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Chair of Governors' introduction

The Sheffield College is a diverse college serving a diverse city. This Equality and Diversity Annual Report shows that the College helps learners from a wide range of backgrounds make big progress in their lives.

We celebrate this as we also do the College's contribution to social inclusion and cohesion, and to the economic development of Sheffield and the wider region.

The report provides a 2018 snapshot of student and staff numbers by category. We publish the report and the actions it contains to reflect our commitment to put into practice all three elements of the Public Sector Equality Duty, namely:

- to eliminate discrimination, harassment and victimisation;
- to advance equality of opportunity;
- to foster good relations.

As an employer, the College is committed to ensuring that everyone at the College is valued for their contribution, and we are uncompromising about running the college in a way that is free from discrimination. Alongside this we are committed to ensuring that our employment policies and practices promote equality of opportunity, and that we take action to address inequalities: for example we need to work to ensure, over time, that the composition of our staff becomes more representative of our student body. And, starting with a forthcoming audit by the National Centre for Diversity, which will eventually lead to the achievement of the Centre's Investors in Diversity kite-mark, and through the efforts of our newly reconstituted EDI Board, our Governing Body and our leadership team are determined that the College will continue to change for the better in the years ahead.



Seb Schmoller

Chair of Governors, The Sheffield College

Chief Executive and Principal's overview

At The Sheffield College we work hard to provide a learning and work environment where everyone has a fair chance of succeeding and reaching their potential, whatever their background.

I am very proud of the College's diverse student and staff community – our diversity is one of our greatest strengths. I believe that education has the potential to transform lives and that The Sheffield College must continue to strive to be an inclusive environment that celebrates difference and embraces the diversity of our city.

We will always work to challenge discrimination, and to promote equality in everything we do, we will continue to identify and tackle areas where we feel there is more work to do; that's why we have set challenging equality objectives for the next few years that focus on:

- improving achievement rates for female students, students over 19 declaring a learning difficulty or disability, and apprentices who are from an ethnic minority;
- improving our understanding of our community through best practice collection of information in relation to our workforce, students and apprentices;
- continuing to review how we promote and champion equality and diversity in everything we do.

It is our strategic ambition that by 2021 we will be a consistently great college that puts you at the heart of everything we do and that supports everyone in our community to go further and achieve their potential and goals.



Angela Foulkes

Chief Executive and Principal, The Sheffield College

Context

Sheffield is a culturally diverse city with an entrepreneurial history predicated on **manufacturing, science** and **engineering**.

Recently, the city has faced increasing challenges associated with inclusive growth, educational attainment, inequalities and social inclusion. Economic growth and equality of access to services and opportunities are key to future prosperity in the city.

Sheffield's population grew from **551,800 in 2011** to an estimated **577,800 in 2017** and is forecast to increase to over **617,000 by 2030**. There are notable pockets of deprivation within Sheffield, with **23%** of areas falling within the **10%** most deprived nationally.



Our Vision & Mission

Vision



Mission

Transform your life through learning.

KEY EDI OBJECTIVES FOR 2018–21

To improve our understanding of our community through best practice collection of information in relation to our workforce, students and apprentices.

To narrow achievement gaps by 2021, specifically by improving outcomes for:

- 16 – 18 year old students and apprentices
 - female students
 - 19+ students with a declared learning difficulty or disability
 - ethnic minority apprentices
 - ethnic minority students on higher education provision
-

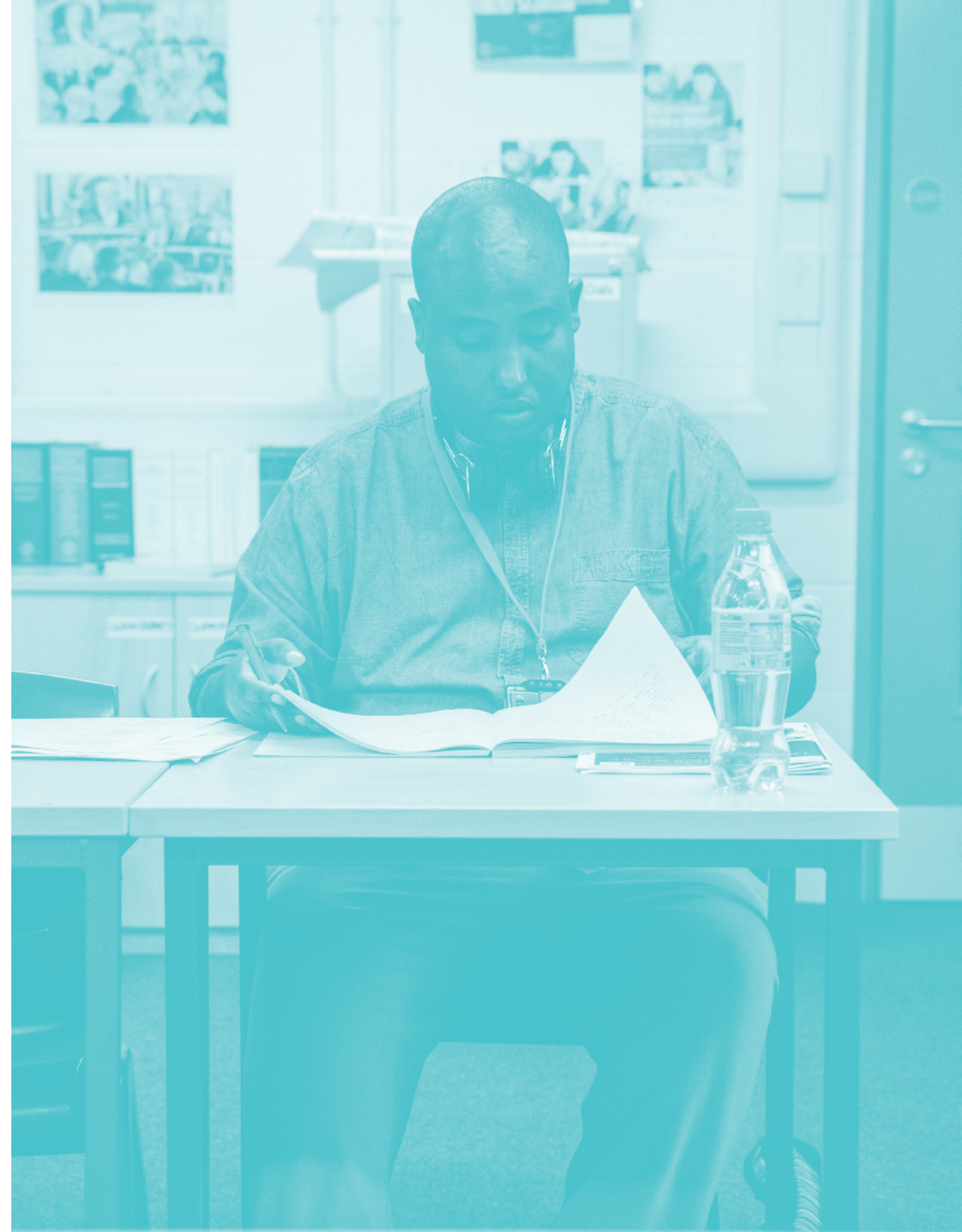
To provide an apprenticeship offer that is attractive and accessible, with the specific objective of increasing participation of individuals:

- from BaME backgrounds
 - with learning difficulties and disabilities
-

To widen participation at Level 4 and above, specifically increasing the proportion of:

- male students
 - BaME students
-

To develop an extensive range of EDI themed enrichment activities, events and competitions across the College.



Update on Key EDI objectives from 2016–17

Provide an inclusive learning environment with highly effective support.

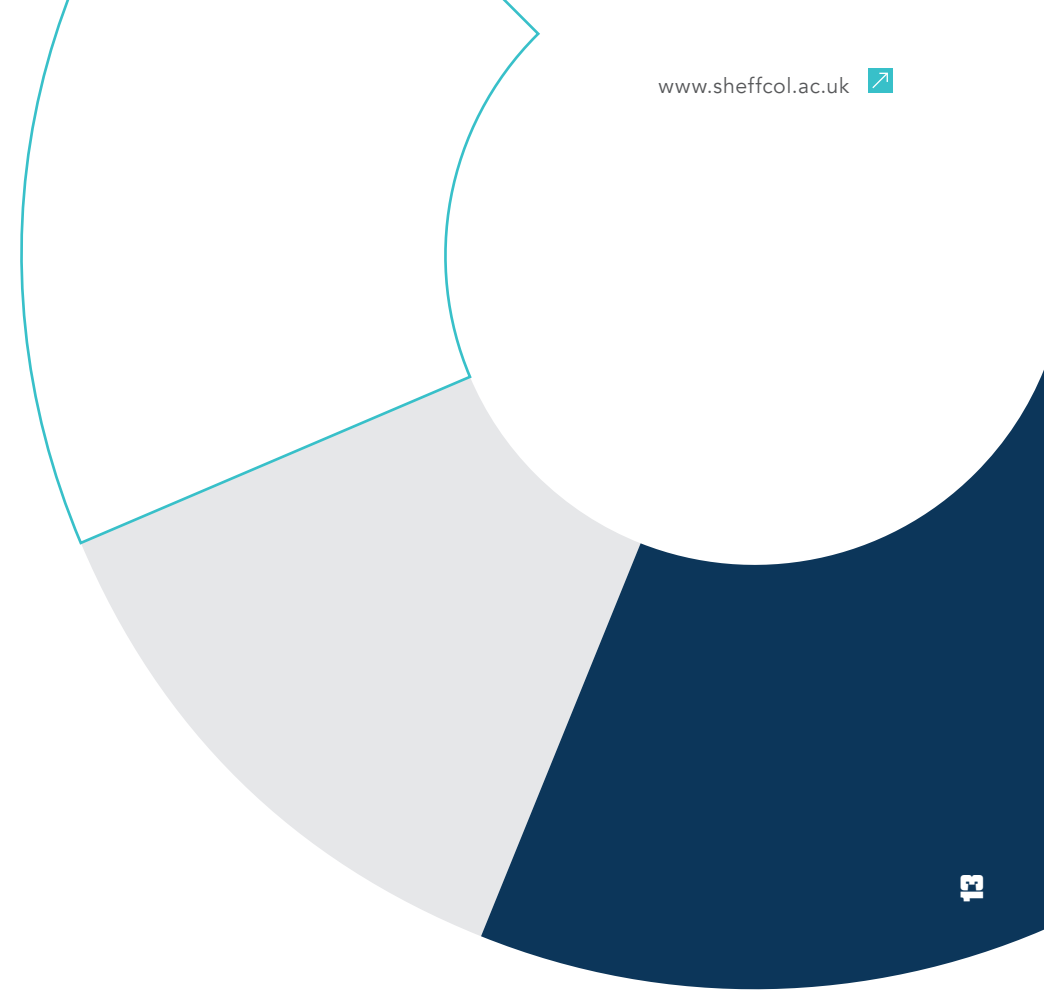
- In 2017/18, the College has continued to attract students from diverse backgrounds with a two percentage point increase in the proportion of both students and apprentices from ethnic minorities.
- Achievement rates improved by one percentage point for both ethnic majority and ethnic minority students.
- Achievement rates for students with an Education, Health and Care plan improved by four percentage points.

Provide an Apprenticeship offer that is attractive and accessible to all, increasing participation from BaME backgrounds.

- The proportion of BaME Apprentices completing their Apprenticeship rose to 8%, a two-percentage point increase compared to 2016-17. The College remains committed to this objective.
- The proportion of female Apprentices completing in 2017-18 rose to 48%, a four-percentage point increase compared to 2016-17.

To improve the College's capability to set and monitor its equality objectives by improving its process for collecting equality and diversity data.

- The College collects equality data from staff for Sex, Ethnicity, Disability, Age, Sexual Orientation and Religion.
- For staff, the percentage of "Not Known" or "Not Provided" has reduced with regard to disability, falling by five percentage points to 26%.





Further Education student profiles and outcomes

Student numbers

Student numbers fell by 265 from 2016–17 to 2017–18.



Social deprivation– Further Education context

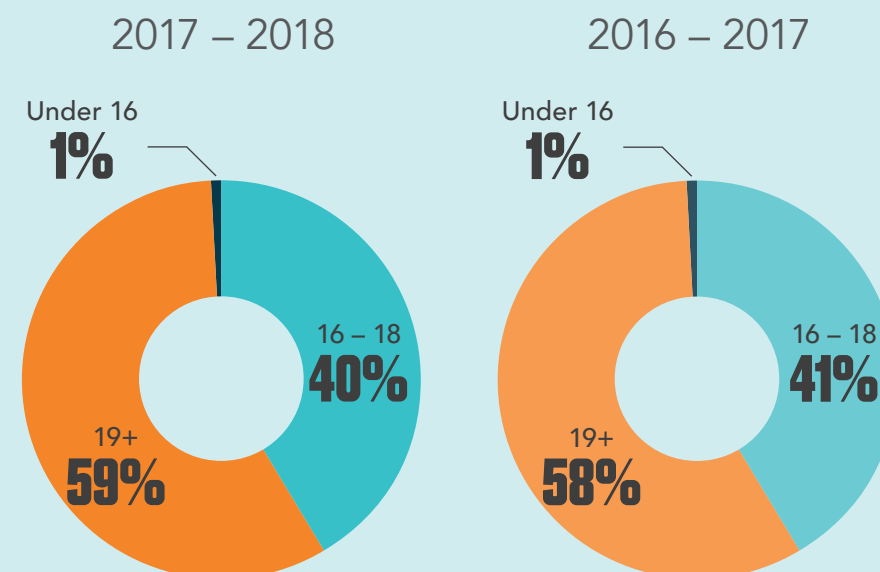
A significant proportion of our students face multiple deprivation:

- 53% of the cohort live in a disadvantaged postcode area
- The percentage of BaME students and those with a learning difficulty or disability living in such an area has increased by one and three percentage points respectively
- Three quarters of our BaME students live in a disadvantaged postcode area
- The percentage of the 16 – 18 cohort receiving financial support has risen by nine percentage points from 42% in 2016-17 to 51% in 2017-18



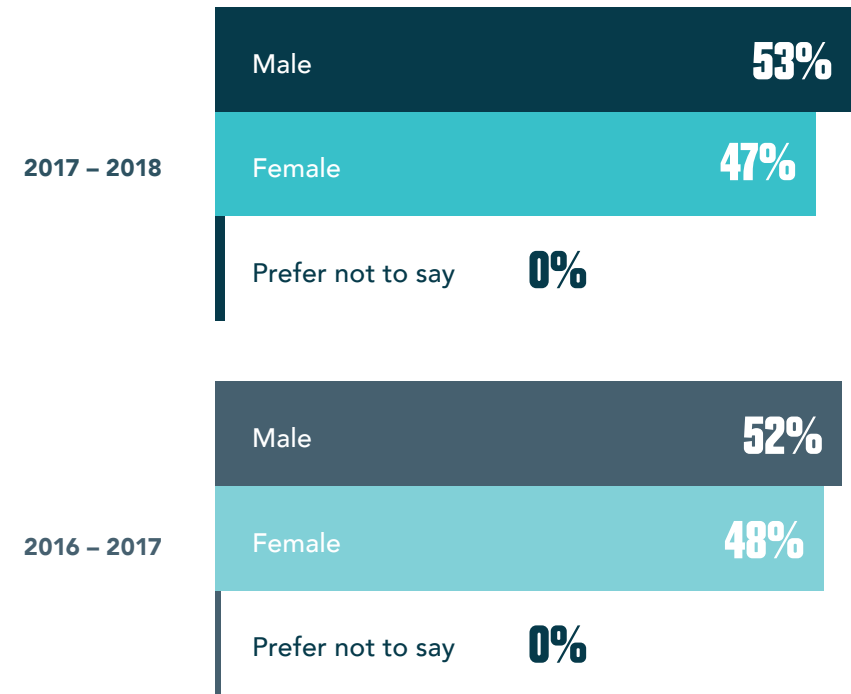
Age

In 2017–18, the proportion of 16 – 18 students in learning decreased by one percentage point with the volume of 19+ students increasing by one percentage point to 59% of the College's student population.



Sex

In 2017–18, the proportion of male students increased by one percentage point to 53% of the student population.



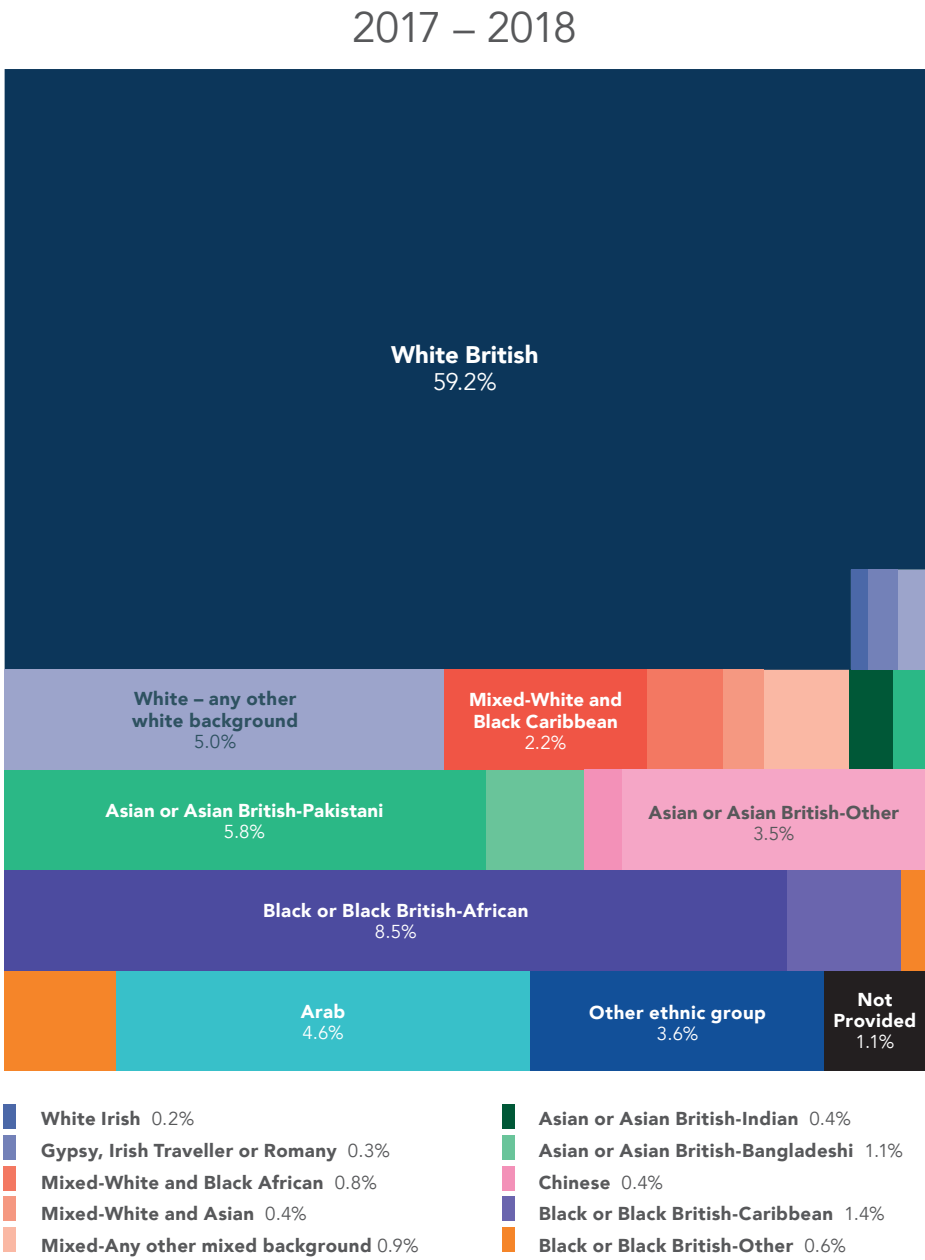
Ethnicity

In 2017–18, the proportion of students studying from the ethnic minority remained static at 34% of the student population.

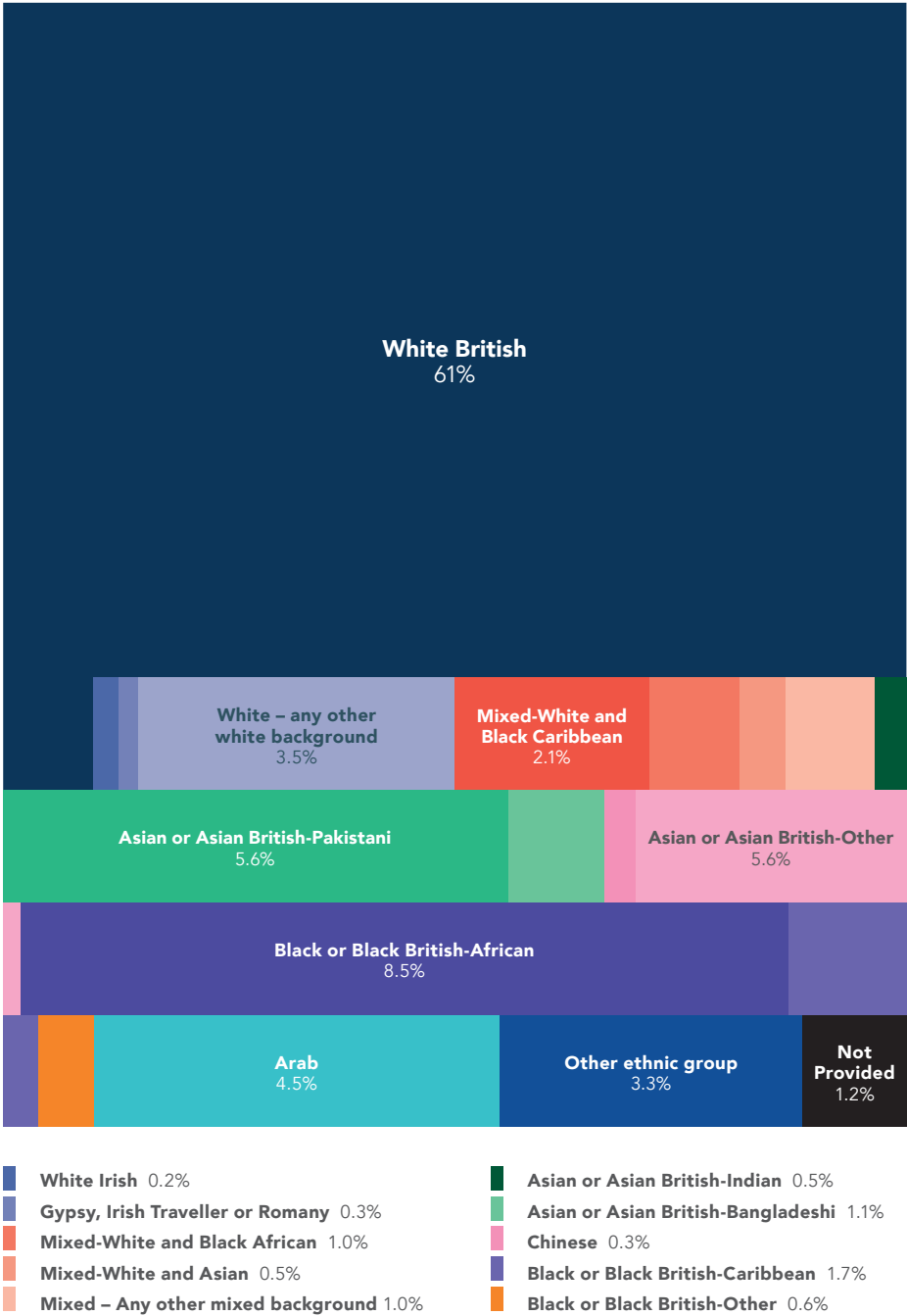
Year	Total Ethnic Majority	Total Ethnic Minority	Not Provided
2017 – 2018	64%	34%	1%
2016 – 2017	65%	34%	1%

Ethnicity profile breakdown

In 2017-18, there was minimal change in the proportions of students studying at the College from each ethnic group. However, the volume of White British students fell by nearly two percentage points.



2016 – 2017



Learning difficulty or disability profile

In 2017-18, the proportion of students who declared that they have a learning difficulty or disability remained static at 17% of the cohort.

Year	% of students who declare LDD
2017 – 2018	17
2016 – 2017	17

Student achievement rates

In 2017-18, the overall achievement rate increased by one percentage point.

Year	All (%)
2017 – 2018	77
2016 – 2017	76
Change	+1pp

Student achievement rates: age

In 2017-18, the overall achievement rate rose by one percentage point. The 19+ achievement rate improved by three percentage points, however the 16 – 18 achievement rate declined by two percentage points. The College is focussed on rapidly improving outcomes for the 16 – 18 cohort.

Year	19+ (%)	16 - 18 (%)
2017 – 2018	82	71
2016 – 2017	79	73
Change	+3pp	-2pp

Student achievement rates: sex

In 2017-18, the achievement rate of male students rose by one percentage point whilst achievement rates for female students remained static so the achievement gap between males and females grew to three percentage points. Nationally, females achieve better than males by one percentage point.

Year	Male (%)	Female (%)
2017 – 2018	78	75
2016 – 2017	77	75
Change	+1pp	=

Student achievement rates: ethnicity

Both the ethnic majority and the ethnic minority groups have improved their achievement rate by one percentage point; meaning the College's Ethnic Minority cohort continue to outperform the College's Ethnic Majority cohort by five percentage points.

Year	Ethnic Majority (%)	Ethnic Minority (%)
2017 – 2018	75	80
2016 – 2017	74	79
Change	+1pp	+1pp

Student achievement rates: Learning difficulty or disability aged 19+

The achievement of 19+ students who declared a learning difficulty or disability reduced by one percentage point. Therefore, improving achievement for 19+ students with declared learning difficulty or disability is one of the College's key Equality and Diversity objectives.

Year	19+ declared LDD (%)	19+ no LDD declared (%)
2017 – 2018	71	84
2016 – 2017	72	80
Change	-1pp	+4pp

Student achievement rates: Learning difficulty or disability, aged 16 – 18

16 – 18 year old students who declare a Learning Difficulty / Disability achieve in line with those 16 – 18 year olds who do not. As achievement rates for this group are declining, the College is committed to increasing achievement rates of the overall 16 – 18 cohort.

Year	16 - 18 declared LDD (%)	16 - 18 no LDD declared (%)
2017 – 2018	71	71
2016 – 2017	72	74
Change	-1pp	-3pp

Student achievement rates: High Needs students

The College's High Needs cohort achievement rate was five percentage points higher than that of the College's overall 16 – 18 cohort.

Year	High Needs (%)	16 - 18 (%)
2017 – 2018	76	71
2016 – 2017	82	73
Change	-6pp	-2pp

Student achievement rates: Education, Health and Care plan

Students with an Education, Health and Care plan receive good support at College. This led to an increase in achievement of four percentage points in 2017-18 compared to 2016-17.

Year	EHC plan (%)	16 – 18 (%)
2017 – 2018	84	71
2016 – 2017	80	73
Change	+4pp	-2pp



"I studied the BTEC Extended Diploma at Level 3 in Engineering at The Sheffield College.

I chose the course because the facilities looked amazing, the qualification is equivalent to three A Levels (but taught me much more practical, workrelated skills) and it will enable me to go onto university. I've applied to do a Mechanical Engineering Degree at Sheffield Hallam University and I think the skills I've learnt during my time at the college will put me ahead of my peers."

Ayesha Ahmed

Former engineering student



"I can quite confidently say I have the best teachers around. They have given me all the help and support I need to be successful on my course.

I first came to The Sheffield College to study ESOL (English for Speakers of Other Languages). When I heard about the Uniformed Public Services course I decided to study this as my ambition is to join the British Army and follow in the footsteps of my Grandfather."

Luqman Ajaz

Uniformed Public Service Level 1





Apprenticeship profiles and outcomes

Apprentice numbers (in learning during 2017-18)

In 2017-18, the number of Apprentices in learning rose by 17% to 2663. This is a rise of 463 Apprentices in learning (during 2017-18) and is contrary to national trends where numbers of Apprentices in learning are declining.

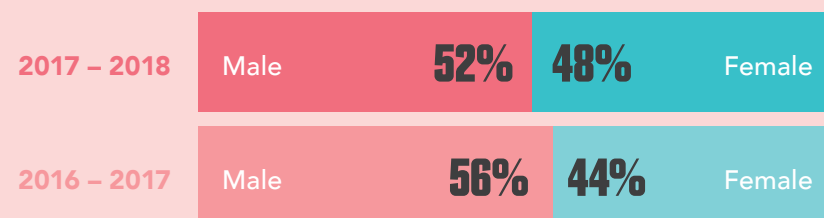


Apprentice numbers (completing their apprenticeship during 2017-18)



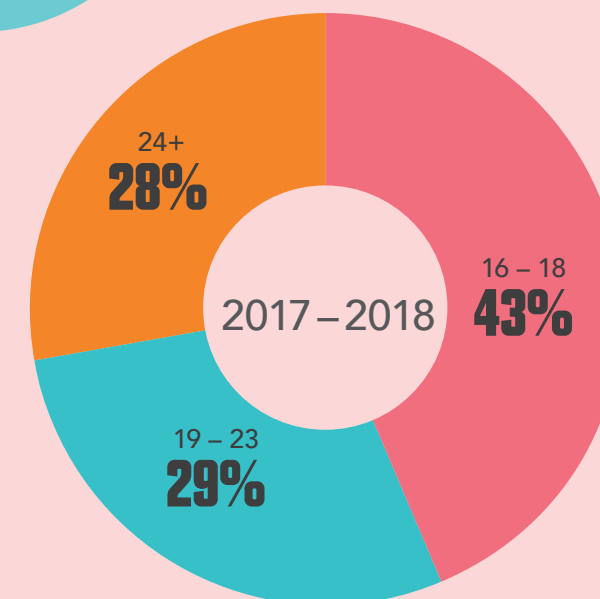
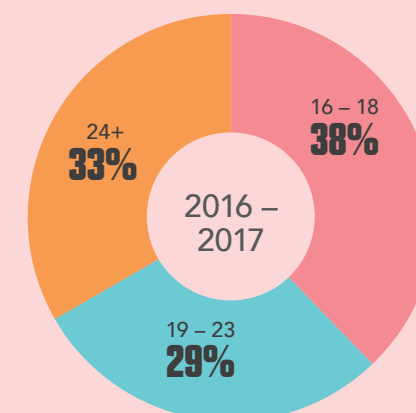
Sex (completing their apprenticeship during 2017-18)

The proportion of female apprentices has increased by four percentage points to 48% of the total number of apprentices completing their apprenticeship in 2017-18.



Age (completing their apprenticeship during 2017-18)

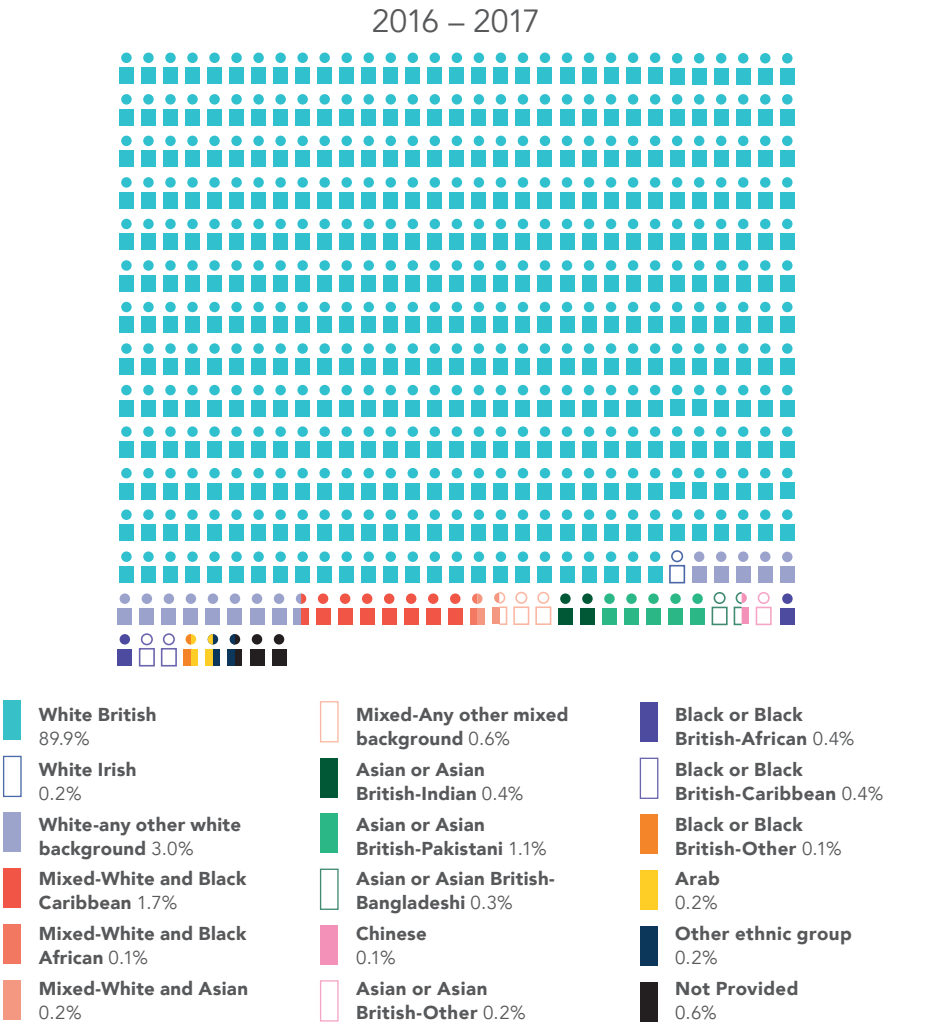
Whilst the number of apprentices completing their apprenticeship in 2017-18 has only increased by one, the proportion of 16 – 18 year olds has increased by five percentage points to 43% whilst the volume of 24+ apprentices declined by 6 percentage points to 28%.



Ethnicity profile
(completing their apprenticeship during 2017–18)

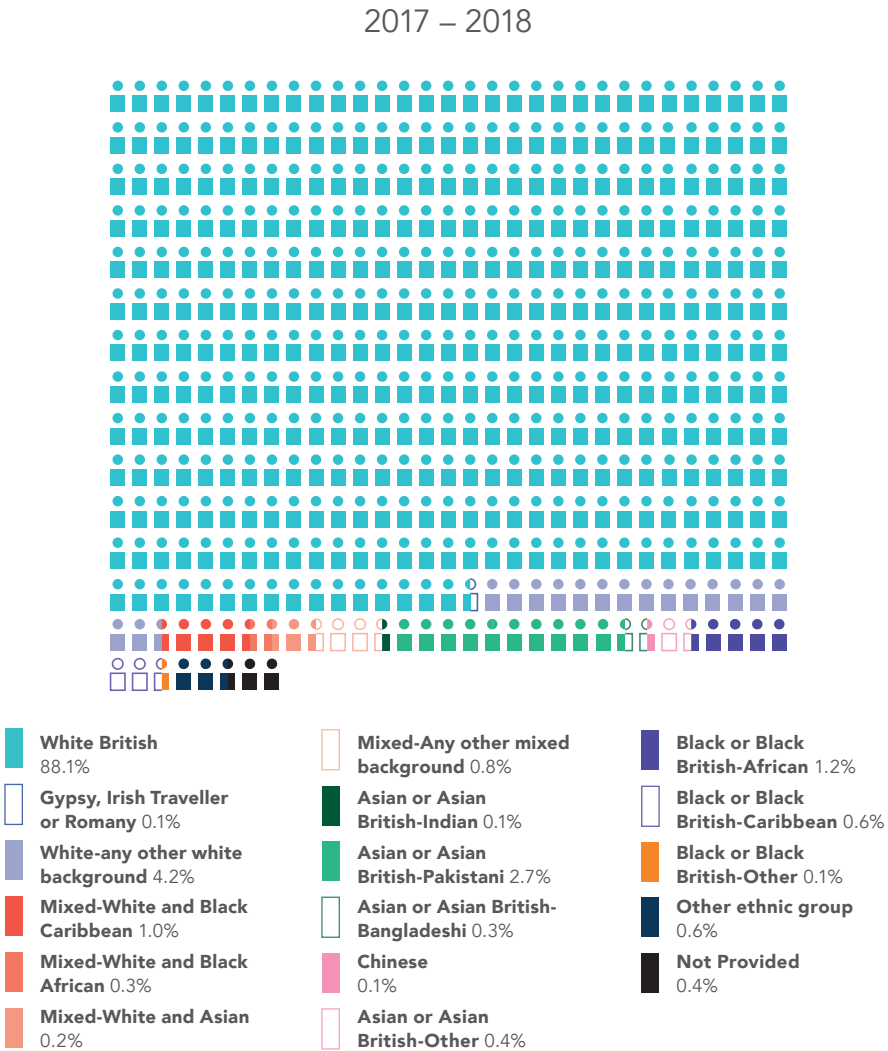
There has been a small increase in the proportion of apprentices from the ethnic minority group, rising from 6% to 8% of the cohort, and increasing this number remains one of the College’s key EDI objectives.

Year	Total Ethnic Majority (%)	Total Ethnic Minority (%)	Unknown (%)
2017 – 2018	92	8	0
2016 – 2017	93	6	1



Ethnicity profile breakdown
(overall hybrid end year)

The number of apprentices in each ethnicity is low; however, the largest increase has been in the Asian or Asian British – Pakistani cohort. Frameworks and standards such as Health Pharmacy Services at Level 3 and Business and Administration at Level 2 are attracting the highest numbers of apprentices from this cohort.



Learning difficulty or disability profile (completing their apprenticeship during 2017-18)

Only 2% of apprentices completing in 2017-18 declared a learning difficulty or disability. Apprenticeship enrolment and Induction processes are being reviewed to ensure apprentices can declare learning difficulties or disabilities.

Year	% of Apprentices who declared LDD
2017 – 2018	2.0
2016 – 2017	4.5

Apprenticeship achievement rate

Of note, apprenticeship achievement rates have declined in 2017-18 due to legacy factors.

Year	All (%)
2017 – 2018	67
2016 – 2017	77
Change	-10pp

Apprenticeship achievement rate: age (completing their apprenticeship during 2017-18)

Achievement gaps between the ages have narrowed but the 16-18 year old apprentice achievement rate needs to improve to close the six-percentage point gap that remains between them and the 19–23 year old cohort.

Year	16 – 18 (%)	19 - 23 (%)	24+ (%)
2017 – 2018	64	70	67
2016 – 2017	72	73	85
Change	-8pp	-3pp	-18pp

Apprenticeship achievement rate: sex (completing their apprenticeship during 2017-18)

There is no achievement gap across the College's apprenticeship provision between males and females.

Year	Male (%)	Female (%)
2017 – 2018	67	67
2016 – 2017	80	73
Change	-13pp	-6pp

Apprenticeship achievement rate: ethnicity (completing their apprenticeship during 2017-18)

Within the apprenticeship cohort, the ethnic majority continue to achieve better than the minority, however the achievement gap has remained at four percentage points and actions are being taken to close this gap.

Year	Ethnic Majority (%)	Ethnic Minority (%)
2017 – 2018	67	63
2016 – 2017	77	73
Change	-10pp	-10pp



“Hearing about the industry from my tutor - and the opportunities I have been able to participate in since joining the course - has given me a lot of inspiration for the future. It made me realise that there was a path out there for me in which I could excel and love at the same time.

The support from my tutor at college was incredible. I did not go through any other systems to have support, but I did feel like other tutors I came across were also helpful to us.

In the next five years I see myself continuing to develop and improve my skills in floristry and to learn about the industry. I hope to move around and get a wider view of floristry from across the globe. I also hope to eventually start my own business and to continue competing in floristry competitions.”

Adrienne Grimbley

Level 2 & 3 Diploma in Floristry

Higher Education student profiles and outcomes

Student numbers

In 2017/18, the number of Higher Education students fell by 79 to 413.

2017 – 2018

413

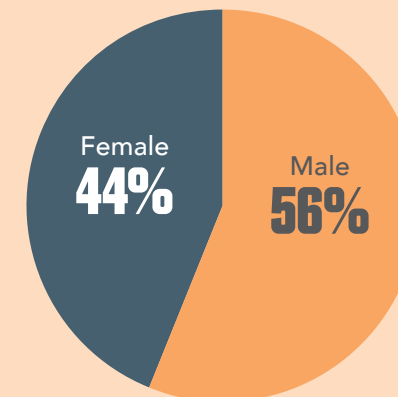
2016 – 2017

492

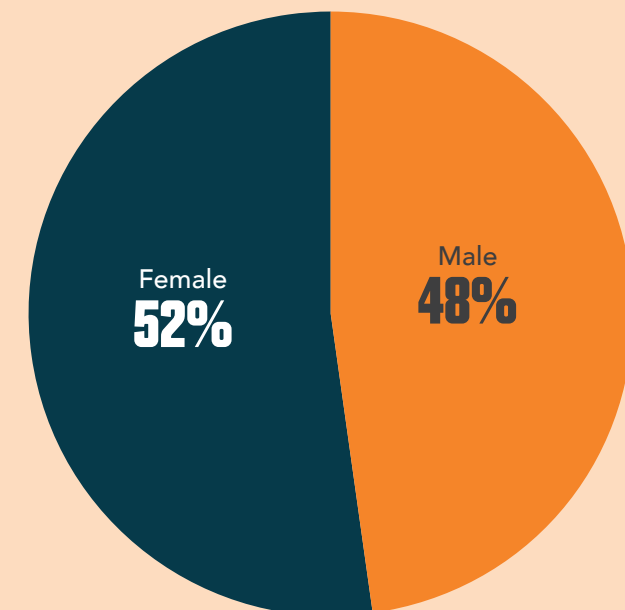
Sex

The proportion of male students has fallen from 56% of the cohort to 48%. The actual number of females attracted to the College's HE provision remained static with 215 students in both years but the number of males fell from 277 to 198.

2016 – 2017



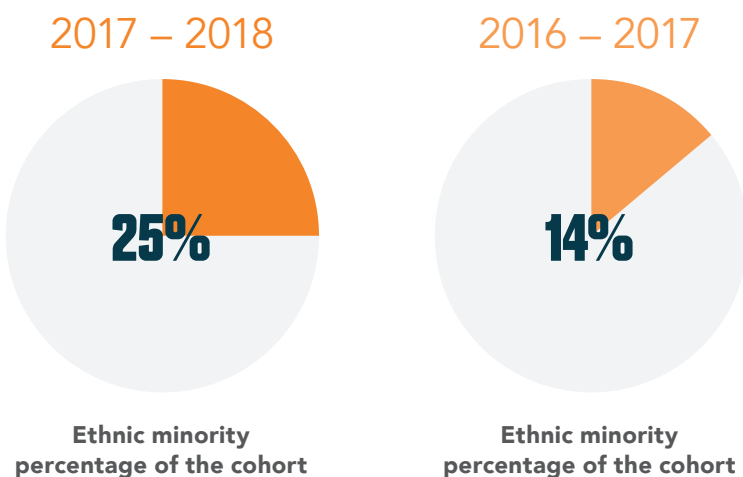
2017 – 2018





Ethnicity

The proportion of ethnic minority students has increased by eleven percentage points to 25% of the cohort in 2017-18.



Learning difficulty or disability

The proportion of students declaring a learning difficulty or disability has increased by four percentage points in 2017-18 to 9% of the cohort.

Year	LDD Declared (%)	LDD Not Declared (%)
2017 – 2018	9	91
2016 – 2017	5	95

Student achievement rates

Achievement rates on Higher Education programmes improved by 6 percentage points.

Year	All (%)
2017 – 2018	66
2016 – 2017	60
Change	+6pp

Student achievement rates: sex

The achievement gap between males has widened slightly by one percentage point to three percentage points, with males performing better.

Year	Male (%)	Female (%)
2017 – 2018	68	65
2016 – 2017	61	59
Change	+7pp	+6pp

Student achievement rates: Learning difficulty or disability

The achievement rate of students with a declared learning difficulty or disability has significantly improved to 70%, four percentage points higher than students with no declared learning difficulty or disability. This improvement has significantly narrowed the achievement gap.

Year	LDD Declared (%)	No LDD Declared (%)
2017 – 2018	70	66
2016 – 2017	36	62
Change	+34pp	+4pp

Student achievement rates: ethnicity

The College has an increased percentage of students with from BaME backgrounds accessing Higher Education provision. Their achievement has significantly improved to 54%, this improvement has significantly narrowed the achievement gap, however it remains significant at 16 percentage points.

Year	Ethnic Majority (%)	Ethnic Minority (%)
2017 – 2018	70	54
2016 – 2017	65	37
Change	+5pp	+17pp

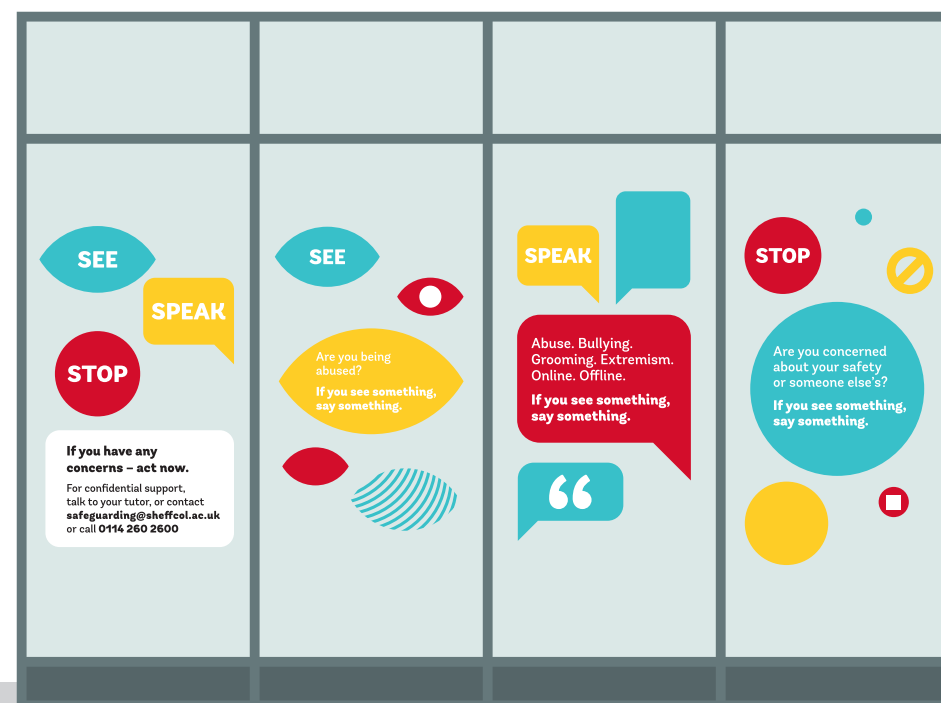


Equality and Diversity marketing campaign

Safeguarding campaign

This campaign supports our drive with regard to the public sector equality duty.

The messages aim to support our drive to eliminate discrimination, harassment, victimisation or any other such conduct.



"I feel like I'm making up for lost time. My advice to others is stick at your studies from the start!

I was gobsmacked at winning a scholarship. I've had an interest in engineering from the age of 17 but unfortunately I didn't complete my studies first time."

Corrine Buxton

HNC in Civil Engineering



"Studying at The Sheffield College really improved my confidence.

I was able to graduate with less debt but the same qualifications — and a better experience.

The course appealed to me more as the facilities for performing arts at The Sheffield College are fantastic — big theatres are very rare to find."

Marshall Smith

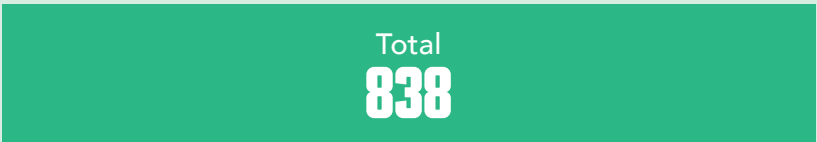
Performing Arts Foundation Degree

The Sheffield College workforce profiles 2017-18

The data provided relates to staff employed directly by The Sheffield College.

The College is committed to improving our understanding of our community through best practice collection of information in relation to our workforce.

Staff head count



Proportion of staff by job family

Job Family	All (%)
Leadership	3
Lecturing	34
Management Professional and Specialist	11
Student Support	27
Administration, Technical and Operational	25

Gender pay gap

The gender pay gap measures the difference between men and women’s average earnings and is expressed as a percentage of men’s pay.

The causes of a gender pay gap can be complex and a shifting mix of factors including work, society and family, but by monitoring the pay gap between men and women we can better understand it and so target action to reduce it.

This report is a snapshot as at 31st March 2018.

On the 31st March 2018, the date of the data snapshot for gender pay gap analysis, the overall split between male and female employees was 39% and 61% respectively. The split differs across all the pay quartiles, with more women in lower paid jobs.

Pay Gap Analysis	31 st March 2017	31 st March 2018
Mean Gender Pay Gap	12%	9.6%
Median Gender Pay Gap	14.7%	11.6%

The median gender pay gap has reduced by 3.1 percentage points to 11.6%.

The Sheffield College does not operate any kind of bonus scheme that it can report on.

Sex (by pay quartile)

The overall split between male and female employees was 39% male to 61% female. However, this split is not replicated in the same way across all the quartiles. In particular, the proportion of females in the lower quartiles is above that of the College overall and the proportion of female staff is growing in the lower quartile.

		31 st March 2017	31 st March 2018
Lower Quartile	% male	26.3	24.4
	% female	73.7	75.6
Lower Middle Quartile	% male	35.1	35.8
	% female	64.9	64.2
Upper Middle Quartile	% male	42.8	44.6
	% female	57.2	55.4
Upper Quartile	% male	51.0	52.3
	% female	49.0	48.2

What’s already been done to address the gender pay gap?

- A number of Family Friendly policies and procedures are available to employees.
- Affordable childcare facilities are made available on-site for all employees.
- Equality and Diversity training is a mandatory part of new staff induction.

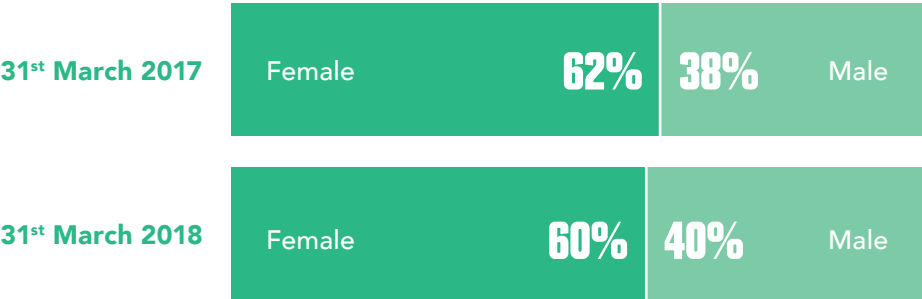
What are we doing now to address the gender pay gap?

- We are reviewing our recruitment and selection process, ensuring that gender-neutral language is used in all advertising.
- We are encouraging take-up of shared parental leave by sharing the policy and simple guidance with staff and showcase employees who use it.
- We are maintaining regular contact with staff on parental leave; promoting the use of ‘keep in touch’ days.

Sex – whole college

The data snapshot for the 2017-2018 staff profiles was taken on the 31st July 2018, hence the small difference in the proportions of male and female staff compared to the gender pay gap analysis.

The proportion of male staff working at the College has risen by two percentage points to 40% creating a more balanced overall workforce in terms of sex.



Sex by job family (head count)

The job families of Student Support and Administration, Technical and Operational have the highest volume of female staff, which is not untypical in Further Education.

Job Family	Male (%)	Female (%)
Leadership	68	32
Lecturing	60	40
Management Professional and Specialist	45	55
Student Support	34	66
Administration, Technical and Operational	26	74

Ethnicity – whole college

90% of staff members who are employed by the College are from the ethnic majority 90%.

Ethnicity	(%)
BaME	8
Ethnic Majority*	90
Not Known/Not Provided	2

Ethnicity by job family

Ethnicity is not known, or not provided by 2% of our staff. The College understands the value of a workforce that resonates appropriately with the student population and is intent on ensuring, over time, that the composition becomes more representative of our student body.

Job Family	Ethnic Majority (%)	BaME (%)	Not Known/Provided (%)
Leadership	100	0	0
Lecturing	86	13	1
Management Professional and Specialist	94	4	2
Student Support	93	5	2
Administration, Technical and Operational	91	8	1
Total	90	8	2

Disability by job family

More staff are disclosing disability with the proportion of “Not Known/Provided” falling from 31% to 26%. However, further work to understand our community is required. Work will be undertaken to explain why this data is collected and then a campaign will seek to reduce the percentage “Not Known/Provided”.

Job Family	Disability (%)	No Disability (%)	Not Known / Provided (%)
Leadership	8	80	12
Lecturing	5	73	22
Management Professional and Specialist	5	66	29
Student Support	5	70	25
Administration, Technical and Operational	4	60	36
Total	5	69	26

Age by job family

The majority of staff, 63%, are aged 45 or over which is the same as 2016-17. This age profiles is not untypical within Further Education.

Job Family	(%)					
	18-21	22-34	35-44	45-54	55-64	65+
Leadership	0	4	32	48	16	0
Lecturing	0	20	20	29	29	2
Management Professional and Specialist	0	13	27	32	27	1
Student Support	0	15	23	35	26	1
Administration, Technical and Operational	0	9	22	29	38	2
Total	0	15	27	32	29	2

Sexual orientation

1% of staff have disclosed that they are LGBT.



LGBT
1%

Religious belief

Only 5% of staff disclosed another religion or belief other than Christianity, Atheism or no belief.

39% of staff have not provided information in relation to religious belief and 40% of staff have not provided information in relation to sexual orientation. These figures highlight that work is required for the College to fully understand its staff community. The college will continue to work to reduce the number of respondents who "prefer not to say" so that we will better understand our community.



Other religion or belief
5%





The Sheffield College

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All information is correct at time of print.

Data and statistics taken from EMSI software.

If you need this guide in any other format, please get in touch.