



LINCOLN COLLEGE

EQUALITY AND DIVERSITY

ANNUAL REPORT 2015/16

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EQUALITY AND DIVERSITY ANNUAL REPORT 2015/16

INTRODUCTION

- 1 The College has a general duty under the Equality Act 2010 to eliminate unlawful discrimination, harassment and victimisation to advance equality of opportunity between different groups and foster good relations between different groups. The staff figures used in this report come from the College Human Resource (HR) database as recorded September 2015 to August 2016 and student data comes from the College's Pro-achieve data.

Lincoln College is committed to actively promote and monitor equality, diversity and inclusion, ensuring that no student, staff or visitor is unlawfully discriminated against. As a diverse College, it is made up of 2,838 learners aged 16-18 attending full-time and 948 attending part-time. A further 1,198 adult learners attend full-time and some 8,469 were on part-time courses. 3,456 learners were on adult apprenticeship courses and 698 learners were on 16-18 apprenticeship programmes.

The Ofsted inspection 2016 stated "Leaders and managers promote equality and inclusiveness well across the organisation. They have developed good procedures that they use well to tackle bullying and harassment by staff or students".

The College is required to effectively train, monitor and support staff and students to ensure that they are aware of their responsibilities in line with the Equality Act. In March 2016, the College set up an Equality and Diversity Working Group, whose members act as advocates and advisers for equality within the College, which replaced the long standing Equality and Diversity Committee. The priority was to re-focus the group and drive forward improvements, ultimately to improve outcomes for students and staff from a protected characteristic group.

The College values partnership working with external organisations to ensure the diverse range of needs of the student population is met. Partnerships include (but are not exclusive to) the following: Children's Services, Lincolnshire and Nottinghamshire Police, Youth Offending and Probation Services, Child and Adolescent Mental Health Services, Local Authorities, Schools and Charitable Support Agencies. Speakers from partnership groups have been involved in staff development activities and generally provide a source of expertise.

The College publishes its equality objectives which are reviewed and actioned by the Equality and Diversity Working Group. The Equality and Diversity Working Group also reviews equality data to ensure that objectives are relevant and current.

STATUTORY DUTY AND EQUALITY ANALYSIS

- 2 Colleges and public organisations have a statutory duty to produce an annual report under the specific duties of the Public Sector Equality Duty; this is a key measure of the Equality Act of April 2010. 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. In particular, this would be achieved with due regard to the following:
 - (a) eliminate unlawful discrimination, harassment, victimisation and any other conduct that is prohibited by, or under, the Equality Act of 2010;
 - (b) advancement of equality of opportunity between persons who share a relevant protected characteristic and those who do not;

- (c) foster good relations between persons who share a relevant protected characteristic and those who do not.

COLLEGE VALUES AND STRATEGY

- 3 Lincoln College is at the core of the Lincoln College Group. Therefore the Lincoln College Operational Plan, logically, devolves from the Lincoln College Group Strategy 2016-2019; it comprises the same mission, vision and ambitions and the same single and common unifying purpose, which is to ensure that Lincoln College is:

Our Mission:

“Employer-led, producing a highly skilled and productive local workforce”

Our Vision:

“To be an extraordinary organisation with sufficient scale and resilience to ensure that it adds exceptional social value to its communities in Greater Lincolnshire and Nottinghamshire by providing high quality education and training and making people exceptionally well prepared for work”

Lincoln College ambitions:

- 1. Excellence in Education and Training:** We will accelerate the ongoing transformation of our education and training delivery, dramatically improving the outcomes of our learners, until we are extraordinary.
- 2. Employer-focused Curriculum:** Our curriculum will be highly relevant, meeting the needs of employers and other key customers.
- 3. Higher Education and Skills Growth:** Through our Career Degree concept, we will continue to advance our higher education and skills offer with major investment in new infrastructure and programmes.
- 4. International and Commercial Development:** We will have the largest and most profitable international and commercial portfolio of UK general further education colleges, which generates substantial investment in education and training in Greater Lincolnshire and Nottinghamshire.
- 5. Collaborate for Strength:** We will be more resilient by creating new partnerships, founded upon trust and confidence, so that we are stronger together and better able to meet the needs of businesses and students.

SUMMARY

- 4 Lincoln 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. The graphs in the appendices provide a top level visual view of key characteristics relating to gender, disability, age, ethnicity, sexual orientation and religion. The following paragraphs analyse this data.

Key aspects of the analysis include the following:

- Age profiles of staff;
- Analysis of promotions;
- Staff disciplinaries;
- Employee recruitment;
- Staff profile of disability;
- Fixed term appointment analysis;
- Staff grievances;
- Staff development;
- Disability profile;
- Staff turnover;
- Flexible working request analysis;
- Dismissals and ill health dismissals analysis;
- Learner profile against success, retention and achievement outcomes;
- Student discipline;
- Bullying and harassment support.

There have been no issues of concern that require the attention of the Board of Corporation.

EMPLOYEE RECRUITMENT PROFILES:

The following information uses graphical examples of data to show employee recruitment collected routinely as part of the staff advertisement process. Each graph is analysed to consider the impact and implications for the College's monitoring of recruitment at different levels of detail.

EMPLOYEE RECRUITMENT BY ETHNICITY

- 5 Appendix 1 shows that the majority of applicants are white, however there has been a 2% increase from black and minority heritage applicants, which is consistently above the local profile (Lincolnshire: 2.4% of people are non-white (census survey 2011). The majority of posts applied for were by white British applicants at 90%. 8% of applications were from ethnic minority heritage groups and only 2% of applicants did not declare their ethnic heritage.

Lincoln College is aware that improvements can further be achieved in aiming for higher levels of diversity from its recruitment process and staffing profile. The College continues to ensure that it promotes best practice and has undertaken a comprehensive review during 2016 of its Code of Practice for Recruitment and Selection, to ensure fairness and equality for all.

There was a significant increase of 5% in applications from ethnic minority heritage groups for academic positions and continues the upwards trend from the previous year's data for this category.

The recruitment profile for support and management spine staff was almost static, with a significant reduction of 10% declining to answer in the management spine category.

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. An analysis will be made of the conversion rates from applications to interview in order to monitor outcomes and advance equality of opportunity between groups that share these protected characteristics and those who do not.

RECRUITMENT AND GENDER

- 6 Appendix 2 provides an analysis of applications based on gender for 2015/2016. This year there have been significant fluctuations in terms of male and female applicants to the overall posts advertised from the previous year's data, with a 5% increase in female applications, rising from 58% in 2014/2015 to 63% in 2015/2016.

Applications for support staff posts showed a reversal on the previous year's decline in female applications, with an increase of 6%. For management spine posts, the opposite effect was noted, with a decrease of 3% in the number of female applications. Applications for academic posts by gender however remained almost static.

RECRUITMENT AND DISABILITY

- 7 Appendix 3 details equal opportunities monitoring in respect of disability. The trend in the number of applicants declaring a disability has remained the same as for 2014/2015 at 10%. It is interesting to note that across all categories there has been a significant decrease this period of applicants choosing not to answer this question, in particular a decrease of 12% for management spine applications.

The College was again successful in 2016 in its reaccreditation of the revised “Two Ticks” positive about disability discrimination commitment, now referred to as The Disability Confident Scheme. This was officially launched on 2 November 2016 and continues to actively explore ways in which more disabled people can be encouraged to apply for positions. The College was categorised as a level 2 Disability Confident Employer. The recruitment process also states that all candidates who declare a disability and meet the shortlisting criteria are guaranteed an interview. All recruitment campaigns will be reviewed to proactively seek to advertise in publications that are most likely to reach people with a disability and ways to promote the College to disabled people more effectively will also be considered. Furthermore, continued analysis of the conversion rates from applications to interview to monitor outcomes is ongoing.

RECRUITMENT AGE RANGES

- 8 Appendix 4 details the age range of applicants to positions. College advertisements continue to attract a wide age range of people. The number of 16-25 year old applicants has continued to decline by a further 4%. This can be explained by the nature of the apprenticeship recruitment programme, aimed at providing employment and training opportunities across the College. Apprentices are appointed on a 15 month contract and therefore there will be an impact on the data, depending upon the time of year recruitment takes place. This year there has been significantly less apprenticeship recruitment and this is reflected in an overall decrease in this age bracket. One reason for this is the number of level 2 apprenticeships progressing to level 3 apprenticeships and remaining at the College for a further twelve month period. The number of overall applicants against all other age groups has remained static in comparison.

For both management spine and academic posts, applications have significantly increased in the 36-45 age group by 9% and 11% respectively. For the age group 46-55, there has also been an increase for management spine applications by 16%.

RECRUITMENT AND SEXUAL ORIENTATION

- 9 This is the third year that data has been collected for this protected characteristic with results remaining almost static in comparison to 2014/2015.

Applicants preferring not to say declined across all categories of applications.

RECRUITMENT AND RELIGIOUS BELIEFS

- 10 Overall analysis showed that 29% of all applicants did not specify their religious beliefs, an almost identical figure to that from the past three years. The same ten categories of recognised religions were again identified by applicants. Across all categories there was an increase in applicants declaring themselves to be Atheist.

For academic staff vacancies, 22% of applicants declared their religion as Protestant, a decrease of 7% from 2014/2015, with 25% preferring not to specify.

Support staff applications identified that 31% did not specify their religion and that 16% declared their religion as Atheist. There were no other significant trends to report.

RECRUITMENT FOR FIXED TERM POSTS

- 11 Appendices 7 and 8 provide analysis for fixed term post monitoring. Short term projects may be used to staff activities of a limited period. The fixed term posts include a number of apprenticeships across the College in a range of business support capacities. This is reflected in 68% of applicants being in the 16-25 years of age group for support staff positions. There were no fixed term posts for either management spine or academics during the reporting period.

There was a significant increase from 0% to 4% of applicants declaring themselves as ethnic minority heritage and 10% of applicants declaring a disability.

STAFF PROMOTIONS

- 12 Appendices 9 and 10 consider the use of data for promotions in relation to age, gender, disability, ethnicity, sexual orientation and religion. The analysis shows that 55% of promotions were for support staff positions compared to 52% in the previous year, and 41% for management spine positions compared to 10% the previous year.

Significantly, there was an increase of 40% of staff declaring a disability for academic positions. For all positions in 2015/2016 applicants declared their sexual orientation as either heterosexual or preferred not to say.

EMPLOYEE PROFILE:

STAFF ETHNICITY

- 13 Appendix 11: In comparison with the last 2 years the ethnic profile of the College has increased by 3.9%. Lincolnshire has a low population count of 2.4% ethnic minority heritage representation. The College now has an ethnic profile of 6%, exceeding the local geographical area by 3.6%. 94% of staff are identified as white British. The College continues to review its Recruitment Code of Practice ensuring the highest level of compliance is maintained. Advertising takes place locally, regionally and nationally and is targeted at specific interest groups, designed to attract minority groups. A continued focus will be given to promoting positions at the College positively.

STAFF GENDER

- 14 Appendix 12: There has been no significant change in the gender profile of the College which is 61% female and 39% male; this has remained much the same over a 5 year period. Female staff numbers have declined for a second consecutive year in management spine posts by 8% with the gender split for academic and support staff remaining static. The College will endeavour to continue to ensure there is a balance of men and women in key decision-making responsibilities. The majority of managers are female in the College management team (54%).

The gender pay gap data for 2015/2016 shows an overall pay gap in favour of men of 11.92%, static from data from 2014/2015, equating to an average deficit in pay for women of £3,367 per annum. The Office for National Statistics data reported as at April 2016 showed a national gender pay gap figure of 18.1%, down from 19.3% in 2015. Lincoln College successfully continues to be well under the national statistics.

STAFF DISABILITY

- 15 Appendix 13: Data on disability for all staff may be incomplete and those that acquire a disability during their employment may not be updating their change of circumstances. This is despite the fact that the iTrent HR system does allow for independent access and updating by staff, to make their own changes without going through a third party to disclose a disability. A wide range of support is available to staff which can be accessed anonymously.

The current representation for staff with disabilities is 6% overall. There has been a small increase of 0.57% in the number of staff across all categories declaring a disability.

The College values its staff and wellbeing groups to take an inclusive approach to staff and student welfare. The College committed to the Mindful Employer Initiative in 2010 and was reaccredited by the scheme in May 2015. In some instances, staff and students actively campaign in support of specific disabilities and illnesses, to raise awareness and funds to support local and national action groups. These achievements are detailed in the College self-assessment report.

STAFF AGE

- 16 Appendix 14: The age profile of the College has remained relatively constant over the last five years, with the highest cluster of ages continuing to be around the 46-55 year old group. All other age range profiles have remained almost static compared to the previous year's data.

STAFF RELIGION PROFILE

- 17 Appendix 15: This is the third year that data has been reported for this protected characteristic. Staff have independent access through the iTrent HR system to disclose this information without the need to go through a third party.

59% of staff have not declared a religion, a second consecutive year decrease of 5.5% from 2014/2015, with only a small increase of 1.2% declaring "not known". For management spine posts, there was an increase of 9.6% in the number of staff declaring their religion or beliefs as Atheist. There are in total seven recognised religions having been declared.

STAFF SEXUAL ORIENTATION

- 18 Appendix 16: For the second consecutive year there has been a steady decline of people preferring not to say (5%) in relation to sexual orientation. 2015/2016 data also highlighted an increase of 6% of all staff declaring to be heterosexual/straight, a second consecutive year increase. The College continues to promote equality of opportunity for all staff regardless of their sexual orientation and ensures that the same special leave arrangements apply to all employees regardless of marital or civil partnership status.

STAFF DEVELOPMENT

- 19 Appendices 17 and 18: Staff development identifies participation levels in training activities. This covers both internal and external opportunities. Data for 2015/2016 shows an almost static picture with regards to the split of male/female participation. Block training days are organised for all staff twice a year and attendance at equality and diversity training is mandatory for all staff. Data on staff attendance for those declaring a disability has increased by 0.5% to 7.5% and remains consistently positive. The data also shows a small decrease of 0.8% in participation for people from black and minority heritages compared to 2014/2015. There has been a continued decrease in data for the "not known" category relating to both

religion and sexual orientation for staff participating in staff development activities. In a further reflection of the College's overall profile for religion, those declaring themselves as either Atheist or Agnostic when undertaking staff development activities increased to 7% and 8% respectively with the majority for the third year declaring their religion as Christian – Protestant. The College currently holds the Investors in People Gold Standard as an external validation of our commitment to staff training and development and will be subject to a desktop review in January 2017 before considering reassessment in 2018.

STAFF DISCIPLINE

- 20 Appendices 19 and 20 identify that 13 staff were part of a formal disciplinary process, a small decrease of 2 cases from the 2014/2015 data. Male cases of discipline decreased by 3 and female cases of discipline increased by 1 accordingly. There were again two people declaring a disability in this group and all those subject to disciplinary action were white. The majority of those disciplined (38%) were within the age ranges of 46-55.

STAFF GRIEVANCE

- 21 Appendices 21 and 22 illustrate the equality and diversity indicators of staff who have raised a grievance, with a total of 7 for 2015/2016, static from the previous year. Two staff members declared a disability. All grievances were from white members of staff with 71% being raised by female staff members. One complaint included an allegation of pregnancy discrimination but following investigation was unfounded and not upheld. The College operates a mediation service with trained personnel in support of staff who have particular concerns about their treatment by others and also utilised the services of an external agency during the reporting period.

STAFF TURNOVER

- 22 Appendices 23 and 24 indicate staff turnover has been relatively stable over time. The key significance in 2015/2016 is the decrease of female staff leavers by 7% compared to 2014/2015, with a subsequent increase in male staff leavers by the same percentage. The turnover of staff from different ethnic minority heritage groups has decreased by 1.9%. There was a lower proportion of staff declaring a disability on leaving, down by 3%. There was an increase of 7% of the 46-55 age bracket (22%) leaving the College workforce compared to 2014/15, with all other age groups remaining consistent. There are mechanisms in place for all employees leaving the College's employment to provide feedback regarding their reason(s) for leaving. Having reviewed this information no-one has declared any specific areas for concern relating to the protected characteristics.

STAFF FLEXIBLE WORKING REQUESTS

- 23 Appendices 25 and 26 detail those requests made by staff in accordance with legislation for flexible working for parents or carers. The most significant change in the data for 2015/2016 is the decrease in requests by men from 23.5% to 16.6%, with 72.2% of all requests being in academic posts. The main age group for academic staff making requests is over 56. There was also an increase of 8% of academic staff declaring a disability. No management spine staff made any requests for flexible working. The College ensure that all staff are treated fairly in relation to caring responsibilities and will work with staff that may need to work flexibly in order to meet these responsibilities, finding a solution that meets both the needs of the individual and the College.

STAFF MATERNITY RETURN RATES

- 24 Appendices 27 and 28 detail the return rates by protected characteristics for staff returning from a period of maternity leave. For the first time since recording this data there was a cross section of age ranges returning from maternity leave, with the highest proportion in the age range 26-35 (62%). 14% of support staff returning from maternity leave 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. Policies are reviewed to consider their impact on pregnant staff.

STAFF DISMISSALS AND ILL HEALTH DISMISSALS

- 25 Appendices 29 and 30 illustrate that during 2015/16 there were four male dismissals and three female dismissals, of which two were ill health dismissals. 100% of dismissals were staff of white heritage. 100% of ill health dismissals were in the age range of 46-55 years with 57% of dismissals also being in the age group 46-55.

STAFF LENGTH OF SERVICE PROFILES

- 26 Appendices 31 and 32 show that 44.5% of female employees have been between 0 and 10 years' service compared to 42.5% from the previous year. The highest proportion of staff with this length of service falls within the age range of 46-55 years of age at 18.45%. There was a small increase in those staff with a reported disability by length of service, in the 0-10 year range of 0.35%, up from 3.55% in 2014/2015 to 3.9% in 2015/2016. 62% of staff off staff with 0-10 years' service were of white British heritage; a reduction of 3.13% from the previous years' data, with 1.7% in the same length of service category being of ethnic minority heritage.

LEARNER PROFILES:

INFORMATION ABOUT THE PROVIDER

- 27 Lincoln College is a large General Further Education College with campuses in Lincoln, Newark and Gainsborough. The College provides a wide range of courses, including apprenticeships, study programmes, HE and adult learning programmes. Apprentices attending programmes with subcontractors come from all parts of the country. The proportion of learners from minority ethnic heritage groups is approximately 16% by number of leavers. The population by gender for all provision at the college in 2015/2016 was 53% female and 47% male, with 28% of classroom based learners having declared a learning difficulty, disability or reported health problem and 5% of apprentices declaring similar issues.

The College serves a largely prosperous area, although areas of relative deprivation exist within the College's catchment. Unemployment rates within the local area compare favourably with national rates and a higher proportion of pupils leave school, in Lincolnshire, with five or more GCSE high grade passes than is the case nationally. This is in contrast to the demographic at the Gainsborough and Newark campuses feeder schools which have lower than the national average performance for pupils leaving school at Key Stage 4.

STUDENT DATA:

WHOLE COLLEGE

28 The achievement rate for the whole College is 74% (including maths and English), however if maths and English are removed the achievement rate is 81.6%.

GENDER

29 The achievement rate for female students is 75% and for male students 73%, compared to national benchmarks of (80%) for females and (78%) for males. Below you will see the three year trend data by gender:

All Classroom by Gender								
	Leavers		Achievement %		Retention %		Pass %	
	M	F	M	F	M	F	M	F
2013-2014	8385	6528	83%	80%	92	89	91	89
2014-2015	5692	5711	75%	76%	92	90	82	84
2015-2016	4802	5515	73%	75%	89	87	83	86

CLASSROOM BASED DIFFICULTY / DISABILITY

30

	Leavers	Achievement%	NA	Retention %	NA	Pass %	NA
2013-2014	3899	81	83	91	92	89	90
2014-2015	3020	73	79	91	91	90	87
2015-2016	2883	69	78	88	91	79	86

DISABILITY

31 The whole College achievement rate for students with a disability is 69%, compared to (75%) for those without a disability however if you remove maths and English the achievement rate for whole College disability is (78%). 19+ students with a disability are achieving at a lower rate in comparison to 16-18 students with an achievement rate currently measured at 68.7%. This is 12.3% below national benchmark. Engineering & Technology, Health, Beauty & Care and the Sport & Service sector are achieving above benchmark for all ages, but all other areas fall below national benchmark.

Disability	Overall Leavers	Ach. Overall	Ach. Overall %	Comparison to College Average (74%)
Asperger's	109	83	76.1	+2.1%
Hearing	64	47	73.4	-0.7%
Medical	515	362	70.3	-3.7%
Mental health	364	227	62.4	-11.6%
Mobility	55	42	76.4	+2.4%
Multiple	77	54	70.1	-3.9%
No disability	8938	6676	74.7	+0.7%
Other	29	23	79.3	+5.3%
Physical	69	54	78.3	+4.3%
Profound/Complex	17	11	64.7	-9.3%
Temporary	9	8	88.9	+14.9
Visual	48	35	72.9	-1.1%
Grand Total	10294	7622	74.0	

Disability	Overall Leavers		Ach. Overall		Ach. Overall %		Ach Comparison to College Average (74%)	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Asperger's	82	27	63	20	76.8	74.1	+2.8	+0.1
Hearing	35	29	27	20	77.1	69.0	+3.1	-5
Medical	371	144	265	97	71.4	67.4	-2.6	-6.6
Mental health	223	141	140	87	62.8	61.7	-11.2	-12.3
Mobility	19	36	16	26	84.2	72.2	+10.2	-1.8
Multiple	54	23	35	19	64.8	82.6	-9.2	+8.6
No disability	5700	3238	4122	2554	72.3	78.9	-1.7	+4.9
Other	22	7	18	5	81.8	71.4	+7.8	-2.6
Physical	21	48	15	39	71.4	81.3	-2.6	+7.3
Profound/Complex	13	4	10	1	76.9	25.0	+2.9	-49
Temporary	5	4	5	3	100.0	75.0	+26	+1
Visual	25	23	18	17	72.0	73.9	-2	-0.1
Grand Total	6570	3724	4734	2888	72.1	77.6	-1.9	+3.6

LEARNING DIFFICULTY

- 32 The whole College achievement rate for students with a learning difficulty is 69%, compared to (75%) for those without a disability. Males are achieving at a slightly better rate than females and 16-18 students are achieving by 0.8% more than 19+. Creative Arts, Engineering & Technology and the Sport & Service sector are achieving above benchmark for all ages, but all other areas fall below national benchmark.

Learning Difficulty	Overall Leavers	Ach. Overall	Ach. Overall %	Comparison to College Average (74%)
Autism	404	281	69.6	-4.4%
Dyscalculia	49	27	55.1	-18.9%
Dyslexia	899	614	68.3	-5.7%
Moderate	317	218	68.8	-5.2%
Multiple	27	11	40.7	-33.3%
None	8426	6335	75.2	+1.2%
Other	16	12	75.0	+1%
Other Spec	91	72	79.1	+5.1%
Severe	65	52	80.0	+6%
Grand Total	10294	7622	74.0	

Learning Difficulty	Overall Leavers		Ach. Overall		Ach. Overall %		Comparison to College Average (74%)	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Autism	264	140	178	103	67.4	73.6	-6.6	-0.4
Dyscalculia	33	16	19	8	57.6	50.0	-16.4	-24
Dyslexia	680	219	478	136	70.3	62.1	-3.7	-11.9
Moderate	165	152	112	106	67.9	69.7	-6.1	-4.3
Multiple	16	11	5	6	31.3	54.5	-42.7	-19.5
None	5307	3119	3860	2475	72.7	79.4	-1.3	+5.4
Other	11	5	8	4	72.7	80.0	-1.3	+6
Other Spec	69	22	55	17	79.7	77.3	+5.7	+3.3
Severe	25	40	19	33	76.0	82.5	+2	+8.5
Grand Total	6570	3724	4734	2888	72.1	77.6	-1.9	+3.6

HIGH NEEDS

- 33 Retention of High Needs Learners was 93% and above the national average in 2015-2016, with retention of learners with learning difficulties or disabilities being in line with the overall College average. Learners with learning difficulties or disabilities in both the areas of Business, Social Care & Childcare and Computing, Hair, Beauty & Holistic Therapies achieved pass rates in excess of the national averages (3% and 2% respectively), however across the College, improvements to pass rates are required for these groups of learners.

ETHNICITY

- 34 Minority groups are achieving at a higher rate than white British, where white British is 72% achievement rate compared to 81% for minority. That said there are 340% more white British students, so this will have a significant impact.

All Classroom by Ethnicity								
	Leavers		Achievement %		Retention %		Pass %	
	White British	Minority						
2013-2014	12729	2184	82%	82%	90%	94%	91%	87%
2014-2015	9339	2064	75%	79%	90%	95%	83%	83%
2015-2016	8404	1913	72%	81%	87%	91%	83%	88%

AGE

35 16-18 data

The achievement rate for all 16-18 students is 72.1% (including maths and English) and 80.4% when English and maths are excluded.

16-18 students with no SEND are achieving at 72.8% (including English and maths) compared to 79.8% when English and maths are excluded. Where maths and English are removed from 16-18 data, students with a SEND are achieving at 2.6% higher rate than those without SEND.

19+ data

19+ students have an overall achievement rate of 77.6% (including maths and English) compared to 83.4% when maths and English are excluded. The achievement rate for 19+ students with SEND is 68.3% (including maths and English), compared to 79.6% when maths and English are excluded. Where 19+ students have no SEND, the achievement rate is 80.5% (including maths and English) and 84.2% excluding maths and English. This leaves an achievement gap of 12.2% (including maths and English) for 19+ students with SEND, compared to those without SEND. Where maths and English are excluded the achievement gap is 4.6%.

Apprenticeships

The achievement rate for apprentices with a learning difficulty/disability is 58.6%, compared to 50.6% for those without a disability. Females are achieving at a slightly better rate than males by 3.9%

Overall by Learning Difficulty / Disability	Overall Leavers	Achievement Rate	Timely Leavers	Timely Achievement
Learner considers himself or herself to have a learning difficulty and/or disability and/or health problem	87	58.6%	100	43.0%
Learner does not consider himself or herself to have a learning difficulty and/or disability and/or health problem	1535	50.6%	1286	45.1%
No Information Provided By The Learner	5	100.0%	4	75.0%
Grand Total	1627	51.2%	1390	45.0%

Apprentices by Gender	Overall Leavers	Achievement Rate	Timely Leavers	Timely Achievement
Female	956	52.8%	833	43.8%
Male	671	48.9%	557	46.9%
Grand Total	1627	51.2%	1390	45.0%

STAFF TRAINING UNDERTAKEN

- 36
- Students have delivered training on LGBT, Autism and what is like to be a Muslim in the UK;
 - Mental health training;
 - EHCP workshops;
 - SEND reforms;
 - Systematic instruction to support SEND learners.

STUDENT ENGAGEMENT

- 37
- The Student President and Equality and Diversity Student Officer both sit on the Equality and Diversity Working Group. This enables them to assist with the reviewing of equality objectives, challenge views and opinions and feed back to students. Both representatives come from a protective characteristic group. The Student President and HE Vice President also sit on the board of Governors and again both are representatives from protected characteristic groups.

Each term we facilitate Learner Voice groups which allows class representatives to meet with senior managers to discuss what is working well within the college and where there are any concerns that they would like addressing.

EQUALITY OBJECTIVES

- 38
- The following equality objectives were set by the Equality and Diversity Working Group (EWG), following consultation with staff and students.

These objectives are reviewed and updated by the EWG:

1. By Dec 2016, to train and empower staff so that they are able to manage and confidently challenge discussions regarding E&D issues including British Values.

2. To have a comprehensive overview of where bullying is taking place and monitor if it is linked to protected characteristics by the end of the academic year 2016/17.
3. By April 2018, to eradicate offensive language being used towards LGBT staff and students.
4. For the start of 2016/17 academic year to offer alternative enrolment arrangements for High Needs/SEND learners.
5. To eradicate complaints of accessibility issues relating to College buildings by April 2020.
6. By September 2016 to review all SEND disclosure, assessment and support provision in line with the SEND reforms, ensuring that relevant support and reasonable adjustments are in place, in a timely manner, creating a positive impact for the learner journey. By Dec 2016, to have clear service standards for all aspects of this work.
7. To reduce the gender pay gap from 11.3% (August 2015).
8. Create a culture where staff feel able to disclose their sexual orientation status, decreasing the 49% of staff who 'prefer not to say' or quote 'unknown' to 25% by April 2020.
9. Increase the number of staff declaring a disability by 3% in 4 years i.e. from 5.43% in August 2015 to 8.5% by April 2020.
10. To ensure that the safety of contractors is maintained by ensuring that all relevant induction paperwork is provided in a relevant first language by September 2016.
11. By January 2017, to ensure that all students have developed a good understanding of British Values and show respect for one another's differences.
12. To increase the overall achievement rate of 16-18 students declaring a special education need or disability from 76.8% (NA 84.1%) to 80% by the end of 2015/16 and to 85% by the end of academic year 2017/18.
13. To increase the overall achievement rate of 19+ students declaring a special education need or disability from 80.5% (NA 89.2%) to 90% by the end of academic year 2017/18.

AREAS OF GOOD PRACTICE FOR CONTINUATION

- 39
- Equality & Diversity (E&D) knowledge is tested at interview for all internal and external applicants;
 - E&D is covered in staff induction to ensure a basic level of understanding;
 - E&D matters are discussed at team meetings;
 - Policies and procedures are screened for evidence of any adverse impact measures;
 - Any allegations of unlawful discrimination, harassment or victimisation are quickly and effectively processed. Both the Student and Staff Disciplinary Procedures identify this behaviour as serious/gross misconduct;

- The College’s Bullying and Harassment Support Group provides advice and guidance to both staff and students to help eliminate unlawful discrimination, harassment and victimisation.

AREAS FOR IMPROVEMENT

- 40
- The development of students’ maths and English skills requires further improvement. Most students on a full time study programme follow appropriate courses of study, in either GCSE or Functional Skills. However, the proportion of students achieving a grade C or above GCSE in English or mathematics, or Functional Skills, in addition to their main qualification, requires improvement. This item needs to be added as an equality objective, as evidence shows that where there is a specific SEND, the maths/English results underperform;
 - The achievement rates for learners with a declared mental health issue require improvement; they are currently achieving at below the national average for their core qualification, maths and English;
 - Students’ understanding of British values requires further development;
 - Staff confidence to have open debate/discussions is not consistent and requires further development;
 - Where appropriate, academic staff need to be trained on the SEND reforms and Educational Health and Care Plans (EHCP), to identify how this impacts on learning, reasonable adjustments, person centred planning and outcomes for learning;
 - Lesson observations are not consistently picking up on good practice or development areas regarding E&D.

STUDENT COMPLAINTS AND GRIEVANCE RELATED TO E&D

- 41 Ethnicity and disability data for 2015/2016 comprise of the following:

	Ethnicity		Disability	
	White British	Not British	No disability	Has a disability
Lincoln	86	7	57	36
Newark	18	6	17	7

The number of complainants relating to students with a declared difficulty or disability has equalled the amount of the previous academic year 2014/2015.

There were also 8 complaints that were attributed to equality and diversity issues: these complaints relate to ethnicity, learning difficulties and disability access within College.

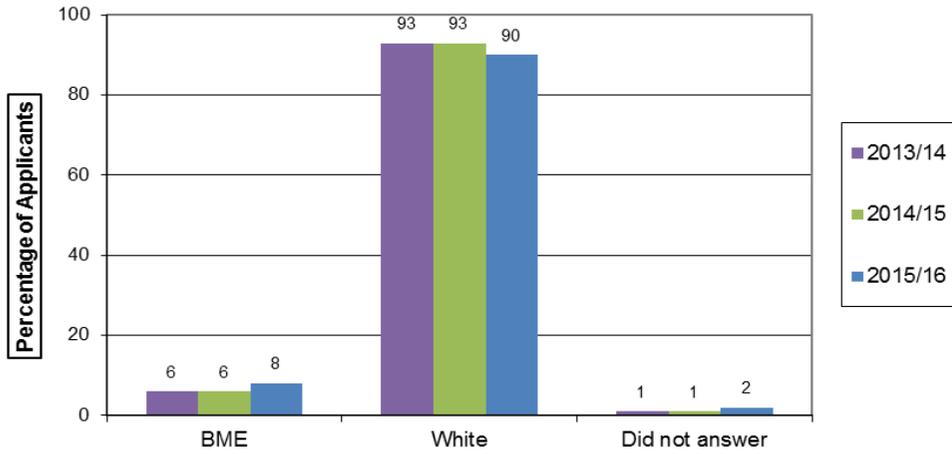
The three main themes about which complaints were received are as follows:

- Poor communication;
- Staffing issues;
- Treated unfairly.

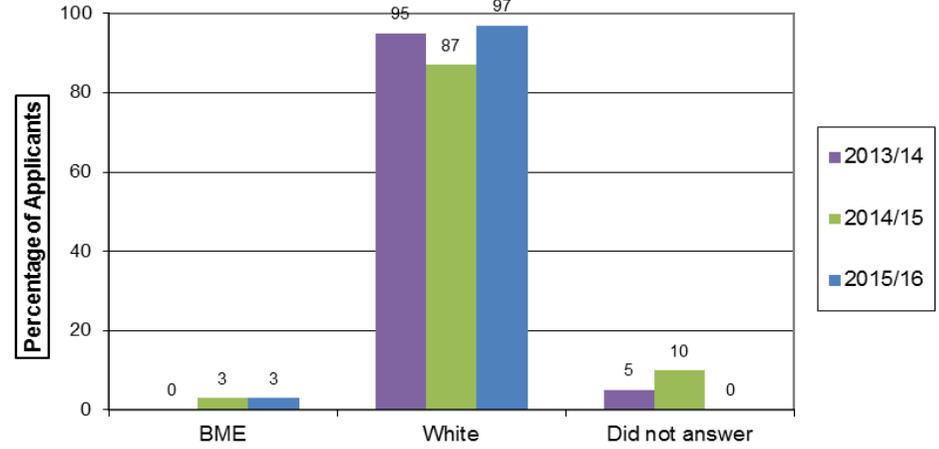
Recommendation: to undertake further analysis to consider and address the recurring themes.

Appendix 1: Employee Recruitment – Ethnicity

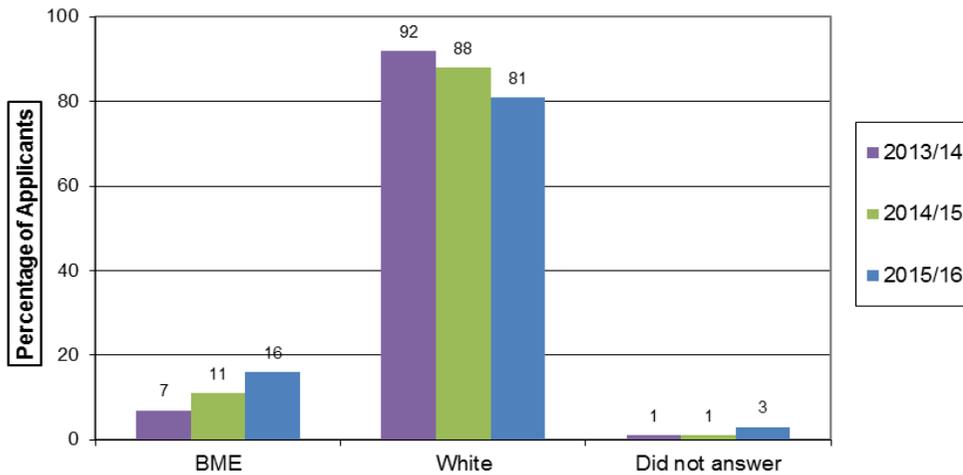
Ethnicity of Applicants - All Posts



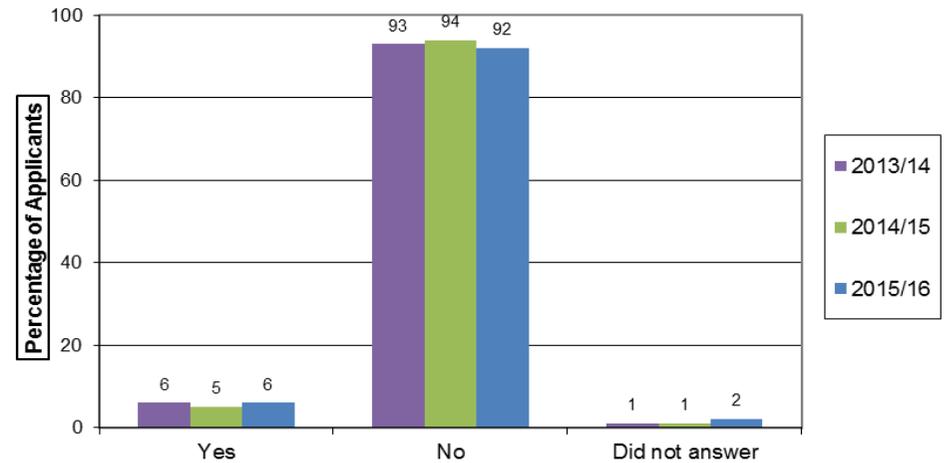
Ethnicity of Applicants - Management Spine



Ethnicity of Applicants - Academic Staff

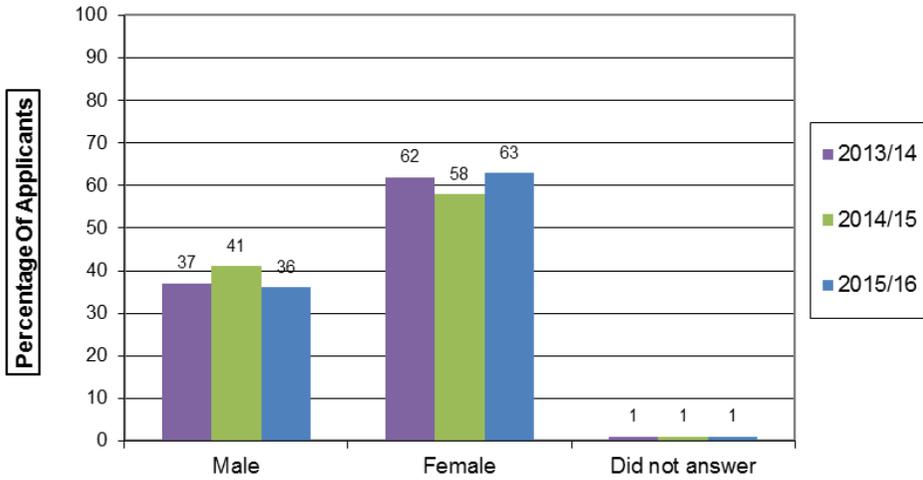


Ethnicity of Applicants - Support Staff

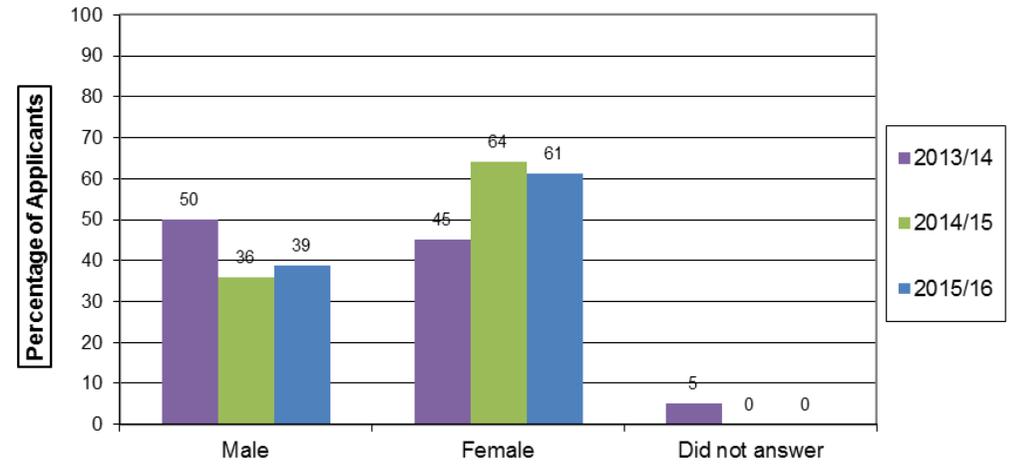


Appendix 2: Employee Recruitment – Gender

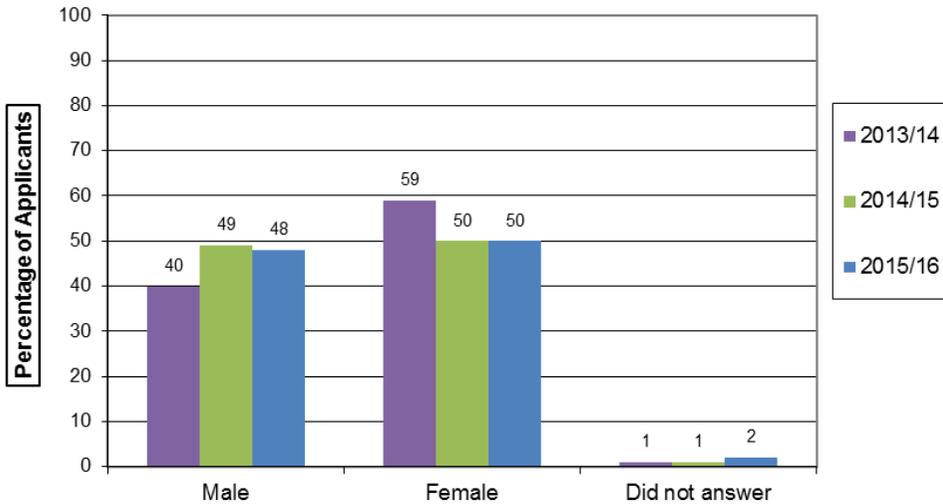
Gender of Applicants - All Posts



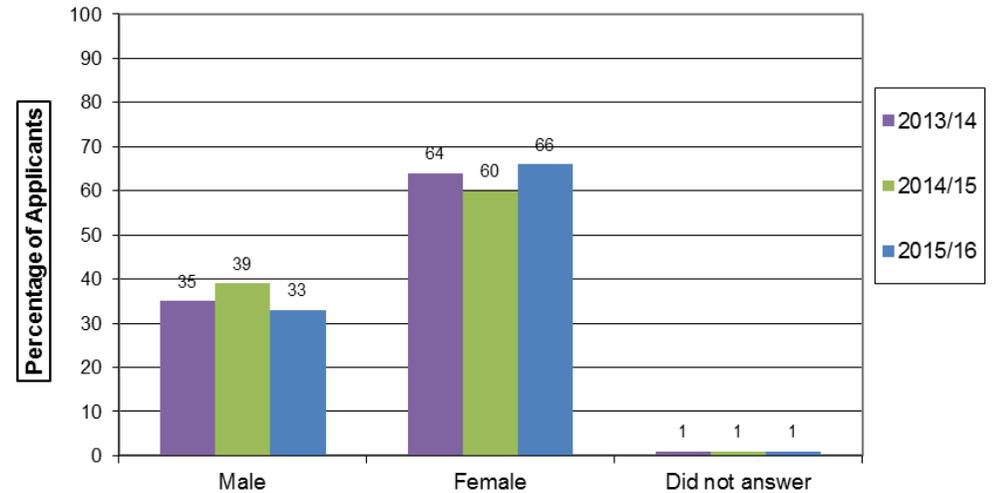
Gender of Applicants - Management Spine



Gender of Applicants - Academic Staff

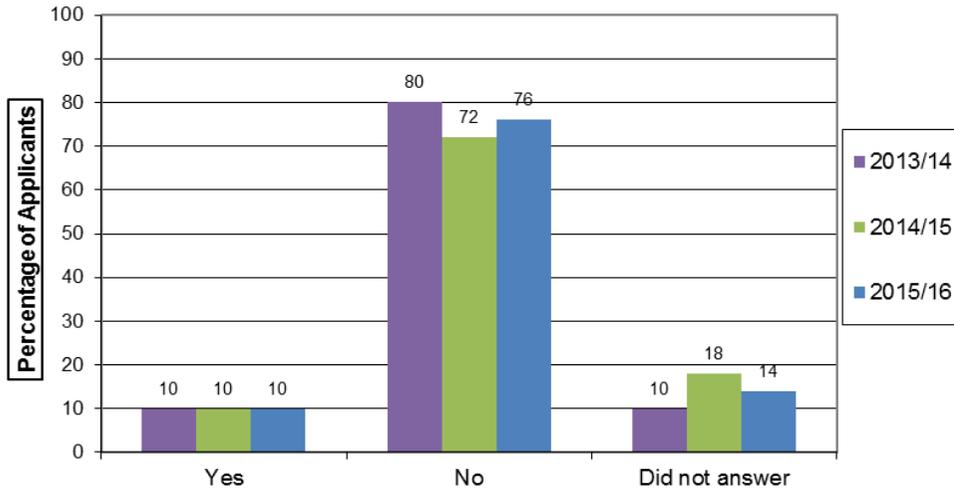


Gender of Applicants - Support Staff

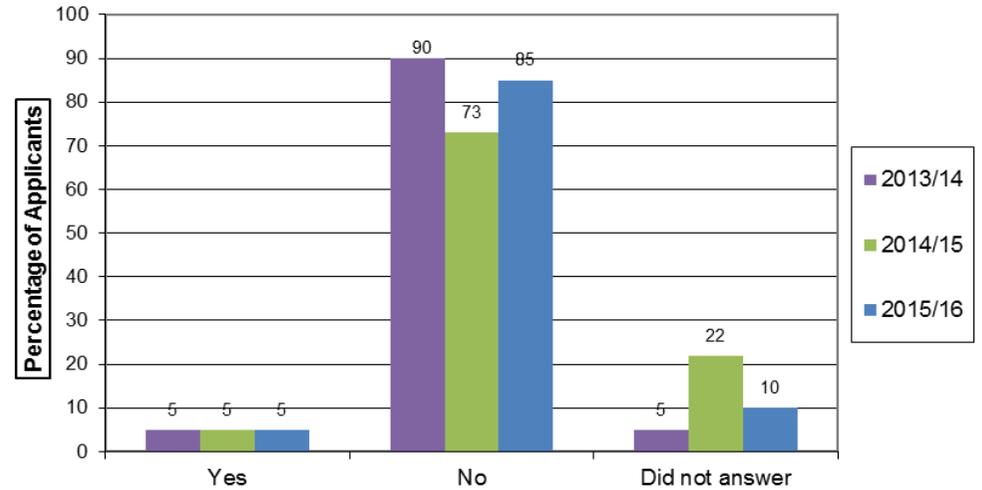


Appendix 3: Employee Recruitment – Disability

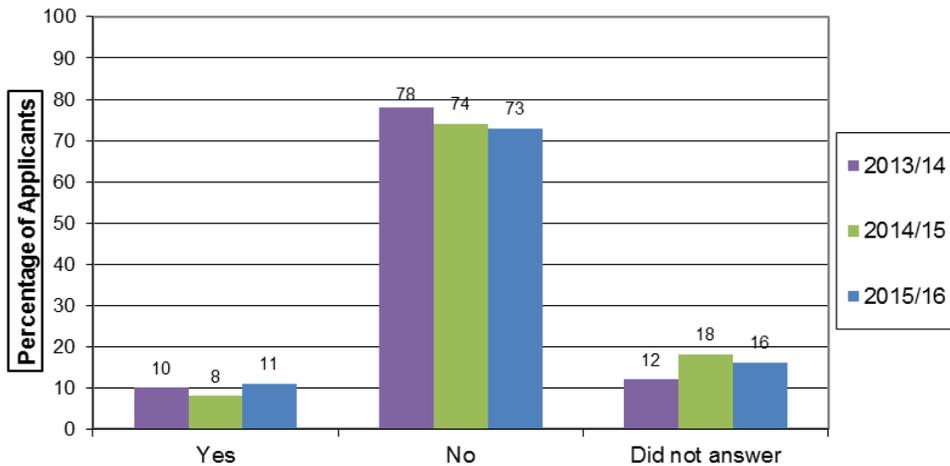
Disability of Applicants - All Posts



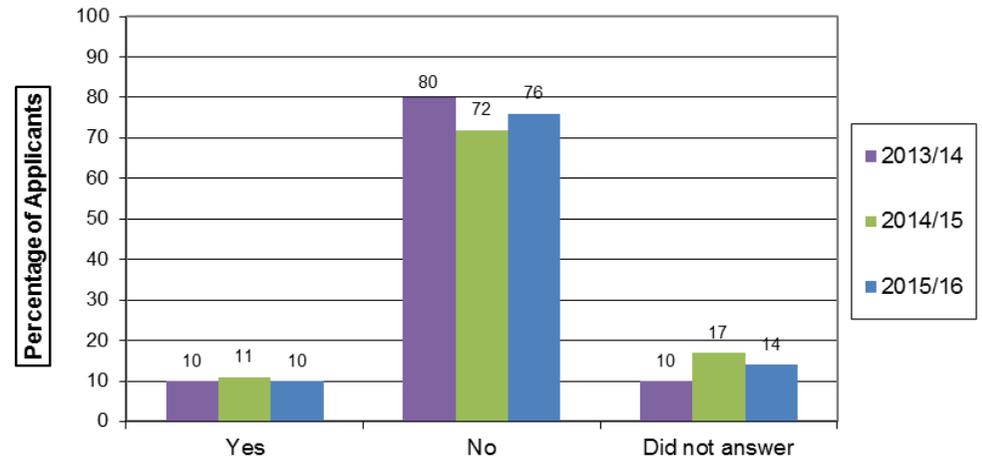
Disability of Applicants- Management Spine



Disability of Applicants - Academic Staff

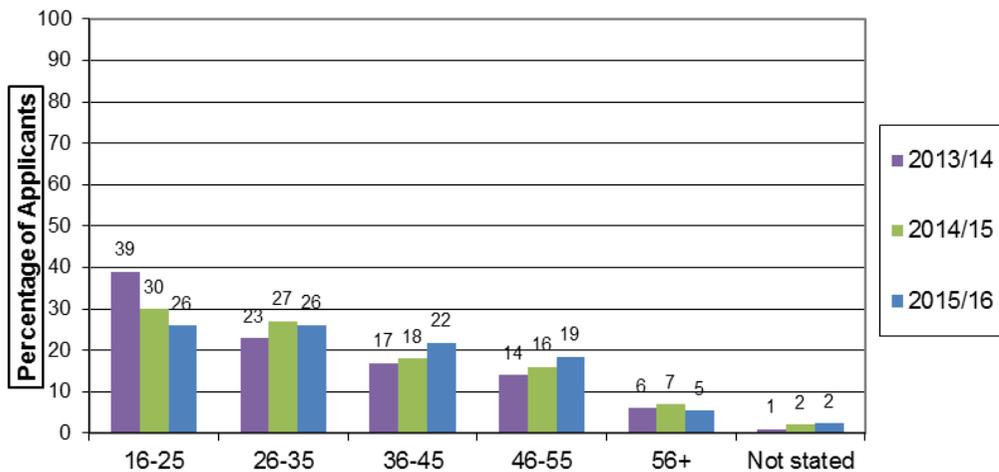


Disability of Applicants - Support Staff

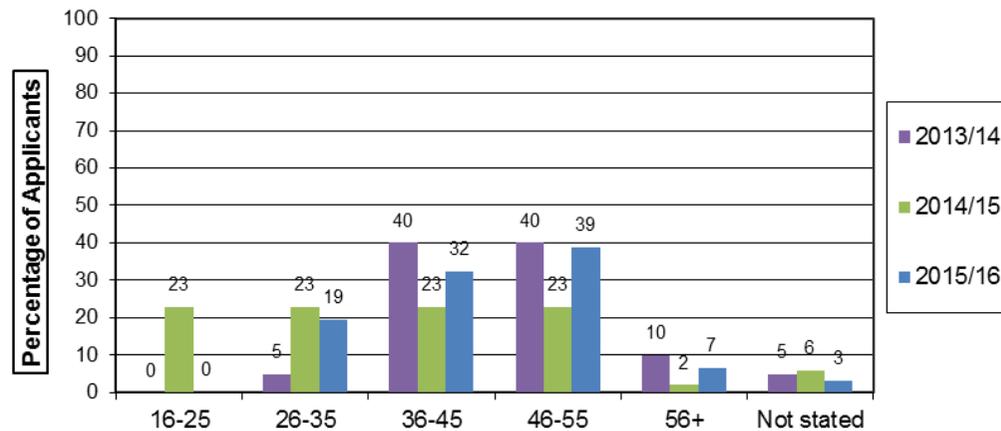


Appendix 4: Employee Recruitment – Age

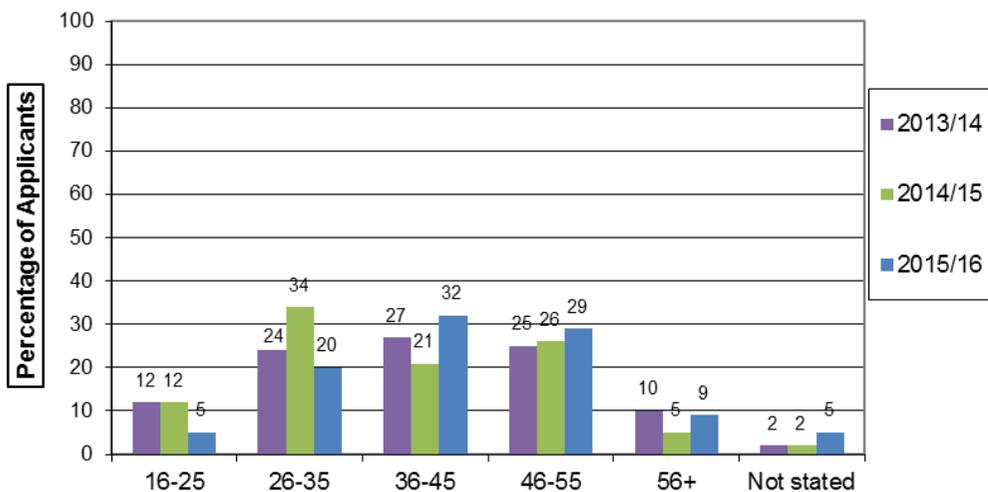
Age of Applicants - All Posts



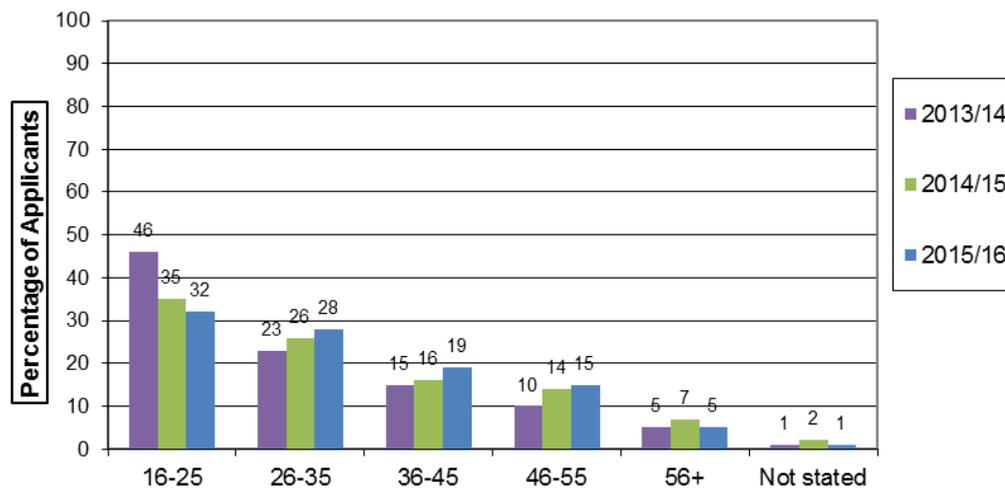
Age of Applicants - Management Spine



Age of Applicants - Academic Staff

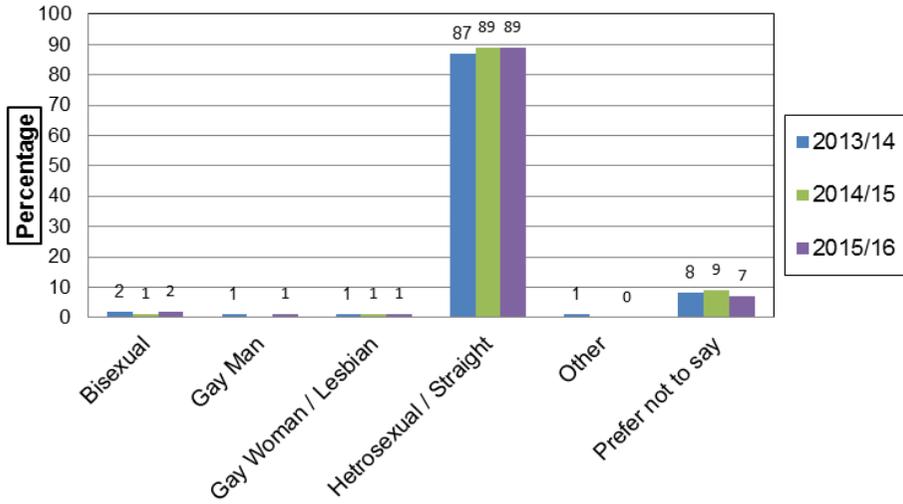


Age of Applicants - Support Staff

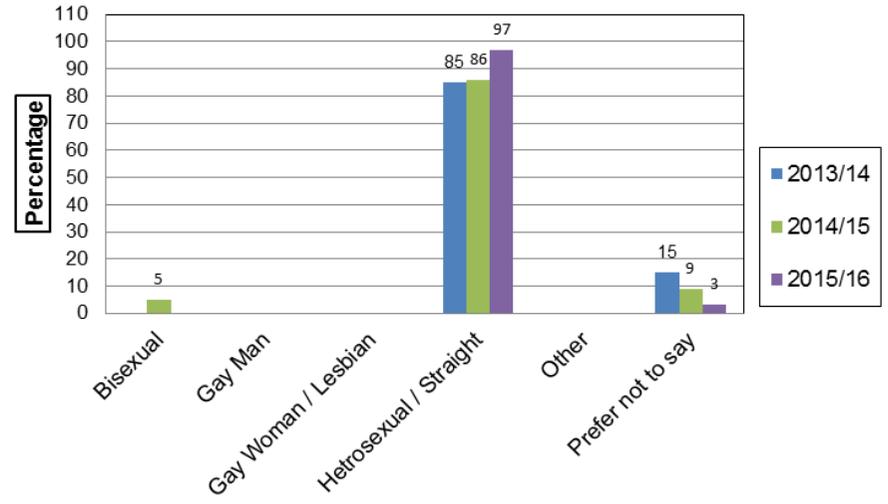


Appendix 5: Employee Recruitment – Sexual Orientation

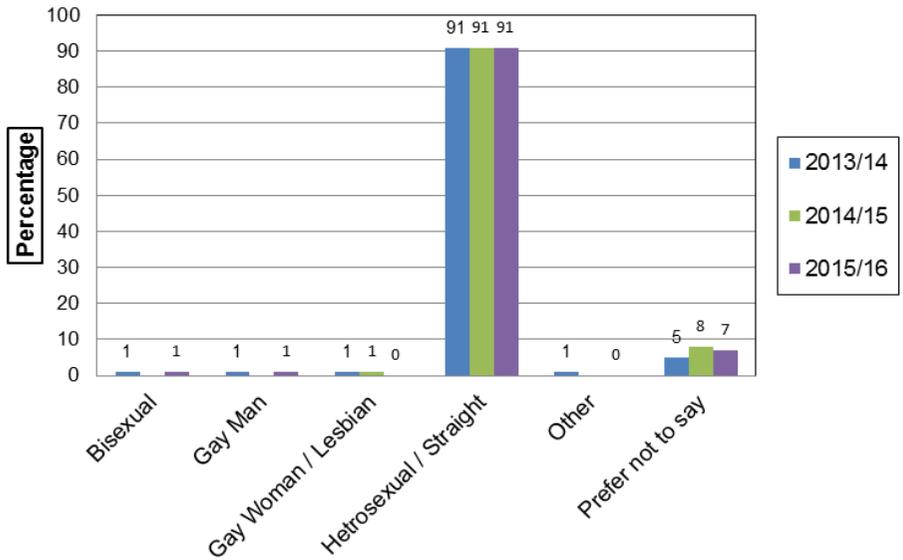
Sexual Orientation of Applicants-All Posts



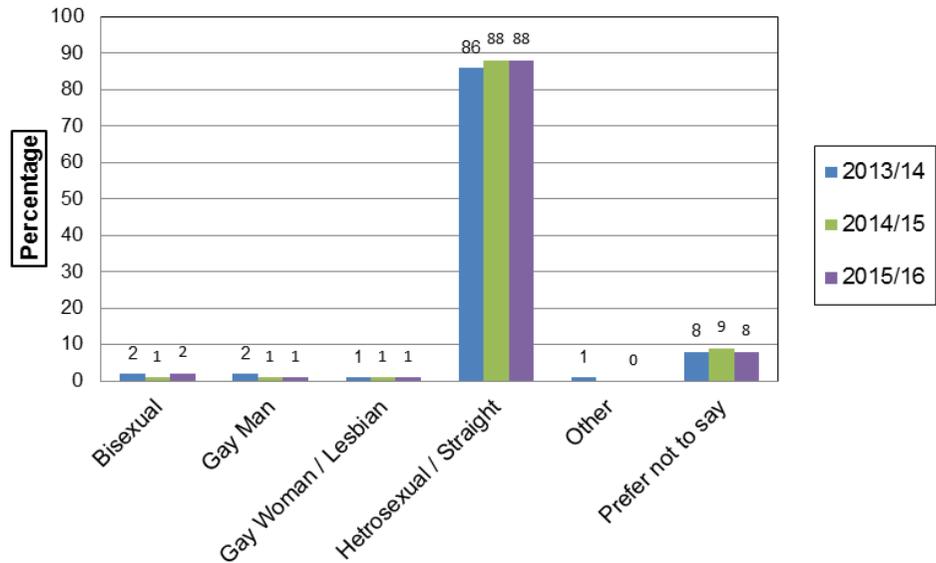
Sexual Orientation of Applicants - Management Spine



Sexual Orientation of Applicants - Academic Staff

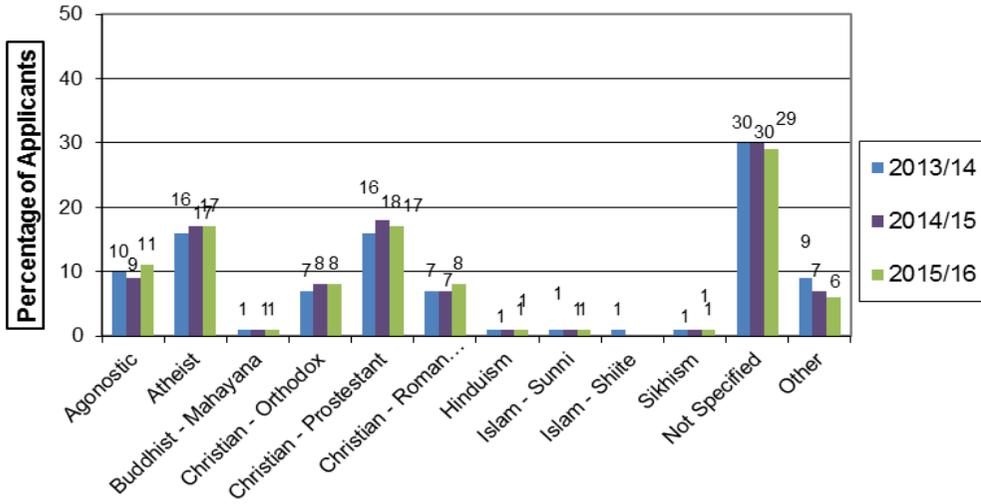


Sexual Orientation of Applicants- Support Staff

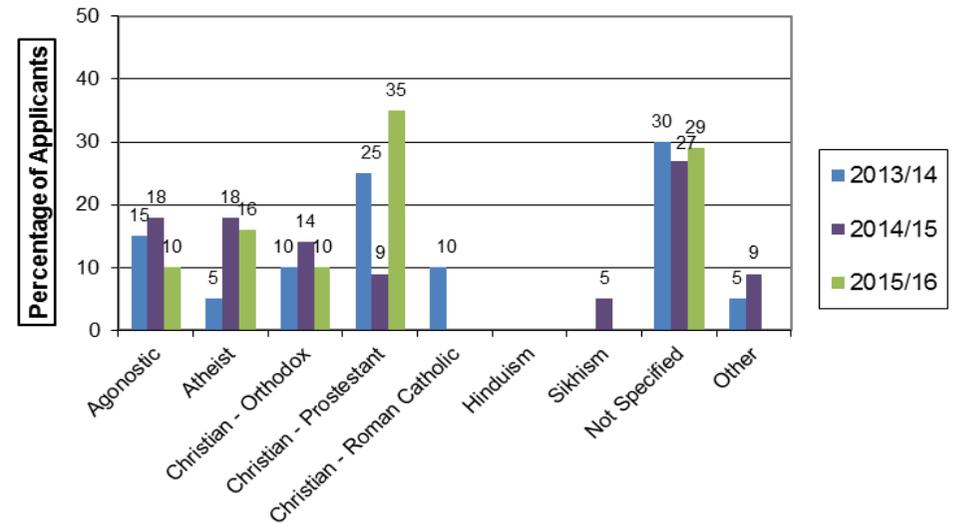


Appendix 6: Employee Recruitment – Religion

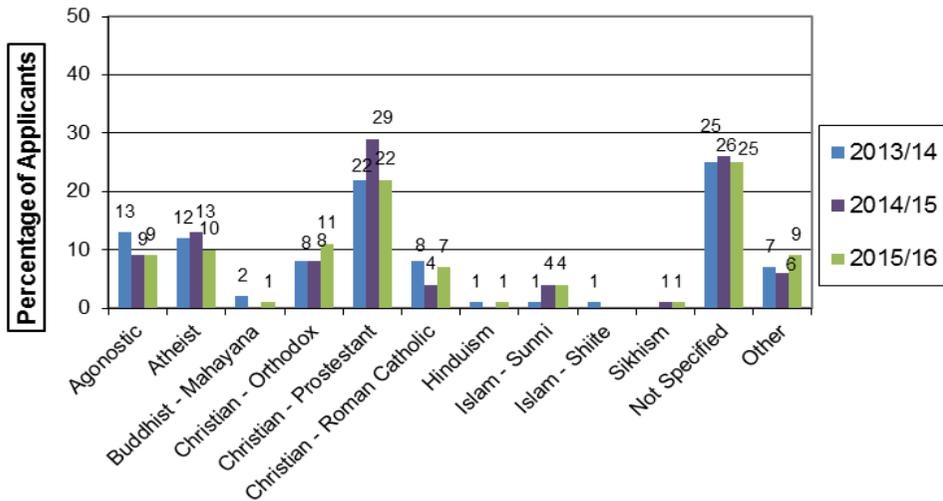
Religion of Applicants - All Posts



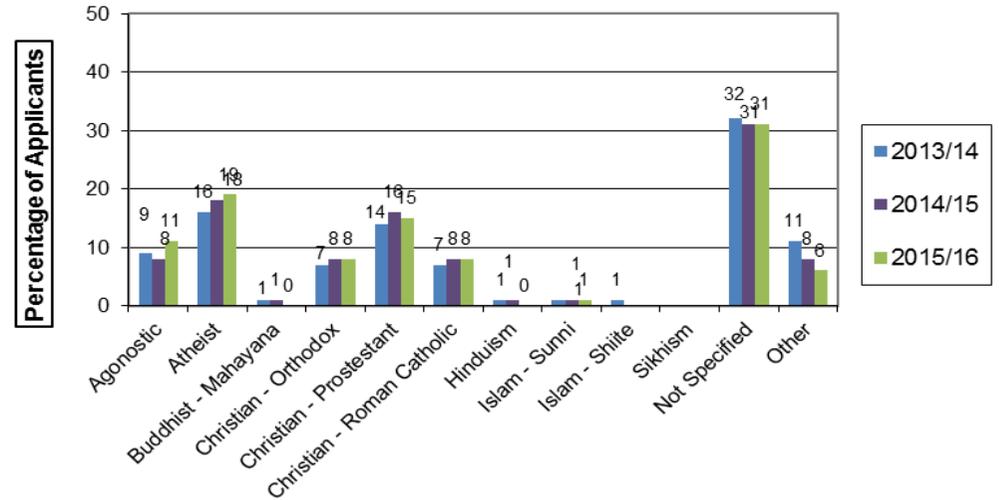
Religion of Applicants - Management Spine



Religion of Applicants - Academic Staff

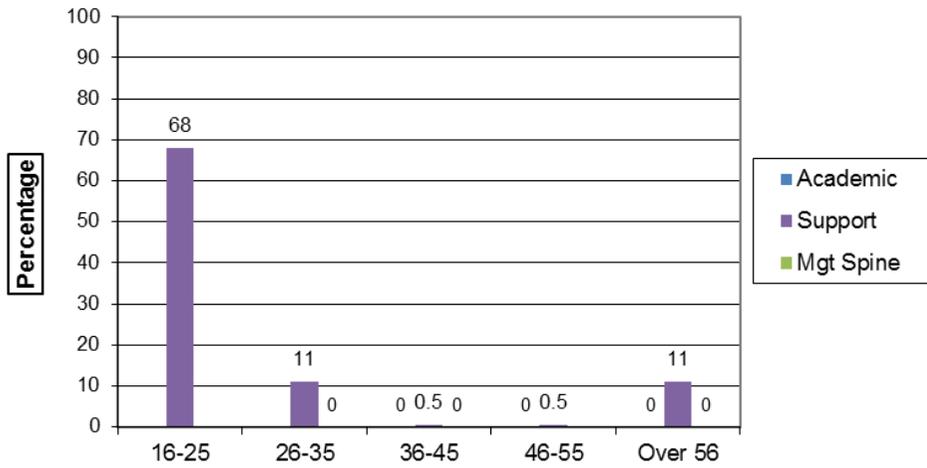


Religion of Applicants - Support Staff

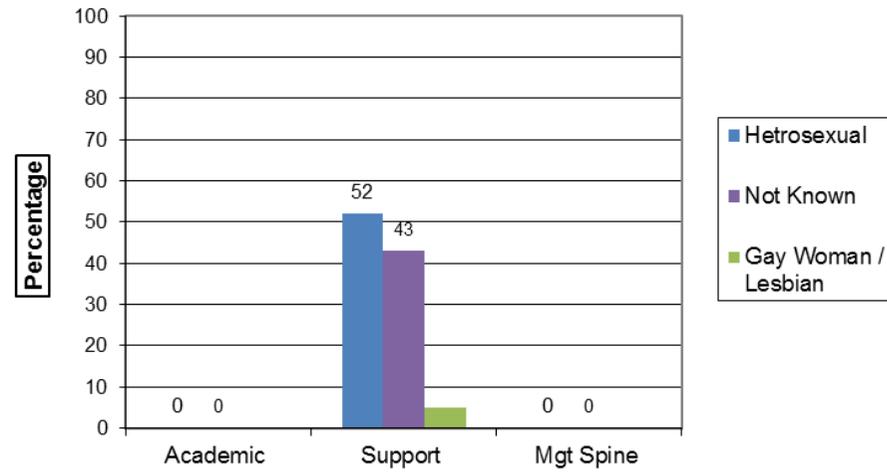


Appendix 7: Fixed Term Appointments

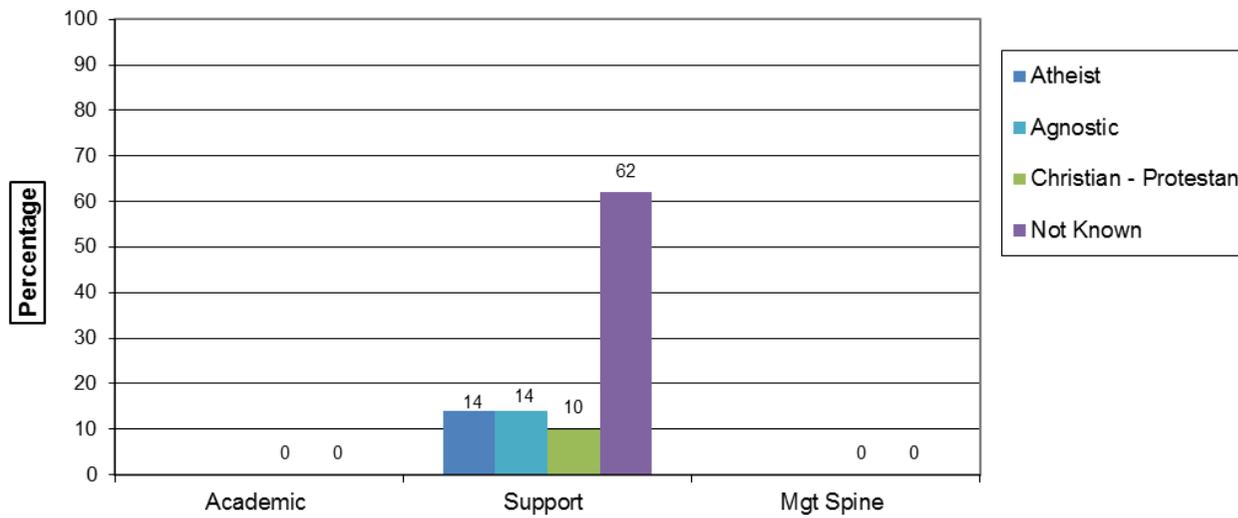
Age



Sexual Orientation

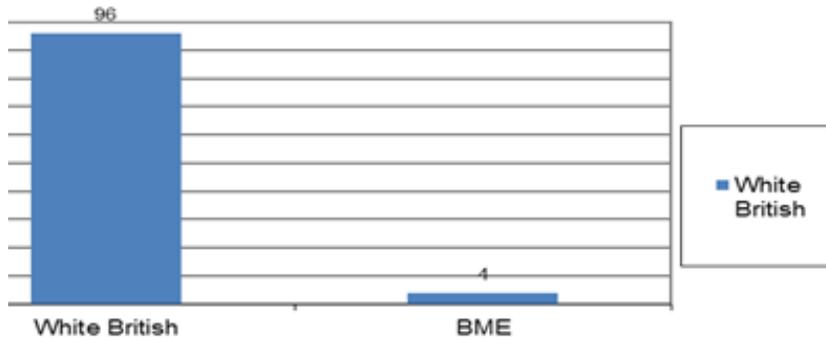


Religion

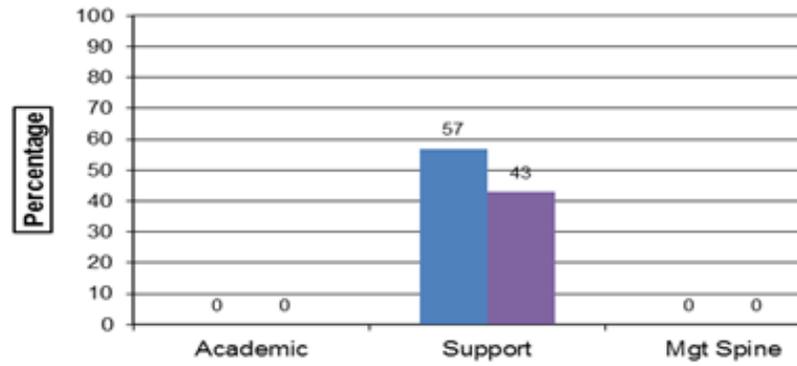


Appendix 8: Fixed Term Appointments

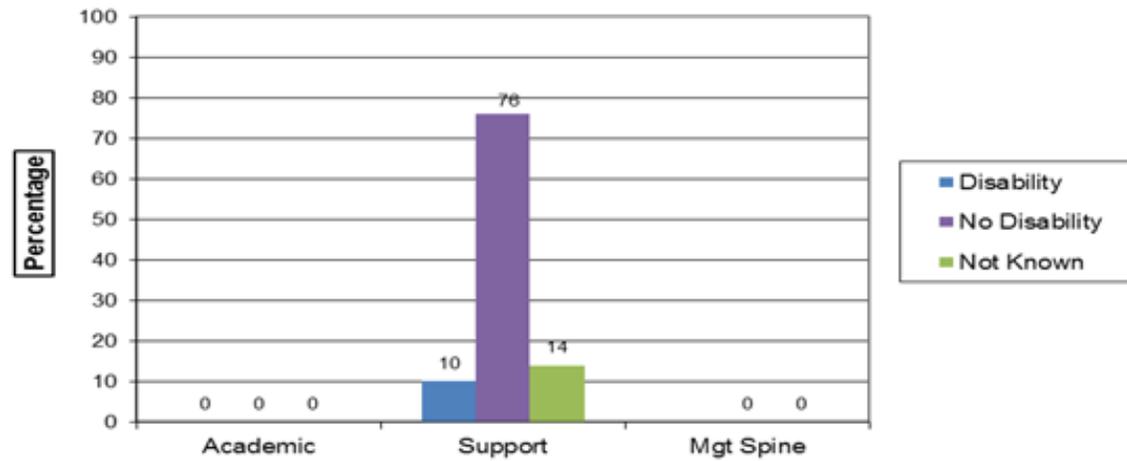
Ethnicity



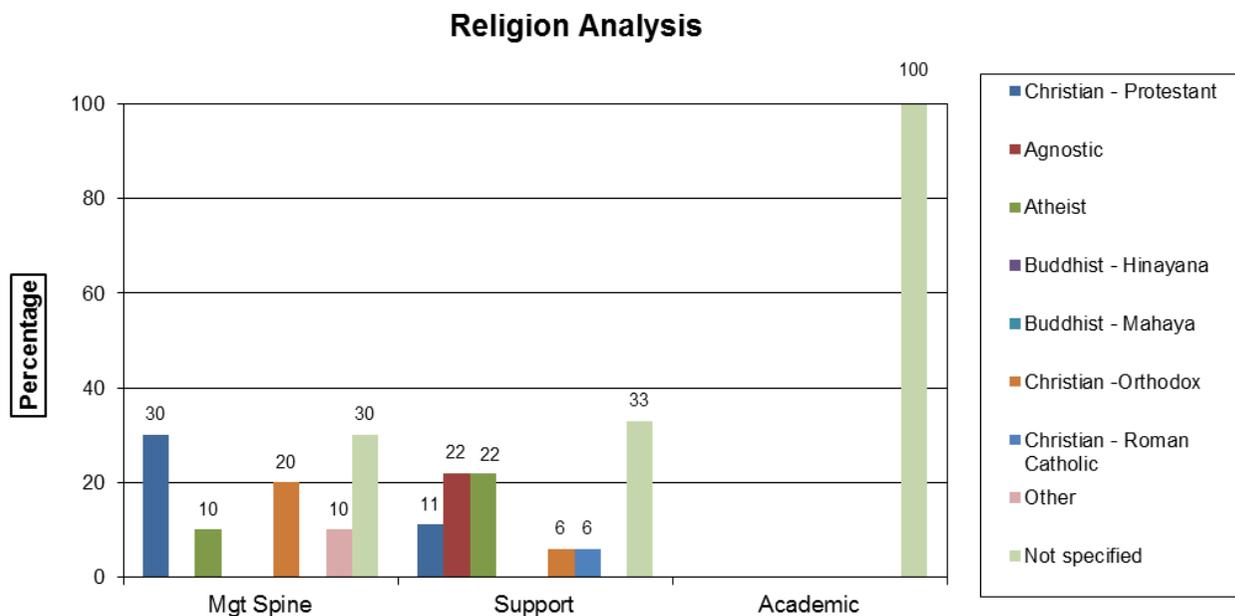
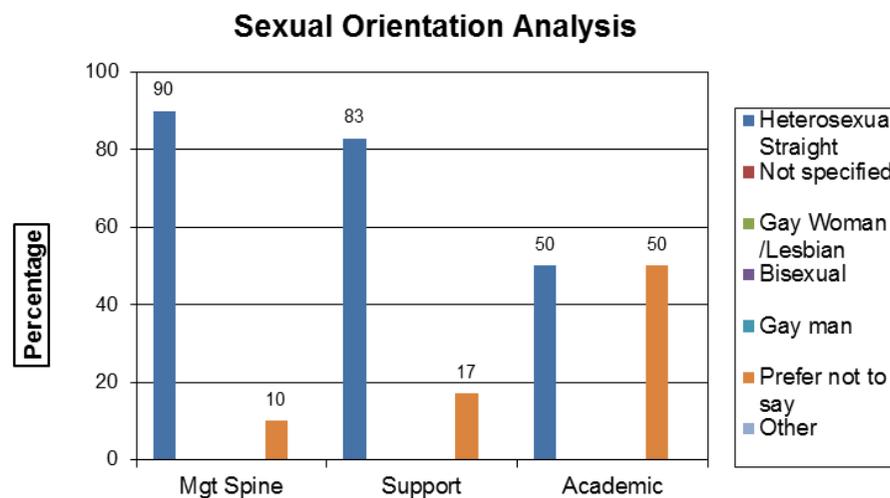
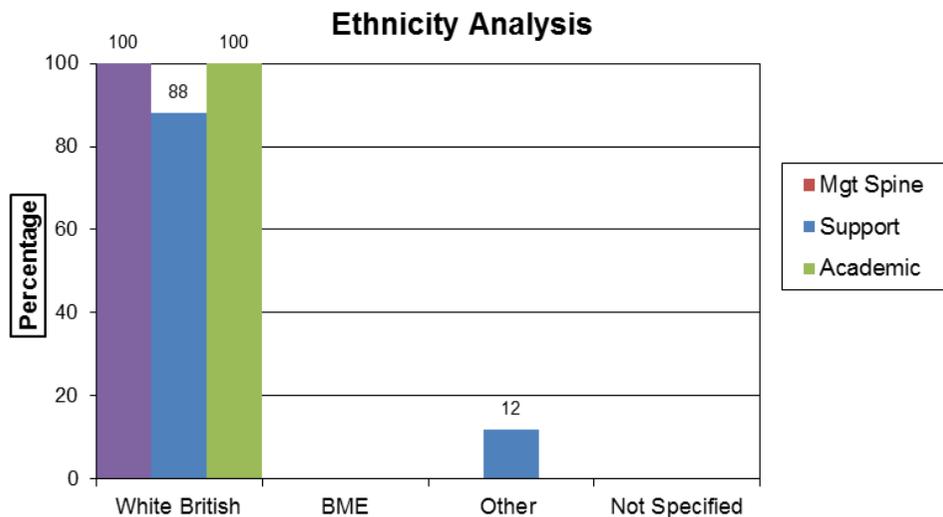
Gender



Disability

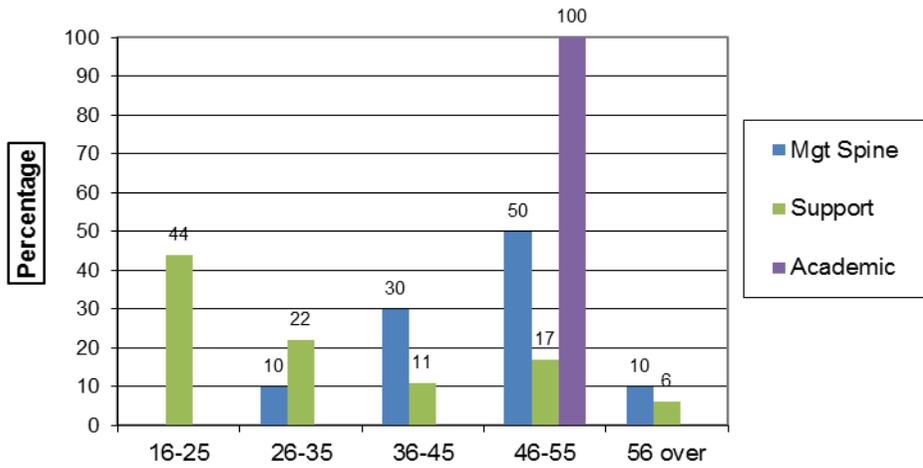


Appendix 9: Analysis of Promotions

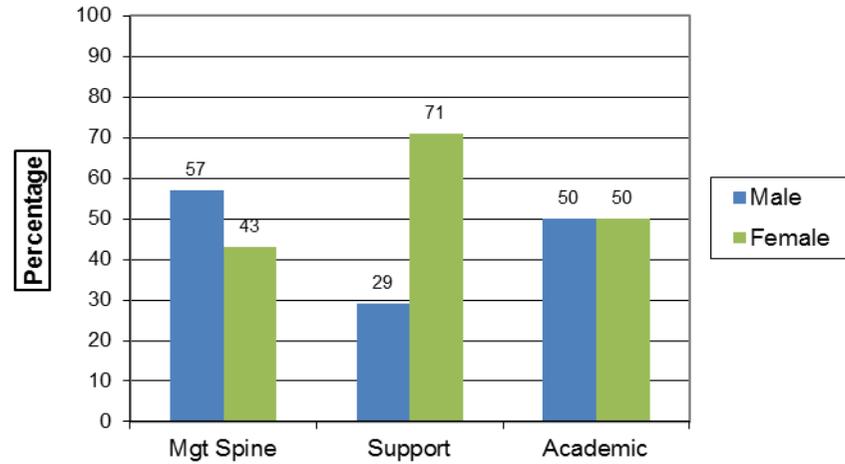


Appendix 10: Analysis of Promotions

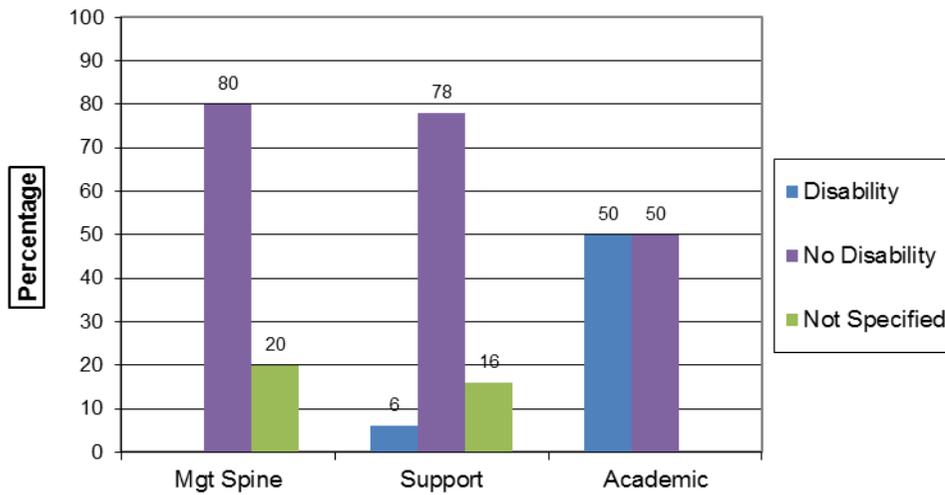
Age Analysis



Gender Analysis

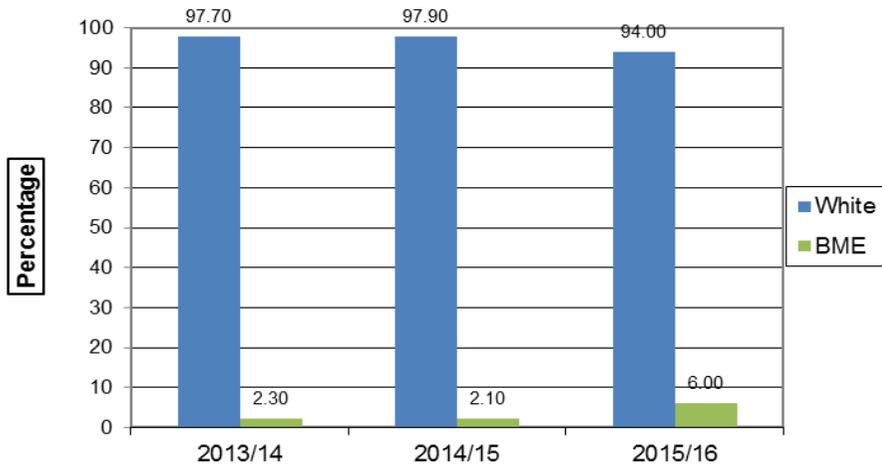


Disability Analysis

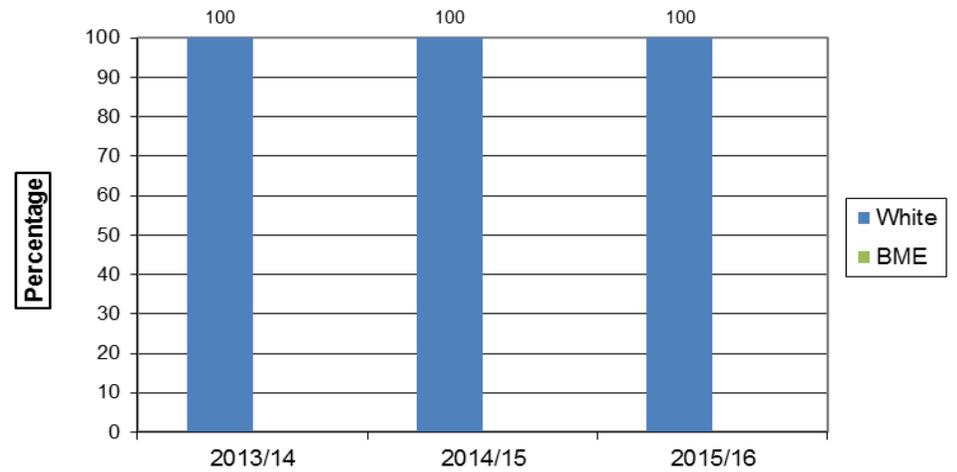


Appendix 11: Employee Profile – Ethnicity

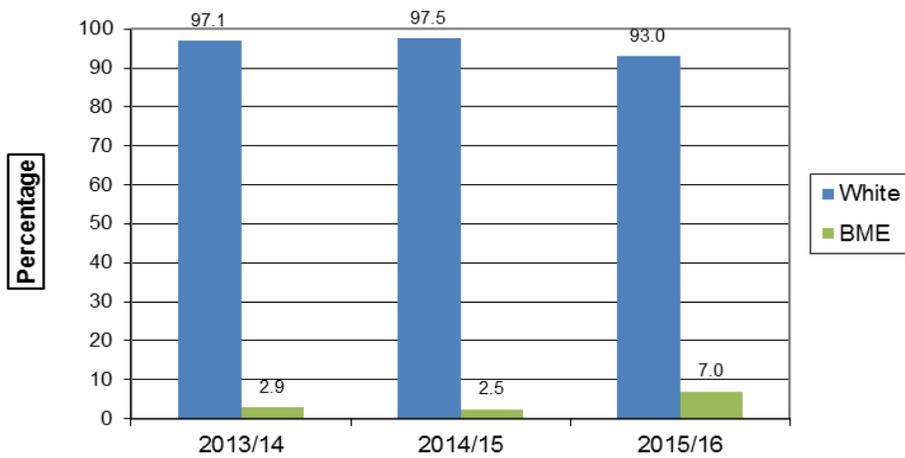
Ethnicity - All Staff



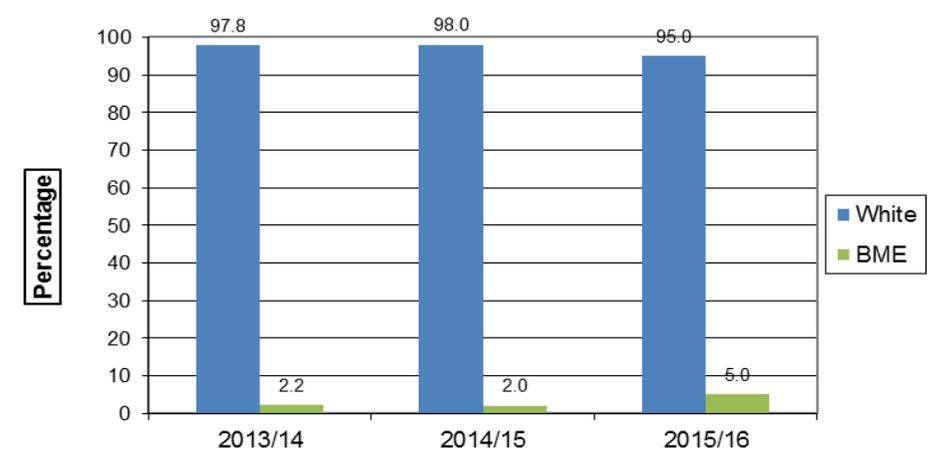
Ethnicity - Management Spine Staff



Ethnicity - Academic Staff

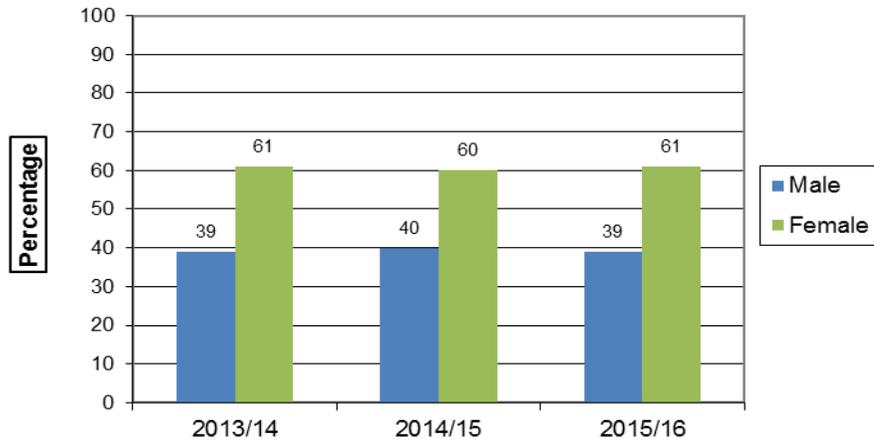


Ethnicity - Support Staff

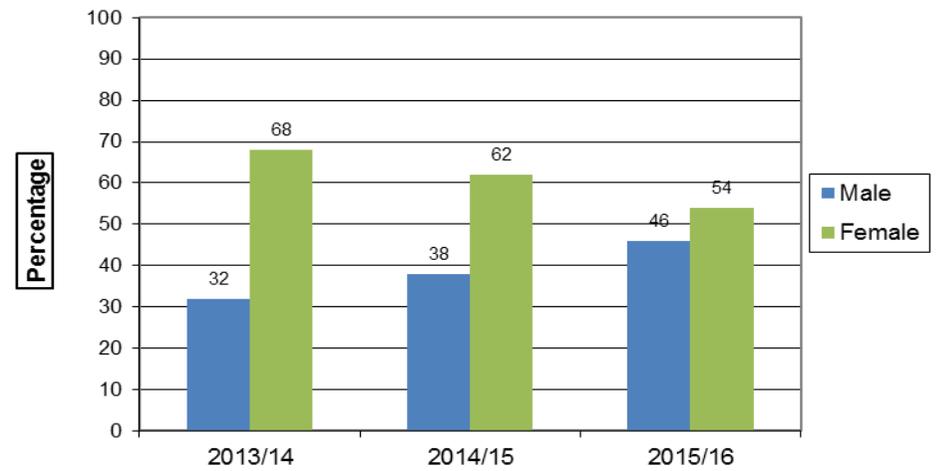


Appendix 12: Employee Profile – Gender

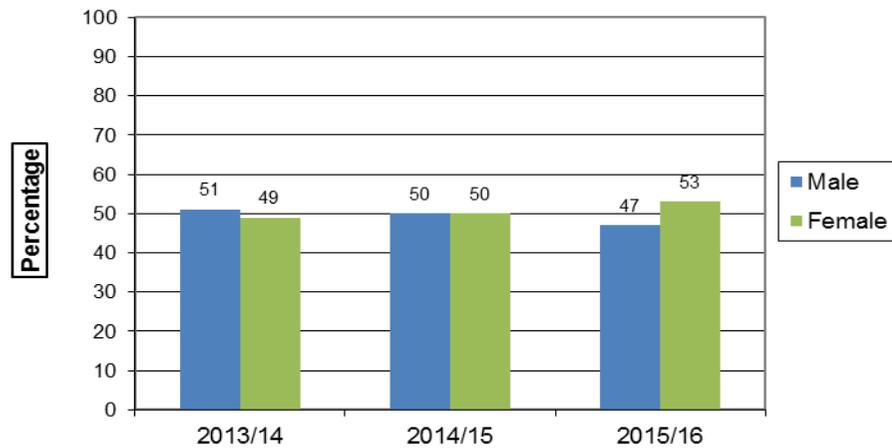
Gender - All Staff



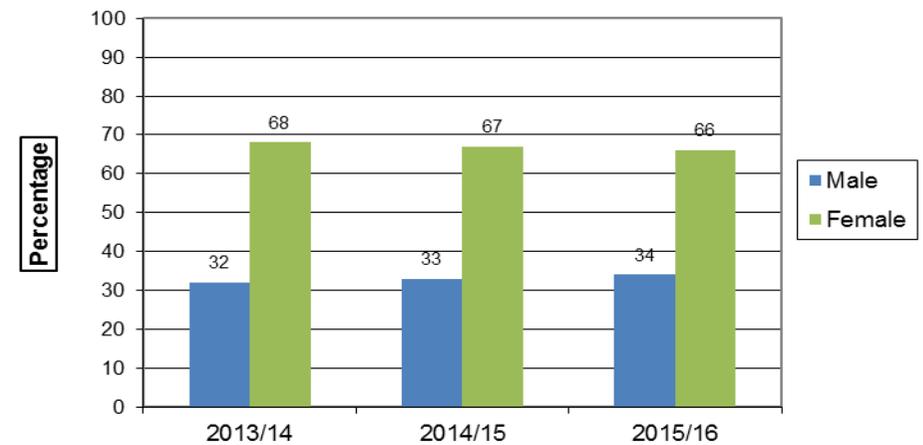
Gender - Management Spine Staff



Gender - Academic Staff

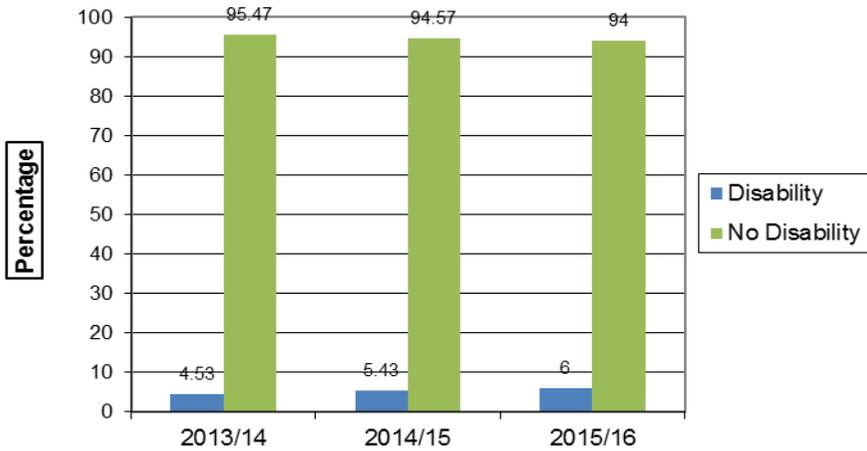


Gender - Support Staff

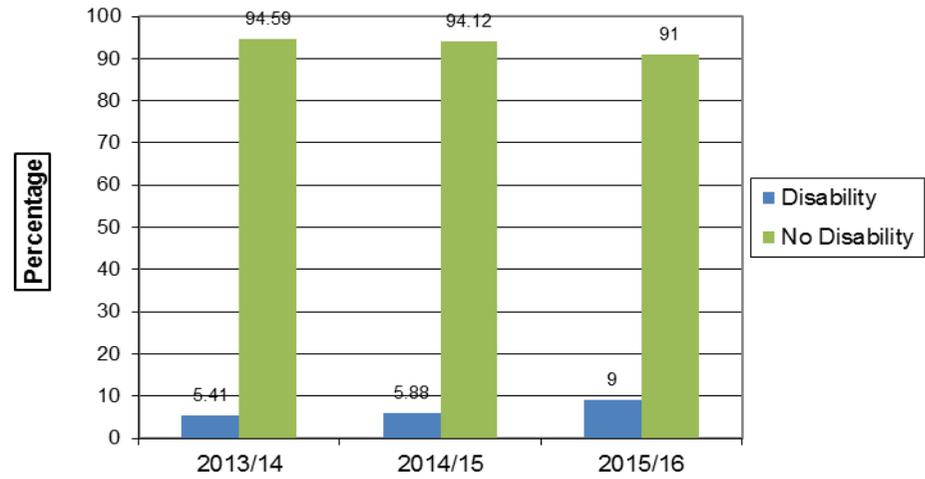


Appendix 13: Employee Profile – Disability

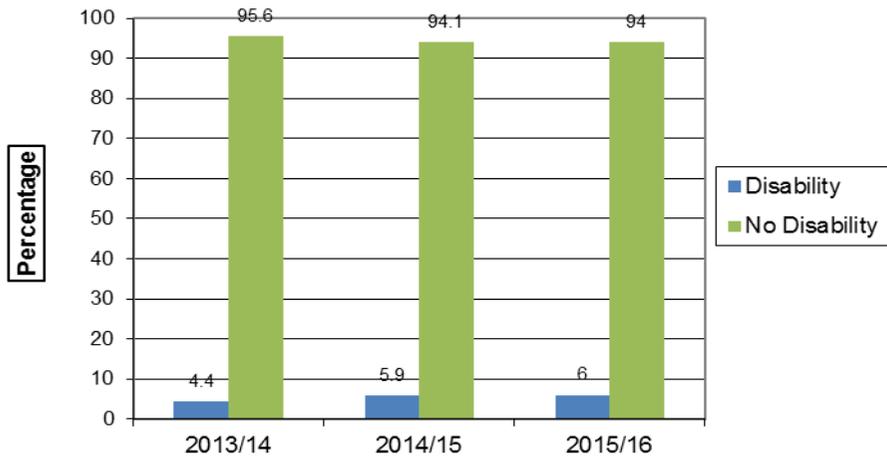
Disability - All Staff



Disability - Management Spine Staff



Disability - Academic Staff

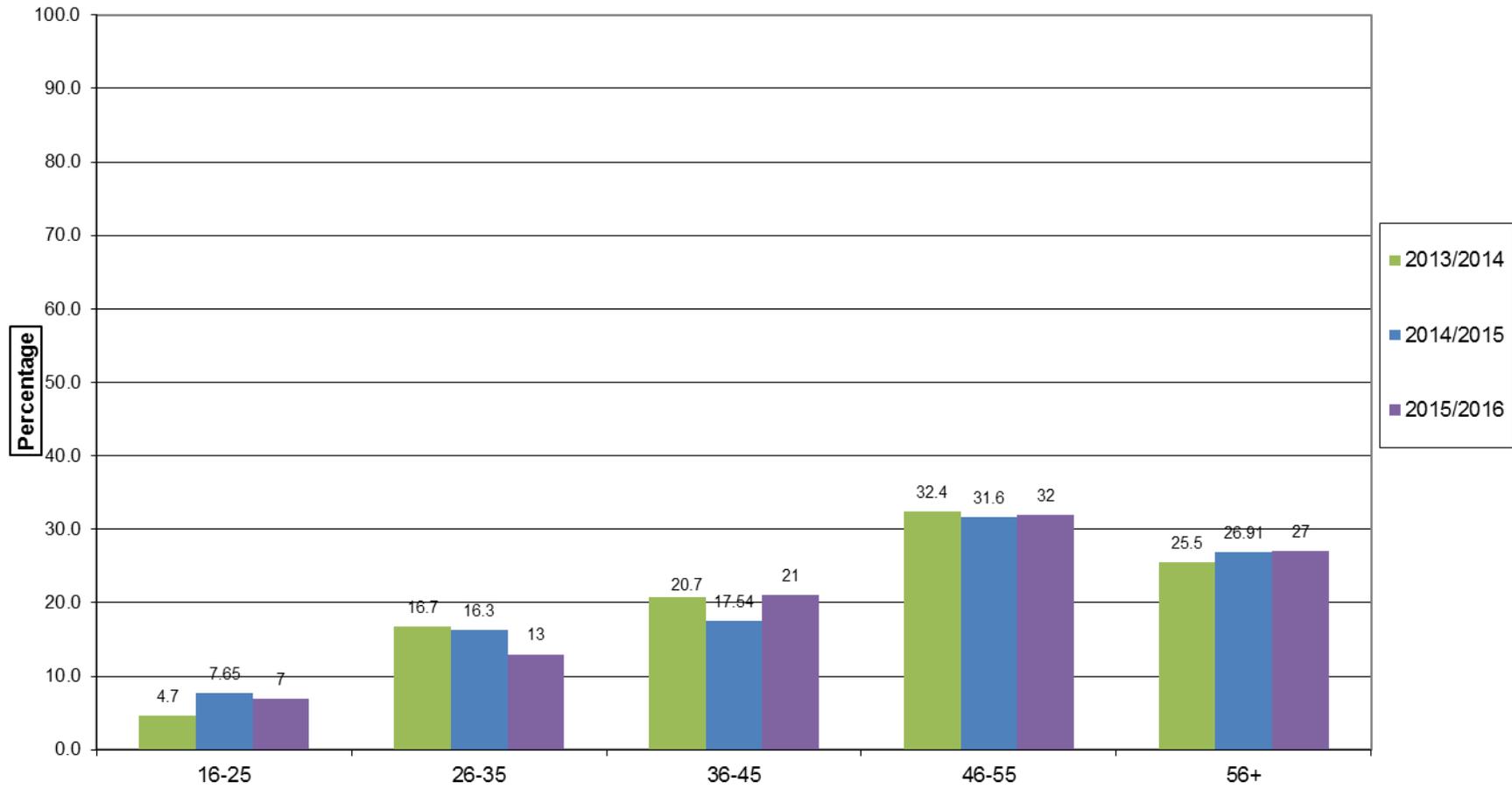


Disability - Support Staff



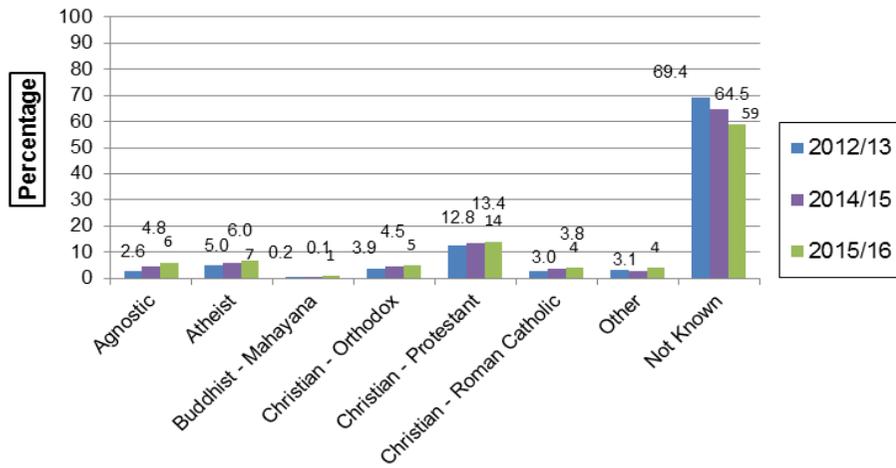
Appendix 14: Employee Profile – Age

Age

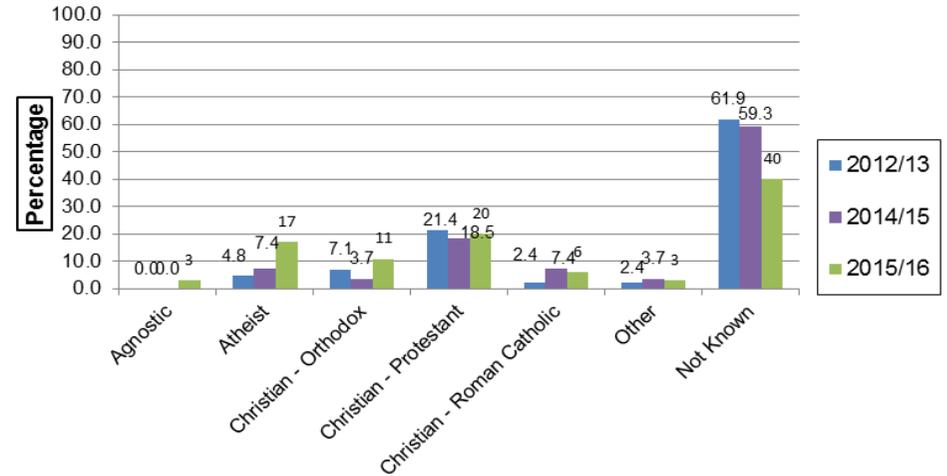


Appendix 15: Employee Profile – Religion

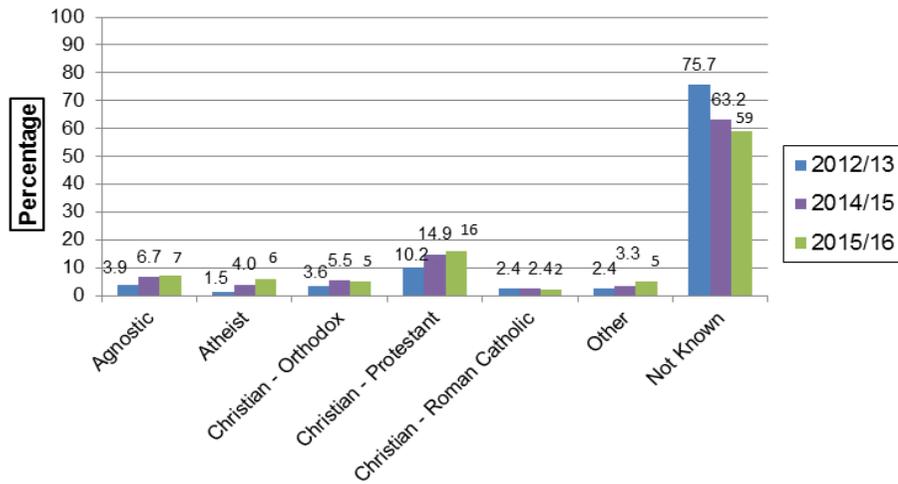
Religion - All Staff



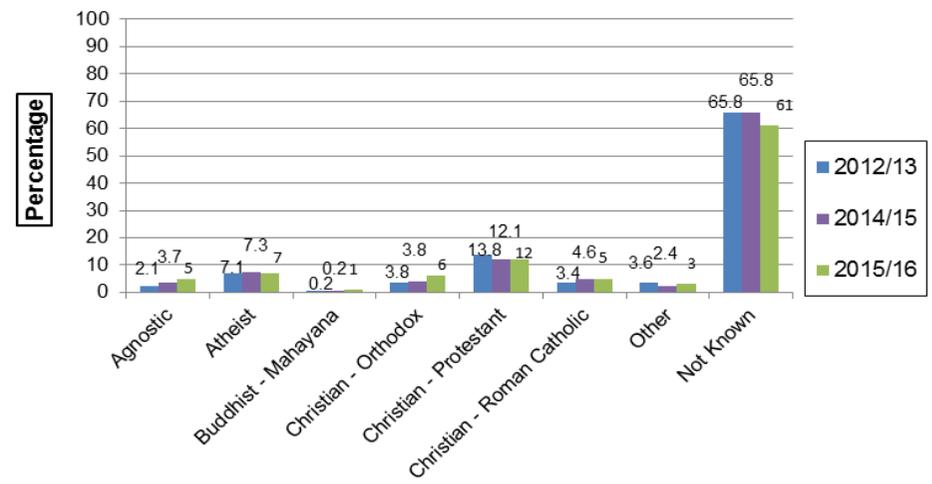
Religion - Management Spine Staff



Religion - Academic Staff

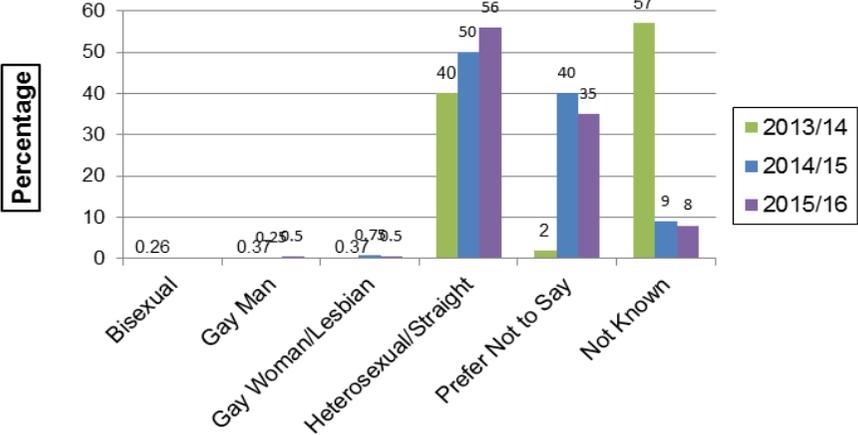


Religion - Support Staff

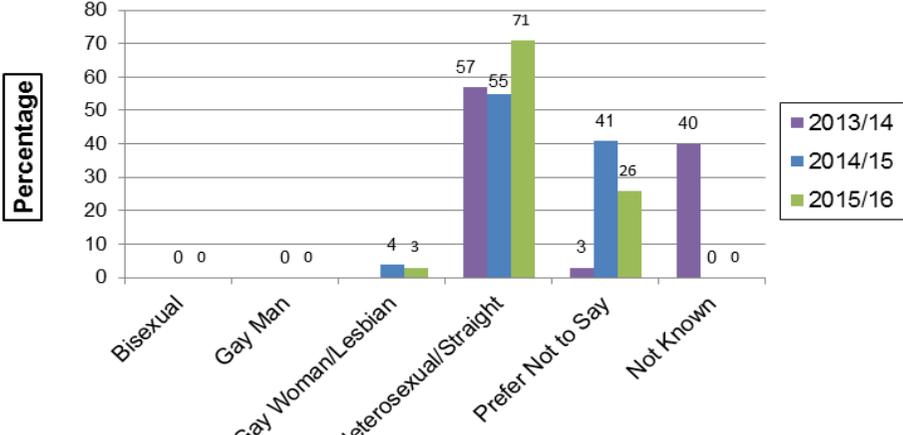


Appendix 16: Employee Profile – Sexual Orientation

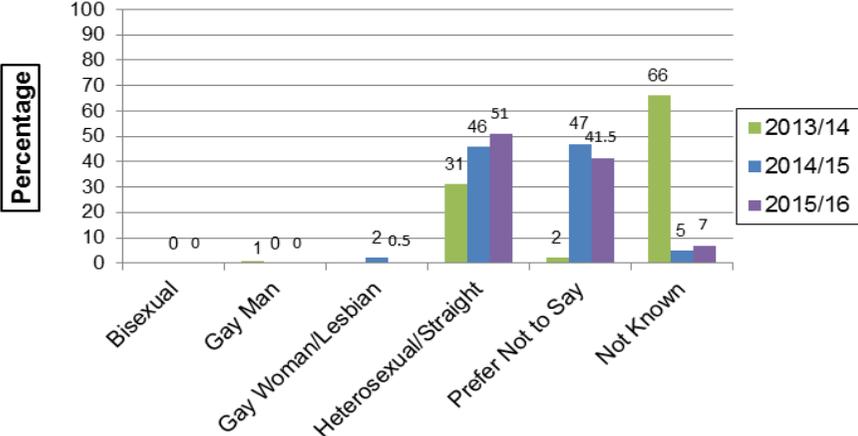
Sexual Orientation - All Staff



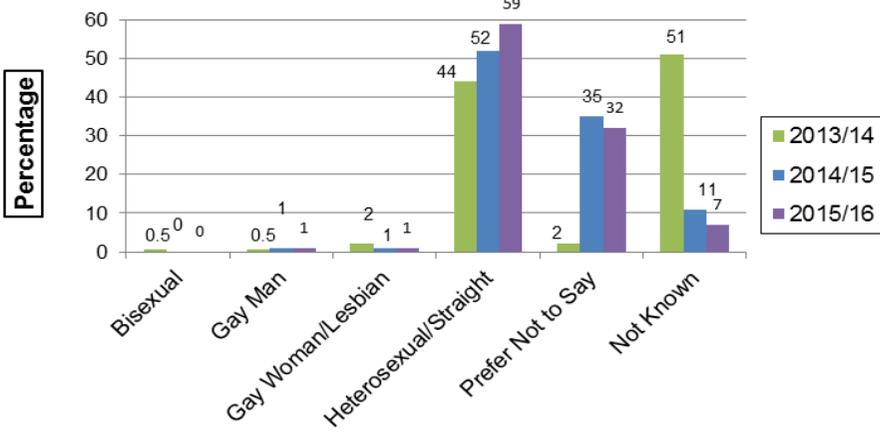
Sexual Orientation - Management Spine Staff



Sexual Orientation - Academic Staff

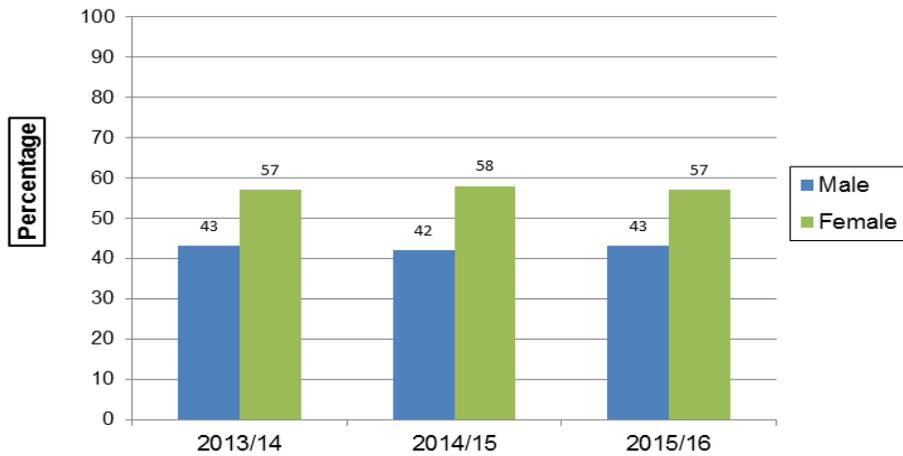


Sexual Orientation - Support Staff

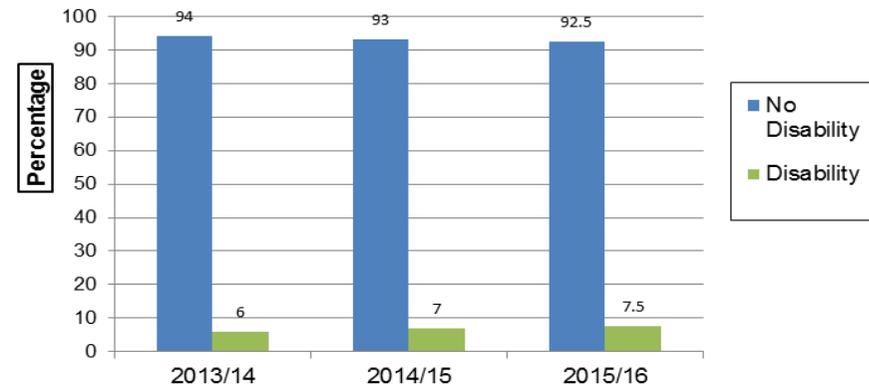


Appendix 17: Staff Development

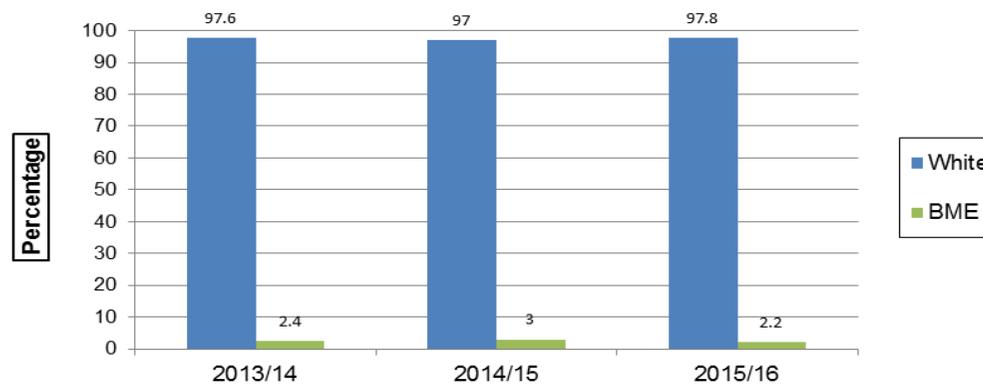
Gender of Staff Undertaking Staff Development



Disability of Staff Undertaking Staff Development

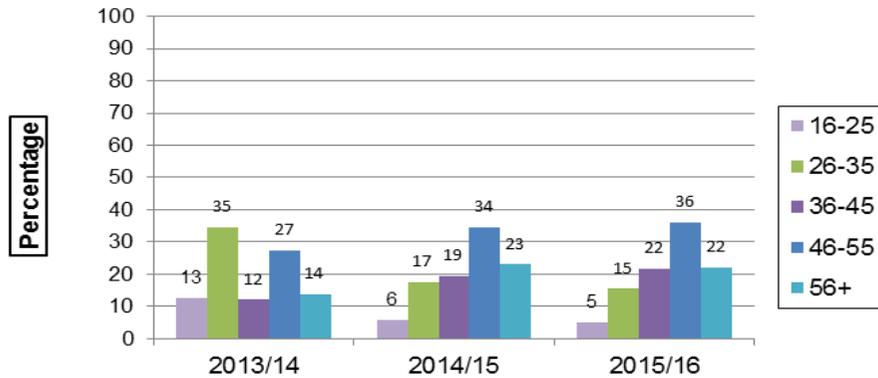


Ethnicity of Staff Undertaking Staff Development

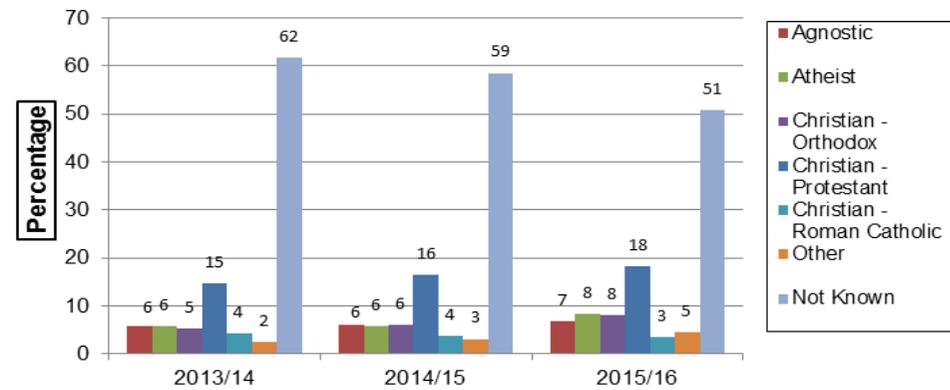


Appendix 18: Staff Development

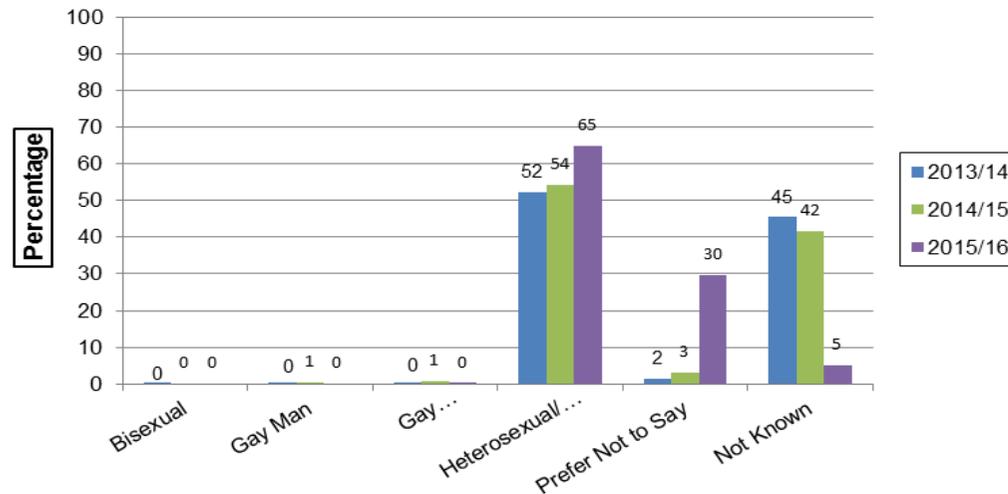
Age of Staff Undertaking Staff Development



Religion of Staff Undertaking Staff Development

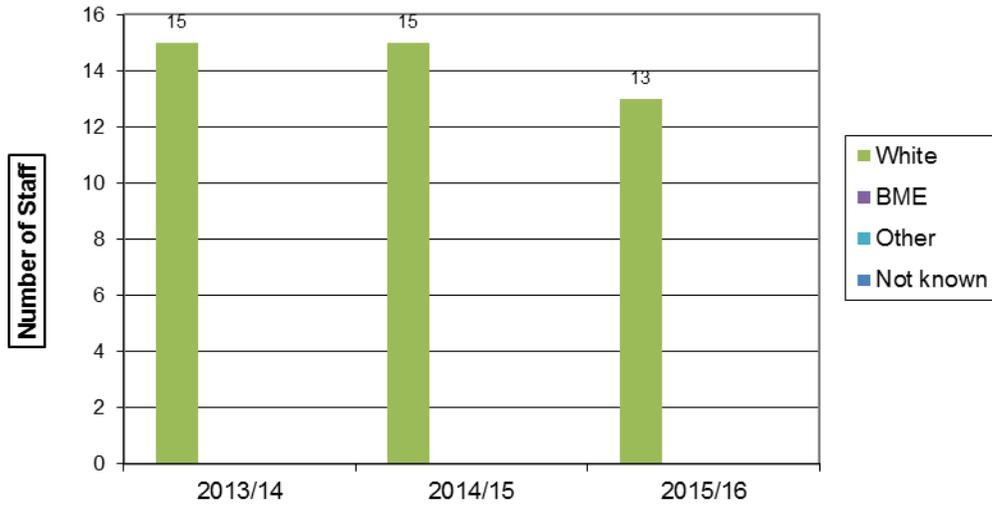


Sexual Orientation of Staff Undertaking Staff Development

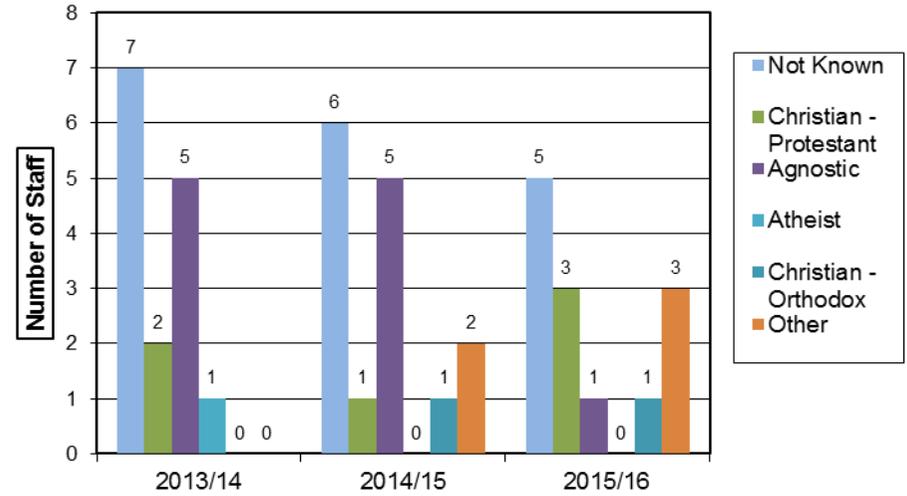


Appendix 19: Staff Discipline Profile 2015/2016

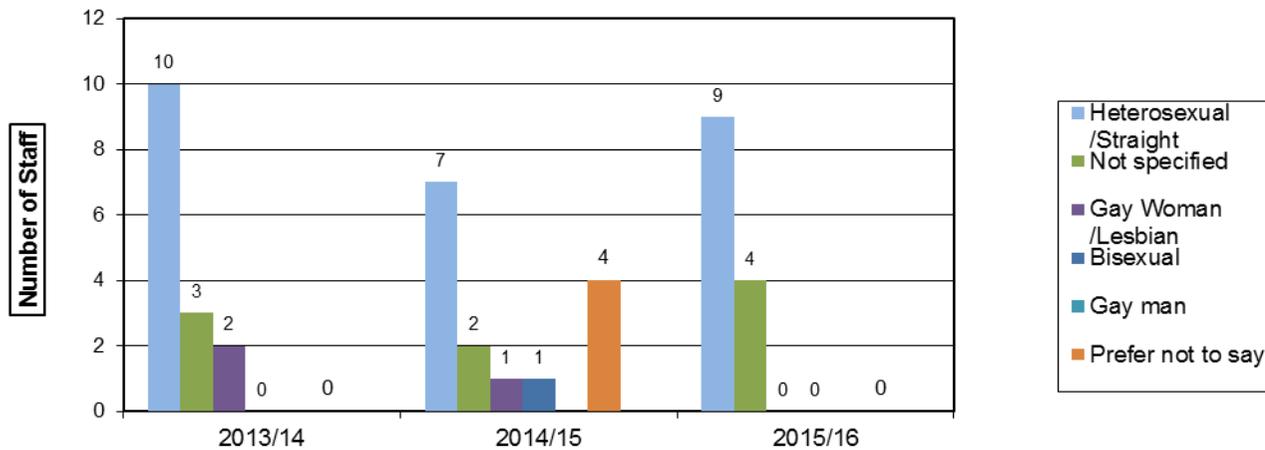
Disciplinarys by Ethnicity



Disciplinarys by Religion

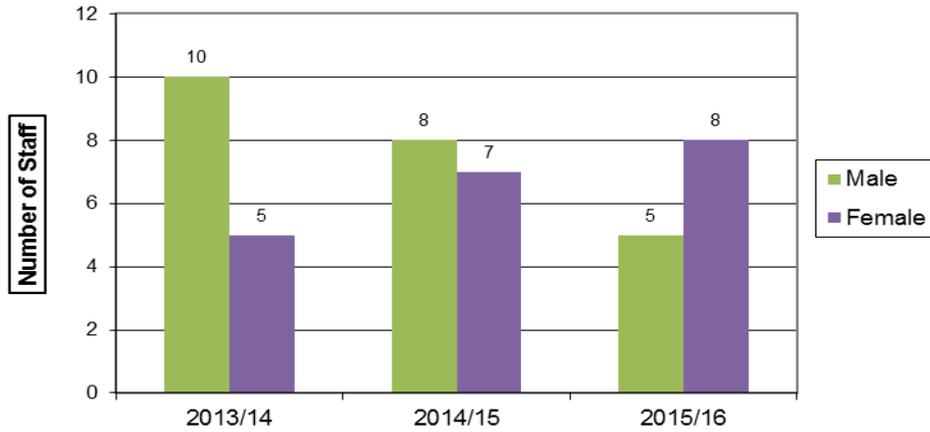


Disciplinarys by Sexual Orientation

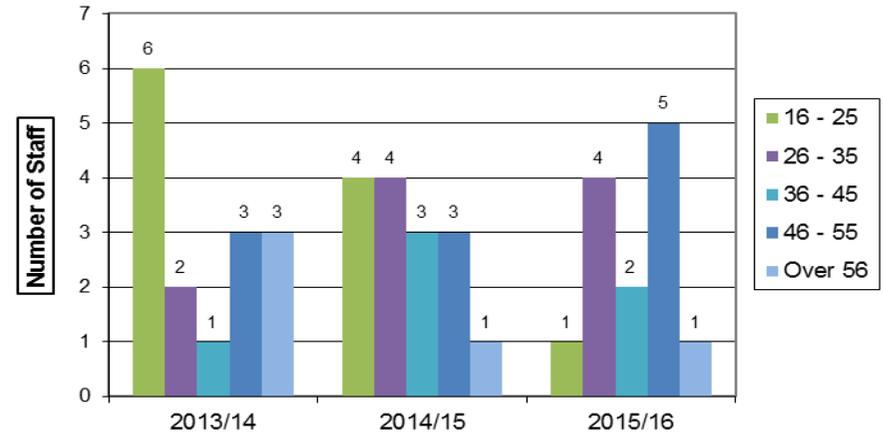


Appendix 20: Staff Discipline Profile 2015/2016

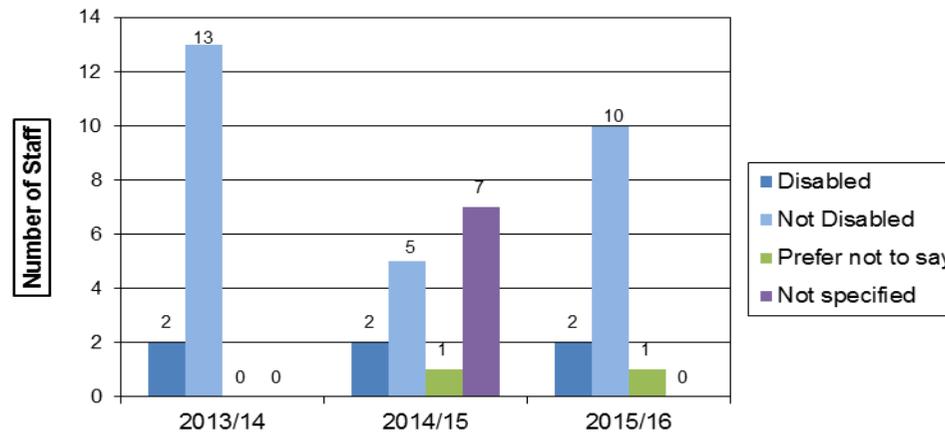
Disciplinaries by Gender



Disciplinaries by Age

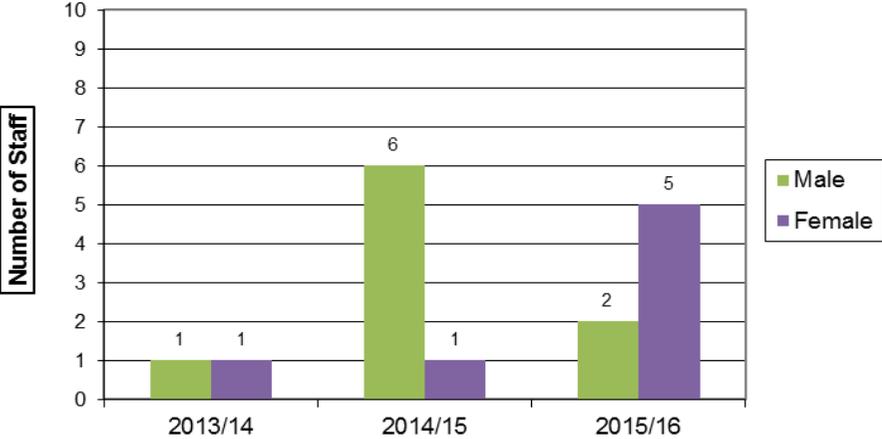


Disciplinaries by Disability

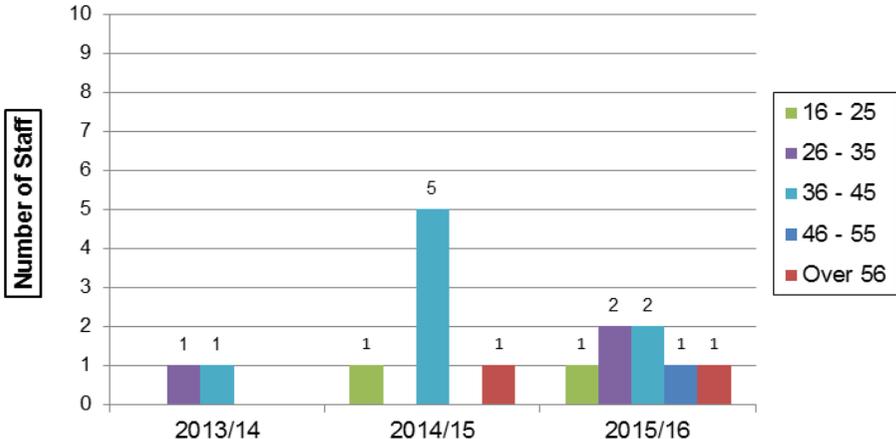


Appendix 21: Staff Grievance Profile 2015/2016

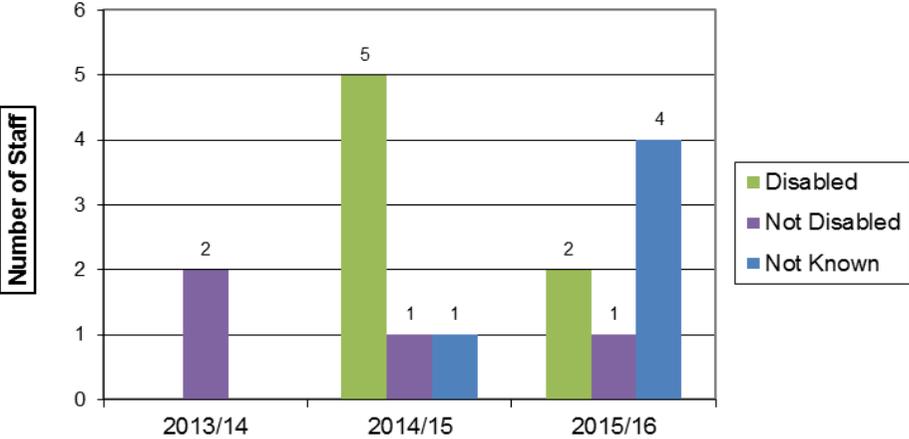
Grievances by Gender



Grievances by Age

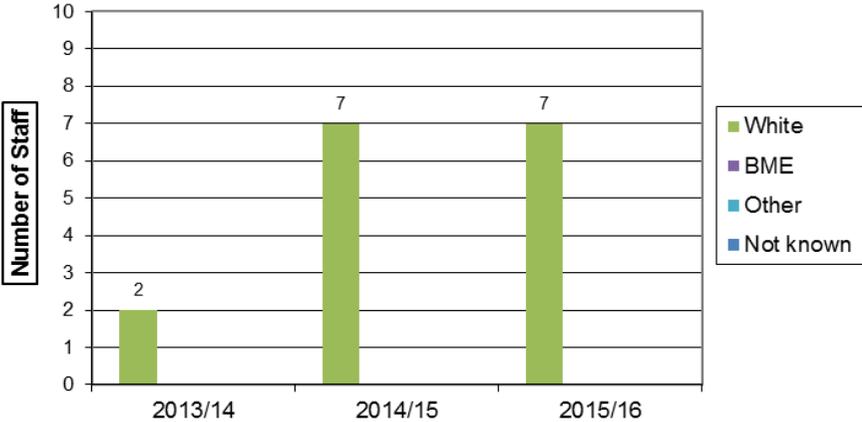


Grievances by Disability

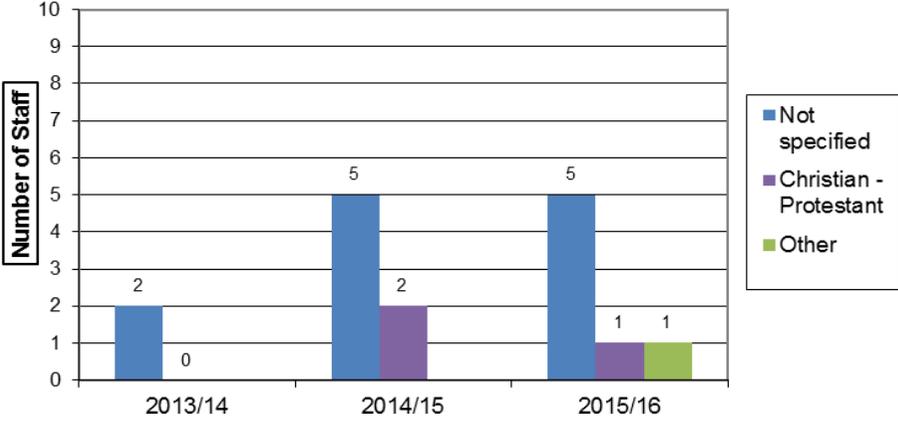


Appendix 22: Staff Grievance Profile 2015/2016

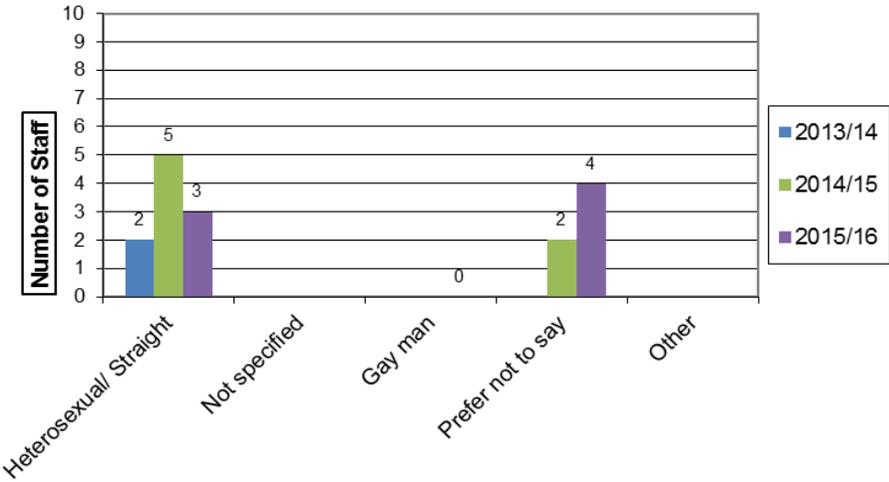
Grievances by Ethnicity



Grievances by Religion

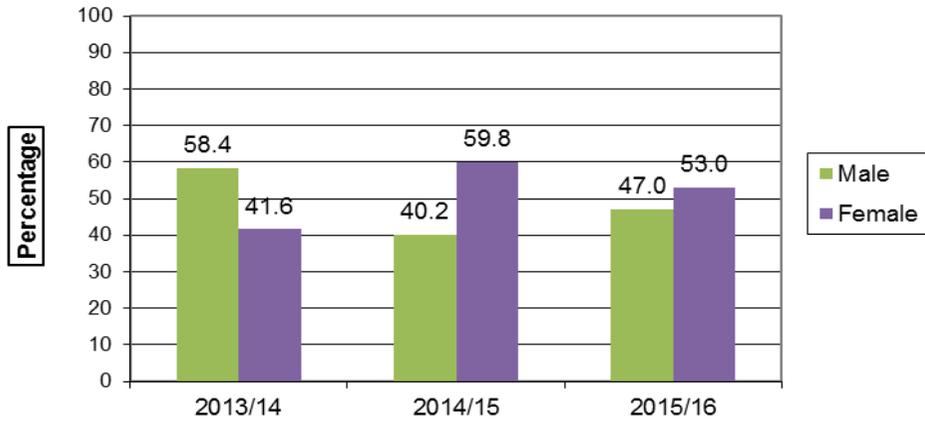


Grievances by Sexual Orientation

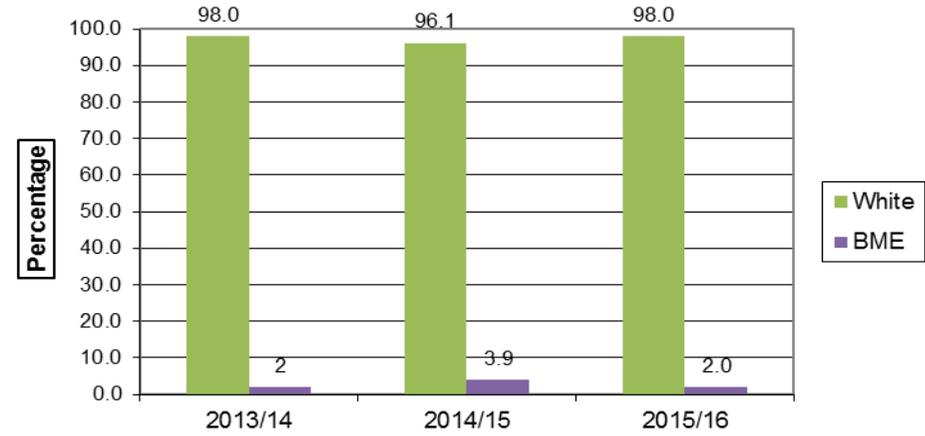


Appendix 23: Staff Turnover

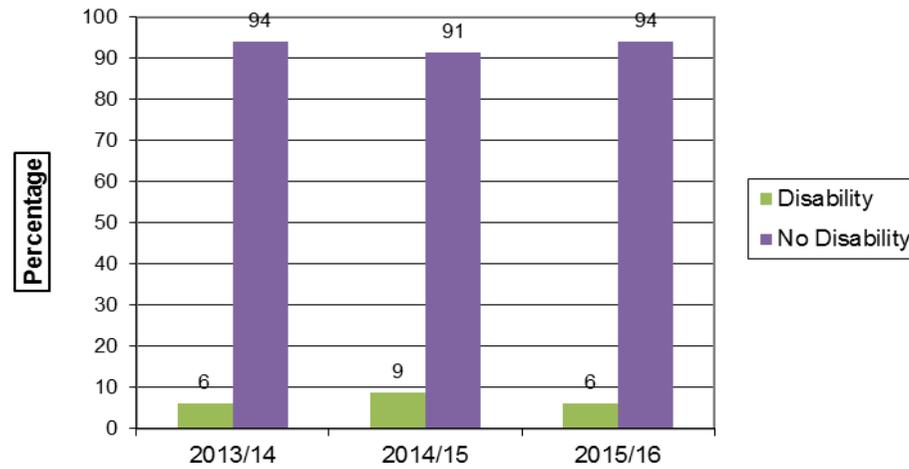
Turnover by Gender



Turnover by Ethnicity

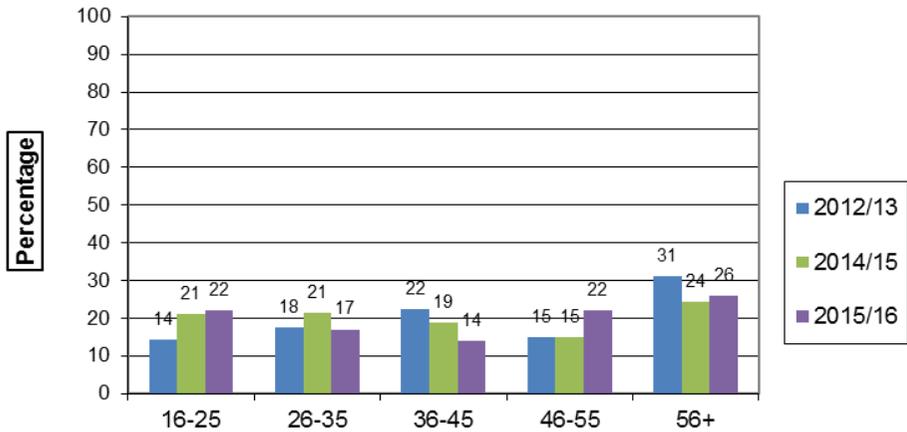


Turnover by Disability

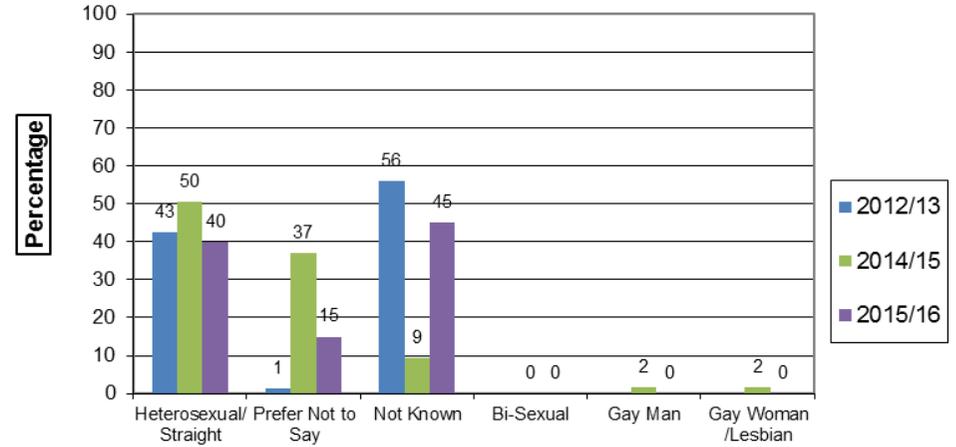


Appendix 24: Staff Turnover

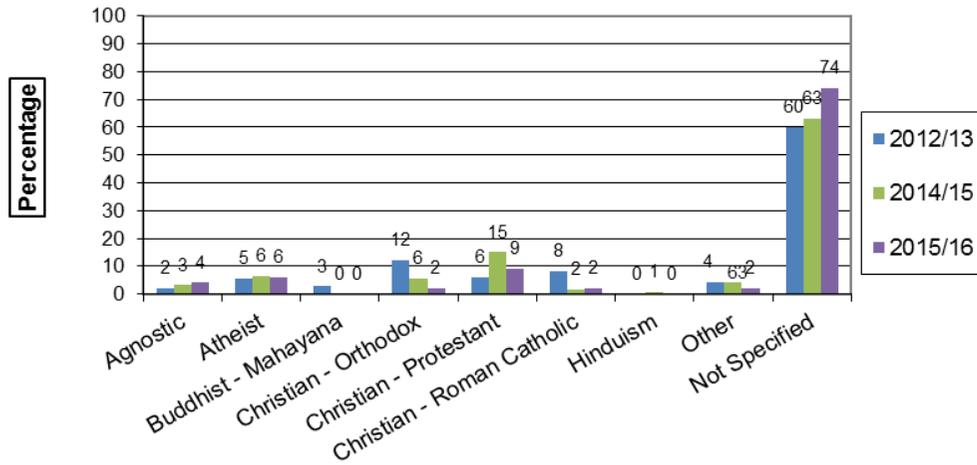
Turnover by Age



Turnover by Sexual Orientation

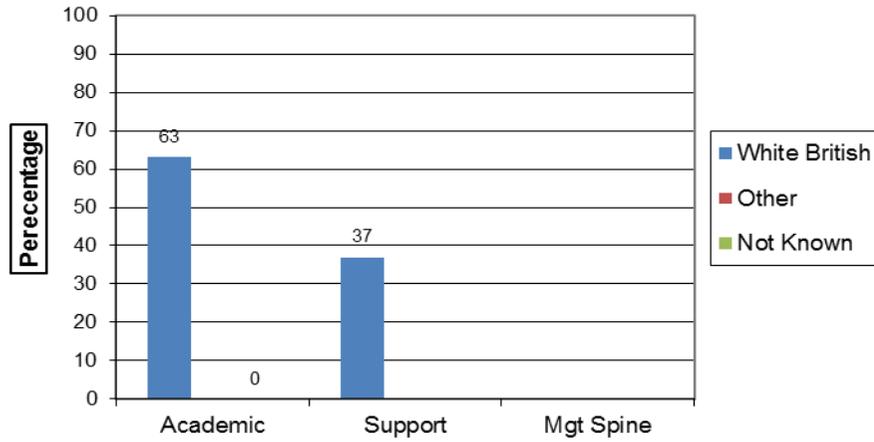


Turnover by Religion

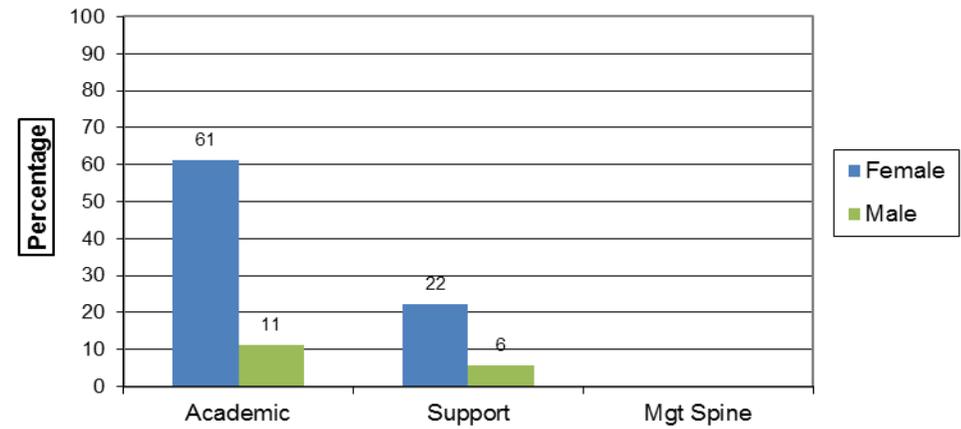


Appendix 25: Staff Profile – Flexible Working Requests

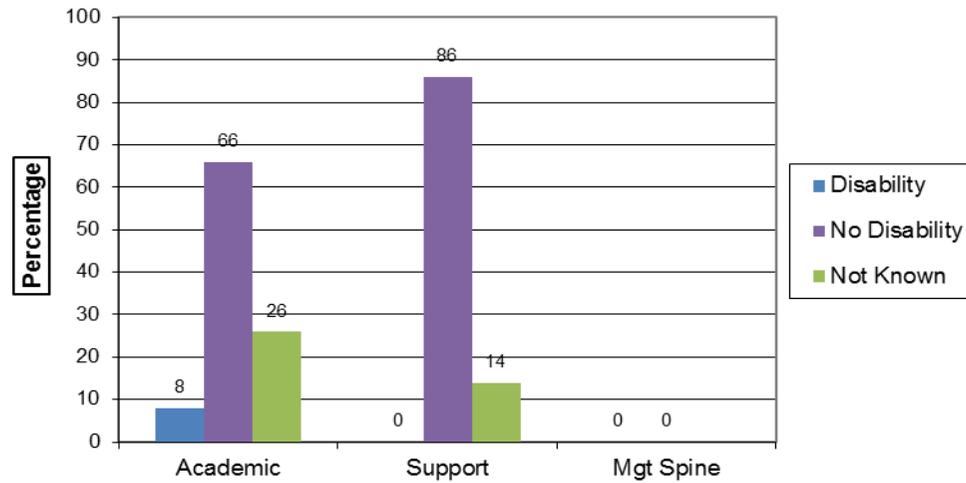
Ethnicity



Gender

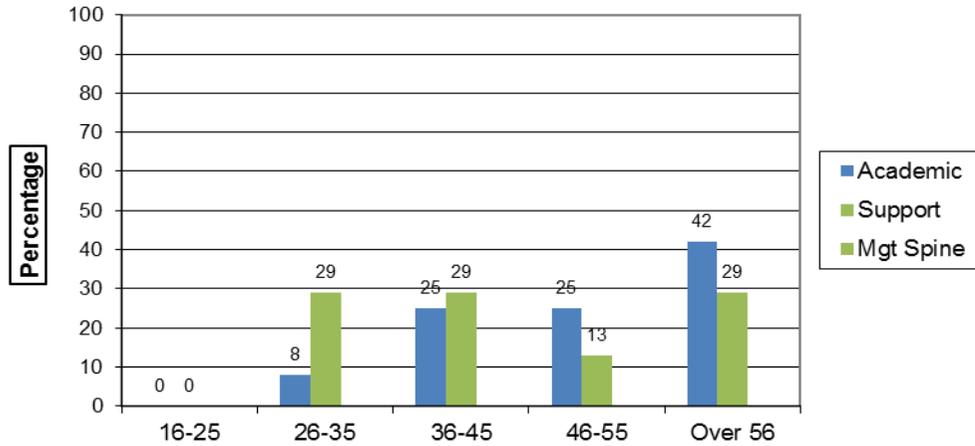


Disability

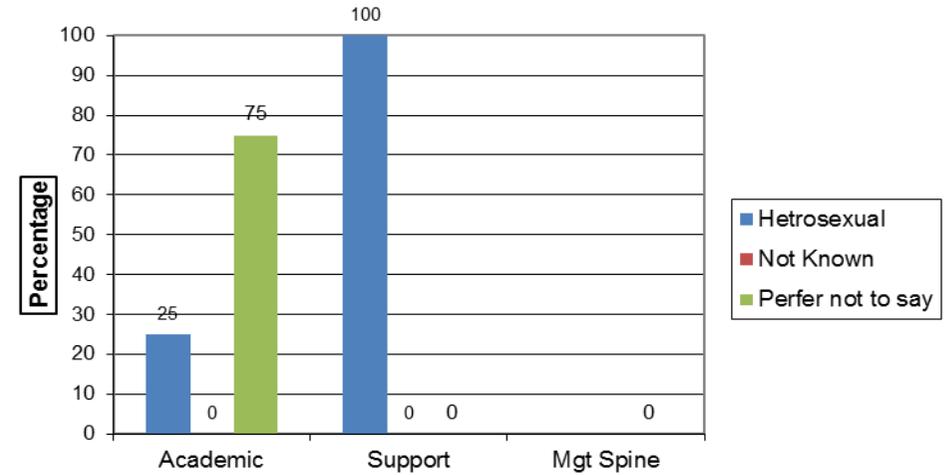


Appendix 26: Staff Profile – Flexible Working Request

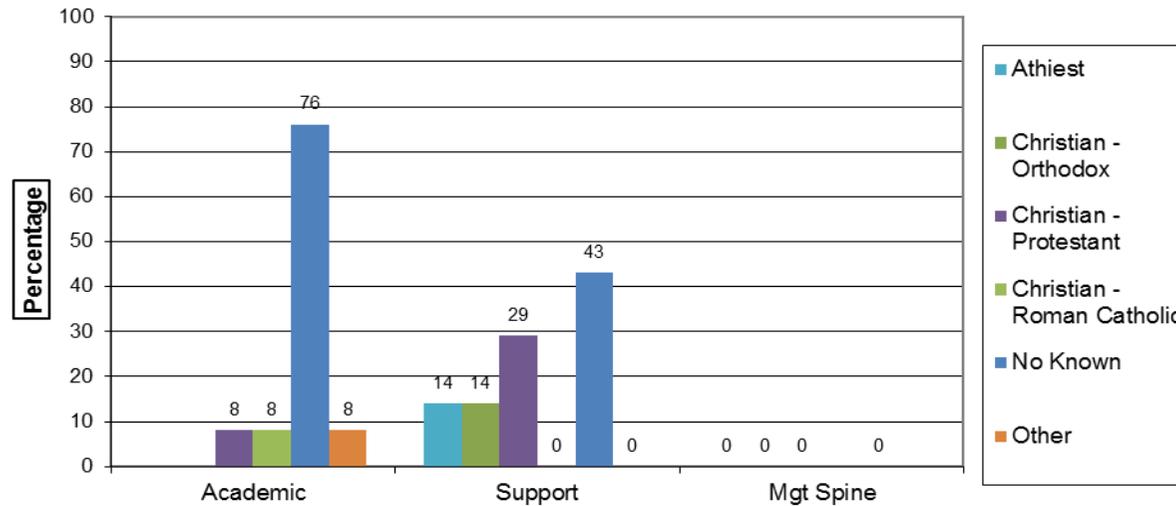
Age



Sexual Orientation

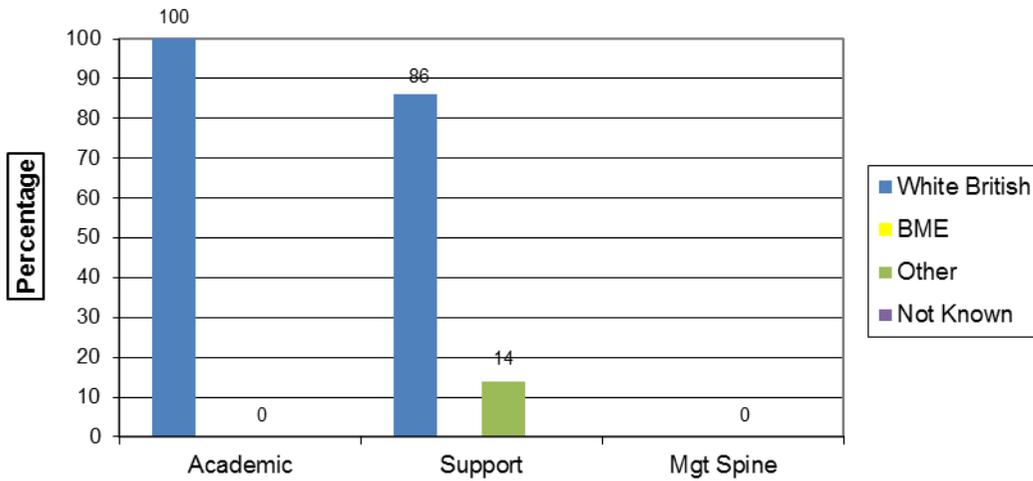


Religion

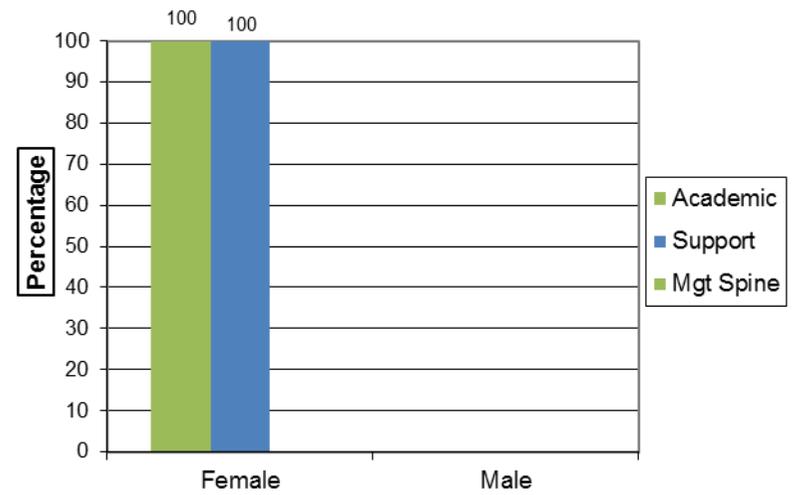


Appendix 27: Staff Profile – Maternity Return Rates

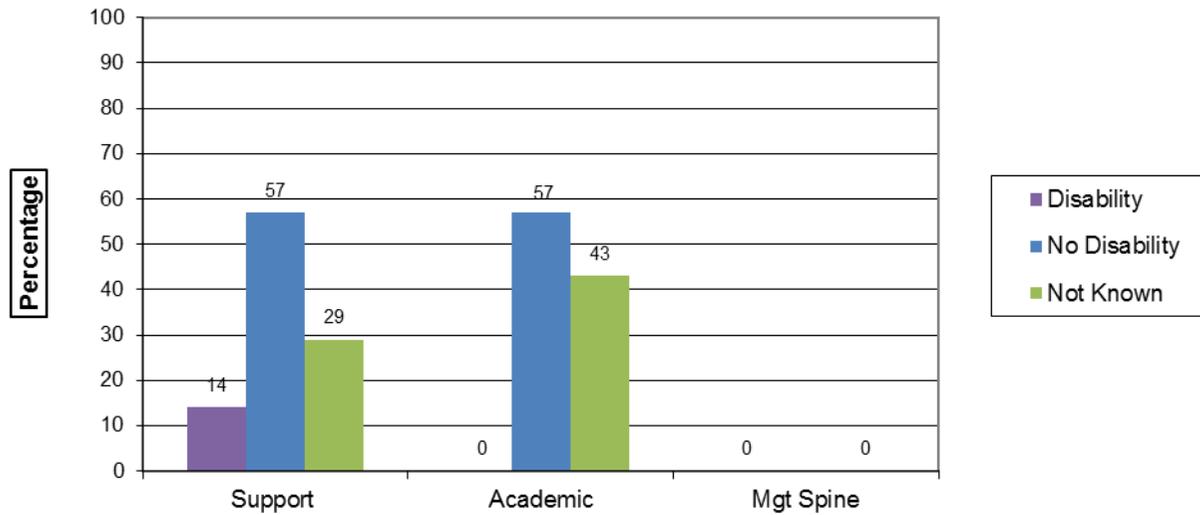
Ethnicity



Gender

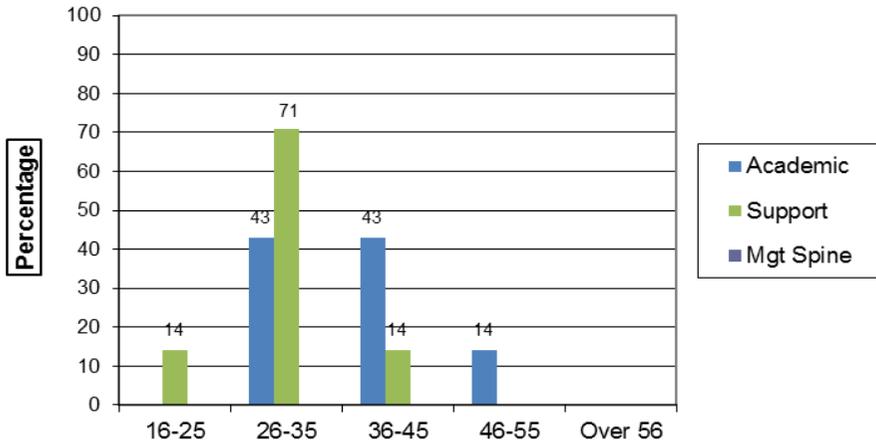


Disability

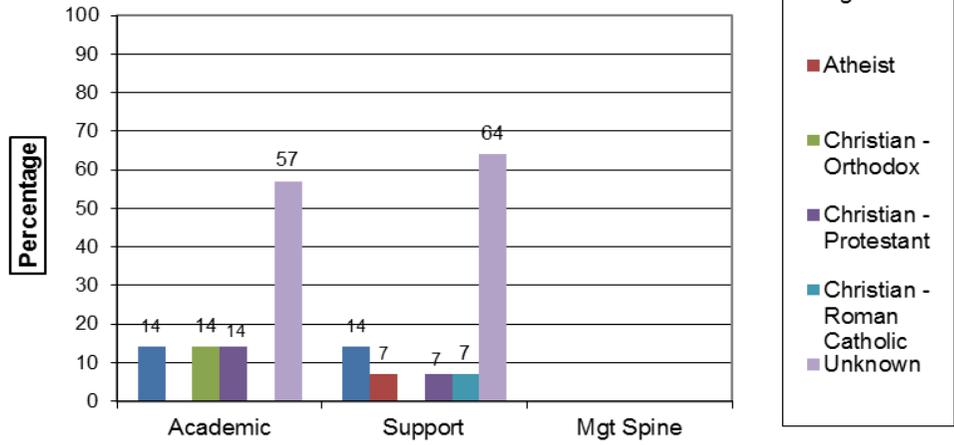


Appendix 28: Staff Profile – Maternity Rates

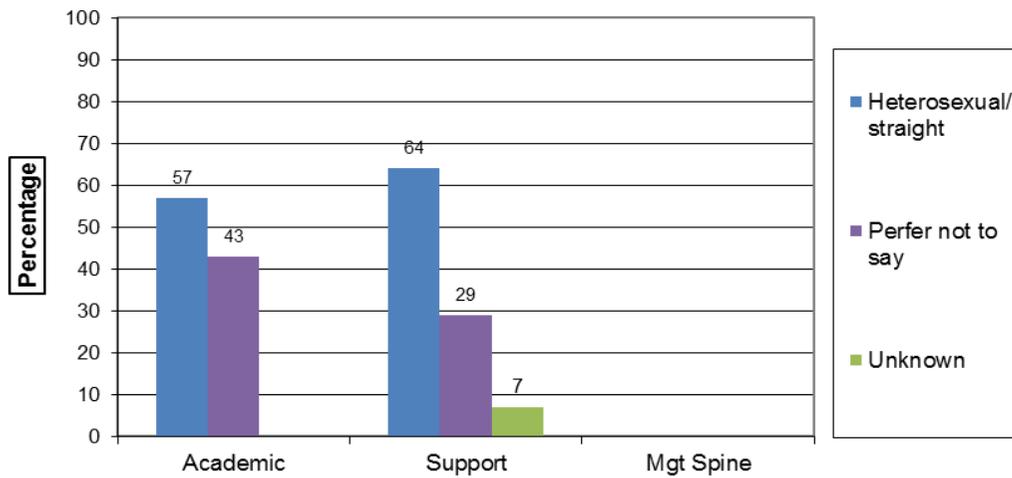
Age



Religion

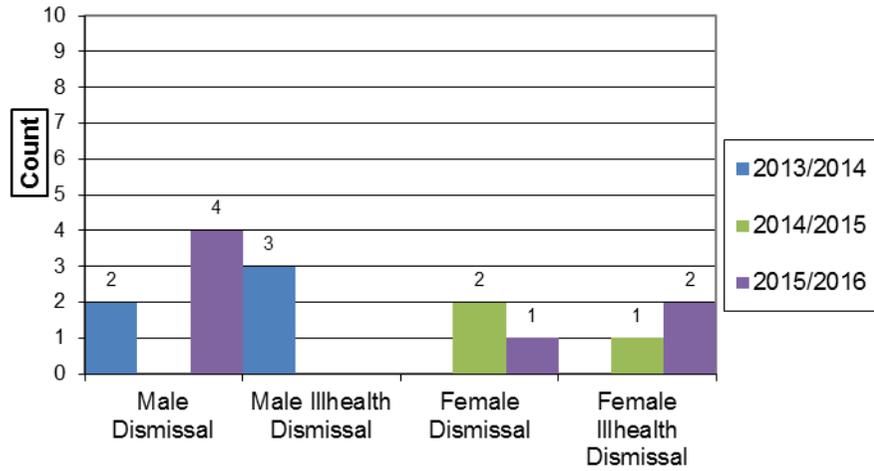


Sexual Orientation

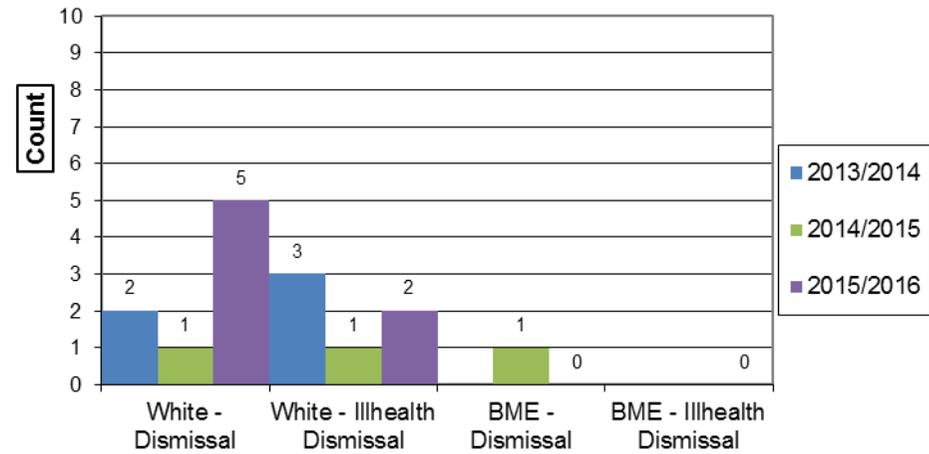


Appendix 29: Staff Profile – Dismissals and Ill Health Dismissals

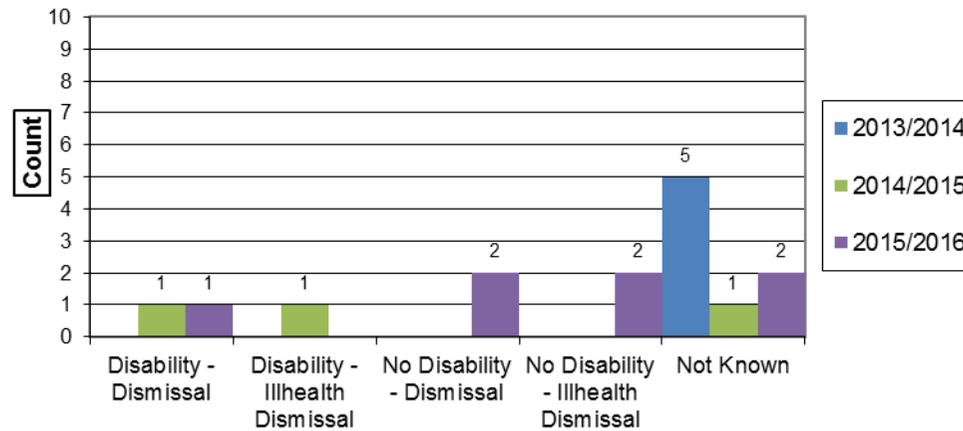
Dismissal and Illhealth Dismissal by Gender



Dismissal and Illhealth Dismissal by Ethnicity

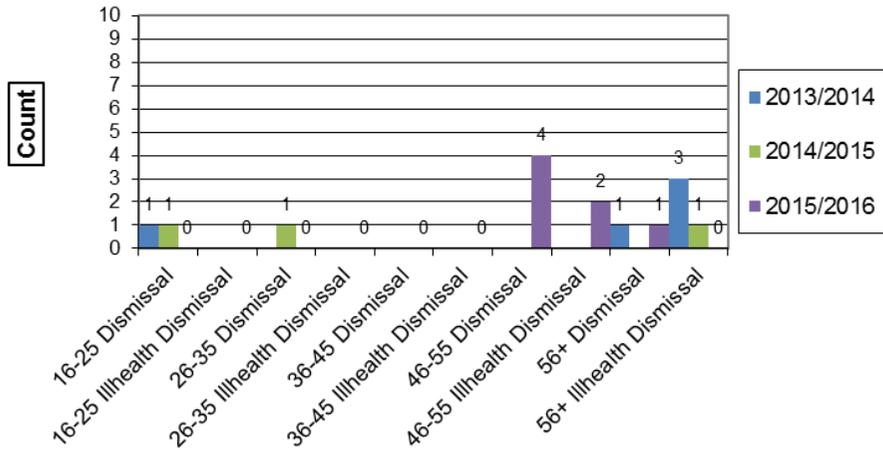


Dismissal and Illhealth Dismissal by Disability

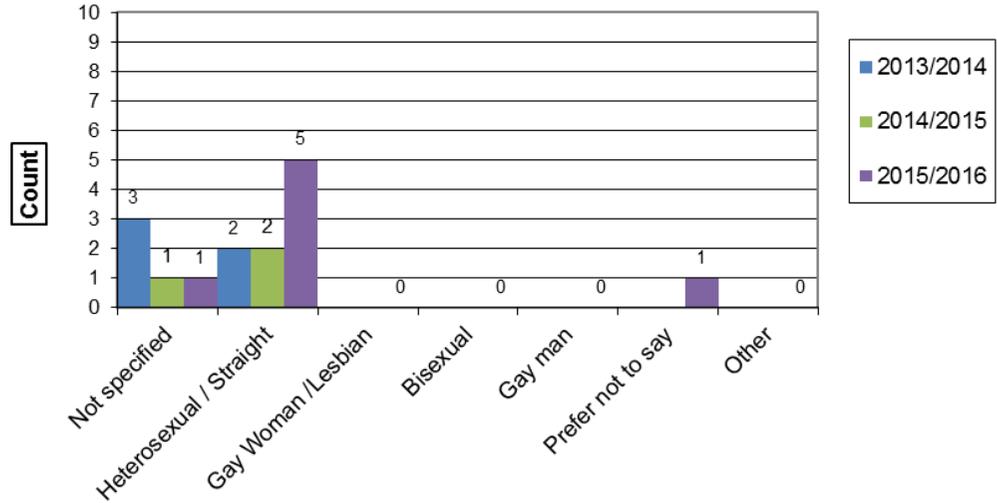


Appendix 30: Staff Profile – Dismissals and Ill Health Dismissals

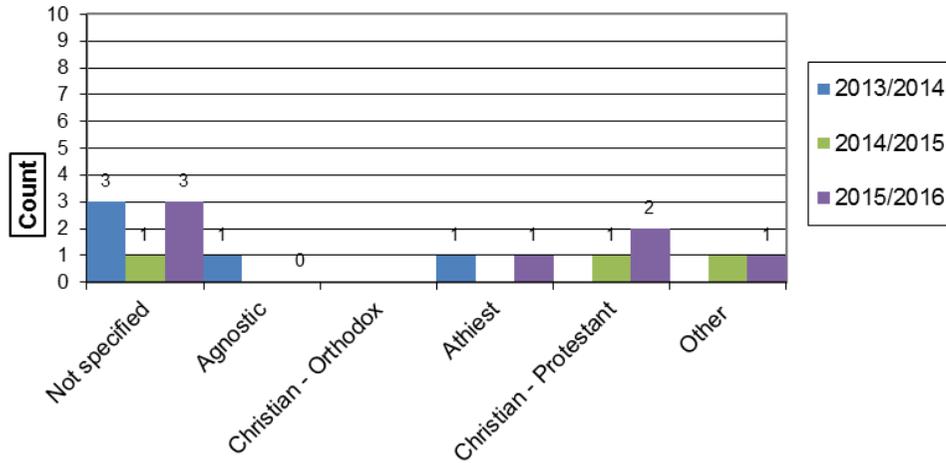
Dismissal and Illhealth Dismissal by Age



Dismissal and Illhealth Dismissal by Sexual Orientation

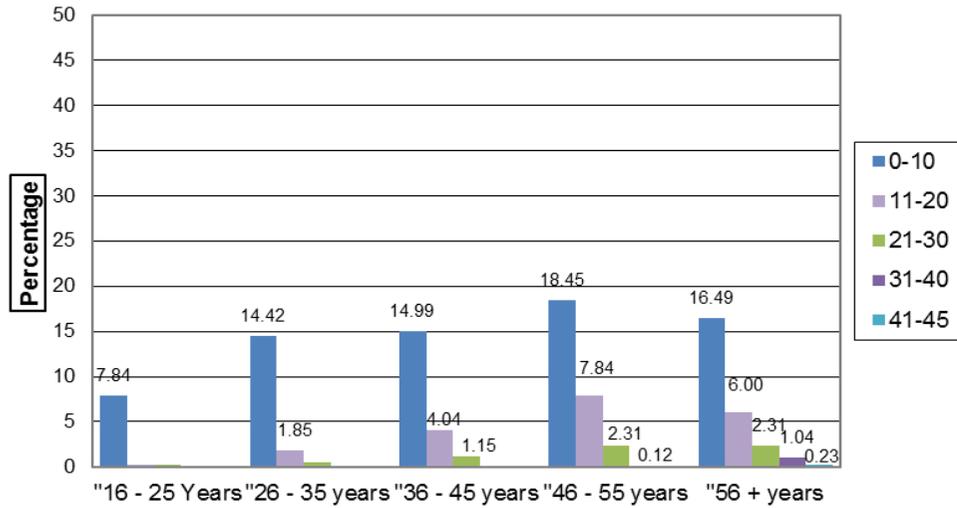


Dismissal and Illhealth Dismissal by Religion

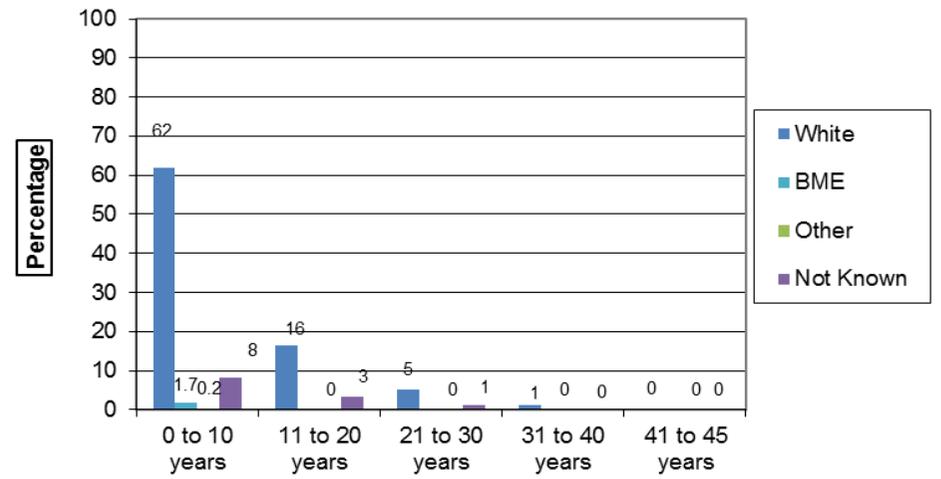


Appendix 31: Staff Profile – Length of Service

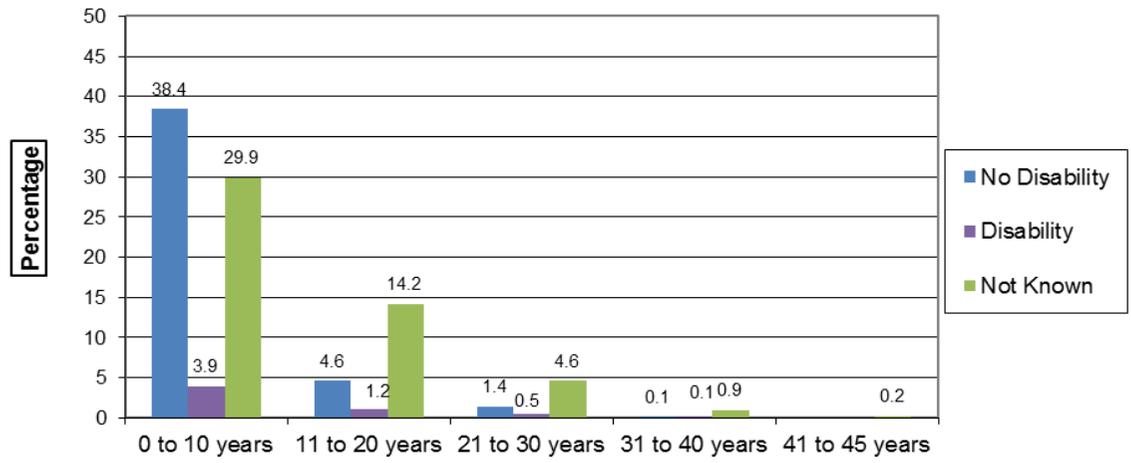
Length Of Service by Age



Length Of Service by Ethnicity

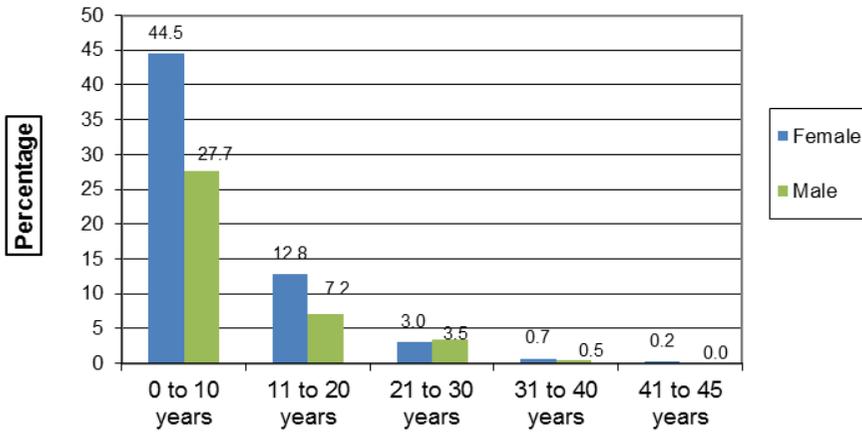


Length Of Service by Disability

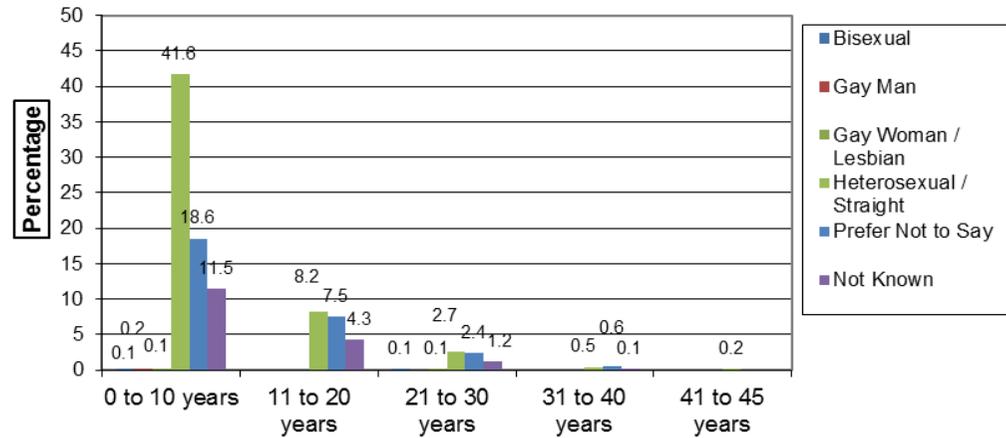


Appendix 32: Staff Profile – Length of Service

Length of Service by Gender



Length of Service by Sexual Orientation



Length of Service by Religion

