LINCOLN COLLEGE

EQUALITY AND DIVERSITY

ANNUAL REPORT 2016/2017

EQUALITY AND DIVERSITY ANNUAL REPORT 2016/2017

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EQUALITY AND DIVERSITY ANNUAL REPORT 2016/2017

INTRODUCTION

1 Lincoln College is a large General Further Education College with campuses in Lincoln, Newark and Gainsborough and is at the core of the Lincoln College Group. This report includes data relevant only to Lincoln College and its direct subsidiaries.

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 College serves a largely prosperous area although areas of relative deprivation exist within the College's catchment area. Unemployment rates within the local areas are similar to/slightly lower than national rates. 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 that have lower than the provider national average performance for pupils leaving school at Key Stage 4.

In 2016/2017, the College offered full and part-time learning opportunities from pre-entry to advanced higher-level skills development. There were 2,747 students aged 16-18 attending full-time and 49 attending part-time. A further 713 adult students attended full-time and some 2,586 were on part-time courses. Adult apprentices accounted for 3,039 students and 762 students were on 16-18 apprenticeship programmes. In addition, another 490 students were enrolled on short, community-based courses. The proportion of students from minority ethnic heritage groups was approximately 8%; this is in line with the local population. The population by gender for all provision at the College in 2016/2017 was 57% female and 43% male. 22% of non-apprenticeship students declared a learning difficulty/disability or reported a health problem and 284 apprentices declared similar issues.

The Ofsted inspection report from May 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". However, "teachers and Assessors do not promote diversity consistently well in Learning sessions"

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. A particular focus in 2016/2017 was the SEND reforms and how this impacts on learning, assessment and teaching. The group was used as a safe environment to discuss individual anonymised cases, sharing best practice to support other colleagues. Managers are fully aware of their responsibilities in relation to high needs learners and ensure that their teams are supporting, challenging and progressing these learners to achieve their full potential. One of the most successful elements of this group has been students' delivering sessions on their specific protected characteristic and how this affects them at College. Managers are now effective in reviewing their own data against protected characteristics and including any developments in their own departmental Self-Assessment Report.

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

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 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 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. 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.

EMPLOYEE RECRUITMENT PROFILES:

The following information uses graphical examples to show how employee recruitment data is 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 and there has been a 2% decrease from black and minority heritage applicants compared to 2015/2016. However, this is still above the local profile (Lincolnshire: 2.4% of people are non-white (census survey 2011 – the next census survey will be in 2021)). The majority of posts applied for were by white British applicants at 92%. 6% of applications were from ethnic minority heritage groups and only 2% of applicants did not declare their ethnic heritage.

Lincoln College is aware that other interventions should always be considered to aim 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 2017 of its Code of Practice for Recruitment and Selection, to ensure fairness and equality for all.

The recruitment profile for support and management spine staff was almost static, with a consistent level as in previous years of those declining to answer this question. For academic posts there was a decline of 3% of applications from ethnic minority heritage groups.

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 of the conversion rates from application to interview will be undertaken 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 2016/2017. For the second consecutive year there was an increase in the number of female applications over male applicants of 2% for all categories of staff, a total increase of 7% over the past two years.

Applications for support staff posts also continued the previous year's trend of more female applications, an increase of a further 4% in 2016/2017 and an increase of 10% over the past two years. For academic female applications there has also been a small increase of 2%, whilst for management spine posts the figure remains 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 increased marginally by 1%, to 11% of applicants for all categories of post declaring a disability.

It is interesting to note that for academic and support staff posts there has been a small increase of 3% and 2% respectively for applicants choosing not to answer this question, compared to the previous year's decline in this area.

The College was again successful in August 2017 in its reaccreditation of the revised “Two Ticks” positive about disability discrimination commitment, now referred to as The Disability Confident Scheme. 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 application 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. Of significance, the number of 16-25 year old applicants has continued to decline by a further 6%, a decline of 10% in the past years and 19% in the past three years. Some of 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 fifteen-month contract and therefore there will be an impact on the data, depending upon the time of year recruitment takes place. A continuing number of level 2 apprenticeships progressing to level 3 and remaining at the College for a further twelve-month period bears impact upon this. Significantly, the method in which Apprentice recruitment is undertaken has changed in the past three years, with responsibility being delegated to the Business Development team. The data for recruitment has therefore not been incorporated into the HR profile data. This will be rectified for 2017/2018 data.

There has been some change this year in the number of applicants from 46-55 years of age (an increase of 3%) and 56+ (an increase of 4%). For the past 4 years there has been a general increase in the 46-55 years of age category for all positions by 8%. This is reflected in the increase in support staff applications by 4% and for both academic and support staff applications in the 56+ age range by a significant increase of 5% for academic positons and 3% for support staff posts. Interestingly whilst here has been an increase in this age range of applications for academic posts, there was also still a strong increase in the number of applications for academic posts for the 26-35 age range, of 7%.

Management spine data remains static.

RECRUITMENT AND SEXUAL ORIENTATION

9 This is the fourth year that data has been collected for this protected characteristic. Results show a small decline of 3% declaring themselves as Heterosexual, reflected in an increase of 2% of all applicants declining to answer the question and 1% declaring other as the response.

Applicants declaring as “other” increased by 3% for academic applications.

RECRUITMENT AND RELIGIOUS BELIEFS

10 Overall analysis showed an increase of 7%, up from 29% to 36% of all applicants who did not specify their religious beliefs.

This was reflected significantly in academic applications with an increase of 15% declining to specify and 6% of support staff applications also declining to specify their religious beliefs.

For all applications there was a decrease for the first time in 3 years of applicants declaring themselves to be Atheist by 7%.

For all categories of staff, the highest responded to category was declining to specify their religious beliefs, with academic staff vacancies in particular at 40% of applicants declining to specify.

For all categories of positions, staff identified as Christian – Protestant as the second highest specified religious belief. 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. There were fixed term posts across all three categories of staff this year.

35% of all applications declined to declare their sexual orientation, 72% declining to specify their religious beliefs and no declarations of a disability. All applicants declared themselves as White British, a decline of 4% from 2015/2016 data on ethnic minority heritage applications.

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 50**%** of promotions were for support staff positions followed closely by 41% of promotions for staff into management spine related posts with only 8% into academic positions.

Significantly, there was a decrease in the number of staff declaring a disability for both support and academic positions compared to 2015/2016. 57% of all promotions across all three categories were for male applicants compared to 45% in 2015/2016. It is interesting to note that all management spine applications were male, compared to support staff and academic positions where female promotions were highest.

<u>EMPLOYEE PROFILE:</u>

STAFF ETHNICITY

13 Appendix 11: Whilst in 2015/2016 the college saw an increase of 3.9% in its ethnic profile, this year the figure has been reversed with a decline of 3.45% to 2.55% of all staff identifying as ethnic minority heritage. This is however just still above the profile for Lincolnshire, which has a low population count of 2.4% ethnic minority heritage representation. 97.45% of staff identified as white British. The College continues to review its Recruitment Code of Practice ensuring the highest level of compliance is maintained.

STAFF GENDER

14 Appendix 12: There has been no significant change in the gender profile of the College which is 59.62% female and 40.38% male; this has remained almost static over a 5 year period. Female staff numbers have continued to decline marginally in management spine posts by 0.75% and by just under 3% for academic positions.

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 (53.25%).

The gender pay gap data for 2016/2017 shows an overall mean pay gap in favour of men of 13.48%, an increase of 1.56% from data in 2015/2016. However, this difference can be attributed to the fact that pay for senior post holders must now be included in the data, as a result of the Equality Act 2010 (Gender Pay Gap Information) Regulations 2017 No. 172. The Office for National Statistics data reported as at April 2017, showed a national gender pay gap figure of 18.4% (median) and 17.4% (mean) in favour of men, up by 0.3% from 18.1% in 2016. Lincoln College successfully continues to be well under the national statistics.

As a result of the change in regulations, as of 6 April 2017 all organisations with more than 250 employees are required to publish information relating to the gender bonus gap as well as the proportion of men and women receiving bonuses. For Lincoln College the results show that 40% of females received bonus payments in the preceding 12 months to March 2017 (2 employees) and 60% of males (3 employees), with a mean difference of 66.76% in favour of men.

Additionally, the proportion of men and women in each quartile of the organisation's pay structure indicates that for the lower quartile hourly rates, there are a higher number of females compared to males. In the higher quartiles of hourly pay, there are a higher number of males.

STAFF DISABILITY

15 Appendix 13: Data on disability for all staff may be incomplete and it is possible that those staff who become disabled during their employment may not be updating their change in circumstances. This is despite the fact that the iTrent HR Self Service 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 7.01% overall. There has been a small increase of 1.01% 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 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's 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, followed by 56+. All other age range profiles have remained almost static compared to the previous year's data, with 16-25 year age range decreasing by a marginal 1.14%.

STAFF RELIGION PROFILE

17 Appendix 15: Staff have independent access through the iTrent HR Self Service system to disclose this information without the need to go through a third party. 54% of staff have not declared a religion, a second consecutive year decrease of 5% from 2015/2016 and a decrease of 11% over the past three years.

For all categories of posts, the highest declaration of religion was Christian – Protestant. There are in total seven recognised religions having been declared.

STAFF SEXUAL ORIENTATION

18 Appendix 16: For the third consecutive year there has been a positive and steady decline of people preferring not to say (7%) in relation to sexual orientation. 2016/2017 data also highlighted a further increase of 6% of all staff declaring to be heterosexual/straight, a third 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 2016/2017 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, with two days focusing on specific academic training related activities and two days on specific school team/programme area related training. Attendance at equality and diversity training is mandatory for all staff. Data on staff attendance for those declaring a disability has decreased by 0.5% to 7% but remains positive. The data also shows a small positive increase of 0.4% in participation for people from black and minority heritages compared to 2015/2016. There has been a small increase of 3% in staff declaring the "not known" category relating to 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 when undertaking staff development activities increased by a further 4% from 2015/2016 data to 12%, with the majority still declaring their religion as Christian – Protestant.

STAFF DISCIPLINE

20 Appendices 19 and 20 identify that 12 staff were part of a formal disciplinary process, a small decrease of 1 case from the 2015/2016 data. The split between male and female cases was also even for the first time in the past three years. 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 (41.6%) were within the age ranges of 56+.

STAFF GRIEVANCE

21 Appendices 21 and 22 illustrate the equality and diversity indicators of staff who have raised a grievance**,** with a total of 8 for 2016/2017; an increase of one from the previous year. One staff member declared a disability. Six grievances were from white members of staff with two grievances from staff where ethnicity was not known. 75% of grievances being raised were from female staff members. Three complaints involving allegations of disability discrimination were raised but following in-depth investigations were all unfounded and not upheld. The College operates a mediation service with trained personnel in support of staff that have particular concerns about their treatment by others and will, where required, utilise the services of an external agency during the reporting period.

STAFF TURNOVER

22 Appendices 23 and 24 indicate a 9.91% increase in female staff leavers as well as a 2.61% increase in those declaring a disability who had left during the reporting period. The turnover of staff from different ethnic minority heritage groups remained static.

There was an increase of 4% of the 46-55 age bracket (26%) leaving the College workforce compared to 2015/16, with a decline of 10% of staff leaving in the 16-25 years of age bracket. 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 college received 18 requests, of which 15 were from females; all requests were approved. Requests from male members of staff remained static at 16.6%, with 55.5% of all requests being in academic posts. The main age group for academic staff making requests is shared evenly between 46-55 and over 56 age categories. For support staff the age range is split between 36-45 and 46-55. There was also an increase of 2% of academic staff declaring a disability from 8% in 2015/2016 to 10% in 2016/2017. No management spine staff made any requests for flexible working for the second consecutive year. The College ensures 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. Of the ten members of staff taking and returning from maternity leave during the reference period, only one member of staff resigned and did not return to work. Three members of staff also requested and returned on different conditions of working i.e. reductions in hours. 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%). 14.3% of support staff returning from maternity leave declared a disability and 7% of support staff declared their ethnicity as ethnic minority heritage. 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 2016/17 there were six male dismissals, of which one was for ill health and four female dismissals, of which two were ill health dismissals. Of note is that no staff members declared a disability. 100% of dismissals were staff of white heritage. There was a spread across the age ranges for both dismissals and ill health dismissals.

STAFF LENGTH OF SERVICE PROFILES

26 Appendices 31 and 32 show that 39.8% of female employees have between 0 and 10 years' service compared to 44.5% from the previous year. The highest proportion of staff with this length of service continues to fall within the age range of 46-55 years of age at 18.49%.
There was a small increase in those staff with a reported disability by length of service, in the 0-10 year range of 0.31%, up from 3.9% in 2015/2016 to 4.21% in 2016/2017. 61% of staff with 0-10 years' service were of white British heritage, with 2% in the same length of service category being of ethnic minority heritage.

LEARNER PROFILES: STUDENT DATA

WHOLE COLLEGE

Achievement rate trend summary

	2014/ 2015	2015/ 2016	2016/ 2017	Variance on 2015/2016	Provider national average	Variance to PR NA	GFE national average
Overall achievement	75.2%	73.8%	81.1%	+7.3%	78.8%	+2.3%	82.1%
Pass	83.3%	84.1%	88.9%	+4.8%	86.8%	+2.1%	90.0%
Retention	90.3%	87.7%	91.1%	+3.4%	90.8%	+0.3%	91.3%
Apprenticeships							
Overall	52.9%	51.1%	65.0%	+13.9%	69.3%	-4.3%	68.9
Timely	44.2%	45.0%	50.7%	+5.7%	60.9%	-10.2%	60.0

GENDER

29 Below you will see the four year trend data by gender, showing a 7% increase for 2016/2017 for both males and females; however females are achieving at 2% higher than males.

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%
2016-2017	4409	4980	80%	82%	91%	91%	88%	90%

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%**
2016-2017	2629	79%	80%	92%	91%	87%	**88%**

DISABILITY

31 The whole College achievement rate for students with a disability is 78%, although good progress has been made, it is still 3.1% behind the whole college achievement and will continue to be a focus for our developments. When breaking this down by age, 16-18 are 1.6% below the College average and 19+ are 3.8% below.

When scrutinising the data there are insufficient numbers of students who have declared profound/complex, temporary and speech and language. Mental health numbers are significant and as such procedures have been put in place to assess, track and support students more intensively for the academic year 2017/2018. The other area we will be focusing on is 16-18 social and emotional.

Disability	Overall Leavers	Ach. Overall	Ach. Overall %	Comparison to College Average (81.1%)
Asperger's	106	86	81	-
Hearing	74	59	80	-1%
Medical	416	332	80	-
Mental health	336	241	72	-8.1
Mobility	68	55	81	-0.1
Multiple	67	53	79	-1.1
No disability	7970	6494	82	+0.9
Other	20	17	85	+3.9
Physical	48	42	88	+6.1
Profound/Complex	17	12	71	-10.1
Temporary	10	6	60	-21.1
Visual	41	35	85	+3.9
Social emotional	**196**	**154**	**79**	-2.1
Speech & language	**16**	**11**	**69**	-21.1
Grand total	**9385**	**7597**	**78**	**-3.1**

Disability	Overall Leavers		Ach. Overall		Ach. Overall %		Ach Comparison to College Average (79.6%) (82.8%)	
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Asperger's	79	27	64	22	81	82	+1.4	-0.8
Hearing	38	36	27	32	71	89	-8.6	+6.2
Medical	315	101	252	80	80	79	+0.4	-3.8
Mental health	189	147	133	108	70	74	-9.6	-8.8
Mobility	29	39	22	33	76	85	-3.6	+2.2
Multiple	43	24	33	20	77	83	-2.6	+0.2
No disability	4547	3423	3643	2851	80	83	+0.4	+0.2
Other	13	7	11	6	85	86	+5.4	+3.2
Physical	12	36	11	31	92	86	+12.4	+3.2
Profound/Complex	8	9	6	6	75	67	-4.6	-15.8
Temporary	7	3	5	1	71	33	-8.6	-49.8
Visual	22	19	21	14	96	74	+16.4	-8.8
Social emotional	**161**	**35**	**124**	**30**	**77**	**86**	-2.6	+3.2
Speech & language	**12**	**4**	**7**	**4**	**58**	**100**	-21.6	+17.2
Grand total	**5475**	**3910**	**4359**	**3238**	**78**	**79**	**-1.6**	**-3.8**

LEARNING DIFFICULTY

32 Students with a learning difficulty at whole College level are achieving at 0.9% higher rate than students without a learning difficulty. 16-18 are achieving at 2.4% higher rate, whereas 19+ are 1.8% below. Students with dyscalculia and severe disabilities are under achieving compared to College averages. They have however been discounted as there are insufficient student numbers to cause concern. The students are dispersed across the College, so there are very tiny numbers in curriculum areas.

Dyslexia on first impression causes significant concern, however on interrogation we identified that the vast majority of learners self-disclosing dyslexia do not have a formal assessment of dyslexia, but do however have low level literacy needs and are being supported accordingly.

For 2017/2018 the SENCO and her team will be looking to review all disclosures to clearly identify which learners have dyslexia. Those without dyslexia will be assessed in the same way and if there is no evidence of dyslexia their declaration status will be changed with approval from the student. Those with low level literacy needs will be supported via the Maths & English hub, or out of class support.

Learning Difficulty	Overall Leavers	Ach. Overall	Ach. Overall %	Comparison to College Average (81.1%)
Autism	397	339	85	+3.9
Dyscalculia	46	32	70	-11.1
Dyslexia	793	609	77	-4.1
Moderate	235	194	83	+2.9
Multiple	26	23	89	+7.9
None	7557	6138	81	-0.1
Other	11	10	91	+9.9
Other Spec	74	60	81	-0.1
Severe	34	27	79	-2.1
Grand Total	9173	7432	82	+0.9

Learning Difficulty	Overall Leavers		Ach. Overall		Ach. Overall %		Comparison to College Average (79.6%)	(82.8%)
	16-18	19+	16-18	19+	16-18	19+	16-18	19+
Autism	298	99	255	84	86	85	+6.4	+2.2
Dyscalculia	32	14	22	10	69	71	-10.6	-11.8
Dyslexia	623	170	476	133	76	78	-3.6	-4.8
Moderate	154	81	136	58	88	72	+8.4	-10.8
Multiple	13	13	11	12	85	92	+5.4	+9.2
None	4094	3663	3255	2883	80	83	+0.4	+0.2
Other	10	1	9	1	90	100	+10.4	+17.2
Other Spec	58	16	47	13	81	81	+1.4	-1.8
Severe	20	14	17	10	85	71	+5.4	-11.8
Grand Total	**5302**	**4071**	**4228**	**3204**	**82**	**81**	**+2.4**	**-1.8**

HIGH NEEDS

33 As a result of various interventions, High Needs students have an achievement rate of 91%, which is 7% higher than the national average, clearly demonstrating that our outcomes have rapidly improved and we have reduced achievement gaps between those learners who have High Needs compared to those that do not.

91% of students engaged with an appropriate level of work experience; 9 undertook bronze work experience; 33 undertook silver work experience and 10 gold work experience and 5 did not complete work experience (1 it was agreed that they pick up work experience in the 2nd year, 1 was not able to engage due to safeguarding reasons, 1 was a partial achiever and focus was to get him through academic course, 2 withdrew and changed provider part way through the year).

93% had a positive outcome, with 4 unknown (all 4 students achieved, 3 full achievement, 1 partial. 2 stopped engaging but had plans to return to study, LCC were advised when they didn't return. The other 2 students moved out of the area and we have been unable to confirm destination). 41 progressed to further learning, 2 gained employment, 7 went onto a supported internship and 3 went into day provision as they had reached their academic peak.

ETHNICITY

34 We have made significant progress since 2015/2016 and have closed the gap between white British and minority groups as both are now achieving at the same achievement rate of 82%.

We still have under performance with Gypsy/Irish travellers and Chinese but on inspection the numbers are insignificant and are very thinly spread across the curriculum. Other Asian is also another area for attention, on checking this data these learners were all on ESOL courses; this has now been picked up within our High Level SAR and QIP for further action/progression. All other ethnicities are achieving at or better than national achievement levels.

All Classroom by Ethnicity								
	Leavers		Achievement %		Retention %		Pass %	
2013-2014	12729	2184	82%	82%	90%	94%	91%	87%
2014-2015	9339	2064	75%	79%	90%	95%	83%	83%
2015-2016	8404	1913	72%	81%	87%	91%	83%	88%
2016-2017	7271	2118	82%	82%	94%	94%	88%	88%

AGE

35

Achievement Rate Trend Summary

	2014/ 2015	2015/ 2016	2016/ 2017	Variance on 2015/2016	Provider National Rate	Variance to Provider NA	GFE National Rate
Overall achievement	75.2%	73.8%	81.1%	+7.3%	78.8%	+2.3%	82.1%
16-18 achievement	70.6%	72.1%	79.7%	+7.6%	78.5%	+1.2%	79.1%
19+ achievement	80.4%	76.9%	83.0%	+6.1%	79.2%	+3.8%	86.1%
Overall Pass	83.3%	84.1%	89.0%	+4.9%	86.8%	+2.2%	90.0%
16-18 Pass	79.3%	82.6%	88.0%	+5.4%	87.2%	+0.8%	87.8%
19+ Pass	87.7%	86.6%	90.3%	+3.7%	86.1%	+4.2%	92.8%
Overall Retention	90.3%	87.7%	91.1%	+3.4%	90.8%	+0.3%	91.3%
16-18 Retention	89.0%	87.2%	90.5%	+3.3%	89.9%	+0.6%	90.1%
19+ Retention	91.7%	88.7%	91.9%	+3.2%	92.0%	-0.1%	92.8%

APPRENTICESHIP

36

Apprenticeship Whole College Summary

	2014/ 2015	2015/ 2016	2016/ 2017	Variance on 2015/2016	Provider National Rate	Variance to Provider NA	GFE National Rate
Overall	**52.9%**	**51.1%**	**64.2%**	**+13.1%**	**69.3%**	**-5.1%**	**68.9%**
16-18	66.0%	64.1%	67.2%	+3.1%	70.4%	-3.2%	70.0%
19 – 23	65.0%	50.8%	64.1%	+13.3%	69.9%	-5.8%	69.8%
24+	47.6%	47.2%	63.3%	+16.15	67.7%	-3.8%	67.6%
Timely	**44.2%**	**45.0%**	**50.7%**	**+5.7%**	**60.9%**	**-10.2%**	**60.0%**
16-18	56.9%	53.2%	57.1%	+3.9%	61.3%	-4.2%	61.7%
19-23	51.5%	44.8%	50.3%	+5.5%	61.4%	-11.1%	60.6%
24+	42.5%	42.1%	48.8%	+6.7%	59.4%	-10.6%	58.3%

Age

16-18 apprentices are achieving at 0.9% below national achievement levels, 19-23 are achieving at 4.5% below national achievement rate and 24+ at 3.9% below. This correlates to our cross college achievement rates for apprentices being below where they should be and why the College has chosen to heavily focus its High Level SAR and Quality Improvement Plan.

Ethnicity

White British are under performing national benchmark by 3.9% and numbers of students are significant. There is also an under achievement for African, Caribbean, Other mixed, Pakistan and White Asian, however numbers for all of these groups are insignificant and do not warrant any further investigation. Although there is an under performance for white British we do not see this as a significant problem related to ethnicity, it is purely down to cross college under performance for apprentices.

Disability and Learning Difficulty

There are no significant differences in the achievements of those apprentices with a Special Educational Need and/or Disability (SEND). However we have identified that we have a low number of learners disclosing SEND. In 2016/2017 6.52% of Apprentices declared SEND of which 2.63% were 16-18 and 3.89% were 19+. This seems to be particularly low in relation to classroom based disclosures. As such this has been set as a new Equality Objective to establish if we have a problem with initial disclosure. If it is evidenced we have a problem with disclosure

we will then set up a project group to identify what can be done to address this concern. This does highlight that this may be a potential reason as to why students are either not achieving or not achieving in a timely manner.

PROGRESS MADE IN 2016/2017

37 Support for SEND students

A significant focus for 2016/2017 was to ensure that academic and support staff knew what their responsibilities were in relation to the SEND reforms and to drive up achievement of High Needs.

In July 2016 the College appointed a Special Educational Needs Coordinator (SENCO) to provide focused support for High Needs students, by delivering training and guidance for staff members. The SENCO worked closely with the Head of Foundation Studies and other subject areas to review the curriculum and check required procedures were developed and undertaken and implemented. The SENCO has enhanced relationships with external agencies, and ensured the College is compliant and meets its legal responsibilities in line with the SEND reforms.

Lincoln College made significant investments in supporting High Needs students in 2016/2017 by appointing a Transition Officer, who provides dedicated progression guidance for each student. By adopting this personalised approach, the Transition Officer ensures that High Needs students are guided and challenged throughout the year as to their next steps, which resulted in 91% of students developing essential work skills successfully by undertaking appropriate work experience. 93% of students subsequently progressed to a positive destination, with 72% continuing into further study and 16% going into employment or supported internships. Twelve students have progressed internally onto Supported Internships.

During 2016/2017, a parent/carer forum was established by the SENCO and Transition Officer to ensure that students and their parents or carers were closely involved in students' development and progress. The monthly meetings provided parents and carers with an opportunity to voice concerns and discuss areas of College practice that could be adjusted to improve the students' experience. For example, following concerns raised by parents and carers a support group for students was established by the SENCO and Transition Officer to help students make new friends and networks.

The SENCO delivered a training session to the Equality Working Group to raise awareness of the challenges faced by dyslexic students. She also demonstrated some assistive technologies which could help students and has been approved by JCQ regulations for use in exams as long as it is the student's usual way of working.

Recovery College

The College started to work with the LFPT to identify if we could accommodate and work in partnership with the Recovery College. Together we went to Solent College as the only College in the country successfully delivering this model. From this visit we decided to pilot delivery at Gainsborough and Ravendale sites on a small scale to allow time to ensure that safeguarding protocols could be put in place and ensure that there was no risk to the College's existing staff or students. It was also important that we looked for creative ways to allow the Recovery College clients to be integrated into College delivery. Due to the success of the pilot, this provision has now been extended to the main campus site.

Student Union activity

The Student Union chose to focus their attentions for 2016/2017 on gender related issues. They requested as part of this process to run a Pride event across all three sites and asked for all members of the College community to get involved.
Initially this started as getting staff and students to wear brightly coloured clothes, but progressed to getting staff and students to sign up to the #noBystanders (Stonewall Pledge Wall).

Students requested to present to the Equality Working Group on the use of gender pro-nouns. Their aim was to support staff to be more comfortable in the use of gender pro-nouns and using terminology such as they and theirs as opposed to she and his.

A Muslim student presented to the group on his experiences since coming to the country two years ago. The presentation was personal and insightful and allowed staff to ask what could be perceived as awkward questions in a safe environment. This student was so well received by the group that he was encouraged to talk to other staff and students about his experience. From this he now sits on the Board of Governors as a student representative, is an active member within the Student Executive and supports our Marketing and Communications Team as a Student Ambassador.

Progress Against Equality Objectives During 2016/2017

38 Equality objectives were discussed and reviewed termly by the Equality Working Group.

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

   The group decided that this objective needed extending as each year we have a new cohort of students. Although progress was made in 2016/2017 the group felt that it was not sufficient and consistent across all areas of delivery. It was agreed that this should not only be an equality objective but should link to the high level SAR and QIP for increased profile and progression.

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 2016/2017.

   We reviewed and relaunched the Bullying and Harassment Support group and worked with the Student Executive to identify if we had anecdotal evidence that there was bullying taking place within the College that was not being referred appropriately. There was a confidence that those referred were fully investigated and appropriate action taken but no evidence to support a wider issue hence it was agreed at the end of 2016/2017 that we would remove this as an equality objective.

3. By April 2018 to eradicate offensive language being used towards LGBT staff and students.

   We worked with the Student Union and Executive Team and through meetings and discussions and their attendance at Equality Working Group it became evident that there was no significant evidence to identify that we have a current problem and the Student President confirmed that he was comfortable for this to be removed as an equality objective

4. For the start of 2016/17 academic year to offer alternative enrolment arrangements for High Needs/SEND learners.

All students who were identified as having high needs were contacted by the Assessment and Support Team and offered bespoke enrolment arrangements. This was utilised by 2 students and although tiny numbers it has been agreed that we will offer this facility each year. As this is now embedded as standard working practice it has been agreed to remove this as an equality objective.

5. To eradicate complaints of accessibility issues relating to College buildings by April 2020.

   The College invited DisabledGo to carry out an audit of all College buildings to establish which were accessible to learners who mobility difficulties. It was identified that approximately 75% of our provision is accessible. The group agreed that the report did not provide sufficient level of detail and that for 2017/18 the report needs to include accessibility taking into account all protected characteristics.

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 December 2016 to have clear service standards for all aspects of this work.

   The College made a bold decision to appoint a SENCO in 2016. As such it was agreed to delay the start of the review to allow the SENCO time to establish themselves in the role and to review all current practices before decisions were made with regard to what needed to changed or advanced. The deadline for this objective has been extended to September 2018.

7. To reduce the gender pay gap from 11.3% in August 2015.

   Although the gender pay gap remains largely unchanged the following assurances can be given:

   - *Employment terms and conditions do not vary between males and females.*
   - *18 requests for flexible working were made during 2016/2017 and 15 were from females.*
   - *The STEP work stream focused on organisational development is considering succession planning, there will be a focus on ensuring that women are identified and supported for promotional opportunities where it's an identified goal for females.*

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.

   The percentage of staff who select "prefer not to say" or "unknown" when asked about their sexual orientation has declined since 2014/15 (positive trend). In 2014/15 it was 49%, in 2015/16 it was 43% and in 2016/2017 is 37%.

9. Increase the number of staff declaring an existing disability by 3% in 4 years i.e. from 5.43% in August 2015 to 8.5% by April 2020.

   The number of staff declaring a disability has steadily increased from 2014/15. In 2014/2015 it was 5.43%, in 2015/2016 it was 6% and in 2016/2017 7.01%.

The STEP work stream focusing on organisational development has a focus on health and wellbeing, in particular how staff with mental health issues can be better supported.

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.

    Paperwork has all been amended and is available upon request in different languages. It has subsequently been agreed to remove this objective.

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.

    As we have a new cohort of students each year, we have agreed to keep this as an equality objective moving forward until we can substantiate that British Values is fully embedded in curriculum and discussions as standard practice e.

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.

    Insufficient progress has been made with this objective and it now links with objective 6. In 2015/16 achievement was 69% and retention was 88%, in 16/17 achievement was 79% and attendance had risen to 92%. This objective will continue into 2017/18.

13. To increase the overall achievement rate of 19+ students declaring a special educational need or disability from 80.5% (NA 89.2%) to 90% by the end of academic year 2017/18.

    Insufficient progress has been made with this objective and it now links with objective 6. In 15/16 19+ students with a disability achieved at 79% and those with a learning difficulty achieved at 81%.

New objectives to be added for 2017/2018

Increase the number of apprentices declaring a SEND. In 2016/2017 6.52% of Apprentices declared SEND of which 2.63% were 16-18 and 3.89% were 19+. To identify if there is a reason for lack of disclosure and address any issues identified.

STUDENT COMPLAINTS AND GRIEVANCE RELATED TO EQUALITY & DIVERSITY

39 Ethnicity and disability data for 2016/2017 comprise of the following:

	Ethnicity		Disability	
	White British	Not British	No disability	Has a disability
Lincoln	83 (86)	3 (7)	49 (57)	36 (36)
Newark	5 (18)	4 (6)	19 (17)	6 (7)
Gainsborough	9	1	4	4

The number of complaints relating to students with a declared difficulty or disability in Lincoln and Newark show no real change (2015/2016 Data in brackets). Data from Gainsborough College for 2016/2017 shows an even split for these categories. The breakdown of complainants in relation to ethnicity appears to be more equal in Newark,

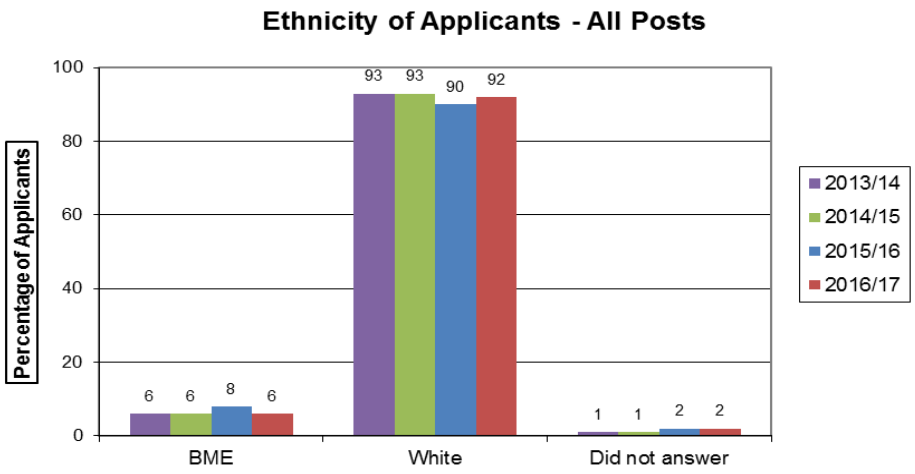
whereas in Gainsborough and Lincoln the number of complainants who are White British is significantly higher.

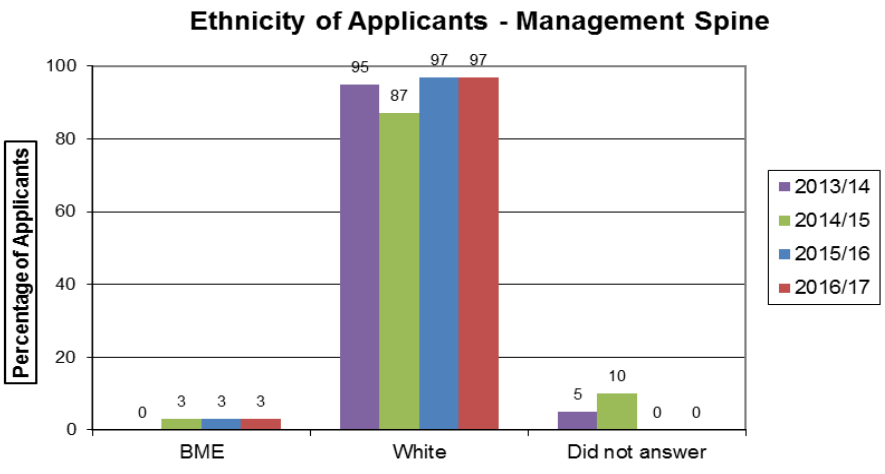
The three main themes about which complaints were received are as follows:

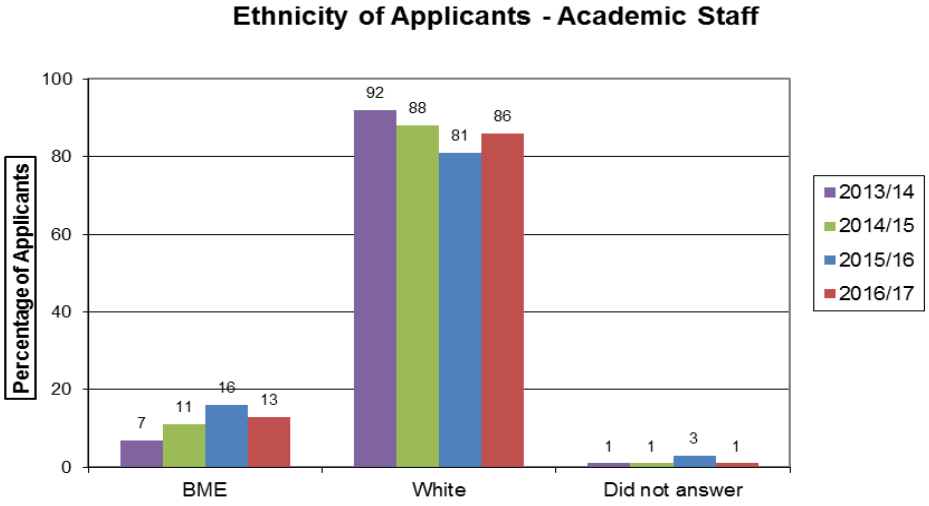
- Treated Unfairly;
- Staffing issues;
- Poor Communication.

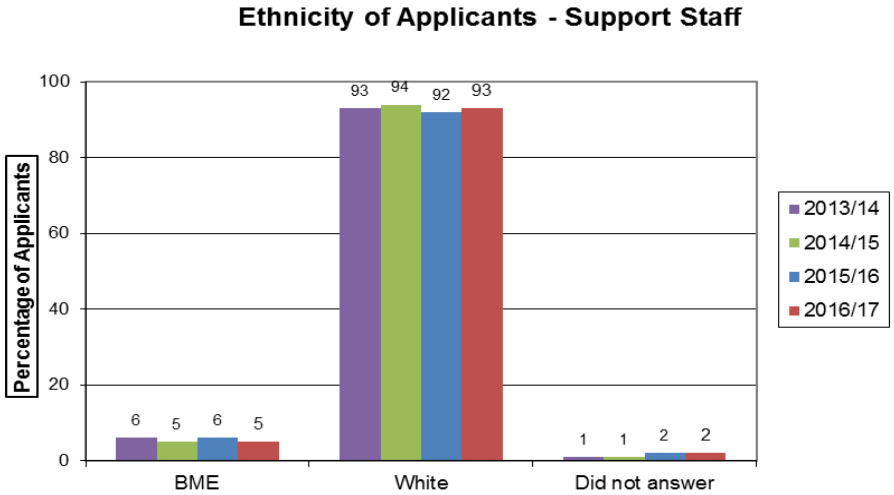
Recommendation: Further analysis at School/Unit level is recommended to the committee to consider and address the recurring themes of poor communication, being treated unfairly and staffing issues.

Appendix 1: Employee Recruitment – Ethnicity

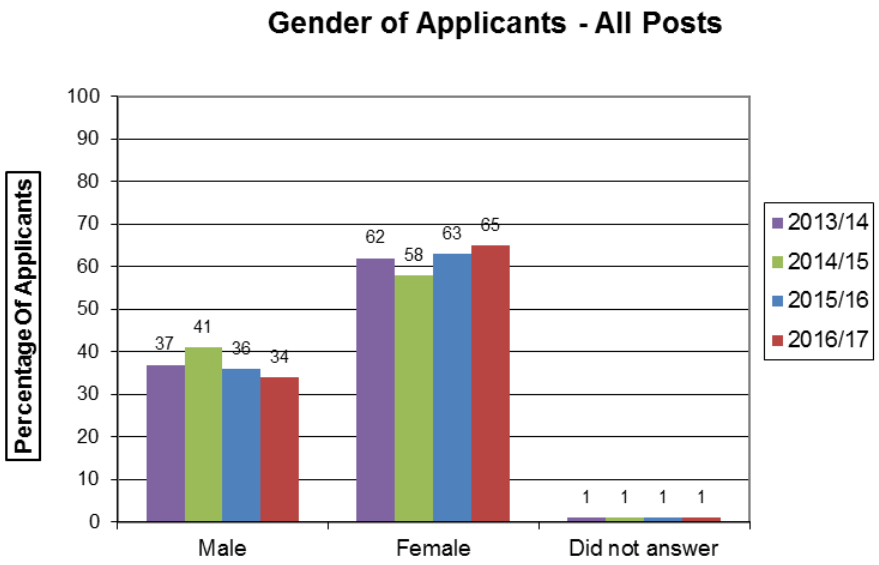


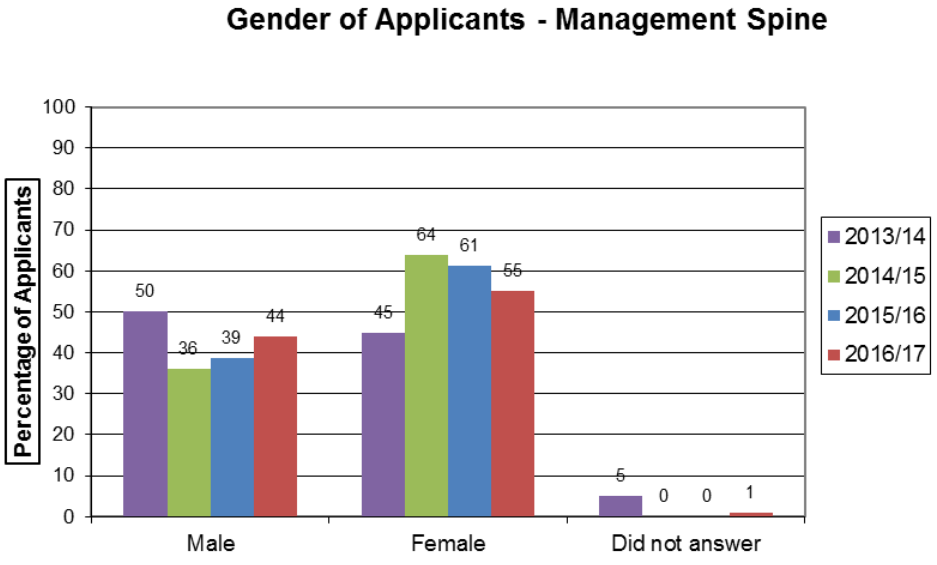


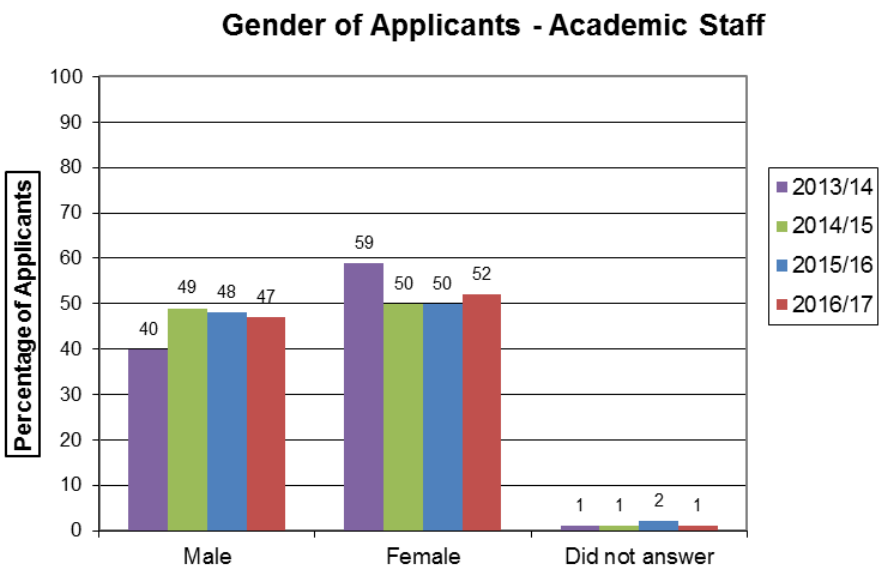


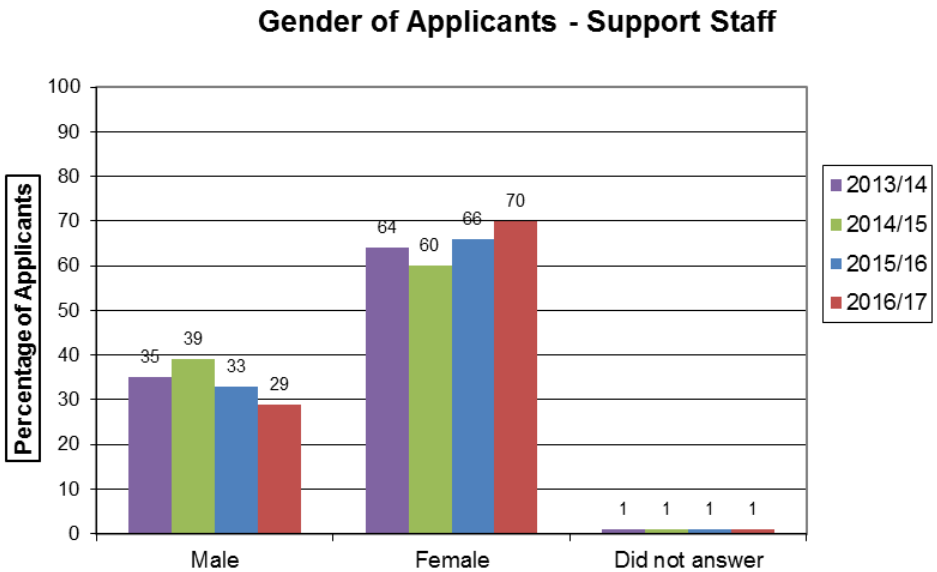


Appendix 2: Employee Recruitment – Gender

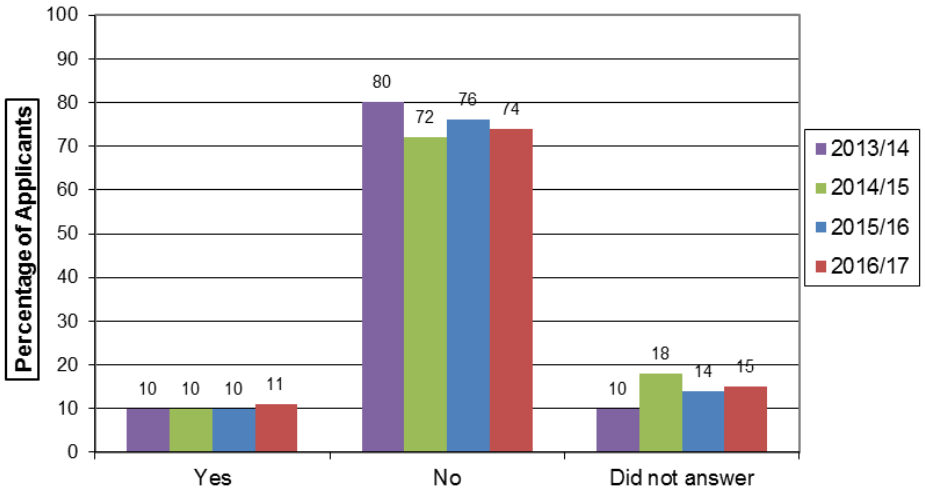




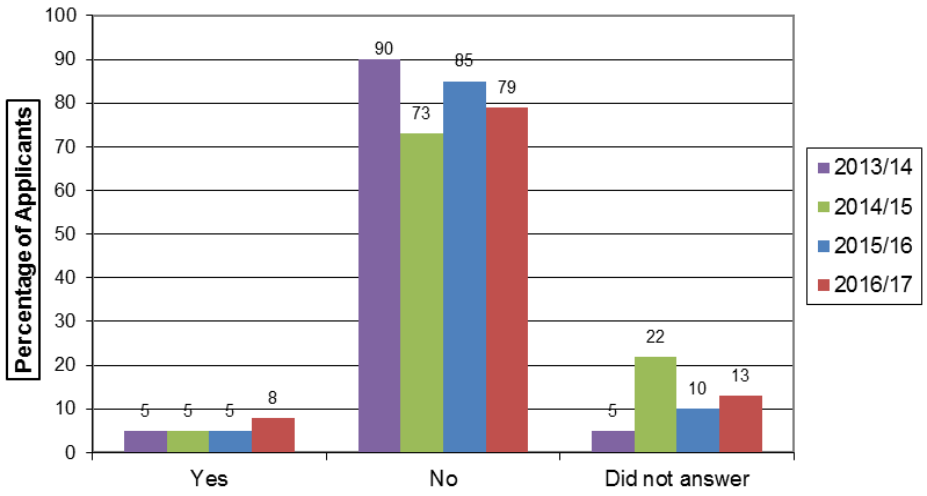




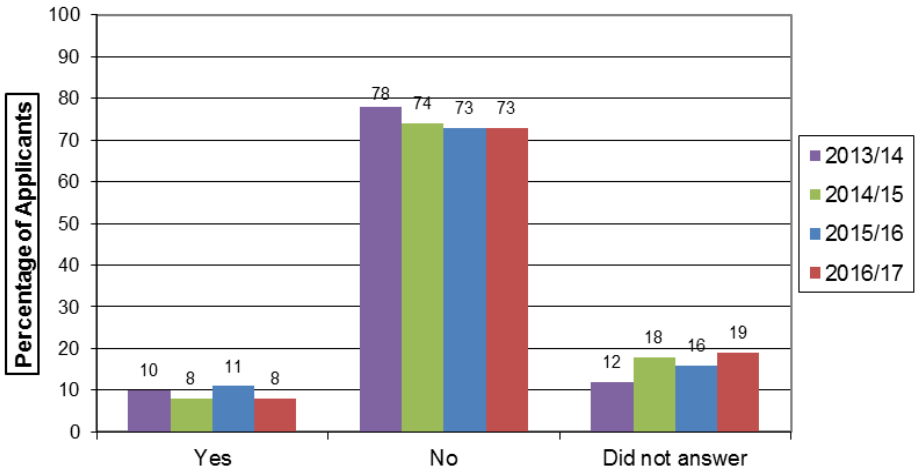
Disability of Applicants - All Posts



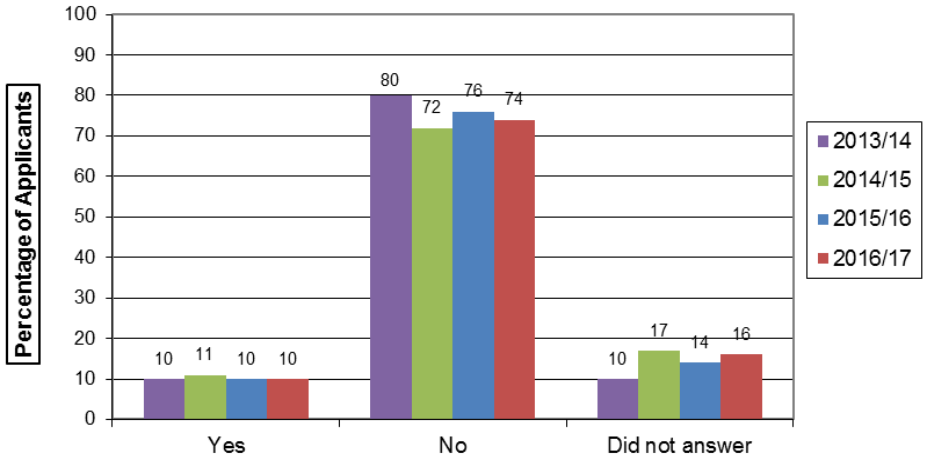
Disability of Applicants- Management Spine

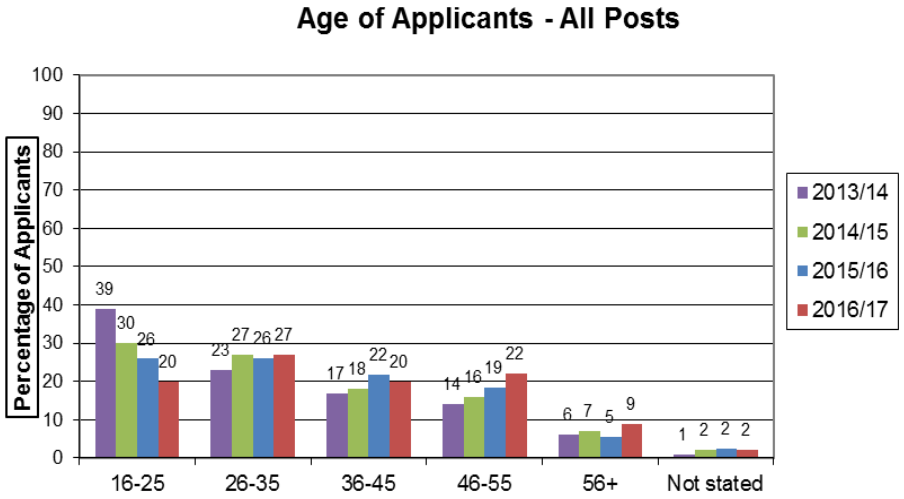


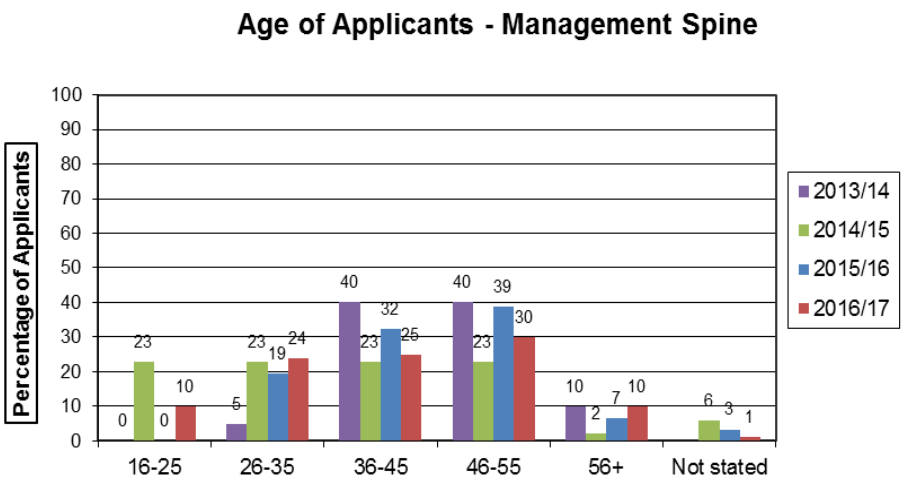
Disability of Applicants - Academic Staff

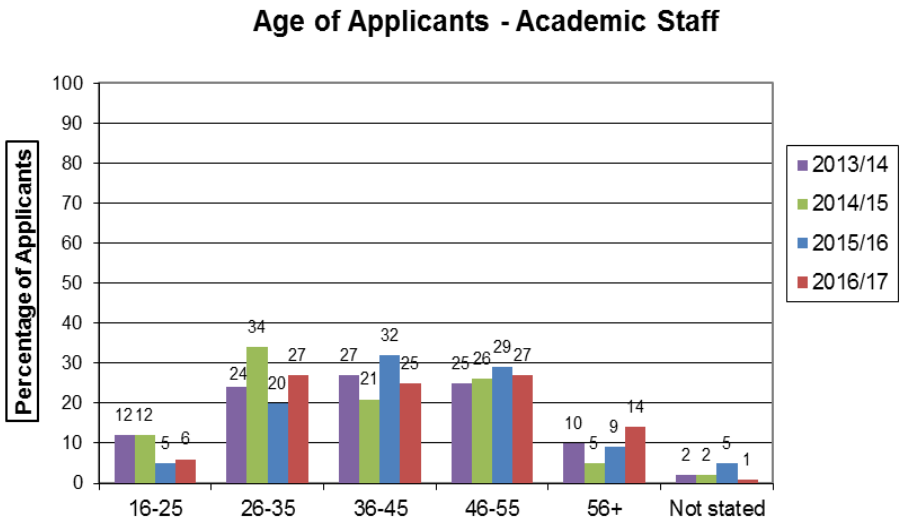


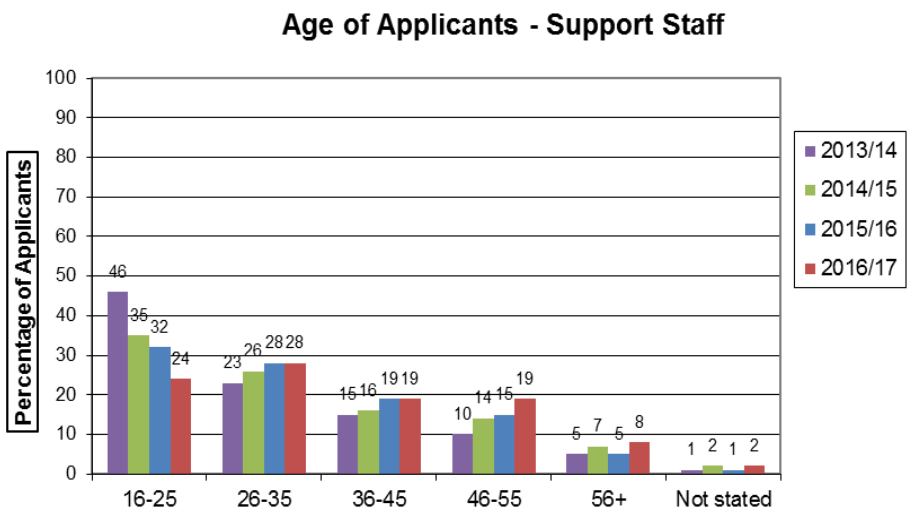
Disability of Applicants - Support Staff





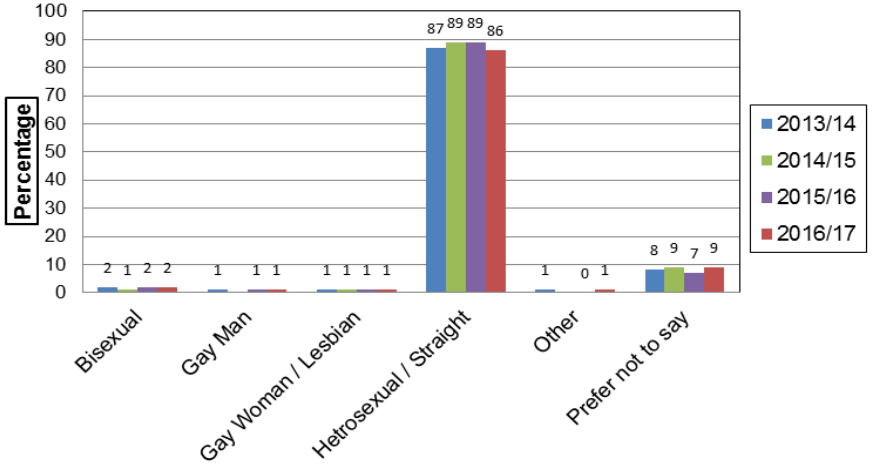




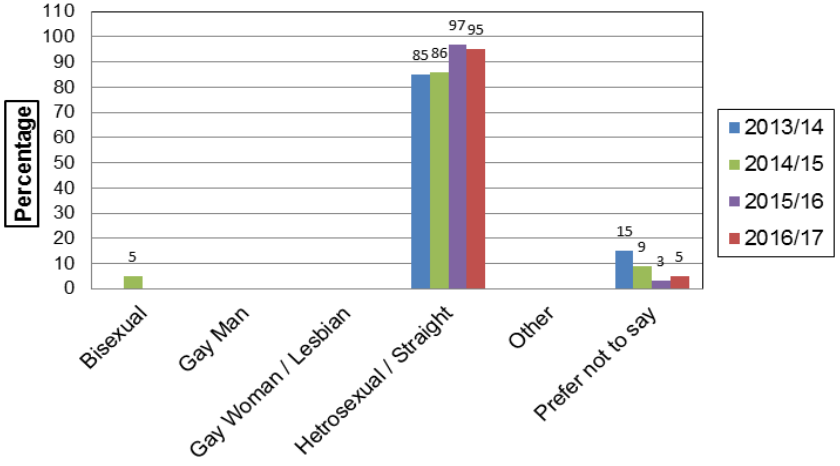


Appendix 5: Employee Recruitment – Sexual Orientation

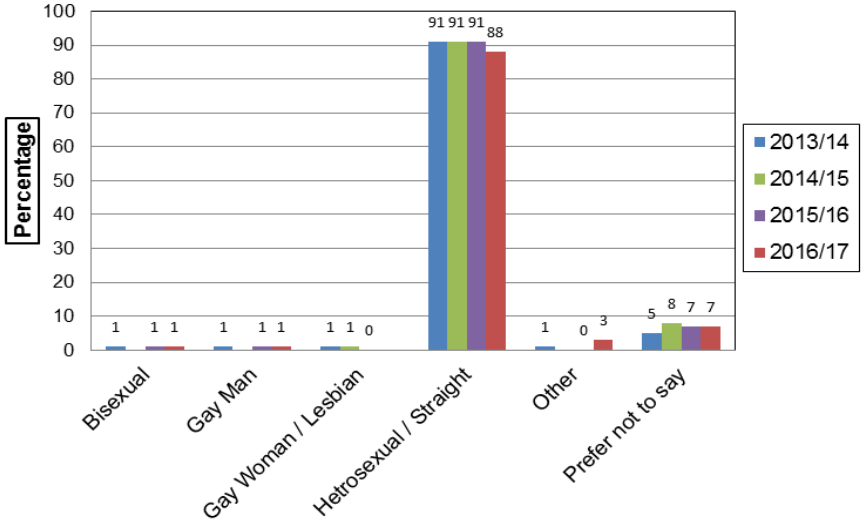
Sexual Orientation of Applicants- All Posts



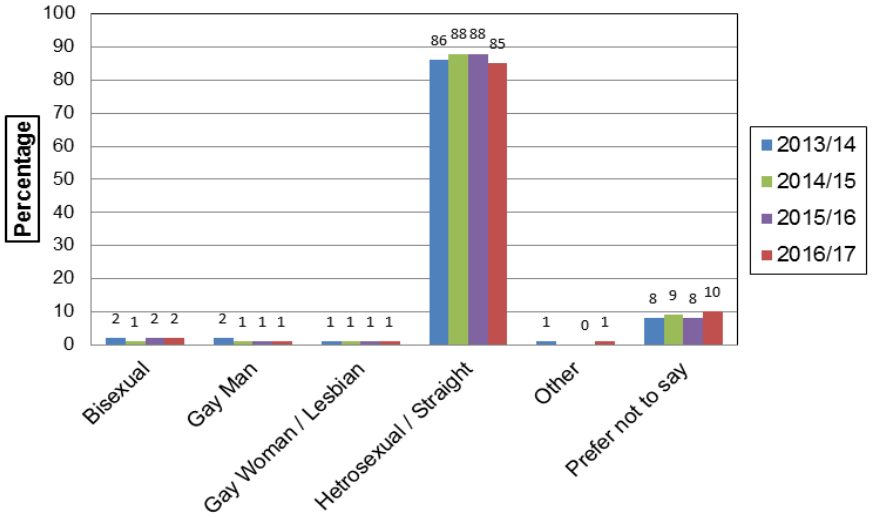
Sexual Orientation of Applicants - Management Spine



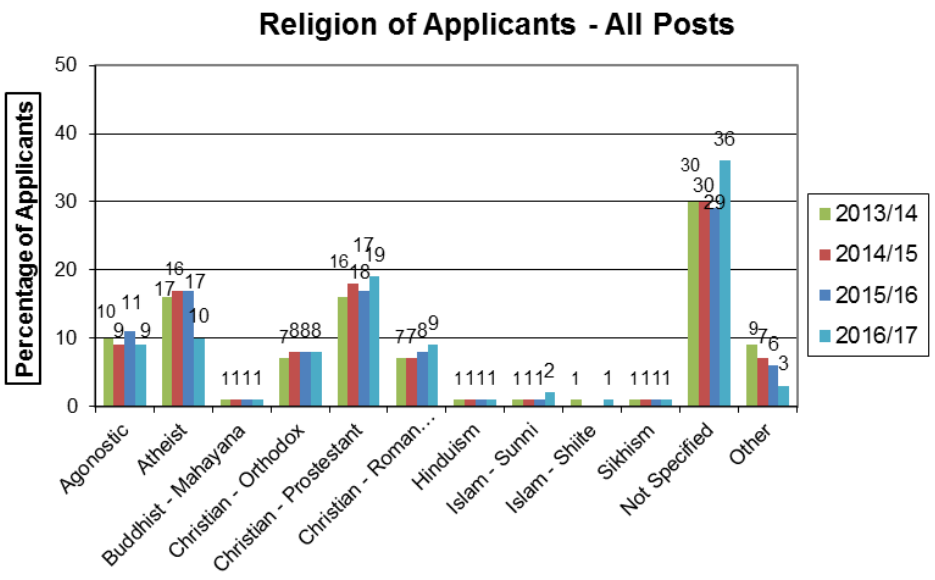
Sexual Orientation of Applicants - Academic Staff

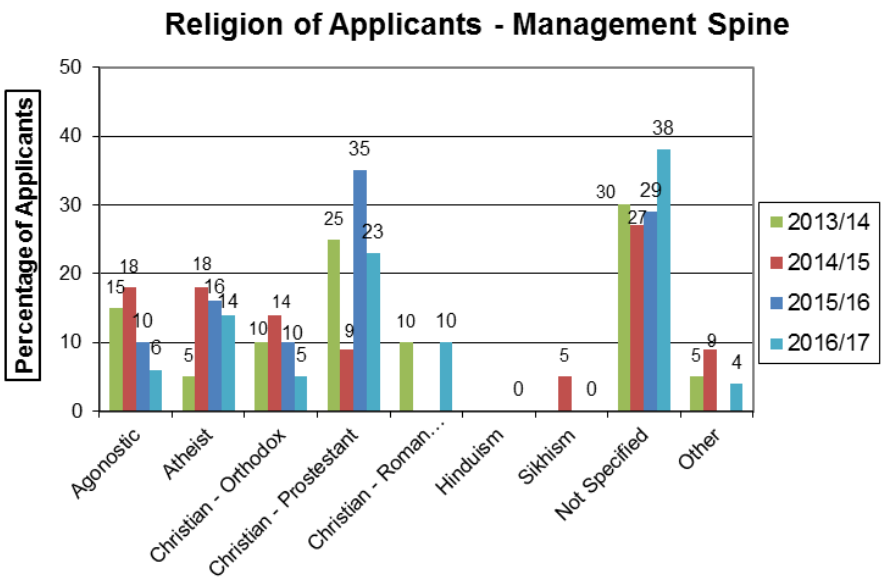


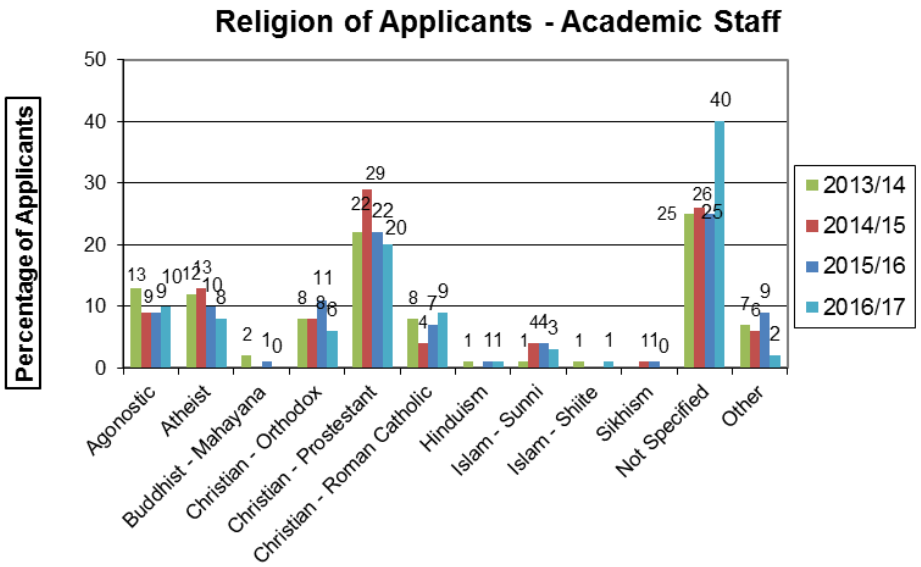
Sexual Orientation of Applicants- Support Staff

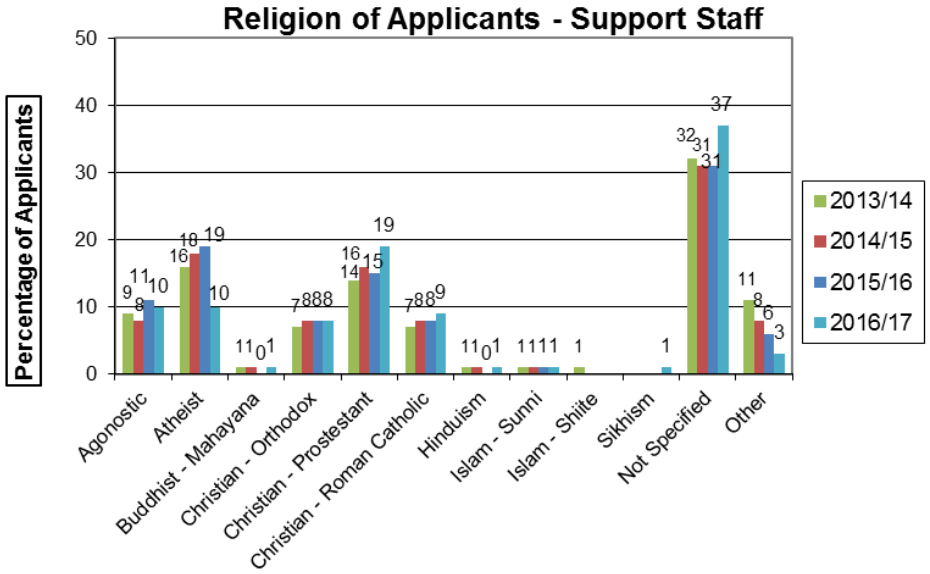


Appendix 6: Employee Recruitment – Religion

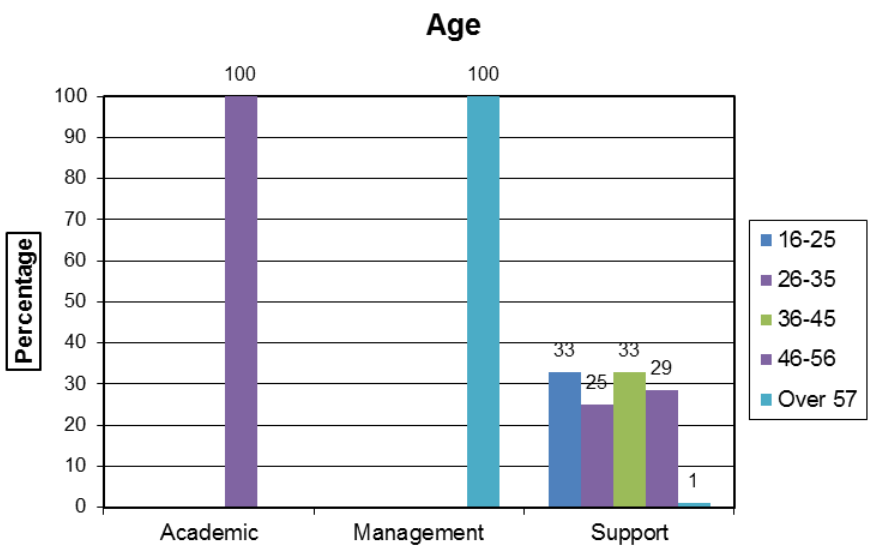


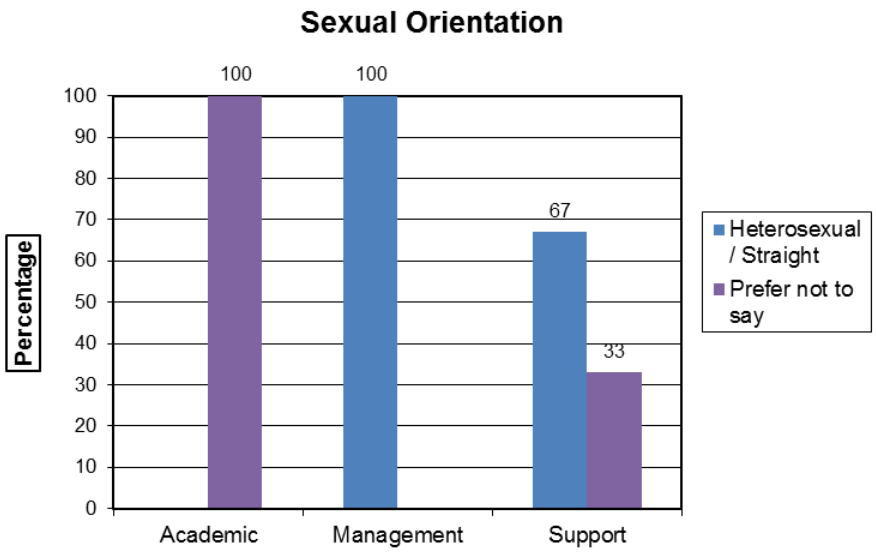


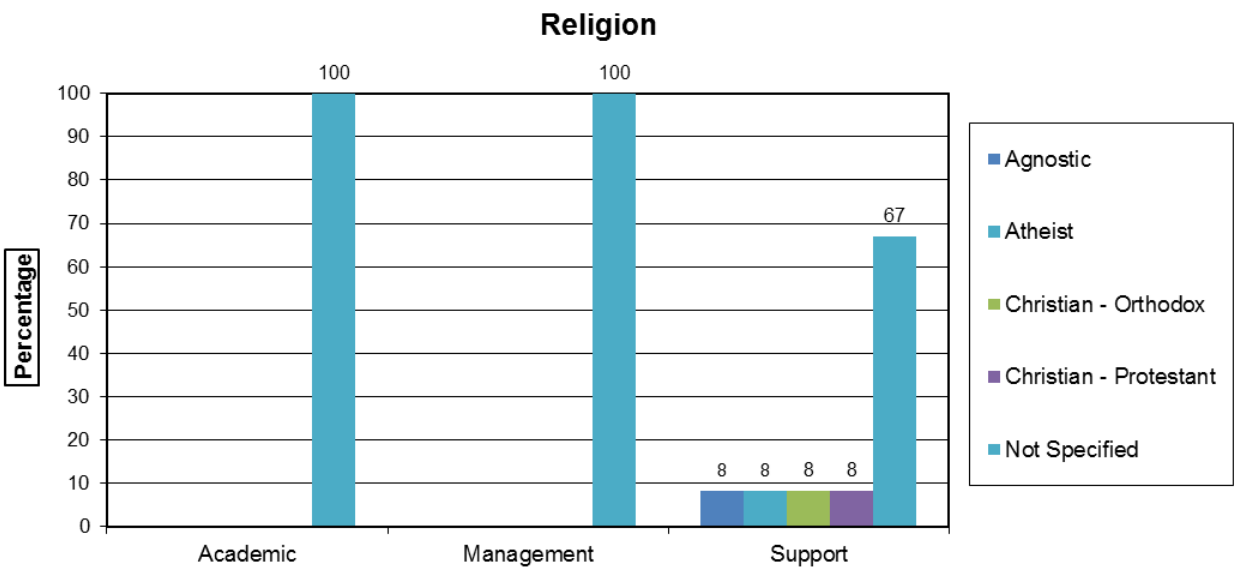




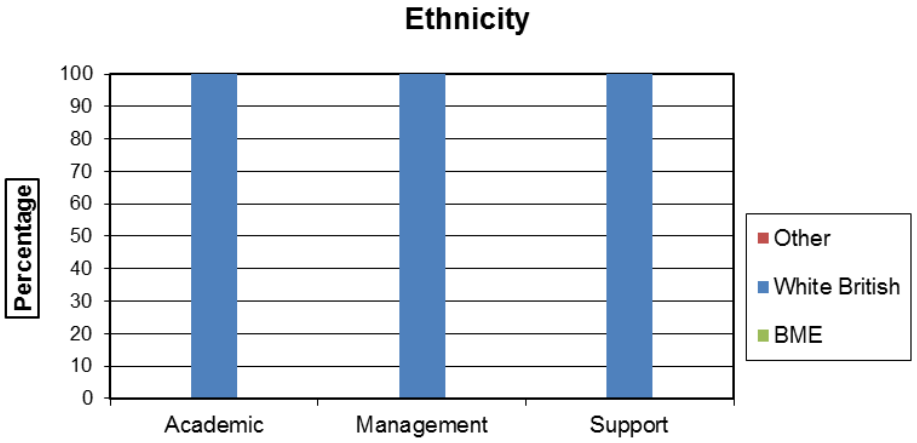
Appendix 7: Fixed Term Appointments

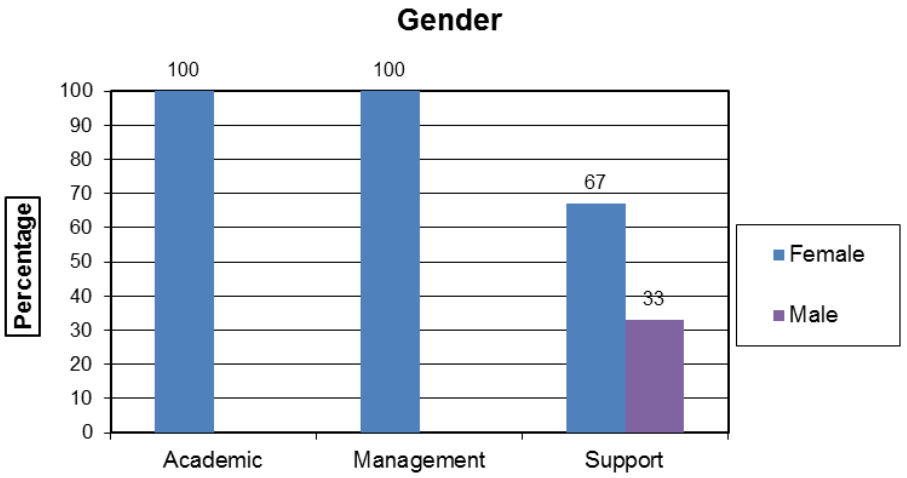


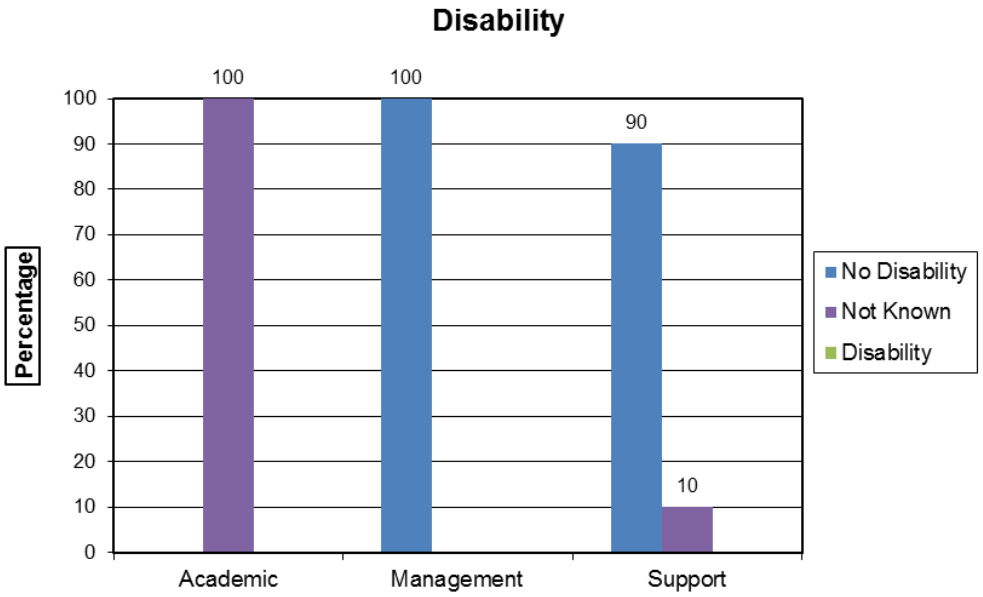


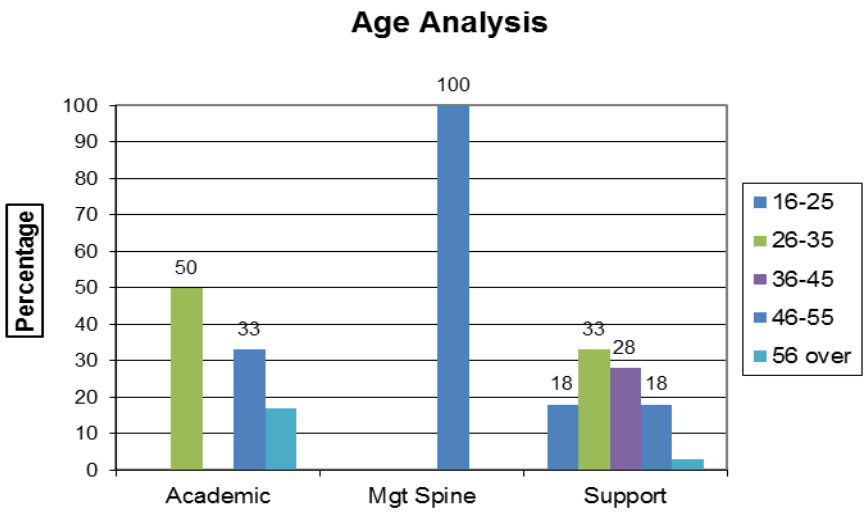


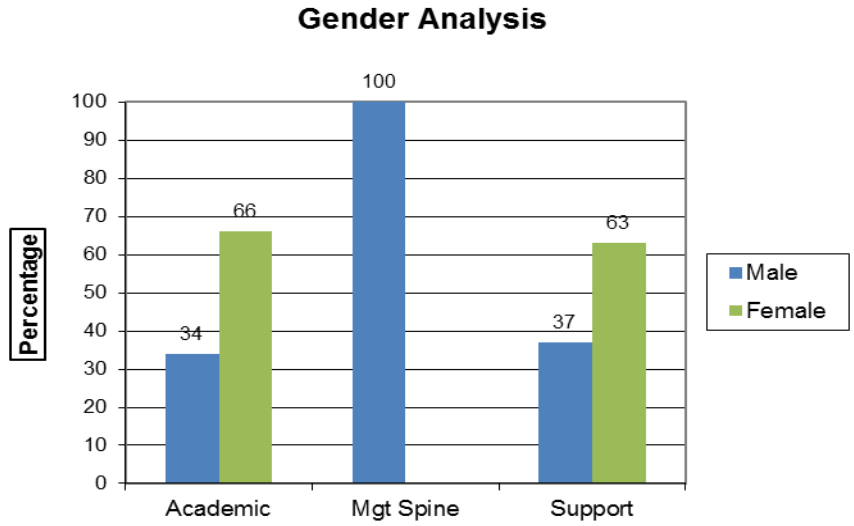
Appendix 8: Fixed Term Appointments

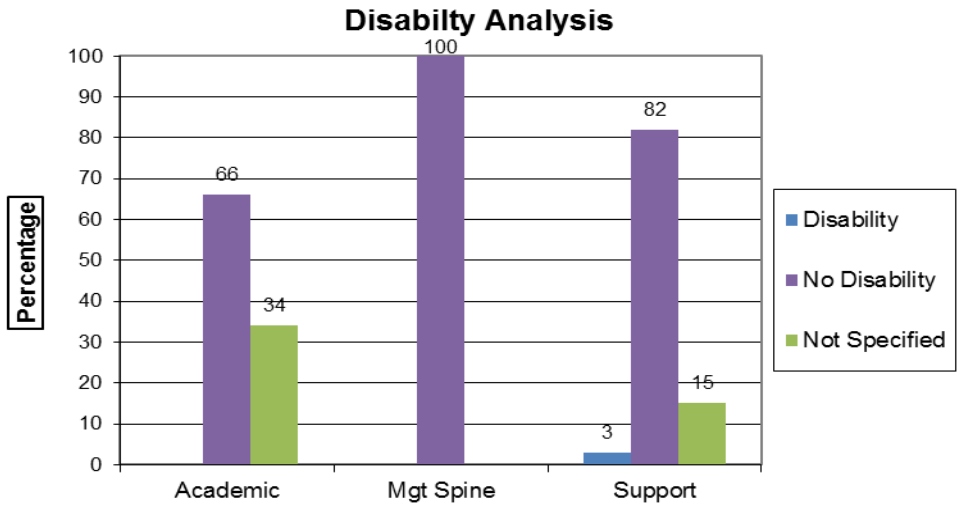




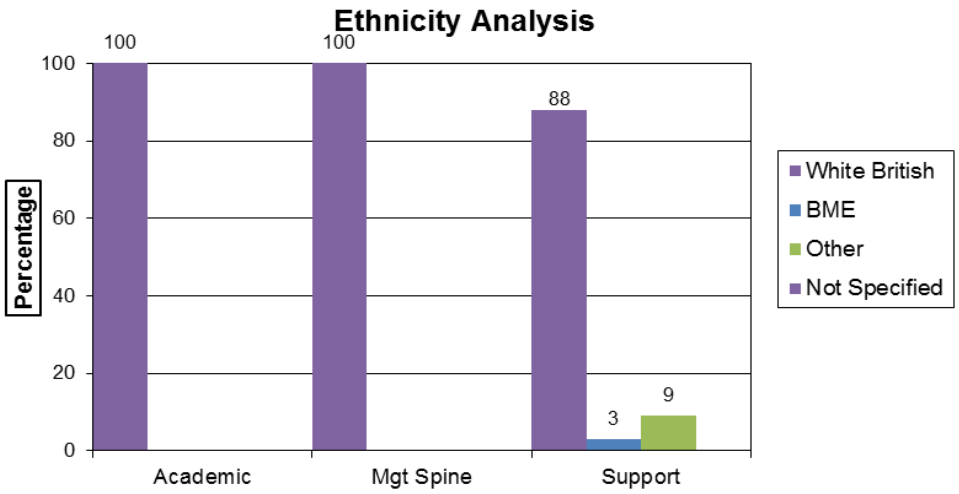


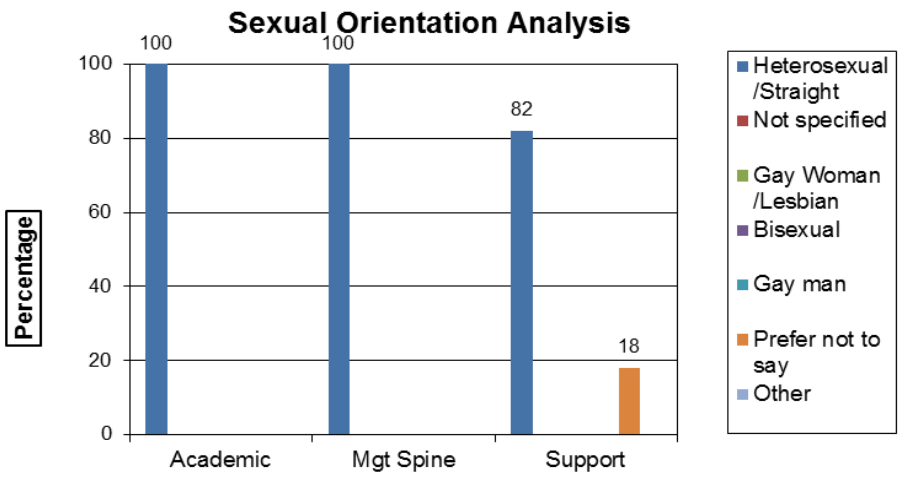


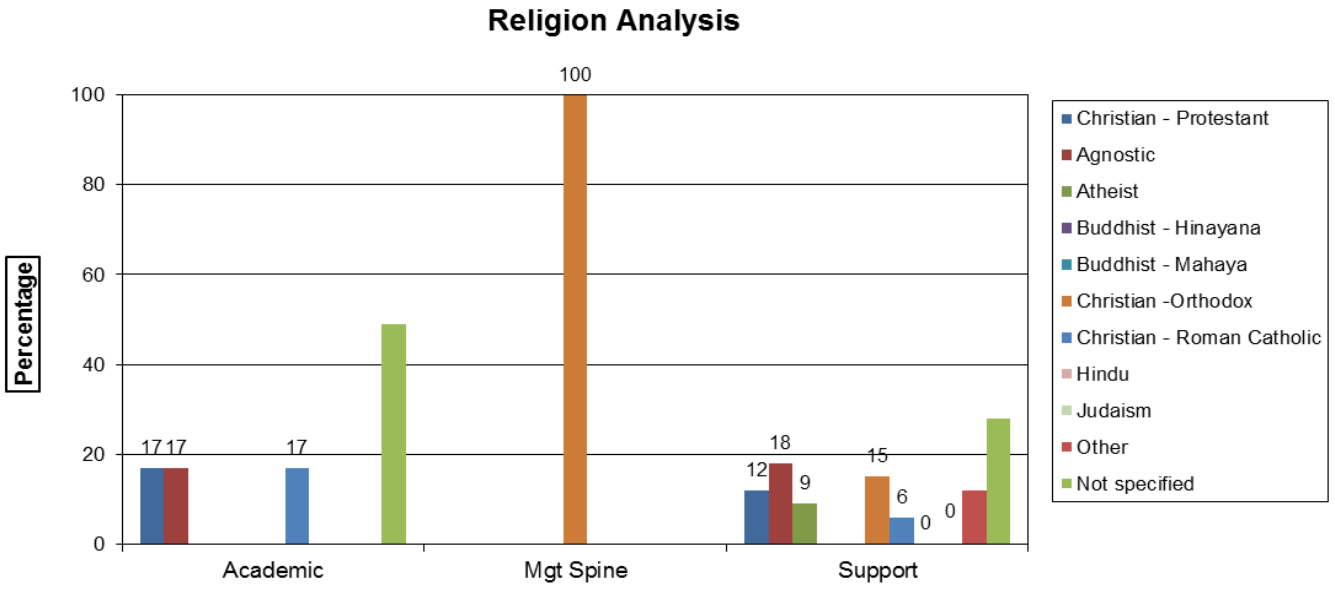




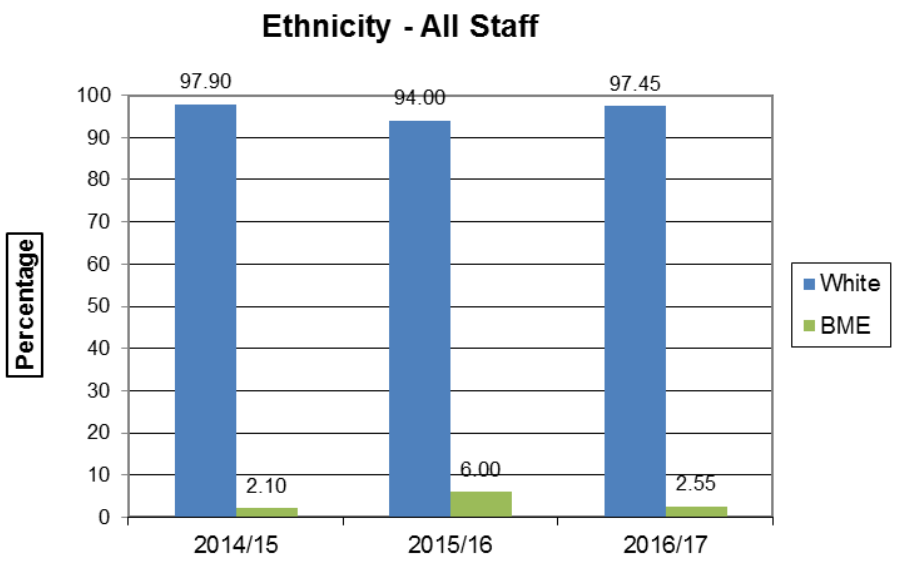
Appendix 10: Analysis of Promotions

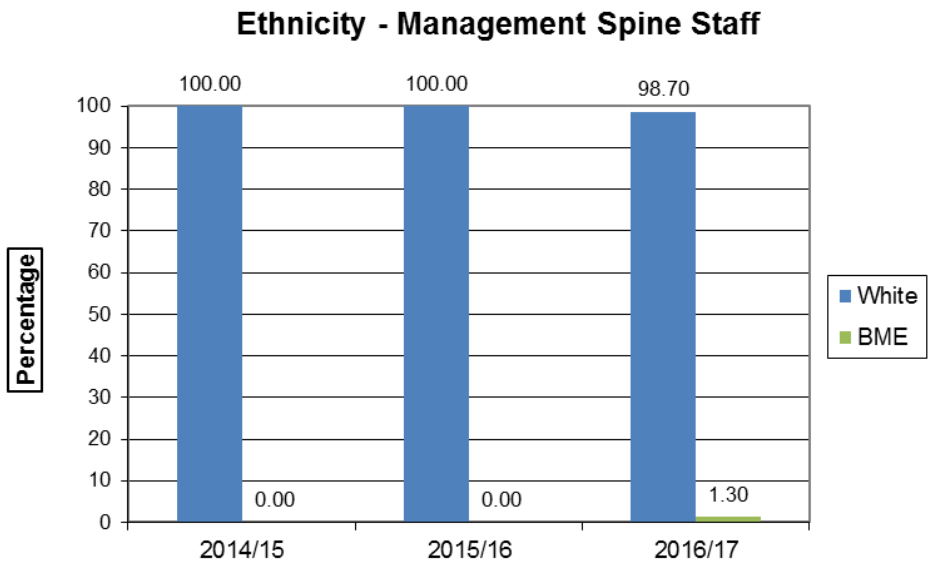

Ethnicity Analysis
Percentage
100
80
60
40
20
0
100
100
88
3
9
Academic
Mgt Spine
Support
White British
BME
Other
Not Specified

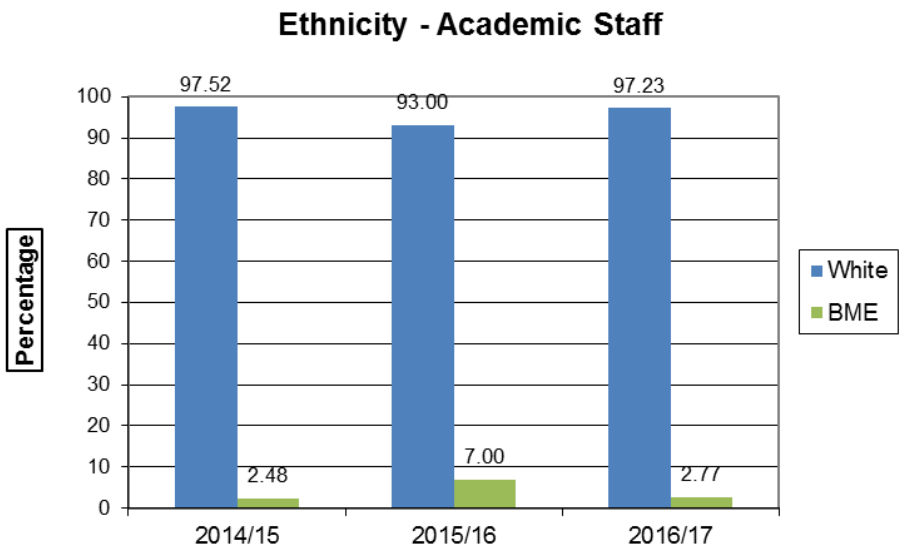

Sexual Orientation Analysis
Percentage
100
80
60
40
20
0
100
100
82
18
Academic
Mgt Spine
Support
Heterosexual /Straight
Not specified
Gay Woman /Lesbian
Bisexual
Gay man
Prefer not to say
Other

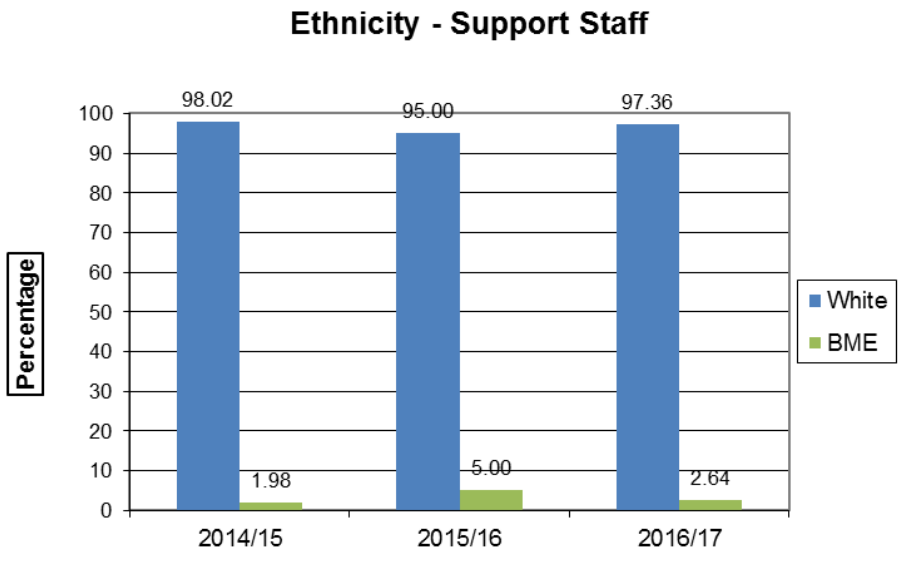

Religion Analysis
Percentage
100
80
60
40
20
0
17 17
17
100
12
18
9
15
6
0
0
Academic
Mgt Spine
Support
Christian - Protestant
Agnostic
Atheist
Buddhist - Hinayana
Buddhist - Mahaya
Christian -Orthodox
Christian - Roman Catholic
Hindu
Judaism
Other
Not specified

Appendix 11: Employee Profile – Ethnicity



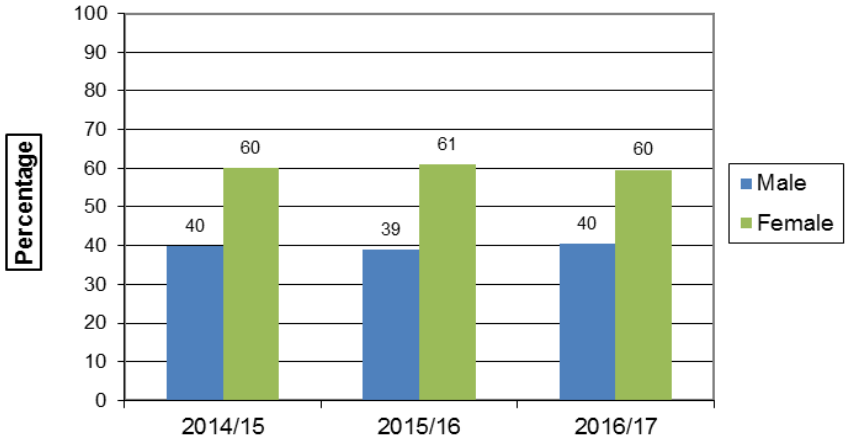




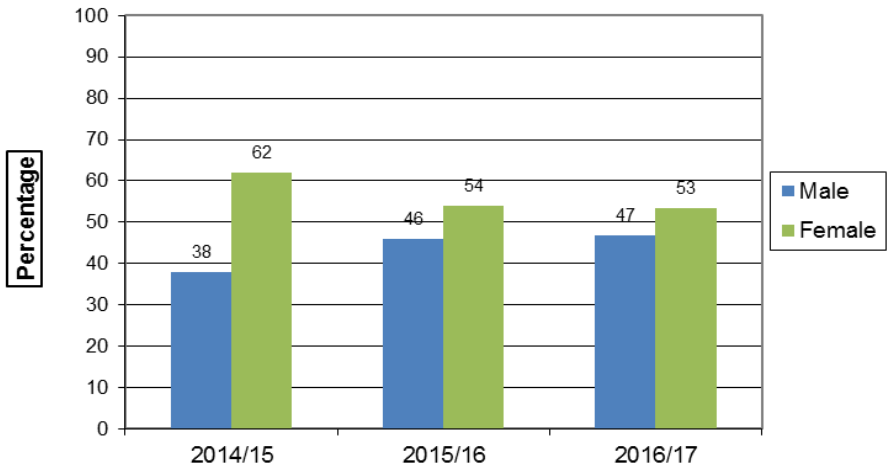


Appendix 12: Employee Profile – Gender

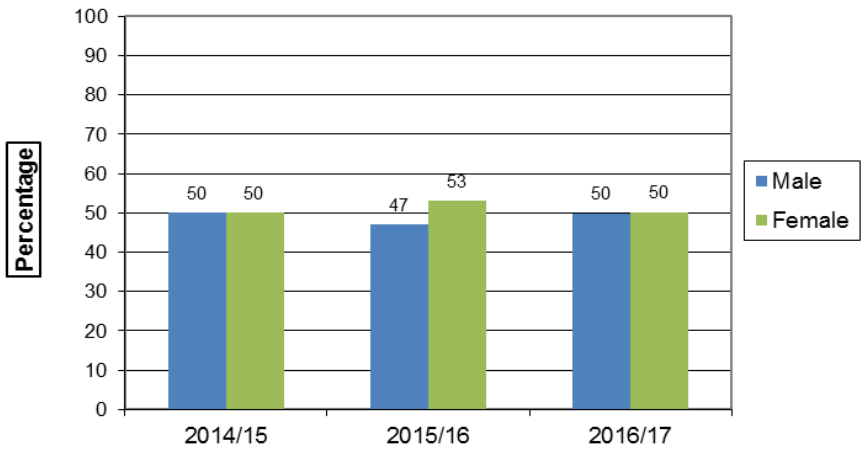
Gender - All Staff



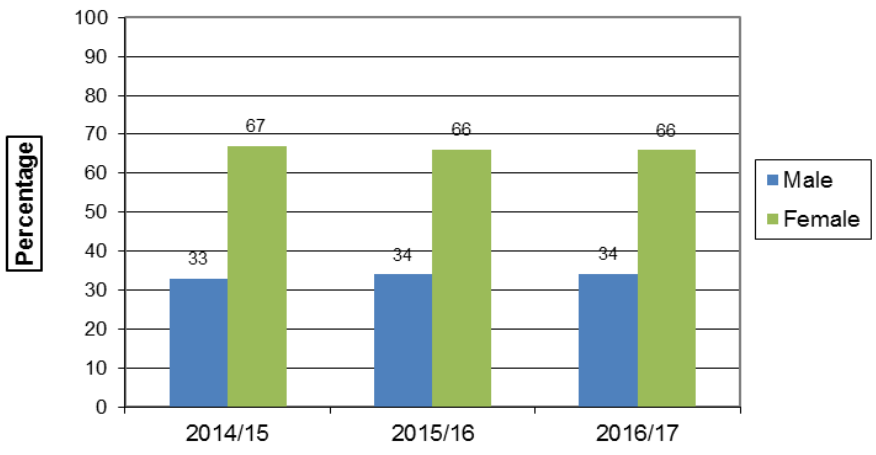
Gender - Management Spine Staff



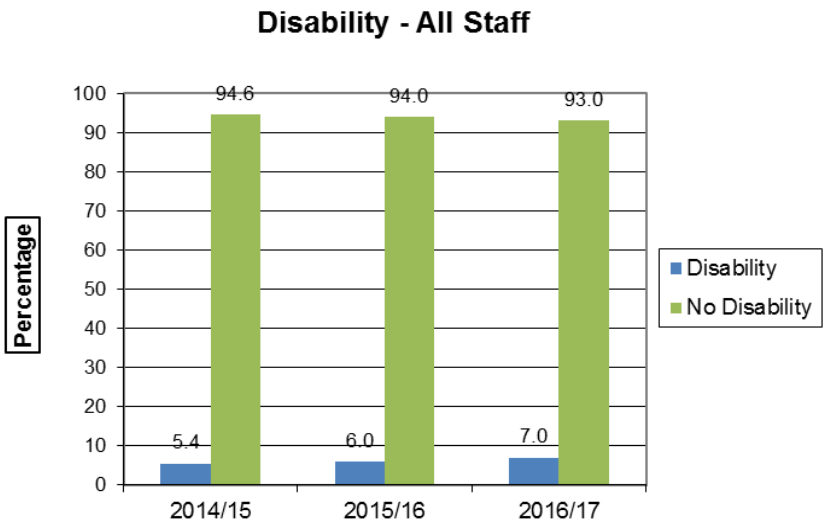
Gender - Academic Staff

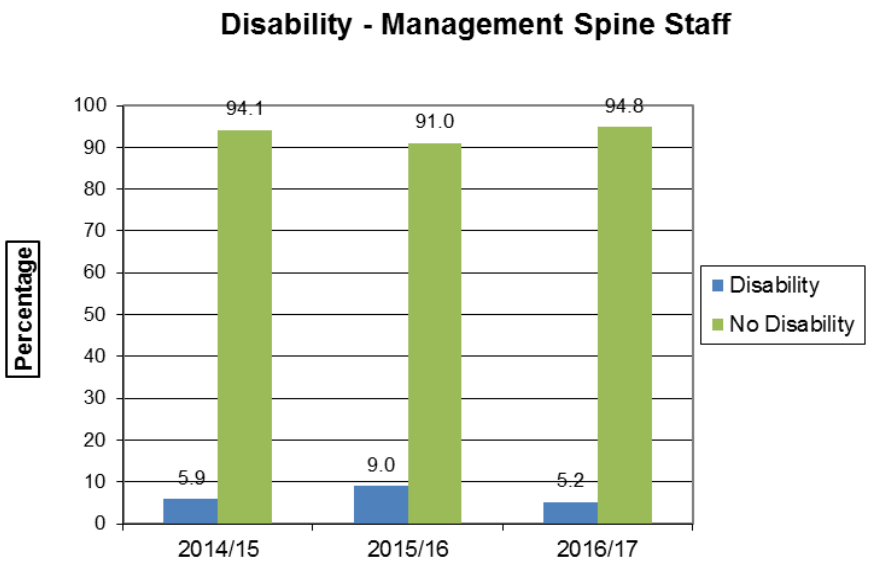


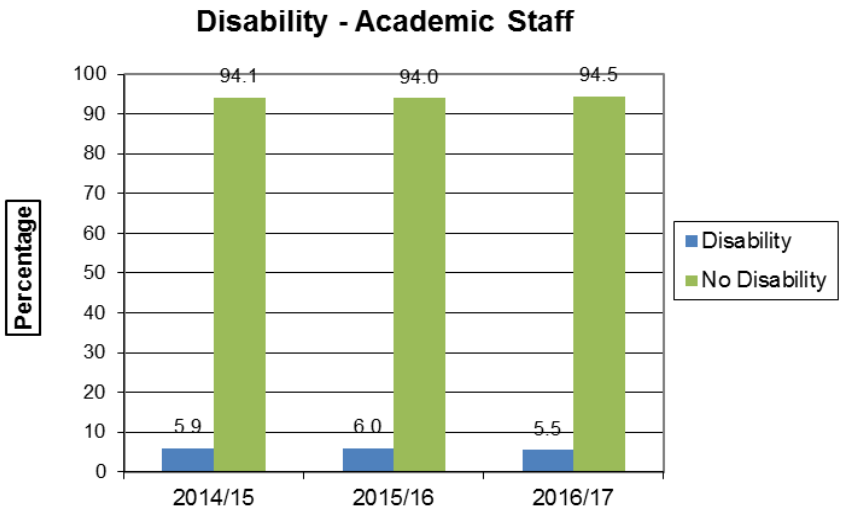
Gender - Support Staff

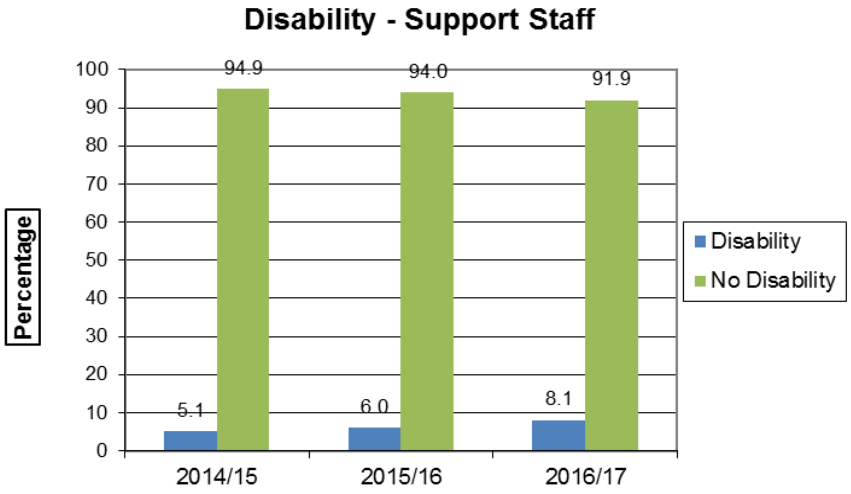


Appendix 13: Employee Profile – Disability



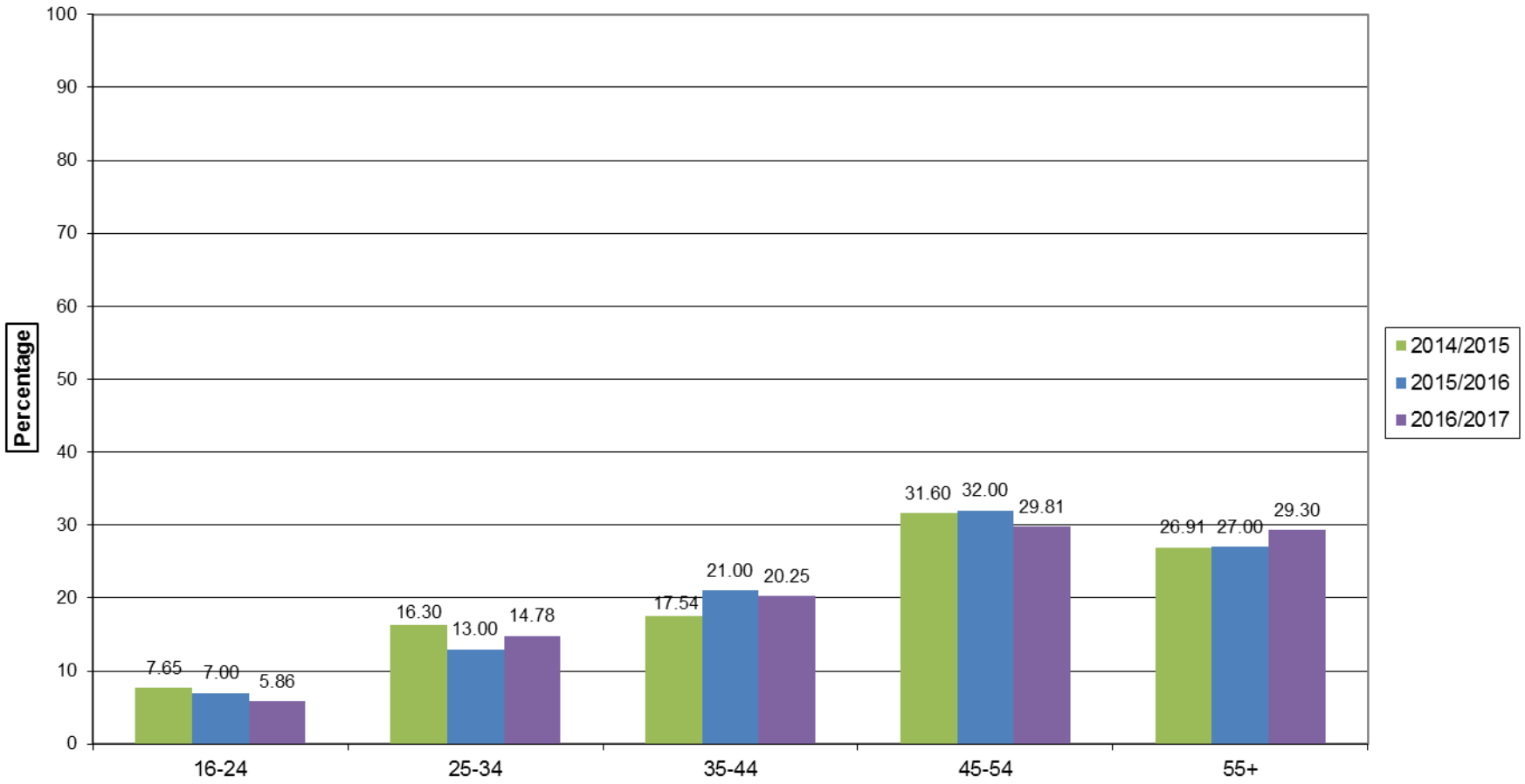




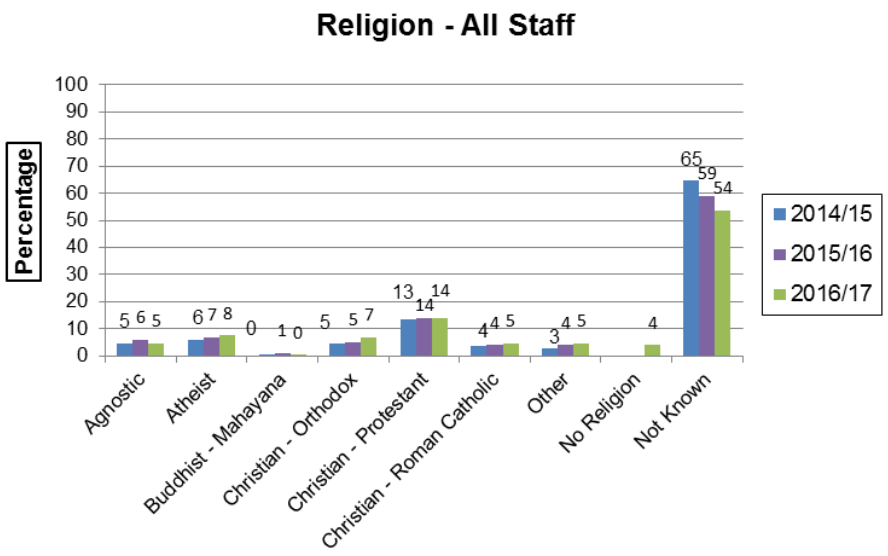


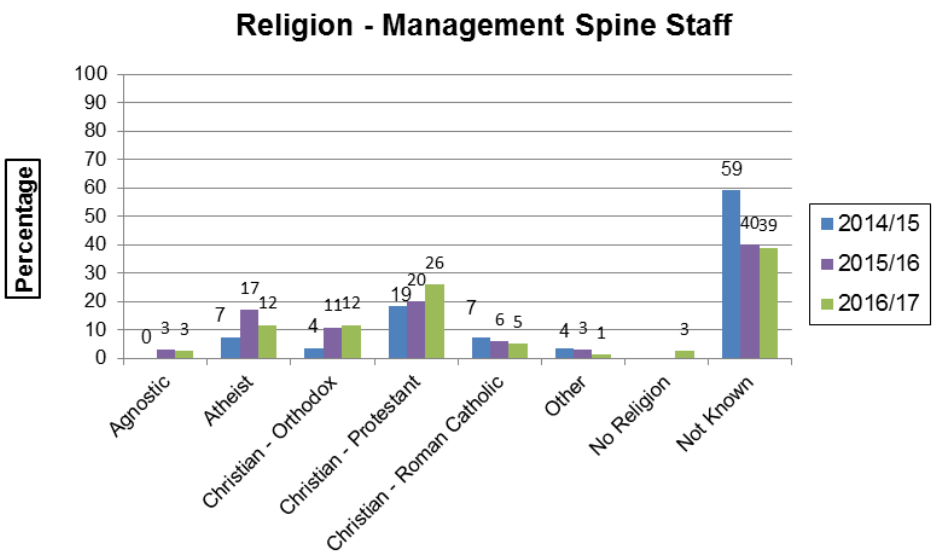
Appendix 14: Employee Profile – Age

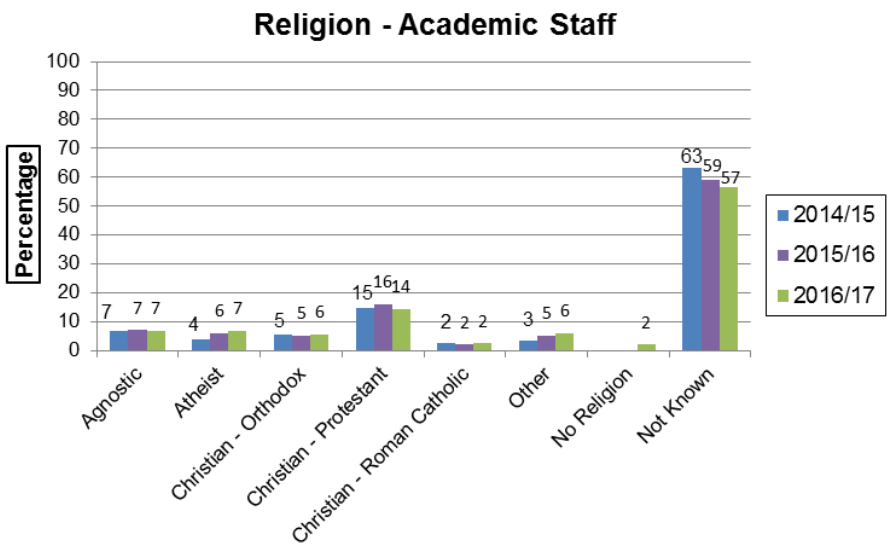
Age

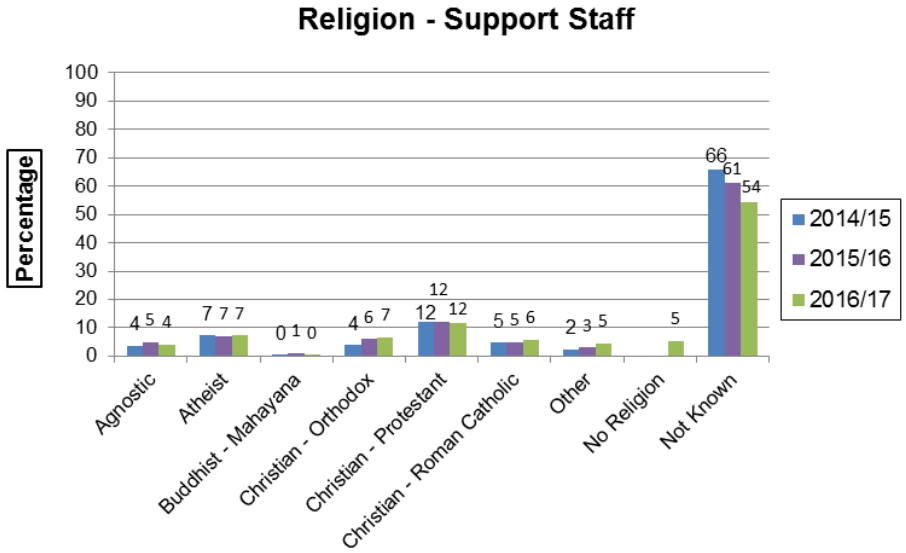

Percentage
100
90
80
70
60
50
40
30
20
10
0
7.65
7.00
5.86
16.30
13.00
14.78
17.54
21.00
20.25
31.60
32.00
29.81
26.91
27.00
29.30
16-24
25-34
35-44
45-54
55+
2014/2015
2015/2016
2016/2017

Appendix 15: Employee Profile – Religion

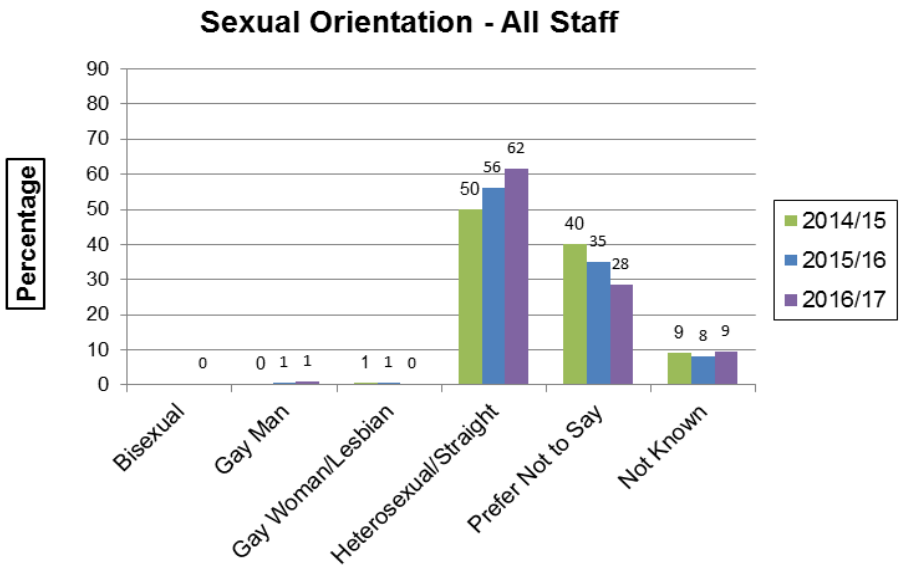


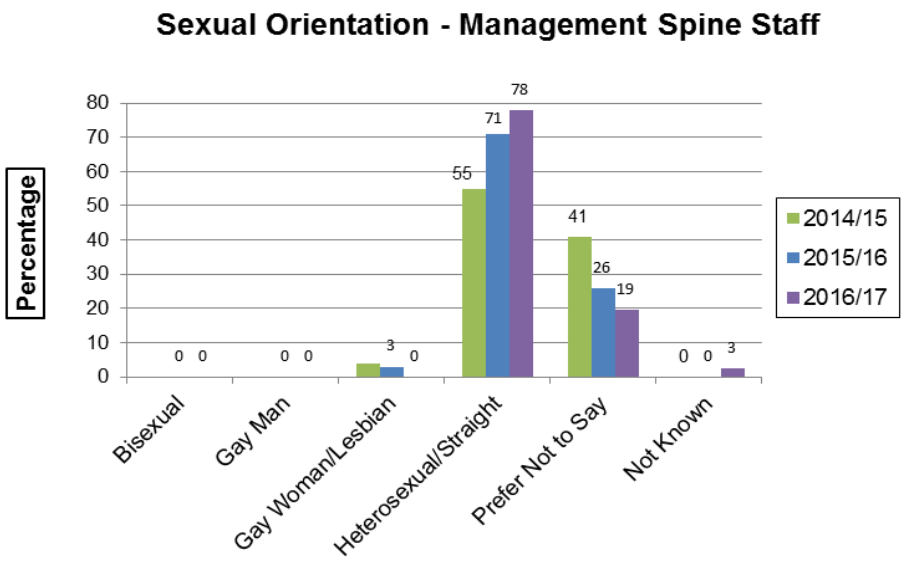


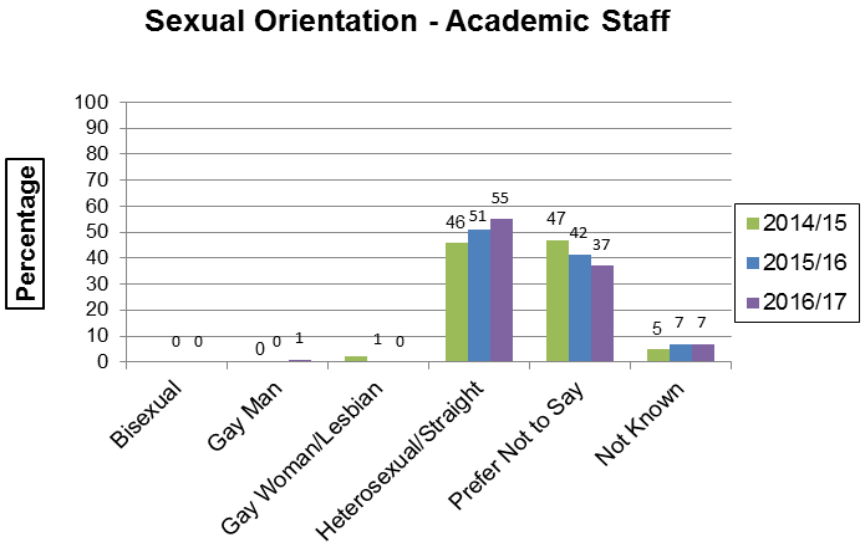


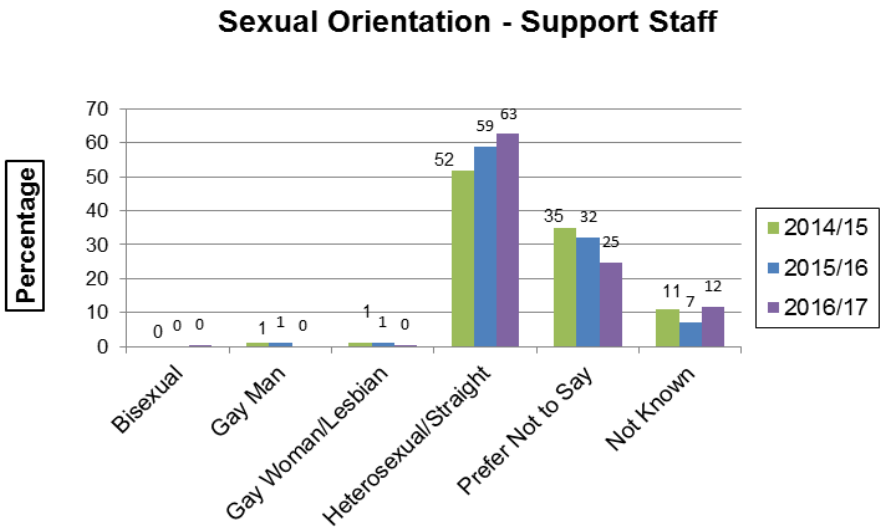


Appendix 16: Employee Profile – Sexual Orientation

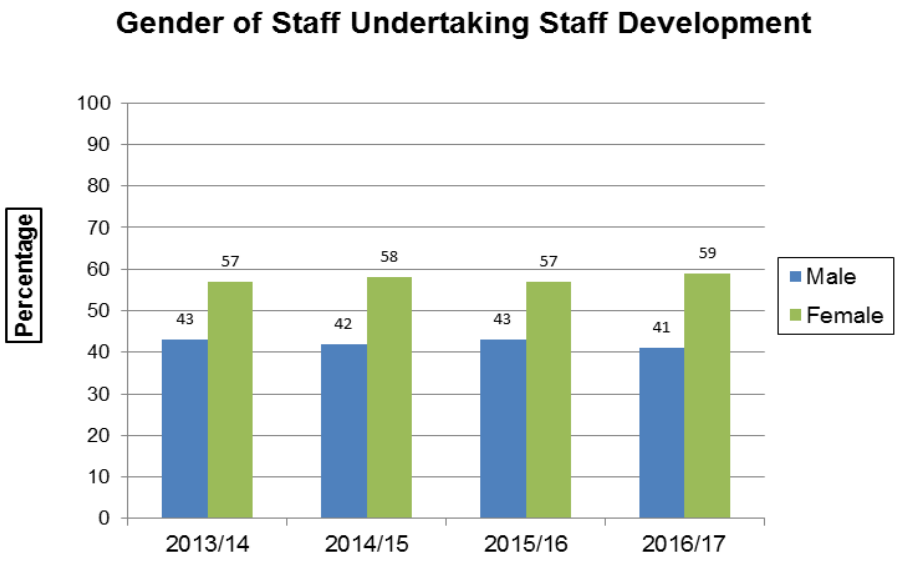


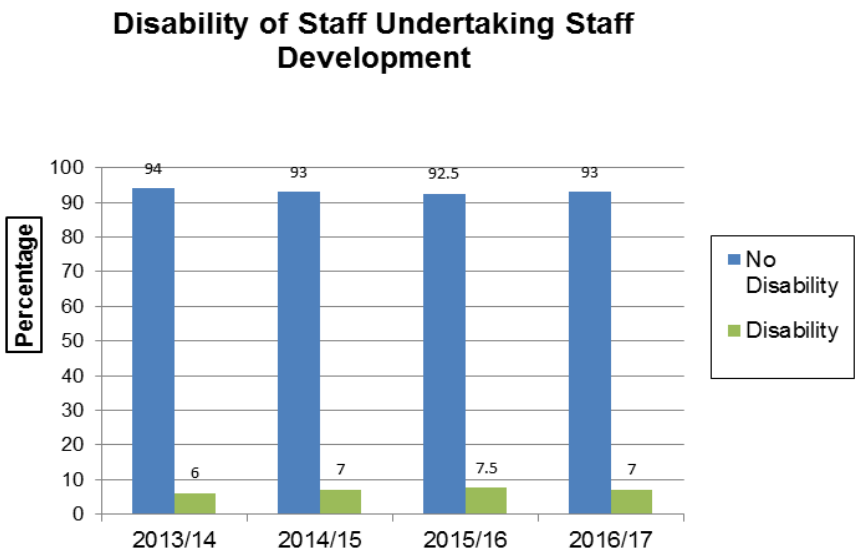


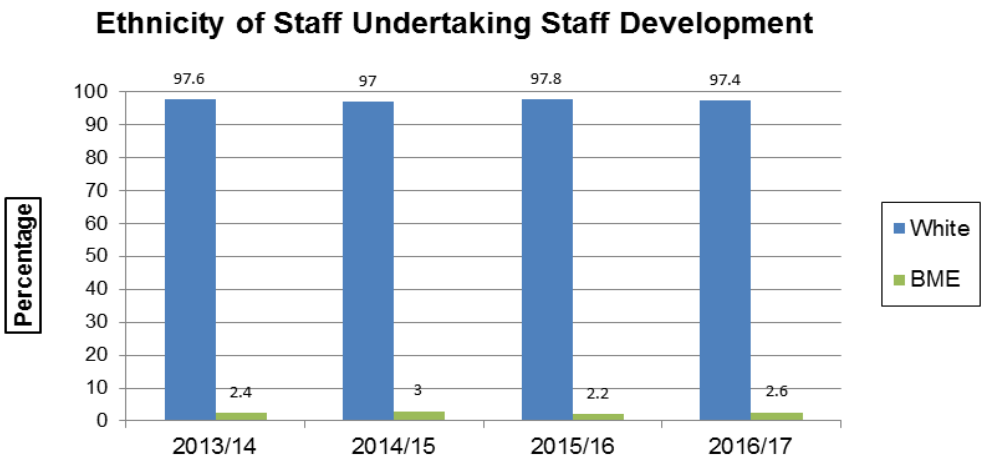




Appendix 17: Staff Development

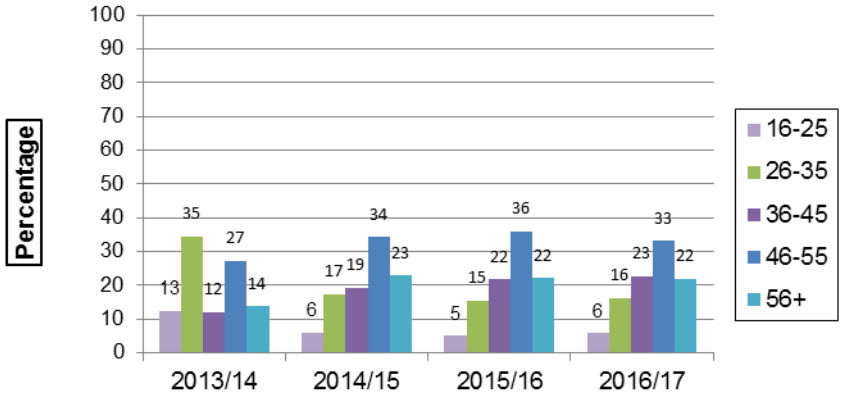

Gender of Staff Undertaking Staff Development
Percentage
100
90
80
70
60
50
40
30
20
10
0
43
57
42
58
43
57
41
59
2013/14
2014/15
2015/16
2016/17
Male
Female


Disability of Staff Undertaking Staff Development
Percentage
100
90
80
70
60
50
40
30
20
10
0
94
6
93
7
92.5
7.5
93
7
2013/14
2014/15
2015/16
2016/17
No Disability
Disability

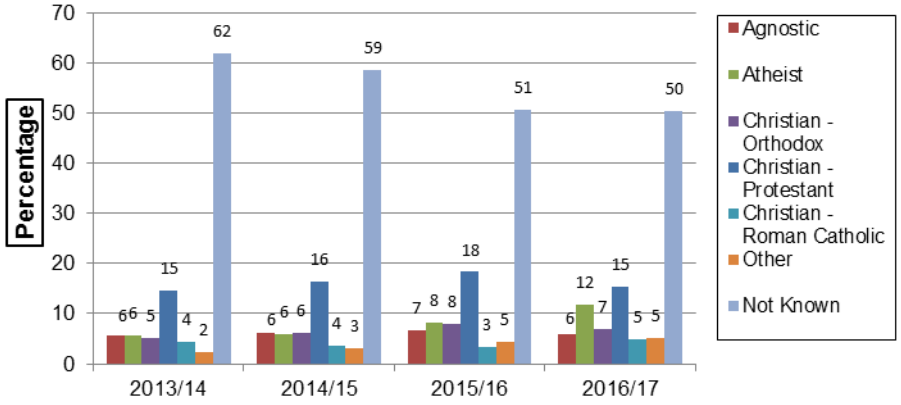

Ethnicity of Staff Undertaking Staff Development
Percentage
100
90
80
70
60
50
40
30
20
10
0
97.6
2.4
97
3
97.8
2.2
97.4
2.6
2013/14
2014/15
2015/16
2016/17
White
BME

Appendix 18: Staff Development

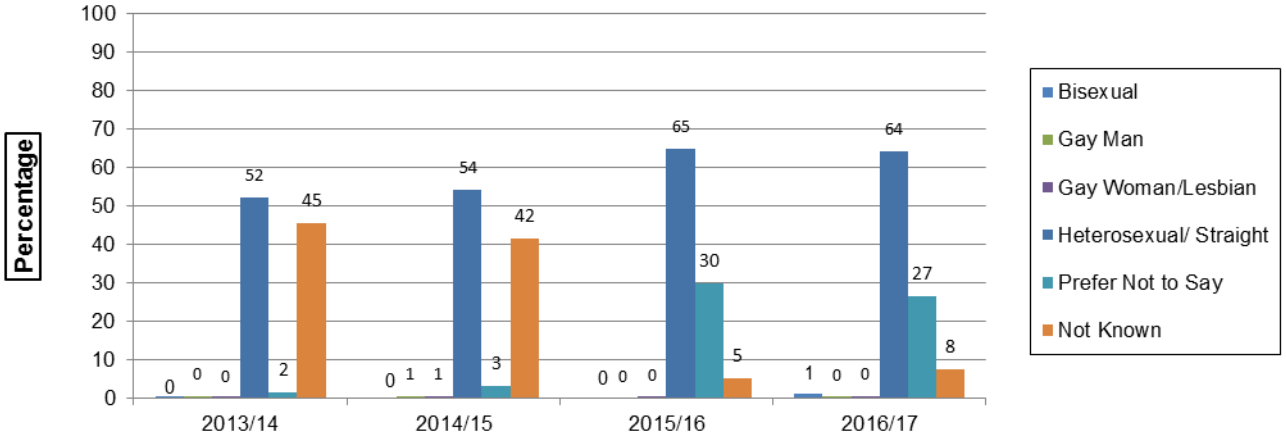
Age of Staff Undertaking Staff Development



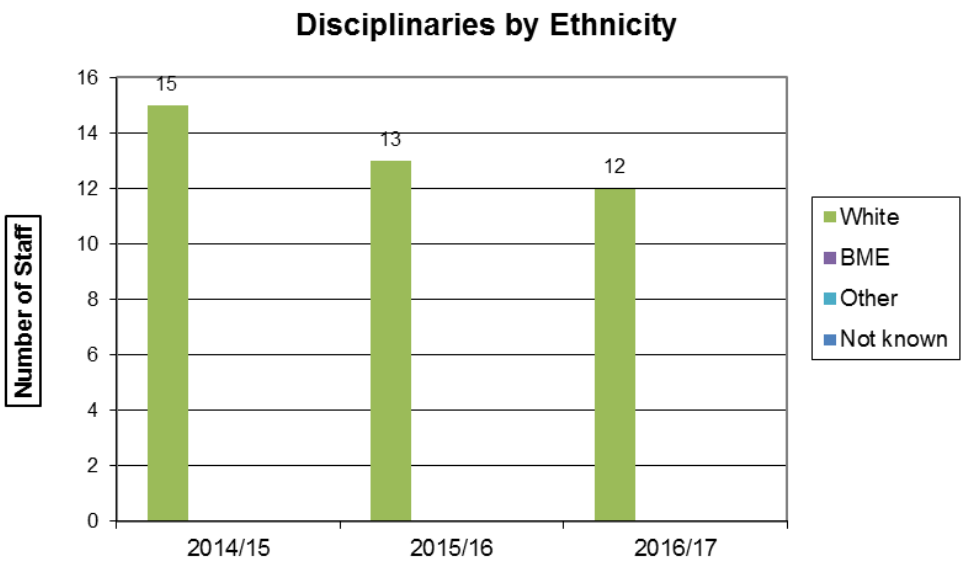
Religion of Staff Undertaking Staff Development

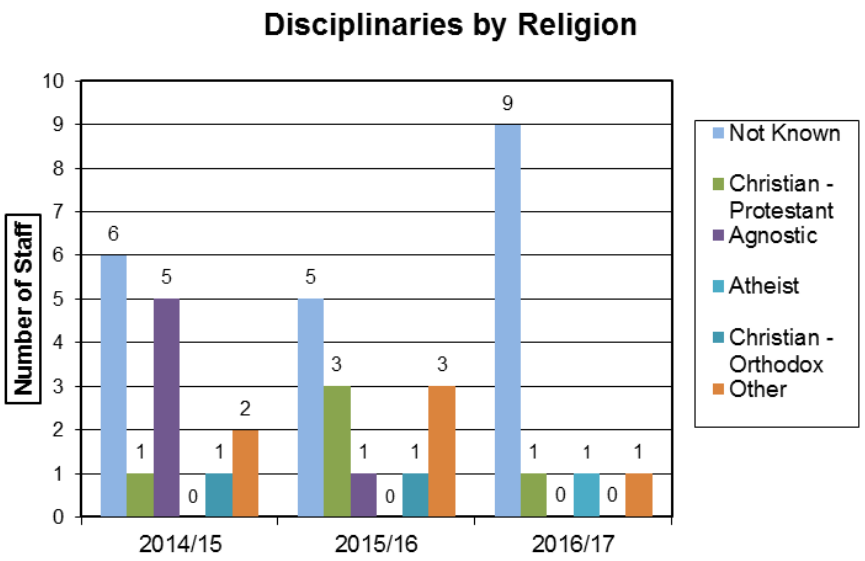


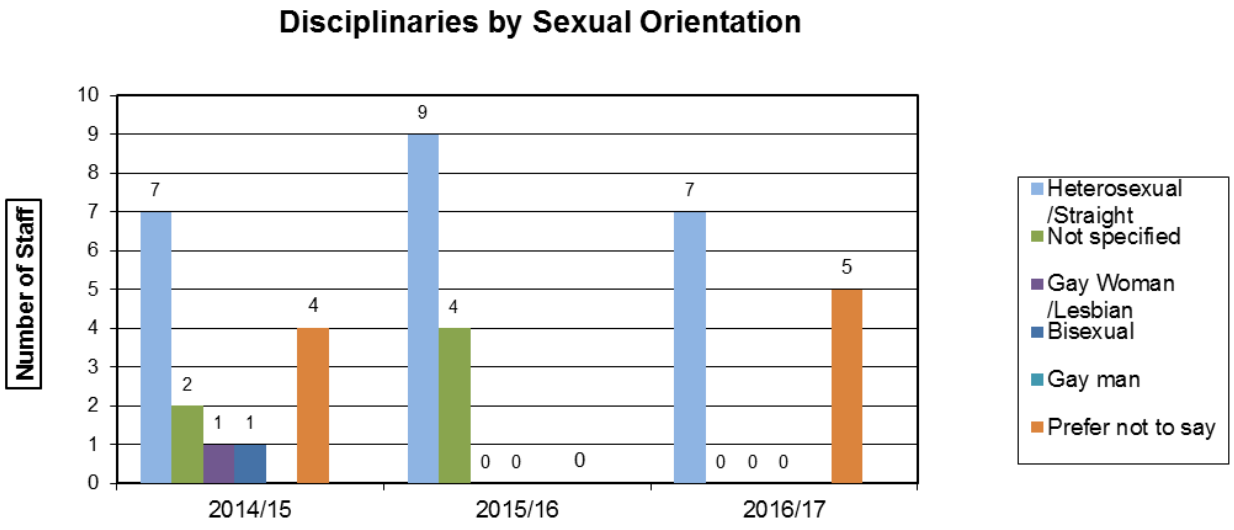
Sexual Orientation of Staff Undertaking Staff Development



Appendix 19: Staff Discipline Profile 2016/2017

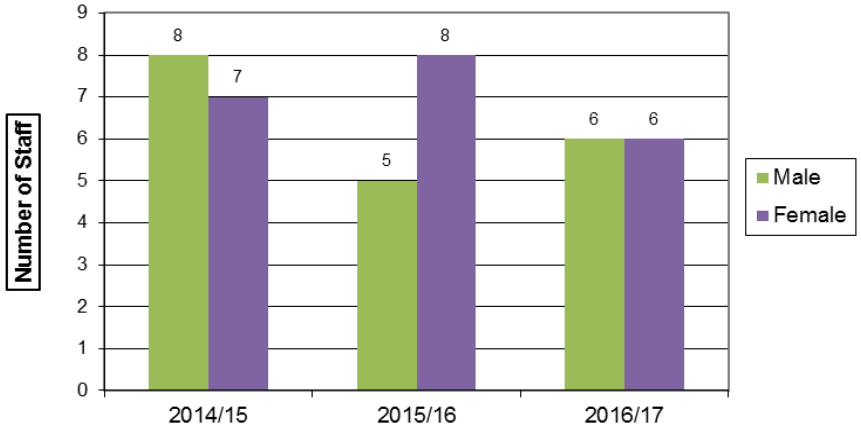




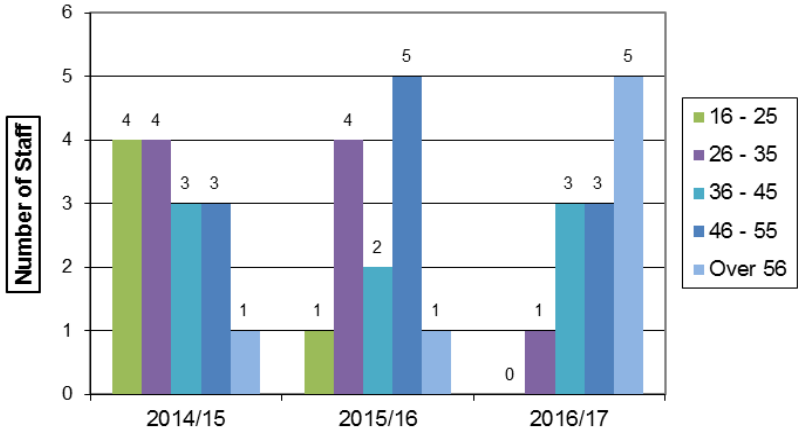


Appendix 20: Staff Discipline Profile 2016/2017

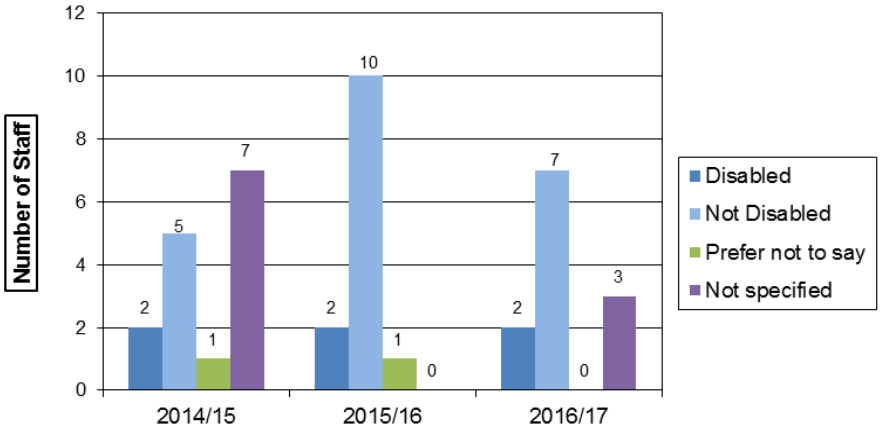
Disciplinaries by Gender



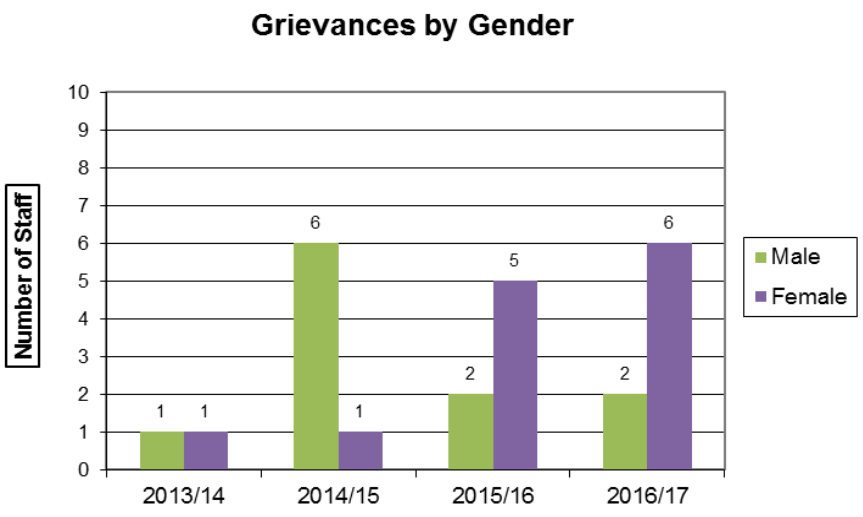
Discipliaries by Age

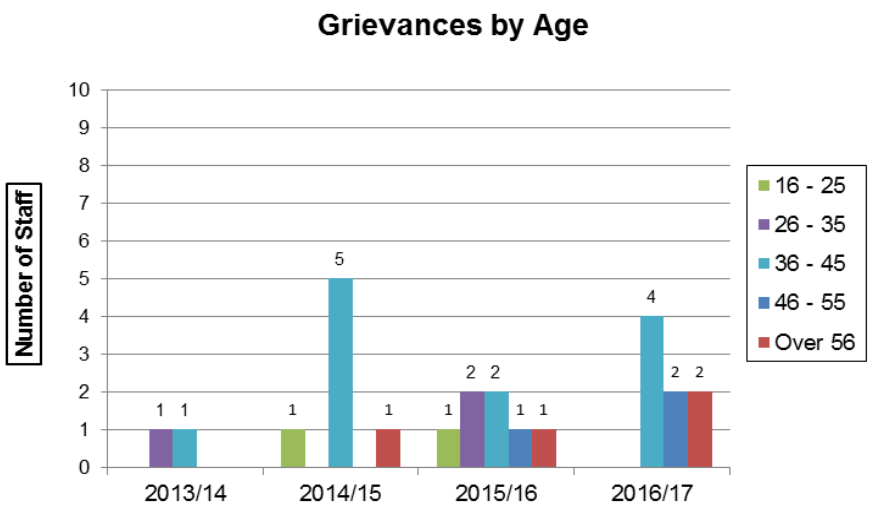


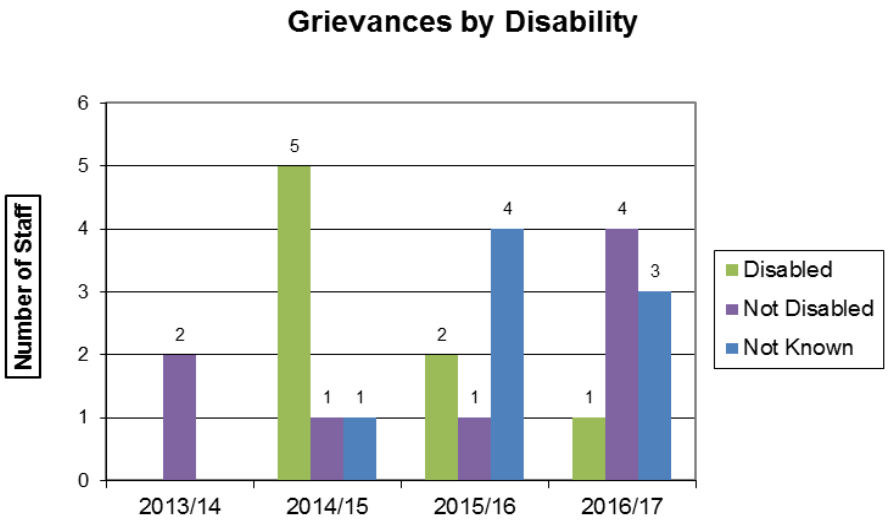
Disciplinaries by Disability



Appendix 21: Staff Grievance Profile 2016/2017

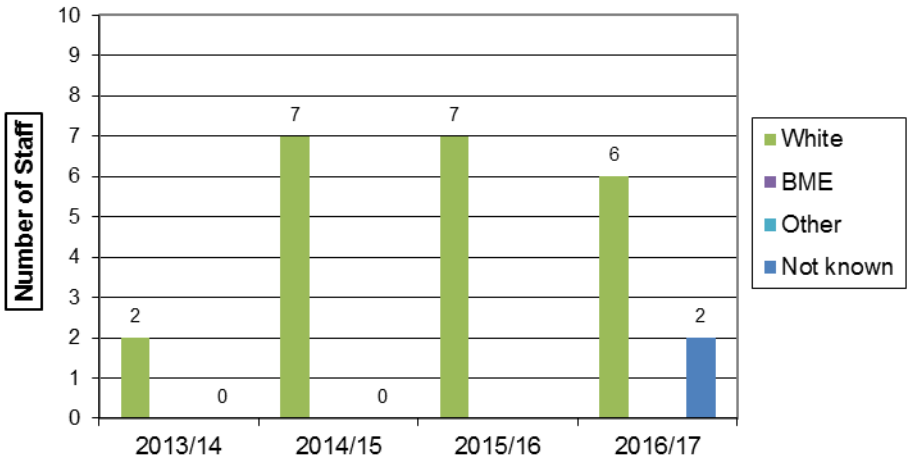




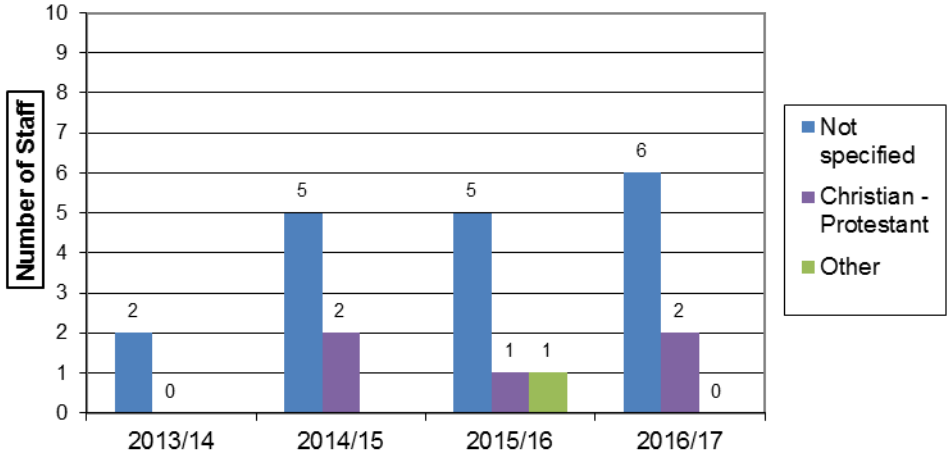


Appendix 22: Staff Grievance Profile 2016/2017

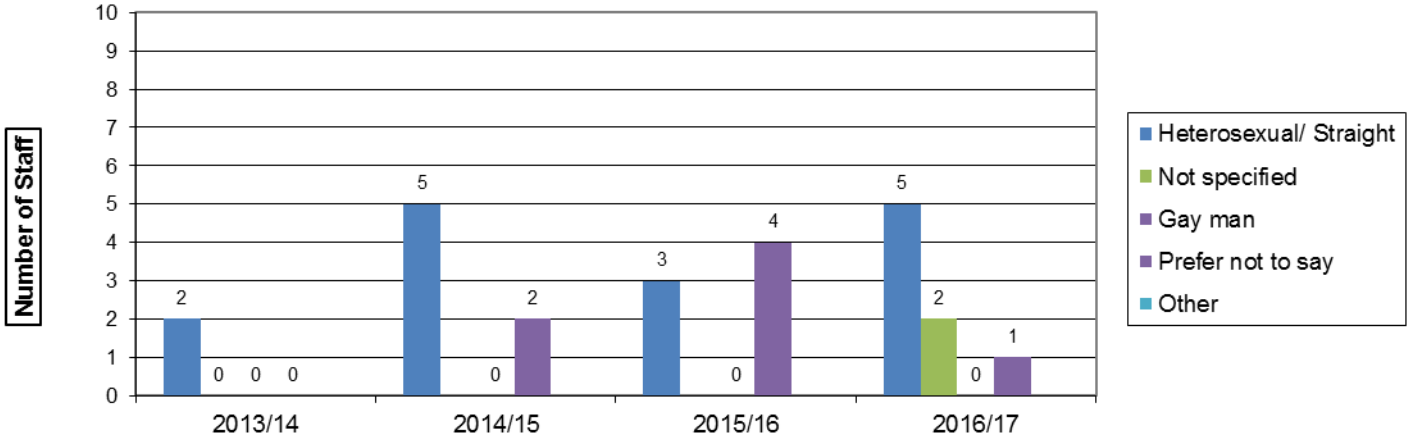
Grievances by Ethnicity



Grievances by Religion

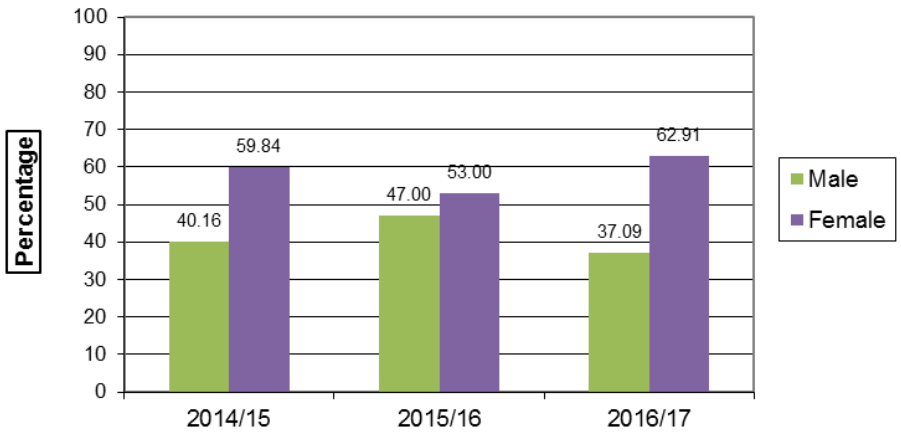


Grievances by Sexual Orientation

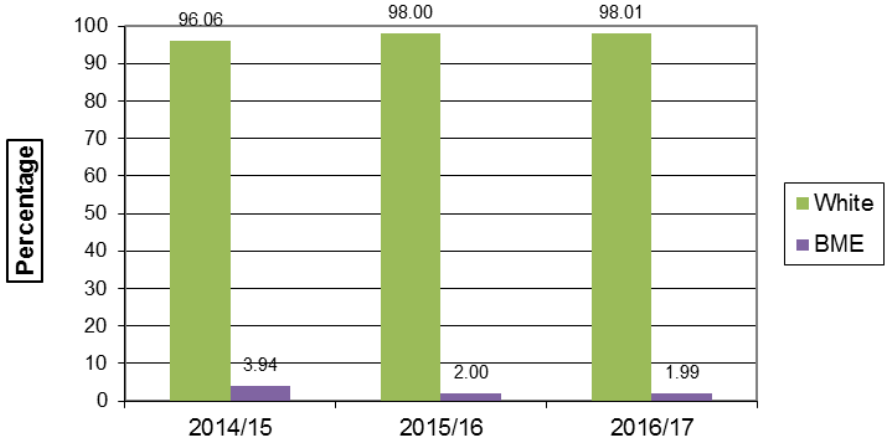


Appendix 23: Staff Turnover

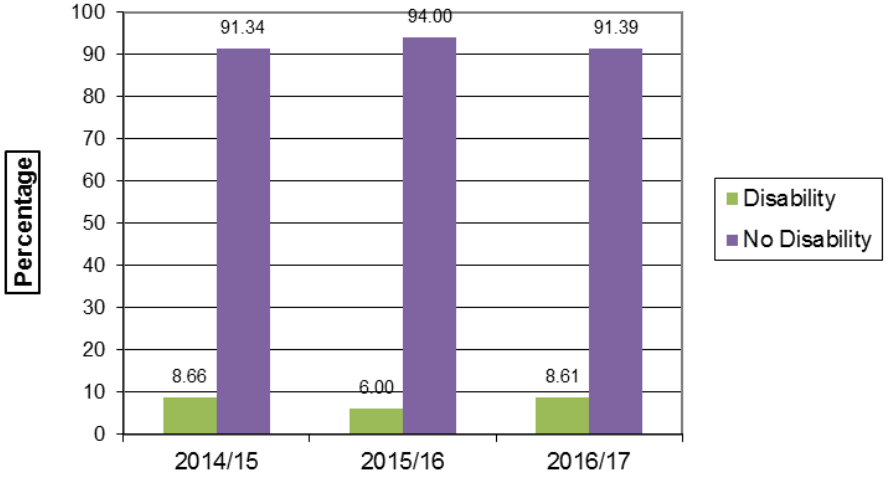
Turnover by Gender



Turnover by Ethnicity

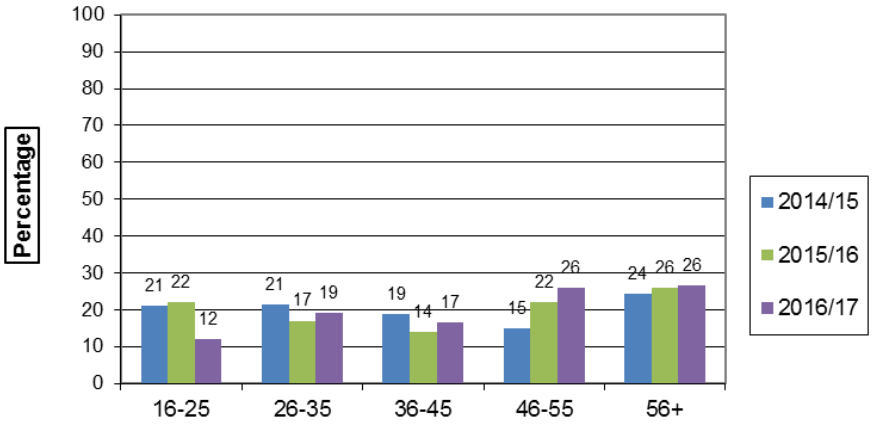


Turnover by Disability

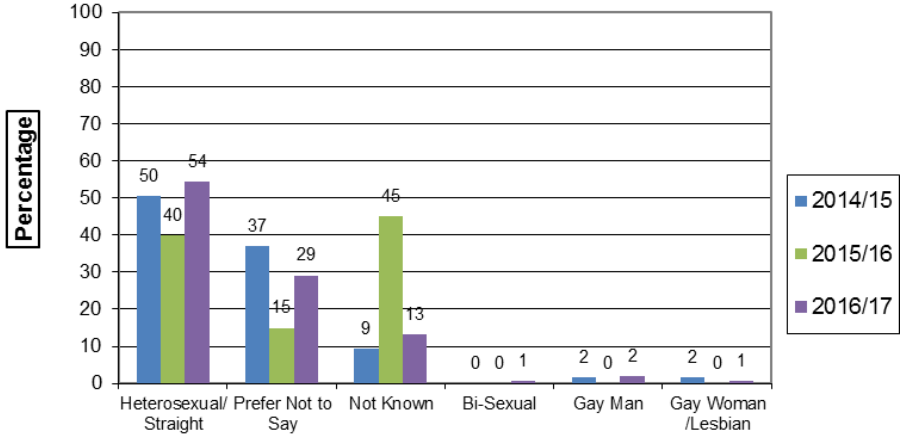


Appendix 24: Staff Turnover

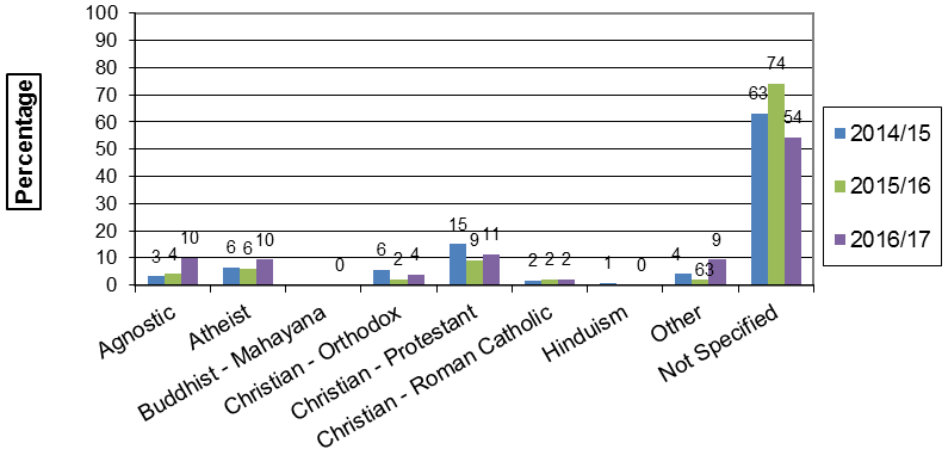
Turnover by Age



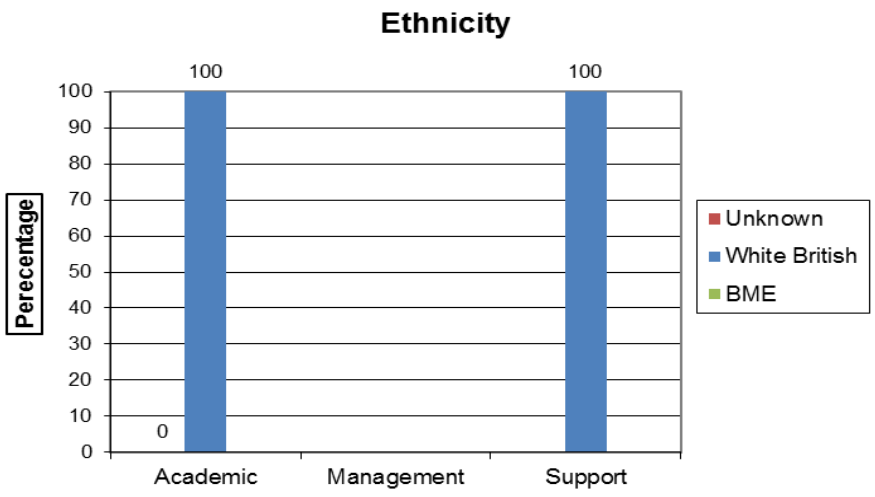
Turnover by Sexual Orientation

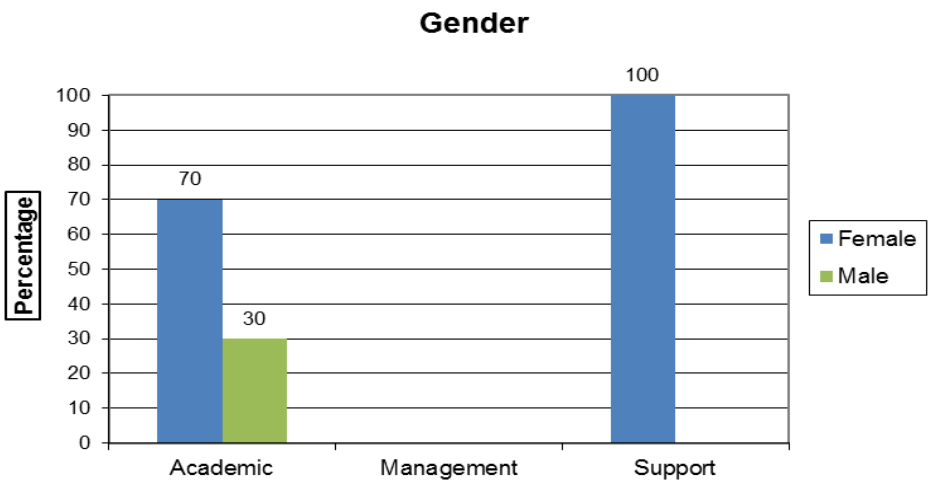


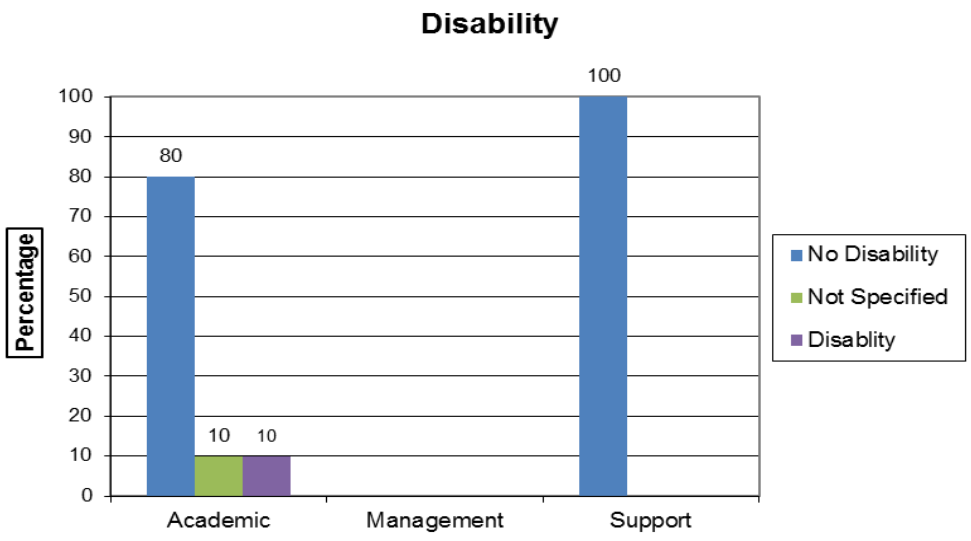
Turnover by Religion



Appendix 25: Staff Profile – Flexible Working Requests

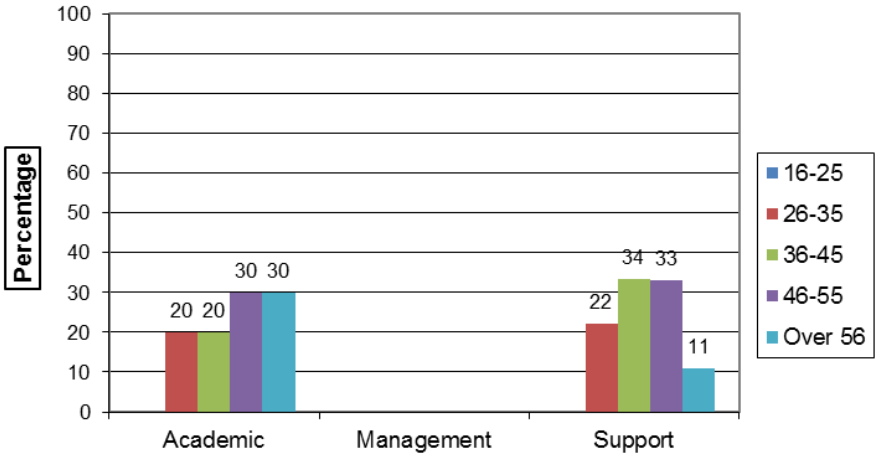




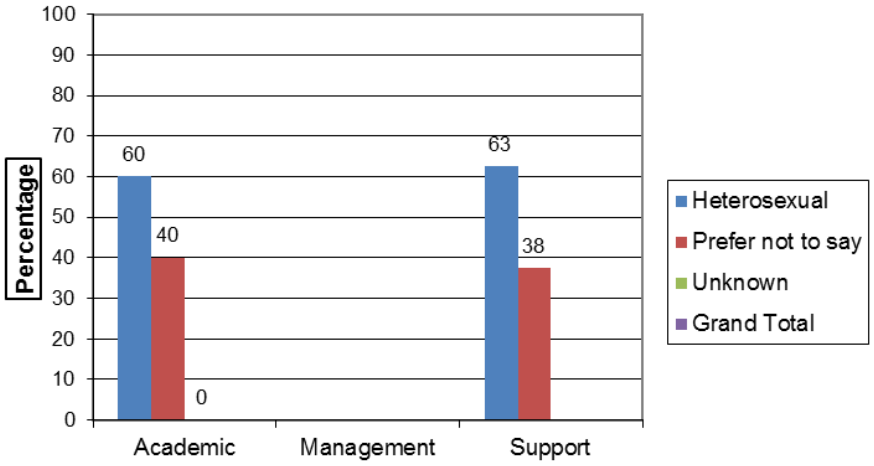


Appendix 26: Staff Profile – Flexible Working Request

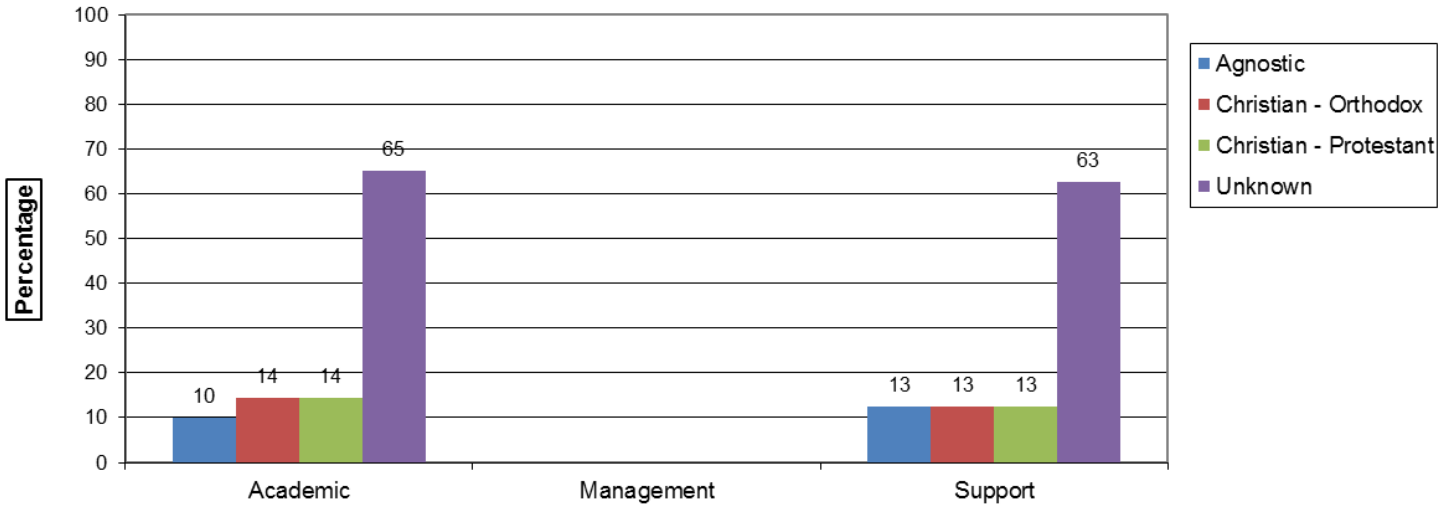
Age



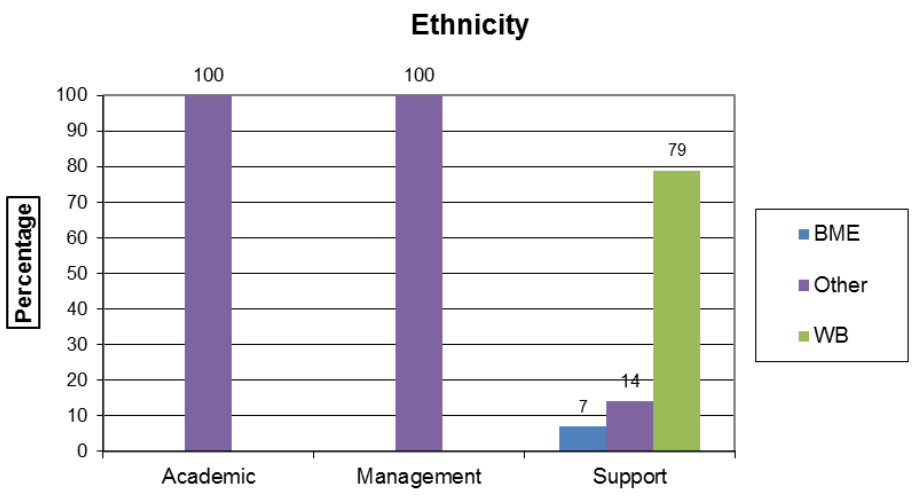
Sexual Orientation

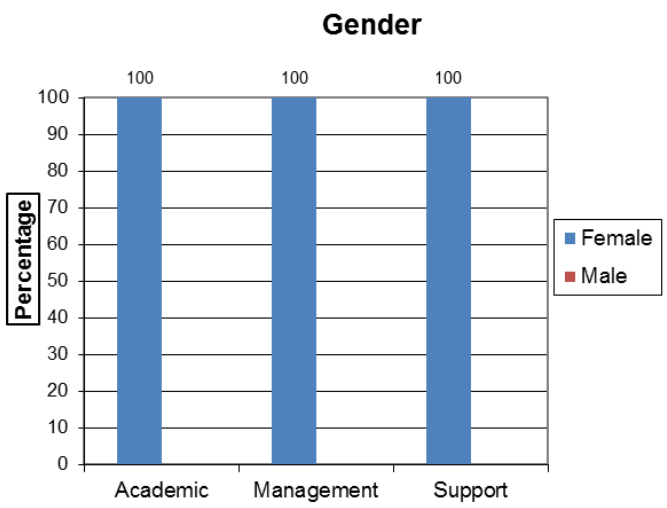


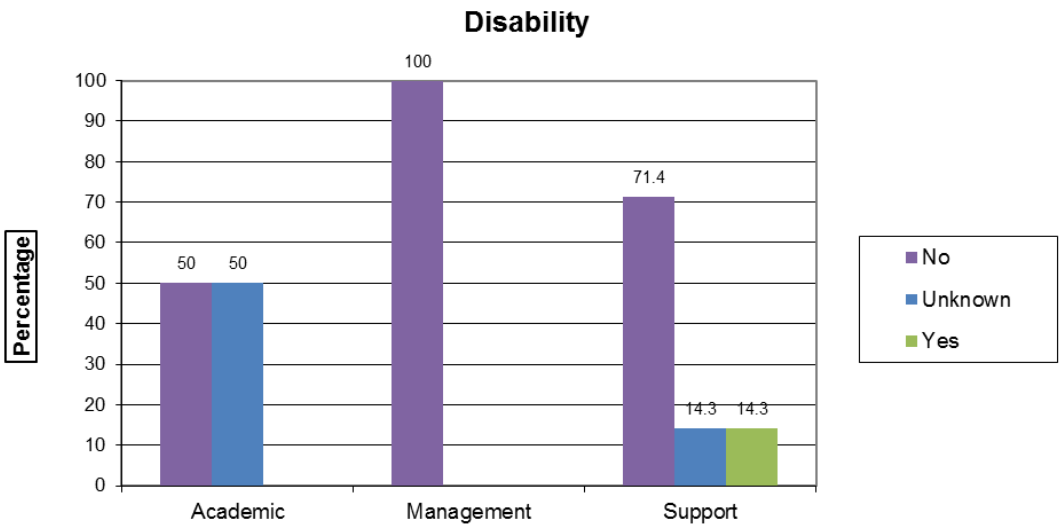
Religion



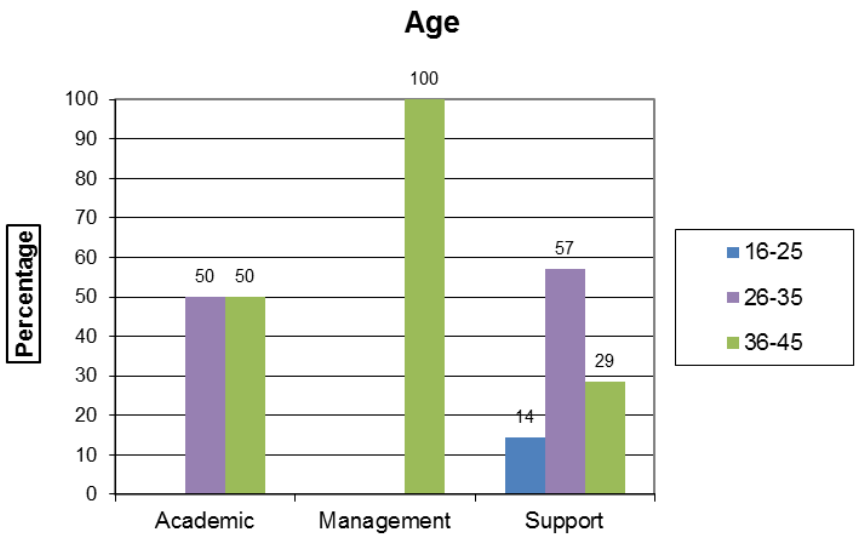
Appendix 27: Staff Profile – Maternity Return Rates

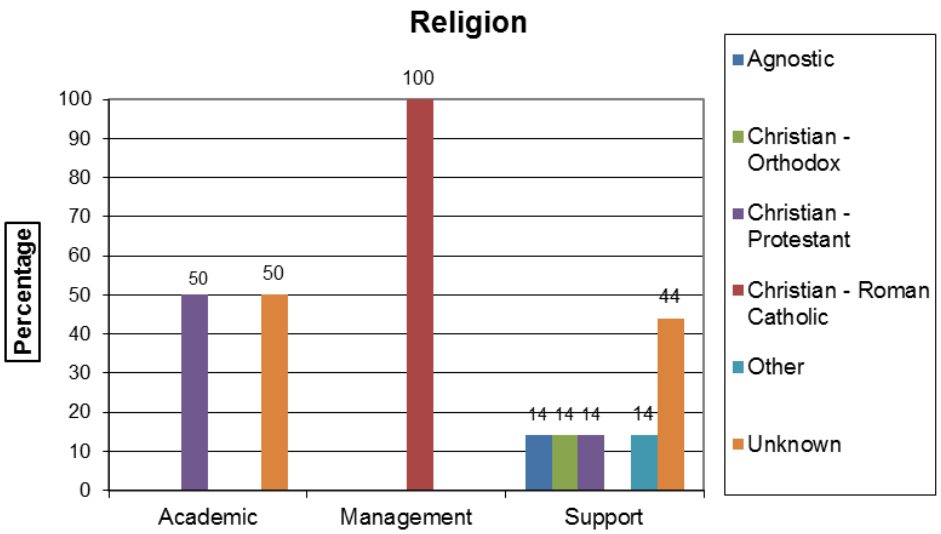


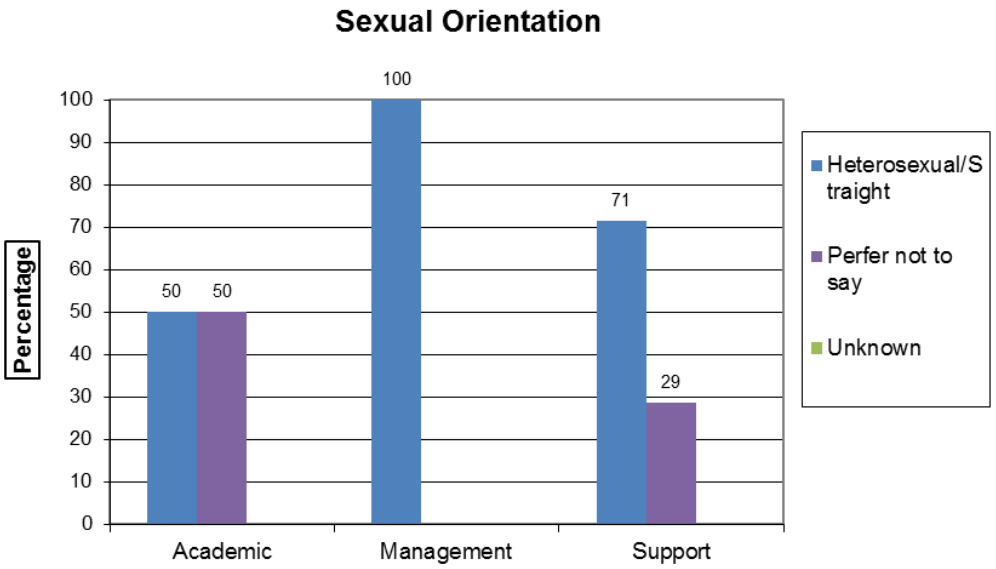




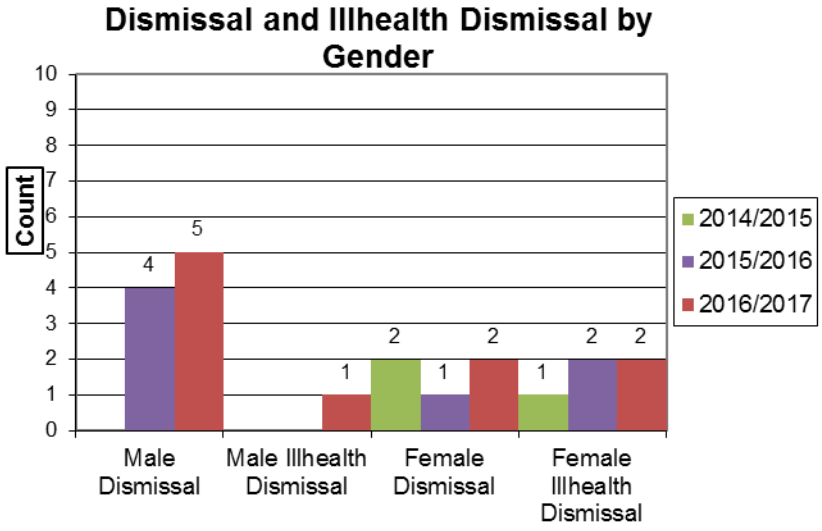
Appendix 28: Staff Profile – Maternity Rates

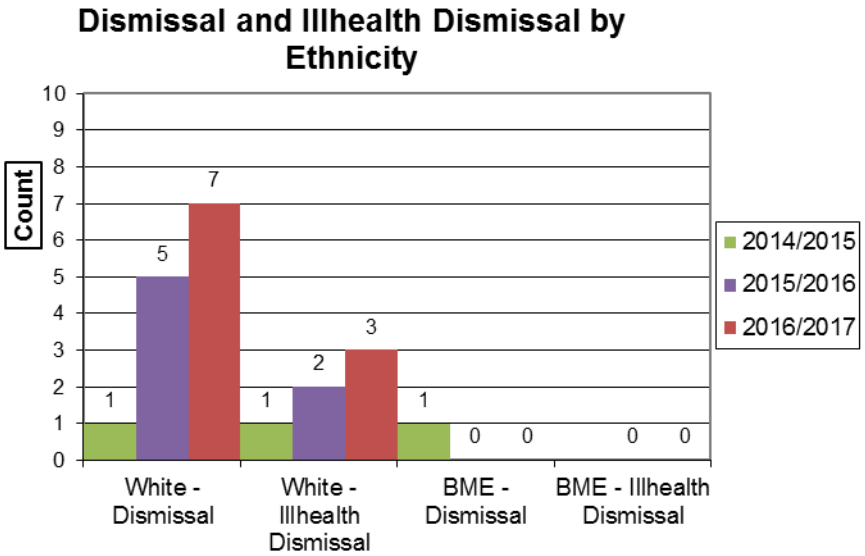


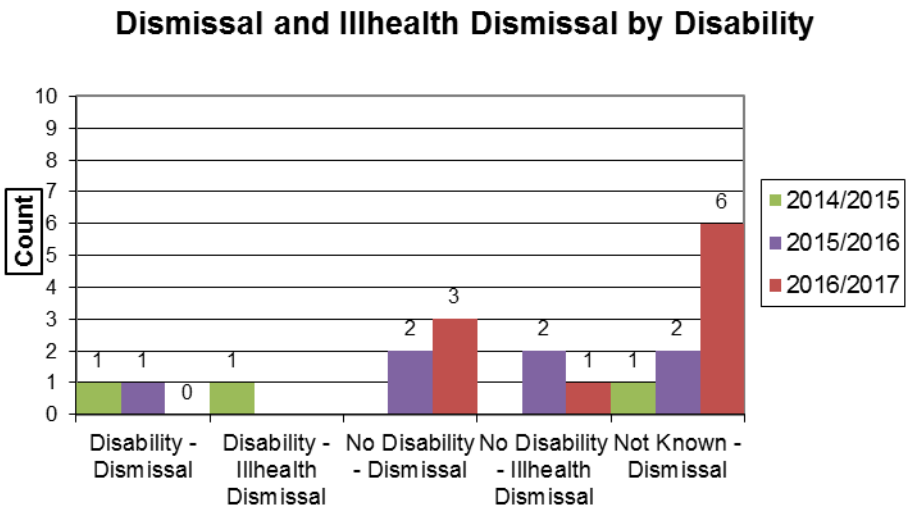




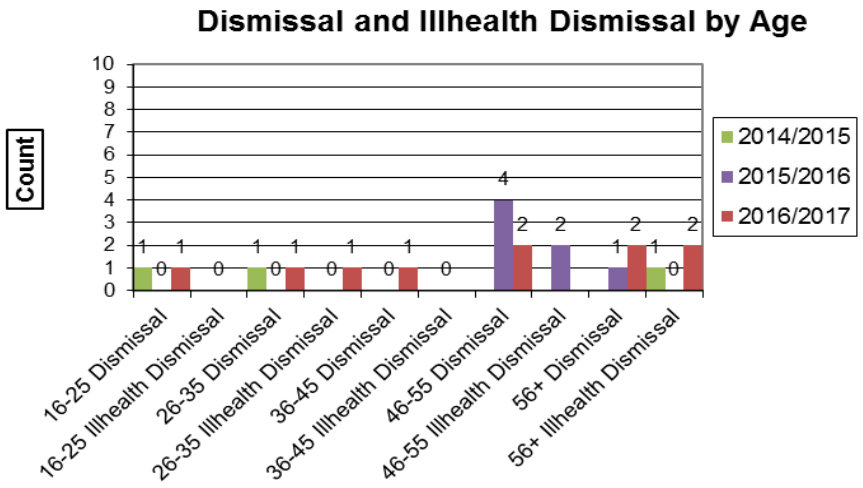
Appendix 29: Staff Profile – Dismissals and Ill Health Dismissals

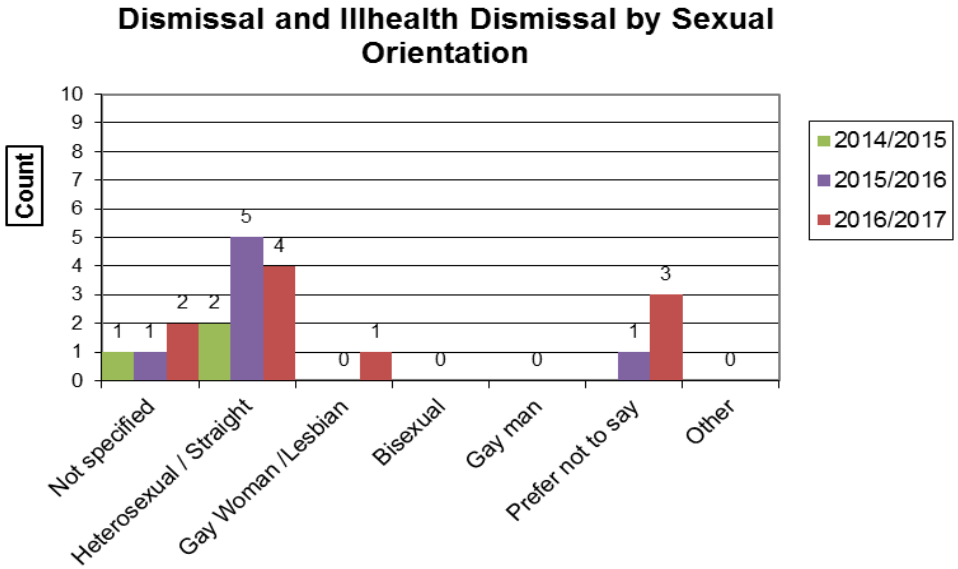


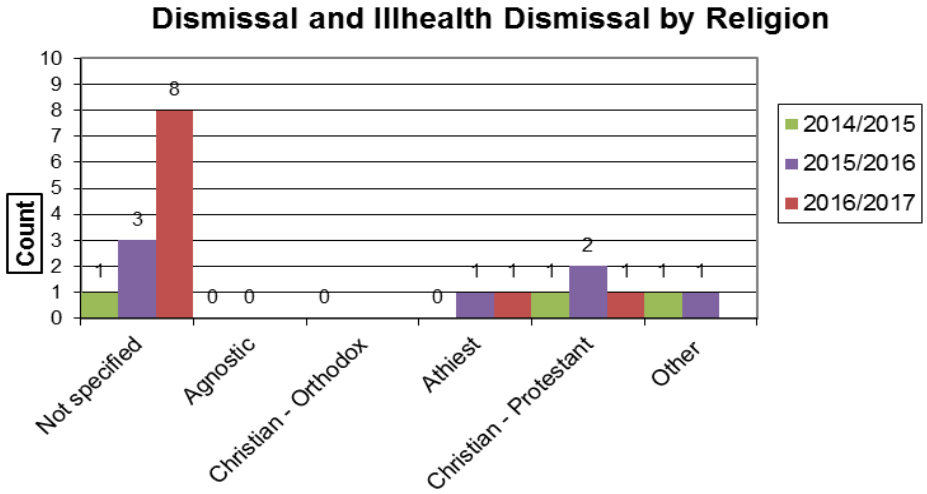




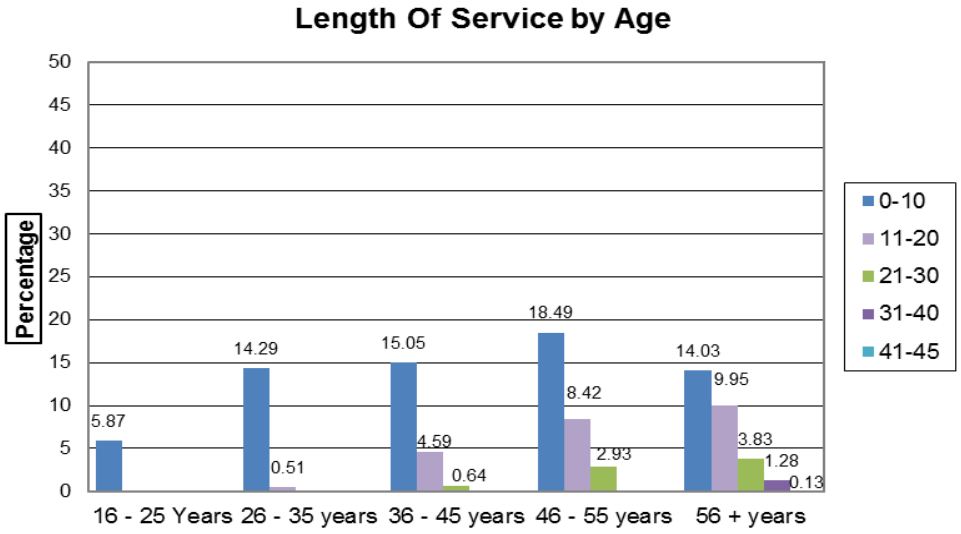
Appendix 30: Staff Profile – Dismissals and Ill Health Dismissals

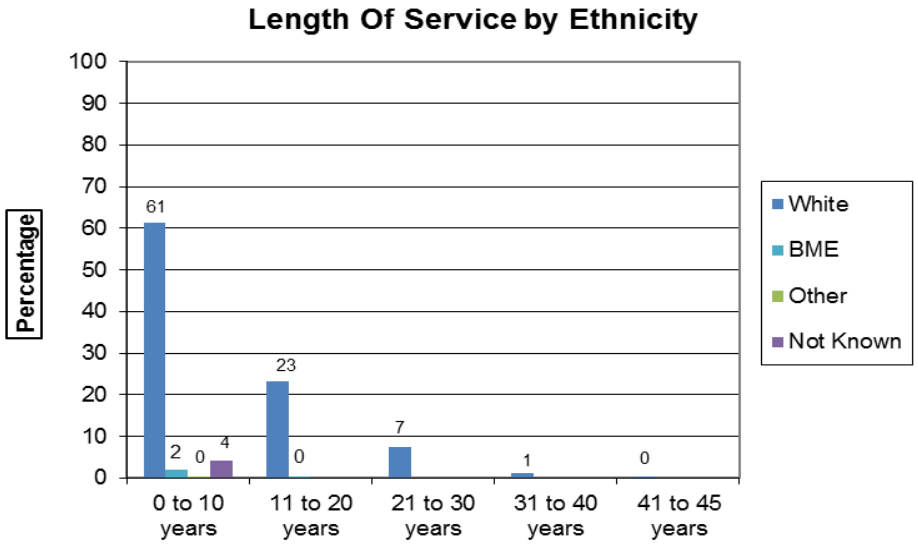


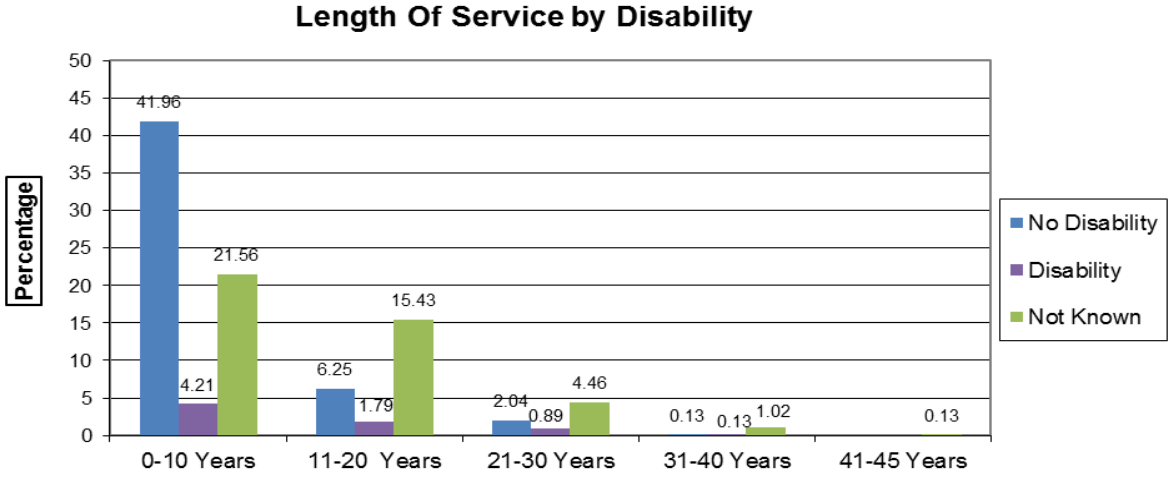




Appendix 31: Staff Profile – Length of Service

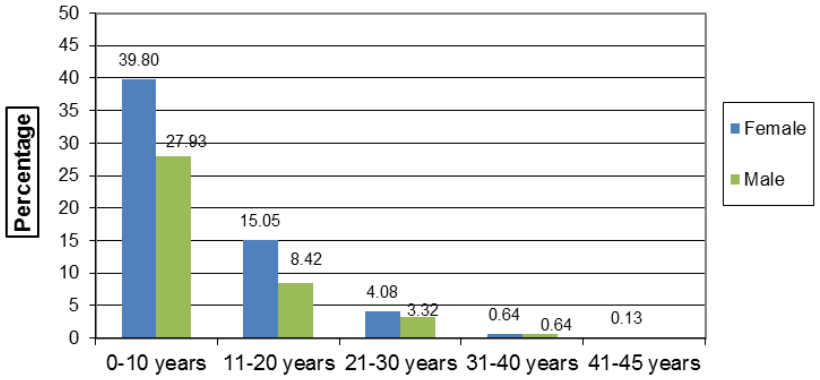




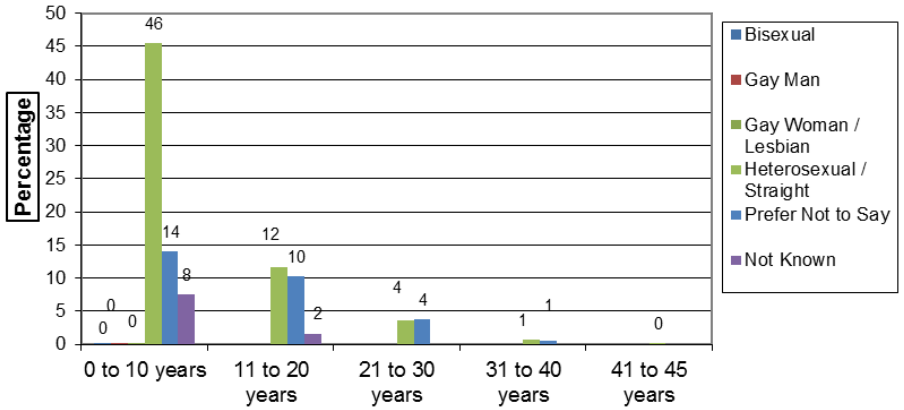
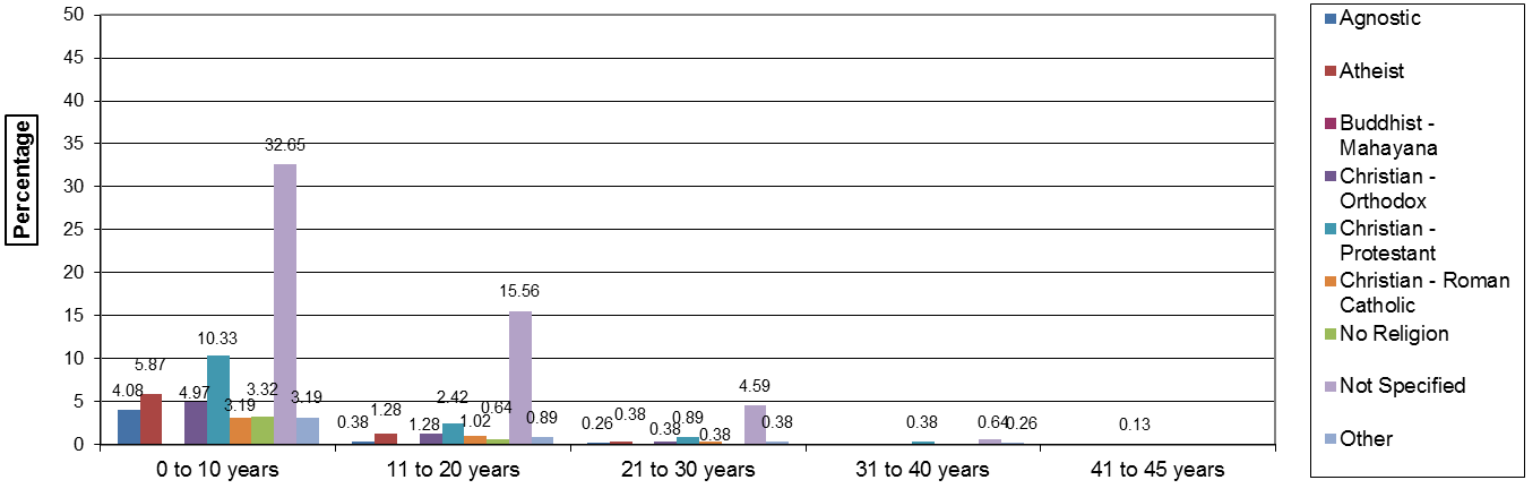


Appendix 32: Staff Profile – Length of Service

Length of Service by Gender



Length of Service by Sexual Orientation



Length of Service by Religion