

2024 / 2025

Lincoln
College



LINCOLN COLLEGE

**ANNUAL EQUALITY, DIVERSITY
& INCLUSION REPORT 2024-25**

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OUR AMBITION

Lincoln College's 2025-30 People Plan aims to position the College as an employer of choice.

By 2030, we aspire to a future state where:



Our staff are passionate and innovative in their focus on the quality of our Education and Training to unlock an exceptional learning experience resulting in highly skilled and motivated students with sector leading outcomes.



We achieve our future state of exceptional education and training outcomes by behaving in line with our Lincoln code which ensures a culture where staff and students are valued, happy and healthy.



Leaders enable and liberate our people by being exceptional communicators, inspiring others and having an extraordinary approach to people management and development.

The Plan also has strong links to the other strategic priorities, notably, inspiring curriculum and securing our financial future. In particular:



Exceptional Student Experience:

To create high quality learning experiences that inspire students to reach their full potential and empowers them to thrive in a rapidly changing world.



Sustainable Growth:

To achieve sustainable financial growth and stability, ensuring the long-term viability of the College.



Efficiency and Targeted Investment:

To enhance our competitive advantage, drive innovation and strategically invest in our people, programmes and facilities.



Expansion:

To expand our footprint and market share through strategic partnerships and acquisitions, creating new opportunities for growth and impact.

VISION 2030

LINCOLN COLLEGE GROUP STRATEGY 2025-30

OUR PURPOSE *BE READY...*

**REALISE ASPIRATIONS;
SHAPE FUTURES;
SERVE OUR COMMUNITIES.**

OUR CODE

Our Group Code sets the tone of how we behave and achieve our Purpose because **You Matter**.

We **CARE** deeply about achieving outcomes in the right way and expect staff and students to behave with...

COMMUNITY

We will prioritise empathy, compassion and wellbeing. Our goal is to develop a positive community where the mental and physical health of staff, learners, governors and key stakeholders is emphasised.

ACCOUNTABILITY

We will all act with integrity and transparency, take full ownership of our actions and deliver on our commitments, impacts and outcomes.

RESPECT

We will all create an inclusive environment where everyone is valued, trusted and treated with consideration, kindness and fairness.

EXCELLENCE

We will all drive innovation and pursue extraordinary quality through an "ambitious spirit", consistently striving for the highest standards in all we do.

OUR PRIORITIES

Over the next five years we will achieve "Our Purpose" by delivering on our strategic priorities set out in full detail in 7 strategic plans.

In summary we will:



The 2024–25 Annual Equality, Diversity & Inclusion (EDI) Report outlines Lincoln College's progress in meeting its statutory Public Sector Equality Duty and advancing inclusive practice for both staff and learners. EDI remains a core priority within the People Plan (2025–30) and Vision 2030, supporting the College's ambition to be an Employer of Choice and a sector leader in inclusive education.

Workforce: Key Progress

- Gender Pay Gap: Median gap reduced to 17.3%, exceeding the 2028 target three years early.
- Representation & Disclosure: Significant reduction in "Not Known" data for religion and ethnicity; ethnic minority representation increased to 3.8%, near the 4% 2028 target.
- Inclusive Culture: Strengthened menopause support, flexible working access (100% of requests approved) and disability inclusion measures; disability and ethnicity pay gaps remain in favour of these groups.
- Neuro-Inclusive Practice: Updated reasonable adjustments policy, improved recruitment accessibility and planned neurodiversity training.

Workforce: Key Challenges

- Leadership Representation: Women remain under represented in senior leadership roles, influencing structural gender pay patterns.
- Ageing Workforce: With 42.99% of staff aged 50+, succession planning and development of younger staff remain strategic priorities.
- Progression Patterns: Women remain over-represented in lower pay quartiles and younger staff are under-represented in management roles.
- Inconsistency in Practice: Variability in EDI application across teams indicates the need for continued cultural embedding and training.

Learners: Key Progress

- Increased Engagement: High participation in resilience programmes, widespread use of Learner Assistance Programme and strong ongoing engagement with the Wisdom mental health app.
- SEND Confidence: 32% SEND declaration maintained, showing consistent learner confidence in disclosing needs.
- Targeted Support: Strengthened multi-agency working for High Needs learners and care-experienced students; tailored pastoral interventions expanded.

Learners: Key Challenges

- Decline in Achievement: Overall achievement dropped to 83%, remaining above NAR but widening gaps for several protected and vulnerable groups.
- SEND & High Needs Outcomes: Learners declaring disabilities, mental health needs, autism, social and emotional difficulties and MLD achieved below College and national averages; High Needs learners experienced a notable decline.
- Curriculum Variability: Inconsistent performance across curriculum areas, particularly in English, Maths, ESOL & Supported Education and Construction & Engineering.
- Socio-Economic Disadvantage: Learners eligible for free meals, care leavers and Looked After Children achieved significantly below benchmarks.
- Protected Characteristics: Female learners outperform males; 19+ achieve more strongly than 16–18s; some ethnic minority groups have closed gaps, though disparities persist for younger male cohorts.

Overall Outlook & Priorities for 2025–26

While the College has made clear progress in strengthening its inclusive culture, data quality and support frameworks, outcomes for both staff and learners show areas requiring continued focus

Priorities for the coming year include:

- Reducing learners achievement gaps through strengthened curriculum ownership of inclusion.
- Improving outcomes for SEND, High Needs and disadvantaged learners.
- Enhancing succession planning and leadership pathways.
- Increasing staff disclosure rates to improve insight and decision-making.
- Embedding consistent EDI practice and training across all departments.

Lincoln College remains committed to fostering a culture where all staff and learners feel valued, supported and able to thrive.

Introduction

This Annual Equality, Diversity and Inclusion (EDI) Report sets out how Lincoln College has met its duties under the Public Sector Equality Duty (PSED) during the 2024–25 academic year. In line with Section 149 of the Equality Act 2010, the College demonstrates how it has had due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not

This report draws on evidence from the People Services Annual Report 2024–25 and progress against the Equality and Diversity Objectives 2024–2028. It focuses primarily on workforce equality, whilst also referencing relevant learner-related objectives where these align to the College's statutory responsibilities.

Lincoln College continues to operate in a context of sustained learner growth, curriculum expansion and workforce complexity. The People Plan 2025–30 and Vision 2030 place Equality, Diversity and Inclusion at the heart of the College's ambition to be an Employer of Choice, recognising that inclusive practice is fundamental to staff wellbeing, engagement, performance and retention. During 2024–25, People Services strengthened workforce insight through improved data quality, enhanced reporting and targeted action planning. This has enabled a more robust assessment of equality impacts and progress against EDI objectives as part of the Annual EDI Report.

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.

The current 4 year objectives (2024–2028) are:

- Gender Pay - Reduce the gender pay gap from 21.4% to 18% by March 2028 (UK gender pay gap is currently 14.3% (median) and 21.3% for the UK education sector)
- Religion - Reduce the 'not known' staff declarations for religion from 46% to 10% by March 2028.
- Ethnic Minority Heritage Groups - Ensure the proportion of staff from ethnic minority heritage groups matches or is close to the representation for Lincolnshire of 4% (currently 1%).
- Aging Workforce Strategy - Develop an Aging Workforce Strategy by promoting the ability for staff to phase their retirement (42% of staff are 50 years old and over).
- Neuro-Inclusive - To become a neuro inclusive organisation by 2028.
- Disability Support Group - Launch a Disability support group for staff and track the impact.
- Mental Health Issues and Social and Emotional Difficulties - Improve the achievement rate of learners with mental health issues and social and emotional difficulties from 81% and 86% respectively to 87% in line with the College average achievement rate for all learners.
- Looked After Children - Improve the achievement rate for Looked After Children from 73% to 86% in line with the national achievement rate.

THE 3 ARMS OF THE PUBLIC SECTOR EQUALITY DUTY

EQUALITY ACT 2010

Eliminate unlawful discrimination, harassment, victimisation and any other conduct that is prohibited by, or under the Equality Act 2010.

EQUAL OPPORTUNITY

Advance equity of opportunity between persons who share a relevant protected characteristic and those who do not.

GOOD RELATIONS

Foster good relations between persons who share a relevant protected characteristic and those who do not.

Progress Against 2024-28 Objectives

Objective 1 Update – Gender Pay Gap - Reduce the median gender pay gap from 21.4% to 18% by March 2028

Current Position:

As of the March 2025 reporting point, the median gender pay gap has reduced to 17.3%, meaning the College has met and exceeded the 2028 target three years ahead of schedule. The mean gender pay gap has also decreased to 14.7%, performing better than both the UK education sector median (17.2%) and aligning closely with national averages.

Detailed quartile analysis shows the structural origin of the gap:

- Women continue to be over-represented in the lowest pay quartile (69% of Q1).
- Women remain under-represented in the highest pay quartile (43% of Q4).

This confirms that the gap is driven by occupational distribution and progression patterns, not unequal pay for equal work.

Progress Against the Action Plan:

Significant progress has been made across all six action plan principles:

- 100% of formal flexible working requests were approved, directly supporting women with caring responsibilities and promoting retention within mid-career and senior roles.
- The College achieved a 100% maternity leave return rate, materially higher than sector trends and demonstrating strong manager support and effective use of KIT days.
- Internal Expression of Interest processes and talent-management pathways for aspiring female leaders have been advanced, with the aim of improving accessibility to progression opportunities.
- Menopause Café, education sessions and guidance for line managers are embedded, addressing a recognised barrier to progression for women and strengthening retention.
- Work is underway to assess starting salary equity and ensure fair, bias-free pay practices remain embedded across the organisation.

RAG Rating: Green – Work achieved and subject to ongoing review. The College has delivered a step-change in gender pay performance, reaching its 2028 Gender Pay target in 2025. The focus now moves to sustaining improvements by strengthening female representation in leadership and addressing structural distribution across pay quartiles.

Action Plan as of January 2026 can be found here - [Gender Pay Gap Action Plan – January 2026](#)

Objective 2 Update – Religion and Belief: Reduce “Not Known” staff declarations for religion from 46% to 10% by March 2028

Current Position:

At the end of the 2024/25 academic year, the proportion of staff recorded as “Not Known” for religion reduced to 27.84%, representing a continued and significant year-on-year improvement from 36.83% in 2023/24 and 46.09% in 2022/23. This reflects a sustained increase in staff confidence and trust in the College’s approach to data collection and inclusivity.

The largest declared group identified as having No Religion (27.47%), consistent with wider Lincolnshire and national demographic trends. Collective Christian denominations accounted for 25.4% of the workforce, broadly reflecting the local population profile.

Progress Against the Action Plan:

- Inclusive culture and communication: Zero-tolerance messages regarding bullying, harassment and discrimination on the grounds of religion or belief have been reinforced through induction, policy promotion and manager engagement (for example via discussions with teams through Health and Wellbeing action planning meetings).

- **Visibility and observance:** Religious festivals have been added into the People Services (You Matter) calendar supporting awareness and understanding across the workforce.
- **Practical support:** The College has actively promoted access to the prayer room, chaplaincy and introduced a Christian Prayer Group, supporting staff to practice their faith or belief where relevant.
- **Improved data capture:** Recruitment and onboarding processes now consistently capture religion and belief data and transfer this into HR systems, improving data quality and monitoring capability.

RAG Rating: Amber – Ahead of trajectory. The College is making sustained progress towards the 2028 target, with current trends indicating the objective is likely to be achieved early.

Action Plan as of January 2026 can be found here - [Religion Action Plan - January 2026](#)

Objective 3 Update – Ethnic Minority Representation: Increase the proportion of staff from ethnic minority heritage groups to 4% by March 2028

Current Position:

Ethnic minority representation increased from 1% at the start of the action plan period to 3.8% by the end of 2024/25. This represents a substantial improvement in a single year and places the College within 0.2% of its four year target.

The proportion of staff with unknown ethnicity reduced by 7.26%, indicating improved confidence in self-disclosure and greater trust in how equality data is used.

Progress Against the Action Plan:

- **Trust and transparency:** Clear communication has been delivered on how ethnicity data is used to inform workforce planning rather than compliance alone.
- **Recruitment and onboarding:** Ethnicity data is now consistently captured during recruitment and onboarding processes.
- **Monitoring and reporting:** Improved data quality enables more robust analysis of attraction, progression and retention.

RAG Rating: Amber – Target almost achieved. The College is well positioned to meet and sustain the 2028 objective.

Action Plan as of January 2026 can be found here - [Ethnic Minority Action Plan - January 2026](#)

Objective 4 Update – Aging Workforce Strategy: Develop and embed an Aging Workforce Strategy, promoting phased retirement and age-inclusive practice

Current Position:

The workforce profile indicates that 42.99% of staff are aged 50+, with a high concentration of management roles within the 50–59 age band. This presents both a retention opportunity and a succession planning risk, requiring proactive, age inclusive workforce planning.

Progress Against the Action Plan:

- **Flexible working and retirement:** Policies supporting flexible working, flexible retirement and redeployment are embedded and actively promoted.
- **Health and wellbeing:** Menopause conversations have been normalised through structured initiatives, contributing to improved retention and wellbeing.
- **Occupational health:** Preparatory work is underway to enhance preventative and targeted occupational health provision via a new occupational health provider.
- **Pension education:** Retirement planning and pension education resources are available to all staff groups.

- Manager capability: Further age awareness training is scheduled as part of the objective action plan.

RAG Rating: Amber – On track. Strong foundations are in place, with further impact expected as training and occupational health enhancements are delivered.

Action Plan as of January 2026 can be found here - [Aging Workforce Action Plan - January 2026](#)

Objective 5 Update – Neuro-Inclusive Organisation: Become a neuro-inclusive organisation by March 2028

Current Position:

The College is in the early-to-mid delivery phase of a structured, multi year neuro-inclusion action plan. While formal neurodiversity workforce data is still developing, progress has been made in strengthening policy, systems and culture.

Progress Against the Action Plan:

- Policy and systems: The Reasonable Adjustments Policy has been updated to explicitly reference neurodiversity.
- Recruitment accessibility: Planned improvements include accessible recruitment materials, interview adjustments and enhanced digital accessibility.
- Capability building: Neurodiversity awareness training for People Services and managers is scheduled for delivery by the end of 2026.
- Culture and engagement: Membership of Neurodiversity in Business has been secured, and plans are in place for neurodiversity cafés and staff engagement activity.

RAG Rating: Amber – Strong foundations. The College is progressing appropriately against a long-term transformation objective, with impact expected to increase as the action plan progresses.

Action Plan as of January 2026 can be found here - [Neuro-Inclusive Organisation Action Plan - January 2026](#)

Objective 6 Update – Disability Support Group and Inclusion: Launch a Disability Support Group and track impact

Current Position:

Disability disclosure stands at 9.52%, above the FE sector average. Both the mean and median disability pay gaps remain in favour of disabled staff, reflecting equitable pay practices.

Progress Against the Action Plan:

- Policy and practice: Reasonable adjustments are embedded across recruitment and employment.
- Support infrastructure: Disability inclusion activity is being aligned with neurodiversity work to maximise impact.
- External commitment: The College has committed to progressing towards Disability Confident Leader (Level 3) status.
- Manager capability: Ongoing focus on awareness and consistency of support.

RAG Rating: Amber – Disability Support group has been launched. Cultural confidence and infrastructure continue to strengthen, with further engagement activity planned. More work required in relation to tracking the impact.

Action Plan as of January 2026 can be found here - [Student Services Action Plan - January 2026](#)

Objective 7 Update – Student Mental Health and Social & Emotional Difficulties: Improve achievement rates to 87%, in line with College average

Current Position:

Achievement for learners declaring mental health needs sits at 77%, below both the College average and national benchmarks

However, extensive interventions have been implemented This objective is being addressed through multi-year intervention.

Progress Against the Action Plan:

- Staff capability: Mental Health First Aid training delivered to 75 staff during 2024/25.
- Early intervention: Resilience programmes embedded into induction and January reboot activity.
- Consistency: Annual mandatory mental health training developed for Progress Coaches.
- Engagement: Engagement with wellbeing support is high, including substantial use of the Wisdom App and Learner Assistance Programme, but this has not yet translated into improved outcomes.

Assessment RAG Rating: Amber – Multi-year improvement underway.

Action Plan as of January 2026 can be found here - [Student Services Action Plan - January 2026](#)

Objective 8 Update – Looked After Children (LAC): Improve achievement rate from 73% to 86%, in line with national benchmarks

Current Position:

Achievement rates for Looked After Children remain below national comparators, reflecting the complex barriers faced by this cohort.

Progress Against the Action Plan:

- Dedicated support: Expansion of the Care Support Officer role to address attendance, academic and pastoral needs.
- Multi-agency working: Strengthened external partnerships for wraparound support.
- Community building: Development of targeted peer support networks.

RAG Rating: AMBER – Early-stage progress. This objective remains appropriately positioned as a longer-term educational improvement priority.

Action Plan as of January 2026 can be found here - [Student Services Action Plan - January 2026](#)

Progress Monitoring

Progress against EDI objectives is monitored through People Services and Student Services reporting, action plan governance and oversight by the Senior Leadership Team and the Remuneration & People Committee. Enhanced workforce data and Power BI reporting strengthen the College's ability to assess equality impact and inform future action.

RAG Rating Key:

Red = likely to fail or failed

Amber = work underway

Green = work achieved and subject to ongoing review

Working Hours & Flexible Working

During 2024/25, Lincoln College continued to experience a gradual shift towards full-time working, with a 1% increase compared to the previous year (equivalent to 31 additional full-time staff). This reflects wider national trends reported by the ONS, where labour market growth continues to be driven predominantly by full-time roles.

Across the College, full-time working remains the predominant employment pattern, particularly within leadership and management roles:

- Academic staff: 58.8% worked full time
- Support teaching staff: 64.0% worked full time
- Support staff: 58.2% worked full time
- Management staff: 98.5% worked full time
- Leadership (GLT): 100% worked full time

Whilst these figures illustrate a strong organisational preference for full-time employment, they do not fully reflect the informal flexibility that operates across the College. Many colleagues benefit from locally agreed arrangements, such as condensed working hours, nine-day fortnights, hybrid working, or flexible start and finish times, that are managed collaboratively within teams. These promote balance, whilst enabling full time working and without requiring formal contractual change.

During the year, 33 formal flexible working requests were received. All 33 request were approved, demonstrating the College's ongoing commitment to supporting work-life balance. The majority of these requests were submitted by female employees, mirroring national patterns and reinforcing the importance of flexibility for staff with caring responsibilities or external commitments.

Part-time working also remains a valued aspect of the College's employment offer, with 70.8% of part-time staff being female. This continues to highlight the importance of ensuring that flexible arrangements are equitable and accessible, enabling all staff to thrive regardless of working pattern.

When benchmarked against the FE Workforce Survey (2023/24), Lincoln College, overall, presents a balanced position. Full time figures for teaching and support roles sit slightly below sector averages, reflecting a deliberate strategy to provide flexible and part time opportunities that help colleagues achieve a sustainable work-life balance.

At leadership level, 98.5% of management staff and 100% of the Group Leadership Team continue to work full time. Whilst this supports organisational stability and continuity, it also raises strategic considerations around the future of leadership flexibility and its potential impact on gender representation.

Recent sector research indicates that flexible and part-time leadership models are increasingly recognised as effective in widening access to senior roles, particularly for women and colleagues with caring responsibilities, who remain under-represented at senior levels across the FE sector. According to FE Week, 'Flipping Women! Telling a new story about female FE leaders' (March 2024), despite women comprising a large proportion of the FE workforce, the narrative still highlights significant under-representation of women in senior leadership roles and suggests that structural barriers remain. This supports the view that senior roles are often less accessible to women and to those requiring flexible working arrangements.

Further evidence from the Timewise Foundation report, 'Can a more flexible jobs market raise the status and pay of part-time workers?' (2022), found that, 'the hourly pay rates of part-time workers are lower than full-time people qualified to a similar level' primarily because, 'large numbers of part-time workers end up in lower-skill, lower-paid jobs.' Timewise also highlight that part-time and flexible working opportunities at higher pay grades are scarce, meaning that skilled workers who need flexibility, often women or those with caring responsibilities, are more likely to remain in lower paid positions. Maintaining a predominantly full time leadership structure may therefore constrain diversity and influence the gender pay gap, particularly where flexible opportunities are concentrated in lower paid roles.

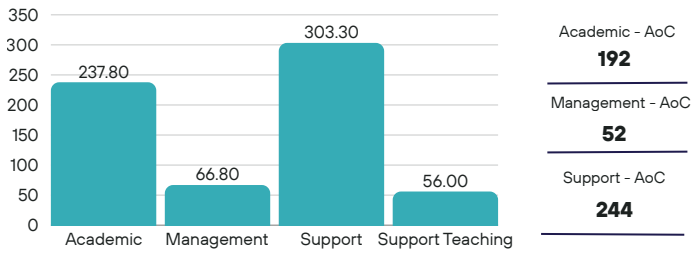
The College recognises that flexibility and balance are essential to staff wellbeing, retention and engagement. In line with the People Plan, a review of working arrangements will take place, including non-term-time closures, flexible scheduling for academic staff, and hybrid working options for eligible roles, ensuring the College remains inclusive and responsive to evolving workforce needs.

This commitment also supports Vision 2030, which prioritises developing and valuing our workforce and creating healthy, happy places to work as part of our ambition to be recognised as an Employer of Choice in the East Midlands.

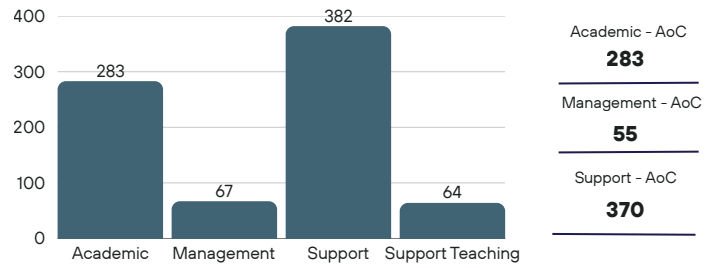
Flexible working is a key enabler of this ambition, helping to:

- Enhance employee wellbeing and engagement
- Strengthen equality, diversity and inclusion
- Reduce turnover, particularly among new staff
- Promote sustainable and efficient working practices

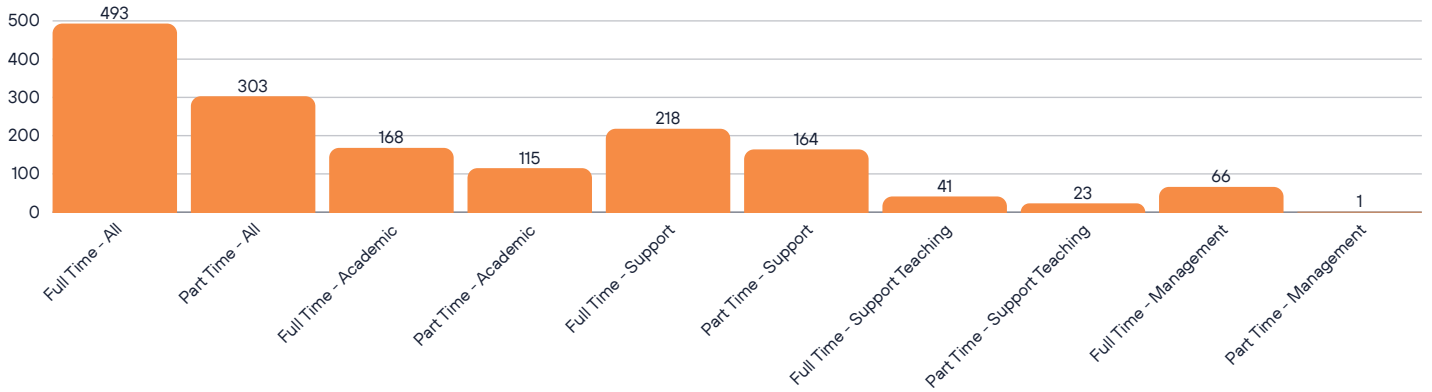
Lincoln College FtE



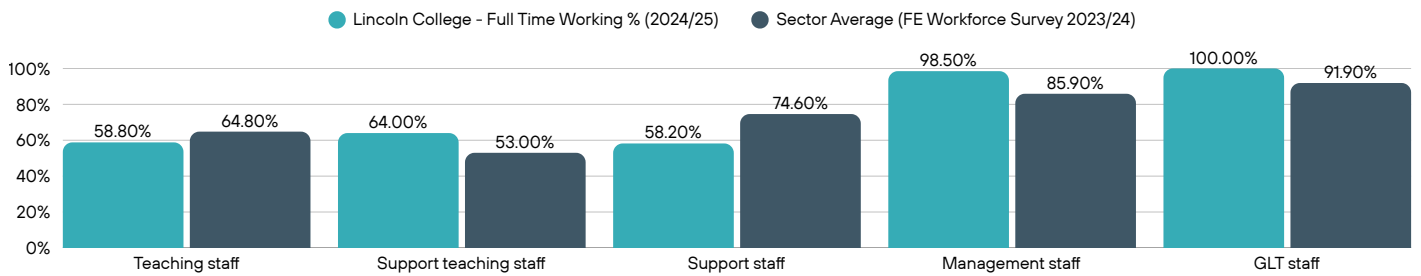
Lincoln College Headcount



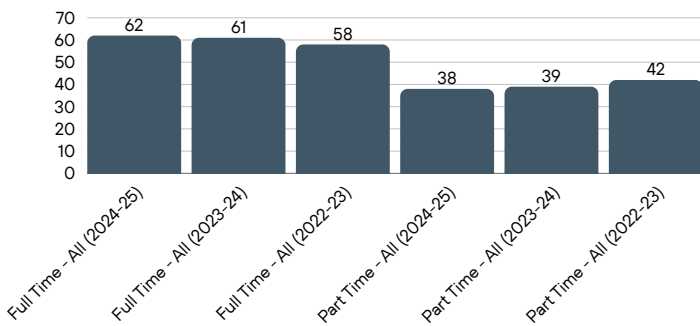
% Breakdown of Working Hours by Staff Group



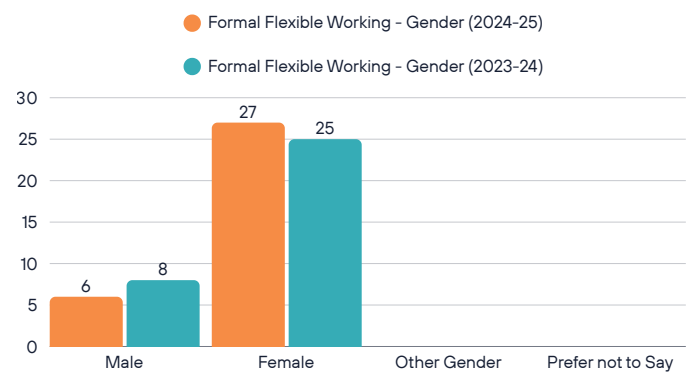
Full Time Working - Lincoln College v Sector Averages



% Breakdown of Working Hours Overall



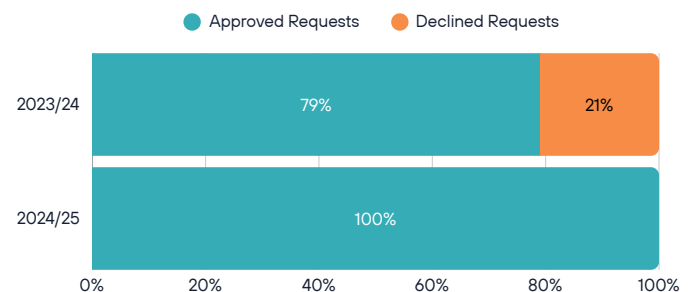
Formal Flexible Working Request - Gender



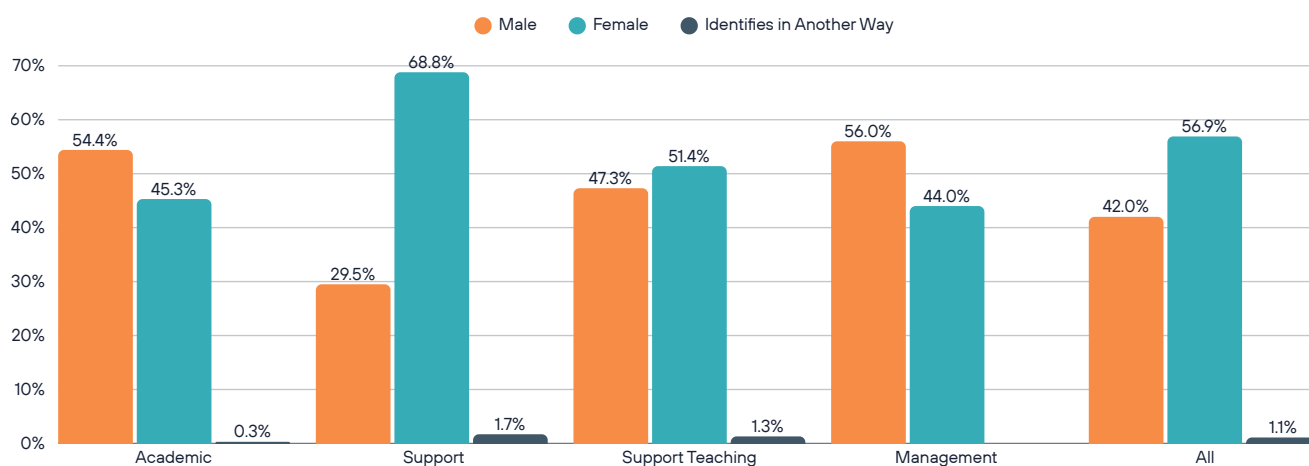
Formal Flexible Working Request - Staff Group



Formal Flexible Working Request - % Approval



Lincoln College - Breakdown of Gender by Staff Group



Gender

The gender profile of the Lincoln College workforce has remained consistently stable over the past five years, reflecting a sustained and balanced pattern across the organisation. For the 2024–25 academic year, internal data shows that 56.9% of staff identified as female, 42% as male and 1.1% identified another way or preferred not to disclose. This closely mirrors the broader Further Education (FE) sector, where gender representation has shown minimal variation over the same period.

According to the FE Workforce Survey (2023/24):

- 65.5% of the overall FE workforce were female (a slight rise from 65.2% in 2022/23).
- 59.3% of FE teaching staff were female - approximately three in every five teachers.

At Lincoln College, 54.4% of teaching staff were male in 2024/25, compared with 57.7% in 2023/24. This shift signals a gradual move toward gender balance, though the teaching profile remains more male dominated than the sector average. This variation reflects the College's curriculum specialisms, particularly in technical and vocational areas such as engineering, construction and defence, which have traditionally attracted higher proportions of male applicants.

Regional Context – East Midlands

Whilst FE specific gender workforce data for the East Midlands is limited, wider labour market indicators provide useful context. According to Nomis data, the working-age population (16–64) comprises approximately 1.51 million males and 1.54 million females, reflecting a broadly even gender split regionally.

The PwC Women in Work Index (2025) reported that the female full time employment rate in the East Midlands stands at 57.77%, showing a slight increase on the previous year (up 0.4%). The regional gender pay gap has narrowed to 15.9%, improving from 17.1% in 2024. Despite this progress, the East Midlands ranks 12th among UK regions for gender equality in the workplace, down one place from the previous year. These figures indicate that women remain active and increasingly well-represented in the regional labour market, though disparities persist at senior and higher-earning levels. The College's own gender profile aligns broadly with this regional picture, with similar proportions of women in the workforce but lower representation at management levels.

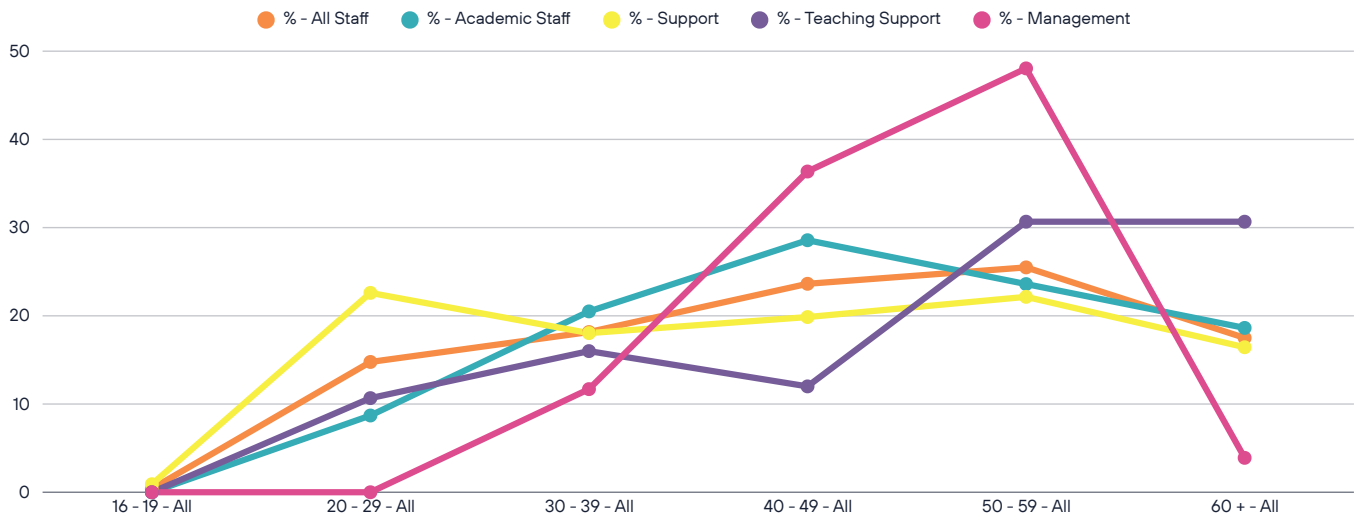
Our Commitment through the People Plan

Through the People Plan (2025–30), Lincoln College reaffirms its commitment to Equality, Diversity & Inclusion (EDI) as a core theme. Key priorities include:

- Ensuring that career pathways and leadership opportunities are accessible to all genders and continuing to develop talent management strategies that focus on supporting our female employees through their career journey in the organisation.
- Reviewing recruitment and progression processes to address structural imbalances e.g. review and impact assess the Pay Policy to ensure there is no gender bias in the college's pay practices, to analyse the starting salaries of men and women in the same roles.
- Monitoring and reporting gender representation transparently and using data led actions to close gaps where they exist.

By doing so, we aim not only to better reflect the gender composition of our local community and regional labour market, but to position Lincoln College as an employer of choice – one where individuals of all genders can thrive, progress and lead.

Lincoln College - Breakdown of Age



Age

Lincoln College continues to demonstrate a mature workforce profile, particularly within leadership and management roles. This aligns with the People Plan's recognition that 44% (42.99% 2024/25) of employees are aged over 50 and reinforces the need for targeted strategies around succession planning, age inclusive development and retention of experienced staff.

Key Age Group Insights:

- All Staff: Most represented age group is 50–59 (25.49%)
- Academic Staff: Dominated by 40–49 (28.57%)
- Support Staff: Highest representation in 20–29 (22.6%)
- Teaching Support Staff: Strong presence in 50–59 and 60+ (30.67% for both brackets)
- Management Staff: Nearly half are aged 50–59 (48.05%)

This distribution highlights the College's reliance on experienced professionals, especially in management and teaching support and underscores the importance of succession planning and knowledge transfer initiatives.

Lincoln College's overall median age of 46 is aligned with sector, however support and leadership staff show a notably higher median age than the sector average, reinforcing the need for age inclusive workforce planning and targeted development.

Underrepresented Age Groups (<5%):

- 16–19 years: Minimal representation across all roles
- 20–29 years: Absent in management roles
- 60+ years: Low representation in management (3.9%)

These gaps suggest limited early career engagement and post retirement participation, particularly in leadership and support the People Plan's call to attract, manage and develop people as they age and to expand career pathways for support staff.

The People Plan outlines several initiatives directly addressing the age profile of the workforce, including:

- Succession planning for key roles
- Flexible working models to support older staff
- Career development pathways for support staff

These actions support the College's ambition to be an employer of choice, ensuring that age diversity is embraced and leveraged to create a resilient, skilled and inclusive workforce.

Generation

The concept of generational diversity is more relevant today than ever before. The era in which a person grows up or enters the labour market can shape their attitudes, priorities and ways of working. For the first time in history, five generations are now working side by side – each bringing distinct values, expectations and communication styles to the workplace. At Lincoln College, this diversity of age and experience is a strength. Our data shows a balanced yet mature workforce, with Generation X continuing to represent the largest proportion of employees across the College. Collectively, Generations X and Y account for 73.1% of our workforce – the key mid career groups who provide a rich blend of experience, innovation and stability that underpins our culture and performance.

Academic Staff:

Generation X forms the largest group (40.9%), followed by Millennials (37.3%). This indicates a strong representation of experienced teaching professionals with growing participation from younger educators.

Support Staff:

A more even spread is observed, with Generation X (38.0%) and Generation Y (28.2%) leading and a notable 20.9% of Generation Z representation, suggesting this staff group serves as an important entry point for younger employees.

Teaching Support Staff:

Generation X dominates (46.9%), followed by Baby Boomers (20.3%) and Millennials (21.9%), showing a tendency for older and mid career staff to hold these roles.

Management Staff:

The profile is heavily weighted toward Generation X (70.2%), with Millennials (26.8%) forming the next largest group. This reflects the expected seniority and career progression patterns within leadership pipelines.

Sector and Regional Comparisons:

There is currently no publicly available FE-sector or regional workforce breakdown by generation for direct comparison. However, analysis of the DfE FE Workforce Survey (2023/24) shows that the median age of 46 years within the sector aligns precisely with that of Lincoln College, confirming that our generational structure is likely consistent with broader sector demographics.

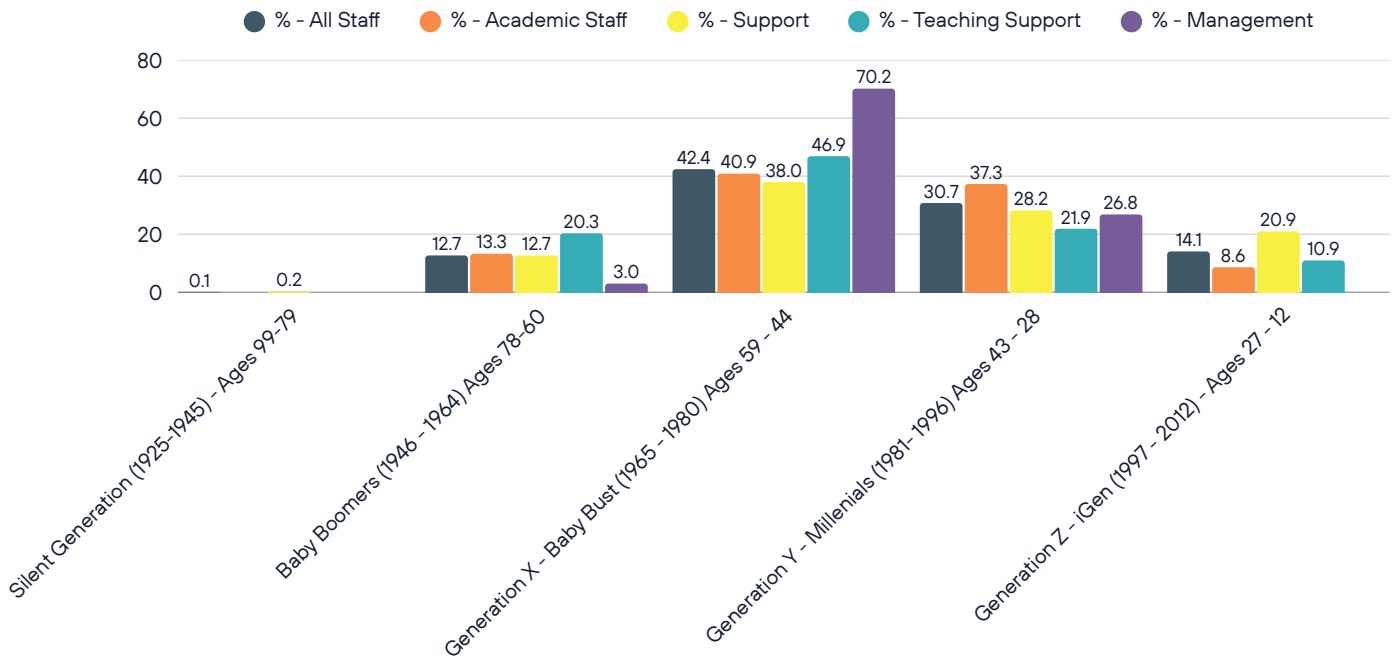
Generational Insights:

- The median age of the Lincoln College workforce aligns with the national FE sector figure of 46 years (DfE FE Workforce Survey 2023/24), confirming that our age profile reflects broader sector demographics.
- With over 55% of management and leadership roles held by Generation X (aged 44–59), the College recognises the need to actively prepare Generation Y and Z colleagues for future leadership. This is a key strand of the People Plan (2025–30), which prioritises leadership development, mentoring and succession planning to ensure long-term organisational resilience.
- The increasing presence of Generation Z (14.1%), particularly within support roles, demonstrates the success of our early-career recruitment and “Grow Your Own” initiatives. These colleagues bring digital fluency, creativity and a desire for purpose driven work, all of which contribute to a dynamic and forward-looking workplace culture.

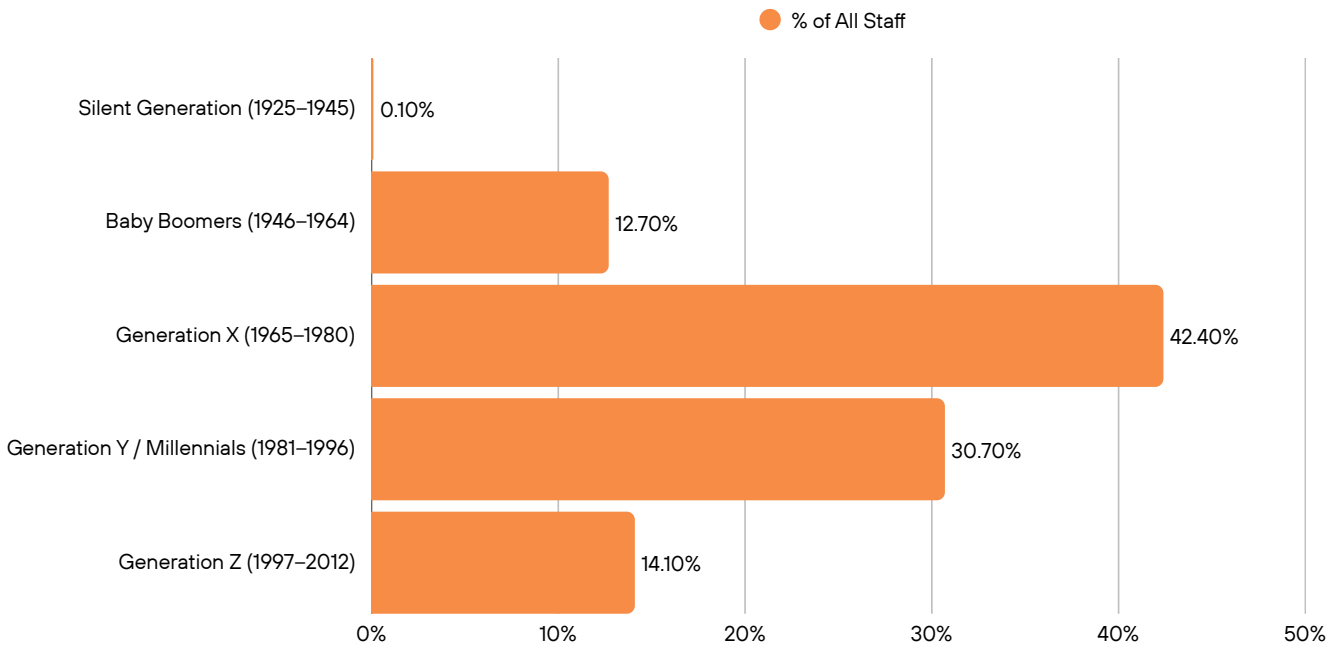
Summary

- Lincoln College’s 2024/25 generational profile paints a picture of a mature, experienced and evolving workforce, complemented by a growing cohort of younger professionals. This balance supports a stable operational base whilst creating rich opportunities for cross-generational learning, knowledge transfer and future leadership development.
- As set out in our People Plan, fostering collaboration across generations is central to our ambition to be an employer of choice – where every individual, regardless of age or career stage, feels valued, supported and inspired to contribute to the College’s ongoing success.

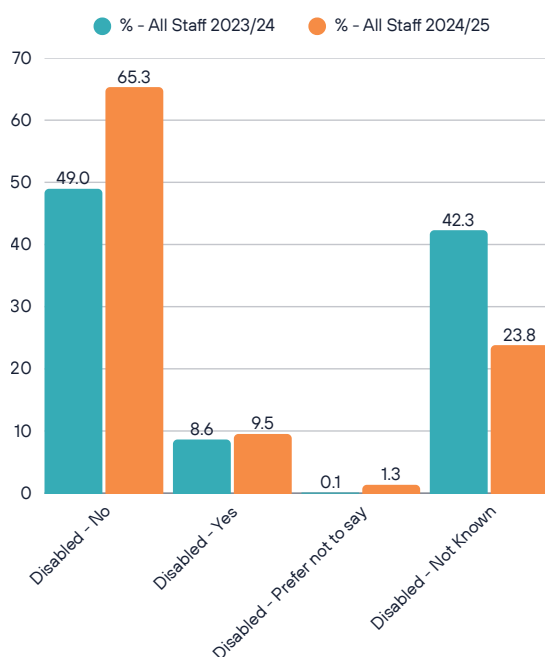
Lincoln College - Breakdown of Staff by Generation & Category



Lincoln College - Breakdown of Staff by Generation



Breakdown of Lincoln College Staff by Disability Declarations - All Staff



ONS Disability Data – 2011 Census and Census 2021



Disability

Creating an inclusive and accessible workplace is central to Lincoln College's ambition to be recognised as an employer of choice. We are committed to ensuring that all colleagues feel supported to contribute fully and that our workforce reflects the diverse communities we serve.

According to the 2021 ONS Census, Lincoln recorded the East Midlands' largest increase in residents identifying as disabled and limited a little, rising from 11.6% in 2011 to 12.8% in 2021. This marked the city's emergence as the second-highest local authority area in England for this category, overtaking 16 other areas including Hartlepool and Blackpool. This demographic context underlines the importance of maintaining an inclusive employment approach that recognises and supports the needs of the local population.

Within the College, 9.52% of employees have declared a disability - a figure that is 1.52% above the national FE sector average of 8.0% (2023/24). Among our disabled colleagues, 61.5% identify as female, 34.6% as male and 3.9% identify in another way.

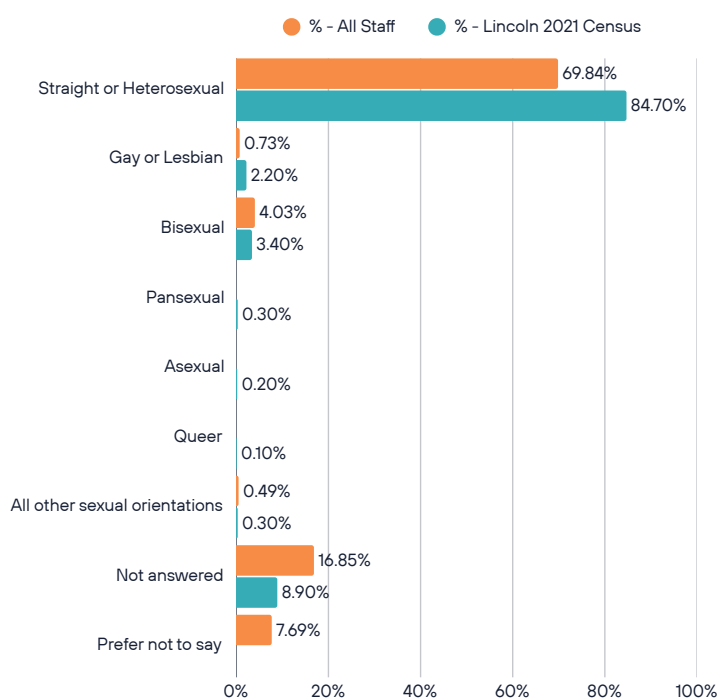
Whilst the College's disclosure rate (76.2%) remains below the FE sector average (84.4%), it reflects our ongoing work to strengthen trust, and confidence in self-reporting. Building openness around disclosure continues to be a key focus area within the People Plan (2025–30), supported by data led actions to promote awareness and ensure colleagues feel empowered to share their needs.

Lincoln College has formally committed to exploring increasing its Disability Confident Level 2 status to Disability Confident Leader Level 3 status. This aligns with the Government's Disability Confident framework and demonstrates our determination to go beyond compliance - ensuring that the College:

- Recruits and retains disabled people and those with long-term health conditions.
- Implements inclusive recruitment policies, such as interviewing all disabled applicants who meet shortlisting criteria.
- Makes reasonable adjustments proactively, both during recruitment and employment.
- Builds line manager capability through disability and neurodiversity training.
- Promotes accessibility across digital platforms and recruitment materials.

Through the combined delivery of the People Plan (2025–30) and the Neurodiversity Action Plan (2024–2028), Lincoln College is embedding a culture where inclusion is visible in every process and conversation. The College's journey toward Disability Confident Leader, in addition to exploring the Leaders in Diversity Award from the National Centre for Diversity (the award recognises commitment to the FREDIE values of fairness, respect, equality, diversity, inclusion and engagement – supports building an inclusive culture) further reflects our ambition to be a fully inclusive organisation that recognises, supports and celebrates diversity in all its forms.

Breakdown of Staff by Sexual Orientation - All Staff



69.84%

Of all Lincoln College employees are Straight/Heterosexual



5.62%

of Lincoln College employees declared that they identified as LGB+

7.59%

Increase in Lincoln College staff declaring their sexual orientation

Sexual Orientation

Understanding and celebrating the diversity of our workforce is central to Lincoln College's commitment to inclusion. As part of our ongoing work to strengthen equality, diversity and inclusion (EDI), we continue to improve the quality and completeness of our workforce data, helping us build a clearer picture of who we are as a community.

The 2021 Census marked the first time that a question on sexual orientation was included. Of those aged 16 and over, 89.4% of people in England and Wales identified as heterosexual or straight, while 3.2% identified as lesbian, gay, bisexual or another minority sexual orientation (LGB+) and 7.5% chose not to answer. In Lincoln specifically, 6.5% of residents identified as LGB+, the highest proportion in the East Midlands. There is no available data on the FE Workforce to compare within the sector.

At Lincoln College, 75.46% of staff have now declared their sexual orientation – an increase of 7.59% on the previous year, reflecting growing confidence in self disclosure. However, 16.85% of staff have not yet completed this information in their employee records, so continuing to build trust and awareness around data disclosure remains a focus for improvement.

Of those who have provided information:

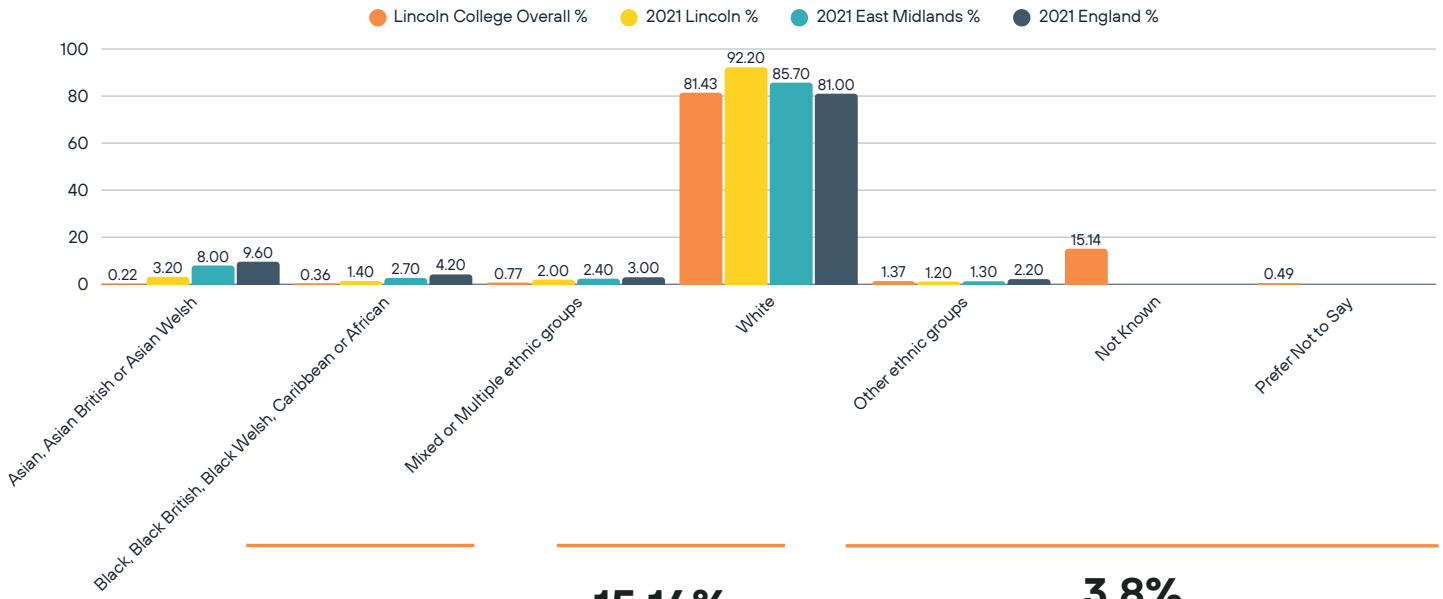
- 69.84% identify as heterosexual/straight (up from 64.04% in 2023/24).
- 5.62% identify as LGB+ (up from 3.83% in 2023/24) – a figure higher than the UK national average of 3.2%, though slightly below the Lincoln local figure of 6.5%.
- 7.69% preferred not to declare their sexual orientation (broadly consistent with 2023/24 levels).

These figures highlight encouraging progress in disclosure and representation, as well as the trust colleagues place in our inclusive workplace culture. The College recognises that representation and openness are vital to belonging and through the People Plan (2025–30) we are taking further action to:

- Promote a culture where everyone feels comfortable being their authentic self at work.
- Continue awareness campaigns and staff network engagement that support LGBTQ+ inclusion.
- Improve the collection and visibility of diversity data, ensuring all voices are represented in workforce planning and decision-making.

Lincoln College remains committed to fostering a workplace that reflects the diversity of our community – one where every individual feels valued, respected and supported to thrive.

Breakdown of Staff by Ethnicity - All Staff v ONS Data



81.43%
of Lincoln College employees are white

15.14%
of Lincoln College employees ethnicity is unknown. Increase of 7.26% in declarations.

3.8%
of Lincoln College employees are from ethnic minority backgrounds.
An increase of 2.04% on last year but 4% lower than the 7.8% 2021 Census data for Lincoln.

Ethnicity

Lincoln College remains committed to developing a workforce that reflects the diversity of the communities we serve and to fostering an inclusive culture where every colleague feels valued, respected and supported to thrive.

As of 2024/25, the College's workforce ethnicity profile is as follows:

- White British employees represent the largest proportion of the workforce (70.9%), with a further 5.9% identifying as White English, 3.7% as White Other and 0.6% as White Irish or Scottish.
- Colleagues from ethnically diverse backgrounds, including Asian, Black, Mixed Heritage and Other ethnic groups, represent 3.8% of the workforce, an increase of 2.04% on the previous year - a positive step that demonstrates continuing progress toward greater diversity and inclusion.
- 15.1% of staff selected 'Unknown', reflecting a 7.26% improvement in declaration rates, whilst 0.5% of colleagues preferred not to declare their ethnicity.

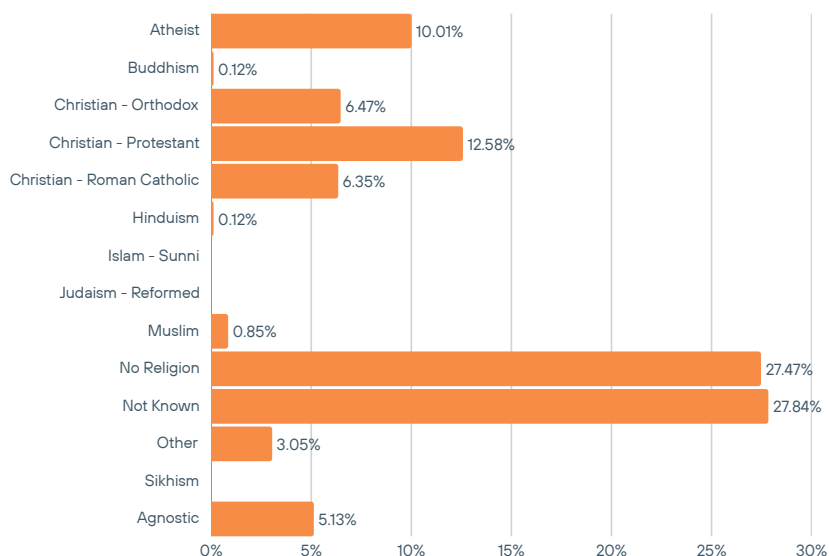
Under the Ethnic Minority Action Plan (2024–2028), which forms part of the wider People Plan (2025–30), the College set an objective to ensure the proportion of staff from ethnic minority heritage groups matches or is close to the representation for Lincolnshire (4%) by 2028.

At the start of the Action Plan period in 2024, ethnic minority representation stood at 1%, by the end of the 2024/25 academic year this had increased to 3.8%, demonstrating significant progress toward achieving the four year target.

Lincoln College's 2024/25 ethnicity profile highlights measurable progress toward a more diverse and representative workforce. With a sustained increase in ethnic minority representation and improved declaration rates, the College is well on track to meet its 2028 EDI objective; ensuring its workforce more closely reflects the diversity of Lincolnshire.

This progress reinforces our commitment to creating an inclusive environment where difference is valued and every colleague has equal opportunity to contribute, grow and succeed.

Breakdown of Staff by Religion - All Staff



8.99%

Increase in staff declaring a religion



27.47%
Of all staff declared that they had no religion

47.1%

of Lincolnshire residents reported having No Religion, making it the most common response across the county (up from 32.6% in 2011)

Religion

Promoting respect for diverse faiths, beliefs and non-beliefs is an integral part of Lincoln College's commitment to Equality, Diversity and Inclusion (EDI). Creating a workplace where all individuals feel recognised and respected, regardless of religious identity, is central to our ambition to be an employer of choice and a key element of our People Plan (2025–30).

In 2024/25, the highest proportion (27.84%) of staff chose not to declare their religion, categorised as "Unknown." Whilst this remains a notable proportion, it represents a continued reduction from 36.83% in 2023/24 and 46.09% in 2022/23, marking steady year-on-year improvement in disclosure rates. This progress reflects the College's advancement toward achieving its EDI objective, set out in the Religion Action Plan (2024–2028), to reduce 'Not Known' declarations for religion from 46% to 10% by March 2028.

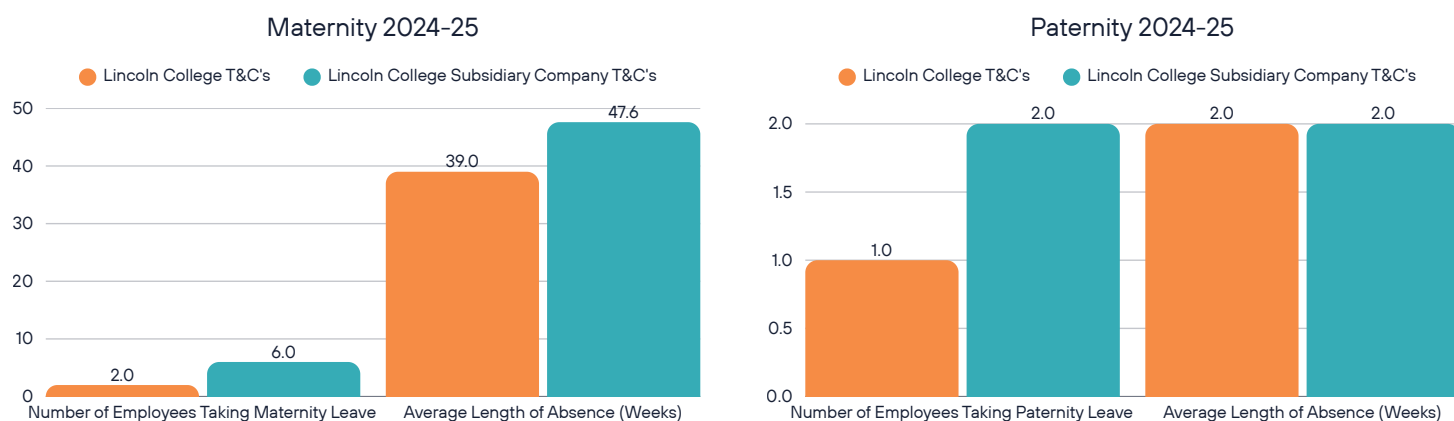
The second-largest group, representing 27.47%, identified as having No Religion. Collectively, Christianity across its denominations represents 25.4% of the workforce, whilst those identifying as No Religion or Unknown together account for 55.3%.

According to the 2021 Census, 47.1% of Lincolnshire residents reported having "No Religion," making it the most common response county-wide (up from 32.6% in 2011). Meanwhile, 46.6% identified as Christian, a significant decline from 63.5% a decade earlier. These figures align with broader national and regional trends, showing a gradual decline in religious affiliation and an increase in secular or undeclared identities. This demographic context reinforces the importance of maintaining an inclusive workplace culture, one that embraces belief diversity and supports employees to express, or choose not to express, their faith or worldview with confidence and respect.

Lincoln College remains committed to deepening its culture of inclusion and openness. By continuing to deliver on the Religion Action Plan (2024–2028), the College will:

- Increase staff confidence in disclosing personal information in a safe, respectful environment.
- Strengthen awareness of faith diversity and promote inclusive observance across the organisation.
- Ensure the workforce remains reflective of the local community's diverse beliefs.

These efforts contribute directly to the College's strategic ambition to be recognised as an Employer of Choice, where all colleagues—irrespective of religion, belief, or non-belief, feel equally valued and supported to thrive.



Maternity & Paternity Leave

Lincoln College is committed to supporting employees through all stages of family life, ensuring full compliance with UK employment law and maintaining a culture that promotes work-life balance, equality and inclusion. Statutory maternity, paternity and adoption rights apply both before and after birth or adoption and the College recognises all parental arrangements under UK law, including Shared Parental Leave (SPL). The College's approach aligns with national legislation, including the Employment Rights Act 1996, Employment Relations Act 1999, Employment Act 2002, Work and Families Act 2006 and the Children and Families Act 2014, which introduced Shared Parental Leave. Any unfavourable treatment of an employee related to pregnancy, childbirth, or maternity is unlawful and constitutes pregnancy or maternity discrimination, potentially amounting to constructive unfair dismissal.

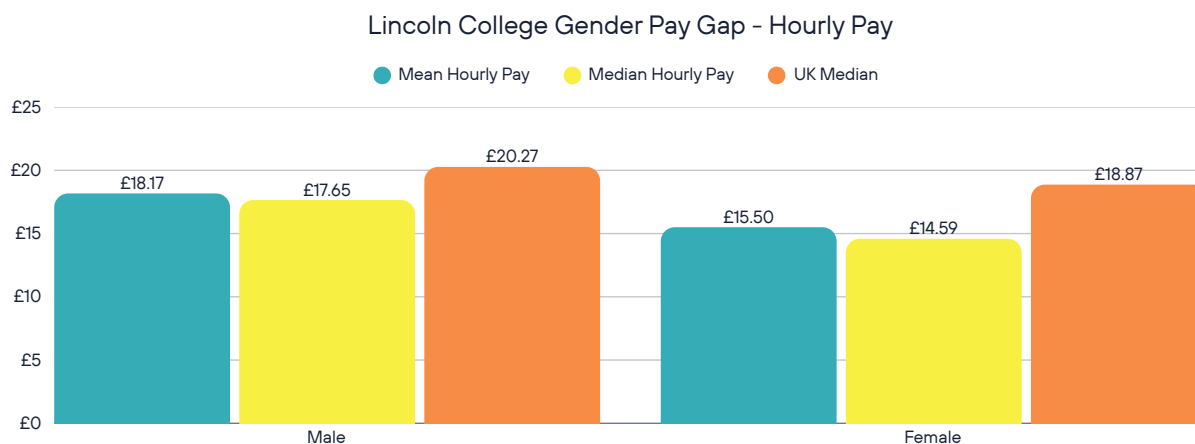
During the 2024/25 reporting period, eight members of staff took maternity leave:

- 2 on Lincoln College Terms and Conditions
- 6 on Lincoln College Corporate Support Services (CSS) Terms and Conditions
- Of these, 2 utilised Shared Parental Leave (SPL) arrangements
- All staff who took maternity leave returned to work during or following their leave period
 - The average length of maternity leave was:
 - 39 weeks for staff on Lincoln College Terms and Conditions
 - 47.6 weeks for staff on Corporate Support Services Terms and Conditions
 - All employees used additional annual leave entitlement following the end of their statutory maternity period to extend their total leave. For those on Lincoln College Terms and Conditions, this typically brought their total absence close to 52 weeks, whilst CSS staff generally had insufficient leave to extend to a full year.

According to a call for evidence by the Department for Education (September 2025), the average maternity leave taken across all UK sectors was nearly 44 weeks in total, with approximately 40 weeks taken after the birth. Whilst there is no published national dataset providing average maternity leave duration or return-to-work rates exclusively for the Further Education (FE) sector, available education-sector research suggests return-to-work rates following maternity leave may be around 73%, compared to about 80% across all sectors (UK Parliament Committees, 2025). By comparison, 100% of staff at Lincoln College who took maternity leave during the reporting period returned to work, performing significantly above available sector benchmarks. This outcome demonstrates the effectiveness of the College's supportive policies, line manager engagement and commitment to family-friendly working practices.

The College maintains comprehensive processes and procedures to support employees before, during and after periods of maternity or parental leave. Managers are encouraged to maintain appropriate and supportive contact throughout the leave period, in line with the College's Family Scheme policies, including Keeping in Touch (KIT) Days and structured return-to-work planning. To ensure a safe and supportive environment, the College continues to:

- Implement individual risk assessments for pregnant employees.
- Offer flexible working arrangements to aid transition back to work.
- Regularly review Family Scheme and Parental Leave policies to ensure fairness and compliance.
- Promote Shared Parental Leave to support equitable caring responsibilities.
- Benchmark family-friendly benefits and policies against best practice across the FE and education sectors.



Gender Pay Gap

As of the March 2025 reporting snapshot, the Lincoln College Group recorded a mean gender pay gap of 14.7% and a median gap of 17.3%, continuing a positive downward trajectory from previous years and meeting the College's EDI objective to reduce the median gap to 18% by 2028 ahead of schedule. This represents steady progress when benchmarked against the UK median gender pay gap of 13.1% and the UK education sector median of 17.2% (Education specific comparator). Our results place the College broadly in line with national averages and performing more favourably than the Education sector overall.

The gender distribution remains a key factor influencing the gap: women continue to be over-represented in lower pay quartiles (69% of Q1) and under-represented in upper quartiles (43% of Q4). Starting salary analysis shows a gender pay gap of 8.1% for new starters, highlighting the importance of equitable and transparent recruitment and pay progression practices. Importantly, bonus pay shows parity, with no evident gender gap.

The narrowing of the GPG is partly attributable to the uplift in the National Living Wage, which disproportionately benefits women due to their concentration in lower pay bands. However, sustained structural improvement requires long-term, multi-pronged action across recruitment, progression pathways, flexible work and cultural change.

Closing the gender pay gap is one of the College's core EDI objectives and is underpinned by a four-year action plan structured around six principles:

- Inclusive recruitment and talent management
- Flexible working practices
- Support for maternity, paternity and parental leave
- Strengthening women's staff networks
- Reviewing pay structures for gender bias
- Menopause support and future legislative readiness

This work is integral to the College's ambition to be an employer of choice by 2030, as set out in the People Plan, and to develop and value our workforce, a core pillar of the Vision 2030. The strategic focus on exceptional leadership, inclusive culture, wellbeing and modern workforce practices directly supports the GPG agenda and enhances the College's ability to attract, retain and grow diverse talent.

The College has made meaningful progress in reducing the gender pay gap, outperforming the wider Education sector and meeting internal EDI milestones ahead of target. Continued delivery of the Gender Pay Gap Action Plan, supported by People Plan objectives and strategic workforce priorities, will further strengthen gender representation across all levels of the organisation and ensure we maintain a fair, inclusive and progressive workplace aligned with both legislative expectations and sector best practice.

Lincoln College Ethnicity Pay Gap - Hourly Pay



Ethnicity Pay Gap

The UK workforce continues to evolve, becoming increasingly diverse and reflective of wider society. However, there remains more to be done to remove barriers to entering the labour market and to ensure that pay and progression are fair and equitable for all ethnic groups. Government data highlights ongoing disparities in gross earnings between ethnic groups, with some ethnic minority groups earning less per hour than White British employees on average, while others earn more.

Analysing ethnicity pay information is an important step in identifying and understanding potential disparities in pay between different ethnic groups within an organisation. This analysis enables employers to explore whether any unjustifiable differences exist and provides an evidence base to develop targeted action plans that promote fairness and inclusion.

Whilst reporting on the ethnicity pay gap remains voluntary, there is growing recognition of the value in doing so. The Equality and Human Rights Commission (EHRC) defines the ethnicity pay gap as 'the difference between the average hourly pay of ethnic minorities and White British people, expressed as a percentage difference, with White British people's earnings representing 100%.' Even with clear, externally benchmarked salary ranges in place for all roles, variations in representation across grades and roles can still contribute to an overall pay gap.

The first government guidance on ethnicity pay reporting, issued in 2023, encourages employers to adopt a consistent approach to measuring and interpreting pay differences. Lincoln College is committed to transparency in this area and continues to monitor pay data across all protected characteristics, including ethnicity.

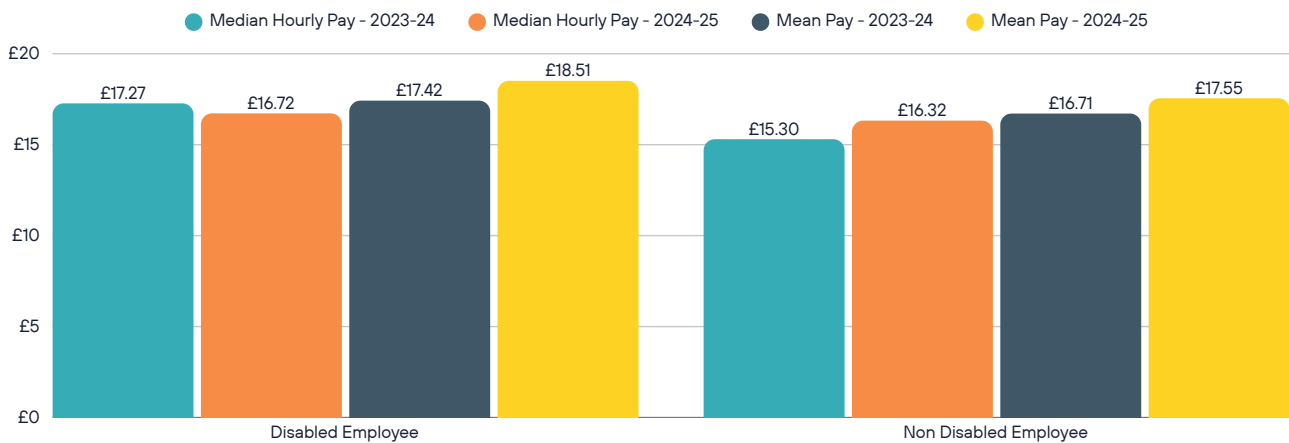
This year's analysis shows that the mean ethnicity pay gap at Lincoln College is -1.86%, compared to +2.98% in 2023/24, indicating that on average, ethnic minority employees earn 1.86% more per hour than their White British colleagues. Specifically, White British employees earned £17.62 per hour (£16.80 in 2023/24), whilst ethnic minority employees earned £17.95 per hour (£16.30 in 2023/24).

When examining the median pay gap, which represents the middle point of earnings, the figure stands at -4.49%, compared to +2.88% in 2023/24, again showing a gap in favour of ethnic minority employees. Median hourly pay was £16.32 (£15.30 in 2023/24) for White British employees and £17.05 (£15.74 in 2023/24) for ethnic minority employees.

These results indicate a positive shift in the pay balance at Lincoln College, with both the mean and median gaps in favour of ethnic minority employees. This improvement reflects ongoing efforts to promote equality of opportunity, support diverse recruitment pipelines, and maintain robust pay benchmarking practices. However, it is important to continue monitoring these trends over time. Fluctuations in pay gap data can arise due to factors such as changes in workforce composition, recruitment at different pay grades, or variations in role distribution. Lincoln College will therefore continue to:

- Regularly review pay and progression data by ethnicity to identify and address any emerging disparities.
- Promote equitable recruitment and development opportunities across all staff groups.
- Maintain transparent pay structures.
- Foster an inclusive culture where all employees can thrive and progress.

Lincoln College Disability Pay Gap - Hourly Pay



Disability Pay Gap

In November 2023, the Trade Union Congress (TUC) reported that the national pay gap between non-disabled and disabled workers stood at 14.6%, higher than it was a decade ago. The TUC found that non-disabled workers earned around a sixth (14.6%) more than disabled workers, equating to a gap of £1.90 per hour, or approximately £66.50 per week—a figure greater than the average weekly household food spend.

The Equality and Human Rights Commission (EHRC) defines the disability pay gap as 'the difference between the average hourly pay of disabled and non-disabled people, expressed as a percentage of non-disabled people's pay.'

At Lincoln College, pay structures are designed to ensure fairness and consistency across all roles. The College continues to monitor pay data to identify any disparities and to uphold equality, diversity, and inclusion across the workforce.

Lincoln College Disability Pay Gap 2024/25

During the 2024/25 academic year, the median hourly pay for disabled employees was £16.72 (£17.27 in 2023/24), compared with £16.32 (£15.30 in 2023/24) for non-disabled employees. This results in a median disability pay gap of -2.45% (2023/24: -11.41%), meaning that disabled employees earned, on average, 2.45% more than their non-disabled colleagues.

The mean hourly pay for disabled employees was £18.51 (£17.42 in 2023/24), compared with £17.55 (£16.71 in 2023/24) for non-disabled employees. This equates to a mean disability pay gap of -5.47% (2023/24: -4.08%), also in favour of disabled employees.

The 2024/25 data shows that both the mean and median disability pay gaps at Lincoln College remain in favour of disabled employees. This continues to reflect positively on the College's commitment to equitable pay structures and inclusive employment practices.

Whilst national figures continue to demonstrate a significant gap disadvantaging disabled workers, Lincoln College's data provides encouraging evidence that local pay policies are effectively supporting fairness and equity.

Going forward, Lincoln College will continue to:

- Monitor disability pay data annually to ensure ongoing fairness and transparency.
- Support the recruitment, retention and progression of disabled employees across all areas.
- Promote inclusive workplace practices and reasonable adjustments to remove barriers to participation and advancement.

Through these actions, Lincoln College reaffirms its commitment to being an inclusive and fair employer, ensuring all staff are recognised, supported and rewarded equitably.

Strategic Context and Intent

The College continues to prioritise improving outcomes for learners from protected and vulnerable groups, with a particular focus on reducing achievement gaps linked to disability, mental health, High Needs, ethnicity, gender, age, and socio-economic disadvantage. This section evaluates progress made during 2024/2025 against these priorities and identifies areas requiring further action.

Disability and SEND Outcomes

In 2024/2025, 32% of learners declared a Special Educational Need and/or Disability (SEND), consistent with the previous academic year. Learners with a declared disability achieved at 80%, which is 3% below learners without a disability and 2% below the National Achievement Rate (NAR). This represents a decline of 7% for those with a SEND declaration, compared to 2023/2024.

While declaration rates remain stable, indicating sustained confidence in disclosure, achievement outcomes for learners with SEND have declined. Performance varies significantly by SEND type and curriculum area. Learners declaring mental health needs, social and emotional difficulties, autism, and moderate learning difficulties are among the lowest-performing groups, indicating that existing support strategies are not yet delivering consistent impact.

Achievement Rate Trends

Overall College achievement declined to 83% in 2024/2025, 1% above NAR but 4% lower than the previous year. Retention and pass rates also declined, widening the gap between College performance and national benchmarks. This is as a result of a small minority of vocational areas that under-perform particularly at level 1 and 2. Although long-term trends show improvement compared to earlier years, the 2024/2025 outcomes indicate a reversal of progress. This suggests that increased learner complexity, particularly relating to mental health and High Needs, is having a direct impact on achievement and retention.

The impact of Covid-19 continues to be evident in the achievement of post-16 learners in the 2024/2025 academic year. Disruption to learning, reduced access to consistent teaching, and ongoing gaps in knowledge and skills have affected learners readiness, confidence, and overall academic progress. This is as a result of a small minority of vocational areas that under-perform particularly at level 1 and 2.

Achievement Rate Trend Summary

Year	Learners	Achievement %	NAR	Retention %	NAR	Pass %	NAR
2021-2022	3707	85	89	91	93	94	96
2022-2023	3,356	87	86	91	91	95	94
2023-2024	3,603	87	86	91	91	96	94
2024-2025	3,650	83	82	88	89	94	92

Mental Health and Wellbeing

Mental health remained a strategic priority during 2024/2025. Learners declaring mental health needs achieved at 77%, which is 6% below both the College average and NAR.

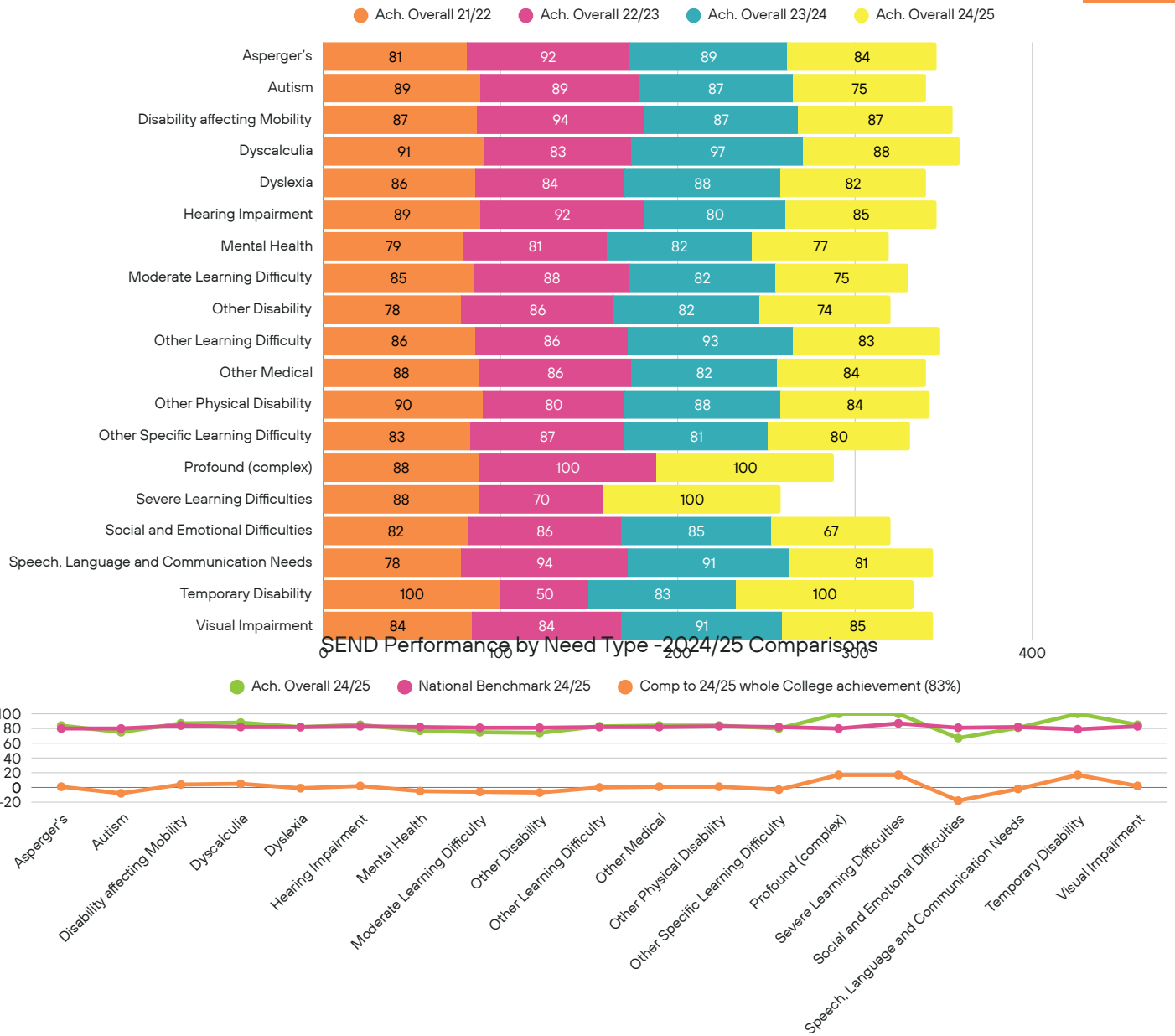
Engagement with wellbeing support increased significantly:

- 1,644 individuals participated in resilience workshops
- 88% of surveyed learners reported using the Learner Assistance Programme
- The Wisdom App recorded high levels of daily and monthly usage

While engagement with mental health support is strong, this has not yet translated into improved academic outcomes. This indicates a need to better integrate wellbeing interventions with curriculum delivery, academic monitoring, and early intervention processes. This is an emerging issue for 2024/2025, given that achievement in 2022/2023 was 81% and 2023/2024 was 82%.

The aim of Resilience is to provide learners and attendees with proactive resilience techniques which can be used to navigate adversity. The course is delivered to guide individuals on the importance of being resilient, how to practice resilience daily and how to integrate the techniques into life to enhance positivity to challenge negative, halting thoughts. The session is designed to highlight the benefits of resilience, to delve into neuro-linguistic practices and to share resilience tools, hints, tips and techniques. This is to help embrace an alternative way to support themselves and others, when navigating through adversity and challenging times. There have been enriching conversations with the group about lone working, self-employment and the challenges of leading a team as well as working with the community.

SEND Performance by Need Type - Last 4 Years



Health Assured offers remote counselling services available 24/7, 365 days a year, ensuring round-the-clock support for learners. Additionally, they provide access to the Wisdom App, a dedicated mental health support platform. The app offers a range of resources and tools, enabling learners to seek assistance in diverse and flexible ways tailored to their individual needs.

Increased mental health campaigns and resilience initiatives have contributed to more learners reaching out for support and accessing the Student Assistance Programme (SAP) provided by Health Assured. The Wisdom App, available to all learners, recorded an average of 1,342 daily hits and 122 monthly active users. The most commonly accessed support areas were mental health and wellbeing, family relationships, and sleep/physical health.

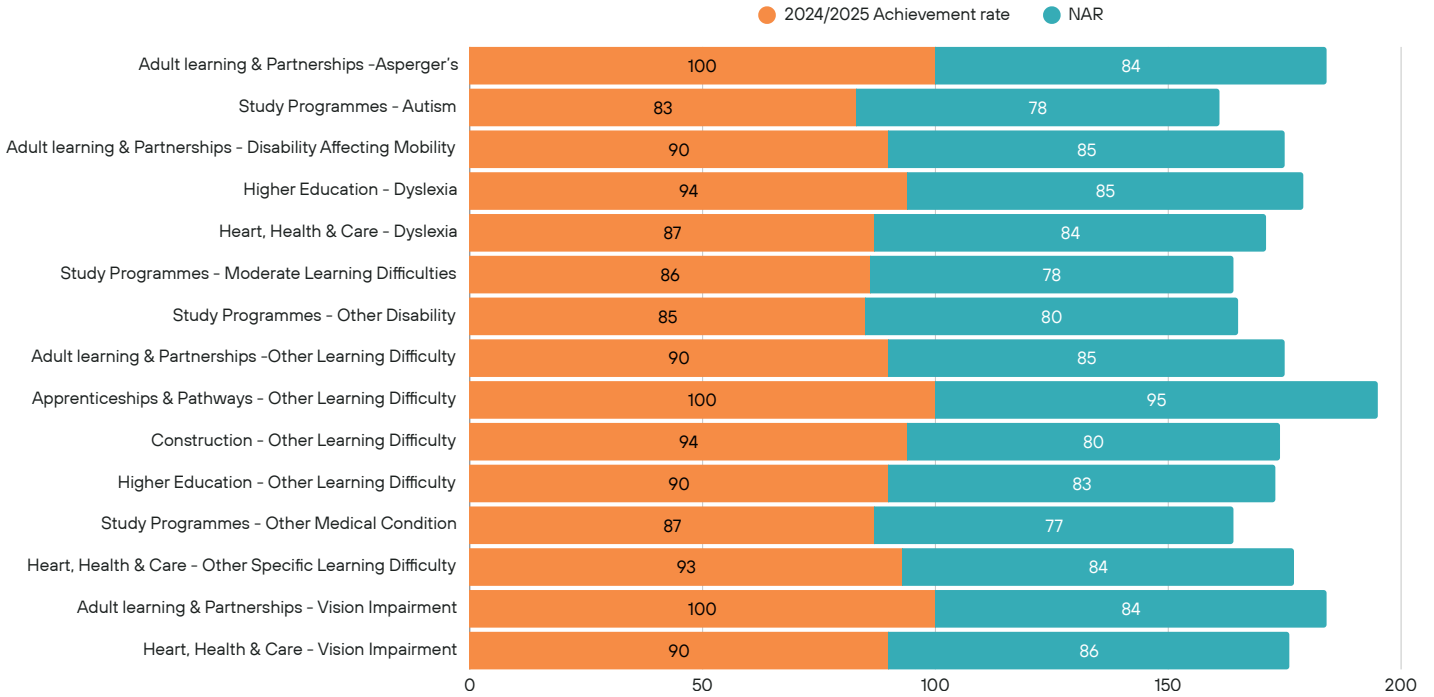
SEND Performance by Need Type

Analysis of SEND achievement by category highlights significant variation. Several groups, including learners with social and emotional difficulties and autism, achieved substantially below both the College average and NAR. Conversely, a small number of SEND cohorts achieved at or above national benchmarks in specific curriculum areas.

The variability in outcomes suggests inconsistent application of inclusive teaching strategies and SEND support across curriculum areas. Where outcomes are strong, there is evidence of effective practice that should be shared more widely.

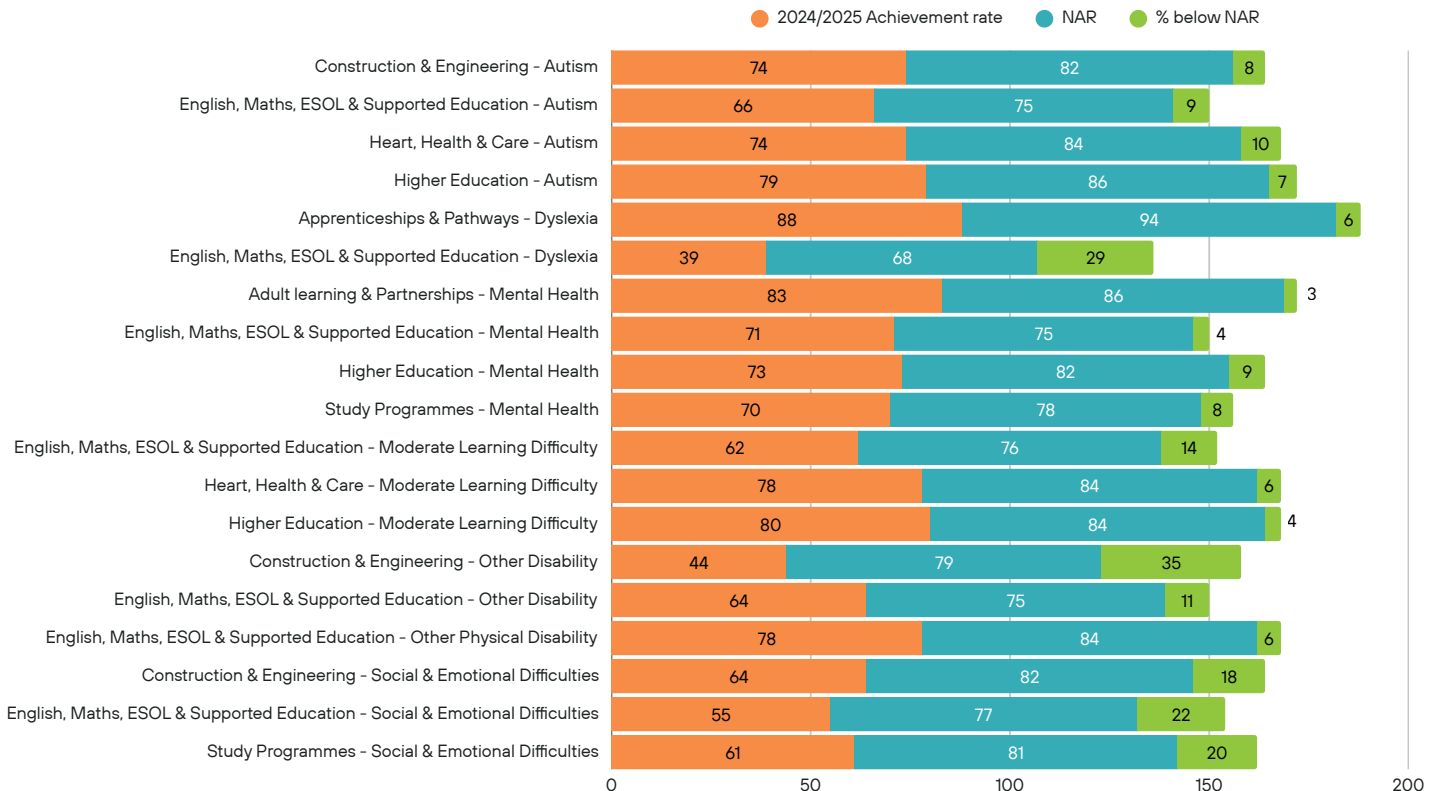
The data within the following graph has been scrutinised on any area that has more than 10 learners. The following areas have made good progress, as not only are they achieving the NAR or above, they are also achieving above the College achievement rate.

Areas Above Both the College Average AR and NAR



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

Areas Below Both the College Average AR and NAR



High Needs Learners

High Needs learners achieved at 72% in 2024/2025, which is 10% below NAR and 11% below the College average. This represents a significant decline compared to the previous academic year where the achievement rate was 87%.

Performance varied considerably by curriculum area:

- Media and Arts achieved 90%, exceeding NAR
- Construction & Engineering and English, Maths, ESOL & Supported Education performed significantly below NAR

The decline in High Needs outcomes is a key concern. While pockets of effective practice exist, inconsistency across curriculum areas highlights the need for more robust EHCP implementation, monitoring, and curriculum-level oversight.

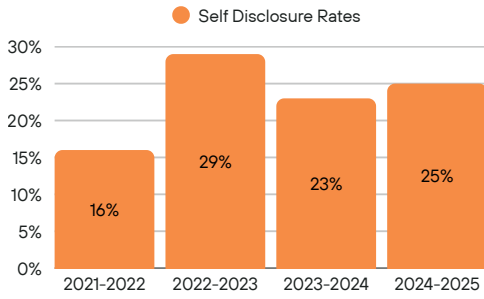
High-Performing Areas

The Media and Arts curriculum achieved a success rate of 90%, which is 3% above the NAR for High Needs learners and 18% above the college High Needs achievement rate of 72%.

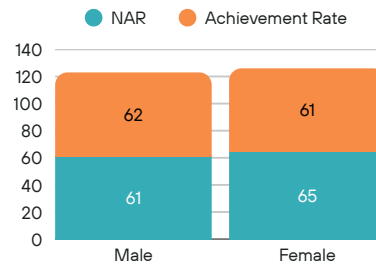
Summary Action Plan

Strategic Priority	Issue Identified	Key Actions	Lead Responsibility	Timescale	Success Measures
Improve visibility of learner progress	Limited shared oversight of attendance, behaviour and progress for EHCP/HN learners across teams	<ul style="list-style-type: none"> · Introduce half-termly progress update forms completed by Tutors and Progress Coaches · Reports to cover attendance, behaviour, progress and emerging concerns 	Tutors / Progress Coaches / ASC Team	Half-termly	<ul style="list-style-type: none"> · Early identification of risk · Improved attendance and progress tracking
Strengthen early identification and escalation	Delays in reporting attendance decline, behaviour issues or timetable changes	<ul style="list-style-type: none"> · Reinforce immediate escalation processes to ASC teams · Clear expectations for timely communication of concerns 	Curriculum Teams / ASC Team	Immediate and ongoing	<ul style="list-style-type: none"> · Reduced persistent absence · Faster intervention for at-risk learners
Improve real-time communication	ASC teams lack timely visibility of curriculum-level changes	<ul style="list-style-type: none"> · Add ASC staff to Microsoft Teams curriculum groups · Share timetable changes, assessment deadlines and learner concerns · Share timetable changes, assessment deadlines and learner concerns 	Curriculum Leads / School Admins / ASC Team	As required	<ul style="list-style-type: none"> · Improved responsiveness · Fewer missed adjustments or delays
Embed multi-team collaboration	Inconsistent dialogue between curriculum teams and ASC staff	<ul style="list-style-type: none"> · ASC attendance at half-termly Curriculum Lead/Team Leader meetings · Joint discussion of learner concerns and training needs 	ASC Team / Curriculum Leads	Half-termly	<ul style="list-style-type: none"> · Improved consistency of support · Shared ownership of learner outcomes
Ensure EHCP provision is delivered and evidenced	Staff not always aware of updated EHCP objectives or adjustments	<ul style="list-style-type: none"> · EHCP Admin staff to record review outcomes in ProMonitor · Tag all relevant teaching staff following updates 	EHCP Admin / ASC Team	Following each review	<ul style="list-style-type: none"> · Improved compliance · Clear evidence of provision delivery
Strengthen targeted intervention	High-risk learners not always supported early enough	<ul style="list-style-type: none"> · Fortnightly ASC case-review meetings · Maintain High Needs/EHCP "At-Risk List" · Increased parent/carer communication 	ASC Team / EHCP Admin	Fortnightly	<ul style="list-style-type: none"> · Reduced escalation · Improved attendance and engagement
Improve Maths & English outcomes	Weak communication and inconsistent practice in Maths and English	<ul style="list-style-type: none"> · Dedicated meeting with Maths, English and ASC leads · Agree escalation expectations, data sharing and exam decisions 	Curriculum Leads (Maths & English) / ASC Team	Half-termly	<ul style="list-style-type: none"> · Improved collaboration · Better-informed EHCP reviews · Improved achievement
Strengthen accountability and oversight	Actions not always followed through consistently	<ul style="list-style-type: none"> · Half-termly ASC summary reports · Curriculum response summaries to recommendations · Curriculum response summaries to recommendations · Central oversight and escalation 	ASC Team	Half-termly	<ul style="list-style-type: none"> · Clear accountability · Evidence of impact on outcomes

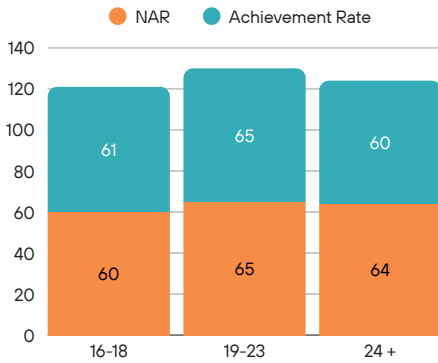
Apprenticeships Self Disclosure Rates %



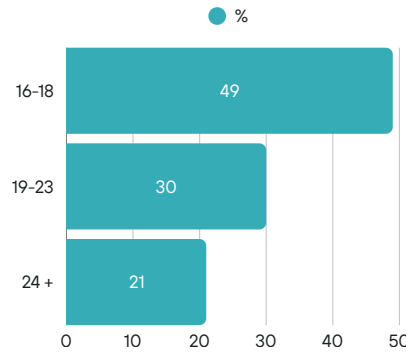
Apprenticeships - Gender & AR



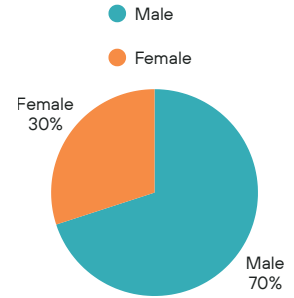
Apprenticeships - Age & AR



Apprenticeships - Age Split



Apprenticeships - Gender & AR



Apprentices

The self-disclosure rate has been monitored for this group and has increased slightly by 2% compared to 2023/2024 and is lower than the whole College declaration rate of 32%. Apprentices who declared an additional need achieved at 62% in 2024/2025, equal to the national average and 3% above 2023/2024 academic year.

A review of the SEND categories indicates that the number of learners within each category is insufficient to identify specific trends or challenges related to SEND. However, the engagement with Support Services remains consistent and continued development with Cognassist is enhancing the provision of support, ensuring more effective assistance for learners.

Among the 319 learners who successfully completed their framework:

Age Distribution:

- 49% were aged 16-18 and achieved 1% above the national average at 61%.
- 30% were 19-23 and achieved in line with the national average at 65%.
- 21% were 24 and over and achieved 4% below the national average at 60%.

Gender Distribution:

- 30% were female, reflecting a 2% decrease from 2023/2024 and achieved 4% below the national average at 61%.
- 70% were male, marking a 2% increase from 2023/2024 and achieved 1% above national average at 62%.

In terms of ethnicity and achievement rates:

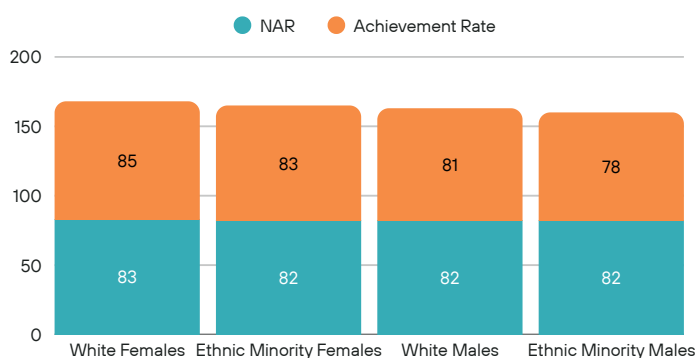
- 91% of apprentices identified as White British, with an achievement rate in line with national average at 62% and an increase of 3% from 2023/2024.
- 9% of apprentices were from Black and Ethnic Minority backgrounds, achieving a 60% achievement rate—2% lower than their White British peers but in line with the national average.

This data highlights key demographic shifts and performance trends, informing ongoing efforts to enhance learner support and inclusivity.

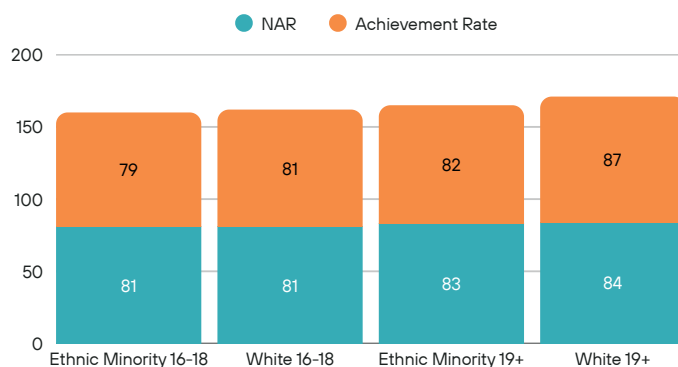
All Learners by Ethnicity

Academic Year	Leavers		Achievement %		Retention %		Pass %	
	White British	Ethnic Minority Background	White British	Ethnic Minority Background	White British	Ethnic Minority Background	White British	Ethnic Minority Background
2021-2022	10451	3120	84%	83%	92%	92%	91%	91%
2022-2023	11465	3799	88%	86%	91%	91%	96%	95%
2023-2024	11308	3672	88%	85%	91%	91%	97%	93%
2024-2025	9325	3653	84%	81%	88%	87%	95%	93%

Ethnicity by Gender Achievement Rates %



Ethnicity by Age Achievement Rates %



There are a number of groups that are no longer appearing in the data as achieving below the whole College and are now achieving at the same or above the College achievement rate:

Ethnicity	No. of Leavers	Achievement against College achievement at 83%	NAR
African	180	84	81
Chinese	53	91	83
Indian	107	86	82
White/ Black African	57	88	83

Free School Meals Comparison



Achievement for White British learners declined to 84%, remaining above both the College average and NAR. Learners from Ethnic Minority backgrounds achieved at 81%, which is below both College and national benchmarks.

Interestingly, white females achieved higher than white males and Ethnic Minority females at 85%, whilst Ethnic Minority and white males both achieved lower than the NAR at 78% and 81%. Both White and Ethnic Minority learners who are 19 and above outperformed their 16-18-year-old peers with Ethnic Minority 19 plus achieving at 82% and white 19 plus achieved at 87%.

While some ethnic groups have closed previous achievement gaps and now perform at or above the College average, disparities remain, particularly for male learners and younger age groups. Continued monitoring and targeted intervention are required.

Gender

- Females represented 59% of the learner population and achieved at 85%, exceeding both the College average and NAR. Males achieved at 81%, below both females and NAR.
- The persistent gender achievement gap indicates a need for targeted strategies to support male learners, particularly in lower-performing curriculum areas.

Age

- 47% of the College learner population are 16-18 years old and are achieving at 80%, a 9% decline from 2023/2024, with a retention rate of 89%, 1% below the NAR of 81% achievement and 90% retention.
- 66% of the College learner population are 16-18 years, excluding 19+ online enrolments.
- 53% of College learners are 19+ years old and are achieving at 85%, 1% above NAR, with retention at 87%, 2% below the NAR.
- Younger learners continue to require targeted transition, engagement, and academic support to improve outcomes and retention.

Free College Meals

Although not a protected characteristic, it is worth monitoring the achievement of this group of learners who come from low income households to identify any patterns or signs of this group becoming disadvantaged. Those learners who are accessing Free College Meals are achieving 4% below NAR, at 77%, with retention at 86%, 4% below NAR.

- Female learners who are accessing Free College Meals are achieving 2% below NAR, at 79%, with retention at 87%, 3% below NAR.
- Male students who are accessing Free College Meals are achieving 6% below NAR, at 75%, with retention at 85%, 4% below NAR.
- 845 learners were assessed as eligible for Free College Meals in 2024/2025, a 31% increase from 2023/2024. Learners actively using their Free College Meals entitlement increased 33% from 2023/2024.
- In 2024/2025, eligible learners who did not use their Free College Meals entitlement achieved at a significantly lower rate of 21% below NAR at 60% with retention at 67%, 22% below NAR.

Child in Care / Care Leavers / Care Experienced

Although this category does not constitute a protected characteristic, it remains important to monitor outcomes for these learners to identify any emerging patterns of disadvantage. Learners within this group often experience more complex personal circumstances and may lack a stable home environment, which can negatively impact engagement and achievement.

The achievement rate for Children in Care is 57%, which is 26% below the College average and 24% below the National Achievement Rate (NAR) of 81%. This represents a significant decline of 28% compared with the 2023/24 achievement rate of 85%.

The achievement rate for Care Leavers is 59%, which is 23% below the NAR of 82% and 24% below the College average. This is also 20% lower than the 2023/24 achievement rate of 79%.

The achievement rate for Care-Experienced learners is 67%, which is 14% below the NAR of 81% and 16% below the College average. This reflects a decrease of 16% compared with the 2023/24 achievement rate of 83%.

Summary Evaluation

The 2024/2025 data demonstrates strong engagement with support services and wellbeing initiatives; however, this has not consistently translated into improved achievement outcomes. Persistent gaps remain for learners with mental health needs, High Needs learners, care-experienced learners, and specific SEND cohorts. Variability in outcomes across curriculum areas highlights the need for more consistent implementation of inclusive practice and stronger collaboration between curriculum and support services.

These findings directly inform the priorities and actions outlined on the following page.

Action Taken and Actions Met

2024/2025 Initiative	SMART Target	2024/2025 Evidence & Impact
Wisdom App & Self-Help Strategies	By the end of the academic year, the Resilience Practitioner will deliver college-wide awareness sessions promoting the Wisdom App and self-help strategies, to all areas of the College. The Resilience Practitioner will produce a termly report to show engagement and use this information to steer support campaigns and guide workshops, training and events.	The Resilience Practitioner designed and developed resources for the Progress Coach team to deliver during appropriate CDP sessions throughout the year. Of the 1,196 respondents to the Term 3 survey, 88% reported using the Health Assured SAP, demonstrating strong engagement with self-help support.
LGBTQ+ Support Group & Awareness	Establish an LGBTQ+ support group by Easter 2025, organising at least three events per year to promote awareness, inclusivity, and education on emerging issues and language.	The EDI Officer supported the LGBTQ+ group organising weekly meetings for learners to get together. The EDI Officer will work closely with Project You to develop this group further into 2025/2026
Staff Support Group – "The Ribbons"	Launch "The Ribbons" support group within the second term, ensuring monthly meetings with a minimum of five participants per session and gathering feedback for continuous improvement.	"The Ribbons" launched in November 2024 and has run half-termly throughout the academic year. The group has had a positive and supportive impact on staff affected by medical conditions, contributing to improved wellbeing and peer support.
Staff Training on Gender Identity & Sexual Orientation	Develop and implement staff training on gender identity and sexual orientation by the end of the academic year, with at least 4 Golden Hour sessions available for staff to attend and gather feedback focusing on an increase in confidence in supporting learners.	The EDI Officer delivered informal training across seven Golden Hour sessions, covering gender identity, sexual orientation, and the implications of the High Court ruling on transgender people, supporting staff understanding of its impact on daily college life.
MHFA Training for T-Level Health & Care Learners	Collaborate with the AP for Heart, Health, and Care to deliver MHFA training to T-Level Health and Care learners by the end of the academic year, improving their ability to support mental health in practice and providing the skills to enhance their Higher Education or employment capabilities.	This initiative remains a work in progress. The Assistant Principal for HEART is exploring how MHFA training can be integrated into the curriculum and identifying the most appropriate point in the academic year for delivery.



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