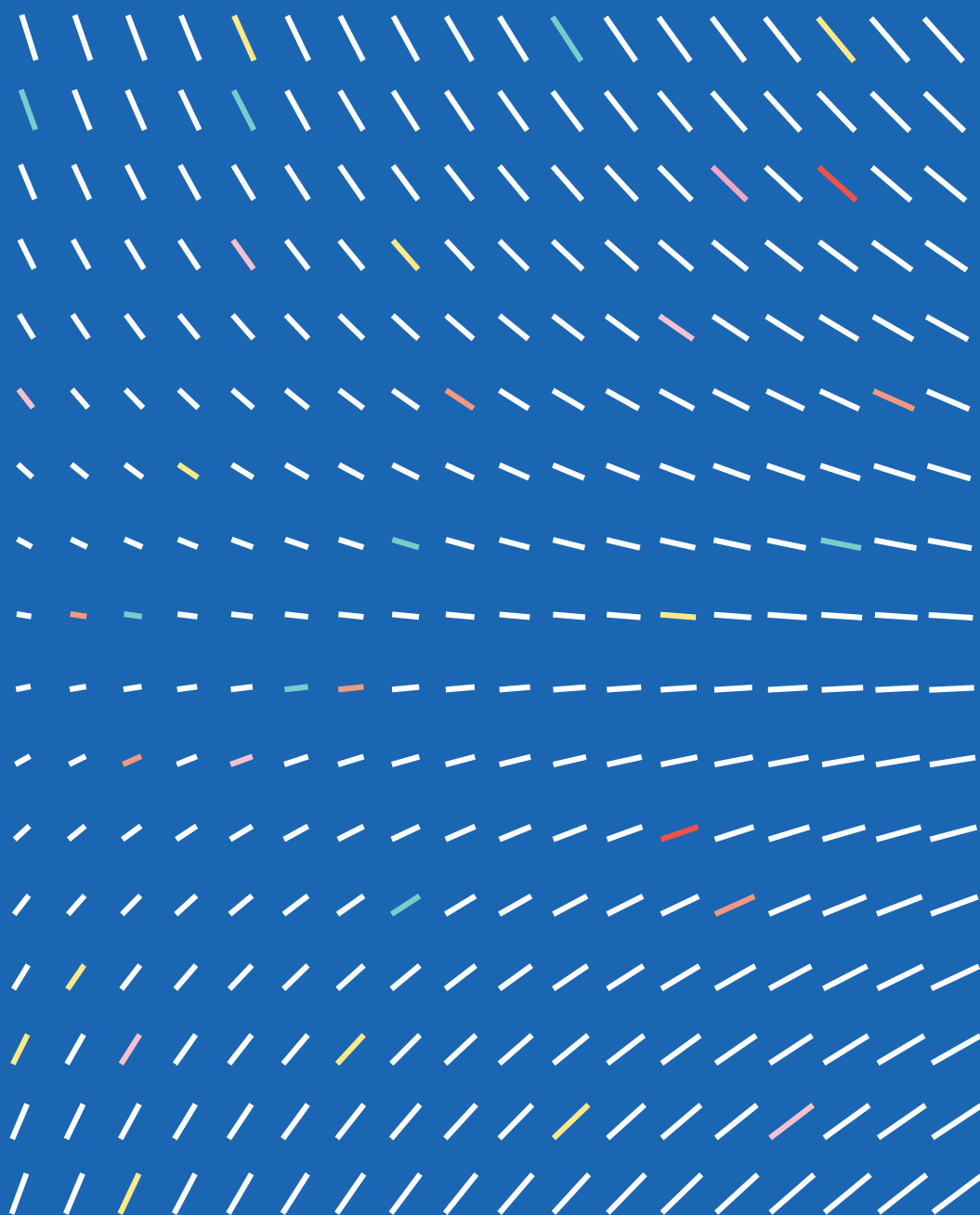


# The Sheffield College



Equality and Diversity Annual Report  
**2020–2021**



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# CHAIR OF GOVERNORS' INTRODUCTION

**It has previously been said that The Sheffield College will be uncompromising in ensuring that it is free from discrimination for students and staff. As the current Chair of this College I absolutely stand behind that commitment.**

The publication of this annual report is an important part of that commitment. It is an open demonstration of how the college is doing in achieving its ambition. It showcases some of its achievements over the last year. It demonstrates the challenges that it still faces and that it is determined to tackle. Most importantly it shares an open, detailed and honest picture of the College which enables us to celebrate our progress and carefully plan our next wave of priorities.

In pursuit of its equality and diversity ambitions the College is doing well. The last year has seen it achieve Leaders in Diversity accreditation along with now being ranked 25th nationally as a "Most Inclusive Place to Work". The last year has also been what can only be described as

the most unusual as the College has had to adapt to novel ways of working in the face of the Covid pandemic. This was a period of great risk when vulnerable students and staff could have easily suffered with isolation, mental health challenges and generally could have struggled to cope. The College has clearly focussed remorselessly on ensuring that this did not happen with exemplary levels of support and care.

So, this College is on a journey. It is commendably open about its priorities, challenges and progress as this Annual Report shows. That open and honest approach is a vital quality of any organisation that is serious about equality and diversity. I am very pleased to introduce this report to you.



**John Mothersole,**  
Chair of Governors,  
The Sheffield College



# CHIEF EXECUTIVE AND PRINCIPAL'S OVERVIEW

At The Sheffield College, the diversity of our community continues to be a cause for celebration and to bring an enormous benefit to our students, our colleagues and our community. The background, lived experiences and cultural diversity of our community brings a significant amount of inclusivity and we continue to thrive on and celebrate those differences.

It is our aspiration to be a UK leading college serving Sheffield and the wider region, helping to shape and deliver the future success of the communities that we serve and at the heart of this aspiration, we continue to 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.

It is our aim that everyone in our community is able to reach their potential and that there are no barriers to anyone fulfilling their goals. We continue to work towards ensuring that our college is reflective of the communities that it serves and that all of our community is able to perform well, is happy and achieves what they set out to do when they joined us.

In 2020, we set out to achieve Leaders in Diversity and were delighted to achieve this award. In 2021/22 we will continue to embed our FREDIE values:

**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 2021/22 our equality objectives and goals will be a focal point of the work of the college's EDI Board, we will ensure that we have a clear focus on support for the mental health and wellbeing of our community, we will continue our work towards inclusivity at work and we will continue to celebrate our diverse and amazing community.



**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 569,200 in 2015 to an estimated 589,200 in 2020 and is forecast to increase to around 642,050 by 2040.

Sheffield ranks as the 57th most deprived local authority in England.

There are notable pockets of deprivation within Sheffield, with 24% of areas falling within the 10% most deprived nationally.

### Social Deprivation – The Sheffield College Student Community

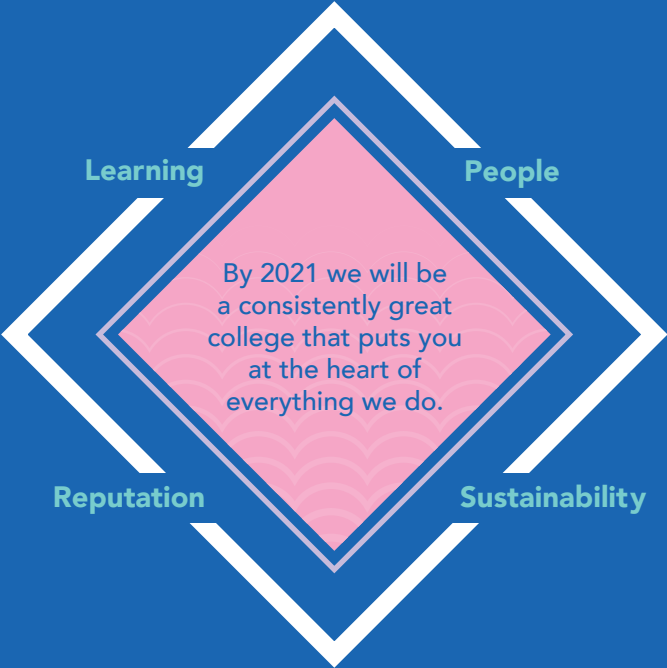
Year	% students living in a 'disadvantaged postcode area'	% of students from ethnic minority groups living in a 'disadvantaged postcode area'	% of students with a LDD living in a 'disadvantaged postcode area'
2020 – 21	54%	78%	58%
2019 – 20	53%	77%	56%
2018 – 19	57%	78%	57%

A consistently high proportion of the College population live in disadvantaged postcode areas. A higher proportion of students with declared a learning difficulty or disability live in disadvantaged postcode areas and an even higher proportion of students from ethnic minority backgrounds do so.

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 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 ever more important.

# OUR VISION AND MISSION

Vision:



Mission:

Transform your life through learning



# KEY EDI OBJECTIVES FOR 2018 – 2021

## Objective 1:

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

## Objective 2

To narrow achievement gaps by 2021, by raising the achievement of:

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

## Objective 3

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

- from ethnic minority backgrounds
- with learning difficulties and disabilities

## Objective 4

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

- male students
- ethnic minority students

## Objective 5

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 align to the local community and the College's student community more closely.

## 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 objectives is reported upon in this Equality and Diversity annual report.**



# UPDATE ON KEY EDI OBJECTIVES

## OCTOBER 2021

**Objective 1: To improve our understanding of our community through best practice collection of information in relation to our workforce, students, and apprentices.**

Updated and modernised documents, approved by EDI Board in 2018–2019, were used for the first time in 2019–2020 to collect student Equality and Diversity data about students and apprentices enrolling in that year. As use of the documentation was continued into 20–21, we are now enabled to analyse any trends in the data and understand our communities more fully over time. The updated documentation included,

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

The additional equality and diversity information collected over the two-year period has helped us to improve our understanding of our student and apprentice community. Information analysed in year helped inform improvement actions during 2020–2021.

For the first time, the information and data regarding staff in this report not only relates to the 861 staff directly employed by the Sheffield College but includes the 188 Sparks Teaching Services, 96 Sparks Managed Services and 31 Sparks Solutions Limited staff, in order that the entire workforce is considered. 2020–2021 data was also taken on the 31st July 2021 for the first time, with the exception of pay gap analysis. The percentage of these staff opting to use the 'Prefer Not to Say' option or not making a declaration for Equality and Diversity monitoring decreased further in 2020–2021 following,

- Further cross college work to celebrate the diversity of our staff and student communities
- Continued staff training, linked to FREDIE values, for all regarding what equality and diversity information would be used for and how it would be stored securely

Following, significant progress made in three areas: sexual orientation, faith, religion or belief and disability in 2018–2019, progress slowed somewhat in 2019–2020. Therefore, an action to re-institution a drive to collect staff equality and diversity data was included in the 2020–2021 EDI College Improvement Plan, with the table below showing the impact of that work.

**Percentage of Sheffield College staff who have either not declared or selected 'Prefer Not to Say' regarding their sexual orientation, faith, religion or belief and disability**

Year	2020 – 2021*	2020 – 2021*	2019 – 2020**	2018 – 2019**
Protected Characteristic	% Prefer Not to Say or Not Declared TSC (Only)	% Prefer Not to Say or Not Declared (All Companies)	% Prefer Not to Say or Not Declared (TSC Only)	% Prefer Not to Say or Not Declared (TSC Only)
Sexual Orientation	11%	15%	24%	28%
Faith, Religion or Belief	11%	16%	24%	25%
Disability	8%	13%	16%	20%

\*Data taken on the 31st of July

\*\*Data taken on the 31st of March

**Objective 2: To narrow achievement gaps by 2021, by raising the achievement of:**

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

Achievement data as of 20th October 2021

The EDI Board commissioned the Social Mobility Working Group to monitor the identified achievement gaps. The group analysed achievement gaps and in-year leading indicator data such as student attendance and retention. Using this, potential strategies designed to narrow and eradicate equality achievement gaps were discussed, agreed, and implemented, with the effectiveness and impact of the strategies monitored. The Social Mobility Working Group reported back to the EDI Board.

2020 – 2021 data, as of 20th October 2021, shows the following,

- The achievement rate for students on provision for young people increased significantly to 86%. 16 – 18 year-old students, of which there were 5173, on provision for young people now achieve 2pps higher than students who are 19 years old and over, of which there were 263.

- Whilst overall achievement rates improved in 2020 – 2021 by 4pps, the achievement rate for 16 – 18 year-old apprentices, of which there were 377, declined by 1pp to 60%, leading to a 3pp gap. Therefore, a continued focus is required to ensure appropriate strategies are in place to improve outcomes for all apprentices, but with a specific focus on 16 – 18 year-olds.
- Achievement rates of female students improved significantly to 88% and are now in line with the achievement rates of male students which also improved to 87%. Of note, the achievement rate gap between male and female students is 0.1pps, meaning this gap has been eradicated.
- Achievement rates for adult students with a declared disability, of which there were 1479, improved significantly to 91%, whilst the achievement rates for adult students without a declared disability, of which there were 3102, have also increased with the achievement gap eradicated.

- Achievement rates for apprentices from ethnic majority backgrounds, of which there were 1087, improved by 4pps whilst achievement rates for apprentices from ethnic minority backgrounds, of which there were 112, remained static. This led to a 10pp achievement gap. Therefore, a continued focus is required to ensure appropriate strategies are in place to improve outcomes for all apprentices.
- Achievement rates for Higher Education students from ethnic minority backgrounds, of which there

were 88, improved significantly. This improvement narrowed the achievement gap to 8pps as achievement rates for students Higher Education students from ethnic majority backgrounds, of which there were 314, also improved more modestly. With a similar drive and focus in 2021 – 2022, this achievement gap will be eradicated by further significant improvement in the achievement rates of Higher Education students from ethnic minority backgrounds

**Objective 3: To provide an apprenticeship offer that is attractive and accessible, with the specific objective of increasing participation of individuals:**

from ethnic minority backgrounds
with learning difficulties and disabilities

The EDI Board commissioned a Task and Finish group to focus on this objective. The group agreed and implemented strategies that were reported back to the Board.

In 2020 – 2021, 112 apprentices from ethnic minority backgrounds completed their apprenticeship which was 20 more than in 2019 – 2020 and 37 more than in 2018 – 2019. However, as the cohort is larger, the proportion of apprentices completing their apprenticeship in 2020 – 2021 remained static at 9% compared to the previous year.

In 2020 – 2021, 119 apprentices declared a learning difficulty or disability, over double the previous year when just 56 apprentices declared a learning difficulty or disability. Now 10% of the cohort make such a declaration, compared to just 6% in 2019 – 2020 and 3% in 2018 – 2019. The apprenticeship team will continue to support apprentices to make such declarations so that appropriate support can be implemented to support the achievement of all apprentices.

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

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Male students

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Ethnic minority students

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The Social Mobility Working Group continued to agree and monitor the effectiveness of strategies related to this objective.

Good progress has been made against this objective as the proportion of male and female students on programmes at Level 4 has closed and remained balanced. 47%

and 48% of students were male in 2019 – 2020 and 2020 – 2021 respectively.

The proportion of students from ethnic minority backgrounds on programmes at Level 4 and above increased by 4pps to 23% of the cohort in 2019 – 2020, declining slightly in 2020 – 2021 to 22% of the cohort.

#### Objective 5: To develop an extensive range of EDI themed enrichment activities, events and competitions across the College.

##### SHAPE YOUR FUTURE

This is our tutorial and enrichment programme, students and staff helped design the SHAPE your future programme for 2020 – 2021. This programme consisted of five key topics including:

- **S**taying safe
- **H**ealth and well-being
- **A**ctive citizenship
- **P**rogression & careers
- **E**quality matters

The college recruited a small number of staff EDI Champions. The EDI Champions and the Students' Union helped to support this objective by encouraging students to participate in or lead increasing amounts of equality themed enrichment activity, often facilitated through the 'Equality Matters' section of the SHAPE tutorial framework.

This programme was open to all students and apprentices, with all students participating in enrichment activity and learning linked to equality and diversity. The programme is being further developed and refined for 2021 – 2022.

Highlights included:

#### Sheffield College Students' Union

The Students' Union played an active and influential role regarding Equality and Diversity in 2020 – 2021. Students decided that mental health would be a key focus for the Students' Union, and they ran several events and campaigns promoting equality and diversity. Some examples included:

**Spoon Room initiative:** This was inspired by the international Camerados project and was in response to feelings of social isolation caused by the Covid pandemic restrictions. This project saw the creation of safe online social space for students to build community and to minimise potential loneliness.

**Mental Health Awareness:** Throughout the Covid-19 lockdown the Students' Union continued to provide mental health awareness, tips, and support remotely through social media campaigns and worked with the wider Student Participation Team to ensure students feel empowered and equipped to seek help or support those around them.

**Charity of the year:** The charity chosen by the students to be the focus for the Students' Union to fundraise for and raise awareness of was SayIt. This charity provides emotional support for LGBT+ young people in Sheffield. This also included a campaign called "Say it Loud, SayIt Proud, Fly your Flag" for LGBT History Month.

**Black Lives Matter:** The Students' Union President ran a Black Lives Matter campaign during Black history month. It focused on the positive elements of black culture and was a celebration of the accomplishments by the Black British Community.

**Anti-sexual violence and harassment:** The Students' Union ran a campaign called 'Not On' to raise awareness of this issue. This involved campaign wrist bands being given to students and staff alongside a social media campaign. The wrist bands were also sent to local MPs and other community organisations to ask for their support on this issue.

**Events:** The Students' Union also continued to promote and celebrate events such as International Women's Day and the month of Pride by celebrating influential people that have broken down barriers and pushed forward human rights in society.

**Black History Month:** In October 2020 students undertook activities linked to Black History month, learning was concentrated on themes including slavery, war, Windrush and culminated in a celebration of contributions made to society by inspirational black people.



### College of Sanctuary

In addition to the work regarding enrichment activities, events and competitions, the College continued working towards becoming a College of Sanctuary.

Sheffield became the UK's first City of Sanctuary for asylum-seekers and refugees in 2007. Sheffield is a city that takes pride in the welcome it offers to people in need of safety.

The organisation undertakes a wide range of activities including:

- Advocacy and Campaigning
- Awareness Raising
- Befriending and connecting people
- Projects and Mentoring
- Events and drop in opportunities

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

The work undertaken to achieve Investors in Diversity in June 2020 and subsequently leaders in Diversity in July 2021 underpins our strategies to shift the demographics of the College's workforce more closely in line with that of the local community and student community at college.

The EDI Board commissioned a Working Group to lead on this objective, with the Executive Director for People as its strategic lead.

This objective is regarded as a long-term objective, with several elements identified as important to make significant and lasting change including:

The College continued to deliver an impressive set of strategic and curriculum measures, which had been put in place to help mitigate negative impact on educational progress and on well-being and supported its learners both emotionally and academically throughout lockdown. The further improved achievement delivered during the pandemic is testament to the impact of this work

The College anticipates becoming a College of Sanctuary during 2021 – 2022.

- Organisational Culture
  - Safer Recruitment policy, procedures and training
  - Celebrating and championing diversity
- We believe the foundations have been put in place that should enable the College to attract more applicants from diverse backgrounds. In addition, the cultural changes made should encourage staff from all backgrounds to thrive at the College and remain within the organisation.

Therefore, overtime we believe we will see the shift in demographics of our workforce in line with this objective.

### 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.

The 2020 – 2021 Equality, Diversity and Inclusion training matrix was approved by EDI Board and implemented.

The principal objectives of our training plan were to:

- Improve student satisfaction
- Improve teaching and learning observation outcomes
- Improve student progress, achievement and progression rates
- Increase staff confidence with regard to Equality and Diversity
- Reduce equality gaps
- Enable the College to achieve Investors in Diversity

Some key elements of the training plan that was delivered included,

- Mandatory online Equality and Diversity training for all staff
- FREDIE training for governors, new starters as part of their induction and refreshers for all staff as appropriate
- Training from Champion Health was commissioned regarding Mental Health for Leaders and staff.
- Training from the National Centre for Diversity was also commissioned including, racial equality and awareness, unconscious bias, inclusive leadership, and gender equality
- The SEND team also provided training on Neurodiversity
- Staff have also attended numerous seminars to support awareness and understanding of cultural differences.

# OUR SHARED EDI OBJECTIVES 2021 – 2022

As the previous EDI objectives were to run from 2018 – 2021, the EDI Board consulted with stakeholders before agreeing an updated set of EDI objectives for the academic year of 2021 – 2022 which were written in line with the updated College Strategy 2021 – 2025.

It was agreed to revisit, and refresh as necessary, the objectives on an annual basis to ensure that they remain impactful and relevant. The approved EDI objectives for 2021 – 2022 are as follows,

## Learning:

Our educational opportunities ensure that:

- No student, or student group, is left behind
- Students develop understanding of how to be active citizens in their communities
- Students develop their knowledge and understanding of contemporary 'Equality Matters'

## People:

Our career opportunities encourage people from a diverse range of communities to join the College workforce.

Our training and CPD opportunities ensure that:

- Staff are equipped to recognise, support and drive the EDI values of the College
- No colleagues are left behind in their understanding of their EDI duty

## Partnerships:

The College becomes a 'Leader in Diversity' and is recognised as an anchor institution in the region

Our culture and reputation encourage people from a diverse range of communities to join the College workforce

## Sustainability:

**FREDIE** values routinely informs our strategic decision making ensuring a culture of EDI best practice which can be seen in the investment in our estate, facilities, people, and partnerships

**FREDIE** values routinely inform our procurement strategy



# STUDENT PROFILES AND OUTCOMES

## ALL FURTHER EDUCATION PROVISION

### Student Numbers

There were 11,175 funded students participating in Further Education during 2020–2021, 399 fewer than the previous year. There was growth on programmes for young people, but fewer students on adult provision, as the size of this provision was impacted by the pandemic.

2020 – 2021	11,175
2019 – 2020	11,574
2018 – 2019	13,353

### Age

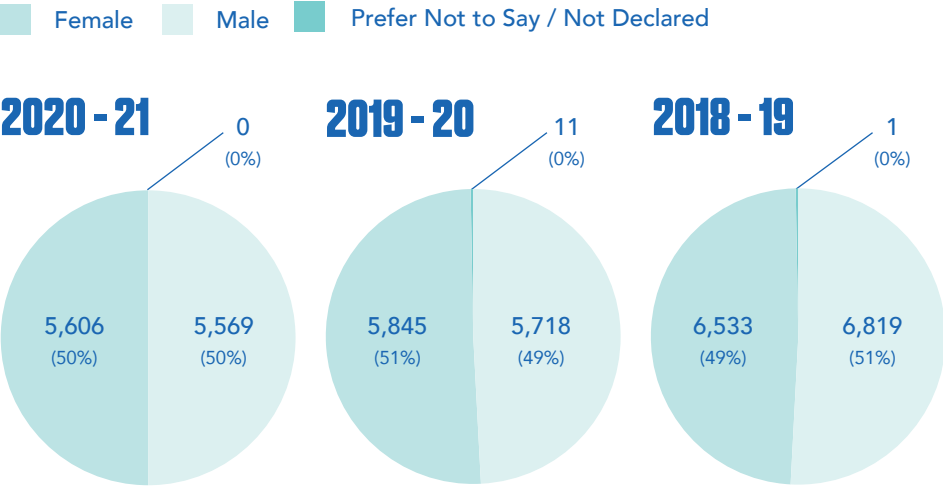
There was growth on programmes for young people, but fewer students on adult provision. The size of this provision was impacted by the pandemic, with fewer adult students referred to the College. The proportion of adult students has reduced by a further 3pps in 2020 – 2021 compared to the previous year with adult students making up 52% of the Further Education cohort in 2020 – 2021.

Year	16 – 18 year olds	19+	Under 16
2020 – 2021	5,358 (48%)	5,799 (52%)	18 (0%)
2019 – 2020	5,177 (45%)	6,356 (55%)	40 (0%)
2018 – 2019	5,556 (42%)	7,712 (58%)	84 (1%)



Sex

The College has an attractive and innovative curriculum offer for male and female students, as evidenced by the consistently balanced proportions of male and female students. However, there are still some programmes that are male or female dominated and strategies are in place to encourage applications from males and females for all programmes.



Learning difficulty / disability profile

The percentage of students declaring a learning difficulty or disability rose by a further 7pps. In 2020 – 2021, one in every three students in Further Education at the College declared a learning difficulty or disability, or 33% of the cohort. This is compared to one in four in 2019 – 2020 and one in five in 2018 – 2019. The majority of this increase is driven by increased declaration by students on provision for adults.

Year	Number of Students who Declare LDD
2020 – 21	3,735 (33%)
2019 – 20	3,035 (26%)
2018 – 19	2,891 (22%)

Gender identity

Data regarding gender identity was collected effectively for the first time in 2019 – 2020. In 2020 – 2021 the number and percentage of students who preferred not to say or did not declare fell by 8pps to 8% of the cohort. The balance of men and women remained relatively equal with 46% of the cohort declaring as women and 45% declaring as men. 59 students, or 1% of the cohort, declared as non-binary.

Year	Number of Men	Number of Women	Number Non-binary	Number Other	Number Prefer Not to Say / Not Declared
2020 – 21	5,045 (45%)	5,137 (46%)	59 (1%)	5 (0%)	929 (8%)
2019 – 20	4,810 (42%)	4,873 (42%)	65 (1%)	3 (0%)	1,823 (16%)
2018 – 19	N/A	N/A	N/A	N/A	N/A



“The Sheffield College has helped launch my career with great support, industry standard equipment and facilities.

The support from the college has led to me being a match day photographer at Sheffield Wednesday whilst in the process of completing a BA (Hons) Degree in Photography.”

Harriet  
BA (Hons) Photography

Sexual orientation

In 2020-2021, 60% of students declared as Heterosexual, a decrease of 5pps compared to 2019-2020. However, 5pps more students did not declare or preferred not to say. Much of the enrolment process was completed online for the first time in 2020-2021, which may have led to this shift.

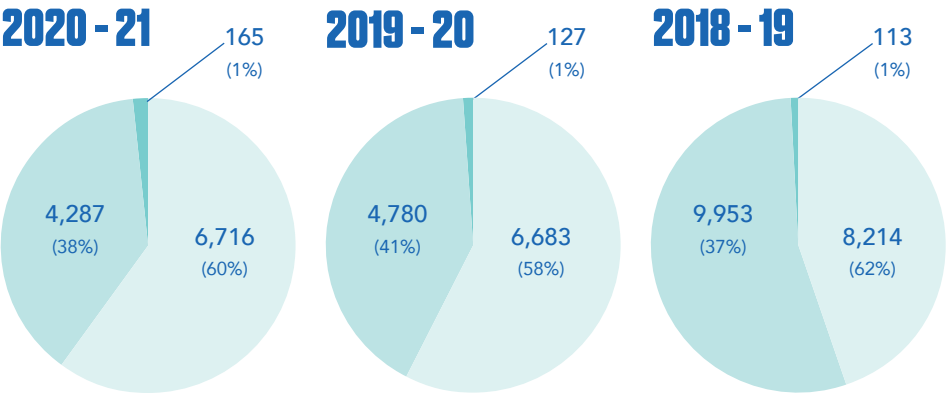
Year	Hetero-sexual	A-sexual	Bi-sexual	Gay Man	Gay Woman	Pan-sexual	Other	Number Prefer Not to Say / Not Declared
2020 – 21	6,734 (60%)	185 (2%)	275 (2%)	63 (1%)	89 (1%)	88 (1%)	34 (0%)	3,707 (33%)
2019 – 20	7,508 (65%)	210 (2%)	281 (2%)	78 (1%)	122 (1%)	49 (0%)	30 (0%)	3,296 (28%)
2018 – 19	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Ethnicity profile

The percentage of students who declared their ethnicity as from an ethnic minority background reduced in 2020 – 2021 by 3pps. It is likely that this change was linked to the reduction in adults being referred to provision, such as ESOL.

Year	Total Ethnic Majority	Total Ethnic Minority	Prefer Not to Say / Not Declared
2020 – 21	6,716 (60%)	4,287 (38%)	165 (1%)
2019 – 20	6,683 (58%)	4,780 (41%)	127 (1%)
2018 – 19	8,214 (62%)	9,953 (37%)	113 (1%)

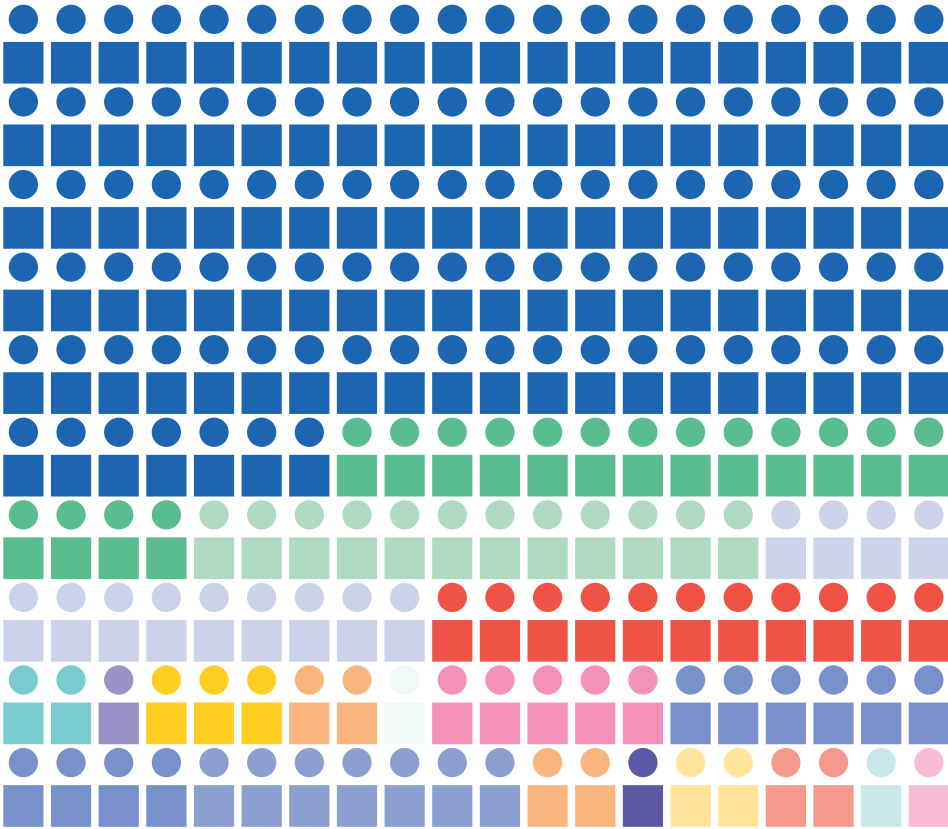
Ethnic Majority
Ethnic Minority
Prefer not to say / not declared



Ethnicity profile breakdown

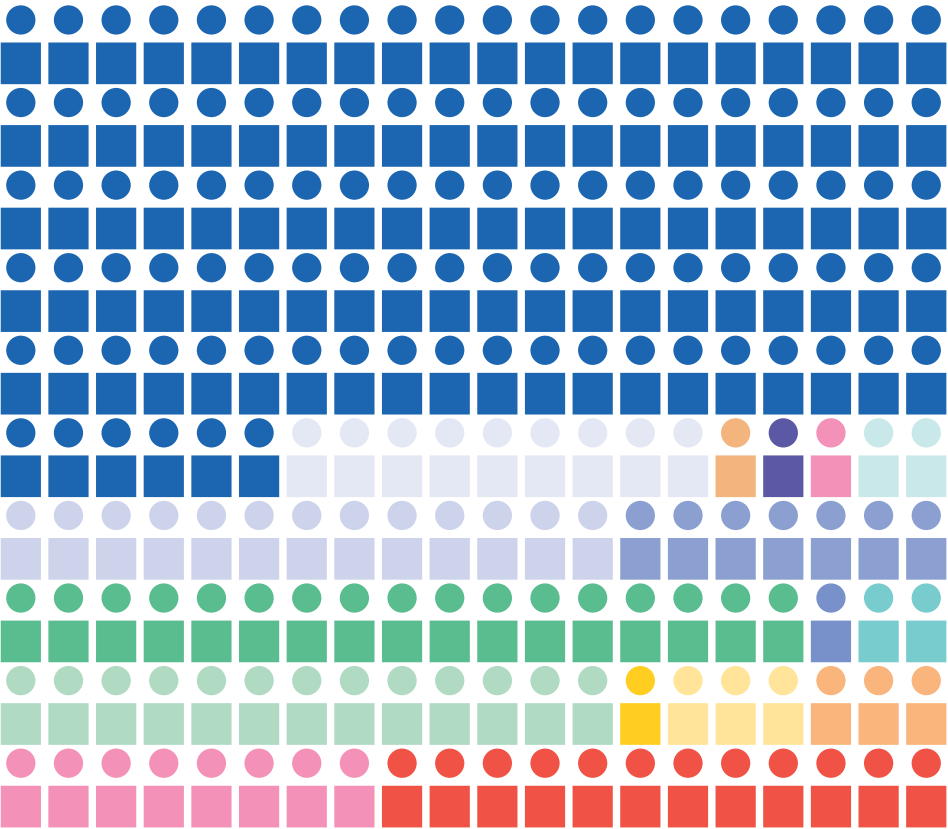
Students declaring as White British increase by 2pps to 53% of the cohort. There were slight decreases in the proportion of most ethnic minority backgrounds, again likely to be linked to the reduction in the adult cohort, which includes a significant ESOL provision.

2020 – 2021



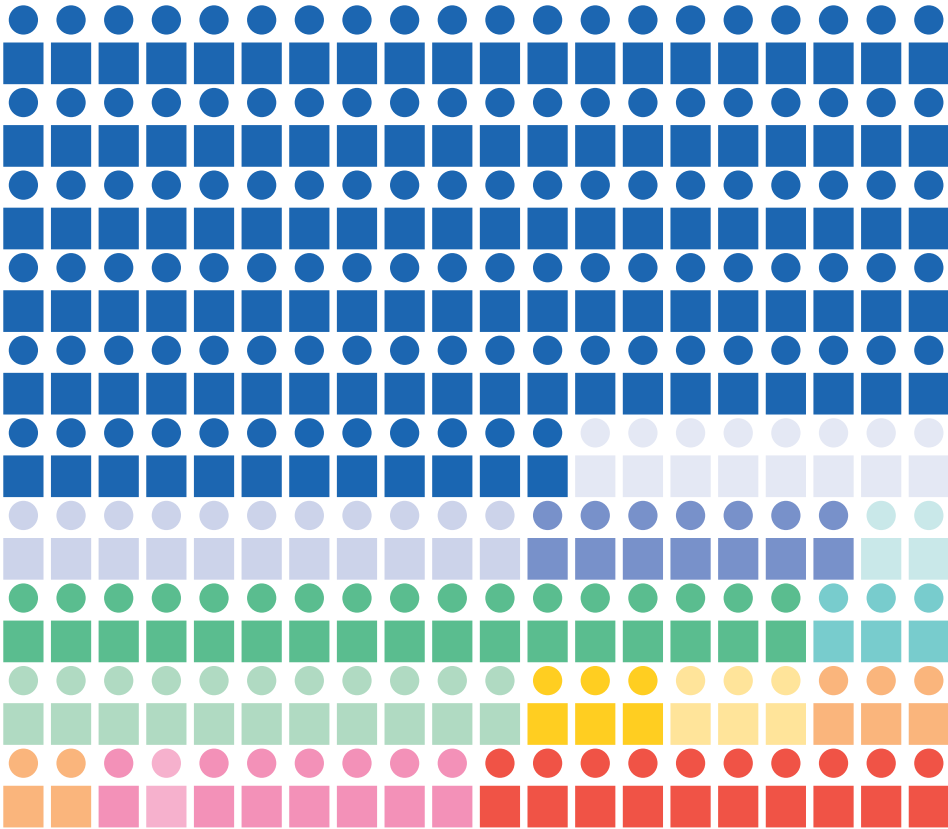
- White British 53.4%
- Black or Black British-African 8.4%
- Asian or Asian British-Pakistani 6.2%
- White – any other white background 6.4%
- Arab 5.4%
- Asian or Asian British-Bangladeshi 1.2%
- Asian or Asian British-Indian 0.4%
- Black or Black British-Caribbean 1.3%
- Black or Black-Other 1.1%
- Chinese 0.5%
- Mixed-White and Black African Caribbean 2.5%
- Other ethnic group 4.9%
- Asian or Asian British-Other 3.4%
- Not provided 1.5%
- Gypsy, Irish Traveller or Romany 0.4%
- Mixed-Any other mixed background 1.2%
- Mixed-White/Asian 0.6%
- Mixed-White/Black African 0.9%
- White Irish 0.3%

2019 – 2020



- White British 51.2%
- Black or Black British-African 9.7%
- Asian or Asian British-Pakistani 6.8%
- White – any other white background 6.1%
- Arab 5.8%
- Asian or Asian British-Bangladeshi 1.3%
- Asian or Asian British-Indian 0.5%
- Black or Black British-Caribbean 1.7%
- Black or Black-Other 0.8%
- Chinese 0.6%
- Mixed-White and Black African Caribbean 3.3%
- Other ethnic group 3.7%
- Asian or Asian British-Other 6.8%
- Not provided 1.4%
- Gypsy, Irish Traveller or Romany 0.3%
- Mixed-Any other mixed background 1.1%
- Mixed-White/Asian 0.6%
- Mixed-White/Black African 0.8%
- White Irish 0.5%

2018 – 2019



- White British 56.1%
- Black or Black British-African 8.9%
- Asian or Asian British-Pakistani 5.6%
- White – any other white background 5.9%
- Arab 4.6%
- Asian or Asian British-Bangladeshi 1.2%
- Asian or Asian British-Indian 0.4%
- Black or Black British-Caribbean 1.5%
- Black or Black-Other 0.8%
- Chinese 0.5%
- Mixed-White and Black African Caribbean 2.6%
- Other ethnic group 3.4%
- Asian or Asian British-Other 3.8%
- Not provided 1.4%
- Gypsy, Irish Traveller or Romany 0.3%
- Mixed-Any other mixed background 1.1%
- Mixed-White/Asian 0.4%
- Mixed-White/Black African 0.7%
- White Irish 0.3%



## Faith, religion or belief

40% of the cohort declared that they had no religion. There was a 5pp increase in the number of students who preferred not to say, again potentially due to the impact of online enrolment. There was a 2pp decrease in the proportion of Muslim students, which again is likely to be linked to the reduction in adult provision, which has a significant ESOL provision.

	2020 – 21	2019 – 20
Faith, Religion or Belief	Student Numbers (% of cohort)	Student Numbers (% of cohort)
Buddhist	37 (0.3%)	45 (0.4%)
Christian	2,530 (22.6%)	2,600 (22.5%)
Hindu	28 (0.3%)	34 (0.3%)
Jewish	6 (0.1%)	13 (0.1%)
Muslim	2,294 (20.5%)	2,584 (22.3%)
No Religion	4,453 (39.8%)	4,766 (41.2%)
Not Declared	111 (1.0%)	324 (2.8%)
Other	151 (1.4%)	174 (1.5%)
Prefer Not to Say	1478 (13.2%)	967 (8.4%)
Sikh	24 (0.2%)	27 (0.2%)
Spiritual	63 (0.6%)	40 (0.3%)

## Achievement Rates

Student achievement rates on funded further education provision continued to improve in 2020 – 2021, with a significant three-year improvement trend achieved.

### Percentage Achievement Rates (All Ages)

Student achievement rates on funded further education provision improved further to 87%, as of the 20th October 2021.

Year	% Achievement All Ages
2020 – 21	87%
2019 – 20	82%
2018 – 19	79%

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:

- Female students
- 19+ students with a declared learning difficulty or disability

The EDI Board commissioned the Social Mobility Group with the purpose of setting actions to narrow the key gaps identified and monitor impact in year through retention and attendance and, then at year end, through achievement.

### Percentage Achievement Rates: Sex

Narrowing this equality gap was identified as a key priority for 2019 – 2020. Achievement rates for female students improved at the Sheffield College by 5pps in 2020 – 2021 to 87% and this equality achievement gap remained closed.

Year	Male Students	Female Students	Achievement Gap
2020 – 21	88 (87.5)%	87 (87.4)%	0pps
2019 – 20	82%	82%	0pps
2018 – 19	82%	76%	6pps

### Percentage Achievement Rates: Learning Difficulty / Disability profile

It was stated in the 2019 – 2020 annual report that supporting the achievement of students who declare a learning difficulty or disability would be a key focus for 2020 – 2021. Whilst the achievement rate increased for student with no declared learning difficulty or disability, it increased significantly for those with a declared learning disability or difficulty closing the achievement gap to just 1pp.

Year	Students Who Declare LDD	Students No LDD	Achievement Gap
2020 – 21	87%	88%	1pps
2019 – 20	78%	84%	6pps
2018 – 19	77%	80%	3pps

### Percentage Achievement Rates: Gender Identity

In 2019 – 2020, there was a 10pp achievement gap for a small cohort of 65 students who identified as non-binary which led to the following statement, 'This indicates strategies and activities to support non-binary students to achieve need to be further improved.' In 2020 – 2021, there were 59 students who declared as non-binary and an associated achievement rate of 91%, 3pps higher than both men and women, between which there was no achievement gap.

Year	Men	Women	Achievement Gap
2020 – 21	88%	88%	0pps
2019 – 20	83%	82%	1pps
2018 – 19	N/A	N/A	N/A

### Percentage Achievement Rates: Sexual Orientation

Students who described their sexual orientation as something other than heterosexual achieved 1pp below students who declared themselves as heterosexual, with the gap narrowing from 3pps in 2019 – 2020. However, 265 students declared as bi-sexual and there was a 7pp achievement gap for these students as the achievement rate for this cohort of students was 81%.

Year	Heterosexual	Self-described in a Category Other Than Heterosexual	Achievement Gap
2020 – 21	88%	87%	1pps
2019 – 20	82%	79%	3pps
2018 – 19	N/A	N/A	N/A

### Percentage Achievement Rates: Ethnicity

The ethnicity achievement gap narrowed by 3pps to 3pps in 2020 – 2021. The achievement rates for student from both ethnic majority and ethnic minority backgrounds improved, however achievement rates for students from ethnic majority groups improved more significantly leading to the narrowing of the achievement gap.

Year	% Achievement Ethnic Majority	% Achievement Ethnic Minority	Gap
2020 – 21	86%	89%	3pps
2019 – 20	79%	85%	6pps
2018 – 19	79%	81%	2pps

# STUDENT PROFILES AND OUTCOMES

## PROVISION FOR YOUNG PEOPLE

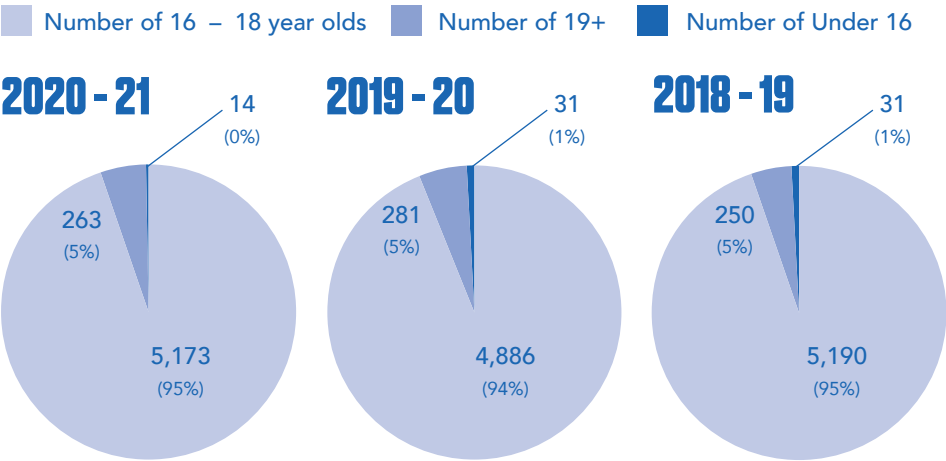
### Student Numbers

The number of students on study programmes for young people increased by 302 students in 2020 – 2021 compared to the previous year.

Year	2020 – 2021	2019 – 2020	2018 – 2019
Total Number of Students	5450	5148	5471

### Age

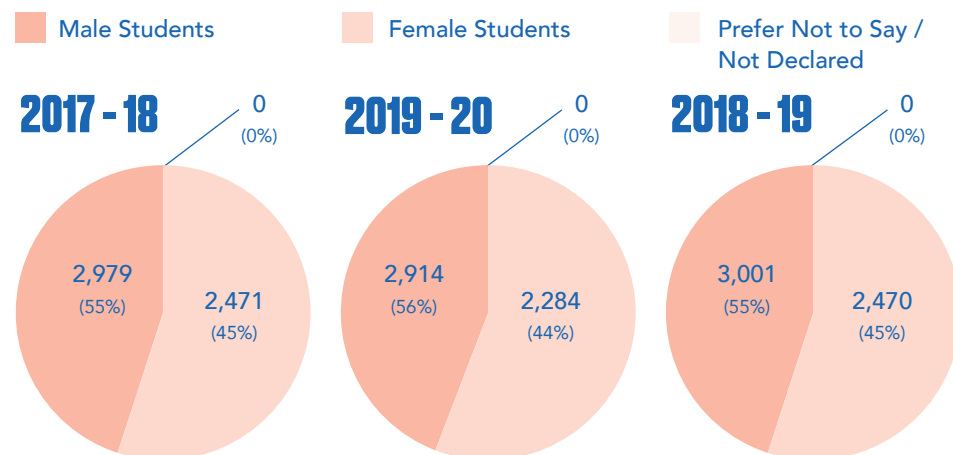
A small number of students who are aged 19 or over at the start of their programme continue to access this provision, there were 263 students or 5% of the cohort in 2020 – 2021.





## Sex

The proportions of male students and female students on provision for young people has remained relatively static over the previous three years since 2018 – 2019 with 55% of the cohort being male in 2020 – 2021.



## Learning Difficulty / Disability profile

The percentage of students declaring a learning difficulty or disability on provision for young people has remained relatively static over the previous three years with nearly four from every ten students declaring a learning difficulty or disability.

2020 – 21	2,089 (38%)
2019 – 20	2,042 (39%)
2018 – 19	2,009 (37%)

## Gender identity

5% of students declared their gender to be something other than that of man or woman in 2020 – 2021, 3pps more than the previous year. 6% preferred not to say or did not declare.

Year	Number of Men	Number of Women	Number Non-binary	Number Other	Number Prefer Not to Say / Not Declared
2020 – 21	2,791 (51%)	2,307 (42%)	23 (0%)	5 (0%)	324 (6%)
2019 – 20	2,717 (52%)	2,106 (41%)	14 (0%)	2 (0%)	359 (7%)
2018 – 19	N/A	N/A	N/A	N/A	N/A

## Sexual orientation

A significant additional number of students did not declare their sexual orientation or preferred not to say in 2020 – 2021, this may be due to increased online enrolment during the pandemic. The proportion of students who declared as heterosexual dropped by 12pps.

Year	Hetero-sexual	A-sexual	Bi-sexual	Gay Man	Gay Woman	Pan-sexual	Other	Number Prefer Not to Say / Not Declared
2020 – 21	3,313 (61%)	107 (2%)	185 (3%)	45 (1%)	48 (1%)	39 (0%)	21 (0%)	1,692 (31%)
2019 – 20	3,799 (73%)	107 (2%)	190 (4%)	52 (1%)	55 (1%)	33 (1%)	13 (0%)	949 (18%)
2018 – 19	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

## Ethnicity profile

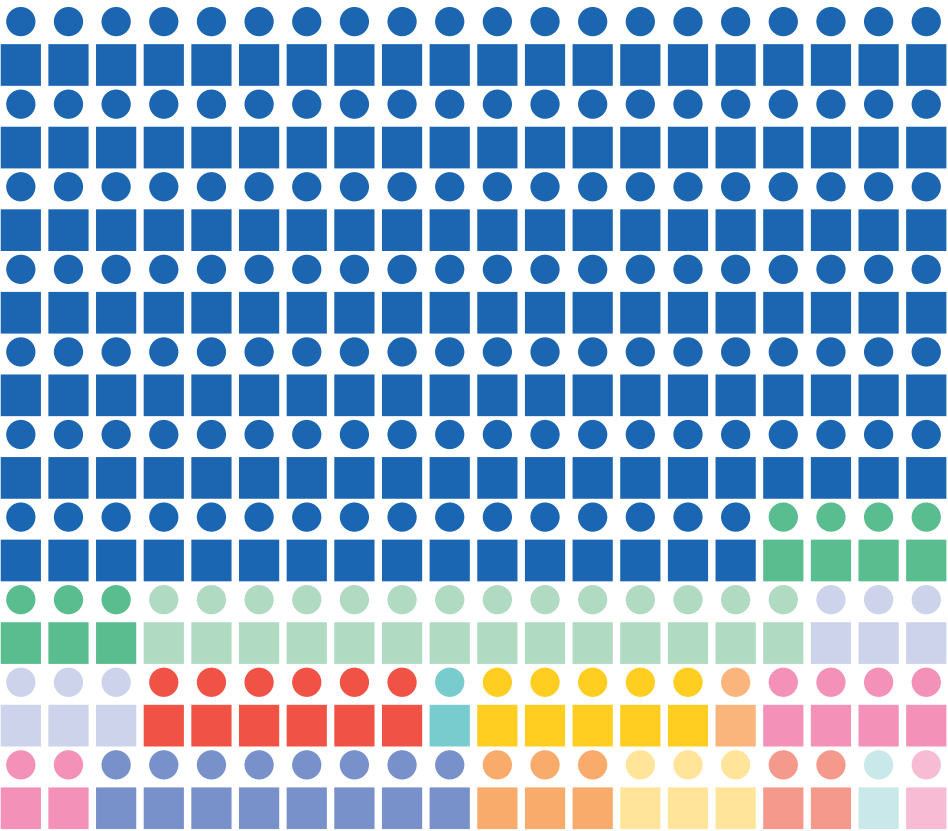
The proportion of our student population from ethnic minority backgrounds on provision for young people has remained stable over the past three years with about three in every ten students from ethnic minority backgrounds.

Year	Total Ethnic Majority	Total Ethnic Minority	Prefer Not to Say / Not Declared
2020 – 21	3,885 (71%)	1,514 (28%)	50 (1%)
2019 – 20	3,799 (71%)	1,496 (29%)	36 (1%)
2018 – 19	3,924 (72%)	1,526 (28%)	21 (0%)

Ethnicity profile breakdown

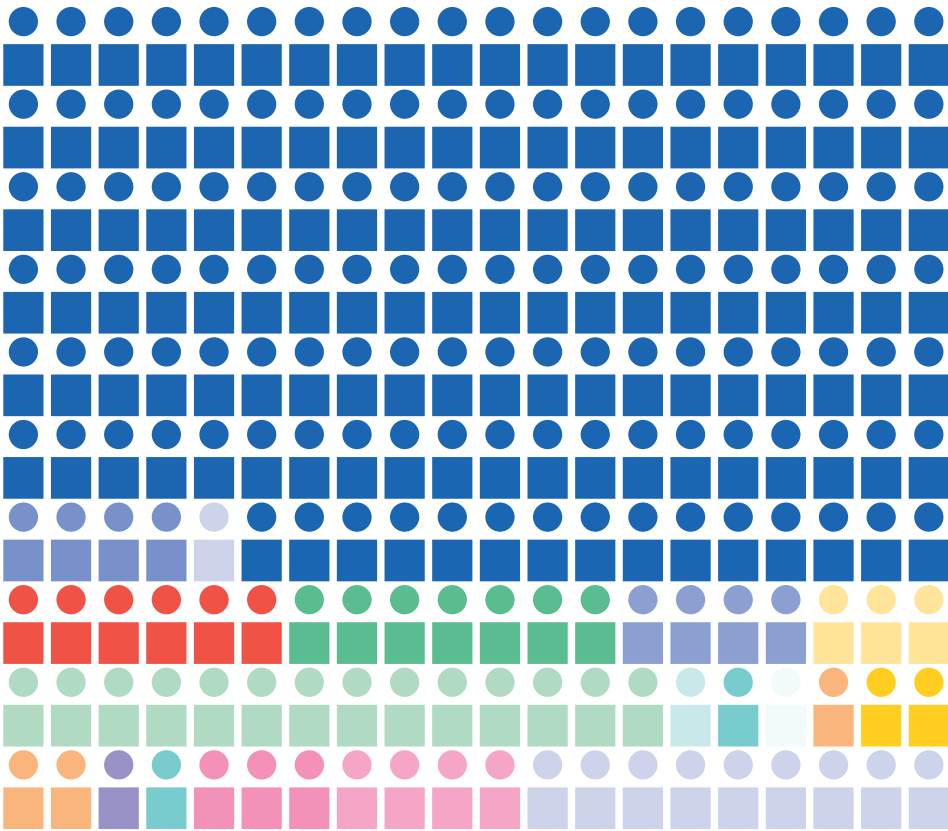
Students declaring as White British increased by 2pps to 68% of the cohort. There was a 1pp decrease in students declaring as White – Any Other Background, with no other significant shifts.

2020 – 2021



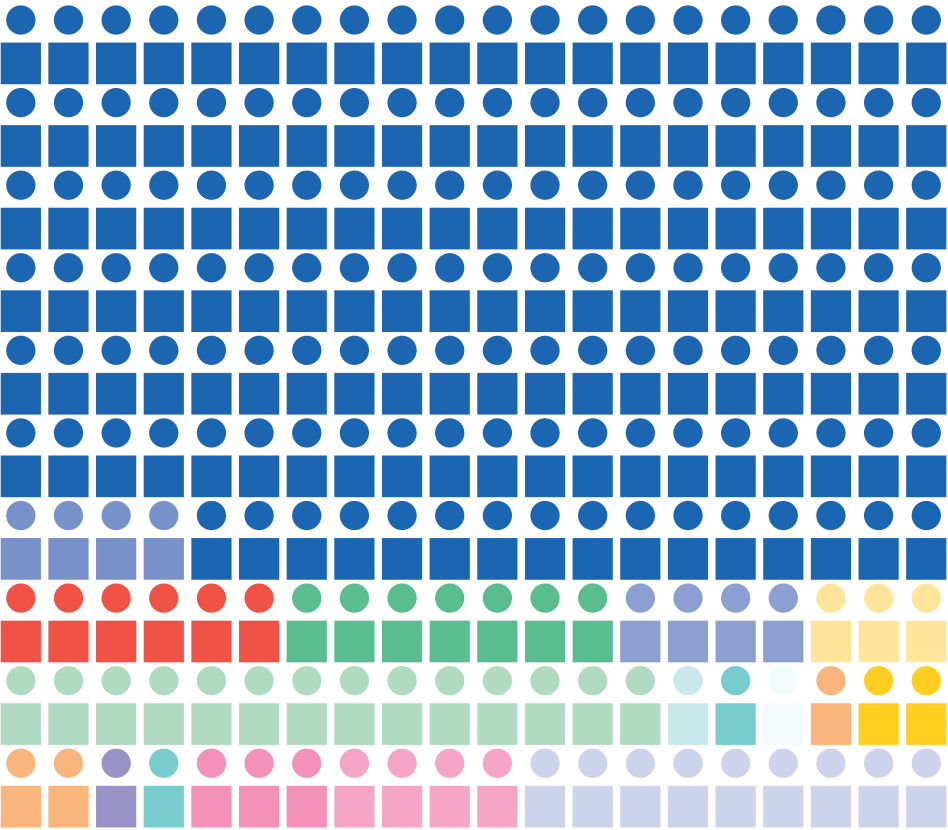
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|---|--|
| White British 67.9%                     | Mixed-White and Black African Caribbean 3.2% |
| Black or Black British-African 3.8%     | Other ethnic group 2.5%                      |
| Asian or Asian British-Pakistani 6.8%   | Asian or Asian British-Other 1.4%            |
| White – any other white background 3.1% | Not provided 0.9%                            |
| Arab 2.9%                               | Gypsy, Irish Traveller or Romany 0.6%        |
| Asian or Asian British-Bangladeshi 0.8% | Mixed-Any other mixed background 1.3%        |
| Asian or Asian British-Indian 0.2%      | Mixed-White/Asian 0.8%                       |
| Black or Black British-Caribbean 1.7%   | Mixed-White/Black African 0.8%               |
| Black or Black British-Other 0.8%       | White Irish 0.3%                             |
| Chinese 0.3%                            |  |

2019 – 2020



- |   |  |
|---|--|
| White British 66.1%                     | Mixed-White and Black African Caribbean 3.6% |
| Black or Black British-African 3.9%     | Other ethnic group 2.0%                      |
| Asian or Asian British-Pakistani 7.1%   | Asian or Asian British-Other 1.9%            |
| White – any other white background 4.2% | Not provided 0.7%                            |
| Arab 3.2%                               | Gypsy, Irish Traveller or Romany 0.5%        |
| Asian or Asian British-Bangladeshi 1.0% | Mixed - any other mixed background 0.7%      |
| Asian or Asian British-Indian 0.3%      | Mixed-White/Asian 0.9%                       |
| Black or Black British-Caribbean 1.6%   | Mixed-White/Black African 0.5%               |
| Black or Black British -Other 0.6%      | White Irish 0.3%                             |
| Chinese 0.3%                            |  |

2018 – 2019



- White British 67.8%
- Black or Black British-African 4.0%
- Asian or Asian British-Pakistani 6.9%
- White – any other white background 3.8%
- Arab 2.9%
- Asian or Asian British-Bangladeshi 0.9%
- Asian or Asian British-Indian 0.4%
- Black or Black British-Caribbean 1.2%
- Black or Black-Other 0.5%
- Chinese 0.3%

■

 Mixed-White and Black African Caribbean 3.7%

■

 Other ethnic group 1.9%

■

 Asian or Asian British-Other 1.9%

■

 Not provided 0.4%

■

 Gypsy, Irish Traveller or Romany 0.6%

■

 Mixed -any other mixed background 0.4%

■

 Mixed-White/Asian 0.6%

■

 Mixed-White/Black African 0.5%

■

 White Irish 0.2%

Faith, Religion or Belief

54% of students on provision for young people declared that they have no religion, compared to 40% across all college provision and 21% of students on adult provision. 16% of students on provision for young people declared as Christian and 14% as Muslim. 13% of students prefer not to say, which is a 5pp increase on the previous year.

	2020 – 21	2019 – 20
Faith, Religion or Belief	Student Numbers (% of cohort)	Student Numbers (% of cohort)
Buddhist	10 (0.2%)	12 (0.2%)
Christian	882 (16.2%)	910 (17.5%)
Hindu	4 (0.1%)	4 (0.1%)
Jewish	3 (0.1%)	6 (0.1%)
Muslim	768 (14.1%)	778 (15.0%)
No Religion	2,948 (54.1%)	2984 (57.4%)
Not Declared	12 (0.2%)	6 (0.1%)
Other	80 (1.5%)	69 (1.3%)
Prefer Not to Say	699 (12.8%)	403 (7.8%)
Sikh	5 (0.1%)	9 (0.2%)
Spiritual	39 (0.7%)	17 (0.3%)

Achievement rates

Student achievement rates on provision for young people continued to improve in 2020 – 2021.

% Achievement Rates

Achievement rate data, as of the 20th October 2021, indicated a further 7pp improvement in student achievement rates on provision for young people, from 79% in 2019 – 2020 to 77% in 2018 – 2019.

Year	% Achievement All Ages
2020 – 21	86%
2019 – 20	79%
2018 – 19	77%



### Narrowing the Achievement Gaps: Age

95% of students on provision for young people were aged 16 – 18. The achievement rate for 16 – 18 year-old students in this provision further improved by 7pps to 86% creating a positive achievement gap of 2pps. The achievement rate of the small cohort of students aged 19+ (263 students) also improved by 1pp.

Year	16 – 18	19+	Achievement Gap
2020 – 21	86%	84%	2pps
2019 – 20	79%	83%	4pps
2018 – 19	77%	83%	6pps

### Narrowing the Achievement Gaps: Sex

The achievement rate for female students improved by 6pps to 87%, whilst the achievement rate for male students improved by 7pps, leading to a positive achievement gap of 2pps.

Year	Male Students	Female Students	Achievement Gap
2020 – 21	85%	87%	2pps
2019 – 20	78%	81%	3pps
2018 – 19	79%	75%	4pps

### Percentage Achievement Rates: Learning Difficulty / Disability profile

The achievement rate for students with no learning difficulty or disability declared improved by 7pps on provision for young people, whilst the achievement rate for students who declared a learning difficulty or disability improved by 6pps, widening the achievement gap to 3pps.

Year	Students Who Declare LDD	Students No LDD	Achievement Gap
2020 – 21	84%	87%	3pps
2019 – 20	78%	80%	2pps
2018 – 19	78%	76%	2pps

### Percentage Achievement Rates: Gender Identity

The achievement gap between men and women has narrowed from 4pps to 2pps as achievement for men improved by 7pps and achievement for women by 5pps. The other cohorts of non-binary students (23) and those who prefer not to say or did not declare all achieved significantly better than in 2019 – 2020.

Year	Men	Women	Gap	Non-binary	Prefer Not to Say	Not Declared
2020 – 21	85%	87%	2pps	87%	79%	85%
2019 – 20	78%	82%	4pps	65%	54%	81%
2018 – 19	N/A	N/A	N/A	N/A	N/A	N/A

### Percentage Achievement Rates: Sexual Orientation

Achievement rates for students who declared as heterosexual improved by 8pps, whilst achievement rates for those who self-described as not heterosexual improved by 6pps leading to a 2pps achievement gap. Of note, in 2019 – 2020, a 7pp achievement gap for a very small cohort of 55 students who identified as Gay Women was identified. This led to the following statement, 'This indicates strategies and activities to support gay women in the college environment need to be further improved.' The EDI Board commissioned the LGBTQ+ Working Group for staff and students. In 2020 – 2021, the achievement rate for Gay Women improved by 13pps to 85% narrowing the achievement gap to 2pps.

Year	Heterosexual	Self-described in a Category Other than Heterosexual	Achievement Gap	Number Prefer Not to Say / Not Declared
2020 – 21	87%	85%	2pps	84%
2019 – 20	79%	79%	0pps	80%
2018 – 19	N/A	N/A	N/A	N/A

### Percentage Achievement Rates: Ethnicity

The achievement rates of both students from ethnic majority backgrounds and those from ethnic minority backgrounds improved by 6pps and 8pps respectively. This has led to a positive achievement gap of 2pps as students from ethnic minority backgrounds achieved 2pps higher.

Year	% Achievement Ethnic Majority	% Achievement Ethnic Minority	Gap
2020 – 21	85%	87%	2pps
2019 – 20	79%	79%	0pps
2018 – 19	78%	77%	1pps

**Percentage Achievement Rates: Ethnicity Breakdown**

	2020 – 21	2019 – 20	2018 – 19
<b>Ethnicity</b>	<b>% Achievement</b>	<b>% Achievement</b>	<b>% Achievement</b>
Arab	88%	80%	76%
Asian or Asian British-Bangladeshi	89%	77%	74%
Asian or Asian British-Indian	78%	89%	84%
Asian or Asian British-Other	88%	86%	86%
Asian or Asian British-Pakistani	90%	84%	76%
Black or Black British-African	90%	85%	83%
Black or Black British-Caribbean	88%	84%	77%
Black or Black British-Other	89%	84%	83%
Chinese	97%	91%	97%
Gypsy , Irish Traveller or Romany	84%	79%	68%
Mixed-Any other mixed background	83%	72%	72%
Mixed-White/Asian	86%	76%	79%
Mixed-White/Black African	88%	81%	70%
Mixed-White/Black African Caribbean	80%	79%	76%
Not Provided	79%	84%	71%
Other ethnic group	85%	79%	76%
White British	85%	82%	77%
White Irish	87%	78%	80%
White-any other white background	87%	85%	80%

**Priority Groups in Provision for Young People**

The College continues to operate a quarterly Business Review activity where discussions are held with the Executive Leadership Team about progress against key objectives. The in-year retention and attendance and end of year achievement rates of each of the 16 – 18 priority groups was monitored closely through Business Review. These were:

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Students in receipt of Free College Meals

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Students from disadvantaged postcode areas

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Looked After Children / Care Leavers

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Funded High Needs students

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Students for whom English is an Additional Language

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The achievement rates for each of the priority groups monitored showed improvements in achievement rates and there were no significant gaps between any of the groups and the 16 – 18 year-old achievement rates on provision for young people.

**Priority Groups: Free College Meals**

Year	Headcount	% Retention	% Achievement	% Young People Achievement	Gap
2020 – 21	822	94%	87%	86%	1pp
2019 – 20	785	94%	79%	79%	0pps
2018 – 19	815	95%	79%	77%	2pps

**Priority Groups: Disadvantaged (16 – 18)**

Year	Headcount	% Retention	% Achievement	% Young People Achievement	Gap
2020 – 21	2,618	94%	85%	86%	1pp
2019 – 20	2,317	93%	77%	79%	2pps
2018 – 19	2,706	92%	76%	77%	1pp

#### Priority Groups: LAC / Care Leavers

Year	Headcount	% Retention	% Achievement	% 16 – 18 Achievement	Gap
2020 – 21	187	94%	88%	86%	2pps
2019 – 20	166	95%	80%	79%	1pp
2018 – 19	175	93%	78%	77%	1pp

#### Priority Groups: High Needs

Year	Headcount	% Retention	% Achievement	% Young People Achievement	Gap
2020 – 21	260	96%	86%	86%	0pp
2019 – 20	234	98%	84%	79%	5pps
2018 – 19	242	98%	85%	77%	8pps

#### Priority Groups: EAL

Year	Headcount	% Retention	% Achievement	% 16 – 18 Achievement	Gap
2020 – 21	293	95%	87%	86%	1pp
2019 – 20	317	96%	79%	79%	0pps
2018 – 19	224	100%	87%	77%	10pps



**"Through the support of The Sheffield College, I have learnt a new language and achieved high grades. It wasn't possible to go to school in Syria for a long time because of the bombings. When I arrived at the college, I had no qualifications to my name. Now I am looking forward to going to university."**

**Lodmilla**  
Applied Science





# STUDENT PROFILES AND OUTCOMES

## ADULT LEARNING PROGRAMMES

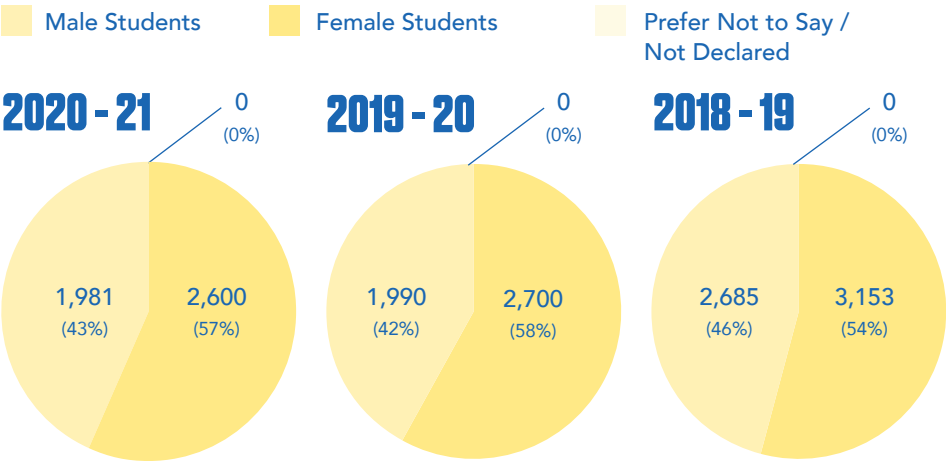
### Student numbers

The number of students on adult learning programmes decreased by 109 students in 2020 – 2021 compared to the previous year.

2020 – 2021	4,581
2019 – 2020	4,690
2018 – 2019	5,838

### Sex

The percentage of male students on adult provision increased by 1pp to 43% of the cohort.



## Learning Difficulty / Disability profile

The percentage of students declaring a learning difficulty or disability on adult provision increased by 15pps to 32% of the cohort. The college has made improvements in working with the adult cohort to encourage declarations and subsequently provide learning support, which has in turn supported improved achievement rates on adult provision.

Year	Number of Students Who Declare LDD
2020 – 21	1,479 (32%)
2019 – 20	790 (17%)
2018 – 19	729 (12%)

## Gender identity

The percentage of students who preferred not to say or did not declare their gender identity decreased by 8pps to 7% of the cohort. 1% of the cohort declared as non-binary.

Year	Number of Men	Number of Women	Number Non-binary	Number Other	Number Prefer Not to Say / Not Declared
2020 – 21	1,826 (40%)	2,396 (52%)	30 (1%)	0	329 (7%)
2019 – 20	1,656 (35%)	2,282 (49%)	38 (1%)	0	714 (15%)
2018 – 19	N/A	N/A	N/A	N/A	N/A

## Sexual orientation

59% of students on adult provision identified as heterosexual, 5% identified within another category and 36% preferred not to say or did not declare.

Year	Hetero-sexual	A-sexual	Bi-sexual	Gay Man	Gay Woman	Pan-sexual	Other	Number Prefer Not to Say / Not Declared
2020 – 21	2699 (59%)	57 (1%)	70 (2%)	11 (0%)	29 (1%)	34 (1%)	10 (0%)	1671 (36%)
2019 – 20	2,796 (60%)	86 (2%)	66 (1%)	20 (0%)	49 (1%)	12 (0%)	13 (0%)	1,648 (35%)
2018 – 19	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A



**“Studying at The Sheffield College has changed my life. The college has allowed me to look towards goals I thought were impossible at a later age.”**

**Stuart**  
Essential Digital Skills

## Ethnicity profile

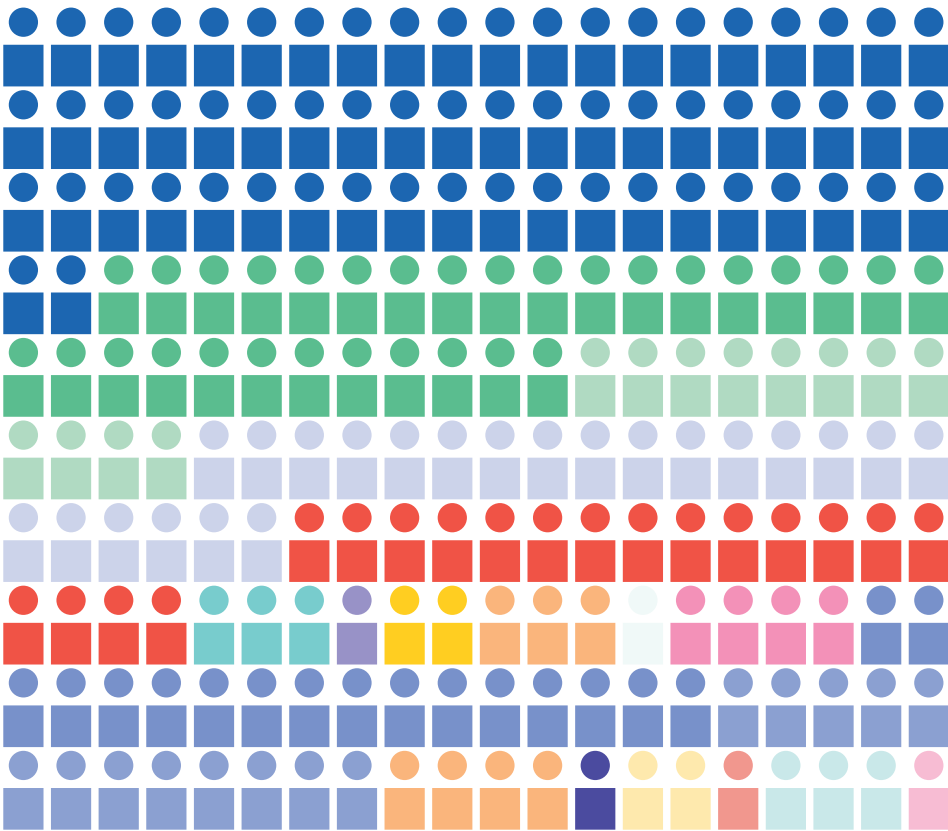
The percentage of students from ethnic minority backgrounds on provision for adults decreased from nearly six in every ten students to just over five in every ten, yet still above the 2018 – 2019 percentage. This was mainly driven by the reduction in adult provision available during the pandemic, with the proportion of students from ethnic minority backgrounds expected to increase again for provision for adults in 2021 – 2022.

Year	Total Ethnic Majority	Total Ethnic Minority	Prefer Not to Say / Not Declared
2020 – 21	1,943 (42%)	2,533 (53%)	101 (2%)
2019 – 20	1,827 (39%)	2,790 (59%)	69 (1%)
2018 – 19	2,803 (48%)	2,965 (51%)	69 (1%)

Ethnicity profile breakdown

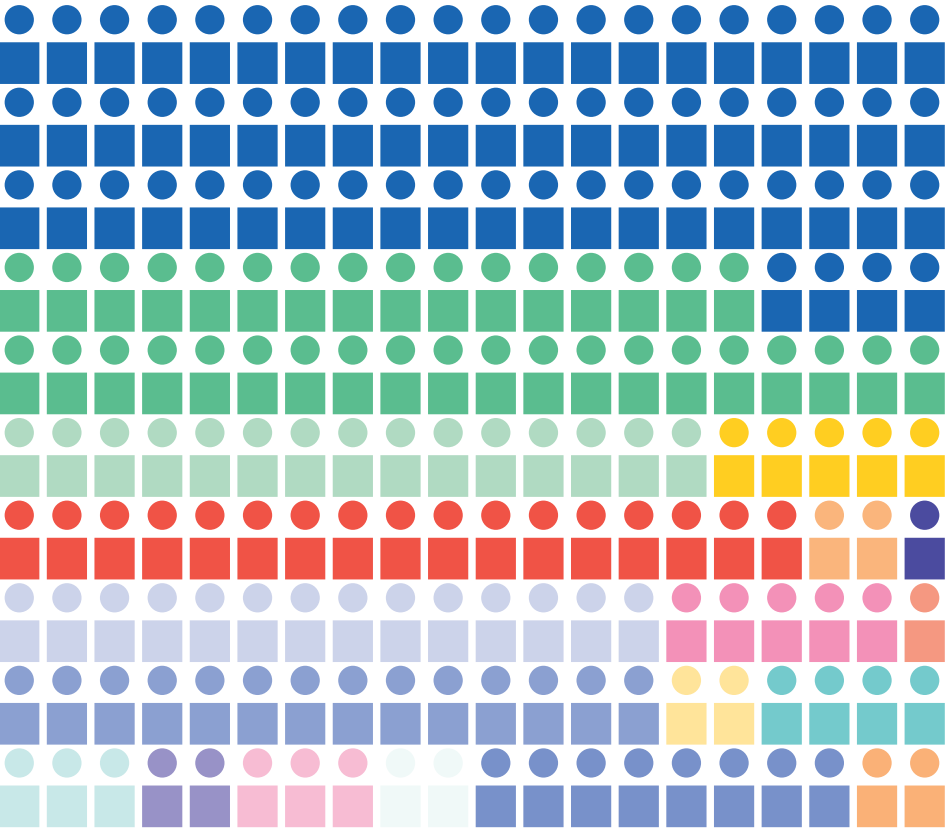
After a 9pp decrease in students declaring as White British in 2019 – 2020 to 31% of the cohort, the percentage of students declaring as White British in 2020 – 2021 on adult provision remained stable at 31%. There were slight decreases in the percentage of most ethnicities, however, there was a 4pp increase in students declaring as White – Any Other Background meaning this cohort was the third largest on adult provision with 11% of the cohort. The percentage of students declaring as Black or Black British-African decreased by 3pps to 15% of the cohort but still represented the second largest cohort in college. Cognisant of this, the college is planning even bigger celebrations of black history throughout 2021 – 2022, not just during October 2021.

2020 – 2021



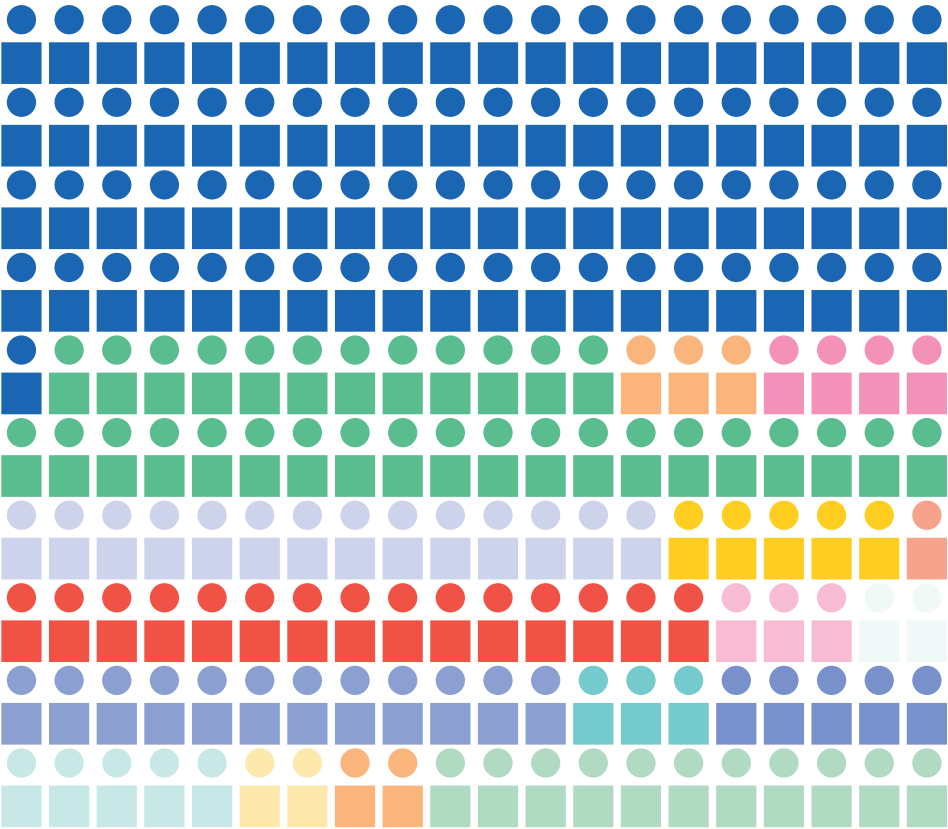
- White British 31.1%
- Black or Black British-African 15.0%
- Asian or Asian British-Pakistani 6.0%
- White – any other white background 11.1%
- Arab 9.0%
- Asian or Asian British-Bangladeshi 1.7%
- Asian or Asian British-Indian 0.5%
- Black or Black British-Caribbean 1.0%
- Black or Black British-Other 1.5%
- Chinese 0.7%
- Mixed-White and Black African Caribbean 1.7%
- Other ethnic group 8.8%
- Asian or Asian British-Other 6.4%
- Not provided 2.3%
- Gypsy, Irish Traveller or Romany 0.3%
- Mixed – Any other mixed background 1.1%
- Mixed-White/Asian 0.4%
- Mixed-White/Black African 1.2%
- White Irish 0.2%

2019 – 2020



- |   |  |
|---|--|
| White British 31.4%                     | Mixed-White and Black African Caribbean 2.8% |
| Black or Black British-African 18.1%    | Other ethnic group –%                        |
| Asian or Asian British-Pakistani 7.4%   | Asian or Asian British-Other 7.1%            |
| White – any other white background 6.8% | Not provided 1.6%                            |
| Arab 8.4%                               | Gypsy, Irish Traveller or Romany 0.2%        |
| Asian or Asian British-Bangladeshi 1.9% | Mixed – Any other mixed background 0.9%      |
| Asian or Asian British-Indian 0.7%      | Mixed-White/Asian 0.3%                       |
| Black or Black British-Caribbean 2.1%   | Mixed-White/Black African 1.3%               |
| Black or Black British-Other 1.2%       | White Irish 0.7%                             |
| Chinese 0.9%                            |  |

2018 – 2019



- |   |  |
|---|--|
| White British 40.8%                     | Mixed-White and Black African Caribbean 1.9% |
| Black or Black British-African 15.3%    | Other ethnic group –%                        |
| Asian or Asian British-Pakistani 6.1%   | Asian or Asian British-Other 6.5%            |
| White – any other white background 6.9% | Not provided 1.2%                            |
| Arab 7.5%                               | Gypsy, Irish Traveller or Romany 0.1%        |
| Asian or Asian British-Bangladeshi 1.6% | Mixed – Any other mixed background 0.9%      |
| Asian or Asian British-Indian 0.4%      | Mixed-White/Asian 0.4%                       |
| Black or Black British-Caribbean 1.9%   | Mixed-White/Black African 1.0%               |
| Black or Black British-Other 1.3%       | White Irish 0.3%                             |
| Chinese 0.8%                            |  |



## Faith, Religion or Belief

21% of students on adult provision declared that they have no religion, compared to 40% across all college provision and 54% of students on provision for young people. 341 of students on provision for young people declared as Muslim, with 30% Christian. The College will continue to use this information when planning celebrations and education regarding Faith, Religion and Belief.

	2020 – 21	2019 – 20
Faith, Religion or Belief	Student Numbers (% of cohort)	Student Numbers (% of cohort)
Buddhist	25 (0.5%)	23 (0.5%)
Christian	1,394 (30.4%)	1,347 (28.7%)
Hindu	18 (0.4%)	23 (0.5%)
Jewish	3 (0.1%)	7 (0.1%)
Muslim	1,430 (31.2%)	1,587 (33.8%)
No Religion	964 (21.0%)	1,125 (24.0%)
Not Declared	30 (0.7%)	93 (2.0%)
Other	58 (1.3%)	83 (1.8%)
Prefer Not to Say	623 (13.6%)	369 (7.9%)
Sikh	16 (0.3%)	14 (0.3%)
Spiritual	20 (0.4%)	19 (0.4%)

## Percentage achievement rates

Student achievement rates on adult learning provision continued to improve in 2020 – 2021. Achievement rate data, as of the 20th of October 2021, indicated a 5pp improvement in student achievement rates on adult learning provision compared to the same date in the previous year, up from 85% in 2019 – 2020 to 90% in 2020 – 2021.

Year	% Achievement
2020 – 21	90%
2019 – 20	85%
2018 – 19	82%

## Percentage Achievement Rates: Sex

The achievement rate for Female Students improved by 6pps, however the achievement rates of adult students improved by 5pps which meant the achievement gap only narrowed by 1pp to 4pps. Female achievement rates on adult provision will remain an area of focus into 2021 – 2022.

Year	Male Students	Female Students	Achievement Gap
2020 – 21	93%	89%	4pps
2019 – 20	88%	83%	5pps
2018 – 19	86%	78%	8pps

## Percentage Achievement Rates: Learning Difficulty / Disability Profile

Achievement rates for students who declared a Learning Difficulty or Disability further improved by a further 11pps following a 7pp rise in the previous year. However, achievement rates for students on adult provision who did not declare a learning difficulty or disability improved by 4pps again in 2020 – 2021. The achievement gap has narrowed to just 1pp from 11pps just two years ago.

Year	Students Who Declare LDD	Students No LDD	Achievement Gap
2020 – 21	90%	91%	1pp
2019 – 20	79%	87%	8pps
2018 – 19	72%	83%	11pps

## Percentage Achievement Rates: Gender Identity

Data regarding gender identity was collected effectively for the first time in 2019 – 2020. An achievement gap was evident with Men achieving 4pps higher than Women on adult learning programmes. Students who self-declared as Non-binary students achieved 12pps less well than their peers, albeit this was a very small cohort of 38 students.

Year	Number of Men	Number of Women	Gap	Non-binary	Number Prefer Not to Say / Not Declared
2020 – 21	93%	89%	4pps	93%	86%
2019 – 20	89%	85%	4pps	77%	79%
2018 – 19	N/A	N/A	N/A	N/A	N/A

### Percentage Achievement Rates: Sexual Orientation

The 2019 – 2020 annual report stated that, 'Strategies to support students on adult learning provision who self-describe other than Heterosexual will be considered and implemented during 2020 – 2021.' Following work commissioned by the EDI Board to set up and run a staff and student LGBTQ+ Working Group, an improvement of 10pps in the achievement of students declaring in any other category than heterosexual was achieved. However, the achievement of heterosexual students on provision for adults also improved by 6pps meaning that the gap has narrowed from 7pps in 2019 – 2020 to 3pps in 2020 – 2021.

Year	Heterosexual	Total of self-described as not Heterosexual	Achievement Gap
2020 – 21	91%	88%	3pps
2019 – 20	85%	78%	7pps
2018 – 19	N/A	N/A	N/A

### Percentage Achievement Rates: Ethnicity

Achievement rates for students who declared their ethnicity as part of the ethnic majority cohort improved by 9pps. However, achievement rates for students who declared their ethnicity as part of the ethnic minority cohort also improved by 3pps. This has narrowed the gap from 8pps in 2019 – 2020 to just 2pps in 2020 – 2021. The achievement rate of White British students on adult learning programmes was noted as an area for improvement in the 2019 – 2020 annual report and rates of White British students on provision for adults improved by 10pps to 87%.

Year	% Achievement Ethnic Majority	% Achievement Ethnic Minority	Gap
2020 – 21	89%	91%	2pps
2019 – 20	80%	88%	8pps
2018 – 19	82%	82%	0pp

### Percentage Achievement Rates: Ethnicity Breakdown

There is still some variability in achievement rates when looking at the ethnicity breakdown, students who declare as Asian or Asian British-Indian (25), Black or Black British-Caribbean (45), White Irish (11) all have achievement rates under 80%. As each of these ethnic groups have less than 50 students, strategies focussing on support for smaller and potentially more isolated cohorts of student will be considered for 2021 – 2020 to help ensure students from all backgrounds continue feel welcome at the College.

	2020 – 21	2019 – 20	2018 – 19
Ethnicity	% Achievement (Heads)	% Achievement	% Achievement
Arab	91% (412)	92%	84%
Asian or Asian British-Bangladeshi	87% (78)	87%	83%
Asian or Asian British-Indian	76% (25)	89%	91%
Asian or Asian British-Other	91% (292)	91%	82%
Asian or Asian British-Pakistani	91% (275)	87%	83%
Black or Black British-African	92% (686)	87%	81%
Black or Black British-Caribbean	73% (45)	85%	77%
Black or Black British-Other	89% (70)	82%	73%
Chinese	97% (33)	94%	89%
Gypsy , Irish Traveller or Romany	100% (16)	75%	75%
Mixed-Any other mixed background	86% (50)	81%	67%
Mixed-White/Asian	95% (17)	76%	84%
Mixed-White/Black African	85% (54)	85%	83%
Mixed-White/Black African Caribbean	81% (77)	84%	72%
Not Provided	91% (105)	87%	84%
Other ethnic group	94% (403)	91%	87%
White British	87% (1425)	79%	80%
White Irish	67% (11)	87%	100%
White-any other white background	93% (507)	91%	87%

# 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 2020 – 2021 and this smaller number is used to calculate achievement rates in year.

The number of apprentices in learning declined a little in 2020 – 2021 with 227 fewer apprentices in learning when compared to 2019 – 2020. This decline is, in part at least, due to the pandemic.

## Apprentice Numbers in Learning

2020 – 2021	2,450
2019 – 2020	2,687
2018 – 2019	2,627

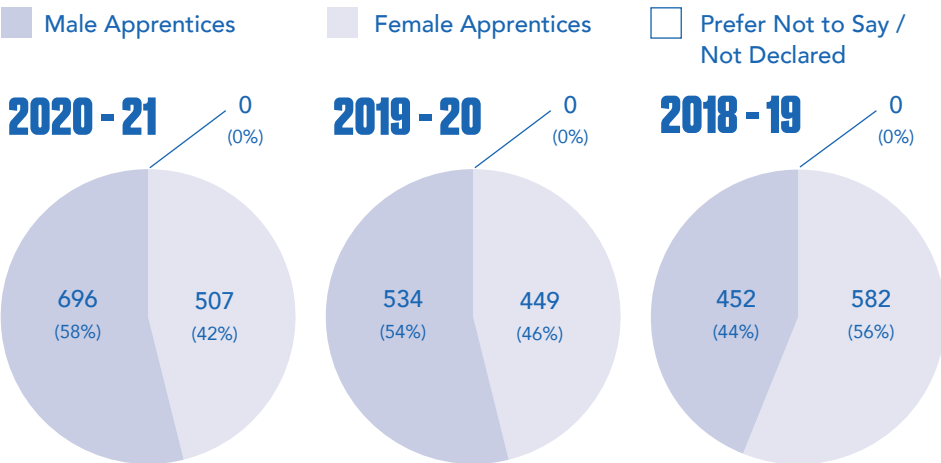
## Apprentice Numbers & Proportions Completing in Year (By Age Group)

Despite there being fewer apprentices in learning, 223 more were expected to complete their apprenticeship in 2020 – 2021 compared to 2019 – 2020. This is because, whilst the pandemic reduced the number of new apprentices starting their apprenticeship, and therefore the number of apprentices in learning, the College put strategies in place to enable those in learning to continue and achieve where-ever possible. The percentage of the cohort expected to complete aged 16 – 18 decreased by 4pp to 31%, in the 19 – 23 age group the percentage remained at 31%, however the percentage of the cohort aged 24 and over increased by 3pps to 37%.

Year	16 – 18 year olds	19 – 23	24+	All
2020 – 21	377 (31%)	376 (31%)	450 (37%)	1,203
2019 – 20	345 (35%)	300 (31%)	338 (34%)	983
2018 – 19	352 (34%)	264 (26%)	418 (40%)	1,034

Apprentice Numbers & Proportions Completing in Year (By Sex)

In 2020 – 2021 the percentage of male apprentices expected to complete increased by a further 4pps to 58% of the cohort.



Apprenticeship Numbers completing in Year: Sexual Orientation

2020 – 2021 was the first year where the impact of the changes to the apprenticeship learning agreement made several years ago could be analysed as all apprenticeship are over a year long. 71% of apprentices who were planned to complete in 2020 – 2021 described their sexuality as heterosexual, 13% did not provide this information and 12% preferred not to say. Only 3% (or 45 apprentices) described their sexuality as something other than heterosexual.

Year	Hetero-sexual	A-sexual	Bi-sexual	Gay Man	Gay Woman	Prefer to self-describe	Not Provided	Number Prefer Not to Say
2020 – 21	857 (71%)	10 (1%)	15 (1%)	6 (0%)	12 (1%)	1 (0%)	154 (13%)	148 (12%)
2019 – 20	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2018 – 19	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Several of the key EDI objectives 2018 – 2021 related to apprenticeship provision including:

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

- from ethnic minority backgrounds
- with learning difficulties and disabilities

Apprentice Numbers & Proportions completing in Year (Declared Learning Difficulty / Disability)

The percentage of apprentices who declared a learning difficulty or disability increased by a further 4pps to 10% of the cohort, this equated to an additional 61 apprentices.

Year	Number of Apprentices who Declared LDD	% of Apprentices who Declared LDD
2020 – 21	119	10
2018 – 20	58	6
2018 – 19	33	3

Ethnicity Profile for Apprentices Completing in Year

In 2020 – 2021, 112 apprentices from ethnic minority backgrounds completed their apprenticeship which was 20 more than in 2019 – 2020 and 37 more than in 2018 – 2019. However, as the cohort is larger, the proportion of apprentices completing their apprenticeship in 2020 – 2021 remained static at 9% compared to the previous year.

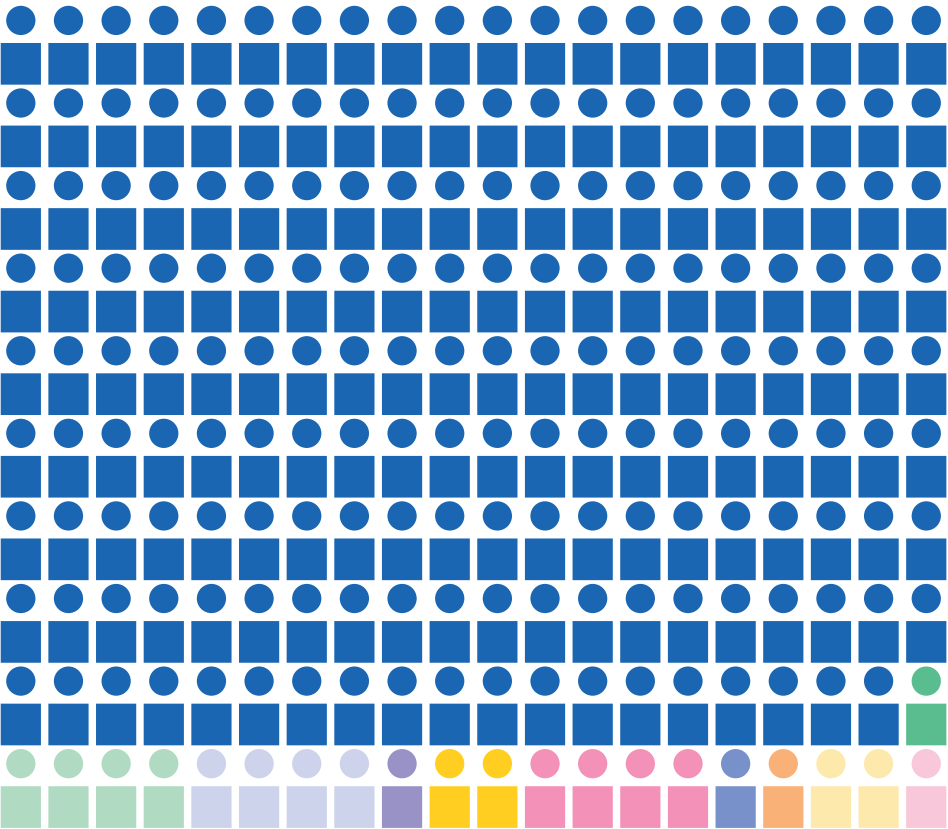
Year	Total Apprentices	Total Ethnic Majority	Total Ethnic Minority	Unknown
2020 – 21	1,203	1,087 (90%)	112 (9%)	4 (0%)
2019 – 20	983	887 (90%)	93 (9%)	3 (0%)
2018 – 19	1,034	952 (92%)	79 (8%)	3 (0%)

It is pleasing to see the increase in the percentage of apprentices declaring a learning difficulty or disability as this will help the college to target additional learning support more swiftly for those that need it. However, neither the percentage of apprentices declaring a learning difficulty or disability, nor the percentage of apprentices from ethnic minority backgrounds is yet representative Sheffield’s population, therefore we need to continue to continue our drive to ensure our apprenticeship offer is attractive and accessible to all.

Ethnicity Profile Breakdown for Apprentices Completing in Year

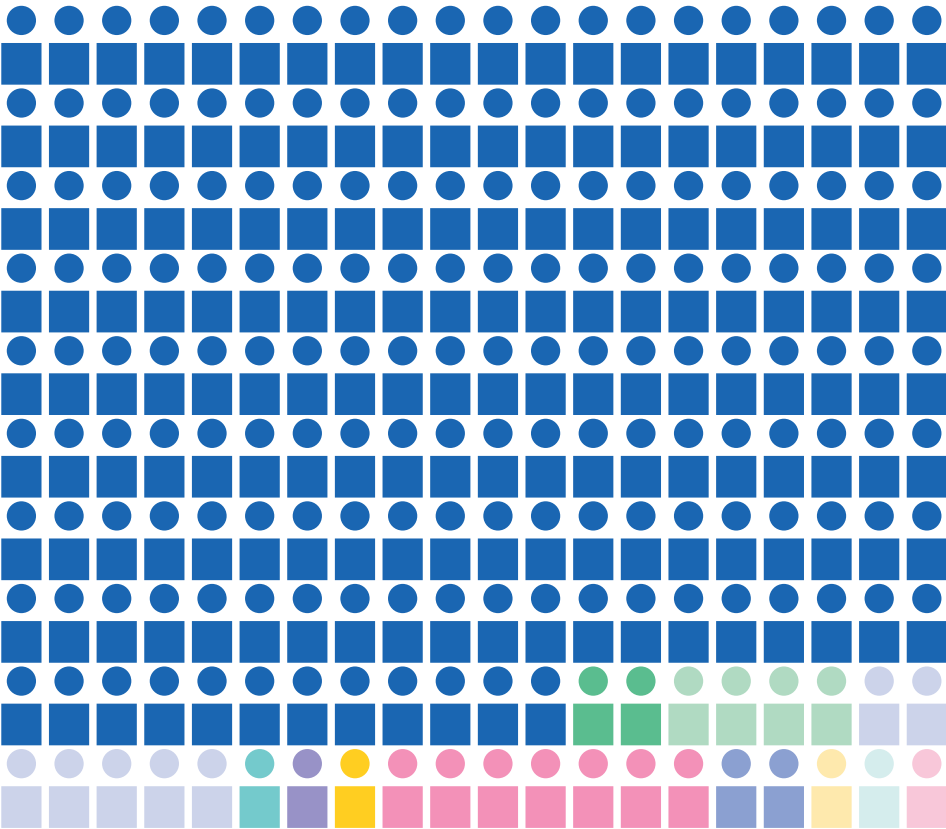
There were no significant shifts in the ethnicity profile breakdown of our apprentices in 2020 – 2021.

2020 – 2021



- |   |  |
|---|--|
| White British 89.7%                     | Mixed-White and Black African Caribbean 1.5% |
| Black or Black British-African 0.8%     | Other ethnic group 0.5%                      |
| Asian or Asian British-Pakistani 1.7%   | Asian or Asian British-Other 0.2%            |
| White – any other white background 2.1% | Not provided 0.3%                            |
| Arab 0.1%                               | Gypsy, Irish Traveller or Romany 0%          |
| Asian or Asian British-Bangladeshi 0.0% | Mixed – Any other mixed background 0.8%      |
| Asian or Asian British-Indian 0.2%      | Mixed-White/Asian 0.0%                       |
| Black or Black British-Caribbean 1.0%   | Mixed-White/Black African 0.4%               |
| Black or Black British-Other 0.1%       | White Irish 0.2%                             |
| Chinese 0.2%                            |  |

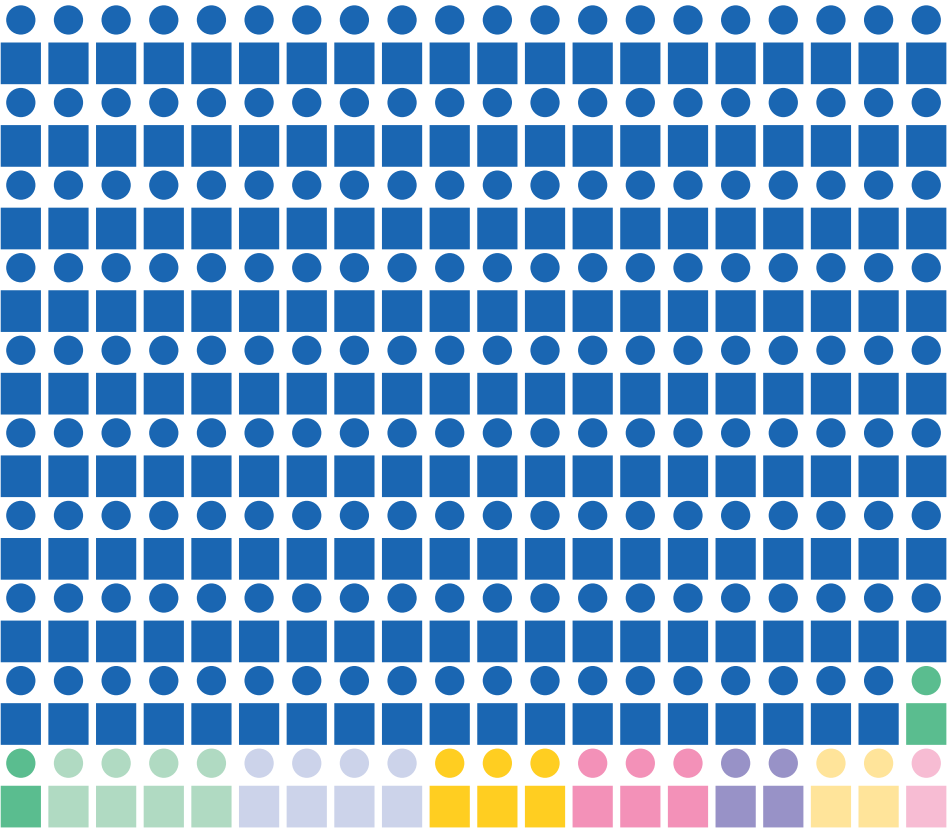
2019 – 2020



- |   |  |
|---|--|
| White British 86.2%                     | Mixed-White and Black African Caribbean 3.0% |
| Black or Black British-African 0.7%     | Other ethnic group 0.3%                      |
| Asian or Asian British-Pakistani 2.0%   | Asian or Asian British-Other 0.7%            |
| White – any other white background 3.7% | Not provided 0.3%                            |
| Arab 0.1%                               | Gypsy, Irish Traveller or Romany 0%          |
| Asian or Asian British-Bangladeshi 0.3% | Mixed – Any other mixed background 0.4%      |
| Asian or Asian British-Indian 0.7%      | Mixed-White/Asian 0.1%                       |
| Black or Black British-Caribbean 0.5%   | Mixed-White/Black African 0.3%               |
| Black or Black British-Other 0.2%       | White Irish 0.4%                             |
| Chinese 0.1%                            |  |



2018 – 2019



- White British 89.7%
- Black or Black British-African 0.8%
- Asian or Asian British-Pakistani 1.8%
- White – any other white background 2.1%
- Arab 0.1%
- Asian or Asian British-Bangladeshi 0.0%
- Asian or Asian British-Indian 0.2%
- Black or Black British-Caribbean 1.0%
- Black or Black British-Other 0.1%
- Chinese 0.2%
- Mixed-White and Black African Caribbean 1.5%
- Other ethnic group 0.5%
- Asian or Asian British-Other 0.3%
- Not provided 0.3%
- Gypsy, Irish Traveller or Romany 0.0%
- Mixed – Any other mixed background 0.8%
- Mixed-White/Asian 0.0%
- Mixed-White/Black African 0.4%
- White Irish 0.2%

None of the ethnic minority groups represented 2% or more of the cohort in 2020 – 2021

Providing an apprenticeship offer that is attractive and accessible, specifically about attracting apprentices from ethnic minority backgrounds and apprentices with learning difficulties and disabilities remains a high priority into 2021 – 2022.

The work undertaken with the National Centre for Diversity will continue 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.

Depending on the level and type of apprenticeship, it can take time for the apprentices' recruited to reach the final year of their apprenticeship and appear in the above data, therefore the College will analyse the ethnic breakdown of apprenticeship starts to monitor whether more apprentices with learning difficulties and / or disabilities and apprentices from ethnic minority backgrounds are enrolling. The intention had been to do this in 2020 – 2021, however the pandemic reduced apprenticeship starts as employers were often unable to take on new apprentices.

A further objective was:

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

- 16 – 18 year-old apprentices
- ethnic minority apprentices

Whilst overall achievement rates improved in 2020 – 2021 by 4pps, the achievement rate for 16 – 18 year-old apprentices, of which there were 377, declined by 1pp to 60%, meaning there is a 3pp gap. Therefore, a continued focus is required to ensure appropriate strategies are in place to improve outcomes for all apprentices.

Achievement rates for apprentices from ethnic majority backgrounds, of which there were 1087, improved by 4pps whilst achievement rates for apprentices from ethnic minority backgrounds, of which there were 112, remained static. This led to a 10pp achievement gap. Therefore, a continued focus is required to ensure appropriate strategies are in place to improve outcomes for all apprentices.

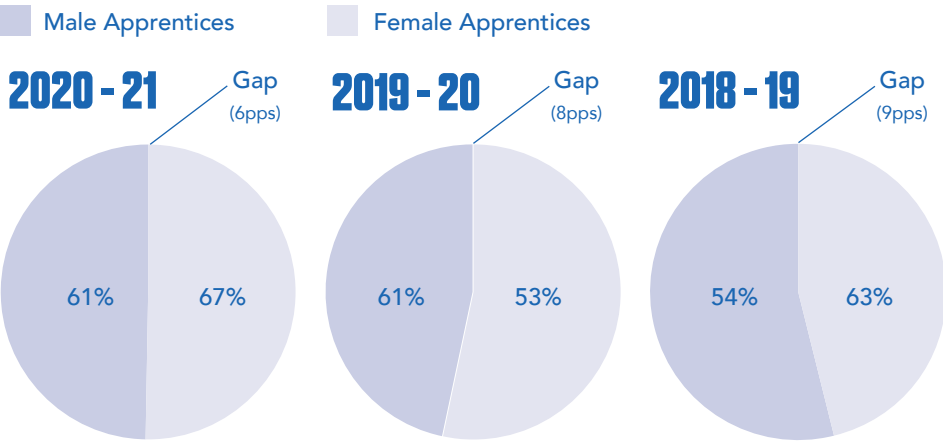
Percentage Achievement Rates for Apprentices Completing in Year (By Age Group)

Achievement rates for apprentices aged 19 – 23 increased by 2pps to 68% and achievement rates for apprentices aged 24 and over increased significantly, by 15pps, to 62%. However, achievement rates for 16 – 18 year-old apprentices decreased by 1pp to 60%, meaning that this will remain a key area of focus into 2021 – 2022.

Year	16 – 18	19 – 23	24+	All Ages
2020 – 21	60%	68%	62%	63%
2019 – 20	61%	66%	47%	58%
2018 – 19	67%	61%	51%	59%

Percentage Achievement Rates for Apprentices Completing in Year (By Sex)

There have been significant annual variations in the achievement of male and female apprentices, focus will be on improving achievement rates of all apprentices in 2021 – 2022, however the progress of male apprentices will be specifically scrutinised at quarterly business reviews.



Percentage Achievement Rates: Learning Difficulty / Disability profile

In 2020 – 2021, one in every two apprentices who declared a learning difficulty or disability did not achieve their apprenticeship. As more apprentices declare a learning difficulty or disability it shifts their non-achievement from not declared to declared and widens the gap. A key priority in 2021 – 2022 is to ensure apprentices are correctly identified and supported, to this end the new Head of SEND/ALS will appoint a key member of the team to focus on ensuring appropriate support is provided to all apprentices.

Year	Students who declare LDD	Students No LDD	Achievement Gap
2020 – 21	50%	65%	15pps
2019 – 20	54%	58%	4pps
2018 – 19	64%	59%	5pps

Percentage Achievement Rates: Sexual Orientation

In 2020 – 2021, apprentices who declared as heterosexual achieved 5pps higher than those who self-described as not heterosexual. Only 45 apprentices declared as not heterosexual, so just two further achievements would have eradicated this gap.

Year	Hetero-sexual	Total of self-described as not Heterosexual	Gap	Not Provided	Prefer Not to Say
2020 – 21	67%	62%	5pps	45%	57%



“My career dream is to become a cyber security expert. I am most interested in developing practical skills in the workplace. I’m learning about all aspects of the business and have felt very welcome at Millgate”

Josh  
Apprentice at Millgate Ltd and former Employer Skills Academy student



Percentage Achievement Rates for Apprentices Completing in Year (By Ethnicity)

Achievement rates for apprentices from ethnic minority backgrounds declined by 4pps, whereas achievement rates for apprentices from ethnic majority backgrounds improved by 10pps, creating a 10pp achievement gap. Supporting achievement of apprentices from ethnic minority backgrounds will be a key focus of 2021 – 2022.

Year	% Achievement Ethnic Majority	% Achievement Ethnic Minority	Gap
2020 – 21	64%	54%	10pps
2019 – 20	54%	58%	4pps
2018 – 19	57%	59%	2pps

	2020 – 21	2019 – 20	2018 – 19
Ethnicity	% Achievement (Heads)	% Achievement	% Achievement
Arab	50% (2)	0% (1)	100% (1)
Asian or Asian British-Bangladeshi	100% (2)	100% (3)	N/A
Asian or Asian British-Indian	50% (4)	83% (6)	50% (2)
Asian or Asian British-Other	60% (5)	57% (7)	100% (2)
Asian or Asian British-Pakistani	56% (25)	55% (20)	71% (17)
Black or Black British-African	57% (7)	29% (7)	50% (8)
Black or Black British-Caribbean	70% (10)	100% (5)	50% (10)
Black or Black British-Other	0% (2)	50% (2)	0% (1)
Chinese	N/A	0% (1)	50% (2)
Mixed-Any other mixed background	58% (12)	0% (4)	88% (8)
Mixed-White/Asian	50% (2)	0% (1)	N/A
Mixed-White/Black African	100% (2)	33% (3)	50% (4)
Mixed-White/Black African Caribbean	46% (38)	62% (29)	53% (15)
Not Provided	25% (4)	33% (3)	67% (3)
Other ethnic group	0% (1)	0% (3)	40% (5)
White British	64% (1037)	60% (806)	63% (882)
White Irish	50% (10)	75% (4)	0% (2)
White-any other white background	60% (40)	50% (32)	48% (21)



# HIGHER EDUCATION STUDENT PROFILES AND OUTCOMES

**During 2020 – 2021 access to, outcomes in, and progression from higher education continued to be monitored by the Office for Students (OfS) through the College's updated five-year Access and Participation Plan.**

The plan is now published and consists of a detailed assessment of performance which provides the basis for targets for the next five years. A key part of monitoring progress of the plan has been the early establishment of a Social Mobility Working Group, to consider the experience of different groups of student and how they are progressing.

In addition, one of the seven key EDI objectives was objective 4: To widen participation at Level 4 and above, specifically increasing the proportion of:

- male students
- ethnic minority students

The Social Mobility Group was commissioned by the EDI Board to agree and monitor the effectiveness of strategies related to this objective.

Good progress has been made against this objective as the proportion of male and female students on programmes at Level 4 has closed further and remained balanced. In 2020 – 2021 48% of students were male.

The percentage of ethnic minority students on programmes at Level 4 and above has increased by 3pps to 23% of the cohort in the period from 2018 – 2019 to 2020 – 2021.

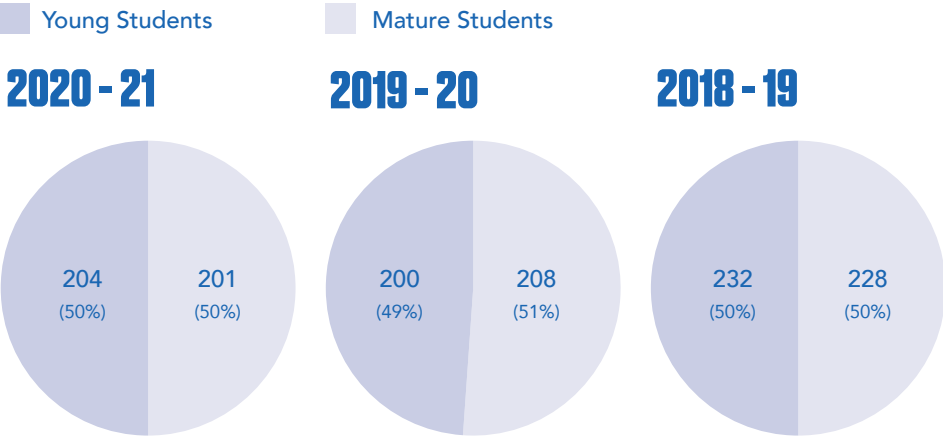
Student numbers

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 decreased by 3 to 405 in 2020 – 2021. Of note, such small numbers often lead to larger swings in the achievement rates of groups and therefore impact on reported achievement gaps more significantly.



Student Numbers (By Age)

There were three more young students (204) than mature students (201) on this provision in 2020 – 2021, meaning the percentage split between young students and mature students was 50 – 50.



\*For higher education provision, young students are those aged 20 or under at the start of the their programme, while mature students are aged 21 or over at the start of their programme.

Student Numbers (By Sex)

The number of male students increased by three in 2020 – 2021 and the number of female students decreased by 6, leading to 48% of the cohort being male and 52% female.

Year	Male Students	Female Students	Prefer Not to Say / Not Declared
2020 – 21	195 (48%)	210 (52%)	0
2019 – 20	192 (47%)	216 (53%)	0
2018 – 19	229 (50%)	231 (50%)	0

Percentage of Cohort (DSA)

The percentage of students with disability support allowance has risen by a further 3pps to 10% of the cohort in 2020 – 2021.

Year	% of Students DSA	% of Students No DSA
2020 – 21	10%	90%
2019 – 20	7%	93%
2018 – 19	5%	95%

Percentage of Cohort (ALS)

Year	% of Students DSA	% of Students No DSA
2020 – 21	1%	99%
2019 – 20	N/A	N/A
2018 – 19	N/A	N/A



Gender identity

The number of men increased by seven to 179 (44%) and the number of women decreased by one to 200 (49%) in 2020 – 2021 compared to the previous year. 25 students (6%) preferred not to say or did not declare their gender identity in 2020 – 2021, 2pps lower than the previous year. Only one student declared as non-binary.

Year	Number of Men	Number of Women	Number Non-binary	Number Other	Number Prefer Not to Say / Not Declared
2020 – 21	179 (44%)	200 (49%)	1 (0%)	0 (0%)	25 (6%)
2019 – 20	172 (42%)	201 (49%)	2 (0%)	0 (0%)	33 (8%)
2018 – 19	N/A	N/A	N/A	N/A	N/A

Sexual orientation

289 students (71%) declared as heterosexual. 40 student (10%) of the cohort declared in other categories, a 2pp increase on the previous year, with 16 (4%) declaring as bi-sexual. 76 student (19%) preferred not to say or did not declare, also a 2pp increase on the previous year.

Year	Hetero-sexual	A-sexual	Bi-sexual	Gay man	Gay woman	Pan-sexual	Other	Number Prefer Not to Say / Not Declared
2020 – 21	289 (71%)	3 (1%)	16 (4%)	8 (2%)	5 (1%)	3 (1%)	5 (1%)	76 (19%)
2019 – 20	304 (75%)	2 (0%)	17 (4%)	5 (1%)	3 (1%)	4 (1%)	3 (1%)	70 (17%)
2018 – 19	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Student Numbers and Proportions (Ethnicity profile)

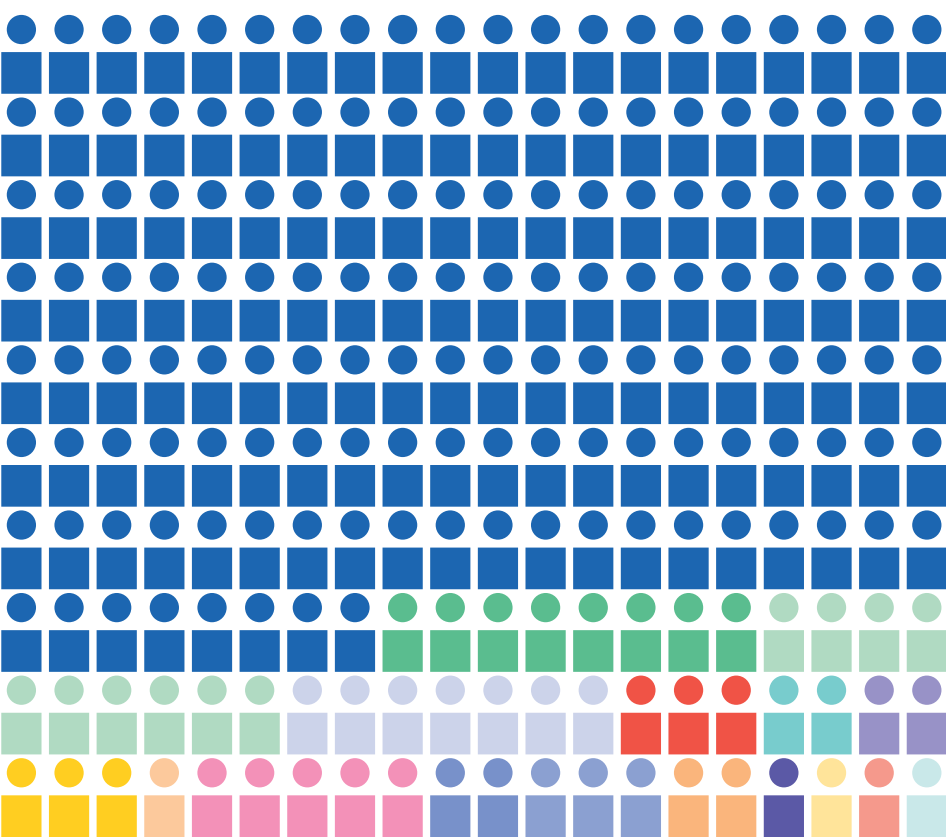
314 students (78%) were from ethnic majority backgrounds, with 88 (22%) from ethnic minority backgrounds or five fewer than the previous academic year.

Year	Total Ethnic Majority	Total Ethnic Minority	Not Provided
2020 – 21	314 (78%)	88 (22%)	3 (1%)
2019 – 20	314 (77%)	93 (23%)	1 (0%)
2018 – 19	370 (80%)	89 (19%)	1 (0%)

Numbers: Ethnicity profile breakdown

300 students declared as White British, meaning the cohort increased by 1pp to 74%. However, overall, the were no significant changes to the ethnic make-up of the cohort.

2020 – 2021



- White British 74.1%

Black or Black British – African 4.0%

Asian or Asian British – Pakistani 4.9%

White – any other white background 3.5%

Arab 1.7%

Asian or Asian British – Bangladeshi 1.0%

Asian or Asian British – Indian 1.2%

Black or Black British – Caribbean 1.7%

Black or Black British – Other 0.2%

Chinese 0.2%
- Mixed – White/Black African Caribbean 2.5%

Other ethnic group 0.5%

Asian or Asian British – Other 1.7%

Not provided 0.7%

Gypsy, Irish Traveller or Romany 0.5%

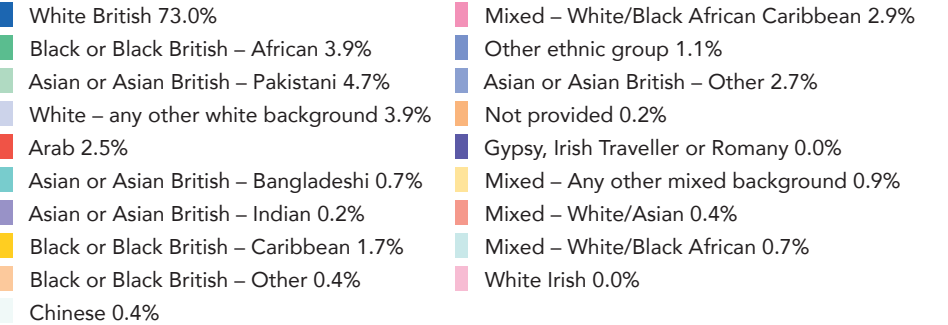
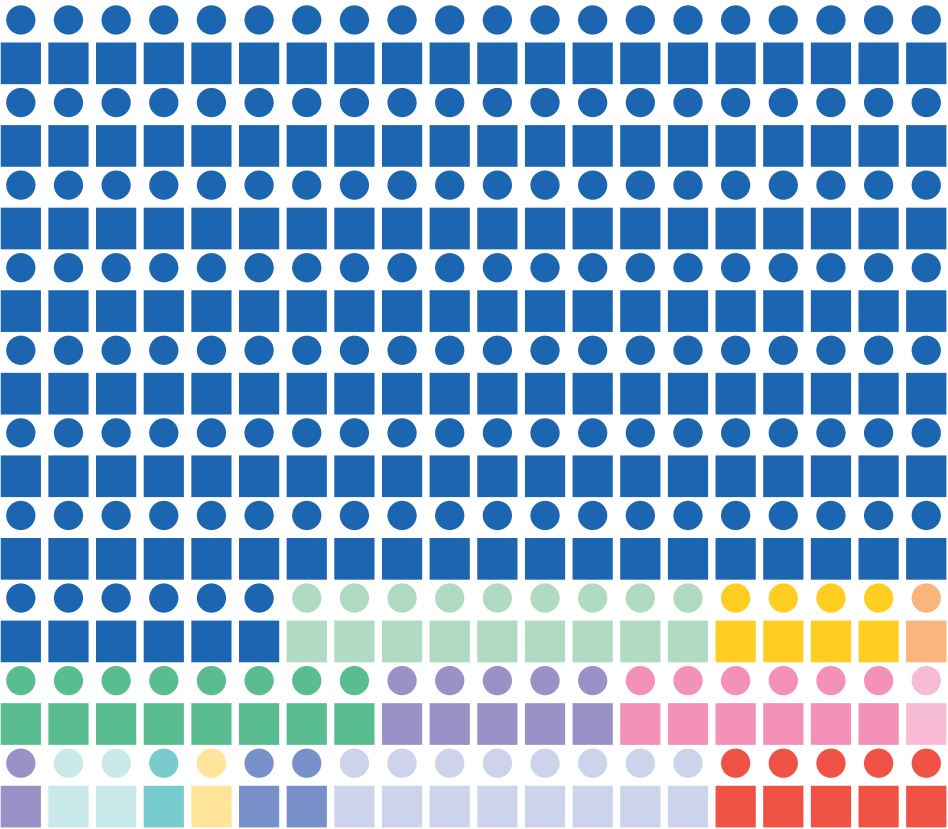
Mixed – Any other mixed background 0.5%

Mixed – White/Asian 0.2%

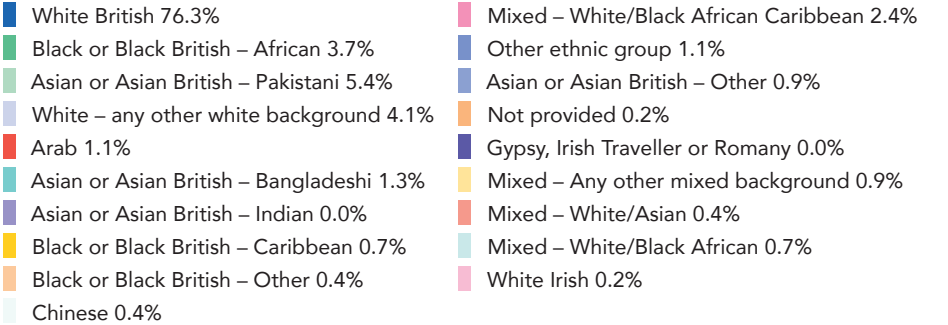
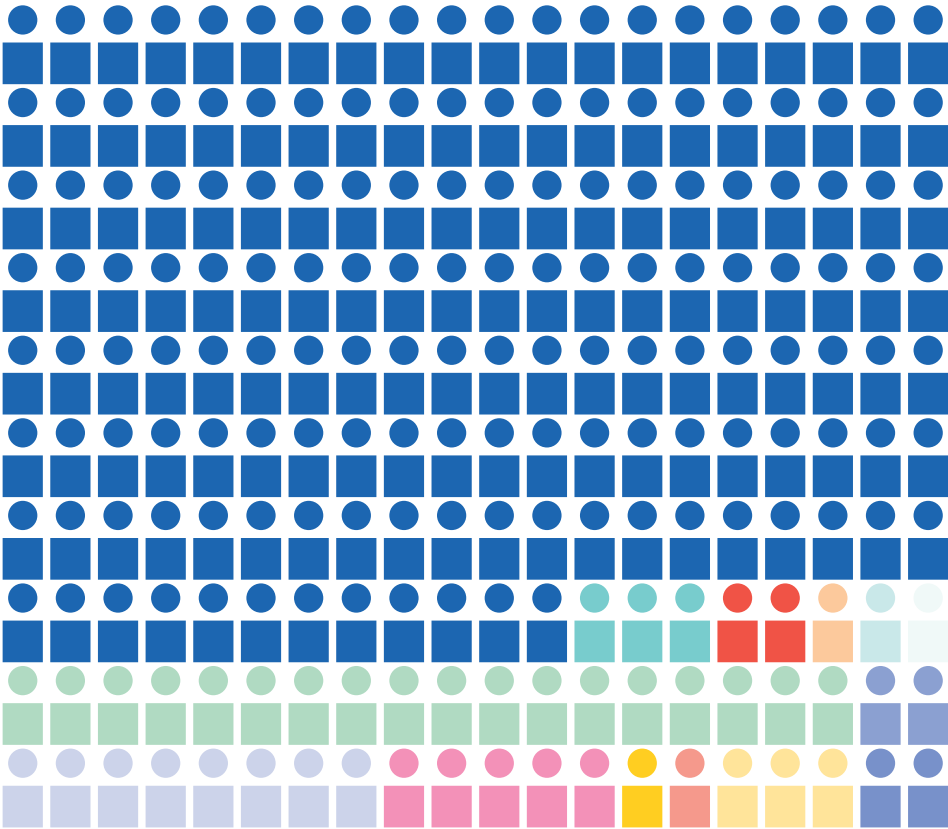
Mixed – White/Black African 0.7%

White Irish 0.0%

2019 – 2020



2018 – 2019



## Numbers: Faith, Religion or Belief

237 students (59%) declared that they had no religion, faith or belief, whilst 81 (20%) declared their Faith, Religion or Belief to be Christian and 38 (9%) Muslim.

	2020 – 21	2019 – 20
Faith, Religion or Belief	Student Numbers (% of cohort)	Student Numbers (% of cohort)
Buddhist	3 (0.7%)	4 (1.0%)
Christian	81 (20.0%)	82 (20.1%)
Hindu	1 (0.2%)	0 (0%)
Jewish	0 (0%)	1 (0.2%)
Muslim	38 (9.4%)	42 (10.3%)
No Religion	237 (58.5%)	228 (55.9%)
Not Declared	3 (0.7%)	1 (0.2%)
Other	2 (0.5%)	8 (2.0%)
Prefer Not to Say	31 (7.7%)	37 (9.1%)
Sikh	2 (0.5%)	0 (0%)
Spiritual	7 (1.7%)	5 (1.2%)

## Higher Education Provision Achievement

### Achievement Rates – All

The achievement rate on higher education provision improved by 3pps in 2020 – 2021.

2020 – 2021	<b>68%</b>
2019 – 2020	<b>65%</b>
2018 – 2019	<b>70%</b>

### Percentage Achievement Rates: Age

The achievement rate for young students on higher education provision improved by 6pps to 68%, closing the achievement gap as achievement of mature students was also 68%.

Year	Young	Mature	Gap
2019 – 20	68%	68%	0pps
2019 – 20	62%	69%	7pps
2018 – 19	69%	71%	2pps

### Percentage Achievement Rates: Sex

The achievement rate of male students on higher education provision improved by 8pps to 77%, opening a 15pp achievement gap as their female peers had an achievement rate of 62%. Strategies, including programme specific actions, will be implemented, and monitored in 2021 – 2022 to improve the achievement of female students on this provision.

Year	Male Students	Female Students	Gap
2020 – 21	77%	62%	15pps
2019 – 20	69%	63%	6pps
2018 – 19	70%	70%	0pps

### Percentage Achievement Rates: Disability Support Allowance (DSA)

The achievement rate for students identified for DSA improved by 9pps, widening the gap to student without DSA to 11pps. Strategies will be developed and monitored in 2021 – 2022 to improve the achievement of students without DSA on this provision.

Year	Students with DSA	Students No DSA	Gap
2020 – 21	78%	67%	9pps
2019 – 20	69%	65%	4pps
2018 – 19	89%	69%	20pps

### Percentage Achievement Rates: ALS

Only four students were in receipt of Additional Learning Support, making analysis inappropriate in 2020 – 2021.



Percentage Achievement Rates: Gender Identity

The achievement rate of men on higher education provision was 77% in 2020 – 2021, opening a 12pp achievement gap as women had an achievement rate of 65%. Strategies, including programme specific actions, will be implemented, and monitored in 2021 – 2022 to improve the achievement of women on this provision.

Year	Men	Women	Gap	Non-binary	Prefer Not to Say	Not Declared
2020 – 21	77%	65%	12pps	N/A	57%	43

Percentage Achievement Rates: Sexual Orientation

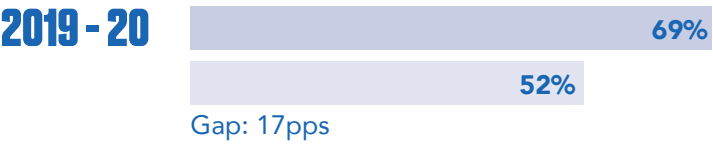
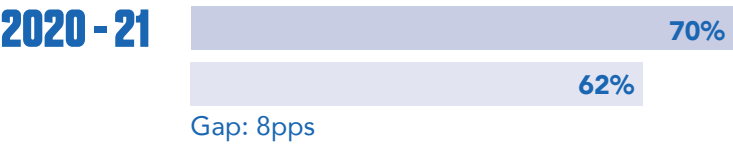
There is no achievement gap regarding sexual orientation on this provision, with the achievement of heterosexual students being 68% and the achievement of students who declared their sexual orientation as not heterosexual at 67%.

Year	Hetero-sexual	Total of self-described as not Heterosexual	Gap	Prefer Not to Say	Not Declared
2020 – 21	67%	68%	1pp	68%	63%

Percentage Achievement Rates: Ethnicity

In 2019 – 2020 there was a 17pp achievement gap with ethnic minority students achieving less well than ethnic majority students. It was stated in the 2019 – 2020 annual report that, ‘detailed analysis will take place in order that the Social Mobility Working group can propose strategies to support the achievement of all higher education students in 2020 – 2021, regardless of background.’ Following that work achievement of students from ethnic minority backgrounds improved by 10pps, narrowing the gap to 8pps. This focus and work will continue into 2021 – 2022.

% Achievement Ethnic Majority     % Achievement Ethnic Minority





# THE SHEFFIELD COLLEGE EMPLOYER SKILLS ACADEMIES

After launching another four new Employer Skills Academies in September 2020, we now have a programme of 17 partnered with 15 different employers. The academy aims to deliver an innovative teaching and learning programme that provides outstanding technical and professional education for college students. The academies enable selected College students, with a proven aptitude and positive work ethic, to enhance their college studies by engaging with professional people and projects to gain real life, transferable employability skills. As part of the programme students will improve their sector knowledge and gain practical industry experience allowing them to go further in their careers.

As our programme continues to grow, we have redeveloped our Employer Skills Academy webpage on our college website, this details all the information about the academies, information on the employer and it also contains several press releases.

[www.sheffcol.ac.uk/employers/employer-skills-academies](http://www.sheffcol.ac.uk/employers/employer-skills-academies)

The academies cover a variety of sector specialisms and students will learn all about different aspects of business whilst completing their vocational qualification. The academy sponsors will provide specialist speakers, workshops, masterclasses, industry placements opportunities and projects to enhance our students' employability skills and help build their resilience.

**The 17 academies are:**

Discovery STEM Education Academy based across all faculties and campuses

Greene King Catering and Hospitality Academy at City campus

Kryolan Professional Make-Up Academy at City campus

Kryolan Higher Education Professional Make-Up Academy at Hillsborough campus

Millgate Cyber Security Academy at City campus

MSK Patisserie Skills Academy at City campus

MSK Professional Cookery Academy at City campus

Sheffield Chamber Business and Enterprise Academy based across all faculties and campuses

WANdisco Data Academy at City campus

Kier Construction Academy at City campus

UNIHEADS Mental Health and Wellbeing Academy at City campus

Sheffield Sharks Learning and Development Academy at Peaks campus

NextGen Games, Animation and VFX Academy at Hillsborough campus

Work-Wise STEM Development Academy at Olive Grove campus

City Taxis Business, Sales and Marketing Academy at City campus

Elite Sports Academy at City and Hillsborough campuses

The Yorkshire Film and TV Academy at Hillsborough campus

All students who successfully complete their academy programme and qualification will have the opportunity to attend a celebration event and progress on to an apprenticeship, employment or a university level course.

FREDIE is in the values of what we do to ensure that we continue to provide our students the opportunity to take part in this award-winning initiative.







### What Wandisco did with us regarding Laptops for Kids

The College joined forces with David Richards, the founder and CEO of WANdisco, The Star and Learn Sheffield to launch the Laptops for Kids campaign. This initiative supported accessible home learning for all during lockdown and provided free computers to the young people in our local communities who needed them most. Students from the WANdisco Academy supported this project along with volunteers from the local community.

### What Uniheads / Champion Health have done with us regarding mental wellbeing

UNIHEADS provides all students at the College with access to proactive online mental health & well-being training. By accessing the platform, students can develop their understanding, skills and coping mechanisms to help them to:

- understand mental health and key influences
- learn strategies to maintain good mental health
- build resilience and develop emotional fitness
- identify the warning signs of poor mental health
- look out for and support their peers
- identify and access support from college student services and our wider welfare partners

We've also teamed up with UNIHEADS to launch a Mental Health and Wellbeing Employer Skills Academy, to offer students a chance to develop their enterprise skills through a range of fundraising, event support and informative workshops developed by UNIHEADS.

During the pandemic, students with mental health challenges were retained as well as their peers without at 94%.

### What city taxis did for us in the pandemic ferrying IT around the city

City Taxis supported the IT department at the College with delivering laptops around the City in support of the Laptops for Kids campaign. This ensured students needing IT support received their laptop safely and efficiently during the pandemic, narrowing the digital divide and supporting the outcomes of students from more deprived backgrounds. They also donated 31 laptops to the project helping us to provide our local community with IT equipment.



**"The Employer Skills Academies are already changing lives. The feedback from both the students and the guest speakers from the Sheffield Chamber of Commerce Business and Enterprise Academy has exceeded all expectations, and I know what's coming next is going to be even bigger and better."**

**Steve**  
Employer Skills Academy sponsor

# AWARDS, COMPETITIONS AND CAMPAIGNS

## Sheffield College Students’ Union

The Students’ Union played an active and influential role regarding Equality and Diversity in 2020 – 2021. Students decided that mental health would be a key focus for the Students’ Union and they ran several events and campaigns promoting equality and diversity. Some examples included:

**Spoon Room initiative:** This was inspired by the international Camerados project and was in response to feelings of social isolation caused by the Covid pandemic restrictions. This project saw the creation of safe online social space for students to build community and to minimise potential loneliness.

**Mental Health Awareness:** Throughout the Covid-19 lockdown the Students’ Union continued to provide mental health awareness, tips and support remotely through social media campaigns and worked with the wider Student Participation Team to ensure students feel empowered and equipped to seek help or support those around them.

**Charity of the year:** The charity chosen by the students to be the focus for the Students’ Union to fundraise for and raise awareness of was SayIt. This charity provides emotional support for LGBT+ young people in Sheffield. This also included a campaign called “Say it Loud, Say it Proud, Fly your Flag” for LGBT History Month.

**Black Lives Matter:** The Students’ Union President ran a Black Lives Matter campaign during Black history month. It focused on the positive elements of black culture and was a celebration of the accomplishments by the Black British Community.

**Anti-sexual violence and harassment:** The Students’ Union ran a campaign called ‘Not On’ to raise awareness of this issue. This involved campaign wrist bands being given to students and staff alongside a social media campaign. The wrist bands were also sent to local MPs and other community organisations to ask for their support on this issue.

**Events:** The Students’ Union also continued to promote and celebrate events such as International Women’s Day and the month of Pride by celebrating influential people that have broken down barriers and pushed forward human rights in society.

## Leaders in Diversity Award

Staff, students and stakeholders worked with the National Centre for Diversity towards the Leaders in Diversity award, following the previous year’s success when then Investors in Diversity award was achieved in June 2020.

The College was successful in its objective of achieving Leaders in Diversity, with the College rising to 25th in the Most Inclusive Workplace Index developed by the National Centre for Diversity,

in which over 600 organisations participate nationally.

The college was also finalists in two categories at the FREDIE awards in May 2021. The categories were;

- Most Improved Organisation of the Year
- FREDIE Lead of the Year.

College staff were surveyed by the National Centre for Diversity for the third year in succession, with numerous fabulous improvements achieved, some of which are included below

	18 – 19	19 – 20	20 – 21
In the context of your workplace do you understand what the following means?			
* Protected characteristics	79.00	78.00	90.16
Have you witnessed any of the following between staff within your organisation, in the last 12 months?			
* Yes, Inappropriate behaviour	35.00	27.00	9.20
* Yes, Unlawful discrimination	7.00	5.00	4.82
* Yes, Bullying and/or harassment	31.00	22.00	12.00
Which of the following people in your organisation do you feel take FREDIE seriously in the way that they behave?			
* My colleagues	83.00	87.00	88.14
* My line manager	79.00	87.00	89.68
* Senior managers	62.00	69.00	77.78
Have you had any training in promoting good mental health at work?			
* Yes	29.00	45.00	63.39
Do you know what Unconscious Bias is?			
* Yes	87.00	86.00	95.60

It is pleasing that there are so many three improvement trends achieved, with the majority of the responses now in the median (white) or upper (green) quartiles nationally.

In addition, 100% of the College’s suppliers stated that they felt that the College deserved to be awarded the Leaders in Diversity status.

# EQUALITY SCHEME 2020 - 2023

The Sheffield College’s Equality Scheme 2020 - 2023 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.

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. 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 is monitored at our EDI Board.

# SHEFFIELD COLLEGE WORKFORCE PROFILES AND GENDER PAY GAP 2020 – 2021

All data reported is as at 31 July 2021 with exception of pay gaps which are reported at 31 March 2021.

The information provided relates to staff employed directly by The Sheffield College and its three subsidiary companies, Sparks Teaching Services Limited (STS), Sparks Managed Services Limited (SMS) and Sparks Services Limited (SSL). This is the first year that the College’s Equality and Diversity Annual Report has been able to report on all companies. For transparency, figures are shown both cumulatively (all companies) and separately (each company individually), except for the Gender Pay Gap which is shown separately.

## The Sheffield College: Staff Profile Analysis 2020 – 2021

As mentioned above, the staff data snapshot is taken on 31st July 2021 except for the Pay Gap Reporting which is in line with the required date of 31 March 2021.

The number of individuals employed by the Sheffield College (including subsidiaries) has increased by 62. This is broken down as follows:

Company	2020 – 2021	2019 – 2020
The Sheffield College* (TSC)	861	821
Sparks Teaching Services Limited** (STS)	188	166
Sparks Managed Services Limited (SMS)	96	94
Sparks Solutions Limited (SSL)	31	31
Total	1,176	1,112

\*Please note the above staff number for the Sheffield College now includes all staff including casual staff, so differs slightly to the total number of staff reported in our 2019/20 EDI annual report.

\*\* STS mainly employs staff on zero hours contracts to meet fluctuating staffing demands. The data only includes those that worked during July 2021.

## Percentage of Staff by Ethnicity

	TSC		SMS		SSL		STS		Total For TSC inc Subsidiaries	
Year	20-21	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21	19-20
White British	84%	85%	76%	77%	90%	90%	24%	25%	80%	81%
Non-White British	14%	13%	9%	9%	7%	7%	66%	69%	15%	14%
Prefer Not to Say / Not Declared	2%	2%	15%	15%	3%	3%	10%	6%	6%	5%
Total	100%	100%	100%	101%*	100%	100%	100%	100%	101%*	100%

\*Due to rounding

Overall, the combined status of the Sheffield College and its subsidiaries remains broadly a static position with a few small shifts across the College and its subsidiaries. The Sheffield College remains committed to increasing the representation of staff with an ethnic minority background in line with the objective "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".

## Percentage of Staff by Male and Female

	TSC		SMS		SSL		STS		Total For TSC inc Subsidiaries	
Year	20-21	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21	19-20
Female	59%	60%	75%	76%	77%	81%	59%	66%	61%	62%
Male	41%	40%	25%	24%	23%	19%	41%	34%	39%	38%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

The proportion of Female/Male staff has remained broadly the same in respect of the Sheffield College. SMS, SSL and STS saw a decrease in Female representation. Overall, this has resulted in a 1pp shift between Female/Male staff. Due to reporting capabilities, it has not been possible to report on staff identifying as non-Binary. However following investments in our systems, our data reporting will be significantly improved, with staff will be able to update their personal data directly into our systems, which will enable reporting that includes non-Binary in the 2021-2022 annual report.

## Percentage of Staff with a Declared Disability

	TSC		SMS		SSL		STS		Total For TSC inc Subsidiaries	
Year	20-21	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21	19-20
Declared Disability	14%	14%	5%	5%	6%	6%	6%	11%	10%	11%
No Declared Disability	78%	79%	66%	68%	87%	87%	77%	80%	77%	80%
Prefer Not to say/Not declared	8%	7%	29%	27%	6%	6%	18%	10%	13%	9%
Grand Total	100%	100%	100%	100%	99%*	99%*	101%*	101%*	100%	100%

\*Due to rounding

The proportion of staff who prefer not to say or have not declared whether they have a disability has increased slightly by 4pp. The percentage of staff with a declared disability remains fairly static (less than 1pp shift with a change due to rounding).

## Percentage of Staff by Faith, Religion and Belief

	TSC		SMS		SSL		STS		Total For TSC inc Subsidiaries	
Year	20-21	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21	19-20
Christian	36%	38%	21%	22%	16%	19%	32%	34%	34%	36%
Other	14%	12%	7%	7%	13%	13%	17%	14%	10%	9%
Atheist or No Religion	39%	38%	45%	43%	58%	55%	35%	33%	40%	40%
Prefer Not to Say / Not Declared	11%	12%	27%	28%	13%	13%	17%	19%	16%	15%
Grand Total	100%	100%	100%	100%	100%	100%	101%*	100%	100%	100%

\*Due to rounding

The proportion of staff declaring as Christian has reduced by 2pp and accordingly those declaring as other has increased by over 1pp. The proportion of staff who prefer not to say or have not declared their faith, religion or belief has dropped by 1pp.



## Number and Percentage of Staff by Sexual Orientation

	TSC		SMS		SSL		STS		Total For TSC inc Subsidiaries	
Year	20-21	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21	19-20
Asexual	2%	2%	1%	0%	0%	0%	0%	0%	5%	3%
Bisexual	13%	10%	1%	1%	1%	1%	0%	1%	20%	16%
Gay Man	10%	10%	0%	0%	1%	0%	2%	0%	16%	14%
Gay Woman / Lesbian	43%	38%	0%	0%	0%	0%	0%	0%	8%	7%
Pan / Pansexual	2%	1%	0%	0%	0%	0%	0%	0%	2%	1%
Other	3%	2%	1%	0%	0%	0%	0%	0%	6%	3%
LGBTQI+ Total	8%	7%	3%	1%	6%	3%	1%	1%	3%	3%
Heterosexual / Straight	81%	82%	68%	71%	81%	83%	79%	83%	81%	83%
Prefer Not to Say / Not Declared	11%	11%	29%	28%	13%	13%	20%	17%	15%	14%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Overall, the combined status of the Sheffield College and its subsidiaries remains broadly a static position with a few small shifts across some of the College and its subsidiaries. There are increases in those staff declaring status as LGBTQI+, however as a percentage this is static as staff numbers have increased.



**"The college do a fantastic job of supporting staff and creating a community where the work we do is valued and celebrated. I feel lucky to be part of a workforce where I am encouraged to take part in professional development to ensure I am gaining new skills and can excel within my role."**

**Summer**  
Industry Placement Coach

## Percentage Staff Age Profile

	TSC		SMS		SSL		STS		Total For TSC inc Subsidiaries	
Year	20-21	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21	19-20
18 – 21	0%	0%	6%	6%	3%	3%	4%	1%	2%	1%
22 – 34	17%	14%	24%	26%	65%	68%	24%	18%	19%	17%
35 – 44	23%	23%	19%	18%	16%	13%	17%	16%	21%	21%
45 – 54	24%	25%	14%	13%	10%	10%	23%	24%	23%	24%
55 – 64	31%	33%	29%	29%	6%	6%	21%	30%	28%	29%
65+	4%	4%	8%	9%	0%	0%	11%	12%	7%	8%
Grand Total	99%*	99%*	100%	101%*	100%	100%	100%	101%*	100%	100%

\*Due to rounding

Across the College including its subsidiaries there have been increases of 2pp in the 22-34 age bracket and 1pp in 18-21. Whilst the 35-44 brackets have remained the same. There have been declines of 1pp in the 45-54, 55-64 and 65+ age brackets respectively. At an individual company level all have seen significant movements within the 22-34 age bracket of between 2-6pp.

## Gender Pay Gap

The Gender Pay Gap is an important indicator of inequality in the workplace. Reporting leads to greater transparency, opens conversations with staff and is a first step in helping the College make positive changes. 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 the woman's pay as a percentage of that received by men. The Gender Pay Gap is different to, and not simply a measure of, an organisation's compliance with equal pay for equal work legislation. To calculate our Gender Pay Gap the College used a snap shot of the data as of 31st March each year, therefore a snap shot as of 31st March 2021 was used for this report. The College committed to addressing the Gender Pay Gap in all areas as such the College has also produced the Gender Pay Gaps for its three subsidiary companies, SMS, SSL and STS, details of which are set out below.

## The Sheffield College Gender Pay Gap (excluding Subsidiaries)

	2017	2018	2019	2020	2021
<b>Mean Gender Pay Gap %</b>	11.67%	9.58%	13.08%	14.73%	12.10%
<b>Median Gender Pay Gap %</b>	14.81%	11.64%	11.64%	15.51%	11.64%

Year	2017		2018		2019		2020		2021	
	M	F	M	F	M	F	M	F	M	F
<b>Lower</b>	25.48%	74.52%	24.35%	75.65%	22.70%	77.30%	22.22%	77.77%	26.57%	73.43%
<b>Lower Middle</b>	33.65%	66.35%	35.75%	64.25%	38.10%	61.90%	33.88%	66.10%	33.17%	66.83%
<b>Upper Middle</b>	43.06%	56.94%	44.56%	55.44%	50.50%	49.50%	47.22%	52.77%	46.60%	53.40%
<b>Upper</b>	50.96%	49.04%	52.33%	48.19%	52.10%	47.90%	57.54%	42.45%	57.78%	42.22%

The median gender pay gap has reduced by 3pps against the previous year, this is now 1pp lower than 2019. The Mean Gender Pay Gap has reduced 4pp down to 12% against the previous year. This is now in line with the mean gender pay gap at 2019. The reductions in the Median and the Mean Gender Pay Gap are both down to the increase in males at the lower quartile which has seen a shift of 4.35pp, and the increase in females in the lower middle and upper middle quartile which have seen increases of 0.73pp and 0.63pp respectively.

## SMS Gender Pay Gap

	2021
<b>Mean Gender Pay Gap %</b>	-2.06%
<b>Median Gender Pay Gap %</b>	0.00%

	2021	
	Male	Female
<b>Lower</b>	33.00%	67.00%
<b>Lower Middle</b>	13.00%	87.00%
<b>Upper Middle</b>	29.00%	71.00%
<b>Upper</b>	33.00%	67.00%

This is first year that SMS's Gender Pay Gap has been reported. The Median Pay Gap is of -2% (reflecting a higher Median Pay for Female staff). There is no Median Gender Pay Gap. Females representation is greater than Male Representation across every quartile throughout SMS.

## SSL Gender Pay Gap

	2021
<b>Mean Gender Pay Gap %</b>	14.23%
<b>Median Gender Pay Gap %</b>	11.91%

	2021	
	Male	Female
<b>Lower</b>	0%	100%
<b>Lower Middle</b>	29.00%	71.00%
<b>Upper Middle</b>	0%	100%
<b>Upper</b>	67.00%	33.00%

This is first year that SSL's Gender Pay Gap has been reported. The Mean Gender Pay is 14% against a Median Gender Pay Gap for 12%. SSL has a small number of employees and there are only 6 males in the organisation and there is no male representation in the Lower and Upper Middle Quartile whilst Male representation is higher in the Upper Quartile.

## STS Gender Pay Gap

	2021
<b>Mean Gender Pay Gap %</b>	3.56%
<b>Median Gender Pay Gap %</b>	2.73%

	2021	
	Male	Female
<b>Lower</b>	32.50%	67.50%
<b>Lower Middle</b>	32.50%	67.50%
<b>Upper Middle</b>	30.00%	70.00%
<b>Upper</b>	53.70%	46.30%

This is first year that STS's Gender Pay Gap has been reported. STS mainly employs staff on zero hours contract to meet the fluctuating staffing demands. There are a number of staff employed who have not received regular commissions, but only active STS staff have been reported on, in line with the regulations. The Mean Gender Pay Gap is 4% against a Median Pay Gap of 3%.

### What has been done to address the Gender Pay Gap?

- Several family friendly policies and procedures are in place and available to staff.
- Affordable childcare facilities are made available on site for all employees.
- Equality and Diversity Training is a mandatory part of new staff inductions and forms part of on-going staff training.
- Ensuring gender neutral language is used during recruitment and throughout college communications.
- Payment of the Foundation Living Wage for as the College's minimum pay.
- The College has successfully achieved Investors in Diversity and was named as number 25 in the National List of Most Inclusive Workplaces across all sectors.
- Training for Senior Managers including:
  - Inclusive Leadership
  - Race and Ethnicity Inclusion
  - Train your Brain to manage unconscious bias
- A number of improvements have been made to the College's Recruitment Policy including:
  - Rolling out a comprehensive training package on recruitment for managers.
  - Using structured interviews for recruitment and promotion opportunities, ensuring that we measure all candidates against a pre-specified set of questions and performance indicators. This makes the responses comparable and reduces the impact of unconscious bias.
  - Candidates for our Leadership Roles are asked assessed via a range of assessment methods to assess their suitability for the role.

### What are we doing to address the Gender Pay Gap?

The causes of Gender Pay Gap are complex. Social pressures and normal influence gender roles and often shape the types of occupations and career paths which men and women follow and therefore their level of pay.

Generally, the pay gap widens with age, primarily because women are more likely than men to take time out of the labour market to care for children, which may slow career development. Women are also more likely than men to work part-time and to take time out for family reasons.

By monitoring the pay gap between men and women we can better understand it and target action to reduce it. Actions intended to continue and/or be implemented in 2021-2022 include:

- We will continue to roll out gender balanced selection panels wherever possible.
- Following investment in data capabilities we will review the diversity of our applicant pool to better understand if there are issues at attraction, shortlisting or selection stage.
- Using the lessons learnt through the pandemic we will consider how our Operating Model can be made more flexible to provide flexible working arrangements to a much wider number of staff.
- We will continue to develop our managers with unconscious bias and sexism training.
- We will encourage the uptake of Shared Parental Leave through communications
- We will be reviewing the policy on salary offers to ensure that there is consistency.
- Where appropriate, at advertising stage, we will encourage either female/male applicants where there is an occupation where there is heavy weighting by a particular gender.
- We will apportion a number of places to females in the College Aspiring Leaders Programme.
- We will consider further aspects which may assist females in aspiring and achieving promotions e.g. mentoring and bursary funds.
- We will consider the introduction of reverse mentoring which will enable to college to greater under the barriers faced by individuals.

# ETHNICITY PAY GAP

Since the introduction of the Equality Act 2010 (Gender Pay Gap Information) Regulations 2017 (Gender Pay Gap Regulations), there have been calls for similar regulations to help address the ethnicity pay gap. We believe that ethnicity pay reporting will help to shine a light on race inequalities. We don't see diversity reporting as a compliance exercise, we believe that it's a step in ensuring we take the right actions to ensure fair representation. By recording and reporting the ethnicity pay gap we can start to understand the reasons behind this and take focused action which is why we have chosen not to wait until mandatory reporting is in place.

We have chosen to report on ethnicity pay in the same way that we are required to report on gender pay based on the same snapshot of pay data used for our gender pay gap report, 31 March 2021.

The College is committed to addressing the Ethnicity Pay Gap in all areas as such the College has also produced the Ethnicity Pay Gaps for its three subsidiary companies, SMS, SSL and STS, details of which are set out below. There were 36 employees in post on 31 March 2021 who had not declared their ethnicity who have been excluded from the calculation. We continually seek to improve the completeness of our data and our employees are regularly encouraged to update their EDI information using the People Self Service system.

	2021
Mean Ethnicity Pay Gap %	0.20%
Median Ethnicity Pay Gap %	-3.99%

	2021		
	Non White British %	White British %	Prefer Not to Say/Not Declared %
Lower	24.35%	24.97%	21.43%
Lower Middle	27.83%	24.97%	21.43%
Upper Middle	23.48%	24.97%	28.57%
Upper	24.35%	25.10%	28.57%
Totals	100.01%	100.01%	100%

This is first year that The Sheffield College's Ethnicity Pay Gap has been reported. The Mean Ethnicity Pay Gap is 0.2% against the Median Pay Gap which is has a negative figure of -3.99%. This is because the even distribution across the quartiles.

## SMS Ethnicity Pay Gap

	2021
Mean Ethnicity Pay Gap %	-2.99%
Median Ethnicity Pay Gap %	0%

	2021		
	Non White British %	White British %	Prefer Not to Say/Not Declared %
Lower	60.00%	71.21	76.92
Lower Middle	0%	0%	0%
Upper Middle	10.00%	10.61%	0%
Upper	30.00%	18.18%	23.08%
Totals	100%	100%	100%

This is first year that SMS's Ethnicity Pay Gap has been reported. The Mean Ethnicity Pay Gap has a figure of -2.99% and there is no Median Ethnicity Pay Gap. This is because the even distribution across the quartiles.

## SSL Ethnicity Pay Gap

	2021
Mean Ethnicity Pay Gap %	-5.42%
Median Ethnicity Pay Gap %	1.29%

	2021		
	Non White British %	White British %	Prefer Not to Say/Not Declared %
Lower	0%	28.00%	0%
Lower Middle	0%	24.00%	0%
Upper Middle	50.00%	20.00%	0%
Upper	50.00%	28.00%	0%
Totals	100%	100%	0%

This is first year that STS's Ethnicity Pay Gap has been reported. STS mainly employs staff on zero hours contract in order to meet the fluctuating staffing demands. There are a number of staff employed who have not received regular commissions as such only active STS staff have been reported on in line with the regulations. There is a Mean Ethnicity Pay Gap of -5.42% and a Median Ethnicity Pay Gap of 1.29%. This is most likely to be because of the number of Non-White British staff who teach on particular programmes that run all year round.

### STS Ethnicity Pay Gap

	2021
Mean Ethnicity Pay Gap %	-22.24%
Median Ethnicity Pay Gap %	-39.41%

	2021		
	Non White British %	White British %	Prefer Not to Say/Not Declared %
Lower	24.32%	24.66%	0%
Lower Middle	24.32%	24.66%	0%
Upper Middle	24.32%	24.66%	0%
Upper	27.03%	26.03%	100%
Totals	99.99%	100.01%	100%

This is first year that STS's Ethnicity Pay Gap has been reported. STS mainly employs staff on zero hours contract in order to meet the fluctuating staffing demands. There are a number of staff employed who have not received regular commissions as such only active STS staff have been reported on in line with the regulations. The Mean Ethnicity Pay Gap is -22.24% whilst the Median Ethnicity Pay Gap is -39.41%. The differential is because generally Non-White British staff are paid to deliver the full range of duties on STS which attracts the higher rate of hourly pay. There are a higher proportion of White British staff paid for delivery only at a lower rate of hourly pay.

### What has been done to address the Ethnicity Pay Gap?

As this is the first year that the Sheffield College has reported its Ethnicity Pay Gap there have not previously been any dedicated actions to address the Ethnicity Pay Gap. The actions taken to date have been designed to address equality across the board which will impact this aspect, for instance;

- Equality and Diversity Training is a mandatory part of new staff inductions and forms part of on-going staff training.
- Payment of the Foundation Living Wage for roles in Band 1 of the College's pay scales.
- Clear salary ranges in place for all job roles, which ensures that everyone is paid fairly for undertaking the same or similar role.
- The College has successfully achieved Investors in Diversity and was named as number 25 in the National List of Most Inclusive Workplaces across all sectors.
- Training for Senior Managers including,
  - Inclusive Leadership
  - Race and Ethnicity Inclusion
  - Train your Brain to manage unconscious bias
- A number of improvements have been made to the College's Recruitment Policy.
  - We used structured interviews for recruitment and promotion opportunities, ensuring that we measure all candidates against a pre-specified set of questions and performance indicators. This makes the responses comparable and reduces the impact of unconscious bias.
  - For our Leadership Roles candidates are asked assessed via a range of assessment methods to assess their suitability for the role.
  - We have reviewed the policy on salary offers to ensure that there is consistency throughout manager.



## What are we doing to address the Ethnicity Pay Gap?

- We will not focus on a deficit model; the notion that there are inherent weaknesses or deficits amongst staff from a minority ethnic background, rather than issues within the organisation.
- We take our purpose of championing better work and working lives seriously. That means we are not afraid to explore where there might be aspects of our culture and practice that result in some people of a minority ethnic background either feeling that they do not belong or experiencing a lack of career progression and opportunity. We will be undertaking staff working groups where we will listen to employees from different ethnic groups across the College to understand what their lived experience of working with us is.
- We will begin tracking data on bi-annual basis and conducting an analysis part way through the year. Doing so gives us a better understanding of what drives our ethnicity pay gap figure at any given time, and in turn, how it can be changed.
- Following investment in data capabilities we will be able to review the diversity of our applicant pool to better understand if there are issues at attraction, shortlisting or selection stage. We will use this data to challenge and check our progress on recruitment outcomes.
- We will continue to develop our managers with unconscious bias and race and ethnicity inclusion training.
- We will include a proportion of Black and Ethnic Minorities in the College Aspiring Leaders Programme.
- We will consider further aspects, which may assist Black and Ethnic Minorities in aspiring and achieving promotions e.g., mentoring and bursary funds.
- We will consider the introduction of reverse mentoring which will enable to college to greater under the barriers faced by individuals.
- We will continue to ensure that there is board oversight of EDI issues.
- We will continue to raise the educational attainment among those groups that are under-performing within our student body.
- Furthermore, where we observe imbalances in the diversity of specific areas of our business, we will explore potential causation with the managers of those areas in order to remove any possible barriers to entry and progression





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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.