



TRURO AND PENWITH COLLEGE



Equality and Diversity Monitoring Report 2022 (published August 2023)

Introduction

The promotion of equality, diversity and inclusion (EDI) is a fundamental element of the college's mission. Inclusiveness is enacted through the implementation of the curriculum, enrichment offer and extensive range of support and learner services which create a culture of access and participation. The college is committed to meeting the needs of individual learners identified in the Equality Act 2010 protected characteristics – age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, gender or sexual orientation.

The college's last Ofsted report in 2016 stated that *"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"*.

In February 2021, Investors in Diversity placed the College 22nd 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)

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.

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).

Case Study Examples of how the College embeds EDI into curriculum and support services:

ENGLISH & LANGUAGES PROGRAMME AREA:

EDI embedded effectively in lessons and SOWs.

For example, A Level English Literature students study the African American writer Toni Morrison’s *The Bluest Eye* and Jeanette Winterson’s *Oranges are not the Only Fruit*, an LGBTQ+ text. Students also explore the feminist dystopian text *The Handmaid’s Tale* which focuses on control of the female body - staff make links to Roe v Wade and the current protests against the hijab in Iran. A Level English Language students analyse spoken texts from a range of perspectives, including transgender adolescents, working class people and gay and bisexual people. English Language students also study accentism, a less well-known example of prejudice and discrimination. A Level ML students explore oppression, fascism and rebellion through the lens of the Spanish Civil War and the Nazi occupation of France.

IB CAS Opportunities

IB students promote EDI issues through extensive charity work and fundraising, e.g. for Boom Shewula (charity for AIDS orphans in eSwatini) and by participating in The African Impact organisation's Global Awareness Programme, an educational course which aims to develop responsible global citizens. Our students worked directly (via Teams calls) with permanent bases across Sub-Saharan Africa and addressed real-world scenarios via practical workshops, such as climate change, gender equality and the nature of aid given to developing countries.

Employing native speakers as Foreign Language Assistants

For Spanish, we always try to employ one from mainland Spain and the other from Latin America to allow the students to experience wider Hispanic culture beyond mainland Spain. We have employed people from a range of places, for example Ecuador, Galicia, Murcia and Chile.

LEARNING SERVICES (RESOURCES & E-LEARNING):

- Support is given to students with additional needs. For example, by giving longer loans, providing resources on EDI subjects and books in accessible formats. Our single seating and quiet environment help students with conditions like social anxiety to have a quiet, safe space to work in
- Learning Service users contribute to our stock and the department responds to requests for diversity in the book stock, as well as working with EDI groups. For example, working with the LGBT group to increase representation and worked with ESOL to get representative and accessible titles.
- We use displays to reflect the diversity of the college and to showcase resources that can help those with additional needs.

How does the College identify and narrow achievement gaps?

1. Learner Voice

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

The Autumn Survey in October 2021 asked whether students were aware from their induction and the college code of conduct of their responsibilities to treat others with respect. 99% of Truro students and 100% of Penwith students gave a positive response.

Students are specifically invited, through course reviews, to comment on any aspect of equality of opportunity and impact on their experience of the course.

The tutorial review survey in April 2022 of 15,803 responses shows that: -

- 96% of learners across the College either agree or agree strongly that they are treated in a fair and unbiased way during classes
- 93% of students said “I receive the support I need in class”.
- 92% of students said “I am aware of the support available through the study centre”.

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 2021/22. 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 2021/22 5% (4 out of 76 total) of complaints were related to issues that might have been founded in equality of opportunity matters. Whilst this is higher than 3% (179 complaints) in the previous year, this is due to significant increase in complaints around Covid Teaching and Vaccination programme in 2020/21 which distorts the figures. 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.

Performance Data

During 2021/22 there was 7,094 learners in Truro and Penwith College inclusive all enrolments under EFSA rules.

Gender Data

48% of learners were male.
52% of learners were female.

Retention levels of 90.5% across all curriculum, with no difference between gender.

Achievement rates of 81.9% by all learners, with females achieving 82.9% which is 2.1% higher than male learners achieving 80.8%.

Pass rates were 90.5% for all learners, with female learners pass rates being 91.6% which is 2.3% higher than male learners at 89.3%.

E&T Multi Year Analysis - Overall - TRURO AND PENWITH COLLEGE - 17/18 - 22/23 - Rules Applied - Aims Excluded (Withdraw Rule - 6Wks) - Reporting Period End Date: 31-07-2023

Sex	Hybrid End	Leavers Overall	Ach Overall	Ach Overall %	Nat Ach Overall %	Ach % - Nat %	Completed Overall	Ret Overall %	Nat Ret Overall %	Ret % - Nat %	Pass Overall %	Nat Pass Overall %	Pass % - Nat %	Xfr Overall	Cont No	QAR Excluded
M	21/22	3,365	2,720	80.8			3,047	90.5			89.3			165	0	0
F	21/22	3,729	3,090	82.9			3,374	90.5			91.6			157	0	0
		7,094	5,810	81.9			6,421	90.5			90.5			322	0	0

National Avg College Type: General FE and Tertiary College National Avgs

National Avgs based on columns: Hybrid End Year, Sex

Criteria: [Sector Subject Area 1 = Health, Public Services & Care / Science and Mathematics / Agriculture, Hort. & Animal Care / Engineering & Manufacturing Tech / Construction & Planning / Information & Comm. Technology / Retail and Commercial Enterprise / Leisure, Travel and Tourism / Arts, Media and Publishing / History, Philosophy and Theology / Social Sciences / Languages, Literature & Culture / Education and Training / Preparation for Life and Work / Business, Administration and Law / Unknown / Not Applicable]

Filter: Hybrid End Year = 21/22

ProAchieve Application 23.2.0.17 ; ProAchieve Database 23.2.0 ; Learning Aim Version LARS 2324: Learning Aim Reference Service,23/24 - 20230810_160114_LearningDelivery_V009_MDB.mdb ; National Avg Data - ET National Rates: 18/19 v1.0.0 / Apprenticeship National Rates: 18/19 v1.0.0 ; Hierarchy Filename HIER_20191203_1819.mdb

Ethnicity Data

88% of the student population at Truro and Penwith is White British. The remaining 12% is a combination of identified and mixed heritage identities.

The National Census Statistics Report indicates that “white” remains the largest high level ethnic group in England and Wales of 81.7%. Cornwall county has an average of 93.6% “white” according to the local authorities 2021 data set. The total proportion of learners with different ethnicities is significantly above national averages within the college and demonstrates the inclusive nature of our learning opportunity.

High performing rates amongst:

- Arabic Learners with 100% achievement (8 learners)
- Bangladeshi learners with 100% achievement (8 learners)
- Indian learners with 100% achievement (10 learners)

Areas for improvement are considered below, but national average data is not available.

- African learners with 75% achievement (12 learners)
- Gypsy/Irish Traveller 41.7% achievement (24 learners)
- Other Black learners with 71.4% achievement (7 learners)

E&T Multi Year Analysis - Overall - TRURO AND PENWITH COLLEGE - 17/18 - 22/23 - Rules Applied - Aims Excluded
(Withdraw Rule - 6Wks) - Reporting Period End Date: 31-07-2023

Ethnicity Name	Hybrid End	Leavers Overall	Ach Overall	Ach Overall %	Nat Ach Overall %	Ach % - Nat %	Completed Overall	Ret Overall %	Nat Ret Overall %	Ret % - Nat %	Pass Overall %	Nat Pass Overall %	Pass % - Nat %	Xfr Overall	Cont No	QAR Excluded
African	21/22	12	9	75.0			12	100.0			75.0			0	0	0
Arab	21/22	8	8	100.0			8	100.0			100.0			0	0	0
Bangladeshi	21/22	8	8	100.0			8	100.0			100.0			0	0	0
Chinese	21/22	7	6	85.7			7	100.0			85.7			0	0	0
Gypsy/Irish Traveller	21/22	24	10	41.7			14	58.3			71.4			2	0	0
Indian	21/22	10	10	100.0			10	100.0			100.0			0	0	0
Irish	21/22	15	12	80.0			12	80.0			100.0			0	0	0
Not Provided	21/22	256	117	45.7			151	59.0			77.5			24	0	0
Other	21/22	2	2	100.0			2	100.0			100.0			0	0	0
Other Asian	21/22	11	10	90.9			10	90.9			100.0			0	0	0
Other Black	21/22	7	5	71.4			7	100.0			71.4			0	0	0
Other Mixed	21/22	73	56	76.7			66	90.4			84.8			2	0	0
Other White	21/22	207	172	83.1			185	89.4			93.0			7	0	0
White British	21/22	6,281	5,244	83.5			5,773	91.9			90.8			277	0	0
White/Asian	21/22	75	57	76.0			64	85.3			89.1			4	0	0
White/Black African	21/22	52	47	90.4			52	100.0			90.4			3	0	0
White/Black Caribbean	21/22	46	37	80.4			40	87.0			92.5			3	0	0
		7,094	5,810	81.9			6,421	90.5			90.5			322	0	0

National Avg College Type: General FE and Tertiary College National Avgs

National Avgs based on columns: Ethnicity Name, Hybrid End Year

Criteria: [Sector Subject Area 1 = Health, Public Services & Care / Science and Mathematics / Agriculture, Hort. & Animal Care / Engineering & Manufacturing Tech / Construction & Planning / Information & Comm. Technology / Retail and Commercial Enterprise / Leisure, Travel and Tourism / Arts, Media and Publishing / History, Philosophy and Theology / Social Sciences / Languages, Literature & Culture / Education and Training / Preparation for Life and Work / Business, Administration and Law / Unknown / Not Applicable]

Filter: Hybrid End Year = 21/22

Sort: Ethnicity Name

ProAchieve Application 23.2.0.17 ; ProAchieve Database 23.2.0 ; Learning Aim Version LARS 2324: Learning Aim Reference Service,23/24 -

20230810_160114_LearningDelivery_V009_MDB.mdb ; National Avg Data - ET National Rates: 18/19 v1.0.0 / Apprenticeship National Rates: 18/19 v1.0.0 ; Hierarchy Filename HIER_20191203_1819.mdb

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 Student Experience with staff representatives from across the curriculum and support staff, reviews this monitoring report to disseminate findings and actions to programme area teams.

The marketing team and SMT have focussed work on ensuring inclusivity across marketing materials and social media content. The team has proactively ensured video content shows our high needs learners and positively promotes those from ethnic backgrounds including case studies.

The college has been supported by Black Voices Cornwall in promoting Actively Anti-Racist training for staff and hosting workshops on staff development days. Black Voices Cornwall have also supported EDI group on site in trying to establish more representation and list to student experience.

Future Foundations project was established to support learners who were risk of becoming NEET.

Further training for those wishing to support learners with Mental Health issues through our Champions Programme, training and the Orange Button Scheme.

SMT took time to write feedback information to medical consultants and health professionals to support learners and make reasonable adjustments to learners' programmes to meet need. SMT made written representations to third parties to advise where standards of practice had fallen below the level required in meeting the Equality act.

Actions to Improve:

Invest time into another EDI Fair in 2022/23 which has not been possible due to covid restrictions.

Further embedding of EDI related curriculum topics into the scheme of work and tutorial programme.

Collation of EDI activities for reporting from departmental areas.

Further training with Black Voices Cornwall for staff and supporting the EDI student group.

Positive promotion of opportunities for students from ethnic backgrounds to join student council and student governance.

Survey of learners to understand their experiences of racism in Cornwall.

Partnership working with Diverse Communities Police Officers in Cornwall and Safer Cornwall.

Training opportunities for College Marketing team.

2. Learning Difficulties / Disabilities / Health Problems and High Needs

Truro and Penwith College's Foundation Studies programme area is the county's main provider for post-16 students with learning difficulties/disabilities who come from all over Cornwall. The provision is exceptional in support, structure, delivery, resourcing and student outcomes. The new supported curriculum is broadly divided into four categories: Profound and multiple learning difficulties; complex Autism with challenging behaviour; severe learning difficulties; and moderate learning difficulties with mental health problems. The distinctiveness of the provision is the specialist supported pathways, responding to countywide demand prioritising integration throughout the main campus provision. Careful planning identified staff and physical support resources for complex needs and CPD requirements for teaching and support staff. The offer focuses on a wide range of provision which can be tailored to the needs of the individual to ensure success and progression. This includes

students with autistic spectrum disorders and with very high support needs. Across the provision there is comprehensive individual assessment of barriers to learning in order that programmes and support are designed around these needs, building skills with a strong focus on transition and preparation for next steps. The Foundation Studies team actively embeds inclusion and is responsive to the needs and entitlements of individuals and groups. The College remains the only non-specialist FE College in the country to offer provision to students who have very complex needs with an outstanding curriculum focussed on employment, independence and health and wellbeing and a broad and balanced curriculum of 55+ subjects, both practical and classroom based embedded into study modules to offer an excellent variety of option choices for students.

Too often high needs provision is built around an offer. A distinctiveness here is that it is based around student empowerment and choice. Work placement, internships and community placement officers forge strong links with national chains such as Tesco and Matalan and also with small local industries, for example: market gardens; holiday parks; local tourist attractions and small care homes. This helps provide supported work placement as a prelude to exploring future placements. Embedding functional skills within employability and real work opportunities has increased or maintained achievement rates for accredited courses and also enhanced progression into employment and independent living.

Quality of Education is monitored and evaluated for its effectiveness through the lesson observation system and learning walks, student voice and course reviews. Student and parental feedback are highly valued and responded to positively with a wealth of evidence available for the support given to students with high needs. Effective strategies are in place for multi-agency links to prepare for transition periods for all high needs students and strong links exist with agencies such as the Speech and Language Team, physiotherapist and Mental Health team; close working with Adult Social Care and Cornwall Health Trust also helps secure input from specialists.

There were 236 students taught and supported by 194 staff in the Foundation Studies programme area in 2021-2022. This includes students with autistic spectrum disorders and with very high support needs. Teaching is lively, interesting, and engaging and students make excellent progress, improve their independence and gain skills for employment. Progression is the key focus of the provision with ambitious expectation of students by staff. Progress is not only measured in terms of academic qualifications but also against individual targets and distance travelled. Qualification achievement rates exceed 90% across the provision.

Across the College's mainstream provision, the Learning Support Services team work with students with various learning needs to break down barriers to academic achievement. In 2021/22, 204 students were supported by 45 LSAs in mainstream provision, 128 with EHCPs, 68 without EHCPs and 8 in Higher Education. Student support processed 1064 CAMF forms including 182 mainstream ASD students and 380 mainstream students with mental health issues (including anxiety). There were 888 dyslexia disclosures and subsequent screening tests, there were 1082 referrals for learning support which include maths and English support, EAA requests and study skills enquiries. 619 students received individual tuition and 50 pre 16 students gained support whilst studying for their GCSEs. Many of these figures are double that of the previous year. Some key EHCP student achievements include – a student

cast in a principal role in 'Little Shop of Horrors' performance, a student securing a place at Cambridge University, two students winning awards at the "Back to the Future" Art Exhibition, one student having their photography chosen as the poster image for the photography department's "Re Calibrate" exhibition, a student securing a place at Cambridge University Summer School with the Sutton Trust and a student being cast as the lead in a BBC drama.

Support for those with learning difficulties is highly effective. This is supported by timely additional support to help students become independent and successful students. This could include academic support, in overcoming learning difficulties and disabilities and wider personal support such as mental health and well-being or sexual health support and guidance. Students are enabled to gain confidence, learn new skills and build their social circle whilst at College. The National Centre for Diversity said in its assessment of February 2021 that *"The College has provision for students with significant additional needs, and it is clear that there is high competence in this area across the College. There are targeted resources for different types of learning difficulties and staff training and CPD has been provided on all staff training days. Moodle provides specific information and learning on a range of neurodiverse conditions, for example autism, ADHD, Working Memory, amongst other examples."* The College has a range of provision, ranging from students with learning difficulties, through to mature students and HE provision. Its care and commitment to achieving the best for its students was a standout aspect of my discussions with staff and the commitment of staff was fully recognised by the students with whom I spoke."

E&T Multi Year Analysis - Overall - TRURO AND PENWITH COLLEGE - 17/18 - 22/23 - Rules Applied - Aims Excluded (Withdraw Rule - 6Wks) - Reporting Period End Date : 31-07-2023																
Difficulty or Disability	Hybrid End	Leavers Overall	Ach Overall	Ach Overall %	Nat Ach Overall %	Ach % - Nat %	Completed Overall	Ret Overall %	Nat Ret Overall %	Ret % - Nat %	Pass Overall %	Nat Pass Overall %	Pass % - Nat %	Xfr Overall	Cont No	QAR Excluded
Has difficulty/ disability/ health problem	21/22	2,566	2,006	78.2			2,317	90.3			86.6			141	0	0
No difficulty/ disability/ health problem	21/22	4,116	3,618	87.9			3,874	94.1			93.4			151	0	0
No information provided by the learner	21/22	412	186	45.1			230	55.8			80.9			30	0	0
		7,094	5,810	81.9			6,421	90.5			90.5			322	0	0
National Avg College Type: General FE and Tertiary College National Avgs National Avgs based on columns: Difficulty or Disability Name, Hybrid End Year Criteria: [Sector Subject Area 1 = Health, Public Services & Care / Science and Mathematics / Agriculture, Hort. & Animal Care / Engineering & Manufacturing Tech / Construction & Planning / Information & Comm. Technology / Retail and Commercial Enterprise / Leisure, Travel and Tourism / Arts, Media and Publishing / History, Philosophy and Theology / Social Sciences / Languages, Literature & Culture / Education and Training / Preparation for Life and Work / Business, Administration and Law / Unknown / Not Applicable] Filter: Hybrid End Year = 21/22 Sort: Difficulty or Disability Name ProAchieve Application 23.2.0.17 ; ProAchieve Database 23.2.0 ; Learning Aim Version LARS 2324: Learning Aim Reference Service,23/24 - 20230810_160114_LearningDelivery_V009_MDB.mdb ; National Avg Data - ET National Rates: 18/19 v1.0.0 / Apprenticeship National Rates: 18/19 v1.0.0 ; Hierarchy Filename HIER_20191203_1819.mdb																

E&T Multi Year Analysis - Overall - TRURO AND PENWITH COLLEGE - 17/18 - 22/23 - Rules Applied - Aims Excluded (Withdraw Rule - 6Wks) - Reporting Period End Date : 31-07-2023																
Disability	Hybrid End	Leavers Overall	Ach Overall	Ach Overall %	Nat Ach Overall %	Ach % - Nat %	Completed Overall	Ret Overall %	Nat Ret Overall %	Ret % - Nat %	Pass Overall %	Nat Pass Overall %	Pass % - Nat %	Xfr Overall	Cont No	QAR Excluded
Asperger's	21/22	89	73	82.0			82	92.1			89.0			6	0	0
Hearing	21/22	86	67	77.9			77	89.5			87.0			7	0	0
Medical	21/22	332	290	87.3			316	95.2			91.8			14	0	0
Mental health	21/22	518	371	71.6			441	85.1			84.1			34	0	0
Mobility	21/22	55	49	89.1			50	90.9			98.0			0	0	0
Multiple	21/22	51	42	82.4			48	94.1			87.5			1	0	0
n/a	21/22	143	105	73.4			124	86.7			84.7			11	0	0
No disability	21/22	5,157	4,440	86.1			4,830	93.7			91.9			204	0	0
Not known/not provided	21/22	412	186	45.1			230	55.8			80.9			30	0	0
Other	21/22	74	60	81.1			71	95.9			84.5			1	0	0
Physical	21/22	29	21	72.4			24	82.8			87.5			0	0	0
Profound/Complex	21/22	12	10	83.3			11	91.7			90.9			2	0	0
Temporary	21/22	9	9	100.0			9	100.0			100.0			0	0	0
Visual	21/22	127	87	68.5			108	85.0			80.6			12	0	0
		7,094	5,810	81.9			6,421	90.5			90.5			322	0	0
National Avg College Type: General FE and Tertiary College National Avgs National Avgs based on columns: Hybrid End Year Criteria: [Sector Subject Area 1 = Health, Public Services & Care / Science and Mathematics / Agriculture, Hort. & Animal Care / Engineering & Manufacturing Tech / Construction & Planning / Information & Comm. Technology / Retail and Commercial Enterprise / Leisure, Travel and Tourism / Arts, Media and Publishing / History, Philosophy and Theology / Social Sciences / Languages, Literature & Culture / Education and Training / Preparation for Life and Work / Business, Administration and Law / Unknown / Not Applicable] Filter: Hybrid End Year = 21/22 Sort: Disability Name ProAchieve Application 23.2.0.17 ; ProAchieve Database 23.2.0 ; Learning Aim Version LARS 2324: Learning Aim Reference Service,23/24 - 20230810_160114_LearningDelivery_V009_MDB.mdb ; National Avg Data - ET National Rates: 18/19 v1.0.0 / Apprenticeship National Rates: 18/19 v1.0.0 ; Hierarchy Filename HIER_20191203_1819.mdb																

E&T Multi Year Analysis - Overall - TRURO AND PENWITH COLLEGE - 17/18 - 22/23 - Rules Applied - Aims Excluded (Withdraw Rule - 6Wks) - Reporting Period End Date : 31-07-2023

Learning Difficulty	Hybrid End	Leavers Overall	Ach Overall	Ach Overall %	Nat Ach Overall %	Ach % - Nat %	Completed Overall	Ret Overall %	Nat Ret Overall %	Ret % - Nat %	Pass Overall %	Nat Pass Overall %	Pass % - Nat %	Xfr Overall	Cont No	QAR Excluded
Autism	21/22	221	169	76.5			202	91.4			83.7			14	0	0
Dyscalculia	21/22	28	23	82.1			27	96.4			85.2			1	0	0
Dyslexia	21/22	888	681	76.7			807	90.9			84.4			49	0	0
Moderate	21/22	66	54	81.8			61	92.4			88.5			6	0	0
Multiple	21/22	71	49	69.0			61	85.9			80.3			7	0	0
n/a	21/22	143	105	73.4			124	86.7			84.7			11	0	0
None	21/22	5,143	4,448	86.5			4,801	93.4			92.6			199	0	0
Not Known/ Not Provided	21/22	412	186	45.1			230	55.8			80.9			30	0	0
Other	21/22	46	34	73.9			42	91.3			81.0			0	0	0
Other Spec	21/22	60	46	76.7			51	85.0			90.2			5	0	0
Severe	21/22	16	15	93.8			15	93.8			100.0			0	0	0
		7,094	5,810	81.9			6,421	90.5			90.5			322	0	0

National Avg College Type: General FE and Tertiary College National Avgs
National Avgs based on columns: Hybrid End Year

Criteria: [Sector Subject Area 1 = Health, Public Services & Care / Science and Mathematics / Agriculture, Hort. & Animal Care / Engineering & Manufacturing Tech / Construction & Planning / Information & Comm. Technology / Retail and Commercial Enterprise / Leisure, Travel and Tourism / Arts, Media and Publishing / History, Philosophy and Theology / Social Sciences / Languages, Literature & Culture / Education and Training / Preparation for Life and Work / Business, Administration and Law / Unknown / Not Applicable]

Filter: Hybrid End Year = 21/22

Sort: Learning Difficulty Name

ProAchieve Application 23.2.0.17 ; ProAchieve Database 23.2.0 ; Learning Aim Version LARS 2324: Learning Aim Reference Service,23/24 - 20230810_160114_LearningDelivery_V009_MDB.mdb ; National Avg Data - ET National Rates: 18/19 v1.0.0 / Apprenticeship National Rates: 18/19 v1.0.0 ; Hierarchy Filename HIER_20191203_1819.mdb

Strategies to address performance gaps include:

- Specialist training programme in conjunction with Learning Support Services for all staff to enhance skill set.
- Working with Mental Health Commissioners in Cornwall to establish Student support hub.
- Development of on-line Admissions system which is supportive to those with learning difficulties and disabilities and enables the individual applicant, responsible parent or specialist school provider to make an application.
- Development of the reporting tools with the admission system to disclose health and additional needs information to support their entry into college and for such information to be confidentially shared with the necessary learning support professionals.
- Consideration of implementing a Young ESOL pathway, working with local authority.
- 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.
- 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 students' college home pages
- Student Services support on matters such as finance, travel, accommodation, counselling, and referrals to other agencies
- 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 recorded electronically and shared with the Virtual School for Children in Care, which is positioned within School Effectiveness Cornwall, County Council. The 2 Designated Teachers for Children in Care attend 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."*

3. 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.

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),
- 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)
- YAY (young and yourself – LGBTQ Cornwall).

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.

At the end of 2021/22, 853 students progressed to university, a further 189 secured their place at university but deferred. 14 Students met their Oxford or Cambridge offers with a record 311 places offered for students at the most prestigious Russell Group universities. In June 2021 saw the college within the Telegraph's list of 20 best state providers for gaining an Oxbridge place and in October 2021 the Telegraph placed the college 11th in the country for the number of places gain at Russell group universities – six places ahead of Eton.

Staff Equality Data

Overview

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.

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".

Truro and Penwith College was placed in the 'Top 100 Inclusive Workplaces Index 2022', number 28 by the National Centre for Diversity based on 1200 student responses and 450+ staff responses to its external and anonymous surveys of the College across both campuses.

Leaders and managers consider the workload and well-being of their staff, while also developing and strengthening the quality of the workforce. They ensure that regular, frequent and meaningful engagement takes place with staff at all levels, so that they can be confident that issues will be identified. Leaders and managers protect staff from harassment, bullying and discrimination. The Investors in Diversity assessment of February 2021 and in the middle of the pandemic commented: *"The impact of Covid-19 and remote working has been a big consideration at the College and there was universal praise from those I spoke with, both staff and Students, about how this had been handled by the College. Academic staff have been checking in with their students to ensure that their mental wellbeing received focus, not just their academic progression. Similar care was evidenced for staff, with senior leaders reflecting on the impact of Covid on all of their work colleagues and an appreciation of the demands that Covid has placed on them, not just in continuing to provide teaching and other support but doing so whilst coping with their own home schooling and caring commitments. The College is fully committed to its duty of care towards staff and students and there is training, policies, and procedures in place to ensure that there is appropriate support in place for all of the College community. During the pandemic, there was a simplification of the policy on 'other' absence. Arising from the pandemic, increased details of support available for staff suffering from domestic abuse was made available through wellbeing bulletins. Similarly, staff were made aware of onsite working opportunities due to personal circumstances. From my conversations with various staff at the College, it was clear that managers felt comfortable to have conversations."*

During lockdown managers kept up regular communications with staff and arranged for individual risk assessments (staff and students), managing return to work – phased in some cases. Also included were welfare visits, health and wellbeing for staff, social events online team day - access to full range of College services e.g. counselling. Consideration on individual circumstances of staff to allow some flexibility on return to College, with enhanced individual risk assessments where appropriate. The Investors in Diversity Assessment of February 2021 found *"The College provides staff with Mental Health Awareness Training and has a strong focus on wellbeing, both for its students and for its staff. This is very clearly a top priority and considerable resources, support and training has been made available. There is a Health and Wellbeing Programme with staff and student fitness sessions moved online, with 1:1 opportunities available. There are 26 Mental Health Champions, Autism Champions and Mental Health First Aiders in place. Current CPD online includes mandatory EDI training, Managing Behaviour Online, Supporting and Engaging Student with Autism, Young Mental Health and Mental Health First Aid courses. In March 2021, as part of the Staff Development Day, there will be Menopause Awareness Training and Breast Cancer Awareness in addition to core provision. Other training includes Mental Health First Aid refreshers, Suicide First Aid training and Zero Suicide Alliance training. Student Services staff have also been trained as Bereavement Champions. Capacity has been increased arising from the challenges of the pandemic, with additional staff appointed in Counselling, Mental Health Advisor role and Safeguarding."*

Staff report high levels of support for well-being issues. Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload. An extensive Health, Wellbeing and Sport Team offer over 90 classes and sessions that staff can access for free including swimming, gym use, lunchtime walks and runs. The Team also provide one to one advice where staff can access advice on weight loss, diet, physical exercise, injury prevention, reducing anxiety and stress through physical activity, as well as how to engage with the HWS programme. Almost 400 staff members used the Colleges' free Health Wellbeing and Sport programme in 2021-2022. A dedicated Staff Wellbeing information section on the intranet is supported by a termly wellbeing E-bulletin to all staff covering internal and external initiatives and sign posting. This year included promotion of Public Health's 'One You', Stoptober and Undefeatable campaigns and resources, Truro Active Treasure Trail, the Daily Mile, Financial Wellbeing, Food and Mood, Men's Health Week, Looking after your feet, Mental Wellbeing including the awareness day and week, amongst many others. The College's Health and Wellbeing Policy demonstrates its strategy and commitment to building and maintaining a workplace environment and culture that supports healthy lifestyle choices. It seeks to increase worker knowledge and awareness of health and wellbeing issues and healthy lifestyle behaviours. The significant resource, both physical and staffing, is used extremely effectively to benefit staff of the College. Mixed sessions of both staff and students are arranged in lunchtimes, outside the College day and even at weekends. In addition, professional services including counselling and mental health are made available to all College staff. The College also works with partners to provide new initiatives to staff which include the Joint Pain Advisory Service in the workplace which 10 staff members took part in this academic year, or discounts at offsite fitness provides such as Free Tennis Sessions.

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 refresher training.

College Employee demographics

The college employed 1497 staff throughout the monitoring period (1 September 2021 to 31 August 2022), 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 (94% white British, 2021 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 :

- 67.04% Female, 32.96% Male
- Mean gender pay gap: 10.72%
- Median gender pay gap: 6.74%

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.

Disability

- Staff declared: 2%

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.

Age Profile

- 16 – 25 years 9.83%
- 26 – 35 years 15.24%
- 36 - 45 years 20.39%
- 46 – 55 years 29.01%
- 56 - 65 years 20.05%
- 66 + years 5.48%

The SIR 27 FE workforce data for England indicates that the Mean is 46 years this has not changed significantly over time. The Mean age was 45.6 therefore in line with the national figures.

Governors Profile

44% male and 56% female. The majority ethnic group was White British. Average age: 58.

Maternity Return Rate

The maternity return rate was 73% with 16 of 22 women returning to work, of those who returned 69% 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 555 instances of family flexible leave totalling 797 days by 188 staff.

Paternity

4 members of staff took paternity leave during the 2021/2022 period.

Flexible working

16 flexible working requests were agreed in the 2021/2022 period, 75% of the requests were from women.

Performance Management

	Disciplinaries	Capabilities	Capabilities - Absence	Grievances
Female	7	6	2	0
Male	3	3	2	2
Total	10	9	4	2

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.

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

Completion of EDI training as a core mandatory requirement of induction training for staff.

To work with Black Voices Cornwall and embed specialist training for staff around EDI.

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

Consideration of methods to attract more staff feedback.

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

In 2021/2022 89% 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	2017/18 Applicants	2018/19 Applicants	2019/20 Applicants	2020/2021 Applicants	2021/2022 Applicants
No Form Returned	45	142	180	189	87
White GB	720	642	728	1019	689
White EU	35	25	39	38	26
White Other	25	22	28	46	35
Mixed Race	10	13	17	30	10
Asian	13	11	15	23	16
African	0	4	3	6	10
Other	0	0	0	13	5
Not Declared	-	0	0	0	0
Total Applicants	848	860	1010	1361	791

Employees Ethnicity for Staff Appointed	2017/18	2018/19	2019/20	2020/21	2021/2022
Any Other	0	0	1	0	1
Asian or Asian British	0	2	2	0	0
Asian or Asian British - Indian	0	0	0	1	0
Black or Black British – African	0	0	0	0	0
Black or Black British	0	1	0	0	0
Chinese	0	0	0	0	0
Mixed - any other	2	1	1	0	0
Mixed - White and Asian	0	0	1	0	2
Mixed - White and Black African	1	0	0	1	1
Not known/Not provided	0	0	0	0	0
White - any other	8	14	9	9	7
White - British	190	161	182	202	248
White - Irish	0	1	1	1	0
Totals	201	180	197	214	259

All Employees Data Tables

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
Any Other	1	4	1	4	1	4	1	4	0	0
Asian or Asian British	1	4	1	2	1	4	1	2	1	6
Asian or Asian British – Indian	1	0	0	2	1	0	0	2	1	1
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	0	2
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	0	1
Mixed - White and Black African	0	0	0	1	0	0	0	1	1	1
Not known/Not provided	3	2	2	1	3	2	2	1	0	0
White - any other White background	7	22	7	25	7	22	7	25	9	31
White - British	502	903	537	945	502	903	537	945	442	994
White - Irish	3	4	0	1	3	4	0	1	0	4
Totals	515	944	548	985	515	944	548	985	455	1042

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
Totals	679	780	718	815	679	780	718	815	779	718

Gender Data

Applicants

Proportion of men and women applying for jobs:

	Academic	Support
Male	41.56%	26.64%
Female	48.97%	61.68%
Unknown	9.47%	11.68%

Proportion of men and women recruited:

	Academic			Support		
	Full Time	Part Time	% of Academic	Full Time	Part Time	% of support
Female	14	41	65.43%	21	89	62.72%
Male	9	20	34.57%	12	53	37.28%
Total	23	61		33	142	

Staff

Service Conditions

	F	M
ACADEMIC	59.72%	40.28%
MANAGEMENT	58.12%	41.88%
SMT	70.00%	30.00%
SUPPORT	75.17%	24.83%
Grand Total	67.11%	32.89%

Full and Part Time

	F	M	Grand Total
Full Time	27.19%	39.84%	31.35%
Part Time	72.81%	60.16%	68.65%

Average Age

Gender	Average Age 2021/2022
F	45.59
M	45.60
Grand Total	45.59

Gender Pay Gap

Comparison with other organisations					
	Truro and Penwith College	2022 ONS ASHE whole sector	2021 ONS ASHE Public Sector	2021 ONS ASHE Education Sector	2021 ONS ASHE Tertiary Education
Mean gender pay gap	10.72%	13.9%	13.6%	16.1%	16.9%
Median gender pay gap	6.74%	14.9%	15.9%	22.2%	14.0%

Disability Data

	Academic		Support		Total	
		%		%		%
Declared	9	1.20%	21	2.72%	30	1.98%
None	472	65.07%	462	62.40%	934	63.69%
Unknown	264	33.73%	268	34.88%	532	34.33%
Total	745	100.00%	751	100.00%	1496	100.00%

Age Data

	Academic		Support		Total	
		%		%		%
16 - 25	22	2.95%	125	16.64%	147	9.83%
26 - 35	111	14.90%	117	15.58%	228	15.24%
36 - 45	178	23.89%	127	16.91%	305	20.39%
46 - 55	231	31.01%	203	27.03%	434	29.01%
56 - 65	167	22.42%	133	17.71%	300	20.05%
66 +	36	4.83%	46	6.13%	82	5.48%
Total	745	100.00%	751	100.00%	1496	100.00%