CORNWALL COLLEGE FURTHER EDUCATION CORPORATION

EQUALITY AND DIVERSITY COMMITTEE

**CORNWALL COLLEGE**

**EQUALITY AND DIVERSITY GROUP ANNUAL REPORT 2012-13**

1. **Overview**

Cornwall College is committed to ensuring people can learn and work without discrimination, where fairness is promoted and everyone is given the opportunity to achieve. The Equality and Diversity Committee of Cornwall College has representatives from learners, staff and governors and works to fulfil this commitment.

The aim of this report is to explain what this commitment means by reporting achievements and challenges together with data for both learners and staff. The members of the Committee want to show how the College works to improve the experience of everyone at the College, how it recognises problems, promotes solutions and spreads good practice. We hope this provides an interesting way of showing how the College undertakes its legal and moral duty and will encourage staff, learners, employers and members of our community to continue to support this work in the future.

1. **The Annual Equality and Diversity Implementation Plan**

Each year the Equality and Diversity Committee consults with College staff, learners, governors and others on the way in which the College could improve in the coming year. This is set out in an annual implementation plan showing what needs to be done and who will do it. The Committee meets three times a year to discuss what has been done and suggest further action, where required. At the end of the year this plan is published on the College’s website to show what has been achieved.

The main part of this report takes some of the aims from the implementation plan for 2012-13 (these are shown in boxes) and reports what has happened and the impact that this has had on our learners.

1. **Our Learners**

**Action:**

**Systems are in place to measure how different groups of learners access learning and to improve the achievements of learners**

In 2012-13 Cornwall College had nearly 38,000 learners across seven campuses and 15 subject areas. We serve these learners and our community best by providing quality education and training. We also understand that some people in our community have more barriers to learning and achieving success than others. In recognition of this Cornwall College strives to ensure that all learners, whatever barriers they face, enjoy the same chances of success. In practical terms this means that we try to ensure that:

* Everyone is welcome at the college and that they are matched to the most suitable courses.
* There is a prompt assessment of any additional needs and that everyone is well supported by teachers.
* All learners are able to achieve in an atmosphere free from discrimination and inclusion is positively promoted.
* We take time to celebrate diversity.

This report cannot capture everything our learners have done in the past year. However, the following examples are taken from self assessment reports which are done annually and are used to improve the service given by the college.

**Health, Care and Public Services**

This area covers a wide range of courses including housing, dental nursing, health and social care, childcare, public services across 4 sites in Cornwall and the Centre for Housing and Support in Worcester. In 2012-13 it had 725 16-18 learners and 1782 19 plus learners, of which 80% were female and 20% were male. With 6% of adult learners from Black, Mixed and Other Ethnic Minorities (BME), this subject area has the most significant ethnic diversity in the College. 8% of learners have a declared learning difficulty or disability.

Equality and Diversity is an area that has been under continuous development, sharing good practice and resources is the norm. Each year new ideas are sought as new learners arrive. Learners learn about equality and diversity during the induction period. Activities encourage appropriate language and behaviour, showing learners that teaching staff respect diversity and expect them to do the same. Learners are required to implement learning in practice, on placement and when working in the community. Learners are supported to plan and undertake a wide range of activities in order to raise funds for charity for example, Parkinson’s, Children’s Hospices South West, Shelter Box, Samaritans, Purse Shoe Box Appeal, Children in Need, Poppy Appeal, Help for Heroes, SOS. This leads to work-related discussions within the classroom.

**Maths and Science**

Provision in this area is predominantly GCE A or AS level courses run at St Austell and Camborne. The majority of students are 16-19 but ‘Fast Track’ A levels are taken predominantly by 19+. The gender ratio has reversed the trend shown last year with an increase in female enrolments at 16-18 and 19+. 19+ numbers have shown an increase of 60% on last year’s female enrolments while male enrolments have not increased at all. Ethnicity showed a slight change from the last two years with a reduction in the number of black and minority ethnic groups and an increase in ‘white-British’ ethnic group. Disability data suggests a decline in number of learners with learning disabilities (last year 19%) but an increase in unknown from 4% to 26% is a concern. This large shift might indicate some change to process that has left students with learning disabilities unprepared to identify them at enrolment. We will ensure that this is not repeated.

Equality and diversity is well promoted, courses attract students of all age groups and gender. Students with learning disabilities are given extra support, where necessary, through learning support, which is identified early on, at the start of the course.

**Agriculture and Horticulture**

This area is made up of five subjects; Agriculture, Equine, Animal Care, Horticulture and Countryside courses. The gender and ethnicity profile mirrors industry, with 53% female and 47% male. Work continues to improve the gender balance. Ethnic diversity also reflects industry with 97% of all learners being White British. 37% of all learners have declared a learning difficulty or disability.

One initiative with the Phoenix School (Shepherds Bush, London) provided inner city learners from diverse ethnic backgrounds with a residential week at Duchy College. This produced a very good cultural experience for both groups of students and staff. During the annual ‘Celebrating Diversity Week’ there is student led activity involving all programmes, learners and staff. The Training Agency has developed E&D support for employers.

**Engineering, Manufacturing and Transportation**

Engineering offers an extensive range of subjects which include; mechanical; marine; electronic; electrical; agricultural plant; food manufacturing; pneumatic; hydraulic; welding; fabrication; manufacture; process engineering; engineering design and CAD; automotive engineering; quarrying; process engineering, environmental technologies and business improvement techniques. 92% of learners are male and 98% are White. Disabilities tend to be related to learning, such as dyslexia with 18% of all learners identifying themselves as dyslexic.

Equality and Diversity is addressed in a variety of ways. There are explicit elements in schemes of work which address equality and diversity. These may include consideration of different types of vehicles in other parts of the world, different standards of health and safety in the welding industry and so on. In addition lecturers are expected to take opportunities in lessons to address issues as they arise. These may be comments from learners that are made in sessions and are often broader discussions arising from news items.

**Construction**

98% of learners are male. 30% of learners are identified as having learning difficulties. The ethnic mix is representative of the local populace with 97% of learners being White British. The College has been working with Ocean Housing and local schools to promote apprenticeships in Construction to females.

Schemes of work and lesson plans evidence E & D embedded in lessons but tutors are also opportunistic and take any presented opportunity to introduce diversity themes into sessions. The college holds diversity week within the year where all curriculum areas contribute to the content. This year all members of staff in this area took part in training on promoting inclusion in lessons and the importance of personal and professional boundaries.

**Information and Communication Technology**

This area provides a broad range of courses in Information Technology for both 16-18 and 19+ learners. Across the subject sector area here are a total of 305 FE learners of which 134 (44%) are 16 to 18 year olds and 171 (56%) are adults. 64% are male and 36% are female. The ethnicity profile of learners is 96% White which reflects the catchment profile of the county, with 4% from other ethnic groups.

Formal reviews carried out with apprenticeship learners include a discussion on equality and diversity, and this is supported throughout their programme as they are encouraged to discuss any concerns they have regarding this with the Liaison Officer or college staff. The regular presence of Liaison Officers within colleges on college days provides the learner with opportunities to raise any issues (e.g. bullying, harassment) outside of their working environment in a more relaxed way. Issues raised are discussed with the learner and any other relevant party and the results recorded on the learner file.

**Retail and Commercial**

This SSA includes the subject areas of Hospitality, Hair, Beauty and Holistic Therapies. The majority (85%) of learners are female, 26% have a learning difficulty or a disability and 96% are White British.

The promotion of equality & diversity is good, in many lessons learners are given opportunities to explore a wide range of alternative cultures and societies. Learners are focused on the customer service skills within their professional areas, which helps them to understand how to deal with a range of customers with different expectations, backgrounds and beliefs. This helps to make equality & diversity reality for many learners.

**Leisure, Travel and Tourism**

This area delivers courses in Sport and Outdoor education and Travel and Tourism. The gender profile of the FE Sports courses is predominantly male, despite efforts this year to promote female role models through marketing material and the use of female student ambassadors at taster days and advice sessions. A continuing priority for the areas recruitment strategy is to increase the number of female learners. We hope that the appointment of key female staff and the sports makers will provide role models and result in a greater range of activity and subsequent take up. The gender profile for sports and outdoor adventure course at Duchy Stoke shows a disparity in the male/female ratio for sport and outdoor adventure. There are more female learners for outdoor adventure than sport. Ethnicity groups were white-British across all sport and outdoor adventure courses.

A variety of sports festivals and events are organized throughout the year for the local community. Resources appropriately represent the diverse range of learners. A variety of teaching methods are used following an assessment of different learning preferences.

All course documents take into consideration the individual needs of the learner. Diversity is included within teaching – making reference and using examples from a variety of cultures, sports, religions, traditions, exploring stereotyping and other topics around equality.

**Arts, Media and Publishing**

The majority of the provision within this area is vocational and A Level. Of the 1071 enrolments in 2012-13, 876 were 16-18 and 195 19+, with 472 males and 599 females (44% and 56% respectively) which represents a significant change in proportions over the past three years, with 37% and 63% in both 2011-12 and 2012-13.

Staff use anti-discriminatory approaches to teaching, dealing with the rights and responsibilities of learners to each other, the workspace and the wider society. The subject matter within the Creative Arts lends itself to the promotion of equality and diversity – from female and post-colonial playwrights in Performing Arts to World Music in Music, from non-Western Art in Art and Design to International Cinema in Media, students are exposed to a wide range of diversity. This leads into discussion of the themes and issues encountered, deepening the learning experience and helping students to form a world view which informs their work and their social lives. Staff consistently challenge issues of stereotyping and ensure that materials used are anti-discriminatory.

Schemes of Work and Assignment Briefs are looked at during the IV process and opportunities for including E&D suggested where appropriate. Many projects across the SSA deal with identity in one form or another, allowing students to express their own culture and learn about those of others.

A growing awareness amongst teaching staff of the needs of different types of learners, from those with specific learning needs such as Dyslexia or Autism, to differing learning preferences is beginning to be reflected in both classroom practice and through the design of assignments. There is still work to be done to make this more consistent.

During the same period, success rates for males and females have shifted towards male success (82% for males and 84% for females in 2010-11, 80% and 82% in 2011-12 and 90% and 89% in 2012-13). The largest shifts in the gender balance have been in Performing Arts at Camborne (dBs Music) and in Art and Design at St Austell. There is no statistical significance between the retention rates of males (90%) and females (89%).

**6th Form Areas**

The gender mix is 60% female 40% male. 1% of learners are black or other ethnic minority.

**History, Philosophy and Theology**

The courses offered within this area are A Levels and Access programmes. There 44 16-18 year old learners and 34 19+ learners studying courses. In terms of ethnicity, 97% of learners describe themselves as white British and 3% as white other. In terms of gender, the proportion of female learners has followed the growth of the Access programmes, such that in 2010-11 females representing 62% of the total, 57% of the total in 2011-12 and 49 females representing 67% of the total in 2012-13.

There is very effective incorporation of equality and diversity issues built into lessons through topics covered, for example discussions about the Women’s suffrage movement after the First World War. The nature of the topics covered at AS allow for extensive discussion on issues of equality and diversity including extensive work on the Nazis and also emancipation of the serfs in Tsarist Russia.

**Social Sciences**

140 learners studied A-Levels in these subjects across the sites of which 101 were female and 39 male and most were 16-18 with only 5% being19+. 95% were White British and 26% described themselves as having learning difficulties

In both Sociology and World Development there are modules on inequality and both covers aspects of race and ethnicity as underlying themes throughout the course. All staff attended E & D training and were aware of the importance of actively incorporating E & D into their lessons. This has helped to create an environment where bullying and discrimination are not tolerated and all learners have an equal chance of fulfilling their potential. For example World Development learners have been able to discuss issues relating to stereotyping and gender inequality as part of their studies.

The case-studies used in Geography throughout the year are drawn from a variety of different countries and cultures – this is a requirement of the specification. Ageism is considered when looking at the ageing populations of the western world. Gender inequalities are particularly considered when examining factors affecting birth rates around the world in the population change module.

**School and Education and Training**

In 2012/13 the School of Education and Training (SET) delivered most of the College’s Education and Training courses. All learners expected to finish courses in 2012/13 were aged 19+. 71% were women and 29% were men. This imbalance reflects the pattern of the wider teaching workforce. In 2012/13 less than 1% of learner reported ethnicity other than White British. In 2011/12 as in previous years around 2% of learners reported another ethnicity. In the 2011 national census 93% of responses from Cornwall classified themselves as White. We will monitor enrolments in 2013/14 and take further steps if this pattern appears to be repeating.

Only 1% of learners identified a disability or learning difficulty. With around 15% of the UK population self-declare as disabled the reported figure for disability is low and has been consistently low over several years. We will monitor enrolments in 2013/14 and take further steps if this pattern appears to be repeating. There were 37% of learners who did not give information about learning difficulties and disabilities compared with 25% in 2011/12.

Equality of opportunity in teaching, training and learning is addressed explicitly as part of the ITT curriculum. Individual and group tutorials address any emerging issues of discrimination

**Preparation for Life and Work**

This area covers a wide range of curriculum mainly at Entry Level to Level 2. Retention values between male (93%) and female (91%) show an increase from 11/12 for males (2%) and a decrease for females (1%). The gap becomes wider when analysed by age with 19+ males seeing an improvement of 7% and females showing a slight fall.

Within the full time curriculum, staff are well qualified and have access to regular training and updating (e.g. Behaviour Management, Dyslexia and Autism awareness etc.) which helps to support and develop their skill base. The impact of recent training has been positive with a successful development of LLD provision at Camborne with a success rate of 100%.

The embedding and promotion of equality and diversity have been embraced by the Foundation Learning teams, giving rise to a strength in this area of delivery. Examples of this include; studies of cultural differences within learners’ own community understanding, and accepting, the needs of others and treating each other with respect; consideration of what it means to be Cornish within pre 16 delivery; the study of different cultures and their language and food within Multi Options and peer work between learners from different countries as part of The Bridge Effect.

In 12/13 The Bridge Effect project focused on raising awareness of LDD issues. Through their curriculum, learners and staff at Camborne fundraised £7000 in order to support 3 LDD learners joining the annual Bridge Effect meet in America. During the trip the learners experienced a new culture and worked alongside students (both with and without LDD) from around the world. Further to this, the SSA worked with internal and external partners to raise awareness of LDD within the local community.

The Corporate Lead for Celebrating Equality & Diversity is a member of this team and as such is active in promoting and leading projects that have E&D at their heart. An example of this was the visit to Houses of Parliament by some of St Austell LDD learners.

This area works with a range of agencies and organisations promoting equality and diversity. There are excellent working partnerships with several service providers e.g. Gwellheans - Drug & Alcohol, Bodmin Hospital & Eden - mental health, WILD – young mums. The Young Mums Will Achieve provision (YMWA) continued to grow in 12/13. This is due to improvements in the offer being made in line with feedback from learners and partners working with the College in the project.

A specialised team has been developed that ensures all FE learners with support needs are well catered for. The College’s dyslexia provision is outstanding with the BDA Quality Kitemark having been awarded October 2012. Systems for documenting assessment and support requests are well maintained and records of support are regularly audited.

**Business, Administration and Law**

This area provides a broad range of courses in Business, Professional, Administration and Law. Across the subject sector area there are a total of 593 learners 254 (43%) are 16 to 18 year olds and 399 (57%) are 19+ learners of whom 26% are male and 74% are female. This compares to a gender balance of 29% male and 71% female in 2011-12.The ethnicity profile of learners is 97% White (of which 2% were White – other) which reflects the catchment profile of the county, with 2% from other ethnic groups. 7% of all learners were identified as having a learning difficulty and/or disability compared with 15% in 2011-12.

Equality and diversity are promoted within teaching sessions and in tutorials. All teaching materials and assignments also promote equality and diversity where appropriate. Learners are actively challenged if they show discriminatory behaviour.

Equality and Diversity training has been undertaken for all staff to enable them to disseminate accurate and appropriate information relating to equality and diversity.

Class room activities and assessment opportunities are designed to suit learner need and promote opportunity to students with different learning needs and styles. Lecturers ensure that sessions offer scope for differentiation to ensure all learners are challenged and stretched learner led teaching practices undertaken.

The performance of our learners is checked by careful and regular review. This is done by teachers regularly meeting with learners but also by looking in detail at our learner data. We currently have data which shows us how well our learners are doing split by ethnicity, age, disability and gender and we continually review this to make sure that no groups are under-performing. If significant differences are identified the reasons for this are sought and any necessary actions are agreed.

From August 2013 we will be giving learners the opportunity to record information on their faith and sexual orientation on our enrolment forms. As with all the information we hold on our learners, this will be treated as confidential. The reason for seeking this information is to enable the college to benchmark and monitor the performance of learners to ensure that there are no barriers to their learning.

A summary of the relevant learner data is to be found at the back of this report.

1. **Supporting Our Learners**

Cornwall College works hard to make sure that all learners have the opportunity to achieve and progress. In order to achieve excellent results the College provides a full range of support to our learners, including transport, advice and guidance, help with finance and childcare.

**Action:**

**The needs of different groups of learners are taken into account when designing and providing services**

We warmly welcome and support students with disabilities and are fully committed to widening access to students by providing additional support. This ensures that all students benefit from their academic studies. We offer encouragement to all students and endeavour to provide advice, support, facilities and equipment suitable to all individual needs. In order to enhance our service two members of staff took on the responsibilities of Disability Officer in 2012.

Generally, indicators suggest that support for students with a disability/learning difficulty is good. Student survey results show that satisfaction with the support they receive is high. The college has consistently been in the upper quartile nationally for satisfaction with support.

However, as a college which wants to provide an outstanding service, we are currently improving our admissions arrangements to encourage and track responses to disclosure of a learning need/disability.

The background of the great majority of our higher education (HE) students means that in previous times they would not thought of doing a degree as an option. Consequently, widening participation is central to our mission and implicit in everything we do in HE, and our recruitment effort is largely aimed at that target population both in terms of young people and more mature individuals who may well be in work. However, take up of HE in Cornwall is still low and we will continue to be active in broad widening participation activities, to work with schools and through business to reach those from disadvantaged backgrounds.

Widening participation relates in the context of this strategy to students who fall into the following categories:

* students from lower socio-economic classes (4-7) and low participation neighbourhoods
* students with disabilities
* students from diverse ethnic backgrounds (those currently under-represented at the college being predominantly of Black Caribbean, Pakistani and Bangladeshi ethnicities
* mature students

For 2012-13 the college has developed a higher education widening participation strategy and action plan. The utilisation of Student Ambassadors is a key part of the strategy, alongside the use of a broad range of staff in outreach activity, including information, advice and guidance sessions via community groups and unions, taster sessions advice and open days and UCAS events. In addition a range of bursaries are available to support our learners on full-time courses.

With higher education students, the most commonly identified issue is that of disability. HE support is paid for through a student’s own funding, the Disabled Students Allowance (DSA), which they apply for alongside their core funding, preferably prior to enrolment.

The College has outsourced the support for HE students to Claro Learning. The DSA funding enables Claro tutors to develop study strategies and Individual Learning Plans linked to course requirements. There may be help with specific areas of study; lecture notes, written work, a study timetable or examination technique. In some cases, a consultant will work with a student on assistive technology packages such as screen readers and speech-to-text software. The main thrust of a consultant’s work, however, will be towards fostering the student’s confidence in their own learning abilities, helping them develop the skills which are right for them.

**Action:**

**Mechanisms are in place to monitor and review student grievances.**

The College treats all complaints and grievances seriously and has key people in post to ensure a professional response. All complaints concerned with equality and diversity are reported to the E&D Committee to ensure that we have responded correctly and that any action required has been done.

1. **Celebrating Diversity Week**

**Action:**

**Effective strategies are in place to promote good relations amongst diverse groups**

A key part of our action plan each year is to devote one week to celebrating diversity. Diversity is promoted in different ways throughout the year, however Celebrating Diversity Week provides a particular opportunity to focus on the issue and to learn and share.

One of the duties all publicly funded organisations have is to foster good relations between people and we believe that this should form part of the education of our learners. All our teachers and trainers are trained to promote equality and diversity in their lessons and to challenge discrimination. Celebrating Diversity Week gives both staff and learners the opportunity to showcase the work they have done over the year.

A few of the highlights of the 2013 Celebrating Diversity week from the many events enjoyed were:

**Saltash** learners swapped courses for the day. Hairdressing learners put on overalls and worked with blocks and cement learning construction skills, whilst the construction learners experienced the world of hairdressing. This gave both sets of learners an understanding of other types of work and staff the opportunity to work with groups dominated by the opposite gender.

**Camborne** ran a photography competition on the theme of Celebrating Diversity. The photographs continue to be displayed around the campus and are used to promote discussion.

Sophie Byford from the Houses of Parliament Education Outreach team ran workshops at **St Austell, Stoke Climsland and Camborne**. This gave an opportunity for learners to consider how laws are made and the impact these laws have on everyone.

**Falmouth Marine School** raised funds for the Volunteer Kenya project. This initiative, managed from St Austell, but supported across the college, raises funds for educational development in a community in Kenya. Learners have the opportunity to spend three weeks in Kenya to work on projects and learn about another way of life. Their experiences are brought back to the college and their wider communities.

Police Community Support Officers also visited classes of students in **St Austell and Duchy Stoke Climsland** to talk about migrant workers in the county.

At **Duchy Rosewarne** students celebrated both St Piran’s Day and International Women’s Day by conducting a survey of female staff**.**

The culmination of the celebrations at **Newquay** was a performance by Klezbians who are a twelve-piece band based in West Cornwall, with their own unique take on Jewish Gypsy (Klezmer) music.

The ideas and resources gathered during the week are available on the college’s ‘Moodle’ website to enable staff to include equality and diversity whenever appropriate throughout the year.

1. **Working with Our Communities**

**Action:**

**Gather data and use to review current service provision**

Cornwall College has a longstanding commitment to reach out to all members of the community. The College has a wide range of community recreational courses.  These are run all over the county and at various times, including weekends and evenings as well as daytime.  Courses include fitness related courses, art courses, dance classes, computers, photography and specialist courses such as RYA (Royal Yachting Association) and British Sign Language.

In addition outreach work is routinely commissioned by our partner organisations with bespoke courses tailored to the needs of the particular groups and individuals involved. Examples of this can be found in our work with:

* Learners with learning difficulties such as the Opening Doors course at Camborne and work with outreach providers such as Drym Valley Horticultural Centre, Kehelland Horticultural Centre, Spectrum Trust and All Saints Community Church Tuckingmill
* Learners with mental health issues working with the Eden Project, Bodmin Hospital and the NHS Partnership (Mental Health Provision)
* Learners who are single parents – the Young Mums with Achieve collaboration with Cornwall Council
* Learners who are unemployed working with the local jobcentres
* Learners with abusive histories in partnership with New Connections, Gwellheans and Addaction. Cornwall College has recently taken over the management of a Community Programme targeted towards engaging young adults who have substance abuse issues. The project encourages these young people to take part in a whole range of sports activities in their communities, 15 participants have achieved Sports Leaders Awards and are progressing onto to further learning with local providers.

The continued relationship of the College with these organisations and their success rates is testament to the way in which these programmes are meeting the needs of the learners. The range of courses provided include ICT, Horticulture, Animal Care, Life and Living Skills, Catering, Art and Craft, Photography, Healthy Living and Literacy & Numeracy.  The age range of learners can range from 18 – 70 and we deliver courses from Newlyn and Penzance to St Austell and Wadebridge.  All courses are fully accredited through nationally recognised awarding bodies.

The coming academic year will see the introduction of a new community engagement strategy for Cornwall College. This strategy will meet the objectives set out it the Government Strategy document ‘New Challenges, New Chances’. Key to the achievement of these objectives is the inclusion of all learners ‘whatever people’s circumstances’.

In order to trial approaches to meeting the new objectives the Faculty of Continuing and Community Education has run a small project this year in partnership with Coastline Homeless Service. The project opens up the College resources to groups of learners recruited by Coastline Homeless Service, these learners have all experienced being homeless in the past 12 months and have become marginalised from society, and the project enables the learners to participate in sport activities, learn about healthy eating and cooking and learn how to use information technology. The project will run throughout the academic year for two evenings every week, 19 learners are engaging on a regular basis, two learners are progressing onto retake GCSEs in September 2013, one learner is enrolled on a Access to Nursing course with Cornwall College and another is now volunteering with another Community Sports Programme run by Cornwall College.

The College’s Advice and Guidance team continues to work with all members of the community. They take the public sector duties of the Equality Act very seriously and believe that anyone requesting help should have equal access to it.   In particular this year they have done a lot of work with the victims of domestic violence.  A female team member offers advice appointments at the Women’s Refuges throughout the county whilst at the same time working closely with the SUSIE project where the women are not in a specific residence but have been victims.   All of this work is sensitive as in many cases it is important that the client does not have their whereabouts disclosed to third parties who may be wishing to harm them. Names and addresses often have to be “created” to ensure that the client remains anonymous. This seems extreme to most people not in the situation but illustrates the fear which exists.  If we didn’t agree to do this we simply wouldn’t get access to this very vulnerable group who need our services.

We have also worked closely with the Cornwall and Devon Probation Service during the past year.  Cornwall College’s advice team is their provider of choice and we are now doing 700 one to one appointments per year with their clients.  This work covers their full client base from petty criminals right through to murderers and sex offenders. This provides interesting challenges when it comes to referral where safeguarding has to be balanced against rehabilitation.  The Corporate Head of Student Services makes these decisions taking input from both ourselves and the clients’ Case Managers.  This system is much safer than the alternative where people who may pose a high risk could enrol without our knowledge.  If they don’t tick the " previous convictions " box on the enrolment form we would never know. A natural progression from this work has been increased involvement with the agencies providing drug and drink support.  We now offer one to one appointments at all Addaction venues county-wide.  The work with the Probation service was so successful that we have recently been awarded their Partner of the Year award for Cornwall and Devon.

We continue to support the LGBT community and have once again sponsored Cornwall Pride and offer on-going strategic business support and print for LGBTQ Youth Cornwall, a charity based in Truro, that does outreach work across Cornwall.

The Centre for Housing and Support (CHS) is also part of the Cornwall College Group which works with a diverse range of organisations supporting vulnerable groups in society.

The College also works with other initiatives and organisations. This year we have:

* Representation on the West Cornwall Diversity Action Group
* Invited the Police Diversity Officers to talk to our students during Celebrating Diversity Week
* Worked with our colleagues at the Police to ensure any hate crimes resulting from the recent events at Woolwich were reported. (We are pleased to report that there were no such incidents at the College but we were pleased to note the promptness of the Police action.)

1. **Working with Our Employers**

**Action:**

**Provide equality and diversity materials to partner organisations and employers**

The college works with employers through Cornwall College Business which has over 400 active customers within Cornwall. Within the rural economy Duchy College’s Rural Business School and the Duchy Training Agency also offer a full range of programme to businesses.

Equality and diversity is an important part of our relationship with businesses. For any work placements, including apprenticeships, equality and diversity forms part of our contractual relationship with employers. To enhance this we also provide employers with an Equality and Diversity Guide to Employers, which has been well received.

Performance reports, which compare success rates of our employed learners by a range of Equality & Diversity indicators, is produced regularly and reviewed by the Cornwall College Business E&D Working Group. The figures for 2012-13 have been reviewed in detail and the following was noted:

Gender

* The imbalance of males to females was (60/40) but less than 2011-12 (65/35)
* There was no significant difference in achievement of qualifications between males and females

Ethnicity

* There were 151 Black, Asian and Minority Ethnicity and Other learners which is more than expected if this was to reflect the 2011 census data
* BME Success rates at 81% were below those recorded by White British 87%. These are both an improvement on success rates 2011-12 but those for White British improved at a stronger rate.

Disability

* 10% declared a disability
* Success rates for those declaring a disability at 80% are below those not declaring a disability at 88%. This represents an improvement on last year (76% and 85% respectively).

Considerable work has taken place during the past year to improve the assessment of our employed learners and especially our apprentices to ensure any support measures required are identified and put in place as quick as possible. Best practice has been recognised and will be used as a template for further improvement.

Cornwall College Business, Duchy Training Agency and Duchy’s Rural Business School all receive substantial funding from the European Union to provide innovative and flexible training to the businesses of the region. Equal access is a key feature of this funding and many programmes have specific equality and diversity targets. These are reviewed regularly by both the college and the funders and actions are agreed to ensure all groups can benefit from these programmes.

1. **Our Staff**

**Action:**

**Training has been delivered to enable staff to deliver equality outcome**

Staff training on equality and diversity continues to be an important to the college. Members of staff are monitored to ensure that they undertake training on equality and diversity every three years. New developments this year have included:

* The online Equality and Diversity training package developed ‘in house’ continues to be well used and has been shared with some partner organisations.
* The Equality and Diversity Co-ordinator attends all staff inductions to make sure all staff have a full understanding of their legal and organisational duties.
* The development of an online training course called “Actively promoting Equality and Diversity in lessons”. This course is aimed at our teachers and trainers and introduces them to our seven point plan to promoting equality and diversity.
* As it can be difficult for our cleaners to attend staff training in usual office hours special sessions were arranged early morning and late afternoon

**Action:**

**Appropriate action is taken to advance equality outcomes for all groups of staff**

Staff training has also been an important element in promoting equality of opportunity for our staff. The College has developed and ran a series of management development courses this year. Staff nominated for these courses are monitored to ensure under-represented staff receive encouragement to progress into management positions in the College.

For example, the number of female at senior manager level does not currently reflect the proportion of females in the college as a whole. Female staff have therefore been encouraged to take part in the new management development training. To date, 58 females have undertaken this training.

We continue to work with representatives of our lesbian, gay, bisexual and transgender (LGBT) staff to tackle discrimination and create an inclusive workplace. We are currently working to identify staff members at each campus who would be prepared to offer support and advice both to LGBT staff and staff who want guidance on LGBT issues, including supporting staff who have not declared their sexual orientation at the college and may have concerns about doing so.

Cornwall College continues to be a “two ticks” employer and retained this status this year following inspection. The two ticks scheme guarantees to interview all disabled applicants who meet the minimum criteria for a job vacancy and to consider them on their abilities. The new e-recruitment system which went live in June will also support the production and analysis of reports and should enable the comparison of application to short-listing to appointment data by reported protected characteristics.

**Action:**

**Workforce data is reviewed to address gap and barriers**

Monitoring the data on our staff is another important means by which we ensure fairness. Data is collected and reviewed for all groups of staff to ensure our recruitment, promotion, disciplinary and other procedures are non-discriminatory. This year we have also been able to compare our data to the data for our community using the 2011 Census data. As more data from the census is released we will continue to see if our staff fairly reflects the community we serve.

This year we also include staff data on faith and sexual orientation in the summary at the end of this report.

All HR procedures continue to be impact assessed in conjunction with the Joint Consultative Committee (JCC). The implementation of policy and procedure is also monitored, for example all data relating to disciplinary, grievance, redundancy and capability procedures is monitored by known protected characteristic. The results of the staff survey have been analysed by recorded protected characteristic.

All HR targets on the Single Equality Scheme action plan have been met this year. Equal pay has also been a focus this year as we work through job roles to review for gender bias.

1. **Improving Our Buildings**

**Action:**

**The needs of different groups of learners are taken into account when designing and providing services**

**Audiological Issues (All Sites)**

A recent hearing loop audit was completed by the Estates Department and the results were returned to the Corporate E&D Co-ordinator for consideration.

**Falmouth Marine School**

The Estates and Projects Departments are currently bidding for funding for a major proposal to re-structure the main campus premises that will incorporate new access and egress arrangements including a level entrance and internal lift installation to access all floors, internal alterations to classroom layouts and facilities and colour schemes.

**Camborne Carlyon Building Refurbishment**

Extensive refurbishment of the existing Catering and Hair and Beauty training facilities to incorporate new welfare services the latest standards/ requirements.

**Camborne Brunel Extension**

Construction of a new engineering department has been built to the latest standards incorporating ramped access, classroom/workshop, office and accessible WC facilities.

**Saltash Edgcumbe Building**

Alterations and refurbishment of the existing WC facilities in the Skills for Life Department. The works removed the existing WC and WC/ shower room and constructed two new WCs including an accessible WC to ensure full access and usability by the students who have specialist requirements and needs.

Replacement windows and doors including the replacement of external entrance doors and internal alterations to the circulation space to ensure adequate space for manoeuvrability of large powered wheel chairs to accommodate the specialist needs of the users. The work also included improved ramped fire escapes and powered door openers to main entrance doors.

**Saltash Skill Centre**

The premises are an extension and further development of the Construction Skills Centre at Saltash which incorporates a joinery workshop and a decorating/ finishes department. The workshop provides accessible WCs, classroom, reception, staffroom and workshop space all on the ground floor with level access and egress.

**New Animal Management & Teaching Block Duchy College Rosewarne**

The construction of the new teaching facility was completed in June 2013 ready for the new academic year to improve the teaching and learning experience. The facility provides new, modern welfare, teaching and staff facilities and dedicated parking with level access. This also allows for the removal of the aged and inferior “swift plan” buildings on site that had difficult and awkward access. The project also includes renewed and replacement cross-campus link paths and vehicular access.

**Cross Campus Footpaths Duchy College Rosewarne**

Following an open event attended by a potential student with specific mobility requirements it was determined that the main cross campus footpaths be improved to provide good circulation between old and new premises and ensure, even falls/rises, level access to the main classroom, welfare and service facilities, improved segregation of vehicles and pedestrian traffic and omission of potential obstructions. This was completed for the beginning of the current academic year.

**Plymouth Business Space**

Accommodation is all on one floor. Front access is up one step but the location prevents a permanent ramp. A mobile ramp is available if needed and has recently re-assessed to review whether a light-weight alternative is available. Toilets are DDA compliant. Potential to relocate in future development of building (by the landlord) which could improve the overall access issues and provide for refurbishment to current standards.

**Sisna Park**

The Engineering department facility in Plymouth provides businesses apprenticeship space for light marine engineering within the city. The facility incorporates designated parking and level access.

**St Mellion**

Construction of the new Tourism Academy at St Mellion Golf Club. The facility is built to the latest standards incorporating full accessibility to all the facilities.

**Rural Business School Offices Exeter**

New offices for the Rural Business School for business promotion are located in a relatively new business park. The two offices are located on the ground floor with welfare facilities and with direct level access from the designated parking.

1. **The Future**

**Action:**

**Clear equality objectives are set and are owned and understood**

The staff and governors of the college, together with the Cornwall College Student Union, are committed to promoting fairness and giving everyone the opportunity to achieve to their maximum potential. The College prides itself on giving access to education and training to all and to being an employer of choice to the most talented people, regardless of anything other than their ability to make the college one of the best in the country. In addition to the commitment of the college to equality and diversity, the Equality Act 2010 has increased the responsibilities of the college in this area. Under this law the college must, in the exercise of its functions:

* Eliminate unlawful discrimination, harassment and victimisation
* Advance equality of opportunity between people
* Foster good relations between people

The college must also make available information on how it performed last year and its objectives for the coming year. This Equality and Diversity Annual Report sets out what the college has achieved over the past twelve months, together with data on its learners and staff. The College’s objectives for next year are:

* Equality and diversity should form a natural and ongoing part of our teaching
* Prejudice and discrimination should always be challenged by our staff
* Our policies should be reviewed regularly to make sure we are not disadvantaging any students
* We will work with our Union Representatives to ensure that our recruitment polices are inclusive

These objectives inform the College’s Annual Equality Implementation Plan which details the actions which the College has identified for the coming year.

Communication of these objectives and of the work the College does to promote equality and diversity is important. To this end the College’s website has a comprehensive section on equality and diversity which includes all relevant policies and reports. This will include, in due course, the E&D Implementation Plan for 2012-13 showing the progress made over the past year and the E&D Implementation Plan for 2013-14 detailing the areas of progress we want to make in the coming year.

**Cornwall College Learner Equality & Diversity Impact Measures**

**Ethnicity: Long Course Success rates 2010-11, 2011-12 and 2012-13**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ETHNICITY** |  | **2010-11** | | | | **2011-12 (Inc. new census categories)** | | | | | | **2012-13 (Inc. new census categories)** | | | | | |
| **Black & Minority Ethnic** | **White British** | **White Other** | **Nat Av ALL** | **Black & Minority Ethnic** | **White British** | **White Other** | **Gypsy/Traveller** | **Not known/not provided** | **Nat Av ALL** | **Black & Minority Ethnic** | **White British** | **White Other** | **Gypsy/Traveller** | **Not known/not provided** | **Nat Av ALL** |
| **All Ages** | **Starts** | 185 | 8134 | 200 |  | 175 | 9213 | 241 | 57 | 113 |  | 191 | 9497 | 132 | 12 | 18 |  |
| **Success** | 81% | 81% | 76% | 79% | 81% | 81% | 84% | 79% | 62% | 81% | 82% | 83% | 83% | 67% | 61% | N/A |
| **Retention** | 84% | 86% | 84% | 87% | 86% | 88% | 88% | 86% | 68% | 88% | 89% | 88% | 86% | 83% | 67% | N/A |
| **Achievement** | 93% | 92% | 90% | 91% | 94% | 92% | 95% | 92% | 91% | 92% | 93% | 94% | 96% | 80% | 92% | N/A |
| **16-18** | **Starts** | 73 | 4246 | 57 |  | 91 | 6036 | 134 | 25 | 58 |  | 99 | 6363 | 78 | 5 | 5 |  |
| **Success** | 81% | 81% | 82% | 80% | 89% | 82% | 87% | 84% | 52% | 82% | 85% | 83% | 81% | 100% | 60% | N/A |
| **Retention** | 79% | 86% | 90% | 87% | 93% | 89% | 91% | 92% | 55% | 89% | 88% | 89% | 86% | 100% | 80% | N/A |
| **Achievement** | 93% | 91% | 91% | 91% | 95% | 91% | 95% | 91% | 94% | 92% | 97% | 94% | 94% | 100% | 75% | N/A |
| **19+** | **Starts** | 112 | 3888 | 143 |  | 84 | 3177 | 107 | 32 | 55 |  | 92 | 3134 | 54 | 7 | 13 |  |
| **Success** | 81% | 79% | 79% | 77% | 73% | 79% | 80% | 75% | 73% | 80% | 79% | 81% | 85% | 43% | 62% | N/A |
| **Retention** | 88% | 85% | 88% | 86% | 79% | 85% | 84% | 81% | 82% | 87% | 89% | 87% | 87% | 71% | 62% | N/A |
| **Achievement** | 93% | 93% | 90% | 90% | 92% | 93% | 96% | 92% | 89% | 91% | 89% | 93% | 98% | 60% | 100% | N/A |

**Disability: Long Course Success rates 2010-11, 2011-12 and 2012-13**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **DISABILITY** | | **No Disability** | **Visual Impairment** | **Hearing Impairment** | **Disability affecting Mobility** | **Other/ Medical Condition** | **Emotional/ Behavioural** | **Mental ill Health** | **Profound/ Complex Disability** | **Asperger’s Syndrome** | **Multiple Disabilities** | **Not Known/Not Provided** | **Nat Av ALL** |
|  | | **2010-11** | | | | | | | | | | |  |
| **All Ages** | **Starts** | **6891** | **149** | **98** | **87** | **713** | **125** | **244** | **3** | **98** | **119** | **2591** |  |
| **Success** | 80.1% | 89.3% | 91.8% | 89.7% | 81.2% | 87.2% | 77.1% | 100.0% | 91.8% | 80.7% | 81.8% | 79.0% |
| **Retention** | 87.9% | 92.6% | 95.9% | 90.8% | 88.2% | 90.4% | 82.8% | 100.0% | 92.9% | 84.0% | 88.2% | 87.0% |
| **Achievement** | 91.2% | 96.4% | 95.7% | 98.7% | 92.1% | 96.5% | 93.1% | 100.0% | 98.9% | 96.0% | 92.8% | 91.0% |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | **2011-12** | | | | | | | | | | |  |
| **All Ages** | **Starts** | **6257** | **64** | **86** | **73** | **521** | **126** | **190** | **7** | **97** | **113** | **2284** |  |
| **Success** | 79.4% | 76.6% | 81.4% | 80.8% | 79.9% | 83.3% | 70.5% | 100.0% | 89.7% | 77.9% | 83.9% | 81.0% |
| **Retention** | 87.4% | 84.4% | 86.1% | 90.4% | 84.8% | 86.5% | 81.1% | 100.0% | 95.9% | 86.7% | 88.7% | 88.0% |
| **Achievement** | 90.9% | 90.7% | 94.6% | 89.4% | 94.1% | 96.3% | 87.0% | 100.0% | 93.6% | 89.8% | 94.6% | 92.0% |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | **2012-13** | | | | | | | | | | |  |
| **All Ages** | **Starts** | **7454** | **64** | **105** | **67** | **632** | **197** | **170** | **14** | **111** | **158** | **878** |  |
| **Success** | 81.8% | 90.6% | 85.7% | 85.1% | 83.5% | 82.7% | 80.1% | 85.7% | 90.1% | 88.0% | 84.3% | N/A |
| **Retention** | 87.6% | 95.3% | 89.5% | 97.0% | 87.7% | 83.8% | 87.1% | 92.9% | 92.8% | 89.2% | 88.4% | N/A |
| **Achievement** | 93.3% | 95.1% | 95.7% | 87.7% | 95.3% | 98.8% | 92.0% | 92.3% | 97.1% | 98.6% | 95.4% | N/A |
| **16-18** | **Starts** | **5111** | **40** | **51** | **25** | **415** | **155** | **30** | **4** | **74** | **72** | **573** |  |
| **Success** | 82.7% | 92.5% | 88.2% | 96.0% | 84.6% | 79.4% | 80.0% | 75.0% | 90.5% | 90.3% | 85.7% | N/A |
| **Retention** | 88.3% | 95.0% | 88.2% | 100.0% | 88.9% | 80.7% | 90.0% | 100.0% | 93.2% | 91.7% | 89.2% | N/A |
| **Achievement** | 93.6% | 97.4% | 100.0% | 96.0% | 95.1% | 98.4% | 88.9% | 75.0% | 97.1% | 98.5% | 96.1% | N/A |
| **19+** | **Starts** | **2343** | **24** | **54** | **42** | **217** | **42** | **140** | **10** | **37** | **86** | **305** |  |
| **Success** | 79.9% | 87.5% | 83.3% | 78.6% | 81.6% | 95.2% | 80.1% | 90.0% | 89.2% | 86.1% | 81.6% | N/A |
| **Retention** | 86.0% | 95.8% | 90.7% | 95.2% | 85.3% | 95.2% | 86.5% | 90.0% | 91.9% | 87.2% | 86.9% | N/A |
| **Achievement** | 92.8% | 91.3% | 91.8% | 82.5% | 95.7% | 100.0% | 92.6% | 100.0% | 97.1% | 98.7% | 94.0% | N/A |

**Learning Difficulty: Long Course Success rates 2010-11, 2011-12 and 2012-13**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **LEARNING DIFFICULTIES** | | | **Autism** | **Dyscalculia** | **Dyslexia** | **Moderate Learning Difficulty** | **Multiple Learning Difficulty** | **No Learning Difficulty** | **Not Known/Not Provided** | **Other Learning Difficulty** | **Severe Learning Difficulty** | **Nat Av ALL** |
|  | | | **2010-11** | | | | | | | | | |
| **ALL Ages** | | Starts | **115** | **20** | **1070** | **516** | **152** | **6662** | **2385** | **97** | **101** |  |
| Success | 93.9% | 85.0% | 81.8% | 89.7% | 90.8% | 79.4% | 81.3% | 90.7% | 92.1% | 79.0% |
| Retention | 97.4% | 90.0% | 87.7% | 92.8% | 92.8% | 87.4% | 87.6% | 96.9% | 95.1% | 87.0% |
| Achievement | 96.4% | 94.4% | 93.3% | 96.7% | 97.9% | 90.8% | 92.8% | 93.6% | 96.9% | 91.0% |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | **2011-12** | | | | | | | | | |
| **ALL Ages** | | Starts | **97** | **4** | **1557** | **105** | **165** | **6541** | **1040** | **308** | **1** |  |
| Success | 88.7% | 75.0% | 85.4% | 79.1% | 86.1% | 79.2% | 78.5% | 82.8% | 100.0% | 81.0% |
| Retention | 95.9% | 75.0% | 90.4% | 88.6% | 87.9% | 87.3% | 83.5% | 87.3% | 100.0% | 88.0% |
| Achievement | 92.5% | 100.0% | 94.7% | 89.3% | 97.9% | 90.7% | 94.0% | 94.8% | 100.0% | 92.0% |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | | | **2012-13** | | | | | | | | | |
| **ALL Ages** | | Starts | **142** | **34** | **1177** | **544** | **239** | **6724** | **812** | **114** | **64** |  |
| Success | 92.3% | 67.7% | 84.6% | 93.0% | 90.4% | 80.6% | 83.0% | 83.3% | 93.8% | N/A |
| Retention | 95.8% | 82.4% | 88.7% | 94.7% | 93.3% | 86.7% | 87.9% | 88.6% | 95.3% | N/A |
| Achievement | 96.3% | 82.1% | 95.4% | 98.3% | 96.9% | 92.9% | 94.4% | 94.1% | 98.4% | N/A |
| **16-18** | | Starts | **97** | **23** | **887** | **363** | **128** | **4455** | **491** | **79** | **27** |  |
| Success | 92.8% | 73.9% | 85.5% | 94.2% | 88.3% | 81.4% | 84.7% | 82.3% | 92.6% | N/A |
| Retention | 97.9% | 87.0% | 89.7% | 94.8% | 91.4% | 87.3% | 89.0% | 87.3% | 92.6% | N/A |
| Achievement | 94.7% | 85.0% | 95.2% | 99.4% | 96.6% | 93.2% | 95.2% | 94.2% | 100.0% | N/A |
| **19+** | | Starts | **45** | **11** | **290** | **181** | **111** | **2269** | **321** | **35** | **37** |  |
| Success | 91.1% | 54.6% | 82.1% | 90.6% | 92.8% | 78.9% | 80.4% | 85.7% | 94.6% | N/A |
| Retention | 91.1% | 72.7% | 85.5% | 94.5% | 95.5% | 85.4% | 86.3% | 91.4% | 97.3% | N/A |
| Achievement | 100.0% | 75.0% | 96.0% | 95.9% | 97.2% | 92.3% | 93.1% | 93.8% | 97.2% | N/A |

**Gender: Long Course Success rates 2010-11, 2011-12 and 2012-13**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **GENDER** |  | **2010-11** | | | **2011-12** | | | **2012-13** | | |
| **Female** | **Male** | **Nat Av ALL** | **Female** | **Male** | **Nat Av ALL** | **Female** | **Male** | **Nat Av ALL** |
| **All Ages** | **Starts** | 6114 | 5006 |  | 5310 | 4489 |  | 5345 | 4505 |  |
| **Success** | 82% | 80% | 79% | 81% | 80% | 81% | 82% | 83% | N/A |
| **Retention** | 89% | 88% | 87% | 88% | 87% | 88% | 88% | 88% | N/A |
| **Achievement** | 93% | 91% | 91% | 93% | 91% | 92% | 94% | 94% | N/A |
| **16-18** | **Starts** | 3213 | 3195 |  | 3234 | 3110 |  | 3283 | 3266 |  |
| **Success** | 82% | 81% | 80% | 82% | 81% | 82% | 83% | 84% | N/A |
| **Retention** | 89% | 89% | 87% | 89% | 89% | 89% | 88% | 89% | N/A |
| **Achievement** | 92% | 90% | 91% | 92% | 91% | 92% | 94% | 94% | N/A |
| **19+** | **Starts** | 2901 | 1811 |  | 2076 | 1379 |  | 2062 | 1239 |  |
| **Success** | 82% | 78% | 77% | 80% | 76% | 80% | 81% | 80% | N/A |
| **Retention** | 88% | 85% | 86% | 85% | 83% | 87% | 87% | 86% | N/A |
| **Achievement** | 93% | 92% | 90% | 94% | 91% | 91% | 93% | 93% | N/A |

**E&D Data Analysis – 2013**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Gender** | **Manager** | **Support** | **Teacher** | **Grand Total** | **%** |
| Female | 89 | 911 | 378 | 1378 | 62.04% |
| Male | 76 | 430 | 337 | 843 | 37.96% |
| **Grand Total** | **165** | **1341** | **715** | **2221** |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Disability** | **Manager** | **Support** | **Teacher** | **Grand Total** | **%** |
| No | 122 | 948 | 486 | 1556 | 70.06% |
| Prefer not to say |  | 8 | 6 | 14 | 0.63% |
| Yes | 6 | 28 | 24 | 58 | 2.61% |
| Yes-Learning Difficulty | 1 | 2 | 2 | 5 | 0.23% |
| Yes-Mental Ill Health |  | 2 |  | 2 | 0.09% |
| Yes-Physical Impairment |  | 1 | 4 | 5 | 0.23% |
| Not Answered | 36 | 352 | 193 | 581 | 26.16% |
| **Grand Total** | **165** | **1341** | **715** | **2221** |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Ethnicity** | **Manager** | **Support** | **Teacher** | **Grand Total** | **%** |
| Any other | 2 | 59 | 14 | 75 | 3.38% |
| As/As Brit Any Other |  |  | 1 | 1 | 0.05% |
| As/As Brit Indian |  | 1 | 1 | 2 | 0.09% |
| Bangladeshi |  | 1 |  | 1 | 0.05% |
| Bl/Blk Brit African |  | 1 |  | 1 | 0.05% |
| Bl/Blk Brit Any Other |  | 2 |  | 2 | 0.09% |
| Bl/Blk Brit Caribbean |  |  | 1 | 1 | 0.05% |
| Chinese |  | 2 |  | 2 | 0.09% |
| Cornish | 3 | 26 | 14 | 43 | 1.94% |
| Indian |  | 1 |  | 1 | 0.05% |
| Mix Any Other Mixed |  | 1 | 2 | 3 | 0.14% |
| Mix White & Asian | 1 |  |  | 1 | 0.05% |
| Mix White & Blk Caribbean |  |  | 1 | 1 | 0.05% |
| Pakistani |  | 1 |  | 1 | 0.05% |
| White |  | 1 | 1 | 2 | 0.09% |
| White Any Other B/ground | 1 | 31 | 23 | 55 | 2.48% |
| White British | 119 | 893 | 493 | 1505 | 67.76% |
| White Irish | 3 | 8 | 4 | 15 | 0.68% |
| Not Answered | 36 | 313 | 160 | 509 | 22.92% |
| **Grand Total** | **165** | **1341** | **715** | **2221** |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Age** | **Manager** | **Support** | **Teacher** | **Grand Total** | **%** |
| 17 - 24 | 1 | 123 | 5 | 129 | 5.81% |
| 25 - 34 | 16 | 244 | 116 | 376 | 16.93% |
| 35 - 44 | 38 | 289 | 173 | 500 | 22.51% |
| 45 - 54 | 67 | 332 | 240 | 639 | 28.77% |
| 55 - 64 | 42 | 277 | 152 | 471 | 21.21% |
| 65 + | 1 | 76 | 29 | 106 | 4.77% |
| **Grand Total** | **165** | **1341** | **715** | **2221** |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sexual Orientation** | **Manager** | **Support** | **Teacher** | **Grand Total** | **%** |
| Bisexual |  | 1 | 1 | 2 | 0.09% |
| Gay |  | 4 | 1 | 5 | 0.23% |
| Heterosexual | 11 | 326 | 135 | 472 | 21.25% |
| Lesbian |  | 4 | 1 | 5 | 0.23% |
| Prefer not to say |  |  | 1 | 1 | 0.05% |
| (blank) | 154 | 1006 | 576 | 1736 | 78.16% |
| **Grand Total** | **165** | **1341** | **715** | **2221** |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Belief** | **Manager** | **Support** | **Teacher** | **Grand Total** | **%** |
| Agnostic | 1 |  |  | 1 | 0.05% |
| Buddhism |  | 2 | 1 | 3 | 0.14% |
| Church of England |  | 21 | 7 | 28 | 1.26% |
| Church of Scotland |  | 2 |  | 2 | 0.09% |
| Jewish |  |  | 2 | 2 | 0.09% |
| Muslim |  |  | 1 | 1 | 0.05% |
| None | 6 | 145 | 60 | 211 | 9.50% |
| Not Determined | 2 | 90 | 36 | 128 | 5.76% |
| Other Christian | 2 | 75 | 33 | 110 | 4.95% |
| Other Religion |  | 9 | 5 | 14 | 0.63% |
| Roman Catholic |  | 17 | 9 | 26 | 1.17% |
| (blank) | 154 | 981 | 563 | 1695 | 76.32% |
| **Grand Total** | **165** | **1342** | **717** | **2221** |  |

**MEMBERSHIP OF THE EQUALITY AND DIVERSITY GROUP AT SEPTEMBER 2013**

* Charlotte Knight, CCSU President
* Representative of CCSU Black Minority Ethic Students’ Officer
* Representative of CCSU Women’s Officer
* Representative of CCSU Disabled Students’ Officer
* Representative of CCSU LGBT Students’ Officer
* Sarah Towan, Marketing Manager
* Julia Green, Member of the Corporation Board
* Chris Lavers, UCU E&D Representative
* Jayne Ninnes, HR Operations Manager
* Sue McDonald, Equality and Diversity Co-ordinator
* Mark Delf, Curriculum Area Manager Duchy Stoke Climsland and CC Saltash,
* Steve Griffin, Head of School of Education and Training
* Steph Norman, Skills for Life Lecturer and Celebrating Diversity Co-ordinator
* Chris Sampson, Director of Curriculum and Quality 14-19
* Deborah Phillips, Lecturer/ Programme Lead, Social Sciences, CC Camborne
* Sally McAuley, Training Manager, Cornwall College Business
* Julie Firth, Liaison Officer, Cornwall College Business
* Sue Jones, Corporate Head of Student Services
* Vicky Cox, Corporate Curriculum Lead, Preparation for Life and Work
* Dawn Pearce, Business Development Advisor, Cornwall College Business
* Debbie Wilshire, Deputy CEO (Student Experience), Head of CC St Austell
* Tessa Counsell, Director of HE
* Anne-Marie Young, Curriculum Area Manager for Health and Childcare at Camborne and St Austell
* Nigel Luscombe, Lecturer, Built Environment, CC St Austell
* Jennifer Phillips, Sports Maker, Duchy College SC/ CC Saltash
* Tina Parker, Course Manager, Health and Social Care, CC Saltash
* Bruce Whitehall, Lead Teacher, SET, CC St Austell
* Abigail Watson, Quality Data Manager, CC Camborne
* Secretary Alison Phillips, Corporation Secretary

**MEMBERSHIP OF THE DIVERSITY SITE CO-ORDINATORS GROUP 2012-13**

* Steph Norman, Celebrating Diversity Co-ordinator
* Sue McDonald, Equality and Diversity Co-ordinator
* Alex Stainer, Camborne
* Sarah Wheildon, St Austell
* Sally Howell, Duchy Rosewarne
* Stelios Perdikeas, Duchy Stoke Climsland
* Luke Appleton, Falmouth Marine School
* Pat Lloyd, Saltash
* Abi Stokes Newquay
* Ben Rowswell, Student Services

Single Equality Scheme and Implementation Plan 2013-14

| **Area of Action** | **Aim of the Action** | **Next Actions** | **By who** | **By When** | **Evidence of Actions Achieved** |
| --- | --- | --- | --- | --- | --- |
| **Effective Leadership** | 1 To create a supportive climate of fairness and respect where no learner is left behind so that the College is considered by its local community to be exceptionally inclusive. | Review learner inductions to maximise the impact on the learner of the college’s values and promotion of inclusion. | Corporate Head of Student Services/  E&D Co-ordinator | 31/7/14 | Teaching notes for the relevant tutorials  Heads of Campus Induction Notes |
| E&D presentation at all staff inductions to ensure E&D policies and procedures are fully understood. | HR Operations Manager/  E&D Co-ordinator | Monthly | E&D Co-ordinator Presentation Slides  HR L&D Database |
| Ensure learners, staff, governors and the wider community are consulted on and informed about the College’s E&D objectives and how the College is performing in achieving these objectives. | Deputy CEO (Student Experience)/  E&D Co-ordinator/  E&D Committee | 31/12/13 | Single Equality Scheme, Annual E&D Action Plan, E&D Annual Report including information on learner access and achievements and staffing |
| Improve the use of self-assessment reports to identify any inclusion issues and improvement actions required | Director of Curriculum and Quality 14-19/  E&D Co-ordinator/  Curriculum Leads | 31/12/13 | Quality Improvement Plans and Self-assessment Reports |
| Regularly review College website, social media and publications to ensure it is up to date and has positive examples of learners from diverse groups. | E&D Co-ordinator and Head of Marketing | 31/7/14 | College Website including Cornwall College Business |
| 2 The impact of policies and practices on learners and staff is understood and fairness and inclusion are ensured. | 3 year plan to review policies on a rolling basis | E&D Co-ordinator/  Key Managers | Ongoing | Impact Assessment Reports on Intranet |
| 3 Contractors and commissioned services are inclusive. | All subcontracting partners to have E&D policies and reviewed annually. | Purchasing Manager/  Project Support Manager/ Partnerships Manager | Ongoing | Partnership files held by the Partnership Manager and Project Services |
| Provide equality and diversity materials to partner organisations and work based learning employers. | Head of Cornwall College Business/ Head of Duchy Training Agency | 31/7/14 | Relevant materials and lists of partners and employers which have received them |
| 4 Community relations, harassment and hate crimes are monitored and analysed regularly and appropriate plans to address issues arising are in place. | All E&D Incidents to be logged and followed up to ensure appropriate action taken. | E&D Co-ordinator | 31/7/14 | E&D Co-ordinator’s Log |
| Contribute to the Safer Cornwall Partnership. Participate in the Third Party Reporting Centre for Hate Crime and the Safe Place Schemes. | E&D Co-ordinator/  Deputy CEO (Student Experience) | 31/12/13 | Hate Crime leaflets and posters available  Safe Place Scheme in place |
| **Learning, teaching and assessment** | 5 The need to close any achievement gaps between learners is understood and improvements in teaching and learning are made. | A further 200 staff to do the Learner Led staff training to promote good teaching and learning matched to learners’ different needs | Head of School of Education and Training | 31/7/14 | Course outline and registers |
| 6 Social inclusion is promoted. | Active promotion of E&D required in SSA lesson observation reports. Monitor reports and feedback to E&D Committee. | Head of School of Education and Training/E&D Co-ordinator | 31/7/14 | Report to E&D Committee |
| 7 There is appreciation of cultural diversity in the curriculum. | Annual Celebrating Diversity Week with emphasis on the showcasing of work identified in Schemes of Work. | Celebrating Diversity Co-ordinator/ All Staff | 7/3/14 | Celebrating Diversity Report |
| 8 All staff are confident in promoting equality and diversity and challenging discrimination. | Share best practice. | Celebrating Diversity Co-ordinator | 31/7/14 | Examples on E&D Moodle |
| **Getting the curriculum right – being inclusive** | 9 The curriculum matches learner needs and priorities of employers and the local community. | “Big Conversation” consultation with staff, learners, employers and the local community | Principal | 31/12/13 | Report to Board of Governors |
| 10 The ‘Learner Voice’ is influential and improving learner outcomes. | Improve feedback and response to Student Group Reviews, Student Portal and text service in relation to E&D issues. | Corporate Head of Student Services/CCSU | 31/7/14 | Relevant reports |
| Increased learner representation on the E&D Committee, in particular, to increase awareness of the needs of different groups | E&D Co-ordinator/  CCSU President | 30/9/13 | E&D Terms of Reference |
| 11 Appropriate actions are identified as a result of learner views surveys, are implemented and reviewed regularly. | Analyse impact of learner surveys. | Corporate Head of Student Services/  E&D Co-ordinator | 31/12/13 | Reports to E&D Committee |
| Regular review of issues raised by CCSU and feedback on actions taken. | Heads of Campus | 31/7/14 | Reports |
| **Learner access, achievement, progression and destinations** | 12 Learner data on access, retention, achievement, progression and destination are monitored, actions required are noted and reviewed to ensure actions are taken. | Review final 12-13 learner data, agree E&D actions required and monitor results. | Principal/  E&D Co-ordinator/  Curriculum Leads | 31/12/13 | Reports to E&D Committee |
| Review 13-14 learner data regularly and follow up on any issues identified. | Principal/  E&D Co-ordinator/  Curriculum Leads | 31/7/14 | Reports to E&D Committee |
| Review initial learner data on faith and sexual orientation on enrolment as benchmark on access and recruitment. | Principal/  E&D Co-ordinator/  Curriculum Leads | 31/7/14 | Report to E&D Committee |
| 13 Initial assessment ensures that learners are on the right course and have the right support. | Review admissions procedure and recording of learner support needs to ensure adequate measures are taken at an early stage. | Corporate Head of Student Services | 31/12/13 | New procedure |
| 14 The needs of different groups of learners are taken into account when designing and providing services. | Regularly consult with the new CCSU Liberation Officers to identify emerging needs. | E&D Co-ordinator | Ongoing | Reports to E&D Committee |
| Review access to IT and the costs of printing materials and assessments. | E&D Co-ordinator/  CCSU President | 31/3/14 | TBC |
| Use Cornwall Disability Audit of the Falmouth Redevelopment to review other sites. | Estates Manager | 31/7/14 | Copy of audit and Estates Review |
| Undertake audit of audiological provision and work towards gaining the Louder than Words Quality Mark. | Estates Manager  /Disability Officers | 31/3/14 | Audit and application to award |
| Promote increasing work experience placements at the college including LLDD learners. | CCL Prep for Life/Director of Systems | 31/7/14 | Details of Placements |
| Provide training to the new work based learning recruitment teams. | Heads of Cornwall College Business & Duchy Training Agency | 31/3/14 | HR Learning and Development database |
| 15 Instances of bullying, harassment and learner grievances are monitored to ensure action is taken. | Complaints and grievances are regularly report to E&D Committee. Training provided, where needed. | Corporate Head of Student Services/  Data Protection Manager | 31/7/14 | Reports to E&D Committee |
| Review learner grievance procedure to ensure appropriate support is given to learners by Senior Tutors. | Corporate Head of Student Services | 31/3/14 | New procedure |
| **Staff Development** | 16 Workforce data is reviewed and actions are in place to address barriers. | Compare staff data with census data when available and report to E&D Committee. | HR Operations Manager | 31/1/14 | Reports to E&D Committee |
| 17 Action is taken to advance equality outcomes for all groups of staff. | Identify, train and support LGBT Staff Mentors. Develop LGBT Staff area on the Staff Intranet. | Marketing Manager/  Deputy CEO (LGB Champion)/  E&D Co-ordinator | 31/12/13 | HR Learning and Development database |
| 18 Regard is given to the cause of pay difference and the effects of this in the workplace. | Pay for all new starters and requests for increments are reviewed against benchmarks. | HR Operations Manager/Line Managers | 31/7/14 | HR files and line manager files |
| Review findings of staff focus groups and consider proposals. | HR Operations Manager/  E&D Co-ordinator | 31/3/14 | Report to E&D Committee |
| 19 All staff understand their role in supporting learner achievement through a programme of continuing professional development and this is reflected in the appraisal system. | Ensure all staff have refreshed their E&D training every three years. | HR Operations Manager/  E&D Co-ordinator | 31/7/14 | HR Learning and Development database |
| Facilitate further sessions with course teams on promoting E&D and understanding E&D data. Share good practice. | Celebrating Diversity Co-ordinator/  E&D Co-ordinator | 31/3/14 | HR Learning and Development database |
| Roll out positive behaviour management training. | HR Operations Manager/  E&D Co-ordinator | 31/7/14 | HR Learning and Development database |
| Consider adding specific E&D section to staff appraisals | HR Operations Manager | 31/12/13 | Staff Appraisal forms |
| 20 Bullying and harassment incidents are monitored and appropriate action is taken | Monitor complaints and grievances and regularly report to E&D Committee. Training provided where need identified. | HR Operations Manager/  E&D Co-ordinator | Ongoing | Reports to E&D Committee |

This report was collated by Sue McDonald, Equality and Diversity Co-ordinator with contributions from members of the Equality and Diversity Committee and other key members of staff.