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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 celebrate the College's contribution to social inclusion and cohesion, and to the economic development of Sheffield and the wider region.

The report provides a snapshot of student and staff numbers by category. We publish the report and the actions it contains to reflect our commitment to put 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 have a lot of work to do to ensure that, over time, the composition of our staff becomes more representative of our student body.

Drawing on the results of our work with the National Centre for Diversity, which we intend will lead to the College achieving the Centre's Investors in Diversity kite-mark during 2019 - 2020; and through the efforts of our now well-established EDI Board, our Governing Body and our leadership team are determined that the College will continue to change and develop in the years ahead.



Seb Schmoller,

Chair of Governors, The Sheffield College

Chief Executive and Principal's overview

At The Sheffield College we celebrate, support and thrive on the differences that our diverse community brings for the benefit of our students, our colleagues and our community.

Our community of colleagues and students bring a rich mix of backgrounds and experiences to the College, which enriches our diverse and inclusive organisation.

We strive to treat all students and staff with the respect that they deserve as unique human beings, and to transform the lives of all students and staff through the power of high quality education and training.

There should be no barriers in the College for students and staff to achieve their potential. To this end, the College will continuously monitor the recruitment and performance of students and staff, ensuring the College reflects the community we serve and that everybody has equal opportunity to succeed and develop.

In 2019, we have set out to achieve the Investors in Diversity Award and have made a firm commitment to the key principles embodied by FREDIE:

Fairness – Being reasonable, right and just

Respect – Having due regard for feelings, wishes and rights of others

Equality – Where every person has equal rights and every person has a fair chance

Diversity – Diverse means different. We are all different so diversity includes us all. The concept of diversity encompasses understanding, acceptance and respect

Inclusion – Where every person feels respected, valued and that they fit in with the organisational culture

Engagement – Two-way commitment and communication between an organisation and its employees

At The Sheffield College we understand that equality is not about treating everyone the same but is about considering an individual's different needs and capabilities; that in our diverse community we will recognise and celebrate our differences regardless of sex, age, disability, gender identity, race, religion/belief, sexual orientation, pregnancy or maternity status and marital or other status; and that inclusion is at the heart of everything that we do irrespective of race, gender, disability or any other characteristic which might be perceived as "different".

In 2019/20 we will continue to work towards our equality objectives and goals, we will continue to celebrate our diverse community and we will continue to strive to be the best place to work and study for all as a result of our approach to equality, diversity and inclusivity.



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**.

In recent times, 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 **569,000 in 2018**, and is forecast to increase to over **620,000 by 2030**. There are notable pockets of deprivation within Sheffield, with **23%** of areas falling within the **10%** most deprived nationally.

With this in mind, staff at the College remain cognisant of our students' and apprentices' backgrounds, and the potential barriers to education that may have been previously experienced or that continue. The challenges that social deprivation can bring to educational outcomes remains important as it is clear that the proportion of students attending college who may be impacted by such challenges continues to grow. Therefore our work on strategies to support all students to achieve, and our work on social mobility, is becoming ever more important.

Year	% of students living in a 'disadvantaged postcode area'	% of BAME students living in a 'disadvantaged postcode area'	% of LDD students living in a 'disadvantaged postcode area'
2018 – 2019	57%	78%	57%
2017 – 2018	53%	75%	52%
2016 – 2017	53%	74%	49%

Our Vision & Mission

Vision

By 2021 we will be a consistently great college that puts you at the heart of everything we do.



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.

In 2019, the EDI Board requested additional objectives as follows:

Objective 6: To develop measures that will support the demographics of our workforce to more closely align to the local community and the College's student community

Objective 7: To provide a range of relevant training that equips our staff to recognise, support and drive the EDI values of the College and educate our student community on EDI matters

Progress against these new objectives will be reported upon in the 2019 - 2020 Equality and Diversity annual report.



Update on Key EDI objectives from 2018–21

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

The College's EDI Board approved the following updated and modernised documents:

- Staff New Starter Form
- Student Learning Agreements, for both Further and Higher Education students
- Apprentice Learning Agreement

The additional equality and diversity information that is being collected is helping improve our understanding of our community. Information will be analysed in year and will inform improvement actions during 2019 – 2020. Information collected for the first time for students and apprentices will be reported in the 2019 – 2020 Equality and Diversity Annual Report.

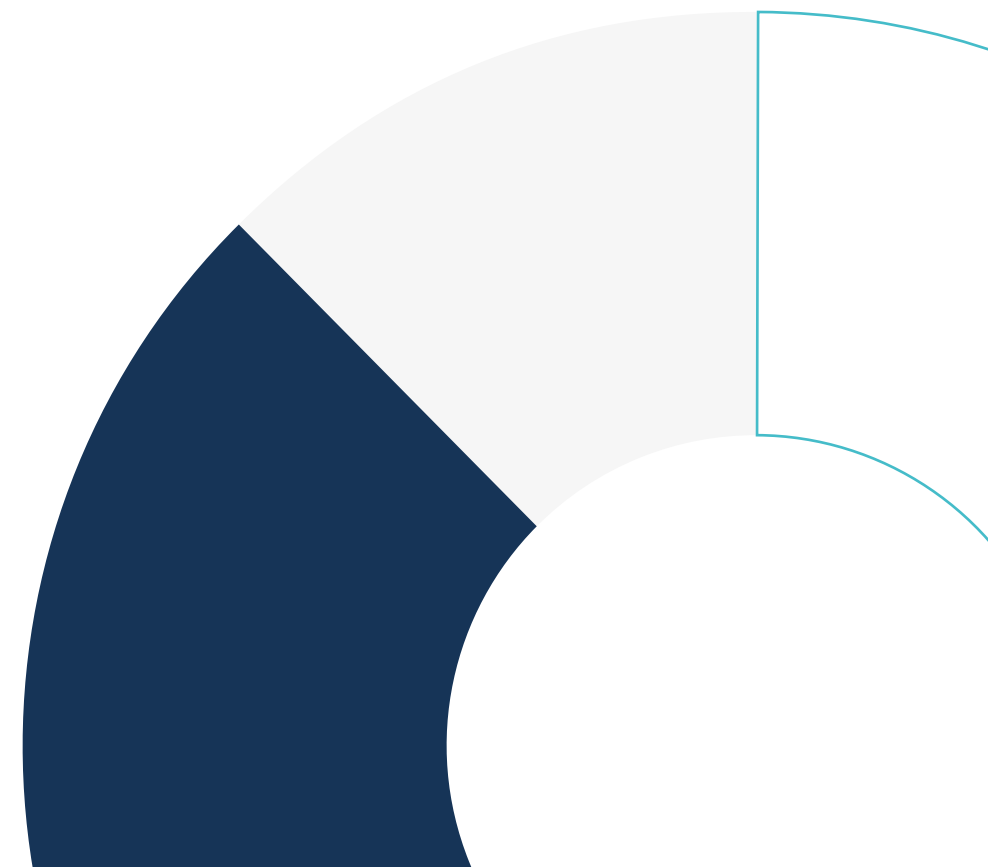
The information and data regarding staff in this report relates to the 788 staff directly employed by The Sheffield College. The proportion of these staff opting to use the 'Prefer Not to Say' option or not making a declaration for equality and diversity monitoring decreased in 2018 - 2019 following:

- staff training regarding what equality and diversity information would be used for and how it would be stored securely
- a drive via a staff survey to collect equality and diversity data

Significant progress has been made in the three areas (sexual orientation; faith, religion or belief; and disability) where the highest proportion of staff not declaring or preferring not to say had occurred. However, further work is still required to understand our community fully.

% of The Sheffield College staff who have either not declared or selected 'Prefer Not to Say' with regard to their sexual orientation; faith, religion or belief; and disability

Protected Characteristic	2017 - 2018 % Prefer Not to Say or Not Declared	2018 - 2019 % Prefer Not to Say or Not Declared
Sexual Orientation	40%	28%
Faith, Religion or Belief	39%	15%
Disability	26%	20%



To narrow achievement gaps by 2021, specifically 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

The EDI Board commissioned a sub-group to monitor the identified achievement gaps. The group agreed and monitored the effectiveness of strategies, which were reported back to the EDI Board. The sub-group ultimately merged with a Social Mobility Sub-Group that was set up to consider strategies to improve participation at Level 4 and above, along with the social mobility of our students.

During 2018 – 2019:

- Progress has been made regarding the achievement rates for 16 – 18 year olds, which have increased by 5pps to 76%. Achievement rates for 16 – 18 year old apprentices have also increased by 3pps to 67%.
- Female achievement rates have improved by 1pp however there is a significant gap with males achieving 5pps higher than females at 81%. More detailed work is required to understand why female students are achieving at a lower rate than male students and subsequently to implement strategies which support more female students to achieve.
- Achievement rates for adult students with a declared disability have improved by 4pps and the achievement gap has narrowed. However, there is still more work to be done to eradicate this gap.
- Apprentices from the ethnic majority continue to achieve 4pps higher than their peers from the ethnic minority. However, apprenticeship achievement rates have declined by 7pps in 2018 - 2019 leading to a dedicated and significant quality improvement.
- There has now been a three-year improvement trend regarding the achievement rate of ethnic minority students on our Higher Education provision and the achievement gap has now closed. However, the College will continue to implement strategies to improve the achievement rates of all Higher Education students.

Achievement Rate Trends

from 2017 – 2018 to 2018 – 2019 for identified groups

Group	Achievement Trend 2017 – 2018 to 2018 – 2019
16 – 18 year old (young) students	+5pps
16 – 18 year old (young) apprentices	+3pps
Female students	+1pp
19+ (adult) students with a declared learning difficulty or disability	+4pps
Ethnic minority apprentices	-7pps
Ethnic minority students on higher education provisions	+4pps

Achievement Gap Trends

from 2017 – 2018 to 2018 – 2019 for identified groups

Group	Achievement Gap 2017 – 2018	Achievement Gap 2018 – 2019
16 – 18 year old (young) students	-11pps	-5pps
16 – 18 year old (young) apprentices	-3pps	+7pps
Female students	-3pps	-5pps
19+ (adult) students with a declared learning difficulty or disability	-13pps	-8pps
Ethnic minority apprentices	-4pps	-4pps
Ethnic minority students on higher education provisions	-14pps	+2pps



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
-
- The EDI Board commissioned a sub-group to focus on this objective. The group agreed and implemented strategies that were reported back to the Board.
 - The proportion of apprentices from BAME backgrounds remained static at 8%. However, as the number of apprentices increased, the number of apprentices from BAME backgrounds increased by 32 to 101 in total.
 - The proportion of apprentices who declared a LDD increased from 2% to 3% so further work on both elements of this objective is required.

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

- male students
 - BAME students
-
- The previously mentioned Social Mobility Group agreed and monitored the effectiveness of strategies related to this objective.
 - The proportion of male students on apprenticeship programmes remained at 48% which stabilised the 8pp drop from 2016 – 2017.
 - The proportion of BAME students from BAME backgrounds was sustained at a much higher proportion of 24% of the cohort in 2018 – 2019, compared to just 14% of the cohort in 2016 – 2017.

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

- Five potential EDI Champions were interviewed to help support this objective alongside faculty staff and the Students' Union.
- As a result, the college undertook increasing amounts of activity regarding College values, British Values and social cohesion during 2018 – 2019. The Students' Union and the tutorial and enrichment programme were key to this development.
- An example of the above was the new link with OPUS Independents who organise an annual six-week event called the Festival of Debate in Sheffield. The College sponsored the democracy strand of the festival and secured free access to many of the events across the city for our students. This allowed students to explore a number of local issues relating to equality and diversity that were relevant to them. "We have worked in partnership with The Sheffield College during 2018 – 2019 culminating with their sponsorship of the democracy strand of the annual Festival of Debate. This was a fantastic opportunity for students to explore cultural and social issues that relate to them, including around equality and diversity in the city. We look forward to further developing our partnership." (James Lock, Managing Director Opus Independents Ltd)
- A traditional dance group from the Middle East visited Sheffield in July. The College worked with the organisers to enable them to perform at our Hillsborough Campus as part of Tramlines Fringe Festival. Staff, students and members of the local community were able to attend the performance free of charge and discussions were held between young people from Sheffield, including students and the dancers at Sheffield Town Hall.
- The Students' Union have been involved in helping to plan further activities into 2019 – 2020 that students have indicated interest in as they relate to their daily lives.

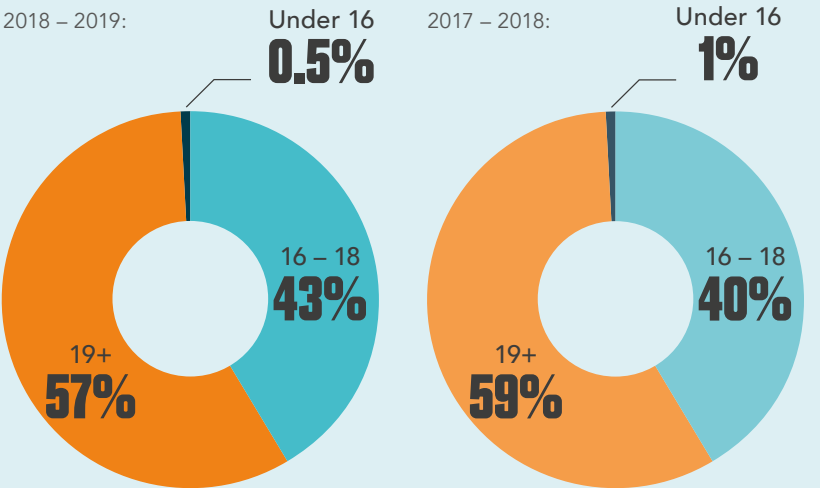
Further Education student profiles and outcomes

Student numbers

There were 13,934 funded students participating in 2018 – 2019, just 73 more than the previous year. These figures exclude the 14 - 16 year olds who are not funded by the Education and Skills Funding Agency (ESFA). Whilst there was minimal change in the number of students, the proportion of young people (16 – 18 year olds) increased to 43% of the total from 40% in the previous year.

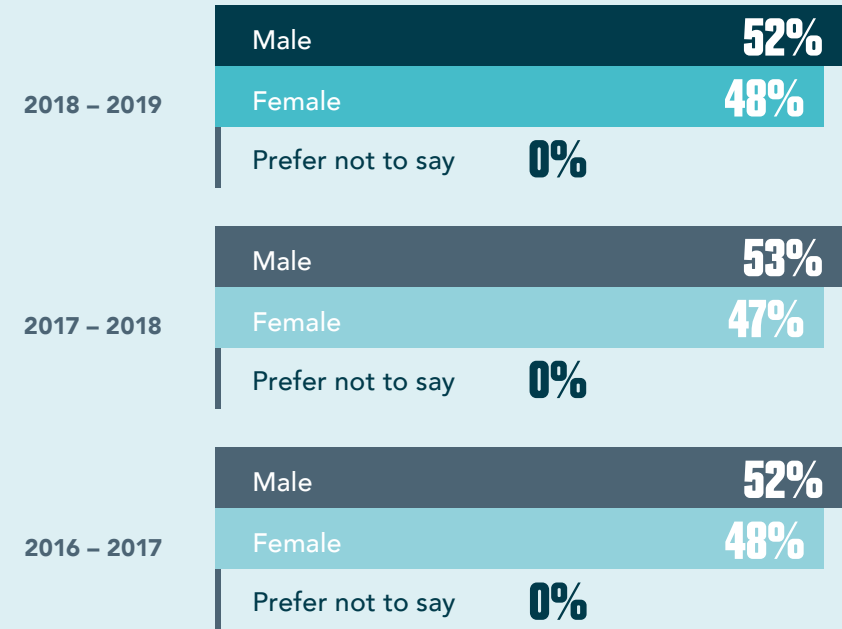


Age



Sex

In 2018 – 19, the proportion of female students increased by one percentage point to 48% of the student population.



Ethnicity

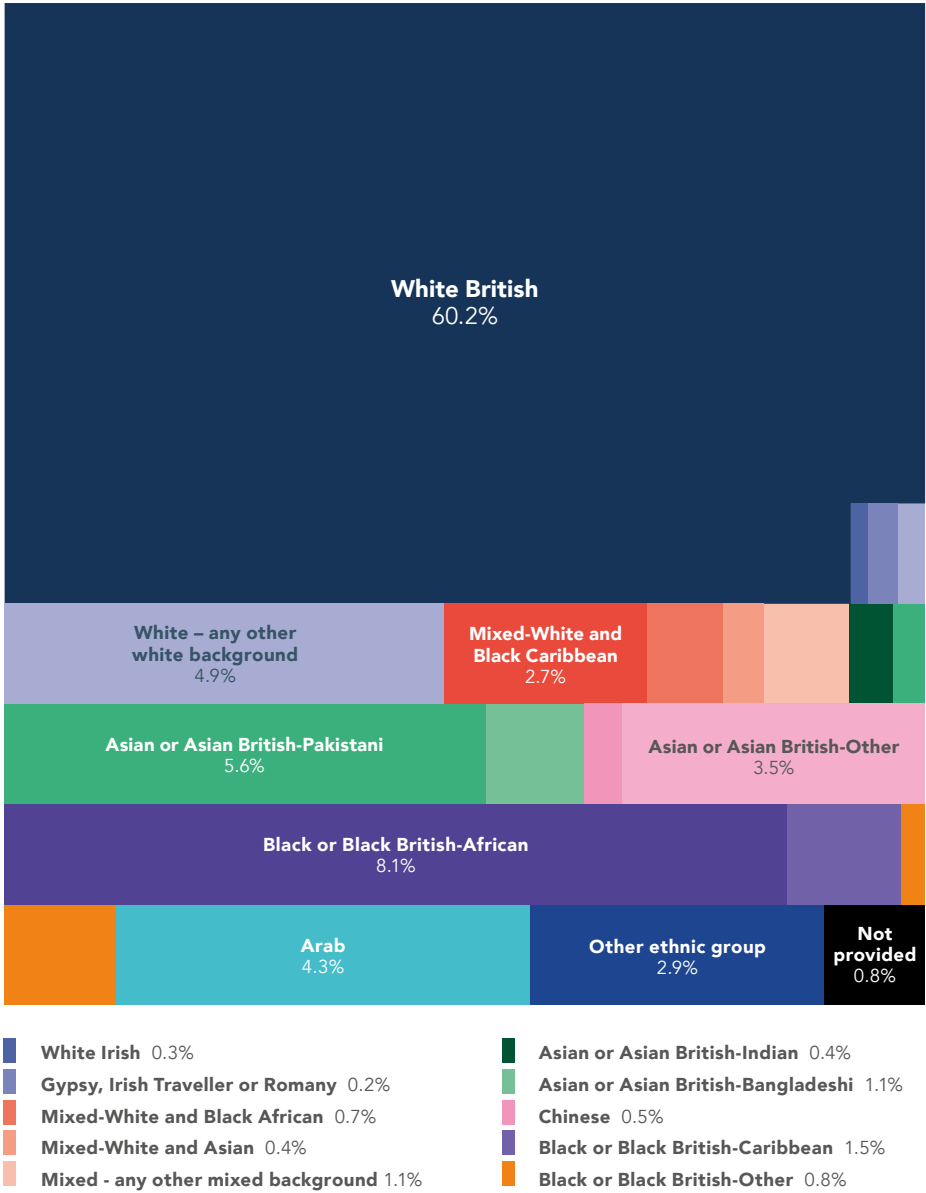
In 2017 – 18, the proportion of students studying from the ethnic minority remained static at 34% of the student population.

Year	Total Ethnic Majority	Total Ethnic Minority	Not Provided
2018 – 2019	65%	34%	1%
2017 – 2018	64%	34%	1%
2016 – 2017	65%	34%	1%

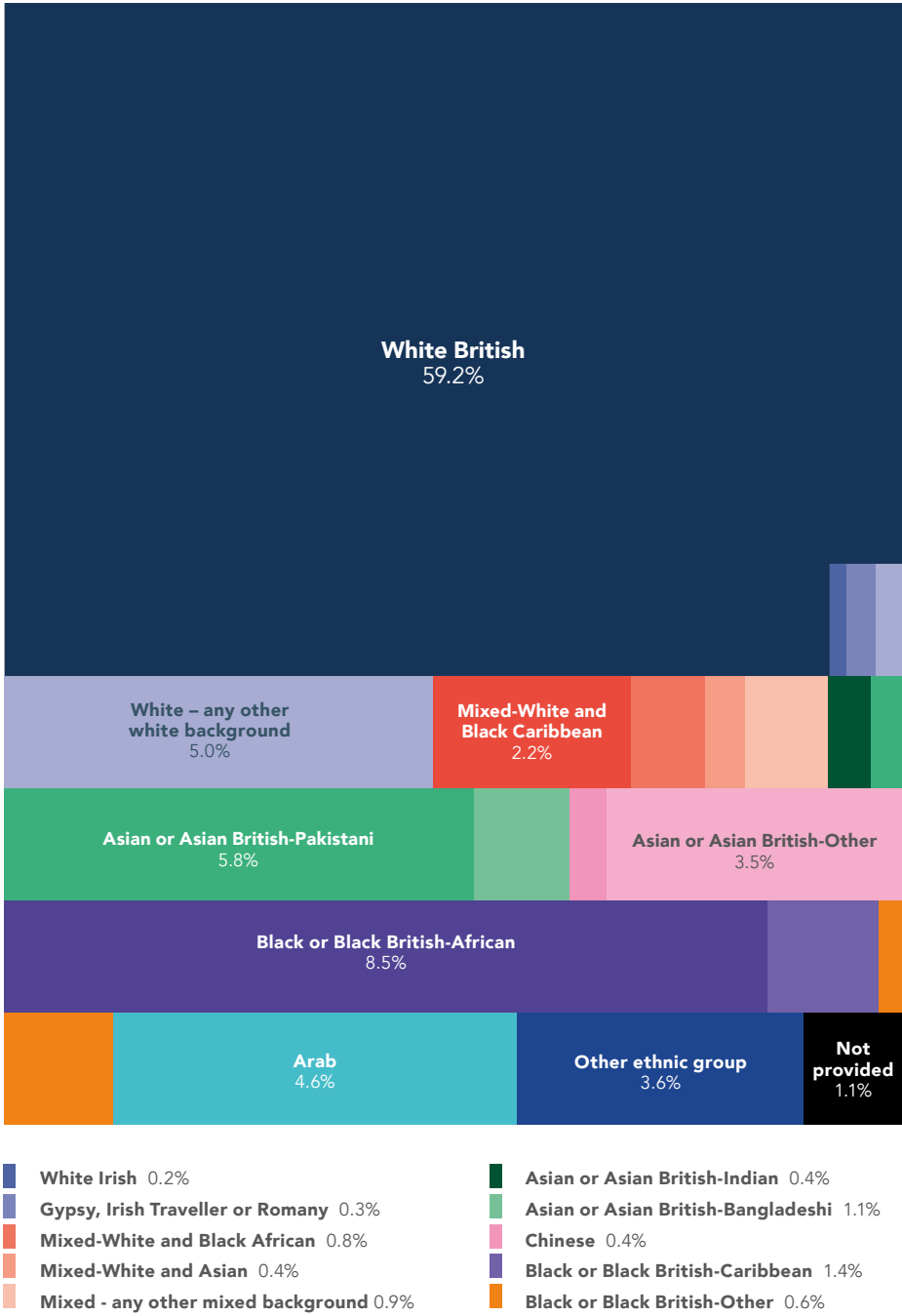
Ethnicity profile breakdown

As stated, there has been minimal change to the ethnicity profile of the College between 2017-2018 and 2018-2019, including with regard to its breakdown into ethnicities.

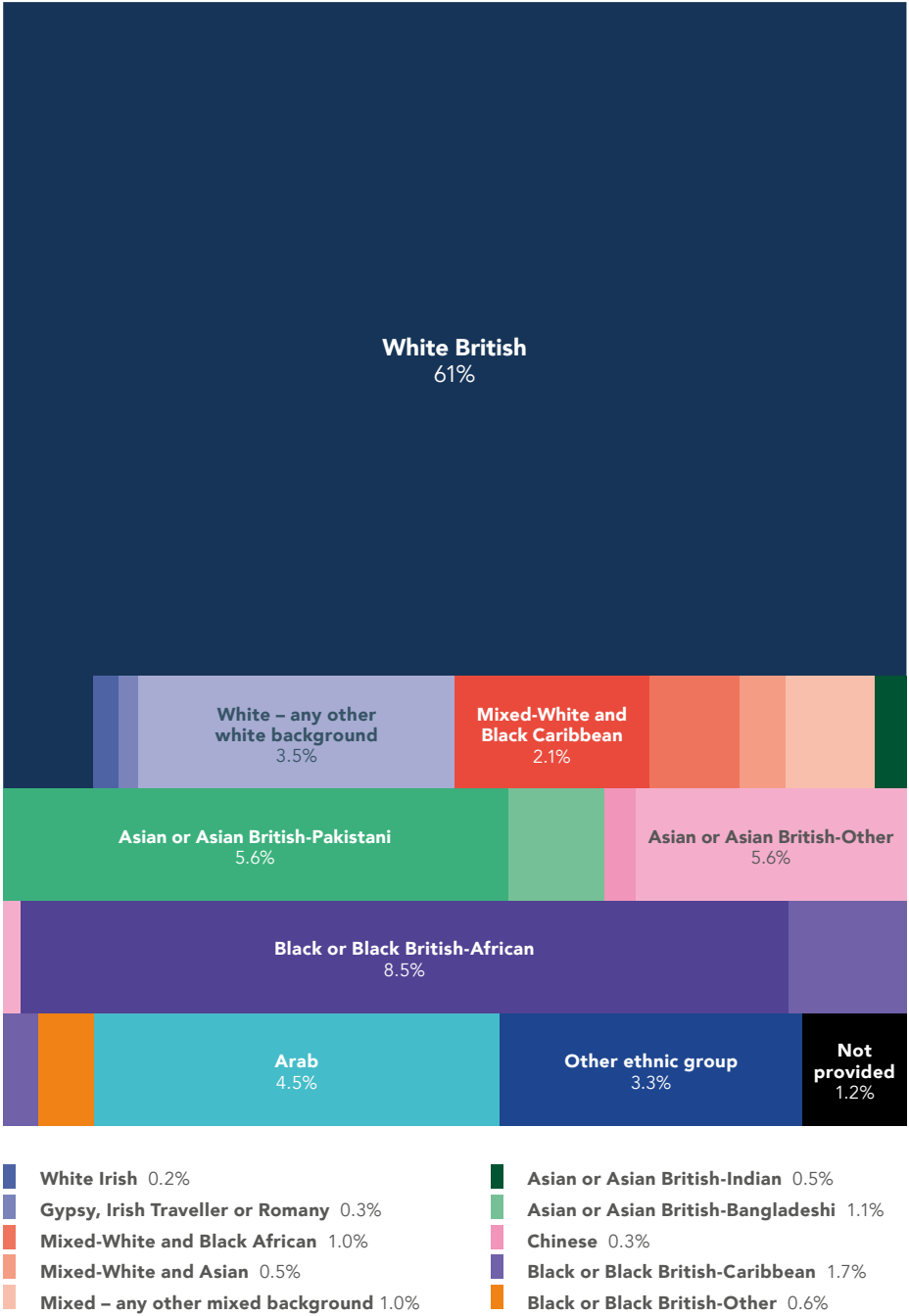
2018 – 2019



2017 – 2018



2016 – 2017



Learning difficulty or disability profile

The proportion of students who declare that they have a learning difficulty or disability has increased to 22% in 2018 - 2019 from 17% in the previous academic year, whilst the proportion of male and ethnic majority students has remained stable since 2016 - 2017 at 52% and 65% respectively.

Year	% of Students Who Declare LDD	Number of Students with EHC Plan
2018 – 2019	22	420
2017 – 2018	17	180
2016 – 2017	17	228

Student achievement rates

Overall, student achievement rates improved by 2pps from 77% in 2017 - 2018 to 79% in 2018 - 2019.

% Achievement Rates (All Ages)

Year	All (%)
2018 – 2019	79
2017 – 2018	77
2016 – 2017	76
Change	+2pp

Several of the key EDI objectives 2018 - 2021 related to FE provision achievement rates, including;

- To narrow achievement gaps by 2021, specifically improving outcomes for:
 - 16 – 18 year old students
 - female students
 - 19+ students with a declared learning difficulty or disability

The EDI Board set up a sub-group with the purpose of setting actions to narrow the key gaps identified and monitor impact in year through retention and attendance and, at year end, through achievement.

Narrowing the achievement gaps: age

The achievement gap for 16 - 18 year olds narrowed from 11pps in 2017 - 2018 to 5pps in 2018 - 2019. This means the achievement gap at The Sheffield College is now 1pp narrower than the 6pp gap seen in the 2017 - 2018 National Achievement Rate Tables (NARTs) for General Further Education and Tertiary colleges which were published in January 2019. Whilst this represents significant improvement, achievement rates for both adults (aged 19+) and young people (aged 16 - 18) still need to improve further.

% Achievement Rates (Age)

Year	16 - 18 (%)	19+ (%)	Gap
2018 – 2019	76	81	- 5
2017 – 2018	71	82	11
2016 – 2017	73	79	6
Change from 2017 – 18 to 2018 – 19	+5pp	-1pp	6

Narrowing the achievement rates: sex

Using the same NARTs from 2017 - 2018, there is no national gap in FE regarding the achievement rates for male and female students. Achievement rates for female students improved at The Sheffield College by 1pp; however, males still achieved 5pps higher than females. This highlights that there is significant work to do to support a higher proportion of our female students to achieve their qualifications. This will therefore be a key priority in 2019 - 2020.

% Achievement Rates (Sex)

Year	Male (%)	Female (%)	Gap
2018 – 2019	81	76	5
2017 – 2018	78	75	3
2016 – 2017	77	75	2
Change from 2017 – 18 to 2018 – 19	+3pp	1	2

Narrowing achievement gaps: Learning difficulty or disability aged 19+

The third key area of focus was reducing the gap between adult students (aged 19+) with a declared learning difficulty or disability, and adult students without a declared learning difficulty or disability. This gap has reduced by 5pps from 13pps in 2017 - 18, to 8pps in 2018 - 2019. However, the national gap is 2pps which indicates that, whilst progress has been made, this will remain a key issue in 2019 - 2020.

% Achievement Rates: Learning Difficulty or Disability (19+)

Year	19+ Declared LDD (%)	19+ No LDD Declared (%)	Gap
2018 – 2019	75	83	- 8
2017 – 2018	71	84	- 13
2016 – 2017	72	80	- 8
Change from 2017 – 18 to 2018 – 19	+4pp	-1pp	- 5pp

Student achievement rates: Further areas of interest

Whilst the areas previously outlined were identified as the areas of focus, either because of the size of the achievement gap or due to a combination of the size of the cohort and achievement gap, there are many other areas that are monitored to mitigate the risk of an achievement gap emerging.

Priority Groups in Provision for Young People

The achievement rates of the following priority groups were monitored closely through the Business Review process:

- Students in receipt of Free College Meals
- Funded High Needs students
- Students for whom English is an Additional Language

Priority Group: Free College Meals

Year	Headcount (%)	Retention (%)	Achievement (%)	All 16 – 18 (%)
2018 – 2019	804	95	78	76
2017 – 2018	936	96	73	71
2016 – 2017	1329	92	71	73

Priority Group: Funded High Needs

Year	Headcount (%)	Retention (%)	Achievement (%)	All 16 – 18 (%)
2018 – 2019	246	98	84	76
2017 – 2018	242	98	75	71
2016 – 2017	268	98	79	73

Priority Group: EAL Students

Year	Headcount (%)	Retention (%)	Achievement (%)	All 16 – 18 (%)
2018 – 2019	284	92	78	76
2017 – 2018	228	94	83	71
2016 – 2017	218	96	88	73

Student achievement rates: ethnicity

There was an achievement gap between the ethnic majority and the ethnic minority of 5pps in 2017 - 2018. This gap narrowed to 2pps in 2018 - 2019 as ethnic majority outcomes increased by 3pps to 78%.

% Achievement Rates (Ethnicity)

Year	Ethnic Majority (%)	Ethnic Minority (%)	Gap
2018 – 2019	78	80	2
2017 – 2018	75	80	5
2016 – 2017	74	79	5
Change from 2017 - 18 to 2018 - 19	+3pp	0	+3pp

Achievement rates: Learning difficulty or disability for young people

In 2017 - 2018, there was no achievement gap between young people with a declared learning difficulty or disability and those without. In 2018 - 2019, achievement rates in both categories improved by 6pps for young students with a declared learning difficulty or disability and 4pps for those young people without leading to a 2pp gap.

% Achievement Rates: Learning Difficulty or Disability

Year	Young People Declared LDD (%)	Young People No LDD Declared (%)	Gap
2018 – 2019	77	75	2
2017 – 2018	71	71	0
2016 – 2017	72	74	2
Change from 2017 - 18 to 2018 - 19	+6pp	+2pp	+3pp

Achievement rates:
High Needs students or students with an EHC plan

Funded High Needs students had a higher achievement rate than that of all young people in 2018-2019, as do students with an Education, Health and Care (EHC) plan. The achievement rate for funded High Needs students improved more quickly in 2018 - 2019 than it did for all young people, which increased the gap to 7pps. The achievement rate for students with an EHC plan declined by 1pp to 83% meaning there was also a 7pp achievement gap when compared to all young people in 2018 - 2019.

% Achievement Rates: High Need Students/Students with an EHC Plan

Year	High Needs	EHC Plan	All 16 - 18
2018 – 2019	83	83	76
2017 – 2018	76	84	71
2016 – 2017	82	80	73
Change from 2017 - 18 to 2018 - 19	+7pp	-1pp	+5pp



“The support I have received has been amazing. Attending The Sheffield College has made a real difference to my future as it has made my dream of working with children become a reality.”

Ayesha Nadeem
Former Childcare student



“I wasn’t a very confident person, pretty quiet and shy, but my internship has opened me up a lot.”

Danny Bremner
Pathway to Supported Work Former intern and now Grounds Maintenance Apprentice at Amey





Apprenticeship profiles and outcomes

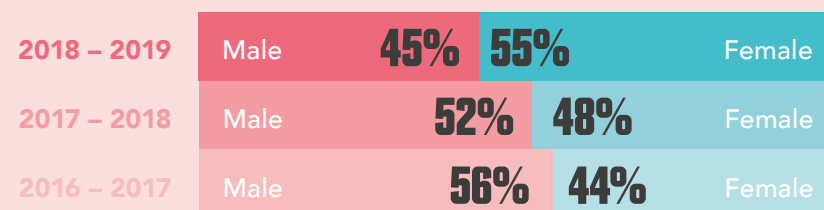
Apprentice numbers in learning

This is the total number of apprentices currently in learning with the College. The duration of an apprenticeship varies so only a percentage of the total number of apprenticeships were planned to complete in 2018 - 2019 and this smaller number is used to calculate achievement rates in year.



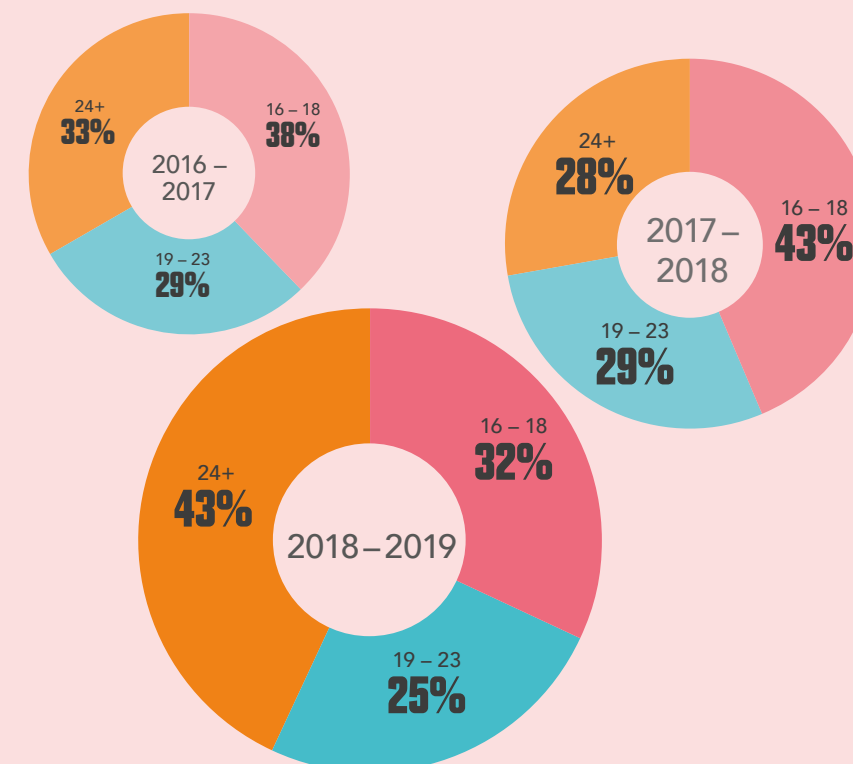
Apprentice numbers and proportions completing in year

Whilst the number of male apprentices completing in year grew by 124, the proportion of male apprentices due to complete in 2018 - 2019 continued to decline and was less than half of the cohort for the first time in 2018 - 2019 at 45%.



Apprentice numbers and proportions completing in year (by age group)

Whilst there has been an increase in the number of apprentices due to complete in 2018 - 2019 in every age group, there has been a significant increase in the proportion of apprentices due to complete in 2018 - 2019 aged 24 and over; with this age group representing 43% of the cohort in 2018 - 2019 compared to 28% in the previous academic year.



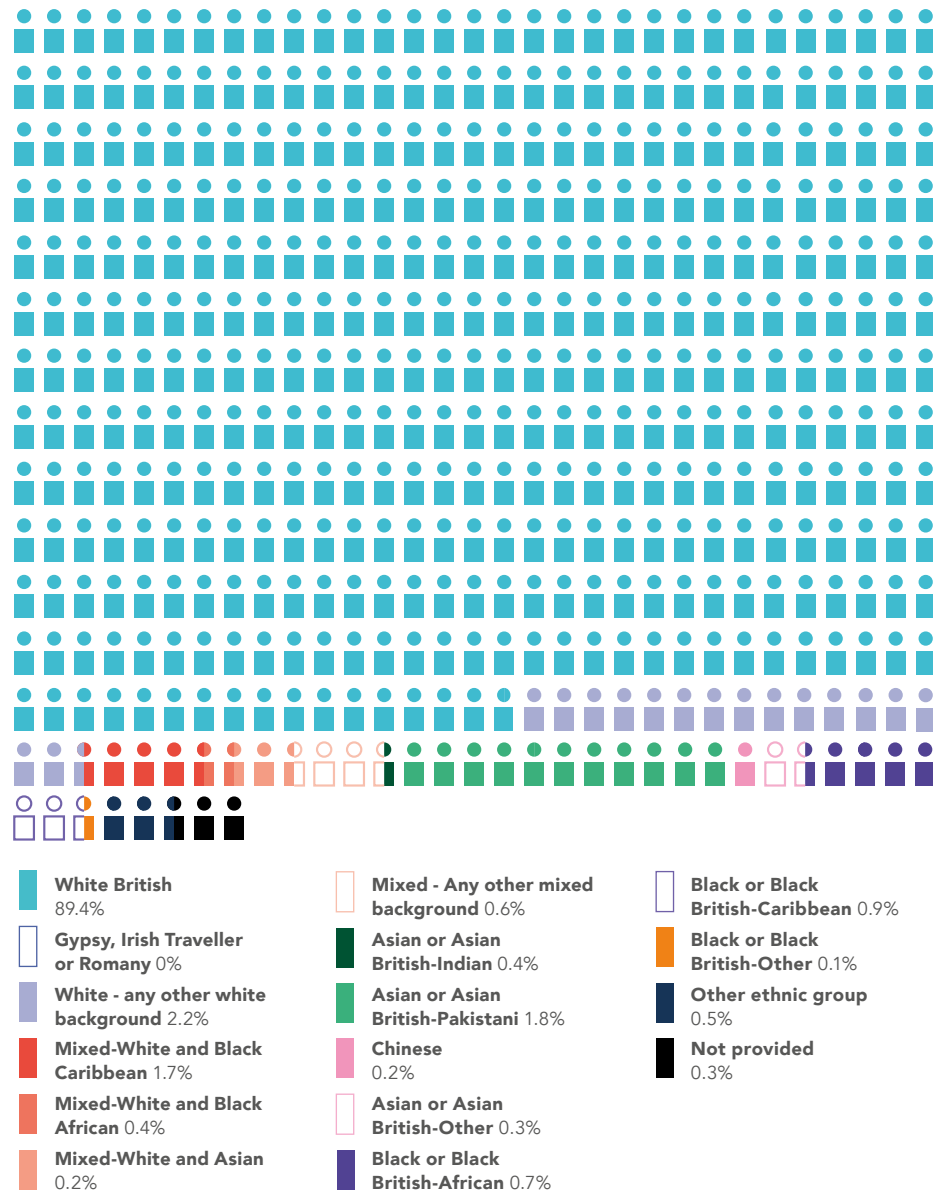
Several of the key EDI objectives 2018 – 2021 related to apprenticeship provision achievement rates including;

- 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

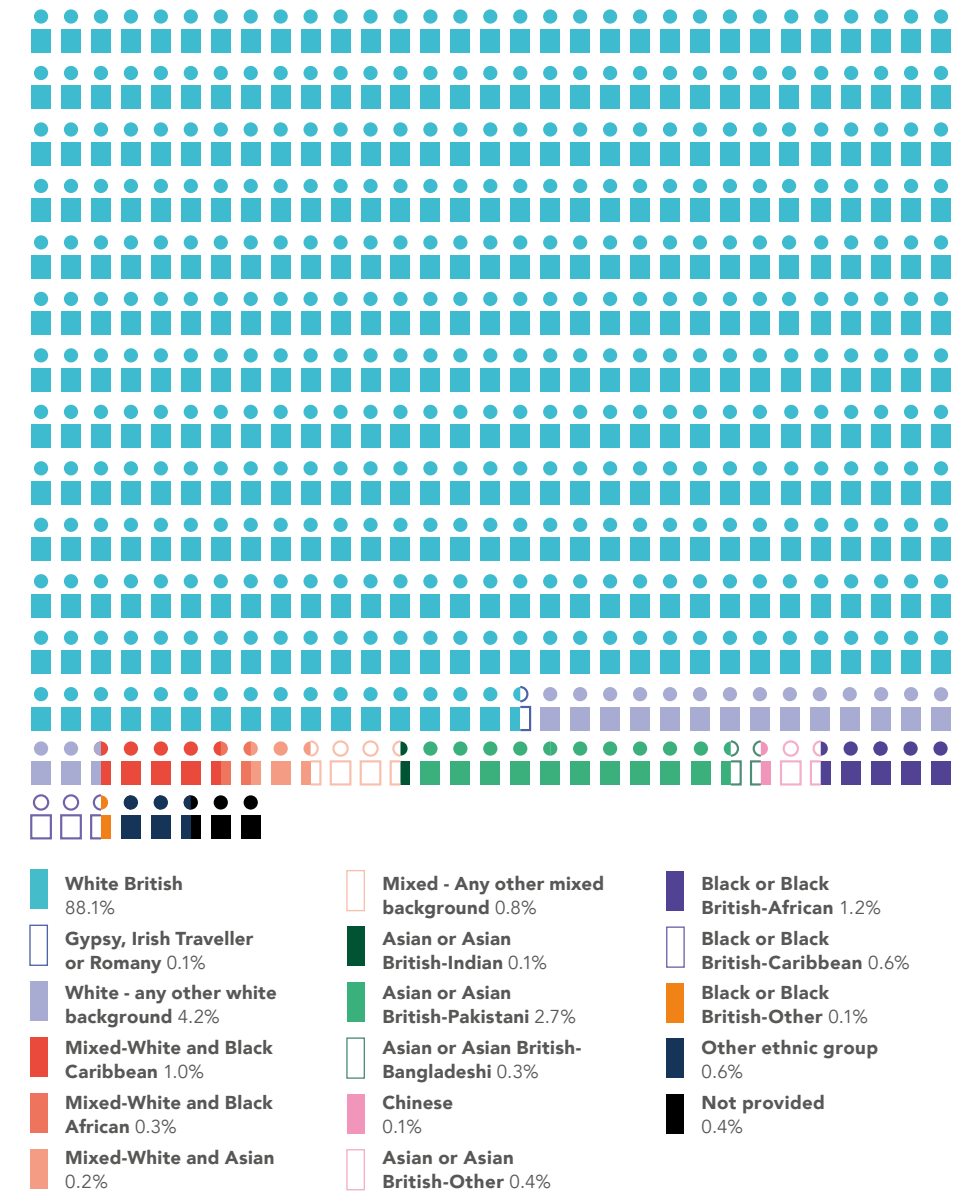
Ethnicity profile breakdown for apprentices completing in year

There were no significant shifts in the ethnicity profile breakdown of our apprentices in 2018 - 2019.

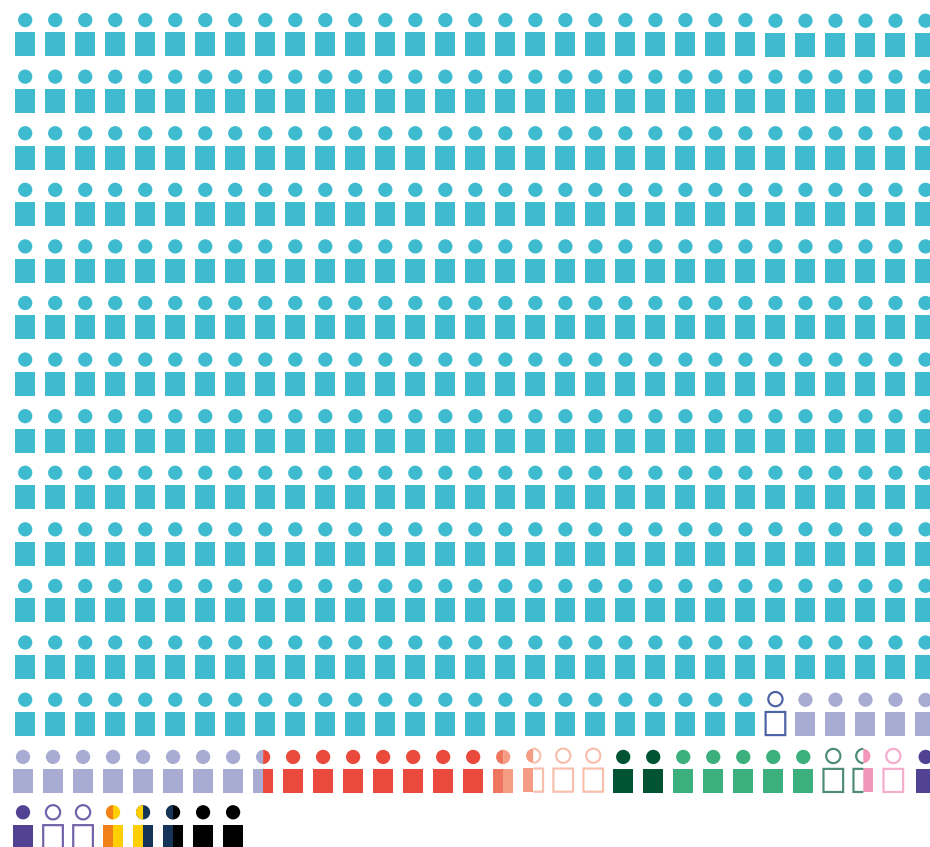
2018 – 2019



2017 – 2018



2016 – 2017



■ White British 89.9%	■ Mixed - any other mixed background 0.6%	■ Black or Black British-African 0.4%
■ White Irish 0.2%	■ Asian or Asian British-Indian 0.4%	■ Black or Black British-Caribbean 0.4%
■ White - any other white background 3.0%	■ Asian or Asian British-Pakistani 1.1%	■ Black or Black British-Other 0.1%
■ Mixed-White and Black Caribbean 1.7%	■ Asian or Asian British- Bangladeshi 0.3%	■ Arab 0.2%
■ Mixed-White and Black African 0.1%	■ Chinese 0.1%	■ Other ethnic group 0.2%
■ Mixed-White and Asian 0.2%	■ Asian or Asian British-Other 0.2%	■ Not provided 0.6%

Ethnicity profile for apprentices completing in year

The proportion of apprentices from BAME backgrounds remained at 8%. However, as the number of apprentices increased, the number of apprentices from BAME backgrounds increased by 32 to 101 in total.

Year	Total Ethnic Majority (%)	Total Ethnic Minority (%)	Unknown (%)
2018 – 2019	92	8	0
2017 – 2018	92	8	0
2016 – 2017	93	6	1

Numbers and proportion of apprentices with a declared learning difficulty or disability completing in year

The number of apprentices with a declared learning difficulty or disability more than doubled as it increased to 41 apprentices from just 18 in 2017 - 2018, and the proportion of apprentices who declared a LDD rose from 2% to 3%.

Numbers and Proportions of Apprentices with a Declared Learning Difficulty or Disability Completing in Year

Year	Number of Apprentices who Declared LDD	% of Apprentices who Declared LDD
2018 – 2019	41	3.1
2017 – 2018	18	2.0
2016 – 2017	40	4.5

Providing an apprenticeship offer that is attractive and accessible, with specific regard to attracting apprentices from BAME backgrounds and apprentices with learning difficulties and disabilities, remains a high priority into 2019 - 2020.

The work being undertaken with the National Centre for Diversity will support this objective as we are committed to working with employers to help them develop their understanding of diversity and the benefits that a diverse workforce brings.

A further objective was:

- To narrow achievement gaps by 2021, specifically improving outcomes for:
 - 16 – 18 year old apprentices
 - ethnic minority apprentices

Achievement rates for apprentices completing in year (age group)

Achievement rates for 16 – 18 year old apprentices increased by 3pps to 67%.

% Achievement Rates for Apprentices Completing in Year (Age Group)

Year	16 – 18 (%)	19 - 23 (%)	24+ (%)	All
2018 – 2019	67	62	52	60
2017 – 2018	64	70	67	67
2016 – 2017	72	73	85	77
Change from 2017 - 18 to 2018 - 19	-3pp	-8pp	-15pp	-7pp

Achievement rates: (ethnicity) (completing their apprenticeship during 2018-19)

Apprentices from the ethnic majority continue to achieve 4pps higher than their peers from the ethnic minority. More work is required to improve achievement rates in general as they have declined in 2018 - 2019.

% Achievement Rates for Apprentices Completing in Year (Ethnicity)

Year	Ethnic Majority (%)	Ethnic Minority (%)	Gap
2018 – 2019	60	56	4
2017 – 2018	67	63	4
2016 – 2017	77	73	4
Change from 2017 - 18 to 2018 - 19	-7pp	-7pp	0

Achievement rate (sex) for apprentices completing in year

An achievement gap has emerged between male and female apprentices, with male apprentices achieving 9pps below that of female apprentices. This is now a new significant gap which requires attention in 2019 - 2020.

% Achievement Rates for Apprentices Completing in Year (Sex)

Year	Male %	Female %	Gap	All
2018 – 2019	55	64	9	60
2017 – 2018	67	67	0	67
2016 – 2017	80	73	7	77
Change from 2017 - 18 to 2018 - 19	-12pp	-3pp	-9pp	-7pp



“I feel so relieved that all of the hard work has finally paid off. Studying at The Sheffield College has been the best educational experience of my life. I’ve really enjoyed my subjects, the teachers are great and I’ve had so much fun. The SEND team has been incredible – I couldn’t have done it without them.”

Kat Padmore

Former A Level student



"I'm delighted to have been able to support LGBTQ+ students at The Sheffield College and empower them to create the spaces they want and need.

We need to do more for our LGBTQ+ young people, our disabled young people and our young people of colour."

Yosh Kosminsky

Former Foundation Degree in Professional Practice in Health and Social Care student



"I'm the only girl amongst 600-plus staff on the shop floor and I don't mind at all. Everyone is really welcoming and so accepting. I feel very proud to work there.

I enjoy the challenge of welding, and the fact that I am making something and using my maths and problem solving skills in order to do that."

Lucy Nicoll

Fabrication and Welding Apprentice at Sheffield Forgemasters





Higher Education student profiles and outcomes

During 2018 - 2019 there were significant changes to the approach that the Office for Students took to using Higher Education inclusion data to approve activity to support access to, progression in, and progression from Higher Education. New data dashboards and data sets were made available to develop a five-year Access and Participation Plan, and the College's Plan will be published in 2019 - 2020. The assessment of performance using this data revealed:

- There are non-continuation gaps and attainment gaps between those with a declared disability and those without. Therefore, during 2018 - 2019, the College appointed a new DSA Coordinator to be able to offer support to such students.
- There were attainment gaps between BAME and white students. Therefore, during 2018 - 2019, a new approach to HE Academic Study Support was developed and this will now be targeted where the biggest gaps were identified.
- The majority of students entering Higher Education at the College are white and under the age of 21, and generally come from backgrounds where there has been little prior engagement in Higher Education. The College is continuing to develop its curriculum offer to better support mature students from non-traditional backgrounds.

To support the new approach to Access and Participation, the College undertook a workshop with a specialist in widening participation, ran social mobility workshops and used the Office for Students toolkit to evaluate current practice.

To monitor the performance of its new Access and Participation Plan, the College will establish a Social Mobility Working Group in 2019 - 2020.

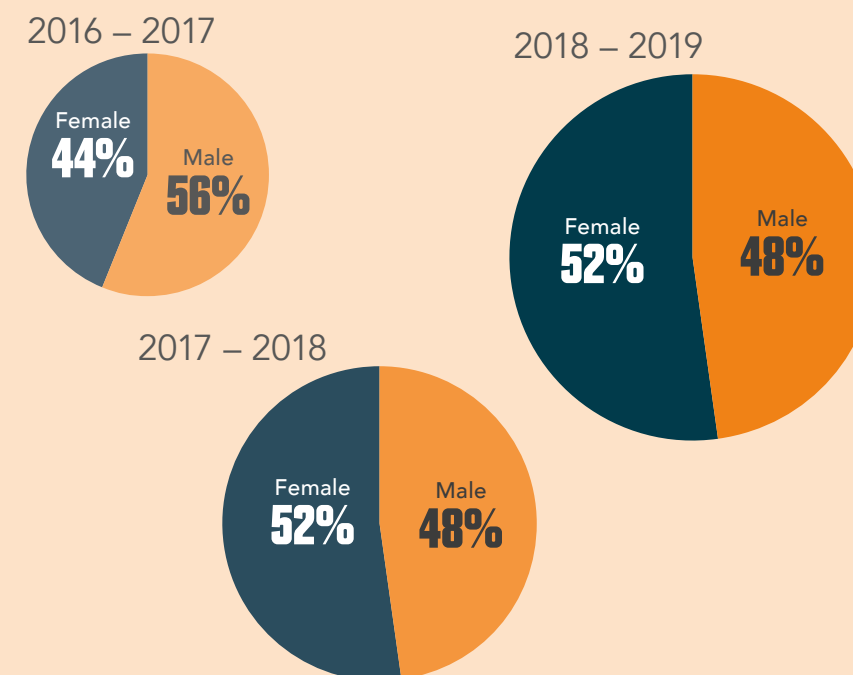
Student numbers

The number of students participating in Higher Education programmes at The Sheffield College is relatively small. The number of students accessing our Higher Education provision increased by 19 to 432 in 2018 - 2019. Of note, such small numbers often lead to larger swings in the achievement rates of particular groups and impact on reported achievement gaps more significantly.



Numbers and proportions (by sex)

The decline in the proportion of male students on the College's Higher Education provision has been halted, with 48% of the cohort male for the second year in succession.





Student numbers and proportions (ethnicity profile)

The College has been successful in its objective to increase the proportion of students attracted to our Higher Education programmes from BAME backgrounds, with a quarter of the cohort now from said backgrounds.

Year	Total Students	Total Ethnic Majority	Total Ethnic Minority	Not Provided
2018 – 2019	432	326 (76%)	105 (24%)	1 (0%)
2017 – 2018	413	310 (75%)	103 (25%)	0 (0%)
2016 – 2017	492	423 (86%)	69 (14%)	0 (0%)

Student proportions (learning difficulty or disability)

The proportion of Higher Education students declaring a learning difficulty or disability continues to increase with 12% of students making a declaration in 2018 - 2019.

Student Proportions Learning Difficulty or Disability

Year	LDD Declared (%)	LDD Not Declared (%)
2018 – 2019	12	88
2017 – 2018	9	91
2016 – 2017	5	95

Achievement rates

Achievement rates have declined most rapidly for female student, ethnic majority students and students who have declared a learning difficulty or disability.

% Achievement Rates

Year	All (%)
2018 – 2019	57
2017 – 2018	66
2016 – 2017	60
Change from 2017 - 18 to 2018 - 19	-9pp

Achievement rates by sex

An achievement gap has emerged with female students achieving less well than male students on our Higher Education programmes.

% Achievement Rates (Sex)

Year	Male (%)	Female (%)
2018 – 2019	62	52
2017 – 2018	68	65
2016 – 2017	61	59
Change from 2017 - 18 to 2018 - 19	-6pp	-13pp

Achievement rates (ethnic majority/minority)

Achievement rates for ethnic minority students have increased by a further 4pps to 58% in 2018 - 2019 with the achievement gap closing to 2pps. However this is mainly due to falling achievement rates of ethnic majority students.

% Achievement Rates (Ethnic Majority/Minority)

Year	LDD Declared (%)	No LDD Declared (%)	Gap
2018 – 2019	66	56	+10
2017 – 2018	70	66	+4
2016 – 2017	36	62	-26
Change from 2017 - 18 to 2018 - 19	-4pp	-10pp	

Achievement rates

(learning difficulty or disability declared/not declared)

An achievement gap has emerged as students with a declared learning difficulty or disability achieved by 10pps higher than those with no declared learning difficulty or disability. The achievement gap has widened to 10pps.

% Achievement Rates (Learning Difficulty or Disability Declared/Not Declared)

Year	Ethnic Minority (%)	Ethnic Majority (%)	Gap
2018 – 2019	58	56	+2
2017 – 2018	54	70	-16
2016 – 2017	37	65	-28
Change from 2017 - 18 to 2018 - 19	+4pp	-14pp	18

The Sheffield College Employer Skills Academies 2018 – 2019

Twelve Employer Skills Academies, to equip students with the qualifications and skills that regional businesses need, have opened this curriculum year.

The Academies cover sector specialisms such as catering, engineering, hospitality and information technology.

Organisations involved include Discovery STEM, Liberty Speciality Steels, Millgate Ltd, MSK Ingredients, WANdisco Plc, PJ Taste, Sheffield Chamber of Commerce, Greene King and Kryolan.

Backed by leading businesses, the Academies will equip our students with industry know-how and the skills that employers need, helping them go further in their careers.

Students will learn about all aspects of the businesses that are backing their academies, alongside completing a vocational qualification.

The employers will provide industry talks, workshops, work experience and placements to enhance students' employability skills.

The academies are:

- Discovery STEM Education Academy - all faculties and campuses
- Greene King Hospitality Academy - City Campus
- Kryolan Professional Make-Up Academy - City Campus
- Kryolan Professional Make-Up Academy - Hillsborough Campus
- Liberty Steel Female Engineering Academy - Olive Grove Campus
- Millgate Cyber Security Academy - City Campus
- MSK Patisserie Skills Academy - City Campus
- MSK Professional Cookery Academy - City Campus
- PJ Taste Catering Academy - City Campus
- Sheffield Chamber Business and Enterprise Academy - all faculties and campuses
- WANdisco Data Academy - City Campus



Liberty Steel Female Engineering Academy

Extensive consultation and planning was undertaken between The Sheffield College and Liberty Steel throughout 2018 – 2019 to develop our exciting Liberty Steel Female Engineering Academy at Olive Grove. The Academy, which opened in September 2019, aims to inspire more women to get ahead in the industry. Our aim is that the academy will help address engineering skills shortages, and boost jobs and economic growth.

According to Engineering UK and Women in Engineering, there is an urgent need for more engineers to fill significant skills shortages and support economic growth.

Although engineering has a key role in driving the economy and productivity, it has been forecast that job vacancies in the sector will represent 17% of all vacancies by 2024. Women are also under-represented. Nationally, 12% of the engineering workforce is female. The UK also has the lowest percentage of female engineers in Europe. This new academy will address these issues locally.

Sheffield has a long tradition within this sector and our new partnership agreement reflects a wider commitment that we have to the city and city region of supporting employers and their skills needs, job creation and growth.

At the Academy, students will develop the knowledge and skills to succeed in the engineering sector, with a focus on electrical technology and electronics, and complete the BTEC Extended Diploma in Engineering Level 3, equivalent to A Levels.

Students will learn about all aspects of the business from staff at Liberty Speciality Steels, and benefit from industry talks, workshops, work experience and placements. All students who successfully complete their qualification are guaranteed a job interview at Liberty Speciality Steels.

During a recent press release Claire Neilson, Community and Engagement Manager for Liberty Speciality Steels, said, "We are looking forward to taking a hands-on role in this exciting new chapter for The Sheffield College as they launch the Academy. With a staff of almost 2,000 based at our sites in Stocksbridge and Rotherham, there is a wealth of expertise and experience for students to tap into as they study for the diploma."

She added, "Supporting the development of a new generation of female engineers will benefit businesses like Liberty Speciality Steels, ensuring our industry and others have the skilled workforce we need for a bright, secure future."

Louise Haigh MP, who represents Sheffield Heeley, commented, "Sheffield is famous for its manufacturing and has a proud industrial heritage. I'm glad that The Sheffield College is continuing in this tradition and am particularly pleased that this new academy will encourage more women to train as engineers. Engineering is an important sector of our economy and we need to ensure that we're drawing on women's skills and talent."

Like our other academies, students can progress into employment or onto a university level course after completing the course.

"It's a good feeling to have accepted my place in the Academy. I chose engineering because it involves problem solving and there are good job opportunities. My ambition is to go into mechanical engineering."

Isobelle Tyler
16, student in the Liberty Steel Female Engineering Academy

"We are delighted to see these young women take up this unique opportunity and wish them all the best with their studies.

Liberty Speciality Steels has a wealth of talented and experienced engineers along with various steel production and processing facilities, which the students will be able to access throughout the course.

Liberty recognises the importance of fully-trained engineers in taking the industry forward into an age of cleaner steel production and recycling."

Mick Hood,
Liberty UK
Human Resources Director



Equality Scheme

The Sheffield College's Equality Scheme 2020 - 2023 has been updated in consultation with staff, students and wider stakeholders. It sets out the College's commitment to provide an environment free from bullying, harassment or victimisation, where all members of the College's community are treated with respect and dignity.

Indeed, the College's Chair of Governors, Seb Schmolter, described the scheme as 'a cornerstone in our implementation of the Public Sector Duty to eliminate discrimination, advance equal opportunity and foster good relations.' To this end, the scheme commits the College to further develop a culture of diversity within our community, providing a positive working and learning environment where everyone is valued for their contribution and individuality. Indeed the scheme outlines the following aims:

- To ensure potential and current staff, students and visitors do not experience discrimination.
- To create a positive and inclusive work and study environment for all staff and students, where all members feel valued and respected.
- To raise awareness of discrimination and ensure that all students, staff, stakeholders and service users are aware of their responsibilities under the current equality legislation.
- To support personal and professional development of all out staff and students.

The success of the scheme will be monitored by our EDI Board.



"Studying at The Sheffield College changed my life.

One of the reasons why I am now in academia is that I wanted to give back to the city by returning the amazing support shown to me. "

Dr Shqiperim Reka

Former Foundation Degree in Travel and Tourism student



"Studying at The Sheffield College has changed my life. It's really important to me to be able to give back to my community and my industry placement has allowed me to do that."

Tesfahun Awoke

Sport student



The Sheffield College workforce profiles 2018-19

The information provided relates to staff employed directly by The Sheffield College, rather than by any subsidiary companies.

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

Staff headcount: 31st July 2019

The staff data snapshot is taken on the 31st July each year, with the exception of the staff data snapshot for Gender Pay Gap analysis which is taken on the 31st March each year.



There has been a decrease of 50 in the number of individuals employed directly by The Sheffield College from 2017 - 2018 to 2018 - 2019.

Proportion of staff by job family

Job Family	2018 – 19	2017 – 18
Leadership	3	3
Lecturing	34	34
Management, Professional and Specialist	13	11
Student Support	27	27
Administration, Technical and Operational	23	25

Overall, there has been little change in the proportion of staff by job family, with a 2pp increase in the Management, Professional and Specialist job family, and a 2pp decrease in the Administration, Technical and Operational job family.

Gender pay gap

The gender pay gap is a measure of the difference in pay received by men and women. The gender pay gap is expressed as a figure representing women’s pay as a percentage of that received by men.

The gender pay gap is different to, and not simply a measure of, a College’s compliance with equal pay for equal work legislation.

To calculate our gender pay gap the College uses a snapshot of data as of 31st March 2019.

Pay Gap Analysis	31 st March 2017	31 st March 2018	31 st March 2019
Mean Gender Pay Gap	12%	10%	13%
Median Gender Pay Gap	15%	12%	12%

The median gender pay gap has narrowed by 3pps in the previous two years to 31st March 2019. However, it remained static from 31st March 2018 to 31st March 2019.

The mean gender pay gap is similar to other local College’s but widened by 1pp in the previous two years to 31st March 2019.

Proportion of male and female staff (by pay quartile)

There remains a higher proportion of women in lower paid jobs compared to men.

The proportion of males in the lower quartile continues to decline and represented 23% of the workforce in that quartile on the 31st March 2019.

The proportion of males employed in the lower middle quartile has continued to rise and represented 38% of the workforce in that quartile on the 31st March 2019. This quartile is most representative of the College as 40% of the workforce is male.

The proportion of males represented in the upper-middle and upper quartiles is higher at 50% and 52%, which is above the College average of 40% male workforce.

Proportion of Male and Female Staff (Pay Quartile)

		31 st March 2017	31 st March 2018	31 st March 2019
Lower Quartile	% Male	26	24	23
	% Female	74	76	77
Lower-Middle Quartile	% Male	35	36	38
	% Female	65	64	62
Upper-Middle Quartile	% Male	43	45	50
	% Female	57	55	50
Upper Quartile	% Male	51	52	52
	% Female	49	48	48

Bonus schemes

The Sheffield College did not operate bonus payments in 2018 - 2019

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

- A number of family friendly policies and procedures are in place 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.
- Ensuring that gender-neutral language is used.

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

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.

- Within our recruitment and selection process, more emphasis is being placed on skills-based assessments and situational judgement tests.
- Where interviews are used in recruitment, the College is ensuring that these are structured.
- The College is committing to its journey to achieve Investors in Diversity status.
- We will continue to explore how to maintain regular contact with staff on parental leave; promoting the use of ‘keep in touch’ days.
- We will further encourage the take-up of shared parental leave by sharing the policy and simple guidance with staff and showcase employees who use it.
- Improve workplace flexibility for everyone, advertising where roles can have flexible working options.

Proportion of male and female staff

The proportion of male staff working at the College, not including its subsidiaries on the 31st July 2019 has remained at 40%, the same proportion as 31st July 2018.

% of Male and Female Staff

2016 - 2017	Female	62%	38%	Male
2017 - 2018	Female	60%	40%	Male
2018 - 2019	Female	60%	40%	Male

% of male and female staff (by job family)

		2017 – 2018	2018 – 2019
Leadership	% Male	68	72
	% Female	32	28
Lecturing	% Male	60	51
	% Female	40	49
Management, Professional and Specialist	% Male	45	47
	% Female	55	53
Student Support	% Male	34	33
	% Female	66	67
Administration, Technical and Operational	% Male	26	26
	% Female	74	74

% of ethnic majority and minority staff

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

Ethnicity	2017 – 2018 (%)	2018 – 2019 (%)
Ethnic Minority	8	9
Ethnic Majority*	90	90
Prefer Not to Say/Not declared	2	1

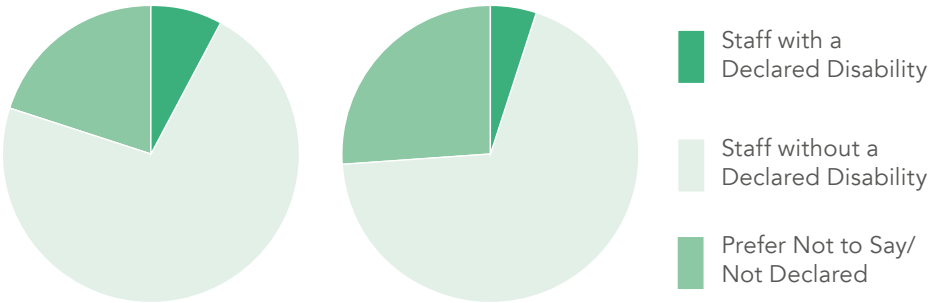
% of ethnic majority and ethnic minority staff (by job family)

The College is acutely aware that the percentage of lecturing staff from BAME backgrounds has decreased and is seeking ways to address this through with HR and Organisational Development and through EDI Board.

Job Family	Ethnic Majority (%)		BAME (%)		Not Known/ Provided (%)	
	2017 - 18	2018 - 19	2017 - 18	2018 - 19	2017 - 18	2018 - 19
Leadership	100	100	0	0	0	0
Lecturing	86	92	13	6	1	2
Management, Professional and Specialist	94	94	4	6	2	0
Student Support	93	92	5	6	2	2
Administration, Technical and Operational	91	91	8	8	1	1
Total	90	94	8	5	2	1

Proportion of staff with declared disability

The proportion of staff who prefer not say or have not declared whether they have a disability has decreased by 6pps, with the proportion of staff who declared a disability increasing by 3pps to 8% in 2018-2019.



% of staff with a declared disability (by job family)

There has been a reduction in terms of prefer not to say or have not declared in each job family and the proportion of staff stating that they have got a disability has increased in each job family with the exception of Leadership.

% of Staff With a Declared Disability (Job Family)

Job Family	Disability (%)		No Disability (%)		Prefer Not to Say/ Not Declared (%)	
	2017 - 18	2018 - 19	2017 - 18	2018 - 19	2017 - 18	2018 - 19
Leadership	8	4	80	88	12	8
Lecturing	5	9	73	73	22	18
Management, Professional and Specialist	5	11	66	77	29	12
Student Support	5	8	70	74	25	18
Administration, Technical and Operational	4	7	60	63	36	30
Total	5	8	69	75	26	17

Staff age profile (whole college and by job family)

There has been a reduction in terms of prefer not to say or have not declared in each job family and the proportion of staff stating that they have got a disability has increased in each job family with the exception of Leadership.

% of Staff Age Profile (Whole College and by Job Family)

Job Family		(%)					
		18-21	22-34	35-44	45-54	55-64	65+
Leadership	2018-2019	0	4	44	32	20	0
	2017-2018	0	4	32	48	16	0
Lecturing	2018-2019	0	18	20	30	29	3
	2017-2018	0	20	20	29	29	2
Management, Professional and Specialist	2018-2019	0	16	30	29	25	3
	2017-2018	0	13	27	32	27	1
Student Support	2018-2019	0	18	24	30	26	2
	2017-2018	0	15	23	35	26	1
Administration, Technical and Operational	2018-2019	0	10	18	27	43	3
	2017-2018	0	9	22	29	38	2

Sexual orientation number and % of staff (by sexual orientation)

The proportion of staff who prefer not to say or have not declared their sexual orientation has fallen by 12pp to 28%. However, further work is required to understand our staff community as very few staff have declared a sexuality other than Heterosexual/Straight.

Year	Headcount				Percentage		
	Bi-sexual	Gay Man	Gay Woman / Lesbian	Pan / Pansexual	LGBT Total	Hetrosexual / Straight	PNS / Not Declared
2018 - 2019	5	5	5	1	2%	70%	28%
2017 - 2018	N/A	N/A	N/A	N/A	1%	59%	40%

% of staff (by faith, religion and belief)

The proportion of staff who prefer not to say or have not declared their faith, religion or belief has fallen by 24pps to 15%. This improvement with regard to data is helping to illustrate that there is a broad range of faiths, religions and beliefs represented within the staff population.

% of Staff (Faith, Religion and Belief)

2018 – 2019:



2017 – 2018:



In terms of other faiths, religions and beliefs, the largest percentages were Jewish (4%) and Muslim (3%).

In order to continue to improve our understanding of our workforce community, the College has introduced a section in the face-to-face induction for new starters that introduces the College’s approach and expectations with regard to equality and diversity and values. This induction also provides an opportunity for staff to submit their personal data, should they agree to do so.





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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.