



TRURO AND PENWITH COLLEGE



Equality and Diversity Monitoring Report 2022 – 2023

Introduction

The promotion of equality, diversity and inclusion (EDI) is 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 colleges 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.

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).

Some case study examples of how the College embeds EDI into curriculum and support services:

FOUNDATION STUDIES:

- All-encompassing attitude that there are no limits to what any student can access and achieve no matter their disability or sex or any other protected characteristic.
- Lessons have focused on black women or famous people with disabilities in science, history, sport, art, etc.
- Art and Dance embrace the sounds and designs of global cultures and celebrates difference in action.
- Cookery lessons explore new foods from different cultures – alongside the use of adaptive cooking equipment.
- The Craftivism session promotes inclusivity and raises and discusses issues of equality and diversity.
- Travel Training enables learners to access healthcare services, employment, education, and leisure activities. It develops equality of access and independence and empowers individuals to take advantage of opportunities in their communities.
- Environmental Science explores global issues and links to the cultures and environments that connect everyone on Earth.
- Art and Design focuses on contemporary diverse female artists.
- The Volunteers group sponsor a young Nepalese girl to go to school after being an earthquake victim and learn about the culture, language, festivals, caste system, religion, traditions and even taste the food!

- Positive images of diversity are promoted through materials and resources – they are inclusive, challenge stereotypes, mirror students' diverse backgrounds and cultures and offer insight into the lives of others.
- Respect for religious beliefs and practices is shown, for example, appropriate break times are given during Ramadan.
- All tutorial sessions looked at Black History Month and the significance of the Black Poppy Rose was also embedded into the Remembrance Day tutorial. Similarly, the voting tutorial offered opportunities for tutors to discuss voting in relation to race, gender, disability, and age.
- Participating in National Autism Awareness Week as well as embedded sessions throughout the year to promote health and mental health.
- In Creating a Product – when exploring the design process, looking at accessibility of physical design, consideration of dyslexia fonts and the impact of colour use for potential viewers with colour blindness.
- Sensory story sessions for our PMLD learners incorporate exploring tastes/traditions and music from other cultures.
- PMLD learner accesses the prayer room three times per week when requested to allow the reflection time needed.
- Sensory and independent cookery sessions include following and preparing food options from varying cultures and religions.
- The whole of Foundation studies has a Boccia tournament in the Gannel building, making sport and competition accessible for all.
- The ACE sport group play wheelchair football on a weekly basis in the sports Hall
- Expressive arts explore artists both male and female from various countries and backgrounds.
- The ACE students go to Trevassack quarry each week to participate in an accessible water sports session. All students are hoisted into boats to experience this session.

Hair and Beauty

- Through consultation learners communicate with clients regarding the treatment's needs.
- The clients' beliefs and morals are managed sensitively throughout the plan.
- Skin types and characteristics are treated accordingly.
- The client's lifestyle is taken into consideration and adapted where necessary.
- Tolerance regarding personal beliefs is embedded from the start ensuring peers and clients are inclusive.
- Questioning and case studies take place on a regular basis to ensure a full understanding.

Hospitality

- Religious dietary requirement – or belief based.
- Disability in services
- None gender based job roles.
- ACE group partake in Spires booking.

- Encourage diversity of roles with job roles within Hospitality - inspire females to take Head chef roles.
- Chefs of different culture have attended to do workshops with the learners - 2 x Indian chefs attended the college.

Education

- An example of a project for T-level Child Care is around food poverty and importance of wellbeing and how it effects life chances links to social deprivation and the wider determinants of health.

Future Projects Team

As part of European Funding, been required to report their progress against EDI targets. Examples of this include Oct 2023 team meeting, a team quiz focusing on prominent black figures – Hidden Pioneers of History – as part of Black History Month. In the July team meeting, the team reflected on our successful Celebrating Diversity event for local businesses and individuals and the lessons learned, including: Reflecting more gender neutrality in every aspect of the day e.g. giving the option to include pronouns on name badges, having gender neutral toilets (not just the accessible toilets), being mindful of language used to refer to groups of individuals, workshop examples etc, using autistic affirming language e.g. saying ‘autistic person’ rather than ‘a person with autism’ and describing neurodiversity as a ‘difference’ rather than a ‘condition’; ensuring venues are fully accessible for neurodiverse; reflecting a mix of genders across the whole event. These will be incorporated into event checklists for future events organised by the T&PC projects team.

How does the College identify and narrow achievement gaps?

Learner Voice

“Evaluation and feedback are key to establishing Truro and Penwith College’s performance and impact. Learner voice is managed by student services and there is a student council at both college sites and appears positive and is multi-layered.” “It is important to note that IAG and Learner Voice are embedded in all aspects of student life”. (Matrix Accreditation 2023)

The Autumn Survey in October 2022 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 2023 of 12,987 responses for Truro and 2742 responses for Penwith shows that:

95% 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”.

95% of students said, "I have access to the resources that I need to do well on my course or training".

91% of students were "Aware of the support available through the study centre" and 95% of students were "aware of the support available through student services".

Overall, 95% of students felt “I am happy with the quality of personal support that I receive” with 96% feeling their personal tutor was approachable and 95% feeling “their personal tutor is responsive to their needs.

Another significant source of learner feedback (and feedback from parents, employers, neighbours etc.) is the College Complaints Procedure. For 2022/23 3% (3 out of 104 total) of complaints were related to issues that might have been founded in equality of opportunity matters. This is a drop by 2% on the previous year. 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 2022/23 there was 7,907 learners in Truro and Penwith college inclusive all enrolments under EFSA rules.

Gender Data

47% of learners were male.

53% of learners were female.

Retention levels in 2022/23 were 87%, with male retention levels at 86.5% and females at 87.3%. This was a drop from 90.5% retention in 2021/22.

Achievement rates of 78.3% by all learners with female learners achieving 79.6% and male learners 76.7%. This was a decline from 81.9% by all learners, and a notable drop of 4.6% on the previous year with males dropping by 4.1% on the previous year.

Pass rates were 90% for all learners, with female learners pass rates being 91.2% which is 2.5% higher than male learners at 88.7%.

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	22/23	3,729	2,861	76.7	83.4	-6.7	3,227	86.5	917	-5.2	88.7	910	-2.3	492	25	0
F	22/23	4,178	3,327	79.6	84.1	-4.5	3,649	87.3	911	-3.8	912	92.3	-11	533	41	0
		7,907	6,188	78.3	83.8	-5.5	6,876	87.0	914	-4.4	90.0	917	-17	1,025	66	0

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

National Averages based on columns: Hybrid End Year, Sex

Filter: Hybrid End Year = 22/23

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: 21/22 v10.0 / Apprenticeship National Rates: 21/22 v10.0 ; Hierarchy Filename HIER_20191203_1819.mdb

Ethnicity Data

86% of the student population at Truro and Penwith is White British. The remaining 14% 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 (6 learners) maintaining our position at this level from 2021/22
- Chinese learners with 93.5% achievement which is 3.4% above the national average (31 learners)
- Other Black learners with 100% achievement (15 learners) which is a significant improvement in 2021/22 from 71.4% achievement (7 learners) and 19% above the national average.

Areas for improvement are considered below.

- African learners with 85.3% achievement (34 learners) but is a 10% improvement on 2021/22 figures.
- Gypsy/Irish Traveller 37.5% achievement (8 learners). This is an area for improvement in both the numbers of learners being attracted to the college down from 24 learners in 2021/22 and also in terms of achievement rates.

- Bangladeshi learners with 83.3% achievement which is a drop from 100% achievement (8 learners) in 2021/22 and is 4.5% below the national average.

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

EthnicityName	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	22/23	34	29	85.3	84.6	0.7	33	97.1	93.9	3.2	87.9	90.1	-2.2	2	0	0
Arab	22/23	6	6	100.0	86.0	14.0	6	100.0	93.6	6.4	100.0	91.9	8.1	0	0	0
Bangladeshi	22/23	12	10	83.3	87.7	-4.4	12	100.0	94.8	5.2	83.3	92.5	-9.2	0	0	0
Caribbean	22/23	4	2	50.0	80.5	-30.5	2	50.0	91.0	-41.0	100.0	88.4	11.6	0	0	0
Chinese	22/23	31	29	93.5	90.1	3.4	31	100.0	95.3	4.7	93.5	94.5	-1.0	1	0	0
Gypsy/Irish Traveller	22/23	8	3	37.5	72.4	-34.9	4	50.0	85.7	-35.7	75.0	84.5	-9.5	3	0	0
Indian	22/23	2	2	100.0	86.8	13.2	2	100.0	94.1	5.9	100.0	92.2	7.8	0	0	0
Irish	22/23	54	36	66.7	81.2	-14.5	44	81.5	89.3	-7.8	81.8	91.0	-9.2	6	0	0
Not Provided	22/23	295	150	50.8	82.9	-32.1	169	57.3	91.4	-34.1	88.8	90.8	-2.0	68	2	0
Other	22/23	24	13	54.2	85.8	-31.6	20	83.3	92.9	-9.6	65.0	92.4	-27.4	2	0	0
Other Asian	22/23	37	29	78.4	86.0	-7.6	33	89.2	93.8	-4.6	87.9	91.7	-3.8	0	0	0
Other Black	22/23	15	15	100.0	81.1	18.9	15	100.0	92.0	8.0	100.0	88.2	11.8	0	0	0
Other Mixed	22/23	67	46	68.7	80.9	-12.2	56	83.6	90.3	-6.7	82.1	89.7	-7.6	9	0	0
Other White	22/23	275	227	82.5	85.3	-2.8	247	89.8	92.6	-2.8	91.9	92.1	-0.2	31	1	0
Pakistani	22/23	8	5	62.5	84.8	-22.3	7	87.5	93.6	-6.1	71.4	90.6	-19.2	1	0	0
White British	22/23	6,827	5,422	79.4	83.2	-3.8	6,013	88.1	90.3	-2.2	90.2	92.1	-1.9	878	62	0
White/Asian	22/23	108	87	80.6	83.7	-3.1	93	86.1	91.6	-5.5	93.5	91.4	2.1	13	0	0
White/Black African	22/23	53	41	77.4	82.0	-4.6	49	92.5	91.2	1.3	83.7	89.9	-6.2	3	1	0
White/Black Caribbean	22/23	47	36	76.6	78.3	-1.7	40	85.1	88.1	-3.0	90.0	88.8	1.2	8	0	0
		7,907	6,188	78.3	83.2	-5.0	6,876	87.0	90.5	-3.5	90.0	92.0	-2.0	1,025	66	0

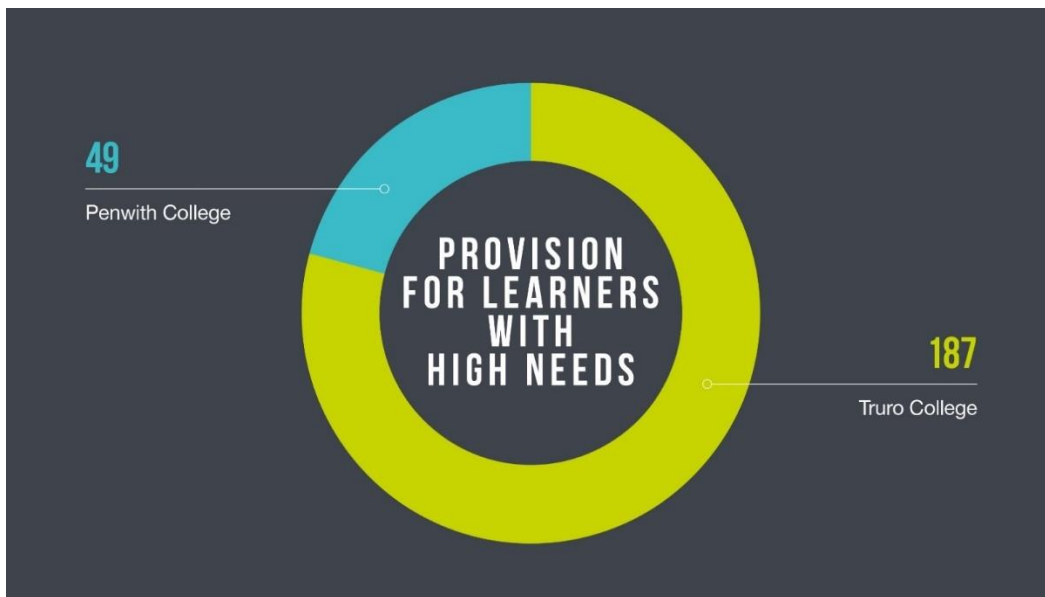
National Avg College Type: General FE and Tertiary College National Avgs

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

Filter: Hybrid End Year = 22/23

Sort: Ethnicity Name

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 offer focuses on a wide range of provisions which can be tailored to the needs of the individual to ensure success and progression. The 2022-23 academic year saw 182 learners on four courses within the department receiving high needs funding. This includes learners with autistic spectrum disorders and with very high support needs. Courses are differentiated to meet the needs of students with wide-ranging abilities. The courses accommodate students with PMLD profound and multiple learning difficulties, SLD severe learning difficulties, MLD moderate learning difficulties and students with SEMH social emotional and mental health needs and challenging behaviour. The department was managed by a staff team with the Programme Team Leader overseeing the department. There were then three Deputy Team Leaders, these staff support different courses and were supported by Course managers who actively supported the running of a specific course. Tutors then delivered sessions across courses depending on experience and expertise. Support staff had varied timetables to support a range of learners across all four courses. Qualified teaching staff delivered sessions, with extensive experience in SEND, staff held relevant qualifications in autism awareness, intensive interaction, pathological demand avoidance, and trauma informed. All staff received specific training for their roles such as safety intervention training, medical administration, epilepsy awareness, diabetes training and moving and handling. All staff in the department also undertook mandatory training of safeguarding and prevent. Staff had qualifications to train trainers in first aid and safety intervention as well as delivering cross college training to staff for these qualifications. Staff were supported with an internal CPD staff budget for specific training to be allocated. This allowed staff to further develop their personal practice and qualifications alongside the intent of the curriculum to benefit the learners. Specific staff CPD offered last academic year included, Safety Intervention Training, Epilepsy Training, Manual Handling, Medication Training, Beach Lifeguard qualification, Forest School, DofE and Get Fishing (Angling Trust).

The majority of learners had an EHCP and therefore had element three funding of additional support. This transpires in the form of either 1:1 support or group support for learners in the classroom and on an individual basis with medication, physiotherapy and personal care

needs. Staff assisted students in sessions to access the learning environment and activities within the session, facilitating learning to meet the needs of the individual as well as in unstructured periods of the day where risks were higher, and the students required more guidance to access the wider college offer.

Enrichment opportunities offered are incredibly varied, this offered students new experiences they had not previously received. Enrichment subjects included: Drama, Sport, Enterprise, Performing Arts, Humanities, Upcycling, Art, Photography, Swimming, Music, Fishing, Animal Studies, DofE, Horticulture, Forest School, Outdoor Adventure, Boxing, Spinning, Gym & Fitness, Media Studies, ICT, Dance, Football, STEAM Science, Stop & Go and Cultural Studies. Students accessed regular trips and visits within the curriculum offer above and in addition also took part in a residential opportunity with a visit to the Ten Tors Jubilee Challenge, AOC Pan Disability competitions and the Duke of Edinburgh expedition experience.

Work-related opportunities were available and accessible across all four courses. A community placement engagement project called the 'Green Bean' working closely with the local community in growing and providing local produce to the local community in Carnon Downs. internal placement with cross-college shop opportunities, working in our onsite gift shop practicing communication and customer service skills. Additional internal supported employment placements with volunteering opportunities on site working closely with our postal team, reprographics, and cleaning teams. External work placements with a view to achieving employment as an outcome, working with local businesses such as the Headland Hotel and Raze the Roof, carrying out duties, from silver service and chambermaiding to till operations and kitchen or café work.

In our cross – college provision in 2022-23 we had 97 EHCP's, of which 71 were HNS and our record of need was 1965 students. Our highest areas of need remained Dyslexia (1218 students – 62%), Autism (296 students – 15%) and ADHD (174 students – 9%). Between 11 tutors, the college delivered 1:1 tuition to 724 learners approximately 8100hrs across Levels 1, 2 and 3 maths, English and Study Skills, Conducted 451 dyslexia screeners. Provided approximately 53,500 hrs of LSA support.

The Learning Support and Transition teamwork with staff, students' parents/carers, and other stakeholders to ensure learners achieve their potential within their learning, employment, and training within college and beyond. Since 21-22 we have conducted an annual Student/Staff and Parent Voice to further develop our services to best meet the needs of all our stakeholders. Student voice reported 100% of respondents felt support had benefitted their studies and that they had grown in independence and confidence since being at Truro and Penwith College. Parent Voice – 95% of respondents felt support was benefitting their young person's studies and that any concerns were dealt with quickly. One parent commented, *"My son is really comfortable with the support staff at college and has really grown in confidence as a result of their calm, consistent and well organised approach to learning."* This has allowed us to shape our provision and reflect on what has worked and what needs developing. We have a comprehensive graduated response, including a broad universal offer; a dedicated low sensory demand and social space for learners with ASD and/or EHCPs and work closely with a range of stakeholders. The team collates all SEN and Medical information for incoming and on-roll learners which includes completing medical forms and Risk Assessments. These are now available to view on our college SEND dashboard including EHCP summaries.

In 2022-23 our services merged across Truro and Penwith and we moved to ensure quality and consistency of support across our campuses. Our team structure allows for our Team Lead and Deputy Team Leads to be mobile across campuses always ensuring coverage for

staff and students. Our offer for students focusses on high quality and robust information, advice and guidance prior to start, with progression, long-term goals and plans beyond college in mind.

In the summer term we ran a SEND 'Focus Fortnight' with 61 sessions on a range of topics including: An APA Approach, Trauma informed Practice, Autism, Dyslexia, ADHD, Tourettes, Sensory integration, Mutism Dyslexia, Dyspraxia, zones of regulation etc. All programme areas were emailed in advance to advise of the training staff needed to attend in order to prepare for their students' prevailing areas of need and the specific needs of learners with EHCPs. All other interested staff were invited to book on too. In its inaugural year we had 888 attendees and 97% of staff rated the training as excellent or good. Feedback included, '*So informative positive, inclusive and wonderful. Exactly what I hoped for*', '*I will try and listen more; show more empathy and visualize the daily challenges autistic learners go through*'. Due to its success and levels of positive feedback, this has now been translated into a full SEND training directory to enable staff to access this on demand. For 2024, we have also extended the focus fortnight offer to Local employers, parent/carers and our external stakeholders e.g., the local authority and local schools. We have a monthly SEND bulletin exploring key SEND themes and topics in an engaging and bitesize way; these topics have included EHCPs, Next steps, Working Effectively with Learning support Assistants, Autism support, ADHD, Student voice. These are sent alongside the monthly SEND report and on the college intranet.

2022-2023, saw us place significant focus on development of our SEND provision to ensure our offer was of the highest quality possible, guided by the EIF. In order to achieve this, we have benchmarked with centres of excellence, attended various conferences, engaged with two internal quality reviews and two with Ofsted Consultants. Quality review feedback was complementary of our learning support processes, recording, leadership and support provision but confirmed the areas of development we had self-assessed through our benchmarking in terms of data/evidence and high-quality teaching and inclusion across the college. Comments from Ofsted Inspector and High Needs specialist Lois Knight following her visit in March 2023 include:

- *Leaders and managers are passionate and committed to inclusion; most identify areas for improvement accurately.*
- *Leaders and managers use funding well to provide a wide range of appropriate support for learners across the college.*
- *Staff are intuitive, empathetic and flexible in their approach, as a result they quickly build strong relationships with learners who have complex learning and behavioural needs.*
- *Staff demonstrate good knowledge of learner's individual needs and have high expectations for behaviour and attendance. As a result, learners behave very well and are respectful of staff and their peers.*
- *Teaching staff collaborate well with LSAs and provide appropriate support that encourages learners to become more independent in all aspects of their lives.*
- *Support staff are rightly focused on building learner's resilience and use skillful prompting to enable learners to try new, more challenging tasks.*
- *Staff role model high levels of tolerance and respect for all learners, providing a calm and purposeful environment. As a result, learners are universally positive about their experience at college and feel safe and well supported.*
- *Staff are well qualified and most value the range of CPD that they have received.*
- *Most learners benefit from high quality facilities and a range of resources that enable them to access a broad variety of activities.*

- *Staff communicate well with parents and carers and as a result, parents feel involved and part of their child's education.*

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	22/23	3,013	2,261	75.0	81.4	-6.4	2,622	87.0	90.7	-3.7	86.2	89.8	-3.6	396	34	0
No difficulty/disability/health problem	22/23	4,210	3,520	83.6	84.6	-1.0	3,794	90.1	91.7	-1.6	92.8	92.3	0.5	504	24	0
No information provided by the learner	22/23	684	407	59.5	82.9	-23.4	460	67.3	90.4	-23.1	88.5	91.7	-3.2	125	8	0
		7,907	6,188	78.3	83.2	-5.0	6,876	87.0	91.2	-4.2	90.0	91.3	-1.3	1,025	66	0

National Avg College Type: General FE and Tertiary College National Avgs
 National Avgs based on columns: Difficulty or Disability Name, Hybrid End Year
 Filter: Hybrid End Year = 22/23
 Sort: Hybrid End Year

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: 21/22 v10.0 / Apprenticeship National Rates: 21/22 v10.0 ; 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	22/23	75	56	74.7	83.8	-9.1	65	86.7	914	-4.7	86.2	91.7	-5.5	6	2	0
Hearing	22/23	63	51	81.0	83.8	-2.8	57	90.5	914	-0.9	89.5	91.7	-2.2	5	2	0
Medical	22/23	349	290	83.1	83.8	-0.7	314	90.0	914	-1.4	92.4	91.7	0.7	42	1	0
Mental health	22/23	725	521	71.9	83.8	-11.9	596	82.2	914	-9.2	87.4	91.7	-4.3	99	7	0
Mobility	22/23	57	48	84.2	83.8	0.4	52	91.2	914	-0.2	92.3	91.7	0.6	2	2	0
Multiple	22/23	86	59	68.6	83.8	-15.2	72	83.7	914	-7.7	81.9	91.7	-9.8	6	2	0
n/a	22/23	157	109	69.4	83.8	-14.4	126	80.3	914	-11.1	86.5	91.7	-5.2	38	0	0
No disability	22/23	5,407	4,417	81.7	83.8	-2.1	4,865	90.0	914	-1.4	90.8	91.7	-0.9	664	40	0
Not known/not provided	22/23	684	407	59.5	83.8	-24.3	460	67.3	914	-24.1	88.5	91.7	-3.2	125	8	0
Other	22/23	97	80	82.5	83.8	-1.3	92	94.8	914	3.4	87.0	91.7	-4.7	16	1	0
Physical	22/23	41	34	82.9	83.8	-0.9	39	95.1	914	3.7	87.2	91.7	-4.5	4	1	0
Profound/Complex	22/23	9	7	77.8	83.8	-6.0	9	100.0	914	8.6	77.8	91.7	-13.9	0	0	0
Temporary	22/23	11	10	90.9	83.8	7.1	10	90.9	914	-0.5	100.0	91.7	8.3	0	0	0
Visual	22/23	146	99	67.8	83.8	-16.0	119	81.5	914	-9.9	83.2	91.7	-8.5	18	0	0
		7,907	6,188	78.3	83.8	-5.5	6,876	87.0	914	-4.4	90.0	91.7	-1.7	1,025	66	0

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

National Avgs based on columns: Hybrid End Year

Filter: Hybrid End Year = 22/23

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: 21/22 v1.0.0 / Apprenticeship National Rates: 21/22 v1.0.0 ; Hierarchy Filename HIER_2019\203_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	22/23	75	56	74.7	83.8	-9.1	65	86.7	91.4	-4.7	86.2	91.7	-5.5	6	2	0
Hearing	22/23	63	51	81.0	83.8	-2.8	57	90.5	91.4	-0.9	89.5	91.7	-2.2	5	2	0
Medical	22/23	349	290	83.1	83.8	-0.7	314	90.0	91.4	-1.4	92.4	91.7	0.7	42	1	0
Mental health	22/23	725	521	71.9	83.8	-11.9	596	82.2	91.4	-9.2	87.4	91.7	-4.3	99	7	0
Mobility	22/23	57	48	84.2	83.8	0.4	52	91.2	91.4	-0.2	92.3	91.7	0.6	2	2	0
Multiple	22/23	86	59	68.6	83.8	-15.2	72	83.7	91.4	-7.7	81.9	91.7	-9.8	6	2	0
n/a	22/23	157	109	69.4	83.8	-14.4	126	80.3	91.4	-11.1	86.5	91.7	-5.2	38	0	0
No disability	22/23	5,407	4,417	81.7	83.8	-2.1	4,865	90.0	91.4	-1.4	90.8	91.7	-0.9	664	40	0
Not known/not provided	22/23	684	407	59.5	83.8	-24.3	460	67.3	91.4	-24.1	88.5	91.7	-3.2	125	8	0
Other	22/23	97	80	82.5	83.8	-1.3	92	94.8	91.4	3.4	87.0	91.7	-4.7	16	1	0
Physical	22/23	41	34	82.9	83.8	-0.9	39	95.1	91.4	3.7	87.2	91.7	-4.5	4	1	0
Profound/Complex	22/23	9	7	77.8	83.8	-6.0	9	100.0	91.4	8.6	77.8	91.7	-13.9	0	0	0
Temporary	22/23	11	10	90.9	83.8	7.1	10	90.9	91.4	-0.5	100.0	91.7	8.3	0	0	0
Visual	22/23	146	99	67.8	83.8	-16.0	119	81.5	91.4	-9.9	83.2	91.7	-8.5	18	0	0
		7,907	6,188	78.3	83.8	-5.5	6,876	87.0	91.4	-4.4	90.0	91.7	-1.7	1,025	66	0

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

National Avgs based on columns: Hybrid End Year

Filter: Hybrid End Year = 22/23

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_16014_LearningDelivery_V009_MDB.mdb ; National Avg Data - ET National Rates: 21/22 v10.0 / Apprenticeship National Rates: 21/22 v10.0 ; Hierarchy Filename HIER_20191203_1819.mdb

Self-Assessment and Quality Improvement Actions

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:

- CLEAR (Support for looked after children/care leavers),
- Brook (Sexual Health and Wellbeing)
- Coach House (Supported housing for young people),
- Cornwall Faith Forum,
- Cornwall Youth Offending Service,
- We are with you (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.
- Young People 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.

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 team also undertook training opportunities with Black Lives Cornwall.

The college worked hard to relaunch the Equality, Diversity and Inclusion (EDI) Committee encompassing all sites and gain representation across a broad range of support and academic departments. The committee worked on the action plan from the 2021/22 report which included:

- The college held in 2023 its EDI Fair in March at both Truro and Penwith. This was the first time these fairs had been reintroduced since covid restrictions. Different college departments and external third parties attended the fairs and represented themes from the 9 protected characteristics. This included a broad range of topics inc. artwork, music workshop, cultural food and drink, creative writing, disability awareness, LGBTQIA+ support and Black Lives Cornwall.
- Embedding of EDI related curriculum topics into the scheme of work and tutorial programme. Gaining feedback from all the departments to establish an evidence base of initiatives that have occurred within the curriculum and share good practice via termly meetings.
- Establishment of an EDI student group with support from Black Lives Cornwall to establish views and perspectives from learners within college.
- Representation achieved within student ambassadors, student council and student governance from a wider range of diverse backgrounds, showcasing the opportunities available for leadership.
- Black Lives Cornwall supported Student Services engagement with learners to understand their experiences of racism in Cornwall and the survey demonstrated that 87% were not aware of racism in college, whilst 13% responded yes. 97% of students indicated that they felt the college was an inclusive environment. 0.03% of students indicated discrimination in relation to Sex, further 0.03 for discrimination for race, 0.02 LGBTQ+ discrimination: 0.01 for disability discrimination. Black Voices Cornwall and Intercom Trust were invited to the Freshers Fair and EDI Fair to show our support for a wide and inclusive student population.

- Lisa Briscoe, the Director of Student Experience became the EDI lead and established partnership working relations with the Diverse Communities Police Officers in Cornwall and Safer Cornwall to be able to support learners who may experience hate crime. Working alongside students where two cases were reported necessary welfare support was put in place and reports were notified to the police.

- The college continued to support professional development by running Actively Anti-Racist Training with Black Voices Cornwall – 36 members of staff attended in 2023, with 43 attending in 2022. Trans and Non-binary workshops were run as open sessions for all staff on multiple development days throughout the year. A further 555 staff completed Equality, Diversity and Inclusivity training building on the previous 258 in 2022.

Future Foundations project continued to support learners who were risk of becoming NEET, but funding for this project ends in October 2023.

The college continued to support training for those wishing to support learners with Mental Health issues through our Champions Programme, training and the Orange Button Scheme. The college worked to gain funding from the Integrated Care Board for Mental Health and received £90k of funding to work with Young People Cornwall to support learners experiencing anxiety, low mood and factors which may be impacting on their attendance at college.

The college continued its development of its very successful admissions portal by allowing disclose of 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. The system allowed for SEND professionals, parents and support workers to create accounts on behalf of an applicant applying to Progression Pathways courses or for learners themselves to create their own accounts. Previously the vast majority of applications had been paper based and referred directly from local special schools.

The college introduced a successful Young ESOL pathway into college working in conjunction with the local authority. This has attracted students from e.g. Sudan, Afghanistan to learn English as well as take part in the full enrichment activities e.g. Teaching students to swim who previously had no experience.

The college also enhanced its offer and support by:

- Renewed focus on attendance reporting and text messaging system to learners and parents to increase attendance and punctuality. Significant development of reporting and data dashboard information on student college home pages.
- Offering 2 week SEND training programme across the college for all staff.
- Reviewed and revised bus routes following discussions with the bus companies based on learner and parent feedback to support accessibility to college.
- Utilising the College Trust Fund to provide financial support to learners most in need and accessing specialist grant opportunities e.g. VTCT awarding body £5k grant to support kits for Hair and Beauty 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.

Actions to Improve for 2023/24

1. Senior Management Team (SMT) to review learner survey collection of data to incorporate EDI themes due to 5% of learners did not feel in the survey that they were treated in a fair and unbiased way during classes. Whilst learner voice data is useful to review year on year comparisons of results, it is now important to reflect new emerging trends and evaluate the questions asked to meet learner needs and outcomes.
2. SMT to conduct a review of retention information and establish an action plan due to the fall in retention and achievement rates, notably from male learners. The review to consider new ways of supporting learners both within the first 42 days and after 42 days to maximise achievement rates. The EDI lead to work with the Gypsy Romany Traveller (GRT) community to encourage learners to apply and be successful on college programmes by working with TravellerSpace.
3. EDI Committee to get broader representation and encourage diverse range of staff particularly from support departments so work is represented across the whole college.
4. Continued partnership working with Diverse Communities Police Officers in Cornwall and Safer Cornwall asking them to attend at Freshers Fair and use of funding to promote how to report hate crime to student population. The college will continue to support learners reporting hate crime and put in the necessary welfare support, refer to external agencies and report using the One Vision Police website.
5. The EDI lead to conduct a deep dive into departmental and support areas of the college to produce an updated detailed action plan of activity over the next 3 years which can be monitored by the Board of Governors and the link Governor.
6. To incorporate SEND training modules on the TES platform of professional development for all staff as part of mandatory training by summer 2024.

7. To increase the diversity of the Board of Governors covering the range of protected characteristics.
8. To gain continued funding from the Integrated Care Board to continue work in the field of mental health which can impact on retention of learners. To develop a Mental Health cross college strategy in conjunction with the Association of Colleges Mental Health charter.
9. Create pathway opportunities for Young ESOL learners with the necessary skills and experience to progress onto wider cross college programmes. In addition, the admissions team will now lead on international enquiries for those students with the necessary residency visa requirements to support successful advice and guidance onto college courses, particularly for those families working with the Royal Cornwall Hospital Trust.
10. To develop an enhanced bursary system for students via an online digital portal which will ease administrative burden and provide easier methods for loading documentation.
11. To conduct an accessibility audit of the college using an external company to provide necessary assurance that the college meets needs of its learners, staff and visitors and provide any improvement actions.

Staff Equality Data

Introduction

Truro and Penwith College remains committed to fostering equality, diversity, and inclusion (EDI) within its staff community. Highlights include achievements in recruitment, retention, training, workplace culture, and ongoing efforts to address challenges.

Demographic Overview:

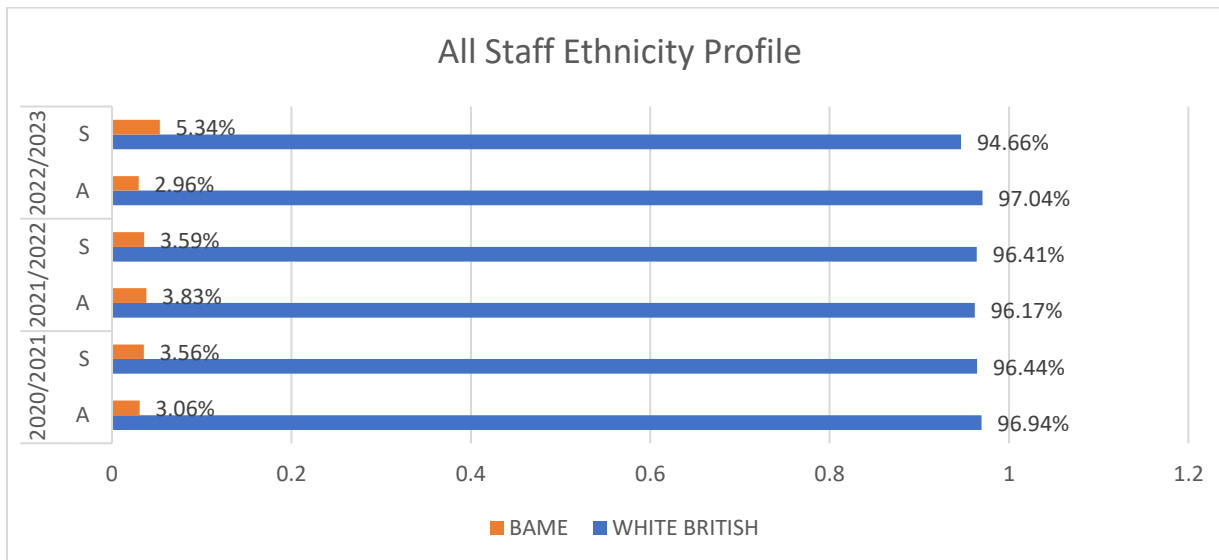
The college employed 1447 staff throughout the monitoring period (1 September 2022 to 31 August 2023), including support, academic and managerial roles.

Our key staff statistics were as follows:

Ethnicity:

- 95.7% of staff are White British
- 4.0% Black, Asian, Mixed or other ethnicity

Our demographic data is representative of the Cornwall Population (94% white British, 2021 Census data). Nationally as per the 2021/2022 FE workforce data 81.2% are White British which increases to 89.7 % within the South West. 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:

- 65.9% Female, 34.1% Male
- Mean gender pay gap: 8.43%
- Median gender pay gap: 12.10%

The 2021/22 FE Workforce Data workforce data showed that Three out of every five (60.2%) FE teachers are female, the further education workforce is predominantly (65.6%) female, and while this is true across all role types, it is particularly prominent in admin and support roles which aligns with the TP Characteristics. The College employed 954 females and 493 males in 2022/2023. 73% of the total female staff worked part time. Based on the 67% female demographic the ratios in the service conditions are showing higher than average representation in Support staff and senior management and slightly under in Management level and Academic roles. 46% of men work full time at the college compared to 30% of females. The mean age of female staff is 1.52 years older than male staff.

Service Conditions

	F	M
ACADEMIC	23.22%	14.44%
MANAGEMENT	4.91%	3.39%
SMT	0.41%	0.14%
SUPPORT	37.39%	16.10%
Grand Total	65.93%	34.07%

Full and Part Time

	F	M
Full Time	19.63%	15.69%
Part Time	46.30%	18.38%

Mean Age

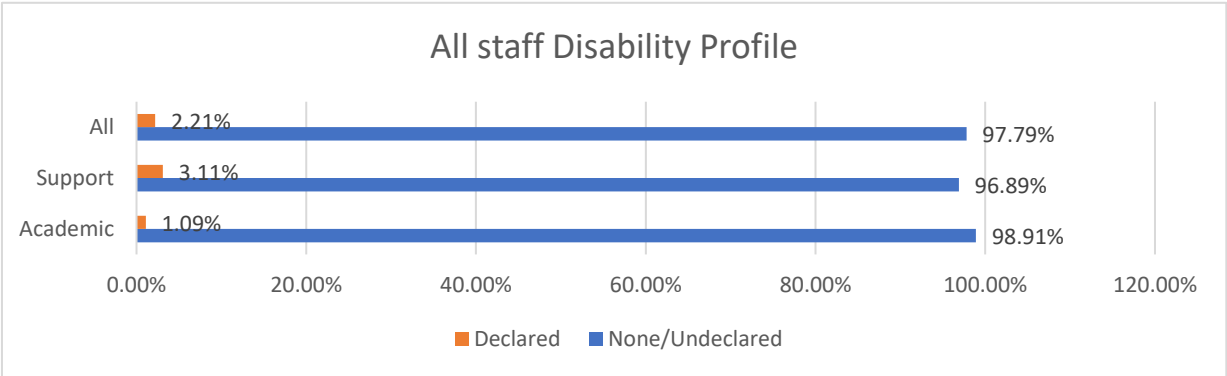
	2021/2022	2022/2023
F	45.59	46.27
M	45.60	44.75

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: 2.2%

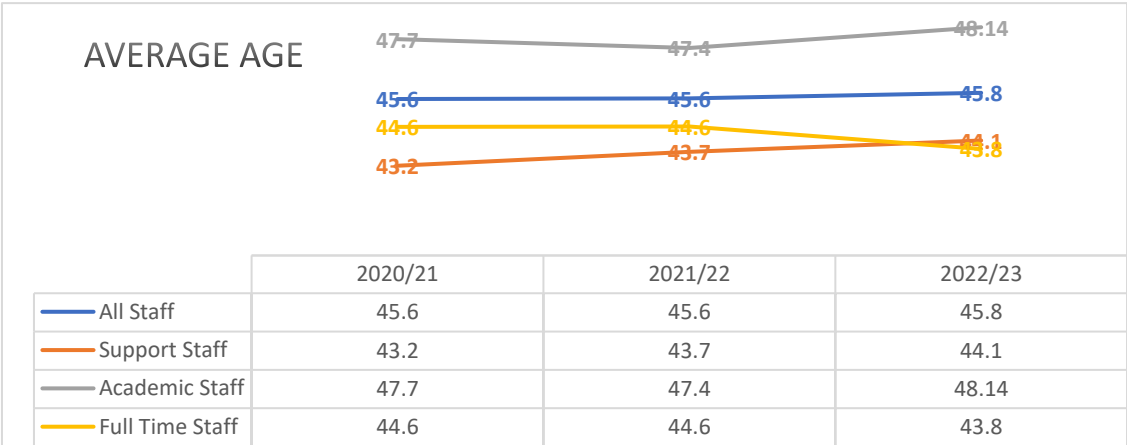


The college holds the ‘Disability Confident Employer’ accreditation by Job Centre Plus. This underlines our commitment to the recruitment and retention of disabled employees. The college makes adjustments to working environments and staff hours where necessary and reasonable. Investors in Diversity staff feedback highlighted the positive approach by the college to making adjustments. The College profile remains lower than the FE workforce data for England dataset by 4.3%. A wide range of support is available to staff including:

- Occupational health support
- Mental Health Support
- Mental Health First Aiders
- Access to Work
- Reasonable adjustments in place for staff and candidates through the recruitment process

Age Profile

	2021/2022	2022/2023
Mean Age	45.59	45.8



The age profile of the College has remained relatively constant over the last five years, with the highest cluster of ages remaining in the 45–55-year-old group. The 2021/2022 FE Workforce Data workforce data indicates that the Median age nationally is 46 years

this has not changed significantly over time. The Mean age was 45.8 therefore in line with the national figures.

Governors Profile

44% male and 56% female. The majority ethnic group was White British. Average age has reduced by 5 years to 53.

Performance data

	Disciplinarys	Capabilities	Capabilities - Absence	Grievances
Female	6	3	8	2
Male	1	1	2	1
Total	7	4	10	3

Sexual Orientation/religion or belief

As a college we do not record this data. 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.

Maternity & Pregnancy

The maternity return rate was 81% with 13 of 16 women returning to work, of those who returned 38% 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.

5 members of staff took paternity leave during the 2022/2023 period.

Since September 2023 there have been significant enhancements in entitlements in the maternity, adoption, and paternity leave policies, reflecting our commitment to fostering an inclusive and supportive workplace for all. These increased entitlements are designed to not only accommodate the diverse needs of our staff during significant life events but also to reinforce our dedication to retaining valuable talent within the College.

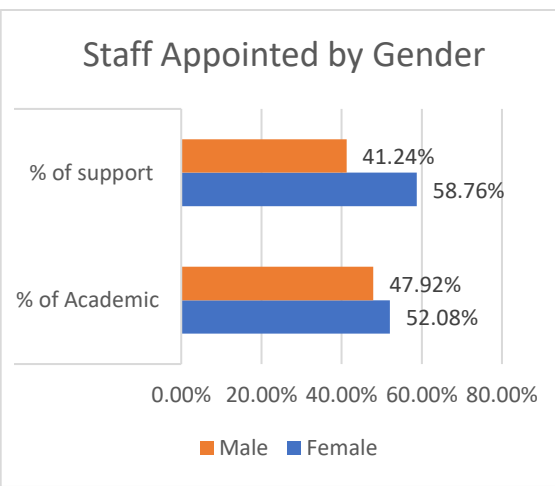
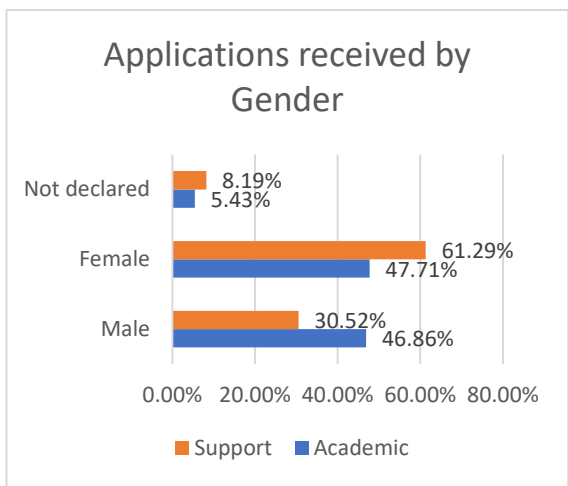
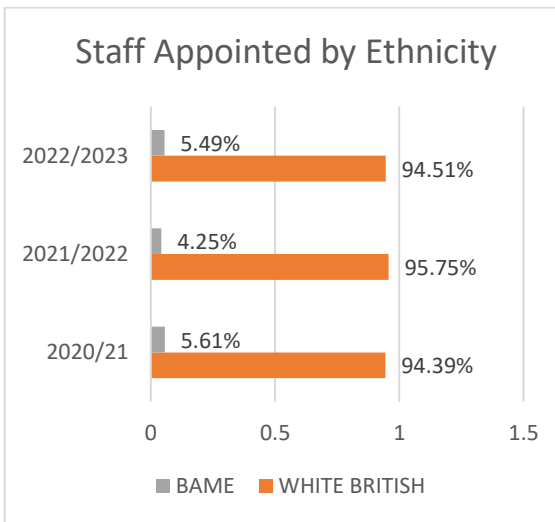
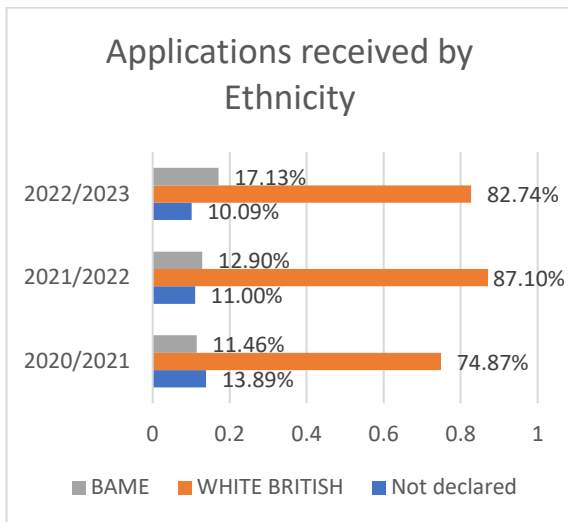
Recruitment and Hiring:

“The College is an Equal Opportunities Employer and is committed to ensuring a culture of valuing diversity and equal opportunities.”

The recruitment pages and Job descriptions also contain the Disability Confident Employer symbol. The Human Resource and Employee Services team continue to modify job adverts to encourage a diverse range of applications. All managers undergo appropriate training, emphasizing non-discrimination, disability awareness, reasonable adjustments, safer recruitment, and unconscious bias.

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

In 2022/2023 93.5% of applicants provided the relevant information on the EDI monitoring form.



Retention and Promotion:

Ongoing efforts to improve recruitment processes aim to eliminate barriers to promotion and development, including the increase of flexible working through the increased offer of fractional teaching contracts and hybrid working opportunities to attract, accommodate and retain a diverse demographic.

Turnover has reduced across the college in both support and academic areas and overall turnover reduced by 3.8% to 9% in 2022/23. 26.5% of staff have 10 or more years' service.

Training and 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.

Current CPD includes new mandatory SEND Awareness training for all staff plus various other options including Managing Behaviour Online, Supporting and Engaging Student with Autism, Young Mental Health and Mental Health First Aid courses, Menopause Awareness Training, Breast Cancer Awareness, Mental Health First Aid refreshers, Suicide First Aid training and Zero Suicide Alliance training and Black Voices Matter workshops, staff working in SEND areas attended a 2 weeks dedicated programme for development.

Workplace Culture and Inclusion:

There are key policies, and these include: whistleblowing policy, the College Code of Conduct, the Grievance policy, the Disciplinary policy, Bullying and Harassment policy and

Staff Wellbeing Policy. These policies are reviewed regularly to ensure they do not directly or indirectly discriminate against groups of staff.

Flexible Working and Work-Life Balance:

Proactive steps were taken during the pandemic to support staff and have continued with the development of a Hybrid Working Policy implemented from April 2023 and other supportive policies including our flexible working policy, Leave of Absence policy which support all staff regardless of gender, to take dependants leave. In 2022/2023 there were 685 days of family flexible leave taken of which 575 of these were paid.

Employee Networks and Support:

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 provides 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. Many staff members used the Colleges' free Health Wellbeing and Sport programme in 2022 - 2023. A dedicated Staff Wellbeing information section on the intranet provides various information and signposting for staff.

This year HWS promoted menopause events and other initiatives to engage and support staff. The College's Health and Wellbeing Policy demonstrates its strategy and commitment to building and maintaining a workplace environment and culture that has a holistic approach to healthy lifestyle choices. It seeks to increase worker knowledge and awareness of health and wellbeing issues and healthy lifestyle behaviours, including emotional, physical, social, financial and Societal wellbeing. 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 and ongoing initiatives to staff which include Onsite NHS health checks, Healthy Cornwall Events and onsite promotion,

Collaborative efforts to promote inclusivity within the college include the presence of employee resource groups and support systems which in 2022-2023 involved the Wellbeing Committee, Mental Health committee and champions, Menopause Champions and other groups focused on SEND. Our library team regularly update books and recourses with regular promotions linked to areas to encourage further exploration or support to staff on a broad range of subjects from Menopause to LGB TQ or beliefs to racial awareness.

Achievements and Success Stories:

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. 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.

Challenges and Opportunities:

Equality, Diversity, and Inclusion initiatives in Further Education (FE) colleges, particularly in regions like Cornwall, can face unique challenges including the geographical location and relative isolation, along with the relatively homogeneous population in Cornwall which does create a barrier to overcome when striving to achieve a diverse workforce within the College. There are several opportunities however which includes:

- Building on community collaboration with local organisations and further developing targeted recruitment to reach individuals that may not be part of traditional recruitment channels.
- Further development of inhouse mentoring programmes to support and connect diverse staff with experienced mentors to support career development and retention.
- Emphasizing Cornwall's natural beauty and cultural richness to attract candidates willing to relocate.
- Continuing to review and enhance flexible work arrangements to attract and retain staff.
- Further publicization of successful EDI initiatives and stories of staff members from diverse backgrounds to showcase the college's commitment to inclusion.

Future Goals and outcomes

Theme	Key action	Lead	Desired Outcome
Staff declaration	To encourage staff to declare fully across the reported strands/characteristics	HRES	100% accurate declaration are achieved in all areas of reporting
Disability Lead Status	Explore requirements to become a disability leader employer	HRES	Achieve Status and increase applicants and appointment of staff with disabilities
EDI Training	Completion of Mandatory EDI Training	HRES Staff Devt	100% completion by all staff and by first probation by new staff
Targeted and increased EDI Training and Development	What types of Training?	EDI Com Staff Dev HRES	Effective communication and cross department attendance at EDI themed Training
Increase the Diversity of the workforce	Targeted recruitment campaigns Promotion of College Benefits Positive Recruitment Process	HRES	Increase by 2% on BAME and Staff with disabilities
Staff engagement and Feedback	Staff Pulse survey for March 2024 to gather further insights, identify areas for improvement and take targeted actions	HRES	Further areas identified for improvement and concerns and gaps identified to tailor future strategies
Employee Support Networks	Build on the Wellbeing and Menopause champions to create further support networks for other specific demographics or affinity groups in the college through apps such as Yammer	HRES Head of Digital Dev Wellbeing/ Social Committee	Establish and sustain at least 5 active support groups with consistent engagement from members
Policy Review	To transform existing Health and wellbeing Policy into a comprehensive framework that embraces a holistic approach to well-being.	HRES	New policy live by summer 2024 ensuring a broader and more inclusive support system for our employees.

	This expanded policy will encompass key areas such as Menopause, Stress (currently addressed in a separate policy), Chronic Health Conditions, Mental Health etc		
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