unknown' by 2024/25. However, the number of students that did not declare their ethnicity has risen by 0.38% in 2021/22. Therefore, this will continue to be an equality objective as outlined on [page 25](#) of this report.

An equality objective has been set for 2024/25 to increase the number of male students at DNCG, particularly higher education students, via the Access and Participation Plan 2024-28 and is outlined on [page 25](#).

Protected Characteristic		Doncaster Profile	DC Staff Profile	DNCG Staff Profile	DC Profile of Learner Enrolments Education and Training Non-Inspection Rules and Employer Responsive (2021/22 data in brackets denotes E&T Inspection Rules without ER)
Ethnicity	White	93.10%	89.28% (93.93%)	91.94% (94.58%)	82.81% (84.67%)
	Black, Asian and Minority Ethnic (BAME)	6.90%	4.58% (5.61%)	5.10% (5.17%)	14.88% (13.41%)
	Not provided	N/A	6.14% (0.46%)	2.96% (0.47%)	2.31% (1.93%)
Sex	Male	49.60%	36.47% (34.89%)	36.60% (35.08%)	37.92% (43.23%)
	Female	50.40%	63.40% (65.11%)	63.40% (64.92%)	62.08% (56.77%)
Disability	Disclosed disability/learning difficulty/health problem	20.30%	8.37% (6.23%)	8.82% (9.17%)	25.98% (25.34%)

(Data Source: Proachieve 08/02/24)  
(Data Source: Staff: DNCG HR/Payroll System 14/02/24)  
(Data Source: Doncaster Profile 2021 Census)

## North Lindsey College 2022/23

The below table shows that the staff demographic profile is considerably lower than the local profile in terms of disclosed disability/learning difficulty or health problem. There has only been a very slight increase in the percentage of staff who have disclosed compared to 2021/22 by 0.19%.

The staff gender demographic profile continues to widen between males and females. The gap has significantly widened with 63.27% (female) and 36.73% (male) which is an increase of 26.54% on 2021/22 and does not reflect the local profile.

The percentage of staff who identify as BAME has slightly increased on 2021/22 by 0.44% and remains slightly lower than local profile.

The percentage of students who identify as BAME has decreased by 1.75% against the local profile and there was a 1.07% decrease on the 2020/21 figure.

The learner profile for those with a disability is higher than the local profile by 3.87%. The number of female students at North Lindsey College has reduced by 4.22% against the local profile and there was a 3.74% decline on 2020/21. Furthermore, there was a 7.64% difference between the number of female and male students in 2022/23.

In line with legislative requirements the College sets Equality Objectives, in accordance with the legislative requirement to have due regard to advance equality of opportunity, to eliminate unlawful discrimination and foster good relations among people who share a protected characteristic and those who do not and monitors progress against these objectives.

The College regularly reviews its Equality Objectives, closing a number when achieved and setting new ones as appropriate. This update on progress is published as required by legislation by 30 March. The College's Equality Objectives can be found on [page 25](#) of this report.

Protected Characteristic		North Lincolnshire Profile	NLC Staff Profile	DNCG Staff Profile	NLC Profile of Learner Enrolments Education and Training Non-Inspection Rules and Employer Responsive (2021/22 data in brackets denotes E&T Inspection Rules without ER)
Ethnicity	White	91.30%	94.90% (95.34%)	91.94% (94.58%)	91.06% (90.11%)
	Black, Asian and Minority Ethnic (BAME)	8.7%	5.10% (4.66%)	5.10% (5.17%)	6.95% (8.02%)
	Not provided	N/A	0% (0%)	2.96% (0.25%)	1.98% (1.86%)
Sex	Male	49.60%	36.73% (64.70%)	36.60% (35.08%)	53.82% (50.08%)
	Female	50.40%	63.27% (35.30%)	63.40% (64.92%)	46.18% (49.92%)
Disability	Disclosed disability/learning difficulty/health problem	19.6%	9.33% (9.14%)	8.82% (9.17%)	23.47% (27.68%)

(Data Source: Proachieve 08/02/2024)

(Data Source: Staff: DNCG HR/Payroll System 01/02/2023)

(Data Source: Scunthorpe Profile 2021 Census)

## Key Strengths

- Leaders, managers and staff have very high aspirations for the college community. They effectively promote high expectations whilst ensuring a culture and drive for high quality is sustained. Managers drive forward ambitious plans to create innovate spaces to ensure students benefit from high-quality environments.
- Leaders and managers have successfully developed an extensive and evolving curriculum offer which is closely mapped to Local Skills Improvement Plans priorities and is contributing well to local and regional skills needs. This has resulted in significant targeted growth in technical subjects including Engineering, manufacturing, digital technologies and health.
- Leaders and managers have strategically planned curriculum growth in apprenticeships and education at higher levels to contribute to filling skills gaps. For example, developments include Higher Technical qualifications in Construction, Digital and Health Care professionals alongside specialised programmes in refrigeration and air conditioning. This has resulted in wider access to advanced technical subjects whilst supporting the local and regional economy.
- Managers have highly effective and extensive partnership arrangements with employers and stakeholder groups in place with the intent to inform the breadth, content and curriculum design. For example, a collaboration with international employer, Siemens Gamesa, led to the introduction of an apprenticeship provision in maintenance

operative engineering technician. This has resulted in enhancing the experience and extending opportunities for engineering apprentices.

- Students benefit from accessing a wide-ranging curriculum extending from entry level to level seven. Tutors effectively use students' starting points to place them on an appropriate level and type of programme. This results in very high retention at 92% and strong achievement rates for young people at 88%.
- Students and apprentices enjoy studying courses and apprenticeships that prepare them effectively for their next steps to employment and further or higher education. Younger students, including those with high needs and with special educational needs and/or disabilities, are very well supported by their tutors and are frequently encouraged to extend their aspirations beyond their expected targets.
- Leaders and managers are committed to a significant investment in teaching and learning resources to improve the quality of education alongside the wider student experience. For example, new teachers benefit from individualised support and training from lead practitioners to ensure they can successfully develop their pedagogical practice through coaching and the innovative Let's Teach programme.
- Highly effective governance arrangements are in place including governors with vast skills and experience to inform strategic direction. Governors take an active role in meetings providing highly effective challenge to managers. Governors remain focussed on

a high-quality student experience. They take part in data deep dives and self-assessment where they observe and challenge quality processes.

- Leaders and managers ensure strong financial performance enabling extensive capital investment into innovative teaching and learning facilities over a sustained period resulting in a college financial rating of good. This continued annual growth to the overall income against a very challenging financial climate whilst managing educational reform is an exceptional performance.
- Teachers ensure adults and young people can access programmes that meet their individual needs. For example, highly flexible timetables with a wide choice of attendance opportunities. This results in very high retention rates of 92%. Options for students include online, blended and flipped learning to support those aspiring to develop new knowledge and skills whilst managing their work/life balance in the current challenging economic climate.
- Managers and tutors effectively plan to ensure students benefit from an extensive range of enhancements and enrichment to the curriculum. This results in them becoming more active citizens, increased confidence and more resilient. For example, the college is the largest FE provider of Duke of Edinburgh Awards in the UK. Through the vast range of activities, students can realise not only their own development but that of their peers and the positive impact in the community.



- Students benefit from careers guidance through a range of opportunities. They are well informed by their tutors on career routes in their chosen sectors and they can also access impartial advice and guidance from a specialist on-campus careers team.
- Students are encouraged to access an extensive range of enrichment activities, such as sports, gaming competitions and accessing highly relevant work placements. The College is recognised as a WorldSkills UK Centre of Excellence.
- To continue to promote educational inclusion, the College tracks the progress of all students considered to be vulnerable and/or at risk of not completing or achieving their qualification and ensures that individual interventions are implemented at local level. College provision is recognised as highly successful for students who have an Education, Health and Care Plan, students who are seeking asylum or refugee status and elective home educated students.
- Staff are extremely attuned to learners' safety and well-being, and there are extensive resources in place to support learners and apprentices in making positive choices to living well and safely.
- Leaders and staff are very active in promoting safe and respectful behaviours and are actively engaged in promoting positive practices and have maintained White Ribbon accreditation to engage men and boys to end violence against women and girls. by addressing its root causes and challenges harmful, attitudes, systems and behaviours around masculinity that perpetuate inequality and violence.

## Key Areas for Improvement/Development

- To fully integrate the re-alignment of Wellbeing, Inclusion, Safeguarding and Prevent (WISP) to promote cohesion with a central aim of a higher-quality provision, closer collaboration and a sharper focus on learner wellbeing irrespective of funding stream or learner status.
- To gain BACP accreditation for College counsellors to enable DNCG to work towards accreditation of the service as an institution.
- To become a Centre of Excellence for Financial Education at our Scunthorpe Campuses and to maintain this accreditation at our Doncaster Campus.
- To support the internal internship programme to continue to offer focused work placement opportunities for undergraduates e.g. via our partnership with the Humber Outreach Programme and the Higher Education Progression Partnership South Yorkshire.
- To work towards a whole-institutional approach to Careers Education, Information, Advice and Guidance as part of the Matrix charter mark.
- To ensure improvements encompassing DNCG's HE Access and Participation Plan are formalised as part of the newly formed WISP leadership structure.
- To further develop retention strategies to ensure apprentices are retained and successfully complete all aspects of the programme. This will lead to improved achievement rates.
- To ensure students receive consistently high-quality written feedback with robust targets, ensuring students fully understand how to improve their work and attain aspirational grades.
- To implement more effective strategies to improve student engagement with English and mathematics.
- To ensure adult students have access to accurate information on courses and progression opportunities including careers guidance to help them achieve their long-term goals.

## Overview of DN Colleges Group

DN Colleges Group (DNCG) {referred to as the College} is a significant regional provider of education and training across South Yorkshire, Greater Lincolnshire and the Humber operating from two main college sites in Scunthorpe and Doncaster. All provision types are offered, including, programmes for young people, adult learning programmes, apprenticeships and programmes for students with high needs.

The College offers an extensive Higher Education provision at a dedicated campus in Scunthorpe known as UCNL and at The Hub in Doncaster, known as UCDon. The College was awarded an outcome of Silver in all areas in The Teaching Excellence Framework 2023.

The College is the lead partner in the South Yorkshire Institute of Technology (IOT). This has led to significant investment in an IOT open on the Doncaster campus from 2023.

## The College's Values, Vision and Mission:



### Our Core Values

- **Ambition** - to achieve the highest standards
- **Support** - a caring, safe and inclusive environment
- **Partnership** - collaborative working to achieve shared goals
- **Innovation** - we use our initiative and are agile in finding creative solutions
- **Responsibility** - we take individual and collective responsibility
- **Equality** - we work with integrity and are open, honest and respectful of each other



### Our Vision

Transforming our communities through learning



### Our Mission

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

In the College's most recent full inspection in March 2022, Ofsted commented,

*'Leaders have successfully created and realised a vision for DN Colleges Group to provide high-quality education that consistently meets local community and regional employment needs.'*  
(Ofsted, 2022, p.2.).

They reported that leaders have successfully realigned the College's structure and resources to meet local needs.

The curriculum offer and student experience is characterised by a high degree of employer and employment interaction and engagement; students are actively engaged in learning and experiences which take them beyond the classroom to apply and develop their knowledge, skills and behaviours in preparation for their next steps.

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

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

The Ofsted Inspection report of May 2022 attests to the College's inclusive best practice:

*"Students and apprentices thoroughly enjoy studying courses and apprenticeships that prepare them effectively for their next steps to employment and further or higher education. Younger students, including those with high needs and with special educational needs and/or disabilities, are very well supported by their tutors and are frequently encouraged to extend their aspirations beyond their expected targets."*

Students and apprentices fully benefit from an extensive range of interesting and exciting enrichment activities, such as participating in sports, taking part in gaming competitions and accessing highly relevant work placements. The college is recognised as a WorldSkills UK Centre of Excellence, and staff actively promote and support participation in skills competitions.

Students clearly embrace the inclusive college culture and ethos and are able to access a wide range of additional opportunities which enhance their future career prospects.

## Quality of Education

Leaders plan the curriculum strategically and have a clear intent to firmly place students first. The strategic vision is summarised as "Enabling students to live a larger life and expanding horizons through exceptional learning experiences."

Leaders and managers have successfully developed an extensive and evolving curriculum offer. This is closely mapped to Local Skills Improvement Plans priorities and is contributing well to local and regional skills needs. Significant targeted growth in technical subjects including Engineering, Manufacturing, Digital Technologies and Health has been achieved.

Teachers are experts in the subjects they teach. They are well qualified and experienced in their vocational or academic subjects and continue to integrate EDI and BV effectively into learning and teaching as evidenced by lesson planning documentation, learning walks, classroom visits and learner voice. Teachers, facilitators and assessors, supported by teaching assistants/learning support assistants, develop students' knowledge of EDI and BV issues well and promote them inside and outside the classroom.

Those new to teaching are very well supported to develop their pedagogical skills through the innovative Let's Teach programme. As a result, most students benefit from an ambitious curriculum and high-quality teaching.



Students benefit from accessing a wide-ranging and stimulating curriculum extending from entry level to level seven. Tutors effectively use students starting points to place them on appropriate levels and type of programme. This results in very high retention at 92% and strong achievement rates for young people at 88%.

EDI and BV are promoted online and in-person sessions which students can access either in their own time or as a part of a taught session. EDI and BV resources are developed and regular training on how to use them and feedback on their impact is incorporated as they are updated and reviewed; staff and learner voice is well regarded to inform continuous improvement.

Flexible delivery and sequencing of curriculum to meet learner need is recognised and acted on to ensure students remained engaged and take responsibility for their learning. The College strives to ensure that students remain engaged via a bespoke and personalised approach to their learning.

Students access specialised support in line with their identified needs. Those with high needs are not disadvantaged and their achievement is high at 91%. Students with an EHCP receive individualised support to ensure they can make the progress of which they are capable.

A bespoke EDI and BV learning package for students and follow-up questions in reviews to assess their knowledge of EDI and BV have demonstrated how they correlate to skills and behaviour in the workplace and raised further awareness among employers of EDI and BV.

An annually updated and comprehensive scheme of learning runs parallel to the College Diversity Calendar. Curriculum and support teams integrate EDI, BV, Safeguarding and Prevent themes well into College life, thus deepening learner awareness of their rights and responsibilities. Resources and planned events were evaluated and reviewed and updated for 2022/23.

Teachers, assessors and coaches are recognised role models on promoting inclusion and challenging behaviour. They contribute to team meetings to promote EDI/ BV.

Students benefit from careers education through a wide range of opportunities. They are well informed by their subject tutors on careers routes in their chosen sectors and they can also access initial advice and guidance from specialist on-campus careers advisors.

Senior EDI, BV, Safeguarding and Prevent leads support curriculum teams in resource development and/or collaborative classroom work and support quality teams on assuring best practice and areas for improvement.

Quality and curriculum teams identified e.g. during virtual and in-person class visits, collaborative work with teachers and support staff, in learner feedback and resources shared on departmental teaching and learning hubs evidence that teachers and assessors are skilful in addressing EDI and BV themes and thus equipping students with the skills, knowledge and behaviours to support them in their daily lives and with their next steps. Outstanding teaching and learning sessions are celebrated and best practice is disseminated.

The impact of the work in integrating EDI and BV is reflected in both the work produced and increased learner participation and engagement. It has also resulted in shared best practice among practitioners and stronger personal and professional links.

Apprenticeship Quality Co-ordinators continue working across all campuses to quality assure apprenticeship reviews. They designed resources to promote key themes of EDI/BV/Safeguarding and Prevent and audit apprentice reviews and employer responses to assess improved awareness and understanding of EDI and BV. This contributed to embedding an inclusive culture across all areas of the College's provision.

Teachers, assessors, teaching assistants and learning support assistants incorporate EDI and BV into learning and use naturally occurring opportunities to challenge behaviour or perceptions. As we are preparing students for customer-facing roles in future careers, all staff, whether teaching or business support, foster good relations, among those who share a protected characteristic and those who do not, as required by The Equality Act 2010.

ESOL provision continues to be very successful. The provision is inclusive yet academically challenging and aims to meet the needs of the community who do not have English as their first or second language. ESOL students are active in provision across age ranges, curriculum offer and funding streams. Ofsted recognised that,

***“Staff care for their students and apprentices and carefully consider their needs and any barriers to learning. For example, adult students studying courses in English for speakers of other languages can attend sessions that run throughout the day and evening. This means that these students can attend at times that fit around their work and caring responsibilities.”***

## Behaviour and Attitudes

Staff ensure students benefit from positive environments where they can enjoy coming to College. Students develop their confidence and have a comprehensive knowledge of how to look after themselves and each other. Students feel safe at the college, online and in the workplace. This is evidenced through regular deep dives, student voice and student survey results. They respond very positively to the wide range of support they receive. Tutors provide e-learning guidance for staff and students to help them to stay safe.

Most students attend well, and the vast majority are punctual. They are respectful and tutors consistently reinforce their high expectations. All staff promote positive relationships and apply these expectations consistently and fairly. This is reflected in students' behaviour and conduct and positive attitudes towards education.

Staff provide highly effective monitoring of student progress. Using the college wide platform, teachers use a RAG rating system to set students identified as at-risk individual targets to help them stay on track and continue to make progress. Pastoral teams carried out home visits to those missing sessions in a caring and sensitive manner to provide effective support to students.

Students experience a wide range of local/regional/national/international work experience and virtual work experience opportunities, as a result, they develop higher-level interpersonal skills. DNCG has been successful in bidding for international funding through the governments Turning Scheme, this provides life changing opportunities for

students. Over 200 students were successfully mobilised to St Lucia (see photo below), USA and European countries.

Students develop their confidence and have a comprehensive knowledge of how to look after themselves and each other. Teachers set students identified as at-risk individual targets to help them stay on track; pastoral teams carry out home visits in a caring and sensitive manner to provide additional effective support. Staff role model high expectations of learner behaviour and attitudes which they apply these consistently and fairly and are reflected in the behaviour and attitudes of students who are positive about their education and training.

To ensure attendance is high across all provision, innovative ways of promoting attendance have been implemented with links made explicit to the knowledge, skills and behaviour learned in College which are expected in employment or further study.

The wellbeing of all stakeholders is a constant College priority; understanding of the impact of the pandemic on wellbeing is acknowledged as far-reaching but not yet fully comprehended. DNCG offers a range of high-quality internal and external support systems, accessible to all, and which underpin high levels of attainment and performance.

Learning opportunities inside and outside the classroom are designed to enable students to demonstrate BV in their behaviour and attitudes. These opportunities promote the links between physical as well as emotional wellbeing; via extra-curricular initiatives such

as e.g. Healthy College, Sport England and Tackling Inactivity, students are encouraged to engage in a healthy lifestyle to help reduce anxiety of returning to or starting education.

Students experience a wide range of local/regional/national/international work experience and virtual work experience opportunities, as a result, they develop higher-level interpersonal skills. DNCG has been successful in bidding for international funding through the governments Turning Scheme, this provides life changing opportunities for students. Over 200 students were successfully mobilised to Saint Lucia, USA and European countries.

Many students enjoy taking part in a range of community events, voluntary work or taking part in competitions for example Burnt Chef Project, NHS, Swinton Park and the Grand Hotel, W H Brown, Royal Opera House, CAST, Sandal Park Memorial, local community projects, these activities allow them to thrive and demonstrate that they are responsible and caring citizens. Construction students completed a project to build a cricket pavilion to support a local club.

Links with community partners in 2022/23 remained strong. Senior EDI leads represent the College at the North Lincolnshire Corporate Parenting Board and the Doncaster Prevent Board and the North Lincolnshire Integrated Care Board.

To promote inclusion in Higher Education, University Campus Doncaster and University Campus North Lincolnshire to challenge the social, cultural, dispositional and accessibility barriers that may restrict progression into higher education. Both campuses are committed to raising the aspirations and transforming the lives of college leavers and returners to study including for those who may originate from:

- Low participation neighbourhoods
- Lower socio-economic groups
- Families with no tradition of higher education
- Black, Asian and Minority Ethnic groups and EU migrants
- Individuals with caring responsibilities for children/adult dependents
- Students with disabilities
- Care-experienced students
- Adult returners, including work-based students
- Vocational pathways such as apprenticeships

Both University Centres adopt an integrated approach towards access, participation and success. The provision has been built on the principles of social justice and providing 'second chance' opportunities for many who had not contemplated higher education as possible for them. From the Assessment of Performance UCD and UCNL have identified groups across the learner life cycle stages and have set specific targets and our ambitions to realise equal outcomes for all students.

The College's zero-tolerance policy towards bullying, harassment and victimisation is promoted effectively to students, interns, trainees, staff, employers and visitors through teaching and learning resources, social media, staff and learner handbooks, marketing, The College's websites, staff and learner induction and tutorial. Allegations of bullying are taken seriously, and appropriate interventions given to all involved to ensure issues were resolved and behaviours changed.

The College is a recognised Hate Crime Incident Reporting Centre.

DNCG have been one of the first colleges to gain a number of accreditations and awards which include Young Money Centre of Excellence, Healthy Living Healthy Lives Enhanced award, White Ribbon accreditation, Further Education Tutorial accreditation, Quality in Careers Standard. The college is one of the largest FE providers of the Duke of Edinburgh (DofE) programme in the UK.

Staff promote a positive and safe culture. The college meets its responsibility to safeguard and promote the welfare of its students by embedding an ethos of zero tolerance to bullying including sexual harassment. Any perceived concerns are dealt with swiftly and effectively.

Students are made aware of the procedure to report complaints and compliments from Induction onwards. Complaints and allegations of bullying are monitored by protected characteristics to identify and ensure any issues are addressed swiftly and effectively.



## Personal Development

**In the above-mentioned inspection report Ofsted judged Personal Development to be outstanding and commented that,**

In the inspection report published in May 2022, Ofsted judged the College's provision for students who have high needs as outstanding and commented that,

*"Tutors ensure that students with high needs are provided with very effective support. Staff focus on ensuring that students develop very relevant life skills and become increasingly resilient, independent and confident. For example, students are taught to travel independently and develop social coping strategies, and they are strongly encouraged to work towards achieving their career goals."*

*"Leaders and managers have implemented an extensive, age-appropriate personal development programme for students and apprentices that supports them in developing their knowledge, confidence and resilience. Students and apprentices study a range of modules on topics such as fundamental British values, county lines and healthy living, and their understanding is reinforced through additional reading materials and quizzes. In addition, students and apprentices enjoy visits from external experts which help to inform their local knowledge of risks that they may be exposed to, such as extremist behaviours, gang activity and knife crime. Apprentices on level 5 adult care apprenticeships are explicitly made aware of modern slavery and exploitation within the care sector, which helps them to understand how to stay safe and keep others safe."*

Staff ensure the curriculum routinely extends beyond the main programme. Students are consistently encouraged to develop their confidence, independence and resilience whilst keeping themselves physical and emotionally well resulting in exceptional personal development. Staff provide an extensive range of activities, events, guest speakers and workshops offer students varied opportunities to develop their knowledge to make informed choices about their health & wellbeing. For example, YGAM, Finance, Association of Colleges Health Ambassadors, external experts which help to inform their local knowledge and risks that they may be exposed to, such as extremist behaviours, gang activity and knife crime.

The Student Support Centre offered a holistic approach rooted in social prescribing to ensure our students are supported and encouraged to take part in enrichment opportunities, develop their wider skills to focus on their overall wellbeing.

Staff plan for students to take part in a range of activities and programmes focused on developing a deeper understanding of fundamental British Values of rule of law, democracy, individual liberty, mutual respect and tolerance of those of different faiths and beliefs and those without to reinforce students' understanding of life in modern Britain. Students behave with respect, integrity and cooperate well with others whilst developing as responsible global citizens.

Students are very well supported by staff. They focus on mental health and wellbeing to ensure students can remain in learning

and progress in line with their potential. Additional Learning Support, specialist tutors, the Student Union, Pastoral Coaches, Student Support Centres, Academic Services and learning resource centres are particularly active in promoting Safeguarding/Prevent/EDI and BV themes, counselling and wellbeing support. The College Marketing team is committed to inclusive, representative and accessible imagery and wording. Students receive very effective information and guidance prior to their programme from specialist careers staff who also support them with university and higher-level apprenticeship applications. Vocational staff also deliver effective careers education about employment opportunities in their specialist sectors.

Leaders, managers and staff continue to integrate EDI and British Values (BV) well across the organisation, particularly in curriculum areas, apprenticeships and HE sessions thereby creating more channels for capturing and acting on student voice and fostering good relations among all groups and promoting equality of opportunity. Focused interventions for apprentices have helped to raise awareness of their rights and responsibilities and those of the employer and help apprentices to deepen their understanding of EDI, Prevent and BV.

The College has a legal duty under the Prevent Duty (2015) and Revised Prevent Duty Guidance (2019 and 2023) to share best practice and to create opportunities to promote the British Values of:

- Democracy
- Rule of law
- Individual Liberty
- Mutual respect and tolerance of those with different faiths and beliefs and those without

As an education provider, the College has a moral and legal duty to promote key messages about the behaviour and attitudes expected to ensure our students are prepared for life in modern Britain and beyond in their daily lives, employment and higher-level learning.

The promotion and integration of EDI and BV have been complemented by the development of updated bespoke and online and classroom resources which have increased students' knowledge and awareness of risks, how to keep themselves safe and to treat one another with dignity and respect, as well as their critical thinking skills. For example, Learner governors and learner representatives are elected, trained and mentored and engage actively in learner departmental meetings as well as Learner Parliament.

Additional Learning Support, specialist tutors, the Learner Union, pastoral coaches, Learner Advice and Support Centres, Academic Services and learning resource centres are particularly active in promoting EDI and BV and host a wide range of displays and publicity linked to the College's Diversity Calendar. Marketing plays a pivotal role in conveying these key messages internally and externally on social media platforms and works closely with EDI leads and curriculum teams to ensure that imagery and wording are inclusive, accessible and representative.

Some of the events celebrated across sites on the Diversity Calendar and mapped to schemes of learning in 2022/2023 included:

- *In September:* International Day of Democracy, Sexual Health Awareness Day
- *In October:* World Mental Health Day, World Students' Day, Black History Month
- *In November:* Movember, Anti-bullying Week, Carers' Rights Day
- *In December:* International Day for Persons who have Disabilities, Human Rights Day
- *In January:* World Religion Day, Holocaust Memorial Day
- *In February:* LGBTQIA+ History Month, Safer Internet Day
- *In March:* International Women's Day and Autism Awareness Week
- *In April:* Stress Awareness Month
- *In May:* Mental Health Awareness Week, International Day against Homophobia, Biphobia and Transphobia
- *In June:* Money Month

Throughout 2022/23 the University Campus North Lincolnshire United: Strength in Diversity Group and Faith Representatives continued to work more closely together. Both groups celebrate religious and spiritual diversity, aim to build bridges and explore commonalities, create understanding tolerance and compassion, to support the College and the wider community to discuss and interact on diverse topics in a safe environment.

Quiet spaces across campuses are in use for prayer, contemplation and reflection when staff/students are on site.

Regular academic support sessions continue to be offered at DNCG's university centres and saw a significant increase in the number of students accessing the service and resources available.

The HE Academic Support team attended Progress Panels alongside the academic team to help identify students who required additional help to continue and complete their studies.

To promote inclusion in Higher Education, University Campus Doncaster and University Campus North Lincolnshire to challenge the social, cultural, dispositional and accessibility barriers that may restrict progression into higher education. Both campuses are committed to raising the aspirations and transforming the lives of college leavers and returners to study including for those who may originate from:

- Low participation neighbourhoods
- Lower socio-economic groups
- Families with no tradition of higher education
- Black, Asian and Minority Ethnic groups and EU migrants
- Individuals with caring responsibilities for children/adult dependents
- Students with disabilities
- Adult returners, including work-based students
- Vocational pathways such as apprenticeships

Both university campuses adopt an integrated approach towards access, participation and success. The provision has been built on the principles of social justice and providing opportunities for many who had not contemplated higher education.

Transition work to support students moving into College continued in 2022/23. Strong links with schools from Safeguarding and curriculum teams enabled rich information to be shared to support students; virtual tours of College took place and/or familiarisation visits were offered while College was quiet before the start of the academic year. Open and progress evenings took place again on campus to inform students and their parents/carers of progress towards achievement.

The College works with local partners to develop a range of strategies to reach a diverse range of students through outreach and curriculum initiatives thereby promoting social inclusion. It has close links with education providers and continues to deliver personalised learning programmes to Key Stage 4 students, including those who are electively home educated. On-site Early Years provision in Scunthorpe helps to remove barriers to learning.

Pastoral Coaches effectively provide a range of support including 1-2-1s with students and a member of the curriculum area. A Student Support Centre is set up on both sites to ensure students can access support remotely or can drop-in when on campus and this resulted in higher student satisfaction.

Enrichment and Be Well sessions covered resilience-building and mindfulness sessions to reduce anxiety levels for staff, Students Be Well (Tackling inactivity legacy Sports England) run sessions for groups to enable students to stay well emotionally and physically. Pastoral coaches and HR business partners are Mental Health First Aid trained.

The college is the largest FE providers of the Duke of Edinburgh (DofE) programme in the UK. Students benefit from a bespoke DofE programme that extends their study programme to give them more opportunities to become resilient and active citizens, see photo below. DofE are developing a national programme based on the delivery plans that staff developed for college students. College staff were invited to Buckingham Palace for the awards ceremony to recognise the contribution to the programme.

The Student Parliament continued to meet at individual campus level and collectively. This resulted in very high engagement and positive feedback from parliament representatives on staff support and their collective views on a safe environment was outstanding. Financial awareness sessions including budgeting, managing finances, keeping safe etc were run for students as part of 'Be Well Weeks' to help them to stay financially and physically safe, with over 300 personal alarms being issued.



## Leadership and Management

Leaders have successfully created and realised a vision for DN Colleges Group to provide high-quality education that consistently meets local community and regional employment needs, particularly in areas where there is very high levels of economic and social deprivation.

Following extensive consultation with Curriculum Leaders, Staff, Management and Trade Unions, the newly-formed WISP leadership team supported by the Chief Operating Officer: People and Information, implemented the newly created DNCG Learner Wellbeing Support Strategy, adopting the Continuum of Need model used by local authorities.

The change in strategy seeks to ensure a more evidence-based approach and thus best practice. Adopting similar levels of need descriptors are a way of developing a shared understanding and explaining our DNCG's approach to supporting students. The model is fully aligned to the WISP Associate Directors' areas of responsibility.

The College has a duty to report 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 to address and narrow any achievement gaps, which are regularly reported on. Best practice is celebrated and shared.

The College has analysed its data to identify three-year trends in achievement rates between 2020/21 and 2022/23, categorised by the protected characteristics of age, gender, ethnicity, disability or learning difficulty, students who have high needs and students deemed to be disadvantaged by postcode or low achievement in English or Maths. Analysis of this data is found on **Page 21** of this report.

EDI data were analysed by the senior EDI and BV leads in partnership with curriculum leadership teams to identify best practice to cascade and include in their position statements. Areas for improvement were added to quality improvement plans. Where appropriate, actions were identified to raise achievement and sustain retention and achievement of at-risk students.

Leaders worked collaboratively with senior EDI and BV leads to present the narrative/ lived experience (qualitative data) behind the empirical evidence (recruitment and equalities performance data).

An annual EDI report is produced for the governing body, with regular updates provided to the Senior Leadership Team and governors throughout the year. A governor representative is actively involved in the College Equality, Diversity and Inclusion Committee.

The Equality, Diversity and Inclusion Committee meets regularly throughout the academic year. Senior EDI and BV leads train Quality, Curriculum and business support staff in recognising neurodiversity and unconscious bias to reduce barriers to learning and a more inclusive provision.

Leaders and managers make data-informed decisions and are keen to celebrate best practice. Through a bespoke CPD session which aims to raise their awareness of promoting neurodiversity and challenging unconscious bias, they are sensitive to recruiting and retaining a diverse workforce and learner body.

Senior EDI and BV leads and coaches worked closely with leaders and managers, curriculum teams and individual teachers to increase positive impact and make the content of the sessions relatable.

Work intensified to emphasise the importance of EDI and BV throughout 2022/23. Delivery of CPD to curriculum and business support teams was delivered in 2022/23 online and in person on such areas as:

- EDI for leaders and managers
- Building Resilience and Achieving a Work -life balance
- Prevention from bullying
- Prevent and British Values
- Increasing awareness of criminal and sexual exploitation and local risks
- Mental Health Awareness

The objective of this measure was to further promote an inclusive environment and enable staff to make students more aware of their rights and responsibilities in relation to EDI and BV. The subsequent positive impact was shown by high levels of engagement and enthusiasm of all delegates who committed to using the resources and conveying key messages in their own work/learning environments. Senior EDI and BV leads deliver this CPD and worked closely with leaders and managers, curriculum teams and individual teachers to increase positive impact and make it relatable.

Colleagues made highly valuable contributions to the sessions and demonstrated very serious commitment to the subjects. CPD had a very positive impact; colleagues demonstrated high levels of engagement and enthusiasm and committed to use resources in their roles. They commented favourably on the transferability of knowledge and skills which would help them outside the work environment.

In the reporting period, students expressed very high satisfaction rates. Leaders and managers ensure that the learner voice is key to driving forward positive aspects and areas for development. The College uses an external company (QDP) to benchmark learner satisfaction ratings against participants nationally.

Senior EDI/BV and Prevent leads continue to represent the College at a multi-agency Prevent Board. Via briefings and CPD sessions staff were then made aware of local, regional and national current and emerging threats to help them to recognise people who may be at risk of radicalisation.

The College is supported in this via resources and updates provided by the DfE G7 Prevent Regional HE/FE Co-ordinator. Students complete online or face-to-face Prevent/BV tutorial sessions to help keep themselves safe and risk aware.

The College uses an e-safety and forensic monitoring reporting system on all learner digital devices to ensure that usage is effective, appropriate and that students of all ages know how to keep themselves safe online and work within legal guidelines.

The College is fully committed to all aspects of EDI and BV as they relate to and impact on its community; EDI and BV are at the heart of the organisation, as reflected by both the diverse workforce and learner body. As a key partner in the Lincolnshire/Yorkshire corridor, the College wishes to be recognised through its values and activities as an outstanding employer and the further and higher education and apprenticeship provider of choice.

Aware of its duties under the Equality Act, the College works in close partnership with community organisations to foster good relations among all groups of people. It has positive and well-established relationships with external strategic partner organisations and community groups which inform the development of policy and provision and to meet community needs.

## Mental Health and Wellbeing

The following section of this report summarises the College's approach and future plans to promote Mental Health and Wellbeing and thereby increase the uptake in support offered, not mentioned in other sections of this report.

There has been a period of restructure for the Personal Development, Behaviour and Attitudes provision, which encompassed pastoral support. This provision has been realigned to become part of People Services with a central aim of a closer collaboration between Learner Support and Wellbeing. Careers, EDI, Safeguarding and Counselling. The management structure has also been re-aligned to reflect this as outlined as an area for development in the College's EDI Annual Report and the College's Wellbeing Support Strategy Report, as presented to People and Transformation Committee on 13.03.23. The new area is known as Wellbeing, Inclusion, Safeguarding and Prevent (WISP).

WISP has been formally in place since 6 May 2023. Key central aims of WISP are:

- to promote cohesion of the above areas to ensure closer collaboration and a sharper focus on learner mental health and wellbeing and thus learner attainment.
- to ensure we use our resources efficiently to retain students, support them appropriately and increase their achievement rates to help enhance their educational, personal and professional outcomes.

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

The College has accredited Mindful Employer status and commits to working to the principles of the DfE Education Staff Wellbeing Charter. The WISP leadership Team will review and evaluate their Learner Wellbeing and Support Strategy and pledges to continue work on the AOC Wellbeing and Mental Health Self-Assessment Tool for Colleges and will report on progress in July 2023.

To promote Wellbeing, staff can access Vivup, the employee assistance programme; the WISP Director delivers CPD on Building Resilience and Achieving an Effective Work-life Balance

Mental Health and Wellbeing themes are well integrated on the Safeguarding, Prevent, EDI and British Values Scheme of Learning throughout the academic year and cover World Mental Health Day, work-life balance, Stress Awareness Month, exam stress, reducing anxiety, resilience-building, sleep, rest and relaxation. Furthermore, as part of this process, The Humber Outreach partnership will deliver resilience workshops to NL students in Wellbeing Sessions during the week commencing 15 May 2023. The newly appointed WISP Wellbeing facilitators delivered group sessions on reducing exam stress the same week, a strategic decision to coincide with the first Maths GCSE Paper on 19 May 2023.

The newly appointed WISP Wellbeing Coaches provided one-to-one support sessions to students identified by curriculum areas to be at risk of not achieving.

Students can access individual Counselling support on site. (The counsellors are part of WISP team.)

Staff and students are signposted to a directory of external services available outside college hours.

The College's Learner Induction Survey was launched in the Autumn Term of 2022/23.

3802 students engaged in the survey.

Please note that the following data from Registry: \* MIS information: the numbers below include students who passed their 42-day "grace date" as of 12 May 2023

<b>DNCG FE Learner Numbers</b>	
Number of Students aged 16-19 enrolled at DC	2539
Number of students aged 16-19 enrolled at NLC	1714
Number of students aged 16-19 enrolled at DNCG	4253
Number of students aged 19+ enrolled at DC	2777
Number of students aged 19+ enrolled at NLC	1914
Number of students aged 19+ enrolled at DNCG	4691
Overall number of FE Students at DNCG	8944

- 90% of respondents aged 16 to 19 at NL agreed they knew who to ask for help if they were struggling with their mental health.
- 88% of respondents aged 16 to 19 at DC agreed they knew who to ask for help if they were struggling with their mental health.

Further Information in relation to the 2022/23 Learner Induction Survey and the number of respondents to questions pertaining to Safeguarding and Prevent is provided below:

#### **At NLC**

- **1516 responded:**  
94% of whom agreed they felt safe at college.
- **1500 responded:**  
90% of whom agreed they knew who to ask for help if they were struggling with their mental health.
- **1472 responded:**  
89% of whom agreed they knew what to do if they became aware of any instances of extremism or radicalisation.
- **1474 responded:**  
91% agreed of whom they were given the guidance they needed to learn safely online.
- **1473 responded:**  
91% agreed of whom they are encouraged to understand and develop British Values.

#### **At DC**

- **2286 responded:**  
91% of whom agreed they felt safe at college.
- **2248 responded:**  
88% of whom agreed they knew who to ask for help if they were struggling with their mental health.
- **2241 responded:**  
89% of whom agreed they knew what to do if they became aware of any instances of extremism or radicalisation.
- **2202 responded:**  
92% of whom agreed they were given the guidance they needed to learn safely online.
- **2225 responded:**  
91% of whom agreed they are encouraged to understand and develop British Values.

The Wellbeing Coaches are promoting the College's On-Programme Survey launched in May 2023 to engage a higher number of respondents and to gain richer learner voice.

WISP will review the offer of Wellbeing Support available to 19+ students and report on their findings and recommendations to SLT and governors.



# DNCG Equality Objectives 2021 to 2025

In accordance with The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017, DNCG sets equality objectives for all aspects of its work in the context of narrowing the achievement gap, promoting Equality, Diversity and Inclusion and tackling discrimination.

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

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

## Progress against Equality Objectives

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

- The number of leavers whose ethnicity is unknown increased significantly from 352 in 2021/22 to 684 in 2022/23.
- 386 of the 684 leavers were enrolled on courses in Doncaster and 298 in North Lindsey.
- The achievement rate for this cohort of leavers has decreased by 7% from 89% in 2020/21 to 82% in 2022/23.
- Reasons for this must be investigated in terms of the numbers who preferred not to disclose their ethnicity and the number of unknowns. CPD with staff who enrol will be delivered to help decrease this risk.
- Because of the above increase in the number of leavers whose ethnicity/race is “unknown”, this equality objective has now been extended to 2024/25.

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

- The culture of the College has now become more inclusive evidenced by the recent Ofsted inspection in March 2022, the

increase in the range of CPD related to EDI; schemes of learning are mapped to the College’s bespoke diversity calendar; each curriculum area has an Inclusion and Prevent Coach; students are made aware of their rights and responsibilities and given more frequent opportunities to disclose in a variety of formats e.g. during in-year surveys which contain EDI questions.

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

- There has been an increase in the number of applicants that identify as Other Ethnic Group in 2022-23 which in previous years has been 0%. This has had an impact on the figures reported in 2022-23, particularly the number of applicants who identify as White. Therefore, further investigation/action into this is planned as part of the equality objectives going forward.

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

- The achievement rate for 16 to 19 is 87.7% in 2022/23
- The achievement rate for 19+ is 82.6 % in 2022/23
- The overall achievement rate for all ages is 85.9% in 2022/23

# Equality Performance Summary 2020/21 to 2022/23

(Age, Gender, Ethnicity, Disability, High Needs and Students Deemed to be Disadvantaged by Postcode).

The College has a duty to report a summary of its progress to narrow any equality achievement gaps as a requirement of The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017. Quantitative equality performance data is closely analysed to address and narrow any achievement gaps which are regularly reported on. Best practice is celebrated and shared.

The College has analysed its data, categorised by age, gender, race, disability, high needs and disadvantage, to identify gaps in achievement rates between 2020/21 and 2022/23. In cases where an achievement gap is identified, a target is set, actioned and monitored. Overall achievement data for 2022/23 is as follows:

- The achievement rate for 16 to 19 is **87.7%** in 2022/23
- The achievement rate for 19+ is **82.6%** in 2022/23
- The overall achievement rate for all ages is **85.9%** in 2022/23

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

Equality data is utilised in professional dialogues e.g. by the panel and College leaders in quality improvement and performance management meetings to monitor targets/ actions and to ensure best practice is included on departmental position statements.

Leaders access this data in meetings to help teams become familiar with the demographic and equality performance data in their subjects. This approach encourages data-informed decisions, incorporated into business and curriculum planning.



# DNCG Summary of Headline Data for 2022/23

## Context and purpose 2022/23 Report

As stated at the beginning of this report, the College understands/meets its specific duty under the Public Sector Equality Duty to publish equality information to demonstrate how it complies with the general duty of the Public Sector Equality Duty. Equality and thus publishes its Equality, Diversity and Inclusion Annual Report 2021/22 which is presented to and approved by the College's Governing Body and published in March 2023 as a statutory requirement of The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017 in which public bodies are obliged to:

- Publish information to demonstrate compliance with the duty imposed by Section 149 of The Equality Act at least annually (by 30 March) <sup>[2]</sup>
- Set equality objectives at least every four years (to be published by 30 March annually) which are specific and measurable

<sup>[2]</sup> The College publishes its Equalities Performance Data analysis in its EDI Annual Report in accordance with the above the legal obligation.

The College sets, monitors, reviews and publishes its equality objectives and reports on them to The Equality and Human Rights Commission, Ofsted, the Office for Students (OfS) the College's governing body and other regulatory authorities. This information is published in **page 25** of this report.

This report provides an overview of the improvement strategies implemented to minimise achievement gaps identified following analysis of the College's Equalities Performance Data.

The report also considers some of the reasons/evidence for the achievement gaps identified and improvement strategies implemented to minimise gaps. The strategies should not be viewed as the sole approach to raising achievement as they are part of the College's whole-organisational approach to promoting EDI.

As stated above, the College has a legal obligation publish information to demonstrate compliance with the Equality Act. One of the ways which the College does this is of its progress to narrow any equality achievement gaps as a requirement of The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017. Quantitative equality performance data is closely analysed to address and narrow any achievement gaps which are regularly reported on. As outlined below, best practice is celebrated and shared.

This report considers achievement gaps identified as part of the analysis of the College's 2022/23 Equalities Performance Data in:

Analysis of the College's Equalities Performance data has been carried out to identify gaps in achievement and participation rates between 2019/20 and 2022/23 under the following categories:

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

As illustrated below, overall achievement data in terms of enrolment in 2022//23 is as follows:

- The achievement rate for 16 to 19 is **87.7%** in 2022/23
- The achievement rate for 19+ is **82.6%** in 2022/23
- The overall achievement rate for all ages is **85.9%** in 2022/23

Data Source: ProAchieve 16.11.23

Quantitative equality performance data is closely analysed to address and narrow any achievement gaps which are regularly reported on by curriculum leadership teams and monitored by senior leaders. Best practice is celebrated, recorded in termly position statements and shared. In cases where an achievement gap is identified, a target is set, actioned and monitored. For example, Areas for improvement are recorded and monitored via departmental Quality Improvement Plans by senior leaders at Curriculum Performance Meetings.

The Director of Wellbeing, Inclusion, Safeguarding and Prevent and the Associate Director for WISP EDI analyse the data at whole-organisational level and support curriculum leadership teams to carry out further detailed analysis of the retention, pass and achievement data for their areas. This analysis includes a CPD session as part of the College's Leadership Development Programme and considers the number and demographic breakdown of leavers on programme, reasons for transfers and withdrawals and whether participation is representative of the local demographic.

As outlined above, strategies to address the imbalance/narrow any gaps are implemented and best practice shared to reflect the College's commitment to creating a culture that demonstrates the shared values of inclusion, equality, fairness and respect while recognising and celebrating difference.

Using the approach of Support, Innovate, Develop, equality data is utilised in professional dialogues e.g. by the panel and College leaders in quality improvement and performance management meetings to monitor targets/actions and to ensure best practice is included on position statements.

Leaders utilise this data in team meetings to help teams become familiar with the demographic and equality performance data in their areas. This approach encourages teams to take data-informed decisions, to incorporate these into business and curriculum planning and to refer to the data in year.

An extensive series of interventions is implemented throughout the year to ensure students develop the skills, knowledge and behaviour to prepare them for their next steps.

This report focuses on the College's FE data. The College's Access and Participation Plan considers HE Equalities Performance data.

## **Equality Performance Summary 2020/2 to 2022/23**

As outlined above, the College has a duty to report a summary of its progress to narrow any equality achievement gaps as a requirement of The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017. Quantitative equality performance data is closely analysed to address and narrow any achievement gaps which are regularly reported on. Best practice is celebrated and shared.

The College has analysed its data, categorised by age, gender, ethnicity, high needs and disadvantage by postcode, to identify gaps in achievement rates between 2019/20 and 2021/22. In cases where an achievement gap is identified, a target is set, actioned and monitored. Overall achievement data is positive.

The strategies implemented aim to both further promote inclusion and narrow achievement gaps in 2022/23. Further information is outlined in the sections below.



## DNCG FE Classroom Learning by Gender and Age 16 to 19

- The achievement rate for female leavers aged 16 to 19 decreased by 1% from 89% in 2021/20/22 to 88% in 2022/23.
- The achievement rate for male leavers aged 16 to 19 remained stable at 87% between 2021/22 and 2022/23.
- Achievement rates for both male and females in this age group are both at least 7% above GFE and National Averages of 2021/22.

In 2022/23 16 to 19 students were offered catch-up sessions to boost engagement and increase confidence levels. Posters around the College advertised sessions and were also promoted to students in class and cover all aspects of the study programme. From a wellbeing perspective, Pastoral/ Wellbeing coaches provide bespoke one-to-one interventions to complement academic support.

The College acknowledges that 2021/22 was the first year since the pandemic that students were in full-time education and taken formal exams/assessments eg GCSEs. The impact of the pandemic is as yet not yet fully known or measured; the College has extended its associated equality objective to 2024/25:

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

Attendance is monitored every session and absence followed up via the College's Attendance Policy, which comprises a range of interventions, including contact with parent/carers, where appropriate. The WISP leadership team deliver briefings on the links between non-attendance and Safeguarding as stated in the College's Child Protection, Safeguarding and Prevent Policy. Attendance is reported on and monitored by the Senior Leadership Team.

In addition, leaders monitor students at risk of not achieving; curriculum staff and academic support staff in collaboration with pastoral coaches carry out home visits (following a risk assessment) deliver bespoke one-to-one academic or personal interventions to increase students' self-esteem and enable them to take positive steps in relation to their own wellbeing to promote intrinsic motivation and to boost learner attendance, engagement and thus achievement.

In 2022/23 gender-specific Sports sessions were offered by the College's Be Well Team who delivered physical activity sessions to 2882 students aged 16 to 19 across the College to targeted inactive cohorts as indicated below:

<b>Doncaster</b>	<b>1633 students*</b>
<b>North Lindsey</b>	<b>1249 students*</b>

\*The above figures equate to 30 groups who have regular physical activity every week delivered by our Be Well team in targeted areas including female-dominated curricula and ESOL.

A range of activities were on offer, including dodgeball, team building, yoga, basketball, indoor hockey, football, badminton, futsal, gym session, boxing, tag rugby.

Most students participated in a minimum of a six-week block of activity as part of a Sport England legacy project, Sport England research showed that the students are more likely to remain active after this length of time. To contextualise the above data, although 2021/22 was the penultimate year of Sport England funding, the College was granted an extension for 2022/23 as it was acknowledged as having exceeded its KPIs to encourage identified cohorts of students to become active. This work became embedded into identified curriculum areas including ESOL and Foundation learning and was a measure of success.

Male leavers aged 16 to 19 who are care experienced in ESOL tend to be at greater risk of being re-housed at short notice out of area and are thus disadvantaged. This affects attendance and achievement. The College works closely with the local authority to try to minimise this risk which is in part mitigated by some shorter “stand-alone” qualifications in ESOL such as Speaking and Listening. The Director for WISP and an FE Curriculum Director are members of N Lincs Corporate Parenting Board and are working collaboratively both to raise aspirations and support the local authority to introduce its Corporate Grand-Parenting responsibilities. N Lincs is the first area in the country to honour this.

The College has strong female role models eg in Engineering and Construction in Leadership, Curriculum and Wellbeing Team who raise aspirations among females. In addition, the College Careers and Marketing Teams work closely with local schools to promote traditionally male-dominated FE and HE qualification routes to more young females. In NL, Humberside Police have delivered Careers talks to FE and HE students and in conjunction with Children’s Services, have delivered workshops to raise awareness of Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE). This practice was also replicated in Doncaster by South Yorkshire Police and Children’s Services. Following the sessions, a number of students, whose lives have been affected by exploitation, accessed support from the College and/or external services.

A further strategy to promote gender equality is the White Ribbon initiative. White Ribbon is the UK’s leading charity to engage males to end violence against females. The College was one of the first Colleges nationally to be awarded White Ribbon accreditation in 2020/21.

An annual event, promoted on the Safeguarding Prevent, EDI and British Values Scheme of Learning, takes place in College every November; male colleagues and students are invited to pledge their support against violence towards females.

In 2022/23 Curriculum and Quality Performance meetings areas of best practice are identified and added to termly position statements. Areas for improvement are also identified and improvement targets are set at local level to ensure in-year improvement.

A further recommendation is for the WISP team to design a three-way agreement for students/parents/carers to outline reciprocal expectations in terms of attendance, engagement and support.

## **DNCG FE Classroom Learning by Gender and Age 19+**

- The achievement rate for female leavers aged 19+ decreased by 2% from 83% in 2021/22 to 81% in 2022/23.
- The achievement rate for male leavers aged 19+ decreased by 1% from 87% in 2021/22 to 86% in 2022/23.
- In 2022/23 there is an achievement gap of 1% between 16 to 19 males (87%) and 19+ males (86%).
- However, in 2022/23 there is an achievement gap of 7% between female leavers aged 19+ (81%) and female leavers aged 16 to 19 (88%)
- In 2022/23 the achievement rate in DC for 16 to 19+ females is 87%.
- In 2022/23 the achievement rate in DC for 19+ females is 82%.
- In 2022/23 the achievement rate in NL for 16 to 19 is females 91%.
- In 2022/23 the achievement rate in NL for 19+ females is 79%.

Attendance and achievement for 19+ students have been negatively impacted by the pandemic. Students have fed-back that their caring responsibilities affected their attendance. Not all were able to access online or self-study sessions. As can be seen above, the achievement rate for 19+ female students supports this statement and affected students who work in health and social care in particular.

As in the case of 16 to 19 students, curriculum areas offer catch-up sessions to boost engagement and increase confidence levels. Posters are visible around the College which advertise sessions and are also promoted to students in class and cover all aspects of their programme. Focussed GCSE English and maths revision sessions were available for students over the Easter break. All other above interventions are accessible to 19+ students.

A further consideration is the closure of the DC Nursery: the service was well used by 19+ ESOL females in addition to 16 to 19 students. WISP will also evaluate the impact of 19+ students not having a designated Wellbeing Coach.

The WISP learner engagement team will increase the number and frequency of e.g., gender-specific focus groups to ascertain the impact of policy and decisions on all groups as part of the equality impact assessment process.

Access to HE broadened its curriculum offer in 2022/23 and has seen a growth in male starts in STEM.

To raise aspirations and to encourage learner retention and achievement of 19+ students, the ESOL team hosted their second annual celebration event in college on 25 April 2023. This is an excellent approach to promoting EDI and is led by the ESOL students. The event raises the profile of ESOL and promotes social inclusion within the College community and raises aspirations. The event is a collaboration between the ESOL staff and students and indirectly is a strategy to raise attainment and a proud celebration across the organisation of diversity.

Right up our Street, An Arts Council Community Arts project for the borough of Doncaster attended the event and gave the following positive feedback to the ESOL team on the event:

*"I just wanted to say a huge thanks for having me last week. It was brilliant to meet everyone from the ESOL team and see some new and old faces..."*

*"It'd be great to stay in touch for anything in the future. We've got a few upcoming projects centred around refugees and asylum seekers as well as outdoor work scheduled for Hexthorpe and Campsall. And we'd love to invite a group of students to attend our DN Festival of Light in November..."*

Learner voice suggests that the event is one of the factors that makes DNCG their college of choice.

Interim feedback on in-year attainment in ESOL from the awarding body has been positive.

In 2021/2 enrolment was online/hybrid which was not inclusive for all students– (not just students who identify as BAME/who are on ESOL programmes). The process was reviewed for 2023/24 to reflect the time required to check ID and benefit status and students who declare a conviction.

## DNCG FE Classroom Learning by High Needs Students

- In 2022/23 the overall achievement rate (90%) for students who have high needs was 4% higher than the achievement rate for students who do not have high needs
- However, overall achievement rates for the leavers who have high needs decreased by 4% from 94% in 2020/21 to 90% in 2022/23.

This could be attributed to issues of re-integration into education alongside wellbeing and behavioural issues.

An aim of the WISP area is to work, which includes the College's Careers Service, is to broaden the offer and include tailored IAG sessions to work more closely with schools and provide a broader and bespoke transitions service to students who have high needs.

## DNCG FE Classroom Learning by Ethnicity

In 2022/23 the achievement rate for:

- leavers who identify as BAME was 86% (decrease of 1% on 2021/22 but 2% above the 2021/22 National Average)
- leavers who identify as White British was 87% (increase of 1% on 2020/21 and 4% above the 2021/22 National Average)
- leavers who identify as White Other was 81% (decrease of 5% on 2020/21 and 2% below the 2021/22 National Average)
- leavers whose ethnicity is unknown/undisclosed is 82% (decrease of 4% on 2021/22 but 1% above the 2021/22 National Average)
- The number of leavers whose ethnicity is unknown increased significantly from 352 in 2021/22 to 684 in 2022/23.
- 386 of the 684 leavers were enrolled on courses in Doncaster and 298 in North Lindsey.
- The achievement rate for this cohort of leavers has decreased by 7% from 89% in 2020/21 to 82% in 2022/23.
- Reasons for this must be investigated in terms of the numbers who preferred not to disclose their ethnicity and the number of unknowns. It is proposed that an extra category of “preferred not to say” should be added to the College enrolment form to allow us to see how many “unknowns” there are in terms of ethnicity. CPD with staff who enrol will be delivered to help decrease this risk.
- A further proposal is to add an extra category of “preferred not to say” should be added to the College enrolment form to allow us to see how many “unknowns” there are in terms of ethnicity. CPD with staff who enrol will be delivered to help decrease this risk.





## DNCG FE Classroom Learning by Disadvantaged Background and Age

Please note that:

- There are no National Averages or GFE averages for leavers deemed to be disadvantaged by postcode.
- Colleges receive ward uplift funding for students in this cohort.
- (The disadvantage uplift factor based on postcode uses 27% most disadvantaged postcodes)
- In 2022/23, 1106 leavers overall were deemed to be disadvantaged by postcode. This indicates that the College extends widely into its community; it welcomes students from a range of socio-economic backgrounds.

In 2022/23 achievement rate data for leavers aged 16 to 19 deemed to be disadvantaged by postcode aged 16 to 19 indicates:

- 7224 leavers aged 16 to 19 in 2021/22 were deemed to be disadvantaged by postcode.
- Achievement data for leavers aged 16 to 19 in this cohort (86%) has decreased by 5% since 2020/21 (91%)
- 16 to 19 achievement data shows a 3% decrease in achievement between 2020/21 and 2022/23
- In 2022/23 there is a 3% achievement gap between students deemed to be disadvantaged by postcode (86%) and those who are not (89%)

The reasons for the identified gaps are similar to those outlined above in the section on FE 16 to 19 Classroom Learning. The interventions are accessible to all students, irrespective of socio-economic status, agreed as a whole-organisational current Equality Objective:

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

The Government has recently announced that in recognition of the disruption [caused by the pandemic] that students have experienced, support would be put in place for students taking GCSE and A level exams and assessments.



# DNCG HE Access and Participation Plan 2025 - 2029 and Risk of Opportunity Priorities

The College's HE Access and Participation Plan supports all HE students to access, succeed in and progress from higher education into highly-skilled employment and/or further education, by providing opportunities for all and specifically equality of opportunity for our underrepresented groups.

## Risks to equality of opportunity

An Assessment of Performance that included an analysis of the OfS Access and Participation dataset and internal datasets has highlighted that there are differences in the rates of access, success and progression at DNCG of the different demographics of our students. However, we believe that there are five specific student groups that are at greatest risk to equality of opportunity at DNCG at different stages of the student lifecycle and these are:

- Full-Time First Degree and Other Undergraduate White, Male, IMD (2019) Quintile 1 students accessing higher education at DNCG, continuing in their studies and completing their studies with a higher education qualification.
- Full-Time First Degree and Other Undergraduate IMD (2019) Quintile 1 students continuing and completing their studies with a higher education qualification.
- Full-Time First Degree and Other Undergraduate Students with a Disability completing their studies with a higher education qualification or attaining a 2:1 or above qualification.
- Full-Time First Degree and Other Undergraduate Female students accessing STEM subjects.
- Full-Time First Degree and Other Undergraduate Care Experienced students accessing higher education at DNCG

## HE Risks to Equality of Opportunity Headline data for 2020-21 and development of the Access and Participation Plan 2025-29

### Male and Female

- There are more females than males' studying a Full-Time First Degree and/or Other Undergraduate at DNCG. Based on the four-year aggregate OfS APP dataset, 74% of Full-Time First Degree students are female and 26% are males.

Therefore, a target has been set in the APP 2025-2029 to increase the number of Male Full-Time First Degree and Other Undergraduate students accessing higher education at DNCG, in conjunction with the intersectional data of White Male IMD (2019) Quintile 1 accessing higher education at DNCG.

### Low Neighbourhood and Disadvantaged

- A large proportion, 37% of the undergraduate student population at DNCG are from Quintile 1 neighbourhoods and 20% from Quintile 2, across all modes of learning, compared to 11% from Quintile 5 neighbourhoods.
- In 2021-22 there was a 26.8 percentage point difference between Full-Time First Degree Quintile 1 and Quintile 5 students. This is in contrast to the national profile that states that 13.4 per cent of England-domiciled undergraduate entrants came from areas of England with the lowest rates of participation in higher education (Quintile 1) (OfS 2020-21).

- The assessment of performance highlighted that were indicators to the equality of risk for IMD Quintile 1 and Quintile 2 Full-Time and Other Undergraduate student continuation and completion rates.

- Also, the students from Quintile 1 and Quintile 5 were less likely to have studied A Levels and enter with a BTEC Level 3 or limited formal qualifications. In 2022-23 there was 95% of students studying HE at DNCG with a BTEC Level 3 or limited or No formal qualification compared to 5% of students with A Levels. Research has shown that students who have studied BTECs are less likely to be awarded a First or 2:1 qualification than those who studied an A Level (OfS 2020-21).

Targets have been set in the APP 2025-2029 to improve the continuation, completion and attainment rates of IMD (2019) and intersectional students in this category, as 57% of our student population at DNCG are from a disadvantaged background and have low pre-Higher Education Attainment rates.

## No Disability and Disability

- There is a significantly higher number of students with No Disability (79%) that access Full-Time First Degree at DNCG compared to those with a Disability (21%), and Other Undergraduate students with No Disability (80%) compared to those with a Disability (20%).
- The main risks to opportunity for students with a Disability are completing their studies with a higher education qualification and attaining a 2:1 or above degree classification.

Due to the small number of students with a Disability who access higher education at DNCG, an access target has not been set in the APP 2025-2029, rather the focus has been shifted to the improvement overall of the Information and Guidance for Students (EoRR Risk: 1) with a Disability and the wrap-around academic services provided to help improve the completion and attainment rates.

## Young and Mature

- The DNCG student profile in 2020-21 indicated that 76% of Full-Time First Degree students are Mature over 21-years and 24% Young Under-21-years-of-age.
- Mature students are more likely to continue in their studies than their Young Under-21 counterparts and this has been steadily rising since 2015-16. In 2020-21 there was a 14.2 percentage points continuation gap for First Degree and 2.2 percentage points continuation gap for Other Undergraduate between Mature and Young Under-21 students.
- There was a higher proportion of Mature students who gained a higher education qualification compared to Young Under-21. More Mature Full-Time First Degree students also obtained a First and Upper Second classification than the Young Under-21 equivalents.
- In 2020-21 there was a 6.9 percentage point difference between Mature and Young students continuing in their studies on All Undergraduate programmes.

## Ethnic Groups

- The percentage of Asian Full-Time First Degree students at DNCG is 3.0% and the regional demographic is 2.9% at Doncaster. However, this percentage is lower for the Scunthorpe regional percentage of 5.4%, so this might be considered to be a target for Scunthorpe and will be monitored throughout the duration of the plan.
- Black Full-Time First Degree students is 2.0% at Doncaster and the regional demographic is 1.2%, which is a positive 0.8 percentage point difference of the number of students studying at Doncaster and significantly above the Scunthorpe regional rate of 0.7%.
- Therefore, the number of Black and Asian Full-Time First Degree and Other Undergraduate students is in line with the regional demographic of Doncaster and Scunthorpe and will be maintained throughout the duration of the plan.
- There is a lower proportion of White Other students accessing HE at DNCG. According to the Doncaster Census 2021 'Other White' in Doncaster has seen an increase from 2.8% (8556) in 2011 to 5.7% (17534) in 2021.
- White Other students include: Polish / Romanian / Kurdish / Slovak / Turkish. Due to the very small number of Other White students on Full-Time First Degree the actual numbers are not reported on the OfS APP Dataset.



Whilst the numbers of Black and Asian Full-Time First Degree students is low at DNCG there are aspects of the student lifecycle that will be monitored throughout the duration of APP 2025-2029 to address the following:

- There is a lower proportion of continuation of Black Full-Time First Degree students who continue in their studies.
- There is a lower proportion of continuation of White Full-Time First Degree students who continue in their studies.
- There is a lower proportion of Full-Time First Degree Black and Asian students who attain a 2:1 or above degree classification.

We are committed to improving the student outcomes for this group of students and rather than setting a numerical target, due to the small numbers, we will make improvements across the student lifecycle utilising appropriate interventions.

## HE Access and Participation Plan 2024-25 – 2028-29 Proposed Targets

- There are lower proportions of White IMD (2019) Quintile 1 Male Full-Time First Degree (26%) and Other Undergraduate (25%) students accessing HE at DNCG.

**Proposed Target:** to increase the number of White Male Quintile 1 students by accessing Full-Time First Degree and Other Undergraduate by 2029.

- There is a lower proportion of females who access STEM subjects at DNCG, and this is a collaborative target with UniConnect Humber Outreach Programme (HOP).

**Proposed Target:** To increase the number of females by who access STEM subjects at DNCG by 2029.

- There is a lower proportion of Care Experienced students accessing HE at DNCG compared with the English higher education sector average. This is a collaboration target with UniConnect HOP.

**Proposed Target:** To increase the number of Care Experienced students accessing higher education at DNCG over the lifetime of the plan.

- There are lower proportions of Male Full-Time First Degree and Other Undergraduate students continuing in their studies.

**Proposed Target:** To increase the number of Male Full-Time First Degree and Other Undergraduate students continuing in their studies.

- There are lower proportions of Male Full-Time First Degree and Other Undergraduate students completing their studies with a higher education qualification.

**Target:** To increase the number of Male Full-Time First Degree and Other Undergraduate students completing their studies with a higher education qualification.

- There are lower proportions of Male Full-Time First Degree students or attaining a 2:1 or above degree classification.

**Proposed Target:** To increase the number of Male Full-Time First Degree students attaining a 2:1 or above degree classification.

- There is a lower proportion of continuation of IMD (2019) Quintile 1 Full-Time First Degree and Other Undergraduate students who continue in their studies.

**Proposed Target:** To reduce the 8.3 percentage point gap between the number of IMD (2019) Quintile 1 Full-Time First Degree and Other Undergraduate students continuing in their studies compared to their Quintile 5 counterparts by 2029.

- There is a lower proportion of completion of IMD (2019) Quintile 1 Full-Time First Degree and Other Undergraduate students.

**Proposed Target:** To reduce the 15.7 percentage point completion gap between Quintile 5 Full-Time First Degree and Other Undergraduate students and Quintile 1 students by 2029.

- There is a lower proportion of completion of Full-Time First Degree students with a Disability compared to those without a disability.

**Proposed Target:** To increase the number of Full-Time First Degree students with a Disability completing their studies.

- There is a lower proportion of Full-Time First Degree students with a disability who attain a 2:1 or above degree classification.

**Proposed Target:** To reduce the 12.5 percentage point attainment gap of Full-Time First Degree students with a Disability compared to those students who do not have a disability by 2029.

- Increase the proportion of the four identified underrepresented student groups who are engaged in managerial or professional employment, or further study, or other positive outcomes, 15 months after the completion of their course.

