



HEART OF WORCESTERSHIRE COLLEGE

Equality, Diversity and Inclusion

Annual Report 2021/22

97.4% of our learners feel they are treated with respect

[HOWCOLLEGE.AC.UK](https://www.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.

Learners are able to access support from a range of staff including Safeguarding and Wellbeing Officers, Personal Tutors, Personal Learning Coaches, Learning Support Assistants and Learning Mentors to reduce barriers to achievement.

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

Heart of Worcestershire College (HoW College) offers distinctly vocational, technical, professional and community education. Our purpose is offering and delivering education and the development of skills to empower individuals, strengthen our local communities and businesses. Our ultimate achievement is the success of our students: educated, skilled, confident, happy, agile and achieving their full potential.

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 integrity; 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.

Equality and Diversity in Worcestershire

Worcestershire is a varied and diverse county with a total population of 603,600 people of which 295,800 (49%) are male and 307,900 (51%) are female [sic data.worcestershire.gov]. 16% of the population is aged 0-14, 61% aged 15-64 and 23% aged 65+. Since the previous census in 2011 the county has seen an increase in population of 37,431 reported in the 2021 census.

92.8% of Worcestershire population identifies as a UK National with 91.3% stating the UK is their country of birth.

92.6% of the county identify as white with 7.4% of the population being in a minority ethnic group.

67.5% of the population are Christian, 1.3% are Muslim, 0.4% other religion, 0.2% Buddhist, 0.2% Hindu, 0.2% Sikh and 0.1% Jewish.

Suicide is a significant cause of death in young adults and is seen as an indicator of underlying rates of mental ill-health. Suicide rates for males aged 10+ are significantly higher compared to females and higher than the England average at 17.2 compared to 15.9. Females aged 10+ are slightly below the England average at 4.2 compared to 5. (rate per 100,000)

	Worcestershire	England
10-14 years	260.7	213
15-19 years	518.7	652.6
20-24 years	422.5	401.8

Hospital admission rates as a result of self-harm for those aged 10-14 years and 20-24 years are higher than the England average (per 100,000)

21% of the population self-reported having high anxiety which has seen an increase year on year from 2017/18.

The data showing the average difficulties score for all looked after children is collected by local authorities through a strengths and difficulties questionnaire (SDQ) and a single summary figure for each child (the total difficulties score), ranging from 0 to 40, is submitted to the Department for Education through the looked after children return (SSDA903). A higher score indicates greater difficulties (a score of under 14 is considered normal, 14-16 is borderline cause for concern and 17 or over is a cause for concern).

Average difficulties score for all looked after children aged 5-16 was 14.5 compared to 14.2 for England.

15% of households in Worcestershire are in fuel poverty.

Worcestershire has higher than England averages for young people in the youth justice system. (Rate per 1,000)

	Worcestershire	England
15 years	10.7	9.8
16 years	13.5	12.3
17 years	17.4	15.6

Domestic abuse related incidents and crimes has continuously risen from 2015/16 and is in-line with England figures.

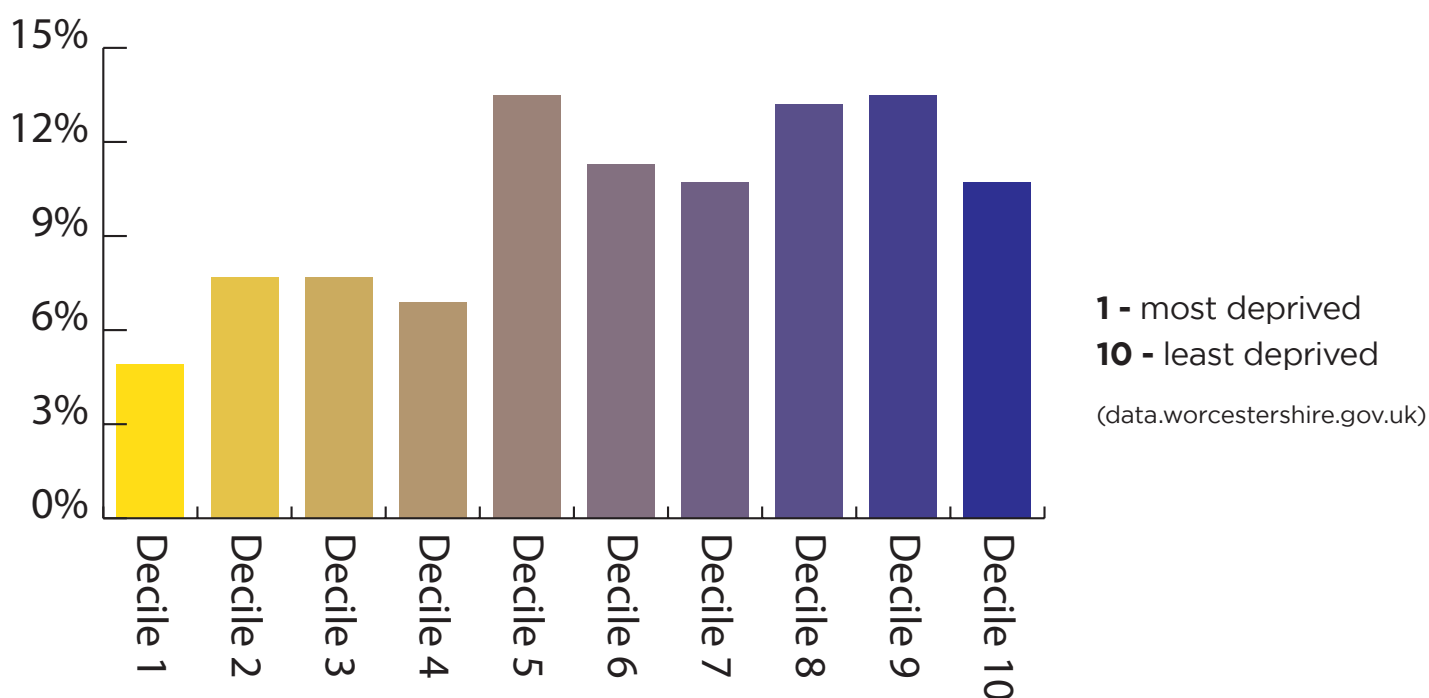
Index of Multiple Deprivation| Worcestershire

The Index of Multiple Deprivation (IMD) 2019 is the official measure of relative deprivation for small areas (or neighbourhoods) in England. The IMD ranks every small area (Lower Super Output Area) in England from 1 (most deprived) to 32,844 (least deprived). For larger areas we can look at the proportion of LSOAs within the area that lie within each decile. Decile 1 represents the most deprived 10% of LSOAs in England while decile 10 shows the least deprived 10% of LSOAs.

Index of Multiple Deprivation

Date: 2019

The Index of Multiple Deprivation (IMD) combines information from seven domains to produce an overall relative measure of deprivation. The domains are: Income; Employment; Education; Skills and Training; Health and Disability; Crime; Barriers to Housing Services; Living Environment. Each domain is given a weighting and is based on a basket of indicators.



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 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 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.

Wellbeing Support for Staff

The College aims to establish a whole-college approach to the promotion of health and wellbeing 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.

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.

2021/2022 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 & 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
- Suicide Prevention
- Are you Moving Enough - to improve and maintain positive well-being.
- Mental Health Awareness Week
- Tips to improve your Mental Wellbeing
- Loneliness 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.

The Wellbeing Centre is made up of 4 key elements - Move, Munch, Money and Mind. The Wellbeing page is there to provide staff with education, support and tools to help them live a happier life.

We ran an on-site flu clinic for the third year running with 95 staff accessing the service.

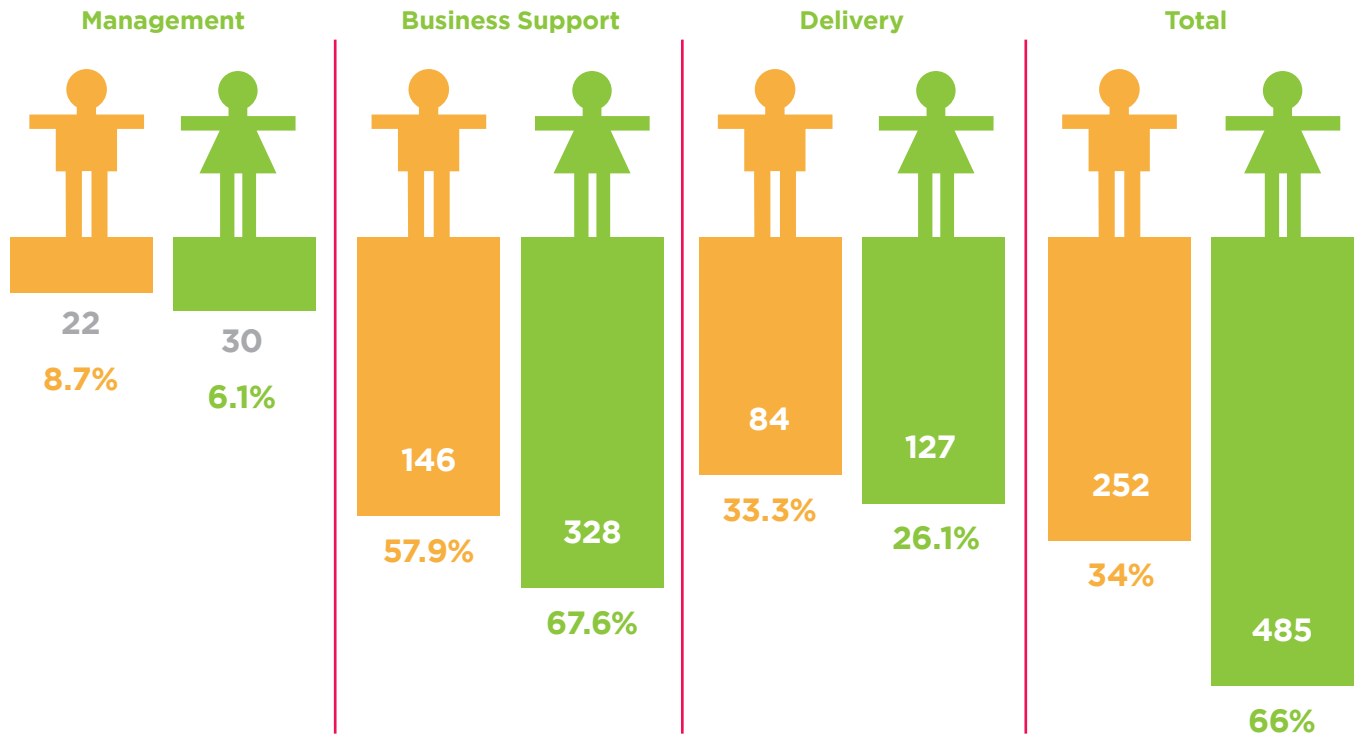
Staffing Profile

Staff Profile 737

2021/22

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	6	24	19	3	0
Business Support	21	79	82	94	123	47	27
Delivery	0	18	33	60	56	28	17
Total	21	97	121	178	198	78	44
%	3%	13%	16%	24%	27%	11%	6%

Staff by disability

Prefer not to say	Yes learning difficulty	Yes physical impairment	Yes rather not say	Yes - Mental ill health	TOTAL
4	6	14	9	1	34

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	0	1	0	50	1	0
Business Support	8	7	11	414	1	33
Delivery	7	4	5	181	0	14
Total	15	12	16	645	2	47
%	2%	1.63%	2%	88%	0.27%	6%

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.

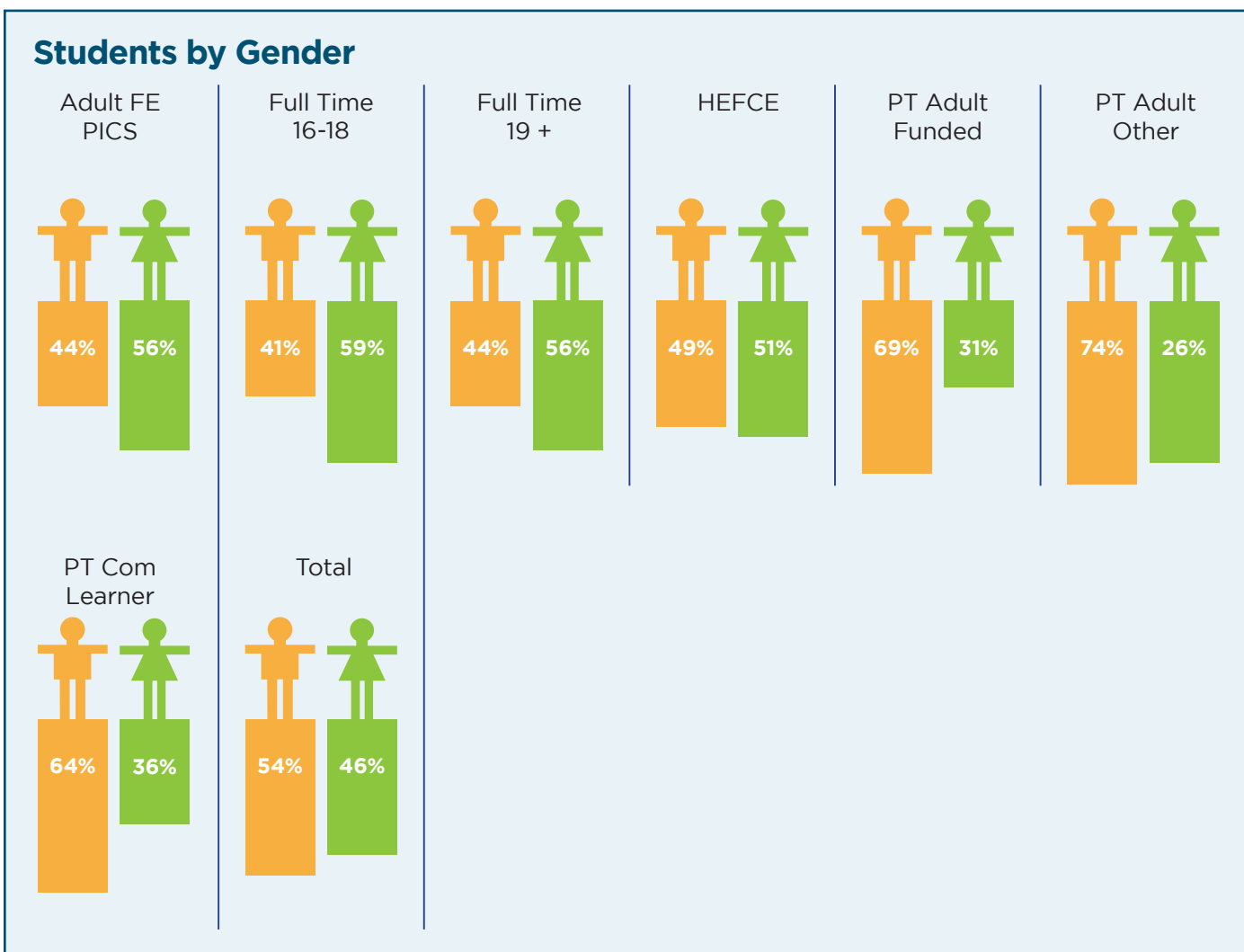
The College is committed to closing the gender pay gap. The following are some of the actions we will pursue in order to do this.

- 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.
- Encourage the uptake of Shared Parental Leave.
- The roll out of Unconscious bias and Diversity training.
- Leadership development training. Leadership development programmes aim to teach qualities including management skills and self-confidence.

Our Students

Students Profile 21/22

Overall Student Cohort position for HoW College students
21/22 (classroom based)





Students by Ethnicity

Heart of Worcestershire College continues to attract learners from minority ethnic communities, this is reflected in the student cohort profile.

Demographic profile of residents of Worcestershire

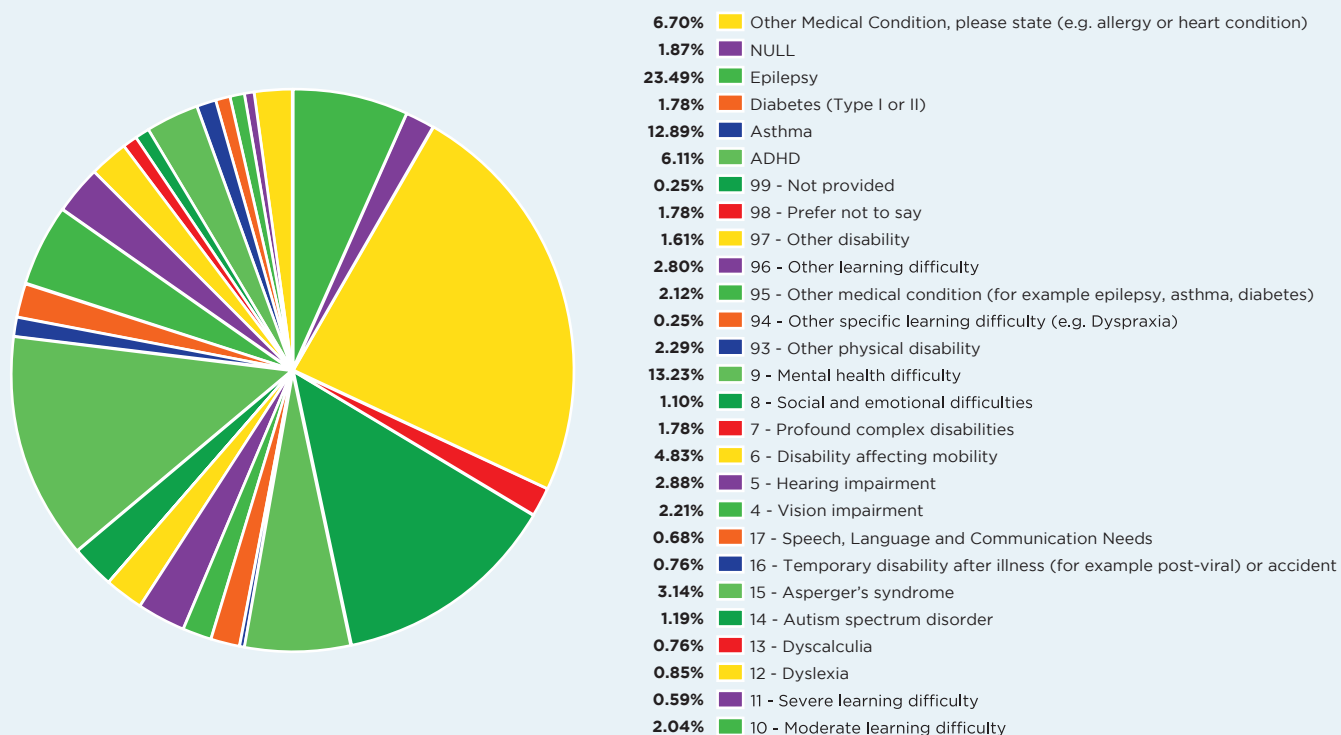
(Worcestershire Demographic Report-Census 2011)

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

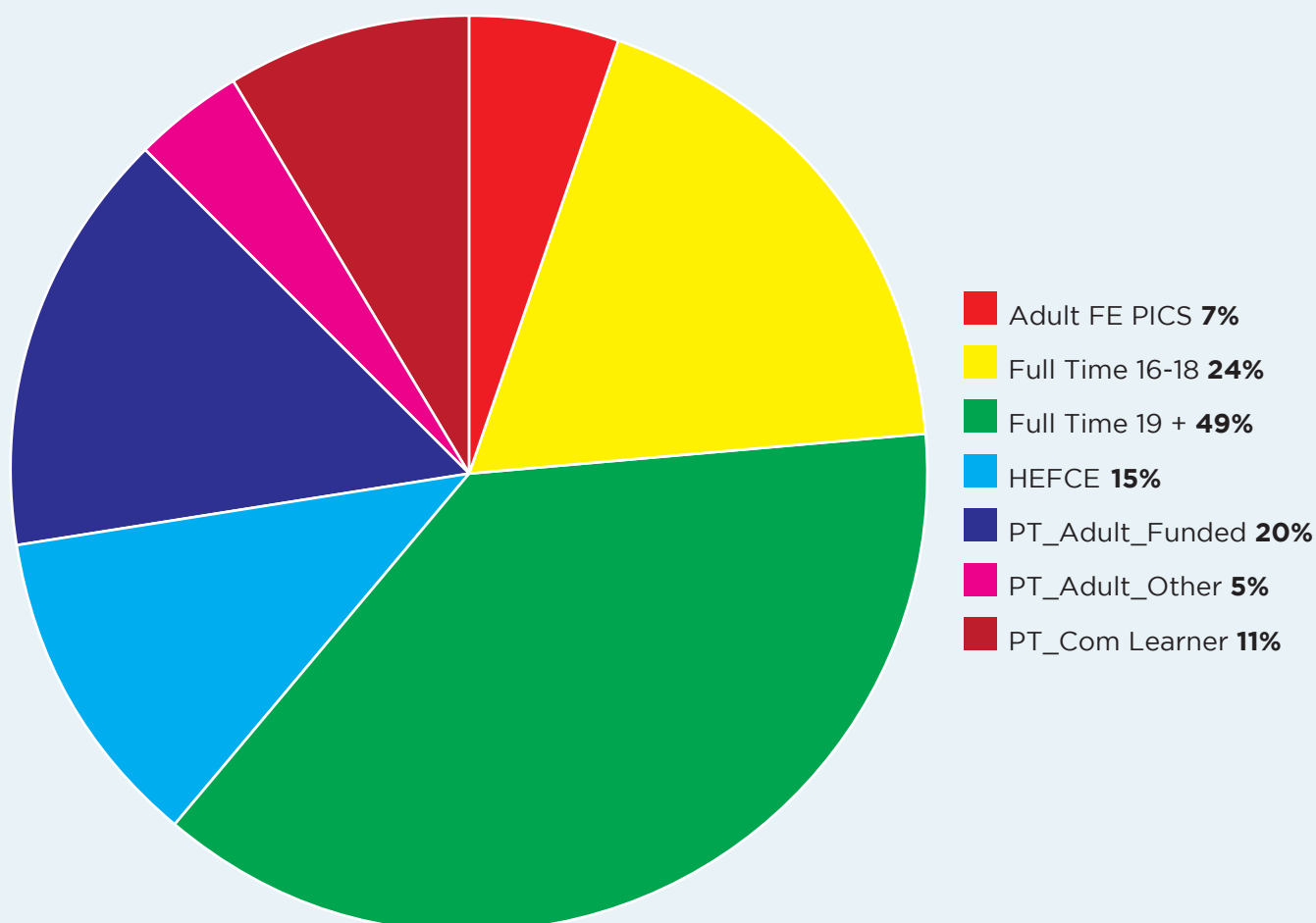
	Asian	Black	Mixed	Not Provided	Other	White
Adult FE PICS	3%	3%	0.19%	0.19%	0.10%	94%
Full Time 16-18	5%	3%	1%	1%	1%	90%
Full Time 19 +	5%	3%	1%	0.37%	0%	90%
HEFCE	7%	5%	1%	0%	0.48%	87%
PT Adult Funded	14%	6%	1%	2%	2%	76%
PT Adult Other	6%	4%	1%	1%	0.34%	88%
PT Com Learner	10%	2%	1%	1%	0.45%	85%
Total	6%	3%	1%	1%	1%	88%

Students by disability

16.5% of our overall learners declared having a disability, difficulty or medical condition.



Declared LLDD BY Learner Category



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, Learning Mentors, 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 **272** learners with high needs in 2021/2022, with **64%** enrolled in discrete SEN provision and **36%** 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.

451 exam access arrangements were approved for 2021/2022.

718 learners declared an additional learning support need and received academic support from Support for Success during 2021/2022.



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.

Support for Learners with safeguarding, wellbeing and mental health needs

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 to enable them to achieve to the best of their ability. The support is student centric and is individually tailored to meet the learner's needs and can vary from offering low level mental health support to attending multi-agency meetings to collaborate on how to keep a student safe. Vulnerable learners are identified from application and throughout the year, with targeted cohorts, such as Care Experienced, those living independently aged 16-18, young parents or young carers, those on a Child in Need or Child Protection plan, those with a wellbeing or mental health concern with an Educational Health Care Plan, 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 personal and social needs. Academic and support staff work collaboratively to swiftly identify those learners who are at risk of not achieving and who would benefit from support and intervention. 1,350 (26.9% increase from 2020/21) learners accessed wellbeing

support of which 38% were classified as vulnerable. Support for vulnerable learners is effective, with a very large majority being retained in year 87% overall.

Participation in Worcestershire Virtual Schools Pupil Premium Project secured funding of £15,410 to support Children Looked After (CLA) students who are supported by Worcestershire County Council. The project included extended support for identified learners through mentoring, 1:1 academic support and anxiety support. Of the 23 learners involved in this project 43.5% received mentor support.

Due to collaborative working with the High Needs Team and Support for Success Team, 138 learners with an Educational Health Care Plan accessed wellbeing or mental health support. 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.

Additional support for learners with low level mental health needs was introduced, with 61 learners accessing 1:1 anxiety mentoring sessions to support coping strategies for anxiety, poor attendance

and low motivation. 36 learners attended a four-week programme on anxiety and how to develop their own positive coping strategies.

Exam support sessions were delivered in multiple locations before and after each GCSE exam, offering a safe place for learners to access support in a calm environment to enable them to reduce their stress levels before attending an exam, giving them the best opportunity to succeed.

93% of learners who completed the wellbeing survey confirmed the support they received had helped them.

Can't thank you enough for all the help and support you have given me, there were some days I felt I couldn't do it without you. I will hold onto the advice and methods you have taught me forever.

I think HOW college has an excellent wellbeing service, and I definitely feel a little more comfortable talking about my feelings now.

This is just a little thing to say thank you for all your help and support over the past year, I have felt safer at college knowing I always have someone to go to when needed. I truly believe that if it wasn't for you and all your support I'd still be the girl who sits in my room all day hiding, thank you for showing me I can be myself.

The wellbeing team provide an excellent service, which really supports young people. The members of the team all know the young people that they work with, extremely well and go the extra mile if there are any concerns. They are proactive and work hard to build positive relationships with the young people and make themselves approachable. This service has proved to be invaluable to support young people and carers for them holistically which enables them to be in a good place for their learning. Well done to all of the staff- your support of our CLA students has been very much appreciated! (stakeholder feedback).

Student Experience - EDI campaigns

The Student Experience Team promote and support Equality, diversity and inclusion across college. The team develop and co-ordinate a yearly enrichment calendar of activities starting with Freshers and Induction and including Mental Health, Healthy Living, Healthy Relationships LGBTQ+ Sexual Violence and Harassment, Equality and Diversity, Prevent and Safeguarding. The campaigns and activities are developed to support and enhance the knowledge of learners. In addition to raising awareness of key subjects they are designed to challenge myths and stereotypes by means of questioning and debates and informing students on how to access support in and outside of college. The team are able to respond quickly to emerging trends and their partnership working with key stakeholders has extended guest speaker opportunities for learners and have enhanced their communication to all learners by the implementation of monthly student newsletters.

LGBTQ+

Students from the LGBTQ+ community are encouraged to attend the regular 'meet ups' designed to bring members of the college community together, to access peer support, share lived experiences and to celebrate diversity in a safe space.

Working together with the student LGBTQ+ group, the team held a celebration for LGBTQ+ community which linked with national pride month. The aim of the celebration was to encourage students and staff to take part in all activities to learn about the community and to feel welcomed and accepted.

Within all Campuses displays included: large LGBTQ+ flags, bunting, quotes from well-known celebrities, facts about the different LGBTQ+ flags, definitions and book suggestions.

Staff and students were encouraged write a positive quote about why it is important to celebrate LGBTQ+ .



Sexual Violence and Sexual Harassment

In line with revised statutory guidance Keeping Children Safe in Education, further education was delivered to staff and students on peer-on-peer abuse, including sexual violence and sexual harassment. Students received additional Healthy Relationship sessions via THRIVE focussing on identifying healthy and toxic relationships, contraception, sexually transmitted infections, consent and sexual violence and harassment. All sessions highlighted how to access support. In addition to these sessions, 90 learners received 3 sessions delivered by Purple Leaf. Furthermore, to complement the existing safeguarding reporting systems, a new anonymous reporting system called Whisper was introduced, encouraging learners to report incidences of concern, both on site and off site. 5 reports were received and actioned. Focus groups were conducted with all male and all female groups to explore any areas of concern in regard to sexual violence or sexual harassment and to determine if students felt safe on campus. All students reported feeling safe on campus and did not identify any areas of concern. However, some reported concerns about public transport and were able to articulate how they keep themselves safe and how to report concerns to transport police.

To enhance staff knowledge of Sexual Violence and Sexual Harassment, training was commissioned from Purple Leaf and now forms part of the mandatory training package, all staff must complete.

The College commissioned an internal audit by RSM on Harassment and Sexual Misconduct(students). No management actions were identified

Careers

The Careers Team provide a high quality, specialist, impartial Information, Advice and Guidance service which is accessible to all learners. 377 individuals received careers guidance from the Careers team, of which 297 were individuals enrolled on a college course. 49% of the guidance sessions were for progression.

There were 552 careers guidance sessions of which 423 were for students.

The team supports the College's career strategy and action plan and supports the THRIVE programme by helping to develop comprehensive careers themed tutorials based on UCAS, HE, Student Finance and progression for learners

The team works collaboratively with curriculum, work experience and support teams, external agencies, employers, universities and volunteering organisations for the benefit of the learners.

The team are proactive in promoting the service to those learners who are identified as vulnerable to offer specialist careers guidance to enhance the learners' knowledge of pathways to achievement enabling them to have the skills to make informed choices about their future.

As part of their offer, the team organise and run Careers themed events such as National Careers Week, UCAS fairs, and participation in the Aim Higher (Uni Connect) programme, which is designed to support the government's objectives of doubling the proportion of disadvantaged young people entering higher education.

50% of service users were male and 50% were female. 91% were aged 16-18 and 9% were aged 19+. 47% declared a disability (7% increase from 20/21).

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.

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.

Learning Centres

The College has invested in substantial refurbishment of two of our Learning Centres this year, which has and will improve learning environments and provide more flexible study spaces for learners, along with dedicated HE zones. The refurbishment in Bromsgrove took place from the middle of the Autumn term and was completed in Spring 2022. The refurbishment in Redditch Archer began in May 2022 and was completed for September 2022 and is transformative. The Learning Centres are large, communal areas open to all students to study and learn either independently, in groups or in timetabled sessions. During peak times the centres can be busy environments with large volumes of students participating in a variety of activities. The Learning Centre team are effective in managing the spaces so that learners feel safe and welcome and able to undertake whatever task they are working on with support if needed. The spaces within the Learning Centres are flexible and can be adapted to suit different needs of learners, for example, a group work area can also be a quiet study area. Each Learning Centre has its own culture, built on the cohort of learners who make most use of it. The team get to know users of the Centres well and built positive relationships with learners. Learners feel able to share any concerns or questions with team members, and the team pick up on any changes in learners, as a result the team are able to signpost and refer other support services effectively to help learners. This includes the Careers team, Wellbeing team and Financial Support team. The team have a good understanding of the Thrive scheme of work, College values, Prevent and

British Values and are able to use that knowledge to challenge and support learners in an inclusive and friendly way. We make use of the visual display areas to highlight key themes to raise awareness.

The Learning Centre is an inclusive space and SEN and High Needs learners are integrated with mainstream learners using resources, reducing barriers and providing opportunities for the whole College community to learn together.

To enhance engagement specific events aimed at this cohort were run. In April, the Worcester team held an Easter crafts session with SEN learners where they made Easter cards. Students engaged positively with the session and created different designs. In Redditch, Lils 1 were visiting Hanbury Hall to help with some grounds maintenance and the class read 'Percy the Park Keeper'. We asked them if they could draw us some pictures from the story and/or their visits to Hanbury Hall for our Reading Hub. At both sessions participants were thanked for taking part by receiving a fidget toy/puzzle.

From the Learning Centre survey of 300 learners, 124 highlighted that they went to the Learning Centre as it was a safe place,

“It gives me a safe, private space of learning.”

“It’s a calm space to go and you know the help and support will be there.”

100% of learners surveyed in Bromsgrove following the refurbishment said that they strongly agreed or agreed that the Learning Centre was comfortable and well equipped, 97% strongly agreed or agreed in Redditch.



Range of comments;

It is really good & kept up to date with the computers. It's got everything.

Very nice environment. Love the makeover! Comfortable.

The renovations are nice and there are plenty of computers.

Good resources when needed. It is boss. Very cool. It's good.

Good environment to work in. Everything is accessible.

It is very welcoming and safe. Welcoming and safe environment.

The accessibility and friendliness, you are always welcome.

Financial Support

Effective financial support packages are in place to support learners and the College effectively manages its free college meal programme. 87.9% of learners who received financial support were retained for 2021/22. The retention rate for learners who received the 16-19 vulnerable bursary was 83.9%.

HoW College received a total of £18,840 from Worcester, Redditch & Bromsgrove Councils from the winter Household Support Fund. This enabled us to pay £30 over Christmas and £40 over February Half Term to all learners aged 16-19 in receipt of Bursary Funds. 398 (187 in R/B and 211 in W/M) learners received a payment or Aldi Voucher. HoW have also signed up to the Aldi voucher scheme and can now issue vouchers for those in emergency hardship. In addition Worcester City Council funded all learners in receipt of free meals within the Worcester City area with a £65 Edenred voucher over the Summer holidays.

HoW College are part of the 'Good for Me Good for FE' national scheme. We organised three successful foodbank collections over Christmas, Easter and at the Summer BBQ. This resulted in over 500 items being donated to local foodbanks in Malvern, Worcester, Redditch, and Bromsgrove. Over 50 Easter eggs were also donated to Primrose Hospice in April.



Student Feedback

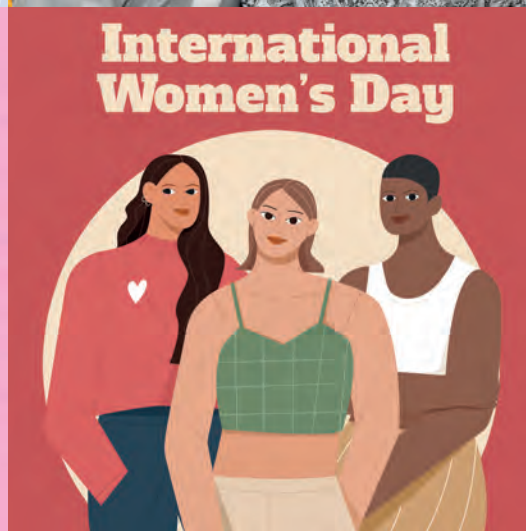
Of the 1,661 learners who completed the Arrivals Survey 2021;

95.1% feel they know where to go for support.

98.3% feel their learning environment makes them feel welcome and safe.

97.4% feel they are treated with respect in College.

99.2% confirmed they know how to keep themselves safe online.



Marketing Campaigns

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,

International Men's day (Magnificent Males campaign) 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.

The College also received a Highly Commended Award at the 2021 FE First Awards for their EDI communications campaigns.

Update on developments for 2021/22



- Sustainable mental health document produced.
- Positive mental wellbeing continues to be a main focus in monthly newsletters for students in addition to wellbeing and student experience activities. Staff are informed of mental health and fitness through dedicated newsletters, health and wellbeing initiatives and staff development day focuses.
- Social action campaign delivered promoting benefits of volunteering. Continued focus for 22/23.
- Sexual violence and sexual harassment training is now mandatory for all staff.
- Students received tutorials and focus groups on sexual violence and sexual harassment.
- Anonymous Whisper reporting system created and promoted to students.

Developments for 2022/23



- Create Trans toolkit
- Support Orange button scheme – signposting and support to people with suicidal thoughts
- Continue to promote and develop strategies to support staff wellbeing
- Continue to promote and explore additional resources for mental health support for students
- Further expand on social action strategies for staff and students
- Consider tips and advice on how to alleviate cost of living crisis
- Expand EDIM categories to align with college strategic objectives

Glossary of Acronyms

ADHD	Attention deficit hyperactivity disorder	ILT	Information Learning Technologies
AMHS	Adult Mental Health Services	JCP	Job Centre Plus
BME	Black and Minority Ethnic	LGBT	Lesbian, gay, bi-sexual, transgender
CAMHS	Child and Adolescence Mental Health Services	LGBTQ	Lesbian, gay, bi-sexual, transgender, queer
DSE	Display Screen Equipment	MPS	Military and Public Services
E & D	Equality and Diversity	NEET	Not in Education, Employment or Training
EAP	Employee Assistance Programme	PT	Part-time
EDI	Equality, Diversity and Inclusion	RSVP	Rape and Sexual Violence Project
EDIMs	Equality and Diversity Impact Measures	SAS	Sports and Services
EFA	European Funding Agency	SEN	Special Educational Needs
EHCP	Educational Health Care Plan	SFA	Skills Funding Agency
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
		YSS	Youth Support Service