



LINCOLN COLLEGE EQUALITY, DIVERSITY AND INCLUSION REPORT

2021-22





INTRODUCTION

Colleges and public sector organisations have a statutory duty to produce an annual report under the specific duties of the Public Sector Equality Duty (PSED); this is a key measure of the Equality Act 2010. To meet the general duties they are expected to show due regard to the following specific duties:

- To publish annually relevant, proportionate information showing how they meet the equality duty.
- To develop one or more equality objectives to meet the general duty, which can be refreshed every four years or earlier.

Those subject to the PSED must, in the exercise of their functions, have due regard to the 'arms' of the duty.

The broad purpose of the equality duty is to integrate consideration of equality and good relations into the day-to-day business of public authorities - If you do not consider how a function can affect different groups in different ways, it is unlikely to have the intended effect. This can contribute to greater inequality and poor outcomes. The general equality duty therefore requires organisations to consider how they could positively contribute to the advancement of equality and good relations.

It requires equality considerations to be reflected in the design of policies and the delivery of services, including internal policies, and for these issues to be kept under review.

Compliance in relation to Students

As educators, Lincoln College is in the business of setting future life courses. Therefore with regards to our students it's imperative that we are promoting and driving the EDI agenda. The AoC states that, 'The Education Sector lags behind the Commercial Sector in engaging with EDI. Yet it finds itself situated squarely between the ethical and business

imperatives driving the agenda. It is hard to deny the legitimacy of EDI as an ethical imperative.

If EDI is to become a reality, the Education Sector above all needs to embrace the associated principles. The Sector is also under significant financial constraints in the current climate. If EDI proves able to generate social capital, embracing the concept can only be a positive move.' (AoC Report - The Current Status of Equality, Diversity and Inclusion in the Further Education Sector in England:2021)

The college provides a safe, secure and inclusive environment for all its learners.

Compliance in relation to Staff

Compliance with the general equality duty is a legal obligation, but it also makes good business sense. An organisation that is able to provide services to meet the diverse needs of its employees, should find that it carries out its core business more efficiently. The capability, capacity and wellbeing of our staff is the college's first cornerstone of success; a workforce that has a supportive working environment is more productive

Lincoln College seeks to meet the overall aim of the general duty by integrating the advancement of equality in the day-to-day business of the College.

The aim of this report

The aim of this report is to fulfil Lincoln College duty with regards to the PSED and provide data that will help to inform future strategies to support the promotion of Equality, Diversity and Inclusion to both staff and learners within Lincoln College.

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Lincoln College make a commitment to meet the general and specific duties. The college therefore commit to:

IDENTIFY AND ELIMINATE	DEVELOP	CHALLENGE
Identifying and eliminating discriminatory practices, harassment and victimisation	Developing and monitoring the awareness and understanding of issues concerned with equality of opportunity.	Challenging the language and attitudes of others if appropriate.
TRAIN	COMMIT	ADVANCE
Providing relevant training for students and staff development opportunities.	Ensuring a commitment to anti-oppressive and anti-discriminatory practice in all contract specifications and other documentation with external bodies, speakers, consultants, employers, employees, students, subsidiaries and the wider community.	Setting equality objectives to advance equality and diversity practice.
RECOGNISE	SUPPORT	INFORM
Recognising and challenging our own attitudes and assumptions.	Supporting those who appropriately challenge oppression.	Providing information and resources on equality and diversity and good practice.
FOSTER		
Facilitate groups to foster good relations between individuals from different protected characteristics.		

THE 3 ARMS OF THE PUBLIC SECTOR EQUALITY DUTY

EQUALITY ACT 2010	EQUAL OPPORTUNITY	GOOD RELATIONS
Eliminate unlawful discrimination, harassment, victimisation and any other conduct that is prohibited by, or under the Equality Act 2010.	Advanced of equity of opportunity between persons who share a relevant protected characteristic and those who do not.	Foster good relations between persons who share a relevant protected characteristic and those who do not.



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EQUALITY OBJECTIVES

Lincoln College is committed to the active promotion and advancement of equality of opportunity for all and opposes unlawful or unfair discrimination of any kind.

To achieve this aim, the college has overall equality and diversity objectives that are refreshed every four years. These are underpinned by specific objectives owned by curriculum areas and corporate departments to address issues that could potentially impact on a positive learner and/or employee experience in their areas of responsibility. Objectives that specifically relate to the college's HE programmes are reported on an annual basis to the Office for Students (OfS) in April each year. This annual report does not report on those specific objectives owned by curriculum areas and corporate departments nor those reported to the OfS.

Equality & Diversity Objectives: April 2020 - March 2024

Objective	Protected Characteristic	Public Sector Duty		
		Eliminate	Advance	Foster
Reduce the gender pay gap from 14.9% to 12% by March 2024 (UK gender pay gap is 17.2% currently (mean))	Sex			
Improve the number of employed staff with a declared disability from 7% to 9% by March 2024 to better reflect the number of job applications from people with a disability	Disability			
Improve the achievement of students with mental health (83.8%) and social & emotional difficulties (80.3%) to the same level of the overall college achievement rate (87.5%)	Disability			

Objectives below relate to Lincoln College HE

Reduce the ratio of BAME to White 'full-time' students across the college's HE programmes from 1:11 to 1:8 by March 2024	Race			
Reduce the ratio of BAME to White 'part-time' students across the college's HE programmes from 1:25 to 1:16 by March 2024	Race			
Remove the continuation rate gap between mature and young part-time students through the provision of financial, emotional and practical support that enables individuals to continue with their studies from a baseline data of 18.9% to 8% by March 2024	Age			
Increase the continuation rate of BAME students by identifying, understanding and addressing factors influencing their studies from 83.3% to 90% by March 2024	Race			
Decrease the attainment gap between those learners with a declared disability and those without from 32% to 15%. This relates specifically to those studying on first degree programmes, attaining a 1 st or 2:1 classification	Disability			
Increase the proportion of mature HE part-time students progressing to further study or highly skilled employment from 70.4% to 78% by March 2024	Age			

LEARNERS PROFILES - STUDENT DATA

DISABILITY

The whole College achievement rate for students with a disability is 85% which is lower than the rate achieved in 2020/2021 by 4% and is 4% lower than the National Achievement Rate (NAR). Overall, students with a disability achieve the same as students without a disability (Lincoln College achievement rate is 85%). 38% of learners have declared a Special Educational Need and/or Disability (SEND).

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
2019-2020	4161	89	90	93	93	96	96
2020-2021	3891	89	90	94	94	95	96
2021-2022	3707	85	89	91	93	94	96

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

Mental Health has continued to be a focus into 2021/2022. The achievement rate compared to last year has declined compared to the whole college achievement rate and the NAR. There are many factors to take into consideration, return to "normality" following the global pandemic has been cited as the most common mental health concern and an increase in social anxiety has been declared as affecting learners.

Disability/ Learning Difficulty	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021 /22	National Benchmark 21/22	Comparison to 20/21	Comparison to 21/22 whole College achievement (86)
Aspergers	81	80	85	87	88	81	89	-7	-5
Autism	85	84	88	91	91	89	89	-2	3
Disability affecting Mobility	81	77	92	92	91	87	89	-4	1
Dyscalculia	70	74	93	89	88	91	91	3	5
Dyslexia	77	83	89	90	89	86	90	-3	0
Hearing Impairment	80	84	87	91	96	89	89	-7	3
Mental Health	72	74	84	86	86	79	89	-7	-7
Moderate Learning Difficulty	83	82	85	86	88	85	90	-3	-1
Other Disability	85	69	89	93	90	78	90	-12	-8
Other Learning Difficulty	91	89	88	90	90	86	90	-4	0
Other Medical	80	87	87	92	89	88	89	-1	2
Other Physical Disability	88	77	91	93	92	90	89	-2	4
Other Specific Learning Difficulty	81	83	82	93	94	83	91	-11	-3
Profound (complex)	71	88	100	100	100	88	93	-12	2
Severe Learning Difficulties	79	91	83	67	100	88	90	-12	2
Social and Emotional Difficulties	79	75	80	84	91	82	90	-9	-4
Speech, Language and Communication Needs	69	93	89	64	92	78	88	-14	-8
Temporary Disability	60	67	100	88	92	100	94	8	14
Visual Impairment	85	89	94	92	88	84	88	-4	-2

POSITIVE OUTCOMES

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

Head Area	SEND	2021/2022 Achievement rate	NAR	% above NAR
Creative Arts	Asperger's	100	93	7
Construction	Asperger's	94	89	5
HSC, Hair and Beauty and Computing	Asperger's	94	92	2
Academic Programmes	Autism	90	82	8
AEB and Commercial	Autism	95	92	3
Creative Arts	Autism	92	89	3
Engineering and Technology	Autism	94	89	5
HSC, Hair and Beauty and Computing	Autism	94	90	4
Construction	Dyslexia	91	89	2
Creative Arts	Mental Health	98	93	5
Engineering and Technology	Mental Health	100	88	12
Business, English and Maths	Other Learning Difficulty	100	82	18
Construction	Other Learning Difficulty	91	85	6
HSC, Hair and Beauty and Computing	Other Disability	96	90	6
Sports and Service Sector	Other Disability	90	87	3
Construction	Moderate Learning Difficulty	97	89	8
Construction	Other Medical Condition	96	90	6
Creative Arts	Other Medical Condition	100	90	10
HSC, Hair and Beauty and Computing	Social and Emotional	91	90	1

NEEDS FURTHER ANALYSIS

The areas of the College that need further investigation, as they are below both the College average achievement rate and NAR, are shown in the table on the following page.

HIGH NEEDS

High needs achievement data at 86% has decreased and is 3% below the NAR and 1% above the College achievement rate. 38% of High Needs students are female which continues to be a trend, with last year's data where the figure was slightly lower at 32%. The females in this category have achieved at a rate of 85% which is the same as the College achievement rate, and 5% below the NAR. The males in this category have achieved at a rate of 87% which is 3% below the NAR and 2% above the whole College achievement rate. Comparing this data to 2020/2021 the achievement gap has now changed, with males were achieving at a higher rate compared to females. 30% of the High needs learners were in Supported Education, with an achievement rate of 77%, 14% below the NAR and 8% below the whole College achievement rate.

Head Area	SEND	2020/2021 Achievement rate	NAR	% below NAR
Academic Programmes	Asperger's	24	79	55
Supported Education	Autism	85	92	7
AEB and Commercial	Dyslexia	86	92	6
Business, English and Maths	Dyslexia	74	83	9
Supported Education	Dyslexia	55	88	33
Academic Study Programmes	Mental Health	64	80	16
AEB and Commercial	Mental Health	82	92	10
HSC, Hair and Beauty and Computing	Mental Health	80	90	10
Creative Arts	Moderate Learning Difficulty	87	92	5
Academic Programmes	Other Medical Condition	70	78	8
AEB and Commercial	Other Medical Condition	89	92	3
Construction	Social and Emotional	86	89	3
Creative Arts	Social and Emotional	69	89	20

APPRENTICESHIPS

The self-disclosure rate has been monitored for this group as it remains low compared to the rate disclosed for the whole College – 30%. However, the rate has decreased from 2020/2021 by 1% and stands at 1% from all declarations made.

Year	Self Disclosure Rates
2016-2017	6%
2017-2018	9%
2018-2019	13%
2019-2020	12%
2020-2021	17%
2021-2022	16%

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

Of the 616 learners who achieved their framework, 49% are 16-18 years old, 27% are 19-23 years old and 24% are 24 years old and over. Of the 616 learners, 34% are female and 66% are male.

93% of apprentices are White British with an achievement rate of 55% compared to a NAR of 65%. 7% of apprentices are of Black and Minority Ethnic Heritage with an achievement rate of 61% compared to a NAR of 65%. There is an achievement gap between both groups and the National Framework and Standards achievements overall.

ETHNICITY

In 2021/2022 achievement for White British learners decreased and is recorded as 84% compared to the College achievement rate at 85% and NAR at 89%. The achievement for Black and Minority Ethnic Heritage learners (BME) is recorded as 83% which is 6% below the NAR at 89% and 1% below the whole College overall achievement rate. There has been a reduction in achievement by 7% from 2020/2021 for White British learners and 5% for BME learners. However, there is no significant difference between the achievement rate, retention rate and pass rate between White British learners and BME learners.

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%
2019-2020	11756	2424	90%	80%	93%	90%	97%	89%
2020-2021	11004	2014	91%	88%	94%	95%	96%	93%
2021-2022	10451	3120	84%	83%	92%	92%	91%	91%

There are a number of groups that are no longer appearing in the data as achieving below the whole College, the following ethnicities are the exception:

Ethnicity	No. of leavers	Achievement against College achievement at 85%	NAR
African	101	82	89
Caribbean	14	71	87
Irish	42	79	91
Other Asian	121	75	89
Other Black	88	83	90
White/Asian	87	83	89
White Black African	34	85	90

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

GENDER

The student population is split 57% females and 43% males which is a similar split as in 2020/2021. Females have achieved at a rate of 91% against the NAR at 90%. Males have achieved at a rate of 90% against the NAR at 89%.

AGE

55% of the College student population are 16-18 years old and are achieving the same as the College average at 85% and 3% below the NAR of 89%.

45% of College students are 19+ years old and are achieving above the College average by 2% at 87% and below the NAR of 91%.

FREE COLLEGE MEALS

Although not a protected characteristic, it is worth monitoring the achievement of this group of learners who come from low income households to identify any patterns or signs of this group becoming disadvantaged. Those students who are accessing free College meals are achieving above the rate as the College average at 93% against a NAR of 89%.

LOOKED AFTER / CARE LEAVERS / CARE EXPERIENCED

This category is not a protected characteristic but again are worthwhile monitoring to identify and patterns of signs of this group becoming disadvantaged as these learners come from more complex circumstances and can lack a stable home life. The achievement rate for this group is 87% which is above the College High Needs average at 86% against a NAR of 89%.

LEARNER COMPLAINTS AND GRIEVANCE RELATED TO EQUALITY AND DIVERSITY

During 2021/2022, 85 complaints were received from stakeholders, whose ethnicity and disability is broken down as follows (previous year data in parentheses):

Campus with total number of complaints	Ethnicity**		Disability**	
	White British	Other ethnicity	No disability	Has a disability
Lincoln - 74 (46)	56 (43)	9 (2)	37 (25)	32 (4)
Newark - 10 (6)	9 (6)	1 (0)	7 (10)	3 (4)
Gainsborough - 1 (0)	1 (0)	0 (0)	1 (0)	0 (0)

**disparity between total figures and ethnicity/disability data is due to these characteristics not being reported or being withheld at the point of complaint.

The overall number of complaints received during 2021/2022 increased in comparison to the previous academic year across all three campuses, but most significantly at the Lincoln campus. The proportion of complaints received from learners of ethnic groups other than white British also increased at the Lincoln campus during 2021/2022, largely being in line with the demographic of Education and Training provision, but below that of Apprenticeships. The relatively low number of complaints from learners of ethnic groups other than white British was identified at the college's Learning Standards Quality Committee at the outset of 2021/2022, so the increase number of complaints from these groups could be due to the awareness raising action noted at that committee.



Similarly, the number of complaints received from learners with a disability increased at the Lincoln campus whilst remaining in line with previous years at Newark and Gainsborough. The number of learners reporting their disability status improved dramatically in 2021/2022 compared to the previous year (from 63% to 93%) which may partially account for the rise in the number of complaints from learners with a disability, alongside the return to campus following the Covid19 lockdowns.

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

- Admissions, enrolment and course entry
- The behaviour of other learners
- Meeting learner support needs, including access arrangements for examinations
- The conduct of other learners
- The professional conduct of staff members towards learners
- Staff absence through illness or retirement and the impact on course delivery

Of the 85 complaints made during 2021/2022, 94% were resolved to the satisfaction of the complainant, with five complaints were escalated to the Director of School for resolution (all five learners were white British, with one having a disability). Four complaints were heard by a Complaints and Grievance Appeal Panel, following further escalation (all four learners were white British, with one having a disability).

STAFF DATA

STAFF DATA - GENDER PROFILES

The 2021-22 data shows that the gender split across the organisation was 59% female (57% female 2020-21) and 41% male (43% male 2020-21)

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

Management Roles: Lincoln College females make up 59% of the overall college workforce however the data shows a downwards trend in females being employed in management positions (31 females in management positions). In management positions, female staff have seen a gradual decline of 6% over the last 5 years. There is a 14% difference between the number of females at Lincoln College in management positions to that of the 57% sector average reported by the AoC.

Year	Headcount Females	Headcount Males	Total Headcount	Number of female applicants	Number of male applicants
2016/17	41	36	77	55	44
2017/18	32	35	67	33	63
2018/19	34	36	70	41	58
2019/20	31	38	69	50	50
2020/21	31	40	71	47	53

The gender split of 47% female to 53% male in academic roles, remained the same in 2021-22. Whilst the gender split in support roles (including Instructors) was 66% female, 34% male.

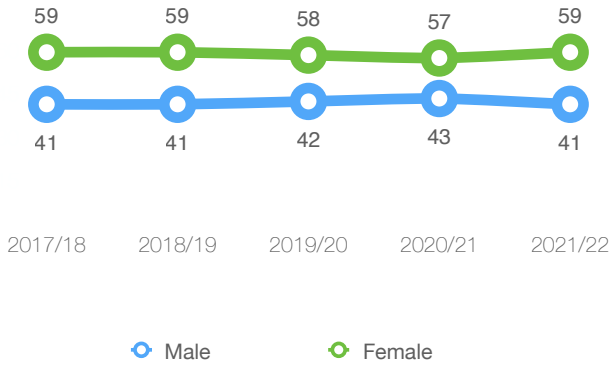
FULL TIME/PART TIME STAFF GENDER PROFILES

The data shows that there is a 47% (full time) to 53% (part time) split across the Lincoln College workforce. This shows that there has been a shift across the workforce to part time work.

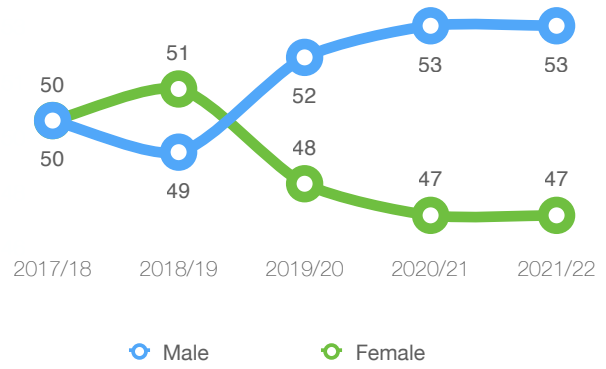
Looking at gender in relation to contracted hours, shows that there has been a decrease overall in staff working full time across both genders - 62% of all males (70% 2020/21) work full time, whilst in comparison 36% (43% 2020/21) of all females work full time.

- Management Roles: The 2020-21 data shows that 98% of males working in a management role work full time, whilst 85% of all females working in a management role work full time. Academic Roles: In academic roles 68% of all academic males work full time, whilst 38% of females working full time in academic positions. Support Roles: In support roles 52% (68% 2020/21) of males work full time compared with 32% (40% 2020/21) of females.

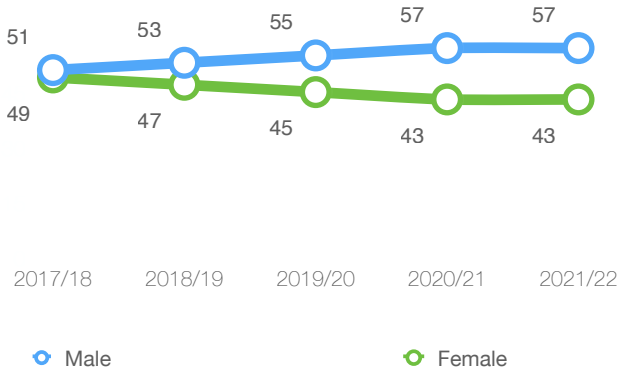
Staff Gender Profile Overall %



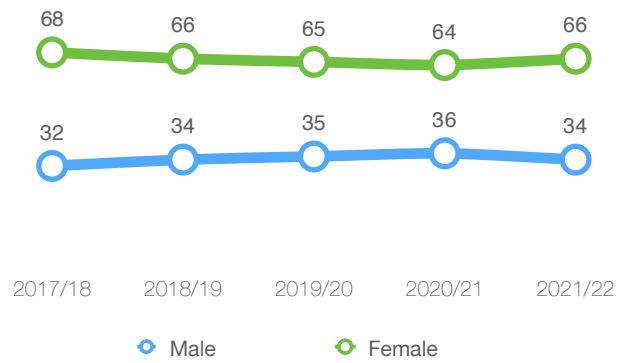
Staff Gender Profile Academic Staff %



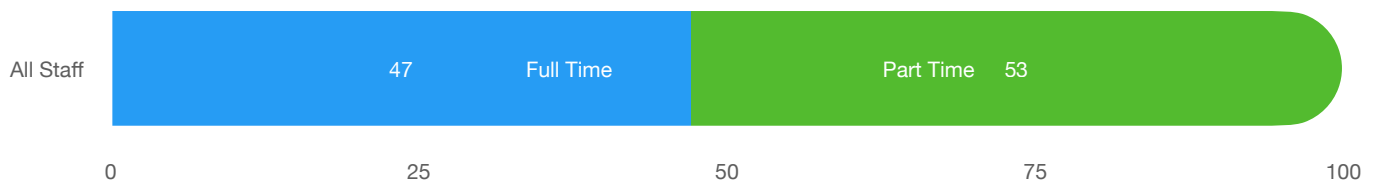
Staff Gender Profile Management %



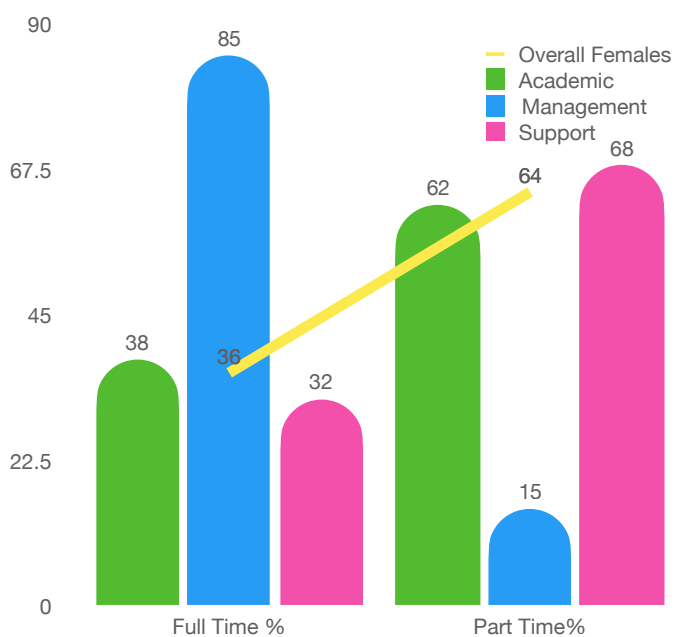
Staff Gender Profile Support Staff %



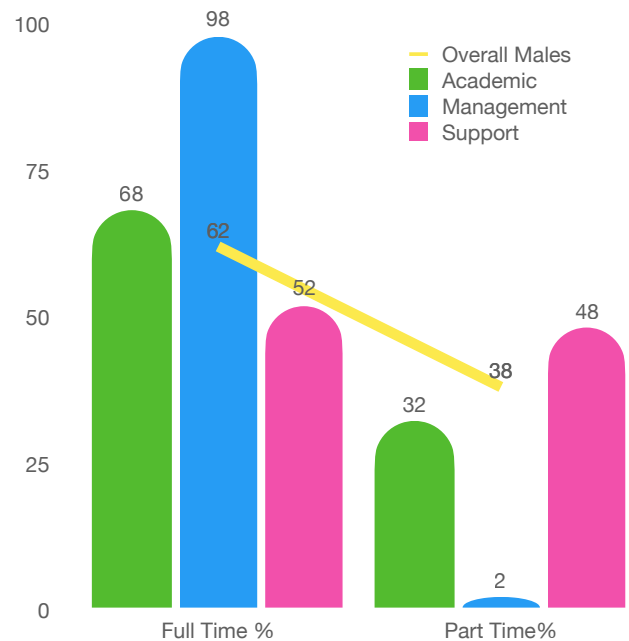
Breakdown of All Employees Full Time/Part Time Split %



Breakdown of Female Employees Full Time/Part Time Split %



Breakdown of Male Employees Full Time/Part Time Split %



STAFF DATA - GENDER PAY GAP

The Lincoln College Group is committed to equality for all and this includes our work to continually strive to remove gender related barriers to equality.

As an employer of more than 250 people, we are required by UK law to publish our gender pay gap information, both on the [Government's Gender Pay Gap Service](#) and on our own [website](#).

The gender pay gap is not the same as equal pay, which measures whether men and women are paid the same for the same job. Instead, it compares the difference in women's and men's average earnings across an organisation at a point in time, regardless of their role.

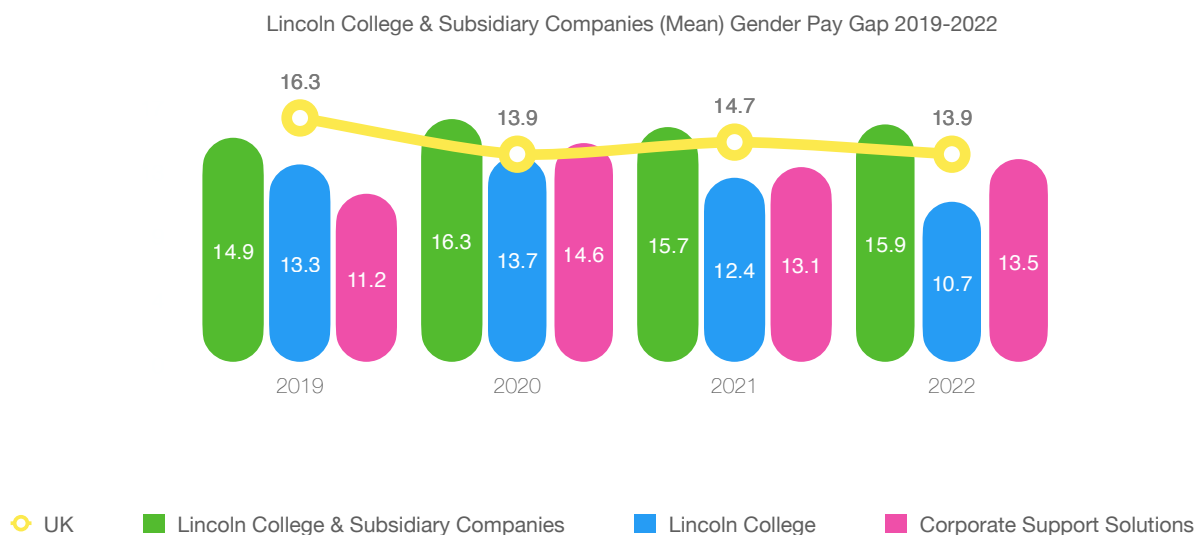
The gender pay gap is the difference between the average (mean or median) earnings of men and women across a workforce.

Employers are required to calculate and report the following six measures:

1. The mean (average) gender pay gap in hourly pay;
2. The median gender pay gap using hourly pay;
3. The percentage of men and women receiving bonus pay;
4. The mean gender gap in bonus pay;
5. The median gap in bonus pay;
6. The percentage of men and women in each hourly pay quarter* in a ranking of employees from lowest to highest paid per hour.

**Government guidance now uses the term 'quarter' rather than the statistical term 'quartile' used in previous guidance.*

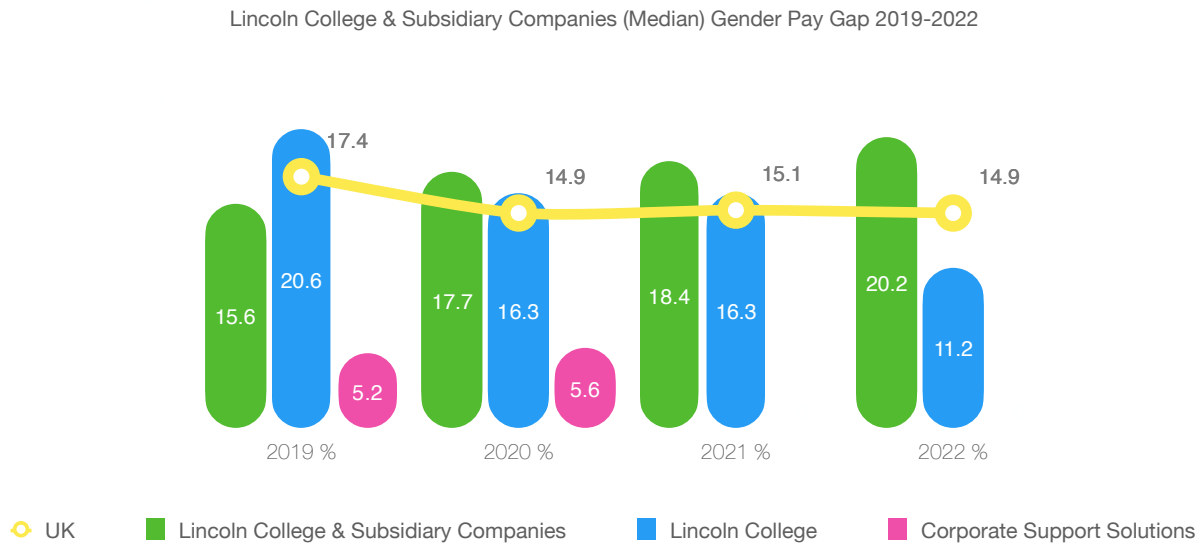
The overall Lincoln College Gender Pay Gap (including Lincoln College, Lincoln College Corporate Support Solutions and Deans Sport & Leisure) as at the snapshot date of 31 March 2022 was 15.9% (mean) compared to a UK average of 13.9%. The Graph below shows how this has changed over time.



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

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

The overall Lincoln College Gender Pay Gap (including Lincoln College, Lincoln College Corporate Support Solutions and Deans Sport & Leisure) as at the snapshot date of 31 March 2022 was 20.2% (median) compared to a UK average of 14.9%. The Graph below shows how this has changed over time.



In our organisation, women occupy 47% of the highest paid jobs (upper hourly pay quarter) and 65% of the lowest paid jobs (lower hourly pay quarter). The largest mean Gender Pay Gap is in the upper hourly pay quarter (highest paid) and stands at 10.7%.

In terms of the Bonus Pay Gap women earn 46p for every £1 that men earn when comparing median bonus pay. Their median bonus pay is 54.1% lower than men's; 0.6% of the female workforce receive a bonus compared to 1.7% of the male workforce.

The gender pay gap is a complex matter which is caused by a number of contributory factors, therefore, the college's commitment is made in line with our understanding that a period of time and exploration of a number of different actions may be needed in order to achieve our aim of closing our internal gender pay gap.

The gender pay gap (GPG) data provides a basic understanding of what the gender pay balance looks like within our organisation. However, to be able to target resources effectively to improve our GPG, it is essential to know more about the specific causes of any imbalance.

It is acknowledged that we have some work to do to go behind the headline figures to help us understand how our culture and actions can help us close the gap.

Work will continue as part of the People Plan (2022 – 2025) to further understand the following:

- Do people get stuck at certain levels within our organisation? The quartile breakdowns show the proportion of women and men at different levels but doesn't take into account our particular organisational seniority structure.
- Is there a gender imbalance in our promotions? Do women and men apply for promotion in proportions that match the composition of women and men at grades below?
- Are women more likely to be recruited into lower paid roles?
- Do men and women leave our organisation at different rates?
- Are we doing all that we can to support part time employees to progress?
- Are we supporting both men and women to take on caring responsibilities?

Further information can be found in the college's Gender Pay Gap Report 2022 which is available on the college's website.



STAFF DATA - RELIGION

Religion and belief discrimination is illegal in the UK and is listed as a protected characteristic in the Equality Act 2010. It arises when someone is unfairly disadvantaged for reasons related to their religion or their beliefs. Protection is given to those with any religion, or any religious or philosophical beliefs as well as those without a religion or belief. There is no definitive list of religions or beliefs.

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

Lincoln College staff are able to access and update their sensitive information, including religion, through the iTrent Employee Self Service system. 11% of staff have not declared a religion which is an improvement of 23% based on the 2020/21 data and follows the trend of a continuous improvement in declarations over the last 5 years. Staff declaring that they had no religion was the highest of all declarations (29%). This was followed by Christian – Protestant (18%).

All Staff Religion Profiles





STAFF DATA - ETHNICITY

Race discrimination, illegal in the UK since 1976, arises when someone is unfairly disadvantaged for reasons related to their race which, for the purposes of the Equality Act 2010, includes colour, nationality and ethnic or national origins.

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

With regards to Lincoln College data, 2% of all college staff are from a BAME. This is now below the profile for Lincolnshire (previous census 2.4%) which has a population count of 4% ethnic minority heritage representation (2021 Census data).

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

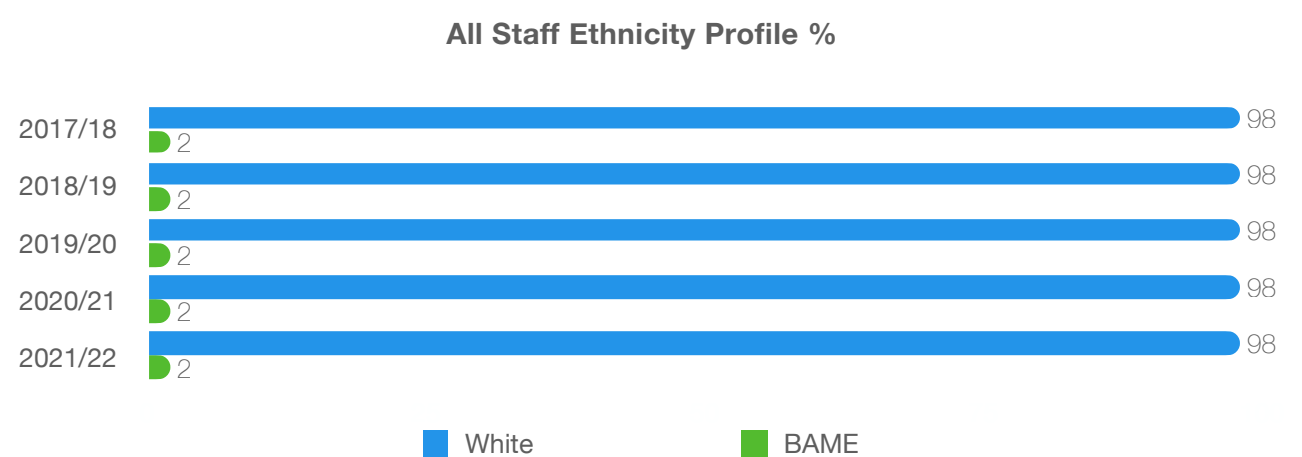
Positive action provisions mean that it is not unlawful to recruit or promote a candidate who is of equal merit to another candidate, if the employer reasonably thinks the candidate:

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

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

Lincoln College positive action statement is as follows - Applications are welcome from all sections of the community and in particular from ethnic minorities and people with disabilities as they are currently under represented within the College's workforce. Ethnic minority and disabled applicants who meet the person specification will be guaranteed an interview.

The workforce ethnicity breakdown shows that only 2% of the workforce are BAME (static for over 5 years).





STAFF DATA - SEXUAL ORIENTATION

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

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

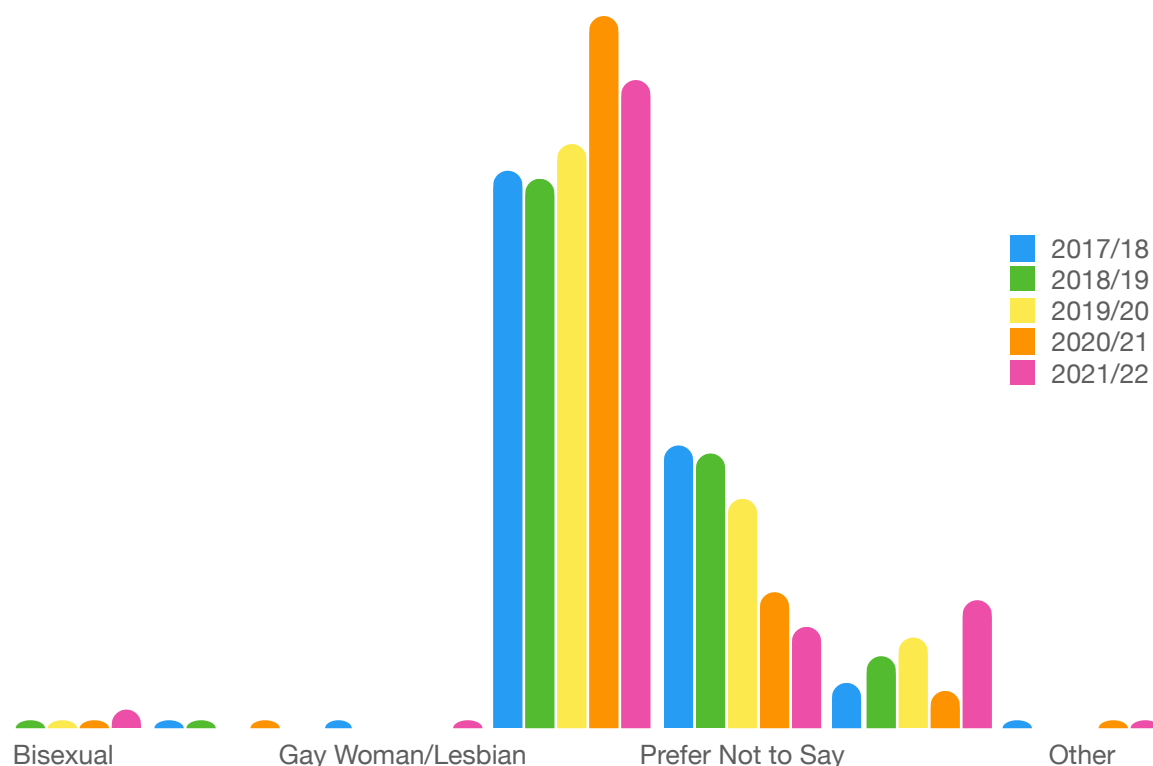
According to data from Stonewall (2018) over a third of LGBT staff say that they have hidden their sexual orientation or gender identity at work, and a further fifth of LGBT people have experienced negative comments or negative behaviour from work colleagues in the last year (2020) because they are LGBT.

Lincoln College are committed to ensuring that all staff feel comfortable to be themselves at work. Lincoln College staff are able to access and update their sensitive information, including sexual orientation through the iTrent Employee Self Service system.

75% of staff declared their sexual orientation (same as 2020-21) - 71% Heterosexual/Straight (same as 2020-21), 2% Bisexual (increase of 1% on 2020-21), Gay Man 0% (same as 2020-21), Gay Women/Lesbian 1% (same as 2020-21), 1% of staff declared their sexual orientation as 'other'. The ONS estimates that 2.7% of the UK population aged 16 years and over identified as lesbian, gay or bisexual (LGB) in 2019, an increase from 2.2% in 2018 (ONS May 2021).

The prefer not to say and not known categories, account for 25% of staff data in relation to sexual orientation indicating that there is still work to be done in relation to driving the issue of diversity and inclusion in relation to staff declaring their sexual orientation.

All Staff Sexual Orientation Profile





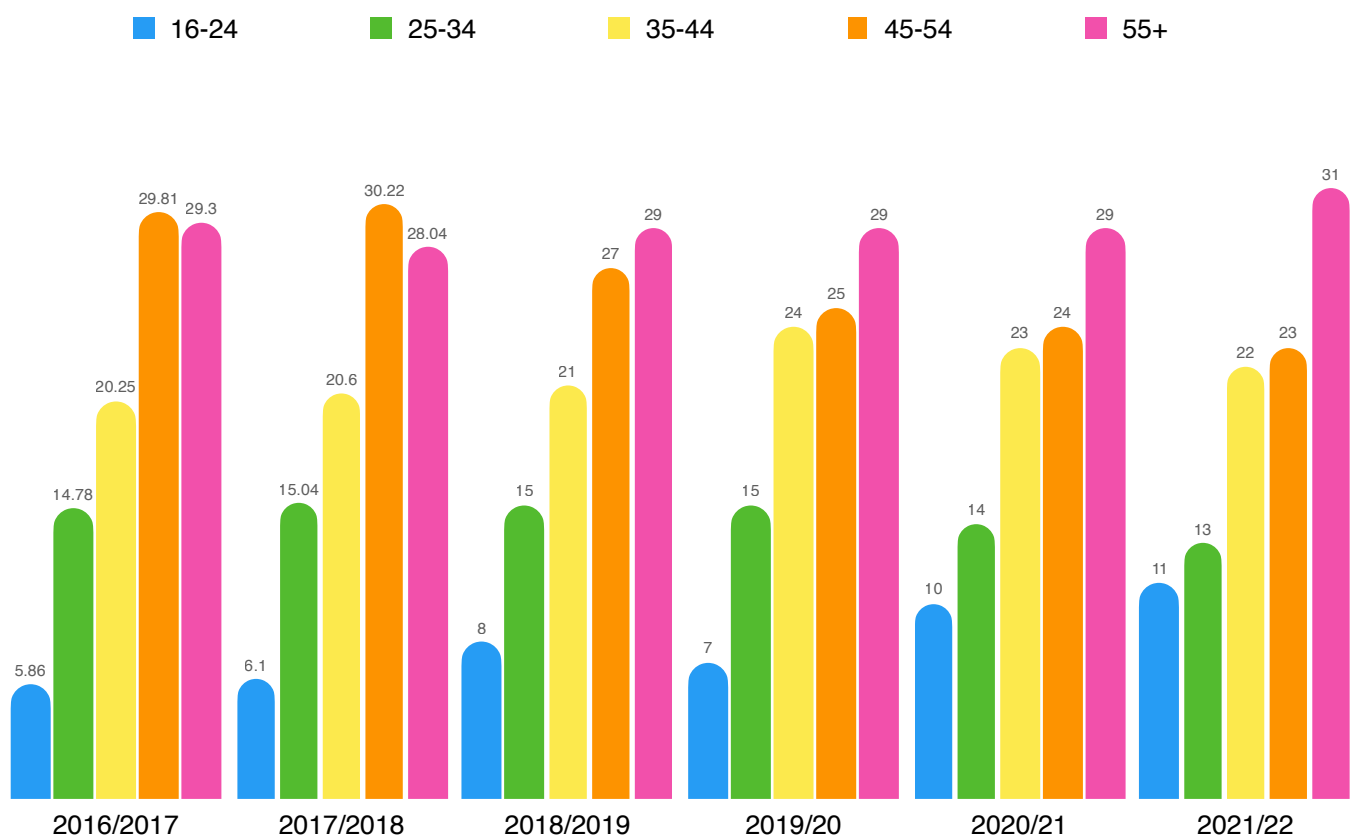
STAFF DATA - AGE

Age discrimination arises when someone is unfairly disadvantaged for reasons, which cannot be objectively justified, relating to their age. The efficient and effective use of people's skills requires that employment decisions should be based on competencies, qualifications, skills, potential and objective job-related criteria obtained through careful analysis of job requirements and job performance. Employment decisions based on age are only legally permitted when they are objectively justified (when they are a proportionate means of achieving a legitimate aim).

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

The Centre for Ageing Better finds that the issue is pressing: their survey of over 500 employers shows that only 1 in 5 are currently discussing the strategic implications of an ageing workforce. CIPD state that the number of older people in the workplace is expected to increase significantly over the next 20 years. Their reports *Managing an age-diverse workforce: what employers need to know* and *Managing an age-diverse workforce: employer and employee views* explore some of the key issues (CIPD:2020).

The age profile of the College has remained relatively constant over the last five years, with the highest cluster of ages remaining in the 55+ year old group. The 55+ group continues to account for 31% (29% 2020 - 21) of staff, followed by the 45 – 54 year old group 23% (24% - 2020-21) and then 35-44 at 22% (23% - 2020-21). The remaining age groups are significantly smaller - 25-34 accounts for 13% of the workforce (14% - 2020-21) and 16-24 accounts for 11% of the workforce (10% - 2020-21).



STAFF DATA - DISABILITY

For UK employment purposes, disability is defined as a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. It covers physical disability, some medical conditions and mental illness. Disability discrimination has been illegal in the UK since 1995, with the law now incorporated into the Equality Act 2010.

Lincoln College staff data on disabilities has increased a further 6% in relation to staff declaring a disability. 17% of staff now declare a disability. Lincoln College data for the past 10 years shows a positive year on year increase in staff declaring a disability (in 2011/12 the number of staff declaring a disability was only 2.8%, this increased gradually to 7% in 2017/18 where it remained static until 2019/20 when it increased to 8% and increasing further to 11% in 2020/21). This is a really positive step in the college's commitment to supporting disabled staff to feel comfortable in declaring a disability and supporting staff with a disability to be thrive in the workplace.

Staff are able to update their own disability information via Employee Self Service. Under the Equality Act (2010), organisations have an obligation to ensure that disabled people receive fair treatment throughout the recruitment and selection process and in their employment with us.

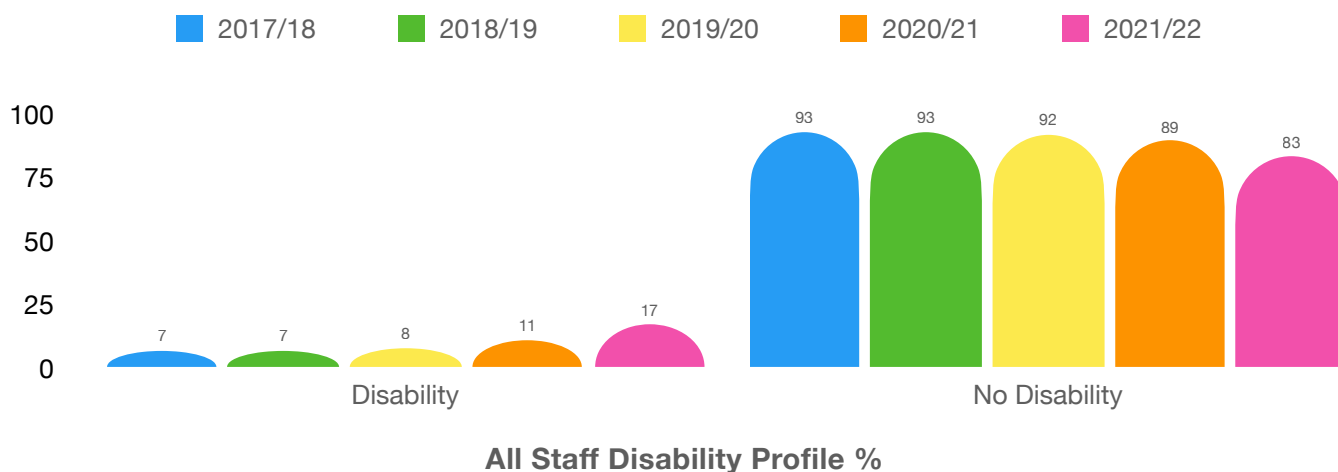
As part of Lincoln College's commitment to equality and diversity, we have made a pledge to improve employment opportunities for people with disabilities. We have undertaken to interview all applicants with a disability (who meet the essential

short-listing criteria for a job vacancy) and consider them on their abilities. Lincoln College are part of the Disability Confident scheme and hold level 2 status i.e. a Disability Confident Employer. The Disability Confident scheme supports employers to make the most of the talents disabled people can bring to the workplace.

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

A wide range of support is available to staff including:

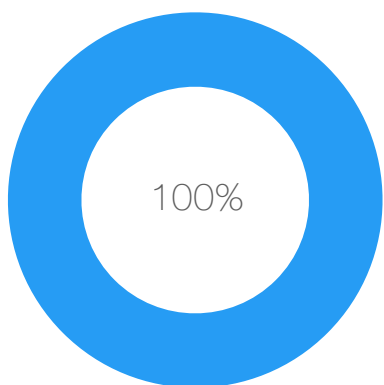
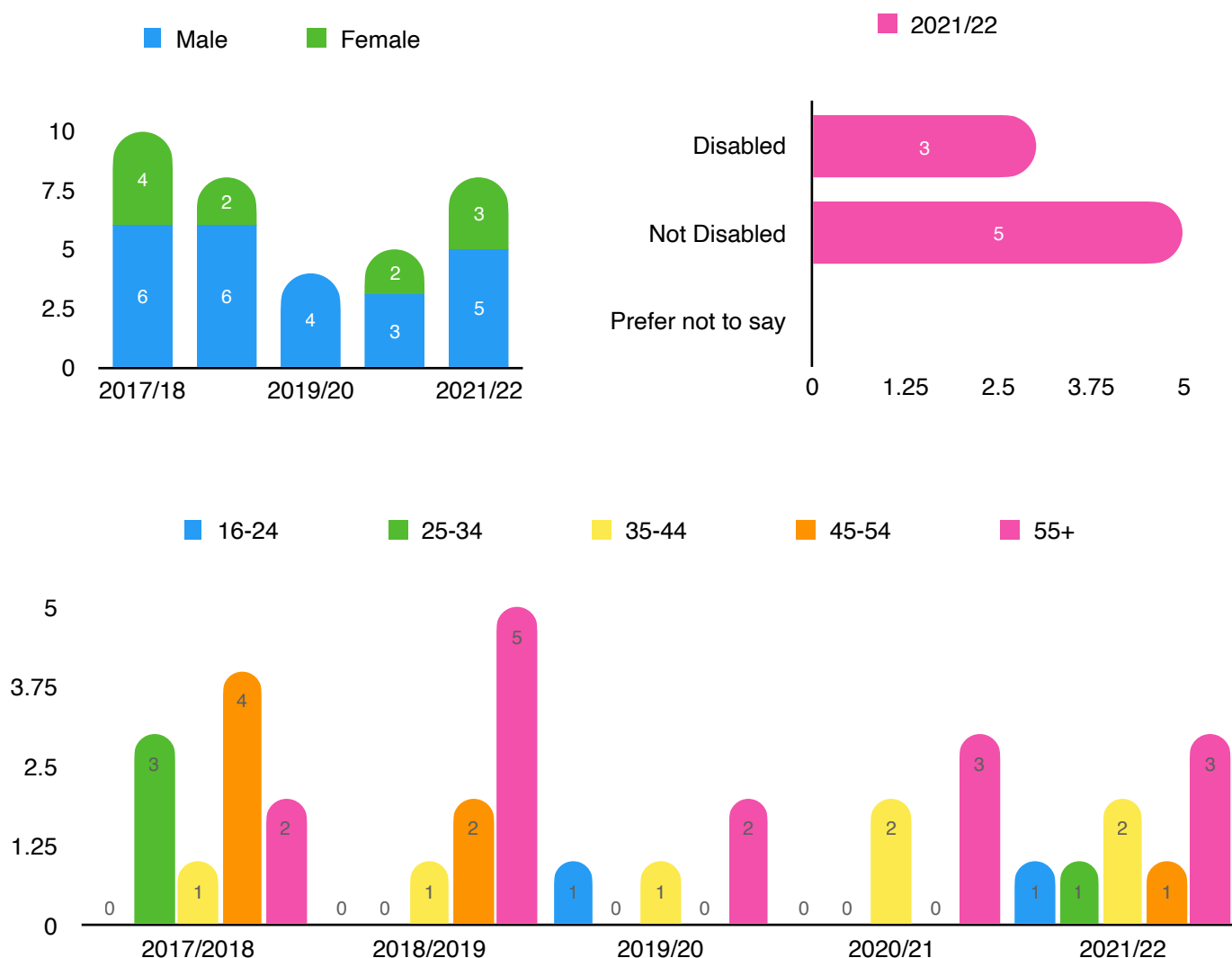
- Mental Health and Wellbeing Strategy for Staff and Students
- Mental Health and Wellbeing Toolkit for Managers
- Financial Wellbeing Support
- Occupational health support
- Employee Assistance Programme
- Mental Health First Aiders
- Access to Work
- Reasonable adjustments in place for staff and candidates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



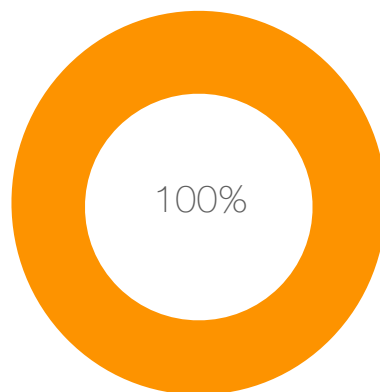


ADDITIONAL STAFF DATA - The following pages provide equality data in relation to disciplinary, grievance and turnover.

Staff Disciplinary Investigation Profile Data



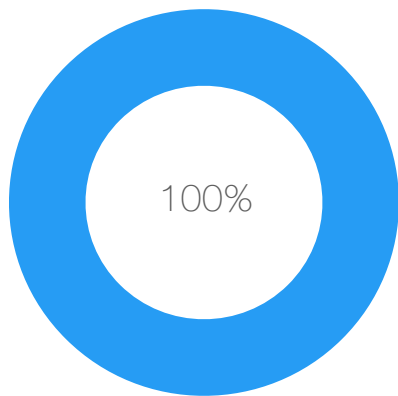
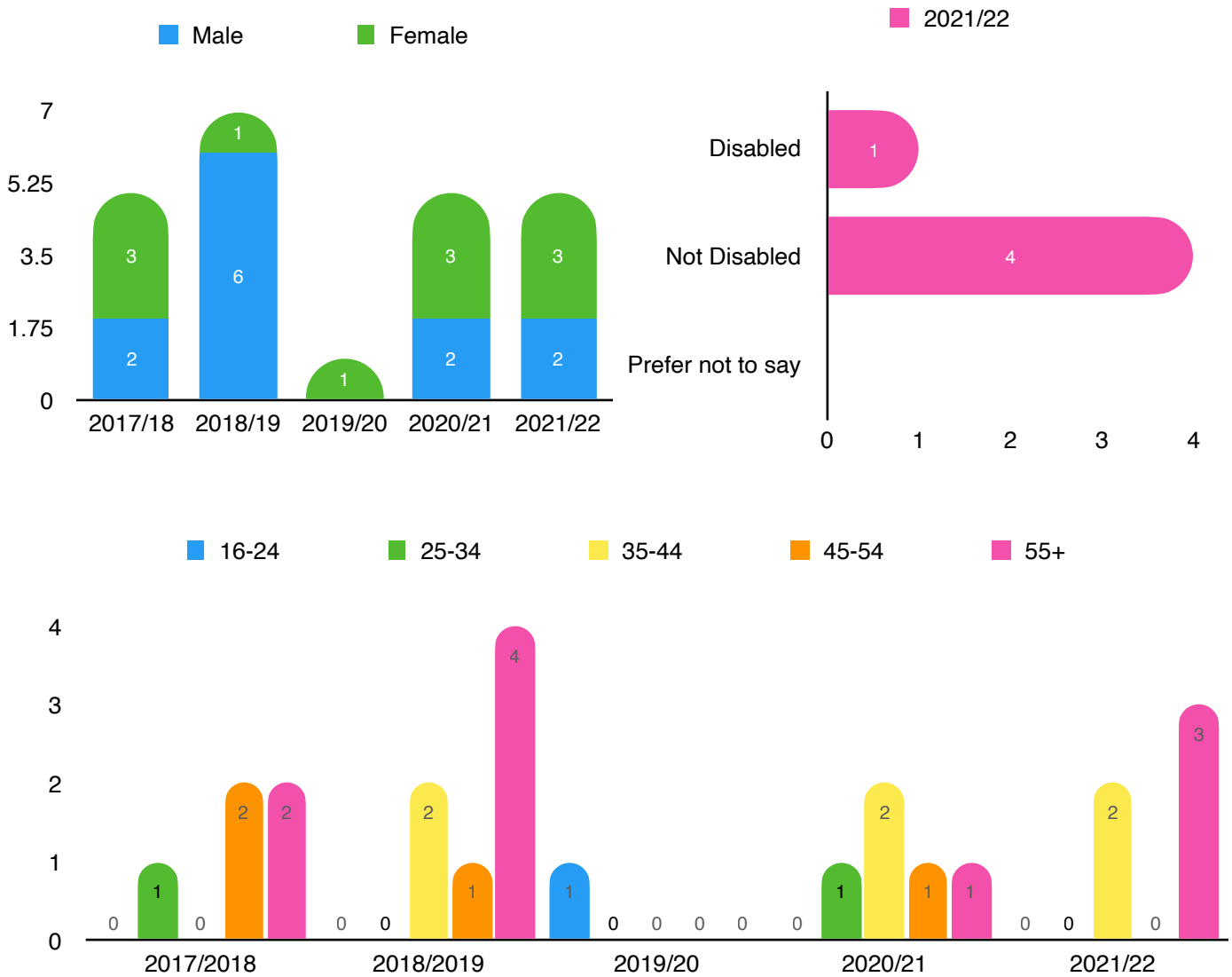
100% of staff subject to a disciplinary investigation were white



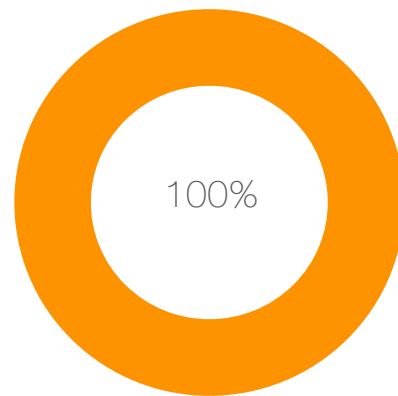
100% of staff subject to a disciplinary investigation were heterosexual/straight

*Data is based on 8 formal disciplinary investigations

Staff Grievance Investigation Profile Data



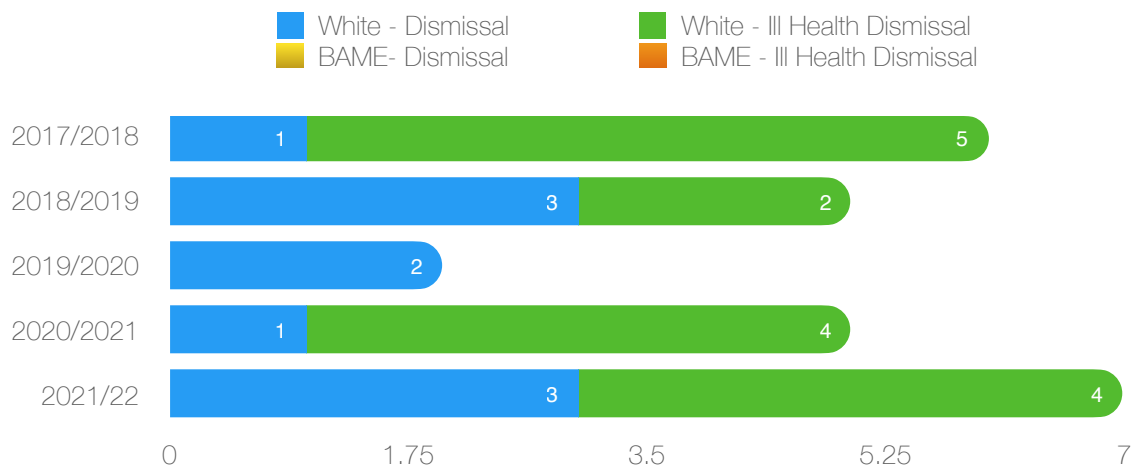
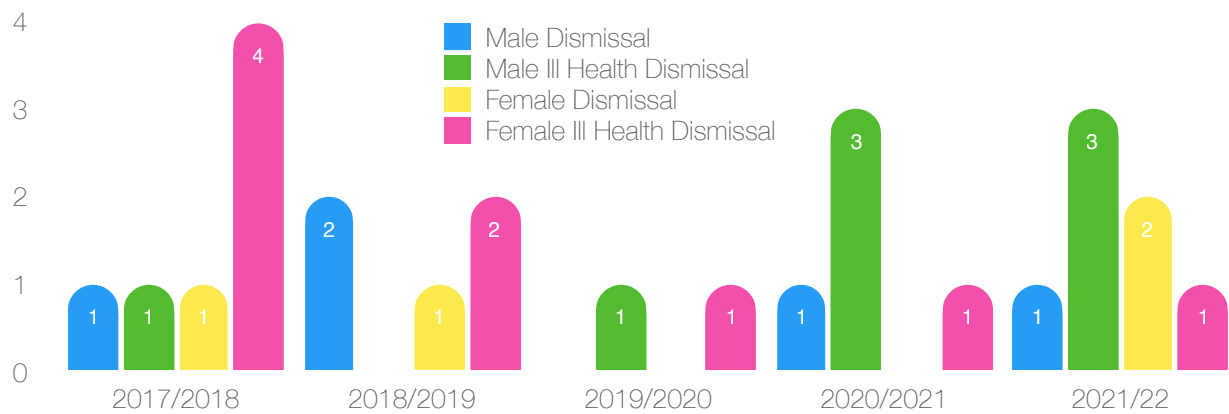
100% of staff raising a grievance were white



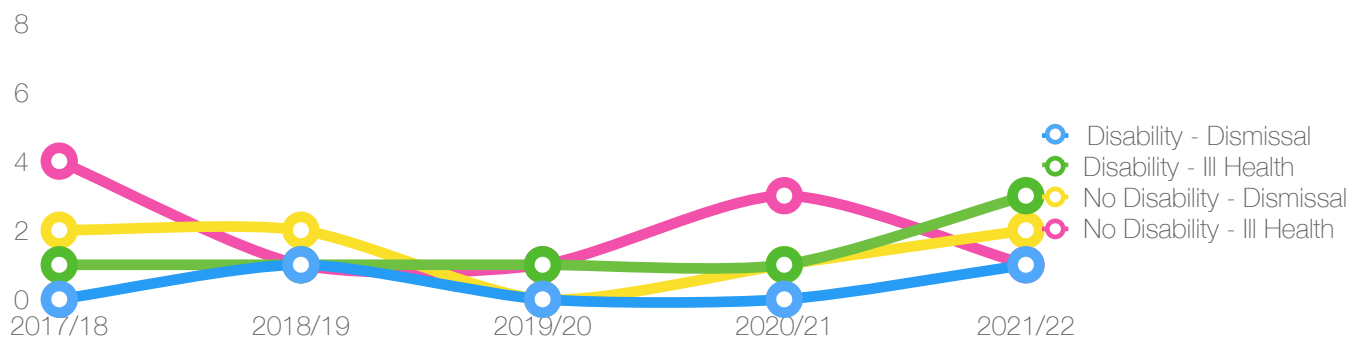
100% of staff raising a grievance were heterosexual/straight

*Data is based on 5 formal grievance investigations

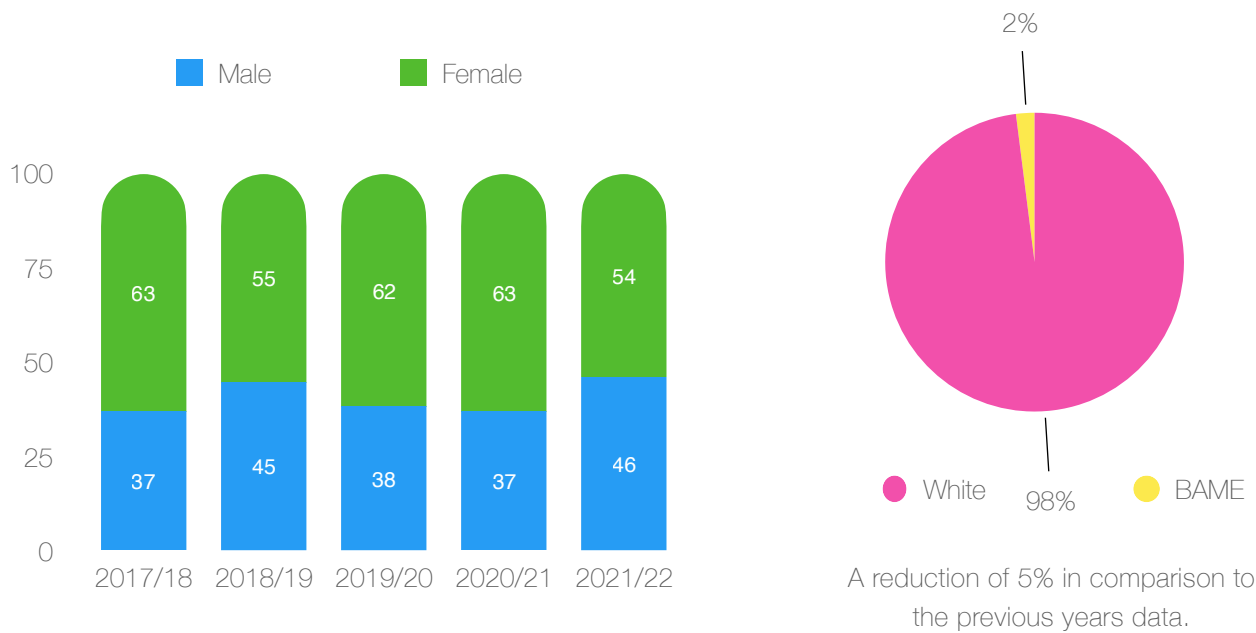
Staff Dismissal Profile Data



Dismissal - Sexual Orientation %						
	Heterosexual/ Straight	Prefer not to Say	Not Known	Bi-Sexual	Gay Man	Gay Woman / Lesbian
2017/18	14%	57%	0%	0%	0%	29%
2018/19	0%	80%	0%	0%	0%	20%
2019/20	0%	50%	0%	0%	0%	50%
2020/21	0%	60%	0%	0%	0%	40%
2021/22	100%	0	0	0	0	0



Staff Profile Turnover Data %

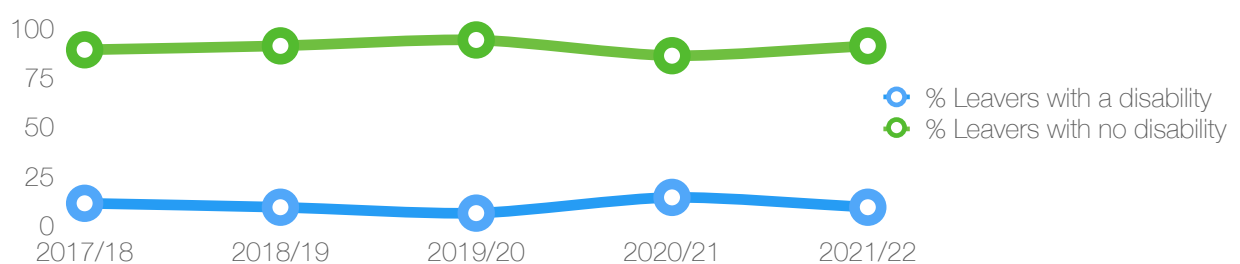


Turnover - Sexual Orientation %

	Heterosexual/ Straight	Prefer not to Say	Not Known	Bi-Sexual	Gay Man	Gay Woman / Lesbian
2017/18	55	26	18	1	0	0
2018/19	68	20	9	0	1	2
2019/20	59	14	23	3	1	0
2020/21	69	7	23	1	0	0
2021/22	59	8	31	1.5	0.5	0

Turnover - Age %

	16-24	25-34	35-44	45-54	55
2017/18	10	20	15	24	31
2018/19	7	13	21	25	34
2019/20	14	20.5	10	20.5	35
2020/21	35	15	20	12	34
2021/22	35	16	15	14	20



RECRUITMENT

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

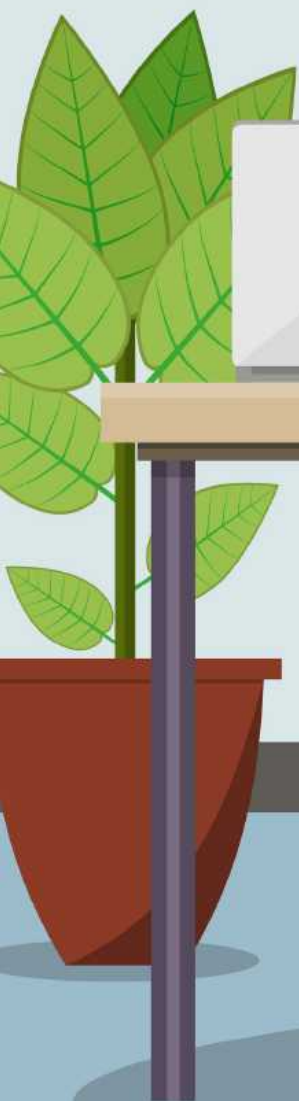
The College continues to ensure that it promotes best practice and undertakes a comprehensive review of its Code of Practice for Recruitment and Selection, to ensure fairness and equality for all, on an annual basis. All line managers are trained in our Recruitment and Selection Code of Practice prior to them being able to chair an interview and recruitment data is analysed on an annual basis. In line with policy reviews.

Gender: The recruitment profile in terms of gender overall saw the male/female split remain the same as the 2020/21 academic year (68% female to 32% male). Figures again remained static across all 3 areas of roles.

Disability: The trend in the number of applicants declaring a disability increased by 3% from 7% in 2020/21 to 10% in 2021/22.

Lincoln College has an Equality and Diversity of Objective (April 2020 - March 2024) to improve the number of employed staff with a declared disability from 7% to 9% by March 2024 to better reflect the number of job applications from people with a disability

Ethnicity: Inline with data from the last 4 years, the majority of applicants are white (90%). 6% of applicants were BAME (4% of applicants did not declare their ethnicity). This is above the local profile of 4% ethnic minority heritage representation in Lincolnshire (2021 Census data).



VACANCY



STAFF DATA - MATERNITY AND PREGNANCY

Statutory maternity, paternity and adoption rights in the UK apply both before and after birth or adoption. Mothers, fathers, adoptive parents and same-sex partners are entitled to paternity, maternity or adoption leave and pay and shared parental leave.

Most of the relevant UK legislation is in the Employment Rights Act 1996, the Employment Relations Act 1999, the Employment Act 2002 and the Work and Families Act 2006. Shared parental leave (SPL) arrangements are covered in the Children and Families Act 2014.

Any unfavourable treatment of a woman because of her pregnancy, childbirth or maternity is unlawful and is likely to constitute pregnancy and maternity-related discrimination and may also give rise to a constructive unfair dismissal claim. There may also be a constructive unfair dismissal claim.

All staff who went on maternity leave, returned to work.

The College has processes and procedures in place to support employees returning from maternity leave and to ensure that reasonable contact is maintained during periods of maternity leave. The College will continue to actively support pregnant staff by implementing appropriate risk assessments and regularly reviewing its Family Scheme policies to consider their impact on pregnant staff.

Support for staff returning to work following a period of maternity leave includes, 'top tips' within the Family Schemes Policy/Policies to ensure a smooth transition back into the workplace following maternity leave. The tips were adapted from CIPD's Top Tips for Returning from Maternity Leave and included:

- Advising managers to create a 're-induction' plan for staff returning from maternity leave (with their manager, colleagues and HR team) to help get them up to speed with key changes in the business, meet new colleagues, get relevant training etc. Staff could use Keeping in touch (KIT) days so it doesn't seem such of a culture shock when they do go back.
- Promoting the use of KIT days to help ease staff in gently and provide a much needed source of income towards the end of their maternity leave.
- Returning to work after taking a career break can be like starting a new job, in a new organisation. Line

managers are advised to spend time with their member of staff to create a CPL Plan that will support their return. CPL doesn't just have to mean formal learning like courses but could include peer mentoring, job shadowing, networking etc.

- Line managers are advised to support staff returning from maternity leave with a Wellness Action Plan. Staff returning to work should be reminded to be kind to and honest with themselves and to ask for help, seek feedback from others, be solutions orientated, call out poor behaviour in others, make positive recommendations to the organisation about how they can improve your work/life balance and overall company culture.
- Flexible working should be discussed with staff prior to starting maternity leave and returning from maternity leave.
- Staff encouraged to strengthen their personal and professional support network.

Research by CIPD (2020) shows that encouraging more men to take more time off work to care for their children could help to close the gender pay gap by reducing the negative effects that maternity leave and childcare responsibilities have on women's careers. There's also evidence that greater involvement of both parents in their baby's early life leads to long-term benefits and far more even sharing of childcare responsibilities in the long term. To support employees to share childcare responsibilities from the outset Lincoln College have implemented the following changes:

- Enhanced their Family Schemes Policy to enable expectant fathers and partners of pregnant women to take paid time off work to attend two antenatal appointments with the expectant mother.
- Enhanced their Family Schemes Policy in the case of adoption. The secondary adopter is now entitled to take paid time off to attend two adoption meetings (enhanced from unpaid).

- Additionally, they ensure that all expectant mothers are aware of the provision to take shared parental leave when they notify the college of their pregnancy. These discussions will now also be incorporated into conversations with male employees when they submit a request for paternity leave. Expectant fathers will also be made aware of other support available to them in terms of sharing childcare responsibilities.
- The Special Leave Policy allows all staff, regardless of gender, to take dependants leave. More promotions will take place to support available as part of the 4-year EDI objective to reduce the gender pay gap from 14.9% to 12% by March 2024.
- Mothers are aware of the provision to take shared parental leave when they notify the college of their pregnancy. These discussions will now also be incorporated into conversations with male employees when they submit a request for paternity leave. Expectant fathers will also be made aware of other support available to them in terms of sharing childcare responsibilities.
- The Special Leave Policy allows all staff, regardless of gender, to take dependants leave.

Maternity Leave Age Profile %	
	All Staff
16-25	0
26-35	79
36-45	21
46-55	0
Over 56	0

Maternity Leave Disability Profile %	
	Academic
Disability	25
No Disability	75

Maternity Leave Sexual Orientation Profile %	
	Academic
Heterosexual/ straight	0
Prefer not to say	100
Unknown	0

Maternity Leave Religion Profile %	
	Academic
Agnostic	0
Atheist	0
Christian - Orthodox	0
Christian - Protestant	0
Christian - Roman Catholic	0
Unknown	100
Other	0

STAFF DATA - WHATS NEXT?

Promoting and supporting diversity in the workplace is an important aspect of good people management - it's about valuing everyone in the organisation as an individual. However, to reap the benefits of a diverse workforce it's vital to have an inclusive environment where everyone feels able to participate and achieve their potential. While UK legislation – covering age, disability, race, religion, gender and sexual orientation among others – sets minimum standards, an effective diversity and inclusion strategy goes beyond legal compliance and seeks to add value to an organisation, contributing to employee well-being and engagement (CIPD:2020).

Lincoln College will continue to analyse the data from this report and put actions in place where necessary to ensure that it continues to be an organisation that promotes and supports equality, diversity and inclusion for both staff, students and job applicants.