**Heart of Worcestershire College**

**Equality, Diversity and Inclusion Objectives and Equality and Diversity Impact Measures**

**Action Plan 2022/23**

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|  | **Objective** | **Action Points** | **Responsibility** | **Milestone Update January 2023** | **Milestone Update May 2023** |
| LGBTQ+ | Develop exemplary support and inclusive practice for members of LGBTQ+ student and staff community. | CreateTrans Toolkit to include supporting students and staff.  Include student focus group and stakeholder support. | **Task and finish**  Sal Friel  Student Experience  HR  Peter Robinson  Carly Price  Marketing  PT  James Duckhouse |  |  |
|  |  | Source staff training on supporting learners with gender identity | Emma Milsom  AQP |  |  |
| Mental Health and Suicide Prevention | Support Orange Button scheme which offers signposting and support to people with suicidal thoughts. The orange button is worn by people who have had relevant training in mental health and suicide prevention. | Promote scheme to staff and collate list of staff who become Orange Button wearers.  [www.healthyminds.whct.nhs.uk/nwt-suicideprevention](http://www.healthyminds.whct.nhs.uk/nwt-suicideprevention)  Promote scheme and College support via marketing initiatives. | Emma Milsom  Hannah Jones |  |  |
|  | Explore Suicide-Safer Universities documentation | Identify any areas of risk and suggested actions.  <https://www.universitiesuk.ac.uk/sites/default/files/field/downloads/2021-07/guidance-for-sector-practitioners-on-preventing-student-suicides.PDF> | Sophie Stanton  Sal Friel |  |  |
|  | Staff wellbeing | Mental health and fitness promotion: encouraging healthy behaviours for all staff to improve wellbeing, such as physical activity, healthy eating and sleeping, and discouraging unhealthy behaviours such as abuse of alcohol and drugs | Emma Milsom |  |  |
|  | Mental Health Support for students | Mental Fitness and wellbeing promotion: using appropriate teaching, websites, resources, and App - encouraging healthy behaviours for all students to improve wellbeing, such as physical activity, healthy eating and sleeping, and discouraging unhealthy behaviours such as abuse of alcohol and drugs. Create opportunities for learners to invest in a mental fitness. | Sal Friel  Student Experience Team  Steph Locke  Leigh Brecknell  PT? |  |  |
| Social Action and Volunteering | Develop Social Action strategies    Staff and Students    Give to others: this can provide a sense of reward and self-worth. | Raise awareness and explore opportunities to encourage and promote the benefits of social action to staff. | Emma Milsom |  |  |
|  |  | Raise awareness and explore opportunities to encourage and promote the benefits of social action to students. | Student Experience  Sal Friel  Steph Locke  Lena Caple  Neil Gardiner  Marketing |  |  |
| Cost of Living | Cost of living crisis | Food bank collections  Regular promotion of support for staff and students  Signpost of support services  Financial support for students from districts | HR  Lena Caple  Marketing  Cath Dodd |  |  |
| EDIMs | Increase the participation of females in STEM related programme by 5% within 3 years. | Baseline figure set from 21/22 to then achieve 5% growth from.  Identify areas most likely to yield improved enrolment patterns.  Begin marketing campaign and other activities to promote STEM for females, generally. | Marketing  Donna Gander  James Duckhouse |  |  |
|  | Improve retention of ‘previously home educated' students on full –time study programmes by 10% within 3 years. | Identify cohort.  Monitor retention and achievement. | Lena Caple  Leigh Brecknell  Julia Breakwell  Carole Gurney |  |  |
|  | 5% increase in achievements for our students who were classed as Pupil Premium at school within 3 years | Identify cohort.  Monitor retention and achievement. | Lena Caple  Learning mentor  PT  Leigh Brecknell  Julia Breakwell |  |  |
|  | 10% increase in achievements for our students who are Care Experienced within 3 years. | Further develop support offer and interagency working.  Monitor retention and achievement. | Sal Friel  Donna Gander  Careers Team  Leigh Brecknell/Emma Dixon |  |  |
|  | Increase the opportunity for those with greater disadvantage such as Black, Asian and minority ethnic and disabled students, to participate in higher education and apprenticeships. | Discuss and identify possible approaches to achieve this aim with HE Co-ordinators. Target Internal student groups most likely to benefit and been influenced by any campaign or activity.  Add to the Access and Participation Plan.  Set baseline from 2021/22, separated for HE and Apprenticeships.  Examine applications and create marketing campaign for over summer that focuses on areas most likely to see increase in applications from these groups. | Peter Robinson |  |  |
|  | Monitor refugee and asylum seeker learners. | Identify cohort.  Monitor retention and achievement. | Paul Stephens/Carole Gurney  Lena Caple  Sal Friel |  |  |
|  | Monitor Gypsy, Roman Traveller cohort. | Identify cohort.  Monitor retention and achievement. | Sal Friel  Leigh Brecknell  Lena Caple |  |  |
|  | Monitor living independently 16-18 students | Identify cohort.  Monitor retention and achievement. | Sal Friel |  |  |
|  | 16-18 female learners  Health and Social Care and Hair and Beauty | Add to subject area QIPs to improve retention and attendance. Monitor retention and attendance through the Scrutiny and regular Reports.  Prioritise setting targets and focus work for students who show early signs of poor attendance and non-completion.  Review in year figures to see if retention has improved. Focus all activities on students achieving their set work. | Cath Dodd  Peter Robinson  PT/PLC |  |  |