

### Introduction

The promotion of equality and diversity is central to the mission of Truro and Penwith College. As a tertiary college, a philosophy of inclusiveness is enacted through widening access and participation in education, training and community activity. The college is wholly committed to meeting the needs of individual learners, irrespective of ability, age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion or belief, gender or sexual orientation.

The college is committed to both monitoring the impact of policies relating to equality, to identifying and removing any gaps in achievement and to ensuring we have an environment within which all people feel comfortable, supported and positive about the nature of diversity in our communities. The College Corporation approved a Single Equality Scheme in October 2013 for 2013-15 to ensure the College complies with its legislative duty under the Equality Act 2010, this has been updated an Equality, Diversity and Inclusion Policy produced for 2016-2018. The college has retained Investors in Diversity accreditation by the National Centre for Diversity. **'Truro & Penwith College have continued to demonstrate their commitment to ensuring EDI is embedded into the structure of the College.'** Investor in Diversity 2015

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

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

## **1. Enrolment**

**‘Truro & Penwith College is a tertiary College that is committed to ensuring access to education in areas of Cornwall that have high levels of social deprivation.’ Investors in Diversity 2015.**

Basic principles underpinning our enrolment advice processes include that:

- Post-16 learners choose the programmes that they study
- The College provides a framework of high quality information and guidance to enable learners to make well founded decisions
- Guidance from the College is always aimed at meeting the needs of the learner
- Information about any learner’s previous achievements is an important guidance indicator but not an unreasonable barrier. Individual circumstances and the level of support available are always considered.
- Course information is available via the college website which has been designed to work effectively with text to speech software. Access to the College Single Equality Scheme 2013-15 and Equality, Diversity and Inclusion Policy produced for 2016-2018 is via the College Website and Intranet.

The College has successfully extended its *matrix* accreditation for its Initial Advice and Guidance service to cover the whole range of its provision and have whole institution accreditation. The assessment for the award evaluates how inclusive and sensitive to equal opportunity issues the College’s services are and we were pleased with the extremely positive feedback on our policy and practice from the extensive accreditation process.

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

**Action to Improve:**

**Develop promotion of EDI via the new website**

## **2. Curriculum**

**‘EDI is now not only enriched within the curriculum, but is being developed and advanced creatively at different levels of the organisation and across the different sites of the College.’ Investors in Diversity 2015**

This was confirmed during the 2016 inspection with Ofsted finding **“Teachers are highly effective in helping learners to study together productively. Subjects covered in tutorials and a broad programme of trips and other**

***activities extend learners' horizons and aspirations effectively. However, the excellent practice in many lessons to help learners appreciate and value diversity is not replicated by all teachers across the college."***

The most visible evidence of our commitment to the promotion of equality of opportunity lies in the extent to which the education and training curriculum has been consistently extended to meet the needs of young people, adults and employers, including learners from those groups traditionally under-represented in further and higher education. This is particularly evident in our extension of the curriculum to include construction and professional cookery, the breadth of our foundation studies provision, including provision for students with Profound Multiple learning difficulties and ASD, meeting the needs of the community through effective activities that support social inclusion and widen participation.

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

It went on to say ***"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 addition the progress made by students on their courses, as evidenced by the executional value added performance of learners at the college, significantly increases the progression opportunities open to students from Cornwall.

Staff development opportunities ensure that lecturing staff are effectively prepared for promoting Equality, Diversity and Inclusion in the classroom.

Equal Opportunities and diversity are promoted cross college through focus weeks. These include:

- Cross college awareness events including tutorial focus on prejudice, discrimination and stereotyping. Equality & Diversity Awareness month, Safer Internet Day
- Student EDI group organised a cross-college 'sexual identity' fair including a broad range of external groups and written, visual and performance art competitions held on this theme.
- Promotion of Autism, Asperger's' syndrome and Autistic Spectrum Disorders through the college Autism steering group and ASD curriculum champions.
- An inclusive curriculum with an outstanding high needs provision supporting students in both individualised and on mainstream programmes.

Equality and diversity is also actively promoted through teaching and learning and enrichment activity:

- Partnership working is extensive within programme areas and in cross-college promotional events. These include: Action for Children (Support for looked after children/care leavers), Bolitho (Adult Mental Health Services), Brook, Coach House (Supported housing for young people), Cornwall Faith Forum, Cornwall Youth Offending Service, RASAC (Cornwall Rape and Sexual Abuse Centre), Exeter university, Freshfields (Substance misuse support), Gweres Kernow (safeguarding young people who have displayed harmful sexual behaviours and those at risk of sexual abuse), Intercom Trust (LGBTQ help, support and advocacy), Invictus Trust (Supporting teenage mental health), Plymouth Centre for Faiths and Cultural Diversity, Trelya (interventions/youth work for hardest to reach young people), Twelves Company (Domestic abuse/sexual violence support, advocacy and training) and YAY (young and yourself – LGBTQ Cornwall).
- Young Carers lunch club established, supported by Kernow Young Carers
- Links established by Hair and Beauty with CoNEL College in London including student video links to aid better understanding and skill development in meeting diverse customer base.
- Penwith students have formed positive relationships with the local Rotary clubs and over 50's forum with joint working including members being interviewed by students about the ageing process, planning and attending 'full of life events' including summer charity fetes, music events, Dementia Awareness Workshops, Memory cafes and Contact the Elderly leading to students now being board members of the over 50's Forum.
- Join working with multi-faith forum which includes construction students contributing time to the new building and in the promotion of mutual respect and values through funded projects to all College students.
- College has actively promoted the Exeter University Progression programme designed to widen participation and encourage access to Russell Group Universities from under-represented socio-economic groups. Promotion of Sutton Trust activities.
- Wheelchair basketball, Boccia and Blind Football coaching sessions
- IB sponsorship and visit to Aids orphanage in Swaziland.
- Cornwall Sports Partnership Disability Sports Development Officer ran workshops leading to students hosting Inclusion Festivals for learners with SLN and PML
- An annual themed Equality and Diversity fair
- The use of programme area representation on the College EDI group to effectively raise awareness and new developments within programme areas.
- Foundation learning multisensory culture sessions
- Daily lunch club for vulnerable students on mainstream courses.
- In computing three learners won an award at the national Raspberry Pi competition for an application to support control by eye movements for people with restricted movement.

- Extensive Health, Wellbeing and Sport programme open to all students and staff
- Links with Toynbee Hall, a charity based in London's East End, whereby Health, Social Care and Early Years students take part in a bi annual one week residential providing outdoor education activities for 300 ethnic minority children from deprived inner city areas. This, together with 'multi-cultural' residential visits for Community Studies students to Bath, Bristol and London raises the students' awareness and commitment to anti discriminatory practice which is fundamental to their chosen vocational pathways
- The use of management information data to identify under-performance with early interventions against possible deprivation based barriers. Examples include those in receipt of Free School Meals and Children in Care.

The introduction of "British Values" through the "College Values" approach has proved very successful with Ofsted finding ***"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."***

**Action to Improve:**

**Further training for staff relating to the Prevent Strategy**  
**Continue the focus in embedding EDI within lesson planning and delivery**  
**Further development of EDI role to include a focus on support for students with Free School Meals**  
**Work with employer and community partners to develop innovative projects that will upskill individuals, support business and improve progression**  
**Extension of Penwith Junior Academic Academy for year 10 and 11 learners, to raise aspiration**

### **3. Access**

Accessibility to the physical environment of the College is addressed by compliance with the DDA of all new building projects and the external audit of the existing site and facilities for disabled access.

One issue identified was that wheelchair users moving across the Truro campus from the main site to cross the road to Fal, Lynher etc. have to travel around the swimming pool due to the steps outside of Calenick. A lift for wheelchair users alongside Calenick steps to aid access across the Truro campus was built during 2015.

The college provides Specialist equipment to support high needs learners including specialist teaching suite for ASD learners, Eye Gaze technology,

Sensory rooms and a SafeSpace as standard. Assistive technology is available to learners as identified in Education Health Care Plans. Dragon (speech activated programme) and Claro (accessible software) are available and laptops and Dictaphones may be loaned from learning Services. Learners using Dragon software are invited in for training at beginning of August.

**“The College has continued to support local organisations and to ensure College resources are shared within disadvantaged local communities.” Investor in Diversity 2015**

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

### **1. Learner Voice**

Students are specifically invited, through course reviews, to comment on any aspect of equality of opportunity as it may have impacted on their experience of the course. For example 98% of learners across the college either agreed or agreed strongly that they are treated in a fair and unbiased way during classes (11,532 responses). Course teams review such student feedback and make an annual report on issues arising to the relevant Programme Team Leader. There were no issues arising from this process during 2014/15. Following advice received in the Ofsted Race Equality Survey visit, course evaluations includes a specific question to learners about their perceptions of bias in learning materials, 99% of students reported that there was no bias. Focus group or learner voice meetings take place within programme teams, first in groups chaired by SMT, then in PTL-led groups. One previous concern linked to equality and diversity was raised relating to the free school meals support introduced by the College through its own funds. The restricted menu and mechanism for claiming resulted in some students being reluctant to claim their entitlement. This was also raised when Governor’s held focus groups as part of their Residential Conference. The response to the cashless catering system introduced in 2015, where students entitled to free school meals have their cards automatically preloaded and cannot be identified when buying food, has been very favourable.

Another significant source of learner feedback (and feedback from parents, employers, neighbours etc.) is the College Complaints Procedure. For 2015/16 10% of complaints (7 in total) were related to issues that might have been founded in equality of opportunity matters (10% (9 complaints) in 14/15, 9% in 13/14 and 13% in 2012/13 with these including issues around additional support and bullying. Governors receive details of recorded complaints and their outcomes and complaints involving equality and diversity issues are highlighted. The college’s policy and practice has been to record and respond quickly to all complaints, written or spoken, and not to deflect students’ attempts to register their unhappiness or dissatisfaction through requiring them to go through elaborate formal paper procedures. In the light of feedback from the Ofsted Race Equality visit, governors agreed that, rather than institute a

detailed complaints form which would include a range of questions about learners' identities, the College would not routinely record ethnicity data about all those making a complaint.

The college has an Equality and Diversity Student group which was established to ensure all protected groups within the Equality Act 2010 are represented. During 2015/16 the group led on a number of initiatives across the college:

Resulting actions included:

- A fair raising awareness of sexual identity
- An art and creative writing competition which will be judged by the student body at the fair by voting on uploaded work to the college VLE and using QR codes

## Performance Data

Performance data is monitored at course level, programme level and at SMT level in respect of both success rate data and where possible value added. The college Equality and Diversity group which is chaired by the Senior Team Development and has staff representatives from across the curriculum and support staff, reviews this monitoring report.

Performance is monitored by ethnicity, gender, learning difficulty/disability and socio-economic disadvantage. Value added by gender is monitored to identify any trends in performance. Three year trends in the data are identified with actions to address achievement gaps previously taken including refining the ALS profiler undertaken by learners, SMT exit interviews to identify why learners fail to complete their programmes, a review of marketing materials to ensure inclusivity, the appointment of 8 learning mentors focused on identifying and removing barriers to learning and a benchmarking visit with Exeter College to share good practice and identify further areas of development.

### 2 (a) Gender

		Overall					
		Provider Full Year			Prov Grp	National	
		2013/14	2014/15	2015/16	2014/15	2014/15	
16-18	Male	Leavers	6,166	6,283	6,241	665,290	1,010,460
		Success Rate	80.9 %	82.7 %	82.5 %	77.6 %	78.5 %
	Female	Leavers	7,128	7,245	6,916	569,160	959,240
		Success Rate	84.5 %	85.7 %	85.4 %	79.4 %	81.1 %
	Total 16-18	Leavers	13,294	13,528	13,157		
		Success Rate	82.8 %	84.3 %	84.0 %		
19 +	Male	Leavers	1,300	761	476	511,540	871,810
		Success Rate	81.4 %	80.2 %	76.9 %	86.4 %	87.4 %
	Female	Leavers	2,408	1,176	813	647,280	1,105,110
		Success Rate	85.3 %	80.3 %	80.2 %	86.4 %	86.7 %
	Total 19 +	Leavers	3,708	1,937	1,289		
		Success Rate	84.0 %	80.2 %	79.0 %		

The aggregated headline figures for participation by gender show that female enrolments account for 53.5% of the total. The comparative figure for 14/15 was 54%, 13/14: 56% and for 12/13: 58%. In full-time 16-18 provision 52% of 15/16 were female against 54% in 14/15 and now mirrors the population of Cornwall breakdown by gender.

The performance gap by gender in 16-19-year-old success rates has reduced slightly but with females outperforming males in line with national rates. However, it is worth noting that the Cornwall KS4 data has a wider gender gap than the national average of over 11%. At 19+ females again outperform males, this time by 3.5%. This is a significant increase on 2014/15 and is a direct result of decreasing adult provision in-line with funding changes. As adult provision has reduced the major provision of foundation level mathematics and English dominates and proportionally now accounts for a higher percentage of male enrolments which have a lower success rate than the college norm, although male students outperform female students on these courses. If these are excluded the gap falls to the national average of 2.6%. The gap was not consistent across course types, on A programmes and Diplomas there was very little difference in success rates, however on AS levels female success rates were again 4% above males.

In terms of value added, at AS/A2, internal residuals based on college set minimum target grades show no significant difference in performance.

#### **Action to Improve**

Restructuring of advice and guidance onto foundation mathematics and English courses for adult students.

Course teams' and learning mentors awareness will be raised regarding gender gaps in performance. Course teams will provide additional support to male learners at risk of not passing.

More detailed information (by course type, course subject, level and course length) is analysed by course teams, together with participation rates in subjects where there are traditional gender imbalances. Examples of relevant actions include role models, maths hub work in raising participation and careful selection of texts or options within courses. Learner voice suggests all students are treated equally by the staff team. Appropriate actions are included within course level SARs where areas for improvement are identified. It is not possible to reproduce data of such detail here, but the cross-college Equality and Diversity Group look at some of the gender data.

Although A-levels are only part of our provision they remain the qualifications for which it is relatively easy to obtain national benchmarking data from the awarding bodies, not only for participation but also achievement by gender.

Year on year data (e.g. the percentage participation and achievement at A level of male linguists and female physicists etc.) can vary considerably but there are no clear established trends of significant under-representation or under-performance by either gender in comparison with the available national data. It remains important, as with all other equal opportunity data available to them, that course teams keep these issues under review and make real efforts to counter stereotypical views of the nature of their courses. Marketing materials, teaching materials and styles of learning are reviewed to ensure that there is no discouragement to any individual to pursue any course. This is considered through learner voice and impact assessed by the college Equality & Diversity group.

## **2 (b) Ethnicity**

### **Participation**

The most recent (2011) estimates of population by ethnicity in Cornwall give the percentage defined as 'White British' (which excludes 'White Irish' and 'Other White') as 95.7%. A comparative figure for the college is difficult to establish because of the level (10%) of students with 'not known/not provided' ethnicity. Not known learners count for 4% bringing the 'White British' ethnicity category at the college within the range 92- 96%. This suggests that the levels of participation by ethnic minority groups in the college are broadly consistent with the levels in the local population.

The low numbers involved mean caution must be used in assessing the statistical significance of the data in relation to ethnicity. There are no clear patterns in the retention or achievement performance gaps. The numbers of learners involved is smaller than the number of starts (learners on more than one programme) and the learners involved are distributed over a range of programmes.

10% of all starts chose not to declare their ethnicity. The main cause of the high number of learners choosing not to identify as White British is due to their Cornish heritage choosing instead to 'not declare' or the 'Any other' category.

### **Success**

#### **16-18 Narrowing achievement gaps**

There is no discernible underperformance between ethnicities. Success rates across the vast majority of all categories are in excess of national rates and in general where success has fallen cohort sizes are small which makes interpretation based on one year statistically difficult. 19+ learners' ethnicity cohorts are extremely small, however again many exceed national success rates.

For example:

At 16-18: success rates for the 10/12 ethnic groups are above national rates. The ones below are small cohorts: African 11 courses taken, 64% against 78% NA, White and Black African 40 courses taken: 65% against 75% NA, At 19+ the 30 courses taken by students in total within the categories white and black African/ Caribbean/ Asian, Chinese and Bangladeshi are lower than national rates.

Overall Success for 16-18 Ethnic minority groups on all courses (784 starts) is however 2.4% lower with 1165 starts than White British whereas in 14/15 on 784 starts was 6% below and 2% in 13/14 above.

Of the three ethnic groups identified as areas for improvement in 14/15: Black/African rose to 100% success and other mixed by 8% to the college average. however, (Gypsy Irish traveller rose to 66% and although above the national rate is still below the College average. The improvements can in part be attributed to learners at risk being identified and lecturers providing additional support where appropriate).

The overall positive outcomes may be attributed in part to the raising of awareness through the Investors in Diversity accreditation process, mandatory staff Equality & Diversity online training, the work of the Equality & Diversity group and a focus by Quality Development co-ordinators on lesson planning, schemes of work and resources.

#### **16-18 Areas for Improvement**

- Gypsy – Irish Traveller
- Other Black/African/Caribbean
- Other Mixed/Multiple ethnic background

None of these ethnic groups have a three year trend of under-performance.

#### **Action to Improve**

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

Monitor data to ensure this is not the start of a trend.

#### **19+ Narrowing achievement gaps**

Success rate for the 370 starts for students from minority groups is less than 7% below those of White British students, a decline of 6% from 2015/16. This is attributed to increased ESOL programmes delivered through functional skills and is being addressed in 2015/16 by increased differentiation within levels.

Ethnic groups 19+ are extremely small with only one group reaching 10 starts: “any other Asian background” and is below the national rate. Success rates against other groupings show no discernible pattern year on year with most containing less than 5 starts. Chinese to 9 starts in 2015/16 had low achievement at 33%.

The one ethnic group identified as an area for improvement, in 14/15 “Any other White” has improved success rates to 81.7% from 78.7%.

### Action to Improve

Increased focus of differentiation between levels in ESOL delivery through functional skills

## 2 (c) Learning Difficulties / Disabilities / Health Problems

		Overall						
		Provider Full Year			Prov Grp	National		
		2013/14	2014/15	2015/16	2014/15	2014/15		
16-18	LLD - Yes	Leavers	1,171	1,058	3,124	310,190	461,760	
		Success Rate	75.3 %	76.9 %	80.0 %	77.3 %	77.9 %	
	LLD - No	Leavers	12,120	12,465	9,986	879,070	1,404,450	
		Success Rate	83.5 %	84.9 %	85.3 %	78.8 %	80.3 %	
	LLD - Unknown	Leavers	3	5	47	45,190	103,480	
		Success Rate	100.0 %	80.0 %	80.9 %	77.7 %	81.3 %	
<b>Total 16-18</b>		<b>Leavers</b>	<b>13,294</b>	<b>13,528</b>	<b>13,157</b>			
		<b>Success Rate</b>	<b>82.8 %</b>	<b>84.3 %</b>	<b>84.0 %</b>			
19 +	LLD - Yes	Leavers	536	364	333	214,520	417,630	
		Success Rate	78.4 %	72.0 %	75.1 %	84.4 %	85.9 %	
	LLD - No	Leavers	3,102	1,557	938	896,190	1,489,150	
		Success Rate	84.7 %	82.1 %	80.5 %	87.0 %	87.4 %	
	LLD - Unknown	Leavers	70	16	18	48,100	70,150	
		Success Rate	94.3 %	87.5 %	72.2 %	84.5 %	84.7 %	
	<b>Total 19 +</b>		<b>Leavers</b>	<b>3,708</b>	<b>1,937</b>	<b>1,289</b>		
			<b>Success Rate</b>	<b>84.0 %</b>	<b>80.2 %</b>	<b>79.0 %</b>		

Both age LLD categories show a significant improvement in 2015/16 from 2014/15

### 16-18:

The success rate gap for learners self-identified as LLD with no LLD in 15/16 was reduced in 2015/16 to 5% from 8% in 2014/15 and the success of LLD is now 3% above the national rate. The main factor for the gap has been the disproportionate no of students taking Foundation maths and English within the LLD cohort. Which has a lower success rate than the College average.

### 19+:

The success rate gap between learners self-identified as LDD and not LLD is 5% and from 10% in 2014/15 Again the disproportionate increase in LLDD

students taking Foundation maths and English with its lower than average success rates is a factor. On these courses the gap is 6%.

**Action to Improve:**

Learning Services staff to visit targeted 19+ courses to raise awareness re support on offer

## **2 (c1) Learning Difficulties**

### **Detailed analysis using Proacheive software**

#### **Dyslexia**

Students with this specific learning difficulty (the LD category with by far the greatest number of learners involved) are identified at interview, offered individual extra support (which some decline) and given special arrangements in examinations (characteristically, though it can vary case by case, 25% extra time and the use of word-processing facilities). Course type and level are significant factors, especially where learners with a specific learning difficulty such as dyslexia are following programmes in English (GCSE or Functional Skills) at Entry level, Level 1 or Level 2, (often effectively repeating a qualification they did not achieve at school). A wide range of activities were undertaken in 14/15 including 3 day dyslexia training for all study centre tutors, Dyslexia awareness week, guidance booklet for staff to highlight how best to support in class, access to physical resources to support dyslexic students via learning support 'shop' and Dragon speech activated software training to be available to students in ahead of courses beginning.

For those with dyslexia, the number of students self-diagnosing in this category rose from 325 to 1,266, success rates fell by 1% though remain above the national average.

#### **16-18**

The success gap for the high number of self-diagnosed dyslexic students reduced slightly by 1% but is still 5% below the College average. However, success for this cohort remains 3% above the national rate. With the increase in self-diagnosis data cannot be assumed to be robust and this is being addressed in 2016/17.

#### **19+**

Again the gap has been reduced by 2.5% but is significantly below national rates and the college average. Again this is in part due to a different profile of qualification courses taken by Dyslexic students with nearly one quarter of

entries for Foundation maths and English, again with a relatively low success rate.

### **Action to Improve**

Additional support and signposting to 19+ student taking Functional Skills through Haven House

Success for those learners with a learning disability and/or difficulty in many of the larger categories improved in 2015/16. For example, after a number of targeted actions by the learning services team the success rate for 16-18 autism (130 learners) improved by 6% and Multiple Learning Difficulties (44 learners) by 13%. Learners with Mental health difficulties (369 students) these were targeted through effective intervention by learning mentors and support through learner services and this also showed an increase in success of 2%.

### **Dyscalculia**

Only 26 starts (16-18), success doubled from 2014/15 to 77% and is now 3% above the national rate.

### **Moderate Learning Difficulties**

These students have a broad range of different learning difficulties including some which overlap with other difficulties we report on such as autism. Many of these students receive 1-1 support and as a result we reviewed the management of this provision for 2014/15. The success rate of the 66 16-18 years old and the 26 19+ year olds decreased and increased by 2% and 3% respectively from 2014/15.

### **Severe Learning Difficulties**

The success rate continues to be well above national rates at 91% for both age categories (22, 16-18 year olds and 24 19+)

### **Multiple Learning Difficulties**

The success rate of the 41 16-18 year olds increased by 14% in 2015/16 and by 18% for 19+ although 16-18 remain 6% below the national rate.

### **Actions to Improve**

Review processes to identify those in need of support with closer follow up of self-identification through the enrolment process for 19+

Whilst maintaining the aim to provide stretch and challenge review assignment to Functional Skills level using BKSB initial assessment

## 2 (c2) Disabilities

### Detailed analysis using Proachieve software

The majority of qualifications taken by disabled learners are taken by learners aged 16-18 age group (510 qualifications taken against 165 aged 19+).

For 16-18 learners with mobility issues showed a decline in success with success of the 33 at 69.7% - a decline of 16% from 2014/15. Learner physical disabilities and medical issues (the largest cohort of learners with conditions such as. Epilepsy, Diabetes, Asthma) success rates exceeded those with no disability and 7% above national rates.

Identification of mental health difficulties has seen the largest growth in cohort. 16-18 identification has increased from 21 to 347 and although success rates are 2% above the national average they show a gap of 10% against whole college data. Further appointments of mental health support have been made for 2016/17 who can provide 1:1 support and signpost to increase support available in addition to the Counselling support already in place.

The college has a mechanism in place to contact adult learners to identify appropriate support but this is often not taken up. Disabilities within 19+ show no discernible success pattern year on year with low numbers and considerable variations years on year however, the promotion and signposting of support is a priority for 2016/17/

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

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

## 2 (d) Socio-economic disadvantage

“As a major Educational establishment in a rural and disadvantaged County, Truro & Penwith is committed to working with local communities and advancing educational opportunities for more individuals. Since the last Full Review in 2013, the College has demonstrated its commitment to learning about its neighbouring communities and has continued to ensure that economic disadvantage is addressed through a variety of measures. Examples include sponsored crèche facilities, bus fares and a new cashless food system. Many of the staff members I spoke with were eloquent in expressing how the College had a vital role in understanding the needs of local learners and how socio-economic status can often be a huge barrier to learning.” Investors in Diversity 2015.

As previously stated the college recruitment matches the socio-economic profile of the County and when disaggregated by previous local district council areas. Penwith College recruiting a higher percentage of students from lower IMD (Index of Multiple Deprivation) bands.

Changes to funding have changed the focus of the analysis from postcode to financial support (bursary and support with travel costs/bus passes).

In a rural county such as Cornwall, travel times are significant in this analysis nearly 50% of all students travelling for more than an hour into college and this can be clearly linked to success rates where retention is lower than achievement.

In 15/16 over 1,000 students were in receipt of some form of financial support.

There remains a performance gap overall for learners in receipt of a college bursary, with success rates 3% below those not in receipt. However, it should be noted that the bursary has broad equivalence with Pupil Premium where in Cornwall the gap in performance on 5 GCSEs A-C is over 20%.

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

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

free of charge. Progression for those in receipt of free school meals to a positive outcome just exceeds those not in receipt

A range of strategies have been implemented to address performance gaps with a focus on retention including:

- Targeted bursary support in travel with free bus passes for all learners with a low family income of less than £31,000.
- 8 Learning Mentors focused on attendance and retention with a particular focus on those at risk.
- Reviewed and revised bus routes following discussions with the FIRST bus company, with the aim of cutting journey times
- Added to the provision of buses to provide buses that travel more directly to college
- 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
- Early leaver exit interviews by senior staff are used to develop a better understanding of why students fail to complete their programmes.
- The College Trust Fund provides financial support to learners

**“The College has continued to support local organisations and to ensure College resources are shared within disadvantaged local communities.” Investors in Diversity report 2015**

2015-2016 destination outcomes for the 40 CIC/care leavers show 87.5% in education, employment or training (breakdown is 67.5% in FE, 5% in HE, 5% in employment and 7.5% on apprenticeships. 12.5% are NEET (breakdown is 7.5% not known and 5% in prison).

This is well above the national rate of only 66% of Children in Care/Care Leavers in education, employment or training at aged 19. It is however below the college average of 95%.

#### **Actions to Improve**

Weekly attendance report on Children in Care/Care Leavers reviewed and acted on by Learning Mentors. Monthly review of progress by Safeguarding Officer and Student Services Team Leader. Aim is to improve students' outcomes and hence progression opportunities.

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

The College Corporation approved a Single Equality Scheme for 2013-15 in October 2013 to ensure that the college complies with its duties under the Equality Act 2010. This scheme includes an overarching action plan.

In 2015 the college was achieved Investors in Diversity reaccreditation at stage 2 for our work on equality and diversity via the National Centre for Diversity.

The college's Equality & Diversity staff group has completed an overview review of all college policies and procedures identifying areas for action.

In this year's externally validated SAR (Self-Assessment Report), modelled on the Ofsted inspection framework, the college graded its performance in Teaching and Learning; Personal development, Behaviour and Welfare; and Leadership and Management as Outstanding; Equality and Diversity is a key component of this assessment. The key relevant paragraphs from the report are as follows:

'The college has created an inclusive culture, providing a safe and supportive environment ..... The college has high aspirations for itself as an institution and for all those who study and work there. The 2014 Investors in People report said 'The ethos has always been that the most important thing is the learner - always at the heart of the organisation. This has helped the Colleges and got them working effectively for the same aim and achieving excellence. Never have I been anywhere where the shared purpose and support for it is as strong.'

'Strategy is clear and expressed in straightforward terms, informed by the skills and experience of its leaders and managers. The college has extensive links with employers, community groups and the projects formed within European Convergence.... The college shows a clear commitment to the inclusion of groups under-represented in education, including those with special learning needs, for example the Open Options programme for learners at risk of becoming NEETs, the Get Hired programme and Foundation Studies provision for learners with profound and multiple learning difficulties and for learners with Autistic spectrum disorders. The college's open learning centre provision supports learners who are disadvantaged and often face barriers to access training and employment, enabling them to gain valuable life skills and qualifications.'

'The college actively promotes equality and diversity, not only through college wide policy and procedures and good partnership working, but at individual team level and through curriculum content and delivery. It assesses the impact of its work in relation to equality and diversity by the close analysis of levels of participation and success by gender, disability, learning difficulty, ethnicity, and age group. It takes appropriate action in response to its findings, focusing on achievement gaps in the data and seeking to close these. It has outstanding levels of support for learners with disabilities and learning difficulties. It ensures college-wide commitment to the principles of equality and diversity through strategic planning and relevant training. The Investors in Diversity Report of 2015 found Truro & Penwith College have continued to demonstrate their commitment to ensuring EDI is embedded into the structure of the College" and

went on to say “EDI is now not only enriched within the curriculum, but is being developed and advanced creatively at different levels of the organisation and across the different sites of the College.” Publicity and marketing and targeted curriculum offers encourage participation by groups traditionally under-represented in education and training, including socio-economically disadvantaged groups. Leaders and Managers have prioritised funds to support those disadvantage financially and support all learner in subsidised transport schemes, which also enable participation outside of normal college attendance time.’

‘The college matched the free school meals available pre 16 in 13/14, continuing a ‘meal deal’ scheme trialled in 2013. In 2014/15 the college will introduced cashless catering to remove barriers to take up of free school meals though concerns regarding stigma attached to claiming. This has not only increased uptake but in 2015/16 will allow the college to explore collection of other data around free meals and to track performance of the cohort for early intervention.’

‘There is good analysis and follow-up of complaints and discrimination is tackled effectively. The College has all required equality schemes and action plans in place and conducts impact assessments in relation to these. The corporation has approved a Single Equality Scheme. The college has had a strong focus on developing effective teaching, learning and support for learners on the Autistic spectrum. There has been a focus on further developing the provision of mental health support through appointing a mental health nurse, raising awareness regarding LGBTQ support and support for learners with dyslexia.’

‘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 the College’s Academy programme. The Academy programme has 22 strands attended by nearly 1000 learners. The Academic Academy, with presentations by nationally renowned academics and experts, aims to increase intellectual curiosity and confidence in ways that will support applications to the most competitive universities.’

#### **4. College Staff Data**

The college employed 1540 staff during the monitoring period, including support, academic and managerial roles.

All staff under take Equality and Diversity training as part of the College staff development programme. This is online via the college intranet. Truro and Penwith College staff data (96.5% of staff are White British) is broadly consistent with the 2011 population data for Cornwall (95.7%) and student data (94.2%). The College is a ‘Disability Confident Employer’, which reflects its commitment to staff recruitment and development.

A 2014 Investors in People assessment found that Truro and Penwith College is an organisation that truly cares about the people associated with it, whether staff students or other stakeholders, “Truro and Penwith College is a truly excellent organisation and one of the best the assessment team has ever had the pleasure of working with”. The positive, friendly, supportive and inclusive culture and atmosphere described by staff is created by very effective, consistent, supportive, involved, accessible, consultative and inclusive management at all levels who act as role models for others: “A real focus on ‘people as people’, with concern and consideration for individual needs and circumstances, and flexibility allowed to support people in the best way.” In addition to the above assessment, Truro and Penwith College has also been acknowledged as one of The Sunday Times Top 100 Best not-for-profit organisations to work for in 2013. The college has achieved the Gold Standard for the Cornwall and Isles of Scilly Workplace Health Award successively in 2014, 2015 and 2016 in which the ‘great ideas and actions which aim to improve the health and wellbeing of staff and ensure all can access the wide range of support and opportunities available’ has been acknowledged.

All full-time and fractional academic and support staff are appointed to the College following a competitive applications process. There were 200 external vacancies during the academic year including variable hour’s posts. Staff selection adopts a procedure which follows best practice in ensuring that all applicants have an equal opportunity to be properly considered for appointment. The aim is to ensure that new posts, or promoted posts, are filled by individuals who possess the range of qualities and skills identified as necessary to effectively and successfully fulfil the tasks involved.

Successful applicants will have responded to an advertisement and supporting information which makes it clear that the College is an equal opportunities employer. They will have demonstrated, through their application and demonstration of experience, their interview and references that they are the best placed, from those that had applied, to successfully perform in the role required. Staff are appointed to a post which is well described and within the framework of a person specification that is drafted prior to the start of the selection process. Those involved in the selection process will usually include the College Personnel Officer, a member of the Senior Management Team and an appropriate line manager. All members of the selection/interview panel are made aware of the College policies on equal opportunity and race equality and the recruitment procedure ensures all protected characteristics are removed from applications when short listing potential new staff for interview.

**Part-time** appointments will be made following an advertisement which is usually placed either on the College Intranet or the College Website and the local press. Applicants will complete an application form and will normally be interviewed by the appropriate line manager. While some part-time staff need to be appointed quickly, care is taken to ensure that all those who have expressed an interest in the post have the opportunity to present themselves for consideration.

The key data relating to applications and current staff is given below (with the four year trend for ethnicity).

**Gender** split: 986 Female, 554 Male

**Disability** staff declared: 7

**Ethnicity Data at August 2015:**

<b>Applications Received by Ethnicity</b>	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>
	<b>Applicants</b>	<b>Applicants</b>	<b>Applicants</b>	<b>Applicants</b>	<b>Applicants</b>
No Form Returned	133	154	101	24	87
White GB	1196	1295	1494	1084	1237
White EU	33	51	63	39	58
White Other	35	28	67	43	46
Mixed Race	13	15	12	22	27
Asian	10	13	28	2	14
African	5	3	15	7	4
Other	4	4	3	0	4
Not Declared	-	-	-	-	7
<b>Total Applicants</b>	<b>1435</b>	<b>1563</b>	<b>1783</b>	<b>1208</b>	<b>1484</b>

In 2015/16 94% of applicants provided the relevant information.

The college advertises all posts in a variety of publications and online job boards, but continues to explore ways of achieving a broader range of applications. For example the college has used the Diversity Directory to advertise posts nationally. This has resulted in an increase in the number of non- white British staff appointed over the past 5 years.

<b>Employees Ethnicity for Staff Appointed</b>	<b>2011/2012</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/2015</b>	<b>2015/2016</b>
	Staff	Staff	Staff	Staff	Staff
Any Other	0	0	0	0	1
Asian or Asian British	1	1	2	1	1
Asian or Asian British - Indian	0	0	1	0	0
Black or Black British – African	0	0	0	0	0
Black or Black British	0	0	3	0	0
Chinese	2	0	0	1	0
Mixed - any other Mixed background	0	0	0	2	0
Mixed - White and Asian	0	0	0	0	0
Mixed - White and Black African	0	0	0	0	0
Not known/Not provided	0	0	0	0	0
White - any other White background	6	8	6	6	5
White - British	192	184	260	225	193
White - Irish	0	0	2	0	0
<b>Totals</b>	<b>201</b>	<b>193</b>	<b>274</b>	<b>235</b>	<b>200</b>

Employees Ethnicity split by Full Time or Part Time	2011/2012		2012/2013		2013/2014		2014/2015		2015/2016	
	Full Time	Part Time								
Any Other	1	3	1	3	1	2	1	3	0	3
Asian or Asian British	0	1	1	1	1	3	1	4	2	5
Asian or Asian British – Indian	0	0	0	0	0	3	0	1	0	1
Black or Black British – African	0	0	0	0	0	0	0	0	0	0
Black or Black British	0	1	0	1	0	4	0	2	0	3
Chinese	0	2	0	1	0	2	0	3	0	2
Mixed - any other Mixed background	0	0	0	0	0	0	0	2	0	1
Mixed - White and Asian	1	0	1	0	1	0	0	0	0	0
Mixed - White and Black African	0	0	0	0	0	0	0	0	0	0
Not known/Not provided	3	1	3	1	3	3	3	3	3	3
White - any other White background	5	15	5	21	5	20	7	23	7	22
White - British	506	1054	497	1046	497	1000	526	971	488	998
White - Irish	1	1	1	2	1	4	0	2	0	3
<b>Totals</b>	<b>517</b>	<b>1078</b>	<b>509</b>	<b>1076</b>	<b>532</b>	<b>1041</b>	<b>538</b>	<b>1014</b>	<b>500</b>	<b>1040</b>

Employees Ethnicity split by Academic or Support	2011/2012		2012/2013		2013/2014		2014/2015		2015/2016	
	Academic	Support	Academic	Support	Support	Support	Academic	Support	Academic	Support
Any Other	2	2	2	2	1	1	3	1	1	2
Asian or Asian British	1	0	2	0	1	3	1	4	2	5
Asian or Asian British - Indian	0	0	0	0	0	3	0	1	0	1
Black or Black British – African	0	0	0	0	0	0	0	0	0	0
Black or Black British	0	1	0	1	0	4	0	2	0	3
Chinese	0	2	0	1	0	2	0	3	0	2
Mixed - any other Mixed background	0	0	0	0	0	2	0	2	0	1
Mixed - White and Asian	0	1	0	1	0	1	0	0	0	0
Mixed - White and Black African	0	0	0	0	0	0	0	0	0	0
Not known/Not provided	12	2	2	2	4	3	4	2	4	2
White - any other White background	8	12	14	12	15	11	17	13	18	11
White - British	801	759	771	772	730	791	718	779	720	766
White - Irish	0	2	1	2	2	2	2	0	2	0
<b>Totals</b>	<b>814</b>	<b>781</b>	<b>792</b>	<b>793</b>	<b>753</b>	<b>820</b>	<b>745</b>	<b>807</b>	<b>747</b>	<b>793</b>

## Context

2011 Census data suggests the ethnic breakdown within Cornwall is approximately as follows:

Ethnic Group	% of Cornish Population
White British	95.7
White Irish	0.4
White Other	2.0
Mixed - White and Black Caribbean	0.2
Mixed - White and Black African	0.1
Mixed – White and Asian	0.3
Mixed – Other	0.2
Asian or Asian British - Indian	0.2
Asian or Asian British - Pakistani	0
Asian or Asian British - Bangladeshi	0.1
Asian or Asian British - Chinese	0.2
Asian or Asian British – Other Asian	0.2
Black or Black British – Black Caribbean	0.1
Black or Black British – Black African	0.1
Black or Black British – Other Black	0
Chinese or other Ethnic Group – Arab	0
Any other Ethnic Group	0.1

Truro and Penwith College staff data (96.5% of staff are White British) is broadly consistent with the 2011 data for Cornwall (95.7%).

## Gender Data

The gender profile of staff employed by the college is consistent with national data (64% female and 36% male). Of the 1540 staff employed over 2015/2016, **64%** were female and **36%** were male.

	Academic	%	Support	%	Total	%
Male	307	41	247	31	<b>554</b>	36
Female	440	59	546	69	<b>986</b>	64
<b>Total</b>	<b>747</b>		<b>793</b>		<b>1540</b>	

## Gender Pay Gap

Nationally the gender pay gap (i.e. the difference between men's and women's earnings as a percentage of men's earnings) based on median gross hourly earnings (excluding overtime) for full-time employees decreased to 9.4% in 2015 (ONS).

For full time college staff the gender pay gap was 2.84% for Academic staff and 2.18% for support staff.

## Disability Data

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's 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.

	Academic	%	Support	%	Total	%
Declared	2	0.3	5	0.6	7	0.5
None	479	64.1	593	74.8	1072	69.6
Unknown	266	35.6	195	24.6	461	29.9
<b>Total</b>	<b>747</b>		<b>793</b>		<b>1540</b>	

## Age Data

The 2014/15 FE workforce data for England indicates that the median age for the FE workforce is 45 years and this has not changed significantly over time. The average age of the college workforce was 44 and therefore slightly below the national figure.

	Academic	%	Support	%	Total	%
16 - 25	20	3	163	21	183	12
26 - 35	135	18	149	19	284	18
36 - 45	209	28	143	18	352	23
46 - 55	233	31	178	22	411	27
56 - 65	116	15	121	15	237	15
66 +	34	5	39	5	73	5
<b>Total</b>	<b>747</b>		<b>793</b>		<b>1540</b>	

## Sexual Orientation

As a college we do not record this data.

## Governors Profile

The College had 20 Governors with 50% male and 50% female. The majority ethnic group was White British. The age range of the Governors spans from 18 to 74 with the 70% of the members aged 50+.

### **Maternity Return Rate**

The maternity return rate was 86% with 13 of 14 women returning to work of those who returned 25% 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 and encourage staff to return to work following maternity leave. This includes a childcare voucher scheme and flexible working. 27 members of staff, 10 male and 17 female participated in the voucher scheme. There were 311 instances of family flexible leave totalling 411 days by 145 staff.

### **Paternity**

10 members of staff took paternity leave during the 2015/16 period.

### **Disciplinary and Grievances**

There were 17 disciplinary investigations, 8 male and 9 female and 5 capability investigations, 4 male and 1 female. There were 2 grievances raised by males during the academic year.

**AS**  
**Jan 2016**