



HEART OF WORCESTERSHIRE COLLEGE

Equality, Diversity and Inclusion

Annual Report 2020/21

97.6% 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 assessments 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 needs 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, wildlife, 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)

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 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.

Volunteering

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.

Agile Working Policy

The College supports the adoption of new ways of working, to provide more flexible teams and teamwork enabled by technology, who can work more efficiently to deliver excellent service whilst improving the relationship between work and home life.

The College has recognised the need to develop modern working practices and has invested significantly in technology driven solutions to enable our students, our work teams and the people within them to maximise their performance and productivity and deliver the greatest value to the organisation, whilst maintaining a good work life balance.

Menopause Policy/Guidance

The College is committed to providing an inclusive and supportive working environment. We aim to create an environment in which all our employees feel informed about the menopause and are comfortable and confident talking about its impact.

The introduction of this new policy sets out the guidelines for members of staff and managers on providing the right support to manage menopausal symptoms at work.

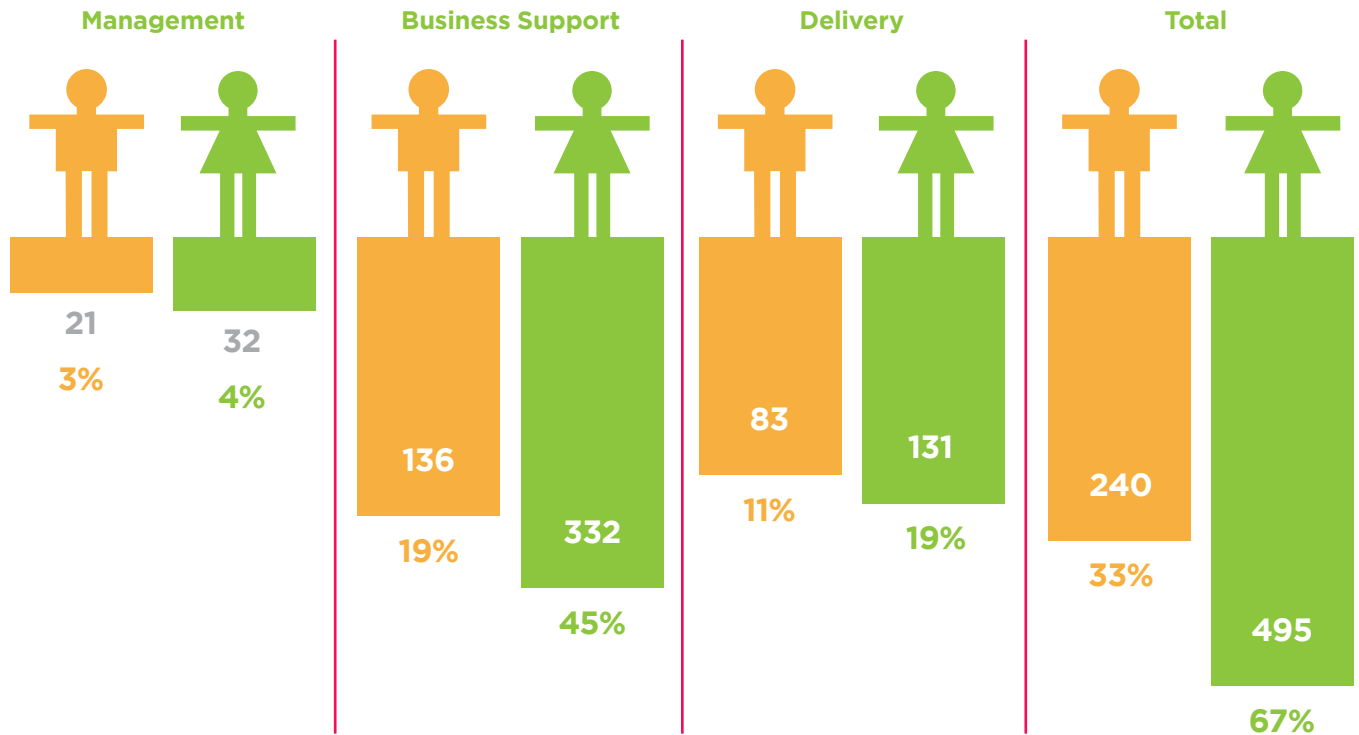
Staffing Profile

Staff Profile 735

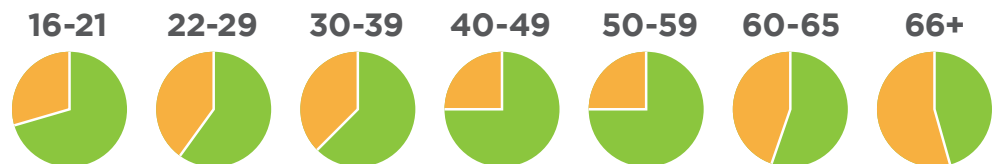
2020/2021

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



	16-21	22-29	30-39	40-49	50-59	60-65	66+
Management	0	1	8	22	19	2	1
Business Support	25	81	79	117	117	39	10
Delivery	0	12	37	58	58	30	19
Total	25	93	124	197	194	71	30
%	3%	13%	19%	27%	26%	10%	4%

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
2	6	7	7	2	24

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	0	50	1	0
Business Support	8	9	13	415	0	23
Delivery	9	5	6	181	1	12
Total	18	15	19	646	2	35
%	2%	2%	3%	88%	0.23%	5%

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 will continue to support salary sacrifice schemes despite the adverse impact on its gender pay gap reporting calculations.

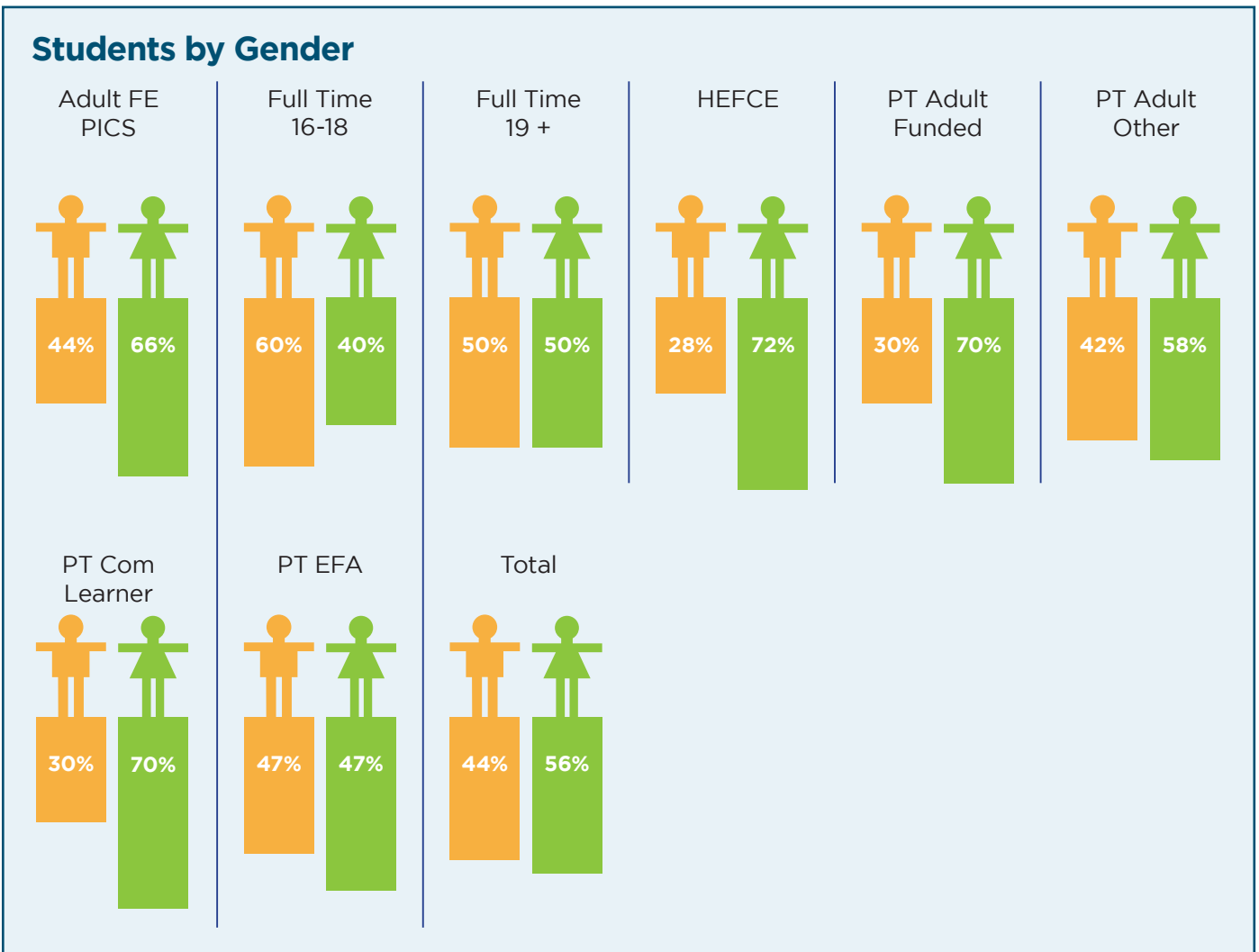
The College is committed to closing the gender pay gap. The following are some of the actions the College will pursue in order to do this.

- Work towards removing the gender bias associated with certain roles and contract types.
- Better communications with the education sector network channels to understand how other colleges are tackling their gender pay gap challenge.
- Explore the possibility of encouraging more diverse working patterns, such as compressed hours, occasional working from home, flexible working arrangements. This will be more appropriate in certain departments within the College.
- Introduction post pandemic of an agile working policy.
- Encourage the uptake of Shared Parental Leave.
- The roll out of Unconscious bias and Diversity training.
- Leadership development training.

Our Students

Students Profile 20/21

Overall Student Cohort position for HoW College students 20/21 (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

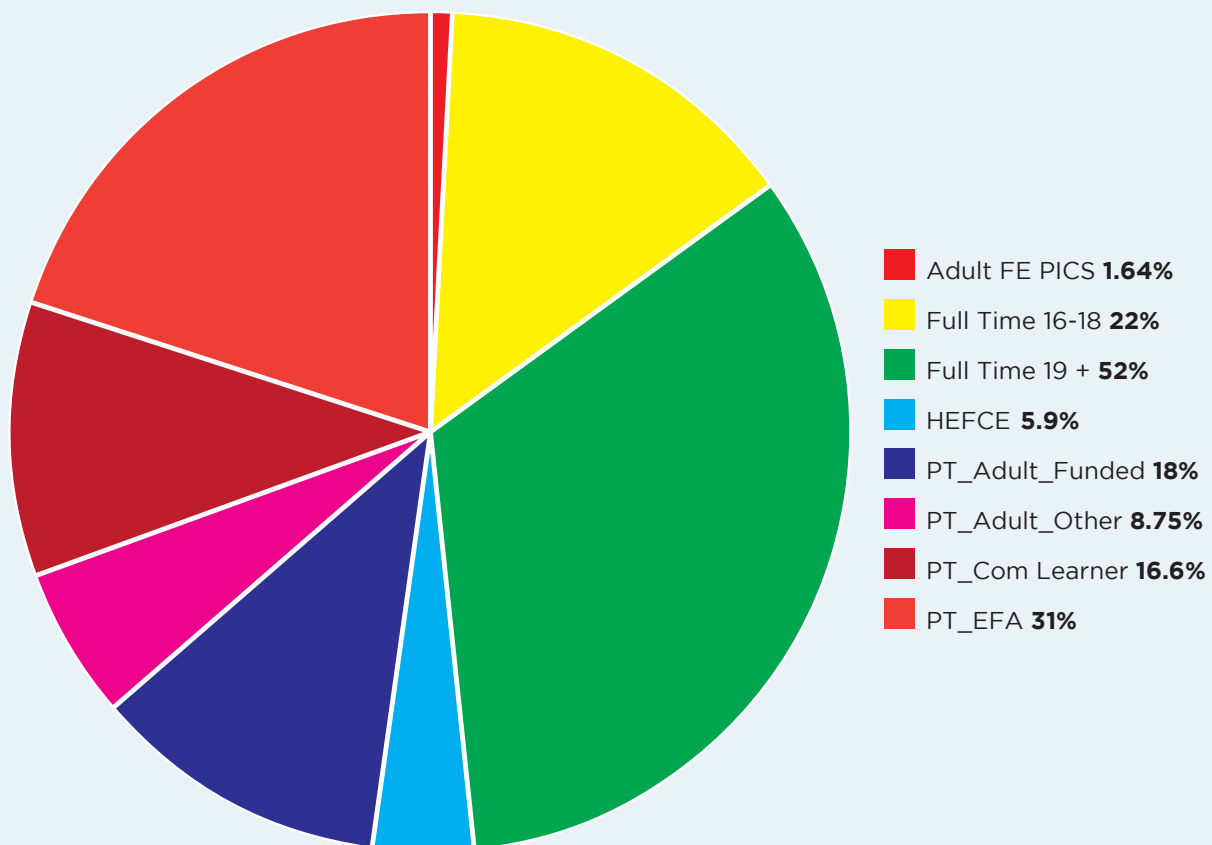
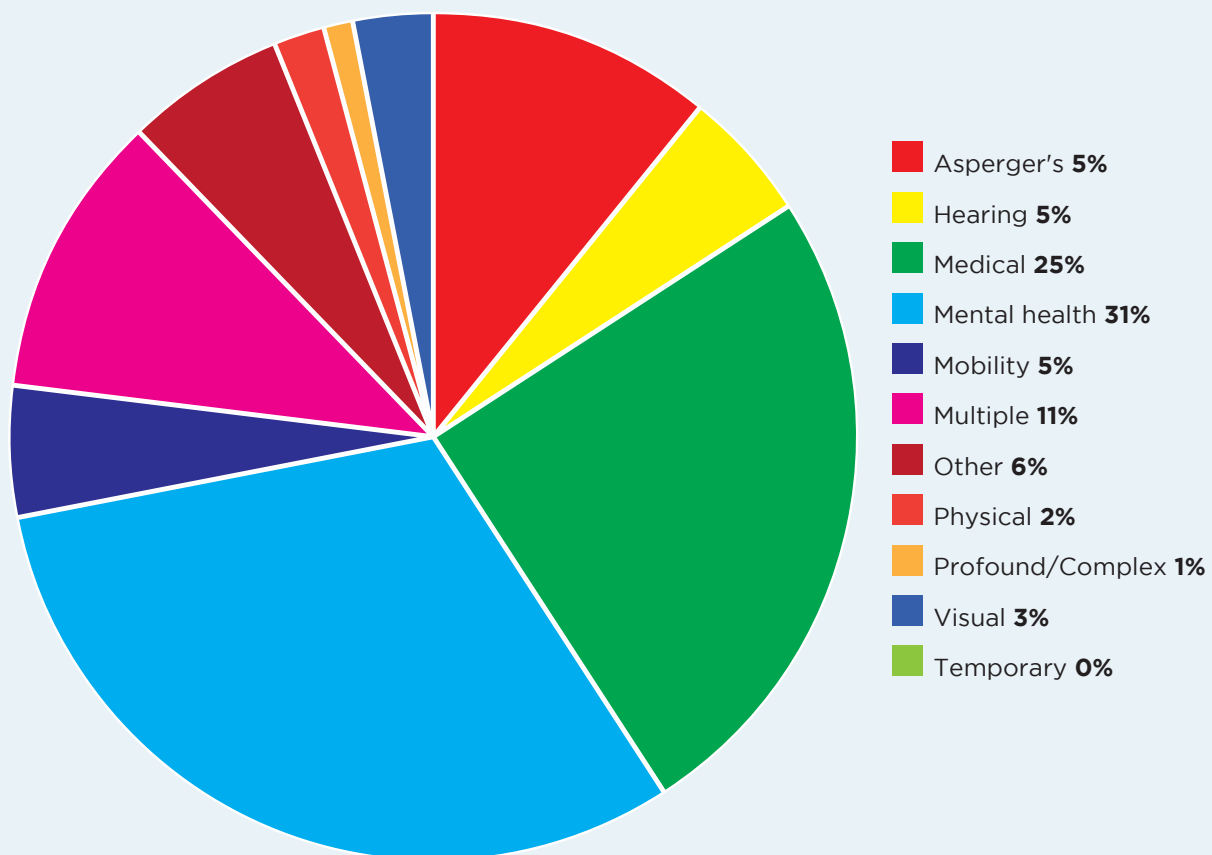
(Worcestershire Demographic Report-Census 2011)

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%			

	Other	Black	Asian	Mixed	White	Not Provided
Adult FE PICS	2%	15%	16%	5%	60%	2%
Full Time 16-18	0.6%	0.8%	3%	4%	91%	0.6%
Full Time 19 +		4%	2%	4%	90%	
HEFCE	0.5%	4%	5.5%	3%	86%	1%
PT Adult Funded	2%	4.56%	7%	3%	82%	1%
PT Adult Other		2%	2.5%	3%	91.75%	0.75%
PT Com Learner	2%	3%	12%	1%	81%	1%
PT EFA		2%	6%	5%	84%	3%
Total	1%	5%	7%	3%	83%	1%

Students by disability

18% 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 **267** learners with high needs in 2020/21, with **60%** enrolled in discrete SEN provision and **40%** in vocational and technical programmes across the College, studying at levels 1, 2 and 3.



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.

456 exam access arrangements were approved for 2020/2021.

723 learners declared an additional learning support need and received academic support from Support for Success during 2020/2021.



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.

Academic support from the HE Engagement Officer is available to all L4 – L7 students through the proof-reading service and academic support with assignment writing as required.

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.

THRIVE Tutorial Programme

The THRIVE tutorial programme offers extensive arrangements that stretch and support full-time 16-19 learners in their vocational studies and inform learners on a variety of topics which contributes to developing their resilience, confidence and independence and prepares their future development as tolerant, positive and active citizens.

The induction session of THRIVE introduces learners to college values, student standards and themes that will be covered across the year. Personal development themes that are covered include staying safe, British Values, Citizenship, Social Action, Sustainability, Mental and Physical Health, Sexual Health, Careers, Anti-discrimination, respect and tolerance. Students are provided with informed and well-researched presentations supported by their personal tutors, to establish their knowledge base which is further explored and reinforced through group and individual activities, including quizzes, interactive learning objects and peer discussions.

As a result of the bespoke tutorial sessions and the way teachers carefully and skilfully embedded relevant concepts into their vocational delivery, learners develop their awareness of the world around them, develop resilience, and strategies to keep themselves safe and healthy. The appointment of a Blended Learning Advisor for Tutorials in November 2020 has facilitated the continued development of the Thrive programme. Working in collaboration with Personal tutors and curriculum teams as well as student support service, a range of effective and differentiated resources to be used

in delivery of the group and 1:1 tutorial sessions have been created.

Thrive sessions also support classroom lessons as they allow for learners to develop the appropriate knowledge, skills and behaviours for equality and diversity, British values and meeting the needs of others. This is evidenced in learning walks and lesson plans where these key themes have been embedded. The THRIVE scheme of work provides opportunities to introduce wider reading and self-help resources are signposted to learners to further their understanding of group discussions.

Feedback from learners about the impact of THRIVE is positive.

Construction Student comment

“The Equality, Diversity and Inclusion session gave me an insight into different cultures and fought against stereotypes, it has taught me acceptance and has made me more open-minded.”

Financial Support

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

92.7% of learners who received financial support were retained for 2020/21.

The retention rate for learners who received the 16-19 vulnerable bursary was **89.4%**.

Wellbeing Support

The Wellbeing service safeguards and supports the wellbeing 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.

Student support and wellbeing remains a strategic priority across the college and is effective at ensuring that learners at risk or those with personal and social needs are swiftly identified and receive timely intervention. Within the department there is a strong culture of inclusivity with a range of services that are accessible to learners to support a range of personal and social needs.

Academic and support staff work collaboratively to swiftly identify those learners who are at risk and who would benefit from support and intervention. 1,063 learners accessed wellbeing support of which 37.9% were classified as vulnerable. Support for vulnerable learners is effective, with a very large majority being retained in year 89.6% overall.

Due to collaborative working with the High Needs Team and Support for Success Team, 131 learners with an Educational Health Care Plan accessed wellbeing or mental health support, showing a 3.6% increase from 2019/20.

Poor mental health has been evidenced as a factor in under achievement and therefore in addition to 1:1 support and referrals to external services, the team have created self-help resources to promote positive mental wellbeing and mental fitness for learners experiencing poor mental health, as well as promoting the benefits of mental wellbeing to all learners.

Quality Standard in Carers Support



Heart of Worcestershire College achieved the Quality Standard in Carers Support (QSCS), as part of the Driving Change project in partnership with Carers Federation Limited and Learning and Work Institute. HoW College decided to take part in the project in order to further enhance their support for young adult carers and elevate the provisions in place for students within the community.

Feedback from QSCS accreditation report evidenced effective support for young carers.

Support is responsive to student need as evidenced by the Carers Lead working with current student carers, the majority of whom are leaving this summer, to identify external support to help their transition on from college. This has had a positive outcome with students reporting feeling less anxious about moving on from college.

“Within a week [Young Carers Lead] had arranged ...for me to get some external support for when I finish college, and when I asked some questions about the application (s)he quickly got me some answers to reassure me, this made me feel less anxious about finishing college and that someone is helping me. It made me happy to know things will be ok.”

There is clear evidence of the college's commitment to supporting YACs [Young Adult Carers], with good cross-college communication and partnership working which is supported by staff testimonial:

“Staff from both areas show a collaborative approach to supporting young carers, this shows that there is a rounded approach to support, and... allows the student to feel able to engage within college.”

Naomi Sykes Assessor

Student Comments from QSCS report

“The fact that the college has been so supportive in putting measures in

place that allow me to balance the responsibilities I have in regard to my caring and also my college work allows me to keep working towards the goals I aspire to achieve.”

“When I was put in contact with the young Carers group and Young Carers Lead I felt like someone listened to me and made sure I was ok. By not only offering emotional support but asking about how my college assignments are and everything else about my life. By not just focusing on me being a carer it made me feel like I am my own person not just a carer....

Without the Young Carers Lead and the young Carers group I wouldn't have had the determination to finish college as I felt so isolated.”

“They [the College] also offer staff training to help teachers and staff notice the signs and offer the help ... which is great because being a carer you don't always realise how much you do, until someone else notices. With there being posters around college it helps promote awareness for people who think they might be Carers, and for people who aren't, they can help their friends who might be.”

YSS carers service feels that *“the partnership with college will improve retention and achievement of YCs and that through working together they can support YCs to come out with good grades, good aspirations, and good progression.”*

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 displays 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.

Careers Service

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

During National Careers Week 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.

181 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. 77% of this cohort had two or more interactions.

Learning Centres

Within the Reading Hubs at Redditch, Bromsgrove & Worcester, new collections of E&D books are purchased annually. For the academic year 2020 – 2021, the collection of titles purchased feature titles such as:

- A Dutiful Boy: a memoir of a gay Muslim's journey to acceptance
- Simon vs. the Homo Sapiens Agenda
- "I Will Not Be Erased": Our stories about growing up as people of colour
- I had a black dog : his name was depression

- Looking at things differently : Why does everything always go wrong?
- How to be a woman
- Girls Against Girls : How to stop bullying and build better friendships
- Teen Life Confidential: Self-Esteem and Being YOU
- The worry workbook for teens : effective cbt strategies to break the cycle of chronic worry & anxiety
- The anxiety survival guide : getting through the challenging stuff
- The Kindness Method : Changing Habits for Good

These are promoted in the Reading Hubs across campuses alongside signposting to organisations offering help and advice. The Reading Hubs also provide a full collection of Graded reader titles which are enjoyable reading material for all learners of English. The structure and vocabulary of each grade is fixed to suit the readers ability at each grade/level.

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.

Visual Space

The Learning Centre staff 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. Some examples of displays this year were:

- Pride Month (June 2021)
- Say No to Racism / Stronger Together
- British Values, Diversity and No Matter Your Gender, Ethnicity, Accent boards
- International Women's Day
- Save the Children Christmas Jumper Day
- #HelloYellow Young Minds World Mental Health Day
- Black History Month

During last year, the Learning Centres at Redditch & Bromsgrove have continued to promote an 'Inspiring People' board showcasing the achievements of individuals from different backgrounds who have inspiring stories. This year the Learning Centres have featured two individuals from the Midlands :

- 28 year old Birmingham born Jordanne Whiley who was the first British wheelchair player to win a Grand Slam and represented Great Britain in the 2012 and 2016 Paralympics, not to mention also winning four doubles championships at Wimbledon!
- West Midlands born Dave Watson Scots Guard Regiment guardsman who whilst serving in Afghanistan in 2010 was hit by a Taliban explosive device losing both legs and his right forearm, leaving him a triple amputee. Dave, through his love of sport wanted to turn his life-changing adversity into an inspirational opportunity and in 2017, Dave was selected for the Toronto Invictus Games winning Gold in Discus and again competing in the 2018 Sydney Invictus Games retaining his Gold medal in Discus, winning Gold

for Shotput and two silver for Indoor Rowing.

In 2020/21 Learning Centres in Worcester created a "What's On" display for each month of the academic year. This showcased events and dates that celebrated Equality & Diversity. Some examples of these events were;

- Diwali,
- Ramadan
- Yom Kippur
- Chinese New Year
- Autism Awareness
- World Aids Day
- World Refugee Day
- Down Syndrome Day
- International Women's Day
- Eid
- International Day Against Homophobia
- Dyslexia Awareness day
- St. David's Day
- St Patrick's Day
- St. Andrew's Day

and many others.



Student Feedback

Of the 1,203 learners who completed the Arrivals Survey 2020;

95.7% feel they know where to go for support.

97.7% feel their learning environment makes them feel welcome and safe.

97.6% feel they are treated with respect in College.

99.7% confirmed they know how to keep themselves safe online.

Wellbeing Support for Staff

The College aims to establish a whole-college approach to the promotion of health and well-being and to encourage and support employees to take a responsible approach to health and wellbeing issues.

The College is committed to the health and wellbeing of employees and is committed to providing a working environment and management practices which promote employee wellbeing and good health. The College is also committed to supporting ways to reduce stress in the workplace. It recognises that the key to managing stress is reliant on good management practice. The College will ensure that employee health and wellbeing is at the core of all College activities by having in place a comprehensive combination of wellbeing measures including Occupational Health Services, an Employee Assistance Programme, and a rolling programme of wellbeing and healthy lifestyle events. This approach aims to work in partnership with employees to promote wellbeing, to prevent sick absence wherever possible and to manage cases of sickness absence where they occur, within a constructive framework of policy and procedures.

138 staff accessed the Wellbeing hub on the HoW4U site.

The College's Employee Assistance Programme (EAP) delivers a person-centred approach to employee health and wellbeing. The primary purpose of the service is to improve functioning at work by supporting individuals with any difficulties that they may face, whether at work or in their personal life, with a particular focus on mental health. 9 staff accessed the EAP during the 2020/2021 academic year.

4 self referrals were made through Able Futures which was introduced to employees via staff Development days across the year. Able Futures provide support from a mental health professional who can give advice and guidance and support staff to learn coping mechanisms,

build self-care routines, access therapy and work with the College to make adjustments to help support mental health at work.

Staff development days have continued to include a wellbeing focus, this is now a key theme for all staff development days so that staff feel supported.

All mandatory training continues to be on-line for new starters in order that they can be fully inducted and onboarded, this has also allowed existing staff to complete refresher training.

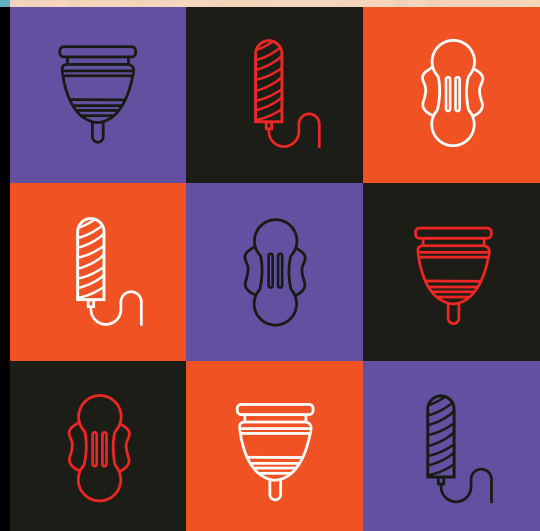
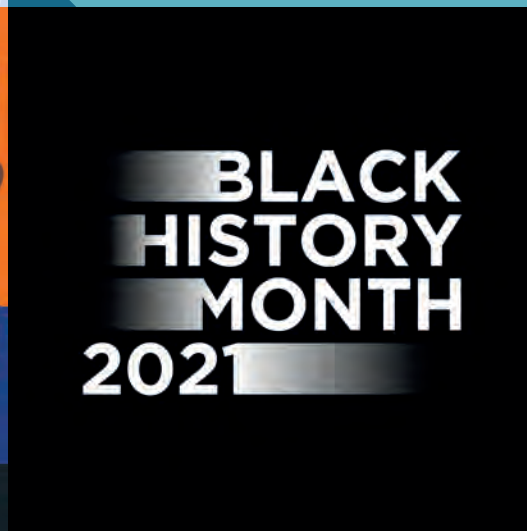
2020/2021 Wellbeing plans were put in place with the following focus:

Staff development days focussed on employee wellbeing with sessions on improving mobility, mindfulness, and top tips to keeping a health mind whilst working from home.

Employee e-communications in the form of all staff emails to cover wellbeing subjects, these are sent monthly throughout the academic year, these included:

- Mental Health Workouts
- Mental Health & Self Care – Blue Monday
- Time to Talk – Initiative to get people to talk about mental health
- Five ways to Wellbeing – Tips to lower the risk of developing mental health problems
- Employee Appreciation Day
- Stress Awareness Month
- Are you Moving Enough - to improve and maintain positive well-being.
- Mental Health Awareness Week
- Financial Health & Well-being

We have actively promoted the wellbeing hub on the College's HoW4U page (Employee benefits page) it's been more important than ever for our staff to look after their mental health and wellbeing. The content on the Wellbeing Centre helps employees to manage their own mental health and wellbeing.



Marketing Campaigns

Throughout 2020/21, the Marketing team have continued to assist 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 a variety of 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 History Month and many more.

For each campaign the team researched each subject in depth, pooling useful digital resources, a brief history into each area and relevant statistics/figures of interest. These were shared across our social channels in various week-long and month-long campaigns encouraging our stakeholders to actively educate themselves on these important EDI topics.

To enhance our EDI marketing further, the team also created a specific EDI section within the main college website to share resources and further information for each specific EDI campaign which can be accessed here: howcollege.ac.uk/about/edi

These campaigns have since been shortlisted for the 2021 FE First Awards.

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 267 learners with high needs in 2020/21 with 60% 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 2021 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 Wellbeing 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 2021/22



- Develop sustainable mental health approach document
- Further promote mental health and fitness to staff and students
- Widen knowledge and understanding of trauma and the impact on the learner
- Promote the benefits of social action to staff and students
- Develop training on sexual violence and sexual harassment for staff
- Raise awareness of sexual violence and sexual harassment for students
- Develop anonymous reporting process for students
- Recruit EDI Student Ambassadors

Glossary of Acronyms

ADHD	Attention deficit hyperactivity disorder	JCP	Job Centre Plus
AMHS	Adult Mental Health Services	LGBT	Lesbian, gay, bi-sexual, transgender
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 Adolescence 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