

Social Value Principles and Practice

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1. Purpose

Warrington & Vale Royal College is a values-based organisation with a strong educational purpose to, as the college's mission states, 'realise potential and transform lives'.

The college has four strategic aims through which the college will:

1. **SA1:** Provide exceptional, inclusive technical learning opportunities, such that the college's journey from good to great continues at pace.
2. **SA2:** Establish a first-class Technical Excellence College with an inclusive, responsive, skills-based provision that resonates with national and sub-regional priorities and meets the needs of local sectors, employers and community partners.
3. **SA3:** Secure the college's continued, good financial health whilst investing to maintain its inclusive, educational character; meet (or exceed) forecasted income targets and assure its future financial viability.
4. **SA4:** Undertake a root and branch review of the (whole) college's approach to inclusion to encompass: transition in, through and out of college, adaptations to the college estate and learning environment, changes to policies and procedures, ways of working and others. Develop an inclusion strategy.

This policy provides an effective framework for realising our commitment to maintaining and, where possible, enhancing the impact of Social Value in the communities within which we work, both as an employer, a provider of technical education and an anchor institution in the communities we serve.

2. Scope

Social Value is intrinsic in everything the college does, for this reason we manage Social Value through a suite of interdependent policies that collectively deliver our strategic aims (as stated above). In particular, there are close links with the college's drive for Social Value and Equality, Diversity and Inclusion. This policy applies to the Warrington & Vale Royal College community in the widest possible sense; students, parents / carers, employees, suppliers, contractors and wider stakeholders. It applies to the goods and services we procure, the college-wide operation and the technical education and other services we provide to our students and customers.

3. Responsibility

The monitoring of this policy will be the responsibility of the Principal/Chief Executive through the college's EDI and Safeguarding Committee.

All employees, delivery partners and suppliers are responsible for ensuring this policy is adhered to.

4. Context and Background

The [Public Services \(Social Value\) Act](#) came into force on 31 January 2013. The Act requires those who are publicly funded to think about how they can also secure wider social, economic and environmental benefits.

As a minimum, public sector bodies must consider the wider benefits of 'Social Value' during the procurement of services.

The college recognises that its activities have wide ranging and interconnected impact on the Social Value we generate in the communities we serve. The college understands Social Value to denote a tangible contribution to the wellbeing, resilience and sustainability of the communities in we work, and those into which we have a natural reach (for example, neighbouring boroughs). The college is committed to supporting the government-wide edict to maximise the impact of Social Value in the provision of public goods and services, as set out in the Social Value Act (2013) and also to continuously expand our collaboration with other organisations - both public and private - to help foster a holistic approach to delivering Social Value, and assisting in Levelling Up, in the wider communities the college serves.

5. Social Value and the TOMS Framework

This policy is informed by the Social Value Portal National TOMS - Themes, Outcomes and Measures - Framework. The framework establishes a minimum reporting standard for measuring Social Value across the private and public sector. The framework provides the basis for the college's structured approach to embedding and driving Social Value activity (SVAs), defining Social Value Impact Measures (SVIMs), and capturing outcomes for continuous improvement. Our Social Value activities are categorised in-line with the five TOMS framework themes:

1. **Jobs – Promote Local Skills and Employment:** To promote growth and development opportunities for all within a community and ensure they have access to opportunities to develop new skills and gain meaningful employment.
2. **Growth – Supporting Growth of Responsible Regional Business:** To provide local businesses with the skills to compete and the opportunity to work as part of the public sector and big business supply chains.
3. **Social - Healthier, Safer and more Resilient Communities:** To build stronger and deeper relationships with the voluntary and social enterprise sectors whilst continuing to engage and empower citizens.
4. **Environment - Decarbonising and Safeguarding our World:** To ensure the places where people live and work are cleaner and greener, to promote sustainable procurement and secure the long-term future of our planet.
5. **Innovation - Promoting Social Innovation:** To promote new ideas and find innovative solutions to old problems.

6. Social Value Principles

The college's approach to Social Value is founded on the following principles:

- Involvement of our stakeholders to inform what is considered as part of our Social Value policy; what is possible, how this is delivered and how it is measured. Stakeholders include; students, parents / carers, employees, suppliers, contractors and wider stakeholders such as local authorities and employers
- Establishment of a clear Social Value vision and policy with outcomes and measures that assess how well an intervention or action has impacted upon the quality of lives of others.
- Partnerships and collaboration, including actively seeking to partner with local organisations that share our Social Value vision and can help us to deliver against it.
- Focusing on what is tangible and realistic so that we are able to evidence our outcomes
- Robust results and monitoring. This is critical to ensure that we are able to continuously learn from and improve our Social Value approach, and objectively assess our success.

7. Social Value Activities, Outcomes and Measures of Success

7.1 Jobs

Promote Local Skills and Employment: To promote growth and development opportunities for all within a community and ensure they have access to opportunities to develop new skills and gain meaningful employment.

Warrington & Vale Royal College currently employs over 400 staff, the majority of whom are permanent full-time and part-time employees. The college is a secure, reliable local employer that recognises people as its greatest asset. The college recruits and retains staff, with lower than sector average staff turnover, investing in them to fulfil their potential, creating a wealth of opportunities for personal development and progression, creating a culture of co-prosperity and rewarding them for the work they do.

In addition, the college does much work to support the progression of students into jobs, upskills those already in work so that they may benefit from more fulfilling careers and engages with those who are economically inactive to support their transition (back) into work.

The SVAs and corresponding TOMs SVIMs that the college will use to track Social Value activity that supports job opportunities are:

SVAs	SVIMs
Ensure that curriculum plans, including those for industrial placement, continue to be career-led and the college careers function and employers are central to the co-creation of curriculum design, sequencing and resources.	All curriculum plans engage with the college's careers function and local community stakeholder and employer steering groups to ensure they are fit for the communities / sectors they serve. All students on Education Programme for Young People (EPYP) engage in meaningful industrial placements or - where appropriate - employer engagement activities e.g. live briefs Progression rates into employment and/or further learning remain high, over 90%.
Implement the college's People Plan to recruit and retain the best staff and ensure the college has the right mix of staff and staff capabilities.	Whilst always appointing the strongest candidate for a role, the college will strive to recruit a greater proportion of local people at the college, especially those from disadvantaged postcodes. Staff at the college have access to, and engage with, a range of excellent professional development opportunities - including industrial updating - to enhance their skills and experience.

7.2 Growth

Supporting Growth of Responsible Regional Business: To provide local businesses with the skills to compete and the opportunity to work as part of the public sector and big business supply chains.

Warrington & Vale Royal College supports responsible, inclusive economic growth in the communities it serves. One of the college's strategic aims focuses on the development of curricula and technical teaching and learning that serves local sectors and skills needs, providing local businesses with the skills to compete and grow. The college has employed a group of Business Partnership Managers who act as a credible lynch pin between the various employer groups and curriculum teams, thus facilitating the - sometimes bespoke – skills training that employers are requesting.

In addition, the college has established and maintained a responsible, sustainable, local supply chain and, in doing so, has enhanced the impact of Social Value locally.

When a requirement for goods or services is identified, the college undertakes a rigorous, ethical supplier selection process, due diligence and research into the potential suppliers' track record and policies, including their Social Value strategy or equivalent. The college has a supplier on-boarding process which looks to

leverage efficiencies and reduce waste, taking a holistic approach to working together. The college pays its suppliers as per contract terms, and on time, to avoid contributing to cash flow issues that may impact upon their capacity to thrive and grow.

The SVAs and corresponding TOMs SVIMs that the college will use to track Social Value activity to support growth are:

SVAs	SVIMs
Develop an over-arching three-year curriculum strategy, with clever intent, aligned to local and regional LMI and growth opportunities, working collaboratively with other post-sixteen providers in the communities of Warrington and Vale Royal to better meet local needs.	Employer responsive provision in response to employer needs has increased, complementing the college's main adult education offer. All curriculum plans evidence engagement with employers – minimum of 3 – to shape intent, sequencing and enhancement opportunities.
Working with the new adult team, undertake a root and branch review of the college's 19+ provision, including ACL, so that it; aligns with local skills needs and priority sectors and is characterised by outstanding teaching, learning, assessment, excellent outcomes and high levels of learner progression.	A new adult offer is developed and marketed, such that the college meets its Adult Education Budget (AEB) and ACL targets.
Ensure the college's procurement process engages with like-minded, local suppliers.	Increase the proportion of spend - ££ - into the local supply chain.

7.3 Social

Healthier, Safer and more Resilient Communities: To build stronger and deeper relationships with the voluntary and social enterprise sectors whilst continuing to engage and empower citizens.

Warrington & Vale Royal College aspires to transform lives and has articulated its strategic commitment to engaging in the 'Levelling Up' agenda to develop human, social and institutional capital, establishing the college as an anchor institution for the communities it serves.

The SVAs and corresponding TOMs SVIMs that the college will use to track Social Value activity for social impact are:

SVAs	SVIMs
Working with partner local authorities undertake a strategic review of Foundation Learning, Entry and Level 1 provision including SEND, MPLD and alternative education pathways.	The college's lower level and SEND provision addresses local gaps, as agreed with partner organisations. Working with local authority colleagues, the college will bid for monies to augment the college estate to admit more SEND students (Phase 1) and in support of a brand-new SEND facility, off-campus in Warrington (Phase 2). Over time, the number of learners with SEND attending college has increased, fewer learners with SEND travel out of area to engage in learning.
Enhance the college's curriculum, tutorial and enrichment programmes further such that they support students' personal, social and emotional development, garnering a strong sense of their self-worth and aspiration.	Students can articulate their starting points in terms of their personal, social and emotional development and an effective programme of pastoral support has been implemented in support. Greater numbers of students participate in cross college enrichment - through WVR+ -and curriculum enhancement activities.
Refresh the college's approach to welfare support for students, ensuring those who need financial support the most, receive it.	Bursary monies for welfare support (16-18 and 19+) are fully spent and targeted to support students most in need. A greater proportion of students from disadvantaged postcodes, and those receiving free college meals, are retained and achieved their qualification.
Further develop the college's approach to staff and students' wellbeing so that their physical and mental health is improved.	An increased range of wellbeing opportunities, focusing on physical and mental health - in curriculum and through WVR+ and HR - for staff and students are provided and accessed.
Establish the college as an anchor institution through its work in the community – through Tailored Learning and other PR activity - and engagement with key external stakeholders.	The college's Tailored Learning budget (££) has been met and provision is prioritised in line with national priorities and the college's Tailored Learning Strategy. The number of community venues, prioritised by disadvantage and/or economic inactivity, from which Tailored Learning is delivered is increased. The principal is active on key external

	stakeholder groups, especially those that are 'place based' and engaged in levelling up activity.
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7.4 Environment

Decarbonising and Safeguarding our World: To ensure the places where people live and work are cleaner and greener, to promote sustainable procurement and secure the long- term future of our planet.

Warrington & Vale Royal College recently commissioned a review of its carbon footprint by an independent, specialist organisation and is implementing a bespoke Carbon Management Action Plan, taking fuller action to 'green' the college's operation and safeguard its sustainability in the future.

The SVAs and corresponding TOMs SVIMs that the college will use to track Social Value activity for the environment are:

SVAs	SVIMs
Maximise all possible external funding sources to ensure the college's operation is green and sustainable.	Funding sources to optimise the college's sustainability have been accessed and spent in-line with the college's Carbon Management Action Plan.
Introduce a number of key performance indicators, aligned with the college's Carbon Management Plan, to drive and monitor improvements in sustainability cross-college.	Cross college teams develop and implement actions to improve sustainability in context. Tangible progress is reported towards the achievement of KPI's in the college's Carbon Management Plan.
Ensure staff have access to high quality training and educational opportunities to better understand the environmental, social and economic impact of the college's approach to sustainability.	All staff have completed professional learning opportunities that enhance their understanding of sustainability issues and their impact, in context.
Embed the principles of sustainability across all aspects of the college's curriculum; planning, design, sequencing and use of resources.	Contextualised sustainability resources and learning opportunities are embedded into curriculum plans. Survey results indicate that students have a very good understanding of sustainability issues and their impact, in context.

7.5 Innovation

Promoting Social Innovation To promote new ideas and find innovative solutions to old problems.

The college innovates in many ways, however, more recently has focused on innovation through digitalisation and the use of AI. The college's vision for the future is to use AI, digital, online and vocational technologies to radically transform students' lives for the better. To move away from a traditional approach to teaching and learning will provide our students with an outstanding blended learning experience. The college intends to establish a digital-first culture such that learning extends and thrives beyond the physical walls of the classroom and structured timetabled hours. Inspired by highly skilled digital teachers and support staff, students will not only leave with impressive vocational skills, but with the essential digital skills required to thrive in the modern digital world. The college's aim is to ensure that every student has a device that they can either bring to college, or access whilst in college. Curriculum teams and students regularly use Google Classroom to engage with the other and to access learning resources and assessments, synchronously and asynchronously.

The college's vision is also to exploit the potential of digital packages and skills to 'smarten' and make day to day working more efficient, collaborative and effective for all roles.

The SVAs and corresponding TOMs SVIMs that the college will use to track Social Value activity for innovation are:

SVAs	SVIMs
Engage the whole college in the evolution of a 'digital first' culture, establishing what this means to the college overall and in the context of the college's diverse support and curriculum teams.	A cross college Digital Strategy has been agreed and is being implemented. Investment in the college's infrastructure to support the Digital Strategy has been agreed and spent wisely.
Establish new ways of working that align with the college's established 'digital first' culture.	Base lines for ways of working digitally cross college are established. Individual team – curriculum and support - digital plans have been developed and are being implemented in context.
Re-imagine the identity of the college as a hybrid college, establishing blended learning as the norm.	Staff and students routinely use AI, digital pedagogy and EdTech, enhancing the learning experience for students. EdTech is used effectively to engage and include those hardest to reach in the communities the college serves.

Support teachers to become highly proficient in the use of AL, digital pedagogy and EdTech. Ensure this enhances excellent pedagogical practice.	Teaching staff have accessed a greater range of professional learning opportunities in the use of AI, digital pedagogy and EdTech. Quality assurance processes evidence that the use of AI, digital pedagogy and EdTech is enhancing the learning experience for students.
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8. Impact monitoring and continuous improvement

The college will monitor the impact of the Social Value Policy, reporting on the progress of SVA's and corresponding SVIM's as part of the college's annual self-assessment report and development plan.