



# Equality, Diversity and Inclusion (EDI) Annual Report 2024/25

**DN COLLEGES GROUP**



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# Equality, Diversity and Inclusion (EDI) Annual Report 2024-25

## Introduction

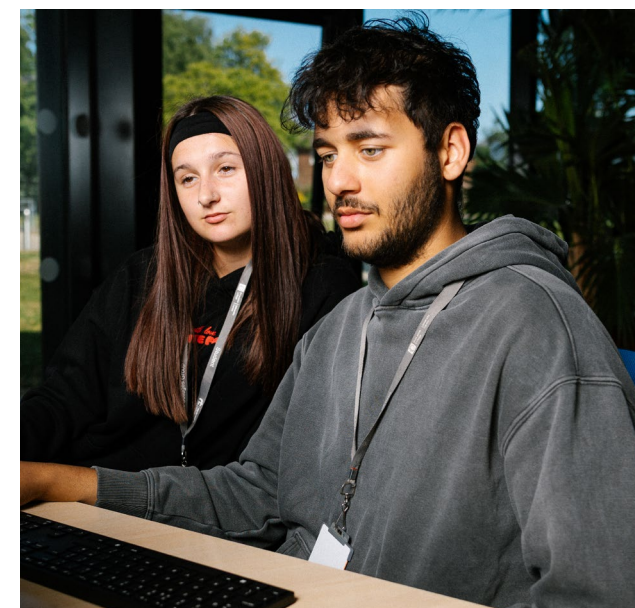
**This report outlines DN Colleges Group’s (DNCG) hereafter referred to as the College, unwavering commitment to equality, diversity, and inclusion. It summarises how the College meets its legal responsibilities under the Equality Act 2010, including the Specific Duties and Public Authorities Regulations 2017, and the recent Amendment Regulations 2023, which came into effect on 1 January 2024. By publishing this report, the College fulfils Section 149 of the Equality Act and its Public Sector Equality Duty (PSED), ensuring annual transparency by 30 March.**

In addition to publishing equality information, the College sets measurable equality objectives every four years, with annual updates to track progress. These objectives are actively monitored and reported to key regulatory bodies such as the EHRC, Ofsted, OfS, and the College’s Governing Body.

The report also highlights strategic efforts to close achievement gaps of our underrepresented groups that are identified through performance data analysis. Evidence-based strategies are presented to address these gaps, forming part of a holistic, College-wide approach to EDI. Best practices are celebrated and shared to inspire further development.

Furthermore, the report reflects how public funding is used to support disadvantaged and underrepresented groups, enhancing access to education and improving life chances through progression to higher learning and employment.

Compiled by the Associate Director of EDI and overseen by the Chief Operating Officer for People and Information, this report was formally approved by the Senior Leadership Team (SLT) and the College’s Governance Board. It stands as a testament to the College’s proactive stance on fostering an inclusive and equitable environment for all.



## About DN Colleges Group

**DN Colleges Group is a leading regional provider of education and training across South Yorkshire, Greater Lincolnshire and the Humber. We support more than 18,000 students each year across two principal campuses in Doncaster and Scunthorpe.**

We deliver a wide range of provision including Further and Higher Education, Apprenticeships, Adult Learning, and programmes for students with high needs.

The College is proud to hold a Silver rating in the Teaching Excellence Framework (TEF), reflecting the high quality of our Higher Education student outcomes and experiences.

In its January 2025 inspection, Ofsted praised the College for fostering a respectful and inclusive culture. Inspectors highlighted student participation in Pride events and the positive contribution of female apprentices in engineering who contributed to national events to support making personal protective equipment in sizes and cuts that suit females.

We are proud that we signed the Association of Colleges (AoC) EDI Charter, reaffirming our commitment to embedding equality, diversity, and inclusion at the heart of everything that we do. We have joined the Doncaster Anti-Racist Partnership, collaborating with key organisations across the borough to share resources and drive a united, strategic approach to becoming actively anti-racist institutions.

The DNCG Strategic Plan 2023-2028 identifies the ambition for DNCG against four strategic pillars which are aligned to our core stakeholders. The strategy's ambition is "Enabling students to live a larger life and expanding horizons through exceptional learning experiences" (DNCG Accountability Statement 2024-25).

EDI is fully integrated into the Colleges strategic objectives, policies and values. It aligns with statutory duties under the Equality Act 2010, including Safeguarding and the Prevent Duty, ensuring a cohesive and proactive approach to tackling discrimination and promoting inclusion.

### Mission, Values & Commitment to EDI

**Our Mission and Values have equality, diversity, inclusion and opportunity at their heart. The College's core business is to provide excellent, flexible and relevant education and apprenticeships which are accessible to all. We are committed to creating an environment that demonstrates the shared values of inclusion, equality, fairness and respect, while recognising and celebrating differences.**



**Our Core Values, Vision and Mission are outlined below:**

# ASPIRE

### 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.

We serve our communities in South Yorkshire and across Northern Lincolnshire and the Humber. We work with local partners to create a high-value curriculum that meets employer needs and supports local economic, employment, and skills goals.

### Our EDI commitments include:

- Promote inclusive language, behaviour, and attitudes across our culture, curriculum, and shared values.
- Ensure a safe environment free from bullying, harassment, and victimisation.
- Deliver balanced and representative curriculum content.
- Use inclusive language and imagery in all communications.
- Foster a respectful and inclusive learning and working culture.
- Clearly communicate behavioural expectations to all stakeholders.
- Fulfil our legal obligations with integrity and transparency.

### Legal Compliance

**The College complies fully with the Equality Act 2010 and fulfils its Public Sector Equality Duty (PSED). We publish annual equality information and set measurable equality objectives every four years, with annual progress updates.**

We uphold our responsibilities under the Prevent Duty Guidance (England and Wales, 2023) and the Counter-Terrorism and Security Act (2015), which require us to prevent individuals from being drawn into terrorism. Progress in this area is regularly reviewed and reported to governors

### Leadership and Governance

**EDI is championed at the highest levels of the College. Senior leaders, governors and a dedicated Associate Director of EDI provide oversight and accountability. A link governor ensures EDI priorities remain embedded across strategy, practice, performance monitoring, policies and core values.**

We have a number of committees where EDI issues and legal requirements across the organisation are reviewed, discussed and monitored and these include the DNCG EDI Committee, DNCG Safeguarding Committee, DNCG College Leadership Engagement Forum, DNCG Curriculum and Quality Leadership Team, HE Academic Board, HE Leadership Team and APP Student Engagement and Experience Sub-Committee.

In 2024-25 progress reports were submitted to Senior Leadership Team, the People and Transformation Committee and Board of Governors. We have an Equality, Diversity and Inclusion Policy that is operated through our Cross-college Equality Diversity and Inclusion (EDI) Committee, which draws membership from all levels of the organisation.

Local Demographics and Student/Staff Profile  
The table below outlines the population profile by selected characteristics of Sex, Disability, Ethnicity, region and against the national benchmark. As a point of reference, the term BAME has been used throughout the report as this is still used to report data in the National Office for Statistics. However, it is acknowledged that a more accurate term is Minoritised Ethnic Group.

Our students and staff reflect the diverse communities of Doncaster and Scunthorpe. Both areas have higher-than-average disability prevalence and are among the most deprived in England. Ethnic diversity is lower than the national average, with over 90% identifying as White, compared to 81% nationally.

### The local demographics inform our inclusive strategies and support provision.

	Doncaster	Scunthorpe	England
<b>Female</b>	50.4%	50.4%	51.0%
<b>Male</b>	49.6%	49.6%	49.0%
<b>Disability</b>			
<b>Disabled under the Equality Act</b>	20.3%	19.6%	17.3%
<b>Not disabled under the Equality Act</b>	79.7%	80.4%	82.7%
<b>Ethnic group</b>			
<b>Asian, Asian British or Asian Welsh</b>	2.9%	5.4%	9.6%
<b>Black, Black British, Black Welsh, Caribbean or African</b>	1.2%	0.7%	4.2%
<b>Mixed or Multiple ethnic groups</b>	1.5%	1.3%	3.0%
<b>White</b>	93.1%	91.3%	81.0%
<b>Other ethnic group</b>	1.2%	1.3%	2.2%

Source: Census 2021

## Student Profile

To put the College’s student profile into context the table below outlines the student population by Ethnicity, Sex and those students who have a Disability at DN Colleges Group, Doncaster College, North Lindsey College, and in comparison, to the National Profile, Doncaster Profile and Scunthorpe Profile.

		DN Colleges	National Profile	Doncaster College	Doncaster Profile	North Lindsey College	Scunthorpe Profile
Ethnicity	White	83.8%	81%	78.9%	93.1%	91.2%	91.3%
	BAME	16.2%	19%	21.1%	6.8%	8.8%	8.7%
Sex	Male	48.9%	49%	46.3%	49.6%	52.8%	49.6%
	Female	51.1%	51%	53.7%	50.4%	47.2%	50.4%
Disability	Disclosed	36.1%	17.3%	36.5%	20.3%	35.6%	19.6%

- In 2024/25, Doncaster College’s BAME enrolments rose by 3.7%, reaching 21.1%, compared to 2023-24 of 17.4%. This is approximately three times higher than the local Doncaster population figure of 6.8%. This demonstrates the college’s strong appeal to students from minoritised ethnic backgrounds.
- DC has more female students than the local profile, whereas NLC has more male students than the local profile.
- The proportion of students disclosing a disability is significantly higher at Doncaster College (36.5%) and North Lindsey College (35.6%) than both the local population profile and the national student profile. This difference reflects the fact that educational settings typically promote more accurate and open disclosure than census data, as students are encouraged and supported to share information that enables appropriate learning support.

Both Doncaster College and North Lindsey College demonstrate a significantly higher representation of BAME, and disabled students compared to the local population profiles, highlighting strong inclusivity in enrolment. However, targeted support is needed to ensure these groups achieve equitable outcomes across all provision types.

### EDI Context Statement: A Culture of Inclusion and Respect

**The College fosters a culture where equality, diversity, inclusion and British Values are embedded across all areas of provision, that includes Further and Higher Education, Apprenticeships, and Adult Learning.**

The student voice is central to this approach, captured through surveys, Student Representatives, Student Parliament, and a newly launched Student Voice campaign (2024–

25) enabling students to share feedback via a dedicated QR code and online platform.

Our commitment to inclusion is reflected in high levels of student satisfaction, and low disciplinary rates, which is supported by early intervention and restorative practices. In the Ofsted January 2025 report, it was highlighted that learners and apprentices contributed to a respectful and tolerant culture in the college campuses. These outcomes demonstrate how our shared values of fairness, respect, and opportunity are lived throughout the organisation.

### Student Personal Development and Staff Capacity Building

Personal development is a strategic priority to equip students with the values, knowledge, and critical thinking skills needed to thrive in modern society. British Values and EDI principles are embedded throughout the curriculum, examples of which can be found in Appendix 2: The Intervention Strategies section.

Staff development is strengthened through a robust CPD programme that includes bespoke EDI training for new starters, ongoing expert led sessions. In 2024/25, the CPD EDI compliance rate remained at 98%.

## DNCG Equality Objectives 2021-2025

**Our equality objectives are more than a compliance exercise, they are a strategic tool to drive meaningful change. We set clear, measurable goals that underpin our commitment to narrowing achievement gaps, promoting inclusion, and eliminating discrimination.**

Each objective is designed to:

- Advance equality of opportunity (AEO)
- Foster good relations (FGR)
- Eliminate unlawful discrimination (EUD)

**Our EDI Equality Objectives are:**

**Objective 1:** To reduce the number of leavers at DNCG whose ethnicity/race is 'unknown' by 2024-25 (AEO; FGR)

**Objective 2:** 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)

**Objective 3:** To increase the staff diversity profile to reflect the local demographic profile in terms of ethnicity by 2024-25 (AEO, FGR)

**Objective 4:** To improve the experience of all students who share or who 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)

Our equality objectives are designed to reduce barriers, close achievement gaps and promote inclusion. Key objectives include improving disclosure rates for ethnicity and gender identity, increasing staff diversity, and reducing achievement gaps.

These objectives are reviewed, monitored, and refreshed every four years and the progress is reported annually to key regulatory bodies including the Equality and Human Rights Commission (EHRC), Ofsted, the Office for Students (OfS), and to our SLT and Board of Governors.

## Assessment of Performance 2023-24 to 2024-25

**Equality data informs strategic planning and quality improvement across the College. It is used by curriculum leaders and senior staff to analyse retention, achievement, and participation, ensuring representation aligns with local demographics. Where gaps are identified, targeted strategies are implemented, monitored, and evaluated.**

This data-led approach supports continuous improvement and ensures EDI is embedded in both business and curriculum planning.



## Assessment of EDI Equality Objectives

**Objective 1:** Has been achieved with the introduction of an online Enrolment form.

**Objective 2:** Over the past three academic years, there has been a significant and encouraging reduction in the number of students who chose not to disclose their gender identity, sexuality, or religion and belief when enrolling.

- **Sexuality:** The number of students who refused to disclose dropped from 638 (4%) in 2023/24 to 151 (1.2%) in 2024/25, which is an overall reduction of 76.3%.
- **Religion and Belief:** Refusals decreased from 552 (3.5%) to 131 (1.1%), marking a 76.3% overall reduction.
- **Gender Identity:** The most notable improvement was seen here, with refusals falling from 734 (5.6%) to 142 (1.1%), which is an 80.7% overall reduction.

These improvements are due to general improvements in data capture. However there is scope to improve this further as we are moving to a more digitised enrolment process, more capture points will be built into the process to more effectively capture this information.

We also plan to deliver explanations to individuals at the point of capture, to give insight into how this information informs our planning, therefore, this objective will continue in 2025-26.

**Objective 3:** Doncaster College shows some progress in converting BAME applicants to starters, but the gap remains large. Scunthorpe (NLC) has not improved in BAME starter representation, despite a diverse applicant pool.

The increase in white starter percentages at both sites suggests that recruitment outcomes are not yet aligned with the diversity of applicants or local demographics. Therefore, this will continue to be a target for 2025-26.

**Objective 4:** The college has made strong progress toward minimising underachievement linked to COVID-19, especially for High Needs, disadvantaged, and female students. However, apprenticeships and HE pathways require further attention to ensure equity across all protected and socio-economic groups

**Summary of Student Achievement**

The following section is a summary of the Achievement Rates across all provisions. ProAchieve data was used to identify any gaps in achievement rates in the 16-18 provision, Apprenticeships, High Needs and Higher Education. In cases where an achievement gap is identified, an internal target is set, actioned and monitored.

- Classroom Learning by Gender and Age 16 to 18
- Classroom Learning by Gender and Age 19+
- Classroom Learning by Ethnicity/Ethnicity unknown and Age 16-18
- Classroom Learning by Ethnicity/Ethnicity unknown and Age 19+
- Classroom Learning by Learning Disability/Difficulty (LDD) and Age/LDD unknown
- Classroom Learning by Disadvantaged Background and Age
- Classroom Learning by High Needs Students and Age 16 -18

For consistency in data reporting across all educational pillars at the College, the Higher Education (HE) achievement figures presented in this report are sourced from ProAchieve as of 25/10/2024. These figures represent the percentage of students who achieved their full qualification within the expected end year.

It is important to note that this data is not directly comparable with the Office for Students (OfS) definition of "Completion". Consequently, the achievement figures have not been measured against the OfS Completion Benchmark of 75%.

**Overall Achievement Rate Trend Comparison 2022- 25**

Achievement Rate	2022/23	2023/24	2024-25	Increase or decrease
16-18	88%	88%	88%	Static
19+	83%	86%	86%	Static
All	85.9%	86.7%	86.7%	Static

ProAchieve: 26 September 2025

- The 2024/25 achievement rate for 16-18 remains static at 88%.
- The 2024/25 achievement rate for 19+ remained static on the 2023/24 achievement rate.
- The overall 2024/25 achievement rate for all ages remains static on the 2023/24 achievement rate.



## Achievement Rates: Common EDI Themes Across 16-18, 19+, Apprenticeships and HE (2022 – 2025)

In Appendix 1 the 2024-25 Achievement Data is provided by EDI Theme and provision. The following section outlines the common key EDI themes between 16-18, 19+, Apprenticeships and HE.

### 1. Ethnicity: Persistent and Location-Specific Gaps

BAME students show inconsistent performance across all areas:

- In **HE**, BAME achievement dropped sharply by 19.6 percentage points in 2023–24, followed by a partial recovery of 8 percentage points in 2024–25. Overall, this still reflects a total decline of 11.6 percentage points over the period.
- In **Apprenticeships**, BAME achievement reached a high of 39 percentage points above benchmark in 2023–24 and fell to just 2 percentage points above benchmark in 2024–25.
- In **16–18 provision**, BAME students saw a 9.4-percentage point drop in 2024–25, with the most significant declines in Doncaster College (DC) and North Lindsey College (NLC).
- In **19+** BAME students perform well overall, particularly at DC. However, NLC shows a slight underperformance for BAME students.
- White students generally show steady or improving performance across all areas.
- Regional differences are clear:
- BAME apprentices at DC perform strongly, achieving 20.2 percentage points above benchmark.
- BAME apprentices at NLC face a significant gap, performing 18.3 percentage points below benchmark.

#### Narrative Summary

- Achievement patterns for BAME students differ significantly between DC and NLC, shaped by local socio economic differences and variations in access to culturally responsive support.
- Declines in HE and 16–18 reflect broader post pandemic attainment gaps, while strong results

in DC Apprenticeships highlight the importance of close employer relationships in driving positive outcomes.

- Intervention strategies—including culturally inclusive mentoring, targeted academic support, and improved ethnicity data capture, are now being deployed more precisely in areas where gaps are most pronounced.
- These actions align with the Equality Objectives to Advance Equality of Opportunity (AEO) and Foster Good Relations (FGR) by tackling regional disparities and strengthening representation within the curriculum and support systems.

#### Institutional Actions:

- Focus targeted support on BAME students at NLC and DC.
- Introduce culturally inclusive mentoring and embed more representative curriculum content.
- Improve ethnicity data accuracy, particularly for students recorded as “unknown.”

### 2. Gender: Male Underperformance and Widening Gaps

Male students consistently achieve less than their female peers across several areas:

- In **HE**, male achievement improved by 12.7 percentage points over three years, only still lags behind female achievement.
- In **Apprenticeships**, male students remain below benchmark, despite gradual improvement.
- In **16–18**, male students at DC have the largest gap, performing 11.1 percentage points below benchmark.
- However, in **19+** males outperform females, especially at NLC.

- Female students maintain higher and more stable achievement, especially in Apprenticeships.

#### Narrative Summary

- Male underperformance, most notably in 16–18 at DC, is influenced by lower prior attainment, reduced engagement, and regional socio economic pressures that disproportionately affect young men.
- Stronger male outcomes in 19+ provision, particularly at NLC, highlight the positive impact of clearer career focus and targeted adult learning support.
- To address these patterns, the College is expanding male focused engagement strategies, role model mentoring, and curriculum contextualisation to improve participation and achievement.
- These measures directly support Equality Objectives to Advance Equality of Opportunity (AEO) and Eliminate Unlawful Discrimination (EUD) by reducing gendered barriers and embedding gender responsive teaching across curriculum areas.

#### Institutional Actions:

- Develop male focused engagement strategies, particularly at DC.
- Strengthen mentoring through positive role models and targeted outreach to support male progression.
- Review the support provided for female learners in Adult Education to maintain equity across provision.
- Monitor gender gaps routinely and embed gender responsive teaching approaches across all curriculum areas.

### 3. Disability: Mixed Progress and Recent Declines

Students with disabilities show varied outcomes across provisions:

- In HE, achievement rose by 7.3 percentage points in 2023–24 but then fell by 10.8 points in 2024–25, resulting in a net decline of 3.5 points.
- In Apprenticeships, disabled students made exceptional progress, improving by 20.7 points over the period.
- In 16–18, disabled students declined across all subgroups, with the steepest drop (6.4 points) at NLC.
- In 19+, there is a significant gap at DC, while NLC shows parity between disabled and non disabled learners.
- Students without disabilities generally perform above benchmark across all areas.

#### Narrative Summary

- Outcomes vary due to curriculum demands, post pandemic wellbeing needs, and inconsistent engagement with support plans.
- Strong apprenticeship performance reflects the impact of personalised support and close collaboration between staff, employers, and learners.
- Declines in 16–18 and HE signal the need to strengthen support planning, enhance communication between curriculum and wellbeing teams, and broaden inclusive teaching approaches.
- These improvements align with Equality Objectives to Advance Equality of Opportunity (AEO) and Eliminate Unlawful Discrimination (EUD) by ensuring consistent reasonable adjustments and accessible delivery across provision.

#### Institutional Actions

- Strengthen support structures for disabled students—prioritising HE and NLC—and ensure

timely access to reasonable adjustments.

- Review support plans termly and track progress, with clear accountability between curriculum, support, and wellbeing teams.
- Share successful practices from Apprenticeships across FE and HE through the EDI Committee and established internal mechanisms.

### 4. Intersectional Disadvantage: Compounded Underachievement

Students who belong to multiple underrepresented groups face compounded barriers to success:

- Learners with intersecting characteristics (e.g., Male + BAME, or BAME + Disability, across DC and NLC) consistently demonstrate the lowest achievement levels across HE, 16–18, and Apprenticeships.
- These patterns indicate that overlapping disadvantages such as academic, socio economic, cultural, and structural, have a multiplying effect on student outcomes.

#### Narrative Summary

- Achievement challenges for intersectional groups reflect a combination of multiple, overlapping barriers, including lower prior attainment, reduced engagement, socio economic pressures, and limited representation within curriculum and support structures.
- Evidence across HE, 16–18, and Apprenticeships highlights that intersectionality intensifies disadvantage, requiring targeted, data informed intervention rather than isolated actions aimed at single characteristics.
- The College is strengthening its approach by embedding intersectional analysis within quality processes and student monitoring systems, ensuring early identification of learners facing multiple barriers.
- These actions support Equality Objectives to Advance Equality of Opportunity (AEO) by

addressing cumulative disadvantage and to Eliminate Unlawful Discrimination (EUD) by ensuring that no group is disproportionately underserved.

#### Institutional Actions

- Prioritise intersectional groups within strategic planning, ensuring they are visible within achievement targets and quality improvement actions.
- Set clear, measurable improvement targets for departments through the EDI Committee, focusing on learners who have overlapping protected characteristics.
- Strengthen use of the early warning system to track attendance, retention, and progress for intersectional groups, enabling timely pastoral, academic, and wellbeing interventions.

### 5. High Needs

- **19+ students** show the largest positive gaps, especially at NLC (+12.3%), indicating high needs students outperforming their peers.
- **16-18 students** across both colleges show strong performance, especially at NLC (88.2%).
- High Needs students in DC (92.1%) and NLC (94.9%) for 16-18 and 19+ respectively are performing exceptionally well.

#### Narrative Summary

- Strong outcomes for high needs learners reflect effective personalised support, well targeted interventions, and close coordination between curriculum, support, and employer partners, particularly in adult provision where progression goals are clearer.
- Sustaining these gains will depend on consistent use of individual plans, regular review of support, and clear learner ownership of targets, ensuring that practices delivering success for 19+ cohorts are replicated and adapted for 16–18 where appropriate.

## Institutional Actions

- Ensure that students with high needs understand the targets in their EHC plans and make measurable progress towards them (as highlighted in the Ofsted January 2025 report).
- Standardise termly reviews of support plans and strengthen communication between curriculum, learning support and wellbeing teams to maintain high achievement.

Scale effective practices observed in high performing cohorts (e.g., 19+) across programmes, using the early warning system to trigger timely academic and pastoral interventions.

## Intervention Strategies and Support

**We deliver targeted academic and wellbeing support to help all students succeed. The Intervention Strategies implemented was across all provisions of students at the College, which included tailored personal development programmes, pastoral and wellbeing services, and initiatives to strengthen student voice and representation.**

These included academic catch-up and revision sessions, embedded wellbeing support, and a newly launched Personal Development Scheme of Learning praised by Ofsted in the January 2025 report.

The Ofsted report also commended the college's strong support for diverse students, especially adult students, highlighting the wide range of flexible study options offered at different times and locations. This approach empowers students to balance their education with other responsibilities, such as raising families, making learning accessible and inclusive.

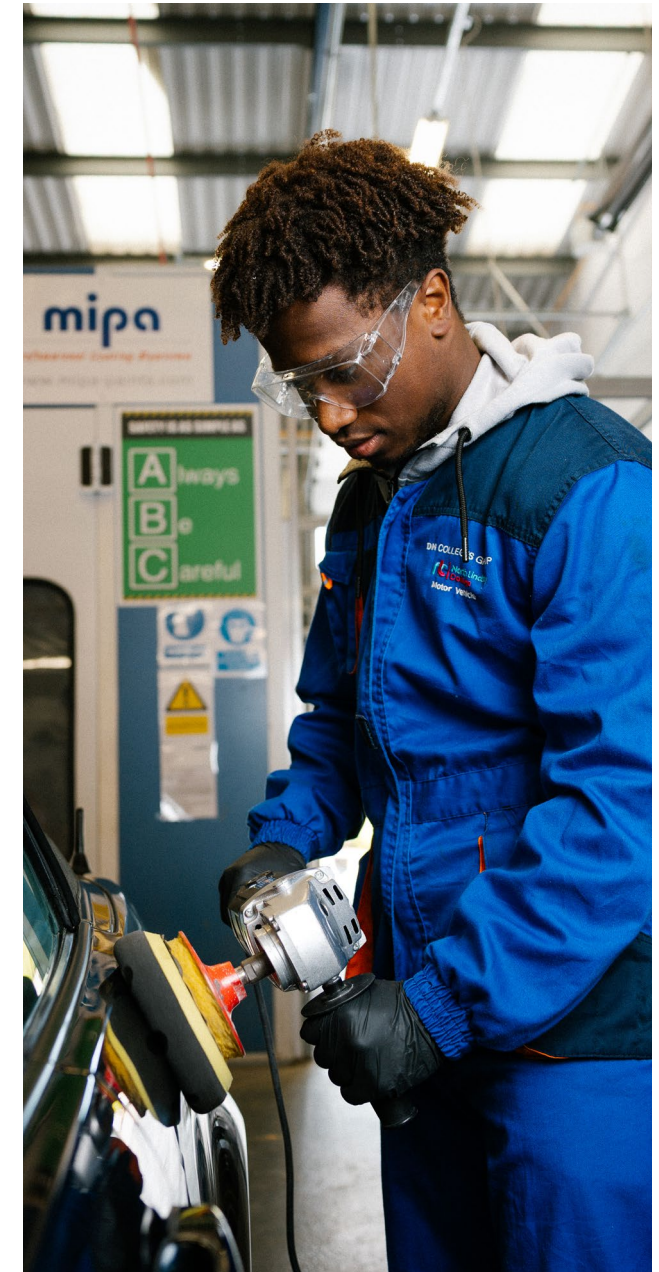
Students actively participate in enrichment activities, global placements, and campaigns that foster respect and inclusion. Over half of Doncaster students and more than a third from North Lindsey, all from disadvantaged backgrounds, engaged in these opportunities, which build confidence, cultural awareness, and employability. Cultural and EDI events, Ambassador programmes, and international placements further enhance the student experience, promoting inclusion and personal growth.



Attendance monitoring and support for at-risk students ensured safeguarding remained a priority, while curriculum and quality performance reviews drove continuous improvement.

A summary of some of the key activities and their impacts are detailed below and a more detailed overview in [Appendix 2: The Intervention Strategy Key Activities and Impact](#).

Summary of Key Interventions		
Intervention Area	Summary of Activities	Type of Impact
<b>Academic Support &amp; Engagement</b>	Catch-up sessions, GCSE revision, specialist HE support	Boosted confidence, engagement, and academic outcomes
<b>Wellbeing &amp; Pastoral Care</b>	One-to-one interventions, embedded wellbeing coaches, home visits, wellbeing centres	Met personal/emotional needs, proactive support
<b>Personal Development</b>	PD curriculum, staff CPD, cultural/ EDI events, commemorative events, student activities	Fostered inclusion, respect, teamwork, and engagement
<b>Curriculum &amp; Quality Performance</b>	EDI in curriculum, performance meetings	Promoted inclusive learning and continuous improvement
<b>Monitoring &amp; Intervention</b>	Equality data use, attendance monitoring, targeted interventions	Informed decisions, improved motivation and achievement
<b>Student Enhancement &amp; Ambassadors</b>	Global placements, enrichment trips, ambassador programme	Enhanced skills, cultural awareness, and inclusion
<b>Employer Engagement &amp; Partnerships</b>	Work with local employers and organisations	Provided real-world experience and employability skills
<b>Wider Challenges</b>	Addressing cost of living and COVID-19 impacts	Supported attendance, confidence, and exam readiness



## Staff Profile

The College actively tracks staff recruitment and composition by key protected characteristics including sex, disability, and ethnicity, with findings regularly reviewed by governors and regulatory bodies. The table outlines the diversity profile of job applicants and new starters across our Scunthorpe and Doncaster campuses between 1 August 2024 and 31 July 2025, alongside comparative data from 2023-24.

Protected Characteristic		Doncaster Applicants	Doncaster Starters	Scunthorpe Applicants	Scunthorpe Starters
Ethnicity	White	56% (56%)	74% (63%)	71% (68%)	91% (85%)
	Black, Asian and Minority Ethnic (BAME)	32% (33%)	15% (8%)	25% (27%)	7% (7%)
	Other Ethnic Group	5% (0.04%)	4% (12%)	1% (0.3%)	0% (4%)
	Not provided	7% (10%)	7% (35%)	3% (0.5%)	2% (7%)
Sex	Male	42% (46%)	39% (41%)	53% (46%)	38% (32%)
	Female	57% (53%)	60% (57%)	47% (53%)	62% (68%)
	Not provided	1% (0.6%)	1% (0.0%)	0 (0.6%)	0 (0.00%)
Disability	Disclosed disability/ learning difficulty/ health problem	9% (8.0%)	14% (14%)	10% (10%)	13% (7%)

(Data Source: Staff: DNCG Recruitment System October 2025)

### Positive Trends

- BAME applicants progress to starters at a lower rate than White applicants, reflecting structural and process related disparities, not intentional bias.
- White applicants show strong conversion at both sites:
  - Doncaster starters increased from 63% to 74%.
  - Scunthorpe starters increased from 85% to 91%.
- BAME starters at Doncaster improved by +7%, despite a slight decline in applicant numbers.
- These trends highlight uneven recruitment outcomes, signalling the need for targeted actions to ensure fair and equitable progression for all groups.
- Male starter conversion at Scunthorpe has improved, rising from 32% to 38%, supported by a 7% increase in male applicants (46% to 53%).
- Despite this progress, male conversion remains lower than for female applicants.
- Although this does not indicate unconscious bias, a review of recruitment processes and job role distribution would strengthen transparency and support equitable progression.
- Disability disclosure in Scunthorpe starters increased by +6%.
- The percentage of starters disclosing a disability rose from 7% to 13%, reflecting enhanced inclusion and support for applicants with additional needs.

### Areas for Development

- **Female representation in Scunthorpe dropped by –6% in both applicants and starters**  
Female applicants fell from 53% to 47% (-6%), and starters declined from 68% to 62% (-6%), suggesting a downward trend in female engagement and recruitment in Scunthorpe.
- **Other Ethnic Group starters declined in both locations (–8% Doncaster, –4% Scunthorpe)**  
Despite an increase in applicants (Doncaster: 0% to 5% (+5%), Scunthorpe: 0.3% to 1% (+0.7%)), starter rates dropped (Doncaster: 12% to 4% (-8%), Scunthorpe: 4% to 0% (-4%)), indicating a significant conversion gap for this group.
- **Male representation in Doncaster declined (–4% applicants, –2% starters)**  
Male applicants decreased from 46% to 42% (-4%), and starters from 41% to 39% (-2%), showing a slight but notable reduction in male recruitment outcomes at Doncaster.

Doncaster College Staff Demographic				
Protected Characteristic		Doncaster Profile	DC Staff Profile	DNCG Staff Profile
Ethnicity	White	93.1%	91.5% (92%)	92.8% (94%)
	Black, Asian and Minority Ethnic (BAME)	6.9%	7.8% (6.2%)	6.6% (5.3%)
	Not provided	N/A	0.8% (1%)	0.6% (0.7%)
Sex	Male	49.6%	36.2% (35.4%)	35% (35.4%)
	Female	50.4%	63.8% (64.7%)	65.2% (64.6%)
Disability	Disclosed disability/ learning difficulty/ health problem	20.3%	12.7% (11.3%)	12% (10.8%)

(Data Source: Proachieve)

(Data Source: Staff: DNCG HR/Payroll System October 2025)

(Data Source: Doncaster Profile 2021 Census)

This analysis compares the current and previous year's staff demographic data for Doncaster College by protected characteristic, and benchmarks it against the overall DNCG staff profile. Key changes and gaps in the representation are highlighted below.

### Ethnicity

- White staff at Doncaster College decreased slightly from 92% in 2023-24 compared to 91.5% (-0.52%) in 2024-25, while the DNCG profile also declined from 94% to 92.8% (-1.2%).
- BAME staff at Doncaster College increased from 6.2% to 7.8% (+1.52%) in 2024-25, and DNCG also saw an increase from 5.3% to 6.6% (+1.3%).

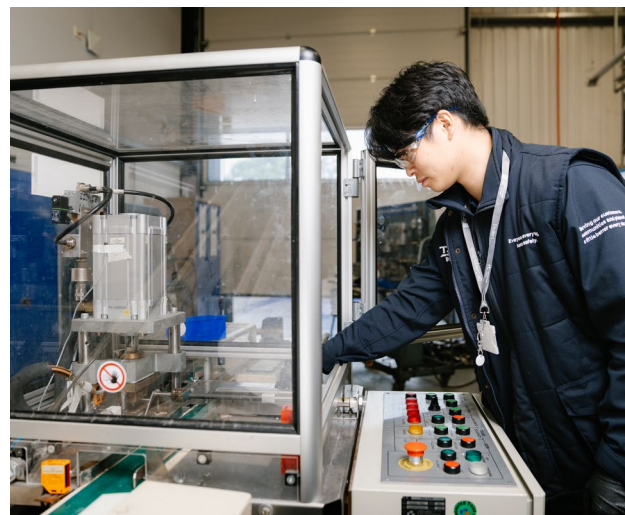
Staff with ethnicity not provided decreased at Doncaster College from 1% to 0.8% (-0.2%) in 2024-25, and at DNCG from 0.7% to 0.6% (-0.1%).

### Sex

- Male staff at Doncaster College increased slightly from 35.4% to 36.2% (+0.82%), while DNCG saw a small decrease from 35.4% to 35% (-0.4%).
- Female staff at Doncaster College decreased from 64.7% to 63.8% (-0.9%), whereas DNCG experienced a slight increase from 64.6% to 65.2% (+0.6%).

### Disability

- Staff declaring a disability at Doncaster College increased from 11.3% to 12.7% (+1.4%), and at DNCG from 10.8% to 12% (+1.2%).



North Lindsey College Staff Demographic					
Protected Characteristic		North Lincolnshire Profile	NLC Staff Profile	DNCG Staff Profile	
Ethnicity	White	91.3%	94.3% (95.1%)	92.8% (93.7%)	
	Black, Asian and Minority Ethnic (BAME)	7.4%	5.4% (4.6%)	6.2% (5.3%)	
	Not provided	N/A	0.3% (0.4%)	0.7% (0.7%)	
Sex	Male	49%	33.4% (33.3%)	35% (35.4%)	
	Female	51%	66.7% (64.6%)	65.2% (66.7%)	
Disability	Disclosed disability/ learning difficulty/ health problem	19.6%	11.3% (10.7%)	12% (10.8%)	

(Data Source: Proachieve)

(Data Source: Staff: DNCG HR/Payroll System October 2025)

(Data Source: Scunthorpe Profile 2021 Census)



## Ethnicity

- White staff representation at NLC decreased slightly from 95.1% in 2023-24 to 94.3% in 2024-25, only remains higher than the DNCG average of 92.8% (+1.5%).
- BAME staff representation at NLC increased from 4.6% to 5.4%, showing a positive trend, though still slightly below the DNCG average of 6.6% (1.2%).
- Staff with undisclosed ethnicity at NLC decreased marginally from 0.4% to 0.3%, which is below the DNCG average of 0.6%.

## Sex

- Male staff representation at NLC remained stable (33.3% to 33.4%), below the DNCG average of 35% (+1.6%).
- Female staff representation at NLC increased from 64.6% to 66.6%, exceeding the DNCG average of 65.2% (+1.4%).

## Disability

- Staff disclosing a disability at NLC increased from 10.7% to 11.3%, showing a positive trend, though still slightly below the DNCG average of 12%.

## Areas for Institutional Action

### 1. Ethnic Diversity

- **NLC** has a notably higher proportion of White staff and lower BAME representation than Doncaster and the DNCG average.
- **Action:** Enhance inclusive recruitment strategies at NLC, including outreach to diverse communities and reviewing shortlisting processes.

### 2. Gender Balance

- **Male staff** are underrepresented at both sites compared to the local population.
- **Action:** Conduct a role-type audit to assess gendered patterns in recruitment and develop targeted campaigns to attract male applicants, especially in support and care roles.

### 3. Disability Inclusion

- Both colleges are making positive progress, although disability representation still remains below local population level.
- **Action:** Promote disability disclosure through awareness campaigns, ensure reasonable adjustments are visible and accessible, and review support structures.

## Staff Wellbeing and Flexible Working

Ofsted January 2025 highlighted that our leaders and managers support the well-being of our staff. For example, we provide staff with an employment assistance programme: VIVUP, where medical services, such as, next day doctor's appointments, are accessible to staff and their families and provides access to mental health support. Staff can request flexible working if they experience any personal challenges, most staff feel valued by leaders and that their workload is manageable.

## Gender Pay Gap

The Gender Pay Gap Report 2023/24 outlines that whilst we do not pay people differently on the basis of their gender, there is an acknowledgment that the pay gaps exist because different groups are represented unequally at different levels across the Group. However, in 2024 the DNCG mean gender pay gap slightly decreased by 0.4%, with the median gender pay gap remaining fairly static (The full 2024 report is available on the website).



## Key EDI Achievements at DN Colleges Group

In its January 2025 report, Ofsted commended the College for its visible and proactive commitment to equality, diversity and inclusion. Highlights included participation in Pride events, sector-leading work on gender-inclusive PPE in engineering, a respectful and tolerant learning culture, flexible study options for adult students, strong wellbeing and pastoral support for both students and staff, inclusive employment practices such as flexible working, and robust safeguarding arrangements.

The following table outlines some of the key EDI achievements at DN Colleges Group, showcasing our commitment to creating an inclusive, supportive, and empowering environment for all students and staff.

Category	Achievements
<b>Inclusive Support</b>	Learners with high needs in specialist provision receive expert support, including physiotherapy and speech and language therapy in line with their EHC plans. Robust tutor support and aspirational target-setting for SEND, asylum seekers, refugees, and home-educated learners. Effective local interventions for vulnerable students, including those with criminal convictions, ensuring safety and access for all. Flexible learning options (online, blended, flipped) to support inclusion for students with diverse commitments.
<b>Strategic Achievements</b>	Positive Ofsted 2025 report that highlighted how EDI is actively promoted through a range of initiatives. Alignment of EDI with the OfS Access and Participation Plan (APP). Development of student-friendly EDI and Preventing Sexual Harassment policy and procedure. Signing of the AoC EDI Charter and creation of a national AoC EDI Pledge.
<b>Community Engagement</b>	Launch of 'EDI Matters' listening sessions for inclusive dialogue. Formation of a cross-college EDI Group for collaborative governance.
<b>Training and Capacity Building</b>	Preventing Sexual Harassment in the Workplace (and Learning Environment) training sessions for staff and students. High CPD EDI compliance and ongoing staff development.
<b>Celebrating Diversity</b>	Participation in National Inclusion Week 2024. Maintains White Ribbon accreditation and delivers impactful events like Holocaust Memorial Day and Remembrance Day.
<b>Organisational Development</b>	Achievement of the Disability Confident Award. Active involvement in Doncaster Anti Racism Partnership with Doncaster City Council, dclt, NHS Doncaster and Bassetlaw Teaching Hospitals, NHS Rotherham, Doncaster and S. Humberside, Black Leadership Group, Ethnic Culture Fusion Network, St. Leger Homes, S. Yorkshire Police and S. Yorkshire Fire and Rescue.
<b>Student Empowerment</b>	High engagement in Student Parliament and Programme Committees. Year-round feedback via the Student Voice Portal. On-campus, impartial careers support for diverse career goals. Promotion of active citizenship through programmes like the Duke of Edinburgh Awards. Tailored support for at-risk students and extensive wellbeing resources.

## Future EDI Themes and Priorities (2025–26)

Our EDI priorities for 2025–26 are focused on deepening our commitment to equity, diversity, and inclusion by launching new initiatives, strengthening inclusive practices, and empowering our entire college community to foster a culture of belonging. The table below outlines what our priorities will be:

Strategic Theme	Combined Priorities
<b>1. Inclusive Recruitment &amp; Workforce Diversity</b>	<ul style="list-style-type: none"> <li>• Enhance inclusive recruitment strategies at NLC, including outreach to diverse communities and reviewing shortlisting processes.</li> <li>• Conduct a gendered recruitment audit across both colleges to identify patterns and improve gender balance.</li> <li>• Improve data quality for ethnicity and disability to strengthen fair and transparent recruitment.</li> <li>• Promote disability disclosure and ensure reasonable adjustments are visible and accessible.</li> </ul>
<b>2. Targeted Support for Underrepresented Groups</b>	<ul style="list-style-type: none"> <li>• Provide targeted support for BAME students at DC and NLC where achievement gaps are most pronounced.</li> <li>• Strengthen achievement support for disabled students in HE and 16–18 provision by replicating successful apprenticeship models.</li> <li>• Prioritise intersectional groups (e.g., Male + BAME + Disability) and set measurable improvement targets.</li> <li>• Develop male-focused engagement strategies at DC to address persistent underrepresentation.</li> </ul>
<b>3. Inclusive Curriculum, Teaching &amp; Assessment</b>	<ul style="list-style-type: none"> <li>• Strengthen use of the Curriculum Assessment Framework (CAF) to embed EDI across all subject areas.</li> <li>• Conduct EDI-focused curriculum reviews to ensure representation, accessibility, and inclusive teaching.</li> <li>• Develop CPD resources on disability inclusion to support accessible curriculum delivery.</li> <li>• Support student-led initiatives and campaigns that promote inclusion across the academic year.</li> </ul>
<b>4. Community &amp; Culture of Belonging</b>	<ul style="list-style-type: none"> <li>• Continue active collaboration with the Doncaster AntiRacism Partnership and other local inclusion partners.</li> <li>• Celebrate cultural festivals with ESOL and international placement students.</li> <li>• Develop peer support groups for staff and students to foster belonging and wellbeing.</li> </ul>

## Appendix 1: Assessment of Performance

DNCG ILR 2023-24 and 2024-25, DNCG ProAchieve and ProMonitor 2022-23 / 2023-24 and 2024-25 data for the following categories were used to analyse the College's Equalities Performance data in, Further Education (FE), Apprenticeships and Higher Education (HE), to identify gaps in achievement rates between 2023/24 and 2024/25. In cases where an achievement gap is identified, an internal target is set, actioned through an Intervention strategy and monitored.

- Overall achievement rate
- Classroom Learning by Sex
- Classroom Learning by Age
- Classroom Learning by Ethnicity/Ethnicity unknown
- Classroom Learning by Disadvantaged Background
- Classroom Learning by Learning Disability/Difficulty (LDD) and Age/LDD unknown
- Classroom Learning by High Needs Students and Age 16 -18

### Sex

Category	College	Leavers	Female Ach %	Male Ach %	All Ach %
16-18	DC	8,977	89.3%	84.6%	87.0%
	NLC	5,859	90.0%	86.7%	88.2%
	All	14,836	89.6%	85.5%	87.5%
19+	DC	3,390	83.0%	83.2%	83.1%
	NLC	2,186	81.4%	85.2%	83.2%
	All	5,576	82.4%	84.1%	86%
Apprentices	DC	489	71.0%	57.8%	63.4%
	NLC	427	72.7%	57.7%	61.6%
	All	916	71.6%	57.8%	62.6%
HE	DC	443	83.1%	68.4%	78.6%
	NLC	470	67.0%	75.7%	69.1%
	All	913	74.5%	71.7%	73.7%
All	DC	13,299	86.7%	82.7%	84.9%
	NLC	8,942	85.2%	84.2%	84.7%
	All	22,241	86.2%	83.4%	84.8%

### Ethnic Group

Category	College	Leavers	BAME Ach %	White (inc. unknown) Ach %	All Ach %
16-18	DC	8,977	89.6%	86.6%	87.0%
	NLC	5,859	87.9%	88.2%	88.2%
	All	14,836	89.2%	87.3%	87.5%
19+	DC	3,390	87.3%	78.8%	83.1%
	NLC	2,186	82.5%	83.3%	83.2%
	All	5,576	86.4%	81.5%	83.1%
Apprentices	DC	489	84.6%	62.8%	63.4%
	NLC	427	41.7%	62.2%	61.6%
	All	916	64.0%	62.5%	62.6%
HE	DC	443	73.0%	79.1%	78.6%
	NLC	470	78.1%	68.5%	69.1%
	All	913	75.4%	73.6%	73.7%
All	DC	13,299	88.1%	84.0%	84.9%
	NLC	8,942	84.4%	84.7%	84.7%
	All	22,241	87.3%	84.3%	84.8%

## Disability

Category	College	Leavers	LLDD Ach %	No LLDD Ach %	All Ach %
16-18	DC	8,977	86.7%	87.2%	87.0%
	NLC	5,859	85.4%	90.0%	88.2%
	All	14,836	86.2%	88.4%	87.5%
19+	DC	3,390	78.0%	84.8%	83.1%
	NLC	2,186	83.0%	83.2%	83.2%
	All	5,576	80.0%	84.2%	83.1%
Apprentices	DC	489	62.5%	63.6%	63.4%
	NLC	427	61.1%	61.7%	61.6%
	All	916	61.8%	62.7%	62.6%
HE	DC	443	62.5%	79.9%	78.6%
	NLC	470	61.1%	75.7%	69.1%
	All	913	61.8%	77.8%	73.7%
All	DC	13,299	84.3%	85.2%	84.9%
	NLC	8,942	82.7%	85.8%	84.7%
	All	22,241	83.7%	85.4%	84.8%

## By Disadvantage

Category	College	Leavers	With Disadvantage Ach %	Without Disadvantage Ach %	All Ach %
16-18	DC	8,977	85.8%	88.9%	87.0%
	NLC	5,859	85.3%	90.2%	88.2%
	All	14,836	85.7%	89.5%	87.5%
19+	DC	3,390	82.9%	83.4%	83.1%
	NLC	2,186	82.0%	84.2%	83.2%
	All	5,576	82.6%	83.8%	83.1%
Apprentices	DC	489	62.9%	63.7%	63.4%
	NLC	427	60.0%	62.1%	61.6%
	All	916	61.8%	62.9%	62.6%
HE	DC	443	73.0%	82.2%	78.6%
	NLC	470	65.0%	72.3%	69.1%
	All	913	68.7%	77.2%	73.7%
All	DC	13,299	84.2%	85.8%	84.9%
	NLC	8,942	82.6%	86.2%	84.7%
	All	22,241	83.7%	86.0%	84.8%

## High Needs

Category	College	Leavers	High Needs Ach %	Not High Needs Ach %	All Ach %
16-18	DC	8,977	92.1%	86.9%	87.0%
	NLC	5,859	86.4%	88.3%	88.2%
	All	14,836	88.6%	87.4%	87.5%
19+	DC	3,390	88.9%	82.8%	83.1%
	NLC	2,186	94.9%	82.6%	83.2%
	All	5,576	91.6%	82.8%	83.1%
Apprentices	DC	489	n/a	63.4%	63.4%
	NLC	427	0.0%	61.7%	61.6%
	All	916	0.0%	62.6%	62.6%
HE	DC	443	n/a	n/a	78.6%
	NLC	470	n/a	n/a	69.1%
	All	913	n/a	n/a	73.7%
All	DC	13,299	91.0%	84.7%	84.9%
	NLC	8,942	88.0%	84.5%	84.7%
	All	22,241	89.3%	84.6%	84.8%

## EHCP

Category	College	Leavers	Has EHCP Ach %	No EHCP Ach %	All Ach %
16-18	DC	8,977	86.5%	87.1%	87.0%
	NLC	5,859	87.3%	88.2%	88.2%
	All	14,836	87.0%	87.5%	87.5%
19+	DC	3,390	87.8%	82.8%	83.1%
	NLC	2,186	95.6%	82.4%	83.2%
	All	5,576	90.9%	82.6%	83.1%
Apprentices	DC	489	50.0%	63.5%	63.4%
	NLC	427	0.0%	61.7%	61.6%
	All	916	40.0%	62.7%	62.6%
HE	DC	443	n/a	n/a	78.6%
	NLC	470	n/a	n/a	69.1%
	All	913	n/a	n/a	73.7%
All	DC	13,299	86.5%	84.8%	84.9%
	NLC	8,942	88.8%	84.3%	84.7%
	All	22,241	87.7%	84.6%	84.8%

## Appendix 2: Intervention Strategy Key Activities and Impact

Intervention Strategy Key Activities and Impact			
Name of Intervention Strategy	Type of Activity	Description of Activity	Examples of type of impact activity had
Academic Support & Engagement	Catch-up Sessions	Catch-up sessions offered to 16–19 and 19+ students, promoted via posters, classrooms, and social media.	Boosted confidence and engagement across study programmes.
	GCSE Revision Sessions	Targeted GCSE English and Maths revision sessions during Easter break.	Provided vital exam preparation.
	Specialist Support	Support delivered by Academic Services and Digital Learning teams to HE students.	Enhanced academic outcomes for HE students.
Wellbeing & Pastoral Care	One-to-One Interventions	Tailored interventions by Pastoral and Wellbeing Coaches.	Met personal and emotional needs of students.
	Embedded Wellbeing Coaches	Wellbeing coaches embedded in curriculum areas and assigned to HE students.	Enabled proactive, personalised care.
	Home Visits	Pastoral staff conducted home visits for students facing challenges.	Ensured students received necessary support.
	Wellbeing Centres	Dedicated centres at UCNL and Doncaster College for HE students.	Provided accessible wellbeing support.
Personal Development	PD Scheme of Learning	New SOL based on staff and student feedback, covering five core modules.	Recognised by Ofsted for effectiveness.
	Staff CPD & TeachFest	PD and EDI staff contributed to CPD and showcased practice at TeachFest.	Enhanced staff development and awareness.
	Cultural and EDI Events	Students took part in 'Reyt Proud' Pride in Doncaster. 'Together' ESOL Day event and celebration of different cultures.	Foster inclusion, celebrated diversity and strengthen engagement amongst students from varied backgrounds.
	Commemorative Events	Activities for Holocaust Memorial Day and White Ribbon Day.	Promote respect and awareness.
	International Women's Day	Facilitator shared career journey to inspire students. Female Apprentices in Engineering presented at the Eco Power Stadium International Day forum	Promoted equality and inclusion.
	Student Engagement Activities	PD Olympics and Easter Quest promoting collaboration and British Values.	Encouraged teamwork and embedded English skills.

<b>Intervention Strategy Key Activities and Impact</b>			
<b>Name of Intervention Strategy</b>	<b>Type of Activity</b>	<b>Description of Activity</b>	<b>Examples of type of impact activity had</b>
<b>Curriculum Development and Quality Performance</b>	Embedding EDI in Curriculum	ESOL consideration and review of British Curriculum to complement current SOL	Promotes inclusive learning, enhancing accessibility and relevance for diverse students.
	Performance Meetings	Meetings to share best practice and set improvement targets.	Supported continuous improvement and accountability.
<b>Monitoring and Intervention Using Equality Data Attendance Monitoring Supporting At-Risk Students</b>	Support, Innovate, Develop Model	Embedded equality data into professional dialogue.	Informed decision-making and performance management.
	Attendance Session Monitoring	Attendance tracked and absences followed up.	Monitoring by SLT and building on relationship between attendance and safeguarding.
	Targeted Interventions	Academic and personal interventions include home visits.	Improved confidence, motivation, and achievement.
<b>Student Enhancement EDI Achievements Student Ambassadors</b>	Global Work Placements	Students gained experience in various countries and sectors.	Enhanced skills, cultural awareness, and career progression.
	Cross-College Enrichment Trips	Celebration trips planned with student voice input.	Promoted inclusion and student engagement.
	Ambassador Programme	FE and HE students united as representatives supporting events.	Promoted kindness, positivity and inclusion. 'Pay It Forward' raised funds for the College's Stay Safe Fund.
<b>Employer engagement and External Partnerships</b>	Employment interactions with a range of employers across the curriculum offer	Doncaster and Bassetlaw Teaching Hospitals NHS; Northern Lincolnshire and Goole NHS; Doncaster Dome; Doncaster City Council; Scunthorpe Council; CAST; Doncaster Community and Leisure Trust; British Steel; Tronnox; Humberside Fire and Rescue; Doncaster Rovers; Doncaster Knights Doncaster Belles; Scunthorpe United; Hull Rugby Union; In-play Online	Provides valuable insights, real-world experiences and enhanced employability skills.
<b>Impact of Wider Challenges</b>	Economic Cost of Living Crisis and COVID-19 Impact	Challenges with caring responsibilities and pandemic legacy.	Affected attendance, confidence, and exam preparedness.
<b>Staff Initiatives</b>	Foster Friendly Scheme Safer Recruitment Thrive LMS CPD	Provides flexible working arrangements, pastoral support and guidance. Recruitment process ensures safeguarding standards. Digital platform for staff learning, training compliance and CPD management	Staff feel valued and supported, leading to improved wellbeing, retention, and engagement.