**Heart of Worcestershire College**

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

**Action Plan 2023/24**

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|  | **Objective** | **Action Points** | **Responsibility** | **Milestone End of Term 1** | **Milestone End of Term 2** | | **Milestone End of Term 3** | |
| LGBTQIA+ | Develop exemplary support and inclusive practice for members of LGBTQIA+ student and staff community. | Students  Launch toolkit and monitor effectiveness.  Continue to develop and support learners | Sal Friel |  |  | |  | |
| Staff –  Develop community group | Emma Milsom |  |  | |  | |
| Staff training for toolkit  LGBTQIA+ Awareness training for staff | Sal Friel/Emma Milsom |  |  | |  | |
| Neurodiversity | Develop staff understanding of neurodiversity | Staff training and awareness raising of neurodiversity | Emma Milsom  Leigh Brecknell  Heather License |  |  | |  | |
|  | 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.  Identify staff who has already completed the training.  Target relevant staff to complete suicide prevention training   * NEET * Personal Tutors * HE Co-ordinators/tutors | Emma Milsom  Hannah Jones |  |  | |  | |
| Mental Health and Suicide Prevention | 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 |  |  | |  | |
| 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  Hannah Jones |  |  | |  | |
| Raise awareness and explore opportunities to encourage and promote the benefits of social action to students. | Sal Friel  Mell Williams  James Duckhouse  Donna Gander  Matt Beck |  |  | |  | |
| 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 (Local Authorities)  Parents newsletters  Hardship funds/bursary promotion (termly analysis of hardship fund to target set groups)  Financial awareness through Thrive  Clothes swap shop (Eco Group) | Lena Caple  Adrian Price  Matt Beck  Peter Robinson  Owen Wiseman |  | |  | |  | |
| EDIMs | Increase the participation of females in STEM related programme by 5% within 3 years.  (College Strategy) | 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.  (record analysis for % growth) | Marketing  Donna Gander  James Duckhouse |  | |  | |  | |
| Improve retention of ‘previously home educated’ students on full –time study programmes by 10% within 3 years.  (College Strategy) | Identify cohort.  Monitor retention and achievement. | Lena Caple  Leigh Brecknell  Julia Breakwell |  | |  | |  | |
| 5% increase in achievements for our students who were classed as Pupil Premium at school within 3 years  (College Strategy) | Identify cohort.  Monitor retention and achievement. | Lena Caple  Julia Breakwell |  | |  | |  | |
| 10% increase in achievements for our students who are Care Experienced within 3 years.  (College Strategy) | Further develop support offer and interagency working.  Monitor retention and achievement. Progression (analyse) | Sal Friel |  | |  | |  | |
| 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  (College Strategy). | 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  Adrian Price  Heather License |  | |  | |  | |
| Monitor refugee and asylum seeker learners. | Identify cohort.  Monitor retention and achievement. | Sal Friel  Mell Williams  Neil Gardiner | . | |  | |  | |
| Monitor Gypsy, Roma Traveller cohort. | Identify cohort.  Monitor retention and achievement. | Sal Friel  Lena Caple  Leigh Brecknell |  | |  | |  | |
|  | SEN LDD learner monitoring | Monitor attendance, retention and achievement of learners with declared LDD (new model) | Steph Locke |  | |  | |  | |
|  | Decrease achievement gap for Asian Other cohort (-6.5% compared to white) | Analysis shows this is predominantly impacting ESOL and NEET – SAS courses.  Monitor attendance, retention and achievement within these group and action to reduce gap. | Neil Gardiner  Mell Williams |  | |  | |  | |
|  | Reduce achievement gap for adult females. | Achievement rate for adult females 79%, adult males 88%  (Focus on certificate qual where achievement rate has 11% gap particularly in accounting) | Kirsty Hopkinson |  | |  | |  | |
|  | Reduce achievement gap for males | Some course specific gaps identified  ESOL male (10% gap)  GCSE male (10% gap)  Diploma courses male 62% (19% gap) | CRQ L/M |  | |  | |  | |