TRURO AND PENWITH COLLEGE

Equality and Diversity Monitoring Report
September 2023 - August 2024

Introduction

The promotion of equality, diversity and inclusion (EDI) is fundamental element of the College's mission.

The college is committed to meeting the needs of individual learners identified in the Equality Act 2010 protected characteristics – age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, gender or sexual orientation. The college has adopted the Equality, Diversity and Inclusion Policy for 2022-24 which is available here EDI-Policy-2022-24.pdf. The college also conducts an annual Gender Pay Gap Report on its staff and this can found here Gender-Pay-Gap-Report-2023.pdf

The College's last Ofsted report in 2016 stated that *"Leaders and managers promote equality and diversity well across the college. Learners are prepared extremely well for living and working locally or further afield in more diverse communities".*

The SMT College lead is the Director of Student Experience who conducted an EDI review in December 2023 and produced a three-year operational plan at the start of 2024. The College hosts an EDI Committee three times a year which includes members from both academic and support staff who review the operational plan, consider how to incorporate best practice into teaching and learning and make recommendations for training.   Members of the committee also support the annual EDI fair in March at both Truro and Penwith which encourages attendance of over 3000 learners to the event to promote the FREDIE Values (Fairness, Respect, Equality, Diversity, Inclusion and Engagement)

The committee also agreed that to promote all aspects of inclusion that it would complete an annual report of its work but produce this in a magazine readable style focussing on college case studies. The report can be found here EDI-Annual-Report-Summary-Nov-2024.pdf

Student Data and Background Information

Learner Voice

Each autumn a survey is conducted with new students to ascertain their thoughts about their college experiences.

The Student Evaluation of Teaching and Learning Survey in April 2024 showed

- STEM Health Skills Centre – 31 responses (first year of new site opening)
- Penwith – 3075 responses
- Tregye – 95 responses
- Truro – 14586 responses

96% of learners across the College either agree or agree strongly that they are treated in a fair and unbiased way during classes. This is an increase of 1% on the previous year.

95% of students said, "I receive the support I need in class". This is an increase of 2% on the previous year.

96% of students said, "I have access to the resources that I need to do well on my course or training". This is an increase of 1% on the previous year.

A new question was devised for this year stating "I have access to the resources that I need to do well on my course or training" with 96% of students agreeing.

Students also responded separately in year to the Student Evaluation of Tutorial Support.

- STEM Health Skills Centre – 13 responses
- Penwith – 813 responses
- Tregye – 3 responses
- Truro – 3086 responses

Overall, 96% of students felt "I am happy with the quality of personal support that I receive" with 98% feeling their personal tutor was approachable. An increase of 2% on the previous year. 97% feeling "their personal tutor is responsive to their needs, again a 2% increase.

Another significant source of learner feedback (and feedback from parents, employers, neighbours etc.) is the College Complaints Procedure. For 2023/24 2% (2 out of 88 total) of complaints related to issues that might be founded in equality of opportunity matters. This is a drop of 1% on the previous year and 3% drop in the last two years.

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.

Performance Data

During 2023/24 there was 8602 learners in Truro and Penwith college inclusive all enrolments under EFSA rules.

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. There has been no change to this statistic in the last two years.

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.

- Gypsy/Irish Traveller had 100% achievement (6 learners) which is a very significant improvement on the previous year's rate of 37.5% and a focus for the EDI lead and college plan. However, the College still needs to attract further learners from this community as the numbers have dropped since 2021 where we had 24 learners.

- Positive outcomes of 91% achievement rate for white/Asian (122 learners) and 91.7% achievement rate for Other Black (11 learners) and 90.5% achievement for Indian (19 learners).

- Areas for improvement include a 29.4% below national average achievement rate for Pakistani learners (5 out of 9 learners' rate of 66.7%) and a 21.1% below national average achievement rate for Bangladeshi learners (4 out of 6 learners achieving 66.7%).

- Data was not provided for 252 learners' ethnicity and statistical comparisons can be difficult to draw when the percentage values and numbers are very low in certain categories.

E&T Multi Year Analysis - Overall - TRURO AND PENWITH COLLEGE - 19/20 - 24/25 - Rules Applied - Aims Excluded (Withdraw Rule - 6Wks) - Reporting Period End Date : 31-07-2025

Ethnicity Name	Hybrid End	Leavers Overall	Ach Overall	Ach Overall %	Nat Ach Overall %	Ach % - Nat %	Completed Overall	Ret Overall %	Nat Ret Overall %	Ret % - Nat %	Pass Overall %	Nat Pass Overall %	Pass % - Nat %	Xfr Overall	Cont No	QAR Excluded
African	23/24	57	50	87.7	85.3	2.4	56	98.2	93.7	4.5	89.3	91.0	-1.7	7	0	0
Arab	23/24	13	10	76.9	85.2	-8.3	11	84.6	93.1	-8.5	90.9	91.5	-0.6	2	0	0
Bangladeshi	23/24	6	4	66.7	87.8	-21.1	4	66.7	94.3	-27.6	100.0	93.1	6.9	0	0	0
Caribbean	23/24	3	2	66.7	82.2	-15.5	3	100.0	90.9	9.1	66.7	90.4	-23.7	0	0	0
Chinese	23/24	19	17	89.5	90.0	-0.5	17	89.5	95.1	-5.6	100.0	94.7	5.3	0	0	0
Gypsy/ Irish Traveller	23/24	6	6	100.0	71.5	28.5	6	100.0	83.2	16.8	100.0	86.0	14.0	0	0	0
Indian	23/24	21	19	90.5	86.9	3.6	20	95.2	93.8	1.4	95.0	92.6	2.4	2	0	0
Irish	23/24	59	46	78.0	82.3	-4.3	51	86.4	89.8	-3.4	90.2	91.6	-1.4	3	0	0
Not Provided	23/24	252	175	69.4	83.2	-13.8	191	75.8	90.8	-15.0	91.6	91.6	0.0	42	0	0
Other	23/24	48	38	79.2	85.9	-6.7	43	89.6	92.9	-3.3	88.4	92.5	-4.1	5	0	0
Other Asian	23/24	34	26	76.5	85.6	-9.1	30	88.2	93.3	-5.1	86.7	91.7	-5.0	7	0	0
Other Black	23/24	12	11	91.7	82.5	9.2	11	91.7	91.5	0.2	100.0	90.2	9.8	2	0	0
Other Mixed	23/24	70	53	75.7	82.4	-6.7	58	82.9	90.5	-7.6	91.4	91.0	0.4	4	0	0
Other White	23/24	368	323	87.8	86.2	1.6	346	94.0	92.8	1.2	93.4	92.6	0.8	37	0	0
Pakistani	23/24	9	5	55.6	85.0	-29.4	6	66.7	93.3	-26.6	83.3	91.2	-7.9	1	0	0
White British	23/24	7,373	6,190	84.0	83.5	0.5	6,625	89.9	90.2	-0.3	93.4	92.6	0.8	691	10	0
White/ Asian	23/24	134	122	91.0	83.9	7.1	127	94.8	91.3	3.5	96.1	91.8	4.3	22	0	0
White/ Black African	23/24	46	39	84.8	82.8	2.0	42	91.3	91.3	0.0	92.9	90.6	2.3	5	0	0
White/ Black Caribbean	23/24	72	64	88.9	79.1	9.8	68	94.4	88.3	6.1	94.1	89.6	4.5	3	0	0
		8,602	7,200	83.7	83.6	0.1	7,715	89.7	90.4	-0.7	93.3	92.5	0.8	833	10	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 = 23/24
Sort: Ethnicity Name

Gender Data

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

There was a 6% decrease in female learners compared to the previous year.

Retention levels in 2023/24 were 90% retention for females and 89.4% for males. Retention average was 89.7%. There was a 2.7% increase on the previous year

Achievement rates of 83.7% by all learners with female learners achieving 85.2% and male learners 82%. This was a notable improvement on the previous year and achieving a higher rate than two years earlier moving up from 81.9% by all learners.

Pass rates were 93.3% for all learners, with female learners pass rates being 94.7.% which is 2.9% higher than male learners at 91.8%.

E&T Multi Year Analysis - Overall - TRURO AND PENWITH COLLEGE - 19/20 - 24/25 - Rules Applied - Aims Excluded (Withdraw Rule - 6Wks) - Reporting Period End Date : 31-07-2025

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
F	23/24	4,516	3,848	85.2	84.4	0.8	4,063	90.0	91.1	-1.1	94.7	92.7	2.0	469	6	0
M	23/24	4,086	3,352	82.0	84.0	-2.0	3,652	89.4	91.7	-2.3	91.8	91.6	0.2	364	4	0
		8,602	7,200	83.7	84.2	-0.5	7,715	89.7	91.4	-1.7	93.3	92.2	1.1	833	10	0

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

Filter: Hybrid End Year = 23/24

ProAchieve Application 24.2.1.30 ; ProAchieve Database 24.2.1 ; Learning Aim Version LARS 2425: Learning Aim Reference Service,24/25 - 20241217_100131_LearningDelivery_V010_MDB.mdb ; National Avg Data - ET National Rates: 22/23 v1.0.0 / Apprenticeship National Rates: 22/23 v1.0.0 ; Hierarchy Filename HIER_20191203_1819.mdb

High Needs Data

38% of the learners declared a difficulty, disability or health problem in 2023/24.

The achievement rate for this category was 83.5% which is 1.5% above the national average of 82%. Whereas the achievement rate for those with no difficulty, disability or health problem is 87.4%.

E&T Multi Year Analysis - Overall - TRURO AND PENWITH COLLEGE - 19/20 - 24/25 - Rules Applied - Aims Excluded (Withdraw Rule - 6Wks) - Reporting Period End Date : 31-07-2025

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	23/24	3,311	2,765	83.5	82.0	1.5	3,025	91.4	90.5	0.9	91.4	90.7	0.7	293	3	0
No difficulty/disability/health problem	23/24	4,769	4,167	87.4	85.1	2.3	4,404	92.3	91.7	0.6	94.6	92.8	1.8	463	6	0
No information provided by the learner	23/24	522	268	51.3	83.4	-32.1	286	54.8	90.6	-35.8	93.7	92.1	1.6	77	1	0
		8,602	7,200	83.7	83.8	-0.1	7,715	89.7	91.2	-1.5	93.3	92.0	1.4	833	10	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 = 23/24
Sort: Difficulty or Disability Name

ProAchieve Application 24.2.1.30 ; ProAchieve Database 24.2.1 ; Learning Aim Version LARS 2425: Learning Aim Reference Service,24/25 - 20241217_100131_LearningDelivery_V010_MDB.mdb ; National Avg Data - ET National Rates: 22/23 v1.0.0 / Apprenticeship National Rates: 22/23 v1.0.0 ; Hierarchy Filename HIER_20191203_1819.mdb

High Needs Focused Report

The College spent significant time in 2023/24 developing its offer for both high needs learners within the newly constructed area of Progression Pathways (previously known as Foundation Studies) as well as for those cross college. The following paragraphs demonstrate and describe the work undertaken.

Our Pathways Courses provide appropriately focussed programmes to meet the individual needs of students. Our cohorts are diverse, and each learner has unique circumstances. The majority of the learners enrolled have SEND needs (e.g. PMLD, SEMH, ASD, Dyslexia etc.) and Education, Health, and Care Plans, where others may have experienced adversity in education and/or require support to explore their options, rebuild and engage.

Following the merger of Learning Services and Progression Pathways services across Truro and Penwith campuses in 2022-23, in 2023-24, a renewed focus was made to ensure quality and consistency of support across our campuses (including Ottery and Tregye) for all learners with SEND (including those on Progression Pathways courses). The team structure allows for our Team Lead and Deputy Team Leads to be mobile across campuses always ensuring coverage for staff and students. The 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.

2023-2024, saw us place significant focus on development of our SEND provision to ensure the offer was of the highest quality possible, guided by the Education Inspection Framework. Benchmarking was conducted with centres of excellence; attendance at various conferences and training; the College became NATSPEC affiliates; achievement of NAS Autism Award; and multiple visits with Ofsted Consultants. Quality review weeks evidenced an improvement in the areas of development identified last year related to staff awareness of student needs and inclusive teaching approaches and highlighted further areas of focus related to recording and tracking of progress and curriculum design and sequencing.

Furthermore, extensive work was undertaken to restructure the team, redefining existing roles and implementing new roles e.g. Therapy and Care lead, inclusive practitioners and further Senior LSM roles. These will come into effect over 2024-2025.

Significant progress has been made over 2023/24 in refining and refocussing the curriculum offer to ensure it is aligned with learner working levels, needs and intent.

All courses include the following for all learners:
- **Maths and English -** Our initial assessment process enables streaming from entry level 1- GCSE. With the exception of learners on our Preparation for Adulthood strand where numeracy and literacy is embedded across the curriculum. Our maths and English lead ensures that learners receive consistent, high quality delivery in small groups in order to build their confidence and prepare them for their City and Guilds on demand assessments when they are ready.
- **Tutorial –** Resources are adapted to ensure that even learners with most complex needs are being taught content in line with their peers. The approach to tutorial delivery ensures that all learners receive consistent and high-quality teaching of key pastoral topics in a stage-appropriate way and at a pace that is appropriate.
- **Work Related activity/placement –** All learners are expected to have work placement/community engagement activities throughout their time with us. This is supported by our High Needs Careers Lead, the Industry Engagement Advisers, the learners' Personal Tutors and our My Skills My Future programme. Significant emphasis is placed on supporting learners to secure appropriate and ambitious placements that align with their interests, abilities and next steps.
- **Enrichment –** This is built into the mandatory guided learning hours; either through our bespoke enrichment offer or the cross-college enrichment and HWS offer examples include: Street Art, Fishing, Botcha, digital skills, cookery etc.

The course details are as follows:
- **Preparation for Adulthood (PfA)**:

    A specialist individualised learning pathway for students who require a sensory based curriculum. Designed in two strands to meet the needs of students with profound and multiple learning difficulties and learners with complex autism or possible challenging behaviours who are mostly working at pre-entry/entry levels and require a small learning environment. This pathway encompasses integration and engagement with the community and education through all activities via participating in volunteering and enterprise projects. The intent is that learners develop their abilities to communicate and manage their behaviours to broaden their access to the communities they live within. It is the only post-16 provision of this nature within the county, so many learners travel to us using assisted transport with journeys of up to 2 hours each way.

- **Preparation for Independence and Employment (PIE)**:

    A programme for students, most of whom have moderate learning disabilities and working at entry level 1 - 3 who aspire to live, work, travel and engage in their local communities with support or independently. Students will develop their maths and English skills, engage in enterprise activities, develop their digital skills, experience

volunteering in the community and/or supported work placement, practice independent living skills and have access to a programme of additional enrichment activities. The intent of this course is to support our learners to be as independent as possible, develop the confidence and resilience skills to enable them to live in supported, semi-supported accommodation and move into the world of work wherever possible and appropriate.

- **Preparation for Employment (PfE):**

  Designed to meet the needs of our Entry 3 to Level 1 learners, preparing students for employment, students who are looking to engage with supported or independent employment opportunities and developing a readiness to work.

  Learners on PFE access the cross-college tutorial programme, have in built enrichment with an employment focus, maths and English from entry level 3 – GCSE level, all of which culminates in individual, tailored work experience opportunities

- **Personal and Professional Development (PPD) Level 1 and Level 2:**

  Is specifically designed for learners working towards level 1 or level 2, focussed on unlocking potential through enhancing skillsets, developing networks and work-based learning/training to support young people to develop their work readiness skills needed to transition to further study or the world of work via apprenticeship, internship or paid work.

  The large selection of units allows us to target current trends, news topics or economic changes throughout the year and enables students, many of whom have low confidence, to try potential pathways without risk or commitment to a larger qualification without trying it first. This trauma informed approach to unit selection, maths/English and progression plans is structured but also provides flexibility and choice that effectively prepares learners for their next steps.

  Learners can be supported to achieve work related qualifications or other qualifications which are relevant to their progression e.g. GCSE biology, personal trainer course, first aid, health and safety, manual handling, COOSH, food hygiene.

  Tutors model and champion good equality, diversity and inclusion practice through language and behaviour that promotes inclusivity and respect for others. Teaching and learning help students to develop a sense of personal identity, and actively encourages empathy for others. Offensive remarks or actions are constructively challenged to promote understanding and bring about behavioural change. This is essential for a cohort that has a record of need of almost 50%, where our learners have all had experiences which shape their perceptions of the world, some of which are at odds with one another.

- **YESOL**

  In 2023-24 we launched our **Young ESOL programme,** co-designed with the Local Authority and social care for looked after young people who speak English as a second or other language as a transition course to further study. Enabling non-native English-speaking refugees, asylum seekers, economic migrants and partners of UK citizens to settle confidently into UK life, whilst meeting the needs of our learners, the local/central Government and wider national and international community. Our learners develop their confidence and ability in spoken, written and receptive English with a focus on accuracy and fluency. This approach allows the learner to gain essential and valued qualifications before progressing to work or further study at college.

Processes
- Processed 1976 CAMFs (Confidential, Additional Medical Form)

- Received 1328 referrals for additional support including out of class tuition, screening, SEND Advice and Guidance and assistive technology.

- 9 tutors, delivered approximately 5037hrs of 1:1 tuition across Levels 1, 2 and 3 maths, English and Study Skills

- Conducted 341 dyslexia screeners.

- Provided approximately 51,048hrs of LSA support.

EHCP + Record of Need
- 87 learners with EHCPs, of which 62 had high needs and our record of need was 2195 students

- Dyslexia remained as our prevailing area of need accounting for 55% of our record of need.

- Autism 16% of our record of need

- ADHD 12% of our record of need.

Learner Voice feedback indicated that:

94% of students felt they were supported with things they found difficult.

Students said:
- "1:1 support feels personalised and is helpful as a result".

- "What works well is that I am offered help and support with any work that I might be struggling with, and I find the advice provided by the learning support team most beneficial and useful such as study techniques and how to become a more gradual independent and confident human being".

- "My concerns are listened to, and support specifically tailored to my needs is given".

- "My support was tailored completely around what I needed and what I felt that I needed. The 1:1 tuition I received was very flexible depending on what subjects I was struggling with at the time, and I always felt that my needs were heard by my tutor".

90% of parents felt the College support benefitted their young person's studies.

Parents/NOKs said:
- "The staff listen to my child and their needs and seem to go above and beyond to support them".

- "We've been extremely impressed with the support offered and implemented which has helped her cope with college life and grow as a person".

Staff Data and Background Information

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 1409 staff throughout the monitoring period (1 September 2023 to 31 August 2024), including support, academic and managerial roles.
Our key staff statistics were as follows:

Ethnicity:
- 95% of staff are White British
- 5% are other Ethnic Groups

Our demographic data is representative of the Cornwall Population (94% white British, 2021 Census data), but not representative of student data (86%). 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.
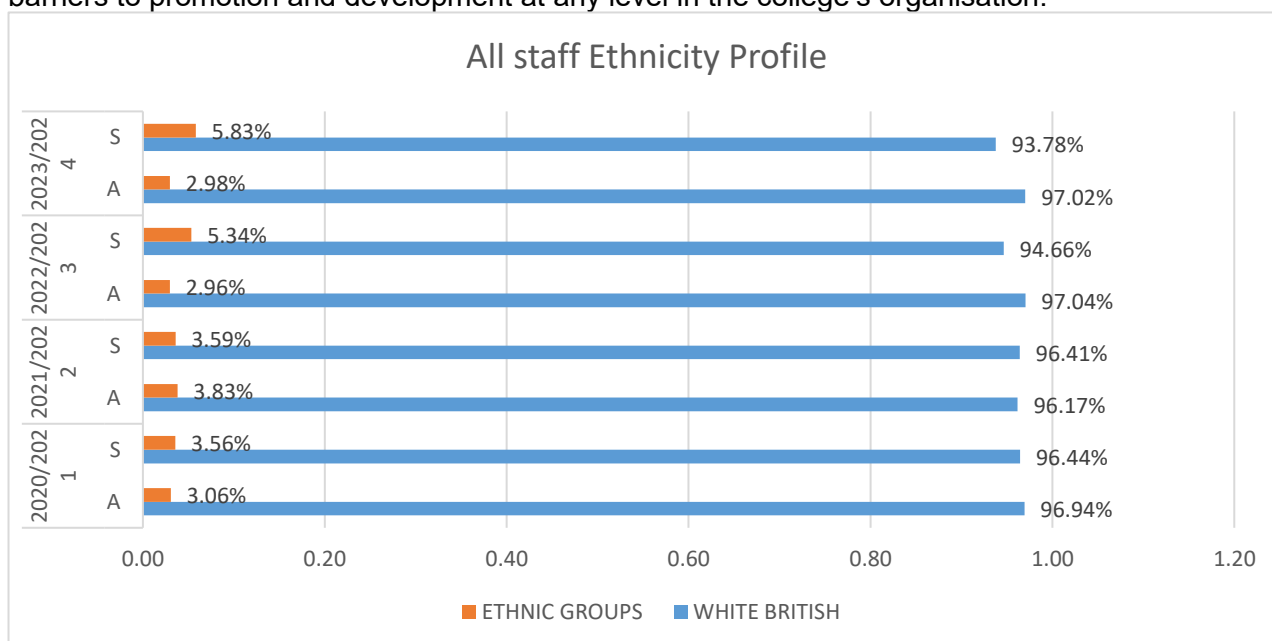
Gender:
- 65.3% Female, 34.7% Male
- Mean gender pay gap: 8.43%
- Median gender pay gap: 12.10%

Gender make up of the further education workforce has remained similar from 2021/22 to 2022/23 and is predominantly (65.2%) female in 2022/23. While this is true across all role types, it is particularly prominent in admin and support roles. (DFE FE workforce Data 2022/23). The College employed 920 females and 489 males in 2023/2024. 70% of the total female staff worked part time. Based on the 65% 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. 48% of men work full time at the college compared to 29% of females. The mean age of female staff is 0.31 years younger than male staff.

Service Conditions

	F	M
ACADEMIC	23.21%	14.98%
MANAGEMENT	5.18%	3.19%
SMT	0.50%	0.07%
SUPPORT	36.41%	16.47%
Grand Total	**65.29%**	**34.71%**

Full and Part Time

	F	M
Full Time	18.95%	16.54%
Part Time	46.34%	18.17%

Mean Age

	2021/2022	2022/2023	2023/2024
F	45.59	46.27	46.07
M	45.60	44.75	46.38

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.
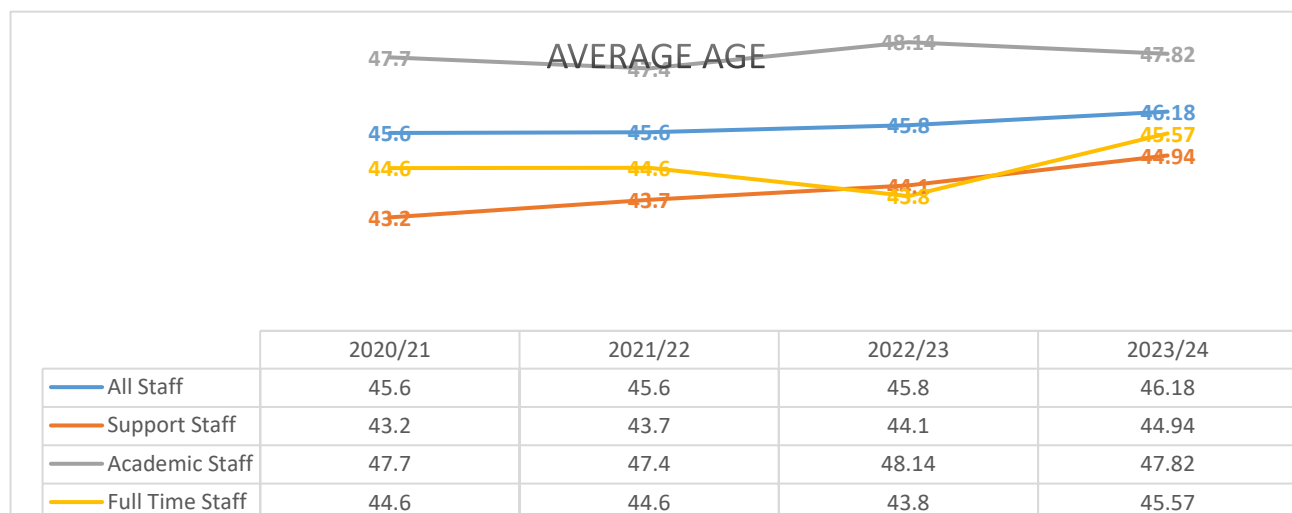
Disability
- Staff declared: 3.05%
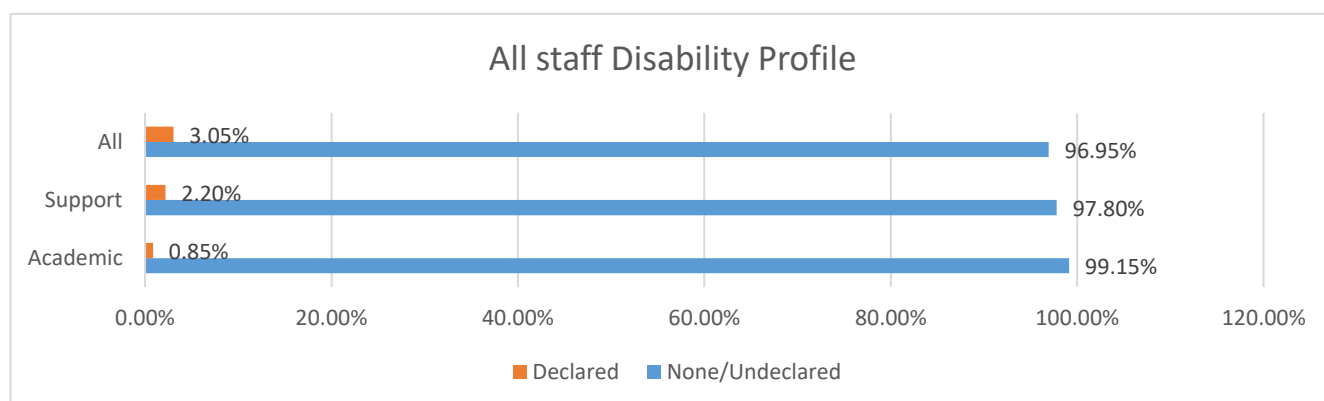
Nationally as per the 2022/2023 FE workforce data 6.2% declared a Disability compared to 7.5 % within the South West.

The College holds the 'Disability Confident Employer' accreditation by Job Centre Plus. This underlines our commitment to the recruitment and retention of disabled employees. The College makes adjustments to working environments and staff hours where necessary and reasonable. Investors in Diversity staff feedback highlighted the positive approach by the College to making adjustments. A 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	2023/24
Mean Age	*45.59*	*45.8*	*46.18*

AVERAGE AGE

	2020/21	2021/22	2022/23	2023/24
All Staff	45.6	45.6	45.8	46.18
Support Staff	43.2	43.7	44.1	44.94
Academic Staff	47.7	47.4	48.14	47.82
Full Time Staff	44.6	44.6	43.8	45.57

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 2022/2023 FE Workforce Data workforce data indicates that the Median age nationally is 46 years this has not changed significantly over the last 3 years. The Mean age was 46.18 therefore in line with the national figures.

Governors Profile
45% male and 55% female. The majority ethnic group was White British. Average age has reduced for the second year running and is now 51.5. This is a significant improvement since the last report.

Performance data

	Disciplinaries	Capabilities	Capabilities - Absence	Grievances
Female	5	0	6	4
Male	10	1	5	1
Total	**15**	**1**	**11**	**5**

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 80% with 12 out of 15 women returning to work, of those who returned 33% 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.

6 members of staff took paternity leave during the 2023/2024 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.
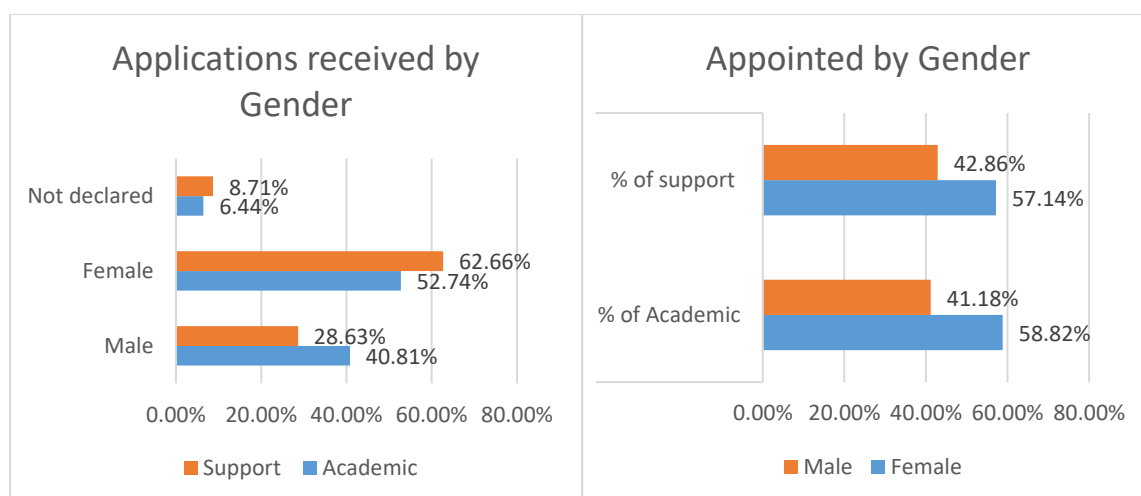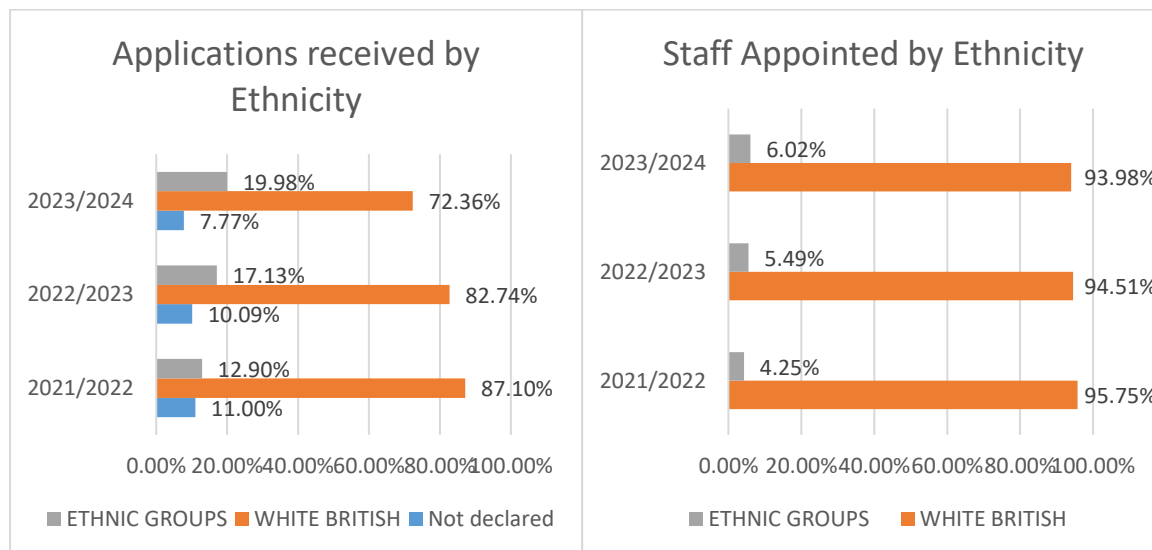
Recruitment and Hiring:
"The College is an Equal Opportunities Employer and is committed to ensuring a culture of valuing diversity and equal opportunities."

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, emphasising non-discrimination, disability awareness, reasonable adjustments, safer recruitment, and unconscious bias.

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

In 2023/2024 92.3% of applicants provided the relevant information on the EDI monitoring form.

Applications received by Ethnicity

Year	Not declared	WHITE BRITISH	ETHNIC GROUPS
2023/2024	7.77%	72.36%	19.98%
2022/2023	10.09%	82.74%	17.13%
2021/2022	11.00%	87.10%	12.90%

Staff Appointed by Ethnicity

Year	WHITE BRITISH	ETHNIC GROUPS
2023/2024	93.98%	6.02%
2022/2023	94.51%	5.49%
2021/2022	95.75%	4.25%

Applications received by Gender

	Support	Academic
Not declared	8.71%	6.44%
Female	62.66%	52.74%
Male	28.63%	40.81%

Appointed by Gender

	Male	Female
% of support	42.86%	57.14%
% of Academic	41.18%	58.82%

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 increased slightly in 2023/24. 25.4% of staff have 5 or more years continuous 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 and by September 2024 was at 93.5% and increase of 10.64% on the previous year.

Current CPD includes new mandatory SEND Awareness training for all staff plus various other options including Managing Behaviour Online, Supporting and Engaging Students 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:
The following policies were reviewed during 2023/24:
- College Code of Conduct,
- Grievance policy for senior post holders,
- Disciplinary policy for senior postholders
- Maternity, adoption and shared parental leave policies
- Probation
- Recruitment policy
- Social media policy
- Whistleblowing,
- Hybrid working policy
- Flexible working policy.
- Leave of absence

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

Employee Networks and Support:

The College's Health, Wellbeing and Sport Team offer over 90 classes and sessions that staff can access for free. HWS sessions include gym use, swimming, yoga, spinning and running. The team also provides one to one advice where staff can access advice on diet, fitness programmes, personal training, injury prevention and rehabilitation and improving mental health through physical activity. Over 620 male and female staff members used the College's free Health Wellbeing and Sport programme in academic year 2023-2024. A dedicated Staff Wellbeing information section on the intranet provides various information and signposting for staff. This year HWS continued to promote menopause, wellbeing days, EDI events and other initiatives to engage and support staff with their wellbeing. 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 at lunchtimes and outside the college day. 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 2023-24 involved the Wellbeing Committee, Mental Health committee and champions, Menopause Champions and other groups focused on SEND. Our library team regularly update books and resources with regular promotions linked to areas to encourage further exploration or support to staff on a broad range of subjects from Menopause to LGBTQ or beliefs to racial awareness.

We continued our efforts to promote inclusivity within college including our Wellbeing Committee, Mental Health committee and champions, Menopause Champions and other groups focused on SEND. The EDI committee had better representation across college with a higher number of representatives from curriculum areas. This certainly helped to support our EDI fair and made direct links to subject areas with the stands led by these staff.

The Learning Services Team worked with Higher Education staff to look at the reading lists and discover what the percentage of non-European/ North American authors were represented. The results concluded that the percentage of resources were not representative of countries globally. See the map below.

Whilst this is understandable in courses such as nursing, where policies and procedures need to be those of the relevant country, other courses such as Archaeology and Education should have a more diverse pool from which research has been collected.

Education degree reading lists' authors' country of origin
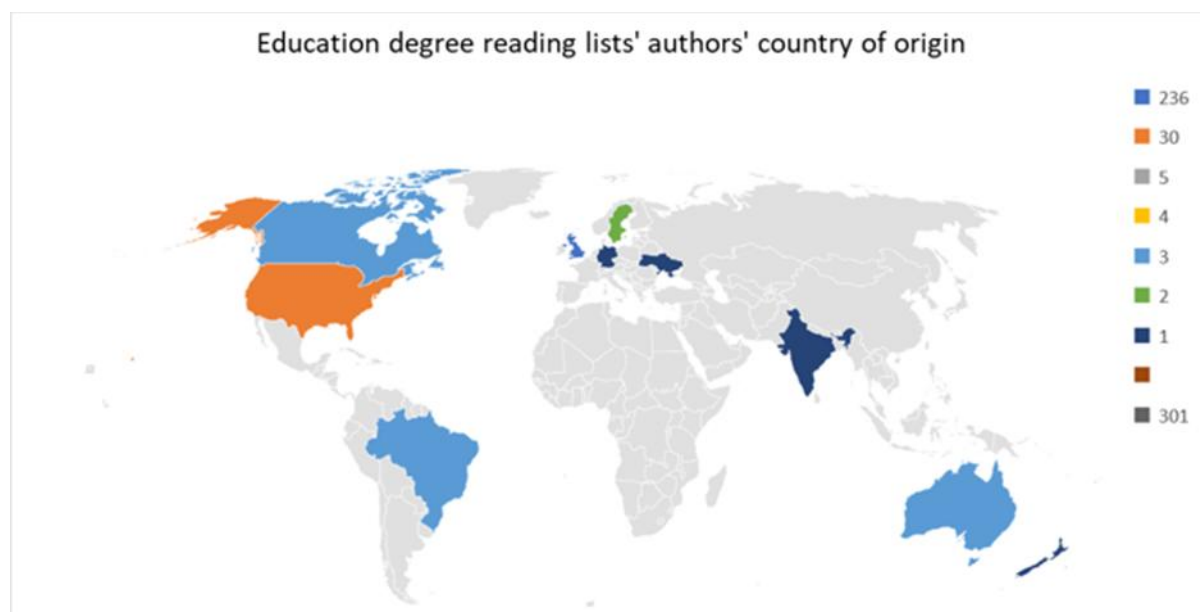
The Learning Resources Team recognised the research and concern, and also noted that the same issues had also been addressed by Plymouth University in discussions with the Higher Education teams. The team tasked itself to add more variation to the Higher Education reading lists where possible. The library team also encouraged students to look at authors that were not simply northern hemisphere when they searched for articles on databases. We looked at a number of databases which made filtering of this type easier. They included Web of Science, IEEE Xplore and OECD iLibrary, among others.

The Learning Services team inspired by the project reviewed its wider stock and bought more titles written by authors from underrepresented areas of the world. This was difficult as North American and British authors tend to top the charts in all areas of research. Literature, where African authors such as Chinua Achebe and Chimamanda Ngozi Adichie are highly regarded were included. The team diversified the stock further, leading to an influx of books written by

authors from the LGBTQ+ community, those with disabilities and on a variety of topics written by members of the community in question, rather than by outsiders looking in. Art collections have been improved with many under or unrepresented groups now claiming space on the library shelves.

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.
- Emphasising 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 publicisation of successful EDI initiatives and stories of staff members from diverse backgrounds to showcase the College's commitment to inclusion.

Outcomes Report from Actions taken in 2023/24

1. **Learner Voice** - The Director of Student Experience and Director of Teaching and Learning conducted a review of the learner surveys and redesigned questions to both meet the needs of learners and to gain accurate reporting.

2. **Retention** – The Director of Student Experience attempted to make contact with GRT community members, but engagement proved difficult due to the voluntary nature of this stakeholder. The Quality Team focused on retention issues during 2023-24 but this will continue to be an action in 2024/25.

3. **EDI Committee** – Broader representatives were sort from support staff in college rather than just academic staff. This inclusion has been valuable and led to one new member creating a Cornish Black History Month board creating both a culturally rich and inclusive centre piece in Kenwyn building.

4. **Partnership Working** – Safer Cornwall attended the College's Freshers Fair to promote their programme to students. Increased communications with both Diverse Communities Policy, The Hate Crime Partnership and Prevent Board allowed the College to refer to external agencies, understand reporting avenues better and seek advice and guidance when needed.

5. **EDI Operational Plan** – a three-year operational plan was produced by the Director of Student Experience covering a range of college themes. The outcomes of these plans are produced into an annual report each summer.

6. **SEND Training –** The SEND module was included into the mandatory training for all staff and by September 2024 94% of staff had completed the EDI module and 86% had completed the SEN awareness training. The SEND focus fortnight delivered a total of 61 sessions across the two weeks: with 1470 attendances to sessions (up from 888 in 22-23). The first parent voice session with attendance from the Principal and Director of Curriculum Development, attendance from every member of management and governance and had a number of stakeholder attendees e.g. SEND Caseworkers and Head of Sensory Service from the Local Authority. Feedback was highly positive, with almost every session rated as 95% good or excellent and included comments such as:

   ~ "Informative session which provided lots of areas to think about in my teaching where I could further develop independent thinking."
   ~ "There was so much useful information put into context that will help me to be more useful to our learners with developing their independence - A helpful reminder that doing for them is not actually helping them!"

- SEND Masters Programme: In 23-24 the College invested in the Masters in SEND in collaboration with Plymouth University for 10 colleagues; focuses on their research include ADHD, SEND in other cultures.

- Educational Exchange: Training to colleagues included: SEND and cognitive science, inclusive strategies in the classroom, supporting ALS in the classroom, building a positive behaviour culture, student support strategies, supporting Autistic and neurodivergent students and industry renowned guest speakers such as Amjad Ali, Caroline Bentley-Davies and Bradley Bush (all of whom have an inclusive lens on their delivery).

7. **Diversity of Board of Governors –** this action is still ongoing and will continue into 2024/25.

8. **Mental Health Strategy** – the College signed up to the AoC Mental Health Charter and updated its mental health policy Mental-Health-Policy-September-2024.pdf and completed a strategic document to demonstrate its commitment which can be found here Mental-Health-and-Wellbeing-Strategy.pdf and produced an annual report Mental-Health-Annual-Report-Summary-2024.pdf

9. **Admissions** – 8 out of the 15 YESOL learners progressed in their studies to cross college programmes. The learners applied to do personal professional development, automotive, professional cookery and carpentry. 4 learners moved out of county and 1 entered the workforce.

   The Admissions team took over international admissions enquiries from Student Services and this led to over 100 applications of interest in college courses. This increase was due to the number of parents coming from international countries to work at the Royal Cornwall Hospital Trust.

10. **Bursary System** – the College introduced a new online portal for students applying for bursary across Truro and Penwith.

11. **Accessibility audit** was conducted in the Spring of 2024 by an external specialist from Equality Act Audits.

12. **Staff Declaration** – There were improvements in data collection across disability, and ethnicity as the college has a duty to report on these aspects.

13. **Diversity of workforce** – 1.92% increase in ethnic diversity since the previous year and a 0.85% increase in staff with a declared disability.

14. **Staff Pulse Survey** – was completed in March 2024 with 72 staff completed with a low response rate of 6%. It was agreed to conduct a two-year cycle of reporting with the next survey due in March 2026. A significant majority (89.62%) feel that the workplace culture is inclusive, with only a small percentage disagreeing (3.46%). There is appreciation for the diverse backgrounds of staff and students, with some staff from overseas expressing a strong sense of welcome and inclusion.

15. **Yammer and In Person Groups** – the College trialled different online social groups to support wellbeing, and this had mixed success. In person groups were held for the menopause café and HWS for menopausal women.

16. **Wellbeing Policy** – drafts were completed for the College and requires further work during 2024/25 to bring to a conclusion.

2024/25 Improvement and Action Plan

1. **Retention** – consideration of impact of early leavers on NEET and disadvantaged learners. Construct initiatives to reduce leavers. Introduction of pilot scheme with three secondary schools of those who are at risk of becoming NEET on transition to college.

2. **Establishment of Staff Inclusion Group** – social group over lunchtimes to be established to support staff and get wider representation is an initiative requested by the EDI committee. The group agreed to trial this at Truro during 2025 and to understand needs of its community and discuss issues of inclusion. Agreement to consult with this group on data collection and what might deem to be useful to support inclusion and equality of opportunity.

3. **Hate Crime Steering Group** – to become a more proactive member of this working group across Cornwall and help steer activity which would benefit both staff and students. Create clearer reporting structures on issues of hate crime. Conduct staff training to ensure better awareness amongst the wider community.

4. **Mandatory Training** – move to gain 100% compliance on EDI and SEN training. Review of job roles to identify requirements of the post in relation to EDI and specialist SEN courses. Review of SEND focus fortnight programme.

5. **Governance** - Meetings with EDI leads on Governing Body to be established to demonstrate the actions taken via the College operational plan and to consider ways of how to increase diversity of board members.

6. **Mental Health** - Continuation of funding of Young People Cornwall through the Integrated Care Board to provide support for learners from Truro and Penwith College for the next 5 years.

7. **Policy** - Update Equality Policy for 2025-2028 and gain feedback from the EDI committee members and compliance officer.

8. **Bursary System** – improve better communications with parents and aim to gain notification of bus pass costs earlier in the academic year with a view to promote from Easter 2025 to students. Inclusion of bursary support for students with additional travel burden for work placement opportunities.

9. **Inclusion support for students** – establish ways for students to connect with management when experiencing concerns over inclusion or accessibility issues at college.

10. **CPD Training** - Promotion of disadvantage training across staff body and promotion of the support that we give to learners who are disadvantaged. Increase in training on actively anti-racist approaches and hate crime reporting for staff as part of staff development days.

11. **High Needs Plan** – College will undertake a detailed self-assessment and quality improvement plan to support learners who are high needs both within Progression Pathways and cross college led by the Associate Director for Inclusion and Director of Quality. Establishment of more detailed work placement and community placements for high needs learners in Progression Pathways to produce better quality outcomes for all learners.

12. **Staff Declaration** – conduct a review of the categories used for ethnicity and disability data to ensure that this aligns with the latest guidance.

13. **Disability Lead Status** – review the criteria and conduct a full report on what changes would need to occur and how the College might meet these requirements.

14. **Policy Re-writes** – run a college wide check to ensure that out of data terminology is not being used in line with the latest guidance.

15. **Staff Survey Actions** - Promote awareness of the EDI committee as 40% were not aware of the group. A need to gain feedback from diversity training programmes as to their effectiveness in order to improve quality. A need to utilise future surveys to educate staff on key procedures and policies to increase awareness. Promote the annual EDI report and the AOC EDI approach across college.