

Equality and Diversity Annual Report – 2020/21

Every year the Board receives an analysis of the performance of those who have declared a protected characteristic as measured against those who have not.

Under legislation the protected characteristics for a Further Education College are:

- age.
- disability.
- gender reassignment.
- pregnancy and maternity.
- race.
- religion or belief.
- sex.

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.

Age

- 16-18 learner achievement has an improving trend (+4.5%)
- 19+ learner achievement has a declining trend (-4.3%)
- Achievement and retention variation is reducing over time and are less than 5%
- Pass rate variation is decreasing but is above 5% (5.9%) and this is statistically significant suggesting that Age may be a barrier to achievement for 19+ learners at the college
- Adult learners were particularly affected by the pandemic due to personal circumstances, financial challenges and employment opportunities were unable to fully complete their studies.

Gender

- Both Female and Male learners have improving achievement trends
- However, female performance is better than male (+1.4% compared to 0.3%, respectively)
- Achievement variation is increasing over time but remains below 5%
- However, pass rate variation is increasing, is above 5% and this is statistically significant suggesting that Gender may be a factor influencing achievement for male learners at the college. This is particularly evident with 16-18 males and their achievement of mathematics.

High Needs

- Following a substantial dip in 2019/20 across all age groups in this category there has been a significant improvement to pass rates in 2020/21 within the 16-18 age group (30%). Adult High Needs learners do not perform (pass) as well and this is where the focus of improvement work is required.
- This has resulted in a declining achievement trend (-12.1%), with a decline in pass rates over time (-11.3%)
- Learners without High Needs have an improving achievement trend (+1.7%)
- Achievement variation is increasing over time, is well above 5% for pass and achievement rates and this is statistically significant and that this may be a barrier to achievement for High Needs learners at the college
- The variation is specifically linked to low levels of achievement of Functional Skills English and mathematics. Progress in the application of mathematics and English skills however, has been positive and is reflected in application and completion of Open Award Life Skills qualifications. Further development of maths and English skills has been evident through enrichment activities which including the Duke of Edinburgh Scheme.
- Frequent review of EHCP progress demonstrates broader life skills development beyond maths and English qualification achievement.

Ethnicity

- Learners from Bangladeshi, Black African, Chinese, Indian, Other Asian and White and Any Other ethnic groups have very high or improving achievement trends
- Learners from a Mixed ethnic group have a declining achievement trend (-8.3%). Although declining, this remains high and above the White majority group rate.
- Only the White, Any Other and Mixed ethnic groups have statistically significant learner numbers meaning that ethnic diversity can be considered to be low
- Achievement variation is reducing over time but remains above 5% for most ethnic minority groups when compared to the White (ethnic majority). However, all ethnic minority groups with the exception of Any Other, perform better than the majority White ethnic group.
- Where this is statistically significant, this suggests that ethnic minority is not a factor influencing achievement for learners at the college.

LLDD

- Learners self-declared with LLDD have a slight declining achievement trend (-0.8%)
- Learners self-declared without LLDD have an improving achievement trend (+2.3%)
- Achievement and pass rate variation is increasing over time and is more than 5% (6.8%), is statistically significant and suggests that this may be a barrier to achievement for LLDD learners at the college.

Sexual Orientation

- Learners self-declared as Bisexual, Gay, Straight and Other have an improving achievement trend (+1.5%, +10.8%, +8.9% and +4.5% respectively)
- Learners who Preferred Not to Say have a declining achievement trend (-8.3%)
- Achievement variation is reducing over time and is below 5% for Bisexual and Other learners when compared to Straight learners
- Achievement variation is increasing over time and is above 5% for Gay learners when compared to Straight learners. However, the achievement rate for Gay Learners remains that of Straight learners by 5.2% suggesting that non-straight sexual orientation is not a barrier to achievement for learners at the college.
- Relatively few learners preferred not to state their sexual orientation and this is a declining trend over time

Gender Re-Assignment

- Learners self-declared as Gender Re-Assigned have a declining achievement trend (-28.6%). This is based on a very low volume of learners, 1 leaver in 2019-20 and 7 leavers in 2020-21.
- Learners self-declared as not Gender Re-Assigned have an improving achievement trend (+1.3%).
- Although the numbers represented in this category are low we will be paying very close attention to the needs and experience of learners. Broadening out the network of support through our revised EDI strategy will be a key factor to close any emerging variations in achievement.

Religion

- Learners self-declared as Buddhist, Christian, Hindu, Islamic, Other and No religion have an improving achievement trend.
- Learners self-declared as Rastafari or Wicca have a low achievement trend (67% and 0% respectively) however both groups have very low numbers and this is not statistically significant.
- Achievement variation is reducing over time and is below 5% for those identifying as Christian compared to those with No Religion.
- Of the above, only Christianity and No Religion have a statistically significant volume base and in general the college is not very diverse when considering religious beliefs

Strategies for improvement

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;
- development of a revised English and mathematics strategy based upon a 'whole college approach' to implementation

- targeted support and challenge for 16-18 males to ensure engagement, expected levels of progress and positive outcomes for mathematics are secured
- provide learners with opportunities to extend their literacy, numeracy and digital skills in technical settings
- implementation of robust monitoring and tracking of progress for mathematics programmes
- progress engagement and activity of the Equality Diversity & Inclusion working group
- continue to embed inclusive practice using college and British Values as vehicle to do so
- frequently check progress through peer review activity, quality checks, learning walks and observations
- professional development opportunities focus on the needs identified in performance development reviews, emerging TLA observation and Quality Improvement themes

Equality & Diversity Strategy 2021-22

The strategy (Appendix 1) has been thoroughly reviewed during the last half term with valued input from governors, staff and learners. We have established a number of refined and ambitious priorities that will feature within the strategy for 2022-23. The progress of certain themes has been challenging over the previous 18 months for obvious reasons and merging priorities for the sector will assist shaping our objectives. This is not to say that our commitment toward inclusivity and equality in our daily practice has wavered however, we have had to re-focus how we respond to the demand of a changing society and initiatives to support.

Themes we are seeking to take forward in our one year agile strategy are:

- Making the strategy more accessible and engaging
- Advances the agenda of EDI, going beyond protected characteristics to demonstrate our commitment and ambitions
- Use of more sophisticated approaches to widen participation and diversify stakeholder voice input/feedback
- Enable staff development opportunities connected to EDI to be easier to access and focus on building knowledge and understanding
- Celebration of achievement, difference and equality through a combination of our 'Beyond Good' strategy, events and promotional activity
- Contextualised to meet the need and agendas relevant for our local community

The Board also receives a staff profile

Human Resources - Equality & Diversity

There has been a slight increase of 0.5% of female staff being employed at Lakes College over the past 12 months, which is above the sector benchmark.

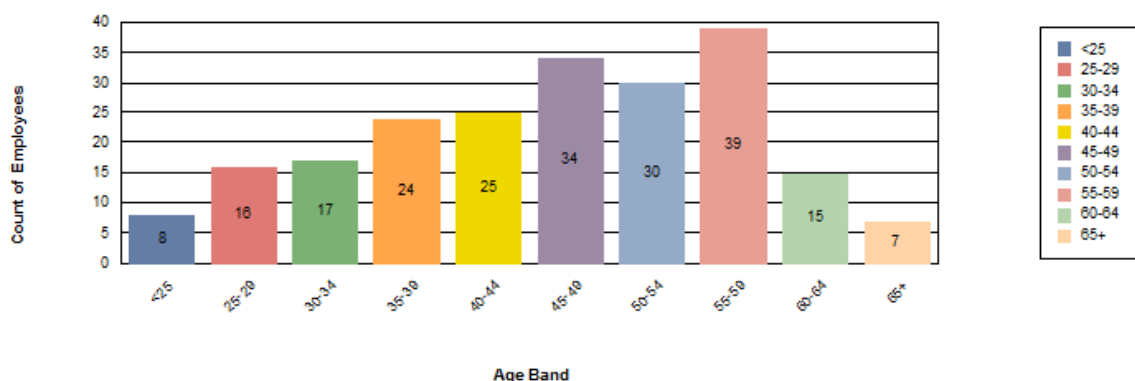
Employment profile	2020/21	2019/20	2018/19	Latest Sector profile
Gender	66.5% Female	66% Female	67% Female	64% Female
	33.5% Male	34% Male	33% Male	36% Male

Age Profile

As of July 2020, 58% of our staff are over 45, a decrease of 3% 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, which is average for our community.

	Ethnicity (31 July 2021)	Ethnicity (31 July 2020)	2011 Census report for Cumbria
White	97.4%	97.81%	96.50%
White Other	0.88%	0.88%	1.65%
Chinese	0.44%	0%	0.1%
Other	0.44%	0%	
Not Known	0.44%	0%	-

Disability

Staff declaring a disability	As at 31 July 2021	As at 31 July 2020
Yes	1.7%	1.7%
No	98.3%	98.3%

There has been no change 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 2021

This report gives the gender pay gap data at Lakes College West Cumbria as at 31 March 2021.

For salaries we used a snapshot date of 31 March 2021.

At Lakes College West Cumbria there were 217 members of staff in post. There has been an increase of 4 members of staff are within scope as of 31 March 2020.

Our gender balance has changed since March 2020 with females increasing by 1% and stands at: -

- Women: 145 (67%)
- Male: 72 (33%)

In common with the FE profession as a whole, Lakes College staffing is predominantly female (67%).

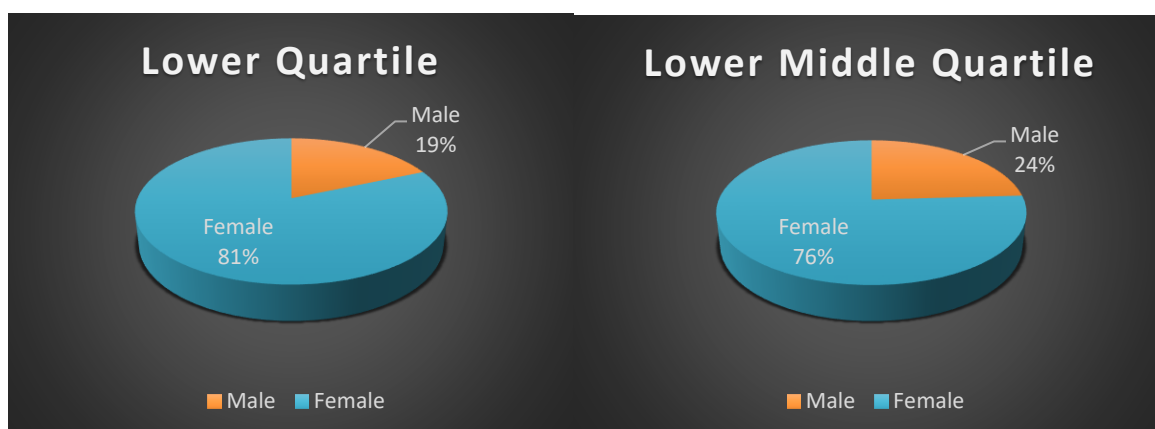
GENDER PAY GAP

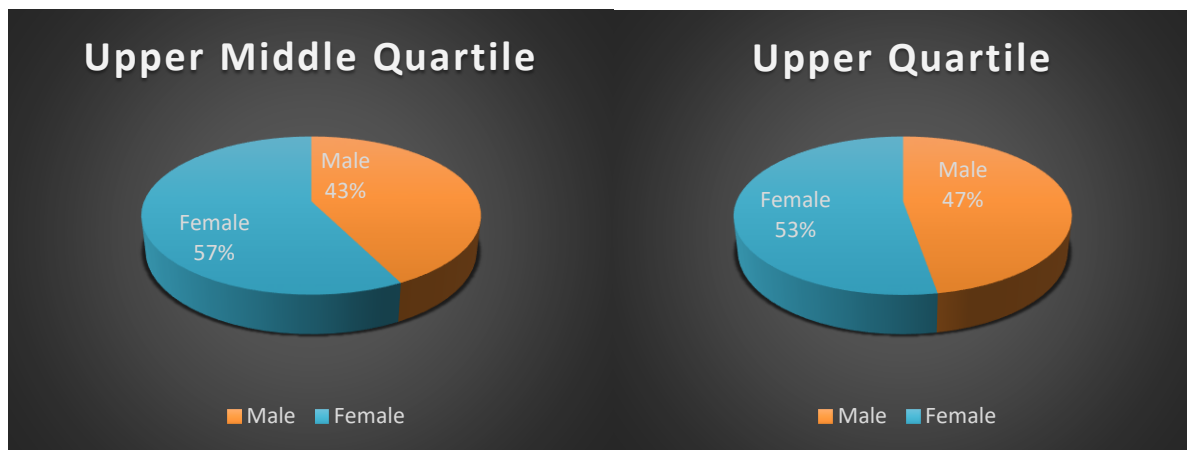
Category	As at 31 March 2020	As at March 2021
Median Gender Pay Gap	32% in favour of men	33% in favour of men
Mean Gender Pay Gap	17% in favour of men	17% in favour of men

There has been an increase of 1% of Median Gender Pay Gap in favour of Men with Mean Gender Pay Gap remains static at 17% in favour of men

QUARTILES

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





Lower Quartile – No change

Lower Middle Quartile – Increase of Females by 1%

Upper Middle Quartile – Decrease of Females by 8%

Upper Quartile – Increase of Females by 13%

The main reasons for the College's current gender pay gap are:

- although there are more females in each of the quartiles, overall there is a higher percentage of females in the lower quartiles which represent more junior roles and therefore lower salaries;
- It is still the case that females are more likely than males to take time out from work to start a family, look after children or other family members;
- Females are still more likely to work part-time, with such roles often attracting a pro-rata or lower paid salaries;

COMMITMENTS FOR THE FUTURE

The College is committed to following areas for action over the next 12 months:

- to continue to review and analyse the College recruitment and career progression opportunities;
- where appropriate, encourage both males and females to consider family friendly and flexible working policies;
- continue to ensure staff have the opportunity to discuss their development opportunities