Peter Symonds College
Equality Act 2010: Public Sector Equality Duty
Equality Analysis
January 2022

"Prejudice Sucks" is a mural which hangs in the Paul Woodhouse Centre.

The mural was designed and painted by Peter Symonds' students:

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Section 1: Introduction

The college motto is "Counting in Ones" and illustrates our commitment to promoting diversity and equality of opportunity for all staff and students, as expressed within the college's Strategic Plan, which states that, "Peter Symonds College is a diverse, inclusive and ambitious community in which each person is valued and encouraged to achieve… Whatever their future aspirations, we nurture our students' potential and challenge them to develop personally, academically and creatively, and develop a sense of responsibility towards the communities of which they are a part".

The Strategic Plan 2019 - 2022, includes as a strategic objective:

"To ensure equality of opportunity for staff and students, challenging discrimination and fostering good relations." (Strategic Objective 6.6)

Over the past fifteen years, the college has analysed the student and staff experience. Initially, this involved impact assessment over a three-year cycle with outcomes reported to the Senior Management Team and Governing Body.

In September 2016 a more focused approach was adopted, identifying key aspects for analysis and specific areas of the student journey that have been identified as an area for further development (e.g.: through complaints, student feedback, the self-assessment process, etc), where there have been new developments (e.g.: an on-line application process in the sixth form college) or where the current climate dictates a refocusing of attention (e.g.: The National Covid-19 lockdown, the Black Lives Matter movement of 2020 and the Everyone's Invited movement of 2021).

Similarly, regarding staff matters, analysis focuses on specific areas of interest or concern rather than a college-wide review.

The college is committed to consulting with and involving both staff and students in analysing equality and diversity, along with other stakeholders where and if appropriate.

Throughout the year there are surveys of learner views that are analysed by gender, ethnicity and learning difficulty and disability. Focus groups are arranged as and when appropriate in order to examine the student or staff journey or when new initiatives are introduced, as follows:

1. Student Focus Groups (organised by the EDI Co-ordinator).
2. AHED Focus Groups (organised by Director of AHED and the Head of Adult Study Support).

The College established a new team of Equality, Diversity and Inclusion Ambassadors at the end of the academic year with the aim of undertaking a significant whole-College audit of EDI in academic year 2021-22 and create an associated action plan.

Section 2: Equality Information

Profile of the College

Peter Symonds College provides Advanced level and vocational opportunities at levels 2 and 3 in the sixth form college. In 2020-21, there were 4,415 full-time 16-18 year-old students, including 72 boarders.

The Adult and Higher Education Division (AHED) caters mainly for post-19 and a mixture of vocational and non-vocational education and, in 2020-21, had 21 SFA/24+ loans funded adult students, 232 students on higher education programmes and 1,049 enrolments on leisure courses.

As at 31 July 2021, the sixth form site had 378 teachers and 344 support staff. AHED had 88 teachers and 32 support staff. All figures exclude casual and hourly paid staff.

Our staff and student profile in relation to disadvantaged groups:

Students

In 2020-21, a total of 5789 students were on roll at the college, over both the sixth form college and the adult and higher education sites.

Sixth Form College (SFC)

In 2020-21, 4415 students were aged 16-18. The gender split was 55% female and 45% male. 15% of learners were from minority ethnic groups. 25% of learners had a learning difficulty or disability.

Adult and Higher Education (AHED)

In 2020-21, of the 21 SFA/24+ loans funded adult learners, 81% were female and 19% male.

The college has an emerging programme of higher education courses. In 2020-21, there were 232 enrolments on HE courses, 84% were female and 16% male.

At AHED, 8% of learners were from minority ethnic groups. 7% of learners had a learning difficulty or disability,

Staff

The majority of our employees are female and they are well represented at all levels. Less than 2% of our staff declare themselves to have a disability, although a much greater percentage have medical conditions which in fact constitute disabilities under the 2010 Equality Act. We continue to encourage staff to disclose disabilities in the recruitment and professional review processes. Our percentage of staff who come from an ethnic minority remains around 5%. Our workforce continues to age, with slightly under half being aged 50 or over. We continue to recruit staff across all age groups.

Our recent focus on the promotion of flexible working arrangements has continued through the pandemic although, compared with many other sectors who are able to embrace home working for those who want it, we have limited scope in that regard. We should perhaps adjust our approach to identify and build on the benefits which many people experience attending the workplace, alongside accommodating those flexible adjustments we can.

Protected characteristics under the Equality Act 2010

The college is committed to gathering as much information as is possible and necessary about the protected characteristics identified in the Equality Act 2010 to enable us to comply with the Public Sector Equality Duty. For both students and staff, the college will continue to raise awareness and encourage disclosure of a protected characteristic, promoting an environment where staff and students feel comfortable and have multiple opportunities to disclose.

SFC

Guidance for tutors has been developed in the sixth form college on how to deal with a disclosure of a protected characteristic by a student. A rolling programme of 'one to one' tutorial sessions for all students allow regular opportunities for tutors to discuss individual matters with students and afford greater opportunity for students to disclose.

Equality, diversity and inclusion is one of the key topics covered in the tutorial programme. Students are introduced to the core values of the College at the very start of the Lower 6 year in a welcome presentation delivered by the Senior Management Team and again in a tutorial session linking the College's ethos to fundamental British values.

New material has been added to the programme in the last year on harassment including what this word means, neurodiversity, Holocaust Memorial Day, period equality, whistleblowing and challenging discrimination in the world of work.

More students every year are disclosing personal information through their application form and interview process, in particular transgender students.

AHED

There is guidance for AHED tutors on how to deal with a disclosure of a protected characteristic by a student, and how to use the disclosure form. Students have opportunities to disclose personal information through their application forms, the interview process and learning agreements.

Staff

All staff can access, check and update personal information (including protected characteristics) held by the Personnel department via the 'self-service' personnel system on the staff intranet. Also, in the professional review process, there is a prompt on the self-appraisal form to disclose an acquired disability for those who wish to do so.

Section 3: Equality Analysis - Students

It is our aim to eliminate discrimination, harassment and victimisation; to advance equality of opportunity and to foster good relations for all, and in particular for those students within the college that can be identified by the nine "protected characteristics" set out in the Equality Act.

In pursuance of these aims, the college looks at the student experience in relation to equal opportunities via student surveys and student focus group meetings.

SFC

For the period 2020-24, the College set new Equality Objectives for students in the Sixth Form College. An action plan in relation to these objectives is available on the college website: **https://www.psc.ac.uk/content/eo**

An interim review of the action taken so far shows that significant steps have already been taken towards meeting these:

1. **To continue to develop and improve support for students with mental health issues**

Action	Interim review June 2021
To improve communication to relevant staff about support required for, and expectations of, students with MH issues	Study support team have developed the use of Support Plans shared with relevant staff stating strategies and interventions including external support in place. The introduction of a new online safeguarding record has allowed all staff in the safeguarding team to record and share information easily as well as uploading relevant documents. Training her been delivered to Lead Tutors on the nw progress monitoring process including sharing of action plans and expectations with teachers.
To review the Fitness to Study policy including return to study protocol for students after a critical incident and implement this consistently across faculties	Study support staff now attend return to study and safety sssessment meetings with a DSL for students returning to College after a critical incident. Safety assessments are uploaded to the safeguarding log. Training has been delivered to Lead Tutors to improve understanding of Fitness to Study as an integral part of student support. The Fitness to Study Policy and return to college protocol were updated and approved by governors in July 2020. There was a subsequent review in July 2021. The policy is now embedded in the work of the safeguarding team and being applied consistently.

To explore the use of group sessions in the hub to encourage student peer support	Peer support groups now run twice a week. Student Wellbeing Ambassadors have been trained to run sessions which are supervised by Hub staff. Student wellbeing mentors were recruited and trained in the Summer Term 2021 ready to take up their posts in the Autumn.
To adapt the therapies on offer at the Hub to meet students' specific needs.	A wider range of therapies are now on offer, including mindfulness sessions, yoga, self-regulation skills, mindful images - a walking and photography group, art therapy group, anxiety webinar (psycho education-based resource), and the Hub Blog. Students are able to self-refer, or can be referred via Study Support.
To establish a 'regulation corner' in the Hub to encourage students to self-regulate and self-soothe	A range of items have been purchased for the regulation corner and are now available to students. Items encourage self-soothing techniques within a calming sensory environment. The self-regulation corner has not been fully utilised in academic year 2021-22 as a result of Covid restrictions.
To develop links with external agencies to broaden the offer of support available to students on College site, for example with the newly commissioned Education Mental Health Practitioner and Social prescribers	A meeting was held with the Social Prescriber for Hampshire and information shared with safeguarding and pastoral teams. An EMH Practitioner has yet to be allocated to Winchester although other areas do have access to this provision. The College has promoted the Kooth app and online site which is new to Hampshire and offers out of hours support to young people. The College also become a participant in the TriSpace pilot run by the Anna Freud Centre which provided additional CBT support for students with low level wellbeing issues.
To find MHFA trainers with a view to offering this to all front-line safeguarding staff as well as Lead Tutors and Resident House Parents	All members of the safeguarding team, Lead Tutors and other key support staff have received Youth Mental Health First Aid training. New Lead Tutors joining the team after July 2021 are encouraged to undertake this training.
To provide information on relevant AHED courses available to frontline MH staff	This was promoted and a new member of the safeguarding team completed the NCFE CACHE Level 2 Certificate in Understanding Children and Young People's Mental Health
To develop closer links between Study Support, Heads of Faculty and Lead Tutors including joint	Meetings now take place for each faculty pastoral team with the Head of Study Support in July to discuss high needs students joining the College in the following year.

meetings to agree student support	Much closer collaborative working has been established between some members of the safeguarding team who have found this a very productive and supportive way of working.

2. To improve the attainment of students in receipt of Free College Meals

Action	Interim review June 2021
To conduct individual interviews with FCM students to identify any barriers to learning and possible additional support needed	Students were contacted but were reluctant to attend meetings. Those who did reported access to laptops and wifi at home as being the main issue.
To provide resources for FCM students to address issues identified above e.g. tablets/ laptops or increased printer credit	Laptops / Chromebooks will now be offered to all FCM and Bursary students as a matter of course. All FCM students have been encouraged to also apply for Bursary funds, and where necessary eligibility for FCM has been taken as proof of eligibility for bursary. These students have had costs of printing, subject booklets and resources and textbooks covered.
To ensure all FCM students have at least one interview with a Level 6 careers advisor during their time at College	Information on students in receipt of FCM is now shared with the Careers team. The updates to the college intranet site have allowed access for the Careers team to see the "live" list of students in receipt of FCM and be more proactive in contacting them. All FCM students are emailed regularly with targeted emails about opportunities and support available, along with offering them Careers Interviews with a qualified Careers Adviser. Numbers of FCM students who make/attend appointments are now monitored, with follow up support offered
To invite FCM students To SUN events	FCM students are included in targeted emails for SUN students and have been invited to all SUN events and opportunities.

3. To encourage aspiration in female students

Action	Interim review June 2021
To support the Business Department in their objective to improve outcomes for female students, identifying possible speakers for College visits.	Useful information and events have been forwarded from the Careers team to the Business Studies department. Employer/HE contacts have also been forwarded for possible talks/visits.

To communicate information about relevant events and opportunities to targeted groups of female students and to staff. To encourage female students to attend events about careers in which women are under-represented.	Information document created March 2021 detailing list of careers events & opportunities running as part of International Women's Day. Document was advertised on Careers Google Classroom for all students, along with being forwarded to the Business Studies department and relevant subject departments to promote. The careers department have proactively worked to invite female speakers for Careers Day in careers in which women are under-represented.
Include talks in whole Cohort careers events promoting women in aspirational fields and / or those in which women are under-represented.	The Careers team ensured that large events such as Careers Day included women in aspirational fields or under-represented groups. This included a female army officer and a chemical engineer. Optional employer talks included a female presenter on opportunities in IT.

Student Equality Forum

There were two meetings of the student equality forum, one in November and the second in July. In the November meeting the follow points were raised which were actioned and reported back to the forum in July:

Point Raised	Action Taken
Students felt that the College did not promote itself as a diverse community in marketing literature	Prospectus and media posts were reviewed by the Head of Marketing who was satisfied that there was a diverse representation. The marketing intern programme and the new Instagram page is being set up to amplify the student voice.
Students felt the student body is unaware of the range of mental health services in College	Marketing are working with the Wellbeing Ambassadors from the Hub and have set up a Google classroom to work together to raise awareness of available services.
Students felt that awareness raising was needed to improve integration and to build an inclusive environment	The Head of Tutorial Programme approached several students to garner student ideas/ contributions aimed at raising awareness via tutorial programme about disability, LGBTQ+ and online radicalisation
Students felt that there should be a counsellor with a BAME background	This was passed to SMT to consider when a vacancy arises and a suitable candidate applies
Students felt that the student body is unaware of the complaints procedure	Increased promotion for year 2021-22. Complaints Policy is in the online student handbook

	This is not currently possible for security reasons. Consideration of all toilet designations will be considered during next academic year. There are various needs for use of these facilities from different groups of students and staff which need to be considered
Students suggested use of ID cards to access disability toilets	

In the July meeting the following points were raised:

Point Raised	**Action Taken**
Students felt a 'disconnect' from the College community and that the College should aim to re-establish a 'college community' post pandemic.	Hopefully this will be addressed in the return to fully onsite face to face learning in 2021-22 if national lockdowns and College closure can be avoided. Induction day for new Lower 6 students in September is planned to have a 'fresher's fair' feel to it acknowledging that those students have not been able to visit in person.
There is a need to raise awareness of what is available in College and also break the stigma related to using support services especially the HUB.	The Hub and other College support services are regularly advertised through the tutorial programme and in posters around the site. The Hub send regular emails to the student body promoting what is available.
The location of the Wellbeing Hub deterred some students from accessing it.	It is not possible to move this provision at the current time.
Concerns raised re transgender students being 'dead named' by teachers.	The Head of Student Services met with the student who raised this and investigated the situation. Staff were made aware that parts of the College system require legal names to be recorded and that these should not be used or displayed in class.
Students felt the Intranet was hard to navigate to find support	The web team are aware of this but it will take time to develop. There is a need to promote a new google site or provide a launch pad for all student services

Student Surveys

Lower 6 Settling in Survey 2019

In the cross-college survey of Lower 6 students undertaken in December 2020 students expressed a high level of satisfaction:

- "I feel safe and secure at College" – 98% of students agreed or strongly agreed
- "The College promotes a culture of acceptance and equality" – 98% of students agreed or strongly agreed

Cross-college survey, Upper 6 students:

Because of the disruption to the year due to the Coronavirus pandemic and particularly to the summer term as a result of changes to A level and BTEC exams, a cross-college survey of Upper 6 students in the summer term was not undertaken.

AHED

There has been a continued focus on ensuring accessibility to taught lessons and materials for those students who have had to isolate due to the pandemic.

Tutors have been encouraged to carry out accessibility training to ensure online resources are accessible and adhere to the Public Sector Bodies' Accessibility Regulations. A training video is available to all staff on Moodle giving guidance on creating accessible documents.

Feedback from students on Leisure, Access and HE courses was gathered online and in person for Programme Voice Groups. The number of students with mental health issued continues to be tracked and monitored.

High levels of satisfaction with delivery and support

'I have relied on Study Skills for guidance throughout my UCAS application to university. This support has been greatly appreciated and I feel has contributed to me getting multiple offers.'

'The lady in Study Support is lovely, soft spoken and empathetic. She is fantastic at reassurance and listening and approached mental health with no judgement.'

'My tutor's approach was brilliant and the support he has given me is more than anyone could ask for, especially struggling with mental health.'

'It was essential to be able to continue classes on Zoom during Covid restrictions. We were mostly vulnerable individuals due to age, health issues or both.'

'Really excellent teaching, whether in person or via Zoom. Classes are stimulating, supportive and fun. Thank you very much.'

'The ability to switch to online learning was much appreciated – not as easy as face to face, but I would not have been able to continue this year without that option.'

96% of Access students agreed that if they needed help in their subject they were able to get it and 95% believed they were treated as an individual on their course.

Examples of adaptable and flexible delivery to meet student needs:

- Continued use of Zoom to allow access for students unable to attend lectures due to periods of isolation
- Access to tutors and Study Support has improved for students with the introduction of Zoom and other online meeting platforms. The use of Zoom and online meetings will continue to allow for greater flexibility for staff and students.

Mental Health:

Feedback from students is that not all are aware that counselling can be accessed at AHED for under 19s on funded courses. Research also revealed that not all staff were fully aware of this.

Information regarding Counselling for under 19s has now been added to tutor briefing slides for all students. Student feedback demonstrates that students struggling with mental health issues were supported and felt they benefitted from input from Study Support.

Monitoring the attendance of students with a mental health issue (including low level anxiety and emotional difficulties)

This is achieved through the creation of a list of students in this category, which is stored centrally and accessible to key staff. Heads of Curriculum can access attendance information and will investigate if attendance falls below 85%.

Registry notify study support that a student has declared mental health difficulties on the enrolment form, they are added to our basic Excel Active Students spreadsheet and they are sent a Medical Declaration Form. Once that is returned the severity of the issue is assessed and if necessary the Student is added to the Students of Concern list on the G drive. Centre Staff, HoC's and Duty managers are able to access this password-protected list.

Some students do not declare their mental health difficulties at enrolment, but later via the Confidential Study Support & Health Declaration form or verbally to a Tutor. When that happens the same process as described above is carried out.

Of the students on the concern list, in 20-21 there were 10 who were experiencing mental health problems. All tutors, Study Support, relevant HOCs and the Director are aware of relevant students and, when necessary, met with external agencies to ensure we are supporting students appropriately and that they are fit to study.

Support for students with mental health issues: Distressed students receive some immediate Mental Health First Aid Support from the Head of Study Support or from other members of the management team/Duty Manger. The Head of Study support holds a Mental Health First Aid qualification.

Under 19 students can be referred for Counselling and support from the Hub at the Sixth Form College and the Head of Counselling at AHED can signpost adult students to external agencies. Students are also able to access support at AHED via the Head of Study Support.

## Section 4: Equality Analysis - Staff

The Director of Personnel & Corporate Services provides an annual monitoring report to Governors that analyses staff data by certain protected characteristics, although this is a time-consuming process and reporting has been affected by the pressures arising from the pandemic. During the coming year, we plan to roll out a fully on-line recruitment module which should considerably reduce the time taken in recording and analysing information, making it much easier to report in future and enabling us to access increasingly accurate and useful data. We publish an annual Gender Pay Gap Report which includes plans to help us address any issues. The GPGR is a legal requirement and there is currently discussion at national level as to whether there will also be a requirement for an Ethnicity Pay Gap Report. Meantime, we will start informal analysis of pay information by ethnicity.

Section 5: Data Analysis

College performance is routinely examined by gender, ethnicity, disability, socio-economic background and learning difficulty and reported to the senior management team and Governors. Our analysis covers recruitment, retention, A level grades and university destination.

SFC

Figure 5.0: Breakdown of students (A level)
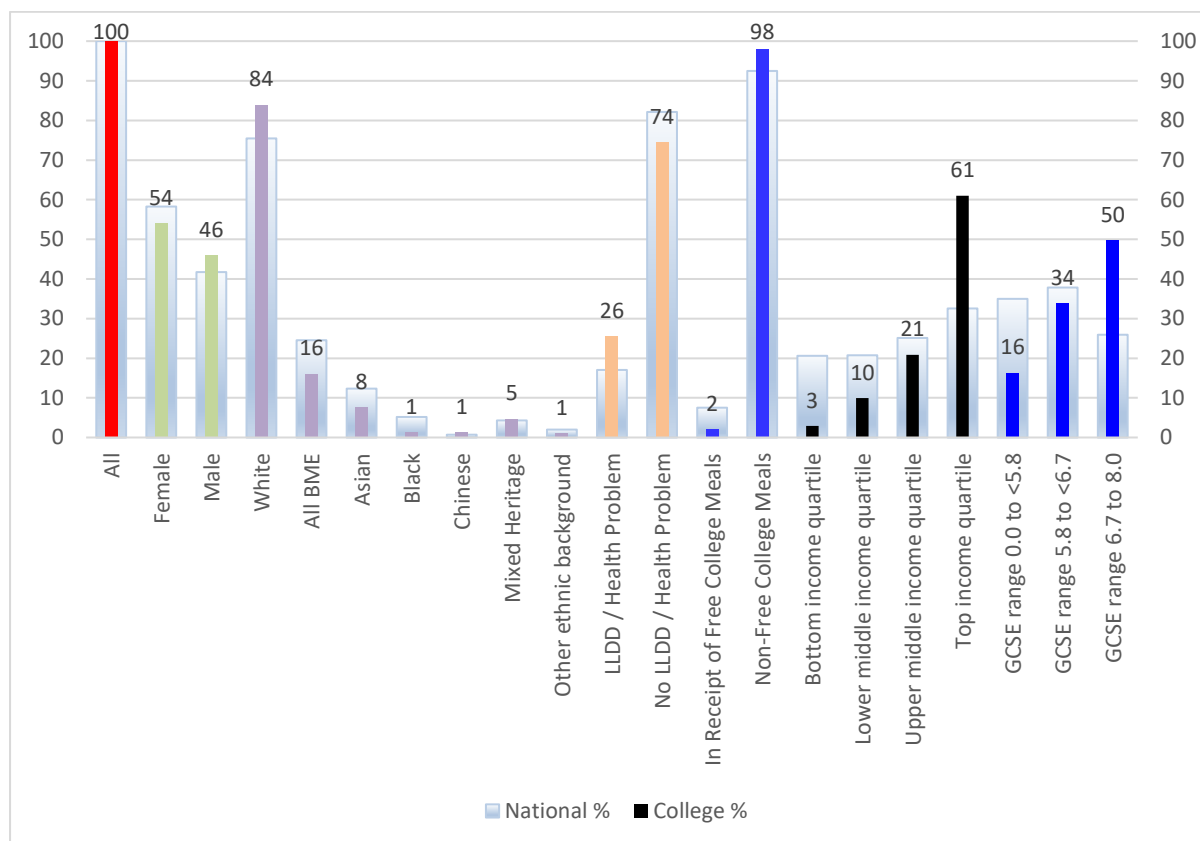
In **Figure 5.0**, we see a representation of how our profile of students compares to students elsewhere in the sixth form college sector. The national picture is represented by the wider shaded bars in the background, while our cohort is represented by the bolder narrower bars. We find (for example) that the national cohort is remarkably female (59%) and our cohort is lightly less female (54/46). Reflecting the county profile, we are less ethnically diverse than the sector as a whole, have fewer students in receipt of free college meals, have far more students from the top income quartile, and have far more students with high levels of prior attainment than is typical. The vast majority of students follow A level programmes, so this provides an appropriate proxy for considering the 16-18 population of the College as a whole.

Figure 5.1: A level progress by equality and diversity monitoring groups
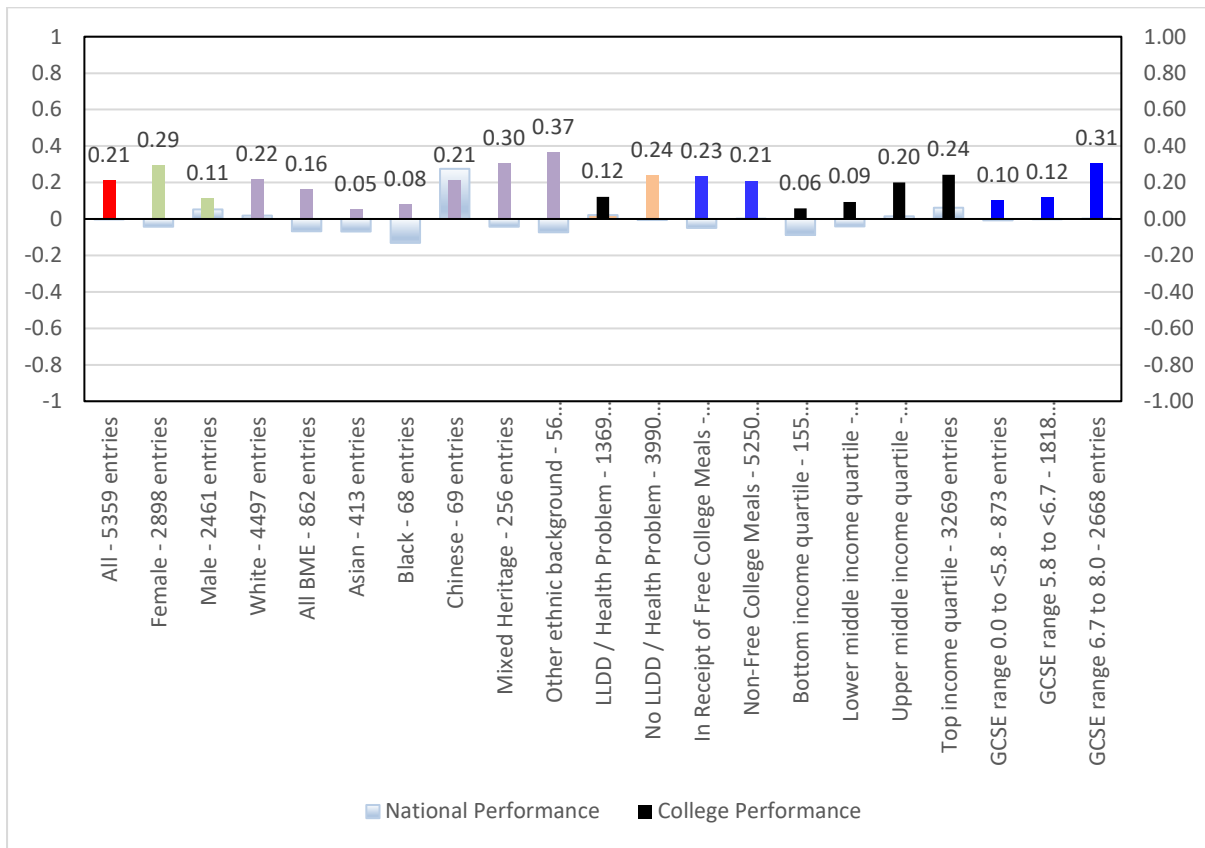
In **Figure 5.1** we examine progress at A level. Here we are looking at which groups made greater or lesser progress. We can use this to identify whether any groups made less progress than would be the case in a typical year (scores below the zero line) and examine relative performance between groups. It could be the case that all groups have been advantaged by this methodology, but some have been more advantaged than others.

- Note that **Figure 5.1** reports in terms of grades per student. A score of 0.0 suggest performance in line with similarly qualified students. A score of 0.10 suggests 10% of grades are higher than would be expected, a score of 0.20 suggests 20% of students attained a grade higher than would be expected, and so forth
- One striking feature is the reversal in the normal pattern for gender. Female students performed much better relative to male students than they do in a typical year
- Students from a free college meals background did very well

Figure 5.2: Retention by equality and diversity monitoring groups
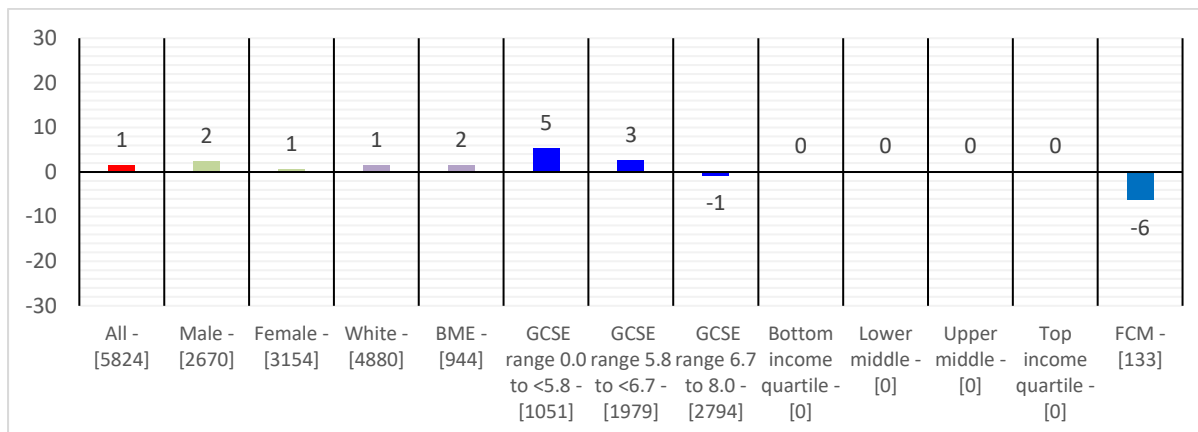
Overall, we find that we kept students in line with how we keep students on students in a typical year.

- The retention analysis reports in terms of percentages. A score of 0.0 suggests that as many students were retained as would be expected of similarly qualified students nationally. A score of 5.0 suggests that the retention figure was 5% higher than would be expected of similarly qualified students nationally.
- For the main part we kept students consistently across the equality and diversity categories, with the exception of students with relatively low GCSE scores (who had remarkably high retention), and those from a free college meals background, where retention looks low.
- Note that the free college meals entire here represent 45 students, and the data suggests that three more left than would have been expected (other things being equal).

Figure 5.3: University destinations by equality and diversity monitoring groups
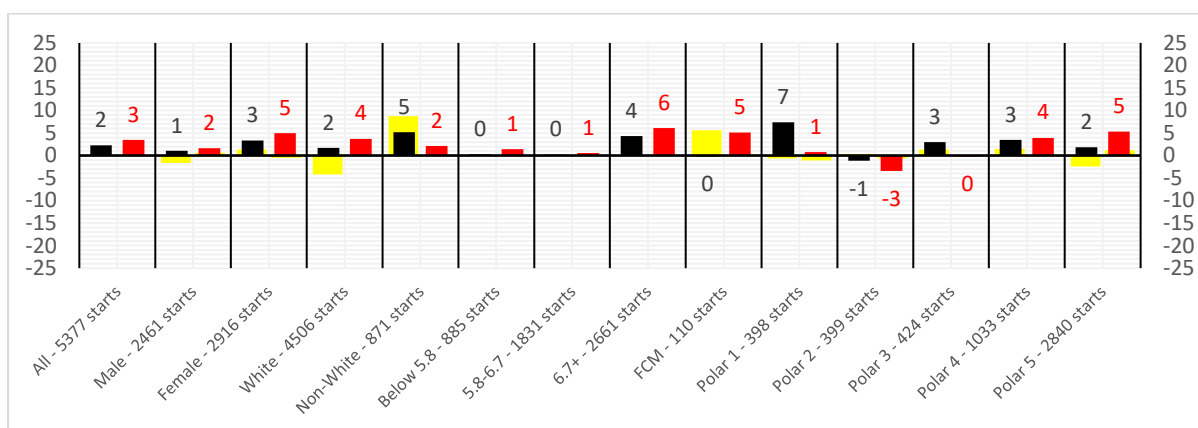
In **Figure 5.3**, going to any university is represented by the black bars, and going to the elite 'Sutton 30' is represented by red bars. Any significant variations in national performance are represented by yellow shaded background. If the College or any group in question performed in line with expectation for students with those GCSE grades, it yields a score of zero. Anything above the line represents performance above national standards.

- The destinations analysis reports in terms of percentages. A score of 0.0 suggests that as many students went to university (or the Sutton 30) as would be expected of similarly qualified students nationally. A score of 5.0 suggests that university progression was 5% higher than would be expected of similarly qualified students nationally.
- Overall progression rates are above national standards for students with similar GCSE grades, for both university progression in general and for progression to Sutton 30 universities.
- In a normal year, male students outperform females in reaching elite destinations. This year female students outperformed males.
- BAME students outperform white students in terms of university destination, but white students outperform BAME students in terms of 'Sutton 30' destinations
- The top end of the ability range performed strongly
- Students from a free college meals background performed remarkably well in terms of university destinations.

AHED

The analysis of performance in the adult education division of the college is less reliable than that for 16-18 students, largely because the numbers in each category are so small. The one feature that is worthy of note is that of participation: in common with the adult education sector as a whole, female students are over-represented.

Section 6: EO Audits

Equal Opportunities Audits are embedded within the College's self-assessment processes in both the sixth form college and the adult & higher education division. These identify areas of good practice as well as areas for development.

SFC

The following are taken from SAR reports completed in June 2021:

Admissions & Marketing

- Full consideration given through the admissions process working with Study Support, Student Services, The Hub and EDI Ambassadors to optimise the opportunities to reflect the diversity across the college community and beyond in schools.

Art & Design

- Consciously include BAME and female artists in the exemplar artists suggested to students

Business BTEC

- Guidance on non-discriminatory and gender-neutral language is to be included in the course handbook.

Chemistry

- Monitor the progress of different groups of students. For example, in previous years we have seen girls score lower VA than boys. The aim would be to catch underperforming students in these groups quickly so that intervention and support can be provided.

Computer Science

- Use of language and terminology within the department resources reflect the rising changes in the student population and is inclusive of the LGBT & Non-Binary members of the student body.

English Language & Literature

- To raise the achievement of students on FSM utilising the AFP system and our own in-department support methods

English language

- AL Paper 2 Section B in the new linear course allows for discussion of political correctness related to Gender and Ethnicity topics: this was the focus of the June 2018 exam, so will be a task used with future students as a mock exam.

Health & Social Care

- Proactivity seek out student voice in relation to equality of opportunity and representation within the curriculum

History

- Successfully integrate Abolition of the Slave Trade coursework which includes discussion of how History has been recorded as well as showcasing a greater diversity of historians to the students.

Law

- Raise the profile of institutional racism in relation to the criminal justice system with a specific focus in Paper 1

Media Studies

- To encourage students to develop NEA research production work to explore more challenging/positive representations of race, age, gender etc. rather than reinforcing stereotypes in their work.

Pastoral & Tutorial

- Develop the EDI content of the tutorial programme with a focus on respect; for those with protected characteristics and in particular around race and sexual harassment, including materials on 'active bystanders'.

Psychology

- Awareness and discussion on white privilege and systematic racism in Psychological research

Sociology

- Use Google Classroom and Twitter to post extension resources that aim to engage students with the contemporary debates regrading sexism, racism and social class inequalities.

Sport BTEC

- Use major sporting achievements from mixed gender / disability sports to promote individuals in celebrating contributions of people from diverse backgrounds

Student Services

- Encourage students to place orders for free Period Products via the college online shop. This allows all students, and particularly our transgender male students, to access the products without having to enter into discussions on their needs.
- To continue to promote Free College Meals and the Bursary Fund to ensure that no student is unable to succeed at College due to their financial background. This may be particularly important again this year with the financial pressures caused by job losses due to the pandemic. All students eligible for financial support will be routinely offered the loan of a laptop or Chromebook to enhance their learning opportunities.

AHED

Within the AHED curriculum SAR process in 2021, feedback was gathered on the equality and diversity priorities for 2020-21 These include:

- Focus on making all marketing literature (and website details) accessible to all.
- Ensure marketing materials reflect the accessibility and diversity of the leisure programme and suitability for all members of the community – 19+.
- Use alternative means – eg QR codes - as a way to display course information; remain mindful that not all students have access to computers and social media so a paper presence in house is still required.
- Implement a more structured tutorial session with time allocated for group tutorials and discussion, delivery of topics such as Black Lives Matter, money management, equality and diversity, healthy eating, healthy relationships, bullying, Fundamental British Values, democracy, good mental health.
- Tailor classes and placements to meet individual needs across all the qualifications we offer.
- Continue to work around employer constrictions so that all apprentices have equality of opportunity
- Adopt a flexible approach to meeting individual needs regarding Maths, ICT and English functional skills

Section 7: Equality Objectives 2020-2024

Last year the College reviewed its Equality Objectives and set the following new objectives for the period April 2020-24. An action plan in relation to these objectives will be available on the college website: **https://www.psc.ac.uk/content/eo**

Equality Objectives for the Sixth Form College (Students)

1. To continue to develop and improve support for students with mental health issues

2. To improve the attainment of students in receipt of Free College Meals

3. To encourage aspiration in female students

Equality Objective for the Adult and Higher Education Division (Students)

1. To continue to develop and improve support for students with mental health issues

Equality Objective for all College staff

1. To enhance opportunities for flexible working