

# **The Sheffield College**

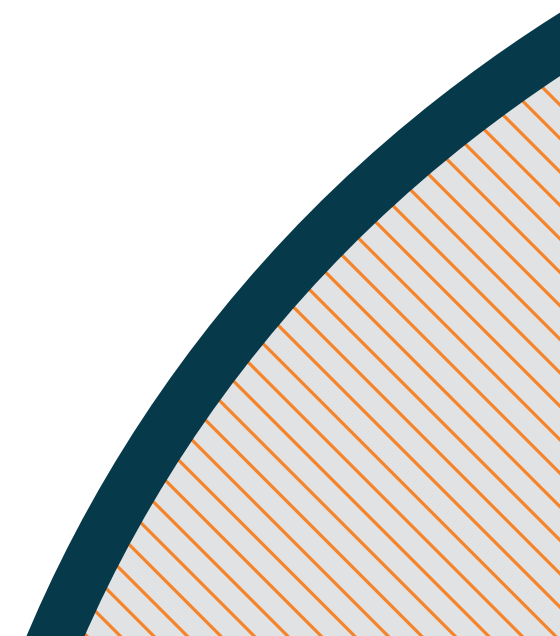
**Equality and Diversity  
Annual Report 2016/17**



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## Chair of Governors' introduction

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The Sheffield College is a diverse college serving a diverse city.

We are proud of the way that the College enables learners from such a wide range of backgrounds to make progress in their lives as individuals; and we celebrate the way that the College contributes to social inclusion and cohesion, and to the economic development of Sheffield and the wider region.

This Equality and Diversity Annual Report provides a snapshot of student and staff numbers by category. The actions we identify in the report reflect the College's commitment to act on 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 our employment policies and practices promote equality of opportunity, and that we take action to address inequalities.

Alongside this, the Governing Body is committed to ensuring that everyone at the College is valued for their contribution and individuality and that we do not compromise in our pursuit of a college culture that is free from discrimination, where people from different backgrounds and abilities work and learn together with mutual respect.



**Seb Schmoller**  
Chair of The Sheffield  
College Governing Body

## Acting Chief Executive's overview

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At The Sheffield College, inclusivity underpins everything that we do.

We serve an incredibly vibrant and diverse student community, of which we are extremely proud, transforming lives through learning.

The College is committed to creating a positive working and learning culture where staff and students are treated with respect and dignity.

We work with our students, staff, employers and other stakeholders to promote equality and celebrate diversity.

Whilst we recognise our strengths, we are not complacent. Our objectives include providing an inclusive learning environment with highly effective support for all students.

We want to provide an Apprenticeship offer that is attractive and accessible to all, with the specific objective of increasing participation of individuals from BAME backgrounds and those with learning difficulties and disabilities.

The College is also committed to enhancing its capability to set and monitor its equality objectives by improving its process for collecting equality data and actively promoting the benefits of disclosure to encourage this.



**Angela Foulkes**  
Principal and Acting  
Chief Executive

# Context

Sheffield is a culturally rich 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 576,000 in 2017. Youth population growth is projected to continue, with a trend for higher growth in the more deprived areas being well established.

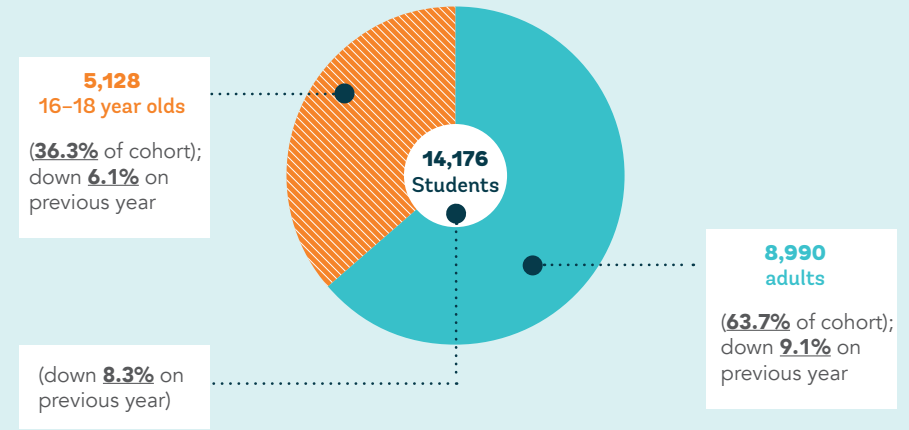
The Sheffield College is a significant provider of skills and an engine for the city's regeneration and economic growth. A large general further education college with four main campuses in the south east, centre and north of the city, The Sheffield College serves the city of Sheffield and its wider city region.

The Sheffield College offers provision from entry to Level 7 in the full range of subject sector areas. These sectors cover 16-19 study programmes, Apprenticeships, adult learning programmes, provision for students with high needs, higher education and professional courses.

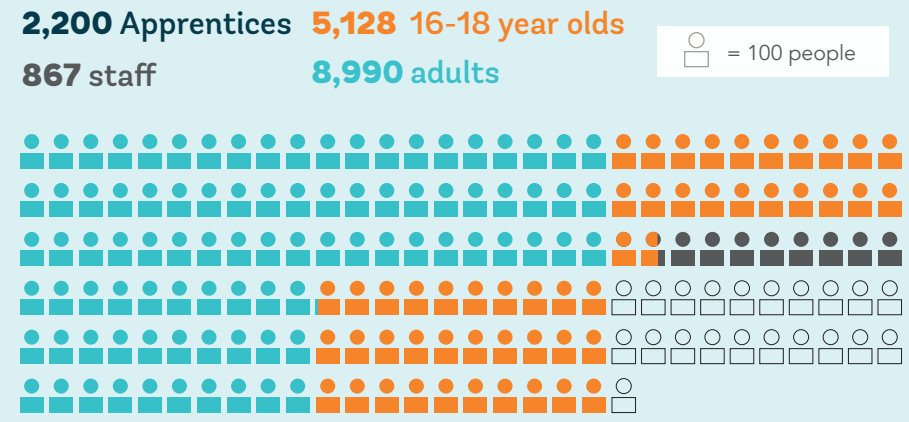
## Key EDI objectives for 2017/18

- To provide an inclusive learning environment with highly effective support for all students
- To ensure fair reward and recognition for all staff
- To provide and market an Apprenticeship offer that is attractive and accessible to all, with the specific objective of increasing participation of individuals from BAME backgrounds and those with learning difficulties and disabilities
- To improve the College's capability to set and monitor its equality objectives by improving its process for collecting equality data and by actively promoting the benefits of disclosure to encourage this

## 2016/17 Student and Apprentice numbers



### Overview of people studying with or employed by The Sheffield College





# Student (Education and Training) profiles and outcomes

## Student age profile

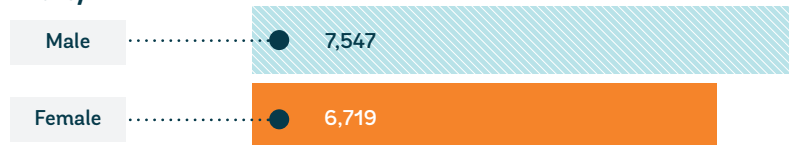
**14,176** students; down **8.3%** on previous year.

**5,128** 16–18 year olds (**36.3%** of cohort); down **6.8%** on previous year.

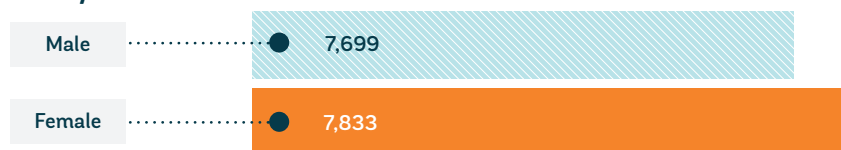
**8,990** adults (**63.7%**); down **9.1%** on previous year.

## Student gender profile

### 2016/17



### 2015/16



## Student achievement rates: age group

	19+ achievement %	16 – 18 achievement %	NOTE
2016/17	79.3	73.6	The gap between 16–18 and 19+ achievement has widened by 1pp to 5.7pp in 16/17
2015/16	79.9	75.2	



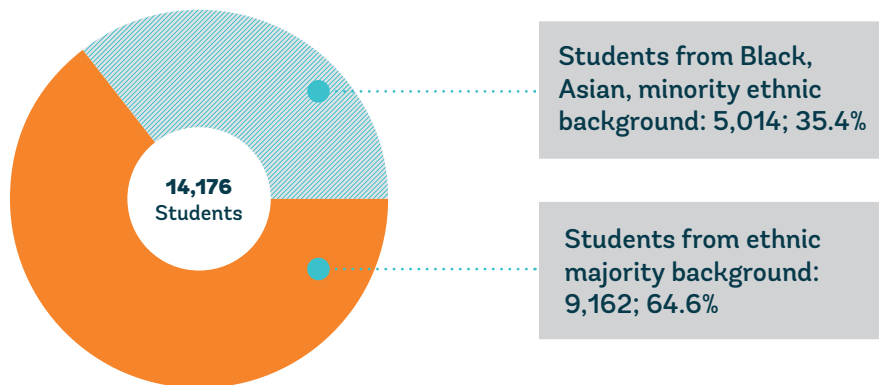
### Student achievement rates: gender

	MALE achievement %	FEMALE achievement %	NOTE
2016/17	77.9	74.3	An achievement gap has appeared where male students achieved 3.6pp better than females
2015/16	77.6	77.2	

### Student achievement rates: ethnicity

	ETHNIC MINORITY 16-18 yrs achievement %	ETHNIC MAJORITY 16-18 yrs achievement %
2016/17	74.6	73.2
2015/16	73.4	75.8

### Ethnicity profile

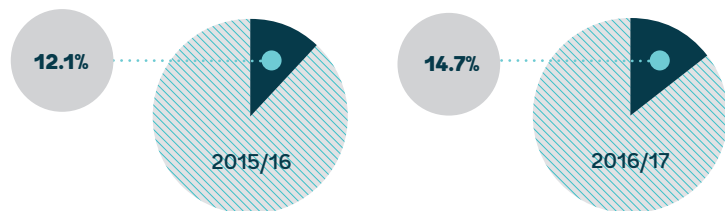


### Ethnicity profile

ETHNICITY	Total numbers	% of all students
Asian - Bangladeshi	135	1.0
Asian - Indian	72	0.5
Asian - Other	415	2.9
Asian - Pakistani	731	5.2
Black - African	1,071	7.6
Black - Caribbean	216	1.5
Black - Other	78	0.6
Chinese	44	0.3
Mixed Race	123	0.9
Mixed - Asian	62	0.4
Mixed - Black African	125	0.9
Mixed - Black Caribbean	260	1.8
Mixed - Other	1,025	7.2
White British	9,162	64.6
White - Irish	24	0.2
White - Other	482	3.4
Ethnicity Unknown	151	1.0
<b>TOTAL</b>	<b>14,176</b>	

## Profile for students with a learning difficulty and/or disability (LDD)

Percentage of students who declare a learning difficulty and/or disability



**244** students had an Education Health and Care Plan (EHCP) in 2016/17.

## Student achievement rates: declared learning difficulty and/or disability

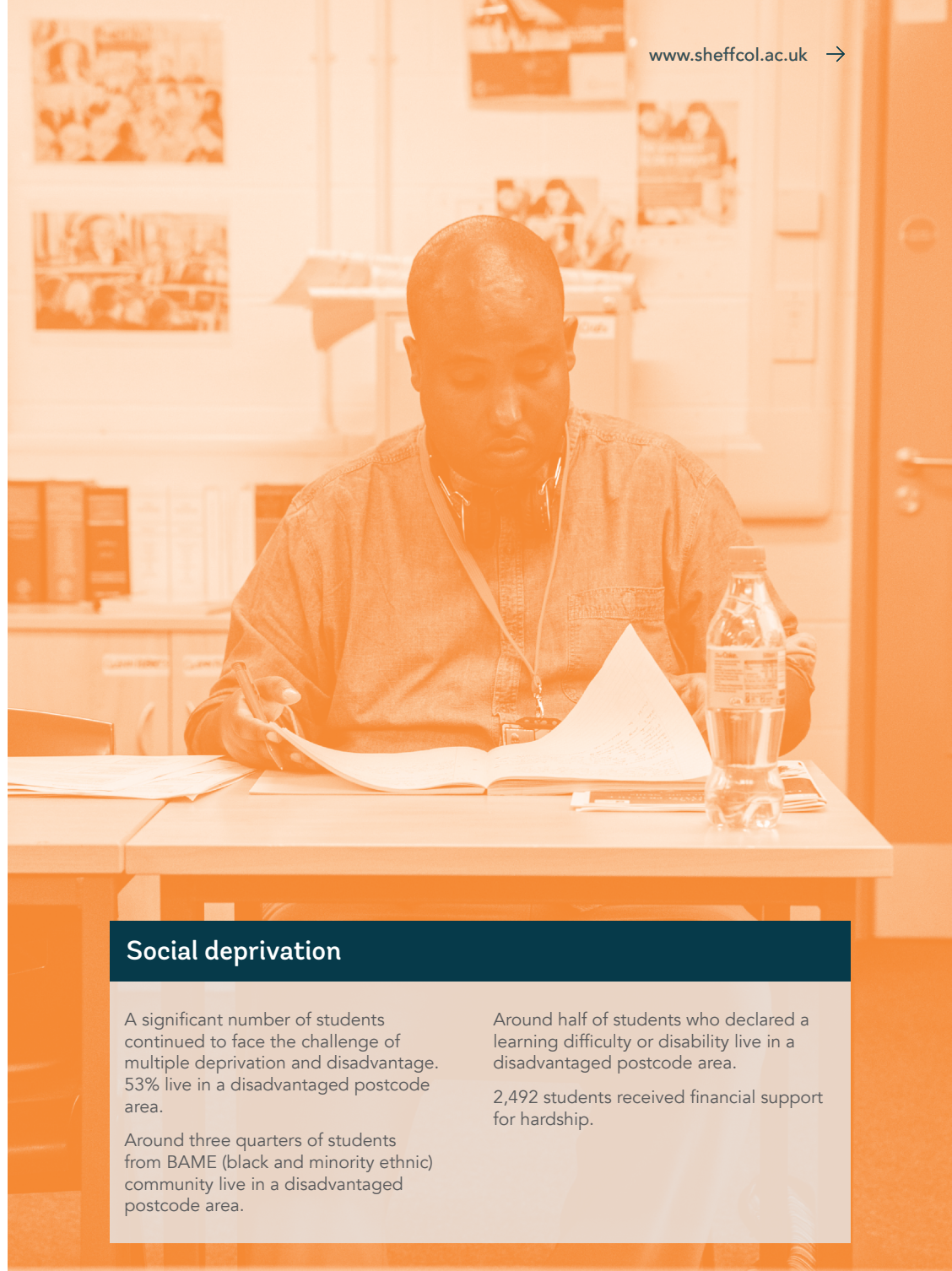
	Has declared LDD 16-18 yrs achievement %	No LDD 16-18 yrs achievement %	Has declared LDD 19+ yrs achievement %	No LDD 19+ yrs achievement %
2016/17	73.4	73.9	72.9	81.2
2015/16	74.1	75.7	71.2	81.9

Achievement gap for 16-18 has almost closed.

Achievement gap for 19+ has narrowed from **10.7** to **8.3pp**.

Adult students with a declaration of mental health are the lowest achieving group.

	ACHIEVEMENT % in 2016/17
High Needs students	79.1 (up 2pp from previous year)
Education Health and Care Plan	78.6



## Social deprivation

A significant number of students continued to face the challenge of multiple deprivation and disadvantage. 53% live in a disadvantaged postcode area.

Around three quarters of students from BAME (black and minority ethnic) community live in a disadvantaged postcode area.

Around half of students who declared a learning difficulty or disability live in a disadvantaged postcode area.

2,492 students received financial support for hardship.



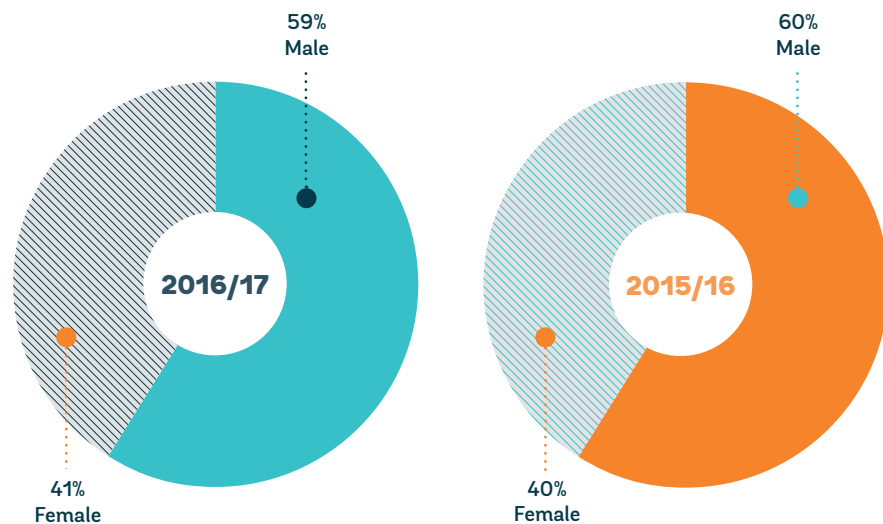
# Apprentices: profiles and outcomes

## Apprentices: age profiles and outcomes

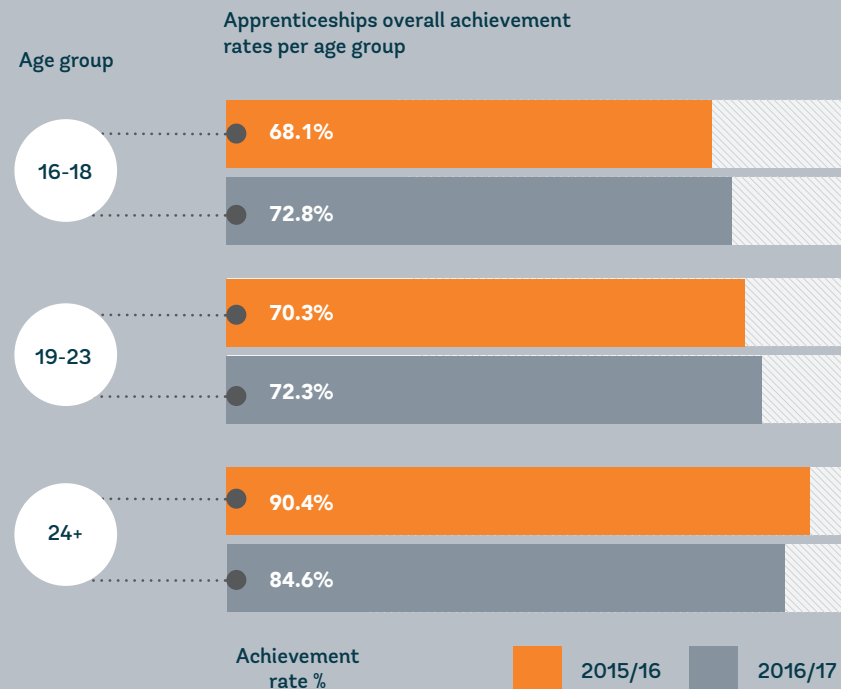
18% growth in Apprentices mainly from Apprentices aged 24+ who account for 33% of all Apprentices in 2016/17.



## Apprentices: gender



## Apprentices: achievement outcomes



## Apprentice achievement outcomes: gender

	MALE achievement rate %	FEMALE achievement rate %	NOTE
2016/17	79.4	72.5	Achievement gap has widened to 6.9pp
2015/16	78.8	72.9	



## Ethnicity profile

6.6% of Apprentices are from ethnic minority groups in 2016/17, a reduction in percentage of 1.7pp from 2015/16.

	ETHNIC MINORITY achievement rate %	ETHNIC MAJORITY achievement rate %	NOTE
2016/17	72.4	76.6	Achievement gap has narrowed by 2.4pp to 4.2pp
2015/16	70.4	77	

## Learning difficulty and/or disability

Proportion of Apprentices with a declaration of LDD:

	Proportion of Apprentices with a declaration of LDD	Proportion of Apprentices with no declaration of LDD	NOTE
2016/17	4.4%	95.6%	Small increase in proportion of Apprentices with LDD
2015/16	3.2%	96.8%	

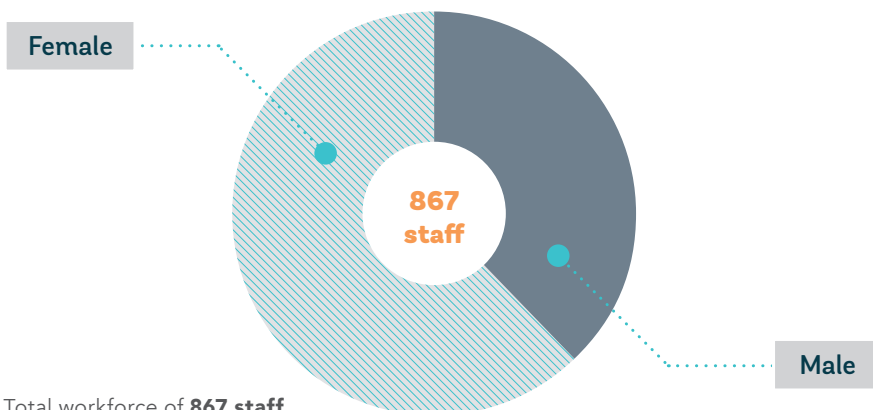
## Apprentice achievement outcomes: with a declaration of LDD

Improved from 72.5% in 2015/16 to 76.8% in 2016/17.



# The Sheffield College workforce profiles

## Gender profile of staff



Total workforce of **867 staff**

All staff: **Male 38%; Female 62%**

JOB FAMILY	HEADCOUNT		
	Male	Female	Total Staff Numbers
Leadership	18	13	31
Lecturing	140	140	280
Management, Professional and Specialist	44	61	105
Student Support	72	145	217
Administration, Technical, Operational	57	177	234
<b>TOTAL</b>	<b>331</b>	<b>536</b>	<b>867</b>

## 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 a 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 the gap and so target action to reduce it.

This report is a snapshot as at 31<sup>st</sup> March 2017.



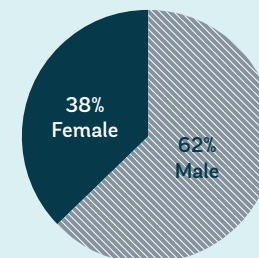
The **mean** gender pay gap is **12%**.

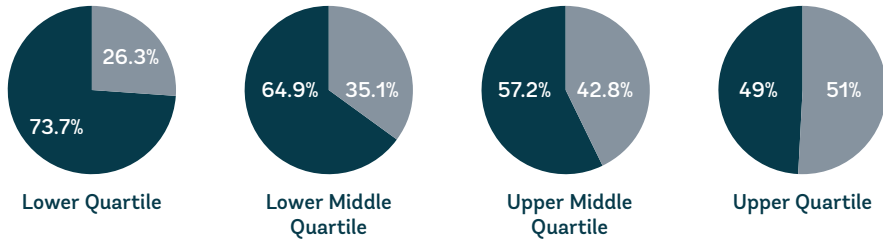


The **median** gender pay gap is **14.7%**.

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

The overall split between male and female employees is **38%** and **62%**, not the same split across all the pay quartiles. More women in lower paid jobs.





The overall split between male and female employees is **39%** male to **61%** female, however this gender split is not replicated in the same way across all the quartiles. In particular, the number of females in the lower quartiles is more prevalent. This contributes significantly to the pay gap.

Female Male

**40%** of the workforce are on part-time contracts (251 women, 81 men).

### What's already been done

- A number of Family Friendly policies and procedures are in place available to employees
- The College offers affordable childcare facilities on-site for all employees
- Equality and Diversity training is a mandatory part of new staff induction
- The College has a robust job evaluation scheme in place

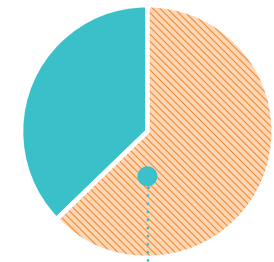
### What next

- Aim to attract more candidates by ensuring materials, including jobs adverts, have gender-neutral language and are advertised as flexible by default
- To encourage take-up of shared parental leave by sharing the policy and simple guidance with staff and showcase employees who use it
- Maintain regular contact with staff on parental leave; promote the use of 'keep in touch' days

Part-time posts are more readily available in the lower paid posts. **48%** of those in the lower quartile work part-time compared to **23%** of those in the upper quartile. As women typically remain the primary carers in families, part-time posts will continue to be predominantly filled by women. Such posts also tend to offer more flexible patterns in terms of when the work is carried out.

### Age profile of college staff

AGE RANGE	NUMBER
18-21	1
22-34	130
35-44	191
45-54	300
55-64	232
65+	13



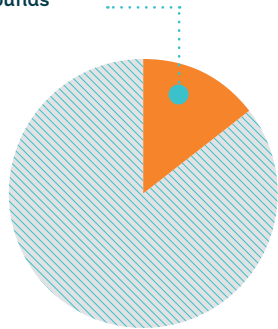
63% staff are age 45 years or older

### Age profile by job family

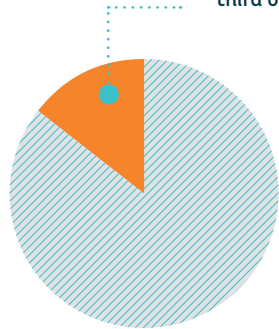
AGE BAND	NUMBER OF STAFF BY JOB FAMILY				
	Leadership	Lecturing	Management, Professional and Specialist	Student Support	Administration, Technical, Operational
18-21	0	0	0	0	1
22-34	1	48	8	45	28
35-44	8	53	27	50	53
45-54	10	99	44	76	71
55-64	12	75	26	44	75
65+	0	5	0	2	6
<b>TOTAL</b>	31	280	105	217	234

## Ethnicity profile by job family

11.5% of the total college workforce are from Black, Asian or ethnic minority backgrounds



15.3% of teaching staff are from BAME backgrounds compared to around a third of students

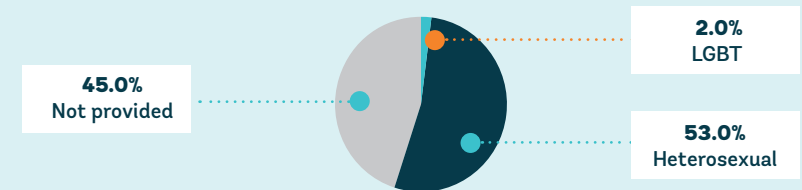


JOB FAMILY	ETHNICITY % BY JOB FAMILY		
	BAME	Ethnic majority	Not known / provided
Leadership	3.4	87	1.5
Lecturing	15.3	82.6	2.1
Management, Professional and Specialist	9.5	88.6	1.9
Student Support	10	88.2	1
Administration, Technical, Operational	10	89	1
<b>TOTAL</b>	<b>11.5</b>	<b>87</b>	<b>1.5</b>

## Disability profile

JOB FAMILY	DISABILITY % BY JOB FAMILY		
	Disability	No disability	Not known / provided
Leadership	0	61.3	38.7
Lecturing	4.6	70.4	25.0
Management, Professional and Specialist	6.7	56.2	37.1
Student Support	6.0	67.3	26.7
Administration, Technical, Operational	2.9	57.4	39.7
<b>TOTAL</b>	<b>4.6</b>	<b>64.0</b>	<b>31.4</b>

## Sexual orientation profile



## Religion or belief profile





