



# EQUALITY, DIVERSITY & INCLUSION REPORT

*2022/23*







## INTRODUCTION

Colleges and public sector organisations have a statutory duty to produce an annual report under the specific duties of the Public Sector Equality Duty (PSED); this is a key measure of the Equality Act 2010. To meet the general duties they are expected to show due regard to the following specific duties:

- To publish annually relevant, proportionate information showing how they meet the equality duty.
- To develop one or more equality objectives to meet the general duty, which can be refreshed every four years or earlier.

Those subject to the PSED must, in the exercise of their functions, have due regard to the 'arms' of the duty.

The broad purpose of the equality duty is to integrate consideration of equality and good relations into the day-to-day business of public authorities - If you do not consider how a function can affect different groups in different ways, it is unlikely to have the intended effect. This can contribute to greater inequality and poor outcomes. The general equality duty therefore requires organisations to consider how they could positively contribute to the advancement of equality and good relations.

It requires equality considerations to be reflected in the design of policies and the delivery of services, including internal policies, and for these issues to be kept under review.

### Compliance in relation to Students

As educators, Lincoln College is in the business of setting future life courses. Therefore with regards to our students it's imperative that we are promoting and driving the EDI agenda. The AoC states that, 'The Education Sector lags behind the Commercial Sector in engaging with EDI. Yet it finds itself situated squarely between the ethical and business

imperatives driving the agenda. It is hard to deny the legitimacy of EDI as an ethical imperative.

If EDI is to become a reality, the Education Sector above all needs to embrace the associated principles. The Sector is also under significant financial constraints in the current climate. If EDI proves able to generate social capital, embracing the concept can only be a positive move.' (AoC Report - The Current Status of Equality, Diversity and Inclusion in the Further Education Sector in England:2021)

The college provides a safe, secure and inclusive environment for all its learners.

### Compliance in relation to Staff

Compliance with the general equality duty is a legal obligation, but it also makes good business sense. An organisation that is able to provide services to meet the diverse needs of its employees, should find that it carries out its core business more efficiently. The capacity, recognition and wellbeing of our staff is the college's first cornerstone of success; a workforce that has a supportive working environment is more productive

Lincoln College seeks to meet the overall aim of the general duty by integrating the advancement of equality in the day-to-day business of the College.

### The aim of this report

The aim of this report is to fulfil Lincoln College duty with regards to the PSED and provide data that will help to inform future strategies to support the promotion of Equality, Diversity and Inclusion to both staff and learners within Lincoln College.

### Data

It is important to note that a manual recruitment system was in place throughout the 2022/23 academic year meaning that data for new starters wasn't automatically captured via the onboarding process. This has impacted on the sensitive information disclosed throughout the reporting period.

**Lincoln College make a commitment to meet the general and specific duties. The college therefore commit to:**

IDENTIFY AND ELIMINATE	DEVELOP	CHALLENGE
Identifying and eliminating discriminatory practices, harassment and victimisation	Developing and monitoring the awareness and understanding of issues concerned with equality of opportunity.	Challenging the language and attitudes of others if appropriate.
TRAIN	COMMIT	ADVANCE
Providing relevant training for students and staff development opportunities.	Ensuring a commitment to anti-oppressive and anti-discriminatory practice in all contract specifications and other documentation with external bodies, speakers, consultants, employers, employees, students, subsidiaries and the wider community.	Setting equality objectives to advance equality and diversity practice.
RECOGNISE	SUPPORT	INFORM
Recognising and challenging our own attitudes and assumptions.	Supporting those who appropriately challenge oppression.	Providing information and resources on equality and diversity and good practice.
FOSTER		
Facilitate groups to foster good relations between individuals from different protected characteristics.		

**THE 3 ARMS OF THE PUBLIC SECTOR EQUALITY DUTY**

EQUALITY ACT 2010	EQUAL OPPORTUNITY	GOOD RELATIONS
Eliminate unlawful discrimination, harassment, victimisation and any other conduct that is prohibited by, or under the Equality Act 2010.	Advanced of equity of opportunity between persons who share a relevant protected characteristic and those who do not.	Foster good relations between persons who share a relevant protected characteristic and those who do not.

## EQUALITY OBJECTIVES

Lincoln College is committed to the active promotion and advancement of equality of opportunity for all and opposes unlawful or unfair discrimination of any kind.

To achieve this aim, the college has overall equality and diversity objectives that are refreshed every four years. These are underpinned by specific objectives owned by curriculum areas and corporate departments to address issues that could potentially impact on a positive learner and/or employee experience in their areas of responsibility. Objectives that specifically relate to the college's HE programmes are reported on an annual basis to the Office for Students (OfS) in April each year. This annual report does not report on those specific objectives owned by curriculum areas and corporate departments nor those reported to the OfS.

### Equality & Diversity Objectives: April 2020 - March 2024

Objective	Protected Characteristic	Public Sector Duty		
		Eliminate	Advance	Foster
Reduce the gender pay gap from 14.9% to 12% by March 2024 (UK gender pay gap is 17.2% currently (mean))	Sex	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Improve the number of employed staff with a declared disability from 7% to 9% by March 2024 to better reflect the number of job applications from people with a disability	Disability	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Improve the achievement of students with mental health (83.8%) and social & emotional difficulties (80.3%) to the same level of the overall college achievement rate (87.5%)	Disability	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

### Objectives below relate to Lincoln College HE

Reduce the ratio of BAME to White 'full-time' students across the college's HE programmes from 1:11 to 1:8 by March 2024	Race	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Reduce the ratio of BAME to White 'part-time' students across the college's HE programmes from 1:25 to 1:16 by March 2024	Race	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Remove the continuation rate gap between mature and young part-time students through the provision of financial, emotional and practical support that enables individuals to continue with their studies from a baseline data of 18.9% to 8% by March 2024	Age	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Increase the continuation rate of BAME students by identifying, understanding and addressing factors influencing their studies from 83.3% to 90% by March 2024	Race	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Decrease the attainment gap between those learners with a declared disability and those without from 32% to 15%. This relates specifically to those studying on first degree programmes, attaining a 1 <sup>st</sup> or 2:1 classification	Disability	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Increase the proportion of mature HE part-time students progressing to further study or highly skilled employment from 70.4% to 78% by March 2024	Age	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

## STUDENT DATA

### DISABILITY

The whole College achievement rate for students with a disability is 87% which is higher than the rate achieved in 2021/2022 by 2% and is 1% higher than the National Achievement Rate (NAR) of 86%.. Overall, students with a disability achieve the same as students without a disability. 28% of students have declared a Special Educational Need and/or Disability (SEND) during 2022/23..

### ACHIEVEMENT RATE TREND SUMMARY

Year	Student	Achievement %	NAR	Retention %	NAR	Pass %	NAR
2013-2014	3899	81	83	91	92	89	90
2014-2015	3020	73	79	91	91	90	87
2015-2016	2883	69	78	88	91	79	86
2016-2017	2629	79	80	92	91	87	88
2017-2018	2725	82	80	91	91	90	88
2018-2019	3784	87	85	92	92	94	92
2019-2020	4161	89	90	93	93	96	96
2020-2021	3891	89	90	94	94	95	96
2021-2022	3707	85	89	91	93	94	96
2022-2023	3051	87	86	91	91	95	94

The following data has been scrutinised on any area that has more than 10 learners.

Mental health continued to be a focus during 2022/2023, with 10% increase in declarations compared with 2021/2022. The achievement rate has had a slight increase from 79% to 81%, and the gap between the NAR has decreased from 10% in 2021-2022 to 5% in 2022-2023.

Mental health has seen an increase in declarations and increasingly complex situations. Work with external services to increase the support offer is being undertaken and a review into mental health has been completed and changes to Student Services delivery of support have been implemented for 2023/2024. Mental health support will be provided by a team of 7 Assessment and Supported Coordinators who will be able to reduce waiting times, provide appropriate, timely support and liaise with internal and external stakeholders to provide holistic support.

Disability/ Learning Difficulty	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021 /22	2022/ 23	National Benchmark 2022/23	Comparison to 21/22	Comparison to 22/23 whole College achievement (87%)
Aspergers	81	80	85	87	88	81	92	87	11	5
Autism	85	84	88	91	91	89	89	86	0	2
Disability affecting Mobility	81	77	92	92	91	87	94	85	7	7
Dyscalculia	70	74	93	89	88	91	83	85	-11	-4
Dyslexia	77	83	89	90	89	86	84	86	-2	-3
Hearing Impairment	80	84	87	91	96	89	92	85	3	5
Mental Health	72	74	84	86	86	79	81	86	3	-6
Moderate Learning Difficulty	83	82	85	86	88	85	88	87	3	1
Other Disability	85	69	89	93	90	78	86	86	8	-1
Other Learning Difficulty	91	89	88	90	90	86	86	86	0	-1
Other Medical	80	87	87	92	89	88	86	86	-2	-1
Other Physical Disability	88	77	91	93	92	90	80	85	-10	-7
Other Specific Learning Difficulty	81	83	82	93	94	83	87	87	4	0
Profound (complex)	71	88	100	100	100	88	100	79	12	13
Severe Learning Difficulties	79	91	83	67	100	88	70	88	-18	-17
Social and Emotional Difficulties	79	75	80	84	91	82	86	86	4	-1
Speech, Language and Communication Needs	69	93	89	64	92	78	94	86	16	7
Temporary Disability	60	67	100	88	92	100	50	88	-50	-37
Visual Impairment	85	89	94	92	88	84	84	84	0	-3

## POSITIVE OUTCOMES

The following areas have made good progress, as not only are they achieving the NAR or above, they are also achieving above the College achievement rate.

Assistant Principalship Area	SEND	2022/2023 Achievement rate	NAR	% above NAR
Study Programmes	Asperger's	100	85	15
Higher Education - Computing	Asperger's	100	89	11
Heart, Health & Care	Asperger's	96	92	4
Heart, Health & Care	Autism	92	89	3
Apprenticeships & Pathways	Autism	89	84	5
Construction & Building Services	Disability Affecting Mobility	100	91	9
Apprenticeships & Pathways	Disability Affecting Mobility	96	85	11
Apprenticeships & Pathways	Hearing Impairment	91	85	6
ASI & Engineering	Moderate Learning Difficulty	100	87	13
Heart, Health & Care	Moderate Learning Difficulty	95	89	6
Study Programmes	Moderate Learning Difficulty	92	80	12
Heart, Health & Care	Other Disability	100	89	11
ASI & Engineering	Other Learning Difficulty	100	87	13
Study Programmes	Social and Emotional	91	83	8
Apprenticeships & Pathways	Vision Impairment	100	86	14

## AREAS REQUIRING IMPROVEMENT

During 2022/2023, mandatory special educational needs and disability (SEND) training was introduced to all curriculum areas, focusing on autism, dyslexia, ADHD and SEMH conditions and explaining the Educational, Health and Care plans. Scenarios relating to specific curriculum areas were facilitated and staff were able to develop understanding of different additional needs and have strategies they could incorporate into daily teaching. The impact of this training and having a dedicated Assessment and Support Coordinator for each area, has improved achievement in areas that needed further scrutiny in 2021/2022. For example, Academic Programmes (now reported as Study Programmes) were 55% below NAR for Asperger's in 2021/2022 and improved significantly in 2022/2023 to 15% above NAR. Supported Education had an achievement rate of 55% for dyslexia students in 2021/2022 and improved on this to 87% in 2022/2023, where Creative Arts had an achievement rate of 69% in 2021/2022 for students with social and emotional difficulties and improved this to a 92% achievement rate in 2022/2023.

The following areas are below both the College average achievement rate and NAR.



Head Area	SEND	2022/2023 Achievement rate	NAR	% below NAR
Study Programmes	Autism	81	85	4
ASI & Engineering	Dyslexia	84	88	4
Construction & Building Services	Dyslexia	82	87	5
Higher Education	Dyslexia	66	85	19
Study Programmes	Dyslexia	74	81	7
Apprenticeships & Pathways	Mental Health	81	86	5
ASI & Engineering	Mental Health	65	88	23
Construction & Building Services	Mental Health	74	87	13
Study Programmes	Mental Health	70	81	11
Apprenticeships & Pathways	Other Physical Disability	80	84	4

## HIGH NEEDS

High needs students achieved at 92% in 2022/2023 and are 5% above the NAR and 5% above the College achievement rate, this is an increase of 6% from 2021-2022. 26% of High Needs students are female compared to 36% in 2021/2022 and achieved at a rate of 84%, 3% below the College average achievement rate and 3% below the NAR. The males in this category have achieved at a rate of 94% which is 7% above the NAR and 7% above the whole College achievement rate. Comparing this data to 2021/2022 the achievement gap has remained, with males still achieving at a higher rate compared to females. 28% of the High needs students were in Supported Education, with an achievement rate of 91%, 4% above the NAR and 5% above the whole College achievement rate, an increase from 2021/2022 of 14%.

Mandatory special educational needs and disability (SEND) training was introduced to all curriculum areas, focusing on autism, dyslexia, ADHD and SEMH conditions and explaining the Educational, Health and Care plans, specifically clarifying what is Element 3 and Element 2. Scenarios relating to specific curriculum areas were facilitated and staff were able to develop understanding of different additional needs and have strategies they could incorporate into daily teaching. The impact of this training and having a dedicated Assessment and Support Coordinator for each area, has improved achievement.

## APPRENTICESHIPS

The self-disclosure rate has been monitored for this group and has increased by 13% compared to 2021/2022 and is on par with the whole College declaration rate of 29%. Apprentices achieved at 58% in 2022/2023, 1% above national average and 3% above 2021/2022 academic year.

Reviewing the SEND categories there are insufficient learners in each to identify any specific problems related to SEND. However, there has been a significant increase in declarations and engagement with support, with continuing development with Cognassist and the how support is being provided.

Of the 283 students who achieved their framework, 48% are 16-18 years old, 25% are 19-23 years old and 27% are 24 years old and over. Of the 283 students 45% are female, an increase of 11% and 55% are male.

91% of apprentices are White British with an achievement rate of 58%, the same as the NAR of 58%. 9% of apprentices are of Black and Minority Ethnic Heritage with an achievement rate of 58%, the same as their white British peers and 7% higher than the NAR of 51%.

Year	Self-Disclosure Rates
2016-2017	6%
2017-2018	9%
2018-2019	13%
2019-2020	12%
2020-2021	17%
2021-2022	16%
2022-2023	29%

## ETHNICITY

In 2022/2023 achievement for White British learners increased to 88%, 1% above the College achievement rate at 87% and 1% compared to NAR at 87%. The achievement for Black and Minority Ethnic Heritage students (BME) is recorded as 86% which is 1% above NAR at 85% and 1% below the whole College overall achievement rate. There has been an increase in achievement by 4% from 2021/2022 for White British students and 3% for BME students. However, there is no significant difference between the achievement rate, retention rate and pass rate between White British and BME students.

All Classroom by Ethnicity								
Academic Year	Leavers		Achievement %		Retention %		Pass %	
	White British	BME	White British	BME	White British	BME	White British	BME
2013-2014	12729	2184	82%	82%	90%	94%	91%	87%
2014-2015	9339	2064	75%	79%	90%	95%	83%	83%
2015-2016	8404	1913	72%	81%	87%	91%	83%	88%
2016-2017	7271	2118	82%	82%	94%	94%	88%	88%
2017-2018	7093	2550	84%	84%	91%	92%	93%	92%
2018-2019	10628	2407	88%	84%	92%	92%	96%	91%
2019-2020	11756	2424	90%	80%	93%	90%	97%	89%
2020-2021	11004	2014	91%	88%	94%	95%	96%	93%
2021-2022	10451	3120	84%	83%	92%	92%	91%	91%
2022-2023	11465	3799	88%	86%	91%	91%	96%	95%

There are a number of groups that are no longer appearing in the data as achieving below the whole College and are now achieving at the same or above the College achievement rate:

Ethnicity	No. of leavers	Achievement against College achievement at 87%	NAR
African	118	87	84
Indian	60	90	83
Irish	45	89	86
Other Asian	133	87	84
Other Black	104	87	85
White/Asian	112	88	86
White/ Black Caribbean	82	90	86

## GENDER

The student population is split 58% females and 42% males which is a similar split as in 2021/2022. Females have achieved at a rate of 87% against the NAR at 86%. Males have achieved at the same rate as the females, at 87% the same as the NAR at 87%.

## AGE

60% of the College student population are 16-18 years old and are achieving at 87% with a retention rate of 92%, the same as the NAR of 87% achievement and 92% retention. 40% of College students are 19+ years old and are achieving at 87%, 3% above NAR, with retention at 90%, the same as NAR.

## FREE COLLEGE MEALS

Although not a protected characteristic, it is worth monitoring the achievement of this group of students who come from low income households to identify any patterns or signs of this group becoming disadvantaged. Those students who are accessing free College meals are achieving 1% above NAR, at 87%, with retention at 96%, 2% above NAR at 94%.

## LOOKED AFTER / CARE LEAVERS / CARE EXPERIENCED

This category is not a protected characteristic but again, are worthwhile monitoring to identify and patterns of signs of this group becoming disadvantaged as these students come from more complex circumstances and can lack a stable home life. The achievement rate for Looked After Children is 73%, which is below the College average by 14% and below NAR of 86%.

The achievement rate for Care Leavers is 92%, 3% above NAR at 89% and 5% above the College achievement rate. The achievement rate for Care Experienced students is 90%, 2% above NAR at 88% and 3% above the College achievement rate.

During 2022/2023, 78 students enrolled as either Looked After, Care Leaver or Care Experienced from 14 different local authorities. Of these 78, 24 students turned 18 years old and transitioned into adult services.





Some of those 24 students left College wishing to find immediate employment, some had unplanned residential moves and others cited a lack of interest in their chosen course. A new role has been introduced (Care Experienced Student Support Officer) to support the Care Experienced Coordinator in monitoring, supporting and liaising with services. They also ensure that LAC students have regular progress reviews, their attendance is monitored and they are provided with any other equipment or support as needed.

## STUDENT COMPLAINTS AND GRIEVANCE RELATED TO EQUALITY AND DIVERSITY

During 2022/2023, 88 complaints were received from students whose ethnicity and disability is broken down as follows (previous year data in parentheses):

Campus with total number of complaints	Ethnicity*		Disability*	
	White British	BME	No Disability/ Difficulty	Has a Disability/ Difficulty
Lincoln - 85 (74)	56 (56)	2 (9)	28 (37)	33 (32)
Newark - 3 (10)	1 (9)	2 (1)	0 (7)	3 (3)
Gainsborough** - 0 (1)	0 (1)	0 (0)	0 (1)	0 (0)

The overall number of complaints received during 2022/2023 increased in comparison to the previous academic year at the Lincoln campus but declined in Newark. The proportion of complaints received from students of ethnic groups other than white British also increased at the Lincoln campus during 2022/2023 and is marginally above the demographic of the Lincoln campus population (the proportion of complainants who identified their ethnicity being 28% 'other ethnicity', compared to the 24% 'other ethnicity' of the Lincoln campus population). The number of complaints at Newark are too small to infer any purposeful analysis). The number of complaints received from students with a disability/difficulty in 2022/2023 remained similar to the previous year at both campuses, however as a proportion, the number of complaints received from students with a learning disability/difficulty (23% general 54% complaints)

In terms of the themes evident in the complaints made (though not necessarily the outcomes) to college, the following were apparent:

- Admissions, enrolment and course entry
- Communication to and from the college
- The behaviour of other learners

- Meeting learner support needs, including access arrangements for examinations
- The professional conduct of staff members towards learners
- Staff absence through illness or retirement and the impact on course delivery

Of the 88 complaints made during 2022/2023, 95% were resolved to the satisfaction of the complainant, with four complaints escalated to the Director of School or equivalent for resolution (the two complainants were white British, with one having a disability/difficulty; the remaining two chose not to disclose their ethnicity or any disability/difficulty).

\*Disparity between total figures and ethnicity/disability data is due to these characteristics not being reported or being withheld at the point of complaint.

\*\*Lincoln College ceased delivery of curriculum at the Gainsborough campus from September 2022.

# STAFF DATA

## STAFF DATA - GENDER

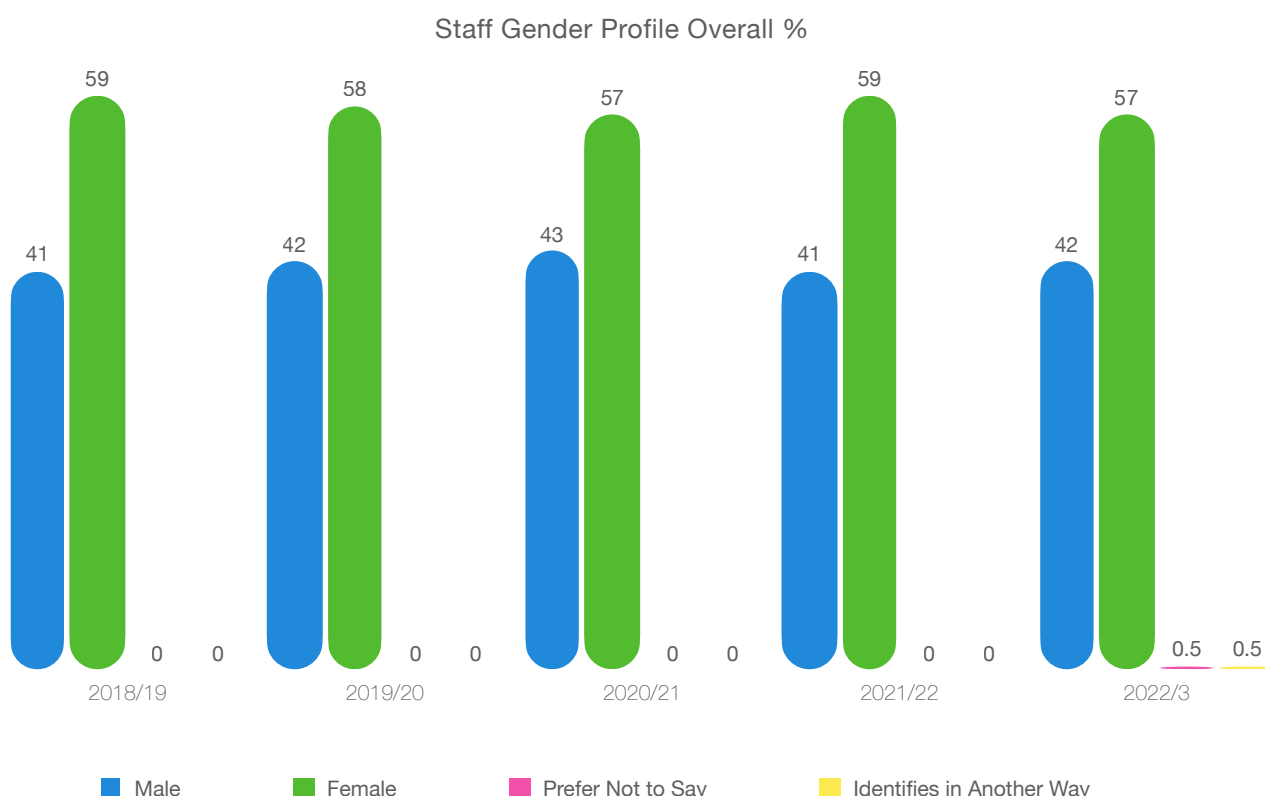
The college collects equality monitoring data on all job applicants and staff. During the 2022-23 academic year there were an average of 776 staff employed throughout the year. All applicants via the recruitment process are asked to complete an equality monitoring form as part of the online recruitment process. Staff can electronically update their own equality data via SelectHR Employee Self Service.

The 2022-23 data shows that the gender split across the organisation was 57% female (59% 2021-22) and 42% male (41% male 2021-22). Gender split for Lincoln College employees has remained steady for the last 5 years, fluctuating by 2% either way for both genders over the years. The 2022-23 data is the first year that staff data has shown staff identifying in another way or preferring not to say in relation to their gender - 1% of the workforce identify in another way or prefer not to disclose their gender.

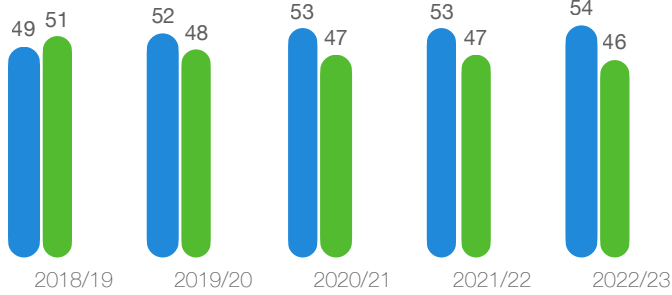
The most recent AoC Workforce survey (2020/2021 data) was published in November 2022 and reports there has been no percentage change over recent year in the number of female employees at 64% (36% are male) in its member colleges.

AoC data reports that 58% of managers (46% Lincoln College), 59% (46% Lincoln College) of lecturers and 70% (64% Lincoln College) of support staff are female.

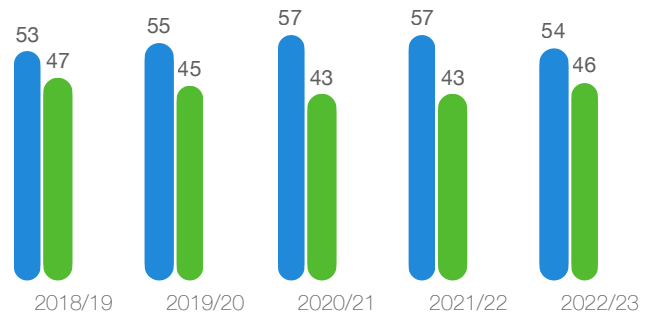
The full time/part time split of the workforce has had a significant shift during the 2022/23 academic year. During the 2021/22 academic year the split was 47% full time to 53% full time. The split for the 2022/23 academic year was 59% full time, 41% part time. There has been a shift across both male and female genders in relation to full and part-time working. In 2021-22, 36% of females were full time (64% part-time) and 62% of males were also working full-time, with 38% part-time. 48% of females now work full time, 52% part time. 72% males now work full time, 28% part time. 100% of staff now identify in another way or prefer not to disclose their gender work full time.



Staff Gender Profile Academic Staff %



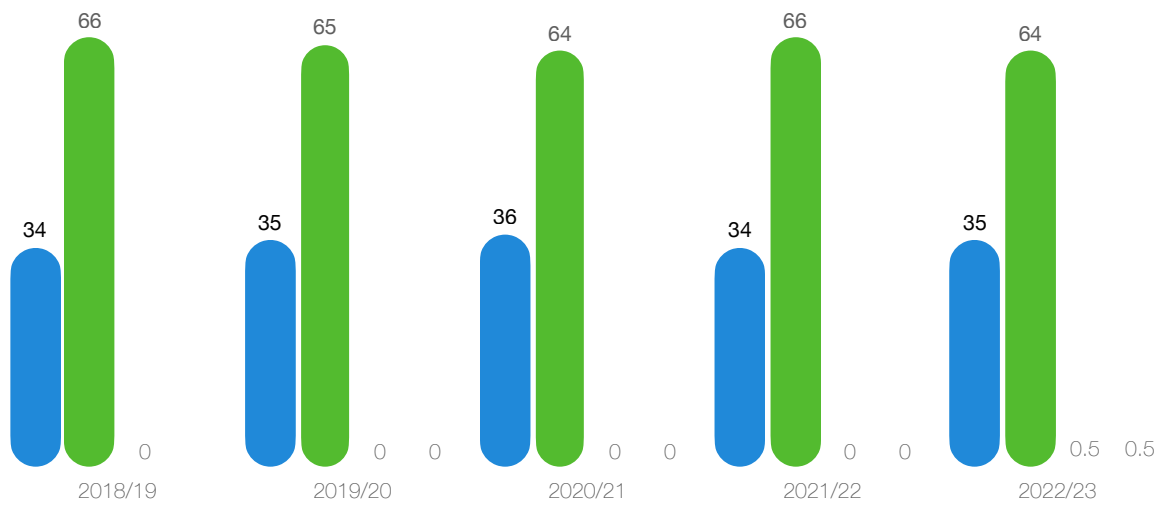
Staff Gender Profile Management %



Male Female  
Prefer Not to Say Identifies in Another Way

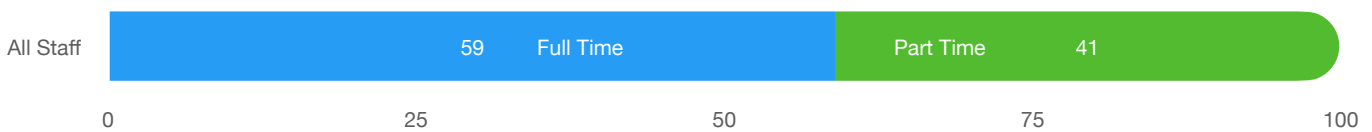
Male Female  
Prefer Not to Say Identifies in Another Way

Staff Gender Profile Support Staff %

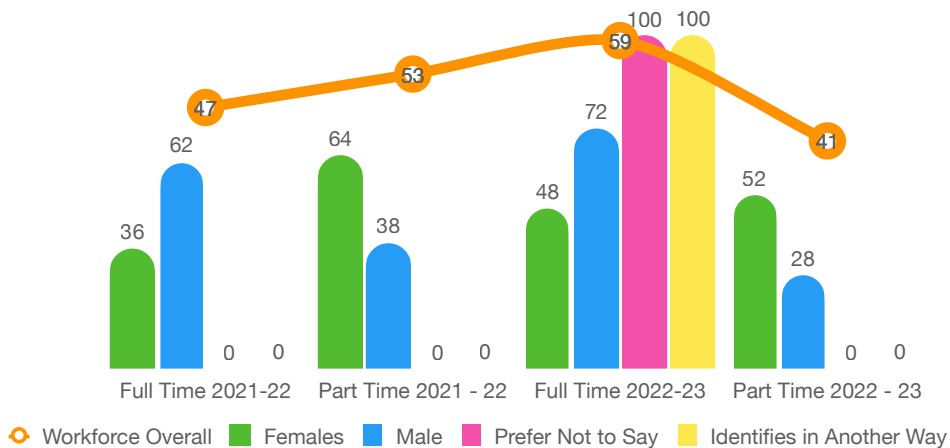


Male Female Prefer Not to Say Identifies in Another Way

Breakdown of All Employees Full Time/Part Time Split %



Breakdown of Female Employees Full Time/Part Time Split %



## STAFF DATA - GENDER PAY GAP

The Lincoln College Group is committed to equality for all and this includes our work to continually strive to remove gender related barriers to equality.

As an employer of more than 250 people, we are required by UK law to publish our gender pay gap information, both on the [Government's Gender Pay Gap Service](#) and on our own [website](#).

The GPG is a measure of the comparative hourly wage of men and women in an organisation at a single point in time. It is affected by how many women there are at each grade and their relative position on the pay scale.

The UK gender pay gap (median) has been declining slowly over time; over the last decade it has fallen by approximately a quarter among full-time employees, and in April 2023 it stands at 7.7% and 14.3% for all employees. The gender pay gap for part-time employees stayed consistent at negative 3.3%.

The GPG (median) for the UK Education sector for 2023 is 21.3%.

The Lincoln College GPG (median) including the subsidiary companies (overall) listed below increased to

21.4% (from 20.2% the previous year) for all employees.

The college's overall workforce (full pay relevant employees) as at 31 March 2023 comprises 58% women. The GPG is mostly attributed to the high numbers of female employees that occupy the lower (73%) and lower middle (68%) pay quartile and also impacted by an increased GPG (Mean) in the upper pay quartile due to a predominantly male Group Leadership Team (GLT).

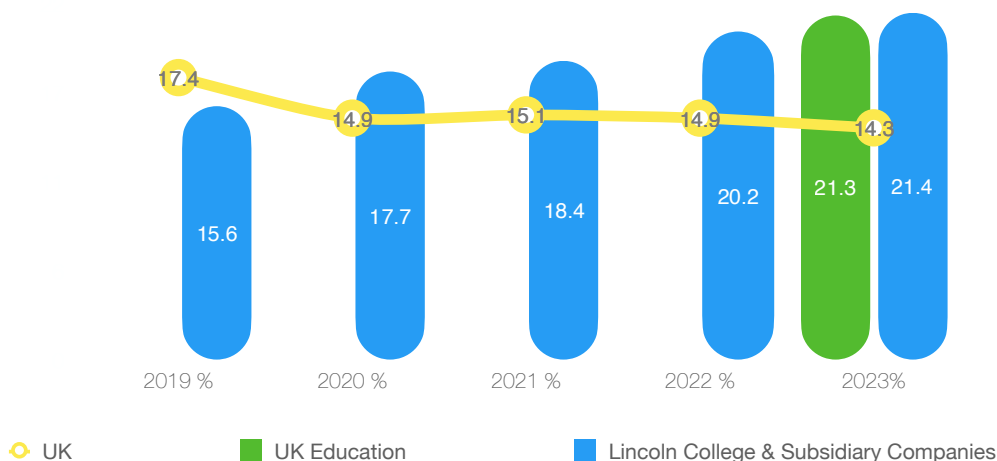
In terms of bonus pay the college (overall) has a bonus pay gap (mean) of 48.4%. This means that, for every £1 a male employee receives in bonus pay, a female employee receives 48p. Further work will continue in the form of a report/action plan and presented to senior managers at Lincoln College with recommendations made to continue to work towards reducing the gender pay gap.

### LINCOLN COLLEGE EQUALITY, DIVERSITY AND INCLUSION OBJECTIVE APRIL 2020 - MARCH 2024

Reduce the gender pay gap from 14.9% to 12% by March 2024

Median GPG for Hourly Pay: 31 March 2023

	Female	Male	GPG
Lincoln College - All	£12.39	£15.78	21.4%
Lincoln College	£16.74	£17.76	5.7%
Lincoln College Corporate Support Solutions	£9.71	£10.94	11.2%
Deans	£10.89	£9.50	-14.6%
The Drill	£12.73	£13.98	8.9%
The Old Bakery	£9.50	£16.18	41.3%







## STAFF DATA - RELIGION

Religion and belief discrimination is illegal in the UK and is listed as a protected characteristic in the Equality Act 2010. It arises when someone is unfairly disadvantaged for reasons related to their religion or their beliefs.

'Religion' means any religion, or a lack of religion, and 'belief' means any religious or philosophical belief or a lack of belief.

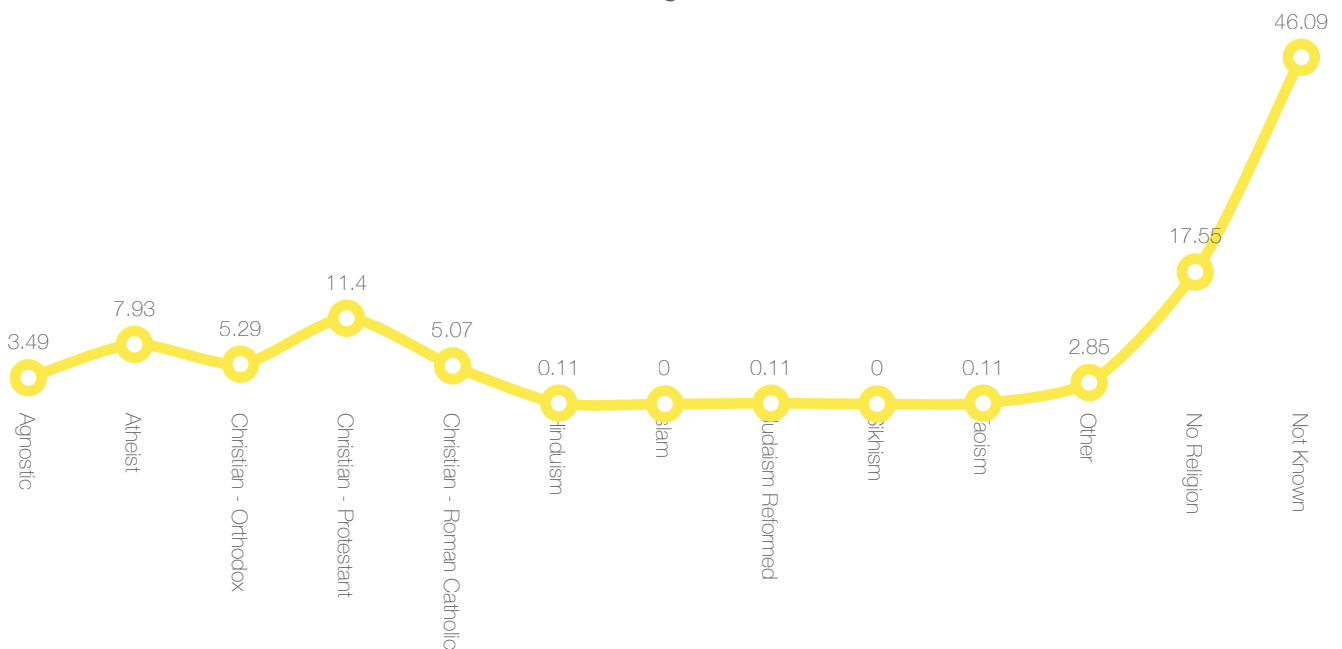
For 'religion' to be protected, it must have a clear structure and belief system. 'Religious belief' goes beyond beliefs about and adherence to a religion or its central articles of faith and may vary from person to person within the same religion. For a philosophical belief to be protected it must affect how a person lives their life or perceives the world and it must:

- Be genuinely held and not just an opinion or point of view
- Be a belief about a weighty and substantial aspect of human life and behaviour
- Attain a certain level of logic, seriousness, structure and importance
- Be worthy of respect in a democratic society, not incompatible with human dignity and not conflict with the fundamental rights of others.

Lincoln College staff are able to access and update their sensitive information, including religion, through the SelectHR Employee Self Service system. 46% (11% - 2021/22) of staff have not declared a religion, which is a 35% increase on the 11% of the previous year. This is linked to the change in HR systems and as such a manual recruitment process being in place for the 2022-23 academic year.

Staff declaring that they had no religion was the second highest of all declarations 18% (29% - 2021/22). This is in line with the ONS data (2021 Census – Published November 2022) where 'no religion' was the second most common response, increasing by 12.0 percentage points to 37.2% (22.2 million) from 25.2% (14.1 million) in 2011. This was followed by Christian – Protestant 11% (18% - 2021/22).

All Staff Religion Profiles





## Area of Focus:

**46% of staff have not declared a religion, which is a 35% increase on the 11% of the previous year.**

The People Services team will explore how staff can be encouraged to declare their religion, including:

- Issuing a Workplace and all staff email encouraging staff to check their sensitive information on SelectHR Employee Self Service.
- Critically assessing our organisations culture, specifically assessing, as part of the annual policy review, whether the People Services policies and practices are underpinned by principles that actively celebrate and encourage differences.
- Build Equality, Diversity and Inclusion (EDI) into the next staff survey and pulse surveys to assess whether staff feel we have a culture of inclusivity at work.
- Consider whether we have mechanisms in place through which employees can voice issues about inequality and voice their opinions on what needs to change.
- Ensuring that equality and diversity policies and statements are easily accessible to all.
- Making it clear the organisation does not tolerate bullying, harassment and discrimination and providing examples of what these behaviours may look like with respect to religion and philosophical belief.
- Ensuring that staff are aware of how to report instances of bullying, harassment or discrimination on the basis of religion or belief and feel able to do so.
- Ensuring that religious holidays are added to the People Services Calendar of Events and promoted to support religious diversity at work, make staff feel they can celebrate religious occasions, and help people understand the significance of religious festivals to colleagues of different faiths by including any considerations within the work environment.
- Ensuring that work events are inclusive. For example, providing non-alcoholic drinks is essential, and being mindful of offsite locations can ensure every employee enjoys the events. Offering a range of foods and labelling them is also important, as some religious groups have specific dietary requirements.
- Reviewing whether our religious options on the EDI data captured via recruitment and on SelectHR Employee Self Service are inclusive.
- Exploring the advice giving in [BITC Workforce Data Equality Guide](#) to help build a culture where employees and applicants feel comfortable giving the data we need.







## STAFF DATA - ETHNICITY

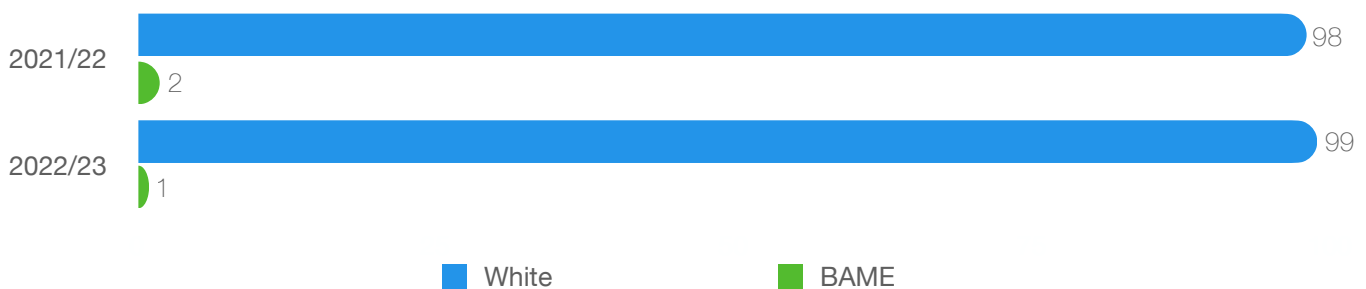
Race discrimination, illegal in the UK since 1976, arises when someone is unfairly disadvantaged for reasons related to their race which, for the purposes of the Equality Act 2010, includes colour, nationality and ethnic or national origins.

With regards to Lincoln College data, 1% (2% - 2021-22) of all college staff are of BAME origin. This is below the profile for Lincolnshire (previous census 2.4%) which has a population count of 4% ethnic minority heritage representation (2021 Census data).

The College continues to review its Code of Practice for Recruitment and Selection ensuring the highest level of compliance is maintained. Lincoln College use positive actions to help improve diversity in their workforce when recruiting and promoting candidates.

Lincoln College positive action statement is as follows, 'Applications are welcome from all sections of the community and in particular from ethnic minorities and people with disabilities as they are currently under represented within the College's workforce. Ethnic minority and disabled applicants who meet the person specification will be guaranteed an interview'.

### All Staff Ethnicity Profile %



#### Area of Focus:

**1% of all Lincoln College staff are from a BAME origin. This is below the profile for Lincolnshire which has a population count of 4% ethnic minority heritage representation (2021 Census data).**

In order to ensure equality, diversity and inclusion in relation to ethnicity, particularly in relation to the recruitment process, the People Services team will explore:

- Improving recruitment practices to eliminate potential bias, for example by exploring anonymising application forms when shortlisting and continuing to pre commit to a set of interview questions that are related to performance on the job.
- Taking steps towards building an inclusive culture by critically assess our organisation culture by:
  - Building EDI into the next staff survey and pulse surveys to assess whether staff feel we have a culture of inclusivity at work.
  - As part of our yearly review, assess whether our policies and practices are underpinned by principles that actively celebrate and encourage differences.
  - Consider whether we have mechanisms in place through which employees can voice issues about inequality and voice their opinions on what needs to change.

## STAFF DATA - SEXUAL ORIENTATION

There are four different types of discrimination related to the protected characteristic of sexual orientation, and no minimum length of continuous employment is necessary for a discrimination claim to be made. Sexual orientation discrimination and gender reassignment discrimination are both illegal in the UK and are listed as protected characteristics in the Equality Act 2010.

Lincoln College are committed to ensuring that all staff feel comfortable to be themselves at work. Lincoln College staff are able to access and update their sensitive information, including sexual orientation through the SelectHR Employee Self Service system.

In 2022, the proportion of the UK household population aged 16 years and over identifying as heterosexual or straight was 93.4%. The proportion has declined over the five years since 2017 when 95.0% identified as heterosexual or straight. The decrease in those identifying as heterosexual or straight may be attributed to more people exploring their sexual identity in combination with changing societal attitudes towards different groups and the expression of these today (ONS: September 2023). Recent results from the [British Social Attitudes Survey](#) support the view that societal attitudes are changing in favour of diversity in sexual identity.

The ONS data released in September 2023 states:

- An estimated 3.3% of the UK population aged 16 years and over identified as lesbian, gay or bisexual (LGB) in 2022, a continued increase from 2.1% in 2017.
- The proportion of men identifying as LGB was 3.8% in 2022, up from 2.4% in 2017; the proportion of women who identified as LGB was 3.0%, an increase from 1.8% in 2017.
- The proportion of women aged 16 to 24 years identifying as LGB increased to 10.6% in 2022; the proportion of men aged 16 to 24 years identifying as LGB was 7.9%.

Lincoln College data reports 62% of staff declaring their sexual orientation (75% 2021-22). This is a decrease of 13% on the previous year.

- 60% of Lincoln College employees declared that they identified as heterosexual/straight in 2022-23.
- 2% of Lincoln College employees declared that they identified as LGB in 2022-23.
- 8% of Lincoln College employees preferred not to declare their sexual orientation in 2022-23.
- 30% of Lincoln College employees sexual orientation was unknown 2022-23

According to the ONS (September 2023) in 2022, younger people were most likely to identify as lesbian, gay or bisexual (LGB). For those aged 16 to 24 years, almost 1 in 10 (9.2% or 630,000 individuals) identified as LGB. These proportions decrease as the age of the population increases, with the proportion of individuals aged 65 years and over identifying as LGB estimated to be 0.7% (85,000); this proportion has remained broadly stable in recent years and the 2022 estimate is similar to 2017.

Lincoln College have an aging workforce, 42% (27% 50-59 & 15% 60+) of the workforce are aged 50 and older.

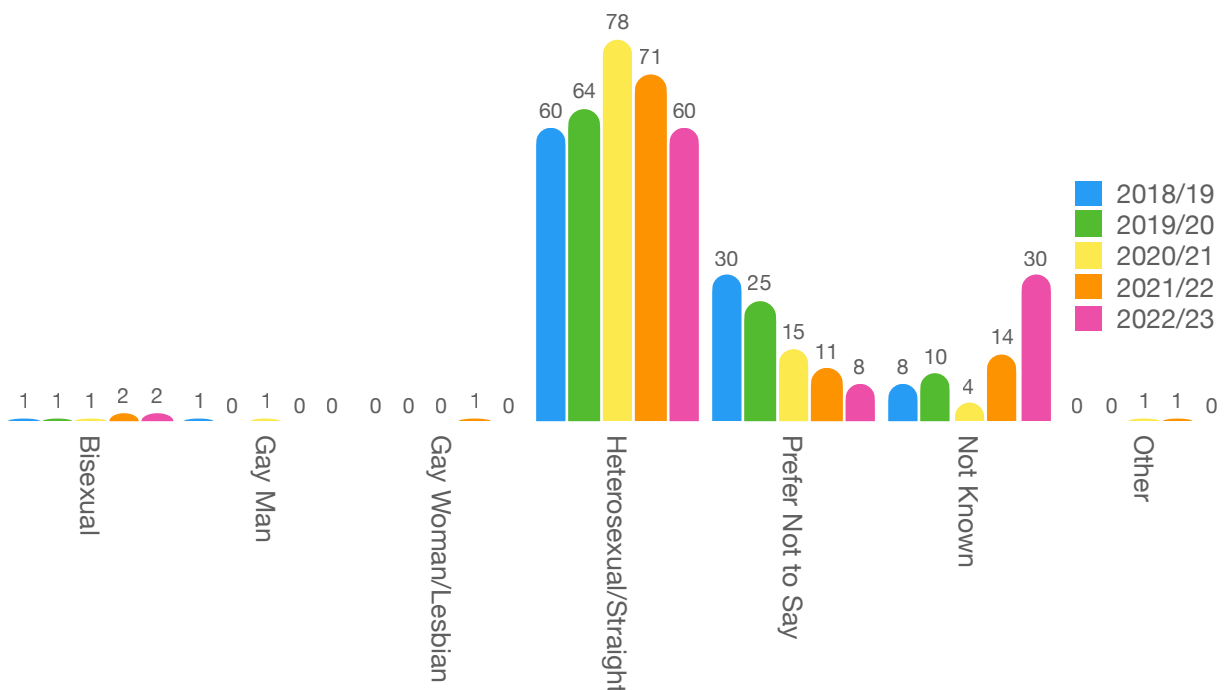
## Area of Focus:

**38% of staff have not declared their sexual orientation indicating that there is work to be done in relation to driving the issue of diversity and inclusion in relation to staff declaring their sexual orientation.**

The People Services team will explore how staff can be encouraged to declare their sexual orientation, including:

- Building EDI into the next staff survey and pulse surveys to assess whether staff feel we have a culture of inclusivity at work.
- As part of our yearly review, assess whether our policies and practices are underpinned by principles that actively celebrate and encourage differences.
- Consider whether we have mechanisms in place through which employees can voice issues about inequality and voice their opinions on what needs to change.
- Review our organisation's policies to ensure they are gender-neutral and inclusive. Clear and enforced policies can reduce homophobic, biphobic and transphobic bullying. Include practical examples of unacceptable behaviour within our policies.
- Work with managers to ensure they implement people management practices fairly and understand how to support all LGBT+ staff.
- Educate, inform and support line managers to improve their understanding trans inclusion and gender reassignment.
- Work with an LGBT+ staff network in a positive and active way, ensuring a two-way dialogue and utilising staff insight and expertise to evaluate and change people policies, processes and the organisation culture.
- Champion LGBT+ inclusion from the top of the organisation, by promoting and supporting LGBT+ progression and developing allies at the leadership level. Explore [Stonewall Champions](#)
- Explore the advice giving in [BITC Workforce Data Equality Guide](#) to help build a culture where employees and applicants feel comfortable giving the data we need.

All Staff Sexual Orientation Profile







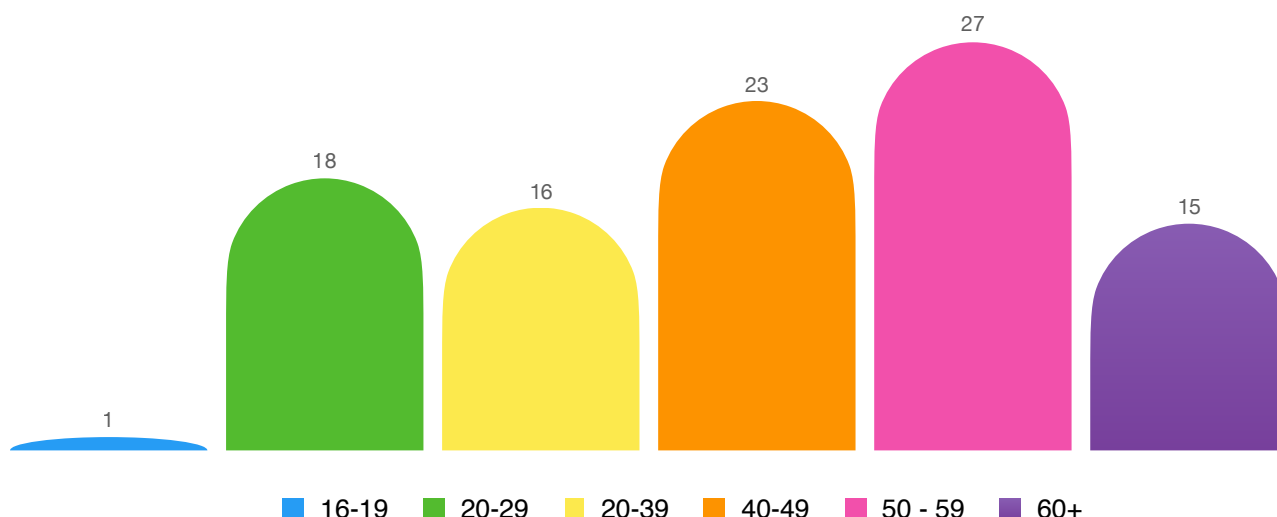
## STAFF DATA - AGE

Age discrimination arises when someone is unfairly disadvantaged for reasons, which cannot be objectively justified, relating to their age. The efficient and effective use of people's skills requires that employment decisions should be based on competencies, qualifications, skills, potential and objective job-related criteria obtained through careful analysis of job requirements and job performance. Employment decisions based on age are only legally permitted when they are objectively justified (when they are a proportionate means of achieving a legitimate aim).

The Centre for Ageing Better finds that the issue is pressing: their survey of over 500 employers shows that only 1 in 5 are currently discussing the strategic implications of an ageing workforce. CIPD state that the number of older people in the workplace is expected to increase significantly over the next 20 years. Their reports, 'Managing an age-diverse workforce: what employers need to know' and 'Managing an Age-Diverse Workforce: Employer and Employee Views' explore some of the key issues (CIPD:2020).

The age profile of the College has remained relatively constant over the last five years, with the highest cluster of ages remaining in the 55+ year old group. The 50+ group accounts for 42% of staff (27% 50-59 & 15% 60+).

**All Staff Age Profile %**



### Area of Focus:

**42% of staff are 50 years old or older.**

As part of the 3 Year People Plan, the People Services team are:

- Developing an Aging Workforce Strategy (Year 2) by promoting the ability for staff to phase their retirement - promotion of "Retire and Return" and exploring the introduction of Active Retirement programmes (Year 3)
- Implementing a mandatory EDI training for all staff to be renewed every 2 years (outside of mandatory training for induction) (implemented October 2022).
- Implementing a training programme for all leaders and managers to promote inclusivity.
- Implementing an EDI Calendar of Events to more actively promote EDI issues.

## STAFF DATA - DISABILITY

For UK employment purposes, disability is defined as a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. It covers physical disability, some medical conditions and mental illness. Disability discrimination has been illegal in the UK since 1995, with the law now incorporated into the Equality Act 2010. Under the Equality Act (2010), organisations have an obligation to ensure that disabled people receive fair treatment throughout the recruitment and selection process and in their employment with us. As part of Lincoln College's commitment to equality and diversity, we have made a pledge to improve employment opportunities for people with disabilities. We have undertaken to interview all applicants with a disability (who meet the essential short-listing criteria for a job vacancy) and consider them on their abilities.

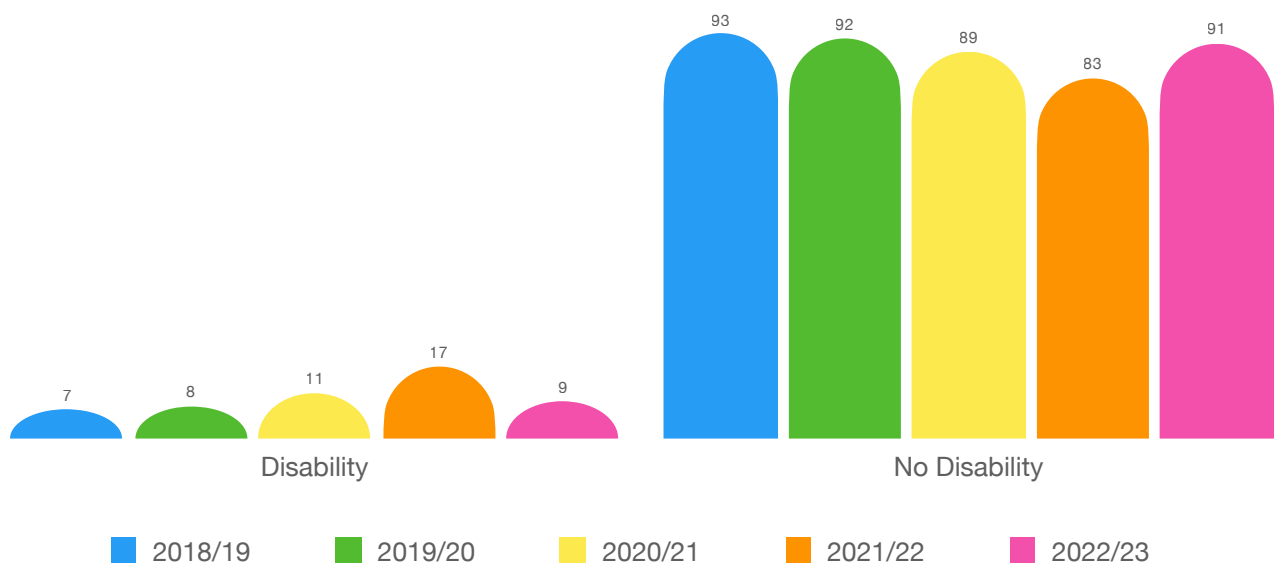
All staff are able to update their sensitive information via the SelectHR Employee Self Service system. Data for 2022-23 shows 9% of staff declared a disability. This meets the Equality Objective to, 'Improve the number of employed staff with a declared disability from 7% to 9% by March 2024 to better reflect the number of job applications from people with a disability', however this is a significant decrease in the number of staff declaring a disability in the 2021-22 data – a decrease of 8%.

Lincoln College are part of the Disability Confident scheme and hold level 2 status i.e. a Disability Confident Employer. The Disability Confident scheme supports employers to make the most of the talents disabled people can bring to the workplace. In addition to the Disability Confident scheme, the college are signed up to a number of schemes including Mindful Employer & the AoC Charter.

A wide range of support is available to staff including:

- Mental Health and Wellbeing Strategy for Staff and Students
- Mental Health and Wellbeing Toolkit for Managers
- Financial Wellbeing Support
- Occupational health support
- Employee Assistance Programme
- Mental Health First Aiders
- Access to Work
- Reasonable adjustments in place for staff and candidates through the recruitment process
- Dignity at Work Policy

All Staff Disability Profile %





According to the ONS (October 2023) between April to June 2023, the employment rate for disabled people was 53.6% and the rate for people who are not disabled was 82.5%, meaning that the disability employment gap (the difference in the employment rate of disabled people and people who are not disabled) was 28.9 percentage points. Between April to June 2013 and April to June 2023, the disability employment gap reduced by 4.2 percentage points. This has been because the employment rate for disabled people has been rising faster than the employment rate for people who are not disabled. The Resolution Foundation found that the number of people with a disability in the employment has increased by 2.3 million since 2013, but more than half of this increase (1.9 million) is because there are more people with a disability overall.

Since 2013, the percentage of disabled people with mental health illnesses has increased: in 2022 there were around 1.1 million more workers reporting a mental health illness than in 2013. It is difficult to know whether rising employment rates mean a removal of barriers to work for disabled people, or a rise in self-reported disability among workers.

#### **Area of Focus:**

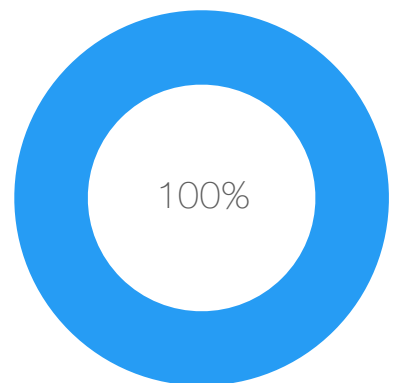
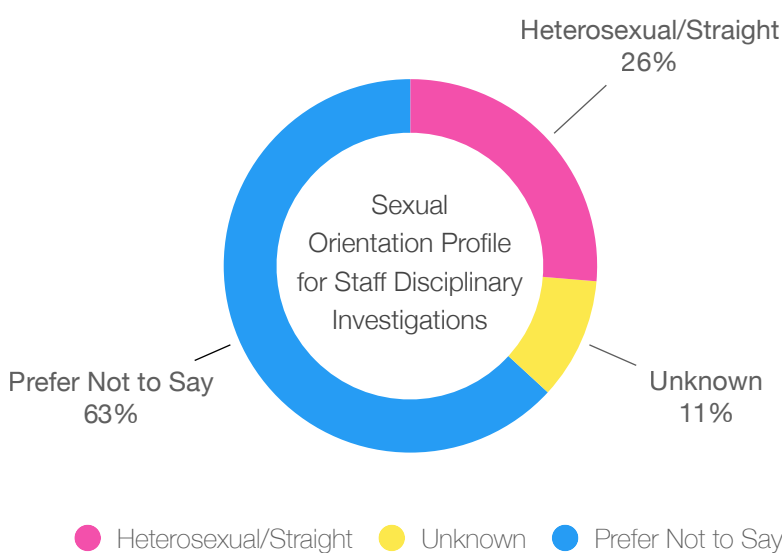
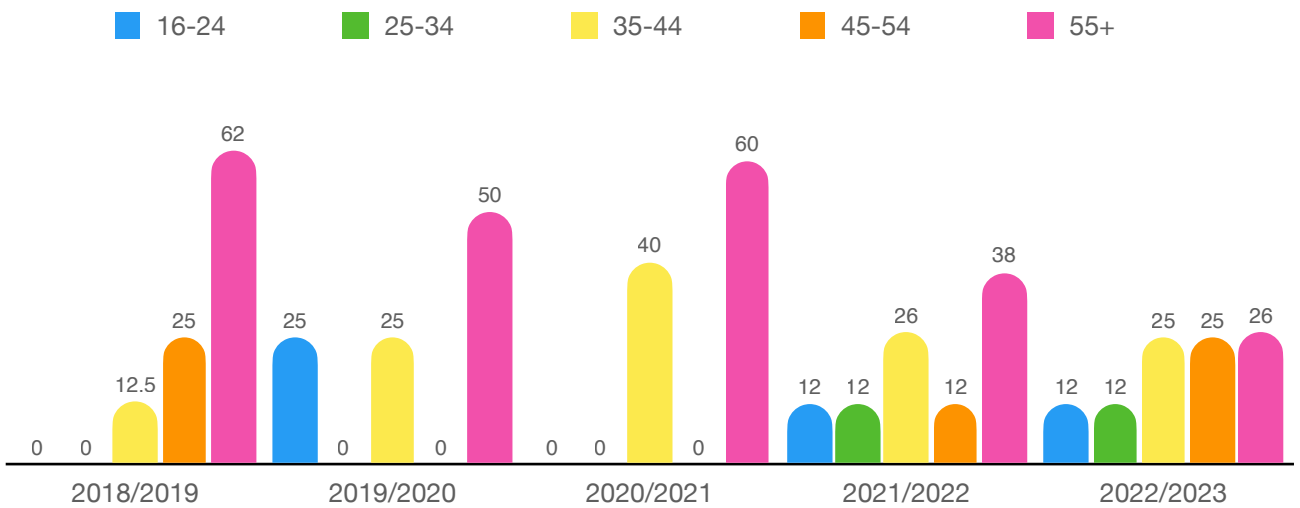
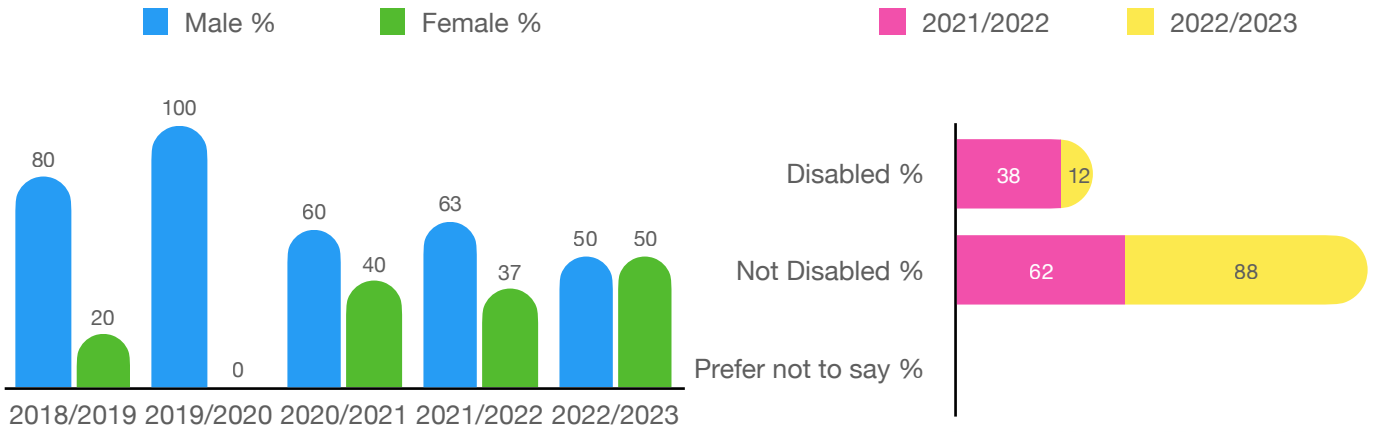
**9% of staff declared a disability. This meets the Equality Objective to, 'Improve the number of employed staff with a declared disability from 7% to 9% by March 2024 to better reflect the number of job applications from people with a disability' however is a significant decrease in the number of staff declaring a disability in the 2021-22 data – a decrease of 8%.**

It is believed that the decrease in declarations is due to a manual recruitment system being in place during the 2022-23 academic year and therefore staff data not being captured automatically for new staff. In order to measure whether the objective has been met, the People Services team aim to:

- Issuing a Workplace and all staff email encouraging staff to check their sensitive information on SelectHR Employee Self Service.
- Run a report of this data again in March 2024 to assess the number of employed staff declaring a disability at that point in time.
- Build Equality, Diversity and Inclusion (EDI) into the next staff survey and pulse surveys to assess whether staff feel we have a culture of inclusivity at work.
- Consider whether we have mechanisms in place through which employees can voice issues about inequality and voice their opinions on what needs to change.
- Actively promote the support available to disabled employees and applicants via the recruitment process.
- Explore additional support that can be put in place for disabled employees, particularly in relation to supporting neurodiverse applicants and educating staff and managers on neurodiverse conditions to support existing staff in the workplace.
- Continue to promote the Disability Confident Employer status and explore achieving Disability Confident Leader status.

**ADDITIONAL STAFF DATA - The following pages provide equality data in relation to disciplinary, grievance and turnover.**

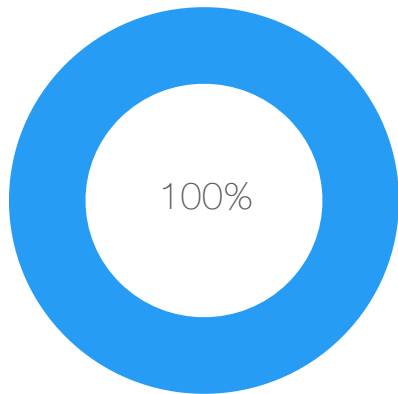
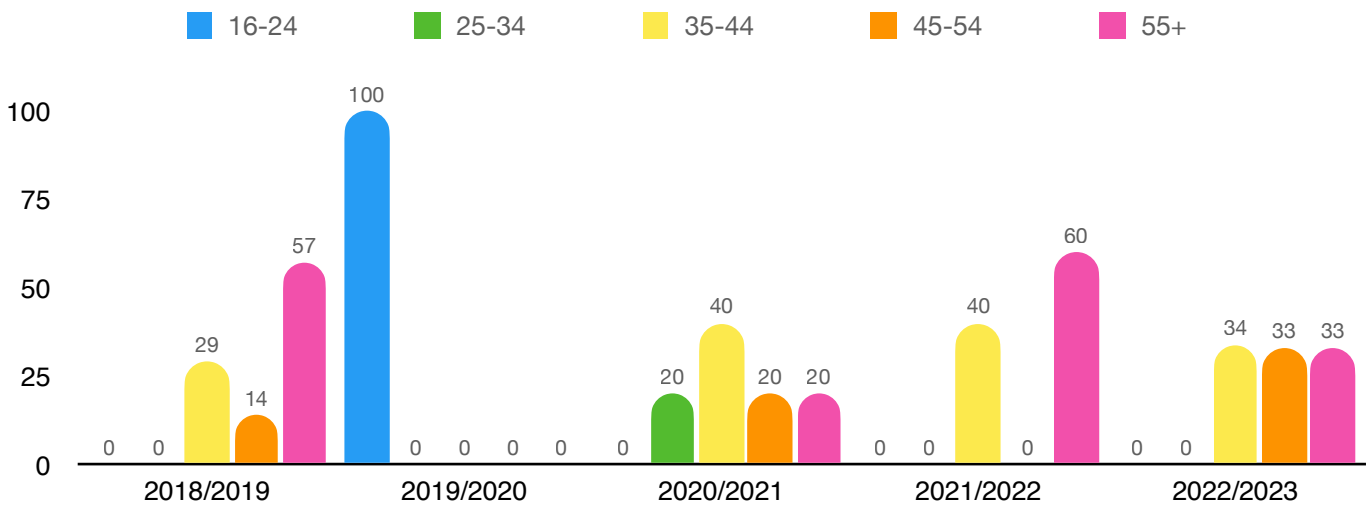
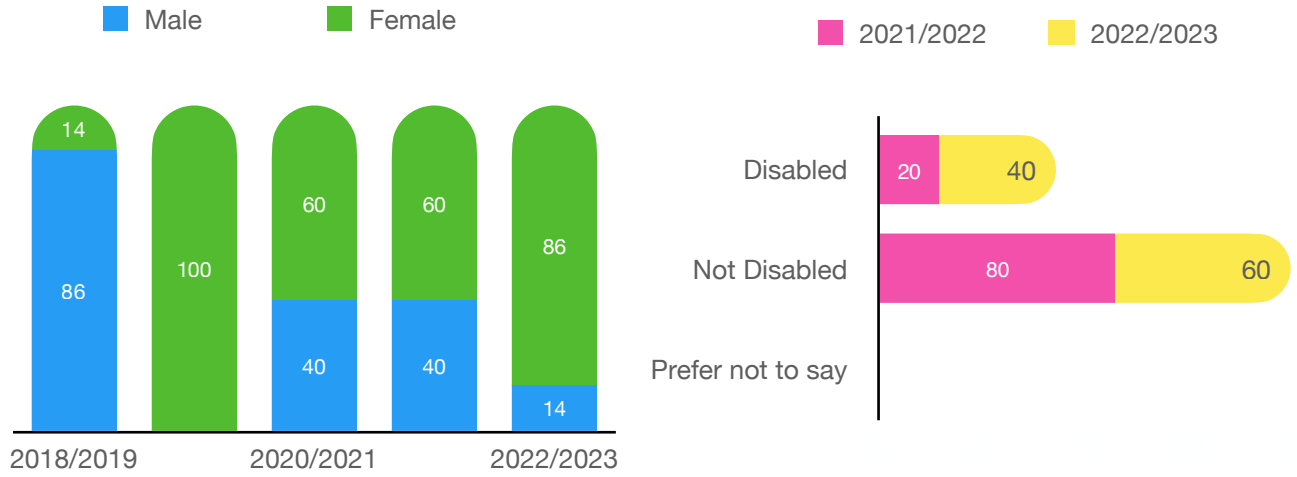
**Staff Disciplinary Investigation Profile Data**



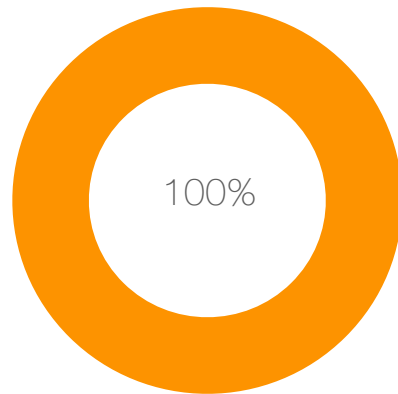
100% of staff subject to a disciplinary investigation were white

\*Data is based on 8 formal disciplinary investigations

### Staff Grievance Investigation Profile Data



100% of staff raising a grievance were white

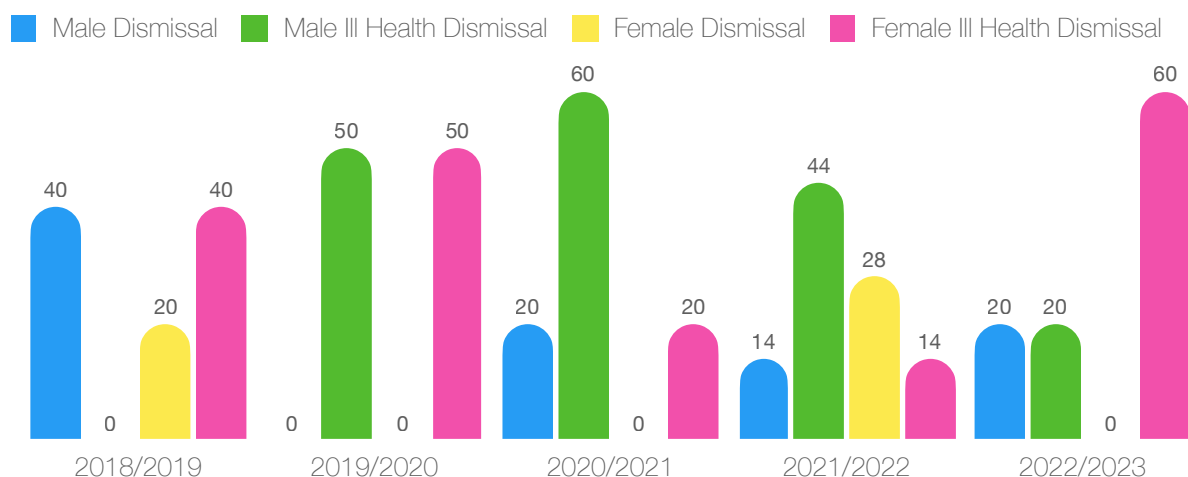


100% of staff raising a grievance were heterosexual/straight

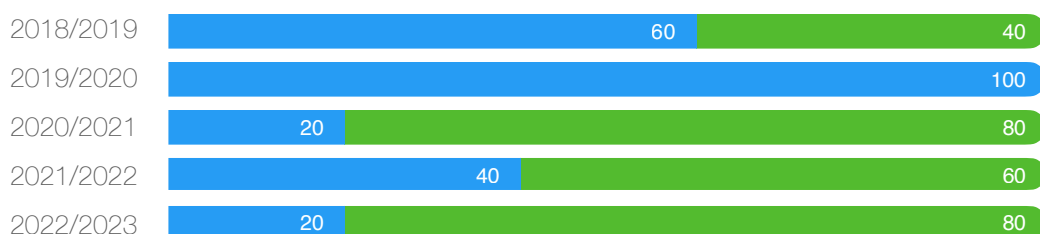
\*Data is based on 5 formal grievance investigations

## Staff Dismissal Profile Data

### Gender Dismissal Profile



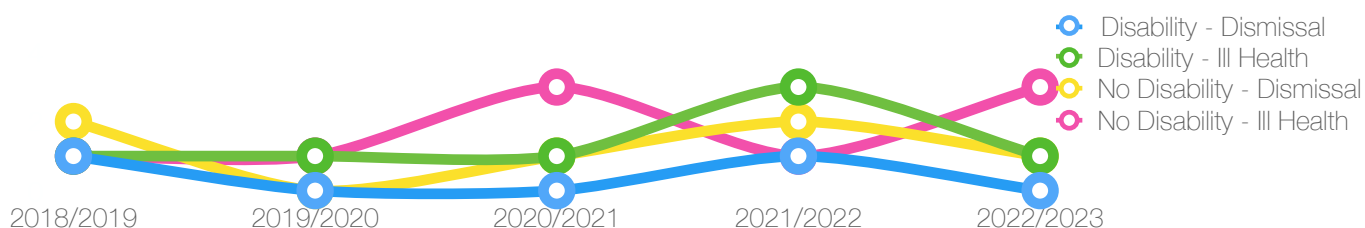
### Ethnicity Dismissal Profile



■ White - Dismissal % 
 ■ White - Ill Health Dismissal % 
 ■ BAME- Dismissal % 
 ■ BAME - Ill Health Dismissal %

### Dismissal - Sexual Orientation %

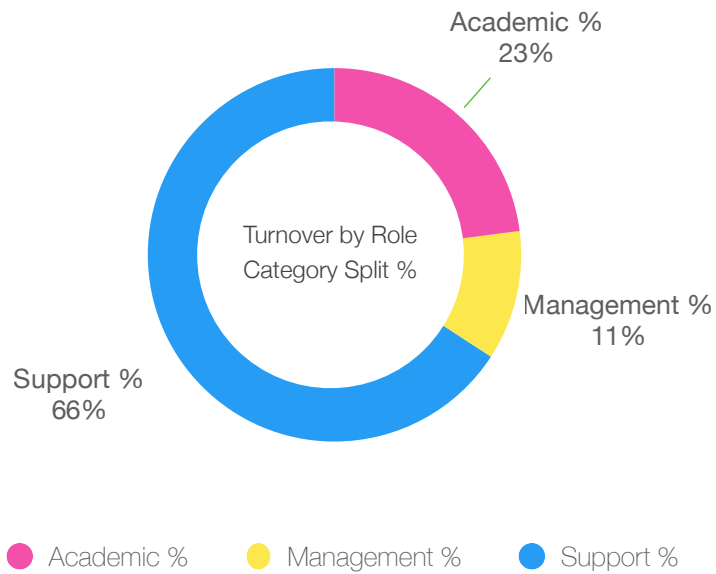
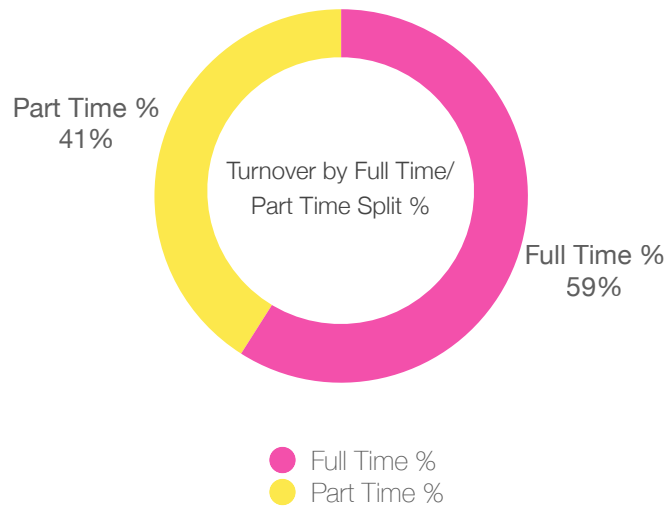
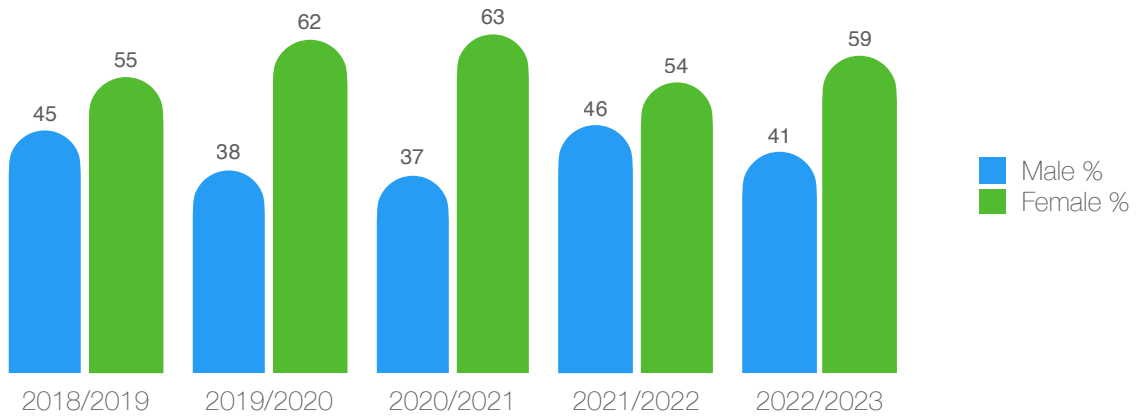
	Heterosexual/ Straight	Prefer not to Say	Not Known	Bi-Sexual	Gay Man	Gay Woman / Lesbian
2018/2019	0%	80%	0%	0%	0%	20%
2019/2020	0%	50%	0%	0%	0%	50%
2020/2021	0%	60%	0%	0%	0%	40%
2021/2022	100%	0%	0%	0%	0%	0%
2022/2023	20%	40%	40%	0%	0%	0%



\*Data for 2022/23 is based on 17 dismissals



### Staff Profile Turnover Data %



## STAFF DATA - MATERNITY AND PREGNANCY

Statutory maternity, paternity and adoption rights in the UK apply both before and after birth or adoption. Mothers, fathers, adoptive parents and same-sex partners are entitled to paternity, maternity or adoption leave and pay and shared parental leave.

Most of the relevant UK legislation is in the Employment Rights Act 1996, the Employment Relations Act 1999, the Employment Act 2002 and the Work and Families Act 2006. Shared parental leave (SPL) arrangements are covered in the Children and Families Act 2014.

Any unfavourable treatment of a woman because of her pregnancy, childbirth or maternity is unlawful and is likely to constitute pregnancy and maternity-related discrimination and may also give rise to a constructive unfair dismissal claim. There may also be a constructive unfair dismissal claim.

All staff who went on maternity leave, returned to work.

The College has processes and procedures in place to support employees returning from maternity leave and to ensure that reasonable contact is maintained during periods of maternity leave. The College will continue to actively support pregnant staff by implementing appropriate risk assessments and regularly reviewing its Family Scheme policies to consider their impact on pregnant staff.

Maternity Leave Age Profile %	
Age Range	All Staff Taking Maternity Leave
16-25	0
26-35	70%
36-45	30%
46-55	0
Over 56	0

Maternity Leave Disability Profile %	
	All Staff Taking Maternity Leave
Disability	7%
No Disability	56%
Not Known	37%

Maternity Leave Sexual Orientation Profile %	
	All Staff Taking Maternity Leave
Heterosexual/ straight	70%
Prefer not to say	0%
Unknown	30%

Maternity Leave Religion Profile %	
	All Staff Taking Maternity Leave
Agnostic	4%
Atheist	0%
Christian - Orthodox	4%
Christian - Protestant	7%
Christian - Roman Catholic	19%
Unknown	44%
Other	8%
Judaism - Reformed	7%
No Religion	7%

## Area of Focus:

### Continue to ensure that staff are supported both during their pregnancy and on their return to work by:

- Working with managers when an employee notifies the college of their pregnancy to ensure that appropriate support is in place for pregnant employees, including ensuring that temporary recruitment to cover the post holder during their maternity leave are planned in advance and alleviate any concerns that the pregnant employee has in relation to their role whilst on maternity leave.
- Promoting 'top tips' within the Family Schemes Policy/Policies to ensure a smooth transition back into the workplace following maternity leave.
- Encourage managers to create a 're-induction' plan for staff returning from maternity leave (with their manager, colleagues and HR team) to help get them up to speed with key changes in the business, meet new colleagues, get relevant training etc.
- Advising line managers to support staff returning from maternity leave with a Wellness Action Plan.
- Promote Flexible Working - Discuss flexible working with staff prior to starting maternity leave and returning from maternity leave.
- Review Flexible Working - As part of the People Plan (Year 3 - 2024/25). The People Services team will be conducting a review of flexible working, with a view to improving existing initiatives.
- Promote provisions available to Fathers. Research by CIPD (2020) shows that encouraging more men to take more time off work to care for their children could help to close the gender pay gap by reducing the negative effects that maternity leave and childcare responsibilities have on women's careers.
- There's also evidence that greater involvement of both parents in their baby's early life leads to long-term benefits and far more even sharing of childcare responsibilities in the long term. To support employees to share childcare responsibilities from the outset Lincoln College have implemented the following changes.
  - Enhanced their Family Schemes Policy to enable expectant fathers and partners of pregnant women to take paid time off work to attend two antenatal appointments with the expectant mother.
  - Enhanced their Family Schemes Policy in the case of adoption. The secondary adopter is now entitled to take paid time off to attend two adoption meetings (enhanced from unpaid).
  - Ensure that all expectant mothers are aware of the provision to take shared parental leave when they notify the college of their pregnancy. These discussions will now also be incorporated into conversations with male employees when they submit a request for paternity leave. Expectant fathers will also be made aware of other support available to them in terms of sharing childcare responsibilities.
  - Promote that the Special Leave Policy allows all staff, regardless of gender, to take dependants leave.





## **STAFF DATA - WHATS NEXT?**

Promoting and supporting diversity in the workplace is an important aspect of good people management - it's about valuing everyone in the organisation as an individual. However, to reap the benefits of a diverse workforce it's vital to have an inclusive environment where everyone feels able to participate and achieve their potential. While UK legislation – covering age, disability, race, religion, gender and sexual orientation among others – sets minimum standards, an effective diversity and inclusion strategy goes beyond legal compliance and seeks to add value to an organisation, contributing to employee well-being and engagement (CIPD:2020).

Lincoln College will continue to analyse the data from this report and put actions in place where necessary to ensure that it continues to be an organisation that promotes and supports equality, diversity and inclusion for both staff, students and job applicants.