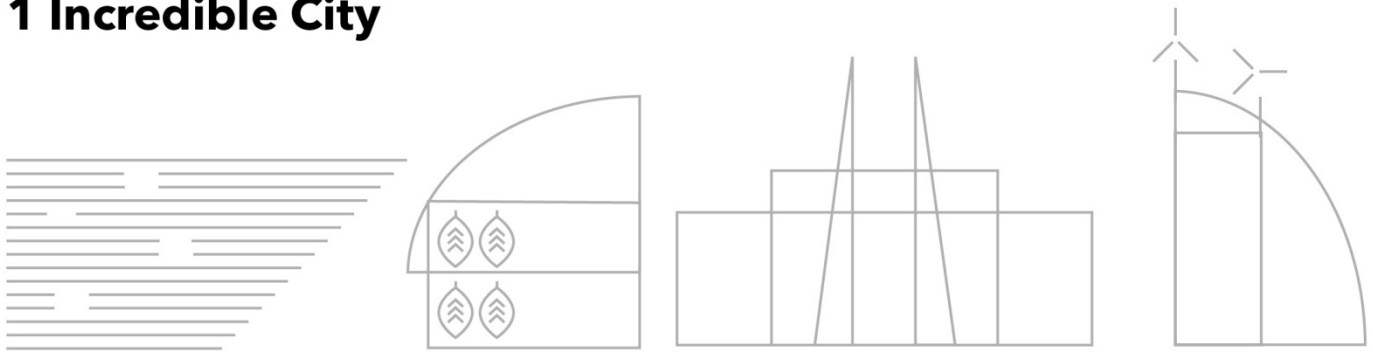# The Sheffield College

Single Equality Scheme
2015 - 2018

4 Excellent Campuses
1000s of Opportunities
1 Incredible City

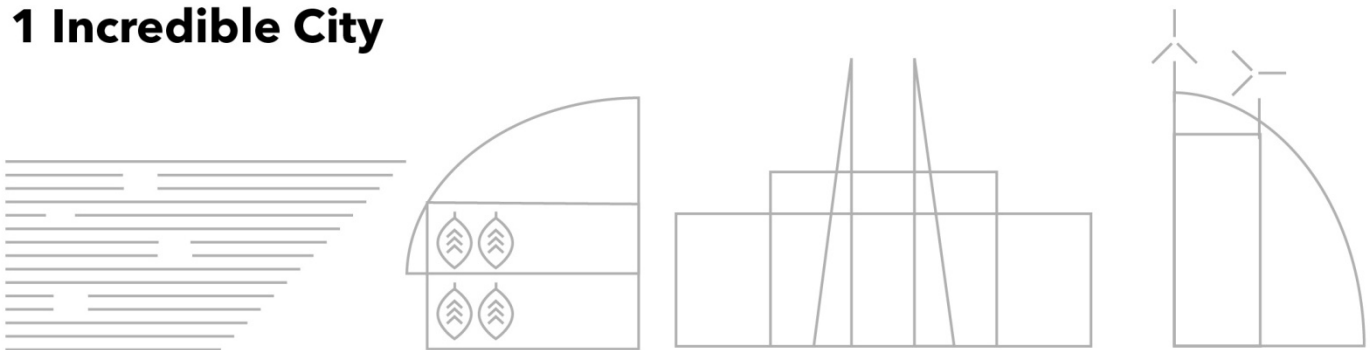# Document Information:

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4 Excellent Campuses
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The Sheffield College Single Equality Scheme 2015-18

Content

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 provision[1].

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 by offering outstanding education and training.

We will inspire our students, unlock their potential and allow them to lead to fulfilling lives and pursue successful careers. Our aim is to enhance the wealth and quality of life of individuals, employers and the communities of the City Region and beyond.

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

- Integrity
- Innovation
- Inspiration
- Inclusiveness
- 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.

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.

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.

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 in the seven themes of: Outcomes; Quality; People; Diversification; Money; Social Responsibility and Technology. These strategic aims deliver our vision of transforming lives by offering outstanding education and training.

The Single Equality Scheme contributes to our social responsibility.

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 2015

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
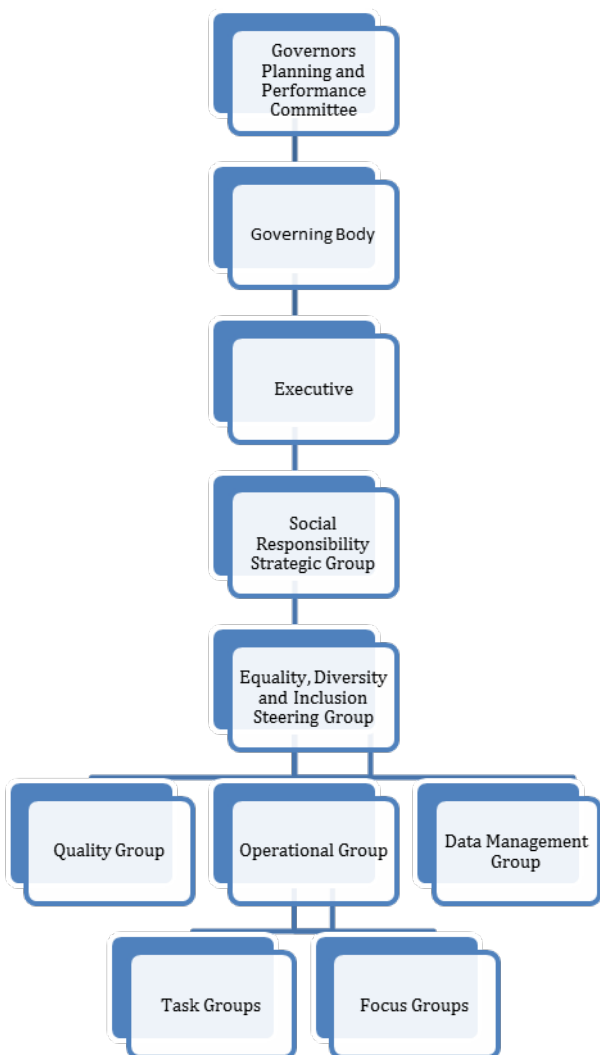- Complaints by all groups

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

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┌─────────────────────────┐
│ Governors               │
│ Planning and            │
│ Performance             │
│ Committee               │
└─────────────────────────┘
           │
┌─────────────────────────┐
│ Governing Body          │
└─────────────────────────┘
           │
┌─────────────────────────┐
│ Executive               │
└─────────────────────────┘
           │
┌─────────────────────────┐
│ Social                  │
│ Responsibility          │
│ Strategic Group         │
└─────────────────────────┘
           │
┌─────────────────────────┐
│ Equality, Diversity     │
│ and Inclusion           │
│ Steering Group          │
└─────────────────────────┘
     │        │        │
┌──────────┐ ┌──────────────┐ ┌──────────────────┐
│ Quality  │ │ Operational  │ │ Data Management  │
│ Group    │ │ Group        │ │ Group            │
└──────────┘ └──────────────┘ └──────────────────┘
                │        │
         ┌──────────┐ ┌──────────────┐
         │ Task     │ │ Focus Groups │
         │ Groups   │ │              │
         └──────────┘ └──────────────┘
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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 2015-16

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 984 staff.

Gender

At the start of the academic year 2015-16 63% of Sheffield College employees are female and 37% male. This is showing a 1% variance from the previous two years where there were 64% female and 36% male.
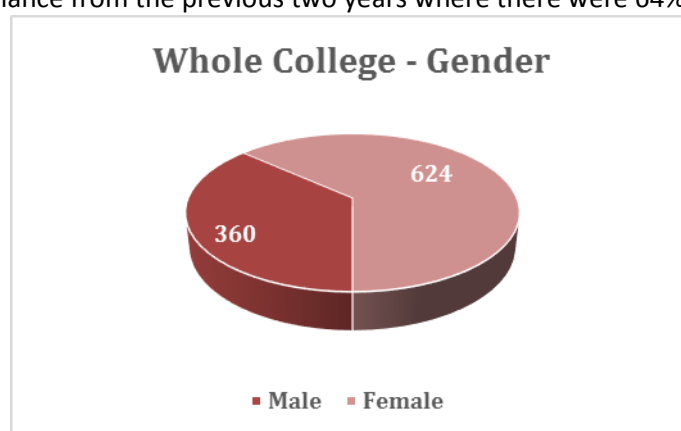

When analysed by job family, females continue to be the majority group in Student Facing and Business Support categories. However, there has been significant changes in the leadership job family over the past two years to current year; in 2013-14, 40% female, 60% male; 2014-15, 51% female, 49% male; 2015-16, 34% female, 66% male. The Lecturing job family remains broadly equally divided between genders in 2014-15.

Job Family	Gender %	
	Male	**Female**
Leadership	66	34
Lecturing	50	50
Student Facing	33	67
Business Support	25	75

Age

In 2015 the category with the highest number of staff remains the same as in 2014, within the age range 45-54. Again, the same as last year, the second highest category being aged 55-64. Prior to this, in 2013, the age range 55-64 was the category with the highest number of staff.
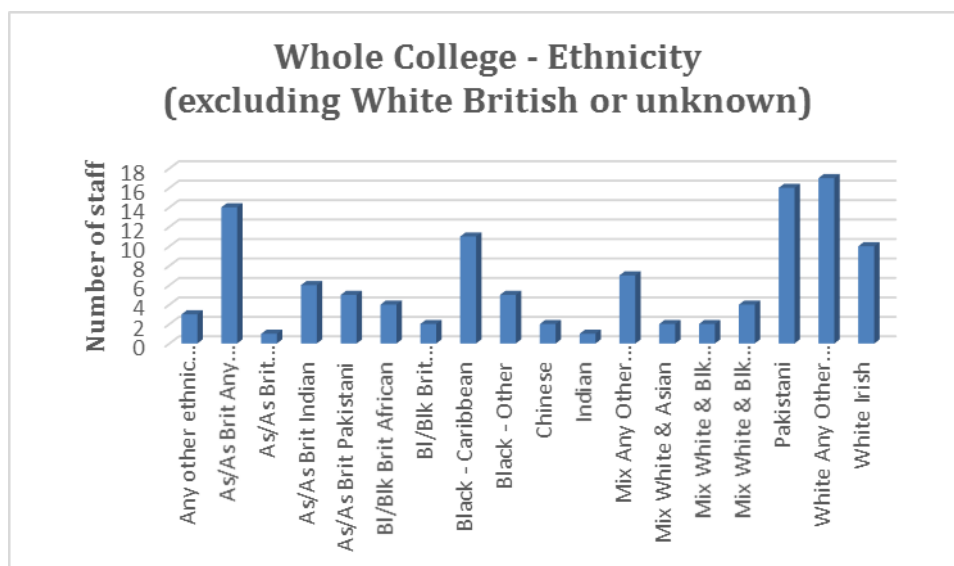
Whole College - Age
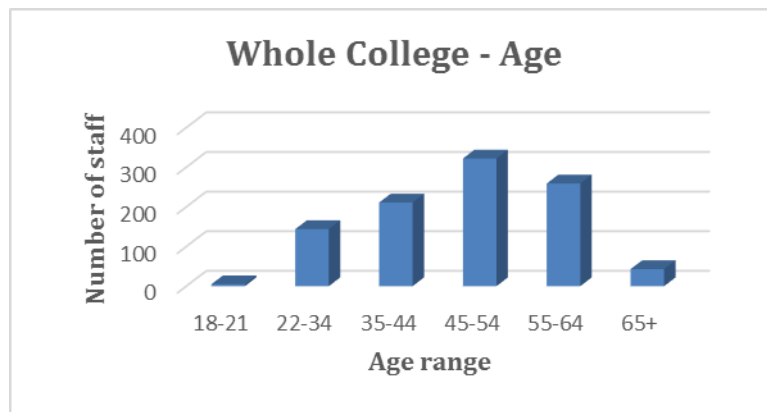
The age distribution differs between job families. The leadership and lecturing age profiles show a positive bias towards older staff, this was the case in 2014 also; the student facing and business support categories continue to show a somewhat more even distribution.

Job Family	Age %					
	18-21	22-34	35-44	45-54	55-64	65+
Leadership	0	7	19	37	37	0
Lecturing	0	13	18	39	28	2
Student Facing	1	18	25	28	22	6
Business Support	1	13	21	31	29	5

Ethnicity

In 2014 the College's ethnicity profile compared with the Sheffield Census data showing 16% of college staff were from a minority ethnic group. This did represent an increase of 6% from 2013-14, however, the number of staff from a minority ethnic group has fallen again to 11% of the workforce.

Whole College - Ethnicity (excluding White British or unknown)

As in 2014, the leadership and lecturing group categories are more or less in line with the whole college data. The student facing and business support families are much less diverse.

Job Family	Ethnic Groups %		
	Majority	Minority	Not Known
Leadership	88	12	0
Lecturing	82	15	3
Student Facing	86	8	6
Business Support	88	10	2

Disability

The whole College's disability profile varied little from 2013-14 to 2014-15. However, it has now changed considerably for 2015-16. This represents a positive change.
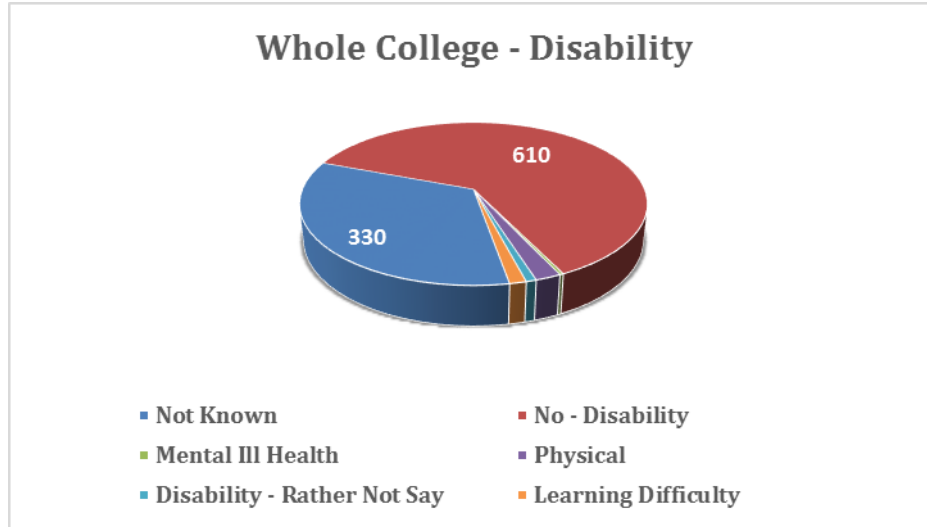

The percentage of unknowns' has significantly decreased, in 2014-15 it was 73%, reducing to 34% in 2015-16. Thus the number of staff having declared No Disability has increased from 26% in 2014 to 62% in 2015. In addition, the number of staff having declared a disability, learning difficulty or mental health has increased from1% to 4%.

Job Family	Disability %		
	Learning difficulty, disability, mental health	None	Not Known
Leadership	0	53	47
Lecturing	4	65	31
Student Facing	7	62	31
Business Support	3	59	38

Sexual Orientation

There has been a slight increase in 2015 of the number of staff who provide information about their sexual orientation. As the data below shows 51% declare heterosexual orientation, a slight increase from 44% declared in 2014. The number of staff who declare lesbian, gay, bisexual or transgender orientation remains the same at 1%, whilst the number who do not provide the information has fallen from 55% to 48%.
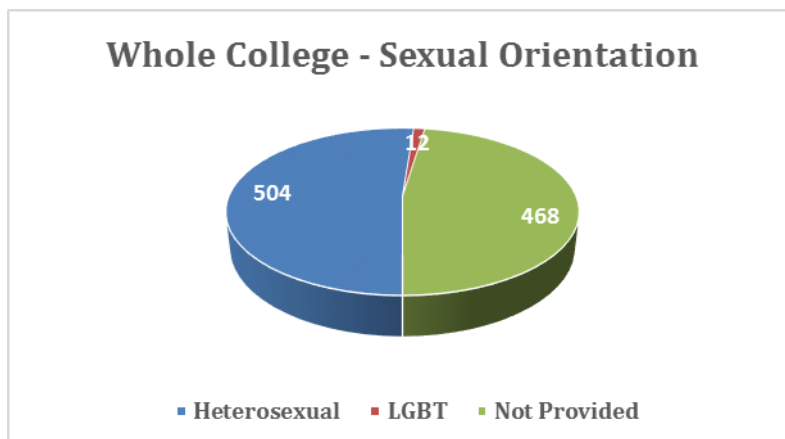
2015 is the second year this information has been reported on.

| Job Family	Sexual Orientation %		
	Heterosexual	LGBT	Not Known
Leadership	50	3	47
Lecturing	52	1	47
Student Facing	57	2	41
Business Support	45	1	54

The Sheffield College Student Profiles

The profiles below are reflective of a total number of 12485 students.

Gender

The College's student gender profile has changed from 2014-15, when there were 6% more females than males: there are currently 2% more males than females.
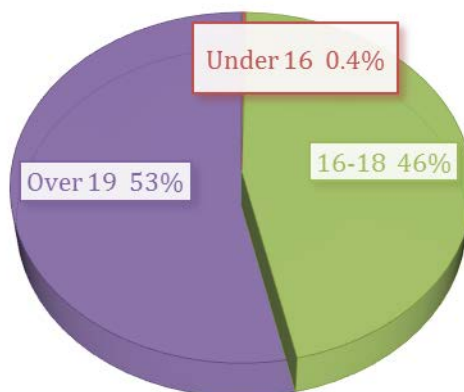
Student gender

Female: 49%   Male: 51%
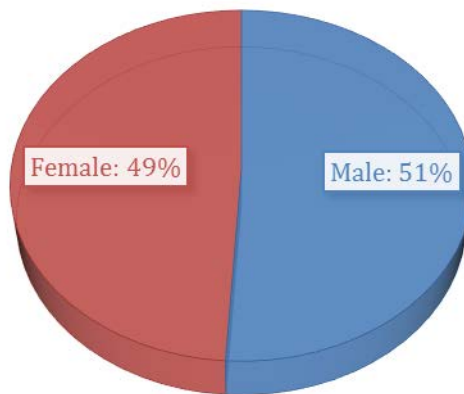
Age

Age profiles at the College reflect the type of programme the College offers. In 2014-15 the College there were a greater number of programmes aimed at adults. In 2015-16, reductions in adult funding has resulted in far less adult provision.

Student age profile

Under 16 0.4%
16-18 46%
Over 19 53%

The age profiles below show a marked difference in the proportion of adults to those under eighteen between the two years.

|	2014-15	2015-16
Students age under 18	33%	47%
Adult students	66%	53%

Ethnicity

The student ethnicity profile continues to show a higher representation of students from minority ethnic groups compares to the Sheffield census data (31% compared to 17%). The largest ethnic minority groups in order are Mixed other, Black African, Asian – Pakistani and White other.
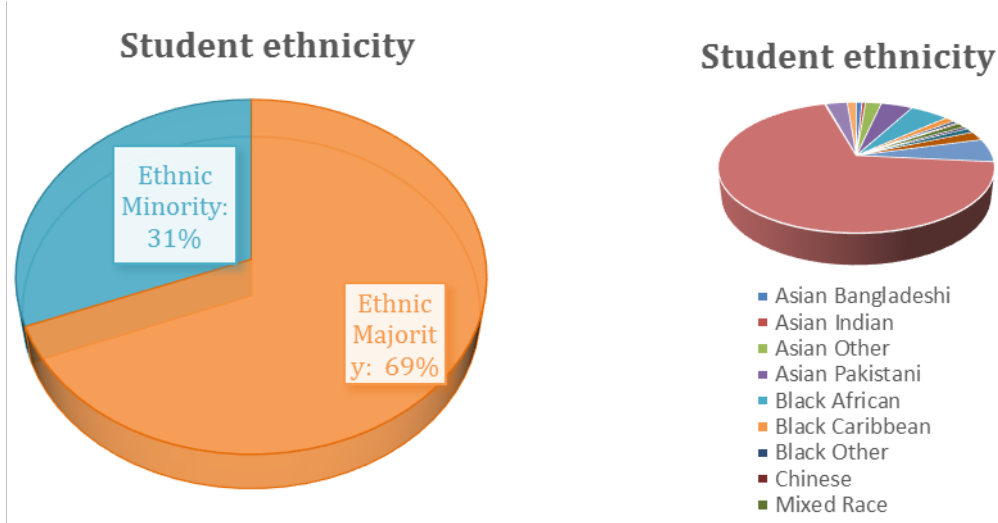
Learning Difficulty and Disability

The percentage of students who have declared a learning difficulty and/ or a disability is 12%. The numbers of students in the 16-24 year old category has increased, especially those with high needs which was less than one percent in 2104-15 and is now nearly two percent.
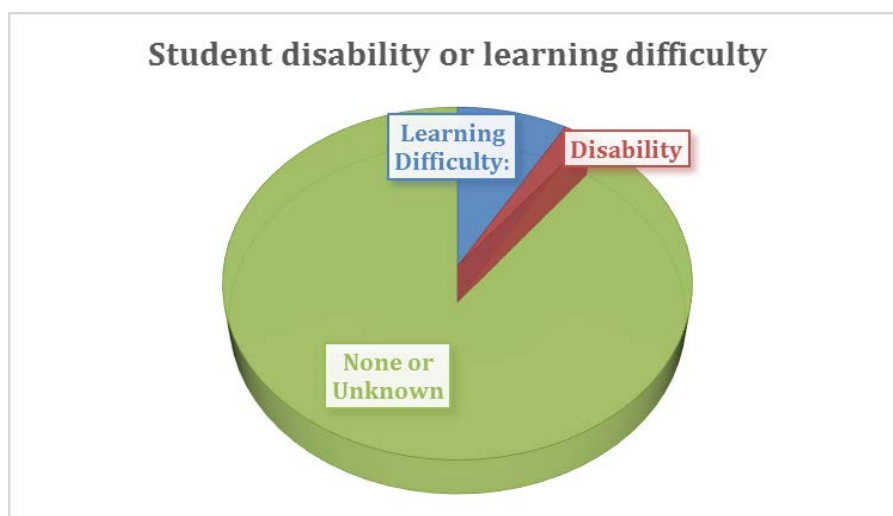
Equality Gaps

Ethnicity

The equality gap between the ethnic majority and ethnic minority has remained largely closed for the last three years for 16 -18 years. In 2014-15, for long qualifications, including functional skills there was no equality gap.

For 19+ an equality gap of 3 percent has developed between the majority white and minority ethnic groups. This is largely explained by the decrease in success rates for ESOL programmes in 2014-15.

Disability

High needs students in 2014-15 represent 3% of EFA funded learners. These students do consistently well at college. They maintain a position above those who do not have a learning difficulty or disability, even with functional skills included. These students are still 5% above those who do not have a disability for 16-18 years. This is also above the national benchmark.

There are no significant equality gaps for 16-18years with a learning difficulty or disability. Around 10% of this age group declare they have dyslexia. These students are as successful as their peers.

In 2013-14 the equality gap for adults closed for learners with a disability or learning difficulty. A gap has re-emerged in 2014-15, largely accounted for by the learners with complex mental health needs.

Gender

There is no significant equality gaps in success between male and female students at any levels, either for 16-18 provision or adult learners.

Socio-economic

The proportion of students from areas of socio-economic deprivation has been steadily rising for 16-18 year olds. In 2014-15, 45% of 16-18 year olds were from those areas. In 2012-13 the ratio of students from areas of deprivation compared to those from advantaged areas was 1.4 to 1. By 2014-15, the proportion has risen to 1.7 to 1. In general, schools in the most deprived areas have lower rates of achievement for GCSE Maths and English and students from these areas manifest greater barriers to learning.

Key objectives for 2015-16

Based on the content of our Single Equality Scheme and work with our partners, the following objectives have been set for the forthcoming year. These have been agreed by our governing body and circulated to all departments across the college. The monitoring of the progress of these objectives (including the action plan) will be the responsibility of the Equality, Diversity and Inclusion Strategy Steering Group.

Single Equality Scheme

1. Redesign current Single Equality Scheme, Reporting Mechanisms and Equality Impact Analysis and Assessment to ensure it has measurable impact.
2. Reform Equality, Diversity and Inclusion Strategy Steering Group, to ensure students, staff and community representation inform the colleges Single Equality Scheme and monitors its effectiveness and actions
3. Review strategies to engage with stakeholders to monitor the effectiveness of the Single Equality Scheme and action plan.
4. Ensure all levels of the organisation understand their roles, responsibilities and commitment to the Single Equality Scheme and take affirmative action accordingly.

In year monitoring

5. Further develop systems to ensure that we are robust in monitoring possible discrimination, harassment and victimisation and set targets to address this across the college, including the Student Anti-Bullying Policy, Safeguarding and reported incidents.
6. State specific, measurable targets to address equality gaps and monitor our progress towards these.

Marketing, recruitment, staff training and communications

7. Review current strategies with regard to recruitment of staff to ensure it is reflective of local communities to which the College serves.
8. Implement a management training programme to reduce unconscious bias with regard to the interpretation and recording of data, performance management and recruitment.
9. Review all imagery used by the college to ensure all staff and students are represented and underrepresentation of particular groups is addressed.

Environment

10. Ensure our buildings and estate are safe and provide a welcoming, dignified environment in which to study.
11. Re-energise the College's positive engagement strategies to promote a positive environment, free from discriminatory language.

Outcomes for students

12. Continue to monitor attendance, achievement and progression data to eliminate any gaps in provision and develop targeted interventions for those groups or individuals who are not achieving and progressing as their peers at programme level.

Quality systems, teaching, learning, assessment and support

13. Ensure that equality, diversity and inclusion is firmly embedded into quality assessment and improvement systems to accurately report on EDI. Monitor the impact of strategies and interventions at all levels, including the observation of teaching, learning assessment, support and the self-assessment process, including work based learning.
14. Fully implement the Special Educational Needs and Disability (SEND) reforms and implement the restructure of the cross college SEND team to ensure those leaners with support needs achieve and progress to appropriate destinations.
15. Develop and monitor an EHC Framework, working with the LEA to ensure all learners with Educational Health Care plans receive appropriate support as per their plan and review individual progress with students, parents, learners and professional at least once a term.
16. Develop supported internships with partners to address inequalities within local employment rates.

Engagement / advancement of equality

17. Engage with local community and parent groups to participate in the delivery of the College's Single Equality Scheme and action plan to ensure this has a positive impact on the work of the College and the communities we serve.
18. Develop a cross college Equality Calendar and full programme of events to promote equality and diversity to students and staff alike, working with community partners, parent groups and faith groups to ensure involvement from all stakeholders.
19. Continue to promote equality and diversity across the College with particular focus on the reduction and challenging of negative stereotyping and use of offensive language.
20. Ensure that Student Voice activities focus on equality and diversity themes and the voice of the student is fully represented and acted upon to address under representation and visibility of those with protected characteristics.
21. Implement the fundamental British Values agenda across the College, to improve staff confidence to manage challenging discussions and promote open debate.