

CORNWALL COLLEGE FURTHER EDUCATION CORPORATION

EQUALITY AND DIVERSITY COMMITTEE

CORNWALL COLLEGE EQUALITY AND DIVERSITY GROUP ANNUAL REPORT 2011-12

I. Overview

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, a new equality law in April 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 is performing. This Equality and Diversity Annual Report sets out what the college has achieved over the past twelve months and the objectives it has set for the next year. In a college as big and diverse as Cornwall College it is not possible to include everything that has happened over the past 12 months. We hope this report reflects the range of these activities and, in particular, highlights some of the new and innovative developments at the College. This report is available to the public on the College's website and on request.

In May 2010 the Ofsted Inspectors judged the College to be 'good' at promoting equality and diversity. Since this inspection the drive to promote equality and diversity has continued and the College has invested in two dedicated posts to ensure that progress is made. This report will cover much of the work that the Equality and Diversity Co-ordinator and the Celebrating Diversity Co-ordinator have been involved with over the past year.

2. Our Equality and Diversity Policy, Plans and Targets

To ensure that the responsibilities of the college for equality and diversity are met the College has the following:

An Equality and Diversity Policy

A clear statement setting out the College's commitment which is available on the college's website.

A Single Equality Scheme (SES) 2012-15

A more detailed document which describes the College's commitment to inclusion and sets out how it will go about achieving this. This document is also available on the college's website.

An Equality and Diversity Committee

This committee meets regularly to ensure that the progress set out in the E&D policy and SES is planned and achieved. It is currently chair by Julia Green who is a member of the College Broad of Governors, has representatives from the College Corporate Management Team, the Student Union, senior managers and staff from all levels and many with a personal interest in or knowledge of equality and diversity.

Equality and Diversity Action Plan 2011-12

The college has a single E&D Action Plan which describes all the areas of improvement agreed by the E&D Committee for the current year. This document is also available on the college's website.

An Equality and Diversity Working Group

This group includes the E&D Co-ordinator and key members of staff who ensure that the plans agreed by the Committee are put into action.

These policies and structures ensure that equality and diversity is at the forefront of all that the College does. This report is a summary of the tremendous amount of work done by staff, governors and students of the college over the past year. This includes work in the classroom, in the workplace and in the community.

3. Our Learners - Performance and Success Data

Over the past few years, Cornwall College has undergone transformational change and is now in the top 25% of England's colleges. The progress that we have made is a tribute to the hard work and determination of our staff and students to achieve and be amongst the very best colleges. Recent government figures have placed us top in Cornwall and number five in the south west for student success, which is an outstanding achievement. This is further supported by our 2010 Ofsted inspection where we were deemed to be "Outstanding in meeting our learners' needs." There's no hint of complacency about this current position though and within the next three years we believe that we can move Cornwall College into the top 5% nationally, and become the best provider in the south west region.

We understand that we serve our students and the community best by providing quality education and training. We also appreciate 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 students, whatever barriers they face, enjoy the same chances of success. This means that we try to ensure that everyone is welcome at the college and that they are matched to the most suitable courses. It means that they receive support by teachers and by the prompt assessment of any additional needs.

In 2010-11 Cornwall College had nearly 38,000 learners across seven campuses and 15 subject areas. In a single report it is not possible to capture all the good work our staff have done over the past year. However we can illustrate this effort with some examples. These are taken from self assessment reports which are done annually.

- **Health and Early Years** - Students are supported to plan and undertake a wide range of activities in order to raise funds for charity such as Children's Hospices South West, Shelter Box, Samaritans, Purse Shoe Box Appeal, Children in Need, Poppy Appeal, Help the Hero's.

A comprehensive induction programme delivered on all sites addresses issues such as bullying, discrimination, staying safe, health and safety. The College charter and the rights of learners are explained in full. Group tutorials return to these topics throughout the year and individual tutorials pick up matters of individual concern.

- **Landbased** - The ethnicity and gender balance mirrors the Landex benchmark 56% female and 44% male. Work is being undertaken to address the gender imbalances. This includes positive imaging and marketing in Equine, Animal Care and Agriculture Horticulture and Countryside.

The visit in April by students from Phoenix High School was an 'eye opener' for all concerned. Coming from an inner city ethnically mixed school the contrast with Duchy College's mainly rural-based and White British students provided many learning opportunities for all concerned. See section 5 for more information.

- **Engineering** - The number of female learners is low compared to male learners but success rates are comparable overall. Female learners aged 16-18 (73%) had higher success rates than their male counterparts (69%), but at 19+ male learners (75%) had higher success rates than female learners (65%). One inspired way to encourage females still at school to consider engineering as a career is the Greenpower event. The 5th annual Greenpower event took place in June 2012 when over 1500 school pupils gathered at Newquay Cornwall Airport to race electric cars that they designed and built from scratch. This year the event was held over two days to make room for the growing number of teams wanting to take part. The winners go on to race at the national final, to be held at the famous Goodwood Motor Circuit, West Sussex later in the year. Now in its fifth year in Cornwall, the Cornwall College South West Regional Heat is the UK's largest and fastest growing event organised by college liaison officers Vaughan Curnow and Rachel Penhaligon.

Emma Tyler from Greenpower said: "Cornwall's event has become one of the most successful in the Greenpower calendar because of the partnership with Cornwall College and the support they give us. This event has seen more children than ever become involved and consider engineering as a career. It's been an amazing couple of days and despite the weather we've still had loads of races and lots of fun."

A Science Fair ran alongside the main events where children had the chance to take part in various experiments as well as speak to exhibitors from organisations including the NHS and R-ECO. Cornwall College St Austell's band entertained the crowds in between races with music and songs much to the enjoyment of the competitors.

- **Construction** - 14 learners have a declared disability (5%) and 18 (6%) have additional learning needs. Specialist staff assist students with dyslexia, audiology and mental health support.

Equality and diversity are well promoted and further development is planned to ensure consistency of message for work based learners. All staff attended a training course intended to inspire staff to include equality and diversity in the classroom and to challenge any discriminatory actions.

- **Information and Communication Technology** - Across the subject sector area there are a total of 576 learners of whom 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.

The course planning underlines the importance of equality and positive attitudes to diversity which is modelled consistently by the whole course team. Cultural issues are discussed as part of IT technical support modules which look into issues of outsourcing IT help desk provision. Advantages and disadvantages associated with such provision is also investigated and issues raised discussed.

Additional learning needs are promptly and effectively met working with specialist staff.

- **Retail and Commercial** – This subject sector area has more female learners than male learners (75% female, 25% male) however the overall performance shows no significant differences between females and males. Equality and diversity has been embedded in all programmes. Although male learners are a minority amongst those studying hair and beauty there is a clear strategy to increase their recruitment.

Students are involved with external community events through their on-going work whilst on the course, work placement and other special events such as the Falmouth Fish Festival, Truro Food and Drink festival, Cornish Challenge, Multiple Sclerosis Awareness Day, treatments carried out with local industry and the Mermaid Centre.

All members of hair and beauty staff have undertaken Gender Reassignment training. This training has proven to be valuable tool when helping learners and staff to understand this area.

- **Leisure, Travel and Tourism** - There are more female learners for outdoor adventure than sport. The gender profile of the FE Sports course 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 students.

Learners received anti bullying advice and guidance from both the college staff and external agencies. Cornwall College Football Development Centre run regular holiday Courses every term. These include Kick it Out anti-racism campaign with an educational experience for local children aged 4 – 14 focusing around football.

Women only fitness classes for students run at Camborne on a Thursday lunchtime, which have been well attended, and are designed to encourage more female learners to participate in health related exercise not just sport.

Travel and Tourism learners are involved in community projects as volunteers working alongside professionals and community leaders.

- **Arts and Media** - Students are involved in a range of activities which make a positive contribution to the community and there are a number of fund raising events each year to support local and national charities. The Global Classroom project has been promoted by Performing Arts – see Section 5 for more information.

They have embraced the college's approaches to listening to students. The 'You said, we did' posters have been a great success, enabling us to demonstrate to students that we have listened to their concerns and taken action. These issues have largely been domestic in nature, with students requesting common areas to relax in and for access to resources, which have been accommodated.

- **School and Education and Training** – 21 (6%) students reported a range of disabilities. This group had an overall success rate of 90% compared with a success

rate of 86% for the cohort as a whole. This difference is not statistically significant in a sample of this size. 14 students (4%) reported a learning difficulty, 13 reporting Dyslexia. About 4% of the population are thought to be affected by Dyslexia to a significant extent, although 55% of students chose not to answer this question. This group had an overall success rate of 71% compared with 90% for the cohort as a whole. This difference is not statistically significant in a sample of this size. Analysis of equality of opportunity in the areas of disability and learning difficulty is complicated by the number of students who chose not to give details about disability or learning difficulties. We will continue to monitor this area carefully.

68% of students were women and 32% men. This reflects the pattern of the wider teaching workforce. The success rate of women was 88% and of men was 86%. This difference is not statistically significant in a sample of this size.

332 (97%) students reported their ethnicity as White British, White Irish or White Other. Another 8 students (2%) students reported other ethnicity and 3 (1%) chose not to answer this question. In the 2001 national census 99% of responses from Cornwall classified themselves as White. All 8 students reporting other ethnicity passed their course successfully compared with 90% for the cohort as a whole. This difference is not statistically significant in a sample of this size.

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. Opportunities for feedback outside of course meetings are provided, for example through corridor 'feedback boxes'.

- **Preparation for Life and Work** –The overall gender balance is even with 53% male, 47% female. 96% of learners within the area have classed their ethnicity as White, 2% Black & Minority Ethnic Groups, 1% Other and 1% Unknown. There is no significant difference in outcome for learners of different ethnicities.

50% of learners have declared a learning need while 36% stated no need and 14% are unknown. Where learners receive additional support they achieve in line with peers without support needs.

Outreach work carried out within the SSA is routinely commissioned by our partner organisations with bespoke courses tailored to the needs of the particular groups and individuals involved. Much of this work is with LLDD learners, those with mental health issues, single parents, the unemployed and those with abusive histories. The continued relationship of the SSA with these organisations and their success rates is testament to the way in which these programmes are meeting the needs of the learners. Partnership working is outstanding. The college responds promptly and flexibly to provide bespoke provision to meet the needs of employers, partners and learners very successfully. The college has gained national recognition for a range of innovative, collaborative projects.

Additional Learning Support is provided for all learners where needs are identified through Initial Assessment, Interviews, Connexions 139a's and at transition/review meetings with schools and other providers/agencies. Ongoing support throughout learners' time at College will routinely necessitate strong communication with a number of multi agencies to ensure they are supported both in and out of college eg. TACs, CAFs, Social Services, Health and Probation

The development of a specialist Dyslexia team who hold level 5 and level 7 specialist qualifications has encouraged acceptance of the SpLD and ultimately has led to the gaining of the BDA's Dyslexia Quality Kite Mark.

The development of a team of specialist HIP staff to support those learners with hearing impairment has strengthened the College's reputation for superb learner support. The desire to further grow the team and reputation for not only Dyslexic, but hearing and visually impaired support was a focus for the ALS team in 11/12.

A specialised team has been developed that ensures all FE learners with support needs gain that which needed. Systems for documenting assessment and support requests and are well maintained and records of support are regularly audited

The SSA had the opportunity to internationalise its curriculum during 10-11 through the Global Classroom project. Working with the Performing Arts department and with Harbor College Los Angeles, a play was written dealing with the issues facing our pre-16 students. This play was then taken to Belize and Los Angeles, where some of our pre-16 students had the chance to meet students from different cultures and share their stories. See Section 5 for more information.

- **Business and Administration** – Across the subject sector area there are a total of 985 learners of whom 33% are male and 67% are female. 242 (25%) are 16 to 18 year olds and 743 (75%) are adults. 16 -18 Male learners (79%) have higher success rates than female learners (68%). 19+ Male learners (76%) also have higher success rates than female learners (73%).

The ethnicity profile of learners is 98% White which reflects the catchment profile of the county, with 2% from other ethnic groups.

- **6th Form/A Levels** - In Science and Maths there is a need to focus on activity linking equality and diversity and a working group has been set up to consider activity during National Science Week.

In Languages, Literature and Culture there is a significant difference in the performance of male and female students in the 16-18 age group. The success rate on long courses of female students was 88% and that of males 79%. However there are over twice as many female than male enrolments. There are so few students of ethnic minority groups that statistically they cannot be compared. All 5 ethnic minority enrolments were 100% success.

Student Ambassadors are established and regularly represent college at events

The A level teams plan its curriculum in such a way that it promotes Equality & Diversity and is inclusive.

The performance of the college is checked by careful and regular review of our students. This is done by teachers regularly meeting with students but also by looking in detail at our student data. We currently have data which shows us how well our students 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 to remedy the situation are agreed.

To date the college has not collected data from students on their sexual orientation or faith. Consideration is currently being given to the collection of this data at enrolment.

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

4. Our Learners - Support Received

Cornwall College works hard to give more to its students. In order to achieve excellent results the College provides a full range of support to our students, including transport, advice and guidance, help with finance and childcare.

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. This year we added further capacity to our dyslexia assessment and support team and, as a result, we have been able to provide a more responsive service, cutting waiting times for assessment.

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.
- Data for 10/11 shows that the success rate for students with a declared disability/learning difficulty is actually higher at 83.2% is than the overall college average at 80.4%.

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 activity, 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.

5. Our Learners – Wider Experiences

The second Celebrating Diversity event in 2011 was, once again, a celebration of diversity across all seven Cornwall College sites. As on previous occasions, the event was the focal-point for diversity activities both within and outside the curriculum. This also provided a launch pad for the Cornwall College Kenya Volunteering initiative.

The aim of the college's Celebrating Diversity Festival, was to raise the profile of diversity issues. Focussing on local and global issues, we were also able to encompass the international, national and local campaigns that the college embraces, such as:

- BBC's Children in Need Appeal
- Water Aid

We drew on knowledge and experience gained from three previous Celebrating Diversity events; the activities offered were once again intended to engage with all aspects of diversity – including gender, disability, sexuality and religion – as well as issues of ethnicity and culture on a local and global scale. Sites were encouraged to use activities which had previously worked on other campuses. For the first time, we were fortunate to be able to use the new links we had made with the Cornwall and Isles of Scilly Police Community Support Officers for Migrant Workers; along with the one of the counties' Police Diversity Officers; who came into college and share their experience via workshops and advice sessions; this also helped promote our activities to a wider audience.

Cornwall College has a very strong commitment to equality and diversity – we strive to ensure that all learners have the opportunity to achieve at their very highest ability. Diversity is promoted in different ways throughout the year; the idea is to weave it through lessons we deliver and embed it where possible; whilst adding to it via the Celebrating Diversity Festival which provided a particular celebration and opportunity to learn and share.

A few of the highlights of the November 2011 Celebrating Diversity week from the many events enjoyed were:

- At Camborne funds were raised for the Water Aid campaign by the School for Education and Training holding a 'Big Cornish Cream Tea'
- At Duchy Rosewarne an event called 'Roast the Rev' was a Q&A session on religion with the Rev John Bellfield
- At Duchy Stoke Climsland there was a Silent Anti-Bullying March by students around the campus
- Falmouth Marine School held a Celebrating Diversity Photograph competition
- Newquay had a presentation by Inclusion Cornwall on the role of Migrant workers in Cornwall
- At Saltash students were given a demonstration by Guide Dogs for the Blind and Hearing Dogs for the Deaf
- At St Austell Toby Best, the Diversity Officer for Devon and Cornwall Police, provided a display and did a Q&A session on prejudice awareness linked to the No H8 Campaign

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.

Although Celebrating Diversity Week gives the whole college an opportunity to showcase equality and diversity activities, these go on throughout the year. Two exceptional examples are:

The **Global Classroom** Project has been running nationally and internationally for more than 20 years. Cornwall College and its students and staff have become a valuable link in a growing chain of colleges and universities around the world that are actively involved in a shared learning experience that is designed to help young people realize that we are all global citizens and that we have a responsibility to strive to leave our world a better place than we found it. There was a recent trip to Belize and Los Angeles where Cornwall College students performed a drama telling their stories and the redemptive power of education. The show will now continue to be performed across the world, allowing students to share ideas and stories. One of the main messages from the show is "You are not alone, we are not alone, I am not alone" and "One person helping another, helping another"

Vicky Cox, Curriculum Lead Preparation for Life and Work, and Jack Price, Curriculum Lead for Arts and Media, are currently working on a project called the **Bridge Effect** to continue and expand on this enterprise. The college is working with partners to develop a web based platform to showcase the project and raise awareness both nationally and internationally and to facilitate the sharing of learning resources and materials with interested schools and colleges. There are also plans to promote the project within the college and encourage staff and learners to get involved.

Also of special note this year was the Duchy College and the **Phoenix High School** Collaborative Project. Duchy College set up a residential week for 12 Year 10 students from Phoenix High School as part of their Work Experience weeks.

Phoenix High School is situated in Shepherd's Bush in the London Borough of Hammersmith and Fulham. "Phoenix High School serves a culturally diverse community within a challenging context. Students start in Year 7 with levels of prior learning that are significantly below that typically found nationally. Many also arrive after the traditional start of the school year; about a tenth are refugees or asylum seekers. Around half the students speak English as an additional language (EAL), about a tenth at the early stages. Almost two-thirds of students have learning difficulties and/or disabilities, the largest number being those with behavioural, emotional, or social difficulties."(Ofsted 2008) Sir William Atkinson took over in 1995, before then it had been a failing school and had been described as "the worst school in Britain" by the press. Ofsted graded Phoenix as Outstanding in 2008.

The Agriculture, Countryside, Animal Care, Food, Sport and Equine Departments of Duchy College all were involved. Catering sourced halal meat and Student Services prepared a Prayer Room. Activities were created to challenge and excite the students, to give a sample of the courses on offer and of life in a rural area. Many had not stayed in the countryside before. The activities were assessed by the BTEC Level 2 qualification in Continuing Professional Development developed by Duchy College. All students engaged in all activities fully and with enthusiasm. Sir William visited on the Tuesday, had lunch with the Duchy College Principal, Andrew Counsell and other staff involved. He also had a go at tractor driving, watched his students milk and handle sheep as well as talking to them.

Sir William commented:

'For some of the youngsters I am absolutely sure this experience will prove to have been transformational as they move from childhood to adulthood. I am looking forward to formally establishing a long term relationship with the college and believe that this partnership will be beneficial to both parties.'

Comments from the students included:

"I have gained a better understanding of what I would like to do in life, I have had opportunities to do things I could never have thought of before this week"

"New and different (once in a lifetime) experiences, it makes me want to come back here in the future to take some courses"

6. Our Community Engagement

Cornwall College has worked throughout the year with numerous community groups and voluntary sector organisations. In last year's report we tried to list as many of these partnerships as possible and we are pleased to report that much of this activity continues. New relationships were formed this year with a number of organisations including Food Banks in Cornwall, Freshfields and Addaction both of which support people affected by drug addiction. Our philosophy is that education can change lives and that everyone has an equal right to the advice that can help them embark upon a course of learning.

One example of this work which we would like to highlight in this year's report is the Young Mums will achieve (YMWA) project. A very special graduation ceremony celebrating the achievements of 50 young mums from the project was held at Chacewater Village Hall in June.

Young Mums Will Achieve was set up in November 2009 in response to the low numbers of teenage parents engaged in education, employment or training. Since then the programme has gone from strength to strength and now runs in six different centres across Cornwall with two further centres planned for September 2012.

The project, which has already won both a regional and a national award for its success in working with young parents and their children, is highly valued by all the partners, including the young parents, Cornwall Council's Children, Schools and Families directorate, Cornwall College St. Austell, Fit n Fun Creche Providers, Careers South West and WILD young parents project.

"Providing support for young parents and their children is a priority for the Council's Supporting Families Service which is committed to continuing its work with vulnerable families across Cornwall" said Sharon Hindley, from the Council's Children, Schools and Families directorate. "Since the project was set up the number of young parents engaged in education, employment and training in Cornwall has increased from below 20% in 2009 to 35% in February 2012."

Cornwall is now the second highest performing local authority in England for rates of engagement for teenage parents (Data Source: C2L Take up rates – February 2012). Prior to the development of YMWA Cornwall was near the bottom of the league table – with a ranking of 138 out of 151 local authorities.

One of the key partners in the project is Cornwall College. Prior to the YMWA project there was no dedicated further education based programme for teenage parents in Cornwall. Although young parents were supported to attend mainstream further education, the evidence showed that this was not happening as less than 19% were engaged in employment, education or training. Learners benefit not only from gaining qualifications but also demonstrate marked improvements in transferable skills such as self-esteem, confidence, team-working and job-search capabilities. The high percentage of achievement and retention on the programme by the young parents has shown that this project is highly successful.

The project has also been praised by many of the young parents who have taken part. . ‘Young Mums Will Achieve had helped me with my confidence’ said one young mum. ‘The crèche workers have been amazing helping me get my daughter off of the bottle and juice, now she drinks water and milk out of a cup. YMWA has given me the confidence to go back to college and do a business course which I never thought I would do. The tutors don’t only teach they listen and are great fun and I wouldn’t have got where I am without them.’

‘Young Mums Will Achieve has helped me a lot throughout the past year’ added another young mum. ‘I have a lot more confidence and have made some great friends, the teachers are not just teachers they’re friends too. It has helped me to get into college as I passed my Maths and English whilst on this course. It was a great decision that I made. The crèche workers have helped me a lot with my son; he hardly has his dummy anymore! They really have persevered with him.’

Underpinning this work in the community is the whole college commitment to working with these groups that many other colleges have increasingly withdrawn from citing poor success data as justification, Cornwall College has not only continued with its commitments to the hardest to reach members of the community it has committed to increasing its work with these groups.

As well as providing training and guidance the college works with diverse range of community groups in other ways. Cornwall College’s students continue to be involved in YAY! the LGBTQ youth group in Cornwall for anyone who is, or thinks they might be, lesbian, gay, bisexual, transgender or who is questioning their sexual orientation. For the 4th year running we have supported Cornwall Pride with an advert and supporting message in the programme of events.

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.

7. Our Employer Engagement

The college works with employers through Cornwall College Business (CCB) which has over 400 active customers within Cornwall. Within the rural economy Duchy College’s Rural Business School and the Duchy Training Agency (DTA) also offer a full range of programme to businesses. Regular meetings are held to review Equality & Diversity considerations and actions to be taken with representation from CCB, DTA and faculty staff. Reports are also presented to the corporate Equality & Diversity Committee. Initiatives promoted have included:

- Case studies in press releases and marketing materials to promote the opportunities for people to work in non-traditional roles and positive practice. Staff are encouraged to challenge stereotypical behaviour and attitudes and to suggest ways of promoting opportunities. One particular initiative driven by CCB is the Greenpower project. Greenpower promotes engineering as a rewarding career, while also focusing on sustainability, teamwork and the community. It is hoped that this initiative will ultimately encourage more learners into engineering and help increase female participation. (See Section 3 for more on the Greenpower Event.)
- Presentations to young people in schools include the promotion of equality & diversity. Case studies are showcased, which show males in primarily female dominated vocations and females in primarily male dominated vocations. These case studies are regularly updated to ensure they are current
- Apprentices are issued with student packs developed by Cornwall College Student Union and the Union are keen to include work based learners in their activities.
- Equality & diversity good practice leaflets are issued to all employers and sources of further information included - these leaflets are regularly updated
- A training programme for employers on employment law, with particular focus on apprentices has been developed and delivered in the past and repeated by Duchy Training Agency as part of Apprenticeship Week - equality & diversity and safeguarding featured heavily in the event

Cornwall College manages the Unlocking Cornish Potential (UCP) programme which is funded by the European Social Fund on behalf of the Combined Universities in Cornwall. During the first phase of funding UCP created over 394 graduate level jobs in Cornwall over the past year and has supported 42 new graduate start up businesses. Equality and diversity are an essential part of the programme but also a means to spread good practice to many employers, especially in small and newly started businesses.

8. Our Staff

Cornwall College aims to be an Employer of Choice for all employees and is committed to promoting and embedding Equality and Diversity.

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. Equality and Diversity data relating to recruitment continues to be collected and analysed by the recruitment manager who uses the data to inform policy and provide training to any staff requiring support.

There was an external audit of staff procedures this year. The auditors were happy with all aspects of implementation of equality legislation tested within our Human Resources (HR) Department. In many instances the College continues to go beyond compliance, for example: the right to request flexible working is extended to all staff and 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. There were no issues of concern identified and the results of this analysis have been considered by the College’s Equality and Diversity Committee. HR policies were also submitted for consideration in the Stonewall 100 submission, a process the College underwent to help benchmark and improve its policy and procedures in relation to LGB issues. The College was pleased to

be ranked as one of the best 300 applicants given that this is the first submission the College has made. All HR targets on the Single Equality Scheme action plan have been met this year and improvements made in the areas of data collection and analysis have supported this.

This year the HR department has developed and launched an in house, on line Equality and Diversity training package which has been well received by staff and has had good take up since being launched. The aim of the training is to provide general awareness of Equality and Diversity in the work place and to look at specific issues relating to education. In addition specialist training has been provided for academic staff covering Equality and Diversity in the curriculum and within some management teams to explore issues relating to discrimination and managing culture.

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

9. Our Buildings

This year our capital programme remained limited, however, we have still made some improvement to the physical environment of the College for people with disabilities. Most significantly this includes:

Tamar Building, Camborne

Tamar was upgraded approximately three years ago when the lifts and toilets were brought up to the current DDA standards. In addition a new, fully compliant access ramp to the main entrance has been provided as part of the Tamar Cladding Project, the existing stairwell fire doors have also been replaced with DDA compliant doors and replacement floor coverings which incorporate a contrast colour stair nosing have been installed on the main stair case which will assist those with sight impairment issues.

New 6th Form Centre, St Austell

All areas are accessible, ramps are in place and all facilities are on one level representing an improvement on the current accommodation.

In addition the following areas have been the subject of initial investigation and consideration for future improvements:

Audiological Issues (All Sites)

A preliminary assessment has been undertaken at all sites to gauge how we help those with hearing impairments. This has been shown areas for improvement such as hearing loops at reception desks, library counters, refectory serveries, hair & beauty salon and restaurant receptions. Proposals for funding these improvements are being considered.

Signage Improvements

As part of process of improving signage at Cornwall College Camborne it is intended to improve colour contrast between the text/background colour which will aid those people who have sight impairment issues. It is also intended to display on the large site maps preferred wheel chair accessible routes.

Falmouth Marine School

It is recognised that Falmouth Marine School faces a number of challenges given that the whole site is located on a steep hill. A survey of what can realistically achieved

has been undertaken and the findings have been passed to the Head of College for consideration.

The coming year should allow more progress to be made as funding has been awarded for major capital developments at Camborne and Duchy College Rosewarne.

10. Future Challenges

The College Principal and the Board of Governors have a clear vision for Cornwall College to excel at promoting and demonstrating equality and diversity. As has been shown in this report, much has been achieved in the past year but the college has set objectives to make sure that progress continues. The main objectives agreed for the coming 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 policies inclusive.

To achieve these objectives we have consulted on and agreed a number of actions. These are set out in our Equality Action Plan 2012-13 which will be available on the College website. Whilst it is acknowledged that the next few years will be challenging as funding criteria change, the College's commitment to equality of opportunity for all remains steadfast.

Cornwall College Learner Equality & Diversity Impact Measures

Ethnicity: Long Course Success rates 2009-10 and 2010-11

		2009-10				2010-11			
		Black & Minority Ethnic	White British	White Other	Nat Av ALL	Black & Minority Ethnic	White British	White Other	Nat Av ALL
Ethnicity ALL Ages	Starts	277	11610	301		185	8134	200	
	Success	74%	78%	80%	77%	78%	78%	76%	79%
	Retention	87%	88%	90%	86%	84%	86%	84%	87%
	Achievement	84%	88%	89%	90%	93%	92%	90%	91%
Ethnicity: 16-18	Starts	131	6554	84		73	4246	57	
	Success	77%	79%	80%	78%	74%	78%	82%	80%
	Retention	91%	90%	90%	87%	79%	86%	90%	87%
	Achievement	85%	88%	88%	90%	93%	91%	91%	91%
Ethnicity Group: 19+	Starts	146	5056	217		112	3888	143	
	Success	71%	76%	81%	75%	81%	79%	79%	77%
	Retention	84%	86%	90%	85%	88%	85%	88%	86%
	Achievement	84%	88%	90%	89%	93%	93%	90%	90%

Disability/Learning Difficulty: Long Course Success rates 2009-10 and 2010-11

		2009-10				2010-11			
		Disability /LD	No Disability /LD	Unknown	Nat Av ALL	Disability /LD	No Disability /LD	Unknown	Nat Av ALL
Disability/Learning Difficulty ALL Ages	Starts	2926	7740	1807		3014	5973	2113	
	Success	79%	78%	76%	77%	84%	79%	82%	79%
	Retention	89%	89%	85%	86%	89%	88%	88%	87%
	Achievement	88%	88%	89%	90%	94%	91%	93%	91%
Disability/Learning Difficulty 16-18	Starts	1576	4232	1109		1771	3714	918	
	Success	81%	80%	76%	78%	85%	81%	79%	80%
	Retention	91%	91%	86%	87%	91%	90%	85%	87%
	Achievement	89%	88%	89%	90%	94%	90%	92%	91%
Disability/Learning Difficulty 19+	Starts	1350	3508	698		1243	2259	1195	
	Success	77%	76%	76%	75%	82%	78%	84%	77%
	Retention	88%	86%	85%	85%	87%	85%	90%	86%
	Achievement	87%	88%	90%	89%	95%	92%	93%	90%

Gender: Long Course Success rates 2009-10 and 2010-11

		2009-10			2010-11		
		Female	Male	Nat Av ALL	Female	Male	Nat Av ALL
Gender ALL Ages	Starts	7076	5397		6114	5006	
	Success	78%	78%	77%	82%	80%	79%
	Retention	88%	89%	86%	89%	88%	87%
	Achievement	89%	87%	90%	93%	91%	91%
Gender 16-18	Starts	3600	3317		3213	3195	
	Success	79%	80%	78%	82%	81%	80%
	Retention	89%	91%	87%	89%	89%	87%
	Achievement	88%	88%	90%	92%	90%	91%
Gender 19+	Starts	3476	2080		2901	1811	
	Success	77%	74%	75%	82%	78%	77%
	Retention	87%	86%	85%	88%	85%	86%
	Achievement	89%	86%	89%	93%	92%	90%

Staff by gender, age, disability and ethnicity

Gender	Manager	Support	Teacher	Grand Total	%
Female	92	880	402	1374	62%
Male	76	414	362	852	38%
Grand Total	168	1294	764	2226	

Age	Manager	Support	Teacher	Grand Total	%
17 - 24	1	104	7	112	5%
25 - 34	19	252	118	389	18%
35 - 44	40	280	196	516	23%
45 - 54	68	303	256	627	28%
55 - 64	39	288	159	486	22%
65+	1	67	28	96	4%
Grand Total	168	1294	764	2226	

Disability	Manager	Support	Teacher	Grand Total	%
No	122	939	505	1566	70%
Not Answered	40	325	230	595	27%
Yes Total	6	26	23	55	2%
Yes-Learning Difficulty		2	2	4	0.2%
Yes-Mental Ill Health		1		1	0.04%
Yes-Physical Impairment		1	4	5	0.2%
Grand Total	168	1294	764	2226	

Ethnicity	Manager	Support	Teacher	Grand Total	%
Any other	4	66	16	86	4%
As/As Brit Any Other			1	1	0.04%
As/As Brit Indian		1	1	2	0.09%
Bl/Blk Brit African		1	2	3	0.13%
Bl/Blk Brit Any Other		1		1	0.04%
Bl/Blk Brit Caribbean			1	1	0.04%
Chinese		2		2	0.09%
Cornish	3	28	16	47	2%
Mix Any Other Mixed		3	3	6	0.3%
Mix White & Asian	1	2		3	0.13%
Mix White & Black Caribbean			1	1	0.04%
Not known/Not provided	38	276	186	500	22%
Pakistani		1		1	0.04%
White			1	1	0.04%
White Any Other B/ground	1	34	21	56	3%
White British	118	870	511	1499	67%
White Irish	3	9	4	16	0.7%
Grand Total	168	1294	764	2226	

MEMBERSHIP OF THE EQUALITY AND DIVERSITY GROUP AT JULY 2012

- Jo Vinson, CCSU President
- Sarah Walkey, International Manager
- Sarah Towan, Marketing Manager
- Fran Tregaskes, Quality Data Manager, CQIU
- Dr Liz Whitley, Curriculum Area Manager, Food Processing and Manufacturing, Duchy Stoke Climsland
- Julia Green, Member of the Corporation Board
- Chris Lavers, UCU E&D Representative
- Jayne Nannes, HR Operations Manager
- Sue McDonald, Equality and Diversity Co-ordinator
- Mark Delf, Curriculum Area Manager Duchy Stoke Climsland and CC Saltash,
- Cecil Du Valle, Lecturer in Music, CC St Austell
- Steve Griffin, Head of School of Education and Training
- Steph Norman, Cultural Diversity Co-ordinator
- Chris Sampson, Director of Curriculum and Quality 14-19
- Peter Sampson, Corporate Head of Student Services
- Debbie Wilshire, Deputy CEO (Student Experience), Head of CC St Austell and CC Saltash
- Tessa Counsell,
- Secretary Alison Phillips, Corporation Secretary

MEMBERSHIP OF THE DIVERSITY SITE CO-ORDINATORS GROUP 2011-2012

- Steph Norman, Cultural Diversity Co-ordinator
- Sue McDonald, Equality and Diversity Co-ordinator
- Yvonne Kirkland, Operation Co-ordinator, CC Camborne St Austell
- Sarah Chafer, Course Manager, Horticulture, Duchy Rosewarne
- Nichola Southwell, Lead Teacher, Duchy Stoke Climsland
- Pip Hayler, Student Services and J-P Eatock, Head of Quality, Falmouth Marine School (joint role)
- Pat Lloyd, Lecturer and Senior Tutor, CC Saltash
- Simone Breckell, Curriculum Admin Support, CC Newquay

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.