The Sheffield College

Equality, Diversity and Inclusion Annual Report

2023–2024

INTRODUCTION

About The Sheffield College

The Sheffield College is a further education institution dedicated to providing high-quality learning opportunities to students from diverse backgrounds. With six campuses located throughout Sheffield, the college serves as a key educational anchor in the region, supporting students of all ages and abilities in their personal and professional growth.

Context

We provide vocational and professional qualifications, from entry level through to degree level, to around 15,000 students every year and we work with over 2,000 employers as the largest provider of apprenticeships in the region.

We work closely, and have key relationships, with our anchor institution partners including both universities and teaching hospitals. We are active members on cross-city initiatives, including the Sheffield City Council Hate Crime Theme Group, the City Equality Leads and the Homewards project.

As a proud institution sitting in the heart of Sheffield, we support and work with a wide and varied community. South Yorkshire Mayoral Combined Authority has a slightly lower ethnic diversity population aged 16 and over (7%) compared to the national average of 14%.

The Combined Authority also has a younger age profile than the national average, with 15% being aged 16-24.

Levels of our working age population being affected by work-limiting impairments and the proportion of workless households is also consistently above the national average, with 70% of our students residing in deprived postcode areas - a figure that has risen year on year.

Our mission remains to transform lives through learning. The proportion of students who progress onto positive next steps – either further study, higher education, or paid employment - is an testament to our commitment to being 'student first' and to the effectiveness of our curriculum and support offer.

OUR WHOLE COLLEGE APPROACH TO EQUALITY, DIVERSITY AND INCLUSION (EDI)

Developing a whole college approach to EDI has been an integral part of delivering the 2021–2025 College Strategy. As we near the end of the current strategy, we can demonstrate that significant progress has been made on key EDI initiatives. As such, The Sheffield College is widely regarded as a Leader in Diversity, regularly being asked to support events as keynote speakers, hosting EDI events and through providing expertise on national EDI working groups to shape and influence practice across the Further Education sector.

We have successfully embedded our FREDIE+ values across the college. Through utilising the skills and experience of the National Centre for Diversity, who remain a partner and critical friend, we have been able to continue to develop our culture and to lead on best practice with regards to EDI. Throughout this work, the college has maintained its Leader in Diversity status and risen to third place nationally in the Most Inclusive Workplace Index. In addition, the college remains a Disability Confident Leader and a College of Sanctuary.

Underpinning our FREDIE+ values are our established Values and Behaviours framework, which clearly articulates our collective expectations regarding how we act and work collaboratively on a day to day basis.

We are proud of how our whole college approach to EDI has developed during the period of the 2021–2025 college strategy and during the period of the 2023–2024 EDI Annual Report. However, we remain aware that there is more to do regarding EDI both in terms of our own practice and in terms of supporting our communities.

COLLEGE STRATEGY 2021 – 2025

At the heart of The Sheffield College's mission is a commitment to fostering an inclusive and equitable environment. The college's strategy focuses on increasing access to education, promoting diversity, and developing a culture of inclusivity across all aspects of college life.

Our aim is to be a leader in equality, diversity, and inclusion (EDI) practices, ensuring that every student and staff member can succeed, regardless of their background or personal circumstances.

To support our ambitions, the college has four key strategic themes of:

PEOPLE

LEARNING

TRANSFORMING LIVES THROUGH LEARNING

SUSTAINABILITY

PARTNERSHIPS

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

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

OUR BEHAVIOURS

I believe in the power of education and **put students first**

I strive for high performance and **take ownership** of my actions

I tackle challenges with a **positive attitude**

I lead by example to uphold the college values

I know we are all on a learning journey, and I will **never stop learning**

I'm not afraid to try new ways of doing things to **make improvements**

I **celebrate the success** of students and staff

I act as an ambassador, **representing the college with pride**

I always **treat others as I want to be treated**

I work collaboratively, **always taking the time to support my colleagues** to achieve their best

I listen to others views and I share information proactively to help others succeed

I embrace and celebrate the diversity in our college community

STATEMENT FROM THE BOARD OF GOVERNORS

On behalf of the Board, we are proud to present this year's Equality, Diversity, and Inclusion (EDI) report, which outlines the progress, challenges, and future priorities of The Sheffield College.

As we continue to implement our strategic objectives, our commitment to EDI remains central to everything we do.

This report highlights our focus on fostering a college culture where inclusion is embedded. We represent the rich diversity of the communities we serve, and equity is a standard in all areas of our work.

This year, particular focus has been on the continued development and implementation of key EDI objectives, particularly in relation to educational opportunities, staff development, and community engagement. The work has seen us shortlisted for our achievements and ambitions at the Educate North Awards for two separate awards, and at the Queer Student Awards for a fourth consecutive year.

The college's Equality, Diversity and Inclusion Board has recently reviewed and updated our organisational equality development plan.

Our focus moving forward is aligned with these objectives and our key strategic pillars of Learning, People, Sustainability and Partnerships, and will guide our actions in the coming year.

In conclusion, The Sheffield College remains deeply committed to its EDI objectives and to fostering a welcoming and inclusive environment for all students, staff and community members. The initiatives outlined in this report are part of our ongoing efforts to ensure equality, diversity and inclusivity across all aspects of college life.

We will continue to monitor our progress and to seek out opportunities for continued improvement.

LEARNING: REVIEW OF PROGRESS AGAINST OUR EDI OBJECTIVE

Our educational opportunities ensure that:

no student or apprentice is left behind

students and apprentices develop understanding of our FREDIE+ Values and how modelling them enables positive change in their communities

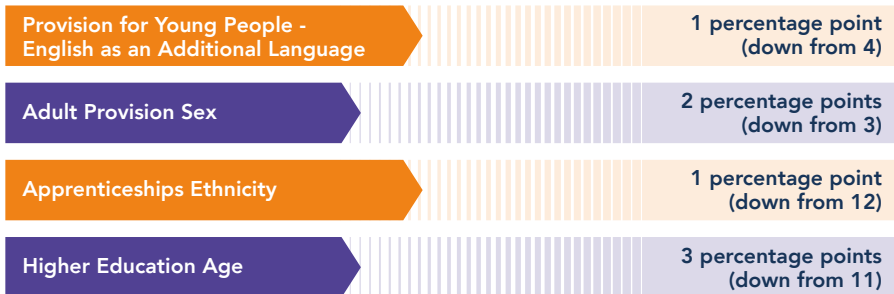**students and apprentices develop their knowledge and understanding of contemporary 'Equality Matters'**

Context and commentary

In the past year, The Sheffield College has worked to reduce attainment gaps between different student groups, with our current ambition to have no gap of greater than 3 percentage points. This includes efforts to identify barriers to success for underrepresented students and apprentices, such as accessibility challenges, financial constraints and language barriers.

Out of the 21 gaps that we monitor, it is a notable success that only five fall significantly outside of our targets and actions have been put in place to better understand the cause of these gaps. There is a trend across the organisation where sexual orientation appears to have been a determining factor in the levels of achievement. Overall, the trajectory has been positive in all areas.
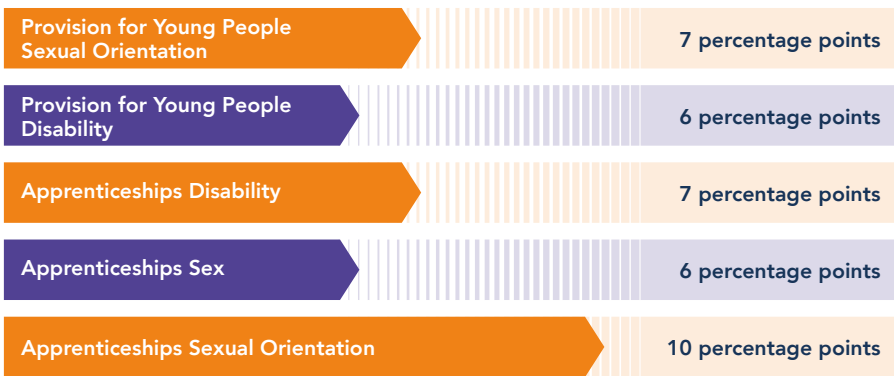
Celebrating our success

Achievement gaps that have narrowed in 2023–2024

Provision for Young People - English as an Additional Language	1 percentage point (down from 4)
Adult Provision Sex	2 percentage points (down from 3)
Apprenticeships Ethnicity	1 percentage point (down from 12)
Higher Education Age	3 percentage points (down from 11)

Further to the protected characteristic gap monitoring, the college also recognises priority areas to be monitored which include deprived postcode areas, free college meals, high needs, English as an additional language and Children Looked After (CLA) which have seen an eradication of attainment gaps. There has also been an increase in overall attainment baseline with rates all over 84%, which is now in line with the college statistics.

Areas for attention

Achievement gaps that remained in 2023–2024

Provision for Young People Sexual Orientation	7 percentage points
Provision for Young People Disability	6 percentage points
Apprenticeships Disability	7 percentage points
Apprenticeships Sex	6 percentage points
Apprenticeships Sexual Orientation	10 percentage points

Initiatives to improve

Targeted use of support services for protected characteristics, with an aim of earlier interventions

Launch of community engagement programmes aimed at fostering active citizenship among students

Greater information and analysis of gap data with an aim of contextualising information to support root cause analysis

COLLEGE DEMOGRAPHICS
YOUNG PEOPLE STUDY PROGRAMMES

A breakdown of the total 2023–2024 young people student community total by protected characteristic.

Total number of students on provision for Young People

As in the previous year, there has been a further small increase in the number of students on provision for young people. The achievement rates also increased by a further 3pp to 84% which represents a 9pp improvement over two academic years.

5,772
▲
increase of 97

Sex

- **Male**
- **Female**

56% of students were male, a 1pp increase on 2022-2023. **44%** of students were female, a 1pp decrease on 2022-2023.

Gender Identity

- **Man**
- **Woman**
- **Non-Binary**
- **Other**
- **Not declared**

There have been no significant changes in the proportions of students identifying as men **(55%)**, women **(43%)**, non-binary **(1%)** or Other **(1%)**.

Age

- 95%
- 4%
- 1%
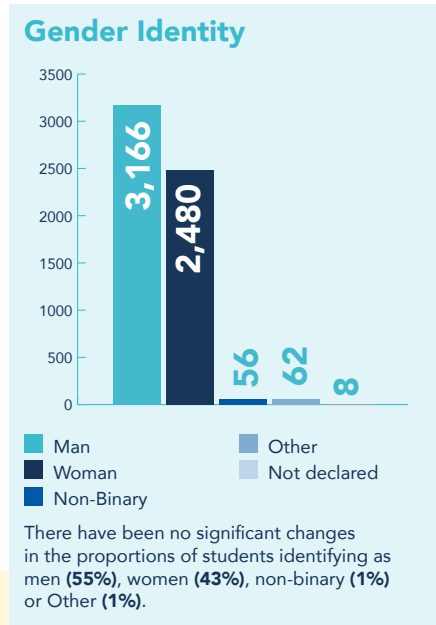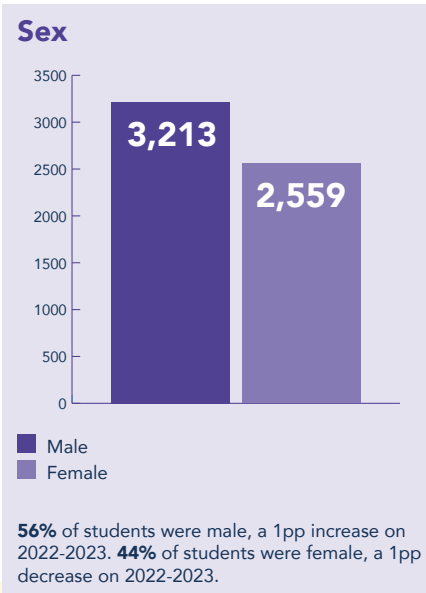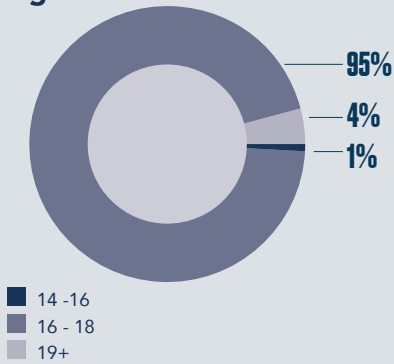
- ■ 14 -16
- ■ 16 - 18
- ■ 19+

The percentage of students aged 16-18 and 19+ on provision for Young People has remained static at **95%** and **4%** respectively, but the percentage of 14-16 year-old students has risen to **1pp**.

Disability

2,237
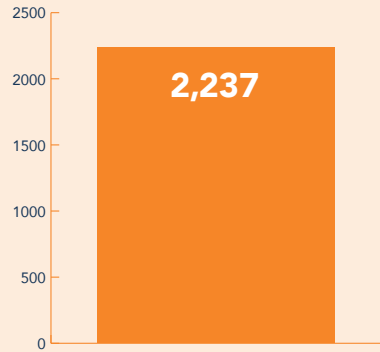
■ Declared

This represents **39%** of the student cohort, which is the same as the previous year.

Sexual Orientation

- 4,053
- 100
- 279
- 128
- 59
- 42
- 1,111

- ■ Hetrosexual
- ■ Asexual
- ■ Bisexual
- ■ Gay
- ■ Pansexual
- ■ Other
- ■ Not stated
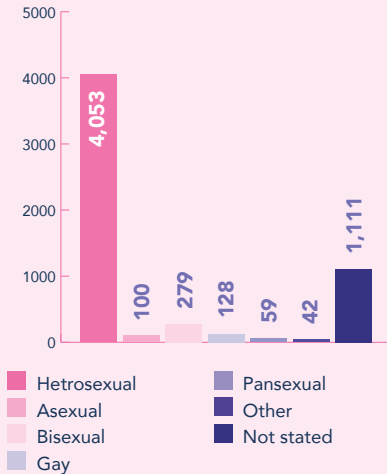
This represents a **3pp** increase in students identifying as heterosexual (now **71%**), and a **5pp** increase in students identifying as other than heterosexual (now **11%**).

Overall, this has been a **7pp** decrease in students who did not declare or preferred not to say (now **19%**).

It is positive that fewer students don't declare or prefer not to say as it means that we have an improved understanding of our cohort which enables more informed decisions to be made. It also indicates that students feel more comfortable in declaring their sexual orientation.

Ethnicity

- 3,815
- 1,900
- 57
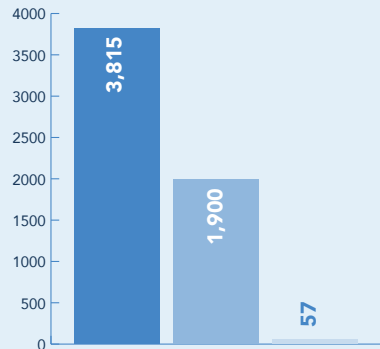
- ■ Majority
- ■ Minority
- ■ Not stated

There was a **2pp** increase in the proportion of students identifying from an ethnic minority background (now **33%**).

COLLEGE DEMOGRAPHICS
ADULT

A breakdown of the total 2023–2024 adult community total by protected characteristic.

Total number of students on provision for Adults

A further significant growth in adult numbers has been achieved with 1,438 more adults learning with The Sheffield College, following on from 761 more the previous year. Despite this growth, the achievement rate remains high at 90%.
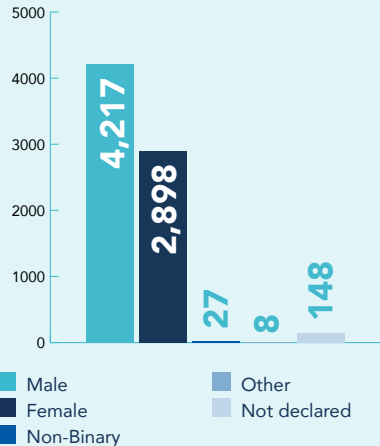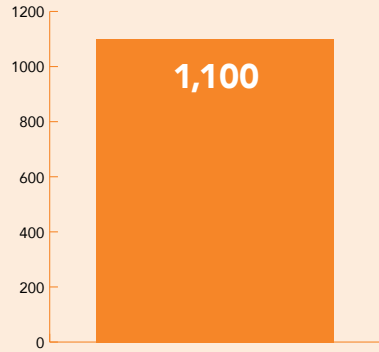
7,298
▲
increase of 1,438

Sex

4,252

3,045
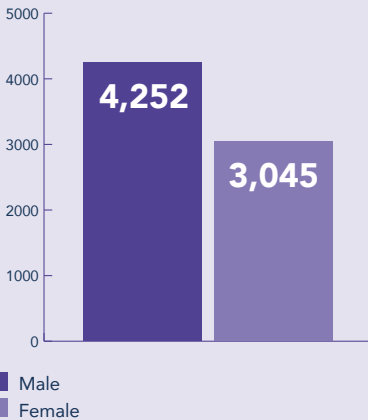
- ■ Male
- ■ Female

58% of students were male, a **10pp** increase on 2022-2023. **42%** of students were female, a **10pp** decrease on 2022-2023.

Gender Identity

4,217

2,898

27

8

148

- ■ Male
- ■ Female
- ■ Non-Binary
- ■ Other
- ■ Not declared

This represents a **9pp** increase in adults identifying as men (now **58%**) and a **7pp** decrease in identifying as women (now **40%**).

It is unclear as to why there has been such a significant shift but given that there has not been a significant shift in the curriculum offer it is likely to be due, in part, to societal and economic factors.
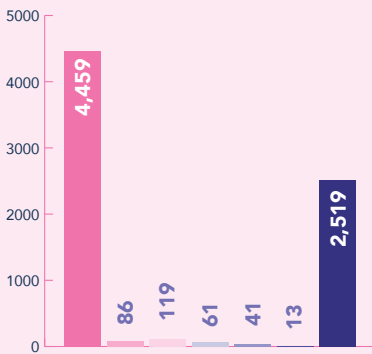
Disability

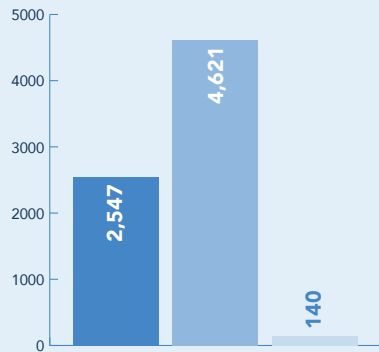Bar chart showing "Declared" value of **1,100** on a scale from 0 to 1200.

Declared

This represents a **3pp** decrease in students on adult provision declaring a disability (now **15%**). Of note, due to the significant growth in adult numbers, this was still an additional **55** adult students declaring a disability and requiring support.

Sexual Orientation

Bar chart with values: 4,459; 86; 119; 61; 41; 13; 2,519 on a scale from 0 to 5000.

Hetrosexual
Asexual
Bisexual
Gay
Pansexual
Other
Not stated

This represents a **5pp** decrease in adult students identifying as heterosexual (now **61%**) and there was a **2pp** increase in adult students identifying as other than heterosexual (now **4%**).

Of note, **35%** of students on provision for adults did not declare their sexual orientation or preferred not to say, this is a **3pp** increase.

It is important, that whilst we wish to understand our community as fully as possible, we remain respectful of cultural reasons why some students prefer not to disclose their sexuality.

Ethnicity

Bar chart with values: 2,547; 4,621; 140 on a scale from 0 to 5000.

Majority
Minority
Not stated

This represents a **6pp** increase in students on adult provision identifying from an ethnic minority background (now **65%**).

COLLEGE DEMOGRAPHICS
APPRENTICES

A breakdown of the total 2023–2024 apprenticeship community total by protected characteristic.

Total number of Apprentices in learning

Of the 1,891 apprentices in learning during 2023-2024, 668 were scheduled to complete their apprenticeship. The achievement rate for apprenticeship provision improved by a further 3pps to 67%. This represents a 5pp improvement over a two-year academic period.
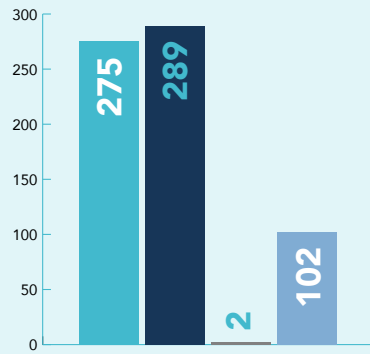
668
▼
decrease of 37

Sex

350

318
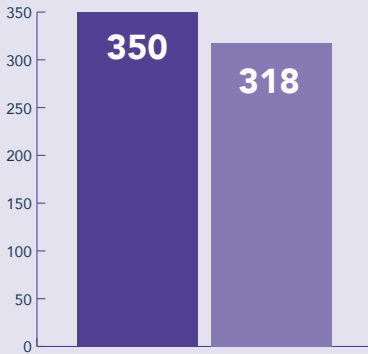
- ■ Male
- ■ Female

52% of apprentices were male, a **4pp** increase on 2022-2023. **48%** of students were female, a **4pp** decrease on 2022-2023.

Gender Identity

275

289

2

102

- ■ Male
- ■ Female
- ■ Non-Binary
- ■ Other
- ■ Not declared

This represents a **7pp** increase in apprentices identifying as men (now **41%**) and an **8pp** decrease in apprentices identifying as women (now **43%**).

This is a continued trend from the previous year.

15% of apprentices did not declare their gender identity.

Age

61%

39%

■ 16 - 18
■ 19+

There has been a significant increase in the number of young people seeking and being successfully supported to gain an Apprenticeship.

Sexual Orientation

Please note that as the time of writing this report, information regarding the sexual orientation of apprentices was not available.

The college's Apprenticeship+ and Data teams undertake to resolve this for the 2024-2025 academic year and subsequent EDI annual report.
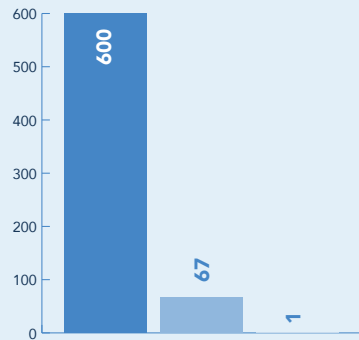
Disability

152
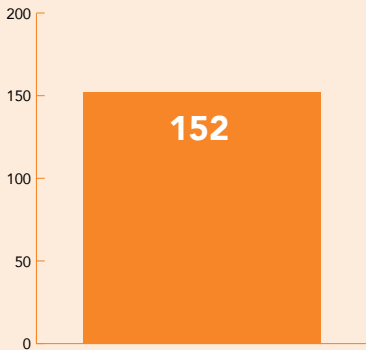
■ Declared

This represents a **4pp** increase in apprentices declaring a disability (now **23%**).

Ethnicity

600

67

1

■ Majority
■ Minority
■ Not stated

This is a **1pp** increase of apprentices who identified as being from an ethnic minority background (**10%**).

COLLEGE DEMOGRAPHICS
HIGHER EDUCATION

A breakdown of the total 2023–2024 higher education community total by protected characteristic.

Total number of Higher Education students in learning

It should be noted that with such a small cohort, as on our Higher Education provision, a small number of students can create a significant change in the proportions of the cohort.
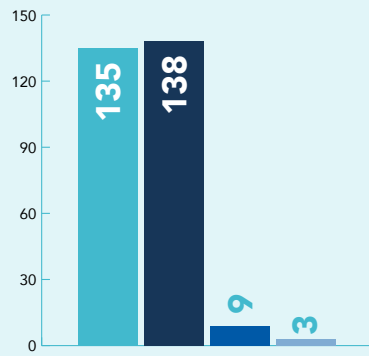
285
▼
decrease of 22

Sex

150 –
120 –
90 –
60 –
30 –
0 –

139 (Male)
146 (Female)
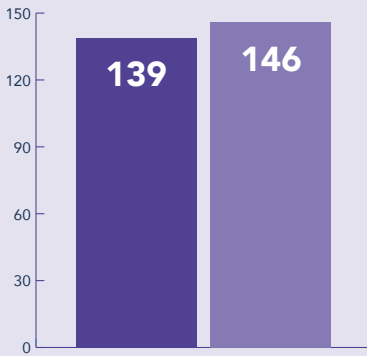
■ Male
■ Female

49% of Higher Education students were male, a **4pp** decrease on 2022-2023. **51%** of students were female, a **4pp** increase on 2022-2023.

Gender Identity

150 –
120 –
90 –
60 –
30 –
0 –

135 (Male)
138 (Female)
9 (Non-Binary)
3 (Other)

■ Male   ■ Non-Binary
■ Female   ■ Other

This represents a **5pp** decrease in Higher Education students identifying as men (now **47%**) and a **4pp** increase in Higher Education students identifying as women (now **48%**). There was a **1pp** (**3%**) decrease in Higher Education students identifying as non-binary.
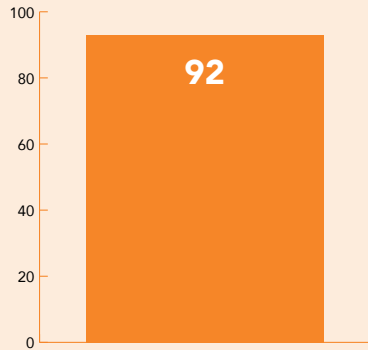
Age

68%
32%

- 21+ ('Mature')
- 18 - 21 ('Young')

This represents a **4pp** decrease in the percentage of HE students aged 18 – 21 (now **32%**) and a **4pp** increase the percentage of HE students aged 21+ (now **68%**).
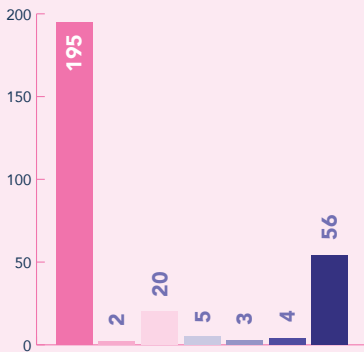
Disability

92

- Declared

This represents a significant **19pp** increase in Higher Education students declaring a disability (now **32%**). This increase equates to an additional **57** students.

Sexual Orientation

195
2
20
5
3
4
56

- Hetrosexual
- Asexual
- Bisexual
- Gay
- Pansexual
- Other
- Not stated

This represents a **6pp** decrease in Higher Education students identifying as heterosexual (now **69%**) and there was a **3pp** increase in Higher Education students identifying as other than heterosexual (now **12%**). Of note, **19%** of Higher Education students did not declare their sexual orientation or preferred not to say, this is a **3pp** increase.

Ethnicity

200
81
4
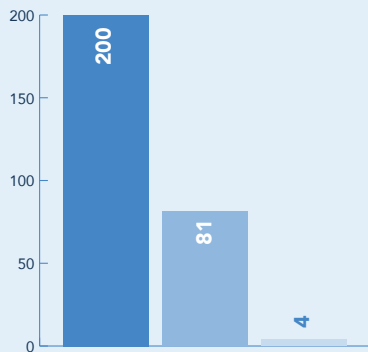
- Majority
- Minority
- Not stated

This represents a **5pp** increase in Higher Education students identifying from an ethnic minority background (now **28%**).
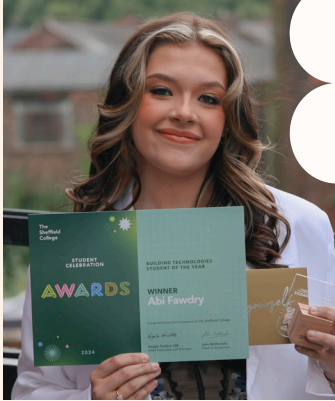
"I am very pleased with my grades, I was practically jumping with joy. The college has helped me by keeping me determined and focussed on what I want to achieve."

Abi Fawdry
Building Technologies
Student of the Year 2024

"I was really shocked when Ed Sheeran walked on stage. I wasn't expecting it at all. My experience at the college has been great. My confidence and performance skills have got way better."

Wisdom Ohue
Music student

"I feel really happy about this award. I think the college is very inclusive and I have really enjoyed my course. A highlight was the Turing Scheme trip to St Lucia, which was amazing."

Bradley Taylor,
FREDIE+ Champion
Award winner

"My life began again in my late thirties. I became a mum and I started daring to look into returning to education. The amazing tutors ensured I was supported every step of the way."

Sara Muqbil,
Access to Health Science
Professions student

PEOPLE: REVIEW OF PROGRESS AGAINST OUR EDI OBJECTIVE

FREDIE

Our inclusive culture and career opportunities attract and retain people from a diverse range of communities in the college workforce.

Our training and CPD opportunities ensure that:

staff are equipped to recognise, support and drive our FREDIE+ values

no colleagues are left behind in their understanding our FREDIE+ values or their EDI duty

Context and commentary

The Sheffield College is proud to be an employer that puts inclusion, diversity and equality at its heart.

We have embraced the FREDIE values of the National Centre for Diversity, and developed our own college FREDIE+ values, which shows the priority we place on how we support all people.

Our college behaviour framework puts an emphasis on everyone being Empowered, and Thriving, Together, which underpins our FREDIE+ values.

Celebrating our success

17% of our staff identify as ethnic minority, which continues to increase year on year, reflecting increasing appointments from ethnic minority communities, which has been an area of focus as we aspire to represent the Sheffield population.

We have continued to enhance our practice as a Disability Confident Leader with actions including our Disability Confident guidance and training, and undertaking site walks with staff to identity and then address accessibility challenges.

We've continued to deliver CPD that ensures our staff are equipped to recognise, support and drive our EDI values, and that staff understand their EDI duty.

A small proportion of what we have done is shown below:

Leadership and Management: The Inclusive Leader, Inclusive Recruitment, Disability Confident, Menopause Awareness for Line Managers

Cultural and Diversity Awareness: Black History Month workshops, Queer Coding in Music, Exploring Allyship

Neuro-Diversity, SEND and Inclusive Education: Dyslexia Myth busting and Practical Solutions, Introduction to Neuro Inclusion, Introduction to Dyscalculia Deaf Awareness Training, SEND support workshops

Health and Wellbeing: Menopause Awareness, Mental Health First Aid, introduction to OCD, Understanding Eating Disorders, Andy's Man Club talks, Trauma Informed Practice learning

Our Gender and Disability pay gaps have both reduced this year. While our Ethnicity pay gap has increased, it remains that ethnic minority staff have a higher pay rate than the majority of staff

We are proud to have been recognised by the National Centre for Diversity as the 3rd most inclusive workplace in the UK in their Most Inclusive Workplace Index for 2023–202

Areas for attention

As we recruit a greater proportion of ethnic minority staff, it is important that we ensure that we retain those people as part of our workforce and offer development and promotion opportunities.

We recognise that our new starter turnover rate is higher in ethnic minority groups. Although this only affects 11 people in the year, we wish to seek to understand this further and identify any actions that might increase retention.

Initiatives to improve

We are developing a mentoring programme that will enable leaders to understand the lived experience of staff, including those from minority groups.

Our most senior leaders are engaged on a Personal Inclusivity Development programme, with the National Centre for Diversity, to enhance their understanding and reflective practice.

Supporting the goals of the Sheffield Race Equality Commission, we will deliver anti-racism training to our leaders.

We are revising aspects of our recruitment process to enhance these even further, including removing any coded language from job descriptions and advertisements.

We also intend to develop reporting on the progression and promotion of staff so we can establish any barriers to progression among particular groups, and assess the impact of initiatives like our Aspiring Leaders programme.

We will continue to invest in the development of our staff in their EDI knowledge, so that no one is left behind in their understanding of EDI.

"The best thing about my placement was meeting the incredible staff and working on the machines. It has helped me to become confident looking for a job and meeting new people."

Chishimba Chikwa,
Supported Internship student

PARTNERSHIPS: REVIEW OF PROGRESS AGAINST OUR EDI OBJECTIVE

The college remains a 'Leader in Diversity' and a 'College of Sanctuary' and as such is recognised as an anchor institution in the region.

Our EDI outreach work drives our reputation as a Leader in Diversity, forging impactful partnerships which foster a sense of community within the college and across the city.

Context and commentary

As an anchor institution in the region, The Sheffield College is committed to being a leader in EDI. This includes being recognised as a 'College of Sanctuary,' which means supporting students who are seekers of refuge and asylum, and continuously engaging with the wider community to foster inclusivity.

The college also remained a Leader in Diversity, as recognised by the National Centre for Diversity. Through the work undertaken, we are now ranked third in the National Centre for Diversity Most Inclusive Workplace Index.

This year has seen the college integrated further into city-wide initiatives and projects, including such things as Sheffield City Goals, The Sheffield Hate Crime Priority Group and the City Equalities Leads Group, to name a few. In doing this we are able to support the ambitions of the city and the college, where we can share our expertise and knowledge to foster better equity and inclusion for all.

The college has continued to partner closely with the Association of Colleges (AoC) regarding EDI. Our staff have spoken at conferences as keynote speakers, we hosted the Equity Exchange where colleagues from colleges across the country come together to discuss and share practice across a range of EDI topics. We have also signed up to the AoC's national EDI Charter and the AoC Mental Health and Wellbeing Charter having been one of three colleges nationally to help shape it.

Celebrating our success

Initiatives to improve

Strengthening partnerships with local community organisations and advocacy groups

Hosting cultural awareness events and discussions across the college

Increasing visibility of the college's inclusion efforts through media and public engagement

"I had the privilege of witnessing first-hand the remarkable work being done to educate on hybrid and electric cars, promote a green curriculum, and expand the campus into an Advanced Technology Centre."

Olivia Blake,
Sheffield Hallam MP

SUSTAINABILITY: REVIEW OF PROGRESS AGAINST OUR EDI OBJECTIVE

FREDIE+ values routinely inform 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.

Context and commentary

FREDIE+ values underpin all strategic decisions made at The Sheffield College. This approach is reflected in how we invest in our estate, develop facilities and form partnerships, ensuring that EDI principles are central to our organisational growth.

Equality Impact Assessments were completed routinely during 2023-2024 where any significant strategic changes or decisions were being made. This helps to ensure EDI is central to inclusive decision making across the college.

When considering partnerships, the values of the potential partner are considered and due diligence from an EDI perspective is undertaken.

FREDIE+ values are embedded in our procurement processes, which provide a mechanism to question and check how our supply chain operates. We routinely update and publish our Modern Day Slavery policy and provide mandatory training for all staff on this subject.

Celebrating our success

£1.2m of capital investment and £250k in start-up costs for new specific high needs provision at our Peaks Campus

Development of an Activity Framework Review for implementation in the current academic year reviewing college wise processes and decision-making practices

Equality Impact Assessment process update implemented and required now for new activity, change, projects or policy

Initiatives to improve

Enhancing procurement policies to prioritise partnerships with suppliers who have similar ethics and values to ourselves wherever possible

Continued investment in accessible infrastructure and facilities

Integration of EDI criteria into all strategic planning processes

"I am so pleased that all the hard work has paid off thanks to the support from The Sheffield College. Being a young carer, it was difficult to manage my studies. If it wasn't for the advice and support that I received, I wouldn't be here graduating."

Demi Darby,
Health and Social Care graduate

PAY GAPS: GENDER, DISABILITY, ETHNICITY

Pay gaps show the difference between the average earnings of individuals in each identified group, across the whole workforce, expressed as a percentage of the earnings of the individuals within what is traditionally considered to be the majority group
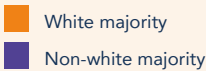
Data and analysis

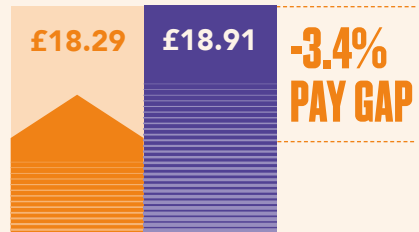**GENDER**

£19.17   £17.52   **11.1% PAY GAP**
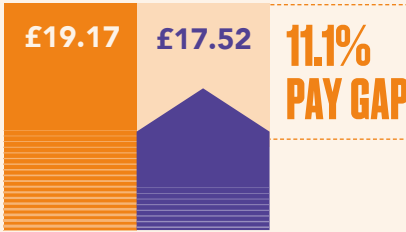
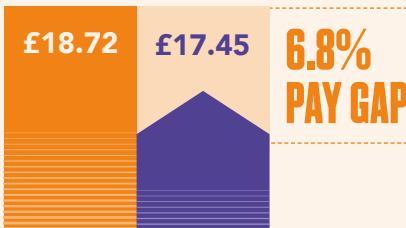There has been **a reduction of 2.2pp** in the overall gender pay gap

■ Male
■ Female

ETHNICITY

The ethnicity pay gap has increased slightly between the previous years published date, **increasing by 1.4pp**

■ White majority
■ Non-white majority

£18.29   £18.91   **-3.4% PAY GAP**

DISABILITY

£18.72   £17.45   **6.8% PAY GAP**

There has been a **reduction of 1.5pp** in the pay gap for staff with a declared disability.

■ No disability
■ Declared disability
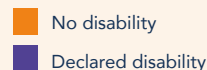
"It sounded like a great place to work so I thought I'd give it a try – that was 30 years ago and I'm still here! I'm able to work in a way that's in line with my personal beliefs."

Ozmah Khan,
Lecturer in Health and Social Care

Initiatives to address Pay Gaps

Whilst our recruitment practices already include initiatives such as anonymous shortlisting, we are exploring further initiatives such as questions shared in advance of interviews for all candidates, EDI observations for random panels, and using tools to assess the accessibility of applications, looking at gendered language and management jargon

Work continues on our assessment of succession planning, and we are implementing monitoring of progression and promotion across the college

We are analysing retention rates for staff within their first year of employment to identify any barriers to continuation

The Sheffield College