



Oldham College

Equality & Diversity Action Plan

2024
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2025

Equality, Diversity and Inclusion Action Plan, 2024/25

Oldham College is committed to promoting Respect, Collaboration, Innovation, Aspiration and Inclusion across all areas of the college. This ethos is reflected in our College Values. We strive to create a space where everyone belongs and thrives earning the trust and respect of the communities we serve as both staff and students. (Simon Jordan, OC Strategic Plan, 2024)

Staff Equality, Diversity and Inclusion Action Plan

Objective 1	To encourage diversity and eliminate unfair treatment and discrimination (policies, procedures and training)			
Action	Date	By whom	Impact measures and milestones	
1.1	Work with key stakeholders to promote jobs at Oldham College within our local community (hyper local recruitment).	Ongoing	Recruitment Specialist and Recruitment Coordinator	Develop / maintain working relationship with Ingeus to help source candidates Develop / maintain relationship with local faith groups to source candidates
1.2	Hold HR / recruitment events to increase likelihood of 'non-traditional' candidates securing employment.	Ongoing	Recruitment Specialist Recruitment Coordinator	Increase number of recruitment events held locally (on-site, Ingeus, library, etc) Attendance at minimum of two Oldham College student open events
1.3	Working with hiring managers to ensure safer recruitment embedded and recruitment more inclusive.	Ongoing	HR	Training completion rate of 85%

1.4	Training for Managers.	Ongoing	HR	Reduction in grievances, improved employee engagement scores
1.5	Raising awareness of mental wellbeing, to ensure managers are able to spot signs that someone is not experiencing good mental health, to signpost them to support in a timely manner, manage working relationships to ensure that they do not contribute to poor mental health	Ongoing	HR	Management of Sickness Absence Improved scores for the Great Place to Work survey statement 'The College is a psychologically and emotionally safe place to work'
Objective 2	Ensure staff have a supportive, safe and harassment –free environment, with family–friendly and flexible working policies that value and respect each other’s contributions			
Action		Date	By whom	Impact measures and milestones
2.1	Promoting the Mental Health Wellbeing support on offer to staff Re-introduce the Employee Wellbeing Advisor (EWA) role to better signpost people to support	Ongoing January 2025	HR HR	Reduce the stigma around mental health (possible increase in reported mental health cases with an overall aim to reduce sickness absence cases) Number of staff (%) accessing the EWA service / MH1 questionnaire Number of staff (%) accessing the external counselling service

	Promote use of the MH1 diagnostic questionnaire to help employees identify positive steps they can take to improve their mental health, and to signpost them to support available	January 2025	HR	The College being a psychologically and emotionally safe place to work was also one of our lowest scores in the GPTW survey.
2.2	Workload Principles – Implement agreed principles	End of academic year 2024/2025	College	Improved ability to manage workload across the year.

Objective 3	Ensure that all staff will be considered solely on their merits for career development and promotion with equal opportunities for all			
Action		Date by	By whom	Review/evidence of impact and milestones (RAG)
3.1	Improve PDR and more emphasis on career development linked to the process	PDR consultation complete by end of 2024/2025	HR	Improved internal promotion rates.

Objective 4	Ensure that all Oldham College and UCO colleagues treat each other with dignity and respect			
Action		Date by	By whom	Review/evidence of impact and milestones
4.1	Introduce Transgender and Non-Binary Guidance (Staff)	End academic year 2024/2025	HR	Transgender staff feel able to disclose status Managers confident in supporting Transgender and non-binary staff
Objective 5	Ensure that fairness and inclusion are embedded into our day to day business			
5.1	Deliver EDI Training to Managers	Ongoing		Maintain scores in relation to fair treatment statements in GPTW survey 2024 under the following categories:- People here are treated fairly regardless of their age. People here are treated fairly regardless of their race or ethnic origin. People here are treated fairly regardless of their gender. People here are treated fairly regardless of their sexual orientation.

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Student Equality Diversity and Inclusion Action Plan

Strategic Pillar 1: Student	To cultivate a supportive, inclusive and vibrant learning environment where all students feel valued and empowered to reach their full potential.			
Action	Date	By whom	Review/evidence of impact and milestones	
1.1	To ensure an inclusive learning environment for students by supporting staff development with inclusive Teaching and Learning practice pedagogy.	July 2025	EC, LM, SF, MS, SD, LG, ST. All Staff	<p>Staff have been offered a menu of inclusive training sessions through the Teaching for Excellence: Elevate scheme. Managers have also received an inclusive practice workshop through Project Lighthouse. The Additional Learning Support Team has carried out a series of learning walks to ensure inclusive practice is evident and to highlight best practice.</p> <p>Through the OC Student Development Day, students were able to discuss with managers and governors their lived experiences of being students and the impact of inclusive practice on their learner journey. Students were asked what inclusion means to them and the strengths and weaknesses of current practice from the student's perspective.</p> <p>A review of the Learning Support Plans at UCO was conducted to ensure that staff could easily recognise adaptations needed for individual student needs and a review of current disability support is ongoing to align with the Disabled Students Commitment.</p> <p>To ensure an inclusive learning environment, Learning Support facilitates staff development in inclusive teaching and learning practices by providing guidance, resources, and training on supporting students with diverse needs. Individual student needs are identified through meetings with the student and parent/carer, recorded in detailed support profiles, and communicated to tutors via the college system. Adjustments, including assistive technology or additional support, are documented, regularly reviewed, and updated to ensure effectiveness. EHCPs are monitored through formal reviews and ongoing progress tracking, ensuring staff</p>

1.2	Foster good relations between people from different groups and improve equality of opportunity	July 2025	LM, EC, SF, SA	<p>have the knowledge and tools to deliver accessible, safe, and inclusive learning experiences for all students.</p> <p>The new Access and Participation Plan has been agreed with the Office for Students meaning a full review of the key target areas for higher level students has been completed with targets set against each identified group. This was developed in conjunction with students studying at the UCO.</p> <p>Ongoing work is being carried out to maintain good relationships with the local authority SEND team, PD Team and Virtual Schools for care experienced students.</p>
1.3	To promote and celebrate EDI through a comprehensive programme of activities and events.	July 2025	EC, LM, PD Team, LG, Student Life Officer, SF	<p>A cross college Celebrate EDI competition was launched in the first half term where students collaborated on a wealth of different projects to produce entries. This included poetry, photography, artwork and creative writing. Guests speakers were invited to motivate and inspire learners on a range of topics including diversity in sports and Black History Month.</p> <p>A range of projects have been launched to support local charities and community groups. These include The Big Camp Out for DePaul, charity walks and litter picking in Linear Park and Northern Roots. Social Action projects were designed for our learners throughout the year to engage in meaningful activities. Our first ever International volunteering trip to Kenya where learners from the college travelled to a school to help transform school classrooms, teach the young children, develop sports activities for them and to learn about the culture.</p>
1.4	Create new data dashboards to reflect diversity within the student body and trends in retention and achievement.	September 2025	New STI, Data Team	<p>We plan to analyse student retention and achievement rates by equality strands and address any success rates that are below College and national averages and identify any targeted support needs. This is awaiting the appointment of the STI post.</p>

Strategic Pillar 2: People		We invest in our students' continuous learning, resilience and emotional intelligence in supporting them to become active citizens in their local communities.			
Action		Date	By whom	Review/evidence of impact and milestones	
2.1	Continue to ensure curriculum and support services deliver activities that support the promotion of EDI and tackle discrimination through tutorial/pastoral support.	July 2025	EC, LM, CT, SC	The tutorial programmes was designed for both FE and HE students and delivered throughout the year. These are delivered by tutors and staff with specialist knowledge where appropriate. These include EDI, Healthy Relationships, British Values, Democracy, Mental Health and LGBTQ awareness. Youth workers deliver bespoke sessions to FE classes where there have been issues in relation to discrimination. In HE, if discrimination is reported, this is investigated by senior team and meditation is available in 1:1 or small group settings. Students have access to specialist staff in both FE and HE settings, to support their wellbeing and to mitigate risk for students.	
2.2	To priorities student wellbeing through a robust welfare support offer and promoting resilience in all students to empower them to reach their own solutions.	September 2025	LM, EC, CT, Student Life Officer	A pilot was carried out with first year and prep year HE students who received a Resilience Toolkit. This comprised of a series of tutorials delivered by support staff and was then reinforced with online resources students could access independently. This aided students to prioritise their wellbeing whilst studying. A new Student Life Officer role has been agreed for HE students to support wellbeing from application to graduation. An element of this role is to deliver short	

				<p>action plan-based interventions with students to promote resilience and independence in supporting their own wellbeing.</p> <p>Through the appointment of a new DSLO, a review has taken place of the welfare support offer. This has highlighted that more focus is needed on student wellbeing and instilling resilience to support self-efficacy. A new programme will be launched in September 2025 to support the new wellbeing offer. This will include PeerScroller, which is a student led PSHE tool, where students can develop content and support each other in a controlled, safe online environment.</p> <p>This has led to the recruitment of more staff, including a safeguarding education coordinator role who will help build the wellbeing offer.</p>
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Strategic Pillar 3: Place		Create and maintain high quality learning environments that foster a positive safety culture that also inspire and engage.		
Action		Date by	By whom	Review/evidence of impact and milestones (RAG)
3.1	Enhance accessibility for all students by implementing digital accessibility tools and ensuring College facilities are fully accessible to students with SEND.	July 2025	SF, LM, LG, SH	A college wide assistive technology offer is available with various packages being accessible to students on HE and FE campuses. HE students are encouraged to apply for DSA, which gives access to a wide range of specialist technology and equipment which will meet individual need. The UCO library now has in place a LumiLamp for all students and Nuance equipment has been sourced to support both neurodiverse students and students experiencing PTSD. Learning platforms are designed to be fully accessible and compatible with screen readers. A range of assistive tools is provided, including speech-to-text, dictation software, magnifiers, screen readers, and mind-mapping applications. Teaching materials are made available in multiple formats, such as large print, Braille, audio, and Easy Read.
3.2	To review student accessible spaces and use student voice to assist in the development of the environment for all.	September 2025	SH, ST, EC	Facilities have worked on providing more disabled access to more of the buildings. Through OC Student Development Day, students worked with managers and leader on various topics including environment, sustainability and student experience. These discussions lead to an action plan from points raised by students. Therefore, when strategic planning is taking place, the student voice is integral.
3.3	To respond to student needs to ensure	September	LMu, SH	The Head of Estates and Facilities attends the OC and UCO Student Forums to respond to student queries on physical spaces and future

	that digital facilities are accessible and meet industry standards.	2025		<p>plans for the environment.</p> <p>The ALS team facilitates tailored focus groups to capture real-time feedback from a diverse range of learners. Regular accessibility checks are undertaken across all key areas to ensure that spaces remain inclusive, welcoming, and representative of diversity. Provision includes quiet, sensory-friendly, and relaxation areas, as well as communal spaces that support both interaction and solitude. Accessibility concerns are addressed through reviews of lighting, visibility, and seating arrangements. Student-led projects, such as creating murals or naming spaces, are encouraged to foster ownership and engagement. Learning environments are designed with flexible layouts to accommodate mobility aids and adaptive furniture. Personalised Emergency Evacuation Plans (PEEPs) are developed and shared with learners who have significant mobility needs, visual impairments, or hearing impairments.</p>
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Strategic Pillar 4: Partners		To increase engagement with diverse communities by building relationships with community organisations that represent underrepresented groups and supporting local equality and diversity events		
Action		Date by	By whom	Review/evidence of impact and milestones
4.1	To increase engagement with diverse communities by building relationships with community organisations that represent underrepresented groups and supporting local equality and diversity events	September 2025	LM, EC, PD Team, Professional Services	<p>We were successful in securing funding to take students from underrepresented groups to Kenya as part of the Turing Scheme. The focus of the trip is to volunteer in a local school, either building facilities or teaching English or sport to pupils. Through taking part in this initiative, students involved had to raise funds within their local area, supporting the diversity of the local area.</p> <p>The wealth of community projects have taken place across Oldham within different faculties, these include projects to support wellbeing and diversity across different groups. These include working with the local hospital, care homes, park and recreational facilities and educational establishments.</p> <p>Through course placement opportunities HE students have worked within local care home, education and clinical settings, supporting the local community and developing their own industry skills. Students also donated to Mission Christmas and Oldham Foodbank as part of the Christmas charity project.</p>
4.2	To ensure that students are equipped for the workplace and hold industry standard skills, knowledge and behaviours to enable them to be active citizens across communities.	July 2025	LH, VF, MR, LM	<p>HE students have access to workshops to develop skills around CV writing, interviews, and presentations. Students are also encouraged to take part in volunteering opportunities through their course and can forge connections through the volunteering marketplace as part of Employability Week. Students also have access to the Alumni offer, which grants them 3 years free career advice after graduation, with</p>

specialist career support on offer to neurodiverse alumni and current students.

The college offers FE learners a range of activities and opportunities to ensure they are equipped for the workplace with industry standard skills. These include work placements, internships, workshops, and mentorship programs that focus on real-world applications of classroom learning. Additionally, learners have access to career fairs and networking events to connect with potential employers. The college also focuses on the development of soft skills, such as communication and teamwork, to prepare learners for diverse work environments. Through these initiatives, learners gain the necessary skills and experiences to thrive in their chosen fields.

FE learners have access to a variety of opportunities to develop their employability skills such as employer talks, work placements, live project briefs delivered in conjunction with employers, mock interviews, industry visits and trips which allows them to see their chosen industry in a live environment.