



HEART OF WORCESTERSHIRE COLLEGE

# Equality & Diversity

Annual Report 2017/18

[HOWCOLLEGE.AC.UK](http://HOWCOLLEGE.AC.UK)  
08448 802500



HEART OF  
WORCESTERSHIRE  
COLLEGE

# Our Commitment



Heart of Worcestershire College has a proactive and positive approach to Equality and Diversity. We aim to go beyond our statutory duty.

## Overview of equality legislation

Public Sector general and specific duties:

The general equality duty as detailed in the Equality Act 2010 requires us to give due regard to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and those who do not;
- Foster good relations between people who share a protected characteristic and those who do not

## Meeting the needs of Learners

Heart of Worcestershire College strives to be an outstanding inclusive college and ensures that learners' needs are assessed and responded to appropriately and effectively. An essential part of the college experience for a learner is to be prepared for working and living in a diverse society.

- All teaching and training resources reflect and promote Equality and Diversity as appropriate to raise awareness and understanding.
- Staff will actively promote British Values throughout college life and empower student to challenge stereotypes, assumptions and discrimination within a culture of mutual respect and tolerance for others.

- Admission processes and initial assessment are used to ensure that the correct support is available to learners at the beginning of their course. Learners are given opportunities throughout the year to disclose any disabilities or other protected characteristic they may have.
- Information, guidance and support is delivered in ways accessible to different groups with protected characteristics and in ways that challenge stereotypes.

A team of qualified personal learning coaches and personal tutors provide support across the college to ensure that all learners are able to access and enjoy their college experience.

Financial support is available to assist learners who may have difficulties in completing their course due to financial reasons.

The Learner Voice continues to be a crucial mechanism for understanding and responding to the learner experience to ensure that the college is inclusive in all aspects of the service it delivers.

There are extensive policies in place for equality and diversity that are fully embedded into all procedures and practices e.g. recruitment of staff and learners. The College's observation feedback requires that observers make a judgement on the promotion of equality and diversity within the learning activity. In outstanding lessons there is a high level of the promotion of equality and diversity and teachers demonstrate the ability to continually extend and expand where appropriate.



## Investors in Diversity

HoW College successfully gained re accreditation of Investors in Diversity Standard at stage 2.

The National Centre for Diversity Advisor, Fiona McPhail commented;



Evidence which demonstrates HOW College's commitment to EDI can be seen and found in the following;

- Engagement with external events such as Pride
- Wellbeing provision for staff as well as students including counselling support, a Nursery facility and child care schemes and vouchers.
- Enhanced Mental Health Support and training to strengthen student provision
- The students I spoke with were highly complementary about College staff. They believed them to be highly trained and skilled. They highlighted the pro-active approach taken by staff across all groups, not just teaching staff, to ensure that they were achieving to their best and identified a common theme of alertness to their well-being.



# Ofsted

# Feedback

Evidence of good equality and diversity practise was evidenced in the February 2018 Ofsted report.

## **Summary of key findings**

Learners and apprentices are courteous, well behaved and respectful of one another; they benefit from and actively contribute to a positive and inclusive culture evident across the college. Learners for whom the college receives high-needs funding and those in, or leaving, care receive high-quality support that enables them to achieve very well.

## **Effectiveness of leadership and management**

Leaders have been particularly successful in developing suitable programmes which prioritise and meet the needs of learners with high needs, those at risk of not continuing in employment, education or training, and those groups in society who have difficulty in gaining sustained employment. As a result, a high proportion of learners in these priority groups advance on to a range of positive destinations, including further learning, supported internships and employment. Leaders have embedded equality of opportunity extremely well throughout the college. Learners benefit from a wide range of enrichment activities that extend their understanding of differences in the communities in which they study and live. Managers ensure that the college provides a harmonious and inclusive environment for the college's diverse community, including for the large number of vulnerable learners and those who are looked after.

## **Quality of teaching, learning and assessment**

The assessment and planning for learners who need additional help with their studies are good. Transition arrangements for learners with high-level and complex needs are carefully planned with a range of other professionals, parents and carers. Information contained within learners' education health and care plans is used well to help assess their essential support needs and to inform the planning of their learning, so that they are able to settle into college life quickly. Learners and apprentices who need extra help with their studies receive timely additional support from learning support assistants, who help them to work independently and achieve in line with their peers.

## **Personal development, behaviour and welfare**

Staff set high standards of behaviour in classroom sessions and in the workplace, which contribute to an inclusive and harmonious atmosphere throughout the college. Learners' and apprentices' behaviour and conduct around the college campuses and in learning areas are good. They take pride in their achievements and are respectful of their peers and the staff that support them. Learners work collaboratively, take part in discussions and peer assessments, and listen sensitively to each other's views and opinions.

Learners with identified needs are well supported. In-class support assistants work well with them to ensure that their progress is at least equal to that of other learners. Learners in receipt of high-needs funding make excellent progress. They develop to a good level skills to promote their independent living and their prospects for employment. The few learners on internships quickly grow in confidence, self-esteem and develop strong communication skills as a result of the support that they receive.

Teachers and tutors are very adept at ensuring that learners and apprentices develop a good understanding of the principles that underpin equality, diversity and life in modern Britain. They successfully extend learners' and apprentices' knowledge and understanding of differences in cultures and community life, both through the cross-college tutorial programmes and in their individual teaching and learning practice. Topics include sexual orientation, healthy personal relationships and mental health.

## **Outcomes for learners**

Learners in receipt of high needs funding achieve well and make strong progress against the targets set out in their education, health and care plans.

High-quality care and support enable learners and apprentices with additional support needs to achieve well. Learners with specific learning difficulties and/or disabilities develop greater independence in their learning, which builds their confidence and prepares them well for their next steps. Learners who are young parents, children looked after or are in receipt of free school meals achieve well. Outcomes for the few learners on supported internship programmes are very high, with almost all progressing to positive education, employment or training destinations.

## **16-19 study programmes**

Teachers and assessors skilfully introduce learners to a range of safeguarding themes, such as online safety, abuse, neglect, radicalisation and extremism. Learners know how to keep themselves safe. They confidently develop their understanding of British values.

## **Adult learning programmes**

Learners who require additional support receive a good level of individualised assistance and support in order to achieve. Learners with dyslexia and dyspraxia speak highly of their teachers' encouragement and extra support that help them improve their academic and vocational skills.

Learners benefit from an inclusive learning environment that fosters mutual respect and pride in their work. Learners behave well and respect one another, they are enthusiastic in their approach to learning and actively identify strategies to develop and support others through the sharing of their transferable skills.

## **Apprenticeships**

Assessment and support in the workplace are good. Assessors plan workplace visits well in conjunction with employers. During workplace reviews assessors develop and extend apprentices' knowledge and awareness of a wide range of themes. These include equality and diversity, health and safety, the importance of democracy, tolerance, respect and healthy lifestyles.

## **Provision for learners with high needs**

Managers use funding well to improve and extend the college's provision and provide effective support that meets particularly well the needs of learners with a range of specialist needs. This ensures that learners can participate fully in college activities, increasing their independence and preparing them well for adult life. Resources for learners with high needs are outstanding. The college has invested well

in providing particularly well-equipped sensory rooms at the Worcester and Redditch campuses, so that learners on entry-level programmes with complex needs can more effectively engage in learning. Learners also benefit from access to purpose-built training flats that are used well to support the development of independent living skills.

Managers have appropriately high expectations for learners. Well-targeted support helps learners on vocational courses achieve qualifications relevant to their future career goals. Most learners achieve at least as well as, or better than, their peers in the college. Learners on entry-level programmes become more confident in using their communication skills in a much wider variety of situations and develop practical skills for everyday living. The majority of learners progress to further education, training or employment.

Learners receive very comprehensive information, advice and guidance to help them make informed choices about their future learning programmes for positive transition into college. They benefit from in-depth interviews with college staff, involving parents and carers, where their essential support needs and aspirations are identified. Learners are confident that essential support will be in place from the outset of their studies; as a result, they settle into college life quickly.

The College has developed a highly effective supported internship programme which enables learners from entry-level courses to progress into work. They choose work placements that match their skills and preferences and can change if they find their roles to be not as they expected. They are very well supported and guided. The majority make very good progress and gain sustained employment.

The College coordinates well the good support available from a range of specialist agencies such as speech and language therapists, hearing specialists and occupational health therapists.

Learners benefit from specialist support in developing strategies which help them make good progress in improving their existing skills. Specialists provide training, clear reports and suggest strategies which enable teachers to adapt their teaching approaches. As a result, they meet learners' key learning needs more effectively.

Experienced support staff provide very effective support in lessons, so learners become more comfortable in participating in lessons and taking steps towards greater independence. Staff are well trained and benefit from ongoing professional development. Learners on vocational courses are well integrated into lessons and work alongside their peers as a matter of course.

All learners are safe and feel safe, learn about online safety and the majority can explain simply the meanings of British values in their own lives and behaviours. Health and safety and risk assessment processes for supported internships and work-experience activities are thorough. Learners generally behave well and become increasingly confident in interacting in a busy college environment.

Learners have good access to a range of adaptive technologies, including sensory rooms, as well as adapted equipment specific to their course. Learners are able to participate in learning more independently. However, on entry-level courses teachers do not routinely make sure that learners have access to these so they can participate meaningfully in all planned activities.



# Student Feedback

Of the 1,814 learners who completed the Arrivals Survey 2017;

**96%** feel they know where to go for support.

**97%** feel their learning environment makes them feel welcome and safe.

**96%** feel they are treated with respect in College.

Of the 1,081 learners who completed the Satisfaction Survey 2018;

**92%** had an understanding of British Values and Prevent.

# Vision and Mission

The Principal, Governors and senior managers have a clear vision and strategy for improving all aspects of the college's work. Senior leaders communicate the ambitions and direction of the college well to staff and students, ensuring that everyone works in alignment with its mission and values.

## **Our Vision;**

The College will be the provider of choice for education, training and learning, delivering across Worcestershire, the West Midlands and nationally within our areas of specialism.

We will be recognised as a college that makes a difference by delivering services through innovation, partnership, co-creation and connectivity.

We will continue to inspire and enable our learners to be successful. We will raise attainment and meet aspirations by developing the knowledge, skills and abilities needed to ensure that everyone meets their full potential.

We will create the skills to advance the economic and social prosperity, adding value to the communities we serve.

## **College Mission**

### **'Inspire, Innovate, Advance'**

We will know we are delivering our mission when:

Students from a wide range of backgrounds and starting points complete their courses, achieve their qualifications and progress into employment or further/higher education.

Students' satisfaction survey feedback is very positive. Staff are willing and able to develop their talents and progress successfully in their careers.

External bodies consistently judge what we do to be inclusive, relevant and to be providing value.

Employers and community groups want to partner with us because they recognise the quality of our provision.

The College operates as a successful business - generating cash each year to reinvest in its education provision.

# College Values

The college's four values of: integrity, trust, inclusivity and partnership, serve as the underpinning framework for its mission articulating how the college behave and guides every aspect of the business by demonstrating what the college need to accomplish in order to continue delivering a sustainable and quality offer.

The college values create a long-term cultural foundation for its work, and provide the college with a formula for winning and working together with the college's community, learners and staff.

## Our Values

### Integrity

Working with honesty and probity; demonstrating openness and transparency at all times.

Placing the interests of our students at the heart of all College activities.

### Trust

Inspiring students to achieve success through quality learning and assessment.

Challenging and supporting staff so that they continue to be effective and successful.

### Inclusivity

Promoting equality and diversity through inclusive practice.

### Partnership

Engaging with Worcestershire's communities to develop stronger partnerships with sustainable benefits.

Listening to our stakeholders in order to provide responsive and informed services.

# Our Community

## About Worcestershire

Worcestershire is a varied and diverse county that blends industrial and economic strength with awe-inspiring scenery and sites of key historic significance. At the heart of England and close to motorway and rail networks and international airports at Birmingham and Bristol, the county stretches from Bromsgrove, Kidderminster and Redditch in the north, through to the Vale of Evesham in the east and the Malvern Hills in the south. At its heart is the beautiful and historic city of Worcester.

The county has a well-motivated, highly skilled and healthy workforce.  
([www.wlep.co.uk](http://www.wlep.co.uk))

## Bromsgrove

A traditional market town of character, surrounded by beautiful rolling countryside first documented in the early 9th century. Close to Bromsgrove you will find the Clent and the Walton Hills. With just under a million people visiting each year, the Clent Hills are graced with several classically inspired architectural works from around the 1750s. Most of them in the private grounds of 18th Century Hagley Hall, which is open to the public.

([www.visitworcestershire.org](http://www.visitworcestershire.org))

## Malvern

This uniquely beautiful place has more to offer than just landscape, since there is always something happening in the area. There are towns and villages to explore,

whilst our festivals and wide choice of events will give you reasons to visit time and again throughout the year.

Great Malvern is largely Victorian but its roots go back much further. The oldest parts of the town can be seen around the Priory Church which was founded in 1085 when Benedictine monks settled here and built a Priory. The 900 year old church contains some of the finest medieval stained glass in the country.

The Malvern Theatres, situated in the centre of Great Malvern, is one of the leading regional venues for a range of first-rate artistic performances including West End shows.

The famous Morgan Motor Visitor Centre where you can see some of the most impressive of cars. This is the last wholly owned British car manufacturer in the UK.

Authors C S Lewis and J R R Tolkien gained much of their creative inspiration from the area. Many other key figures such as Charles Darwin and Florence Nightingale visited the town to participate in the popular Water Cure treatments that were started by Doctors Gulley and Wilson in the 1800's.

Sir Edward Elgar, the famous English composer was born in Lower Broadheath and was inspired by the Malvern Hills to write many of his most famous works including the Enigma Variations, Caractacus and Pomp and Circumstance Marches.

([www.visitworcestershire.org](http://www.visitworcestershire.org))

## Redditch

A successful mix of old and new. Redditch is home to several historical sites such as The National Needle Museum, ruins of 11th century Bordesley Abbey and the remains



of a medieval moated settlement 'Moons Moat'. Abbey Visitor Centre displays fascinating artefacts from the site's first archaeological dig in 1864 and from more recent digs.

The modern Kingfisher Shopping Centre ranked 20th out of 100 centres in the UK features mosaics by sculptor and artist Sir Eduardo Luigi Paolozzi, a new restaurant quarter, cinema and gym. Outside of the shopping centre, the Church Green conservation area houses the 18th century St Stephens Church, bandstand with events throughout the year, Bartleet Fountain and established open air market. The Edwardian Palace Theatre shows a mix of new and well known acts and along with golf, sports centres, a National standard BMX track, wild life, Green Flag Countryside Parks, bars, restaurants, cafes and bingo hall Redditch is a great place to visit.

([www.visitworcestershire.org](http://www.visitworcestershire.org))

### **Worcester**

Worcester is a beautiful Cathedral and University City with a fascinating history of industry, a wealth of interesting architecture, top class sports teams and venues, an unrivalled selection of high street names and independent boutiques and a vibrant programme of events.

So whether visiting with friends, a family – young or old, there really is something for everyone.

The city is best known for its magnificent Cathedral but is also famous for the world renowned Worcester Porcelain, the piquant Worcestershire Sauce and the most picturesque cricket ground in the country.

Explore The Commandery to learn about our important role in the English Civil War. See a contemporary exhibition at the City Art Gallery and admire the half-timbered buildings in Friar Street. These include Greyfriars' House & Garden and the 500 year old Tudor House. If you prefer to join a guided tour around the city, walks are available every day, morning and evening, from the Guildhall which in its own right is a truly beautiful building dating back to 1721.

([www.visitworcestershire.org](http://www.visitworcestershire.org))

## External Agencies

Heart of Worcestershire strives to be inclusive in all aspects of the services it delivers and recognises the importance of strong relationships with the community. With this in mind we practice a collaborative approach to keeping our students safe with external agencies.



# Our Partners



## Employers

Equality and Diversity is monitored with our sub-contracting partners on a regular basis through the following methods;

- Audit and compliance visits
- Learner and employer surveys
- Observation of teaching, learning and assessment (including joint observations with partner leadership and management team)
- Review of policies, procedures, strategies and staff development records (areas for improvement are addressed at senior leadership level with action plans agreed, where required).

In addition to the above, the consortium management team provide partners with resources to promote and discuss Equality and Diversity with learners during learning activity and through progress reviews, which check their understanding and monitor their place of work for legal compliance and good practice. It is also worth noting that we deliver training sessions to partners that include the promotion of Equality, Diversity and British Values.

Within College a question bank has been developed to target specific vocational sectors with relevant and current topics for discussion during progress reviews. The outcome of these reviews is monitored through the audit and quality monitoring process. The College observation process will also capture evidence of the promotion of Equality and Diversity during work-based assessment and progress reviews.

A handbook with questions for specific subject areas has been created to help assessors to embed Equality and Diversity into their work. This has been linked to the review document to enable effective tracking. A handbook has also been devised for learners in work based learning to aid their understanding of Equality and Diversity.

A review of work experience practices took place this year to enable a consistent approach to Equality and Diversity. Tools are in place to further develop opportunities to promote Equality and Diversity in work place settings.

In addition the college seeks to develop opportunities to promote Equality and Diversity with all contractors and provide training for external agencies when possible.



# Our Policies

## Equality Policy

Equality and Diversity is central to the college's overarching plans, as set out in its Strategic Plan, and is embedded throughout the college in many ways such as sharing and celebrating good practice and participation and consultation.

The Equality Action Plan sets out the strategy for establishing how the college intends to ensure equality for all and build upon existing practice. It is intended to be flexible to respond to new developments and changes in legislation, and will be reviewed and updated on a regular basis, with the continuing involvement of college learners, staff, partners and community groups. Progress will be reported twice yearly to Corporation and monitored through the Equality and Diversity strategic group meetings taking place each term.

The college strives to ensure that all learners enjoy an excellent experience whilst at college and monitors this by analysing data regarding people with a protected characteristic. The EDIMS [Equality and Diversity Impact Measures] are incorporated into the college's Equality Objectives and are reported on to the Senior Leadership Team and College Corporation.

We will provide equality of opportunity for all of our learners and staff by:

- Taking effective action to prevent discrimination, harassment or bullying;
- Listening to our learners;
- Providing flexible learning and working opportunities to support differing aspirations and goals;
- Promoting equality of access to all college services;
- Taking all reasonable steps to provide a safe, accessible, inclusive and equitable learning environment.

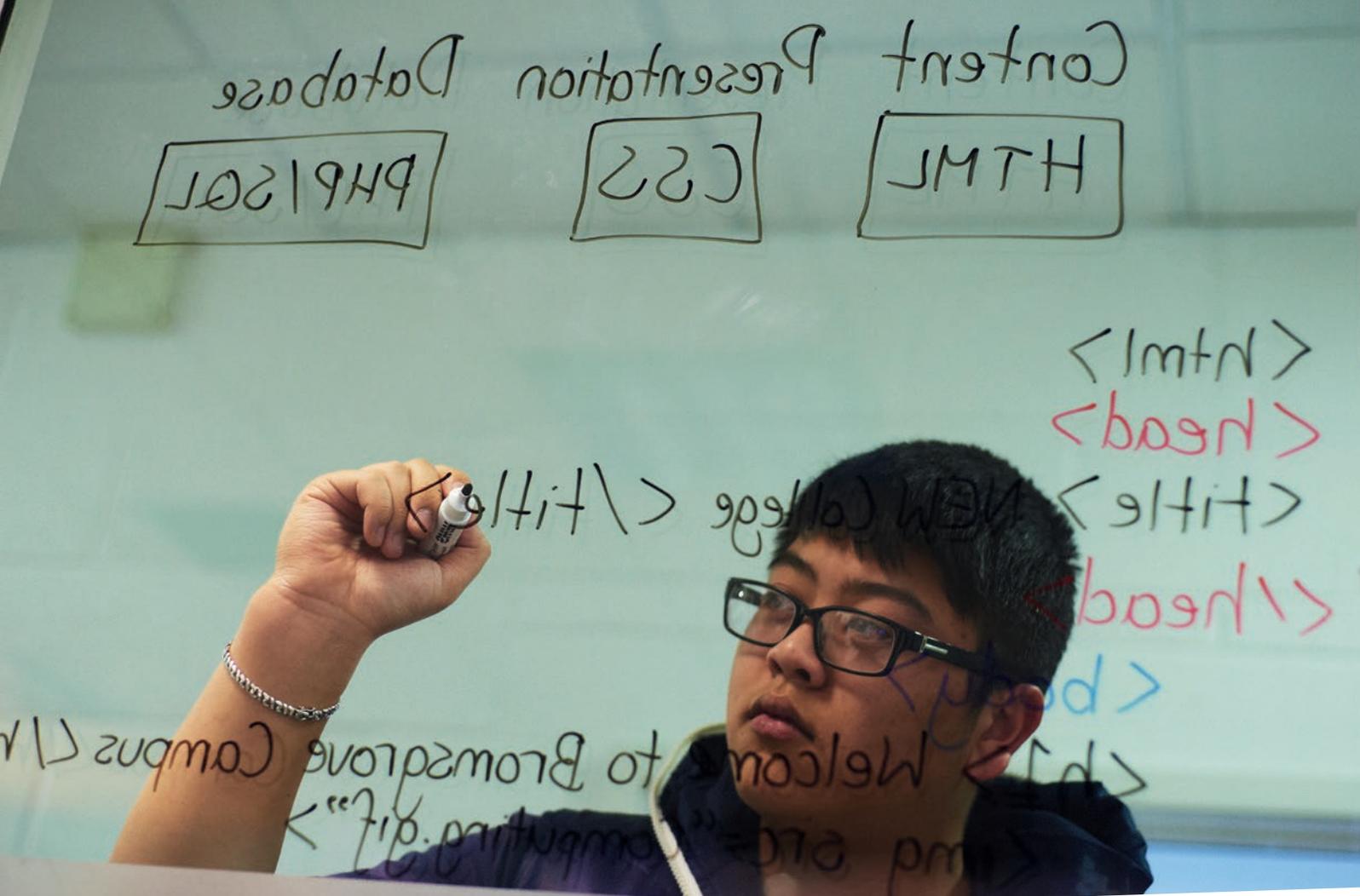
# Our Planning

The Heart of Worcestershire College strives to be an outstanding inclusive college where all staff and learners feel valued and respected, having a fair and equal chance to reach their potential.

We aim to respond to the diverse profile of needs expressed by our learners, staff and stakeholders and celebrate the diversity of the college community. We aim to go beyond statutory requirements to ensure our learners, staff and partners have the best experience possible. Through our Equality Action Plan we will work with the college community and beyond to make the college a truly inclusive organisation. We believe that Equality and Diversity is an essential ingredient for overall quality improvement.

The College ethos to Equality and Diversity includes the:

- **Involvement of the various communities of interest** - so that their priorities and concerns can be identified and inform college practice and policy.
- **Data gathering for analysis and monitoring** - to establish what different groups experience in terms of recruitment, retention and success as a student or as a member of staff. Any significant differentials will be further explored and actions agreed accordingly.
- **Raising awareness** - through staff and learners induction, bespoke training and by having thematic weeks to celebrate diversity
- **Action planning** - The college will set equality objectives at least every 4 years to move forward its aim to be an outstanding college. The objectives will be translated into an Equality action plan which will be agreed every year and monitored on a regular basis.
- **Publicise the scheme** - to ensure transparency in our approach and practice regarding Equality and Diversity. This will enable learners, staff and the College's community to be informed of progress and give stakeholders the opportunity to respond.



### Equality and Diversity Strategy Group

Heart of Worcestershire College has an established Equality and Diversity Steering Group to lead on the organisation’s strategic approach to equality and diversity. Key post holders from across college attend these meetings each term.

This group will:

- Ensure the College meets its responsibilities with regard to its public sector general and specific duties;
- Ensure Equality and Diversity is promoted effectively through teaching and learning;
- Ensure that information regarding Equality and Diversity is communicated effectively to the college community;
- Monitor, review and contribute to the colleges Equality and Diversity Objectives and Action Plan;
- Make recommendations as to how the promotion of the equality duties can be further enhanced and improved through the curriculum and service provision;
- Monitor additional equality and diversity operational meetings to share and develop best practice and ensure whole organisation ‘buy in’;
- Review and revise the College’s Equality Policy annually;
- Contribute to the college’s annual Equality and Diversity Report, published in January;
- Monitor the progress made against college EDIMS;
- Monitor any complaints pertaining to Equality and Diversity;
- Champion inclusive practice.

# The Impact

## Curriculum

HoW College has a diverse and broad range of learning opportunities. There is provision for learners from 16 upwards. There are FT and PT routes for adults returning to education including Access programmes, ESOL, Maths and English, community courses and through the IT Skills Centres. There is a specialised inclusive learning department support Special Educational Needs (SEN) learners and the College plays an active part in supporting the NEET agenda through its development of STEP, Sports and Services and Princes Trust programmes. In addition to this, the provision of mainstream Entry 3 and Level 1 programmes allow the progression of learners to FE who haven't managed to achieve in a school environment.

## Tutorial

Group tutorials across HoW is being delivered to FT learners at all levels. Comprehensive induction programmes are in place to ensure learners are aware of the college values, the Student Standards and the support that is available.

The tutorial framework is a key driver for developing learners understanding of Equality and Diversity. There have been specific sessions delivered for learners on Equality and Diversity issues, health and well-being and Citizenship.

## Financial Support

Effective financial support packages are in place to support learners and the College effectively manages its free college meal programme.

**91%** of learners who received financial support were retained for 2017/18.

The retention rate for learners who received the 16-19 vulnerable bursary was **83%** and **88%** for those who received free college meals.

## Welfare Support

The Welfare Team support vulnerable learners across HoW College. Particular attention is made to supporting learners with protected characteristics. The Students' Union meet regularly and supports specific events such as HoW College Pride Day. Specific and effective transition work takes place with learners referred from external support agencies who may require extra support to help them settle in to College.



## LGBTQ Pride

Active promotion of the College's LGBTQ society took place with officers raising awareness of sexual orientation. SU Officers set up interactive stalls in the SUB and held discussions with students around sexual orientation and promoted the support that is available at the college. Events were held across Bromsgrove and Redditch with some of our student LGBTQ community coming along to support the event.



## Student Experience

The Student Experience Team promote and support Equality and Diversity across college.

Staff working in the Student Union Bureau (SUB) find that they are in a unique position, being in a recreational space, to influence learner's views and challenge discrimination in an informal and supportive way. Students are relaxed and in a good frame of mind to listen to other views.

The team celebrate and promote particular key dates in the calendar, with a range of display and activities taking place in the SUBs and around campus. For example campaign weeks, International Women's Day, Black History month, LGBT Pride, Disability Awareness days, Mental Health Awareness days.

Fresher's and induction are a key time for learners and the team work closely with external agencies actively promoting the support that is available for learners.

## Inclusive Events

The College has over 1000 learners participating in learning in the community. The College provides a variety of courses ranging from cookery for people with mental health issues to maths for learners who have been out of education for a long time. Community learning also includes recreational sessions such as keep fit, flower arranging and creative crafts. The sessions target some of the harder to reach groups in the community and provide the perfect bridge for coming into the main college. These sessions are flexible and meet the needs of our diverse local community.

The College provides healthy living sessions in the local community centres and respects the religious needs of participants.

HoW College participates in the Christmas tree competition at Worcester Cathedral. Learners across college participate with tree decorations, which either represent their course or represent their achievements.

The Students' Union organised and ran HoW College pride. The purpose of the event was to raise awareness of support available internally and externally for learners who identify as LGBT.

A tailored package of activities was created for the Inclusive Learning department. Students participated in a range of activities including boxing, zumba, boccia, bowls, sit down volley ball and gym sessions. The learners enjoyed the sessions and gained confidence, self esteem and fine motor skills.

## Charity Fund Raising

Staff and Student teams across HoW College have raised money for a number of charities. This is an important part of raising student awareness of the role that charities have in communities, the issues they are supporting and a way for students to actively show their care and support of these. Examples are where students set up their own events i.e. car washes, cake baking, coffee mornings, wearing jeans etc, for charities such as Save the Children, Comic Relief, Breast Cancer Awareness, World Aids Day, Macmillan, and Women's Aid etc.



As well as supporting mental health initiatives such as Tea & Talk for Time to Talk Day.

## Macmillan Coffee Morning



This ran at the Malvern campus for the first time. It was a very successful event with lots of cake. The W&M cafe carried on collecting for the charity through out the year, and we are currently waiting for a total raised.

## Children in Need

On Friday 17th November 2017 the SU team sold doughnuts, wristband's, had a cake sale and held a 'non uniform day' in aid of Children in Need. All together across all campuses they managed to raise £124.14, beating last year's total!



## HoW College students STEP up for an excellent cause!

Heart of Worcestershire College's (HoW College) students "stepped" up to help the homeless as they donated to St Paul's Hostel.

The Worcester based hostel, has been helping the homeless within its local community since it was established in 1977. The organisation has 46 single rooms as well as a number of accommodation units across the city centre, providing vulnerable people with a place to stay. It also provides individuals with the support and guidance they need to get back on track and recover from trauma.

During the month of May, HoW College's STEP students collected essential items such as toiletries and food from home and college to donate to the charity. The students also went the extra mile, personalising the boxes with positive messages and well wishes before delivering them to the hostel.

Talking about the project, STEP tutor, Matt Beck said:

"I would personally like to thank the students for all their hard work but as a course, we would like to say as massive thank you for all the donations we have had. Without your generosity we could not have helped the people at St Pauls."

# RAFFLE DRAW

SUPPORTING OUR TANZANIAN EDUCATION PROJECT

**DRAW TO TAKE PLACE**

## JUNE 29TH 2018

**£1 per strip of tickets\***

\* tickets are available from [mkaufman@howcollege.ac.uk](mailto:mkaufman@howcollege.ac.uk), or at reception in All Saints building

PRIZES

A FAMILY TICKET TO SEE WORCESTER WOLVES

GIVENCHY RUCKSACK

ONE MONTH'S MEMBERSHIP (FOR CHILD AND ADULT) CLASSES AT TROJANS MARTIAL ARTS GYM WORCESTER

ONE MONTH'S MEMBERSHIP AT PERDISWELL LEISURE CENTRE GYM/CLASSES/SWIMMING POOL

A RANGE OF TREATMENTS AVAILABLE AT FOUNTAINS SALON

VARIOUS COSMETIC PRODUCTS INCLUDING HAIR CARE & COSMETIC PRODUCTS

VOUCHER FOR FLOWERS OF WORCESTER

PLUS OTHER PRIZES...

HEART OF WORCESTERSHIRE COLLEGE



## HoW College Photography students get snappy at charity run

30 April 2018

Heart of Worcestershire College's (HoW College) Photography students get snappy at the Stroke Association's 'Resolution run'.

A group of HoW College's Further Photography students teamed up the Stroke Association for their 'Resolution Run' at Arrow Valley Country Park. After being given a brief for the day, the students produced over 100 quality shots of the event which will help raise awareness of the Resolution Run Series.

Talking about the event, Christie Foster, Adult and Community Skills Assistant, at the College said:

"We were happy to assist the charity and this was a fantastic opportunity for our students to put their new skills to the test at a real event."

The Stroke Association Centre in Bromsgrove provides support for stroke survivors and their families through a range of activities that take place at the centre and in the wider community.

Talking further about the partnership between HoW College and the charity, Christie said:

"The Community and Adult Skills department have been delivering free recreational courses in Arts and Crafts at the Stroke Centre in Bromsgrove for a number of years now so it was great to be able to extend our support in this way."



## Primrose Hospice Visit

09 April 2018

Primrose Hospice Visit Image.jpg  
On Thursday 29th March, Heart of Worcestershire College's (HoW College) hair and beauty department invited a group of ladies from Primrose Hospice to experience a day of pampering, followed by coffee and cakes at the College's Peakman Street campus.

HoW College's Hair and Beauty level 2 and 3 students pampered the ladies with therapeutic treatments such as facials, pedicures and manicures. After a morning of relaxation and pampering, the ladies were then treated to tea, coffee and a selection of delectable treats in the College's Archer's Restaurant facility.

Jo Wright, Volunteer's Manager at Primrose Hospice said -

'This was a fabulous opportunity for the ladies from the Primrose Hospice to have a break from treatment and enjoy a well-deserved pamper'.

HoW College prides itself on its ability to provide opportunities such as these to charitable organisations such as Primrose Hospice which support patients and their families with life limiting illnesses.



## Inclusive Learning and Support for Success

Learners are identified early through Open Days and Admissions processes. Close working relationships with local specialist schools enables learners to explore options early and improves their transition to College. Learners identified with additional learning needs and disabilities have their support planned individually. Learners can disclose through the Admissions and Enrolment process or at any time during their course. Teaching staff and tutors will also refer learners for support at any time. These teams provide comprehensive support to learners that meet College values and they actively promote independence and future progression for learners.

Support is provided by a range of Staff, Personal Learning coaches, Student Profilers, Learning Support Assistants, Classroom Assistants, Specialist External Agencies and Volunteers.

HoW college works closely with Worcestershire County Council to deliver education places to a large number of learners classified as requiring high support needs (normally those learners have an Educational Health Care Plan (EHCP) plan in place). In 2017/18 the College had 203 learners receiving high-needs funding from a range of local authorities including Worcestershire, Coventry and Warwickshire. 41% of these learners were on 16-19 study programme covering a wide range of academic and vocational areas. 52% of these learners are studying on a SEN course and and 7%

are on a supported internship programme linked to preparation for life and work.

HoW students have access to a wide range of assistive technologies, lap tops, and practical resources to support their learning.

Equality and Diversity and safeguarding are promoted well across the curriculum after a sustained effort throughout the year through all course teams, to ensure this is well promoted and challenged when inappropriate. All tutors/assessors help to create a culture where learners are able to share any concerns and issues, these are sensitively discussed and appropriate action taken when required. There is extensive excellent practice in this area to ensure personal development, behaviour and welfare; it is important that learners are encouraged and supported to explore these areas, fully and develop and understand British Values as well.

Promotion of Equality and Diversity is now excellent in the majority of lesson with some curriculum areas particularly strong in embedding this into course delivery. The challenging of poor behaviours has been excellent and tutors report a greater confidence in tackling these issues. The whole curriculum area continues with excellent collaborative work with a broad range of partners – internal and external, to widen access to learning, promote social inclusion and provide learning opportunities to diverse communities within the area.



## Quality

Equality and Diversity is monitored during all observations of learning and the observer is fully trained to provide detailed feedback to enable the teacher to recognise strengths and areas for improvement. Advanced Quality Practitioners provide one-to-one support for staff who fail to provide good to outstanding support for all their learners and all staff have access to the Quality department's Teaching, Training, Learning and Assessment (TTLA) Moodle site where there is a designated section for Equality and Diversity. Staff can access a range of resources and presentations. The Teaching and Learning strategy provides the framework for promoting high-quality provision that advocates thoughtful and considered curriculum design, delivery, assessment and learner support for all.

The Quality department actively promotes Equality and Diversity through self-evaluation procedures within the undertaking of regular Sector Subject Areas (SSA) reviews where a range of evidence sources is presented including;

- Feedback from learners
- Equality and diversity prompt on the Observation of Learning feedback
- Findings from external verification reports, Ofsted and external examiners
- Analysis of performance indicators relating to student retention, attainment and progression
- Questions to academic and support teams
- Do you know where there are equality gaps within your programme/course?
- How do you know what you are doing will make a difference to students with protected characteristics?



## **Training**

232 staff received equality and diversity training via 15 mandatory sessions.

## **Staff Training Feedback**

### **Excellent**

Very well prepared and delivery session which was engaging, interesting and very helpful.

### **Excellent**

Interesting session. Good use of resources to understand the definitions of equality and Diversity

### **Excellent**

Good interactive session for equality and diversity and how it fits in at college.

### **Excellent**

An excellent, highly interactive session

## **Marketing**

The marketing team have been actively promoting Equality and Diversity in their publicity and promotional work. Particular attention has been taken to reflect the diversity of the college on all promotional material. Prospectuses and literature include supportive information and inclusive images.

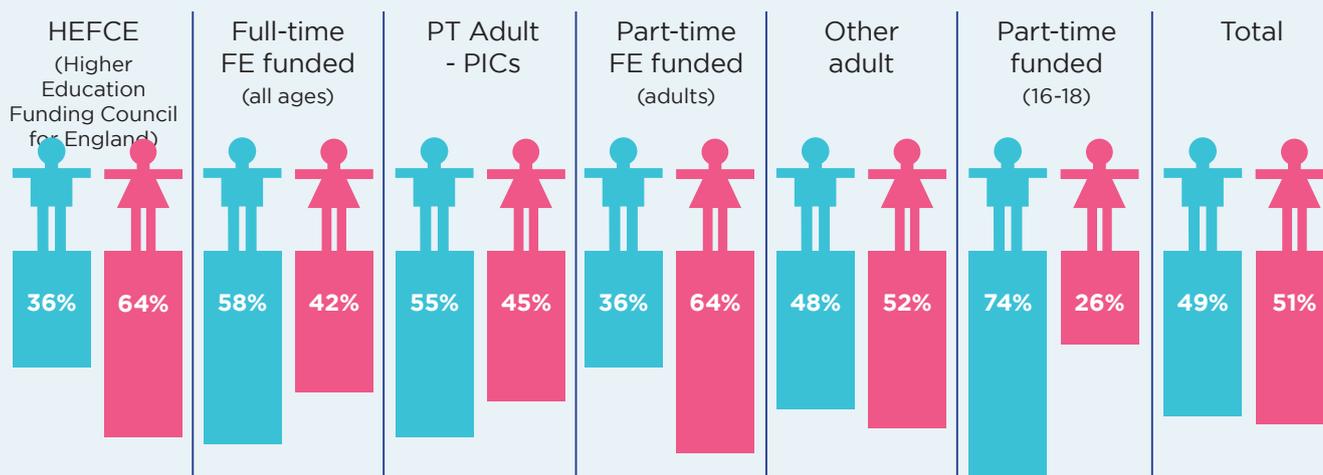
# Our Students

## Students Profile 2017/18

### Overall Student Cohort position for HoW College students 2017/18 (classroom based)

#### Students by Gender

There is a slight majority of female learners enrolled at HoW College overall at 50.9%. Higher Education and part time FE adult courses attract more females, whereas part-time 16-18 provision attracts more males.



#### Students by Ethnicity

Heart of Worcestershire continues to attract learners from Black and minority ethnic (BME) communities. This is reflected in the student cohort profile.

#### Demographic profile of residents of Worcestershire

(Worcestershire Demographic Report-Census 2011)

White	542,058	95.7%	British Mixed	7,045	1.2%
Asian or Asian British	13,741	2.4%	Other	953	0.2%
Black or Black British	2,372	0.4%			

	Asian	Black	Mixed	Other	Unknown	White
<b>HEFCE</b>	5.60%	2.90%	1.8%	0.5%	1.2%	87.9%
<b>Full-time FE funded (all ages)</b>	2.90%	0.96%	3.3%	0.2%	0.3%	92.2%
<b>PT Adult - PICs</b>	12.40%	9.90%	4.8%	0.7%	1.8%	70.2%
<b>Part-time FE funded (adults)</b>	6.20%	2.50%	2.6%	1.5%	0.6%	86.1%
<b>Other adult</b>	5.70%	1.30%	1.3%	0.9%	1.9%	88.7%
<b>Part-time funded (16-18)</b>	16.60%	4.90%	4.5%	1.2%	0.0%	73.2%
<b>Total</b>	6.30%	3.30%	2.8%	0.7%	1.1%	85.7%

## Students by disability

22% of our overall learners declared having a disability, difficulty or medical condition.

Disability	No	%
Asperger's syndrome	96	1%
Autism spectrum disorder	141	1.47%
Disability affecting mobility	108	1.12%
Dyscalculia	33	0.34%
Dyslexia	406	4.22%
Hearing impairment	67	0.70%
Mental health difficulty	270	2.81%
Moderate learning difficulty	92	0.96%
Other disability	66	0.69%
Other learning difficulty	49	0.51%
Other medical condition	528	5.50%
Other physical disability	42	0.44%
Other specific learning difficulty	44	0.46%
Prefer not to say	27	0.28%
Profound complex disabilities	2	0.02%
Severe learning difficulty	25	0.26%
Social and emotional difficulties	64	0.67%
Speech, Language and Communication Needs	17	0.18%
Temporary disability after illness	14	0.15%
Visual impairment	36	0.37%
Total	2127	

HEFCE	Full-time FE funded (all ages)	PT Adult - PICs	Part-time FE funded (adults)	Other adult	Part-time funded (16-18)	Total
1%	10.63%	3.88%	3.35%	2.60%	0.63%	22.00%

# Our Staff



The HR department has created and updated a number of key policies to continue to contribute and support the College's approach to Equality and Diversity.

## **Employee Well-Being and Stress Policy**

The Employee Well-being and Stress Policy strives to support the ethos of health and well-being and to create a positive culture in a safe, healthy and balanced working environment. Health and well-being initiatives are designed to provide employees with advice, guidance and resources to enable them to maintain a healthy lifestyle. These initiatives include:

- Health MOTs provided by the local NHS Trust/occupational health services;
- Themed weeks which are dedicated to topical health related themes such as quit smoking, weight management, diabetes awareness and emotional health;
- Health surveillance for relevant staff in at risk work areas;
- Workstation assessments;
- Free eye tests and eye-care vouchers for Display Screen Equipment (DSE) users.

In addition to these the College uses an occupational health service to support employees on a range of health issues and an Employee Assistance Programme which offers a free and confidential service offering professional counselling, information services, debt management and legal help. The service operates 24 hours a day, 365 days of the year.

## **Prevention of Harassment and Bullying Policy**

The Prevention of Harassment and Bullying Policy provides a common procedure for dealing with all incidents and complaints of personal harassment or bullying, whether based on race, gender, disability, learning difficulties, belief, religion, age, maternity or sexual orientation and on the grounds of that individual's membership or non-membership of a trade union.

## **Special Leave Policy**

In keeping with the ethos of the college serving its community, staff are able to request paid time off work in order to undertake volunteer work.

# Staffing profile

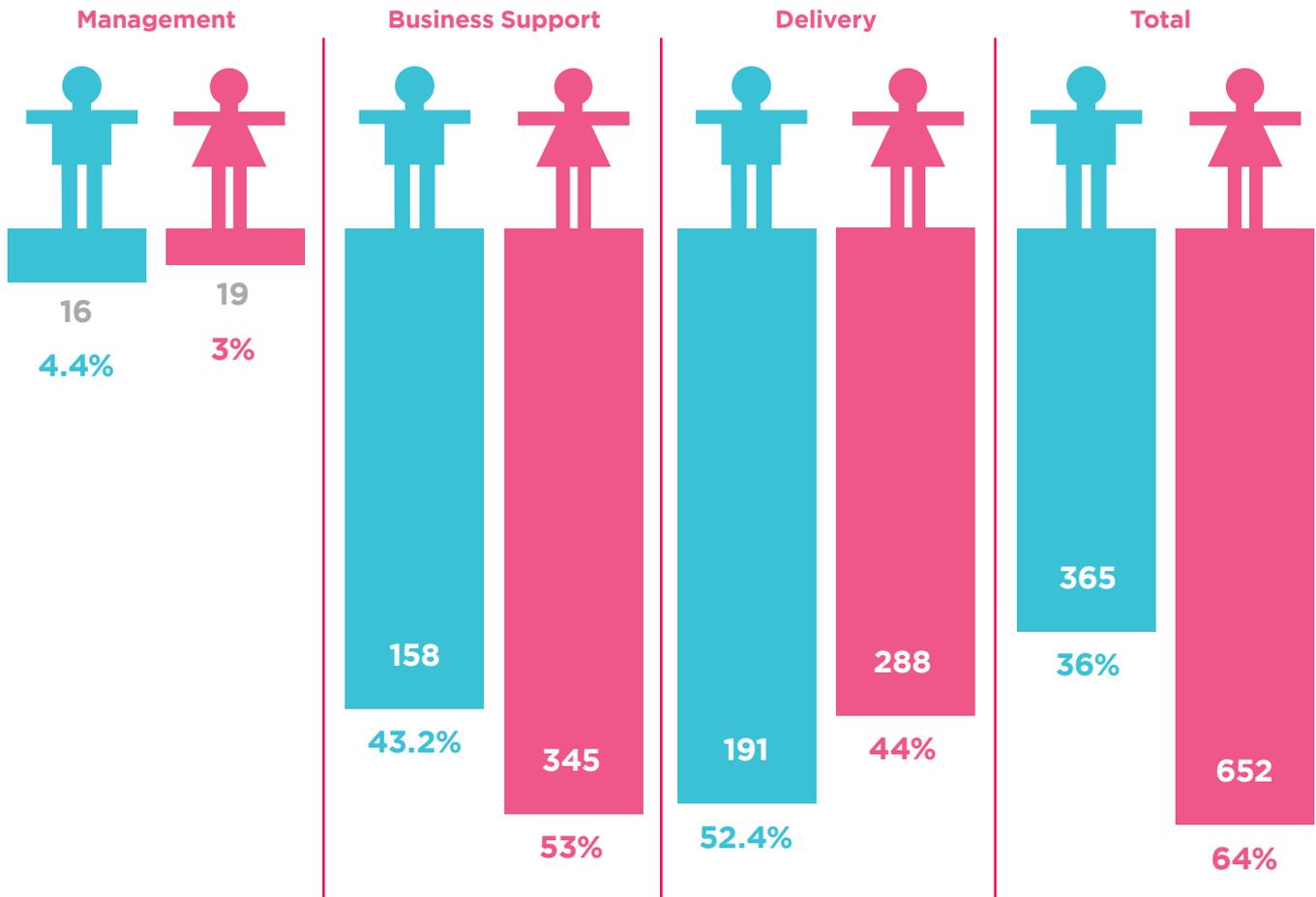
2017/18

Total staff employed during this period **1017**

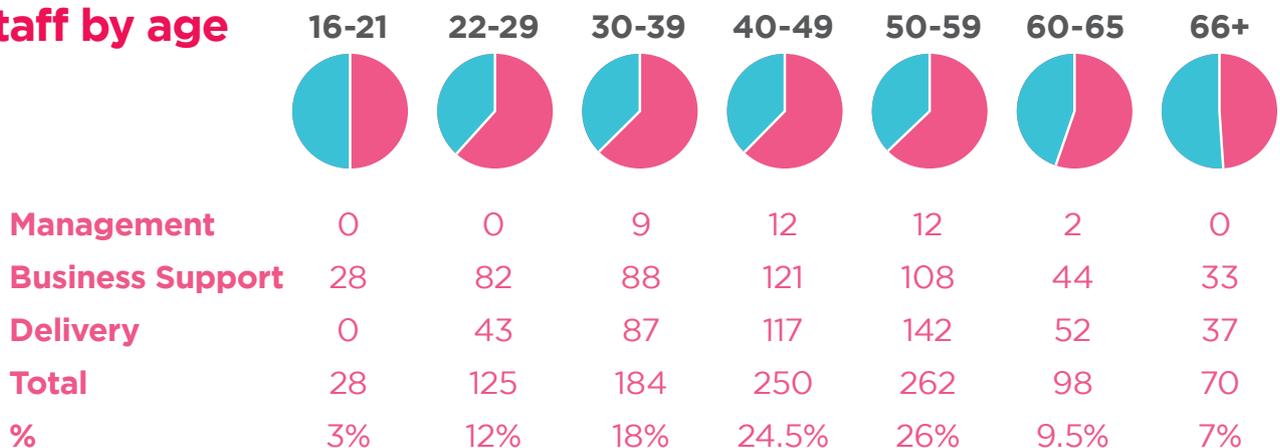
Active staff **859**

## Staff by gender

How College is consistent within the sector in terms of 2/3 of staff are female, 1/3 are male, according to the AoC College workforce survey 2017.



## Staff by age



There is a 2% increase in the number of our workforce who are aged 66 and over.



## Staff by disability

Prefer not to say	Yes learning difficulty	Yes physical impairment	Yes rather not say	TOTAL
3	13	18	12	46

## Staff by ethnicity

Our staffing profile is slightly more diverse than the demographic profile of residents of Worcestershire (census 2011) with 94% of our staff identifying as white compared to 95.7% of Worcestershire residents.

Ethnic origin	Asian	Black	Mixed	White	Not known
Management	1	0	0	34	0
Business Support	12	5	5	472	11
Delivery	9	9	5	450	4
<b>Total</b>	22	14	10	956	15
%	2%	1%	1%	94%	2%

# Celebrations and Awards

HoW College prides itself on its inclusivity and the support we offer our students. Throughout the year there are some who stand out for their resilience and achievement.

## Learning Centres

The College has six Learning Centres across the campuses which support students in an inclusive and welcoming environment. Student engagement this year has included the following activities:

### ESOL conversation classes

ESOL students were able to participate in conversation classes facilitated by the learning support team throughout the year to increase their confidence and master the language.

The Learning Centres update annually a collection of graded readers that cater for all levels of adult ESOL learners from beginners through to advanced. Graded readers are books that have language level simplified to help second language learners read them. The collection now includes over 100 titles. Additionally, for the new academic year 18-19, a series of 'English for Everyone' practice and workbooks which are a comprehensive self-study course for adults learning English as a foreign language have also been purchased.

Learners were surveyed about the service they receive to support their English skills.

#### 1. Does your use of the Learning Centre help with your course?

*I can learn new things and further my knowledge from the library. We can have a chat with Teija every Friday.*

*I come every Friday to learn English conversation and improve my English speaking and listening.*

*I can improve my English speaking and vocabulary because we use an online dictionary.*

#### 2. How useful is the support you receive from the Learning Centre staff for your college work?

*We can practice lessons which we had learned. We can discuss about England with the centre staff.*

*I come and practice my English conversation with Teija and discuss with my friends.*

*Teija helps me with difficult words to improve our knowledge.*

#### 3. What do you like best about the Learning Centres?

*I like borrowing books. I like talking about the new things I have learned with Teija. Sometimes I love to use the computer to look for information.*

*I like to practice English conversation in the learning centres. I like Teija because she is very helpful. I also like to borrow books.*

*I like Teija because she helps me with my English speaking and improving my vocabulary.*

The Learning Centres also have a similar collection of published SEN readers for teenagers and adults who are developing their basic reading skills. A set of readers was also purchased for SEN students using 'The Base' independent living flats.

The Learning Centres encourage reading for pleasure for all students in our Reading Hubs. They provide a range of books





## HoW College breaks the top 100!

26 February 2018

Celebrations are underway at Heart of Worcestershire College (HoW College) as it's featured in National Centre for Diversity (NCFD) Top 100 Index 2018.

Announced at the NCFD's Grand Awards event in London, the Top 100 Index highlighted HoW College as one of the best organisations in the UK.

The Top 100 Index is dictated by the results of the diagnostic surveys completed by those who have embarked on an accreditation journey with the National Centre for Diversity.

HoW College achieved Investors in Diversity Standard at Stage 2 in January 2016 and since then have continued to take a structured and planned approach to embedding EDI at the heart of everything it does.

Talking about the College's achievements, Assistant Principal Higher Education and Standards, Peter Robinson said:

"We are delighted with this achievement which is a recognition of the work we do every year but one that we have focused on since merger. The principles behind the Investors in Diversity award is creating equality of opportunity, drawing upon the diverse talents and skills of our staff and promoting fairness and a respect for all to our students and partners, principles that accord with our own values. This is a significant milestone in our journey but we will continue to review and improve our services and our role in and for our communities."

The NCFD's aims to advance fairness for all in the workplace by helping organisations to embed best Equality, Diversity and Inclusion (EDI) practices. Their goal is to positively influence beliefs, attitudes, behaviour and conduct towards issues surrounding EDI.

# Students Take Pride College Wide!

08 March 2018

Heart of Worcestershire College's (HoW College) Student Union (SU) Officers, celebrated the LGBT+ community last month as they hosted their annual Pride event across Worcester, Redditch and Bromsgrove.

LGBT+ support, represent and bring together the Lesbian, Gay, Bisexual, Trans and Plus students of HoW College.

As part of the event, students hosted a variety of activities such as LGBT+ Identity Definition and Flag Match to provide others with a better understanding of terminology and identities, whilst highlighting the breadth of diversity within the College's community.

Thank you to everyone who organised and attended the event, keep an eye out for more information on LGBT+ events and meetings coming soon.



## “SEN-sational” Supermarket Sweep!

23 March 2018

Celebrations are underway at Heart of Worcestershire College (HoW College) as its Special Educational Needs (SEN) department is awarded £215 as part of the Waitrose Community Matters scheme.

The department was featured in the Bromsgrove store collection in November and received the highest amount of green token votes of any charitable organisation so far! The money will go towards the development of the student's Sensory Garden.

The Sensory Garden will be a safe outdoor learning space at the College's Redditch campus and be a place for students to relax and unwind.



## HoW College students do work experience with a difference!

22 March 2018

Heart of Worcestershire College's (HoW College) Horizons students completed their work experience with a difference last week at St Richard's Hospice Charity Warehouse, Leigh Sinton.

St Richard's Hospice cares for patients and families in Worcestershire who are living with life-limiting illnesses. Each year they give free care and support to around 3,000 patients, loved ones and the bereaved – helping them towards the best quality of life possible.

During their work experience, the students organised donations and prepared items for sale in the charity's retail outlets.

Talking about the student's experience, Elizabeth Dooley, Supported Internships Co-ordinator said:

“This experience has been invaluable for the students; they have sorted through tonnes of stock and provided a real boost in manpower for the organisation. The charity volunteers have really embraced the students wholeheartedly, mentoring and teaching them essential work skills.”

St Richard's Hospice Charity Warehouse Manager, Clive added:

“The Horizons students have injected youth and enthusiasm into the workforce and made a real dent in the never ending influx of donated stock. Thank you to all the students who have supported us.”

HoW College prides itself on its ability to offer students a number of opportunities to enhance their college based learning by including trips, visits and work experience.



## HoW College students “shed” light on amazing cause!

19 April 2018

Heart of Worcestershire College’s (HoW College) students, “shed” a light on an amazing cause during their work experience with AgeUK Bromsgrove, Redditch and Wyre Forest (BRWF).

TV and Media students, Liam Collett, Ethan Harper, Chelsea Price and Patrick Whinder-Montague filmed and edited two short videos to promote the excellent work of the Bromsgrove Men in Sheds Group. The campaign will be displayed on the organisation’s website and social media pages to promote and raise awareness of the scheme.

The Bromsgrove Men in Sheds Group has been operating since 2016, providing a supportive and friendly setting where anybody can socialise and learn new skills. The group aims to tackle loneliness and social isolation in older people, where retirement can mean loss of status and contact.

To help raise funds, to ensure the continuation of this much valued group, the charity is launching an annual ‘Shed Share’ sponsorship scheme. For £100, local businesses/ groups/ individuals can sponsor a ‘Shed Share’ for a year.

Talking about the project, Kate Hutchings, Work Placement Officer - The Arts, at the College said:

“This initiative has provided our students with valuable, real-life, work experience while at the same time, ensuring the men have the opportunity to tell their local communities about the positive impact that being involved in the Bromsgrove Men in Sheds has had on their lives.”



## HoW College student braves new heights for charity

02 May 2018

Heart of Worcestershire College (HoW College) student, Lauren Willis, is going to new heights to raise money for mental health charity, Mind.

Mind is a charity that provides advice and support to anyone experiencing a mental health problem. They campaign to improve services, raise awareness and promote the understanding of mental health across the UK.

Lauren has been working hard to raise money for the charity through various activities including a Krispy Kreme doughnut sale and non-uniform days at Pershore High School & Sixth Form and HoW College.

The work and services that Mind provide is something that is close to home for Lauren and through her amazing efforts she has already managed to raise over £2000.

But she doesn't plan to stop there! On 8th September she will be braving a wing walk in Oxfordshire to help raise even more money for the charity.

To find out more about Lauren's story and to donate please visit her JustGiving page: <https://www.justgiving.com/fundraising/lauren-willis5>

To find out more information about Mind and the services that they offer please visit: [www.mind.org.uk](http://www.mind.org.uk)

## Primrose Hospice Visit

09 April 2018

Primrose Hospice Visit Image.jpg

On Thursday 29th March, Heart of Worcestershire College's (HoW College) hair and beauty department invited a group of ladies from Primrose Hospice to experience a day of pampering, followed by coffee and cakes at the College's Peakman Street campus.

HoW College's Hair and Beauty level 2 and 3 students pampered the ladies with therapeutic treatments such as facials, pedicures and manicures. After a morning of relaxation and pampering, the ladies were then treated to tea, coffee and a selection of delectable treats in the College's Archer's Restaurant facility.

Jo Wright, Volunteer's Manager at Primrose Hospice said –

'This was a fabulous opportunity for the ladies from the Primrose Hospice to have a break from treatment and enjoy a well-deserved pamper'.

HoW College prides itself on its ability to provide opportunities such as these to charitable organisations such as Primrose Hospice which support patients and their families with life limiting illnesses.



## HoW College student 'races' to the World Championships

29 May 2018

Heart of Worcestershire College's (HoW College) Level 2 Sport student, Libby Smith, is set to showcase her skills on the world stage this June as she hopes to represent Great Britain at the World BMX Championships in Azerbaijan.

Libby is a self-funding athlete and since qualifying has been tirelessly fundraising to cover the costs of her accommodation, flights and race entry fee.

Following a generous donation of £500 from HoW College, she is one step closer to her ambitious target.

Talking about her passion for the sport Nathan Bevan, Personal Tutor for MPS & Sport, said:

"Libby is a hard working student, who lives and breathes BMXing and loves to compete. This is the first year she will be competing in the Junior Women's Category and we wish her the best of luck, I have no doubt she will do the College proud."

Libby is no stranger to competition and already has a host of impressive titles under her 'helmet' including National Champion and British Champion.



## HoW College Photography students get snappy at charity run

30 April 2018

Heart of Worcestershire College's (HoW College) Photography students get snappy at the Stroke Association's 'Resolution run'.

A group of HoW College's Further Photography students teamed up the Stroke Association for their 'Resolution Run' at Arrow Valley Country Park. After being given a brief for the day, the students produced over 100 quality shots of the event which will help raise awareness of the Resolution Run Series.

Talking about the event, Christie Foster, Adult and Community Skills Assistant, at the College said:

"We were happy to assist the charity and this was a fantastic opportunity for our students to put their new skills to the test at a real event."

The Stroke Association Centre in Bromsgrove provides support for stroke survivors and their families through a range of activities that take place at the centre and in the wider community.

Talking further about the partnership between HoW College and the charity, Christie said:

"The Community and Adult Skills department have been delivering free recreational courses in Arts and Crafts at the Stroke Centre in Bromsgrove for a number of years now so it was great to be able to extend our support in this way."

M started the STEP course very nervous and unsure of her abilities but over the year she grew in confidence and her quality of work was excellent. When she started, M had difficulty with her English communication and writing but once she started having support from her personal tutors and the ESOL team she really did well in all that she did. M worked really well in all of her lessons and produced some excellent work with fantastic detail. She has now gone on to study English and potentially a law qualification.

C started the STEP course at the age of 14. She was very quiet and lacked confidence but considering her age, she managed to fit in really well and was an excellent student with a brilliant attitude to learn and do well. All of her tutors had lots of time for her and she was a really well liked person across the course. She made some new friends along the way and is now about to start a Level 2 qualification in Public Services. C has become a very mature person with a fantastic attitude to all that she does, well done on a great year C!

S started the STEP course really struggling with her confidence and abilities. This impacted on her attendance and motivation which almost resulted in her losing her place on the course. After some support from the College welfare team and her personal tutors she started to gain confidence and her attendance really improved. Towards the end of the course, she completed some practical assessments and gave presentations in a number of lessons. She has really worked hard over the year and is now about to progress on to a Level 2 Hair and Media Makeup. She has come a long way and overcome her difficulties so she should be very proud and may it continue in to next year.

G started the Prince's Trust programme lacking confidence and self-worth. He struggled with depression and social anxiety. Thanks to the skills and confidence he gained whilst completing the course G has been able to secure permanent employment. G said of the course "I can say with complete assurance that the course has changed my life so much. The support given has made it possible for me to realise my full potential as I gave it my all during the course."

# Glossary of Acronyms

<b>ADHD</b>	Attention deficit hyperactivity disorder
<b>BME</b>	Black and Minority Ethnic
<b>CAMHS</b>	Child and Adolesence Mental Health Services
<b>DSE</b>	Display Screen Equipment
<b>E &amp; D</b>	Equality and Diversity
<b>EDI</b>	Equality, Diversity and Inclusion
<b>EDIMs</b>	Equality and Diversity Impact Measures
<b>EFA</b>	European Funding Agency
<b>EHCP</b>	Educational Health Care Plan
<b>ESOL</b>	English for Speakers of Other Languages
<b>FE</b>	Further Education
<b>FT</b>	Full-time
<b>HEFCE</b>	Higher Education Funding Council for England
<b>ILT</b>	Information Learning Technologies
<b>LGBT</b>	Lesbian, gay, bi-sexual, transgende
<b>LGBTQ</b>	Lesbian, gay, bi-sexual, transgender, queer
<b>MPS</b>	Military and Public Services
<b>NEET</b>	Not in Education, Employment or Training
<b>PT</b>	Part-time
<b>PUSH</b>	Push Until Something Happens
<b>SAS</b>	Sports and Services
<b>SEN</b>	Special Educational Needs
<b>SFA</b>	Skills Funding Agency
<b>SOLA</b>	Scheduled Online Learning Assessment
<b>SSLT</b>	Senior Student Leadership Team
<b>SUB</b>	Student Union Bureau
<b>TTLA</b>	Teaching, Training, Learning and Assessment
<b>YOS</b>	Youth Offending Service