



# EQUALITY & DIVERSITY ANNUAL REPORT 18/19



## **EQUALITY AND DIVERSITY ANNUAL REPORT 2018-2019**

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# EQUALITY AND DIVERSITY ANNUAL REPORT 2018/2019

## 1 INTRODUCTION

Lincoln College is a large general further education (GFE) College and is one of six GFE Colleges in the county of Lincolnshire. It has three main campuses: two in Lincolnshire (Lincoln and Gainsborough) plus one in Newark in the County of Nottinghamshire. The College also provides courses in the community at a number of county venues. The College encompasses Britain's first Air & Defence Career College (A&DCC) in Lincoln, a Construction Career College in Gainsborough and a pathfinder employer-engagement project with the Dixons-Carphone Group in Newark.

The College is part of Lincoln College Group, which currently includes three Colleges in the Kingdom of Saudi Arabia and international delivery on mainland China.

In 2018/2019, the College offered full and part-time learning opportunities from pre-entry to advanced higher level skills development. Lincoln College enrolled 2985 full time and 6858 part time learners during 2018/2019 including 2566 learners aged 16-18 (excluding apprentices), 4787 19+ learners (excluding apprentices), 736 apprentices aged 16-18 apprentices and 1178 19+ apprentices. 543 learners were enrolled on short, community-based courses. The proportion of learners from minority ethnic groups was approximately 6%. The population by gender for all provision at the College in 2018/19 was 57% female and 43% male.

The College serves a largely prosperous area although areas of relative deprivation exist within the College's catchment area. Unemployment rates within Lincolnshire county are equal to national rates<sup>1</sup>; Lincoln is slightly higher than the national average at 4.5%. A slightly higher proportion of pupils leave school in Lincolnshire with 5 or more GCSE high grade passes than is the case nationally, however the average Progress 8 score is -0.14 (below average)<sup>2</sup>.

The Ofsted inspection report from May 2018, when referencing Lincoln, Gainsborough and Newark College stated, "the colleges have created a culture where staff are "focused on the craft of teaching" and that learners received "very effective support". Furthermore, "the college operates an inclusive approach, and learners with high needs are well integrated into study programmes across all areas and campuses".

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.

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<sup>1</sup> Unemployment rates in Lincolnshire are currently 3.8% according to <https://www.nomisweb.co.uk/>

<sup>2</sup> 43% of pupils achieved grade 5 or above in Lincolnshire, the national average is 40.2%. The average Progress 8 score for all state funded schools in England is -0.02.  
<https://www.compare-school-performance.service.gov.uk/schools-by-type?step=default&table=schools&region=925&la-name=lincolnshire&geographic=la&for=primary>

## 2 STATUTORY DUTY AND EQUALITY ANALYSIS

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:

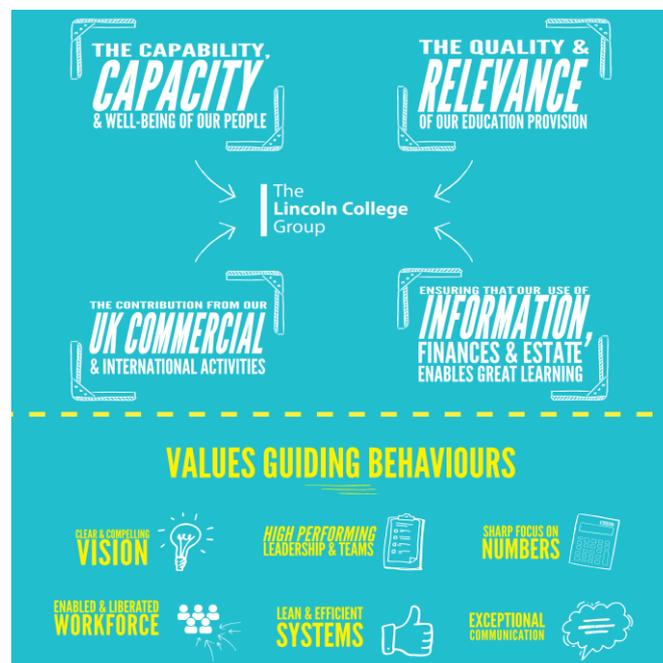
- (a) eliminate unlawful discrimination, harassment, victimisation and any other conduct that is prohibited by, or under, the Equality Act 2010;
- (b) advancement of equality of opportunity between persons who share a relevant protected characteristic and those who do not;
- (c) foster good relations between persons who share a relevant protected characteristic and those who do not.

## 3 COLLEGE VALUES AND STRATEGY

**Our Mission:** *“Employer-led, producing a highly skilled and productive local workforce”*

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

In the context of Lincoln College, there are four cornerstones of success and six values guiding behaviours which are used to measure and guide the strategic direction; these are set out in the diagram below:



## 4 SUMMARY

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.

## **5 EMPLOYEE RECRUITMENT PROFILES**

The following information uses graphical examples (see appendices) to illustrate 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.

### **5.1 EMPLOYEE RECRUITMENT BY ETHNICITY**

Appendix 1 shows that the majority of applicants are white (90%) and there has been a 2% decrease from black and minority ethnic heritage applicants compared to 2017/2018 (8%). This remains above the local profile (Lincolnshire: 2.4% of people are non-white (census survey 2011 – the next census survey will be in 2021)).

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 2018/2019 of its Code of Practice for Recruitment and Selection, to ensure fairness and equality for all.

The recruitment profile for support, management and academic staff is almost static, with a consistent level as in previous years of those declining to answer this question.

In line with policy reviews, Lincoln College will continue to undertake an equality impact assessment analysis to ensure that there is no negative outcome between policy and practice.

## **5.2 RECRUITMENT AND GENDER**

Appendix 2 provides an analysis of applications based on gender for 2018/2019. This year shows the first decrease (following a steady 3 year climb) in the number of female applicants over male applicants; 7% for all categories of staff, most significantly a 16% decrease for academic staff. Applications for support staff posts also decreased by 7%.

For management spine posts, female applicants have increased by 8%, which again bucks the trend following a decline of 22% since 2016/2017.

## **5.3 RECRUITMENT AND DISABILITY**

Appendix 3 details equal opportunities monitoring in respect of disability. The trend in the number of applicants declaring a disability has increased marginally by 2%, to 12% of applicants for all categories of post declaring a disability.

It is interesting to note that for management and support staff posts there has been a small increase of 3% and 4% respectively for applicants choosing not to answer this question, compared to the previous year's decrease in this area. For academic posts there has been a marginal decrease of 1% of applicants who chose not to answer this question.

The College was successful in August 2019 in its reaccreditation to the Disability Confident Scheme. The College was categorised as a level 2 Disability Confident Employer (process of self-assessment against the themes of getting the right people for the business and keeping/developing people). We are not due to be re-assessed until August 2021.

The recruitment process also states that all candidates who declare a disability and meet the shortlisting criteria are guaranteed an interview. All recruitment campaigns are 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 are also considered. Furthermore, continued analysis of the conversion rates from application to interview to monitor outcomes is ongoing.

## **5.4 RECRUITMENT AND AGE RANGES**

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 remained at 19% however this is a decline of 7% in the past three years and 20% in the past five 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. There were 4 apprentices appointed within the 16-19 years of age category, 3 within the 20-29 years of age category and 1 apprentice appointed in the 30+ category.

There has been some change this year in the number of applicants from 36-45 and 46-55 years of age (a decrease of 2% in both categories).

Interestingly there has been an increase in the 26-35 and 56+ years of age category for management posts of 11% and 8% respectively whilst the 36-45 and 46-55 years of age category has declined by 9% and 13% respectively. Academic and support staff data has remained relatively static.

## **5.5 RECRUITMENT AND SEXUAL ORIENTATION**

This is the fifth year that data has been collected for this protected characteristic. Results show a small decrease of 4% of applicants declaring themselves as Heterosexual, reflected in an increase of 2% of all applicants declining to answer the question and an increase of 2% declaring themselves as a 'Gay Man'.

## **5.6 RECRUITMENT AND RELIGIOUS BELIEFS**

Overall analysis showed a further increase of 1% of all applicants who did not specify their religious beliefs.

This was reflected most significantly in academic staff applications with an increase of 3% declining to specify their religious beliefs. For management applications, there was an increase in applicants declaring themselves to be Christian – Orthodox by 8%.

For all categories of staff, the majority of applicants declined to specify their religious beliefs, with support staff vacancies in particular at 50% 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.

## **5.7 RECRUITMENT FOR FIXED TERM POSTS**

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 but no significant trends to highlight.

## **5.8 STAFF PROMOTIONS**

Appendices 9 and 10 consider the use of data for promotions in relation to age, gender, disability, ethnicity, sexual orientation and religion.

There are no significant trends to highlight other than noting that a significant number of promotions to academic and management positions were female.

## **6 EMPLOYEE PROFILE**

### **6.1 STAFF ETHNICITY**

Appendix 11: Whilst there has been a steady decline since 2015/2016, the College saw an increase of 9% in its ethnic profile this year with 11% of all staff identifying as black and minority ethnic heritage. This is a significant increase and above the profile for Lincolnshire, which has a low population count of 2.4% black and minority ethnic heritage representation<sup>3</sup>. 89% of staff identified as white British.

### **6.2 STAFF GENDER**

Appendix 12: There has been no significant change in the gender profile of the College which is 59% female and 41% male; this has remained almost static over a 5 year period. Female staff numbers have continued to decline in management spine posts by 2% and decreased marginally by 2% for support positions.

The College will continue to aim for a balance of men and women in key decision-making responsibilities. For the second year running, following a shift in the previous 4 year pattern, there are marginally more male managers in the College's leadership and management team (53%).

The gender pay gap (GPG) for 2018/2019 shows an overall mean pay gap in favour of men of 14.9%, a decrease of 1.2% from data in 2017/2018 (mean of 16.1%). The gap is attributed to the higher proportion of females in the lower salary quartiles. The UK GPG is 17.2% (mean).

Lincoln College commit to trying to further understand the reasons behind the high proportion of females in the lower quartiles and part-time roles (76% of all part-time staff are female, 48% of full-time staff are female).

### **6.3 STAFF DISABILITY**

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 HRMS Self Service system does allow for independent access for 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 static at 7%.

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 2018.

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<sup>3</sup> Office for National Statistics 2011 Census Data

## **6.4 STAFF AGE**

Appendix 14: The age profile of the College has remained relatively constant over the last five years, with the highest cluster of ages now shifting slightly to the 55+ year old group, closely followed by the 45 – 54 year old group. All other age range profiles have remained almost static compared to the previous year's data.

## **6.5 STAFF RELIGION PROFILE**

Appendix 15: Staff have independent access to the HRMS Self Service system to disclose this information without the need to go through a third party. 50% of staff have not declared a religion, a slight increase of 2% following a consecutive decrease of 16% over the past three years.

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

## **6.6 STAFF SEXUAL ORIENTATION**

Appendix 16: For the fourth consecutive year there has been a positive and steady decline of people preferring not to say (a further 5%) in relation to sexual orientation. 2018/2019 data also highlighted a decrease of 3% of all staff declaring to be heterosexual/straight after a three year consecutive 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.

## **7 STAFF DEVELOPMENT**

Appendices 17 and 18: Staff Development identifies participation levels in training activities; this covers both internal and external opportunities. Data for 2018/2019 shows a static picture with regards to the split of male/female participation. There has been an increase of 6% 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 Atheist (majority in 2018/2019) when undertaking staff development activities decreased by 10% which sees Christian -Protestant reclaim the majority (14%).

## **8 STAFF DISCIPLINE**

Appendices 19 and 20 identify that 8 staff were part of a formal disciplinary process, a small decrease of 2 cases from the 2017/2018 data. The split between male and female cases was 75% : 25% respectively. There were no people declaring a disability and all of those subject to disciplinary action were white. The majority of those disciplined (62.5%) were within the age ranges of over 56.

## **9 STAFF GRIEVANCE**

Appendices 21 and 22 illustrate the equality and diversity indicators of staff who have raised a grievance, with a total of 7 for 2018/2019; an increase of 2 from the previous year. All grievances were from white members of staff. 14% of grievances being raised were from female staff members. None of the grievances related to claims of discrimination referring to protected characteristics. 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.

## **10 STAFF TURNOVER**

Appendices 23 and 24 indicate the number of male leavers has increased (8%) and female staff leavers have decreased (8%) in comparison to 2017/2018. Those declaring a disability who had left during the reporting period remained relatively static. The turnover of staff from different ethnic minority heritage groups has again increased by 3% (total of 7% over two years).

There was an increase of 3% of the 56+ age bracket (34%) leaving the College workforce compared to 2017/2018. The most significant increase this year was in the 35-44 age bracket (6%) and the most significant decrease was in the 25-34 age bracket (7%). 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.

## **11 STAFF FLEXIBLE WORKING REQUESTS**

Appendices 25 and 26 detail those requests made by staff in accordance with legislation for flexible working for parents or carers. The College received 14 requests, of which 9 were from females; all requests were approved. The main age group for academic staff making requests is 46-55 and for support staff it was over 56. No management spine staff made any requests for flexible working for the fourth consecutive year. A significant number of flexible working requests are within the age 46-55 and over 56 categories. 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.

## **12 STAFF MATERNITY RETURN RATES**

Appendices 27 and 28 detail the return rates by protected characteristics for staff returning from a period of maternity leave. Of the five members of staff taking maternity leave during the reference period, all five returned to work; two members of staff requested and returned on different conditions of working i.e. reductions in hours. 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.

## **13 STAFF DISMISSALS AND ILL HEALTH DISMISSALS**

Appendices 29 and 30 illustrate that during 2018/2019 there were two male dismissals and three female dismissals, of which 2 were ill health dismissals. Two staff members declared a disability. 100% of dismissals were staff of white heritage. The remaining dismissals were related to capability. For both dismissals and ill health dismissals the majority were split between the 46-55 years of age and 56+ categories.

## **14 STAFF LENGTH OF SERVICE PROFILES**

Appendices 31 and 32 show that 40% of female employees have between 0 and 10 years' service compared to 41% 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 17%.

58% of staff with 0-10 years' service were of white British heritage, with 4% in the same length of service category being of ethnic minority heritage, a decrease of 1% from last year. All other data remains relatively static.

## 15 LEARNER PROFILES STUDENT DATA

### 15.1 DISABILITY

The whole College achievement rate for students with a disability is 87% which is a 5% increase on 2017/2018 and is 2% higher than the National Achievement Rate (NAR). Students with a disability are behind in achievement when compared with those at the College without a disability by 1.1%, however this is in improvement on 2017/2018 figures where the gap was higher at 2%. 28% of learners have declared a Special Educational Need and/or Disability (SEND).

### 15.2 ACHIEVEMENT RATE TREND SUMMARY

Year	Learners	Achievement %	NAR	Retention %	NAR	Pass %	NAR
2013-2014	3899	81	83	91	92	89	90
2014-2015	3020	73	79	91	91	90	87
2015-2016	2883	69	78	88	91	79	86
2016-2017	2629	79	80	92	91	87	88
2017-2018	2725	82	80	91	91	90	88
2018-2019	3784	87	85	92	92	94	92

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

Mental Health was a particular focus in 2018/2019 and has improved by 9.9% (above the NAR). Mental health will continue to be a focus to reduce the gap when compared to the overall College achievement. The other area that requires focus and attention, which is closely linked to Mental Health, is Social and Emotional Difficulties as whilst achievement has risen by 5.3% from 2017/2018 this category is 7.2% behind the overall College achievement.

Moderate Learning Difficulty (MLD) is most prevalent in Supported Education and warrants further scrutiny, however it should be noted that the local authority for Lincolnshire has reported that this category is widely used across the county incorrectly as individuals identify themselves as MLD.

Disability/ Learning Difficulty	Ach. Overall 16/17	Ach. Overall 17/18	Ach. Overall 18/19	National Benchmark 18/19	Comparison to 17/18	Comparison to 18/19 whole College achievement (87.5)
Aspergers	81	80.9	84.6	84.8	3.7	-2.9
Autism	85	84.4	87.6	85	3.2	0.1
Disability affecting Mobility	81	77.4	91.6	87.8	14.2	4.1
Dyscalculia	70	74.1	92.6	82.3	18.5	5.1
Dyslexia	77	82.7	88.7	84.4	6	1.2

Hearing Impairment	80	84.1	86.8	82.4	2.7	-0.7
Mental Health	72	73.9	83.8	83.9	9.9	-3.7
Moderate Learning Difficulty	83	82.2	84.9	85.9	2.7	-2.6
Other Disability	85	69.2	89.2	85.7	20	1.7
Other Learning Difficulty	91	88.6	88.4	84.1	-0.2	0.9
Other Medical	80	87.3	86.5	84.9	-0.8	-1
Other Physical Disability	88	76.7	90.7	86.1	14	3.2
Other Specific Learning Difficulty	81	83	81.6	84.1	-1.4	-5.9
Profound (complex)	71	87.5	100	85.5	12.5	12.5
Severe Learning Difficulties	79	91.2	83.3	89.3	-7.9	-4.2
Social and Emotional Difficulties	79	75	80.3	84.1	5.3	-7.2
Speech, Language and Communication Needs	69	93.2	88.5	86.2	-4.7	1
Temporary Disability	60	66.7	100	92.5	33.3	12.5
Visual Impairment	85	88.9	93.9	85.1	5	6.4

### 15.3 POSTIVE OUTCOMES

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

Head Area	SEND	2018/2019 Achievement rate	NAR	% above NAR
Hair and Beauty and Computing	Asperger's	96.2	86.7	9.5
Construction	Autism	88.6	84.1	4.5
Creative Arts	Autism	89.5	85.2	4.3
Hair and Beauty and Computing	Autism	88.5	86.7	1.8
Supported Education	Autism	95.4	90.1	5.3
AEB and Commercial	Disability affecting mobility	93.1	92.6	0.5
Hair and Beauty and Computing	Disability affecting mobility	95.8	88.2	7.6
Business, Maths and ESOL	Dyslexia	88.2	85.0	3.2

Construction	Dyslexia	88.7	84.7	4
Creative Arts	Dyslexia	94.8	86.3	8.5
Engineering and Technology	Dyslexia	96.8	85.1	11.7
Foundation Studies	Dyslexia	91.4	84.1	7.3
Hair and Beauty and Computing	Dyslexia	89.9	84.8	5.1
Creative Arts	Mental Health	91.7	88.1	3.6
Engineering and Technology	Mental Health	88.0	84.4	3.6
Creative Arts	Moderate Learning Difficulty	94.4	89.0	5.4
Hair and Beauty and Computing	Moderate Learning Difficulty	91.5	86.2	5.3
Sports and Service Sector	Moderate Learning Difficulty	90.5	85.5	5
Supported Education	Moderate Learning Difficulty	93.3	92.4	0.9
AEB and Commercial	Other Medical	95.7	88.3	7.4
Creative Arts	Other Medical	96.4	88.6	7.8
Engineering and Technology	Other Medical	95.2	85.8	9.4

#### 15.4 NEEDS FURTHER SCRUTINY

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

Head Area	SEND	2018/2019 Achievement rate	NAR	% below NAR
Creative Arts	Asperger's	81.5	84.2	-2.7
Foundation Studies	Autism	85.1	85.3	-0.2
Sports and Service Sector	Autism	81.3	84.0	-2.7
Academic Study Programmes	Mental Health	72.2	79.2	-7
AEC and Commercial	Mental Health	86.1	90.8	-4.7
Sports and Service Sector	Mental Health	84.3	86.5	-2.2
Supported Education	Mental Health	83.3	86.1	-2.8
Foundation Studies	Moderate Learning Difficulty	78.5	85.6	-7.1
Academic Study Programmes	Other Medical	70.3	83.0	-12.7
Hair and Beauty and Computing	Other Medical	84.8	86.0	-1.2
Construction	Social and Emotional Difficulties	77.1	84.1	-7
Creative Arts	Social and Emotional Difficulties	83.9	85.5	-1.6
Hair and Beauty and Computing	Social and Emotional Difficulties	80.3	84.6	-4.3
Sports and Service Sector	Social and Emotional Difficulties	82.5	86.6	-4.1

## 15.5 HIGH NEEDS

High needs achievement data at 88.5% continues to remain above NAR and the College achievement rate. In addition, there has been an increase from 2017/2018 of 1.6%. Only 32% of High Needs students are female which mirrors last year's data where the figure was slightly lower at 30%. The females in this category have achieved at a rate of 87% which is the same as the NAR. The males in this category however have achieved at a rate of 89.3% which is above the NAR at 87.1%. It would appear that there is an achievement gap between males and females but the data is skewed with only 32% being female.

## 15.6 APPRENTICESHIPS

In 2016/2017 the self-disclosure rate of apprentices declaring SEND was at a rate of 6.25%. This increased by 9% in 2017/2018 and has risen slightly again to 12.9% in 2018/2019. It is pleasing to see that this continues to rise.

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

Of the 448 learners who achieved their framework, 36% are 16-18 years old, 24% are 19-23 years old and 40% are 24 years old and over. Of the 448 learners, 56% are female and 44% are male.

87% of apprentices are White British with an achievement rate of 56.9% compared to a NAR of 65.8%. 13% of apprentices are of Black and Minority Ethnic Heritage with an achievement rate of 60% compared to a NAR of 67.6%. There is an achievement gap between both groups and the National framework achievements overall.

## 15.7 ETHNICITY

In 2018/2019 achievement for White British learners increased and is recorded as 88.4% compared to the College achievement rate at 87.5% and NAR at 86.0%. The achievement for Black and Minority Ethnic Heritage learners is recorded as 84.3% which is above the NAR at 83.37%. However, the gap between White British and Black and Minority Ethnic Heritage learners at College level has increased which will continue to be monitored.

The following ethnicities are falling below the NAR:

Ethnicity	No. of leavers	Achievement against College achievement at 87.5%	NAR
Arab	43	81.4	84.6
Caribbean	27	74.1	75.1
Gypsy/Irish Traveller	21	71.4	81.0
Irish	17	76.5	86.7
Other	149	76.5	84.5
Other Asian	146	72.6	84.1
Other Black	34	85.3	87.1
Other mixed	66	81.8	84.7
Pakistani	16	50.0	78.6
White/Black African	30	80.0	84.2

When reviewing the data by academic area the majority of areas have below 10 learners and these students are dispersed across courses. However, the following academic areas have more than 10 learners in the above category to warrant further investigation; Business, English, Maths and ESOL, AEB and Commercial.

All Classroom by Ethnicity								
Academic Year	Leavers		Achievement %		Retention %		Pass %	
	White British	BME	White British	BME	White British	BME	White British	BME
2013-2014	12729	2184	82%	82%	90%	94%	91%	87%
2014-2015	9339	2064	75%	79%	90%	95%	83%	83%
2015-2016	8404	1913	72%	81%	87%	91%	83%	88%
2016-2017	7271	2118	82%	82%	94%	94%	88%	88%
2017-2018	7093	2550	84%	84%	91%	92%	93%	92%
2018-2019	10628	2407	88%	84%	92%	92%	96%	91%

### 15.8 GENDER

The student population is split 55% females and 45% males which is the same split as in 2017/2018. Females have achieved at a rate of 87.6% against the NAR at 85.6%. Males have achieved at a rate of 87.3% against the NAR at 85.6%.

### 15.9 AGE

59% of the College student population are 16-18 years old and are achieving above the College average at 88% against a NAR of 85.3%. This is an improvement from 2017/2018 of 5.8%.

41% of College students are 19+ years old and are achieving below the College average by 1.5% at 86.6% against a NAR of 86%.

### 15.10 FREE COLLEGE MEALS

Although not a protected characteristic, it is worth monitoring the achievement of this group of learners who come from low income households to identify any patterns or signs of this group becoming disadvantaged. Those students who are accessing free College meals are achieving at the same rate as the College average at 87.5%. Whilst this is a small decline from 2017/2018 (0.3%) this is still above the NAR which is 85.0%. Further investigation is required to establish why students from the Sports and Service Sector in this category are achieving at 81.8% and Academic Study programmes at 75.9% which is below both the NAR and the College average.

### 15.11 LOOKED AFTER AND CARE LEAVERS

This category is not a protected characteristic but again are worthwhile monitoring to identify and patterns of signs of this group becoming disadvantaged as these learners come from more complex circumstances and can lack a stable home life. In 2017/2018 the achievement rate for Care Leavers was 94.1%, however in 2018/2019 this has declined to 76.9%. Looked after Children has seen an increase in achievement from 75.9% in 2017/2018 to 81.1% in 2018/2019, however this is still below the NAR and College average rate. Both categories require further exploration.

## 16 LEARNER COMPLAINTS AND GRIEVANCE RELATED TO EQUALITY AND DIVERSITY

Ethnicity and disability data for 2018/2019 comprise of the following:

	Ethnicity*		Disability*	
	White British	Not British	No disability	Has a disability
Lincoln	37 (61)	2 (3)	14 (42)	25 (22)
Newark	2 (3)	0 (3)	2 (4)	0 (2)
Gainsborough	1 (1)	0 (0)	1 (0)	0 (1)

\* 14 complaint records were incomplete and did not record ethnicity or disability information.

The overall number of complaints received during 2018/2019 declined compared to 2017/2018, from 71 to 42. As a proportion of those complaints received, however, the number of students with a disability rose from 52% to 64% at the Lincoln campus. The number of learners with a disability making a complaint at the Newark and Gainsborough campuses remained in line with previous years although the numbers of complaints were minimal. The breakdown of complainants with regard to ethnicity again, is largely in line with previous years and offers no trend that is concerning.

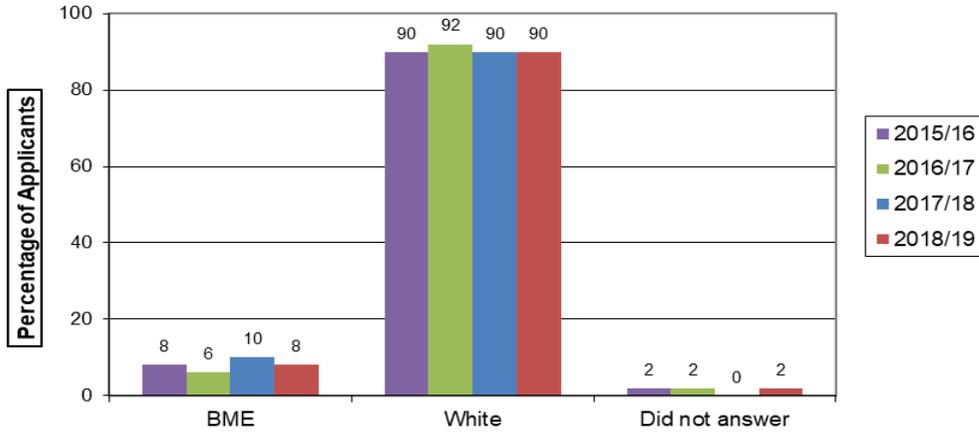
The main themes highlighted in the complaints received relate to:

- Support for learners with learning disabilities or difficulties
- The conduct of staff
- Course related issues such as course availability, bursaries and assessment
- Estate issues such as noise

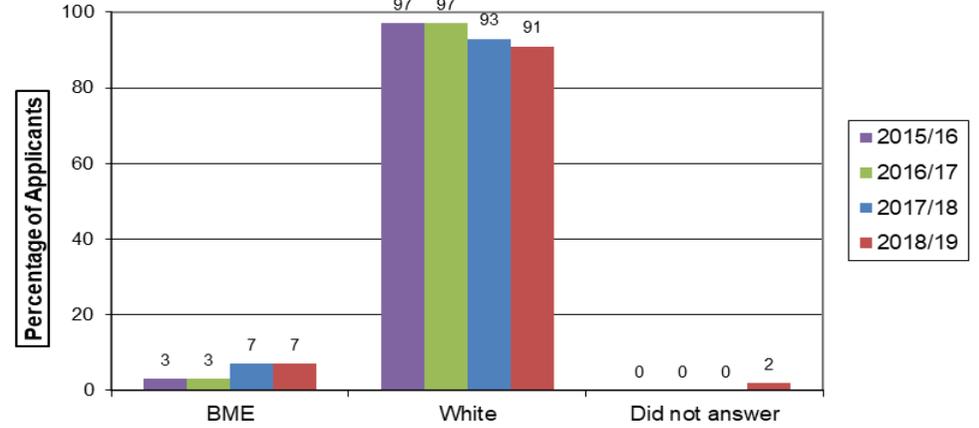
**REPORT ENDS**

## APPENDIX 1: EMPLOYEE RECRUITMENT – ETHNICITY

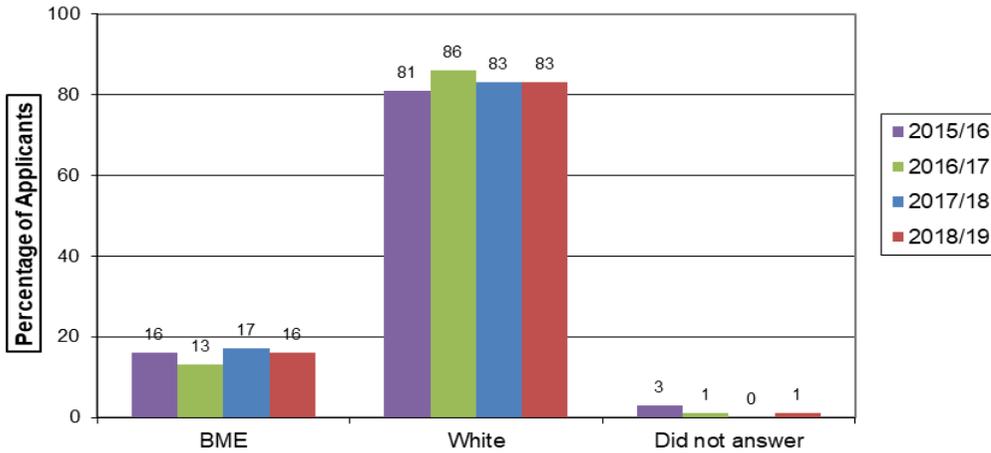
### Ethnicity of Applicants - All Posts



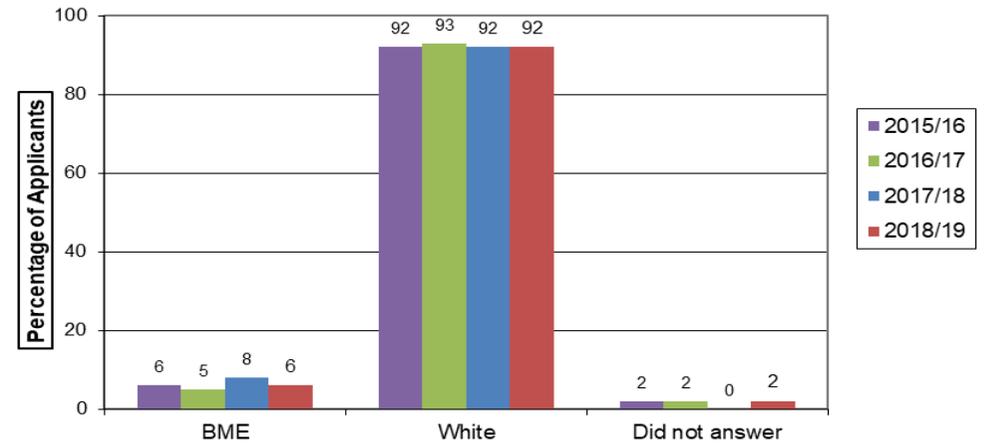
### Ethnicity of Applicants - Management Spine



### Ethnicity of Applicants - Academic Staff

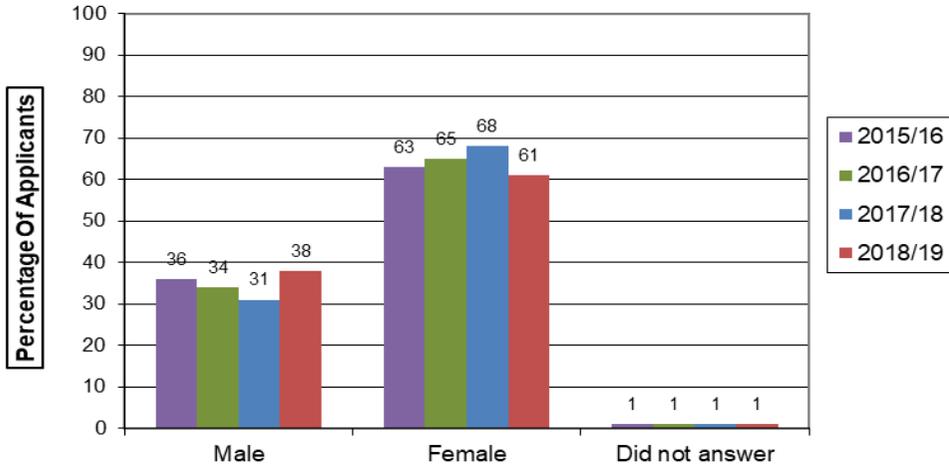


### Ethnicity of Applicants - Support Staff

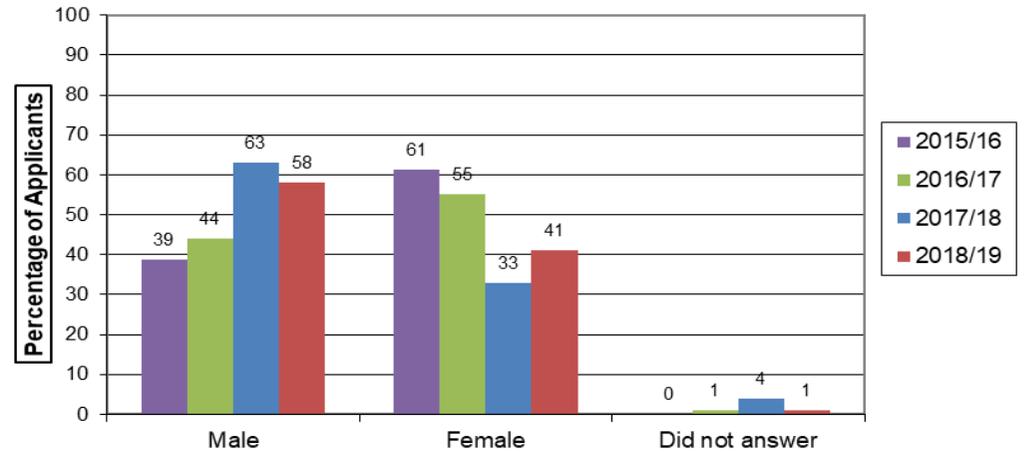


## APPENDIX 2: EMPLOYEE RECRUITMENT – GENDER

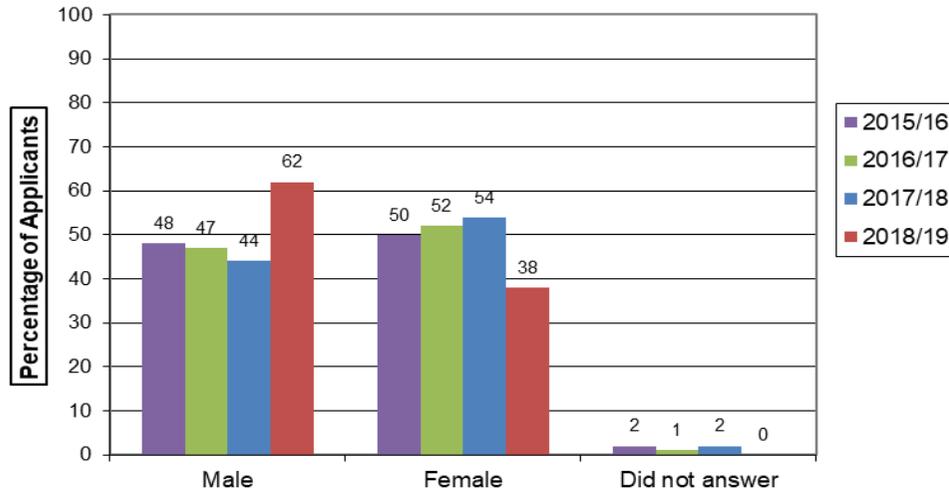
### Gender of Applicants - All Posts



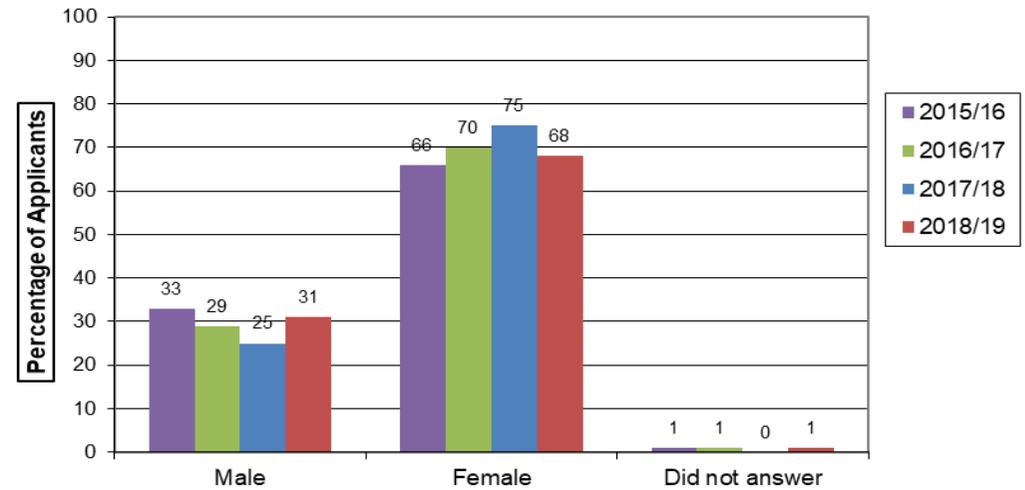
### Gender of Applicants - Management Spine



### Gender of Applicants - Academic Staff

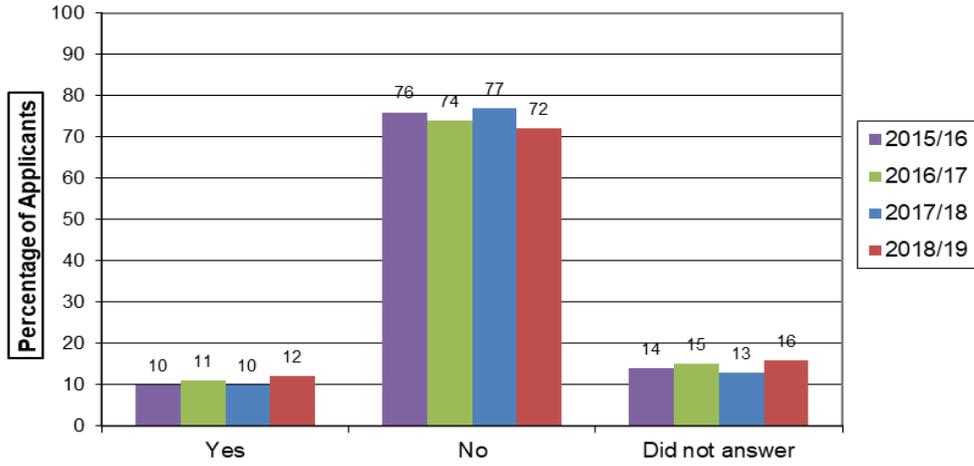


### Gender of Applicants - Support Staff

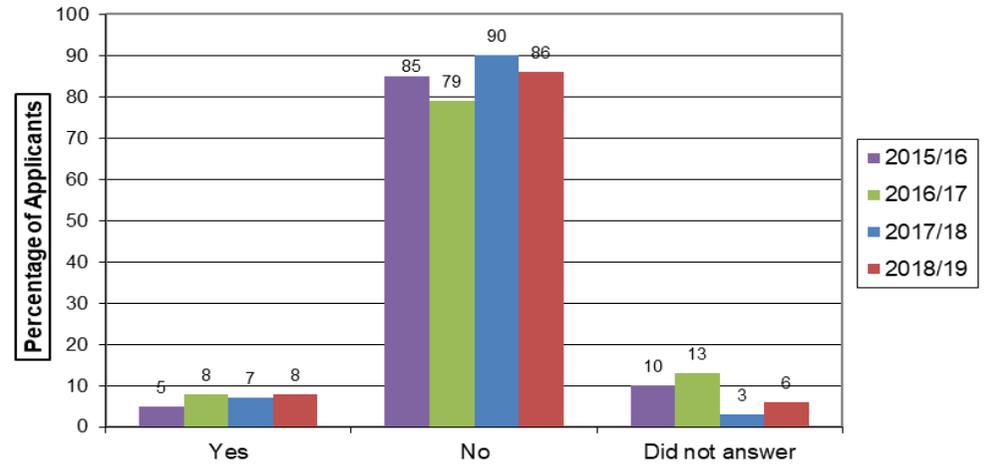


### APPENDIX 3: EMPLOYEE RECRUITMENT – DISABILITY

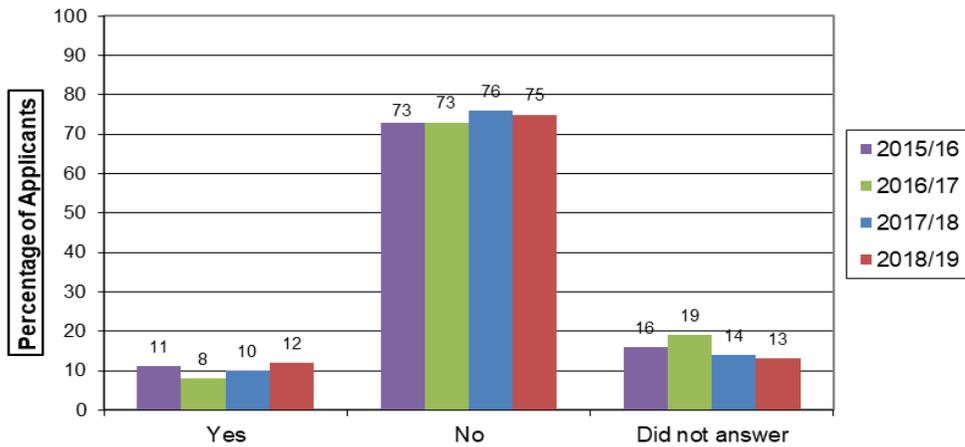
#### Disability of Applicants - All Posts



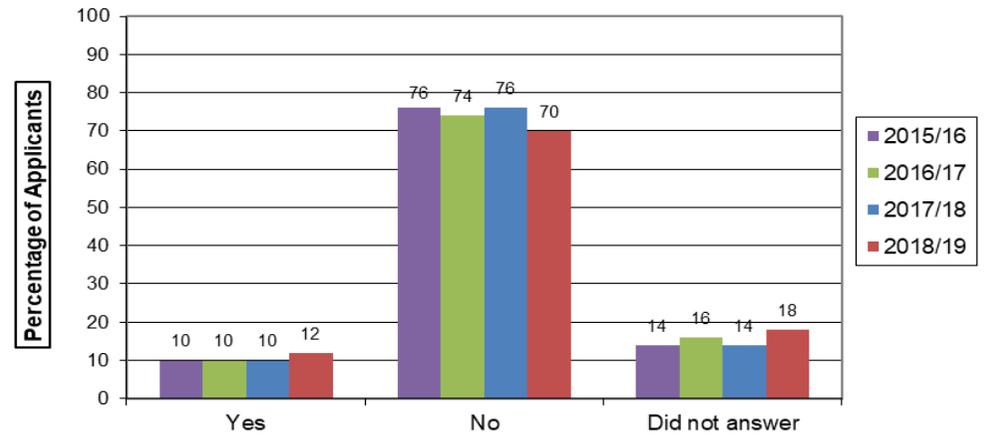
#### Disability of Applicants- Management Spine



#### Disability of Applicants - Academic Staff

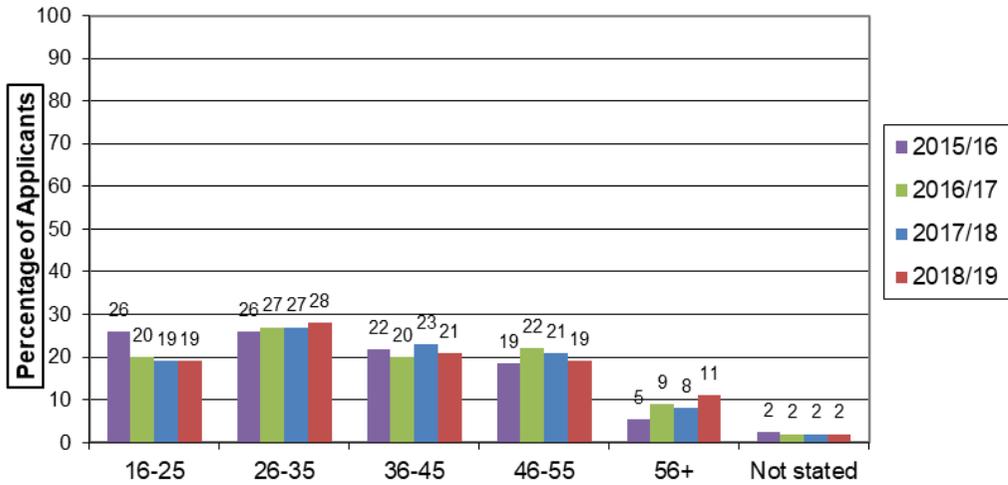


#### Disability of Applicants - Support Staff

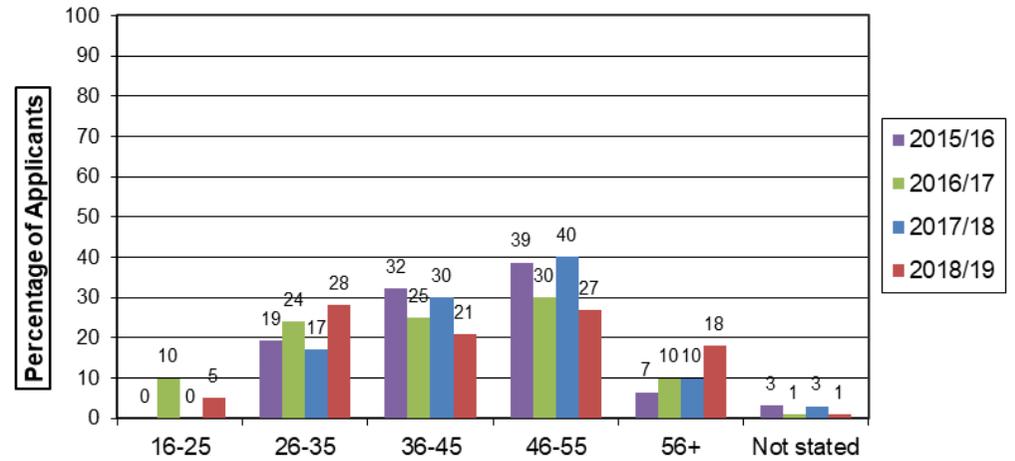


APPENDIX 4: EMPLOYEE RECRUITMENT – AGE

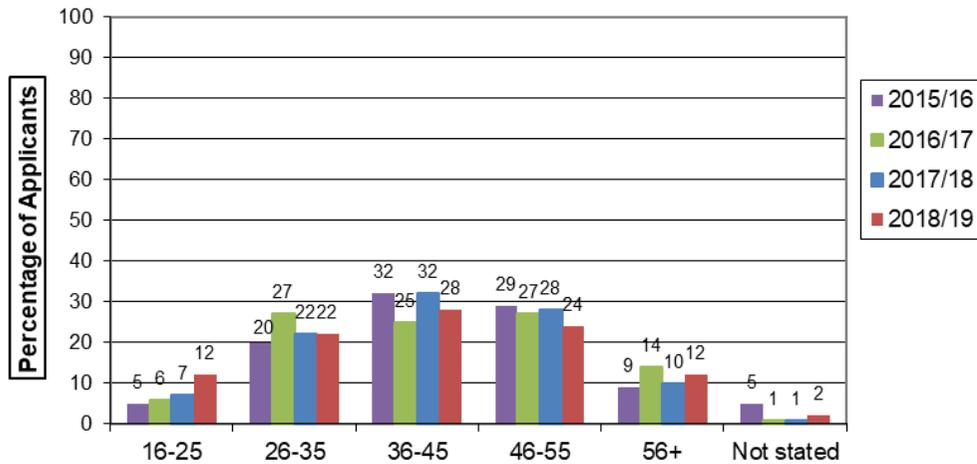
Age of Applicants - All Posts



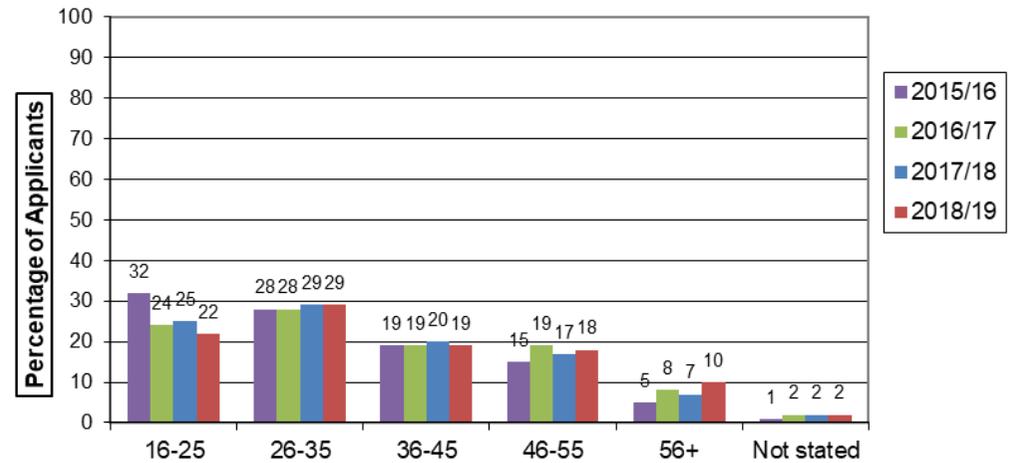
Age of Applicants - Management Spine



Age of Applicants - Academic Staff

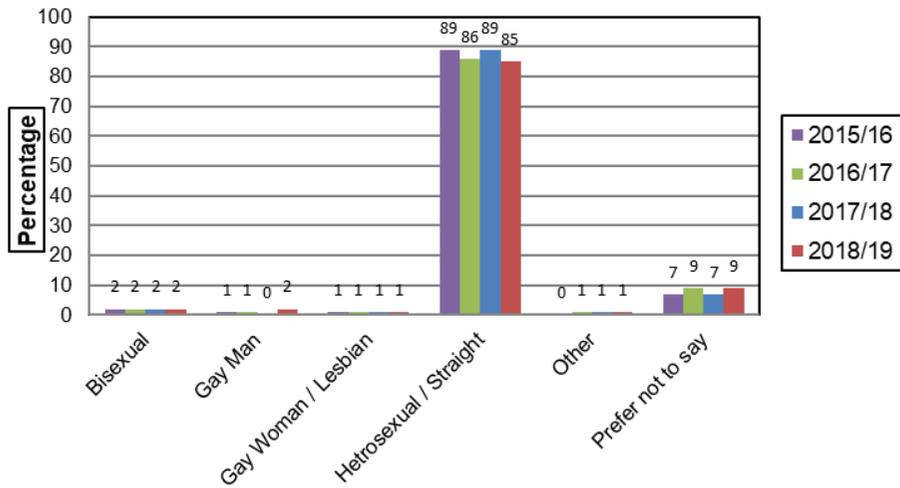


Age of Applicants - Support Staff

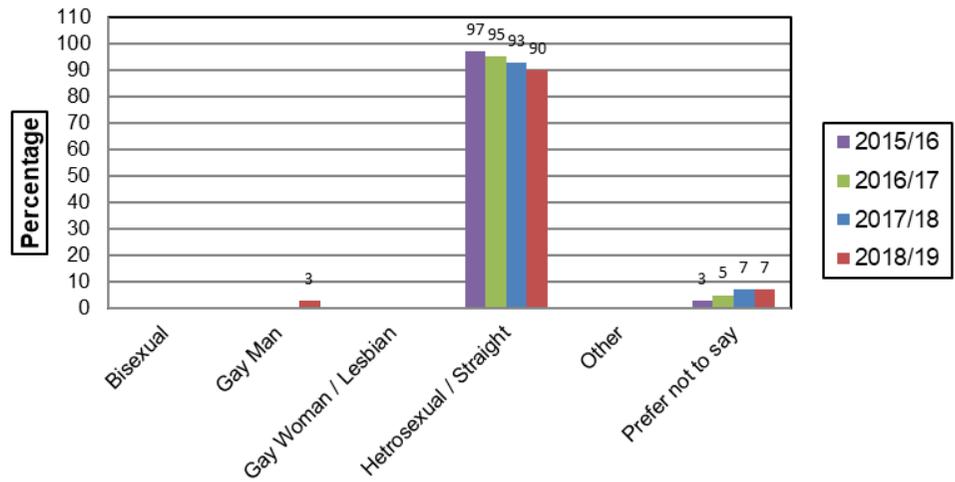


APPENDIX 5: EMPLOYEE RECRUITMENT – SEXUAL ORIENTATION

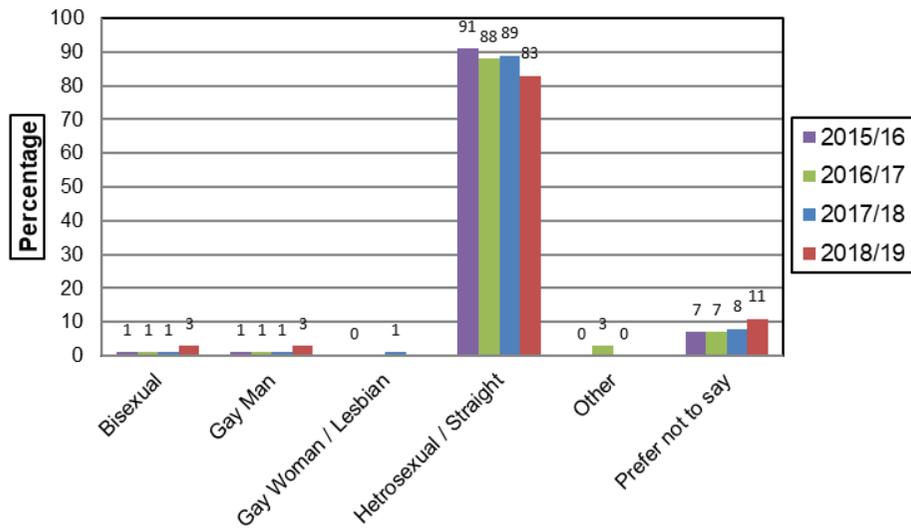
Sexual Orientation of Applicants - All Posts



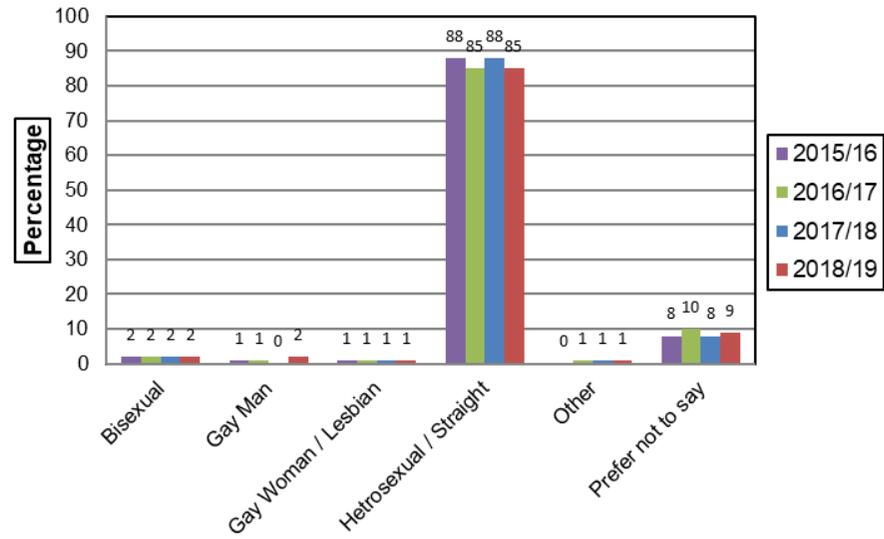
Sexual Orientation of Applicants - Management Spine



Sexual Orientation of Applicants - Academic Staff

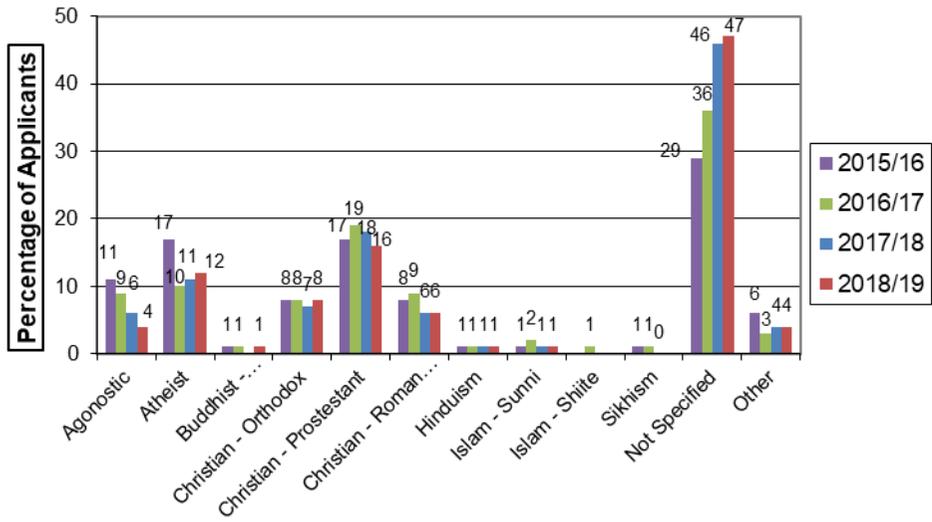


Sexual Orientation of Applicants - Support Staff

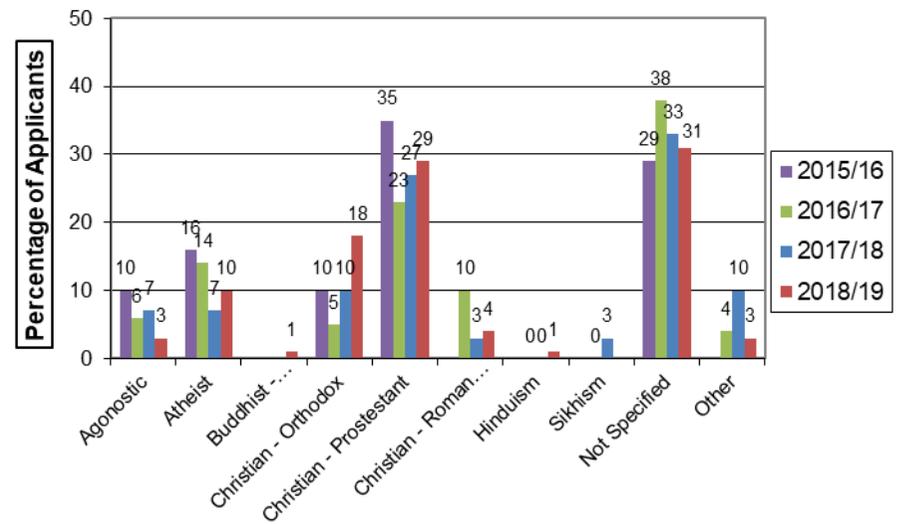


## APPENDIX 6: EMPLOYEE RECRUITMENT – RELIGION

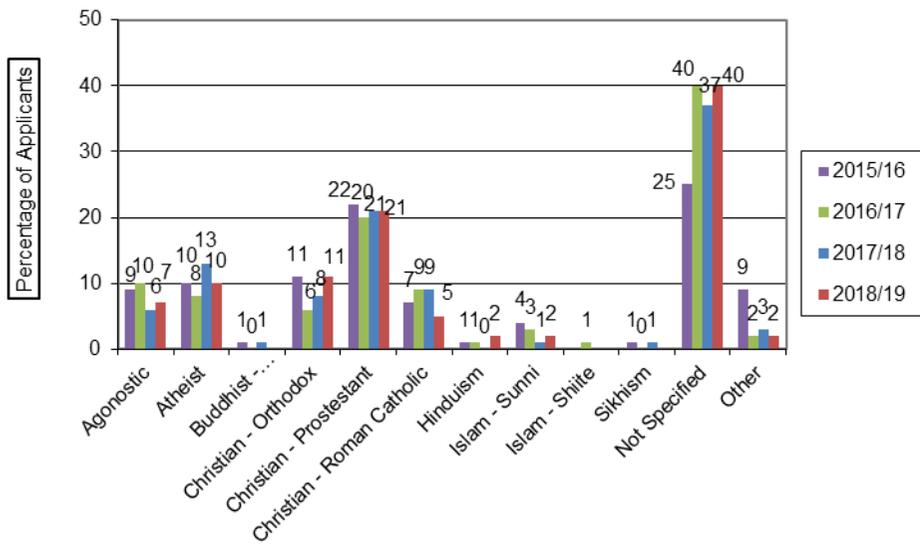
### Religion of Applicants - All Posts



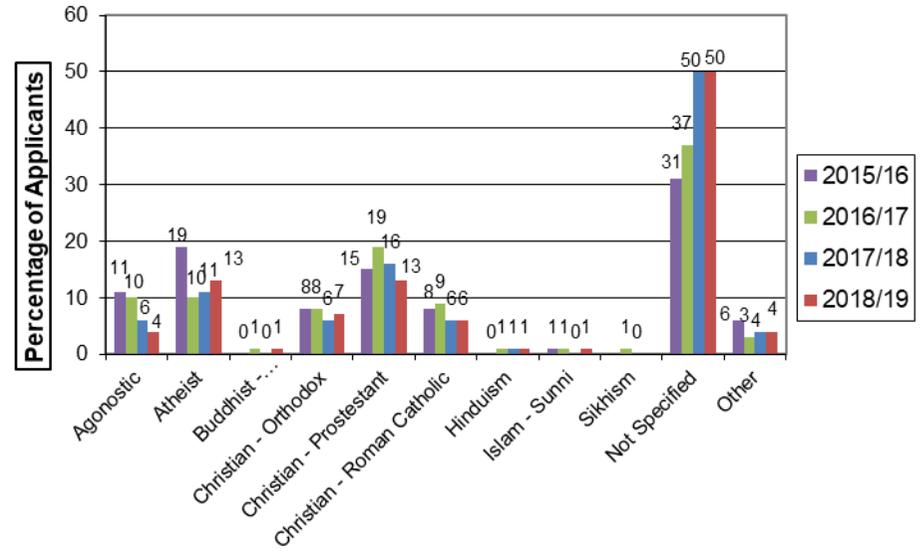
### Religion of Applicants - Management Spine



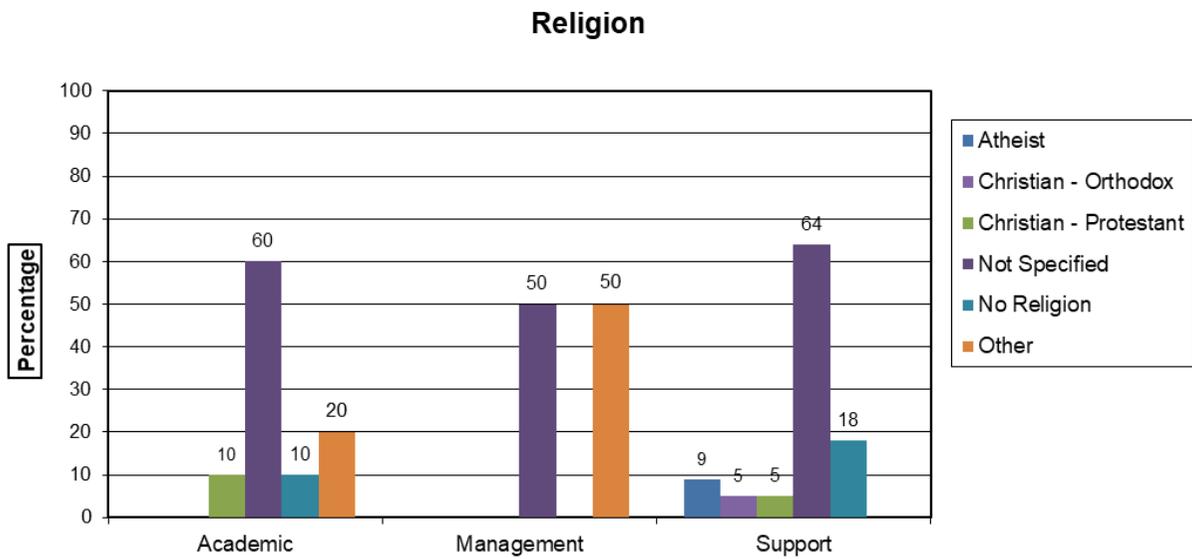
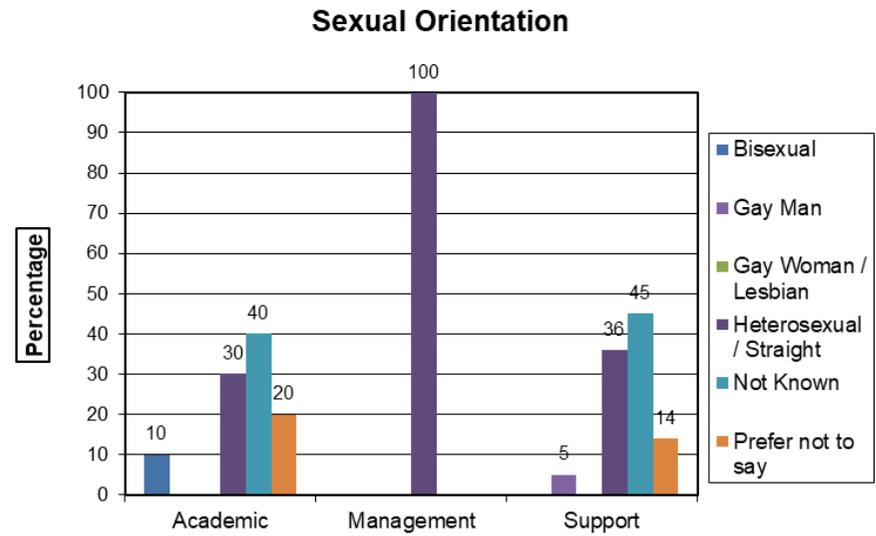
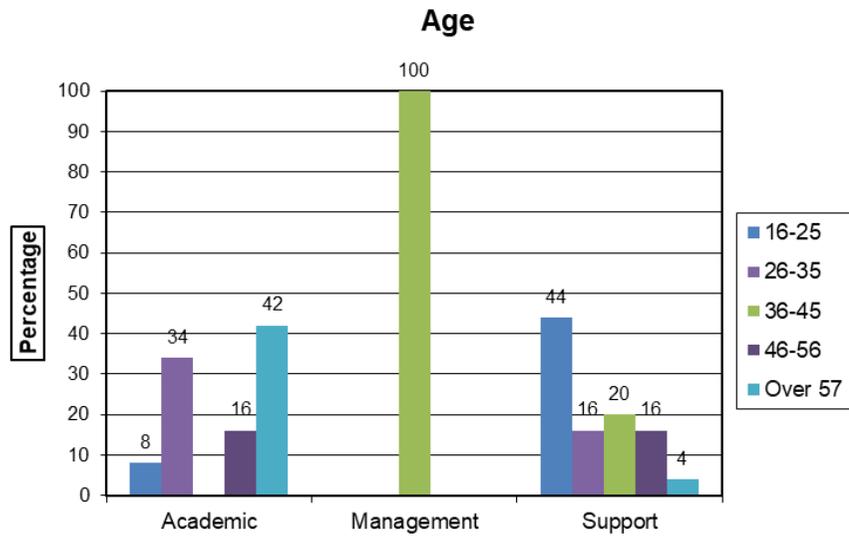
### Religion of Applicants - Academic Staff



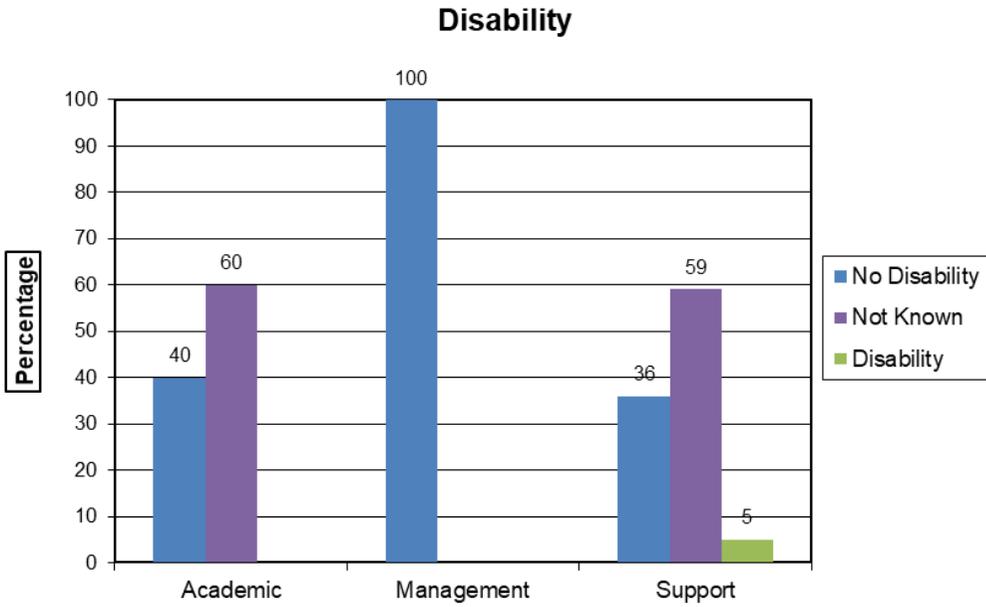
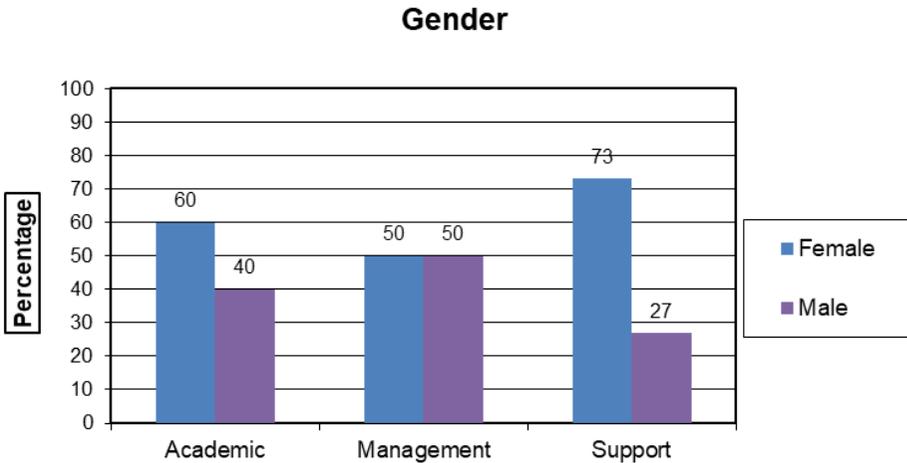
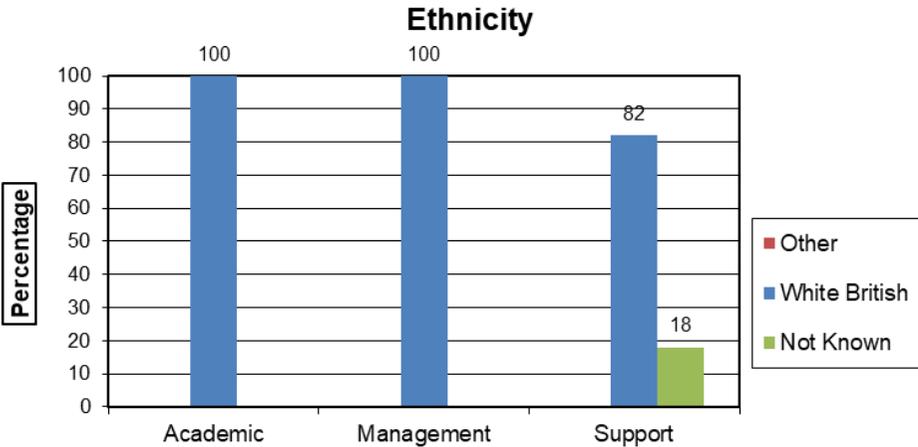
### Religion of Applicants - Support Staff



APPENDIX 7: FIXED TERM APPOINTMENTS 2018/2019 – AGE, SEXUAL ORIENTATION & RELIGION

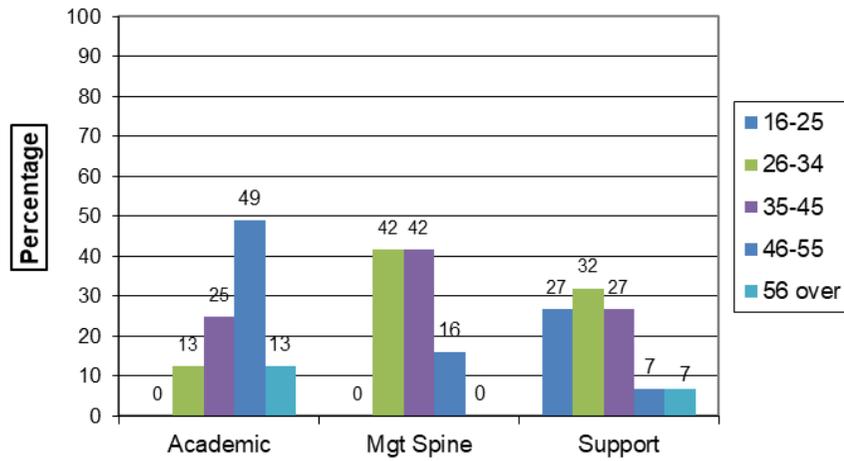


**APPENDIX 8: FIXED TERM APPOINTMENTS 2018/2019 – ETHNICITY, GENDER & DISABILITY**

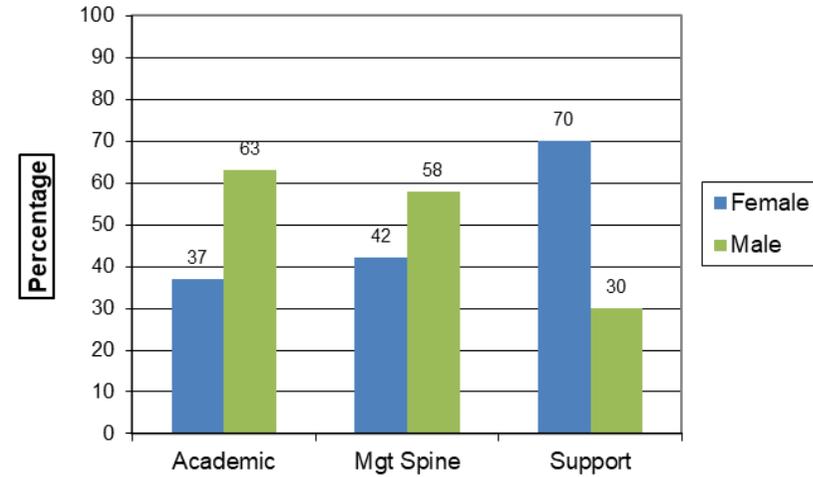


**APPENDIX 9: ANALYSIS OF PROMOTIONS 2018/2019 – AGE, GENDER & DISABILITY**

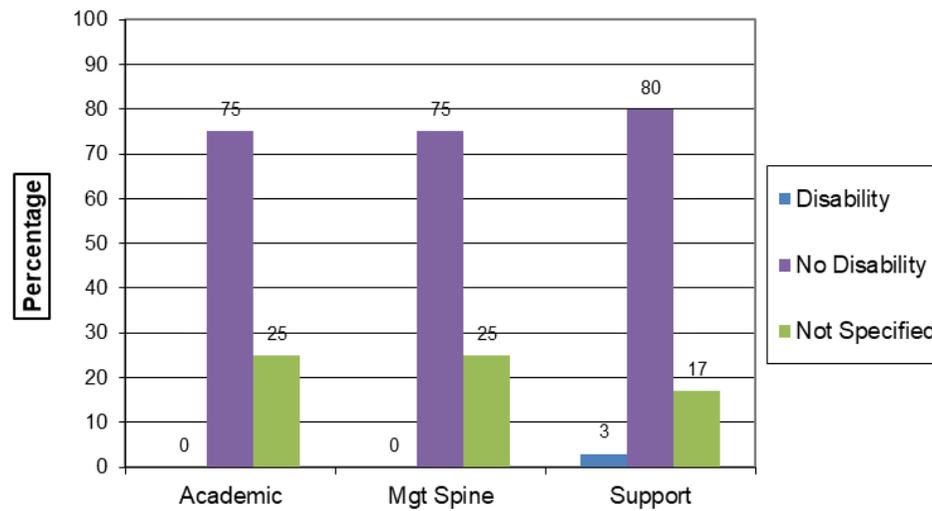
**Age Analysis**



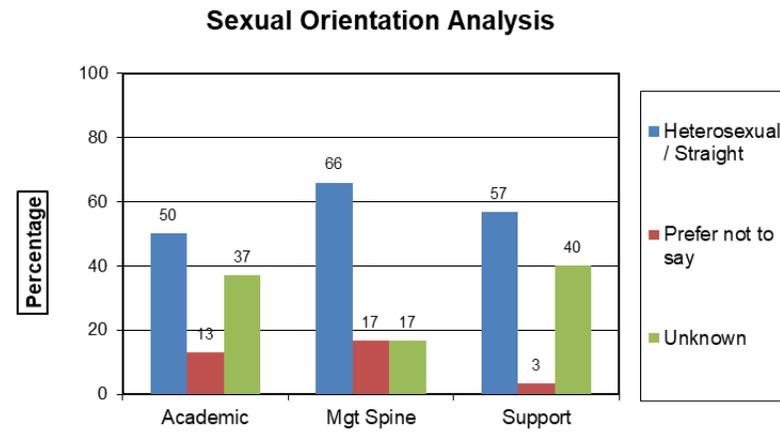
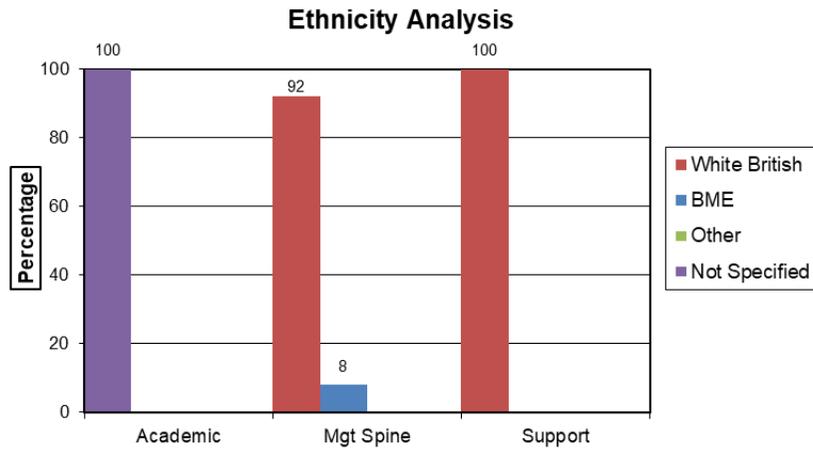
**Gender Analysis**



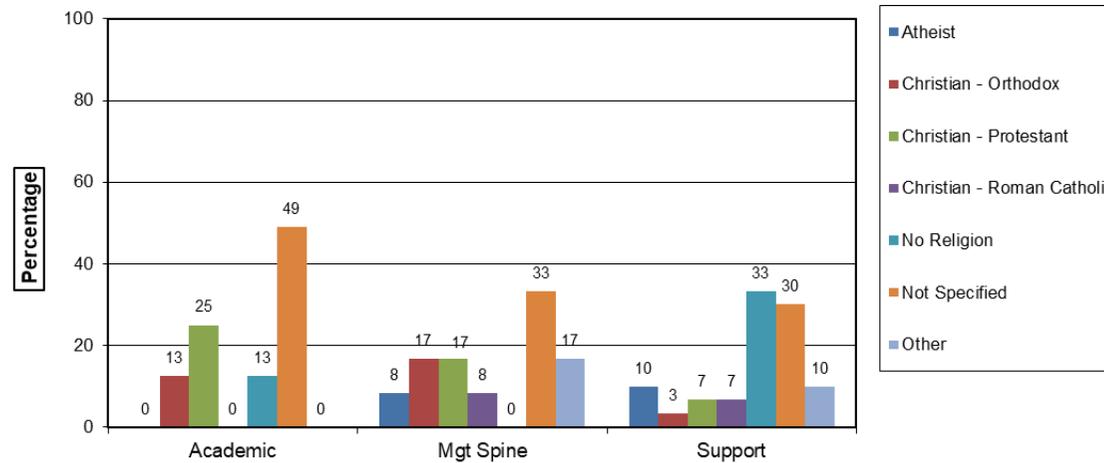
**Disability Analysis**



## APPENDIX 10: ANALYSIS OF PROMOTIONS 2018/2019 – ETHNICITY, SEXUAL ORIENTATION & RELIGION

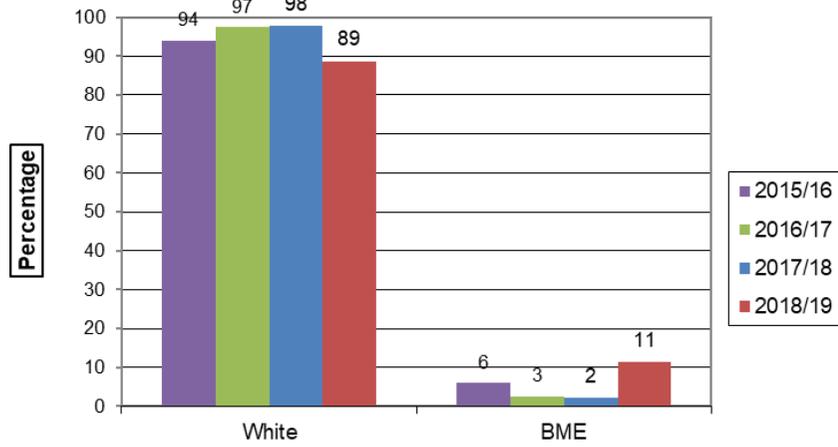


### Religion Analysis

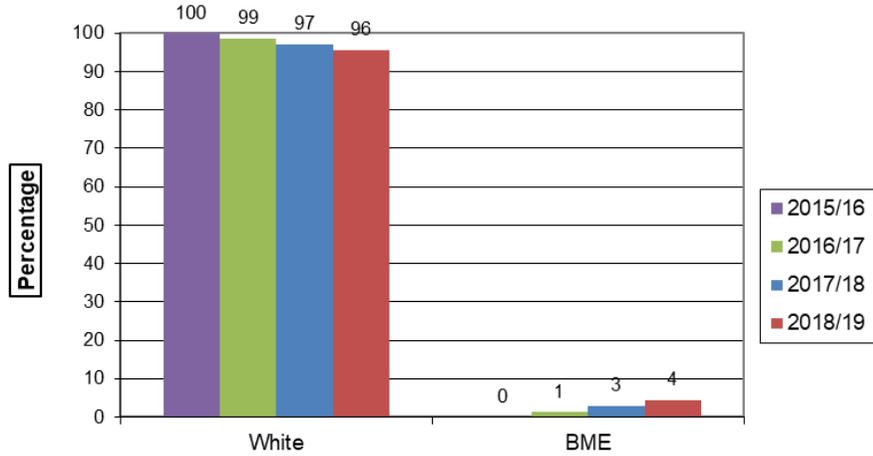


## APPENDIX 11: EMPLOYEE PROFILE – ETHNICITY

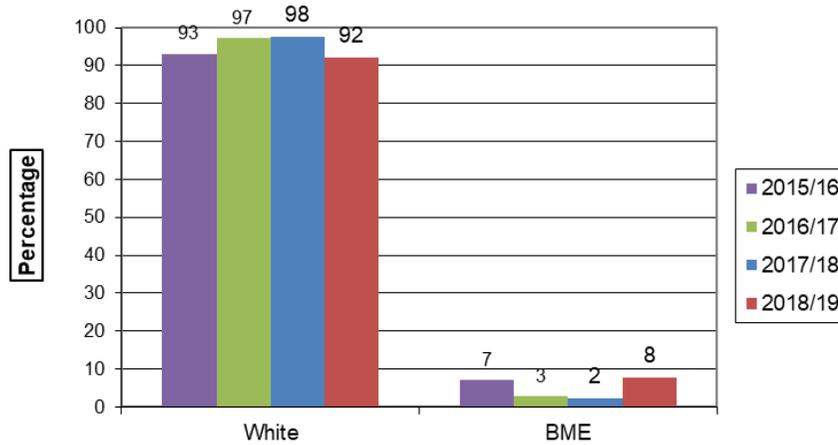
### Ethnicity - All Staff



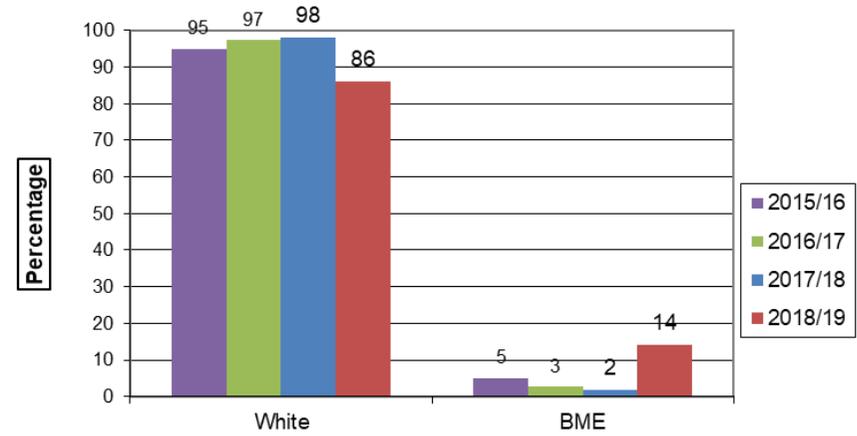
### Ethnicity - Management Spine Staff



### Ethnicity - Academic Staff

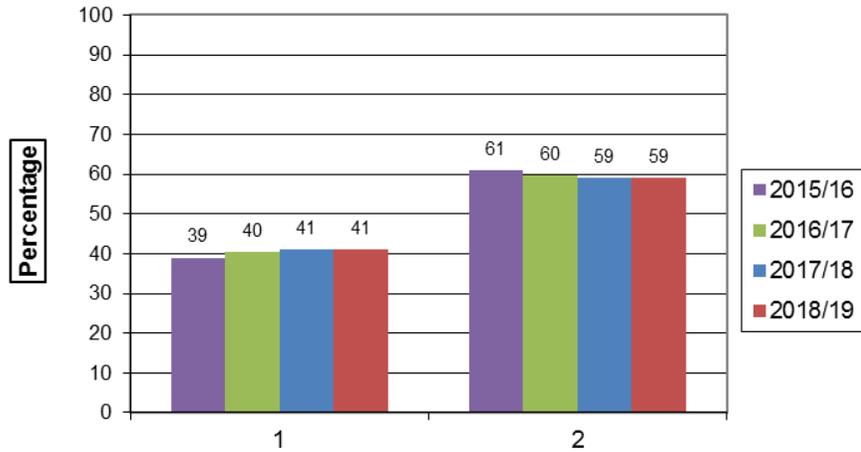


### Ethnicity - Support Staff

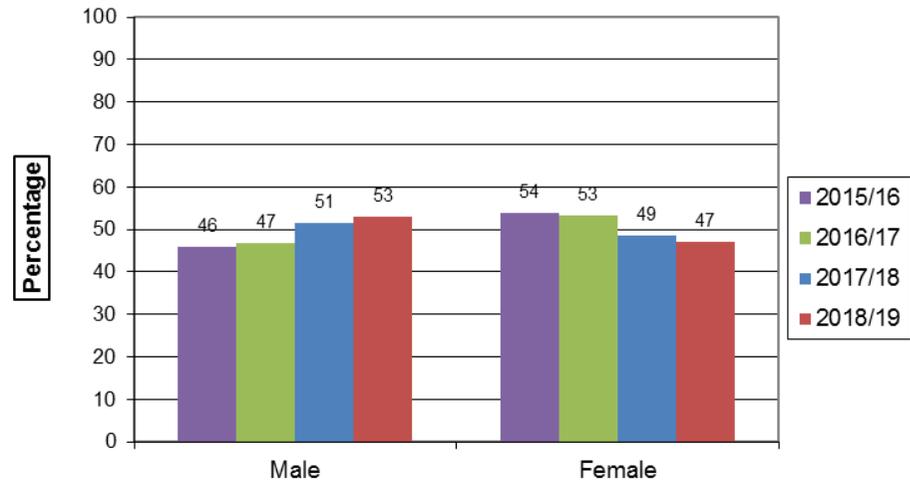


**APPENDIX 12: EMPLOYEE PROFILE – GENDER**

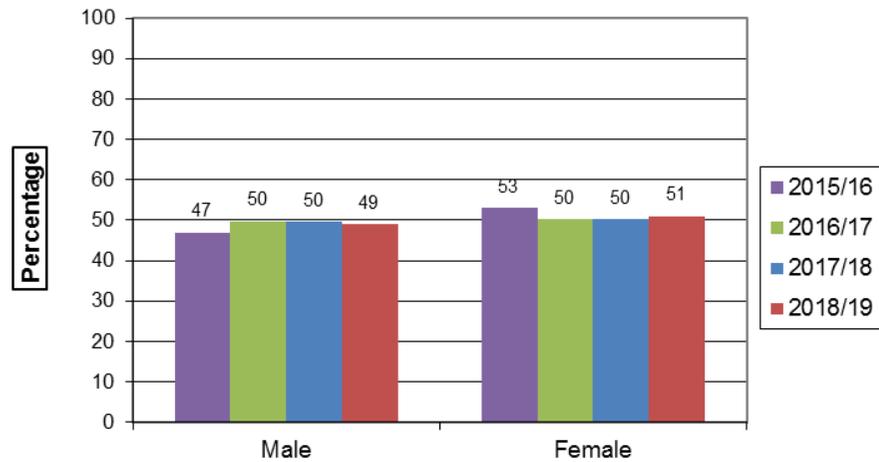
**Gender - All Staff**



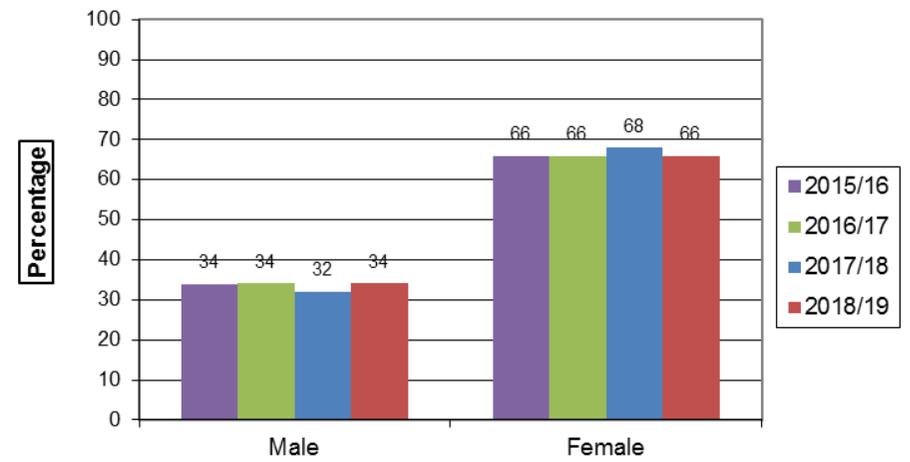
**Gender - Management Spine Staff**



**Gender - Academic Staff**

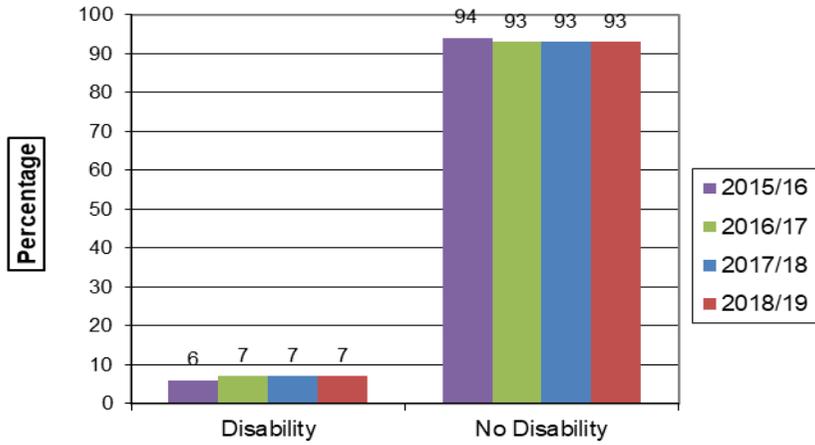


**Gender - Support Staff**

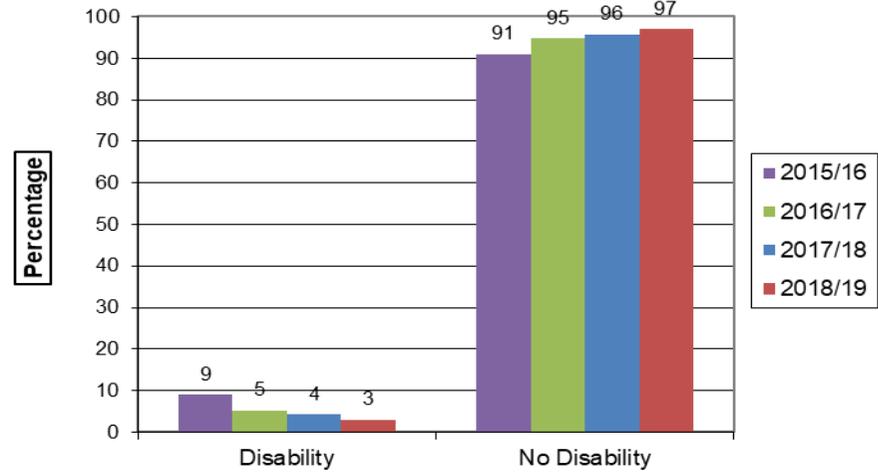


APPENDIX 13: EMPLOYEE PROFILE – DISABILITY

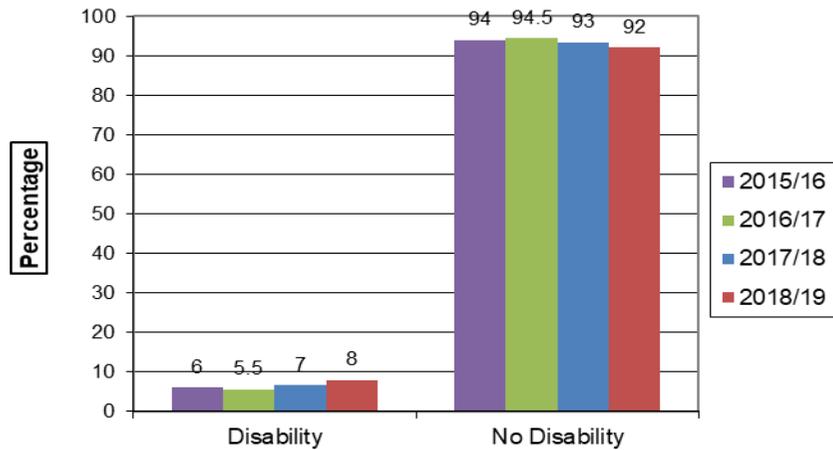
Disability - All Staff



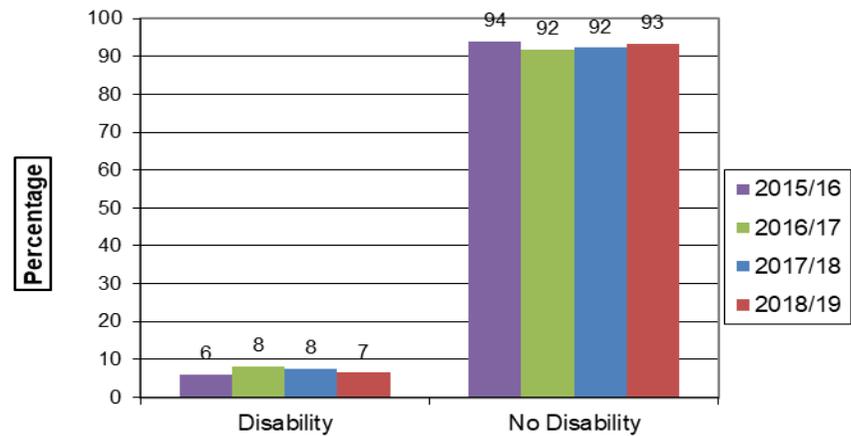
Disability - Management Spine Staff



Disability - Academic Staff

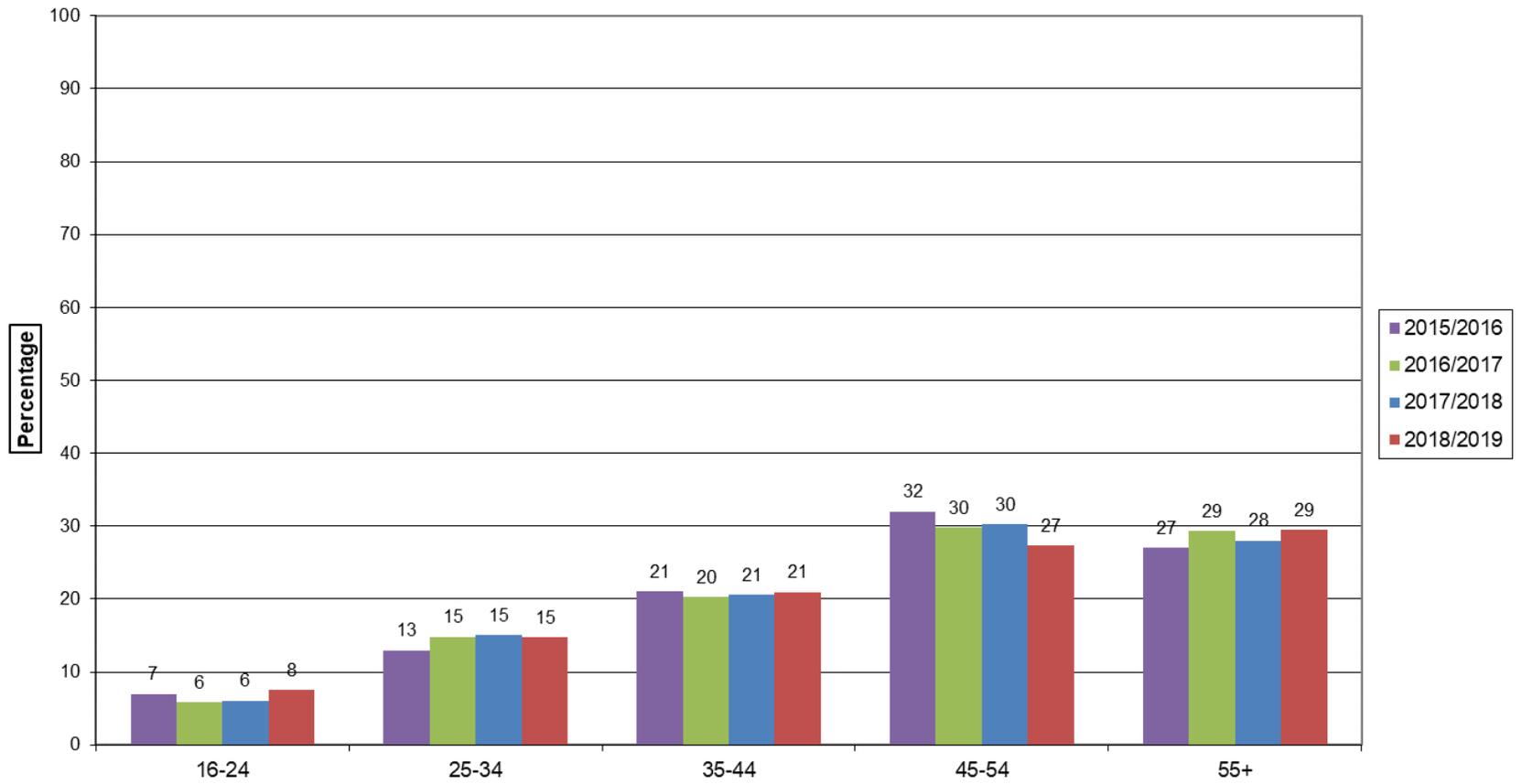


Disability - Support Staff



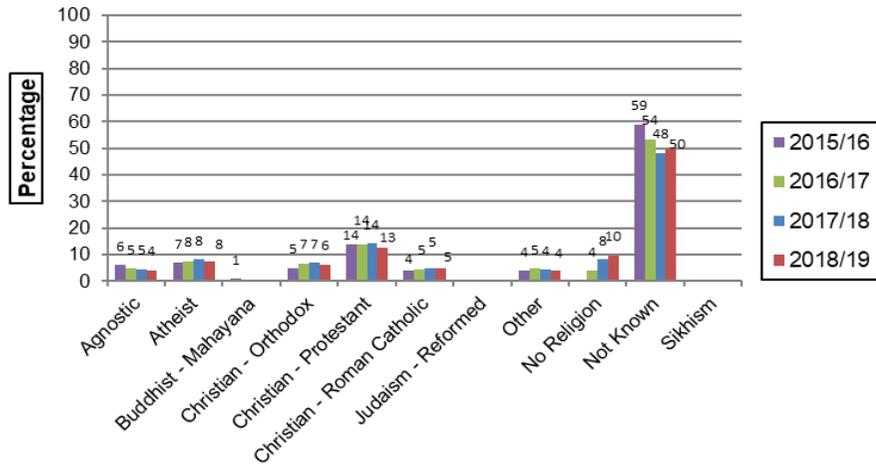
**APPENDIX 14: EMPLOYEE PROFILE – AGE**

**Age**

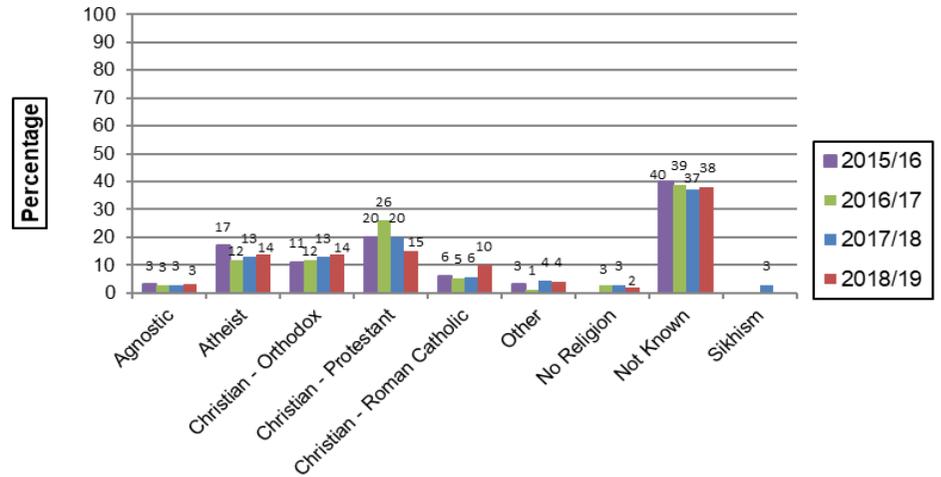


## APPENDIX 15: EMPLOYEE PROFILE – RELIGION

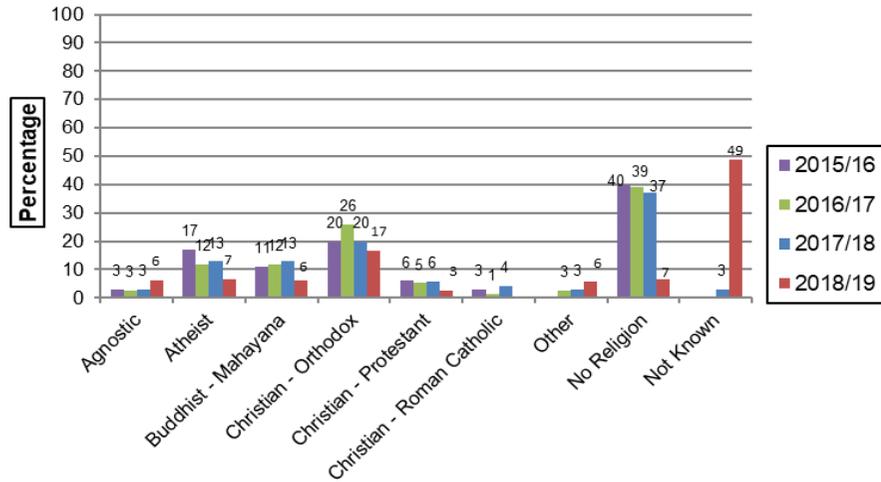
### Religion - All Staff



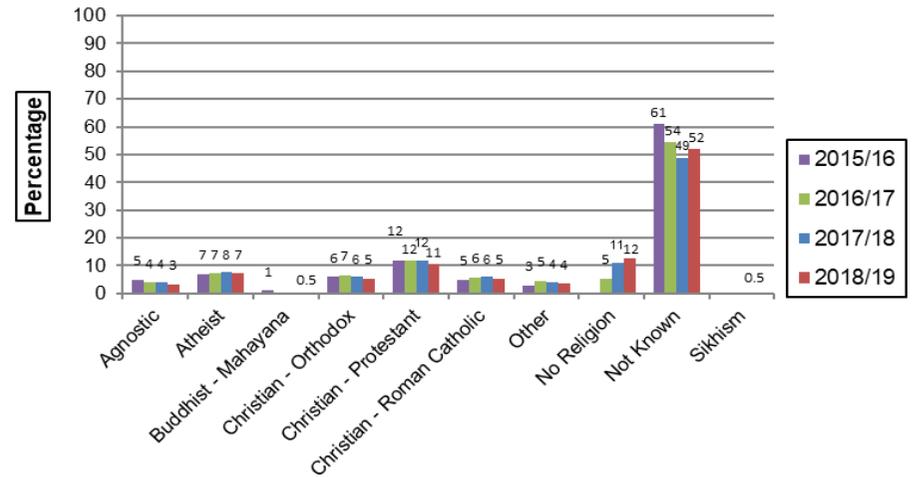
### Religion - Management Spine Staff



### Religion - Academic Staff

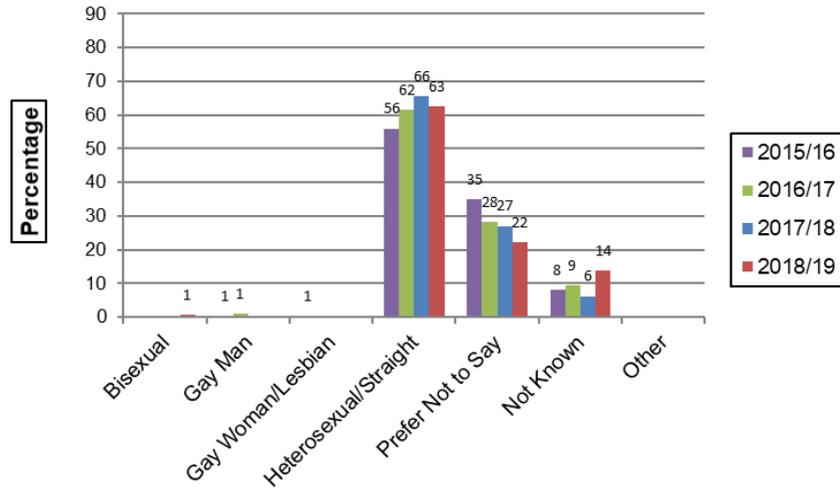


### Religion - Support Staff

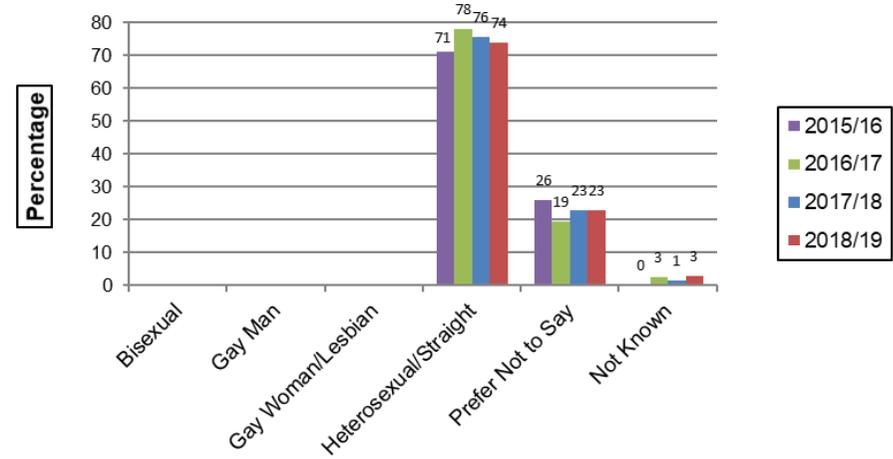


## APPENDIX 16: EMPLOYEE PROFILE – SEXUAL ORIENTATION

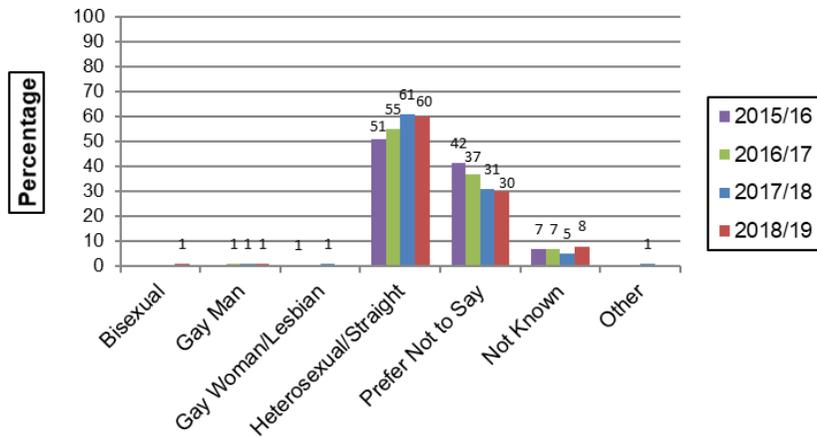
### Sexual Orientation - All Staff



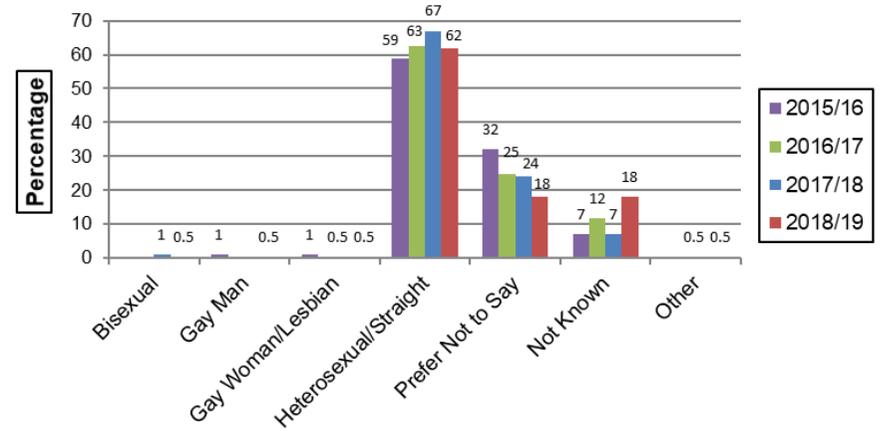
### Sexual Orientation - Management Spine Staff



### Sexual Orientation - Academic Staff

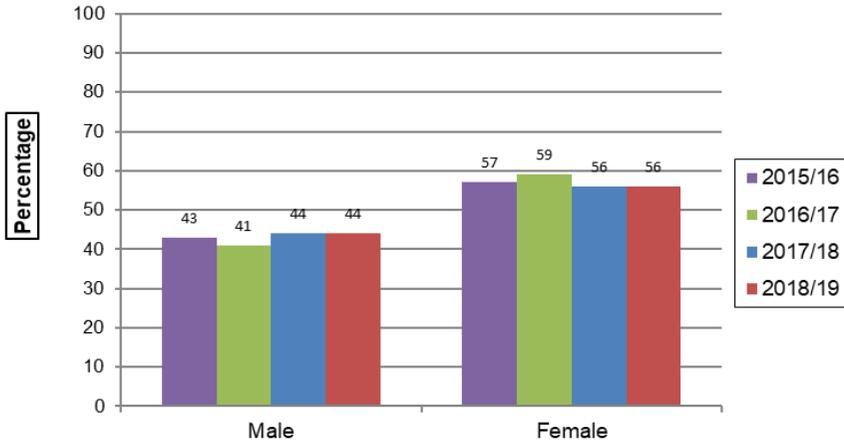


### Sexual Orientation - Support Staff

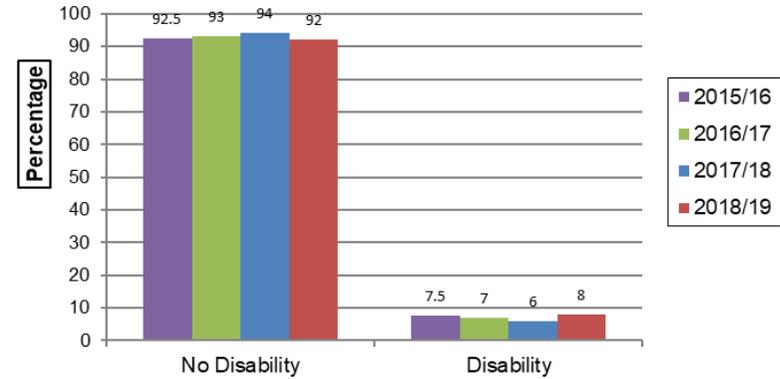


## APPENDIX 17: STAFF DEVELOPMENT – GENDER, DISABILITY & ETHNICITY

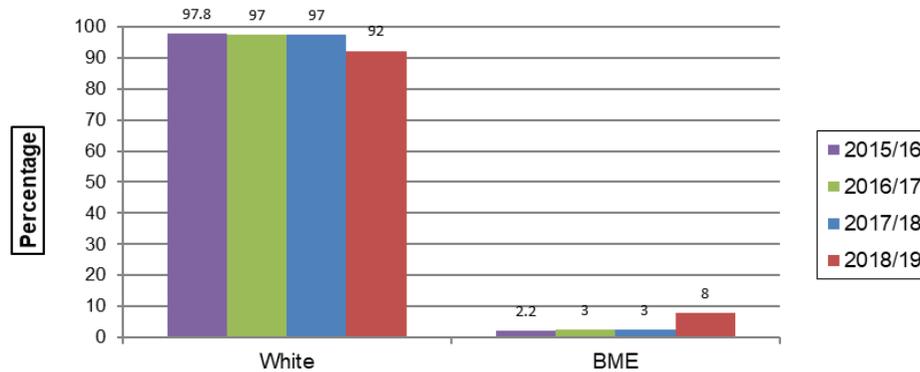
### Gender of Staff Undertaking Staff Development



### Disability of Staff Undertaking Staff Development

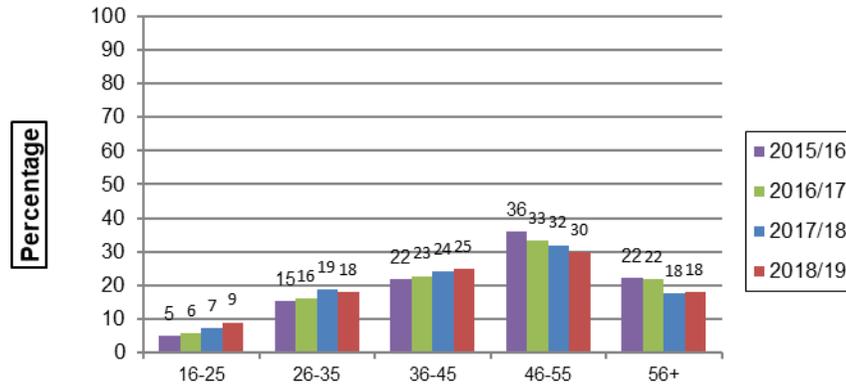


### Ethnicity of Staff Undertaking Staff Development

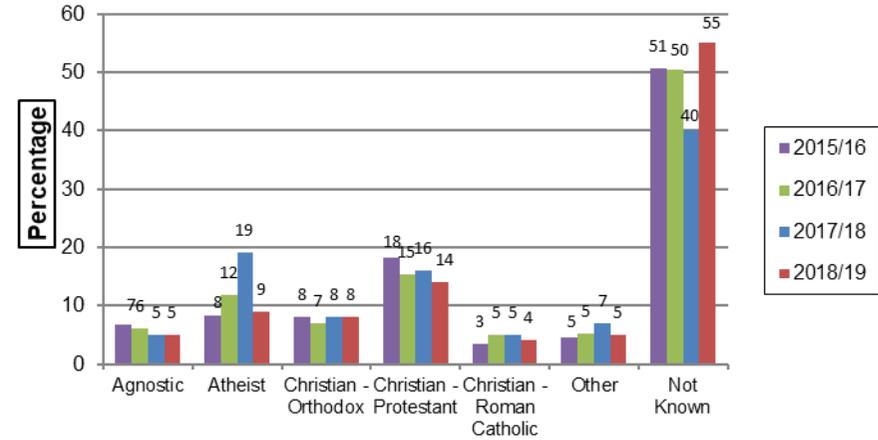


## APPENDIX 18: STAFF DEVELOPMENT – AGE, RELIGION & SEXUAL ORIENTATION

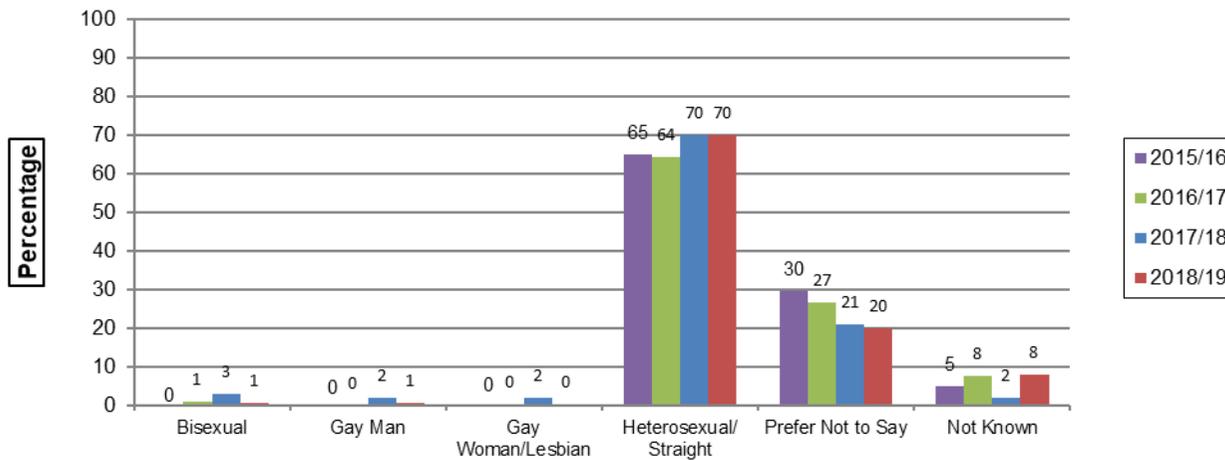
### Age of Staff Undertaking Staff Development



### Religion of Staff Undertaking Staff Development

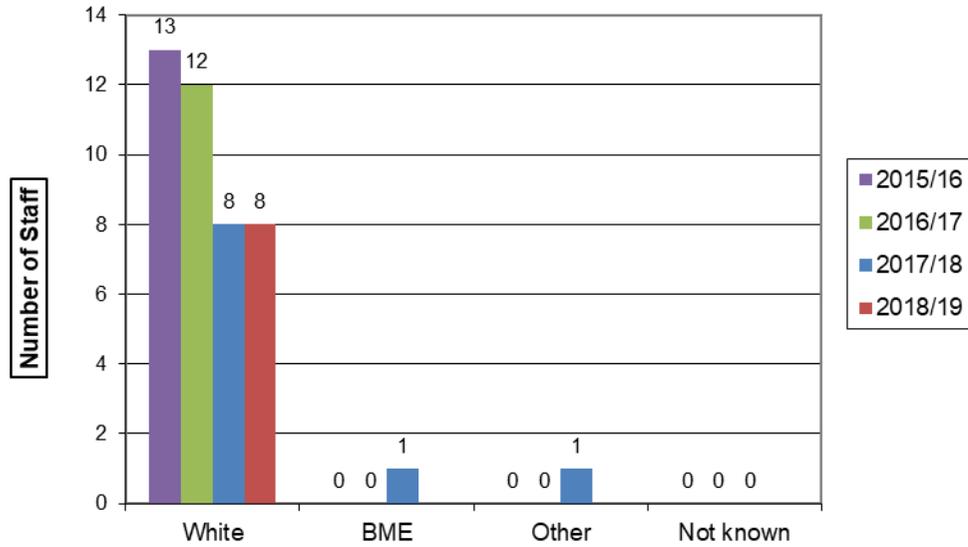


### Sexual Orientation of Staff Undertaking Staff Development

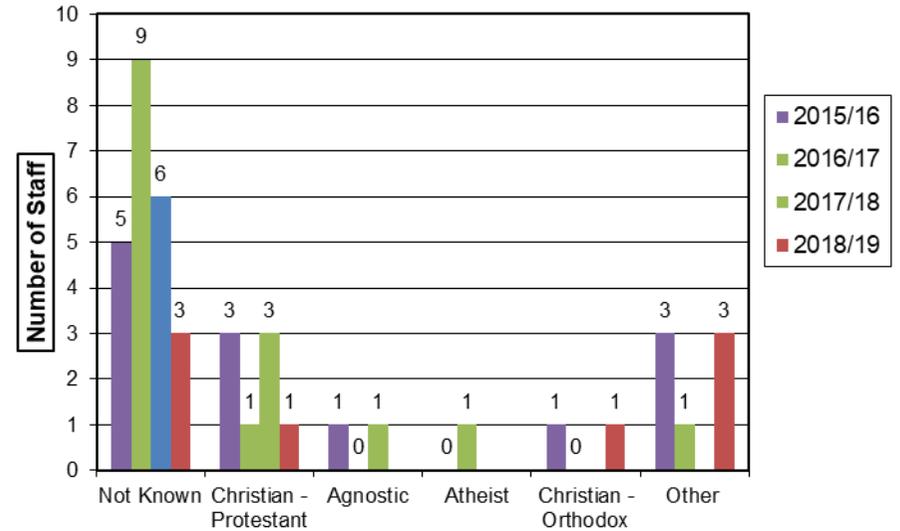


APPENDIX 19: STAFF DISCIPLINE PROFILE – ETHNICITY, RELIGION & SEXUAL ORIENTATION

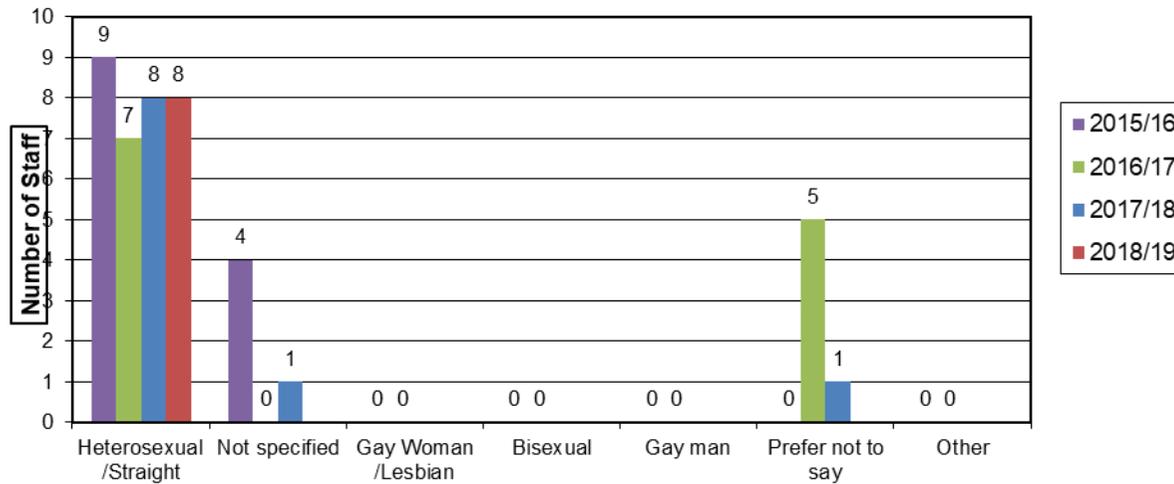
Disciplinarys by Ethnicity



Disciplinarys by Religion

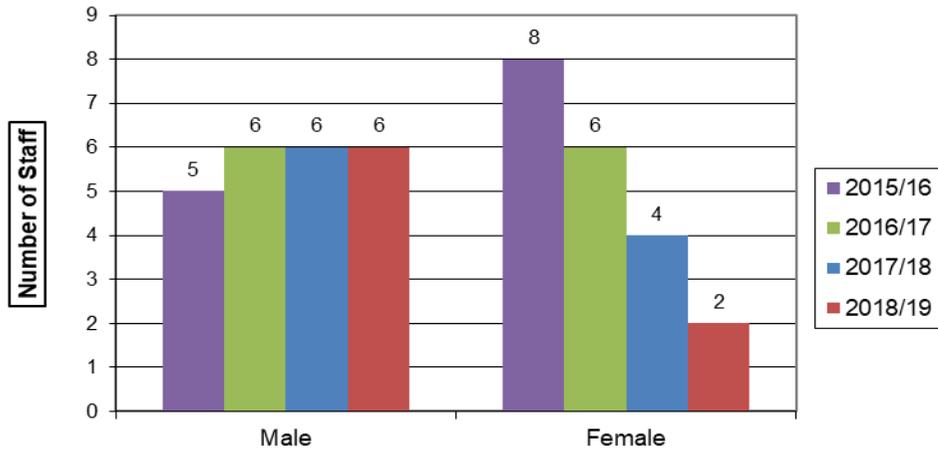


Disciplinarys by Sexual Orientation

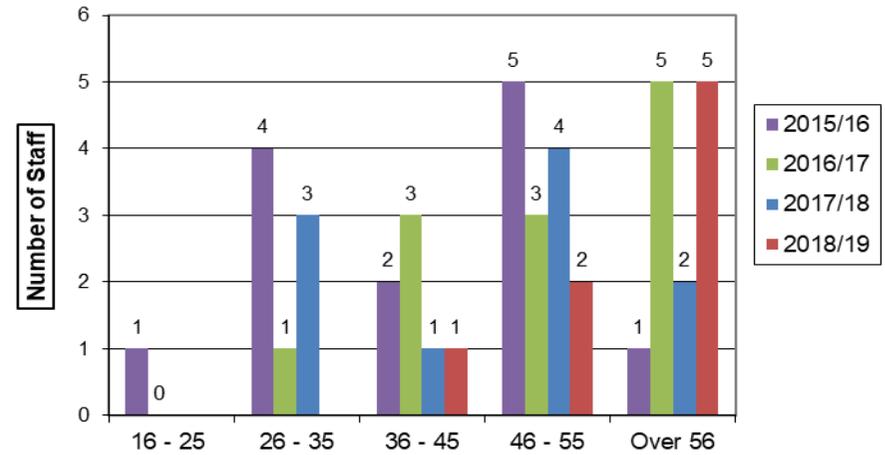


APPENDIX 20: STAFF DISCIPLINE PROFILE – GENDER, AGE & DISABILITY

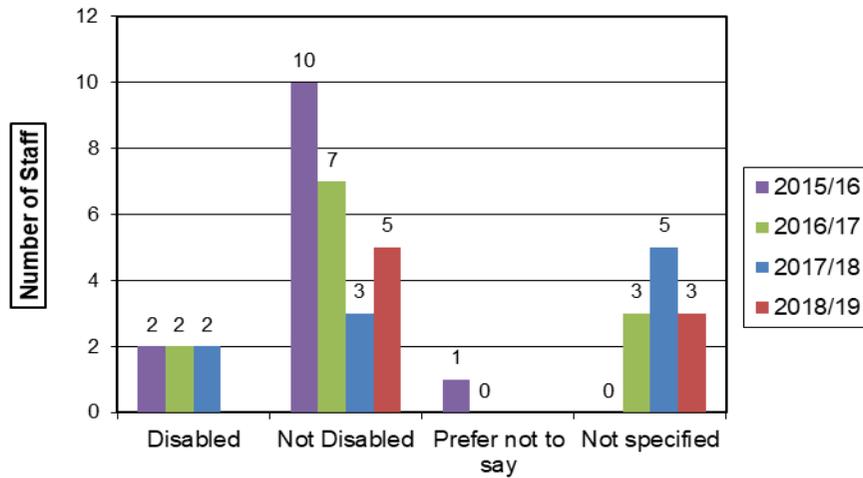
Disciplinary by Gender



Disciplinary by Age

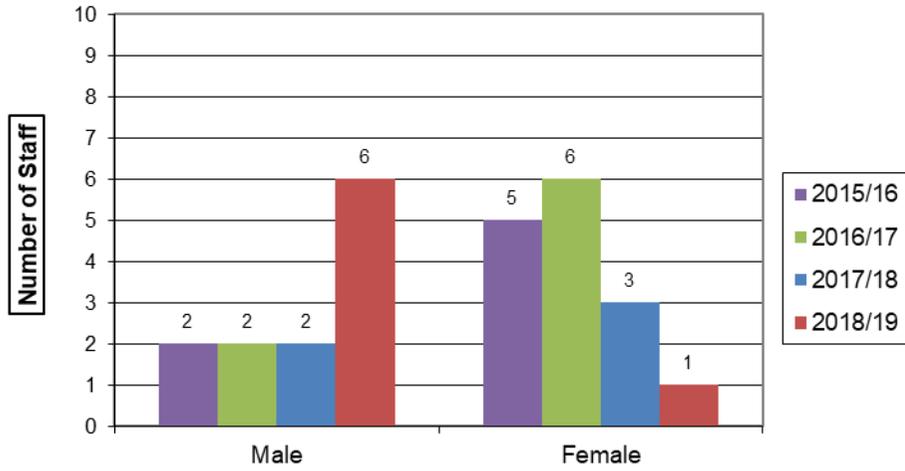


Disciplinary by Disability

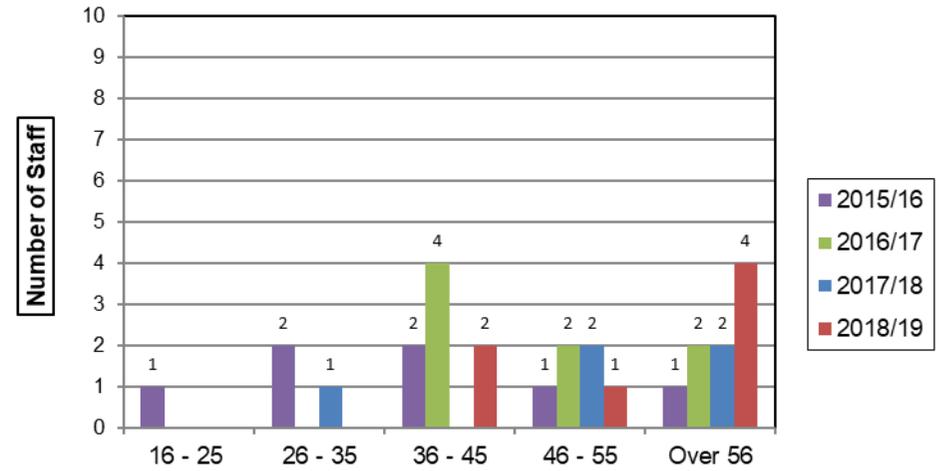


APPENDIX 21: STAFF GRIEVANCE PROFILE – GENDER, AGE & DISABILITY

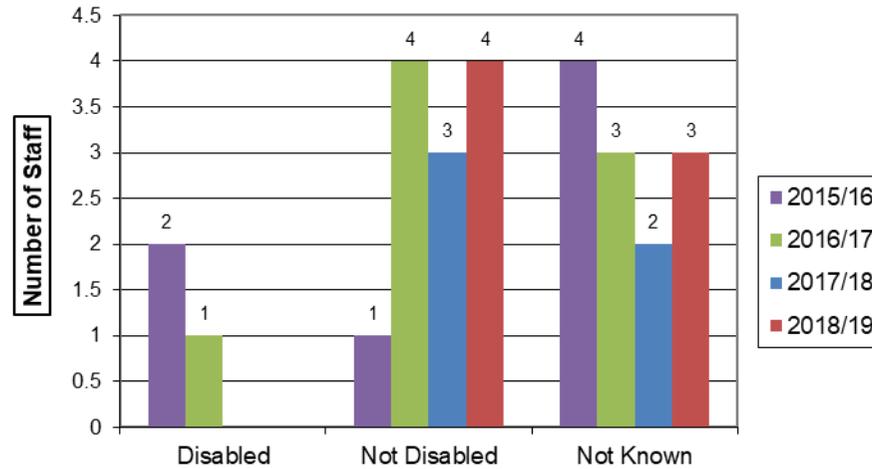
Grievances by Gender



Grievances by Age

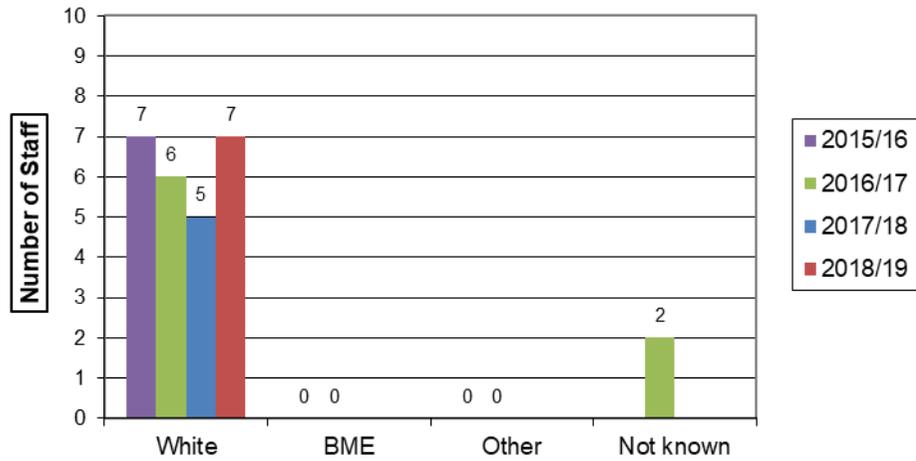


Grievances by Disability

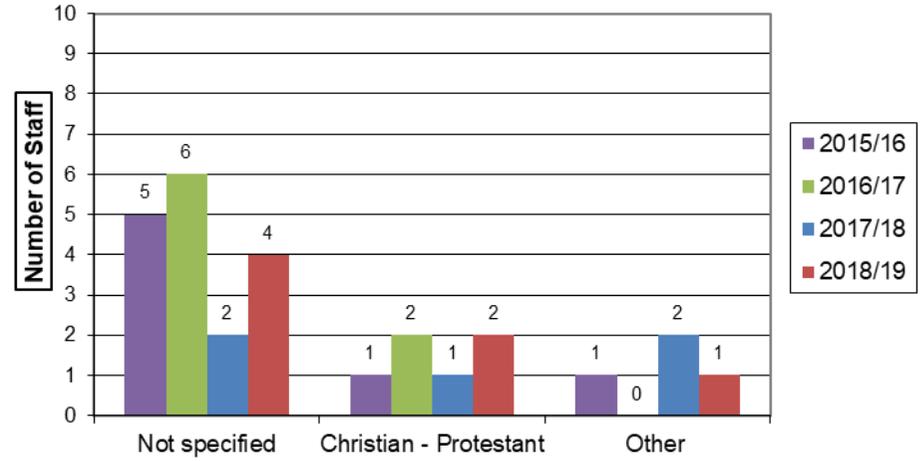


APPENDIX 22: STAFF GRIEVANCE PROFILE 2018/2019 – ETHNICITY, RELIGION & SEXUAL ORIENTATION

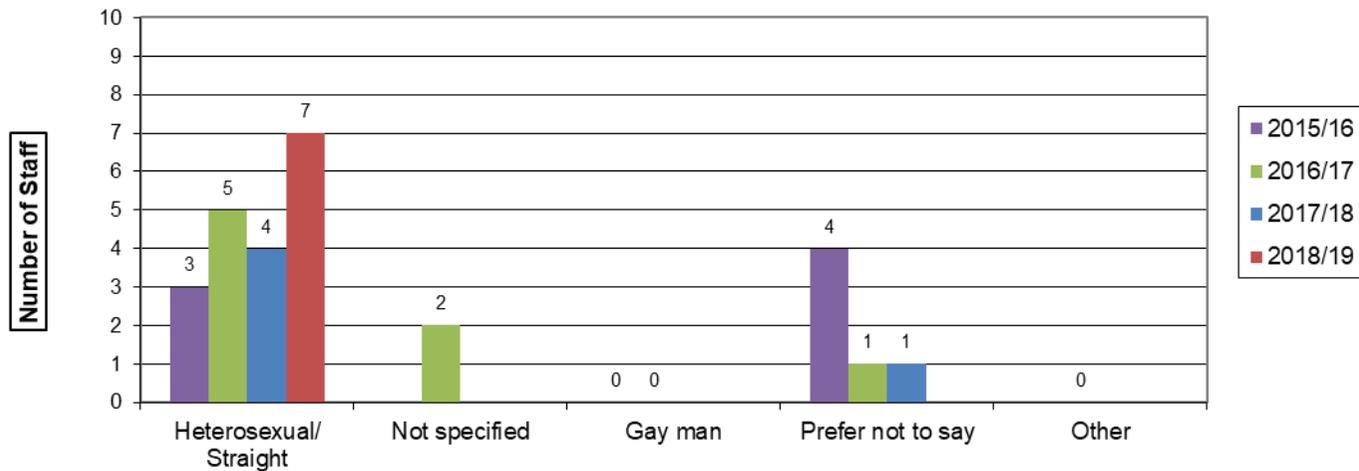
Grievances by Ethnicity



Grievances by Religion

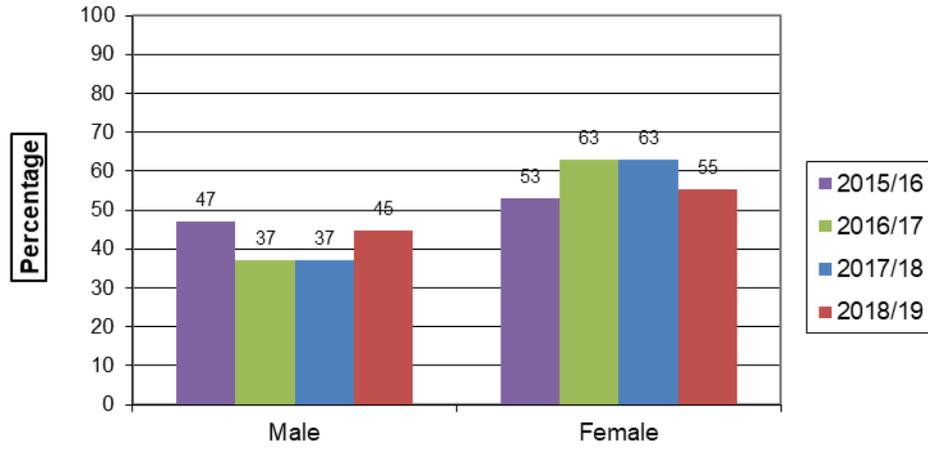


Grievances by Sexual Orientation

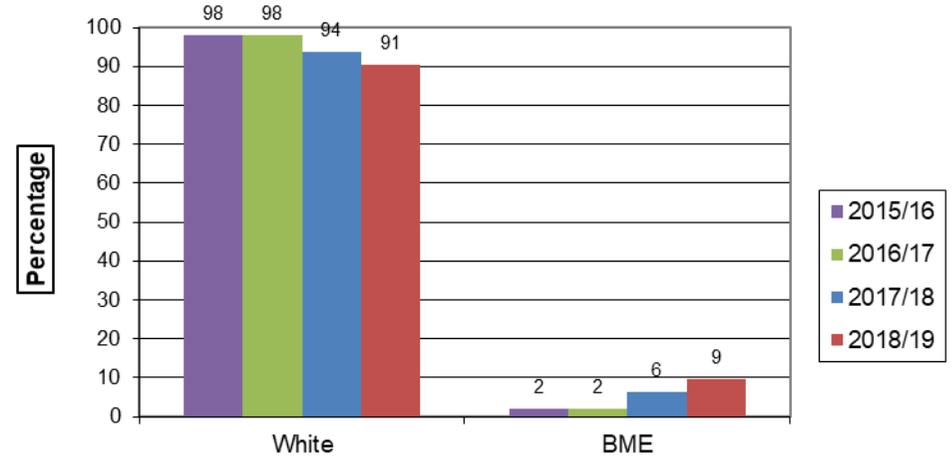


APPENDIX 23: STAFF TURNOVER – GENDER, ETHNICITY & DISABILITY

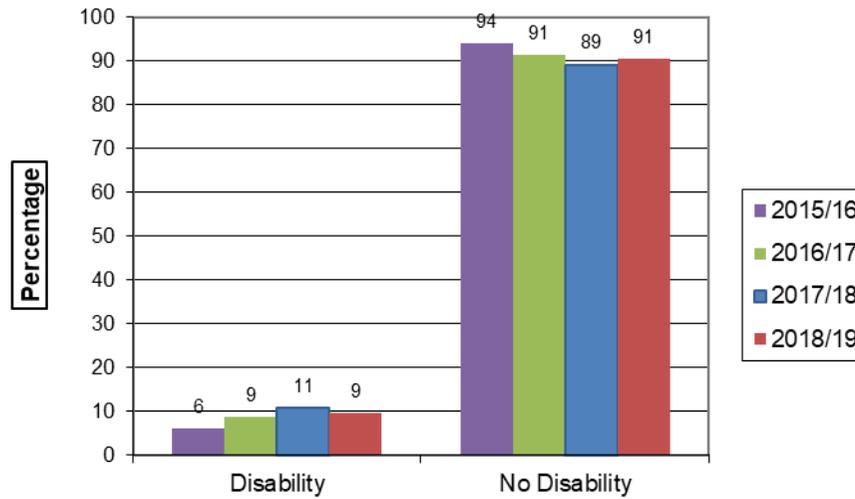
Turnover by Gender



Turnover by Ethnicity

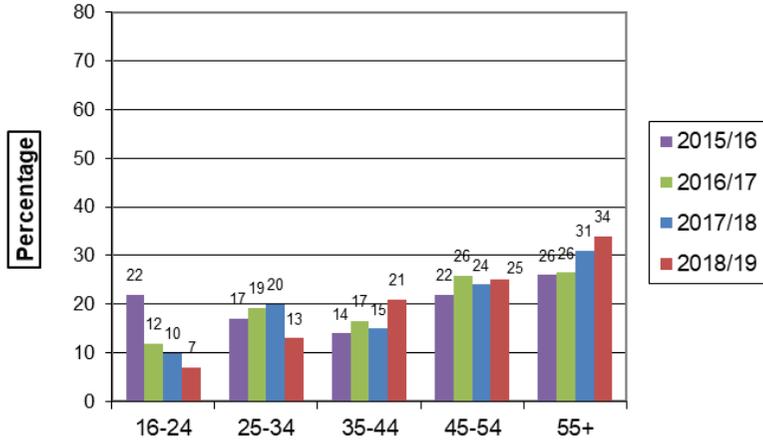


Turnover by Disability

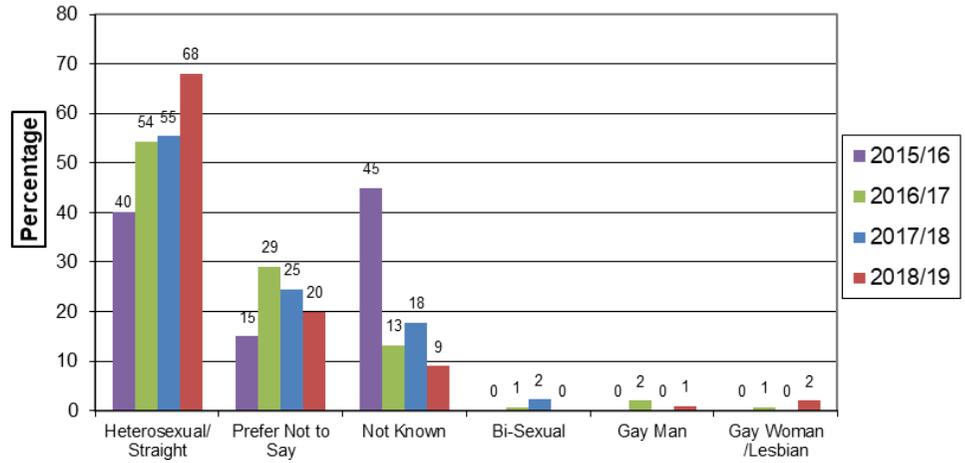


**APPENDIX 24: STAFF TURNOVER – AGE, SEXUAL ORIENTATION & RELIGION**

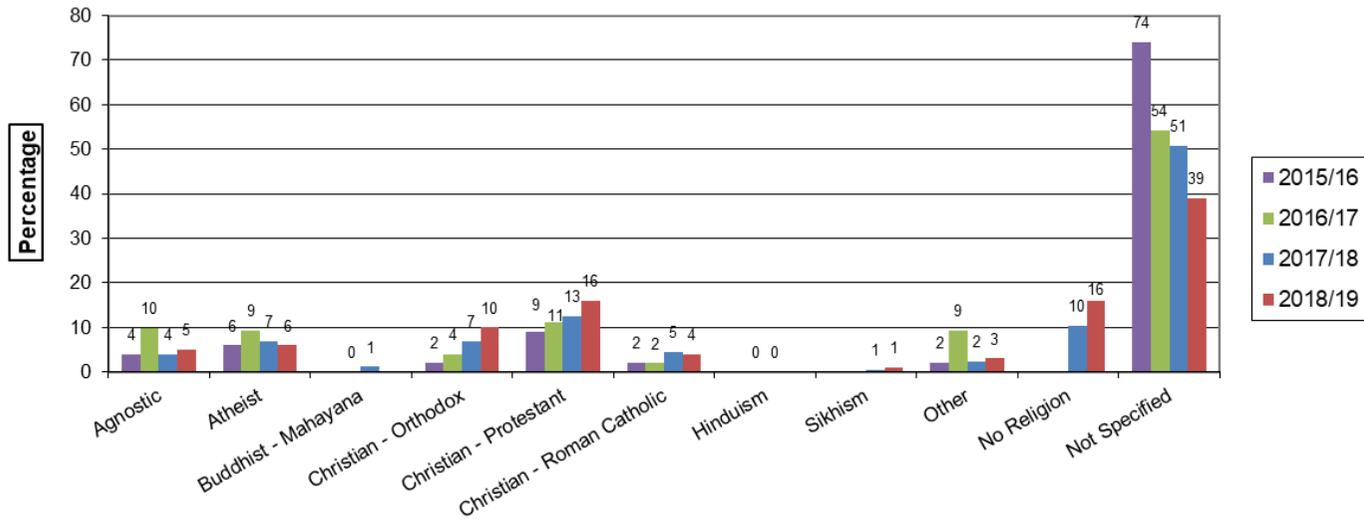
**Turnover by Age**



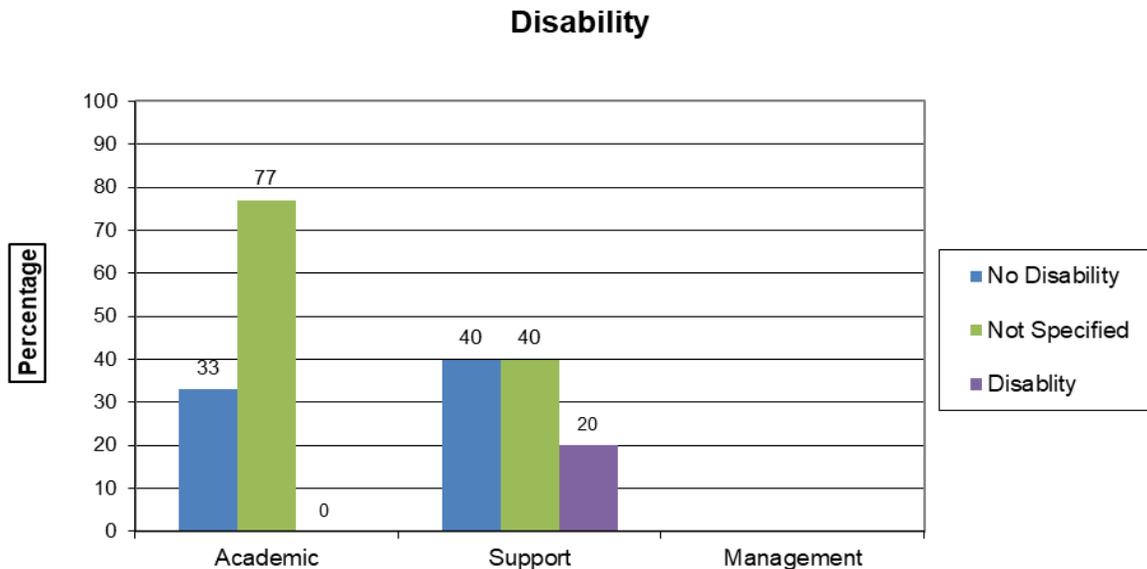
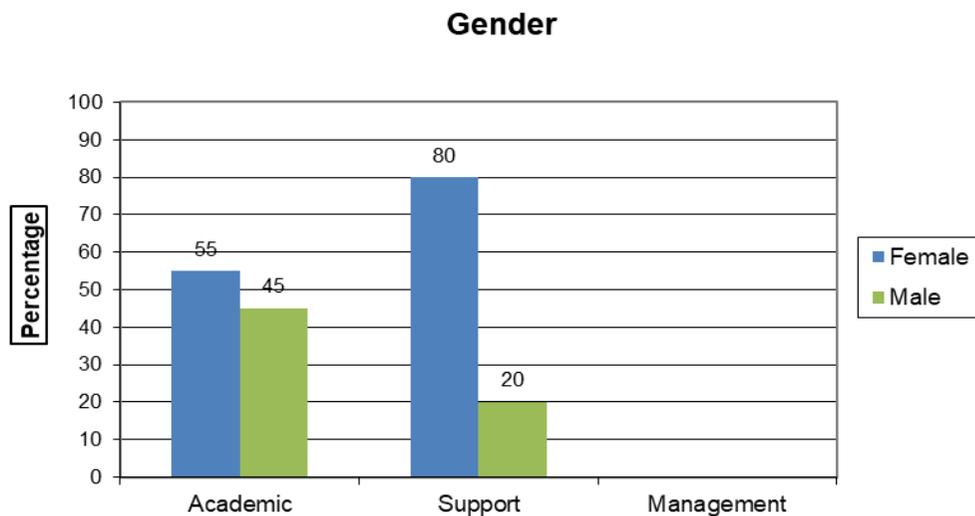
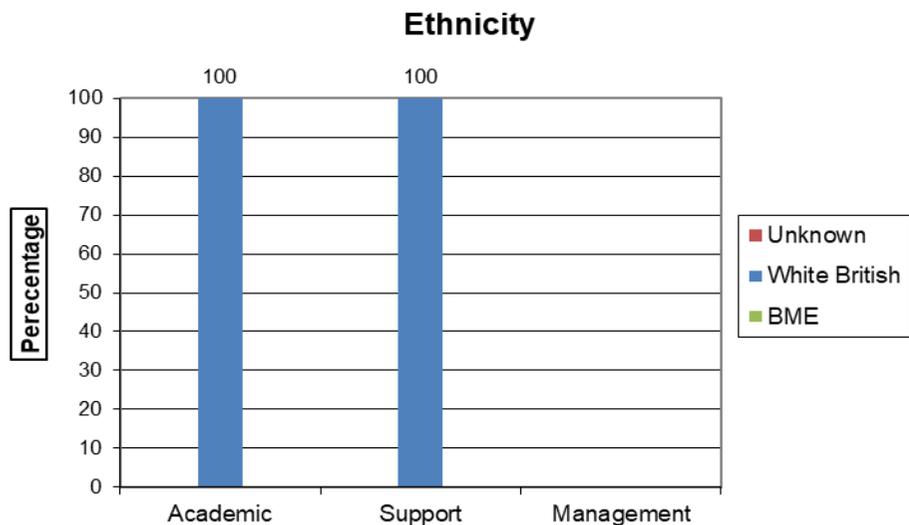
**Turnover by Sexual Orientation**



**Turnover by Religion**

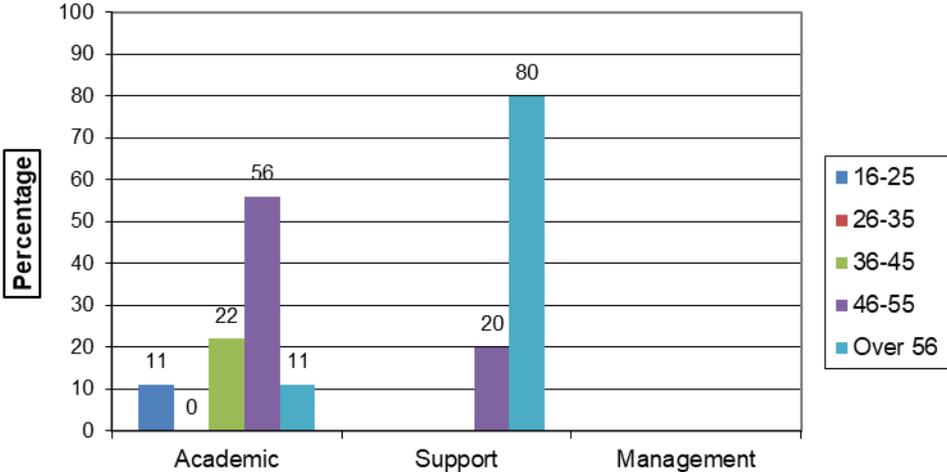


APPENDIX 25: STAFF PROFILE – FLEXIBLE WORKING REQUESTS – ETHNICITY, GENDER & DISABILITY

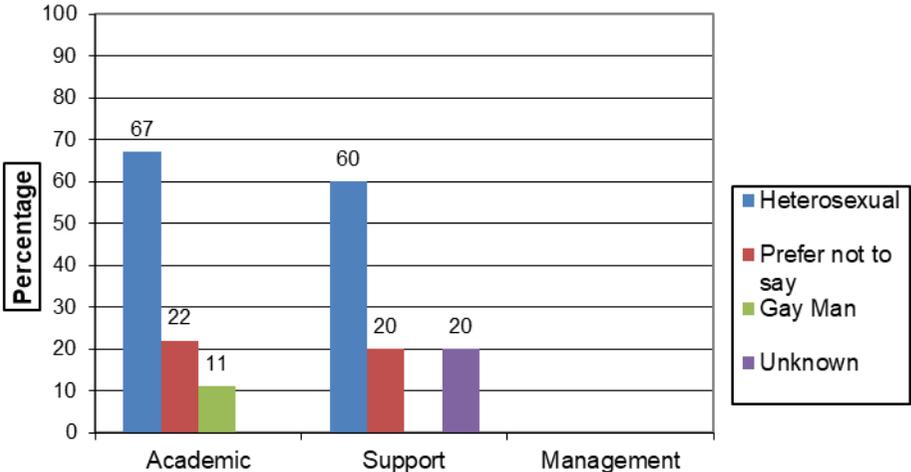


**APPENDIX 26: STAFF PROFILE – FLEXIBLE WORKING REQUEST – AGE, SEXUAL ORIENTATION & RELIGION**

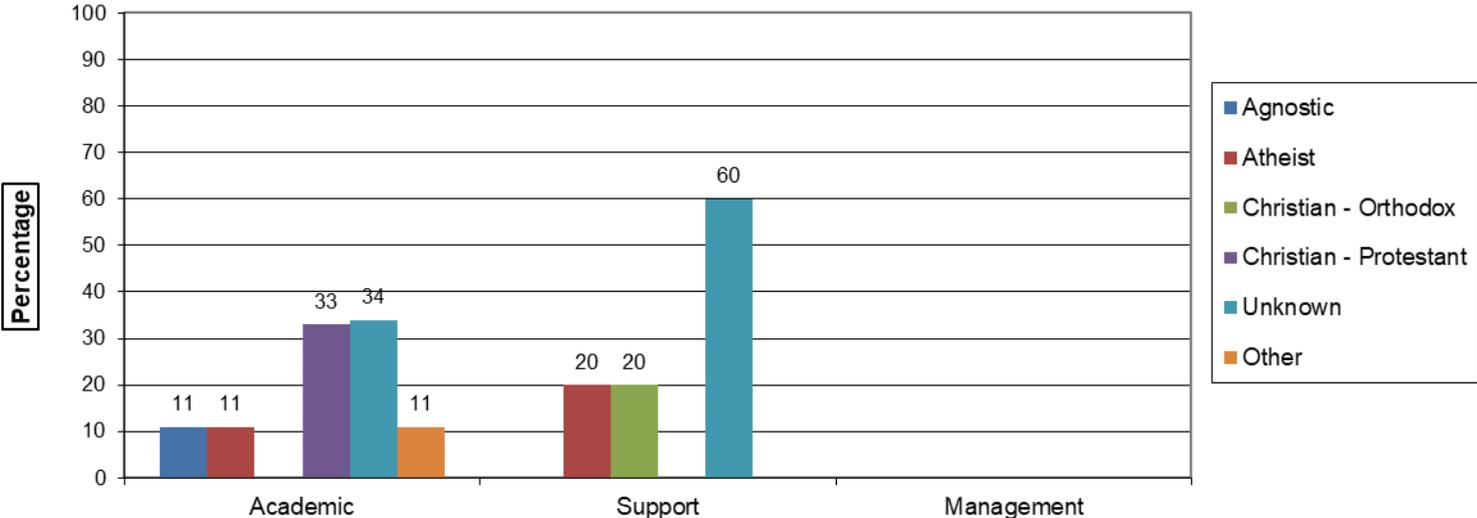
**Age**



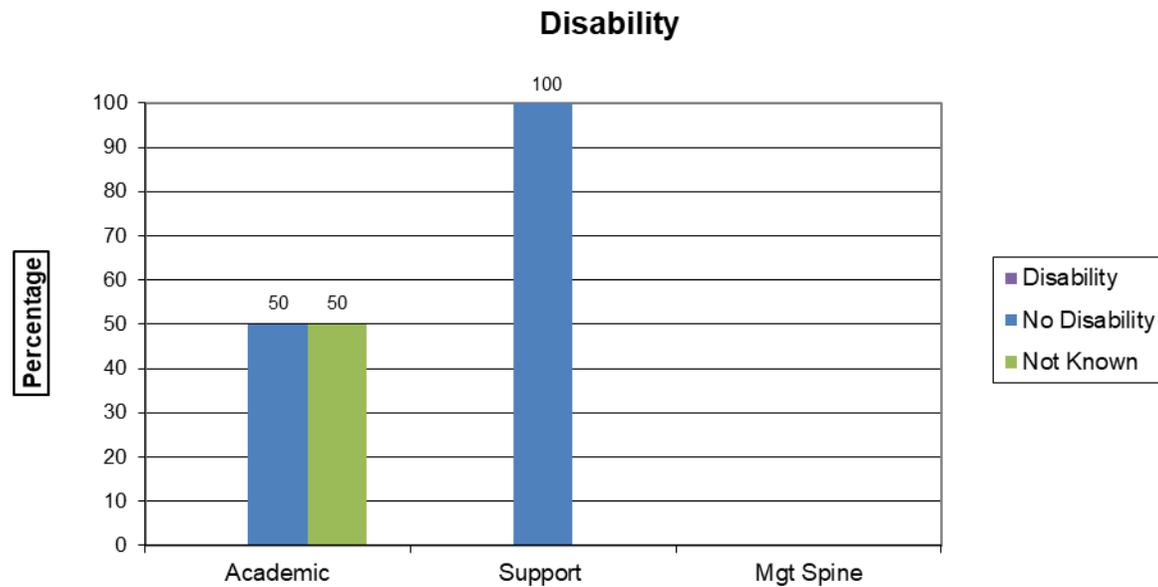
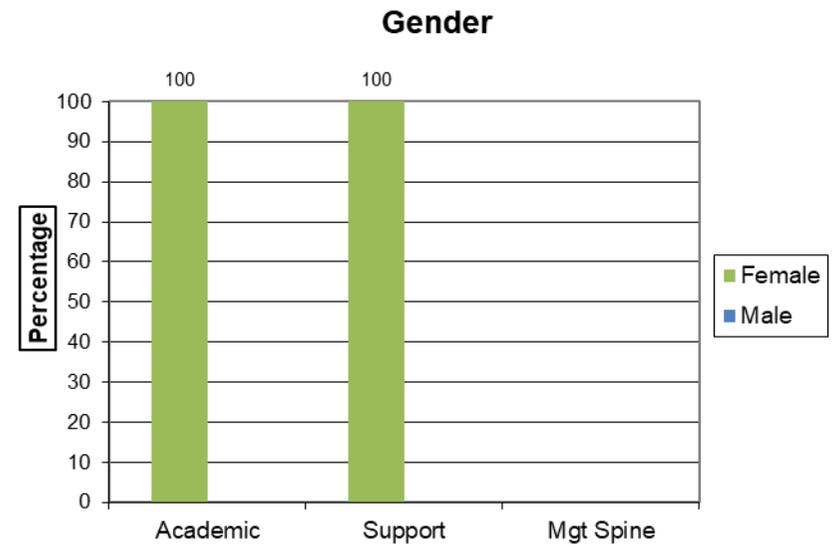
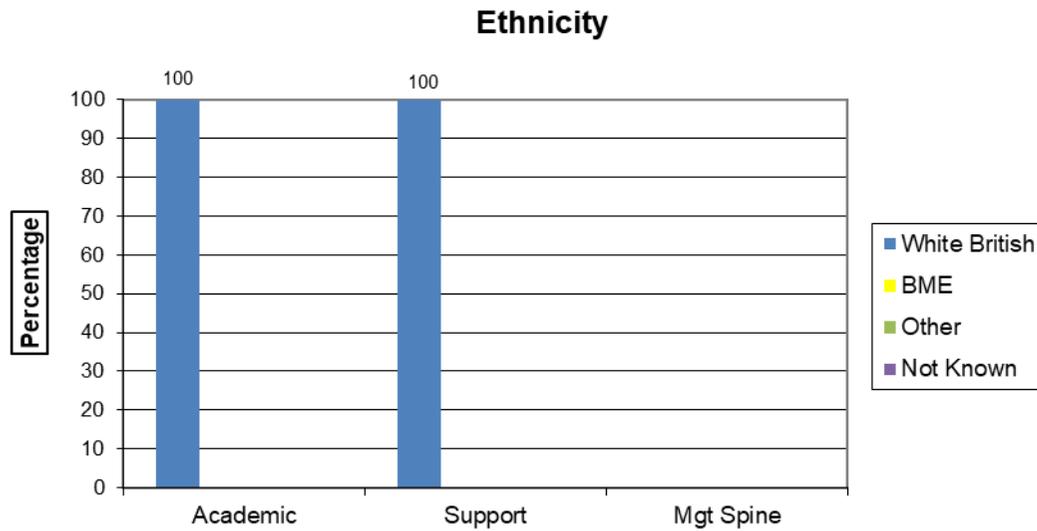
**Sexual Orientation**



**Religion**

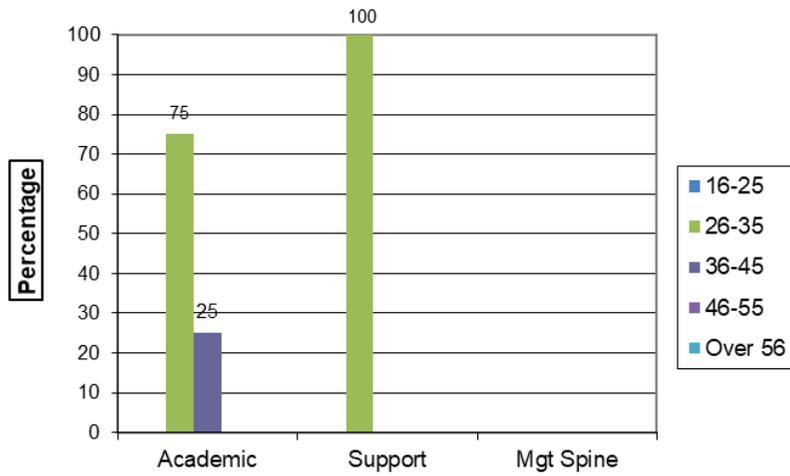


**APPENDIX 27: STAFF PROFILE – MATERNITY RETURN RATES – ETHNICITY, GENDER & DISABILITY**

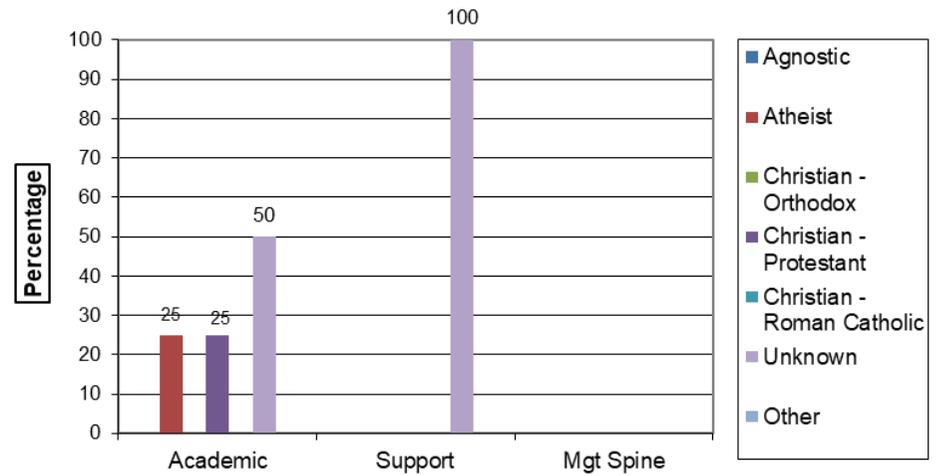


## APPENDIX 28: STAFF PROFILE – MATERNITY RATES – AGE, RELIGION & SEXUAL ORIENTATION

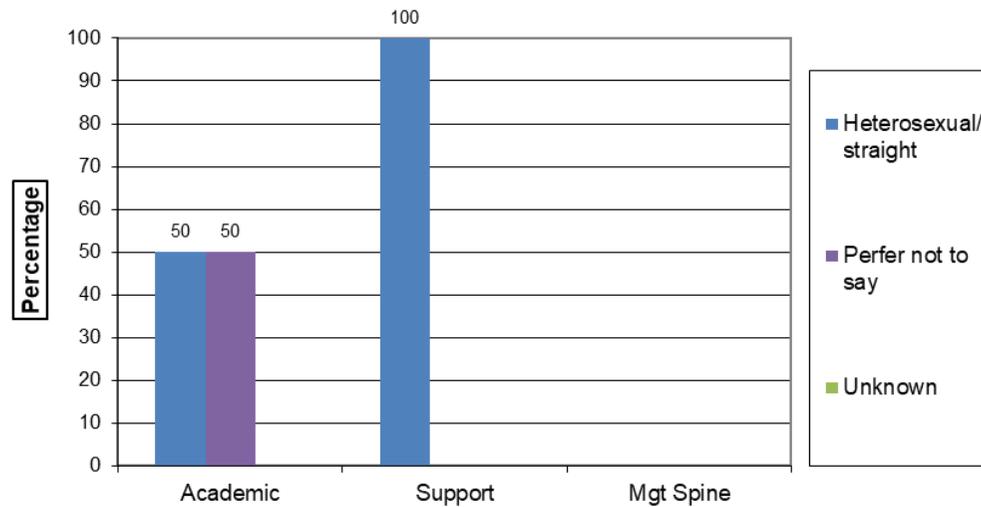
### Age



### Religion

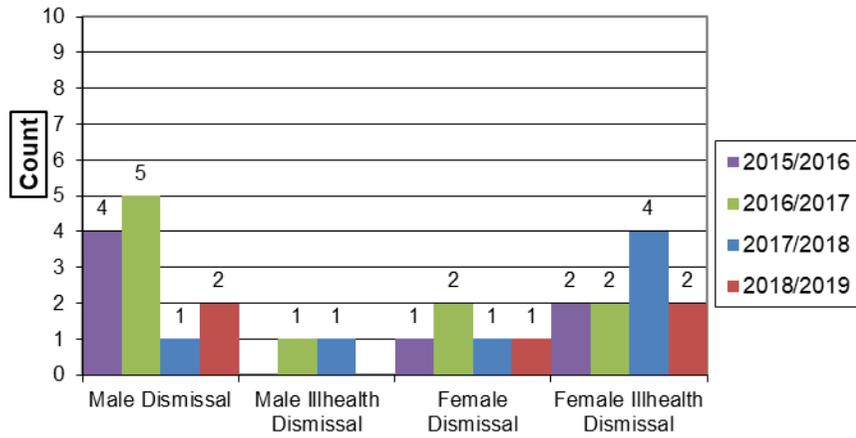


### Sexual Orientation

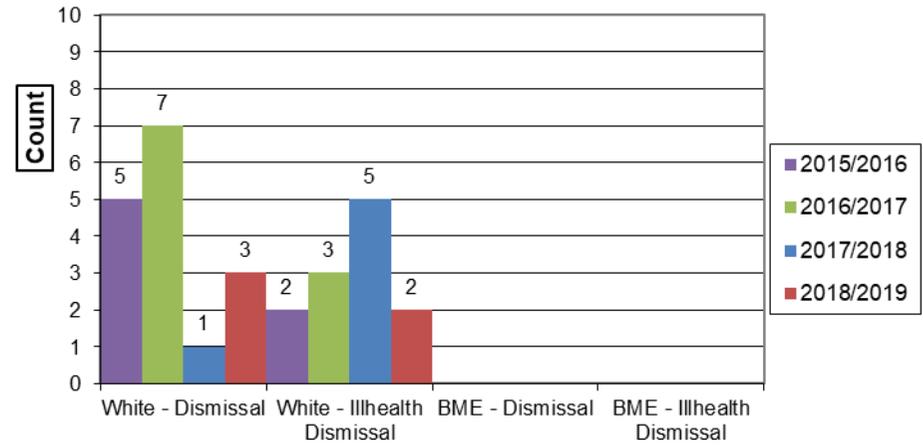


APPENDIX 29: STAFF PROFILE – DISMISSALS AND ILL HEALTH DISMISSALS – GENDER, ETHNICITY & DISABILITY

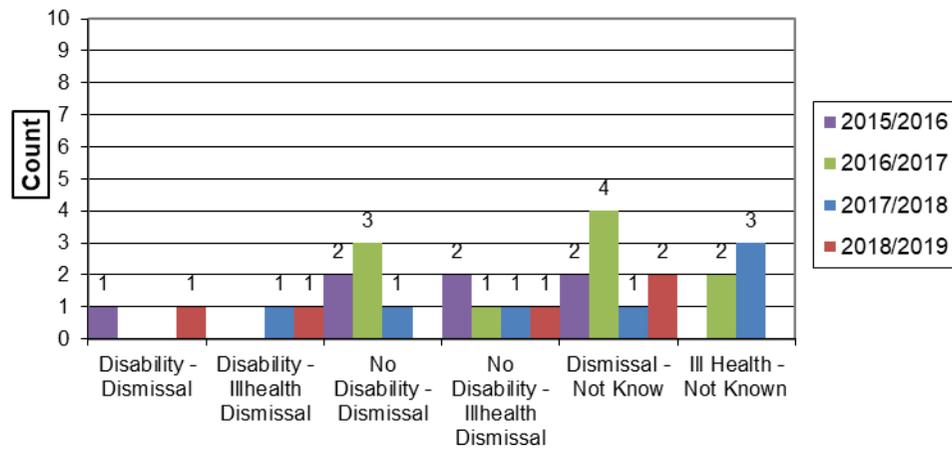
Dismissal and Illhealth Dismissal by Gender



Dismissal and Illhealth Dismissal by Ethnicity

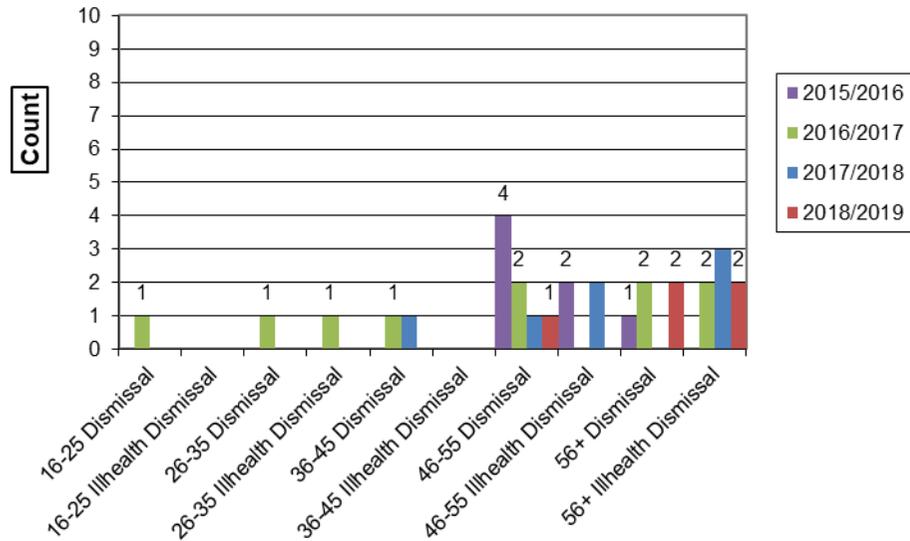


Dismissal and Illhealth Dismissal by Disability

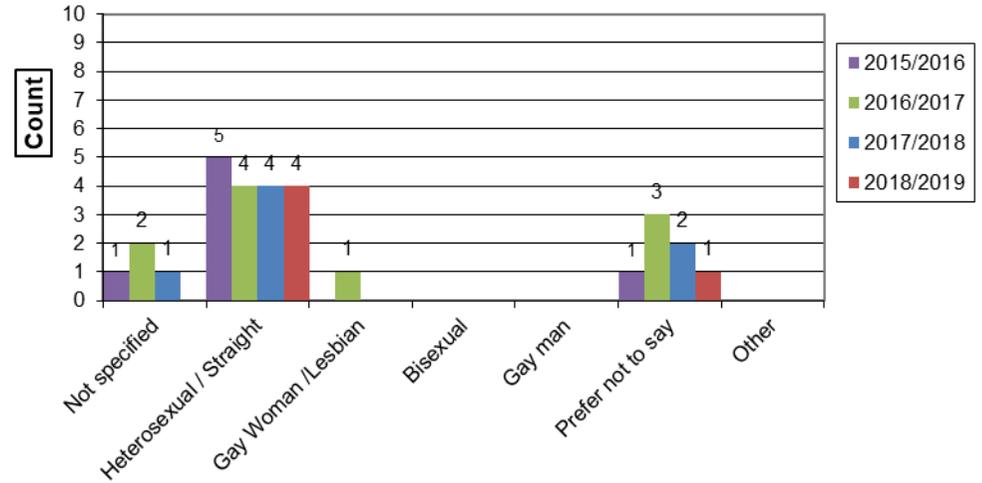


APPENDIX 30: STAFF PROFILE – DISMISSALS AND ILL HEALTH DISMISSALS – AGE, SEXUAL ORIENTAITON & RELIGION

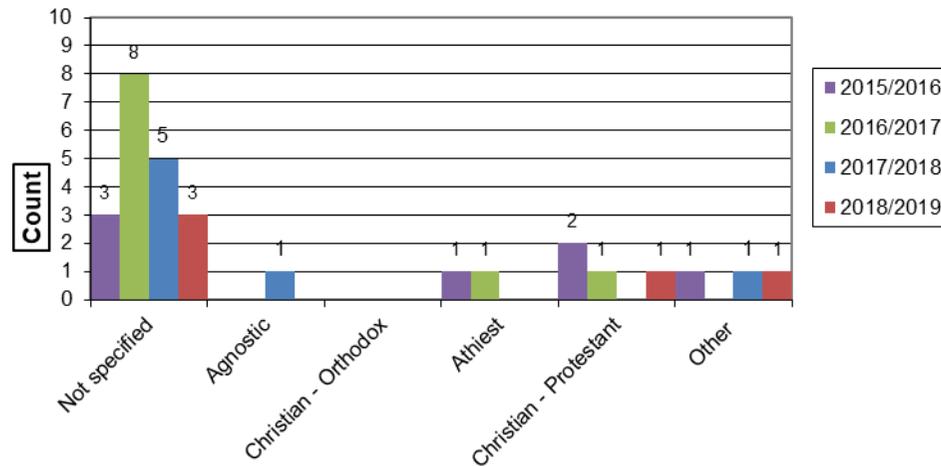
Dismissal and Illhealth Dismissal by Age



Dismissal and Illhealth Dismissal by Sexual Orientation

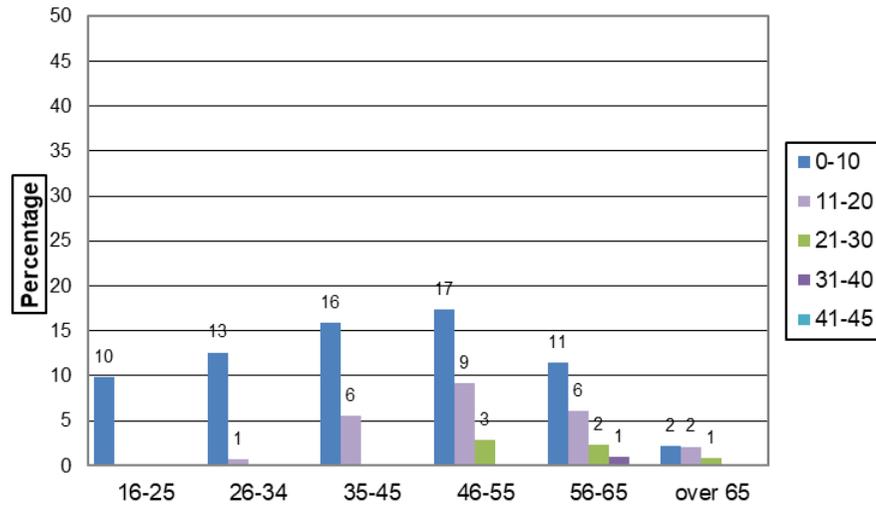


Dismissal and Illhealth Dismissal by Religion

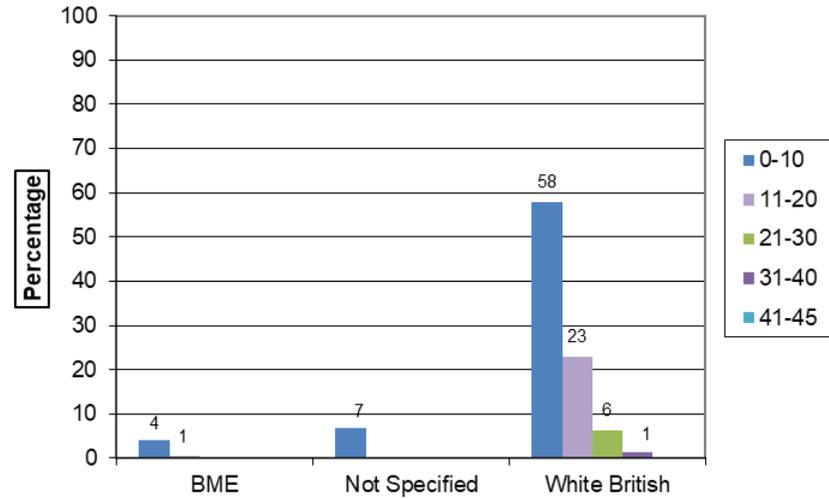


## APPENDIX 31: STAFF PROFILE – LENGTH OF SERVICE AGE, ETHNICITY & DISABILITY

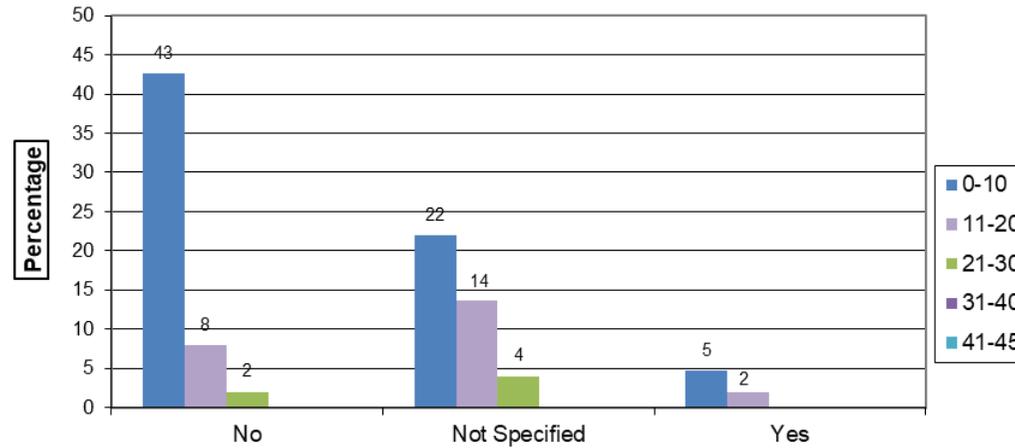
### Length Of Service by Age



### Length Of Service by Ethnicity

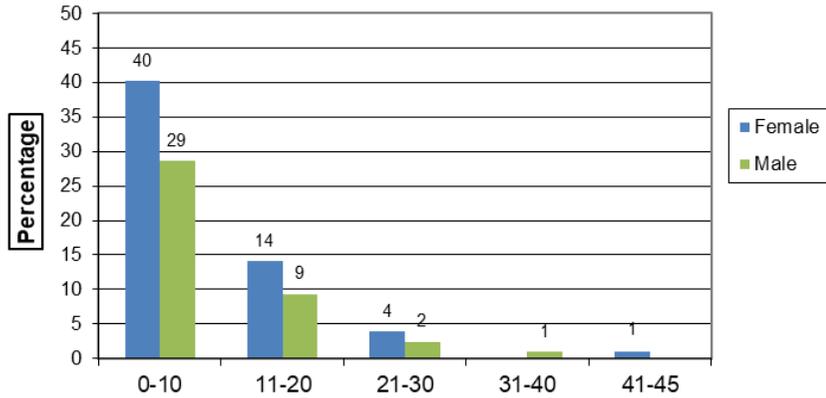


### Length Of Service by Disability

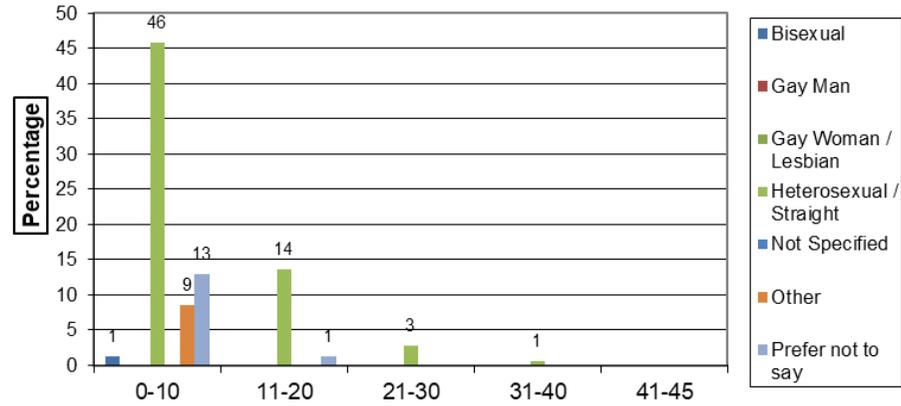


**APPENDIX 32: STAFF PROFILE – LENGTH OF SERVICE GENDER, SEXUAL ORIENTATION & RELIGION**

**Length of Service by Gender**



**Length of Service by Sexual Orientation**



**Length of Service by Religion**

