Equality, Diversity and Inclusion Report
2021/22

DN COLLEGES GROUP

Doncaster College

UNIVERSITY CAMPUS DONCASTER

North Lindsey College

ucnl University Campus North Lincolnshire

Humber Energy Skills Training Academy

Contents

If you require this information in another language or a different format, please contact Academic Services by email at: **academic-services@ dncolleges.ac.uk**

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

This report has been compiled by Doncaster and North Lindsey Colleges Group (DNCG) Chief People Officer, the Director for Safeguarding, Prevent and Inclusion and the People Services Operational Lead.

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.

The legislation 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 Section149 of The Equality Act at least annually (by 30 March 2023)
- Set equality objectives at least every four years (to be published by 30 March 2023) 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 19 of this report. The College has continued its good practice and set of equality objectives after a detailed analysis of the data for staff and learners 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 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.

Equality, Diversity & Inclusion Annual Report 2021-22

Introduction

DNCG is compliant with The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017, embraces such 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 difference.

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.

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

- Place 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 seriously their individual responsibility to promote Equality, Diversity and Inclusion and British Values at all times.

The College understands its duties and responsibilities under 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 as part of the Safeguarding Report. The Chief People Officer is the executive lead for Equality, Diversity and Inclusion, Safeguarding and Prevent and ensures 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, learners, 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 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 DNCG requirements. Additional bespoke CPD is provided regularly throughout the year by EDI leads and by 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 2021/22 was 84.61%.

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 anti-harassment/anti-bullying/anti-victimisation policies and procedures for both staff and students 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 regulatory requirements. Mechanisms to capture the views of all learners has ensured their engagement in both policy development and inclusive mechanisms to report of concerns.

Learners 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 inspection report published in May 2022 Ofsted commented that learners:

"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, learners, apprentices 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. Learners 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 learners 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 2021/22 to further integrate EDI and BV, as the college remains 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 learners 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 at all times.

The College meets its responsibility to safeguard and promote the welfare of its learners 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.

2021/22 Analysis of workforce composition data

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

Table A illustrates the diversity profile of job applicants and new starters at both North Lindsey College (NLC) and Doncaster College (DC) between 1 August 2021 and 31 July 2022. The table also includes 2020/21 figures in brackets for comparison purposes.

There has been a large increase in the percentage of both job applicants and starters between 2020/21 and 2021/22 who disclosed a disability/learning difficulty or health issue.

While there has been an overall significant increase in applicants who identify as BAME, the conversion rate of applicants to starters raises concern.

However, it is noted that the number of NLC starters from BAME communities has decreased based on 2020/21 figures and therefore further investigation/action is planned as part of the equality objectives set going forward.

Progress against the College's equality objectives in included on **page 17** of this report.

(Table A)

Protected Characteristic		DC Applicants	DC Starters	NLC Applicants	NLC Starters
Ethnicity	White	72.78% (79.00%)	86.67% (95.65%)	74.17% (85.00%)	98.37% (93.81%)
	Black, Asian and Minority Ethnic (BAME)	24.16% (19.00%)	8.57% (3.26%)	23.84% (12.00%)	1.63% (5.15%)
	Not provided	3.06% (2.00%)	4.76% (1.09%)	1.99% (3.00%)	0.00% (1.04%)
Sex	Male	38.91% (51.00%)	39.05% (41.13%)	41.85% (52.00%)	48.78% (45.36%)
	Female	60.11% (48.00%)	60.95% (58.70%)	57.09% (47.00%)	51.22% (54.64%)
	Not provided	0.98% (1.00%)	0.00% (0.00%)	1.06% (1.00%)	0.00% (0.00%)
Disability	Disclosed disability/ learning difficulty/ health problem	8.20% (7.00%)	15.24% (13.04%)	7.28% (6.00%)	20.33% (10.31%)

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

Table B and *Table C* illustrate the staff and learner diversity profile 2021/22 in relation to the 2021 national census data. The tables also include 2020/21 figures in brackets for comparison purposes.

Table B shows that the staff demographic profile is considerably lower than the local profile in terms of disclosed disability/learning difficulty or health problem and that the percentage of staff who have disclosed, has decreased by 6.81% when compared against 2020/21.

The staff gender demographic profile has seen the male/female gap widen to 65.11% (female). This represents an increase of 6.41% where the local profile is now much more balanced.

However, the percentage of staff who identify as BAME has increased by 2.35% although is slightly lower than local profile.

The learner profile is much more balanced when compared against the local profile with notable exception of BAME student enrolments been 6.51% higher.

An equality objective was set in 2020/21 to this effect; progress against the College's equality objectives in included on page 19 of this report.

Doncaster College 2021/22 *(Table B)*

Protected Characteristic		Doncaster Profile	DC Staff Profile	DNCG Staff Profile	DC Profile of Learner Enrolments Education and Training Non-Inspection Rules and Employer Responsive *(2020/21 data in brackets denotes E&T Inspection Rules without ER)*
Ethnicity	White	93.10%	93.93% (95.65%)	94.58% (94.81%)	84.67% (83.82%)
	Black, Asian and Minority Ethnic (BAME)	6.90%	5.61% (3.26%)	5.17% (4.72%)	13.41% (13.87%)
	Not provided	N/A	0.46% (1.09%)	0.25% (0.47%)	1.93% (2.31%)
Sex	Male	49.60%	34.89% (41.30%)	35.08% (36.54%)	43.23% (40.66%)
	Female	50.40%	65.11% (58.70%)	64.92% (63.46%)	56.77% (59.34%)
Disability	Disclosed disability/ learning difficulty/ health problem	26.80%	6.23% (13.04%)	9.17% (6.85%)	25.34% (23.92%)
(Data Source: Proachieve 15/02/23) *(Data Source: Staff: DNCG HR/Payroll System 01/02/23)* *(Data Source: Doncaster Profile 2021 Census)*					

North Lindsey College 2021/22 *(Table C)*

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 *(2020/21 data in brackets denotes E&T Inspection Rules without ER)*
Ethnicity	White	94.30%	95.34% (93.81%)	94.58% (94.81%)	90.11% (90.75%)
	Black, Asian and Minority Ethnic (BAME)	5.70 %	4.66% (5.16%)	5.17% (4.72%)	8.02% (7.03%)
	Not provided	N/A	0% (1.03%)	0.25% (0.47%)	1.86% (2.20%)
Sex	Male	49.30%	64.70% (45.36%)	35.08% (36.54%)	50.08% (48.23%)
	Female	50.70%	35.30% (54.64%)	64.92% (63.46%)	49.92% (51.77%)
Disability	Disclosed disability/ learning difficulty/ health problem	26.40%	9.14% (10.31%)	9.17% (6.85%)	27.68% (26.29%)
(Data Source: Proachieve 15/02/2023) *(Data Source: Staff: DNCG HR/Payroll System 01/02/2023)* *(Data Source: North Lincolnshire Profile 2021 Census)*					

Table C shows that the staff demographic profile is considerably lower than the local profile in terms of disclosed disability/learning difficulty or health problem and that the percentage of staff who have disclosed, has decreased by 1.17% when compared against 2020/21.

The staff gender demographic profile has seen the male/female gap significantly widen 35.30% (female) an increase of 19.34% where the local profile is now much more balanced.

The percentage of staff who identify as BAME has decreased by 0.50% and remains slightly lower than local profile.

The learner enrolment demographic profile compares favourably against the local profile across all areas.

The College community continues to become more inclusive in relation to its demographic profile.

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 17** this report.

Key Strengths

- Learners and apprentices thoroughly enjoy studying courses and apprenticeships that prepare them effectively for their next steps to employment and further or higher education. Younger learners, 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.

- Learners 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.

- Learners 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.

- The College meets its responsibility to safeguard and promote the welfare of its learners via a culture of zero-tolerance to bullying, harassment and victimisation. Any perceived concerns are dealt with swiftly and effectively and within legislative and policy guidelines.

- To continue to promote educational inclusion, the College tracks the progress of all learners considered to be vulnerable and/or at risk of not completing or achieving their qualification and ensures that appropriate interventions are implemented at local level. Provision is recognised as highly successful for learners who have an Education, Health and Care Plan, learners who are seeking asylum or refugee status and elective home educated students.

Key Areas for Improvement

- To re-align the areas of Safeguarding, Prevent and Inclusion and Personal Development, Behaviour and Attitudes (PDBA) in 2022/23 to promote cohesion of the two areas with a central aim of closer collaboration and a sharper focus on learner wellbeing

- To develop a programme to strengthen resilience and reduce anxiety

- To raise awareness among leaders of their rights and responsibilities and ensure that Leadership CPD 2022/3 includes further EDI sessions

- To regularly review and analyse the College's detailed workforce data in collaboration with the HR/Recruitment Team focussing on gender equality pay data, recruitment and selection data

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 learners 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 learners' 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:

"Learners and apprentices thoroughly enjoy studying courses and apprenticeships that prepare them effectively for their next steps to employment and further or higher education. Younger learners, 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."

Learners 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.

Learners 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

The College continues 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 learners' knowledge of EDI and BV issues well and promote them inside and outside the classroom.

EDI and BV are promoted online and in-person sessions which learners 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 learners remained engaged and take responsibility for their learning. The College strives to ensure that learners remain engaged via a bespoke and personalised approach to their learning.

A bespoke EDI and BV learning package for learners 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 via space on agenda to promote EDI/BV.

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 learners 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. Quality Co-ordinators for Apprenticeships 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 learners 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 learners are active in provision across age ranges, curriculum offer and funding streams. Ofsted recognised that,

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

Behaviour and Attitudes

Most learners attend well, and the vast majority are punctual. They are respectful and all staff reinforce these expectations as the cultural norm. They feel safe at College, online and in the workplace. This is evidenced through regular deep dives, learner voice and survey results. Learners respond very positively to the wide range of support they receive.

Learners develop their confidence and have a comprehensive knowledge of how to look after themselves and each other. Teachers set learners 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 learners who are positive about their education and training.

Ofsted commented in the above report,

> *"Learners and apprentices feel welcomed and respected by staff and peers at the college. They demonstrate positive attitudes to their learning and behave well in lessons. Staff set high expectations of learners and apprentices to commit to their studies, and most learners arrive at lessons on time and are prepared to learn. However, attendance is not consistently high in all areas."*

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, it is not and fully comprehended. DNCG offers a range of high-quality internal and external support systems, accessible to all, to underpin high levels of attainment and performance.

Learning opportunities inside and outside the classroom are designed to enable learners to demonstrate BV in their behaviour and attitudes. These opportunities promote the links between physical as well as emotional wellbeing; via initiatives such as e.g. Healthy College, Sport England and Tackling Inactivity, learners are encouraged to engage in a healthy lifestyle.

Learning opportunities inside and outside the classroom are designed to enable learners to show BV in their behaviour and attitudes. The College has introduced extra-curricular initiatives to the anxiety of returning to or starting education.

Links with community partners in 2021/22 remains strong. Senior EDI leads represent the College at the North Lincolnshire EDI Forum, the Doncaster Equity Forum, the North Lincolnshire Learning Disability Forum and Doncaster Prevent 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
- Learners with disabilities
- Adult returners, including work-based learners
- 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 learners.

The College's zero-tolerance policy towards bullying, harassment and victimisation is promoted effectively to learners, 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.

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 learners who have high needs as outstanding and commented that

"Tutors ensure that learners with high needs are provided with very effective support. Staff focus on ensuring that learners develop very relevant life skills and become increasingly resilient, independent and confident. For example, learners 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 learners and apprentices that supports them in developing their knowledge, confidence and resilience. Learners 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, learners 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."

The College has a legal duty under the Prevent Duty (2015) and Revised Prevent Duty Guidance (2019) 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 learners 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 learners' 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 2021/2022 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: LGBTQ+ 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 2021/22 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/learners 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 learners accessing the service and resources available.

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

A Cultural Competence and Dangerous Diversity Conference took place in May 2022 which saw a range of external speakers deliver presentations to staff, learners and community partners.

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
- Learners with disabilities
- Adult returners, including work-based learners
- 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 learners moving into College took place in 2021/22. Strong links with schools from Safeguarding and curriculum teams enabled rich information to be shared to support learners; 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 learners 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 learners, including those who are electively home educated. On-site Early Years provision in Scunthorpe helps to remove barriers to learning.

Leadership and Management

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 2019/20 and 2021/22, categorised by the protected characteristics of age, gender, ethnicity, disability or learning difficulty, learners who have high needs and learners deemed to be disadvantaged by postcode or low achievement in English or Maths. Analysis of this data is found on **page 18** 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 learners.

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 2021/22. Delivery of CPD to curriculum and business support teams was delivered in 2021/22 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 learners 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, learners 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.

During the summer term of 2021, the on-programme survey was completed by 4,388 students and the results were externally benchmarked by QDP against 1,377,178 learners from 109 colleges. The overall findings confirm that learners at the DN Colleges Group are +3 percentage points more satisfied than all other participants in the survey at 93%.

Online and face-to-face learning resources which integrate British Values and challenge Extremism were integrated into the curriculum for all learners regardless of age or funding stream. The positive impact of these resources and the emerging trends in adapting to a more inclusive culture can be seen for example in the above survey in which:

- 97% of respondents stated in the above on-programme survey that their tutor treats them fairly and equally
- 94% of stated that things had got better as a result of learner views
- 98% of respondents stated that tutors encourage them to behave well and work hard

In the Learner Induction Survey 2021/22

- 92% of respondents stated that they had been given the guidance to learn safely online

In the on- Programme Survey 2021/22:

- 93% of respondents felt that College created a safe, disciplined and positive environment for students to learn
- 94% of respondents said they felt safe whilst studying online

The distance travelled is positive in all cases suggesting that the quality of learning and teaching remained high and the learning environment, continues to be safe, welcoming and inclusive.

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. Learners 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 learners 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.

Appendix One

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 2021/22 (*AEO, FGR)

- The number of leavers whose ethnicity is unknown increased significantly from 140 in 2020/21 to 352 in 2021/22.

- The achievement rate for this cohort of leavers has decreased by 3% from 89% in 2020/21 to 86% in 2021/22. This is, however, which in line with the achievement rate of leavers who identify as White British.

- 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 2020/21 (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; learners 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.

Owing to the pandemic and the as-yet, unknown and immeasurable impact, this equality objective has been extended to 2024/25.

To improve the experience of all learners 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 leavers aged 16 to 18 is 87.5% in 2021/22
- The achievement rate for leavers aged 19+ is 84.7% in 2021/22
- The overall achievement rate for leavers is 86.4% in 2021/22

New Equality Objectives from 2022/23

To reduce the number of leavers at DNCG whose ethnicity/race is "unknown" by 2024/25 (*AEO, FGR)
- this equality objective has now been extended to 2024/25

To explore and introduce ways of increasing the number of learners who disclose gender identity, sexuality and religion and belief by 2023/24 (AEO, FGR)

The College has analysed its data and introduced a new objective in the context of emerging issues:

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

Appendix Two

Equality Performance Summary 2019/20 to 2021/22

(Age, Gender, Ethnicity, Disability, High Needs and Learners 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 2019/20 and 2021/22. In cases where an achievement gap is identified, a target is set, actioned and monitored. Overall achievement data shows a positive trend between 2019/20 and 2021/22.

- The achievement rate for leavers aged 16 to 19 is 87.5% in 2021/22
- The achievement rate for leavers aged 19+ is 84.7% in 2021/22
- The overall achievement rate for leavers aged 19+ is 86.4% in 2021/22

The Director of Safeguarding, Prevent and Inclusion supports 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.

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.
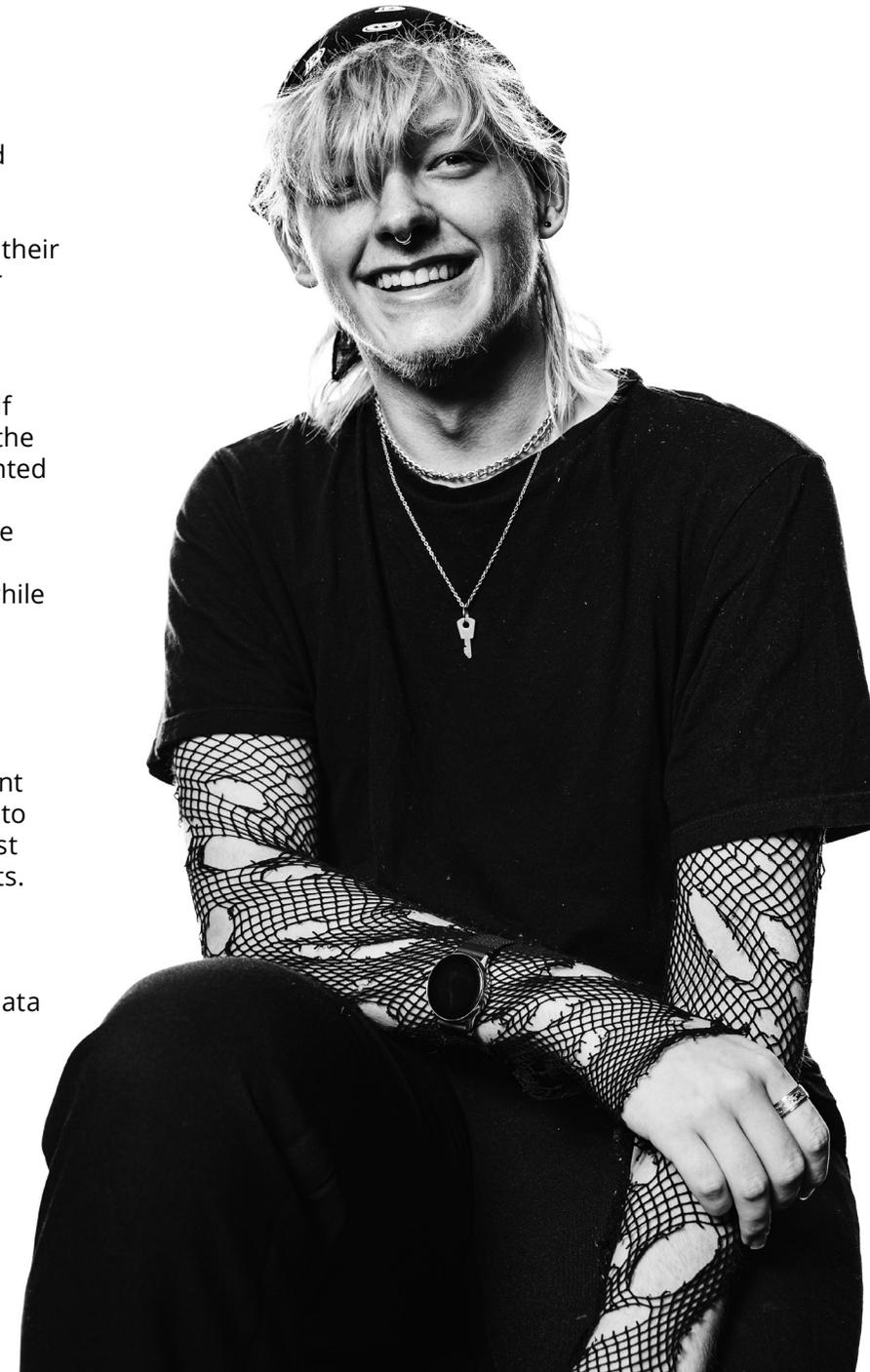
Appendix Three

DNCG Summary of Headline Data for 2021/22

Classroom Learning by Gender and Age 16 to 19

- The achievement rate for female leavers aged 16 to 19 decreased by 5% from 94% in 2020/20/21 to 89% in 2021/22.

- The achievement rate for male leavers aged 16 to 19 decreased by 2% from 89% in 2020/21 to 87% in 2021/22.

- Achievement rates for both male and females in this age group are both at least 4% above GFE and National Averages of 2018/19.

- Reasons for the 5% decrease in 16 to 19 female achievement and the 2% gap between male and female achievement will be investigated and improvement strategies implemented.

Classroom Learning by Gender and Age 19+

- The achievement rate for female leavers aged 19+ increased by 2% from 81% in 2020/21 to 83% in 2021/22.

- The achievement rate for male leavers aged 19+ increased by 3% from 84% in 2020/21 to 87% in 2021/22.

- In 2021/22 there is no achievement gap between 16 to 19 males (87%) and 19+ males (87%).

- Achievement rates for male and female leavers in this age group are both at least 3% below GFE and National Averages of 2018/19 and will be investigated and improvement strategies implemented.

Classroom Learning by High Needs Students and Age 16 to 19

Please note that there are no National Averages or GFE averages for leavers who have high needs.

- Overall achievement rates for the leavers who have high needs decreased by 3% from 94% in 2020/21 to 91% in 2021/22.

- Overall achievement rates for the leavers who do not have high needs decreased by 2% from 88% in 2020/21 to 86% in 2021/22. In 2021/22 the achievement rate for leavers aged 16 to 19 who have high needs is 91% which is 4% higher than leavers who do not have high needs.

- In 2021/22 the achievement rate for leavers aged 19+ who have high needs is 90% which is 5% higher than leavers who do not have high needs.
- This indicates that the delivery, support and engagement for leavers who have needs is highly effective.
- However, reasons for the 3% decrease in achievement for the 16-19 cohort between 2020/21 and 2021/22 must be investigated.

Classroom Learning by Ethnicity

Please note that there is no overall National Average or GFE average for Ethnicity. This is recorded in the category of ethnic group.

In 2021/22 the achievement rate for:

- leavers who identify as BAME was 87% (increase of 3% on 2020/21)

- leavers who identify as White British was 86% (decrease of 3% on 2020/21)

- leavers who identify as White Other was 86% (decrease of 1% on 2020/21)

- leavers whose ethnicity is unknown/undisclosed is 86% (decrease of 3% on 2020/21)

- The number of leavers whose ethnicity is unknown increased significantly from 140 in 2020/21 to 352 in 2021/22.

- The reasons for this must be further investigated and improvement strategies implemented to minimise the gap. The data also requires further analysis by area and qualification to identify where improvements should be targeted.

- CPD with staff who enrol will be delivered to help decrease this risk.

Classroom Learning by Learning Disability/ Difficulty (LDD) and Age

- Overall achievement rates for leavers who disclose an LDD decreased by 3% from 89% in 2020/21 to 86% in 2021/22.

- Overall achievement rates for leavers who did not disclose an LDD decreased by 1% from 88% in 2020/21 to 87% in 2021/22.

- Achievement rates in relation to leavers aged 16 to 19 who disclose a LDD (87%) and achievement rates for their peers who do not disclose a LDD (88%) indicate an achievement gap of 1% but are at least 4% above the published National and GFE averages for 2018/19.

In 2021/22 The achievement rates for:

- 16 to 19 leavers who disclose a LDD at 87% is 6% above the 2018/19 National Average and 5% above the GFE average.

- 16 to 19 leavers who do not disclose a LDD at 88% is 5% above the 2018/19 National Average and 4% above the GFE average.

- The data illustrates in 2021/22, a 2% difference in achievement between 19+ leavers who disclose a LDD (83%) and those who do not disclose (85%).

- Achievement rates for leavers who disclose a LDD (all ages) and achievement rates for leavers who do not disclose a LDD (all ages) are inline or above the published National and GFE averages for 2018/19.

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 background.
- Disadvantage is determined by home postcode. Colleges receive ward uplift funding for learners in this cohort.
- In 2021/22, 52% of learners were deemed to be disadvantaged by postcode. This indicates that the College extends widely into its community; it welcomes learners from a range of socio-economic backgrounds.

In 2021/22 achievement rate data for leavers disadvantaged aged 16 to 19 shows:

- 54% of leavers aged 16 to 19 in 2021/22 are deemed to be disadvantaged by postcode.
- Achievement data (86%) illustrates a 3% gap to their peers (89%).
- Achievement data also shows a 4% decrease in achievement between 2019/20 and 2021/22.

In 2021/22 achievement data for 19+ leavers in this cohort shows:

- 49% of leavers aged 19+ are deemed to be disadvantaged by postcode.
- Achievement data (84%) indicates an achievement gap of 1% in relation to leavers of the same age who are not deemed to come from a disadvantaged background (85%).

In 2021/22 overall achievement data show that there is a 1% gap in achievement for leavers deemed to be disadvantaged (86%) and their peers (87%).

The reasons for the identified gaps must be further investigated and improvement strategies implemented to minimise the gap.