

Equality and Diversity Annual Report – 2019/20

This annual report acts to ensure that the College continues to self-assess against the key performance indicators it has established, has analysed the performance against its enrolment and achievement profile and has in place effective strategies to support learners and staff. It covers:

- Achievement overview for learners identified under categories of protective characteristics;
- Human Resources analysis of staff;
- Strategies for Improvement.

For further information in respect of Equality and Diversity Strategy and Policy, please see the policies and procedures section of the website.

Learners

Background

16-18 learners, who are full-time learners at college, are required to study English and maths at either GCSE or Functional Skills level if they had not achieved a GCSE at Level 4 at school. In 2019-20, poor performance in function skills English and maths has had an impact on the profile of both our foundation course level rates and our headline rates, which, in turn, has impacted on our equality and diversity profile. Functional skills performance combines with our specialist courses to give an overall grading. Performance on the other parts of their courses is strong.

Headline performance by category

Age

Reduced pass rates for 16-18 learners, as a result of functional skills under-performance, has had a detrimental impact on this category. In spite of significant improvements in retention rates, performance is below the national average. This has seen a significant achievement gap emerge between 16-18 and adult learners, the latter group having improved performance by 1.7%, with performance above the national benchmarks.

Strategies to address this emerging gap have been identified and recognised and evidence has informed a newly developed strategy for English and mathematics which has been implemented from September 2020.

Gender

Females outperformed males in 2019/20 by almost 10% at the headline level, however, this is still slightly below previously published national averages. 16-18 males have a similar profile to 19+ learners and lag behind the performance of females by 5%.

The improvement of 16-18 female and adult female achievement has resulted in a 1.4% improvement to headline achievement rates in this category. Adult male performance actually improved by 2.4% due to increased pass rates in 2019/20. 16-18 male pass rates dropped significantly (over 11%) and reflects the impact of English and mathematics non-achievement.

Level

Level 2 and 3 programmes outperformed level 1 provision across the college. This is directly linked to underperformance in Entry/level 1 Functional Skills. Closer monitoring and actions are in place for specific areas. Level 2, which is the largest aspect of our full-time provision, has the strongest performance and is above previous national benchmarks.

Performance improvement strategies implemented during 2019/20 have had the desired impact for 16-18 learners at level 3 and are now 2% above available national averages.

Learning Difficulties and Disabilities

There is a clear achievement gap (7%) for 16-18 learners who identify as LDD, in comparison with their peers without a declared need. The gap is also similar for 19+. A large proportion of LLD learners had not made expected levels of progress on their English and mathematics courses to provide an accurate assessment for centre assessed grades.

We are paying significant attention to ensure that support for learning meets the needs of each individual learner. The significant issue is aligned to the non-achievement of English and mathematics.

Disadvantaged learners

16-18 learners who attend from identified areas of disadvantage perform less well than their peers. The achievement gap is smaller (3%) than the one that exists for adults (7%) and all measures are below previously published benchmarks for this age group.

Support strategies are under review and reflect targeted approaches to ensure 16-18 learners from this category are provided with the best opportunity to succeed. A focus on supporting learners through a range of pastoral solutions are established, which includes bursary and wider financial support.

Lockdown and parental engagement has proved challenging, however we continue to use different approaches to improve outcomes for learners. Functional Skills outcomes also had a detrimental impact on this group and their overall achievement.

Ethnicity

The majority of minority ethnic groups have achieved exceptionally well. The only statistically significant achievement gap within the ethnicity category is for 16-18 Arabic learners. There are low numbers, however, pass rates stand out as an area required for review.

Religion

There are no significant statistical achievement gaps in this category. It is worth noting that those who indicate 'No religion' perform less well than those who identify a specific category or did not want to identify a religion.

Sexuality

Learners who declare they are gay/lesbian or bisexual are more likely to achieve in comparison with other groups. This demonstrates the impact the support groups established in college and online had in 2019/20. We will continue this approach through our active strategy and learner engagement activity.

Strategies for impact

Examples of strategies taken forward in continuous improvement planning are:

- refinement of initial advice and guidance to continue to ensure each learner is on the right course, right level that enables progression to their chosen destination;
- differentiated teaching, learning and assessment practices that are innovative and engage learners whilst providing stretch and challenge to maximise potential;
- Return to site-based learning for specific 16-18 male cohorts to ensure consistency in engagement
- Implementation of robust monitoring and tracking of progress for Functional Skills programmes
- Revised model of delivery for Functional Skills in 2020/21 - English and maths workshops, boosters and surgeries to successfully prepare learners for examinations – Mathematics Centre of Excellence developments will enhance progress along with a dedicated functional skills teacher for apprenticeships
- continue to embed inclusive practice using college and British Values as vehicle to do so
- frequently check progress through deep dive activity, quality checks, remote learning walks and observations of online and face to face learning
- CPD opportunities focus on the needs identified in performance development reviews and emerging TLA observation and Quality Improvement themes
- more effective use of the range 'support for learning' resources on for Study Programme learners and Apprentices
- Provide learners with opportunities to extend their literacy, numeracy and digital skills in technical settings.

Staffing

There has been a slight decrease of 1% of female staff being employed at Lakes College over the past 12 months, which brings us closer to the sector benchmark.

Gender Profile

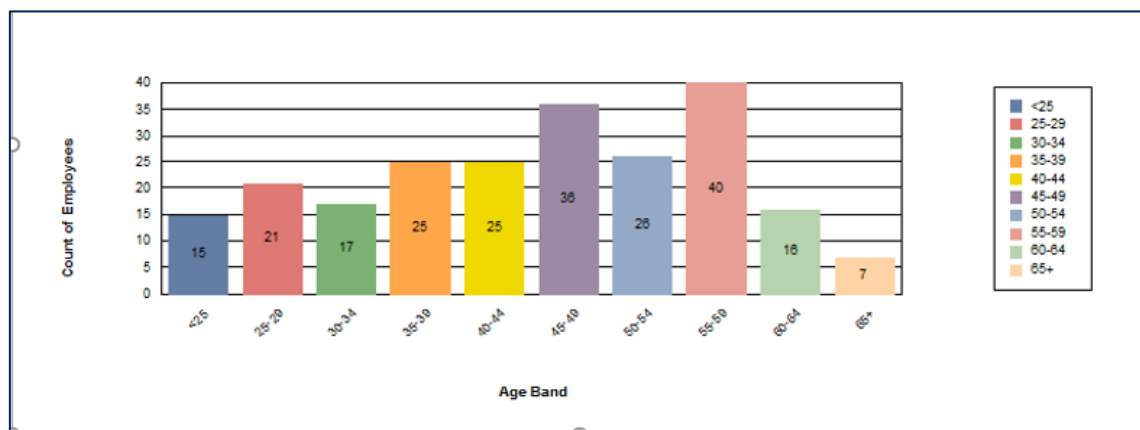
Employment profile	2019/20	2018/19	2017/18	Latest Sector profile
Gender	66% Female	67% Female	68% Female	64% Female
	34% Male	33% Male	32% Male	36% Male

Age Profile

As of July 2020, 55% of our staff are over 45, a decrease of 1% from the previous year. However, we continue to be an aging workforce. We have reviewed our recruitment strategy and now advertise directly on-line, predominantly indeed.com, which is attracting candidates from a younger age demographic.

For those staff over 65 the college has considered and accepted flexible retirement arrangements in order to retain specialist skills within the organisation.

Delegation of roles and responsibilities across curriculum areas supports development of our staffing body and succession planning.



Ethnicity

There has been an increase in the college's ethnic profile, though marginally below the average for our community.

	Ethnicity (31 July 2020)	Ethnicity (31 July 2019)	2011 Census report for Cumbria
White	97.81%	97.78%	96.50%
White Irish	0%	0.47%	0.31%
White Other	0.88%	0.87%	1.65%

Black Caribbean	0.44%	0.0%	0.1%
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Disability

Staff declaring a disability	As at 31 July 2020	As at 31 July 2019
Yes	1.7%	2.2%
No	98.3%	97.8%

There has been a reduction in staff declaring a disability over the last year. We are a Disability Confident employer and will continue to encourage and support applications from disabled people. Support is in place for staff who may suffer a disability whilst in employment.

LAKES COLLEGE WEST CUMBRIA GENDER PAY GAP REPORT 2019

This report gives the gender pay gap data at Lakes College West Cumbria as at 31 March 2020.

- For salaries we used a snapshot date of 31 March 2020.
- For bonuses we used the period 1 April 2019 to 31 March 2020, the 12 months before the snapshot date.
- At Lakes College West Cumbria there were 213 members of staff in post. There has been a reduction of 23 members of staff are within scope as of 31 March 2019.
- Our gender balance has changed since March 2018 and stands at:
 - Women: 141 (66%)
 - Male: 72 (34%)

In common with the FE profession as a whole, Lakes College staffing is predominantly female (66%).

MEDIAN GENDER PAY GAP 2020

	Women's earnings are : -
Median gender pay gap in hourly pay	32% lower

	2019 Women's earnings are : -
Median gender pay gap in hourly pay	32% lower

No change from March 2019

MEAN GENDER PAY GAP

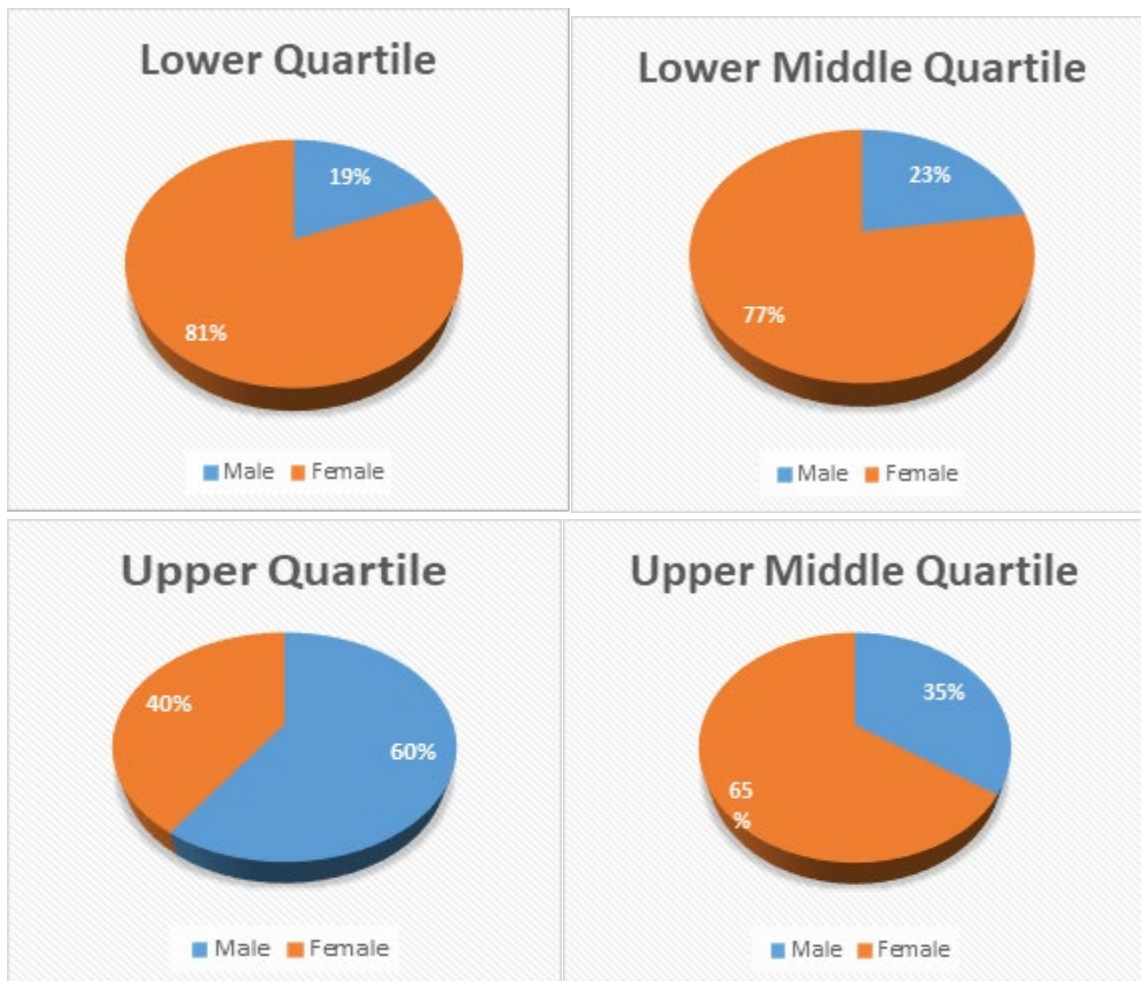
2018	
	Women's earnings are : -
Mean gender pay gap in hourly pay	17% lower

2019	
	Women's earnings are : -
Mean gender pay gap in hourly pay	16% lower

This has increased by 1% from March 2019

QUARTILES

The proportion of men and women in each pay quartile (%) is as follows:



- Lower Quartile – Decrease of Males by 4%
- Lower Middle Quartile – Increase of Males by 15%
- Upper Middle Quartile – Increase of Females by 9%
- Upper Quartile – Decrease of Females by 7%