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Colleges and public 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.

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.

LINCOLN COLLEGE

EQUALITY DUTY

ANNUAL REPORT 2019/20



EQUALITY DUTY ANNUAL REPORT INTRODUCTION

Colleges and public 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.

The three 'arms' of the PSED are shown in the boxes opposite. Those subject to the PSED must, in the exercise of their functions, have due regard to the 'arms' of the duty.

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

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 into the design of policies and the delivery of services, including internal policies, and for these issues to be kept under review.

EQUALITY ACT 2010

Eliminate unlawful discrimination, harassment, victimisation and any other conduct that is prohibited by, or under, the Equality Act 2010.

EQUAL OPPORTUNITY

Advancement of equality of opportunity between persons who share a relevant protected characteristic and those who do not.

GOOD RELATIONS

Foster good relations between persons who share a relevant protected characteristic and those who do not.



THE EQUALITY DUTY: LINCOLN COLLEGE

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 users should find that it carries out its core business more efficiently. A workforce that has a supportive working environment is more productive. Many organisations have also found it beneficial to draw on a broader range of talent and to better represent the community that they serve. It should also result in better informed decision-making and policy development. Overall, it can lead to services that are more appropriate to the user, and services that are more effective and cost-effective. This can lead to increased satisfaction with public services.

Lincoln College Action to meet the general and specific duties: The college will make a commitment to the following:



IDENTIFY AND ELIMINATE

Identifying and eliminating discriminatory practices, harassment and victimisation.



ADVANCE

Setting equality objectives to advance equality and diversity practice.



DEVELOP

Developing and monitoring the awareness and understanding of issues concerned with equality of opportunity.



RECOGNISE

Recognising and challenging our own attitudes and assumptions.



CHALLENGE

Challenging the language and attitudes of others if appropriate.



SUPPORT

Supporting those who appropriately challenge oppression.



TRAIN

Providing relevant training for students and staff development opportunities.



INFORM

Providing information and resources on equality and diversity and good practice.



COMMIT

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.



FOSTER

Facilitate groups to foster good relations between individuals from different protected characteristics.

VISION, MISSION, CORNERSTONES & VALUES GUIDING BEHAVIOURS

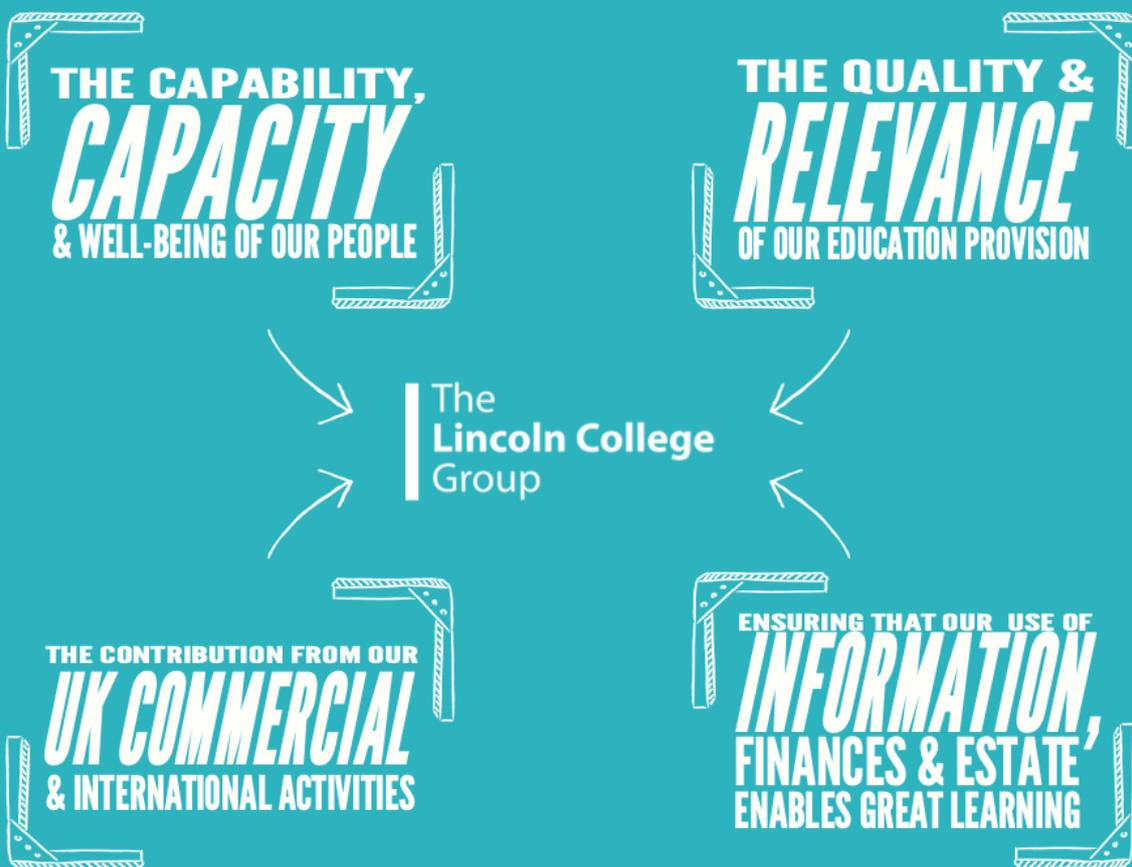
VISION

To be an extraordinary organisation whose talented students, staff, governors and alumni ensure that it adds recognised social and economic value to its local communities by providing high quality education and training and making people exceptionally well prepared for work, potentially via higher education.

MISSION

Employer-led; producing a highly skilled and productive local workforce.

CORNERSTONES OF SUCCESS



VALUES GUIDING BEHAVIOURS



ABOUT US

Lincoln College is a large general further education (GFE) College and is one of six GFE Colleges in the county of Lincolnshire. It has three main campuses: two in Lincolnshire (Lincoln and Gainsborough) plus one in Newark in the County of Nottinghamshire.

The College also provides courses in the community at a number of county venues. The College encompasses multiple employer led programmes including Britain's first Air & Defence College (A&DC) in Lincoln and a sector leading engineering project "Made in Gainsborough" that adds to the Construction College.

The College has its own work based learning contract, offers Work Place Learning, and a growing range and volume of apprenticeships both directly and via a consortium of sub-contractors that it manages. The College is part of Lincoln College Group which currently includes Colleges in the Kingdom of Saudi Arabia and international delivery on mainland China. Lincoln College has strong partnerships and links with employers, which benefits the learners by maximising the relevance of the curriculum and making them more employable. A growing number of programmes are being designed by and for employers such as the Made in Gainsborough and Air and Defence College. Supported by large amounts of commercial income, learners are able to gain valuable experience, developing employability skills in real world contexts, leading to strong outcomes and destinations.

The college provides a safe, secure and inclusive environment for all its learners, who display a sound understanding of Prevent, Fundamental British Values and Equality & Diversity.

All new members of staff receive mandatory equality and diversity training, and are asked to complete a Level 2 qualification in Equality and Diversity and Mental Health Awareness.

The college has well established resources for collecting a range of data and uses this routinely and systematically as part of the self-assessment process.

Reports based on data are periodically requested for all significant meetings and equality and diversity is featured as a standard item on "School and Unit" meeting agendas.

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 College publishes its equality objectives which are reviewed and monitored by the Equality Working Group. The Equality Working Group also reviews equality data to ensure that objectives are relevant and that we are focusing on reducing achievement gaps.



EQUALITY AND DIVERSITY 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. These are underpinned at a unit and school level to provide a focus of awareness on issues that could potentially impact on a positive learner and employee experience. The college will robustly challenge unfair discrimination, prejudice, harassment and discrimination across every aspect of the organisation.

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	✓	✓	
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	✓	✓	
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	✓	✓	
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	✓	✓	
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	✓	✓	
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	✓	✓	
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	✓	✓	
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 st or 2:1 classification	Disability	✓	✓	
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	✓	✓	



LINCOLN COLLEGE

LEARNER DATA

ANNUAL REPORT 2019/20

ACHIEVEMENT RATE TREND SUMMARY

Year	Learners	Achievement	NAR	Retention	NAR	Pass	NAR
2015-16	2883	69%	78%	88%	91%	79%	86%
2016-17	2629	79%	80%	92%	91%	87%	88%
2017-18	2725	82%	80%	91%	91%	90%	88%
2018-19	3784	87%	85%	92%	92%	94%	92%
2019-20	4161	89%	90%	93%	93%	96%	96%

Disability/ Learning Difficulty	2016/17	2017/18	2018/19	2019/20	National Benchmark 2019/20	Comparison to 2018/19	Comparison to 2019/20 whole College achievement (88)
Aspergers	81	80.9	84.6	87.2	90.5	2.6	-0.8
Autism	85	84.4	87.6	91	89.6	3.4	3
Disability affecting Mobility	81	77.4	91.6	92.2	89.8	0.6	4.2
Dyscalculia	70	74.1	92.6	88.9	88.9	-3.7	0.1
Dyslexia	77	82.7	88.7	89.8	89.3	1.1	1.8
Hearing Impairment	80	84.1	86.8	91.1	89.6	4.3	3.1
Mental Health	72	73.9	83.8	85.5	88.6	1.7	-2.5
Moderate Learning Difficulty	83	82.2	84.9	86.1	90.9	1.2	-1.9
Other Disability	85	69.2	89.2	93.4	90.1	4.2	2.1
Other Learning Difficulty	91	88.6	88.4	89.8	90.2	1.4	1.8
Other Medical	80	87.3	86.5	91.5	89.6	5	3.5
Other Physical Disability	88	76.7	90.7	93.3	89	2.6	5.3
Other Specific Learning Difficulty	81	83	81.6	92.6	89.5	11	4.6
Profound (complex)	71	87.5	100	100	94.2	0	12
Severe Learning Difficulties	79	91.2	83.3	66.7	88.1	-16.6	-21.3
Social and Emotional Difficulties	79	75	80.3	83.9	89.6	3.6	-4.1
Speech, Language and Communication Needs	69	93.2	88.5	63.6	91.0	-24.9	-24.4
Temporary Disability	60	66.7	100	87.5	90.8	-12.5	-0.5
Visual Impairment	85	88.9	93.9	92.3	90.3	-1.6	4.3

LEARNER PROFILES: DISABILITY

The whole College achievement rate for students with a disability is 89% which is a 2% increase on 2018/2019 and is 1% lower than the National Achievement Rate (NAR). Overall, students with a disability are above in achievement when compared with those at the College without a disability by 1%, which is an improvement on 2018/2019 figures where students with a disability were below the achievement rate of those without a disability. 29% of learners have declared a Special Educational Need and/or Disability (SEND)

The data has been scrutinised on any area that has more than 10 learners. Mental Health was a particular focus in 2019/2020 and has continued to improve by 1.7%, but is 1.1% below the NAR and 2.5% below the overall College achievement. The other area that requires focus and attention, which is closely linked to Mental Health, is Social and Emotional Difficulties as whilst achievement has risen by 3.6% from 2018/2019 this category is 4.1% behind the overall College achievement.

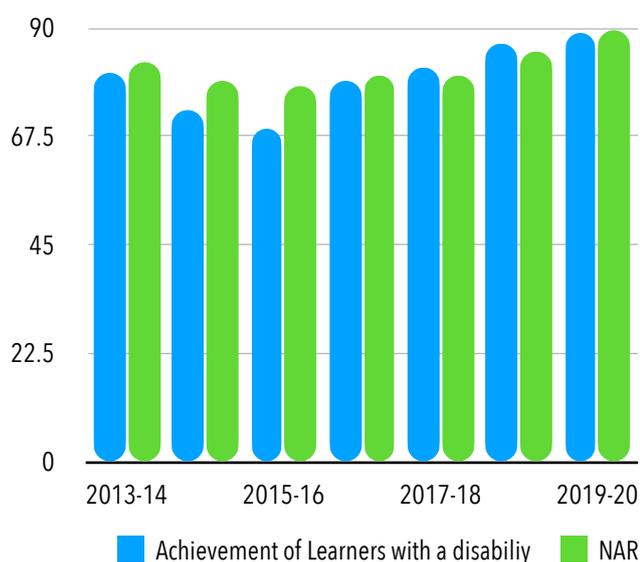
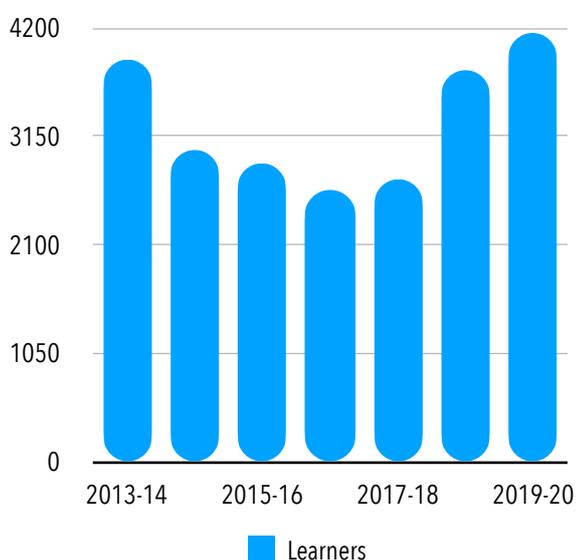
Moderate Learning Difficulty (MLD) warrants further scrutiny, however it should be noted that the local authority for Lincolnshire has

reported that this category is widely used across the county incorrectly as individuals identify themselves as MLD. These figures have improved from 2018/2019 and the gap between this category and whole College achievement has reduced.

There are notable increases in achievement for learners with a Disability Affecting Mobility and Other Physical Disability. The increases can be seen from 2018/2019 achievement and these learners are also achieving above the whole College achievement average by 4.2% and 5.3% respectively.

Lincoln College Equality and Diversity of Objective April 2020 - March 2024:

- 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%)
- 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 1st or 2:1 classification



LEARNER PROFILES: POSITIVE OUTCOMES

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

Head Area	SEND	2019/2020 Achievement rate	NAR	% above NAR
Creative Arts	Asperger's	96.6	92.9	3.7

Head Area	SEND	2019/2020 Achievement rate	NAR	% above NAR
Construction	Autism	95.7	89.6	6.1
Creative Arts	Autism	92.9	90.6	2.3
Engineering and Technology	Autism	90	85.6	4.4
Hair and Beauty and Computing	Autism	95.8	91	4.8
Sports and Service Sector	Autism	95.7	88.4	7.3

Head Area	SEND	2019/2020 Achievement rate	NAR	% above NAR
Construction	Dyslexia	90.8	89.8	1
Creative Arts	Dyslexia	95.1	90.8	4.3
Hair and Beauty and Computing	Dyslexia	93.8	90.1	3.7
Sports and Service Sector	Dyslexia	92.9	89.2	3.7

Head Area	SEND	2019/2020 Achievement rate	NAR	% above NAR
Academic Study Programmes	Mental Health	90.9	84.6	6.3
Creative Arts	Mental Health	94.7	81.5	3.2
Sports and Service Sector	Mental Health	91.1	89.2	1.9

Head Area	SEND	2019/2020 Achievement rate	NAR	% above NAR
Creative Arts	Other Medical Condition	95.1	92.1	3
Hair and Beauty and Computing	Other Medical Condition	90.8	90.7	0.1
Sports and Service Sector	Other Medical Condition	95.9	89.4	6.5

REQUIRES FURTHER ANALYSIS

The following areas of the College need further investigation as they are below both the College average achievement rate and NAR.

Head Area	SEND	2019/2020 Achievement rate	NAR	% below NAR
Hair and Beauty and Computing	Asperger's	87	90.9	-3.9

Head Area	SEND	2019/2020 Achievement rate	NAR	% below NAR
Supported Education	Autism	87.3	93.7	-6.4

Head Area	SEND	2019/2020 Achievement rate	NAR	% below NAR
AEB and Commercial	Disability affecting mobility	78.4	91.4	-13

Head Area	SEND	2019/2020 Achievement rate	NAR	% below NAR
AEB and Commercial	Dyslexia	77.7	90	-12.3
Business, English and Maths	Dyslexia	82.9	86.6	-3.7
Engineering and Technology	Dyslexia	86.5	87.3	-0.8
Supported Education	Dyslexia	87.7	94.8	-7.1

Head Area	SEND	2019/2020 Achievement rate	NAR	% below NAR
AEB and Commercial	Mental Health	75	91	-16
Hair and Beauty and Computing	Mental Health	85.1	90.7	-5.6

Head Area	SEND	2019/2020 Achievement rate	NAR	% below NAR
Supported Education	Moderate Learning Difficulty	82.1	95.7	13.6

Head Area	SEND	2019/2020 Achievement rate	NAR	% below NAR
AEB and Commercial	Other Medical Condition	87.2	91.4	-4.2
Construction	Social and Emotional Difficulties	75.5	89.5	-14

Head Area	SEND	2019/2020 Achievement rate	NAR	% below NAR
Construction	Social and Emotional Difficulties	75.5	89.5	-14

LEARNER PROFILES: HIGH NEEDS

High needs achievement data at 92.2% continues to remain above NAR and the College achievement rate. Only 26% of High Needs students are female which continues to be a trend, with last year's data where the figure was slightly higher at 32%. The females in this category have achieved at a rate of 93.8% which is above the NAR and College achievement rate. The males in this category have achieved at a rate of 91.6% which is also above the NAR and College achievement rate. Comparing this data to 2018/2019 the achievement gap has now closed where historically males were underachieving compared to females. 45% of the High needs learners were in Supported Education, with the remaining 55% spread across the mainstream provision.

92.2%

High Needs Achievement Data

High needs achievement data at 92.2% continues to remain above NAR and the College achievement rate

High Needs Achievement Male/Female Data

93.8 % - Female achievement rate

91.6 % - Male achievement rate

LEARNER PROFILES: APPRENTICESHIPS

In 2016/2017 the self-disclosure rate of apprentices declaring SEND was at a rate of 6.25%. This increased by 9% in 2017/2018 and has rose slightly again to 12.9% in 2018/2019. 2019/2020 sees the rate stabilise at 12% so further work is required to understand the difference between the whole College rate at 29%.

Reviewing the SEND categories there are insufficient learners in each to identify any specific problems related to SEND.

Of the 509 learners who achieved their framework, 43% are 16-18 years old, 28% are 19-23 years old and 29% are 24 years old and over. Of the 509 learners, 34% are female and 66% are male.

90% of apprentices are White British with an achievement rate of 58.5% compared to a NAR of 65.7%. 10% of apprentices are of Black and Minority Ethnic Heritage with an achievement rate of 59.6% compared to a NAR of 65.1%. There is an achievement gap between both groups and the National framework achievements overall.

LEARNER PROFILES: ETHNICITY

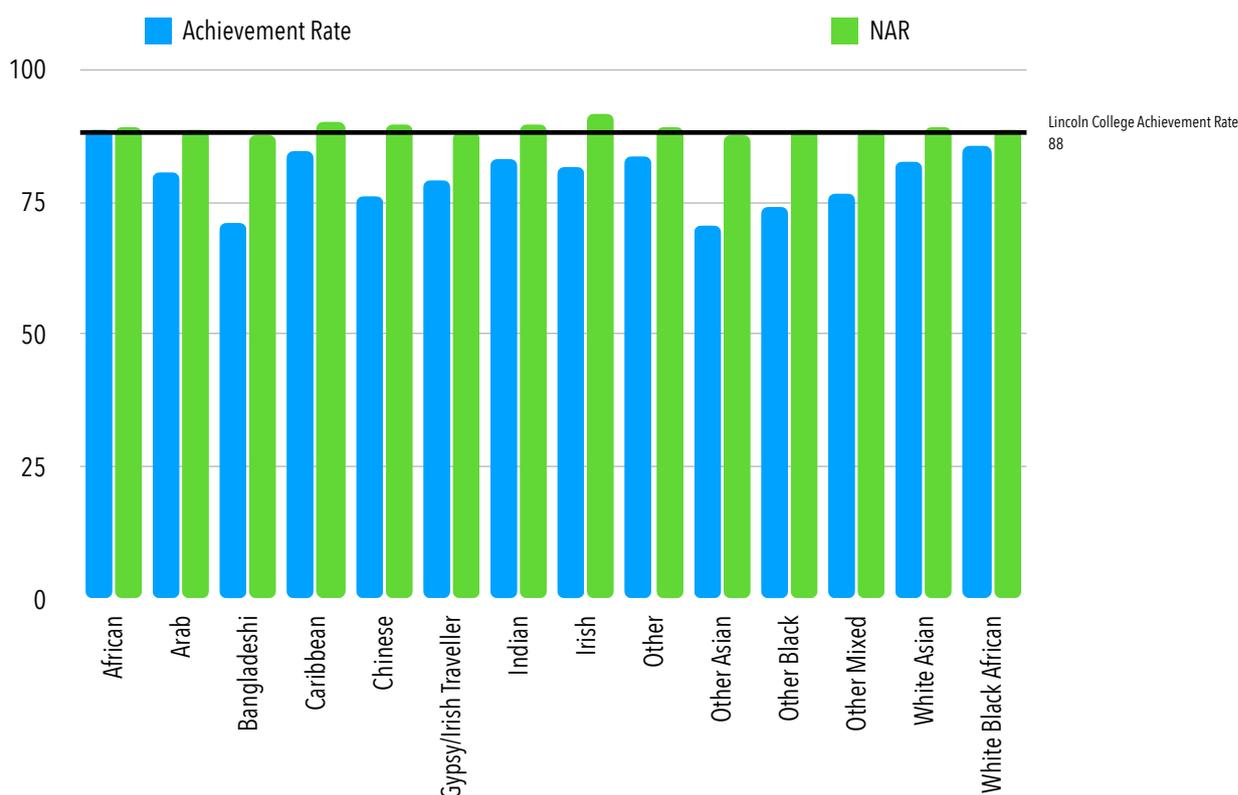
In 2019/2020 achievement for White British learners increased and is recorded as 89.6% compared to the College achievement rate at 88% and NAR at 89.5%. The achievement for Black and Minority Ethnic Heritage learners is recorded as 80.4% which is below the NAR at 88.6% and the College overall achievement rate. It would appear that the gap is widening between these categories, however low numbers can skew the data and this group makes up 16.8% of the overall student population.

Lincoln College Equality and Diversity of Objective April 2020 - March 2024:

- 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
- Reduce the ratio of BAME to White 'part-time' students across the college's HE programmes from 1:25 to 1:25 to 1:16 by March 2024.
- Increase the continuation rate of BAME students by identifying, understanding and addressing factors influencing their studies from 83.3% to 90% by March 2024

The following ethnicities are falling below the NAR:

Ethnicity	No. of leavers	Ethnicity	No. of leavers
African	62	Irish	22
Arab	41	Other	167
Bangladeshi	31	Other Asian	98
Caribbean	26	Other Black	35
Chinese	50	Other Mixed	72
Gypsy/Irish Traveller	24	White Asian	64
Indian	24	White Black African	91

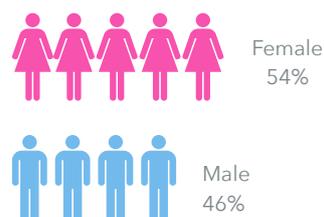


All Classroom by Ethnicity

Academic Year	Leavers		Achievement %		Retention %		Pass %	
	White British	BME	White British	BME	White British	BME	White British	BME
2013-14	12729	2184	82%	82%	90%	94%	91%	87%
2014-15	9339	2064	75%	79%	90%	95%	83%	83%
2015-16	8404	1913	72%	81%	87%	91%	83%	88%
2016-17	7271	2118	82%	82%	94%	94%	88%	88%
2017-18	7093	2550	84%	84%	91%	92%	93%	92%
2018-19	10628	2407	88%	84%	92%	92%	96%	91%
2019-20	11756	2424	90%	80%	93%	90%	97%	89%

LEARNER PROFILES: GENDER

The student population is split 54% females and 46% males which is the same split as in 2018/2019. Females have achieved at a rate of 87.4% against the NAR at 89.5%. Males have achieved at a rate of 88.6% against the NAR at 89.2%.



LEARNER PROFILES: AGE

63% of the College student population are 16-18 years old and are achieving above the College average at 92% against a NAR of 89.3%. This is an upward trend from 2018/2019 figures.

37% of College students are 19+ years old and are achieving below the College average by 7.1% at 80.9% against a NAR of 89.4%. The figures in this area have continued to decline from 2018/2019.

Lincoln College Equality and Diversity of Objective April 2020 - March 2024:

- 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
- 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

LEARNER COMPLAINTS AND GRIEVANCE DATA

Ethnicity and disability data for 2019/2020 comprise of the following (previous year data in parentheses):

	Ethnicity*		Disability*	
	White British	Not British	No disability	Has a disability
Lincoln	48 (37)	1 (2)	26 (14)	23 (25)
Newark	5 (2)	0 (0)	0 (2)	0 (0)
Gainsborough	2 (1)	0 (0)	2 (1)	0 (0)

* 5 complaint records from Lincoln and 3 from Newark were incomplete and did not record ethnicity or disability information.

The overall number of complaints received during 2019/2020 increased compared to 2018/2019, from 42 to 64; a 52% increase. The number of complainants with a disability declined from 25 to 23, therefore, being below the general rate of increase in complaints. As in 2018/2019, no complaints were received at Newark and Gainsborough campuses from learners or others with a disability. Analysis of data, illustrates that the ethnicity of complainants tended to remain in line with previous years.

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

- Conduct of staff members towards learners
- Admissions and course entry
- Enrolment and induction information
- Meeting learner support needs
- Size of classroom and lack of furniture
- Staff absence
- Entry to November resits
- Calculated grades

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 learners come from more complex circumstances and can lack a stable home life. The achievement rate for this group is above both the College average at 91.1% against a NAR of 89.9%.

FREE COLLEGE MEALS

Although not a protected characteristic, it is worth monitoring the achievement of this group of learners 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 above the rate as the College average at 94.1% against a NAR of 89.3%.



LINCOLN COLLEGE

STAFFING DATA

ANNUAL REPORT 2019/20

STAFF DATA - GENDER PROFILES

The data below shows the Lincoln College staff profiles in terms of gender. There has been no significant change in the gender profile of the College which is 58% female and 42% male; this has remained almost static over a 5 year period.

Females make up 58% of the workforce however the data shows a downwards trend in females being employed in both management and academic position. In management positions, female staff numbers declined by a further 2% to 45% (gradual decline of 9% over the last 5 years). Academic posts saw a decline of 3% in female staff (down by 5% over the last 5 years). Males make up 52% of the academic workforce, with females accounting for 48%. Females continue to make up a high percentage of staff employed in support roles with a 65% to 35% female to male split.



GENDER PAY GAP

Regulations introduced in 2017 require public, private and voluntary sector organisations, with 250 or more employees on a specified 'snapshot date' relevant to their sector, to report annually on their gender pay gap, using six different measures. The calculations are based on a 'snapshot date' of 31 March for public sector organisations, and 5 April for the private and voluntary sectors.

1. Mean gender pay gap - The difference between the mean hourly rate of pay of male full-pay relevant employees and that of female full-pay relevant employees
2. Median Gender Pay Gap - The difference between the median hourly rate of pay of male full-pay relevant employees and that of female full-pay relevant employees
3. Mean Bonus Gap - The difference between the mean bonus pay paid to male relevant employees and that paid to female relevant employees
4. Median Bonus Gap - The difference between the median bonus pay paid to male relevant employees and that paid to female relevant employees
5. Bonus Proportions - The proportions of male and female relevant employees who were paid bonus pay during the relevant period
6. Quartile Pay Bands - The proportions of male and female full-pay relevant employees in the lower, lower middle, upper middle and upper quartile pay bands

Each measure gives a slightly different take on an organisations gender pay gap, but each is more meaningful if read alongside the others and in the context of overall HR and payroll policies and practices, such as training and development, or recruitment and selection.

Lincoln College's overall Gender Pay Gap (GPG) at the time of writing is as follows:

Mean:

2019: 14.9%, compares to 16.3% UK average
2020: 14.9%, compares to 14.6% UK average

Median:

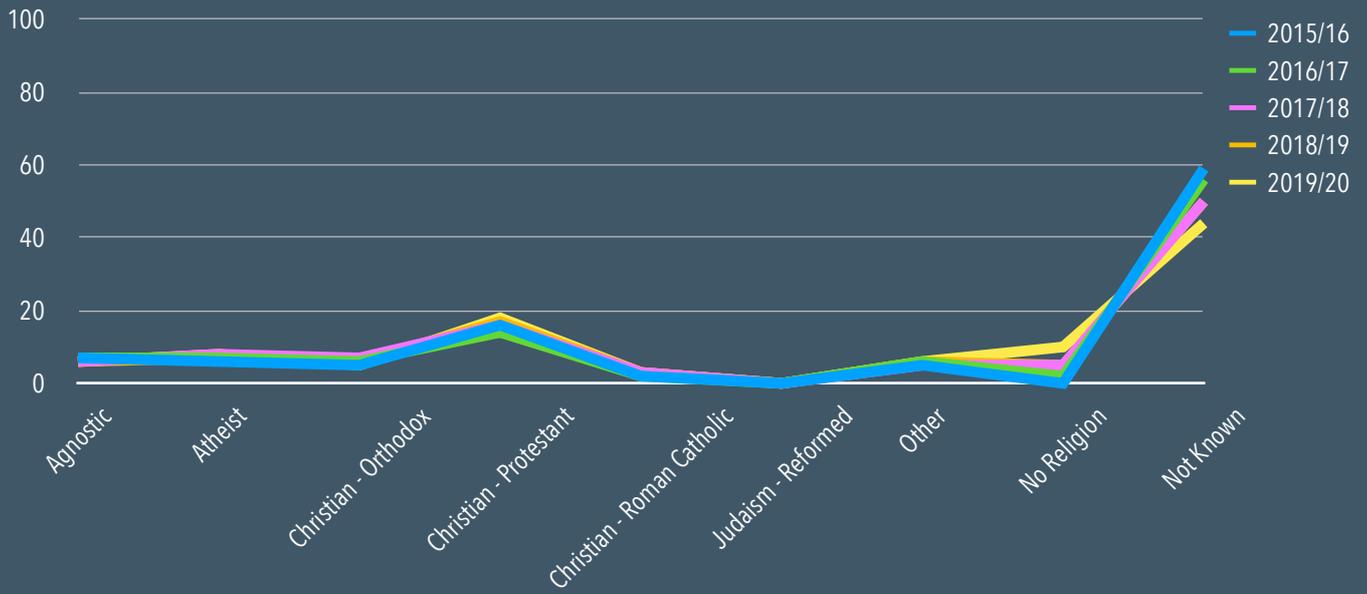
2019: 15.6%, compares to 17.4% UK average
2020: 17.5%, compares to 15.5% UK average

The Lincoln College GPG (31 March 2020) is still attributed to proportionally more females in the lower pay quartiles i.e. 68% female in Quartile 1 with a GPG of -4% (in favour of females) and 65% female in Quartile 2 with a GPG of 1.5%; and a higher proportion of higher earning males in Quartile 4 i.e. 47% female yet a GPG of 10.2%.

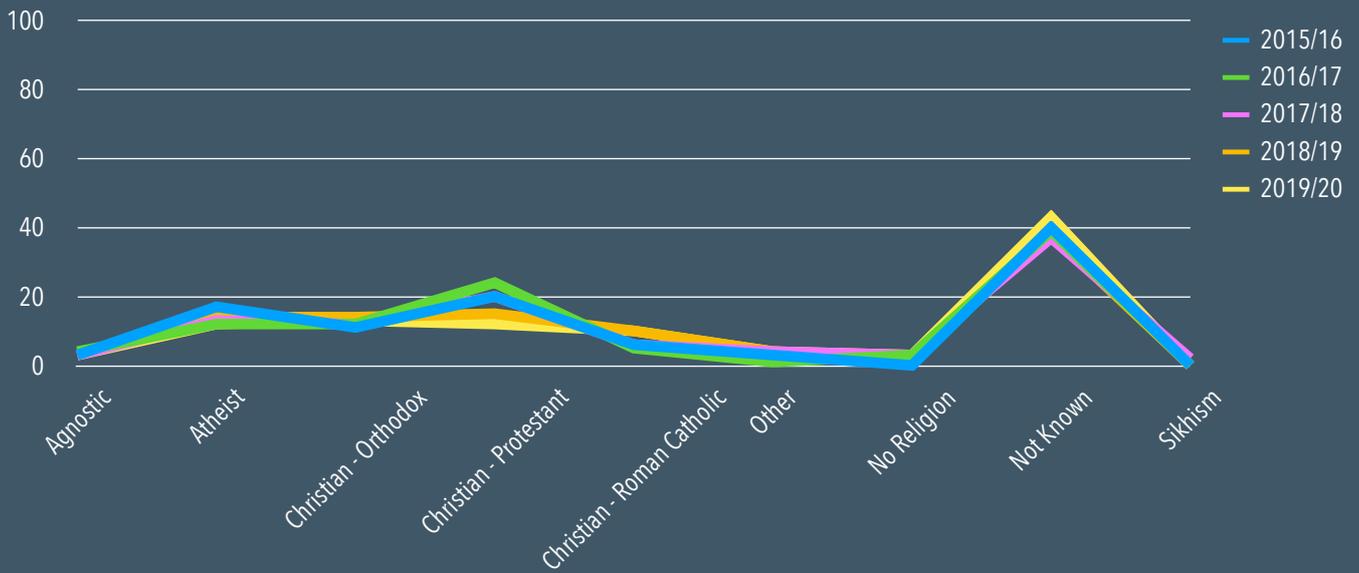
Lincoln College Equality and Diversity of Objective

April 2020 - March 2024 - Reduce the gender pay gap from 14.9% to 12% by March 2024 (UK gender pay gap is 17.2% currently (mean)).

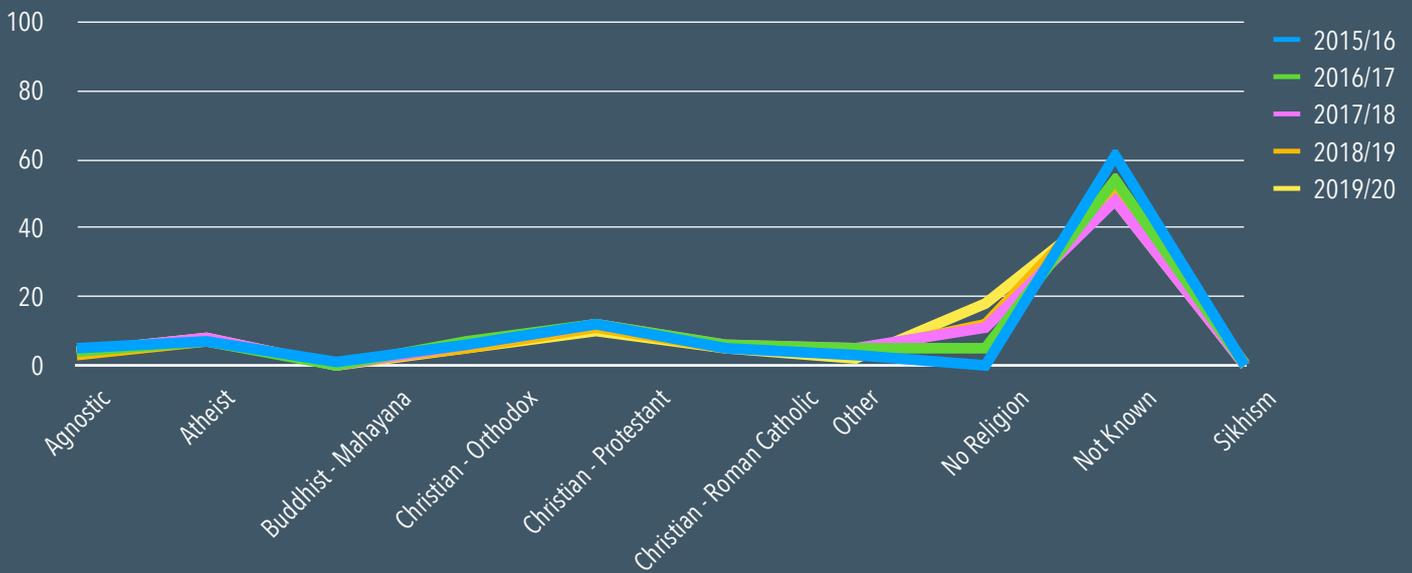
Academic Staff Religion Data



Management Staff Religion Data



Support Staff Religion Data



STAFF DATA - RELIGION PROFILES

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. Protection is given to those with any religion, or any religious or philosophical beliefs as well as those without a religion or belief. There is no definitive list of religions or beliefs.

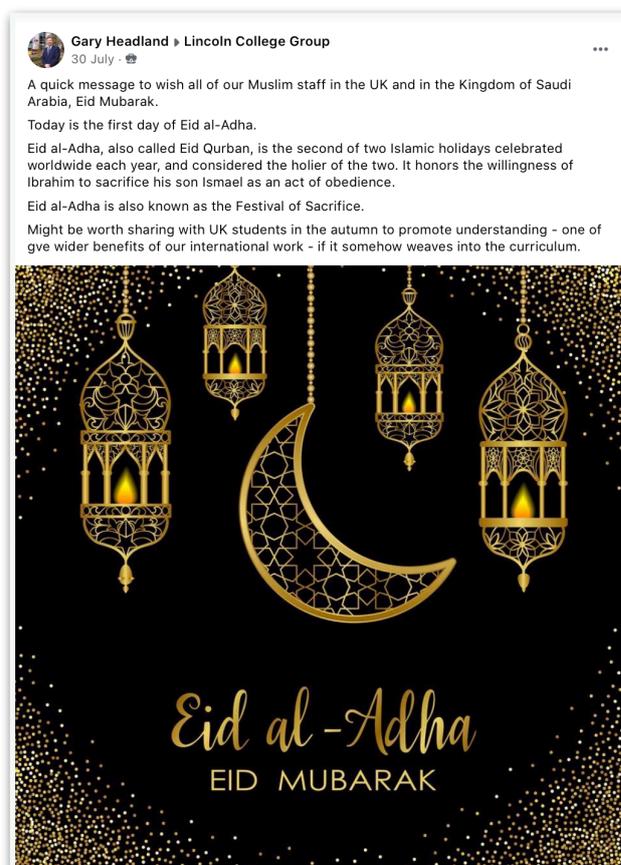
The legislation doesn't give a list of groups that are covered but case law has confirmed that the following religions or beliefs have been covered under the discrimination provisions: Muslim, Christian, Hindu, Jewish, Sikh, Buddhist, Pagan, Humanist and Atheist beliefs. Other beliefs which have been protected by the Act include: environmental or 'green' beliefs in the importance of climate change, animal welfare, anti-hunting, spiritualism, and beliefs in the psychic field. Some political beliefs have been found to be protected by the Equality Act. Separately, the law now provides that those dismissed for their political affiliations can claim unfair dismissal - even if they've not met the qualifying period of two years' employment normally required before bringing a claim.

Lincoln College staff are able to access and update their sensitive information, including religion through the iTrent Employee Self Service system.

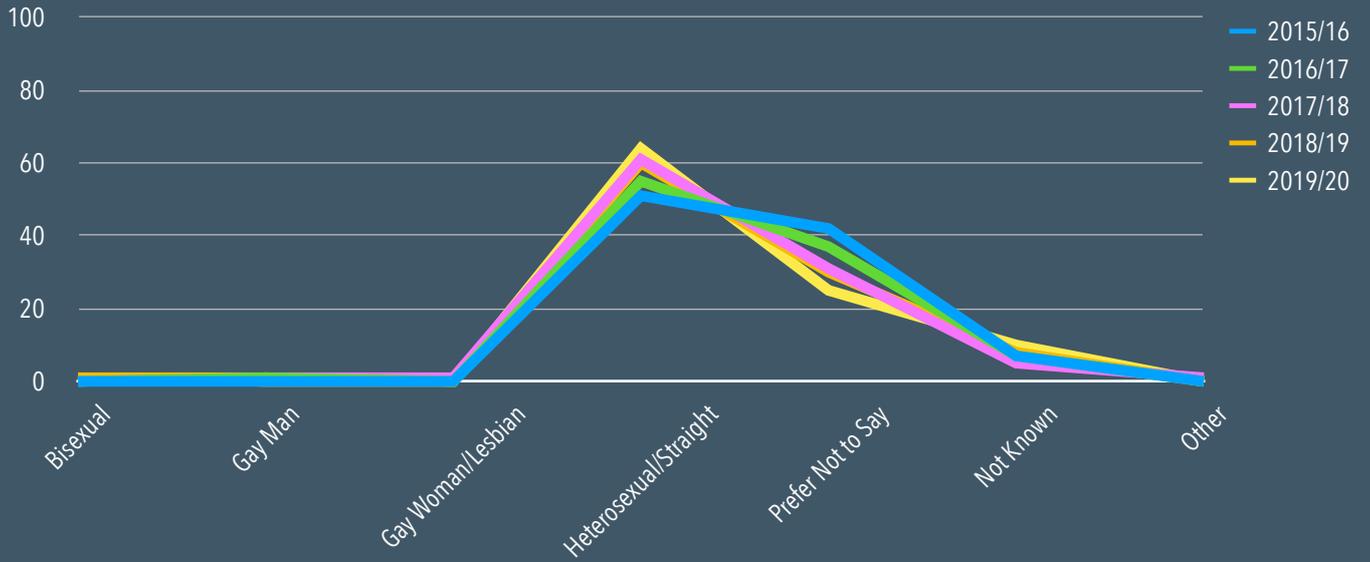
46% of staff have not declared a religion which is an improvement of 4% based on the 2018/19 data.

Staff declaring that they had no religion was the highest of all declarations (14%). This was followed closely by Christian - Protestant (13%).

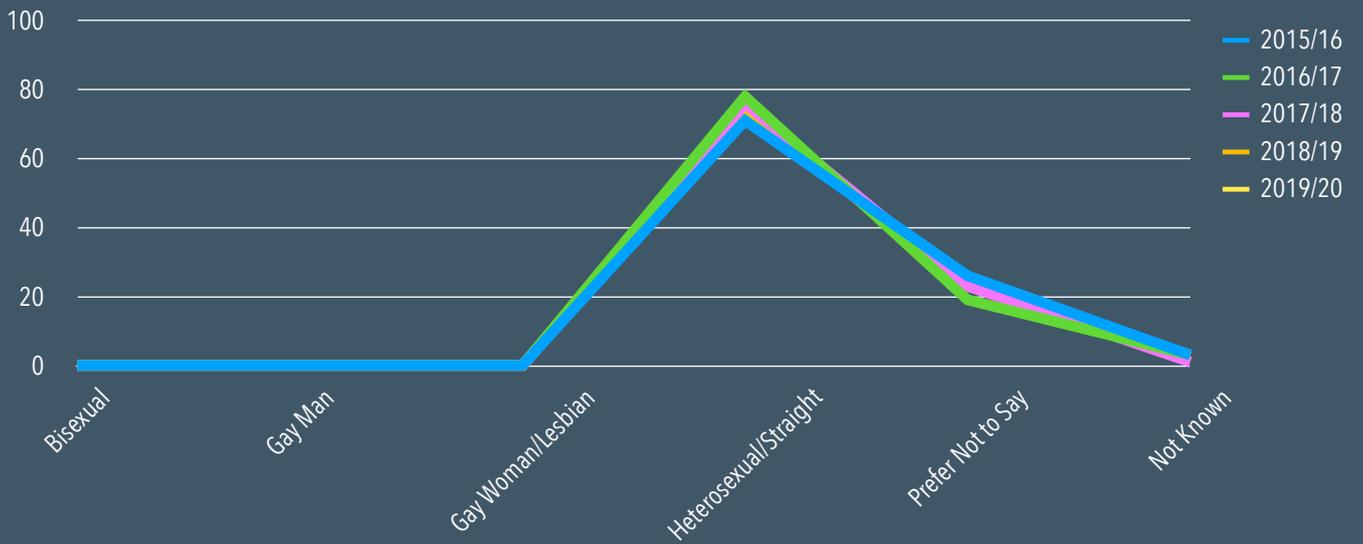
Religion Data - All Staff	2019/20
Agnostic	4
Atheist	9
Buddhist - Mahayana	0
Christian - Orthodox	6
Christian - Protestant	13
Christian - Roman Catholic	5
Judaism - Reformed	0
Other	4
No Religion	14
Not Known	46
Sikhism	0



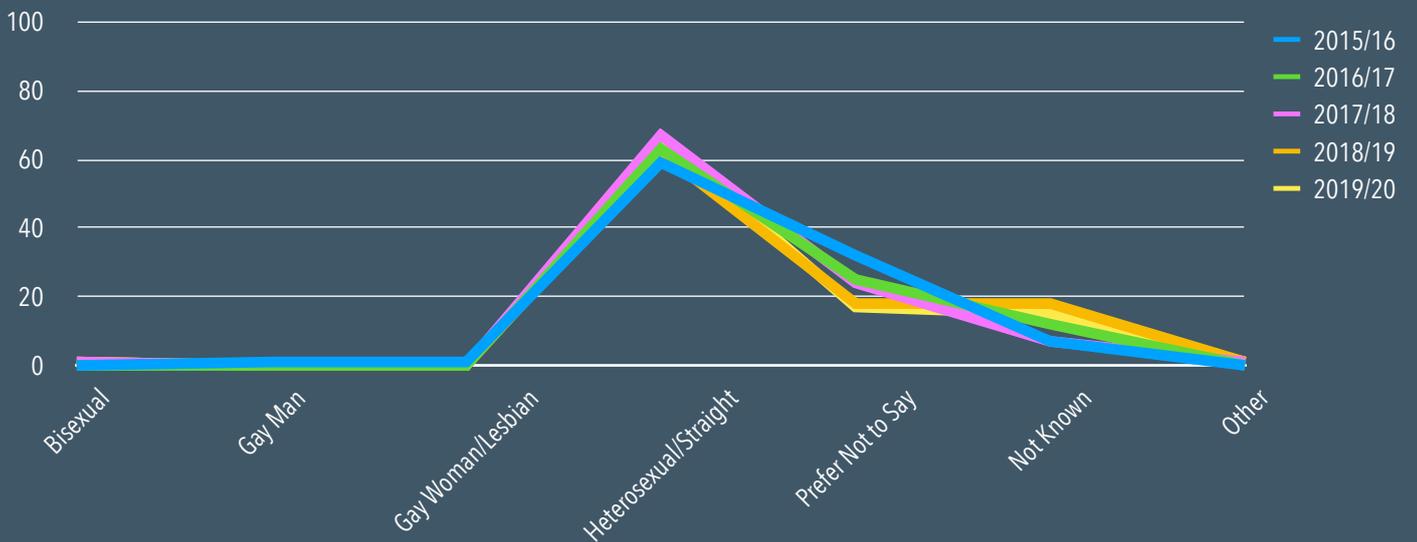
Academic Staff Sexual Orientation Data 2015 - 2020



Management Staff Sexual Orientation Data 2015 - 2020



Support Staff Sexual Orientation Data 2015 - 2020



STAFF DATA - SEXUAL ORIENTATION

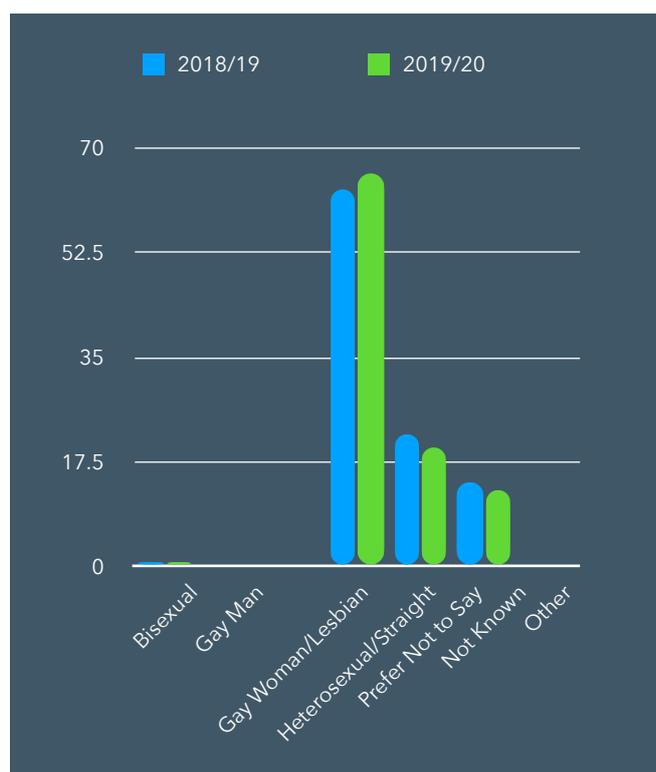
There are four different types of discrimination related to the protected characteristic of sexual orientation, and no minimum length of continuous employment is necessary for a discrimination claim to be made. Sexual orientation discrimination and gender reassignment discrimination are both illegal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

Stonewall defines sexual orientation as 'a person's emotional, romantic and/or sexual attraction to another person'. Discrimination arises when someone is treated less favourably because of their sexual orientation. Sexual orientation and discrimination protection has nothing to do with someone's sexual practices. Stonewall defines gender identity as a person's innate sense of their own gender, whether male, female or something else, which may or may not correspond to the sex assigned at birth. Gender reassignment discrimination is when someone is treated less favourably because of being trans. This covers people whose gender identity differs from the gender assigned at birth. Stonewall explains: 'To undergo gender reassignment can include undergoing some sort of medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender' (CIPD:2020).

According to data from Stonewall (2018) over a third of LGBT staff say that they have hidden their sexual orientation or gender identity at work, and a further fifth of LGBT people have experienced negative comments or negative behaviour from work colleagues in the last year because they are LGBT. In addition, 12% reported being physically attacked by customers or colleagues during 2018 because of their trans identity, demonstrating that a lot more needs to be done to ensure that LGBT+ people are able to be themselves at work. 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 iTrent Employee Self Service system.

For the sixth consecutive year there has been a positive and steady decline of people preferring not to say (a further 2%) in relation to sexual orientation.

Whilst the not known category has decreased by 1% and the prefer not to say category has also decreased by 2%, these categories together account for 33% of staff data in relation to sexual orientation. Indicating that there is still work to be done in relation to driving the issue of diversity in relation to staff declaring their sexual orientation. As part of the HR end of year report 2019/20 the HR team will set a number of actions that will aim to support staff in declaring their sexual orientation.





STAFF DATA - AGE

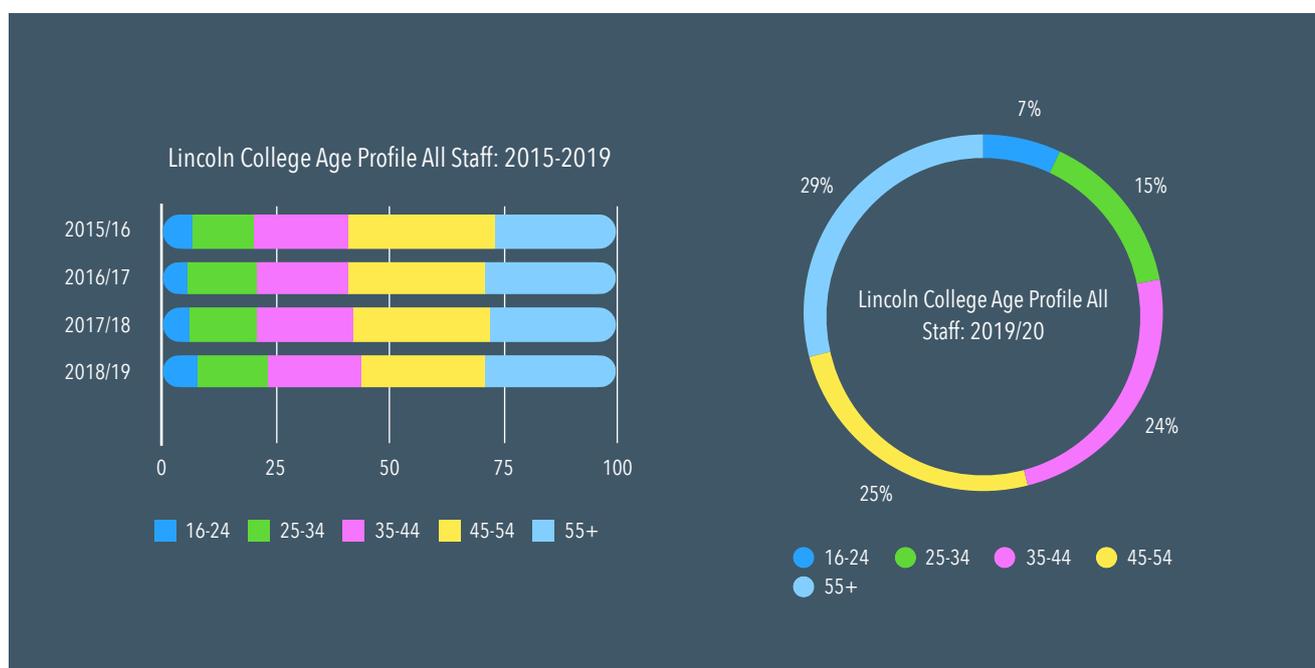
Age discrimination arises when someone is unfairly disadvantaged for reasons, which cannot be objectively justified, relating to their age. The efficient and effective use of people's skills requires that employment decisions should be based on competencies, qualifications, skills, potential and objective 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).

A [government report](#) has found that discrimination, bias and outdated practices exist across businesses, despite having been explicitly illegal since 2006. Evidence from this research suggests that older workers are regularly discriminated against in the jobs market and disproportionately likely to be selected for redundancy. 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.

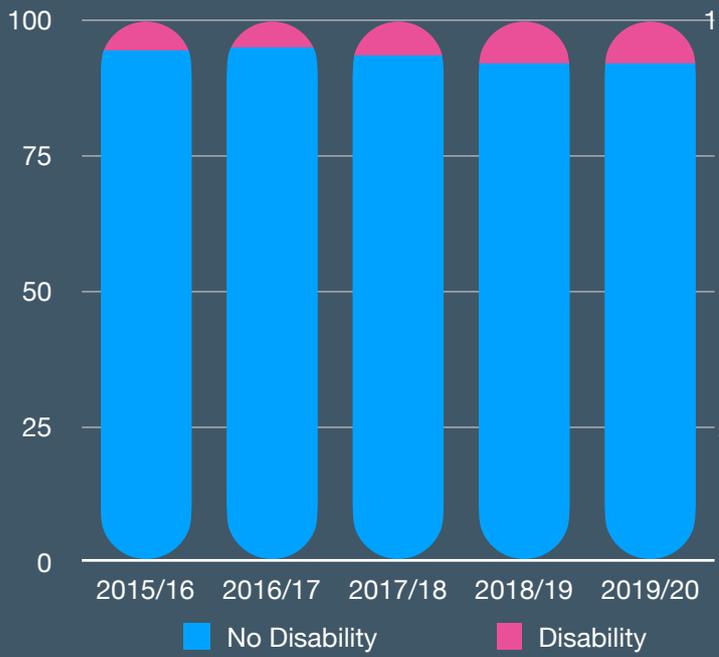
CIPD state that the number of older people in the workplace is expected to increase significantly over the next 20 years. Their reports [Managing an age-diverse workforce: what employers need to know](#) and [Managing an age-diverse workforce: employer and employee views](#) explore some of the key issues (CIPD:2020).

The age profile of the College has remained relatively constant over the last five years, with the highest cluster of ages now shifting to the 55+ year old group. The 55+ group now accounts for 29% of staff, followed by the 45 - 54 year old group (25%) and then 35-44 (24%). The remaining age groups are significantly smaller - 25-34 (15%) and 16-24 (7%).

Staff service data shows that for length of service, 75.79% of female employees have between 0 and 10 years' service. 76.81% of males have between 0 and 10 years service. 1-2 years service is the highest length of service area for all staff.



Academic Disability Data 2015 - 2020



Support Disability Data 2015 - 2020



Management Disability Data 2015 - 2020



Are you
disability
confident?



Are you
disability
confident?



Are you
disability
confident?



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.

Lincoln College staff data on disabilities shows a slow increase in the amount of staff declaring a disability, increasing by 2% over a 5 year period. Staff are able to update their own disability information via Employee Self Service.

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.

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.

By being a part of the Disability Confident scheme Lincoln College are aiming to:

- Challenge attitudes towards disability
- Increase understanding of disability
- Remove barriers to disabled people and those with long-term health

conditions

- Ensure that disabled people have the opportunities to fulfil their potential and realise their aspirations.

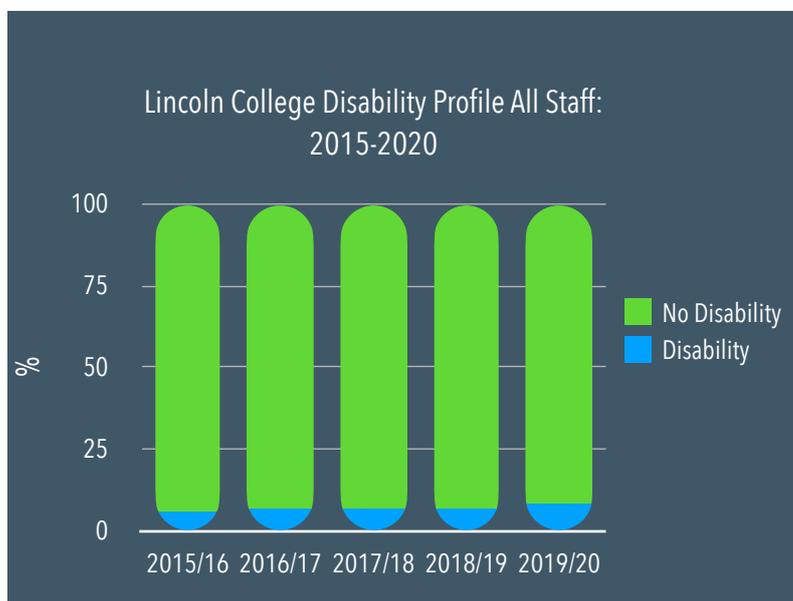
In addition to the Disability Confident scheme, the college are signed up to a number of scheme including Mindful Employer & the AoC Charter.

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.

Lincoln College Equality and Diversity of Objective April

2020 - March 2024: 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



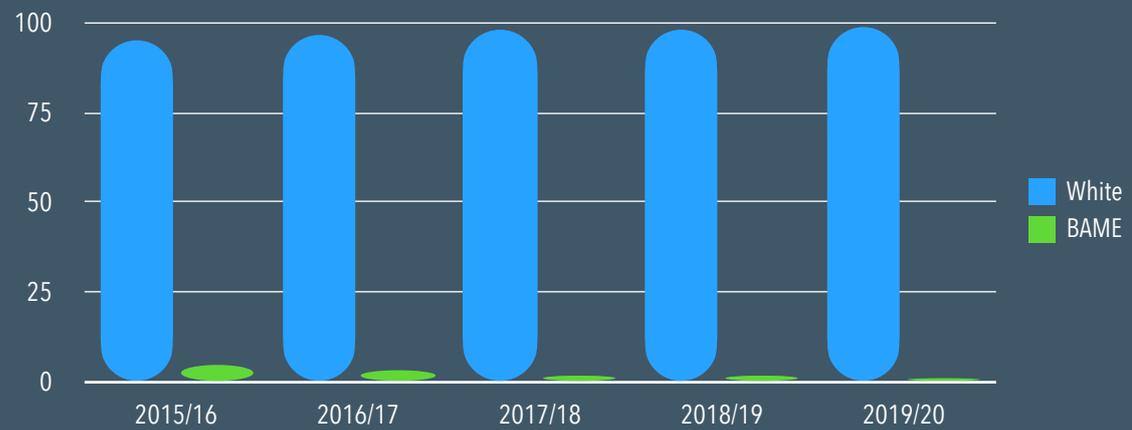
Academic Staff Ethnicity Data 2015 - 2020



Management Ethnicity Data 2015 - 2020



Support Staff Ethnicity Data 2015 - 2020



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 college data, 2% of all college staff identifying as BAME. This is inline with the profile for Lincolnshire, which has a population count of 2.4% ethnic minority heritage representation.

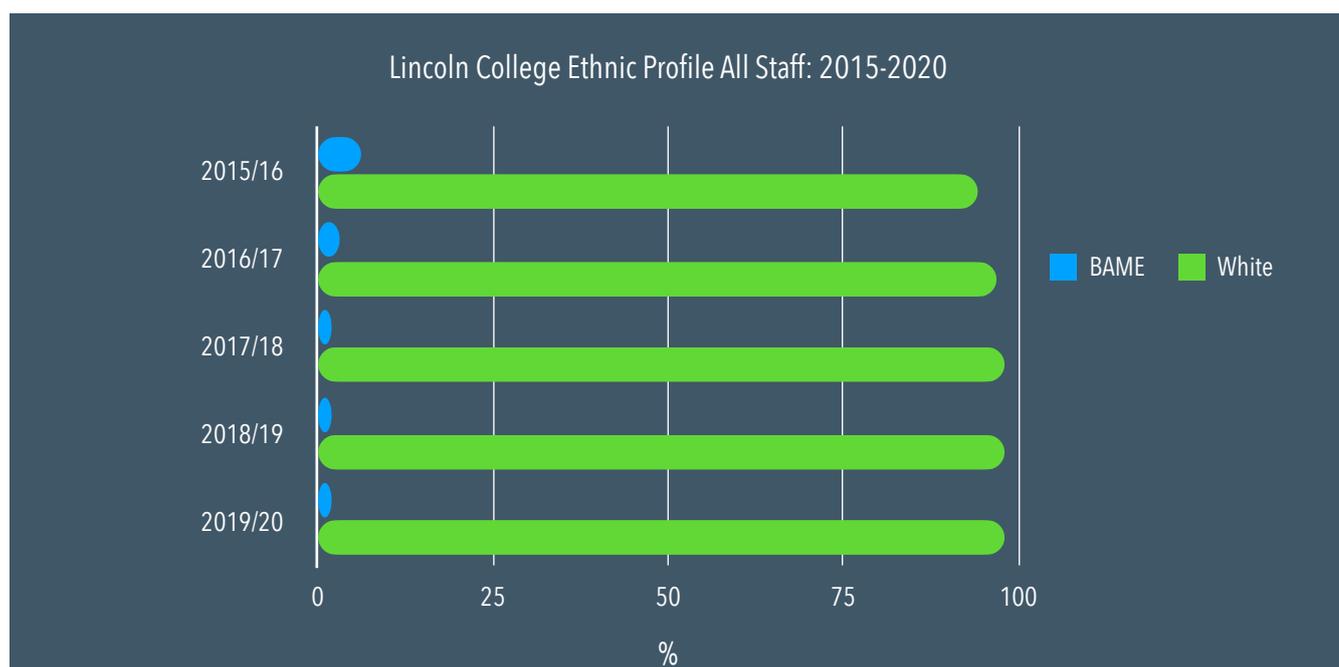
The College continues to review its Code of Practice for Recruitment and Selection ensuring the highest level of compliance is maintained. Lincoln College use a positive provisions to help improve diversity in their workforce when recruiting and promoting candidates.

Positive action provisions mean that it is not unlawful to recruit or promote a candidate who is of equal merit to another candidate, if the employer reasonably thinks the candidate:

- has a protected characteristic that is under- represented in the workforce; or
- that people with that characteristic suffer a disadvantage connected to that characteristic.

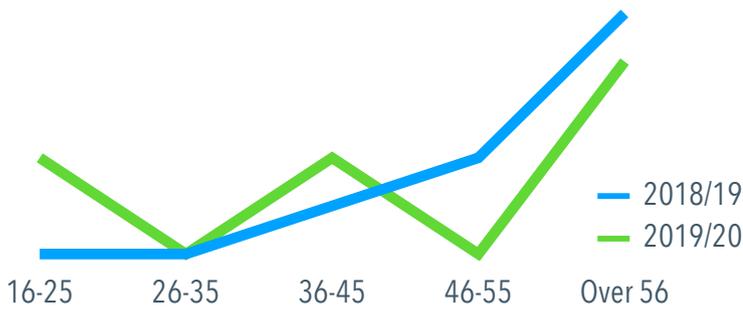
However, positive action does not allow an employer to appoint a less suitable candidate just because that candidate has a protected characteristic that is under-represented or disadvantaged.

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.*



STAFF DISCIPLINARY

Staff Disciplinary Data by Age



100%

100% of those subject to a disciplinary investigation did not declare whether they had a disability.

100%

100% of those subject to a disciplinary investigation were white.

100% Of investigations were male members of staff



Data is based on the 4 investigations that concluded in the reporting period.



75% of those subject to a disciplinary investigation did not declare a religion.

GRIEVANCE DATA

100%
FEMALE



100%
AGE
16-25

100%
DISABLED

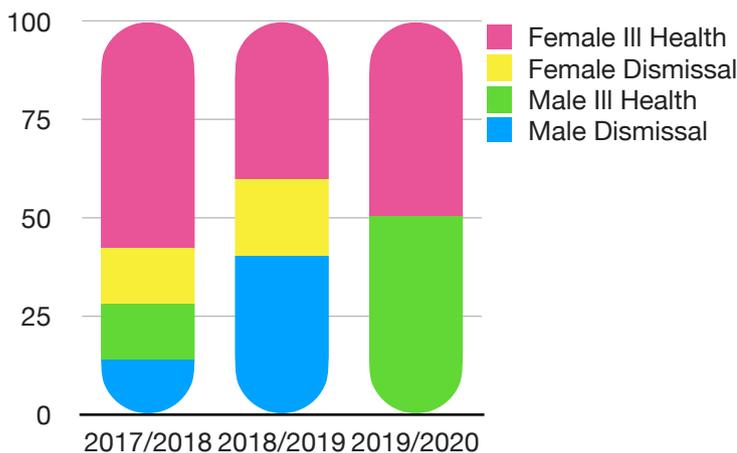


100%
WHITE

Data is based on the 1 formal grievance investigations that concluded in the reporting period.

STAFF DISMISSALS INC ILL HEALTH

Staff Dismissal by Gender



100%

100% Of staff dismissed over the last 3 years have been white.

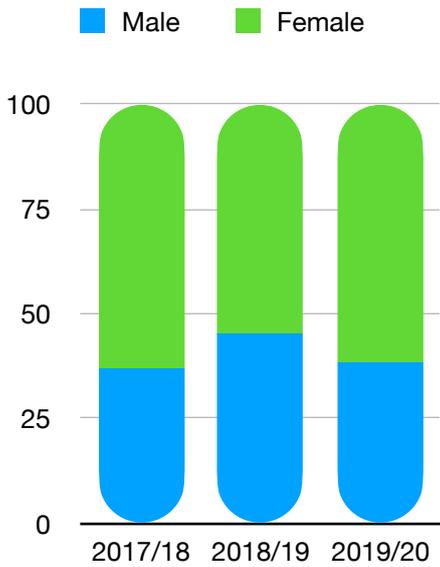
93%

93% Of staff dismissed over the last 3 years have been 46 years of age and older.

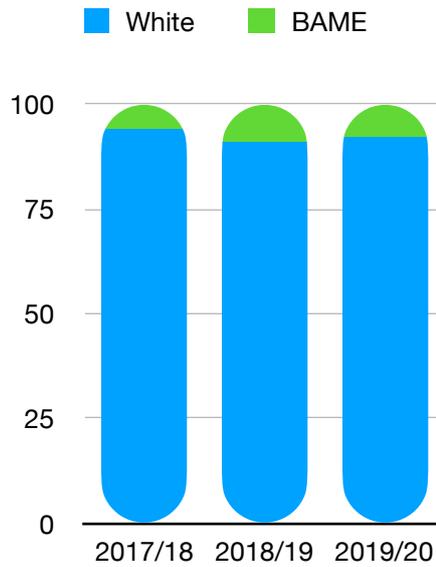
2019/20 Data is based on the 2 dismissals that took place during the reporting period.

STAFF TURNOVER

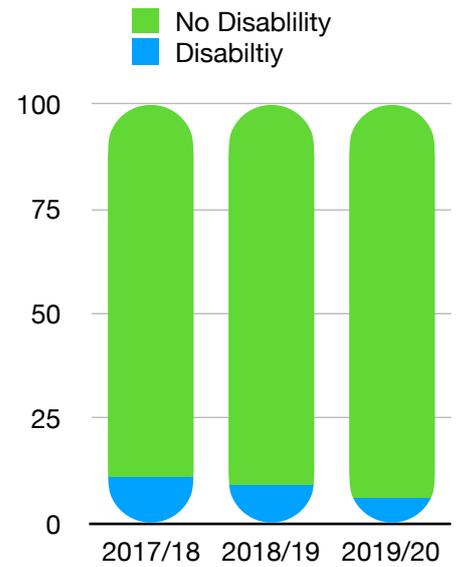
Staff Turnover by Gender



Staff Turnover by Ethnicity

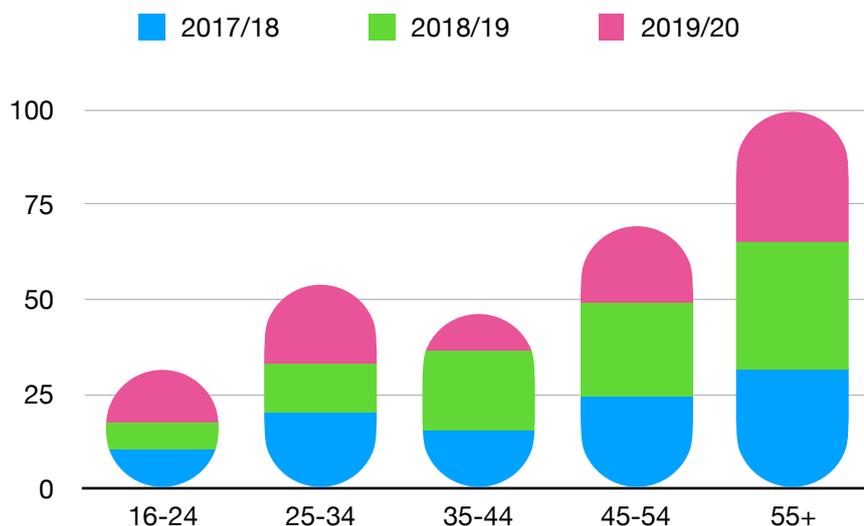


Staff Turnover by Disability



- Turnover data for staff has seen some changes. The turnover of female staff increased by 7% during the 2019/20 academic year, increasing from 55% to 62%.
- In terms of ethnicity, the turnover of BAME staff has decreased by 1% from 9% during 2018/19 to 8% during 2019/20. However the turnover pattern for BAME staff overall has increased over the last 5 years. 2015-2017 data shows that the turnover of BAME staff for this 2 year period was 2%, this jumped to 6% in 2017/18 and then rose by a further 3% in 2018/19.
- The turnover of staff with a disability decreased by a further 3% this year from 9% to 6%
- Data for leavers in relation to age, shows some significant changes in all but the 55+ age ranges this year. Increasing in all age ranges with the exception of the 35-44 age range which saw a 11% decrease in the 2019/20 year. Turnover by age range can be seen in the graph below.

Staff Turnover by Age





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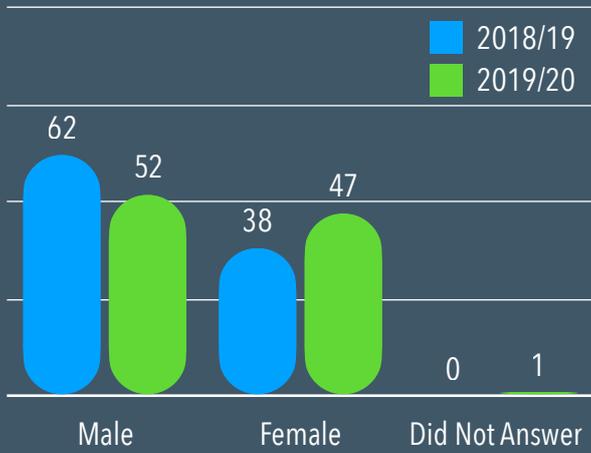
hrrecruitment@lincolncollege.ac.uk

LINCOLN COLLEGE

RECRUITMENT DATA

2019/20

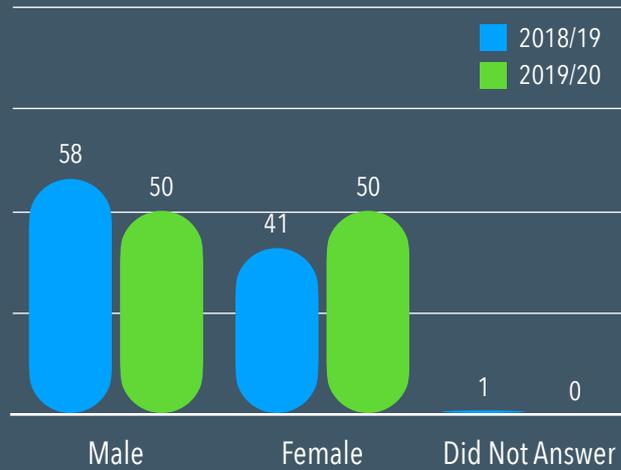
Gender Academic Roles



Gender Support Roles



Gender Management Roles



68%

Female applicants
overall 2019/20



30%

Male applicants
overall 2019/20



+7%

Increase of 7% in
female applicants
from 2018/19.



*2% of applicants didn't declare their gender.

RECRUITMENT DATA

There is no single Act governing recruitment and selection, but there are many Acts dealing with the employment relationship that have an impact on pre-employment issues as well. The Equality Act 2010 makes it unlawful for employers to discriminate against job applicants (and existing workers) because of a protected characteristic.

The College continues to ensure that it promotes best practice and undertakes a comprehensive review of its Code of Practice for Recruitment and Selection, to ensure fairness and equality for all, on an annual basis. All line managers are trained in our Recruitment and Selection Code of Practice prior to them being able to chair an interview and recruitment data is analysed on an annual basis. In line with policy reviews, Lincoln College will continue to undertake an equality analysis to ensure that there is no negative outcome between policy and practice.

Gender: The recruitment profile in terms of gender overall saw an increase in female applications during the 2019/20 academic year. There was a 7% increase in applications from females in the reporting period (61% during 2018/19 up to 68% 2019/20). The increase in female applicants was seen across all 3 areas of roles. This could be attributed to the College's focus on promoting flexible working as part of the recruitment process. More analysis should be undertaken as part of the analysis of 2020/21 recruitment data to understand reasons for changes in the profile of applicants.

Disability: The trend in the number of applicants declaring a disability has remained the same as 2018/19 (72%) However, the percentage of applicants that did not declare increased by 3% from 16 to 19%. As part of the Lincoln College commitment to being a Disability Confident Employer, the HR team aim to understand more about why applicants and staff do not declare when they have a disability. It is hoped that by promoting the Disability Confident status both internally and externally, more applicants and employees will feel comfortable in declaring whether they have a disability. Additionally, Lincoln College have a Equality and Diversity of Objective (April 2020 - March 2024) 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

Ethnicity: Inline with data from the last 3 years, the majority of applicants are white (90%). 7% of applicants were BAME (3% of applicants did not declare their ethnicity). This is above the local profile (Lincolnshire: 2.4% of people are non-white (census survey 2011 - the next census survey will be in 2021)).

Age: College advertisements continue to attract a wide age range of people.

	16-25	26-35	36-45	46-55	56	Not stated
2018/19	19	28	21	19	11	2
2019/20	18	30	24	17	8	3





LINCOLN COLLEGE

MATERNITY DATA

2019/20

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 returning from maternity leave were white British. 25% of academic staff returning from maternity leave declared a disability. No support staff returning from maternity had declared a disability.

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.

As part of the 2020/21 academic year the college plan to implement more support for staff returning to work following a period of maternity leave including promoting top tips to to ensure a smooth transition back into the workplace following maternity leave. The tips are adapted from CIPD's Top Tips for Returning from Maternity Leave and include:

- Managers are advised 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. Staff could use Keeping in touch (KIT) days so it doesn't seem such of a culture shock when they do go back.
- KIT days can ease staff in gently and provide a much needed source of income towards the end of their maternity leave.
- Returning to work after taking a career break can be like starting a new job, in a new organisation. Line managers are advised to spend time with their member of staff to create a CPL Plan that will support their return. CPL doesn't just have to mean formal learning like courses but could include peer mentoring, job shadowing, networking etc.
- Line managers are advised to support staff returning from maternity leave with a Wellness Action Plan. Staff returning to work should be reminded to be kind to and honest with themselves and to ask for help, seek feedback from others, be solutions orientated, call out poor behaviour in others, make positive recommendations to the organisation about how they can improve your work/life balance and overall company culture.

- Flexible working should be discussed with staff prior to starting maternity leave and returning from maternity leave.
- Staff are encouraged to strengthen their personal and professional support network - these are both equally important. Connect with other parents who are based locally and stay in touch via social media.

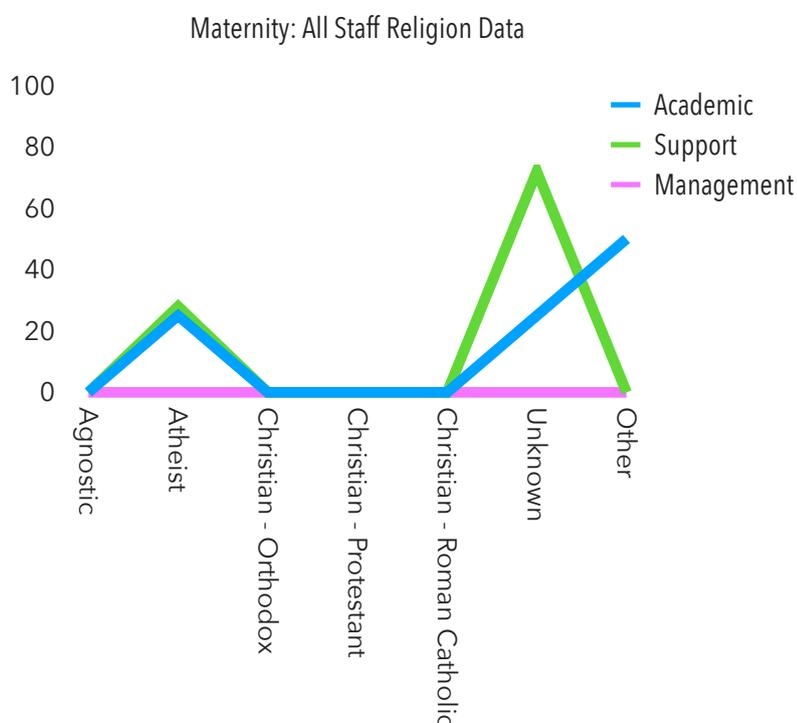
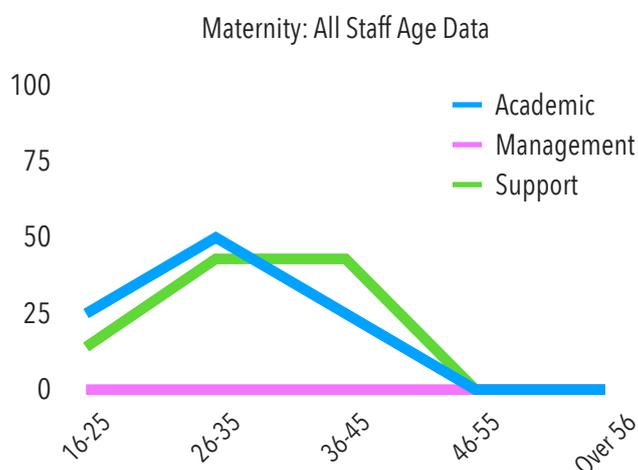
Research by CIPD (2020) shows that encouraging more men to take more time off work to care for their children could help to close the gender pay gap by reducing the negative effects that maternity leave and childcare responsibilities have on women's careers. There's also evidence that greater involvement 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).

Additionally, they 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.

The special leave policy allows all staff, regardless of gender, to take dependant leave.

More promotions will be done on support available as part of the 4-year EDI objective to reduce the gender pay gap from 14.9% to 12% by March 2024 (UK gender pay gap is 17.2% currently (mean)).





LINCOLN COLLEGE

WHAT NEXT?

2020/21

Our research into diversity and inclusion at work finds that many barriers to equality exist. We make some key recommendations for people professionals to drive change:

Attracting candidates

Review job adverts for gendered or other biased wording.

Review talent attraction methods, including recruitment webpages and other branded resources.



Access to flexible work

Review flexible working policies and analyse take-up in your organisation.

Ensure jobs allow flexibility and think creatively about how jobs can be designed as flexible.



Candidate selection

Examine recruitment data to understand how diverse the talent pool is at each stage of the selection process.



Organisational culture and policies

Ensure organisational policies treat everyone fairly, taking an intersectional approach that appreciates that individuals have multiple, overlapping identities.



Ensure hiring managers understand the provision for reasonable adjustments, and are provided with support to put them into place.



Review existing data on pay, progression and employee survey measures, or collect additional data to understand whether employees feel the organisation is inclusive and identify barriers to progression.



WHAT NEXT - WHAT ELSE CAN WE DO?

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 to put actions in place where necessary to ensure that it continues to be an organisation that promotes and supports diversity for both staff and students.

Any actions for staff will be reported via the HR team and incorporated into HR policies and initiatives, as well as the HR end of year report for 2019/20 (due to be finalised in March 2021).



Lincoln / Newark / Gainsborough

**LINCOLN COLLEGE EQUALITY DUTY
ANNUAL REPORT 2019/20**