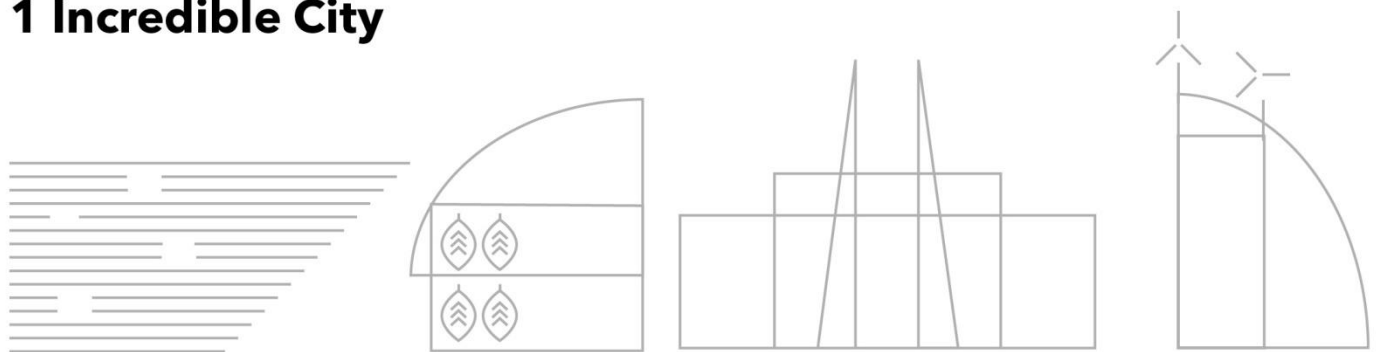


Single Equality Scheme 2015 - 2018

4 Excellent Campuses
1000s of Opportunities
1 Incredible City



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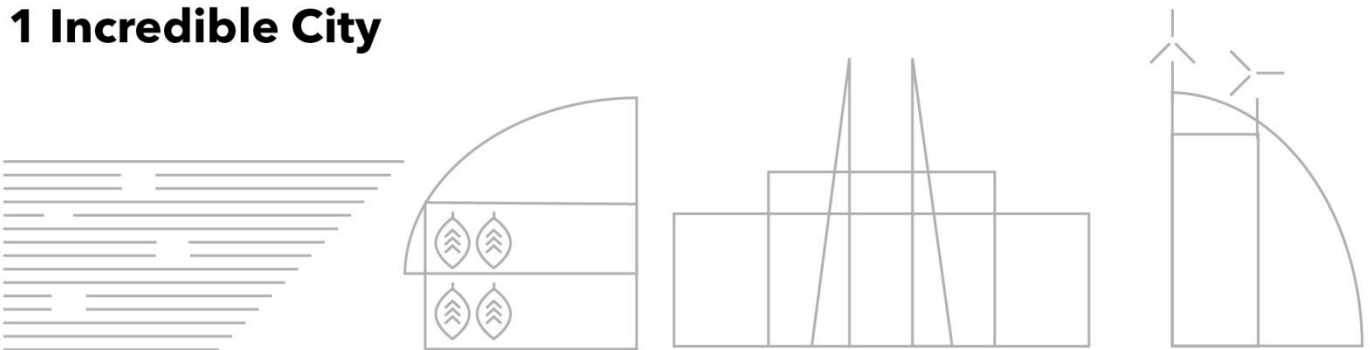
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The Sheffield College Single Equality Scheme 2015-18

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The Sheffield College Single Equality Scheme

Introduction

The College's Single Equality Scheme sets out our approach to equality, diversity and inclusion, both for ourselves as an employer of a significant number of staff and an educator of a large number of students, including apprenticeship and higher education provision¹.

The term a 'single' equality scheme has been adopted because it explains and responds to our statutory duties to promote equality in all areas identified as protected characteristics in the Equality Act 2010 and endeavours to protect the rights of the individual as outlined in the Children and Families Act (2014).

The Sheffield College extends the principles embodied in the Single Equality Scheme to all students and staff, not exclusively to those specifically mentioned in the Equality Act.

The document strives to state the College's commitment to equality and diversity and to outline in a clear and transparent way its strategies and actions to address issues and remove barriers. It also gives guidance on how equality and diversity will be promoted and celebrated across the College and how we will meet our specific duties.

Building on past schemes and the positive feedback from Ofsted and other regulatory bodies, the scheme will be valid for three years and will be annually reviewed and updated.

The purpose of this Single Equality Scheme is:

- To ensure potential and current staff, students, apprentices 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 with regard to discrimination and ensure that all students, staff, stakeholders and service users are aware of their responsibilities under the current equality legislation
- To support the recruitment, retention, progression and development of all our staff and students
- To keep updated on equality legislation

¹ herein referred to collectively as 'students'

Our Vision and Values

Vision: The Sheffield College will transform lives through learning.

Values: Based on our vision, the College defines its values as:

- Integrity
- Inclusiveness
- Innovation
- Inspiration
- Involvement

Applied to equality and diversity we interpret these values as follows:

Integrity: ensuring all of our activities are conducted with honesty, transparency and are communicated effectively. We want people to feel included, valued and able to express themselves in the way that they want.

Inclusiveness: programmes that reflect the community we serve, that celebrate diversity, promote empathy and value difference. We want our student and staffing bodies to reflect our community.

Innovation: we want to use ambitious evidence-based sector strategies and actions to improve outcomes and remove barriers for our students and staff.

Inspiration: we want our staff to feel inspired and motivated to support our students to aim high and achieve their full potential, regardless of the background of each individual.

Involvement: we want to hear the voice of all that can offer support or who have a stake in what we are trying to achieve. This will mean engaging representative groups and listening to the voice of all our stakeholders.

Underpinning our values are the British values of democracy, rule of law, individual liberty, mutual respect and tolerance of all.

Strategic Aims

The College has set out its strategic aims, reflected and connected through:

Our Way – we will continuously improve; we will be passionate about doing the right thing; we will invest in our people and resources; we will transform what we do through technology; we will achieve sustainable growth.

Our Society and Economy – we will be integral to the Sheffield City region's economic growth plans; we will contribute to social cohesion.

The Learning Journey – we will provide an inspirational and high quality learning experience; we will prepare our learners for work.

These strategic aims deliver our vision of transforming lives through learning.

The Single Equality Scheme contributes to our social cohesion.

Legislative Framework

The Single Equality Scheme has been written in line with the requirements of the Equality Act 2010. The Sheffield College will work with the remit of the Act and fulfil its duty including

- Eliminating unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- Advancing equality of opportunity between people who share a protected characteristic and those who do not
- Fostering good relations between people who share a protected characteristic and those who do not

Specifically under our duty we will provide

- Sufficient information to demonstrate compliance with the general duties; including effects that policies have on people
- Evidence that analysis of this information has been undertaken
- Details of information considered during analysis
- Details of engagement (consultation) that has taken place

The current protected characteristics of the Equality Act are as follows

- Age
- Disability
- Gender Reassignment
- Marriage/Civil Partnership
- Pregnancy/Maternity Leave
- Race
- Religion or Belief
- Gender
- Sexual Orientation

In fulfilling our duty under the Act we may have to treat some people more favourably than others, e.g. making reasonable adjustments for people with a disability or implementing positive action strategies to address disadvantage and under representation. The College currently subscribes to the 'Two ticks - positive about disabled people' scheme.

Under the above statutory duties which came into effect for colleges and education providers from 1st July 2015, the College has a duty to promote fundamental British values and our strategy with regard to this can be found in our Prevent Strategy and Prevent Strategy Self-Assessment and Action Plan.

Our Commitment

The Sheffield College is committed to providing a learning culture free from discrimination, bullying, harassment or victimisation, where all members of our community are treated with respect and dignity.

This means:

- Creating a culture of diversity within our community, providing a positive working and learning environment, where all members are valued for their contribution and individuality.
- The relentless pursuit of a culture which is free from discrimination.

- Treating all members of community with dignity, respect and providing a working environment which is free from unlawful discrimination. This includes a positive approach to behaviour, engagement, anti-bullying and harassment.
- Work in an inclusive way with all the communities in which we are geographically located and to developing a workforce and learning community that reflects Sheffield, South Yorkshire and the UK's rich diversity and vibrancy.
- Actively engaging with emerging community groups in the region and support those who are migrating or are asylum seekers.
- Identifying underperformance by particular individuals and groups, working to remove barriers, as well as facilitate and enable all students to reach their true potential. We aim to close equality gaps in terms of recruitment, retention, achievement and progression.
- Publishing an annual equality and diversity report, which will include current College statistics and progress with regard to the Single Equality Scheme. This document will be approved by the governing body and the senior leadership team and an annual strategic equality and diversity action plan will be produced.
- Promoting and celebrating diversity as an employer, educator, community and business partner.
- Using best practice to promote equality and prevent discrimination.

Meeting our commitment: specific actions

To ensure we meet our commitments and specific duties (eliminating discrimination, advancing equality of opportunity and fostering good relations) we will work with our students, workforce, communities and governors to take the following actions:

Leadership and governance

Leaders and governors will ensure our commitment to equality and diversity is integral to all the College's strategic themes and its operations; from a fair and ethical response to demand; the design of our provision and services; our marketing practices; recruitment and delivery.

Leaders and governors will do this by keeping themselves updated regarding their duties and their understanding. They will regularly review and monitor the College's statutory obligations. They will monitor the impact of the action plan and the College's response to, and learning from, incidents of discrimination, harassment and bullying.

Leaders and managers will ensure staff undertake regular training, exemplify the core values through their practice and take every opportunity to promote equality and diversity through curriculum delivery or college activity.

The College lead for equality, diversity and inclusion will ensure the single equality scheme is consulted on and updated.

The College lead for quality will ensure the views of stakeholders are sought and listened to and that specific interest groups from the protected characteristic groups have the opportunity to comment and be involved in developing services and provision to meet their needs. The quality lead will also ensure equality and diversity is monitored through our internal quality assurance processes.

Partnerships

To meet our commitments it is important to work closely with our students and staff. We will do this through collaboration with the recognised trade unions and the Sheffield College Student Union as well as through surveys, local forums and special interest groups. The College is already committed to a LGBT Charter and a Disability Charter. We will consult on the need for further charters for all protected characteristics.

The College will work with our communities, including parents and carers, to ensure their needs are taken into account when planning our provision and services and to foster a greater understanding with our communities. We will do this through representation on existing alliances or partnership groups and through the creation of these where none exist.

True to our values of integrity and involvement, we will endeavour to engage only with employers who share our commitment to equality and diversity. The College will support employers and learn from them to exchange good practice and innovation. We recognise the needs of small enterprises may differ to large corporate organisations and we will take this into account in partnership arrangements. We will work with employers to give apprentices the opportunities afforded to college students for furthering their understanding of equality and diversity issues and the world outside their immediate experiences.

College managers are active members of a number of regional and national networks and groups who routinely share information and resources which support the promotion of equality and diversity.

The College will continue to develop partnership arrangements with chaplaincy services.

Staff training

The Sheffield College acknowledges that equality is constantly evolving and that our commitment to the Single Equality Scheme will need to be supported by an ongoing and comprehensive programme of equality and diversity training. This will involve everyone throughout the organisation (governors, senior leaders, students, and all staff), regardless of their role or their location.

We will seek to increase staff awareness of unconscious bias, cultural assumptions and stereotypes which may influence their practice or the resources they use and develop. We encourage reflective practice to support staff's development.

Some groups of students and/or staff will need to receive additional and more specific forms of training, depending on their roles and on the findings from our continuous monitoring of our equality objectives, for example, the introduction of how Educational Health Care Plans (EHCs) will affect those students who have high needs.

Promoting equality and diversity is part of induction for all new staff and students, and training events for all will be publicised and monitored as part of our quality review of staff and students' development.

All approved staff training is recorded, attendance at core modules are recorded and monitored. Managers monitor progress and completion on a regular basis.

Student development

The College encourages open debate and provides a safe environment for students to explore their ideas and their identities. We create opportunities to inform and instruct students about equality and diversity and to provide the stimulus for debate. The tutorial framework for full time students includes learning on a range of equality issues. We also monitor the use of naturally occurring opportunities in taught sessions, to further students' skills development and awareness.

Skills development and structured debate is enhanced through a number of awareness campaigns throughout the College and the year.

The College's Student Union has a number of elected executive positions for 'Liberation Officers' who represent specific interests of those with protected characteristics and who are involved with the development of student charters and policies.

Positive action to promote opportunity and progression

The College implements a fair admissions policy based on success, which does not unduly impose restrictions on admission. We offer a guarantee of progression to further study, employment or higher education to all students who meet the expectations of them.

The College works with partners to promote non-traditional career pathways, e.g. women in construction and engineering, men in childcare. This is supported by financial incentives, such as bursaries, and targeted interventions to redress under-representation or under achievement.

We also use positive action, where appropriate and within the scope of the Equality Act 2010, to recruit a workforce which reflects our student diversity.

The College will ensure all consultants, suppliers and contractors are aware of and comply with our equality scheme and we will include clauses in all contracts and services specifications.

We are proud of our diversity and will continue to celebrate in ways which demonstrate our commitment, through marketing campaigns, events and rewards.

Impact Assessment

In order to help with the monitoring process the College has developed an equality and diversity report which will cover the key data in relation to some of the protected characteristics and socio – economic status. Teams across the College will be asked to use this data in the Self-Assessment report (SAR) and area Quality Improvement Plans (QIP). It will also be used by the leadership team to gauge progress against objectives.

Equality and diversity features in student surveys and will be discussed as part of structured discussion and learner forums. The Student Union will also take an active part in assessing the impact of college activity and work with specific groups of students to ensure their voice is heard.

The College is committed to consult with a wide range of bodies and individuals, including representatives from groups likely to be affected by the Single Equality Scheme (e.g. people with disabilities, BME groups, LGBT community and faith groups).

The College will consider the needs of all individuals when shaping policy and delivering services. We will ensure that our decision-making is robust, transparent and that we have fully considered the impact of our proposal on all equality groups.

We believe this will fulfil our statutory requirements and it also ensures we are better placed to deliver policies and services that are inclusive, efficient and effective.

The Equality Act 2010 sets out our legal duty to undertake equality analysis and, although it does not explicitly require equality impact assessments (EIA) to be conducted, we must consciously consider the three aims of the Equality Duty as part of the process of decision- making. Keeping a record of how we have considered the equality duties via an equality impact analysis / assessment is a simple way of evidencing that we have complied with the equality duties.

Reporting and monitoring

The College will report on and publish the following:

- Profile of our workforce including; ethnicity, gender, age, sexual orientation, disability, faith or none
- Profile and equality gaps of our students including; ethnicity, gender, age, disability
- Our Single Equality Scheme

To inform our targets and the measurement of our progress towards them we will also collect and analyse the following:

For students:

- Information, where possible, on all protected characteristics and in addition socio-economic status, 'looked after child' status
- Incidents of bullying and harassment
- Incidents of discrimination
- Disciplinary actions for all groups
- Retention, achievement, success and progression rates for all groups
- Attendance for all groups
- Learner satisfaction for all groups
- Complaints by all groups

For staff:

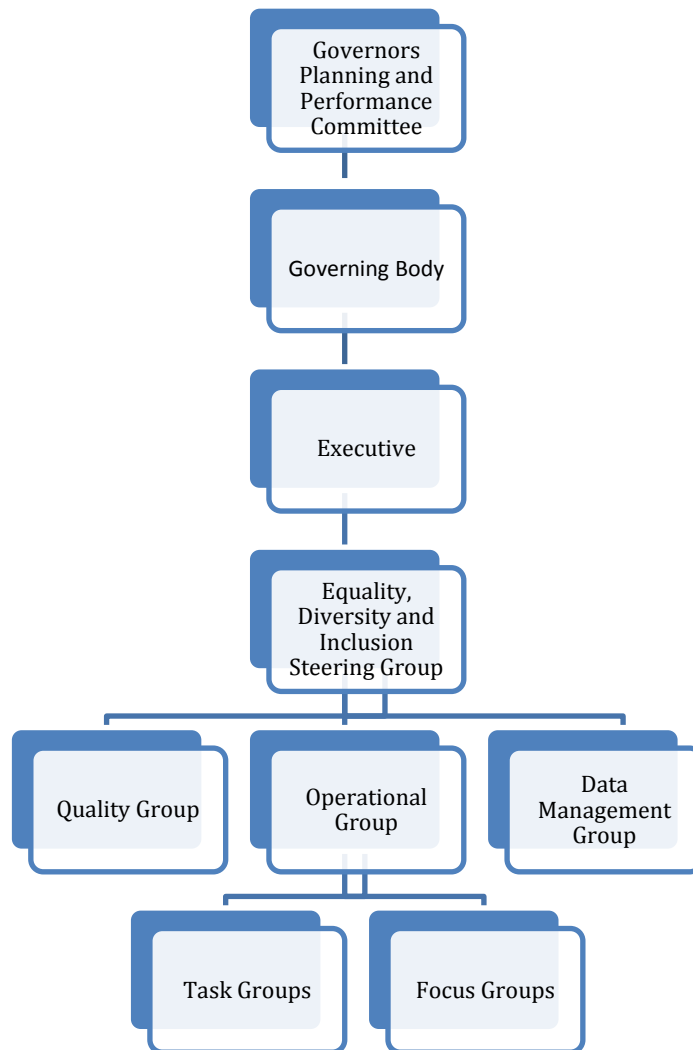
- Information related to all protected characteristics
- Applications, recruitment and career advancement
- Types of contract by group
- Disciplinary proceedings for all groups
- Grievances by group

For our facilities and policies/ processes:

- Any audits regarding our accessibility
- The impact of our policies and action plans relating to equality and diversity

We will not publish records which can identify an individual.

Reporting Structure



Purpose of the Equality, Diversity and Inclusion Steering Group

The steering group receives data and information from various sources which inform and steer the group to make recommendations to the Executive team and the governing body. In addition the group monitors progress towards the specific objectives of the current year and the delivery of the action plan.

Representation includes, though not exclusive to; staff, students, quality management, data management, facilities management, IT systems and other stakeholder representation.

Current Context 2016-17

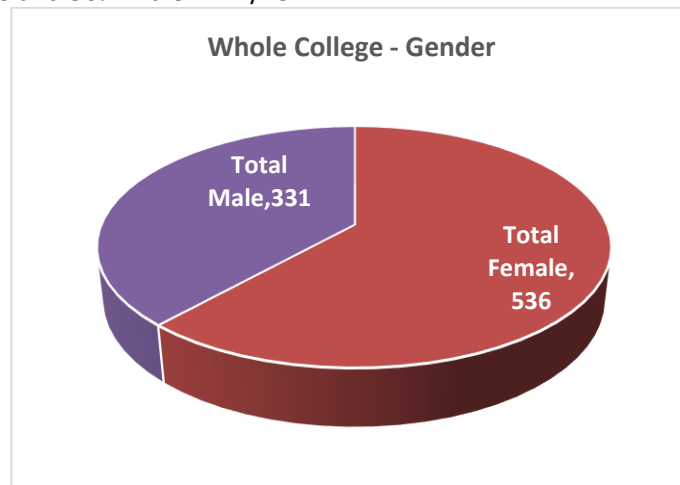
The data below is based on current year and identifies the College's equality data, highlighting the response to emerging need.

The Sheffield College Workforce Profiles

The profiles below are reflective of a total workforce of 867 staff directly employed by the College as at December 2016.

Gender

62% of Sheffield College employees are female and 38% male. This compares to 63% female and 37% male in 15/16 and 64% female and 36% male in 14/15.



When analysed by job family, females are the majority group in most categories in line with the overall demographic. The Lecturing job family remains equally divided between genders since 2014-15.

However, there has been significant changes in the leadership job family over the past three years to current year; in 2013-14, 40% female, 60% male; 2014-15, 51% female, 49% male; 2015-16, 34% female, 66% male; 2016-17 42% female, 58% male. The percentage of females in leadership roles has increased in the last year but remains below the overall demographic despite a majority in Management, Specialist and Professional roles.

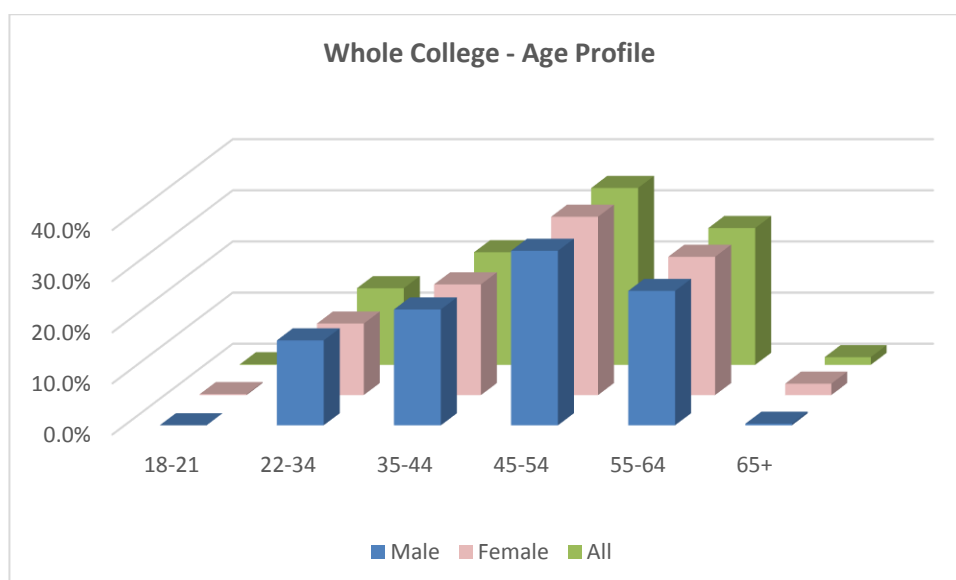
Job Family	Headcount			Role Demographic		
	Male	Female	Total Staff Numbers	Male	Female	Percentage of workforce
Leadership	18	13	31	58%	42%	4%
Lecturing	140	140	280	50%	50%	32%
Management, Professional and Specialist	44	61	105	42%	58%	12%
Student Facing	72	145	217	33%	67%	25%
Administration	27	117	144	19%	81%	17%
Technical and Operational	30	60	90	33%	67%	10%
Total	331	536	867	38%	62%	100%

Gender Profile for Subsidiary Companies

Sparks Teaching Services Limited (925 Associates) – 58% female, 42% male
 Sparks Managed Services Limited (166 staff) – 64% female, 36% male
 Sparks Solutions Limited (23 staff) – 65% female, 35% male

Age

The all staff age profile is shown below, the average age remains stable at just over 48 years with a median of 49 years. The age profile for both males and females is very similar. The only significant difference is that the majority of staff aged greater than 64 years are female with a ratio of 12:1.

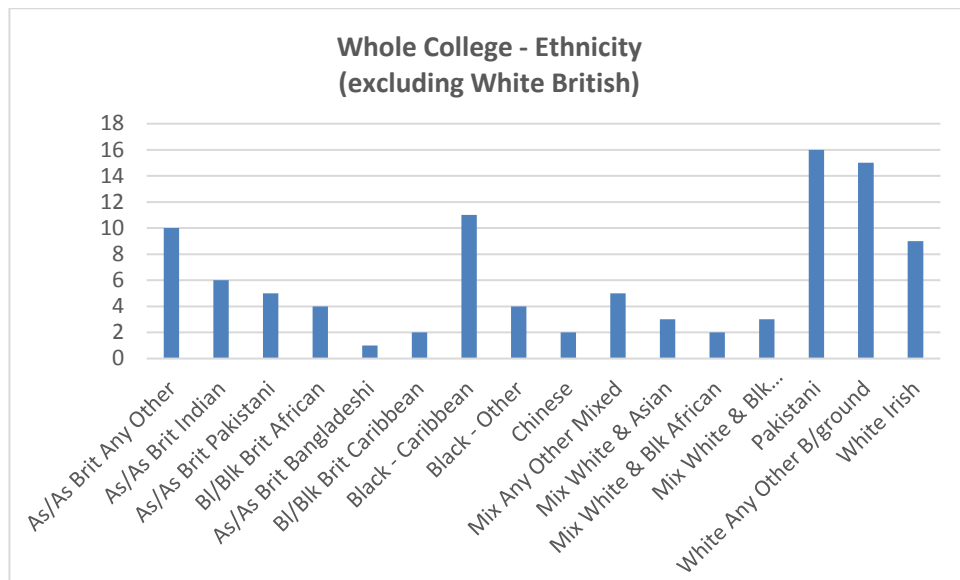


The age distribution within job families is broadly comparable with that of the whole college, with the leadership and lecturing age profiles showing an expected slight bias towards older staff.

Age Band	Leadership	Lecturing	Management, Professional and Specialist	Student Facing	Administration	Technical and Operational
18-21	0	0	0	0	1	0
22-34	1	48	8	45	21	7
35-44	8	53	27	50	34	19
45-54	10	99	44	76	37	34
55-64	12	75	26	44	49	26
65+	0	5	0	2	2	4
Total number of Staff	31	280	105	217	144	90

Ethnicity

The Sheffield Census (2011) data showed an ethnic minority and black population of 19%. In 2014 the College's ethnicity profile was 16%, dropped to 11% in 2015 and is now, for 2016, showing a slight increase again at 11.5% of the workforce (11.9% in males and 11.2% in females).



As across 2015 and 2014, the lecturing group is more diverse than the whole college profile. Leadership Management, Professional & Specialist and Administration categories are less diverse.

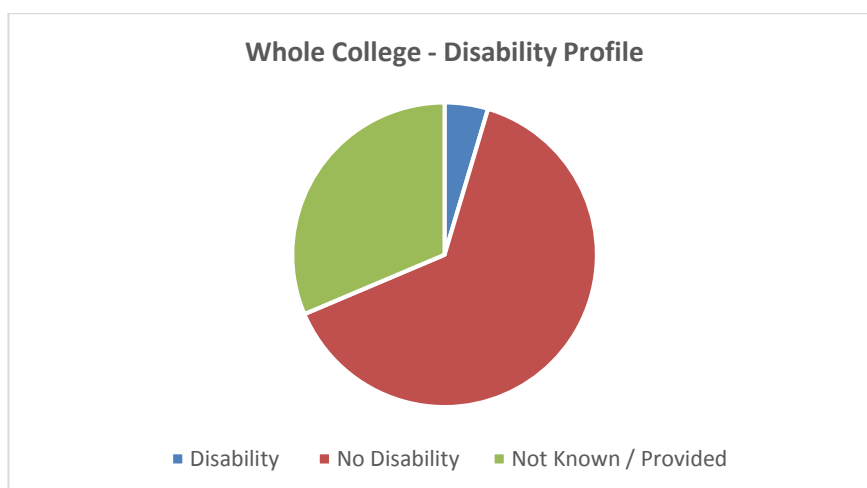
Job Family	Ethnic Groups %		
	Majority	Minority	Not Known / Provided
Leadership	96.6%	3.4%	0.0%
Lecturing	82.6%	15.2%	2.1%
Management, Professional and Specialist	88.6%	9.5%	1.9%
Student Facing	88.0%	10.1%	1.8%
Administration	92.4%	6.9%	0.7%
Technical and Operational	85.6%	13.3%	1.1%

Ethnicity Profile for Subsidiary Companies

Sparks Teaching Services Limited (925 Associates) – 80% Majority, 12% Minority, 8% unknown
 Sparks Managed Services Limited (166 staff) – 70% Majority, 11% Minority, 19% unknown
 Sparks Solutions Limited (23 staff) – 95% Majority, 0% Minority, 5% unknown

Disability

The whole College’s disability profile varied little from 2013-14 to 2014-15. It changed considerably for 2015-16, representing a positive change. The profile is comparable for 2016-17, reflecting the reduction in overall staffing numbers.



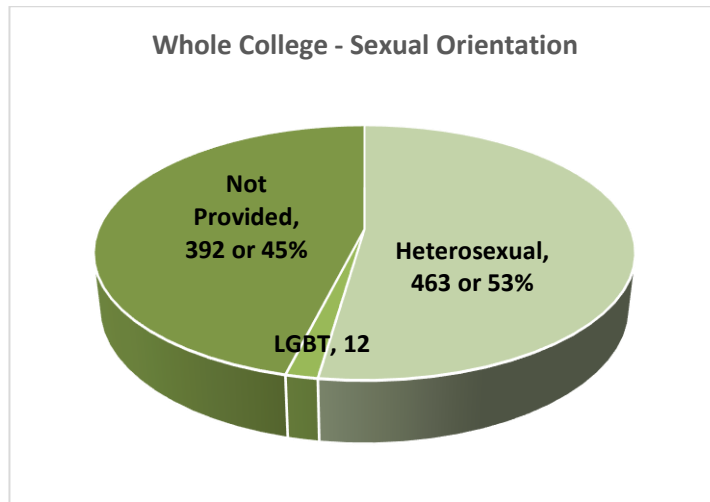
The percentage of unknowns' significantly decreased, in 2014-15 when it was 73%, reducing to 34% in 2015-16 and now, reduced further to 31%. Consequently the number of staff having declared No Disability has increased from 26% in 2014, 62% in 2015 to 64% in 2016-17. In addition, the number of staff having declared a disability, learning difficulty or mental health has increased from 1% in 2014-15, to 4% in 2015-16 and now presenting at 4.6% for 2016-17.

Job Family	Headcount		
	Disability	No Disability	Not Known / Provided
Leadership	0	19	12
Lecturing	13	197	70
Management, Professional and Specialist	7	59	39
Student Facing	13	146	58
Administration	4	87	53
Technical and Operational	3	47	40
Total	40	555	272

Job Family	Disability % by Job Family		
	Disability	No Disability	Not Known / Provided
Leadership	0.0%	61.3%	38.7%
Lecturing	4.6%	70.4%	25.0%
Management, Professional and Specialist	6.7%	56.2%	37.1%
Student Facing	6.0%	67.3%	26.7%
Administration	2.8%	60.4%	36.8%
Technical and Operational	3.3%	52.2%	44.4%
Total	4.6%	64.0%	31.4%

Sexual Orientation

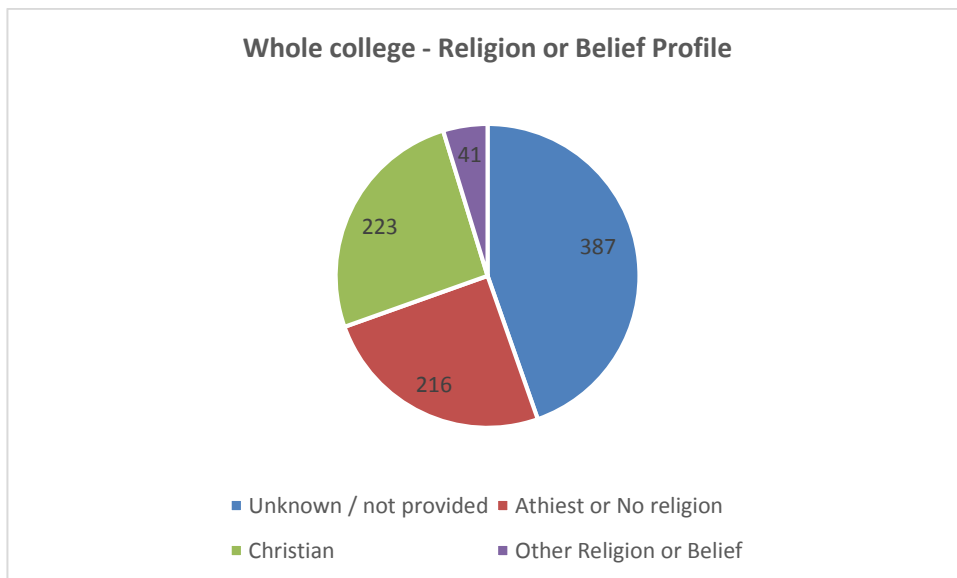
There has been a minimal increase in 2016 of the number of staff who provide information about their sexual orientation. As the data below shows 53% declare heterosexual orientation, an increase from 50% declared in 2015. The number of staff who declare lesbian, gay, bisexual or transgender orientation has risen slightly from 1% in 2015 to 1.4% in 2016, whilst the number who do not provide the information continues to fall, 55% in 2014, 48% in 2015 and now reflected at 45% in 2016.



This information has been reported for the past three consecutive years.

Religion or Belief

The highest category remains Unknown or not provided at 45%, 41 or 5% of staff have declared a religion other than Christian, with seven other religions declared.



The Sheffield College Student Profiles

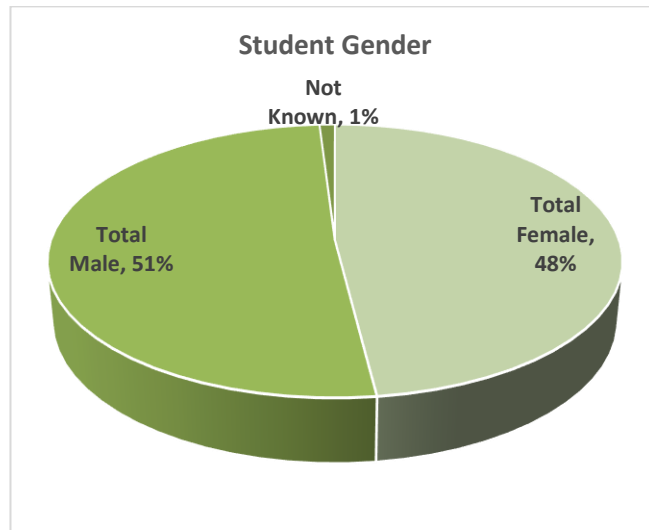
The profiles below are reflective of a total number of 15739* students.

* This total is likely to be higher than that in the Equality Data breakdowns, as unlike the latter, this total also includes those not in the ILR or without Learning Aims.

Allowing for the total variance referenced above, the gender, ethnicity, learning difficulty and disability student profiles reflect a total number of 11261 students.

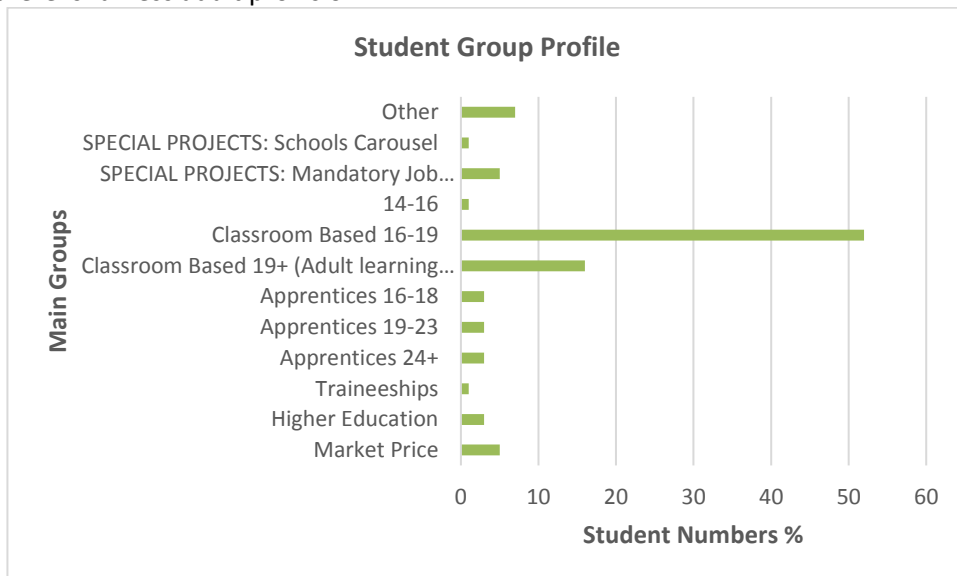
Gender

The College's student gender profile has changed across the past three years, from 6% more females than males in 2014-15, to 2% more males than females in 2015-16 and current data reflects a 3% increase in the number of male students to female students.



Age

Age profiles at the College reflect the type of programme the College offers. In 2014-15 there were a greater number of programmes aimed at adults. As a result of reductions in adult funding in 2015-16, continuing in to 2016-17, there is far less adult provision.



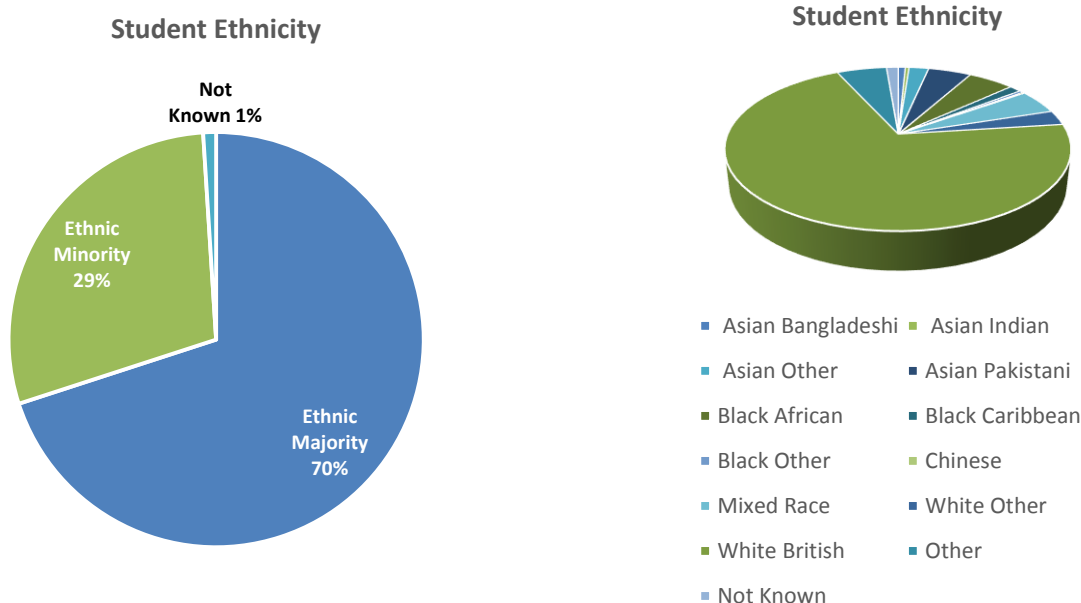
The age profiles below show a marked difference in the proportion of adults to those under eighteen across the past three years. **The profiles below are reflective of a total number of 15739* students in 2016-17.**

	2014-15	2015-16	2016-17
Students aged under 18 years	33%	47%	56%
Adult students	66%	53%	44%

Ethnicity

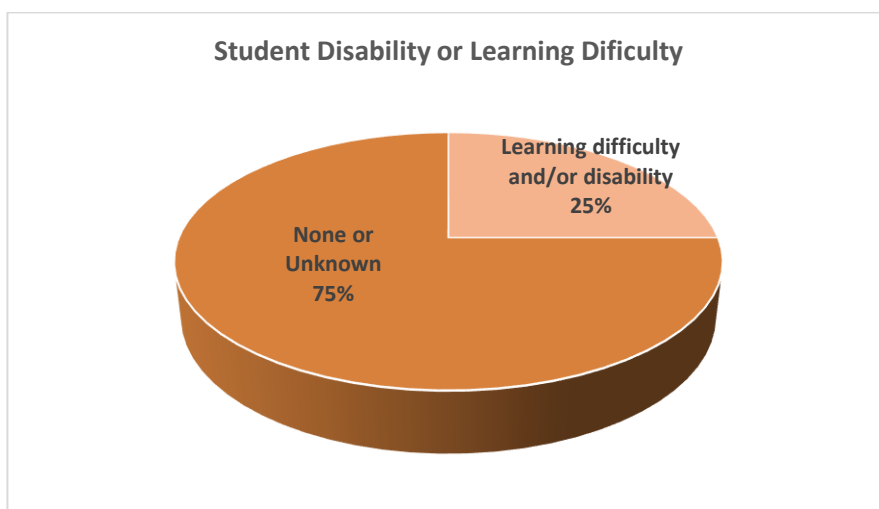
The student ethnicity profile continues to show a higher representation of students from minority ethnic groups compared to the Sheffield Census (2011) data (31% compared to 19%). The largest ethnic minority groups in 2015-16 were (in order) Mixed other, Black African, Asian Pakistani and White other, In 2016 there

is a slight reversal in that Black African is the largest ethnic minority group, then Asian Pakistani and Mixed race.



Learning Difficulty and Disability

The percentage of students who have declared a learning difficulty and/or a disability has more than doubled since 2015-16 when it was 12%. We now have data showing 25% of our students having declared a learning difficulty and/or disability.



Equality Gaps: Outcomes

Ethnicity

Equality gaps in achievement have varied little since 2014-15, although a gap of 1 percentage point has emerged between majority ethnic and minority ethnic groups for 16-18 year olds and reduced from 3 percentage points to 2 for adults.

For both age groups the lowest achieving ethnic group are 'mixed' and black other' and the highest achieving groups are Indian and Chinese, although numbers in these categories are relatively small.

Disability and Learning Difficulty

High needs learners continue to outperform their peers, although there are emerging gaps in three curriculum departments. On the Foundation programme (half the high needs cohort), the high needs learners outperform their peers by 10 percent and achieve 5 percent above the national average achievement.

With regard to those who declare a disability or learning difficulty, a small gap of 1 percent has emerged for 16-18 year olds and the gap for adults has not been reduced. The biggest equality difference in achievement in both groups is, again, those declaring a mental health issue. Dyslexic students on study programmes are as successful as their peers.

Gender

There is no significant equality gap emerging between females and males for 16-18 provision, although on level 3 programmes the rate of achievement of females is 4 percent lower than the national achievement.

Key objectives for 2016-17

The monitoring of progress of these objectives (including the action plan) will be the responsibility of the Equality, Diversity and Inclusion Strategy Steering Group.

- To ensure equality, diversity and inclusion (EDI) is well embedded in teaching learning and assessment (TLA) and staff are confident to address issues when they arise.
- To systematically monitor impact through developmental observations, QDRs, student surveys, GOAL activity, focus groups and departmental reviews.
- EDI data / management information systems support and facilitate the above.
- Every opportunity is taken to extend our staff talent pool to have representation at all levels that reflect the diversity of the City population.
- Managers are aware of their potential for unconscious bias to influence recruitment.
- To ensure employers and sub-contractors support apprentices to develop awareness of EDI issues.

Equality and Diversity Action Plan 2016-17

The action plan is based on the themes and commitments that are outlined in our Single Equality Scheme 2015-2018, emerging issues from the past academic year and priorities that have been identified. It also includes the development of new work based on national and local priorities.

Action Plan and Action Tracker

Attached spreadsheets:

- Action Plan and Tracker 2015-16
- Action Plan and Tracker 2016-17