



HEART OF WORCESTERSHIRE COLLEGE

Equality, Diversity and Inclusion

Annual Report 2019/20

96% of our learners feel they are treated with respect

HOWCOLLEGE.AC.UK



HEART OF
WORCESTERSHIRE
COLLEGE

Our Commitment and Intent

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 students 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 process is intended 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.

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)

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)

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)



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.visitworcestershireshire.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.visitworcestershireshire.org)

Analysis from the Association of Colleges Deprivation Profile Analysis Tool shows Heart of Worcestershire College deprivation category as quartile 3. Deprivation is classified into 10 bands with

band 1 being the most deprived and band 10 being the least deprived. The following chart shows the percentage of learners in the 16-18 year olds and adult categories in the most deprived bands 1-3.

Level	16-18			Adult		
Entry	Band 1	Band 2	Band 3	Band 1	Band 2	Band 3
	9.9%	13.2%	9.9%	15.2%	17.9%	15.6%
1	Band 1	Band 2	Band 3	Band 1	Band 2	Band 3
	12%	18.5%	13.7%	22.8%	17.6%	13.6%
2	Band 1	Band 2	Band 3	Band 1	Band 2	Band 3
	12.8%	13.5%	12.2%	25.3%	13.4%	12.4%
3	Band 1	Band 2	Band 3	Band 1	Band 2	Band 3
	7.6%	11.2%	8.3%	13.6%	13.4%	9.7%
4	Band 1	Band 2	Band 3	Band 1	Band 2	Band 3
				<5	<5	41.7%
Overall	Band 1	Band 2	Band 3	Band 1	Band 2	Band 3
	10.3%	13%	10.6%	20.3%	15.4%	13%

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.

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 Partner Agencies

Heart of Worcestershire College (External Agencies) 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 Policies

Equality, Diversity and Inclusion Policy

Equality, diversity and inclusion 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 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, diversity and inclusion.

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

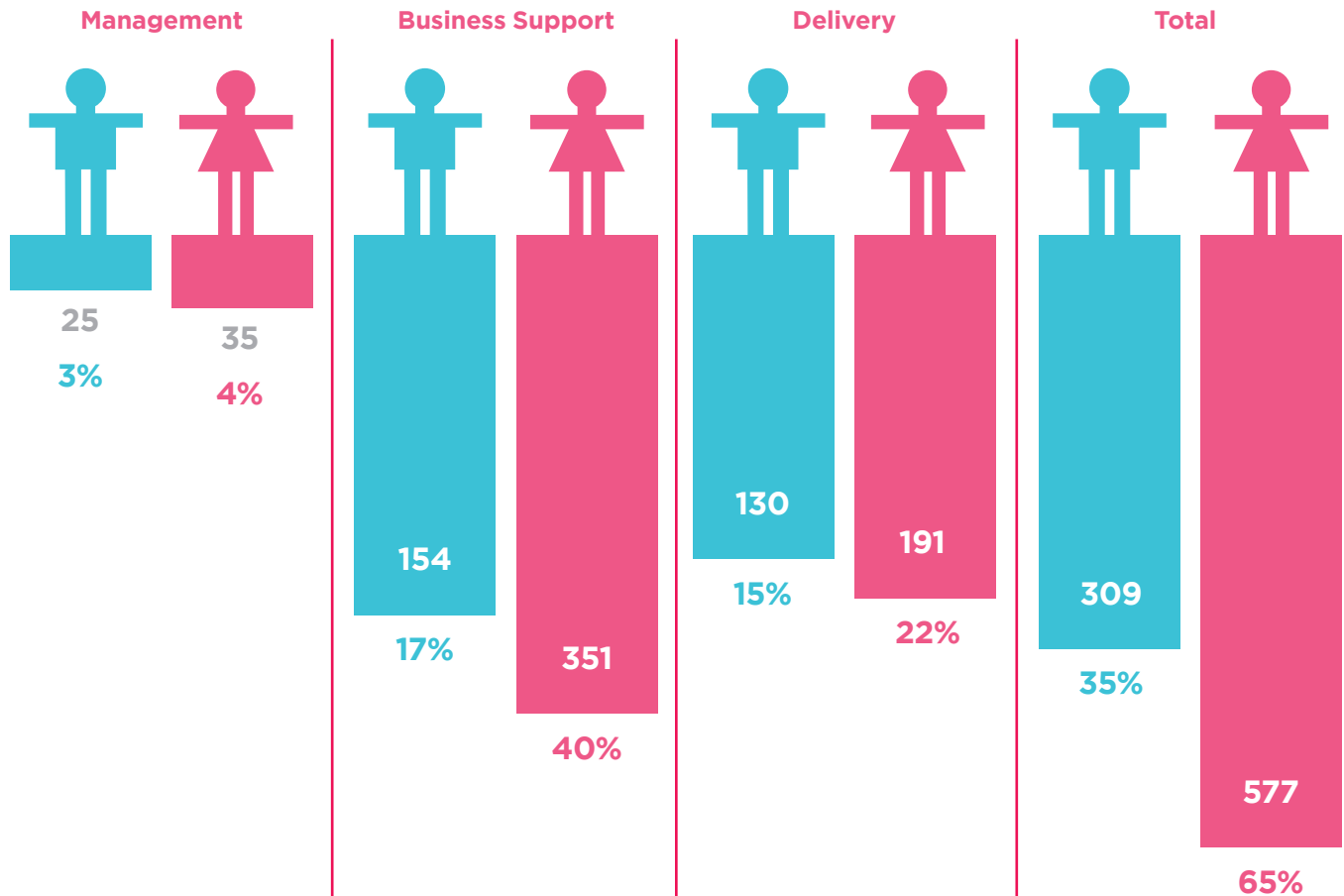
2019/20

Total staff employed during this period **886**

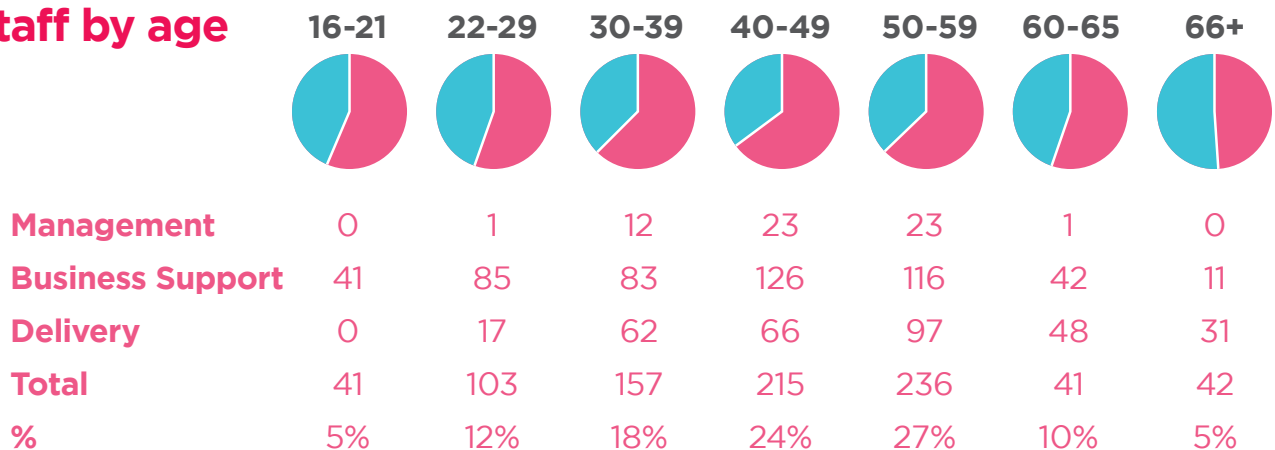
Active staff **768**

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



Staff by disability

3.2% of staff have declared a disability

Prefer not to say	Yes learning difficulty	Yes physical impairment	Yes rather not say	Yes - Mental ill health	TOTAL
3	10	8	6	1	28

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	Other Ethnic Group	Not known
Management	1	1	1	56	1	0
Business Support	7	7	15	426	0	50
Delivery	9	6	9	276	1	20
Total	17	14	25	728	2	70
%	2%	2%	3%	86%	0.23%	8%

Gender Pay Gap

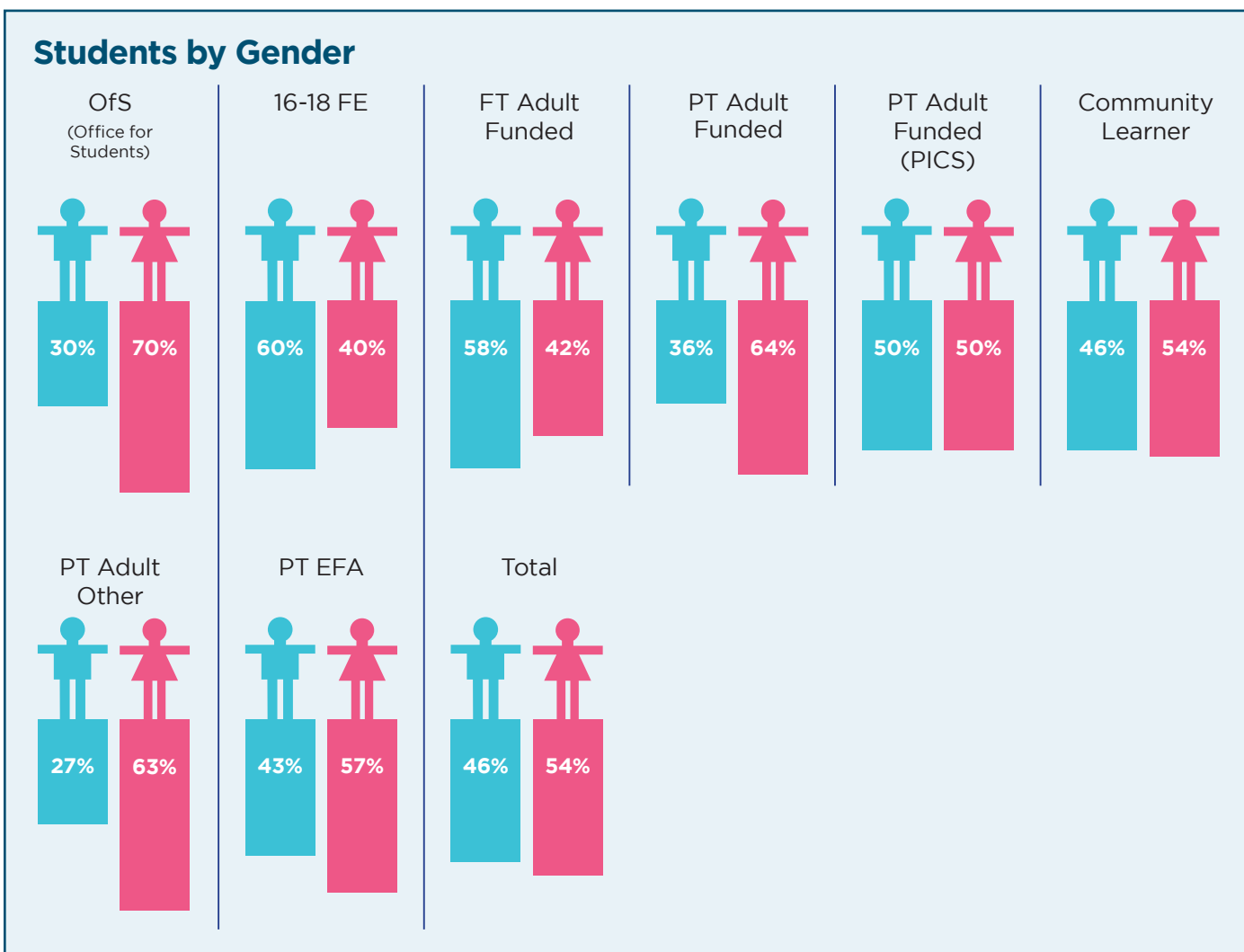
Heart of Worcestershire College, in line with many colleges, has more female employees. The education sector has also always provided a range of flexible working patterns to suit the work/life balance of its staff. At HoW College a greater number of female staff have taken advantage of this flexibility, choosing to work less hours or taking on term time only contracts. This does impact on Gender Pay Reporting calculations, however we have always, and will continue to support and provide flexible working patterns. At HoW College we are proud of our diverse and multi-discipline workforce and the range of facilities we provide. For many years the College has also supported the benefits that salary sacrifice schemes bring to its staff.

The College is committed to closing the gender pay gap in order to do this work has begun on exploring the possibility of encouraging more diverse working patterns, such as compressed hours, occasional working from home and flexible working arrangements along with Leadership development training which has been established to support succession planning and support and encourage qualities in our staff such as management skills and self-confidence.

Our Students

Students Profile 2019/20

Overall Student Cohort position for HoW College students
2019/20 (classroom based)





Students by Ethnicity

Heart of Worcestershire College 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

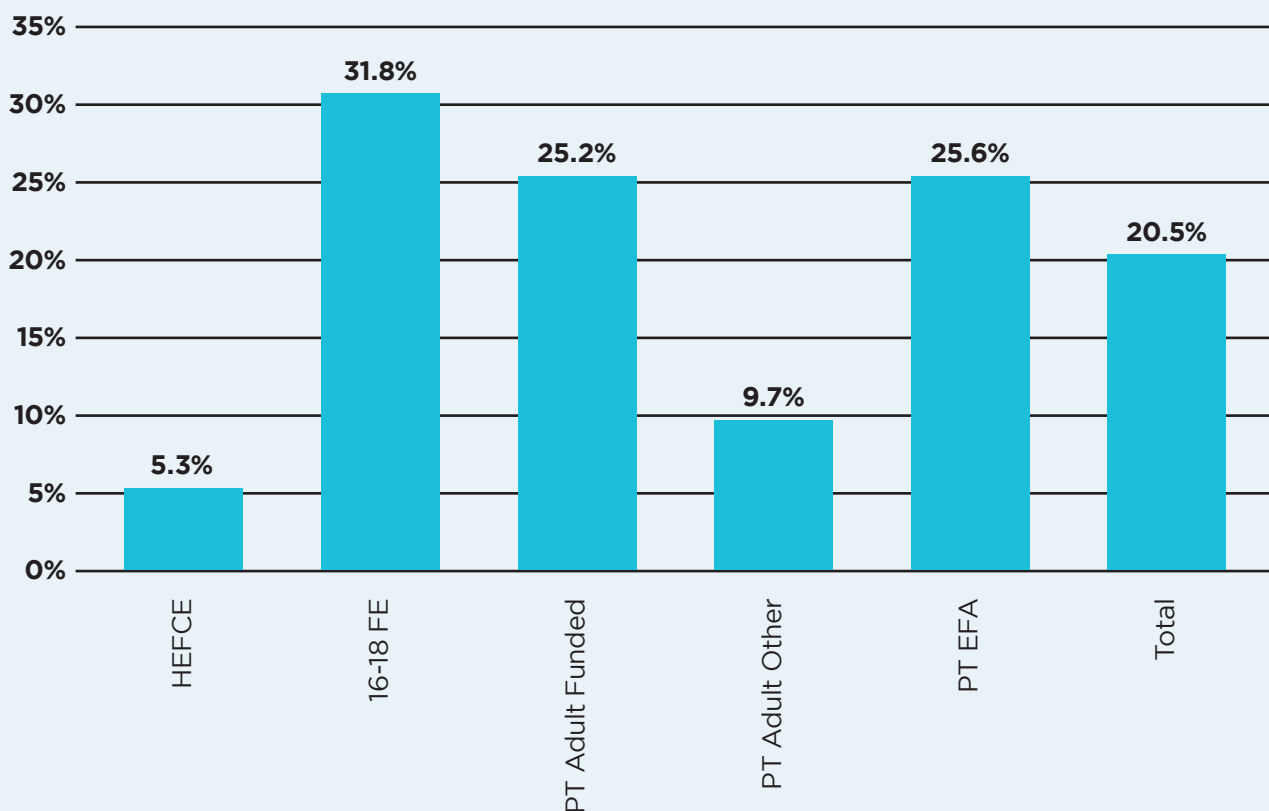
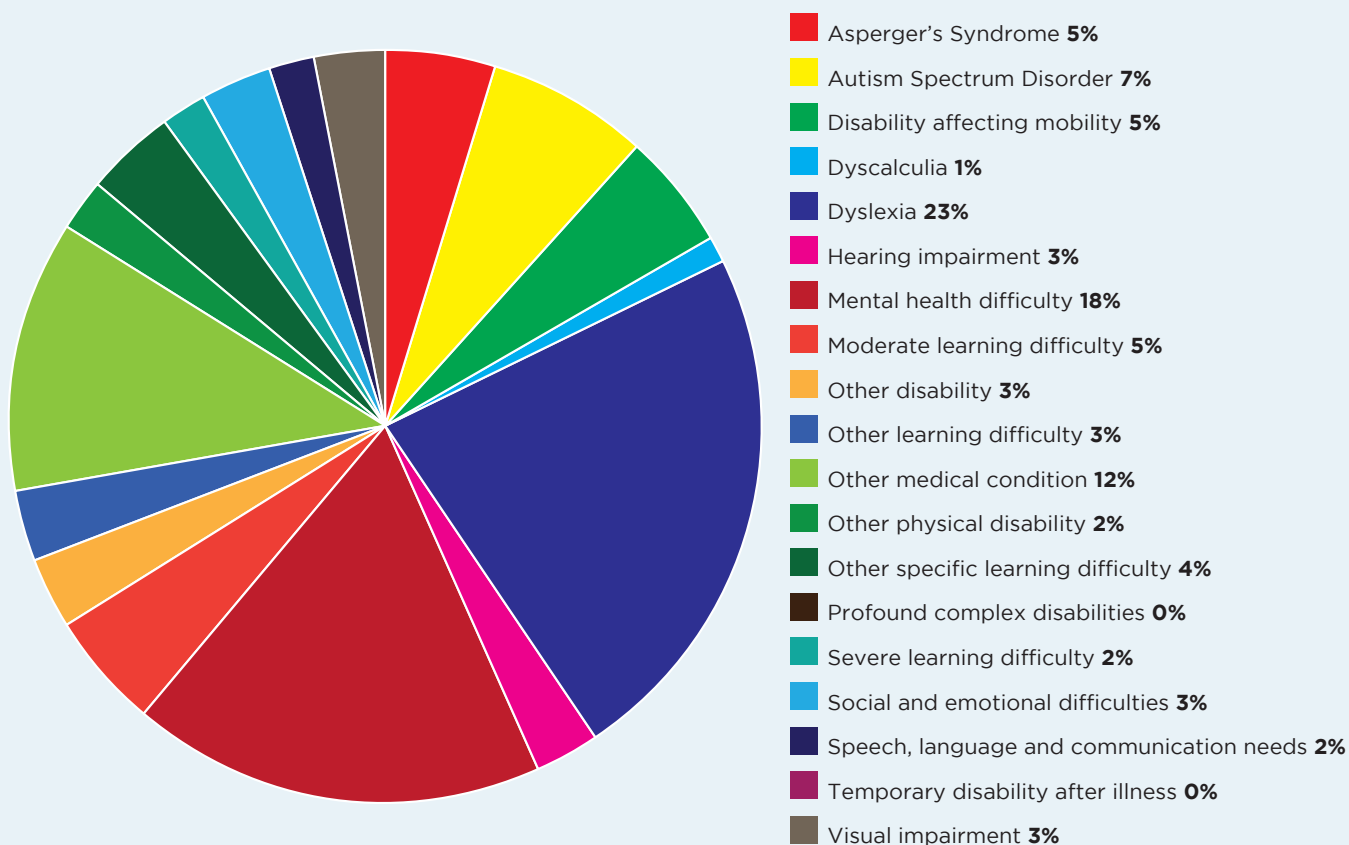
(Worcestershire Demographic Report-Census 2011)

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%			

	White	Mixed	Asian	Black	Other	Not Provided
OfS	85%	2%	6%	3.5%	0.5%	3%
16-18 FE	91%	3.5%	4%	0.7%	0.5%	0.3%
FT Adult Funded	91%	2%	5%	1%	1%	0%
PT Adult Funded	80%	2%	11%	4%	2%	1%
PT Adult Funded (PICS)	61.5%	5%	20%	11%	2%	0.5%
Community Learner	91%	0.7%	6%	1%	0.3%	1%
PT Adult Other	93%	1.5%	2%	1%	0.5%	2%
PT EFA	85%	4%	4%	3%	4%	0%
Total	84%	3%	8%	3%	1%	1%

Students by disability

20.5% of our overall learners declared having a disability, difficulty or medical condition.



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.



Supporting Learners with Special Educational Needs (SEN)

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, High Needs Support Co-ordinators, Personal Learning coaches, Student Profilers, Learning Support Assistants, Classroom Assistants, Specialist External Agencies and Volunteers.

The High Needs Support Co-ordinators role includes:

- Arrange appropriate training for staff as required for specific needs.

- Ensure that the college can meet the needs of a student via the consultation process with the Local Authority. Meet with parents/carers to discuss support requirements.

School visits are arranged, we will happily be involved with Year 10 and 11 reviews at school if and when required.

Help to facilitate the transition work from school into college.

Every student has the opportunity for an annual review, allowing a discussion around the needs of a student, suggesting amendments to the plan if needed and look at the progression for the next academic year.

We also aim to help to facilitate the transition when leaving college, giving advice and guidance as to what happens after college life.

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).

The College had **233** learners with high needs in 2019/20 with **70%** enrolled to specialist provision and the remainder attended vocational and technical programmes across the College.



Support for Success

The Support for Success team deliver a model of academic support to students who have declared an additional learning support need. The team primarily consists of Personal Learning Coaches and Learning Support Assistants, alongside Senior Personal Learning Coaches, SEN Profilers and Administrators who work closely to ensure all learners are effectively supported. We support Full Time and Part Time students together with Apprentices. We strive to remove barriers to learning through the use of assistive technology, by ensuring that learners are motivated and strive to achieve the very best academic results, whilst also promoting learner independence and preparing students for the workplace.

The team support students with a wide range of learning difficulties and disabilities, such as: Autistic Spectrum Disorders, Dyslexia, Dyspraxia or Dyscalculia, Attention Deficit Hyperactivity Disorder (ADHD), Communication difficulties, Emotional and social difficulties Physical difficulties, Sensory needs such as hearing or vision impairment & Mental health.

A range of assistive technology and resources are used by Support for Success to support our students, such as Read & Write specialist software, text to speech and voice dictation software, coloured Cerium overlays, coloured Cerium writing pads and Cerium reading rulers. The team also provide a range of social skills, revision and support resources and specialist equipment loans such as exam reading pens and laptops.

The Support for Success team arrange and provide specialist assessments allowing for exam access arrangements to be granted to students with a learning disability or learning need.

402 exam access arrangements were approved for 2019/20.

594 learners declaring an additional learning support need received academic support from Support for Success during 2019/20.



Higher Education learners

HE Learners

A key part of the HE Engagement Officer's role is to meet the needs of students with a disability. Overall the College has an increasing population of students declaring disability at the point of application.

A student is considered to have a disability or be disabled with the following conditions;

- Long-term physical health condition
- Permanent or long term impaired mobility
- Mental health difficulties
- Specific learning difficulty (SPLD) such as dyslexia, dyspraxia or dyscalculia
- An Autistic Spectrum Disorder (ASD) such as Asperger's
- Hearing or sight impairment

Support can take some or all of the following;

- Meeting the legal requirement to make reasonable adjustments to enable the student to be able to study and access services
- Pastoral and academic support

- Assistance in seeking diagnosis and evidencing of disability
- Assistance in applying for relevant funding including Disabled Students' Allowance (DSA)
- Assistance in ordering and using assistive technology
- Assistance in implementing exam access arrangements
- Supporting curriculum staff by creating and disseminating course profiles

Information evenings are held to explain what support is available for students with disabilities, this includes inviting current level 3 students who will be progressing onto HE courses and external applicants who have identified themselves as having a disability through the application process. The HE Engagement Officer invites identified students to an individual meeting to discuss their needs, including what reasonable adjustments they may require and whether they are eligible for DSA funding and explaining the process of applying. Reasonable adjustments can be physical and environmental adjustments such as holding classes on a ground floor



when a lift isn't available. Other reasonable adjustments relate to teaching, learning and assessment needs, which can include exam arrangements and providing learning materials prior to class sessions. At this meeting, students are asked to complete a Consent to Share document which enables the HE Engagement Officer to create a course profile to assist curriculum staff in supporting the student effectively.



Quality

Equality, diversity and inclusion 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, diversity and inclusion 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?

The Impact

Ofsted

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.

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.

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 Prospects, Sports and Services, IT and Media and Care

courses. 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, diversity and inclusion. There have been specific sessions delivered for learners on Equality, diversity and inclusion 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.

93.5% of learners who received financial support were retained for 2019/20.

The retention rate for learners who received the 16-19 vulnerable bursary was **87.9%**.

Welfare Support

The Welfare service safeguards and supports the welfare and mental health needs of learners, to empower them to build resilience and confidence to make positive decisions and to fulfil their ambitions and achieve their goals.

The support is tailored to meet the learners' needs. This can include low level support for coping strategies, to liaising with mental health services due to a student attempting to take their own life.

Vulnerable learners are identified from application and throughout the year, with

targeted cohorts, such as Care Experience, those living independently aged 16-18, young parents or young carers receiving extended monitoring of their retention on the course and achievement.

996 learners accessed support via the Welfare Team for 2019/20 excluding transition work with nonstarters. Of which **290** were classified as vulnerable which saw an increase of **21 (+7.8%)** vulnerable learners supported compared to 2018/19 which increased the complexity of support needed leading to an increase in interactions for learners from 10,387 2018/19 to **11,912** for 2019/20 **(+14.7%)**.

For 2019/20 the Welfare team liaised with the High Needs and S4S department to identify learners with an EHCP citing mental health or wellbeing concerns. These learners were directly targeted and added to the At Risk list where they were offered support of which there were 87 learners with an EHCP who received support.

Emotional wellbeing, anxiety and low mood remain the greatest mental health concerns for learners with emotional wellbeing accounting for **46%** of mental health interactions, this has increased by **12%** compared to 2018/19, anxiety has increased by **3%** and low mood by **1%**.

Mental health including suicide attempts and suicide plans accounted for **24%** of safeguarding issues.

Student Experience

The Student Experience Team promote and support Equality, diversity and inclusion 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, Mental Health & Resilience, Citizenship, Equality and Diversity, Prevent and LGBT Pride.

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.

Weekly activity sessions are run in the SUBs for the Inclusive Learning department. This not only enhances communication skills, dexterity and cognitive ability, it also allows the learners to use the space and gain confidence to continue to use it during their free time.

Careers Service

The careers team proactively contacted learners with an identified vulnerability to offer specialist careers guidance.

37% of learners who received a guidance session were classified as vulnerable.

During National Careers Week activities there were specific activities arranged for learners with additional needs, classified as vulnerable or identified as being in a socially deprived postcode. The aims of these sessions were to raise aspirations and reduce barriers to achievement.

133 learners were identified as UniConnect learners. These are level 3 learners who live in an identified socially deprived area. 100% of these learners had at least targeted interaction with either a specialist careers session, funded career themed trip or event or mentoring support. 80% of this cohort had two or more interactions.

Learning Centres

The Learning Centre staff also continue to work closely with the Student Experience team using the visual space to promoting E&D topics and events, all harmonised with the College's calendar of events. In addition to this staff also promote Inspiring People showcasing the achievements of famous individuals from different backgrounds who have inspiring stories. This year the Learning Centres have featured:

- Heather Fisher – Birmingham born England International Ladies Rugby player who fought anorexia, alopecia and a fractured spine to reach the top in a sport she loved.
- Siobhan Redy – Co-founder of Media Molecule and winner at the first Microsoft Women in Gaming Awards, Fortune's 10 most Powerful Women in Gaming and shortlisted in The Hospital Club's 100 awards, celebrating the 100 most influential and innovative people working across Britain's creative industries.

Some examples of displays this year were:

- Mental Health & Resilience
- Equality & Diversity
- Prevent
- World Kindness Day
- Smear Campaign
- Reading Ahead
- Safeguarding - Drugs & Alcohol
- Employability
- Healthy Relationships

In Redditch and Worcester, presentations were delivered to ESOL classes to promote the nationwide 'Reading Ahead' programme by the Reading Agency. The programme is aimed at adults and young people to engage and build confidence with reading, particularly those who may struggle with literacy or wish to improve their English skills. 60 students engaged in the promotion.

Staff Training

248 staff completed the mandatory Equality and Diversity training in 2019/20. To training was revised and delivered online during lockdown to ensure all staff were able to access it.



Student Feedback

Of the 1,551 learners who completed the Arrivals Survey 2019;

95% feel they know where to go for support.

96% feel their learning environment makes them feel welcome and safe.

94% feel they are treated with respect in College.

Of the 353 learners who completed the Remote Learning Survey 2020;

99.1% were confident that they know how to keep themselves safe online.



Wellbeing Support for Staff

In order to increase productivity and retain the talent HR have been engaged in running initiatives aiming to support staff's understanding and perceptions around Mental Health and Wellbeing and to enable a discussion/open dialogue between managers and employees around Mental Health and Wellbeing.

2019/2020 Wellbeing plans were put in place with the following focus:

March – Ovarian and Prostate Cancer Awareness distribution of booklets relating to the awareness day in various Campuses and awareness posters were produced by Marketing for all staff.

The aim was to increase recognition of the signs and symptoms of ovarian and prostate cancer, signposting male and female staff on relevant support providers including Employee Assistance Programme.

May - Mental Health Awareness Week - HR in collaboration with the Marketing department created a newsletter for all staff covering a subject of 'Kindness' in such uncertain times. As this year Mental Health Awareness Week is all about how much Kindness matters, we have shared some 'acts of kindness' along with EAP and Wellbeing Centre contact details. HR created 3 different newsletters/infographics to go out to all staff on 1st day, 3rd day and 5th day of the awareness week, each newsletter covered different aspects of 'Kindness'- 1st day communication covering tips on how to help promote positive mental health, 2nd communication- infographics 'how to look after your mental health during this time

of uncertainty' and 3rd communication with wellbeing web links to free physical activities websites, meditation & relaxation websites, sources of positivity websites.

A College staff group was launched on Yammer where staff kept in contact and shared their lockdown experiences. During the period of March to June 2020, **520** messages were posted on Yammer by an active community of over 180 members of staff. A HoW College playlist was produced on Spotify and whole College briefings, team meetings and updates were in place via Teams throughout term 3 and the summer period.

Covid 19 Wellbeing Hub was created in April to promote wellbeing initiatives and support. **189** staff accessed the Wellbeing hub on the HoW4U site with **10** staff accessing the EAP in the last quarter of the academic year.

Staff development days have included a wellbeing focus this academic year which hasn't been something that hasn't been done previously, this is now a key theme for all staff development days going forward in order to ensure staff feel supported.

Recruitment for new starters has taken a virtual turn and all interviews have been conducted on-line using TEAMS, approximately 60 new starters since march have been appointed to posts in this way.

All mandatory training has been made available on-line for new starters in order that they can be fully inducted and onboarded successfully during the pandemic, this has also allowed existing staff to complete refresher training.



RACISM AND BLACK LIVES MATTER

Marketing Campaigns

Throughout 2019/20, the Marketing team have assisted in the creation, promotion, organisation and distribution of EDI content to internal and external members of the HoW College community; producing content (including the production of graphics, distribution of external opportunities and social media campaigns) for over 17 different celebration/information days and events to help improve awareness for important EDI dates on the calendar.

EDI dates/events included: Holocaust Memorial Day, LGBT+ History Month, National Apprenticeships Week, International Women's Day (Fearless Females campaign), International Nurses Day, International Day of the Midwife, Autism Awareness Month, World Fair Trade Day, International Day against Homophobia, Transphobia and Biphobia, Mental Health Awareness Week, World Refugee Day, International Women in Engineering Day, the Black Lives Matter movement and many more.

The three occasions that had the most significant input with were the Fearless Females campaign, Mental Health Awareness Week and the Black Lives Matter movement.

Fearless Females involved a week-long campaign of daily "HoW Heroines"

celebrating the HoW females past and present who are breaking stereotypes and boundaries. There were also daily external opportunities advertised to encourage females to get active, meet new people and try something new.

For Mental Health Awareness Week, the team assisted the HR department to develop a week-long campaign with top tips to promote positive mental health and reiteration of internal and external resources for anyone who may need some help.

When it came to the Black Lives Matter movement, the marketing team conducted a significant amount of research to ensure that the College was providing resources to help educate the community and encourage everyone to further their own understanding on the matters at hand. As a result, the team created the HoW College BLM statement, the 'SHRINK' initiative to combat racism, as well as a wide variety of resources such as articles, books, podcasts, video resources and support resources, in order to ensure that education on such content could be accessible for everyone. In addition, the team compiled a month-long campaign for Black History Month, producing fact files that looked at everything from civil rights, politics and LGBT+, to subject specific Black history within areas such as Art, Music, Sport and Engineering.



Student Experience Campaigns

The team launched LGBTQ+ Campaign in 2019/20. Learners were invited to attend a social group for the LGBTQ+ community in College. This was held in the SUB where learners were able to meet new people, participate in activities and feel safe in their environment. Students were taught in open discussions the difference between gender and sex and also the difference in different sexual orientations. Explanations as to why some terms that relate to the LGBTQ+ are inappropriate and why they should not be used were also given.

Positive Mental Health was a key objective for 2019/20. A campaign was run in October promoting positive mental health and resilience. This theme ran through many of the campaign weeks all year. Learners were encouraged to take part in coping strategy activities such as mindfulness drawing and stress ball making. The SUB facilities were used to engage with learners in a positive atmosphere, breaking down barriers and promoting positive activities. Discussions as to how to combat poor mental health within yourself and within others were also held within tutorial groups. Students completed pledges on what actions they are going to take to support positive mental health.

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.

“Look out for family and friends going through a hard time”

“I will stay positive and continue to support my friends and others through both the good and bad times”

“If you're suffering with a mental illness issue, remember you're not alone and there's always someone to talk to”

“It only takes 2 seconds to ask how someone is feeling”

“My pledge is to look after my grandparents and ask twice if they're ok”

Students fed back on how the campaign had impacted on them.

“it made me realise anyone can be suffering mental health and no-one would know”

“I have more of an understanding but the subject kind of makes me feel uncomfortable to talk about from past experience”.

Students were asked what the one thing they would take away from the session;

“That it's ok to talk to someone if you are going through something and you shouldn't keep it to yourself because it will just make you feel worse”.

“That there are a lot of people who suffer, not just one”

Supporting vulnerable learners during lockdown

During lockdown all students were contacted via email informing them of how to maintain positive mental health and how to access support via the College and with external agencies, as well as promoting the self-help resources available on the student portal.

Safeguarding procedures remained in place with dedicated mobile numbers for staff and students to call. These numbers were also available during bank holidays for social workers or other professional bodies to raise concerns.

Students who were identified as vulnerable included the following cohorts:

- Students with an Educational Health Care Plan (EHCP)
- SEN
- Those who in the care system
- 16-18 year olds living independently
- Young Carers
- Young Parents
- Those with significant mental health concerns
- Those on a Child in Need (CIN) or Child Protection plan (CP) (known to Children's Services)
- Those with an open safeguarding concern

All vulnerable students were contacted and offered the opportunity to access the College facilities during lockdown to complete their qualification and access face to face support.

Robust risk assessments were completed for each student and were shared with the Local Authority. Each student received individualised support with regular check ups via the telephone, text, email or Teams ranging from multiple times a day to weekly depending on their level of need and external support in place.

Partnership working with key agencies increased substantially during lockdown and previously unknown vulnerable learners were identified and offered support.

The College had 233 learners with high needs in 2019/20 with 70% enrolled to specialist provision and the remainder attended vocational and technical programmes across the College.

Transition work with learners with EHCPs was particularly impactful during the 2020 summer period to support learners with understandable anxieties about coming back into education after the lockdown as well as for some, starting in a new phase of their education.

The Welfare Team saw an increase in students previously unknown to them struggling with anxiety and requesting support.

To ensure all vulnerable learners had digital accessibility equity they were contacted to ensure they had resources to be able to complete their work. The College liaised with the Local Authority to co-ordinate laptop and wifi support for those learners known to Children's services. For other vulnerable learners were able to loan College laptops and these were delivered to students in their homes.

Developments for 20/21



- Enhanced mental health support for staff and students
- Development of Moodle Student Enrichment page promoting EDI activities
- Online Freshers event with information from external support agencies
- Half Termly newsletter for students to include mental health support, staying safe online and EDI activities and competitions
- Parents newsletter
- Exploration of further mental health resources for students
- Introduction of THRIVE programme for tutorial sessions
- Further develop marketing department EDI awareness digital campaigns
- Develop wellbeing strategy for staff
- Promotion of wellbeing and mental health awareness events for staff
- Employee Flu vaccines
- Develop internet access survey for learners

Glossary of Acronyms

ADHD	Attention deficit hyperactivity disorder	JCP	Job Centre Plus
AMHS	Adult Mental Health Services	LGBT	Lesbian, gay, bi-sexual, transgende
BDHT	Bromsgrove District Housing Trust	LGBTQ	Lesbian, gay, bi-sexual, transgender, queer
BME	Black and Minority Ethnic	MPS	Military and Public Services
CAMHS	Child and Adolesense Mental Health Services	NEET	Not in Education, Employment or Training
DSE	Display Screen Equipment	PT	Part-time
E & D	Equality and Diversity	PUSH	Push Until Something Happens
EAP	Employee Assistance Programme	RSVP	Rape and Sexual Violence Project
EDI	Equality, Diversity and Inclusion	SAS	Sports and Services
EDIMs	Equality and Diversity Impact Measures	SEN	Special Educational Needs
EFA	European Funding Agency	SFA	Skills Funding Agency
EHCP	Educational Health Care Plan	SOLA	Scheduled Online Learning Assessment
ESOL	English for Speakers of Other Languages	SSLT	Senior Student Leadership Team
FE	Further Education	SUB	Student Union Bureau
FT	Full-time	TTLA	Teaching, Training, Learning and Assessment
HEFCE	Higher Education Funding Council for England	YOS	Youth Offending Service
ILT	Information Learning Technologies	YSS	Youth Support Service