

EDI annual report 2023-24

Overview

Lakes College has embraced The public sector duty within the Equality Act 2010 and is fully committed to eliminate discrimination, directly or indirectly, against employees and potential employees, learners and potential learners and any other stakeholders of the college who have any of the protected characteristics applicable to colleges, which are: age, disability, gender reassignment, pregnancy and maternity, race, religion and religious belief, sex and sexual orientation.

Our values

The College's framework of robust policies and procedures support the delivery of this strategy and are underpinned by British and Lakes College values of Ready Respectful Potential. Embracing and advancing equality, diversity and inclusion (EDI) are central to delivering the college's values, ensuring that we meet the needs of our diverse community.

This ethos is not just limited to Lakes College campus; we are proud of the leading role we take to promote EDI in our local community and through national partnership activity, and we will continue to fulfil our responsibility with enthusiasm.

Lakes College continues with its commitment to support skills development for the community of West Cumbria, contributing to economic growth, success and prosperity. An increasing focus on the key priorities of apprenticeships, core employability skills and equipping the disadvantaged to secure employment drives college priorities.. We are looking to ensure choice is available to all our stakeholders to limit barriers and promote opportunity.

Our equality, diversity and inclusion approaches go beyond meeting our statutory duties; we strive to eliminate discrimination, advance equality of opportunity and foster good relations, are responsive to our environment, promote emotional wellbeing and champion social mobility to develop a range of skills as our learners get ready for the working world and other opportunities in the future.

At Lakes College, commitment to equality, diversity and inclusion is demonstrated by:

- A visible senior leader with responsibility for equality, diversity and inclusion
- Strategies, policies and working practices to inform all members of the college's community about the importance of equality, diversity and inclusion
- Equality objectives which are values driven, relevant to our communities and meet our general equality duty
- A planned approach to identifying and closing equality gaps for students and staff
- Enable our employee engagement forums and learner 'changemaker' committee to influence change
- Listening to the voices of staff and students, involving them with campaigns, forums and networks in the college and across West Cumbria to develop meaningful equality and diversity initiatives

Our aims

Aim 1: Realise Potential

- Become a leading organisation in EDI practice by securing appropriate quality charter marks.
- Create an inclusive environment that fosters good relationships and trust.
- Lead and develop an integrated approach to embed EDI in college practice.
- Ensuring retention and attainment gaps are identified and addressed to maximise progression

Aim 2: Champion Accessibility

- Striving to adhere to government accessibility guidelines in all our published, digital, and teaching, learning and assessment materials.
- Improving the ways we identify and meet additional support needs for all stakeholders.
- Raising awareness of the impact of hidden disabilities on participation and inclusion in college. Addressing the barriers that building users' experience.

Aim 3: Voice and Influence

- Working with the wider student and staff body to increase engagement, influence and co-production in our equality, diversity, and inclusion activity.
- Developing the knowledge, confidence, and awareness of EDI through professional development, employee and learner forums.
- Coordinating campaigns and activities for learners and staff to plan, co-produce and lead activities which challenge non- inclusive behaviours.
- Creating opportunities for staff to engage with local communities and networks, to share best practice and build links with external groups.

Aim 4: Celebrate Diversity

- Celebrating the differences between members of the college community with actions, words and images, drawing on diversity in its broadest sense.
- Improving the diversity of the workforce to better reflect the profile of our students and addressing under representation of protected groups.
- Reviewing college policies and practices for learners and staff to ensure they are inclusive in both language and impact
- Recognise and reward those who actively embrace and lead good practice in EDI.

Aim 5: Challenge discrimination


- Challenging stereotyping and working practices which may reinforce systemic disadvantage, including gender stereotyping.
- Providing opportunities for staff and students to develop the skills, knowledge and confidence to challenge behaviours which are oppressive, disrespectful, intimidating or bullying through restorative approaches.
- Create a safe and respectful learning and working environments for all members of the college community, free from physical risks, bullying or harassment.

Aim 6: Promote wellbeing

- Providing access for staff and learners to activities and opportunities to support their mental health and emotional wellbeing, including community engagement, social action and promoting a healthy lifestyle.

- Creating a culture of safe disclosure around mental wellbeing and encourage a life-work balance. Recognising that risk or vulnerability of learners and staff may be heightened due to protected characteristics.
- Developing relationships with multi-faith organisations to meet the needs of a diverse student and staff.

Just one example of the kind of work we do with our students:

 Lakes College
30 September · 🌐


Lakes College has recently opened The Shop, giving learners with special educational needs and disabilities (SEND) a chance to develop essential employability and independent living skills.

Offering snacks, drinks, gifts, and more, The Shop provides hands-on experience for our Foundation Learning students to help them gain real-world work skills as part of their programme.

Eliza Treme-Swales, who opened the shop, said: "The Shop is key to supporting employability skills for our SEND learners."

Read more by visiting our website: <https://www.lcwc.ac.uk/.../shop-opens-its-doors-to-build.../>

[#ReadyRespectfulPotential](#)
[#SkillsForLife](#) [#ItAllStartsWithSkills](#)



The photograph shows a group of approximately ten people, including staff and students, standing in a hallway. They are gathered in front of a glass-walled entrance labeled 'THE SHOP'. A woman in a pink skirt is cutting a green ribbon across the entrance. A sign for 'THE SHOP' is visible on the wall to the left.

Our Performance and Diversity in 2023-24

E&T overall achievement 83.8%, retention 90.8%, pass 92.1%

On vocational courses (all ages):

- Overall achievement - 86.8%
- With Learning difficulty - 88.6%
- Ethnicity (not White British) - 88.9%
- Has difficulty/disability/health problem - 87.0%

GCSE or FS (all ages):

- Overall achievement - 75.9%
- With Learning difficulty - 74.4%
- Ethnicity (not White British) - 79.2%
- Has difficulty/disability/health problem - 74.2%

By notional NVQ level (all ages):

	Entry	L1	L2	L3	L4+
Overall achievement	77.9	78.3	85	84.8	57.9
With Learning difficulty	81.7	72.9	78.7	92.1	100
Ethnicity (not White British)	69.1	81.7	84.3	85.2	100
Has difficulty/disability/health problem	75.7	74.4	79.2	88.6	100

Of 2575 E&T leavers, 2348 were White (91.1%), of the remaining 227, 107 completed a remote L2 Certificate in Lean Organisation Management Techniques, or the L2 Certificate in the principles of warehousing & storage, where the achievement is 100%. The remaining 115 leavers, cover 44 course codes, 13 leavers completed GCSE English with 92% achievement, 14 leavers completed GCSE Maths with 100% achievement.

Apprenticeships overall achievement 54% (398 leavers)

Achievement rates

- With learning difficulty – 53.8% (13 leavers)
- Ethnicity (not white British) – 50% (22 leavers)
- Has difficulty/disability/health problem – 60% (40 leavers)

Apprentices other than 'white British', although marginal numbers, appear to perform worse than average. This is spread across 16 standards, with the highest number being 4 apprentices on the Early Years Practitioner standard.

Student gender and achievement

E&T

Female 79.8% - 1079 leavers; Male 86.2 – 1576 leavers

In STEM areas – achievement overall is 90%, with 92.5% for females (96 leavers) and 89.6% for males (476 leavers)

In general FE (non-STEM) activity – achievement overall is 81.1%, with 77.9% for females (797 leavers) and 84.1% for males (868 leavers)

Apprenticeships

Female – 47.5% (202 leavers); Male 60.7% (196 leavers)

The difference is driven primarily by the proportion of females undertaking Health, Social Care and Early Years apprenticeships, which underperform nationally, and we have had poor performance in this area for the past few years. Work is underway to revise our delivery and work more closely with employers to ensure those on apprenticeships are suitable and enabled to achieve. There were 113 apprenticeship leavers in this sector, 107 were female and only 6 males.

Student age and achievement

E&T

19+ years - 85.7% achievement (1002 leavers); 16-18 years - 81.5% (1573 leavers)

Including in this figure are both GCSE and FS results, which have a significantly higher proportion of 16-18year olds, and low results.

Apprenticeships

16-18years – 54.6% (152 leavers), 19+years – 53.7% achievements (246 leavers)

No significant achievement gap.

Staffing profile

Lakes College has a workforce profile consisting of the following -

Age

Growing our own staff ensures that the College has a pipeline of well-developed staff ready to step into key roles as they become available. This is essential for maintaining continuity for our learners and to overcome the College issues with recruitment of specialist staff in hard to fill posts e.g. Engineering and Construction roles.

The College is reviewing its strategies for growing our own staff and includes:

- Training Programs: Implement regular training sessions to keep employees updated with the latest skills and knowledge.
- Mentorship: Pairing less experienced staff with mentors to facilitate knowledge transfer and professional growth.

- Career Development Plans: During performance development reviews staff and managers should discuss their career development plans that align with their goals and the college needs for a view of identifying staff who would like to grow and develop in the College

Our age profile for our teaching staff group shows that 48% of staff above 50 years of age with 18% are at an age where they would retire and potentially leave skills gaps in the College and therefore shows it is vital that the College grows and retains its own staff due to recruitment difficulties.

Gender Pay Gap

At Lakes College West Cumbria there were 282 members of staff in post.

Our gender balance has changed since March 2023 with males increasing by 7% and stands at: -

- Women: 168 (60%)
- Male: 114 (40%)

We employ fewer females than the FE sector average of 64% (FE Workforce Census 2020)

	As at March 2024	As at March 2023
Median Gender Pay Gap	18.7% in favour of men	20% in favour of men
Mean Gender Pay Gap	10.2% in favour of men	6% in favour of men

There has been a further decrease of 1.3% of Median Gender Pay Gap in favour of Men, with Mean Gender Pay Gap increasing by 4.2% in favour of men.

Disability

Staff declaring a disability has reduced to 3.91 % from 4.8% in 2022-23.

Ethnicity

Our ethnicity profile has remained the same over the past academic year. However, 5.6% of our staff are BAME which is higher than Cumbria census in 2021 i.e. 97.6% White.

Conclusion

Our performance in 2023-24 supports our areas for development in 2024-25.