

## Introduction

The promotion of equality, diversity and inclusion (EDI) is fundamental to the mission of Truro and Penwith College. Inclusiveness is enacted through the implementation of the curriculum structure for access and participation; underpinned by an extensive range of support services. The College is wholly committed to meeting the needs of individual learners, irrespective of ability, age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, gender or sexual orientation.

Within self-assessment, leaders and managers evaluate the impact of policies relating to EDI for the whole student and staff body. Student evaluation includes data analysis of achievement gaps, lesson observations, student feedback and the effectiveness and impact of student support. In February 2021 Investors in Diversity placed the College 22<sup>nd</sup> nationally in over 600 employers accredited by the National Centre for Diversity Accreditation (NCDA). The NCDA completed a remote one-day visit in February 2021 and spoke to staff and students. Examples of activity undertaken at the College mentioned by the advisor include providing web-based resources and undertaking proactive work to challenge stereotypical subject selection, holding awareness raising events like the annual student-led, College-wide EDI Fair and regular staff training that includes topics such as FREDIE, unconscious bias, disability and mental health.

*“There are multiple examples of the actions that have been taken during the pandemic to ensure the wellbeing of staff and learners and the actions taken to ensure FREDIE through revision to teaching and learning approaches and to both Learner and HR support provision.” The report further summarised: “It is great to see how well the College has been able to adapt to and overcome the challenges of the current pandemic, whilst ensuring that its commitment to FREDIE is still at the heart of its activity .... It is clear to see that FREDIE is embedded into Truro and Penwith College at all levels.” (NCDA, February 2021).*

This reaffirmed the Ofsted findings *“Leaders and managers promote equality and diversity well across the college. Learners are prepared extremely well for living and working locally or further afield in more diverse communities”*

The College’s countywide contribution was also recognised during the Ofsted visit to look at high needs as part of Cornwall’s SEND provision in August 2017 with Ofsted finding *‘Further education provision for young people is strong. Well-managed transition arrangements between FE colleges and special schools reduce the levels of anxiety for parents and young people as they progress to college. The broad range of personalised programmes prepares young people well for adult life and for employment and higher qualifications where appropriate. In recognition of the limited access to CAMHS in the local area, the colleges have commissioned independent qualified mental health workers. They, along with skilled teaching and support staff, provide a high level of emotional support and practical guidance in these settings’.*

The College Corporation approved a Single Equality Scheme to ensure the College complies with its legislative duty under the Equality Act 2010; this includes the autumn

2021 updated Equality, Diversity and Inclusion Policy for 2022-2024 with operational actions included within this plan.

The impact and effectiveness of the College in promoting equality and diversity and narrowing any identified gaps in achievement is monitored by:

- Involving staff in reviewing organisational data
- Involving staff in setting priorities for further data gathering and action planning
- Involving staff and students in assessing the impact of policy and procedures
- Involving students through course reviews
- Involving students through learner voice meetings
- Involving Governors in monitoring relevant College complaints
- Involving senior managers in setting strategic objectives to meet the Equality duty
- Involving Governors through the annual Equal Opportunities Monitoring Report
- Internal self-assessment and externally by relevant organisations such as Ofsted and the NCDI bi-annual assessment.
- Internal audit

*“Those I spoke with at the College indicated a strong ‘can do’ and committed approach and I have every confidence in the continuation and further enhancement of the work that they are doing to make a difference to their community through excellence in education and employment opportunity.” (NCDA, February 2021).*

### **How does the College promote equality of opportunity and tackle discrimination?**

#### **1. Enrolment**

In February 2021, The National Centre for Diversity, in its evaluation of the College, found:

*“Truro and Penwith has clearly developed values which are outlined on its website and which are promoted via posters throughout the College. It demonstrates a positive ‘can do’ attitude to inclusivity, which takes into account the needs of the most vulnerable of students and considers the impact of rurality on the experience of its learners.”*

Basic principles underpinning our enrolment advice processes include:

- Ensuring post-16 learners to choose the programmes that they study which facilitates progression and aspiration
- A framework of high-quality information and guidance for learners to make well founded decisions
- College guidance aimed to meet the learners’ needs and to remove access to learning barriers
- Ensuring a learner’s previous achievements, although an important guidance indicator is not an unreasonable barrier. Individual circumstances and the level of support available are always considered.
- Course information is available via the College website, which is under continual review and is designed to work effectively with text to speech software. Access to the College Single Equality Scheme via the College Website and Intranet.

The College successfully extended its Matrix accreditation in 2020 for its Initial Advice and Guidance service covering the whole range of its provision with whole institution accreditation. The assessment for the award is extensive and evaluates EDI around the College's services, policies and practice. The 2020 Matrix accreditation said:

*'T&P College has a set of aims and objectives for IAG which include empowering students to plan and manage their own futures, providing comprehensive information and advice and raising aspirations. Outcomes for these are monitored through performance data measured at course level, programme level and aggregated for senior managers and governors'*

It continued: *'The College has shown a commitment to community development, in line with its strategic values. The College responds to local needs and requests, encouraging long term development of skills and knowledge, alongside the development of interpersonal skills, self-confidence and self-esteem'*.

AoC analysis of our student recruitment in terms of deprivation shows that College recruitment mirrors closely the local district population profiles.

**Actions to Improve:**

Addressing underrepresented groups with activities such as "women into STEM" events and collaborative work across the College, through sharing best practice through the equality and diversity-working groups.

Continue to pursue expanding diversity of its staff.

Continuation of developing EDI resources on the website so that there is signposting to further advice and information on specific areas.

## **2. Curriculum**

The Investors in Diversity Assessment of 2021 found *"The College proactively seeks to ensure that equality and diversity is embedded within the curriculum."*

Leaders and managers ensure there are a number of central events to celebrate and promote inclusion which include competitions, EDI fair, specialist themed weeks such as ASD awareness, and safer internet day which have continued through online delivery. Learners gain a good understanding of world events and learn to formulate their own views through embedded EDI delivery within lessons. An effective tutorial programme is very thorough in supporting personal and social development.

In 2017/18, the College started a monthly faith chaplaincy service to both staff and students, its success has grown to mark, Holocaust Memorial Day, Remembrance Day, Carols, Eco group and the Prayer Group. During the first lock down the chaplaincy developed tutorial resources around well-being and resilience. This has increased extra-curricular engagement and reduced social isolation.

The Matrix accreditation (2020) observed *'Support for mental health and well-being is excellent and the College has won awards for the comprehensive set of services provided, including Mental Health Advisers and paid-for counselling support. This is further supplemented by good referral systems to other agencies e.g. Young Minds*

*and an emerging chaplaincy service staffed by volunteers who offer a form of detached youth service providing spiritual and practical advice (such as bereavement support), 'roving' the college. This appears to be successful from feedback and gives the college an alternative impartial outreach service'*

This continues to evidence the earlier finding of the 2016 Ofsted inspection that *'Teachers are highly effective in helping learners to study together productively. Subjects covered in tutorials and a broad programme of trips and other activities extend learners' horizons and aspirations effectively. However, the excellent practice in many lessons to help learners appreciate and value diversity is not replicated by all teachers across the college'.*

The most visible evidence of our commitment to the promotion of equality of opportunity lies in the extent to which the education and training curriculum has been consistently extended to meet the needs of young people, adults and employers, including learners from those groups traditionally under-represented in further and higher education. This is particularly evident in our extension of the curriculum to include construction and professional cookery, the breadth of our foundation studies provision, including provision for students with Profound Multiple learning difficulties and ASD; meeting the needs of the community through effective activities that support social inclusion and widen participation. The continual expansion of this provision reflects the College commitment to responding with outstanding local provision to reduce the need for out of County high needs provision with the additional stress for students and families that might entail.

The College now serves 47% of Cornwall's 16-19-year-old learners. Socio-economic disadvantage manifests itself locally in high youth unemployment, low mean income, above average proportions of workers in manual occupations, and very low percentages qualified to degree level. The College's focus is therefore on social mobility, health, mental health & well-being and economic growth. This approach ensures outcomes reside near the top of all providers.

Ofsted graded outcomes for learners as outstanding in 2016 and cited the success across the ability range saying: *'High standards of care and support have a striking beneficial impact on learners' progress and achievements. This is reflected in exceptionally high outcomes across the ability range. Learners in receipt of high-needs funding on mainstream courses make excellent progress and achieve their qualification aims'.*

Staff development opportunities ensure that lecturing staff are effectively prepared for promoting equality, diversity, and inclusion in the classroom. ASA awareness training events, radicalisation and extremism, LGBTQ+, young carers, mental health first aid bereavement champion training, and anti-racism training. The March 2021 and November 2021 staff training days included delivery by external professionals (Black Voices Cornwall, Restorative Justice and First Light (domestic abuse and sexual violence charity) as well as the College's mental health nurse, counsellors, and safeguarding team.

Partnership working is extensive within programme areas and in cross-college promotional events. These include: Action for Children (Support for looked after children/care leavers), Bolitho (Adult Mental Health Services), Brook, Coach House (Supported housing for young people), Cornwall Faith Forum, Cornwall Youth Offending Service, RASAC (Cornwall Rape and Sexual Abuse Centre), Exeter

University, Freshfields (Substance misuse support), Gweres Kernow (safeguarding young people who have displayed harmful sexual behaviours and those at risk of sexual abuse), Intercom Trust (LGBTQ help, support and advocacy), Invictus Trust (Supporting teenage mental health), Plymouth Centre for Faiths and Cultural Diversity, Trelya (interventions/youth work for hardest to reach young people), First Light Company (Domestic abuse/sexual violence support, advocacy and training) and YAY (young and yourself – LGBTQ Cornwall).

*‘Other forms of support include help for homeless learners, alcohol/substance misuse from an external agency (YZUP) an LGTB outreach advisor and a designed student support adviser for Looked After students’ (Matrix Accreditation, 2020).*

Within the day-to-day curriculum, International Baccalaureate students promote EDI issues through extensive charity work and fundraising for ‘Boom Shewula’. A-Level Literature students studied the African American writer Toni Morrison’s ‘The Bluest Eye’ which focuses on the impact of racism and the beauty myth specifically. English Language students also study accentism, a less well-known example of prejudice and discrimination. Modern Foreign Language students explore oppression, fascism and rebellion through the lens of the Spanish Civil War and the Nazi occupation of France. The Business and Professional team worked with the Purple List Theatre company to deliver joint EDI training for the Care sector, focussing on LGBTQ issues. The training included a scripted play, ‘a gay dementia venture’ performed by the company with topics such as legislation, Equality Act 2010, unconscious bias, personal values, beliefs and attitudes. An equality and diversity workshop was delivered for Another Place Hotel, on the shores of Ullswater, due to positive feedback from the Watergate Bay Hotel. The lead ESOL tutor is a member of the Cornwall Refugee Resource Network, attending regular meetings and is a regular participant in SW Councils South West Migration Partnership meetings. There are strong connections to local volunteer groups, encouraging learners to engage with community activities. Following the success of previous delivery, during lockdown the ESOL team have been working with Cornwall Council who have requested further English delivery to a group of Syrian Learners who were relocated under the 2015 SVPR programme.

In 2021 over 70 Foundation Studies students accessed HWS activities sessions, over 40 staff and students accessed HWS advice sessions. 7% of the HWS staff participants were BAME (only 3% of staff at College are BAME) and 60% of the HWS staff participants were female (163 staff in total).

Ofsted commented that: *‘Learners are prepared extremely well for living and working locally or further afield in more diverse communities’.*

The introduction of “British Values” through the “College Values” approach has proved very successful with the Ofsted finding that: *‘Managers and teachers have successfully created a most welcoming and hospitable atmosphere by adopting and promoting fundamental British values as college values to underpin daily life in the college’.*

### **Actions to Improve:**

Continue the focus on embedding EDI within lesson planning and delivery through sharing best practice from EDI group.

Continue with the pilot project in 'reverse mentoring' at the Penwith campus. External speakers to share lived experiences.

EDI programme area representative role to communicate attainment by group to programme area.

Continue to engage with ESF projects on community cohesion and preparing students for positive contribution in progression to communities that are more diverse.

### **3. Access**

Accessibility to the physical environment of the College is addressed by compliance with the DDA of all new building projects and the external audit of the existing site and facilities for disabled access. However, the College goes beyond legislation to enable access at individual level. Further maintenance includes disabled parking space, refuge quiet areas for autism and the creation of allotment areas for high needs provision. In the summer of 2021, the Penwith campus was assessed and modified to ensure all the facilities accommodated blind or visually impaired students.

*'The College has continued to support local organisations and to ensure College resources are shared within disadvantaged local communities'* (Investors in Diversity 2021).

Within lessons specialist software is regularly updated to support high needs learners such as Eye Gaze technology, Dragon (speech-activated programme) and Claro (accessible software). Additional resources are available, and laptops and Dictaphones may be loaned from learning Services.

*'IAG support for students with additional needs and those with EHC plans is extensive and in-depth, reflecting the College's position as the main provider in the county for high needs and PMLD support. Continuous investment in facilities and raising the quality of support results in progression that exceeds parental expectation and commissioners' objectives'* (Matrix Accreditation 2020)

*'Additional needs students and those with Education, Health and Care (EHC) Plans are particularly well supported. There were 153 students with EHC plans and the college is assiduous in its allocation of resources to meet need and ensure progressions. Progression is segmented around an independent living pathway and an employment pathway with placements in college settings to provide experience of work and supported internships'* (Matrix Accreditation 2020)

During the second lockdown in 2021 the College moved quickly once again, and IT equipment and training was made available for staff and students to use at home to deliver and participate in online remote lessons which mirrored the timetable. Support was also given to students and staff who had limited connectivity by providing data dongles and printed resources for students. Weekly twilight staff training sessions were held to ensure all staff were confident in using Microsoft Teams and associated packages.

## **How does the College identify and narrow achievement gaps?**

### **1. Learner Voice**

*'Learner Voice activity is considerable and provides differentiated means of capturing student's views across all levels and age groups. The College evaluates outcomes consistently to demonstrate quality and improve services'* (Matrix Accreditation 2020)

Students are specifically invited, through course reviews, to comment on any aspect of equality of opportunity and impact on their experience of the course. For example, 97% of learners across the College either agree or agree strongly that they are treated in a fair and unbiased way during classes (16,762 responses). Course teams review such student feedback and make an annual report on issues arising to the relevant Programme Team Leader. No issues arose from this process during 2020/21. Focus groups or learner voice meetings take place within programme teams, first in groups chaired by SMT, then in PTL-led groups.

Another significant source of learner feedback (and feedback from parents, employers, neighbours etc.) is the College Complaints Procedure. For 2020/21 3% (6 in total) and 2019/20 2% (1 in total) of complaints were related to issues that might have been founded in equality of opportunity matters these including issues around additional support and bullying. Governors receive details of recorded complaints and their outcomes and complaints involving equality and diversity issues are highlighted. The College's policy and practice has been to record and respond quickly to all complaints, written or spoken, and not to deflect students' attempts to register their unhappiness or dissatisfaction through requiring them to go through elaborate formal paper procedures. In the light of feedback from the Ofsted Race Equality visit, governors agreed that, rather than institute a detailed complaints form that would include a range of questions about learners' identities, the College would not routinely record ethnicity data about all those making a complaint.

### **2. Performance Data**

Performance data is monitored at course level, programme level and at SMT level in respect of both achievement rate data and where possible value added. The College Equality and Diversity group, chaired by the Director of Teaching and Learning with staff representatives from across the curriculum and support staff, reviews this monitoring report to disseminate findings and actions to programme area teams.

Performance is monitored by ethnicity, gender, learning difficulty/disability and socio-economic disadvantage. Three-year trends in the data are identified with actions to address achievement gaps previously taken including refining the ALS profiler undertaken by learners. SMT exit interviews identify why learners fail to complete their programme and a review of marketing materials to ensure inclusivity. Tutors and lecturers focus on identifying and removing barriers to learning and benchmarking visits with other colleges to share good practice and identify further areas of development.

## 16-18 by Group Breakdown

		Provider Full Year			Prov Grp	National
		2018/19	2019/20	2020/21	2017/18	2017/18
Female	Leavers	6442	6338	5155	465,880	718,340
	Achievement %	86.1%	80.3%	84%	83.2 %	82.6 %
Male	Leavers	5107	4508	4434	565,500	802,720
	Achievement %	83.5%	82.7%	83%	82.5 %	81.5 %
<b>Total</b>	<b>Leavers</b>	<b>11549</b>	<b>10844</b>	<b>9589</b>		
	<b>Achievement %</b>	<b>85.0%</b>	<b>81.3%</b>	<b>83.6%</b>		

African	Leavers	19	13	17	40,450	61,610
	Achievement %	94.7 %	92.3%	88%	84.1 %	83.8 %
Arab	Leavers	8	14	11	8,560	11,550
	Achievement %	50.0 %	78.6%	91%	82.7 %	82.9 %
Bangladeshi	Leavers	5	4	2	15,140	25,820
	Achievement %	80.0 %	50%	100%	83.4 %	82.4 %
Caribbean	Leavers	7	6	14	17,320	25,720
	Achievement %	100.0 %	83.3%	71%	78.5 %	78.6 %
Chinese	Leavers	20	10	10	2,500	4,520
	Achievement %	75 %	70%	80%	89.0 %	88.5 %
Gypsy/Irish Traveller	Leavers	29	31	13	1,830	2,360
	Achievement %	69 %	74%	77%	69.1 %	68.5 %
Indian	Leavers	20	9	10	19,540	32,010
	Achievement %	80 %	100%	100%	86.6 %	85.9 %
Irish	Leavers	57	26	40	2,240	3,750
	Achievement %	73.7 %	77%	90%	80.1 %	80.2 %
Not Provided	Leavers	490	173	236	23,070	16,570
	Achievement %	59.8 %	61%	61%	81.4 %	77.0 %
White/Asian	Leavers	167	91	96	8,720	13,990
	Achievement %	86.8 %	83.5%	92%	82.6 %	81.9 %
White/Black African	Leavers	47	40	37	6,410	9,770
	Achievement %	80.9 %	85%	92%	80.7 %	79.9 %
White/Black Caribbean	Leavers	65	54	47	17,650	25,420
	Achievement %	89.2 %	70.4%	87%	77.0 %	76.7 %
<b>Total</b>	<b>Leavers</b>	<b>11,549</b>	<b>10,844</b>	<b>9589</b>		
	<b>Achievement %</b>	<b>85.0 %</b>	<b>81.3%</b>	<b>83.6%</b>		

In 20/21 there was a 1% difference between males and female's achievement with females performing higher. This reverts to the trend prior to 19/20 (in 19/20 no student left after 23<sup>rd</sup> March due to the Covid 19 lockdown). The national difference is 1% with females outperforming males. However, it is worth noting that the Cornwall KS4 data have a wider gender gap than the national average of over 10%.



Ethnicity achievement rates are high and except for Chinese learners (2 leavers out of 10), Caribbean learners (4 leavers out of 10) and Gypsy/Irish Traveller (3 leavers out of 13) are all well above national rates and mostly in line or exceed the college overall rate. There are no discernible trends year on year and such low numbers of leavers are significantly skewed by one or two students. However, this data is discussed at the Colleges equality, diversity and inclusion group to identify if further actions are appropriate.

#### **Action to Improve**

Continue the Mental Health Champions from curriculum areas. Upskilling through CPD events.

Extend 'Bereavement' training across the College.

Suicide Alliance training offered to all staff during staff development days.

Continue and develop the roles of the attendance offices focusing on 'main qualification' across both sites.

ESF projects working with students who are at risk of becoming NETT.

Identify learners within these ethnic groups and raise lecturer awareness to provide additional support where appropriate.

### **3. Learning Difficulties / Disabilities / Health Problems**

#### **16-18**

During the Covid-19 lockdown periods students across Access Inclusive Learning (100+ students with severe and moderate learning difficulties) and the Skills For Life course (50 students) were provided with online support and delivery across a huge range of subjects in order to meet their needs and further engage them in education at such unprecedented times.

#### **19+**

As with 16-18 year old learners' achievement rates for 19+ students with disabilities or learning difficulties are well in excess of national rates. The achievement gap between students declared with difficulty/disability/health problems and those who have not is only 0.5%, 2% less than nationally. Again, the extensive support from learning and student support are evident in many individual categories such as Asperger, Mental Health and Dyslexia, which are well above national rates, typically by at least 10%.

Ofsted found: "High standards of care and support have a striking beneficial impact on learners' progress and achievements. This is reflected in exceptionally high outcomes across the ability range. Learners in receipt of high-needs funding on mainstream courses make excellent progress and achieve their qualification aims."

**Action to Improve:**

Continue to develop the on-line referral process (triage tool) and single email contact for Counselling and Mental Health. Mental Health talks at specific periods during the year.

Dissemination from champions of Dyslexia and Autism across College.

Additional support for part-time / evening course.

Extension of 1:1 referral system. Student Services staff to refer to the HWS staff to support students with safeguarding, mental health, or other needs.

Ofsted 2016 report said *“Additional learning support is well targeted and highly effective. Learners’ support needs are identified promptly and accurately. Learners with complex needs receive excellent additional support in discrete and mainstream provision. This helps them to work with increasing independence. Specialist additional support for learners struggling with their English or mathematics is very good and easily accessible. Guidance and resources to help teachers to support learners with, for example, dyslexia, emotional health difficulties or behavioural problems are very good and are used very well by teachers.”*

High Need provision was graded outstanding by Ofsted in 2016 and they identified. *‘High standards of care and support have a striking beneficial impact on learners’ progress and achievements. This is reflected in exceptionally high outcomes across the ability range. Learners in receipt of high-needs funding on mainstream courses make excellent progress and achieve their qualification aims. Learners in receipt of high-needs funding on discrete courses make excellent progress and develop their confidence, physical stamina and technical skills exceptionally well. They complete challenging activities. Learners with more complex needs and challenging behaviour gain confidence, improve their ability to concentrate and modify their behaviour so that they participate actively in learning’.*

The College now serves 47% of Cornwall’s 16 -18 year old learners. The County is second poorest region in the whole of northern Europe. Deprivation and socio-economic disadvantage manifested itself locally in high youth unemployment, low mean income, an above average proportion of workers in manual occupations and a very low percentage of people qualified to degree level.

It is for these reasons that the College places value added at the heart of all it does. This approach ensures outcomes reside near the top of all providers. The resulting progress of disadvantaged students significantly reduces the Countywide 26% gap at Key Stage 4. The challenge and support ensures students make outstanding progress as reflected in most recent DfE league tables published in January 2020 for 16-19 study programmes, which identified key strengths in the progress made by learners on academic and applied general courses including separate strengths for the progress made by disadvantaged learners on these courses for example, level 3 progress measures for disadvantaged students are all positive and places the College in the top 10% of all 190 General and Further Education. Such consistently high value added can only come about by high quality teaching and learning which integrates value added systems, challenge and the College values such as high aspirations and achievement into everything we do.

In addition, disadvantage support systems are used extensively. The College financially supports travel and an extensive bursary scheme with further individual support from governor trust fund. The success of this approach is evidenced by an extremely small gap in success and by ALPS value added tables across the entry level range. Partnership arrangements include a number of widening participation schemes for Russell Group universities and the College annually takes 50 students to Oxford and Cambridge residential, free of charge. There were over 9,000 student drop-ins to Student Services for bus pass and bursary requests, and 53% of students receive a bursary of some kind. Furthermore, in excess of 600 students receive the FSM/full bursary. The College offers specialist advice and support for homeless learners, an LGBT outreach adviser, individual counselling for learners with issues regarding alcohol and/or drugs, support sessions for young carers, specialist tutors for international students, a designated member of the student services team for Children in Care students, and effective joint working with the 16+ team, the police through Operation Encompass and social services.

*'As an educational provider, there was a strong emphasis on the individual needs of learners, and learners themselves reflected on this individual approach in their conversations. There was reflection on how socio-economic disadvantage was addressed, with considerable evidence of support for learners (and staff) in hardship. This ranged from provision of food, through to subsidy for public transport for both learners and staff, an invaluable support in an area of considerable rurality. Other examples included the feeling of safety and support from those who disclosed disability, both physical and mental health related. The College had provided an environment where not only was it safe to do so, but the individual focus and personal care from staff, whether Student Support or academic, helped create a feeling of safety and security. This has been a repeating thread through all reviews and is a tribute to the College and its staff' (Investors in Diversity 2021).*

Strategies to address performance gaps include:

- Targeted bursary support for travel for a family income of less than £70,000.
- Attendance officers focus on attendance and retention with a particular focus on those at risk.
- Reviewed and revised bus routes following discussions with the bus companies
- Additions to the provision of buses to provide buses that travel more directly to college
- Extensive specialist learning support teams and an on-going development programme
- A focus on on-programme and tutorial support
- The close tracking of attendance with improved reporting and data dashboard on student's college home pages
- Student Services support on matters such as finance, travel, accommodation, counselling, and referrals to other agencies
- Early leavers - exit interviews by senior staff are used to develop a better understanding of why students fail to complete their programmes.
- The College Trust Fund provides financial support to learners

Children in care processes and support are comprehensive. Progress is closely monitored, and stakeholders kept informed. Termly meetings are held with every young person and their Social Workers and carers. Tutors and the Team Lead for

Student Services attend and review academic progress, discussing progression with barriers to achievement. These are recorded electronically and shared with the Virtual School for Children in Care, which is positioned within School Effectiveness Cornwall, County Council. The Designated Teacher for Children in Care attends termly meetings and updates from the Virtual School. There is an additional meeting with Cornwall Council's 16 Plus Team every term to review attendance and progress of all students In Care, Care Leavers etc. Meetings are also held between the Head of this team and Team Leaders for Student Services and Learning Services to discuss actions to support learners and communication between Social Workers, Personal Advisors and the College.

The Ofsted report noted that: *“Managers are vigilant in supporting and looking after vulnerable learners, such as those who are carers, looked after children or care-leavers.”*

#### **4. Action Planning, Impact Assessments and Self-Assessment**

The College shows a clear commitment to the inclusion of groups under-represented in education, including those with special learning needs. The Council's Head of Service (Learning and Achievement) said, 'The rural isolation of the County poses particular challenges in accessing specialist provision. We have therefore been delighted to work with the College in jointly planning and expanding the high needs provision. Their responsiveness in developing locally based Ofsted "Outstanding" high needs integrated and discrete provision, against a wide range of learning and physical difficulties, is having a huge positive impact on students and families'.

Investors in Diversity reaccreditation was achieved in 2021,

*“This report provides examples of good practice and seeks to demonstrate some of the real strengths of the College and I am mindful that I have not been able to include all the examples of outstanding work that the College is involved in. I hope, however, that the examples I have used demonstrate clearly that the College is an exemplar in this area.”*

*‘There were many examples of ‘going the extra mile’ in teaching and learning’.*

Ofsted noted: *“Learners’ behaviour is exemplary. They show a very high level of respect for each other, their teachers and college property. Managers and teachers have successfully created a most welcoming and hospitable atmosphere by adopting and promoting fundamental British values as college values to underpin daily life in the college.”*

Cornwall is a region of high deprivation with low incomes and is the only County to receive European Union Convergence Funding under its Category 1 status. To address this, the College has financially supported travel and extensive bursary schemes with cashless catering to remove the perceived stigma attached to those supported with free 'school meals'. The success of this approach is evidenced by an extremely small gap in success and by ALPS value added tables across the entry level range. Partnership arrangements include a number of widening participation schemes for Russell Group universities and the College annually takes 50 students to Oxford and Cambridge residential, free of charge.

Partnership working is extensive within programme areas and in cross-college promotional events. These include: Action for Children (Support for looked after children/care leavers), Bolitho (Adult Mental Health Services), Brook, Coach House (Supported housing for young people), Cornwall Faith Forum, Cornwall Youth Offending Service, RASAC (Cornwall Rape and Sexual Abuse Centre), Exeter university, Freshfields (Substance misuse support), Gweres Kernow (safeguarding young people who have displayed harmful sexual behaviours and those at risk of sexual abuse), Intercom Trust (LGBTQ help, support and advocacy), Invictus Trust (Supporting teenage mental health), Plymouth Centre for Faiths and Cultural Diversity, Trelya (interventions/youth work for hardest to reach young people), First Light (Domestic abuse/sexual violence support, advocacy and training) and YAY (young and yourself – LGBTQ Cornwall. Construction students are making bricks for the multi-faith centre.

Cornwall has a very low percentage of people qualified to degree level and a major focus of the College is the promotion of high attainment and aspirations. A key strand of this work is addressing and promoting aspirations such as the academy programme. The College promotes excellent internal and external progression. Progression to higher education is outstanding, having a significantly positive impact on raising the aspirations of Cornish learners. In 2021, 1,104 learners progressed to Higher Education with a 96% offer rate. 385 learners, representing 35% of the total, progressed to Russell Group universities (compared to just 17% for all colleges nationally and 311 learners from the College in 2020). Of those progressing to HE, just under a half were vocational learners. STEM related progression accounts for over 40% of all UCAS applicants at the College. 29 learners secured places to study Medicine and Dentistry, a significant increase from 10 in 2020 and 7 for Veterinary Science, again an increase from 3 in 2020. The most popular degree subject areas included Psychology, Nursing, Design, Sport and Law.

### **Staff Equality Data**

In 2021 the Investors in Diversity assessment found that Truro and Penwith College was an organisation that's *'promotes a culture of belonging, where individuals feel valued and part of a community with a common aim. As someone in Estates said, 'it's all about the learners. There is no evidence of a blame culture, rather this is an educational institution which shows strong evidence of self-reflection and learning from all culture. This means that staff are comfortable in addressing any issues with their manager as they know this would be dealt with in a supportive and fair way'.*

The assessment was impressed with the staff feeling of being valued and supported including *"the College supporting their wellbeing at work and recognising that they have a life outside of the College too"*.

*'Managers are aware of and confident in their responsibilities relating to FREDIE and this was demonstrated by the very positive response of 99.19 % of survey respondents agreeing that their manager is competent in managing practices around FREDIE'.*

In addition to the above assessment, Truro and Penwith College has also been acknowledged as one of The Sunday Times Top 100 Best not-for-profit organisations to work for in 2013. The College has achieved the Gold Standard for the Cornwall and Isles of Scilly Workplace Health Award successively for the last 8 years in *which the 'great ideas and actions which aim to improve the health and wellbeing of staff and ensure all can access the wide range of support and opportunities available' was*

highlighted and the assessment team felt the “*permission*”, “*trust in staff*” and “*empowerment to enable staff to feel able to attend [activities]*” was refreshing to come across throughout the whole organisation and at different levels and it clearly demonstrate the culture is working well.’

➤ **Recruitment**

All managers involved undertake appropriate training which highlights discrimination, disability awareness, reasonable adjustments, safer recruitment, and unconscious bias.

➤ **Staff Development**

The College demonstrates its commitment to equality, diversity and inclusion by providing a range of training opportunities for its employees. Equality and diversity training is a mandatory requirement for all new starters as part of their induction plan, and all staff undergo regular regular refresher training.

### **College Employee demographics**

The College employed 1497 staff throughout the monitoring period (1 September 2020 to 31 August 2021), including support, academic and managerial roles.

Our key staff statistics were as follows:

#### **Ethnicity:**

- 95.9% of staff are White British
- 4.1% Black, Asian, Mixed or other ethnicity

Our demographic data is representative of the Cornwall Population (95.7% white British, 2011 Census data) and student data (94.2%). However, we recognise that we have a greater percentage of white staff. This has been recognised and action is being taken to improve our recruitment and talent processes to ensure that there are no barriers to promotion and development at any level in the College’s organisation.

#### **Gender:**

- 66.8% Female, 33.2% Male
- Mean gender pay gap: 11.33%
- Median gender pay gap: 13.58%

Truro and Penwith College's gap compares favourably with that of other organisations, including those within the education sector and we are committed to undertaking the necessary action to close its gender pay gap. The full Gender Pay Gap report is available online.

*‘The College has a published Equal Pay Report and is just undertaking its current pay review. The pay gap compares with others in the sector and disparities are correlated to occupational segregation, including the levels of part time and term time only staff, many of whom are female’ (Investors in Diversity 2021).*

### **Disability:**

- Staff declared: 1.6%

The College holds the 'Disability Confident Employer' accreditation by Job Centre Plus. This underlines our commitment to the recruitment and retention of disabled employees. The College makes adjustments to working environments and staff hours where necessary and reasonable. Investors in Diversity staff feedback highlighted the positive approach by the College to making adjustments. A third of staff have not declared their disability status which is a likely to have a skewed effect on the results below.

*'There has been increased promotion of the College's Disability Confident status, including further use of the logo on adverts, websites and application form and packs. This has been coupled with an update in the 'how to apply' section. Changes have been made to the website specifically related to the pandemic, including details of safety measures and the culture of support'(Investors in Diversity 2021).*

### **Age Profile:**

- 16 – 25 years = 10.42%
- 26 – 35 years = 14.23%
- 36 – 45 years = 21.64%
- 46 – 55 years = 28.32%
- 56 – 65 years 18.97%
- 66 + years = 6.41%

The SIR 2018-2019 FE workforce data for England indicates that the median age for the FE workforce is 47 years and Mean is 46 years this has not changed significantly over time. The median age of the College workforce was 47 and Mean was 45.6 therefore slightly below the national figures.

### **Governors Profile:**

45% male and 55% female. The majority ethnic group was White British. Average age: 60.

### **Maternity Return Rate:**

The maternity return rate was 95% with 19 of 20 women returning to work, of those who returned 47% came back on a part time basis (by personal request). The College has a wide range of family friendly policies which assist staff in accommodating their caring responsibilities, along with an onsite nursery at the Truro campus and encourage staff to return to work following maternity leave. There were 277 instances of family flexible leave totalling 427 days by 161 staff.

### **Paternity:**

1 member of staff took paternity leave during the 2020/2021 period.

### **Flexible working:**

17 flexible working requests were agreed in the 2020/2021 period, 94% of the requests were from women.

## **Performance Management:**

	<b>Disciplinarys</b>	<b>Capabilities</b>	<b>Grievances</b>
<b>Female</b>	3	1	0
<b>Male</b>	4	3	1
<b>Total</b>	<b>7</b>	<b>3</b>	<b>1</b>

## **Faith Needs:**

In the 2021 Staff Wellbeing Survey, 61% of staff who indicated they had faith needs said they were being met at the College though access to a prayer /contemplation room and multi faith chaplains.

## **Sexual Orientation/religion or belief:**

As a College we do not record this data.

### **Actions to Improve:**

To retain Disability Confident Employer status and consider Mindful Employer status.

To continue to revise and update our equality policies and procedures to reflect legislative updates and good practice.

Review of Appraisal process and objective setting process to assist talent management and succession planning and the up-skilling of existing staff.

To continue to review recruitment and equality monitoring processes and data to enable candidates and employees to best reflect their circumstances.

## **Ethnicity Data for Applicants received and appointed over 2020/2021:**

In 2020/2021 86% of applicants provided the relevant information.

The College advertises all posts on a variety of online job boards and relevant publications but continues to explore ways of achieving a broader range of applications. For example, through social media, job fairs, and local events.

Applications Received by Ethnicity	2016/17	2017/18	2018/19	2019/20	2020/2021
	<b>Applicants</b>	<b>Applicants</b>	<b>Applicants</b>	<b>Applicants</b>	<b>Applicants</b>
<b>No Form Returned</b>	54	45	142	180	189
<b>White GB</b>	1022	720	642	728	1019
<b>White EU</b>	42	35	25	39	38
<b>White Other</b>	40	25	22	28	46
<b>Mixed Race</b>	25	10	13	17	30
<b>Asian</b>	15	13	11	15	23
<b>African</b>	8	0	4	3	6
<b>Other</b>	1	0	0	0	13
<b>Not Declared</b>	-	-	0	0	0
<b>Total Applicants</b>	<b>1207</b>	<b>848</b>	<b>860</b>	<b>1010</b>	<b>1361</b>



Employees Ethnicity for Staff Appointed	2016/17	2017/18	2018/19	2019/20	2020/21
<b>Any Other</b>	2	0	0	1	0
<b>Asian or Asian British</b>	1	0	2	2	0
<b>Asian or Asian British - Indian</b>	0	0	0	0	1
<b>Black or Black British – African</b>	0	0	0	0	0
<b>Black or Black British</b>	0	0	1	0	0
<b>Chinese</b>	0	0	0	0	0
<b>Mixed - any other</b>	0	2	1	1	0
<b>Mixed - White and Asian</b>	0	0	0	1	0
<b>Mixed - White and Black African</b>	0	1	0	0	1
<b>Not known/Not provided</b>	0	0	0	0	0
<b>White - any other</b>	10	8	14	9	9
<b>White - British</b>	299	190	161	182	202
<b>White - Irish</b>	2	0	1	1	1
<b>Totals</b>	<b>314</b>	<b>201</b>	<b>180</b>	<b>197</b>	<b>214</b>

Employees Ethnicity split by Full Time or Part Time										
YEAR	2016/2017		2017/2018		2018/2019		2019/2020		2020/2021	
CONTRACT	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
<b>Any Other</b>	1	4	1	4	1	4	1	4	0	0
<b>Asian or Asian British</b>	1	4	1	2	1	4	1	2	1	6
<b>Asian or Asian British – Indian</b>	1	0	0	2	1	0	0	2	1	1
<b>Black or Black British – African</b>	0	0	0	0	0	0	0	0	0	0
<b>Black or Black British</b>	0	2	0	2	0	2	0	2	0	2
<b>Chinese</b>	0	2	0	1	0	2	0	1	0	0
<b>Mixed - any other Mixed background</b>	0	1	0	1	0	1	0	1	1	2
<b>Mixed - White and Asian</b>	0	0	0	0	0	0	0	0	0	1
<b>Mixed - White and Black African</b>	0	0	0	1	0	0	0	1	1	1
<b>Not known/Not provided</b>	3	2	2	1	3	2	2	1	0	0
<b>White - any other White background</b>	7	22	7	25	7	22	7	25	9	31
<b>White - British</b>	502	903	537	945	502	903	537	945	442	994
<b>White - Irish</b>	3	4	0	1	3	4	0	1	0	4
<b>Totals</b>	<b>515</b>	<b>944</b>	<b>548</b>	<b>985</b>	<b>515</b>	<b>944</b>	<b>548</b>	<b>985</b>	<b>455</b>	<b>1042</b>

## All Employees Data Tables

Employees Ethnicity split by Academic or Support										
YEAR	2016/2017		2017/2018		2018/2019		2019/2020		2020/2021	
CONTRACT: Academic (A) or Support (S)	A	S	A	S	A	S	A	S	A	S
Any Other	1	4	1	4	1	4	1	4	0	0
Asian or Asian British	1	2	1	2	1	2	1	2	4	3
Asian or Asian British - Indian	0	3	0	2	0	3	0	2	0	2
Black or Black British – African	0	0	0	0	0	0	0	0	0	0
Black or Black British	0	2	0	2	0	2	0	2	2	0
Chinese	0	2	0	1	0	2	0	1	0	0
Mixed - any other Mixed background	0	1	0	1	0	1	0	1	1	2
Mixed - White and Asian	0	0	0	0	0	0	0	0	1	0
Mixed - White and Black African	0	0	1	0	0	0	1	0	1	1
Not known/Not provided	3	2	1	2	3	2	1	2	0	0
White - any other White background	17	12	17	15	17	12	17	15	17	23
White - British	653	752	696	786	653	752	696	786	751	685
White - Irish	4	0	1	0	4	0	1	0	2	2
<b>Totals</b>	<b>679</b>	<b>780</b>	<b>718</b>	<b>815</b>	<b>679</b>	<b>780</b>	<b>718</b>	<b>815</b>	<b>779</b>	<b>718</b>

## Gender Data:

### Applicants

Proportion of men and women applying for jobs:

	Academic		Support	
Male	154	41%	Male	22%
Female	176	46%	Female	61%
Unknown	49	13%	Unknown	17%
Total	379		Total	

Proportion of men and women recruited:

	Academic			Support		
	Full Time	Part Time	% of Academic	Full Time	Part Time	% of support
Female	9	26	44.30%	3	27	25.42%
Male	4	40	55.70%	18	70	74.58%
Total	13	66		21	97	

### Staff

Service Conditions

	F	M
<b>ACADEMIC</b>	60.39%	39.61%
<b>MANAGEMENT</b>	58.06%	41.94%
<b>SMT</b>	72.73%	27.27%
<b>SUPPORT</b>	74.56%	25.44%
<b>Grand Total</b>	66.80%	33.20%

Full and Part Time

	F	M	Grand Total
Full Time	27.00%	37.22%	30.39%
Part Time	73.00%	62.78%	69.61%

Average Age

Gender	Average Age 2020/2021
F	45.43
M	45.90
<b>Grand Total</b>	<b>45.58</b>

## Gender Pay Gap

Comparison with other organisations					
	Truro and Penwith College	2021 ONS ASHE whole sector	2021 ONS ASHE Public Sector	2021 ONS ASHE Education Sector	2021 ONS ASHE Tertiary Education
Mean gender pay gap	11.33%	14.9%	14.8%	17.6%	17.6%
Median gender pay gap	13.58%	15.4%	18.0%	25.4%	15.4%

## Disability Data

	Academic	%	Support	%	Total	%
Declared	10	1.28%	14	1.95%	24	1.60%
None	508	65.21%	495	68.94%	1003	67.00%
Unknown	261	33.50%	209	29.11%	470	31.40%
<b>Total</b>	<b>666</b>	<b>100.00%</b>	<b>703</b>	<b>100.00%</b>	<b>1369</b>	<b>100.00%</b>

## Age Data

	Academic	%	Support	%	Total	%
16 - 25	19	2.44%	137	19.08%	156	10.42%
26 - 35	103	13.22%	110	15.32%	213	14.23%
36 - 45	206	26.44%	118	16.43%	324	21.64%
46 - 55	245	31.45%	179	24.93%	424	28.32%
56 - 65	162	20.80%	122	16.99%	284	18.97%
66 +	44	5.65%	52	7.24%	96	6.41%
<b>Total</b>	<b>779</b>	<b>100.00%</b>	<b>718</b>	<b>100.00%</b>	<b>1497</b>	<b>100.00%</b>

*VP February 2022*