



Lincoln / Newark / Gainsborough

EQUALITY, DIVERSITY AND INCLUSION STAFF AND STUDENTS REPORT 2020-21





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)

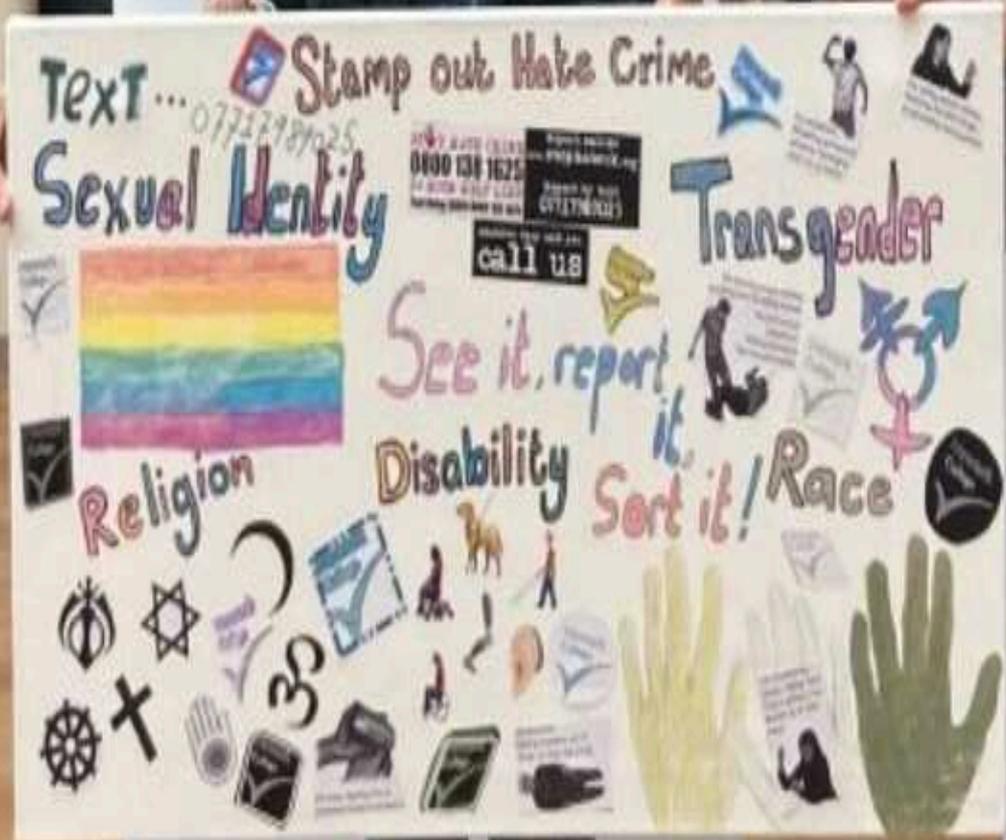
Compliance in relation to Staff

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 capability, capacity and wellbeing of our staff is the college's first cornerstone of success; a workforce that has a supportive working environment is more productive

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.

“



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.

VISION, MISSION, CORNERSTONES & VALUES GUIDING BEHAVIOURS

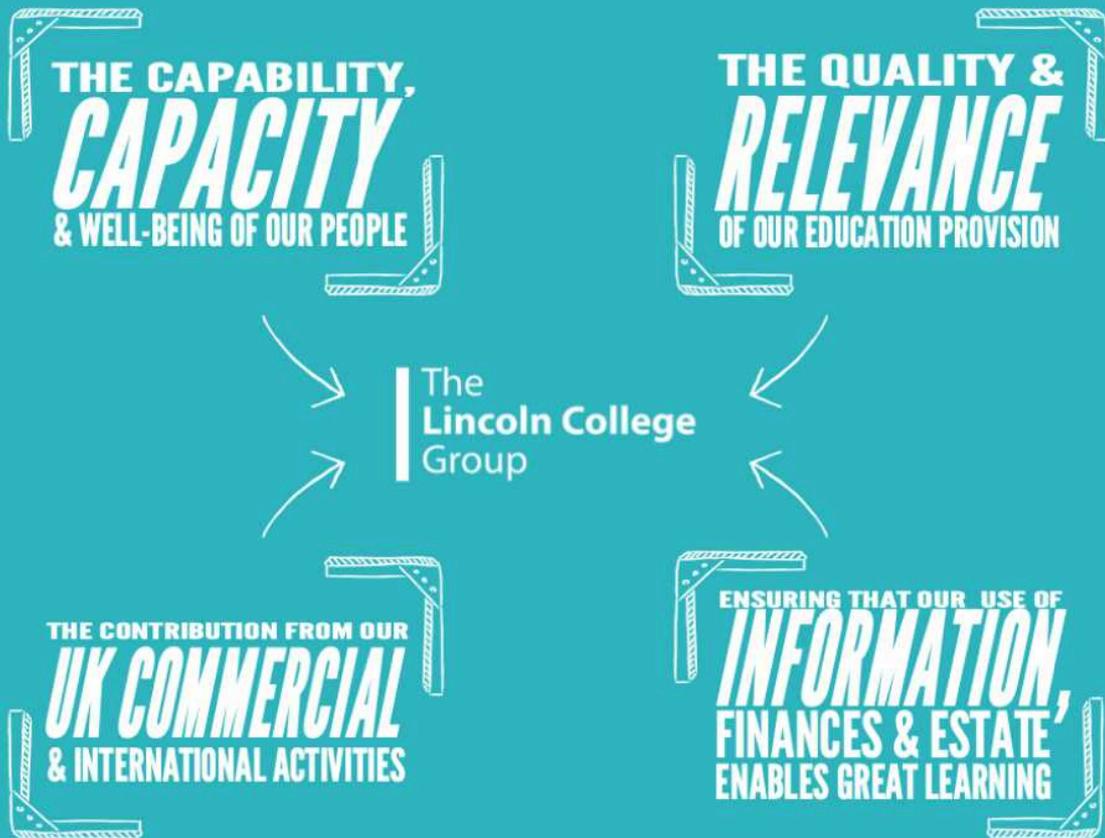
VISION

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

CLEAR & COMPELLING
VISION



HIGH PERFORMING LEADERSHIP & TEAMS



SHARP FOCUS ON NUMBERS



ENABLED & LIBERATED WORKFORCE



LEAN & EFFICIENT SYSTEMS



EXCEPTIONAL COMMUNICATION



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. To support this, the College has appointed an Equality and Diversity Officer to enhance the work that is already happening across the College. The post holder aims to increase engagement and awareness with staff with regards to the EDI agenda and the College's objectives. It is anticipated that future reports will provide examples of the impact of this role.



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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 st 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"/>	

LEARNER DATA

LEARNER PROFILES: DISABILITY

The whole College achievement rate for learners with a disability is 89% which is consistent with the rate achieved in 2019/2020 and is 1% lower than the National Achievement Rate (NAR)*. Overall, students with a disability are below in achievement when compared with those at the College without a disability by 1%. 30% of learners have declared a Special Educational Need and/or Disability (SEND).

Year	Learners	Achievement %	NAR	Retention %	NAR	Pass %	NAR
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

For the purpose of this report, data has been processed using the number of enrolments rather than number of learners. The following data has been scrutinised on any area that has more than 10 learners.

Mental Health was a particular focus in 2019/2020 and this continued into 2020/2021. The achievement rate compared to last year has remained stable but the gap between the NAR has widened from being 1% below to 3% below. The gap has also widened when comparing to the whole College achievement, the gap was 3% in 2019/2020 and is now 4% in 2020/2021. However, the other area which is closely linked to Mental Health, is Social and Emotional Difficulties and in 2019/2020 achievement was 4.1% behind the whole College achievement, whereas in 2020/2021 the achievement rate is now 1% higher than the whole College achievement.

The local authority for Lincolnshire continues to advise that the category, Moderate Learning Difficulty (MLD), continues to be widely used across the county incorrectly as individuals identify themselves as having MLD. These figures have improved from 2019/2020 and the gap between this category and whole College achievement is reducing. There are notable increases in achievement for learners with Other Specific Learning Difficulty (eg, Dyspraxia) and Hearing Impairment. The increases can be seen from 2019/2020 achievement and these learners are also achieving above the whole College achievement average by 4% and 6% respectively.

LINCOLN COLLEGE EQUALITY, DIVERSITY AND INCLUSION 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

*The National Achievement statistics release date was cancelled in March 2021 as part of the government's response and measures to COVID-19. For the purpose of this report, the National Achievement data is based on information provided for the period 2018/2019.

Disability/ Learning Difficulty	National Benchmark 2020/2021	Comparison to 2019/ 2020	Comparison to 20/21 whole College achievement (90)
Aspergers	89	1	-1
Autism	90	0	1
Disability affecting Mobility	88	-1	1
Dyscalculia	91	-1	-2
Dyslexia	90	-1	-1
Hearing Impairment	89	5	6
Mental Health	89	0	-4
Moderate Learning Difficulty	91	2	-2
Other Disability	89	-3	0
Other Learning Difficulty	90	0	0
Other Medical	90	-3	-1
Other Physical Disability	88	-1	2
Other Specific Learning Difficulty	92	1	4
Profound (complex)	95	0	10
Severe Learning Difficulties	88	33	10
Social and Emotional Difficulties	90	7	1
Speech, Language and Communication Needs	90	28	2
Temporary Disability	88	4	2
Visual Impairment	89	-4	-2

POSTIVE 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.

Head Area	SEND	2020/2021 Achievement rate	NAR	% above NAR
Creative Arts	Asperger's	100	92	8
Construction	Autism	92	89	3
Creative Arts	Autism	95	89	6
Engineering and Technology	Autism	94	89	5
HSC, Hair and Beauty and Computing	Autism	99	90	9
Sports and Service Sector	Autism	97	89	8

Construction	Dyslexia	90	89	1
Creative Arts	Dyslexia	94	92	2
Engineering and Technology	Dyslexia	92	89	3
HSC, Hair and Beauty and Computing	Dyslexia	91	91	0
Sports and Service Sector	Dyslexia	94	90	4
HSC, Hair and Beauty and Computing	Mental Health	96	91	5
Sports and Service Sector	Mental Health	94	89	5
Construction	Moderate Learning Difficulty	97	89	8
HSC, Hair and Beauty and Computing	Other Medical Condition	94	90	4
Sports and Service Sector	Other Medical Condition	96	90	6
HSC, Hair and Beauty and Computing	Social and Emotional	91	90	1

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	2020/2021 Achievement rate	NAR	% below NAR
HSC, Hair and Beauty and Computing	Asperger's	74	90	16
Supported Education	Autism	83	94	11
Academic Study Programmes	Dyslexia	73	83	10
AEB and Commercial	Dyslexia	82	92	10
Supported Education	Dyslexia	88	96	8
Academic Study Programmes	Mental Health	81	84	3
AEB and Commercial	Mental Health	87	91	4
Creative Arts	Mental Health	75	92	17
HSC, Hair and Beauty and Computing	Moderate Learning Difficulty	87	90	3
AEB and Commercial	Other Medical Condition`	88	90	2
Creative Arts	Social and Emotional	86	90	4

LEARNER PROFILES: HIGH NEEDS

High needs achievement data at 92% continues to remain above NAR and the College achievement rate. Only 32% of High Needs learners are female which continues to be a trend, with last year's data where the figure was slightly lower at 26%. The females in this category have achieved at a rate of 90% which is above whole College achievement rate, and 1% below the NAR. The males in this category have achieved at a rate of 92% which is above the NAR and whole College achievement rate.

Comparing this data to 2019/2020 the achievement gap has now closed where historically males were underachieving compared to females. 42% of the High needs learners were in Supported Education, with the remaining 58% spread across the mainstream provision.

APPRENTICESHIPS

The self-disclosure rate has been monitored for this group as it remains low compared to the rate disclosed for the whole College – 30%. However, the rate has increased significantly from 2019/2020 by 5%.

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

Of the 751 learners who achieved their framework, 46% are 16-18 years old, 27% are 19-23 years old and 27% are 24 years old and over. Of the 751 learners, 37% are female and 63% are male.

90% of apprentices are White British with an achievement rate of 60% compared to a NAR of 66%. 10% of apprentices are of Black and Minority Ethnic Heritage with an achievement rate of 49% compared to a NAR of 66%. There is an achievement gap between both groups and the National framework achievements overall.

ETHNICITY

In 2020/2021, achievement for White British learners increased and is recorded as 91% compared to the College achievement rate at 90% and NAR at 90%. The achievement for Black and Minority Ethnic Heritage learners is recorded as 88% which is 1% below the NAR at 89% and 2% below the whole College overall achievement rate. It would appear that the gap is closing as these figures have improved by 8% since the last reporting period. However, low numbers can skew the data and this group makes up 15% of the overall student population.

The continuation rate of BAME students for 2020/21 was 85%.

LINCOLN COLLEGE EQUALITY, DIVERSITY AND INCLUSION OBJECTIVE APRIL 2020 - 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.

LINCOLN COLLEGE EQUALITY, DIVERSITY AND INCLUSION 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 1:16 by March 2024.

When reviewing the data by academic area, the majority of areas have below 10 learners and these learners are dispersed across courses. However, AEB and Commercial across most categories do have more than 10 learners and therefore warrant further investigation.

All Classroom by Ethnicity								
Academic Year	Leavers		Achievement %		Retention %		Pass %	
	White British	BME	White British	BME	White British	BME	White British	BME
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%

GENDER

The learner population is split 57% females and 43% males which is a similar split as in 2019/2020. Females have achieved at a rate of 91% against the NAR at 90%. Males have achieved at a rate of 90% against the NAR at 89%.

AGE

63% of the College learner population are 16-18 years old and are achieving above the College average at 91% against a NAR of 89%. This is an upward trend from 2019/2020 figures.

37% of College learners are 19+ years old and are achieving below the College average by 1% at 89% against a NAR of 90%. The figures in this area have improved and the gap has closed from 2019/2020.

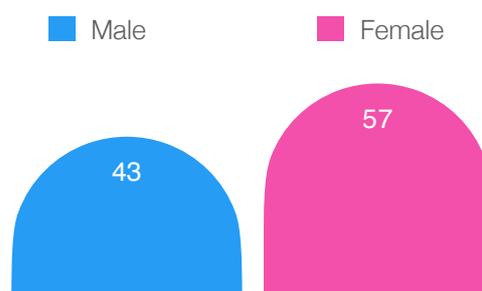
FREE COLLEGE MEALS

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 learners who are accessing free College meals are achieving above the College average at 93% against rate a NAR of 89%.

LOOKED AFTER / CARE LEAVERS / CARE EXPERIENCED

This category is not a protected characteristic but again is worthwhile monitoring to identify any patterns or 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 below both the College average at 87% (NAR of 89%).



LINCOLN COLLEGE EQUALITY, DIVERSITY AND INCLUSION 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 in 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 RELATED TO EQUALITY AND DIVERSITY

During 2020/2021, complaints were received from 52 stakeholders, whose ethnicity and disability is broken down as follows (previous year data in parentheses).

The overall number of complaints received during 2020/2021 remained in line with the previous academic year, across all three campuses. Similarly, the number of complainants with a disability was similar to 2019/2020, with slight decreases at Lincoln (-4) and small increases (+4) at Newark.

Analysis of data, illustrates that the ethnicity of complainants tended to remain in line with previous years, in that the vast majority of complaints were received from White British complainants. In terms of the themes evident in the complaints made (though not necessarily the outcomes) to college, the following were apparent:

- Communication between the college and stakeholders (parents predominantly)
- The behaviour of other learners
- The professional conduct of staff members towards learners
- Admissions, enrolment and course entry
- Meeting learner support needs
- Remote learning sessions
- Staff absence through illness or college development sessions
- College responses to COVID

Campus with total number of complaints	Ethnicity		Disability	
	White British	Not British	No disability	Has a disability
Lincoln - 46**	43 (48)	2 (1)	25 (26)	19 (23)
Newark - 6*	6 (5)	0 (0)	10 (0)	4 (0)
Gainsborough - 0	0 (2)	0 (0)	0 (2)	0 (0)

*one complaint at Newark was made by eight learners

**ethnicity not recorded on 10 complaints; disability not recorded on 14 complaints, two complaints at Lincoln had multiple complainants.



STAFF DATA

STAFF DATA - GENDER PROFILES

The 2020-21 data shows that there has been no significant change in the gender profile of the College which is 57% female and 43% male; this has remained almost static over a 5 year period.

The AoC Workforce survey 2019/2020 (published November 2021) reports there has been no percentage change in the number of female employees at 64% (36% are male) in its member colleges. It also reports that 57% of managers, 58% of lecturers and 70% of support staff are female (the same as the 2018/19 data).

Management Roles: Lincoln College females make up 57% of the workforce however the data shows a downwards trend in females being employed in management positions. In management positions, female staff numbers declined by a further 2% to 43% (gradual decline of 10% over the last 5 years). This is a 14% difference between the number of females at Lincoln College in management positions to that of the 57% sector average reported by the AoC.

Academic Roles: Academic posts saw a decline of 1% in female staff. Males make up 53% of the academic workforce, with females accounting for 47%.

Support Roles: Support roles saw a decline of 1% in female staff, down from 65% females/ 35% males to 64% females and 36% males.

FULL TIME/PART TIME STAFF GENDER PROFILES

The data shows the Lincoln College staff profiles in terms of gender split and contracted hours (i.e full time or part time). For staff overall, the split is 54% of staff work full time and 46% work part time.

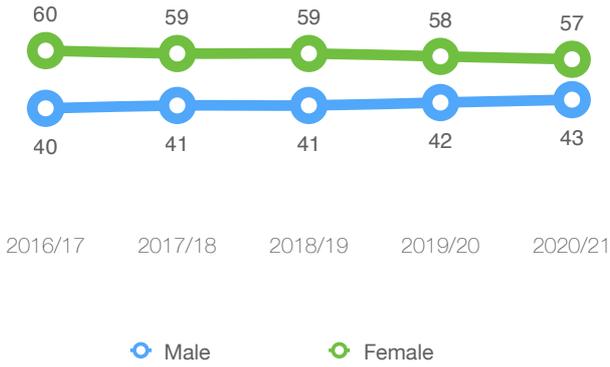
Looking at gender in relation to contracted hours, 70% of all males work full time in comparison 43% of all females work full time.

- Management Roles: The 2020-21 data shows that all males working in a management role work full time. In comparison, 97% of all females working in a management role work full time. This is in stark contrast to other staff groups, particularly in view of gender pay gaps. It could be that staff in these areas do not wish to work part time but have other flexible working arrangements in place to meet their needs, however it is something that needs further exploration.
- Academic Roles: In academic roles 65% of all academic males work full time, which is in stark contrast to 36% of females working full time in academic positions.
- Support Roles: In support roles there is a 28% difference between male and females working full time 68% of males work full time compared with 40% of females.

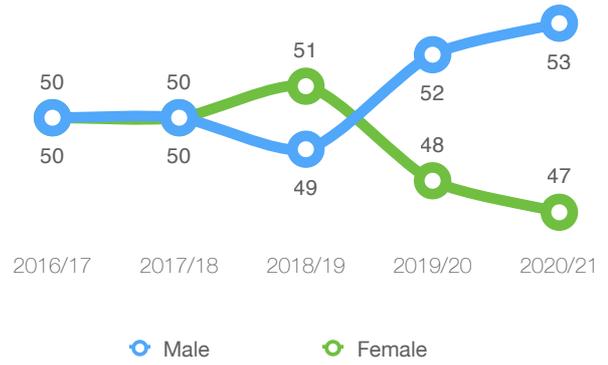
LINCOLN COLLEGE EQUALITY, DIVERSITY AND INCLUSION OBJECTIVE APRIL 2020 - MARCH 2024

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

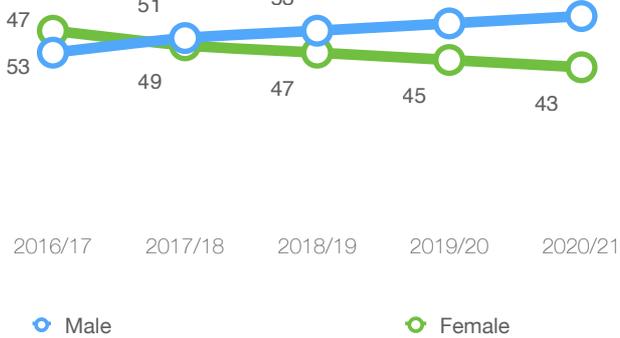
Staff Gender Profile Overall %



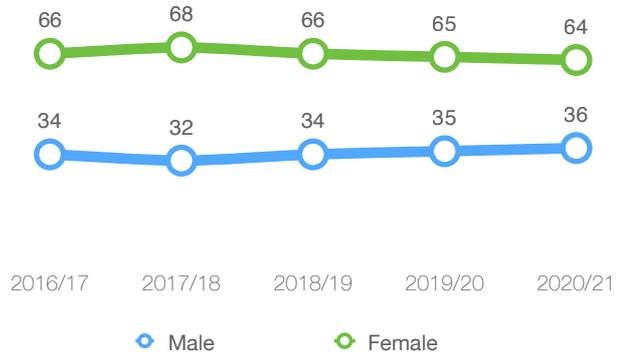
Staff Gender Profile Academic Staff %



Staff Gender Profile Management %



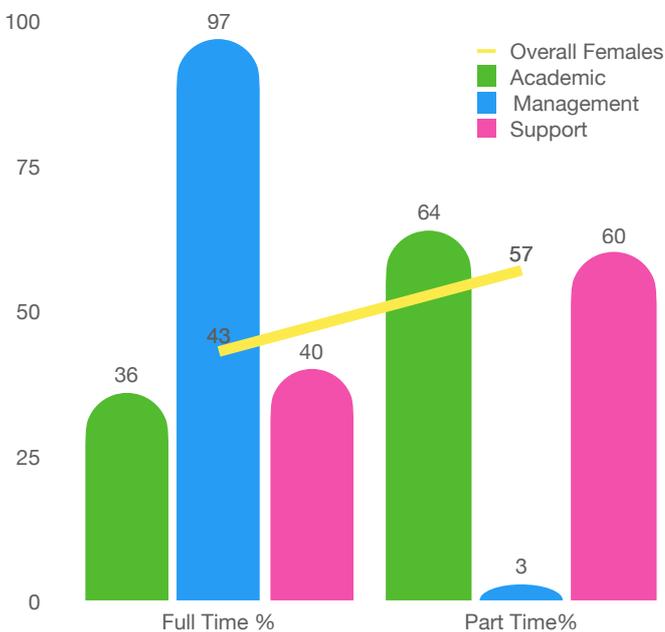
Staff Gender Profile Support Staff %



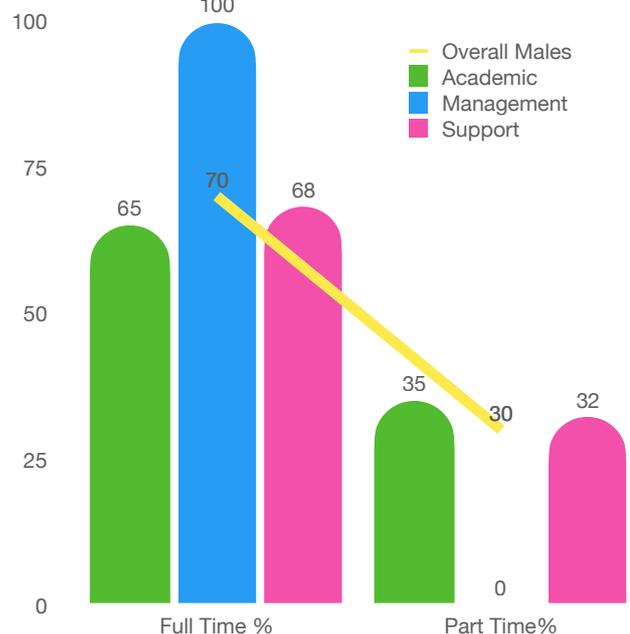
Breakdown of All Employees Full Time/Part Time Split %



Breakdown of Female Employees Full Time/Part Time Split %



Breakdown of Male 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 improve gender related barriers to equality.

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.

- 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
- 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
- Mean Bonus Gap - The difference between the mean bonus pay paid to male relevant employees and that paid to female relevant employees
- Median Bonus Gap - The difference between the median bonus pay paid to male relevant employees and that paid to female relevant employees
- Bonus Proportions - The proportions of male and female relevant employees who were paid bonus pay during the relevant period
- 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.

The GPG is different from equal pay, which compares the pay of males and females doing the same jobs, similar jobs or work of equal value within an organisation. At the College, roles of equal value are paid on the same grade within the College's grading structure.

The gender pay gap (GPG) shows the difference between the average (mean or median) earnings of

men and women. Used to its full potential, GPG reporting is a valuable tool for assessing levels of equality in the workplace, female and male participation, and how effectively talent is being maximised.

Gender pay gaps exist across all industries and sectors. The reasons for them, particularly at organisation level are complex and in part are shaped by the roles that men and women play in society. Although attitudes and practices have changed significantly over time the impact remains prevalent, evidenced through occupational segregation (the distribution of workers across and within occupations based upon demographic characteristics, most often gender).

According to the [Office for National Statistics \(ONS\)](#) as at 26 October 2021, the UK overall GPG (all employees) currently stands at 15.4% (median) and 14.9% (mean) in favour of men; this reduces to 7.9% (median) and 11.9% (mean) for full time employees; it reduces even further for part time employees to -2.7% (median) and 4.3% (mean) for part time staff.

The UK GPG for teaching and educational professionals stands at 5.4% median and 10.9% mean and the Education Sector stands at 25.4% median and 17.6% mean for all employees.

The ONS prefers median rather than mean earnings because the median is not affected by extreme values. However, as the mean gap captures the fact that the upper end of the earnings distribution is dominated by men, the mean is also an important measure.

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

Mean 2021: 15.7%, compares to 14.9% UK average 2021.

Median 2021: 18.4%, compares to 15.4% UK average 2021.

The Lincoln College Equality Objective related to gender pay is to reduce the mean GPG from 14.9% (March 2019) to 12% by March 2024. Although we are pleased to see that the college's mean GPG long term trend has fallen and compares reasonably well with the UK and Education Sector GPG figures published by the ONS, we know that a meaningful reduction in the college's GPG will take time and we recognise that we need to do more to reduce the gap at a greater pace.

The key factor behind the Lincoln College GPG across the board is the balance of men and women across the four pay bands; 66% of our workforce in the lower quartile are women (compared to a workforce profile of 58%) and 51% of our workforce in the upper quartile are men (compared to a workforce profile of 42%). The profile of our organisation, with more men at senior levels and significantly more women in the lower pay quartile means that our average male hourly rate is higher than our average female hourly rate.

Of the 11 employees on executive pay for the purpose of annual reporting (those who earn in excess of £60,000 per annum) only 2 (18%) are female.

In terms of the college's workforce profile; 60% of female employees work part time compared to 34% of males. The college's mean GPG amongst part time employees is 2.4% (4.3% UK average) and the median GPG is 8.9% (-2.7% UK average). The college's mean GPG amongst full time employees increases to 15.4% (11.9% UK average) and the median GPG is 18.8% (7.9% UK average). Whilst there has been no significant change in the gender profile of the College there has been a steady decrease in female employees over the last 10 years i.e. 58% from 62% in 2011/12 (compares to a sector average of 64%).

Also, of note is that females occupy only 43% of the college's managerial roles (10% lower than 5 years previously); this compares to a sector average of 57% (according to the [AoC College Workforce Survey - 2018/19](#)).

One of the biggest drivers of the GPG is that women tend to spend more time out of the labour market and work part time. The college's launch of the Flexible Ways of Working Policy in September 2021 (including the introduction of the right to request flexible working from day 1 of employment from 1 July 2021) promises to go some way to address the college's GPG.

It is often assumed that senior jobs naturally require long hours and constant availability so cannot be done flexibly or part time. The college is on a journey to normalise flexible working by actively supporting all male and female employees to achieve a good work life balance.

Another driver is that women are not progressing in the workplace as fully as their talents would allow. Women are more likely to work part time which is associated with limited pay progression and can face barriers and bias during recruitment and promotion processes.

The college is committed to create an inclusive culture where all employees feel valued and supported. Leaders and managers role model positive and inclusive behaviour such as working flexibly and communication around talent management processes such as emerging leaders encourage the fact that everyone has the potential to participate and be successful.

The college believes that over time our commitment to fostering inclusion, fairness and flexibility will be reflected in our GPG figures. To progress in the right direction requires a concerted effort at every level of the college and at every point in the employee lifecycle, from recruitment through to progression opportunities and how we retain our people by keeping them engaged.

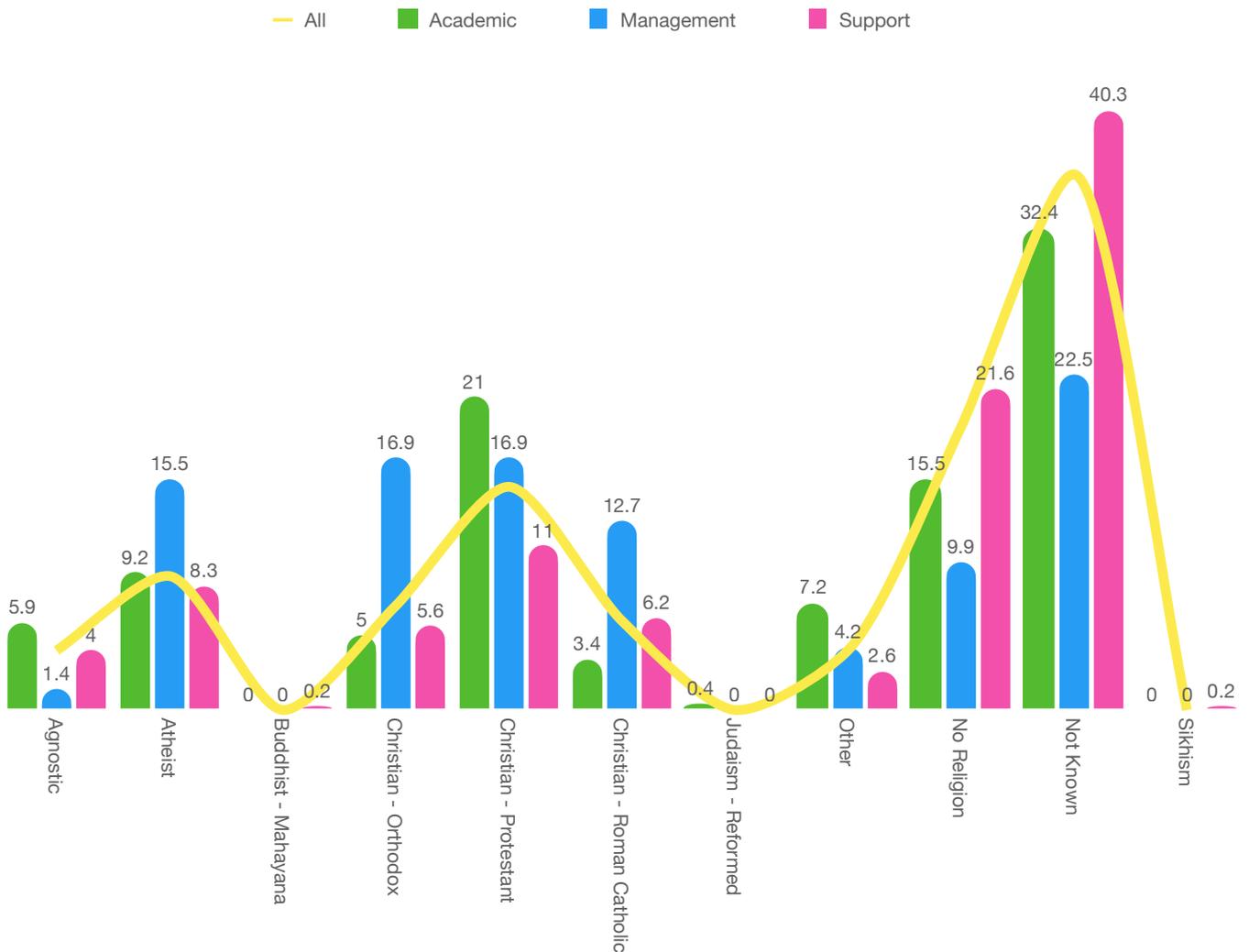


STAFF DATA - RELIGION

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. 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. 36% of staff have not declared a religion which is an improvement of 10% based on the 2019/20 data and an improvement of 18% over the last 5 years. Staff declaring that they had no religion was the highest of all declarations (19%). This was followed by Christian – Protestant (15%).



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.

The global COVID-19 pandemic has shown the wider societal importance of reducing inequality. The CIPD series of race inclusion reports outline the key areas employers can act on to improve inclusion and equality at work. The reports, which are informed by CIPD research (conducted between 29 November 2019 and 10 January 2020), discuss the ways in which employers and the HR community can act to eliminate racism in the workplace. CIPD state that employers are in a strong position to make an impact, through actions such as reducing discrimination, training line managers, establishing employee network groups, and building trust with people from all ethnic minority backgrounds.

With regards to Lincoln College data, 2% of all college staff are from a 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:

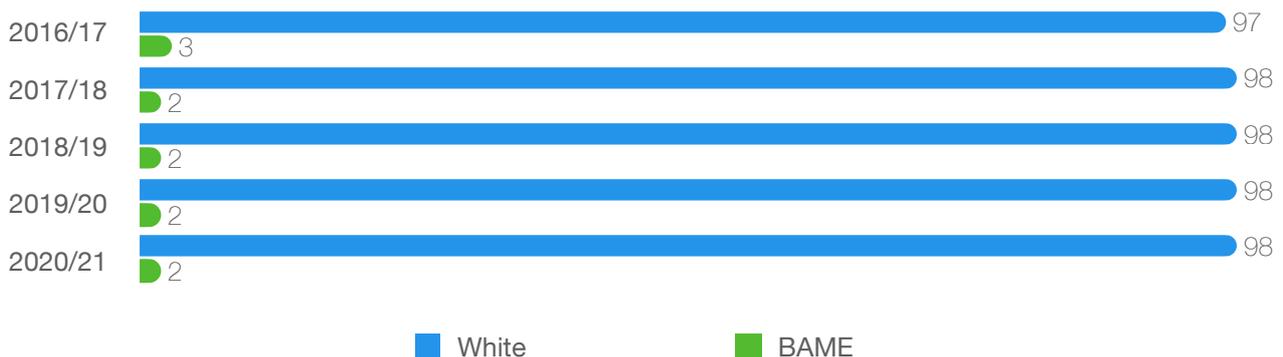
- has a protected characteristic that is under- represented in the workforce; or
- that people with that characteristic suffer a disadvantage connected to that characteristic.

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.

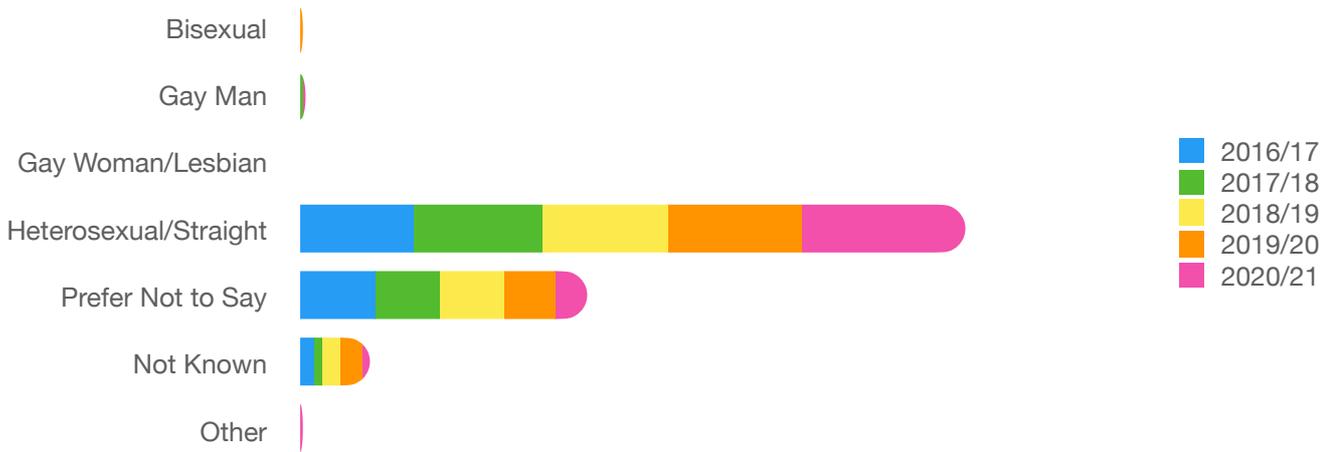
Data from the recruitment process over the last 3 years shows that the majority of applicants are white (90%), with 6% of applicants being from a BAME background (3% of applicants did not declare their ethnicity). The 2011 census for Lincolnshire shows that our applications are above the local profile (Lincolnshire: 2.4% of people are non-white) whilst our applications are 6% and have been for 3 years, the workforce ethnicity breakdown shows that only 2% of the workforce are BAME (static for the last 3 years) – we're attracting applications for the BAME community year on year but these aren't translating to appointments. This requires further analysis to understand the reasons behind this.

All Staff Ethnicity Profile %

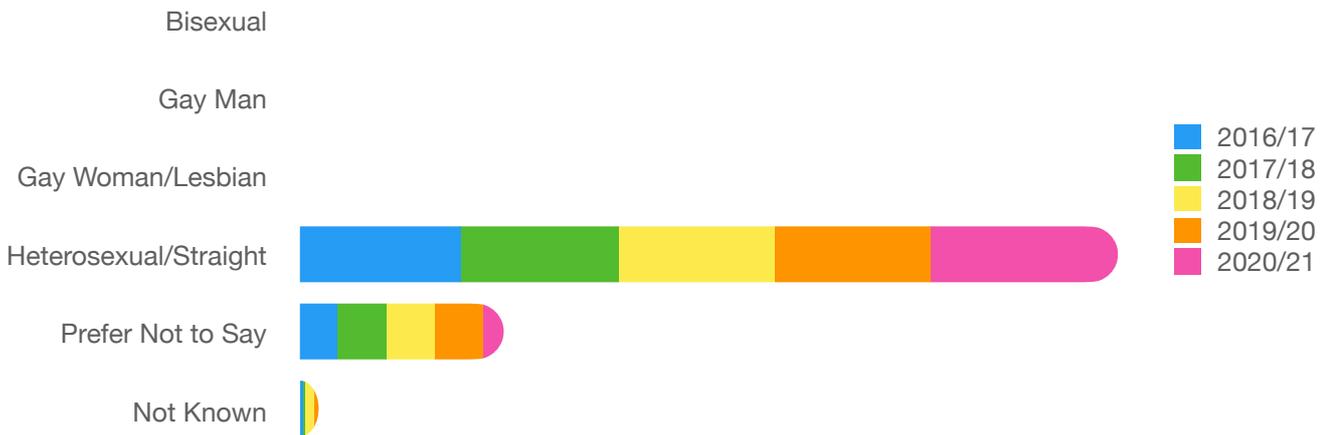




Academic Staff Sexual Orientation Profile



Management Staff Sexual Orientation Profile



Support Staff Sexual Orientation Profile



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.

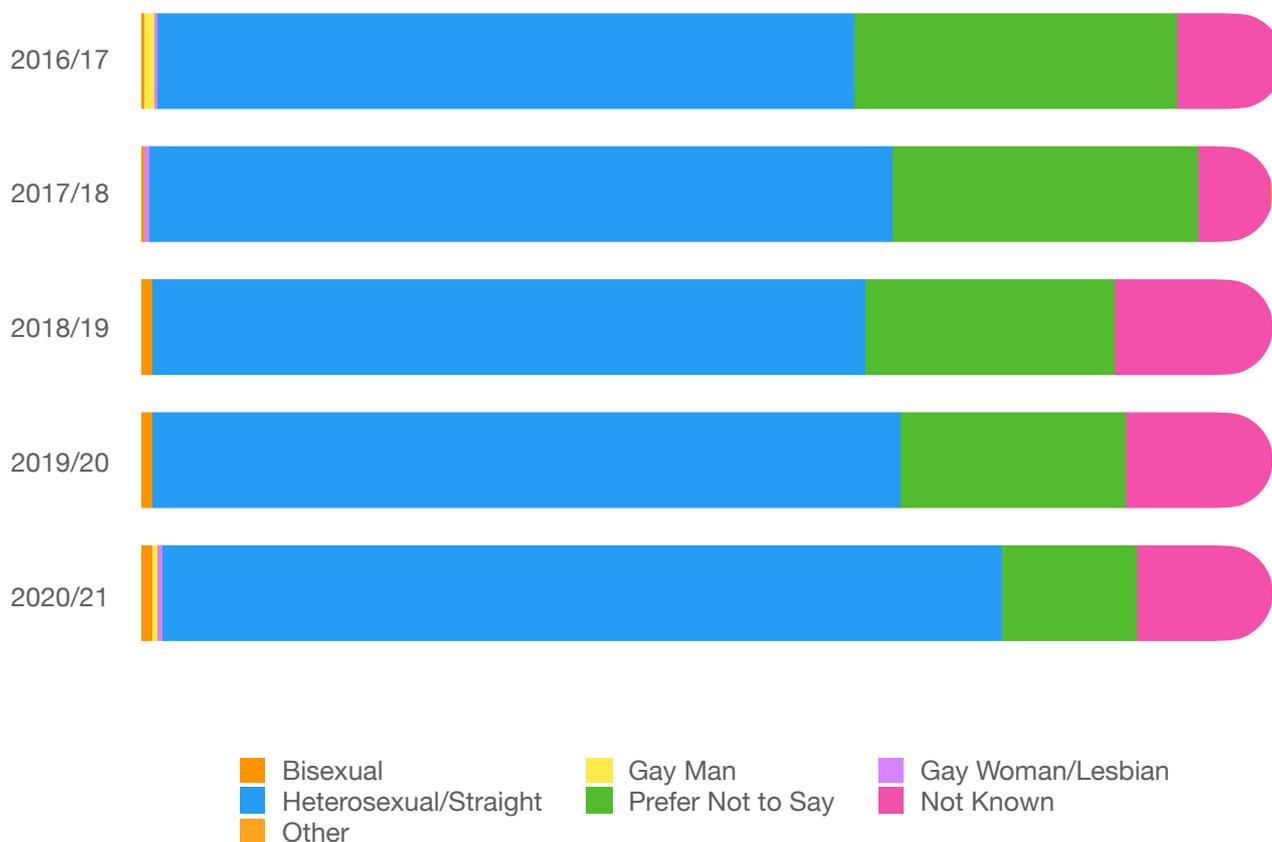
Stonewall defines sexual orientation as 'a person's emotional, romantic and/or sexual attraction to another person'. Discrimination arises when someone is treated less favourably because of their sexual orientation.

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 (2020) because they are LGBT.

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.

76% of staff declared their sexual orientation - 74% Heterosexual/Straight, 1% Bisexual, Gay Man 0.5%, Gay Women/Lesbian 0.5%. The ONS estimates that 2.7% of the UK population aged 16 years and over identified as lesbian, gay or bisexual (LGB) in 2019, an increase from 2.2% in 2018 (ONS May 2021).

For the sixth consecutive year there has been a positive and steady decline of staff preferring not to say (a further 8%) in relation to sexual orientation (down to 12% from 20%). Whilst the not known category has decreased by 1% and the prefer not to say category has also decreased by 8%, these categories together account for 24% 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.





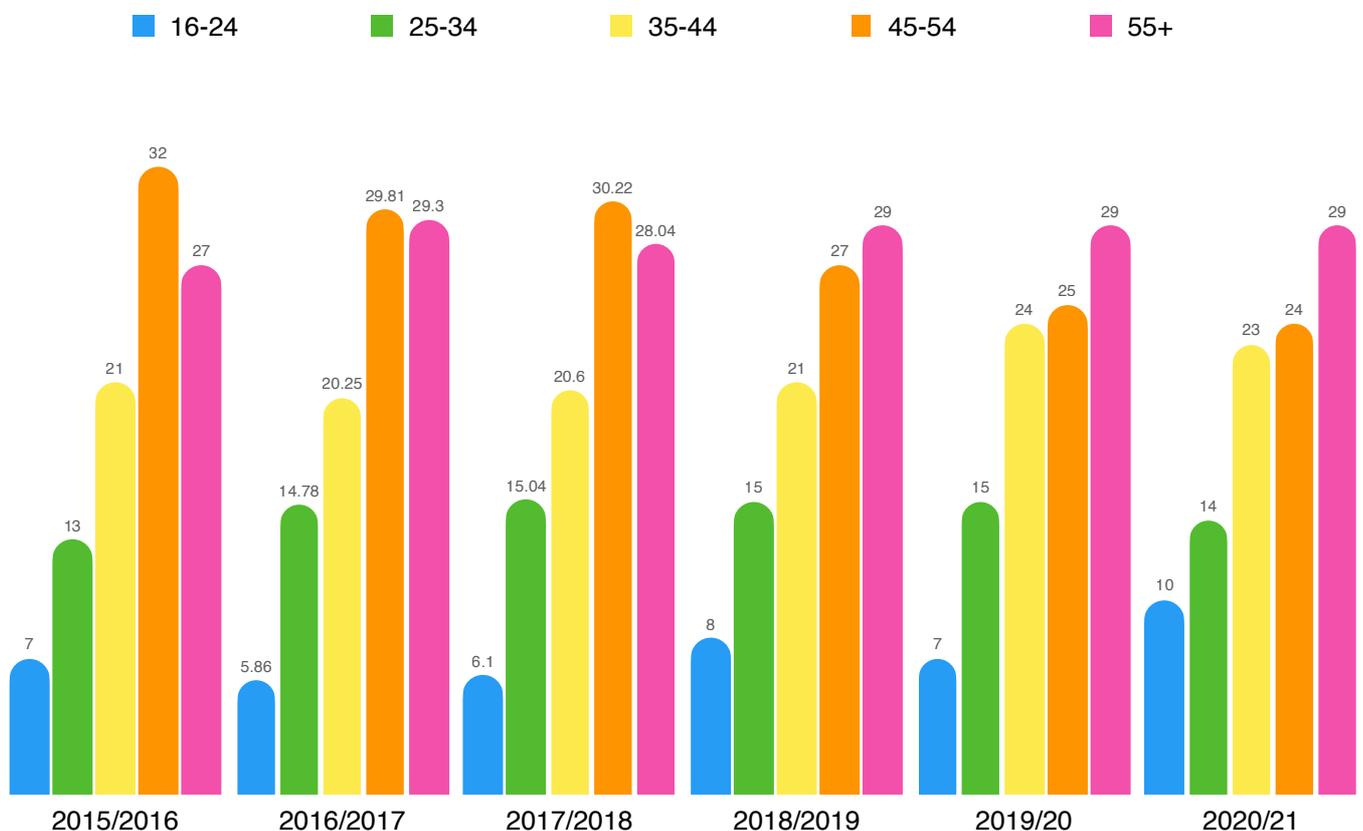
STAFF DATA - AGE

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 remaining in the 55+ year old group. The 55+ group continues to account for 29% of staff, followed by the 45 – 54 year old group (24%) and then 35-44 (23%). The remaining age groups are significantly smaller - 25-34 (14%) and 16-24 (10%).



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 has increased from 8% of staff declaring a disability to 11% of staff now declaring a disability. This is a very positive increase of 3% in just one year. Lincoln College data for the past 10 years shows a positive year on year increase in staff declaring a disability (in 2011/12 the number of staff declaring a disability was only 2.8%, this increased gradually to 7% in 2017/18 where it remained static until 2019/20 when it increased to 8%). The 3% increase in the last academic year is the highest ever percentage increase that the college has seen for staff declaring a disability and is a really positive step in the college's commitment to supporting disabled staff to feel comfortable in declaring a disability and supporting staff with a disability to be thrive in the workplace.

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.

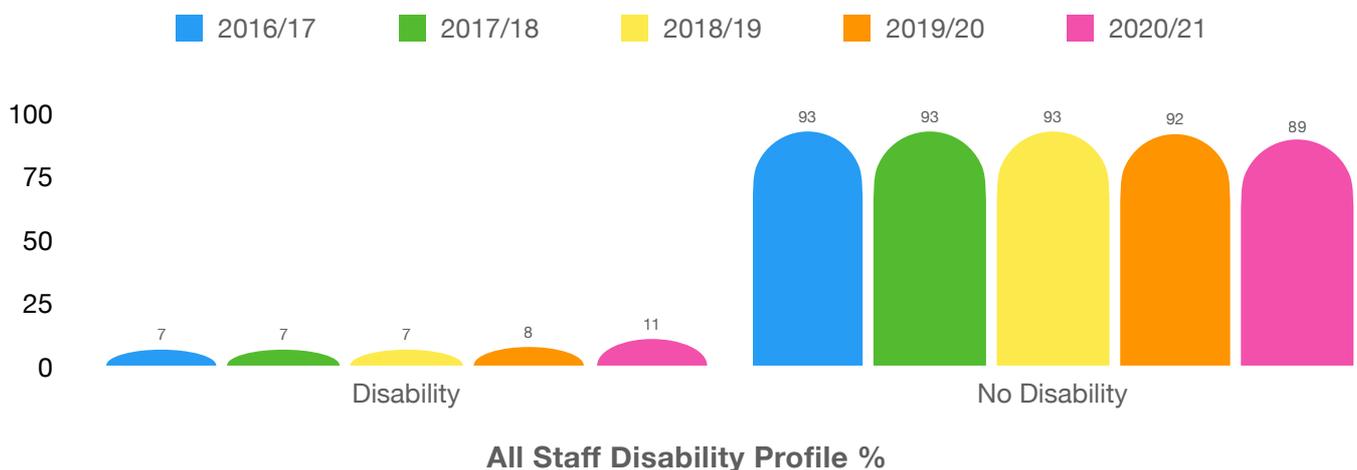
As part of Lincoln College's commitment to equality and diversity, we have made a pledge to

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.

In addition to the Disability Confident scheme, the college are signed up to a number of schemes including Mindful Employer & the AoC Charter. The Mindful Employer accreditation was successfully achieved again in the 2020-21 academic year.

A wide range of support is available to staff including:

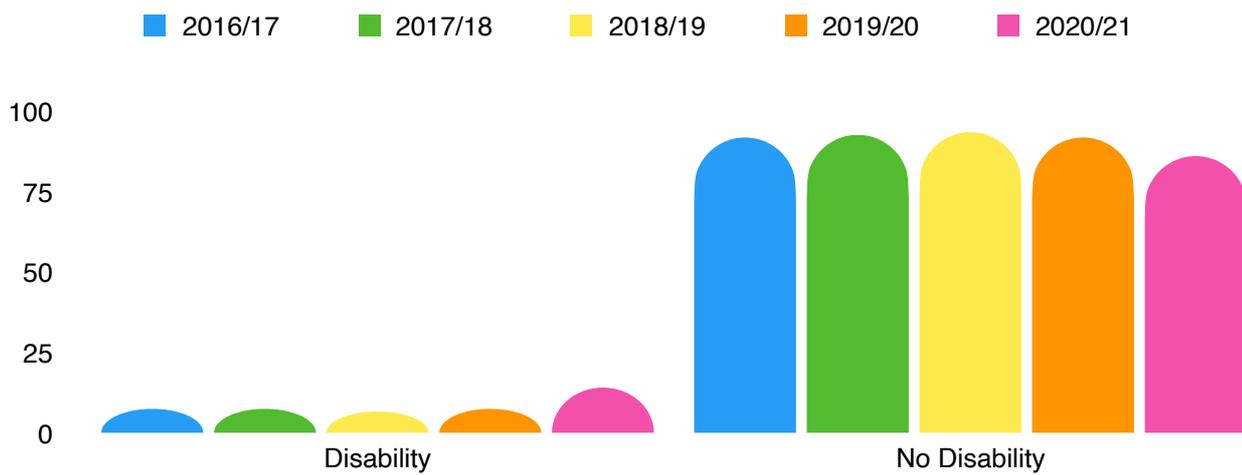
- Mental Health and Wellbeing Strategy for Staff and Students
- Mental Health and Wellbeing Toolkit for Managers
- Financial Wellbeing Support
- Occupational health support
- Employee Assistance Programme
- Mental Health First Aiders
- Access to Work
- Reasonable adjustments in place for staff and candidates through the recruitment process
- Dignity at Work Policy (introduced in 2020-21)



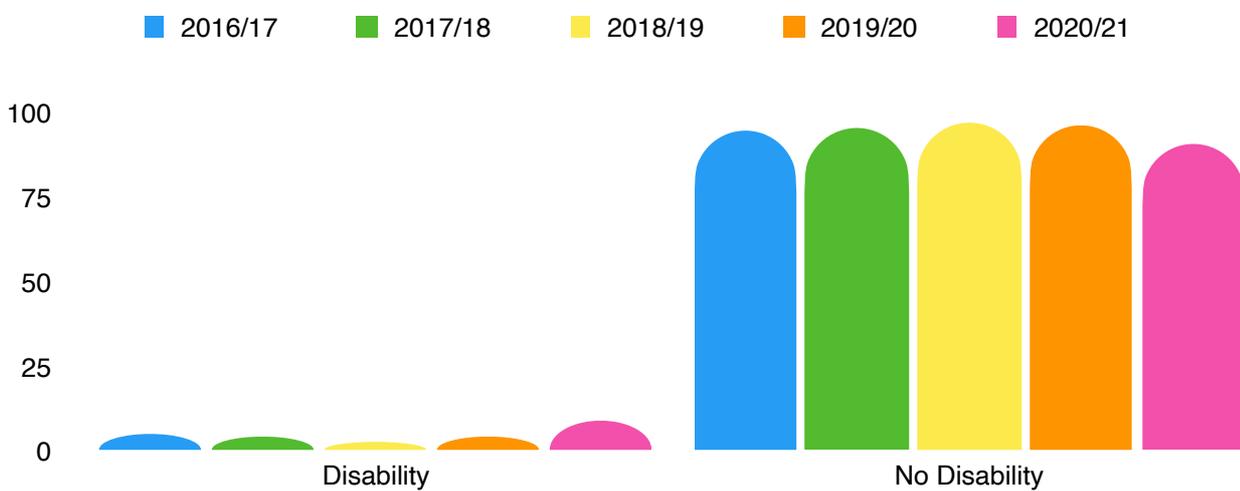
Academic Staff Disability Profile %



Support Staff Disability Profile %

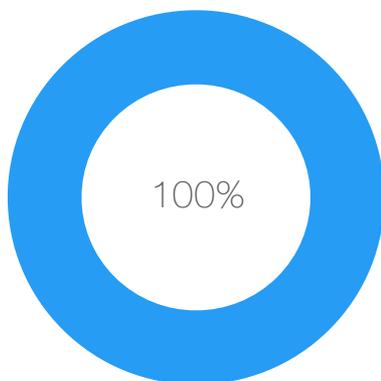
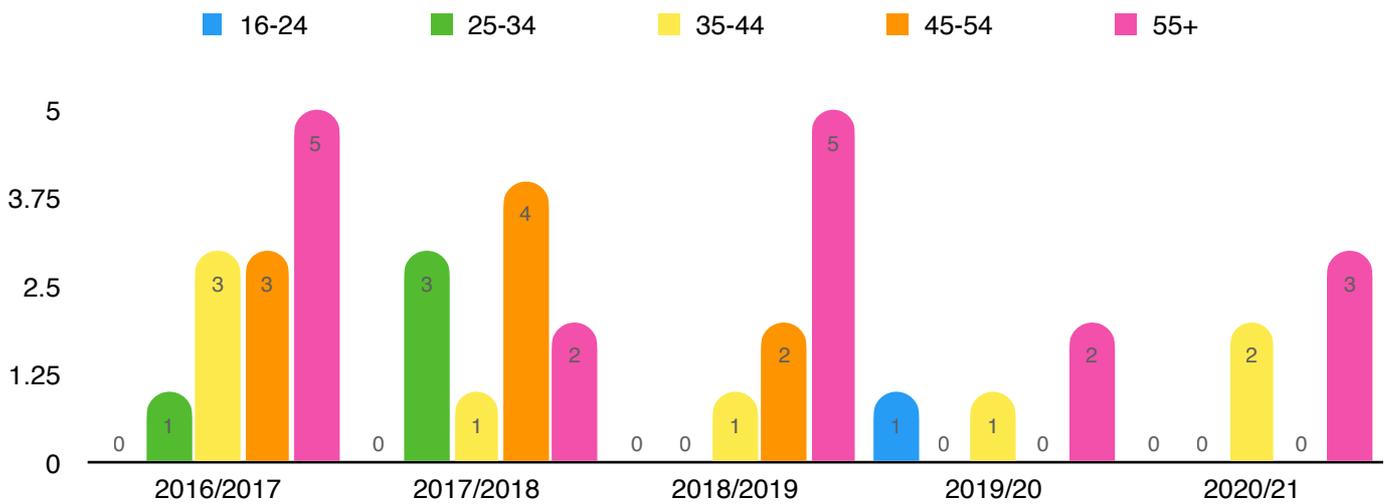
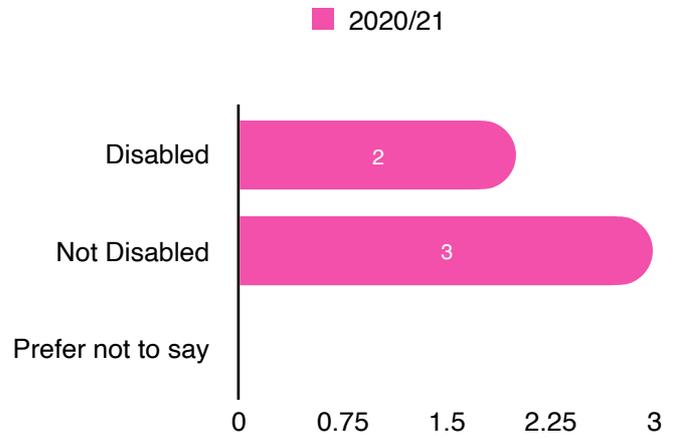
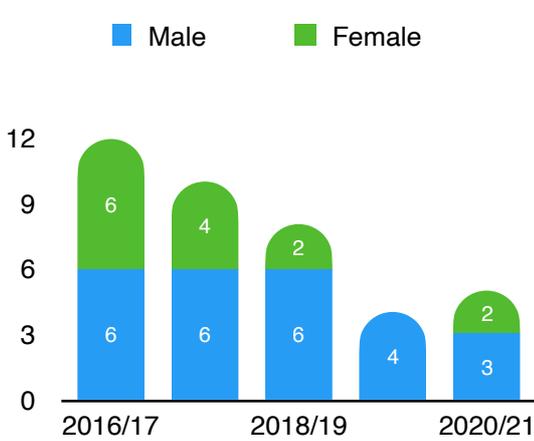


Management Disability Profile %

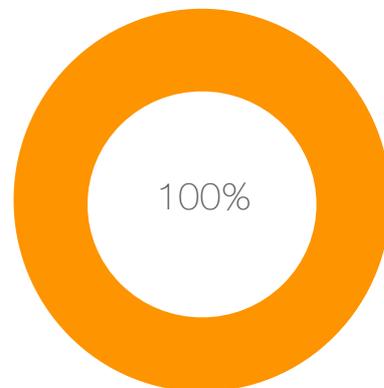


ADDITIONAL STAFF DATA - The following pages provide equality data in relation to disciplinary, grievance and turnover.

Staff Disciplinary Investigation Profile Data



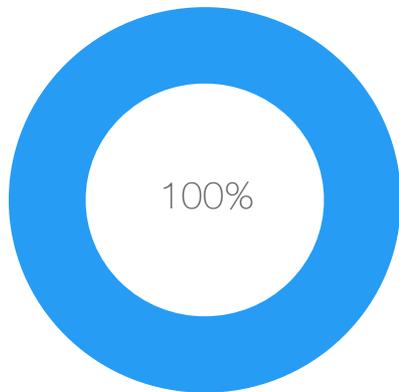
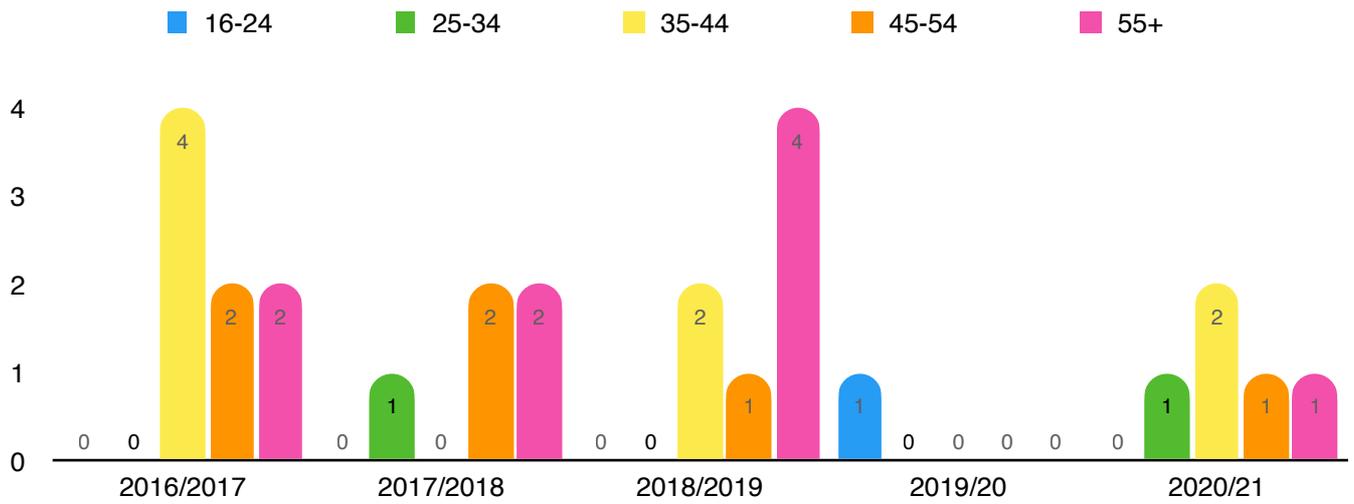
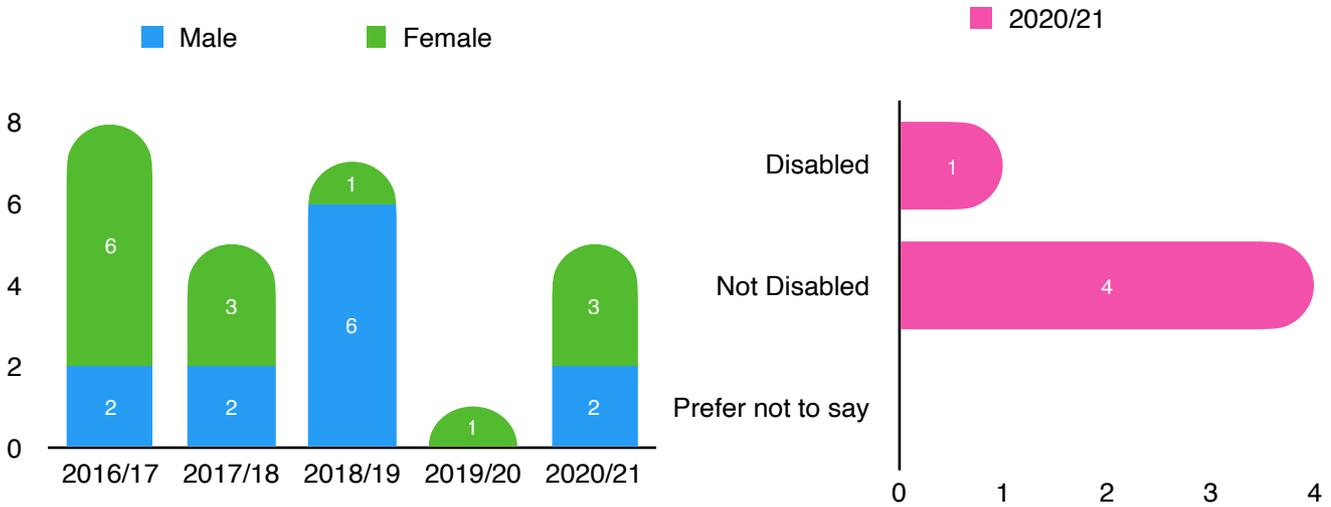
100% of staff subject to a disciplinary investigation were



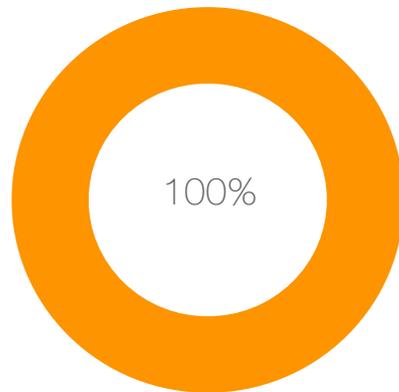
100% of staff subject to a disciplinary investigation were

*Data is based on 5 formal disciplinary investigations

Staff Grievance Investigation Profile Data



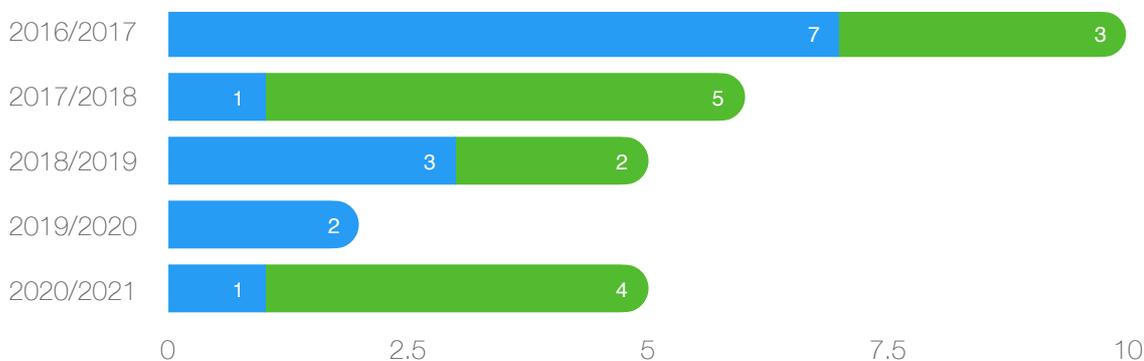
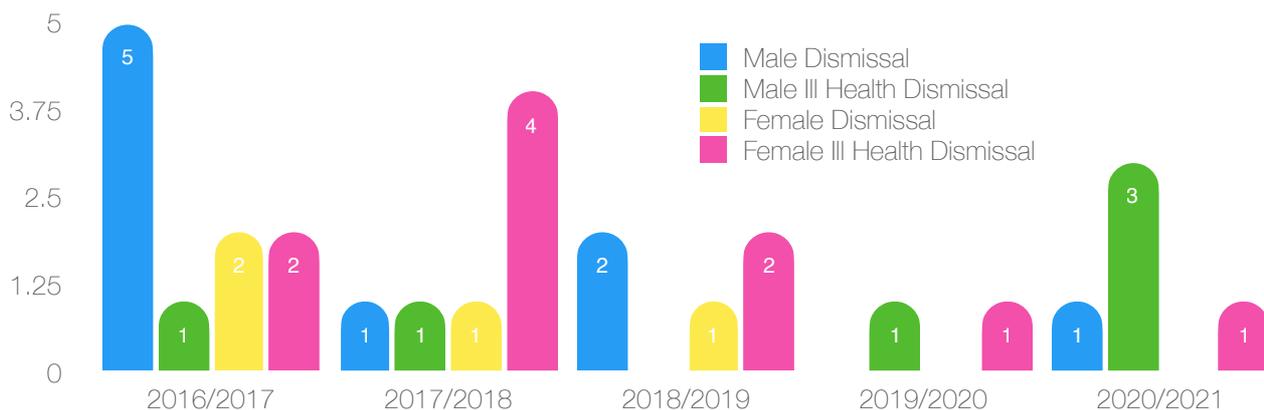
100% of staff raising a grievance were white



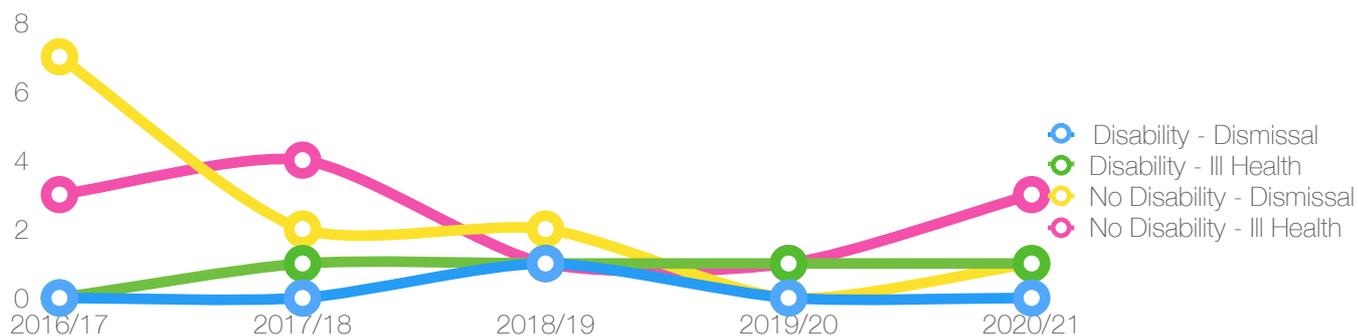
100% of staff raising a grievance were heterosexual/straight

*Data is based on 5 formal grievance investigations

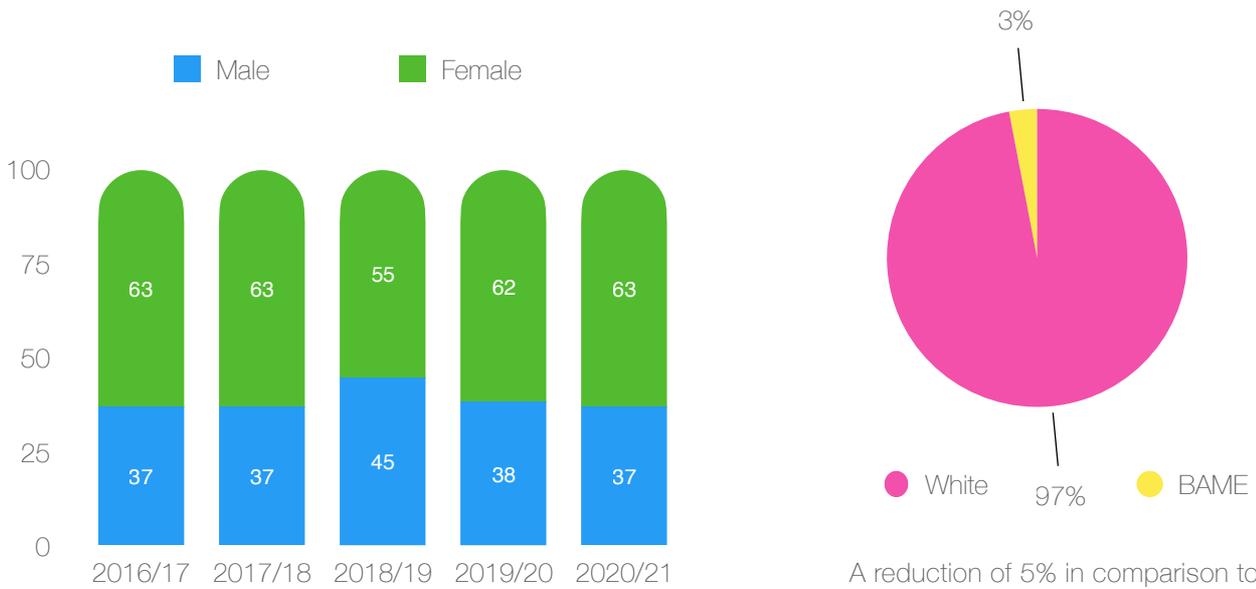
Staff Dismissal Profile Data



Dismissal - Sexual Orientation %						
	Heterosexual/ Straight	Prefer not to Say	Not Known	Bi-Sexual	Gay Man	Gay Woman / Lesbian
2016/17	20%	40%	10%	0%	0%	30%
2017/18	14%	57%	0%	0%	0%	29%
2018/19	0%	80%	0%	0%	0%	20%
2019/20	0%	50%	0%	0%	0%	50%
2020/21	0%	60%	0%	0%	0%	40%



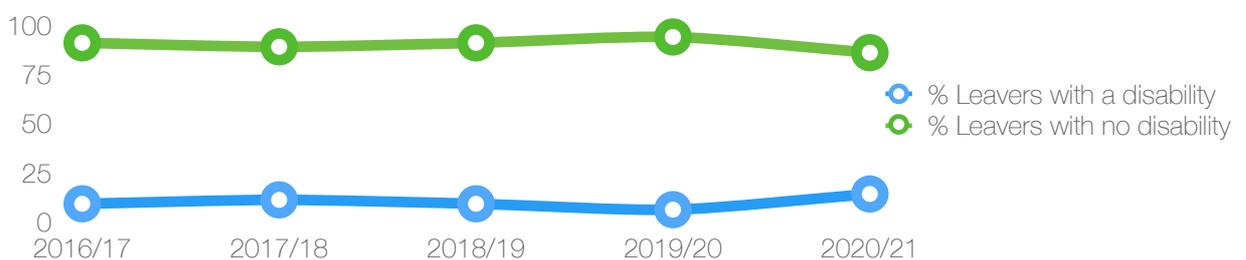
Staff Profile Turnover Data %



A reduction of 5% in comparison to the previous years data.

Turnover - Sexual Orientation %						
	Heterosexual/ Straight	Prefer not to Say	Not Known	Bi-Sexual	Gay Man	Gay Woman / Lesbian
2016/17	54	29	13	1	2	1
2017/18	55	26	18	1	0	0
2018/19	68	20	9	0	1	2
2019/20	59	14	23	3	1	0
2020/21	69	7	23	1	0	0

Turnover - Age %					
	16-24	25-34	35-44	45-54	55
2016/17	12	19	17	26	26
2017/18	10	20	15	24	31
2018/19	7	13	21	25	34
2019/20	14	20.5	10	20.5	35
2020/21	19	15	20	12	34



RECRUITMENT

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. 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.

Gender: The recruitment profile in terms of gender overall saw the male/female split remain the same as the 2019/20 academic year (68% female to 32% male). Figures remained static across all 3 areas of roles.

Disability: The trend in the number of applicants declaring a disability remained the same as previous years (7%) However, the percentage of applicants that did not declare decreased by a further 3%, taking the figure back to 16% as reported in the 2018/19 academic year (19% in the 2019/20 year). Even though this figure has decreased it is still significant and therefore, 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

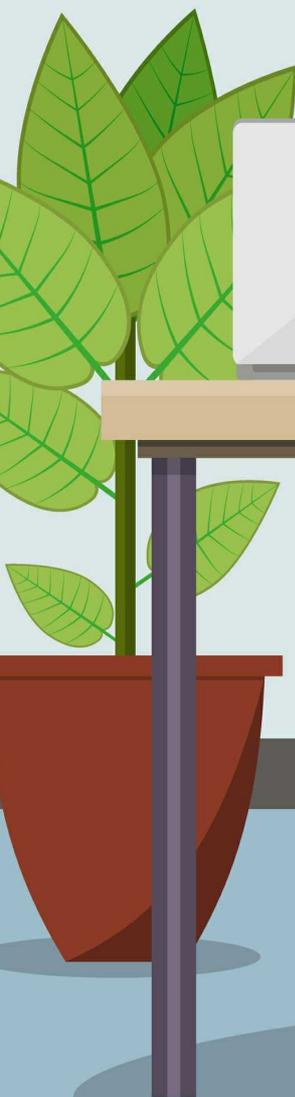
Ethnicity: Inline with data from the last 3 years, the majority of applicants are white (90%). 6% of applicants were BAME (4% of applicants did not declare their ethnicity). This is above the local profile (Lincolnshire: 2.4% of people are non-white (census survey 2011 – the next census survey was in 2021 however the data from this has yet to be released)).

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

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		



VACANCY



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. 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. These figures mirror those of last year.

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 implemented more support for staff returning to work following a period of maternity leave including, the addition of some 'top tips to to ensure a smooth transition back into the workplace following maternity leave, these were added to the Family Schemes Policies. The tips were adapted from CIPD's Top Tips for Returning from Maternity Leave and included:

- Advising 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. Staff could use Keeping in touch (KIT) days so it doesn't seem such of a culture shock when they do go back.

- Promoting the use of KIT days to help 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 encouraged to strengthen their personal and professional support network.

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 dependants leave. More promotions will take place to 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)).

- 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 dependants leave.

Maternity Leave Age Profile %			
	Academic	Support	Mgt Spine
16-25	0	11	0
26-35	0	56	100
36-45	100	33	0
46-55	0	0	0
Over 56	0	0	0

Maternity Leave Disability Profile %			
	Academic	Support	Mgt Spine
Disability	25	0	0
No Disability	75	100	100

Maternity Leave Sexual Orientation Profile %			
	Academic	Support	Mgt Spine
Heterosexual/ straight	0	88	100
Prefer not to say	100	12	0
Unknown	0	0	0

Maternity Leave Gender Profile %			
	Academic	Support	Mgt Spine
Female	100	100	100
Male	0	0	0

Maternity Leave Religion Profile %			
	Academic	Support	Mgt Spine
Agnostic	0	0	0
Atheist	0	0	0
Christian - Orthodox	0	11	0
Christian - Protestant	0	11	0
Christian - Roman Catholic	0	11	0
Unknown	100	67	100
Other	0	0	0



WHAT'S
NEXT?



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.



Lincoln / Newark / Gainsborough

LINCOLN COLLEGE EQUALITY DUTY
REPORT 2020-21