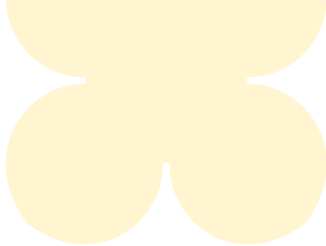


The  
Sheffield  
College



# EQUALITY SCHEME

August 2025 – July 2030



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## INTRODUCTION

The Sheffield College is a diverse and inclusive community. We continue to strive to celebrate diversity, to provide a safe, respectful and inclusive environment where all students can thrive. We continue to support and embrace the differences that such a diverse community can bring for the benefit of our students, staff and the communities that we serve.

At The Sheffield College we are committed to being a great place to learn, to supporting our students by providing high quality teaching, learning and assessment, so that no one is left behind and will strive tirelessly to ensure that all our students can succeed and to go further with their aspirations.

We will continue our drive to ensure that we are inclusive, accessible and a beacon for high quality education and skills provision, meeting the diverse needs of our staff and student communities. As a great place to work, we will listen to each other, work together and celebrate our differences so that everyone feels respected and that they belong.

We are proud to hold College of Sanctuary status and be ranked the third most inclusive employer in the National Centre for Diversity 2025 inclusive employer index. We will continue to be a trusted partner in our city and the wider region, working together to foster social cohesion and inclusivity.

At The Sheffield College we understand that to advance equity we must consider an individual's different needs and capabilities; that in a truly diverse community we must recognise and celebrate our differences; and that this can only be achieved through making sure that everything we do is inclusive.

### John Mothersole

Chair of Board of Governors

### Angela Foulkes

Chief Executive and Principal

### Georgia Ashton

Students' Union President

## OUR CONTEXT

The Sheffield College is a further and higher education college that provides education and training to approximately 14,500 young people and adults a year. Our mission is transforming lives through learning.

The college, which is Ofsted graded 'good', provides high quality academic, technical and vocational training to enhance qualifications, skills and employability across the region, and operates from a number of campuses and sites across the city.

### Students, Apprentices and qualifications

Altogether, approximately 14,000 students and Apprentices studied at the college during the last academic year 2024/2025

- of those learners, 12,500 were students; around 5,700 of whom were aged 16 to 18 and 6,500 were adults aged 19-plus
- approximately, 1,800 Apprentices trained with the college during 2024/2025
- approximately 474 externally awarded qualifications were offered by the college

### Employers

We worked with around 1,538 employers during 2024/2025 who provided Apprenticeship delivery and experience of work, industry placements or other work-related activity to students

our Apprenticeship+ service supports employers to get the skills they need and enables Apprentices to become highly employable

around 872 employers are involved in our Apprenticeship programmes

### Staff

The college has approximately 1,300 staff

# College Strategy 2025–2030

## LEARNING

A great place to **learn**

## PEOPLE

A great place to **work**

Transforming  
lives through  
learning

## PARTNERSHIPS

A trusted **partner** in  
the city and wider region

## SUSTAINABILITY

A responsible and  
**sustainable** organisation

Together we empower  
people to thrive

## OUR VALUES

Inspired by our partnership with The National Centre for Diversity, our FREDIE+ values underpin everything we do at the college.

### FREDIE VALUES:



#### FAIRNESS

We treat each other fairly, being open and honest

#### RESPECT

We speak to each other with respect and will consider each other's feelings, thoughts and rights

#### EQUALITY

We make sure everyone has a fair chance to progress, succeed, be listened to and heard

#### DIVERSITY

We celebrate, understand and accept, and embrace each other's differences and will be open to sharing and listening to new ideas

#### INCLUSION

We make sure that everyone feels valued and included

#### ENGAGEMENT

We communicate with transparency and support each other to feel empowered and be autonomous in making decisions



We actively encourage new ideas and innovation, continual development and a solutions focussed approach



# PUBLIC SECTOR EQUALITY DUTY

The Public Sector Equality Duty (PSED, or “the duty”), which applies in Great Britain (England, Scotland and Wales), requires public authorities to have due regard to certain equality considerations when exercising their functions, like making decisions.

## General duty

**The general duty requires public authorities, in the exercise of their functions, to have due regard to the need to:**

- eliminate unlawful discrimination, harassment, victimisation and any other unlawful conduct prohibited by the Equality Act
- advance equality of opportunity between people who share and people who do not share a relevant protected characteristic
- foster good relations between people who share and people who do not share a relevant protected characteristic

**These are sometimes called the three aims of the duty. The relevant protected characteristics are:**

age	race
disability	religion or belief
gender reassignment	sex
pregnancy and maternity	sexual orientation

Someone has the protected characteristic of gender reassignment if they are proposing to undergo, are undergoing or have undergone a process or part of a process to reassign their sex by changing physiological or other attributes of sex.

Marriage and civil partnership are a protected characteristic but not a ‘relevant’ one. This means you must consider it only in relation to the first aim of the duty.



## Specific duties

**The specific duties are intended to enable more effective performance of the general duty, and to standardise some of the work of general duty holders. The specific duties complement the general duty but do not replace it. These duties as applied to the college are to:**

- publish one or more equality objective at least every four years
- publish information on general duty compliance regarding people affected by our policies and practices every year
- publish information on general duty compliance regarding our employees every year
- publish gender pay gap data by 31 March every year

## FREEDOM OF SPEECH

The Higher Education (Freedom of Speech) Act 2023 impacts FE colleges with HE provisions by requiring the promotion of freedom of speech within the law and to protect academic freedom. Leaders and managers must ensure students, staff, and visiting speakers feel comfortable expressing their views, even if they are controversial or unpopular, if they don't break the law.

There are number of implications that leaders and managers must ensure are considered with actions completed to ensure that all operations are conducted in line with the legislation:

### Duty to promote freedom of speech

FE colleges, with HE provision, are legally obligated to promote lawful freedom of speech on campus. An environment where students, staff, and visitors can express their opinions freely without fear of undue pressure or comeback must be created.

### Academic freedom protections

The Act protects the academic freedom of staff, ensuring they can question and debate ideas without fear of being penalised for their views.

### Complaints scheme

The Office for Students (OfS) has established a complaints scheme to address breaches of freedom of speech duties, including investigations and potential sanctions against institutions who are in breach of the requirements under law.

### Prohibition on non-disclosure agreements

The Act prohibits FE colleges from using non-disclosure agreements to silence individuals who have raised complaints of sexual misconduct, harassment, or bullying.

### No statutory tort

While the original bill included a provision for a statutory tort (a legal action for damages), this has been removed, meaning institutions will not be exposed to the same level of legal risk as originally intended.

### Office for Students (OfS) Conditions of Registration

**The OfS is developing new conditions of registration for FE colleges that will specifically address freedom of speech and academic freedom. To meet the conditions of registration The Sheffield College must:**

develop and publish a Code of Practice that outlines our approach to freedom of speech and academic freedom, ensuring it aligns with the Act's requirements must be published

ensure a supportive environment where all members of the college feel safe and encouraged to express themselves, even if their views are unpopular or controversial

promote dialogue and debate whilst also ensuring that all views are expressed respectfully and within the bounds of the law

handle complaints effectively through clear procedures for handling complaints about breaches of freedom of speech. The procedures must ensure complaints are addressed fairly and effectively

leaders and managers must comply with OfS Requirements through staying informed about the OfS's new conditions of registration and ensuring the college is compliant with all requirements

## OUR BEHAVIOURS

To bring these values to life, our staff are clear on the behaviours that make the college a student first, high-performing and inclusive space for everybody.

### EMPOWERED

Enabled to take positive action to reach our aspirational goals

### THRIVING

Always learning and improving, to create a great place to study and work

### TOGETHER

Embracing diversity and collaborating for the benefit of all



## EDI PUBLIC STATEMENT OF COMMITMENT

**Our community is a vibrant mix of identities, where our strengths and values are rooted in our culture. Through our quality further and higher education provision we reach thousands of students, staff, and many communities in the region, and we are uniquely placed to bring about transition and transformation in our society. The Sheffield College is a community where everyone belongs.**

We have signed up to the Association of College's Equity, Diversity and Inclusion charter and we will meet and exceed it through our public statement of commitment to strive for equity and create an inclusive culture in which all our staff, students and communities can thrive.

### **We recognise that:**

it is socially, morally and economically right to prepare our students for life and work in a world that is diverse

equity and inclusion are fundamental if we are to make the most of our diversity

we will be judged by our actions and the impact of those actions

### **We commit to building an environment of belonging by:**

ensuring equity and inclusion are reflected in our curriculum

putting diversity and inclusion at the heart of our employment policies and practices

listening to and reflecting on our obligations to the communities we serve

encouraging those with whom we contract to support our commitments

### **We will lead by example, tracking our impact by:**

setting organisational and individual objectives monitored by the board

identifying short and medium-term success measures appropriate to our context

publicising progress and the difference we have made in our annual report





# EDI Objectives 2025–2030

[www.sheffcol.ac.uk](http://www.sheffcol.ac.uk)

Transforming  
lives through  
learning

## LEARNING

### We will:

- foster belonging within our supportive and inclusive environment
- raise aspirations and improve outcomes
- inspire students to access aspirational progression opportunities



## SUSTAINABILITY

### We will:

- ensure our EDI principles are embedded throughout governance, strategic decision making and everyday business operations enabling positive change and sustainable growth
- drive change which removes barriers to education and training across our estate
- strive to attract local and minority-owned businesses into our supplier selection process



## PEOPLE

### We will:

- strive to ensure our people reflect the rich diversity of the city
- equip staff with the skills, resources, and EDI knowledge to thrive and effect positive change
- foster belonging and collaborative working within our inclusive environment



## PARTNERSHIPS

### We will:

- utilise our partnerships to influence EDI practice in the region and sector
- be recognised for excellence regarding EDI, serving as a model of best practices
- collaborate with partners to understand well how to champion belonging and inclusion, helping disadvantaged communities to thrive



## MEETING OUR COMMITMENT

### Learning:

**To ensure we meet our commitments and duties we will work with our students, staff, communities and governors to:**

enable students to succeed, progress and meet future challenges, acting quickly to remove any barriers to their success

design, develop and implement a curriculum that supports the aspirations of all students, making reasonable adjustments for those with need

encourage and support the development of innovative projects that promotes equity and ensures equality of opportunity

listen to our students and Apprentices and ensure that their voices are used to shape the college experience for good

encourage open, honest discussion about issues that support students' educational ambitions and a learning culture

### People:

**To ensure we meet our commitments and duties we will work with our students, staff, communities and governors to:**

build TeamSheffcol so that our people are proud to work at the college and others aspire to, treating everyone fairly and with respect

listen to each other, work together and celebrate our differences so that everyone feels respected and that they belong, fostering greater understanding and trust with the different equality groups and communities

enable and empower our people to continually learn, improve and try new ways of doing things through promoting and offering developmental opportunities that work towards eliminating barriers, alleviating the impact of bias and removing structural inequality

support our people to thrive in and out of work, making reasonable adjustments for those with need

recruit, train, develop and support fairly and equitably

act firmly to challenge prejudice and eliminate bullying, discrimination, or harassment.

### Partnerships:

**To ensure we meet our commitments and duties we will work with our students, staff, communities, and governors to:**

be a trusted partner in the city and wider region, leading proudly through our culture and commitment to EDI

actively partner with stakeholders and civic institutions to drive systemic change and to enhance equity across the city

partner with communities and voluntary organisations to foster social cohesion and inclusivity.

### Sustainability:

**To ensure we meet our commitments and duties we will work with our students, staff, communities, and governors to:**

increase the number of students achieving success through carefully scrutinising our data with a keen eye on reducing and eliminating any success gaps

provide great accessible facilities and services for all

continue to carry out Equality Impact Assessments (EIA), as appropriate, assessing new and existing strategies, policies, procedures, and guidelines so that we are alerted to any disproportionate disadvantage

learn from compliments, complaints, and informal feedback

# BULLYING, HARASSMENT AND DISCRIMINATION

Definitions of bullying, harassment and victimisation may sometimes vary. The following definitions are used by the college:

## Bullying

**‘Unwanted behaviour from a person or group’ that is either:**

- offensive, intimidating, malicious or insulting
- an abuse or misuse of power that undermines, humiliates or causes physical or emotional harm to someone.
- N.B. Employees can be bullied by peers, subordinates and managers.

### Bullying might:

- be a regular pattern of behaviour or a one-off incident
- happen face-to-face, on social media, in emails or calls
- happen at work or in other work-related situations
- not always be obvious or noticed by others

## Harassment

**Harassment is unwanted behaviour related to any of the following protected characteristics:**

age	race
disability	religion or belief
gender reassignment	sex
marriage and civil partnership	sexual orientation

### And must either:

- violate a person’s dignity
- create an intimidating, hostile, degrading, humiliating or offensive environment for the person

## Sexual harassment

Sexual harassment is defined as ‘unwanted behaviour of a sexual nature which has the purpose or effect of violating an individual’s dignity; making an individual feel intimidated, degraded or humiliated and/or creating a hostile or offensive environment.’

Sexual harassment also occurs if an individual treats another less favourably because that person has rejected or submitted to unwanted conduct of a sexual nature or that is related to sex, and which has had the purpose or effect described in this section. In this scenario the person who treats someone less favourably might not be the person who engaged in the unwanted conduct.

## Sexual misconduct

Sexual misconduct is an umbrella term covering a broad range of inappropriate and/or unwanted behaviours of a sexual nature. It covers all forms of sexual harassment and sexual violence.

## Sexual violence

Sexual violence is any sexual act or attempt to obtain a sexual act by violence or coercion which takes place without consent.

**Actions or behaviour which may constitute sexual harassment or sexual violence include, but are not limited to the following:**

sexual comments or jokes

spreading sexual rumours about a person

intrusive questions about a person's private or sex life or a person discussing their own sex life

suggestive looks, staring or leering

sexual posts or contact on social media

sending sexually explicit emails, texts and instant messages

touching

sexual assault including groping

unwelcome sexual advances

displaying or showing material of a pornographic or sexual nature

making requests for sexual favours

stalking in person or online

rape.

Online harassment may take the form of intimidating, offensive or graphic posts on social media sites or chat rooms, or sexually explicit communications by email, text or instant messaging.

## Consent

Consent is providing permission for something to happen or agreement to do something with a full understanding of the facts and without coercion. In cases of sexual activity, consent cannot be presumed but must be explicitly given, verbally or non-verbally. Consent cannot be deemed to have been given if it is provided under pressure or in situations where someone is not capable of providing it. Consent can be withdrawn at any time.

## Discrimination

**Discrimination means treating a person or group 'less favourably' than another person or group, because of:**

age

disability

gender reassignment

marriage and civil partnership

pregnancy and maternity

race

religion or belief

sex

sexual orientation

Less favourable treatment can be anything that puts someone with a protected characteristic at a disadvantage, compared to someone who does not have that characteristic.

### Discrimination includes:

direct discrimination – less favourable treatment directly because of a protected characteristic

indirect discrimination – when everyone is treated the same but people with a protected characteristic are put at a disadvantage

associative discrimination – when someone is treated unfairly because they are associated with/has a relationship with someone who has a protected characteristic



## Victimisation

Victimisation means 'suffering a detriment' because you've done or intend to do a 'protected act', or because someone thinks that you have done so.

A 'protected act' means taking action related to discrimination law.

### This includes:

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making a complaint of discrimination or harassment

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supporting someone else's complaint

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gathering information that might lead to a complaint

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acting as a witness in a complaint

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saying something or giving evidence that does not support someone else's complaint

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It is everyone's responsibility to ensure that any issue related to bullying, harassment, victimisation and/or discrimination is raised at the earliest opportunity. This will help to ensure any issues that arise are dealt with swiftly and before behaviour can deteriorate.



## PROMOTING CHOICE, OPPORTUNITY AND PROGRESSION

We strive for equity of access to the delivery of our programmes of learning and that all members of The Sheffield College's community can learn, teach, train and succeed in a mutually supportive environment.

We will also enable equity of access to employment with positive action where appropriate and within the scope of the Equality Act 2010. For example, when we require new staff, we will continue to use positive action to support increased diversity in areas that are not representative of the community that they serve.

### Our commitment to promote choice, opportunity and progression

#### We will:

ensure that our admissions processes for students are based on the ability to succeed and will not involve unduly restrictive conditions or requirements

implement a staff recruitment policy that will identify the best candidate based on the ability to carry out the duties of the role

review the information that we provide about our programmes to ensure that it is clear, contains relevant facts and can be understood by all potential students

seek to make staff more aware of the cultural assumptions, stereotypes and biases that may exist within curriculum materials and assessment methods, encouraging and supporting them in developing curriculum materials that reflect a wider range of experience and culture

monitor the composition of the student body in each provision type by sex, ethnicity, age, disability, sexual orientation, gender reassignment and religion, faith and belief and seek to address identified imbalance and under representation

monitor the retention, attendance and achievement of students by protected characteristics collected at enrolment and seek to address identified imbalances

ensure, through our quality assurance policies, that equal opportunity issues are addressed in the design and delivery of learning programmes

review our portfolio of programmes to ensure that the range of opportunities provided reflects the needs of all sections of the community, within funding guidance

reserve the right to refuse admission to our premises or any of our programmes on the grounds of security and/or safety

## EQUALITY, DIVERSITY AND INCLUSION (EDI) BOARD

The college EDI Board pays due regard to the Public Sector Equality Duty and aims to foster an inclusive environment where all members of the college community feel included, valued, respected and supported.

The Board is established to provide independent, objective oversight and evaluation of specific aspects relating to equity, diversity and inclusion of the college's activities, ensuring compliance with ethical standards, regulatory requirements and best practices. The Board serves as a critical mechanism for accountability, transparency and continuous improvement within the organisation.

### The primary objectives of the EDI Board are:

promote equity: advocate for policies and practices that ensure fair treatment, access, opportunity and advancement for all individuals

eliminate barriers: identify and address systemic barriers that impede equity within the organisation

foster diversity and inclusivity: encourage a diverse representation of backgrounds, perspectives and experiences within the college community

enhance a culture of belonging: cultivate an inclusive environment where all individuals feel valued, respected and supported

engagement: facilitate meaningful engagement and dialogue among all members of the college community

support strategic alignment: ensure that EDI efforts align with the organisation's mission, values and strategic priorities

strategic planning: contribute to the development and implementation of the institution's EDI strategic plan

lead, promote and embed FREDIE+ across the college and all its communities

## EQUALITY ANALYSIS (EQUALITY IMPACT ASSESSMENTS)

The Sheffield College will consider the needs of all individuals when shaping policy, implementing processes and delivering services. We will ensure that our decision-making is robust, transparent and that we have considered the impact of proposals on different groups. Having a sound decision making process not only fulfils our statutory requirements but it also ensures that we are better placed to deliver policies and services that are inclusive, efficient and effective.

The Equality Act 2010 sets out our legal duty to undertake Equality Analysis and, although it does not explicitly require Equality Impact Assessments (EIA) to be conducted, we will consciously consider the three aims of the Equality Duty as part of the process of decision-making. We will improve clarity regarding for which policies there is a college requirement for an EIA to be completed and keep records of how we have considered the equality duties via Equality Impact Assessments.

## TRAINING

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

Staff are also required to take personal responsibility for keeping themselves updated on current equality issues and legislation as part of their role, working for an inclusive organisation.

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

## MONITORING

Our EDI training plan has been developed to allow maximum flexibility to meet departmental needs, changes in legislation and external events. The relevance and content of the EDI training plan will be reviewed on an annual basis. Further training at individual, team, campus or curriculum level can be identified and planned at any time.

All staff training is recorded centrally. Leaders monitor progress and completion on a regular basis. All staff will complete the EDI mandatory modules as a minimum and will undergo a general refresher course within three years, to ensure that their knowledge remains current and relevant.





## ROLES AND RESPONSIBILITIES

The success of this Equality Scheme depends on its cross-college implementation, and it is therefore everyone's responsibility working for, or with, The Sheffield College to drive the equality objectives and to abide by the key principles set in this Equality Scheme.

### Accountability

The accountability for meeting the statutory duties and for the delivery of the Equality Scheme rests with The Sheffield College's Governing Body.

#### The Governing Body is responsible for ensuring that:

The Sheffield College complies with the law and meets all its duties, including the general and the specific duties

the Equality Scheme and its procedures are followed

our commitment to equality, diversity and inclusion is promoted

adequate resources are made available for implementation of the Equality Scheme

the Equality, Diversity and Inclusion College Development Plan fosters a positive ethos and the elimination of discrimination

the Strategic Plan includes a commitment to equality

scrutiny and challenge are provided on reports regarding recruitment, retention, attainment and achievement rates for students from different backgrounds and on information regarding our EDI objectives

they are properly trained in their duties under this legislation

#### The Chief Executive and Principal has overall responsibility for:

EDI and implementation of the college's statutory duties

compliance with the college's equality obligations

#### The Executive Leadership Team are responsible for:

taking the lead in creating a positive, inclusive environment in which everybody is treated with respect and dignity

the overall implementation of our equality commitments and for promoting equality

ensuring that this Equality Scheme is integral to the college's business planning processes

assessing the impact of any current and future policies in relation to equality

ensuring monitoring information is collected, analysed, and regularly reported

ensuring that the procedures for the recruitment and promotion of staff enshrine best practice in equal opportunities

ensuring appropriate action is taken against staff or students who discriminate

ensuring that all premises and facilities are accessible

ensuring that the procedures for procurement are inclusive and open to all

#### The Vice Principal Student Experience is responsible for:

providing a consistent and high-profile lead for EDI for The Sheffield College

keeping up to date with our statutory duties on equality and taking up training and learning opportunities

overseeing appropriate and varied consultation and involvement in the development of the Equality Scheme

ensuring the Equality Scheme is implemented and reported on

publishing the EDI annual report

leading the college wide project to work with the National Centre for Diversity to retain the Leaders in Diversity Standard



**The Head of Equality, Diversity and Inclusion is responsible for:**

supporting staff across the organisation to embed EDI considerations and principles into everything we do, how we think and how we improve. This includes expert guidance to ensure EDI principles are integrated into strategies, policies, processes, procedures and all our core business activities

---

leading on the delivery of the college's EDI Development Plan

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leading on the delivery of the college's EDI Objective 2025/2030

---

develop and maintain a high-quality EDI training plan for the organisation

---

maintaining an in-depth and current knowledge of equality legislation (including the public sector equality duty) and best practice and keep up to date with EDI developments in the wider education, legislative and regulatory environments

---

ensuring effective delivery of the strategy through high quality project management with regular reporting to the Executive Leadership Team

---

annual internal and external EDI reporting

---

monitoring and approving Equality Impact Assessments

**All staff are responsible for:**

considering equality and diversity in all quality assurance mechanisms such as course reviews, student surveys, self-assessment reports and observations of teaching and learning

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promoting equality and diversity in curriculum planning, learning, and teaching methods, classroom organisation, assessment procedures, educational visits, student induction and tutorial programmes

---

promoting the Equality Scheme inside and outside The Sheffield College

---

consistently challenging and reporting any inappropriate language, behaviour or discrimination by students, other staff or by organisations working in partnership with the college, including subcontractors, contractors and placement providers

---

dealing with equality and diversity incidents and being able to recognise and tackle bias and stereotyping

---

promoting equality of opportunities, eliminating discrimination, and fostering good relations

---

becoming familiar with the organisation's equality data and trends, knowing their contribution to the overarching targets and setting targets

---

keeping up to date with our statutory duties on equality and taking up training and learning opportunities

---

involving students appropriately in decision making

---

ensuring those responsible for teaching and learning have schemes of work and teaching resources that demonstrate sensitivity to issues of equality, diversity and inclusion

---

promoting a positive working and studying environment that is free from discrimination, harassment or bullying and treat all individuals with dignity and respect

---

introducing all students to equality principles and opportunities during induction

---

contributing to Equality Impact Assessments

---

encouraging activities and projects that support learning and/or that promote diversity, for example regarding the Protected Characteristics and FREDIE+ values

---

providing appropriate and effective levels of support to break down any barriers to learning

---

reporting any hate crime incidents promptly

**Contractors, partners and service providers are responsible for:**

complying with legislation on equality, diversity and inclusion

---

following the college's Equality Scheme and any equality conditions in contracts or agreements

**Students, and where students are under 18, their parent/carers, employers and visitors have a proportionate responsibility for:**

understanding and acting in accordance with this Equality Scheme

---

complying with the college's policies and regulations in respect of Equality, Diversity and Inclusion

**The Executive Director of People will oversee the Equality and Diversity agenda for the workforce and will have responsibility for the oversight of:**

staff development opportunities, staff consultation and guidance and support on all matters relating to EDI

ensuring that the college's staffing profile is becoming more reflective of the city's community make-up, and approve the use of positive action in recruitment where appropriate

compiling regular reports on staffing in terms of equality indicators for the governors and produce reports detailing staffing information initially relating to demographics and pay gaps, then subsequently grievances and disciplinary action

a rolling programme of staff development

development events, ensuring that they are open and accessible and that wherever possible they meet the needs of all the individuals

ensuring that complaints of discrimination, harassment and bullying among staff are investigated in line with the college's procedures

commissioning and reviewing impact assessments on all policies and acting on the results

gathering the range of staff quantitative and qualitative information and ensuring that this information is used effectively to improve equality

act as the Executive Sponsor as the college works with the National Centre for Diversity to retain the external accreditation

**The Executive Director Strategy and Systems Improvement has responsibility for the Equality and Diversity agenda for student matters and will have responsibility for the oversight of:**

leading on the provision of reporting on the recruitment, retention achievement and progress of different groups of students

providing an agreed range of range of student quantitative and qualitative information through recognised electronic data dashboards

providing agreed information that will help relevant college leaders to target recruitment of specific groups of students

The Head of Tutorial and Student Progress is responsible for ensuring that students are made aware of this Equality Scheme via tutorials and for ensuring that students understand EDI issues and their rights and responsibilities through an effective induction, tutorial and enrichment programme. A key focus of the tutorial scheme is to promote and discuss values and behaviours including FREDIE+ and British Values.

The Deputy Principal for Quality and Student Experience is responsible for ensuring that Equality and Diversity is embedded within all quality improvement activities such as observations of teaching and learning, course reviews, self-assessment reports and any other quality improvement activities.

The Director of Estates and Environmental Sustainability is responsible for communicating the Equality Scheme to all contractors that The Sheffield College partners with and for ensuring that all the facilities are accessible.

The Director of Marketing, Communications and Student Recruitment is responsible for ensuring that external resources are accessible, or have an accessible version available upon request, for those with additional needs.

The Financial Controller is responsible for ensuring that all procurement processes comply with the college's legal obligations in relation to equality, diversity and inclusion, as well as complying with the college's FREDIE+ values. The Financial Controller is also responsible for ensuring that all partners, contractors and consultants are committed to equality, diversity and inclusion in their service provision. This covers obligations under the Modern Slavery Act, following FREDIE+ principles which are built into college values, as well as sustainability. This is enacted via the Supplier Code of Conduct, which we ask all suppliers to confirm their agreement to. The college ensures compliance with Modern Slavery obligations with an annual statement, supported by a policy which is reviewed each year.

## CONTACT

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# The Sheffield College

All information is correct at time of print.

If you need this booklet in an alternative format,  
please contact **[marketing@sheffcol.ac.uk](mailto:marketing@sheffcol.ac.uk)**